



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Irish Survey of Student Engagement Report 2016/17

Quality Office

October 2017

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Irish Survey of Student Engagement 2016/17

1. Introduction and Overview

This report presents results from the 2017 fieldwork of the Irish Survey of Student Engagement (ISSE). Trinity has participated in the ISSE survey since its initiation in 2012/13. The original survey instrument comprised 120 questions and was first used in a national pilot with twenty-six institutions in 2013 and, thereafter, in 2014 and 2015. A revised survey instrument, comprising 65 questions, was implemented in 2016 and again in 2017, and will be used for the foreseeable future. Across Trinity College Dublin, participation has increased from 1,343 (16.5%) students in 2013 to 2,047 (25%) in 2017.

The survey is administered annually during a specific three-week period in February – March. The following cohorts of students are invited to participate: first year (YR1), final year (YRF) undergraduate students, and postgraduate taught students (PGT). The National ISSE Project Team will pilot a Postgraduate Research question-set during fieldwork in 2017/18. This will allow for comparisons across ISSE Universities of the Postgraduate Research Student Experience.

Respondents contribute to an increasingly valuable data set on how they engage with their learning environments. In this context, the survey of student engagement explores the amount of time and effort that students put into their studies and other educationally purposeful activities and, also, how effectively institutions facilitate, encourage and promote student engagement in activities that are linked to learning. The results of the survey are intended to add value at institutional level (for students and for staff) and to inform national policy.

The survey instrument is comprised of nine indices, outlined below, and twenty-two non-index questions (refer Appendix 1):

1. Higher Order Learning
2. Reflective and Integrative Learning
3. Quantitative Reasoning
4. Learning Strategies
5. Collaborative Learning
6. Student-Faculty Interaction
7. Effective Teaching Practices
8. Quality of Interactions
9. Supportive Environment
10. Non-Index Items

Overview of the report

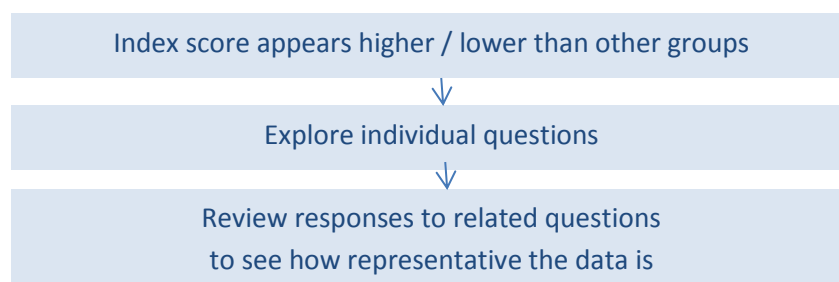
Section 1 of the report outlines the focus on student engagement with learning and provides an overview of the structure of the survey. This section offers some guidance on interpreting the data.

Section 2 of the report gives an executive summary which outlines the main findings of the analysis presented as index scores at sector level (Trinity versus ISSE Universities), across cohorts (Years of Study) and across Faculties (AHSS, FEMS and HS). It includes a summary of the key outcomes from the qualitative analysis outlined in detail in Appendix 2.1 (YR1); Appendix 2.2 (YTF) and Appendix 2.3 (PGT) and provides a focus on two indices, Higher Order Learning and Quantitative Reasoning.

Section 3 of the report provides details of student responses to each of the questions asked. These are presented as percentages of students selecting each response. Results are provided for all participating students and for each of the year groups / cohorts i.e. first and final undergraduate years and taught postgraduate. Questions are grouped together according to the broad area to which they contribute.

It is recommended that readers of this report refer to the questions that form each of the ISSE Indices in *Appendix 1*. Note the numbers of questions that form each index vary, therefore the method to produce the ISSE index score is as follows: when each question is calculated in the indices the index is averaged to give a comparative index number. This is not a percentage. Index scores provide the greatest benefit when used as signposts to explore the experiences of different groups of students – internally within Trinity across the cohorts YR1, YRF, and PGT; across faculties or externally across all ISSE Universitiesⁱ.

Figure 1: Making the best use of the index scores



The survey has been subject to extensive field testing and is again reported for 2016/17 (www.studentsurvey.ie). The confidence interval set for testing the data is 95%.

2. Executive Summary

This Executive Summary provides an overview of ISSE University findings at sectoral level (Trinity vs ISSE Universities); at cohort level Trinity first year (YR1), final year (YRF), postgraduate taught (PGT), and at Faculty level. It provides an overview of the themes arising from the qualitative analysis of respondent open comments (Appendices 2.1-2.3) and a focus on two of the ISSE Indices – *Higher Order Learning* and *Quantitative Reasoning*.

2.1 Trinity versus ISSE Univ

An overview of the 2017 ISSE Index scores is provided in Table 1 below. Key findings show that:

Trinity's scores are higher than the overall score of the other six ISSE Irish Universities in three of the nine indices: *Higher Order Learning*, *Reflective and Integrative Learning*, and *Quantitative Reasoning*.

At a sectoral level *Higher Order Learning* (critical thinking and problem-solving) continues to be the highest scored index for Trinity and across ISSE Universities (TCD 38.9; ISSE Univ 38.1).

Table 1: Trinity and ISSE University Scores

INDICIES	ISSE Univ	Trinity College Dublin				Years of Study		
		TCD	AHSS	FEMS	HS	First Year	Final Year	PG Taught
Higher-Order Learning	38.1	38.9	40.1	36.8	38.7	36.1	40.6	41.4
Reflective and Integrative Learning	31.7	33.1	36.1	27.8	33.5	30.2	34.3	36.8
Quantitative Reasoning	20.1	21.1	17.9	27.3	19.6	19.8	21.7	22.6
Learning Strategies	31.3	30.8	31.6	27.9	33.0	28.9	30.2	34.6
Collaborative Learning	29.2	27.7	25.3	30.4	29.9	27.1	29.5	26.6
Student-Faculty Interaction	12.6	12.5	13.1	10.7	13.9	7.5	15.8	17.2
Effective Teaching Practices	34.3	32.1	33.3	30.3	31.9	30.4	31.9	35.3
Quality of Interactions	38.7	36.4	36.5	36.8	35.4	34.6	35.6	40.1
Supportive Environment	30.5	29.9	30.5	29.3	29.5	31.8	27.5	29.7

Trinity's overall score for the remaining six ISSE indices: *Learning Strategies*, *Collaborative Learning*, *Student Faculty Interaction*, *Effective Teaching Practice*, *Quality of Interactions* and *Supportive Environment* is lower than the overall score of the other six ISSE Universities.

Collaborative Learning was the only index where a shift downwards was evident across sectoral levels for Trinity and ISSE Univ (2016/17: TCD 27.7; ISSE Univ 29.2; 2015/16: TCD 28.1; ISSE Univ 31.1).

The *Student-Faculty Interaction* index has been the lowest scoring index in ISSE since the initiation of the national survey in 2012/13 at sectoral level for Trinity and across the other ISSE Universities (2016/17: TCD 12.5, ISSE Univ 12.6).

Factors that contributed to low scores for Trinity compared with other ISSE Universities include:

- *Quality of Interactions* - The quality of interactions with other administrative staff in finance offices, academic registry etc., attracted lower scores across all cohorts than at national level;
- *Effective Teaching Practice* index - provision of prompt and detailed feedback on draft work, tests and completed assignments continues to be lower in Trinity compared with ISSE Univ (TCD 32.1; ISSE Univ 34.3);
- *Student Faculty Interaction* scores indicate low levels of engagement with academic staff in discussing career plans, progression and coursework at Trinity and across ISSE Univ (2016/17: TCD 27.7; ISSE Univ 29.2; 2015/16: TCD 28.1; ISSE Univ 31.1).

2.2 Years of Study

Index scores across seven of the nine ISSE indices are seen to increase across the ISSE cohorts (YR1; YRF and PGT) as years of study progress (refer Table 1 above):

- *Higher Order Learning* (YR1 36.1; YRF 40.6; PGT 41.4);
- *Reflective and Integrative Learning* (YR1 30.2; YRF 34.3; PGT 36.8);
- *Learning Strategies* (YR1 28.9; YRF 30.2; PGT 34.6);
- *Quantitative Reasoning* (YR1 19.8; YRF 21.7; PGT 22.6);
- *Effective Teaching Practices* (YR1 30.4; YRF 31.9; PGT 35.3);
- *Student Faculty Interaction* (YR1 7.5; YRF 15.8; PGT 17.2);
- *Quality of Interactions* (YR1 34.6; YRF 35.6; PGT 40.1).

The two indices that do not follow the above pattern are the *Supportive Environment* index where scores decrease across cohorts at undergraduate level, rising again at PGT level (YR1 31.8; YRF 27.5; PGT 29.7) while in the *Collaborative Learning* index scores increase across cohorts at undergraduate level and decrease at PGT level (YR1 27.1; YRF 29.5; PGT 26.6).

Scores under the *Student Faculty Interaction* index point to the continuing need to focus on the first year experience (TCD overall 7.5; AHSS 7.9; FEMS 5.3; HS 10.9) (Goal A2.1 Trinity Strategic Plan 2014-2019). Of note is that AHSS and FEMS have large omnibus entry courses e.g. BESS TR081 and Science TR071, where large class sizes can be an impediment to student-faculty engagement.

2.3 Faculties

Table 2 below outlines the comparative performance at Faculty level across each of the ISSE indices.

Faculty of AHSS respondents report higher scores in *Higher Order Learning* (AHSS 40.1; FEMS 36.8; HS 38.7); *Reflective and Integrative Learning* (AHSS 36.1; FEMS 27.8; HS 33.5) and *Effective Teaching Practice* (AHSS 33.3; FEMS 30.3; HS 31.9) indices compared with the other two faculties and lower scores in the *Collaborative Learning* index (AHSS 25.3; FEMS 30.4; HS 29.9).

Faculty of FEMS respondents report higher use of *Quantitative Reasoning* skills (AHSS 17.9; FEMS 27.3; HS 19.6) compared with the other two faculties. The use of *Reflective and Integrative Learning* skills is lower in FEMS than the other two faculties (AHSS 36.1; FEMS 27.8; HS 33.5).

FEMS and HS respondents report more opportunities to engage in *Collaborative Learning* than respondents in AHSS (AHSS 25.3; FEMS 30.4; HS 29.9) reflecting the trend of students in relevant disciplines to work in project or laboratory teams.

Faculty of HS respondents report higher use of *Learning Strategy* skills compared with the other faculties (AHSS 31.6; FEMS 27.9; HS 33.0).

Table 2: Trinity Faculty Years of Study Scores

INDICIES	AHSS				FEMS				HS			
	Y1	YF	PGT	Overall	Y1	YF	PGT	Overall	Y1	YF	PGT	Overall
Higher-Order Learning	37.8	41.6	41.3	40.1	34.3	39.5	39.8	36.8	35.6	39.7	43.4	38.7
Reflective and Integrative Learning	33.6	37.5	37.8	36.1	25.5	29.5	33.4	27.8	31.9	33.9	36.7	33.5
Quantitative Reasoning	16.1	16.5	21.1	17.9	24.8	30.7	29.6	27.3	17.9	20.9	21.4	19.6
Learning Strategies	29.9	31.0	34.0	31.6	25.5	29.5	34.2	27.9	33.5	29.2	37.5	33.0
Collaborative Learning	24.1	25.2	26.8	25.3	29.1	33.2	29.8	30.4	30.2	34.7	22.0	29.9
Student-Faculty Interaction	7.9	15.4	16.7	13.1	5.3	16.8	18.4	10.7	10.9	15.1	18.4	13.9
Effective Teaching Practices	32.0	33.8	34.0	33.3	27.8	31.8	36.2	30.3	31.7	26.3	39.9	31.9
Quality of Interactions	33.9	35.8	39.6	36.5	34.6	37.7	42.4	36.8	35.8	31.5	39.7	35.4
Supportive Environment	32.4	29.6	29.1	30.5	30.7	26.7	30.2	29.3	32.5	23.1	31.8	29.5

2.4 Themes arising from Qualitative Analysis of Open Comments

Detailed analysis on respondents' open comments by cohort is provided in Appendices 2.1-2.3. The questions and response rate by cohort are outlined in Table 3.

Table 3: Open comment analysis by cohort

Open Comment Question	YR1	YRF	PGT
<i>What are the best aspects of how your institution engages students in learning?</i>	726 79%	366 60%	380 73%
What could be done to improve how your institution engages students?	536 58%	304 33%	137 26%

Themes that recur across cohorts in terms of 'best aspects' and support Trinity's scores in aspects of:

- *Higher Order Learning*, include the quality of lecturers (YR1 6%; YRF 31%; PGT 22%) and library facilities (YR1 3%; PGT 3%);
- *Effective Teaching Practice*, include the benefits of small group teaching/tutorials (YR1 19%; YRF 35%); the variety of learning methods (YR1 15%; YRF 9%; PGT 31%); and the level of skills development (YR1 4%; PGT 6%);
- *Student-Faculty interaction*, *Quality of Interactions* and *Supportive Environment* indices are supported by the qualitative finding that indicates that students' perception of support provided (academic and non-academic) as a 'best aspect' reduces as years of study progress (YR1 26%; YRF 16%; PGT 13%).

Themes that recur across cohorts in terms of 'improvements' support Trinity's scores in aspects of:

- *Effective Teaching Practice*, include request to expand small group teaching/tutorial offerings (YR1 11%; YRF 8%); improve timeliness and quality of feedback (YR1 8%; YRF 15%; PGT 18%); increase opportunities for continuous assessment (YR1 13%; YRF 9%) and enhance support for students including tutoring support e.g. Maths (YR1 13%; YRF 9%; PGT 8%) and supports in specific locations e.g. Tallaght Hospital and St James Hospital;
- *Collaborative Learning* and *Student-Faculty Interaction* include aspects of 'student to student' and 'student and academic' and includes requests to improve student interaction (YR1 26%; YRF 21%) and improve lecturer technique (YR1 11%; YRF 17%; PGT 10%);
- *Quality of Interactions* and in particular with staff in registry, finances and other administrative function areas are reflected in calls to improve timeliness and accessibility of timetables (YR1 9%; YRF 14%).

2.5 Indices in Focus (Higher Order Learning and Quantitative Reasoning)

Looking at individual questions within indices allows for deeper insight into how individuals respond. Responses to individual index questions are reported by percentages, unlike the ISSE indices which are reported by index scores. A focus on two indices is provided below (refer to Table 5 (p. 12) and Table 7 (p.14) for a breakdown of individual questions and percentages).

2.5.1 Higher Order-Learning (HOL)

The *Higher Order Learning* index explores students' experiences in high order thinking / learning such as application, analysis, judgement and synthesis. The index consists of four questions that relate to applying facts, analysing and evaluating data and forming understanding.

Over 70% of respondents reported that they 'quite a bit' or 'very much' apply *Higher Order Learning* skills. HS and FEMS respondents reported lower scores compared with AHSS respondents (AHSS 74%; FEMS 66%; HS 69%). AHSS respondents report that they analyse, evaluate and form understanding more frequently than students in other faculties (AHSS 76%; FEMS 62%; HS 67%). HS and FEMS respondents apply facts, theories or methods to practical problems or new situations (AHSS 67%; FEMS 78%; HS 75%). FEMS respondents reported 'very little' experience in evaluating a point of view, decision or information source compared with the other faculties (AHSS 4%, FEMS 18%; HS 9%).

The findings report a gradual increase in the use of *Higher Order Learning* skills as the years of study progress (YR1 64%; YRF 74%; PGT 76%). 'Very little' experience of use of these skills was reported by 7% of respondents to the survey. The profile of these respondents by cohort is: YR1 9%; YRF 7%; PGT 5% and by Faculty AHSS 6%; FEMS 10% and HS 8%.

2.5.2 Quantitative Reasoning

Quantitative Reasoning seeks to measure students' opportunities to develop their skills quantitatively – to evaluate, support or critique arguments using numerical and statistical information. Reported engagement with *Quantitative Reasoning* skills is relatively low, overall for a research – led university. Three questions contribute to this index i.e. use of numerical data, reaching conclusions and the frequency of evaluation of conclusions made by others.

Across Trinity, 30% of respondents reported that they use these skills 'quite a bit' or 'very much'. This is consistent with other ISSE Universities (29%). Low use of *Quantitative Reasoning* skills is seen across the years of study (YR1 26%; YRF 32%; PGT 32%). FEMS respondents use *Quantitative Reasoning* skills more frequently than other faculties (AHSS 24%; FEMS 41%; HS 26%). The most frequently used response option selected across the three questions under *Quantitative Reasoning* was 'sometimes', ranging from 37-39%, followed by 'never' ranging from 24-37%. The two questions that attracted the lowest score in this index were in the 'evaluation of what others had concluded from numerical information', and 'reached conclusions based on

their analysis of numerical information’ where 37% selected ‘never’ in response to the frequency of use for both questions. This was followed by 28% who had ‘never’ used numerical information to examine a real-world problem or issue.

Note that the *Quantitative Reasoning* index can provide a baseline measure for the evidence descriptor ‘I can analyse and synthesise evidence’ under the Trinity Graduate Attribute ‘To Think Independently’.

All three faculties reported similar results in respondents selecting ‘never’ when asked about their experience in using numerical information in examining a real-world problem or issue (AHSS 39%; FEMS 32% HS 34%). FEMS reported more frequent use of reaching conclusions based on their analysis of numerical information (AHSS 26%; FEMS 58%; HS 30%) and evaluating what others have concluded from numerical information (AHSS 19%; FEMS 32% HS 23%).

3. Results and Findings of the 2017 ISSE

3.1 Introduction

This chapter presents results from the implementation of the Irish Survey of Student Engagement (ISSE) in 2017. It provides an overview of response rates for different groups of the student population and of the demographic profile of respondents. This is followed by national-level percentage responses for individual questions. Responses to individual questions are presented in groups corresponding to the index to which they contribute.

3.2 Response Rates and Demographics

A total of 2,047 students responded to the 2016/17 survey. This produced an overall response rate of 24.6% of the target population, an increase from 22.8% in 2015/16. The sample includes 920 (29.2%) YR1, 608 (24.9%) YRF and 519 (19.2%) PGT students. Increases in responses were evident at final year (2016/17: 24.9%; 2015/16: 21.4%) and PGT level (2016/17: 19.2%; 2015/16: 15.6%). Of note is the proportion of mature students (>24yrs) which increased by 5% (2016/17: 32.8%; 2015/16: 27.7%) and a decrease in respondents < 23 years of age (2016/17: 67.2%; 2015/16: 64.9%) of 2.3%. The Faculty of Arts, Humanities and Social Sciences (AHSS) had the highest representation of respondents across all faculties and this represents an increase of 19% compared with 2015/16. Representation by the Faculty of Engineering, Mathematics & Science (FEMS) respondents also increased by 16% compared with 2015/16 whereas representation by the Faculty of Health Sciences (HS) decreased by 4% compared with 2015/16.

Table 4: Demographic characteristics of respondents – 2016/17 versus 2015/16

	Trinity College Dublin 2017					Trinity College Dublin 2016			
	YR1	YRF	PGT	TCD		YR1	YRF	PGT	TCD
Survey Population	3,152	2,445	2,716	8,313		3,214	2,626	2,097	7,937
Respondents	920 (29.2%)	608 (24.9%)	519 (19.2%)	2,047 (24.6%)		922 (28.7%)	561 (21.4%)	328 (15.6%)	1,811 (22.8%)
Age (Count & %)									
23 Years and Under	836 (90.9%)	462 (76.0%)	78 (15.0%)	1,376 (67.2%)		849 (92.1%)	412 (73.4%)	49 (14.9%)	1,310 (64.9%)
24 years and over	84 (9.1%)	146 (24.0%)	441 (85.0%)	671 (32.8%)		73 (7.9%)	149 (26.6%)	279 (85.1%)	501 (27.3%)
Sex (Count & %)									
Male	345 (37.5%)	216 (35.5%)	170 (32.8%)	731 (35.7%)		337 (36.6%)	200 (35.7%)	102 (31.1%)	639 (35.3%)
Female	575 (62.5%)	392 (64.5%)	349 (67.2%)	1,316 (64.3%)		585 (63.4%)	361 (64.3%)	226 (68.9%)	1,172 (64.7%)
Domicile (Count & %)									
Irish	840 (91.3%)	561 (92.3%)	265 (51.1%)	1,666 (81.4%)		833 (90.3%)	513 (91.4%)	172 (52.4%)	1,518 (83.8%)
Non-Irish	80 (8.7%)	47 (7.7%)	254 (48.9%)	381 (18.6%)		89 (9.7%)	48 (8.6%)	156 (47.6%)	293 (16.2%)

Table 5: Demographic characteristics of respondents – Faculty Level

		Faculty			
		AHSS	FEMS	HS	Total
Status	YR1	399	346	175	920
	YRF	311	179	118	609
	PGT	366	84	69	519
Sex	Male	345	313	73	731
	Female	731	296	289	1316
Mode of Study (FT/PT)	Full-time	997	568	323	1888
	Part-time or remote	79	41	39	159
Irish or non-Irish	Irish	808	545	313	1666
	Non-Irish	268	64	49	381
Programme Type	Undergraduate Certificate/Diploma	0	3	4	7
	Undergraduate Honours Degree	710	522	289	1521
	Graduate Certificate/Diploma	28	22	8	58
	Masters Taught	338	62	61	461

3.3 Responses to Individual Questions

Exploring how students engage with their learning environment is a central theme in the ISSE findings and is addressed across six of the nine indices. The following section provides a detailed analysis of the individual questions in each index. Questions are presented as percentages as opposed to the previous section where results are provided in overall ISSE scores that range from 1-60. This section of the report provides a detailed analysis of the indices across a number of groups i.e. Trinity overall, years of study and Faculty, alongside ISSE University score comparison. Key points are identified for each index and are divided across two headings namely 'Teaching and Learning' and 'Student Experience'. Appendix 2 outlines a summary of index charts and open comments at cohort level.

Teaching and Learning

3.3.1 Questions relating to Higher Order Learning

These questions explore the extent to which students' work emphasises challenging cognitive tasks such as application, analysis, judgement, and synthesis. These capabilities are increasingly sought by employers who want graduates to respond effectively to undefined and unfamiliar situations within and beyond the discipline's context.

Table 6: Responses to questions relating to *Higher Order Learning*

<i>Questions and percentage response</i>		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
<i>During the current academic year, how much has your coursework emphasised...</i>						
1) Applying facts, theories, or methods to practical problems or new situations?	<i>Very little</i>	6.6%	6.6%	8.6%	4.6%	4.1%
	<i>Some</i>	22.7%	22.0%	25.0%	17.6%	21.0%
	<i>Quite a bit</i>	41.9%	40.8%	41.3%	41.7%	37.4%
	<i>Very much</i>	28.9%	30.6%	25.2%	36.1%	37.4%
2) Analysing an idea, experience, or line of reasoning in depth by examining its parts?	<i>Very little</i>	7.2%	7.1%	5.7%	8.4%	9.3%
	<i>Some</i>	25.4%	22.7%	21.7%	24.0%	23.3%
	<i>Quite a bit</i>	39.7%	38.0%	38.9%	37.9%	35.2%
	<i>Very much</i>	27.6%	32.3%	33.7%	29.7%	32.2%
3) Evaluating a point of view, decision, or information source?	<i>Very little</i>	7.8%	9.0%	3.7%	18.0%	9.0%
	<i>Some</i>	25.8%	22.3%	16.4%	30.8%	25.3%
	<i>Quite a bit</i>	39.8%	37.8%	40.7%	33.8%	36.0%
	<i>Very much</i>	26.6%	30.9%	39.1%	17.4%	29.7%
4) Forming an understanding or new idea from various pieces of information?	<i>Very little</i>	5.5%	6.4%	4.8%	8.3%	8.2%
	<i>Some</i>	23.2%	22.0%	20.0%	24.1%	24.4%
	<i>Quite a bit</i>	42.1%	40.9%	41.7%	40.3%	39.6%
	<i>Very much</i>	29.1%	30.6%	33.5%	27.3%	27.8%

At Faculty level, AHSS respondents continued to report strengths in evaluating a point of view or a decision or information source (AHSS 80%, FEMS 51%, HS 66%) and this remains the faculty reporting the highest use of *Higher Order Learning* skills (AHSS 74%, FEMS 66%, HS 69%). At cohort level first year (YR1) respondents across HS and FEMS reported fewer opportunities to evaluate a point of view, a decision or information source (AHSS 75%, FEMS 42%, HS 56%), while scores for PGT respondents in HS increased by 13% compared with 2015/16 (2016/17: 78%; 2015/16: 65%).

Across the years of study, 68% of first year respondents indicated that they ‘quite a bit/very much’ apply facts, theories, or methods to practical problems or new situations, 75% of final year respondents gained insight into gathering and understanding information and 80% of postgraduate taught respondents cultivate critical evaluation of ideas, arguments, and points of view. *Higher Order Learning* increases as years of study progress (YR1 64%; YRF 74%; PGT 76%).

3.3.2 Questions relating to Reflective and Integrative Learning

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

Trinity scores increased in 2016/17 compared with 2015/16 (TCD 2016/17, 33.1; 2015/16, 32.6) and compared with the ISSE University score (ISSE Univ 31.7). Over half of all respondents (56%) indicated that they enhanced their learning experience by integrating course materials across their studies. Connected learning was the key area identified by all cohorts where ideas from modules to prior experiences and knowledge was 'often or very often' used (YR1 62%; YRF 71%; PGT 84%) and increased over years of study.

AHSS continues to be the faculty who reports the highest instance of integrating learning and reflection during their programme of study 'often/very often' (AHSS 63%; FEMS 40%; HS 58%). Connecting ideas from academic learning to prior experiences and knowledge received the strongest response in this area (AHSS 74%; FEMS 60%; HS 76%). AHSS respondents reported more opportunities to be involved in diverse debates in assignments or discussions (AHSS 52%; FEMS 15%; HS 30%) and used problem-based learning in social settings (AHSS 62%; FEMS 33%; HS 56%).

Respondents in the final year of study (YRF) in FEMS reported increased opportunities to use reflective and integrated learning skills (2016/17: 49%; 2015/16: 42%). An increase is evident in combining ideas from different modules when completing assignments (2016/17: 66%; 2015/16: 55%) and examining strengths and weaknesses of their own views on topics and issues (2016/17 45%; 2015/16: 37%).

Table 7: Responses to questions relating to Reflective Integrative Learning

<i>Questions and percentage response</i>		ISSE Univ <i>(all students)</i>	TCD <i>(all students)</i>	AHSS	FEMS	HS
<i>During the current academic year, how often have you...</i>						
1) Combined ideas from different subjects / modules when completing assignments?	<i>Never</i>	6.5%	5.6%	4.4%	7.9%	5.0%
	<i>Sometimes</i>	36.5%	36.1%	34.4%	40.2%	34.0%
	<i>Often</i>	39.1%	38.8%	40.6%	33.9%	42.2%
	<i>Very often</i>	17.9%	19.5%	20.6%	18.1%	18.8%
2) Connected your learning to problems or issues in society?	<i>Never</i>	16.0%	15.2%	8.4%	28.3%	11.7%
	<i>Sometimes</i>	37.5%	32.6%	29.2%	38.4%	32.4%
	<i>Often</i>	30.4%	31.5%	34.6%	24.8%	33.9%
	<i>Very often</i>	16.1%	20.8%	27.7%	8.5%	22.0%
3) Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments?	<i>Never</i>	29.9%	27.8%	11.2%	56.4%	26.4%
	<i>Sometimes</i>	37.0%	35.7%	37.3%	28.4%	43.4%
	<i>Often</i>	22.2%	24.3%	32.6%	11.4%	22.5%
	<i>Very often</i>	10.9%	12.2%	18.9%	3.8%	7.7%
4) Examined the strengths and weaknesses of your own views on a topic or issue?	<i>Never</i>	11.1%	10.3%	7.3%	15.1%	10.5%
	<i>Sometimes</i>	39.5%	36.6%	33.6%	41.4%	37.1%
	<i>Often</i>	37.2%	39.5%	42.9%	32.8%	41.2%
	<i>Very often</i>	12.2%	13.7%	16.3%	10.7%	11.2%
	<i>Never</i>	8.3%	7.8%	4.1%	16.6%	3.2%

5) Tried to better understand someone else's views by imagining how an issue looks from their perspective?	<i>Sometimes</i>	36.6%	32.9%	29.5%	36.7%	36.4%
	<i>Often</i>	38.8%	39.3%	43.2%	30.8%	42.8%
	<i>Very often</i>	16.3%	20.0%	23.2%	16.0%	17.6%
6) Learned something that changed the way you understand an issue or concept?	<i>Never</i>	3.4%	3.8%	2.8%	5.6%	3.3%
	<i>Sometimes</i>	32.8%	30.4%	27.8%	34.8%	30.5%
	<i>Often</i>	44.8%	43.7%	45.2%	41.8%	42.9%
7) Connected ideas from your subjects / modules to your prior experiences and knowledge?	<i>Very often</i>	19.0%	22.1%	24.3%	17.8%	23.3%
	<i>Never</i>	3.2%	2.6%	1.7%	4.5%	1.8%
	<i>Sometimes</i>	29.1%	27.5%	24.9%	35.1%	22.1%
	<i>Often</i>	43.0%	42.7%	44.6%	38.2%	44.9%
	<i>Very often</i>	24.7%	27.2%	28.9%	22.2%	31.2%

3.3.3 Questions relating to Quantitative Reasoning

These questions explore students' opportunities to develop their skills to reason quantitatively – to evaluate, support or critique arguments using numerical and statistical information. *Quantitative Reasoning* is one of the key learning outcomes in undergraduate and postgraduate education.

Table 8: Responses to questions relating to *Quantitative Reasoning*

<i>Questions and percentage response</i>		ISSE Univ <i>(all students)</i>	TCD <i>(all students)</i>	AHSS	FEMS	HS
<i>During the current academic year, how often have you...</i>						
1) Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)?	<i>Never</i>	27.2%	26.9%	38.0%	6.0%	30.4%
	<i>Sometimes</i>	39.4%	36.5%	35.8%	35.8%	39.4%
	<i>Often</i>	23.2%	23.5%	18.4%	31.8%	23.7%
	<i>Very often</i>	10.2%	13.2%	7.7%	26.4%	6.4%
2) Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)?	<i>Never</i>	36.7%	35.8%	39.0%	31.6%	33.9%
	<i>Sometimes</i>	37.1%	36.4%	35.6%	35.8%	39.9%
	<i>Often</i>	18.3%	18.1%	17.5%	20.0%	16.5%
	<i>Very often</i>	7.9%	9.7%	7.9%	12.5%	9.7%
3) Evaluated what others have concluded from numerical information?	<i>Never</i>	38.4%	37.3%	44.2%	23.3%	41.3%
	<i>Sometimes</i>	40.4%	38.8%	36.4%	44.6%	36.0%
	<i>Often</i>	16.6%	18.2%	15.5%	23.3%	17.5%
	<i>Very often</i>	4.7%	5.6%	3.9%	8.8%	5.2%

At the institutional level quantitative literacy attracted a low score in Trinity and across ISSE Univ (TCD: 21.1; ISSE Univ 20.1). Of note is this index reported the second lowest score across all indices. At the bottom of the response scale, a third (33%) of respondents report they 'never' applied *Quantitative Reasoning* in their learning. This finding was reported by 40% of AHSS; 20% of FEMS and 37% of HS respondents and relates in particular to evaluating what others have concluded from numerical information (AHSS 44%; FEMS; 23% and HS 41%).

At the top of the response scale, 29% of Trinity and 27% of ISSE Univ respondents report they ‘often-very often’ have opportunities to develop their ability to reason quantitatively. The most frequently used quantitative reasoning skill across all cohorts was in forming conclusions based on analysis of numerical information (YR1 34%; YRF 41%; PGT 37%), followed by using numerical information to examine real-world problems (YR1 24%; YRF 29%; PGT 32%).

FEMS continues to report strengths in quantitative literacy compared with the other faculties. 41% of FEMS respondents reported they ‘often-very often’ develop their numerical and statistical skills to evaluate, support, and critique arguments (AHSS 24%; FEMS 41%; HS 26%). Contributing to the FEMS performance in this index is the use of numeric analyses skills in reaching conclusions (AHSS 26%, FEMS 58%, HS 30%). This was rated by all years of study as a recurrent learning activity (FEMS YR1 52%; YRF 71%; PGT 56%) compared with AHSS (YR1 23%; YRF 23%; PGT 33%) and HS (YR1 22%; YRF 40%; PGT 35%). FEMS respondents also reported more frequent use (very often-often) of evaluation indicators (AHSS 19%, FEMS 32%, HS 22%). Final year respondents reported an increase in the use of *Quantitative Reasoning* skills (2016/17, 50%; 2015/16, 46%), and numerical information in examining a real-world problem or issue (2016/17: 38%; 2015/16: 28%) and gained higher scores compared with AHSS and HS respondents (AHSS 16.5; FEMS 30.7; HS 20.9).

3.3.4 Questions relating to Learning Strategies

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

Table 9: Responses to questions relating to *Learning Strategies*

<i>Questions and percentage response</i>		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
<i>During the current academic year, how often have you...</i>						
1) Identified key information from recommended reading materials?	<i>Never</i>	8.5%	7.7%	3.3%	15.3%	7.5%
	<i>Sometimes</i>	37.0%	34.8%	28.5%	42.9%	38.9%
	<i>Often</i>	38.6%	40.0%	47.5%	30.8%	34.3%
	<i>Very often</i>	15.9%	17.5%	20.7%	11.0%	19.3%
2) Reviewed your notes after class?	<i>Never</i>	8.9%	10.2%	10.4%	10.8%	8.8%
	<i>Sometimes</i>	41.9%	46.1%	46.8%	48.7%	39.8%
	<i>Often</i>	35.0%	30.2%	32.2%	27.5%	29.0%
	<i>Very often</i>	14.5%	13.5%	10.7%	13.1%	22.4%
3) Summarised what you learned in class or from course materials?	<i>Never</i>	9.8%	11.6%	10.9%	13.8%	9.7%
	<i>Sometimes</i>	41.3%	42.7%	45.4%	43.2%	34.4%
	<i>Often</i>	35.1%	32.9%	31.7%	32.5%	37.4%
	<i>Very often</i>	13.9%	12.8%	12.1%	10.5%	18.6%

The findings suggest similar levels of performance across respondents who actively enhance their learning and retention of course materials across Trinity (49%) and ISSE Univ (51%). *Effective Learning Strategies* included

identifying key information from reading materials, the central methodology used by final year (62%) and postgraduate taught (76%) respondents and summarising what was learned in class or from course materials was the predominant active learning skill used by first year (46%) respondents. 36% of final year (YRF) Trinity respondents reviewed notes after class compared with 45% of the same cohort across ISSE Univ respondents.

52% of the respondents in AHSS and 54% in HS reported they actively applied study strategies in their learning, compared with 42% in FEMS respondents, however increases were seen across all cohorts in FEMS compared with 2015/16 (2016/17 58%; 2015/16: 42%). The widest disparity of scores across the faculties and cohorts was in respect of first year FEMS respondents where the linking of key information from recommended reading material was used less when compared with the other faculties (AHSS 56%; FEMS 29%; HS 46%). The cohort reporting the highest use of learning strategies is the PGT cohort in HS where 66% reported they 'often or very often' used learning strategies compared with 60% of FEMS and 58% of AHSS respondents. 68% of AHSS respondents reported that they identify key information from recommended reading materials compared with 42% of FEMS and 54% of HS respondents. HS respondents were more inclined to review notes and summarise what they learned in class compared with other faculties (AHSS 44%; FEMS 43%; HS 56%).

3.3.5 Questions relating to Collaborative Learning

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

The *Collaborative Learning* index was the only index in 2016/17 where findings revealed a shift downwards in Trinity and across ISSE Univ (2016/17: TCD 27.7; ISSE Univ 29.2; 2015/16: TCD 28.1; ISSE Univ 31.1). Less than half of the respondents in Trinity (41%) and ISSE Univ (45%) reported that they 'often or very often' collaborated with peers in solving problems or mastering difficult material and this was apparent at final year level (TCD 46%; ISSE Univ 50%;). The PGT cohort reported the lowest levels of shared learning experience where 20% reported that they 'never' engaged in collaborative learning compared with 14% of YR1 and 15% of YRF respondents. 48% of Trinity final year (YRF) respondents report that they work on projects and/or assignments with other students compared with 57% of ISSE Univ final year (YRF) respondents.

Table 10: Responses to questions relating to *Collaborative Learning*

<i>Questions and percentage response</i>		ISSE Univ <i>(all students)</i>	TCD <i>(all students)</i>	AHSS	FEMS	HS
<i>During the current academic year, how often have you...</i>						
1) Asked another student to help you understand course material?	<i>Never</i>	12.9%	14.6%	19.5%	8.1%	11.5%
	<i>Sometimes</i>	47.8%	47.1%	50.0%	43.8%	44.3%
	<i>Often</i>	28.4%	27.0%	23.5%	30.4%	31.4%
	<i>Very often</i>	10.9%	11.3%	7.0%	17.6%	12.8%
2) Explained course material to one or more students?	<i>Never</i>	7.6%	7.3%	8.9%	6.1%	4.9%
	<i>Sometimes</i>	47.5%	48.5%	50.7%	45.2%	48.0%
	<i>Often</i>	32.1%	31.4%	29.5%	35.4%	30.2%
	<i>Very often</i>	12.8%	12.7%	10.8%	13.3%	16.9%
3) Prepared for exams by discussing or working through course material with other students?	<i>Never</i>	19.4%	24.0%	27.3%	22.0%	17.7%
	<i>Sometimes</i>	37.2%	39.0%	40.3%	38.6%	36.0%
	<i>Often</i>	28.0%	25.5%	23.4%	25.9%	30.7%
	<i>Very often</i>	15.3%	11.5%	8.9%	13.4%	15.6%
4) Worked with other students on projects or assignments?	<i>Never</i>	14.0%	18.2%	21.7%	14.1%	15.4%
	<i>Sometimes</i>	35.1%	36.9%	40.8%	30.0%	37.3%
	<i>Often</i>	29.5%	26.5%	21.1%	32.7%	31.1%
	<i>Very often</i>	21.4%	18.4%	16.3%	23.2%	16.2%

Faculty index scores for collaborative learning in FEMS and HS were more aligned compared with AHSS (AHSS 35%; FEMS 48%; HS 46%). First year FEMS respondent scores fell in 2016/17 compared with 2015/16 (2016/17: YR1 29.1; 2015/16: YR1 32.0, while final year respondent scores increased (2016/17 YRF 33.2; 2015/16 YRF 31.2). In 2016/17, across the first year of study in FEMS, 48% of respondents reported they frequently approach another student to help understand course material compared with 58% in 2015/16, a fall of 10%. The proportion of final year respondents who frequently explain course material to one or more students fell by 14% (2016/17: 37%; 2015/16: 50%). In AHSS the proportion of respondents in final year who frequently collaborated with other students on course materials increased by 13% in 2016/17 (43%) compared with 30% in 2015/16.

The findings revealed that 15% of respondents across the faculties 'never' consult with other students in their studies. The 'never' response option in collaborating with another student in helping understand course material was reported by 20% of AHSS respondents, 8% of FEMS respondents and 12% of HS respondents. This was particularly evident at PGT level across the AHSS and HS faculties (PGT: AHSS 20%; FEMS 8%; HS 26%). Looking further at the cohorts, the findings suggest 23% YR1 and 19% YRF in AHSS having 'never' consulted with

students in their coursework. Conversely a non-index question reported that 59% of respondents worked effectively with others either 'quite a bit' or 'very much'.

3.3.6 Questions relating to Effective Teaching Practices

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

Across all respondents, 56% of Trinity and 60% of ISSE Univ state that they perceive their student learning is based on organised instruction, clear explanations, illustrative examples, and effective feedback on student work. Responses on the frequency, detail and promptness of feedback are attributed to the overall low score for this index. The level of effective teaching practice was more positively perceived by PGT (62%) respondents compared with undergraduate (54%) respondents (YR1 30.4; YRF 31.9; PGT 35.3), particularly in the perception of organised teaching (YR1 66%; YRF 66%; PGT 73%).

Over half of the respondents across the faculties (AHSS 58%; FEMS 52%; HS 54%) stated that they were participating 'quite a bit/very much' in broader education activities. This is particularly evident in HS at PGT level (AHSS 59%; FEMS 64%; HS 72%). PGT respondents in HS scored the organisation of teaching on the programme more highly than the PGT cohort in other faculties (AHSS 70%, FEMS 71%, HS 87%). The findings show a decrease in perception of effective teaching practices as the years of study progress in HS at undergraduate level (YR1 53%; YRF 42%). For example, 75% of first year respondents stated they had opportunities to use examples or illustrations to explain difficult points compared with 50% of final year respondents. Perception on how teaching was organised in HS is reported as more positive by first year (75%) compared with final year (50%) respondents.

In FEMS less than half (47%) of first year respondents reported their experience of teaching practices to be effective compared with 55% AHSS and 53% HS. The regularity of feedback provided to first year respondents fell by 11% compared with 2015/16 (2016/17: 21%; 2015/17: 32%). Final year respondents in FEMS state that they were informed 'quite a bit/very much' of course goals and requirements (70%) and perceived their course as being taught in an organised way (69%). An increase of 8% was reported by final year respondents in AHSS on the promptness of feedback received (2016/17: 44%; 2015/16: 36%).

Table 11: Responses to questions relating to *Effective Teaching Practices*

<i>Questions and percentage response</i>		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
<i>During the current academic year, how often have you...</i>						
1) Clearly explained course goals and requirements?	<i>Very little</i>	4.8%	7.1%	6.8%	8.4%	5.6%
	<i>Some</i>	23.8%	27.9%	26.7%	27.6%	31.7%
	<i>Quite a bit</i>	43.8%	41.9%	41.4%	46.6%	35.7%
	<i>V much</i>	27.7%	23.1%	25.0%	17.4%	27.0%
2) Taught in an organised way?	<i>Very little</i>	3.3%	4.4%	4.9%	2.9%	5.7%
	<i>Some</i>	24.4%	27.7%	25.5%	31.0%	28.5%
	<i>Quite a bit</i>	45.2%	43.5%	43.2%	45.4%	41.2%
	<i>V much</i>	27.0%	24.4%	26.3%	20.8%	24.5%
3) Used examples or illustrations to explain difficult points?	<i>Very little</i>	3.7%	4.8%	5.7%	3.9%	3.6%
	<i>Some</i>	20.9%	23.6%	23.3%	21.7%	27.6%
	<i>Quite a bit</i>	42.0%	41.3%	40.7%	43.6%	39.1%
	<i>V much</i>	33.4%	30.3%	30.2%	30.9%	29.7%
4) Provided feedback on a draft or work in progress?	<i>Very little</i>	26.5%	34.0%	32.4%	37.5%	33.0%
	<i>Some</i>	33.1%	31.0%	29.8%	34.1%	29.1%
	<i>Quite a bit</i>	26.0%	21.8%	21.8%	20.4%	24.3%
	<i>V much</i>	14.5%	13.2%	16.0%	8.0%	13.6%
5) Provided prompt and detailed feedback on tests or completed assignments?	<i>Very little</i>	24.0%	29.3%	24.0%	36.8%	32.6%
	<i>Some</i>	33.8%	32.3%	30.9%	35.1%	31.6%
	<i>Quite a bit</i>	26.8%	24.3%	27.4%	20.3%	22.2%
	<i>V much</i>	15.4%	14.1%	17.8%	7.9%	13.6%

3.3.7 Non-Index Questions relating to Teaching and Learning

The ISSE survey contains thirteen questions outside the nine indices that relate to the area of teaching and learning.

The findings indicate that Trinity respondents spend a significant amount of time studying (2016/17 81%; 2015/16 76%) compared with ISSE Univ respondents (71%). This is evident across all cohorts and particularly at YRF level (2016/17: 88%; 2015/16: 80%). Over half of the respondents indicated that they regularly engage in class, tutorials, labs or online (53%) and have opportunities to work with academic staff on research projects (53%).

Of note, in terms of the 'never' response option is that 26% of respondents report that they 'never' prepare for class and this was evident across all cohorts (YR1 23% YRF 22%; PGT 33%). Furthermore, 26% of respondents report 'never' having the opportunity to present work in class. Opportunities to present in class increase as respondents progress in their studies (YR1 14%; YRF 44%; PGT 45%).

Table 12: Responses to questions relating to *Teaching and Learning non-index questions*

Questions and percentage response During the current academic year, how often have you...		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
1) Spending significant amounts of time studying and on academic work?	Very little	3.1%	3.4%	2.8%	4.8%	2.7%
	Some	21.7%	15.3%	15.7%	14.1%	16.0%
	Quite a bit	48.6%	46.4%	47.8%	47.7%	40.1%
	Very much	26.6%	34.9%	33.6%	33.5%	41.2%
2) Working effectively with others?	Very little	8.5%	11.7%	13.7%	13.6%	2.7%
	Some	26.6%	29.4%	33.3%	30.2%	16.7%
	Quite a bit	38.4%	34.9%	33.3%	34.5%	40.3%
	Very much	26.5%	24.0%	19.7%	21.7%	40.3%
3) Asked questions or contributed to discussions in class, tutorials, labs or online?	Never	10.4%	8.6%	3.6%	18.6%	5.7%
	Sometimes	41.7%	38.8%	33.6%	48.9%	35.9%
	Often	28.4%	29.9%	32.7%	21.8%	35.8%
	Very often	19.4%	22.8%	30.1%	10.8%	22.5%
4) Work with academic staff on a research project?	Have not decided	29.8%	25.2%	26.1%	25.1%	22.5%
	Do not plan to do	24.0%	21.7%	28.5%	12.5%	17.4%
	Plan to do	27.4%	28.6%	26.7%	28.9%	33.7%
	Done or in progress	18.8%	24.5%	18.7%	33.5%	26.4%
5) Solving complex real-world problems?	Very little	16.2%	15.4%	19.2%	13.9%	6.5%
	Some	33.6%	34.2%	37.0%	32.0%	30.0%
	Quite a bit	31.6%	31.3%	29.1%	31.7%	36.8%
	Very much	18.6%	19.2%	14.6%	22.5%	26.7%
6) Memorising course material?	Very little	19.2%	21.1%	25.8%	16.6%	14.5%
	Some	32.4%	33.3%	33.4%	40.8%	19.7%
	Quite a bit	31.9%	28.6%	28.0%	29.4%	29.1%
	Very much	16.4%	17.0%	12.7%	13.1%	36.7%
7) Worked on assessments that informed you how well you are learning?	Never	25.0%	31.5%	32.5%	30.6%	30.4%
	Sometimes	41.4%	40.0%	40.1%	41.3%	37.5%
	Often	25.8%	22.0%	22.4%	20.6%	23.4%
	Very often	7.8%	6.4%	4.9%	7.5%	8.7%
8) Made a presentation in class or online?	Never	26.5%	25.5%	18.5%	37.6%	24.7%
	Sometimes	44.1%	43.6%	45.8%	37.1%	48.6%
	Often	19.7%	20.3%	23.1%	15.7%	20.2%
	Very often	9.7%	10.6%	12.6%	9.5%	6.5%
9) Come to class without completing readings or assignments?	Never	26.5%	25.5%	17.1%	34.7%	33.8%
	Sometimes	48.5%	47.0%	49.5%	44.4%	44.2%
	Often	17.7%	19.0%	21.8%	15.3%	17.3%
	Very often	7.3%	8.5%	11.6%	5.6%	4.7%

At faculty level, HS respondents reported the highest level of engagement with teaching and learning methods (class, labs, tutorials and online) across all years of study (YR1 53%; YRF 57%; PGT 55%) and report very high opportunities for working effectively with others during their learning (AHSS: 59%; FEMS: 56%; HS: 81%). AHSS respondents (63%) are more inclined to ask questions or contribute to discussion in class, tutorials, labs or online compared with FEMS (33%) and HS (58%), while FEMS and HS respondents have more opportunities to work with academic staff on a research project (AHSS 45%; FEMS 62%; HS 60%).

Four teaching and learning skills were addressed in the non-index questions. These skills relate to writing and speaking clearly and effectively, thinking critically and analytically and analysing numerical and statistical information. The skills are also reflected as evidence descriptors of the Trinity Graduate Attributes 'To Think Independently' and 'To Communicate Effectively'.

Thinking critically and analytically was the strongest teaching and learning skill developed by respondents across all years of study (YR1 75%; YRF 87%; PGT 79%) and at faculty level (AHSS 80%; FEMS 80%; HS 78%). Of note is that a quarter of respondents report 'very little' opportunity to analyse numerical and statistical information (YR1 25%; YRF 25%; PGT 26%). As outlined under the *Quantitative Reasoning* index, FEMS respondents were stronger in this area (AHSS 35%; FEMS 77%; HS 39%). Critical and analytical thinking is seen as central to FEMS respondents' learning experience (YR1 76%; YRF 89%; PGT 74%).

Table 13: Responses to questions relating to *Teaching and Learning Skills non-index questions*

<i>Questions and percentage response</i>		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
<i>During the current academic year, how often have you...</i>						
1) Thinking critically and analytically?	<i>Very little</i>	3.4%	4.2%	4.0%	3.6%	5.8%
	<i>Some</i>	19.1%	16.1%	16.0%	16.7%	15.8%
	<i>Quite a bit</i>	40.9%	37.6%	38.8%	32.9%	41.8%
	<i>Very much</i>	36.6%	42.1%	41.2%	46.8%	36.6%
2) Writing clearly and effectively?	<i>Very little</i>	12.5%	13.1%	8.0%	20.3%	15.7%
	<i>Some</i>	29.7%	27.4%	22.8%	33.1%	31.0%
	<i>Quite a bit</i>	37.1%	36.5%	40.6%	31.5%	33.2%
	<i>Very much</i>	20.8%	23.0%	28.6%	15.0%	20.2%
3) Speaking clearly and effectively?	<i>Very little</i>	17.1%	18.3%	14.0%	28.5%	13.7%
	<i>Some</i>	30.9%	31.2%	32.2%	31.1%	28.6%
	<i>Quite a bit</i>	33.8%	30.5%	32.0%	26.9%	32.4%
	<i>Very much</i>	18.2%	20.0%	21.8%	13.6%	25.3%
4) Analyse numerical and statistical information?	<i>Very little</i>	23.1%	25.4%	36.4%	5.1%	27.4%
	<i>Some</i>	29.9%	26.6%	29.1%	18.0%	34.1%
	<i>Quite a bit</i>	27.5%	24.7%	20.6%	32.6%	23.6%
	<i>Very much</i>	19.5%	23.3%	13.9%	44.4%	14.9%

60% of all the respondents report that they develop skills in writing clearly and effectively. This is true across all years of study (YR1 45%, YRF 73%; PGT 68%) and across faculties (AHSS 69%, FEMS 47%, HS 53%). Half of the respondents (51%) enhance their skills in speaking clearly and effectively as they progress in their studies (YR1 38%, YRF 61%; PGT 57%) and across faculties (AHSS 54%, FEMS 41%, HS 58%). 18% of respondents reported 'very little' opportunity for gaining skills in speaking clearly and effectively across years of study (YR1 27%, YRF 10%; PGT 14%) and across faculties (AHSS 14%, FEMS 29%, HS 14%).

Student Experience

Core to the student experience is an emphasis on independent learning and encouragement which is supported by a range of services to help students succeed academically and support their overall welfare. The level of academic staff/student engagement outside coursework, opportunities for interaction with other students and to attend events and campus activities form a key part of student life. These are addressed in the quality of interactions, supportive environment and student faculty interactions' indices. The results of these findings will feed into areas such as the Transitions to Trinity Officer, support services and Global Relations Strategy.

3.3.8 Questions relating to Quality of Interactions

These questions explore student experiences of supportive relationships with a range of other people and roles on campus, thereby contributing to students' ability to find assistance when needed and to learn from and with those around them.

At Faculty level, the findings suggest improvement in the overall quality of interaction across all faculties (2016/17: AHSS 36.5; FEMS 36.8; HS 35.4; 2015/16: AHSS 34.9; FEMS 35.0; HS 34.0). This was particularly evident across final year respondents in 2016/17, where 54% AHSS, 59% FEMS and 45% HS reported 'very good to excellent' quality of interaction compared with 46% AHSS, 48% FEMS and 42% HS in 2015/16.

In FEMS, final year respondents reported higher quality of interactions with support services staff (career services, student activities, accommodation) (2016/17: 53%; 2015/16: 32%) compared with 2015/17 and at PGT level a higher quality of interaction was seen with other administrative staff and offices (registry, finance, etc.) (2016/17: 63%; 2015/16: 44%) compared with 2015/16.

Less than half of final year respondents across HS (AHSS 54%; FEMS 53%; HS 45%) considered the quality of interaction as ranging from 'good to excellent'. PGT respondents were more positive about their relationships with services support (AHSS 58%; FEMS 73%; HS 63%).

Table 14: Responses to questions relating to *Quality of Interactions*

Quality of Interactions		ISSE Univ	TCD	AHSS	FEMS	HS
Students	<i>Poor</i>	1.5%	1.5%	1.4%	1.9%	1.0%
	2	2.0%	1.9%	2.9%	0.0%	2.0%
	3	5.1%	5.3%	4.5%	6.6%	5.4%
	4	10.8%	11.0%	11.4%	9.3%	12.4%
	5	20.8%	20.9%	21.9%	17.2%	24.0%
	6	23.5%	23.7%	24.5%	26.9%	16.2%
	<i>Excellent</i>	36.3%	35.8%	33.3%	38.1%	39.1%
Academic advisors	<i>Poor</i>	5.7%	6.6%	6.1%	6.3%	8.3%
	2	7.6%	8.4%	8.5%	9.0%	7.3%
	3	11.8%	14.3%	13.4%	15.8%	14.3%
	4	19.1%	19.9%	20.0%	21.1%	17.6%
	5	21.4%	21.3%	20.2%	20.7%	25.5%
	6	17.0%	15.5%	17.8%	13.1%	12.9%
	<i>Excellent</i>	17.4%	14.1%	14.1%	13.9%	14.2%
Academic staff	<i>Poor</i>	3.8%	4.8%	4.9%	4.8%	4.7%
	2	6.0%	6.3%	6.9%	5.3%	6.4%
	3	10.5%	12.7%	11.9%	13.8%	13.3%
	4	17.1%	17.8%	15.9%	21.6%	16.9%
	5	22.0%	23.9%	23.4%	23.5%	26.3%
	6	20.8%	18.7%	19.0%	19.1%	17.1%
	<i>Excellent</i>	19.7%	15.7%	18.1%	11.8%	15.3%
Other administrative staff and offices (registry, finance, etc.)	<i>Poor</i>	6.5%	7.8%	11.3%	7.6%	15.3%
	2	6.7%	9.7%	11.9%	12.7%	12.8%
	3	10.3%	12.6%	16.0%	14.1%	16.3%
	4	15.6%	19.7%	18.2%	19.8%	19.7%
	5	20.0%	20.1%	17.9%	20.0%	17.7%
	6	19.4%	17.1%	13.2%	13.9%	7.9%
	<i>Excellent</i>	21.6%	13.0%	11.5%	12.0%	10.2%
Support services staff (career services, student activities, accommodation, etc.)	<i>Poor</i>	5.8%	11.0%	8.5%	5.5%	9.4%
	2	6.5%	12.3%	9.8%	9.6%	9.5%
	3	10.0%	15.5%	12.3%	12.2%	14.2%
	4	14.4%	18.9%	20.3%	18.7%	19.5%
	5	19.9%	18.5%	17.1%	24.1%	22.5%
	6	20.5%	12.4%	19.9%	15.5%	11.4%
	<i>Excellent</i>	22.8%	11.4%	12.1%	14.4%	13.4%

The trend in the *Quality of Interaction* index is upward 2016/17: TCD 36.4; 2015/16: TCD 34.7. In 2016/17, 54% of the YRF respondents reported 'very good to excellent' quality of interactions compared with 46% in 2015/16. The quality of interactions between final year respondents and academic staff and academic advisors increased by 11% in 2016/17 (60%) compared with 2015/16 (49%). At PGT level there was an increase of 11% in the quality of interaction with support staff reported between 2015/16 and 2016/17 (2016/17: 59%; 2015/16: 48%). Relationships with administrative staff and offices such as academic registry and finances continue to report the lowest quality of interaction across all cohorts in 2016/17. This is evident at undergraduate level (TCD overall

42%; YR1 40%; YRF 35%; PGT 54%) and when compared with ISSE Univ (ISSE Univ overall 55%; YR1 55%; YRF 49%; PGT 63%).

The results indicate that 56% of Trinity and 62% of ISSE Univ respondents perceive interpersonal relations with peers, advisors, faculty, staff and fellow student as positive. The quality of interactions increased as the years of study progress e.g. communication with other students (YR1 79%, YRF 81%; PGT 82%), academic staff across the cohorts (YR1 49%, YRF 60%; PGT 72%) and academic advisors (YR1 42%, YRF 49%; PGT 68%). Compared with first year respondents in other Irish Universities, YR1 respondents in Trinity reported low quality interactions overall (TCD: 52%; ISSE Univ 60%) and low-quality relationships with other administrative staff (academic registry, finance etc.) (TCD 40%; ISSE 55%) compared with YR1 respondents in other ISSE Universities.

3.3.9 Questions relating to Supportive Environment

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

Table 15: Responses to questions relating to Supportive Environment

Questions and percentage response		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
How much does your institution emphasise...						
1) Providing support to help students succeed academically?	Very little	8.40%	11.1%	11.8%	11.6%	8.5%
	Some	30.30%	37.1%	36.0%	38.9%	37.0%
	Quite a bit	40.00%	34.6%	36.6%	31.6%	34.0%
	Very much	21.30%	17.2%	15.6%	17.9%	20.4%
2) Using learning support services (learning centre, computer centre, maths support, writing support etc.)?	Very little	13.30%	18.3%	19.6%	17.5%	15.9%
	Some	27.30%	37.6%	37.7%	36.1%	39.7%
	Quite a bit	34.30%	29.0%	29.7%	29.3%	26.2%
	Very much	25.10%	15.1%	13.0%	17.0%	18.3%
3) Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)?	Very little	23.50%	28.5%	27.3%	33.2%	23.9%
	Some	35.10%	34.7%	35.9%	31.6%	36.5%
	Quite a bit	27.00%	24.0%	24.2%	23.7%	23.8%
	Very much	14.40%	12.9%	12.7%	11.4%	15.8%
4) Providing opportunities to be involved socially?	Very little	11.50%	12.4%	10.9%	12.4%	16.9%
	Some	28.00%	27.8%	26.2%	30.6%	27.8%
	Quite a bit	35.80%	34.7%	35.2%	35.2%	32.2%
	Very much	24.70%	25.0%	27.7%	21.8%	23.0%
5) Providing support for your overall well-being (recreation, health care, counselling, etc.)?	Very little	12.60%	11.3%	10.7%	12.8%	10.4%
	Some	28.60%	27.9%	28.9%	24.2%	31.1%
	Quite a bit	34.60%	36.9%	36.9%	38.3%	34.3%
	Very much	24.20%	24.0%	23.6%	24.6%	24.2%
	Very little	37.50%	43.4%	43.4%	43.8%	42.5%

6) Helping you manage your non-academic responsibilities (work, family, etc.)?	<i>Some</i>	35.00%	34.2%	35.2%	33.2%	32.9%
	<i>Quite a bit</i>	19.30%	16.5%	16.6%	17.7%	13.9%
	<i>Very much</i>	8.20%	6.0%	4.8%	5.3%	10.7%
7) Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)?	<i>Very little</i>	13.70%	10.4%	7.7%	11.0%	17.5%
	<i>Some</i>	31.40%	27.0%	25.1%	27.2%	32.4%
	<i>Quite a bit</i>	35.60%	36.6%	38.8%	36.4%	30.4%
	<i>Very much</i>	19.30%	26.0%	28.5%	25.4%	19.7%
8) Attending events that address important social, economic, or political issues?	<i>Very little</i>	19.40%	11.6%	8.1%	15.4%	15.6%
	<i>Some</i>	35.80%	30.1%	28.0%	32.1%	33.1%
	<i>Quite a bit</i>	30.20%	35.7%	37.9%	33.8%	32.6%
	<i>Very much</i>	14.60%	22.5%	26.1%	18.6%	18.7%

The findings for Trinity and for ISSE Univ are consistent in 2016/17 with those of 2015/16 (2016/17: TCD: 29.9, ISSE Univ 30.5; 2015/16: TCD 29.3; ISSE Univ 29.3). The findings suggest that 50% of the respondents in Trinity and other ISSE Universities (51%) access supports available to them on a frequent basis. Over half of the respondents (61%) reported availing of support for their overall well-being (recreation, health care, counselling, etc.) and taking opportunities for social involvement (60%).

The proportion of respondents who reported that they made 'very little' use of available supports to manage their non-academic responsibilities (work, family, etc.) (TCD 43%; ISSE Univ 38%) is evident across all cohorts in Trinity (YR1 39%; YRF 48%; PGT 45%).

When compared with ISSE Universities, Trinity respondents reported lower use of learning support services (learning centre, computer centre, maths support, writing support etc.) (TCD 44%; ISSE Univ 59%). This represents a fall of 6% in the use of learning support services in Trinity in 2016/17 (44%) compared with 2015/16 (50%). This is evident at postgraduate taught level (2016/17: 42%; 2015/16: 51%). Approximately one-fifth of all respondents across all years of study reported very 'little use' of learning support services (YR1 15%, YRF 21%, PGT 21%).

Over half of the respondents across all cohorts report good provision of social opportunities (YR1 65%, YRF 55%, PGT 56%), well-being support (YR1 67%, YRF 59%, PGT 53%) and social activity attendances (YR1 66%, YRF 61%, PGT 58%). When compared with ISSE Universities, Trinity has higher participation in events addressing important social, economic, or political issues (TCD 58%; ISSE Univ 45%). Trinity reported lower engagement with learning support services (computer centre, maths support, writing supports etc.) to help them succeed academically (TCD: YR1 50%; YRF 38%; PGT 42%), compared with the same cohorts across ISSE Univ (YR1 50%; YRF 38%; PGT 55%).

In 2016/17, the index scores for supportive environment across the three faculties was consistent (AHSS 30.5 FEMS 29.3; HS 29.5), with 49% AHSS, 49% FEMS and 47% HS reporting that the environment was ‘quite a bit/very much’ supportive. An increase of 20% was seen in HS at PGT level where respondents reported ‘quite a bit/very much’ support for their overall well-being in recreation, health care, counselling, etc. (2016/17: 59% 2015/16: 34%) and in opportunities provided to get involved socially (2016/17: 62% 2015/16: 40%).

3.3.10 Questions relating to Student Faculty Interaction

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

Table 16: Responses to questions relating to Student Faculty Interactions

Questions and percentage response		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
During the current academic year, how often have you...						
1) Talked about career plans with academic staff?	Never	56.2%	56.3%	56.2%	62.3%	46.5%
	Sometimes	29.8%	30.8%	30.9%	28.7%	34.3%
	Often	10.3%	9.4%	9.7%	6.5%	13.4%
	Very often	3.7%	3.5%	3.3%	2.5%	5.8%
2) Worked with academic staff on activities other than coursework (committees, student groups, etc.)?	Never	70.6%	71.1%	69.2%	74.9%	70.1%
	Sometimes	19.9%	20.0%	21.4%	16.0%	22.9%
	Often	6.9%	6.0%	6.9%	6.0%	3.2%
	Very often	2.6%	2.9%	2.6%	3.1%	3.8%
3) Discussed course topics, ideas, or concepts with academic staff outside of class?	Never	46.3%	46.2%	43.0%	53.1%	43.7%
	Sometimes	36.0%	35.5%	38.3%	30.9%	35.4%
	Often	13.5%	13.9%	13.9%	12.5%	16.0%
	Very often	4.2%	4.4%	4.8%	3.4%	4.9%
4) Discussed your performance with academic staff?	Never	44.8%	44.5%	41.3%	51.1%	42.5%
	Sometimes	40.1%	40.1%	41.1%	36.9%	42.3%
	Often	12.0%	12.5%	14.8%	9.1%	11.9%
	Very often	3.1%	2.9%	2.8%	2.8%	3.2%

This index has consistently been the lowest scoring index in ISSE since the initiation of the national survey in 2012/13. This is true for Trinity and across the other ISSE Universities (2016/17: TCD 12.5, ISSE Univ 12.6).

Higher levels of interaction with academic staff are seen as the years of study progress (YR1 7%; YRF 17%; PGT 21%) and this is consistent with ISSE Univ (YR1 9%; YRF 18%; PGT 20%). 9% of respondents reported that they ‘often/very often’ work with academic staff on activities other than coursework i.e. committees, student groups. 13% of respondents report that they discuss their career plans with academic staff. 18% of respondents discuss course topics, ideas, or concepts with academic staff outside of class and this is seen to increase across cohorts as the years of study progress (YR1 10%; YRF 21%; PGT 28%).

Respondents report low levels of engagement with academic staff in respect of discussing their academic performance: 45% reporting they 'never' did, 40% 'sometimes', and 15% 'often or very often'. Engagement with academics on discussing academic performance grows as the years of study progress (YR1 7%, YRF 17%, PGT 21%) and across faculties (AHSS YR1 8%; YRF 15%; PGT 19%; FEMS YR1 4%; YRF 17%; PGT 24%; HS YR1 12%; YRF 15% to PGT 24%). Over half of the respondents reported that they 'never' talked about career plans with academic staff (56%) (YR1 78%; YRF 39%; PGT 40%).

The *Student Faculty Interaction* index score is consistent across faculties: AHSS 15%; HS 16% and slightly lower in FEMS 12%. Increases are evident in 2016/17 across first year respondents in HS and final year respondents in AHSS and FEMS. Final year FEMS respondents perceived a better student/academic staff relationship in 2016/17 (18%) compared with 2015/16 (12%) and AHSS final year respondents took more opportunities 2016/17 (16%) to talk about career plans with academic staff compared with 2015/16 (11%). AHSS first year respondents engaged more with academic staff outside of class in 2016/17 (17%) compared with 2015/16 (10%).

3.3.11 Non-Questions relating to Employability

Student learning involves a personal, social and work-related skill acquisition that enables them to progress to higher levels of employment readiness. Learners develop the capability to identify their strengths and goals for the future, learn to explore employment options, further training opportunities or experience workplace settings. Employability is addressed in four of the non-index questions which focus on how the respondent applies their training and development using their knowledge and skills in their individual career planning.

60% of respondents in Trinity and 61% across ISSE Univ reported that their college experience improved their employability skills. Of note is that approximately one-third of respondent (TCD: 39%; ISSE Univ 35%) reported that they have 'never' combined their academic learning with workplace experience.

As expected first year respondents report fewer opportunities to develop knowledge and skills that contribute to employability compared with final year and postgraduate respondents (YR1 52%; YRF 61%; PGT 73%). 35% of final year respondents stated that they have 'often/very often' blended their academic learning with workplace experiences, compared with over half of the PGT respondents (YR1 19%; YRF 35%; PGT 53%). 36% of all respondents reported that they actively explore how they could apply their learning to the workplace (YR1 21%; YRF 38%; HS 57%). Of note is that 31% of respondents report that they 'never' explored how to apply their learning in the workplace (YR1 44%; YRF 28%; PGT 12%). A quarter of first year respondents (25%) reported that they had 'very little' opportunity to acquire job or work-related knowledge and skills compared with 17% of final year and 10% of PGT respondents. 49% of all respondents stated that they acquired 'quite a bit/very much' job or work-related knowledge and skills (YR1 41%; YRF 50%; PGT 59%).

Table 17: Responses to questions relating to *Employability non-index questions*

<i>Questions and percentage response</i>		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
<i>During the current academic year, how often have you...</i>						
1) Improved knowledge and skills that will contribute to your employability?	<i>Never</i>	7.0%	6.6%	8.0%	6.4%	3.0%
	<i>Sometimes</i>	31.8%	33.4%	36.7%	33.6%	23.6%
	<i>Often</i>	39.2%	37.8%	37.8%	37.5%	38.5%
	<i>Very often</i>	22.1%	22.2%	17.5%	22.5%	34.9%
2) Acquiring job- or work-related knowledge and skills?	<i>Very little</i>	15.7%	18.6%	22.2%	19.4%	6.6%
	<i>Some</i>	30.8%	32.9%	36.9%	34.0%	19.6%
	<i>Quite a bit</i>	30.9%	27.9%	25.4%	30.5%	31.0%
	<i>Very much</i>	22.5%	20.6%	15.5%	16.1%	42.8%
3) Explored how to apply your learning in the workplace?	<i>Never</i>	25.5%	30.7%	34.2%	38.6%	7.2%
	<i>Sometimes</i>	34.7%	33.8%	34.9%	36.4%	26.3%
	<i>Often</i>	25.6%	22.0%	20.3%	19.4%	31.5%
	<i>Very often</i>	14.3%	13.5%	10.6%	5.6%	35.0%
4) Blended academic learning with workplace experience?	<i>Never</i>	34.6%	39.2%	42.4%	49.2%	13.5%
	<i>Sometimes</i>	29.1%	28.0%	30.0%	28.7%	21.0%
	<i>Often</i>	21.9%	19.4%	17.3%	16.3%	30.6%
	<i>Very often</i>	14.4%	13.4%	10.3%	5.9%	34.9%

Health Science respondents are more likely to have undertaken work experience and reported higher scores in this section (AHSS 39%; FEMS 38%; HS 70%). AHSS final year and postgraduate taught level respondents reported the lowest levels of integration between work experience and study programmes (YRF 34%; PGT 56%), followed by FEMS (YRF 46%; PGT 67%). As expected in clinical and professional programmes final year HS respondents reported the highest level of integration (YRF 80%; PGT 75%).

3.3.12 Questions relating to Health and Well-Being

The ISSE questionnaire examined the relationship respondents have with the level of activity in local communities, involvement in voluntary work and pursuit of physical health activities.

Half of the respondents (53%) reported that they engaged 'quite a bit/very much' in activities that support or promote their overall well-being (community, volunteer work, physical fitness, etc.). Undergraduate (55%) respondents reported a stronger interest and engagement in community and fitness activities compared with postgraduate (47%) respondents. A fifth of respondents (23%) reported that they had 'never' participated in physical health activities. At undergraduate level, physical activity increases as the years progress (YR1 43%; YRF 50%) and decreases at postgraduate level (41%). Across the years of study, first year students reported higher involvement with community or volunteer work (YR1 69%; YRF 55%; PGT 41%).

Table 18: Responses to questions relating to *Health and Well-Being non-index questions*

Questions and percentage response		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
During the current academic year, have you...						
1) Community service or volunteer work?	<i>Have not decided</i>	23.3%	18.8%	17.9%	21.5%	17.1%
	<i>Do not plan to do</i>	23.1%	23.8%	25.0%	24.0%	19.8%
	<i>Plan to do</i>	31.8%	31.1%	29.7%	32.8%	32.3%
	<i>Done or in progress</i>	21.9%	26.3%	27.4%	21.7%	30.8%
2) Exercised or participated in physical fitness activities?	<i>Never</i>	23.8%	22.9%	25.2%	19.6%	21.8%
	<i>Sometimes</i>	30.6%	32.9%	33.9%	31.3%	32.6%
	<i>Often</i>	21.9%	21.9%	21.3%	23.4%	21.5%
	<i>Very often</i>	23.8%	22.3%	19.6%	25.7%	24.1%
3) Been informed and active citizen (societal / political / community)?	<i>Very little</i>	20.6%	20.7%	14.0%	32.5%	20.1%
	<i>Some</i>	33.1%	31.2%	25.2%	38.2%	36.8%
	<i>Quite a bit</i>	28.5%	28.1%	34.1%	18.1%	27.3%
	<i>Very much</i>	17.8%	20.1%	26.7%	11.1%	15.8%
4) Providing support for your overall well-being (recreation, health care, counselling, etc.)?	<i>Very little</i>	12.6%	11.3%	10.7%	12.8%	10.4%
	<i>Some</i>	28.6%	27.9%	28.9%	24.2%	31.1%
	<i>Quite a bit</i>	34.6%	36.9%	36.9%	38.3%	34.3%
	<i>Very much</i>	24.2%	24.0%	23.6%	24.6%	24.2%

Appendix 1: ISSE Index Structure

The nine indices are made up of the following items on the ISSE

Higher-Order Learning

- Applying facts, theories, or methods to practical problems or new situations
- Analysing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming an understanding or new idea from various pieces of information

Reflective and Integrative Learning

- 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

Learning Strategies

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

Quantitative Reasoning

- 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

Collaborative Learning

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on projects or assignments

Student-Faculty Interaction

- Talked about career plans with academic staff
- Worked with academic staff on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with academic staff outside of class
- Discussed your performance with academic staff

Effective Teaching Practices

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

Quality of Interactions

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

Supportive Environment

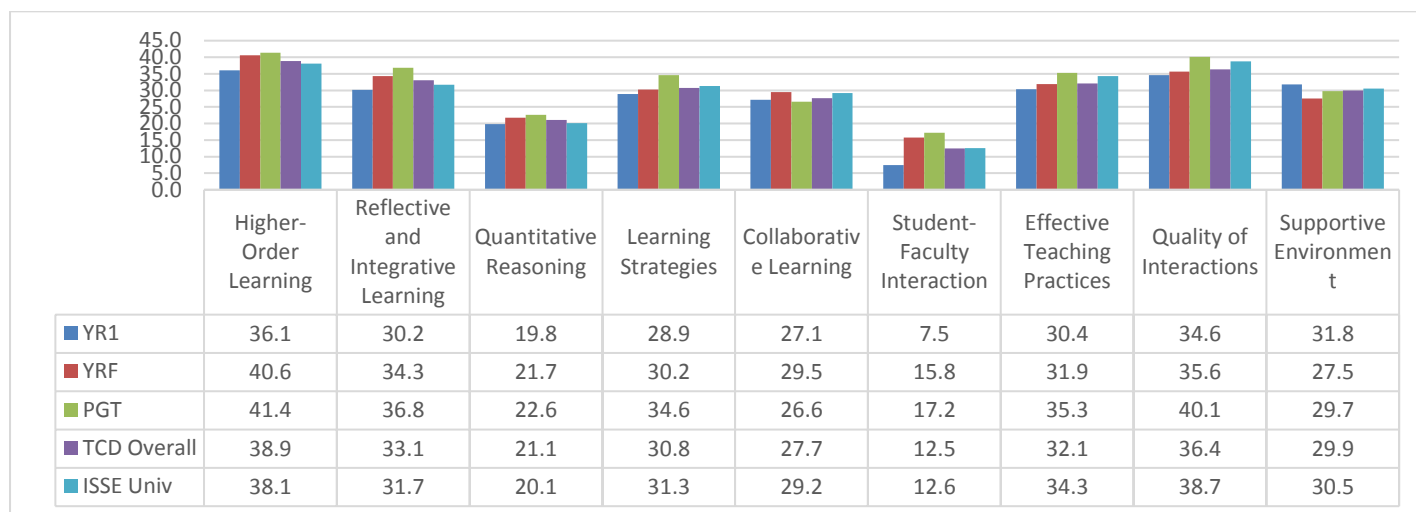
- Providing support to help students succeed academically
- Using learning support services (learning centre, computer centre, maths support, writing support etc.)
- Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- 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

Non-Index ISSE Questions

1. Asked questions or contributed to discussions in class, tutorials, labs or online
2. Come to class without completing readings or assignments
3. Made a presentation in class or online
4. Improved knowledge and skills that will contribute to your employability
5. Explored how to apply your learning in the workplace
6. Exercised or participated in physical fitness activities
7. Blended academic learning with workplace experience
8. Worked on assessments that informed you how well you are learning
9. Memorising course material
10. Work with academic staff on a research project
11. Community service or volunteer work
12. Spending significant amounts of time studying and on academic work
13. Writing clearly and effectively
14. Speaking clearly and effectively
15. Thinking critically and analytically
16. Analysing numerical and statistical information
17. Acquiring job- or work-related knowledge and skills
18. Working effectively with others
19. Solving complex real-world problems
20. Being an informed and active citizen (societal / political / community)
21. How would you evaluate your entire educational experience at this institution?
22. If you could start over again, would you go to the same institution you are now attending?

Appendix 2: Index Scores by Cohort

Figure 1: TCD versus ISSE University scores across Years of Study



Appendix 2.1 First Year (YR1) Cohort

Figure 2: TCD versus ISSE University scores across YR1

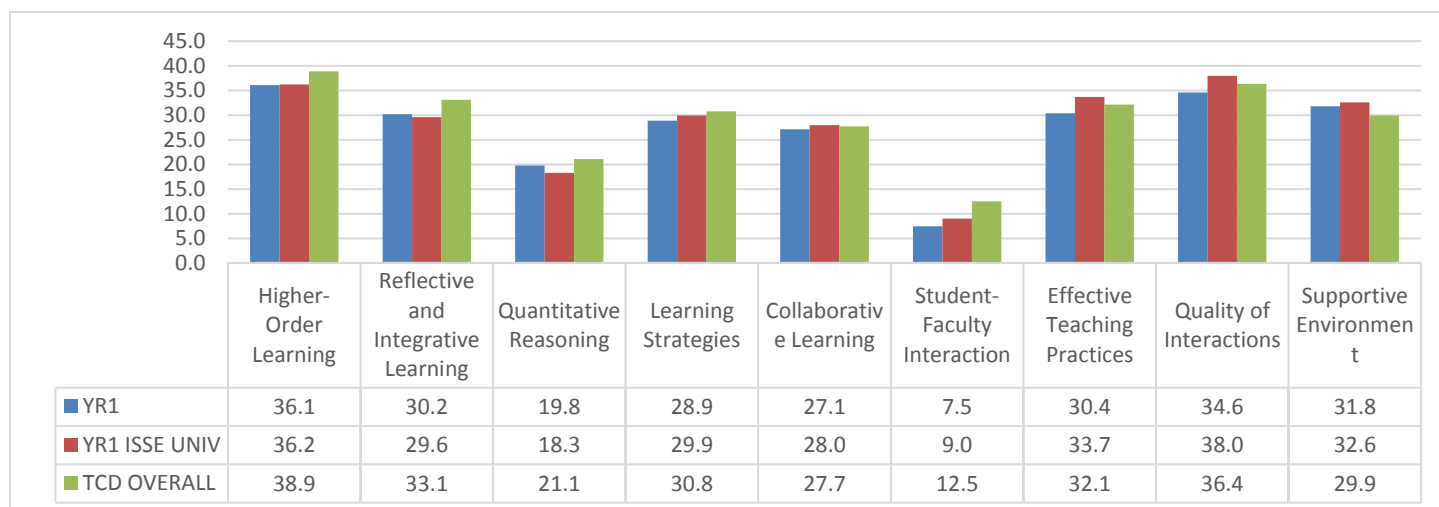
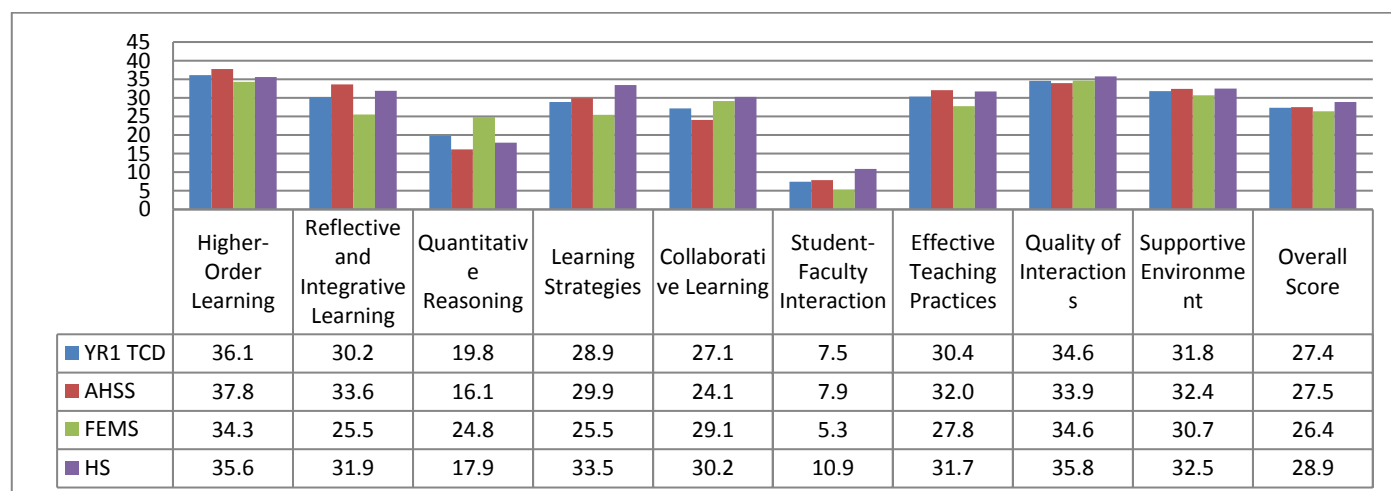


Figure 3: Faculty scores across YR1



Open Comment Analysis across YR1 cohort

Students were asked to provide open comments to two questions:

1. *What are the best aspects of how your institution engages students in learning?* 726 students across first year provided responses to this question - 79% of respondents. These responses can be seen to support Trinity's performance in all indices.

Figure 4: TCD Engagement Strengths – YR1

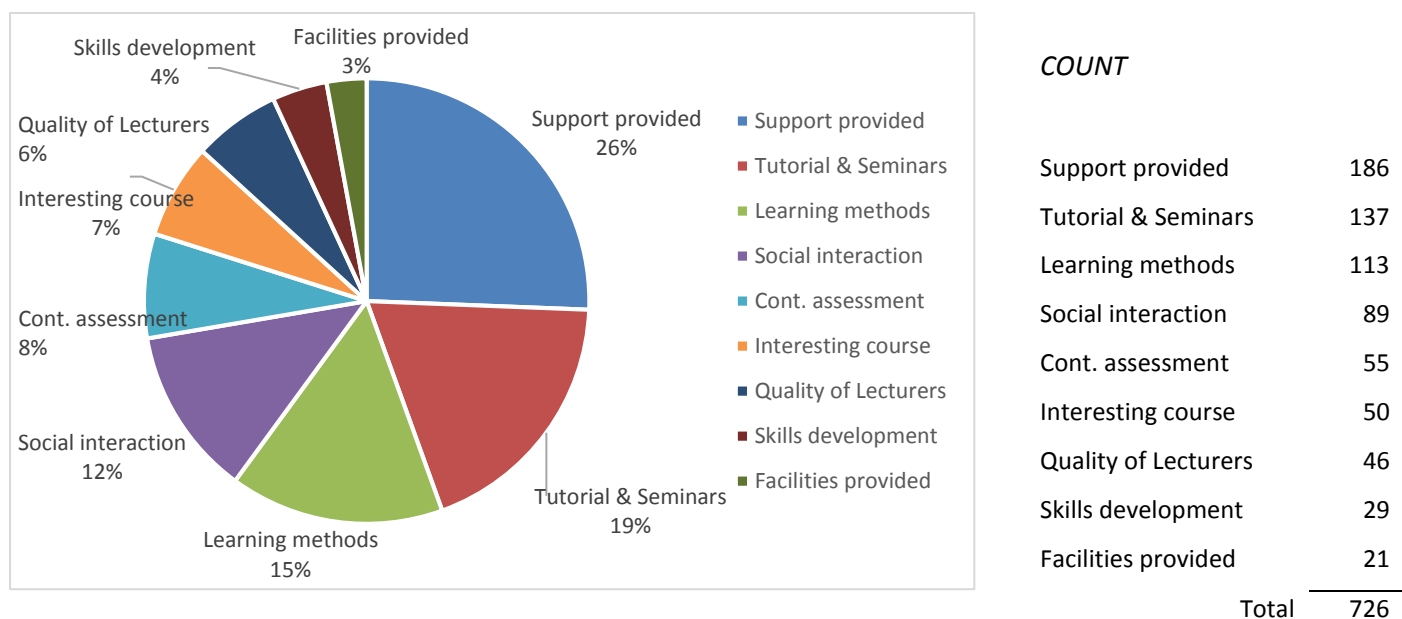


Table 19: Aspects that contribute positively to Students Engagement in Trinity College Dublin – YR1

OPEN COMMENTS (Good Aspects)	
Support Provided	<p>Brilliant range of college societies covering all kinds of topics that facilitate learning. Support services for academic learning widely available and free of charge. Different support services, provide learning facilities and academic support. Constant emails regarding events, reminders for labs and also academic/well-being support. Provide supports in the SLD, disability support and excellent supports for improving academic skills - efficient study techniques, exam preparation etc.</p> <p><i>'offers services such as the learning support services to encourage everyone to learn no matter how difficult you may find it.'</i></p>
Tutorials & Seminars	<p>Provides small group tutorials where it is far easier to engage with learning. They are helpful, small, engaging, practical, accessible and approachable. Brings about better understanding of material. A great way to gain the necessary knowledge of the concepts</p> <p><i>'It's easy to be lost in the crowd in lectures with hundreds of students attending, but the tutorials allow you to engage with a TA about the subject and clarify any issues you've been having.'</i></p>

OPEN COMMENTS (Good Aspects) cont/d

Learning Methods	<p>Tutorials and seminars which emphasise open discussion and comparing ideas. Deal with the material in different ways i.e. presentation, discussion, review, online exams, PBL and lab sessions. Seminars and tutorials, emphasis on discussion.</p> <p><i>'Lecturers motivate to learning by presenting information in interesting ways.'</i></p>
Social Interaction	<p>Staff accommodate students attending events that clash with labs etc. provided the event is relevant to the course (i.e. google open day and computer science). Events are organised for speakers and talks, have social events and variety of societies and clubs. Many faculty societies and events and College advertise external events/talks and promote extracurricular volunteer work and academic societies.</p> <p><i>'Emphasise the importance of outside learning, e.g. learning through experiences (especially college/society run events)' Many interesting social events are encouraging to study hard and be super active and social afterwards.'</i></p>
Continuous Assessment	<p>Offers tutorials and continuous assessment so you're less likely to fall behind, continuous assessment is engaging and continuous assessment through essays and homework is helpful.</p> <p><i>'I like the continuous assessment aspect in my course. The weekly assignments insure I keep up with what we are doing and help me not to fall behind.'</i></p>
Interesting Course	<p>Course work is interesting. Everything is made interesting and connected to future work. Interesting lecturers, who are high up in their field. Effective teaching and interesting modules. Lots of interesting talks. Interesting labs/tutorials. Overall it has charismatic and interesting lecturers.</p> <p><i>'Lecturers motivate to learning by presenting information in interesting ways.'</i></p>
Quality of Lecturers	<p>Lecturers are the key to engaging students in learning. Integrate what's taught in lectures into real life current situations. Questions from lectures to students. Lecturers are willing to give extra time to help students. Clear, engaging and concise lectures. Helpful staff and lecturers who are knowledgeable.</p> <p><i>'Most lecturers give interesting lectures, with links to the real-world topics, various lecturers keep students engaged in the material by asking recap questions during the lecture, some lectures use comedy very effectively to keep students engaged'</i></p>
Skills Development	<p>Development in essay skills, taking notes, preparing for exams, effective reading and communication.</p> <p><i>'Encourages us to solve problems by ourselves by applying skills we learned in lectures.'</i></p>
Facilities Provided	<p>Library is outstanding and student supports is excellent. Really good library spaces, provide learning facilities and academic support.</p> <p><i>'Excellent library facilities and student supports'</i></p>

2. *What could be done to improve how your institution engages students?* 536 students across first year provided responses to this question - 58% of respondents. These responses can be seen to support Trinity's performance in all of the indices.

Figure 5: TCD Engagement Suggested Improvements – YR1

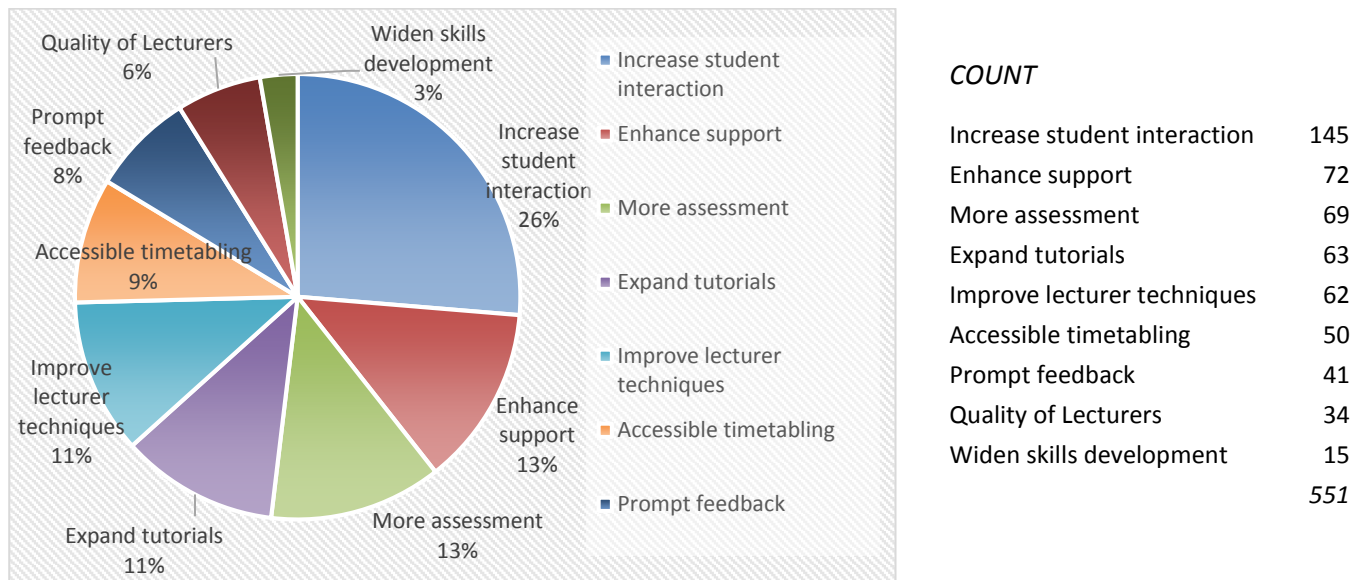


Table 20: Aspects that would improve Student Engagement in Trinity College Dublin – YR1

OPEN COMMENTS (Suggested Improvements)	
Increase Student Interaction	<p>More individual contact, increased contact with academic staff in small groups, additional contact hours. Sometimes difficult to know who to ask when you have a question. Guidance from academic staff on career ambitions Have more interaction and provide opportunities to work together. Encourage lecturers to interact more with students.</p> <p><i>'More presentations and also a student centre where we could interact and work together.'</i></p>
Enhance Support	<p>Better maths support, find a better way to show where the supports are and provide further supports to educate students on how to study and prepare for exams effectively.</p> <p><i>'Offering actual one to one support would be good, even if it was a volunteer system or something'</i></p>
More Continuous Assessment	<p>More continuous assessment and more emphasis on continuous assessment. Encourage more continuous assessment in the form of mid-term examinations and assignments, rather than proposed semesterisation. Have more continuous assessment in all modules.</p> <p><i>'More assessments. Not one big exam at the end of the year requiring students to cover everything from September.'</i></p>
Expand Tutorials	<p>Offer more tutorials and organised study groups and have more of a focus on tutorials rather than on lectures. Provide smaller class tutorials where there would be time to ask questions, give tutorials to all students and reduce tutorial group sizes.</p> <p><i>'I find tutorials far more beneficial than large lectures.'</i></p>
Improve Lecturers Technique	<p>Don't just read off long power point slides in lectures, ensure ample materials are available online to support lectures, vet lecturers, and do more evaluation on lecturers. Make lectures more stimulating and relevant, have more engaging and structured lecture. More hands-on learning rather than copious number of lectures and provide more informative feedback. Speak clearly and slowly and implement more visual and physical teaching into lectures and modules.</p> <p><i>'More interactive, experiential learning, instead of sitting in a classroom with lecture slides'</i></p>
Accessible Timetabling	<p>Late provision of timetables i.e. a week before term. The academic support services rarely coincide well with my timetable.</p> <p><i>'Improve timetable structure, removing long gaps of more than 3 hours between lectures/tutorials'</i></p>
Prompt Feedback	<p>Provide more feedback on assignments and improve turnaround time for feedback on assignments. Provide more regular feedback on performance and how to tackle upcoming assignments and exams.</p> <p><i>'Explain the assignments more clearly and provide feedback in a much timelier fashion'</i></p>
Widen Skill Development	<p>Encourage class presentations and mandatory debates incl. how to debate/argue. Provide classes on how to write essays, have more research orientated assignments like group projects and presentations. More discussion based tutorials.</p> <p><i>'More applications of theory in a work place environment.'</i></p>

Appendix 2.2 Final Year (YRF) Cohort

Figure 6: TCD versus ISSE University scores across YRF

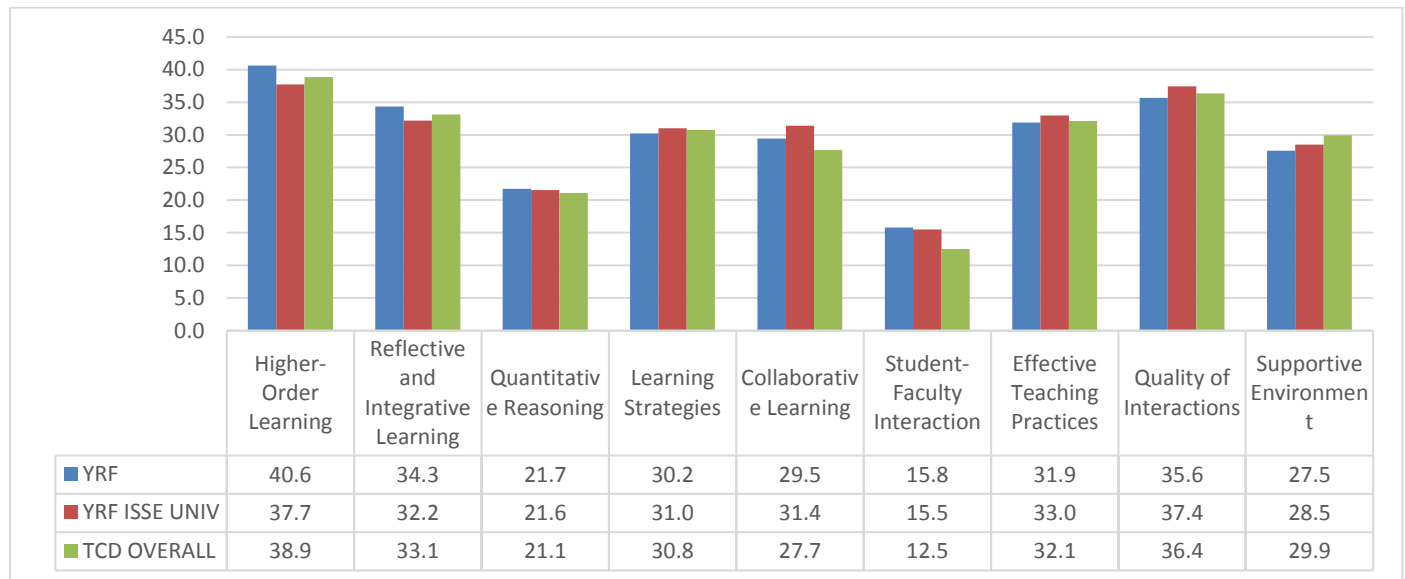
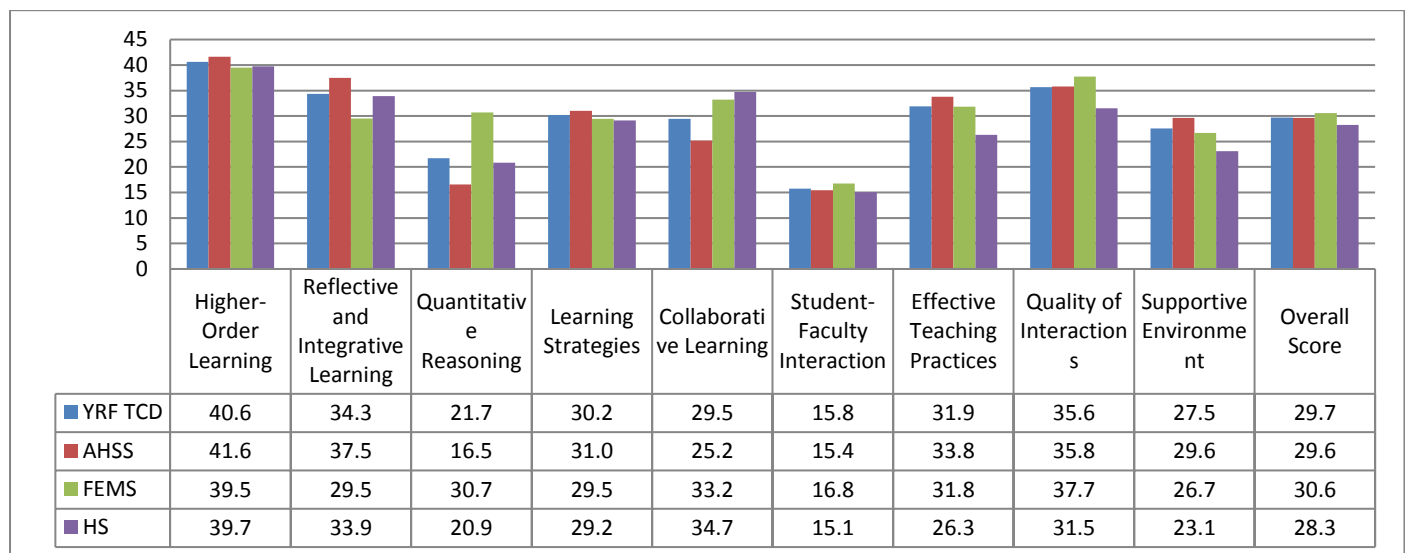


Figure 7: Faculty scores across YRF



Open Comment Analysis across YRF cohort

- Students were asked to provide open comments to two questions:
1. *What are the best aspects of how your institution engages students in learning?* 366 students across YRF respondents provided responses to this question - 60% of respondents. These responses can be seen to support TCDs performance in all of the indices.

Figure 8: TCD Engagement Strengths - YRF

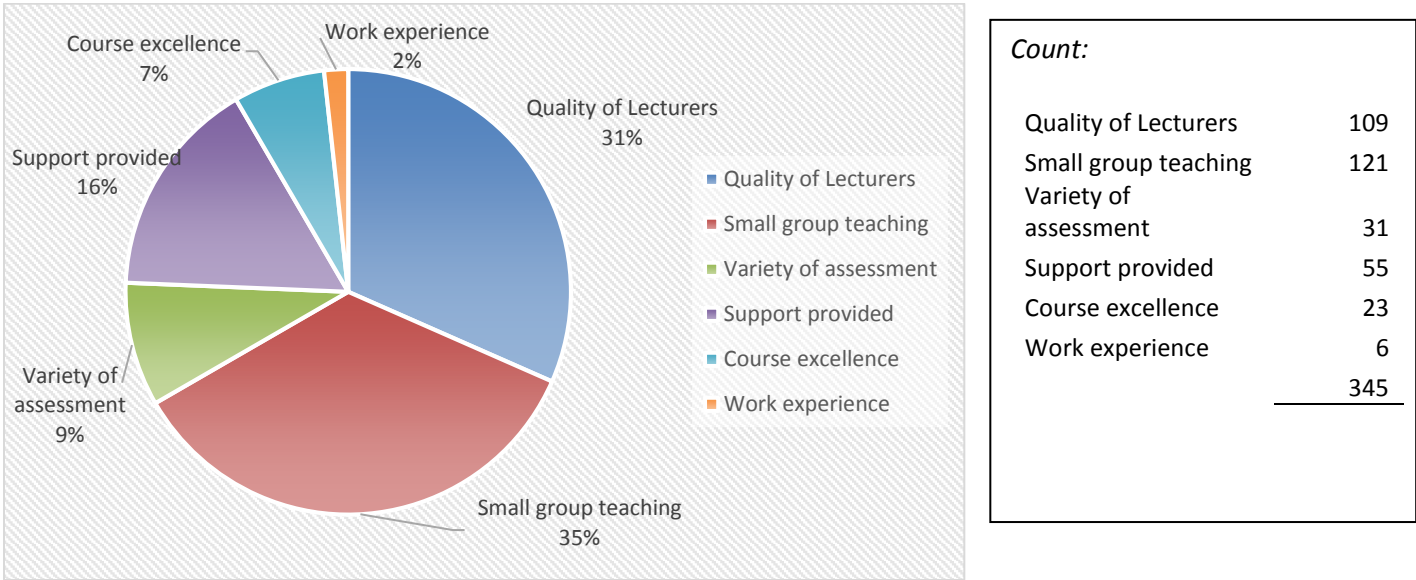
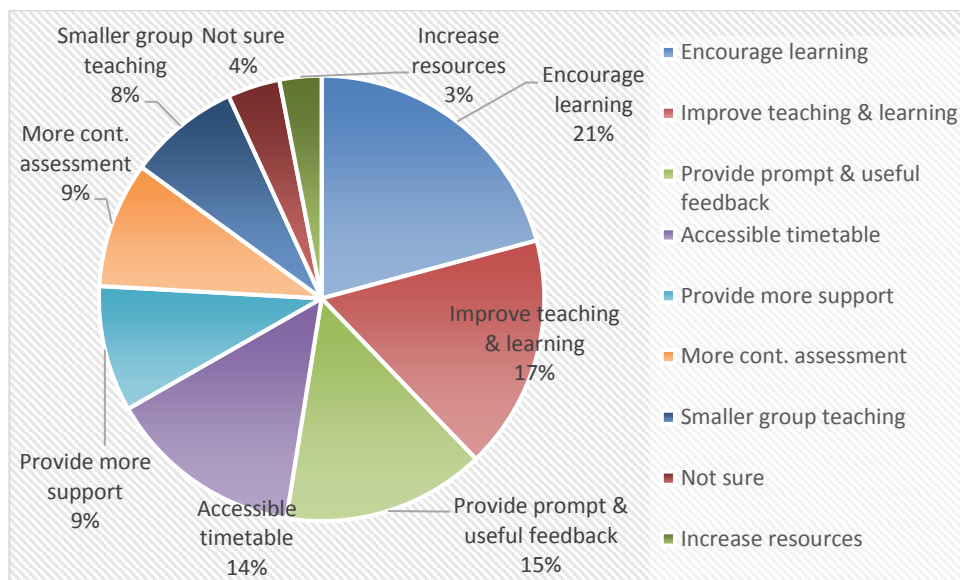


Table 21: Aspects that contribute positively to Students Engagement in Trinity College Dublin - YRF

OPEN COMMENTS (Good Aspects)	
Quality of Lecturers	<p>Interesting topics and excellent lecturers. Lecturers draw examples from their own research to better explain a topic. They are friendly and have a wide range of knowledge and are at the top of their field.</p> <p><i>'Excellent lecturers and academic staff. When someone is an expert in their field and enthusiastic and engaged, that can only translate to better engaged students.'</i></p>
Small Group Teaching	<p>Tutorials and learning groups are good. Small group teaching allows opportunities to engage with members of staff on difficult issues and topics. Small group teachings encourage discussion.</p> <p><i>'Seminars and tutorials help to breakdown complex ideas and resolve any difficulties in which you may encounter'</i></p>
Variety of Assessment	<p>Continuous assessment, tutorials, presentation, small group tutorials, regular assessment, small classes, practical placements, group work and essays</p> <p><i>'Provides high standard of teaching, regular assessment, various events and conferences aimed at all academic fields.'</i></p>
Student Engagement	<p>Smaller class sizes provide a platform for students to share their ideas in open discussion during seminars, labs, fieldwork, tutorials and workshops.</p> <p><i>'Seminars and tutorials are great to get people involved in the discussion.'</i></p>
Support Provided	<p>Access to 24 hour library, with great books. Supports across campus such as: computer room accessibility, Student Learning services, and TAP study area for HEAR students.</p> <p><i>'Gives students just enough guidance that they can find their way themselves, and if they can't, support services and academic staff are there and are always willing to give help.'</i></p>
Course Excellence	<p>Set high standards, Encourages excellence for the future. High quality lectures, notes and reading material. Lab work backs up these lectures</p> <p><i>'My course is a very unique one, with a unique selling point. Trinity should capitalise more on this.'</i></p>
Work Experience	<p>Some courses spend 1,000 hours on placement during JS and SS, which allows students to apply learning in a working environment. Placements are the best source of learning.</p> <p><i>'Quality of education on offer. Learning from industry experts.'</i></p>

2. *What could be done to improve how your institution engages students?* 304 students across all three cohorts provided responses to this question - 33% of respondents. These responses can be seen to support TCDs performance in all of the indices.

Figure 9: TCD Engagement Suggested Improvements - YRF



	Count
Encourage learning	82
Improve teaching & learning	67
Provide prompt & useful feedback	58
Accessible timetable	56
Provide more support	36
More cont. assessment	36
Smaller group teaching	32
Not sure	15
Increase resources	12
	394

Table 22: Aspects that would improve Student Engagement in Trinity College Dublin – YRF

OPEN COMMENTS (Suggested Improvements)	
Encourage learning	<p>Encourage more support/engagement/feedback between staff and students outside of lectures. Encourage more discussion, critical thinking and engage more life-learning rather than purely academic learning.</p> <p><i>'Encourage group learning and in earlier college years (1st and 2nd) not have huge lecture halls with dark areas etc.'</i></p>
Improve teaching and learning	<p>Have lecturers take courses in teaching. Lecturers could be more approachable, bring in guest speaker more, respond to queries via email and person to person. Broaden teaching methods by using blackboard, putting notes online, clearer outline of course goals, particularly on what students should expect to achieve/gain from specific modules.</p> <p><i>'Ensure lecturers don't stray too far off topic when giving examples, and stick to a more clearly outlined curriculum.'</i></p>
Prompt & useful feedback	<p>Provide more feedback on exams/completed assignments. Engage teaching staff to be more responsive to student questions. Provide prompt feedback to allow for improvement on next assignment. Give productive and useful feedback.</p> <p><i>'Getting feedback from assignments and examinations is very important and often poorly done, if at all. I have often not received feedback at all on these things, and that is an important way to learn and improve. Lecturers should always return assignments within a reasonable length of time, with written or verbal feedback.'</i></p>
Timetable accessibility	<p>Improve efficiency of administration, examination timetables very late, poor accessibility.</p> <p><i>'I think if the timetable was more carefully planned out students would engage more'</i></p>
Provide more support	<p>Arrange more tutoring services for part time and evening students. Have some supports in Tallaght, improve what's available in SJH. Better organisation of support services. Maybe provide more hands-on support, particularly in the first year. Improve organisation and facilities. Advertise support services. Stop cutting funding for services.</p> <p><i>'Accessibility for students based in James' Health Science Centre - difficult to access on campus college services.'</i></p>
More continuous assessment	<p>Greater focus on continuous assessment and less emphasis on examinations. Increase continuous assessment instead of listening/reading as you actually have to perform and apply yourself to a particular topic.</p> <p><i>'More emphasis on continuous assessment so exams aren't as important as continuous learning'</i></p>
Small group teaching	<p>More tutorials and advice, provide tutorials that cover one topic rather than a few, have active engagement in tutorials and organise tutorials nearer to assignment deadlines.</p> <p><i>'Provide more one-to-one (or small group; 5-10 individuals) tutorials, in order to ensure that lecturers understand what is better or less well understood with their respective students.'</i></p>
Increase resources	<p>Increased funding for library resources, the increase in e-books online is ineffective and not functional. More relevant modules to the course itself, more specialised modules in earlier years. Provide some more accessible resources for students to learn how to self-teach as above. Use more online resources or platforms.</p> <p><i>'Increase resources - They only ever get worse as resources are stretched further.'</i></p>

Appendix 2.3 Postgraduate Taught (PGT) Cohort

Figure 10: TCD versus ISSE University scores across PGT

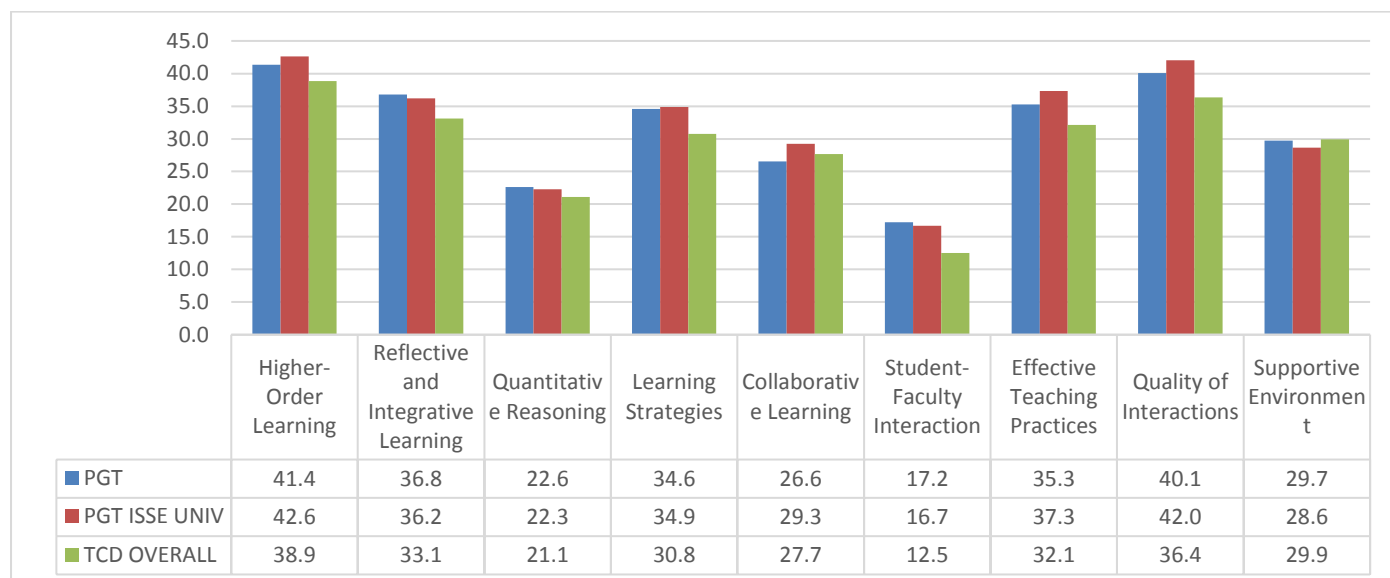
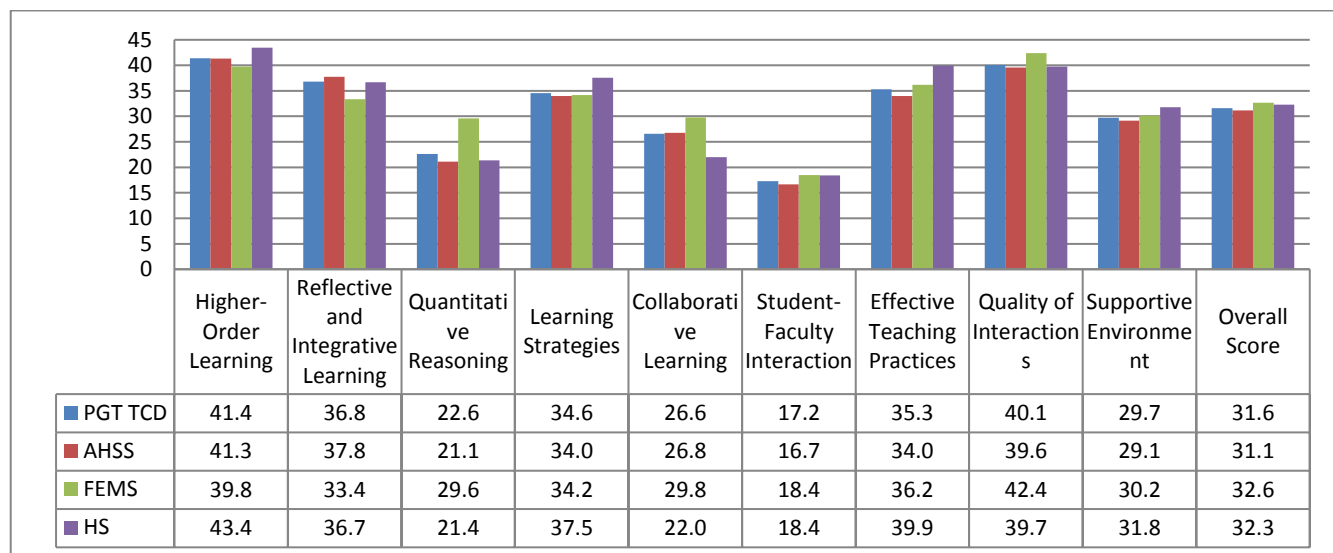


Figure 11: Faculty scores across PGT

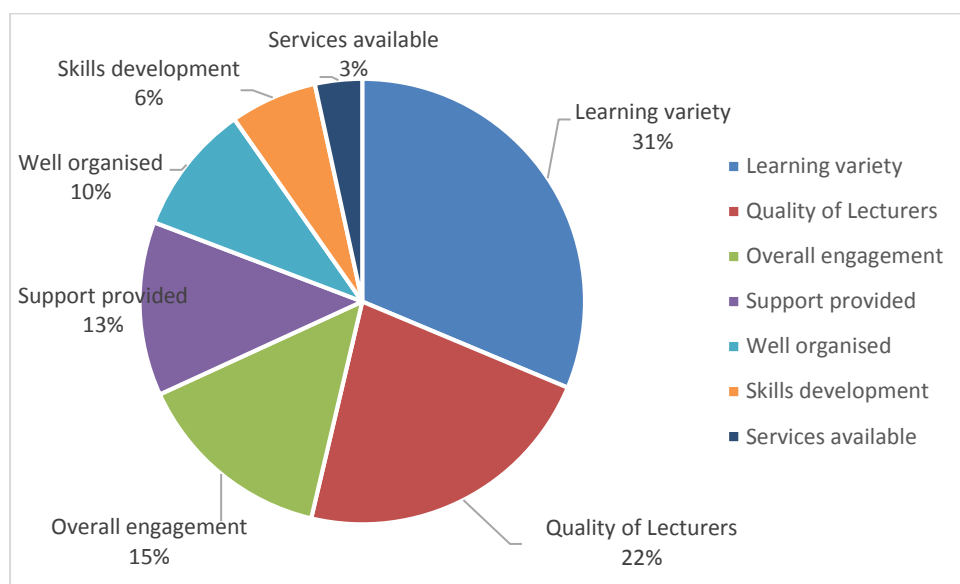


Open Comment Analysis across PGT cohort

Students were asked to provide open comments to two questions:

1. *What are the best aspects of how your institution engages students in learning?* 380 students across PGT respondents provided responses to this question - 73% of respondents. These responses can be seen to support TCDs performance in all of the indices such as *Higher Order Learning, Reflective and Integrate Learning, Effective Teaching Practices and Supportive Environment*.

Figure 12: TCD Engagement Strengths - PGT



Count:

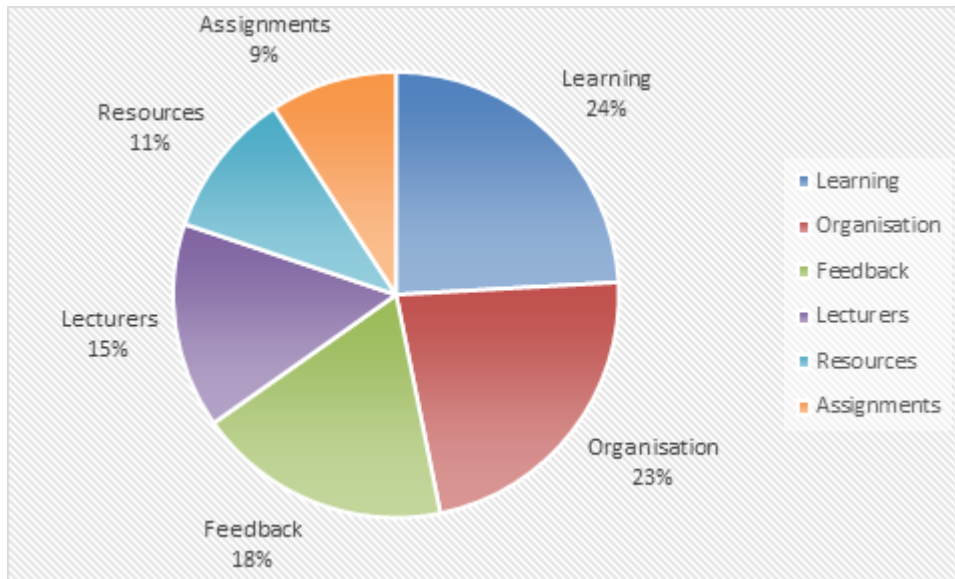
Learning variety	119
Quality of Lecturers	85
Overall engagement	55
Support provided	48
Well organised	36
Skills development	24
Services available	13
Total	380

Table 23: Aspects that contribute positively to Students Engagement in Trinity College Dublin - PGT

OPEN COMMENTS (Good Aspects)	
Learning Variety	<p>Encouragement given in academic assignments, supportive staff and campus activities, emphasis on critical analysis, provision of engaging learning materials, promoting variety of learning tools (video, reading, news reports etc.) and seeks to apply learning to real situations. Academic staff always approachable, use of IT to keep in touch.</p> <p><i>'Encourages creativity and the ability to explore areas of interest, while also learning practical skills.'</i></p>
Quality of Lecturers	<p>Very academic focussed with excellent teaching staff. Engaging and knowledgeable, responsive, accessible and enthusiastic. Some of the academic staff are very accessible and responsive. Top class academic staff.</p> <p><i>'Excellent academic staff that provide materials and concepts to allow for further pursuit of interests.'</i></p>
Overall Engagement	<p>Lecturers engage students and encourage them to reach their full potential. Invitations to many events happening on campus, in a variety of academic areas. Engaging with guest speaker's workshops and social societies.</p> <p><i>'offer events to get in touch with alumni, speakers from the "real world" great networking opportunities which motivates students to stay focus'</i></p>
Support Provided	<p>Encouragement in academic assignments, supportive staff and campus activities. Clear concise information on website. Very clear support structures in department and easy to approach accessible tutors.</p> <p><i>'One-on-one interactions constantly, not only with tutors, but with professionals in the field - the BEST in their field.'</i></p>
Well Organised	<p>Well organised, taught & good resources. Clear goals and objectives. Organised groupwork, presentations and well facilitated discussion and debate on course material.</p> <p><i>'Well organized modules, availability of materials on blackboard. Excellent communication with instructors over email.'</i></p>
Skills Development	<p>Excellent opportunities to develop personal skills through variety of workshops etc. Encourages creativity and the ability to explore areas of interest, while also learning practical skills. Development of skills in communication, thinking, making presentations and groupwork.</p> <p><i>'The support structure to help you in your studies is amazing: from study skills workshops, to activities to help integration in the school and in Dublin, volunteering activities, sports, conferences...'</i></p>
Services Available	<p>Provides excellent library facilities, fabulous services offered by student development and learning, student support services and postgraduate services.</p> <p><i>'We have our own lab space where we can come into work on projects 7 days a week'</i></p>

2. *What could be done to improve how your institution engages students?* 137 students across all three cohorts provided responses to this question - 26% of respondents. These responses can be seen to support TCDs performance in all of the indices such as *Reflective and Integrate Learning, Effective Teaching Practices and Supportive Environment*.

Figure 13: TCD Engagement - Suggested Improvements – PGT



Count	
Learning	34
Organisation	32
Feedback	26
Lecturers	21
Resources	15
Assignments	13
No Comment	4
	145

Table 24: Aspects that would improve Student Engagement in Trinity College Dublin – PGT

OPEN COMMENTS (Suggested Improvements)	
Learning	Facilitate distance learning, integrate course programmes rather than pooling courses, more class discussions and debates more diversity, more real-world issues, , more practice activities in companies. <i>"I would say more assignments and presentations that make students think about issues n solve problems."</i>
Organisation	Better organisation in terms of scheduling course work, improve organisation skills, have Christmas exams, teach more hours, provide more help to facilitate non-native speakers', respond to emails, less gaps in timetables and work together more closely with companies/organisations on real-world cases. <i>"improve organisation of some of the teaching modules and be clearer about the learning outcomes"</i>
Feedback	Provide timely qualitative feedback from instructors and more guidance on feedback and exams, ore guidance and feedback on drafts, provide marks, or some feedback about completed assessments before the end of the year. <i>"More feedback from lecturers. We mostly just receive a grade but little feedback to improve."</i>
Lecturers	Lecturers be less intimidating, be prepared more, have better tutors and supervisors, the standard is very mixed, use Blackboard, turn up on time and continue to push for more interactive style lectures and student contribution during class. <i>"the lecturers sometimes are not engaged, and the classes are not well organised sometimes"</i>
Resources	Improve library resources and hours, have computers more available, provide better rooms, air conditioning and/or heating, natural light and make information more accessible. There seems to be very little communication to students about supports outside the classroom. <i>"Better access to free resources (academic, mental health support)".</i>
Assignments	Spread out assignments, more practical assignments, provide guidance and feedback on drafts, provide marks, or some feedback about completed assessments before the end of the year, provide more guidance on feedback and exams and more group assignments. <i>"As this is a taught master's programme, far more support with assignments is required".</i>
No negative comments	No suggested improvements, none at present and nothing to add. <i>"Not sure."</i>

ⁱ ISSE University scores are an accumulated average of all University scores who took part in the ISSE survey and are referred to as ISSE scores in this document.