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

Irish Survey of Student Engagement Report 2017/18

Quality Office

November 2018

Contents

1. Introduction

The Irish Survey of Student Engagement (ISSE) was introduced in 2012/13 as a partnership between the Higher Education Authority (HEA), the Irish Universities Association (IUA), the Technological Higher Education Association (THEA) and the Union of Students in Ireland (USI).

This report presents the findings of the Irish Survey Student Engagement (ISSE) fieldwork conducted in 2018. The participation groups in 2018 included First Year (Yr1), Final Year (YrF), Postgraduate Taught (PGT) and for the first time Postgraduate Research Students (PGR-pilot). The outcomes of the ISSE PGR Pilot Survey are provided in a separate report.

1.1. The ISSE Survey Structure

The ISSE survey instrument is comprised of nine indices outlined below, twenty-two non-index questions and two open comments' questions (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.

Interpreting ISSE Index Scores

Indicator scores are indicators of relative performance and are not percentages. Each index is scored out of a **60 point scale.** Indicator scores are calculated for an individual student when he/ she provides responses to all or almost all contributing questions. The exact number of responses required varies according to the indicator. All responses are required for Higher Order Learning, Quantitative Reasoning, Learning Strategies, Collaborative Learning and Student-Faculty Interaction. All but one response is required for Reflective and Integrative Learning, Effective Teaching Practices, Quality of Interactions, and Supportive Environment. The indicator score is calculated from the mean of (non-blank) responses given. Indicator scores for any particular student group, for example first years, are calculated as the mean of individual indicator scores*.

ISSE Index sores are weighted according to the population characteristics. Trinity's weighting variables are outlined in Appendix A3.1. Weighting is applied to all data other than demographic data.

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 Universities.

1.2.   Participation in ISSE Survey

Trinity continues to achieve participation levels within the 20-25% range in the ISSE Survey (2018 - **22.6%;** 2017-**24.6%**; 2016- **22.8%** and 2015-**23.2%**).

Participation levels are strongest among the Yr. 1 cohort and have increased over time (Yr1 2018-**30.6%**; 2017-**29.2%**; 2016-**28.4%**; 2015-**26.4%**).

Participation among the YrF cohort is relatively stable at approx. **22%** (YrF 2018-**22%**; 2017-**25**%; 2016-**21.4%**; 2015-**21.6%**).

The PGT cohort continues to show the most variability in terms of response and has reduced over time (PGT 2018-**15%**; 2017-**19%**; 2016-**15.6%** and 2015-**20.3%**).

The demographic profile of ISSE Survey participants for 2017/18 and 2018/19 is outlined in Table 1.1 below. Of note is that it is possible to extract data on particular cohorts of students at Faculty and School level by nationality e.g. Indian students enrolled in the Schools of Comp. Sc. & Statistics or Engineering; Singaporean students enrolled in the School of Medicine. In this way the engagement of students entering Trinity under Memoranda of Understanding can be monitored to inform Faculty and School international partnerships' agreements. Schools with an interest in extracting this data should contact the Quality Office via the Quality.Officer@tcd.ie email.

Table 1.1 below details the participation profile in Trinity for the ISSE Survey

Table 1.1: Demographic Profile of Participants involved in the ISSE Survey 2016/17 and 2017/18

	Trinity College Dublin 2018					**Trinity College Dublin 2017**			
	Yr1	YrF	PGT	All		Yr1	YrF	PGT	All
Population									
Survey Population	3,195	2,504	3,167	8,866		3,152	2,445	2,716	8,313
Respondents	977	550	478	2,005		920	608	519	2,047
Response Rate	30.6	22.0	15.1	22.6		29.2	24.9	19.1	24.6
Age (Number)									
23 years and under	895	417	72	1,384		836	462	78	1,376
24 years and over	82	133	406	621		84	146	441	671
Age (%)									
23 years and under	91.6	75.8	15.1	69.0		90.9	76.0	15.0	67.2
24 years and over	8.4	24.2	84.9	31.0		9.1	24.0	85.0	32.8
Gender(Number)									
Male	344	167	156	667		345	216	170	731
Female	633	383	322	1,338		575	392	349	1,316
Gender (%)									
Male	35.2	30.4	32.6	33.3		37.5	35.5	32.8	35.7
Female	64.8	69.6	67.4	66.7		62.5	64.5	67.2	64.3
Domicile (Number)									
Irish	858	495	240	1,593		840	561	265	1,666
Non-Irish	119	55	238	412		80	47	254	381
Domicile (%)									
Irish	87.8	90.0	50.2	79.5		91.3	92.3	51.1	81.4
Non-Irish	12.2	10.0	49.8	20.5		8.7	7.7	48.9	18.6
Mode of Study (Number)									
Full-time	971	547	341	1,859		920	600	368	1,888
Part-time/Remote	6	3	137	146		0	8	151	159
Mode of Study (%)									
Full-time	99.4	99.5	71.3	92.3		100	98.7	70.9	92.2
Part-time/Remote	0.6	0.5	28.7	7.3		0	1.3	29.1	7.8
Programme Type (Number)									
UG Cert/Diploma	11	1		12		4	3	0	7
UG Ord Degree	3	1		4		0	0	0	0
UG Hons Degree	963	548		1,511		916	605	0	1,521
Grad Cert/Dip			61	61		0	0	58	58
Taught Masters			417	417			0	461	461

2. Executive Summary

This ISSE Survey Report is recommended to the College community as a reflection of the student experience in teaching and learning in Trinity on the following grounds.

i)   The 2017/18 ISSE Survey represents the final administration of an ISSE survey prior to the phased implementation of the Trinity Education Project (TEP), in September 2018. The ISSE findings for 2015/6 to 2017/18 thus represent a baseline for the student engagement in teaching and learning before TEP and can inform the experience of the student's transition to the new TEP curriculum, graduate attributes and science entry pathways from 2018/19 and in 2019/20.

ii) The ISSE Survey calls out the challenge represented in the current 'Save our Spark' campaign for Irish Universities, i.e. in the face of a continuing higher education funding crisis, the Employment Control Framework and high staff-student ratios, namely how to imbue in students a desire to:

(i)   complete their education (retention);

(ii)   continue into postgraduate study (progression/mobility); and

(iii)   return as a life-long learner later in their career or life-stage.

The institutional challenge remains how to provide a positive engagement experience in teaching and learning for the current cohorts of students, while at the same time investing in teaching and learning, research and the learning environment to enhance the engagement experience of future cohorts of students.

The findings in this report indicate that the overall student engagement experience in higher education across all ISSE Universities, including in Trinity, has deteriorated over this time, 2016-2018. The key hypothesis put forward in this report is that student engagement in Teaching and Learning and the student experience of teaching and learning hinges on the quality of, and opportunity for, interactions with academic staff, academic advisors, college administration systems and support services. This is supported across the ISSE indices, in the non-index questions and open comments.

For example, indices and their associated questions (refer to Appendix 1) that require formal opportunities for engagements with academic staff and academic advisors perform well as the years of study progress (Yr1–YrF–PGT) and students specialise in their programmes of study, participate in capstone projects or dissertation supervision e.g. *Higher Order Learning; Student-Faculty Interaction, Quality of Interactions.*

Where the students' perceived need for quality interactions with academic staff, academic advisors, teaching assistants and demonstrators are not met e.g. the feedback questions in *Effective Teaching Practice*, talking about career plans with academic staff in *Student-Faculty Interaction*, or providing supports to assist students succeed academically in *Support Environment* they impact on Trinity's scores when compared with other ISSE Universities. These indices form the focus of this report (refer §5).

The role of the College Tutorial Service (incorporating the Postgraduate Advisory Service) is to provide supports for students to succeed academically and navigate College systems and support services. It appoints or facilitates access to an academic advisor who assists in resolving issues in respect of academic performance, awareness/understanding of College regulations and provides referrals to learning and student support services for students who require additional supports or are at risk of withdrawal.

The *Trinity in Twelve Weeks Programme* (now in its second year) provides the opportunity for new undergraduate students to discover and explore the many supports available to assist them in their transition to 3rd level education, integrate into College life and acquire the necessary study skills to succeed ([Student Life website](#)). It is hoped that in future years, as this programme is embedded, that the engagement experience of first-year students in Trinity will improve.

As the new academic year structure is introduced from 2018/19, with semisterisation and changes to assessment, it is expected that respondent feedback on student workload, particularly in relation to summative exams, will address qualitative comments in this and previous years' ISSE reports in relation to the pressures associated with the number of exams or concurrent assignment deadlines.

Feedback on the ISSE Survey outcomes has been disseminated to each Trinity school where the number of respondents by School or programme has been > 10. Schools are expected to consider and respond to this data in the Annual Faculty Quality Reports for 2017/18 which will be submitted to the Quality Committee and University Council in April 2019. Customised ISSE Reports are being provided to the Director of Student Services, Director of Careers, Senior Academic Developer (CAPSL) and the Deputy Librarian in the Library.

An acknowledged challenge is the timely and accessible provision of feedback of ISSE survey outcomes to the cohorts of students who participate in the survey each year. This is an area for enhancement and is to be addressed under the Student Partnership Policy in 2018/19.

3. ISSE Survey 2018

3.1 The Institutional View – ISSE Indices

The ISSE survey is comprised of nine indices and 22 non-index questions. The indices scores for the ISSE Universities Group and Trinity for the three years 2016 – 2018 are presented in Table 3.1 below.

At the institutional level the ISSE indices can be considered in the following context:

1. Indices that Trinity continues to perform well on compared with ISSE Universities: Higher Order Learning (HOL), Reflective and integrative Learning (RFL) and Quantitative Reasoning (QR) where movement around index scores is contained to within ±1 over time;

2. Indices that Trinity consistently performs weaker on compared with ISSE Universities: Learning Strategies (LS), Collaborative Learning (CL) and Student Faculty Interaction (SFI)[1] where movement around index scores is contained to within ±1 over time;

3. Indices that Trinity consistently performs weaker on compared with ISSE Universities and where indices' scores show the largest divergence (±3) over time: Effective Teaching Practice (ETP), Quality of Interactions (QI) and Supportive Environment (SE). It is these three indices that form the focus of this report.

Table 3.1: ISSE Index Scores 2016-2018

INDICIES	ISSE Univ 2018	TCD 2018	ISSE Unive 2017	TCD 2017	ISSE Univ 2016	TCD 2016
Higher-Order Learning	38.1	38.7	38.1	38.9	37.5	38.0
Reflective and Integrative Learning	32.1	33.3	31.7	33.1	31.8	32.0
Quantitative Reasoning	20.1	20.9	20.1	21.1	19.3	20.3
Learning Strategies	31.8	30.9	31.3	30.8	31.1	30.3
Collaborative Learning	30.2	28.3	29.2	27.7	28.9	28.1
Student-Faculty Interaction	12.9	12.3	12.6	12.5	12.0	11.2
Effective Teaching Practice	34.1	30.8	34.3	32.1	34.2	31.7
Quality of Interactions	38.7	35.6	38.7	36.4	37.0	34.7
Supportive Environment	30.3	27.2	30.5	29.9	30.1	29.3
Participation (n and %)	18, 740 26.1%	2,005 22.6%	16,480 23.7%	2,047 24.6%	12,932 19.2%	1,811 22.8%

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[1] Note the SFI Index is the lowest performing index across all ISSE institutions and has been since the inception of ISSE.

3.2. Institutional View and Years of Study

Table 3.2 below explores the relationship between the ISSE Index scores and Years of Study (Yr1; YrF and PGT). With the exception of the *Quality of Interactions* and *Supportive Environment,* the ISSE Index scores increase as years of study progress across the undergraduate years (Yr1 and YrF).

Table 3.2: 2018 ISSE Indices Scores by Year of Study

ISSE INDICIES	ISSE Univ (all students)	Trinity by Year of Study			
		TCD	Yr 1	YrF	PGT
Higher Order Learning	38.1	38.7	36.4	40.3	41.1
Reflective Learning	32.1	33.3	31.2	34.2	36.3
Quantitative Reasoning	20.1	20.9	19.9	22.7	20.9
Learning Strategies	31.8	30.9	29.9	30.0	33.7
Collaborative Learning	30.2	28.3	28.3	28.6	28.2
Student-Faculty Interaction	12.9	12.3	7.8	16.3	16.7
Effective Teaching Practice	34.1	30.8	29.1	31.4	33.2
Quality of Interactions	38.7	35.6	34.8	34.0	39.0
Supportive Environment	30.3	27.2	28.6	25.3	26.8

Trinity first year respondents continue to report poor levels of engagement with Faculty and this is true across all Faculties (see Table 3.4 below). Staff Faculty Interaction (SFI) index scores are seen to increase from Yr1 to YrF and continue to increase across the PGT cohort as students specialise in their programme of study, engage in small group teaching/capstone projects/dissertation supervision that bring closer relationships with academic staff/academic advisors. In the PGT cohort this engagement with academic staff contributes to higher *Quality of Interactions* scores compared with UG cohorts.

Where performance does not continue to increase across the UG and PGT divide, e.g. in the *Quantitative Reasoning* index, it may point to the different needs of the PGT cohort e.g. mature aged students returning to study after a period of employment or who completed their secondary education under a different Maths curriculum. FEMS respondents have historically reported higher Quantitative Reasoning scores than ISSE Universities, Trinity overall or the other faculties, yet it can be seen in Fig. 1 below that the FEMS PGT respondent cohort consistently reports lower QR scores than the FEMS YrF cohort in each of the past three years, 2016-2018. This finding supports the qualitative analysis of open comments that indicate a need for specific support for PGT students on statistics.

> *Course/workshops on statistics for beginners would improve students' performance a lot*. Female AHSS PGT.

Fig 1. Quantitative Reasoning by year of study by faculty

Quantitative Reasoning - Faculty Years of Study

	AHSS Y1	FEMS Y1	HS Y1	AHSS YF	FEMS YF	HS YF	AHSS PGT	FEMS PGT	HS PGT
2015/ 2016	14.8	26.2	17.6	14.7	27.6	21.6	21.6	21.6	24.0
2016 / 2017	16.1	24.8	17.9	16.5	30.7	20.9	21.1	29.6	21.4
2017 / 2018	15.2	26.4	18.5	18.3	33.0	20.5	19.8	25.0	20.1

■ 2015/ 2016   ■ 2016 / 2017   ■ 2017 / 2018
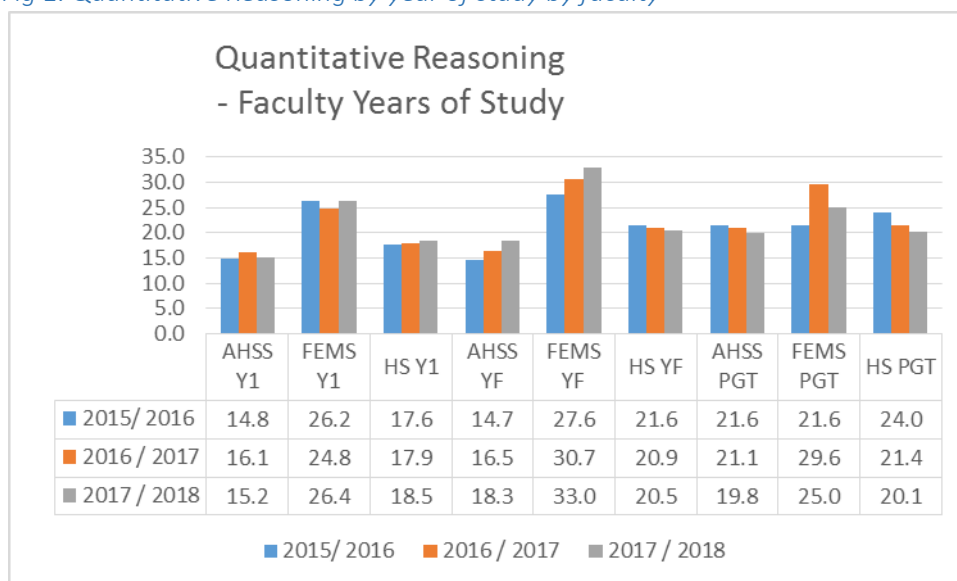
3.3.   Institutional View and Overall Experience.

Two of the ISSE non-index questions evaluate Trinity respondents' overall educational experience in Trinity. Fig.2 below demonstrates that ISSE respondents report a deterioration in their overall experience in higher education across all ISSE Universities, over this time, including in Trinity. In 2018 **75.4%** of respondents reported a Good/Excellent overall educational experience, down from **81%** in 2017 and **82.5%** in 2016 (a drop of 7% for TCD respondents' vs 4% for ISSE Universities). Fig. 4 looks at this question from the point of view of Trinity faculties and indicates the percentage of respondents reporting a 'good' or 'excellent' experience in each Faculty has fallen in the three years 2016-2018 (AHSS 4%; FEMS 3.5% and Health Sc. 4.4%.).

Fig. 2 Overall Experience Institutional View (Non –Index Q.21)

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

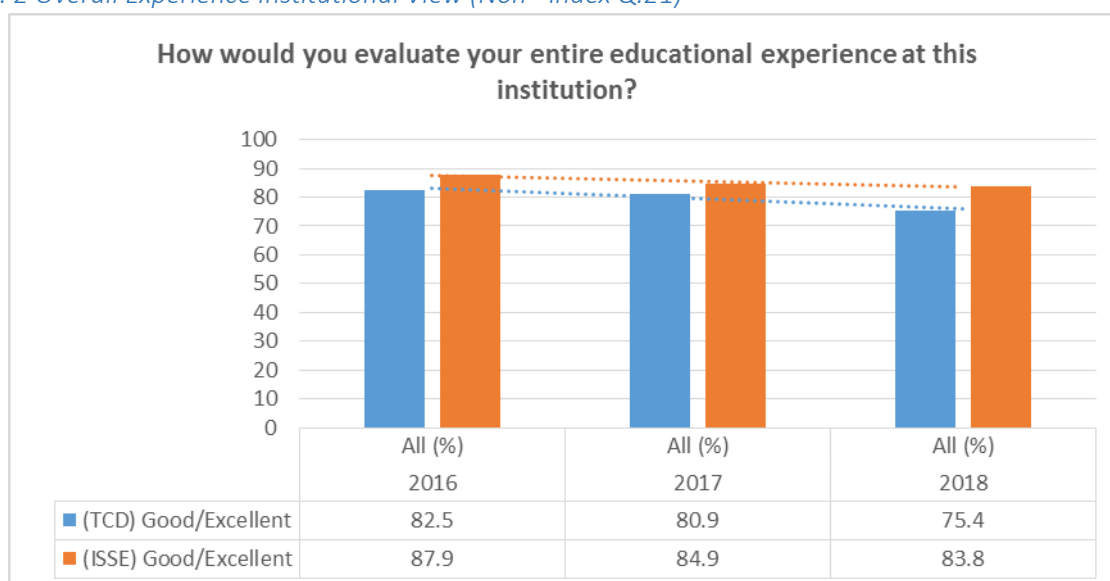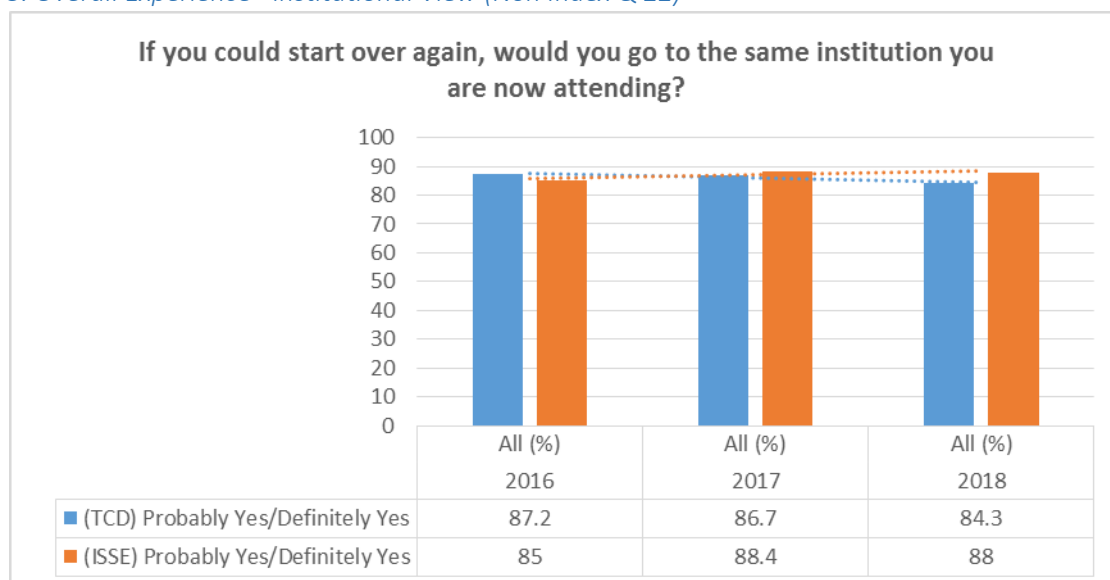|	All (%) 2016	All (%) 2017	All (%) 2018
■ (TCD) Good/Excellent	82.5	80.9	75.4
■ (ISSE) Good/Excellent	87.9	84.9	83.8

Fig. 3 below outlines responses to the question 'If you could start over again, would you go to the same institution you are now attending? The proportion of Trinity respondents reporting 'Probably Yes ' or 'Definitely Yes' has dropped by 3% for Trinity respondents from **87.2%** in 2016, to **86.7%** in 2017 and **84.3%** in 2018 compared with an increase of 3% in other ISSE Universities over the same period. (Fig. 5 looks at this question across Trinity Faculties).

Fig 3. Overall Experience –Institutional View (Non Index Q 22)

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

	All (%) 2016	All (%) 2017	All (%) 2018
■ (TCD) Probably Yes/Definitely Yes	87.2	86.7	84.3
■ (ISSE) Probably Yes/Definitely Yes	85	88.4	88

Respondents' open comments reflected both positive and negative sentiments with respect to their overall educational experience in Trinity:

> *Subjectively, I find Trinity very proactive in engaging students in learning. There is Peer-to-Peer support, a separate student learning department and surveys are emailed to students at the end of each module to ask students what they thought of their lecturers' delivery and course work.* YrF Female AHSS

> *This is a college before a tourist attraction and should be run more like a college with a student focus. A student focus is definitely missing and integration into the actual college community is poor.* Yr. 1 Male AHSS

3.4. Institutional View and the Experience of Diverse Student Groups

The Trinity Strategic Plan 2014-2019 Goal A1.1 addresses issues of 'Access and Participation'. It can be seen from Table 1.1 that respondent participation in undergraduate programmes on a part-time/remote basis is extremely low < 1% (2018 n=9; 2017 n=8). By comparison participation on a part-time/remote basis in postgraduate taught study is almost 29% (2018 n= 137; 2017 n=151). This figure may represent part-time participation in study programmes at PGT level by those who are

employed or reflect respondent participation in a range of wholly-online programmes Trinity has implemented in recent years.

The qualitative analysis of the ISSE Survey provides a perspective on the challenges to engagement experienced by diverse cohort groups in Trinity:

> *I believe it could be more inclusive for mature students. We only make up 8% of the student body as a result when there are issues regarding scheduling it is all geared toward people that have just done the leaving certificate.* Yr1 Female AHSS

> *Do more to facilitate to the "non-typical student" (e.g.) students with children, students with illnesses, students from disadvantaged backgrounds, students who work* etc. YrF Female AHSS

> *Provide additional opportunities to those from outside Dublin to be involved in webinars etc, film and log everything as an academic resource on tcd.ie.* PGT Female AHSS

4. The Faculties View

4.1. Trinity Faculties –ISSE Indices

AHSS respondents continue to report strengths in the *Higher Order Learning (HOL)* and in *Reflective and Integrated Learning (RIL)* compared with other Trinity Faculties and the ISSE Universities. AHSS HOL and RIL scores have increased over time (HOL 2018: **40.4**; 2017: **40.1**; 2016: **39.0**); (RIL 2018: **35.7**; 2017: **36.1**; 2016: **35.2**) and increase as years of study progress (HOL Yr1.: **37.7**; YrF.: **41.7**; PGT.: **42.5**); (RIL 2018 Yr1.: **33.2**; YrF.: **37.5** and PGT: **37.8**). This pattern was also evident in 2017 and 2016.

Table 4.1: ISSE Indices scores by faculties 2018

INDICES	ISSE Univ (all students)	TCD	Faculties		
			AHSS	FEMS	HS
Higher Order Learning	38.1	38.7	40.4	37.3	35.9
Reflective & Integrated Learning	32.1	33.3	35.7	28.5	33.3
Quantitative Reasoning	20.1	20.9	17.6	27.8	19.6
Learning Strategies	31.8	30.9	31.7	28.6	31.1
Collaborative Learning	30.2	28.3	26.2	30.4	30.0
Student-Faculty Interaction	12.9	12.3	13.1	10.3	12.6
Effective Teaching	34.1	30.8	32.4	28.6	29.1
Quality of Interactions	38.7	35.6	36.0	34.7	35.2
Supportive Environment	30.3	27.2	27.6	26.4	27.2

FEMS respondents have consistently reported strengths in *Quantitative Reasoning (QR)* compared with other Trinity Faculties and the ISSE Universities Group, with performance in this index increasing over time (2018: **28.8;** 2017: **27.3**; 2016: **26.6**). Both FEMS and HS respondents report strengths in *Collaborative Learning* (*CL)* opportunities indicating the propensity of these students to work in teams in project or laboratory settings (FEMS 2018: **30.4**; 2017: **30.4**; 2016: **31.3**); (HS 2018: **30.0**; 2017: **29.9**; 2016: **31.8**).

In 2018, AHSS and HS respondents report similar levels of attainment in the *Learning Strategy* index (AHSS: **31.7**; HS: **31.1**). This represents a slight decrease in the LS score for HS from previous years (2017: HS **33.0**; FEMS **27.9** and AHSS **31.6**; 2016: HS **32.4**; FEMS **28.1**; AHSS **30.8**).

Table 4.2: ISSE Indices score by faculty and year of study 2018

INDICES	AHSS				FEMS				HS			
	Y1	YF	PGT	Overall	Y1	YF	PGT	Overall	Y1	YF	PGT	Overall
Higher Order Learning	37.7	41.7	42.5	40.4	36.2	39.2	37.6	37.3	34.1	38.3	36.9	35.9
Reflective Learning	33.2	37.5	37.8	35.7	27.2	28.3	32.9	28.5	33.4	33.4	33.2	33.3
Quantitative Reasoning	15.4	18.7	19.4	17.6	26.5	32.7	24.9	27.8	18.9	20.8	19.6	19.6
Learning Strategies	31.0	30.6	33.8	31.7	28.2	29.5	28.5	28.6	30.3	29.1	36.9	31.1
Collaborative Learning	25.3	26.2	27.5	26.2	30.5	30.2	30.3	30.4	30.6	32.0	25.0	30.0
Student-Faculty Interaction	8.2	16.4	16.5	13.1	6.3	15.9	16.2	10.3	9.1	16.3	16.7	12.6
Effective Teaching	30.4	35.0	32.7	32.4	27.4	29.4	31.3	28.6	29.0	25.2	36.9	29.1
Quality of Interactions	35.2	34.9	38.1	36.0	33.8	34.3	38.0	34.7	35.5	31.2	40.7	35.2
Supportive Environment	27.9	28.4	26.3	27.6	28.0	22.5	28.1	26.4	31.0	20.8	27.0	27.2

4.2.   Overall Experience - Faculty View

Fig. 4 below extrapolates the findings at the institutional level in Fig. 3 to the educational experience of respondents' across Trinity Faculties. It can be seen that the percentage of respondents reporting a 'good' or 'excellent' experience in each Faculty has reduced in the three years 2016-2018 (AHSS 4%; FEMS 3.5% and Health Sc. 4.4%.).

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

	2016	2017	2018
(AHSS) Good/Excellent	81.4%	81.3%	77.5%
(FEMS) Good/Excellent	83.8%	81.5%	80.3%
(HS) Good/Excellent	81.2%	78.6%	76.8%
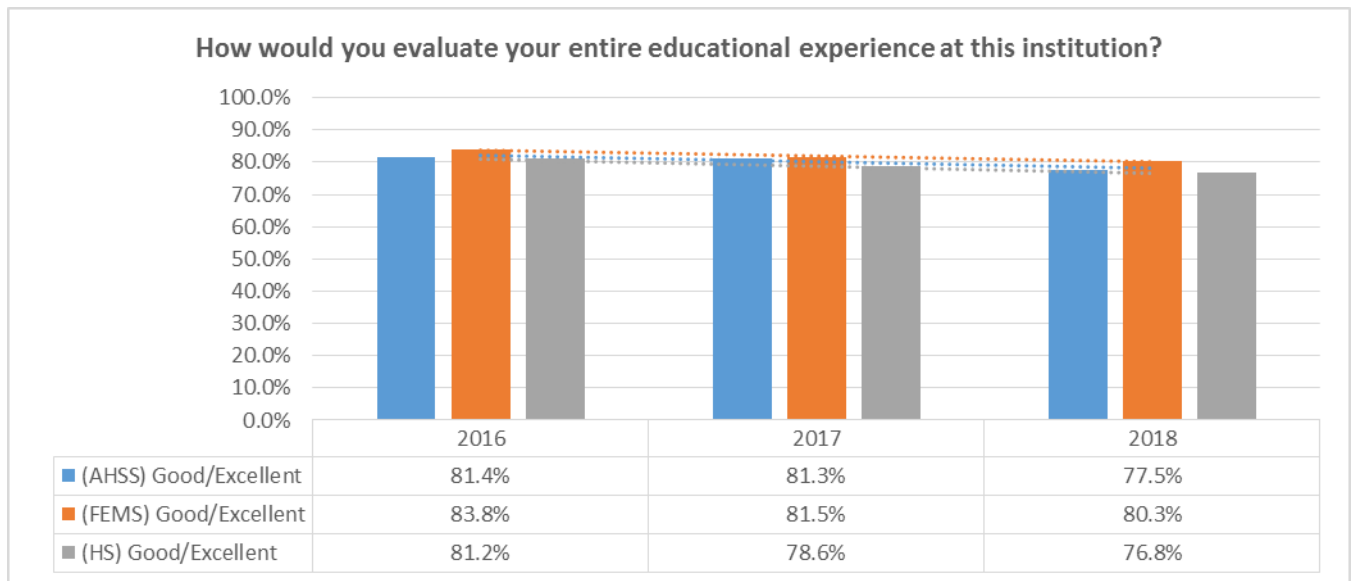
Fig 4: Overall Experience –Faculty View (Non Index Question 21)

Fig.5 below extrapolates the findings in Fig. 3 to the Faculty level in response to the question 'If you could start over again…..'. The findings show greater variability at the Faculty versus the Institutional level. AHSS respondents are the most positive in response to this question with scores remaining within ± 1.5 over the three years 2016-2018; FEMS respondents show a wider divergence in opinion ±5-7% in the same period. The Faculty of Health Sc. is the only Faculty to show a consistent decline in the three years, a drop of 10% over that time.

Fig 5: Overall Experience-Faculty View (Non Index Question 22)

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

	2016	2017	2018
(AHSS) Probably/Definitely yes	87.2%	85.7%	86.4%
(FEMS) Probably/Definitely yes	85.8%	91.0%	83.7%
(HS) Probably/Definitely yes	89.7%	81.6%	79.6%

15
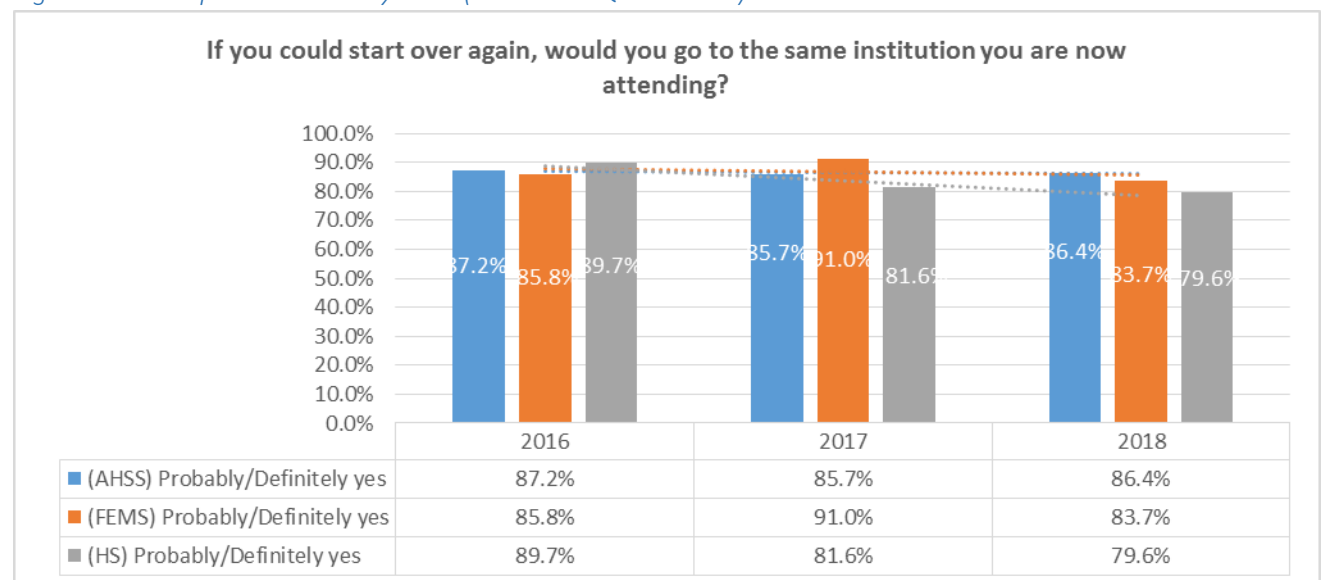
5.   ISSE 2018 in Focus

5.1 Student Faculty Interaction and the First Year Experience

The first-year student experience in the *Student Faculty Interaction* (*SFI*) index continues to attract low scores (< 10 out of 60). SFI Yr1 AHSS 2018: **8.2**; 2017: **7.9**; 2016: **8.7**; SFI Yr1 FEMS 2018: **6.3**; 2017: **5.3**; 2016: **6.0**; SFI Yr1 Health Sc. 2018: **9.1**; 2017: **10.9**; 2016: **8.5**.

As noted previously, scores on the SFI index do increase as years of study progress, as students specialise in their programme of study, engage in small group teaching/capstone projects/dissertation supervision that bring closer relationships with academic staff/academic advisors. This experience is more typical of sophister years rather than the fresher years as many first year students are still adapting to different learning styles in February/March of the academic year when the ISSE Survey is administered.

> *More support for transition from secondary school learning to third-level (e.g. how to do readings etc.).* Yr1 Female AHSS

Interaction with lecturers and Teaching Assistants was raised by first year respondents in their open comments:

> *More one-to-one opportunities with TAs, lecturers, etc.* Yr1 Male AHSS

> *Communication between tutorial assistants and students could be improved. Sometimes there is a language barrier that is hard to overcome and makes interpretation of a topic or subject more challenging.* Y1 Male AHSS

The response to the Non-Index Question 1 'asked questions or contributed to discussions in class' is also pertinent under Staff-Faculty Interaction as can be seen in Fig 6. below. Over 50% of first year respondents in 2018 and 2017 chose the 'never' or 'sometimes' responses to this question. This finding can be influenced by large class sizes, high staff-students ratios or the constraints of the learning environment e.g. lecture or tutorial rooms or by the individual characteristics of the student as seen in the following open comments.

- *Some lecturers choose students at random to answer questions which makes some anxious and less likely to attend lectures.* Yr1 Male AHSS

- *Provide more structured ways of lecturers interacting with students - at the moment it's very much up to individuals to go up to lecturers outside of class time which as a younger student I found very difficult to do.* YrF Female AHSS

- *Have a seminar where it explores how good it is to ask questions and that you shouldn't be afraid to do so.* PGT Male FEMS

Fig. 6 Student Faculty Interaction –Non Index Question 1

Asked questions or contributed to discussions in class, tutorials, labs or online
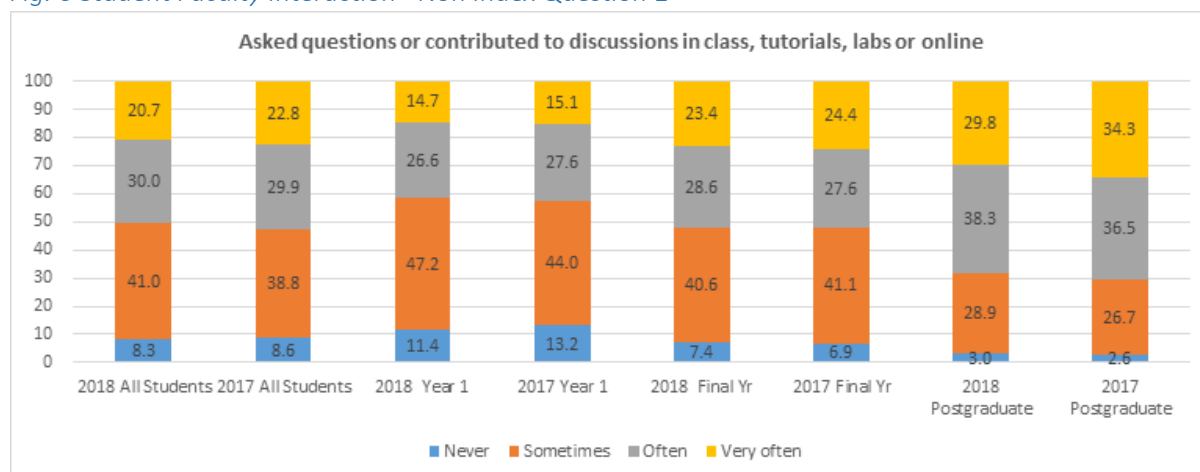
(Refer Appendix 2: Index 6 Student –Faculty Interaction for all questions by faculty)

5.2 Focus on Effective Teaching Practice, Assessment and Feedback

Trinity's performance on the *Effective Teaching Practice* index continues to be impacted by respondents' perceptions of access to formative feedback on draft assignments and the timeliness and effectiveness of feedback on completed assignments. Greater than 60% of respondents reported 'Very Little' or 'Sometimes' on the receipt of feedback on draft or on completed assignments. In 2018, the Faculties of FEMS and Health Sc. these response options ('Very Little' or 'Sometimes') in the Faculties of FEMS and Health Sciences exceeded 70% (Refer to Table 5.2(a) below).

The topic of Feedback received 81 Open Comments making it a predominant issue across all cohorts (Yr1 31; YrF 24; PGT 26). Table 5.2 (b) below outlines the results from the same questions in 2017 indicating that there has been little discernible improvement in student experience of feedback since the introduction of the Return of Coursework Policy (June 2016) that details timeframes of *20 days* for return of feedback on coursework for undergraduate students and *30 days* for postgraduate students.

This finding needs to be considered in terms of the ongoing implementation of the TEP Assessment Framework which emphasises the principle of '*Assessment For Learning'* and '*Assessment As Learning'* a concept explored in Non-Index Question 8 (Refer to Table 5.2 (c) below) –'During the current academic year, how often have you worked on assessments that have informed you how well you are learning?' 68% of overall Trinity respondents indicated they 'Never' or 'Sometimes' worked on assessments that informed them how well they were learning, rising to 71% across the Faculties (AHSS 69%; FEMS 67% and HS 71%).

These findings highlight the need for academics, student handbooks, and programme websites to communicate to students when assessment for and as learning is happening e.g. disciplines that use a professional competency framework as a component of their assessment methodology e.g. OSCEs and Inter-Professional Learning in Health Sciences, internships in Engineering, so that students are aware of the functions of assessment beyond measurement.

The opportunity presents itself that the data on assessment and feedback can support monitoring of the impact of the TEP Assessment Framework in future years.

Table 5.2 (a) Effective Teaching Practice Index-Feedback Questions 2018

Effective Teaching Practices *During the current academic year, how often have you…*		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
Provided feedback on a draft or work in progress	Very little	26.2	36.2%	32.0%	41.3%	40.5%
	Some	33.2	31.3%	30.6%	33.8%	30.0%
	Quite a bit	25.6	21.1%	24.9%	16.1%	18.6%
	Very much	15.0	11.4%	12.5%	8.8%	10.9%
Provided prompt and detailed feedback on tests or completed assignments	Very little	23.6	31.0%	24.1%	35.3%	42.0%
	Some	34.0	34.0%	34.2%	37.7%	30.0%
	Quite a bit	26.8	23.6%	28.1%	19.8%	17.2%
	Very much	15.6	11.4%	13.6%	7.2%	10.8%

Table 5.2 (b) Effective Teaching Practice Index-Feedback Questions 2017

Effective Teaching Practices *During the current academic year, how often have you…*		ISSE Univ	TCD	AHSS	FEMS	HS
Provided feedback on a draft or work in progress?	Very little	26.5%	34.0%	32.4%	37.5%	33.0%
	Some	33.1%	31.0%	29.8%	34.1%	29.1%
	Quite a bit	26.0%	21.8%	21.8%	20.4%	24.3%
	V much	14.5%	13.2%	16.0%	8.0%	13.6%
Provided prompt and detailed feedback on tests or completed assignments?	Very little	24.0%	29.3%	24.0%	36.8%	32.6%
	Some	33.8%	32.3%	30.9%	35.1%	31.6%
	Quite a bit	26.8%	24.3%	27.4%	20.3%	22.2%
	V much	15.4%	14.1%	17.8%	7.9%	13.6%

(Refer Appendix 2: Index 7 Effective Teaching Practice all questions by faculty)

Table 5.2 (c) Assessment For and As Learning (Non-Index Question 8. 2018)

During the current academic year, how often have you		ISSE Univ (all students)	TCD (all students	AHSS	FEMS	HS
Worked on assessments that informed you how well you are learning	Never	23.0%	26.0%	25.5%	27.7%	26.6%
	Sometimes	42.2%	42.0%	43.3%	39.0%	44.8%
	Often	26.8%	24.7%	24.9%	24.1%	22.7%
	Very often	8.0%	7.3%	6.4%	9.2%	6.0%

Examples of the qualitative analysis of respondents' open comments in respect of Feedback include:

- *Be more organised and feedback, more feedback, still waiting for Xmas exam feedback, doesn't matter whether you pass or not, need feedback to improve'.* Yr1 Female Health Sc.

- *Give back grades (in a prompt manor) with constructive feedback to encourage improvement and engagement in learning.* YrF female FEMS

- *Provide more prompt and detailed feedback on assignments, as this is a critical part of learning.* PGT female FEMS.

What students expressed of what would improve their engagement in Teaching and Learning include more Small Group Learning, more Online/Technology Enhanced Learning, more Guest Lecturers/Real-life practical or applied experience, as outlined below:

Small Group Learning

Small tutorial classes which allow for discussion - especially in the last two years. YrF Female AHSS

Give more time for self-studies. Access to the seminars from different science background. PGT Male HS

- *Smaller tutorials for maths. Include some discussion-based tutorials for biology and chemistry*. Yr1 Female FEMS

- *Encourage lecturers to follow more interactive, discussion-based learning (through longer seminars) rather than traditional lecture-style deliveries.* YrF Male AHSS

- *Group tutorials for postgraduates. Opportunities to present and critique* PGT Female AHSS

- *There is little academic feedback and conversation with teachers. As a fourth year all of my hours are lectures with no tutorial style settings*. YrF Female AHSS

Technology enhanced learning

Providing online studying tools such as multiple choice quizzes, dedicated study material related to up and coming exams and most importantly past papers. This makes it really easy to self-study in a way that goes along nicely with the course. Yr1 Male FEMS

The clicker system works very well but unfortunately does not work in larger groups, would be good if this could be fixed. Yr1 Female FEMS

Teaching all lecturers to use Blackboard sufficiently. YrF Female AHSS

More quality game-based learning options. PGT Male AHSS

Guest Lecturers/Visiting Speakers

-   *Bringing in guest lecturers from all fields to relate the actual experience of working within a sector.* YrF Female AHSS

-   *More direct contact with visiting speakers*. PGT Female AHSS

5.3 Focus on Supportive Environment –Academic and Learning Supports

Two questions in the Supportive Environment index relate to student perception of how much emphasis Trinity places on providing support for students to succeed academically and the extent to which students engage with learning support services (Student Learning Development, Student2Student, CELT, and Maths Helpdesk).

Tables 5.3 (a) and 5.3 (b) indicate the proportion of respondents choosing the 'Very Little' response option has increased by ±3% at the overall institutional level and also across the faculties from 2017.

At the institutional level > 50% of respondents in 2018 reported that Trinity (53.6%) and the faculties (AHSS: 53.3%; FEMS: 56.7% and HS: 53.3%) placed 'very little' or 'some' emphasis on providing support to succeed academically. This finding also applies across the years of study (refer to Table 5.3 (c)) Yr1: 53.5%; YrF: 57.1% and PGT: 49.6%).

Table 5.3 (a) Supportive Environment –Academic Support 2018

Supportive environment		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
How much does your institution emphasise...						
Providing support to help students succeed academically	*Very little*	8.3	14.4%	13.6%	15.3%	16.1%
	Some	31.8	39.2%	38.7%	41.4%	37.2%
	Quite a bit	38.9	32.8%	34.4%	33.8%	27.8%
	Very much	21.0	13.6%	13.4%	9.5%	18.9%

Table 5.3 (b) Support Environment –Academic Support 2017

How much does your institution emphasise…		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
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%

Fig. 7 Supportive Environment by year of study
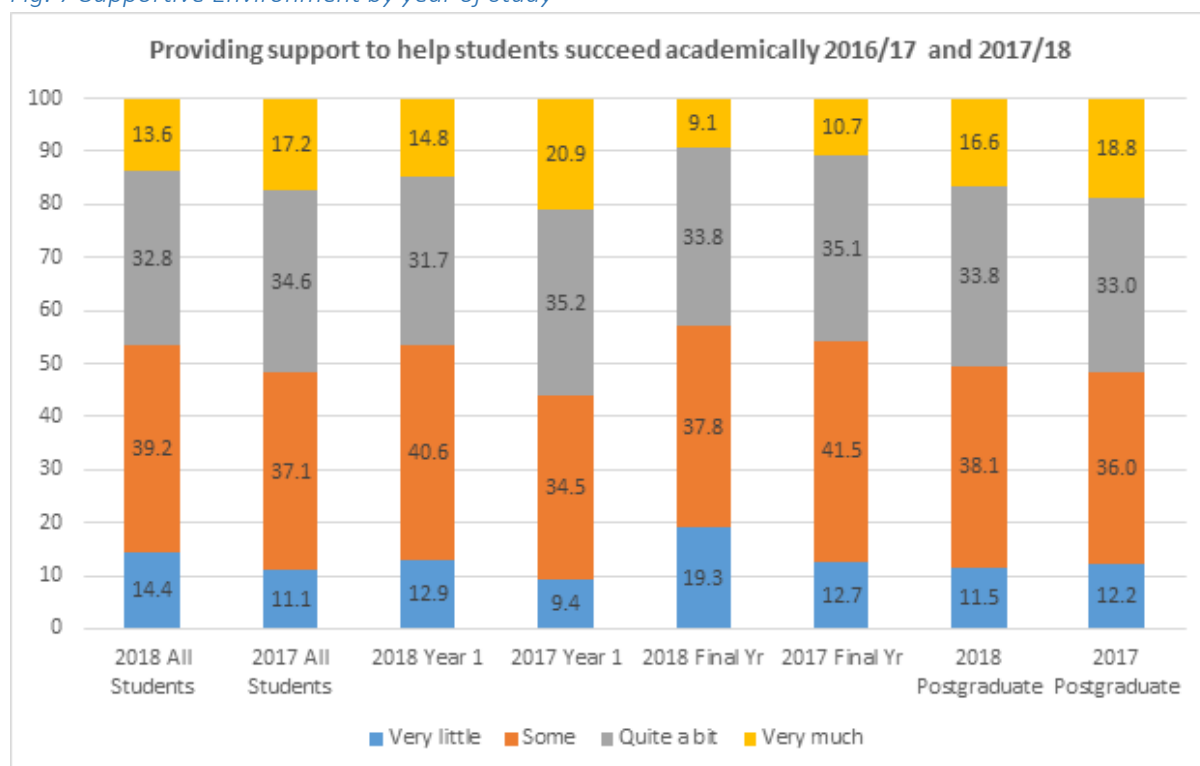
(Refer Appendix 2: Index 9: Supportive Environment all questions by faculty)

Trinity is unique among Irish Universities in having a Tutorial Service where a tutor is appointed to each undergraduate student (other than Erasmus students) as outlined on the Senior Tutors Office website:

- to look after the general welfare and development of the students in his/her care;

- act as a first point of contact and a source of support for undergraduate students, both on arrival in College and at any time during their time in College;

- provide confidential help and advice on personal as well as academic issues or on anything that has an impact on a student's life.

The Postgraduate Advisory Service has a different structure but shares a similar role i.e. to offer independent and confidential support, guidance and advocacy to registered postgraduate students.

The following are a sample of what respondents said in their open comments:

> *They could possibly encourage student learning groups, and some of the lecturers could have given us extra classes for the concepts we struggled to grasp immediately.* AHSS PGT Mature

> *Provide samples of what is to be expected in the final exams. My course is a new one and this is only the second year of it running so I understand that there are not many past exam papers to rely on but I feel as though lecturer should give some sample questions to prepare us.* Yr1 Female AHSS

> *Provide small discussion tutorials for STEM students just as there are for Arts/Humanities/Social Science students, instead of only having lectures with hundreds of people with little atmosphere for discussion.* Yr1 Male FEMS

> *Maybe have a class specific for students that can speak openly about how they are feeling in regards to college life and outside life too.* YrF Female HS

Table 5.3 (c) below outlines respondent scores on the *Quality of Interactions* index that rates the quality of interactions with academics and academic advisors on a seven-point scale. Taking points 5-7 to represent positive interactions with academic advisors or academic staff, the percentage response ranges from between 47% (FEMS Academic Advisors) to 61% (HS Academic Staff) with all other responses within the 50-58% range.

Table 5.3 (c) Quality of Interactions Index

		TCD	AHSS	FEMS	HS
Academic advisors	Poor	7.2%	7.6%	5.8%	8.5%
	2	8.5%	7.6%	10.1%	9.3%
	3	14.6%	14.6%	18.0%	10.7%
	4	18.7%	18.1%	18.8%	21.3%
	5	22.1%	23.7%	20.4%	20.5%
	6	16.3%	16.2%	14.8%	17.7%
	Excellent	12.6%	12.3%	12.1%	12.0%
Academic staff	Poor	4.2%	4.0%	4.8%	4.1%
	2	6.1%	5.7%	6.5%	6.7%
	3	12.4%	11.7%	14.2%	12.4%
	4	19.2%	17.4%	22.3%	20.6%
	5	23.8%	23.6%	23.7%	24.9%
	6	18.3%	21.7%	14.7%	14.3%
	Excellent	16.0%	15.9%	13.9%	17.0%

Table 5.3 (d): Summary Analysis Staff:Student Ratio, 2016/17

	STAFF FTE	STUDENT FTE				Ratios 2016/17	Ratios 2015/16	Ratios 2014/15
		Undergraduate	Postgraduate Taught^	Postgraduate Research*	Total			
Arts, Humanities & Social Sciences	370.42	5533.44	1732.45	628.00	7893.89	21	22	23
Engineering, Mathematics and Science	281.36	3515.59	466.09	639.00	4620.68	16	18	17
Health Sciences	239.94	3281.78	650.46	296.00	4228.24	18	18	15
COLLEGE	**891.71**	**12330.81**	**2849.00**	**1563.00**	**16742.81**	**19**	**19**	**19**

(Source: Table E1 Academic Registry Annual Report 2016/17)

In the face of a continuing higher education funding crisis and high staff student ratios (Table 5.3 (d) above), the challenge that remains for Trinity is how to deliver a positive higher education experience that will imbue in students a desire to (i) complete their education in Trinity (retention), (ii) continue into postgraduate study in Trinity (progression) or (iii) return to Trinity as a lifelong learner later in their career or life-stage.

The final lens on supportive environments is that of 'Learning Supports'. Readers are reminded that the ISSE survey questions are asked from the student perspective about what their engagement is with the available learning supports, it is not an assessment of the provision by College of learning supports.

Tables 5.3 (e) and (f) indicate that Trinity respondents engage with learning support services to a lesser degree than their ISSE Universities' counterparts (ISSE Universities: 40.6%; TCD: 59.5%). Respondents' engagement with these services has reduced since 2017 by 3% at institutional level to 10% by FEMS respondents. Fig. 8 shows this reduction is consistent across the undergraduate years of study.

Table 5.3 (e) Supportive Environment – Learning Supports 2018

Supportive environment		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
How much does your institution emphasise...						
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	*Very little*	13.2	22.5%	23.6%	20.0%	23.7%
	Some	27.4	37.0%	35.8%	43.1%	31.0%
	Quite a bit	35.2	28.0%	29.3%	27.5%	25.3%
	Very much	24.2	12.5%	11.3%	9.3%	20.0%

Table 5.3 (f) Supportive Environment – Learning Supports 2017

How much does your institution emphasise…		ISSE Univ *(all students)*	TCD *(all students)*	AHSS	FEMS	HS
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%

Fig.8. Supportive Environment- Learning Supports by year of study
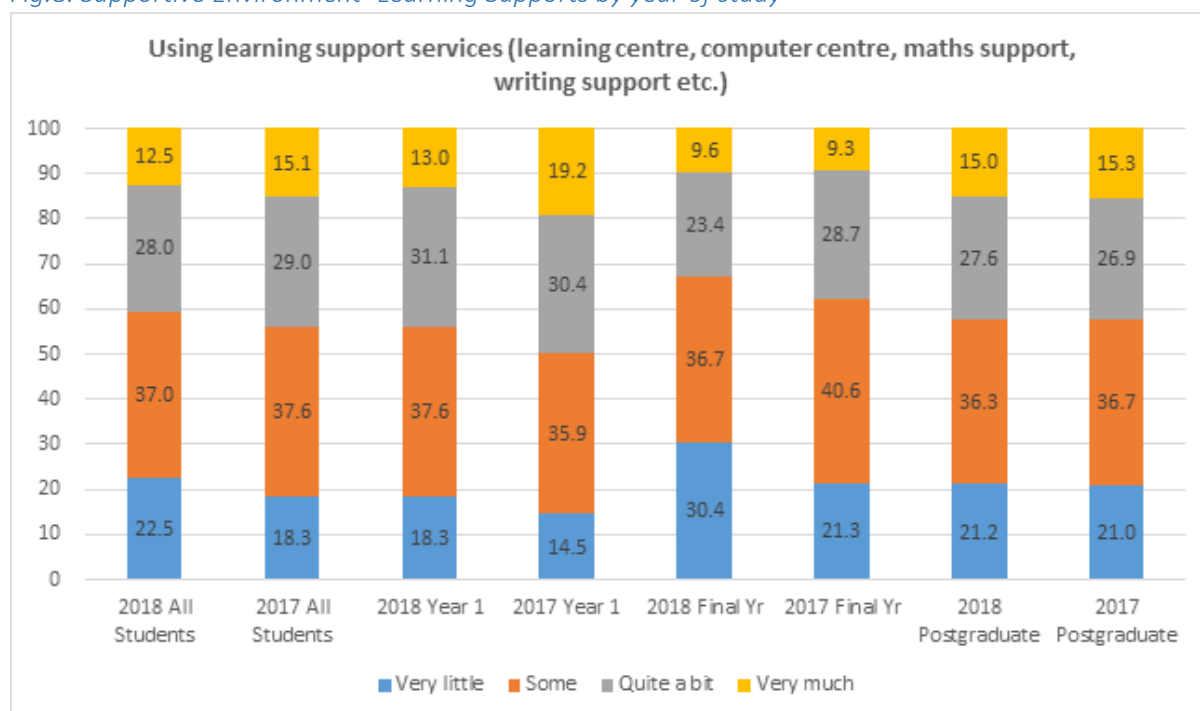
Respondents' open comments featured many requests for specific academic supports and these can be differentiated by the perceived needs of each cohort, as can be seen below:

- *More classes and support courses in modules which are difficult to grasp, statistics, how to write essays, how to study effectively*. Yr1 (Mature) Female AHSS

- *General knowledge for project processes should be taught as a lecture, not left to be found out from supervisors*. YrF Male FEMS/AHSS (Joint Honours)

- *Provide more workshops and summer courses - giving tips to write better essays or lit reviews is not enough. I think workshops of a few hours a week to improve writing skills would work better. Also why not workshops during summer? Literature reviews summer courses would help a lot. Basically a workshop space where students come with their lit reviews and there's someone to go around individually to help. Also workshops on coding (phyton is the basic) even if paid. I think is important that students start learning how to code.* AHSS Female PGT

5.4 Focus on Skills Attainment (Non-Index Questions)

The topic of skills attainment is linked to the Graduate Attributes. As can be seen in Table 5.4 below there is cross-over between the ISSE Indices and the skills attainment non-index questions e.g. Trinity performance in the Higher Order Learning scores is reflected in the performance on 'thinking critically and analytically' where Trinity scores are again stronger than ISSE Universities and, within Trinity, strongest in AHSS, followed by FEMS and HS. Similarly, FEMS respondents' high score in 'analysing numerical and statistical information' reflect their performance in the Quantitative Reasoning index.

The attainment of what are sometimes referred to as 'Transferable Skills' i.e. oral and written communication skills, is also seen to follow disciplinary strengths, e.g. writing clearly and effectively is strongest in AHSS, analysing numerical and statistical information is strongest in FEMS.

Table 5.4: Teaching and Learning Skills

During the current academic year, how often have you…		ISSE Univ (all students)	TCD (all students)	Faculty		
				AHSS	FEMS	HS
Thinking critically and analytically (Graduate Attribute: To think Independently) (Links to Higher Order Learning)	Very little	4.2	4.2%	4.2%	4.5%	4.2%
	Some	21.7	18.3%	16.3%	16.8%	26.0%
	Quite a bit	42.2	40.5%	38.9%	43.1%	40.4%
	Very much	31.9	37.0%	40.6%	35.6%	29.4%
Writing clearly and effectively (Graduate Attribute: To communicate effectively)	Very little	12.9	14.3%	8.8%	22.3%	19.0%
	Some	31.0	31.1%	27.7%	33.5%	36.5%
	Quite a bit	37.1	33.2%	37.0%	29.7%	27.8%
	Very much	19.1	21.4%	26.5%	14.5%	16.8%
Speaking clearly and effectively (Graduate Attribute: To communicate effectively)	Very little	14.1	18.8%	15.4%	30.5%	13.2%
	Some	30.8	32.1%	33.0%	29.7%	33.3%
	Quite a bit	36.6	30.9%	32.7%	24.4%	34.6%
	Very much	18.5	18.1%	19.0%	15.5%	18.8%
Analysing numerical and statistical information (Graduate Attribute-To think Independently. To develop continuously) (Links to Quantitative Reasoning)	Very little	21.2	27.9%	38.6%	5.4%	30.9%
	Some	31.2	28.0%	29.2%	20.5%	33.7%
	Quite a bit	29.5	24.9%	19.0%	33.9%	27.9%
	Very much	18.1	19.1%	13.2%	40.1%	7.5%
Made a presentation in class or online (see also T&L Skills-Speak/Write clearly and effectively)	*Never*	23.9	24.1%	18.9%	32.3%	26.4%
	Sometimes	43.7	46.3%	48.7%	44.2%	45.6%
	Often	21.3	18.9%	20.6%	15.5%	18.5%
	Very often	11.1	10.7%	11.8%	8.0%	9.5%

Samples of student open comments with respect of skill attainment are presented below:

Teach more non-academic skills. Yr1 Male AHSS

Force attendance and regular deliverables in class to build and improve the skills that you'll be tested on at the end of the year i.e. writing skills. YrF Male AHSS

Lecturers should coordinate amongst themselves, to give us varied assignments that challenge different areas of knowledge and require different ways of problem-solving. PGT Female AHSS

5.5 Focus on Employability (Non Index Questions)

There are four ISSE Non-index questions that pertain to Employability, responses are outlined n Table 5.5 (a). Question 1 under the Student Faculty Interaction (SFI) Index is also pertinent to the discussion on employability and is presented below in Table 5.5 (b).

Table 5.5 (a): Employability-Non Index Questions

During the current academic year, how often have you ….		ISSE (all students)	TCD (all students)	Faculty		
				AHSS	FEMS	HS
Improved knowledge and skills that will contribute to your employability	Never	6.9	8.5%	8.8%	11.0%	4.7%
	Sometimes	31.6	35.3%	37.7%	38.0%	27.0%
	Often	39.7	34.9%	35.5%	34.4%	35.0%
	Very often	21.8	21.2%	18.0%	16.6%	33.2%
Acquiring job- or work-related knowledge and skills	Very little	14.9	18.4%	22.9%	20.2%	4.7%
	Some	29.7	35.7%	39.4%	36.8%	25.3%
	Quite a bit	32.9	28.3%	25.8%	29.5%	32.9%
	Very much	22.5	17.7%	11.8%	13.5%	37.0%
Explored how to apply your learning in the workplace	Never	23.9	29.9%	34.9%	38.0%	7.6%
	Sometimes	34.9	35.5%	36.9%	37.6%	29.3%
	Often	26.4	21.4%	19.5%	19.1%	28.6%
	Very often	14.8	13.3%	8.7%	5.4%	34.5%
Blended academic learning with workplace experience	Never	32.4	39.5%	43.5%	51.7%	14.2%
	Sometimes	29.2	27.0%	27.4%	29.8%	22.3%
	Often	22.6	18.5%	18.6%	13.0%	25.8%
	Very often	15.7	15.1%	10.5%	5.5%	37.8%

Table 5.5(b): Employability SFI Index Question

Student Faculty Interaction During the current academic year, have you		ISSE Univ (all students)	TCD (all students)	Faculty		
				AHSS	FEMS	HS
Talked about career plans with academic staff	Never	54.9	58.5%	58.3%	62.9%	54.4%
	Sometimes	30.4	28.7%	29.3%	26.6%	29.1%
	Often	10.8	9.4%	9.9%	7.3%	10.7%
	Very often	3.9	3.4%	2.4%	3.2%	5.9%

The data on employability can be used as baseline data to inform student awareness and engagement with:

a. Trinity Employability Awards, e.g. Intel;

b. Laidlaw Scholarships;

c. Integration of work-based learning as part of their programme of study as a result of the Trinity Education Project (TEP);

d. The adoption of discipline-specific Employability Statements over the next three years as a result of the HEA System Performance Framework 2018-2020 Objective 1 to 'Introduce Employability Statements for all disciplines in all HEIs by 2020.

An analysis of Student Open Comments in respect of Employability is outlined below:

More practical work that allows us to gain more skills that improve our employability. Yr1 Female AHSS

More links with internship and career guidance. Better links for year abroad, opportunity to work abroad. YrF (TSM) Female AHSS

Internships so we can gain real life skills and be actually qualified to work in our field when we graduate. AHSS Female PGT

4 Appendices

Appendix 1: ISSR Survey Instrument
Appendix 2: ISSE Indices by Question and Non-Index Questions
Appendix 3: Statistics Reports

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?

Index 1: Higher Order Learning 2018		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
Applying facts, theories, or methods to practical problems or new situations	Very little	6.2	8.0%	10.8%	3.9%	6.3%
	Some	23.1	20.5%	23.2%	16.5%	19.0%
	Quite a bit	41.6	42.3%	41.8%	43.0%	42.8%
	Very much	29.0	29.1%	24.2%	36.6%	31.9%
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	7.0	7.0%	5.1%	6.7%	12.6%
	Some	26.3	22.8%	19.4%	24.2%	30.2%
	Quite a bit	39.7	39.6%	42.0%	39.5%	34.9%
	Very much	27.0	30.7%	33.5%	29.6%	22.3%
Evaluating a point of view, decision, or information source	Very little	7.5	8.8%	4.3%	15.4%	12.2%
	Some	25.6	24.1%	15.6%	34.6%	33.5%
	Quite a bit	39.9	37.3%	41.6%	33.0%	31.1%
	Very much	27.0	29.8%	38.5%	17.0%	23.2%
Forming an understanding or new idea from various pieces of information	Very little	5.2	5.8%	4.5%	8.6%	5.8%
	Some	24.2	22.1%	19.6%	21.6%	29.5%
	Quite a bit	41.3	40.2%	39.5%	43.5%	38.6%
	Very much	29.3	31.9%	36.4%	26.3%	26.0%

Index 2: Reflective Integrated learning 2018		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
Combined ideas from different subjects / modules when completing assignments	Never	6.1	6.6%	5.4%	9.1%	6.4%
	Sometimes	35.2	35.0%	33.9%	37.6%	34.2%
	Often	39.7	38.4%	39.7%	36.4%	38.3%
	Very often	19.1	20.1%	21.0%	16.9%	21.1%
Connected your learning to problems or issues in society	Never	15.3	14.0%	8.7%	26.8%	9.9%
	Sometimes	37.7	33.0%	29.1%	39.1%	34.3%
	Often	31.2	33.6%	38.3%	23.5%	36.6%
	Very often	15.9	19.3%	23.9%	10.6%	19.2%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	29.1	27.7%	11.7%	57.4%	26.0%
	Sometimes	36.9	34.9%	37.4%	26.8%	40.7%
	Often	23.0	24.3%	32.1%	11.1%	23.1%
	Very often	11.0	13.1%	18.8%	4.7%	10.2%
Examined the strengths and weaknesses of your own views on a topic or issue	Never	10.7	8.7%	5.5%	14.1%	9.4%
	Sometimes	39.7	37.3%	34.9%	38.6%	42.3%
	Often	36.6	38.4%	41.9%	34.4%	35.0%
	Very often	13.1	15.6%	17.7%	12.9%	13.4%
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	7.3	6.9%	3.5%	13.6%	6.2%
	Sometimes	37.8	33.3%	32.8%	36.6%	31.6%
	Often	37.7	39.6%	42.4%	32.7%	42.1%
	Very often	17.2	20.2%	21.3%	17.1%	20.2%
Learned something that changed the way you understand an issue or concept	Never	3.2	3.6%	3.7%	4.2%	1.9%
	Sometimes	33.3	30.7%	27.8%	35.0%	32.5%
	Often	44.4	43.9%	46.0%	41.5%	42.9%
	Very often	19.2	21.8%	22.5%	19.2%	22.7%

Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	2.8	2.7%	2.3%	4.1%	1.6%
	Sometimes	29.2	28.4%	25.3%	35.9%	26.8%
	Often	43.0	42.6%	43.9%	37.9%	46.6%
	Very often	25.0	26.4%	28.5%	22.1%	25.0%

Index 3: Learning Strategies 2018		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
Identified key information from recommended reading materials	Never	8.2	6.8%	3.1%	10.8%	10.7%
	Sometimes	36.4	33.9%	29.6%	42.6%	34.3%
	Often	38.9	40.6%	44.8%	32.1%	39.9%
	Very often	16.5	18.7%	22.6%	14.6%	15.1%
Reviewed your notes after class	Never	8.6	11.9%	12.0%	12.9%	10.7%
	Sometimes	40.8	44.6%	45.0%	49.4%	39.1%
	Often	34.6	30.6%	31.2%	25.4%	34.3%
	Very often	16.0	12.9%	11.7%	12.3%	15.8%
Summarised what you learned in class or from course materials	Never	9.0	10.5%	10.6%	10.3%	10.6%
	Sometimes	41.1	43.6%	44.0%	46.1%	41.4%
	Often	36.1	33.9%	33.6%	34.7%	33.1%
	Very often	13.8	12.0%	11.8%	8.9%	14.9%

Index 4: Quantitative Reasoning 2018		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)	Never	27.5	28.5%	40.0%	7.4%	28.9%
	Sometimes	39.3	35.1%	35.4%	30.9%	40.3%
	Often	23.3	24.1%	18.4%	35.0%	23.2%
	Very often	10.0	12.4%	6.3%	26.6%	7.6%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	36.6	36.7%	40.3%	32.7%	33.7%
	Sometimes	37.1	34.5%	33.2%	33.6%	40.5%
	Often	19.0	20.3%	19.7%	22.0%	18.9%
	Very often	7.3	8.4%	6.9%	11.7%	6.9%
Evaluated what others have concluded from numerical information	Never	37.7	36.8%	44.7%	21.0%	39.2%
	Sometimes	40.5	38.6%	35.1%	43.7%	39.8%
	Often	17.3	19.1%	16.3%	26.4%	16.4%
	Very often	4.5	5.5%	3.9%	8.9%	4.6%

Index 5: Collaborative Learning 2018		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
Asked another student to help you understand course material	Never	12.8	12.7%	16.9%	8.5%	8.7%
	Sometimes	46.1	48.9%	52.7%	43.7%	46.8%
	Often	28.8	26.3%	20.9%	33.7%	29.8%
	Very often	12.3	12.0%	9.5%	14.1%	14.7%
Explained course material to one or more students	Never	7.6	8.1%	9.7%	6.2%	6.8%
	Sometimes	45.6	47.2%	48.8%	44.9%	47.1%
	Often	33.0	32.1%	30.3%	34.3%	33.4%
	Very often	13.8	12.6%	11.2%	14.7%	12.7%
Prepared for exams by discussing or working through course material with other students	Never	18.6	22.6%	27.0%	22.1%	13.2%
	Sometimes	35.8	37.1%	36.5%	37.8%	39.3%
	Often	28.5	27.3%	25.8%	26.5%	30.5%
	Very often	17.2	13.0%	10.6%	13.6%	17.0%
Worked with other students on projects or assignments	Never	12.0	14.9%	18.2%	10.3%	14.1%
	Sometimes	34.1	39.4%	43.8%	32.0%	40.9%
	Often	30.6	27.9%	22.1%	37.7%	28.5%
	Very often	23.3	17.8%	15.9%	20.0%	16.5%

Index 6: Student Faculty Interaction 2018		Faculty				
		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
Talked about career plans with academic staff	Never	54.9	58.5%	58.3%	62.9%	54.4%
	Sometimes	30.4	28.7%	29.3%	26.6%	29.1%
	Often	10.8	9.4%	9.9%	7.3%	10.7%
	Very often	3.9	3.4%	2.4%	3.2%	5.9%
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	45.3	45.5%	41.4%	53.2%	47.0%
	Sometimes	36.8	37.3%	40.8%	31.5%	34.6%
	Often	13.5	11.8%	12.8%	10.9%	10.8%
	Very often	4.4	5.4%	5.0%	4.3%	7.5%
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	69.1	70.6%	69.3%	71.4%	73.6%
	Sometimes	20.5	20.3%	21.3%	20.5%	16.8%
	Often	7.9	6.7%	6.8%	6.7%	6.8%
	Very often	2.5	2.5%	2.7%	1.5%	2.8%
Discussed your performance with academic staff	Never	44.0	45.7%	39.0%	57.3%	48.2%
	Sometimes	40.4	40.5%	45.0%	34.1%	37.5%
	Often	12.5	11.0%	12.8%	7.4%	11.3%
	Very often	3.1	2.8%	3.2%	1.2%	3.1%

Index 7: Effective Teaching Practices 2018		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
Clearly explained course goals and requirements	Very little	5.3	8.0%	7.7%	8.9%	8.3%
	Some	24.8	29.7%	26.3%	35.3%	31.9%
	Quite a bit	43.2	42.1%	43.1%	42.5%	38.9%
	Very much	26.7	20.1%	23.0%	13.4%	20.9%
Taught in an organised way	Very little	3.7	6.9%	5.8%	6.4%	10.7%
	Some	25.3	28.6%	25.2%	33.1%	32.3%
	Quite a bit	44.6	42.2%	44.7%	41.3%	36.4%
	Very much	26.4	22.3%	24.2%	19.1%	20.6%
Used examples or illustrations to explain difficult points	Very little	3.5	4.6%	5.4%	3.6%	4.4%
	Some	22.5	25.9%	25.3%	28.8%	24.3%
	Quite a bit	41.8	41.7%	40.7%	42.5%	44.9%
	Very much	32.2	27.7%	28.7%	25.2%	26.4%
Provided feedback on a draft or work in progress	Very little	26.2	36.2%	32.0%	41.3%	40.5%
	Some	33.2	31.3%	30.6%	33.8%	30.0%
	Quite a bit	25.6	21.1%	24.9%	16.1%	18.6%
	Very much	15.0	11.4%	12.5%	8.8%	10.9%
Provided prompt and detailed feedback on tests or completed assignments	Very little	23.6	31.0%	24.1%	35.3%	42.0%
	Some	34.0	34.0%	34.2%	37.7%	30.0%
	Quite a bit	26.8	23.6%	28.1%	19.8%	17.2%
	Very much	15.6	11.4%	13.6%	7.2%	10.8%

Index 8: Quality of Interactions 2018		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
Students	Poor	1.7	2.2%	2.8%	1.1%	1.7
	2	2.2	2.8%	2.2%	3.5%	2.2
	3	5.1	5.3%	5.3%	6.7%	5.1
	4	11.9	12.1%	13.3%	10.4%	11.9
	5	20.7	19.3%	18.4%	22.0%	20.7
	6	23.0	23.4%	23.5%	22.3%	23.0
	Excellent	35.5	34.8%	34.5%	34.0%	35.5
Academic advisors	Poor	6.0	7.2%	7.6%	5.8%	6.0
	2	7.3	8.5%	7.6%	10.1%	7.3
	3	12.8	14.6%	14.6%	18.0%	12.8
	4	18.2	18.7%	18.1%	18.8%	18.2
	5	21.7	22.1%	23.7%	20.4%	21.7
	6	16.6	16.3%	16.2%	14.8%	16.6
	Excellent	17.3	12.6%	12.3%	12.1%	17.3
Academic staff	Poor	3.5	4.2%	4.0%	4.8%	3.5
	2	5.4	6.1%	5.7%	6.5%	5.4
	3	11.0	12.4%	11.7%	14.2%	11.0
	4	17.6	17.4%	22.3%	20.6%	17.6
	5	23.0	23.6%	23.7%	24.9%	23.0
	6	19.8	21.7%	14.7%	14.3%	19.8
	Excellent	19.7	15.9%	13.9%	17.0%	19.7
Other administrative staff and offices (registry, finance, etc.)	Poor	6.6	12.7%	12.8%	17.7%	0.0%
	2	8.2	12.2%	13.7%	13.3%	0.0%
	3	11.9	16.6%	13.2%	15.8%	0.0%
	4	18.3	18.2%	22.3%	15.7%	0.0%
	5	21.1	16.3%	15.2%	16.9%	44.7%
	6	17.1	14.6%	12.8%	9.4%	22.4%
	Excellent	16.9	9.2%	9.9%	11.3%	32.9%
Support services staff (career services, student activities, accommodation, etc.)	Poor	6.2	9.0%	10.2%	11.6%	0.0%
	2	7.2	8.8%	7.8%	7.5%	0.0%
	3	11.7	13.6%	16.6%	13.8%	0.0%
	4	18.1	20.0%	20.1%	18.2%	21.1%
	5	20.9	23.0%	21.8%	19.3%	38.9%
	6	18.3	14.9%	11.9%	17.3%	9.4%
	Excellent	17.7	10.6%	11.5%	12.4%	30.6%

Index 9: Supportive Environment 2018		ISSE Univ (all students)	TCD (all students)	Faculty AHSS	Faculty FEMS	Faculty HS
Providing support to help students succeed academically	Very little	8.3	14.4%	13.6%	15.3%	16.1%
	Some	31.8	39.2%	38.7%	41.4%	37.2%
	Quite a bit	38.9	32.8%	34.4%	33.8%	27.8%
	Very much	21.0	13.6%	13.4%	9.5%	18.9%
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	13.2	22.5%	23.6%	20.0%	23.7%
	Some	27.4	37.0%	35.8%	43.1%	31.0%
	Quite a bit	35.2	28.0%	29.3%	27.5%	25.3%
	Very much	24.2	12.5%	11.3%	9.3%	20.0%
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	23.1	29.7%	30.2%	33.1%	25.6%
	Some	34.2	36.0%	35.5%	34.2%	39.2%
	Quite a bit	27.4	23.3%	24.1%	23.5%	20.9%
	Very much	15.3	10.9%	10.2%	9.2%	14.2%
Providing opportunities to be involved socially	Very little	12.0	14.2%	11.9%	14.6%	19.9%
	Some	28.8	30.7%	30.5%	31.0%	29.5%
	Quite a bit	36.2	35.3%	37.4%	36.8%	30.2%
	Very much	23.0	19.8%	20.3%	17.6%	20.4%
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	12.2	14.7%	15.0%	13.7%	15.5%
	Some	30.4	34.4%	34.6%	33.7%	32.9%
	Quite a bit	35.3	33.4%	34.6%	34.7%	30.1%
	Very much	22.1	17.5%	15.9%	17.8%	21.5%
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	37.5	47.4%	50.2%	46.3%	43.0%
	Some	35.3	33.7%	31.9%	36.3%	33.8%
	Quite a bit	19.2	14.3%	14.5%	13.6%	15.1%
	Very much	8.0	4.5%	3.4%	3.8%	8.0%

Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	*Very little*	13.4	11.8%	9.8%	11.1%	17.0%
	Some	33.2	34.9%	32.9%	35.9%	38.2%
	Quite a bit	35.5	35.0%	36.8%	39.8%	26.2%
	Very much	17.9	18.2%	20.4%	13.3%	18.6%
Attending events that address important social, economic, or political issues	*Very little*	18.9	16.4%	13.2%	17.8%	20.8%
	Some	36.4	36.0%	34.2%	35.2%	42.0%
	Quite a bit	30.5	32.0%	34.8%	34.4%	22.9%
	Very much	14.2	15.7%	17.7%	12.6%	14.3%

Non Index Questions

Engagement in Teaching and Learning –Non Index Questions

During the current academic year, how often have you		ISSE Univ (all students)	TCD (all students)	Faculty		
				AHSS	FEMS	HS
Spending significant amounts of time studying on academic work (q12)	Never	3.4	3.5	4.2%	3.5%	2.0%
	Sometimes	21.8	20.3	19.3%	22.5%	17.6%
	Often	48.4	42.4	44.3%	40.5%	40.9%
	Very often	26.4	33.8	32.3%	33.6%	39.5%
Asked questions or contributed to discussions in class, tutorials, labs or online (q.1)	Never	9.9	8.3%	4.9%	16.2%	6.2%
	Sometimes	42.6	41.0%	35.8%	51.4%	40.4%
	Often	28.8	30.0%	33.0%	21.5%	34.5%
	Very often	18.8	20.7%	26.3%	10.8%	18.9%
Come to class without completing readings or assignments (q.2)	Never	25.9	24.7%	18.9%	30.3%	29.6%
	Sometimes	49.7	48.8%	50.0%	48.1%	47.4%
	Often	16.8	18.0%	22.1%	14.9%	12.9%
	Very often	7.6	8.5%	8.9%	6.7%	10.1%
Solving complex real-world problems (q.19)	Very little	16.5	19.8%	25.5%	14.8%	12.2%
	Some	32.7	32.3%	32.7%	35.5%	27.9%
	Quite a bit	32.0	30.5%	28.3%	30.5%	35.6%
	Very much	18.9	17.5%	13.5%	19.3%	24.3%
Memorising course material (q.9)	Very little	18.4	22.1%	27.7%	16.6%	13.5%
	Some	33.3	33.3%	34.6%	37.5%	22.9%
	Quite a bit	31.5	27.5%	26.5%	29.9%	28.6%
	Very much	16.8	17.1%	11.1%	16.0%	35.0%
Work with academic staff on a research project (q.10)	Have not decided	29.7	27.2%	29.8%	22.9%	26.2%
	Do not plan to	25.2	21.1%	26.3%	10.2%	20.5%
	Plan to do	26.8	29.2%	25.9%	36.2%	29.3%

		ISSE Univ (all students)	TCD (all students)	AHSS	FEMS	HS
	Done or in progress	18.3	22.6%	18.1%	30.6%	24.1%
Work effectively with others (q.18)	Very little	7.9	12.1%	13.9%	14.0%	5.3%
	Some	25.3	30.8%	34.5%	33.3%	19.2%
	Quite a bit	39.3	35.6%	34.9%	34.5%	38.0%
	Very much	27.5	21.5%	16.8%	18.2%	37.5%

Teaching and Learning Skills

During the current academic year, how often have you…		ISSE Univ (all students)	TCD (all students)	Faculty		
				AHSS	FEMS	HS
Thinking critically and analytically (q.15)	Very little	4.2	4.2%	4.2%	4.5%	4.2%
	Some	21.7	18.3%	16.3%	16.8%	26.0%
	Quite a bit	42.2	40.5%	38.9%	43.1%	40.4%
	Very much	31.9	37.0%	40.6%	35.6%	29.4%
Writing clearly and effectively (q. 13)	Very little	12.9	14.3%	8.8%	22.3%	19.0%
	Some	31.0	31.1%	27.7%	33.5%	36.5%
	Quite a bit	37.1	33.2%	37.0%	29.7%	27.8%
	Very much	19.1	21.4%	26.5%	14.5%	16.8%
Speaking clearly and effectively (q.14)	Very little	14.1	18.8%	15.4%	30.5%	13.2%
	Some	30.8	32.1%	33.0%	29.7%	33.3%
	Quite a bit	36.6	30.9%	32.7%	24.4%	34.6%
	Very much	18.5	18.1%	19.0%	15.5%	18.8%
Analysing numerical and statistical information (q.16)	Very little	21.2	27.9%	38.6%	5.4%	30.9%
	Some	31.2	28.0%	29.2%	20.5%	33.7%
	Quite a bit	29.5	24.9%	19.0%	33.9%	27.9%
	Very much	18.1	19.1%	13.2%	40.1%	7.5%
Made a presentation in class or online (q.3)	Never	23.9	24.1%	18.9%	32.3%	26.4%
	Sometimes	43.7	46.3%	48.7%	44.2%	45.6%

During the current academic year, how often have you...		ISSE Univ (all students)	TCD (all students)	Faculty		
				AHSS	FEMS	HS
	Often	21.3	18.9%	20.6%	15.5%	18.5%
	Very often	11.1	10.7%	11.8%	8.0%	9.5%

Employability Non-Index Questions

During the current academic year, how often have you		ISSE (all students)	TCD (all students)	Faculty		
				AHSS	FEMS	HS
Improved knowledge and skills that will contribute to your employability (q. 4)	Never	6.9	8.5%	8.8%	11.0%	4.7%
	Sometimes	31.6	35.3%	37.7%	38.0%	27.0%
	Often	39.7	34.9%	35.5%	34.4%	35.0%
	Very often	21.8	21.2%	18.0%	16.6%	33.2%
Acquiring job- or work-related knowledge and skills (q.17)	Very little	14.9	18.4%	22.9%	20.2%	4.7%
	Some	29.7	35.7%	39.4%	36.8%	25.3%
	Quite a bit	32.9	28.3%	25.8%	29.5%	32.9%
	Very much	22.5	17.7%	11.8%	13.5%	37.0%
Explored how to apply your learning in the workplace (q. 5)	Never	23.9	29.9%	34.9%	38.0%	7.6%
	Sometimes	34.9	35.5%	36.9%	37.6%	29.3%
	Often	26.4	21.4%	19.5%	19.1%	28.6%
	Very often	14.8	13.3%	8.7%	5.4%	34.5%
Blended academic learning with workplace experience (q.7)	Never	32.4	39.5%	43.5%	51.7%	14.2%
	Sometimes	29.2	27.0%	27.4%	29.8%	22.3%
	Often	22.6	18.5%	18.6%	13.0%	25.8%
	Very often	15.7	15.1%	10.5%	5.5%	37.8%

Engagement in co-curricular or extra-curricular activities.

During the current academic year, have you ….		ISSE (all students)	TCD (all students)	Faculty		
				AHSS	FEMS	HS
Community service or volunteer work (q. 11)	Have not decided	22.1	20.5%	17.4%	27.6%	19.5%
	Do not plan to do	25.1	24.9%	27.3%	23.6%	20.6%
	Plan to do	31.6	30.0%	28.8%	27.9%	36.0%
	Done or in progress	21.3	24.7%	26.6%	21.0%	23.9%
Exercised or participated in physical fitness activities (q. 6)	Never	24.2	26.3%	27.5%	22.9%	27.2%
	Sometimes	30.1	31.7%	32.5%	30.2%	32.6%
	Often	22.3	21.9%	23.2%	22.2%	18.9%
	Very often	23.4	20.1%	16.8%	24.6%	21.3%
Being an informed and active citizen (societal / political / community) (q.20)	Very little	20.6	21.1%	14.9%	32.4%	23.5%
	Some	33.2	32.5%	29.1%	34.5%	39.4%
	Quite a bit	28.5	26.7%	30.0%	19.3%	27.0%
	Very much	17.8	19.7%	25.9%	13.8%	10.1%

Appendix 3: Statistics Reports

Table 3.1 Weighting Variables applied to Trinity data

HEI	sex	mode of study	breakdown	Weight
Trinity College Dublin	Male	Full-time	Y1	**1.16538**
Trinity College Dublin	Male	Full-time	YF	**1.23802**
Trinity College Dublin	Male	Full-time	PGT	**0.95637**
Trinity College Dublin	Male	Part-time/Remote	Y1	**N/A**
Trinity College Dublin	Male	Part-time/Remote	YF	**0.87859**
Trinity College Dublin	Male	Part-time/Remote	PGT	**1.68797**
Trinity College Dublin	Female	Full-time	Y1	**0.90810**
Trinity College Dublin	Female	Full-time	YF	**0.89757**
Trinity College Dublin	Female	Full-time	PGT	**0.68500**
Trinity College Dublin	Female	Part-time/Remote	Y1	**0.96834**
Trinity College Dublin	Female	Part-time/Remote	YF	**1.09824**
Trinity College Dublin	Female	Part-time/Remote	PGT	**1.50760**

Trinity College Dublin	Age																	
	23 Years and Under						24 years and over						Total					
	Valid N	Missing	Mean	Standard Error of Mean	Standard Deviation		Valid N	Missing	Mean	Standard Error of Mean	Standard Deviation		Valid N	Missing	Mean	Standard Error of Mean	Standard Deviation	
Higher-Order Learning	945	421	37.94	0.45	13.93		493	145	40.28	0.64	14.16		1438	566	38.74	0.37	14.04	
Reflective and Integrative Learning	1365	1	32.18	0.31	11.36		638	0	35.55	0.45	11.25		2003	1	33.25	0.26	11.43	
Quantitative Reasoning	1114	252	21.41	0.46	15.43		544	94	19.95	0.66	15.32		1658	346	20.93	0.38	15.40	
Learning Strategies	1118	248	29.80	0.38	12.56		544	94	33.03	0.54	12.58		1662	342	30.86	0.31	12.66	
Collaborative Learning	1357	9	28.70	0.33	12.31		631	7	27.58	0.53	13.28		1988	16	28.34	0.28	12.64	
Student-Faculty Interaction	1115	251	10.80	0.36	12.09		542	95	15.35	0.52	12.04		1658	346	12.29	0.30	12.26	
Effective Teaching Practices	957	409	29.70	0.41	12.74		492	145	32.97	0.67	14.83		1450	555	30.81	0.36	13.57	
Quality of Interactions	877	489	34.02	0.42	12.35		453	185	38.80	0.63	13.49		1330	674	35.65	0.36	12.95	
Supportive Environment	947	419	27.46	0.42	13.04		477	161	26.70	0.62	13.44		1424	580	27.21	0.35	13.18	

Trinity College Dublin	Irish or non Irish																	
	Irish						Non-Irish						Total					
	Valid N	Missing	Mean	Standard Error of Mean	Standard Deviation		Valid N	Missing	Mean	Standard Error of Mean	Standard Deviation		Valid N	Missing	Mean	Standard Error of Mean	Standard Deviation	
Higher-Order Learning	1169	466	38.29	0.41	13.96		269	100	40.69	0.87	14.28		1438	566	38.74	0.37	14.04	
Reflective and Integrative Learning	1634	1	32.65	0.28	11.42		369	0	35.94	0.58	11.13		2003	1	33.25	0.26	11.43	
Quantitative Reasoning	1354	281	20.44	0.41	15.21		304	65	23.11	0.92	16.07		1658	346	20.93	0.38	15.40	
Learning Strategies	1358	277	30.53	0.35	12.80		304	65	32.32	0.68	11.93		1662	342	30.86	0.31	12.66	
Collaborative Learning	1621	14	27.83	0.31	12.61		367	2	30.59	0.65	12.52		1988	16	28.34	0.28	12.64	
Student-Faculty Interaction	1352	283	11.36	0.32	11.78		305	64	16.44	0.77	13.43		1658	346	12.29	0.30	12.26	
Effective Teaching Practices	1184	451	30.63	0.39	13.34		265	104	31.61	0.89	14.56		1450	555	30.81	0.36	13.57	
Quality of Interactions	1072	563	34.91	0.40	13.13		258	111	38.72	0.73	11.69		1330	674	35.65	0.36	12.95	
Supportive Environment	1158	477	26.70	0.39	13.24		266	103	29.41	0.78	12.68		1424	580	27.21	0.35	13.18	

Trinity College Dublin	Gender																
	Male						Female						Total				
	Valid N	Missing	Mean	Standard Error of Mean	Standard Deviation		Valid N	Missing	Mean	Standard Error of Mean	Standard Deviation		Valid N	Missing	Mean	Standard Error of Mean	Standard Deviation
Higher-Order Learning	557	235	38.34	0.59	13.95		882	331	38.99	0.48	14.11		1438	566	38.74	0.37	14.04
Reflective and Integrative Learning	791	1	32.35	0.41	11.64		1212	0	33.84	0.32	11.26		2003	1	33.25	0.26	11.43
Quantitative Reasoning	644	148	24.04	0.60	15.23		1014	198	18.96	0.48	15.19		1658	346	20.93	0.38	15.40
Learning Strategies	647	145	30.46	0.49	12.46		1015	197	31.11	0.40	12.79		1662	342	30.86	0.31	12.66
Collaborative Learning	787	5	28.53	0.45	12.49		1201	11	28.22	0.37	12.73		1988	16	28.34	0.28	12.64
Student-Faculty Interaction	646	146	13.30	0.50	12.72		1012	200	11.65	0.37	11.91		1658	346	12.29	0.30	12.26
Effective Teaching Practices	550	242	31.61	0.55	12.96		899	313	30.32	0.46	13.92		1450	555	30.81	0.36	13.57
Quality of Interactions	503	289	36.78	0.58	12.93		827	385	34.96	0.45	12.92		1330	674	35.65	0.36	12.95
Supportive Environment	548	244	27.39	0.56	13.05		877	336	27.09	0.45	13.26		1424	580	27.21	0.35	13.18

Trinity College Dublin	Status																						
	Y1						YF						PGT						Total				
	Valid N	Missing	Mean	Std Error of Mean	Std Deviation		Valid N	Missing	Mean	Std Error of Mean	Std Dev		Valid N	Missing	Mean	Std Error of Mean	Std Dev		Valid N	Missing	Mean	Std Error of Mean	Std Dev
Higher-Order Learning	660	316	36.43	0.54	13.99		415	135	40.33	0.66	13.46		363	115	41.10	0.74	14.19		1438	566	38.74	0.37	14.04
Reflective and Integrative Learning	976	0	31.19	0.35	11.08		549	1	34.25	0.49	11.45		478	0	36.32	0.52	11.31		2003	1	33.25	0.26	11.43
Quantitative Reasoning	794	182	19.92	0.52	14.71		463	87	22.67	0.78	16.86		401	77	20.93	0.74	14.82		1658	346	20.93	0.38	15.40
Learning Strategies	797	179	29.93	0.45	12.62		463	87	30.01	0.57	12.32		402	76	33.67	0.64	12.74		1662	342	30.86	0.31	12.66
Collaborative Learning	974	2	28.27	0.39	12.05		542	8	28.55	0.55	12.85		472	6	28.25	0.62	13.56		1988	16	28.34	0.28	12.64
Student-Faculty Interaction	794	182	7.78	0.36	10.18		463	87	16.26	0.58	12.43		401	77	16.66	0.63	12.67		1658	346	12.29	0.30	12.26
Effective Teaching Practices	669	307	29.12	0.48	12.53		422	128	31.44	0.66	13.46		358	120	33.22	0.80	15.10		1450	555	30.81	0.36	13.57
Quality of Interactions	596	380	34.81	0.50	12.32		391	159	33.95	0.65	12.81		343	135	39.04	0.73	13.57		1330	674	35.65	0.36	12.95
Supportive Environment	664	312	28.64	0.49	12.68		410	140	25.27	0.65	13.17		351	127	26.76	0.74	13.79		1424	580	27.21	0.35	13.18