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

Irish Survey of Student Engagement Report 2018/19

Quality Office

September 2019

Table of Contents

1. Introduction

The StudentSurvey.ie 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 StudentSurvey.ie fieldwork conducted in February 2019. The participation groups include First Year (Yr1), Final Year (YrF) and Postgraduate Taught (PGT) students. The findings of the Postgraduate Survey is the subject of a separate report.

1.1.   The StudentSurvey.ie Structure

The 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 (HOL);
2. Reflective and Integrative Learning (RIL);
3. Quantitative Reasoning (QR);
4. Learning Strategies (LS);
5. Collaborative Learning (CL);
6. Student-Faculty Interaction (SFI);
7. Effective Teaching Practices (ETP);
8. Quality of Interactions (QoI);
9. Supportive Environment (SE).

Interpreting 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.

Index sores are weighted according to the population characteristics. 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 Irish Universities. Percentage scores are provided for the twenty-two Non-Index questions. Those readers who are interested in the reliability of the Survey are referred to the following 2016 Report Reliability-of-the-Irish-Survey-of-Student-Engagement-2016.pdf

1.2.   Participation in StudentSurvey.ie

The StudentSurvey.ie had a national response rate of 29% in 2018/19. The response rate for Universities, overall, decreased slightly from 26.1% in 2018 to 25% in 2019. Trinity achieved a 22% participation rate in placing it in joint-fourth position in terms of participation at sectoral level across the Irish Universities as outlined in Table 1.1 below.

Table 1.1: Trinity's participation in the StudentSurvey.ie at sectoral level (Irish Universities) 2018/19

Universities	Response rate
National University of Ireland Galway	37%
Dublin City University	33%
University College Dublin	23%
Trinity College Dublin	22%
University of Limerick	22%
Maynooth University	21%
University College Cork	18%

The National Report for 2018/19 observes that 'higher education institutions may find it challenging to continue to increase response rates on an annual basis and may observe a plateau in their response rate'. Fig 1. provided further detail on Trinity's participation in the StudentSurvey.ie 2015-2019, including on participation by cohort. Participation levels continue to be strongest among the Yr. 1 cohort (27-30%) and weakest among the PGT Cohort (15-20%) where it has yet to consistently reach participation levels above 20%.

Fig 1: Trinity's participation in StudentSurvey.ie – Trend Analysis 2015-2019 by cohort

	2019	2018	2017	2016	2015
First Year	27.70%	30.50%	29.2%	28.7%	26.40%
Final Year	19.50%	21.90%	24.9%	21.4%	21.60%
PG Taught	17.30%	15.10%	19.1%	15.6%	20.60%
All students	21.60%	22.60%	24.6%	22.8%	23.20%
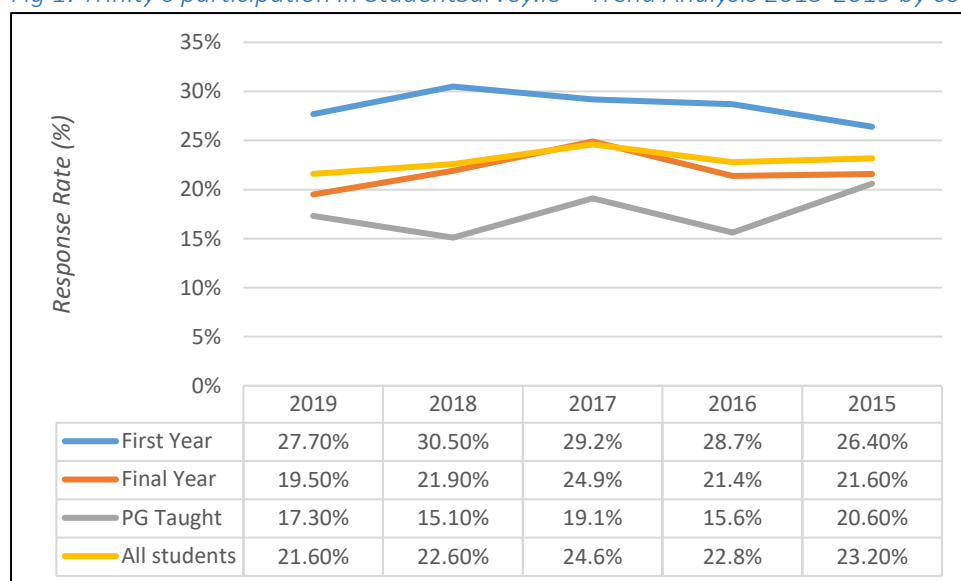
One statistic of note in respect of the College *Global Relations Strategy 3 (*GR3), as can be seen in Fig 2 below, is the increase in the profile of Non-Irish respondents to 26% (n= 503), an increase of 5.6% over 2017/18 (20.5%). Further detail on the profile of non-Irish respondents is provided in Table 1.2 below where countries with >10 respondents are broken down by Faculty. The reader is reminded that the data below refers only to the cohorts of students who participate in the StudentSurvey.ie (Yr1, YrF and PGT and not all international students in College).

Fig 2 Participation Irish vs Non-Irish cohort trend analysis

	2019	2018	2017	2016	2015
■ Irish	73.9	79.5	81.3	83.8	85.6
■ Non-Irish	26.1	20.5	18.6	16.1	14.4
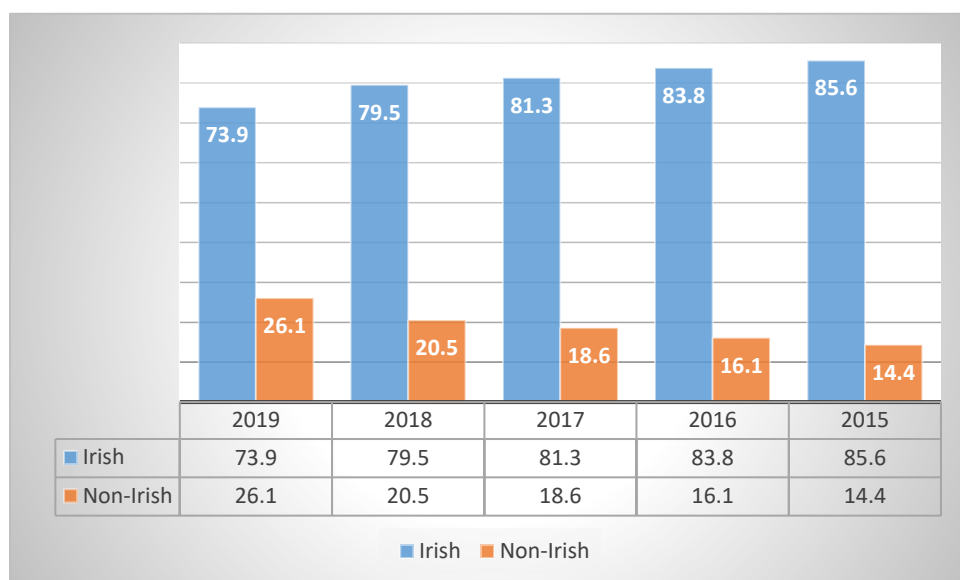
■ Irish ■ Non-Irish

Indian students account for the largest number of Non-Irish /Non-EU respondents (N=100), followed by the USA (n=79) and China (n=46). The UK (excluding Norther Ireland) had the highest number of EU respondents (n=66), followed by Germany (n=29), France (n=19) and Italy (n=16). Of the three Trinity Faculties, AHSS had the highest proportion of non-Irish domicile respondents representing the most diverse countries of origin. The Faculty of Health Science has the lowest number of international students with the highest concentration coming from Singapore (School of Medicine).

Table 1.2 Profile of Non-Irish Domiciliary Countries (where n >10)

Country	Can	China	Ger	Fr	India	Italy	SG	UK*	USA	Others	Totals
AHSS	4	38	23	13	54	12	0	36	55	69	304
FEMS	1	6	4	3	34	3	0	12	13	26	102
HS	6	1	1	1	10		18	7	2	19	65
Multi-Fac	0	1	1	2	2	1	0	11	9	5	32
Trinity	11	46	29	19	100	16	18	66	79	119	503
%	2%	9%	6%	4%	20%	3%	3.5%	13%	16%	24%	100%

Key: Can = Canada; Ger= Germany; Fr=France; SG=Singapore; UK* (Great Britain exl Norther Ireland).

🔍 Schools who are pursuing an active internationalisation strategy may request a breakdown of any index or question for a specific cohort of students from the Quality Office. Reports are not provided where there are <10 students from a particular country in order to protect student anonymity.

Table 1.3 Demographic Profile of Participants involved in the StudentSurvey.ie 2017/18 and 2018/19

	Trinity College Dublin 2019				Trinity College Dublin 2018			
	YR1	YRF	PGT	ALL	YR1	YRF	PGT	ALL
Population								
Survey Population	3,165	2,509	3,229	8,903	3,195	2,504	3,167	8,866
Respondents	876	490	559	1,925	977	550	478	2,005
Response Rate	27.7	19.5	17.3	21.6	30.6	22.0	15.1	22.6
Age (Number)								
23 years and under	794	382	102	1,278	895	417	72	1,384
24 years and over	82	108	457	647	82	133	406	621
Age (%)								
23 years and under	90.6	78.0	18.2	66.4	91.6	75.8	15.1	69.0
24 years and over	9.4	22.0	81.8	33.6	8.4	24.2	84.9	31.0
Sex (Number)								
Male	292	148	184	624	344	167	156	667
Female	584	342	375	1,301	633	383	322	1,338
Sex (%)								
Male	33.3	30.2	32.9	32.4	35.2	30.4	32.6	33.3
Female	66.7	69.8	67.1	67.6	64.8	69.6	67.4	66.7
Domicile (Number)								
Irish	760	431	231	1,422	858	495	240	1,593
Non-Irish	116	59	328	503	119	55	238	412
Domicile (%)								
Irish	86.8	88.0	41.3	73.9	87.8	90.0	50.2	79.5
Non-Irish	13.2	12.0	58.7	26.1	12.2	10.0	49.8	20.5
Mode of Study (Number)								
Full-time	873	489	438	1,800	971	547	341	1,859
Part-time/Remote	3	1	121	125	6	3	137	146
Mode of Study (%)								
Full-time	99.7	99.8	78.4	93.5	99.4	99.5	71.3	92.7
Part-time/Remote	0.3	0.2	21.6	6.5	0.6	0.5	28.7	7.3
Programme Type (Number)								
Undergraduate Certificate/Diploma	8	5	0	13	11	1	0	12
Undergraduate Ordinary Degree	1	0	0	1	3	1	0	4
Undergraduate Honours Degree	867	485	0	1,352	963	548	0	1,511
Graduate Certificate/Diploma	0	0	50	50	0	0	61	61
Masters Taught	0	0	509	509	0	0	417	417
Programme Type (%)								
Undergraduate Certificate/Diploma	0.9	1.0	0.0	0.7	1.1	0.2	0.0	0.6
Undergraduate Ordinary Degree	0.1	0.0	0.0	0.1	0.3	0.2	0.0	0.2
Undergraduate Honours Degree	99.0	99.0	0.0	70.2	98.6	99.6	0.0	75.4
Graduate Certificate/Diploma	0.0	0.0	8.9	2.6	0.0	0.0	12.8	3.0
Masters Taught	0.0	0.0	91.1	26.4	0.0	0.0	87.2	20.8

2. Executive Summary

For the purposes of StudentSurvey.ie, student engagement reflects two key elements. The first is the amount of time and effort that students put into their studies and other educationally beneficial activities. The second is how higher education institutions deploy resources and organise curriculum and other learning opportunities to encourage students to participate in meaningful activities that are linked to learning.

2.1.   College-wide Initiatives in 2018/19

2018/19 represents a watershed year in the life of College as it coincides with the implementation in September 2018/19 of two major change projects in respect of the Undergraduate Curriculum:

   i.   the implementation of Year 1, Phase 1 of the Trinity Education Project (TEP) including the introduction of the new Academic Year Structure, progression regulations and semesterised exams.

   ii.   the launch of the New Undergraduate Science Entry Routes/Streams.

As such the StudentSurvey.ie data (quantitative and qualitative) presents an early opportunity to view and track the experience of students via the indices or non-index questions scores with respect of these changes. For example, one of the TEP features is that by 2020 all students will be required to complete a Capstone Project. Currently 50% of respondents chose the response option '*Done or in progress'* to the non-index question 'Work with academic staff on a research project'. In future years the trend towards 100% of respondents choosing the response option '*Done or in progress*' should be evident. If not, then the issue of whether the question is open to mis-interpretation may be explored. For example, does it refer to individual and/or group projects; could it be interpreted as having the opportunity to work on a project as part of a summer internship? if the expected result is not achieved, Trinity has the opportunity to add a Trinity specific question, using the term 'Capstone Project'.

2018/19 was the first year that students were enrolled in the new Science Undergraduate entry pathways (Biological and Biomedical Sciences (TRO60); Chemical Sciences (TR061); Geography and Geoscience (TRO62); Physical Sciences (TRO63)). The Faculty of Engineering, Mathematics & Science (FEMS) has consistently recorded the lowest *Student: Staff Interaction s*core for Junior Fresh (Yr1) students across all three Faculties. One of the aspirations of the new Science Course entry pathways is that it will enhance the sense of belonging to a 'home School/discipline', for Junior Fresh students. The SFI scores will be monitored to assess if changes to entry pathways and science streams improve the SFI index score for FEMS Yr1 students over time.

Many Schools and programmes have reviewed their curricula and assessment strategies in light of TEP. Respondents to the 2018/19 StudentSurvey.ie would have completed their first experience of semesterised exams in Michaelmas Term 2018/19, but would not as yet, have experienced the resultant impact of this change on the annual examination session. This may explain why all cohorts of respondents continue to request a greater balance between exams and continuous assessment, in the open comments. As this is an objective of the Assessment Framework, respondents' open comments can be monitored to assess whether the desired change in assessment culture is being adopted.

More continuous assessment so less pressure on 100% exams (FHS, PGT, Medicine).

Less emphasis on final exams- more continuous assessment (AHSS, Yr1., TSM Eng & Hist)

More ongoing assessment less exams (FEMS, YrF, Comp.Sc.& Stats).

2.2.   Students' Overall Experience in Trinity

The findings on respondents overall educational experience in Trinity continues to show a downward trend. The issue of higher education funding remains unresolved and have direct consequences for the student experience, for example: Staff: Student Ratios and the availability of small-group learning; investment in the learning environment including infrastructure, technology enhancements and learning resources. Factors such as accommodation costs and the distance students commute to study may also influence results to the two 'overall satisfaction' survey questions.

In 2018/19, the proportion of Trinity respondents reporting their overall experience as good (51%) or excellent (28%) was 79%, down 3%, since 2016 (82%). This compares with 50% 'good' and 34% 'excellent' for the Irish Universities. The proportion of Trinity respondents reporting their overall experience as Fair (17%) or Poor (4%) was 21%, up 3% from 2016 (18%). This compares with 14% 'Fair' and 2.5% 'Poor' for the Irish Universities.

Fig. 3 Overall Education Experience (Non-Index Q 21)

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

	Poor	Fair	Good	Excellent
■ 2019	4.2	16.7	51.1	28.1
■ 2018	4.1	20.4	47.6	27.8
■ 2017	2.5	16.6	46.3	34.6
■ 2016	3.5	14.5	48.7	33.3

■ 2019 ■ 2018 ■ 2017 ■ 2016
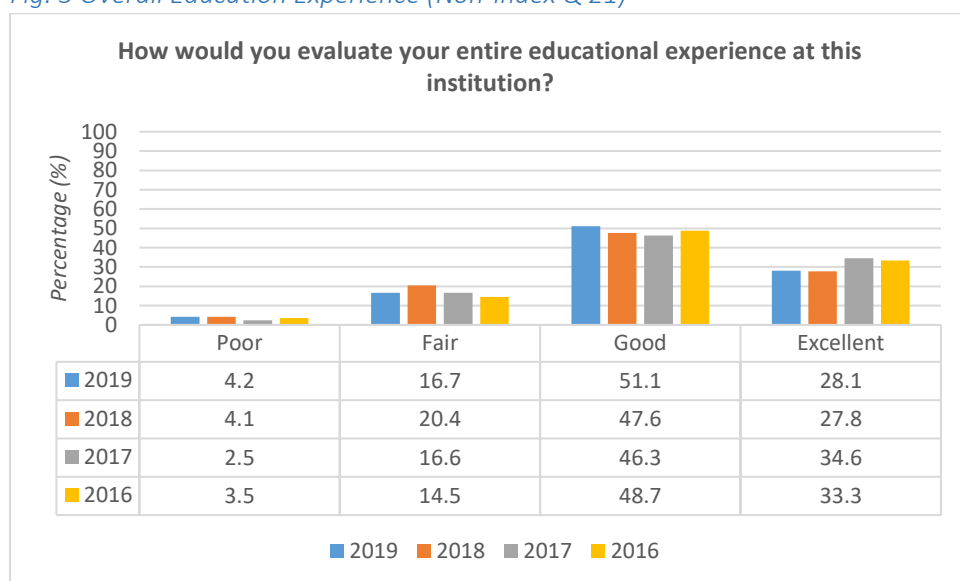
The proportion of respondents reporting they would definitely attend Trinity if they were to start over again has fallen by 7% between 2015/16 (51.5%) and 2018/19 (44.4%). Across the Irish Universities, 47.6% of respondents reported that they would definitely attend their home institutions again, a difference of 3.2%.   The proportion of respondents who would definitely not choose Trinity again (4.7%), has increased by 1.7% since 2016 (3%). Across the Irish universities 3% of respondents reported they would definitely not attend their home institutions again, a difference of almost 2%.

Fig. 4 Start again in same institution (Non-index Q.22)

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

	2019	2018	2017	2016
Definitely no	4.7	3.7	2.7	3.0
Probably no	12.9	12.0	10.6	9.8
Probably yes	38.0	40.4	36.7	35.7
Definitely yes	44.4	43.9	50.0	51.5
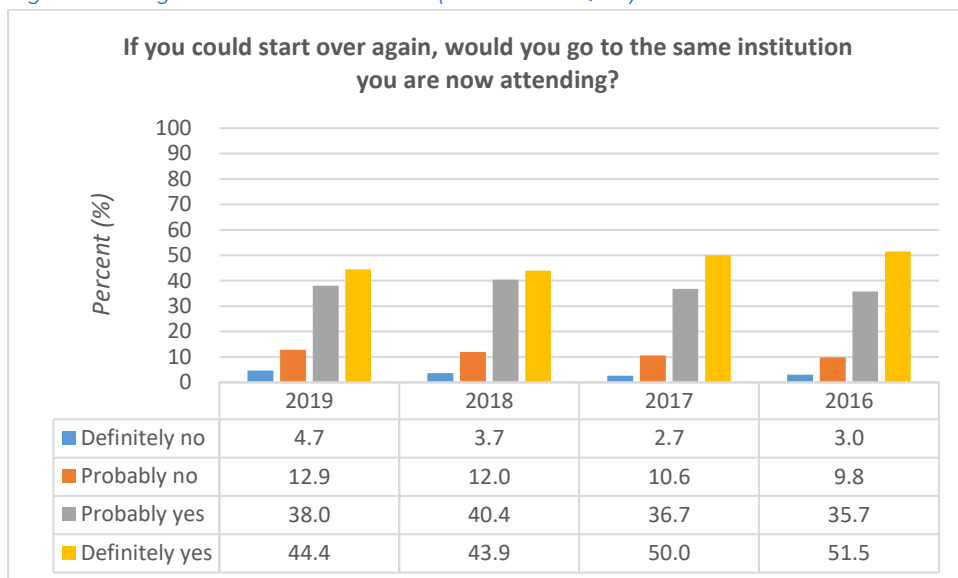
2.3. Understanding Students' Motivations to Withdraw or Transfer to Another Institution.

At the request of the Institutes of Technology sector, the 'withdrawal' question from the Postgraduate Research Survey was added in 2018/19, reflecting government concerns in respect **of** high non-completion rates.

Of note is that the StudentSurvey.ie is administered annually in Feb/March i.e. after the HEA Census date of 31st January. This may cause some readers to challenge the inclusion of the question that effectively canvasses the respondent cohort who did not opt to withdraw i.e. those who are retained.

Fig. 5 below outlines the responses to the withdrawal question. In summary, 69% of respondents answered the question on withdrawal (n= 1,326). Of those 66.4% of respondents reported that they had not considered withdrawing from College. Of those that responded that they had considered withdrawing (note respondents were allowed provide > 1 reason), the top three reasons provided were (i) personal or family reasons (11.5%), (ii) financial reasons (8.6%) and (ii) transfer to another institution (7.9%).

In order to supplement the analysis on Overall Satisfaction – Fig 4. above i.e. *If you were to start all over again, would you attend the same institution*, Fig 6 below looks at the profile of respondents who selected Yes, they had considered transferring to another institution (8%).

Respondents who had considered withdrawing to transfer to another institution were predominantly Female, from the Faculty of Health Science and registered in Multi-Faculty programmes. This information can be used to inform a College-wide 'Student Success Strategy' (HEA System Performance Framework 2018-2020: Objective 4 high level target) and internally by Students Services, Senior Tutors Office and Marketing and Communications all of whom share an interest in attracting and retaining students in College.

Fig 5. Potential to withdraw – Institutional Level.
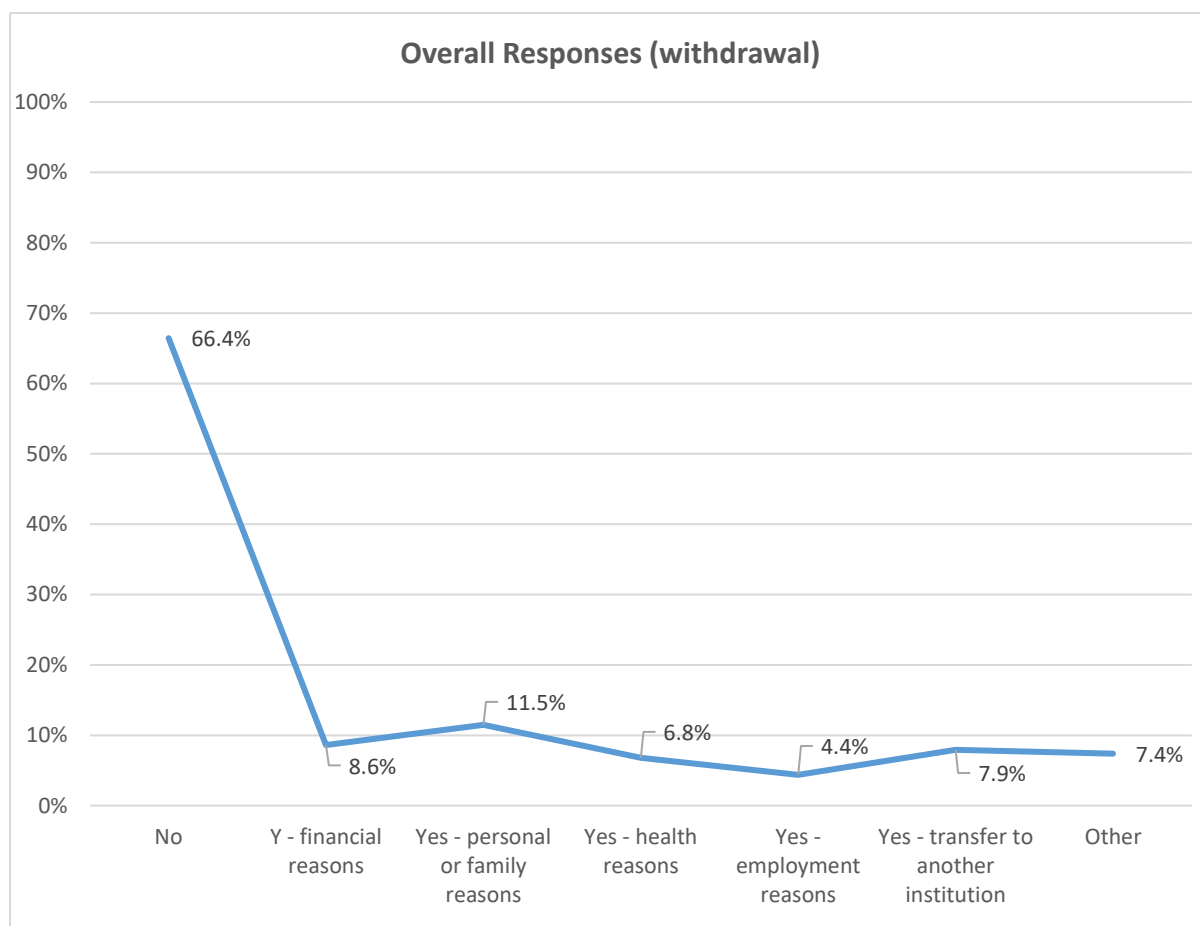
Fig 6. Potential to withdraw and transfer to another institution (n=105)
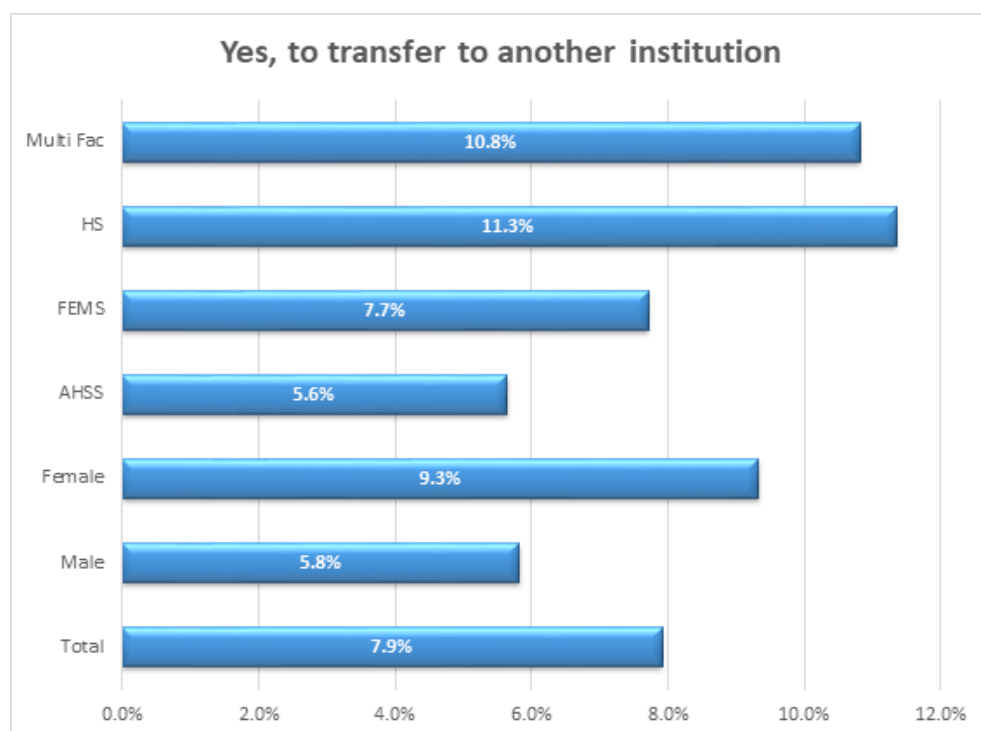
Key	Count	%
Male	25	5.8%
Female	84	9.3%
AHSS	33	5.6%
FEMS	24	7.7%
HS	32	11.3%
Multi Fac	16	10.8%
Total	105	7.9%

2.4.   Communicating Programme-related Information to Students

Trinity requested two additional questions be added to the 2018/19 StudentSurvey.ie. Their inclusion was aimed at monitoring the implementation of the Programme Handbook Policy (June 2017); which in turn was prompted:

i.   by feedback from the previous StudentSurvey.ie and Internal Student Barometer (ISB) Surveys reporting difficulties students had accessing key information on their programme of studies;

ii.   a change to the academic year structure that required the provision at an earlier date of information to students through Programme/Year/Subject Handbooks;

iii.   changes to streamline the content of the College Calendar Parts 2 and 3.

The additional questions were:

During the current academic year, about how often have you used your programme handbook (s) for information on your programme of study; and

How much does your institution emphasise the provision of programme handbooks as a key information resource for students on their programme of study?

Fig 7. Student Use of Programme Handbook for information on programme of study

During the current academic year, about how often have you used your programme handbook (s) for information on your programme of study

	ALL	PGT	Y1	YF
■ Very much	19.1%	12.9%	22.7%	19.7%
■ Quite a bit	43.9%	49.0%	40.6%	44.1%
■ Some	22.8%	25.6%	22.5%	20.2%
■ Very little	14.1%	12.5%	14.2%	16.0%
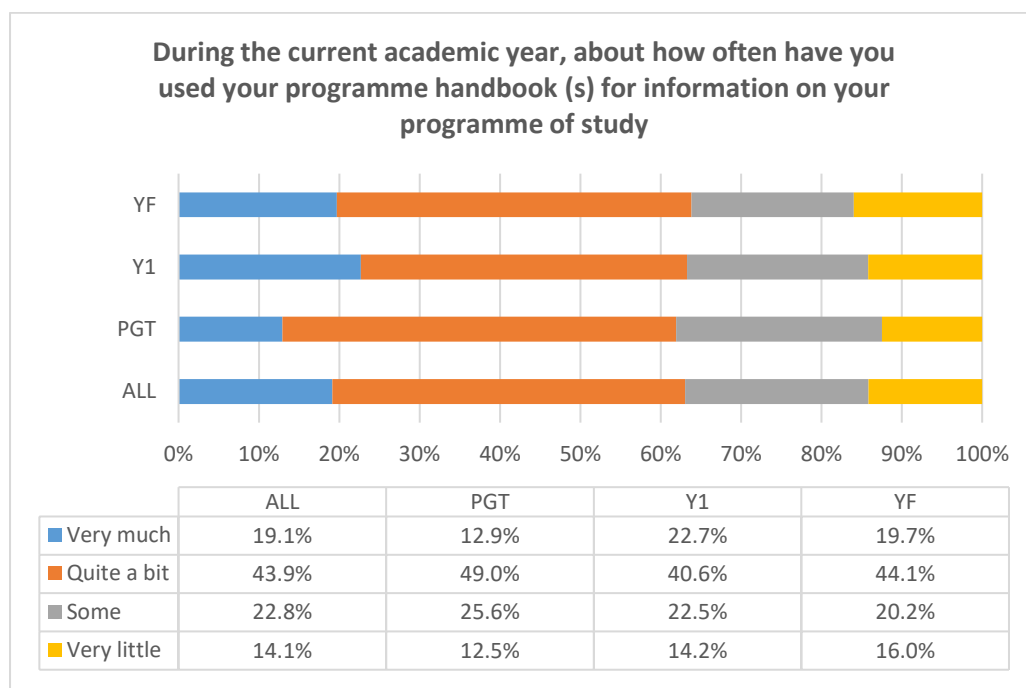
Table 2.1 Student use of Programme Handbook by Year of Study

		Very much	*Quite a bit*	*Some*	*Very little*	*TOTAL COUNT*
Y1	*Count*	163	292	162	102	*719*
	%	22.7%	40.6%	22.5%	14.2%	
YF	*Count*	79	177	81	64	*401*
	%	19.7%	44.1%	20.2%	16.0%	
PGT	*Count*	58	220	115	56	*449*
	%	12.9%	49.0%	25.6%	12.5%	
ALL	*Count*	300	689	358	222	*1569*
	%	19.1%	43.9%	22.8%	14.1%	

How much does your institution emphasise the provision of programme handbooks as a key information resource for students on their programme of study?

	ALL	PGT	Y1	YF
■ Very much	20.7%	13.3%	24.3%	22.3%
■ Quite a bit	32.3%	29.6%	32.5%	35.1%
■ Some	29.6%	35.3%	27.0%	28.0%
■ Very little	17.4%	21.8%	16.2%	14.7%

Table 2.2 Emphasis placed on the provision of programme handbooks by Institution by Year of Study

		Very much	*Quite a bit*	*Some*	*Very little*	*TOTAL COUNT*
Y1	*Count*	159	213	177	106	*655*
	%	24.3%	32.5%	27.0%	16.2%	
YF	*Count*	82	129	103	54	*368*
	%	22.3%	35.1%	28.0%	14.7%	
PGT	*Count*	53	118	141	87	*399*
	%	13.3%	29.6%	35.3%	21.8%	
ALL	*Count*	294	460	421	247	*1422*
	%	20.7%	32.3%	29.6%	17.4%	

Trinity will confirm whether these questions will be repeated in the next administration of the survey in Michaelmas Term 2019. Work continues within the Academic Secretariat to streamline the production of information to enable Schools to produce accurate information in a timely manner.

*Good handbook showing expectation for academic standards (*Yr1 FHS School of Medicine)

*Feedback from academic advisors and handbooks are very helpful (*YrF FEMS Science)

*Make course handbook easily available and ensure all involved adhere to it e.g. referencing styles. (*Yr1 AHSS Soc. Sci. & Phil).

*Specifically, the department I am involved with would benefit from being more organised, providing us with the materials we require in advance of us needing them, and having the course handbook available before the end of semester 1 (*PGT AHSS School of Education).

2.5 Conclusion

This report highlights the opportunities that the StudentSurvey.ie outcomes hold for monitoring the implementation of the Trinity Education Project as it enters its final year as a project and is mainstreamed throughout the undergraduate curriculum.

School and Programme level StudentSurvey.ie reports will be provided to Schools by the Quality Office in November 2019. In order to embed the use of StudentSurvey.ie outcomes in local quality assurance processes, the Dean of Students and the Senior Lecturer have requested that Schools in their submission to the Annual Faculty Quality Report - 2018/19 (expected in February 2020) respond to the StudentSurvey.ie outcomes, through the use of a School Quality Action Plan. This report identifies potential areas that Schools may wish to address in their Action Plans through the use of this icon.

Higher Education Institutions are increasingly being asked to demonstrate how they 'close the feedback loop' to students on the StudentSurvey.ie outcomes. In doing so, it is hoped that participation in and support for the survey by students will be enhanced. To this end, Schools are encouraged to discuss the findings of the School report with students at Staff-Student Liaison Committees.

At the national level, requests for access to the StudentSurvey.ie dataset have been received from The National Forum for Enhancement of Teaching & Learning to inform research in Higher Education. Requests to participate in the StudentSurvey.ie, are also increasingly being received from private higher education institutions.

Readers of this report will note that the Irish Survey of Student Engagement Report, formerly abbreviated to ISSE, has from September 2019, undergone a rebranding as StudentSurvey.ie, to enhance communication of its status as the Irish National Student Survey.

3. StudentSurvey.ie 2019 -The Institutional View

3.1.   Indices scores: Trinity versus Irish Universities

The StudentSurvey.ie is comprised of nine indices with the index score out of **60** and 22 non-index questions with scores given in percentages (%) by response option to each question. The indices scores for the Irish Universities Group and Trinity for the four years 2016 – 2019 are outlined below. Trinity continues to score higher than other Irish Universities in: (i) Higher Order Learning (HOL); (ii) Reflective and Integrative Learning (RIL) and (iii) Quantitative Reasoning (QR). However, the differential between Trinity and the other Irish Universities (Irish Univ) has diminished over time in the HOL and QR indices (Fig 9 (a) and (b)) below; and continues to gain strength in the RIL index (Fig 9(c)) below.

Higher Order Learning questions explore the extent to which students' work emphasises challenging cognitive tasks, such as application, analysis, judgement, and synthesis.

> *Learning is based more on academic journals and papers than books to give a better understanding and different perspectives of the concepts learned in class.* (PGT, AHSS, Business).

> *My course is designed to encourage us to think for ourselves and therefore to further our knowledge on subjects we study.* (Yr1, AHSS, TSM).

Fig 9 (a, b, and c) Index scores Trinity and Irish Universities 2016 -2019

Higher Order Learning
(ISSE Univ v TCD, 2016-19)

	2019	2018	2017	2016
ISSE Univ	38.3	38.1	38.1	37.5
TCD	38.6	38.7	38.9	38
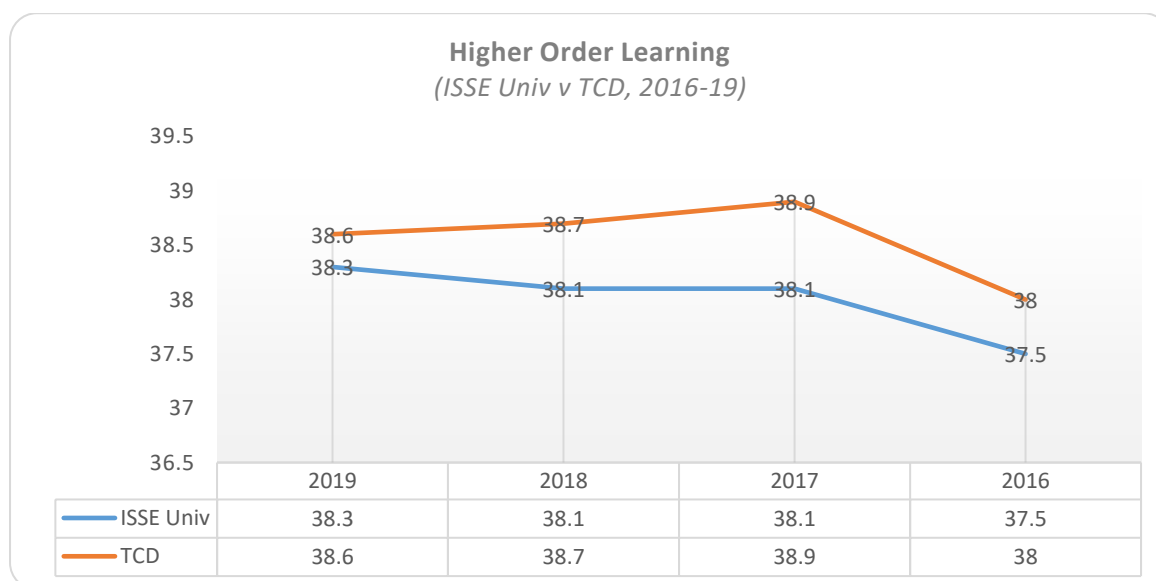
Quantitative Reasoning questions explore students' opportunities to develop their skills to reason quantitatively – to evaluate, support or critique arguments using numerical and statistical information.

Quantitative Reasoning
(ISSE Univ v TCD 2016-19)

	2019	2018	2017	2016
ISSE Univ	20.8	20.1	20.1	19.3
TCD	21.3	20.9	21.1	20.3
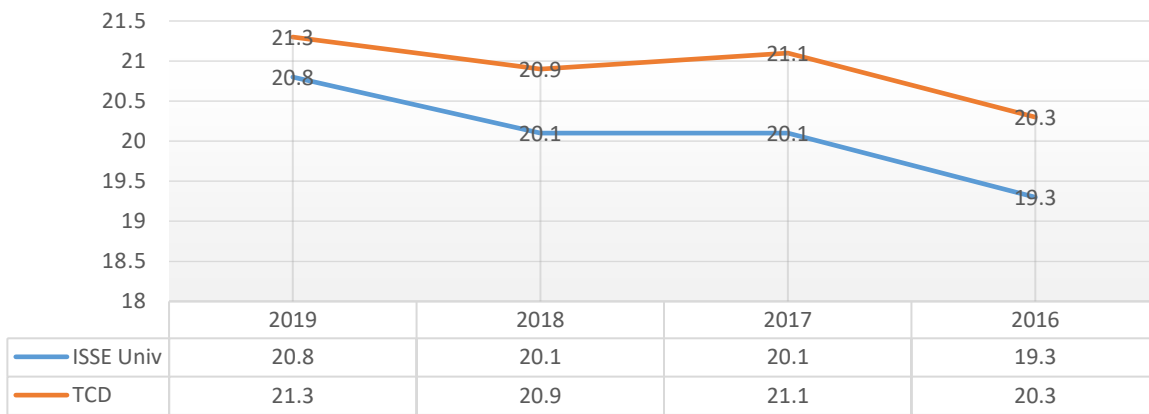
Reflective and Integrative Learning questions explore the extent to which students relate their own understanding and experiences to the learning content being used.

Trinity promotes self -learning and self -experiencing and expressing your thoughts and ideologies with facts and figures. It provides a good bandwidth for students to explore researches and formulate their own explanations and arguments (AHSS, PGT, Psychology).

Allowing us to research on what to learn and share what we have learned through researching (HS, YrF, Medicine).

I don't think encouraging learning engagement is something that is institution-wide; in the department I am in, independent research projects and literature reviews have been the most engaging parts of my coursework (FEMS, YrF, Genetics).

Reflective and Integrative Learning
(ISSE Univ v TCD 2016-19)

	2019	2018	2017	2016
ISSE Univ	32.4	32.1	31.7	31.8
TCD	34.2	33.3	33.1	32
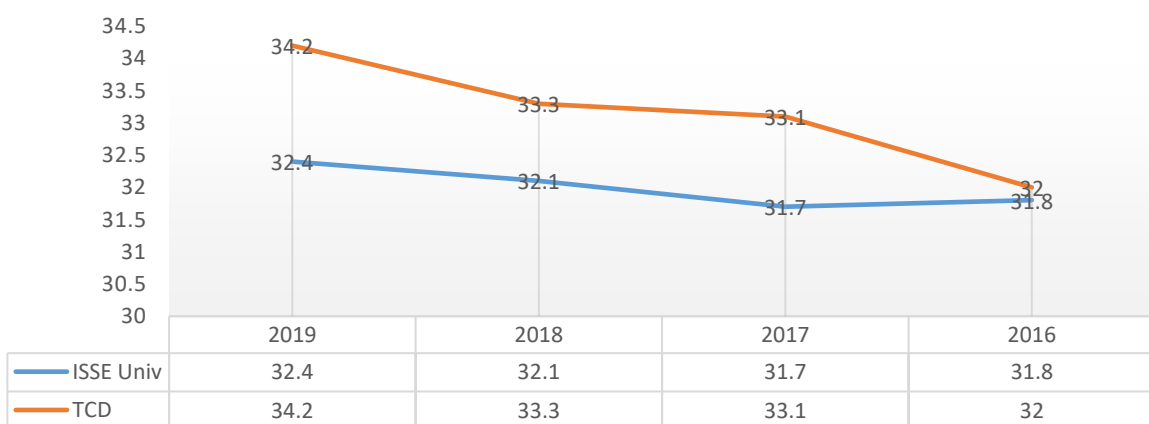
In 2019, Trinity's performance in two of the Indices: Learning Strategies (LS) and Collaborative Learning (CL) demonstrate improvement against the Irish Universities group. In the LS index (Fig 9 (d)) below, Trinity's performance is higher than that of the Irish Universities' score for the first time since 2015/16. Whereas in the CL index (Fig. 9 (e) below) an upward trend is evident and Trinity's score is approximating the Irish Universities score (TCD 29.9; Irish Univ 30.2).

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

> *Providing constant opportunities to engage with course material through practical discussion, constant drafting of work, and sponsored events.* (PGT, AHSS, English)

> *Most lecturers have slides to help with getting points across, this combined with accessible language, reading lists and materials help to engage students in learning.* (Yr.1, AHSS, Law).

Figs 9 (d and e) Learning Strategies and Collaborative Learning

	2019	2018	2017	2016
ISSE Univ	32.2	31.8	31.3	31.1
TCD	33.2	30.9	30.8	30.3
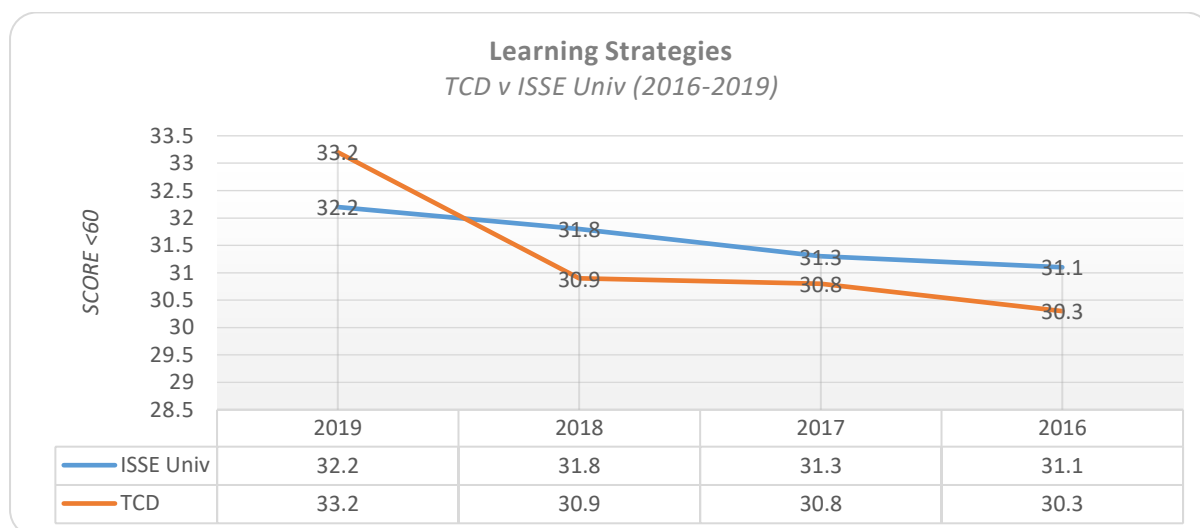
Collaborative Learning questions explore the extent to which students collaborate with peers to solve problems or to master difficult material, thereby deepening their understanding.

> *Team building exercises and I do like the social contract when doing teamwork, making sure that we understand what we are trying to do.* (PGT, MultiFac, Innovation Academy).

> *Huge amount of group work, while challenging it allows to meet other like-minded students, better engage with course material and supports us to learn.* (Yr.F, AHSS, Soc.Sc.&Phil).

Collaborative Learning
TCD v ISSE Univ (2016-2019)

	2019	2018	2017	2016
ISSE Univ	30.2	30.2	29.2	28.9
TCD	29.9	28.3	27.7	28.1
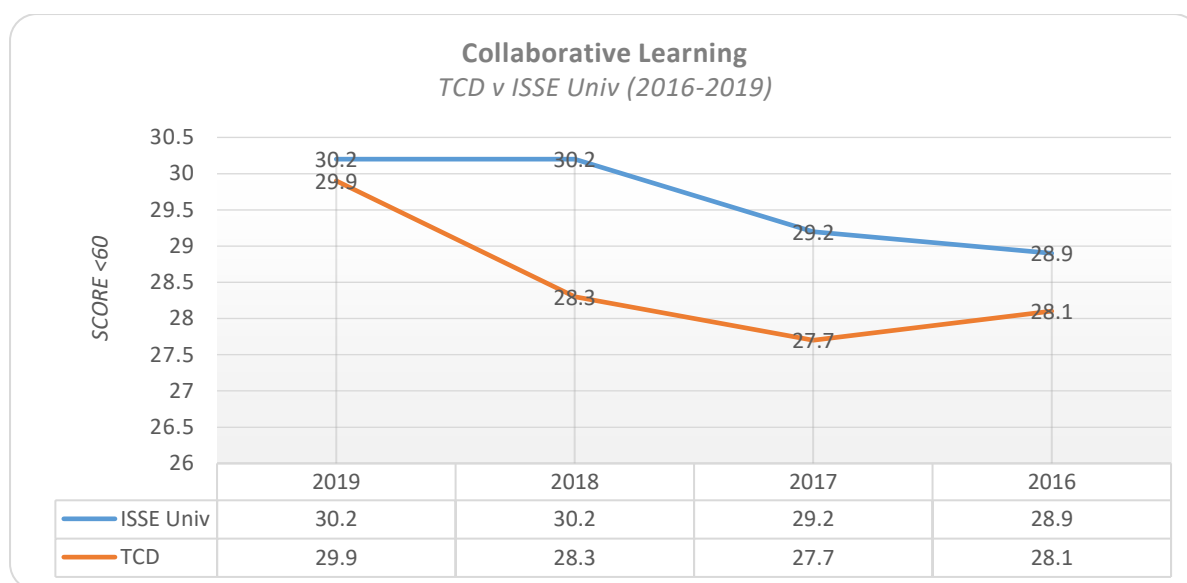
The following three indices, Effective Teaching Practice (ETP); Quality of Interaction (QoI) and Supportive Environment (SE), all show an improvement over 2017/18 scores, yet Trinity's performance in each of these indices continues to show the largest negative divergence when compared with the Irish Universities group (-1.6 to -2.6). Readers interested in Irish Universities responses to individual questions under these indices can contact the Quality Office.

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

> *Discussion activities in lectures and tutorials (I am a part time post-grad). The provision of tutorials - this is excellent and my experience of doing my undergrad degree in TCD was also very positively shaped by the provision of tutorials. This is a really important support for students. Constructive detailed feedback on assignments helps students to engage better with future assignments* (PGT, AHSS, Education).

> *Presentation work, tutorials. In one module we type our feedback onto a group document which is great for sharing ideas* (Yr.1, AHSS, LLCS).

> *They could be clearer about their expectations for assignments and provide prompt feedback once they are submitted.* (PGT, AHSS, Business)

> *Dividing us up into seminar groups and getting us to do practical group work* (Yr 1, FEMS, Comp Sc. & Stats).

Figs 9 (f-h) Effective Teaching Practice; Quality of Interactions and Supportive Environment

Effective Teaching Practice
TCD v ISSE Univ (2016-2019)

	2019	2018	2017	2016
ISSE Univ	34.3	34.1	34.3	34.2
TCD	32.5	30.8	32.1	31.7
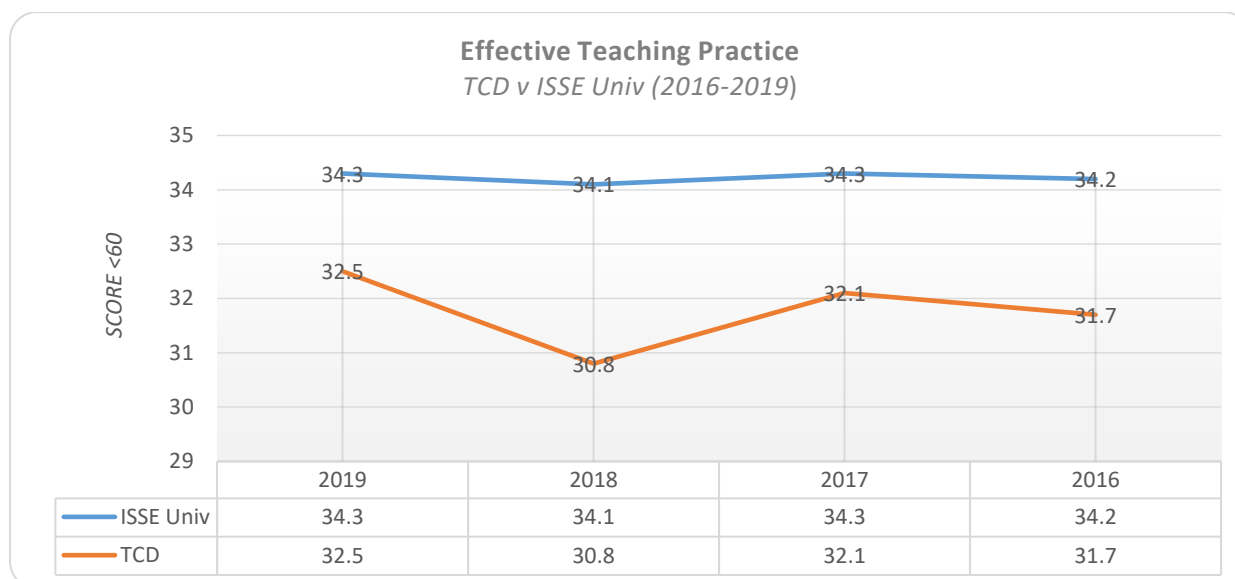
Quality of Interaction questions explore student experiences of supportive relationships with a range of other people and roles on campus, thereby contributing to students' ability to find assistance when needed and to learn from and with those around them.

Certain teachers are enthusiastic in their approach to teaching, thus encouraging the student to take an interest in the subject matter. Engaging professors and lecturers are one of the most important factors when it comes to students interacting and engaging with the subject matter. However, this is very much dependent on the individual educator, and is not systematic throughout different departments, let alone the entire institution. (YrF, AHSS, LLCS)

improve relations between students and academic staff; I feel anonymous in my lectures and I have no tutorials/small seminars. In final year my smallest class still has about 60 people. (YrF, AHSS, TSM)

Quality of Interactions
TCD v ISSE Univ (2016-2019)

	2019	2018	2017	2016
ISSE Univ	38.9	38.7	38.7	37
TCD	36.3	35.6	36.4	34.7
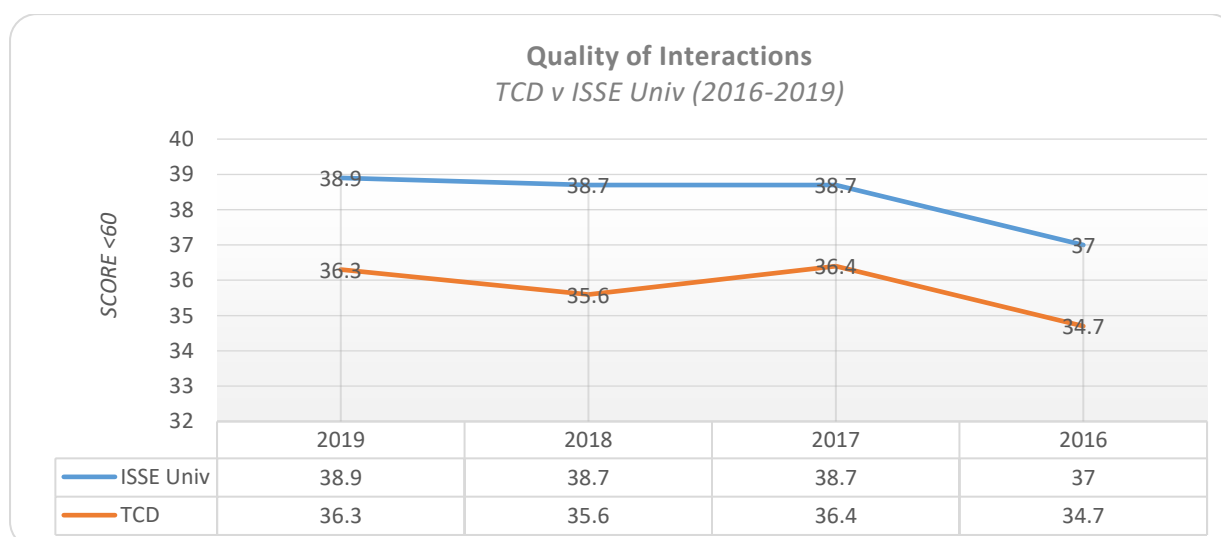
Supportive Environment questions explore students' perceptions of how much their higher education institution emphasises services and activities that support their learning and development.

Many of the support services (e.g. talks on using Endnote, Library training, Thesis "learning to write" - type seminars (etc) happen during office hours so it is very difficult for part-time post-grads to access these services. (PGT, AHSS, Education).

Provides excellent academic support. Also excellent mature student and disability services and supports. (Yr.1, AHSS, History)

Supportive Environment
TCD v ISSE Univ (2016-2019)

	2019	2018	2017	2016
ISSE Univ	30.3	30.3	30.5	30.1
TCD	28.7	27.2	29.9	29.3
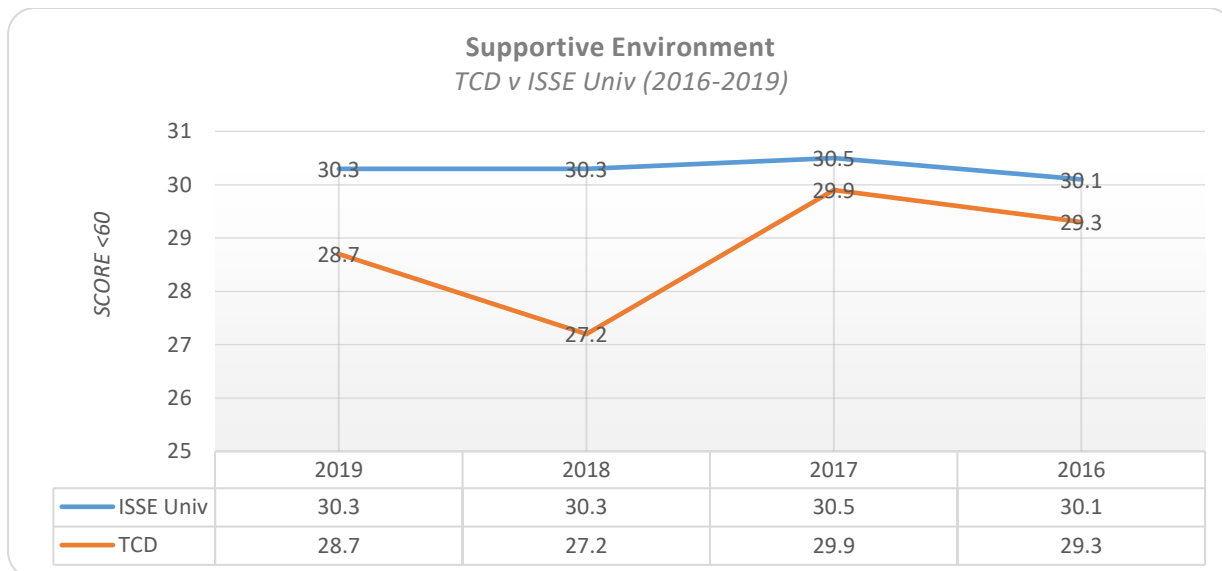
Student Faculty Interaction index (Fig 9 (i) explores the extent to which students interact with academic staff. Interactions with academic staff can positively influence students' cognitive growth, development, and persistence. It has since the initiation of the survey consistently reported the lowest index score. Trinity has consistently underperformed against the Irish Universities group on the SFI index and continues this pattern in 2019.

Have more Professor/student interaction/discussion, smaller classes and more chances to speak up. (Yr1, FEMS, Science).

Have staff actually have office hours. Those that I have asked to me, usually respond with "email me with your questions". Some discussions or questions cannot be answered via email (PGT, AHSS, Psychology)

Student Faculty Interaction
TCD v ISSE Univ (2016-2019)

	2019	2018	2017	2016
ISSE Univ	13.1	12.9	12.6	12
TCD	12.4	12.3	12.5	11.2
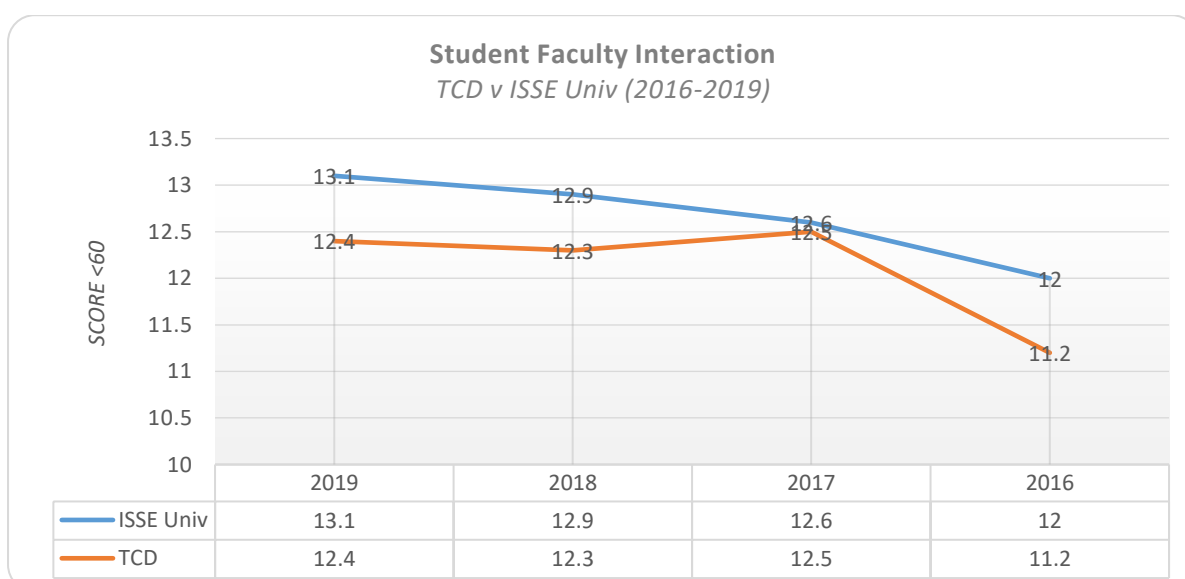
3.2. Institutional View and Year of Study

Table 3.1 Indices by Year of Study

Code		Trinity College Dublin 2019				Irish Universities 2019			
		First Year	Final Year	PG Taught	All students	First Year	Final Year	PG Taught	All students
HO	Higher-Order Learning	37.3	39.7	39.5	38.6	36.4	37.7	42.2	38.3
RI	Reflective and Integrative Learning	31.5	34.7	37.9	34.2	30.2	32.1	36.9	32.4
QR	Quantitative Reasoning	20.4	22.1	21.8	21.3	19.1	22.1	22.6	20.8
LS	Learning Strategies	32.8	33.0	34.2	33.2	31.2	31.2	34.9	32.2
CL	Collaborative Learning	31.0	29.1	29.0	29.9	29.6	31.8	29.5	30.2
SF	Student-Faculty Interaction	8.4	16.0	15.6	12.4	9.7	15.4	16.7	13.1
ET	Effective Teaching Practices	31.7	31.7	34.7	32.5	33.7	32.3	37.4	34.3
QI	Quality of Interactions	35.7	33.7	39.5	36.3	38.2	37.0	42.1	38.9
SE	Supportive Environment	30.8	25.5	28.3	28.7	32.7	28.0	28.5	30.3

Table 3.1 above explores the relationship between the Index scores and Years of Study (Yr1; YrF and PGT). In general, as in previous years, scores increase as year of study progress with the following exceptions:

i. Collaborative Learning scores reduce across cohorts, scoring higher in Yr1 (31.0); and reducing in YrF (29.1) and PGT cohort (29.0).

ii. Effective Teaching practice is unchanged across undergraduate years Yr1 to YrF (31.7) but increases to 34.7 in the PGT cohort.

iii. Quality of Interactions reduce from Yr1 (35.7) to YrF (33.7) before recovering to above Yr1 levels in PGT (29.5).

iv. Support Environment index also reduces from Yr1 (30.8) to YrF (25.5), with levels for PGT cohorts (28.3) at the mid-point of undergraduate levels.

Note that responses to each of the Index Questions that contribute to the overall Index Score is provided by Year of Study and Faculty in the Appendices.

4. StudentSurvey.ie–The Faculty View

4.1. Survey Trend Data by Faculty

Indices results are provided for the three Trinity Faculties below. The relevant strengths of each Faculty has remained largely consistent over time (2016-2019). Note numbers are index scores out of 60, not percentages.

Fig 10: Indices by Faculty: AHSS trend data
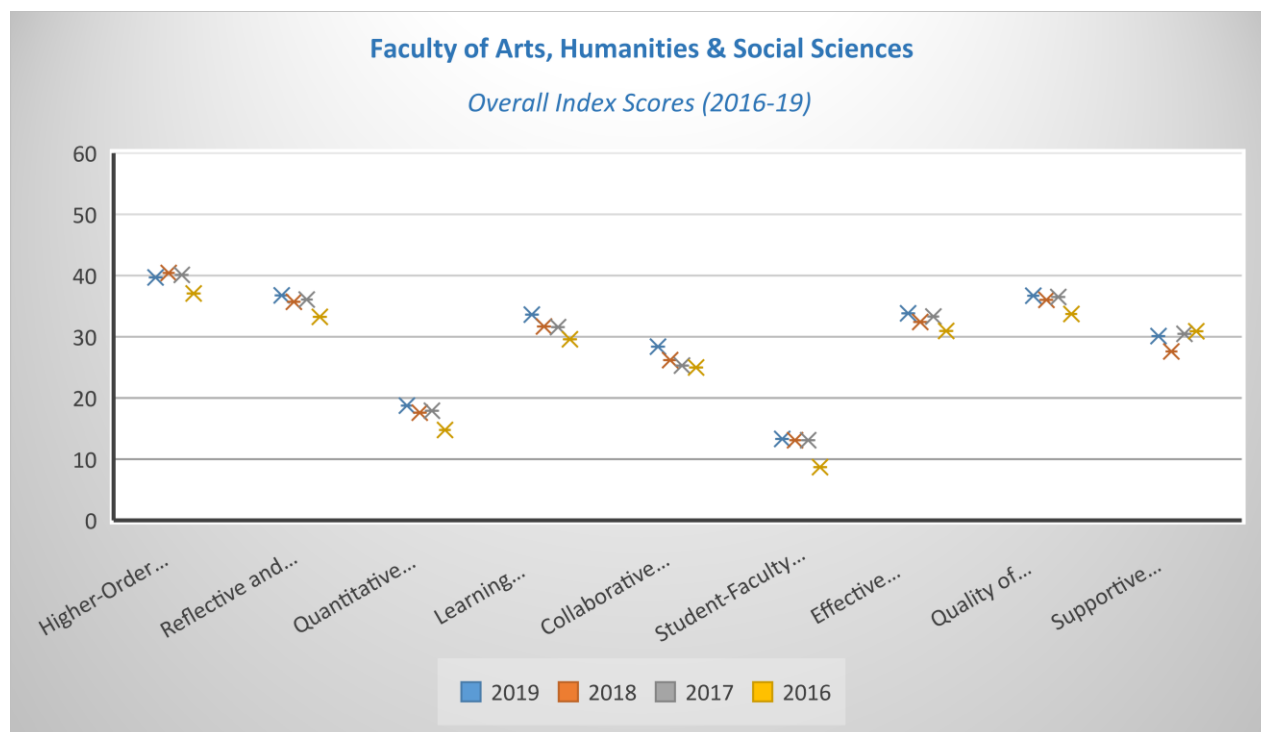
AHSS (overall)	2019	2018	2017	2016
Higher-Order Learning	40	40	40	37
Reflective and Integrative Learning	37	36	36	33
Quantitative Reasoning	19	18	18	15
Learning Strategies	34	32	32	30
Collaborative Learning	28	26	25	25
Student-Faculty Interaction	13	13	13	9
Effective Teaching Practices	34	32	33	31
Quality of Interactions	37	36	37	34
Supportive Environment	30	28	31	31

AHSS continues to lead cross-Faculty comparisons in the Higher Order Learning (HOL) and Reflective and Integrative Learning (RIL) indices. In 2018/19, AHSS equals the performance of Learning Strategies with FHS, and leads in performance in four other indices: Effective Teaching Practice (ETP); Quality of Interactions (QoI); Supportive Environment (SE) and Student –Faculty Interaction (SFI).

AHSS scores in the 'Collaborative Learning' and 'Quantitative Reasoning' indices where its scores are lower than the other Faculties may be explained by e.g. students in FEMS and FHS are more likely to work in teams than students in

AHSS. The use of quantitative skills is a feature of social science disciplines e.g. Economics, Psychology, however it is not a predominant skills requirement across Arts and Humanities disciplines. However, as stated by the Dean of Students in the presentation to Academic Council of the 2017/18 data:

The development of the Graduate Attributes and Curriculum Principles, such as collaborative learning and quantitative reasoning, is of critical importance for students regardless of the immediate relevance to the skills of their individual programme of study (Dean of Students, 20 Nov 2018).

Fig 11: Indices by Faculty-FEMS trend data
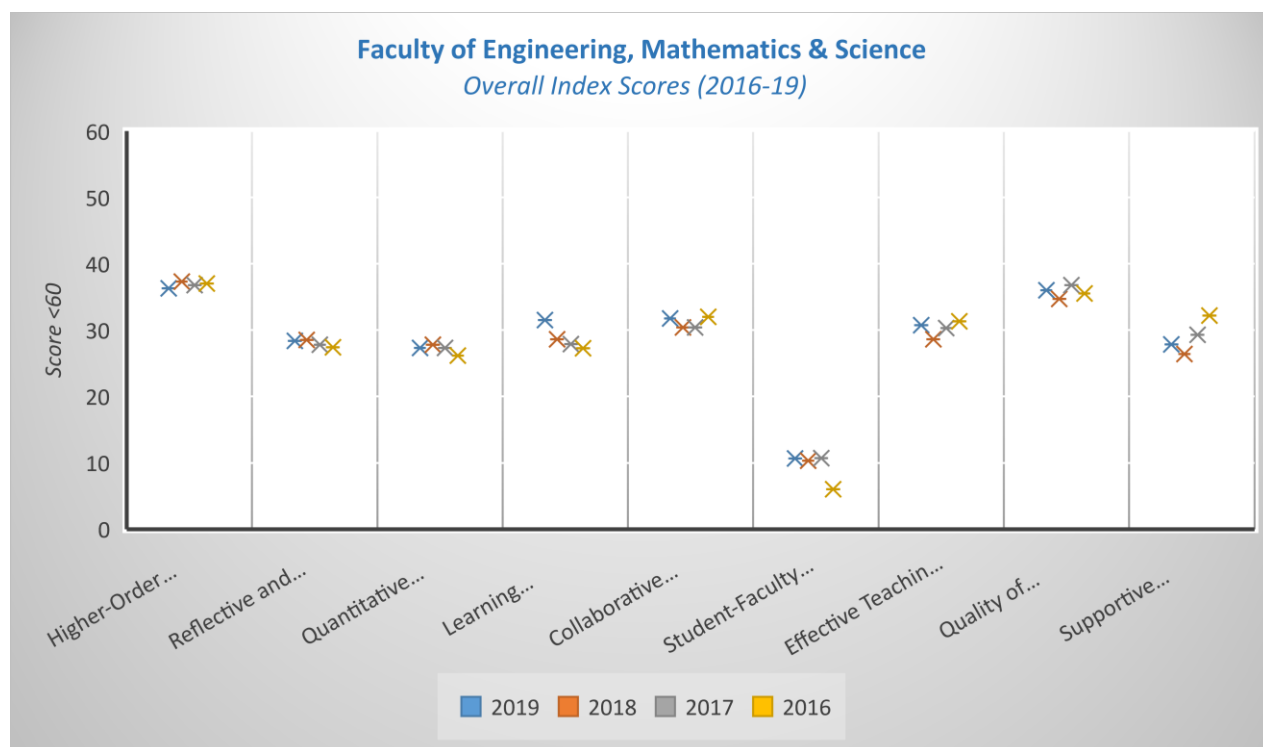
FEMS (overall)	2019	2018	2017	2016
Higher-Order Learning	36	37	37	37
Reflective and Integrative Learning	28	29	28	27
Quantitative Reasoning	27	28	27	26
Learning Strategies	32	29	28	27
Collaborative Learning	32	30	30	32
Student-Faculty Interaction	11	10	11	6
Effective Teaching Practices	31	29	30	31
Quality of Interactions	36	35	37	36
Supportive Environment	28	26	29	32

FEMS continues to lead performance in the Quantitative Reasoning index, a position it has maintained since the initiation of cross-Faculty comparisons of survey outcomes. In 2018/19, FEMS and FHS achieved the same outcome in the 'Collaborative Learning' and 'Effective Teaching Practice' indices.

Historically, FEMS has scored the lowest in the 'Student –Faculty Interaction' index. One of the aspirations of the new Science Course entry pathways is that it will enhance the sense of belonging to a 'home School/discipline' in particular to JF/Yr1 students who previously entered via the omnibus Science programme (TR071).

Fig 12: Indices by Faculty: Health Sciences trend data

Faculty of Health Science
Overall Index Scores (2016-19)
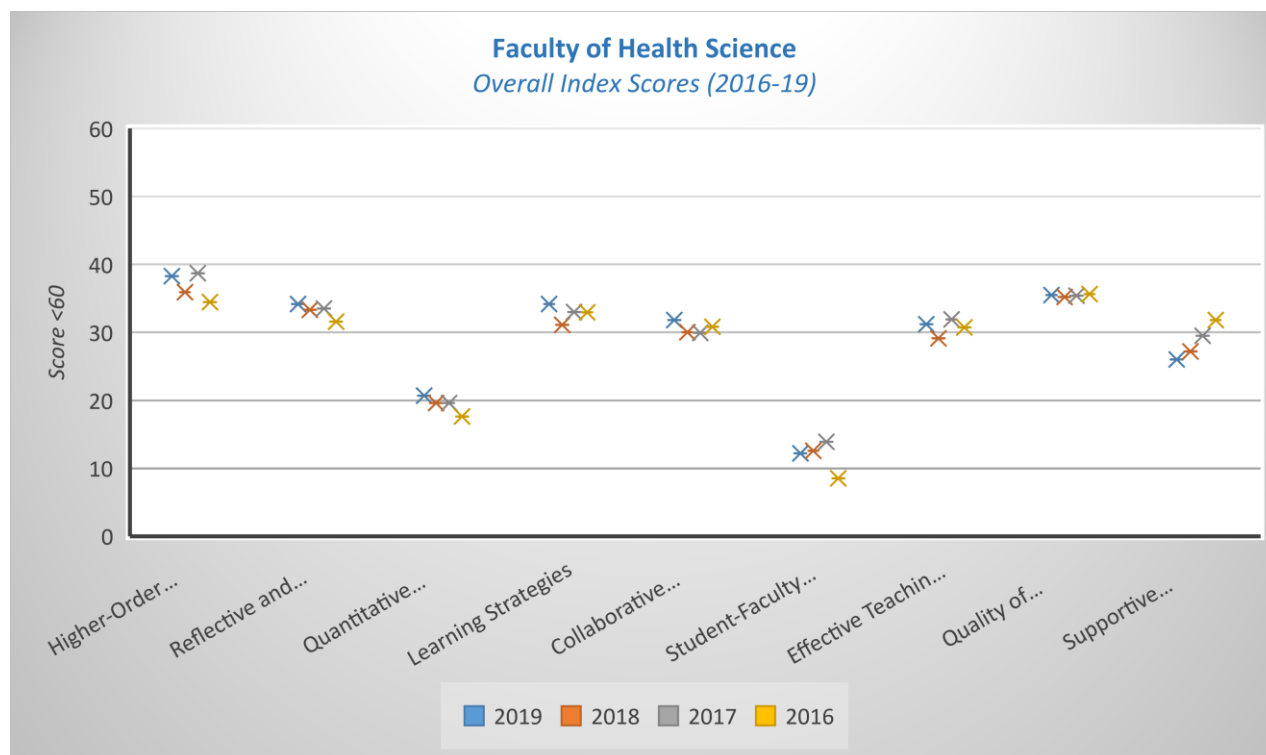
HS (overall)	2019	2018	2017	2016
Higher-Order Learning	38	36	39	34
Reflective and Integrative Learning	34	33	34	32
Quantitative Reasoning	21	20	20	18
Learning Strategies	34	31	33	33
Collaborative Learning	32	30	30	31
Student-Faculty Interaction	12	13	14	9
Effective Teaching Practices	31	29	32	31
Quality of Interactions	35	35	35	36
Supportive Environment	26	27	30	32

As reported previously, respondents in the FHS shared the same level of performance as AHSS in respect of the Learning Strategies index and with FEMS in respect of the Collaborative Learning and Effective Teaching Practice indices. The Supportive Environment Index shows a decreasing trend since 2016, a fall of 6%.

4.2.   Potential to Withdraw by Faculty and Year of Study
This analysis addresses the potential to withdraw at Faculty level following on from the information in the Executive Summary.

69% of respondents answered the question on withdrawal, of which 66.4% stated that they had not seriously considered withdrawing. Of those who indicated they had considered withdrawing for one or more reasons:

i. Family/personal reasons features highly across all Faculties;

ii. Financial reasons for AHSS and HS respondents but not in FEMS. (Note that all TSM respondents are contained within AHSS Faculty).

iii. The case of students in Multi-Faculty programmes warrants particular attention as Trinity has recently launched a new Joint Honours Programme and it would appear from Fig 13 below that respondents in Multi-Faculty programmes report more reasons for which they have considered withdrawal than those that fall under a single Faculty (even if Multi-School within a Faculty). Issues of communication and coordination need to be considered with this student cohort including the quality of information in Handbooks that aims to meet their particular needs.

Table 4.1 Potential to withdraw at Faculty Level

Have you ever seriously considered withdrawing from your degree programme? (Select all that apply)																
	Total		No, I have not seriously considered withdrawing		Yes, for financial reasons		Yes, for personal or family reasons		Yes, for health reasons		Yes, for employment reasons		Yes, to transfer to another institution		Other (please state)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
AHSS	585	44.1%	395	67.5%	56	9.6%	62	10.6%	35	6.0%	27	4.6%	33	5.6%	44	7.5%
FEMS	311	23.5%	214	68.8%	14	4.5%	36	11.6%	18	5.8%	12	3.9%	24	7.7%	27	8.7%
FHS	282	21.3%	179	63.5%	31	11.0%	27	9.6%	21	7.4%	8	2.8%	32	11.3%	21	7.4%
Multi Fac*	148	11.2%	93	62.8%	13	8.8%	28	18.9%	16	10.8%	12	8.1%	16	10.8%	7	4.7%
Total	1326	69.0%	881	66.4%	114	8.6%	153	11.5%	90	6.8%	59	4.4%	105	7.9%	99	7.4%

Note: Multifaculty includes all TSM courses; Political Science & Geography; Computer Sc. and Business.

Schools may want to consider the following statements from respondents to the open comment response option in the withdrawal question, as factors they can address in order to promote the retention of students in their programmes of study:

I have not seriously considered withdrawing and looked into the possibility though I am reassessing if I would like to complete the Master's or settle for the Postgraduate Diploma (AHSS LSCS PGT)

Really struggling with maths and statistics (AHSS Soc. Sci. &Phil Yr1 Mature student,)

I don't like it, but I won't withdraw from it because as an international student I paid too much to come here, it was such a big decision in life that I can't just quit because I don't like it (AHSS, TBS, PGT,).

elearning program is isolating. (FHS, SONM, PGT)

Proposal rejected by ethics committee ((AHSS, SWSP, PGT)

Fig 13 Potential to withdraw by Faculty

Have you ever seriously considered withdrawing from your degree programme? (Select all that apply)

Table 4.2 Potential to Withdraw: Faculty by Year of Study.

		AHSS						FEMS						Health Sciences						Multi Faculty					
		Y1		YF		PGT		Y1		YF		PGT		Y1		YF		PGT		Y1		YF		PGT	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Have you ever seriously considered withdrawing from your degree programme? (Select all that apply)	No	135	65.5%	78	66.7%	199	71.6%	118	65.2%	52	69.3%	39	79.6%	90	64.3%	54	62.1%	34	66.7%	49	66.2%	44	62.0%	1	50.0%
	Yes, for financial reasons	20	9.7%	14	12.0%	23	8.3%	10	5.5%	1	1.3%	3	6.1%	19	13.6%	7	8.0%	4	7.8%	3	4.1%	9	12.7%	0	0.0%
	Yes, for personal or family reasons	19	9.2%	18	15.4%	22	7.9%	26	14.4%	8	10.7%	1	2.0%	12	8.6%	8	9.2%	5	9.8%	13	17.6%	13	18.3%	1	50.0%
	Yes, for health reasons	7	3.4%	14	12.0%	15	5.4%	7	3.9%	9	12.0%	2	4.1%	10	7.1%	9	10.3%	2	3.9%	6	8.1%	8	11.3%	1	50.0%
	Yes, for employment reasons	4	1.9%	10	8.5%	10	3.6%	7	3.9%	2	2.7%	2	4.1%	2	1.4%	2	2.3%	3	5.9%	3	4.1%	6	8.5%	1	50.0%
	Yes, to transfer to another institution	14	6.8%	10	8.5%	12	4.3%	17	9.4%	6	8.0%	2	4.1%	18	12.9%	9	10.3%	5	9.8%	7	9.5%	9	12.7%	0	0.0%
	Other (please state)	17	8.3%	8	6.8%	21	7.6%	18	9.9%	6	8.0%	2	4.1%	7	5.0%	8	9.2%	4	7.8%	5	6.8%	2	2.8%	0	0.0%

4.3. The Delivery of Teaching and Learning at Faculty Level

The Effective Teaching Practice and Supportive Environments Indices provide a student perspective on the experience of teaching provision and supports available for students to succeed academically in College. This information adds an additional lens to those questions posed earlier on students' motivation to withdraw from College or transfer to another institution.

Table 4.3 Effective Teaching Practice Index

Effective Teaching Practices During the current academic year, how often have you…		Ire Univ (all students)	TCD (all students)	AHSS	FEMS	HS
Clearly explained course goals and requirements	*Very little*	5.4	6.4%	6%	6%	9%
	Some	24.9	27.2%	26%	31%	25%
	Quite a bit	42.8	40.3%	41%	38%	40%
	Very much	26.9	26.1%	27%	24%	26%
Taught in an organised way	*Very little*	4.1	5.6%	5%	4%	9%
	Some	23.6	26.6%	23%	31%	32%
	Quite a bit	45.2	44.6%	45%	50%	37%
	Very much	27.1	23.2%	27%	16%	22%
Used examples or illustrations to explain difficult points	*Very little*	4.2	4.1%	4%	2%	6%
	Some	21.6	21.9%	23%	23%	19%
	Quite a bit	41.3	42%	42%	40%	44%
	Very much	32.9	32%	31%	35%	31%
Provided feedback on a draft or work in progress	*Very little*	26%	34%	32%	39%	33%
	Some	33%	31%	30%	31%	33%
	Quite a bit	26%	22%	22%	22%	22%
	Very much	15%	13%	15%	8%	12%
Provided prompt and detailed feedback on tests or completed assignments	*Very little*	24%	26%	21%	33%	32%
	Some	34%	35%	34%	38%	37%
	Quite a bit	27%	24%	28%	21%	18%
	Very much	16%	14%	18%	8%	12%

The first question in the Effective Teaching Practice index supports the rationale behind the addition of the Programme Handbook questions explored earlier in this report. Questions for Schools to explore include:

What information is provided to students in their first lecture or tutorial?

What information is uploaded onto Blackboard?

Does the Programme Handbook contain specific information on assessment e.g. due dates, assessment criteria, marking schemes/rubrics', expected workload, balance of formative and summative assessment?

The second question in the EFT index points to the experience of students in regard to the organisation of their programme of studies. Questions for Schools to explore include:

How well are topics integrated across lectures; laboratories, and tutorials?

Are lecture notes made available in Blackboard before or after the associated lecture?

Is the lecturer /tutor /demonstrator prepared?

Are lectures/tutorials missed or cancelled at short notice?

The third question in the EFT index points to the availability of small group learning opportunities. Questions for Schools include:

Does the School offer small -group learning opportunities e.g. tutorials where students have the opportunity to ask questions, engage in problem-based learning. It also relates to the first non-index question *Asked questions or contributed to discussions in class, tutorials, labs or online.* Note that in 2019, 20% of FEMS respondents chose the response option '*Never*' to this question (AHSS 5%; HS 8%).

Some examples of respondent open comments in this regard include:

> *The structure of the lecturers and tutorials; ensuring that there is a measured amount of discussion during tutorials compensates for huge class sizes for some modules. In these tutorials we are given the chance to apply theories practically and everyone willing to speak is able to explore their ideas and have it compensated with the knowledge of fellow students and seminar leader (AHSS Yr 1. Law).*

> *Practical course work such as labs and tutorials to help better explain difficult concepts (in math) or describe for example the human anatomy (through dissection theatre demonstrations). Tutorials for applications such as end note and excel are a huge help when it comes to assignments. I study a science degree and within a module we have different lecturers based on the areas they specialize in which is very engaging as opposed to one lecturer to cover an entire topic (HS, Yr F, Medicine).*

The final two questions in the EFT index relate to the provision of formative, timely and effective feedback to students on coursework or exams. Faculties and Schools report through the Annual Faculty Quality Report that for the most part, Schools are achieving the timeframes within the College's Return of Coursework Policy (20 days UG ; 30 days PG) in terms of timeliness, therefore it may be an issue of student expectation of what constitutes 'prompt' that continues to produce the results on the feedback questions in the Effective Teaching Practice index.

Engaging students in the process of feedback on coursework can also enhance students' assessment literacy. Questions for school to explore include:

🔍 Has the School defined what it understands by Feedback -how it may be delivered? Has it communicated this to Students?

What formats are used to deliver Feedback and who delivers it e.g. Feedback can be written or verbal, it can be individual (1:1) or general i.e. to group of students in a lecture or small - group tutorial such as explaining what characterised the assignments at different levels of grades.

Table 4.4 Supportive Environment Index

How much does your institution emphasise...		Irish Univ (all students)	TCD (all students)	AHSS	FEMS	HS
Providing support to help students succeed academically	*Very little*	8.6	12.2%	11%	11%	17%
	Some	30.8	36.3%	35%	41%	33%
	Quite a bit	38.9	36.2%	38%	36%	33%
	Very much	21.7	15.3%	16%	12%	16%
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	*Very little*	13%	19 %	17%	16%	26%
	Some	27%	33%	36%	35%	26%
	Quite a bit	35%	31%	31%	33%	29%
	Very much	25%	17%	16%	16%	19%

Finally, the promotion and delivery by Faculties of supports to assist students to succeed academically is addressed in the Supportive Environment Index. Questions for consideration by Schools include:

🔍 Does the School offer discipline -specific academic supports to students e.g. Maths Helpdesk, Chemistry tutorials for students who did not do Chemistry at Leaving Cert -level?

How/where does the School advertise the discipline-specific supports they provide e.g. Handbook, Notice Boards, Social Media, Blackboard?

Does the School refer students with specific-needs to College-student support/learning services e.g. if the School has large cohorts of international students do they actively promote the pre-sessional and sessional supports through the Centre for English Language Teaching (CELT); to the Library HITS Programme?

Does the School refer Students to their Personal Tutor, to the Student Development Service?

Is the School engaged with the GradLink Programme or other student mentoring initiatives?

Examples of students open comments in this regard is provided below.

There are a number of help/support sessions which are available every week for students to speak with academic staff and note their strengths and weaknesses in their learning. There are also support centres for specific areas such as maths to assist students with difficulties. (Yr 1 FEMS, Physical Sciences).

Tutorials, class role plays, online activities, detailed lecture notes, workshops. (Yr1 HS, Nursing).

The S2S mentors are a great service provided by the college. I entered the college through the Trinity Access Programme, so they really helped me engage with the college academically prior to beginning my degree. The writing resource center is an amazing help to students as it is free of charge and specific people to help with regard to science related criteria or arts related. I know that the trinity access programme offers grinds to the access students throughout the four years if they are struggling which are free of charge which I find relieving to an extent (Yr 1, HS, Nursing).

4.4.   The Library

While not structurally within the School/ Faculty structure, the Library is integral to the student experience and engagement in teaching and learning and their academic development. The Library attracted 23 open comments under what are the 'best aspects' i.e. positive comments on facilities, resources and supports as outlined below:

It has a fantastic library and library service to avail of which allows you to follow your required and personal academic interests (AHSS, YrF, Econ & Phil)

I consider the availability of physical and digital resources from the library, as well as the study spaces, to be my institution's biggest strength. Reading lists provided by the lecturers complement this asset (AHSS, PGT, Applied Linguistics)

Provides helpful extra classes such as library workshops and exam coping workshops (AHSS, Yr.1, Law & Bus)

Library classes available to teach students to reference and write well (AHSs, Yr 1, Law & Pol. Sc.)

Good library facilities and opening hours. Availability of staff to help resolve any issues with essay etc (AHSS, YrF, Law).

The Library also attracted 55 comments in suggested areas for improvement requesting better access to the library in terms of opening -hours, access to eBooks (restricted under UK legislation) and learning resources on reading lists.

Many of the support services (e.g. talks on using Endnote, Library training, Thesis "learning to write" - type seminars etc) happen during office hours so it is very difficult for part-time post-grads to access these services. (AHSS, PGT, Education)

Make the early printed books and Manuscripts libraries seem less daunting (AHSS, PGT, English)

The library is appalling, most of the journals can only be read on site, there are only two or three copies of course material available and the opening hours do not suit mature students (AHSS, PGT, SocWk)

Stock more books of use in the in-house shelves and render more of them available to lend. Currently, most books required by students have to be called from a storage facility and cannot be removed from the library for reading on your own time. (AHSS, TSM, Classical Civilisation)

Provide additional library desks. Provide better online resources through the library such as eBooks that are accessible from personal computers. (AHSS, YrF, TSM Ger & Phil)

5. StudentSurvey.ie - Non - Index Questions

The StudentSurvey.ie contains 22 non- index Questions, responses to which are provided in percentages. Fourteen of those questions are discussed in this section. For data on questions not discussed please refer to the Appendices.

5.1. How Students Learn: Skills Attainment and the Graduate Attributes (all cohorts)

One of the TEP curriculum principles is that the curriculum provides a range of teaching, learning and assessment strategies. Embedding skills that are cross - disciplinary and favoured by Employers, in the curriculum is seen as a distinctive mark of the Trinity Education. Many Schools and programmes have reviewed their curricula and assessment strategies in view of Programme Learning Outcomes and the Graduate Attributes. These questions can continue to be monitored to see if e.g. formative assessment strategies opportunities through class / seminar / conference presentations are incorporated in the curriculum. In a similar manner, the responses to 'Thinking critically and analytically', 'writing clearly and effectively' can be monitored in relation to mainstreaming of the Capstone Project.

Table 5.1 Skills Attainment

During the current academic year, how often have you...		Ire 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%	4%	4%	3%	4%
	Some	19%	19%	19%	17%	19%
	Quite a bit	42%	39%	38%	38%	42%
	Very much	36%	39%	39%	41%	36%
Writing clearly and effectively (Graduate Attribute: To communicate effectively)	Very little	13%	14%	10%	23%	17%
	Some	30%	28%	25%	33%	31%
	Quite a bit	36%	34.%	36%	31%	33%
	Very much	22%	23%	29%	13%	19%
Speaking clearly and effectively (Graduate Attribute: To communicate effectively)	Very little	16%	19%	16%	30%	15%
	Some	31%	29%	29%	34%	24%
	Quite a bit	35%	34%	35%	25%	41%
	Very much	19%	18%	20%	11%	19%
Analysing numerical and statistical information (Graduate Attribute-To think Independently. To develop continuously) (Links to Quantitative Reasoning)	Very little	22%	27%	38%	6%	23%
	Some	29%	30%	31%	17%	40%
	Quite a bit	28%	23%	18%	35%	25%
	Very much	20%	20%	13%	42%	12%
Made a presentation in class or online (see also T&L Skills-Speak/Write clearly and effectively)	Never	25%	21%	15%	33%	20%
	Sometimes	43%	46%	44%	45%	50%
	Often	21%	21%	25%	13%	20%
	Very often	11%	13%	16%	9%	9%

5.2. Research Skills and the Capstone Project (YrF cohort only)

The non-index question 'Worked with an academic on a research project' can be monitored in relation to the Capstone Project for Final Year respondents. Currently 50% of respondents respond that they have done or are in the process of doing a research project. The trend in this response should increase as this TEP feature is mainstreamed. Fig 15 below indicates an increase by 5% in students choosing the response option 'Done or in progress' since the initiation of the TEP Project.

One concern with the way the question as currently structured may be subject to misinterpretation by students e.g. does it refer to individual and/or group projects, or the opportunity to work on a project as part of a summer internship with an academic? Trinity has the opportunity to add a specific Trinity question using the term 'Capstone Project' if the trend towards 100% of respondents choosing the response option 'Done or in progress' is not achieved by 2023.

Fig 14 Work with academics on a research project

Work with academic staff on a research project

	Have not decided	Do not plan to do	Plan to do	Done or in progress
YF 2017	9%	38%	7%	46%
YF 2018	10%	33%	6%	51%
YF 2019	11%	33%	5%	51%
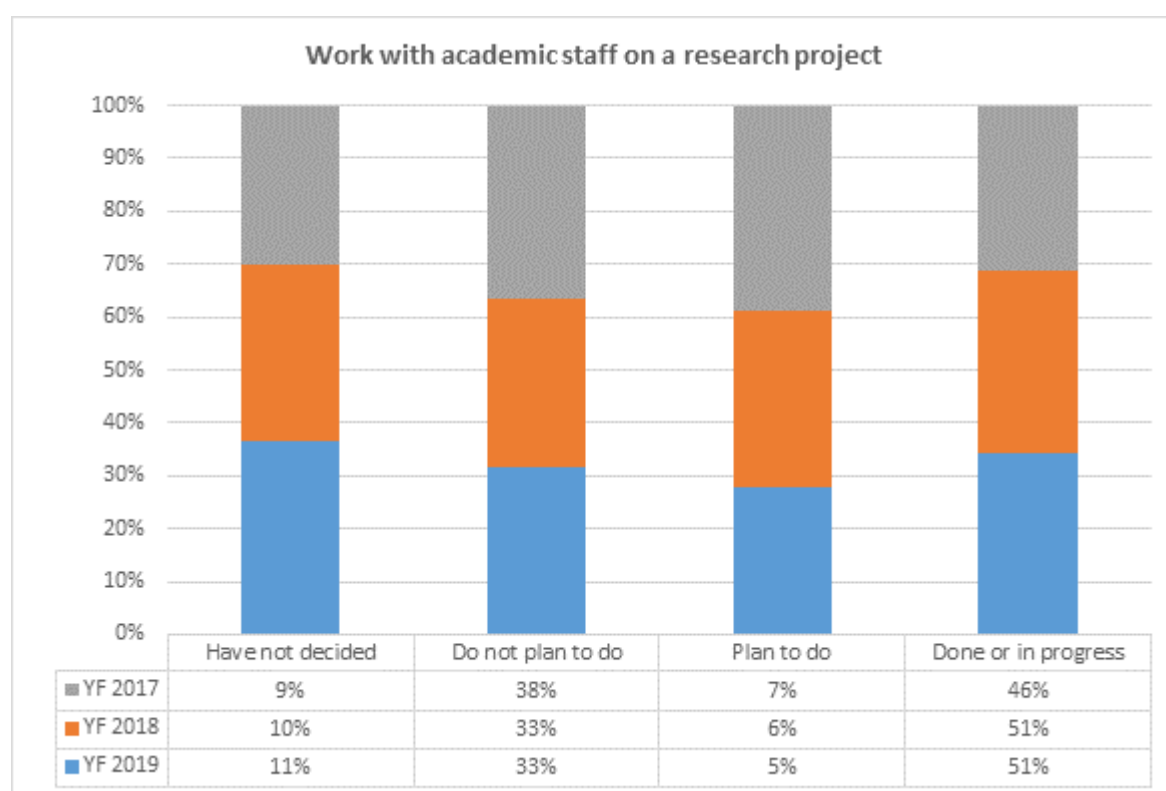
5.3. Students as Partners in Learning

A focus of TEP in this final phase of implementation and mainstreaming is in engaging as partners in their learning experience. The index and non-index questions can be explored separately or together around different topics of interest by Faculty; by Year of Study to assess the experience of assessment from the student perspective.

The non-index question 'During the current academic year, how often have you worked on assessments that informed how well you are learning' explores the concept of the student as 'self-regulators' in their learning i.e. learning how to learn.

One of the aspirations of the TEP Project is to enhance students' levels of Assessment Literacy. Engaging students in reviewing their own work against the work of other students as exemplars (as recommended by Prof. David Nicol in a visit to Trinity as part of a National Forum for Enhancement of Teaching & Learning in May 2019); encouraging peer assessment by students in group projects or through the S2S (Student to Student) peer mentoring programme are ways towards achieving enhanced awareness of assessment literacy.

Table 5.2 Students Assessment Literacy

During the current academic year, how often have you…		Ire Univ (all students)	TCD (all students)	AHSS	FEMS	HS
Worked on assessments that informed you how well you are learning	Never	23%	27%	27%	27%	27%
	Sometimes	41%	39%	40%	39%	39%
	Often	27%	24%	24%	25%	25%
	Very often	9%	9%	9%	8%	8%

Encourages learning by peers and provides lots of assessments to know how you are doing. Easy to find help from lecturers or academic support centres. (FEMS Yr1 Chemical Sciences).

The individual schools differ a lot in this, but a lot of general learning help comes from student initiatives, like student-run workshops, etc. (Yr F, FEMS, Science)

5.3. Student Workload as an Indicator of Their Capacity to Engage in Co-curricular and Extra-curricular Activities (capitals)

An issue that disengages students as Partners in Learning is that of student workload, this is explored in the non-index question in Table 3.6 below. These questions have not been explored in previous reports but supports efforts in TEP to examine student workload by assessment type, ECTS value and effort and promote the engagement of students in co-curricular activities that contribute to the attainment of Programme Learning Outcomes and Graduate Attributes.

Table 5.3 Student workload and capacity to engage in co-curricular/extra-curricular activities.

		AHSS				FEMS				Health Science			
		19	18	17	16	19 18		17	16	19	18	17	16
Spending significant amounts of time studying and on academic work	Very little	4%	4%	3%	4%	1%	3%	5%	4%	3%	2%	3%	2%
	Some	17%	20%	16%	21%	17%	16%	14%	22%	20%	18%	16%	18%
	Quite a bit	49%	44%	48%	45%	46%	81%	81%	47%	44%	41%	40%	41%
	Very much	30%	31%	34%	30%	36%	34%	33%	27%	33%	39%	41%	39%
Exercised or participated in physical fitness activities	Never	24%	28%	25%	24%	21%	23%	20%	22%	23%	27%	22%	15%
	Sometimes	32%	32%	34%	32%	29%	30%	31%	31%	36%	33%	33%	34%
	Often	22%	23%	21%	22%	24%	22%	23%	23%	22%	19%	21%	23%
	Very often	22%	17%	20%	22%	26%	25%	26%	24%	19%	21%	24%	27%
Community service or volunteer work	Have not decided	20%	17%	18%	16%	25%	28%	22%	21%	20%	19%	17%	16%
	Do not plan to do	23%	27%	25%	23%	21%	24%	24%	27%	25%	21%	20%	18%
	Plan to do	32%	29%	30%	29%	35%	28%	33%	30%	34%	36%	32%	40%
	Done or in progress	25%	26%	27%	32%	19%	21%	22%	22%	21%	24%	31%	26%

5.4. Employability

Four non-index questions address Employability from a student perspective. As Trinity increases its engagement in Employability Awards and Scholarship schemes, internships including global internships, and employability are embedded in the curriculum (HEA Compact Objective and Target), it is expected that a positive trend in student perception of/ engagement in will be discernible in responses to the questions outline in Table 5.4 and 5.5 below.

Table 5.4 Student engagement in Employability

During the current academic year, how often have you ….		Ire Univ *(all students)*	TCD *(all students)*	Faculty		
				AHSS	FEMS	HS
Improved knowledge and skills that will contribute to your employability	Never	7%	7%	7%	8%	4%
	Sometimes	31%	33%	38%	32%	23%
	Often	40%	37%	36%	38%	39%
	Very often	23%	23%	19%	23%	34%
Acquiring job- or work-related knowledge and skills	Very little	15%	20%	7%	8%	4%
	Some	30%	31%	38%	32%	23%
	Quite a bit	32%	28%	36%	38%	39%
	Very much	23%	21%	19%	23%	34%
Explored how to apply your learning in the workplace	Never	23%	29%	32%	39%	10%
	Sometimes	35%	33%	35%	37%	22%
	Often	27%	23%	21%	18%	36%
	Very often	15%	15%	13%	6%	32%
Blended academic learning with workplace experience	Never	32%	38%	39%	54%	15%
	Sometimes	30%	27%	28%	27%	23%
	Often	23%	22%	22%	17%	28%
	Very often	16%	14%	12%	3%	33%

Table 5.5 Student Faculty Interaction Q related to career planning.

Student Faculty Interaction During the current academic year, have you		Ire Univ *(all students)*	TCD *(all students)*	Faculty		
				AHSS	FEMS	HS
Talked about career plans with academic staff	Never	54%	59%	55%	64%	58%
	Sometimes	31%	28%	30%	26%	26%
	Often	11%	10%	10%	8%	13%
	Very often	4%	3%	4%	2%	3%

We do not have many opportunities to develop real-world work skills or get much information about employment beyond pursuing a PhD program or becoming academic staff. Since most of us will not be going into academia, it would be helpful to learn other skills and be exposed to employment opportunities. (PGT AHSS School of Religion).

Provide work placements as part of the arts courses. We have no idea what we are doing when we graduate and no specific job place skills (YrF AHSS LLCS).

I think internships need to play more of a role in Trinity in general to help us link theoretical learning with real world applications (YrF, AHSS, SS&P).

Appendix 1 Student Survey.ie Survey Instrument

HIGHER-ORDER LEARNING

During the current academic year, how much has your coursework emphasised... [very little, some, quite a bit, very much]

- 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

During the current academic year, about how often have you... [never, sometimes, often, very often]

- 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?

QUANTITATIVE REASONING

During the current academic year, about how often have you... [never, sometimes, often, very often]

- 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?

LEARNING STRATEGIES

During the current academic year, about how often have you... [never, sometimes, often, very often]

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

COLLABORATIVE LEARNING

During the current academic year, about how often have you... [never, sometimes, often, very often]

- 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

During the current academic year, about how often have you... [never, sometimes, often, very often]

- 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

During the current academic year, to what extent have lecturers/ teaching staff... [very little, some, quite a bit, very much]

- 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

At your institution, please indicate the quality of interactions with... [Poor, 2, 3, 4, 5, 6, Excellent, N/A]

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

SUPPORTIVE ENVIRONMENT

How much does your institution emphasise... [very little, some, quite a bit, very much]

- Providing support to help students succeed academically?
- Using learning support services (learning centre, computer centre, maths support, writing support etc.)?
- Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)?
- Providing opportunities to be involved socially?
- Providing support for your overall well-being (recreation, health care, counselling, etc.)?
- Helping you manage your non-academic responsibilities (work, family, etc.)?
- Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)?
- Attending events that address important social, economic, or political issues?

Additional Questions 2018/19

WITHDRAWAL

Have you ever seriously considered withdrawing from your degree programme? [select all that apply - *No, I have not seriously considered withdrawing; Yes, for financial reasons; Yes, for personal or family reasons; Yes, for health reasons; Yes, for employment reasons; Yes, to transfer to another institution; Other (please state).*

PROGRAMME HANDBOOKS

- During the current academic year, about how often have you used your programme handbook (s) for information on your programme of study [response options ... *[very little, some, quite a bit, very much]*

- How much does your institution emphasise the provision of programme handbooks as a key information resource for students on their programme of study? *[very little, some, quite a bit, very much]*

Non- Index 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: Trend Data by Overall, Year of Study and Faculty

Higher Order Learning

OVERALL TCD SCORES					
HOL Questions		**2019**	**2018**	**2017**	**2016**
Applying facts, theories, or methods to practical problems or new situations	Very little	6.5	8.0	6.6	7.5
	Some	22.9	20.5	22.0	21.9
	Quite a bit	40.6	42.3	40.8	40.9
	Very much	29.9	29.1	30.6	29.7
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	6.3	7.0	7.1	7.1
	Some	23.3	22.8	22.7	26.1
	Quite a bit	38.9	39.6	38.0	37.2
	Very much	31.5	30.7	32.3	29.6
Evaluating a point of view, decision, or information source	Very little	8.4	8.8	9.0	9.9
	Some	24.6	24.1	22.3	25.6
	Quite a bit	39.3	37.3	37.8	37.3
	Very much	27.7	29.8	30.9	27.1
Forming an understanding or new idea from various pieces of information	Very little	5.7	5.8	6.4	5.3
	Some	24.1	22.1	22.0	24.4
	Quite a bit	40.6	40.2	40.9	39.6
	Very much	29.6	31.9	30.6	30.7

HOL Questions		YEAR 1				YEAR FINAL				POSTGRADUATE TAUGHT			
		2019	**2018**	**2017**	**2016**	**2019**	**2018**	**2017**	**2016**	**2019**	**2018**	**2017**	**2016**
Applying facts, theories, or methods to practical problems or new situations	Very little	7.3	9.4	7.8	8.0	6.4	8.8	6.5	9.1	5.4	4.5	4.7	3.4
	Some	23.3	22.6	24.1	22.6	22.2	20.7	19.8	21.6	23.1	16.7	21.3	20.5
	Quite a bit	38.1	40.5	42.1	40.6	41.4	37.8	36.8	39.8	43.9	50.8	43.2	43.6
	Very much	31.3	27.5	26.0	28.9	30.0	32.8	36.9	29.5	27.7	27.9	30.7	32.5
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	8.3	9.6	8.2	8.3	4.8	4.9	6.6	7.3	4.7	4.4	6.0	3.3
	Some	24.7	24.6	27.6	27.0	25.4	23.9	19.2	24.0	19.3	18.4	18.8	27.4
	Quite a bit	36.1	40.1	37.4	38.0	36.3	37.8	38.1	35.7	45.6	40.7	38.7	37.5
	Very much	31.0	25.7	26.8	26.7	33.5	33.4	36.1	33.0	30.4	36.5	36.5	31.8
Evaluating a point of view, decision, or information source	Very little	10.8	10.9	12.5	12.0	8.6	8.0	7.8	9.9	4.4	5.7	4.7	4.2
	Some	28.9	29.7	28.8	30.6	19.8	19.8	19.6	21.2	22.4	18.9	15.2	19.0
	Quite a bit	36.1	36.7	36.7	35.5	37.6	35.6	36.4	38.4	45.9	40.1	41.3	40.6
	Very much	24.3	22.6	22.1	21.9	33.9	36.7	36.3	30.5	27.4	35.2	38.7	36.3
Forming an understanding or new idea from various pieces of information	Very little	5.9	7.1	8.2	6.0	6.2	3.6	5.9	5.7	5.1	5.9	4.2	2.8
	Some	28.1	25.5	26.1	27.4	19.8	19.5	18.7	23.4	21.9	18.8	19.2	17.7
	Quite a bit	37.7	40.7	40.2	39.5	43.9	40.2	42.3	38.8	42.0	39.3	40.5	41.1
	Very much	28.4	26.7	25.5	27.1	30.1	36.6	33.1	32.1	31.1	36.0	36.1	38.5

Higher Order Learning		FACULTIES													
		AHSS					FEMS				HS			
		2019	*2018*	*2017*	*2016*		*2019*	*2018*	*2017*	*2016*		*2019*	*2018*	*2017*	*2016*
Applying facts, theories, or methods to practical problems or new situations	*Very little*	9%	11%	9%	12%		3%	4%	5%	2%		5%	6%	4%	4%
	Some	26%	23%	25%	25%		17%	17%	18%	16%		21%	19%	21%	22%
	Quite a bit	40%	42%	41%	40%		44%	43%	42%	43%		36%	43%	37%	40%
	Very much	25%	24%	25%	23%		35%	37%	36%	38%		38%	32%	37%	33%
Analysing an idea, experience, or line of reasoning in depth by examining its parts	*Very little*	6%	5%	6%	6%		8%	7%	8%	7%		6%	13%	9%	11%
	Some	23%	19%	22%	26%		23%	24%	24%	23%		26%	30%	23%	31%
	Quite a bit	37%	42%	39%	37%		42%	40%	38%	41%		39%	35%	35%	32%
	Very much	34%	34%	34%	31%		27%	30%	30%	29%		29%	22%	32%	26%
Evaluating a point of view, decision, or information source	*Very little*	4%	4%	4%	4%		20%	15%	18%	19%		6%	12%	9%	10%
	Some	19%	16%	16%	19%		33%	35%	31%	31%		31%	34%	25%	33%
	Quite a bit	41%	42%	41%	41%		33%	33%	34%	34%		39%	31%	36%	33%
	Very much	35%	39%	39%	36%		13%	17%	17%	16%		25%	23%	30%	24%
Forming an understanding or new idea from various pieces of information	*Very little*	5%	5%	5%	4%		8%	9%	8%	7%		6%	6%	8%	6%
	Some	22%	20%	20%	21%		25%	22%	24%	26%		28%	30%	24%	31%
	Quite a bit	41%	40%	42%	43%		44%	44%	40%	39%		34%	39%	40%	33%
	Very much	32%	36%	34%	32%		23%	26%	27%	29%		31%	26%	28%	30%

REFLECTIVE AND INTEGRATIVE LEARNING

OVERALL TCD SCORES					
RIL Questions		**2019**	**2018**	**2017**	**2016**
Combined ideas from different subjects / modules when completing assignments	Never	5.5	6.6	5.6	7.0
	Sometimes	32.8	35.0	36.1	35.7
	Often	39.0	38.4	38.8	37.6
	Very often	22.8	20.1	19.5	19.7
Connected your learning to problems or issues in society	Never	12.1	14.0	15.2	14.4
	Sometimes	33.4	33.0	32.6	35.4
	Often	34.6	33.6	31.5	30.8
	Very often	19.9	19.3	20.8	19.3
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	23.4	27.7	27.8	27.3
	Sometimes	35.9	34.9	35.7	36.2
	Often	27.2	24.3	24.3	24.2
	Very often	13.5	13.1	12.2	12.3
Examined the strengths and weaknesses of your own views on a topic or issue	Never	8.3	8.7	10.3	11.3
	Sometimes	35.6	37.3	36.6	39.0
	Often	39.9	38.4	39.5	36.0
	Very often	16.2	15.6	13.7	13.6
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	7.2	6.9	7.8	10.0
	Sometimes	32.8	33.3	32.9	36.7
	Often	40.3	39.6	39.3	35.9
	Very often	19.7	20.2	20.0	17.4
Learned something that changed the way you understand an issue or concept?	Never	2.7	3.6	3.8	2.7
	Sometimes	30.1	30.7	30.4	29.7
	Often	43.9	43.9	43.7	45.8
	Very often	23.2	21.8	22.1	21.7
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	2.6	2.7	2.6	3.1
	Sometimes	24.8	28.4	27.5	26.3
	Often	43.3	42.6	42.7	43.4
	Very often	29.2	26.4	27.2	27.1
	Sometimes	5.5	6.6	5.6	7.0
	Often	32.8	35.0	36.1	35.7
	Very often	39.0	38.4	38.8	37.6

RIL Questions		YEAR 1				YEAR FINAL				POSTGRADUATE TAUGHT			
		2019	2018	2017	2016	2019	2018	2017	2016	2019	2018	2017	2016
Combined ideas from different subjects / modules when completing assignments	Never	8.0	9.1	8.7	9.0	29.0	28.3	28.5	33.6	31.8	30.1	32.8	31.23
	Sometimes	39.0	41.8	43.9	39.8	36.6	34.7	35.9	30.5	37.6	36.4	30.7	33.2
	Often	36.9	33.0	35.1	36.2	22.2	22.6	22.2	19.9	25.3	25.4	27.4	30.1
	Very often	16.1	16.2	12.3	15.0	22.2	29.4	27.4	30.4	14.3	18.0	18.6	17.4
Connected your learning to problems or issues in society	Never	16.3	16.7	19.7	16.6	33.7	30.1	34.4	34.5	36.4	37.6	39.2	36.7
	Sometimes	36.9	37.1	35.3	38.0	28.9	25.0	24.6	23.4	31.8	28.5	26.3	29.2
	Often	31.6	31.6	29.0	30.2	15.1	15.5	13.5	11.7	17.5	15.8	15.9	16.7
	Very often	15.2	14.5	16.1	15.1	8.8	7.5	8.8	11.4	1.7	4.1	4.4	2.5
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	29.8	31.5	33.4	29.0	34.6	39.8	34.9	36.2	30.2	31.9	28.7	32.2
	Sometimes	36.7	36.3	34.5	37.1	38.9	36.0	42.3	36.9	46.3	43.0	48.8	49.5
	Often	23.4	21.8	22.9	22.9	17.7	16.7	14.0	15.5	21.9	21.0	18.1	15.8
	Very often	10.0	10.4	9.3	11.1	9.1	6.2	7.9	9.2	3.7	3.3	4.0	2.9
Examined the strengths and weaknesses of your own views on a topic or issue	Never	12.2	11.6	14.6	14.3	32.8	30.3	31.6	35.8	27.2	32.4	31.2	33.6
	Sometimes	39.6	38.5	42.2	43.2	40.3	41.1	38.7	39.5	44.6	42.5	41.3	42.7
	Often	36.5	37.5	32.3	30.7	17.8	22.4	21.8	15.4	24.4	21.9	23.5	20.9
	Very often	11.8	12.4	10.9	11.8	3.1	2.6	4.7	2.2	1.9	3.7	2.1	2.5
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	8.4	9.0	9.8	13.0	30.9	30.5	26.4	30.4	28.6	28.7	28.9	26.4
	Sometimes	36.4	35.6	34.9	38.3	44.4	44.9	43.8	47.0	42.3	45.4	43.8	44.8
	Often	37.5	37.4	38.6	31.4	21.5	22.0	25.1	20.3	27.1	22.2	25.2	26.3
	Very often	17.7	18.0	16.7	17.4	2.8	3.4	2.2	3.2	0.8	1.2	1.1	0.2
Learned something that changed the way you understand an issue or concept?	Never	3.0	4.1	4.1	3.1	24.4	29.9	27.0	27.2	15.2	18.1	15.2	14.6
	Sometimes	30.6	31.7	34.0	30.5	43.6	40.8	42.6	43.9	45.3	45.1	43.9	44.2
	Often	44.6	42.7	43.6	45.5	29.2	25.9	28.1	25.7	38.6	35.6	39.8	41.1
	Very often	21.7	21.5	18.3	20.9	29.0	28.3	28.5	33.6	31.8	30.1	32.8	31.23
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.7	3.0	3.6	4.1	36.6	34.7	35.9	30.5	37.6	36.4	30.7	33.2
	Sometimes	31.2	32.6	34.9	30.0	22.2	22.6	22.2	19.9	25.3	25.4	27.4	30.1
	Often	41.9	42.3	42.0	42.9	22.2	29.4	27.4	30.4	14.3	18.0	18.6	17.4
	Very often	23.2	22.1	19.5	23.1	33.7	30.1	34.4	34.5	36.4	37.6	39.2	36.7

Reflective and Integrative Learning

		AHSS				FEMS				HS			
		2019	2018	2017	2016	2019	2018	2017	2016	2019	2018	2017	2016
Combined ideas from different subjects / modules when completing assignments	Never	5%	5%	4%	6%	7%	9%	8%	8%	5%	6%	5%	6%
	Sometimes	29%	34%	34%	34%	38%	38%	40%	40%	35%	34%	34%	33%
	Often	38%	40%	41%	39%	39%	36%	34%	36%	40%	38%	42%	36%
	Very often	27%	21%	21%	20%	16%	17%	18%	15%	21%	21%	19%	25%
Connected your learning to problems or issues in society	Never	7%	9%	8%	9%	24%	27%	28%	26%	10%	10%	12%	11%
	Sometimes	30%	29%	29%	31%	43%	39%	38%	43%	32%	34%	32%	33%
	Often	39%	38%	35%	36%	24%	24%	25%	20%	37%	37%	34%	35%
	Very often	24%	24%	28%	24%	9%	11%	9%	11%	21%	19%	22%	21%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	10%	12%	11%	10%	50%	57%	56%	54%	24%	26%	26%	29%
	Sometimes	35%	37%	37%	36%	31%	27%	28%	32%	43%	41%	43%	44%
	Often	36%	32%	33%	35%	15%	11%	11%	10%	23%	23%	23%	19%
	Very often	19%	19%	19%	19%	5%	5%	4%	5%	9%	10%	8%	8%
Examined the strengths and weaknesses of your own views on a topic or issue	Never	6%	6%	7%	8%	14%	14%	15%	15%	10%	9%	11%	12%
	Sometimes	33%	35%	34%	35%	41%	39%	41%	45%	37%	42%	37%	41%
	Often	42%	42%	43%	40%	34%	34%	33%	30%	41%	35%	41%	35%
	Very often	20%	18%	16%	17%	11%	13%	11%	10%	13%	13%	11%	12%
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	4%	4%	4%	7%	15%	14%	17%	17%	6%	6%	3%	8%
	Sometimes	32%	33%	30%	34%	37%	37%	37%	41%	29%	32%	36%	36%
	Often	42%	42%	43%	39%	36%	33%	31%	31%	40%	42%	43%	36%
	Very often	22%	21%	23%	21%	12%	17%	16%	10%	24%	20%	18%	19%
Learned something that changed the way you understand an issue or concept?	Never	2%	4%	3%	3%	5%	4%	6%	4%	2%	2%	3%	2%
	Sometimes	30%	28%	28%	30%	32%	35%	35%	31%	28%	33%	31%	27%
	Often	43%	46%	45%	45%	44%	42%	42%	45%	47%	43%	43%	48%
	Very often	24%	23%	24%	22%	19%	19%	18%	20%	22%	23%	23%	23%
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	2%	2%	2%	3%	4%	4%	5%	4%	3%	2%	2%	2%
	Sometimes	22%	25%	25%	26%	33%	36%	35%	29%	23%	27%	22%	23%
	Often	44%	44%	45%	42%	40%	38%	38%	43%	48%	47%	45%	46%
	Very often	32%	29%	29%	28%	23%	22%	22%	24%	27%	25%	31%	29%

QUANTITATIVE REASONING

OVERALL TCD SCORES

QR Questions		2019	2018	2017	2016
Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)	Never	28.7	28.5	26.9	29.1
	Sometimes	35.8	35.1	36.5	34.9
	Often	21.7	24.1	23.5	25.0
	Very often	13.8	12.4	13.2	11.0
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	35.1	36.7	35.8	39.8
	Sometimes	37.2	34.5	36.4	33.7
	Often	18.1	20.3	18.1	17.9
	Very often	9.6	8.4	9.7	8.5
Evaluated what others have concluded from numerical information	Never	35.1	36.8	37.3	38.4
	Sometimes	40.4	38.6	38.8	37.6
	Often	17.8	19.1	18.2	18.5
	Very often	6.7	5.5	5.6	5.4

QR Questions		YEAR 1				YEAR FINAL				POSTGRADUATE TAUGHT			
		2019	2018	2017	2016	2019	2018	2017	2016	2019	2018	2017	2016
Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)	Never	29.5	30.6	27.9	30.3	29.9	27.1	27.9	30.4	26.4	25.8	24.1	23.1
	Sometimes	36.5	34.7	38.6	35.1	31.3	29.6	31.3	31.0	38.4	42.0	38.9	41.2
	Often	19.1	22.8	20.6	23.9	22.6	28.4	26.6	26.8	24.9	21.7	24.5	25.0
	Very often	14.9	11.8	12.9	10.7	16.1	14.9	14.2	11.7	10.2	10.6	12.5	10.7
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	37.1	38.4	38.5	40.5	36.6	36.3	37.7	44.4	30.7	33.8	29.1	30.0
	Sometimes	36.9	33.5	37.1	34.7	33.7	31.2	33.4	30.3	40.7	40.2	38.8	36.7
	Often	18.0	20.6	16.4	16.7	19.0	21.9	18.7	18.1	17.5	18.0	20.2	21.2
	Very often	8.0	7.5	8.0	8.1	10.7	10.6	10.2	7.2	11.1	7.9	11.8	12.0
Evaluated what others have concluded from numerical information	Never	37.3	39.2	39.7	41.6	33.9	35.6	35.2	36.7	32.6	33.5	35.7	32.3
	Sometimes	41.3	39.1	39.8	37.0	37.2	34.5	39.1	38.1	41.9	42.1	36.8	38.4
	Often	15.3	18.1	16.5	17.6	20.6	21.5	18.3	18.1	19.4	18.3	21.1	21.9
	Very often	6.1	3.5	4.0	3.7	8.3	8.4	7.3	7.0	6.1	6.1	6.4	7.4

Quantitative Reasoning		FACULTIES													
		AHSS					FEMS					HS			
Questions		2019	2018	2017	2016		2019	2018	2017	2016		2019	2018	2017	2016
Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)	Never	38%	40%	38%	42%		9%	7%	**6%**	9%		28%	29%	**30%**	29%
	Sometimes	35%	35%	36%	37%		27%	31%	36%	29%		44%	40%	39%	39%
	Often	18%	18%	18%	17%		33%	35%	32%	38%		22%	23%	24%	26%
	Very often	9%	6%	8%	5%		31%	27%	26%	24%		6%	8%	6%	6%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	38%	40%	39%	43%		34%	33%	32%	36%		30%	34%	34%	38%
	Sometimes	35%	33%	36%	33%		37%	34%	36%	33%		39%	41%	40%	36%
	Often	17%	20%	18%	17%		20%	22%	20%	19%		21%	19%	17%	18%
	Very often	10%	7%	8%	7%		9%	12%	13%	11%		10%	7%	10%	8%
Evaluated what others have concluded from numerical information	Never	41%	45%	44%	48%		23%	21%	23%	26%		36%	39%	41%	35%
	Sometimes	39%	35%	36%	35%		44%	44%	45%	38%		39%	40%	36%	44%
	Often	15%	16%	16%	14%		23%	26%	23%	28%		18%	16%	18%	16%
	Very often	5%	4%	4%	4%		10%	9%	9%	8%		7%	5%	5%	5%

LEARNING STRATEGIES

LS Questions		OVERALL TCD SCORES			
		2019	2018	2017	2016
Identified key information from recommended reading materials	Never	7.0	6.8	7.7	7.5
	Sometimes	30.9	33.9	34.8	36.2
	Often	40.8	40.6	40.0	39.1
	Very often	21.3	18.7	17.5	17.2
Reviewed your notes after class	Never	9.3	11.9	10.2	11.5
	Sometimes	41.1	44.6	46.1	45.9
	Often	31.3	30.6	30.2	28.5
	Very often	18.3	12.9	13.5	14.1
Summarised what you learned in class or from course materials	Never	8.0	10.5	11.6	12.3
	Sometimes	37.6	43.6	42.7	43.8
	Often	37.3	33.9	32.9	31.6
	Very often	17.2	12.0	12.8	12.4

LS Questions		YEAR 1				YEAR FINAL				POSTGRADUATE TAUGHT			
		2019	2018	2017	2016	2019	2018	2017	2016	2019	2018	2017	2016
Identified key information from recommended reading materials	Never	11.8	9.3	12.9	10.7	3.5	6.3	5.3	5.7	2.5	2.3	2.0	1.5
	Sometimes	34.0	39.7	43.7	40.4	29.4	29.0	33.2	32.9	27.4	27.9	21.7	29.9
	Often	37.0	35.9	32.3	36.0	43.6	43.7	41.5	41.8	44.5	46.5	51.2	43.4
	Very often	17.3	15.1	11.1	12.8	23.5	21.0	20.1	19.6	25.7	23.3	25.1	25.3
Reviewed your notes after class	Never	8.4	11.2	10.6	11.3	12.6	15.4	14.3	14.3	8.1	9.3	4.8	6.9
	Sometimes	41.1	45.6	47.6	44.1	43.1	47.6	49.3	49.0	39.4	39.2	39.9	45.4
	Often	30.0	29.6	29.1	29.4	26.9	27.4	24.6	23.4	37.1	36.3	38.6	34.8
	Very often	20.6	13.6	12.8	15.1	17.4	9.6	11.9	13.3	15.4	15.2	16.7	12.9
Summarised what you learned in class or from course materials	Never	8.0	10.0	12.4	11.6	8.4	12.4	12.6	13.9	7.7	9.2	8.9	11.2
	Sometimes	34.5	44.0	41.8	45.4	39.0	46.1	43.3	44.5	41.1	39.8	43.6	38.1
	Often	37.6	34.8	32.3	30.4	38.8	30.8	33.1	29.2	35.5	35.8	33.8	39.0
	Very often	19.9	11.2	13.5	12.6	13.8	10.7	11.0	12.5	15.7	15.1	13.6	11.7

| Learning Strategies Questions | | FACULTIES | | | | | | | | | | | | | |
| | | AHSS | | | | | FEMS | | | | | HS | | | |
		2019	2018	2017	2016		2019	2018	2017	2016		2019	2018	2017	2016
Identified key information from recommended reading materials	Never	3%	3%	3%	4%		15%	11%	15%	13%		7%	11%	8%	7%
	Sometimes	27%	30%	29%	32%		37%	43%	43%	44%		38%	34%	39%	34%
	Often	44%	45%	48%	44%		36%	32%	31%	31%		35%	40%	34%	39%
	Very often	26%	23%	21%	19%		12%	15%	11%	12%		19%	15%	19%	19%
Reviewed your notes after class	Never	10%	12%	10%	12%		10%	13%	11%	13%		8%	11%	9%	8%
	Sometimes	45%	45%	47%	46%		40%	49%	49%	47%		32%	39%	40%	43%
	Often	29%	31%	32%	28%		29%	25%	28%	28%		38%	34%	29%	30%
	Very often	15%	12%	11%	13%		21%	12%	13%	12%		23%	16%	22%	19%
Summarised what you learned in class or from course materials	Never	7%	11%	11%	13%		10%	10%	14%	14%		7%	11%	10%	8%
	Sometimes	40%	44%	45%	44%		34%	46%	43%	43%		33%	41%	34%	44%
	Often	37%	34%	32%	33%		36%	35%	33%	30%		42%	33%	37%	31%
	Very often	15%	12%	12%	11%		20%	9%	11%	12%		18%	15%	19%	17%

COLLABORATIVE LEARNING

OVERALL TCD SCORES						
CL Questions			**2019**	**2018**	**2017**	**2016**
Asked another student to help you understand course material	Never		12.4	12.7	14.6	12.4
	Sometimes		47.0	48.9	47.1	46.6
	Often		26.4	26.3	27.0	29.6
	Very often		14.2	12.0	11.3	11.4
Explained course material to one or more students	Never		7.6	8.1	7.3	7.6
	Sometimes		45.0	47.2	48.5	50.3
	Often		32.0	32.1	31.4	30.4
	Very often		15.4	12.6	12.7	11.7
Prepared for exams by discussing or working through course material with other students	Never		19.9	22.6	24.0	22.9
	Sometimes		36.8	37.1	39.0	37.9
	Often		26.4	27.3	25.5	26.2
	Very often		16.9	13.0	11.5	13.0
Worked with other students on projects or assignments	Never		13.7	14.9	18.2	17.1
	Sometimes		35.8	39.4	36.9	37.7
	Often		26.6	27.9	26.5	26.4
	Very often		23.9	17.8	18.4	18.9

CL Questions		YEAR 1				YEAR FINAL				POSTGRADUATE TAUGHT			
		2019	**2018**	**2017**	**2016**	**2019**	**2018**	**2017**	**2016**	**2019**	**2018**	**2017**	**2016**
Asked another student to help you understand course material	Never	8.5	11.0	11.2	8.9	14.1	13.5	11.2	14.2	17.2	15.2	19.1	19.2
	Sometimes	42.4	46.2	45.2	45.6	44.8	48.2	45.2	45.2	56.1	55.4	55.5	51.7
	Often	30.6	28.6	30.7	32.1	29.0	27.7	30.7	29.7	17.6	20.1	19.0	22.7
	Very often	18.5	14.1	12.9	13.4	12.2	10.7	12.9	11.0	9.2	9.4	6.4	6.4
Explained course material to one or more students	Never	5.7	7.0	7.7	6.6	8.8	9.5	7.7	8.8	9.7	8.6	7.7	8.4
	Sometimes	44.2	48.2	50.5	48.6	46.3	46.0	50.5	54.4	45.1	46.5	49.1	48.2
	Often	33.3	33.2	31.0	31.2	31.3	31.6	31.0	26.7	30.5	30.6	28.9	34.5
	Very often	16.8	11.6	10.8	13.7	13.6	13.0	10.8	10.1	14.8	14.3	14.3	8.9
Prepared for exams by discussing or working through course material with other students	Never	16.8	22.1	25.3	20.9	23.0	20.7	25.3	21.4	21.9	26.0	29.4	31.4
	Sometimes	37.8	39.1	42.3	41.6	35.6	37.7	42.3	35.9	36.3	32.2	34.2	30.8
	Often	28.6	26.4	24.3	26.3	23.5	28.4	24.3	25.7	25.5	27.9	24.3	26.5
	Very often	16.7	12.4	8.2	11.2	17.9	13.2	8.2	17.0	16.3	14.0	12.1	11.3
Worked with other students on projects or assignments	Never	12.8	12.5	16.6	13.9	13.3	15.5	16.6	16.5	15.4	19.2	22.7	26.9
	Sometimes	39.2	45.8	41.3	42.7	37.4	37.3	41.3	34.2	29.3	28.9	31.4	29.4
	Quite a bit	29.6	30.2	29.6	27.2	29.0	27.0	29.6	28.6	19.7	24.2	20.0	20.2
	Very much	28.4	26.7	25.5	27.1	30.1	36.6	33.1	32.1	31.1	36.0	36.1	38.5

Collaborative Learning		FACULTIES												
		AHSS					FEMS					HS			
Questions		2019	2018	2017	2016		2019	2018	2017	2016		2019	2018	2017	2016
Asked another student to help you understand course material	Never	15%	17%	20%	18%		9%	9%	8%	7%		6%	9%	12%	6%
	Sometimes	50%	53%	50%	52%		43%	44%	44%	39%		41%	47%	44%	45%
	Often	23%	21%	24%	23%		27%	34%	30%	38%		36%	30%	31%	34%
	Very often	11%	10%	7%	7%		22%	14%	18%	16%		17%	15%	13%	16%
Explained course material to one or more students	Never	8%	10%	9%	11%		6%	6%	6%	5%		5%	7%	5%	5%
	Sometimes	45%	49%	51%	53%		46%	45%	45%	48%		46%	47%	48%	48%
	Often	32%	30%	30%	28%		31%	34%	35%	32%		32%	33%	30%	34%
	Very often	14%	11%	11%	9%		17%	15%	13%	15%		17%	13%	17%	13%
Prepared for exams by discussing or working through course material with other students	Never	23%	27%	27%	29%		20%	22%	22%	20%		9%	13%	18%	13%
	Sometimes	40%	37%	40%	40%		33%	38%	39%	39%		35%	39%	36%	31%
	Often	22%	26%	23%	23%		30%	27%	26%	26%		34%	31%	31%	34%
	Very often	15%	11%	9%	8%		16%	14%	13%	15%		22%	17%	16%	22%
Worked with other students on projects or assignments	Never	13%	18%	22%	23%		11%	10%	14%	10%		15%	14%	15%	15%
	Sometimes	38%	44%	41%	42%		31%	32%	30%	33%		36%	41%	37%	35%
	Often	23%	22%	21%	22%		30%	38%	33%	32%		31%	29%	31%	29%
	Very often	26%	16%	16%	14%		28%	20%	23%	25%		18%	17%	16%	21%

STUDENT-FACULTY INTEREACTION

OVERALL TCD SCORES			2019	2018	2017	2016
SFI Questions			**2019**	**2018**	**2017**	**2016**
Talked about career plans with academic staff	Never		59.1	77.3	77.3	61.7
	Sometimes		27.6	15.7	15.7	27.5
	Often		10.1	5.5	5.5	7.9
	Very often		3.2	1.6	1.6	2.9
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never		69.9	79.4	79.4	73.7
	Sometimes		21.6	14.6	14.6	18.5
	Often		6.3	4.4	4.4	5.8
	Very often		2.2	1.6	1.6	1.9
Discussed course topics, ideas, or concepts with academic staff outside of class	Never		44.5	62.8	62.8	48.1
	Sometimes		36.6	27.3	27.3	36.1
	Often		13.4	6.1	6.1	11.8
	Very often		5.6	3.8	3.8	4.0
Discussed your performance with academic staff	Never		45.3	61.2	61.2	48.2
	Sometimes		39.8	31.3	31.3	38.9
	Often		12.3	6.2	6.2	10.8
	Very often		2.7	1.2	1.2	2.2

SFI Questions		YEAR 1				YEAR FINAL				POSTGRADUATE TAUGHT			
		2019	2018	2017	2016	2019	2018	2017	2016	2019	2018	2017	2016
Talked about career plans with academic staff	Never	75.0	38.8	78.0	77.2	42.2	43.9	38.9	47.3	49.0	43.9	40.4	42.4
	Sometimes	17.4	41.2	16.0	16.8	40.3	40.0	42.8	36.9	32.4	40.0	41.6	41.8
	Often	5.8	14.7	4.8	4.1	13.6	11.2	13.5	12.4	13.9	11.2	12.3	11.3
	Very often	1.8	5.3	1.2	2.0	3.9	4.8	4.8	3.4	4.7	4.8	5.7	4.4
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	77.6	64.4	80.7	81.0	62.9	60.0	64.2	70.1	64.0	60.0	63.1	59.2
	Sometimes	16.4	23.8	13.9	13.5	24.8	27.6	25.1	21.8	26.9	27.6	24.3	27.4
	Often	4.7	9.0	4.4	3.8	8.6	8.5	6.9	6.7	7.0	8.5	7.5	10.0
	Very often	1.3	2.7	1.0	1.7	3.7	3.8	3.8	1.4	2.2	3.8	5.2	3.4
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	59.1	33.4	66.0	62.5	35.6	25.5	35.5	38.7	29.2	25.5	25.6	23.7
	Sometimes	29.1	42.5	23.6	28.7	41.8	50.8	43.4	40.7	43.7	50.8	46.2	48.9
	Often	8.5	17.3	8.1	5.6	14.7	17.0	15.5	16.6	19.9	17.0	21.7	21.0
	Very often	3.2	6.8	2.3	3.2	7.9	6.8	5.6	4.0	7.2	6.8	6.6	6.4
Discussed your performance with academic staff	Never	60.1	32.9	60.5	60.1	32.0	29.8	33.0	38.3	33.7	29.8	31.1	31.5
	Sometimes	30.8	47.6	31.7	31.5	46.9	50.5	48.4	47.1	47.5	50.5	44.5	45.6
	Often	7.0	15.9	6.8	7.0	17.7	14.8	15.6	11.7	15.9	14.8	18.6	19.9
	Very often	2.1	3.7	1.0	1.4	3.4	4.8	3.1	2.9	3.0	4.8	5.8	3.0

Student-Faculty Interaction		FACULTIES												
		AHSS					FEMS					HS			
Questions		*2019*	*2018*	*2017*	*2016*		*2019*	*2018*	*2017*	*2016*		*2019*	*2018*	*2017*	*2016*
Talked about career plans with academic staff	*Never*	55%	58%	56%	61%		64%	63%	62%	65%		58%	54%	47%	58%
	Sometimes	30%	29%	31%	29%		26%	27%	29%	25%		26%	29%	34%	27%
	Often	10%	10%	10%	7%		8%	7%	7%	8%		13%	11%	13%	9%
	Very often	4%	2%	3%	2%		2%	3%	3%	2%		3%	6%	6%	6%
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	*Never*	70%	41%	69%	72%		69%	53%	75%	77%		71%	47%	70%	74%
	Sometimes	21%	41%	21%	21%		22%	32%	16%	15%		21%	35%	23%	18%
	Often	6%	13%	7%	6%		7%	11%	6%	6%		6%	11%	3%	6%
	Very often	3%	5%	3%	1%		2%	4%	3%	2%		1%	8%	4%	2%
Discussed course topics, ideas, or concepts with academic staff outside of class	*Never*	40%	69%	43%	45%		51%	71%	53%	49%		48%	74%	44%	53%
	Sometimes	38%	21%	38%	38%		34%	21%	31%	36%		34%	17%	35%	30%
	Often	14%	7%	14%	13%		11%	7%	13%	11%		12%	7%	16%	11%
	Very often	7%	3%	5%	3%		3%	2%	3%	4%		5%	3%	5%	6%
Discussed your performance with academic staff	*Never*	42%	39%	41%	39%		55%	57%	51%	61%		45%	48%	43%	50%
	Sometimes	41%	45%	41%	45%		35%	34%	37%	29%		41%	38%	42%	38%
	Often	14%	13%	15%	13%		9%	7%	9%	8%		11%	11%	12%	9%
	Very often	4%	3%	3%	2%		1%	1%	3%	2%		3%	3%	3%	3%

EFFECTIVE TEACHING PRACTICES

OVERALL TCD SCORES					
ETP Questions		**2019**	**2018**	**2017**	**2016**
Clearly explained course goals and requirements	Very little	6.4	8.0	7.1	7.2
	Some	27.2	29.7	27.9	26.7
	Quite a bit	40.3	42.1	41.9	44.7
	Very much	26.1	20.1	23.1	21.3
Taught in an organised way	Very little	5.6	6.9	4.4	4.5
	Some	26.6	28.6	27.7	29.5
	Quite a bit	44.6	42.2	43.5	43.8
	Very much	23.2	22.3	24.4	22.2
Used examples or illustrations to explain difficult points	Very little	4.1	4.6	4.8	4.7
	Some	21.9	25.9	23.6	20.7
	Quite a bit	42.0	41.7	41.3	44.6
	Very much	32.0	27.7	30.3	30.0
Provided feedback on a draft or work in progress	Very little	34.1	36.2	34.0	34.8
	Some	30.9	31.3	31.0	33.6
	Quite a bit	22.2	21.1	21.8	19.9
	Very much	12.7	11.4	13.2	11.6
Provided prompt and detailed feedback on tests or completed assignments	Very little	26.3	31.0	29.3	28.7
	Some	35.4	34.0	32.3	34.4
	Quite a bit	24.0	23.6	24.3	25.0
	Very much	14.3	11.4	14.1	11.9

ETP Questions		YEAR 1				YEAR FINAL				POSTGRADUATE TAUGHT			
		2019	2018	2017	2016	2019	2018	2017	2016	2019	2018	2017	2016
Clearly explained course goals and requirements	Very little	6.5	9.1	9.6	8.2	5.8	7.3	4.8	6.4	6.8	6.9	5.8	5.8
	Some	28.7	32.2	29.9	28.0	28.5	30.4	27.3	28.7	23.6	24.2	25.2	19.9
	Quite a bit	39.7	40.5	41.9	45.4	42.2	44.3	45.0	44.2	39.7	42.7	38.5	43.8
	Very much	25.1	18.2	18.6	18.4	23.5	18.1	22.9	20.8	29.9	26.2	30.5	30.6
Taught in an organised way	Very little	3.5	7.0	3.3	3.6	7.3	6.7	4.4	6.4	7.5	6.7	6.4	3.6
	Some	28.1	28.9	30.5	29.7	28.4	28.6	29.8	32.0	22.5	28.2	20.7	24.7
	Quite a bit	47.1	42.8	44.3	45.5	45.0	43.8	42.8	41.7	40.2	39.1	43.0	42.5
	Very much	21.3	21.2	21.8	21.1	19.3	21.0	23.0	19.9	29.7	25.9	30.0	29.2
Used examples or illustrations to explain difficult points	Very little	3.0	4.2	3.9	4.1	6.8	4.5	5.9	5.4	3.6	5.6	4.9	5.1
	Some	20.7	27.5	24.5	21.7	22.4	26.0	25.2	23.6	23.3	23.1	20.2	12.7
	Quite a bit	42.6	40.3	42.6	43.1	44.0	45.1	42.2	45.6	39.1	40.2	38.0	47.3
	Very much	33.7	28.0	29.0	31.1	26.7	24.4	26.7	25.4	34.0	31.2	36.8	34.8
Provided feedback on a draft or work in progress	Very little	42.6	44.6	43.1	39.5	28.0	29.7	29.5	34.3	26.2	28.2	24.6	22.3
	Some	31.1	31.4	31.0	34.5	34.2	31.4	32.9	34.0	27.8	31.1	28.6	30.5
	Quite a bit	17.0	16.4	17.7	17.1	24.4	26.1	24.0	21.1	28.5	23.9	26.0	26.2
	Very much	9.3	7.5	8.2	8.9	13.4	12.8	13.5	10.7	17.5	16.9	20.8	20.9
Provided prompt and detailed feedback on tests or completed assignments	Very little	25.7	34.7	29.7	28.1	29.2	27.7	32.3	34.0	24.5	28.0	25.4	21.3
	Some	38.6	36.0	35.3	35.5	35.7	34.4	31.3	34.2	30.0	29.8	28.6	31.6
	Quite a bit	23.3	21.3	23.1	23.3	23.5	26.3	25.9	22.9	25.6	24.7	24.6	33.7
	Very much	12.3	8.0	12.0	13.1	11.6	11.7	10.6	8.9	19.8	17.6	21.5	13.5

Effective Teaching Practices		FACULTIES											
		AHSS				FEMS				HS			
Questions		2019	2018	2017	2016	2019	2018	2017	2016	2019	2018	2017	2016
Clearly explained course goals and requirements	Very little	6%	8%	7%	6%	6%	9%	8%	8%	9%	8%	6%	8%
	Some	26%	26%	27%	26%	31%	35%	28%	28%	25%	32%	32%	26%
	Quite a bit	41%	43%	41%	46%	38%	43%	47%	44%	40%	39%	36%	43%
	Very much	27%	23%	25%	22%	24%	13%	17%	19%	26%	21%	27%	22%
Taught in an organised way	Very little	5%	6%	5%	4%	4%	6%	3%	5%	9%	11%	6%	6%
	Some	23%	25%	26%	30%	31%	33%	31%	29%	32%	32%	29%	30%
	Quite a bit	45%	45%	43%	44%	50%	41%	45%	43%	37%	36%	41%	44%
	Very much	27%	24%	26%	23%	16%	19%	21%	23%	22%	21%	25%	20%
Used examples or illustrations to explain difficult points	Very little	4%	5%	6%	5%	2%	4%	4%	5%	6%	4%	4%	4%
	Some	23%	25%	23%	22%	23%	29%	22%	18%	19%	24%	28%	22%
	Quite a bit	42%	41%	41%	45%	40%	43%	44%	46%	44%	45%	39%	40%
	Very much	31%	29%	30%	28%	35%	25%	31%	31%	31%	26%	30%	34%

Effective Teaching Practices		FACULTIES													
		AHSS					FEMS					HS			
Questions		2019	2018	2017	2016		2019	2018	2017	2016		2019	2018	2017	2016
Provided feedback on a draft or work in progress	Very little	32%	32%	32%	34%		39%	41%	38%	36%		33%	41%	33%	35%
	Some	30%	31%	30%	32%		31%	34%	34%	36%		33%	30%	29%	34%
	Quite a bit	22%	25%	22%	22%		22%	16%	20%	18%		22%	19%	24%	18%
	Very much	15%	13%	16%	12%		8%	9%	8%	11%		12%	11%	14%	13%
Provided prompt and detailed feedback on tests or completed assignments	Very little	21%	24%	24%	24%		33%	35%	37%	30%		32%	42%	33%	39%
	Some	34%	34%	31%	36%		38%	38%	35%	35%		37%	30%	32%	29%
	Quite a bit	28%	28%	27%	26%		21%	20%	20%	25%		18%	17%	22%	22%
	Very much	18%	14%	18%	14%		8%	7%	8%	10%		12%	11%	14%	10%

QUALITY OF INTERACTIONS

OVERALL TCD SCORES					
QI Questions		*2019*	*2018*	*2017*	*2016*
Students	*1=Poor*	1.8	2.2	1.5	1.9
	2	2.5	2.8	1.9	2.2
	3	4.8	5.3	5.3	6.9
	4	12.1	12.1	11.0	13.0
	5	20.9	19.3	20.9	21.1
	6	23.6	23.4	23.7	18.8
	7=Excellent	34.4	34.8	35.8	36.2
Academic advisors	*1=Poor*	7.2	7.2	6.6	7.6
	2	6.2	8.5	8.4	8.3
	3	13.7	14.6	14.3	17.1
	4	20.0	18.7	19.9	23.1
	5	22.0	22.1	21.3	20.2
	6	16.5	16.3	15.5	11.7
	7=Excellent	14.4	12.6	14.1	12.1
Academic staff	*1=Poor*	4.7	4.2	4.8	6.3
	2	6.1	6.1	6.3	6.6
	3	11.5	12.4	12.7	12.6
	4	19.2	19.2	17.8	21.2
	5	23.3	23.8	23.9	23.7
	6	18.7	18.3	18.7	15.8
	7=Excellent	16.5	16.0	15.7	13.8
Support services staff (career services, student activities, accommodation, etc.)	*1=Poor*	7.8	9.8	7.8	8.9
	2	9.5	8.2	9.7	10.4
	3	12.7	14.3	12.6	14.5
	4	20.6	19.7	19.7	21.4
	5	20.8	22.1	20.1	19.1
	6	15.8	14.5	17.1	13.0
	7=Excellent	12.8	11.5	13.0	12.7
Other administrative staff and offices (registry, finance, etc.)	*1=Poor*	14.2	13.6	11.0	11.0
	2	11.8	12.7	12.3	13.6
	3	13.6	15.3	15.5	16.7
	4	19.2	18.6	18.9	20.8
	5	18.6	16.4	18.5	18.2
	6	12.7	13.2	12.4	10.9
	7=Excellent	10.1	10.1	11.4	8.8

QI Questions		Year 1				Year Final				PGT			
		2019	2018	2017	2016	2019	2018	2017	2016	2019	2018	2017	2016
Students	1=Poor	1.1	2.6	1.9	1.7	2.9	2.4	1.0	2.4	2.0	1.3	1.4	1.6
	2	2.7	2.9	1.8	1.8	3.9	2.2	2.3	2.6	0.9	3.3	1.4	2.4
	3	5.1	4.7	4.8	6.7	4.4	6.9	6.2	6.5	4.6	4.6	5.2	8.1
	4	12.7	13.0	12.7	11.9	9.1	10.5	9.6	14.7	13.8	12.1	9.7	13.2
	5	20.4	19.5	22.8	18.9	20.9	18.0	18.8	24.0	21.5	20.5	20.1	22.4
	6	22.8	23.0	25.7	20.0	22.3	21.4	20.0	17.6	26.0	26.5	24.9	17.3
	7=Excellent	35.2	34.2	30.3	39.1	36.4	38.5	42.2	32.2	31.1	31.7	37.3	34.9
Academic advisors	1=Poor	8.1	7.2	8.1	6.8	8.5	9.0	6.2	10.8	4.7	5.3	4.5	4.2
	2	6.4	8.7	10.0	9.4	7.5	10.2	8.8	8.8	4.6	6.3	5.3	4.1
	3	17.1	17.8	17.8	18.1	13.2	14.8	15.1	19.9	8.8	8.7	7.4	8.8
	4	21.0	22.5	22.1	26.3	21.9	17.0	20.7	22.2	16.8	14.1	15.4	15.1
	5	23.1	22.8	20.5	18.6	20.1	22.3	22.1	18.3	22.2	20.9	21.5	28.3
	6	14.0	13.1	13.0	11.8	15.5	14.7	15.1	9.5	21.3	23.6	20.0	15.4
	7=Excellent	10.2	8.0	8.4	9.0	13.3	12.1	12.0	10.6	21.7	21.2	26.0	24.0
Academic staff	1=Poor	4.7	4.6	6.2	6.3	5.2	3.8	3.7	7.7	4.3	4.0	3.9	3.6
	2	6.9	6.9	8.1	7.2	5.5	7.5	5.1	7.7	5.2	3.0	5.0	2.8
	3	12.2	14.1	14.4	13.8	13.1	12.0	14.0	13.3	8.8	9.7	8.5	8.2
	4	22.4	22.0	22.7	22.7	19.4	18.3	17.6	22.5	14.2	15.3	10.2	14.8
	5	24.2	24.9	23.6	22.8	24.6	22.2	25.0	22.3	20.7	23.6	23.3	28.9
	6	16.1	16.0	14.6	15.2	18.4	19.1	21.3	15.4	23.1	21.6	22.2	18.2
	7=Excellent	13.6	11.5	10.5	12.0	13.8	17.1	13.4	11.2	23.7	22.7	26.8	23.5
Support services staff (career services, student activities, accommodation, etc.)	1=Poor	5.9	10.0	7.4	7.5	12.5	11.4	8.3	11.6	6.0	7.4	7.7	7.9
	2	9.9	6.4	10.4	11.6	11.5	11.7	9.8	11.6	6.9	7.1	8.4	4.4
	3	13.7	15.6	10.9	13.5	12.6	14.8	16.5	17.5	11.4	11.4	10.4	11.9
	4	19.2	20.9	22.8	20.5	22.7	18.4	19.5	19.1	20.5	19.1	14.9	28.4
	5	23.0	22.7	20.5	21.0	18.2	21.7	21.1	18.2	19.9	21.6	18.3	15.2
	6	16.4	15.4	15.2	13.5	12.4	11.1	15.1	11.6	18.5	16.9	22.8	14.5
	7=Excellent	11.9	9.1	12.9	12.5	10.2	11.0	9.7	10.4	16.9	16.4	17.6	17.8
Other administrative staff and offices (registry, finance, etc.)	1=Poor	11.1	10.8	11.0	8.2	26.4	19.8	12.3	17.0	7.6	11.3	9.3	8.3
	2	12.4	11.3	12.1	14.3	13.6	18.3	15.7	13.9	9.1	8.9	8.7	11.1
	3	14.8	16.4	14.6	15.6	15.0	15.7	18.5	20.7	10.4	13.0	13.6	12.6
	4	19.7	21.3	22.0	23.0	17.3	17.0	19.0	19.0	20.2	15.9	14.3	18.3
	5	18.1	18.3	18.8	18.6	14.4	13.2	17.4	15.5	23.1	17.0	19.1	21.7
	6	16.3	11.8	11.9	12.0	7.1	10.4	9.6	7.7	12.2	18.6	16.5	13.6
	7=Excellent	7.6	10.1	9.6	8.5	6.1	5.5	7.5	6.1	17.4	15.3	18.5	14.4

Quality of Interactions		FACULTIES												
		AHSS					FEMS					HS			
Questions		2019	2018	2017	2016		2019	2018	2017	2016		2019	2018	2017	2016
Students	1=Poor		3%	1%	2%			1%	2%	2%			2%	1%	2%
	2		2%	3%	2%			4%	0%	2%			2%	1%	2%
	3		5%	5%	7%			7%	7%	5%			5%	2%	8%
	4		13%	11%	14%			10%	9%	12%			12%	5%	12%
	5		18%	22%	22%			22%	17%	21%			21%	12%	20%
	6		24%	25%	19%			22%	27%	19%			23%	24%	19%
	7=Excellent		35%	33%	34%			34%	38%	39%			36%	16%	37%
Academic advisors	1=Poor		8%	6%	7%			6%	6%	7%			6%	39%	10%
	2		8%	9%	9%			10%	9%	8%			7%	1%	7%
	3		15%	13%	18%			18%	16%	17%			13%	2%	16%
	4		18%	20%	21%			19%	21%	25%			18%	5%	25%
	5		24%	20%	20%			20%	21%	20%			22%	12%	21%
	6		16%	18%	12%			15%	13%	12%			17%	24%	11%
	7=Excellent		12%	14%	13%			12%	14%	11%			17%	16%	10%
Academic staff	1=Poor		4%	5%	6%			5%	5%	6%			4%	39%	7%
	2		6%	7%	6%			7%	5%	6%			5%	8%	8%
	3		12%	12%	13%			14%	14%	12%			11%	7%	13%
	4		22%	16%	22%			21%	22%	21%			18%	14%	20%
	5		24%	23%	24%			25%	24%	24%			23%	18%	23%
	6		15%	19%	14%			14%	19%	19%			20%	26%	14%
	7=Excellent		14%	18%	14%			17%	12%	12%			20%	13%	15%
Support services staff (career services, student activities, accommodation, etc.)	1=Poor		13%	11%	10%			18%	8%	7%			0%	14%	11%
	2		14%	12%	9%			13%	13%	12%			0%	5%	10%
	3		13%	16%	14%			16%	14%	13%			0%	6%	17%
	4		22%	18%	20%			16%	20%	23%			0%	13%	21%
	5		15%	18%	21%			17%	20%	20%			45%	17%	14%
	6		13%	13%	12%			9%	14%	14%			22%	26%	14%
	7=Excellent		10%	12%	14%			11%	12%	11%			33%	17%	13%
Other administrative staff and offices (registry, finance, etc.)	1=Poor		10%	9%	12%			12%	6%	8%			0%	15%	13%
	2		8%	10%	13%			8%	10%	13%			0%	15%	15%
	3		17%	12%	16%			14%	12%	19%			0%	13%	16%
	4		20%	20%	21%			18%	19%	22%			21%	16%	18%
	5		22%	17%	18%			19%	24%	19%			39%	20%	17%
	6		12%	20%	10%			17%	16%	12%			9%	18%	10%
	7=Excellent		12%	12%	10%			12%	14%	7%			31%	8%	10%

SUPPORTIVE ENVIRONMENT

OVERALL TCD SCORES					
SE Questions		**2019**	**2018**	**2017**	**2016**
Providing support to help students succeed academically	Very little	12.2	14.4	11.1	12.2
	Some	36.3	39.2	37.1	34.6
	Quite a bit	36.2	32.8	34.6	37.6
	Very much	15.3	13.6	17.2	15.6
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	18.6	22.5	18.3	17.6
	Some	33.4	37.0	37.6	32.9
	Quite a bit	31.2	28.0	29.0	33.1
	Very much	16.7	12.5	15.1	16.4
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	25.5	29.7	28.5	31.6
	Some	35.4	36.0	34.7	36.6
	Quite a bit	25.3	23.3	24.0	21.5
	Very much	13.9	10.9	12.9	10.3
Providing opportunities to be involved socially	Very little	11.9	14.2	12.4	12.9
	Some	30.7	30.7	27.8	28.1
	Quite a bit	34.6	35.3	34.7	33.8
	Very much	22.7	19.8	25.0	25.2
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	11.7	14.7	11.3	10.9
	Some	34.7	34.4	27.9	29.0
	Quite a bit	32.2	33.4	36.9	37.1
	Very much	21.4	17.5	24.0	23.0
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	46.2	47.4	43.4	44.7
	Some	35.1	33.7	34.2	34.5
	Quite a bit	13.8	14.3	16.5	15.7
	Very much	4.9	4.5	6.0	5.1
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	12.3	11.8	10.4	12.5
	Some	32.5	34.9	27.0	26.5
	Quite a bit	35.4	35.0	36.6	36.2
	Very much	19.8	18.2	26.0	24.8
Attending events that address important social, economic, or political issues	Very little	16.2	16.4	11.6	15.3
	Some	33.9	36.0	30.1	32.6
	Quite a bit	34.2	32.0	35.7	32.4

SE Questions		YEAR 1				YEAR FINAL				POSTGRADUATE TAUGHT			
		2019	*2018*	*2017*	*2016*	*2019*	*2018*	*2017*	*2016*	*2019*	*2018*	*2017*	*2016*
Providing support to help students succeed academically	*Very little*	7.4	12.9	9.4	9.9	19.7	19.3	12.7	18.1	13.1	11.5	12.2	8.2
	Some	35.9	40.6	34.5	33.7	39.4	37.8	41.5	36.8	34.3	38.1	36.0	33.2
	Quite a bit	38.8	31.7	35.2	37.6	30.7	33.8	35.1	35.3	36.9	33.8	33.0	42.0
	Very much	17.9	14.8	20.9	18.9	10.3	9.1	10.7	9.7	15.6	16.6	18.8	16.6
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	*Very little*	16.0	18.3	14.5	14.1	24.6	30.4	21.3	24.3	17.5	21.2	21.0	15.5
	Some	30.5	37.6	35.9	30.2	40.7	36.7	40.6	37.0	31.5	36.3	36.7	33.6
	Quite a bit	33.5	31.1	30.4	35.8	24.5	23.4	28.7	28.8	33.7	27.6	26.9	32.7
	Very much	20.0	13.0	19.2	19.9	10.2	9.6	9.3	9.8	17.3	15.0	15.3	18.2
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	*Very little*	21.0	26.4	29.2	28.7	36.3	41.8	32.8	39.2	22.8	21.7	22.0	26.8
	Some	38.0	36.6	31.3	34.7	35.8	30.8	43.5	39.1	30.6	41.1	29.7	37.6
	Quite a bit	26.9	25.2	26.0	23.5	19.5	21.2	17.4	17.7	28.1	22.3	28.4	22.8
	Very much	14.1	11.8	13.4	13.1	8.4	6.1	6.2	4.0	18.5	14.9	19.8	12.9
Providing opportunities to be involved socially	*Very little*	8.6	11.3	9.4	9.6	12.3	14.7	14.2	16.8	16.9	19.1	15.4	15.5
	Some	28.2	27.6	25.8	25.3	32.8	30.1	30.4	30.0	33.0	37.4	28.2	32.5
	Quite a bit	37.1	36.5	35.4	34.3	32.4	39.1	32.5	32.0	32.6	28.7	36.0	35.6
	Very much	26.1	24.6	29.4	30.7	22.5	16.2	22.9	21.1	17.6	14.7	20.4	16.3
Providing support for your overall well-being (recreation, health care, counselling, etc.)	*Very little*	7.7	12.0	7.3	6.2	17.3	19.7	15.5	14.5	13.1	13.9	12.9	17.9
	Some	32.0	32.4	25.5	27.0	38.9	33.6	25.6	31.6	35.2	39.1	34.4	29.9
	Quite a bit	33.7	35.5	39.5	38.8	27.2	31.9	37.6	37.5	34.5	31.1	31.7	31.3
	Very much	26.6	20.0	27.7	27.9	16.7	14.9	21.3	16.3	17.1	15.9	21.1	20.8
Helping you manage your non-academic responsibilities (work, family, etc.)	*Very little*	44.3	44.6	39.0	39.6	56.7	53.4	48.2	50.8	39.5	45.8	44.9	48.7
	Some	35.7	36.0	35.7	36.5	32.0	30.6	34.1	34.4	36.9	33.1	31.7	28.9
	Quite a bit	14.2	14.6	19.1	17.7	7.4	12.0	13.8	12.4	19.2	16.4	15.2	16.0
	Very much	5.8	4.8	6.2	6.2	3.8	4.0	3.8	2.4	4.4	4.7	8.3	6.4
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	*Very little*	10.5	10.4	9.5	10.3	12.1	11.5	10.4	15.0	15.4	14.8	12.0	14.3
	Some	30.0	32.2	24.3	25.4	34.7	35.9	28.2	29.2	34.4	39.0	30.1	24.6
	Quite a bit	37.7	39.7	37.7	36.3	32.2	33.5	40.6	35.2	34.7	28.0	29.9	37.7
	Very much	21.7	17.7	28.5	27.9	20.9	19.1	20.8	20.6	15.6	18.2	28.0	23.4
Attending events that address important social, economic, or political issues	*Very little*	11.8	13.1	9.9	12.1	19.5	16.0	11.0	21.1	20.2	22.9	15.3	14.3
	Some	34.0	34.3	28.3	30.5	34.3	37.4	33.9	36.2	33.6	37.5	28.8	32.5
	Quite a bit	36.9	37.3	38.9	35.0	30.4	28.3	35.7	28.3	33.4	26.1	30.4	31.9
	Very much	17.3	15.3	23.0	22.4	15.9	18.3	19.3	14.5	12.8	13.4	25.5	21.3

| Supportive Environment | FACULTIES | | | | | | | | | | | |
| | AHSS | | | | FEMS | | | | HS | | | |
Questions	2019	2018	2017	2016	2019	2018	2017	2016	2019	2018	2017	2016
Providing support to help students succeed academically — *Very little*	11%	14%	12%	12%	11%	15%	12%	11%	17%	16%	9%	14%
Some	35%	39%	36%	35%	41%	41%	39%	36%	33%	37%	37%	31%
Quite a bit	38%	34%	37%	39%	36%	34%	32%	38%	33%	28%	34%	35%
Very much	16%	13%	16%	14%	12%	10%	18%	15%	16%	19%	20%	20%
Using learning support services (learning centre, computer centre, maths support, writing support etc.) — *Very little*	17%	24%	20%	17%	16%	20%	18%	15%	26%	24%	16%	23%
Some	36%	36%	38%	35%	35%	43%	36%	31%	26%	31%	40%	31%
Quite a bit	31%	29%	30%	33%	33%	28%	29%	36%	29%	25%	26%	28%
Very much	16%	11%	13%	14%	16%	9%	17%	18%	19%	20%	18%	19%
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.) — *Very little*	25%	30%	27%	34%	24%	33%	33%	31%	28%	26%	24%	28%
Some	35%	36%	36%	38%	39%	34%	32%	36%	31%	39%	37%	34%
Quite a bit	24%	24%	24%	20%	25%	24%	24%	23%	28%	21%	24%	23%
Very much	15%	10%	13%	9%	12%	9%	11%	9%	13%	14%	16%	16%
Providing opportunities to be involved socially — *Very little*	11%	12%	11%	11%	11%	15%	12%	10%	16%	20%	17%	20%
Some	28%	31%	26%	29%	32%	31%	31%	27%	36%	30%	28%	27%
Quite a bit	36%	37%	35%	33%	35%	37%	35%	38%	32%	30%	32%	29%
Very much	25%	20%	28%	26%	23%	18%	22%	24%	16%	20%	23%	23%
Providing support for your overall well-being (recreation, health care, counselling, etc.) — *Very little*	10%	15%	11%	11%	11%	14%	13%	8%	17%	16%	10%	14%
Some	33%	35%	29%	29%	39%	34%	24%	28%	33%	33%	31%	31%
Quite a bit	33%	35%	37%	38%	31%	35%	38%	39%	31%	30%	34%	31%
Very much	23%	16%	24%	22%	18%	18%	25%	24%	19%	22%	24%	24%
Helping you manage your non-academic responsibilities (work, family, etc.) — *Very little*	44%	50%	43%	47%	50%	46%	44%	40%	48%	43%	43%	46%
Some	37%	32%	35%	33%	35%	36%	33%	37%	30%	34%	33%	34%
Quite a bit	14%	15%	17%	15%	12%	14%	18%	18%	16%	15%	14%	14%
Very much	5%	3%	5%	5%	3%	4%	5%	5%	5%	8%	11%	7%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.) — *Very little*	9%	10%	8%	8%	10%	11%	11%	11%	24%	17%	18%	23%
Some	29%	33%	25%	25%	38%	36%	27%	27%	35%	38%	32%	31%
Quite a bit	39%	37%	39%	40%	35%	40%	36%	37%	27%	26%	30%	27%
Very much	23%	20%	29%	27%	18%	13%	25%	25%	14%	19%	20%	19%
Attending events that address important social, economic, or political issues — *Very little*	11%	13%	8%	10%	18%	18%	15%	17%	28%	21%	16%	26%
Some	30%	34%	28%	31%	39%	35%	32%	34%	37%	42%	33%	35%
Quite a bit	40%	35%	38%	35%	29%	34%	34%	33%	24%	23%	33%	25%
Very much	19%	18%	26%	24%	13%	13%	19%	16%	10%	14%	19%	15%

NON-INDEX QUESTIONS

OVERALL TCD SCORES					
NON-INDEX Questions		*2019*	*2018*	*2017*	*2016*
Asked questions or contributed to discussions in class, tutorials, labs or online	*Never*	9.0	8.3	8.6	7.0
	Sometimes	37.4	41.0	38.8	39.8
	Often	29.0	30.0	29.9	30.6
	Very often	24.6	20.7	22.8	22.6
Come to class without completing readings or assignments	*Never*	26.4	24.7	25.5	24.5
	Sometimes	48.4	48.8	47.0	48.3
	Often	17.3	18.0	19.0	18.0
	Very often	8.0	8.5	8.5	9.2
Made a presentation in class or online	*Never*	20.5	24.1	25.5	28.4
	Sometimes	45.6	46.3	43.6	42.4
	Often	21.2	18.9	20.3	19.3
	Very often	12.7	10.7	10.6	9.9
Improved knowledge and skills that will contribute to your employability	*Never*	6.6	8.5	6.6	7.8
	Sometimes	33.2	35.3	33.4	33.1
	Often	36.8	34.9	37.8	36.3
	Very often	23.4	21.2	22.2	22.8
Explored how to apply your learning in the workplace	*Never*	29.3	29.9	30.7	32.5
	Sometimes	32.5	35.5	33.8	33.4
	Often	23.3	21.4	22.0	21.6
	Very often	14.9	13.3	13.5	12.5
Exercised or participated in physical fitness activities	*Never*	23.4	26.3	22.9	21.7
	Sometimes	32.0	31.7	32.9	32.2
	Often	22.3	21.9	21.9	22.6
	Very often	22.3	20.1	22.3	23.5
Blended academic learning with workplace experience	*Never*	37.5	39.5	39.2	43.2
	Sometimes	26.6	27.0	28.0	26.4
	Often	21.9	18.5	19.4	17.6
	Very often	14.0	15.1	13.4	12.9
Worked on assessments that informed you how well you are learning	*Never*	27.1	26.0	31.5	29.3
	Sometimes	39.8	42.0	40.0	38.9
	Often	24.4	24.7	22.0	24.9
	Very often	8.6	7.3	6.4	6.9
Memorising course material	*Very little*	23.0	22.1	21.1	24.6
	Some	32.5	33.3	33.3	32.2
	Quite a bit	26.8	27.5	28.6	28.5
	Very much	17.7	17.1	17.0	14.7
	Do not plan to do	21.2	21.1	21.7	19.9
	Plan to do	27.7	29.2	28.6	28.1
	Done or in progress	21.9	22.6	24.5	24.8
	Have not decided	21.3	20.5	18.8	17.8

OVERALL TCD SCORES					
NON-INDEX Questions		**2019**	**2018**	**2017**	**2016**
Community service or volunteer work	*Do not plan to do*	22.8	24.9	23.8	23.3
	Plan to do	32.9	30.0	31.1	31.5
	Done or in progress	23.0	24.7	26.3	27.4
Spending significant amounts of time studying and on academic work	*Very little*	3.0	3.5	3.4	3.7
	Some	17.9	20.3	15.3	20.4
	Quite a bit	46.9	42.4	46.4	44.8
	Very much	32.2	33.8	34.9	31.1
Writing clearly and effectively	*Very little*	14.4	14.3	13.1	15.9
	Some	28.0	31.1	27.4	28.5
	Quite a bit	34.3	33.2	36.5	34.8
	Very much	23.2	21.4	23.0	20.7
Speaking clearly and effectively	*Very little*	19.1	18.8	18.3	19.1
	Some	29.2	32.1	31.2	30.4
	Quite a bit	34.2	30.9	30.5	33.0
	Very much	17.5	18.1	20.0	17.5
Thinking critically and analytically	*Very little*	3.9	4.2	4.2	4.4
	Some	18.5	18.3	16.1	16.2
	Quite a bit	38.6	40.5	37.6	39.5
	Very much	39.1	37.0	42.1	39.8
Analysing numerical and statistical information	*Very little*	27.1	27.9	25.4	24.2
	Some	29.7	28.0	26.6	28.6
	Quite a bit	23.4	24.9	24.7	25.1
	Very much	19.8	19.1	23.3	22.1
Acquiring job- or work-related knowledge and skills	*Very little*	20.4	18.4	18.6	18.8
	Some	30.6	35.7	32.9	33.1
	Quite a bit	28.3	28.3	27.9	27.0
	Very much	20.7	17.7	20.6	21.1
Working effectively with others	*Very little*	10.3	12.1	11.7	9.3
	Some	31.6	30.8	29.4	29.7
	Quite a bit	32.4	35.6	34.9	36.2
	Very much	25.7	21.5	24.0	24.8
Solving complex real-world problems	*Very little*	17.0	19.8	15.4	18.6
	Some	33.0	32.3	34.2	31.8
	Quite a bit	30.3	30.5	31.3	27.8
	Very much	19.7	17.5	19.2	21.9
Being an informed and active citizen (societal / political / community)	*Very little*	21.4	21.1	20.7	20.0
	Some	31.3	32.5	31.2	34.5
	Quite a bit	29.0	26.7	28.1	28.8
	Very much	18.2	19.7	20.1	16.8
How would you evaluate your entire educational experience at this institution?	*Poor*	4.2	4.1	2.5	3.5
	Fair	16.7	20.4	16.6	14.5
	Good	51.1	47.6	46.3	48.7
	Excellent	28.1	27.8	34.6	33.3
If you could start over again, would you go to the same institution you are now attending?	*Definitely no*	4.7	3.7	2.7	3.0
	Probably no	12.9	12.0	10.6	9.8
	Probably yes	38.0	40.4	36.7	35.7
	Definitely yes	44.4	43.9	50.0	51.5

Non-indicator items		FACULTIES													
		AHSS					FEMS					HS			
Questions		*2019*	*2018*	*2017*	*2016*		*2019*	*2018*	*2017*	*2016*		*2019*	*2018*	*2017*	*2016*
Asked questions or contributed to discussions in class, tutorials, labs or online	*Never*	5%	5%	4%	4%		20%	4%	19%	12%		8%	6%	6%	5%
	Sometimes	32%	35%	34%	32%		51%	34%	49%	52%		36%	40%	36%	39%
	Often	31%	33%	33%	33%		22%	63%	33%	26%		31%	35%	36%	33%
	Very often	32%	27%	30%	30%		7%	30%	11%	10%		25%	19%	23%	22%
Come to class without completing readings or assignments	*Never*	19%	19%	17%	18%		34%	17%	35%	34%		37%	30%	34%	26%
	Sometimes	52%	50%	49%	49%		42%	49%	44%	43%		46%	47%	44%	54%
	Often	19%	22%	22%	21%		18%	33%	21%	16%		11%	13%	17%	13%
	Very often	9%	9%	12%	11%		7%	12%	6%	7%		6%	10%	5%	8%
Made a presentation in class or online	*Never*	15%	18%	18%	22%		33%	18%	38%	36%		20%	26%	25%	33%
	Sometimes	44%	48%	46%	45%		45%	46%	37%	40%		50%	46%	49%	39%
	Often	25%	21%	23%	22%		13%	36%	25%	16%		20%	18%	20%	18%
	Very often	16%	13%	13%	11%		9%	13%	10%	9%		9%	9%	7%	10%
Improved knowledge and skills that will contribute to your employability	*Never*	7%	8%	8%	9%		8%	11%	6%	9%		4%	5%	3%	3%
	Sometimes	38%	37%	37%	37%		32%	38%	34%	34%		23%	27%	24%	24%
	Often	36%	36%	38%	36%		38%	34%	38%	35%		39%	35%	38%	40%
	Very often	19%	19%	18%	18%		23%	17%	22%	23%		34%	33%	35%	33%
Explored how to apply your learning in the workplace	*Never*	32%	34%	34%	39%		39%	38%	39%	38%		10%	8%	7%	11%
	Sometimes	35%	37%	35%	33%		37%	38%	36%	38%		22%	29%	26%	27%
	Often	21%	20%	20%	20%		18%	19%	19%	19%		36%	29%	31%	30%
	Very often	13%	9%	11%	9%		6%	5%	6%	5%		32%	35%	35%	33%
Exercised or participated in physical fitness activities	*Never*	24%	28%	25%	24%		21%	23%	20%	22%		23%	27%	22%	15%
	Sometimes	32%	32%	34%	32%		29%	30%	31%	31%		36%	33%	33%	34%
	Often	22%	23%	21%	22%		24%	22%	23%	23%		22%	19%	21%	23%
	Very often	22%	17%	20%	22%		26%	25%	26%	24%		19%	21%	24%	27%
	Never	39%	43%	42%	47%		54%	52%	49%	54%		15%	14%	13%	18%

Non-indicator items		FACULTIES													
		AHSS					FEMS					HS			
Questions		*2019*	*2018*	*2017*	*2016*		*2019*	*2018*	*2017*	*2016*		*2019*	*2018*	*2017*	*2016*
Blended academic learning with workplace experience	*Sometimes*	28%	27%	30%	26%		27%	30%	29%	28%		23%	22%	21%	25%
	Often	22%	19%	17%	17%		17%	13%	16%	12%		28%	26%	31%	26%
	Very often	12%	11%	10%	9%		3%	5%	6%	6%		33%	38%	35%	31%
Worked on assessments that informed you how well you are learning	*Never*	27%	25%	32%	31%		27%	32%	31%	26%		27%	27%	30%	28%
	Sometimes	40%	43%	40%	41%		39%	40%	41%	36%		39%	45%	37%	39%
	Often	24%	26%	22%	23%		25%	27%	28%	28%		25%	23%	23%	25%
	Very often	9%	6%	5%	5%		8%	5%	8%	10%		8%	6%	9%	7%
Memorising course material	*Very little*	31%	28%	26%	30%		16%	26%	17%	26%		11%	13%	15%	10%
	Some	32%	35%	33%	33%		34%	33%	41%	38%		32%	23%	20%	22%
	Quite a bit	25%	26%	28%	28%		33%	41%	43%	30%		25%	29%	29%	28%
	Very much	12%	11%	13%	9%		17%	13%	13%	7%		32%	35%	37%	40%
Work with academic staff on a research project	*Have not decided*	28%	29%	26%	30%		31%	26%	25%	24%		31%	26%	23%	27%
	Do not plan to do	27%	27%	28%	26%		11%	28%	13%	13%		19%	20%	17%	16%
	Plan to do	25%	26%	27%	24%		34%	45%	62%	33%		28%	29%	34%	30%
	Done or in progress	21%	18%	19%	20%		25%	19%	34%	30%		22%	24%	26%	27%
Community service or volunteer work	*Have not decided*	20%	17%	18%	16%		25%	28%	22%	21%		20%	19%	17%	16%
	Do not plan to do	23%	27%	25%	23%		21%	24%	24%	27%		25%	21%	20%	18%
	Plan to do	32%	29%	30%	29%		35%	28%	33%	30%		34%	36%	32%	40%
	Done or in progress	25%	26%	27%	32%		19%	21%	22%	22%		21%	24%	31%	26%
Spending significant amounts of time studying and on academic work	*Very little*	4%	4%	3%	4%		1%	3%	5%	4%		3%	2%	3%	2%
	Some	17%	20%	16%	21%		17%	16%	14%	22%		20%	18%	16%	18%
	Quite a bit	49%	44%	48%	45%		46%	81%	81%	47%		44%	41%	40%	41%

Non-indicator items		FACULTIES													
		AHSS					FEMS					HS			
Questions		*2019*	*2018*	*2017*	*2016*		*2019*	*2018*	*2017*	*2016*		*2019*	*2018*	*2017*	*2016*
	Very much	30%	31%	34%	30%		36%	34%	33%	27%		33%	39%	41%	39%
Writing clearly and effectively	Very little	10%	8%	8%	9%		23%	22%	20%	21%		17%	19%	16%	23%
	Some	25%	28%	23%	25%		33%	33%	33%	33%		31%	36%	31%	30%
	Quite a bit	36%	37%	41%	38%		31%	30%	31%	31%		33%	28%	33%	32%
	Very much	29%	27%	29%	27%		13%	15%	15%	15%		19%	17%	20%	15%
Speaking clearly and effectively	Very little	16%	15%	14%	15%		30%	30%	28%	28%		15%	13%	14%	15%
	Some	29%	32%	32%	30%		34%	30%	31%	29%		24%	33%	29%	35%
	Quite a bit	35%	34%	32%	35%		25%	24%	27%	30%		41%	35%	32%	34%
	Very much	20%	19%	22%	20%		11%	15%	14%	14%		19%	19%	25%	17%
Thinking critically and analytically	Very little	4%	4%	4%	5%		3%	4%	4%	3%		4%	4%	6%	6%
	Some	19%	16%	16%	15%		17%	17%	17%	14%		19%	26%	16%	22%
	Quite a bit	38%	39%	39%	39%		38%	43%	33%	41%		42%	40%	42%	38%
	Very much	39%	40%	41%	41%		41%	36%	47%	41%		36%	29%	37%	34%
Analysing numerical and statistical information	Very little	38%	39%	36%	37%		6%	5%	5%	6%		23%	31%	27%	23%
	Some	31%	30%	29%	31%		17%	21%	18%	17%		40%	34%	34%	40%
	Quite a bit	18%	19%	21%	20%		35%	34%	33%	34%		25%	28%	24%	24%
	Very much	13%	12%	14%	12%		42%	40%	44%	43%		12%	7%	15%	13%
Acquiring job- or work-related knowledge and skills	Very little	25%	23%	22%	24%		22%	20%	19%	18%		6%	5%	7%	8%
	Some	34%	39%	37%	38%		34%	37%	34%	34%		19%	25%	20%	20%
	Quite a bit	26%	26%	25%	24%		27%	30%	30%	30%		35%	33%	31%	30%
	Very much	15%	12%	16%	14%		16%	14%	16%	18%		40%	37%	43%	42%
Working effectively with others	Very little	12%	14%	14%	12%		11%	14%	14%	9%		4%	5%	3%	3%
	Some	34%	34%	33%	35%		33%	33%	30%	27%		25%	19%	17%	21%
	Quite a bit	31%	35%	33%	32%		35%	53%	56%	41%		32%	38%	40%	38%
	Very much	23%	17%	20%	21%		21%	20%	22%	22%		39%	37%	40%	38%
Solving complex real-world problems	Very little	20%	25%	19%	24%		17%	19%	14%	14%		9%	12%	6%	13%
	Some	35%	32%	37%	33%		28%	37%	32%	30%		33%	28%	30%	31%
	Quite a bit	29%	28%	29%	28%		35%	44%	54%	28%		29%	36%	37%	27%
	Very much	16%	14%	15%	15%		20%	15%	23%	28%		29%	24%	27%	28%

Non-indicator items		FACULTIES														
		AHSS					FEMS					HS			
Questions		*2019*	*2018*	*2017*	*2016*		*2019*	*2018*	*2017*	*2016*		*2019*	*2018*	*2017*	*2016*
Being an informed and active citizen (societal / political / community)	*Very little*	15%	14%	14%	14%		38%	32%	32%	30%		21%	23%	20%	20%
	Some	30%	29%	25%	30%		33%	34%	38%	38%		34%	39%	37%	39%
	Quite a bit	33%	31%	34%	33%		21%	19%	18%	23%		28%	27%	27%	28%
	Very much	23%	26%	27%	24%		8%	14%	11%	9%		17%	10%	16%	13%
How would you evaluate your entire educational experience at this institution?	*Poor*	5%	4%	4%	3%		4%	5%	4%	4%		3%	4%	3%	4%
	Fair	16%	19%	12%	15%		15%	25%	15%	13%		21%	19%	15%	15%
	Good	50%	46%	49%	49%		56%	47%	47%	49%		48%	52%	50%	47%
	Excellent	30%	31%	35%	32%		25%	23%	34%	35%		27%	25%	32%	34%
If you could start over again, would you go to the same institution you are now attending?	*Definitely no*	5%	4%	3%	3%		2%	4%	5%	3%		5%	4%	3%	5%
	Probably no	13%	10%	54%	12%		9%	13%	46%	8%		16%	16%	52%	9%
	Probably yes	34%	41%	7%	34%		45%	44%	9%	36%		41%	36%	12%	40%
	Definitely yes	48%	46%	36%	52%		44%	40%	40%	54%		37%	44%	33%	47%