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

National Student Survey

Report

2021 / 2022

Quality Office

22nd. September 2022

Table of Contents

1.   Introduction

This report presents the findings of the National StudentSurvey.ie fieldwork conducted in March 2022. The participation groups involved in the survey are First Year (YR1), Final Year (YRF) and Postgraduate Taught (PGT) respondents. The National StudentSurvey.ie and has been running since 2012/13 and is sponsored by the Higher Education Authority (HEA), the Irish Universities Association (IUA), the Technological Higher Education Association (THEA) and the Union of Students in Ireland (USI).

1.1   Revisions to the StudentSurvey.ie

The second periodic review of the StudentSurvey.ie survey instrument took place in early 2021 and was completed in December 2021, refer to Appendix 1 for survey questions. Changes to the 2021/22 survey instrument following the review include:

− the removal of four questions and small changes to some of the questions;
− all students will now be asked annually if they have ever considered withdrawing from their course of study;
− a new *Learning, Creative and Social Skills* indicator was added about how much students feel like they are developing social skills and skills related to learning;
− institutions are offered the opportunity to select a topical module set of questions to ask their students every year. The topical modules include: Career & Workforce Preparation, Civic Engagement, Experiences with Online Learning, and Inclusiveness and Engagement with Diversity. Civic Engagement was chosen for Trinity to use as a pilot study in 2022. The results are detailed in Section 3.5 of this report.

1.2   Rapid Access to National Student Survey Results using the ' In Touch' Dashboard

The 'In-Touch Dashboard' allows permitted users, authorised by the Quality Office, to access data result files from StudentSurvey.ie. The data can be analysised at local level using report automation and data visualisation features and will help towards supporting timely and impactful School/programme level trend analysis and inform decision-making in Schools, Programme and/or Committees. Schools were invited to participate in a pilot using 'In-Touch Dashboard' during the Summer of 2022. To date three Schools have attended a briefing session on the use of the In-Touch platform. School interested in access to the data can contact the Quality.Office@tcd.ie .

1.3   The StudentSurvey.ie Structure

Following the changes introduced in 2020/21, the survey instrument has increased from nine to ten indicators (*Learning, Creative and Social Skills)* and one new topical module (*Civic Engagement*), as outlined below. There are ten non-indicator questions and two open comments' questions (Appendix 1):

1.   Higher Order Learning.
2.   Reflective and Integrative Learning.
3.   Quantitative Reasoning.

4.   Learning Strategies.

5.   Collaborative Learning.

6.   Student-Faculty Interaction.

7.   Effective Teaching Practices.

8.   Quality of Interactions.

9.   Supportive Environment.

10.   Learning, Creative and Social Skills (*new*).

Civic Engagement (topical module).

Interpreting Indicator Scores

Indicator scores are indicators of relative performance and are not percentages. Each Indicator is scored out of a **60-point scale.** Indicator scores are calculated for an individual student when they provide responses to all, or almost all, contributing questions. Percentage scores are provided for the twelve Non-Indicator 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, Supportive Environment, Learning, Creative and Social Skills and Civic Engagement. The indicator score is calculated from the mean of (non-blank) responses given. Indicator scores for student cohorts among first years, for example, are calculated as the mean of individual indicator scores.

Indicator sores are weighted according to the population characteristics. Weighting is applied to all data other than demographic data. Indicator scores provide the greatest benefit when used as signposts to explore the experiences of different groups of respondents – internally within Trinity across the cohorts YR1, YRF, and PGT, across faculties or externally across all Irish Universities. 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.

1.4   Participation in StudentSurvey.ie

The Trinity fieldwork took place from the 7th-29th March 2022. The Trinity response rate for 2021/22 was 35% (3,433) compared to 33% (3,106) in 2020/21. This is the highest response rate achieved by Trinity since the inception of the National Study Survey. Table 1 below, outlines the Trinity response rate compared to other Irish Universities.

Table 1: Trinity's participation in the StudentSurvey.ie at sectoral level (Irish Universities) 2022-2019

University Response Rates	2022	2021	2020	2019
Trinity College Dublin	35%	33%	34%	22%
University College Dublin	27%	32%	34%	23%
University of Galway	27%	31%	38%	37%
Dublin City University	35%	25%	28%	33%
Maynooth University	23%	22%	25%	21%
University College Cork	29%	20%	22%	18%
University of Limerick	21%	17%	18%	22%
Technical University of Dublin* (DIT Tallaght and Blanchardstown)	24%	N/A	N/A	N/A

*2021/22 is the first year that the results for TU Dublin, as a consolidated entity have been available.

Fig 1. below provides further detail of Trinity's participation by cohort in the National StudentSurvey.ie between 2015-2022. The participation rate in 2021/22 (35%) is 2% higher than 2020/21 (33%) showing a strong rise in final year respondents (2020/21: YR1, -2%,YRF, +10% and PGT, +1%).

Figure. 1: Trinity's participation in StudentSurvey.ie – population trend analysis 2015-2022 by years of study

	2022	2021	2020	2019	2018	2017	2016	2015
First Year	40%	42%	43%	28%	31%	29%	29%	26%
Final Year	38%	28%	31%	20%	22%	25%	21%	22%
PG Taught	27%	26%	28%	17%	15%	19%	16%	21%
All students	35%	33%	34%	22%	23%	25%	23%	23%
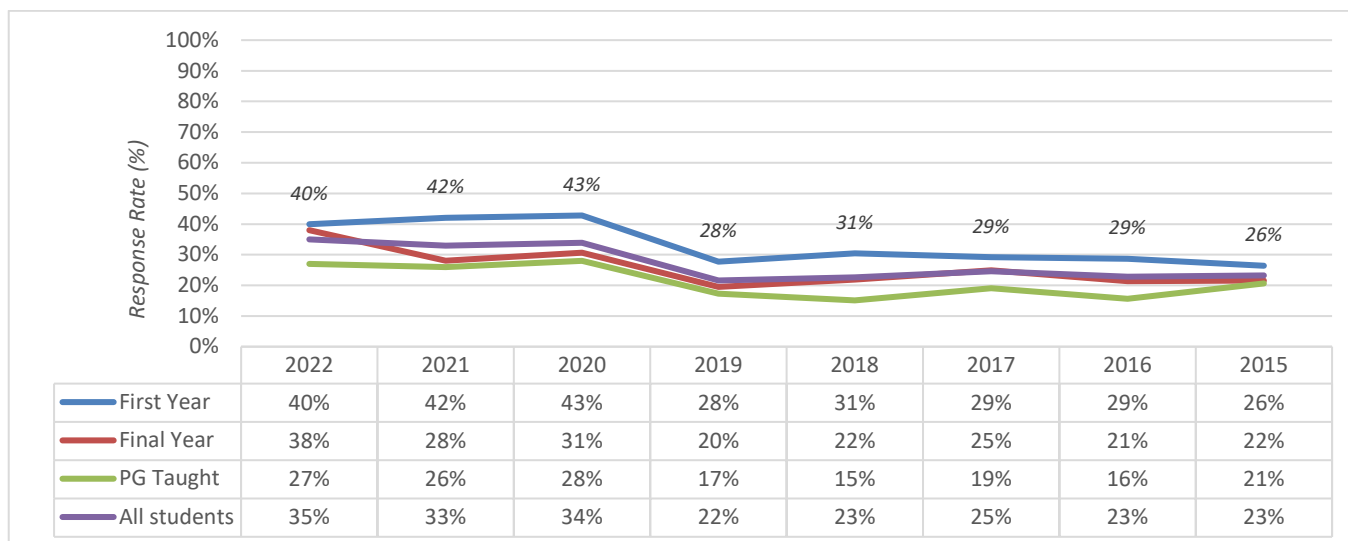
Fig. 2 overleaf details the continuing growth in the profile of non-Irish respondents due to the impact of Trinity's *Global Relations Strategy 3* - (931, 27%) in 2021/22 and (766, 25%) in the 2020/21*.* The reader is reminded that the data overleaf refers only to the cohorts of respondents who participated in the StudentSurvey.ie (YR1, YRF and PGT and not all international respondents in Trinity).

Figure. 2: Participation Irish vs Non-Irish cohort trend analysis (2015-2022)

	2022	2021	2020	2019	2018	2017	2016	2015
■ Irish	73%	75%	73%	74%	80%	81%	84%	86%
■ Non-Irish	27%	25%	27%	26%	20%	19%	16%	14%

Table 2: Demographic Profile of Participants involved in the StudentSurvey.ie 2021/22 and 2020/21

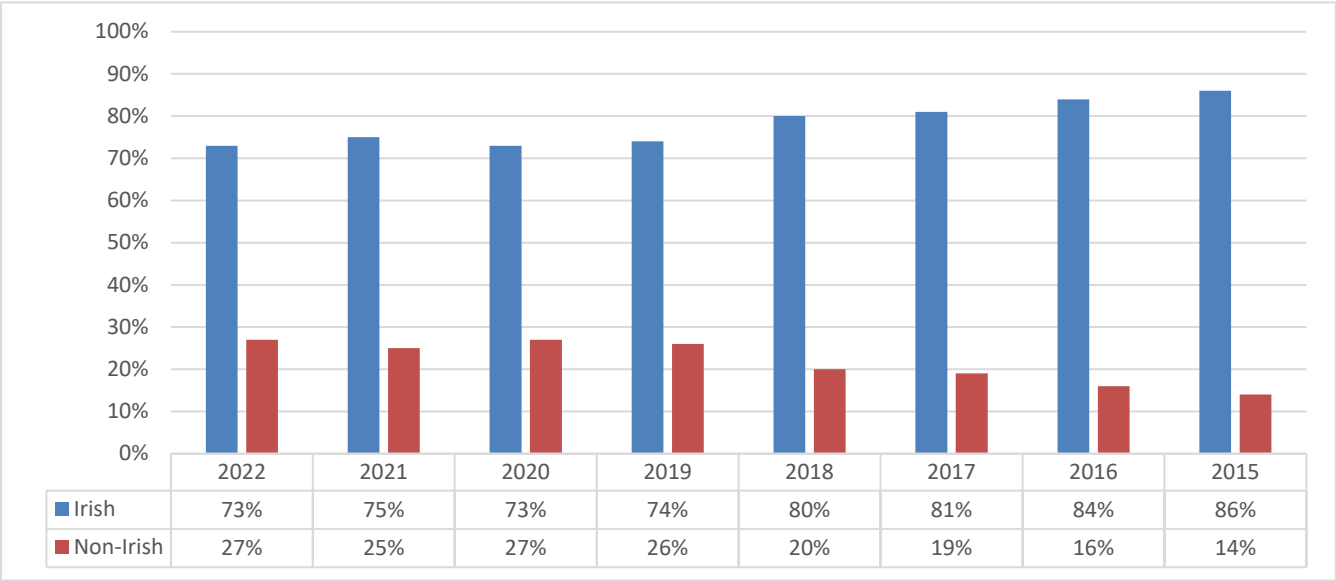|	Trinity College Dublin 2022				Trinity College Dublin 2021			
	First Year	Final Year	PG Taught	All students	First Year	Final Year	PG Taught	All students
Population								
Survey Population	3,701	2,436	3,791	9,928	3,599	2,543	3,373	9,515
Respondents	1,474	935	1,024	3,433	1,519	718	869	3,106
Response Rate	39.8	38.4	27.0	34.6	42.2	28.2	25.8	32.6
Age (Number)								
23 years and under	1,379	755	204	2,338	1,417	534	139	2,090
24 years and over	95	180	820	1,095	102	184	730	1,016
Age (%)								
23 years and under	93.6	80.7	19.9	68.1	93.3	74.4	16.0	67.3
24 years and over	6.4	19.3	80.1	31.9	6.7	25.6	84.0	32.7
Sex (Number)								
Male	515	270	344	1,129	488	216	304	1,008
Female	954	665	680	2,299	1,025	502	565	2,092
Sex (%)								
Male	35.1	28.9	33.6	32.9	32.3	30.1	35.0	32.5
Female	64.9	71.1	66.4	67.1	67.7	69.9	65.0	67.5
Domicile (Number)								
Irish	1,209	839	454	2,502	1,341	615	384	2,340
Non-Irish	265	96	570	931	178	103	485	766
Domicile (%)								
Irish	82.0	89.7	44.3	72.9	88.3	85.7	44.2	75.3
Non-Irish	18.0	10.3	55.7	27.1	11.7	14.3	55.8	24.7
Mode of Study (Number)								
Full-time	1,441	935	812	3,188	1,503	718	704	2,925
Part-time/Remote	33	0	212	245	16	0	165	181
Mode of Study (%)								
Full-time	97.8	100.0	79.3	92.9	98.9	100.0	81.0	94.2
Part-time/Remote	2.2	0.0	20.7	7.1	1.1	0.0	19.0	5.8
Programme Type (Number)								
Undergraduate Certificate/Diploma	39	5	0	44	21	5	0	26
Undergraduate Ordinary Degree	1	0	0	1	0	0	0	0
Undergraduate Honours Degree	1,434	930	0	2,364	1,498	713	0	2,211
Graduate Certificate/Diploma	0	0	131	131	0	0	66	66
Masters Taught	0	0	893	893	0	0	803	803
Programme Type (%)								
Undergraduate Certificate/Diploma	2.6	0.5	0.0	1.3	1.4	0.7	0.0	0.8
Undergraduate Ordinary Degree	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Undergraduate Honours Degree	97.3	99.5	0.0	68.9	98.6	99.3	0.0	71.2
Graduate Certificate/Diploma	0.0	0.0	12.8	3.8	0.0	0.0	7.6	2.1
Masters Taught	0.0	0.0	87.2	26.0	0.0	0.0	92.4	25.9

2.   Executive Summary

This report provides the detail of responses to the National Student Survey.ie 2021/22 including the indicators for student engagement and outcomes from a variety of perspectives, including by Trinity overall, by year/cohort, and by faculty. The impact of COVID-19 modifications was specifically addressed in 2020 and 2021 across COVID specific questions, however these were not included in 2021/22, as restrictions were relaxed in February 2022, prior to the administration of the 2021/22 fieldwork in March 2022.
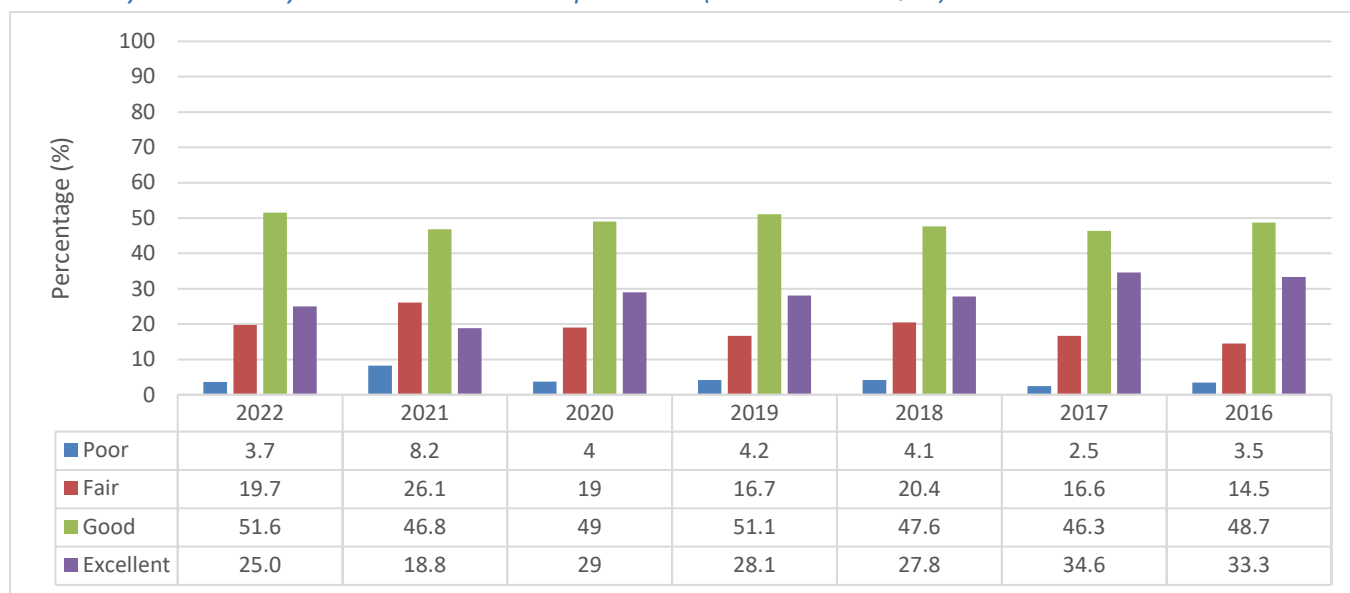
2.1   Students' Overall Experience in Trinity

The objective of the survey is to emphasise the understanding and engagement of student learning experiences. Two final non-indicator questions in the survey are used to evaluate respondents' overall experience in Trinity and they include:

a)   *How would you evaluate your entire Education Experience in this institution?*

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

Figure 3: Respondents Overall Engage with their entire education experience before and after the move to remote instruction.ie 2021/22 – 2015/16

How would you evaluate your entire Education Experience? (Non-Indicator Q 10)

	2022	2021	2020	2019	2018	2017	2016
Poor	3.7	8.2	4	4.2	4.1	2.5	3.5
Fair	19.7	26.1	19	16.7	20.4	16.6	14.5
Good	51.6	46.8	49	51.1	47.6	46.3	48.7
Excellent	25.0	18.8	29	28.1	27.8	34.6	33.3

It is evident from fig. 3, above, that the proportion of respondents choosing the response option 'Poor' has returned to pre-pandemic level of 4% compared to double that rate (8%) in 2020/21; the same trend is seen in the 'Fair' response option, where is a decrease of 6% is evident compared to 2020/21; in the 'Good' response option an increase of 5% is evident and in the 'Excellent' response option a 6% increase is evident. Overall, when the 'Good' and 'Excellent' response options are taken together, an increase of 11% of respondents evaluate their educational experience as good or excellent compared to 2020/21 (77% versus 66% respectively). Looking at the

data from the year of study, the results show an increase of in the good or excellent response option by 14% in first year respondents' (77%); 1% in final year respondents' (75%) and 14% at postgraduate respondents' (77%). It remains to be seen if the increase in respondents' overall experience were attributable to the aftermath of the disruption caused by COVID-19 since 2019-2020.

Figure 4: How would you evaluate your entire Education Experience by Year of Study (Non-Indicator Q 10)?
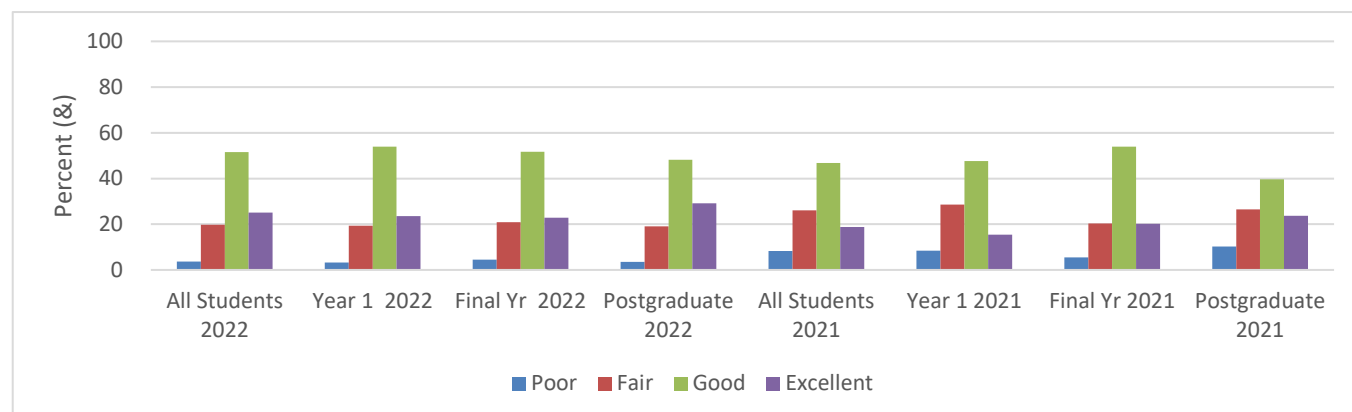
	Trinity College Dublin 2022				Trinity College Dublin 2021			
(%)	All Students 2022	Year 1 2022	Final Yr 2022	Postgraduate 2022	All Students 2021	Year 1 2021	Final Yr 2021	Postgraduate 2021
Poor	4%	3%	4%	4%	8%	8%	6%	10%
Fair	20%	19%	21%	19%	26%	29%	20%	26%
Good	52%	54%	52%	48%	47%	48%	54%	40
Excellent	24%	24%	23%	29%	19%	15%	20%	24%
Total	100%	10	100%	100%	100%	100%	100%	100%

Table 3 overleaf extrapolates the educational experience of respondents across Faculty.   All faculties achieved over 70% when evaluating their entire education experience ('good' or 'excellent') (AHSS 82%; FEMS 72%, Health Sc. 73% and Multi-Faculty 76%).

Table 3: How would you evaluate your entire Education Experience – Good/Excellent (Faculty level)

	AHSS		STEM		HS		Multi Faculty	
	Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
Poor	29	2%	39	5%	18	4%	15	4%
Fair	184	16%	161	22%	120	23%	81	20%
Good	604	52%	380	51%	257	50%	210	53%
Excellent	345	30%	158	22%	116	23%	92	23%
Total	1,162	100%	738	100%	511	100%	398	100%

The survey also asked respondents to rate their likelihood of returning to the same institution if they were to start over again. The proportion of respondents who reported 'definitely/probably yes' was 83% in 2021/22, a 3% decrease from 2020/21 (refer to fig 5).

Figure 5: Respondents Overall Engagement - If you were to start all over again, would you attend the same institution
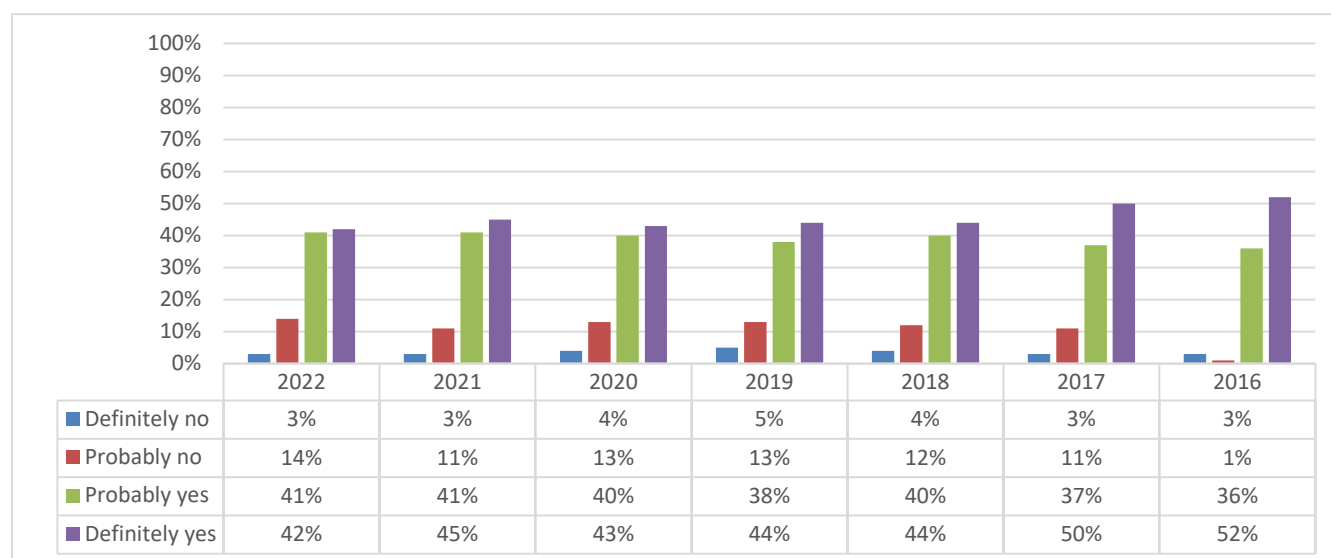

	2022	2021	2020	2019	2018	2017	2016
■ Definitely no	3%	3%	4%	5%	4%	3%	3%
■ Probably no	14%	11%	13%	13%	12%	11%	1%
■ Probably yes	41%	41%	40%	38%	40%	37%	36%
■ Definitely yes	42%	45%	43%	44%	44%	50%	52%

Figure 6: If you were to start all over again, would you attend the same institution – Definitely/Probably Yes (Non-Indicator Q 11)? Year of study
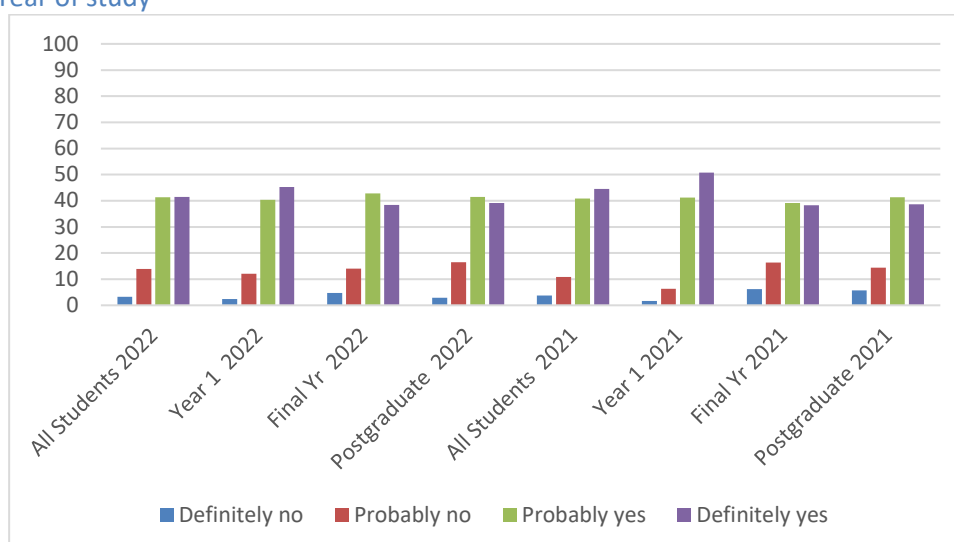
	Trinity College Dublin 2022				Trinity College Dublin 2021			
(%)	All Students 2022	Year 1 2022	Final Yr 2022	Postgraduate 2022	All Students 2021	Year 1 2021	Final Yr 2021	Postgraduate 2021
Poor	3%	3%	5%	3%	4%	2%	6%	6%
Fair	14%	12%	14%	17%	11%	6%	16%	14%
Good	41%	40%	43%	42%	40.8	41.3	39.2	41%
Excellent	42%	45%	38%	39%	45%	51%	38%	39%
Total	100%	100%	100%	100%	100%	100%	100%	100%

First year respondents continue to be the cohort choosing 'probably/definitely yes' at the highest levels to the statement 'if you were to start all over again, would you attend the same institution'. (YR1 85%, YRF 81%, PGT 81%).

However, it is noted that this represents a 6% fall from the 92% reported in 2020/21, the only cohort where a decline is evident.

Table 4: If you were to start all over again, would you attend the same institution, – Good/Excellent (Faculty level)

		AHSS		STEM		HS		Multi Faculty	
		Count	%	Count	%	Count	%	Count	%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	26	2%	36	5%	23	5%	5	1%
	Probably no	138	12%	115	16%	82	16%	56	14%
	Probably yes	476	41%	310	42%	224	44%	148	37%
	Definitely yes	523	45%	277	38%	181	35%	189	47%
	Total	1163	100%	738	100%	510	100%	398	100%

AHSS (45%) and multi-faculty (47%) respondents report that they would definitely start over again in the same institution at higher levels compared to STEM (38%) and HS (35%) respondents.

Table 5: Overall Engagement, comparing Irish versus Non-Irish

		Irish		**Non-Irish**	
		Count	*Column N %*	*Count*	*Column N %*
Q1. How would you evaluate your entire educational experience at this institution?	*Poor*	77	4%	26	4%
	Fair	432	21%	120	17%
	Good	1077	51%	368	52%
	Excellent	512	24%	189	27%
Q2. If you could start over again, would you go to the same institution you are now attending?	*Definitely no*	67	3%	23	3%
	Probably no	292	14%	98	14%
	Probably yes	843	40%	316	45%
	Definitely yes	896	43%	266	38%

Looking at the overall engagement across Irish and Non-Irish respondents using the two non-indicator questions used to evaluate respondents' overall experience in Trinity, 43% of Irish respondents perceived their education experience as excellent compared with 38% of non-Irish respondents.

2.2   Understanding students' motivations to withdraw or transfer to another institution

One of the outcomes of the studentsurvey.ie review was the inclusion of a question on withdrawal as a standard question for all institutions from 2021/22. This question was added on a pilot basis in 2018/19 and originates from the National Postgraduate Research Student Survey.

Students leave University for multiple reasons. Some explanations are internal to the University and others are external, comprising life moments such as bereavement, ill health, financial constraint and domestic responsibilities. It is the complex interaction of these factors that shape students' 'sense of belonging', identification and experience and can lead students to withdraw or consider transferring to another institution.

Fig. 7 below outlines the responses to the question on withdrawal. In summary, 61% of respondents answered the question on withdrawal (n= 2,090). Of those, 1,400 or 67% of respondents reported that they had 'not considered' withdrawing from Trinity. Of those who responded that they had considered withdrawing (note respondents were allowed to provide > 1 reason), the top reasons provided were (i) personal or family (11%), (ii) other (9%), (iii) transfer to another institution (9%), (iv) financial (8%) and health (7%). This year results are consistent with pre-COVID pandemic times.

Figure. 7: Potential to withdraw – Institutional Level (2021/22 - 2018/19)

	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 reason
2021/22	67%	8%	11%	7%	3%	9%	9%
2019/20	69%	7%	10%	4%	3%	8%	9%
2018/19	66%	9%	12%	7%	4%	8%	7%
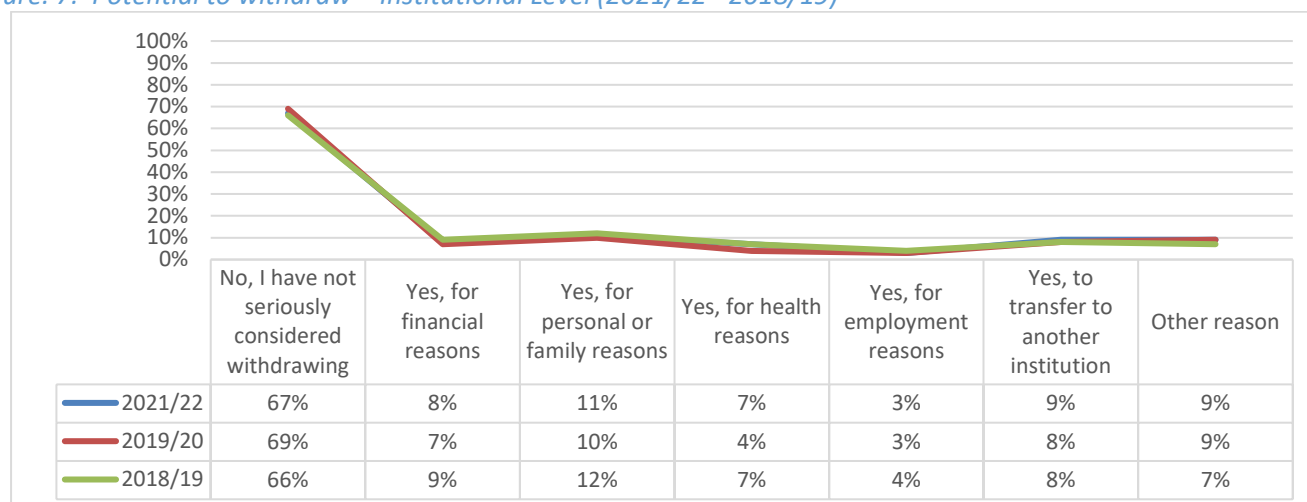
Reasons given by respondents (n=15) as to why they considered transferring to another Institution include: choosing the wrong course, experienced burnout and financial difficulties or lack of communication or engagement. Respondents who considered withdrawing to transfer to another institution were predominantly female (64%), Irish (78%) and full-time respondents (96%) and from STEM (35%) programmes (AHSS 27%, STEM 35%, HS 20% and Multi-Faculty 18%). The results show that PGT respondents are least likely to consider withdrawing from their programme (74%) than other cohorts, 68% of first year respondents and 58% of final year respondents. Final year respondents reported 'personal or family reasons' as a particular challenge compared to other cohorts (YR1 9%, YRF 17%, PGT 10%).

Table 6: Have you ever seriously considered withdrawing from your degree programme - by cohort?

Responses	All Students	Year 1	Final Yr.	Postgraduate
No, I have not seriously considered withdrawing	67%	68%	58%	74%
Yes, for financial reasons	7.5%	7%	7.8%	8.4%
Yes, for personal or family reasons	11.3%	9%	16.7%	9.9%
Yes, for health reasons	6.9 %	4.0%	12.5%	5.8%
Yes, for employment reasons	3.4 %	3.0%	3.3 %	4.5 %
Yes, to transfer to another institution	9.1 %	11%	10.0%	4.8%
Other reason	8.7 %	9.2 %	10.3%	6.5%

3.   Indicator Scores Across Trinity

The StudentSurvey.ie comprises of ten indicators with each indicator scored out of a 60-point scale. Indicator scores are averaged means and are not percentages. In 2021/22 there are 12 individual non-indicator questions that are scored on a 100-point scale (percentage). This is a reduction from 21 non-indicator questions in previous versions of the National Student Surveys.

3.1   Indicator Scores: Trinity versus Irish Universities

Table 6 below indicates how Trinity's performance compared with other Irish Universities for the academic year 2021/22 to 2016/17.

Table 7: Indicators 201/22 (Trinity and Irish Universities)

Indicators	2020/22		Trinity v Irish Universities					
	Irish Univ	Trinity	2022	2021	2020	2019	2018	2017
Higher-Order Learning	36.2	36.9	+0.7	+0.5	+0.3	+0.3	+6.0	+0.8
Reflective and Integrative Learning	33.2	34.3	+1.1	+0.9	+1.1	+1.5	+0.5	+1.0
Quantitative Reasoning	21.5	22.7	+1.2	-0.7	+0.8	+1.5	+0.8	+1.0
Learning Strategies	32.6	32.5	-0.1	-0.2	+0.5	0.0	-0.9	-0.5
Collaborative Learning	28.9	29.0	+0.1	-2.1	+0.2	-0.3	-1.9	-1.5
Student-Faculty Interaction	12.3	13.1	+0.8	-1.1	-0.1	-0.7	-0.6	-0.1
Effective Teaching Practices	32.6	31.3	-1.3	-0.9	-1.4	-1.8	-3.3	-2.2
Quality of Interactions	38.0	37.3	-0.7	-0.8	-1.2	-2.6	-3.1	-2.3
Supportive Environment	29.0	27.6	-1.4	-0.5	-0.7	-1.6	-3.1	-0.6
*Learning, Creative and Social Skills	33.3	33.2	-0.1	n/a	n/a	n/a	n/a	n/a

New indicator introduced in 2021/22;

Key: ▮ difference is >-1;   ▮ difference is < -1;   ▮ difference is ≥ + 0.0.

In 2021/22 Trinity scored higher in two (Reflective and Integrated Learning; Quantitative Reasoning) and lower in two (Effective Teaching Practice and Supportive Environment) of the 10 indicators compared with other Irish Universities. The *Reflective and Integrative Learning* indicators continues to differentiate the Trinity teaching and learning experience from that of other Irish universities.

Given that the COVID -19 restrictions impacted all Universities equally, Trinity experienced the sharpest decline in the *Effective Teaching Practices* indicator (Trinity 31.3/60 vs Irish Univ 32.6/60) and in the *Supportive Environment* indicator (Trinity 27.6/60 compared with other Irish Universities 29.0/60). A reduction of -1.3 and -1.4 respectively.

3.2   Indicator Scores: Years of Study

Table 8 explores the relationship between the indicator scores and 'years of study' when comparing with Irish University Scores.
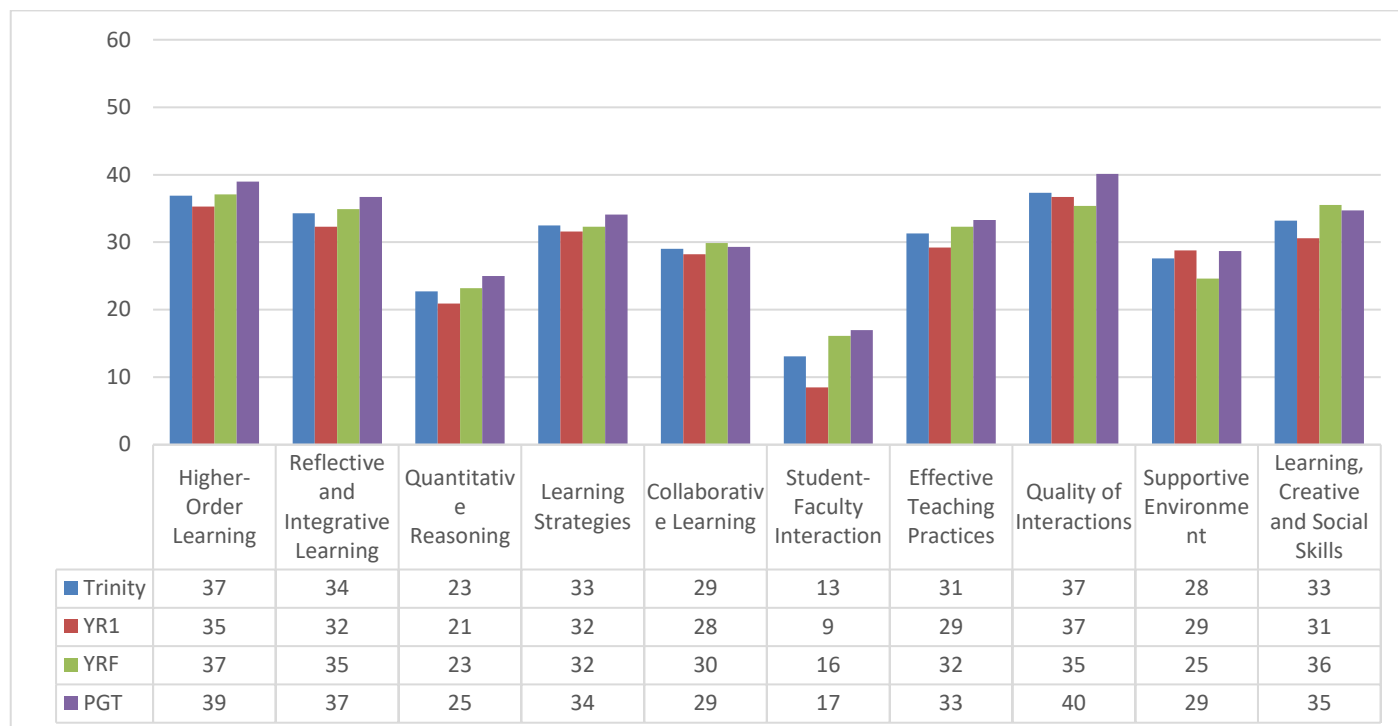
Table 8: Indicators by Year of Study (Trinity v Irish Universities 2021-22)

Indicators (out of 60)	Trinity v Irish Universities 2021/22							
	Total		YR1		YRF		PGT	
	Irish Univ	Trinity	Irish Univ	Trinity	Irish Univ	Trinity	Irish Univ	Trinity
Higher-Order Learning	36.2	36.9	34.7	35.3	35.6	37.1	38.8	39.0
Reflective and Integrative Learning	33.2	34.3	31.3	32.3	32.7	34.9	36.4	36.7
Quantitative Reasoning	21.5	22.7	19.7	20.9	22.6	23.2	23.3	25.0
Learning Strategies	32.6	32.5	31.4	31.6	31.6	32.3	35.0	34.1
Collaborative Learning	28.9	29.0	28.2	28.2	30.3	29.9	28.9	29.3
Student-Faculty Interaction	12.3	13.1	8.9	8.5	14.0	16.1	15.8	17.0
Effective Teaching Practices	32.6	31.3	31.4	29.2	31.1	32.3	35.7	33.3
Quality of Interactions	38.0	37.3	37.7	36.7	36.5	35.4	39.9	40.1
Supportive Environment	29.0	27.6	30.6	28.8	26.7	24.6	28.5	28.7
Learning, Creative and Social Skills	33.3	33.2	31.4	30.6	33.5	35.5	33.8	34.7

The findings show that:

i. First-year respondents' access to learning support services (learning centre, computer centre, maths support, writing support etc.) was particularly challenging (YR1: Trinity: 45%, Univ: 61%). Half (50%) of Trinity first – year respondents reported the provision of *support to help students succeed academically* was provided, 'quite a bit/very much', this compares with 62% in other Universities.

ii. Trinity final-year cohort (YRF) respondents were stronger across *Higher Order Learning* and *Reflective and Integrative Learning* indicators when compared with the YRF cohort across the national university sector. The result was driven by a higher Trinity score on the question about 'connecting learning to problems or issues in society' in *Reflective and Integrative Learning* (YRF: Trinity 55% vs YRF Irish Univ 50%).

iii. *Effective Teaching Practices* Trinity continues to lag behind other universities in the Effective Teaching Practice Indicator. The widest gap in 2021/22 was at postgraduate taught level (PGT: Trinity 33.3/60, Irish Univ: 35.7/60). This is attributed to 13% more Irish University postgraduate taught respondents reporting that course goals and requirements were clearly explained compared with Trinity PGT respondents (PGT: Trinity 36% vs Irish Univ 49%).

iv. The *Learning, Creative and Social Skills* indicator was added in 2021/22, it combines many of the 'skills related questions' previously found as non-indicator questions e.g. Trinity final year respondents reported 'quite a bit / very much' that they were provided with the experience of writing clearly and effectively (YRF: Trinity 74%, Univ 68%) and thinking critically and analytically effectively (YRF: Trinity 84%, Univ 79%), as part of their study programme. These skills are linked to the attainment of the Trinity Graduate Attributes.

Fig 8: explores the relationship between the overall Trinity Indicator scores (out of 60) and Years of Study

	Higher-Order Learning	Reflective and Integrative Learning	Quantitative Reasoning	Learning Strategies	Collaborative Learning	Student-Faculty Interaction	Effective Teaching Practices	Quality of Interactions	Supportive Environment	Learning, Creative and Social Skills
■ Trinity	37	34	23	33	29	13	31	37	28	33
■ YR1	35	32	21	32	28	9	29	37	29	31
■ YRF	37	35	23	32	30	16	32	35	25	36
■ PGT	39	37	25	34	29	17	33	40	29	35

In general, as in previous years scores, the results show an increase as the year of study progress with the following exceptions:

i. Looking across the years of study when asked about the *'Quality of Interactions'* the results show a fall in final year when compared to first year and an increase at PGT level;

ii. In the *Supportive Environment* indicator, YR1 and PGT years of study report similar levels of overall supportive engagement i.e. (YR1 29 / 60; PGT 29 / 60), however there is a drop in final year studies (25 / 60). This is evident for example in the respondent's perception of how the institute emphasise the provision of support to help students succeed academically. In this question, half (50%) of first year respondents reported 'quite a bit/very much', 42% in final year and over half (56%) across PGT. Similarly in the question relating to the level of institutional emphasis on using learning support services (learning centre, computer centre, maths support, writing support etc.), first year respondents reported 45% , 53% PGT and a lower rate in final year (40%).

3.3   Indicator Scores: Across Faculties

Table 9: Indicator score breakdown across Faculties

Indicators	Trinity	AHSS	STEM	HS	Multi-Fac
Higher-Order Learning	36.9	38.7	35.3	35.7	36.5
Reflective and Integrative Learning	34.3	36.9	29.8	33.7	36.4
Quantitative Reasoning	22.7	22.0	27.7	21.5	17.2
Learning Strategies	32.5	33.2	31.0	33.7	31.9
Collaborative Learning	29.0	29.0	29.4	31.0	25.2
Student-Faculty Interaction	13.1	14.4	11.3	14.9	10.6
Effective Teaching Practices	31.3	32.9	29.0	30.6	31.7
Quality of Interactions	37.3	38.0	36.6	37.7	36.3
Supportive Environment	27.6	29.6	26.5	26.4	25.6
Learning, Creative and Social Skills	33.2	34.8	31.9	32.0	32.7

Note numbers are indicator scores out of 60 and not percentages.

- AHSS is strongest in 6 of the 10 indicators and continues to be the strongest in Higher-Order Learning (AHSS 38.7/60). 'Quality of Interaction' is the highest across STEM and HS (STEM 36.6/60, HS 37.7/60)

- Across all Faculties, the weakest indicator is 'Student Faculty Interaction' (AHSS 14.4/60, STEM 11.3/60, HS 14.9/60).

- In *Reflective and Integrative Learning*, STEM respondents reported a less positive engagement in 'connecting learning to problems or issues in society' (AHSS 63/%, STEM 36%, HS 52%, MF 64%) and in 'including diverse perspectives (political, religious, racial, ethnic, gender, etc.) in discussions or assignments (AHSS 52%, STEM 21%, HS 35%, MF 56%).

- HS respondents scores in the *Collaborative Learning* opportunities indicate the propensity of these students to work in teams in project or laboratory settings (AHSS 33%, STEM 31%, HS 34%, MF 32%). AHSS and HS respondents report similar levels of attainment in the *Learning Strategy* indicator (AHSS 33.2/60; HS 33.7/60).
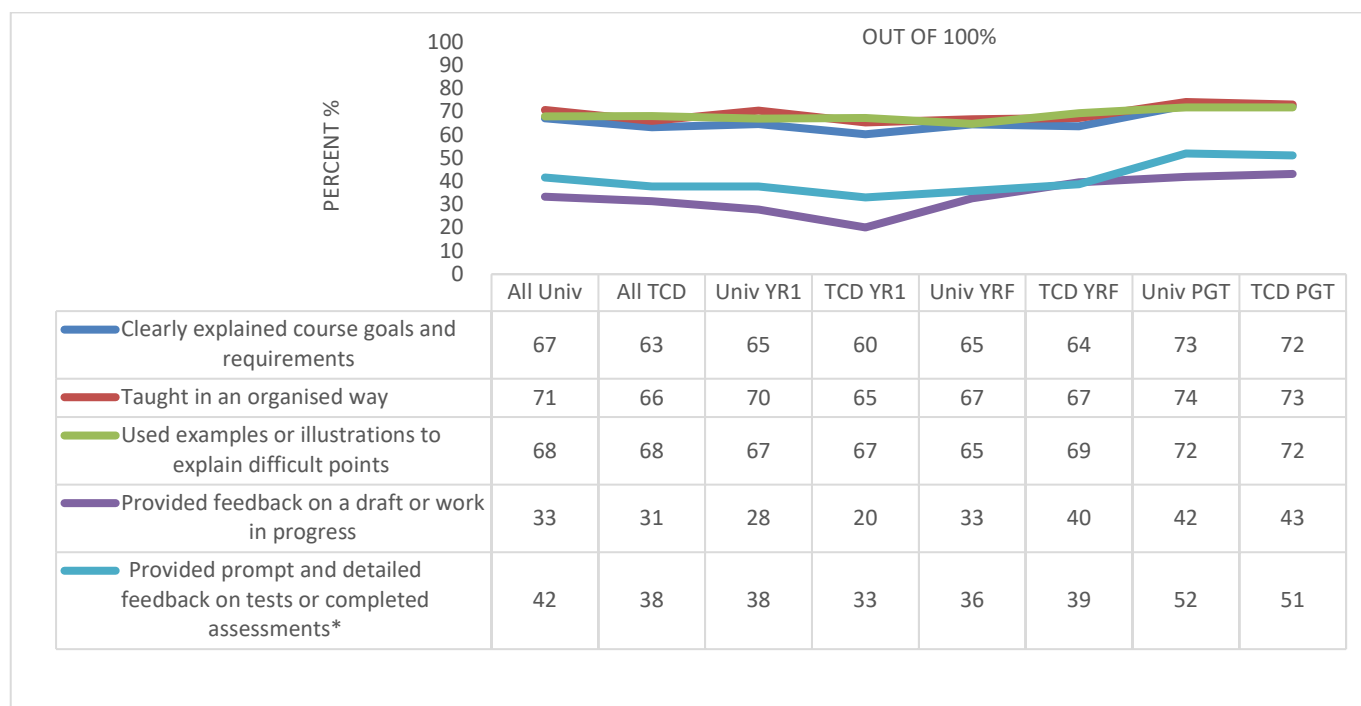
3.4   Effectiveness of Teaching Practices and Supportive Environment

'Effective Teaching Practices' (Trinity 31.3 and Irish Univ 32.6) and 'Supportive Environment' (Trinity 27.6 and Irish Univ 29.0) are two indicators where Trinity continue to score lower than other Irish Universities.

3.4.1   Effectiveness of Teaching Practices

The Effective Teaching Practice indicator consists of five questions that relate to organization of teaching, communication of learning outcomes, use of exemplars and meaningful and prompt feedback. Fig.9 show the results for Trinity and other Irish Universities and by cohort.

Figure 9: Effective Teaching Practices - Trinity v Irish Universities Results 2021/2 (%scores)

OUT OF 100%

PERCENT %

100
90
80
70
60
50
40
30
20
10
0

	All Univ	All TCD	Univ YR1	TCD YR1	Univ YRF	TCD YRF	Univ PGT	TCD PGT
Clearly explained course goals and requirements	67	63	65	60	65	64	73	72
Taught in an organised way	71	66	70	65	67	67	74	73
Used examples or illustrations to explain difficult points	68	68	67	67	65	69	72	72
Provided feedback on a draft or work in progress	33	31	28	20	33	40	42	43
Provided prompt and detailed feedback on tests or completed assessments*	42	38	38	33	36	39	52	51

* Note: Results at Question level are reported in percentages (100%), the overall Indicator results is reported out of 60.

Looking at Fig 9 above, a clear separation is seen between the results on the questions that relate to timely and effective feedback (Q4 and 5) as against the other questions in the indicator. This separation is evident for all Universities not just for Trinity. Across Trinity, scores indicate that YR1 students have the least favorable experience of feedback, with the progress years of study this experience improves.

Notwithstanding the clear demarcation on results within the 'Effective Teaching Practice' indicator, the widest gap between Trinity (66%) and other Irish Universities (71%) relates the organisation of teaching where respondents reported to 'quite a bit/very much' to this question.

Respondents reported the need to promote more class discussion and build positive relationships with their peers through communication:

'Push students to get help by making their resources easier to find, actually give feedback on work.'
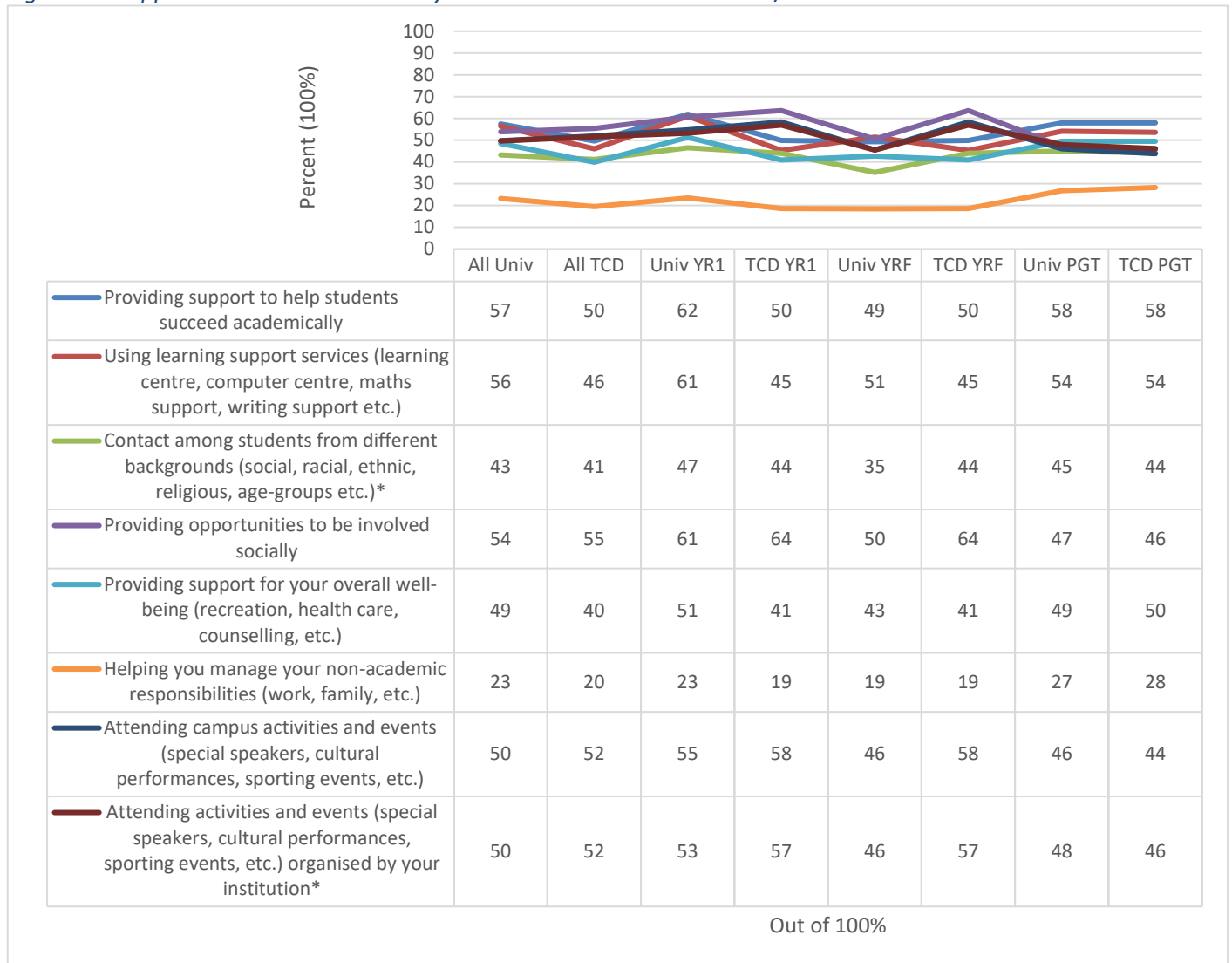(YR1, EMS, Multi-School)

'More communication from lecturers on what they want in regard to coursework.'
(YRF, AHSS, Multi-School)

'Provide better and timely written or verbal feedback by Professors after assignment grading'
(PGT, STEM, Computer Science and Statistics)

3.4.2   Supportive Environment

The *Supportive Environment* indicator is made up of eight questions that explore respondent perceptions of how much an Institution emphasises services and activities to support their learning and development.

Figure 10: Supportive Environment- Trinity v Irish Universities Results 2021/22

	All Univ	All TCD	Univ YR1	TCD YR1	Univ YRF	TCD YRF	Univ PGT	TCD PGT
Providing support to help students succeed academically	57	50	62	50	49	50	58	58
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	56	46	61	45	51	45	54	54
Contact among students from different backgrounds (social, racial, ethnic, religious, age-groups etc.)*	43	41	47	44	35	44	45	44
Providing opportunities to be involved socially	54	55	61	64	50	64	47	46
Providing support for your overall well-being (recreation, health care, counselling, etc.)	49	40	51	41	43	41	49	50
Helping you manage your non-academic responsibilities (work, family, etc.)	23	20	23	19	19	19	27	28
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	50	52	55	58	46	58	46	44
Attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by your institution*	50	52	53	57	46	57	48	46

Out of 100%

While there are services available to help students (Student Learning Development, Student Counselling, Maths Help Room, Disability Services) reach their academic potential, more than half (54%) of the respondents reported that there was 'very little/some' emphasis on the learning support services available to them. Compared to other Irish Universities, a gap of 10% exists at first year level where 46% of Trinity YR1 respondents compared to 56% across Irish Universities reported their university promoted support services. A gap of 12% exists between YR1 Irish Universities (62%) and Trinity (50%) in the provision of support to help students succeed academically. This is also evident in the qualitative comments where first year respondents expressed views on the need to engage in small group work, reduce stress and burnout and spend less time on assignments.

The question that pertains to the institute helping 'quite a bit/very much' to 'manage your non-academic responsibilities (work, family etc)' is notably the outlier question within the 'Supportive Environment indicator' where Trinity scored 20% and is consistent with other Irish universities (23%). The open comments provided mixed reviews about the supportive environment available to students.

They include the following:

'Reply to emails that are asking lecturers of further support to understand their content. Multiple lecturers have not replied to emails from struggling students' (YR1, HS, Dental Science)

'They are quite easy to get in contact with if there are issues and lectures are usually friendly and open to providing support' (YR1, HS, Medicine)

'Stop pressurising students, providing more support from departments to the students'
(YRF, AHSS, Multi-School)

'Greater structure in modules and clarity of supports on offer'
(YRF, AHSS, Multi-School)

'Often 9-5 options for extra support doesn't work because we have full time jobs.'
(PGT, AHSS, Psychology)

'Classes are small and engaging - masters programmes are a tight group with many academic supports and links to academic guidance.' (PGT, EMS, Natural Sciences)

- ✓ Promoting Services to help students succeed academically
- ✓ Manage the non-academic responsibilities-(work family)
- ✓ Small group learning/tutorials/peer to peer learning
- ✓ Better organisation and communication with/for students
- ✓ Effective and timely feedback

3.5   Learning, Creative and Social Skills

Skill developments, collaborative learning and problem solving are identified across a newly formed indicator 'Learning, Creative and Social Skills' that consists of 8 questions. 7 of the 8 questions in 2021/22 were formally included in the non-indicator questions and can be compared with previous score years. A new question 'Being innovative and creative' has been introduced to the survey and is included in this indicator. Below is the comparable between the individual questions asked in 2020/21 and the questions amalgamated into the new Learning, Creative and Social Skills in 2021/22.
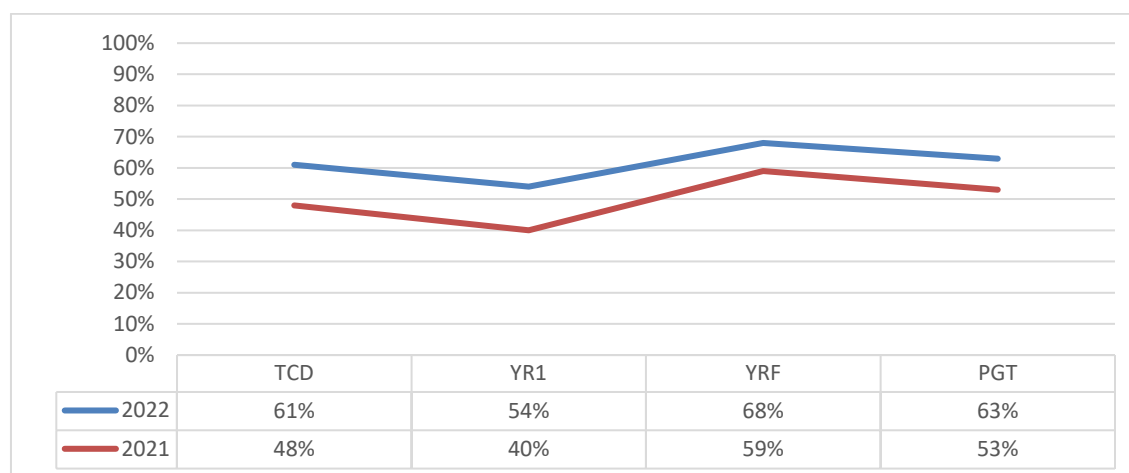
Table 10: Learning, Creative and Social Skills – *across years of study (2021/22 – 2020/21)*

Questions	Responses	Univ 2022	Trinity 2022	Trinity 2021	YR 1 2022	YR 1 2021	YRF 2022	YRF 2021	PGT 2022	PGT 2021
1. Writing clearly and effectively	*Very little*	10.1	10.3	12.7	15.3	17.9	6.1	5.9	7.2	9.1
	Some	26.4	26.3	28.5	31.4	33.5	20.3	20.2	24.8	26.6
	Quite a bit	38.3	36.3	35.0	33.8	30.6	38.2	37.1	37.8	41.0
	Very much	25.2	27.2	23.8	19.5	18.1	35.4	36.8	30.2	23.3
2. Speaking effectively	*Very little*	17.0	17.2	21.7	23.6	29.6	12.0	12.5	13.1	15.7
	Some	32.1	32.7	33.6	34.3	35.1	31.7	29.6	31.6	34.2
	Quite a bit	33.2	32.1	29.8	28.7	24.3	35.0	36.6	34.1	33.8
	Very much	17.7	17.9	14.9	13.4	11.0	21.3	21.2	21.2	16.3
3. Thinking critically and analytically	*Very little*	3.9	3.9	4.5	5.3	4.8	2.5	3.2	3.3	5.0
	Some	19.6	18.3	18.7	20.7	22.0	13.4	10.4	19.6	19.7
	Quite a bit	41.5	39.3	40.6	41.0	41.7	37.4	37.4	38.6	41.2
	Very much	35.1	38.6	36.3	33.1	31.5	46.8	49.0	38.5	34.1
4. Analysing numerical and statistical information	*Very little*	20.5	22.9	27.8	23.6	28.0	22.3	28.5	22.5	26.8
	Some	31.0	27.6	29.1	27.4	29.8	26.5	24.1	28.8	31.9
	Quite a bit	29.6	28.3	25.6	30.2	25.5	28.6	26.3	25.2	25.3
	Very much	18.9	21.3	17.6	18.8	16.8	22.7	21.1	23.4	16.1
5. Working effectively with others	*Very little*	9.0	10.4	19.6	13.0	26.9	6.7	8.7	10.1	15.9
	Some	26.2	29.1	32.3	32.8	33.2	25.5	31.9	27.3	31.1
	Quite a bit	39.2	36.7	31.3	34.7	27.1	40.0	37.0	36.3	34.0
	Very much	25.6	23.9	16.7	19.5	12.8	27.8	22.4	26.4	18.9
6. Solving complex real-world problems	*Very little*	12.8	13.7	16.2	18.2	18.8	11.7	13.2	9.2	14.4
	Some	32.3	31.5	33.2	33.0	34.5	27.4	31.7	33.3	32.4
	Quite a bit	35.4	35.3	32.5	33.1	31.1	39.1	33.6	34.8	33.9
	Very much	19.4	19.5	18.1	15.7	15.7	21.9	21.5	22.7	19.3
7. Being an informed and active citizen (societal / political / community)	*Very little*	18.4	17.8	23.0	19.7	25.5	16.0	16.6	17.0	23.9
	Some	33.5	34.3	35.9	34.5	37.0	33.1	32.5	35.1	36.9
	Quite a bit	31.2	30.4	26.3	30.0	25.3	31.8	29.3	29.4	25.5
	Very much	16.8	17.5	14.8	15.8	12.2	19.1	21.5	18.4	13.8
8. * Being innovative and creative (NEW)	*Very little*	12.6	13.3	N/A	17.1	N/A	12.3	N/A	9.1	N/A
	Some	33.5	36.1	N/A	38.3	N/A	37.9	N/A	31.3	N/A
	Quite a bit	35.6	33.0	N/A	30.8	N/A	32.0	N/A	37.2	N/A
	Very much	18.4	17.5	N/A	13.8	N/A	17.8	N/A	22.5	N/A

* The new question 'Being innovative and creative' has been added to the StudentSurvey.ie instrument in 2021/22. This new question asks about how much students feel like they are developing social skills of innovation and enterprise to their learning. Practical orientated and project work are offered as core certificates to undergraduate students (Certificate in Innovation and Entrepreneurship) and part-time Postgraduate (Level 9, Innovation and Enterprise Development) through Tangents, Trinity's Ideas Workshop.

In 2021/22, the return to near-normal study environment can be seen in results to the question 'working effectively with others', that show a rise (+12%) in 2021/22 to 60% from 48% in 2020/21 to the response option 'quite a bit/very much' refer to fig 11 below. Breaking this down first year respondents saw the highest increase from 40% in 2021 to 54% in 2021/22 (+14%), followed by postgraduate taught and final year respondents' (2021/22: YF 68%, PGT 63%; 2020/21: 59%, PGT 53%).   Increases are also evident in other skills domains: 'writing clearly and effectively (2021/22: 63%, 2020/21 59%), analysing numerical and statistical information (2021/22: 50%, 2020/21 43%)and speaking effectively (2021/22: 50%, 2020/21 45%).

Figure 11: Increase in working effectively with others from 2020/21 to 2021/22

	TCD	YR1	YRF	PGT
2022	61%	54%	68%	63%
2021	48%	40%	59%	53%

Looking across the faculties, *Learning Creating, and Social Skills* in 2021/22 increase particularly across AHSS (+25%) where respondents report 'quite a bit/very much' skill development in 'writing clearly and effectively' (2021/22 73%, 2020/21 44%) and in 'speaking effectively' skills (2021/22 55%, 2020/21 30%). Over the last year the results shows a lower development of skills in 'writing clearly and effectively' (-11%) by HS respondents (74% in 2020/21 to 55% in 2021/22) and similarly in STEM where a drop of 14% was evident developing the skills in 'speaking effectively' (2021/22: 52%; 2020/21 38%).

Table 11: Learning, Creative and Social Skills – *across Faculties of study (2021/22 – 2020/21)*

Questions	Responses	AHSS 2022	AHSS 2021	STEM 2022	STEM 2021	HS 2022	HS 2021
1. Writing clearly and effectively	*Very little*	6%	20%	16%	20%	13%	7%
	Some	21%	36%	33%	36%	33%	19%
	Quite a bit	37%	29%	36%	28%	36%	35%
	Very much	36%	15%	15%	16%	19%	39%
2. Speaking effectively	*Very little*	13%	34%	27%	18%	14%	22%
	Some	32%	36%	35%	30%	30%	30%
	Quite a bit	35%	20%	26%	33%	37%	29%
	Very much	20%	10%	12%	19%	19%	19%
3. Thinking critically and analytically	*Very little*	4%	4%	3%	6%	5%	3%
	Some	17%	20%	20%	26%	22%	17%
	Quite a bit	36%	40%	43%	41%	43%	36%
	Very much	44%	36%	34%	27%	31%	43%
4. Analysing numerical and statistical information	*Very little*	30%	7%	5%	34%	23%	49%
	Some	25%	24%	21%	35%	38%	24%
	Quite a bit	27%	36%	38%	21%	26%	17%
	Very much	18%	34%	36%	10%	13%	11%
5. Working effectively with others	*Very little*	10%	26%	12%	13%	6%	26%
	Some	28%	37%	32%	25%	25%	34%
	Quite a bit	37%	24%	35%	35%	39%	27%
	Very much	25%	14%	21%	28%	30%	13%
6. Solving complex real-world problems	*Very little*	12%	13%	13%	16%	14%	24%
	Some	32%	35%	30%	31%	30%	38%
	Quite a bit	36%	30%	36%	35%	36%	28%
	Very much	20%	23%	22%	18%	20%	9%
7. Being an informed and active citizen (societal / political / community)	*Very little*	11%	37%	27%	27%	21%	15%
	Some	31%	37%	39%	37%	36%	33%
	Quite a bit	33%	17%	25%	24%	28%	34%
	Very much	25%	9%	9%	13%	14%	19%
8. Being innovative and creative (NEW)	*Very little*	10%	N/A	17%	N/A	17%	N/A
	Some	35%	N/A	37%	N/A	41%	N/A
	Quite a bit	35%	N/A	32%	N/A	29%	N/A
	Very much	20%	N/A	14%	N/A	13%	N/A

Continuing to look at how to cultivate 21st century skills capabilities and attributes, respondents report that they have experienced soft skills such as writing clearly and effectively, speaking effectively, problem solving and teamworking. Looking at the results for the new grouped indicator, the findings show males (57%) use critical and analytical skills more frequently that females (46%), 11% more non-Irish respondents (59%) use innovative and creative skills when compared to Irish (35%) respondents; and full-time respondents (49%) are more informed and consider themselves active citizens compared to part time (39%) respondents.

Table 12: Learning, Creative and Social Skills – *international respondents*

Questions	Responses	Male	Female	Irish	Non-Irish	Full Time	Part Time
Writing clearly and effectively	Very little	11%	10%	11%	9%	10%	9%
	Some	28%	25%	26%	26%	26%	28%
	Quite a bit	35%	37%	37%	35%	36%	38%
	Very much	26%	28%	27%	30%	28%	25%
Speaking effectively	Very little	18%	16%	18%	14%	16%	20%
	Some	33%	33%	33%	32%	33%	32%
	Quite a bit	31%	34%	32%	34%	33%	30%
	Very much	19%	18%	17%	21%	18%	18%
Thinking critically and analytically	Very little	4%	4%	4%	4%	4%	4%
	Some	18%	19%	19%	17%	18%	22%
	Quite a bit	39%	39%	38%	42%	39%	39%
	Very much	39%	39%	39%	38%	39%	36%
Analysing numerical and statistical information	Very little	17%	26%	23%	24%	23%	27%
	Some	26%	28%	28%	28%	28%	29%
	Quite a bit	30%	28%	28%	28%	28%	25%
	Very much	27%	18%	22%	20%	21%	20%
Working effectively with others	Very little	11%	9%	10%	10%	9%	16%
	Some	31%	28%	29%	29%	29%	27%
	Quite a bit	35%	37%	37%	35%	36%	39%
	Very much	23%	25%	24%	26%	25%	18%
Solving complex real-world problems	Very little	13%	14%	14%	12%	14%	9%
	Some	30%	32%	31%	31%	30%	40%
	Quite a bit	36%	35%	36%	35%	35%	34%
	Very much	22%	19%	19%	21%	20%	16%
Being an informed and active citizen (societal / political / community)	Very little	20%	16%	18%	16%	17%	21%
	Some	34%	34%	34%	34%	33%	41%
	Quite a bit	29%	32%	31%	31%	31%	26%
	Very much	17%	19%	18%	19%	18%	13%
Being innovative and creative (NEW question)	Very little	12%	14%	14%	11%	14%	8%
	Some	37%	35%	38%	30%	36%	37%
	Quite a bit	31%	34%	32%	37%	33%	36%
	Very much	19%	17%	16%	22%	18%	20%

While education provided more hybrid learning opportunities, the impact of this on first-year respondents is evident in the responses to questions in the *Learning, Creative and Social Skills* indicator: 23% of first-year respondents reported less 'engagement with students on projects or assignments' when compared with final-year respondents (36%) and postgraduate taught respondents (46%).

The new question asked about the extent to which students' experience 'being innovative and creative' and how it contributed to their knowledge, skills and personal development. Across the years of study where respondents reported 'quite a bit/very much' in response to this question, the results show an increase in their experience as the years of student progress (YR1 45%, YRF 50%, PGT 60%). The results show an 11% difference in the frequency of being innovative and creative across Irish respondents (48%) and non-Irish (59%).

Respondents' comments in relation to Learning, Creative and Social Skills in 2021/22:

'Run frequent tutorials for each module where we analyze course reading and have discussions about the ideas presented in it' (YR1, AHSS, History and Political Science)

'Providing courses and course content relevant to both students' personal interests and social interests. (YR1, EMS, Multi-School)

'The institution provides learning services such as academic writing skills classes to help students with their learning' (YRF, HS, Nursing and Midwifery)

3.6   Non-Indicator Items

Revisions to questions which do not contribute to an indicator included the discontinuation of 4 questions and the retention of 11 questions.
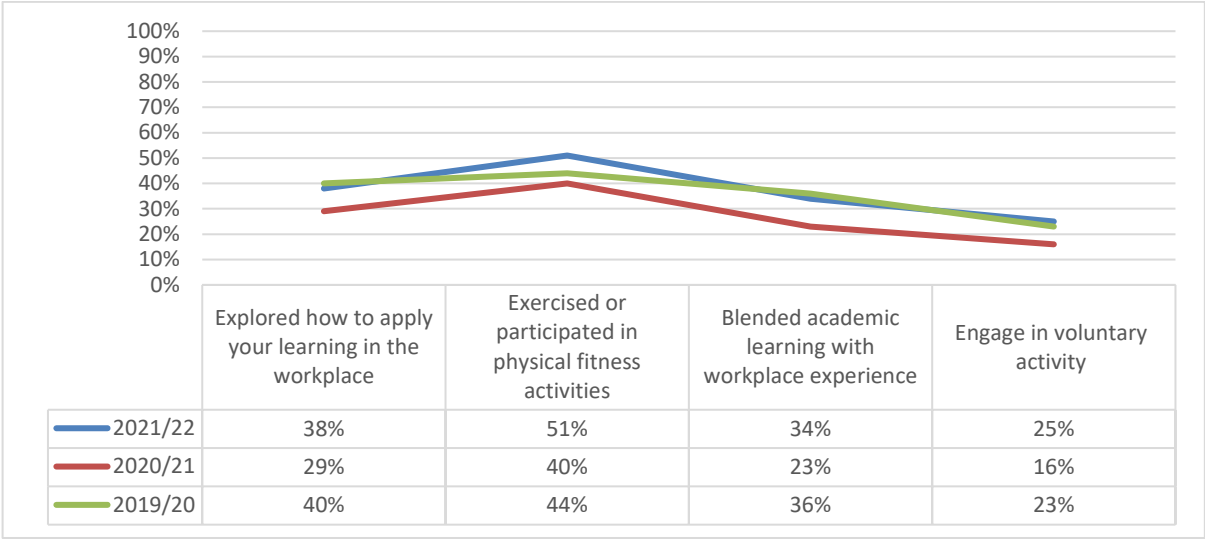
Table 13: Revisions to the Survey Instrument

Retained Questions	Discontinued Questions
1. Asked questions or contributed to discussions in class, tutorials, labs, studios, or online	
2. Blended academic learning with workplace experience	1. Memorising course material
3. Worked on assessments that informed you how well you are learning	
4. Attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.)?	2. Work with academic staff on a research project
5. Made a presentation in class, tutorials, labs, studios, or online	
6. Exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution)	3. Spending significant amounts of time studying and on academic work
7. Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution)	
8. Explored how to apply your learning in the workplace	4. Improved knowledge and skills that will contribute to your employability
9. Acquiring job- or work-related knowledge and skills	
10. How would you evaluate your entire educational experience at this institution?	
11. If you could start over again, would you go to the same institution you are now attending	

The results show a return to pre-pandemic performance levels in the student experience: e.g., the proportion of respondents reporting that they are 'somewhat' physically active increased 44% in 2019/20-to 51% in 2021/22; student involvement in voluntary activity indicate 25% of respondents either having completed a voluntary

engagement or 'in progress' compares with 16% in 2020/21 and 23% in 2019-20.

Figure 12: 4 non-Indicator questions return to pre-COVID-19 scores

	Explored how to apply your learning in the workplace	Exercised or participated in physical fitness activities	Blended academic learning with workplace experience	Engage in voluntary activity
2021/22	38%	51%	34%	25%
2020/21	29%	40%	23%	16%
2019/20	40%	44%	36%	23%

3.7   Topical Module – Civic Engagement

Institutions were allowed to add one of four available topical modules to the core survey. These topical modules are short sets of questions on designated topics such as 'Career and Workforce Preparation', Civic Engagement', 'Experiences with Online Learning' and 'Inclusiveness and Engagement with Diversity'. Following consultation with the Dean of Students, the 'Civic Engagement' module was added due to the emphasis on the area in the College' Strategic Plan 2020-25 which states *'we challenge our students to think independently, communicate effectively, act responsibly, and develop continuously, equipping them for lives of active citizenship'* and the new Trinity Civic Engagement Award implemented in April 2022.

Figure 13: Civic Engagement – Overall-how much does your institution emphasize the following (Q1-4)
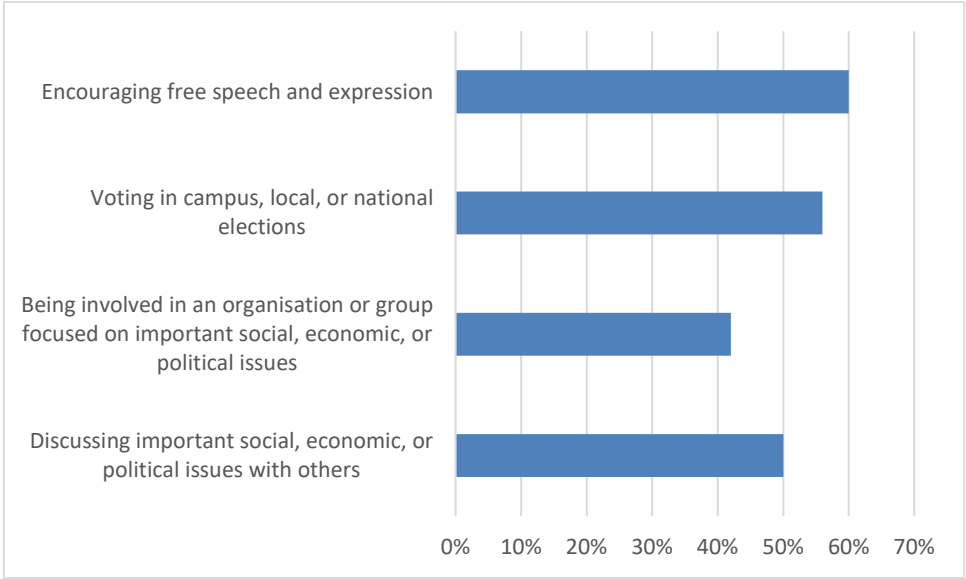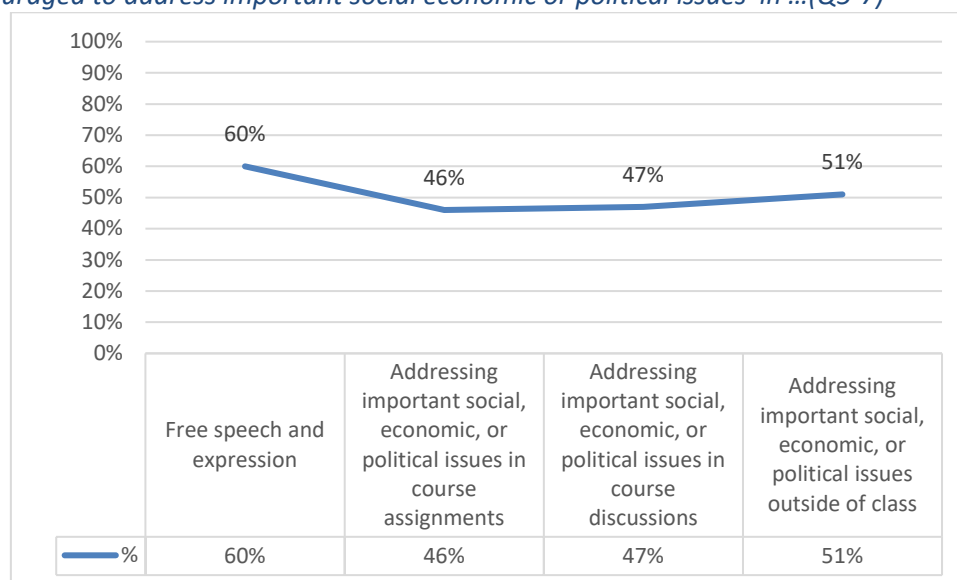
Figure 14: Civic Engagement – Overall-how much does your institution emphasize the following (Q5-7); how much do you feel encouraged to address important social economic or political issues in …(Q5-7)

%	Free speech and expression	Addressing important social, economic, or political issues in course assignments	Addressing important social, economic, or political issues in course discussions	Addressing important social, economic, or political issues outside of class
%	60%	46%	47%	51%

This module examines student support for activism and engagement with campus, local, state, national, or global issues across seven questions. The module complements questions on the core survey about service-learning (Quality of Interactions), diverse perspectives in discussions or assignments (Reflective and Integrative Learning) and becoming an informed and active citizen (Learning, Creative and Social Skills).

The results show that 60% of the respondent's state that Trinity 'quite a bit/often' 'encouraged free speech and expression'. This is strongest across the first year of study (YR1 64%, YRF 56%, PGT 60%). Progress across the years of study is also evident when asked about the frequency of being 'encouraged to address important social, economic, or political issues in course discussions' (YR1 44%, YRF 46%, PGT 52%).

First year respondents reported higher engagement in 'attending campus activities and events (special speakers, cultural performances, sporting events, etc.) (YR1 58%, YRF 46%, PGT 49%) and in 'attending activities and events (special speakers, cultural performances, sporting events, etc.) organised by your institution (YR1 57%, YRF 45%, PGT 50%).

Of interest is that 'Voting in campus, local, or national elections' is seen to decreases as the years progress (YR1 67%, YRF 58%, PGT 40%) as is 'being involved in an organisation or group focused on important social, economic, or political issues (YR1 45%, YRF 41%, PGT 40%).

Respondents were asked about how much they feel encouraged to address important social, economic or political issues in and outside of the class. Respondents reported that they had more opportunities of this outside the class (51%) compared to 46% in the class. Looking furthermore females (49%) than males (43%) feel encouraged to address social and political issues during their learning. More full-time respondents

reported more engagement with social issues in course assignments than outside of the class (full time 48%) compared to part time respondents (57%).

Table 14: Civic Engagement – across years of study

Question	Responses	All Students	Undergraduate Year 1	Undergraduate Final Yr.	Postgraduate Taught
Discussing important social, economic, or political issues with others	*Very little*	16.5	15.4	16.7	17.8
	Some	33.6	33.2	33.3	34.4
	Quite a bit	32.6	35.9	32.1	28.5
	Very much	17.3	15.5	18.0	19.2
Being involved in an organisation or group focused on important social, economic, or political issues	*Very little*	21.4	18.5	22.4	24.6
	Some	36.4	37.0	36.9	35.0
	Quite a bit	29.1	31.8	28.2	26.2
	Very much	13.0	12.6	12.5	14.1
Voting in campus, local, or national elections	*Very little*	17.5	10.4	15.1	29.8
	Some	26.2	22.3	27.3	30.6
	Quite a bit	34.1	36.9	37.1	27.3
	Very much	22.2	30.4	20.5	12.2
Encouraging free speech and expression	*Very little*	10.5	8.8	13.0	10.5
	Some	29.3	27.6	31.3	29.7
	Quite a bit	37.8	40.3	36.4	35.7
	Very much	22.4	23.3	19.2	24.1
Encouraged addressing important social, economic, or political issues in course assignments	*Very little*	24.4	26.1	24.6	21.8
	Some	29.2	29.6	31.2	26.6
	Quite a bit	28.6	29.5	27.4	28.5
	Very much	17.8	14.8	16.7	23.1
Encouraged addressing important social, economic, or political issues in course discussions	*Very little*	21.9	23.6	21.5	19.8
	Some	31.2	32.2	32.9	28.2
	Quite a bit	29.0	29.1	29.1	28.9
	Very much	17.8	15.0	16.5	23.1
Encouraged addressing important social, economic, or political issues outside of class	*Very little*	17.2	15.7	14.6	21.6
	Some	32.0	32.7	33.6	29.4
	Quite a bit	32.2	33.2	32.9	30.0
	Very much	18.7	18.4	18.9	19.0

At the Faculty level, AHSS respondents stated that they were empowered and encouraged to 'engage in free speech and expression' (AHSS 67%, STEM 56%, HS 56%, Multi-Fac 61%). AHSS respondents also report more opportunities to 'discuss important social, economic, or political issues with others' (AHSS 60%, STEM 41%, HS 41%, Multi-Fac 57%) and more opportunities to address these issues in 'course discussions' (AHSS 59%, STEM 29%, HS 37%, Multi-Fac 55%). Health sciences respondents report less opportunity to 'vote in campus, local, or national elections' (AHSS 58%, STEM 62%, HS 41%, Multi-Fac 48%). This may be due to study off-campus or participate in clinical placements which may impact their ability to avail of opportunities on campus or within core study hours.

Table 15: Civic Engagement – across Faculties

How much does your institution emphasise the following?	Responses	All Students	AHSS	STEM	HS
Discussing important social, economic, or political issues with others	Very little	16.5	10%	22%	12%
	Some	33.6	29%	38%	31%
	Quite a bit	32.6	36%	31%	37%
	Very much	17.3	24%	10%	20%
Being involved in an organisation or group focused on important social, economic, or political issues	Very little	21.4	15%	25%	23%
	Some	36.4	35%	41%	32%
	Quite a bit	29.1	32%	27%	32%
	Very much	13.0	18%	8%	14%
Voting in campus, local, or national elections	Very little	17.5	16%	14%	14%
	Some	26.2	27%	25%	25%
	Quite a bit	34.1	36%	38%	35%
	Very much	22.2	22%	24%	26%
Encouraging free speech and expression	Very little	10.5	7%	12%	10%
	Some	29.3	26%	32%	30%
	Quite a bit	37.8	38%	40%	39%
	Very much	22.4	29%	16%	21%
Encouraged addressing important social, economic, or political issues in course assignments	Very little	24.4	12%	43%	19%
	Some	29.2	28%	28%	27%
	Quite a bit	28.6	33%	20%	32%
	Very much	17.8	26%	9%	23%
Encouraged addressing important social, economic, or political issues in course discussions	Very little	21.9	10%	39%	16%
	Some	31.2	28%	34%	32%
	Quite a bit	29.0	35%	19%	33%
	Very much	17.8	27%	8%	20%
Encouraged addressing important social, economic, or political issues outside of class	Very little	17.2	12%	20%	12%
	Some	32.0	28%	34%	32%
	Quite a bit	32.2	35%	32%	37%
	Very much	18.7	26%	14%	19%

Additional comments highlighted:

'Big emphasis on feeling a part of the community and engage in classes to gain the most out of each day.'
(YR1, AHSS, Multi-School)

'Runs many events, talks, etc. on academic success, facilitates societies for different learning interests.'
(YRF, Computer Science and Statistics)

The role of civic engagement in Trinity is reflected in the strategic plan. Widening the breadth of educational skills constitutes only one axis in the overall student experience.

'Through our teaching, research and public engagement, we courageously advance the cause of a pluralistic, just and sustainable society.' 2020-2025 Strategic Plan

4. Open Comments

Over half (61%) of those who responded to the survey provided additional comments. While more first year respondents provided quantitative data, a higher percentage of final year cohort wrote qualitative comments and (YR1 61%, YF 67%, PGT 57%). Higher final year additional comments were also evident across Irish domicile (YR1 61%, YF 66%, PGT 59%) and non-domicile (YR1 58%, YF 72%, PGT 55%) cohorts. Looking across the faculties, AHSS respondents provided the most comments compared to STEM and HS (AHSS 55%, STEM 26%, HS 18%).

Table 16: Profile of Participants providing Qualitative Comments 2021/22

	Breakdown of Open Comment Provision			
	First Year	Final Year	PG Taught	All students
Open Comment Responses				
Total survey respondents	1,474	935	1,024	3,433
Open Comment respondents	893	622	579	2,094
Response Rate (%)	61%	67%	57%	61%
Domicile				
Irish survey responses	1,209	839	454	2,502
Open Comment respondents	738	553	267	1,558
Response Rate	61%	66%	59%	62%
Non-Domicile				
Non-Irish survey responses	265	96	570	931
Open Comment respondents	154	69	313	536
Response Rate	58%	72%	55%	58%
Faculties				
AHSS	433 (37%)	356 (31%)	371 (32%)	1,160 (55%)
STEM	276 (50%)	146 (26%)	129 (23%)	551 (26%)
HS	184 (48%)	119 (31%)	80 ((21%)	383 (18%)

Qualitative Data across Trinity

Respondents were invited to provide comments on two open questions, namely:

1. What does your institution do best to engage students in learning?
2. What could your institution do to improve students' engagement in learning?

This survey provides evidence that learning online can be more effective in a number of ways. Of the 3,433 responses, 2,094 (61%) provided open comments. This valuable feedback helps to better understand respondents' motivations and provides insights into areas where development needs to be done.

Fig 14 below outlines the top four overall themes when looking at the best ways of engaging students in learning.

Figure 14: What does your Institution do best aspects to engage students in learning?

Top 4 Themes: Best Aspects		
Tutorials - unique learning experience	354	34%
Groupwork - problem-based learning	289	27%
Interactive discussions	233	22%
Peer to peer learning	180	17%
Total	*1,056*	*100%*

Q: Best aspects in engaging students in learning

The use of small-groups, active learning exercises in tutorials and interactive engagement with fellow students were listed as the top 4 themes in engaging students in learning. There was a strong correlation across all years of study in promoting student engagement and interaction. Refer to below representative comments:

'Interaction and discussion during tutorials and lectures with other students' (YR1, Multi-Faculty, Multi-School)

'Lots of tutorials with discussions and small groups.' (YRF Nursing and Midwifery)

'There is a strong link between classes and tutorials with a strong emphasis on group discussions'
(PGT, AHSS, Social Sciences and Philosophy)

Figure 15: What could your institution do to improve students' engagement in learning?

Top 4 Themes: Improvements		
Teaching practices - better organisation and clarification of goals	197	37%
Provide more support through feedback	164	30%
Collaborative learning	162	30%
Considered withdrawing from Trinity, particularly at YR1or YRF	15	3%
Total	*538*	*100%*

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

o The extent to which respondents experience teaching practices that contribute to promoting comprehension and learning remains a key theme of how Trinity can improve students' engagement in learning.

   Respondent comments in relation to effective teaching practice include:

'Set realistic goals and deadlines and be mindful that there is plenty of work in other subjects too.'
(PGT, STEM, Computer Science and Statistics)

'More group-based learning, problem solving in class' (YRF, HS, Medicine)

'Be more thoughtful in how large lectures are organised as they are quite unengaging and monotone at times'
(YR1, AHSS, Multi-School)

o While the *Effective Teaching Practices* indicator incorporates feedback, many of the comments relating to this area seek feedback to support them to succeed academically, support their overall well-being and help them manage their non-academic responsibilities. Not adhering to policy standards of feedback was also addressed.

'Give feedback!! I have not received feedback on any of my assignments/my exams and that is extremely discouraging as I have no idea how to improve' (YR1, STEM, Multi-School)

'Listen to feedback and understand that external/personal reasons can impact an individual's ability to learn and attend lectures, etc' (YRF, STEM, Multi-School)

'So far this academic year, there have been blatant violations of the student feedback assessment policy. Point 7 of the college's code indicates that feedback on academic work should be made available to students within 20 or 30 working days. As I have been recently discussing with my classmates, some of our assignments which were submitted in November have not been marked yet. Providing adequate, fair and timely feedback is an essential element of the learning experience which allows students to improve the quality of their academic work and learn from possible mistakes. 4-month delays are simply unacceptable: they basically violate the official assessment policy 4 times. Students usually get penalised because of late submissions, similar sanctions should apply when the roles are reversed, otherwise there will be no way to correct the damage done to student experience'
(PGT, AHSS, Histories and Humanities, Classics)

o The extent to which respondents collaborate with peers to solve problems and interact with academic staff to influence growth in learning was evident in the comments. For example:

'More engagement with academic staff and academic tutors. Didn't hear from my mentors once this year.'
(YR1, AHSS, Psychology)

'Have more accessible lecturers who are willing to talk outside of class.'
(YRF, AHSS, Law)

'More problem-solving based tutorials that contribute a small portion to continuous assessment'
(PGT, STEM, Computer Science and Statistics)

o 6% (15) of those respondents who reported that they considered withdrawing from Trinity (234) expanded on

their reasons why. They include 10 from YR1 stating wrong course:

'Course isn't how described. Places too much emphasis on other modules that have little or no relevance to the course itself. Poorly organized and get no feedback on assessments or work and no idea where to improve on for next time. No work experience and nothing that makes the course half interesting.'
(YR1, STEM, Biological and Biomedical Sciences)

'Did not feel it was for me' (YRF, HS, Dental Science)

'does not support PhDs funding, conference fee, seminars, activities, and many things other schools do for their PhD students.' (PGT, STEM, Computer Science and Statistics)

Appendix 1: StudentSurvey.ie Survey Instrument

Indicators and Questions
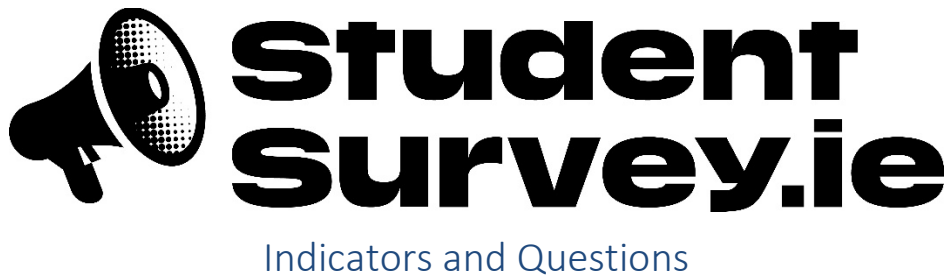
Questions relating to *Higher-Order Learning*

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

During the current academic year, how much has your coursework emphasised…

Responses: (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

Questions relating to *Reflective and Integrative Learning*

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

During the current academic year, about how often have you…

Responses: (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

Questions relating to *Quantitative Reasoning*

These questions explore students' opportunities to develop their skills to reason quantitatively – to evaluate, support, or critique arguments using numerical and statistical information.

During the current academic year, about how often have you…

Responses: (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

Questions relating to *Learning Strategies*

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

During the current academic year, about how often have you…

Responses: (Never, Sometimes, Often, Very often)

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

Questions relating to *Collaborative Learning*

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

During the current academic year, about how often have you…

Responses: (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

Questions relating to *Student-Faculty Interaction*

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

During the current academic year, about how often have you…

Responses: (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 scheduled class, tutorials, labs or studios
- Discussed your performance with academic staff

Questions relating to Effective Teaching Practices

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

During the current academic year, to what extent have lecturers / teaching staff…

Responses: (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 assessments

Questions relating to *Quality of Interactions*

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

At your institution, please indicate the quality of interactions with…

Responses: (1=Poor, 2,3,4,5,6, 7=Excellent)

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

Questions relating to *Supportive Environment*

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

How much does your institution emphasise…

Responses: (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, age-groups 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 activities and events (special speakers, cultural performances, sporting events, etc.) organised by your institution

Questions relating to *Learning, Creative and Social Skills*

These questions explore the extent to which students' experience in their institution contributed to their knowledge, skills and personal development of a variety of learning, creative and social skills.

How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas…

Responses: (Very little, Some, Quite a bit, Very much)

- Writing clearly and effectively?
- Speaking effectively?
- Thinking critically and analytically?
- Analysing numerical and statistical information?
- Working effectively with others?
- Solving complex real-world problems?
- Being an informed and active citizen (societal / political / community)?
- Being innovative and creative?

Questions not relating to specific engagement indicators

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

During the current academic year, about how often have you:

- asked questions or contributed to discussions in class, tutorials, labs, studios, or online?

  Responses: (Never, Sometimes, Often, Very Often)

- attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.)?

  (Never, Sometimes, Often, Very Often)

- made a presentation in class, tutorials, labs, studios, or online?

  Responses: (Never, Sometimes, Often, Very Often)

- explored how to apply your learning in the workplace?

  Responses: (Never, Sometimes, Often, Very Often)

- exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution)?

  Responses: (Never, Sometimes, Often, Very Often)

- blended academic learning with workplace experience?

  Responses: (Never, Sometimes, Often, Very Often)

- worked on assessments that informed you how well you are learning?

  Responses: (Never, Sometimes, Often, Very Often)

- Which of the following have you done, or do you plan to do before you graduate from your institution: Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution)

- How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas: Acquiring job- or work-related knowledge and skills?

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

  Responses: (Poor, Fair, Good, Excellent)

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

  Responses: (Definitely no, Probably no, Probably yes, Definitely yes)

- Have you ever seriously considered withdrawing from your degree programme?

  Responses: (Yes for financial reasons, Yes for personal or family reasons, Yes for health reasons, Yes to transfer to another Institution, other reasons)

Questions relating to Civic Engagement (Topical Module) 7 items

How much does your institution emphasize the following?

Responses: (Very little, some, quite a bit, very much)

- Discussing important social, economic, or political issues with other
- Being involved in an organization or group focused on important social, economic, or political issues
- Voting in campus, local, or national election
- Encouraging free speech and expression

How much do you feel encouraged addressing important social, economic, or political issues in the following?

Responses: (Very little, some, quite a bit, very much)

- In course assignments
- In course discussions
- Outside course