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

Irish Survey of Student Engagement Report 2019 / 20

Quality Office

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1. Introduction

The National 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 National StudentSurvey.ie fieldwork conducted in March 2020. The participation groups include First Year (YR1), Final Year (YRF) and Postgraduate Taught (PGT) respondents. The survey, formerly known as the Irish Survey of Student Engagement (ISSE), was rebranded in 2018/19 as the National StudentSurvey.ie.

1.1. The StudentSurvey.ie Structure

The survey instrument is comprised of nine indicators (outlined below), twenty-two non-indicator 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 (QI);
9. Supportive Environment (SE).

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 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 student cohorts, for example, among first years 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. Percentage scores are provided for the twenty-two Non-Indicator 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

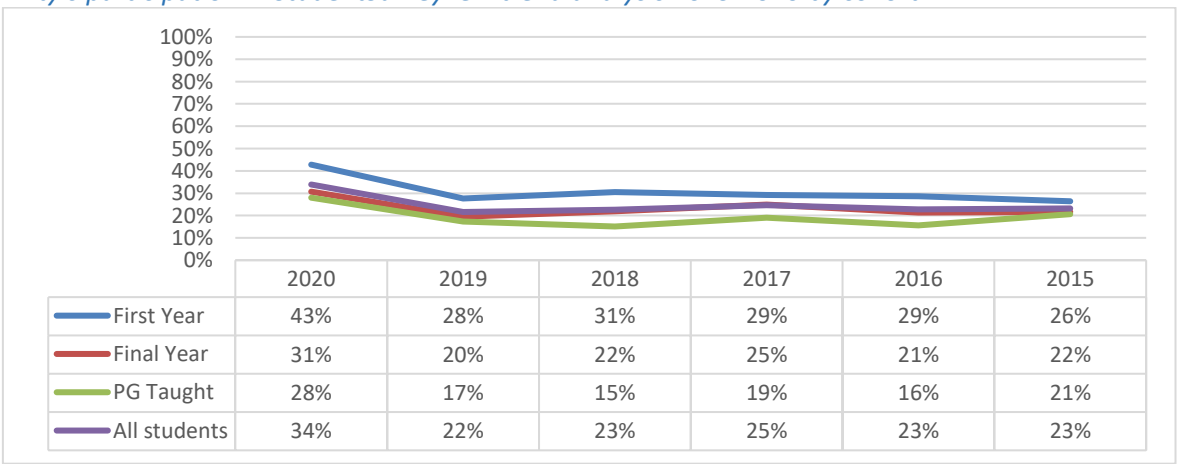
The Trinity response rate for 2019/20 was 34% (3,159), an increase of 12% from 2019 (22%, 1,925). Dates for the Trinity fieldwork took place from the 9th-27th Mach 2020, which coincided with the first week of College closure due to the Covid-19 pandemic. The transition to online delivery, commencing on the 10th March 2020, may have contributed to the increase in participation, helped in no small measure by an active social media campaign by the Trinity Students' Union. Table 1 below shows the participation rates across the Irish Universities.

Table1: Trinity's participation in the StudentSurvey.ie at sectoral level (Irish Universities) 2019- 2020

Universities Response Rates	2020	2019
National University of Ireland Galway	38%	37%
Trinity College Dublin	34%	22%
University College Dublin	34%	23%
Dublin City University	28%	33%
Maynooth University	25%	21%
University College Cork	22%	18%
University of Limerick	18%	22%

Fig. 1. below provides further detail of Trinity's participation by cohort in the National StudentSurvey.ie between 2015-2020.The increase in participation rates in 2019/20 is evident across all years of study (YR1by15%; YRF by 9% and PGT by 11% respectively). The rise in PGT to 28% is the first time since 2015 that participation levels have risen above 20%.

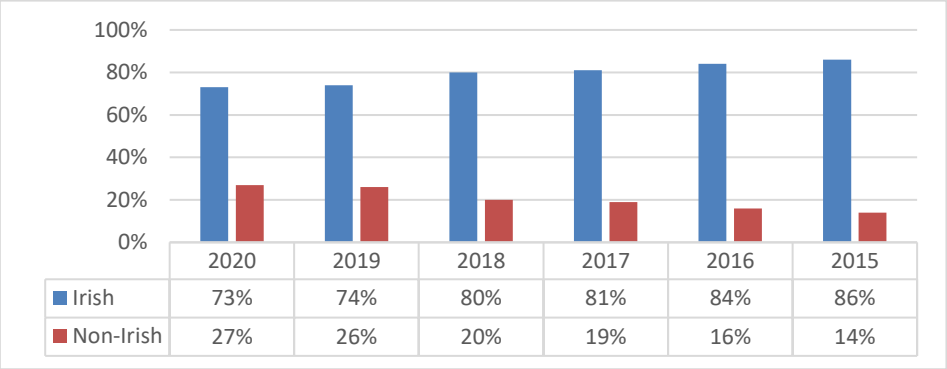
Fig. 1: Trinity's participation in StudentSurvey.ie – trend analysis 2015-2020 by cohort



	2020	2019	2018	2017	2016	2015
First Year	43%	28%	31%	29%	29%	26%
Final Year	31%	20%	22%	25%	21%	22%
PG Taught	28%	17%	15%	19%	16%	21%
All students	34%	22%	23%	25%	23%	23%

The impact of Trinity's *Global Relations Strategy 3* can be seen in Fig. 2 overleaf, that details the continuing upward trend in the profile of non-Irish respondents (857, 27%) in 2020. Further detail on the profile of non-Irish respondents is provided in Table 2 where countries with >10 respondents are broken down by Faculty. 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 College). Refer to Appendix 2 for further information.

Fig. 2: Participation Irish vs Non-Irish cohort trend analysis



Indian respondents account for the largest number of non-Irish /non-EU respondents (N=206), followed by Chinese (n=130) and American (n=127). The UK (excluding Northern Ireland) had the highest number of EU respondents (n=55), followed by Germany (n=38), France (n=26) and Italy (20). Of the three Trinity Faculties, AHSS had the highest proportion of non-Irish domicile respondents representing the most diverse countries of origin. Refer to Table 2 for further information.

Table 2: Profile of Non-Irish Domiciliary Countries (where n> 10)

	AHSS	FEMS	HS	Multi Faculty	Total	%
India	108	75	22	1	*206*	*32%*
China	95	29	5	1	*130*	*20%*
US	74	29	6	18	*127*	*18%*
GB (*excluding Northern Ireland*)	25	8	8	14	*55*	*8%*
Germany	32	5	0	1	*38*	*6%*
France	18	4	2	2	*26*	*4%*
Italy	15	4	0	1	*20*	*3%*
Spain	9	4	1	1	*15*	*2%*
Turkey	11	3	0	1	*15*	*2%*
Canada	3	1	8	0	*12*	*2%*
Singapore	1	0	9	0	*10*	*2%*
Total	*391*	*162*	*61*	*40*	*654*	*100%*

Schools pursing strategies to increase the number of international respondents can refer to Appendix 2 that illustrates the breakdown of responses by Irish and all non-Irish respondents (>10). It also outlines the top five highest responses across Schools and their associated programmes. Schools may request a further breakdown of any Indicator or question for a specific cohort of respondents from the Quality Office. Reports are not provided where there are <10 respondents from a particular country in order to protect student anonymity.

Table 3: Demographic Profile of Participants involved in the StudentSurvey.ie 2018/19 and 2019/20

	Trinity College Dublin 2020				Trinity College Dublin 2019			
	First Year	Final Year	PG Taught	All respondents	First Year	Final Year	PG Taught	All respondents
Population								
Survey Population	3,217	2,627	3,476	9,320	3,165	2,509	3,229	8,903
Respondents	1,376	806	974	3,156	876	490	559	1,925
Response Rate	42.8	30.7	28.0	33.9	27.7	19.5	17.3	21.6
Age (Number)								
23 years and under	1,271	595	163	2,029	794	382	102	1,278
24 years and over	105	211	811	1,127	82	108	457	647
Age (%)								
23 years and under	92.4	73.8	16.7	64.3	90.6	78.0	18.2	66.4
24 years and over	7.6	26.2	83.3	35.7	9.4	22.0	81.8	33.6
Sex (Number)								
Male	453	259	337	1,049	292	148	184	624
Female	923	547	637	2,107	584	342	375	1,301
Sex (%)								
Male	32.9	32.1	34.6	33.2	33.3	30.2	32.9	32.4
Female	67.1	67.9	65.4	66.8	66.7	69.8	67.1	67.6
Domicile (Number)								
Irish	1,197	716	386	2,299	760	431	231	1,422
Non-Irish	179	90	588	857	116	59	328	503
Domicile (%)								
Irish	87.0	88.8	39.6	72.8	86.8	88.0	41.3	73.9
Non-Irish	13.0	11.2	60.4	27.2	13.2	12.0	58.7	26.1
Mode of Study (%)								
Full-time	99.7	100.0	75.2	92.2	99.7	99.8	78.4	93.5
Part-time/Remote	0.3	0.0	24.8	7.8	0.3	0.2	21.6	6.5
Programme Type (%)								
Undergraduate Certificate/Diploma	1.4	1.2	0.0	0.9	0.9	1.0	0.0	0.7
Undergraduate Ordinary Degree	0.4	0.6	0.0	0.3	0.1	0.0	0.0	0.1
Undergraduate Honours Degree	98.2	98.1	0.0	67.9	99.0	99.0	0.0	70.2
Graduate Certificate/Diploma	0.0	0.0	11.2	3.5	0.0	0.0	8.9	2.6
Masters Taught	0.0	0.0	88.8	27.4	0.0	0.0	91.1	26.4

2. Executive Summary

Student engagement is a two-way process and is dependent on independent student learning, institutional conditions, policies and a culture that enables and encourages respondents to engage fully in College life. A commitment to enhance the experience and outcomes for learners is seen in Goal 2 of the new College *Strategic Plan - Community and Connection (2020-2025)*:

> 'Introduce robust procedures for addressing issues that arise from student surveys, including the Irish Survey of Student Engagement and International Student Barometer.'
> *(Strategic Plan 2020-25, 2.11)*

This report provides detail of responses to individual questions and presents an analysis of the indicators for student engagement and outcomes from a variety of perspectives, including by Institute, year/cohort, Faculty and longitudinally. This year the report includes a specific focus on two areas (i) Trinity's Global Relations Strategy 3 and the experience of respondents from India, China and the USA and (ii) the Postgraduate Taught student experience to inform the renewal of postgraduate education under Goal 3 of the new College Strategic Plan 2020-2025.

2.1 Key Findings of the Student Survey.ie 2019/20

2.1.1 Global Perspective (§ 6)

Building on the Global Relations Strategy (GR3) plan, the number of international students responding to the survey has increased significantly, from 23% in 2016 to 34% in 2020, an increase of 11% in 5 years. The highest number of survey respondents was from India (2019/20, 32%; 2018/19, 20%), followed by China (2019/20, 20%; 2018/19, 9%) and USA (2019/20, 18%; 2018/19 16%). A diverse student body is core to Trinity's strategy as it provides students with an opportunity to study with students from all over the world. Responses to the Supportive Environment Index show that contact among students from different backgrounds (social, racial/ethnic, religious, etc.) has increased to 41% in 2019/20 compared with 32% in 2015/16 across all survey respondents (Irish and non-Irish). This is also seen at faculty level (AHSS 2019/20, 43%, 2015/16, 29%; FEMS 2019/20, 38%, 2015/16, 32%; HS 2019/20, 43%, 2015/16, 39%). *[Refer to Section 6 Global Perspective pg.34 for more detail on the experience of international students and the experience of diversity and inclusion across Irish and non-Irish respondents pg.38].*

2.1.2 Postgraduate Taught Respondents (§ 7)

Goal 3 of the Trinity Strategic Plan 2020-25 focuses on the renewal of postgraduate education and the experience of postgraduate students. This report takes advantage of the sharp increase (11%) in participation by PGT respondents in 2019/20 by providing a focus on the PGT experience over recent years. The proportion of non-Irish domicile respondents to Irish respondents continues to rise 60:40 non-Irish/Irish response rate in 2019/20 compared with 51:49 in 2015/16. Participation in part-time study (25% PT: 75% FT) is a distinctive feature of postgraduate study in Trinity compared with undergraduate study where the proportion of part-time study is almost negligible (0.3%). This has a consequence for the postgraduate experience where overall satisfaction has seen a downward trend in recent years (80% in 2015/16 to 75% in 2019/20). Given the high proportion of international and part-time postgraduate respondents, areas for initiatives under the new strategic plan to focus on include:

i. Assistance to manage non-academic responsibilities - 35% report that 'very little' assistance provided in this area;

ii. Assistance to succeed academically - 10% of PGT respondents perceived Trinity as providing 'very little' support in helping them succeed academically, an increase of 2% since 2015/16 (8%);

iii. Engagement with academic staff - 62% of respondents reported that they have not worked with academic staff on activities other than coursework; and an increase of 3% in the proportion of PGT reporting that they get 'very little' prompt and/or detailed feedback on tests or completed assignments, a rise of 3% (2019/20, 24%; 2015/6, 21%).

However, the decline in overall satisfaction does not translate into an intention to withdraw: 74% of PGT respondents reported that they had 'not' considered withdrawing from College in 2019/20, an increase of 10% in 2018/19 (64%). Of those who stated they had considered withdrawal, 'family/personal' reasons were cited as a key reason (8%). [Refer to Section 7 pg. 41-50 for trend analysis on the PGT experience 2016/17-2019/20].

2.1.3 Online

The COVID-19 pandemic arose during the second week of the distribution of the survey. As a result, education delivery changed dramatically. Two non-index questions (NIQ) address the frequency of engagement in the online learning environment, but these questions are in the context of traditional delivery modes of education and not specific to an online/hybrid/blended delivery model:

NIQ 1: Asked questions or contributed to discussions in class, tutorials, labs or online (2019/20: 22% 'very often'; 30% 'often'; 40% 'sometimes' and 8% 'never').

NIQ 3: Made a presentation in class or online. (2019/20: 13% 'very often'; 22% 'often'; 42% 'sometimes' and 23% 'never').

The key components of the Effective Teaching Practice (EFP) indicator, in which Trinity continues to lag at a sectoral level (2019/20, -1.4;-2016/17, -2.2), addresses domains that are key to successful engagement in online/hybrid/blended learning: (i) clear communication; (ii) effective organisation of teaching and learning and (iii) timely and effective feedback on assignments. The National Plenary Committee for the National Student Survey.ie is exploring suitable modules of questions to include in the 2020/21 National Student Survey.ie (UG and PGT) and in the Postgraduate Research National Student Survey.ie (PGR) due to be deployed in February 2021. Pilot testing will occur in Michaelmas Term 2022/21 to ensure the validity of proposed questions in an Irish context. If this is successful, it will lend itself to benchmark the experience of students at a sector level and enable the sharing of lessons learned.

2.2. Students' Overall Experience in Trinity

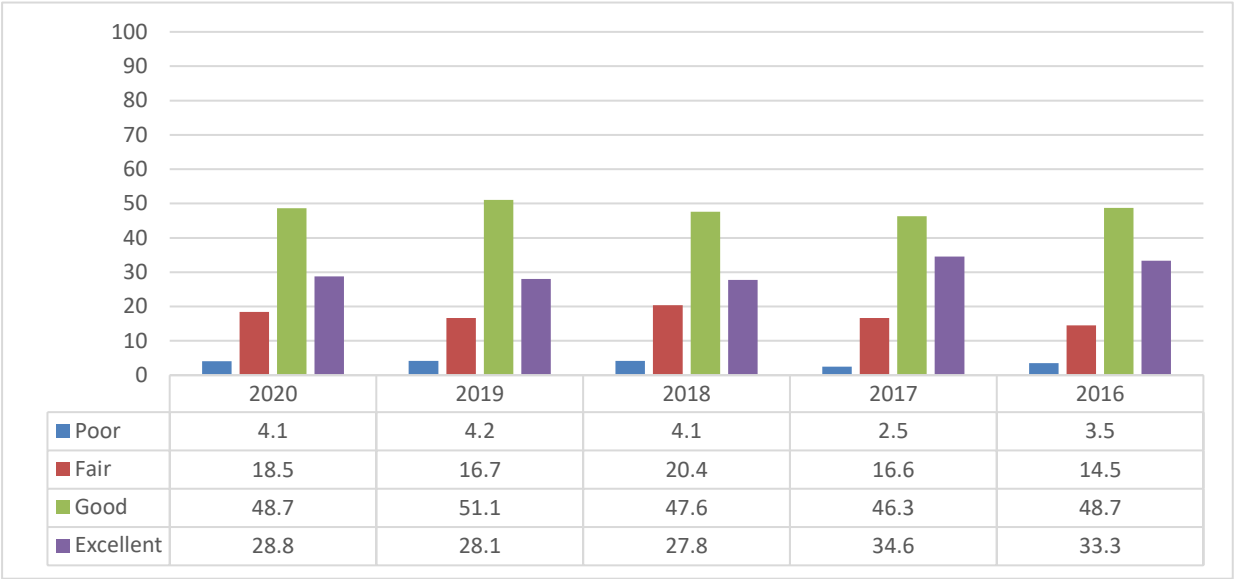
Two non-indicator questions are used to evaluate respondents' overall experience in Trinity.

How would you evaluate your entire Education Experience in this institution? (NIQ 21)

If you could start over again, would you go to the same institution you are now attending? (NIQ 22)

Trend data in these two questions have shown a decline in the overall student experience in Trinity since 2015/16.78% of respondents reported an overall 'good or excellent' experience in Trinity, a decrease of 1% from 2018/19 and of 5% since 2015/16.Younger (under 23yrs), Irish, female, part-time and first year of study respondents report a more positive overall experience. The widest disparity in education experience was reported across the domicile groups, where 31% of Irish respondents perceived their education experience as excellent compared with 23% of non-Irish respondents (refer Fig.3 and Table 4 below).

Fig.3: 2020-2016–How would you evaluate your entire Education Experience (Non-Indicator Q 21)



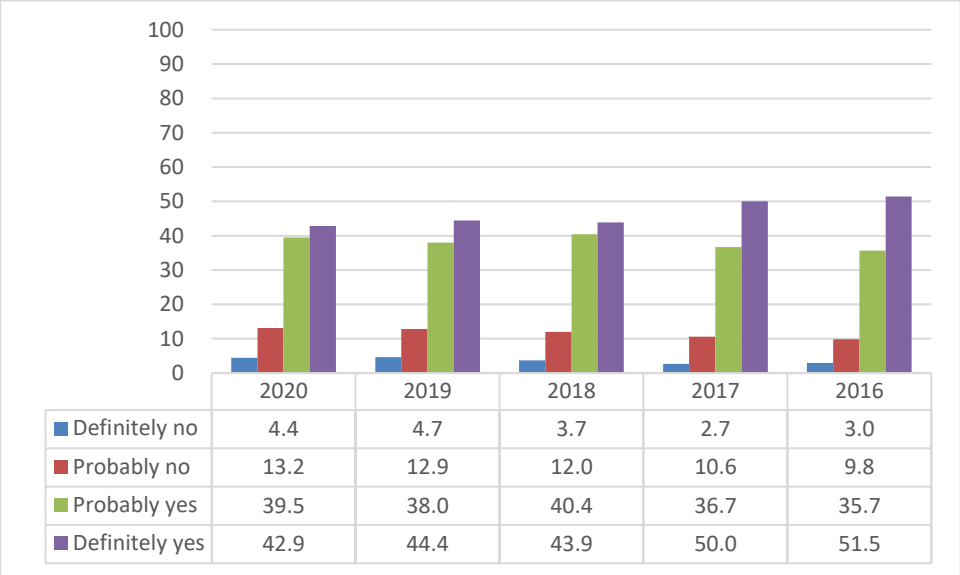
	2020	2019	2018	2017	2016
Poor	4.1	4.2	4.1	2.5	3.5
Fair	18.5	16.7	20.4	16.6	14.5
Good	48.7	51.1	47.6	46.3	48.7
Excellent	28.8	28.1	27.8	34.6	33.3

Table 4: Student Characteristics–How would you evaluate your entire Education Experience (Non-Indicator Q 21)

	Age		Gender		Domicile		Mode of Study	
	<23yrs	*23yrs+*	*Female*	*Male*	*Irish*	*Non-Irish*	*Full-time*	*Part-time*
Poor	3%	6%	4%	4%	4%	5%	4%	3%
Fair	17%	20%	19%	18%	17%	22%	19%	15%
Good	50%	47%	47%	49%	48%	50%	49%	49%
Excellent	30%	28%	30%	28%	31%	23%	28%	33%

The proportion of respondents who reported 'definitely yes' to the question 'if they were to start over again, would you return to the same institution' was 43% in 2020. This represents a fall of 9% when compared with 2015/2016 (52%). This decline is also apparent at a sectoral level where 45% of respondents in the other Irish Universities stated they would definitely attend their home institutions again, a difference of 2%. Higher levels of mature, male, non-Irish and part-time respondent groups stated that they would 'definitely not' return to Trinity if they were to start over again (Refer to below Fig 4 and Table 6 below).

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



	2020	2019	2018	2017	2016
Definitely no	4.4	4.7	3.7	2.7	3.0
Probably no	13.2	12.9	12.0	10.6	9.8
Probably yes	39.5	38.0	40.4	36.7	35.7
Definitely yes	42.9	44.4	43.9	50.0	51.5

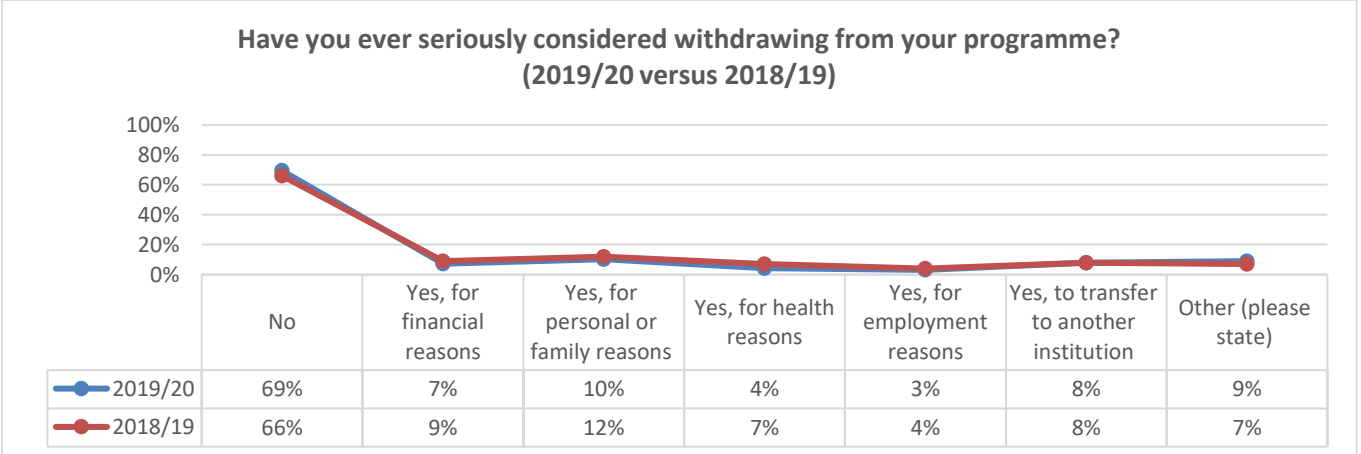
Table 5: If you could start over again, would you go to the same institution you are now attending?

Student Characteristics	Age		Gender		Domicile		Mode of Study	
	<23yrs	*25yrs+*	*Female*	*Male*	*Irish*	*Non-Irish*	*Full-time*	*Part-time*
Definitely no	4%	6%	4%	5%	4%	6%	4%	5%
Probably no	12%	16%	12%	14%	12%	18%	14%	9%
Probably yes	39%	40%	41%	39%	38%	45%	39%	41%
Definitely yes	46%	38%	43%	43%	47%	32%	43%	45%

2.3. Understanding Respondents' Motivations to Withdraw or Transfer to Another Institution.

Fig. 5 outlines the responses to the question on withdrawal. In summary, 82% of respondents answered the question on withdrawal (n= 2,593). Of those 69% 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 (10%), (ii) other (9%), (iii) transfer to another institution (8%) and (iv) financial (7%).

Fig. 5: Potential to withdraw – Institutional Level (2019/20 & 2018/19)



	No	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)
2019/20	69%	7%	10%	4%	3%	8%	9%
2018/19	66%	9%	12%	7%	4%	8%	7%

Less likely to withdraw are respondents who are male and non-Irish as shown in Table 6 below.

Table.6: Potential to withdraw - demographics

	No	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
< 23 years	70%	5%	10%	4%	3%	10%	9%
24 years +	69%	10%	11%	5%	4%	4%	9%
Male	72%	7%	9%	4%	4%	9%	8%
Female	68%	7%	11%	5%	3%	8%	10%
Irish	67%	7%	11%	4%	3%	8%	10%
Non-Irish	75%	7%	7%	4%	3%	7%	7%
Full-Time	69%	7%	10%	4%	3%	9%	9%
Part-time/Remote	70%	8%	10%	4%	3%	3%	11%

Respondents (231) across all years of study reported 'other' reasons as to why they considered withdrawing from their programme: course difficulty, transfer to another course (within Trinity), stress and mental health were the top reasons given by respondents who choose this response option.

2.4 Using the StudentSurvey.ie Dataset to Add Value

At a national level, permission to access the national dataset for research purposes may be sought from the national plenary group (www.studentsurvey.ie). Trinity has participated in the National StudentSurvey.ie since its inception in 2013/14, and as such the University has a rich dataset that can be used to explore trends at University, Faculty, School or Programme level across the different cohorts of students that participate - the first-year experience, final year undergraduate experience, postgraduate taught (collected annually) and the postgraduate research (biennially).

College Strategic Plan 2020-25 has a key focus on the renewal of postgraduate education and the postgraduate student experience (taught and research). The results of the National Student Survey.ie (quantitative and qualitative) are available to inform renewal initiatives. The findings point to the need to consider and configure supports to meet the high proportion of (i) international and (ii) part-time postgraduate students in a way that is different from those provided to the undergraduate cohort.

Covid-19 has transformed the delivery of education on offer to students. While disruptive, it presents opportunities for a more diverse and inclusive student community. How new modes of delivery engage and motivate respondents can be assessed via collaborative learning, student faculty interactions, quality of interactions and supportive environment indicators.

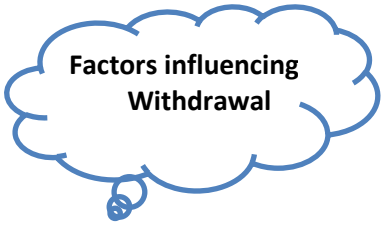
Retention - understanding why students may consider withdrawing can be used to develop interventions to promote retention and is of interest to Student Services, the Senior Tutors Office and Marketing and Communications teams.

Institutional Quality Review – Trinity is preparing for an institutional quality review in October 2021. How College has used and communicated the National Student Survey.ie findings will be assessed in the review. An initiative in the *2018/19 Annual Faculty Quality Report*, where Schools were asked to submit an

Action Plan responding to the survey outcomes for the first time, will help evidence implementation of the National Student Survey.ie at an institutional level. As participation rates rise to >30%, the reliability of the data to inform action to support the student experience in Trinity at School and programme level increases.

College Strategic Plan 2014-2019 - findings for 2018/19 and 2019/20 represent a baseline for the implementation of the *Trinity Education Project* and new entry pathways for the Undergraduate Science Programme. The non-indicator questions (NIQ) inform the mainstreaming of TEP features such as **Capstone** projects 'Work with academic staff on a research project' (NIQ-10); the **Graduate Attributes** through questions that measure the attainment of skills 'Writing clearly and effectively'; 'Speaking clearly and effectively'; 'Thinking critically and analytically' (NIQ 13, 14, 15).

A Diverse College Community was Goal 1 of the 2014-2019 Strategic Plan and integral to the success of the Global Relations Strategy 3. The findings of this report point to the success of these initiatives in both the increase in non-Irish domiciled respondents and the specific experiences of students that enter Trinity though transnational education partnerships (Articulation Arrangements; Study Abroad Providers).



Course withdrawals carry significant implications for students and for College. Non-retention is a metric monitored by the Higher Education Authority and the Comptroller and Auditor General, in respect of students in receipt of SUSI grants. Student Success Strategies are a requirement of all Higher Education Institutions under the Higher Education System Performance Framework 2018-2020. Retention is a key indicator of student success and interventions that promote and respond to factors that mitigate withdrawal a sign of a positive learning environment.

3. The Institutional View and Year of Study

3.1 Indicators Scores: Trinity versus Irish Universities

The StudentSurvey.ie is comprised of nine indicators with each indicator scored out of a 60-point scale. It also includes 22 non-indicator questions that are scored on a 100-point scale. Table 7 below indicates that Trinity's performance compared with other Irish Universities has improved since 2016/17. In 2019/20 Trinity scored higher in five of the nine indicators and lower in four, compared with 2016/17 when Trinity scored higher in three and lower in six of the nine indicators. The widest disparity in scores between Trinity and other Irish Universities is in the 'Effective Teaching Practices' indicator where Trinity scores 33.1/60 compared with the other Irish Universities 34.5/60.

Table 7: Indicators 2019/20 (Trinity and Irish Universities)

Indicators	**Irish Univ 2020**	**Trinity 2020**	**Trinity v Irish Univ 2020**	**Trinity v Irish Univ 2019**	**Trinity v Irish Univ 2018**	**Trinity v Irish Univ 2017**
Higher-Order Learning	37.7	38.0	+0.3	+0.3	+6.0	+0.8
Reflective and Integrative Learning	32.7	33.8	+1.1	+1.5	+0.5	+1.0
Quantitative Reasoning	21.6	22.4	+0.8	+1.5	+0.8	+1.0
Learning Strategies	32.6	33.1	+0.5	0.0	-0.9	-0.5
Collaborative Learning	30.5	30.7	+0.2	-0.3	-1.9	-1.5
Student-Faculty Interaction	12.6	12.5	-0.1	-0.7	-0.6	-0.1
Effective Teaching Practices	34.5	33.1	-1.4	-1.8	-3.3	-2.2
Quality of Interactions	38.1	36.9	-1.2	-2.6	-3.1	-2.3
Supportive Environment	29.0	28.3	-0.7	-1.6	-3.1	-0.6

3.2 Year of Study: Trinity versus Irish Universities

Table8 overleaf explores the relationship between the indicator 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. 'Learning Strategies' fell from YR1 (32.9) to YRF (31.8) before rising at PGT level (34.4).

ii. 'Collaborative Learning' scores are consistent across undergraduate and postgraduate cohorts (YR1 30.5, YRF 30.9, PGT 30.6).

iii. 'Effective Teaching Practice' is unchanged across undergraduate years YR1 to YRF (31.9) but increases to 35.3 in the PGT cohort.

iv. 'Quality of Interactions' fall from YR1 (36.6) to YRF (33.3) before rising at PGT level (40.4).

v. 'Supportive Environment' indicator falls from YR1 (29.7) to YRF (24.5) and recovers to the YR1 levels (29.6) at postgraduate level.

Table 8: Indicators by Year of Study

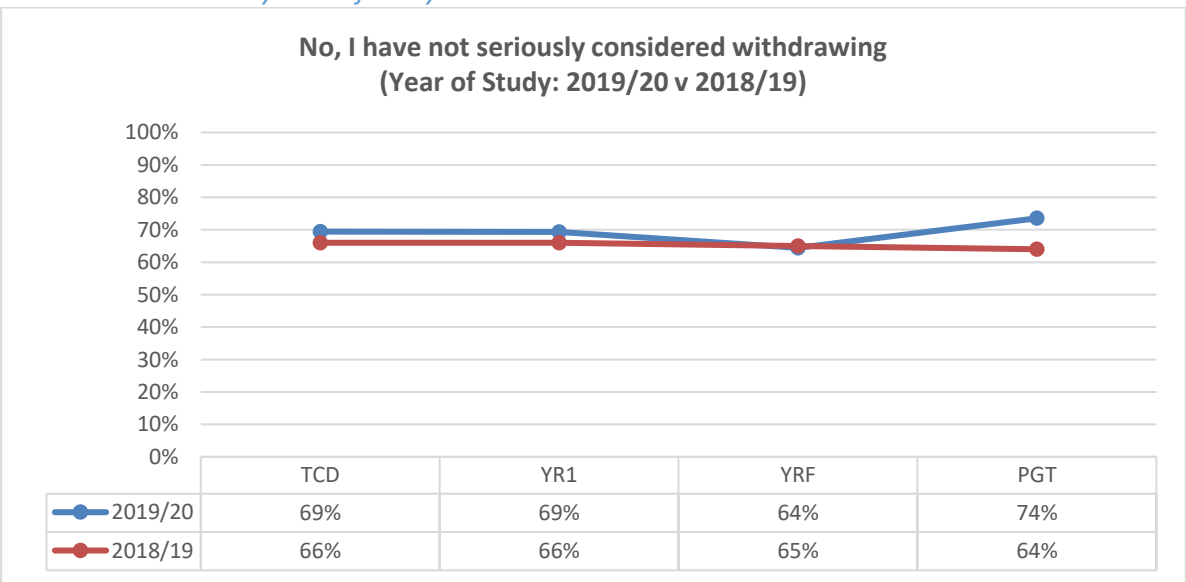
	Trinity College Dublin 2020				Other Irish Universities 2020			
	First Year	Final Year	PG Taught	All	First Year	Final Year	PG Taught	All
Higher-Order Learning	36.4	37.9	40.2	38.0	35.6	37.2	41.9	37.7
Reflective and Integrative Learning	31.5	34.3	36.7	33.8	30.3	32.7	37.2	32.7
Quantitative Reasoning	20.6	23.8	23.7	22.4	19.4	23.0	24.0	21.6
Learning Strategies	32.9	31.8	34.4	33.1	31.3	31.7	35.7	32.6
Collaborative Learning	30.5	30.9	30.6	30.7	29.2	32.1	31.2	30.5
Student-Faculty Interaction	7.8	15.2	16.9	12.5	8.9	14.6	17.4	12.6
Effective Teaching Practices	32.2	31.9	35.3	33.1	33.6	32.6	37.9	34.5
Quality of Interactions	36.6	33.3	40.4	36.9	37.5	36.0	41.4	38.1
Supportive Environment	29.7	24.5	29.6	28.3	30.9	26.4	28.4	29.0

Note: the responses to each of the indicator questions that contribute to the overall indicator score is provided by Year of Study and Faculty in Appendix 2.

3.3 Potential to Withdraw

Survey findings for 2020 indicate a rise of 3% in the proportion of respondents who reported that they had 'not seriously considered withdrawing' from College (2019/20, 69%; 2018/19, 66%). Proportion of PGT respondents reporting that they had not considered withdrawing from College increased by 10% (2019/20, 74%; 2018/19, 64%) (refer Fig.6 below and Section 7 for PGT analysis).

Fig. 6: Potential to withdraw by Year of Study



A further breakdown of respondent characteristics of those who did 'not' consider withdrawing.

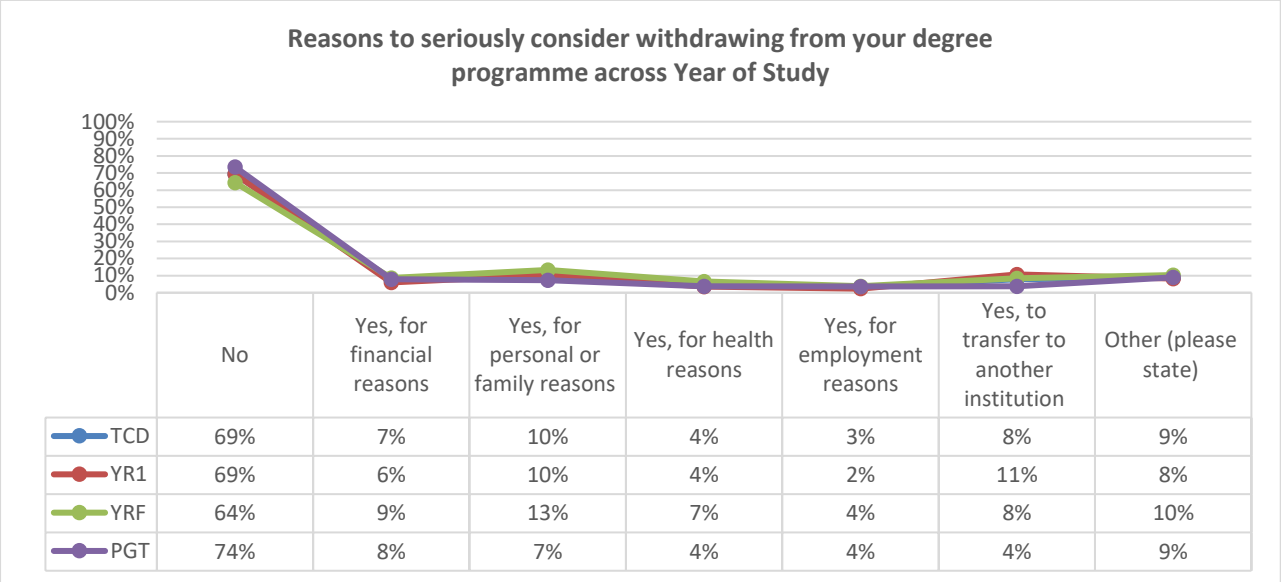
- Gender: Males (72%) are more likely not to consider withdrawing than females (68%);
- Domicile: Irish (67%) respondents reported that they are more likely to consider withdrawing than non-Irish respondents' (75%).

Of those who indicated they had considered withdrawing for one or more reasons:

i. 'Family/personal' reasons feature highly across all cohorts (YR1 10%), YRF (13%), PGT (8%);

ii. 'Transferring to another institution' was one of the key reasons why YR1 (11%), YRF (8%), PGT (4%) respondents considered withdrawing.

Fig.7: Potential reasons to withdraw by Year of Study

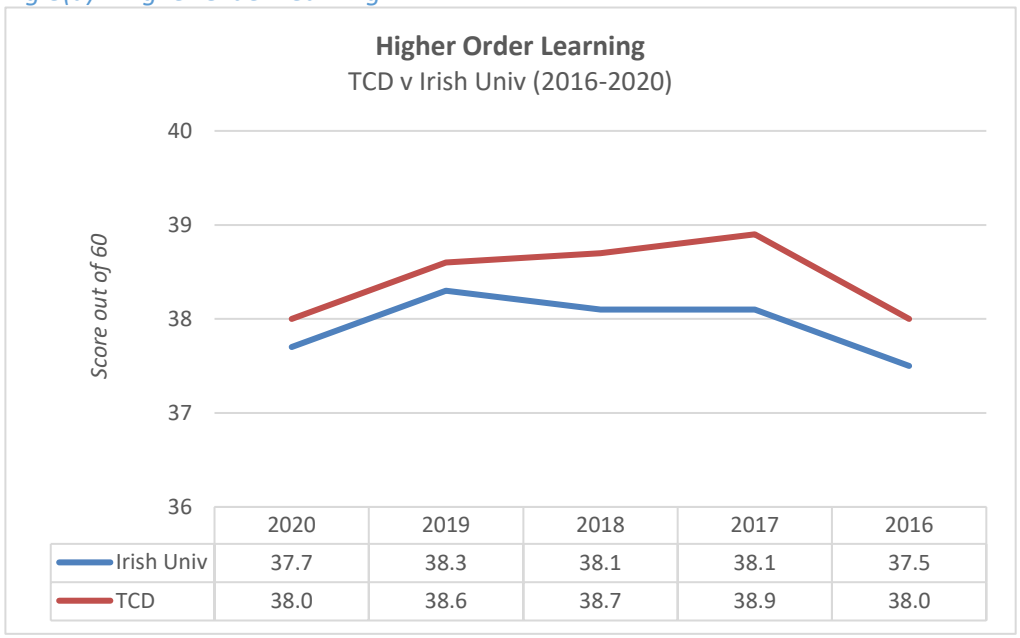


	No	Yes, for financial reasons	Yes, for personal or family reasons	Yes, for health reasons	Yes, for employment reasons	Yes, to transfer to another institution	Other (please state)
TCD	69%	7%	10%	4%	3%	8%	9%
YR1	69%	6%	10%	4%	2%	11%	8%
YRF	64%	9%	13%	7%	4%	8%	10%
PGT	74%	8%	7%	4%	4%	4%	9%

3.4. Longitudinal Indicators Scores (2019/20 - 2015/16): Trinity versus Irish Universities

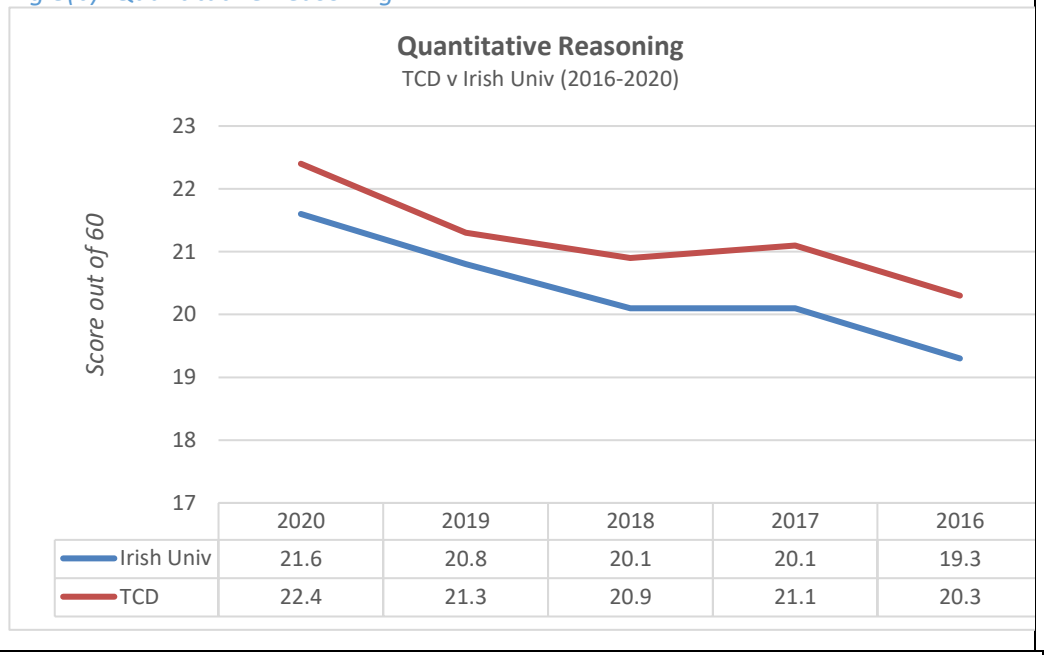
The indicator scores for the Irish Universities group and Trinity for the five years 2020-2016 are outlined in Figures 8a-8i below. The only indicator where Trinity continues to show a marked positive performance compared with the other Irish Universities is in the 'Reflective and Integrated Learning' indicator, while all other positive indicators show a trend towards the mean (i.e. Trinity's score and those of other Irish Universities are converging). The same observation can be made for indicators where Trinity's scores are below those of other Irish Universities, i.e. scores are trending towards the mean and thus Trinity's performance can be said to be improving. The 'Effective Teaching Practice' (ETP), while showing signs of improvement (-1.4 in 2020 compared with -2.2 in 2017) continues to show the largest negative difference compared with other Irish Universities.

Fig.8(a): Higher Order Learning



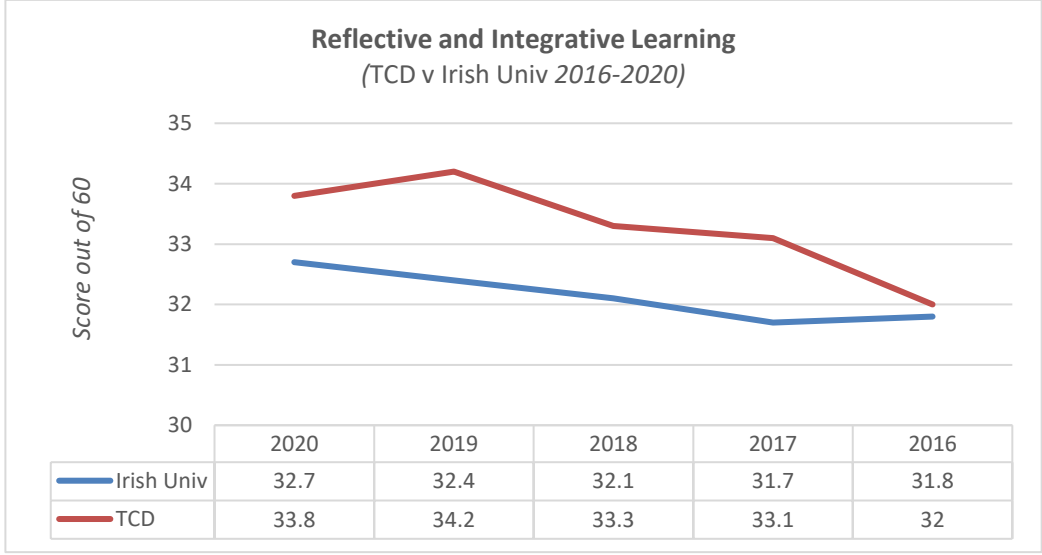
	2020	2019	2018	2017	2016
Irish Univ	37.7	38.3	38.1	38.1	37.5
TCD	38.0	38.6	38.7	38.9	38.0

Fig.8(b): Quantitative Reasoning



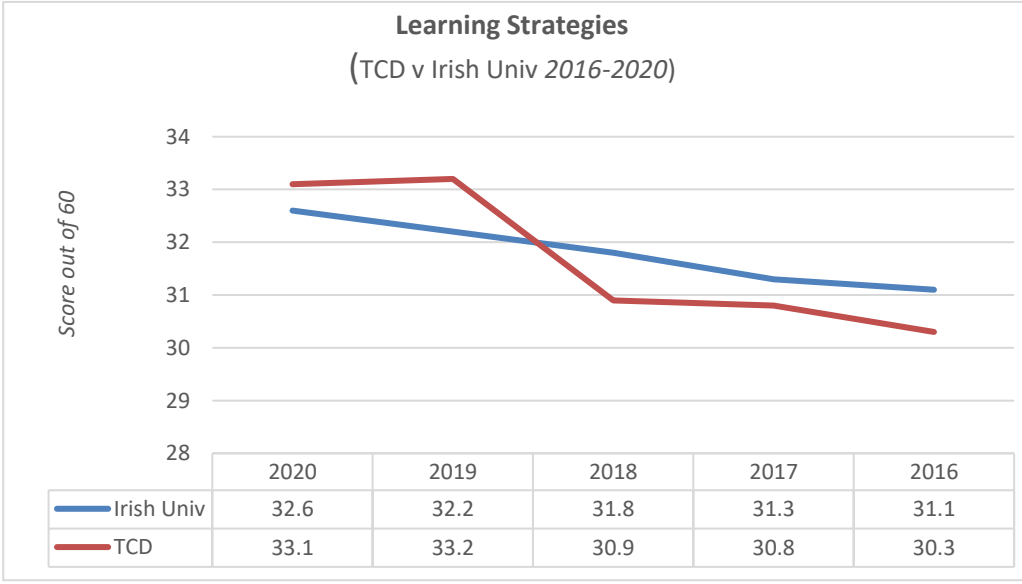
	2020	2019	2018	2017	2016
Irish Univ	21.6	20.8	20.1	20.1	19.3
TCD	22.4	21.3	20.9	21.1	20.3

Fig.8(c): Reflective and Integrative Learning



	2020	2019	2018	2017	2016
Irish Univ	32.7	32.4	32.1	31.7	31.8
TCD	33.8	34.2	33.3	33.1	32

Fig. 8(d): Learning Strategies



	2020	2019	2018	2017	2016
Irish Univ	32.6	32.2	31.8	31.3	31.1
TCD	33.1	33.2	30.9	30.8	30.3

Fig.8(e): Collaborative Learning

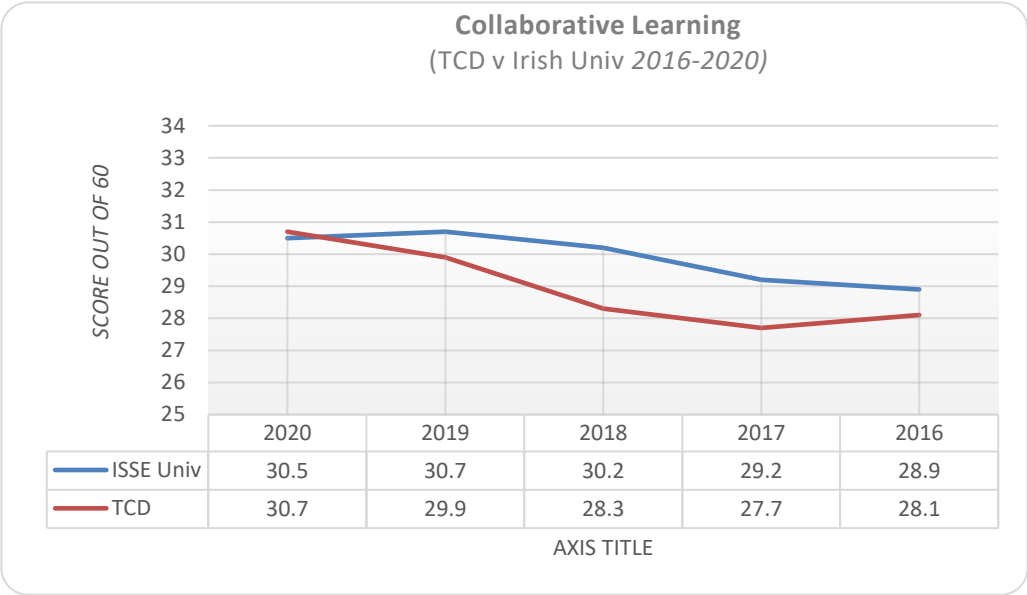


Fig.8(f): Effective Teaching Practice

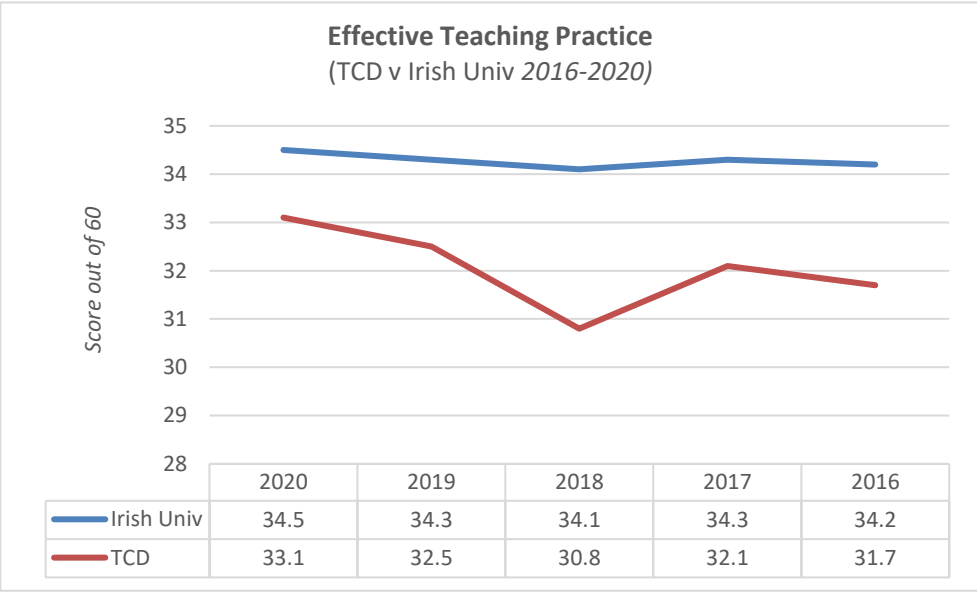


Fig.8(g): Quality of Interactions

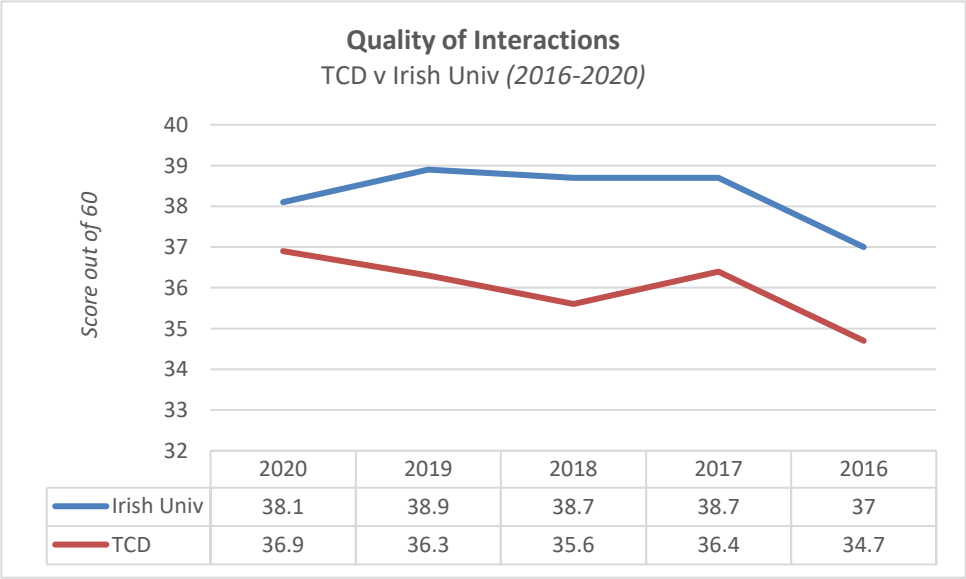


Fig.8(h): Supportive Environment

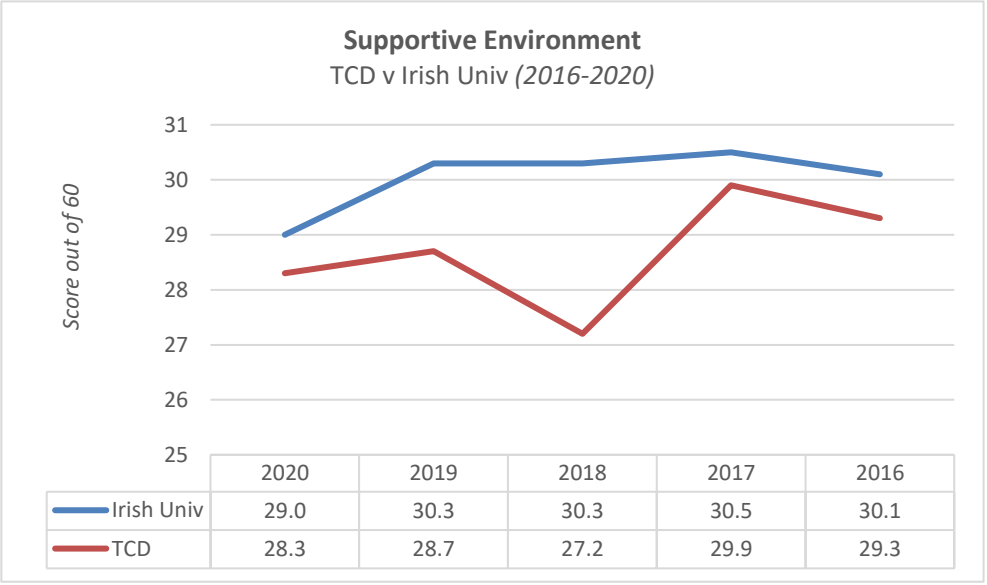
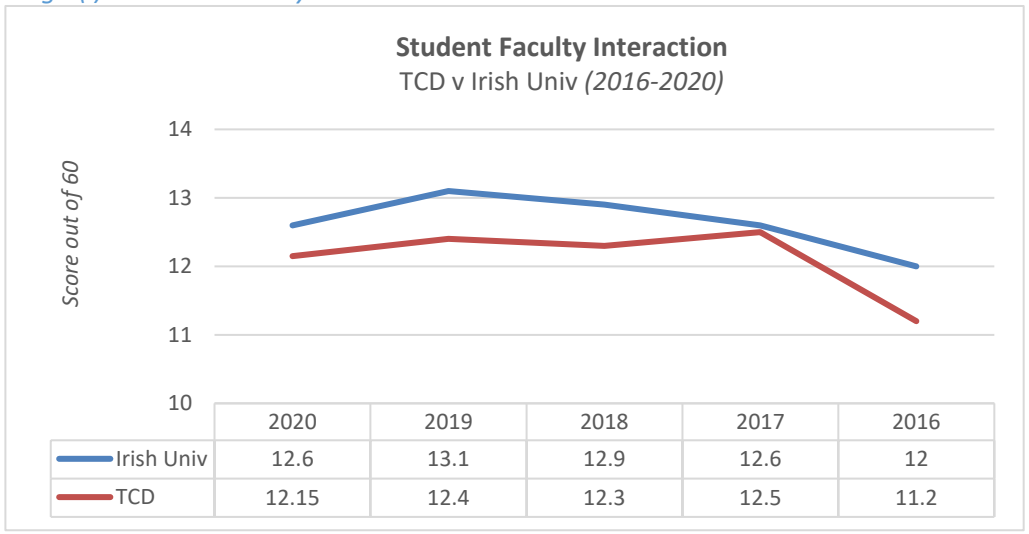


Fig.8(i): Student Faculty Interaction



	2020	2019	2018	2017	2016
Irish Univ	12.6	13.1	12.9	12.6	12
TCD	12.15	12.4	12.3	12.5	11.2

Please refer to Appendix 3 for trend data of overall respondents, year of study and for each Faculty for each indicator (2016/17-2019/20).

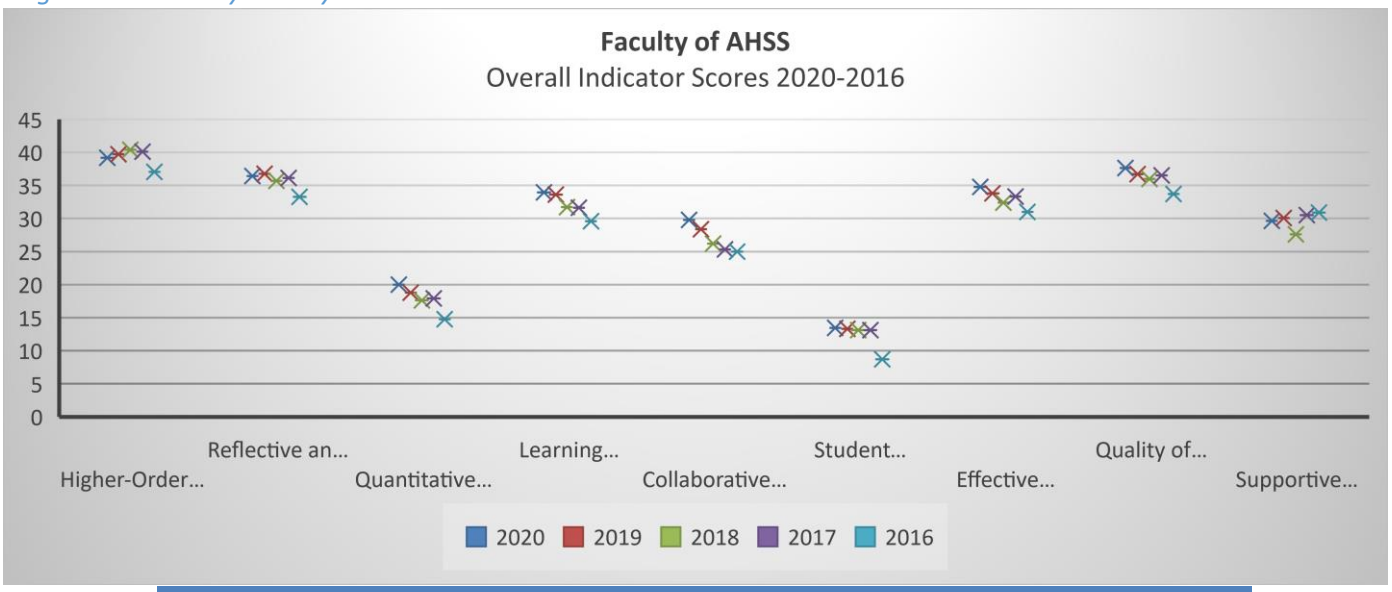
4. The Faculty View

4.1 Faculty Trends

Indicator results are provided for the three Trinity Faculties as seen in Fig 9. below. The relevant strengths of each Faculty have remained largely consistent over time (2016-2020). Note numbers are indicator scores out of 60, not percentages.

AHSS continues to lead in five of the nine indicators, these include: Higher Order Learning, Reflective and Integrative Learning, Effective Teaching Practice, Quality of Interactions and Supportive Environment. AHSS and HS respondents report comparable scores in Collaborative Learning (AHSS 30; HS 30) and Learning Strategies (AHSS 34; HS 34). AHSS respondents report fewer opportunities for active and group learning, however, scores have increased in the area of collaborative learning in AHSS (2019/20, 30; 2018/19, 28). This is also supported by respondents' open comments which are illustrated in the word cloud below *(Fig.9).*

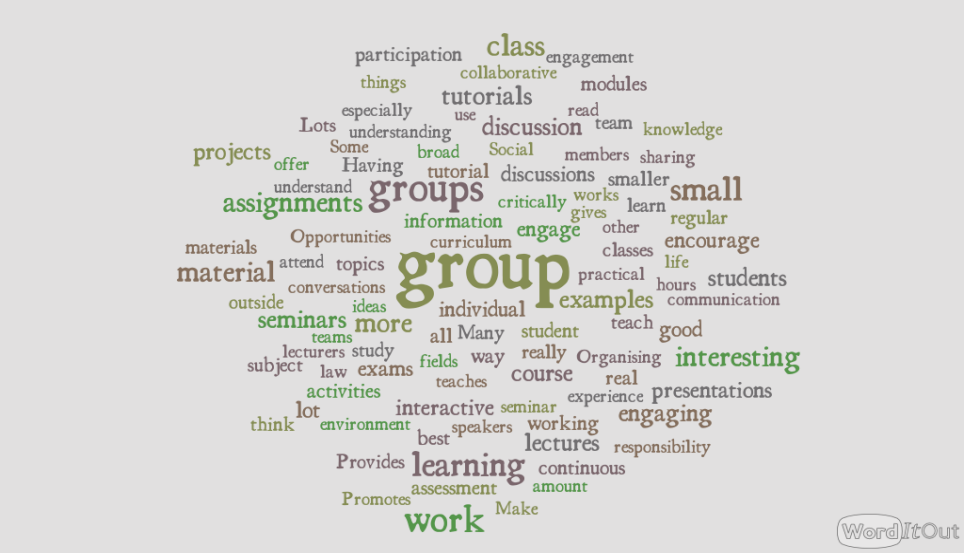
Fig.9: Indicators by Faculty: AHSS trend data



AHSS (overall)	2020	2019	2018	2017	2016
Higher-Order Learning	40	40	40	40	37
Reflective and Integrative Learning	37	37	36	36	33
Quantitative Reasoning	21	19	18	18	15
Learning Strategies	34	34	32	32	30
Collaborative Learning	30	28	26	25	25
Student-Faculty Interaction	14	13	13	13	9
Effective Teaching Practices	34	34	32	33	31
Quality of Interactions	38	37	36	37	34
Supportive Environment	30	30	28	31	31

In the open comments, AHSS respondents articulated a need to explore teaching practices that promote curriculum understanding and learning and to be given more opportunity to collaborate with peers to solve problems and gain a better understanding of their learning.

Fig.10: Word cloud for Collaborative Learning and Effective Teaching Practices in AHSS (open comments)



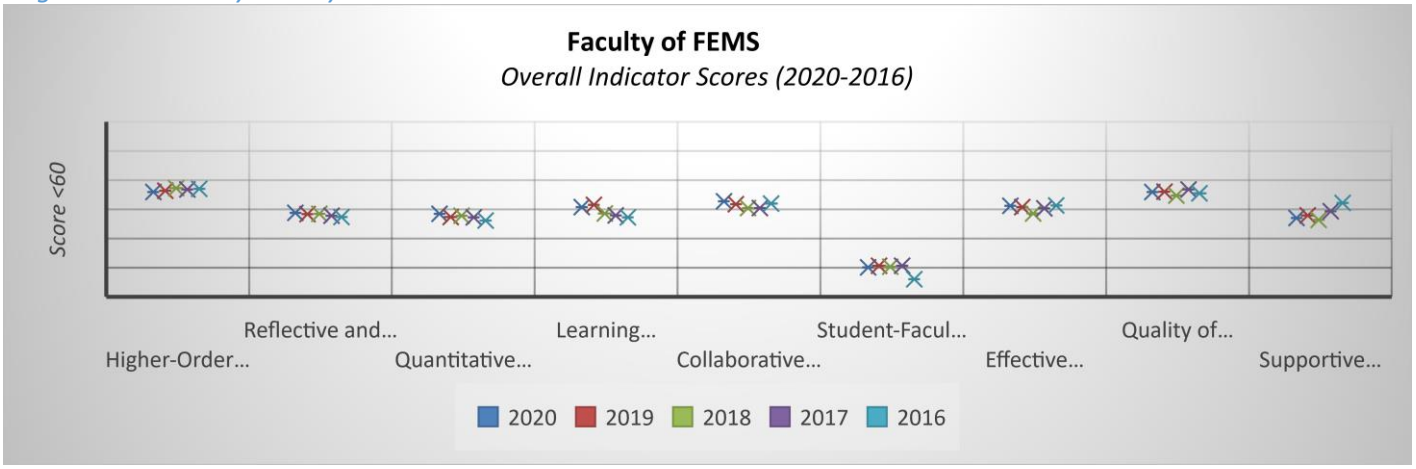
Some examples of respondents' open comments in this regard include:

'More resourcing to provide weekly tutorials or small group seminars.' (AHSS, Histories and Humanities)

'More conversation about the course in small groups, with the help of the lecturers. A regular chance to talk to your lecturer about your work.' (AHSS, Law)

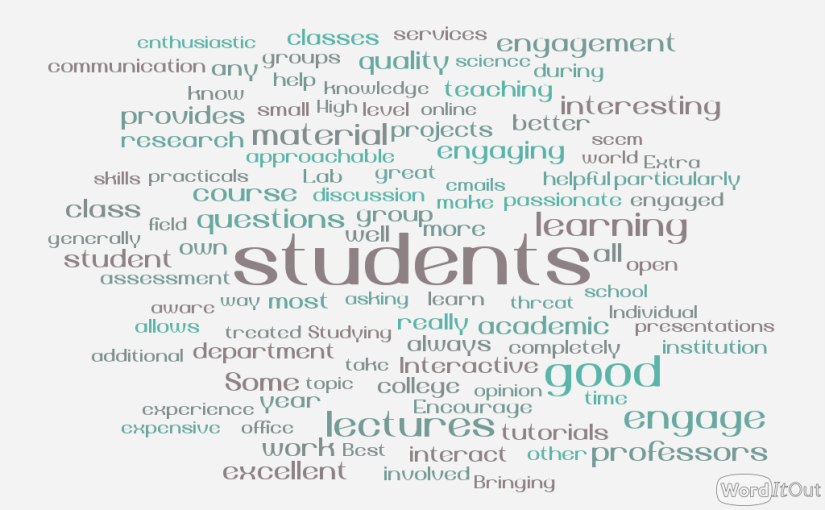
FEMS continues to lead in the Quantitative Reasoning indicator, a position it has maintained since the initiation of cross-Faculty comparisons of survey outcomes. Scores for FEMS and HS are comparable in Quality of Interactions (FEMS 36; HS 36) and in Effective Teaching Practices (FEMS 31; HS 31). Since 2016 a decline in Supportive Environment (2020, 27; 2016 32) is evident in FEMS scores. Respondents across all faculties report 'very little' provision of support for non-academic responsibilities such as work, family etc. (AHSS 40%, FEMS 47%, HS 44%). Quality of interactions across respondents, and lecturers were key attributes to their learning experiences as shown in the word cloud overleaf *(Fig. 12)*.

Fig.11 Indicators by Faculty-FEMS trend data



FEMS (overall)	2020	2019	2018	2017	2016
Higher-Order Learning	36	36	37	37	37
Reflective and Integrative Learning	29	28	29	28	27
Quantitative Reasoning	28	27	28	27	26
Learning Strategies	31	32	29	28	27
Collaborative Learning	33	32	30	30	32
Student-Faculty Interaction	10	11	10	11	6
Effective Teaching Practices	31	31	29	30	31
Quality of Interactions	36	36	35	37	36
Supportive Environment	27	28	26	29	32

Fig.12: Word cloud for Quality of Interactions in FEMS (open comments)

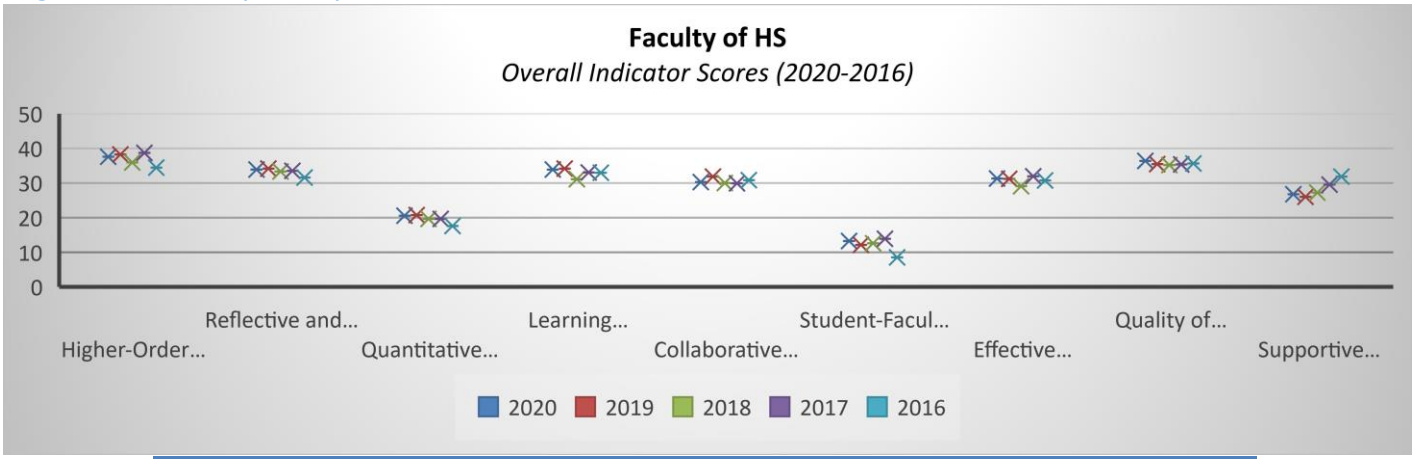


Some examples of respondents' open comments in this regard include:

> *'Provides coursework that requires students to conduct research of certain aspects.'* (FEMS, Engineering)
> *'Make non trinity staff lecturers more engaged (I.e. giving us feedback)'* (FEMS, Natural Sciences)

Similar to FEMS, the Supportive Environment indicator in HS shows a downward trend since 2016, a fall of 5 points. HS respondents report the highest lack of attendance at campus activities and events (AHSS 11%, FEMS 18%, HS 27%) and events that address important social, economic, or political issues (AHSS 16%, FEMS 26%, HS 33%). Due to the off-campus nature of many Health Science programmes, the decline in regular campus attendance has fallen by -9% (2019/20, 37%; 2015/16, 46%) and 10% in attendance at events that address social, economic or political issues (2019/20, 30%; 2015/16, 40%).

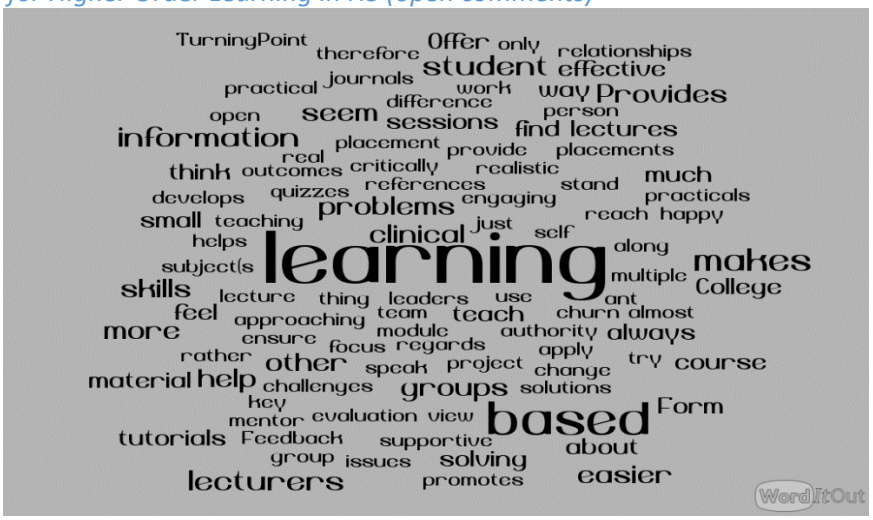
Fig.13: Indicators by Faculty: Health Sciences trend data



HS (overall)	2020	2019	2018	2017	2016
Higher-Order Learning	38	38	36	39	34
Reflective and Integrative Learning	34	34	33	34	32
Quantitative Reasoning	21	21	20	20	18
Learning Strategies	34	34	31	33	33
Collaborative Learning	30	32	30	30	31
Student-Faculty Interaction	13	12	13	14	9
Effective Teaching Practices	31	31	29	32	31
Quality of Interactions	36	35	35	35	36
Supportive Environment	27	26	27	30	32

The importance of higher order thinking skills such as inquiry-based learning and problem-solving for HS respondents is highlighted across the open comments as shown in the word cloud below *(Fig. 14)*.

Fig.14: Word cloud for Higher Order Learning in HS (open comments)

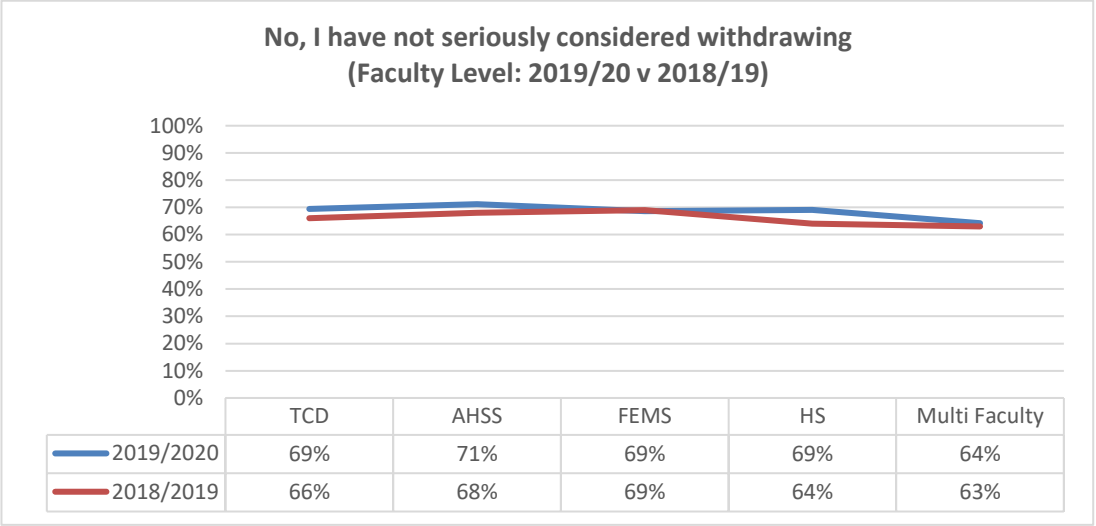


Some examples of respondents' open comments in this regard include:

'With the postgrad courses the St James and Tallaght learning experiences were excellent'
(HS, Nursing and Midwifery)
'More practical aspects of learning and not theory and self-directed learning only'
(HS, Medicine)

Retention statistics at Faculty level between 2019 and 2020 show a positive trend with an increase of 5% of HS and 3% of AHSS respondents reporting they had not considered withdrawing from their programme. FEMS reported no change between 2020 and 2019 (69%) (refer Fig 15 below).

Fig.15: Did not seriously consider withdrawing 2018/19 and 2019/20



	TCD	AHSS	FEMS	HS	Multi Faculty
2019/2020	69%	71%	69%	69%	64%
2018/2019	66%	68%	69%	64%	63%

Respondents' comments as to why they might consider withdrawal from their studies are provided below to help inform strategies to promote the retention of respondents across the Faculties. Undergraduate respondents report similar reasons which related to difficulty with the course, questioning if the course was suitable for them and considering transfer to another course:

- Difficulty with their course was mentioned by 26 respondents across all faculties (12 AHSS, 8 FEMS, 3 HS & 3 multi-faculty)
  'Too difficult, too much homework (AHSS, Financial Risk Management' (M.Sc.), PGT)
- Transfer to another programme within the Institute was reported by 19 respondents (8 AHSS, 4 FEMS, 3 HS, 4 Multi-Faculty)
  'Yes, for transfer to another course within the institution' (HS, Nursing and Midwifery, YRF)
- 8 respondents stated that they were concerned about their learning as a result of COVID (5 AHSS, 2 FEMS & 1 HS)
  'Concerned whether I can continue with year 2 of my Masters - financial reasons due to COVID-19.' (FEMS, Music and Media Technologies)

  'Not all tutors/lecturers stayed in contact with us after the outbreak of Covid-19 and I have found this stressful, as I am unsure what work we are meant to be doing. Constant communication is key.' (Multi-Faculty)
- TEP was mentioned by 3 respondents as a reason why they considered withdrawing.
  'The change to TEP and increase in workload was too stressful and made it near impossible to partake in the non-academic aspects of college' (AHSS Law, YRF)

At postgraduate level suitability of the course was a factor to consider withdrawing for their course of study.

'I would have if I did not already pay my tuition. This program was largely a waste of my time and finances.' (AHSS, Religion, PGT)
'*Yes, due to stress of course and lack of support from institution'* (HS, Nursing and Midwifery PGT)

4.2 The Delivery of Teaching and Learning at Faculty Level

The Effective Teaching Practice and Supportive Environments' indicators provide a student perspective on the experience of teaching provision and supports available for respondents to succeed academically in Trinity. This information adds an additional lens to those questions posed earlier on respondents' motivation to withdraw from College or transfer to another institution. As indicated in the Executive Summary the domains covered in the ETP indicator (Table 9 below) are expected to be more challenging in an online/hybrid/blended environment where students may be engaging in asynchronous teaching and learning remote from their peers.

Table 9: Effective Teaching Practice Indicator

During the current academic year, how often have you…		Irish Univ	Trinity	AHSS	FEMS	HS	Multi-Fac
		%	%	%	%	%	%
Clearly explained course goals and requirements	*Very little*	5%	5%	5%	5%	6%	5%
	Some	23%	24%	22%	29%	24%	20%
	Quite a bit	44%	44%	44%	46%	44%	42%
	Very much	28%	26%	29%	19%	25%	34%
Taught in an organised way	*Very little*	4%	5%	4%	5%	9%	4%
	Some	24%	25%	22%	27%	34%	18%
	Quite a bit	45%	46%	47%	49%	40%	43%
	Very much	27%	24%	27%	19%	18%	35%
Used examples or illustrations to explain difficult points	*Very little*	4%	4%	4%	3%	6%	5%
	Some	20%	21%	21%	19%	22%	22%
	Quite a bit	4%	42%	42%	44%	43%	36%
	Very much	34%	33%	33%	35%	29%	36%
Provided feedback on a draft or work in progress	*Very little*	26%	32%	29%	34%	34%	30%
	Some	34%	31%	31%	36%	28%	25%
	Quite a bit	25%	23%	23%	22%	24%	25%
	Very much	16%	14%	16%	8%	13%	20%
Provided prompt and detailed feedback on tests or completed assignments	*Very little*	23%	27%	25%	31%	31%	18%
	Some	34%	35%	33%	40%	34%	29%
	Quite a bit	27%	24%	26%	22%	20%	31%
	Very much	16%	14%	17%	7%	14%	22%

The first question in Effective Teaching Practice (ETP) Indicator for Schools to explore include:

What information is provided to respondents 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, balance of face-to-face/online or blended platforms to be used for teaching and learning that student may be required to access?

'Be more structured and organised, offer more help to first year respondents at the start of the year specially to settle in.' (HS, Medicine, YRF)

The second question in the ETP indicator points to the experience of respondents in relation to the organisation of their programme of studies. Questions for Schools to explore include:

How well are topics integrated across lectures; laboratories, and tutorials, will these be delivered face-to face or in an online/hybrid/blended model?
Are lecture notes made available in Blackboard before or after the associated lecture?
Is an induction to new platforms used for teaching and learning available?
Is the lecturer/tutor/demonstrator prepared? Are moderators available for online delivery? Is technical assistance available?
Are lectures/tutorials missed or cancelled at short notice? What should students do if they lose connectivity during an online session, are unable to upload an assignment etc.?

Example of a respondent's open comment in this regard is provided below.

'Organise a clearer form of providing information online e.g., Blackboard often confusing to navigate. Become clearer on requirements needed for certain assignments.'
(HS, Nursing and Midwifery, YR1)

The third question in the ETP Indicator 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 respondents can ask questions, engage in problem-based learning? It also relates to the first non-Indicator question '*Asked questions or contributed to discussions in class, tutorials, labs or online'.*

An example of respondents' open comments in this regard is provided below.

'My courses are good at providing tutorials to support lectures - this allows the chance to apply material from lectures to real life situations and develops problem-solving skills.'
(HS, Medicine, PGT)

The final two questions in the ETP Indicator relate to the provision of formative, timely and effective feedback to respondents on coursework or exams. Engaging respondents in the process of feedback on coursework can enhance respondents' assessment literacy. There are a number of resources available for lectures though BB Learn to assist those with responsibility for assessment and marking to provide feedback via Blackboard. In the online environment this will be even more important as External Examiners require that all assessment be available in digital format to facilitate the external examination process.

Questions for Schools 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 respondents in a lecture or small - group tutorial such as explaining what characterised the assignments at different levels of grades.
Have academics gained competency in marking assignment and providing feedback via Blackboard?
Does feedback support the principle of 'Assessment as Learning', what is the standard of annotation on assignments and scripts, does it point to where students can address performance in future assignments?

Examples of respondents' open comments in this regard are provided below.

'Very detailed and helpful feedback on first assignment. It was very encouraging.' (AHSS, Law, YRF)

'Better feedback available more quickly' (FEMS, Computer Science and Statistics, YR1)

Table 10: Supportive Environment Indicator

How much does your institution emphasise...		Irish Univ *(all respondents)*	TRINITY *(all respondents)*	AHSS	FEMS	HS
Providing support to help respondents succeed academically	*Very little*	9%	13%	12%	13%	13%
	Some	33%	34%	34%	38%	32%
	Quite a bit	39%	37%	36%	37%	36%
	Very much	20%	17%	18%	12%	20%
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	*Very little*	15%	19%	19%	19%	21%
	Some	28%	31%	31%	31%	29%
	Quite a bit	34%	33%	33%	32%	32%
	Very much	23%	18%	17%	18%	18%

The promotion and delivery of supports to assist respondents to succeed academically is addressed in the Supportive Environment Indicator. Questions for consideration by Schools include:

Does the School offer discipline - specific academic supports e.g. Maths Helpdesk, Chemistry tutorials for respondents who did not do Chemistry at Leaving Cert level?
How/where does the School advertise the discipline-specific supports they provide e.g. course handbook, notice boards, social media, Blackboard?
Does the School refer respondents with specific-needs to College-student support/learning services e.g. the Centre for English Language Teaching (CELT); if the School has large cohorts of international respondents do they actively promote the pre-sessional and sessional supports or refer them to the Library HITS Programme?
Does the School refer students to their personal Tutor or to the Student Development Service?
Is the School engaged with the GradLink Programme or other student mentoring initiatives?

4.3 The Library

While not structurally within the School/Faculty structure, the Library is integral to the student experience, student engagement in teaching and learning and their academic development. The Library attracted 41 open comments (AHSS 23, FEMS 8, HS 5, 5 Multi-Faculty) under what are the 'best aspects' i.e. positive provision and support of resources and facilities that include online resources, workshops, materials and good communication strategies that are seen as encouraging and helpful.

*'Provides great library facilities and staff are very encouraging' (*AHSS, YRF, Psychology)

'Provides services that help with learning skills and were made aware of these Services '
(FEMS, YR1, Computer Science and Statistics)

'Provides the best up to date information and encourages respondents to think critically'
(HS, PGT, Medicine)

The Library attracted 39 comments in suggested areas for improvement (AHSS 23, FEMS 7, HS 5, Multi-Fac 4) requesting better access to the library in terms of opening-hours, access to eBooks (restricted under UK Legal Deposit legislation) and learning resources on reading lists.

*'Creating more study space during exam season rather than introducing library monitors which only exacerbate stress during these already stressful months.' (*FEMS, YR1, Multi-School)

'I would like more help on academic writing as all the library tutorials on it were during my lecture time.' (HS, YR1, Medicine)

*'Many PG respondents work during the week. Many workshops that are helpful for writing and library skills are on when most PGs are unavailable to attend.' (*AHSS, PGT, Education*)*

'Continue to fight for small class teaching. Make more material available online rather than purely only in library. (AHSS, YRF, Histories and Humanities)

5.0 StudentSurvey.ie -Non-Indicator Questions

The StudentSurvey.ie contains 22 non-indicator questions, the responses to which are provided in percentages. Fourteen of those questions are discussed in this section (refer to the Appendix 3 for outcomes on questions not discussed).

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

'Enhance the student experience through increased engagement with career and personal development activities.' (Strategic Plan 2020-25, 2.5)

Many Schools have reviewed their curricula and assessment strategies during the Trinity Education Project. The graduate attributes described the desired outcome of a Trinity education with skills development in 'thinking critically and analytically' and 'writing clearly and effectively' being the key attributes attained. Skills' development is assessed through five non-indicator questions (Table 11 below). These questions can be monitored to assess if curriculum change, e.g. formative assessment strategies, class seminar/conference presentations, online/hybrid/blended delivery, are achieving the aims of the curriculum, how they are received by respondents and if they deliver the transferable skills desired by employers.

Table 11: Skills Attainment

During the current academic year, how often have you...		**Irish Univ**	**TRINITY**	**Faculty**			
				AHSS	**FEMS**	**HS**	**Multi-Fac**
Thinking critically and analytically (Graduate Attribute: To think Independently) (Links to Higher Order Learning)	*Very little*	3%	4%	4%	4%	6%	3%
	Some	19%	18%	19%	17%	17%	20%
	Quite a bit	42%	40%	42%	37%	41%	39%
	Very much	36%	38%	35%	43%	35%	38%
Writing clearly and effectively (Graduate Attribute: To communicate effectively)	*Very little*	14%	14%	9%	19%	19%	8%
	Some	30%	30%	25%	36%	32%	28%
	Quite a bit	36%	36%	39%	31%	34%	36%
	Very much	20%	21%	26%	14%	16%	28%
Speaking clearly and effectively (Graduate Attribute: To communicate effectively)	*Very little*	17%	18%	14%	27%	15%	19%
	Some	32%	31%	28%	35%	32%	29%
	Quite a bit	34%	34%	37%	27%	35%	35%
	Very much	18%	17%	21%	11%	18%	17%
Analyzing numerical and statistical information (Graduate Attribute-To think Independently. To develop continuously) (Links to Quantitative Reasoning)	*Very little*	21%	25%	34%	5%	26%	44%
	Some	30%	26%	26%	16%	35%	30%
	Quite a bit	29%	27%	25%	36%	27%	15%
	Very much	21%	22%	15%	44%	13%	11%
Made a presentation in class or online (see also T&L Skills-Speak/Write clearly	*Never*	25%	23%	17%	29%	26%	25%
	Sometimes	42%	42%	39%	45%	47%	42%
	Often	22%	22%	26%	18%	18%	21%
	Very often	11%	13%	18%	8%	9%	12%

Respondent open comments indicate that while the transition to the new curriculum has commenced, respondents still desire more of the skills they value as key to their personal development and career prospects.

'Less of assignments, more of presentations.' (PGT, AHSS, Business)

*'More oral presentations.' (*YRF, FEMS, Computer Science and Statistics)

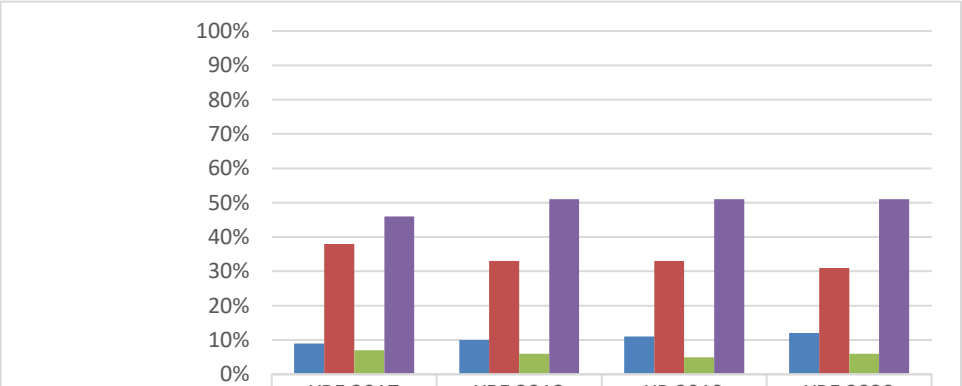
'Increase group work and presentation skills to boost confidence' (YR1, HS, Nursing and Midwifery)

5.2 Research Skills and the Capstone Project (YRF cohort only)

The Capstone Project requires a significant level of independent research by the student. Responses to the non-indicator question 'worked with an academic on a research project' can be monitored for Final Year respondents in respect of the Capstone Project. In 2020, 51% of final year respondents reported that they have 'done' or are in the 'process of doing' a research project. This represents an increase of 5% since 2016.It is anticipated to continue to rise as this TEP feature is mainstreamed (Fig.16 below) and can be used to assess the attainment of the Strategic Plan Goal:

'Bring the undergraduate experience closer to the research postgraduate experience through the mainstreaming of Capstone Projects across all programmes by 2020.' (Strategic Plan 2.2)

Fig.16: Work with academics on a research project



	YRF 2017	YRF 2018	YR 2019	YRF 2020
Have not decided	9%	10%	11%	12%
Do not plan to do	38%	33%	33%	31%
Plan to do	7%	6%	5%	6%
Done or in progress	46%	51%	51%	51%

The definition of the Capstone Project states that it should be an 'integrative exercise' that allows respondents to showcase the skills and knowledge they have developed across a range of subject areas. The Reflective and Integrative Learning indicator helps in exploring this further by looking closely at four of the questions involved [refer to Table 12 overleaf]. It presents a range, at the highest 72% of respondents connecting ideas from modules to previous experience and knowledge; while at the lowest 56% of respondents reported connecting their learning to problems or issues in society.

Table 12: Reflective and Integrative Learning

Questions		TCD	AHSS	FEMS	HS	Multi Faculty
Combined ideas from different subjects / modules when completing assignments	*Never*	6%	5%	6%	7%	7%
	Sometimes	33%	29%	39%	33%	33%
	Often	41%	42%	38%	41%	39%
	Very often	20%	23%	16%	19%	21%
Connected your learning to problems or issues in society	*Never*	10%	5%	20%	9%	8%
	Sometimes	34%	30%	43%	32%	30%
	Often	34%	37%	28%	35%	33%
	Very often	22%	28%	9%	23%	28%
Learned something that changed the way you understand an issue or concept?	*Never*	3%	3%	3%	2%	3%
	Sometimes	31%	28%	34%	32%	30%
	Often	44%	46%	45%	43%	42%
	Very often	22%	23%	18%	23%	25%
Connected ideas from your subjects / modules to your prior experiences and knowledge	*Never*	3%	2%	5%	2%	4%
	Sometimes	25%	24%	29%	24%	22%
	Often	45%	45%	45%	44%	43%
	Very often	27%	29%	21%	29%	32%

5.3 Civically Engaged

The title of the strategic Plan 2020-2025 is 'Community and Connection' and it includes a commitment to:

'Implement procedures to recognise civically-engaged teaching.' (Strategic Plan 2020-2025, 3.15)

Volunteering or doing community service can help develop skills in leadership, improve communication and teamwork skills. Volunteering is recognised as being part of 'co-curricular activities' that contribute to the attainment of the Graduate Attributes. In 2019/20, 20% of respondents reported that they have either completed work or are working/volunteering in the community. Almost half of all respondents (48%) reported that they consider themselves informed and active citizens. This finding is particularly evident in AHSS (57%) and HS (49%) and less so in FEMS (29%) respondents. Refer to Table 13 below.

Table 13: Community Engagement

Questions		Total	AHSS	FEMS	HS	Multi Faculty
Community service or volunteer work	*Have not decided*	25%	22%	30%	23%	28%
	Do not plan to do	24%	27%	26%	18%	18%
	Plan to do	31%	30%	28%	37%	35%
	Done or in progress	20%	22%	16%	22%	20%
Being an informed and active citizen (societal / political / community)	*Very little*	20%	12%	33%	20%	14%
	Some	32%	31%	38%	31%	28%
	Quite a bit	29%	31%	23%	30%	34%
	Very much	19%	26%	6%	19%	24%

While very few respondents provided additional comments on their community engagement, they did provide suggestions as to how to improve.

'College keeps me informed of what is going on around the institution and in the local community.'
(PGT, AHSS Religion)

'Embed community-based learning/volunteering into classes'
(PGT, AHSS, Education)

5.4 Employability

Four non-indicator questions address employability from a student perspective. They can be used to monitor the impact of initiatives Trinity is currently pursuing to embed employability in the curriculum and increase student engagement in Employability Awards and Scholarship schemes. It is hoped that employability schemes and enhanced opportunities for internships, including global internships will have a positive impact on student engagement with career readiness activities and over time will help distinguish the Trinity education experience from that of other Irish Universities (refer to Table 14).

Table 14: Student Engagement in Employability

During the current academic year, how often have you ….		Ire Univ *(all respondents)*	TRINITY *(all respondents)*	Faculty		
				AHSS	FEMS	HS
Improved knowledge and skills that will contribute to your employability	*Never*	7%	7%	8%	9%	3%
	Sometimes	32%	31%	35%	32%	19%
	Often	39%	39%	37%	39%	42%
	Very often	23%	24%	20%	21%	36%
Acquiring job- or work-related knowledge and skills	*Very little*	15%	17%	21%	19%	7%
	Some	30%	31%	35%	34%	19%
	Quite a bit	32%	29%	28%	31%	30%
	Very much	23%	22%	16%	15%	45%
Explored how to apply your learning in the workplace	*Never*	24%	27%	32%	33%	8%
	Sometimes	35%	33%	32%	41%	23%
	Often	27%	26%	24%	19%	37%
	Very often	15%	15%	12%	7%	32%
Blended academic learning with workplace experience	*Never*	33%	36%	39%	50%	14%
	Sometimes	29%	28%	30%	28%	23%
	Often	23%	20%	20%	16%	26%
	Very often	16%	16%	12%	6%	38%

Table 15 overleaf indicates that over half of all respondents in Trinity (54%) and across other Irish universities (55%) report that they have 'never' spoken to academic staff about their career plans. Table 16 shows that, across the years of study, 44% of final-year and 36% of PGT respondents have not consulted academic staff about their career plans. If preparing Trinity graduates for future career change and lifelong learning is to be a feature of the Trinity education experience this finding indicates the importance of engaging academic staff in these efforts and in discussions with students on their future aspirations in terms of their careers.

Table 15: Student Faculty Interaction Q related to career planning.

During the current academic year, have you		Ire Univ	TRINITY	Faculty		
				AHSS	FEMS	HS
Talked about career plans with academic staff	*Never*	55%	54%	50%	64%	49%
	Sometimes	30%	33%	35%	28%	36%
	Often	11%	10%	11%	7%	11%
	Very often	4%	4%	5%	1%	4%

Table 16: Student Faculty Interaction Q related to career planning.

During the current academic year, have you		Year of Study		
		YR1	YRF	PGT
Talked about career plans with academic staff	*Never*	73%	44%	36%
	Sometimes	20%	40%	45%
	Often	5%	12%	14%
	Very often	2%	5%	5%

Respondents provided the following open comments in respect to employability and career readiness:

'Improve employability by solving real world examples and develop skills for real world scenarios' (PGT, AHSS Business)

'Have placements in courses to show real-life applications of what we are learning and help in the search for a career' (YRF, AHSS, Multi-School)

'Help each and every student get on-the-job experience before graduating; screen candidates better before taking them in; the Career Service at Trinity should help more than just bringing in job opportunities, they should bring the students to the job market' (PGT, AHSS, Law)

'Lecturers could mention the availability of career support services every so often' (YRF, FEMS, Multi-School)

'Talks on employability - how to actually get employed. The one talk we had only covered what one particular manager would like to see, not how to do a HSE interview or even apply for them.' (YRF, HS, Medicine)

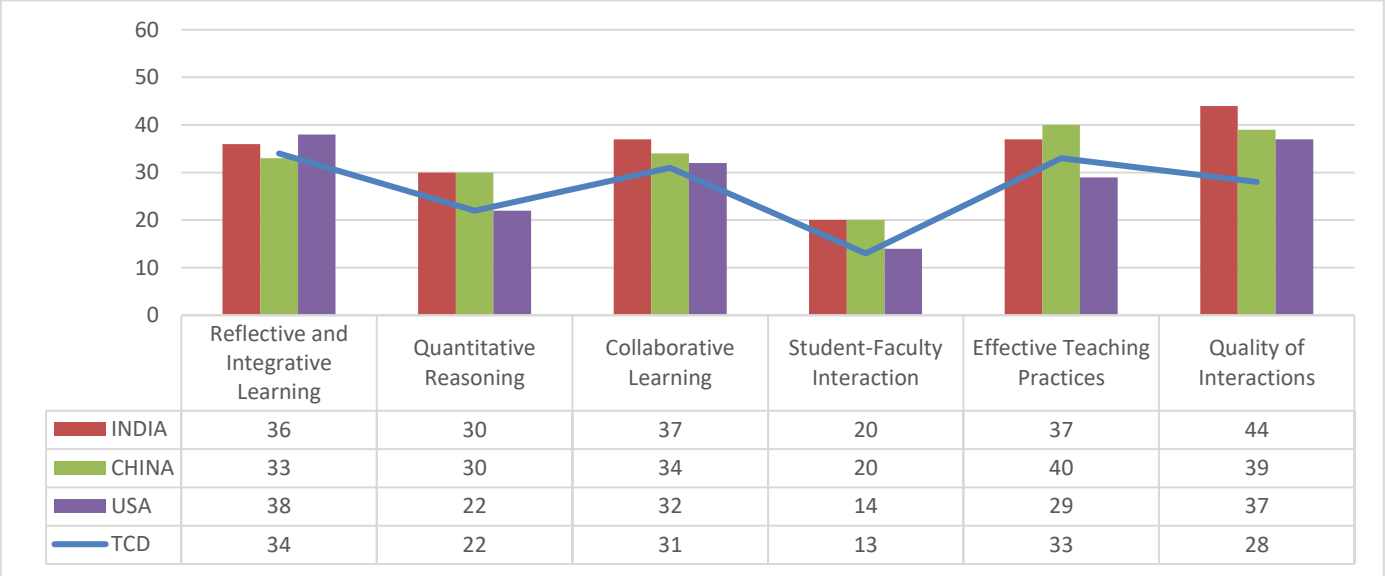
6.0 Global Perspective

Trinity launched the 'Global Relations Strategy 3' in 2018/19 and the new Strategic Plan 2020-2025 continues to commit to growing international student numbers, as a proportion of the overall College population.

> *'Pursue strategies to ensure that by 2025, 30-35% of our respondents will come from outside of Ireland, up from our 2016/17 baseline of 24%.'* (Strategic Plan, 2020-2025, 1.1)

This section explores how respondents' who are domicile as residing in India, China and the USA responded to six of the nine indicators when compared with the overall Trinity score. The responses count from these countries includes India (206, 7%), China (130, 4%) and USA (107, 3%).

Fig.17: Indicators by Non-Irish Domicile Groups



	Reflective and Integrative Learning	Quantitative Reasoning	Collaborative Learning	Student-Faculty Interaction	Effective Teaching Practices	Quality of Interactions
INDIA	36	30	37	20	37	44
CHINA	33	30	34	20	40	39
USA	38	22	32	14	29	37
TCD	34	22	31	13	33	28

N = TCD 3,156; India 206, China 130, USA 107)

6.1 Indian Respondents

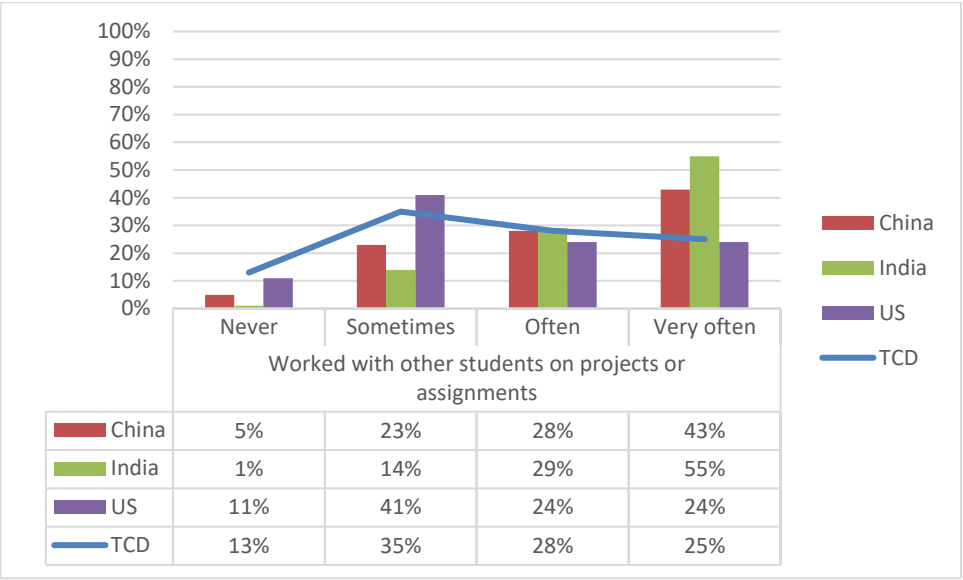
The findings show that respondents from India report higher levels of working collaboratively with other students on projects or assignments (India 84%, China 71%, USA 48%, Trinity 53%), as seen in Fig18 overleaf. Factors that influence good quality of interaction amongst Indian respondents are evident in their good relationships with academic, supportive and administrative staff, as seen in Table 17 above.

Open Comments: (Indian respondents)

Positive Comment: '*Promote group work with random students which helps in getting a diverse set of ideas and also improves our social and cultural behaviour towards others'* (EMS, Computer Science and Statistics)

Suggested Improvement Comment: *'More industry experience with academic course work'* (AHSS, Business)

Fig.18: Collaborative Learning – Indian perspective



	Never	Sometimes	Often	Very often
	Worked with other students on projects or assignments			
China	5%	23%	28%	43%
India	1%	14%	29%	55%
US	11%	41%	24%	24%
TCD	13%	35%	28%	25%

N = TCD 3,156; India 206, China 130, USA 107)

Table 17: Quality of Interaction – Indian Perspective

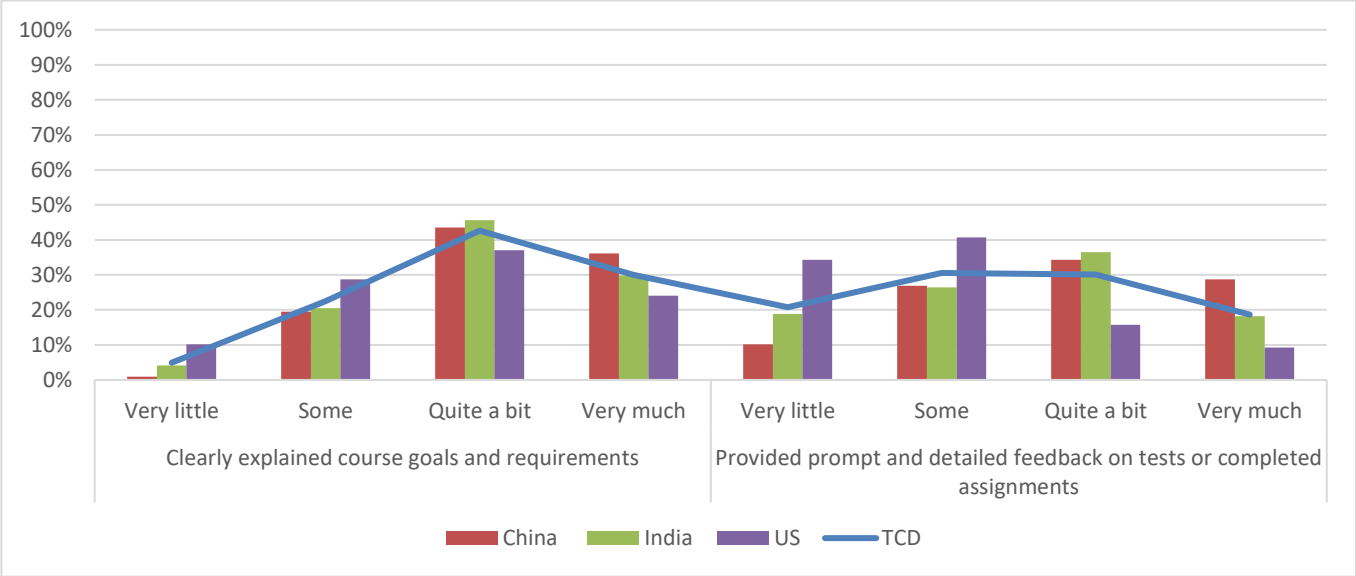
Questions		Total		China		India		United States	
		Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
Academic Staff	1=Poor	109	4%	3	3%	3	2%	5	5%
	2	162	6%	8	7%	5	3%	9	9%
	3	310	12%	15	14%	15	9%	10	10%
	4	463	18%	14	13%	18	10%	16	15%
	5	619	24%	15	14%	36	21%	24	23%
	6	536	20%	24	22%	47	27%	25	24%
	7 = Excellent	417	16%	28	26%	49	28%	16	15%
Support Services Staff	1=Poor	181	8%	9	8%	3	2%	4	4%
	2	194	9%	10	9%	7	4%	14	15%
	3	288	13%	10	9%	17	10%	10	11%
	4	418	19%	15	14%	11	7%	25	27%
	5	435	20%	22	21%	42	25%	15	16%
	6	370	17%	18	17%	47	28%	10	11%
	7 = Excellent	309	14%	23	21%	42	25%	14	15%
Other Administrative Staff and Offices	1=Poor	285	12%	10	9%	4	2%	11	11%
	2	290	12%	11	10%	9	5%	11	11%
	3	336	14%	9	8%	13	8%	13	13%
	4	419	17%	17	16%	16	9%	20	20%
	5	443	18%	12	11%	34	20%	18	18%
	6	353	15%	28	26%	49	29%	16	16%
	7 = Excellent	291	12%	19	18%	45	26%	9	9%

N = TCD 3,156; India 206, China 130, USA 107)

6.2 Chinese Respondents

The process of providing feedback to respondents continues to be perceived as low across all respondents. Chinese respondents reported that they received feedback more promptly than other domiciled groups (Trinity 49%; China 63%, India 54%, USA 25%). Respondents from China had a more positive attitude towards understanding learning goals' requirements (Trinity 73%; China 80%; India 76%; USA 61%) and strategies implemented for effective learning practices (Trinity 33; India 37; China 40; USA 29–*ETP indicator score*).

Fig.19: Effective Teaching Practices – Chinese perspective



Questions		TCD		China		India		US	
		Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
Clearly explained course goals and requirements	*Very little*	19	5%	1	1%	7	4%	11	10%
	Some	87	22%	21	19%	35	20%	31	29%
	Quite a bit	165	43%	47	44%	78	46%	40	37%
	Very much	116	30%	39	36%	51	30%	26	24%
Provided prompt and detailed feedback on tests or completed assignments	*Very little*	80	21%	11	10%	32	19%	37	34%
	Some	118	31%	29	27%	45	26%	44	41%
	Quite a bit	116	30%	37	34%	62	36%	17	16%
	Very much	72	19%	31	29%	31	18%	10	9%

N = TCD 3,156; India 206, China 130, USA 107)

Open Comments: (Chinese respondents)

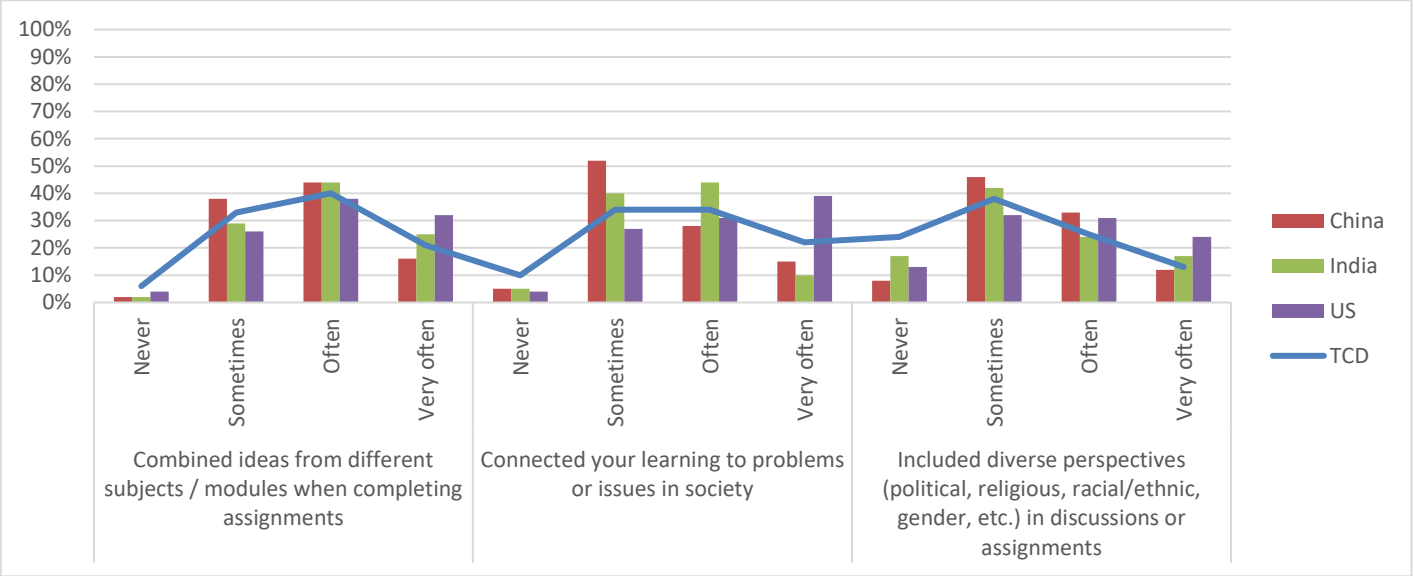
Positive Comment: *'The professor talks fluently with students and gives quick feedback when receiving emails'* (EMS, Computer Science and Statistics)

Suggested Improvement Comment: *'Encourage professors to be more organised and adjust the timeline of the academic structure to prepare students for work and compete with peer students in other colleges.'* (EMS, Computer Science and Statistics)

6.3 USA Respondents

Reflecting on new information and making connections to prior learning and diverse contexts is a critically important skill and an area where American respondents demonstrate strengths compared with other domiciled groups. This was particularly evident in including diverse perspectives in discussions or assignments (Trinity 38%; USA 55%, China 45%, India 41%). American respondents achieved higher scores in engaging and connecting learning to problems or issues in society (Trinity 56%; USA 70%, China 43%, India 54%) and combining ideas from different subjects/modules when completing assignments (Trinity 61%; USA 70%, China 60%, India 69%).

Fig.20: Reflective and Integrative Learning – US Perspective



Questions		TCD		China		India		United States	
		Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
Combined ideas from different subjects / modules when completing assignments	*Never*	186	6%	3	2%	5	2%	5	4%
	Sometimes	1035	33%	49	38%	59	29%	33	26%
	Often	1274	40%	57	44%	90	44%	48	38%
	Very often	652	21%	21	16%	51	25%	41	32%
Connected your learning to problems or issues in society	*Never*	306	10%	7	5%	11	5%	5	4%
	Sometimes	1078	34%	68	52%	83	40%	34	27%
	Often	1070	34%	36	28%	90	44%	39	31%
	Very often	693	22%	19	15%	21	10%	49	39%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	*Never*	750	24%	11	8%	34	17%	16	13%
	Sometimes	1185	38%	60	46%	87	42%	41	32%
	Often	793	25%	43	33%	49	24%	40	31%
	Very often	420	13%	16	12%	35	17%	30	24%

N = TCD 3,156; India 206, China 130, USA 107)

Open Comments: (USA respondents)

Positive Comment: *'Combine/pair lectures with tutorials which are smaller, more interactive, and enable students to express their opinions, discuss and debate, as well as ask questions.'* (Multi-Faculty Multi-School)

Suggested Improvement Comment: *'More clarity about what is expected of us and spreading out our deadlines better'* (AHSS, Social Sciences and Philosophy)

6.4 Diversity, Engagement and Inclusivity

Goal 1 of the *Trinity Strategic Plan 2020-25 - Community and Connection* commits Trinity to fostering a more diverse and inclusive student community:

> *'Embed a culture of equality, inclusion, respect and dignity across all aspects of our operations to provide a foundation for the flourishing of all our students regardless of their background through instituting a robust Equality, Diversity and Inclusion strategy.'* (Strategic Plan 1.7)

Questions pertaining to the Supportive Environment (SE) indicator explore respondents' perceptions of how much Trinity accentuates services and activities in supporting the student experience. The Supportive Environment indicator has historically been the lowest scoring indicator both within Trinity and across the Irish Universities (TCD, 28.3; Irish Uni, 29.0).

6.4.1 Irish versus Non-Irish

Table 18 below illustrates the breakdown of how Irish and non-Irish respondents responded to questions within the SE indicator, showing e.g. Irish respondents are less likely to interact with students of different backgrounds, compared with respondents domiciled outside Ireland (Irish 38%, Non-Irish 53%).

Table 18: Supportive Environment Irish versus Non-Irish

Questions		**Irish**		**Non-Irish**		**Total**	
		Count	*%*	*Count*	*%*	*Count*	*%*
Contact among respondents from different backgrounds (social, racial/ethnic, religious, etc.)	*Very little*	498	26%	114	16%	612	23%
	Some	707	37%	215	30%	922	35%
	Quite a bit	476	25%	227	32%	703	27%
	Very much	249	13%	151	21%	400	15%
Providing opportunities to be involved socially	*Very little*	274	14%	90	13%	364	14%
	Some	550	28%	211	30%	761	29%
	Quite a bit	661	34%	255	36%	916	35%
	Very much	448	23%	151	21%	599	23%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	*Very little*	331	17%	97	14%	428	17%
	Some	648	34%	215	30%	863	33%
	Quite a bit	611	32%	267	38%	878	33%
	Very much	343	18%	127	18%	470	18%
Attending events that address important social, economic, or political issues	*Very little*	448	23%	133	19%	581	22%
	Some	706	37%	235	33%	941	36%
	Quite a bit	527	27%	229	32%	756	29%
	Very much	251	13%	108	15%	359	13%

6.4.2 Faculty Level

The findings show an increase in social involvement among students with different backgrounds across the three Faculties since 2015/16 (2019/20: AHSS +13%; FEMS +6%; HS +7%). In 2019/20, the proportion of respondents that report that they have had 'quite a bit/very much' interactions with diverse groups of students for each of the Faculties was: AHSS 43%, FEMS 38%, HS 43%, Multi-Fac 37%). AHSS respondents tend to be more active in attending academic and co- and extra-curricular activities that address important social, economic and political issues and attend campus activities that help develop social skills required to fulfill workplace

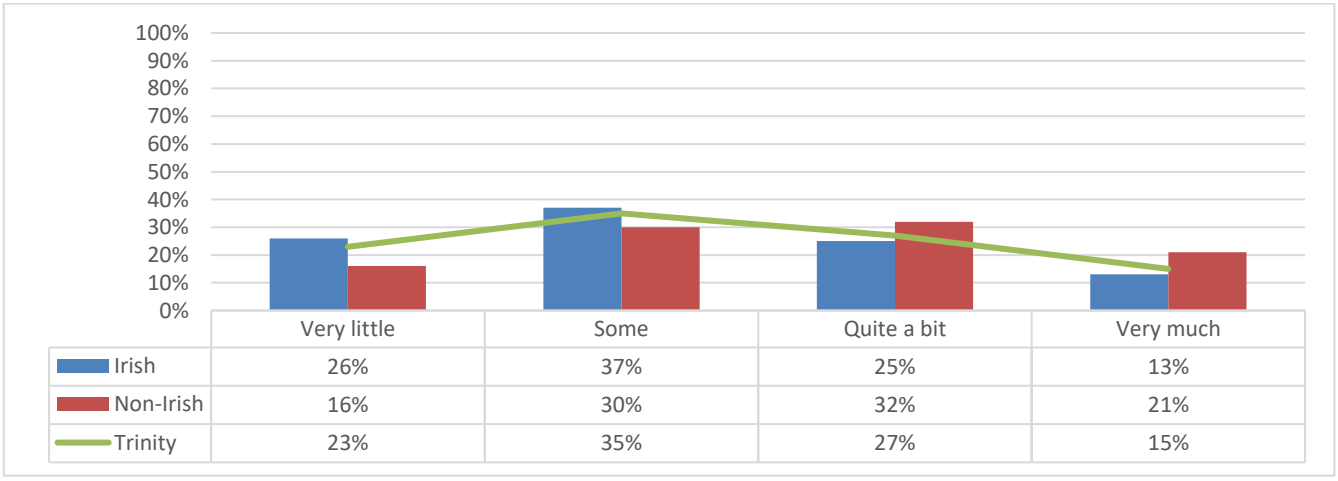
expectations.

Table 19: Supportive Environment Irish versus Non-Irish across Faculties

		AHSS		FEMS		HS		Multi Faculty	
		Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	*Very little*	237	21%	177	25%	120	21%	83	31%
	Some	386	35%	260	37%	201	36%	87	32%
	Quite a bit	301	27%	176	25%	151	27%	72	27%
	Very much	180	16%	90	13%	89	16%	27	10%
Providing opportunities to be involved socially	*Very little*	140	13%	103	15%	95	17%	26	10%
	Some	310	28%	207	29%	181	32%	75	28%
	Quite a bit	402	36%	238	34%	167	30%	106	39%
	Very much	251	23%	158	22%	120	21%	61	23%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	*Very little*	126	11%	124	18%	158	28%	29	11%
	Some	351	32%	226	32%	198	35%	93	35%
	Quite a bit	385	35%	250	35%	142	25%	96	36%
	Very much	242	22%	106	15%	63	11%	50	19%
Attending events that address important social, economic, or political issues	Very little	177	16%	183	26%	193	34%	38	14%
	Some	356	32%	274	39%	202	36%	110	41%
	Quite a bit	362	33%	189	27%	119	21%	82	31%
	Very much	206	19%	59	8%	49	9%	38	14%

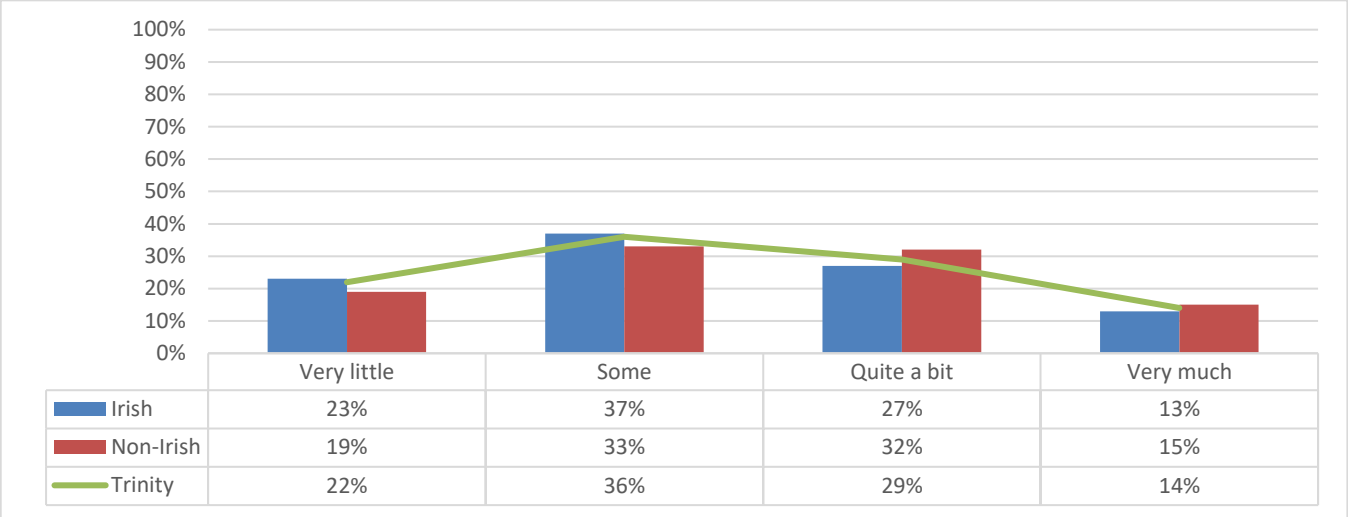
Student characteristics like year of study found that first year and postgraduate taught respondents are more likely to interact with students from different backgrounds (YR1 41%, YRF 29%, PGT 51%). [Refer to Appendix 3, pg. 80]. No differences are evidenced across gender (male 24%, female 23%).

Fig. 21: Contact among respondents from different backgrounds (social, racial/ethnic, religious, etc.) - Irish versus Non-Irish



The findings in Fig. 22 also show that Irish (40%) respondents are also less likely to attend events that address important political or economic events when compared with non-Irish respondents (47%).

Fig. 22: Attending events that address important social, economic, or political issues – Irish versus Non-Irish



	Very little	Some	Quite a bit	Very much
Irish	23%	37%	27%	13%
Non-Irish	19%	33%	32%	15%
Trinity	22%	36%	29%	14%

Examples of respondents' open comments on diversity are provided below:

Irish respondents:

- *'Have respondents from a diversity of backgrounds'* (YR1, FEMS, Computer Science and Statistics)

- *'Promote integration of respondents with different social, racial backgrounds etc.'* (YR1, AHSS, Law and French)

Overseas respondents:

- *'Personalised communication and interest in respondents' background, encouraging the student to talk more and listen'* (YRF, HS, Nursing and Midwifery)

- *'The overall institution is not diverse enough as many other colleges, there are not enough respondents from ethnic backgrounds (not international respondents with high incomes included) this is a deep social issue which Trinity needs to address more'* (YR1, AHSS, Social Sciences and Philosophy)

7. What does StudentSurvey.ie tell us about Postgraduate Taught (PGT) respondents?

Goal 3 of the Trinity Strategic Plan 2020 -2025 contains a number of significant commitments in respect of postgraduate education.

Meet the changing student profile within the lifetime of this strategic plan by instituting a major and systemic renewal of all facets of postgraduate education (Strategic Plan, 3.4)

7.1 Demographic characteristics of PGT respondents

Postgraduate taught respondents have been participating in the survey since 2013. The PGT cohort is unique in some respects in terms of the National Student Survey, as the majority of PGT respondents are engaged in one-year Master's programmes and that, therefore, the PGT population surveyed on an annual basis. Response rates, as seen in Table 20 below, show that, apart from the current year 2019/20, the level of PGT participation in the survey has not risen above 20% since 2016/17.

Table 20: PGT respondent characteristics 2019/20 - 2016/17

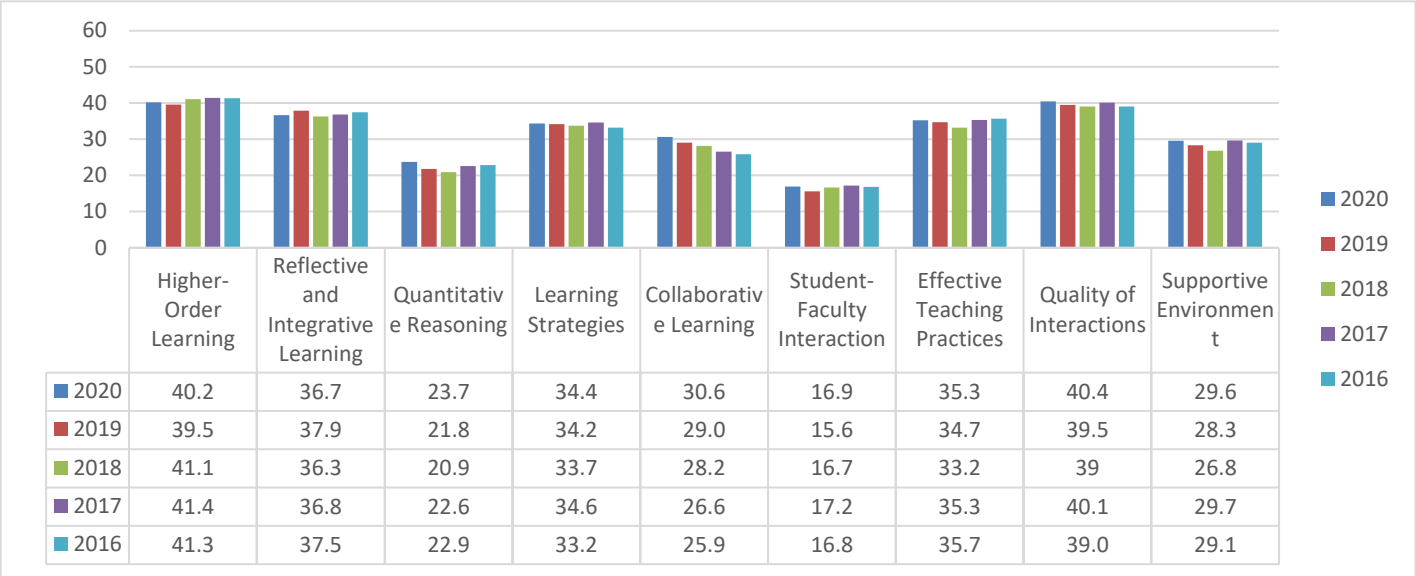
PGT Characteristics		2019/2020		2018/2019		2017/2018		2016/2017	
		Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
Response Rates	*Survey Population*	3,476		3,229		3,167		2,716	
	Respondents	974	28%	559	17%	478	15%	519	19%
Programme Type	*Postgraduate Cert/Dip*	109	11%	50	9%	61	13%	58	11%
	Masters Taught (PG)	865	89%	509	91%	417	87%	461	89%
Mode of Study	*Full-Time*	732	75%	438	78%	341	71%	368	71%
	Part-time/Remote	242	25%	121	22%	137	29%	151	29%
Sex	*Male*	337	35%	184	33%	156	33%	170	33%
	Female	637	65%	375	67%	322	67%	349	67%
Age	*23 years and under*	163	17%	102	18%	72	15%	78	15%
	24 years and over	811	83%	457	82%	406	85%	441	85%
Domicile group	*Irish*	386	40%	231	41%	240	50%	265	51%
	Non-Irish	588	60%	328	59%	238	50%	254	49%

Since 2016 Trinity's Global Relations Strategy (GR3) the proportion of non-Irish domiciled respondents to the national student survey.ie: has increased by 11% in 2016, there were 254 (49%) non-Irish respondents compared with 588 (60%) in 2020.

7.2 Overview 2020 – 2016 at PGT level

PGT responses to the survey have remained stable over time, as seen in Fig 23 below. The only notable change is with the positive increase in Collaborative Learning over time (2019/20, 30.6; 2015/16, 25.9). This increase was mainly due to PGT respondents reporting that they are engaging more with other students to help them understand course material (2019/20, 35%; 2018/19, 27%).

Fig.23: Longitudinal PGT Review 2019/20 – 2015/16



	Higher-Order Learning	Reflective and Integrative Learning	Quantitative Reasoning	Learning Strategies	Collaborative Learning	Student-Faculty Interaction	Effective Teaching Practices	Quality of Interactions	Supportive Environment
2020	40.2	36.7	23.7	34.4	30.6	16.9	35.3	40.4	29.6
2019	39.5	37.9	21.8	34.2	29.0	15.6	34.7	39.5	28.3
2018	41.1	36.3	20.9	33.7	28.2	16.7	33.2	39	26.8
2017	41.4	36.8	22.6	34.6	26.6	17.2	35.3	40.1	29.7
2016	41.3	37.5	22.9	33.2	25.9	16.8	35.7	39.0	29.1

As with the survey outcome overall, the Effective Teaching Practice scores for PGT respondents in Trinity compared with other Irish Universities are lower (Trinity, 35.3; Irish Univ, 37.9). This is attributed to a lower perception of feedback *(refer to Table 21, below).*

Table 21: Overview of PGT respondents' relationship with academic staff

Feedback Questions		**2019/20 Irish Universities**	**2019/20 Trinity**	**2018/19 Trinity**	**2017/18 Trinity**	**2016/17 Trinity**	**2015/16 Trinity**
Provided feedback on a draft or work in progress	*Very little*	18%	22%	26%	28%	25%	22%
	Some	30%	31%	28%	31%	29%	31%
	Quite a bit	28%	29%	29%	24%	26%	26%
	Very much	24%	18%	18%	17%	21%	21%
Provided prompt and detailed feedback on tests or completed assignments	*Very little*	18%	23%	25%	28%	25%	21%
	Some	29%	31%	30%	30%	29%	32%
	Quite a bit	29%	26%	26%	25%	25%	34%
	Very much	24%	19%	20%	18%	22%	14%

Open Comments on Feedback include:

'Providing feedback on assignments is a major lacking factor in my module. Except for a few modules, none of the other professors has contributed to a feedback system that would allow students to understand what they have been missing and what they should be focusing on in the upcoming semesters.' (AHSS, Business)

'More and better feedback, so we know where to make improvements.' (EMS, Physics)

'We are given absolute minimum feedback, months after an assessment or presentation has taken place (e.g. a percentage, with no indication of which performance areas were good or bad or why). It is extremely difficult to learn when you never find out what you have done wrong and where you need to improve.' (HS Medicine)

7.3 Mode of Study (Full-time and Part-time PGT)

In 2019/20, the majority of PGT respondents studied full-time (FT: 732, 75%; PT: 242, 25%). The profile of PGT respondents studying part-time was similar to full-time respondents: mature, female and studying a Master's programme (as opposed to a PG Cert or PG Diploma). The key difference between these groups relates to the Irish and International domicile status: three quarters (552, 75%) of full-time respondents reported their domicile status as International, while the majority of part-time respondents stated they were Irish (Irish, 206, 85%). Female respondents accounted for 64% of full-time and 69% of part-time respondents.

Table22: Mode of Study Overview of PGT 2019/20

Mode of Study	Age		Sex		Domicile		Programme Type	
	< 23 years	*> 24 years*	*Male*	*Female*	*Irish*	*Non-Irish*	*PG Cert*	*Masters*
	N, (%)	*N, (%)*	*N, (%)*	*N, (%)*	*N, (%)*	*N, (%)*	*N, (%)*	*N, (%)*
Full-Time *(732, 75%)*	163 (17%)	569 (58%)	262 (27%)	470 (48%)	180 (18%)	552 (57%)	25 (3%)	707 (72%)
Part-time *(242, 25%)*	0	242 (25%)	75 (8%)	167 (17%)	206 (21%)	36 (3%)	84 (9%)	158 (16%)

Full-time and part-time female respondents reported similar responses (58%) to the provision of 'help to students to succeed academically' question compared with male respondents' where a 10% gap was reported on the same question (full-time 60%, part-time 50%). Male and female respondents studying full-time and part-time reported low levels of support to help manage their non-academic responsibilities (work, family, etc.).

Table23: Provision of support at PGT level

		Full-Time				Part-time/Remote			
		Male		Female		Male		Female	
		Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
Providing support to help students succeed academically	*Very little*	11	5%	46	12%	14	23%	13	9%
	Some	75	35%	121	30%	17	27%	48	33%
	Quite a bit	80	38%	152	38%	23	37%	58	40%
	Very much	47	22%	78	20%	8	13%	27	18%
Providing support for your overall well-being (recreation, health care, counselling, etc.)	*Very little*	33	16%	57	14%	11	17%	22	15%
	Some	60	28%	111	28%	25	39%	53	36%
	Quite a bit	78	37%	132	33%	18	28%	46	31%
	Very much	41	19%	96	24%	10	16%	26	18%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	*Very little*	28	13%	53	13%	12	19%	38	26%
	Some	64	30%	134	34%	29	46%	46	32%
	Quite a bit	80	38%	141	36%	17	27%	36	25%
	Very much	41	19%	67	17%	5	8%	26	18%
Helping you manage your non-academic responsibilities (work, family, etc.)	*Very little*	70	33%	130	33%	18	29%	62	42%
	Some	71	33%	128	32%	29	46%	49	33%
	Quite a bit	55	26%	94	24%	12	19%	24	16%
	Very much	17	8%	44	11%	4	6%	12	8%

Finally, in evaluating the entire education experience, 70% of full-time respondents reported a 'good or excellent' educational experience compared with 83% of part-time respondents.

Table 24 Overall Satisfaction at PGT level

		Full-Time				Part-time/Remote			
		Male		Female		Male		Female	
		Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
How would you evaluate your entire educational experience at this institution?	***Poor***	**11**	**5%**	**24**	**6%**	**3**	**5%**	**4**	**3%**
	Fair	51	24%	90	23%	6	10%	26	18%
	Good	97	46%	192	49%	34	54%	68	47%
	Excellent	50	24%	84	22%	20	32%	47	32%

7.4 Skills Attainment and the Postgraduate Taught Student

This section explores the perceptions of PGT respondents in developing the skills required at postgraduate level that support their transition to a future career or further academic study. Skills attainment is closely linked to the attainment of the Graduate Attributes that apply to undergraduate and postgraduate students and align with those skills outlined in the IUA Graduate Skills Statement for PhD students and therefore are important for those students who may wish to transfer to the PhD register. Table25 illustrates responses to Non-Indicator Questions (NIQ) that explore the opportunity for skills attainment that provide an opportunity to develop knowledge and skills in their area of study and improve skills that facilitate career advancement. Variability is seen in the responses over time, where the only positive trend is in the proportion of respondents reporting they had 'Never' made a presentation in class or online.

Table 25: Skills Development

Skills Development Questions		2019/20 PGT	2018/19 PGT	2017/18 PGT	2016/17 PGT	2015/16 PGT
Made a presentation in class or online	*Never*	13.2	13.4	15.5	18.9	21.9
	Sometimes	39.6	42.9	37.5	36.3	38.6
	Often	28.4	24.7	28.1	26.6	20.4
	Very often	18.8	19.0	18.9	18.2	19.2
Writing clearly and effectively	*Very little*	9.0	10.3	9.6	6.6	8.4
	Some	26.9	25.9	29.1	25.6	23.9
	Quite a bit	39.6	40.6	35.0	42.7	44.7
	Very much	24.4	23.2	26.3	25.2	23.0
Speaking clearly and effectively	*Very little*	12.4	15.6	15.0	13.8	10.0
	Some	28.6	27.0	29.6	29.2	34.4
	Quite a bit	39.1	38.7	36.5	35.5	35.8
	Very much	20.0	18.7	18.9	21.6	19.8
Thinking critically and analytically	*Very little*	4.10	4.40	6.70	3.40	3.80
	Some	17.9	19.2	18.0	18.0	19.4
	Quite a bit	45.3	41.5	42.2	40.7	38.1
	Very much	32.7	34.9	33.1	37.9	38.7
Analysing numerical and statistical information	*Very little*	24.3	27.1	28.3	26.1	20.0
	Some	26.6	32.1	33.3	29.2	31.9
	Quite a bit	31.8	24.5	25.8	26.2	29.0
	Very much	17.3	16.3	12.7	18.4	19.2
Working effectively with others	*Very little*	10.8	11.0	15.1	11.6	8.40
	Some	22.9	30.3	25.3	29.9	29.7
	Quite a bit	37.4	32.3	39.8	34.2	39.4
	Very much	28.9	26.4	19.8	24.3	22.5

7.5 Teaching and Learning

Table 26 below explores how PGT students engage with teaching and learning. Again, variability is seen in responses over time.

Table 26: Engaging Teaching and Learning

Teaching and Learning Questions		**2019/20 PGT**	**2018/19 PGT**	**2017/18 PGT**	**2016/17 PGT**	**2015/16 PGT**
Asked questions or contributed to discussions in class, tutorials, labs or online	*Never*	3.0	2.7	3.0	2.6	1.8
	Sometimes	34.2	28.0	28.9	26.7	30.4
	Often	33.7	33.9	38.3	36.5	31.3
	Very often	29.1	35.3	29.8	34.3	36.5
Come to class without completing readings or assignments	*Very little*	32.6	31.4	33.0	33.3	36.5
	Some	53.6	54.0	50.6	49.0	46.6
	Quite a bit	11.0	9.5	11.5	13.9	12.1
	Very much	2.8	5.0	5.0	3.9	4.7
Spending significant amounts of time studying and on academic work	*Very little*	4.2	1.5	3.5	4.3	03.7
	Some	20.5	20.4	22.2	14.8	22.5
	Quite a bit	43.4	49.9	42.2	47.4	42.2
	Very much	31.9	28.1	32.0	33.6	31.6

Postgraduate taught students' perception of supports available to support their postgraduate experience in College is outlined in Table 27 below. Again, variability can be seen in responses overtime with no clear trends emerging other than in 'Helping you manage your non-academic responsibilities (work-family etc.)' with an improvement in response options to this question over time.

Table 27: Supportive Environment

Teaching and Learning Questions		**2019/20 PGT**	**2018/19 PGT**	**2017/18 PGT**	**2016/17 PGT**	**2015/16 PGT**
Providing support to help students succeed academically	*Very little*	10.9	13.1	11.5	12.2	8.2
	Some	31.7	34.3	38.1	36.0	33.2
	Quite a bit	38.3	36.9	33.8	33.0	42.0
	Very much	19.0	15.6	16.6	18.8	16.6
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	*Very little*	17.2	17.5	21.2	21.0	15.5
	Some	28.4	31.5	36.3	36.7	33.6
	Quite a bit	35.2	33.7	27.6	26.9	32.7
	Very much	19.3	17.3	15.0	15.3	18.2
Providing support for your overall well-being (recreation, health care, counselling, etc.)	*Very little*	15.2	13.1	13.9	12.9	17.9
	Some	31.5	35.2	39.1	34.4	29.9
	Quite a bit	32.9	34.5	31.1	31.7	31.3
	Very much	20.4	17.1	15.9	21.1	20.8
Helping you manage your non-academic responsibilities (work, family, etc.)	*Very little*	34.6	39.5	45.8	44.9	48.7
	Some	34.6	36.9	33.1	31.7	28.9
	Quite a bit	21.7	19.2	16.4	15.2	16.0
	Very much	9.1	4.4	4.7	8.3	6.4

Over time, as the proportion of international PGT respondents has grown, the proportion of respondents reporting more contact among students from different backgrounds has increased (2019/20 84%; 2015/16 73%). Over the last 5 years, as engagement in part-time study has grown, the proportion of respondents reporting that they had 'very little' opportunity to attend events that address important social, economic, or political issues (2019/20' 22%; 2015/16' 14%) or attending campus activities and events (2019/20' 17%; 2015/16 14%) has risen.

Table 28: Supportive Environment

Teaching and Learning Questions		**2019/20 PGT**	**2018/19 PGT**	**2017/18 PGT**	**2016/17 PGT**	**2015/16 PGT**
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	*Very little*	15.8	22.8	21.7	22.0	26.8
	Some	33.2	30.6	41.1	29.7	37.6
	Quite a bit	31.1	28.1	22.3	28.4	22.8
	Very much	19.9	18.5	14.9	19.8	12.9
Providing opportunities to be involved socially	*Very little*	14.1	16.9	19.1	15.4	15.5
	Some	32.8	33.0	37.4	28.2	32.5
	Quite a bit	34.0	32.6	28.7	36.0	35.6
	Very much	19.1	17.6	14.7	20.4	16.3
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	*Very little*	17.2	15.4	14.8	12.0	14.3
	Some	34.0	34.4	39.0	30.1	24.6
	Quite a bit	32.2	37.7	28.0	29.9	37.7
	Very much	16.5	21.7	18.2	28.0	23.4
Attending events that address important social, economic, or political issues	*Very little*	21.9	11.8	22.9	15.3	14.3
	Some	34.2	34.0	37.5	28.8	32.5
	Quite a bit	29.7	36.9	26.1	30.4	31.9
	Very much	14.2	17.3	13.4	25.5	21.3

7.6 Workplace Readiness at PGT level

There are four non-indicator questions that relate to student engagement in activities that promote career readiness. The questions attempt to measure the development of employability-related knowledge, applying learning and development skills to the workplace and learning in a blended environment such as via professional placements and internships as addressed in the Internships and Placement Policy (Nov 2019).

The FHS provides a range of professional programmes that feature professional placements as core to the curriculum and consequently FHS respondents perform better on the questions outlined in Table 29 below (AHSS 48%, FEMS 47%, HS 69%, Multi-Faculty 43%). Consistent with Irish Universities, 17% of respondents' report 'never' experiencing learning in a blended academic and workplace environment; 31% sometimes and 52% 'often' or 'very often' gain workplace experiences in addition to their academic learning.

Table 29: Overview of workplace readiness for PGT respondents

Postgraduate Taught		TOTAL TRINITY		AHSS		FEMS		HS		Multi Faculty	
		Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
Improved knowledge and skills that will contribute to your employability	*Never*	22	2%	16	3%	5	3%	0	0%	1	3%
	Sometimes	237	27%	157	29%	40	27%	33	21%	8	18%
	Often	399	45%	237	44%	62	43%	72	46%	28	63%
	Very often	232	26%	135	25%	39	27%	52	33%	7	16%
Explored how to apply your learning in the workplace	*Never*	92	10%	63	12%	18	12%	10	6%	1	3%
	Sometimes	303	34%	196	36%	60	42%	38	24%	9	20%
	Often	319	36%	177	33%	43	30%	72	46%	27	60%
	Very often	174	20%	107	20%	23	16%	37	24%	8	17%
Blended academic learning with workplace experience	*Never*	150	17%	97	18%	35	24%	9	6%	9	20%
	Sometimes	274	31%	184	34%	41	29%	39	25%	10	23%
	Often	279	31%	159	29%	48	34%	56	36%	16	36%
	Very often	183	21%	103	19%	19	13%	52	33%	9	21%
Acquiring job- or work-related knowledge and skills	*Very little*	88	11%	52	10%	22	17%	13	9%	0	0%
	Some	262	32%	168	33%	41	30%	36	25%	17	39%
	Quite a bit	296	36%	181	36%	49	37%	48	33%	18	43%
	Very much	182	22%	106	21%	22	16%	46	32%	8	18%

7.7 PGT Students' Relationship with Academic Staff

The Student Faculty Interaction indicator explores how respondents interact with academic staff. The majority of PGT full-time programmes in Trinity are of a one-year duration (a small number of PGT programmes are longer than one year) with part-time generally considered as two years. The proportion of PGT students who study part-time (25%), and who therefore may not have access to academic staff during the hours they make available for student consultation, is another consideration in the relationship with academic staff.

Table 30: Overview of PGT respondents' relationship with academic staff

Postgraduate Taught		TOTAL TRINITY		AHSS		FEMS		HS		Multi Faculty	
		Count	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	*Never*	550	62%	332	61%	79	54%	108	69%	31	69%
	Sometimes	220	25%	136	25%	43	30%	31	20%	11	24%
	Often	96	11%	61	11%	20	14%	12	7%	3	7%
	Very often	25	3%	15	3%	3	2%	6	4%	0	0%
Discussed course topics, ideas, or concepts with academic staff outside of class	*Never*	251	28%	144	26%	45	32%	45	29%	17	39%
	Sometimes	405	46%	254	47%	62	43%	67	43%	23	51%
	Often	178	20%	113	21%	22	15%	39	25%	4	10%
	Very often	55	6%	34	6%	15	10%	6	4%	0	0%

Even considering these factors, the findings reported in Table 30 above remain a matter of concern particularly in the case of students who may use the opportunity of PGT study to identify an academic as a potential Doctoral Studies supervisor and explore a topic for PhD studies.

7.8 Overall Satisfaction

The findings of postgraduate respondents on their overall educational experience in Trinity continues to show a downward trend from 2016 (2015/2016; 80%,2019/20; 75%). Time constraints and a desire for more practical versus theoretical curricula were factors that influenced overall satisfaction of PGT respondents.

'I think more practical based workshops are essential rather than purely academic. Also, some internship programs would definitely help students to gain industry knowledge instead of running a thesis program. (AHSS, Business)

'Due to it being part time postgrad course which takes up all my time plus work plus have a family plus do clinical placement where we are used to replace staff on the wards.' (HS, Nursing and Midwifery)

The proportion of respondents reporting they would 'probably' or 'definitely' attend Trinity if they were to start over has fallen (2019/20, 78%; 2016/17, 82%).

Table31: Overall Satisfaction

Postgraduate Taught		19/20 PGT	2018/19 PGT	2017/18 PGT	2016/17 PGT	2015/16 PGT
How would you evaluate your entire educational experience at this institution?	*Poor*	4.9	6.2	3.3	4.3	4.1
	Fair	20.3	19.2	23.1	15.9	15.9
	Good	48.7	45.0	44.0	43.1	44.5
	Excellent	26.1	29.7	29.6	36.6	35.5
If you could start over again, would you go to the same institution you are now attending?	*Definitely no*	5.5	7.0	7.4	4.5	5.2
	Probably no	16.8	18.0	10.9	13.0	14.2
	Probably yes	42.8	37.6	43.5	36.2	32.6
	Definitely yes	35.0	37.4	38.2	46.3	48.0

7.9 Qualitative Experience of PGT Respondents

Qualitative data analysis provides a rich source of information about the PGT experience, a total of 1,077open comments in 2019/2020 by PGT respondents.

Q: What does your institution do best to engage students in learning?

A total of 537 (55%) provided positive comments about their PGT learning experience, and a sample of these is provided below:

'In my experience, there are many great academics who have great knowledge and provide a great analysis on their subject areas, which gauges interest with respondents and motivates them. '
AHSS, Multi-School

'My institution provides us with many opportunities to interact with real world problems that add to the coursework's authenticity and relevance, which motivates an engagement in learning.'
FEMS, Biochemistry and Immunology

'The coursework is a perfect cocktail of taught lectures with practical empiric approaches, having different forms of assessments, training us in everything from written assignments to presentations and even CV writing. It focuses on student and personality development rather than just learning.'
HS, Medicine

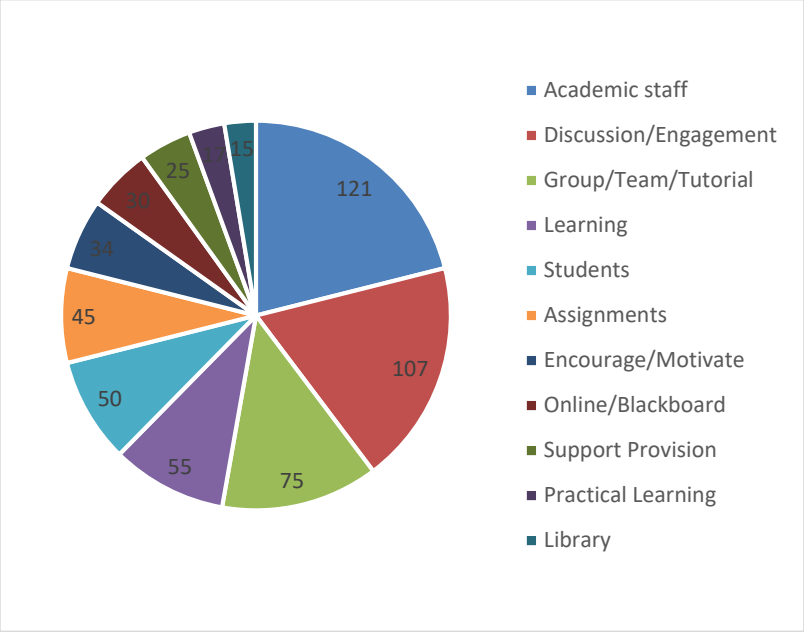
As online modes of study continue to expand, there are diverse opinions on online learning across the PGT cohort.

'Make every lecturer put notes online' (EMS, Engineering)

More face-to-face teaching sessions rather than online learning (HS, Nursing and Midwifery)

'Expand online learning opportunities' (AHSS, Law)

Fig.24: Good Comments



Themes	***Count***	***%***
Academic staff	121	*21%*
Discussion/Engagement	107	*18%*
Group/Team/Tutorial	75	*13%*
Learning	55	*9%*
Respondents	50	*9%*
Assignments	45	*8%*
Encourage/Motivate	34	*6%*
Online/Blackboard	30	*5%*
Support	25	*4%*
Practical	17	*3%*
Library	15	*3%*
Skills Development	7	*1%*
Diversity	6	*1%*
Total	*587*	*100%*

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

Strategies to address themes arising from PGT respondents' recommendations to enhance the PGT engagement focused on 3 central themes: (i) increased engagement with fellow peers, (ii) provision of more opportunities to learn from practical activities such as workshops, tutorials, problem-solving with real-life experiences, and (iii) to be given the opportunity to enhance their employability through the development of skills and participation in internships.

'Have more events focused on developing their soft skills.' AHSS, Business

'Have placements in courses to show respondents the real-life applications of what they are learning and help them in their search for a career.' FEMS, Multi-School

'More active student engagement, having respondents onboard with decision-making' HS Pharmacy

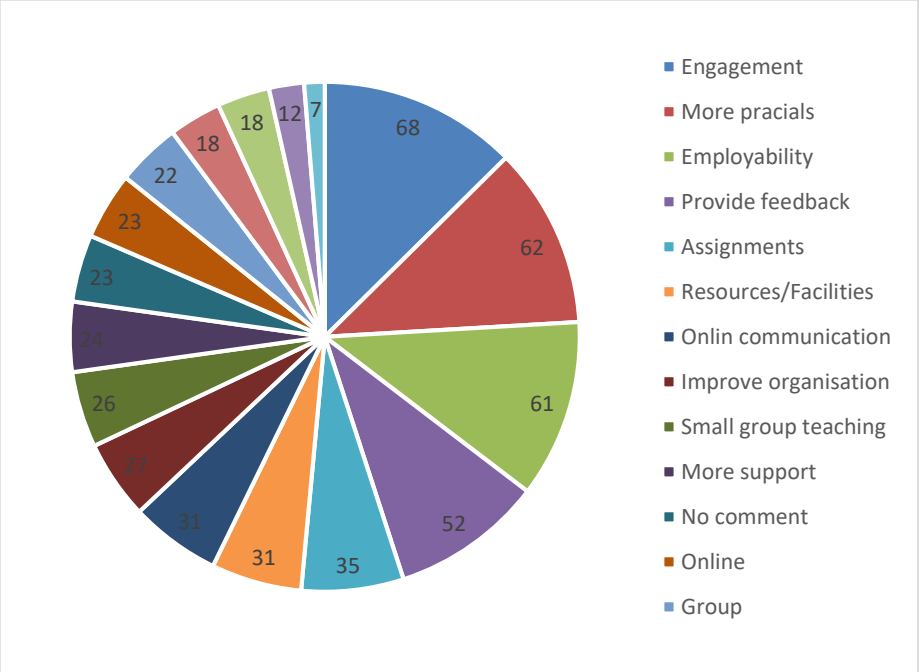
Respondents have asked for more feedback from academics, to have more dialogue in groups/teams, for students to be enabled to provide feedback on the quality of their learning as evidenced in the below comment.

'Provide respondents with an opportunity to give feedback throughout the year to ensure their method of delivering content is effective.' AHSS, Education

'More and better feedback, so we know where to make improvements.' (FEMS, Physics)

'Better feedback needs to be given following evaluations and examination. This needs to be a part of the learning process, to learn from the tests and assignments we have done. Sometimes we hear nothing back except getting a number grade.' (HS, Medicine)

Fig.25: Suggestions for Improvements



Themes	***Count***	***%***
Engagement	68	13%
More practical's	62	11%
Employability	61	11%
Provide feedback	52	10%
Assignments	35	6%
Resources/Facilities	31	6%
Online communication	31	6%
Improve organisation	27	5%
Small group teaching	26	5%
More support	24	4%
No comment	23	4%
Online	23	4%
Group	22	4%
Library	18	3%
Skills Developments	18	3%
Office hours	12	2%
Career	7	1%
	540	100%

Appendix 1: StudentSurvey.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 respondents?
- Prepared for exams by discussing or working through course material with other respondents?
- Worked with other respondents 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]

- Respondents
- 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 respondents succeed academically?
- Using learning support services (learning centre, computer centre, maths support, writing support etc.)?
- Contact among respondents 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 2019/20

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).*

Non- Indicator 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: Domicile Responses (>10)

Table 28: Domicile Responses (>10)

Belgium	Canada	China	Germany	Spain	France	Ireland (incl. NI)	India	Italy	Singapore	Turkey	United States	Great Britain (excl. NI)
Count	*Count*	*Count*	*Count*	*Count*	*Count*	*Count*	*Count*	*Count*	*Count*	*Count*	*Count*	*Count*
10	12	130	38	15	26	2,299	206	20	23	15	127	56

Table 29: Domicile Responses at School and Programme Level (top five highest responses)

School Responses *(Non-Domicile)*	China	Ireland (incl. NI)	India	United States	Great Britain (excl. NI)
	Count	*Count*	*Count*	*Count*	*Count*
AHSS, Business	66	75	87	17	5
AHSS, Creative Arts (Drama, Film and Music)	1	34	0	2	3
AHSS, Education	3	59	0	3	1
AHSS, English	2	26	0	5	2
AHSS, Histories and Humanities	0	59	2	7	7
AHSS, Languages, Literatures and Cultural Studies	4	37	0	7	0
AHSS, Law	1	62	3	1	1
AHSS, Linguistic, Speech and Communication Sciences	9	56	0	3	0
AHSS, Multi-School	5	299	6	12	4
AHSS, Psychology	1	40	4	5	1
AHSS, Religion	0	25	0	8	1
AHSS, Social Sciences and Philosophy	2	15	5	4	1
AHSS, Social Work and Social Policy	1	53	1	0	0
EMS, Biochemistry and Immunology	2	3	5	1	1
EMS, Chemistry	0	8	0	0	0
EMS, Computer Science and Statistics	15	94	55	6	0
EMS, Engineering	10	164	13	5	2
EMS, Genetics and Microbiology	0	3	0	0	0
EMS, Mathematics	0	26	0	1	0
EMS, Multi-School	0	321	1	13	4
EMS, Natural Sciences	1	9	1	3	1
EMS, Physics	1	1	0	0	0
HS, Dental Science	0	39	1	1	1
HS, Medicine	1	221	13	5	5
HS, Multi-School	0	29	0	0	0
HS, Nursing and Midwifery	1	225	6	0	2
HS, Pharmacy and Pharmaceutical Sciences	3	54	2	0	0
TRINITY, Innovation Academy	0	31	0	0	0
TRINITY, Multi-Faculty Multi-School	1	231	1	18	14
Total	*130*	*2,299*	*206*	*127*	*56*

Appendix 3: Trend Data by Overall Year of Study and Faculty

Higher Order Learning		TRINITY Overall Respondents					FACULTIES														
							AHSS					FEMS					HS				
		2020	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Applying facts, theories, or methods to practical problems or new situations	*Very little*	7.5	6.5	8.0	6.6	7.5	11%	9%	11%	9%	12%	3%	3%	4%	5%	2%	6%	5%	6%	4%	4%
	Some	22.4	22.9	20.5	22.0	21.9	24%	26%	23%	25%	25%	21%	17%	17%	18%	16%	20%	21%	19%	21%	22%
	Quite a bit	39.8	40.6	42.3	40.8	40.9	41%	40%	42%	41%	40%	38%	44%	43%	42%	43%	39%	36%	43%	37%	40%
	Very much	30.3	29.9	29.1	30.6	29.7	25%	25%	24%	25%	23%	38%	35%	37%	36%	38%	35%	38%	32%	37%	33%
Analysing an idea, experience, or line of reasoning in depth by examining its parts	*Very little*	7.3	6.3	7.0	7.1	7.1	6%	6%	5%	6%	6%	8%	8%	7%	8%	7%	10%	6%	13%	9%	11%
	Some	25.2	23.3	22.8	22.7	26.1	23%	23%	19%	22%	26%	28%	23%	24%	24%	23%	26%	26%	30%	23%	31%
	Quite a bit	39.7	38.9	39.6	38.0	37.2	41%	37%	42%	39%	37%	40%	42%	40%	38%	41%	38%	39%	35%	35%	32%
	Very much	27.8	31.5	30.7	32.3	29.6	30%	34%	34%	34%	31%	25%	27%	30%	30%	29%	27%	29%	22%	32%	26%
Evaluating a point of view, decision, or information source	*Very little*	10.2	8.4	8.8	9.0	9.9	4%	4%	4%	4%	4%	20%	20%	15%	18%	19%	12%	6%	12%	9%	10%
	Some	25.7	24.6	24.1	22.3	25.6	22%	19%	16%	16%	19%	35%	33%	35%	31%	31%	25%	31%	34%	25%	33%
	Quite a bit	36.1	39.3	37.3	37.8	37.3	38%	41%	42%	41%	41%	31%	33%	33%	34%	34%	38%	39%	31%	36%	33%
	Very much	28.0	27.7	29.8	30.9	27.1	36%	35%	39%	39%	36%	15%	13%	17%	17%	16%	25%	25%	23%	30%	24%
Forming an understanding or new idea from various pieces of information	*Very little*	6.0	5.7	5.8	6.4	5.3	4%	5%	5%	5%	4%	7%	8%	9%	8%	7%	9%	6%	6%	8%	6%
	Some	22.5	24.1	22.1	22.0	24.4	21%	22%	20%	20%	21%	26%	25%	22%	24%	26%	22%	28%	30%	24%	31%
	Quite a bit	40.9	40.6	40.2	40.9	39.6	41%	41%	40%	42%	43%	40%	44%	44%	40%	39%	40%	34%	39%	40%	33%
	Very much	30.7	29.6	31.9	30.6	30.7	33%	32%	36%	34%	32%	27%	23%	26%	27%	29%	29%	31%	26%	28%	30%

Higher Order Learning		Years of Study														
		YEAR 1					YEAR FINAL					POSTGRADUATE TAUGHT				
		2020	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Applying facts, theories, or methods to practical problems or new situations	*Very little*	8.7	7.3	9.4	7.8	8.0	9.6	6.4	8.8	6.5	9.1	4.2	5.4	4.5	4.7	3.4
	Some	23.2	23.3	22.6	24.1	22.6	21.6	22.2	20.7	19.8	21.6	22.0	23.1	16.7	21.3	20.5
	Quite a bit	37.2	38.1	40.5	42.1	40.6	39.3	41.4	37.8	36.8	39.8	43.7	43.9	50.8	43.2	43.6
	Very much	30.9	31.3	27.5	26.0	28.9	29.6	30.0	32.8	36.9	29.5	30.1	27.7	27.9	30.7	32.5
Analysing an idea, experience, or line of reasoning in depth by examining its parts	*Very little*	8.9	8.3	9.6	8.2	8.3	8.5	4.8	4.9	6.6	7.3	4.2	4.7	4.4	6.0	3.3
	Some	27.3	24.7	24.6	27.6	27.0	23.9	25.4	23.9	19.2	24.0	23.3	19.3	18.4	18.8	27.4
	Quite a bit	38.3	36.1	40.1	37.4	38.0	40.0	36.3	37.8	38.1	35.7	41.5	45.6	40.7	38.7	37.5
	Very much	25.5	31.0	25.7	26.8	26.7	27.6	33.5	33.4	36.1	33.0	31.0	30.4	36.5	36.5	31.8
Evaluating a point of view, decision, or information source	*Very little*	13.8	10.8	10.9	12.5	12.0	10.5	8.6	8.0	7.8	9.9	4.8	4.4	5.7	4.7	4.2
	Some	29.0	28.9	29.7	28.8	30.6	24.6	19.8	19.8	19.6	21.2	22.1	22.4	18.9	15.2	19.0
	Quite a bit	33.7	36.1	36.7	36.7	35.5	34.0	37.6	35.6	36.4	38.4	41.2	45.9	40.1	41.3	40.6
	Very much	23.5	24.3	22.6	22.1	21.9	31.0	33.9	36.7	36.3	30.5	31.9	27.4	35.2	38.7	36.3
Forming an understanding or new idea from various pieces of information	*Very little*	7.2	5.9	7.1	8.2	6.0	6.4	6.2	3.6	5.9	5.7	3.8	5.1	5.9	4.2	2.8
	Some	23.3	28.1	25.5	26.1	27.4	23.2	19.8	19.5	18.7	23.4	20.9	21.9	18.8	19.2	17.7
	Quite a bit	41.7	37.7	40.7	40.2	39.5	37.5	43.9	40.2	42.3	38.8	42.4	42.0	39.3	40.5	41.1
	Very much	27.8	28.4	26.7	25.5	27.1	32.9	30.1	36.6	33.1	32.1	32.8	31.1	36.0	36.1	38.5

Reflective and Integrative Learning		TRINITY Overall					FACULTIES														
							AHSS					FEMS					HS				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Combined ideas from different subjects / modules when completing assignments	*Never*	6.0	5.5	6.6	5.6	7.0	5%	5%	5%	4%	6%	6%	7%	9%	8%	8%	7%	5%	6%	5%	6%
	Sometimes	33.1	32.8	35.0	36.1	35.7	30%	29%	34%	34%	34%	39%	38%	38%	40%	40%	33%	35%	34%	34%	33%
	Often	40.5	39.0	38.4	38.8	37.6	42%	38%	40%	41%	39%	39%	39%	36%	34%	36%	41%	40%	38%	42%	36%
	Very often	20.4	22.8	20.1	19.5	19.7	23%	27%	21%	21%	20%	16%	16%	17%	18%	15%	19%	21%	21%	19%	25%
Connected your learning to problems or issues in society	*Never*	10.1	12.1	14.0	15.2	14.4	6%	7%	9%	8%	9%	20%	24%	27%	28%	26%	9%	10%	10%	12%	11%
	Sometimes	34.0	33.4	33.0	32.6	35.4	30%	30%	29%	29%	31%	43%	43%	39%	38%	43%	32%	32%	34%	32%	33%
	Often	34.0	34.6	33.6	31.5	30.8	37%	39%	38%	35%	36%	28%	24%	24%	25%	20%	35%	37%	37%	34%	35%
	Very often	22.0	19.9	19.3	20.8	19.3	28%	24%	24%	28%	24%	9%	9%	11%	9%	11%	23%	21%	19%	22%	21%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	*Never*	24.7	23.4	27.7	27.8	27.3	11%	10%	12%	11%	10%	53%	50%	57%	56%	54%	24%	24%	26%	26%	29%
	Sometimes	37.6	35.9	34.9	35.7	36.2	39%	35%	37%	37%	36%	33%	31%	27%	28%	32%	40%	43%	41%	43%	44%
	Often	24.7	27.2	24.3	24.3	24.2	32%	36%	32%	33%	35%	11%	15%	11%	11%	10%	24%	23%	23%	23%	19%
	Very often	13.0	13.5	13.1	12.2	12.3	18%	19%	19%	19%	19%	3%	5%	5%	4%	5%	12%	9%	10%	8%	8%
Examined the strengths and weaknesses of your own views on a topic or issue	*Never*	8.0	8.3	8.7	10.3	11.3	5%	6%	6%	7%	8%	13%	14%	14%	15%	15%	8%	10%	9%	11%	12%
	Sometimes	37.3	35.6	37.3	36.6	39.0	34%	33%	35%	34%	35%	40%	41%	39%	41%	45%	42%	37%	42%	37%	41%
	Often	40.8	39.9	38.4	39.5	36.0	44%	42%	42%	43%	40%	39%	34%	34%	33%	30%	37%	41%	35%	41%	35%
	Very often	13.9	16.2	15.6	13.7	13.6	17%	20%	18%	16%	17%	8%	11%	13%	11%	10%	13%	13%	13%	11%	12%
Tried to better understand someone else's views by imagining how an issue looks from their perspective	*Never*	6.7	7.2	6.9	7.8	10.0	4%	4%	4%	4%	7%	13%	15%	14%	17%	17%	6%	6%	6%	3%	8%
	Sometimes	33.0	32.8	33.3	32.9	36.7	30%	32%	33%	30%	34%	38%	37%	37%	37%	41%	33%	29%	32%	36%	36%
	Often	40.4	40.3	39.6	39.3	35.9	42%	42%	42%	43%	39%	37%	36%	33%	31%	31%	41%	40%	42%	43%	36%
	Very often	19.9	19.7	20.2	20.0	17.4	24%	22%	21%	23%	21%	12%	12%	17%	16%	10%	20%	24%	20%	18%	19%
Learned something that changed the way you understand an issue or concept?	*Never*	2.9	2.7	3.6	3.8	2.7	3%	2%	4%	3%	3%	3%	5%	4%	6%	4%	2%	2%	2%	3%	2%
	Sometimes	30.8	30.1	30.7	30.4	29.7	28%	30%	28%	28%	30%	34%	32%	35%	35%	31%	32%	28%	33%	31%	27%
	Often	44.4	43.9	43.9	43.7	45.8	45%	43%	46%	45%	45%	45%	44%	42%	42%	45%	43%	47%	43%	43%	48%
	Very often	21.9	23.2	21.8	22.1	21.7	23%	24%	23%	24%	22%	18%	19%	19%	18%	20%	23%	22%	23%	23%	23%
Connected ideas from your subjects / modules to your prior experiences and knowledge	*Never*	3.3	2.6	2.7	2.6	3.1	3%	2%	2%	2%	3%	5%	4%	4%	5%	4%	2%	3%	2%	2%	2%
	Sometimes	24.9	24.8	28.4	27.5	26.3	23%	22%	25%	25%	26%	29%	33%	36%	35%	29%	24%	23%	27%	22%	23%
	Often	44.5	43.3	42.6	42.7	43.4	44%	44%	44%	45%	42%	45%	40%	38%	38%	43%	44%	48%	47%	45%	46%
	Very often	27.3	29.2	26.4	27.2	27.1	30%	32%	29%	29%	28%	21%	23%	22%	22%	24%	29%	27%	25%	31%	29%

Reflective and Integrative Learning		Years of Study														
		YEAR 1					YEAR FINAL					POSTGRADUATE TAUGHT				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Combined ideas from different subjects / modules when completing assignments	*Never*	9.3	8.0	9.1	8.7	9.0	4.1	4.5	4.6	3.4	6.5	3.0	2.4	3.6	2.6	2.34
	Sometimes	37.4	39.0	41.8	43.9	39.8	31.2	27.7	27.7	31.4	33.2	28.6	27.3	29.6	28.0	28.30
	Often	38.1	36.9	33.0	35.1	36.2	38.6	38.0	42.6	39.0	37.8	45.3	43.2	44.5	45.0	40.90
	Very often	15.1	16.1	16.2	12.3	15.0	26.0	29.8	25.1	26.2	22.4	23.1	27.1	22.4	24.4	28.46
Connected your learning to problems or issues in society	*Never*	14.6	16.3	16.7	19.7	16.6	7.4	12.1	14.4	13.5	16.1	5.9	5.3	8.1	9.2	5.54
	Sometimes	37.6	36.9	37.1	35.3	38.0	32.5	29.0	28.3	28.5	33.6	30.0	31.8	30.1	32.8	31.23
	Often	30.4	31.6	31.6	29.0	30.2	35.0	36.6	34.7	35.9	30.5	38.0	37.6	36.4	30.7	33.2
	Very often	17.3	15.2	14.5	16.1	15.1	25.0	22.2	22.6	22.2	19.9	26.0	25.3	25.4	27.4	30.1
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	*Never*	29.2	29.8	31.5	33.4	29.0	27.2	22.2	29.4	27.4	30.4	16.4	14.3	18.0	18.6	17.4
	Sometimes	37.7	36.7	36.3	34.5	37.1	35.4	33.7	30.1	34.4	34.5	39.4	36.4	37.6	39.2	36.7
	Often	22.0	23.4	21.8	22.9	22.9	23.8	28.9	25.0	24.6	23.4	29.2	31.8	28.5	26.3	29.2
	Very often	11.2	10.0	10.4	9.3	11.1	13.6	15.1	15.5	13.5	11.7	15.0	17.5	15.8	15.9	16.7
Examined the strengths and weaknesses of your own views on a topic or issue	*Never*	11.7	12.2	11.6	14.6	14.3	8.2	8.8	7.5	8.8	11.4	2.7	1.7	4.1	4.4	2.5
	Sometimes	39.7	39.6	38.5	42.2	43.2	37.7	34.6	39.8	34.9	36.2	33.6	30.2	31.9	28.7	32.2
	Often	36.7	36.5	37.5	32.3	30.7	39.6	38.9	36.0	42.3	36.9	47.6	46.3	43.0	48.8	49.5
	Very often	11.9	11.8	12.4	10.9	11.8	14.5	17.7	16.7	14.0	15.5	16.0	21.9	21.0	18.1	15.8
Tried to better understand someone else's views by imagining how an issue looks from their perspective	*Never*	9.2	8.4	9.0	9.8	13.0	7.6	9.1	6.2	7.9	9.2	2.5	3.7	3.3	4.0	2.9
	Sometimes	35.3	36.4	35.6	34.9	38.3	33.8	32.8	30.3	31.6	35.8	28.9	27.2	32.4	31.2	33.6
	Often	38.2	37.5	37.4	38.6	31.4	39.5	40.3	41.1	38.7	39.5	44.2	44.6	42.5	41.3	42.7
	Very often	17.2	17.7	18.0	16.7	17.4	19.0	17.8	22.4	21.8	15.4	24.5	24.4	21.9	23.5	20.9
Learned something that changed the way you understand an issue or concept?	*Never*	3.1	3.0	4.1	4.1	3.1	3.4	3.1	2.6	4.7	2.2	2.4	1.9	3.7	2.1	2.5
	Sometimes	33.0	30.6	31.7	34.0	30.5	29.3	30.9	30.5	26.4	30.4	28.8	28.6	28.7	28.9	26.4
	Often	42.7	44.6	42.7	43.6	45.5	45.1	44.4	44.9	43.8	47.0	46.2	42.3	45.4	43.8	44.8
	Very often	21.2	21.7	21.5	18.3	20.9	22.2	21.5	22.0	25.1	20.3	22.6	27.1	22.2	25.2	26.3
Connected ideas from your subjects / modules to your prior experiences and knowledge	*Never*	4.6	3.7	3.0	3.6	4.1	3.0	2.8	3.4	2.2	3.2	1.5	0.8	1.2	1.1	0.2
	Sometimes	29.2	31.2	32.6	34.9	30.0	24.5	24.4	29.9	27.0	27.2	19.3	15.2	18.1	15.2	14.6
	Often	43.4	41.9	42.3	42.0	42.9	44.9	43.6	40.8	42.6	43.9	45.7	45.3	45.1	43.9	44.2
	Very often	22.8	23.2	22.1	19.5	23.1	27.5	29.2	25.9	28.1	25.7	33.5	38.6	35.6	39.8	41.1

Quantitative Reasoning		TRINITY Overall Respondents					FACULTIES														
							AHSS					FEMS					HS				
Questions		2020	2019	2018	2017	2016	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016
Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)	*Never*	25.8	28.7	28.5	26.9	29.1	34%	38%	40%	38%	42%	8%	9%	7%	**6%**	9%	29%	28%	29%	**30%**	29%
	Sometimes	35.0	35.8	35.1	36.5	34.9	36%	35%	35%	36%	37%	28%	27%	31%	36%	29%	41%	44%	40%	39%	39%
	Often	25.2	21.7	24.1	23.5	25.0	21%	18%	18%	18%	17%	36%	33%	35%	32%	38%	23%	22%	23%	24%	26%
	Very often	14.0	13.8	12.4	13.2	11.0	9%	9%	6%	8%	5%	29%	31%	27%	26%	24%	7%	6%	8%	6%	6%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	*Never*	31.2	35.1	36.7	35.8	39.8	34%	38%	40%	39%	43%	29%	34%	33%	32%	36%	29%	30%	34%	34%	38%
	Sometimes	38.5	37.2	34.5	36.4	33.7	37%	35%	33%	36%	33%	38%	37%	34%	36%	33%	44%	39%	41%	40%	36%
	Often	20.8	18.1	20.3	18.1	17.9	21%	17%	20%	18%	17%	22%	20%	22%	20%	19%	20%	21%	19%	17%	18%
	Very often	9.5	9.6	8.4	9.7	8.5	9%	10%	7%	8%	7%	11%	9%	12%	13%	11%	8%	10%	7%	10%	8%
Evaluated what others have concluded from numerical information	*Never*	32.8	35.1	36.8	37.3	38.4	38%	41%	45%	44%	48%	21%	23%	21%	23%	26%	34%	36%	39%	41%	35%
	Sometimes	41.2	40.4	38.6	38.8	37.6	39%	39%	35%	36%	35%	43%	44%	44%	45%	38%	45%	39%	40%	36%	44%
	Often	19.3	17.8	19.1	18.2	18.5	18%	15%	16%	16%	14%	26%	23%	26%	23%	28%	16%	18%	16%	18%	16%
	Very often	6.6	6.7	5.5	5.6	5.4	5%	5%	4%	4%	4%	10%	10%	9%	9%	8%	6%	7%	5%	5%	5%

Quantitative Reasoning		TRINITY Overall Respondents														
		YEAR 1					YEAR FINAL					POSTGRADUATE TAUGHT				
Questions		2020	2019	2018	2017	2016	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016
Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)	*Never*	29.4	29.5	30.6	27.9	30.3	25.2	29.9	27.1	27.9	30.4	21.4	26.4	25.8	24.1	23.1
	Sometimes	35.5	36.5	34.7	38.6	35.1	30.7	31.3	29.6	31.3	31.0	37.8	38.4	42.0	38.9	41.2
	Often	23.1	19.1	22.8	20.6	23.9	25.3	22.6	28.4	26.6	26.8	28.0	24.9	21.7	24.5	25.0
	Very often	12.1	14.9	11.8	12.9	10.7	18.7	16.1	14.9	14.2	11.7	12.8	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*	35.2	37.1	38.4	38.5	40.5	31.0	36.6	36.3	37.7	44.4	26.0	30.7	33.8	29.1	30.0
	Sometimes	38.3	36.9	33.5	37.1	34.7	37.3	33.7	31.2	33.4	30.3	39.8	40.7	40.2	38.8	36.7
	Often	18.1	18.0	20.6	16.4	16.7	20.3	19.0	21.9	18.7	18.1	24.8	17.5	18.0	20.2	21.2
	Very often	8.5	8.0	7.5	8.0	8.1	11.4	10.7	10.6	10.2	7.2	9.4	11.1	7.9	11.8	12.0
Evaluated what others have concluded from numerical information	*Never*	36.8	37.3	39.2	39.7	41.6	33.2	33.9	35.6	35.2	36.7	26.9	32.6	33.5	35.7	32.3
	Sometimes	40.9	41.3	39.1	39.8	37.0	36.0	37.2	34.5	39.1	38.1	46.1	41.9	42.1	36.8	38.4
	Often	16.6	15.3	18.1	16.5	17.6	20.9	20.6	21.5	18.3	18.1	21.8	19.4	18.3	21.1	21.9
	Very often	5.7	6.1	3.5	4.0	3.7	10.0	8.3	8.4	7.3	7.0	5.3	6.1	6.1	6.4	7.4

Learning Strategies		TRINITY Overall Respondents					FACULTIES														
							AHSS					FEMS					HS				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Identified key information from recommended reading materials	*Never*	7.1	7.0	6.8	7.7	7.5	4%	3%	3%	3%	4%	12%	15%	11%	15%	13%	10%	7%	11%	8%	7%
	Sometimes	33.7	30.9	33.9	34.8	36.2	28%	27%	30%	29%	32%	42%	37%	43%	43%	44%	36%	38%	34%	39%	34%
	Often	40.2	40.8	40.6	40.0	39.1	44%	44%	45%	48%	44%	36%	36%	32%	31%	31%	36%	35%	40%	34%	39%
	Very often	19.0	21.3	18.7	17.5	17.2	24%	26%	23%	21%	19%	11%	12%	15%	11%	12%	18%	19%	15%	19%	19%
Reviewed your notes after class	*Never*	7.6	9.3	11.9	10.2	11.5	8%	10%	12%	10%	12%	9%	10%	13%	11%	13%	4%	8%	11%	9%	8%
	Sometimes	39.0	41.1	44.6	46.1	45.9	40%	45%	45%	47%	46%	40%	40%	49%	49%	47%	37%	32%	39%	40%	43%
	Often	35.3	31.3	30.6	30.2	28.5	36%	29%	31%	32%	28%	34%	29%	25%	28%	28%	36%	38%	34%	29%	30%
	Very often	18.1	18.3	12.9	13.5	14.1	17%	15%	12%	11%	13%	17%	21%	12%	13%	12%	23%	23%	16%	22%	19%
Summarised what you learned in class or from course materials	*Never*	7.7	8.0	10.5	11.6	12.3	7%	7%	11%	11%	13%	10%	10%	10%	14%	14%	7%	7%	11%	10%	8%
	Sometimes	39.3	37.6	43.6	42.7	43.8	40%	40%	44%	45%	44%	40%	34%	46%	43%	43%	37%	33%	41%	34%	44%
	Often	37.2	37.3	33.9	32.9	31.6	38%	37%	34%	32%	33%	35%	36%	35%	33%	30%	37%	42%	33%	37%	31%
	Very often	15.8	17.2	12.0	12.8	12.4	14%	15%	12%	12%	11%	16%	20%	9%	11%	12%	20%	18%	15%	19%	17%

Learning Strategies		TRINITY Overall Respondents and Years of Study														
		YEAR 1					YEAR FINAL					POSTGRADUATE TAUGHT				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Identified key information from recommended reading materials	*Never*	10.3	11.8	9.3	12.9	10.7	7.7	3.5	6.3	5.3	5.7	2.2	2.5	2.3	2.0	1.5
	Sometimes	38.9	34.0	39.7	43.7	40.4	31.0	29.4	29.0	33.2	32.9	28.7	27.4	27.9	21.7	29.9
	Often	35.2	37.0	35.9	32.3	36.0	39.9	43.6	43.7	41.5	41.8	47.3	44.5	46.5	51.2	43.4
	Very often	15.6	17.3	15.1	11.1	12.8	21.4	23.5	21.0	20.1	19.6	21.7	25.7	23.3	25.1	25.3
Reviewed your notes after class	*Never*	5.5	8.4	11.2	10.6	11.3	12.8	12.6	15.4	14.3	14.3	6.2	8.1	9.3	4.8	6.9
	Sometimes	37.7	41.1	45.6	47.6	44.1	42.1	43.1	47.6	49.3	49.0	38.1	39.4	39.2	39.9	45.4
	Often	35.7	30.0	29.6	29.1	29.4	29.6	26.9	27.4	24.6	23.4	39.4	37.1	36.3	38.6	34.8
	Very often	21.0	20.6	13.6	12.8	15.1	15.4	17.4	9.6	11.9	13.3	16.3	15.4	15.2	16.7	12.9
Summarised what you learned in class or from course materials	*Never*	8.1	8.0	10.0	12.4	11.6	10.1	8.4	12.4	12.6	13.9	5.3	7.7	9.2	8.9	11.2
	Sometimes	37.5	34.5	44.0	41.8	45.4	39.6	39.0	46.1	43.3	44.5	41.8	41.1	39.8	43.6	38.1
	Often	36.1	37.6	34.8	32.3	30.4	35.4	38.8	30.8	33.1	29.2	40.1	35.5	35.8	33.8	39.0
	Very often	18.3	19.9	11.2	13.5	12.6	14.9	13.8	10.7	11.0	12.5	12.8	15.7	15.1	13.6	11.7

Collaborative Learning		TRINITY Overall Respondents					FACULTIES														
							AHSS					FEMS					HS				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Asked another student to help you understand course material	*Never*	10.2	12.4	12.7	14.6	12.4	13%	15%	17%	20%	18%	6%	9%	9%	8%	7%	6%	6%	9%	12%	6%
	Sometimes	45.8	47.0	48.9	47.1	46.6	47%	50%	53%	50%	52%	42%	43%	44%	44%	39%	46%	41%	47%	44%	45%
	Often	30.0	26.4	26.3	27.0	29.6	29%	23%	21%	24%	23%	34%	27%	34%	30%	38%	31%	36%	30%	31%	34%
	Very often	14.0	14.2	12.0	11.3	11.4	11%	11%	10%	7%	7%	18%	22%	14%	18%	16%	16%	17%	15%	13%	16%
Explained course material to one or more respondents	*Never*	6.4	7.6	8.1	7.3	7.6	7%	8%	10%	9%	11%	5%	6%	6%	6%	5%	5%	5%	7%	5%	5%
	Sometimes	45.5	45.0	47.2	48.5	50.3	46%	45%	49%	51%	53%	44%	46%	45%	45%	48%	45%	46%	47%	48%	48%
	Often	33.4	32.0	32.1	31.4	30.4	33%	32%	30%	30%	28%	34%	31%	34%	35%	32%	36%	32%	33%	30%	34%
	Very often	14.7	15.4	12.6	12.7	11.7	14%	14%	11%	11%	9%	16%	17%	15%	13%	15%	15%	17%	13%	17%	13%
Prepared for exams by discussing or working through course material with other respondents	*Never*	16.5	19.9	22.6	24.0	22.9	20%	23%	27%	27%	29%	13%	20%	22%	22%	20%	11%	9%	13%	18%	13%
	Sometimes	37.8	36.8	37.1	39.0	37.9	37%	40%	37%	40%	40%	39%	33%	38%	39%	39%	38%	35%	39%	36%	31%
	Often	29.0	26.4	27.3	25.5	26.2	27%	22%	26%	23%	23%	31%	30%	27%	26%	26%	32%	34%	31%	31%	34%
	Very often	16.7	16.9	13.0	11.5	13.0	16%	15%	11%	9%	8%	17%	16%	14%	13%	15%	19%	22%	17%	16%	22%
Worked with other respondents on projects or assignments	*Never*	13.2	13.7	14.9	18.2	17.1	13%	13%	18%	22%	23%	9%	11%	10%	14%	10%	17%	15%	14%	15%	15%
	Sometimes	34.8	35.8	39.4	36.9	37.7	34%	38%	44%	41%	42%	30%	31%	32%	30%	33%	43%	36%	41%	37%	35%
	Often	27.7	26.6	27.9	26.5	26.4	26%	23%	22%	21%	22%	33%	30%	38%	33%	32%	27%	31%	29%	31%	29%
	Very often	24.3	23.9	17.8	18.4	18.9	28%	26%	16%	16%	14%	28%	28%	20%	23%	25%	13%	18%	17%	16%	21%

Collaborative Learning		TRINITY Overall Respondents and Years of Study														
		YEAR 1					YEAR FINAL					POSTGRADUATE TAUGHT				
Questions		***2020***	***2019***	***2018***	***2017***	***2016***	***2020***	***2019***	***2018***	***2017***	***2016***	***2020***	***2019***	***2018***	***2017***	***2016***
Asked another student to help you understand course material	*Never*	7.6	8.5	11.0	11.2	8.9	12.5	14.1	13.5	11.2	14.2	11.9	17.2	15.2	19.1	19.2
	Sometimes	42.1	42.4	46.2	45.2	45.6	43.1	44.8	48.2	45.2	45.2	53.4	56.1	55.4	55.5	51.7
	Often	33.1	30.6	28.6	30.7	32.1	30.4	29.0	27.7	30.7	29.7	25.4	17.6	20.1	19.0	22.7
	Very often	17.3	18.5	14.1	12.9	13.4	14.0	12.2	10.7	12.9	11.0	9.3	9.2	9.4	6.4	6.4
Explained course material to one or more respondents	*Never*	5.6	5.7	7.0	7.7	6.6	7.2	8.8	9.5	7.7	8.8	6.9	9.7	8.6	7.7	8.4
	Sometimes	46.9	44.2	48.2	50.5	48.6	41.3	46.3	46.0	50.5	54.4	47.1	45.1	46.5	49.1	48.2
	Often	33.9	33.3	33.2	31.0	31.2	34.6	31.3	31.6	31.0	26.7	31.6	30.5	30.6	28.9	34.5
	Very often	13.7	16.8	11.6	10.8	13.7	16.9	13.6	13.0	10.8	10.1	14.4	14.8	14.3	14.3	8.9
Prepared for exams by discussing or working through course material with other respondents	*Never*	15.7	16.8	22.1	25.3	20.9	16.7	23.0	20.7	25.3	21.4	17.5	21.9	26.0	29.4	31.4
	Sometimes	39.9	37.8	39.1	42.3	41.6	36.5	35.6	37.7	42.3	35.9	35.9	36.3	32.2	34.2	30.8
	Often	29.0	28.6	26.4	24.3	26.3	28.2	23.5	28.4	24.3	25.7	29.5	25.5	27.9	24.3	26.5
	Very often	15.4	16.7	12.4	8.2	11.2	18.6	17.9	13.2	8.2	17.0	17.0	16.3	14.0	12.1	11.3
Worked with other respondents on projects or assignments	*Never*	13.3	12.8	12.5	16.6	13.9	12.0	13.3	15.5	16.6	16.5	14.2	15.4	19.2	22.7	26.9
	Sometimes	40.5	39.2	45.8	41.3	42.7	36.6	37.4	37.3	41.3	34.2	25.2	29.3	28.9	31.4	29.4
	Often	29.2	29.6	30.2	29.6	27.2	28.0	29.0	27.0	29.6	28.6	25.3	19.7	24.2	20.0	20.2
	Very often	17.0	18.4	11.5	12.6	16.2	23.4	20.2	20.3	12.6	20.7	35.2	35.7	27.8	25.9	23.5

Effective Teaching Practices		TRINITY Overall Respondents					FACULTIES														
							AHSS					FEMS					HS				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Clearly explained course goals and requirements	*Very little*	5.3	6.4	8.0	7.1	7.2	5%	6%	8%	7%	6%	5%	6%	9%	8%	8%	7%	9%	8%	6%	8%
	Some	24.1	27.2	29.7	27.9	26.7	22%	26%	26%	27%	26%	30%	31%	35%	28%	28%	24%	25%	32%	32%	26%
	Quite a bit	44.3	40.3	42.1	41.9	44.7	44%	41%	43%	41%	46%	46%	38%	43%	47%	44%	44%	40%	39%	36%	43%
	Very much	26.3	26.1	20.1	23.1	21.3	30%	27%	23%	25%	22%	19%	24%	13%	17%	19%	26%	26%	21%	27%	22%
Taught in an organised way	*Very little*	5.2	5.6	6.9	4.4	4.5	4%	5%	6%	5%	4%	5%	4%	6%	3%	5%	8%	9%	11%	6%	6%
	Some	25.2	26.6	28.6	27.7	29.5	21%	23%	25%	26%	30%	27%	31%	33%	31%	29%	35%	32%	32%	29%	30%
	Quite a bit	45.7	44.6	42.2	43.5	43.8	46%	45%	45%	43%	44%	49%	50%	41%	45%	43%	39%	37%	36%	41%	44%
	Very much	23.8	23.2	22.3	24.4	22.2	28%	27%	24%	26%	23%	19%	16%	19%	21%	23%	18%	22%	21%	25%	20%
Used examples or illustrations to explain difficult points	*Very little*	4.4	4.1	4.6	4.8	4.7	5%	4%	5%	6%	5%	3%	2%	4%	4%	5%	6%	6%	4%	4%	4%
	Some	20.8	21.9	25.9	23.6	20.7	22%	23%	25%	23%	22%	20%	23%	29%	22%	18%	22%	19%	24%	28%	22%
	Quite a bit	41.8	42.0	41.7	41.3	44.6	40%	42%	41%	41%	45%	43%	40%	43%	44%	46%	43%	44%	45%	39%	40%
	Very much	32.9	32.0	27.7	30.3	30.0	33%	31%	29%	30%	28%	34%	35%	25%	31%	31%	30%	31%	26%	30%	34%
Provided feedback on a draft or work in progress	*Very little*	31.7	34.1	36.2	34.0	34.8	30%	32%	32%	32%	34%	35%	39%	41%	38%	36%	36%	33%	41%	33%	35%
	Some	31.3	30.9	31.3	31.0	33.6	30%	30%	31%	30%	32%	36%	31%	34%	34%	36%	28%	33%	30%	29%	34%
	Quite a bit	23.2	22.2	21.1	21.8	19.9	23%	22%	25%	22%	22%	21%	22%	16%	20%	18%	24%	22%	19%	24%	18%
	Very much	13.8	12.7	11.4	13.2	11.6	17%	15%	13%	16%	12%	8%	8%	9%	8%	11%	12%	12%	11%	14%	13%
Provided prompt and detailed feedback on tests or completed assignments	*Very little*	27.1	26.3	31.0	29.3	28.7	24%	21%	24%	24%	24%	31%	33%	35%	37%	30%	32%	32%	42%	33%	39%
	Some	34.6	35.4	34.0	32.3	34.4	32%	34%	34%	31%	36%	40%	38%	38%	35%	35%	33%	37%	30%	32%	29%
	Quite a bit	24.3	24.0	23.6	24.3	25.0	26%	28%	28%	27%	26%	22%	21%	20%	20%	25%	20%	18%	17%	22%	22%
	Very much	14.1	14.3	11.4	14.1	11.9	17%	18%	14%	18%	14%	7%	8%	7%	8%	10%	14%	12%	11%	14%	10%

Effective Teaching Practices		TRINITY Overall Respondents and Years of Study														
		YEAR 1					YEAR FINAL					POSTGRADUATE TAUGHT				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Clearly explained course goals and requirements	*Very little*	5.1	6.5	9.1	9.6	8.2	7.2	5.8	7.3	4.8	6.4	4.0	6.8	6.9	5.8	5.8
	Some	23.7	28.7	32.2	29.9	28.0	27.4	28.5	30.4	27.3	28.7	21.9	23.6	24.2	25.2	19.9
	Quite a bit	46.2	39.7	40.5	41.9	45.4	42.1	42.2	44.3	45.0	44.2	43.6	39.7	42.7	38.5	43.8
	Very much	24.9	25.1	18.2	18.6	18.4	23.4	23.5	18.1	22.9	20.8	30.5	29.9	26.2	30.5	30.6
Taught in an organised way	*Very little*	3.3	3.5	7.0	3.3	3.6	7.2	7.3	6.7	4.4	6.4	6.2	7.5	6.7	6.4	3.6
	Some	25.2	28.1	28.9	30.5	29.7	29.6	28.4	28.6	29.8	32.0	21.7	22.5	28.2	20.7	24.7
	Quite a bit	47.3	47.1	42.8	44.3	45.5	43.0	45.0	43.8	42.8	41.7	45.7	40.2	39.1	43.0	42.5
	Very much	24.1	21.3	21.2	21.8	21.1	20.2	19.3	21.0	23.0	19.9	26.4	29.7	25.9	30.0	29.2
Used examples or illustrations to explain difficult points	*Very little*	3.8	3.0	4.2	3.9	4.1	5.2	6.8	4.5	5.9	5.4	4.6	3.6	5.6	4.9	5.1
	Some	18.1	20.7	27.5	24.5	21.7	25.6	22.4	26.0	25.2	23.6	20.6	23.3	23.1	20.2	12.7
	Quite a bit	44.5	42.6	40.3	42.6	43.1	40.1	44.0	45.1	42.2	45.6	39.6	39.1	40.2	38.0	47.3
	Very much	33.5	33.7	28.0	29.0	31.1	29.1	26.7	24.4	26.7	25.4	35.1	34.0	31.2	36.8	34.8
Provided feedback on a draft or work in progress	*Very little*	40.7	42.6	44.6	43.1	39.5	28.3	28.0	29.7	29.5	34.3	22.0	26.2	28.2	24.6	22.3
	Some	31.7	31.1	31.4	31.0	34.5	31.7	34.2	31.4	32.9	34.0	30.6	27.8	31.1	28.6	30.5
	Quite a bit	18.4	17.0	16.4	17.7	17.1	23.8	24.4	26.1	24.0	21.1	29.3	28.5	23.9	26.0	26.2
	Very much	9.1	9.3	7.5	8.2	8.9	16.2	13.4	12.8	13.5	10.7	18.1	17.5	16.9	20.8	20.9
Provided prompt and detailed feedback on tests or completed assignments	*Very little*	27.9	25.7	34.7	29.7	28.1	29.6	29.2	27.7	32.3	34.0	23.8	24.5	28.0	25.4	21.3
	Some	36.9	38.6	36.0	35.3	35.5	34.9	35.7	34.4	31.3	34.2	31.0	30.0	29.8	28.6	31.6
	Quite a bit	23.4	23.3	21.3	23.1	23.3	23.2	23.5	26.3	25.9	22.9	26.3	25.6	24.7	24.6	33.7
	Very much	11.7	12.3	8.0	12.0	13.1	12.3	11.6	11.7	10.6	8.9	18.9	19.8	17.6	21.5	13.5

Student-Faculty Interaction		TRINITY Overall Respondents					FACULTIES														
							AHSS					FEMS					HS				
Questions		2020	2019	2018	2017	2016	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016
Talked about career plans with academic staff	*Never*	54.0	59.1	77.3	77.3	61.7	50%	55%	58%	56%	61%	64%	64%	63%	62%	65%	49%	58%	54%	47%	58%
	Sometimes	32.8	27.6	15.7	15.7	27.5	35%	30%	29%	31%	29%	28%	26%	27%	29%	25%	36%	26%	29%	34%	27%
	Often	9.7	10.1	5.5	5.5	7.9	11%	10%	10%	10%	7%	7%	8%	7%	7%	8%	11%	13%	11%	13%	9%
	Very often	3.5	3.2	1.6	1.6	2.9	5%	4%	2%	3%	2%	1%	2%	3%	3%	2%	4%	3%	6%	6%	6%
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	*Never*	71.4	69.9	79.4	79.4	73.7	70%	70%	41%	69%	72%	74%	69%	53%	75%	77%	71%	71%	47%	70%	74%
	Sometimes	19.0	21.6	14.6	14.6	18.5	20%	21%	41%	21%	21%	17%	22%	32%	16%	15%	19%	21%	35%	23%	18%
	Often	7.5	6.3	4.4	4.4	5.8	7%	6%	13%	7%	6%	7%	7%	11%	6%	6%	9%	6%	11%	3%	6%
	Very often	2.1	2.2	1.6	1.6	1.9	3%	3%	5%	3%	1%	2%	2%	4%	3%	2%	2%	1%	8%	4%	2%
Discussed course topics, ideas, or concepts with academic staff outside of class	*Never*	46.6	44.5	62.8	62.8	48.1	42%	40%	69%	43%	45%	53%	51%	71%	53%	49%	52%	48%	74%	44%	53%
	Sometimes	35.6	36.6	27.3	27.3	36.1	39%	38%	21%	38%	38%	32%	34%	21%	31%	36%	31%	34%	17%	35%	30%
	Often	13.3	13.4	6.1	6.1	11.8	15%	14%	7%	14%	13%	11%	11%	7%	13%	11%	13%	12%	7%	16%	11%
	Very often	4.4	5.6	3.8	3.8	4.0	5%	7%	3%	5%	3%	4%	3%	2%	3%	4%	4%	5%	3%	5%	6%
Discussed your performance with academic staff	*Never*	46.2	45.3	61.2	61.2	48.2	42%	42%	39%	41%	39%	57%	55%	57%	51%	61%	43%	45%	48%	43%	50%
	Sometimes	39.1	39.8	31.3	31.3	38.9	42%	41%	45%	41%	45%	33%	35%	34%	37%	29%	40%	41%	38%	42%	38%
	Often	11.3	12.3	6.2	6.2	10.8	12%	14%	13%	15%	13%	8%	9%	7%	9%	8%	13%	11%	11%	12%	9%
	Very often	3.4	2.7	1.2	1.2	2.2	4%	4%	3%	3%	2%	2%	1%	1%	3%	2%	4%	3%	3%	3%	3%

Student-Faculty Interaction

Questions		FACULTIES														
		AHSS					FEMS					HS				
		2020	2019	2018	2017	2016	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016
Talked about career plans with academic staff	*Never*	50%	55%	58%	56%	61%	64%	64%	63%	62%	65%	49%	58%	54%	47%	58%
	Sometimes	35%	30%	29%	31%	29%	28%	26%	27%	29%	25%	36%	26%	29%	34%	27%
	Often	11%	10%	10%	10%	7%	7%	8%	7%	7%	8%	11%	13%	11%	13%	9%
	Very often	5%	4%	2%	3%	2%	1%	2%	3%	3%	2%	4%	3%	6%	6%	6%
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	*Never*	70%	70%	41%	69%	72%	74%	69%	53%	75%	77%	71%	71%	47%	70%	74%
	Sometimes	20%	21%	41%	21%	21%	17%	22%	32%	16%	15%	19%	21%	35%	23%	18%
	Often	7%	6%	13%	7%	6%	7%	7%	11%	6%	6%	9%	6%	11%	3%	6%
	Very often	3%	3%	5%	3%	1%	2%	2%	4%	3%	2%	2%	1%	8%	4%	2%
Discussed course topics, ideas, or concepts with academic staff outside of class	*Never*	42%	40%	69%	43%	45%	53%	51%	71%	53%	49%	52%	48%	74%	44%	53%
	Sometimes	39%	38%	21%	38%	38%	32%	34%	21%	31%	36%	31%	34%	17%	35%	30%
	Often	15%	14%	7%	14%	13%	11%	11%	7%	13%	11%	13%	12%	7%	16%	11%
	Very often	5%	7%	3%	5%	3%	4%	3%	2%	3%	4%	4%	5%	3%	5%	6%
Discussed your performance with academic staff	*Never*	42%	42%	39%	41%	39%	57%	55%	57%	51%	61%	43%	45%	48%	43%	50%
	Sometimes	42%	41%	45%	41%	45%	33%	35%	34%	37%	29%	40%	41%	38%	42%	38%
	Often	12%	14%	13%	15%	13%	8%	9%	7%	9%	8%	13%	11%	11%	12%	9%
	Very often	4%	4%	3%	3%	2%	2%	1%	1%	3%	2%	4%	3%	3%	3%	3%

Quality of Interactions		TRINITY Overall Respondents					FACULTIES														
							AHSS					FEMS					HS				
Questions		2020	2019	2018	2017	2016	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016
Respondents	1=Poor	1.7	1.8	2.2	1.5	1.9		2%	3%	1%	2%		1%	1%	2%	2%		2%	2%	1%	2%
	2	1.9	2.5	2.8	1.9	2.2		3%	2%	3%	2%		2%	4%	0%	2%		3%	2%	1%	2%
	3	4.6	4.8	5.3	5.3	6.9		5%	5%	5%	7%		4%	7%	7%	5%		6%	5%	2%	8%
	4	10.9	12.1	12.1	11.0	13.0		10%	13%	11%	14%		14%	10%	9%	12%		15%	12%	5%	12%
	5	21.6	20.9	19.3	20.9	21.1		22%	18%	22%	22%		21%	22%	17%	21%		17%	21%	12%	20%
	6	24.1	23.6	23.4	23.7	18.8		25%	24%	25%	19%		23%	22%	27%	19%		20%	23%	24%	19%
	7=Excellent	35.2	34.4	34.8	35.8	36.2		34%	35%	33%	34%		35%	34%	38%	39%		37%	36%	16%	37%
Academic advisors	1=Poor	6.2	7.2	7.2	6.6	7.6		8%	8%	6%	7%		7%	6%	6%	7%		7%	6%	39%	10%
	2	7.8	6.2	8.5	8.4	8.3		5%	8%	9%	9%		7%	10%	9%	8%		7%	7%	1%	7%
	3	12.8	13.7	14.6	14.3	17.1		13%	15%	13%	18%		16%	18%	16%	17%		15%	13%	2%	16%
	4	19.7	20.0	18.7	19.9	23.1		19%	18%	20%	21%		21%	19%	21%	25%		21%	18%	5%	25%
	5	21.9	22.0	22.1	21.3	20.2		21%	24%	20%	20%		24%	20%	21%	20%		24%	22%	12%	21%
	6	16.8	16.5	16.3	15.5	11.7		18%	16%	18%	12%		15%	15%	13%	12%		12%	17%	24%	11%
	7=Excellent	14.9	14.4	12.6	14.1	12.1		15%	12%	14%	13%		11%	12%	14%	11%		15%	17%	16%	10%

Quality of Interactions		TRINITY Overall Respondents					FACULTIES														
							AHSS					FEMS					HS				
Questions		2020	2019	2018	2017	2016	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016
Support services staff (career services, student activities, accommodation, etc.)	1=Poor	8.5	7.8	9.8	7.8	8.9		9%	13%	11%	10%		8%	18%	8%	7%		7%	0%	14%	11%
	2	8.7	9.5	8.2	9.7	10.4		8%	14%	12%	9%		9%	13%	13%	12%		14%	0%	5%	10%
	3	13.0	12.7	14.3	12.6	14.5		12%	13%	16%	14%		14%	16%	14%	13%		11%	0%	6%	17%
	4	18.9	20.6	19.7	19.7	21.4		19%	22%	18%	20%		20%	16%	20%	23%		22%	0%	13%	21%
	5	19.8	20.8	22.1	20.1	19.1		21%	15%	18%	21%		22%	17%	20%	20%		18%	45%	17%	14%
	6	17.0	15.8	14.5	17.1	13.0		17%	13%	13%	12%		17%	9%	14%	14%		14%	22%	26%	14%
	7=Excellent	14.1	12.8	11.5	13.0	12.7		13%	10%	12%	14%		11%	11%	12%	11%		15%	33%	17%	13%
Other administrative staff and offices (registry, finance, etc.)	1=Poor	11.8	14.2	13.6	11.0	11.0		15%	10%	9%	12%		13%	12%	6%	8%		14%	0%	15%	13%
	2	11.9	11.8	12.7	12.3	13.6		12%	8%	10%	13%		11%	8%	10%	13%		13%	0%	15%	15%
	3	13.9	13.6	15.3	15.5	16.7		13%	17%	12%	16%		13%	14%	12%	19%		14%	0%	13%	16%
	4	17.1	19.2	18.6	18.9	20.8		20%	20%	20%	21%		18%	18%	19%	22%		17%	21%	16%	18%
	5	18.6	18.6	16.4	18.5	18.2		19%	22%	17%	18%		18%	19%	24%	19%		18%	39%	20%	17%
	6	14.5	12.7	13.2	12.4	10.9		11%	12%	20%	10%		16%	17%	16%	12%		13%	9%	18%	10%
	7=Excellent	12.2	10.1	10.1	11.4	8.8		10%	12%	12%	10%		10%	12%	14%	7%		10%	31%	8%	10%

Quality of Interactions		TRINITY Overall Respondents and Years of Study														
		YEAR 1					YEAR FINAL					POSTGRADUATE TAUGHT				
Questions		2020	2019	2018	2017	2016	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016
Respondents	1=Poor	0.9	1.1	2.6	1.9	1.7	2.8	2.9	2.4	1.0	2.4	2.0	2.0	1.3	1.4	1.6
	2	1.6	2.7	2.9	1.8	1.8	2.6	3.9	2.2	2.3	2.6	1.8	0.9	3.3	1.4	2.4
	3	4.0	5.1	4.7	4.8	6.7	5.6	4.4	6.9	6.2	6.5	4.6	4.6	4.6	5.2	8.1
	4	9.3	12.7	13.0	12.7	11.9	10.4	9.1	10.5	9.6	14.7	13.4	13.8	12.1	9.7	13.2
	5	22.4	20.4	19.5	22.8	18.9	21.8	20.9	18.0	18.8	24.0	20.3	21.5	20.5	20.1	22.4
	6	24.1	22.8	23.0	25.7	20.0	24.6	22.3	21.4	20.0	17.6	23.7	26.0	26.5	24.9	17.3
	7=Excellent	37.7	35.2	34.2	30.3	39.1	32.2	36.4	38.5	42.2	32.2	34.3	31.1	31.7	37.3	34.9
Academic advisors	1=Poor	5.4	8.1	7.2	8.1	6.8	8.2	8.5	9.0	6.2	10.8	5.5	4.7	5.3	4.5	4.2
	2	8.9	6.4	8.7	10.0	9.4	10.5	7.5	10.2	8.8	8.8	4.2	4.6	6.3	5.3	4.1
	3	15.1	17.1	17.8	17.8	18.1	12.6	13.2	14.8	15.1	19.9	9.9	8.8	8.7	7.4	8.8
	4	21.3	21.0	22.5	22.1	26.3	24.0	21.9	17.0	20.7	22.2	13.9	16.8	14.1	15.4	15.1
	5	24.1	23.1	22.8	20.5	18.6	19.4	20.1	22.3	22.1	18.3	21.0	22.2	20.9	21.5	28.3
	6	14.7	14.0	13.1	13.0	11.8	13.8	15.5	14.7	15.1	9.5	21.9	21.3	23.6	20.0	15.4
	7=Excellent	10.5	10.2	8.0	8.4	9.0	11.5	13.3	12.1	12.0	10.6	23.6	21.7	21.2	26.0	24.0
Academic staff	1=Poor	3.8	4.7	4.6	6.2	6.3	5.6	5.2	3.8	3.7	7.7	3.5	4.3	4.0	3.9	3.6
	2	6.5	6.9	6.9	8.1	7.2	6.8	5.5	7.5	5.1	7.7	5.0	5.2	3.0	5.0	2.8
	3	12.6	12.2	14.1	14.4	13.8	12.9	13.1	12.0	14.0	13.3	9.7	8.8	9.7	8.5	8.2
	4	19.3	22.4	22.0	22.7	22.7	20.0	19.4	18.3	17.6	22.5	12.7	14.2	15.3	10.2	14.8
	5	24.5	24.2	24.9	23.6	22.8	24.9	24.6	22.2	25.0	22.3	21.0	20.7	23.6	23.3	28.9
	6	20.2	16.1	16.0	14.6	15.2	18.1	18.4	19.1	21.3	15.4	23.6	23.1	21.6	22.2	18.2
	7=Excellent	13.1	13.6	11.5	10.5	12.0	11.6	13.8	17.1	13.4	11.2	24.5	23.7	22.7	26.8	23.5

Quality of Interactions		FACULTIES														
		AHSS					FEMS					HS				
Questions		2020	2019	2018	2017	2016	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016
Support services staff (career services, student activities, accommodation, etc.)	1=Poor		9%	13%	11%	10%		8%	18%	8%	7%		7%	0%	14%	11%
	2		8%	14%	12%	9%		9%	13%	13%	12%		14%	0%	5%	10%
	3		12%	13%	16%	14%		14%	16%	14%	13%		11%	0%	6%	17%
	4		19%	22%	18%	20%		20%	16%	20%	23%		22%	0%	13%	21%
	5		21%	15%	18%	21%		22%	17%	20%	20%		18%	45%	17%	14%
	6		17%	13%	13%	12%		17%	9%	14%	14%		14%	22%	26%	14%
	7=Excellent		13%	10%	12%	14%		11%	11%	12%	11%		15%	33%	17%	13%
Other administrative staff and offices (registry, finance, etc.)	1=Poor		15%	10%	9%	12%		13%	12%	6%	8%		14%	0%	15%	13%
	2		12%	8%	10%	13%		11%	8%	10%	13%		13%	0%	15%	15%
	3		13%	17%	12%	16%		13%	14%	12%	19%		14%	0%	13%	16%
	4		20%	20%	20%	21%		18%	18%	19%	22%		17%	21%	16%	18%
	5		19%	22%	17%	18%		18%	19%	24%	19%		18%	39%	20%	17%
	6		11%	12%	20%	10%		16%	17%	16%	12%		13%	9%	18%	10%
	7=Excellent		10%	12%	12%	10%		10%	12%	14%	7%		10%	31%	8%	10%

Supportive Environment		TRINITY Overall Respondents					FACULTIES														
							AHSS					FEMS					HS				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Providing support to help respondents succeed academically	*Very little*	12.5	12.2	14.4	11.1	12.2	12%	11%	14%	12%	12%	13%	11%	15%	12%	11%	13%	17%	16%	9%	14%
	Some	34.4	36.3	39.2	37.1	34.6	34%	35%	39%	36%	35%	38%	41%	41%	39%	36%	32%	33%	37%	37%	31%
	Quite a bit	36.6	36.2	32.8	34.6	37.6	36%	38%	34%	37%	39%	37%	36%	34%	32%	38%	36%	33%	28%	34%	35%
	Very much	16.5	15.3	13.6	17.2	15.6	18%	16%	13%	16%	14%	12%	12%	10%	18%	15%	20%	16%	19%	20%	20%
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	*Very little*	19.1	18.6	22.5	18.3	17.6	19%	17%	24%	20%	17%	19%	16%	20%	18%	15%	21%	26%	24%	16%	23%
	Some	30.8	33.4	37.0	37.6	32.9	31%	36%	36%	38%	35%	31%	35%	43%	36%	31%	29%	26%	31%	40%	31%
	Quite a bit	32.6	31.2	28.0	29.0	33.1	33%	31%	29%	30%	33%	32%	33%	28%	29%	36%	32%	29%	25%	26%	28%
	Very much	17.5	16.7	12.5	15.1	16.4	17%	16%	11%	13%	14%	18%	16%	9%	17%	18%	18%	19%	20%	18%	19%
Contact among respondents from different backgrounds (social, racial/ethnic, religious, etc.)	*Very little*	23.4	25.5	29.7	28.5	31.6	23%	25%	30%	27%	34%	26%	24%	33%	33%	31%	21%	28%	26%	24%	28%
	Some	35.4	35.4	36.0	34.7	36.6	34%	35%	36%	36%	38%	36%	39%	34%	32%	36%	36%	31%	39%	37%	34%
	Quite a bit	26.6	25.3	23.3	24.0	21.5	28%	24%	24%	24%	20%	25%	25%	24%	24%	23%	27%	28%	21%	24%	23%
	Very much	14.6	13.9	10.9	12.9	10.3	16%	15%	10%	13%	9%	13%	12%	9%	11%	9%	16%	13%	14%	16%	16%
Providing opportunities to be involved socially	*Very little*	13.8	11.9	14.2	12.4	12.9	12%	11%	12%	11%	11%	15%	11%	15%	12%	10%	16%	16%	20%	17%	20%
	Some	29.3	30.7	30.7	27.8	28.1	27%	28%	31%	26%	29%	30%	32%	31%	31%	27%	32%	36%	30%	28%	27%
	Quite a bit	34.6	34.6	35.3	34.7	33.8	37%	36%	37%	35%	33%	33%	35%	37%	35%	38%	30%	32%	30%	32%	29%
	Very much	22.4	22.7	19.8	25.0	25.2	23%	25%	20%	28%	26%	23%	23%	18%	22%	24%	21%	16%	20%	23%	23%

Supportive Environment		TRINITY Overall Respondents					FACULTIES														
							AHSS					FEMS					HS				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Providing support for your overall well-being (recreation, health care, counselling, etc.)	*Very little*	15.0	11.7	14.7	11.3	10.9	12%	10%	15%	11%	11%	18%	11%	14%	13%	8%	17%	17%	16%	10%	14%
	Some	31.3	34.7	34.4	27.9	29.0	31%	33%	35%	29%	29%	31%	39%	34%	24%	28%	29%	33%	33%	31%	31%
	Quite a bit	33.7	32.2	33.4	36.9	37.1	35%	33%	35%	37%	38%	31%	31%	35%	38%	39%	33%	31%	30%	34%	31%
	Very much	20.0	21.4	17.5	24.0	23.0	21%	23%	16%	24%	22%	19%	18%	18%	25%	24%	21%	19%	22%	24%	24%
Helping you manage your non-academic responsibilities (work, family, etc.)	*Very little*	42.6	46.2	47.4	43.4	44.7	40%	44%	50%	43%	47%	47%	50%	46%	44%	40%	44%	48%	43%	43%	46%
	Some	34.4	35.1	33.7	34.2	34.5	35%	37%	32%	35%	33%	33%	35%	36%	33%	37%	32%	30%	34%	33%	34%
	Quite a bit	16.6	13.8	14.3	16.5	15.7	18%	14%	15%	17%	15%	15%	12%	14%	18%	18%	17%	16%	15%	14%	14%
	Very much	6.4	4.9	4.5	6.0	5.1	7%	5%	3%	5%	5%	5%	3%	4%	5%	5%	7%	5%	8%	11%	7%
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	*Very little*	16.6	12.3	11.8	10.4	12.5	11%	9%	10%	8%	8%	18%	10%	11%	11%	11%	27%	24%	17%	18%	23%
	Some	32.9	32.5	34.9	27.0	26.5	32%	29%	33%	25%	25%	32%	38%	36%	27%	27%	36%	35%	38%	32%	31%
	Quite a bit	33.1	35.4	35.0	36.6	36.2	35%	39%	37%	39%	40%	35%	35%	40%	36%	37%	26%	27%	26%	30%	27%
	Very much	17.5	19.8	18.2	26.0	24.8	22%	23%	20%	29%	27%	15%	18%	13%	25%	25%	11%	14%	19%	20%	19%
Attending events that address important social, economic, or political issues	*Very little*	22.4	16.2	16.4	11.6	15.3	16%	11%	13%	8%	10%	26%	18%	18%	15%	17%	33%	28%	21%	16%	26%
	Some	35.7	33.9	36.0	30.1	32.6	34%	30%	34%	28%	31%	39%	39%	35%	32%	34%	37%	37%	42%	33%	35%
	Quite a bit	28.5	34.2	32.0	35.7	32.4	33%	40%	35%	38%	35%	27%	29%	34%	34%	33%	21%	24%	23%	33%	25%
	Very much	13.3	15.7	15.7	22.5	19.7	18%	19%	18%	26%	24%	8%	13%	13%	19%	16%	9%	10%	14%	19%	15%

Supportive Environment		TRINITY Overall Respondents and Years of Study														
		YEAR 1					YEAR FINAL					POSTGRADUATE TAUGHT				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Providing support to help respondents succeed academically	*Very little*	10.6	7.4	12.9	9.4	9.9	17.6	19.7	19.3	12.7	18.1	10.9	13.1	11.5	12.2	8.2
	Some	32.8	35.9	40.6	34.5	33.7	40.5	39.4	37.8	41.5	36.8	31.7	34.3	38.1	36.0	33.2
	Quite a bit	38.7	38.8	31.7	35.2	37.6	31.0	30.7	33.8	35.1	35.3	38.3	36.9	33.8	33.0	42.0
	Very much	17.9	17.9	14.8	20.9	18.9	11.0	10.3	9.1	10.7	9.7	19.0	15.6	16.6	18.8	16.6
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	*Very little*	17.3	16.0	18.3	14.5	14.1	24.6	24.6	30.4	21.3	24.3	17.2	17.5	21.2	21.0	15.5
	Some	29.6	30.5	37.6	35.9	30.2	35.8	40.7	36.7	40.6	37.0	28.4	31.5	36.3	36.7	33.6
	Quite a bit	32.2	33.5	31.1	30.4	35.8	30.1	24.5	23.4	28.7	28.8	35.2	33.7	27.6	26.9	32.7
	Very much	20.9	20.0	13.0	19.2	19.9	9.5	10.2	9.6	9.3	9.8	19.3	17.3	15.0	15.3	18.2
Contact among respondents from different backgrounds (social, racial/ethnic, religious, etc.)	*Very little*	22.4	21.0	26.4	29.2	28.7	34.3	36.3	41.8	32.8	39.2	15.8	22.8	21.7	22.0	26.8
	Some	35.9	38.0	36.6	31.3	34.7	37.3	35.8	30.8	43.5	39.1	33.2	30.6	41.1	29.7	37.6
	Quite a bit	27.3	26.9	25.2	26.0	23.5	19.9	19.5	21.2	17.4	17.7	31.1	28.1	22.3	28.4	22.8
	Very much	14.4	14.1	11.8	13.4	13.1	8.5	8.4	6.1	6.2	4.0	19.9	18.5	14.9	19.8	12.9
Providing opportunities to be involved socially	*Very little*	9.9	8.6	11.3	9.4	9.6	20.0	12.3	14.7	14.2	16.8	14.1	16.9	19.1	15.4	15.5
	Some	26.7	28.2	27.6	25.8	25.3	29.3	32.8	30.1	30.4	30.0	32.8	33.0	37.4	28.2	32.5
	Quite a bit	35.8	37.1	36.5	35.4	34.3	33.2	32.4	39.1	32.5	32.0	34.0	32.6	28.7	36.0	35.6
	Very much	27.6	26.1	24.6	29.4	30.7	17.5	22.5	16.2	22.9	21.1	19.1	17.6	14.7	20.4	16.3

Supportive Environment		TRINITY Overall Respondents and Years of Study														
		YEAR 1					YEAR FINAL					POSTGRADUATE TAUGHT				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Providing support for your overall well-being (recreation, health care, counselling, etc.)	*Very little*	11.5	7.7	12.0	7.3	6.2	20.9	17.3	19.7	15.5	14.5	15.2	13.1	13.9	12.9	17.9
	Some	29.1	32.0	32.4	25.5	27.0	34.8	38.9	33.6	25.6	31.6	31.5	35.2	39.1	34.4	29.9
	Quite a bit	36.2	33.7	35.5	39.5	38.8	30.4	27.2	31.9	37.6	37.5	32.9	34.5	31.1	31.7	31.3
	Very much	23.3	26.6	20.0	27.7	28.0	13.9	16.7	14.9	21.3	16.3	20.4	17.1	15.9	21.1	20.8
Helping you manage your non-academic responsibilities (work, family, etc.)	*Very little*	40.8	44.3	44.6	39.0	39.6	55.4	56.7	53.4	48.2	50.8	34.6	39.5	45.8	44.9	48.7
	Some	37.0	35.7	36.0	35.7	36.5	29.7	32.0	30.6	34.1	34.4	34.6	36.9	33.1	31.7	28.9
	Quite a bit	16.5	14.2	14.6	19.1	17.7	10.4	7.4	12.0	13.8	12.4	21.7	19.2	16.4	15.2	16.0
	Very much	5.6	5.8	4.8	6.2	6.2	4.5	3.8	4.0	3.8	2.4	9.1	4.4	4.7	8.3	6.4
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	*Very little*	14.6	10.5	10.4	9.5	10.3	19.2	12.1	11.5	10.4	15.0	17.2	15.4	14.8	12.0	14.3
	Some	31.3	30.0	32.2	24.3	25.4	34.1	34.7	35.9	28.2	29.2	34.0	34.4	39.0	30.1	24.6
	Quite a bit	34.9	37.7	39.7	37.7	36.3	31.0	32.2	33.5	40.6	35.2	32.2	34.7	28.0	29.9	37.7
	Very much	19.3	21.7	17.7	28.5	27.9	15.7	20.9	19.1	20.8	20.6	16.5	15.6	18.2	28.0	23.4
Attending events that address important social, economic, or political issues	*Very little*	21.1	11.8	13.1	9.9	12.1	25.4	19.5	16.0	11.0	21.1	21.9	20.2	22.9	15.3	14.3
	Some	37.1	34.0	34.3	28.3	30.5	35.2	34.3	37.4	33.9	36.2	34.2	33.6	37.5	28.8	32.5
	Quite a bit	28.3	36.9	37.3	38.9	35.0	27.4	30.4	28.3	35.7	28.3	29.7	33.4	26.1	30.4	31.9
	Very much	13.4	17.3	15.3	23.0	22.4	12.1	15.9	18.3	19.3	14.5	14.2	12.8	13.4	25.5	21.3

Non-indicator items		TRINITY Overall Respondents					FACULTIES														
							AHSS					FEMS					HS				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Asked questions or contributed to discussions in class, tutorials, labs or online	*Never*	7.9	9.0	8.3	8.6	7.0	4%	5%	5%	4%	4%	17%	20%	4%	19%	12%	6%	8%	6%	6%	5%
	Sometimes	39.6	37.4	41.0	38.8	39.8	35%	32%	35%	34%	32%	50%	51%	34%	49%	52%	39%	36%	40%	36%	39%
	Often	30.4	29.0	30.0	29.9	30.6	33%	31%	33%	33%	33%	25%	22%	63%	33%	26%	33%	31%	35%	36%	33%
	Very often	22.0	24.6	20.7	22.8	22.6	29%	32%	27%	30%	30%	8%	7%	30%	11%	10%	23%	25%	19%	23%	22%
Come to class without completing readings or assignments	*Never*	27.6	26.4	24.7	25.5	24.5	21%	19%	19%	17%	18%	35%	34%	17%	35%	34%	35%	37%	30%	34%	26%
	Sometimes	51.0	48.4	48.8	47.0	48.3	54%	52%	50%	49%	49%	45%	42%	49%	44%	43%	52%	46%	47%	44%	54%
	Often	14.8	17.3	18.0	19.0	18.0	17%	19%	22%	22%	21%	15%	18%	33%	21%	16%	9%	11%	13%	17%	13%
	Very often	6.5	8.0	8.5	8.5	9.2	8%	9%	9%	12%	11%	6%	7%	12%	6%	7%	5%	6%	10%	5%	8%
Made a presentation in class or online	*Never*	22.9	20.5	24.1	25.5	28.4	18%	15%	18%	18%	22%	29%	33%	18%	38%	36%	26%	20%	26%	25%	33%
	Sometimes	42.4	45.6	46.3	43.6	42.4	39%	44%	48%	46%	45%	45%	45%	46%	37%	40%	47%	50%	46%	49%	39%
	Often	21.9	21.2	18.9	20.3	19.3	25%	25%	21%	23%	22%	18%	13%	36%	25%	16%	18%	20%	18%	20%	18%
	Very often	12.9	12.7	10.7	10.6	9.9	17%	16%	13%	13%	11%	8%	9%	13%	10%	9%	9%	9%	9%	7%	10%
Improved knowledge and skills that will contribute to your employability	*Never*	7.1	6.6	8.5	6.6	7.8	8%	7%	8%	8%	9%	9%	8%	11%	6%	9%	3%	4%	5%	3%	3%
	Sometimes	30.7	33.2	35.3	33.4	33.1	35%	38%	37%	37%	37%	32%	32%	38%	34%	34%	19%	23%	27%	24%	24%
	Often	38.7	36.8	34.9	37.8	36.3	37%	36%	36%	38%	36%	39%	38%	34%	38%	35%	42%	39%	35%	38%	40%
	Very often	23.6	23.4	21.2	22.2	22.8	20%	19%	19%	18%	18%	21%	23%	17%	22%	23%	36%	34%	33%	35%	33%
Explored how to apply your learning in the workplace	*Never*	27.0	29.3	29.9	30.7	32.5	32%	32%	34%	34%	39%	33%	39%	38%	39%	38%	8%	10%	8%	7%	11%
	Sometimes	32.5	32.5	35.5	33.8	33.4	32%	35%	37%	35%	33%	41%	37%	38%	36%	38%	23%	22%	29%	26%	27%
	Often	25.5	23.3	21.4	22.0	21.6	24%	21%	20%	20%	20%	19%	18%	19%	19%	19%	37%	36%	29%	31%	30%
	Very often	14.9	14.9	13.3	13.5	12.5	12%	13%	9%	11%	9%	7%	6%	5%	6%	5%	32%	32%	35%	35%	33%
Exercised or participated in physical fitness activities	*Never*	24.8	23.4	26.3	22.9	21.7	25%	24%	28%	25%	24%	25%	21%	23%	20%	22%	24%	23%	27%	22%	15%
	Sometimes	31.1	32.0	31.7	32.9	32.2	33%	32%	32%	34%	32%	28%	29%	30%	31%	31%	31%	36%	33%	33%	34%
	Often	21.7	22.3	21.9	21.9	22.6	21%	22%	23%	21%	22%	21%	24%	22%	23%	23%	24%	22%	19%	21%	23%
	Very often	22.4	22.3	20.1	22.3	23.5	21%	22%	17%	20%	22%	27%	26%	25%	26%	24%	21%	19%	21%	24%	27%
	Never	36.2	37.5	39.5	39.2	43.2	39%	39%	43%	42%	47%	50%	54%	52%	49%	54%	14%	15%	14%	13%	18%

Blended academic learning with workplace experience	*Sometimes*	28.1	26.6	27.0	28.0	26.4	30%	28%	27%	30%	26%	28%	27%	30%	29%	28%	23%	23%	22%	21%	25%
	Often	20.2	21.9	18.5	19.4	17.6	20%	22%	19%	17%	17%	16%	17%	13%	16%	12%	26%	28%	26%	31%	26%
	Very often	15.5	14.0	15.1	13.4	12.9	12%	12%	11%	10%	9%	6%	3%	5%	6%	6%	38%	33%	38%	35%	31%
Worked on assessments that informed you how well you are learning	*Never*	23.7	27.1	26.0	31.5	29.3	24%	27%	25%	32%	31%	23%	27%	32%	31%	26%	22%	27%	27%	30%	28%
	Sometimes	41.5	39.8	42.0	40.0	38.9	41%	40%	43%	40%	41%	42%	39%	40%	41%	36%	42%	39%	45%	37%	39%
	Often	26.3	24.4	24.7	22.0	24.9	26%	24%	26%	22%	23%	27%	25%	27%	28%	28%	27%	25%	23%	23%	25%
	Very often	8.4	8.6	7.3	6.4	6.9	8%	9%	6%	5%	5%	8%	8%	5%	8%	10%	9%	8%	6%	9%	7%
Memorising course material	*Very little*	20.7	23.0	22.1	21.1	24.6	28%	31%	28%	26%	30%	14%	16%	26%	17%	26%	13%	11%	13%	15%	10%
	Some	31.9	32.5	33.3	33.3	32.2	35%	32%	35%	33%	33%	34%	34%	33%	41%	38%	23%	32%	23%	20%	22%
	Quite a bit	29.0	26.8	27.5	28.6	28.5	26%	25%	26%	28%	28%	34%	33%	41%	43%	30%	29%	25%	29%	29%	28%
	Very much	18.4	17.7	17.1	17.0	14.7	12%	12%	11%	13%	9%	18%	17%	13%	13%	7%	36%	32%	35%	37%	40%
Work with academic staff on a research project	*Have not decided*	28.8	29.2	27.2	25.2	27.2	28%	28%	29%	26%	30%	27%	31%	26%	25%	24%	32%	31%	26%	23%	27%
	Do not plan to do	20.1	21.2	21.1	21.7	19.9	26%	27%	27%	28%	26%	9%	11%	28%	13%	13%	20%	19%	20%	17%	16%
	Plan to do	28.2	27.7	29.2	28.6	28.1	26%	25%	26%	27%	24%	33%	34%	45%	62%	33%	28%	28%	29%	34%	30%
	Done or in progress	23.0	21.9	22.6	24.5	24.8	20%	21%	18%	19%	20%	31%	25%	19%	34%	30%	21%	22%	24%	26%	27%
Community service or volunteer work	*Have not decided*	24.7	21.3	20.5	18.8	17.8	23%	20%	17%	18%	16%	30%	25%	28%	22%	21%	23%	20%	19%	17%	16%
	Do not plan to do	23.7	22.8	24.9	23.8	23.3	25%	23%	27%	25%	23%	26%	21%	24%	24%	27%	18%	25%	21%	20%	18%
	Plan to do	31.4	32.9	30.0	31.1	31.5	31%	32%	29%	30%	29%	28%	35%	28%	33%	30%	37%	34%	36%	32%	40%
	Done or in progress	20.2	23.0	24.7	26.3	27.4	22%	25%	26%	27%	32%	16%	19%	21%	22%	22%	22%	21%	24%	31%	26%
Spending significant amounts of time studying and on academic work	*Very little*	3.2	3.0	3.5	3.4	3.7	4%	4%	4%	3%	4%	2%	1%	3%	5%	4%	4%	3%	2%	3%	2%
	Some	17.4	17.9	20.3	15.3	20.4	18%	17%	20%	16%	21%	16%	17%	16%	14%	22%	17%	20%	18%	16%	18%
	Quite a bit	45.1	46.9	42.4	46.4	44.8	47%	49%	44%	48%	45%	43%	46%	81%	81%	47%	43%	44%	41%	40%	41%
	Very much	34.3	32.2	33.8	34.9	31.1	31%	30%	31%	34%	30%	38%	36%	34%	33%	27%	37%	33%	39%	41%	39%
Writing clearly and effectively	*Very little*	13.7	14.4	14.3	13.1	15.9	9%	10%	8%	8%	9%	19%	23%	22%	20%	21%	19%	17%	19%	16%	23%
	Some	29.8	28.0	31.1	27.4	28.5	26%	25%	28%	23%	25%	36%	33%	33%	33%	33%	32%	31%	36%	31%	30%
	Quite a bit	35.7	34.3	33.2	36.5	34.8	39%	36%	37%	41%	38%	31%	31%	30%	31%	31%	34%	33%	28%	33%	32%
	Very much	20.8	23.2	21.4	23.0	20.7	26%	29%	27%	29%	27%	14%	13%	15%	15%	15%	16%	19%	17%	20%	15%
Speaking clearly and effectively	*Very little*	18.0	19.1	18.8	18.3	19.1	15%	16%	15%	14%	15%	27%	30%	30%	28%	28%	15%	15%	13%	14%	15%
	Some	30.8	29.2	32.1	31.2	30.4	28%	29%	32%	32%	30%	35%	34%	30%	31%	29%	32%	24%	33%	29%	35%
	Quite a bit	34.0	34.2	30.9	30.5	33.0	37%	35%	34%	32%	35%	28%	25%	24%	27%	30%	35%	41%	35%	32%	34%
	Very much	17.2	17.5	18.1	20.0	17.5	20%	20%	19%	22%	20%	11%	11%	15%	14%	14%	18%	19%	19%	25%	17%
Thinking critically and analytically	*Very little*	4.3	3.9	4.2	4.2	4.4	4%	4%	4%	4%	5%	4%	3%	4%	4%	3%	6%	4%	4%	6%	6%
	Some	18.1	18.5	18.3	16.1	16.2	19%	19%	16%	16%	15%	17%	17%	17%	17%	14%	18%	19%	26%	16%	22%

	Quite a bit	40.1	38.6	40.5	37.6	39.5	42%	38%	39%	39%	39%	37%	38%	43%	33%	41%	41%	42%	40%	42%	38%
	Very much	37.5	39.1	37.0	42.1	39.8	36%	39%	40%	41%	41%	43%	41%	36%	47%	41%	36%	36%	29%	37%	34%
Analysing numerical and statistical information	*Very little*	25.4	27.1	27.9	25.4	24.2	36%	38%	39%	36%	37%	5%	6%	5%	5%	6%	26%	23%	31%	27%	23%
	Some	25.6	29.7	28.0	26.6	28.6	27%	31%	30%	29%	31%	16%	17%	21%	18%	17%	35%	40%	34%	34%	40%
	Quite a bit	27.3	23.4	24.9	24.7	25.1	23%	18%	19%	21%	20%	36%	35%	34%	33%	34%	27%	25%	28%	24%	24%
	Very much	21.7	19.8	19.1	23.3	22.1	14%	13%	12%	14%	12%	44%	42%	40%	44%	43%	13%	12%	7%	15%	13%
Acquiring job- or work-related knowledge and skills	*Very little*	17.3	20.4	18.4	18.6	18.8	21%	25%	23%	22%	24%	19%	22%	20%	19%	18%	7%	6%	5%	7%	8%
	Some	31.4	30.6	35.7	32.9	33.1	35%	34%	39%	37%	38%	34%	34%	37%	34%	34%	19%	19%	25%	20%	20%
	Quite a bit	29.4	28.3	28.3	27.9	27.0	28%	26%	26%	25%	24%	31%	27%	30%	30%	30%	30%	35%	33%	31%	30%
	Very much	22.0	20.7	17.7	20.6	21.1	16%	15%	12%	16%	14%	15%	16%	14%	16%	18%	45%	40%	37%	43%	42%
Working effectively with others	*Very little*	9.7	10.3	12.1	11.7	9.3	12%	12%	14%	14%	12%	9%	11%	14%	14%	9%	6%	4%	5%	3%	3%
	Some	24.8	31.6	30.8	29.4	29.7	28%	34%	34%	33%	35%	27%	33%	33%	30%	27%	15%	25%	19%	17%	21%
	Quite a bit	36.8	32.4	35.6	34.9	36.2	35%	31%	35%	33%	32%	41%	35%	53%	56%	41%	37%	32%	38%	40%	38%
	Very much	28.8	25.7	21.5	24.0	24.8	26%	23%	17%	20%	21%	23%	21%	20%	22%	22%	42%	39%	37%	40%	38%
Solving complex real-world problems	*Very little*	16.0	17.0	19.8	15.4	18.6	21%	20%	25%	19%	24%	11%	17%	19%	14%	14%	10%	9%	12%	6%	13%
	Some	29.9	33.0	32.3	34.2	31.8	32%	35%	32%	37%	33%	32%	28%	37%	32%	30%	24%	33%	28%	30%	31%
	Quite a bit	31.7	30.3	30.5	31.3	27.8	31%	29%	28%	29%	28%	33%	35%	44%	54%	28%	33%	29%	36%	37%	27%
	Very much	22.4	19.7	17.5	19.2	21.9	17%	16%	14%	15%	15%	24%	20%	15%	23%	28%	33%	29%	24%	27%	28%
Being an informed and active citizen (societal / political / community)	*Very little*	19.6	21.4	21.1	20.7	20.0	12%	15%	14%	14%	14%	33%	38%	32%	32%	30%	20%	21%	23%	20%	20%
	Some	32.4	31.3	32.5	31.2	34.5	30%	30%	29%	25%	30%	38%	33%	34%	38%	38%	31%	34%	39%	37%	39%
	Quite a bit	29.0	29.0	26.7	28.1	28.8	32%	33%	31%	34%	33%	23%	21%	19%	18%	23%	30%	28%	27%	27%	28%
	Very much	19.1	18.2	19.7	20.1	16.8	26%	23%	26%	27%	24%	6%	8%	14%	11%	9%	19%	17%	10%	16%	13%
How would you evaluate your entire educational experience at this institution?	*Poor*	4.1	4.2	4.1	2.5	3.5	5%	5%	4%	4%	3%	3%	4%	5%	4%	4%	5%	3%	4%	3%	4%
	Fair	18.5	16.7	20.4	16.6	14.5	17%	16%	19%	12%	15%	22%	15%	25%	15%	13%	17%	21%	19%	15%	15%
	Good	48.7	51.1	47.6	46.3	48.7	48%	50%	46%	49%	49%	47%	56%	47%	47%	49%	52%	48%	52%	50%	47%
	Excellent	28.8	28.1	27.8	34.6	33.3	30%	30%	31%	35%	32%	28%	25%	23%	34%	35%	26%	27%	25%	32%	34%
If you could start over again, would you go to the same institution you are now attending?	*Definitely no*	4.4	4.7	3.7	2.7	3.0	4%	5%	4%	3%	3%	3%	2%	4%	5%	3%	6%	5%	4%	3%	5%
	Probably no	13.2	12.9	12.0	10.6	9.8	13%	13%	10%	54%	12%	14%	9%	13%	46%	8%	13%	16%	16%	52%	9%
	Probably yes	39.5	38.0	40.4	36.7	35.7	37%	34%	41%	7%	34%	43%	45%	44%	9%	36%	42%	41%	36%	12%	40%
	Definitely yes	42.9	44.4	43.9	50.0	51.5	46%	48%	46%	36%	52%	40%	44%	40%	40%	54%	39%	37%	44%	33%	47%

Non-indicator items		TRINITY Overall Respondents and Years of Study														
		YEAR 1					YEAR FINAL					POSTGRADUATE TAUGHT				
Questions		*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*	*2020*	*2019*	*2018*	*2017*	*2016*
Asked questions or contributed to discussions in class, tutorials, labs or online	*Never*	9.9	12.6	11.4	13.2	8.1%	10.6	9.6	7.4	6.9	8.3%	3.0	2.7	3.0	2.6	1.8%
	Sometimes	45.4	42.0	47.2	44.0	44.5%	36.3	40.0	40.6	41.1	37.6%	34.2	28.0	28.9	26.7	30.4%
	Often	28.4	25.1	26.6	27.6	29.5%	30.0	30.3	28.6	27.6	32.0%	33.7	33.9	38.3	36.5	31.3%
	Very often	16.3	20.3	14.7	15.1	17.9%	23.1	20.1	23.4	24.4	22.1%	29.1	35.3	29.8	34.3	36.5%
Come to class without completing readings or assignments	*Never*	27.5	26.8	23.7	23.3	23.2%	21.8	20.0	19.1	22.0	19.7%	32.6	31.4	33.0	33.3	36.5%
	Sometimes	50.5	45.2	48.7	46.9	47.0%	48.7	47.6	47.4	45.4	51.3%	53.6	54.0	50.6	49.0	46.6%
	Often	15.0	19.5	18.2	19.5	19.7%	19.1	22.0	23.5	22.7	18.8%	11.0	9.5	11.5	13.9	12.1%
	Very often	6.9	8.5	9.4	10.3	10.1%	10.4	10.4	10.1	9.9	10.2%	2.8	5.0	5.0	3.9	4.7%
Made a presentation in class or online	*Never*	38.3	30.8	35.0	38.8	41.0%	8.1	10.3	12.2	10.9	11.7%	13.2	13.4	15.5	18.9	21.9%
	Sometimes	41.8	47.2	50.9	46.8	41.3%	46.8	45.7	46.0	45.1	46.3%	39.6	42.9	37.5	36.3	38.6%
	Often	14.1	14.8	10.5	11.0	13.2%	27.3	28.6	25.8	29.0	28.8%	28.4	24.7	28.1	26.6	20.4%
	Very often	5.8	7.2	3.6	3.4	4.5%	17.8	15.3	16.0	15.0	13.2%	18.8	19.0	18.9	18.2	19.2%
Improved knowledge and skills that will contribute to your employability	*Never*	10.8	9.3	11.5	9.6	9.2%	6.3	4.1	5.8	5.5	7.6%	2.5	4.6	5.8	2.8	4.3%
	Sometimes	32.8	36.0	38.8	38.8	37.0%	32.0	34.6	36.5	33.5	34.3%	26.6	27.9	27.1	24.2	20.0%
	Often	36.7	33.4	32.4	32.8	35.3%	34.5	38.0	36.4	39.4	35.4%	44.8	41.1	38.2	44.4	40.6%
	Very often	19.7	21.3	17.3	18.8	18.6%	27.3	23.4	21.3	21.6	22.7%	26.1	26.5	29.0	28.6	35.1%
Explored how to apply your learning in the workplace	*Never*	37.8	39.5	41.9	43.6	42.1%	29.1	29.4	24.7	27.8	28.0%	10.4	13.0	12.0	12.3	13.1%
	Sometimes	32.3	33.9	33.9	35.4	32.7%	31.1	33.9	38.0	34.2	37.2%	34.1	29.0	35.7	30.5	28.8%
	Often	19.7	15.8	15.3	13.7	16.9%	22.8	24.1	21.7	24.1	20.2%	35.9	34.5	32.9	33.6	37.5%
	Very often	10.3	10.8	8.9	7.2	8.3%	17.1	12.6	15.6	13.9	14.6%	19.6	23.5	19.3	23.6	20.6%
Exercised or participated in physical fitness activities	*Never*	24.1	22.1	26.4	23.6	21.4%	19.4	18.5	23.7	17.8	20.7%	30.1	29.7	29.0	27.6	24.6%
	Sometimes	30.2	31.3	31.4	33.7	31.2%	30.4	32.3	32.0	32.6	33.5%	33.0	32.9	32.1	31.8	32.4%
	Often	21.3	23.8	21.9	20.0	23.0%	23.7	22.5	23.4	26.3	22.4%	20.6	19.7	20.1	20.2	21.6%
	Very often	24.3	22.8	20.3	22.7	24.3%	26.5	26.7	20.9	23.3	23.4%	16.3	17.7	18.8	20.4	21.4%
Blended academic learning with workplace experience	*Never*	51.2	52.4	53.8	56.8	56.5%	34.3	36.9	32.3	33.1	34.9%	17.0	14.4	19.6	17.0	19.7%
	Sometimes	26.4	26.0	25.9	24.1	23.8%	27.4	24.0	27.0	31.7	29.0%	31.0	29.8	29.0	30.1	29.0%

	Often	12.4	13.3	12.0	12.5	13.3%	19.5	23.3	21.8	19.7	17.2%	31.5	34.1	27.4	30.4	30.3%
	Very often	10.0	8.2	8.3	6.6	6.4%	18.8	15.7	18.9	15.5	18.9%	20.6	21.7	24.0	22.5	20.9%
Worked on assessments that informed you how well you are learning	*Never*	20.5	23.9	22.7	32.1	26.8%	31.4	35.1	34.5	36.6	36.5%	21.8	25.4	23.0	24.8	23.8%
	Sometimes	42.2	42.3	43.4	40.7	39.4%	40.0	38.4	38.4	39.3	38.7%	41.8	37.2	43.1	39.6	37.6%
	Often	28.1	24.8	25.2	21.6	25.7%	22.1	19.8	21.3	17.9	19.9%	27.3	27.8	27.6	27.7	31.3%
	Very often	9.2	9.0	8.7	5.6	8.1%	6.5	6.6	5.8	6.2	4.8%	9.0	9.7	6.3	7.9	7.3%
Memorising course material	*Very little*	11.9	13.7	13.4	14.9	20.6%	17.4	22.5	19.8	16.7	22.6%	35.6	38.1	40.6	36.1	39.7%
	Some	32.8	32.9	34.7	34.6	32.9%	28.9	28.1	30.6	32.6	31.3%	33.1	35.8	33.8	31.9	31.9%
	Quite a bit	33.2	33.4	33.1	32.2	31.1%	29.7	25.3	26.9	28.2	28.8%	22.5	17.9	18.1	23.5	20.8%
	Very much	22.1	20.0	18.8	18.3	15.5%	23.9	24.1	22.7	22.6	17.3%	8.8	8.2	7.5	8.5	7.6%
Work with academic staff on a research project	*Have not decided*	44.8	48.1	43.2	43.3	42.3%	11.7	10.5	10.3	9.0	9.7%	20.7	16.9	16.9	15.1	14.6%
	Do not plan to do	11.5	11.6	12.4	12.4	13.0%	31.1	33.0	32.7	37.5	31.9%	22.9	25.3	23.8	18.3	18.6%
	Plan to do	41.9	39.1	43.8	43.0	43.4%	5.8	5.2	6.2	7.5	5.7%	27.8	30.2	28.6	29.8	23.1%
	Done or in progress	1.8	1.1	0.6	1.3	1.2%	51.4	51.3	50.8	46.0	52.7%	28.6	27.6	30.7	36.8	43.7%
Community service or volunteer work	*Have not decided*	28.0	22.2	24.1	22.5	19.8%	16.6	17.1	12.4	12.2	13.0%	26.7	23.8	23.1	20.7	20.4%
	Do not plan to do	8.7	9.0	9.6	8.2	9.8%	37.5	32.8	35.2	33.1	35.9%	33.1	35.7	41.7	37.9	39.7%
	Plan to do	46.4	50.7	47.5	52.3	48.4%	14.9	13.8	13.2	12.1	11.5%	24.3	21.9	16.5	19.4	18.1%
	Done or in progress	16.9	18.1	18.8	17.0	22.0%	31.0	36.3	39.3	42.6	39.5%	15.8	18.6	18.6	22.0	21.8%
Spending significant amounts of time studying and on academic work	*Very little*	3.1	4.0	5.5	3.9	4.2%	2.2	2.9	0.2	2.0	2.8%	4.2	1.5	3.5	4.3	3.7%
	Some	18.4	17.2	21.9	19.3	21.4%	11.8	16.5	16.1	10.2	17.6%	20.5	20.4	22.2	14.8	22.5%
	Quite a bit	49.4	50.1	43.4	49.1	47.2%	40.0	37.9	40.9	41.7	42.4%	43.4	49.9	42.2	47.4	42.2%
	Very much	29.1	28.6	29.1	27.7	27.2%	45.9	42.8	42.8	46.2	37.1%	31.9	28.1	32.0	33.6	31.6%
Writing clearly and effectively	*Very little*	19.8	20.7	20.5	21.5	23.6%	9.1	8.3	8.5	7.0	7.7%	9.0	10.3	9.6	6.6	8.4%
	Some	35.8	35.0	38.0	34.0	34.3%	23.4	18.4	21.9	19.9	21.9%	26.9	25.9	29.1	25.6	23.9%
	Quite a bit	33.0	28.5	30.6	31.4	29.6%	35.3	37.2	35.8	38.3	37.6%	39.6	40.6	35.0	42.7	44.7%
	Very much	11.4	15.8	10.9	13.1	12.6%	32.1	36.1	33.8	34.8	32.8%	24.4	23.2	26.3	25.2	23.0%
Speaking clearly and effectively	*Very little*	25.1	26.6	26.6	27.4	27.1%	13.0	10.0	9.8	9.7	11.2%	12.4	15.6	15.0	13.8	10.0%
	Some	33.7	31.5	35.8	34.2	33.2%	28.8	27.6	28.5	28.9	23.4%	28.6	27.0	29.6	29.2	34.4%
	Quite a bit	29.9	28.0	26.2	24.5	28.1%	34.6	39.8	33.5	34.5	39.3%	39.1	38.7	36.5	35.5	35.8%
	Very much	11.4	13.9	11.4	13.9	11.5%	23.6	22.6	28.3	27.0	26.1%	20.0	18.7	18.9	21.6	19.8%
Thinking critically and analytically	*Very little*	5.7	4.5	4.6	6.4	5.7%	2.2	2.0	1.5	2.0	2.8%	4.1	4.4	6.7	3.4	3.8%
	Some	20.2	22.1	23.4	18.8	18.2%	14.9	11.4	10.3	11.0	11.3%	17.9	19.2	18.0	18.0	19.4%
	Quite a bit	40.7	39.2	42.1	38.9	42.4%	32.9	34.3	36.5	33.1	35.6%	45.3	41.5	42.2	40.7	38.1%

	Very much	33.5	34.2	29.9	36.0	33.7%	50.0	52.2	51.7	54.0	50.4%	32.7	34.9	33.1	37.9	38.7%
Analysing numerical and statistical information	*Very little*	26.8	27.8	28.7	24.8	25.3%	24.5	25.9	26.3	25.4	24.8%	24.3	27.1	28.3	26.1	20.0%
	Some	25.8	28.1	26.9	26.0	28.9%	23.9	29.7	25.3	25.3	26.3%	26.6	32.1	33.3	29.2	31.9%
	Quite a bit	26.8	24.0	26.2	25.4	25.7%	22.8	21.3	22.1	22.5	22.0%	31.8	24.5	25.8	26.2	29.0%
	Very much	20.6	20.2	18.2	23.8	20.1%	28.9	23.1	26.3	26.7	27.0%	17.3	16.3	12.7	18.4	19.2%
Acquiring job- or work-related knowledge and skills	*Very little*	22.5	25.3	24.8	25.0	22.0%	16.7	19.2	12.7	16.9	18.8%	10.6	13.8	13.0	10.2	9.5%
	Some	32.4	31.8	38.0	34.5	33.7%	29.4	34.2	37.6	32.7	32.6%	31.7	25.4	29.0	30.7	32.2%
	Quite a bit	24.6	25.1	23.6	23.7	26.0%	29.6	22.9	29.7	28.7	26.1%	35.8	38.2	35.3	33.9	31.6%
	Very much	20.6	17.8	13.6	16.8	18.3%	24.4	23.8	19.9	21.8	22.6%	21.9	22.6	22.7	25.2	26.6%
Working effectively with others	*Very little*	9.4	11.1	12.8	14.2	10.7%	8.8	8.0	8.3	8.5	7.4%	10.8	11.0	15.1	11.6	8.4%
	Some	26.5	33.0	35.3	27.9	29.6%	24.3	30.5	28.5	31.0	29.8%	22.9	30.3	25.3	29.9	29.7%
	Quite a bit	36.4	31.5	33.1	36.5	35.4%	36.7	34.1	35.9	33.3	35.9%	37.4	32.3	39.8	34.2	39.4%
	Very much	27.8	24.4	18.8	21.4	24.3%	30.3	27.4	27.3	27.2	27.0%	28.9	26.4	19.8	24.3	22.5%
Solving complex real-world problems	*Very little*	19.0	20.4	24.5	18.9	19.4%	15.7	12.1	12.7	12.0	18.2%	12.1	16.0	19.2	13.5	16.8%
	Some	30.0	31.3	33.1	34.3	33.7%	28.4	34.4	31.6	35.5	30.7%	31.0	34.3	31.6	32.7	28.1%
	Quite a bit	28.7	30.0	26.9	30.4	24.5%	29.6	32.1	35.3	30.7	30.4%	37.6	29.3	31.5	33.2	32.5%
	Very much	22.3	18.4	15.5	16.4	22.3%	26.4	21.4	20.4	21.7	20.7%	19.3	20.3	17.7	20.5	22.7%
Being an informed and active citizen (societal / political / community)	*Very little*	21.5	23.6	22.4	23.3	19.3%	20.2	18.9	19.3	18.8	23.2%	16.5	20.3	21.0	18.7	16.3%
	Some	32.8	32.5	34.6	32.4	35.6%	30.7	26.8	29.3	30.6	33.2%	33.1	33.6	32.2	30.0	33.6%
	Quite a bit	27.6	26.2	25.4	26.4	28.7%	28.6	31.3	25.7	28.5	28.3%	31.1	31.4	30.3	30.2	29.7%
	Very much	18.1	17.7	17.6	17.9	16.4%	20.6	22.9	25.8	22.2	15.3%	19.2	14.7	16.5	21.1	20.3%
How would you evaluate your entire educational experience at this institution?	*Poor*	4	3.0	3.8	1.6	2.4%	5.4	4.1	5.3	2.1	4.8%	4.9	6.2	3.3	4.3	4.1%
	Fair	18	14.6	18.4	17.2	13.5%	23.7	17.6	21.4	16.4	15.3%	20.3	19.2	23.1	15.9	15.9%
	Good	49	52.5	50.4	48.4	49.8%	48.1	55.2	46.3	46.2	49.4%	48.7	45.0	44.0	43.1	44.5%
	Excellent	29	30.0	27.4	32.8	34.4%	22.8	23.1	26.9	35.3	30.4%	26.1	29.7	29.6	36.6	35.5%
If you could start over again, would you go to the same institution you are now attending?	*Definitely no*	4	1.9	1.4	0.9	1.1%	6.6	7.0	4.0	3.5	4.9%	5.5	7.0	7.4	4.5	5.2%
	Probably no	13	7.8	9.7	7.6	7.5%	16.0	16.0	16.6	12.7	11.2%	16.8	18.0	10.9	13.0	14.2%
	Probably yes	40	38.6	41.4	36.3	34.9%	42.5	37.5	36.3	37.7	38.8%	42.8	37.6	43.5	36.2	32.6%
	Definitely yes	43	51.7	47.4	55.2	56.5%	34.9	39.5	43.1	46.1	45.2%	35.0	37.4	38.2	46.3	48.0%

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

StudentSurvey.ie Report

2019/20

Prof. Catherine McCabe
Dean of Students

Date: October 2020

StudentSurvey.ie Structure

9 Indicators (67 questions) score out of 60 ***(page 31).***

22 non-indexed questions score out of 100 ***(page 32).***

Open comments ***(pages 34-47).***

Results presented as:

- Overall TCD vs average Other Irish University scores
- Cohort comparisons within Trinity (i.e. 1st year vs. Final year vs. PGT)
- Faculty comparisons within Trinity (i.e. AHSS vs. FEMS vs. HS)

Focus Areas: Global Perspective and the Postgraduate Taught Student Experience.

General

Response Rates 2019/20

- Overall 11% increase (34% in 2020 compared to 23% in 2015)
- 1st Year 43%(+17%); Final Year 31% (+9%); PGT 28% (+ 9%)

Demographics

- Gender: Male 33%, Female 67%
- Age: < 25yrs (64%) and >25yrs + (36%)
- Domicile: Irish 73%; Non-Irish 27%
- Mode of Study: Full-time 92%, Part-time 8%

Overall: TCD vs. Irish Universities

Index *(scores out of 60)*	Questions	ISSE	TCD	+/-
Higher Order Learning	4	37.7	38.0	+0.3
Reflective and Integrative Learning	7	32.7	33.8	+1.1
Quantitative Reasoning	3	21.6	22.4	+0.8
Learning Strategies	3	32.6	33.1	-0.5
Collaborative Learning	4	30.5	30.7	+0.2
Student-Faculty Interaction	4	12.6	12.5	-0.1
Effective Teaching Practices	5	34.5	33.1	-1.4
Quality of Interactions	5	38.1	36.9	-1.2
Supportive Environment	8	29.0	28.3	-0.7
Non-indexed questions	22			

Comparison of Cohorts (JF, Final Year, PGT)

Index	TCD average	YR1	YRF	PGT
Higher Order Learning	38.0	36.4	37.9	40.2
Reflective and Integrative Learning	33.8	31.5	34.3	36.7
Quantitative Reasoning	22.4	20.6	23.8	23.7
Learning Strategies	33.1	32.9	31.8	34.4
Collaborative Learning	30.7	30.5	30.9	30.6
Student-Faculty Interaction	12.5	7.8	15.2	16.9
Effective Teaching Practices	33.1	32.2	31.9	35.3
Quality of Interactions	36.9	36.6	33.3	40.4
Supportive Environment	28.3	29.7	24.5	29.6

Faculty Comparisons

Index	TCD average	AHSS	FEMS	HS
Higher Order Learning	38.0	39.2	36.0	37.6
Reflective and Integrative Learning	33.8	36.4	28.8	33.9
Quantitative Reasoning	22.4	20.0	28.5	20.5
Learning Strategies	33.1	33.9	30.7	33.9
Collaborative Learning	30.7	29.8	32.7	30.3
Student-Faculty Interaction	12.5	13.5	10.1	13.2
Effective Teaching Practices	33.1	34.8	31.2	31.3
Quality of Interactions	36.9	37.6	35.9	36.4
Supportive Environment	28.3	29.7	27.0	26.8

Global Perspective

	Indicators	***Questions***	***India***	***China***	***USA***	***TCD***
India	Collaborative Learning	*'worked with other respondents on projects or assignments'*	84%	71%	48%	53%
China	Effective Teaching Practices	*'provided prompt and detailed feedback on tests or completed assignments'*	54%	63%	25%	49%
USA	Reflective and Integrative Learning	*'connected learning to problems or issues in society'*	54%	43%	70%	56%

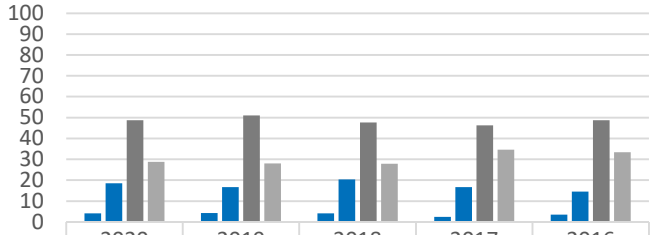
Postgraduate Taught Respondents

'Meet the changing student profile within the lifetime of this strategic plan by instituting a major and systemic renewal of all facets of postgraduate education' (Strategic Plan, 3.4)

	Question *(some/or more)*	2015/16	2019/20
Skills Attainment	'working effectively with others' *(some/very often)*	92%	89%
Teaching and Learning	*'come to class without completing readings or assignments' (sometimes/very often)*	63%	67%
Workplace Readiness	*'blended academic learning with workplace experience' (sometimes/very often)*	80%	83%
Relationships with academic staff	*'discussed course topics, ideas, or concepts with academic staff outside of class' (sometimes/very often)*	76%	72%
Overall Satisfaction	*'how would you evaluate your entire educational experience at this Institution? (good/excellent)*	80%	75%

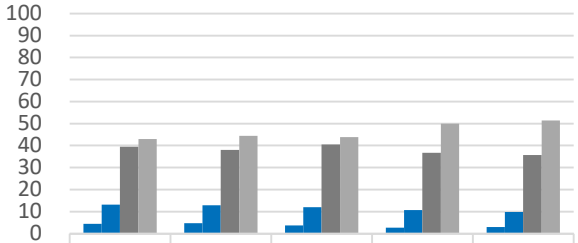
Overall Satisfaction

2020-2016 - How would you evaluate your entire Education Experience (Non-Indicator Q 21)



	2020	2019	2018	2017	2016
Poor	4.1	4.2	4.1	2.5	3.5
Fair	18.5	16.7	20.4	16.6	14.5
Good	48.7	51.1	47.6	46.3	48.7
Excellent	28.8	28.1	27.8	34.6	33.3

2020-2016 - Start again in same institution (Non-Indicator Q.22)



	2020	2019	2018	2017	2016
Definitely no	4.4	4.7	3.7	2.7	3.0
Probably no	13.2	12.9	12.0	10.6	9.8
Probably yes	39.5	38.0	40.4	36.7	35.7
Definitely yes	42.9	44.4	43.9	50.0	51.5

Withdrawal

- 82% of respondents answered the question on withdrawal (n= 2,593)
- 69% had not considered withdrawing from Trinity
- Top three reasons provided were
  (i) personal or family reasons (10%)
  (ii) other reasons (9%) and
  (ii) transfer to another institution (8%)

'Concerned whether I can continue with year 2 of my Masters - financial reasons due to COVID-19'

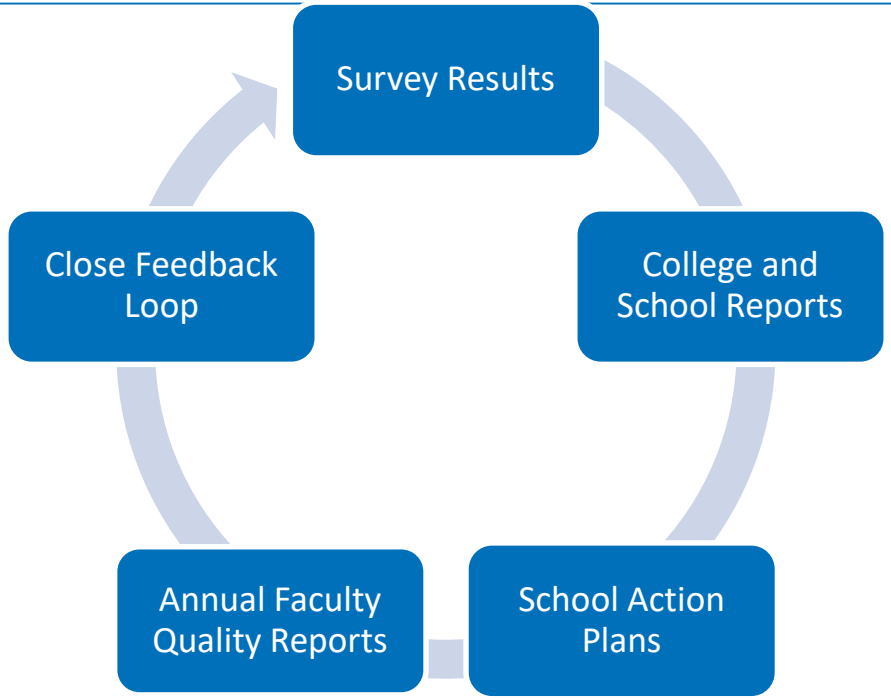
'Yes, due to stress of course and lack of support from institution'

Results relevant to the Graduate Attributes *(some/v often)*	2019/ 2020	2016/ 2017
1. To Think Independently		
Examined the strengths and weaknesses of your own views on a topic or issue	55%	50%
Thinking critically and analytically *(sometimes/very often)*	96%	96%
Solving complex real-world problems *(sometimes/very often)*	84%	82%
2. To Communicate Effectively		
Made a presentation in class or online	77%	72%
Writing effectively	86%	84%
Speaking clearly and effectively	82%	81%

Graduate Attributes cont/d

	2019/ 2020	2016/ 2017
3. To Develop Continuously		
Improved knowledge and skills that will contribute to your employability	93%	92%
Explored how to apply your learning in the workplace *(sometimes/very often)*	73%	68%
Acquiring job or work related knowledge and skills	83%	81%
4. To Act Responsibly		
Connected your learning to problems or issues in society	90%	86%
Included diverse perspectives in discussions and assignments *(sometimes/very often)*	76%	73%
Community service or volunteer work *(plan to do/done/in progress)*	52%	59%

Quality Enhancement using the National Student Survey Results



Strategic Plan 2020-2025 Goal 2.11

Introduce robust procedures for addressing issues that arrive from student surveys.

School Action Plans were introduced for the 2018/19 Annual Faculty Quality Reports.

Schools asked to outline actions taken in response to National Student Survey.ie outcomes.

Consolidated 2018/19 Faculty Report and Action Plans discussed at Council 30th September 2020.

Council recommendation that Actions Plans be monitored at School and Faculty level

Impact on Survey outcomes at College/School level to be monitored for improvement in results.

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

Thank You