



University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

StudentSurvey.ie (2019)

RESULTS REPORT: University College Cork



University Student Survey Board

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EXECUTIVE SUMMARY

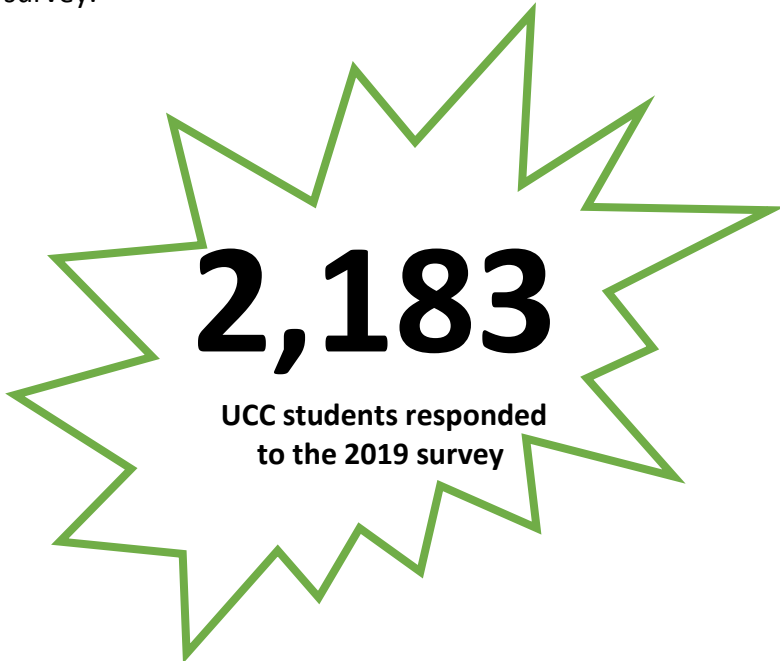
StudentSurvey.ie (Irish Survey of Student Engagement) takes place each February – March and invites responses from first year undergraduate, final year undergraduate, and taught postgraduate (PGT) students in 27 higher education institutes in Ireland. The survey is designed specifically to gather data on student experience in higher education institutions, and it provides valuable feedback that is essential for the internal Quality Enhancement processes. It should be noted that StudentSurvey.ie data is best used as a series of signposts to explore why students may have reported certain forms of engagement. For the purposes of StudentSurvey.ie, student engagement reflects two key elements:

- 1) Amount of time and effort students put into their studies and other educationally beneficial activities
- 2) How institutions deploy resources and organise curriculum and learning opportunities to encourage students to participate in meaningful activities linked to learning

The survey consists of 67 questions, grouped by the engagement indicator to which they relate; scores are calculated from the responses to the multiple questions that relate to that indicator. The Higher Education Authority (HEA) encourages institutions to interrogate the institution-level data in order to provide a local context of the results. This report presents University College Cork's results from the 2019 survey.

WHAT IS STUDENT ENGAGEMENT?

The term 'student engagement' is used in educational contexts to refer to a range of related, but distinct, understandings of the interaction between students and the higher education institutions they attend. Most, if not all, interpretations of student engagement are based on the extent to which students actively avail of opportunities to involve themselves in 'educationally beneficial' activities and the extent to which institutions enable, facilitate and encourage such involvement.



2,183

**UCC students responded
to the 2019 survey**

UCC RESPONDANT CHARACTERISTICS

Response Rate

The UCC response rate for 2019 was **18.1%** which is an increase on the 2018 response rate of **13.9%** but UCC continues to be one of the lowest ranking institutions in the country with an overall response rate ranking of 26/27, and the lowest ranked of the responding universities (figure 1.1).

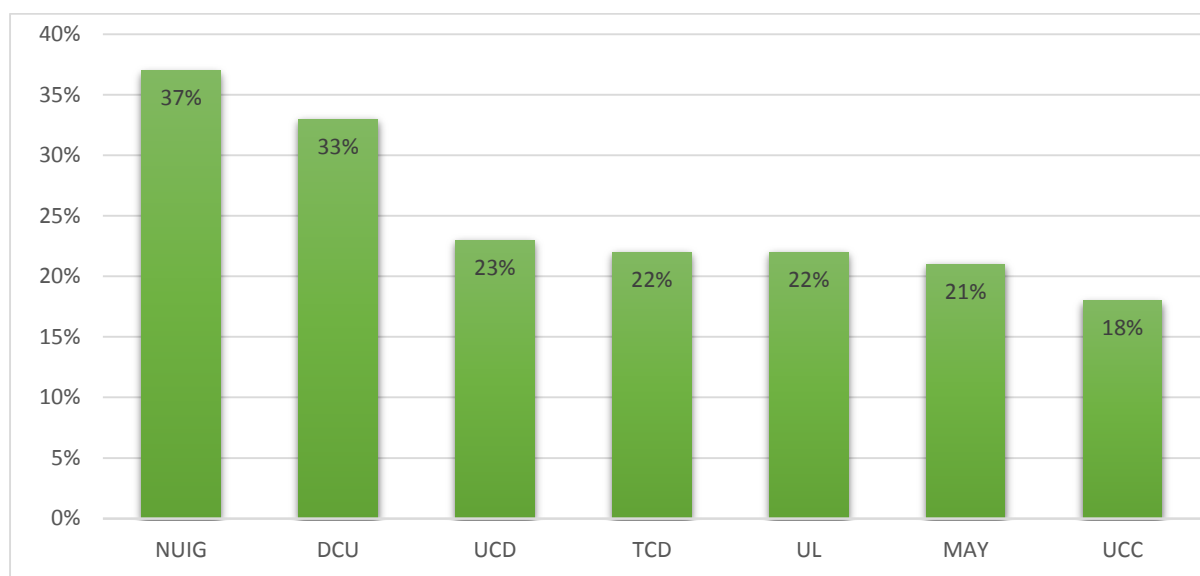


Figure 1.1 – University participation in StudentSurvey.ie (2019)

Figure 1.2 presents the profile of all UCC survey responders. By far the highest response rate was from the first year undergraduates (25.5% of the available survey population at UCC). The results show that a respondent is most a female Irish student, under 23 years of age, in her first year of study. The pattern is similar to the participants in other universities in terms of their domicile and gender (UCC has a higher female response rate). With regard to year of study, a lower proportion of UCC students responded compared to other universities, although the pattern from 1st year undergraduate to postgraduate taught students is consistent with the pattern of other universities the drop off between final year and post graduate study is less evident in UCC.

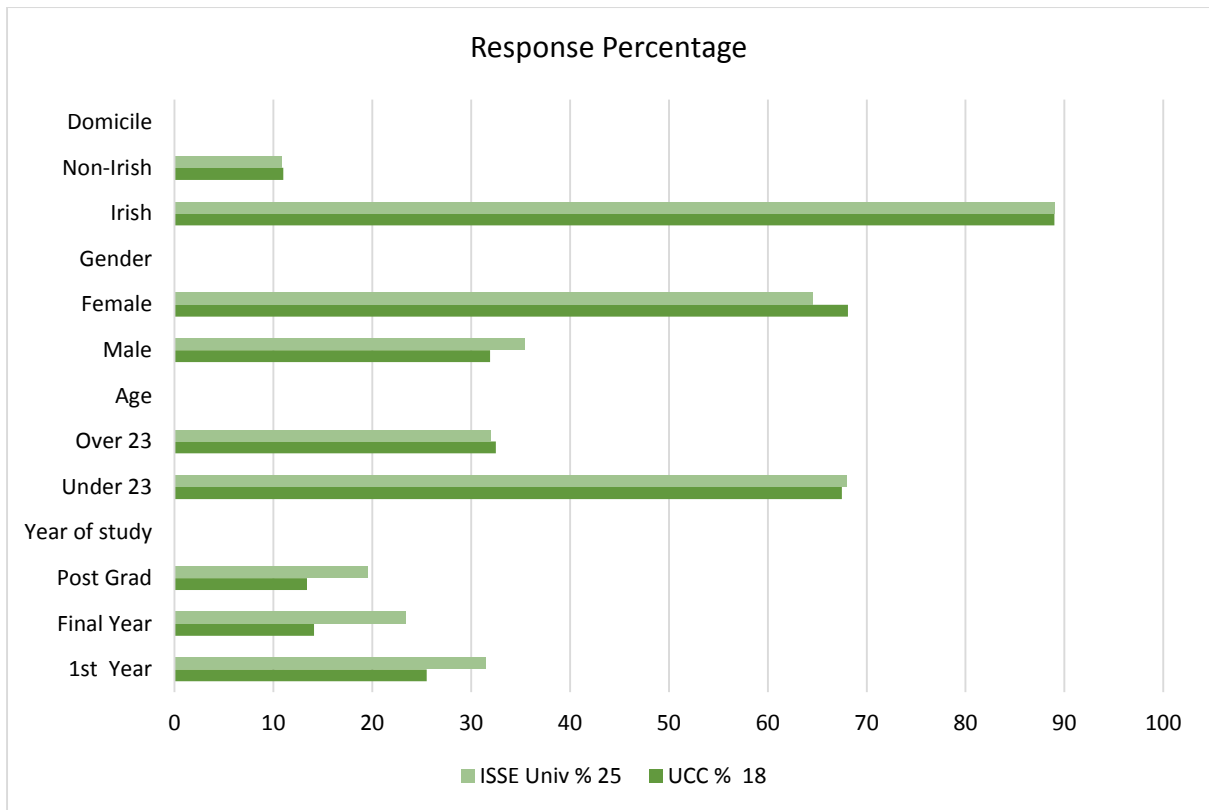


Figure 1.2: Demographic characteristics of the UCC Sample

COLLEGE-LEVEL RESPONSE RATES

12,035 students were invited to participate in the 2019 survey (figure 1.3). The fieldwork was conducted in spring 2019, launching at UCC on Monday 4th March 2019 and remaining open until Sunday 24th March. All eligible students were emailed an invitation to participate in this survey. Participation was voluntary, the survey was implemented online, and respondents were ensured confidentiality. The initial email was followed by reminders, sent out each week the survey was open in conjunction with a targeted campus-wide, and social media, campaign.

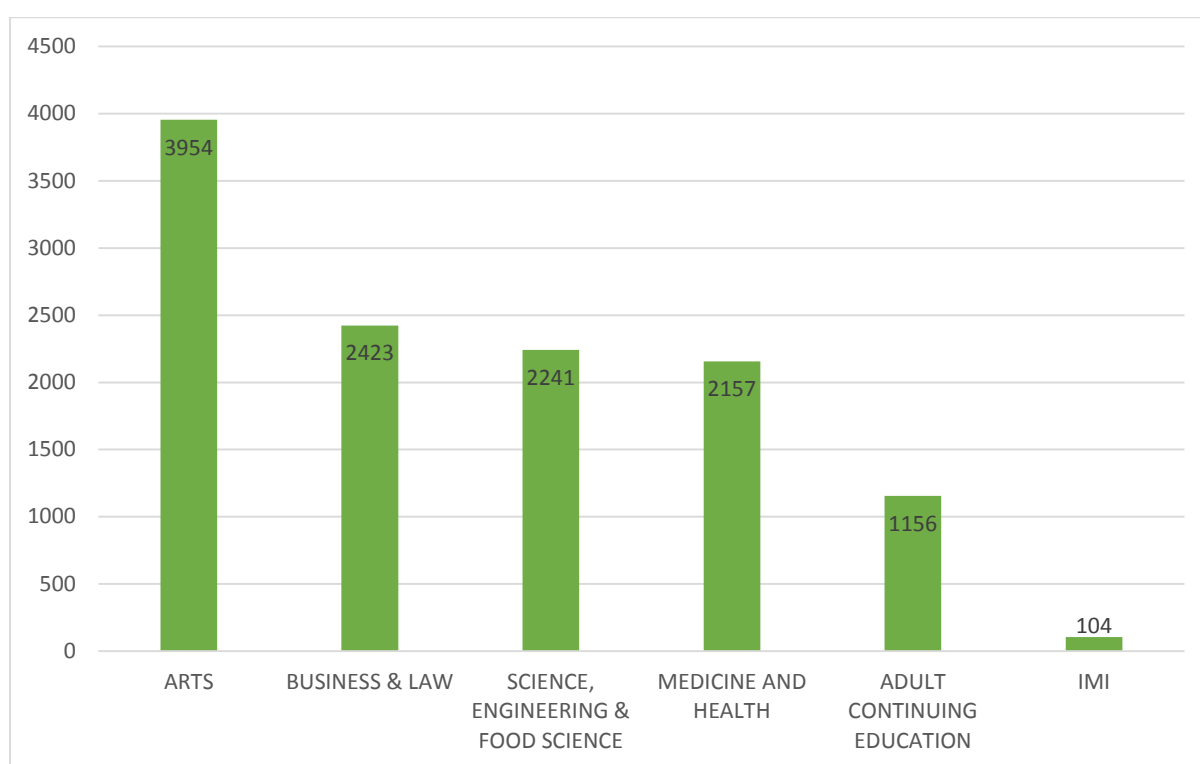


Figure 1.3: Number of eligible students by College/entity

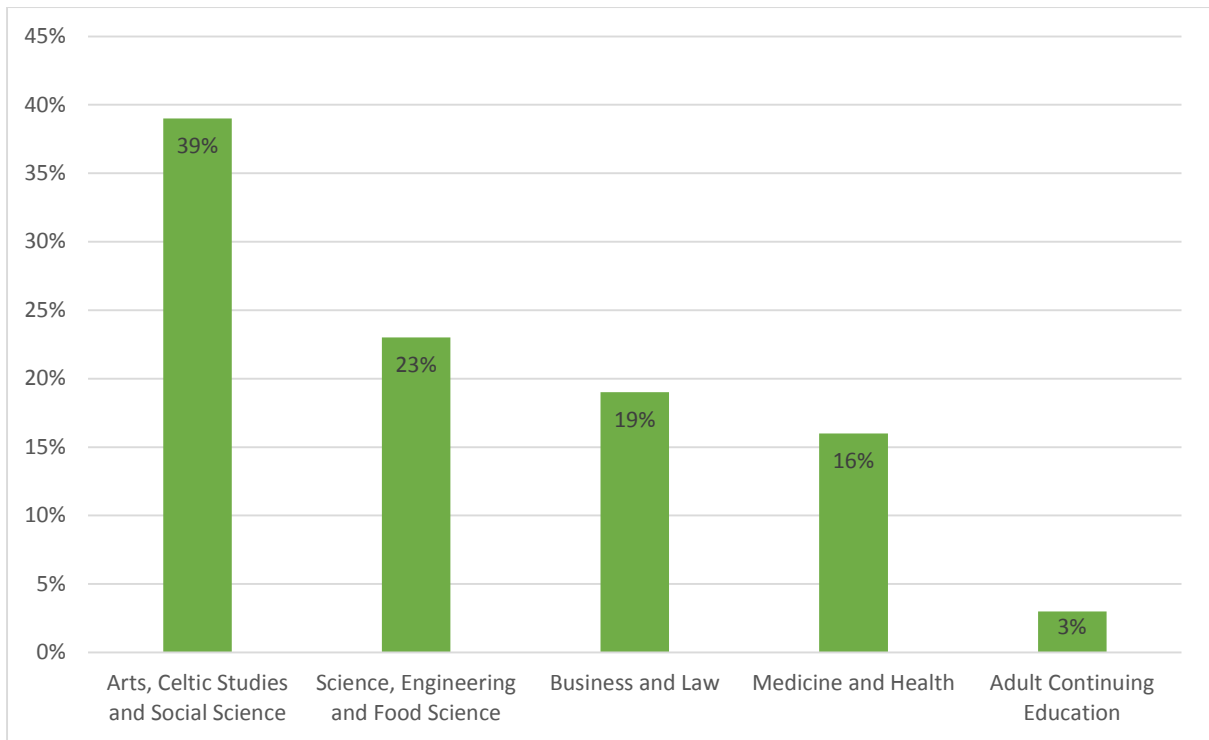


Figure 1.4: Response rate by College

Figure 1.4 shows a breakdown of the percentage of respondents by College. In total, 2,465 students accessed the survey, however a significant number (282) did not complete a sufficient number of questions to be included in the analysis. The remaining 2,183 students either completed all the questions or a sufficient amount to be included as a valid response.

Table 1.1: Response rate by School

College	School	Responses (#)	All (%)
Adult Continuing Education	ADULT CONTINUING EDUCATION	82	3.76
Arts, Celtic Studies and Social Science	ACCOUNTING AND FINANCE	16	0.73
	APPLIED PSYCHOLOGY	69	3.16
	APPLIED SOCIAL STUDIES	34	1.56
	ARCHAEOLOGY	2	0.09
	ART HISTORY	4	0.18
	CLASSICS	1	0.05
	DRAMA AND THEATRE STUDIES	12	0.55
	EDUCATION	57	2.61
	ENGLISH	33	1.51
	FACULTY OF ARTS ¹	520	23.82
	FILM AND SCREEN MEDIA	16	0.73
	FRENCH	1	0.05
	GEOGRAPHY	2	0.09
	GERMAN	1	0.05
	GOVERNMENT AND POLITICS	27	1.24
	HISTORY	10	0.46
	MODERN IRISH	4	0.18
	MUSIC	34	1.56
	PHILOSOPHY	4	0.18
	PLANNING AND SUSTAINABLE DEVELOPMENT	12	0.55
	SCHOOL OF LANGUAGES	1	0.05
	SOCIOLOGY	5	0.23
SPANISH, PORTUGUESE AND LATIN AMERICAN STUDIES	3	0.14	
UCC CENTRE FOR CHINESE STUDIES	2	0.09	
BUSINESS INFORMATION SYSTEMS	17	0.78	
Business and Law	ECONOMICS	22	1.01
	FACULTY OF COMMERCE	216	9.89
	FOOD BUSINESS AND DEVELOPMENT	10	0.46
	MANAGEMENT AND MARKETING	19	0.87
	SCHOOL OF LAW	101	4.63
	COLLEGE OF MEDICINE AND HEALTH	197	9.02
Medicine and Health	EPIDEMIOLOGY AND PUBLIC HEALTH	27	1.24
	MEDICAL EDUCATION UNIT	4	0.18
	SCHOOL OF MEDICINE	13	0.60
	SCHOOL OF NURSING AND MIDWIFERY	96	4.40
	SCHOOL OF PHARMACY	1	0.05
	SPEECH AND HEARING SCIENCES	4	0.18

¹ Survey data is aligned to the current hierarchy within UCC as derived by our Student Registration System (ITS)

	APPLIED MATHEMATICS	1	0.05
Science, Engineering and Food Science	ARCHITECTURE	4	0.18
	CIVIL AND ENVIRONMENTAL ENGINEERING	1	0.05
	COMPUTER SCIENCE	24	1.10
	EDUCATION ²	4	0.18
	ELECTRICAL AND ELECTRONIC ENGINEERING	7	0.32
	ENVIRONMENTAL SCIENCE	4	0.18
	FACULTY OF ENGINEERING	34	1.56
	FACULTY OF FOOD SCIENCE AND TECHNOLOGY	74	3.39
	FACULTY OF SCIENCE	316	14.48
	FOOD AND NUTRITIONAL SCIENCES	5	0.23
	MATHEMATICS	3	0.14
	MICROBIOLOGY	14	0.64
	PROCESS AND CHEMICAL ENGINEERING	2	0.09
	SCHOOL OF BEES	6	0.27
	SCHOOL OF CHEMISTRY	5	0.23

Table 1.1 shows a full breakdown of responses by School/Department; a higher response rate may be preferred and a number of things can be done to try to achieve this. Among the most important are:

- Help students understand the value of their response and how it matters;
- Closing the feedback loop – showing students that their responses will be read and acted upon;
- Incorporate ‘*survey time*’ into class time during the time the survey is live;
- Using a well-designed and targeted social media campaign at School/Department level;
- Sending out notifications and reminders at appropriate intervals;
- Use of incentives at a local level.

² Listed here as per the classification of the BSc (Hons) Science Education programme aligned to the College of Science, Engineering and Food Science.

QUALITATIVE DATA

Open-ended questions

This chapter presents an evaluation of the self-reported qualitative feedback from students which require them to reflect on their meaningful and purposeful educational activities and experiences and the extent to which UCC provides such opportunities and encourage students to engage with them.

Students were not limited to a pre-determined set of possible answer choices so we collected a rich pool of genuine opinions from our student cohorts on. Specific questions asked were:

- 1) What UCC does best to engage students in learning?
- 2) What could UCC do to improve students' engagement in learning?
- 3) Have you ever seriously considered withdrawing from your degree programme?
- 4) If yes, what were your reasons for this?

Refer to Appendix A for sample open comments (randomised, all cohorts) for questions 1 and 2.³

1. What UCC does best to engage students in learning?

603 students provided responses to this qualitative question and the responses denote an alignment with UCC's performance in all indicator scores.

Of the responses, the overwhelming majority of the comments about overall organization of module tutorials were positive. Respondents liked when their tutorials were in a structured environment where they can discuss emerging issues, solve problems and to learn new strategies and techniques from instructors and peers.

When asked in a supplementary quantitative survey question, how confident UCC students felt in attending tutorials, 76% reported that they were '*very confident*' or '*confident*'.

³ Sample open comments of qualitative feedback provided in Appendix A

Table 2.1: Response rate by Cohort

Data Key	PGT	Y1	YF	Total
Very confident	70	124	86	280
Confident	80	115	63	258
Neutral	31	41	14	86
Somewhat confident	12	41	8	61
Not at all confident	3	11	4	18
Total number of responses by cohort	196	332	175	703

Table 2.1 shows how UCC students responded by cohort. It suggests that the system/organisation of tutoring in place meets the needs of our students across all cohorts, with positive response rates of 76% for Postgraduate Taught students, 71% for First Year students and 85% for Final Year students respectively. Overall, this tells us that the students are satisfied with the assistance that they receive.

Academic teaching staff were all rated highly by respondents and they were described as being knowledgeable, enthusiastic and their expertise within their field of study was apparent. They agreed that staff were in general, easy to reach when needed and provided them with information and tools to encourage learning.

Student support services are seen as a positive investment, which is significant given the sector focus on student wellbeing support. Additionally, support from the skills centre was praised highly for providing additional supports to students in improving the literacy skills, essential study skills and improving their self-confidence to engage with their learning.

Respondents were very pleased with the teaching and non-teaching facilities available to them on campus and rated their campus experience within the Institute as very good. They expressed satisfaction with a variety of academic and general facilities and services, such as library and athletic facilities, academic advising and university residences, as well as specific IT services provided by the institution. Unsurprisingly, the Boole library was described as “*excellent*”, “*well-stocked*” with a wide range of “*self-learning facilities*” while the Student’s

Union and Societies were praised for engaging students and creating awareness of important issues coupled with the social aspect of college life which ultimately contributed to a well-rounded university experience.



Figure 2.1: Engagement drivers

2. *What could UCC do to improve students' engagement in learning?*

560 students provided responses to this question; three main thematic areas emerged: assessment, feedback and lecture sizes.

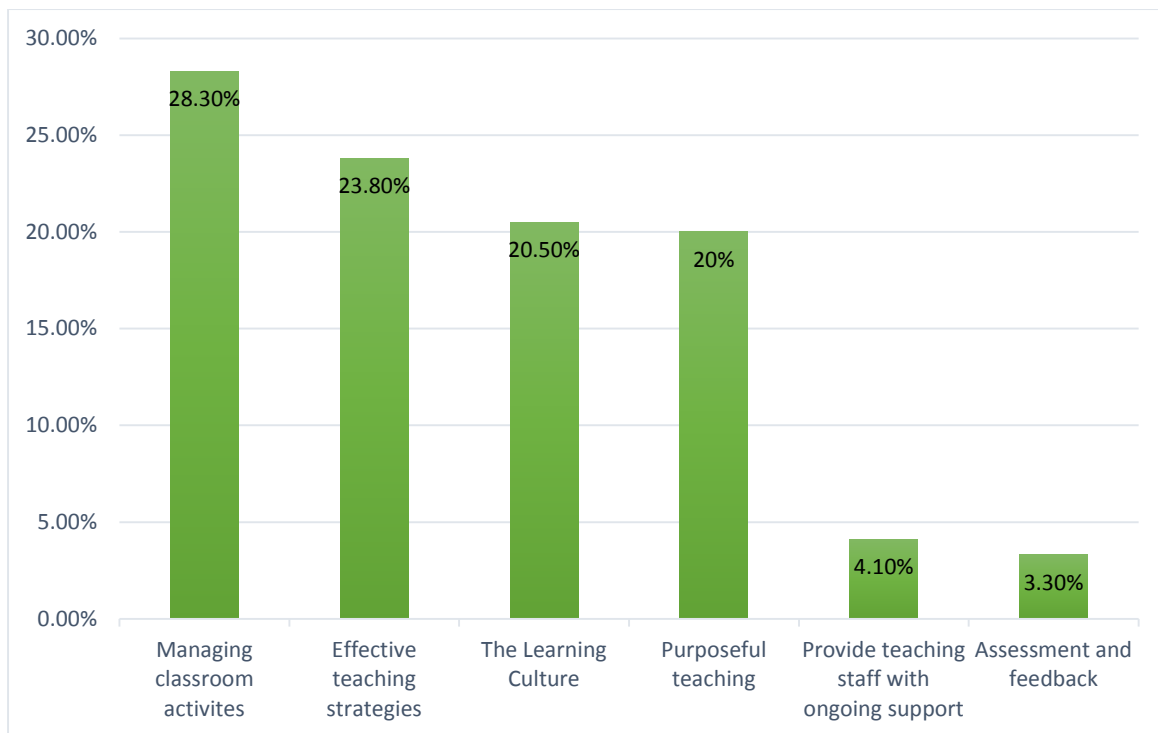


Figure 2.2: Improvements in teaching (sub-categories)

3. Have you ever seriously considered withdrawing from your degree programme?

737 students provided responses to this question with the majority (in excess of 60%) reporting that they had not seriously considered withdrawing from their programme of study.

4. If yes, what were your reasons for this?

For those students who reported that it had been a consideration, the following reasons were highlighted (figure 2.3)

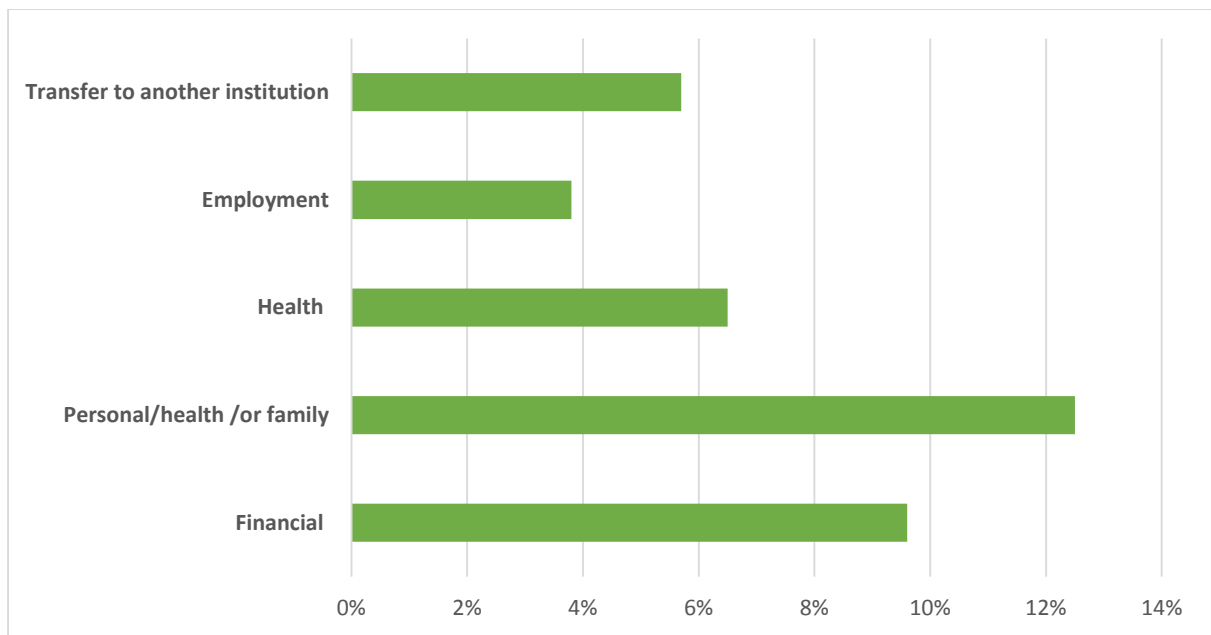


Figure 2.3 – reasons for withdrawing from degree programme at UCC

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

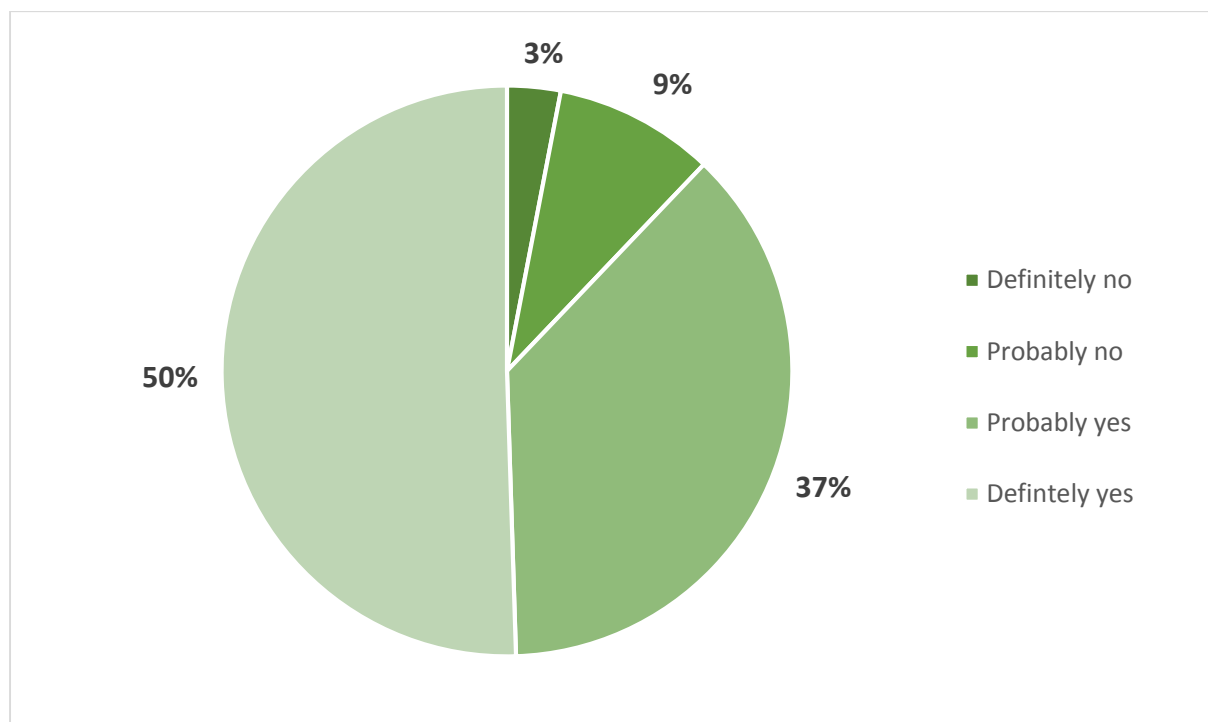


Figure 2.4 - Same Institution (Base: All respondents)

In assessing the choices that are available to our students, we can see that given the chance again, they would not have chosen to attend a different institution. A high proportion of students (87%) are content with their choice and feel that UCC effectively supports them to be an independent learner. Some student reflections include;

- *“I’m learning a lot, doing well and enjoying it”*
- *“Easy to access from home. Very relevant information. Great feeling of achievement”*
- *“I feel privileged to have had this opportunity!”*

6. *To what extent are you satisfied with your programme of study?*

In excess of 80% of students who responded to this question, reported that they were 'very satisfied' or 'satisfied' with their programme of study. Refer to Appendix B for information on respondents individual programmes⁴.

Furthermore, 73% of respondents stated that they were 'very confident' or 'confident' that they are making the most of the opportunity to study for a qualification at University. Some student reflections include;

- *"I am very satisfied with the content of my programme because it reflects current requirements of pharmaceutical industry"*
- *"I really enjoy the modules, the lecturers are great and I am learning a lot"*
- *"I am very happy with my course as it has provided me with great learning and experience"*
- *"I love the course I'm doing and I'm so happy I got the chance to do it"*

⁴ Full listing of individual programmes provided in Appendix B

UCC-SPECIFIC QUESTIONS (2019)

The ability to analyse student responses in a comparative context, as well as to learn what students have experienced in the current year, makes Student Survey a powerful evaluative asset. Across a wide range of key measures, students remain very positive about their experience. UCC adds several experimental questions to the core survey each year in order to deepen the understanding of a particular issue. The 2019 survey's experimental questions sought information about assessment mechanisms, and about students' awareness of and interaction with their learning using different approaches.

The report shows that teaching remains the key factor which influences students' perception of engagement, and it is very encouraging to see students reporting more favourably in this area. This is an area that we have specifically highlighted previously as needing more emphasis, so that students are supported effectively in their independent learning. Perceptions of learning gain in particular are very strong, as are impressions of adequate staff-student interactions and contact hours.

During the current academic year, how often does academic assessment include:

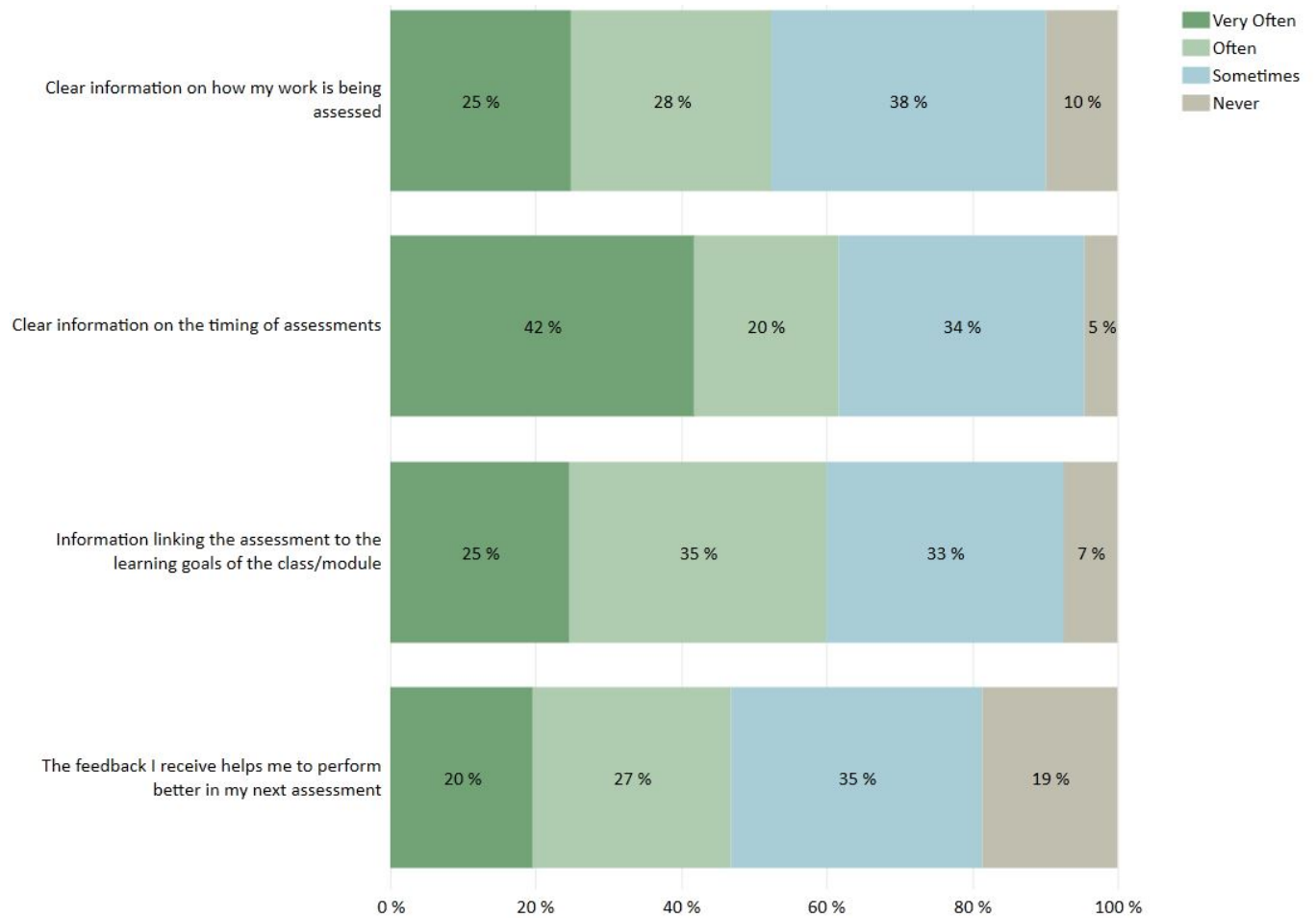


Figure 2.5 – Assessment indicators (Base: All respondents)

This year’s outcomes highlight positive shifts in student opinion, with evidence that the university experience is largely a challenging but rewarding one. Having our students reflect on their learning and learning experiences are crucial to both student development, as well as acting as a driver for change. For example; some Schools and Departments have adopted a workload timetable in order to distribute assignment deadlines providing balance across student workloads.

How much does your institution emphasise:

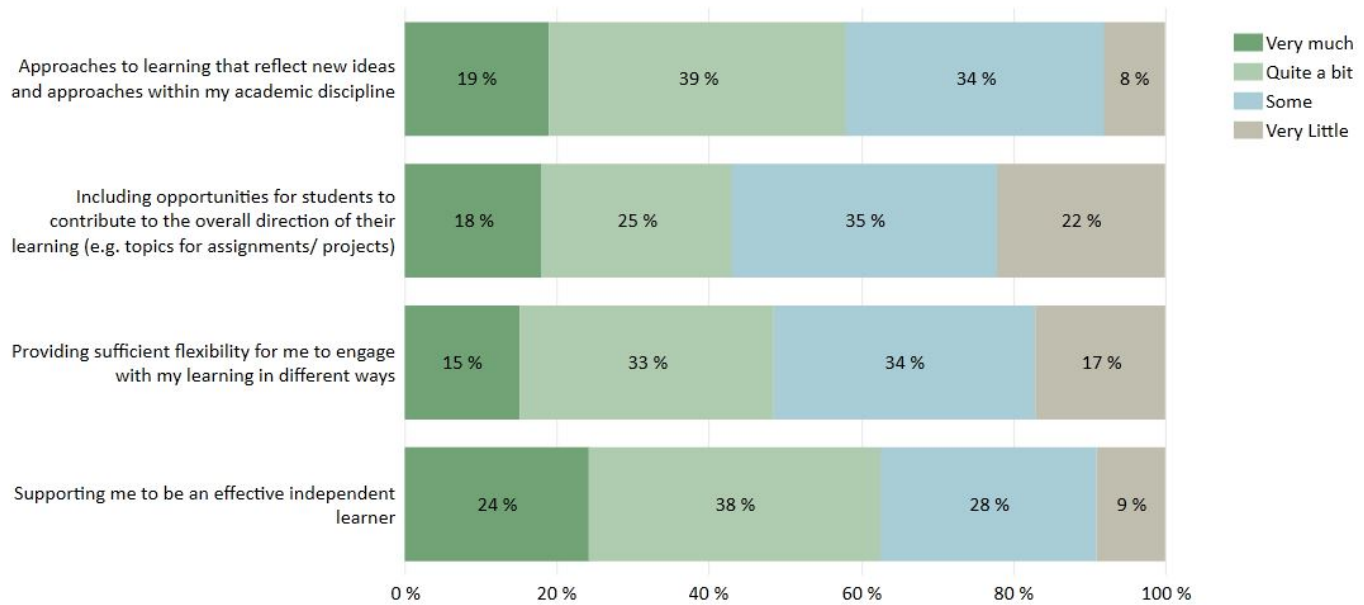


Figure 2.6– Supportive indicators (Base: All respondents)

Almost two thirds of respondents felt that the institution supported them to be an effective independent learner with almost 60% stating that they ‘Often’ or ‘Sometimes’ worked on assessments that informed them how well they are learning during the academic year. This was generally reflected in the comments, which stated that the curriculum is considered current and relevant, and interaction levels were considered high.

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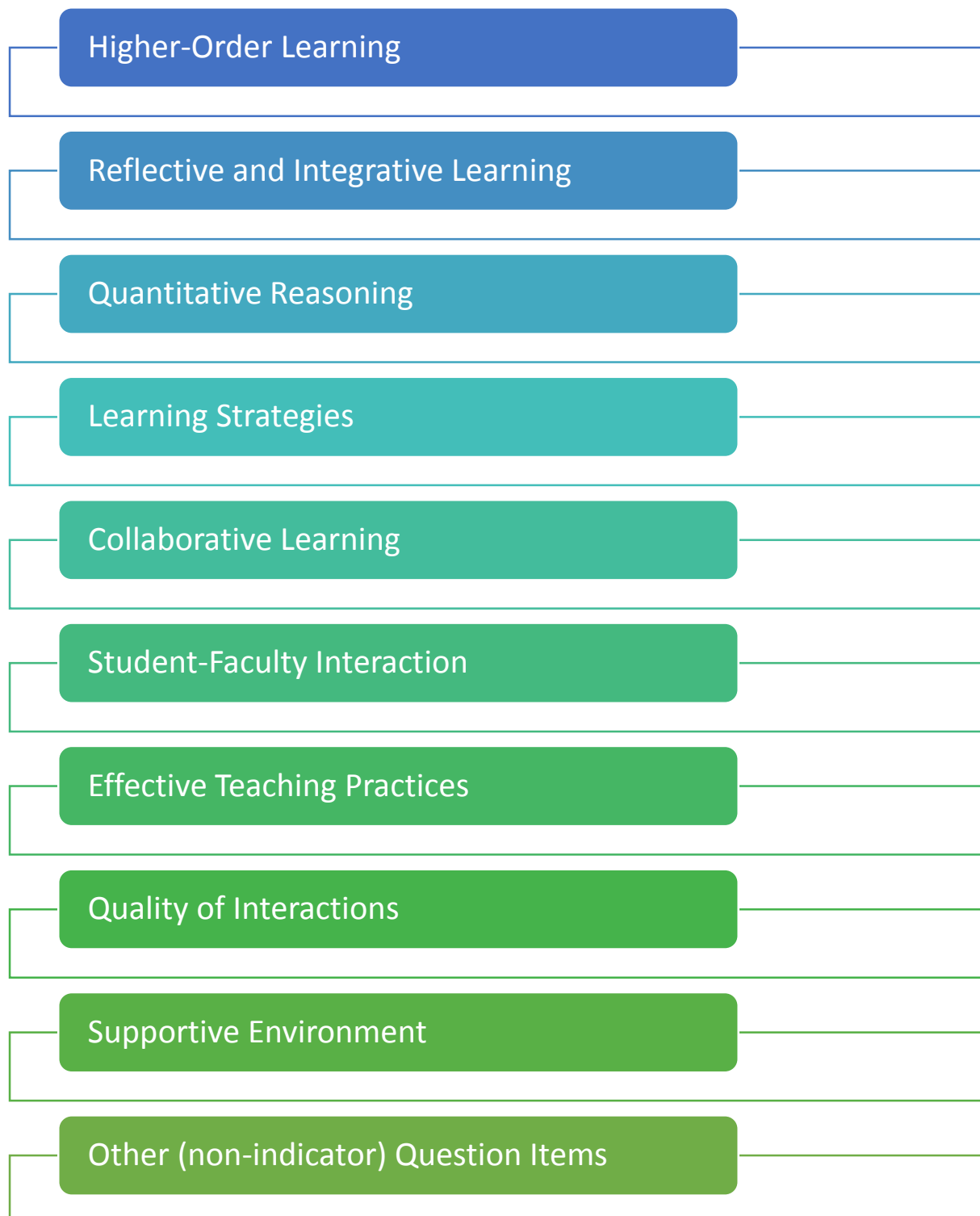


Chart 3.1 – Indicator Categories (see individual indices chapters for detailed explanations)

*Refer to Appendix C for engagement indicator respondent characteristics data.

HIGHER-ORDER LEARNING

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

This index consists of the following items:

- 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

Table 3.1: Higher-Order Learning

During the current academic year, how much has your coursework emphasised...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Applying facts, theories, or methods to practical problems or new situations	Very little	4.8	6.3	3.9	2.6
	Some	26.4	27.7	32.2	18.2
	Quite a bit	38.9	40.5	35.8	38.8
	Very much	29.9	25.5	28.1	40.4
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	5.7	7.4	6.5	1.5
	Some	24.8	28.4	25.2	17.7
	Quite a bit	40.5	41.2	39.5	40
	Very much	29.1	23	28.8	40.9
Evaluating a point of view, decision, or information source	Very little	6.5	9.2	6.3	1.7
	Some	24.1	28	24.8	16
	Quite a bit	41.4	41	41	42.7
	Very much	27.9	21.8	27.9	39.6
Forming an understanding or new idea from various pieces of information	Very little	5	6.6	4.5	2.6
	Some	22	23.9	26	14.5
	Quite a bit	42.5	42.5	42.5	42.3
	Very much	30.5	27	27	40.6

The UCC average Higher Order Learning score (38.85) is comparable to the average score for other universities, ISSE-U (38.25).

These analyses comprise of the scores of students from CACCSS, Business & Law, and SEFS. The analysis of the Higher Order Learning scores reveal that the scores are impacted by two things: the year of study and the College of study.

Year of study

In general, Higher Order Learning scores increase as students’ progress from First Year to Final Year UG to PGT, with the greatest difference being between undergraduate students and taught postgraduate students.

Table 3.2: Higher Order Learning By Year of Study

	Mean	N
First Year UG	35.18	573
Final Years UG	36.60	304
PGT	43.14	306
Overall Mean	37.51	

The pattern of these differences is statistically significant, $F(2,951)=14.076$, $p<.0005$. The effect size is 0.29, which is just under the cut-off for a medium to large effect size (0.30) Pair-wise comparisons indicates that the score for PGT is significantly higher ($p<.0005$). The pattern of this effect can be seen in the following graph. It is expected that aspects included in Higher Order Learning indices calculation would increase as a student progresses through their education however, only a slight increase from First Year UG to Final Year UG is surprising and presents an opportunity for Colleges and Schools to work towards further enhancing higher order learning across undergraduate degrees while concurrently working towards Priority Four of the Academic Strategy (2018 – 2022)⁵ specifically Action 21 “A space for students to reflect and develop their thoughts and ideas will be establish. This space will serve as an ideas lab, or house of thought, where students will be supported to advance their curiosity, creativity and critical thinking skills”.

⁵ <https://www.ucc.ie/en/registrar/theconnecteduniversity/academicstrategy/graduateattributes/>

College of study

The Higher Order Learning scores are also impacted by the College the student is studying in. The average score for Business and Law is significantly higher ($p < .05$) than the scores for CoMH, SEFS and ACE, but not for CACSSS. However, because of the lower numbers in ACE, it is difficult to interpret this score.

Table 3.3: Higher Order Learning by College/area

	N	Mean
CACSSS	523	37.68
Business & Law	189	40.37
CoMH	152	33.94
SEFS	270	35.09
ACE	49	32.65
Overall Mean		36.65

The pattern of these differences is statistically significant, $F(2,951)=5.581$, $p < .0005$. The effect size is 0.12, which is a small effect size. Pair-wise comparisons indicate that the score for Business & Law is significantly *higher* ($p = .01$) than SEFS. CACSSS lies between these scores, and is not statistically significant from either. The pattern of this effect can be seen in the following graph.

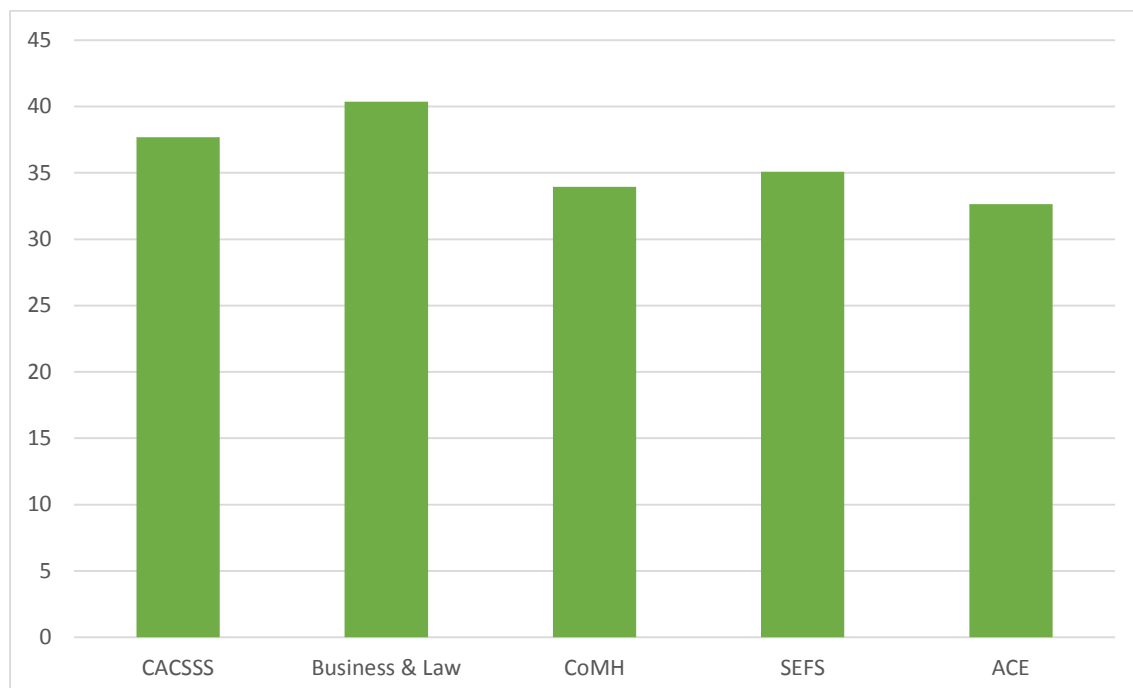


Figure 3.1: Higher Order Learning by College/area

When examining the college scores in the context of year of study there is a statistically significant effect, $F(8,1153)=2.538$, $p=.01$. The effect size is 0.017, which is a small effect size. In the CoMH the scores do not follow the trend of increasing as students' progress. Instead the highest scores are for Final Year UG students.

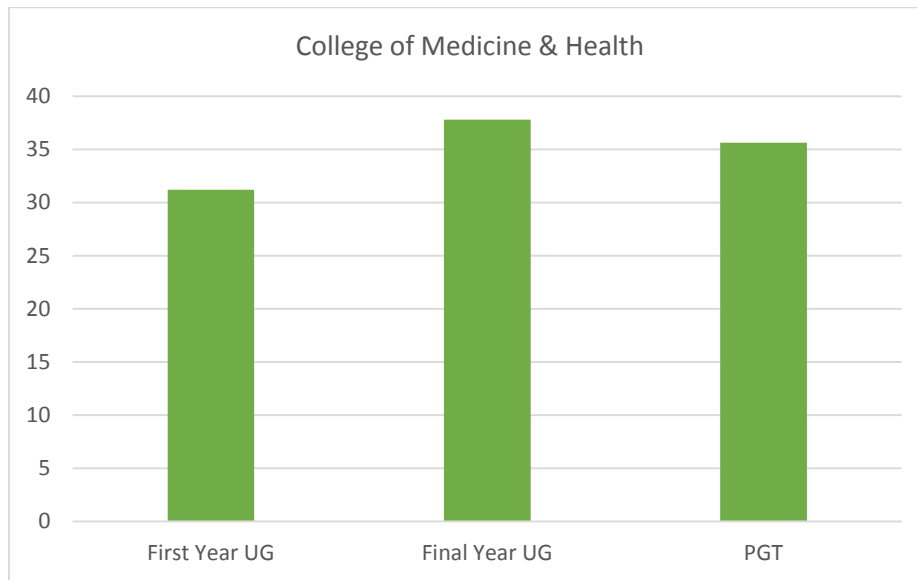


Figure 3.2: Higher Order Learning by Cohort CoMH

There are no statistically significant differences for gender in either the year of study, or the College. Some Final Year CoMH student reflections include:

- *Interesting module content appropriate to programme, effective and engaging lecturers*
- *Emphasise practical experience*

HIGHER ORDER LEARNING RECOMMENDATIONS:

- Colleges/Schools/Departments should implement strategies to increase Higher Order Learning scores abilities particularly in undergraduate students to actively engage with Priority Four of the Academic Strategy (2018 – 2022) specifically Action 21 “*A space for students to reflect and develop their thoughts and ideas will be established. This space will serve as an ideas lab, or house of thought, where students will be supported to advance their curiosity, creativity and critical thinking skills*”.

REFLECTIVE AND INTEGRATIVE LEARNING

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

This index consists of the following items:

- 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

Table 3.4: Reflective and Integrative Learning

During the current academic year, about how often have you...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Combined ideas from different subjects / modules when completing assignments	Never	6.9	10.4	4.0	1.9
	Sometimes	37.7	42.7	37.2	27.2
	Often	36.8	31.7	39.1	45.7
	Very often	18.6	15.1	19.7	25.1
Connected your learning to problems or issues in society	Never	14.1	18.9	12.2	5.2
	Sometimes	38.4	40.3	41.0	31.3
	Often	29.8	27.4	30.4	34.4
	Very often	17.8	13.4	16.4	29.1
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	30.6	35.4	28.7	21.6
	Sometimes	36.0	36.4	36.8	34.1
	Often	22.7	19.3	22.0	30.9
	Very often	10.8	8.9	12.4	13.3
Examined the strengths and weaknesses of your own views on a topic or issue	Never	12.8	17.0	11.9	4.6
	Sometimes	38.6	39.4	42.4	32.9
	Often	36.2	33.5	33.7	44.6
	Very often	12.4	10.1	12.0	17.9
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	9.3	12.6	7.9	3.3
	Sometimes	34.7	35.9	35.5	31.2
	Often	38.4	35.2	39.3	44.7
	Very often	17.6	16.3	17.4	20.9
Learned something that changed the way you understand an issue or concept?	Never	3.3	3.9	3.1	2.0
	Sometimes	32.7	33.8	34.0	28.9
	Often	45.9	43.8	49.0	47.4
	Very often	18.1	18.5	13.8	21.6
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.0	3.8	3.4	0.8
	Sometimes	31.1	35.9	33.3	18.2
	Often	41.7	40.6	41.3	44.8
	Very often	24.2	19.7	22.1	36.3

The UCC average Reflective Learning score (31.72) is comparable to the average score for other universities, ISSE-U (32.49). Both of these are slightly higher than the average ISSE score (30.86). However, the differences are not significant.

Aspects of this index, Reflective and Integrative Learning, embody the inter- and trans-disciplinarity ethos Priority One of UCC's Academic Strategy (2018-2022)⁶, the Connected

⁶ <https://www.ucc.ie/en/registrar/theconnecteduniversity/academicstrategy/curriculum/>

Curriculum in that reflective and integrative learning also seeks to engage students with enquiry between and across disciplines and to investigate grand societal change.

In general, Reflective and Integrative Learning Scores increase as students' progress from First Year UG to Final Year UG to PGT students. These differences are statistically significant ($p < .05$) with Final Year UG scores being higher than First Year UG scores, and in turn PGT scores being higher than Final Year UG scores.

Table 3.5: Reflective and Integrative Learning by Year of Study

	N	Mean
First Year UG	1053	29.37
Final Year UG	491	31.95
PGT	504	36.25
Overall Mean		31.68

The Reflective and Integrative Learning Scores are impacted by the College the student is studying in. The average score for CoMH and CACSSS are significantly higher ($p < .05$) than the scores for Business and Law, and SEFS. Because of the lower numbers in ACE, it is hard to interpret this score.

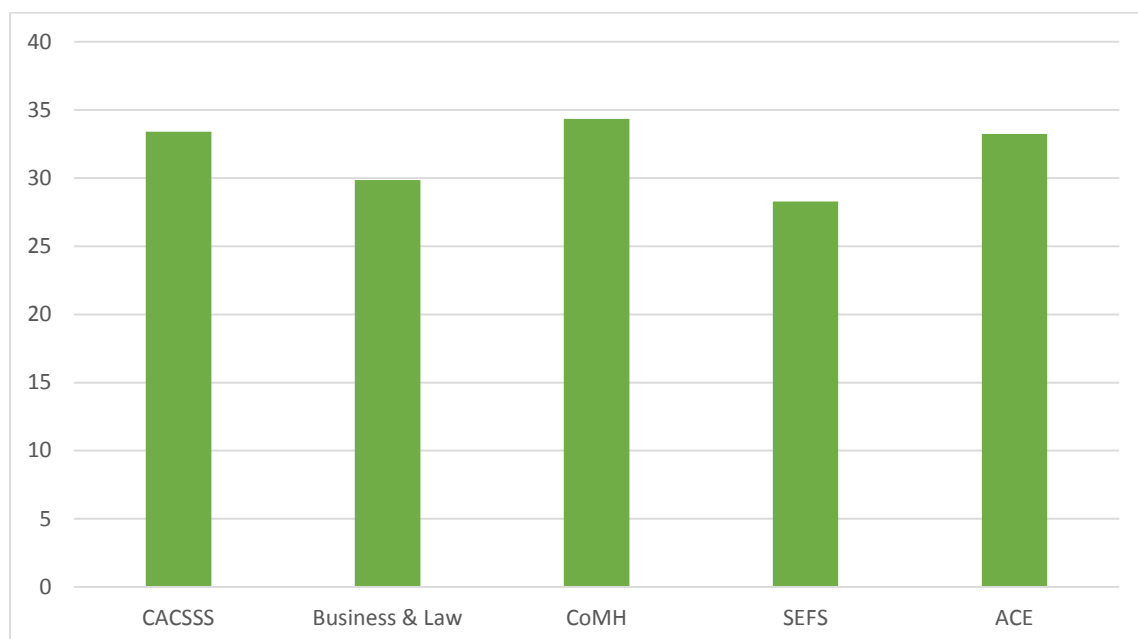


Figure 3.3: Reflective and Integrative Learning by College/area

When examining the college scores in the context of year of study there is a statistically significant effect, $F(8,2018)=3.138$, $p=.002$. The effect size is 0.012, which is a small effect size. In CoMH and Business and Law the scores do not follow the trend of increasing as students' progress. Instead for CoMH there is little difference between the scores for Final Year UG students and PGT students, while for Business and Law there is little difference between the scores for First Year UG students and Final Year UG students.

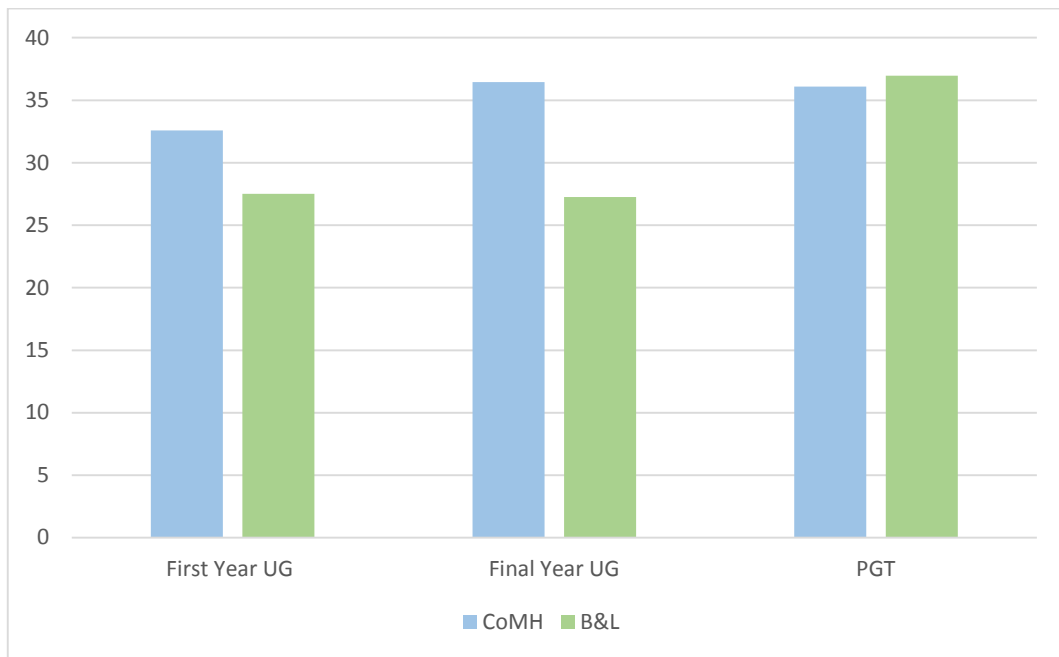


Figure 3.4: Reflective and Integrative Learning by Cohort CoMH and B&L

There are no statistically significant differences for gender in either the year of study, or the College. Some Final Year CoMH student reflections include:

- Outline clear goals and objectives and be clear about course content and assignments. Be mindful students have a lot going on outside of college such as part time jobs, difficulties living away from home, financial stress and actually really understand that this is difficult for us & can really impact on our studies.*

REFLECTIVE AND INTEGRATIVE LEARNING RECOMMENDATIONS:

- Colleges/Schools/Departments should implement strategies to increase reflective and integrative learning aligning these strategies with Priority One of UCC's Academic Strategy (2018-2022), the Connected Curriculum in that reflective and integrative learning also seeks to engage students with enquiry between and across disciplines and to investigate grand societal change.

QUANTITATIVE REASONING

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

This index consists of the following items:

- 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.

Table 3.6: Quantitative Reasoning

During the current academic year, about how often have you...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)	Never	30.0	34.6	26.7	23.5
	Sometimes	39.2	37.3	41.0	41.4
	Often	21.2	19.1	20.6	26.3
	Very often	9.7	9.1	11.7	8.9
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	36.0	40.0	33.7	29.8
	Sometimes	38.3	37.2	39.3	39.5
	Often	17.8	15.2	19.4	21.8
	Very often	7.9	7.7	7.6	8.8
Evaluated what others have concluded from numerical information	Never	41.4	47.1	36.5	34.3
	Sometimes	41.0	39.1	43.0	42.9
	Often	13.6	10.6	14.9	18.7
	Very often	4.0	3.2	5.6	4.1

The UCC average Quantitative Reasoning (19.19) is comparable to the average ISSE score (20.29). However, while it is statistically lower than the average ISSE University score (21.02), the effect size is small.

In general, Quantitative Reasoning scores increase as students' progress from First Year UG to Final Year UG to PGT. The Final Year UG and PGT student scores are not significantly different from each other, but they are significantly ($p < .05$) higher than the First Year UG student scores.

Table 3.7: Quantitative Reasoning by Year of Study

	N	Mean
First Year UG	849	19.43
Final Year UG	408	22.22
PGT	417	24.14
Overall Mean		21.28

The Quantitative Reasoning Scores are impacted by the College the student is studying in.

Table 3.8: Quantitative Reasoning by College/area

	N	Mean
CACSSS	687	18.93
Business & Law	307	20.83
CoMH	211	22.34
SEFS	400	25.20
ACE	69	20.80
Overall Mean		21.28

The average scores for CoMH, and SEFS are significantly higher ($p < .05$) than the scores for CACSSS. Because of the lower numbers in ACE, it is hard to interpret this score. When examining the college scores in the context of year of study the pattern of scores is not significantly different.

There are no statistical differences between male and female students.

QUANTITATIVE REASONING RECOMMENDATIONS:

- While it may be a disciplinary artefact, CACSSS should review potential reasons as to why their students are scoring lower than other Colleges when it comes to Quantitative Reasoning.

LEARNING STRATEGIES

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

This index consists of the following items:

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

Table 3.9: Learning Strategies

During the current academic year, about how often have you...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Identified key information from recommended reading materials	Never	9.7	14.0	7.6	2.6
	Sometimes	37.0	41.7	33.6	30.2
	Often	35.4	29.6	41.8	41.5
	Very often	17.9	14.7	17.0	25.7
Reviewed your notes after class	Never	9.1	6.7	15.9	7.2
	Sometimes	39.3	37.8	42.9	38.7
	Often	35.0	35.7	27.8	40.8
	Very often	16.7	19.8	13.4	13.3
Summarised what you learned in class or from course materials	Never	10.0	10.2	13.3	6.4
	Sometimes	41.9	42.7	43.4	38.9
	Often	32.0	30.2	29.1	38.6
	Very often	16.0	16.8	14.2	16.1

The UCC average Learning Strategies score (31.62) is comparable to the average ISSE score (30.94) and the average score for the other Universities (32.22).

In general, Learning Strategy scores do not significantly differ between study years.

Table 3.10: Learning Strategies by Year of Study

	N	Mean
First Year UG	834	30.04
Final Year UG	401	30.52
PGT	419	32.69
Overall Mean		30.83

The Learning Strategy scores are not impacted by the College the student is studying in, the differences are not statistically significant.

Table 3.11: Learning Strategies by College/area

	N	Mean
CACSSS	684	30.54
Business & Law	306	30.41
CoMH	212	32.91
SEFS	384	29.84
ACE	68	34.71
Overall Mean		30.83

LEARNING STRATEGIES RECOMMENDATIONS:

- No specific recommendations.

COLLABORATIVE LEARNING

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

This index consists of the following items:

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

Table 3.12: Collaborative Learning

During the current academic year, about how often have you...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Asked another student to help you understand course material	Never	17.0	14.1	20.4	19.9
	Sometimes	48.6	48.5	46.7	50.6
	Often	25.1	27.3	21.7	23.6
	Very often	9.3	10.0	11.2	5.8
Explained course material to one or more students	Never	9.2	9.5	7.4	10.3
	Sometimes	49.0	50.4	49.0	45.9
	Often	29.9	30.2	28.8	30.2
	Very often	11.9	9.9	14.8	13.6
Prepared for exams by discussing or working through course material with other students	Never	22.8	23.3	21.9	22.4
	Sometimes	40.3	41.5	38.6	39.4
	Often	24.1	23.6	23.6	25.6
	Very often	12.9	11.6	15.8	12.6
Worked with other students on projects or assignments	Never	24.5	28.3	18.3	22.4
	Sometimes	42.3	43.8	43.6	37.7
	Often	22.1	20.1	24.8	23.7
	Very often	11.1	7.8	13.3	16.3

An interesting way to examine this data is to compare the percentage of students who selected **Never** to the question *“Asked another student to help you understand course*

material". A sizable minority of students (17% across the three cohorts) responded **Never** to this question. Encouraging more peer-to-peer support and peer assessment across programmes may address this issue.

When comparing the UCC score (25.91) to the average ISSE-U (30.80) there is a medium effect size (0.37); when compared to the average ISSE score (31.30) there is a medium effect size (0.43). It is probable that these represent a real world difference. Historically, this difference has been greater, so the current results may represent an improvement. In attempting to interpret this pattern of results it is important to note that the average difference is not uniform across the university.

In general, Collaborative Learning Scores increase as students' progress from First Year UG to Final Year UG to PGT students, with PGT students' scores being significantly ($p < .05$) higher than First Year UG student scores. Final Year UG student scores fall between these two and are not significantly different from either.

Table 3.13: Collaborative Learning by Year of Study

	N	Mean
First Year UG	1060	26.65
Final Year UG	495	27.15
PGT	500	28.53
Overall Mean		27.26

The Collaborative Learning Scores are impacted by the College the student is studying in.

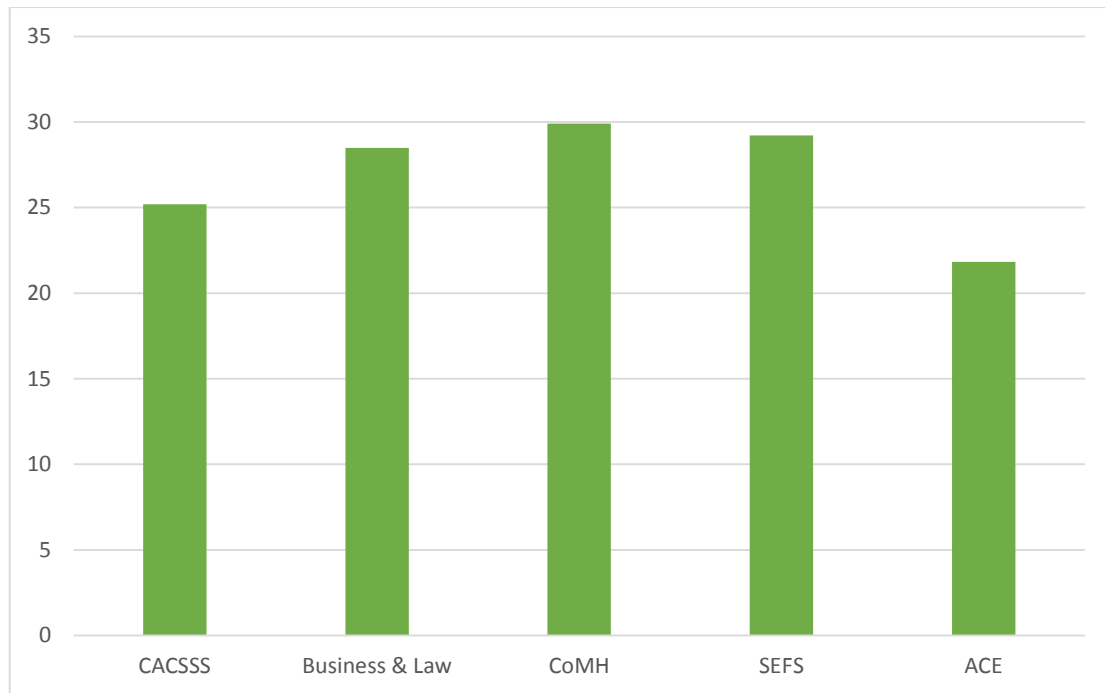


Figure 3.5: Collaborative Learning by College/area

The average score for CACSSS is significantly lower ($p < .05$) than the scores for CoMH, SEFS and Business and Law. Because of the lower numbers in ACE, it is difficult to interpret this score.

When examining the college scores in the context of year of study there is a statistically significant effect, $F(8,2025)=3.350$, $p=.001$. The effect size is 0.013, which is a small effect size. Unlike other colleges, where the pattern is an increase in scores as students' progress, in CoMH the pattern is a higher score for Final Year UG students, while in CACSSS the scores across study years differ very little.

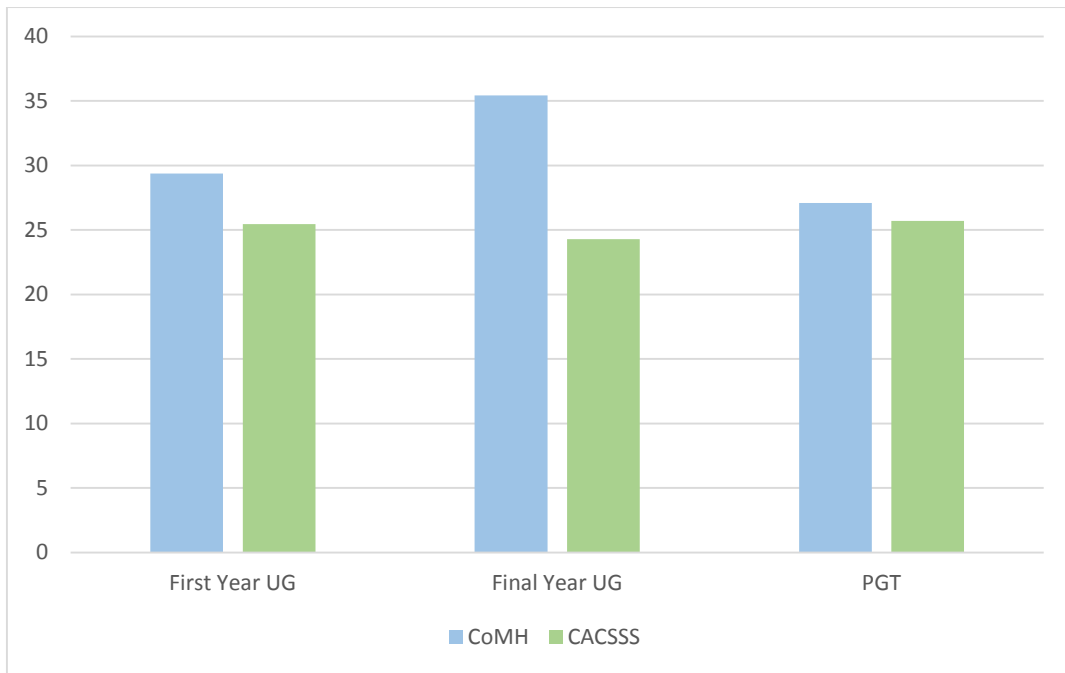


Figure 3.6: Collaborative Learning by Cohort (CoMH and B&L)

There are indications that there may be a gender effect, in that although the average Collaborative Learning Scores for males and females are fairly similar, bigger differences emerge when examined by College, specifically, females in CACSSS, and CoMH have higher Collaborative Learning Scores

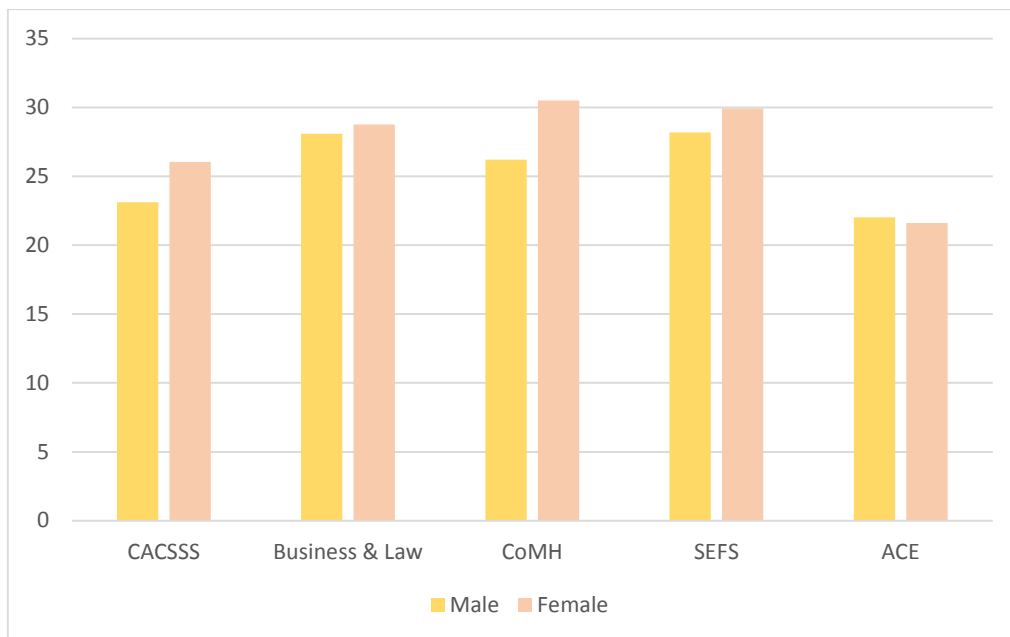


Figure 3.7: Collaborative Learning responses by gender

Collaborative Learning aligns itself well to aspects of Priority Three⁷ and Priority Four⁸ of the Academic Strategy 2018 – 2022. With regards to Priority Three ten recommendations arose from the Assessment Review – Stage One; namely the design of assessments to incorporate elements of student self-assessment and peer-assessment, and the development of a working group to examine the first-year experience. The data from StudentSurvey.ie highlights collaborative learning as an area that needs addressing with regards to 1st year UGs where across all students 1st year UGs have statistically significantly lower scores compared to PGT students. This suggests that Colleges and Schools should develop initiatives to actively encourage collaborative learning, e.g. increased group assignments, small tutorials, etc. perhaps also including aspects of peer assessment to enhance the 1st year UG experience.

COLLABORATIVE LEARNING RECOMMENDATIONS:

- Encourage the development of more collaborative learning strategies for 1st year undergraduates to enhance the first year experience from a teaching and learning perspective (Priority Three, Academic Strategy 2018 – 2022).
- CACSSS and ACE to examine their initiatives related to encouraging collaborative learning as they have statistically lower ($p < .001$) Collaborative Learning Scores compared to the other three Colleges.

⁷ <https://www.ucc.ie/en/registrar/theconnecteduniversity/academicstrategy/assessment/>

⁸ <https://www.ucc.ie/en/registrar/theconnecteduniversity/academicstrategy/graduateattributes/>

STUDENT-FACULTY INTERACTION

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

This index consists of the following items:

- Talked about career goals 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.

Table 3.14: Student-Faculty Interaction

During the current academic year, about how often have you...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Talked about career plans with academic staff	Never	58.1	71.2	40.0	48.5
	Sometimes	30.0	22.9	42.5	32.6
	Often	8.4	4.3	13.1	12.2
	Very often	3.6	1.6	4.4	6.7
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	72.2	79.4	66.4	62.9
	Sometimes	20.5	15.5	24.8	26.6
	Often	6.0	4.6	6.2	8.5
	Very often	1.4	0.5	2.5	1.9
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	49.0	60.2	40.0	34.6
	Sometimes	36.3	29.7	44.0	42.6
	Often	10.9	7.7	12.2	16.6
	Very often	3.7	2.5	3.8	6.1
Discussed your performance with academic staff	Never	50.2	62.2	41.7	33.4
	Sometimes	37.2	30.4	44.2	44.5
	Often	9.9	6.1	11.9	15.9
	Very often	2.7	1.3	2.2	6.2

The UCC average Student Faculty Interaction Score (11.31) is lower than the average for other ISSE universities (13.32) and the other ISSE institutions (14.45). This difference is statistically significant, however the effect size is small (.16 and .25 respectively), and so this may not represent a real world difference.

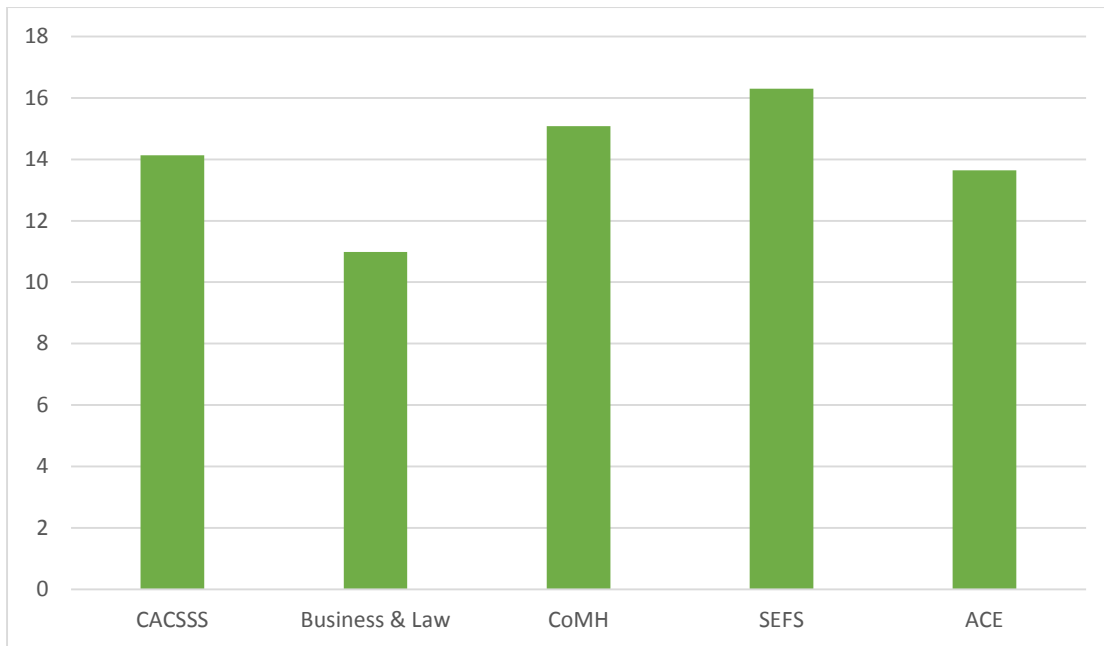
This index, Student-Faculty interaction, links to Priority One⁹, Action 4 of UCC’s Academic Strategy (2018-2022) “*Create opportunities for students to be co-creators of and partners in curriculum design and development to maximise their learning*”. In general, Student Faculty Interaction Scores increase as students’ progress from First Year UG to Final Year UG to PGT students. The pattern of these differences such that First Year UG student average scores are significantly ($p < .05$) lower than Final Year UG students and in turn Final Year UG student scores are significantly ($p < .05$) than PGT student scores.

Table 3.15: Student-Faculty Interaction by Year of Study

	N	Mean
First Year UG	841	10.62
Final Year UG	407	16.97
PGT	422	18.51
Overall Mean		14.17

The Student-Faculty Interaction Scores are also impacted by the College the student is studying in. The Student-Faculty Interaction Scores for Business & Law are significantly lower ($p < .05$) than CACSS, SEFS, and CoMH. The difference with ACE is not significant.

⁹ <https://www.ucc.ie/en/registrar/theconnecteduniversity/academicstrategy/curriculum/>



Figure

3.8: Student-Faculty Interactions by College/area

When examining the college scores in the context of year of study there is a statistically significant effect, $F(8,1640)=2.973$, $p=.003$. The effect size is 0.014, which is a small effect size. In CoMH, and SEFS scores do not follow the trend of increasing as students' progress, instead the scores for PGT students are lower than Final Year UG students.

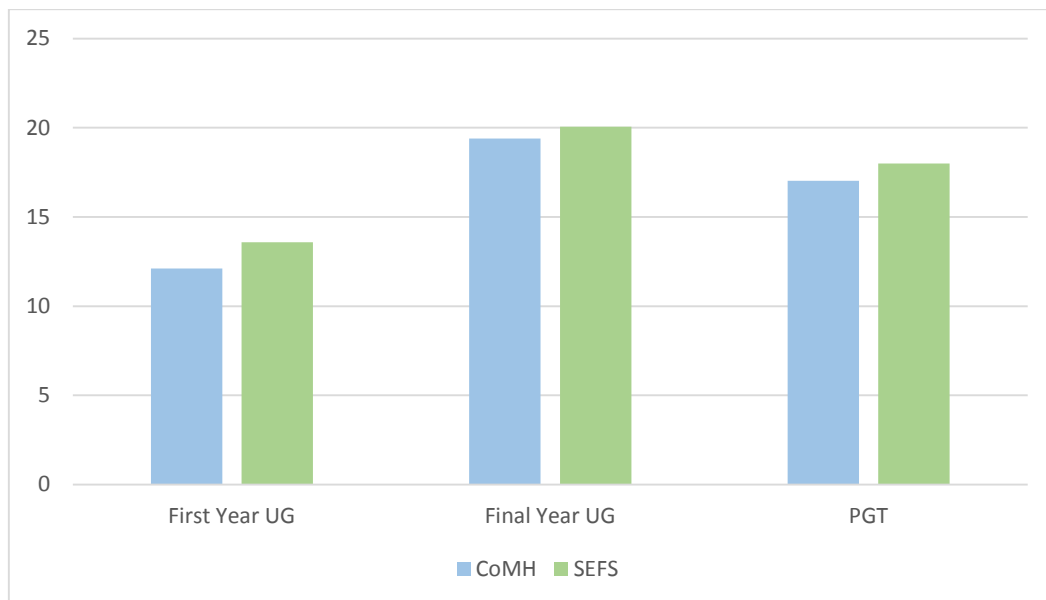


Figure 3.9: Student-Faculty Interactions by Cohort (CoMH and SEFS)

There are no statistically significant differences when comparing male and female students.

STUDENT-FACULTY INTERACTION RECOMMENDATIONS:

- Business & Law should examine potential reasons for their low student-faculty interaction score and implement strategies to address this issue.
- CoMH and SEFS should examine why student-faculty interaction scores low in first year undergraduate students and implement strategies to address this issue.

EFFECTIVE TEACHING PRACTICES

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

This index consists of the following items:

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

Table 3.16: Effective Teaching Practices

During the current academic year, to what extent have lecturers/teaching staff...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Clearly explained course goals and requirements	Very little	5.8	5.8	7.1	4.4
	Some	24.3	26.9	24.3	19.3
	Quite a bit	42.1	42.2	42.7	41.2
	Very much	27.8	25.1	25.8	35.2
Taught in an organised way	Very little	4.2	3.1	6.5	3.8
	Some	22.5	24.2	22.9	18.9
	Quite a bit	47.0	45.2	53.0	44.4
	Very much	26.4	27.5	17.6	33.0
Used examples or illustrations to explain difficult points	Very little	3.1	3.6	3.3	1.9
	Some	20.8	21.1	24.0	17.2
	Quite a bit	41.6	39.7	44.0	43.0
	Very much	34.5	35.7	28.7	37.8
Provided feedback on a draft or work in progress	Very little	29.6	33.0	34.9	17.7
	Some	30.8	31.2	28.9	32.1
	Quite a bit	24.5	23.2	24.8	26.8
	Very much	15.0	12.5	11.4	23.4
	Very little	24.1	24.7	31.8	15.4

Provided prompt and detailed feedback on tests or completed assignments	Some	32.3	31.6	30.6	35.4
	Quite a bit	26.8	28.5	24.2	26.1
	Very much	16.8	15.3	13.3	23.1

The UCC average Learning Strategies score (34.25) is comparable to the average ISSE score (34.76) and the average score for the other Universities (34.29).

In general, Effective Teaching Practice scores increase as students' progress from undergraduate study to taught postgraduate study, with the latter scores being significantly ($p < .05$) higher than First Year UG and Final Year UG students. The difference between these two latter groups is not significant.

Table 3.17: Effective Teaching Practices by Year of Study

	N	Mean
First Year UG	589	29.27
Final Year UG	316	29.34
PGT	305	35.22
Overall Mean		30.79

The Effective Teaching Practices Scores are also impacted by the College the student is studying in. The Effective Teaching Practices Scores for Business & Law, CACSSS and CoMH are significantly ($p < .05$) higher than SEFS scores. On the face of it ACE scores should also be significantly different, however 48 students completed this index. This number was not sufficient to detect a significant difference for these scores.

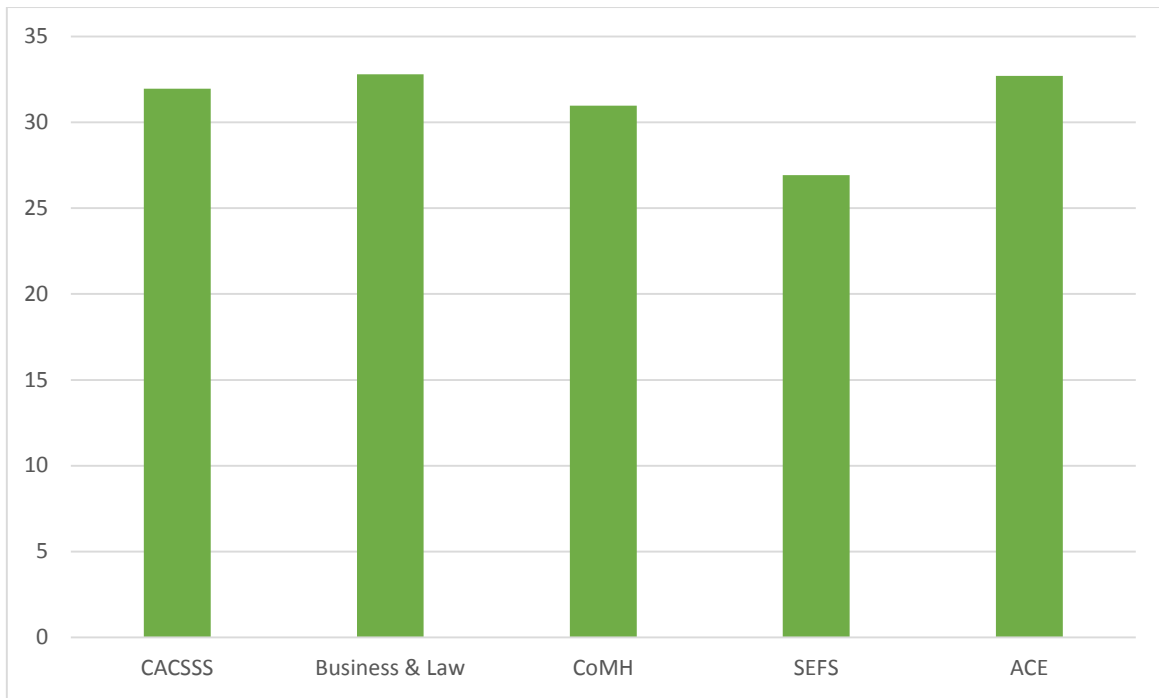


Figure 3.10: Effective Teaching Practices by College/area

When examining the college scores in the context of year of study there is a statistically significant effect, $F(8,11773)=2.973$, $p=.031$. The effect size is 0.014, which is a small effect size. In CoMH the scores do not follow the trend of increasing as students' progress. Instead the lowest scores are for Final Year UG students.

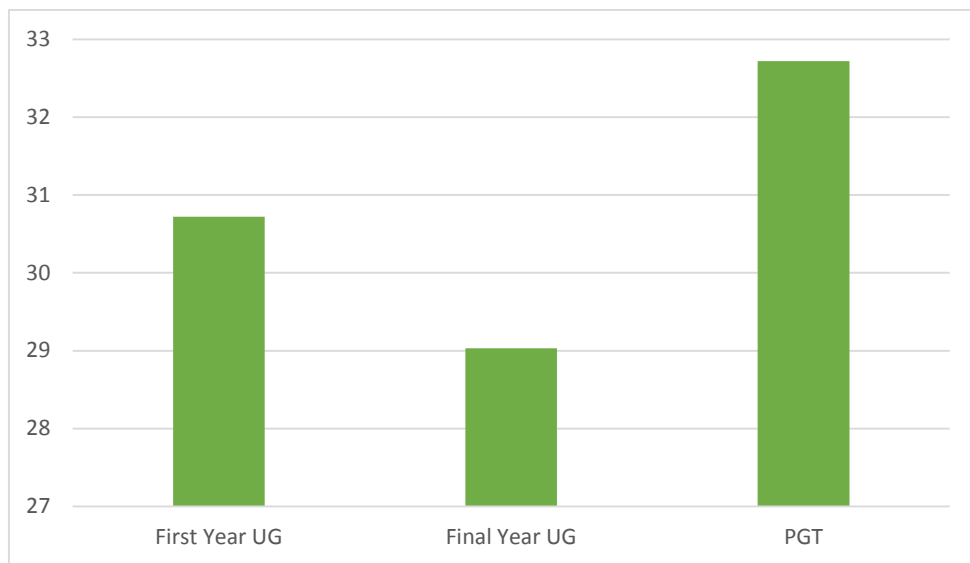


Figure 3.11: CoMH Effective Teaching Practices by year of study

There are no statistically significant differences when comparing male and female students.

Some Final Year CoMH student reflections include:

- *A different approach to academic work - ask for student opinions*
- *Reduce length of lectures and change to seminars and discussions/contributions by class members. Make assignments more interesting and relevant.*
- *Small class numbers help to have a more engaged setting*

EFFECTIVE TEACHING PRACTICES RECOMMENDATIONS:

- SEFS should examine why their effective teaching practices score lower compared to the other Colleges and implement strategies to address this issue.
- CoMH should examine why effective teaching practices score lower in Final Year UG students and implement strategies to address this issue.

QUALITY OF INTERACTIONS

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

Students were asked to rate the quality of their interactions, with 1 meaning Poor and 7 meaning Excellent, with the following:

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

Table 3.18: Quality of Interactions

At your institution, please indicate the quality of interactions with...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Students	Poor	2.4	2.6	1.5	2.8
	2	3.1	3.0	4.3	2.0
	3	5.7	4.4	8.8	4.9
	4	11.8	12.6	11.2	10.9
	5	21.6	20.9	22.3	22.3
	6	23.5	24.5	21.9	23.2
	Excellent	31.9	32.0	29.9	33.8
Academic advisors	Poor	5.1	5.7	5.3	3.7
	2	5.9	6.2	4.5	6.9
	3	11.7	14.9	12.7	4.3
	4	16.2	19.5	15.5	10.5
	5	23.1	22.9	22.7	23.9
	6	20.5	17.4	23.6	23.3
	Excellent	17.5	13.4	15.7	27.4
Academic staff	Poor	4.6	4.9	5.1	3.3
	2	6.0	7.5	5.8	3.3
	3	10.2	12.7	9.6	5.8
	4	16.7	19.2	18.0	10.2
	5	18.8	19.0	17.8	19.6
	6	22.6	19.0	24.2	28.2

	Excellent	21.1	17.7	19.5	29.6
Support services staff (career services, student activities, accommodation, etc.)	Poor	7.2	7.2	7.9	6.5
	2	7.4	7.4	8.5	6.1
	3	11.3	13.6	11.7	6.4
	4	16.8	18.6	16.7	13.5
	5	20.0	20.8	18.1	20.4
	6	15.8	11.8	17.6	22.0
	Excellent	21.5	20.7	19.5	25.2
Other administrative staff and offices (registry, finance, etc.)	Poor	6.7	7.4	5.0	7.0
	2	5.7	5.6	7.1	4.4
	3	10.6	12.0	10.3	8.3
	4	18.3	19.8	21.3	12.4
	5	20.4	18.9	18.3	25.3
	6	17.7	17.1	21.2	15.0
	Excellent	20.7	19.1	16.8	27.5

The UCC average Quality of Interactions score (39.20) is comparable to the average ISSE score (39.27) and the average score for the other Universities (38.85).

The trend of the scores is that Quality of Interaction scores increase as students' progress from undergraduate study to taught postgraduate study, however despite apparent differences, they are not statistically different.

Table 3.19: Quality of Interactions by Year of Study

	N	Mean
First Year UG	524	34.34
Final Year UG	294	35.62
PGT	281	40.10
Overall Mean		36.15

Overall, the Quality of Interaction scores between Colleges are not significantly different from each other.

Table 3.20: Quality of Interactions by College/area

	N	Mean
CACSSS	490	36.27
Business & Law	179	37.85
CoMH	142	36.25
SEFS	248	34.46
ACE	40	37.32
Overall Mean		36.15

When examining the college scores in the context of year of study there is a statistically significant effect, $F(8,1069)=2.631$, $p=.007$. The effect size is 0.019, which is a small effect size. Because of the lower numbers in ACE, it is difficult to interpret the different pattern, compared to the other Colleges. Within the other Colleges there is a general pattern of PGT student scores being higher than undergraduate student scores. However, this pattern is different for the CoMH where the trend is that Final Year UG students have the highest scores.

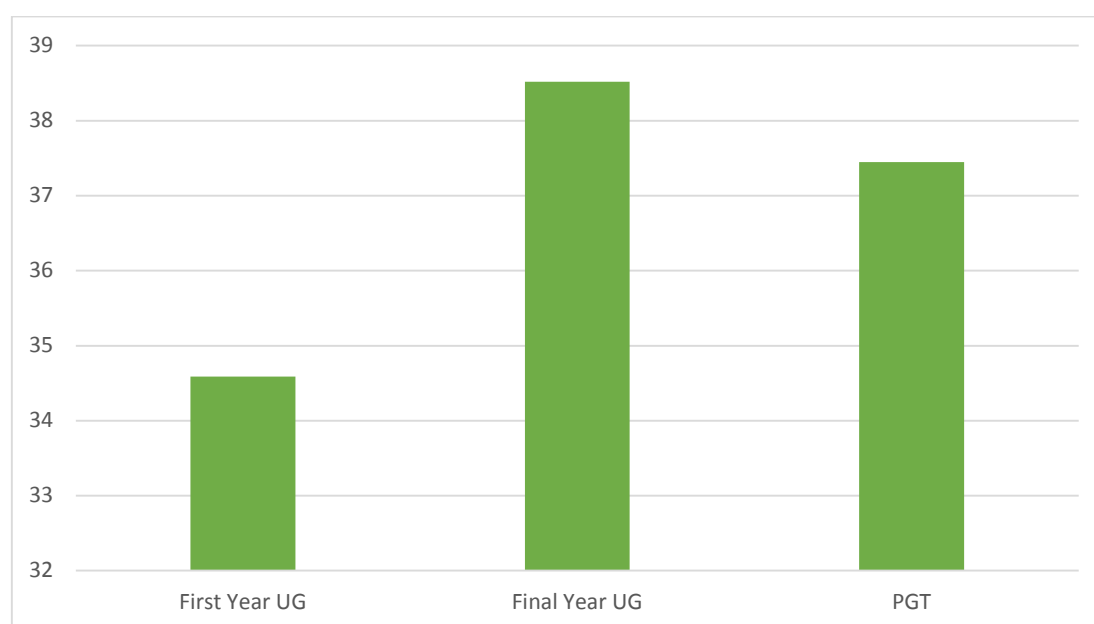


Figure 3.12: CoMH Quality of Interactions by year of study

There are no statistically significant differences when comparing male and female students.

Some Final Year CoMH student reflections include:

- *Provide a bit more practical skills to the course*
- *Study groups for students*

QUALITY OF INTERACTIONS RECOMMENDATIONS:

- CoMH should examine the reasons behind the low Quality of Interaction score for First Year UGs and develop strategies to identify what can be done to address this issue.

SUPPORTIVE ENVIRONMENT

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

This index consists of the following which students rated with 1 meaning Very Little and 4 meaning Very Much:

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

Table 3.21: Supportive Environment

How much does your institution emphasis...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Providing support to help students succeed academically	Very little	10.2	7.9	14.4	10.3
	Some	33.2	33.3	35.5	30.6
	Quite a bit	36.7	34.9	37.2	39.8
	Very much	19.9	24.0	13.0	19.3
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	16.2	13.0	22.0	16.4
	Some	30.4	29.7	33.9	28.1
	Quite a bit	32.8	33.1	29.8	35.1
	Very much	20.7	24.2	14.3	20.4
	Very little	23.4	21.6	30.5	19.6
	Some	33.4	34.6	33.8	30.5

Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Quite a bit	26.4	27.0	22.3	29.4
	Very much	16.8	16.8	13.4	20.5
Providing opportunities to be involved socially	Very little	13.2	11.3	11.8	18.3
	Some	28.7	25.6	33.0	30.2
	Quite a bit	36.9	36.8	38.9	35.2
	Very much	21.2	26.3	16.3	16.4
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	13.3	10.0	13.1	19.8
	Some	28.2	26.3	31.0	29.1
	Quite a bit	36.6	38.6	36.7	32.6
	Very much	21.9	25.1	19.2	18.5
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	40.3	37.4	44.6	41.7
	Some	32.9	34.8	36.7	25.5
	Quite a bit	18.6	19.2	12.5	23.7
	Very much	8.1	8.6	6.2	9.1
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	14.3	12.3	13.1	19.3
	Some	33.3	31.4	36.2	34.0
	Quite a bit	35.0	37.5	36.1	29.1
	Very much	17.4	18.9	14.6	17.6
Attending events that address important social, economic, or political issues	Very little	18.2	16.0	17.3	23.5
	Some	35.6	35.3	38.1	33.8
	Quite a bit	30.9	33.7	30.1	26.4
	Very much	15.2	14.9	14.6	16.3

The UCC average Quality of Interactions score (29.69) is comparable to the average ISSE score (28.63) and the average score for the other Universities (31.31).

In general, Supportive Environment scores are significantly higher ($p < .05$) for First Year UG and PGT students compared to Final Year UG students.

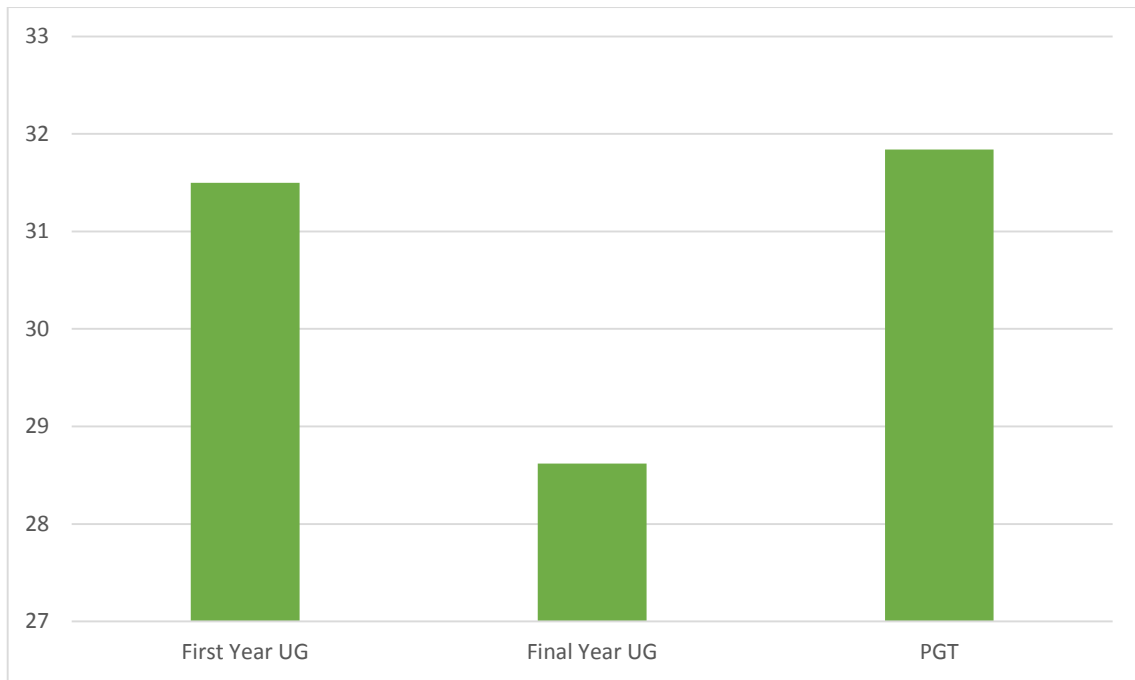


Figure 3.13: Supportive Environment by year of study

The Supportive Environment scores are impacted by the college students study in, such that the scores for CoMH are significantly lower ($p < .05$) than SEFS, CACSSS and Business and Law. It is difficult to interpret the score for ACE, given the low numbers.

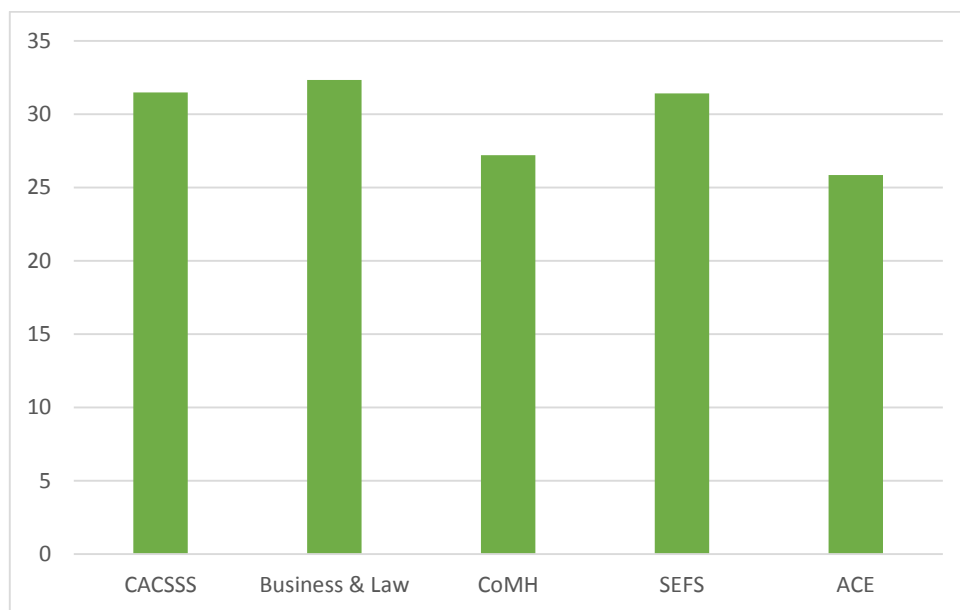


Figure 3.14: Supportive Environment by College/area

When examining the college scores in the context of year of study there is also a statistically significant effect, $F(8,1140)=2.783, p=005$). The effect size is 0.019, which is a small effect size. While within the other colleges the trend is that for Final Year UG students, in CoMH their scores are lower than the pattern for the other colleges.

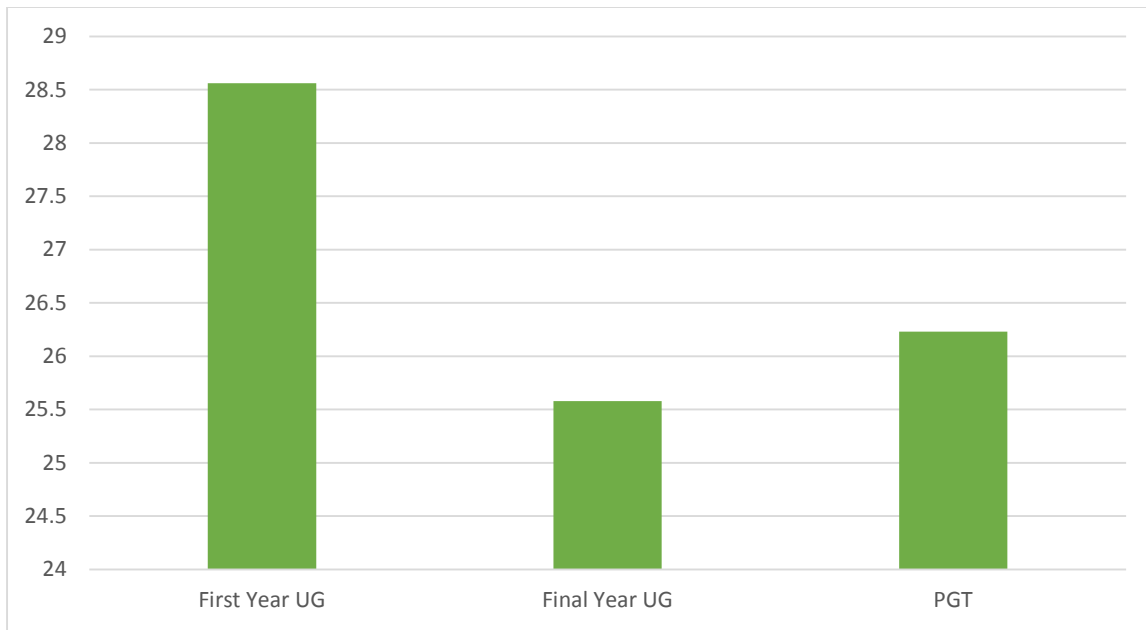


Figure 3.15: CoMH Supportive Environment by year of study

There are no statistically significant differences when comparing male and female students.

Some Final Year CoMH student reflections include:

- *Classes closer together in time, with fewer long breaks in between.*
- *There is less support for students who reside in Brookfield e.g health sciences, little support is given*
- *Have more academic events that are not on main campus.*

SUPPORTIVE ENVIRONMENT RECOMMENDATIONS:

- Colleges/Schools/Departments, particularly CoMH, should put strategies in place to attempt to increase the opinions and experiences of Final Year UG students regarding their thoughts on a Supportive Environment at the end of their studies.

NON-SPECIFIC INDICATOR ITEMS

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

Table 3.22: Non-indicator questions

(Different question stems are used)		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Asked questions or contributed to discussions in class, tutorials, labs or online	Never	13.7	17.3	15.0	4.2
	Sometimes	42.7	49.3	43.5	27.0
	Often	25.0	20.5	27.0	33.1
	Very often	18.6	12.9	14.5	35.6
Come to class without completing readings or assignments	Never	29.6	28.3	24.8	37.3
	Sometimes	48.1	47.4	49.3	48.4
	Often	15.3	16.2	19.1	9.7
	Very often	7.0	8.1	6.8	4.5
Made a presentation in class or online	Never	37.4	53.7	19.6	19.4
	Sometimes	41.2	34.8	52.1	44.2
	Often	13.8	7.3	19.3	22.8
	Very often	7.6	4.2	8.9	13.7
Improved knowledge and skills that will contribute to your employability	Never	8.0	11.3	4.9	4.4
	Sometimes	33.1	34.8	35.3	27.6
	Often	37.9	34.1	41.2	42.4
	Very often	21.0	19.8	18.7	25.6
Explored how to apply your learning in the workplace	Never	28.1	35.1	28.5	12.8
	Sometimes	35.7	37.7	35.3	32.0
	Often	23.3	17.8	25.2	33.2
	Very often	12.9	9.4	10.9	22.0
Exercised or participated in physical fitness activities	Never	25.8	21.2	23.5	37.6
	Sometimes	30.2	28.3	32.2	32.4
	Often	21.2	22.9	22.3	16.5
	Very often	22.8	27.6	22.0	13.6
Blended academic learning with workplace experience	Never	39.6	51.6	34.5	19.4
	Sometimes	28.6	26.8	32.1	29.1
	Often	16.2	10.4	17.6	26.8
	Very often	15.6	11.2	15.8	24.7
Worked on assessments that informed you how well you are learning	Never	29.4	29.9	36.9	21.2
	Sometimes	39.9	41.8	36.0	39.6
	Often	22.9	20.3	21.6	29.7
	Very often	7.8	8.0	5.6	9.5
Memorising course material	Very little	18.6	12.5	15.7	33.1

	Some	32.2	36.9	25.3	30.3
	Quite a bit	30.3	32.1	33.1	24.1
	Very much	18.8	18.5	25.9	12.5
Work with academic staff on a research project	Have not decided	29.7	43.8	13.6	19.1
	Do not plan to do	25.3	20.3	40.1	19.5
	Plan to do	26.9	31.5	7.3	38.2
	Done or in progress	18.2	4.4	38.9	23.2
Community service or volunteer work	Have not decided	22.9	26.8	13.9	24.6
	Do not plan to do	23.7	11.6	39.0	30.9
	Plan to do	32.6	46.7	17.8	20.7
	Done or in progress	20.9	14.8	29.3	23.8
Spending significant amounts of time studying and on academic work	Very little	4.9	5.5	4.7	4.2
	Some	23.4	26.5	18.7	22.2
	Quite a bit	47.1	48.3	46.7	45.1
	Very much	24.6	19.7	29.9	28.5
Writing clearly and effectively	Very little	10.6	14.7	7.0	6.2
	Some	29.7	34.5	25.1	25.1
	Quite a bit	33.6	32.4	37.3	32.3
	Very much	26.1	18.4	30.6	36.4
Speaking clearly and effectively	Very little	18.2	25.1	13.4	9.8
	Some	32.3	35.6	30.3	28.0
	Quite a bit	30.6	27.2	34.5	32.9
	Very much	18.9	12.1	21.8	29.3
Thinking critically and analytically	Very little	3.5	3.8	2.5	4.0
	Some	20.0	23.5	18.0	15.0
	Quite a bit	41.5	44.3	40.4	36.9
	Very much	35.0	28.3	39.1	44.0
Analysing numerical and statistical information	Very little	24.0	28.4	22.2	17.1
	Some	30.3	29.4	29.5	32.9
	Quite a bit	24.9	22.1	27.3	27.8
	Very much	20.9	20.1	21.0	22.2
Acquiring job- or work-related knowledge and skills	Very little	17.2	19.4	18.9	10.9
	Some	30.1	32.6	30.8	24.4
	Quite a bit	31.3	28.2	31.8	36.8
	Very much	21.5	19.8	18.5	28.0
Working effectively with others	Very little	12.3	13.8	11.0	10.6
	Some	29.2	30.3	29.0	27.3
	Quite a bit	36.3	35.1	40.6	34.3
	Very much	22.1	20.8	19.4	27.7
Solving complex real-world problems	Very little	15.3	16.7	15.6	12.3
	Some	32.6	34.7	30.9	30.3

	Quite a bit	33.8	31.8	36.2	35.2
	Very much	18.3	16.8	17.4	22.2
Being an informed and active citizen (societal / political / community)	Very little	17.1	18.4	16.6	15.0
	Some	33.1	34.8	30.1	32.7
	Quite a bit	31.4	31.7	32.1	29.9
	Very much	18.5	15.1	21.1	22.4
How would you evaluate your entire educational experience at this institution?	Poor	3.0	2.1	5.7	2.1
	Fair	13.9	13.2	16.8	12.3
	Good	48.3	46.7	49.1	50.5
	Excellent	34.8	38.1	28.4	35.1
If you could start over again, would you go to the same institution you are now attending?	Definitely no	3.2	2.2	4.9	3.2
	Probably no	9.3	6.9	11.9	11.0
	Probably yes	37.3	35.2	38.2	40.4
	Definitely yes	50.2	55.6	44.9	45.5

APPENDIX A

Qualitative data – open-ended questions

SAMPLE OPEN COMMENTS: (RANDOMISED, ALL COHORTS)

What UCC does best to engage students in learning?

603 students provided responses to this question and the responses denote an alignment with UCC's performance in all indicator scores.

SUPPORT YOUR LEARNING

- *Provides lots of practical's and tutorials*
- *Interesting module content appropriate to programme, effective and engaging lecturers*
- *Engaging lectures, holds several seminars from people employed in many different industries.*
- *Provides small tutorials with less students throughout the week giving a more intimate learning experience*
- *Apply knowledge to real world scenarios through site visits or by professionals within the field.*

SUPPORT YOUR ASSESSMENT

- *Provide interesting assignments and reading.*
- *Regular assignments with quick feedback before moving on to the next topic/assignment*
- *Provide assignments and coursework that require students to thoroughly study and understand course material.*
- *The assignments require a lot of thinking and efforts to be put in and hence you just need to attend the lectures to understand the underlying concepts and perform well at assignments.*

DIGITAL EXPERIENCE

- *Emphasizes the use of blackboard to study for exams.*
- *Interactive lectures*
- *Makes learning manageable and enjoyable*
- *Use of illustrations, videos and other alternative forms of learning*

COMMUNICATION

- *Involving the students actively in discussions and respecting their experiences, especially as a mature student.*
- *Encouragement to engage in support*
- *Creating conversations within lectures to provoke thoughts and experiences*
- *Foster an environment where one isn't afraid to ask questions.*
- *It encourages students to engage with other students and to support each other.*

YOUR CAMPUS EXPERIENCE

- *UCC has good opening hours in the library which help students in giving them the opportunity to study when they can.*
- *The library is well stocked with brilliant sources and is well kept, and has a relaxing but serious atmosphere making it somewhat enjoyable to work in.*
- *Various learning centres on campus.*
- *UCC provides training materials and lecturers with real world experience relevant to what is going on in their field of teaching.*
- *This institution has excellent IT resources for students to engage in learning*

QUALITY OF STAFF

- *Welcoming and ready to give advice*
- *Have mostly the same lecturers for the past three years so you get to know them through workshops and tutorials and understand their ways of teaching and that's how I've engaged in learning*
- *Supporting and providing experienced and passionate lecturers*
- *They are very good at connecting with students, being flexible and approachable.*

- *A committed and talented teaching staff*

STUDENT SUPPORT SERVICES

- *Great services for those with disabilities, I have many useful resources to use from Disability Support Services*
- *Range of clubs and societies, Provided with office hours for lecturers, PowerPoints used can be changed certain colour by lecturer to suit a student's needs Course material is available within Boole, the majority of the time Emphasis on the importance of talking to student reps about any issues*
- *Provides a skills centre with advice on how to do assignments and stay on top of coursework*
- *The University regularly works with the Students' Union to engage with students and provides support services to help students to engage in learning*
- *Provide a wide range of extra-curricular activities*

OPPORTUNITIES AND ACTIVITIES

- *Organising variety of events, that can inform students of the accessible resources that are provided within the university*
- *All of events to improve skills and talks on interesting topic for everyone and good communication on the events*
- *Provision of guest speakers on an array of academic subjects*
- *They provide different activities which can help with learning (e.g.: lectures, tutorials, labs, field trips, etc.).*

GROUP WORK

- *Promote interaction between peers.*
- *Group discussions, apply it to our everyday work context*
- *Makes learning interactive with groups*
- *Participatory classes Group work, presentations and discussions. Exposure to guest speakers and practitioners in various areas of study and field related activities. Visits to critical actors in area of study and interacting with practitioners in the field helps*

students understand what is expected of them out there whenever an opportunity is available.

HEALTH AND WELLBEING

- *Encourage a healthy and fun environment on Campus*
- *Provides support such as Peer Assisted Learning and counselling.*
- *Get to know the student and build relationships with us to make learning and asking questions easy.*
- *Fosters and encourages students to embrace their differences*

What could UCC do to improve students' engagement in learning?

560 students provided responses to this question; three main thematic areas emerged: assessment, feedback and lecture sizes.

MANAGING CLASSROOM ACTIVITIES:

- *Some of the respondents highlighted that large lectures provided limited proximity to the teaching staff so subsequently less opportunities for one-to-one and small group instruction.*
- *Emphasise on attendance*
- *More interactive lectures, better notes, more visuals*
- *Frequent active discussions, encourage interaction between peers*
- *Practice questions in class*
- *Allow time for students to engage during lectures*
- *More interaction with teaching staff*
- *Less cramped schedules*
- *Improve timetabling, reduce large gaps between lectures, introduce short breaks in long lectures*

EFFECTIVE TEACHING STRATEGIES:

- *Introduce more tutorials*

- *Tutorials dedicated to exam preparation*
- *More opportunities for learning online*
- *Study groups for students*
- *Emphasise learning before emphasise examinations*
- *Provide more direction towards relevant reading*
- *More one to one time with lecturers*
- *Provide outline of what will be covered in each lecture*
- *More labs and practical's*
- *A different approach to academic work - ask for student opinions*

THE LEARNING CULTURE:

- *Extending the duration of programmes*
- *More engagement by programme directors rather than delegating to other teaching staff*
- *Provide clear guidelines for students*
- *Improvements in teaching methodology*
- *Provide detailed learning goals and anticipated outcomes*
- *Provide more guidance in lectures in terms of reading lists and preparation for examinations (particularly for first year students)*
- *Large gaps in timetable*
- *More personal approach to students*
- *Make attendance at lectures compulsory*

PURPOSEFUL TEACHING:

- *In class discussion on hot topics*
- *More useful and concise background reading*
- *Less focus on theoretical components of the course more focus on application to the real world*
- *More practical based learning is needed*
- *Restructure material towards current trends and future trends*

- *Introduce and incorporate real world problems and issues for a group discussion during lectures.*
- *Try to get students to work on real case studies as part of their modules assessments and try to get companies involved with universities to work on certain projects.*

ONGOING SUPPORT FOR TEACHING STAFF:

- *Lectures should use better and more organised notes*
- *Narrow down but streamline the resources so they don't feel so disorganised and unhelpful.*
- *Make lectures more interactive, record lectures. Canvas support for staff.*

ASSESSMENT & FEEDBACK:

- *More detail on assignment marking, e.g. why a particular mark was awarded;*
- *Synchronisation of assignment deadlines and coursework deadlines to stagger the workload so that it would feel less burdensome;*
- *Adoption of a more consistent approach to setting and managing the expectations of both staff and students in order to act as a motivator for engagement;*
- *Courses with a heavy workload can create feelings of stress and impact the best work-life balance for students.*
- *Seeking more opportunity for group work*
- *Apply their knowledge in a real life context.*
- *Feedback that will help students with the next assignment*
- *More face-to-face feedback*
- *More flexible methods of feedback, e.g. online (via Canvas)*

APPENDIX B

Table 2.2: Programme of Study by Schools/Departments in CoMH

College	Medicine and Health				
	Data Key				
Schools/Departments	satisfied	very satisfied	dissatisfied	very dissatisfied	Total
ADULT CONTINUING EDUCATION	4				4
COLLEGE OF MEDICINE AND HEALTH	84	39	11	4	138
EPIDEMIOLOGY AND PUBLIC HEALTH	14	2	4	1	21
MEDICAL EDUCATION UNIT	2	1			3
SCHOOL OF MEDICINE	5	4		1	10
SCHOOL OF NURSING AND MIDWIFERY	46	13	8	1	68
SPEECH AND HEARING SCIENCES	1	2			3
Total	156	61	23	7	247

Table 2.3: Programme of Study by Schools/Departments in B&L

College	Business and Law				
	Data Key				
Schools/Departments	satisfied	very satisfied	dissatisfied	very dissatisfied	Total
ACCOUNTING AND FINANCE	5	2	2		9
ADULT CONTINUING EDUCATION		1			1
BUSINESS INFORMATION SYSTEMS	3	5	2		10
ECONOMICS	8	4	2	1	15
FACULTY OF ARTS	1	2			3
FACULTY OF COMMERCE	99	31	14	1	145
FOOD BUSINESS AND DEVELOPMENT	6	2	1	1	10
LAW	40	17	4	2	63
MANAGEMENT AND MARKETING	8	3	1	1	13
Total	170	67	26	6	269

Table 2.4: Programme of Study by Schools/Departments in CACSSS

College	Arts, Celtic Studies and Social Sciences				
	Data Key				
Schools/Departments	satisfied	very satisfied	dissatisfied	very dissatisfied	Total
ADULT CONTINUING EDUCATION		1			1
APPLIED PSYCHOLOGY	28	10	11	2	51
APPLIED SOCIAL STUDIES	18	9	3	1	31
ARCHAEOLOGY		1			1
ART HISTORY	1	2	1		4
CLASSICS	1				1
DRAMA AND THEATRE STUDIES	3	4	2		9
EDUCATION	21	4	10	1	36
ENGLISH	16	8	1		25
FACULTY OF ARTS	227	67	61	17	372
FILM AND SCREEN MEDIA	4	6	1	1	12
FRENCH	1				1
GEOGRAPHY	1				1
GERMAN	1				1
GOVERNMENT AND POLITICS	11	3	2	1	17
HISTORY	1	4	1	1	7
MODERN IRISH	1	1			2
MUSIC	14	6	3	1	24
PHILOSOPHY	1	2			3
PLANNING AND SUSTAINABLE DEV	2		1	1	4
SCHOOL OF LANGUAGES	1				1
SOCIOLOGY	3				3
SPANISH_SPLAS	3				3
UCC CENTRE FOR CHINESE STUDIES	2				2
Total	361	128	97	26	612

Table 2.5: Programme of Study by Schools/Departments in SEFS

College	Science, Engineering and Food Science				
	Data Key				
Schools/Departments	satisfied	very satisfied	dissatisfied	very dissatisfied	Total
ARCHITECTURE	2	1			3
COMPUTER SCIENCE	16	3	1		20
EDUCATION	2			1	3
ELECTRICAL AND ELECTRONIC ENG.	5		1	1	7

ENVIRONMENTAL SCIENCE		2			2
FACULTY OF ENGINEERING	10	2	4		16
FACULTY OF FOOD SCIENCE AND TECH	36	7	7	2	52
FACULTY OF SCIENCE	130	58	20	3	211
FOOD AND NUTRITIONAL SCIENCES	2	2			4
MICROBIOLOGY	6	3	3		12
PROCESS AND CHEMICAL ENGINEERING	1				1
SCHOOL OF BEES	1	3			4
SCHOOL OF CHEMISTRY	5				5
Total	216	81	36	7	340

APPENDIX C

ENGAGEMENT INDICATORS AT UCC

This section presents an overview of the engagement indicator responses by:

- Cohort
- Mode of Study
- Programme Type
- Field of Study
- Gender
- Country of Domicile

COHORT

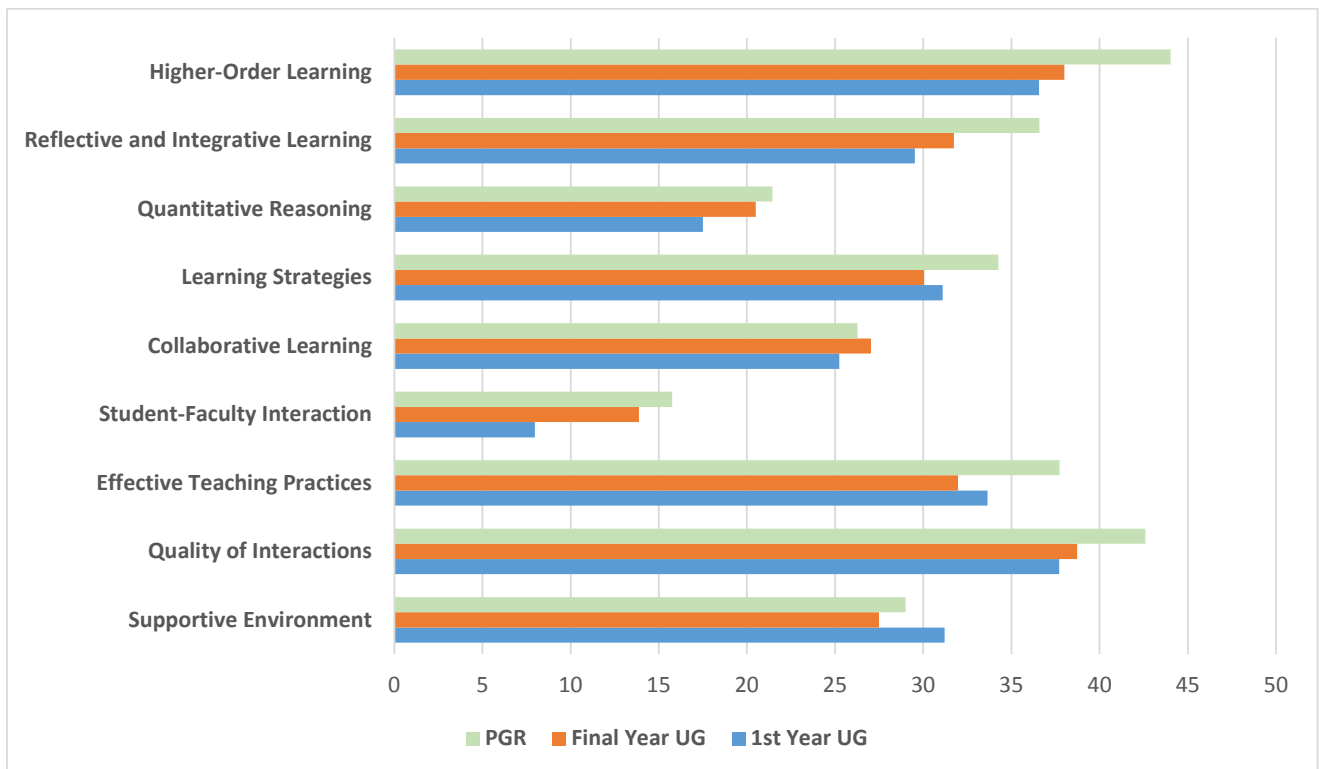


Figure 4.1: Indicator scores by UCC cohort

MODE OF STUDY

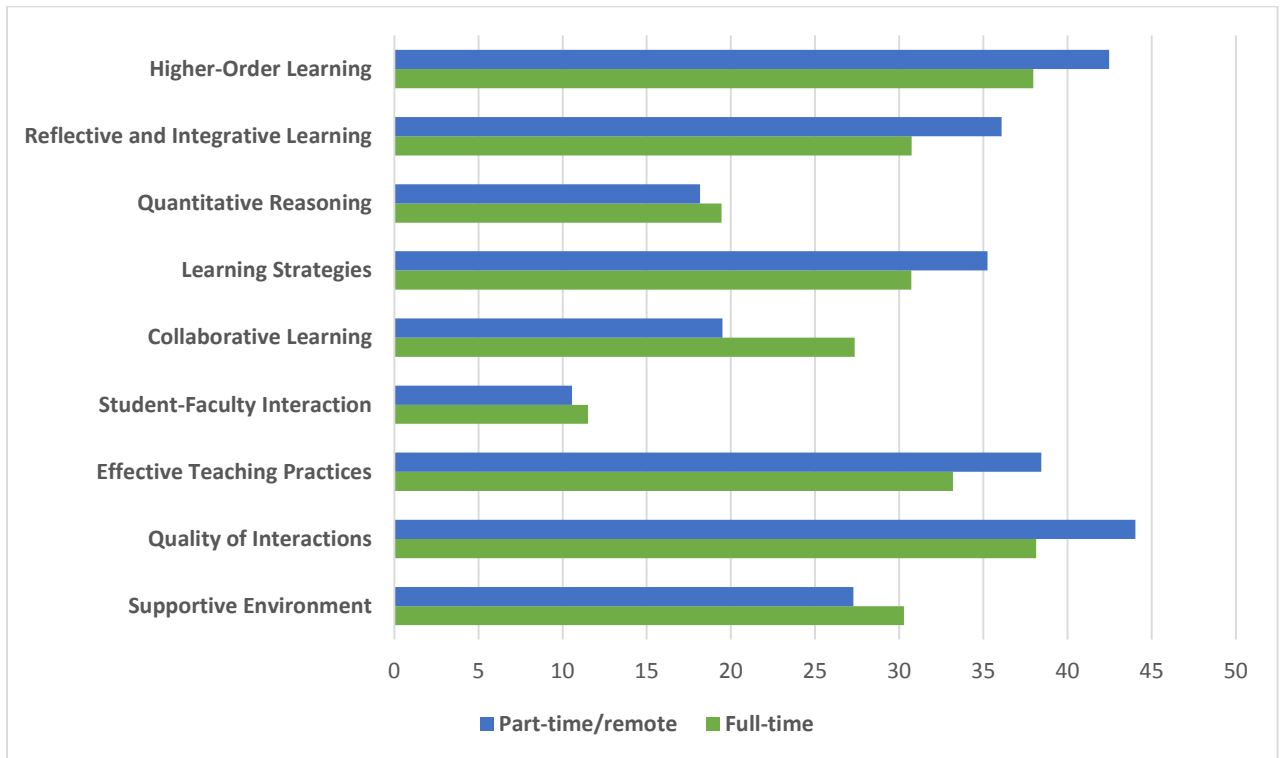


Figure 4.2: Indicator scores by UCC mode of study

PROGRAMME TYPE

Mapped to the International standard classification of education (ISCED) classifications¹⁰. ISCED is the reference international classification for organising education programmes and related qualifications by levels and fields. Table 4.1 shows the number of respondents by programme and year of study mapped to ISCED subject areas.

Table 4.1: ISCED classification mapped to UCC programmes (CACSSS)

College of Arts, Celtic Studies & Social Sciences	First Year	Final Year	PGT
Architecture and town planning	0	0	12
MPlan (Planning and Sustainable Development)	0	0	12
Arts not further defined or elsewhere classified	176	96	6
BA (Hons)	168	0	0
BA (Hons) Digital Humanities and Information Technology	6	5	0
BA (Hons) Joint Honours	0	50	0
BA (Hons) Major Honours	0	32	0
BA (Hons) Single Honours	0	9	0
Diploma in Arts and Social Sciences	2	0	0
MA (Creative Writing)	0	0	3
MA (Digital Arts and Humanities)	0	0	3
Audio-visual techniques and media production	13	4	11
BA (Hons) Digital Humanities and Information Technology - Work Experience	0	3	0
BA (Hons) Film and Screen Media	13	0	0
BA (Hons) Film and Screen Media - International	0	1	0
Higher Dip in Arts - History of Art	0	0	2
MA (Digital Cultures)	0	0	2
MA (Film and Screen Media)	0	0	2
MA (Gaelic Literature)	0	0	5
Business and administration not further defined or elsewhere classified	0	1	0
BComm (Hons)	0	1	0
Child care and youth services	23	18	0
BA (Hons) Early Years and Childhood Studies	22	14	0
BSocSc (Hons) Youth and Community Work	1	4	0
Education science	0	0	12
M Ed (Modular)	0	0	2
MA (Teaching and Learning in Higher Education)	0	0	1
Postgraduate Certificate in Teaching and Learning in Higher Education	0	0	7
Postgraduate Diploma in Teaching and Learning in Higher Education	0	0	2

¹⁰ <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>

Environmental sciences	0	0	2
MSc in Applied Coastal Marine Management	0	0	2
History and archaeology	0	0	24
Higher Diploma in Arts - Archaeology	0	0	2
Higher Diploma in Arts - Celtic Civilisation	0	0	1
Higher Diploma in Arts - History	0	0	1
MA (History)	0	0	1
MA (International Relations)	0	0	2
MA (Languages and Cultures)	0	0	1
MA (Local History)	0	0	3
MA (Renaissance Latin Culture)	0	0	1
MA (Roman Studies)	0	0	1
MA (Translation Studies - French/Italian)	0	0	1
MA (Translation Studies - French/Spanish)	0	0	1
MA (Translation Studies - German)	0	0	1
MA (Translation Studies - Spanish)	0	0	1
MA in The Beginnings of Irish Christianity	0	0	1
MA Modern and Contemporary Art History, Theory and Criticism	0	0	2
MA Museum Studies	0	0	4
Humanities (except languages) not further defined or elsewhere classified	7	0	5
BA (Hons) Geographical and Archaeological Sciences	7	0	0
MA (Criminology)	0	0	5
Language acquisition	40	15	11
BA (Hons) International	40	0	0
BA (Hons) International (Joint Honours)	0	10	0
BA (Hons) International (Major Honours)	0	3	0
BA (Hons) International (Single Honours)	0	2	0
Higher Diploma in Arts - French	0	0	1
Higher Diploma in Arts - Spanish	0	0	2
Higher Diploma in Arts (Nua-Ghaeilge / Modern Irish)	0	0	2
MA (Asian Studies)	0	0	2
MA (Translation Studies - Asian Studies)	0	0	3
MA (Translation Studies - French/German)	0	0	1
Languages not further defined or elsewhere classified	16	11	0
BA (Hons) World Languages	16	11	0
Literature and linguistics	17	6	9
BA (Hons) English	17	5	0
BA (Hons) English - International	0	1	0
Higher Diploma in Arts - English	0	0	2
MA (Applied Linguistics)	0	0	1
MA (Modern Irish)	0	0	2
MA English - Modernities: American and British Literature and Film	0	0	1
MA English (Texts and Contexts: Medieval to Renaissance)	0	0	3
Music and performing arts	27	13	6

BA (Hons) Arts Music	19	0	0
BA (Hons) Arts Music - International (Joint Honours)	0	1	0
BA (Hons) Arts Music - Joint Honours	0	5	0
BA (Hons) Arts Music - Major Honours	0	1	0
BA (Hons) Drama and Theatre Studies	8	0	0
BA (Hons) Drama and Theatre Studies (Single Honours)	0	3	0
BMus (Hons)	0	3	0
Higher Diploma in Arts - Music	0	0	3
MA (Ethnomusicology)	0	0	1
MA (Experimental Sound Practice)	0	0	1
MA (Theatre and Performative Practices)	0	0	1
Philosophy and ethics	0	0	5
Higher Diploma in Arts - Philosophy	0	0	1
MA (Philosophy)	0	0	3
MA Health and Society	0	0	1
Political sciences and civics	14	7	8
BSc (Hons) Government	14	7	0
Higher Diploma in Arts - Politics	0	0	1
MA (Strategic Studies)	0	0	1
MSc (Government and Politics)	0	0	2
MSc (International Public Policy and Diplomacy)	0	0	4
Psychology	26	8	36
BA (Hons) Applied Psychology	19	8	0
BA (Hons) Psychology and Computing	6	0	0
Diploma in the Psychology of Criminal Behaviour	1	0	0
Higher Diploma in Psychology	0	0	6
MA (Applied Psychology)	0	0	7
MA (Work and Organisational Behaviour)	0	0	4
MA (Work and Organisational Psychology)	0	0	3
MA in Applied Psychology (Mental Health Psychology)	0	0	3
MA in Applied Psychology (Positive and Coaching Psychology)	0	0	11
MSc Integrative Counselling and Psychotherapy	0	0	2
Social and behavioural sciences not further defined or elsewhere classified	52	26	0
BA (Hons) Criminology	19	7	0
BSocSc (Hons)	33	19	0
Social work and counselling	3	4	12
BSW (Hons)	3	4	0
Master of Social Work	0	0	12
Sociology and cultural studies	0	0	6
Higher Diploma in Social Policy	0	0	1
MA (Sociology of Development and Globalisation)	0	0	1
MA (Sociology)	0	0	4
Teacher training with subject specialisation	10	9	35
BEd (Hons) Sports Studies and Physical Education	10	9	0

Professional Master of Education	0	0	25
Professional Master of Education (Art and Design)	0	0	10
Welfare not further defined or elsewhere classified	0	0	9
M Soc Science (Social Policy)	0	0	3
M Social Science (Voluntary and Community Sector Management)	0	0	5
Postgraduate Diploma in Youth Work	0	0	1
Total	424	218	209

Table 4.2: ISCED classification mapped to UCC programmes (B&L)

College of Business & Law	First Year	Final Year	PGT
Accounting and taxation	33	8	3
BSc (Hons) Accounting	29	8	0
Diploma in Accounting Studies	2	0	0
Master of Accounting	2	0	3
Audio-visual techniques and media production	0	4	0
BA (Hons) Economics - International	0	4	0
Business and administration not further defined or elsewhere classified	83	34	26
BComm (Hons)	47	19	0
BComm (Hons) (International) with Chinese Studies	2	2	0
BComm (Hons) (International) with French	13	1	0
BComm (Hons) (International) with German	6	4	0
BComm (Hons) (International) with Hispanic Studies	4	2	0
BComm (Hons) (International) with Irish	4	3	0
BComm (Hons) (International) with Italian	1	3	0
Higher Diploma in Relationship Mentoring	0	0	1
MBA	6	0	0
MSc (Innovation in European Business)	0	0	5
MSc (Innovation, Commercialisation and Entrepreneurship)	0	0	2
MSc (International Accounting Practice)	0	0	4
MSc (Management and Marketing)	0	0	14
Economics	9	7	11
BA (Hons) Economics	8	3	0
BSc (Hons) Business and Financial Economics	0	2	0
BSc (Hons) Financial Economics	0	2	0
Diploma in Business and Financial Economics	1	0	0
MSc (Business Economics)	0	0	9
MSc (Finance (Banking and Risk Management))	0	0	2
Finance, banking and insurance	23	4	8
BSc (Hons) Finance	23	4	0
MSc (Finance (Corporate Finance))	0	0	8
Information and Communication Technologies (ICTs) not further defined or elsewhere classified	28	6	17

BSc (Hons) Business Information Systems	28	6	0
MSc (Business Information and Analytics Systems)	0	0	6
MSc (Digital Health)	0	0	1
MSc (Information Systems for Business Performance)	0	0	10
Law	78	23	0
Management and administration	0	0	1
MSc (Finance (Asset Management))	0	0	1
Marketing and advertising	0	0	6
MSc (Food Business and Innovation)	0	0	5
MSc in Co-operatives, Agri-Food and Sustainable Development	0	0	1
Social and behavioural sciences not further defined or elsewhere classified	0	0	4
MSc (Cooperative and Social Enterprise)	0	0	4
Total	254	86	76

Table 4.3: ISCED classification mapped to UCC programmes (SEFS)

College of Science, Engineering & Food Science	First Year	Final Year	PGT
Agriculture not further defined or elsewhere classified	0	0	2
Postgraduate Certificate in Dairy Technology and Innovation	0	0	2
Architecture and construction not further defined or elsewhere classified	8	0	4
BSc (Hons) Architecture	8	0	0
Master of Architecture	0	0	4
Biochemistry	0	12	0
BSc (Hons) Biochemistry	0	9	0
BSc (Hons) Biotechnology	0	3	0
Biological and related sciences not further defined or elsewhere classified	107	1	0
BSc (Hons) Biological and Chemical Sciences	54	0	0
BSc (Hons) Biological, Earth and Environmental Sciences	52	0	0
BSc (Hons) Intercalated	0	1	0
Diploma in Biological Sciences	1	0	0
Biology	23	40	19
BSc (Hons) (Biomedical Sciences) Joint UCC/CIT	5	3	0
BSc (Hons) Biological, Earth and Environmental Sciences - Zoology	0	10	0
BSc (Hons) Genetics	9	6	0
BSc (Hons) Microbiology	0	8	0
BSc (Hons) Neuroscience	0	1	0
BSc (Hons) Nutritional Sciences	9	7	0
BSc (Hons) Physiology	0	5	0
MSc (Bioinformatics and Computational Biology)	0	0	1
MSc (Food Microbiology)	0	0	5
MSc (Marine Biology)	0	0	4
MSc (Molecular Cell Biology and Bioinnovation)	0	0	6

Postgraduate Certificate in Marine Biology	0	0	2
Postgraduate Diploma in Nutritional Sciences	0	0	1
Building and civil engineering	0	1	0
BE (Hons) Civil, Structural and Environmental Engineering	0	1	0
Chemical engineering and processes	0	7	2
BE (Hons) Process and Chemical Engineering	0	7	0
Master of Engineering Science (Pharmaceutical and Biopharmaceutical Engineering)	0	0	2
Chemistry	11	18	5
BSc (Hons) Chemical Physics	0	1	0
BSc (Hons) Chemical Sciences	11	0	0
BSc (Hons) Chemistry	0	13	0
BSc (Hons) Chemistry of Pharmaceutical Compounds	0	3	0
BSc (Hons) Chemistry with Forensic Science	0	1	0
MSc (Analytical Chemistry)	0	0	5
Earth sciences	0	1	0
BSc (Hons) Biological, Earth and Environmental Sciences - International Field Geosciences	0	1	0
Electricity and energy	0	0	1
MEngSc (Sustainable Energy)	0	0	1
Engineering and engineering trades not further defined or elsewhere classified	18	0	7
BE (Hons) Engineering	18	0	0
M Eng Sc (Electrical and Electronic Engineering)	0	0	4
M Eng Sc (Mechanical Engineering (Manufacturing, Process and Automation Systems))	0	0	3
Environment not further defined or elsewhere classified	0	0	4
Postgraduate Diploma in Freshwater Quality Monitoring and Assessment	0	0	4
Environmental sciences	0	13	0
BSc (Hons) Biological, Earth and Environmental Sciences - Applied Plant Biology	0	3	0
BSc (Hons) Biological, Earth and Environmental Sciences - Ecology and Environmental Biology	0	4	0
BSc (Hons) Biological, Earth and Environmental Sciences - Environmental Science	0	6	0
Food processing	11	9	5
BSc (Hons) Food Science	9	9	0
Diploma in Food Studies	2	0	0
Higher Diploma in Food Science and Technology	0	0	2
MSc (Food Science)	0	0	3
Information and Communication Technologies (ICTs) not further defined or elsewhere classified	31	13	26
BSc (Hons) Computer Science	25	0	0
BSc (Hons) Computer Science - Single Honours	0	10	0
BSc (Hons) Computer Science Single Honours - Software Entrepreneurship	0	1	0
BSc (Hons) Computer Science Single Honours - Web Systems Engineering	0	1	0
BSc (Hons) Data Science and Analytics	6	0	0
BSc (Ord) Computer Studies	0	1	0

MSc (Computing Science)	0	0	18
MSc (Data Science and Analytics)	0	0	8
Manufacturing and processing not further defined or elsewhere classified	0	0	5
MSc (Biotechnology)	0	0	5
Marketing and advertising	14	7	0
BSc (Hons) (Food Marketing and Entrepreneurship)	14	7	0
Mathematics and statistics not further defined or elsewhere classified	24	10	4
BSc (Hons) Mathematical Sciences	24	0	0
BSc (Hons) Mathematical Sciences - Financial Mathematics and Actuarial Science	0	5	0
BSc (Hons) Mathematical Sciences - Joint Honours	0	2	0
BSc (Hons) Mathematical Sciences - Single Honours	0	3	0
MSc (Actuarial Science)	0	0	3
MSc (Mathematical Modelling and Self-learning Systems)	0	0	1
Physics	13	0	0
BSc (Hons) Physics and Astrophysics	13	0	0
Sociology and cultural studies	9	2	0
BSc (Hons) International Development and Food Policy	9	2	0
Software and applications development and analysis	0	0	5
MSc (Interactive Media)	0	0	5
Statistics	0	8	0
BSc (Hons) Food Science and Technology	0	3	0
BSc (Hons) Risk and Actuarial Studies	0	5	0
Teacher training with subject specialisation	0	4	0
BSc (Hons) Science Education	0	4	0
Total	269	146	89

Table 4.4: ISCED classification mapped to UCC programmes (M&H)

College of Medicine & Health	First Year	Final Year	PGT
Chemical engineering and processes	0	0	1
MSc (Physiotherapy)	0	0	1
Dental studies	11	8	1
BDS (Hons)	7	5	0
BDS (Hons) (Graduate Entry)	1	1	0
Diploma Dental Hygiene	0	2	0
Diploma Dental Nursing	3	0	0
Postgraduate Diploma in Public Health	0	0	1
Health not further defined or elsewhere classified	27	7	30
BSc (Hons) Medical and Health Sciences	15	0	0
BSc (Hons) Public Health	0	7	0
BSc (Hons) Public Health Sciences	12	0	0
Master of Public Health	0	0	25

Postgraduate Certificate in Clinical Trials	0	0	1
Postgraduate Certificate in Health Professions' Education	0	0	4
Medical diagnostic and treatment technology	0	0	6
MSc (Diagnostic Radiography)	0	0	6
Medicine	62	17	0
BSc (Hons) Paramedic Studies - Practitioner Entry	2	0	0
MB, BCh, BAO	49	11	0
MB, BCh, BAO (Graduate Entry)	11	6	0
Nursing and midwifery	58	17	25
BSc (Hons) Midwifery	7	3	0
BSc (Hons) Nursing - Children's and General (Integrated)	8	0	0
BSc (Hons) Nursing (General)	26	8	0
BSc (Hons) Nursing (Intellectual Disability)	5	1	0
BSc (Hons) Nursing (Mental Health)	8	3	0
BSc (Hons) Nursing (Psychiatric)	0	1	0
BSc (Hons) Nursing Studies	1	1	0
Certificate in Nursing (Nurse/Midwife Prescribing)	3	0	0
Higher Diploma in Midwifery	0	0	3
MSc (Audiology)	0	0	4
MSc (Midwifery)	0	0	1
MSc (Nursing and Healthcare Quality Improvement)	0	0	3
MSc (Nursing Studies)	0	0	3
MSc (Nursing)	0	0	5
MSc (Nursing) Advanced Nursing Practice	0	0	1
Postgraduate Diploma in Nursing (Gerontological)	0	0	3
Postgraduate Diploma in Nursing (Recovery-focused Mental Health Nursing)	0	0	1
Postgraduate Diploma in Public Health Nursing	0	0	1
Occupational health and safety	0	0	10
Higher Diploma in Safety, Health and Welfare at Work	0	0	5
MSc (Occupational Health)	0	0	4
Postgraduate Certificate in Health Protection (Online)	0	0	1
Pharmacy	17	4	0
BPharm (Hons)	17	4	0
Therapy and rehabilitation	26	17	3
BSc (Hons) Occupational Therapy	11	8	0
BSc (Hons) Speech and Language Therapy	15	9	0
MSc (Dementia)	0	0	2
MSc (Older Person Rehabilitation)	0	0	1
Total	201	70	76

Table 4.5: ISCED classification mapped to UCC programmes (ACE)

Adult Continuing Education	PGT
Business and administration not further defined or elsewhere classified	7
BSc (Hons) Credit Union Business	1
Diploma in Management and Team Development	1
MSc (Personal and Management Coaching)	5
Chemical engineering and processes	8
Dip Process and Chemical Engineering	1
Postgraduate Certificate in BioPharma Processing	7
Child care and youth services	27
Diploma in Autism Studies	19
Diploma in Youth and Community Work	8
Environmental sciences	2
Diploma in Environmental Science and Social Policy	2
Food processing	1
Diploma in Food Science and Technology	1
History and archaeology	1
Diploma in European Art History	1
Humanities (except languages) not further defined or elsewhere classified	2
Diploma in Local and Regional Studies	2
Language acquisition	3
Higher Diploma in Advanced Languages and Global Communication	3
Management and administration	14
Certificate in Procurement Management	2
Diploma in Management Practice	2
Higher Diploma in Human Resource Management	3
MSc (Human Resource Management)	3
MSc Project Management	3
Postgraduate Diploma Project Management	1
Social and behavioural sciences not further defined or elsewhere classified	1
Diploma in Substance Misuse and Addiction Studies	1
Sociology and cultural studies	4
Diploma in Social Studies	4
Welfare not further defined or elsewhere classified	5
Diploma in Learning and Development Practice	1
Higher Diploma in Facilitating Inclusion (Disability Studies)	4
Total	75

FIELD OF STUDY

Here if we are unable to accurately match the field of study themes with College/School thematic areas (hopefully we can), we should at least give a description of what in UCC might constitute a certain ISSE field of study area.

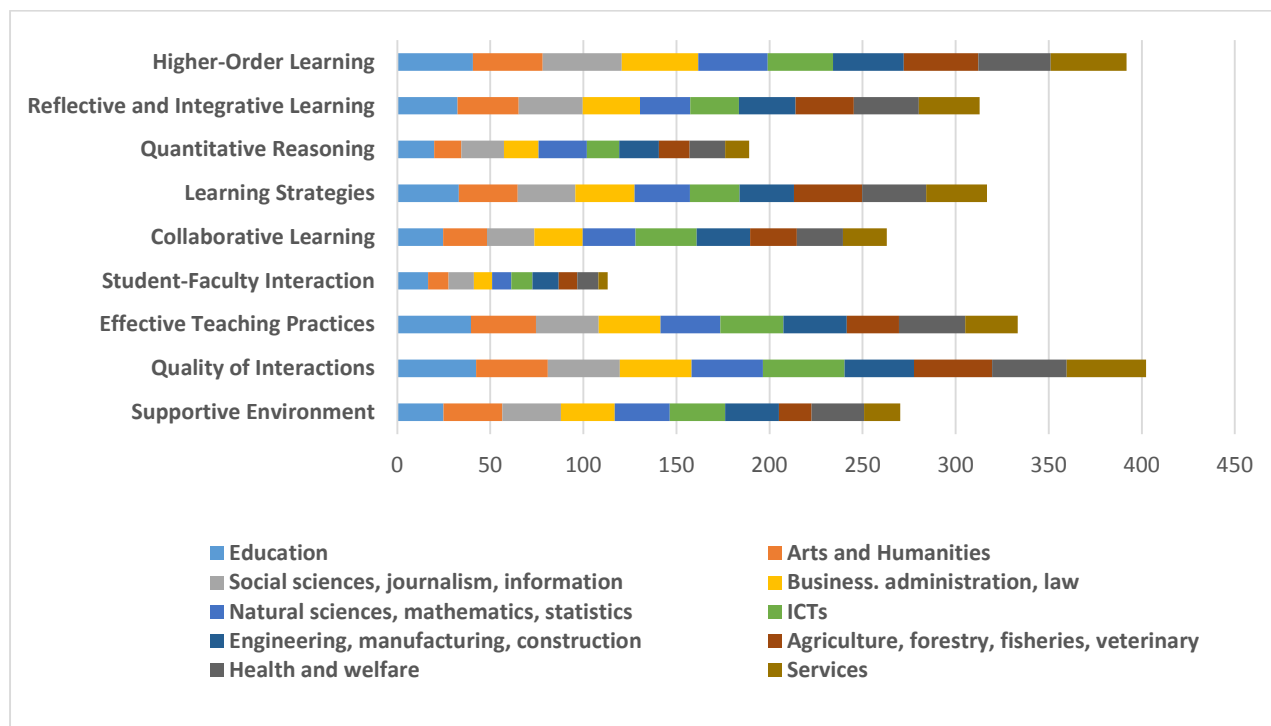


Figure 4.2: Indicator scores by ISSE field of study.

*UCC students chose one field of study they felt best fit their programme.

GENDER

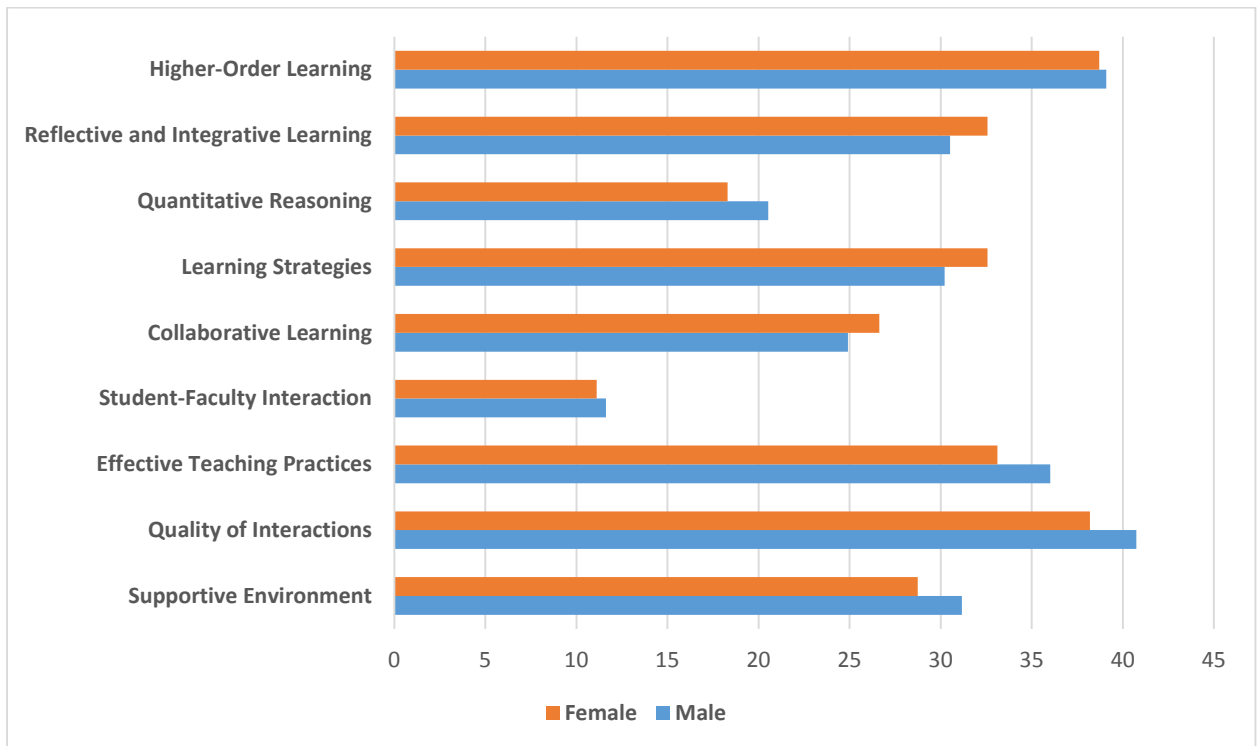


Figure 4.3: Indicator scores by gender

AGE GROUP

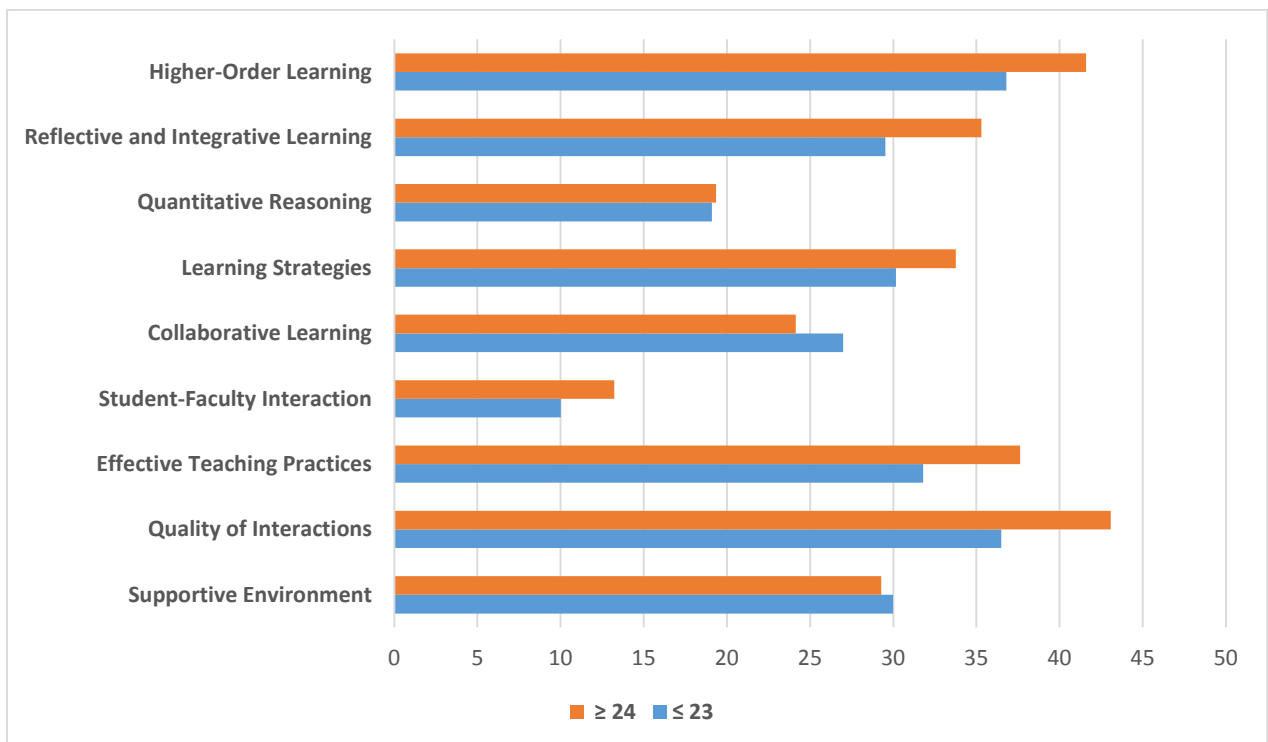


Figure 4.4: Indicator scores by age group

COUNTRY OF DOMICILE

Country of domicile refers to a student's country of permanent address prior to entry to their programme of study. A dichotomous variable that makes a distinction between Irish (including Northern Irish) students and all other internationally domiciled students is used.

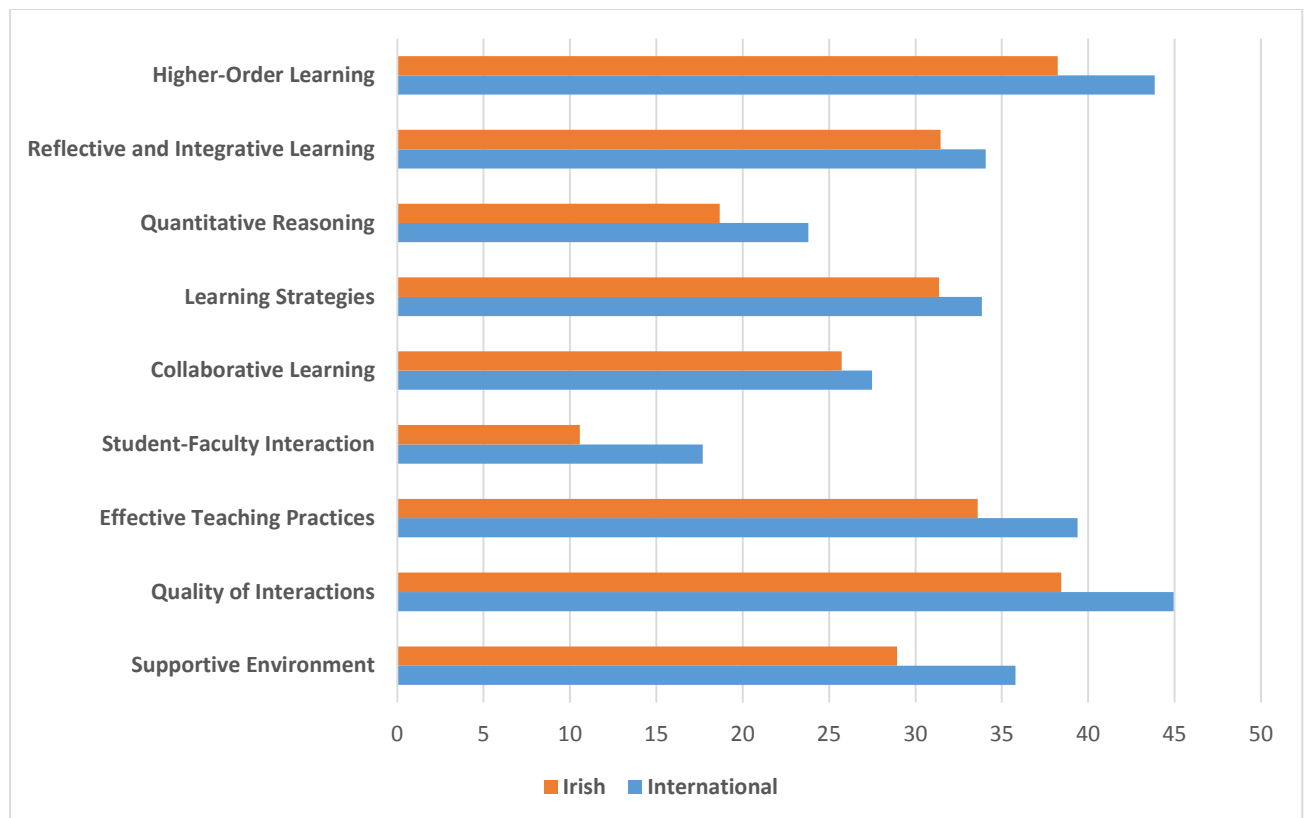


Figure 4.5: Indicator scores by country of domicile