



University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

StudentSurvey.ie (2022)
RESULTS REPORT: University College Cork



University Student Survey Board
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ACKNOWLEDGEMENTS

This report is an initiative of the University Student Survey Board, with support from Ms Elizabeth Noonan, current Chair and Director Quality Enhancement Unit. The Student Survey Project team would like to thank the many students who participated in the online survey, and we would like to especially thank Ms Asha Woodhouse (President of the Students Union), Ms Sinead Roche (former Education Officer of the Students Union), Ms Maeve Richardson (former Entertainment Officer of the Students Union) Mr Barry O'Connor (Systems Administration) and Mr Barry Foley (IT Services) for their help in promoting and administering the online survey

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INTRODUCTION

This report presents the findings of the StudentSurvey.ie (Irish Survey of Student Engagement) fieldwork conducted in February 2022. The question set was revised in 2021. The survey is run in 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).

The survey invites responses from first year undergraduate, final year undergraduate, and taught postgraduate (PGT) students in 25 higher education institutes in Ireland. It is designed specifically to gather data on student experience in higher education institutions, with a focus on the amount of time and effort students put into their studies and other educationally beneficial activities, as well as how institutions deploy resources and organise curriculum and learning opportunities to encourage students to participate in meaningful activities linked to learning. StudentSurvey.ie data is best used as a series of signposts to explore why students may have reported certain forms of engagement and it provides valuable feedback that is essential for the internal Quality Enhancement processes.

New to the established survey instrument in 2022 are **Topical Modules** whereby institutions were able to ask students some questions on one of the following topics: (1) Career & Workforce Preparation, (2) Civic Engagement, (3) Experiences with Online Learning, and (4) Inclusiveness and Engagement with Diversity. UCC opted to include Topical Module 4 - in the 2022 survey. These results are separate to the established survey questions and can be found in the **Topical Module** section.

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.

PARTICIPATION IN STUDENTSURVEY.IE

14,204 students were invited to participate in the 2022 survey (Table 1). Working in partnership with our Students' Union Officers, the fieldwork was conducted in spring 2022, launching at UCC on Monday 7th February and remaining open until Sunday 27th February. This is the second administration of the survey under COVID-19 conditions. 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.

Table 1: How our students responded in the past 4 years

	2019	2020	2021	2022
Total number of eligible students	12,035	12,655	13,763	14,203
Total number of respondents	2,183	2,828	2,781	4,083
Overall Percentage (%)	18.1	22.3	20.2	28.7

The UCC response rate for 2022 was **29%** (4,083) compared with **20.2%** (2,781) in 2021. This is **9%** higher than our response rate for 2021 and for the first time, we exceed the National average. It should be noted that the average response rate nationally sits at **27.8%**. University College Cork moves up ten places to 12th out of 25 institutions who participated in the survey, when compared to its position in 2021 (21 out of 25). UCC was also ranked 3rd of the responding universities (Table 2).

Table 2: UCC's participation in the StudentSurvey.ie at sectoral level (Irish Universities)

University Response Rates	2022	2021	2020	2019
Trinity College Dublin	35%	33%	34%	22%
Dublin City University	35%	25%	28%	33%
University College Cork	29%	20%	22%	18%
University College Dublin	27%	32%	34%	23%
University of Galway	26%	31%	38%	37%
Maynooth University	23%	22%	25%	21%
University of Limerick	21%	17%	18%	22%

Table 3 presents the demographic profile of all UCC survey responders. The results consistently show that a respondent is mostly a female Irish student, under 23 years of age, in her first year of study. The pattern remains to be like in other universities in terms of their domicile and gender (UCC has a higher female response rate).

Table 3: Demographic Profile of UCC Participants in the StudentSurvey.ie 2022 and 2021

	University College Cork 2022				University College Cork 2021			
	First Year	Final Year	PG Taught	All students	First Year	Final Year	PG Taught	All students
Population								
Survey Population	5,042	3,680	5,482	14,204	4,634	3,865	5,264	13,763
Respondents	1,781	1,010	1,292	4,083	1,353	641	787	2,781
Response Rate	35.3	27.4	23.6	28.7	29.2	16.6	15.0	20.2
Age (Number)								
23 years and under	1,471	737	157	2,365	1,150	479	114	1,743
24 years and over	310	273	1,135	1,718	203	162	673	1,038
Age (%)								
23 years and under	82.6	73.0	12.2	57.9	85.0	74.7	14.5	62.7
24 years and over	17.4	27.0	87.8	42.1	15.0	25.3	85.5	37.3
Sex (Number)								
Male	643	357	465	1,465	478	206	248	932
Female	1,128	652	824	2,604	868	434	539	1,841
Sex (%)								
Male	36.3	35.4	36.1	36.0	35.5	32.2	31.5	33.6
Female	63.7	64.6	63.9	64.0	64.5	67.8	68.5	66.4
Domicile (Number)								
Irish	1,650	945	1,009	3,604	1,285	602	652	2,539
Non-Irish	131	65	283	479	68	39	135	242
Domicile (%)								
Irish	92.6	93.6	78.1	88.3	95.0	93.9	82.8	91.3
Non-Irish	7.4	6.4	21.9	11.7	5.0	6.1	17.2	8.7
Mode of Study (Number)								
Full-time	1,622	964	766	3,352	1,302	605	543	2,450
Part-time/Remote	159	46	526	731	51	36	244	331
Mode of Study (%)								
Full-time	91.1	95.4	59.3	82.1	96.2	94.4	69.0	88.1
Part-time/Remote	8.9	4.6	40.7	17.9	3.8	5.6	31.0	11.9
Programme Type (Number)								
Undergraduate Certificate/Diploma	155	43	0	198	51	32	0	83
Undergraduate Ordinary Degree	0	0	0	0	0	0	0	0
Undergraduate Honours Degree	1,626	967	0	2,593	1,302	609	0	1,911

Graduate Certificate/Diploma	0	0	397	397	0	0	224	224
Masters Taught	0	0	895	895	0	0	563	563

Programme Type (%)

Undergraduate Certificate/Diploma	8.7	4.3	0.0	4.8	3.8	5.0	0.0	3.0
Undergraduate Ordinary Degree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Undergraduate Honours Degree	91.3	95.7	0.0	63.5	96.2	95.0	0.0	68.7
Graduate Certificate/Diploma	0.0	0.0	30.7	9.7	0.0	0.0	28.5	8.1
Masters Taught	0.0	0.0	69.3	21.9	0.0	0.0	71.5	20.2

TOOLS TO SUPPORT ANALYSIS

In Touch dashboard

Data are available and can be accessed via the [In Touch dashboard](#), a Tableau-based data analysis and visualisation tool which will help you to analyse the results of StudentSurvey.ie. Using the In Touch dashboard, results are available which will allow colleagues to compare the indicator score for each indicator for respondents in programmes within their College, School, and Department with relevant comparators within the institution and nationally. When results are combined with local knowledge of programmes and the students enrolled, the value of the data can be maximised, making the most of this valuable dataset StudentSurvey.ie has created.

This tool enables Programme Directors and Coordinators to download and present programme data (for every fieldwork period since 2017) for the purposes of annual programme monitoring and document actions proposed in response. Programme Teams are encouraged to consider whether changes are required and, if so, what are the timeline/ responsibilities for action and monitoring impact.

To set up a profile on In Touch and access the platform, click [here](#)

StudentSurvey.ie Report Templates and Guide

The accompanying [StudentSurvey.ie Report Templates and Guide](#) was designed for use by Programme Directors and Programme Coordinators to enhance their ability to access, analyse, report and respond to the student voice in a timely and effective way. Whilst this guide refers to, primarily, Programme Directors, it should also be used by any other post holders (including Heads of School, Student Engagement Officers) that are responsible for managing and monitoring programme quality.

Click [here](#) for a sample report containing all three templates.

EXECUTIVE SUMMARY

The Student Survey provides a measure of the kind and extent of student engagement in their learning experience and the overall design of the survey means that comparison of scores between units within an institution are more meaningful than comparisons with other institutions. Enhancements are being made because of StudentSurvey.ie, and staff and students are best placed to measure and understand the impact of those enhancements through interrogation of their data. In this context the outcomes of the Survey provide signposts towards issues which may merit deeper exploration.

Summary of Results – Indicator Scores

StudentSurvey.ie provides valuable insight into the institutional response to COVID-19 from the perspective of current students. A visual inspection of the data shows that all UCC indicator scores rose in 2022, signalling a return to pre-COVID student satisfaction levels. The findings show that:

- I. Compared to other universities UCC has lower scores across seven of the indicators, however, these are small effect sizes, and so most probably do not represent real world differences. UCC reported higher scores for 'Effective Teaching Practices', 'Quality of Interactions' and 'Supportive Environment', when compared to other universities.
- II. Some indicators, such as 'Quality of Interactions' and 'Student-Faculty Interaction', show a significant change in the trend in 2022, likely to be those influenced by COVID-19. Other indicators, such as 'Collaborative Learning' continue to emerge longitudinally as an area for development.

Students' Overall Experience at UCC

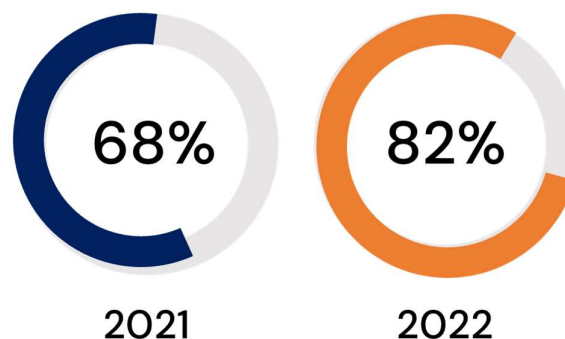
Two non-indicator questions are used to evaluate respondents' overall experience in UCC.

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

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

Respondents rated their satisfaction with their overall educational experience highly in 2022 (**82.3%**). The proportion of respondents choosing the option 'Good' increased by **7%** when compared to 2021 (**44%** in 2021 v **50.8%** in 2022). There was a reduction of **4%** in the proportion of respondents choosing the option 'Poor' moving from **6.5%** to **2.4%**.

Overall Satisfaction



The survey also asked respondents to rate their likelihood of returning to the same institution if they were to start over again. The proportion of respondents who reported 'Definitely yes' was **47.4%** in 2022, a **2%** increase from 2021. Respondents reported that they were supported by UCC in terms of ongoing effective and timely feedback on a draft or work in progress, increasing **6%** in proportion of respondents selecting 'Quite a bit/Very much'. More than **70%** of first year undergraduate respondents reported that they were supported by UCC in terms of ongoing effective and timely communication.

It was interesting to see that **35.6%** of students often/very often included varied perspectives (political, religious, racial, ethnic, gender, etc.) in conversations or assignments, compared to **32.5%** in 2021. It is pleasing to see that the curriculum is evolving to represent the diversity of our society and we hope to see it increase more next year.

QUALITATIVE DATA - OPEN ENDED QUESTIONS

Additionally, this report 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. Beyond the pre-defined set of possible answer choices, students also had the opportunity to provide their own comments – with the examples below illuminating some of the wider issues at play across the University.

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

1,199 students provided responses to this qualitative question and the responses denote an alignment with UCC's performance in all indicator scores. The COVID-19 pandemic has exposed challenges within higher education to provide meaningful, engaging, and high-quality learning experiences for students. These challenges will not simply disappear once students return to the physical lecture hall. The feedback provides valuable insight from the perspectives of current students.

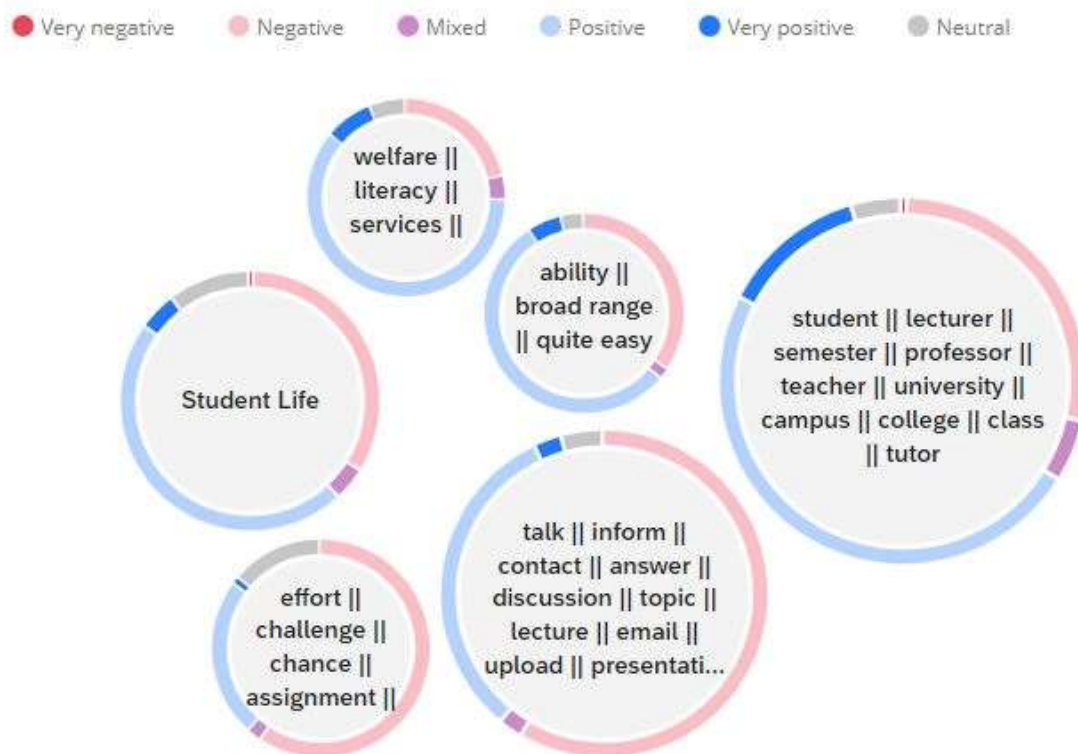


Figure 1: Qualitative Feedback (best aspects)

Despite these challenges, there has been an increase in the numbers of students whose experience exceeded their expectations. When asked “*how would you evaluate your entire educational experience at this institution?*” **82%** rated their experience as ‘excellent’ and/or ‘good’ this is **14%** higher than in 2021.

Students were generally satisfied with timely and frequent communication, tutorial groups and consistency or timeliness of feedback. Furthermore, respondents evaluated academic teaching staff positively describing them as dynamic, inspiring, and passionate about their area. Students place great importance on lecture staff being able to support them, augmenting the wellbeing support currently in place.

The open comments identified both the Library and Skills Centre as areas where many students felt enhanced their student experience. Work placement, group tutorials and Clubs and Societies also rated highly as all three services provided opportunities for students to connect and interact with their peers. Overall, the return to in-person teaching has clearly been welcomed.

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

1,125 students provided responses to this question, this year there has been a shift in that lack of in-person contact has fallen significantly in its influence (although still a key factor), while wider aspects such as teaching quality, cost of living and course content are seen as more important.

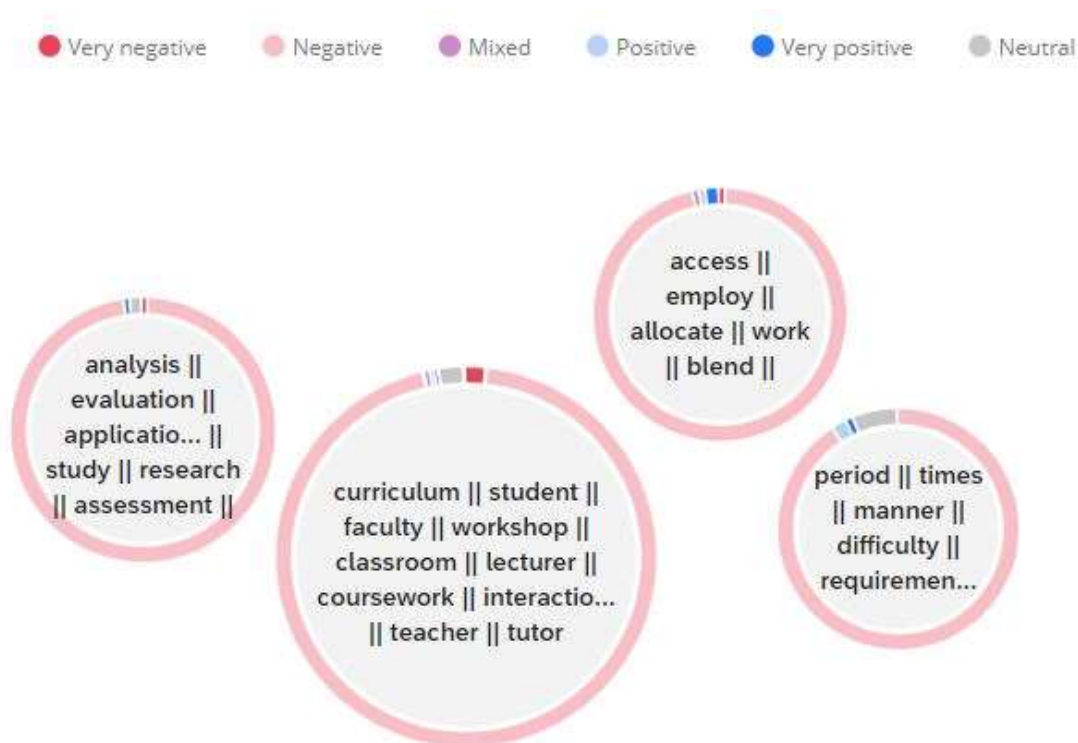


Figure 2: Qualitative Feedback (areas of improvement)

LOOKING DEEPER PART 1 – CONSIDERATION FOR WITHDRAWAL

Students have considered withdrawing from their institutions for a wide range of reasons for example, financial reasons, personal or family reasons, health reasons and employment reasons. Unquestionably, the cost of living and accommodation crisis will have a negative impact on these figures if steps are not taken to invest in these students, their facilities, and resources on campus.

In total, **68%** of UCC students have not seriously considered withdrawing from their degree programme. This means that over one in three (**32%**) have seriously considered withdrawing. The proportion of students that have seriously considered withdrawing is particularly high for final year undergraduate respondents, where almost two in five have indicated that they had considered withdrawing from their programme (**39%**). For first year undergraduate respondents, this is **31.2%**, and for taught postgraduate respondents, only **29.1%** indicated that they had considered withdrawing from their programme (Table 5).

Table 4: Rates of considering withdrawal by group

Have you ever seriously considered withdrawing from your degree programme?	All (%)	1st year (%)	Final year (%)	PGT (%)
No, I have not seriously considered withdrawing	67.9	69.8	61.2	70.9
Yes, for financial reasons	9.6	7.6	11.9	10.7
Yes, for personal or family reasons	12.3	11.5	14.3	11.7
Yes, for health reasons	6.2	5.3	7.4	6.5
Yes, for employment reasons	4.5	3.6	6.4	4.4
Yes, to transfer to another institution	5.7	6.0	7.7	3.3
Other reason	6.8	7.1	8.6	4.7

Of the **40%** of CACSSS respondents who considered leaving university, by far and away the main reason (**15%**) for personal or family reasons and (**14%**) for financial reasons. This shines a light on some of the ongoing issues impacting students and their whole experience. **33%** of M&H respondents who considered leaving university, the main reason cited was (**13%**) for personal or family reasons and (**10%**) for financial reasons.

Furthermore, of the **27%** of B&L respondents who considered leaving university, the main reason (**9%**) for financial reasons (**8%**) for personal or family reasons and of the **29%** of SEFS respondents who considered leaving university, the main reason cited was (**12%**) for personal or family reasons and (**7%**) for other reasons, citing COVID-19, struggling with workload and mental health problems.

For many students, and indeed across society, wellbeing concerns increased during the pandemic. There is also a general sentiment from the comments that some students are needing support with finances, workload, or personal issues. When responding to the question about whether respondents had considered withdrawal, respondents were offered the option of selecting “Other” as a reason for considering withdrawal in addition to the options outlined above. The aspects of the experience which led respondents to consider withdrawing from their programme most frequently cited were ‘Workload is too much’, ‘Not enjoying course’, and ‘Course too difficult’.

TOPICAL MODULE 4- Inclusiveness and Engagement with Diversity

The impact of the Topical Modules in terms of value added, data generated, ease of use and impact on response rate, among other factors, will be evaluated after the pilot study. This evaluation will inform a larger consideration by the StudentSurvey.ie Steering Group of the operating principles for optional questions in StudentSurvey.ie, included but not limited to the existing Topical Modules and future Modules on other topics relevant to the higher education system in Ireland.

Working collaboratively with colleagues from our EDI (Equality, Diversity, and Inclusion) Unit, the results will help inform colleagues about the best approach to explore models of inclusion and shape new approaches.

Table 5: Topical Module 4 – Inclusiveness and Engagement with Diversity

Question			All (%)	1st year (%)	Final year (%)	PGT (%)
Developing the skills necessary to work effectively with people from various backgrounds	1	Very little	23.0	24.5	29.0	14.9
	2	Some	29.4	31.0	30.4	25.9
	3	Quite a bit	28.1	26.3	26.1	33.1
	4	Very much	19.4	18.2	14.6	26.0
Recognising your own norms and biases	1	Very little	20.4	21.4	27.5	12.3
	2	Some	31.4	31.8	32.2	30.0
	3	Quite a bit	30.6	31.3	26.8	33.0
	4	Very much	17.6	15.5	13.5	24.7
Learning about other cultures	1	Very little	31.7	34.7	36.4	22.4
	2	Some	30.0	28.3	30.6	32.5
	3	Quite a bit	21.9	22.2	18.8	24.2
	4	Very much	16.3	14.8	14.2	20.9
Respecting the expression of diverse ideas	1	Very little	13.9	14.1	19.9	7.9
	2	Some	27.8	30.7	27.9	22.7
	3	Quite a bit	36.1	33.4	34.7	42.1
	4	Very much	22.2	21.7	17.5	27.3
Demonstrating a commitment to diversity	1	Very little	10.0	9.3	11.9	9.6
	2	Some	27.9	28.5	30.0	25.1
	3	Quite a bit	36.0	35.9	38.9	33.5
	4	Very much	26.1	26.3	19.2	31.9
Providing students with the resources needed for success in a multicultural world	1	Very little	14.6	14.3	16.7	13.2
	2	Some	36.4	35.4	42.6	32.5
	3	Quite a bit	30.5	31.7	28.8	30.1
	4	Very much	18.4	18.6	11.9	24.2
Providing information about anti-discrimination and harassment policies	1	Very little	13.4	11.7	15.7	14.3
	2	Some	30.2	26.7	37.4	29.5
	3	Quite a bit	30.3	31.3	31.0	28.0

	4	Very much	26.1	30.3	15.9	28.2
Taking allegations of discrimination or harassment seriously	1	Very little	9.8	7.3	14.4	9.9
	2	Some	25.7	24.5	27.0	26.4
	3	Quite a bit	33.1	34.4	34.9	29.2
	4	Very much	31.4	33.8	23.7	34.5
Helping students develop the skills to confront discrimination and harassment	1	Very little	16.4	13.4	21.5	16.7
	2	Some	29.6	27.7	35.0	28.0
	3	Quite a bit	29.2	30.8	28.1	27.3
	4	Very much	24.9	28.1	15.4	28.0
Attended events, activities, or presentations (including online) that reflect an appreciation for diverse groups of people	1	Never	51.8	55.2	50.6	46.9
	2	Sometimes	30.1	28.2	32.2	31.2
	3	Often	12.5	12.0	10.5	15.2
	4	Very often	5.7	4.6	6.7	6.7
Participated in activities related to the inclusion of specific groups (racial, ethnic, LGBTQ+, religious, gender, age, socio-economic group, etc.)	1	Never	61.5	63.5	58.1	61.2
	2	Sometimes	23.4	21.1	26.2	25.0
	3	Often	10.2	11.1	8.6	9.9
	4	Very often	4.9	4.2	7.1	3.9
Participated in a demonstration for an inclusion-related cause (rally, protest, etc.)	1	Never	71.1	70.2	69.9	73.7
	2	Sometimes	18.2	18.0	19.9	17.1
	3	Often	6.9	8.6	5.5	5.3
	4	Very often	3.8	3.2	4.7	3.9

INDICATOR SCORES ACROSS UCC

How are indicator scores calculated?

The StudentSurvey.ie survey is comprised of ten indicators with **each indicator scored out of a maximum of 60-point scale**. Indicator scores are averaged means and are not percentages but rather reflect relative performance. They are calculated scores to enable interpretation of the data at a higher level than individual questions, i.e., to act as signposts to help the reader to navigate the large data set. There are 22 individual non-indicator questions that are scored on a 100-point scale (percentage). No single indicator reflects the complex dimensions of student behaviour and institutional performance. This summary data is based on the numeric indices only and the comparisons used are between the UCC index scores and the average for the other seven StudentSurvey.ie Universities, and all other StudentSurvey.ie institutions.

Indicator Scores: UCC versus Irish Universities

Comparison of individual scores across institutions is inappropriate given that the differences with respect to mission, resources, profile, and response rates. Table 6 below indicates how UCC's performance compared with other Irish Universities for the academic year 2021/22 to 2019/2020. In addition, the scores for all other StudentSurvey.ie institutions are also included to add further context.

Table 6: Indicator scores – 3-year overview

	UCC 2020	UCC 2021	UCC 2022	All SS.IE 2022	Watch points	Universities 2022	Watch points
Index Scores (Mean)							
Higher Order Learning	36.5	35.2	36.1	34.79	0.1	36.22	0.0
Reflective and Integrative Learning	31.7	30.4	32.5	31.99	0.0	33.30	-0.1
Quantitative Reasoning	20.4	18.2	20.1	20.87	-0.1	21.73	-0.1
Learning Strategies	31.5	31.6	32.8	31.90	0.1	32.54	0.0
Collaborative Learning	26.6	19.3	25.4	29.44	-0.3	29.42	-0.3
Student-Faculty Interaction	10.9	8.1	11	13.31	-0.2	12.50	-0.1
Effective Teaching Practices	33.1	30.8	32.7	33.10	0.0	32.63	0.0
Quality of Interactions	36.9	28.5	38.4	38.39	0.0	37.95	0.0
Supportive Environment	28.7	23.3	29.1	28.29	0.1	28.96	0.0
Learning, Creative and Social Skills	-	-	32.6	33.2	-	33.3	-

Colours indicate the scale of the effect size

Key: >=0.1 small positive effect <=-0.1 small negative effect <=-0.3 medium negative effect

Indicator Scores: By Year of Study

Table 7 below compares indicator scores at cohort level with those of other Irish Universities

Table 7: Indicator scores – by Year of Study

	Y1		YF		PGT			
	Irish Univ	UCC	Irish Univ	UCC	Irish Univ	UCC		
Higher-Order Learning	36.22	36.09	34.66	35.28	35.66	34.71	38.82	38.74
Reflective and Integrative Learning	33.30	32.51	31.43	30.74	32.79	32.21	36.48	36.00
Quantitative Reasoning	21.73	20.10	19.87	18.35	22.76	21.25	23.47	22.18
Learning Strategies	32.54	32.83	31.35	32.16	31.65	31.37	34.94	35.27
Collaborative Learning	29.42	25.40	28.86	24.00	30.79	26.28	29.10	27.19
Student-Faculty Interaction	12.50	10.95	9.10	7.80	14.19	12.50	15.87	15.16
Effective Teaching Practices	32.63	32.70	31.30	32.15	31.26	29.71	35.58	36.39
Quality of Interactions	37.95	38.38	37.57	38.36	36.43	36.87	39.88	39.98
Supportive Environment	28.96	29.05	30.68	30.32	26.78	26.16	28.38	29.48
Learning, Creative and Social Skills	33.43	32.63	31.49	30.81	34.48	32.96	35.23	35.50

The findings show that:

- Indicator scores provide the greatest benefit when used as signposts to explore the experiences of different groups of respondents – UCC first-year cohort (Y1) respondents were stronger across ‘Higher Order Learning’, ‘Learning Strategies’, ‘Effective Teaching Practices’ and ‘Quality of Interactions’ when compared with the Y1 cohort across the university sector.
- Final-year respondents show the largest negative differentiation in learning collaboratively when compared to other Irish Universities (YF: UCC 26.28, Irish Univ: 30.79). This was motivated by more final-year respondents across Irish Universities reporting that they ‘often or very often’ worked with other students on projects compared with UCC (UCC 38% vs Irish Univ 52%).
- Engaging with academic staff was particularly challenging across first-year respondents, where 67% ‘never’ discussed their performance with academic staff compared with 62% in other Universities.

Indicator Scores: By Academic Unit

Table 8: Indicator scores – by Academic Unit

	University College Cork 2022				
	ACE	CACSS	B&L	M&H	SEFS
Index Scores (Mean)					
Higher Order Learning	39.6	36.8	36.3	35.8	33.9
Reflective and Integrative Learning	36.0	34.2	32.2	33.7	28.3
Quantitative Reasoning	17.5	16.1	23.1	20.8	23.5
Learning Strategies	35.3	32.0	33.2	34.7	31.4
Collaborative Learning	16.7	22.1	28.0	28.0	28.2
Student-Faculty Interaction	10.3	11.2	11.4	11.6	9.8
Effective Teaching Practices	36.2	32.5	33.1	32.9	31.5
Quality of Interactions	40.3	38.2	38.5	38.1	38.2
Supportive Environment	22.5	29.4	31.5	27.5	29.4
Learning, Creative and Social Skills	32.2	32.8	33.4	32.6	31.5

Comparison of indicator scores for various disciplines illustrates the notable variation that exists between fields of study as outlined in table 8 above. The proportion of students studying disciplines also influences the overall results for each institution. Different indicator scores should not be compared to each other as there is no direct link between them and no useful interpretation can be drawn from doing so. Furthermore, we would not expect a uniformity of scores across colleges, the differing profiles represent the strengths of disciplines within these colleges, and the colleges themselves are best placed to interpret these profiles against their expectations.

Indicator results are provided for the five Academic Units as seen in Table 8 above. ‘Quality of Interactions’ is the strongest indicator across all faculties (ACE 40.3/60, CACSSS 38.2/60, B&L 38.5/60, M&H 38.1/60, SEFS 38.2/60) and the weakest is ‘Student Faculty Interaction’ (ACE 10.3/60, CACSSS 11.2/60, B&L 11.4/60, M&H 11.6/60, SEFS 9.8/60). The College of Business and Law lead in nine indicators when compared to UCC Indicator scores in 2022. In the Supportive Environment indicator respondents across all areas report ‘very little’ provision of support for non-academic responsibilities such as work, family (43.1% of All Students). Concerns about both domains would have featured strongly for students during the COVID-19 pandemic.

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 9: 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	16.8	20.2	20.6	7.2
	Sometimes	40.7	45.1	41.7	32.0
	Often	26.5	23.0	24.2	34.8
	Very often	16.0	11.6	13.5	25.9
Attended class, tutorials, labs, studios, or online without doing the preparation expected of you (completing readings or assignments, etc.)*	Never	22.9	22.4	16.5	29.4
	Sometimes	44.0	44.7	45.7	41.2
	Often	21.1	20.5	26.8	17.2
	Very often	12.0	12.4	11.0	12.3
Made a presentation in class, tutorials, labs, studios, or online*	Never	39.8	56.7	22.8	24.3
	Sometimes	35.8	28.7	49.0	37.0
	Often	17.1	10.4	19.8	26.8
	Very often	7.3	4.2	8.4	12.0
Explored how to apply your learning in the workplace	Never	26.3	35.6	25.7	10.9
	Sometimes	35.0	35.2	39.6	30.7
	Often	25.5	19.6	25.2	36.0
	Very often	13.2	9.7	9.6	22.4
Exercised or participated in physical fitness activities (whether related to your course/ institution or in your life outside your institution) *	Never	20.0	20.5	15.4	23.0
	Sometimes	27.6	26.9	29.9	26.6
	Often	25.9	25.2	26.8	26.4
	Very often	26.6	27.4	27.9	23.9
Blended academic learning with workplace experience	Never	44.2	57.0	41.9	24.0
	Sometimes	24.7	22.4	28.3	25.6
	Often	18.9	13.7	19.0	27.7
	Very often	12.1	6.8	10.8	22.6
Worked on assessments that informed you how well you are learning	Never	21.4	19.3	28.0	19.2
	Sometimes	40.4	41.6	42.6	36.4
	Often	28.5	29.9	23.9	30.0
	Very often	9.1	10.2	7.0	8.9
Acquiring job- or work-related knowledge and skills	Very little	15.3	18.7	15.4	9.4
	Some	31.7	35.8	31.6	24.8
	Quite a bit	30.8	28.1	31.0	35.4
	Very much	22.1	17.4	22.0	30.4
Engage in voluntary activity (whether related to your course/ institution or in your life outside your institution) *	Have not decided	28.2	30.5	26.6	25.7
	Do not plan to do	13.1	6.3	20.7	18.2

	Plan to do	35.5	47.0	19.3	30.1
	Done or in progress	23.1	16.2	33.4	26.0
	Very much	16.2	11.7	24.8	18.1
	Very much	14.7	12.6	17.9	16.4
How would you evaluate your entire educational experience at this institution?	Poor	2.4	1.7	3.1	3.1
	Fair	15.2	13.6	22.9	10.9
	Good	50.8	52.7	52.2	46.4
	Excellent	31.5	32.0	21.8	39.6
If you could start over again, would you go to the same institution you are now attending?	Definitely no	1.9	1.1	3.0	2.4
	Probably no	8.8	7.3	13.0	7.6
	Probably yes	41.8	39.4	48.9	39.7
	Definitely yes	47.4	52.2	35.1	50.4

LOOKING DEEPER PART 2 – TRENDS OVER TIME

National Trends

The StudentSurvey.ie Trends Over Time website presents research from 2016 – 2021 in an interactive format, making the data accessible to researchers, academics, students, and policy makers. The results presented in the StudentSurvey.ie Trends Over Time Research 2016-2021 originate from six years of student feedback gathered by StudentSurvey.ie.

Offering the same questions each year during this six-year period allows us to present national results to understand and explore any changes in students' perceptions of their experiences and engagement with their higher education institutions.

Click [here](#) to access the StudentSurvey.ie Trends Over Time Microsite

Local Trends

Response Rates and Demographic Information

This section presents respondent numbers and response rate data for respondents in 2014-2022. A total of **19,568** UCC students responded to StudentSurvey.ie between 2014 and 2022, the respondents consisted of **10,197** first year undergraduate students, **4,785** final year undergraduate students and **4,586** taught postgraduate students. The profile of the UCC StudentSurvey.ie respondents has closely matched the national student population over these years.

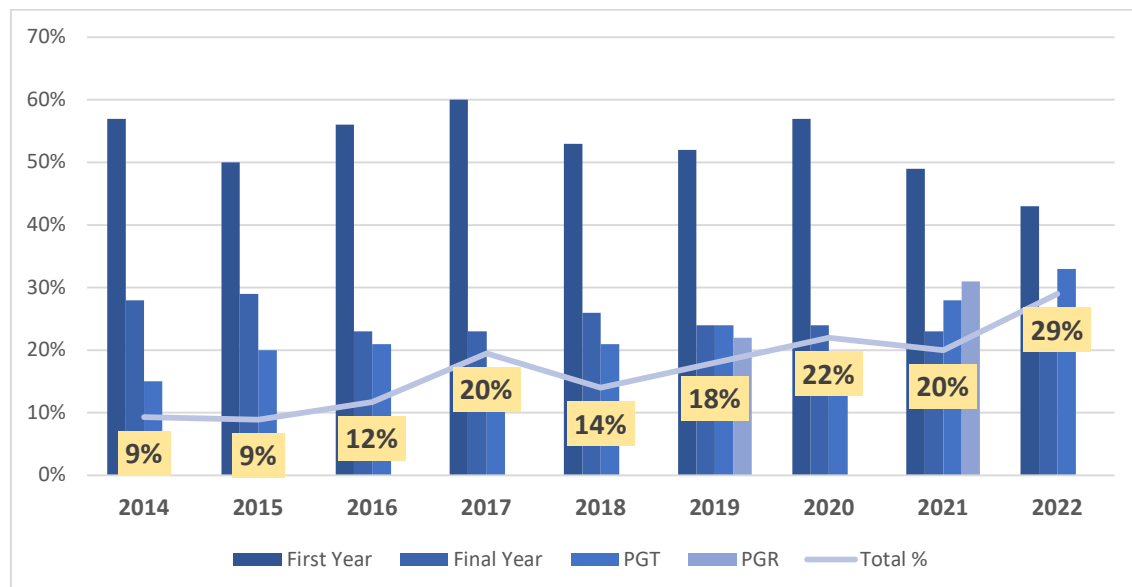


Figure 3: Response by Cohort, 2014 - 2022

Key Indicators Performance Trend and Comparison to Benchmark

The indicators where UCC showed a marked positive performance compared with previous years is in the '**Supportive Environment**' (24.3 in 2021 compared with 29.4 in 2022) and '**Quality of Interactions**' (29.5 in 2021 compared with 38.2 in 2022), while other positive indicators show a trend towards the mean (i.e., UCC's score and those of other Irish Universities are converging). The UCC indicator score for Higher-Order Learning has stayed largely the same from 2016 to 2020, though there was a peak in 2018 (40.2).

The same observation can be made for indicators where UCC scores are below those of the national average scores, outlined in figure X below. The '**Quantitative Reasoning**' and '**Collaborative Learning**' scores, while showing signs of improvement (QR, 15.3 in 2018 compared with 16.1 in 2022) and (CL, 19.3 in 2021 compared with 25.4 in 2022) continue to show the largest negative difference compared with UCC scores and other Irish Universities. The UCC '**Student-Faculty Interaction**' score is **11.0**, while the average for the other universities is **12.3**. The UCC score for 2021 was 8.1. This score has reverted to the score in 2020 (10.92) and thus UCC performance can be said to be improving.

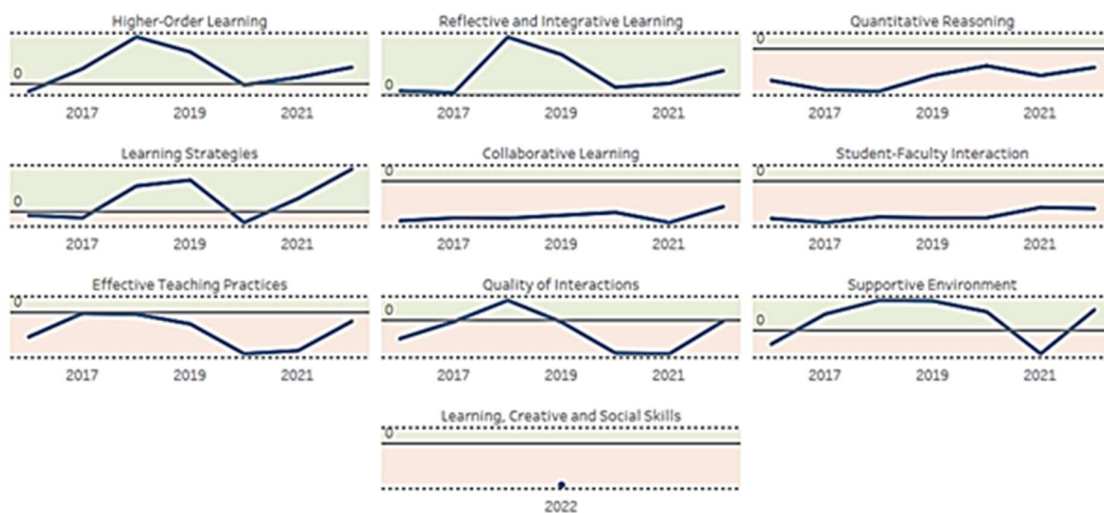


Figure 4: Key Indicators Performance Trend and Comparison to Benchmark

Trends by College

The relevant strengths of each College have remained largely consistent over time (2018 - 2022). The analysis over the period shows a level of consistency in student feedback for the years 2017 to 2020 and a significant drop in scores for the year 2021, likely to be influenced by COVID-19.

- I. CACSSS and B&L respondents report comparable scores in '**Higher Order Learning**' and '**Supportive Environment**'.
- II. M&H reports the highest scores in '**Learning Strategies**' and comparable scores to CACSSS in '**Reflective and Integrative Learning**'.
- III. SEFS is reporting the highest scores in '**Quantitative Reasoning**' and '**Collaborative Learning**' with the lowest score in '**Higher Order Learning**' since 2017.

IV. CACSSS continues to report the highest scores in **'Reflective and Integrative Learning'** year on year.

To understand the reason for these higher scores in 2022, the individual questions relating to this indicator can be further examined via the [In Touch dashboard](#).

Overall Satisfaction

When asked how UCC students would evaluate their entire educational or research experience, UCC continues to gain scores above **80%**. These results reflect our commitment to quality and the hard work and commitment from university staff over the years, particularly throughout the COVID-19 pandemic is clear to see.

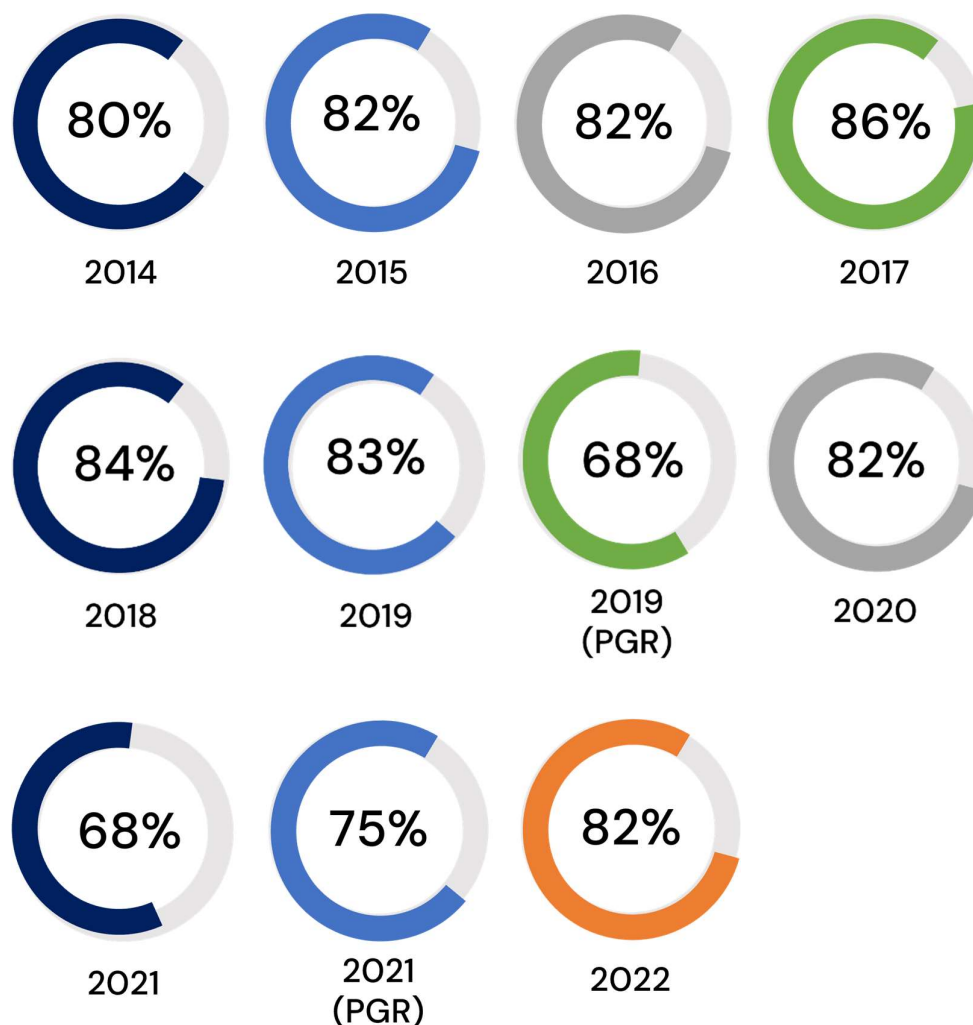


Figure 5: Overall Satisfaction Scores, 2014 - 2022

APPENDICES

Appendix 1 – Demographic profile, by college

Table 10: Demographic Profile of Respondents from the College of Arts, Celtic Studies, and Social Sciences 2022.

	CACSSS student population		CACSSS student respondents	
Cohort				
First year undergraduate	1486	36%	580	14%
Final year undergraduate	1128	27.2%	334	8.1%
Taught postgraduate	1526	37%	393	9.6%
Total	4144	100%	1307	32%
Mode of Study				
Full-time	3554	90%	1180	94%
Part-time/Remote	590	10%	127	6%
Programme Type				
Undergraduate Honours Degree	2591	62%	909	69.5%
Masters Taught (Postgraduate)	1130	27%	293	22.4%
Higher Diploma	200	5%	54	4.1%
Undergraduate Diploma	26	0.6%	5	0.38%
Certificate	63	1.5%	10	0.76%
Postgraduate Diploma	134	3.2%	36	2.75%
Gender				
Male	1426	34.4%	401	27%
Female	2696	65%	898	73%
undeclared	22	0.5%	8	0.44%
Age				
23 years and under	2482	60%	850	65%
24 years and over	1662	40%	457	35%
Domicile				
Irish	3843	93%	1208	92%
Internationally domiciled	301	7%	99	8%

Table 11: Demographic Profile of Respondents from the College of Business and Law 2022.

	B&L student population		B&L student respondents	
Cohort				
First year undergraduate	938	29%	339	11%
Final year undergraduate	867	26%	231	7%
Taught postgraduate	1423	44%	357	11%
Total	3228	100%	927	29%
Mode of Study				
Full-time	2521	78%	789	85%
Part-time/Remote	707	22%	138	15%
Programme Type				
Undergraduate Honours Degree	1802	56%	568	61%
Masters Taught (Postgraduate)	1058	33%	290	31%
Higher Diploma	68	2.1%	16	1.7%
Postgraduate Certificate	237	7.3%	40	4.3%
Undergraduate Diploma	3	0.08%	2	0.2%
Postgraduate Diploma	60	1.8%	11	1.1%
Gender				
Male	1600	49.5%	411	44%
Female	1620	50.1%	514	56%
undeclared	8	0.24%	3	0%
Age				
23 years and under	1833	57%	563	71%
24 years and over	1395	43%	364	29%
Domicile				
Irish	2806	87%	763	91%
Internationally domiciled	422	13%	327	9%

Table 12: Demographic Profile of Respondents from the College of Medicine and Health 2022.

	M&H student population		M&H student respondents	
Cohort				
First year undergraduate	932	33.5%	332	9.1%
Final year undergraduate	691	21.2%	157	2.9%
Taught postgraduate	1271	45.2%	249	5.1%
Total	2894	100%	738	26%
Mode of Study				
Full-time	2023	69.5%	578	90%
Part-time/Remote	871	27.2%	160	10%
Programme Type				
Undergraduate Honours Degree	1560	54%	476	64.4%
Masters Taught (Postgraduate)	739	32%	140	24%
Higher Diploma	79	3%	12	1.6%
Postgraduate Certificate	184	6.3%	30	4%
Postgraduate Diploma	202	7%	43	6%
Undergraduate Diploma	63	2.1%	13	1.7%
Certificate	67	2.3%	24	3.2%
Gender				
Male	762	26.%	179	24%
Female	2132	73.6%	559	76%
undeclared	1	0.03%	0	0%
Age				
23 years and under	961	33%	332	46%
24 years and over	1933	66.8%	406	53.9%
Domicile				
Irish	2514	87%	648	83.5%
Internationally domiciled	381	13%	179	14.7%

Table 13: Demographic Profile of Respondents from the College of Science, Engineering and Food Science 2022.

	SEFS student population		SEFS student respondents	
Cohort				
First year undergraduate	1050	43%	398	12.7%
Final year undergraduate	829	31%	247	5.3%
Taught postgraduate	688	25.5%	193	4.7%
Total	2567	100%	838	33%
Mode of Study				
Full-time	2241	95%	805	98%
Part-time/Remote	146	5%	33	2%
Programme Type				
Undergraduate Honours Degree	1863	73%	640	66%
Masters Taught (Postgraduate)	504	18.3%	144	27%
Higher Diploma	87	3.9%	26	2%
Postgraduate Certificate	39	0.7%	8	3.5%
Undergraduate Diploma	16	1.3%	5	1.8%
Postgraduate Diploma	58	2.5%	15	0.3%
Gender				
Male	1325	49%	379	44%
Female	1238	50%	457	55%
undeclared	5	1%	2	0.6%
Age				
23 years and under	1783	70.6%	613	76%
24 years and over	784	29.3%	225	24%
Domicile				
Irish	2134	87.2%	725	91%
Internationally domiciled	433	12.7%	113	9%

Appendix 2 - StudentSurvey.ie Ten Indicators

The ten indicators are made up of the following items on the StudentSurvey.ie:

1. Higher Order Learning

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

Table 14: 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	7.7	8.1	9.0	6.0
	Some	26.5	26.1	29.9	24.1
	Quite a bit	39.4	39.5	37.3	41.3
	Very much	26.4	26.4	23.8	28.6
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	9.1	11.1	9.3	5.6
	Some	30.5	31.3	31.5	28.3
	Quite a bit	39.4	37.2	40.2	42.5
	Very much	21.0	20.4	19.0	23.6
Evaluating a point of view, decision, or information source	Very little	8.6	11.0	9.9	3.4
	Some	29.9	30.9	32.0	26.2
	Quite a bit	40.1	38.4	39.1	44.0
	Very much	21.3	19.6	19.0	26.4
Forming an understanding or new idea from various pieces of information	Very little	4.8	5.6	5.3	2.8
	Some	25.8	27.5	28.1	21.1
	Quite a bit	43.6	41.1	45.9	46.0
	Very much	25.8	25.9	20.7	30.1

2. Reflective and Integrative Learning

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

Table 15: 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	9.5	10.9	8.4	7.8
	Sometimes	33.5	37.9	30.7	28.1
	Often	39.2	36.6	40.4	42.7
	Very often	17.9	14.6	20.4	21.4
Connected your learning to problems or issues in society	Never	15.7	18.9	14.4	11.1
	Sometimes	32.7	34.8	33.0	28.7
	Often	32.9	30.8	33.3	36.6
	Very often	18.7	15.6	19.3	23.6
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	30.0	34.6	28.7	22.8
	Sometimes	34.4	34.7	33.6	34.6
	Often	23.5	21.7	23.9	26.4
	Very often	12.1	8.9	13.9	16.2
Examined the strengths and weaknesses of your own views on a topic or issue	Never	14.2	16.5	15.3	9.0
	Sometimes	36.2	38.4	35.4	33.2
	Often	37.2	34.6	38.4	41.0
	Very often	12.4	10.5	10.9	16.9
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	9.1	10.0	9.1	7.7
	Sometimes	35.0	36.9	36.2	30.4
	Often	38.5	37.0	38.1	41.6
	Very often	17.4	16.1	16.6	20.3
Learned something that changed the way you understand an issue or concept?	Never	6.2	5.6	6.6	7.1
	Sometimes	31.2	33.7	33.4	24.9
	Often	42.2	41.6	41.3	44.0
	Very often	20.4	19.1	18.7	24.0
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	5.3	4.9	6.0	5.5
	Sometimes	27.0	29.3	31.8	19.0
	Often	42.3	42.5	41.5	42.7
	Very often	25.4	23.4	20.7	32.8

3. 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.

Table 16: 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	28.5	31.8	27.4	23.8
	Sometimes	38.8	38.5	38.9	39.2
	Often	23.4	22.3	22.2	26.5
	Very often	9.3	7.5	11.5	10.4
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	34.6	39.0	31.5	29.7
	Sometimes	35.9	35.3	36.7	36.1
	Often	21.0	18.6	22.8	23.7
	Very often	8.4	7.1	8.9	10.5
Evaluated what others have concluded from numerical information	Never	39.8	44.2	36.0	35.4
	Sometimes	38.2	37.7	40.2	37.2
	Often	17.2	14.6	18.2	21.0
	Very often	4.8	3.6	5.6	6.4

4. Learning Strategies

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

Table 17: 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	7.8	10.5	8.8	2.4
	Sometimes	35.3	38.3	37.8	27.9
	Often	39.6	37.1	38.1	45.1
	Very often	17.3	14.1	15.4	24.6
Reviewed your notes after class	Never	5.5	5.3	7.1	4.5
	Sometimes	35.5	35.7	39.0	31.8
	Often	36.4	35.2	32.0	42.4
	Very often	22.6	23.8	21.8	21.3
Summarised what you learned in class or from course materials	Never	10.9	11.7	13.2	7.6
	Sometimes	40.1	39.2	42.0	40.1
	Often	36.1	36.1	33.0	39.0
	Very often	12.8	13.0	11.8	13.2

5. 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.

Table 18: 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	22.2	22.0	21.7	22.9
	Sometimes	41.2	42.9	40.3	39.2
	Often	25.2	24.8	24.0	27.0
	Very often	11.4	10.3	14.1	10.9
Explained course material to one or more students	Never	17.8	17.6	16.5	19.4
	Sometimes	43.8	46.0	43.3	40.5
	Often	27.2	26.4	27.7	28.0
	Very often	11.2	10.0	12.4	12.1
Prepared for exams by discussing or working through course material with other students	Never	28.7	31.2	26.7	26.0
	Sometimes	34.2	35.9	33.2	32.0
	Often	24.9	22.1	27.4	27.5
	Very often	12.2	10.8	12.7	14.4
Worked with other students on projects or assignments	Never	27.7	29.4	27.0	25.2
	Sometimes	34.7	37.6	35.5	28.9
	Often	24.2	23.9	23.5	25.5
	Very often	13.4	9.1	14.1	20.4

6. 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.

Table 19: 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	61.3	73.3	51.6	49.2
	Sometimes	25.8	18.7	32.3	32.2
	Often	9.9	6.8	11.0	14.3
	Very often	3.0	1.2	5.0	4.3
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	73.8	81.8	69.0	64.1
	Sometimes	16.2	11.8	19.4	21.1
	Often	7.6	4.9	9.1	10.8
	Very often	2.5	1.5	2.5	4.1
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	52.1	63.6	46.0	37.4
	Sometimes	29.5	21.0	36.6	38.2
	Often	14.2	11.4	13.8	19.2
	Very often	4.2	4.0	3.5	5.2
Discussed your performance with academic staff	Never	55.0	66.7	50.1	39.0
	Sometimes	31.0	24.7	35.8	37.7
	Often	10.9	6.7	10.8	18.3
	Very often	3.1	1.9	3.3	5.0

7. Effective Teaching Practices

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

Table 20: 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	4.8	4.3	6.5	4.2
	Some	26.3	29.0	30.2	17.9
	Quite a bit	40.4	40.1	40.9	40.3
	Very much	28.6	26.6	22.3	37.6
Taught in an organised way	Very little	3.8	2.9	3.5	5.5
	Some	22.8	21.8	30.4	17.4
	Quite a bit	45.0	47.1	44.2	42.0
	Very much	28.5	28.2	21.8	35.0
Used examples or illustrations to explain difficult points	Very little	5.7	5.6	7.0	4.8
	Some	22.9	21.9	29.0	19.2
	Quite a bit	41.9	41.2	42.1	43.0
	Very much	29.4	31.3	21.9	33.0
Provided feedback on a draft or work in progress	Very little	37.4	42.5	39.3	26.7
	Some	33.1	32.2	35.5	32.6
	Quite a bit	19.6	17.2	17.0	26.0
	Very much	10.0	8.2	8.2	14.7
Provided prompt and detailed feedback on tests or completed assignments	Very little	24.1	25.0	31.2	16.2
	Some	36.4	38.4	39.8	29.9
	Quite a bit	25.2	24.1	19.9	32.0
	Very much	14.3	12.6	9.2	22.0

8. 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.

Table 21: *Quality of Interactions*

At your institution, please indicate the quality of interactions with...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Students	Poor	2.0	2.0	1.8	2.1
	2	3.0	2.6	3.5	3.3
	3	5.1	5.7	6.0	3.3
	4	12.7	11.5	12.6	15.0
	5	20.7	21.1	19.3	21.3
	6	29.1	28.0	33.6	27.1
	Excellent	27.3	29.1	23.3	28.0
Academic advisors	Poor	5.7	4.9	7.1	5.6
	2	8.4	7.5	10.6	7.8
	3	13.7	16.2	15.1	8.4
	4	19.0	20.1	20.0	16.1
	5	22.0	22.3	18.5	24.9
	6	18.2	18.6	16.2	19.5
	Excellent	13.0	10.3	12.5	17.6
Academic staff	Poor	2.3	2.1	2.7	2.2
	2	4.6	5.1	6.2	2.2
	3	7.8	8.9	8.7	5.2
	4	17.0	16.9	20.5	13.9
	5	27.2	27.4	29.9	24.2
	6	25.0	25.8	21.3	27.2
	Excellent	16.1	13.9	10.6	25.1
Support services staff (career services, student activities, accommodation, etc.)	Poor	4.9	4.1	6.2	4.9
	2	8.5	7.2	10.5	8.9
	3	11.2	11.9	11.4	9.6
	4	18.8	16.5	22.7	19.0
	5	22.8	24.5	23.5	18.5
	6	19.3	21.0	14.6	21.0
	Excellent	14.7	14.8	11.1	18.2
Other administrative staff and offices (registry, finance, etc.)	Poor	4.3	4.7	3.5	4.4
	2	8.6	8.2	10.5	7.4
	3	11.8	12.0	13.5	9.8
	4	18.8	16.9	24.0	16.9
	5	22.4	22.5	21.6	23.1
	6	21.2	23.4	15.5	23.2

	Excellent	12.9	12.4	11.5	15.2
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9. Supportive Environment

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

Table 22: 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	8.7	6.7	13.0	8.4
	Some	29.9	26.4	40.2	26.9
	Quite a bit	39.5	42.6	33.3	39.7
	Very much	21.9	24.4	13.5	25.0
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	14.3	11.1	20.1	14.6
	Some	30.4	29.5	34.6	27.9
	Quite a bit	33.9	35.6	31.2	33.5
	Very much	21.4	23.8	14.0	24.0
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very little	23.2	21.8	26.9	22.0
	Some	36.7	36.2	41.7	33.0
	Quite a bit	25.2	25.9	20.8	27.9
	Very much	15.0	16.0	10.5	17.1
Providing opportunities to be involved socially	Very little	16.3	13.8	18.3	18.8
	Some	28.7	26.3	30.4	31.4
	Quite a bit	35.1	37.1	35.0	31.7
	Very much	19.9	22.8	16.2	18.1
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	16.9	15.5	20.4	16.0
	Some	33.7	33.0	37.0	32.0
	Quite a bit	33.0	34.4	29.2	34.0
	Very much	16.4	17.1	13.5	18.0
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	43.1	40.3	51.0	40.8
	Some	34.7	38.2	32.8	30.3
	Quite a bit	15.8	15.8	12.0	19.2
	Very much	6.5	5.8	4.2	9.7
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	16.6	14.9	14.8	21.2
	Some	33.7	32.2	38.6	31.8
	Quite a bit	32.9	33.6	33.9	30.7
	Very much	16.8	19.3	12.7	16.3
Attending events that address important social, economic, or political issues	Very little	16.1	14.3	16.7	18.6
	Some	34.1	34.6	35.9	31.5
	Quite a bit	33.4	33.2	33.3	34.0
	Very much	16.4	17.9	14.1	16.0

10. Learning, Creative and Social Skills

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

Table 23: Learning, Creative and Social Skills

How much does your institution emphasis...		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Writing clearly and effectively	1	Very little	10.7	14.3	8.4
	2	Some	25.2	28.5	25.7
	3	Quite a bit	38.4	36.4	37.6
	4	Very much	25.7	20.8	28.3
Speaking effectively*	1	Very little	20.2	24.5	19.0
	2	Some	31.0	35.3	30.4
	3	Quite a bit	32.7	28.2	32.8
	4	Very much	16.1	12.0	17.8
Thinking critically and analytically	1	Very little	4.5	5.6	4.2
	2	Some	19.5	21.5	19.9
	3	Quite a bit	41.1	40.6	40.1
	4	Very much	34.9	32.3	35.8
Analysing numerical and statistical information	1	Very little	23.5	23.9	24.2
	2	Some	29.4	29.4	27.4
	3	Quite a bit	29.9	31.3	28.1
	4	Very much	17.2	15.4	20.4
Working effectively with others	1	Very little	12.8	16.0	10.2
	2	Some	28.3	29.1	29.5
	3	Quite a bit	36.6	35.7	36.7
	4	Very much	22.3	19.2	23.6
Solving complex real-world problems	1	Very little	13.3	14.3	13.9
	2	Some	31.9	34.5	31.3
	3	Quite a bit	35.4	33.6	34.3
	4	Very much	19.5	17.6	20.5
Being an informed and active citizen (societal / political / community)	1	Very little	18.2	19.4	19.0
	2	Some	32.5	35.4	33.3
	3	Quite a bit	30.4	28.3	28.5
	4	Very much	18.9	17.0	19.3
Being innovative and creative	1	Very little	14.3	15.7	15.5
	2	Some	35.0	36.7	37.6
	3	Quite a bit	33.3	32.0	31.6
	4	Very much	17.4	15.5	15.3