StudentSurvey.ie (2020)

RESULTS REPORT: University College Cork

University Student Survey Board

Analysis by Dr David O'Sullivan and Ms Deirdre Kearney
Student Survey Project team

CONTACT INFORMATION

University College Cork, College Road,

Cork T12 YN60

Main Number: +353 (0) 21 490 3000

Ms Deirdre Kearney Project Manager (Surveys)

studentsurveys@ucc.ie

+353 21 490 1990

ACKNOWLEDGEMENTS

Table of Contents

EXECUTIVE SUMMARY

StudentSurvey.ie (Irish Survey of Student Engagement) takes places each February – March and invites responses from first year undergraduate, final year undergraduate, and taught postgraduate (PGT) students in 26 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 2020 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.

2,828
UCC students responded to the 2020 survey

UCC RESPONDANT CHARACTERISTICS

Response Rate

The UCC response rate for 2020 was **22.3%** which is the highest response rate to StudentSurvey.IE for UCC to date, an increase of 4.2% on last year's figure of 18.1%. University College Cork has climbed up four places from last year to a position of 22/26 institutions who participated in the survey and also moved up one place from being the lowest ranked of the responding universities (figure 1.1).

More than 44,000 students across Ireland took part in the survey this year. This unprecedented response has pushed the national average response rate up from 28.5% last year to 29% in 2020.
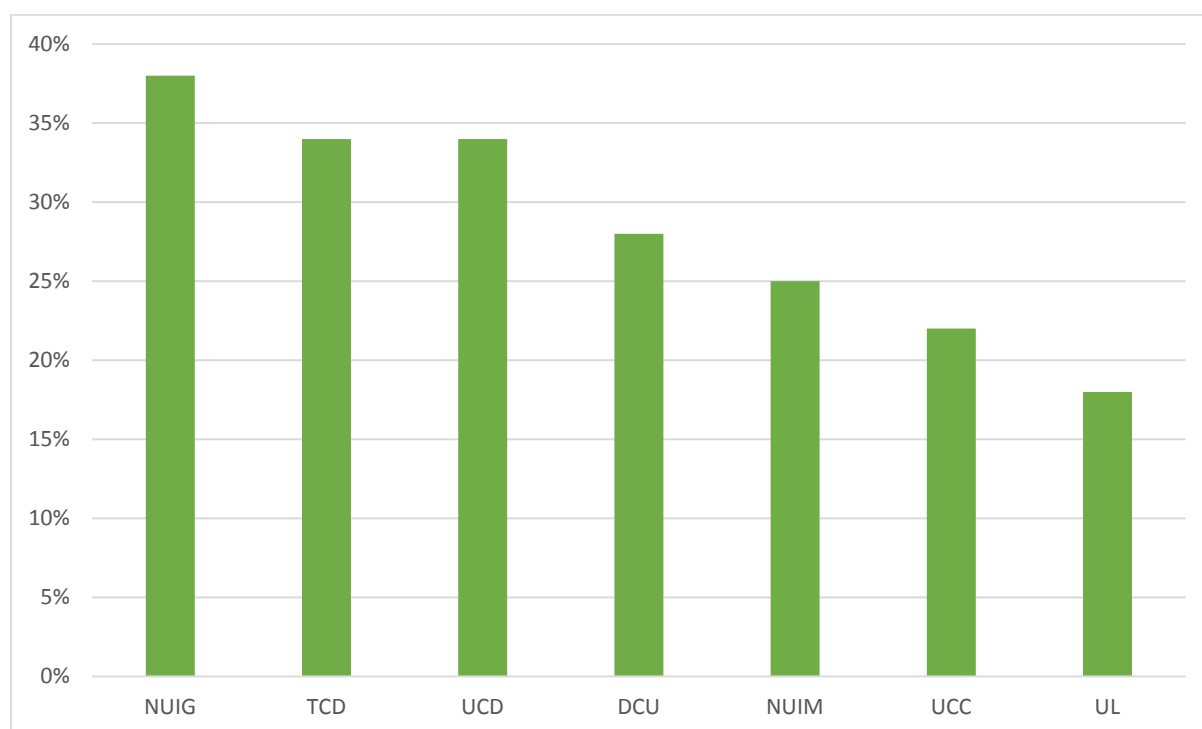
Figure 1.1 – University participation in StudentSurvey.ie (2020)

Figure 1.2 presents the profile of all UCC survey responders. The respondents consist of **1,613** first year undergraduate students, **668** final year undergraduate students and **547** taught postgraduate students. Of those respondents, 73% were aged 23 years or under. The

majority of respondents were female, representing 67%. By far the highest response rate was from the first year undergraduates (34.4% of the first-year students at UCC).

The results consistently show that a respondent is most a female Irish student, under 23 years of age, in her first year of study. The pattern remains to be 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.
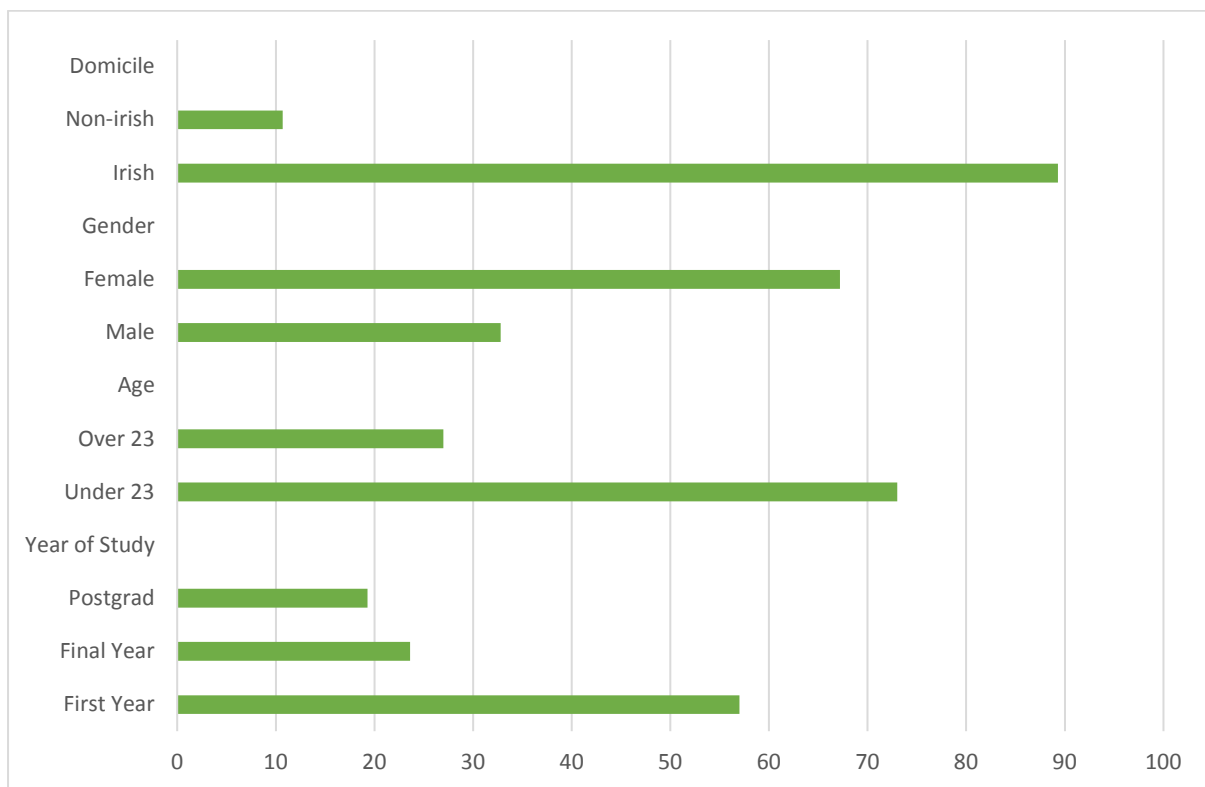
Figure 1.2: Demographic characteristics of the UCC Sample

COLLEGE-LEVEL RESPONSE RATES

12,655 students were invited to participate in the 2020 survey (figure 1.3). The fieldwork was conducted in spring 2020, launching at UCC on Monday 3rd February 2020 and remaining open until Sunday 23rd February. 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 coupled with a concentrated focus of 'survey time' deployed in large lectures across UCC campuses.
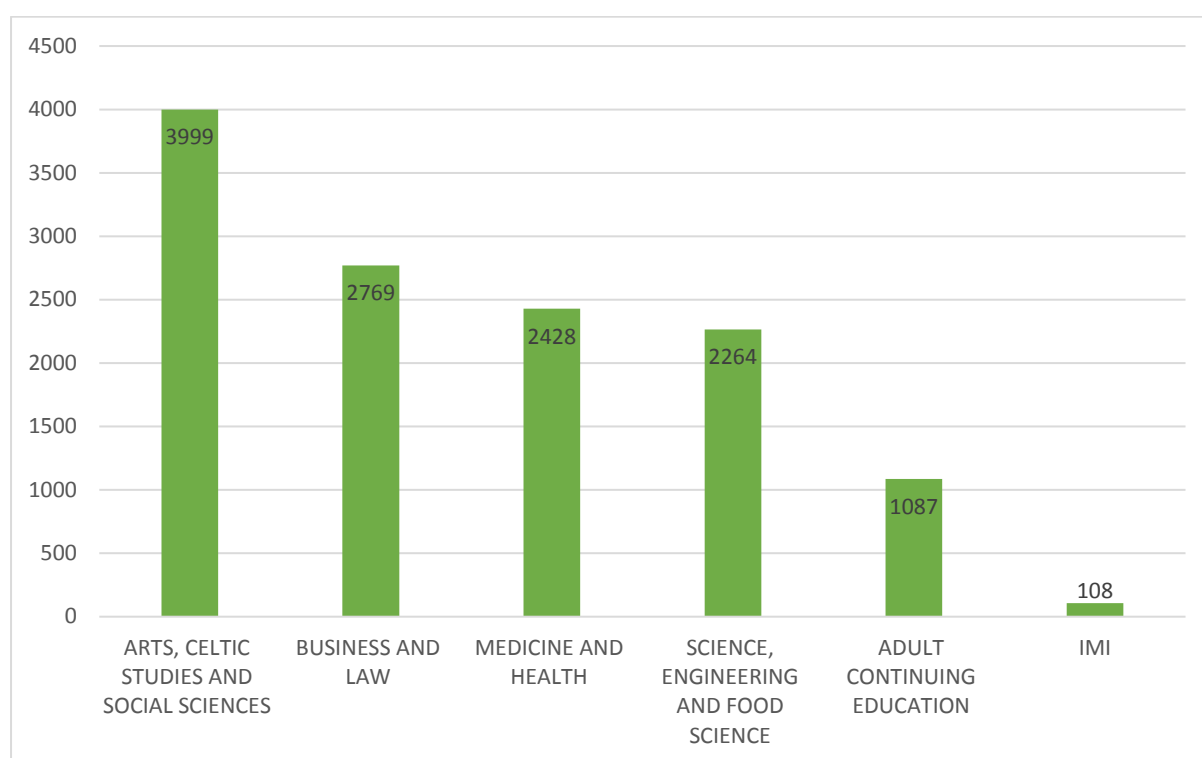
Figure 1.3: Number of eligible students by College/entity
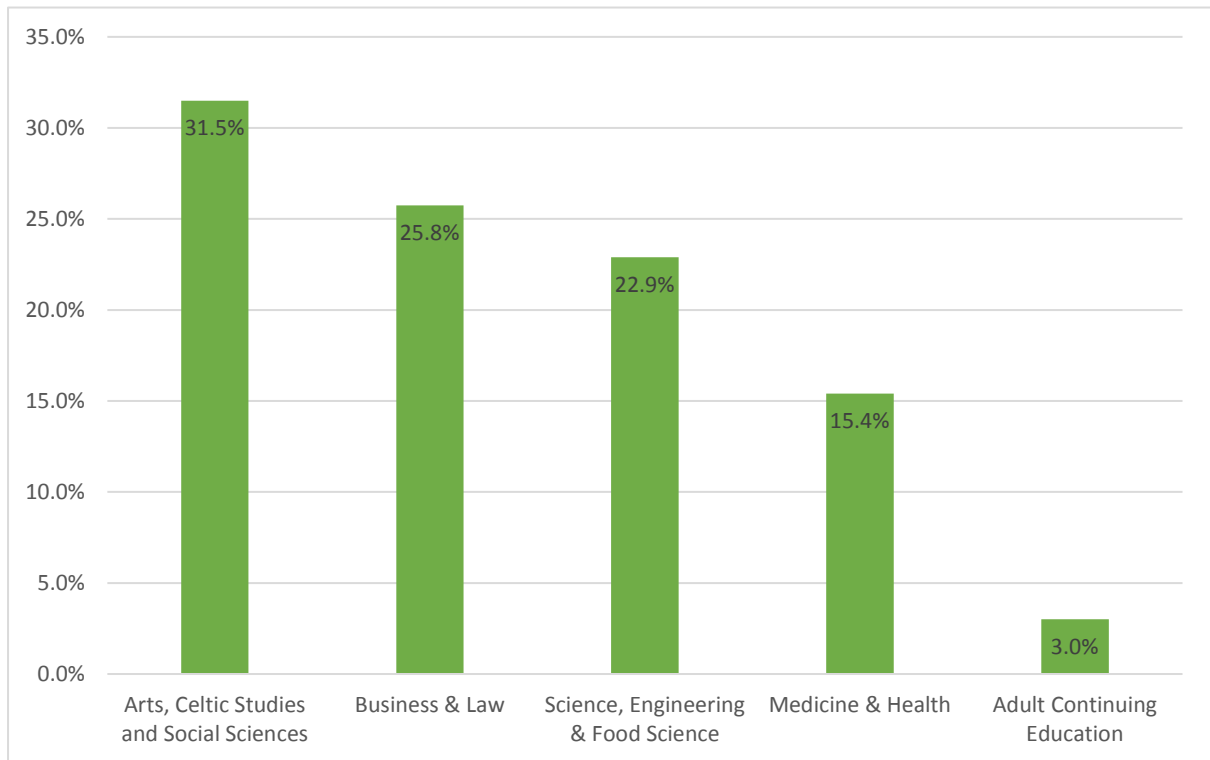
Figure 1.4: Response rate by College

Figure 1.4 shows a breakdown of the percentage of respondents by College. In total, 2,828 students accessed the survey, however a significant number (741) did not complete a sufficient number of questions to be included in the analysis. The remaining students either completed all the questions or a sufficient amount to be included as a valid response.

Table 1.1: Response rate by School[1]

College	School	Responses (#)	All (%)
ADULT CONTINUING EDUCATION	ADULT CONTINUING EDUCATION	96	3.39
ARTS, CELTIC STUDIES & SOCIAL SCIENCES	APPLIED PSYCHOLOGY	65	2.30
	APPLIED SOCIAL STUDIES	49	1.73
	ARCHITECTURE	1	0.04
	ART HISTORY	5	0.18
	DRAMA AND THEATRE STUDIES	9	0.32
	EARLY AND MEDIEVAL IRISH	1	0.04
	EDUCATION	63	2.23
	ENGLISH	36	1.27
	FACULTY OF ARTS	552	19.52
	FILM AND SCREEN MEDIA	16	0.57
	FRENCH	1	0.04
	GEOGRAPHY	2	0.07
	GERMAN	1	0.04
	GOVERNMENT AND POLITICS	32	1.13
	HISTORY	10	0.35
	MUSIC	39	1.38
	PHILOSOPHY	2	0.07
	PLANNING AND SUSTAINABLE DEV	9	0.32
	PROCESS AND CHEMICAL ENGINEERING	1	0.04
	SCHOOL OF LANGUAGES	1	0.04
	SOCIOLOGY	2	0.07
	SPANISH_SPLAS	3	0.11
	UCC CENTRE FOR CHINESE STUDIES	2	0.07
BUSINESS & LAW	ACCOUNTING AND FINANCE	51	1.80
	BUSINESS INFORMATION SYSTEMS	29	1.03
	ECONOMICS	28	0.99
	FACULTY OF COMMERCE	458	16.20
	FOOD BUSINESS AND DEVELOPMENT	21	0.74
	LAW	107	3.78
	MANAGEMENT AND MARKETING	32	1.13
MEDICINE AND HEALTH	ANATOMY AND NEUROSCIENCE	1	0.04
	COLLEGE OF MEDICINE AND HEALTH	272	9.62
	EPIDEMIOLOGY AND PUBLIC HEALTH	14	0.50
	MEDICAL EDUCATION UNIT	2	0.07

---

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

	PREVENTIVE DENTISTRY	1	0.04
	SCHOOL OF MEDICINE	17	0.60
	SCHOOL OF NURSING AND MIDWIFERY	109	3.85
	SCHOOL OF PHARMACY	11	0.39
	SPEECH AND HEARING SCIENCES	2	0.07
SCIENCE, ENGINEERING & FOOD SCIENCE	APPLIED MATHEMATICS	1	0.04
	CIVIL AND ENVIRON. ENGINEERING	5	0.18
	COMPUTER SCIENCE	26	0.92
	ELECTRICAL AND ELECTRONIC ENG.	10	0.35
	ENVIRONMENTAL SCIENCE	3	0.11
	FACULTY OF ENGINEERING	118	4.17
	FACULTY OF FOOD SCIENCE AND TECHNOLOGY	47	1.66
	FACULTY OF SCIENCE	429	15.17
	FOOD AND NUTRITIONAL SCIENCES	4	0.14
	MATHEMATICS	1	0.04
	MICROBIOLOGY	19	0.67
	SCHOOL OF CHEMISTRY	9	0.32
	BEES	3	0.11

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.

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 B for sample open comments (randomised, all cohorts) for questions 1 and 2.[2]

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

1231 students provided responses to this qualitative question and the responses denote an alignment with UCC's performance in all indicator scores.

In general, student satisfaction with how UCC engages them in learning was higher compared to the previous year. Students were generally satisfied overall with concern for the individual, providing assistance when needed, interaction through class work and relevance of the course material in preparing for the professional world. Historically, items related to class sizes produce lower levels of satisfaction compared to other areas. However, these satisfaction levels were higher than they were in past years.

Respondents evaluated academic teaching staff positively describing them as being encouraging, approachable and insightful. As with previous years, they agreed that staff were

---

[2] Sample open comments of qualitative feedback provided in Appendix B

in general, easy to reach when needed and provided them with information and tools to encourage learning. Module tutorials ranked highly in 2020 with respondents expressing general satisfaction with their overall organisation, offering a place where students can engage critically with their course material and listen to different perspectives.

Overall, students are satisfied with the campus environment, with many commenting on the quality and reliability of technology as very good. The individual comments reflect the popularity of the new UCC Hub Building, acknowledging the increased number of group study spaces. The Boole library, study areas, academic advising, IT services provided by the institution and laboratory facilities were all rated highly.

Based on the student comments, being exposed to differing academic backgrounds and variable industry experience promotes an enjoyable and diverse peer learning experience. Opportunities to attend conferences, field trips and work placement are seen as a positive investment, in which fostering good networks is always encouraged.

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

1130 students provided responses to this question; three main thematic areas emerged: (1) greater use of canvas and lecture capture to increase the interactivity of lectures, (2) a more balanced approach to assessment and (3) enhanced training for teaching staff in new technologies.
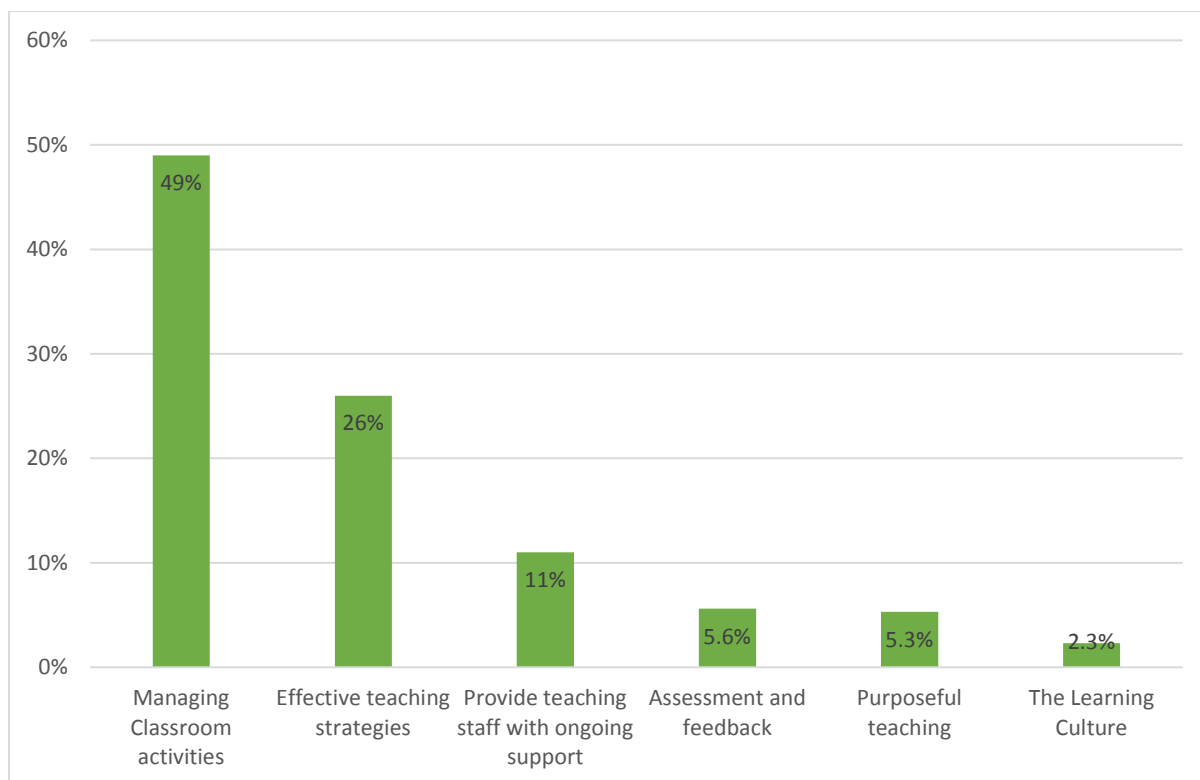
Figure 2.1: Improvements in teaching (sub-categories)

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

In addition to questions on their higher education experience, students were also asked to indicate whether they had seriously considered leaving higher education in 2019/2020.

2391 students provided responses to this question with the majority (60%) reporting that they had not seriously considered withdrawing from their programme of study.

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

Students who considered leaving their university in 2019/2020 were also asked to indicate, from a list of 6 possible reasons, why they had considered doing so. These are summarised in (figure 2.2).

The most common reasons for considering departure relate to situational factors, such as personal/health or family (12 per cent), financial difficulties (9 percent), difficulties relating to health (5 percent), transfer to another institution (5 percent) and the need to do paid

work (4 percent). The fact that these reasons were indicated by a large percentage of students in the 2020 survey and in previous surveys, underscores the importance of student support in terms of assisting students to continue with their studies.
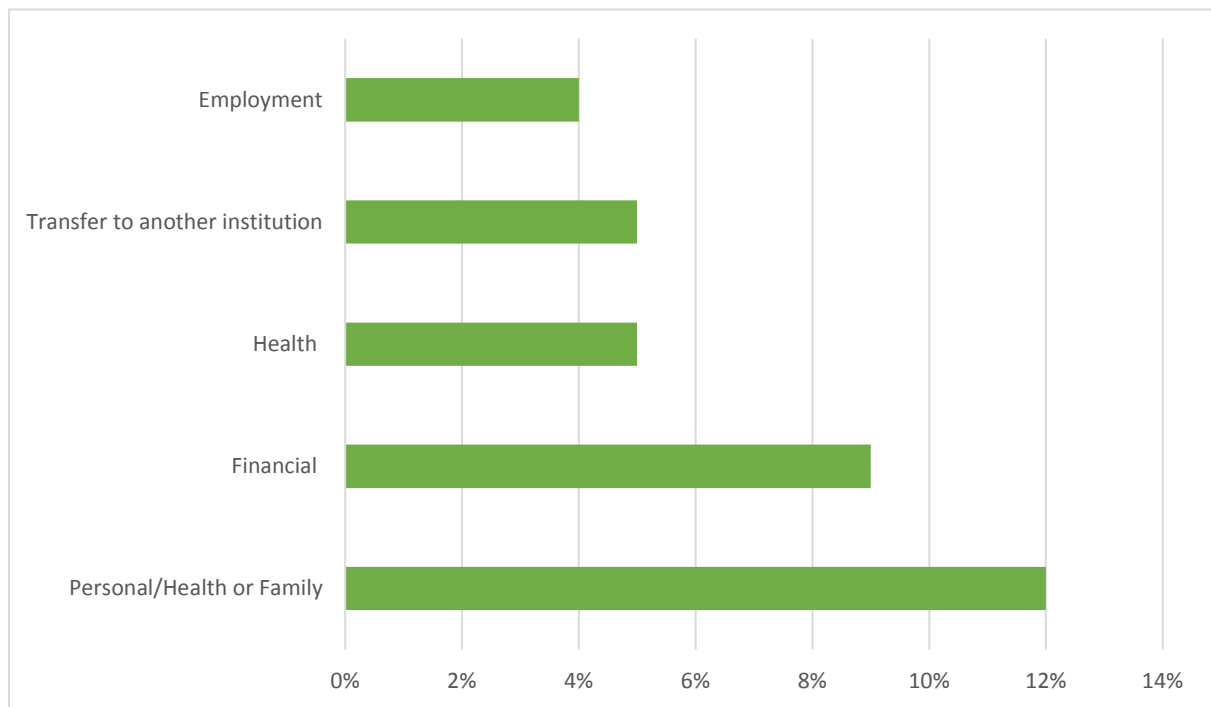
Figure 2.2 – reasons for withdrawing from degree programme at UCC

For those respondents that selected the option 'other' in response to this question, several dispositional factors were also relatively common a need to take a break, lack of interest or a change in direction. The following are a sample of reasons given for their selection;

- *"Felt I couldn't understand what was required but I decided to continue my course"*
- *"Yes, wishing to be in a different course , anxiety and lack of self-confidence"*
- *"The course coordinator went on sabbatical in January. The course became disorganised and stressful in the second term. I reconsidered my commitment"*
- *"The wrong subjects chosen"*
- *"Demanding workload and stress"*
- *"I thought that the programme might not be for me"*

5. If you could start over again, would you go to the same institution you are now attending?
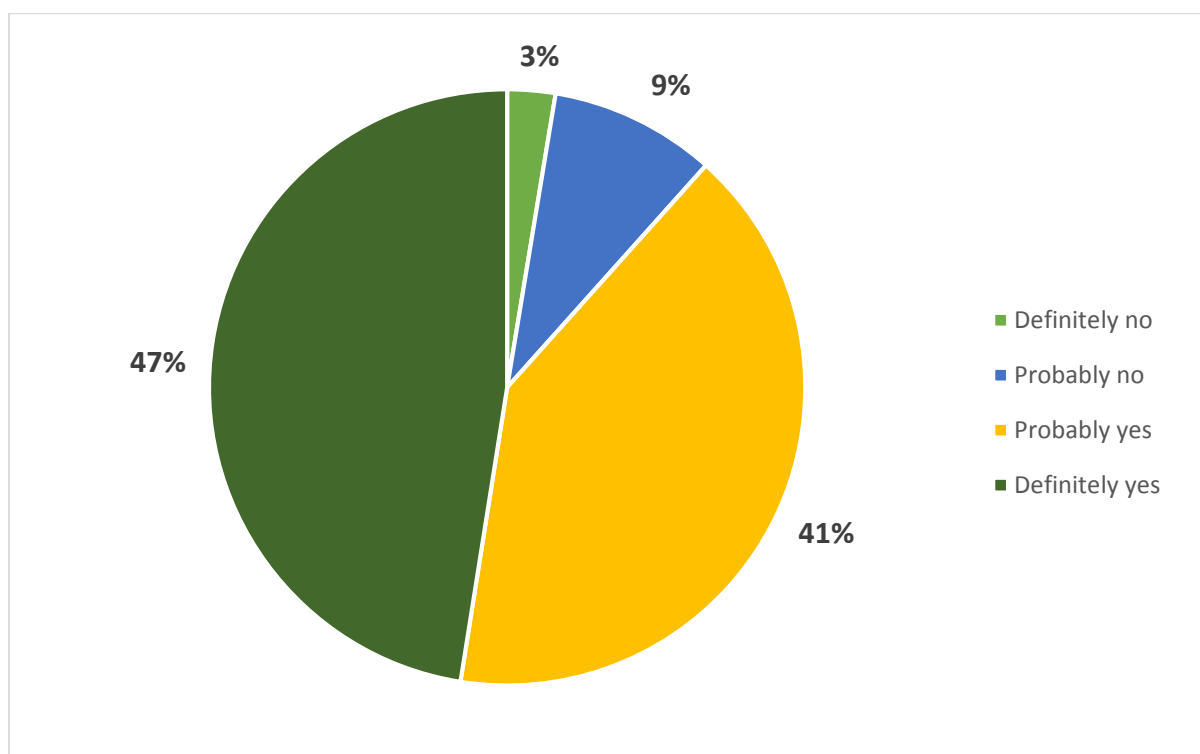
Figure 2.3 - Same Institution (Base: All respondents)

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 (88%) are content with their choice and feel that UCC effectively supports them to be an independent learner. Some student reflections include;

- *"Gives plenty of opportunities for assistance."*
- *"The assurance of comprehensive, engaging and interesting lectures and classes."*
- *"It provides us with interesting reading material and the overall module is fascinating."*
- *"Encouraging independent research, but not overwhelmingly"*

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

In 2020, the overwhelming majority of respondents, 95 percent, rated the quality of their entire educational experience at UCC positively. Refer to Appendix C for information on respondent's individual programmes[3].

---

[3] Full listing of individual programmes provided in Appendix C

Furthermore, 54% of respondents stated that they felt that the institution emphasised providing support to help them to succeed academically and provide encouragement to be an informed and active citizen with a proportion of students rating different aspects of their student experience positively for

- accessing learning support services (learning centre, computer centre, maths support, writing support etc.)
- stating that their experience at UCC has contributed to their knowledge, skills and personal development (societal/political/community).

StudentSurvey.ie - INDICES

Higher-Order Learning

Reflective and Integrative Learning

Quantitative Reasoning

Learning Strategies

Collaborative Learning

Student-Faculty Interaction

Effective Teaching Practices

Quality of Interactions

Supportive Environment

Other (non-indicator) Question Items
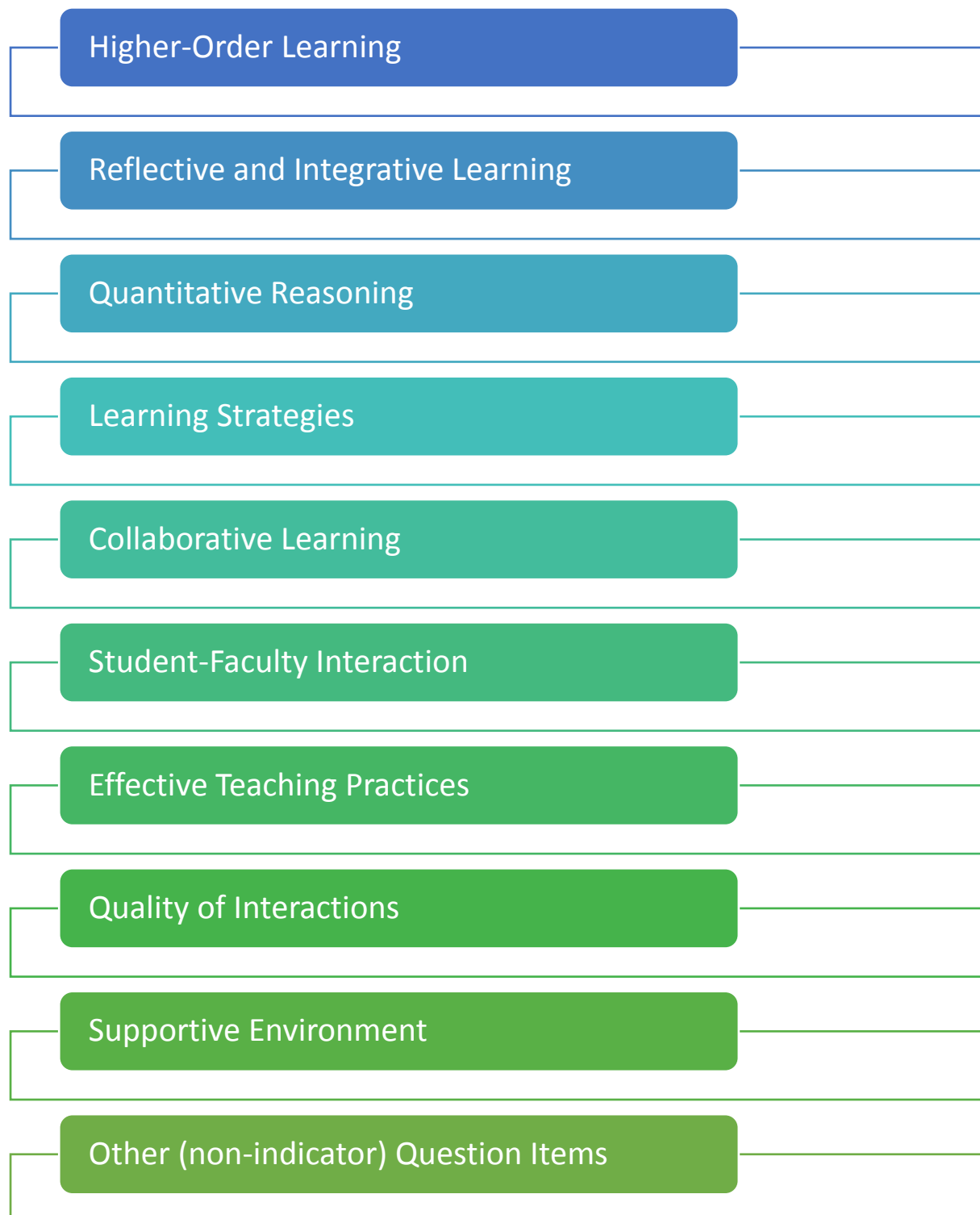
Chart 3.1 – Indicator Categories (see individual indices chapters for detailed explanations)

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

SUMMARY OF SURVEY INDICATORS

Responses to related questions are presented for each engagement indicator. The indicators listed below are used, and responses to related questions are presented for each indicator in Appendix A. Indicator scores are calculated on a scale from 0 to 60 using responses to the contributing question items. 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.

A visual inspection of the data would seem to indicate that some UCC scores are increasing (Collaborative Learning and Quantitative Reasoning), albeit that these increases are mostly small in nature. In order to contextualise the UCC results the pertinent comparison is the average index score for the other seven StudentSurvey.ie universities, see Table 3.1. In addition, the scores for all other StudentSurvey.ie institutions is also included to add further context. Compared to other universities UCC has lower scores across all of the indicators, however, these are small effect sizes, and so most probably do not represent real world differences.

Comparison of individual scores across institutions is inappropriate given that the differences with respect to mission, resources, profile and response rates. Comparison of indicator scores for various disciplines illustrates the notable variation that exists between fields of study as outlined in table 3.2 below. The proportion of students studying particular 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. Further, 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. We have included them here for illustrative purposes.

Note: The following tables provide percentage responses by year / cohort, weighted at institutional level, and the calculated score (out of 60) for each indicator.

Table 3.1 Mean index UCC scores – 3 year trend

Index Scores (Mean)	UCC 2018	UCC 2019	UCC 2020	All SS.IE 2020	Watch points	Universities 2020	Watch points
Higher Order Learning	40.2	38.9	36.5	36.4	0.0	37.7	-0.1
Reflective and Integrative Learning	31.9	31.7	31.7	31.5	0.0	32.7	-0.1
Quantitative Reasoning	18.0	19.2	20.4	21.1	0.0	21.6	-0.1
Learning Strategies	31.4	31.6	31.5	31.7	0.0	32.6	-0.1
Collaborative Learning	25.4	25.9	26.6	31.3	-0.4	30.5	-0.3
Student-Faculty Interaction	11.0	11.3	10.9	13.9	-0.3	12.6	-0.2
Effective Teaching Practices	34.6	34.3	33.1	34.9	-0.1	34.5	-0.1
Quality of Interactions	40.2	39.2	36.9	38.5	-0.1	38.1	-0.1
Supportive Environment	29.9	29.7	28.7	28.0	0.0	29.0	0.0

Colours indicate the scale of the effect size

>=0.5 large positive effect
>=0.3 medium positive effect
>=0.1 small positive effect
<=-0.1 small negative effect
<=-0.3 medium negative effect
<=-0.5 large negative effect

Effect size = any measure of the strength of a relationship between two variables. Large numbers of respondents make it more likely that any small difference will be statistically significant. Effect size attempts to measure real-world significance. The National Survey of Student Engagement (NSSE) proposed reference values for the interpretation of effect sizes from benchmark comparisons[4]

---

[4] NSSE (2007). Contextualizing NSSE Effect Sizes: Empirical Analysis and Interpretation of Benchmark Comparisons. Retrieved on 16 July 2020 from https://pdfs.semanticscholar.org/35a1/604af3043e9347e8238f10a403d24f3ceab6.pdf

	Effect size
Small	.1
Medium	.3
Large	.5
Very large	.7

[a] These values were based on NSSE benchmark distributions and are recommended for NSSE benchmark comparisons, not for individual item mean comparisons. Values are to be viewed as coarse thresholds, not as precise cut-points.

Table 3.2 Mean index UCC scores – by Academic Unit

	University College Cork 2020				
	ACE	CACSS	B&L	M&H	SEFS
Index Scores (Mean)					
Higher Order Learning	39.6	37.9	35.6	39.0	32.3
Reflective and Integrative Learning	35.5	34.4	30.0	33.9	26.9
Quantitative Reasoning	17.1	17.3	21.4	21.6	23.8
Learning Strategies	35.0	30.9	30.8	34.9	29.4
Collaborative Learning	18.2	24.7	27.3	29.1	29.7
Student-Faculty Interaction	7.3	11.8	10.9	12.0	10.5
Effective Teaching Practices	37.7	33.2	32.7	33.5	31.4
Quality of Interactions	39.3	36.7	36.0	38.1	36.6
Supportive Environment	23.5	29.1	29.1	29.9	28.3

SPOTLIGHT ON STUDENT-FACULTY INTERACTION

Over several reports we have focused attention on Collaborative Learning Scores. These have been consistently lower than the average score for other universities. We cannot conclude from this that UCC has the lowest score, as a lower score for another university could be masked by the average score. Nevertheless, the stability of this score over several years does indicate that this represents a feature of the student experience in UCC. Nevertheless, there are some indications of possible progress in this area.

Related to this is the Student-Faculty Interaction score which is also lower than the average for other universities. The effect size of the difference is medium, so it does likely represent a real world difference. There is an indication that there may be a gender effect, with higher scores for males in 1st year, but this equalises by final year and post graduate study. Further the UCC score this year is lower than for 2018 and 2019. This may be an anomaly, however it would be worth monitoring over the next few years.

When the rate of responses to the various questions in the scale is examined an interesting pattern emerges. One question stands out as an outlier - over 70% of UCC students report that they have never "Worked with academic staff on activities other than coursework (committees, student groups, etc.)" Addressing this would likely impact the student experience. Given the current situation we are in, where it is important to purposively build in social contact during the pandemic, a potential initiative would be to encourage staff to find an outlet for their leisure activities by becoming involved in Student Clubs and Societies. This could have potential benefits for all involved.

What perception do our students have on how we engage with them?
Interaction with academics is a fundamental aspect in the student identifying themselves with their discipline and much of this is done by observing and interacting with academics. After entering higher education, students naturally meet and interact with the faculty for at least four years, encountering their faculty members everywhere on campus. The cluster analysis revealed three clusters: (1) engagement, (2) awareness, and (3) enhancement.

1. Engagement

Helpfulness of faculty

Students Frequencies

Topics ●
2.2% - Helping

Words ●
0.5% - support
0.5% - provides
0.2% - encourage

Helping

encourage

support

provides

❝ support, encourage, challenge, good status, diversity, employ good staff, offer opportunities, good environment, good facilities ❞

❝ it offers a multitude of courses, study aids and support. ❞

❝ provides supportive learning environment for mature students ❞

2. Awareness

Frequency and quality of interaction with faculty

Students Frequencies

Topics ●
12.4% - Education in general

Words ●
1.0% - lectures
1.3% - tutorials
0.1% - seminars
0.2% - workshops
0.3% - labs

Education in general

lectures
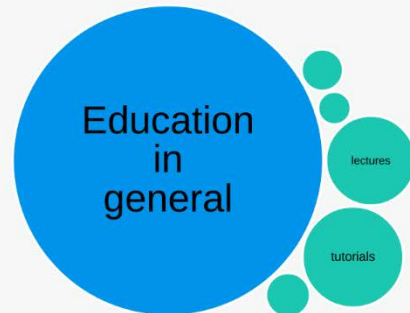
tutorials

❝ variety of lectures, seminars, interactive workshops, field trips and guest lecturers all of which engaged with applied, real world material. ❞

❝ provide lots of tutorials etc outside of lectures ❞

❝ interactivity during lectures at times open discussions in tutorials ❞

3. Enhancing student outcomes

Career plans, academic achievement, personal development

Students Frequencies

Topics
0.6% - Work and employment: G…

Phrases
0.1% - real world

Words
0.3% - academic

Work and employment: Generally

real world

academic

❝ provides workshops that address real-world situations that could occur in my future career during timetabled college hours ❞

❝ our course is completely related to real world practice so we learn how to link practice and theory ❞

❝ involve everyone, all the academic staff have somewhat of a relationship with the students which is key ❞

The results of this investigation using the relative insight comparative linguistics tool indicate that positive outcomes associated with student-faculty contact inside the classroom have been reported for students of all types and that frequency and quality of interaction with faculty can influence various student outcomes;

- Students who interact frequently with academic staff are more satisfied with all aspects of their educational experience.
- A large proportion of respondents agreed that good interactions offers enhanced opportunities for learning and enhanced awareness of student's needs.
- focussing on interactions between students and faculty can create opportunities for development.

However, the influence of the relationship that faculty and students cultivate outside the classroom may have the greatest impact on them. Most students report rarely having conversations with academic staff about topics such as academic affairs, course contents or career plans outside the classroom. Notably, with large class sizes it can be difficult for our students to know how to approach academic staff or find the right questions to ask. As previously intimated, by supplementing office hours in an informal setting such as a student space, café or other informal setting or hosting a series of lunchtime seminars or workshops

in which faculty can showcase current research or a relevant topics is approaching this interaction as a form of partnership which could be viewed productively by staff and students.

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 3.3: 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	6.3	6.8	7.1	3.9
	Some	27.5	29.6	27.6	21.5
	Quite a bit	42.6	42.0	43.9	42.9
	Very much	23.6	21.6	21.5	31.6
Analysing an idea, experience, or line of reasoning in depth by examining its parts	Very little	7.1	7.5	9.1	3.7
	Some	31.9	35.2	31.8	22.7
	Quite a bit	38.1	38.2	37.0	39.0
	Very much	22.9	19.1	22.1	34.6
Evaluating a point of view, decision, or information source	Very little	7.9	9.5	7.9	3.1
	Some	29.8	34.3	29.0	17.9
	Quite a bit	38.3	38.1	36.2	41.3
	Very much	24.1	18.1	26.9	37.6
Forming an understanding or new idea from various pieces of information	Very little	5.8	6.9	5.6	3.1
	Some	26.7	30.8	26.8	15.2
	Quite a bit	41.2	40.7	41.3	42.6
	Very much	26.2	21.7	26.2	39.1

The UCC average Higher Order Learning score (36.5), and although statistically lower than the average score for other universities, SS.IE-U (37.7), the effect size is small (.1) and therefore most likely does not represent a real-world difference.

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. There is also an indication that female students may score higher than males.

Table 3.4: Higher Order Learning By Year of Study

	Mean	N
First Year UG	34.48	1247
Final Years UG	36.10	514
PGT	41.96	441
Overall Mean	36.35	2202

The pattern of these differences is statistically significant, $F_{(2,2180)} = 37.143$, $p<.0005$. The effect size is trivial (0.033), and so likely does not represent a real-world difference. Pairwise comparisons indicates that the score for PGT is significantly higher ($p<.05$) than the Final Year Undergrad score, and this in turn is higher ($p<.05$) than the First Year Undergrad score. This is an expected pattern, where Higher Order Learning scores increase as student's progress from First Year to Final Year Undergrad, and then to Post Grad Taught courses. There were also significant gender differences with females scoring higher than males across all years, $f_{(1,2180)} = 6.122$, $p<.0005$. There is a less than small effect size (0.003), and so likely represents a statistically trivial result.

College of study

Table 3.5: Higher Order Learning by College/area

	N	Mean
CACSSS	523	37.9
Business & Law	189	35.6
CoMH	152	39.0
SEFS	270	32.3
ACE	49	39.6
Overall Mean		36.88

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 3.6: 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	6.7	8.5	5.3	3.2
	Sometimes	37.2	41.5	34.7	27.5
	Often	39.0	36.3	41.3	44.5
	Very often	17.1	13.8	18.8	24.9
Connected your learning to problems or issues in society	Never	12.3	14.6	10.6	7.6
	Sometimes	38.1	40.7	37.5	31.0
	Often	31.4	29.5	34.6	33.1
	Very often	18.2	15.2	17.2	28.3
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	Never	29.5	33.2	27.7	20.7
	Sometimes	36.5	37.6	33.7	36.6
	Often	23.2	20.7	27.1	25.9
	Very often	10.8	8.5	11.4	16.8
Examined the strengths and weaknesses of your own views on a topic or issue	Never	10.8	13.1	11.6	3.1
	Sometimes	42.1	44.3	43.5	33.9
	Often	35.7	33.2	33.6	45.5
	Very often	11.4	9.4	11.4	17.4
Tried to better understand someone else's views by imagining how an issue looks from their perspective	Never	7.3	8.4	7.5	3.8
	Sometimes	37.2	40.4	35.2	30.0
	Often	39.0	37.1	39.4	44.2
	Very often	16.5	14.1	17.9	22.0
Learned something that changed the way you understand an issue or concept?	Never	3.5	3.9	4.5	1.0
	Sometimes	34.9	36.2	34.0	32.4
	Often	43.3	43.0	44.2	43.2
	Very often	18.2	16.9	17.3	23.4
Connected ideas from your subjects / modules to your prior experiences and knowledge	Never	3.4	4.4	2.7	1.1
	Sometimes	32.7	35.1	34.7	23.3
	Often	41.3	41.5	42.9	38.6
	Very often	22.7	19.1	19.6	37.1

The UCC average Reflective Learning score (31.5) is which is statistically lower than the SS.IE-U (32.49). However, the effect size is lower (.01), and most likely does not represent a real world difference.

Aspects of this index, Reflective and Integrative Learning, embody the inter- and trans-disciplinarity ethos Priority One of UCC's Academic Strategy (2018-2022)[5], the Connected

---

[5] 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 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. There is also an indication that female students may score higher than males. The college where students study does not impact this score.

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, $f(2,2802)=67.962$ (p<.0005). The effect size is trivial (.046), and so likely does not represent a real-world difference. Final Year UG scores being statistically higher (p<.0005) than First Year UG scores, and in turn PGT scores being statistically higher (p<.0005) than Final Year UG scores. This is an expected pattern. There are gender differences, with females scoring higher than males, $f(1,2802)= 17.927$, p<.0005. However, the effect size (.006) is trivial and so likely does not represent a real-world difference.

Table 3.7: Reflective and Integrative Learning by Year of Study

	N	Mean
First Year UG	1605	29.99
Final Year UG	665	32.05
PGT	540	36.40
Overall Mean	2810	31.71
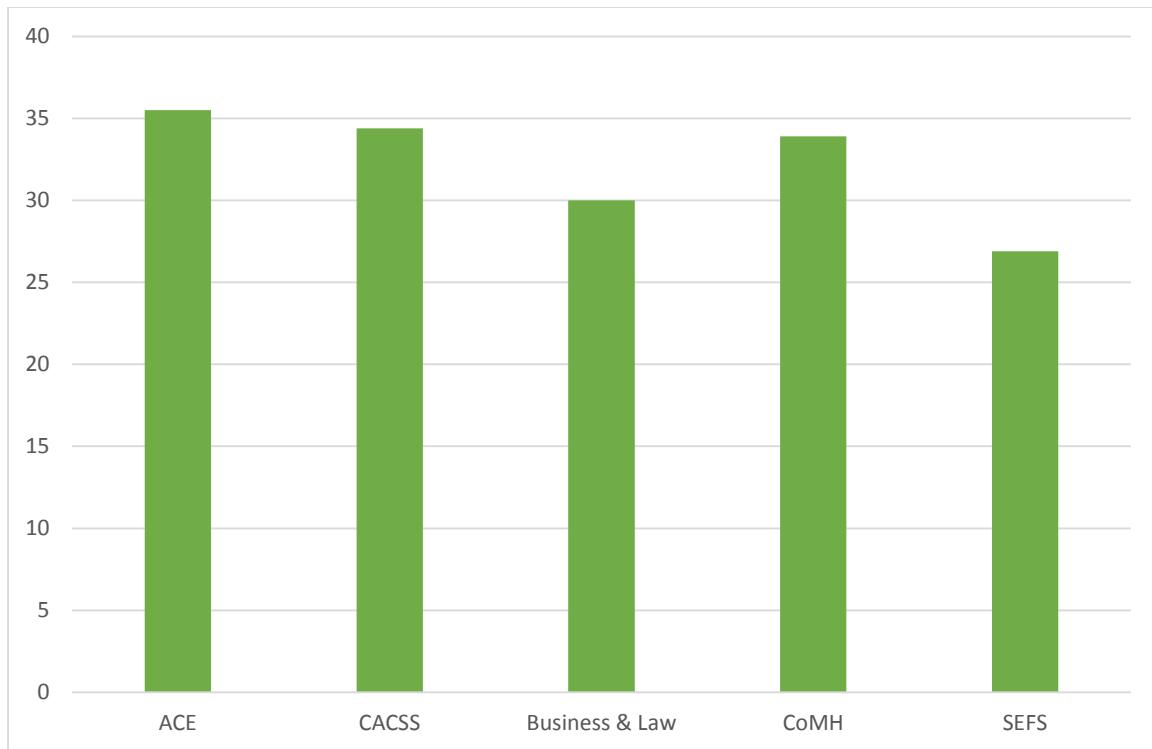
Figure 3.8: Reflective and Integrative Learning by College/area

When examining the college scores in the context of year of study there is a statistically significant effect, $F_{(8,2798)}=2.462$, $p=.007$. The effect size is 0.012, which is a small effect size, so this may not represent a real world difference. The effect is best explained by higher scores for Postgraduate Taught students in CACSSS and ACE, compared to the other colleges.

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 3.9: 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	26.6	29.4	25.7	19.5
	Sometimes	41.5	41.1	40.9	43.4
	Often	23.2	21.9	23.7	26.2
	Very often	8.7	7.6	9.6	10.9
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never	32.0	33.7	34.0	24.9
	Sometimes	40.5	41.1	36.4	43.4
	Often	19.8	18.5	21.4	21.8
	Very often	7.7	6.7	8.2	9.9
Evaluated what others have concluded from numerical information	Never	35.1	39.4	33.7	24.4
	Sometimes	44.7	41.3	46.2	53.0
	Often	16.1	15.2	16.6	18.0
	Very often	4.1	4.1	3.5	4.6

The UCC average Quantitative Reasoning (21.1) which is statistically lower average SS.IE-U score (21.6). However, the effect size is small (.1) and so likely does not represent a real-world difference.

In general, there is an indication that Higher Order Learning scores may 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. There is also an indication that

male students may score higher than females. There is an indication that the college of study may impact this pattern, with male and female students having more equal scores in SEFS.

In general, Quantitative Reasoning scores increase as students' progress from First Year UG to Final Year UG to PGT, $f(2,2492)=12.477$, $p<.0005$. The effect size is trivial (.01), and so likely does not represent a real-world difference. There is significant difference ($p<.001$) is between PGT students and First Year UG and Final Year UG. The difference between these two latter groups is not significant. Males score significantly higher than females, $f(1,2492)=30.363$, $p<.0005$. However, the effect size is trivial (.012), and so likely does not represent a real-world difference.

Table 3.10: Quantitative Reasoning by Year of Study

	N	Mean
First Year UG	1429	19.33
Final Year UG	580	20.69
PGT	493	23.16
Overall Mean	2502	20.40

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

Table 3.11: 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 gender pattern is different, depending on the college in which a student studies, $f(4,2488)=6.660$, $p<.0005$), and this is best explained by males and females having more similar scores in SEFS, compared to other colleges where the pattern is for males to have

higher scores than females. The effect size is less than small (.011), therefore is likely to represent a statistically trivial difference.

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 3.12: 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	9.3	12.0	8.4	2.3
	Sometimes	39.1	44.0	37.4	26.9
	Often	36.7	32.3	40.4	45.2
	Very often	14.9	11.7	13.7	25.6
Reviewed your notes after class	Never	7.2	6.5	9.8	5.8
	Sometimes	39.9	39.5	43.8	36.5
	Often	36.5	36.2	33.9	40.0
	Very often	16.5	17.7	12.5	17.6
Summarised what you learned in class or from course materials	Never	9.2	8.7	13.5	5.6
	Sometimes	41.9	43.4	39.8	40.2
	Often	36.4	34.1	37.0	42.1
	Very often	12.5	13.9	9.7	12.1

The UCC average Learning Strategies score (31.7) is statistically lower than the average SS.IE -U (32.6). The effect size is small (0.1), and so likely does not represent a real-world difference

In general, Learning Strategy scores increase as students' progress from Undergraduate study to Postgraduate Taught study. There is also an indication that female students may score higher than males. The college where students study does may impact this score, with males in Medicine and Health having higher scores than females.

There are significant differences between students Learning Strategy scores, $f(2,2499)=13.963, p<.0005$. The effect size is less than small (.015) and so this is likely to be a statistically trivial difference. PGT students have significantly higher scores ($p<.0005$) than either First Year UG and Final Year UG students. The difference between these latter two groups is not significant. The superiority of PGT students would be expected, however a difference between First Year UG and Final Year UG students could be expected. There was also a gender difference with females having higher scores than males, $f(1,2499)=18.543, p<.0005$. The effect size is less that small (.006) and so this is likely to be a statistically trivial difference.

Table 3.13: Learning Strategies by Year of Study

	N	Mean
First Year UG	1431	30.79
Final Year UG	582	30.13
PGT	496	34.96
Overall Mean	2510	31.46

The gender pattern is different, depending on the college in which a student studies, $f(4,2495)=3.395, p<.001$), and this is best explained by males in the Medicine and Health having better Learning Strategy scores than females, in contrast to other colleges. The effect size is trivial (.005), and so likely does not represent a real-world difference.

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 3.14: 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	14.2	13.6	13.1	17.0
	Sometimes	48.5	46.5	49.4	53.3
	Often	26.9	29.3	26.1	20.7
	Very often	10.4	10.5	11.5	8.9
Explained course material to one or more students	Never	10.0	9.2	11.5	10.5
	Sometimes	50.1	50.8	47.1	51.6
	Often	30.3	30.5	32.6	27.0
	Very often	9.7	9.6	8.8	11.0
Prepared for exams by discussing or working through course material with other students	Never	19.2	19.4	18.1	20.0
	Sometimes	38.7	38.5	38.2	40.0
	Often	27.9	28.8	28.1	25.1
	Very often	14.1	13.3	15.6	14.9
Worked with other students on projects or assignments	Never	24.1	28.7	17.6	18.4
	Sometimes	40.7	41.6	42.3	36.0
	Often	23.8	20.5	28.6	27.8
	Very often	11.4	9.2	11.6	17.7

When comparing the UCC score (31.3) to the average ISSE-U (30.5) there is a medium effect size (0.3); when compared to the average ISSE score (31.30) there is a medium effect size, and it is likely that this does represent a real-world difference. Moreover, it represents a reversal of a historic pattern whereby the UCC score was much lower than the average of the other universities. Now we score more highly, we hope that it represents the beginning of a new trend.

In general, there are indications that Collaborative Learning scores are higher for Final Year UG and PGT students, compared to Firsts year UG students. This is no indication of a significant gender pattern or differences due to the college where the student is studying.

There are significant differences between students Collaborative Learning scores, f(2,2784)=6.801,p<.001. The effect size is less than trivial (.005), and so likely does not represent a real-world difference. PGT and Final Year UG students have significantly higher scores (p<.001) than First Year UG students. The difference PGT and Final Year UG students is not significant. The superiority of PGT students compared to First Year UG students would be expected, however a difference between PGT and Final Year UG students could be expected. There were no significant gender differences. In addition, there were no significant difference for male and female students when compared across the colleges in which they studied.

Table 3.15: Collaborative Learning by Year of Study

	N	Mean
First Year UG	1596	26.16
Final Year UG	657	27.48
PGT	537	26.95
Overall Mean	2790	26.62

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 3.16: 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	61.0	71.2	48.5	46.3
	Sometimes	28.2	21.3	37.1	37.8
	Often	8.0	5.5	10.8	12.2
	Very often	2.8	2.1	3.5	3.8
Worked with academic staff on activities other than coursework (committees, student groups, etc.)	Never	72.4	76.5	69.6	63.5
	Sometimes	18.8	15.6	21.0	25.2
	Often	7.1	6.4	7.7	8.5
	Very often	1.8	1.5	1.6	2.8
Discussed course topics, ideas, or concepts with academic staff outside of class	Never	52.0	60.3	47.6	33.2
	Sometimes	32.7	27.4	37.8	42.2
	Often	11.9	9.6	11.3	19.1
	Very often	3.4	2.7	3.3	5.5
Discussed your performance with academic staff	Never	52.1	60.2	46.1	35.9
	Sometimes	36.0	30.3	42.9	44.4
	Often	9.9	8.0	9.5	15.7
	Very often	2.0	1.5	1.6	4.1

The UCC average Student Faculty Interaction Score (10.9) is lower than the average for other SS.IE universities (12.6). This difference is statistically significant, however the effect size is small (.2), and so this may not represent a real-world difference.

In general, there are indications that Student Faculty Interaction scores are higher as student's progress from First Year UG to Final Year UG, and from there to PGT students. This is an indication that males may have higher scores, but these equalise at PGT. Where a student studies has no impact on this gender pattern.

This index, Student-Faculty interaction, links to Priority One[6], 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*". There are significant differences between Student Faculty Interaction scores, $f(2,2489)=81.365, p<.0005$. The effect size is trivial (.06) and so likely does not represent a real-world difference. First Year UG students have significantly lower scores ($p<.0005$) than Final Year UG students, and these students in turn have significantly lower scores ($p<.0005$) than PGT students. This would not be an unexpected result, as it would signify a strengthening relationship between students and faculty as student progress with undergraduate programmes. In addition, there would be lower numbers of PGT in most programmes, and this would facilitate relationships. However, it is worth noting that males had higher scores across in all three groupings with them being slightly more equalised for PGT students, $f(2,2489)=6.037, p<.05$. The effect size is trivial (.002) and so likely does not represent a real-world difference. This gender pattern was not impacted by the college in which the student studied

Table 3.17: Student-Faculty Interaction by Year of Study

	N	Mean
First Year UG	1424	8.77
Final Year UG	582	12.36
PGT	495	15.43
Overall Mean	2501	10.92

---

[6] https://www.ucc.ie/en/registrar/theconnecteduniversity/academicstrategy/curriculum/

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 3.18: 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	5.2	5.1	6.1	4.5
	Some	25.1	27.3	24.9	18.9
	Quite a bit	44.8	46.7	42.7	41.9
	Very much	24.9	20.9	26.4	34.7
Taught in an organised way	Very little	3.3	3.2	4.1	2.6
	Some	27.2	28.9	29.5	19.6
	Quite a bit	44.9	44.7	45.2	45.3
	Very much	24.6	23.2	21.1	32.4
Used examples or illustrations to explain difficult points	Very little	3.8	3.3	5.5	3.1
	Some	23.1	22.9	25.2	21.1
	Quite a bit	41.6	41.9	42.0	40.5
	Very much	31.5	31.9	27.3	35.4
Provided feedback on a draft or work in progress	Very little	29.1	31.0	31.0	21.4
	Some	35.3	34.8	38.9	32.5
	Quite a bit	23.2	23.5	22.4	23.4
	Very much	12.5	10.7	7.7	22.8
	Very little	26.3	25.3	33.9	20.4

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

The UCC average Effective Teaching Practice score (34.9) is statistically higher than the average SS.IE score (34.5). However, the effect size is small (0.1), and so may not represent a real-world difference.

In general, there are indications that Effective Teaching Practices scores are higher for PGT students compared to UG students.

There are significant differences between Effective Teaching scores across years, $f(2,2188)=23.572, p<.0005$. The effect size is trivial (.021) and so likely does not represent a real-world difference. First Year UG and Final Year UG students have significantly lower scores ($p<.0005$) than PGT students, there were no significant differences between the undergraduate years. This result may represent differing teaching styles in post graduate courses compared to undergraduate courses. There are no significant gender differences in this pattern, and there are no gender differences in this pattern when compared across Colleges.

Table 3.19: Effective Teaching Practices by Year of Study

	N	Mean
First Year UG	1251	32.53
Final Year UG	514	31.20
PGT	446	36.90
Overall Mean	2211	33.10

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 3.20: Quality of Interactions

At your institution, please indicate the quality of interactions with…		All (%)	1st year UG (%)	Final year UG (%)	PGT (%)
Students	Poor	1.7	1.3	2.1	2.0
	2	2.9	3.1	2.5	2.7
	3	6.1	6.5	5.6	5.6
	4	12.2	12.1	12.1	12.7
	5	24.4	24.0	27.2	22.4
	6	25.1	24.9	26.3	24.2
	Excellent	27.6	28.1	24.1	30.4
Academic advisors	Poor	6.8	6.2	10.1	4.6
	2	7.6	8.4	7.5	5.5
	3	12.7	14.6	12.2	7.8
	4	20.5	20.8	24.2	14.8
	5	23.8	24.6	22.7	22.9
	6	14.9	13.9	14.5	18.4
	Excellent	13.6	11.4	8.8	25.9
Academic staff	Poor	3.9	3.3	6.4	2.8
	2	6.3	7.5	5.5	4.0
	3	12.1	13.3	13.7	6.8
	4	19.2	18.4	23.3	16.6
	5	23.9	25.7	22.1	21.3
	6	19.4	19.5	17.1	21.5

	Excellent	15.2	12.4	11.9	26.9
Support services staff (career services, student activities, accommodation, etc.)	Poor	6.6	6.1	7.1	7.6
	2	9.4	9.7	10.1	7.6
	3	12.4	12.3	14.5	9.9
	4	18.7	18.6	19.5	18.1
	5	21.9	22.4	23.2	18.9
	6	16.4	16.5	15.9	17.0
	Excellent	14.5	14.4	9.7	21.0
Other administrative staff and offices (registry, finance, etc.)	Poor	6.7	7.1	7.1	5.4
	2	8.9	8.7	10.6	7.3
	3	12.5	13.8	13.5	7.7
	4	20.0	20.2	19.9	19.5
	5	22.2	22.9	24.5	17.7
	6	14.9	13.6	12.8	20.6
	Excellent	14.8	13.6	11.5	21.8

The UCC average Quality of Interactions score (38.5) is comparable to the average SS.IE-U score (38.1). The effect size of 0.1 is small, and so it is likely that it does not represent a real-world difference.

In general, there are indications that Quality of Interaction scores are higher for PGT students compared to UG students.

There are significant differences between Quality of Interaction scores across years, $f(2,1941)=20.261, p<.0005$. The effect size is trivial (.02) and so likely does not represent a real-world difference. Firsts Year UG and Final Year UG students have significantly lower scores ($p<.0005$) than PGT students, there were no significant differences between the undergraduate years. This result may represent differing styles of interaction with PGT students who are in smaller classes and more advanced in their studies. There are no significant gender differences in this pattern, and there are no significant gender differences in this pattern when compared across Colleges.

Table 3.21: Quality of Interactions by Year of Study

	N	Mean
First Year UG	1075	36.32
Final Year UG	471	35.21
PGT	378	40.59
Overall Mean	1925	36.88

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 3.22: 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	9.9	8.0	14.0	10.5
	Some	35.9	35.7	38.5	33.6
	Quite a bit	36.3	37.4	32.5	37.8
	Very much	17.9	18.9	15.0	18.1
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	Very little	18.7	15.3	27.0	18.9
	Some	31.3	30.4	34.0	30.5
	Quite a bit	30.3	31.7	24.3	33.4
	Very much	19.7	22.6	14.7	17.1
	Very little	21.7	19.3	28.4	20.9
	Some	36.3	37.7	35.1	33.9

Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Quite a bit	27.0	26.3	26.7	29.6
	Very much	14.9	16.7	9.9	15.6
Providing opportunities to be involved socially	Very little	13.6	10.8	11.8	23.2
	Some	29.8	27.5	31.3	34.5
	Quite a bit	34.8	35.7	39.6	26.9
	Very much	21.8	25.9	17.3	15.4
Providing support for your overall well-being (recreation, health care, counselling, etc.)	Very little	15.2	13.0	15.2	21.3
	Some	31.7	29.4	34.5	34.8
	Quite a bit	32.4	34.4	32.7	26.1
	Very much	20.8	23.2	17.5	17.8
Helping you manage your non-academic responsibilities (work, family, etc.)	Very little	39.8	33.8	50.5	44.2
	Some	34.2	36.4	30.8	32.1
	Quite a bit	17.6	19.3	14.8	15.9
	Very much	8.4	10.5	3.9	7.8
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	Very little	17.1	15.0	14.4	26.2
	Some	34.3	32.8	38.9	33.0
	Quite a bit	31.1	32.7	32.7	24.7
	Very much	17.6	19.5	14.1	16.0
Attending events that address important social, economic, or political issues	Very little	22.4	19.4	23.7	29.5
	Some	36.5	36.9	36.5	35.4
	Quite a bit	27.9	29.5	29.5	21.7
	Very much	13.2	14.2	10.3	13.4

The UCC average Supportive Environment score (28.1) is statistically lower than the average SS.IE score (29.00). The effect size is small (0.1), and so may not represent a real-world difference.

In general, there are indications that the Supportive Environment scores are higher for First Year UG students compared to Final Year UG and PGT students. There were indications of possible differences between males and females when compared across colleges.

There are significant differences between Quality of Interaction scores across years, $f(2,1941)=20.261, p<.0005$. The effect size is trivial (.02) and so likely does not represent a real-world difference. Firsts Year UG have significantly higher scores ($p<.0005$) than Final Year UG and PGT students, there were no significant differences between these two latter groups. This result may represent the work of the First Year Experience Programme. There are no significant gender differences across the years. However, and there were some differences when compared across colleges, $f(4,2182)=2.723, p<.0005$. The effect size is trivial (.005), so may not represent a real-world difference. In the College of Medicine and Health males had higher scores compared to females, this pattern was also evident in ACE. Among the other colleges these scores were more equal.

SIGNPOSTS FOR FURTHER CONSIDERATION

Shortly after the survey data was furnished to UCC in May 2020, a small group of faculty, staff and students carefully reviewed the results – including any comments students provided -- and identified key take-aways and signposts for further consideration. These were presented to senior leadership on campus, including Heads of Colleges, leaders from academic support offices and key stakeholders. Broadly, these signposts for further consideration include:

- Students and other stakeholders are involved in the entire process of survey design, implementation, and analysis and reporting.

- If there are several surveys administered by the institution, possibilities should be explored to integrate them. Currently surveys are checked for possible conflicts in timing of administration, duplication of questions, etc.

- To raise response rates, several methods have been recorded to increase response rates: in class survey time; multiple promotional stands around the campus; incentives included at the end of the survey instrument and call to action requests to participate. The use of incentives at a local level should be considered, together with helping students to understand the value of their response and how it matters.

- Participants in the survey are aware of how the data will be used, i.e. the feedback loop. By showing students that their responses will be read and acted upon, it may raise survey salience.

- By connecting student survey results with other types of data, it may be possible to see patterns that can be useful for program development and improvement.

- Empower programme directors to participate in the analysis of StudentSurvey.IE data to meet their data needs by providing access to the In Touch data analysis and visualisation dashboard and utilising the soon to be launched programme level template. This will also add value in terms of building relationships.

- Leverage popular messaging apps to capture real-time student feedback and facilitate live follow-ups with our students. Messaging is considered an efficient way to close the feedback loop.

- Create a results report that graphically informs without being overwhelming. Using graphic designers, we can turn heavy statistics, information and text into a more visually appealing document.

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 3.23: 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	14.1	16.7	15.8	4.6
	Sometimes	46.1	50.2	47.6	31.9
	Often	24.3	21.7	24.1	31.8
	Very often	15.5	11.4	12.5	31.7
Come to class without completing readings or assignments	Never	26.1	25.4	19.9	35.7
	Sometimes	50.3	52.1	47.7	48.1
	Often	17.0	16.2	22.8	12.2
	Very often	6.6	6.2	9.6	4.0
Made a presentation in class or online	Never	42.9	61.0	19.2	18.5
	Sometimes	36.9	28.2	52.7	43.4
	Often	14.5	7.8	21.8	25.7
	Very often	5.6	3.0	6.3	12.4
Improved knowledge and skills that will contribute to your employability	Never	7.4	9.2	5.9	3.8
	Sometimes	35.0	37.3	39.1	23.3
	Often	39.1	37.4	38.7	44.2
	Very often	18.6	16.1	16.3	28.7
Explored how to apply your learning in the workplace	Never	25.8	32.3	23.4	9.9
	Sometimes	37.4	38.9	38.5	31.7
	Often	24.6	20.4	23.8	37.5
	Very often	12.3	8.4	14.3	20.9
Exercised or participated in physical fitness activities	Never	24.0	24.1	20.5	27.7
	Sometimes	30.9	29.1	34.5	32.1
	Often	21.8	21.2	23.3	21.6
	Very often	23.3	25.6	21.7	18.6
Blended academic learning with workplace experience	Never	36.8	46.5	29.9	17.1
	Sometimes	30.8	30.4	32.2	30.4
	Often	20.9	15.7	23.6	32.7
	Very often	11.4	7.4	14.3	19.8
Worked on assessments that informed you how well you are learning	Never	25.1	23.9	35.2	16.5
	Sometimes	43.0	42.8	43.0	43.5
	Often	23.9	25.0	18.3	27.7
	Very often	8.0	8.3	3.5	12.4

Memorising course material	Very little	19.4	15.0	16.6	35.3
	Some	34.4	36.4	27.7	36.6
	Quite a bit	30.4	34.2	28.6	21.4
	Very much	15.8	14.4	27.1	6.7
Work with academic staff on a research project	Have not decided	33.1	44.7	13.8	23.1
	Do not plan to do	25.2	19.3	44.2	20.0
	Plan to do	27.7	33.1	8.5	34.3
	Done or in progress	14.0	2.9	33.5	22.6
Community service or volunteer work	Have not decided	26.2	27.3	23.6	26.4
	Do not plan to do	20.3	11.7	30.6	32.7
	Plan to do	36.4	48.3	19.3	22.4
	Done or in progress	17.1	12.7	26.5	18.5
Spending significant amounts of time studying and on academic work	Very little	3.9	4.8	2.6	2.9
	Some	30.7	34.0	26.9	25.9
	Quite a bit	46.3	45.7	44.8	49.9
	Very much	19.0	15.5	25.7	21.4
Writing clearly and effectively	Very little	12.3	15.9	10.3	4.5
	Some	30.2	34.5	25.9	23.1
	Quite a bit	37.5	34.7	38.5	44.0
	Very much	20.0	14.9	25.2	28.4
Speaking clearly and effectively	Very little	20.2	25.7	13.9	11.8
	Some	34.3	35.5	32.9	32.7
	Quite a bit	30.3	26.9	32.4	37.5
	Very much	15.2	11.9	20.8	18.0
Thinking critically and analytically	Very little	4.6	4.9	5.1	3.1
	Some	19.5	22.4	16.7	14.5
	Quite a bit	42.7	44.9	39.2	40.3
	Very much	33.2	27.8	39.0	42.0
Analysing numerical and statistical information	Very little	21.6	22.7	20.4	19.7
	Some	32.6	33.8	31.9	30.0
	Quite a bit	29.2	30.1	28.2	27.7
	Very much	16.7	13.4	19.4	22.6
Acquiring job- or work-related knowledge and skills	Very little	15.7	17.9	16.3	9.2
	Some	35.3	39.3	32.6	27.5
	Quite a bit	29.3	27.6	28.4	35.3
	Very much	19.6	15.2	22.7	28.1
Working effectively with others	Very little	13.0	15.1	12.2	8.0
	Some	32.7	34.1	29.3	32.6
	Quite a bit	35.0	34.3	35.2	36.7
	Very much	19.3	16.5	23.3	22.6
Solving complex real-world problems	Very little	16.8	19.4	13.8	13.1
	Some	35.9	37.0	37.4	31.3

	Quite a bit	31.6	30.0	33.6	33.6
	Very much	15.7	13.6	15.2	22.0
Being an informed and active citizen (societal / political / community)	Very little	18.2	19.8	16.8	15.3
	Some	32.6	34.0	29.1	32.6
	Quite a bit	29.9	29.3	34.5	26.4
	Very much	19.3	16.9	19.6	25.8
How would you evaluate your entire educational experience at this institution?	Poor	2.7	1.7	6.3	1.2
	Fair	14.6	13.8	17.3	13.9
	Good	49.6	52.0	44.6	48.7
	Excellent	33.1	32.5	31.8	36.3
If you could start over again, would you go to the same institution you are now attending?	Definitely no	2.6	2.2	4.2	1.6
	Probably no	8.9	7.0	11.9	10.6
	Probably yes	40.3	40.3	41.9	38.4
	Definitely yes	48.3	50.5	42.0	49.5

APPENDIX A

Individual responses to related questions for each indicator:

Higher Order Learning			University College Cork 2020		
Question	Responses		All Students	Undergraduate - Year 1	Undergraduate - Final Yr	Postgraduate
Applying facts, theories, or methods to practical problems or new situations	1	Very little	6.3	6.8	7.1	3.9
	2	Some	27.5	29.6	27.6	21.5
	3	Quite a bit	42.6	42.0	43.9	42.9
	4	Very much	23.6	21.6	21.5	31.6
Analysing an idea, experience, or line of reasoning in depth by examining its parts	1	Very little	7.1	7.5	9.1	3.7
	2	Some	31.9	35.2	31.8	22.7
	3	Quite a bit	38.1	38.2	37.0	39.0
	4	Very much	22.9	19.1	22.1	34.6
Evaluating a point of view, decision, or information source	1	Very little	7.9	9.5	7.9	3.1
	2	Some	29.8	34.3	29.0	17.9
	3	Quite a bit	38.3	38.1	36.2	41.3
	4	Very much	24.1	18.1	26.9	37.6
Forming an understanding or new idea from various pieces of information	1	Very little	5.8	6.9	5.6	3.1
	2	Some	26.7	30.8	26.8	15.2
	3	Quite a bit	41.2	40.7	41.3	42.6
	4	Very much	26.2	21.7	26.2	39.1

Reflective and Integrative Learning			University College Cork 2020		
Question	Responses		All Students	Undergraduate - Year 1	Undergraduate - Final Yr	Postgraduate
Combined ideas from different subjects / modules when completing assignments	1	Never	6.7	8.5	5.3	3.2
	2	Sometimes	37.2	41.5	34.7	27.5
	3	Often	39.0	36.3	41.3	44.5
	4	Very often	17.1	13.8	18.8	24.9
Connected your learning to problems or issues in society	1	Never	12.3	14.6	10.6	7.6
	2	Sometimes	38.1	40.7	37.5	31.0
	3	Often	31.4	29.5	34.6	33.1
	4	Very often	18.2	15.2	17.2	28.3
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments	1	Never	29.5	33.2	27.7	20.7
	2	Sometimes	36.5	37.6	33.7	36.6
	3	Often	23.2	20.7	27.1	25.9
	4	Very often	10.8	8.5	11.4	16.8

			All Students	Undergraduate - Year 1	Undergraduate - Final Yr	Postgraduate
Examined the strengths and weaknesses of your own views on a topic or issue	1	Never	10.8	13.1	11.6	3.1
	2	Sometimes	42.1	44.3	43.5	33.9
	3	Often	35.7	33.2	33.6	45.5
	4	Very often	11.4	9.4	11.4	17.4
Tried to better understand someone else's views by imagining how an issue looks from their perspective	1	Never	7.3	8.4	7.5	3.8
	2	Sometimes	37.2	40.4	35.2	30.0
	3	Often	39.0	37.1	39.4	44.2
	4	Very often	16.5	14.1	17.9	22.0
Learned something that changed the way you understand an issue or concept?	1	Never	3.5	3.9	4.5	1.0
	2	Sometimes	34.9	36.2	34.0	32.4
	3	Often	43.3	43.0	44.2	43.2
	4	Very often	18.2	16.9	17.3	23.4
Connected ideas from your subjects / modules to your prior experiences and knowledge	1	Never	3.4	4.4	2.7	1.1
	2	Sometimes	32.7	35.1	34.7	23.3
	3	Often	41.3	41.5	42.9	38.6
	4	Very often	22.7	19.1	19.6	37.1

Quantitative Reasoning				University College Cork 2020		
Question		Responses	All Students	Undergraduate - Year 1	Undergraduate - Final Yr	Postgraduate
Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)	1	Never	26.6	29.4	25.7	19.5
	2	Sometimes	41.5	41.1	40.9	43.4
	3	Often	23.2	21.9	23.7	26.2
	4	Very often	8.7	7.6	9.6	10.9
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	1	Never	32.0	33.7	34.0	24.9
	2	Sometimes	40.5	41.1	36.4	43.4
	3	Often	19.8	18.5	21.4	21.8
	4	Very often	7.7	6.7	8.2	9.9
Evaluated what others have concluded from numerical information	1	Never	35.1	39.4	33.7	24.4
	2	Sometimes	44.7	41.3	46.2	53.0
	3	Often	16.1	15.2	16.6	18.0
	4	Very often	4.1	4.1	3.5	4.6

Learning Strategies				University College Cork 2020		
Question		Responses	All Students	Undergraduate - Year 1	Undergraduate - Final Yr	Postgraduate
Identified key information from recommended reading materials	1	Never	9.3	12.0	8.4	2.3
	2	Sometimes	39.1	44.0	37.4	26.9
	3	Often	36.7	32.3	40.4	45.2

	4	Very often	14.9	11.7	13.7	25.6
Reviewed your notes after class	1	Never	7.2	6.5	9.8	5.8
	2	Sometimes	39.9	39.5	43.8	36.5
	3	Often	36.5	36.2	33.9	40.0
	4	Very often	16.5	17.7	12.5	17.6
Summarised what you learned in class or from course materials	1	Never	9.2	8.7	13.5	5.6
	2	Sometimes	41.9	43.4	39.8	40.2
	3	Often	36.4	34.1	37.0	42.1
	4	Very often	12.5	13.9	9.7	12.1

Collaborative Learning				University College Cork 2020		
Question		Responses	All Students	Undergraduate - Year 1	Undergraduate - Final Yr	Postgraduate
Asked another student to help you understand course material	1	Never	14.2	13.6	13.1	17.0
	2	Sometimes	48.5	46.5	49.4	53.3
	3	Often	26.9	29.3	26.1	20.7
	4	Very often	10.4	10.5	11.5	8.9
Explained course material to one or more students	1	Never	10.0	9.2	11.5	10.5
	2	Sometimes	50.1	50.8	47.1	51.6
	3	Often	30.3	30.5	32.6	27.0
	4	Very often	9.7	9.6	8.8	11.0
Prepared for exams by discussing or working through course material with other students	1	Never	19.2	19.4	18.1	20.0
	2	Sometimes	38.7	38.5	38.2	40.0
	3	Often	27.9	28.8	28.1	25.1
	4	Very often	14.1	13.3	15.6	14.9
Worked with other students on projects or assignments	1	Never	24.1	28.7	17.6	18.4
	2	Sometimes	40.7	41.6	42.3	36.0
	3	Often	23.8	20.5	28.6	27.8
	4	Very often	11.4	9.2	11.6	17.7

Student-Faculty Interaction				University College Cork 2020		
Question		Responses	All Students	Undergraduate - Year 1	Undergraduate - Final Yr	Postgraduate
Talked about career plans with academic staff	1	Never	61.0	71.2	48.5	46.3
	2	Sometimes	28.2	21.3	37.1	37.8
	3	Often	8.0	5.5	10.8	12.2
	4	Very often	2.8	2.1	3.5	3.8
Worked with academic staff on activities other	1	Never	72.4	76.5	69.6	63.5
	2	Sometimes	18.8	15.6	21.0	25.2

			All Students	Undergraduate - Year 1	Undergraduate - Final Yr	Postgraduate
than coursework (committees, student groups, etc.)	3	Often	7.1	6.4	7.7	8.5
	4	Very often	1.8	1.5	1.6	2.8
Discussed course topics, ideas, or concepts with academic staff outside of class	1	Never	52.0	60.3	47.6	33.2
	2	Sometimes	32.7	27.4	37.8	42.2
	3	Often	11.9	9.6	11.3	19.1
	4	Very often	3.4	2.7	3.3	5.5
Discussed your performance with academic staff	1	Never	52.1	60.2	46.1	35.9
	2	Sometimes	36.0	30.3	42.9	44.4
	3	Often	9.9	8.0	9.5	15.7
	4	Very often	2.0	1.5	1.6	4.1

Effective Teaching Practices — University College Cork 2020

Question	Responses		All Students	Undergraduate - Year 1	Undergraduate - Final Yr	Postgraduate
Clearly explained course goals and requirements	1	Very little	5.2	5.1	6.1	4.5
	2	Some	25.1	27.3	24.9	18.9
	3	Quite a bit	44.8	46.7	42.7	41.9
	4	Very much	24.9	20.9	26.4	34.7
Taught in an organised way	1	Very little	3.3	3.2	4.1	2.6
	2	Some	27.2	28.9	29.5	19.6
	3	Quite a bit	44.9	44.7	45.2	45.3
	4	Very much	24.6	23.2	21.1	32.4
Used examples or illustrations to explain difficult points	1	Very little	3.8	3.3	5.5	3.1
	2	Some	23.1	22.9	25.2	21.1
	3	Quite a bit	41.6	41.9	42.0	40.5
	4	Very much	31.5	31.9	27.3	35.4
Provided feedback on a draft or work in progress	1	Very little	29.1	31.0	31.0	21.4
	2	Some	35.3	34.8	38.9	32.5
	3	Quite a bit	23.2	23.5	22.4	23.4
	4	Very much	12.5	10.7	7.7	22.8
Provided prompt and detailed feedback on tests or completed assignments	1	Very little	26.3	25.3	33.9	20.4
	2	Some	33.7	35.8	34.4	26.6
	3	Quite a bit	26.6	26.9	20.7	32.6
	4	Very much	13.4	12.0	10.9	20.4

Quality of Interactions — University College Cork 2020

Question	Responses		All Students	Undergraduate - Year 1	Undergraduate - Final Yr	Postgraduate
Students	1	1=Poor	1.7	1.3	2.1	2.0

			All Students	Undergraduate - Year 1	Undergraduate - Final Yr	Postgraduate
	2	2	2.9	3.1	2.5	2.7
	3	3	6.1	6.5	5.6	5.6
	4	4	12.2	12.1	12.1	12.7
	5	5	24.4	24.0	27.2	22.4
	6	6	25.1	24.9	26.3	24.2
	7	7=Excellent	27.6	28.1	24.1	30.4
Academic advisors	1	1=Poor	6.8	6.2	10.1	4.6
	2	2	7.6	8.4	7.5	5.5
	3	3	12.7	14.6	12.2	7.8
	4	4	20.5	20.8	24.2	14.8
	5	5	23.8	24.6	22.7	22.9
	6	6	14.9	13.9	14.5	18.4
	7	7=Excellent	13.6	11.4	8.8	25.9
Academic staff	1	1=Poor	3.9	3.3	6.4	2.8
	2	2	6.3	7.5	5.5	4.0
	3	3	12.1	13.3	13.7	6.8
	4	4	19.2	18.4	23.3	16.6
	5	5	23.9	25.7	22.1	21.3
	6	6	19.4	19.5	17.1	21.5
	7	7=Excellent	15.2	12.4	11.9	26.9
Support services staff (career services, student activities, accommodation, etc.)	1	1=Poor	6.6	6.1	7.1	7.6
	2	2	9.4	9.7	10.1	7.6
	3	3	12.4	12.3	14.5	9.9
	4	4	18.7	18.6	19.5	18.1
	5	5	21.9	22.4	23.2	18.9
	6	6	16.4	16.5	15.9	17.0
	7	7=Excellent	14.5	14.4	9.7	21.0
Other administrative staff and offices (registry, finance, etc.)	1	1=Poor	6.7	7.1	7.1	5.4
	2	2	8.9	8.7	10.6	7.3
	3	3	12.5	13.8	13.5	7.7
	4	4	20.0	20.2	19.9	19.5
	5	5	22.2	22.9	24.5	17.7
	6	6	14.9	13.6	12.8	20.6
	7	7=Excellent	14.8	13.6	11.5	21.8

Supportive Environment				University College Cork 2020		
Question		Responses	All Students	Undergraduate - Year 1	Undergraduate - Final Yr	Postgraduate
Providing support to help students succeed academically	1	Very little	9.9	8.0	14.0	10.5
	2	Some	35.9	35.7	38.5	33.6
	3	Quite a bit	36.3	37.4	32.5	37.8

	4	Very much	17.9	18.9	15.0	18.1
Using learning support services (learning centre, computer centre, maths support, writing support etc.)	1	Very little	18.7	15.3	27.0	18.9
	2	Some	31.3	30.4	34.0	30.5
	3	Quite a bit	30.3	31.7	24.3	33.4
	4	Very much	19.7	22.6	14.7	17.1
Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	1	Very little	21.7	19.3	28.4	20.9
	2	Some	36.3	37.7	35.1	33.9
	3	Quite a bit	27.0	26.3	26.7	29.6
	4	Very much	14.9	16.7	9.9	15.6
Providing opportunities to be involved socially	1	Very little	13.6	10.8	11.8	23.2
	2	Some	29.8	27.5	31.3	34.5
	3	Quite a bit	34.8	35.7	39.6	26.9
	4	Very much	21.8	25.9	17.3	15.4
Providing support for your overall well-being (recreation, health care, counselling, etc.)	1	Very little	15.2	13.0	15.2	21.3
	2	Some	31.7	29.4	34.5	34.8
	3	Quite a bit	32.4	34.4	32.7	26.1
	4	Very much	20.8	23.2	17.5	17.8
Helping you manage your non-academic responsibilities (work, family, etc.)	1	Very little	39.8	33.8	50.5	44.2
	2	Some	34.2	36.4	30.8	32.1
	3	Quite a bit	17.6	19.3	14.8	15.9
	4	Very much	8.4	10.5	3.9	7.8
Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)	1	Very little	17.1	15.0	14.4	26.2
	2	Some	34.3	32.8	38.9	33.0
	3	Quite a bit	31.1	32.7	32.7	24.7
	4	Very much	17.6	19.5	14.1	16.0
Attending events that address important social, economic, or political issues	1	Very little	22.4	19.4	23.7	29.5
	2	Some	36.5	36.9	36.5	35.4
	3	Quite a bit	27.9	29.5	29.5	21.7
	4	Very much	13.2	14.2	10.3	13.4

APPENDIX B

Qualitative data – open-ended questions

<u>SAMPLE OPEN COMMENTS: (RANDOMISED, ALL COHORTS)</u>

What UCC does best to engage students in learning?

1230 students provided responses to this question and the responses denote an alignment with UCC's performance in all indicator scores.

SUPPORT YOUR LEARNING

- *Tutorial classes are very good but I don't have them for every subject. More of them would be good to understand more what the lecturer talks about.*
- *Seminars are a good way of debating with other students and lecturers that helps encourage learning.*
- *Tutorials help engage students more in learning as the smaller groups allow students to ask questions.*
- *Quality course learning, insightful lectures, comfortable classrooms. Covers all we need to know for our assignments.*

SUPPORT YOUR ASSESSMENT

- *Using a variety of different means to evaluate our academic performance ie labs, exams, presentations, homework sets.*
- *Continuous communication from course Coordinator and prompt replies to any questions or concerns.*
- *Continuous assessment and practical sessions, as well as peer assisted learning.*
- *Accessible learning material, regardless of prior knowledge, continuous assessment to test knowledge.*

DIGITAL EXPERIENCE

- *Different educational sources: online and physical library, speeches, meetings and classroom discussions.*
- *It uses online tools such as canvas for students to access online as well as it provides tutorials to prepare for the exams in some modules.*
- *Panopto recordings as you can review hear points explained by the professor which you didn't understand at the time but can interpret it more clearly now*
- *Blended learning; different types of assignments which help to develop different skills, and analyse varied perspectives*

COMMUNICATION

- *Very open to questions and discussion. Well organized and presented lectures and seminars.*
- *It allows students to participate, debate and encourages new ideas*
- *Good communication and support through an open door policy and no issue is to small to help with.*
- *class discussions, asking students for their input on a topic for a chance to get different perspectives.*

YOUR CAMPUS EXPERIENCE

- *They have quite a few events on campus for students and seek involvement from students which shows how student orientated the college is*
- *By creating an atmosphere of acceptance and variety. There is something for everyone and academic staff and students fully believe and know this.*
- *Various clubs and societies that allow people that are alike in their learning and goals to discover each other and socially mix, reaffirming those students goals and strengthening them.*
- *There is a very good community atmosphere around the college, with emphasis on inclusion and encouraging students to get involved in student life (e.g. clubs and societies)*

QUALITY OF STAFF

- *By having really good academic staff who make you want to learn more about their respective area*

- *It has a lot of great lecturers who care deeply about their students and encourages them to work hard and to think outside the box.*

- *The Co-Ordinator is excellent. Always there to answer a question or assist with a problem.*

- *Dynamic lecturers who facilitate discussion and thinking in lectures. Interesting subject matter dealt with in an engaging and supportive manner Clear objectives and goals carried out in each module. Varied module options, choice to support interests etc.*

STUDENT SUPPORT SERVICES

- *Has services that students can get involved with such as UCC Clubs and UCC Societies. It builds a stronger sense of community for students.*

- *It offers a variety of beneficial aids to help students fully develop their potential, such as the skills centre.*

- *Always motivate students, by providing study rooms in library, various personal skill improvement workshops, provide free study material through various groups during exam week. Professor are also welcoming for doubts solving.*

- *UCC Skills Centre is an excellent resource to help get students back on track especially those who have been away from formal education for some time.*

OPPORTUNITIES AND ACTIVITIES

- *Loads of activities, political campaigns, organises events, first years welcome everywhere. Societies and sports invite people all the time.*

- *Opportunities to give our points of view*

- *Encourages student engagement in activities outside of course hours to get to better know your peers. I think this helps immensely when you actually enjoy going to college*

- *Hosts lots of talks and events throughout campus to encourage students to engage. Offers a lot of support services*

<u>GROUP WORK</u>

- *Does not provide an overly competitive environment between the students, but rather emphasises working together and helping each other to accomplish given tasks and succeed.*
- *Allowing students to work in groups on both assignments and study. Providing comprehensive lecture material to be reviewed online. This way I was able to listen and engage in lectures instead of scribbling down notes.*
- *It has a healthy balance of group work and individual work*
- *The courses I did we did a lot of group work which is good for later stage in life and being exposed to do presentations a lot in front of academics and employers.*

<u>HEALTH AND WELLBEING</u>

- *My department specifically asks us to reflect and develop as individuals while understanding the impact we have on others and to apply these to our academia. We are given a freedom to incorporate that which we love into our work in the day to day.*
- *UCC makes sure that once any of us are struggling with anything, a workable solution is found that we're happy with*
- *Supporting and encouraging distance learning students to engage and achieve success in their academic studies.*
- *promote a safe and welcoming environment for students to grow and learn in a diverse community*

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

1130 students provided responses to this question; three main thematic areas emerged: assessment, feedback and lecture sizes.

IMPROVEMENTS IN TEACHING

- *Smaller class groups, more direct explanations from tutorial teachers and more diagrams and handouts.*
- *Do more to ensure a published schedule of lectures that is not changed so frequently. Give individual feedback regularly to students, encourage and support for students who might be struggling with course materials. Lecturers need to demonstrate their own engagement*
- *Break lectures up a bit more so people feel comfortable talking to the lecturer about bits they find difficult*
- *Do more physical learning task like projects and fieldwork*

EFFECTIVE ASSESSMENT PRACTICES

- *Gear some of the induction information towards the professional exams and advice in sitting them.*
- *More opportunities for continuous assessment in modules, leaving less pressure on students*
- *Make assignment related info more easily understandable and accessible*
- *Focus on covering exam related material and making sure students understand how what they're learning will help them in both exams and in their future career*
- *More continuous assessment, less emphasis on final exams*

PROVIDE A SUPPORTIVE ENVIRONMENT

- *I'm part-time, offsite, and feel that the service is excellent, and fulfil my needs. very good Institution*
- *Keep up the good work! For master's students, time flies quite a bit fast because of the intensive courses (at least in my case) maybe some workload balance to make it*

more interesting and engaging through conferences and guest speakers from relevant industries.

- *Make it more available to the students who don't have classes on the main campus. Helping them feel more included.*

- *For online learners create more platforms for student interaction and support.*

- *Access to overall support services, such as DSS, is limited. The waiting lists for both counsellors and Student health are too long and not well managed.*

STUDENT FACULTY INTERACTION

- *Make students more aware of services being offered. More personal interaction to get people involved.*

- *Encourage more people to ask questions after classes and lectures*

- *I am in an online course which I think could improve the interaction with other students*

- *Provide more interaction time with students within the same course to develop friendships and information transferring.*

- *Office hours allowing one on one interaction with staff*

BEYOND DISCIPLINARY CONTENT

- *As a person who commutes 2 hours daily to University it's very hard to get involved into extra-curricular activities. Something to fix this would be great.*

- *inform more mature student that college life and family life can work together as i have never been more organised in my life as I am now*

- *Some of the information is not relevant and I do find it distracting the amount of emails I receive.*

- *Have more supports (financial, etc) so students can focus their energy on learning. Give more funding to Student Counselling.*

INTEGRATIVE LEARNING

- *For mature students, I suggest some module specific training to guide in assessing and using available resources, databases, canvas engagement etc.*

- *More industry related coursework etc.*

- *seminar times which would suit people who work full time - evenings and weekend seminars or online / video seminars. I find these events so difficult to attend due to work.*

- *Provide an academic buddy system*

STUDENT DEVELOPMENT

- *Feedback on what students are doing right or wrong in assignments and tests*

- *Assign mentors to each group of 4-5 students for easier communication regarding any issue.*

- *It would be very beneficial if students could get more personal feedback on their progress and be advised on ways that they can improve.*

CAMPUS FACILITIES

- *UCC need to get more rubbish bins instead please. Especially in the library - We have to go all the way to the ground floor to put stuff in the bin and it ruins my study flow.*

- *Many things such as essay writing and taking books from the library is never explained to new students.*

- *Make the vast amount of societies and interest groups more visible, advise where to look, possibly make an app which follows all the student friendly activities.*

- *Improve computers, they're very slow and at times they are too slow to use for research.*

COLLABORATIVE LEARNING

- *Offer more group assignments in some of the courses, as many of them feel very isolating in their nature so more group assignments could benefit students academically and socially*

- *Collaborate with companies*

- *More support for collaborative work in tutorials, an openness to contributions of ideas from students, more support for peer-to-peer learning*

- *more group meeting rooms, more studying areas in the library with access to plugs as there is often a lack of seats with plugs available*

<u>WORK PLACEMENT</u>

- *Maybe more opportunities for learning outside of regular (compulsory) hours.*
- *Introduce more field trips, secure good placements for students.*
- *Better opportunities for work placement, college run trips to appropriate companies*
- *More speakers or practical experience like work experience*

APPENDIX C

Table 4.1: Programme of Study by Schools/Departments (rate entire educational experience)

Academic Unit/School/Department	Excellent	Fair	Good	Poor	Total
ADULT CONTINUING EDUCATION	**33**	**8**	**35**	**1**	**77**
ADULT CONTINUING EDUCATION	33	8	35	1	77
ARTS, CELTIC STUDIES AND SOCIAL SCIENCES	**225**	**118**	**308**	**13**	**664**
ADULT CONTINUING EDUCATION	1				1
APPLIED PSYCHOLOGY	11	14	21		46
APPLIED SOCIAL STUDIES	19	4	14	1	38
ART HISTORY	1		4		5
DRAMA AND THEATRE STUDIES	1	1	5		7
EARLY AND MEDIEVAL IRISH	1				1
EDUCATION	11	5	18	2	36
ENGLISH	9	2	12		23
FACULTY OF ARTS	130	79	189	9	407
FRENCH			1		1
GEOGRAPHY	1				1
GERMAN		1			1
GOVERNMENT AND POLITICS	10	2	13	1	26
HISTORY	5		5		10
MUSIC	15	4	14		33
PHILOSOPHY	1		1		2
PLANNING AND SUSTAINABLE DEV	2		5		7
SCHOOL OF LANGUAGES		1			1
SOCIOLOGY		1	1		2
SPANISH_SPLAS	3				3
UCC CENTRE FOR CHINESE STUDIES		1			1
(blank)	4	3	5		12
BUSINESS AND LAW	**157**	**89**	**298**	**13**	**557**
ACCOUNTING AND FINANCE	9	10	13		32
ADULT CONTINUING EDUCATION			1		1
BUSINESS INFORMATION SYSTEMS	5	2	12		19
ECONOMICS	9	3	9		21
FACULTY OF ARTS			1		1
FACULTY OF COMMERCE	97	52	199	11	359
FOOD BUSINESS AND DEVELOPMENT	3	2	8	1	14
LAW	30	12	42		84
MANAGEMENT AND MARKETING	4	8	13	1	26
MEDICINE AND HEALTH	**105**	**38**	**136**	**7**	**286**
ADULT CONTINUING EDUCATION	2		3		5

ANATOMY AND NEUROSCIENCE	1				1
COLLEGE OF MEDICINE AND HEALTH	62	20	80	4	166
EPIDEMIOLOGY AND PUBLIC HEALTH	4	2	7		13
MEDICAL EDUCATION UNIT	2				2
PREVENTIVE DENTISTRY			1		1
SCHOOL OF MEDICINE	4	1	5		10
SCHOOL OF NURSING AND MIDWIFERY	27	14	35	3	79
SCHOOL OF PHARMACY	2	1	4		7
SPEECH AND HEARING SCIENCES	1		1		2
SCIENCE, ENGINEERING AND FOOD SCIENCE	**164**	**71**	**256**	**16**	**507**
APPLIED MATHEMATICS		1			1
ARCHITECTURE	1				1
CIVIL AND ENVIRON. ENGINEERING	1		2	1	4
COMPUTER SCIENCE	7	2	10		19
EDUCATION	2		2	1	5
ELECTRICAL AND ELECTRONIC ENG.	3		4	1	8
ENVIRONMENTAL SCIENCE	2		1		3
FACULTY OF ENGINEERING	16	15	42	5	78
FACULTY OF FOOD SCIENCE AND TECH	6	9	20		35
FACULTY OF SCIENCE	115	42	159	8	324
FOOD AND NUTRITIONAL SCIENCES			3		3
MATHEMATICS			1		1
MICROBIOLOGY	9		4		13
PROCESS AND CHEMICAL ENGINEERING	1				1
SCHOOL OF CHEMISTRY		1	7		8
ZEPS	1	1	1		3
Grand Total	**684**	**324**	**1033**	**50**	**2091**

APPENDIX D

ENGAGEMENT INDICATORS AT UCC

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

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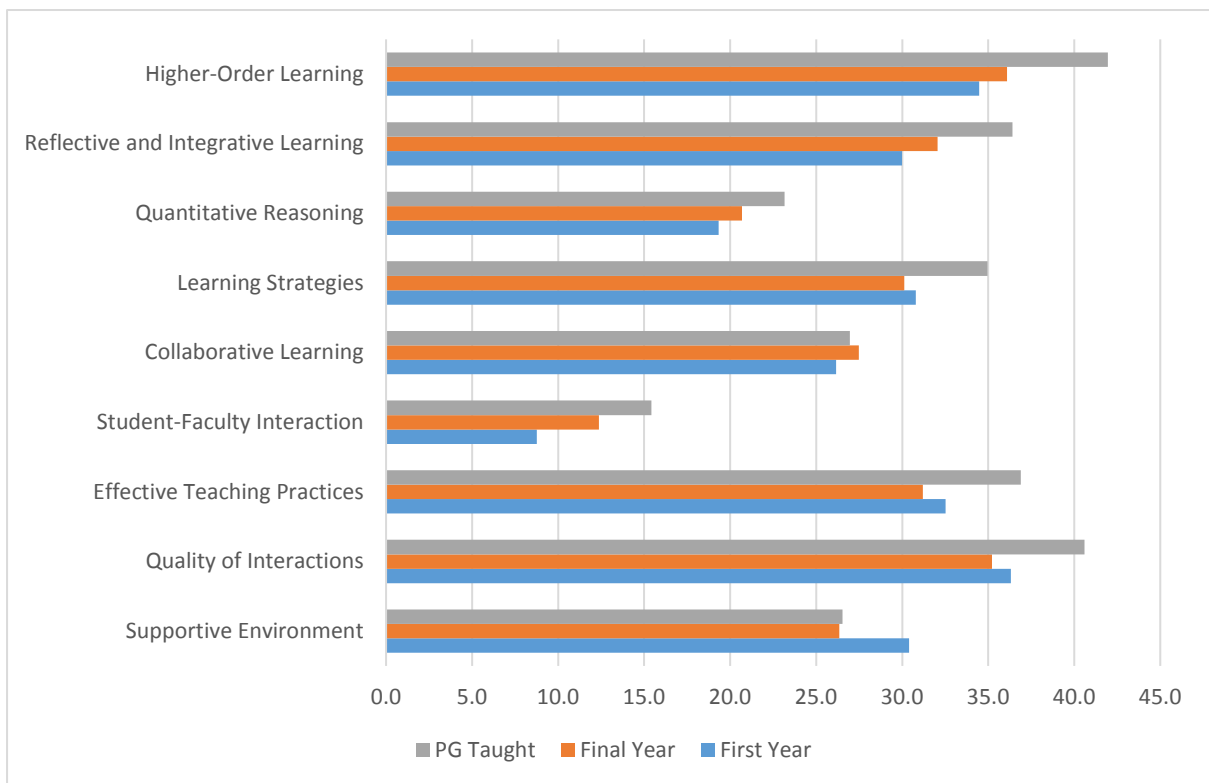- Gender
- Country of Domicile

COHORT

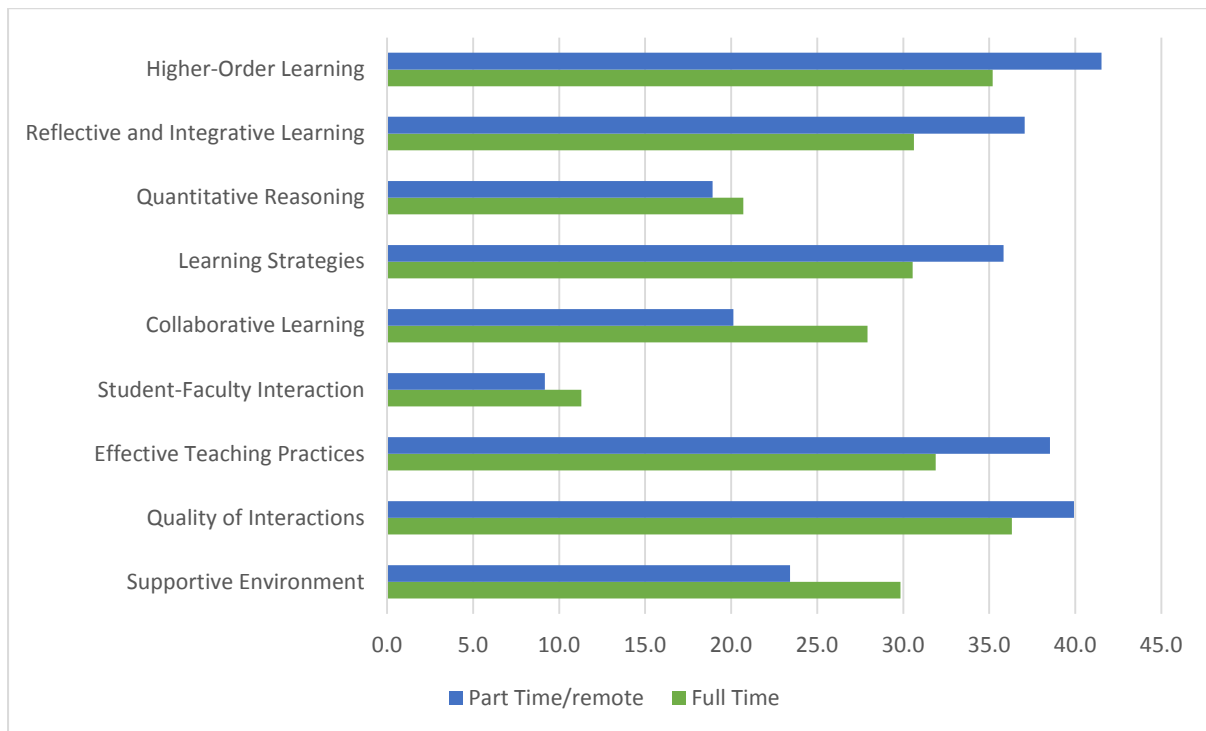*Figure 4.1: Indicator scores by UCC cohort*

MODE OF STUDY

Figure 4.2: Indicator scores by UCC mode of study

PROGRAMME TYPE

Mapped to the International standard classification of education (ISCED) classifications[7]. ISCED is the reference international classification for organising education programmes and related qualifications by levels and fields. The following tables show the number of respondents by programme and year of study mapped to ISCED subject areas.

Table 4.2: ISCED classification mapped to UCC programmes (ACE)

ADULT CONTINUING EDUCATION	Final Year	First Year	PGT
Total		56	31
Business and administration not further defined or elsewhere classified		5	3
Diploma in Management and Team Development			1
Diploma in Supply Chain Management		1	
MSc (Mindfulness Based Wellbeing)		2	
MSc (Personal and Management Coaching)		1	2
Postgraduate Certificate in Personal and Management Coaching		1	
Chemical engineering and processes		1	
Postgraduate Certificate in BioPharma Processing		1	
Child care and youth services		27	18
Diploma in Autism Studies		20	14
Diploma in Youth and Community Work		7	4
Environmental sciences		3	
Diploma in Environmental Science and Social Policy		3	
History and archaeology		1	
Diploma in European Art History		1	
Language acquisition		4	
Higher Diploma in Advanced Languages and Global Communication		4	
Management and administration			1
Diploma in Management Practice			1
Medicine		2	
Postgraduate Diploma in Trauma Studies		2	
Psychology		1	
Higher Diploma in Coaching/Coaching Psychology		1	
Social and behavioural sciences not further defined or elsewhere classified		1	
Diploma in Social and Psychological Health Studies		1	
Sociology and cultural studies		8	3
Diploma in Social Studies		8	3
Welfare not further defined or elsewhere classified		3	6
Diploma in Disability Studies		3	

---

[7] http://uis.unesco.org/en/topic/international-standard-classification-education-isced

Higher Diploma in Facilitating Inclusion (Disability Studies)			6

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

Arts, Celtic Studies & Social Sciences	Final Year	First Year	PGT
Total	55	582	256
Architecture and town planning		6	3
MPlan (Planning and Sustainable Development)		4	3
Postgraduate Diploma in Planning and Sustainable Development		2	
Arts not further defined or elsewhere classified		173	125
BA (Hons)		158	
BA (Hons) Digital Humanities and Information Technology		6	2
BA (Hons) Joint Honours			66
BA (Hons) Major Honours			48
BA (Hons) Single Honours			9
Diploma in Arts and Social Sciences		1	
MA (Anthropology)		1	
MA (Creative Writing)		4	
MA (Digital Arts and Humanities)		2	
MA in Global Gallery Studies		1	
Audio-visual techniques and media production	5	19	7
BA (Hons) Digital Humanities and Information Technology - Work Experience	5		
BA (Hons) Film and Screen Media		9	5
MA (Film and Screen Media)		2	
MA (Gaelic Literature)		3	2
MA in Arts Management and Creative Producing		5	
Business and administration not further defined or elsewhere classified		2	
Postgraduate Diploma in Educational Leadership		2	
Child care and youth services		37	18
BA (Hons) Early Years and Childhood Studies		32	16
BSocSc (Hons) Youth and Community Work		5	2
Education science		9	4
M Ed (Modular)		4	4
Postgraduate Certificate in Teaching and Learning in Higher Education		5	
History and archaeology		12	3
MA (Celtic Civilisation)		1	
MA (History)		3	
MA (International Relations)		2	
MA (Languages and Cultures)		1	
MA (Local History)			2
MA (Medieval History)		1	
MA (Translation Studies - German)		1	
MA (Translation Studies - Spanish)		2	1
MA Museum Studies		1	

Humanities (except languages) not further defined or elsewhere classified		7	
BA (Hons) Geographical and Archaeological Sciences		3	
MA (Criminology)		4	
Language acquisition	13	45	1
BA (Hons) International		44	
BA (Hons) International (Joint Honours)	9		
BA (Hons) International (Major Honours)	4		
Higher Diploma in Arts - French			1
MA (Translation Studies - Asian Studies)		1	
Languages not further defined or elsewhere classified	11	20	
BA (Hons) World Languages	11	20	
Literature and linguistics	1	31	5
BA (Hons) English		17	5
BA (Hons) English - International	1		
Higher Diploma in Arts - English		3	
MA (Applied Linguistics)		3	
MA English (Irish Writing and Film)		2	
MA English (Modernities: Literature, Theory and Culture from the Romantics to the Present)		3	
MA English (Texts and Contexts: Medieval to Renaissance)		1	
MA in Teaching Chinese to Speakers of Other Languages		2	
Music and performing arts	4	29	15
BA (Hons) Arts Music		18	
BA (Hons) Arts Music - Joint Honours			7
BA (Hons) Arts Music - Major Honours			5
BA (Hons) Arts Music - Single Honours			1
BA (Hons) Drama and Theatre Studies			1
BA (Hons) Drama and Theatre Studies - International	1		
BA (Hons) Theatre and Performative Practices		7	
BMus (Hons)	3		
Higher Diploma in Arts - Music		1	1
MA (Ethnomusicology)		1	
MA (Experimental Sound Practice)		2	
Philosophy and ethics		4	1
Higher Diploma in Arts - Philosophy			1
MA (Philosophy)		1	
MA Health and Society		3	
Political sciences and civics	5	28	1
BSc (Hons) Government	5		
BSc (Hons) Government and Political Science		18	
MA (Strategic Studies)		1	1
MSc (Government and Politics)		3	
MSc (International Public Policy and Diplomacy)		6	
Psychology	3	46	17
BA (Hons) Applied Psychology		17	12

BA (Hons) Psychology and Computing		6	
Diploma in the Psychology of Criminal Behaviour			1
Higher Diploma in Psychology		2	1
MA (Applied Psychology)		5	
MA (Work and Organisational Behaviour)		1	1
MA (Work and Organisational Psychology)		1	
MA in Applied Psychology (Mental Health Psychology)		2	
MA in Applied Psychology (Positive and Coaching Psychology)		11	2
MSc Integrative Counselling and Psychotherapy	3	1	
Social and behavioural sciences not further defined or elsewhere classified		58	33
BA (Hons) Criminology		25	13
BSocSc (Hons)		33	20
Social work and counselling	7	16	7
BSW (Hons)	7	8	
Master of Social Work		8	7
Sociology and cultural studies		6	
Higher Diploma in Arts - Geography		2	
Higher Diploma in Social Policy		2	
MA (Sociology of Development and Globalisation)		1	
MA (Sociology)		1	
Teacher training with subject specialisation	6	28	11
BEd (Hons) Sports Studies and Physical Education	6	11	
Professional Master of Education		17	11
Teacher training without subject specialisation		1	
Postgraduate Diploma in Special Educational Needs		1	
Welfare not further defined or elsewhere classified		5	5
M Soc Science (Social Policy)		2	
M Social Science (Voluntary and Community Sector Management)			5
Master of Social Science in Youth Arts and Sports Education		3	

Table 4.4: ISCED classification mapped to UCC programmes (B&L)

BUSINESS AND LAW	Final Year	First Year	PGT
	151	545	32
Accounting and taxation	19	30	
BSc (Hons) Accounting	19	27	
Diploma in Accounting Studies		1	
Master of Accounting		2	
Audio-visual techniques and media production			1
BA (Hons) Economics - International			1
Business and administration not further defined or elsewhere classified	58	237	6
BComm (Hons)	38	141	
BComm (Hons) (International) with Chinese Studies		3	

BComm (Hons) (International) with French	4	21	
BComm (Hons) (International) with German	6	9	
BComm (Hons) (International) with Hispanic Studies	4	11	
BComm (Hons) (International) with Irish	4	8	
BComm (Hons) (International) with Italian	2		
Higher Diploma in Relationship Mentoring			1
MBA			3
MSc (Innovation in European Business)		2	2
MSc (International Accounting Practice)		24	
MSc (Management and Marketing)		18	
Economics	**3**	**27**	**2**
BA (Hons) Economics		12	2
BSc (Hons) Business and Financial Economics	2		
BSc (Hons) Financial Economics	1		
Diploma in Business and Financial Economics		1	
MSc (Business Economics)		11	
MSc (Finance (Banking and Risk Management))		3	
Finance, banking and insurance	**15**	**32**	
BSc (Hons) Finance	15	23	
MSc (Finance (Corporate Finance))		9	
Information and Communication Technologies (ICTs) not further defined or elsewhere classified	**19**	**77**	
BSc (Hons) Business Information Systems	19	52	
MSc (Business Information and Analytics Systems)		7	
MSc (Cyber Risk for Business)		2	
MSc (Digital Health)		1	
MSc (Information Systems for Business Performance)		15	
Law	**21**	**71**	**15**
BCL (Hons)		29	11
BCL (Hons) Clinical	3		
BCL (Hons) Evening		4	
BCL (Hons) International	8		
BCL (Hons) Law and Business	5	16	
BCL (Hons) Law and French	4	4	
BCL (Hons) Law and Irish	1	3	
LLB		3	2
LLM		1	
LLM (Business Law)		3	
LLM (Children's Rights and Family Law)		2	1
LLM (Environmental and Natural Resource Law)		1	
LLM (Marine and Maritime Law)			1
LLM International Human Rights Law and Public Policy		5	
Management and administration		**14**	**2**
Higher Diploma in Human Resource Management		5	
MSc (Finance (Asset Management))		8	

	Final Year	First Year	PGT
MSc (Human Resource Management)			2
MSc Project Management		1	
Marketing and advertising	6	38	
BSc (Hons) (Food Marketing and Entrepreneurship)	6	22	
MSc (Food Business and Innovation)		8	
MSc (Strategic Marketing and Practice)		2	
MSc in Co-operatives, Agri-Food and Sustainable Development		6	
Social and behavioural sciences not further defined or elsewhere classified		1	6
MSc (Cooperative and Social Enterprise)		1	6
Sociology and cultural studies	10	6	
BSc (Hons) International Development and Food Policy	10	6	
Software and applications development and analysis		12	
MSc (Design and Development of Digital Business)		4	
MSc (Management Information and Managerial Accounting Systems)		8	

Table 4.5: ISCED classification mapped to UCC programmes (M&H)

MEDICINE AND HEALTH	Final Year	First Year	PGT
	68	343	25
Chemical engineering and processes		5	5
MSc (Pharmaceutical Technology and Quality Systems)		2	
MSc (Physiotherapy)		3	5
Dental studies	3	50	2
BDS (Hons)	3	31	
BDS (Hons) (Graduate Entry)		15	
Diploma Dental Hygiene		2	1
Diploma Dental Nursing		1	1
Master of Dental Public Health		1	
Health not further defined or elsewhere classified	5	56	3
BSc (Hons) Medical and Health Sciences		19	
BSc (Hons) Public Health	5		
BSc (Hons) Public Health Sciences		22	
Diploma Paramedical Science			1
Master of Public Health		12	2
Postgraduate Certificate in Clinical Trials		1	
Postgraduate Certificate in Health Professions' Education		1	
Postgraduate Diploma in Health Professions' Education		1	
Medical diagnostic and treatment technology		4	3
MSc (Diagnostic Radiography)		4	3
Medicine	21	65	1
BSc (Hons) Paramedic Studies - Practitioner Entry			1
MB, BCh, BAO	15	57	
MB, BCh, BAO (Graduate Entry)	6	7	

	Final Year	First Year	PGT
MSc (Human Anatomy)		1	
Nursing and midwifery	**18**	**88**	**5**
BSc (Hons) Midwifery		5	
BSc (Hons) Nursing - Children's and General (Integrated)	3	5	
BSc (Hons) Nursing (General)	13	41	
BSc (Hons) Nursing (Intellectual Disability)	1	6	
BSc (Hons) Nursing (Mental Health)	1	8	
BSc (Hons) Nursing Studies		5	
Higher Diploma in Midwifery		2	
MSc (Audiology)		2	
MSc (Nursing and Healthcare Quality Improvement)		2	2
MSc (Nursing Studies)			2
MSc (Nursing)		3	
MSc (Nursing) Advanced Practice Nursing		1	1
Postgraduate Diploma in Cognitive Behavioural Therapy		1	
Postgraduate Diploma in Nursing (Emergency Nursing)		1	
Postgraduate Diploma in Nursing (Gerontological)		4	
Postgraduate Diploma in Nursing (Intensive Care)		1	
Postgraduate Diploma in Nursing (Medical-Surgical)		1	
Occupational health and safety		**9**	**5**
Higher Diploma in Safety, Health and Welfare at Work		4	3
MSc (Occupational Health)		5	2
Pharmacy	**9**	**30**	**1**
BPharm (Hons)	9	28	
Master of Pharmacy		2	
MSc in Clinical Pharmacy			1
Therapy and rehabilitation	**12**	**36**	
BSc (Hons) Occupational Therapy	3	19	
BSc (Hons) Speech and Language Therapy	9	14	
MSc (Dementia)		1	
MSc (Older Person Rehabilitation)		1	
Postgraduate Certificate in Dementia		1	

Table 4.6: ISCED classification mapped to UCC programmes (SEFS)

SCIENCE, ENGINEERING AND FOOD SCIENCE	Final Year	First Year	PGT
	143	537	4
Agriculture not further defined or elsewhere classified		**5**	
B Agricultural Science (Hons)		5	
Architecture and construction not further defined or elsewhere classified	**2**	**9**	
BSc (Hons) Architecture	2	8	
Master of Architecture		1	
Biochemistry	**13**		

BSc (Hons) Biochemistry	9		
BSc (Hons) Biotechnology	4		
Biological and related sciences not further defined or elsewhere classified		184	
BSc (Hons) Biological and Chemical Sciences		152	
BSc (Hons) Biological, Earth and Environmental Sciences		30	
Diploma in Biological Sciences		1	
Diploma in Environmental and Geological Sciences		1	
Biology	44	41	
BSc (Hons) (Biomedical Sciences) Joint UCC/CIT		3	
BSc (Hons) Biological, Earth and Environmental Sciences - Zoology	8		
BSc (Hons) Genetics	8	16	
BSc (Hons) Microbiology	12		
BSc (Hons) Neuroscience	4		
BSc (Hons) Nutritional Sciences	8	8	
BSc (Hons) Physiology	4		
MSc (Bioinformatics and Computational Biology)		2	
MSc (Food Microbiology)		5	
MSc (Marine Biology)		3	
MSc (Molecular Cell Biology and Bioinnovation)		3	
Postgraduate Diploma in Nutritional Sciences		1	
Building and civil engineering	6		
BE (Hons) Civil, Structural and Environmental Engineering	6		
Chemical engineering and processes	6	1	
BE (Hons) Process and Chemical Engineering	6		
Postgraduate Diploma in Pharmaceutical and Biopharmaceutical Engineering		1	
Chemistry	15	27	
BSc (Hons) Chemical Physics	2		
BSc (Hons) Chemical Sciences		18	
BSc (Hons) Chemistry	7		
BSc (Hons) Chemistry of Pharmaceutical Compounds	6		
MSc (Analysis of Pharmaceutical Compounds)		2	
MSc (Analytical Chemistry)		6	
Postgraduate Diploma in Analytical Chemistry		1	
Earth sciences	3		
BSc (Hons) Biological, Earth and Environmental Sciences - Earth Science	2		
BSc (Hons) Biological, Earth and Environmental Sciences - Geology	1		
Electricity and energy	1	4	
BE (Hons) Energy Engineering	1		
MEngSc (Sustainable Energy)		4	
Electronics and automation	1		
ME (Electrical and Electronic Engineering)	1		
Engineering and engineering trades not further defined or elsewhere classified	3	102	
BE (Hons) Electrical and Electronic Engineering	3		
BE (Hons) Engineering		96	

M Eng Sc (Electrical and Electronic Engineering)		6	
Environment not further defined or elsewhere classified		**1**	
Postgraduate Diploma in Freshwater Quality Monitoring and Assessment		1	
Environmental sciences	**7**	**3**	**2**
BSc (Hons) Biological, Earth and Environmental Sciences - Applied Plant Biology	1		
BSc (Hons) Biological, Earth and Environmental Sciences - Ecology and Environmental Biology	4		
BSc (Hons) Biological, Earth and Environmental Sciences - Environmental Science	1		
BSc (Hons) Biological, Earth and Environmental Sciences - Geography	1		
MSc (Applied Environmental Geology)		3	
MSc (Freshwater Quality, Monitoring and Assessment)			2
Food processing	**7**	**24**	**1**
BSc (Hons) Food Science	7	20	
BSc (Ord) Food Science and Technology			1
Diploma in Speciality Food Production		1	
MSc (Food Science)		3	
Information and Communication Technologies (ICTs) not further defined or elsewhere classified	**11**	**81**	
BSc (Hons) Computer Science		43	
BSc (Hons) Computer Science - Single Honours	6		
BSc (Hons) Computer Science Single Honours - Software Entrepreneurship	1		
BSc (Hons) Computer Science Single Honours - Web Systems Engineering	4		
BSc (Hons) Data Science and Analytics		9	
Diploma in Computer Studies		1	
Higher Diploma in Applied Computing Technology		7	
MSc (Computing Science)		9	
MSc (Data Science and Analytics)		12	
Manufacturing and processing not further defined or elsewhere classified		**4**	
MSc (Biotechnology)		4	
Mathematics and statistics not further defined or elsewhere classified	**11**	**21**	
BSc (Hons) Mathematical Sciences		19	
BSc (Hons) Mathematical Sciences - Financial Mathematics and Actuarial Science	7		
BSc (Hons) Mathematical Sciences - Joint Honours	1		
BSc (Hons) Mathematical Sciences - Single Honours	3		
MSc (Actuarial Science)		1	
MSc (Mathematical Modelling and Self-learning Systems)		1	
Physics	**2**	**22**	
BSc (Hons) Industrial Physics		5	
BSc (Hons) Physics - Single Honours	1		
BSc (Hons) Physics and Astrophysics		17	
BSc (Hons) Physics and Mathematical Sciences - Joint Honours	1		
Software and applications development and analysis		**8**	**1**
MSc (Interactive Media)		8	1

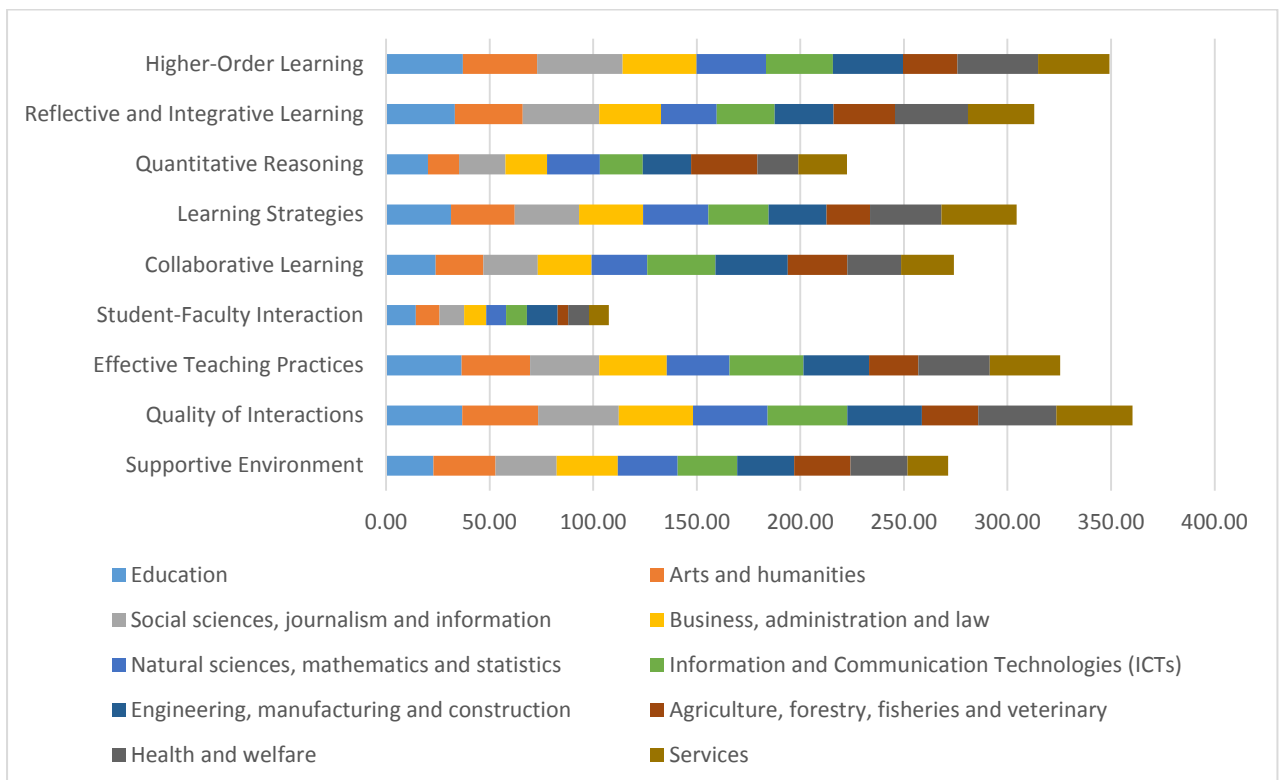|			
Statistics	4		
BSc (Hons) Food Science and Technology	2		
BSc (Hons) Risk and Actuarial Studies	2		
Teacher training with subject specialisation	7		
BSc (Hons) Science Education	7		
Grand Total	417	2063	348

FIELD OF STUDY

Figure 4.3: Indicator scores by StudentSurvey.IE field of study.

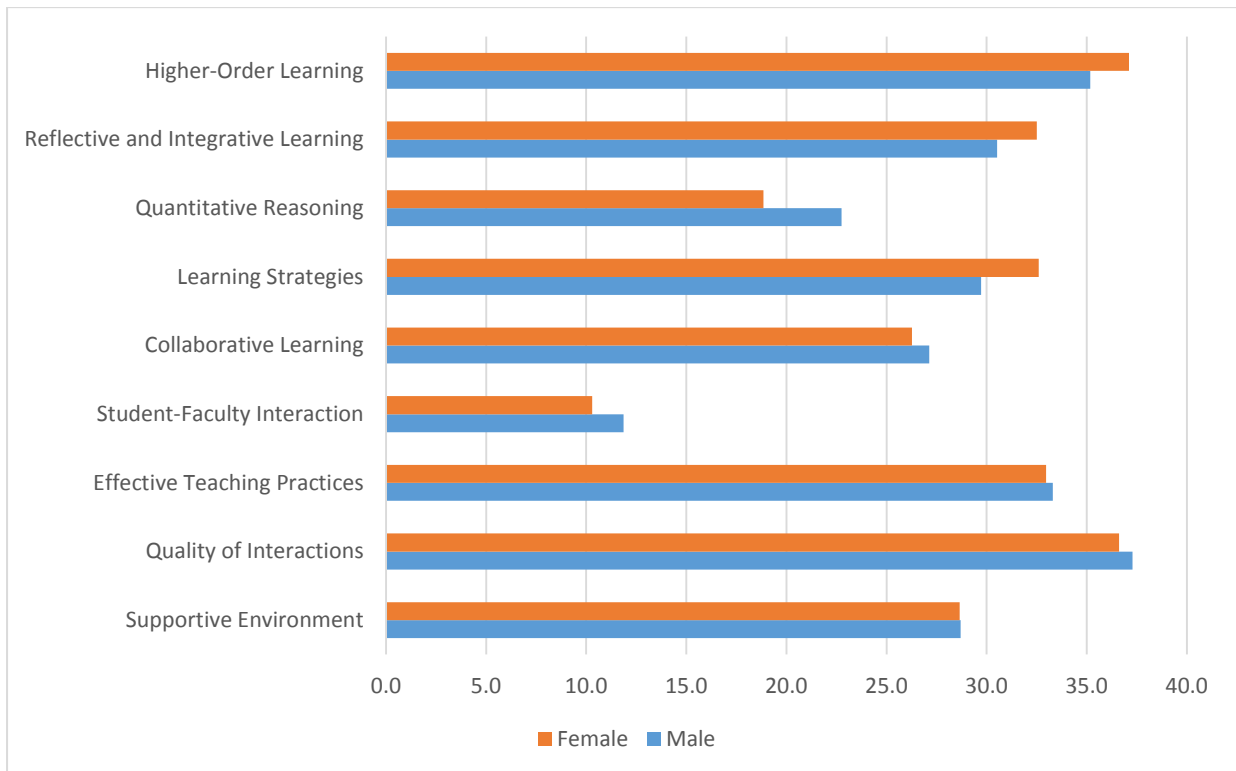*UCC students chose one field of study they felt best fit their programme.*

GENDER

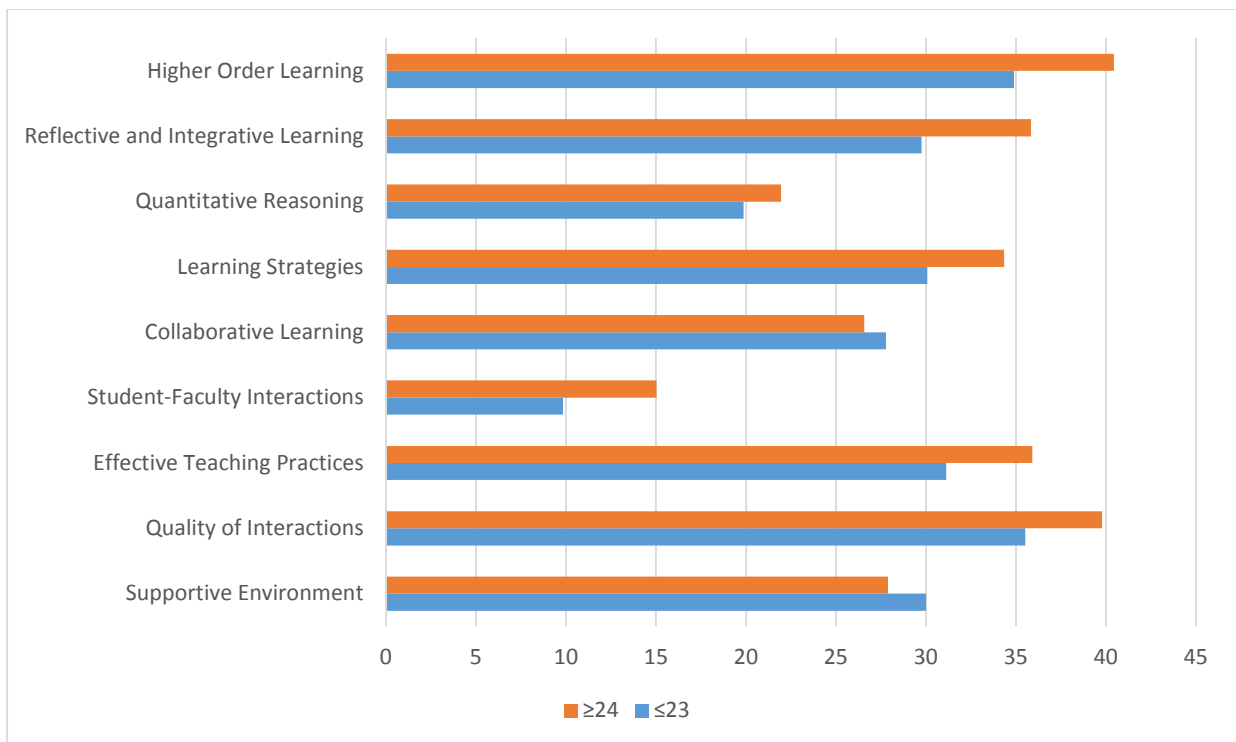*Figure 4.4: Indicator scores by gender*

AGE GROUP

Figure 4.5: 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.
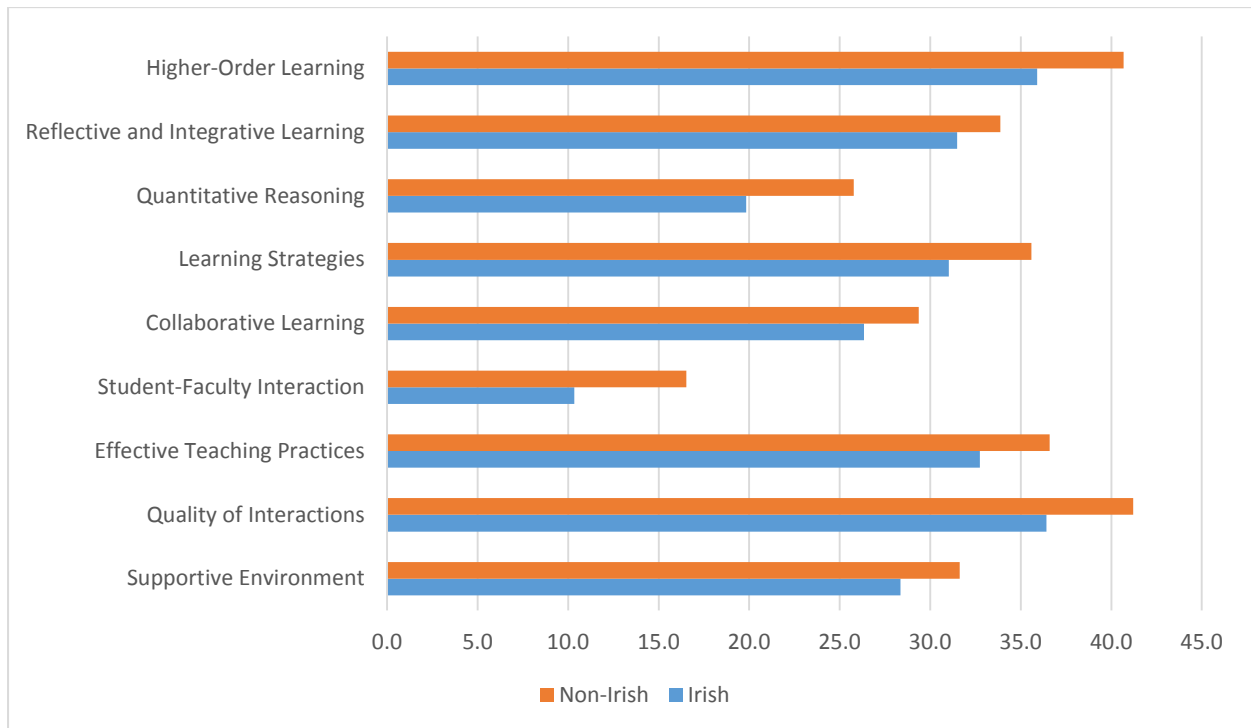

Figure 4.6: Indicator scores by country of domicile