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# The Irish Survey of Student Engagement (ISSE):

## Results from 2016

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15<sup>th</sup> December 2016

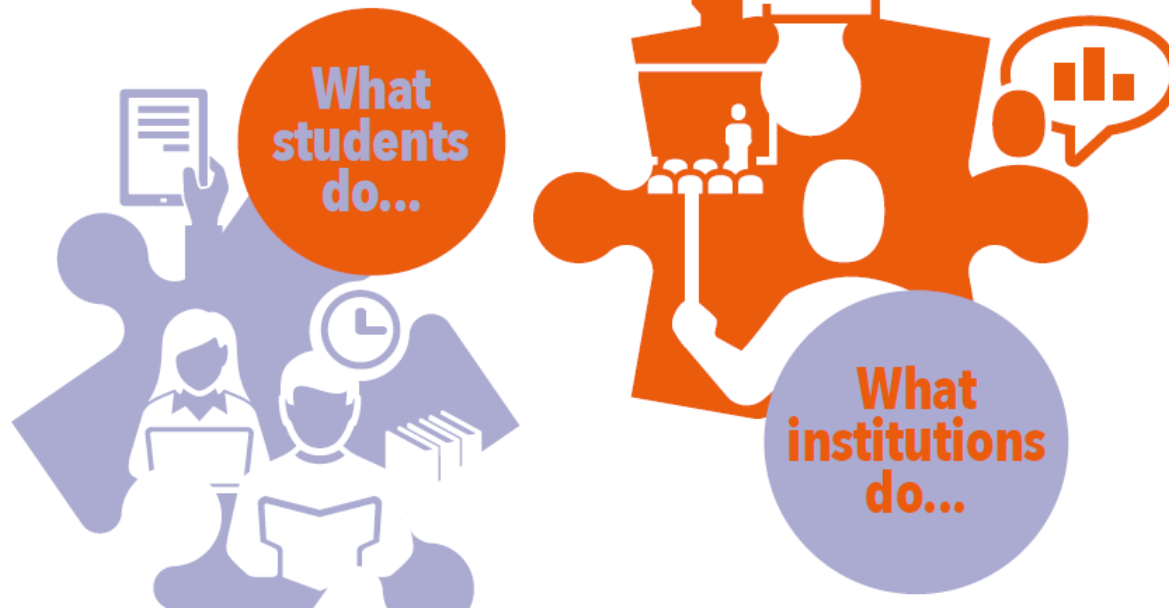
**STUDENT  
SURVEY.IE**  
WE'RE  
LISTENING,  
WE'RE  
LEARNING

# ISSE – What?

The term 'student engagement' is increasingly used to refer to a range of related, but distinct, understandings of the interaction between students and their higher education institutions. 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. The ISSE focuses on students' engagement with their learning and their learning environments and does not explore, for example, students' involvement in institutional decision-making.

Accordingly, for the purposes of the ISSE, student engagement reflects two key elements:

The first is the amount of time and effort that students put into their studies and other educationally purposeful activities. The second is how institutions deploy resources and organise curriculum and other learning opportunities to encourage students to participate in activities that are linked to learning.

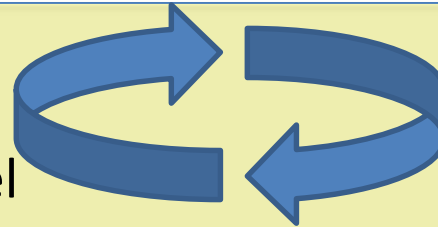




# ISSE – Why?

- ❑ To develop a valuable information source on students' experiences of higher education

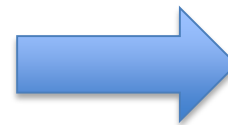
- ❑ To close the feedback loop
- ❑ To add value at institutional level



WE'RE LISTENING,  
WE'RE LEARNING



SHARED INSIGHTS,  
SHARED OUTCOMES



NATIONAL SURVEY,  
LOCAL IMPACT



# ISSE – So what?



- Increasing response rate
- Almost 60,000 responses to original survey over three years
- Increasing potential as valuable information source
- Chapter 4: Looking deeper – what does ISSE data tell us about .....(the student experience)?
- Revised survey from 2016
- 29,173 responses in 2016 alone



# Structure of revised ISSE

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**Higher Order Learning**

**Reflective & Integrative Learning**

**Quantitative Reasoning**

**Learning Strategies**

**Collaborative Learning**

**Student-Faculty Interaction**

**Effective Teaching Practices**

**Quality of Interactions**

**Supportive Environment**

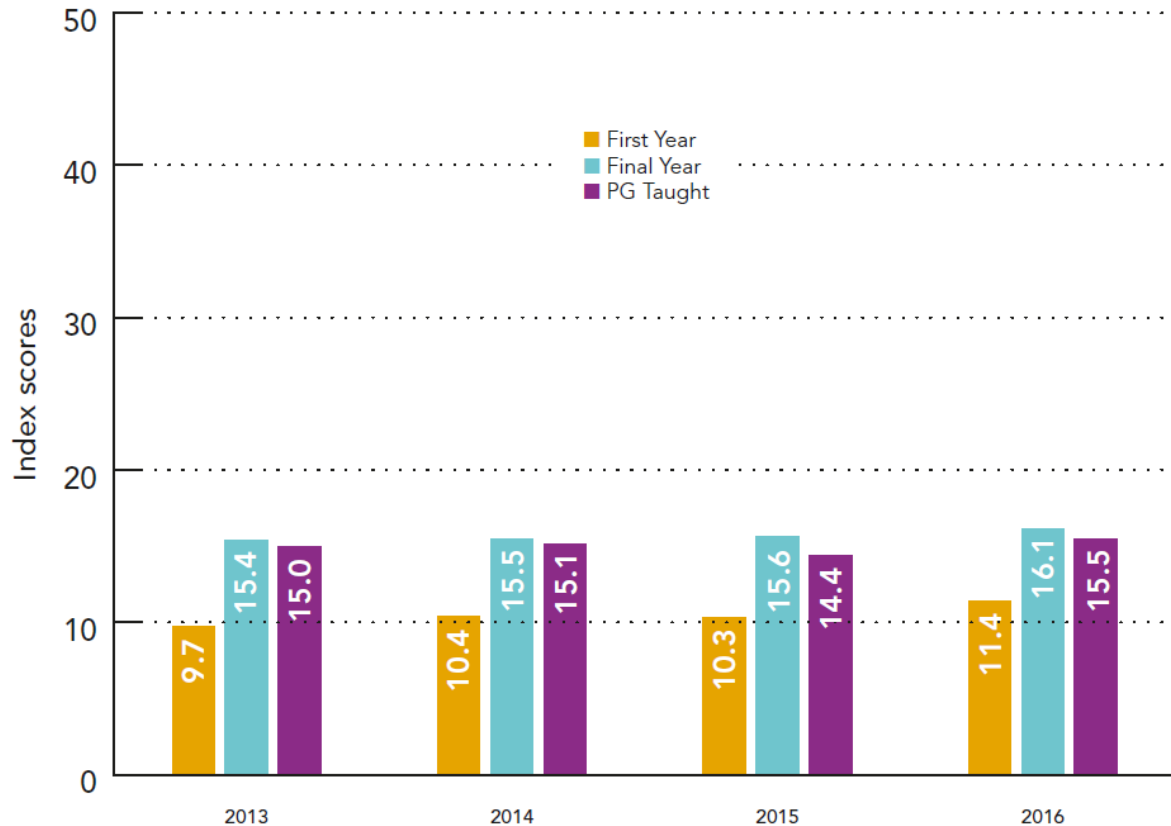
**Other 'non-index' question items**

# Selected aspects of 2016 report



- ❑ Revision of items: 45 of 67 questions are unchanged or “relate” to original question items. Some trends can be explored from 2013
- ❑ Index scores and responses to individual questions

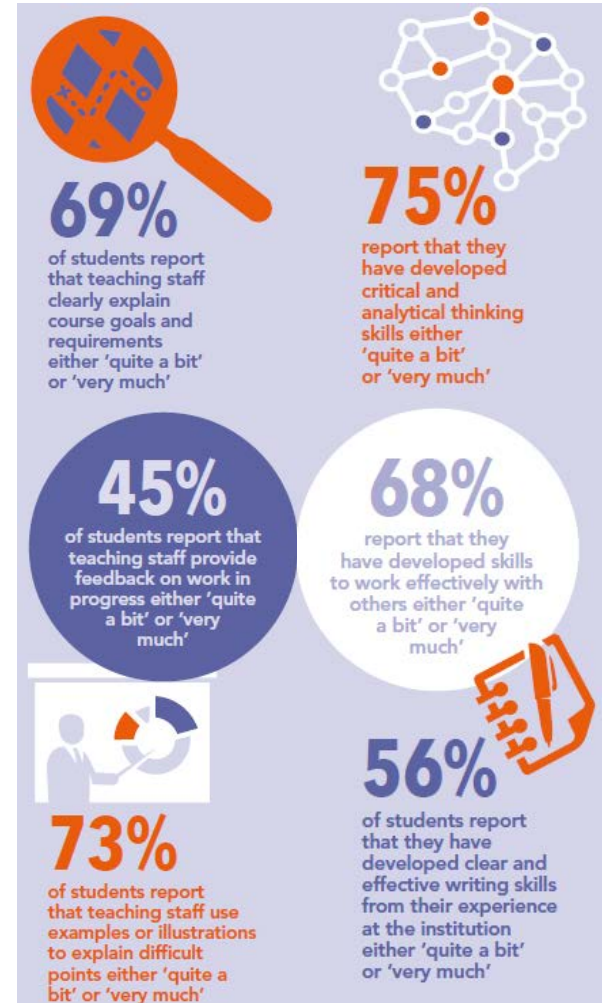
4.2.1 Student-Faculty Interaction: 2013 to 2016



# Selected aspects of 2016 report



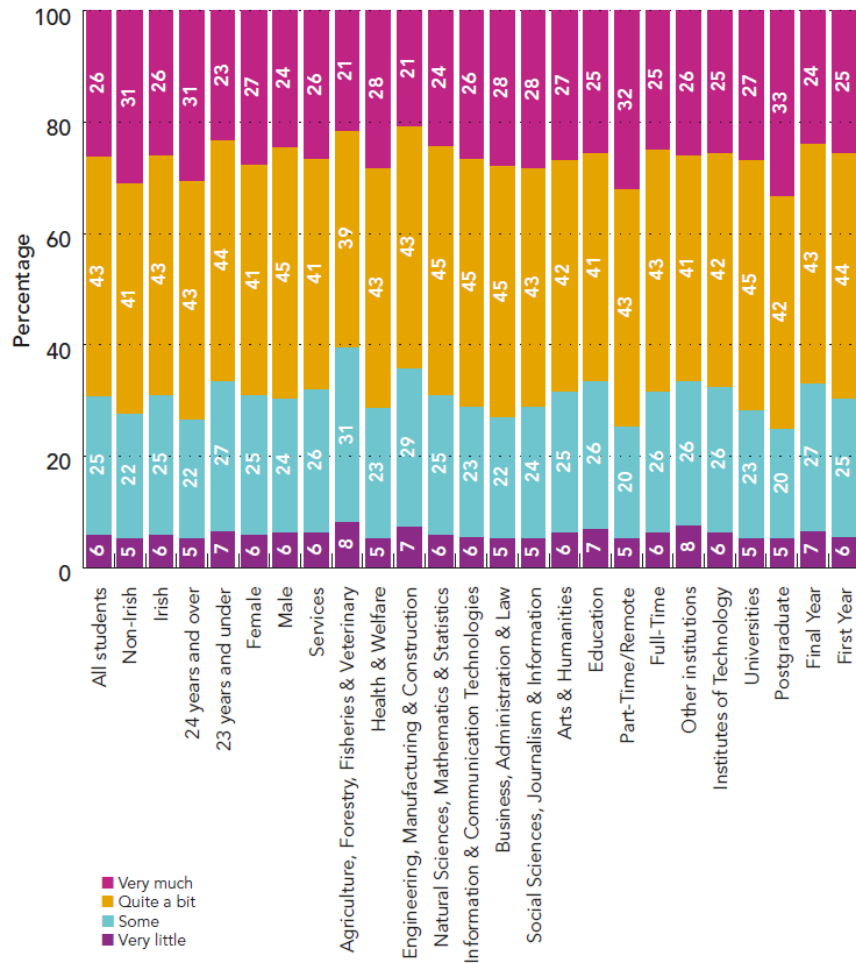
- ❑ Looking Deeper – **Effective Teaching Practices** and selected *skills development* items
- ❑ Mixed picture – reflecting the fact that greatest variation occurs within, rather than between, institutions
- ❑ Greatest insight offered in the detailed breakdown of results for individual question items
- ❑ Different indices have been explored in each annual report to illustrate potential of data



# Effective Teaching Practices



Q1: During the current academic year, to what extent have lecturers / teaching staff clearly explained course goals and requirements?



- ❑ New index from 2016
- ❑ Four new question items, plus one amended item, contribute to this index
- ❑ Responses to each item presented by demographics, broad field of study, mode of study, institution-type, cohort

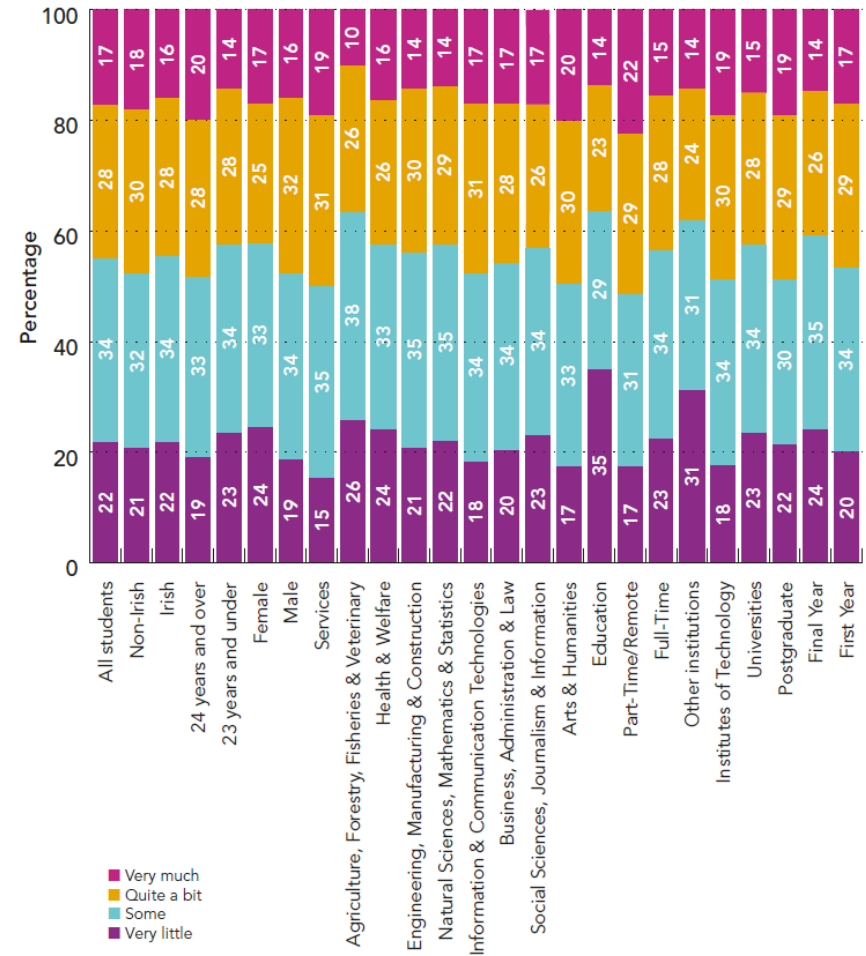


# Effective Teaching Practices



- ❑ Questions relating to assessment prompt greater consideration
- ❑ Assessment identified as an enhancement theme for the National Forum
- ❑ 24 questions identified to inform related activities, potentially at national and institutional levels

Q5: During the current academic year, to what extent have lecturers / teaching staff provided prompt and detailed feedback on tests or completed assignments?



# Benefits of ISSE data



Victor Lazzarini, Dean of Faculty of Arts,  
Maynooth University



Regina Murphy, Director of In-Career  
Education, DCU - St Patrick's Campus



Annette Cosgrove, Lecturer in  
Computing, School of Science, GMIT



Eoin Langan, Dean of Faculty of Business,  
Athlone Institute of Technology.



# Benefits of ISSE data

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- **“The Irish Survey of Student Engagement gives easy access to data that has validity. There are now lots of opportunities for us to mine the data from three years of the survey, and see where the trends are going.”**
- **“The national student survey is the one instrument that has the capacity to leverage really powerful learning and get at the core business of the university, which is about engagement of students in ways that are meaningful, comprehensive, in-depth and authentic.”**
- **“....a great source of information for us to understand how our institution is doing in the sector, but also how we are doing within the different areas in which we work.”**
- **“....I have always found it hard to get data. The ISSE data is fantastic in the sense that if I feel the students are challenged in a particular area, it allows me to zone in on this area based on the data.”**



# Next steps

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- Further interaction with wider academic staff
- Development of survey for research students
- Development of optional additional question banks
- Support for data analysis and interpretation
- Breakout sessions (next) include uses of ISSE