The National Survey of Student Engagement (NSSE) 2024

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What is NSSE?

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What is NSSE?

- NSSE surveys First-Years and Seniors to examine:

    - Institution's contribution to students' knowledge, skills, and personal development

    - Amount of time and effort students put into their studies

    - Levels of engagement

    - Participation in high-impact practices

    - Option to choose 1 module of extra questions
        - Advising module chosen in 2020, 2023, and 2024

- UVM commonly administers NSSE every three years; however, due to changes in the Catamount Core Curriculum in 2023, NSSE was also administered in Spring of 2024.
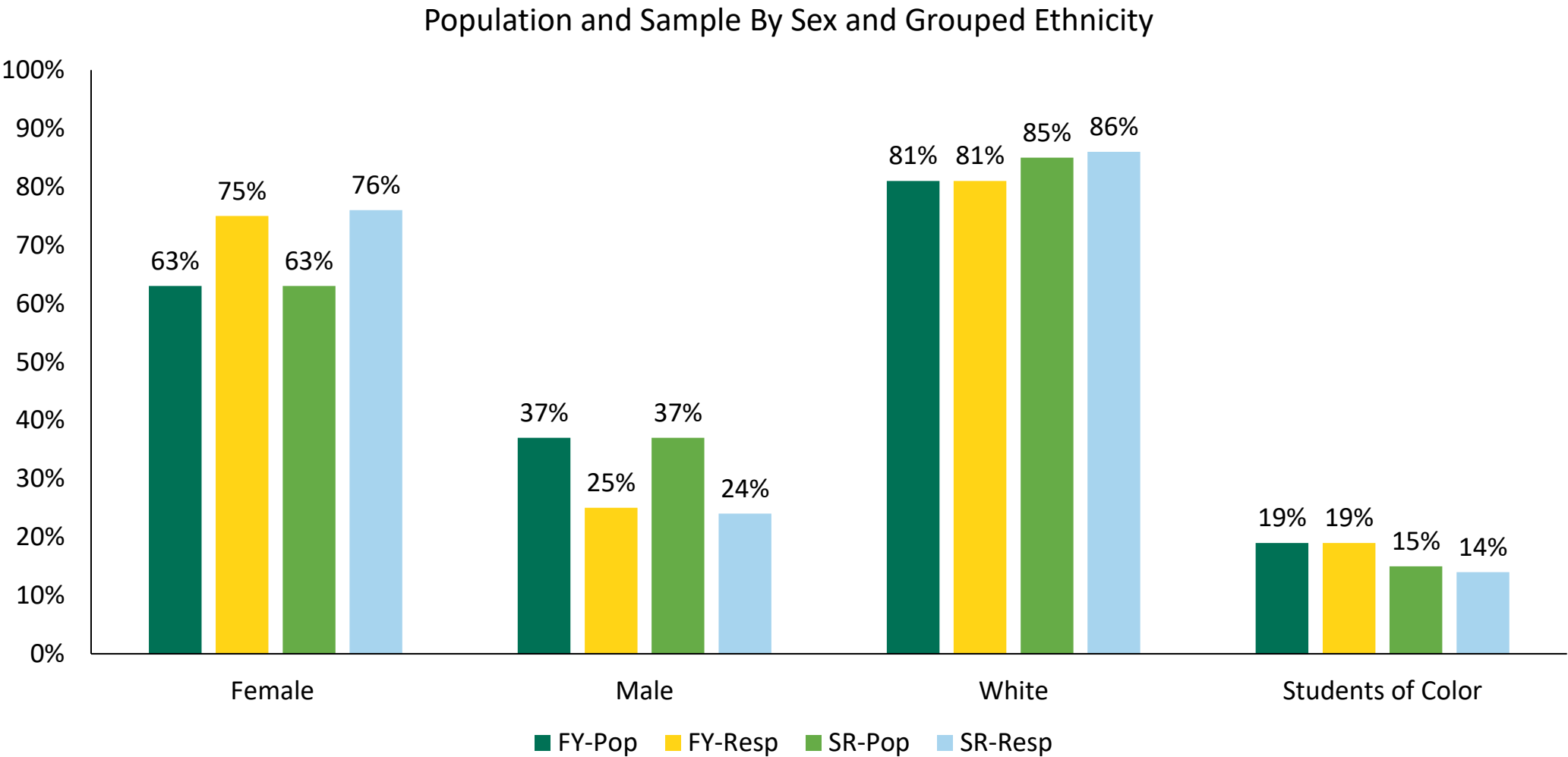
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Peer Groups

- Four different comparison groups (chosen by OIRA)

  o Public R2: 50 Institutions

  o Public R1R2: 99 Institutions

  o All R1R2: 1128 Institutions

  o Institutions Who Also Chose the Academic Advising Module: 234 Institutions

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Population & Respondents

Population/Respondent Overview

Population and Sample By Sex and Grouped Ethnicity

2024 Summary

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2024 Highlights

- 85% of First-Years and 80% of Seniors reported being satisfied with their overall experience at UVM.
- 84% of First-Years and 76% of Seniors at UVM reported that they would probably or definitely attend UVM again.
- UVM First-Years and Seniors responded that they engaged in significantly more reflective and integrative learning compared to Public R2, Public R1R2, and All R1R2.
- UVM First-Years wrote significantly more in 2024 than in 2023.
- UVM First-Years had significant increases in Reflective and Integrative Learning, Learning Strategies, and Quantitative Reasoning compared to 2023.
- First-Years spent significantly more time engaged in assigned reading compared to Public R2 peers.
- UVM First-Years reported significantly fewer interactions with academic advisors, faculty, or staff assigned to advise them and advisors available to any student compared to the peer group.
- UVM First-Year HIP participation significantly increased from 2023 to 2024.
- UVM Seniors engage in significantly more HIPs (except service learning) compared to all R1R2s.

First-Year Comparisons (2023-2024)

Significant changes were made to the Catamount Core Curriculum in Fall 2023, which impacted first-year students surveyed by NSSE in 2024. The information on this slide reflects significant changes identified for UVM First-Year students in 2024 compared to UVM First-Year students in 2023.

- Significantly more assigned writing
- Significantly more service learning
  - Students responded that some, most, or all courses emphasized service learning)
- Increase in overall HIP participation
- Academic Challenge:
  - Significant increases in Reflective and Integrative Learning, Learning Strategies, and Quantitative Reasoning
- Engagement Indicators:
  - Learning with peers: increase in collaborative learning
  - Experiences with faculty: increases in student/faculty interaction and effective teaching practices
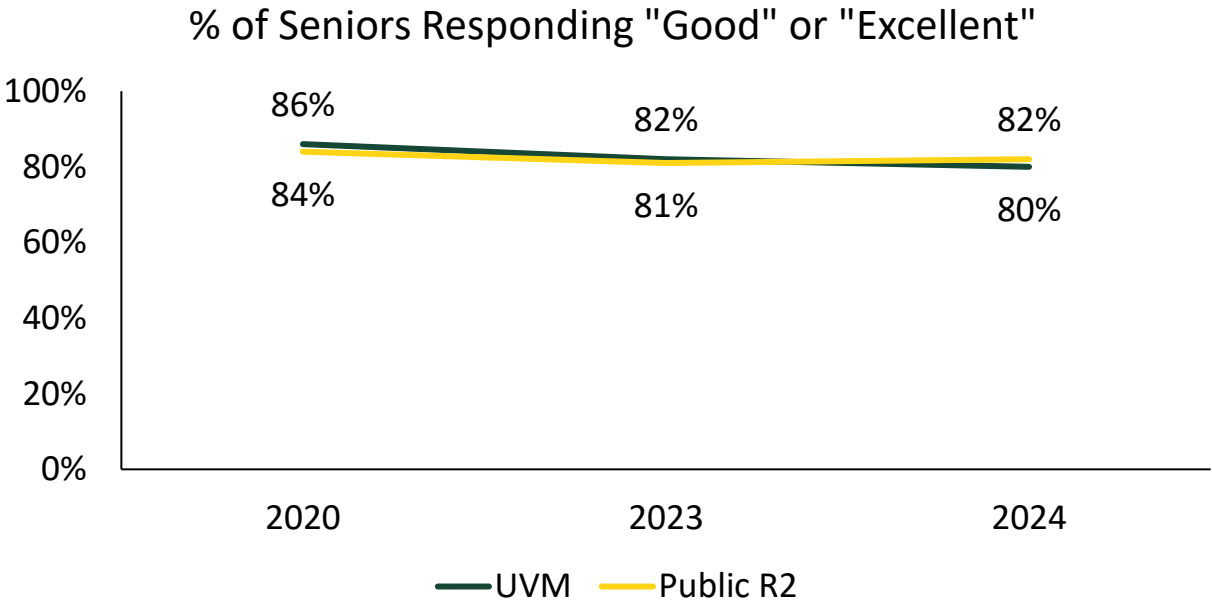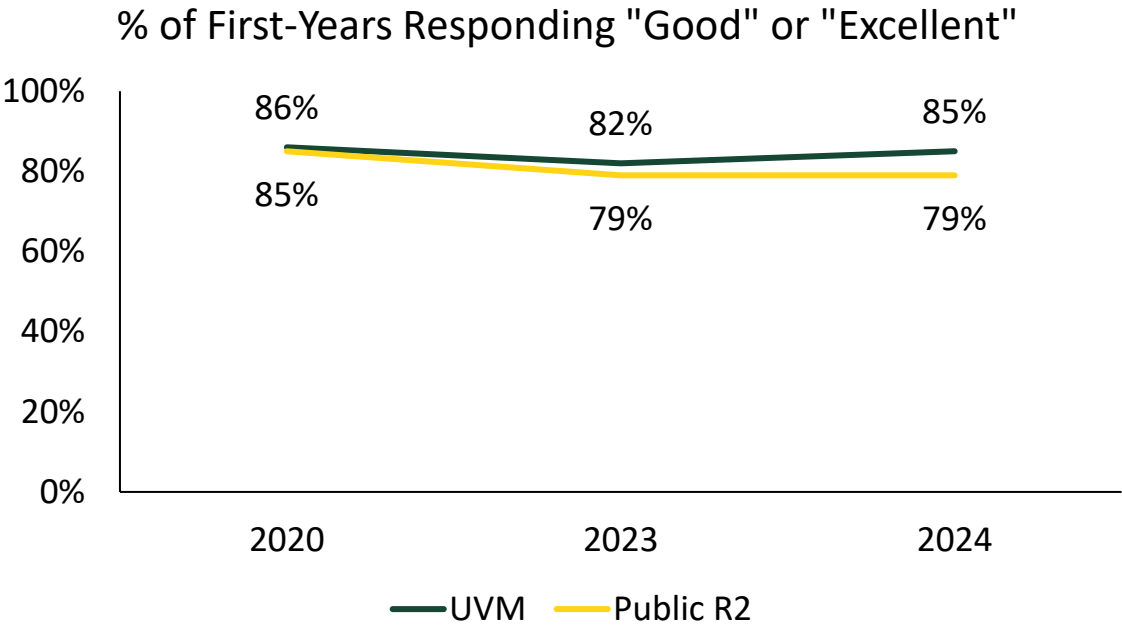 - Campus environment: increases in quality of interactions and supportive environment

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How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	% of Seniors Responding "Quite a Bit" and "Very Much"			
	UVM SR 2023	Public R2	Public R1R2	All R1R2
Acquiring job or work-related knowledge and skills	63%	67%*	68%*	68% *
Analyzing numerical and statistical information	66%	67%	69%*	69%*
Being an informed and active citizen	55%	58%	57%	57%
Developing or clarifying a personal code of values and ethics	55%	64%*	64%*	64%*
Solving complex real-world problems	61%	65%	66%*	66%*
Speaking clearly and effectively	63%	68%*	68%*	68%*
Thinking critically and analytically	82%	83%	84%*	84% *
Understanding people of other backgrounds	56%	66%*	66%*	66% *
Working effectively with others	74%	73%	74%	74%
Writing clearly and effectively	67%	73%*	72%*	72%*

UVM Seniors reported significantly fewer gains (denoted by *) across multiple domains compared to other Public R2, Public R1R2, and All R1R2.

How would you evaluate your entire education experience at UVM?

% of First-Years Responding "Good" or "Excellent"

- UVM: 86% (2020), 82% (2023), 85% (2024)
- Public R2: 85% (2020), 79% (2023), 79% (2024)

Legend: UVM, Public R2

% of Seniors Responding "Good" or "Excellent"

- UVM: 86% (2020), 82% (2023), 80% (2024)
- Public R2: 84% (2020), 81% (2023), 82% (2024)

Legend: UVM, Public R2

UVM First-Years reported a greater satisfaction with their education experience compared to public R2s; UVM Seniors are less satisfied in their entire education experience now than in 2020 and slightly less satisfied than Public R2s.

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

% of First-Years Responding Would "Probably" or "Definitely" Attend UVM Again
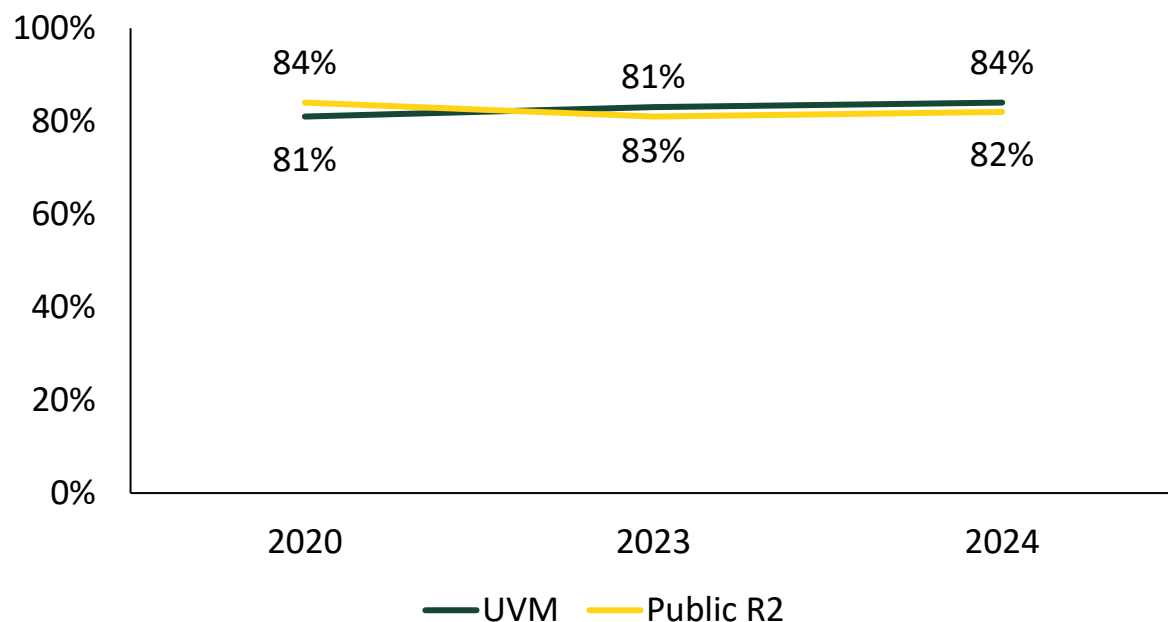
% of Seniors Responding Would "Probably" or "Definitely" Attend UVM Again
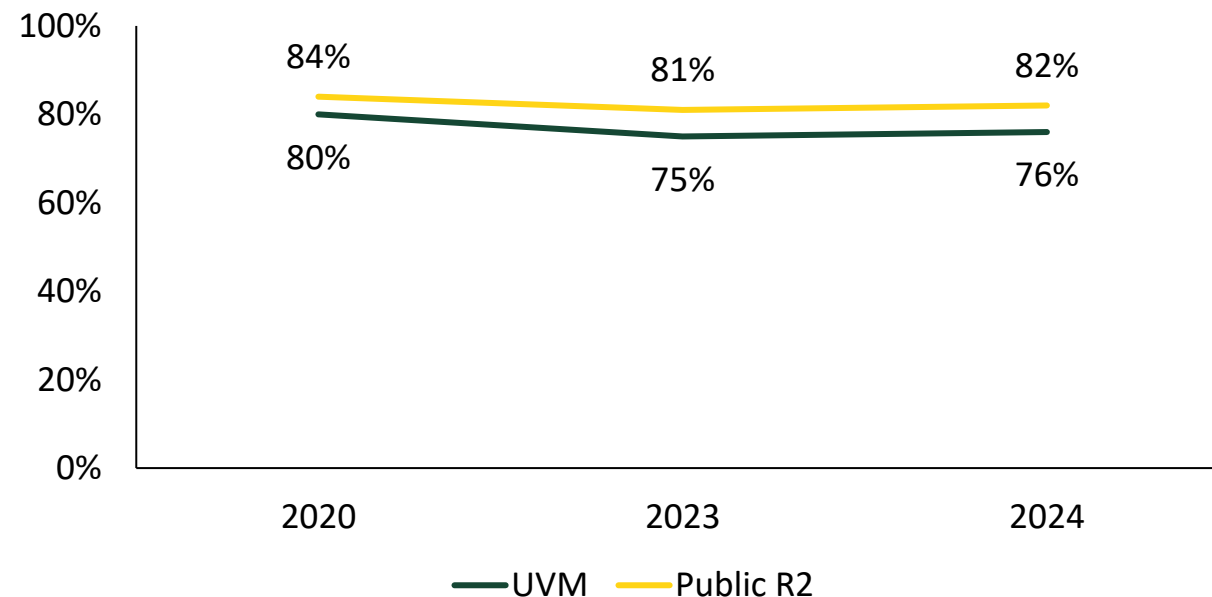
UVM First-Years are slightly more likely to attend UVM again than 2020 and Public R2 peers. However, Seniors reported a significantly lower percentage compared to Public R2 peers.

Academic Challenge and Engagement

Academic Challenge Summary

- UVM Seniors reported that they engaged in significantly fewer higher-order learning compared to Public R2, Public R1R2, and All R1R2.

- UVM First-Years and Seniors responded that they engaged in significantly more reflective and integrative learning compared to Public R2, Public R1R2, and All R1R2.

- UVM Seniors reported using significantly fewer learning strategies compared to Public R2, Public R1R2, and All R1R2.

- In 2023, UVM First-Years reported using significantly fewer learning strategies and quantitative reasoning compared to Public R1R2 and All R1R2. In 2024, there was not a significant difference between UVM First-Years and peers on learning strategies and quantitative reasoning.

- UVM Seniors reported engaging in significantly more quantitative reasoning compared to other Public R2.

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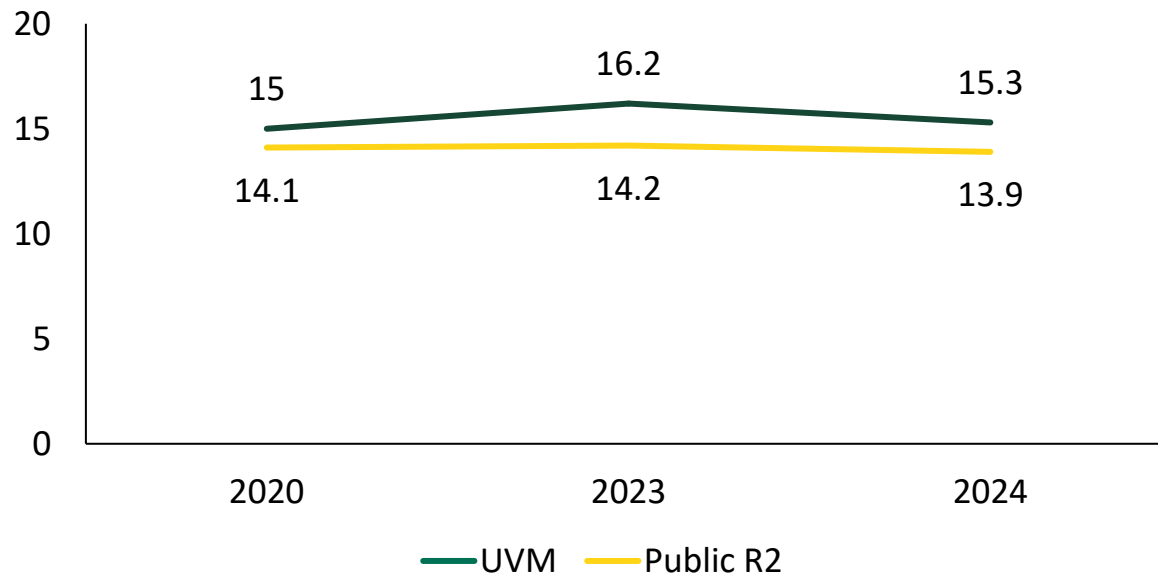
Academic Challenge

Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning.*

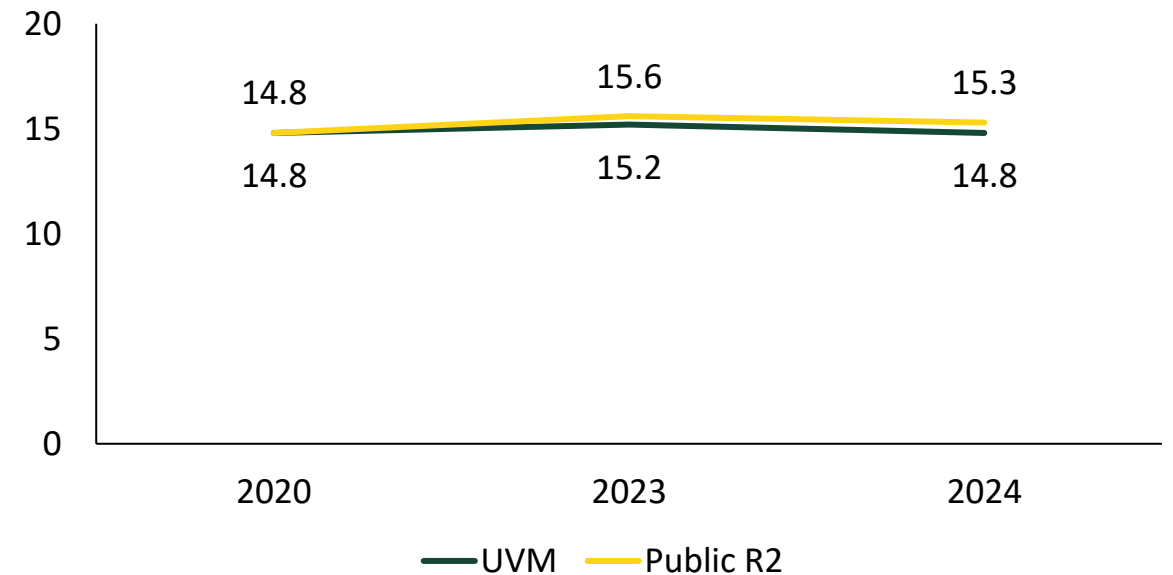| Engagement Indicator	UVM		Public R2		Public R1R2		All R1R2	
	First-Years	Seniors	First-Years	Seniors	First-Years	Seniors	First-Years	Seniors
Higher-Order Learning	38.4	38.9	37.8	40.5**	38.4	40.4**	38.6	40.5**
Reflective & Integrative Learning	39.5	49.7	35.4***	38.2**	35.7***	38.1**	35.9***	38.3**
Learning Strategies	37.6	36.2	37.6	39.3***	38.1	39.1***	38.1	39.0***
Quantitative Reasoning	30.3	32.0	29.1*	30.8	30.1	31.6	30.1	31.7

*$p < .05$, ** $p < .01$, *** $p < .001$

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Academic Challenge

Avg Hours Per Week First-Years Spent Preparing For Class

20

15 · 16.2 · 15.3

14.1 · 14.2 · 13.9

15

10

5

0

2020 · 2023 · 2024

— UVM — Public R2

Avg Hours Per Week Seniors Spent Preparing For Class

20

14.8 · 15.6 · 15.3

14.8 · 15.2 · 14.8

15

10

5

0

2020 · 2023 · 2024

— UVM — Public R2

First-Years spent significantly more time preparing for class compared to Public R2 peers. There was no significant difference between UVM Seniors and Public R2 peers on time spent preparing for class.

Academic Challenge

Avg Hours Per Week First-Years Spent Reading For Class

UVM: 7.1 (2020), 7.1 (2023), 7.2 (2024)
Public R2: 5.8 (2020), 5.9 (2023), 5.7 (2024)
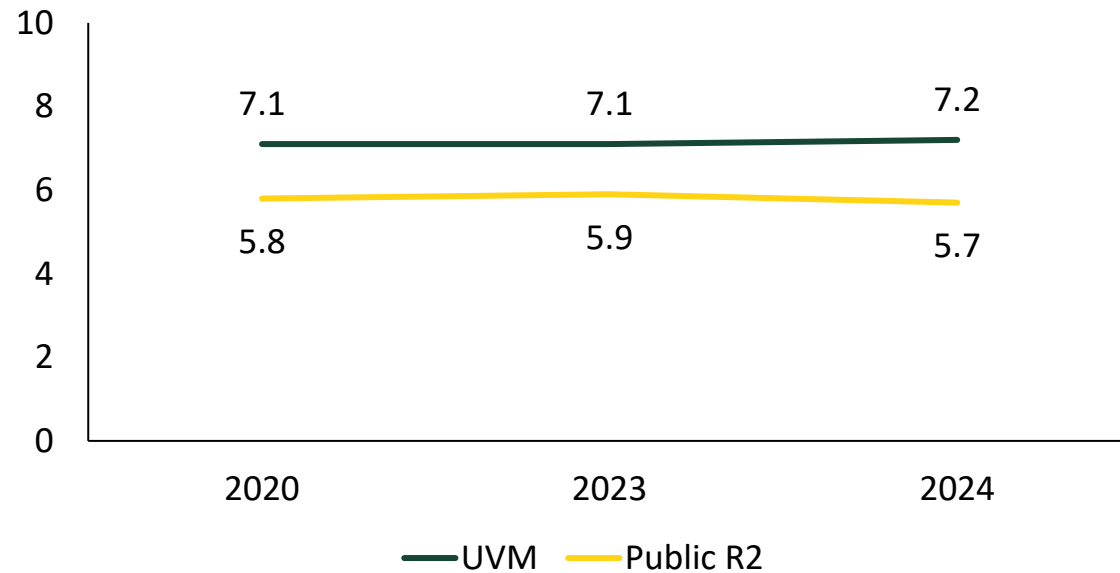
Avg Hours Per Week Seniors Spent Reading For Class
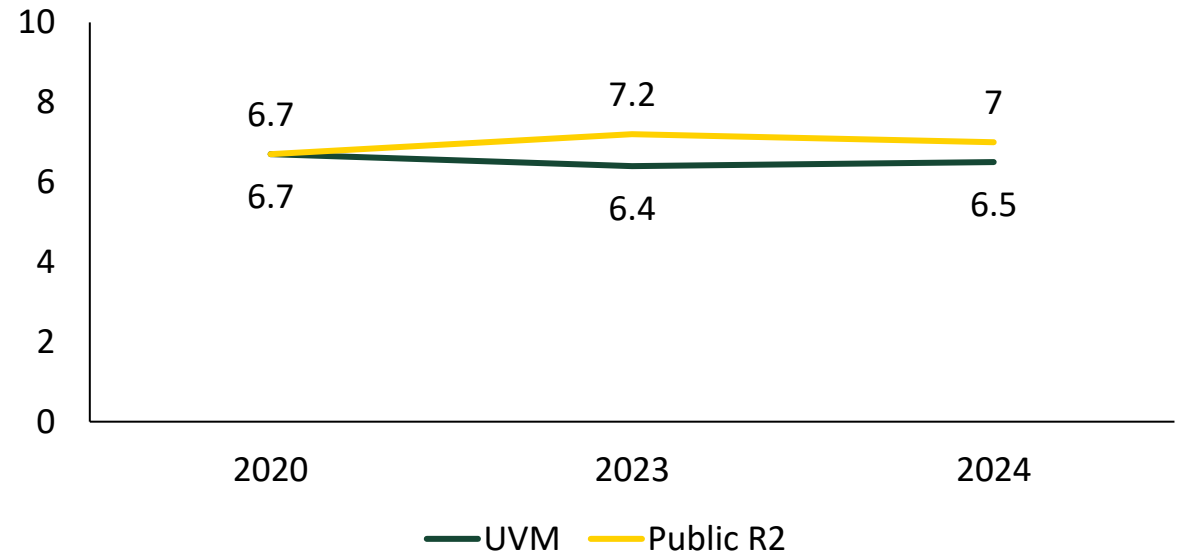
Public R2: 6.7 (2020), 7.2 (2023), 7 (2024)
UVM: 6.7 (2020), 6.4 (2023), 6.5 (2024)
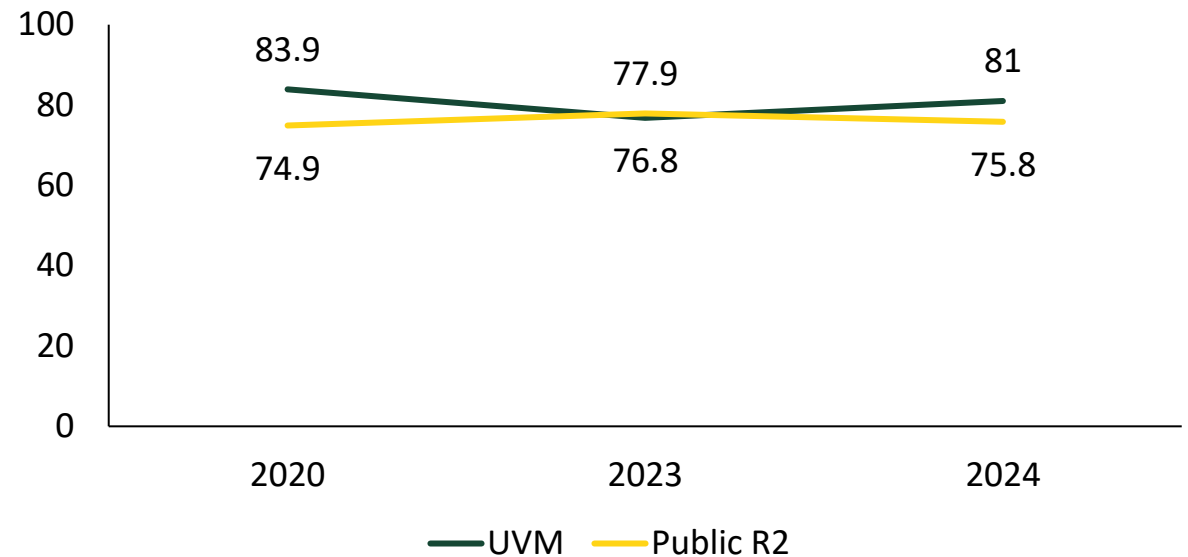
First-Years spent significantly more time engaged in assigned reading compared to Public R2 peers. UVM Seniors spent significantly more time engaged in assigned reading compared to Public R1R2 and All R1R2 peers.

Academic Challenge

Avg Number of Pages First-Years Wrote During the Year

51.7   54.5   57.4

49   45.3   55.5

2020   2023   2024

——UVM   ——Public R2

Avg Number of Pages First-Years Wrote During the Year

83.9   77.9   81

74.9   76.8   75.8

2020   2023   2024

——UVM   ——Public R2
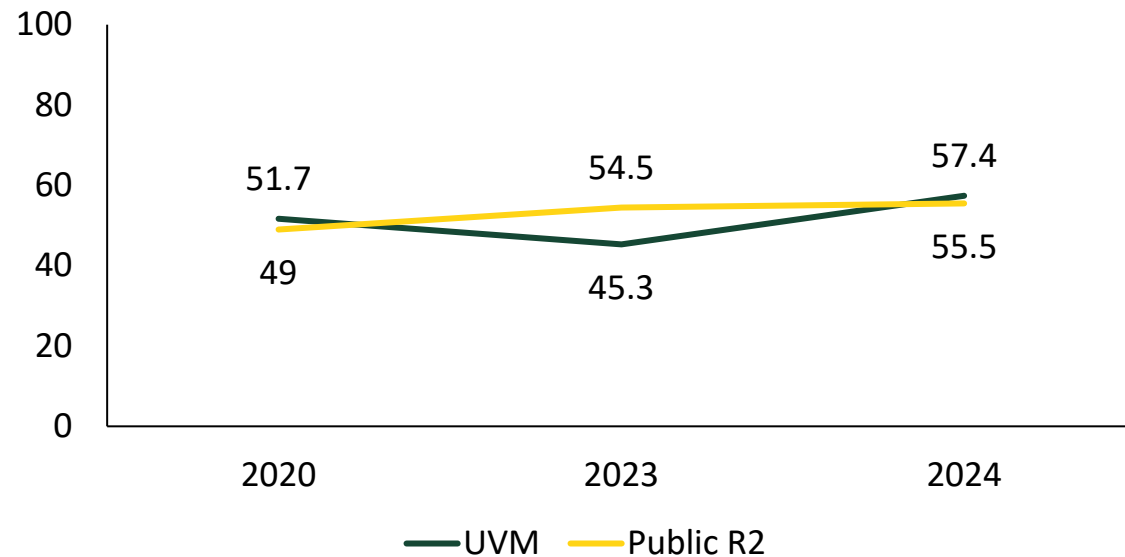
Seniors consistently write more than First-Year students. UVM First-Years and Seniors wrote more in 2024 than in the previous two NSSE collections. There were no significant differences between UVM First-Years and Seniors to the peer groups.

How much does your institution emphasize spending significant time studying and on academic work?

Institutions' Academic Emphasis-Percentage of First-Years Responding "Very much" or "Quite a bit"

	2020	2023	2024
Public R2	78%	74%	75%
UVM	72%	66%	68%

Institutions' Academic Emphasis- Percentage of Seniors Responding "Very much" or "Quite a bit"

	2020	2023	2024
Public R2	79%	78%	78%
UVM	72%	68%	66%
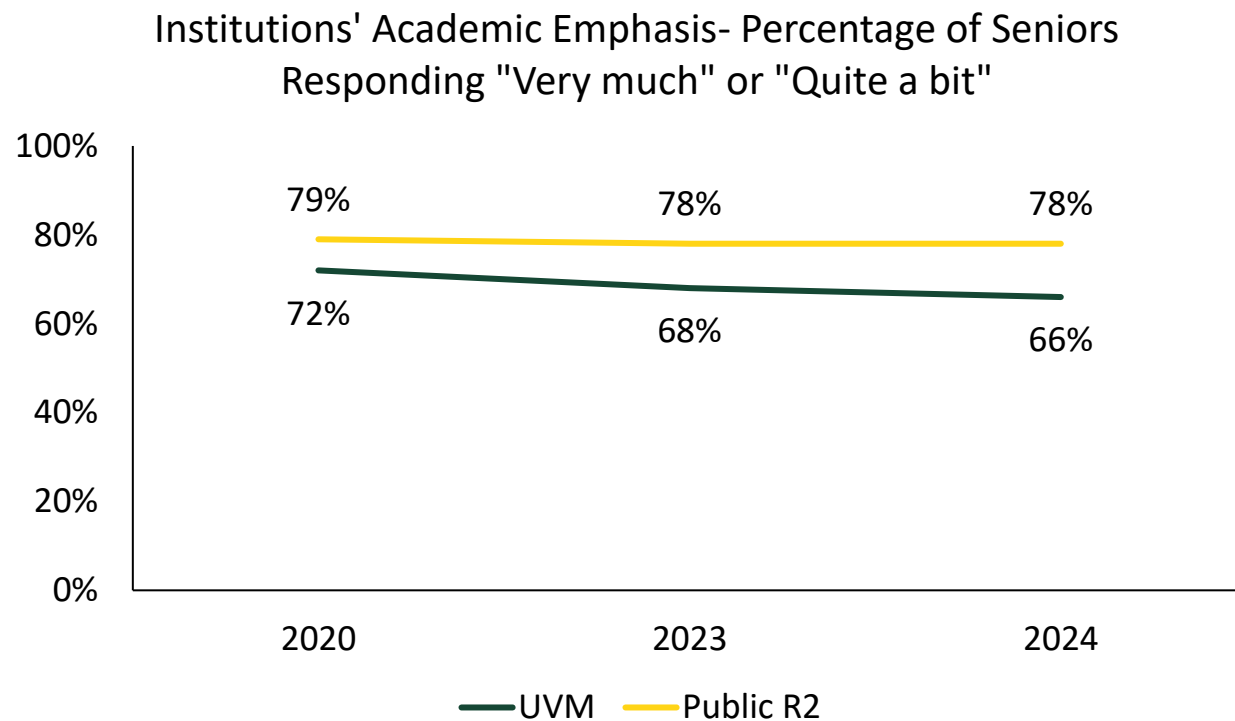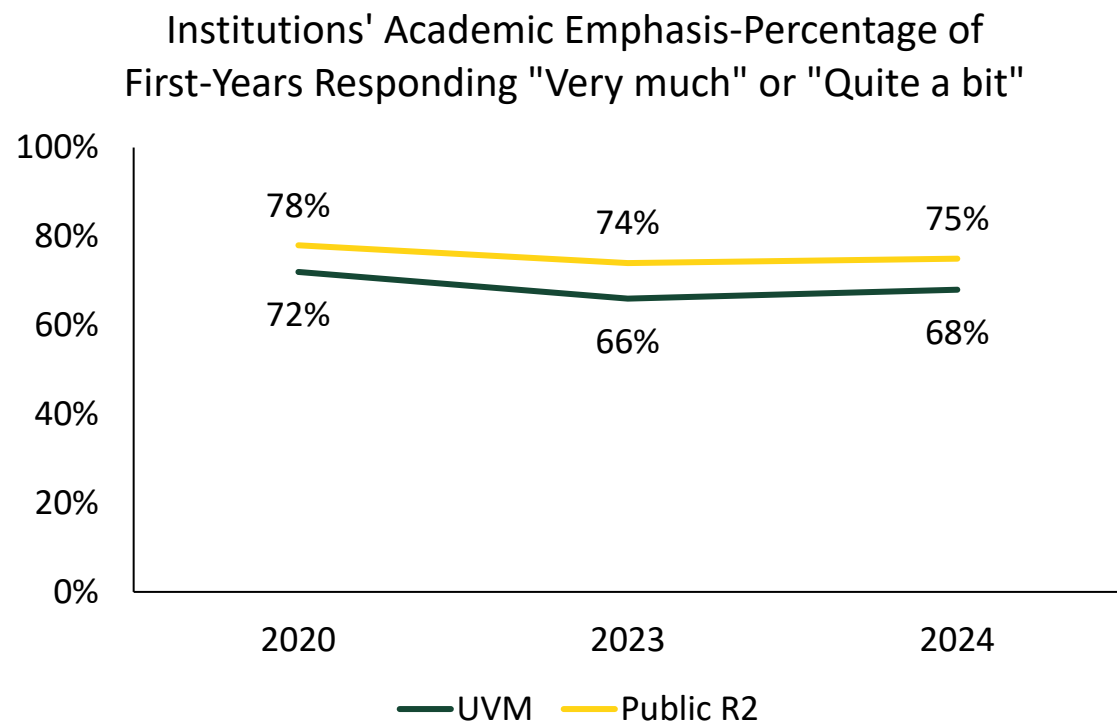
First-Years and Seniors academic emphasis percentage was significantly lower compared to Public R2 peers.

Engagement Summary

- UVM First-Years and Seniors reported significantly fewer interactions with diverse others compared to Public R2, Public R1R2, and All R1R2 peers.

- UVM First-Years reported significantly fewer interactions with Faculty compared to peer groups; however, Seniors reported significantly more interactions with Faculty compared to Public R2, Public R1R2, and All R1R2 peers.

- UVM Seniors reported significantly lower quality interactions with students, academic advisors, faculty, student services staff, and other administrative staff and offices compared to Public R2, Public R1R2, and All R1R2 peers.

- UVM First-Years and Seniors reported a significantly lower supportive environment at UVM compared to Public R2, Public R1R2, and All R1R2 peers.

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Academic Advising

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Advising Summary

- First-Years reported that the online advising system helped them develop their academic goals and future plans significantly more than those in the academic advising comparison group. However, they reported significantly less help from academic advisors, faculty, or staff assigned to advise them and advisors available to any student compared to the peer group.

- There was no significant difference between UVM Seniors and the peer group regarding how often someone discussed their academic goals and future plans with them.

- UVM First-Years reported significantly fewer interactions with academic advisors, faculty, or staff assigned to advise them and advisors available to any student compared to the peer group.

- UVM First-Years and Seniors also reported significantly lower numbers on many of the other items (as indicated in the following tables).

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Academic Advising

This optional module examines students' experiences with academic advising and practices that reflect NACADA core values. UVM First-Years and Seniors reported having significantly fewer interactions with the following individuals. Response options ranged from 0 interactions to 4 or more.

	UVM		Advising Peers	
	First-Years	Seniors	First-Years	Seniors
Academic advisor, faculty, or staff assigned to advise you	2.2	2.2	2.3**	2.2
Academic advisor(s) available to any student	1.1	1.2	1.6***	1.4***
Faculty or instructor(s) not assigned to advise you	1.1	1.7	1.2	1.4***
Student services staff	0.6	0.7	1.0***	0.9**
Success or academic coach	0.3	0.3	0.8***	0.6***
Peer advisor or mentor	0.7	0.6	1.1***	0.8***

* p < .05, ** p < .01, *** p < .001

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Academic Advising

First-Years and Seniors were asked, "How much have the following helped you develop your academic and future plans?" Below are the means for UVM students and the academic advising comparison group. Responses ranged from 1 "Very Little" to 4 "Very Much."

	UVM		Advising Peers	
	First-Years	Seniors	First-Years	Seniors
Academic Advisor, faculty or staff assigned to advise you	2.4	2.3	2.6***	2.5***
Academic advisor available to any student	2.0	1.9	2.3***	2.2***
Faculty or instructor(s) not assigned to advise you	2.0	2.4	2.2**	2.3
Online advising system	2.5	2.4	2.3***	2.4
Website, catalog, or other published sources	2.2	2.1	2.3	2.3***
Student services staff	1.8	1.7	2.1***	2.0***
Success or academic coach	1.7	1.5	2.1***	1.9***
Peer advisor or mentor	1.8	1.7	2.2***	2.0***
Friends or other students	2.8	2.8	2.8	2.7
Family members	2.8	2.7	2.9	2.7

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*p < .05, ** p < .01, *** p < .001*

Academic Advising

First-Years and Seniors were asked, "Thinking about academic advising, how much have people and resources at your institution done the following?" Responses ranged from 1 "Very Little" to 4 "Very Much."

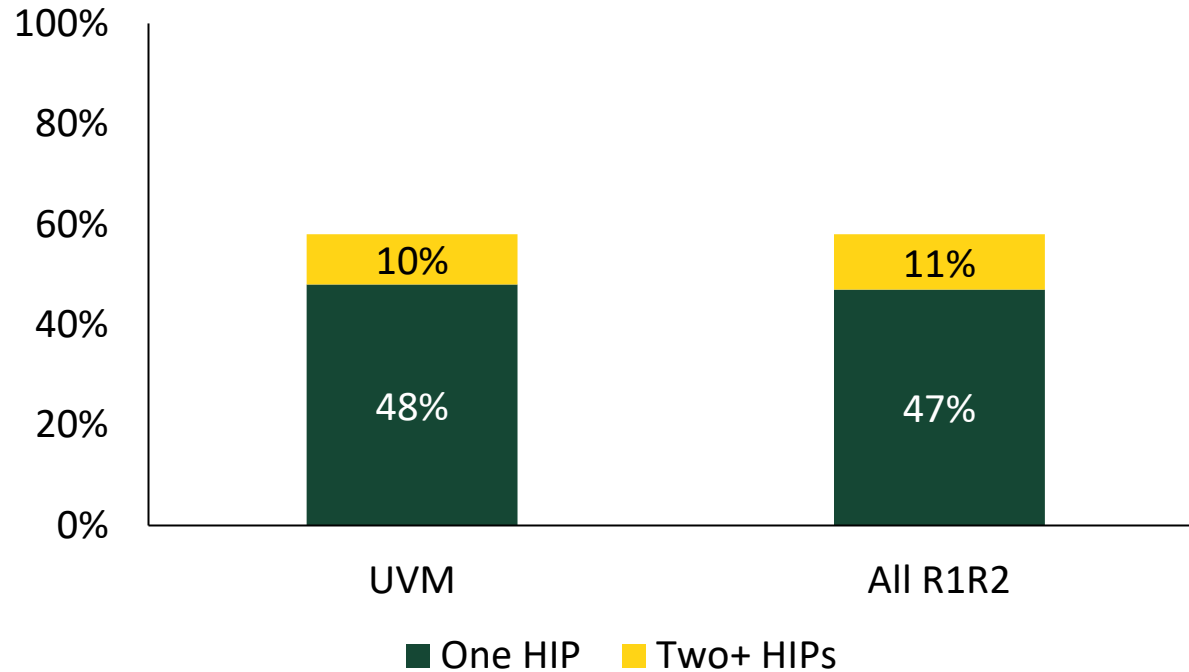|	UVM		Advising Peers	
	First-Years	Seniors	First-Years	Seniors
Been available when needed	2.7	2.7	2.9**	2.8*
Provided prompt and accurate information	2.7	2.6	2.9***	2.8***
Provided information about learning support services	2.7	2.4	2.9***	2.7***
Notified you of important policies and deadlines	2.6	2.4	2.9***	2.7***
Reached out to you about your academic progress or performance	2.1	2.0	2.4***	2.2***
Followed up with you regarding something they recommended	2.2	2.2	2.4***	2.3*
Asked questions about your educational background and needs	2.0	2.0	2.3***	2.2***
Actively listened to your concerns	2.7	2.6	2.7	2.7
Respected your identities and cultures	3.1	3.1	3.2	3.1
Cared about your overall well-being	2.9	2.8	2.9	2.8

*$p < .05$, ** $p < .01$, *** $p < .001$

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High Impact Practices

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High Impact Practice Summary

- First–Year HIP participation significantly increased from 2023 to 2024.

- UVM Seniors engage in significantly more HIPs (except service learning) compared to all R1R2s.

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Overall High Impact Practice Participation

First-Year HIP Participation

	One HIP	Two+ HIPs
UVM	48%	10%
All R1R2	47%	11%

Senior HIP Participation

	One HIP	Two+ HIPs
UVM	14%	78%
All R1R2	26%	59%
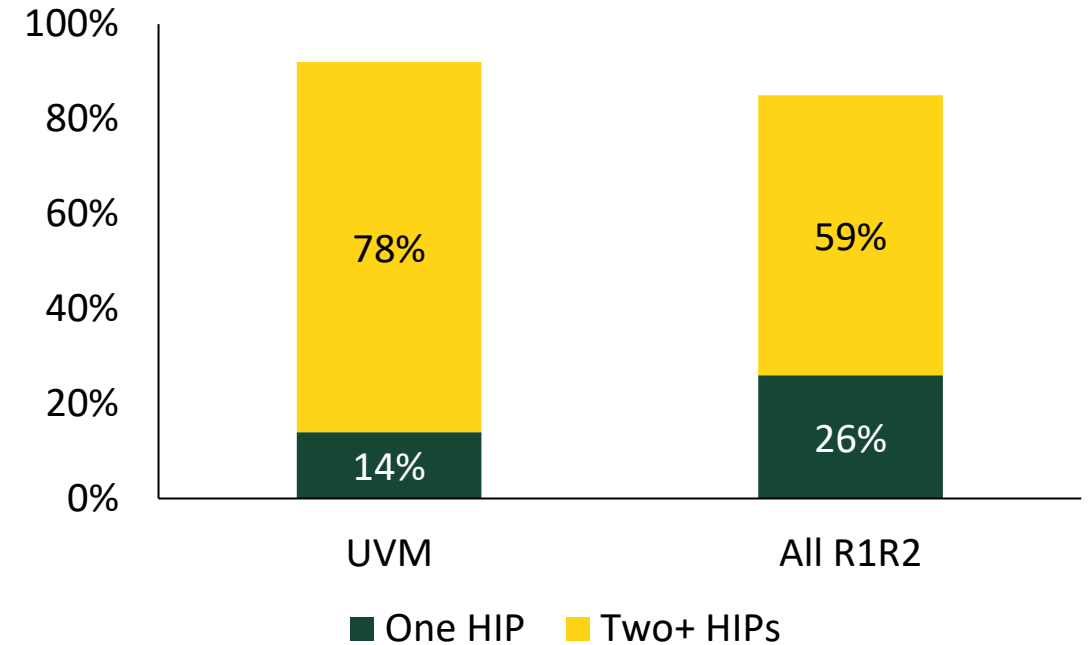
Both figures include participation in service-learning, learning communities, and research with faculty. The Senior figure also includes participation in internships, study abroad, and culminating senior experiences.

First-Year HIP Plans

The figure below shows the percent of First-Years who indicated their plans to participate in each HIP. The table excludes service-learning, but 46% of UVM First-Years reported participating in this HIP during their first year. UVM First-Years engage in significantly more learning communities and significantly less service learning and research with faculty than R1R2s.

% Plan to Do	UVM	All R1R2
Learning Community	21%	28%
Research with Faculty	55%	35%
Internship or Field Experience	79%	72%
Study Abroad	59%	38%
Culminating Senior Experience	59%	52%

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Senior HIP Participation

The figure below shows the percent of Seniors who reported their participation in each HIP. UVM Seniors engage in significantly more HIPs compared to all R1R2s.

% Done or In Progress	UVM	All R1R2
Service Learning	61%	67%*
Learning Community	32%	23%***
Research with Faculty	38%	24%***
Internship or Field Experience	69%	50%***
Study Abroad	20%	12%***
Culminating Senior Experience	52%	43%***

*p < .05, ** p < .01, *** p < .001*

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Takeaways

Takeaways

- UVM First-Years and Seniors are reporting significantly lower number on academic advising items compared to the peer groups. Consideration should be given to how frequently students are interacting with advisors and the impact of those interactions.

- UVM students are reporting significantly lower numbers on items within the supportive environment domain. These items focus on how much UVM emphasizes using services (e.g., academic and health), being involved, and engaging with others.

- UVM First-Years and Seniors reported engaging in significantly fewer interactions with diverse others compared to the peer groups. This is a consistent trend since at least 2017.

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