The National Survey of Student Engagement (NSSE) 2017

Office of Institutional Research
Updated 10/9/2017
Introduction to NSSE & Slide Presentation Outline

• NSSE has been administered at UVM every three years, the most recent years being 2014 and 2017. This survey pertains to first years and seniors currently in college.

• UVM’s NSSE scores are higher/highest research universities

Presentation Outline
• Outcomes
• Student Preparation
• NSSE Engagement Scoring
• Student Perceptions
• Key Takeaways/Questions
Outcomes
Outcomes/Perceived Gains Summary

• The perceived gains among seniors was greater than their peers at higher/highest research institution on six of the ten outcomes.

• Students scored lower on ‘Analyzing Numerical and Statistical Information’ and ‘Acquiring Job or Work-Related Skills’ than the Higher/Highest comparator group.

• The perceived gains among seniors has increased in eight of the ten learning outcomes from 2014 to 2017. Those that have not increased are ‘Writing Clearly and Effectively’ and ‘Thinking Critically and Analytically’.
## Outcomes/Perceived Gains Compared to National Averages

<table>
<thead>
<tr>
<th>Skill and Area</th>
<th>UVM Senior 2014</th>
<th>UVM Senior 2017</th>
<th>Higher/Highest Senior 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring job or work-related knowledge and skills</td>
<td>60%</td>
<td>62%</td>
<td>66%</td>
</tr>
<tr>
<td>Analyzing numerical and statistical information</td>
<td>61%</td>
<td>63%</td>
<td>67%</td>
</tr>
<tr>
<td>Being an informed and active citizen</td>
<td>62%</td>
<td>66%</td>
<td>55%</td>
</tr>
<tr>
<td>Developing or clarifying a personal code of values and ethics</td>
<td>57%</td>
<td>64%</td>
<td>61%</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>63%</td>
<td>65%</td>
<td>63%</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>67%</td>
<td>71%</td>
<td>65%</td>
</tr>
<tr>
<td>Understanding people of other backgrounds</td>
<td>54%</td>
<td>61%</td>
<td>61%</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>66%</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>73%</td>
<td>71%</td>
<td>68%</td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>90%</td>
<td>88%</td>
<td>84%</td>
</tr>
</tbody>
</table>

114 Higher/Highest Institutions participated in NSSE in 2017
Student Preparation
114 Higher/Highest Institutions participated in NSSE in 2017

First years spend less time preparing for class in 2017 than in 2014, but still higher than the national average.
Reading & Writing - First Years

Average Hours Per Week First-Years Spent on Course Reading

<table>
<thead>
<tr>
<th></th>
<th>First Year-2014</th>
<th>First Year-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVM</td>
<td>9.8</td>
<td>7.9</td>
</tr>
<tr>
<td>Higher/Highest</td>
<td>6.8</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Estimated number of assigned pages of First Year student writing

<table>
<thead>
<tr>
<th></th>
<th>First Year-2014</th>
<th>First Year-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVM</td>
<td>61.0</td>
<td>49.8</td>
</tr>
<tr>
<td>Higher/Highest</td>
<td>46.2</td>
<td>48.5</td>
</tr>
</tbody>
</table>

Less time is spent on course reading and number of written pages between 2014 and 2017, but UVM students are still higher than the national average.

Seniors spent less time preparing for class in 2017 than in 2014, but still higher than the national average.
More time is spent on course reading and fewer pages were written between 2014 and 2017, but UVM students are still higher than the national average for both reading and writing.

114 Higher/Highest Institutions participated in NSSE in 2017
Engagement-First Years

UVM students score significantly higher than their Higher/Highest research peers in the following engagement categories:

• Reflective & Integrative Learning
• Quantitative Reasoning
• Collaborative Learning
• Quality of Interactions
• Supportive Environment

UVM students score significantly lower than their Higher/Highest research peers in the following engagement categories:

• Discussions with Diverse Others
• Student-Faculty Interaction

114 Higher/Highest Institutions participated in NSSE in 2017
Engagement-Seniors

UVM students score significantly higher than their Higher/Highest research peers in the following engagement categories:

- Reflective & Integrative Learning
- Collaborative Learning
- Student-Faculty Interaction
- Effective Teaching Practices
- Supportive Environment

UVM students score significantly lower than their Higher/Highest research peers in the following engagement categories:

- Discussions with Diverse Others

114 Higher/Highest Institutions participated in NSSE in 2017
Student Perceptions
Academic Challenge Summary

• Only 41% of UVM First Year students felt highly challenged to do their best work, compared to the higher/highest grouping’s response of 48%.

• Only 45% of UVM Senior students felt highly challenged to do their best work, compared to the higher/highest grouping’s response of 51%.

• The high challenge response has decreased at UVM for both first years and seniors over time. In 2014, 52% of First Years felt highly challenged, as did 53% of their senior peers.
Key NSSE Takeaways

• Students are spending more time preparing, reading, and writing for classes than the national average, but are still not feeling highly challenged.

• The NSSE scores may have a real impact on students’ retention at UVM: First year retention is negatively impacted by students’ not being challenged to do their best work.

• Student-Faculty Interaction for first year students is lower than the national average.

• The Discussion with Diverse Others engagement is lower than the national averages for both first year and senior students at UVM. Some of the questions that make up this engagement factor (and other factors) align with the learning outcomes of the diversity requirement competencies.

• First-Year students’ ACE scores have increased between 2014 (5.95) and 2017 (6.21), a sign of increased quality of students. This may be a reason why students may not feel challenged and perhaps necessitates a different type of faculty/student interaction.
Two Questions:

• Are students’ perception of challenge meeting reality?
• Are students not being challenged?
Acknowledgements

Special thanks to Meg Nyce for compiling and analyzing the NSSE data information.
Questions/Discussion?
Appendices
114 Institutions are in this group.

American University (Washington, DC)*
Auburn University (Auburn University, AL)
Augusta University (Augusta, GA)
Binghamton University (State University of New York) (Binghamton, NY)*
Boston College (Chestnut Hill, MA)*
Boston University (Boston, MA)*
Bowling Green State University (Bowling Green, OH)
Brigham Young University (Provo, UT)*
Catholic University of America, The (Washington, DC)
Central Michigan University (Mount Pleasant, MI)
Clemson University (Clemson, SC)*
Colorado State University (Fort Collins, CO)
Florida A&M University (Tallahassee, FL)
Florida Atlantic University (Boca Raton, FL)
Florida Institute of Technology (Melbourne, FL)
Florida International University (Miami, FL)
Florida State University (Tallahassee, FL)*
Georgia Institute of Technology (Atlanta, GA)*
Georgia State University (Atlanta, GA)
Illinois Institute of Technology (Chicago, IL)
Illinois State University (Normal, IL)
Iowa State University (Ames, IA)
Kansas State University (Manhattan, KS)
Kent State University (Kent, OH)
Louisiana State University and Agricultural & Mechanical College (Baton Rouge, LA)
Loyola University Chicago (Chicago, IL)
Marquette University (Milwaukee, WI)*
Miami University-Oxford (Oxford, OH)*
Michigan State University (East Lansing, MI)*
Mississippi State University (Mississippi State, MS)
Missouri University of Science & Technology (Rolla, MO)
New Jersey Institute of Technology (Newark, NJ)
New Mexico State University (Las Cruces, NM)
New School, The (New York, NY)
North Carolina Agricultural & Technical State University (Greensboro, NC)
University of Illinois at Chicago (Chicago, IL)
University of Illinois at Urbana-Champaign (Urbana, IL)*
University of Louisiana at Lafayette (Lafayette, LA)
University of Maine (Orono, ME)
University of Massachusetts Amherst (Amherst, MA)*
University of Massachusetts Boston (Boston, MA)
University of Massachusetts Dartmouth (North Dartmouth, MA)
University of Massachusetts Lowell (Lowell, MA)
University of Memphis (Memphis, TN)
University of Mississippi (University, MS)
University of Missouri-Kansas City (Kansas City, MO)
University of Missouri-St. Louis (Saint Louis, MO)
University of Montana (Missoula, MT)
University of Nebraska at Lincoln (Lincoln, NE)
University of New Hampshire (Durham, NH)
University of New Orleans, The (New Orleans, LA)
University of North Carolina at Charlotte (Charlotte, NC)
University of North Carolina at Greensboro, The (Greensboro, NC)
University of North Dakota (Grand Forks, ND)
University of North Texas (Denton, TX)
University of Oklahoma (Norman, OK)*
University of Oregon (Eugene, OR)
Higher/Highest Research, Cont.

University of Rhode Island (Kingston, RI)
University of South Alabama (Mobile, AL)
University of South Carolina Columbia (Columbia, SC)
University of South Dakota (Vermillion, SD)
University of South Florida (Tampa, FL)
University of Southern Mississippi (Hattiesburg, MS)
University of Tennessee, Knoxville, The (Knoxville, TN)
University of Texas at Arlington, The (Arlington, TX)
University of Texas at Dallas, The (Richardson, TX)
University of Texas at El Paso, The (El Paso, TX)
University of Texas at San Antonio, The (San Antonio, TX)
University of Toledo (Toledo, OH)
University of Tulsa (Tulsa, OK)*
University of Utah (Salt Lake City, UT)
University of Wisconsin-Madison (Madison, WI)*
University of Wisconsin-Milwaukee (Milwaukee, WI)
Virginia Commonwealth University (Richmond, VA)
Virginia Polytechnic Institute and State University (Blacksburg, VA)
Washington State University (Pullman, WA)
Western Michigan University (Kalamazoo, MI)
Wichita State University (Wichita, KS)
Worcester Polytechnic Institute (Worcester, MA)*
North Carolina State University (Raleigh, NC)*
Northern Arizona University (Flagstaff, AZ)
Nova Southeastern University (Fort Lauderdale, FL)
Ohio State University, The (Columbus, OH)*
Ohio University (Athens, OH)
Old Dominion University (Norfolk, VA)

Oregon State University (Corvallis, OR)
Rensselaer Polytechnic Institute (Troy, NY)*
Saint Louis University (Saint Louis, MO)*
South Dakota State University (Brookings, SD)
Stevens Institute of Technology (Hoboken, NJ)*
Stony Brook University (Stony Brook, NY)*
Temple University (Philadelphia, PA)
Texas A&M University - Commerce (Commerce, TX)*
Texas Christian University (Fort Worth, TX)*
Texas State University (San Marcos, TX)
Texas Tech University (Lubbock, TX)
Tulane University (New Orleans, LA)*
University at Albany, SUNY, The (Albany, NY)
University at Buffalo, State University of New York (Buffalo, NY)*
University of Alabama at Birmingham (Birmingham, AL)
University of Alabama in Huntsville (Huntsville, AL)
University of Alaska Fairbanks (Fairbanks, AK)
University of Arkansas (Fayetteville, AR)
University of California-Merced (Merced, CA)
University of Central Florida (Orlando, FL)
University of Cincinnati (Cincinnati, OH)
University of Colorado Boulder (Boulder, CO)*
University of Colorado Denver (Denver, CO)
University of Connecticut (Storrs, CT)*
University of Dayton (Dayton, OH)
University of Delaware (Newark, DE)*
University of Denver (Denver, CO)*
University of Georgia (Athens, GA)*
University of Houston (Houston, TX)
Population/Sample Overview

Overall Response Rate: 26.6%
Total Respondents: 1,228
UVM Population (Fall 2016-First-years and Seniors Only): 4,608
Population/Sample Cont.

Representativeness by College

- CALS
- CAS
- GSB
- CESS
- CEMS
- RSENR
- CNHS

- Population-FY
- Sample-FY
- Population-SR
- Sample-SR