

# The 2017 National Survey of Student Engagement (NSSE)

Committee of the Whole Presentation

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The University of Vermont

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# What is NSSE?

- NSSE surveys first-years and seniors to examine:
  - Institutions 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
- NSSE has been administered at UVM every three years; the most recent years being 2014 and 2017.
- UVM's NSSE scores are benchmarked against 114 higher/highest research universities (81,468 first-year students and 102,245 seniors)



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# 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.



# Outcomes/Perceived Gains Compared to National Averages

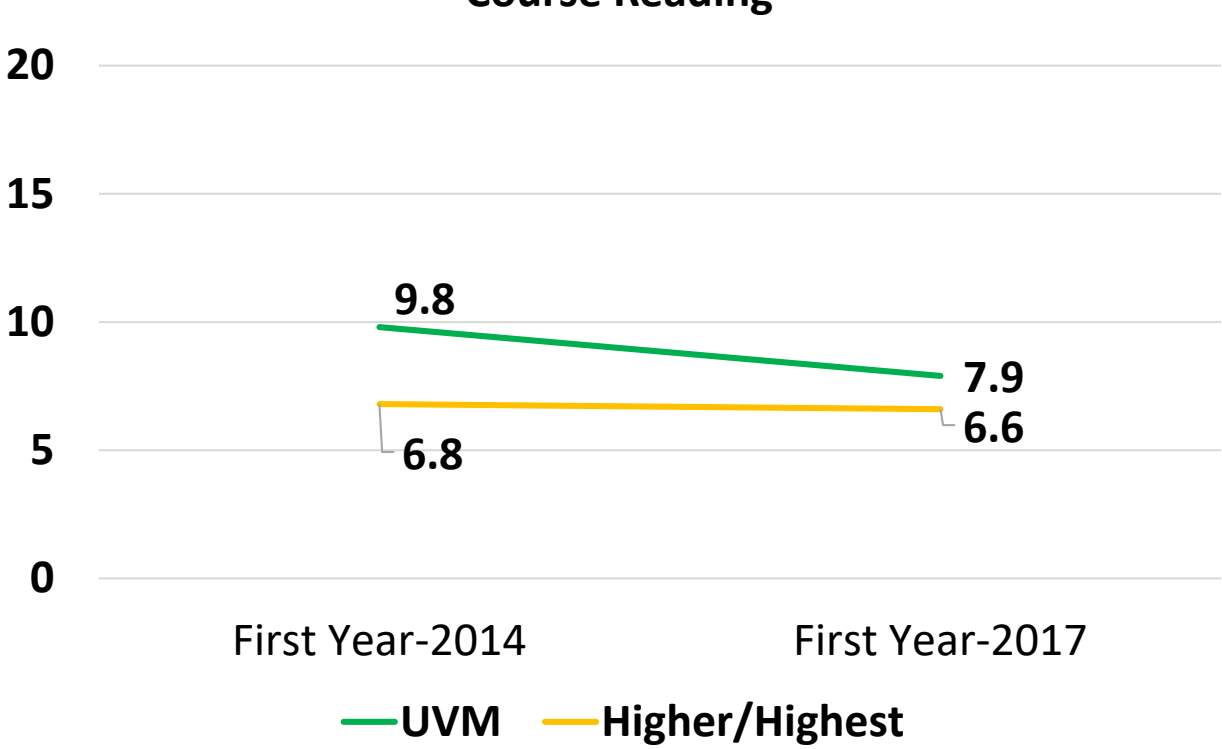
	UVM Senior 2014	UVM Senior 2017	Higher/Highest Senior 2017
<b>Acquiring job or work-related knowledge and skills</b>	60%	62%	66%
<b>Analyzing numerical and statistical information</b>	61%	63%	67%
<b>Being an informed and active citizen</b>	62%	66%	55%
<b>Developing or clarifying a personal code of values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



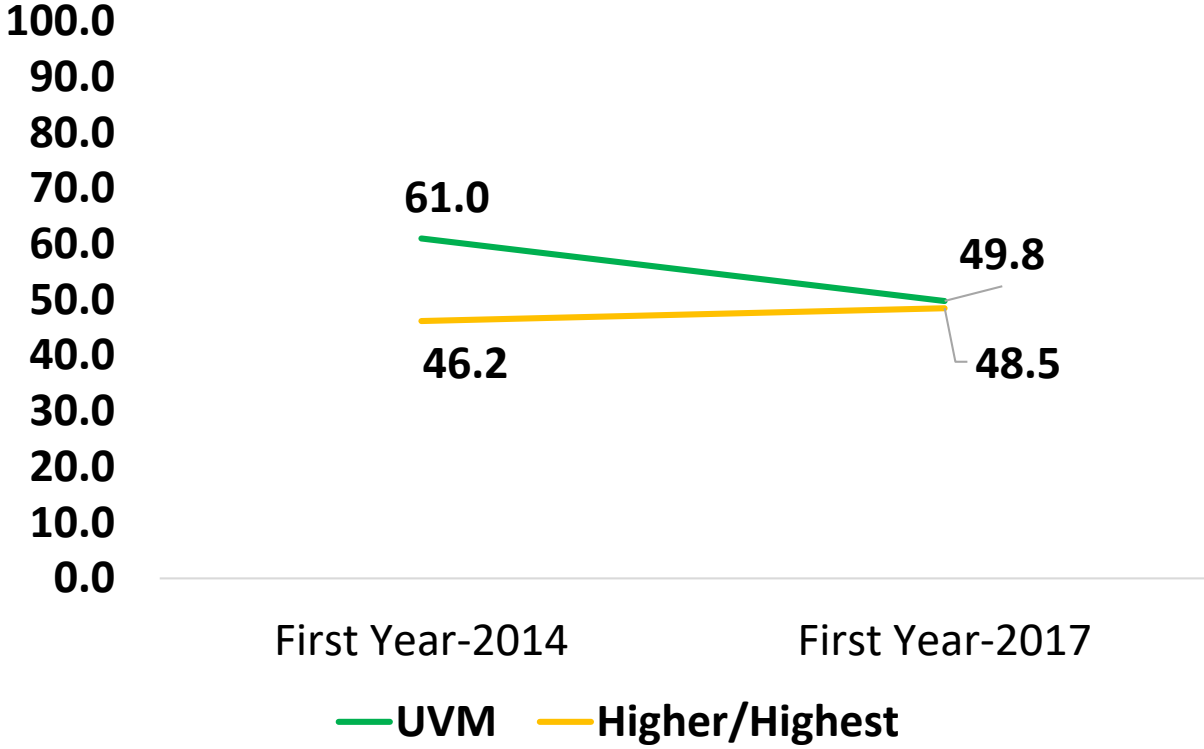
# Reading & Writing-First Years

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

Average Hours Per Week First-Years Spent on Course Reading



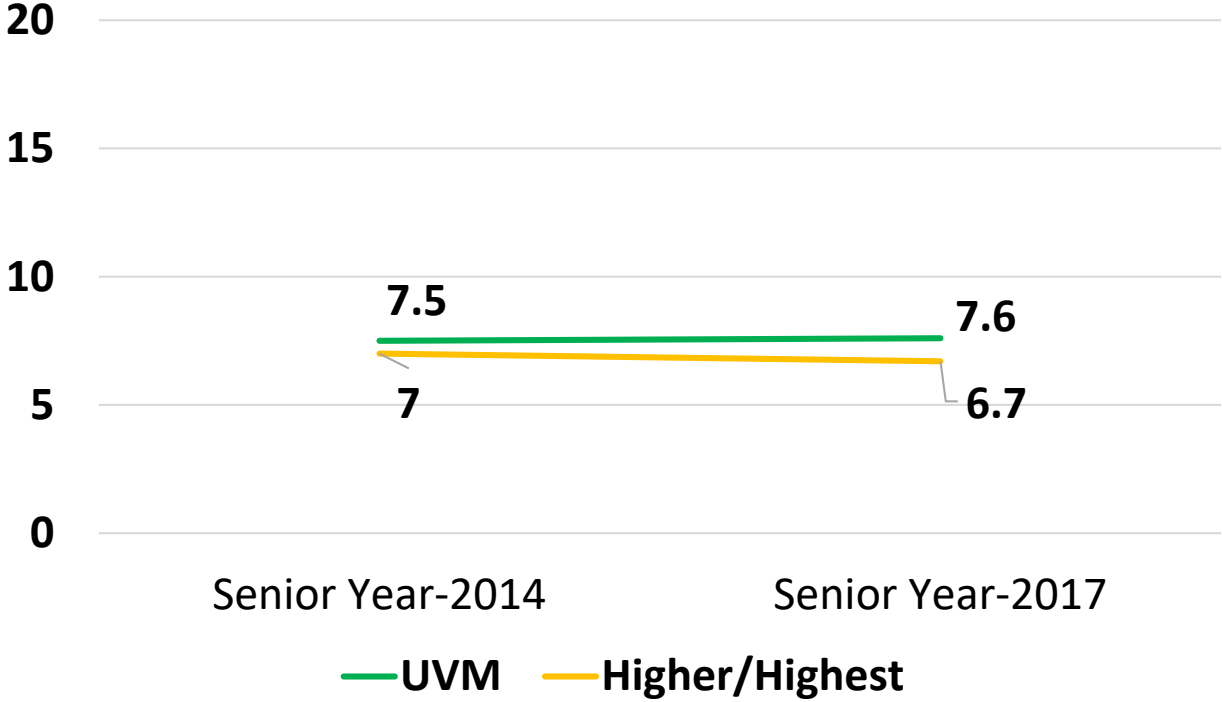
Estimated number of assigned pages of First Year student writing



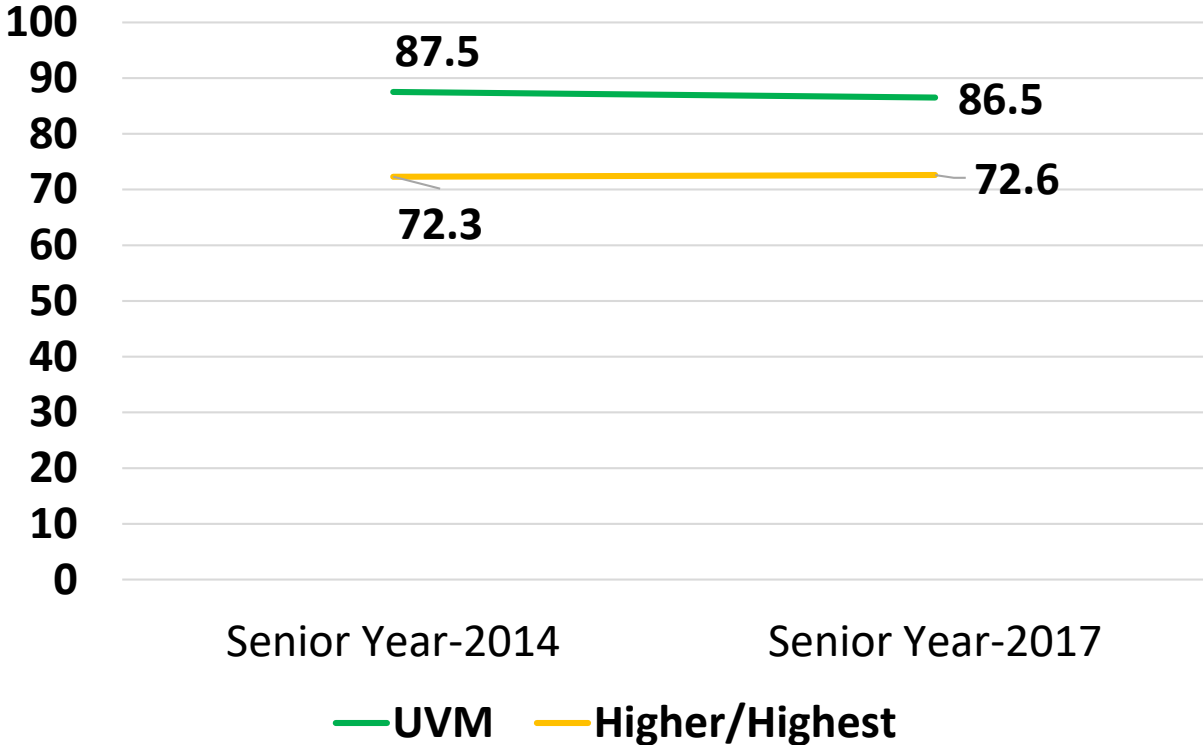
# Reading and Writing-Seniors

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.

Average Hours Per Week Seniors Spent on Course Reading



Estimated number of assigned pages of Senior student writing

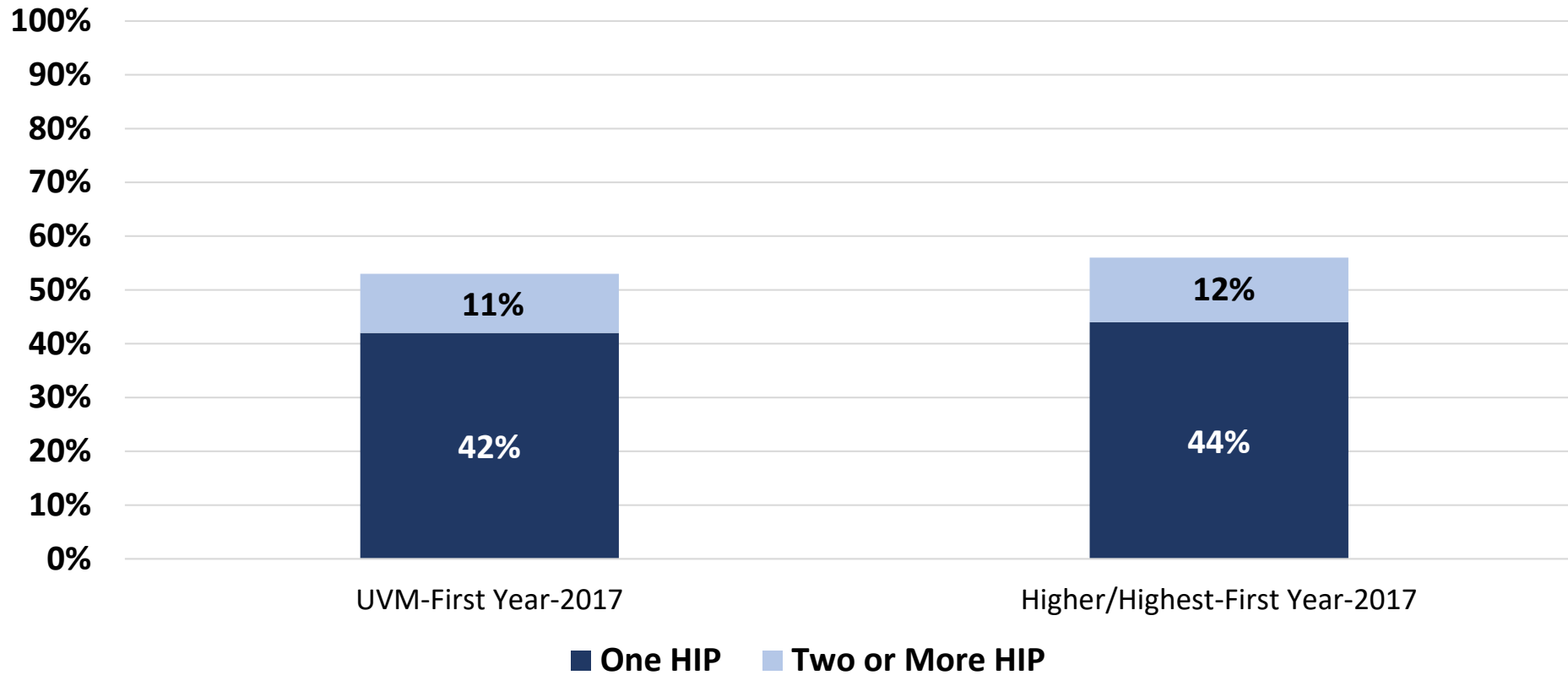


114 Higher/Highest Institutions participated in NSSE in 2017

# High Impact Practices-First Years

There is an increase in overall high impact participation between 2014 and 2017. 53% of UVM First-Years participate in at least one high impact practice.

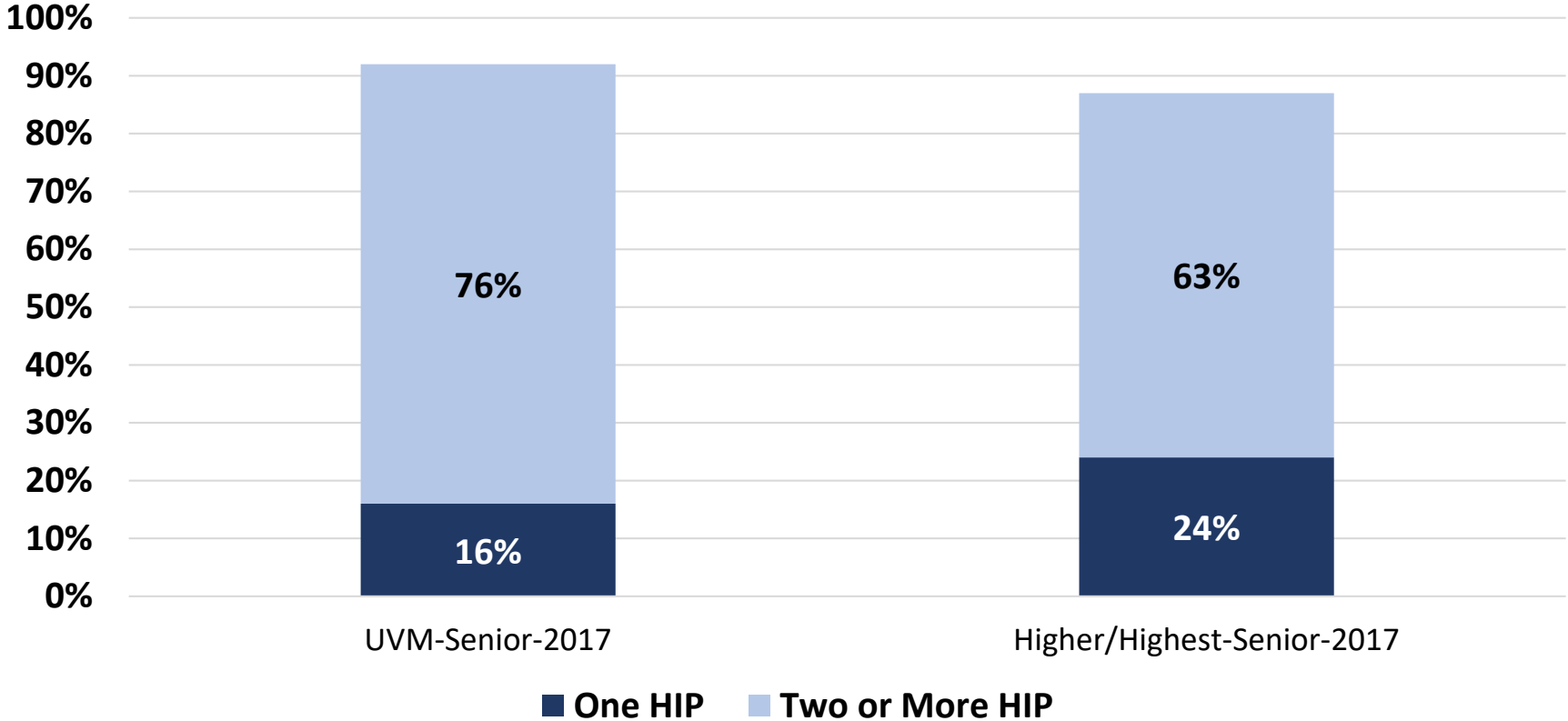
High Impact Practices: First Years



# High Impact Practices-Seniors

UVM seniors have more of these experiences than the national average; 92% of Seniors participate in at least one high impact practice

High Impact Practices: Seniors





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# 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**



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# 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:

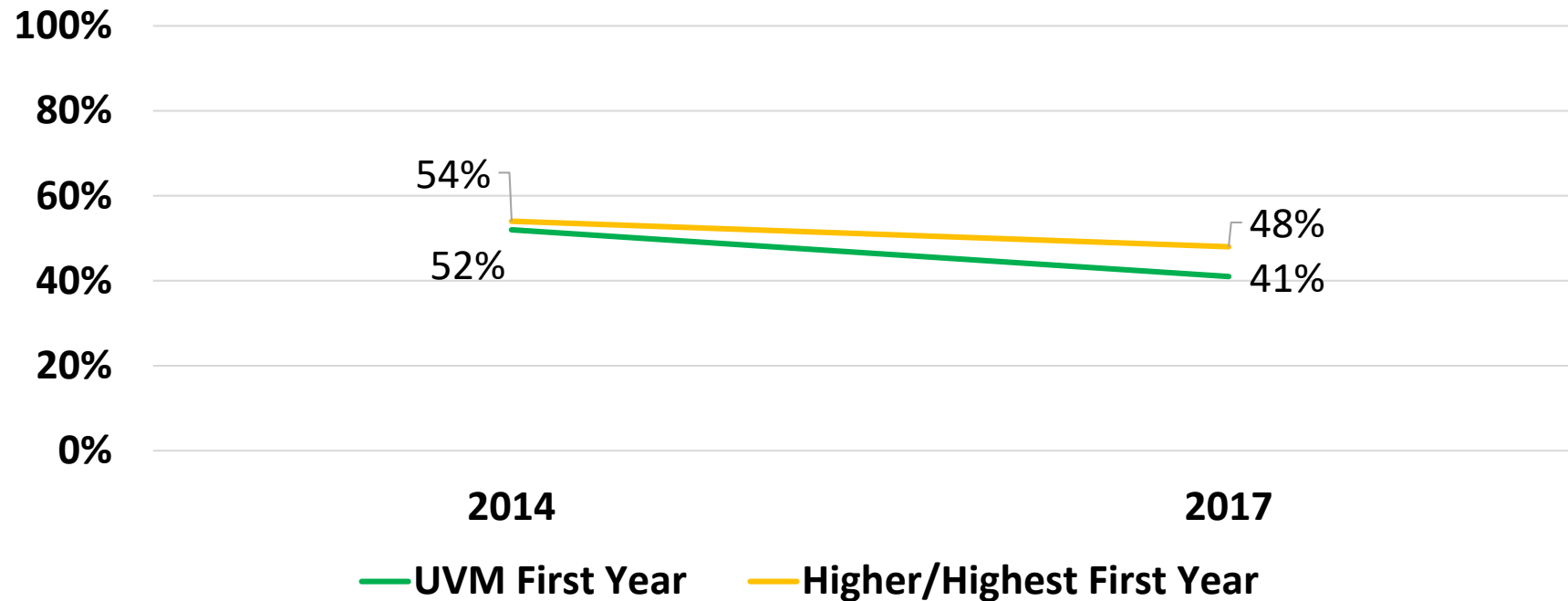
- **Discussions with Diverse Others**



# Academic Challenge-First Year

UVM First Years were much less likely to report being highly challenged; the national average dropped but is still higher than UVM's responses.

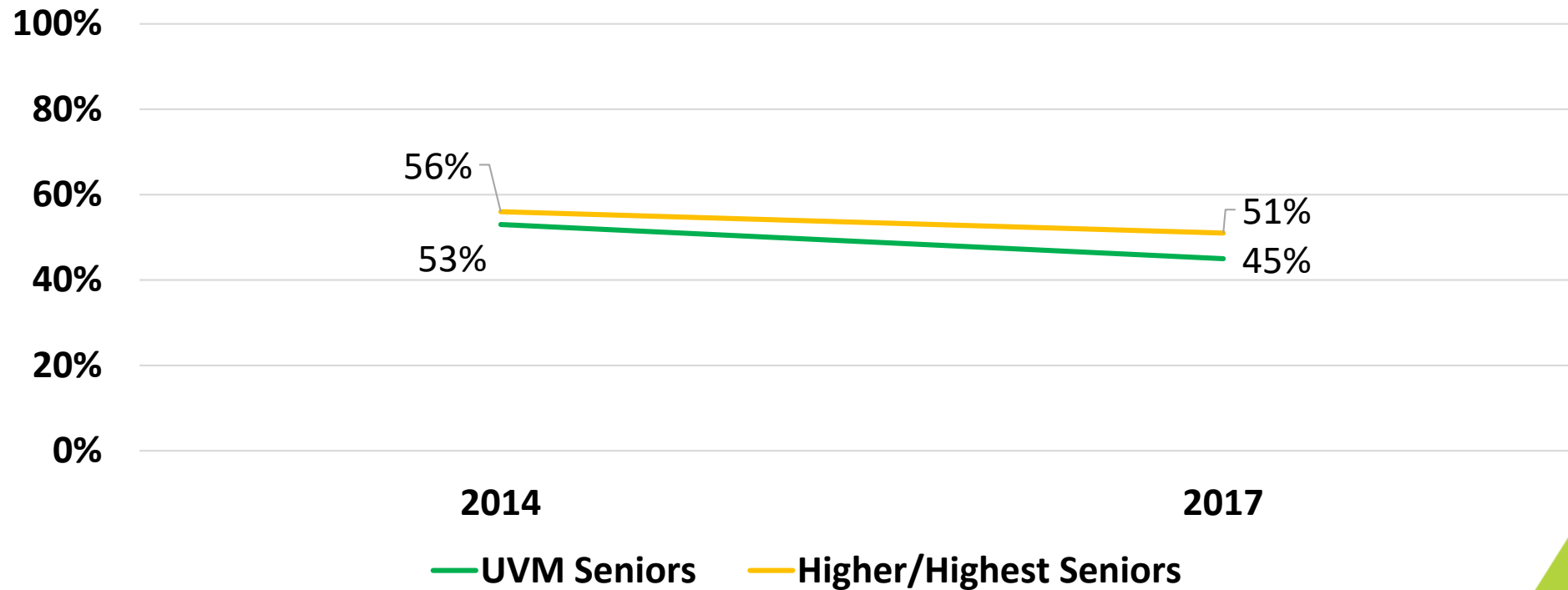
**Challenging First Year Students:  
Percent who are highly challenged to do their best work**



# Academic Challenge-Seniors

UVM Seniors were much less likely to report being highly challenged; the national average dropped but is still higher than UVM's responses.

**Challenging Senior Students:  
Percent who are highly challenged to do their best work**



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## 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.



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# NSSE Driving Change

- Communications
  - President's Senior Leadership
  - Provost's Academic Leadership Council
  - Council of Deans
  - Faculty Senate
  - Student Government Association
  - College/School Faculty/Leadership Meetings
  - Board of Trustees
- First Year Experience (FYE)
- High-Achieving Student Fair
- Student Retention Plan



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# Questions/Discussion?

