

The National Survey of Student Engagement (NSSE) 2023

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What is NSSE?

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 and 2023
- UVM administers NSSE every three years:
 - Most recently 2017 and 2020

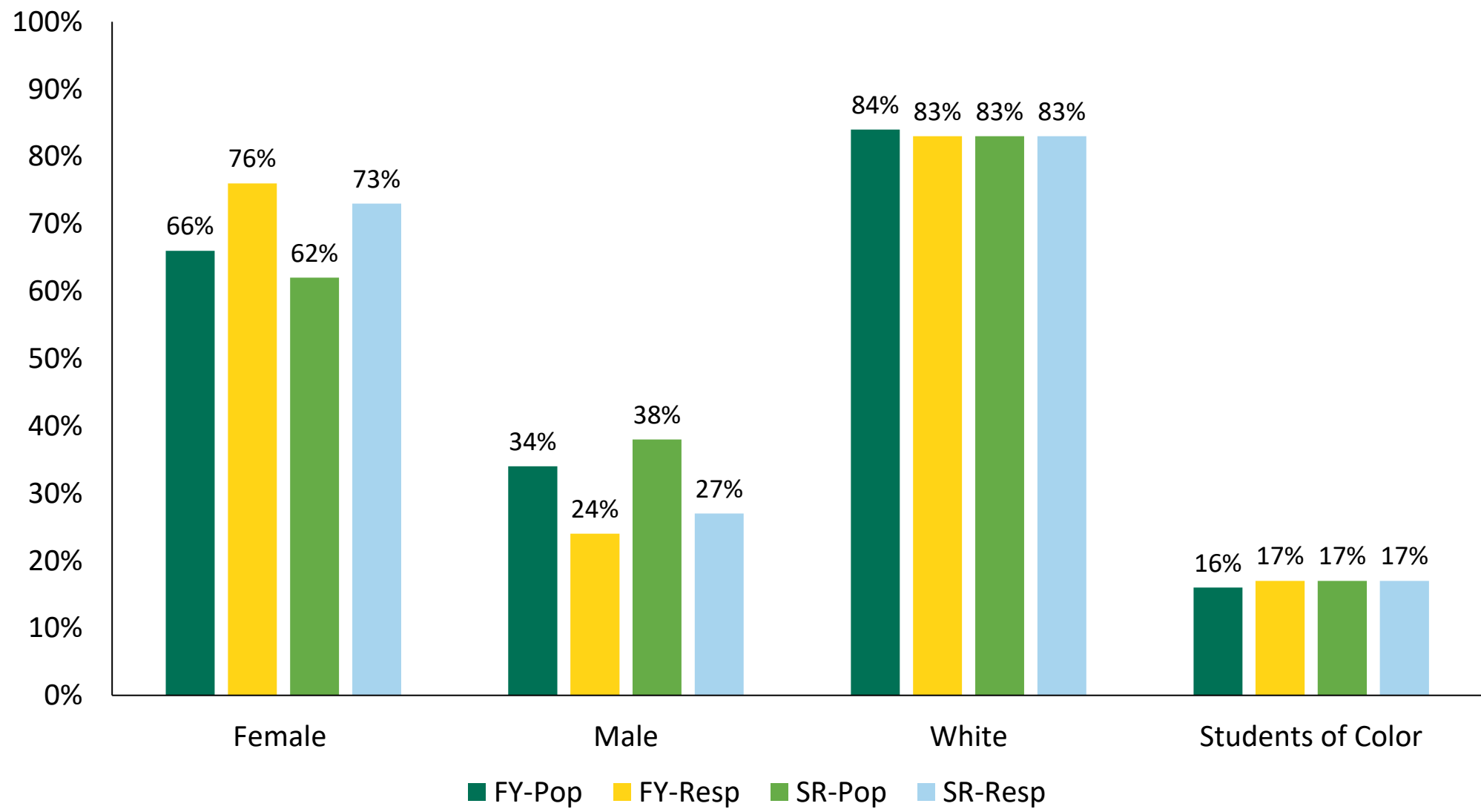
Peer Groups

- Four different comparison groups
 - Public R2 – 48 Institutions
 - Public R1R2 – 97 Institutions
 - All R1R2 – 130 Institutions
 - Academic Advising – 272 Institutions
(this was the default comparison group)
- Public R2, Public R1R2, and All R1R2 groups were selected by OIRA.

Population & Respondents

Population/Respondent Overview

First-Year Response Rate: 28% (N = 726)
Senior Response Rate: 27% (N = 658)



2023 Highlights

2023 Highlights

- 82% of First-Years and Seniors reported being satisfied with their overall experience at UVM
- 83% of First-Years and 75% 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.
- First-Years and Seniors wrote significantly more short papers (up to 5 pages) compared to Public R2 peers.
- First-Years spent significantly more time engaged in assigned reading compared to Public R2 peers.
- Seniors reported significantly more interactions with faculty or instructor(s) not assigned to advise them than those in the academic advising comparison group.
- UVM First-Years engage in significantly more learning communities and significantly less service learning and research with faculty than R1R2s.
- UVM Seniors engage in significantly more HIPs (except study abroad and service learning) compared to all R1R2s.

Perceived Gains and Satisfaction

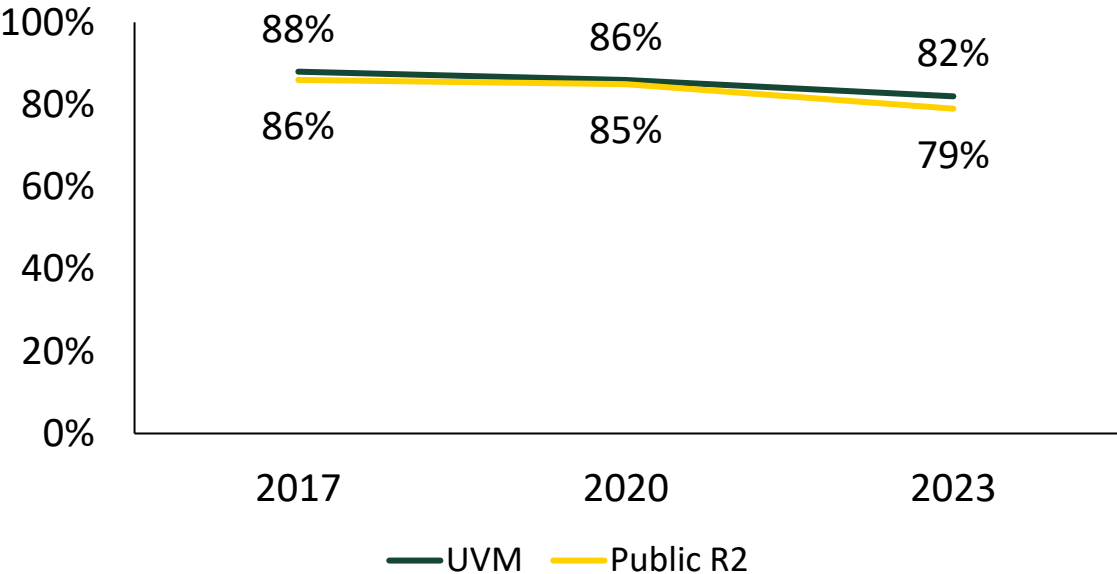
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	% 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	61%	67%*	67%*	67% *
Analyzing numerical and statistical information	67%	67%	69%*	69%*
Being an informed and active citizen	57%	58%	57%	58%
Developing or clarifying a personal code of values and ethics	60%	64%*	62%	63%
Solving complex real-world problems	64%	65%	65%	65%
Speaking clearly and effectively	58%	67%*	66%*	67%*
Thinking critically and analytically	82%	83%*	84%*	84% *
Understanding people of other backgrounds	56%	66%*	65%*	65% *
Working effectively with others	71%	73%	73%*	73% *
Writing clearly and effectively	64%	73%*	71%*	71%*

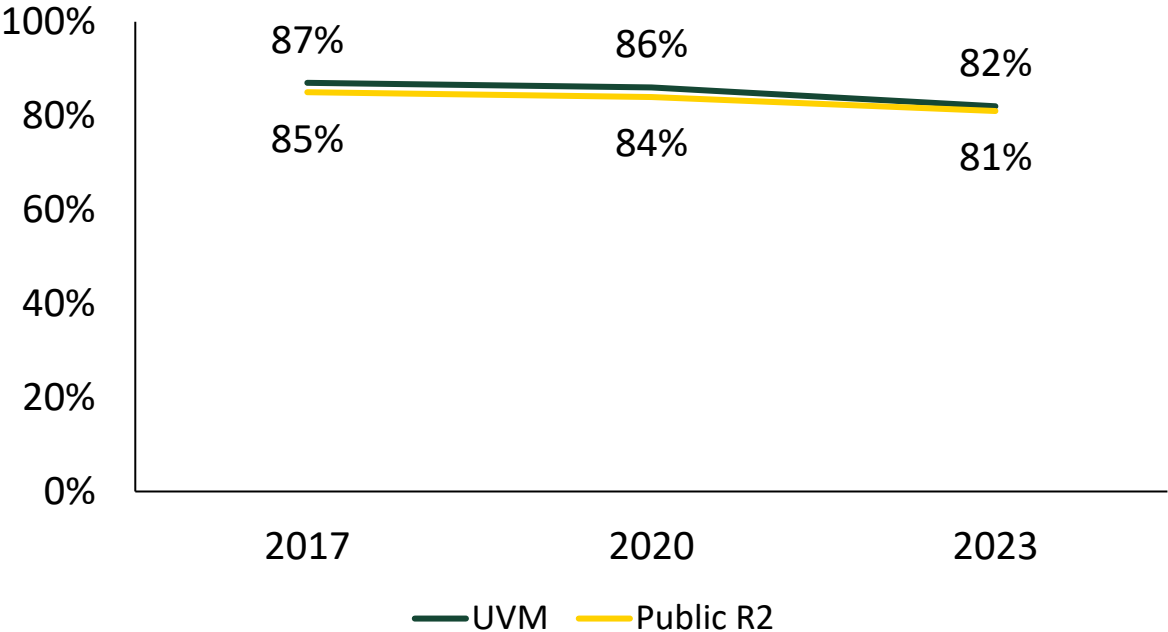
UVM Seniors reported significantly fewer gains across 5 domains compared to other Public R2, Public R1R2, and All R1R2 (denoted by *).

How would you evaluate your entire education experience at UVM?

% of First-Years Responding “Good” or “Excellent”

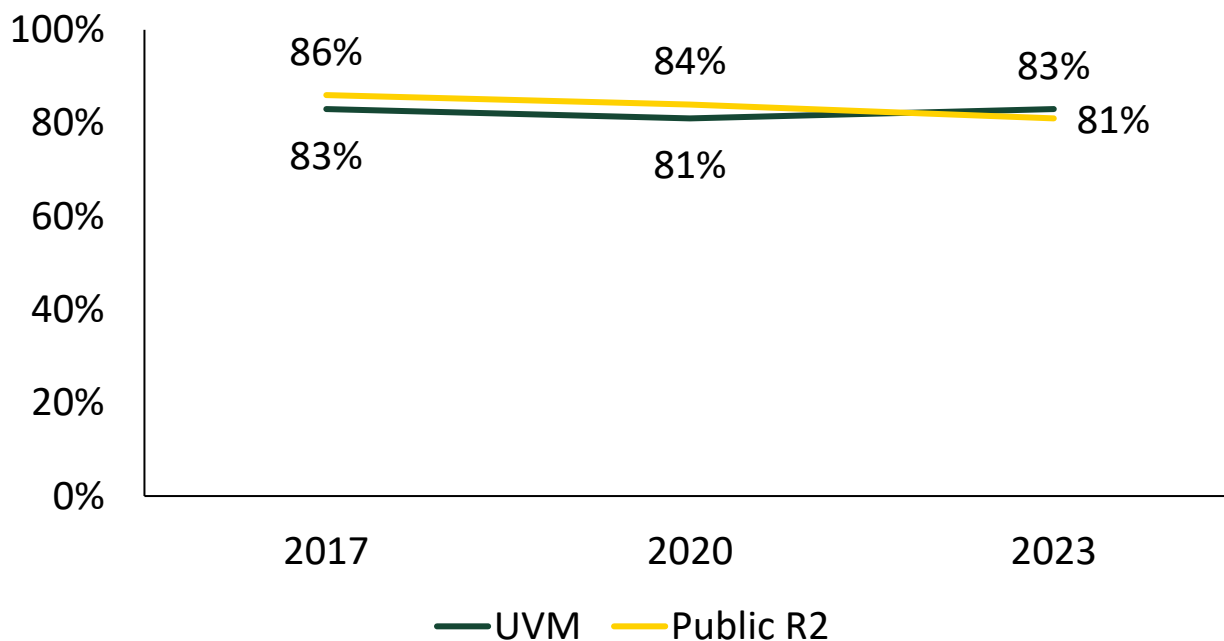


% of Seniors Responding “Good” or “Excellent”

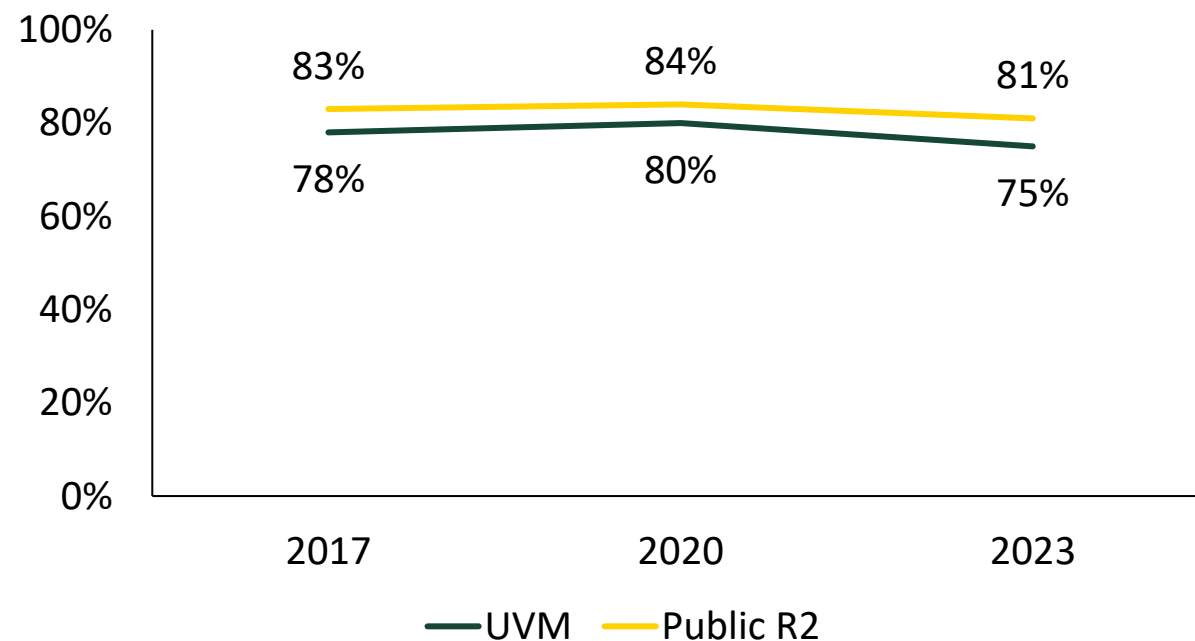


If you could start over again, would you go to the same institution you are now attending?

% of First-Years Responding Would “Probably” or “Definitely” Attend UVM Again



% of Seniors Responding Would “Probably” or “Definitely” Attend UVM Again



There were no significant differences between UVM First-Years and Public R2 peers; However, Senior reported a significantly lower percentage compared to Public R2 peers.

Academic Challenge and Engagement

Academic Challenge Summary

- 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.
- UVM First-Years reported using significantly fewer learning strategies compared to Public R1R2 and All R1R2.
- UVM First-Years reported engaging in significantly less quantitative reasoning compared to Public R2, Public R1R2, and All R1R2.
- UVM Seniors reported engaging in significantly more quantitative reasoning compared to other Public R2.

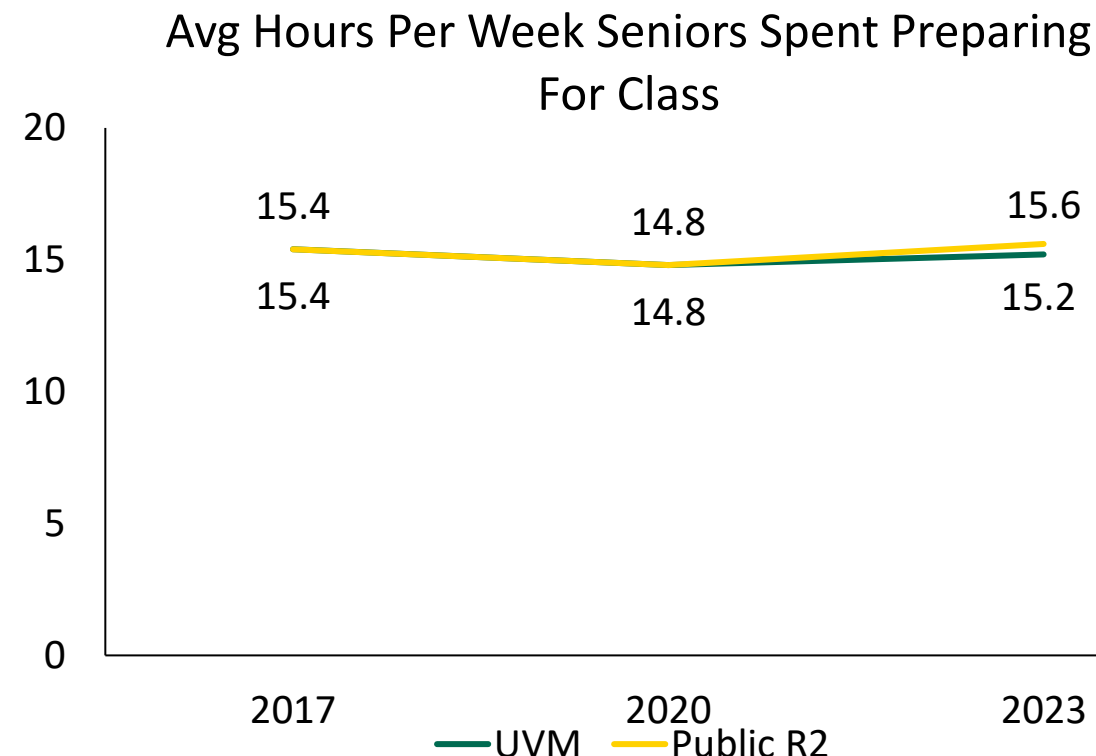
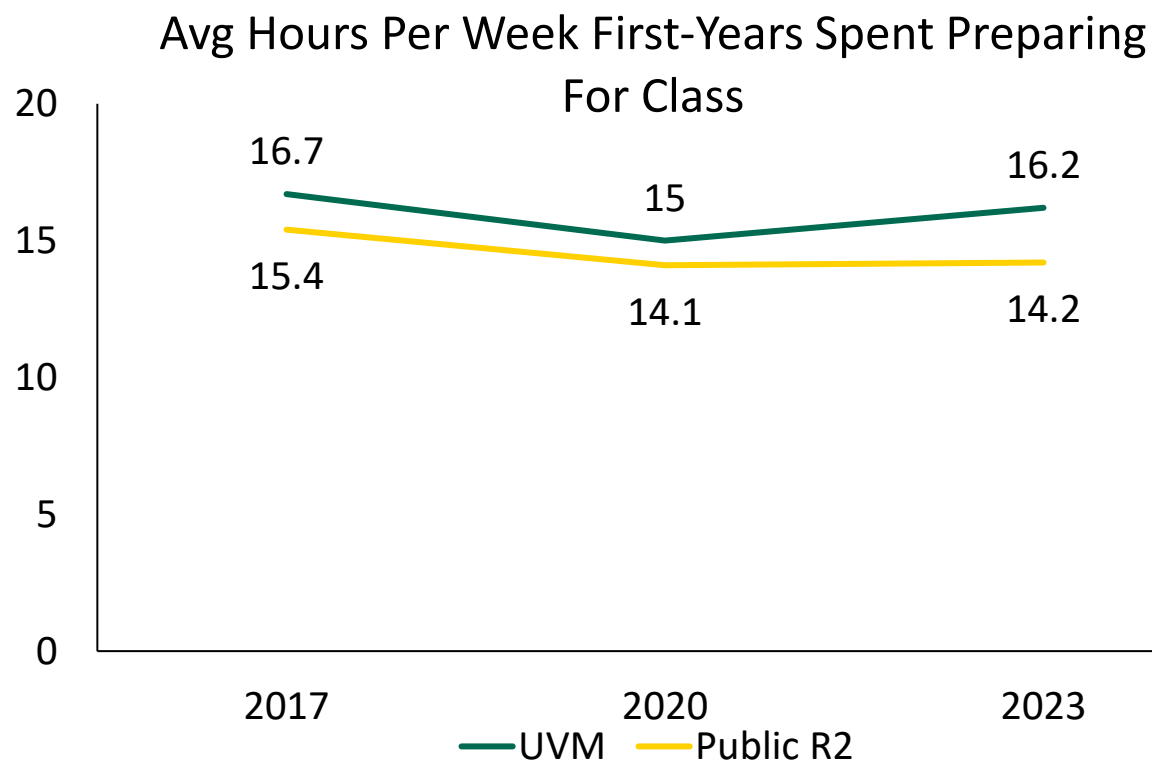
Academic Challenge

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.*

<i>Engagement Indicator</i>	UVM		Public R2		Public R1R2		All R1R2	
	First-Years	Seniors	First-Years	Seniors	First-Years	Seniors	First-Years	Seniors
Higher-Order Learning	38.1	39.9	37.7	40.4	38.0	40.1	38.3	40.1
Reflective & Integrative Learning	38.0	40.2	35.6***	38.4***	35.6***	38.0***	35.8***	38.1***
Learning Strategies	36.4	36.0	37.3	39.1***	37.5*	38.5***	37.7*	38.4***
Quantitative Reasoning	28.2	32.8	29.4*	31.1*	29.9**	31.6	29.9**	31.6

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

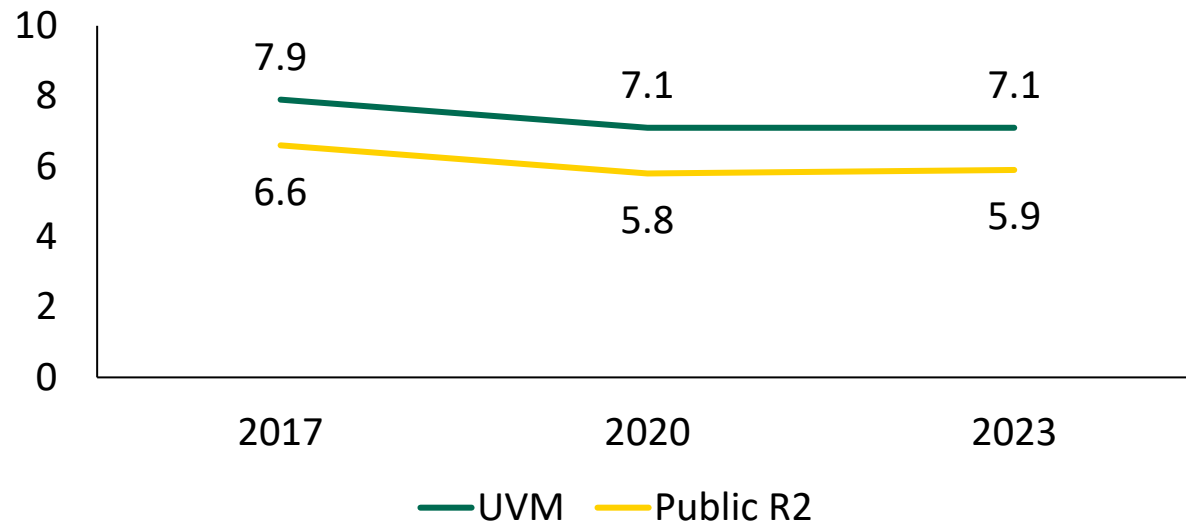
Academic Challenge



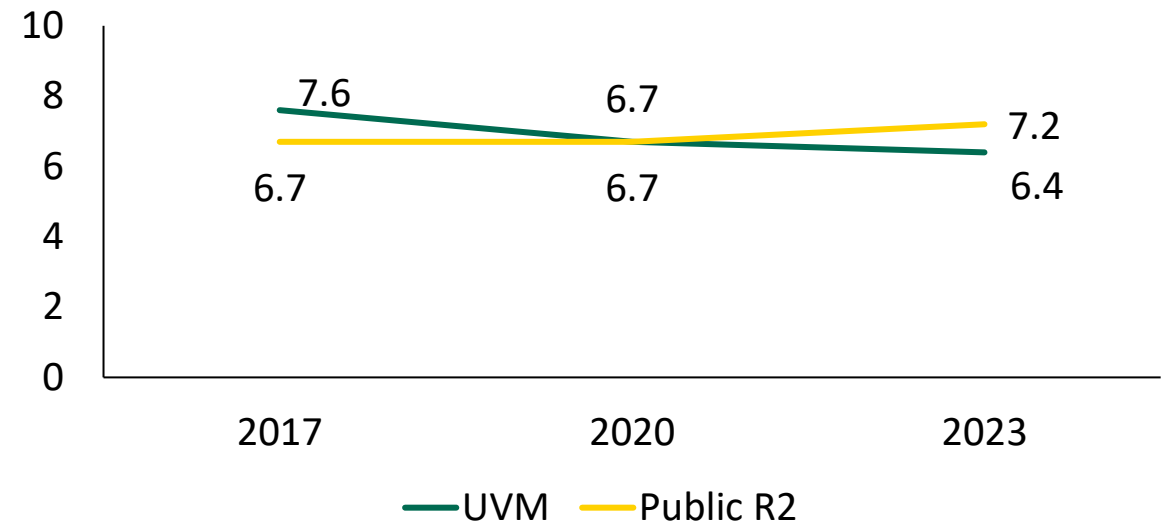
First-Years spent significantly more time preparing for class compared to Public R2 peers. There was no significant difference between UVM Seniors and Public R2 peers on time spent preparing for class.

Academic Challenge

Avg Hours Per Week First-Years Spent Reading
For Class



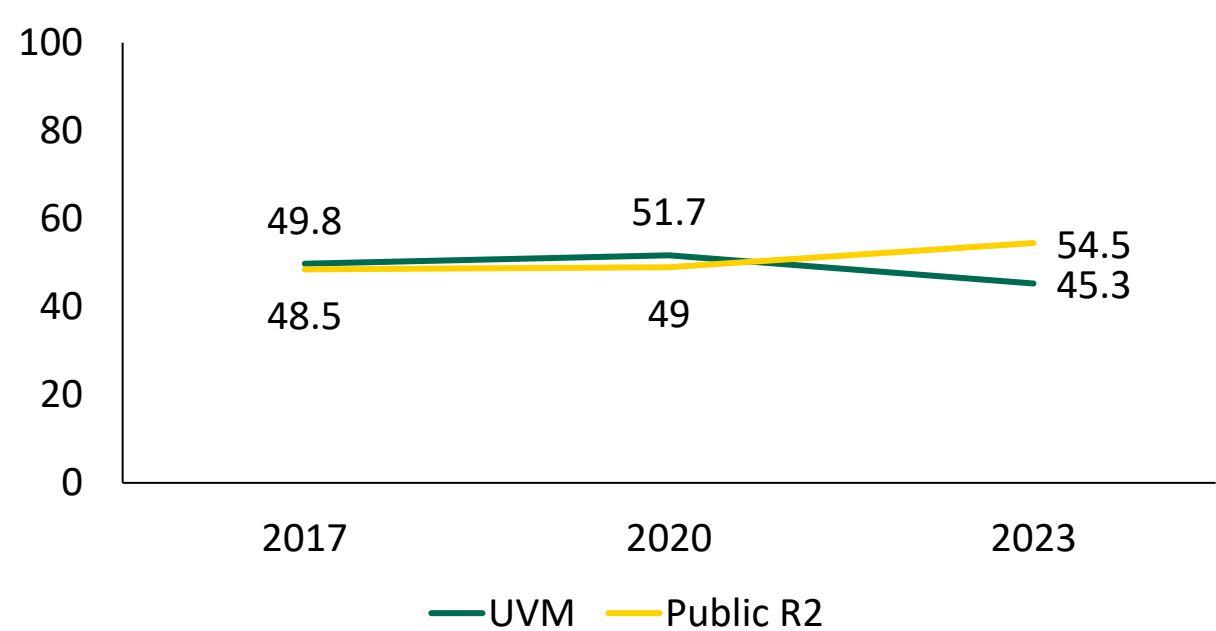
Avg Hours Per Week Seniors Spent Reading
For Class



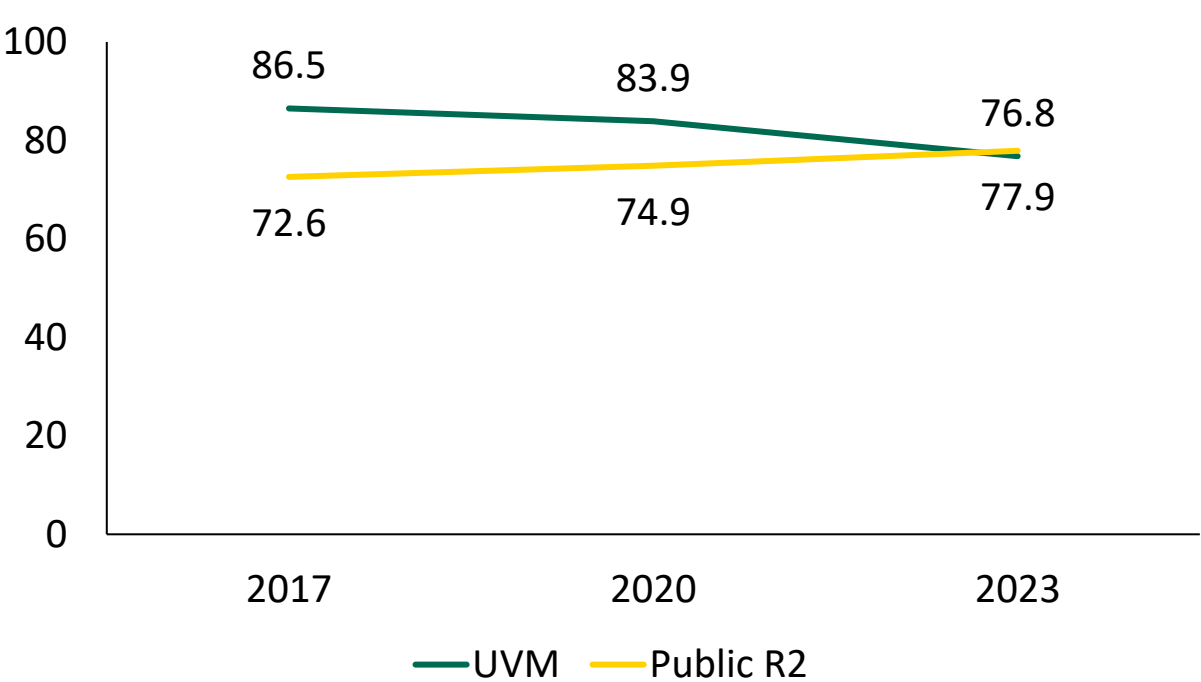
First-Years spent significantly more time engaged in assigned reading compared to Public R2 peers. Seniors spent significantly less time engaged in assigned reading compared to Public R2 peers.

Academic Challenge

Avg Number of Pages First-Years Wrote During the Year



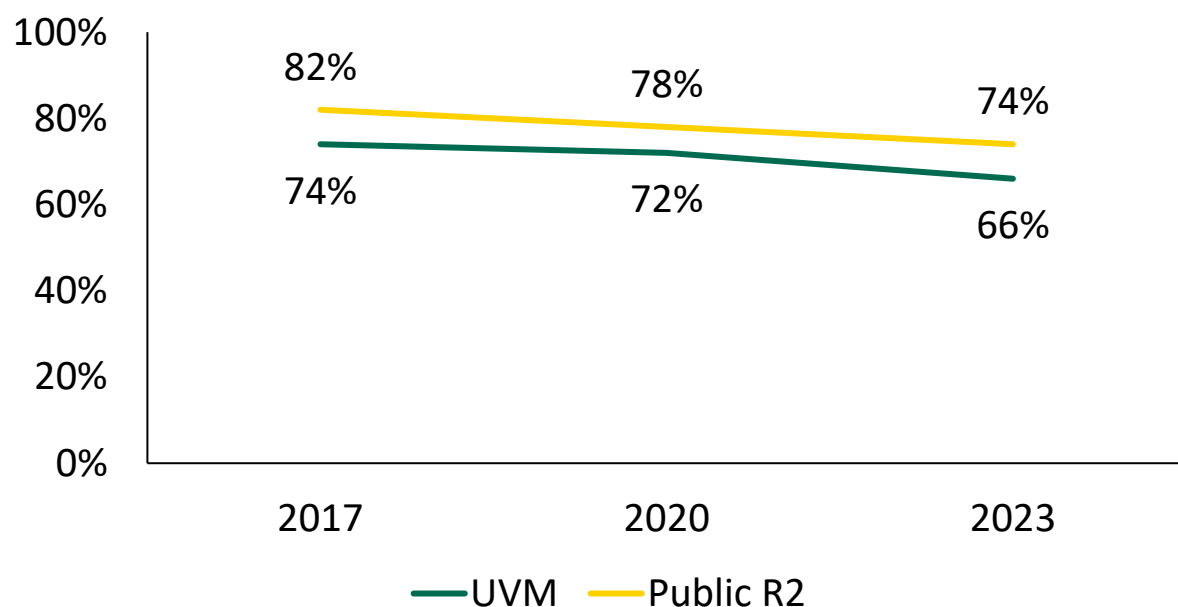
Avg Number of Pages Seniors Wrote During the Year



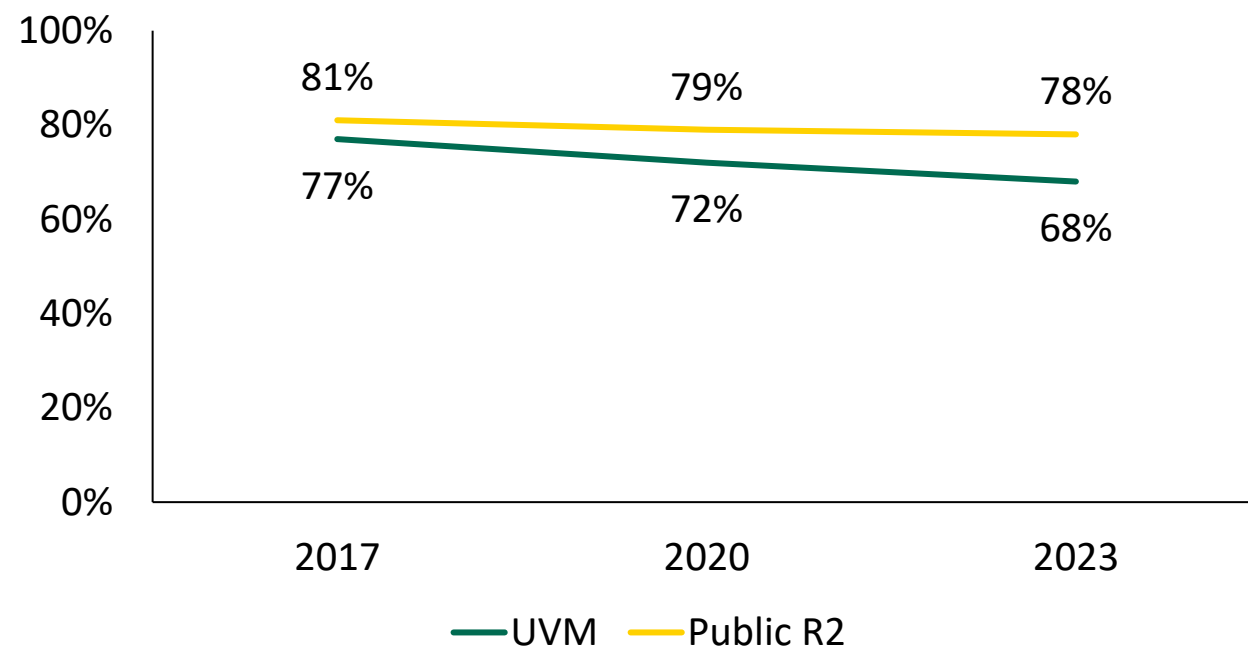
Seniors consistently write more than First-Year students. UVM First-Years and Seniors wrote less in 2023 than in the previous two NSSE collections, while the number of pages has increased since 2017 for Public R2 peers.

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"



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



In 2023, 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 First-Years and 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.

Academic Advising

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.
- Seniors reported significantly more interactions with faculty or instructor(s) not assigned to advise them than those in the academic advising comparison group; however, they reported significantly fewer interactions with all other advising staff options.
- UVM First-Years reported significantly fewer interactions with all advising staff options 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).

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 to 4 or more.

	UVM		Advising Peers	
	First-Years	Seniors	First-Years	Seniors
Academic advisor, faculty, or staff assigned to advise you	2.2	2.0	2.4***	2.3***
Academic advisor(s) available to any student	1.1	1.0	1.6***	1.5***
Faculty or instructor(s) not assigned to advise you	0.8	1.6	1.2***	1.4**
Student services staff	0.5	0.8	1.0***	0.9*
Success or academic coach	0.2	0.3	0.8***	0.6***
Peer advisor or mentor	0.6	0.5	1.2***	0.8***

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

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	2.3	2.3	2.6***	2.5***
Academic advisor available to any student	1.9	1.9	2.3***	2.2***
Faculty or instructor(s) not assigned to advise you	1.9	2.4	2.2***	2.3
Online advising system	2.5	2.5	2.3***	2.4
Website, catalog, or other published sources	2.1	2.1	2.3**	2.3***
Student services staff	1.6	1.8	2.1***	2.0***
Success or academic coach	1.5	1.5	2.1***	1.9***
Peer advisor or mentor	1.7	1.6	2.2***	2.0***
Friends or other students	2.7	2.8	2.7*	2.7*
Family members	2.8	2.7	2.9**	2.8

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

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	2.5	2.9***	2.7***
Notified you of important policies and deadlines	2.6	2.5	2.8***	2.8***
Reached out to you about your academic progress or performance	1.9	2.0	2.3***	2.3***
Followed up with you regarding something they recommended	2.0	2.1	2.4***	2.3***
Asked questions about your educational background and needs	1.9	1.9	2.3***	2.2***
Actively listened to your concerns	2.6	2.6	2.7**	2.7**
Respected your identities and cultures	3.1	3.0	3.2	3.1*
Cared about your overall well-being	2.8	2.8	2.9***	2.8

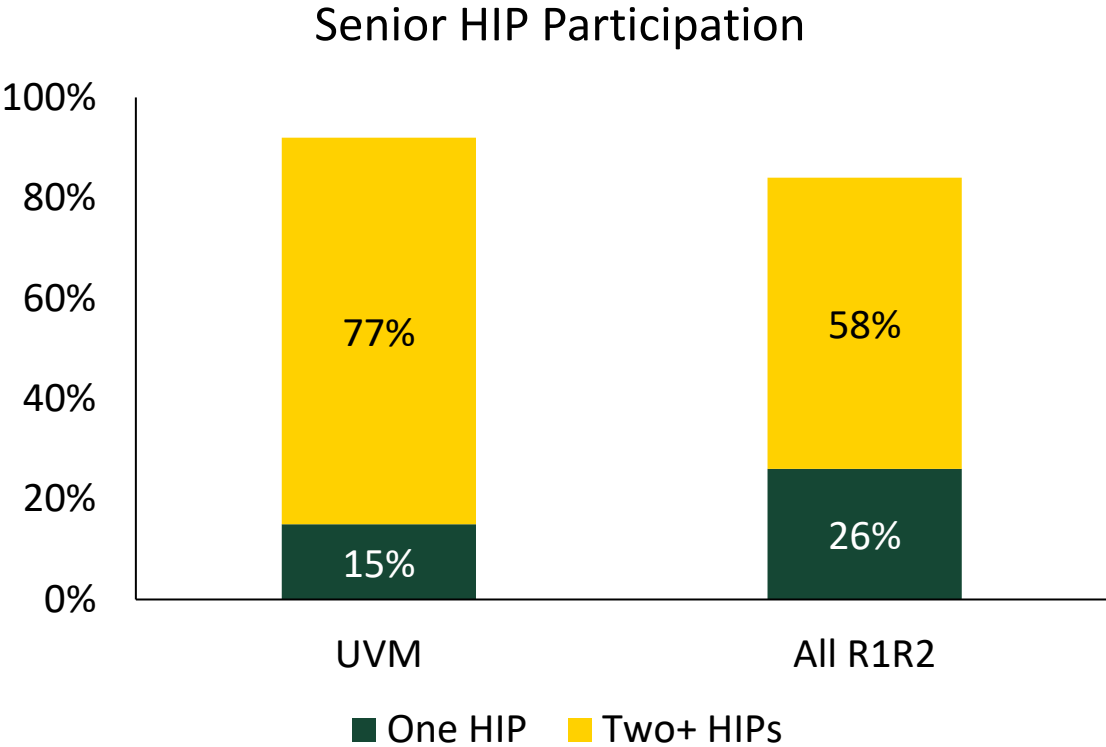
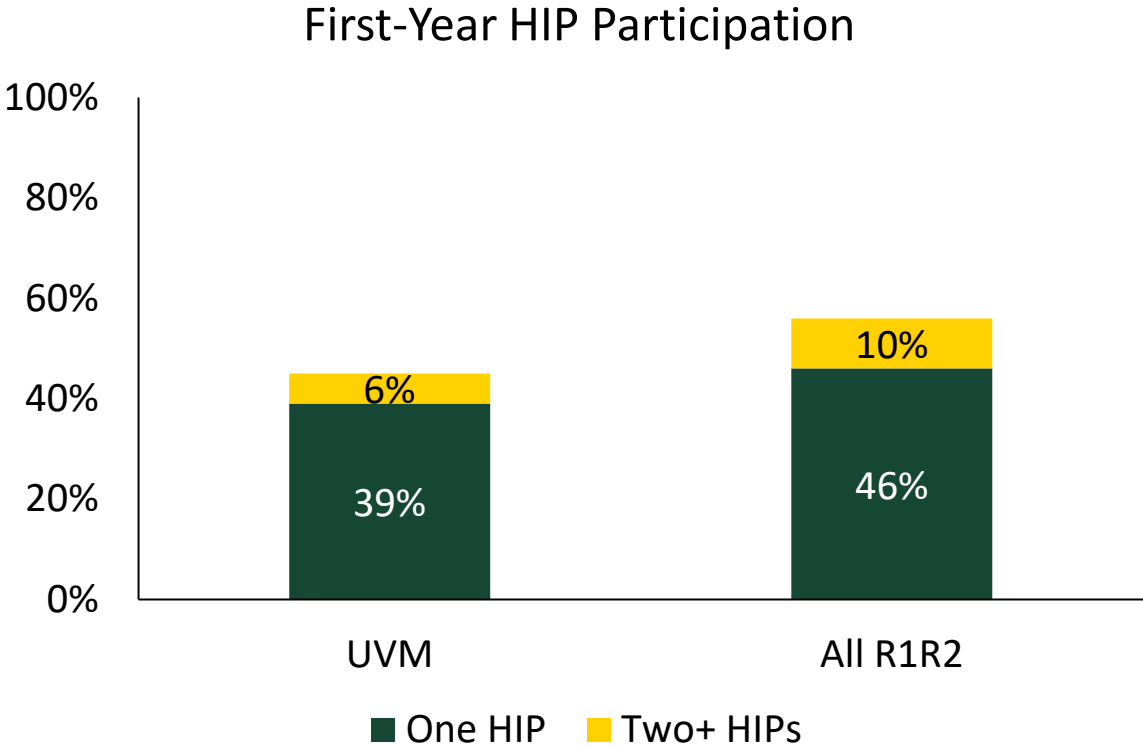
* $p < .05$, ** $p < .01$, *** $p < .001$

High Impact Practices

High Impact Practice Summary

- HIP participation at UVM for First-Years and Seniors has decreased from 2020 to 2023.
- UVM First-Years engage in significantly more learning communities and significantly less service learning and research with faculty than R1R2s.
- UVM Seniors engage in significantly more HIPs (except study abroad and service learning) compared to all R1R2s.

Overall High Impact Practice Participation



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. The overall participation in HIPs has decreased at UVM from 2020 to 2023.

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 32% 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	19%	28%
Research with Faculty	51%	36%
Internship or Field Experience	82%	72%
Study Abroad	58%	37%
Culminating Senior Experience	53%	52%

Senior HIP Participation

The figure below shows the percent of Seniors who reported their participation in each HIP. The table excludes service-learning, but 59% of UVM Seniors reported participating in this HIP. UVM Seniors engage in significantly more HIPs (except study abroad and service learning) compared to all R1R2s.

% Done or In Progress	UVM	All R1R2
Learning Community	40%	23%
Research with Faculty	36%	23%
Internship or Field Experience	68%	50%
Study Abroad	12%	10%
Culminating Senior Experience	54%	43%

Summary

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.
- Perceived gains reported by Seniors was significantly lower compared to the peer group across all ten items. Why are Seniors reporting fewer gains? What other factors could be influencing this response?
- HIP participation for First-Years and Seniors decreased from 2020 to 2023, but UVM Seniors are still engaging in significantly more learning communities*, research with faculty, internships or field experiences, and culminating senior experiences.