

National Student Survey **2022**

National Student Survey 2022

The **National Student Survey** is a national student satisfaction survey. Every year, students in Dutch higher education are invited to share their opinions about their study programme and their university.

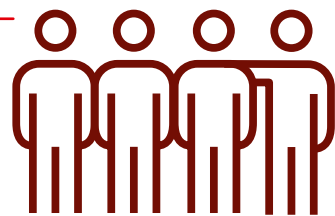
This infographic shows the most important results of the 2022 National Student Survey. It subsequently shows all of the theme scores, and includes a comparison with last year. We have also highlighted several noteworthy results and differences within the themes with respect to elements that scored either very high or relatively low.

The results, which have been described in detail for each faculty and study programme, and compared to those of other universities, can be consulted via [**this interactive dashboard**](#).

Respondents

8.160

Radboud University
students took part in
the NSS...



... which is
equivalent to

33,0%

of the **total** number
of students

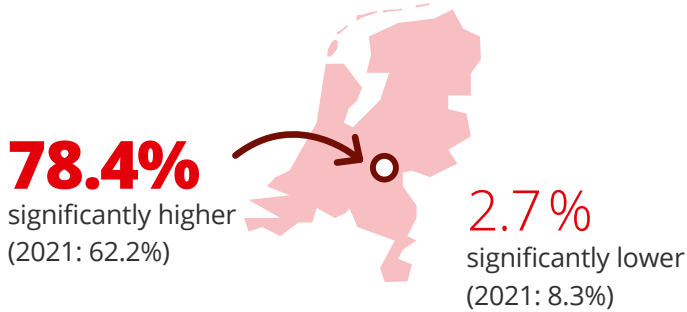


GENERAL

Radboud University score

on a scale of 1 to 5 ☆☆☆☆☆

In comparison to the national average, Radboud University scores on all questions



Radboud University also scores higher than 3.5 on **91.5%** of the questions and scores higher than 4.0 on **29.2%** of the questions.



6 QUESTIONS LOWER THAN 3.5
How satisfied are you with:

	2021	2022
The ability to take the preferred courses without encountering a delay	3.57	3.48
Acquiring skills for professional practice	N/A	3.46
The assistance offered by your institution to help you integrate into Dutch society	3.39	3.44
The link to professional practice	N/A	3.33
The distribution of the study load over the course of the academic year	3.37	3.32
The degree to which credits (ECs) correspond to the actual study load	3.28	3.25



GENERAL

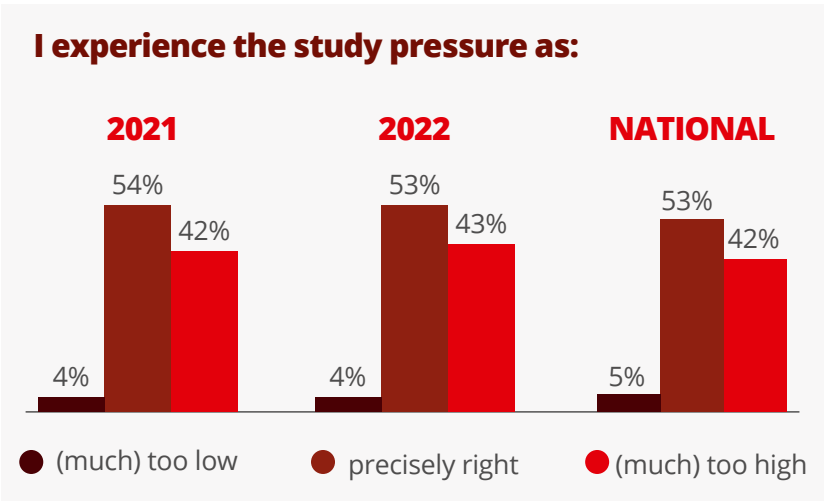
Satisfaction

On average, Radboud University students are **extremely satisfied with the study programme that they are taking**. The student's **overall satisfaction**, the **setting** and the likelihood that students would **choose the same study programme again** have been rated quite highly for many years now and are higher than the national average.

	2021	2022	National average
How satisfied are you with your course programme in general?	3.93	3.94	3.89
The atmosphere in your course programme	4.05	4.15	4.04
Based on my experiences so far, I would choose this course programme again	4.12	4.08	4.01

GENERAL

Study pressure



I experience the study pressure as (much) too high



More than 4 out of 10 students have to deal with **excessive study pressure**, both at the national level and at Radboud University.

Study pressure is a **multi-faceted theme**, in which various external factors also play a role. Radboud University is committed to creating **a more evenly distributed study load** (see the Study Load Theme) and also pays a great deal of attention to **student welfare**, which includes:

- offering a range of counselling services that continue to be refined
- providing students with the opportunity to take part in online e-health courses
- holding the annual Radboud Wellbeing Week
- focusing on the theme of community building
- providing students and student organisations with grants that can specifically be used for student welfare initiatives

THEME
Guidance



Score 2021 **3.91**; national average 2022 **3.86**



For many years now, Radboud University has distinguished itself when it comes to the **Guidance** Theme. Both the **guidance options** and the **quality of the guidance** have been rated as excellent and have scored well above the national average.

THEME
Engagement and contact



Score 2021 **3.94**; national average 2022 **3.91**

Students have experienced a substantial sense of **engagement and connection**, both from the study programme as a whole and from their lecturers. In addition to this, we have distinguished ourselves as a university where **students feel at home** (4.00) and **feel safe to be themselves** (4.29). This corresponds to the importance that Radboud University attaches to the **social safety** of its students and staff members.

	2021	2022	National average
I feel safe to be myself at the institution where I'm studying	4.25	4.29	4.26
I feel at home at the institution where I'm studying	4.02	4.00	3.89

THEME
Teachers in your course programme



Score 2021 **3.92**; national average 2022 **3.88**



For many years now, most students have been quite pleased with their **teachers. Substantive expertise** in particular has been rated quite highly (4.40).

The degree to which **students have been inspired by their lecturers** is rated relatively somewhat less positive (3.64), especially at Nijmegen School of Management (FdM) and the Faculty of Social Sciences (FSW) (<3.55).

THEME
Content and organisation of teaching



Score 2021 **3.85**; national average 2022 **3.84**



On average, Radboud University students are satisfied with the **content and organisation of teaching**. Most notably, it is the **level of the study programme** that is rated quite highly by Radboud University students (4.01). It is primarily the students from the **Faculty of Science** (FNWI), the **Faculty of Philosophy, Theology and Religious Studies** (FFTR) and the **Faculty of Law** (FdR) (>3.90) who are satisfied with this theme.



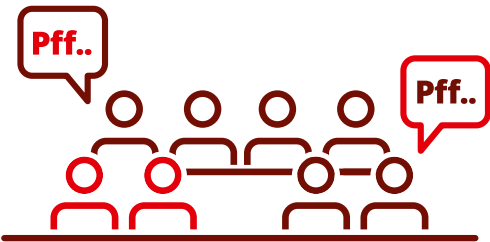
THEME

Examination and assessment

3.73

Score 2021 **3.73**; national average 2022 **3.68**

Radboud University students rate examination and assessment quite highly and this score is also slightly higher than the national average. Students are particularly satisfied with the way in which **the examination and assessment matches the content of the programme** (3.80).



However, students are less satisfied with the **usefulness of the feedback** (3.61). This is especially the case with students from the **Faculty of Law** (FdR) and the **Faculty of Medical Sciences** (FMW) (both <3.50).



THEME

Connection to professional practice / professional career

3.41

National average 2022 **3.33**

	2021	2022	National average
Acquiring skills for professional practice	N/A	3.46	3.40
The link to professional practice	N/A	3.33	3.23

In addition to study load, the only theme that receives **an average score that is lower than 3.5** is the link to the professional career. In comparison to the national score, Radboud University students were relatively satisfied.

When it came to the attention that is paid to professional careers, **Master’s students** are significantly more satisfied than Bachelor’s students (3.68 versus 3.23). The least satisfied students are those from the Nijmegen School of Management (**FdM**) (2.94), the Faculty of Law (**FdR**) (3.06), the Faculty of Arts (**FdL**) (3.18) and the Faculty of Philosophy, Theology and Religious Studies (**FFTR**) (3.25).

Although Radboud University offers its students an academic study programme and not a vocational one like that which is offered by universities of applied sciences, we believe that it is crucial that attention is devoted to the student’s career after graduation. We therefore invest heavily in this area. In this context, we have initiated and will continue to develop the following key activities:

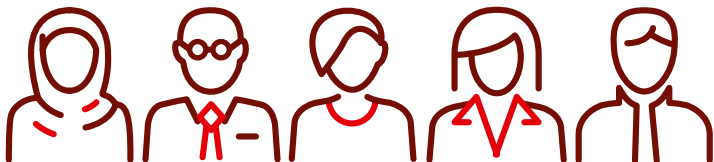
- Under the leadership of the recently appointed Career Service Coordinator, the **internal organisation and implementation of the career service will be further professionalised**. This will include harmonisation of the career officers’ tasks and the ongoing improvement of the current range of services that are offered to students and the subsequent visibility of these services.
- The **external implementation of Radboud’s Career Service will also be further strengthened** though such initiatives as the consolidation of regional partnerships (with the Rabobank, regional movement RVN@ and HAN University of Applied Sciences and regional training centre ROC).
- An **obvious and recognisable location for the range of services that are offered by the Career Service** will be created, by ensuring that these are included in the new **Radboud Career Central** and the **Radboud Career Day**.

THEME
Equal treatment



Score 2021 3.97

Diversity, equality and **inclusion** are **key strategic themes** for Radboud University. The vast majority of students feel that the university is a **safe climate** in which to express their opinions and that all students are **treated equally**.



	2021	2022
There is a safe climate in which everyone dares to voice their opinion	4.26	4.23
I experience the equal treatment of students	4.25	4.23
Personal circumstances are taken into account	3.83	3.84
My educational institution pays attention to equal treatment	3.77	3.83
The institution does enough to promote equal treatment	3.72	3.76

THEME
General skills



Score 2021 3.90

On the whole, Radboud University students are very satisfied with the **general skills** that they are acquiring during their studies. They are particularly pleased that they are being taught how to adopt a **critical stance**, how to **substantiate conclusions** and that they are learning about **argumentation/reasoning** (all >4.0).

THEME
Scientific skills



Score 2021 3.8

On average, Radboud University students are very satisfied with the scientific skills that are being taught. It is primarily the **analytical thinking skills** that were valued so highly.

There are major differences **between the faculties'** level of satisfaction when it comes to the acquisition of scientific skills. Students from those faculties that have a clearer professional profile (such as the **Faculty of Medical Sciences** (FMW), the **Faculty of Law** (FdR) and especially the **Radboud Graduate School of Education** (RDA)) are less positive about this.

THEME
Challenge and commitment



Score 2021 3.90

On the whole, Radboud University students feel considerably challenged. The **challenge offered by the study programme** receives a rating of 4.07. The degree to which the course programme is experienced as challenging, **differs between faculties**: the most by students from the **Faculty of Science** (FNWI) (4.28) and the **Faculty of Medical Sciences** (FMW) (4.25)

THEME
International students



Score 2021 3.88

International students are predominantly satisfied with the facilities and assistance that were specifically provided for them. These students were especially appreciative of the **command of the English language of the teachers and staff** (4.26). They are somewhat less positive about the **help that was offered when it comes to integration into the Dutch culture** (3.44).

THEME

Study load



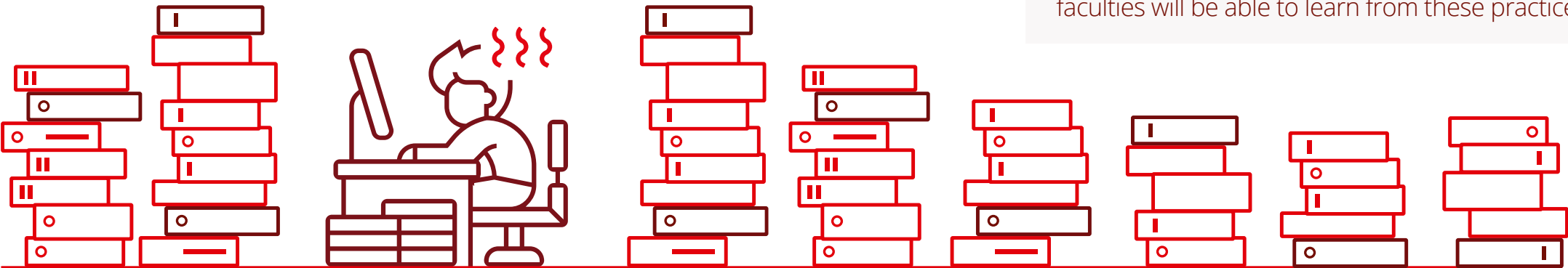
3.43

Score 2021 3.48

The Study Load Theme has been a focal point at Radboud University for many years now. Within this theme, there are two aspects that stand out, namely the **distribution of the study load over the academic year** and the **extent to which study credits correspond to the actual study load**. Moreover, when the theme was still part of the National Question Block, it transpired that students at almost all other universities were significantly more positive about these aspects.

Earlier efforts in response to the NSS results failed to yield any improvement in the level of student satisfaction; in fact, there was even a slight decrease, which is why **renewed focus on the study load** is crucial.

	2021	2022
The feasibility of deadlines	3.71	3.68
The ability to take the preferred courses without encountering a delay	3.57	3.48
The distribution of the study load over the course of the academic year	3.37	3.32
The degree to which credits (ECs) correspond to the actual study load	3.28	3.25



STUDY LOAD

Points for action

Point for action I

Distribution of the study load and the degree to which the study credits corresponds to the actual study load primarily play a role at the study programme-level, and pertain to the design, content, weight and distribution of courses. **Faculties have been asked to clarify the results for each study programme and to work with the students to make specific suggestions for improvement.**

Point for action II

The Study Load Theme will be **added to the Education Platform’s agenda** so that each faculty will clarify the results that were obtained through the first Point for Action and how this theme will be followed up within the faculty. The faculty that scored best on this theme (the Nijmegen School of Management (FdM)) will also be asked to share details of its best practices during the meeting, so that a joint discussion can be held on the way in which other faculties will be able to learn from these practices.

Point for action III

The Study Load Theme will be **included as a separate agenda item in the 2023 Annual Educational Review**. The rector will talk to the faculties about the steps that have already been taken within the theme, and also discuss where extra support may be needed and what the subsequent steps will be.

Point for action IV

Four years ago, Radboud University added an extra open question to the NSS. Students who had indicated that they were not satisfied with the degree to which study credits corresponded to the actual study load were first asked whether their perception of the vast majority of courses was too easy, or too difficult or whether they felt that some of the courses were too easy while others were too difficult. The students were subsequently asked to clarify their standpoint in their answer to the open question, and to specify which courses they had felt were too easy or too difficult; they were then asked to put forward suggestions as to how improvements could be made. At the time, this resulted in a great deal of valuable input. **We have requested that this question also be added to the 2023 NSS**, so that it can provide a basis for any specific improvements that are made by the faculties.