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 the last two years. 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**

8,145 Radboud University students took part in the NSS... ... which is equivalent to 33.2% of the total number of students.
Of the 36 questions from the fixed core, distributed across the 6 themes that were presented to students from all universities, Radboud University scores compared to the national average:

Radboud University also scores higher than 3.5 on 84% of all 62 questions and scores higher than 4.0 on 18% of the questions.

10 QUESTIONS LOWER THAN 3.5

<table>
<thead>
<tr>
<th>Question</th>
<th>Theme</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>National average</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am usually well prepared for classes</td>
<td>Challenge and commitment</td>
<td>3.62</td>
<td>3.54</td>
<td>3.46</td>
<td></td>
</tr>
<tr>
<td>How satisfied are you with the ability to take the preferred courses without encountering a delay</td>
<td>Study load</td>
<td>3.57</td>
<td>3.48</td>
<td>3.45</td>
<td></td>
</tr>
<tr>
<td>How satisfied are you with the acquiring skills for professional practice</td>
<td>Connection to professional career</td>
<td>-</td>
<td>3.46</td>
<td>3.43</td>
<td></td>
</tr>
<tr>
<td>Made a connection between the study materials and social issues</td>
<td>Reflection</td>
<td>-</td>
<td>-</td>
<td>3.43</td>
<td></td>
</tr>
<tr>
<td>All compulsory components are relevant to the course programme</td>
<td>Structure and cohesion of the study programme</td>
<td>-</td>
<td>-</td>
<td>3.42</td>
<td></td>
</tr>
<tr>
<td>How satisfied are you with the link to professional practice</td>
<td>Connection to professional career</td>
<td>-</td>
<td>3.33</td>
<td>3.28</td>
<td></td>
</tr>
<tr>
<td>How satisfied are you with the distribution of the study load over the course of the academic year</td>
<td>Study load</td>
<td>3.37</td>
<td>3.32</td>
<td>3.26</td>
<td></td>
</tr>
<tr>
<td>How satisfied are you with the degree to which credits (ECs) correspond to the actual study load</td>
<td>Study load</td>
<td>3.28</td>
<td>3.25</td>
<td>3.18</td>
<td></td>
</tr>
<tr>
<td>Questioned your own views or ideas</td>
<td>Reflection</td>
<td>-</td>
<td>-</td>
<td>3.15</td>
<td></td>
</tr>
<tr>
<td>Incorporated multiple perspectives (political, religious, ethnic, etc.) in discussions or assignments</td>
<td>Reflection</td>
<td>-</td>
<td>-</td>
<td>3.05</td>
<td></td>
</tr>
</tbody>
</table>

The percentage of students who would choose the same study programme again has slightly declined in recent years. On the other hand, the atmosphere in the study programme has been increasingly positively evaluated in the past years.
THEME
Guidance

3.96

score 2021 3.91; score 2022 4.01; national average 2023 3.77

For many years now, Radboud University has distinguished itself when it comes to the Guidance Theme. Both the guidance options (4.03) and the quality of the guidance (3.89) have been rated as very good and have scored well above the national average.

THEME
Engagement and contact

3.93

score 2021 3.94; score 2022 3.94; national average 2023 3.90

Students have experienced a substantial sense of engagement and connection, both from the study programme as a whole and from their lecturers. In particular, students from the Faculty of Philosophy, Theology and Religious Studies (FFTR) are explicitly satisfied with this (4.14).

We have distinguished ourselves as a university where students feel at home (4.02) and feel safe to be themselves (4.31). This corresponds to the importance that Radboud University attaches to the social safety of its students and staff members (see p.6).

THEME
Examination and assessment

3.70

score 2021 3.73; score 2022 3.73; landelijk gemiddelde 2023 3.67

Radboud University students rate examination and assessment quite highly and this score is also slightly higher than the national average. Students are within this theme most satisfied with the extent to which the form of examination matches the content of the programme (3.77).

THEME
Teachers in your course programme

3.88

score 2021 3.92; score 2022 3.93; national average 2023 3.85

Although the evaluation this year is somewhat less positive than in previous years, most students have been quite pleased with their teachers for many years. This applies especially to Master’s students.

Substantive expertise in particular has been rated quite highly (4.35). The degree to which students have been inspired by their lecturers, however, is rated somewhat less positive (3.58), especially at Nijmegen School of Management (FdM; 3.27) and the Faculty of Social Sciences (FSW; 3.45).

THEME
Content and organisation of teaching

3.84

score 2021 3.85; score 2022 3.86; national average 2023 3.82

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 the content and organisation of the study programme.
Although the rating has declined somewhat in recent years, students at Radboud University generally feel challenged to a significant extent. The challenge offered by the study programme receives a rating of 4.01.

The study programme is perceived as most challenging at the Faculty of Science (FNWI) (4.28), the Faculty of Medical Sciences (FMW) (4.25) and the Faculty of Law (FdR) (4.15), and somewhat less at Nijmegen School of Management (FdM) (3.63).

Students of Radboud University indicate to a large extent that the components of the study programme form a coherent whole (3.83). However, they are less satisfied with the relevance of all compulsory components of the curriculum (3.42).

Both aspects are most positively evaluated by students from the Faculty of Law (FdR) and the Faculty of Philosophy, Theology and Religious Studies (FFTR), and somewhat less positively by students from Nijmegen School of Management (FdM) and the Faculty of Medical Sciences (FMW).

In addition to study load and reflection, the link to the professional career is the theme that receives an average score that is lower than 3.5. Compared to the national average, Radboud University still scores slightly better.

When it came to the attention that is paid to professional careers, Master's students are significantly more satisfied than Bachelor's students (3.63 versus 3.24). The least satisfied students are those from the Nijmegen School of Management (FdM) (2.91), the Faculty of Law (FdR) (3.08), the Faculty of Arts (FdA) (3.12) and the Faculty of Philosophy, Theology and Religious Studies (FFTR) (3.27).

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. We do this, among other things, through the further professionalization of the Career Service, strengthening collaborations with companies, and the further development of the Radboud Career Central platform.
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 (4.15) and that all students are treated equally (4.17). The results also show that students increasingly perceive the attention paid to equal treatment (3.87).

Social safety is also a strategic priority, which is why questions on this topic were included in the 2023 National Student Survey (NSS). Radboud University sees social safety as a crucial prerequisite for well-being, close collaboration, research and educational quality, and integrity, academic and otherwise. Students and staff members are able to be themselves and they treat one another respectfully, regardless of origin, belief, gender, sexual orientation, disability, role or position.

Students give social safety at Radboud University an average rating of 8.14. When asked about whether they had experienced different forms of undesirable conduct during their time at university, students said that they had experienced gossiping (32%) and exclusion (18%) the most. Without exception, the most frequent of these cases involved fellow students. The percentages of other forms of undesirable behaviour that were experienced varied between 3% and 9%. Because we added the theme of social safety ourselves, comparative data is not available at the national level.

There are a number of ways in which explicit attention will be paid to diversity, equality and inclusion as well as social safety over the next few years, in the course of which these figures and the vast number of suggestions for improvement that have been made by students in the NSS will be utilised. These include the following:

- Social safety will be explicitly addressed in the implementation plan for the new Educational Vision, which still needs to be formulated.
- The Executive Board is considering drafting a Code of Conduct for Students and will discuss this with the participational bodies.
- A teaching module for Diversity Equity and Inclusion (DEI) is being developed, in which an important focus area is exclusion.
- The longitudinal study Healthy Student Life at Radboud University, which is being conducted by Professors Sabine Geurts and Jacqueline Vink, includes extensive research on such topics as student wellbeing and social safety. Insights from this research will also be taken into account in monitoring and subsequent policy improvement.
VARIABELE PART: THEMES CHOSEN BY RADBOUD UNIVERSITY (2)

THEME

Reflection

In 2023, we included questions on the theme of reflection for the first time. This is a strategically important theme and one in which we as Radboud University clearly distinguish ourselves. This theme is also reflected in our mission and identity: ‘We reflect on our own actions and offer space for reflection’. The theme also closely corresponds to the key principles that are outlined in our strategy ‘A Significant Impact’, which include the development of critical thinking, the demonstration of an openness to accept different views and a willingness to engage with one another on these views. In addition to this, the theme of reflection plays a prominent role in the recently drafted Educational Vision.

The results have shown that, in the students’ experiences, the theme of reflection has still not been given a prominent place in the study programme. More specifically, questioning one’s own views (3.15) and incorporating different perspectives in discussions or assignments (3.05) are still relatively rare. Students from other universities consistently stated that they took more time to reflect. However, there were quite significant differences between the faculties: Students from the Faculty of Philosophy, Theology and Religious Studies (FFTR) gave reflection a high score (3.85), while the average student score, and primarily those scores from the Faculty of Science (FNWI), was a lot lower (3.14). The results provide a good starting point for a discussion about where the differences come from and how we can learn from each other on how to incorporate a focus on reflection.

During this academic year, how many times have you:

<table>
<thead>
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<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>National average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made a connection between ideas in your programme and the knowledge and experiences you had previously acquired</td>
<td>-</td>
<td>-</td>
<td>3.62</td>
<td>3.67</td>
</tr>
<tr>
<td>Combined ideas from different components of your programme in assignments</td>
<td>-</td>
<td>-</td>
<td>3.59</td>
<td>3.65</td>
</tr>
<tr>
<td>Tried to better understand another person’s opinion by putting yourself in their perspective</td>
<td>-</td>
<td>-</td>
<td>3.58</td>
<td>3.64</td>
</tr>
<tr>
<td>Learned something that changed how you previously understood an issue or concept</td>
<td>-</td>
<td>-</td>
<td>3.52</td>
<td>3.53</td>
</tr>
<tr>
<td>Made a connection between the study materials and social issues</td>
<td>-</td>
<td>-</td>
<td>3.43</td>
<td>3.54</td>
</tr>
<tr>
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REFLECTION

Action points

Action point I

The theme of reflection plays a prominent role in the recently drafted Educational Vision. The implementation process for this plan still needs to be developed. In view of the results from the NSS, the necessary focus will specifically be placed on reflection during the drafting of this implementation plan. This will include consideration for the faculties’ individual choices in how they wish to elaborate on the theme.

Action point II

When it comes to the implementation, it is vital that the theme of reflection is also created from a joint perspective. The faculties are consequently invited to learn from one another and draw inspiration. The Educational Vision will be officially addressed during the regular discussions on the planning and control cycle (P&C), and in the process, both reflection and the initiatives for this theme will also be addressed. This theme will also be put on the Education Platform’s agenda and the agendas for the meetings with all of the faculties’ policy officers.
The Study Load theme has been a focal point at Radboud University for several years, including in a national comparative perspective. Within this theme, there are two aspects that stand out, namely the distribution of the study load over the academic year and the degree to which study credits correspond with the actual study load.

Previous efforts in response to the NSS results have not yet yielded the desired improvement in the level of student satisfaction. Furthermore, it appears that students who perceive the study load as being (much) too high are by far the most negative about the study load. The results show that ongoing attention and administrative urgency for the study load theme and the corresponding initiatives are important.

In light of the above-mentioned factors, the study load theme and declining results will be put on the agenda in the Council of Deans and the Education’s Platform. Are the deans aware of these problems? And if so: what is causing them, what can the faculties learn from one another and which subsequent steps can be associated with these problems? How can we work together to give this theme the attention it deserves?

**Action point I**

In collaboration with their own students and by using the suggestions for improvement that large numbers of them gave in the NSS, the study programmes could think about the aspects of their own programme that could be specifically improved.