

The National Survey of Student Engagement (NSSE) is one of the nationally recognized tools that Viterbo University uses to understand and improve the undergraduate experience. The National Survey of Student Engagement (NSSE) collects information from samples of first-year and senior students about the nature and quality of their undergraduate experience. The survey focuses on what students do—the time and energy they devote to studies and other educationally purposeful activities—and on student perceptions about educational practices.

The NSSE makes available comparisons for ten Engagement Indicators and six High-Impact Practices. The Engagement Indicators are summary measures based on sets of NSSE questions that examine key dimensions of student engagement. The ten indicators are organized into four themes: (1) Academic Challenge, (2) Learning with Peers, (3) Experiences with Faculty, and (4) Campus Environment. The six High-Impact Practices (HIP) have positive associations with student learning and retention. High-Impact Practices (HIPs) share several traits: they demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback.











The NSSE questions represent empirically confirmed “good practices” in undergraduate education. The survey does not assess student learning directly but rather it points to areas where the university is performing well and aspects of the undergraduate educational experience.





Nationally, more than 700 universities participate in the annual survey. Viterbo University compares our results with those of the Catholic Colleges and Universities Consortium, institutions in the same Carnegie Classification as Viterbo, and the 710 institutions who deployed the NSSE in 2014. Additional information was collected on Information Literacy and on questions designed by the Catholic Colleges and Universities Consortium.

Viterbo University has participated in the NSSE in 2006, 2007, and 2010. Please contact the Viterbo Office of Assessment and Institutional Research for further information.

| <b>Liberal Arts<br/>Integrated<br/>Values-Based<br/>Education</b> |                | <b>LIVE Core Curriculum Outcomes &amp; Comparison Groups</b> |         |                                    |         |  |         |  |         |                                       |         |  |         |                                       |         |   |         |
|---|----------------|--|---------|------------------------------------|---------|--|---------|--|---------|---------------------------------------|---------|--|---------|---------------------------------------|---------|---|---------|
|   |                | <i>Ethical Reasoning and Moral Development</i><br>(3 items)  |         | <i>Social Justice</i><br>(2 items) |         | <i>Intercultural Knowledge and Action</i><br>(6 items) |         | <i>Integrative Learning</i><br>(9 items) |         | <i>Oral Communication</i><br>(1 item) |         | <i>Written Communication</i><br>(1 item) |         | <i>Critical Thinking</i><br>(5 items) |         | <i>Information Literacy</i><br>(14 items) |         |
|   |                | First-Year   | Seniors | First-Year                         | Seniors | First-Year   | Seniors | First-Year                               | Seniors | First-Year                            | Seniors | First-Year                               | Seniors | First-Year                            | Seniors | First-Year                                | Seniors |
| Percent of Positive responses                                     | Viterbo        | 67%  | 81%     | 48%                                | 67%     | 59%  | 70%     | 60%                                      | 77%     | 57%                                   | 78%     | 72%                                      | 88%     | 61%                                   | 68%     | 74%                                       | 74%     |
|   | Catholic C&U   | 68%  | 76%     | 58%                                | 65%     | 67%  | 72%     | 63%                                      | 73%     | 64%                                   | 77%     | 74%                                      | 81%     | 60%                                   | 67%     | 76%                                       | 78%     |
|   | Carnegie Class | 66%  | 72%     | 56%                                | 60%     | 66%  | 69%     | 63%                                      | 71%     | 62%                                   | 70%     | 70%                                      | 76%     | 59%                                   | 64%     | 73%                                       | 76%     |
|   | NSSE           | 66%  | 71%     | 56%                                | 59%     | 66%  | 69%     | 63%                                      | 70%     | 59%                                   | 70%     | 68%                                      | 75%     | 59%                                   | 64%     | 72%                                       | 75%     |

*NSSE 2014 Catholic Colleges & Universities*

| <b>Seniors:</b><br>Items with statistically significant differences   | Viterbo     | Catholic C&U   |
|---|-------------|--|
| <i>Item wording</i>   | <i>Mean</i> | <i>Mean</i>  |
| The mission of this institution is widely understood by students.   | 4.0         | 3.8*      |
| Ethical and spiritual development of students is an important part of the mission at this institution.            | 4.3         | 4.2*      |
| This institution offers opportunities for developing leadership skills.   | 4.3         | 4.2*      |
| The heritage of the founders/founding religious community of this institution is evident here.                    | 4.4         | 4.2**     |
| The students here are respectful of people of different races and cultures.                                       | 4.3         | 4.2*      |
| People of different sexual orientations are accepted socially here.   | 4.2         | 3.9**   |
| The mission of this institution is reflected in its course offerings.   | 4.3         | 4.1**   |
| As a result of my experience here, I am more aware of social justice (fairness and equality) issues in the world. | 4.3         | 4.0***  |
| The faculty at this institution discuss the ethical implications of what is being studied.                        | 4.3         | 4.1**   |
| As a result of my experience here, I am more aware of my own personal values.                                     | 4.3         | 4.2*    |

-  Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
-  Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
-  Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
-  Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

### A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

**Comparison Group**  
The comparison group featured in this report is

**Catholic C&U**

Contact the Viterbo Office of Assessment and Institutional Research for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2014 administration. We hope this information stimulates discussions about the undergraduate experience. For additional details contact the Viterbo Office of Assessment and Institutional Research.

#### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, contact the Viterbo Office of Assessment and Institutional Research.

**Key:**

- ▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

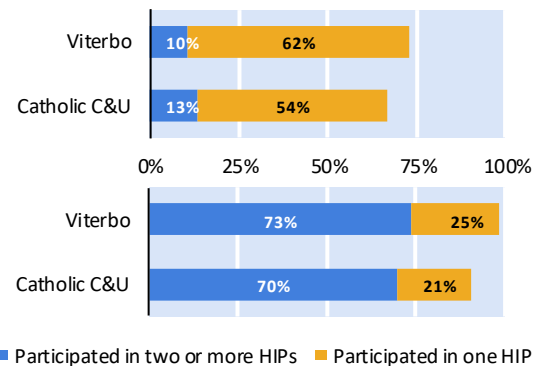
| Theme                    | Engagement Indicator                         | Your students compared with Catholic C&U |        |
|--------------------------|--|--|--------|
|                          |  | First-year                               | Senior |
| Academic Challenge       | <b>Higher-Order Learning</b>                 | --                                       | --     |
|                          | <b>Reflective &amp; Integrative Learning</b> | --                                       | --     |
|                          | <b>Learning Strategies</b>                   | --                                       | --     |
|                          | <b>Quantitative Reasoning</b>                | --                                       | --     |
| Learning with Peers      | <b>Collaborative Learning</b>                | ▲  | △      |
|                          | <b>Discussions with Diverse Others</b>       | ▼  | ▽      |
| Experiences with Faculty | <b>Student-Faculty Interaction</b>           | --                                       | --     |
|                          | <b>Effective Teaching Practices</b>          | ▽  | --     |
| Campus Environment       | <b>Quality of Interactions</b>               | --                                       | --     |
|                          | <b>Supportive Environment</b>                | --                                       | --     |

#### High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, contact the Viterbo Office of Assessment and Institutional Research.

*First-year*  
Learning Community, Service-Learning, and Research w/Faculty

*Senior*  
Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

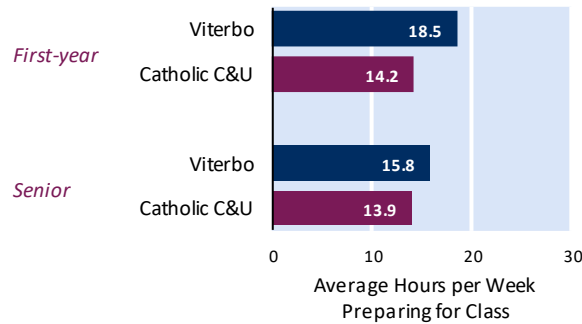


## Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, contact the Viterbo Office of Assessment and Institutional Research.

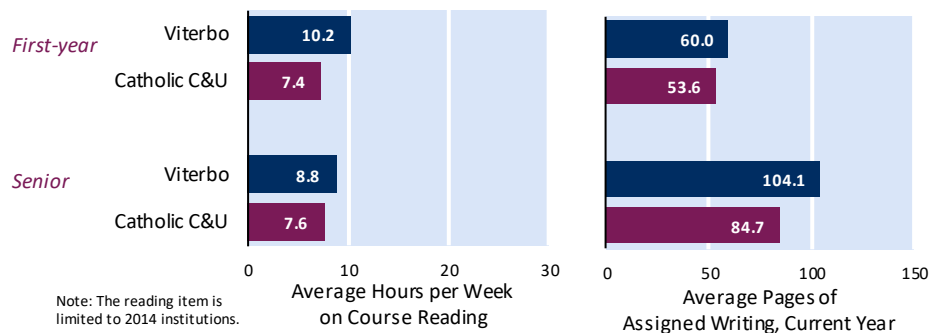
### Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



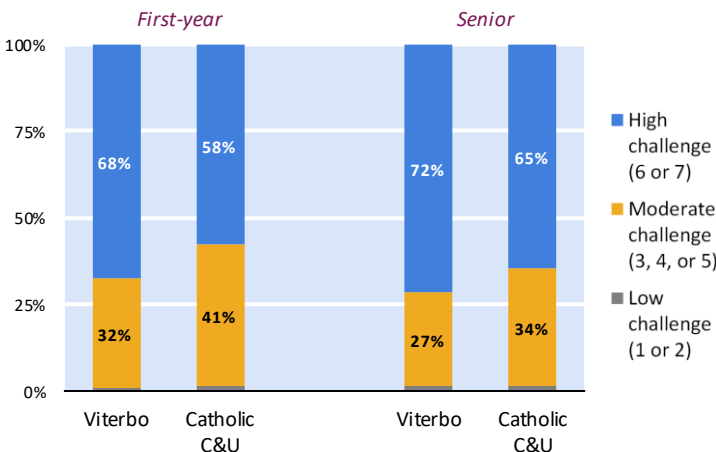
### Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



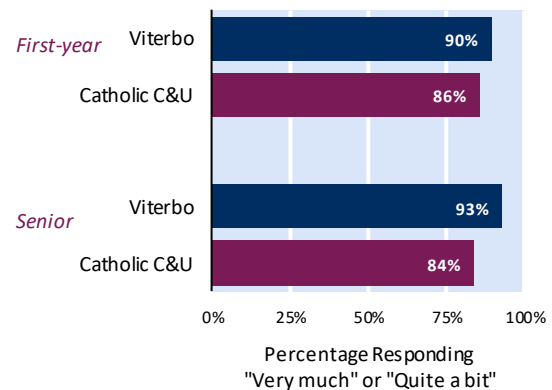
### Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



### Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



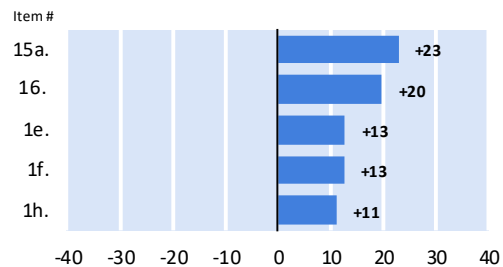
## Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on Engagement Indicators and High-Impact Practices. This section displays the five questions on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission, current program or policy goals. For additional results contact the Viterbo Office of Assessment and Institutional Research.

### First-year

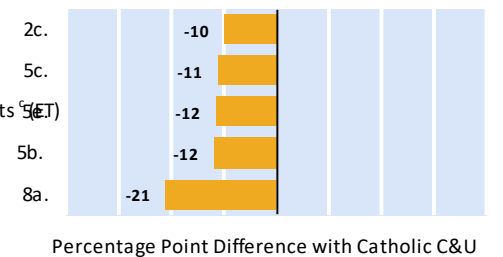
#### Highest Performing Relative to Catholic C&U

- Spent more than 15 hours per week preparing for class
- Spent more than 10 hours per week on assigned reading<sup>f</sup>
- Asked another student to help you understand course material<sup>b</sup> (CL)
- Explained course material to one or more students<sup>b</sup> (CL)
- Worked with other students on course projects or assignments<sup>b</sup> (CL)



#### Lowest Performing Relative to Catholic C&U

- Included diverse perspectives (...) in course discussions or assignments<sup>b</sup> (RI)
- Instructors used examples or illustrations to explain difficult points<sup>c</sup> (ET)
- Instructors provided prompt and detailed feedback on tests or completed assignments<sup>c</sup> (ET)
- Instructors taught course sessions in an organized way<sup>c</sup> (ET)
- Discussions with... People of a race or ethnicity other than your own<sup>b</sup> (DD)

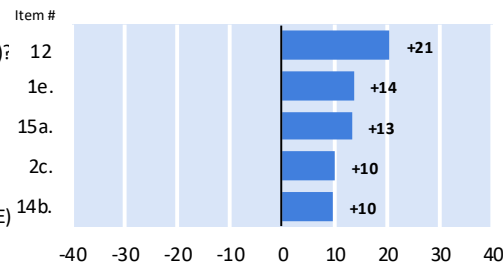


Percentage Point Difference with Catholic C&U

### Senior

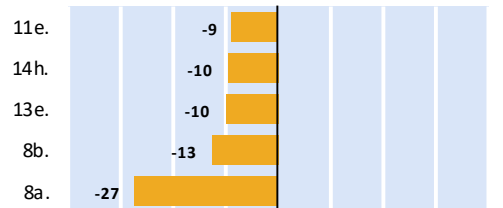
#### Highest Performing Relative to Catholic C&U

- About how many courses have included a community-based project (service-learning)<sup>g</sup>
- Asked another student to help you understand course material<sup>b</sup> (CL)
- Spent more than 15 hours per week preparing for class
- Included diverse perspectives (...) in course discussions or assignments<sup>b</sup> (RI)
- Institution emphasis on providing support to help students succeed academically<sup>c</sup> (SE)



#### Lowest Performing Relative to Catholic C&U

- Worked with a faculty member on a research project (HIP)
- Institution emphasis on attending campus activities and events (...) <sup>c</sup> (SE)
- Quality of interactions with other administrative staff and offices (...) <sup>d</sup> (QI)
- Discussions with... People from an economic background other than your own<sup>b</sup> (DD)
- Discussions with... People of a race or ethnicity other than your own<sup>b</sup> (DD)



Percentage Point Difference with Catholic C&U

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EItems: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

## How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, contact the Viterbo Office of Assessment and Institutional Research.

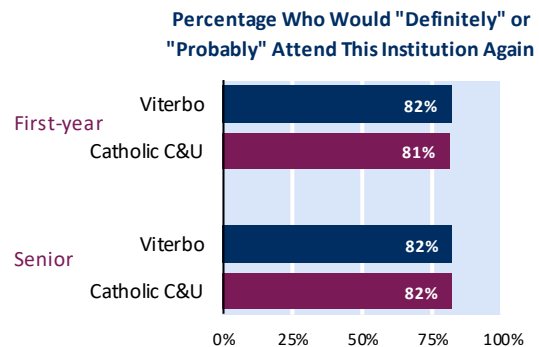
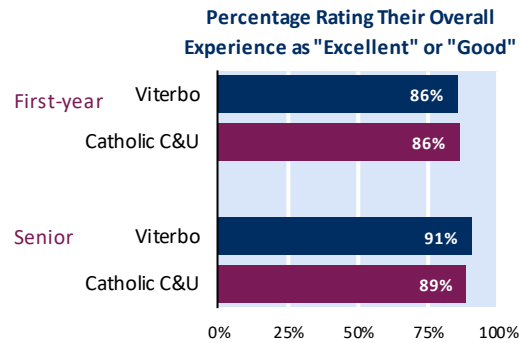
### Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

| Perceived Gains<br>(Sorted highest to lowest)  | Percentage of Seniors Responding<br>"Very much" or "Quite a bit" |
|--|--|
| Thinking critically and analytically   | 92%  |
| Writing clearly and effectively  | 88%  |
| Working effectively with others  | 88%  |
| Developing or clarifying a personal code of values and ethics                              | 83%  |
| Acquiring job- or work-related knowledge and skills  | 80%  |
| Speaking clearly and effectively   | 79%  |
| Solving complex real-world problems  | 73%  |
| Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation.,) | 71%  |
| Being an informed and active citizen   | 67%  |
| Analyzing numerical and statistical  | 60%  |

### Satisfaction with Viterbo

Students rated their overall experience at the institution, and whether or not they would choose



## Administration Details

### Response Summary

|                   | Count | Resp. rate | Female | Full-time |
|-------------------|-------|------------|--------|-----------|
| <i>First-year</i> | 156   | 36%        | 76%    | 99%       |
| <i>Senior</i>     | 193   | 40%        | 78%    | 62%       |

For more information contact the Viterbo Office of Assessment and Institutional Research.

### Additional Questions

question sets:

#### Experiences with Information Literacy

#### Catholic Colleges & Universities

Refer to pages 1-2 for summary information on these question sets.

## What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our Web site: [nsse.iub.edu](http://nsse.iub.edu)