

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 institutions who deployed the NSSE in 2017. Additional information was collected on First Year Experiences and Senior Transitions and on questions designed by the Catholic Colleges and Universities Consortium.

Viterbo University has participated in the NSSE in 2006, 2007, 2010, and 2014. Please contact the Viterbo Office of Assessment and Institutional Research for further information.

Liberal Arts Integrated Values-Based Education		LIVE Core Curriculum Outcomes & Comparison Groups															
		<i>Ethical Reasoning and Moral Development</i> (3 items)		<i>Social Justice</i> (1 item)		<i>Intercultural Knowledge and Action</i> (8 items)		<i>Integrative Learning</i> (7 items)		<i>Oral Communication</i> (1 item)		<i>Written Communication</i> (1 item)		<i>Critical Thinking</i> (9 items)		<i>Information Literacy</i> (2 items)	
		Year	First-Year	Seniors	Year	First-Year	Seniors	Year	First-Year	Seniors	Year	First-Year	Seniors	Year	First-Year	Seniors	Year
Percent of Positive responses	Viterbo	70%	82%	61%	75%	64%	67%	64%	89%	51%	76%	67%	88%	58%	65%	75%	76%
	Catholic C&U	67%	75%	60%	63%	68%	71%	63%	84%	64%	75%	73%	78%	60%	66%	73%	75%
	Carnegie Class	65%	71%	58%	60%	66%	69%	62%	81%	61%	70%	68%	75%	59%	65%	71%	74%
	NSSE	66%	71%	58%	59%	66%	68%	63%	80%	58%	69%	66%	73%	59%	64%	70%	72%

<i>NSSE 2017 Catholic Colleges & Universities</i>		
Seniors: 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.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and collegiate quality. 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*. Below are three views of your results alongside those of your comparison groups.

Mean

Comparisons

Engagement Indicator	Viterbo Mean	Your seniors compared with					
		Catholic C&U		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.6	41.8	.13	40.5 *	.23	40.0 **	.26
Reflective & Integrative Learning	39.9	39.2	.05	38.3	.13	38.0 *	.15
Learning Strategies	39.6	40.0	-	39.4	.01	38.7	.06
Quantitative Reasoning	26.8	29.4 *	-	29.5 *	-	29.9 **	-
			.16		.17		.19

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Learning with Peers: Seniors

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Viterbo Mean	Your seniors compared with					
		Catholic C&U		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.3	33.2 **	-	30.6	.08	32.3 *	.20
Discussions with Diverse Others	36.1	40.9 **	-	40.2 *	-	40.5 *	-
			.30		.25		.27

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Experiences with Faculty: Seniors

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Viterbo Mean	Your seniors compared with					
		Catholic C&U		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.0	27.0 *	-.19	23.5	.03	23.6	.03
Effective Teaching Practices	42.1	41.0	.07	40.3	.13	39.6 *	.18

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Campus Environment: Seniors

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Viterbo Mean	Your seniors compared with					
		Catholic C&U		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.5	43.7	.07	43.0	.12	42.2 *	.19
Supportive Environment	35.5	33.9	.16	31.8 **	.26	32.3 **	.33

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Supportive Environment	Viterbo	Percentage point difference between your seniors and		
		Catholic C&U	Carnegie Class	NSSE 2016 & 2017
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
4b. Providing support to help students succeed academically	78	+2	+7	+7
4c. Using learning support services (tutoring services, writing center, etc.)	88	+19	+22	+23
4d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-5	-1	-0
4e. Providing opportunities to be involved socially	67	-1	+5	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+1	+5	+3
4g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-6	-2	-1
4h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-5	+3	-2
14i. Attending events that address important social, economic, or political issues	51	+4	+10	+8

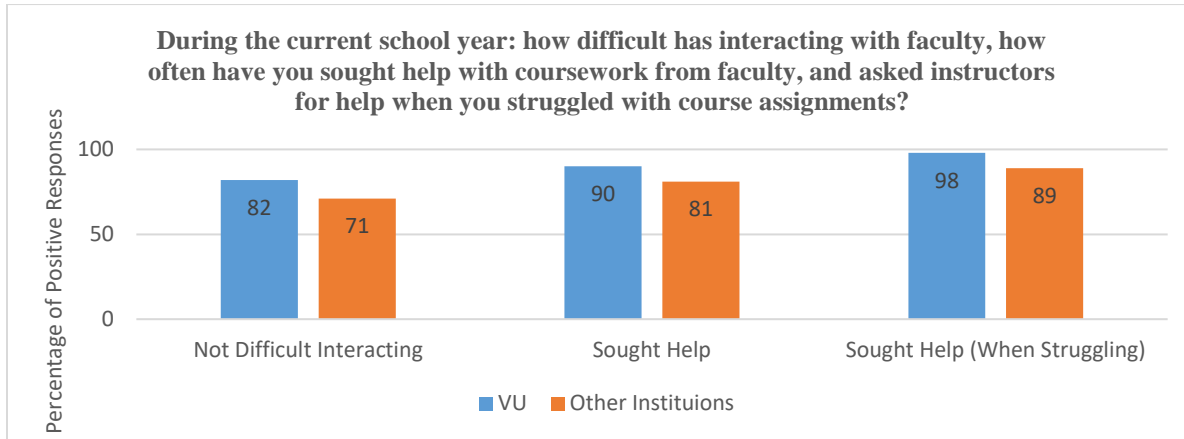
Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not

display a bar. Small, but nonzero differences may be represented as -0 or -0.

First-Year Experience

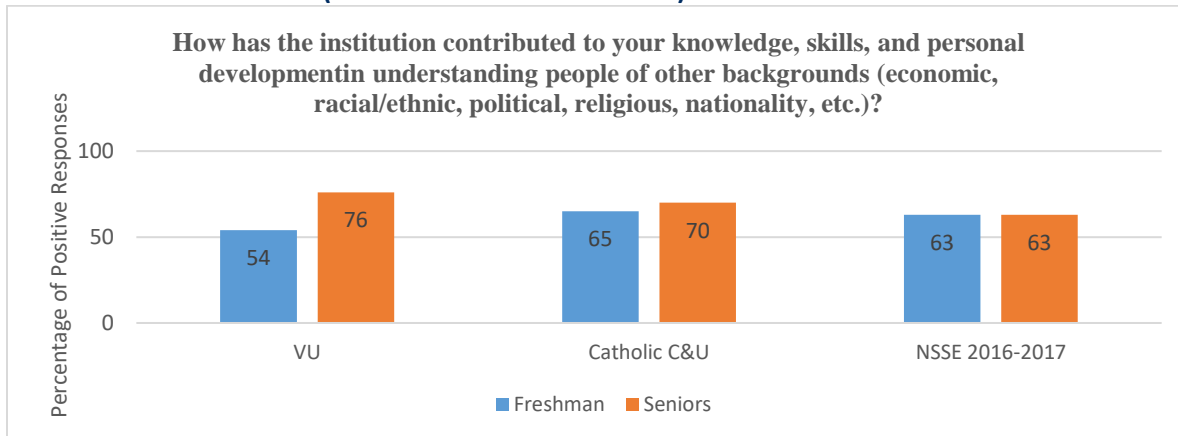
Faculty Student Relationships (Viterbo Freshman)



Consider Leaving Viterbo: 37% of First-Year Respondents considered leaving Viterbo, as compared to 31% from other institutions surveyed. The main reason cited for considering leaving Viterbo is financial concerns (68%).

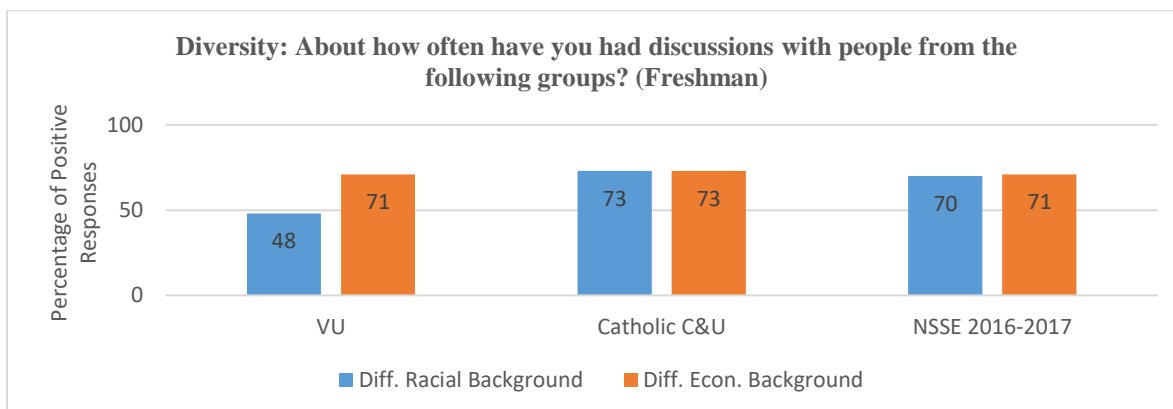
Diversity

First-Year to Senior Gains (Viterbo Traditional Students)



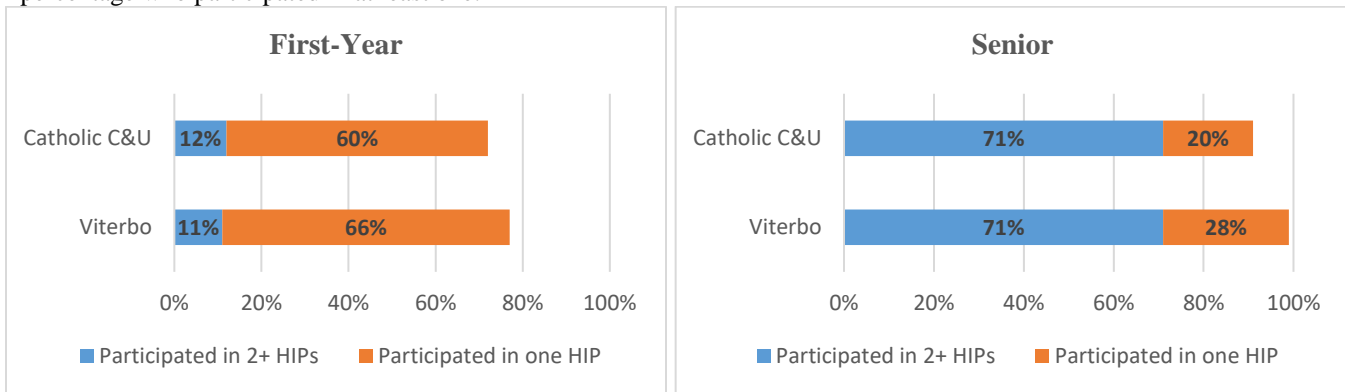
Note: Disaggregation between Adult Learners and Traditional students showed no difference in perceptions of understanding people of different backgrounds.

First-Year: Discussions with Diverse Others (Viterbo Traditional Students)



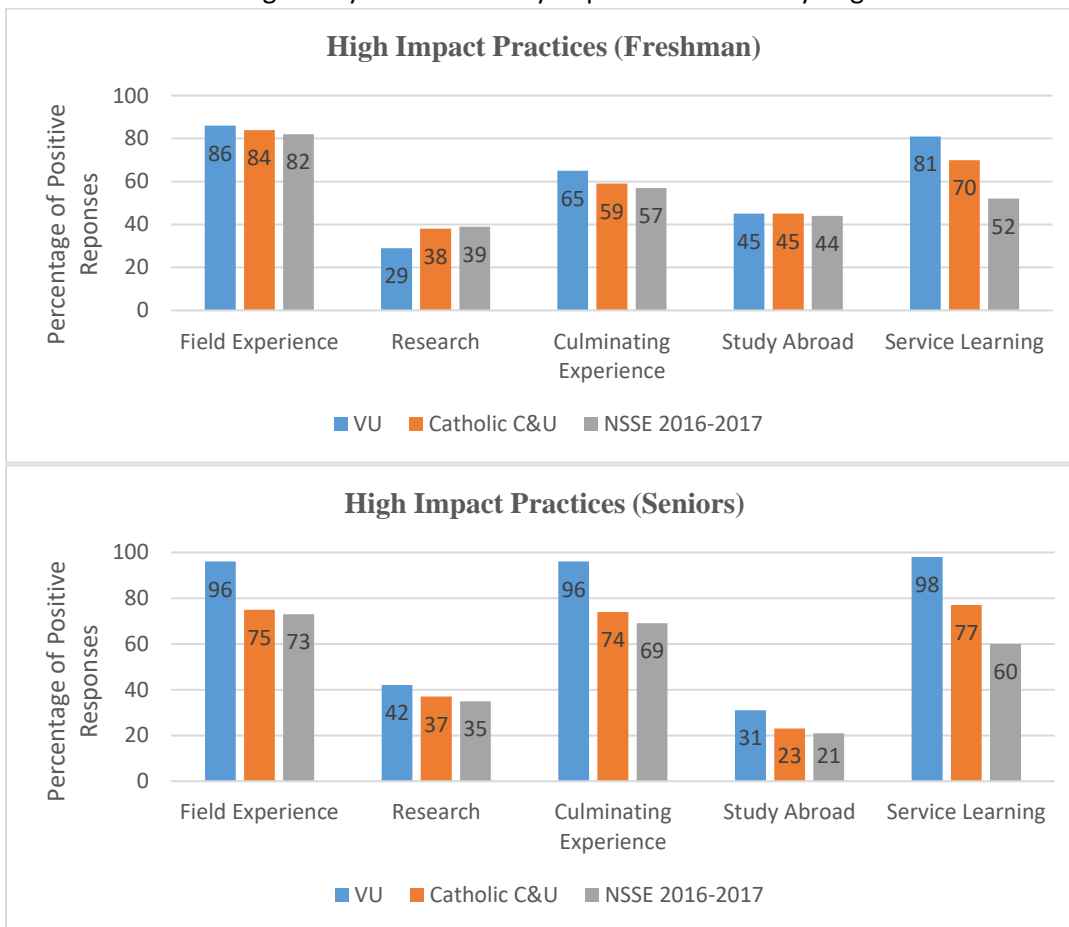
Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



HIP: First Year to Senior (Viterbo Traditional Students)

Which of the following have you done or do you plan to do before you graduate?

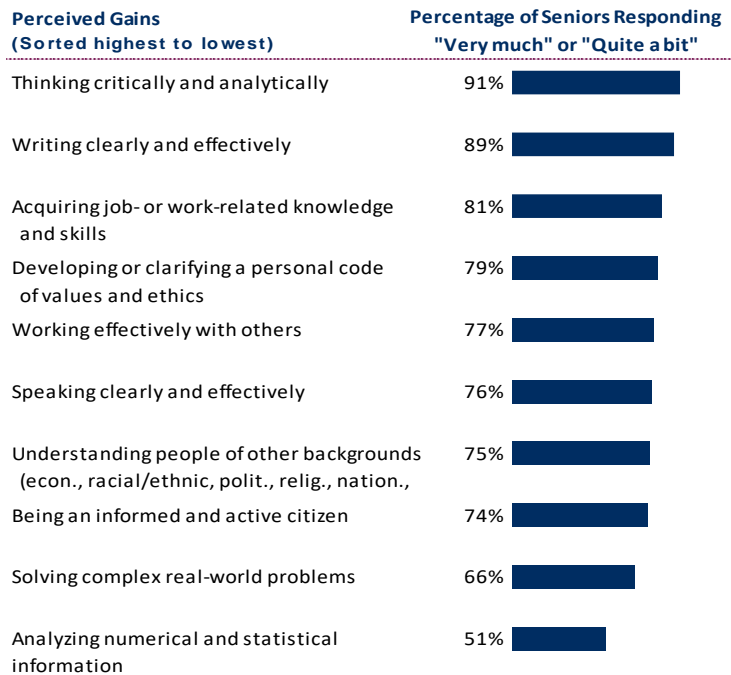


How Students Assess Their Experience

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, see your *Frequencies and Statistical Comparisons* report.

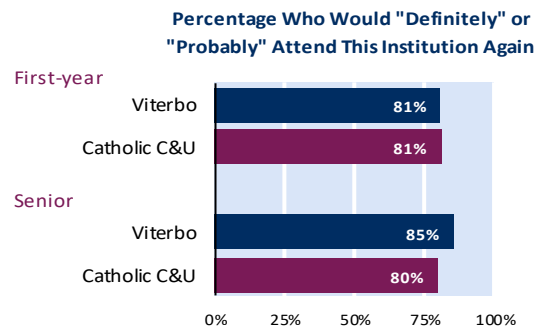
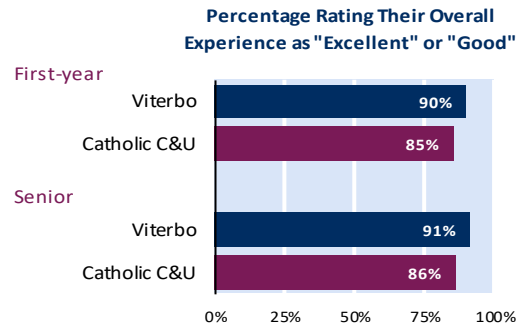
Perceived Gains Among Seniors

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



Satisfaction with Viterbo

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



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	130	35%	78%	97%
Senior	155	32%	81%	68%

Contact Institutional Research for more information.

Question Sets

First-Year Experiences and Senior Transitions
Catholic Colleges & Universities

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 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu