

## **Committee on the Assessment of Marianist Related Learning Outcomes**

### **Interpretative Commentary on the Results of NSSE**

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**Revised: October 5, 2006**

#### ***Introduction***

At the February 2006 meeting of the Board of the Association of Marianist Universities, a committee on the Assessment of Marianist Related Learning Outcomes was commissioned. Within its general mandate of developing methods "...for assessing the outcomes that are related to the Marianist mission of our universities," the Committee was especially requested to investigate ways in which the results of the NSSE could be integrated into its works.

The Committee's work began by "correlating" items of the NSSE with the five characteristics of Marianist Education as presented in the document *Characteristics of Marianist Universities* (1999). In this review we noted:

- The characteristic "Marianist Universities Provide an Excellent Education" is primarily a summative characteristic and is intended to characterize the totality of the experience;
- In some cases a learning outcome could be associated with more than one characteristic (e.g. encountering others different from oneself could be associated with both "Educate for Service, Justice and Peace" or "Educate for Adaptation and Change").

We decided for the purposes of this report to deal with these two matters as follows:

- Not to map individual NSSE items to the Characteristic "Marianist Universities Provide an Excellent Education", but rather consider that this is successfully accomplished if success in the other four Characteristics is achieved along, of course, with other summative measures (e.g. accreditation);
- To only map a NSSE element to one characteristic, where it is judged to be most germane.

In this report, the Committee provides background on NSSE including its strengths and limitations, explains how to read the data, provides consolidated responses of students at the Marianist Universities to the Spring 2004 administration of NSSE, makes observations about the results and develops a few hypotheses based on the data. Two appendices are attached: (1) NSSE 2004 Catholic College Consortia, and (2) NSSE 2004 Catholic Colleges Additional Questions.

### ***The Survey Instrument***

NSSE is an instrument designed to obtain, on an annual basis, information from students in four-year colleges and universities nationwide about student participation in programs and activities provided for their learning and personal development. NSSE was launched in 1999 with support from The Pew Charitable Trusts. It is administered by the Indiana University Center for Postsecondary Research and is self-supported through institutional participation fees. In its first six years, over 970 different colleges and universities participated in NSSE.

The survey items focus on students' levels of engagement in the academic process, reflecting behaviors by students and institutions that are associated with the desired outcomes of higher education. The questions are very intuitive so that NSSE is easy to understand and the results are easy to interpret. The fact that the questions stay the same over time allows for trend analysis.

Although NSSE is a proven, independent instrument that is nationally normed and used by independent researchers, it has its limitations. The data, for example, are self-reported by students and therefore limited by their perspective. In addition, since the instrument was not designed for private universities, let alone Catholic universities, the survey items do not necessarily reflect a Catholic perspective. In fact, its form as a survey of self-reported responses using a qualitative scale limits its ability to probe dispositions, beliefs and motivations that are fundamental objectives of Marianist education.

There is a natural tendency to use the data as a comparison to a national group or even between institutions. It is more important, however that we consider the data independently more than as a comparison. Using the national data as a default peer group or bar for comparison can be misleading. For example, a Marianist university may rate better than the national average on a particular item, but the absolute rating could still be well below where a Marianist University should be on that measure. The university could still be inadequate in terms of what that institution should be doing as a Marianist institution.

Care should also be taken in comparing the three Marianist universities with each other. The universities are three distinct institutions with different histories, missions, student populations and campus cultures. On the one hand, there is a certain value to comparative reporting that leads to greater efforts to set and attain high goals. On the other, the differences in Chaminade, St. Mary's and the University of Dayton contribute in material ways to the educational experience of their students. Differing outcomes in some areas (e.g., diversity-related items), may be the result of these differences rather than differing aspirations and efforts. The universities should not expect nor strive for exact matches in results on NSSE. It would be counterproductive to simply use this data as a comparative or competitive tool between three such diverse institutions.

Finally, statistical significance is, in part, a function of sample size. This is evident when two schools have approximately the same mean but varying degrees of statistical significance when compared to the material mean (Chaminade being the smallest sample size and UD the largest.)

### ***Conducting the Survey***

The universities participating in the survey provide NSSE with the names and e-mail addresses and other demographic data of the first-year and senior students participating in the study. The survey takes approximately fifteen minutes to complete and is voluntary. Students take the survey in the spring semester and submit their responses electronically directly to NSSE. Reports with cross matching and comparisons relative to norms are returned to the institutions in August. The confidentiality of all respondents is maintained.

### ***Report Methodology***

The typical report from NSSE is a Means Comparison Report that compares an institution to various groups such as its selected peers, a particular consortium, other institutions in the same Carnegie classification, and the national NSSE group for the year. For the purposes of this committee report, the results of the three Marianist universities are combined into one report comparing each university with the Catholic consortia (see Appendix 1) and with the national NSSE group for 2004, the only year when all three universities participated in the survey.

Only those survey questions that correlate with the characteristics of Marianist education are presented. Two decisions were made by the committee in this regard. First, individual NSSE items were not mapped to the characteristic “Marianist Universities Provide an Excellent Education.” Rather, a determination was made that if the other four characteristics are achieved successfully along with summative measures such as accreditation, then an assumption can be made that an excellent education is provided. Second, a decision was made by the committee to only map a NSSE element to one characteristic where it is judged to be most germane.

### ***Replication of Survey***

The committee believes there is value in using NSSE as a standard assessment tool that provides for benchmarking with other institutions and also for longitudinal trend analysis. There is also value in comparison amongst the Marianist universities because we have common interests and can learn from each other’s best practices. The three institutions have agreed, therefore, to synchronize participation in NSSE every three years beginning with spring 2007.

**Reading the Data**

A sample question is shown below along with how to read the results.

**Statistical Significance**  
 Empty = not significant  
 \* p < .05  
 \*\* p < .01  
 \*\*\* p < .001

Question # and question from the survey instrument.

CUH = Chaminade; SMU = St. Mary's; UD = Dayton

NSSE Element	Class	University		University compared with:					
		Mean		Catholic C&U			NSSE 2004		
				Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
11n Developing a personal code of values and ethics	FY	CUH	2.68	2.79			2.60		
		SMU	2.91				2.60	***	0.31
		UD	2.76				2.60	***	0.16
	SR	CUH	2.73	2.72			2.72		
		SMU	3.21				2.72	***	0.48
		UD	3.07				2.72	***	0.34

FY = First-year response; SR = Senior response

CUH was only institution that participated in "Catholic Consortium." No entries for SMU or UD.

Effect size = mean difference divided by comparison group standard deviation. Reflects the scale of the variance from the NSSE national average. More \* indicate a higher level of confidence that the individual university is different from the national group. Empty box space indicates no significant difference.

Note: Three asterisks “\*\*\*” indicate a very high level of confidence that the respondents from that institution truly differ from the rest of the population. As the number of asterisks is reduced, it indicates that there is less confidence that there is a real difference, i.e., that the differences may just be a result of sampling differences.

Note: A higher value for the “effect size” indicates that the respondents from that institution have a larger difference from the rest of the population. A zero would indicate no difference.

***Consolidated Responses of Students at the Marianist Universities to the Spring 2004 Administration of the NSSE***

**Educate for Formation in Faith**

To what extent your experience at this institution contributed to your knowledge, skills, and personal development in the following area?

1=very little, 2=some, 3=quite a bit, 4=very much

NSSE Element	Class	University		University compared with:							
		Mean	Mean	Catholic C&U			NSSE 2004				
				Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>		
11n	FY	CUH	2.68	2.79			2.60				
		SMU	2.91				2.60			***	.31
		UD	2.76				2.60			***	.16
	SR	CUH	2.73	2.96			2.72				
		SMU	3.21				2.72			***	.48
		UD	3.07				2.72			***	.34
11p	FY	CUH	2.61	2.53			2.10				
		SMU	2.76				2.10			***	.61
		UD	2.52				2.10			***	.39
	SR	CUH	2.54	2.50			1.99				
		SMU	2.85				1.99			***	.78
		UD	2.57				1.99			***	.53

Educate in Family Spirit

Mark the box that best represents the quality of your relationships with people at your institution.

1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

NSSE element	Quality of Relationships	Class	University		University compared with: Catholic C&U NSSE 2004					
			Mean		Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
8a	Relationships with other students	FY	CUH	5.89	5.72			5.68	***	.31
			SMU	5.77				5.68		
			UD	6.09				5.68		
		SR	CUH	5.99	5.86			5.75	***	.25
			SMU	6.07				5.75		
			UD	6.26				5.75		

1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic

8b	Relationships with faculty members	FY	CUH	5.72	5.69			5.58	**	.23
			SMU	5.85				5.58		
			UD	5.60				5.58		
		SR	CUH	5.97	5.89			5.73	***	.20
			SMU	6.07				5.73		
			UD	5.89				5.73		

Educate in Family Spirit (cont.)

1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

NSSE element	Quality of Relationships	Class	University		University compared with: Catholic C&U NSSE 2004								
			Mean		Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>			
8c	Relationships with administrative personnel and offices	FY	CUH	5.12	5.25			5.13					
			SMU	5.42				5.13			*	.21	
			UD	5.26				5.13			**	.09	
		SR	CUH	4.67	4.97				4.82				
			SMU	5.16					4.82			**	.21
			UD	5.01					4.82			**	.12

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much

11h	Working effectively with others	FY	CUH	2.88	2.94			2.85					
			SMU	3.04				2.85			**	.22	
			UD	2.92				2.85			*	.08	
		SR	CUH	3.04	3.17				3.14				
			SMU	3.40					3.14			***	.31
			UD	3.42					3.14			***	.34

Educate for Service, Justice and Peace

NSSE element	Academic and Intellectual Experiences	Class	University		University compare with:					
			Mean		Catholic C&U			NSSE 2004		
					Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
1k	Participated in a community-based project as part of a regular course	FY	CUH	1.99	1.66	**	.37	1.56	**	.52
			SMU	1.66				1.56		
			UD	1.57				1.56		
		SR	CUH	2.17	1.79	**	.40	1.74	***	.47
			SMU	2.01				1.74	***	.30
			UD	1.98				1.74	***	.27

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much

11o	Contributing to the welfare of your community	FY	CUH	2.49	2.52			2.32		
			SMU	2.77				2.32	***	.46
			UD	2.58				2.32	***	.26
		SR	CUH	2.94	2.65	*	.28	2.42	***	.51
			SMU	3.01				2.42	***	.58
			UD	2.89				2.42	***	.46

Note that element 1k is an “educational input” as well as an outcome.



Educate for Adaptation and Change

In your experience at your institution during the current school year, about how often have you done each of the following?

1=never, 2=sometimes, 3=often, 4=very often

NSSE element	Academic and Intellectual Experiences	Class	University		University compared with Catholic C&U NSSE 2004					
			Mean		Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
1e	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	CUH	2.90	2.81			2.73		
			SMU	2.86				2.73		
			UD	2.71				2.73		
		SR	CUH	2.99	2.86			2.81		
			SMU	2.90				2.81		
			UD	2.67				2.81		

1u	Had serious conversations with students of a different race or ethnicity than your own	FY	CUH	3.07	2.55	***	.53	2.56	***	.50		
			SMU	2.94				2.56			***	.37
			UD	2.47				2.56			**	-.09
		SR	CUH	3.19	2.52	***	.68	2.62	***	.57		
			SMU	2.91				2.62			***	.29
			UD	2.41				2.62			***	-.21

Educate for Adaptation and Change (cont.)

NSSE element	Academic and Intellectual Experiences	Class	University		University compared with Catholic C&U NSSE 2004					
			Mean		Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
1v	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	CUH	2.93	2.68	*	.26	2.74		
			SMU	2.86				2.74		
			UD	2.79				2.74		
		SR	CUH	3.09	2.58	***	.54	2.72	**	.38
			SMU	2.79				2.72		
			UD	2.77				2.72		

NSSE element	Academic and Intellectual Experiences	Class	University		University compared with Catholic C&U NSSE 2004						
			Mean		Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	
10c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	CUH	2.92	2.69			2.60	**	.33	
			SMU	2.93				2.60	***	.33	
			UD	2.60				2.60			
		SR	CUH	2.68	2.49				2.41	*	.27
			SMU	2.69					2.41	***	.29
			UD	2.42					2.41		

Educate for Adaptation and Change (cont.)

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much

NSSE element	Academic and Intellectual Experiences	Class	University		University compared with Catholic C&U NSSE 2004							
			Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>			
11c	Writing clearly and effectively	FY	CUH	3.00	3.00			2.97				
			SMU	3.12				2.97			*	.18
			UD	3.10				2.97			***	
		SR	CUH	2.93	3.17	*	-.29	3.12				
			SMU	3.30				3.12			**	.22
			UD	3.15				3.12				
11d	Speaking clearly and effectively	FY	CUH	2.94	2.84			2.73				
			SMU	2.93				2.73			**	.22
			UD	2.69				2.73				
		SR	CUH	2.94	3.09			3.01				
			SMU	3.29				3.01			***	.32
			UD	3.10				3.01			**	
11e	Thinking critically and analytically	FY	CUH	2.98	3.19	*	-.28	3.17				
			SMU	3.35				3.17			**	.23
			UD	3.26				3.17			***	
		SR	CUH	3.21	3.40	*	-.28	3.37				
			SMU	3.51				3.37			**	.19
			UD	3.51				3.37			***	
11f	Analyzing quantitative problems	FY	CUH	2.86	2.67			2.63				
			SMU	2.86				2.63			**	.26
			UD	2.75				3.63			***	
		SR	CUH	2.74	2.86			2.87				
			SMU	3.18				2.87			***	.34
			UD	3.01				2.87			***	

Educate for Adaptation and Change (cont).

NSSE element	Academic and Intellectual Experiences	Class	University		University compared with Catholic C&U NSSE 2004							
			Mean		Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>		
11g	Using computing and information technology	FY	CUH	2.91	2.78			2.85				
			SMU	3.07				2.85			**	.24
			UD	3.11				2.85			***	.28
		SR	CUH	2.84	3.04				3.12	**	-.33	
			SMU	3.35					3.12	***	.26	
			UD	3.41					3.12	***	.33	

NSSE element	Academic and Intellectual Experiences	Class	University		University compared with Catholic C&U NSSE 2004								
			Mean		Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>			
11m	Solving complex real-world problems	FY	CUH	2.59	2.55			2.50					
			SMU	2.71				2.50			**	.23	
			UD	2.52				2.50					
		SR	CUH	2.59	2.73				2.69				
			SMU	2.95					2.69			***	.27
			UD	3.00					2.69			***	.33

a \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed)

b Effect size = mean difference divided by comparison group standard deviation

### *Comments on NSSE Items Relating to Specific Characteristics of Marianist Education*

#### Educate for Formation in Faith

There are two items in NSSE which seem to apply to this characteristic: To what extent the student's experience at their institution has contributed to their knowledge, skills, and personal development in the areas of 1) developing a personal code of values and ethics, and 2) developing a deepened sense of spirituality. Possible responses are 1 = very little, 2 = some, 3 = quite a bit, and 4 = very much.

In all cases, the three Marianist universities best the national norm and most have a confidence interval of 99.9% (i.e., significance of \*\*\*). The effect size is bigger for the question on spirituality compared to personal values/ethics indicating that the Marianist universities are more different than the national norm in terms of developing spirituality than in developing personal values and ethics. The highest effect size values are those of St. Mary's University on developing spirituality with .61 for first-year students and .78 for seniors.

The Marianist universities have a higher effect size when comparing our seniors with the national group of seniors than with our first-year students compared to the national first-year students. This indicates that perhaps the Marianist universities should put more emphasis on these two items during the student recruitment process and the first-year at Marianist universities.

Among the three institutions, St. Mary's leads in the ratings of the two NSSE items for both first-year students and seniors. When compared to the Catholic consortia, some of us fall below the results of the Catholic consortia. Even though the statistical significance of these results is not available, the universities in this situation may want to look into these results and determine if there is a problem.

#### Educate in Family Spirit

There are four items in NSSE which seem to apply to this characteristic. The first three pertain to the quality of the student's relationships with 1) other students, 2) faculty members, and 3) administrative personnel and offices. The fourth asks the extent to which the student's experience at their institution contributed to their knowledge, skills, and personal development in working effectively with others. In all cases, a higher score is better.

When first-year students and seniors at all three Marianist universities described the quality of their relationships with other students, the results were higher than both the Catholic consortia and the national group. The same is true for their relationships with faculty members when compared with the national group. UD, however, trailed the Catholic consortia in the quality of student relationships with faculty members. In fact, UD did not score as well in student-faculty relationships when compared to Chaminade and St. Mary's. When looking at the relationships with administrative personnel, Chaminade trailed the Catholic consortia, the national group, and the other Marianist universities for both first-year students and seniors.

By the time students graduate from UD and St. Mary's, they believe their institutions have contributed to their developing the skill of working effectively with others at a significantly higher rate than the national NSSE group and at a higher rate than the Catholic consortia. Chaminade University lags both the Catholic consortia and the national group for 2004.

### Educate for Service, Justice, and Peace

There are two items in NSSE which seem to apply to this characteristic. The first is a check off item: participated in a community-based project as part of a regular course. The second asks to what extent the student's experience at their institution contributed to their knowledge, skills, and personal development in contributing to the welfare of their community. Possible responses are 1 = very little, 2 = some, 3 = quite a bit, and 4 = very much. The latter item is more of a competency question: will you be able to contribute to the welfare of your community?

The three Marianist universities rated better than the national group on participation in a community-based project for both first-year students and seniors. They also rated the same or better than the Catholic consortia for both classes of students. Chaminade rated better than St. Mary's and UD for both classes. In particular, Chaminade's score for first-year students is impressive. The Committee suggests that Chaminade and St. Mary's share with UD their best practices for first-year students.

In all cases, the three Marianist universities best the national norm and most have a confidence interval of 99.9% (i.e., significance of \*\*\*) for the item pertaining to skill development in contributing to the community. The effect size is extremely high for the senior year at the Marianist universities.

### Educate for Adaptation and Change

Ten items on the NSSE instrument seem to apply to this characteristic. Four are related to diversity, four pertain to academic core competencies and skills, and one each applies to technology and practical wisdom.

The diversity items ask how often students have done each of the following: 1) included diverse perspectives in class discussions or writing assignments, 2) had serious conversation with students of a different race or ethnicity than their own, and 3) had serious conversations with students who are very different in terms of their religious beliefs, political opinions, or personal values. The fourth item is to what extent the institution encourages contact among students from different economic, social, and racial or ethnic backgrounds.

On the four items, Chaminade and St. Mary's score higher than both the Catholic consortia and the national group for both first-year students and seniors. Their scores for having serious conversations with someone from a different race or ethnicity and for the university encouraging such contact have a confidence interval of 99.9% (i.e., significance of \*\*\*) for both first-year students and seniors. UD, on the other hand, falls below the scores of the Catholic consortia and the national group for both classes on the serious conversation question. In terms of the institution encouraging contact among diverse students, UD scores about the same as the national norm.

Four items ask the students to rank how their experience at their institution has contributed to skill development in writing, speaking, thinking critically and analytically, and analyzing quantitative problems. Most noticeable in the results are that St. Mary's ranked higher than both the Catholic consortia and the national group for both classes in all four items. UD was significantly better than the national norm for all four skill areas in both classes with the exception of writing (UD seniors ranked about the same as the national norm) and speaking (UD first-year students scored lower than the national norm, perhaps because speech is not part of the first-year curriculum).

In general, all three universities scored better than the Catholic consortia and the national norm in terms of using computing and information technology. The only exception was the Chaminade seniors with a lower rate than the Catholic consortia and a statistically significant lower rating than the national norm.

Finally, the ratings are mixed on the "practical wisdom" item. Students in both classes at St. Mary's rank the institution significantly better than the national norm. UD seniors also rank the institution significantly better than the national norm while the first-year students are about the same as the national group. Chaminade's scores are better than the Catholic consortia and the national norm for first-year students but lower for seniors.

### ***Hypotheses Suggested by the Data***

As the Committee did its work with NSSE, it made observations about the data. Since these observations will need to be addressed sooner or later, the Committee decided to include a section on hypotheses suggested by the data. The more obvious ones are described below.

#### Educate for Formation in Faith

The Committee notes that St. Mary's is particularly outstanding in the Formation in Faith items. It is possible that the programming they have in place and/or the campus culture have contributed to these results. One indicator of this culture is the ringing of the chapel bells at 3 p.m. and pausing for a prayerful moment. The demographics of St. Mary's student body may also have influenced these results.

#### Educate in Family Spirit

The heavily residential quality of UD and the type of residences (with front porches) likely contribute to UD's statistically significant higher ratings in "relationships with other students."

The results of the relationships with faculty and staff members items are in inverse order in the degree to which the university's self-understanding is teaching focused and to the size of the institution.

Opportunities for working together present more of a challenge for Chaminade where the campus is the least residential of the three institutions.

### Educate for Service, Justice, and Peace

As mentioned previously, the data suggests that Chaminade and St. Mary's are engaging students in community-based projects more effectively than UD, particularly with first-year students. The Committee suggests that Chaminade and St. Mary's share with UD their best practices. Perhaps, UD will consider curricular changes or encourage more faculty to include a service-learning component in their syllabi.

### Educate for Adaptation and Change

The demographics of the student body at UD do not offer many opportunities for diverse interaction. On the other hand, Chaminade has those opportunities and is capitalizing on them.

Although UD does not score well on item 1e, diverse perspectives are presented in class discussions, low scores could be corrected without a significant minority population of students or faculty. Perhaps this is a matter of faculty development.

Chaminade may want to explore why their first-year students and seniors rated the university at a statistically significant lower rate than the Catholic consortia for the educational outcomes, particularly the "thinking critically and analytically" item. Perhaps, this is a communication issue in that students are not aware that courses are addressing particular educational outcomes or the results could occur as the result of differences in pedagogy.

Although UD scores high on the technology item, this may be indicative of the substantial investment in and communication about their technological infrastructure.

### ***Conclusion***

Several items from NSSE offer insight and a broad assessment tool for Marianist Related Learning Outcomes. While care must be taken in the interpretation of self-reported indirect measures, much value can be derived. To learn how our students are spending their time and how they perceive their experiences is a valuable tool. Using NSSE as a standard assessment tool provides for benchmarking with other institutions and for longitudinal trend analysis in addition to comparison amongst the Marianist universities. For these reasons, the three institutions will each participate in NSSE every three years beginning with spring 2007.



## **APPENDIX 1**

### **NSSE 2004 Catholic Colleges Consortia**

Cardinal Stritch University  
Chaminade University of Honolulu  
College of Saint Benedict  
College of Saint Elizabeth  
The College of St. Scholastica  
Edgewood College  
Franciscan University of Steubenville  
Madonna University  
Marywood University  
Mount Mary College (WI)  
Saint Vincent College  
Saint Xavier University  
Siena College  
St. John's University  
University of St Francis

**APPENDIX 2****NSSE 2004 Catholic Colleges Additional Questions****Additional Questions**

Your school has requested that you answer some additional questions regarding your undergraduate experience.

**A1. Current religious preference: (Mark one)**

- |  |                                      |   |
|--|--------------------------------------|---|
| <input type="radio"/> Baptist          | <input type="radio"/> LDS (Mormon)   | <input type="radio"/> Seventh Day Adventist   |
| <input type="radio"/> Buddhist         | <input type="radio"/> Lutheran       | <input type="radio"/> Unitarian/Universalist  |
| <input type="radio"/> Eastern Orthodox | <input type="radio"/> Methodist      | <input type="radio"/> United Church of Christ |
| <input type="radio"/> Episcopalian     | <input type="radio"/> Presbyterian   | <input type="radio"/> Other Christian         |
| <input type="radio"/> Hindu            | <input type="radio"/> Quaker         | <input type="radio"/> Other religion          |
| <input type="radio"/> Islamic          | <input type="radio"/> Roman Catholic | <input type="radio"/> None                    |
| <input type="radio"/> Jewish           |                                      |   |

**A2. Every institution has a mission statement. We would like to know how familiar you are with your school's mission. Please indicate your agreement with each of the following statements:**

	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
	▼	▼	▼	▼	▼
a. The mission of this institution is widely understood by students.	☺	☺	☺	☺	☺
b. Ethical and spiritual development of students is an important part of the mission at this institution.	☺	☺	☺	☺	☺
c. This institution offers opportunities for volunteering and community service.	☺	☺	☺	☺	☺
d. Social and personal development of students is an important part of the mission at this institution.	☺	☺	☺	☺	☺
e. This institution offers opportunities for developing leadership skills.	☺	☺	☺	☺	☺
f. The heritage of the founding religious community of this institution is evident here.	☺	☺	☺	☺	☺
g. The faculty, staff, and students here are respectful of people of different religions.	☺	☺	☺	☺	☺
h. The faculty, staff, and students here are respectful of people of different races and cultures.	☺	☺	☺	☺	☺
i. People of different sexual orientations are accepted socially here.	☺	☺	☺	☺	☺

<b>j.</b> Students feel free to express their individual spirituality here.	☺	☺	☺	☺	☺
<b>k.</b> The environment here encourages students to develop an appreciation of diversity.	☺	☺	☺	☺	☺
<b>l.</b> At this institution, there are opportunities for students to strengthen their religious commitment.	☺	☺	☺	☺	☺
<b>m.</b> The professors at this institution discuss the ethical implications of what is being studied.	☺	☺	☺	☺	☺

**A3.** Within the past week, have you spent time in private prayer or meditation?

- ☺ Yes
- ☺ No

**A4.** Within the past week, have you participated in a religious service?

- ☺ Yes
- ☺ No

**A5. How important is it to you that you accomplish the following objectives?**

	Essential ▼	Very important ▼	Somewhat important ▼	Not at all important ▼
<b>a.</b> Raising a family.	☺	☺	☺	☺
<b>b.</b> Becoming an authority in your field.	☺	☺	☺	☺
<b>c.</b> Volunteering in community service.	☺	☺	☺	☺
<b>d.</b> Influencing social values.	☺	☺	☺	☺