National Survey
of Student Engagement

Stetson Univers

Benchmark Comparisons

August 2008

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National Survey of Student Engagement

Interpreting the Benchmark Comparisons Repo

To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five Ben of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enr Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of y institution with your selected peers or consortium. In addition, page 9 provides two other comparisons between your school and (a) ab average institutions with benchmarks in the top 50% of all NSSE institutions and (b) high-performing institutions with benchmarks in 10% of all NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. More detailed information about how benchmarks created can be found on the NSSE Web site at **www.nsse.iub.edu/2008_Institutional_Report/.**

Class and Sample
Means are reported for first-year students and seniors. Institution-reported class ranks are used. All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Statistical Significance
Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ($p<.05$, $p< .01$, and $p<.001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes to judge the practical meaning of the results.

Effect Size[a]
Effect size indicates t significance of the me difference. It is calcul dividing the mean dif the pooled standard d practice, an effect siz often considered smal moderate, and .8 large positive sign indicates institution's mean wa thus showing an affir result for the institutio negative sign indicate institution lags behind comparison group, su that the student behav institutional practice i by the item may warr attention.

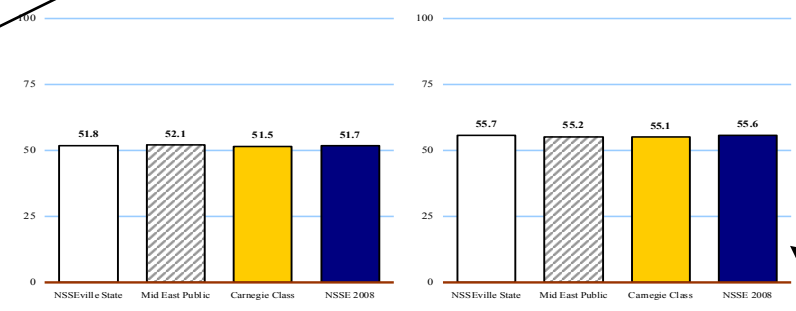
Level of Academic Challenge (LAC)

Benchmark Comparisons

NSSEville State compared with:

Class	NSSEville State Mean [a]	Mid East Public Mean [a]	Mid East Public Sig [b]	Mid East Public Effect Size [c]	Carnegie Class Mean [a]	Carnegie Class Sig [b]	Carnegie Class Effect Size [c]	NSSE 2008 Mean [a]	NSSE 2008 Sig [b]	NSSE 2008 Effect Size [c]
First-Year	51.8	52.1		-.02	51.5		.02	51.7		.00
Senior	55.7	55.2		.04	55.1		.05	55.6		.01

Mean
The mean is the *weighted* arithmetic average of student level benchmark scores.



Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

Benchmark Description & Survey Items
A description of the benchmark and the individual items used in its creation are summarized.

Bar Charts
A visual display of fi senior mean benchma for your institution a selected peer or cons groups.

[a] See the *NSSE Effect Size Interpretation Guide* at www.nsse.iub.edu/html/effect_size_guide.cfm for additional information.

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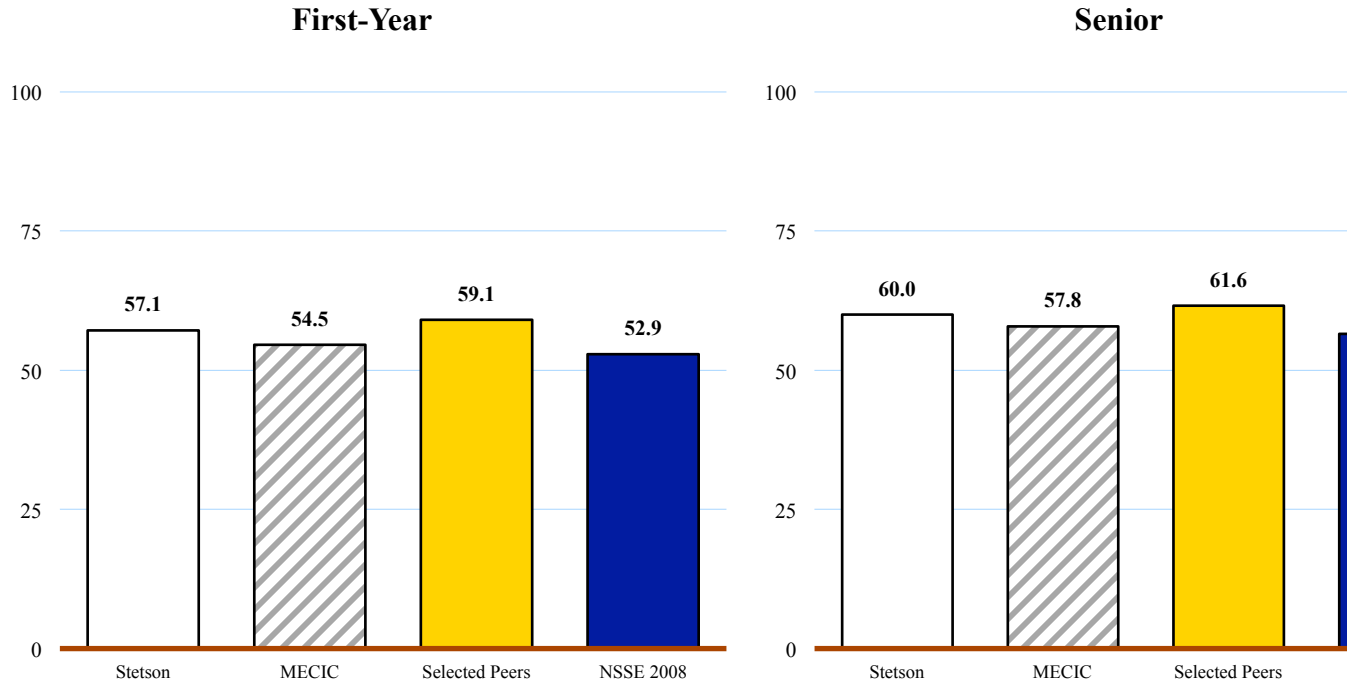
[a] See the *NSSE Effect Size Interpretation Guide* at www.nsse.iub.edu/html/effect_size_guide.cfm for additional information.

Level of Academic Challenge (LAC)

Benchmark Comparisons

	Stetson	*Stetson compared with:* MECIC			Selected Peers			NSSE
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]
First-Year	57.1	54.5	**	.19	59.1	*	-.16	52.9
Senior	60.0	57.8	*	.15	61.6		-.12	56.5



Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high leve achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.

[b] * p<.05 ** p<.01 *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

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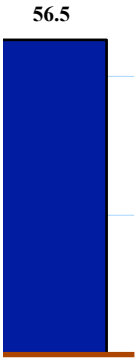
2008

Sig [b]	*Effect Size* [c]
***	.32
***	.24



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r, enrollment status, and institutional size.

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

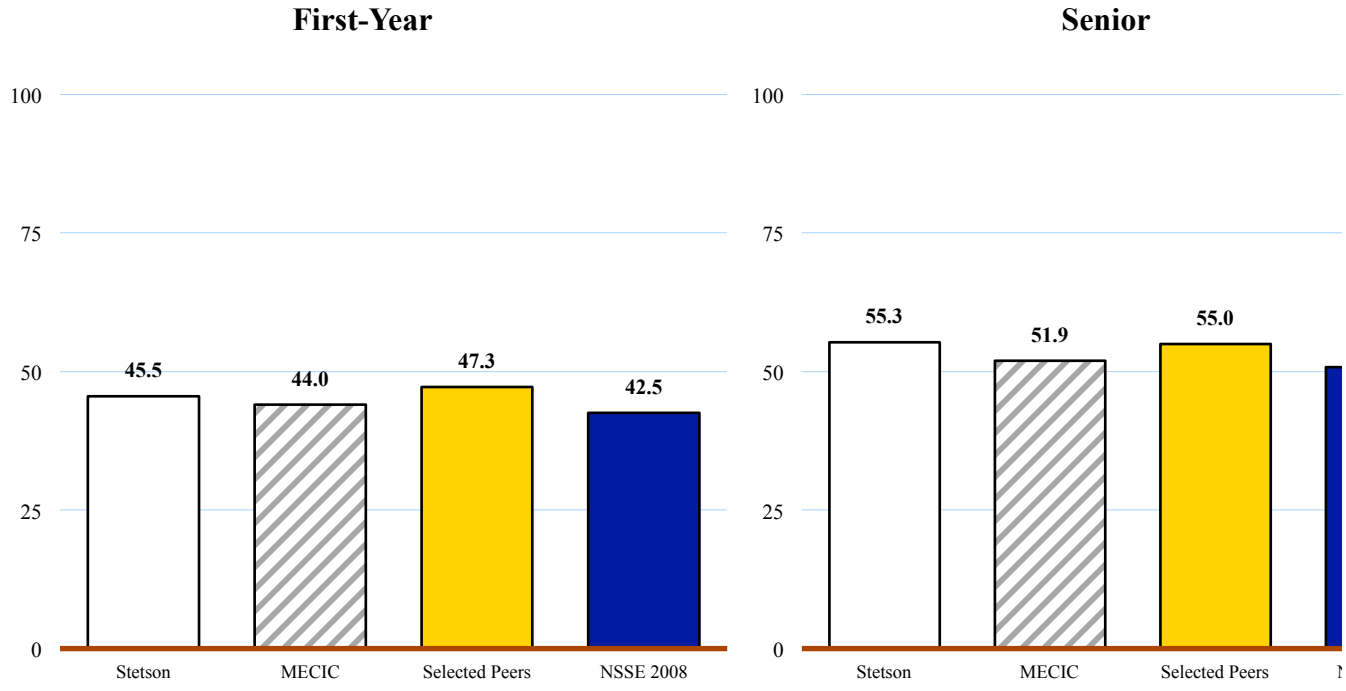
[c] Mean difference divided by the pooled standard deviation.

Active and Collaborative Learning (ACL)

Benchmark Comparisons

Stetson compared with:

	Stetson	MECIC			Selected Peers			NSSE
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]
First-Year	45.5	44.0		.09	47.3		-.11	42.5
Senior	55.3	51.9	**	.20	55.0		.02	50.8



Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter dai after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

[b] * p<.05 ** p<.01 *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

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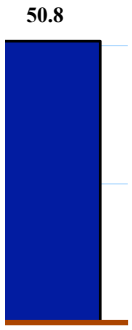
2008

Sig [b]	*Effect Size* [c]
**	.18
***	.26



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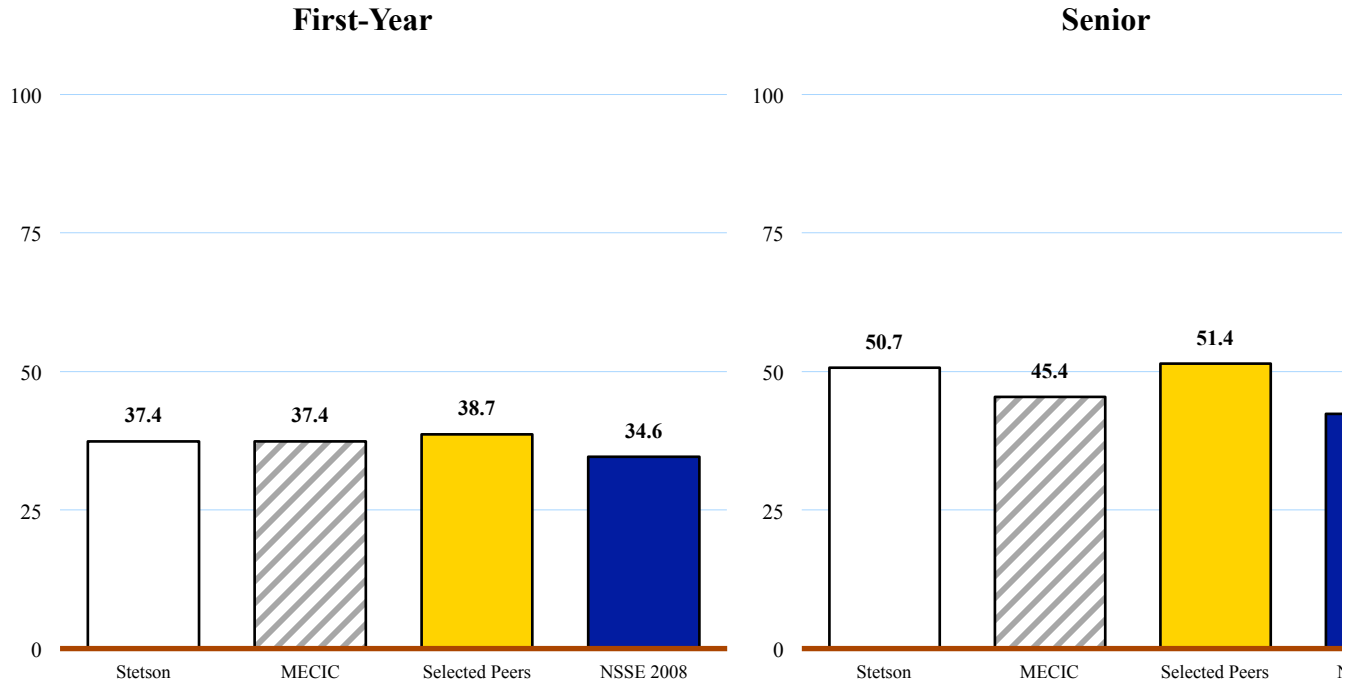
r, enrollment status, and institutional size.
p<.05 p<.01 ***p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

Student-Faculty Interaction (SFI)

Benchmark Comparisons

Stetson compared with:

	Stetson	MECIC			Selected Peers			NSSE
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]
First-Year	37.4	37.4		.00	38.7		-.07	34.6
Senior	50.7	45.4	***	.25	51.4		-.03	42.3



Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the cl result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

[b] p<.05 ** p<.01 *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

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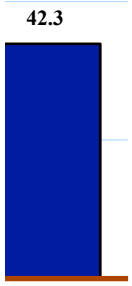
Sig [b]	*Effect Size* [c]
*	.15
***	.40



NSSE 2008

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

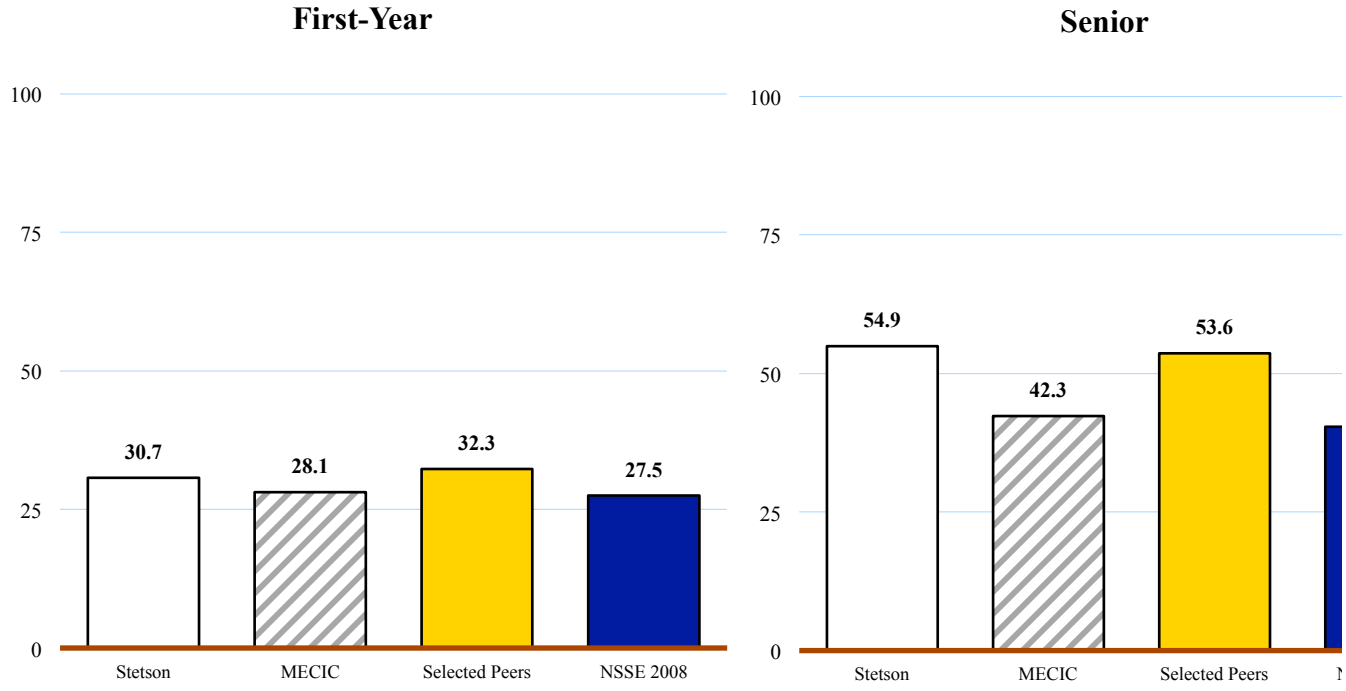
[c] Mean difference divided by the pooled standard deviation.

Enriching Educational Experiences (EEE)

Benchmark Comparisons

Stetson compared with:

	Stetson	MECIC			Selected Peers			NSSE
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]
First-Year	30.7	28.1	**	.20	32.3		-.13	27.5
Senior	54.9	42.3	***	.68	53.6		.07	40.4



Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide op integrate and apply knowledge.

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

[b] * p<.05 ** p<.01 *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

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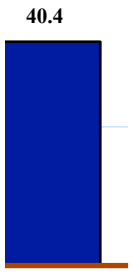
2008

Sig [b]	*Effect Size* [c]
***	.23
***	.80



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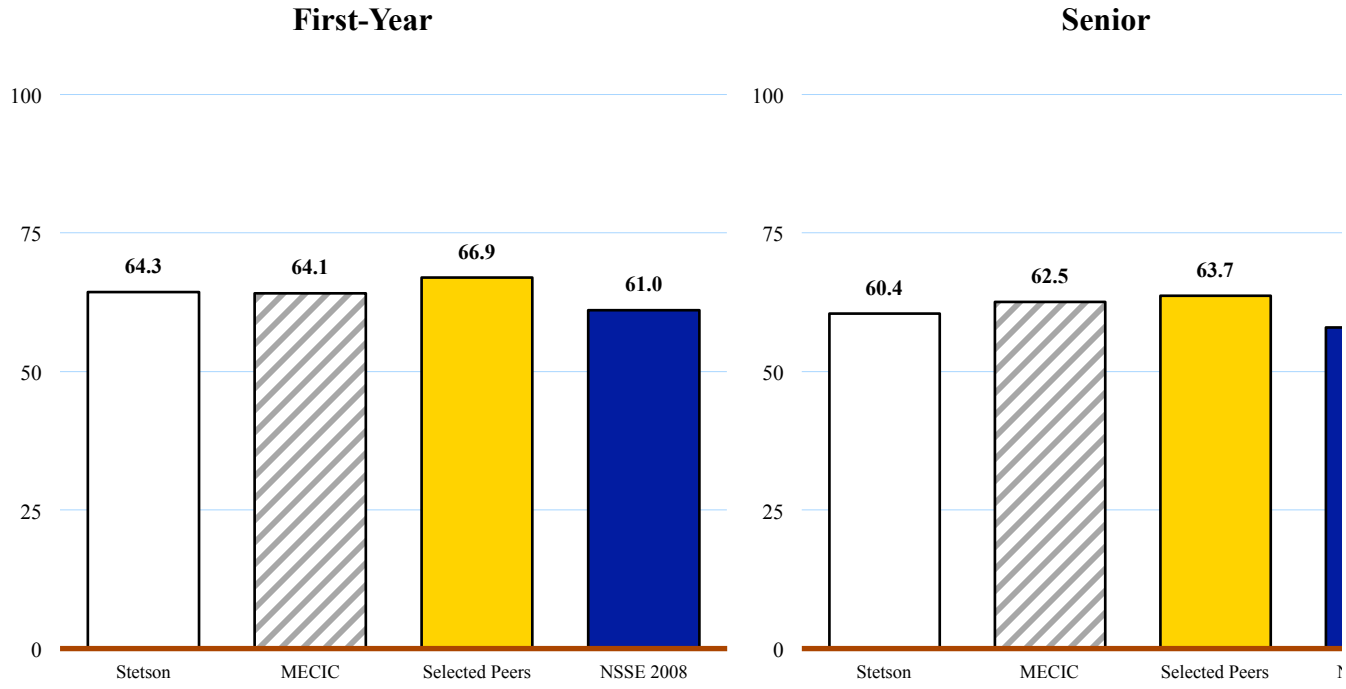
r, enrollment status, and institutional size.
p<.05 p<.01 ***p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

Supportive Campus Environment (SCE)

Benchmark Comparisons

Stetson compared with:

	Stetson	MECIC			Selected Peers			NSSE
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]
First-Year	64.3	64.1		.01	66.9	*	-.15	61.0
Senior	60.4	62.5		-.11	63.7	**	-.18	58.0



Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relat different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

[b] * p<.05 ** p<.01 *** p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

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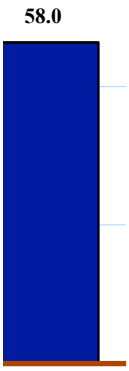
2008

Sig [b]	*Effect Size* [c]
**	.17
*	.13



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p<.05 p<.01 ***p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

Interpreting the Top 10% and Top 50% Comparisons

This section of the NSSE Benchmark Comparisons report allows you to estimate the performance of your average student in relation to the average student attending two different institutional peer groups identified by NSSE for their high levels of stud engagement: (a) those with benchmark scores placing them in the top 50% of all NSSE schools in 2008 and (b) those with benchmark scores in the top 10% for 2008.[a] These comparisons allow an institution to determine if their engagement of their students differs in significant, meaningful ways from these high performing peer groups.

Example

		NSSEville State	NSSE 2008 Top 50%			NSSE 2008 Top 10%		
		Mean	*Mean*	*Sig*	*Effect size*	*Mean*	*Sig*	*Effect size*
First-Year	LAC	57.1	55.8	*	.10	60.5	***	-0.28
	ACL	50.3	45.8	***	.28	50.7		-0.02
	SFI	37.3	37.2		.01	42.0	***	-0.24
	EEE	21.8	30.0	***	-.63	34.4	***	-0.98
	SCE	60.9	64.7	***	-.21	69.7	***	-0.49

NSSEville State CAN conclude...

- The average score for NSSEville State first-year students is slightly above (i.e., small positive effect size) that of the average student attending NSSE 2008 schools that scored in the top 50% on Level of Academic Challenge (LAC).
- The average NSSEville State first-year student is as engaged (i.e., not significantly different) as the average student attending NSSE 2008 schools that scored in the top 10% on Active and Collaborative Learning (ACL).
- It is *likely* that NSSEville State is in the top 50% of all NSSE 2008 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).[a,b]

NSSEville State CANNOT conclude[a]...

- NSSEville State is in the top half of all schools on the Student-Faculty Interaction (SFI) benchmark for first-year students.[b]
- NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.[b]

For additional information on how to understand and use the Top 50% and Top 10% section of the benchmark report, see www.nsse.iub.edu/2008_Institutional_Report/.

[a] Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are adjusted substantially toward the grand mean of all students, while those with smaller standard errors receive smaller corrections. Thus, schools with less stable data, though they may have high scores, may not be identified among the top scorers.

[b] NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release individual school results and because our policy against the ranking of institutions.

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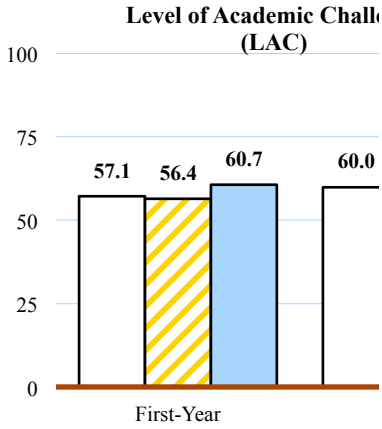
Stetson compared with

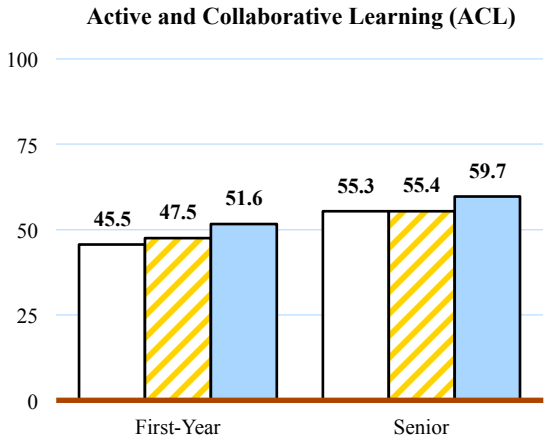
		Stetson	NSSE 2008 Top 50%			NSSE 2008 Top 10%		
		Mean [a]	*Mean* [a]	*Sig* [b]	*Effect size* [c]	*Mean* [a]	*Sig* [b]	*Effect size* [c]
First-Year	LAC	57.1	56.4		.06	60.7	***	-.28
	ACL	45.5	47.5	*	-.12	51.6	***	-.34
	SFI	37.4	39.7		-.12	43.6	***	-.29
	EEE	30.7	30.3		.03	33.0	*	-.16
	SCE	64.3	65.8		-.08	68.5	***	-.22
Senior	LAC	60.0	59.9		.01	63.3	***	-.25
	ACL	55.3	55.4		-.01	59.7	***	-.25
	SFI	50.7	49.3		.06	55.3	**	-.21
	EEE	54.9	47.3	***	.43	54.3		.03
	SCE	60.4	63.5	*	-.16	66.7	***	-.34

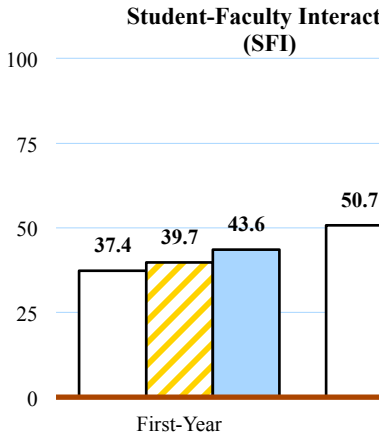
Legend

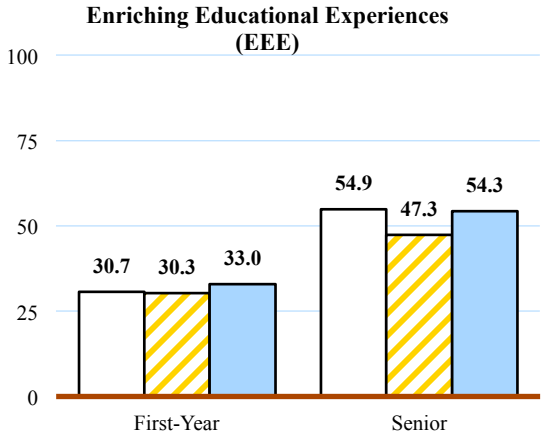
- Stetson
- Top 50%
- Top 10%

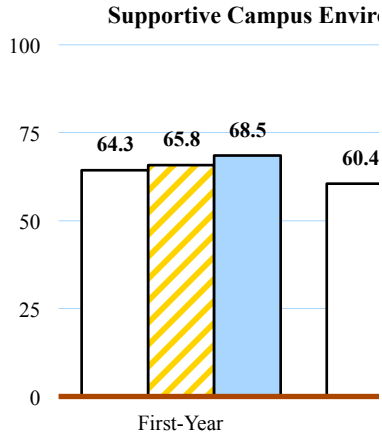
This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2008 institutions on a particular benchmark.











[a] Weighted by gender, enrollment status, and institutional size.
[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

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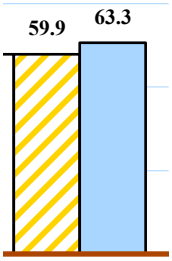

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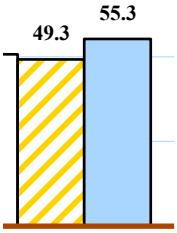

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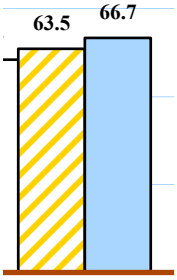

Senior

[a] Weighted by gender, enrollment status, and institutional size.
[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).
[c] Mean difference divided by the pooled standard deviation.

National Survey of Student Engagement

NSSE 2008 Benchmark Comparison
Detailed Statistics and Effect Sizes [a]
Stetson University

First-Year Students

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistic		
					Percentiles [d]							
		Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th	Deg. of Freedom [e]	Mean Diff.	Sig. [f]
LEVEL OF ACADEMIC CHALLENGE (LAC)												
Stetson	(N = 243)	57.1	12.6	.8	37	49	57	67	76			
MECIC		54.5	13.3	.2	33	46	55	64	75	3,808	2.6	.003
Selected Peers		59.1	12.1	.2	39	51	59	68	78	5,149	-2.0	.014
NSSE 2008		52.9	13.5	.0	31	44	53	62	75	344,380	4.3	.000
Top 50%		56.4	13.1	.0	35	48	56	66	77	122,760	.7	.385
Top 10%		60.7	12.8	.1	38	52	61	70	80	22,195	-3.5	.000
ACTIVE AND COLLABORATIVE LEARNING (ACL)												
Stetson	(N = 277)	45.5	16.8	1.0	24	33	43	52	76			
MECIC		44.0	16.8	.3	19	33	43	52	71	4,131	1.5	.149
Selected Peers		47.3	15.8	.2	24	38	48	57	76	5,569	-1.7	.077
NSSE 2008		42.5	16.9	.0	19	29	42	52	71	379,686	3.0	.003
Top 50%		47.5	17.0	.0	24	33	48	57	76	115,834	-2.0	.049
Top 10%		51.6	17.9	.1	24	38	50	62	83	283	-6.1	.000
STUDENT-FACULTY INTERACTION (SFI)												
Stetson	(N = 247)	37.4	19.2	1.2	11	22	33	50	72			
MECIC		37.4	18.5	.3	11	22	33	50	72	3,827	.0	.997
Selected Peers		38.7	17.9	.3	13	28	33	50	72	5,165	-1.3	.260
NSSE 2008		34.6	18.7	.0	11	22	33	44	72	347,080	2.8	.020
Top 50%		39.7	19.4	.1	11	28	39	50	78	96,553	-2.3	.059
Top 10%		43.6	21.2	.2	13	28	39	56	83	254	-6.2	.000
ENRICHING EDUCATIONAL EXPERIENCES (EEE)												
Stetson	(N = 234)	30.7	13.3	.9	11	22	29	38	52			
MECIC		28.1	13.0	.2	8	19	26	36	51	3,738	2.6	.003
Selected Peers		32.3	12.8	.2	12	23	32	40	54	5,042	-1.6	.061
NSSE 2008		27.5	13.6	.0	8	18	26	36	51	334,263	3.2	.000
Top 50%		30.3	13.7	.0	11	21	29	38	54	151,741	.4	.669
Top 10%		33.0	14.3	.1	11	23	32	42	58	31,667	-2.3	.016
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)												
Stetson	(N = 227)	64.3	18.1	1.2	33	53	64	78	94			
MECIC		64.1	19.2	.3	33	53	64	78	97	3,643	.2	.863
Selected Peers		66.9	17.3	.3	36	56	67	78	94	4,961	-2.6	.027
NSSE 2008		61.0	18.9	.0	30	47	61	75	92	326,178	3.3	.009
Top 50%		65.8	18.4	.1	33	53	67	78	94	97,779	-1.5	.230
Top 10%		68.5	18.4	.1	36	56	69	81	97	22,746	-4.1	.001

[a] All statistics are weighted by gender, enrollment status, and institutional size.

[b] Standard Deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

[c] The 95% confidence interval for the population mean it is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

[d] A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

[e] Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

National Survey of Student Engagement

NSSE 2008 Benchmark Comparison

Detailed Statistics and Effect Sizes [a]

Stetson University

First-Year Students

Mean Statistics			Distribution Statistics					Reference Group Comparison Statistic		
			Percentiles [d]							
Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th	Deg. of Freedom [e]	Mean Diff.	Sig. [f]

[f] Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

[g] Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

lS

's

Effect size [g]
.19
-.16
.32
.06
-.28
.09
-.11
.18
-.12
-.34
.00
-.07
.15
-.12
-.29
.20
-.13
.23
.03
-.16
.01
-.15
.17
-.08
-.22

lS

's

	Effect size [g]

Seniors

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics		
					Percentiles [d]							
		Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th	Deg. of Freedom [e]	Mean Diff.	Sig. [f]
LEVEL OF ACADEMIC CHALLENGE (LAC)												
Stetson	(N = 238)	60.0	13.9	.9	37	50	60	71	82			
MECIC		57.8	14.0	.2	34	49	58	68	80	4,520	2.1	.023
Selected Peers		61.6	13.1	.2	40	53	62	71	82	5,175	-1.6	.067
NSSE 2008		56.5	14.3	.0	33	47	57	67	79	413,747	3.4	.000
Top 50%		59.9	13.8	.0	37	51	60	70	81	129,111	.1	.906
Top 10%		63.3	13.5	.1	40	54	64	73	84	25,417	-3.4	.000
ACTIVE AND COLLABORATIVE LEARNING (ACL)												
Stetson	(N = 255)	55.3	16.0	1.0	33	43	57	67	83			
MECIC		51.9	17.0	.3	24	38	52	62	81	4,715	3.3	.002
Selected Peers		55.0	16.5	.2	29	43	52	67	86	5,426	.3	.769
NSSE 2008		50.8	17.6	.0	24	38	48	62	81	437,018	4.5	.000
Top 50%		55.4	17.2	.0	29	43	56	67	86	134,469	-.1	.899
Top 10%		59.7	17.3	.1	33	48	57	71	90	27,190	-4.4	.000
STUDENT-FACULTY INTERACTION (SFI)												
Stetson	(N = 239)	50.7	21.0	1.4	20	33	50	67	89			
MECIC		45.4	21.0	.3	17	28	44	61	83	4,544	5.3	.000
Selected Peers		51.4	21.4	.3	17	33	50	67	89	5,192	-.7	.601
NSSE 2008		42.3	21.2	.0	11	28	39	56	83	415,821	8.4	.000
Top 50%		49.3	21.5	.1	17	33	47	67	89	98,298	1.4	.328
Top 10%		55.3	21.7	.2	22	39	56	72	94	13,804	-4.6	.001
ENRICHING EDUCATIONAL EXPERIENCES (EEE)												
Stetson	(N = 231)	54.9	17.6	1.2	25	43	57	68	79			
MECIC		42.3	18.6	.3	11	28	42	56	73	4,440	12.6	.000
Selected Peers		53.6	17.7	.3	22	42	55	66	81	5,091	1.3	.281
NSSE 2008		40.4	18.2	.0	12	27	40	53	72	405,275	14.5	.000
Top 50%		47.3	17.7	.0	18	35	47	60	76	138,756	7.6	.000
Top 10%		54.3	17.3	.1	22	43	55	67	81	21,627	.6	.598
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)												
Stetson	(N = 227)	60.4	17.2	1.1	33	47	61	72	92			
MECIC		62.5	19.4	.3	28	50	63	75	94	259	-2.1	.075
Selected Peers		63.7	18.0	.3	33	53	64	75	94	5,032	-3.2	.008
NSSE 2008		58.0	19.4	.0	25	44	58	72	89	226	2.5	.030
Top 50%		63.5	18.9	.1	31	50	64	78	94	116,058	-3.1	.015
Top 10%		66.7	18.5	.1	33	56	67	81	97	27,199	-6.3	.000

[a] All statistics are weighted by gender, enrollment status, and institutional size.

[b] Standard Deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

[c] The 95% confidence interval for the population mean it is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

[d] A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

[e] Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

National Survey of Student Engagement

NSSE 2008 Benchmark Comparisons
Detailed Statistics and Effect Sizes [a]
Stetson University

Seniors

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics		
				Percentiles [d]							
	Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th	Deg. of Freedom [e]	Mean Diff.	Sig. [f]

[f] Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

[g] Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

Effect size [g]
.15
-.12
.24
.01
-.25
.20
.02
.26
-.01
-.25
.25
-.03
.40
.06
-.21
.68
.07
.80
.43
.03
-.11
-.18
.13
-.16
-.34

Effect size [g]