



National Survey of Student Engagement

Stetson University

Multi-Year Benchmark Report
August 2008

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For institutions that have participated in NSSE across multiple years, this *Multi-Year Benchmark Report* presents comparable benchmark scores by year so that patterns of change or stability may be discernible. It provides statistics such as *number of respondents*, *standard deviation*, and *standard error* so that short-term mean comparison tests can be calculated.

Questions that might be answered with this report include, “How stable was the level of student-faculty interaction over the years?” or “Given the implementation of initiative X in 2006-07, did the level of collaborative learning increase?”

This report has three main parts: (a) a table of *data quality indicators* (p. 3), which provides a quick reference of important statistics for each year’s participation, (b) *multi-year charts*, and (c) *detailed statistics*. Key features of (b) and (c) are described below using data from the fictional “NSSEville State University.”

For more information and recommendations for analyzing past and present NSSE data for trends or stability, consult the *Multi-Year Data Analysis Guide*:
www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf.

Key Terms and Features in this Report

Y-Axis

Benchmarks are computed on a 0 to 100 scale, however nearly all institutional scores are between the y-axis values of 15 and 85.

Benchmark Score

The benchmark score is the weighted average of the student-level scores, using only randomly sampled students from each year's data.

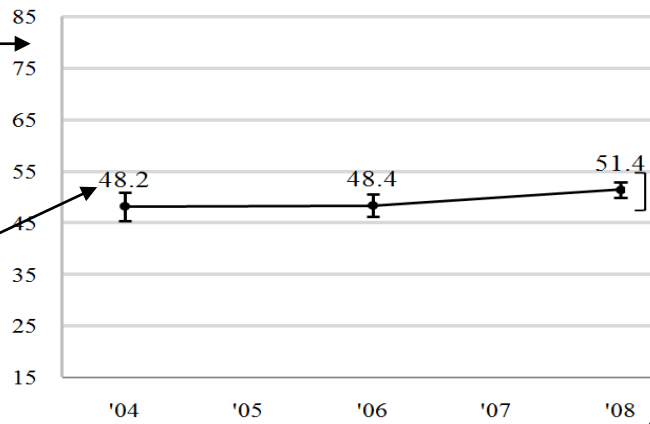
n

Unweighted number of respondents represented in the data.

SEM

Standard error of the mean is how much a score based on a sample may differ from the true population score. *SEM* is used to compute confidence intervals.

Level of Academic Challenge (LAC)



Error Bars/Confidence

Error bars around each score show the upper and lower bounds of the 95% confidence interval (mean \pm 1.96 standard error). The range of values 95% of the true population score falls within. Where confidence intervals overlap between years, a significant difference is likely to be present.

Multi-year detailed statistics appear on pages 5 & 7.

	2004	2005	2006	2007	2008
LAC	48.2		48.4		51.4
n	405		303		307
SD	12.1		12.3		11.8
SEM	.60		.71		.67
Upper	49.4		49.8		52.7
Lower	47.0		47.0		50.1

Year

All NSSE administrations since 2004 are listed in the table of participation.

SD

Standard deviation is the average amount of variation or dispersion from the mean.

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Some NSSE administrations yield more precise population estimates than others. The values in this table were drawn from the *Respondent Characteristics* reports for each NSSE administration. An important early step in conducting a multivariate analysis is to review the quality of your data for both first-year and senior respondents in each year.

Year ^a	Mode ^b	Response Rate ^c		Sampling Error ^d		Number of Respondents ^e
		FY	SR	FY	SR	
2004						
2005						
2006	Web+	59%	56%	3.6%	4.1%	309
2007						
2008	Web	50%	58%	4.1%	3.9%	280

^a All NSSE administration years since 2001 are listed regardless of participation.

^b Modes include *Paper* (students receive a paper survey and the option of completing a Web version), *Web* (students receive all correspondence by e-mail and complete the Web version), and *Web+* (students initially invited to participate via e-mail; a subgroup of nonrespondents receive paper surveys).

^c Response rates (number of respondents divided by sample size) were adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration.

^d Sampling error gauges the precision of estimates based on a sample survey. It is an estimate of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. Data with larger sampling errors (such as +/-10%) need not be dismissed off hand, but any results using them should probably be interpreted more conservatively.

^e This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all randomly sampled students. In 2004 and 2005 it may also include targeted oversamples. For this reason, the counts for 2004 and 2005 may not match those given in the detailed statistics on pages 5 and 7.

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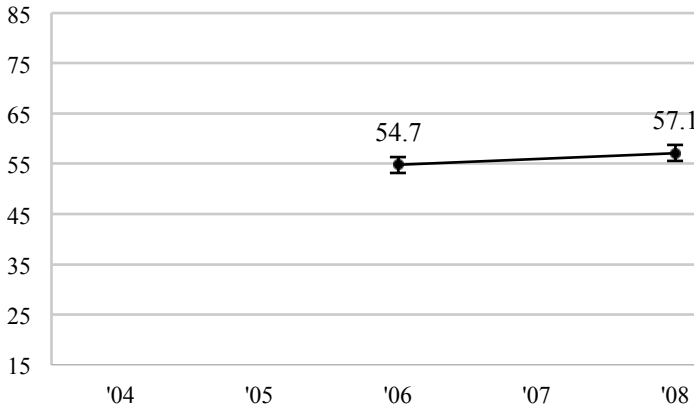
247

260

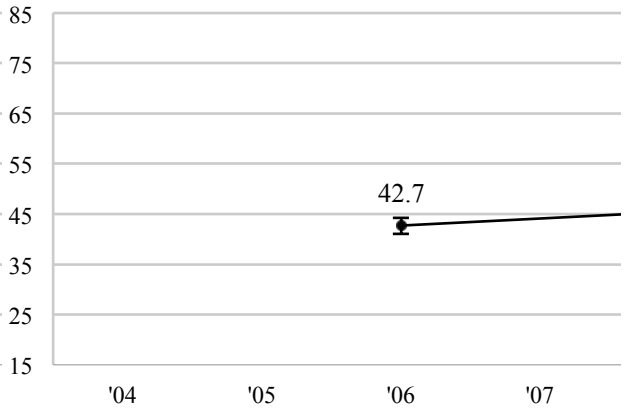


First-Year Students

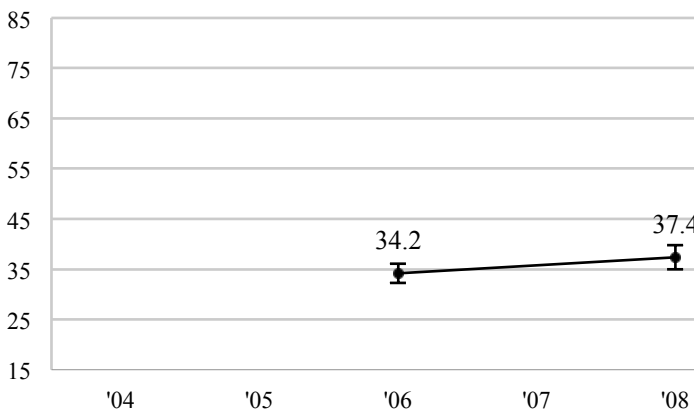
Level of Academic Challenge (LAC)



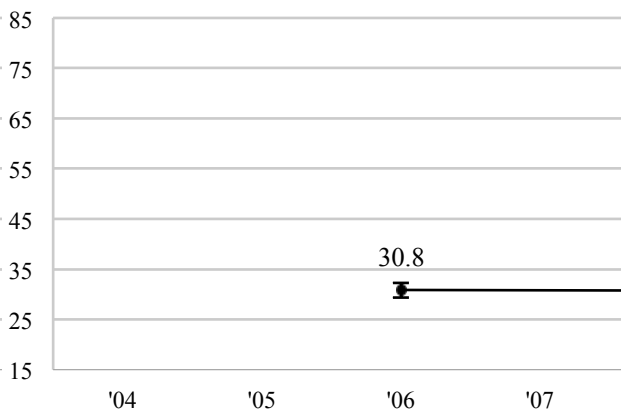
Active and Collaborative Learning (ACL)



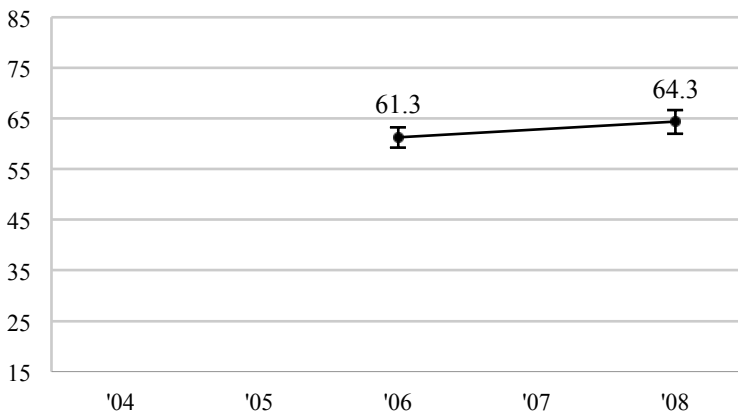
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)

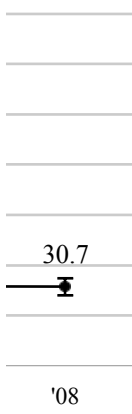
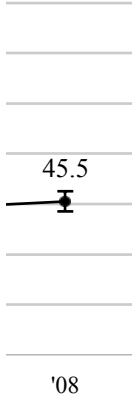


Supportive Campus Environment (SCE)



Notes:

- Benchmark scores are charted for all years of participation. See page 5 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*: www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf.

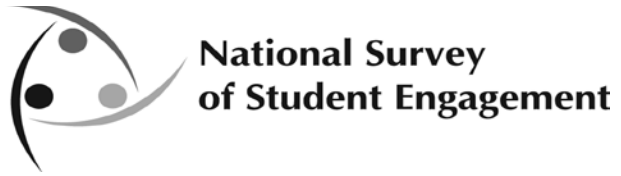


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		First-Year Students			
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
Level of Academic Challenge	LAC			54.7	
	n			293	
	<i>SD</i>			13.8	
	<i>SEM</i>			.80	
	Upper			56.3	
	Lower			53.2	
Active and Collaborative Learning	ACL			42.7	
	n			309	
	<i>SD</i>			14.4	
	<i>SEM</i>			.82	
	Upper			44.3	
	Lower			41.1	
Student Faculty Interaction	SFI			34.2	
	n			294	
	<i>SD</i>			17.1	
	<i>SEM</i>			.99	
	Upper			36.1	
	Lower			32.2	
Enriching Educational Experiences	EEE			30.8	
	n			285	
	<i>SD</i>			12.5	
	<i>SEM</i>			.74	
	Upper			32.3	
	Lower			29.4	
Supportive Campus Environment	SCE			61.3	
	n			280	
	<i>SD</i>			17.3	
	<i>SEM</i>			1.03	
	Upper			63.3	
	Lower			59.2	

^a n=number of respondents; *SD*=standard deviation; *SEM*=standard error of the mean; Upper/Lower=95% confidence interval limits



NSSE 2008 Multi-Year Benchmark R

Detailed Statistics^a

Stetson University

Report

2008

57.1

243

12.6

.81

58.7

55.5

45.5

277

16.8

1.01

47.5

43.5

37.4

247

19.2

1.22

39.8

35.0

30.7

234

13.3

.87

32.4

29.0

64.3

227

18.1

1.20

66.7

62.0

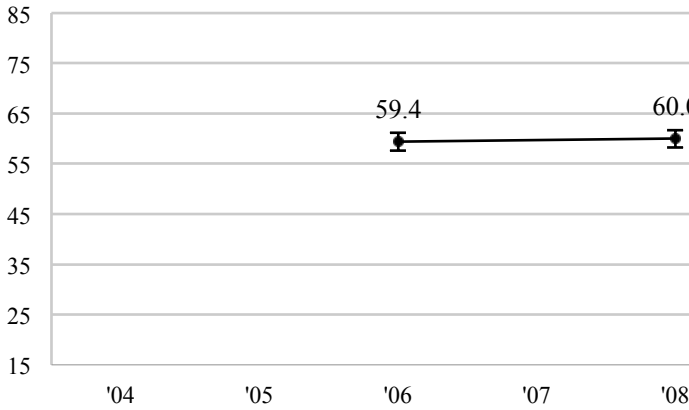
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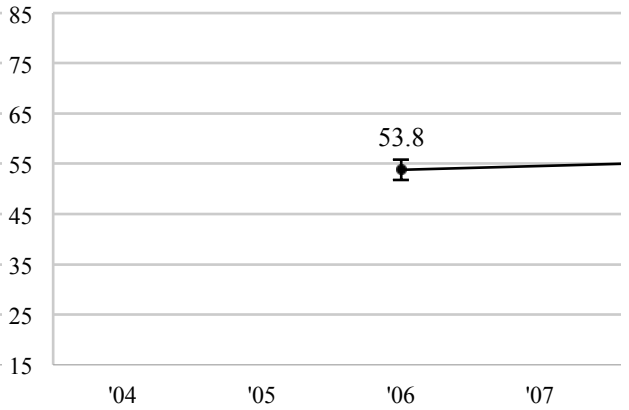


Seniors

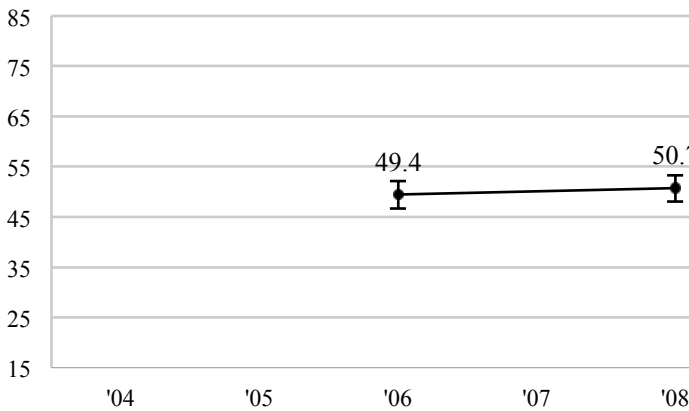
Level of Academic Challenge (LAC)



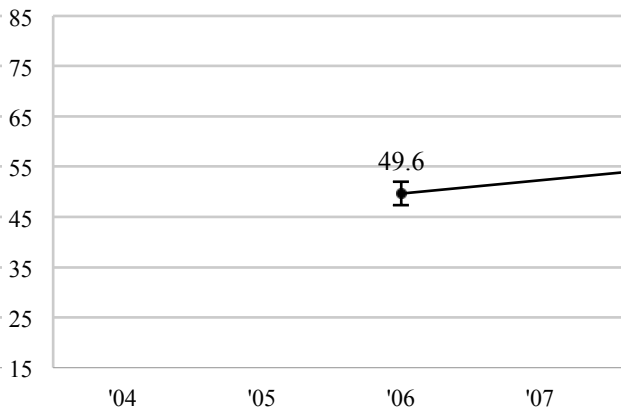
Active and Collaborative Learning (ACL)



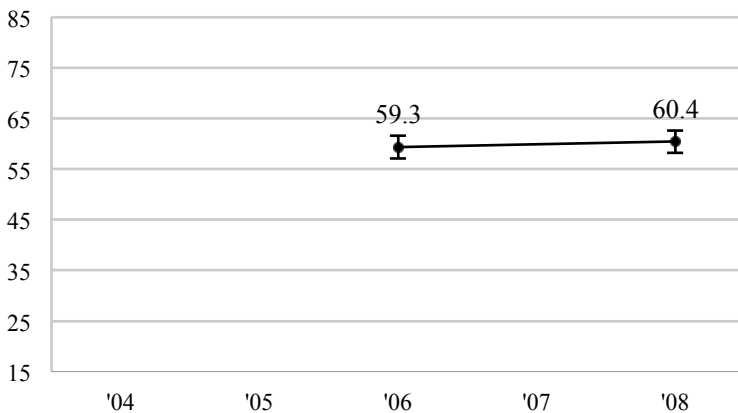
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)

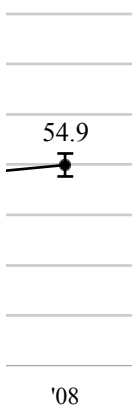
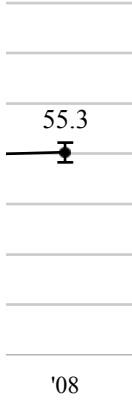


Supportive Campus Environment (SCE)



Notes:

- Benchmark scores are charted for all years of participation. See page 7 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*: www.nsse.iub.edu/pdf/2008_Institutional_Report_Multiyear_Data_Guide.pdf.



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		Seniors			
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
Level of Academic Challenge	LAC			59.4	
	n			241	
	<i>SD</i>			14.1	
	<i>SEM</i>			.91	
	Upper			61.2	
	Lower			57.6	
Active and Collaborative Learning	ACL			53.8	
	n			247	
	<i>SD</i>			16.2	
	<i>SEM</i>			1.03	
	Upper			55.8	
	Lower			51.8	
Student Faculty Interaction	SFI			49.4	
	n			241	
	<i>SD</i>			21.8	
	<i>SEM</i>			1.41	
	Upper			52.2	
	Lower			46.7	
Enriching Educational Experiences	EEE			49.6	
	n			239	
	<i>SD</i>			18.1	
	<i>SEM</i>			1.17	
	Upper			51.9	
	Lower			47.3	
Supportive Campus Environment	SCE			59.3	
	n			238	
	<i>SD</i>			17.6	
	<i>SEM</i>			1.14	
	Upper			61.6	
	Lower			57.1	

^a n=number of respondents; *SD*=standard deviation; *SEM*=standard error of the mean; Upper/Lower=95% confidence interval limits



**National Survey
of Student Engagement**

NSSE 2008 Multi-Year Benchmark R

Detailed Statistics^a

Stetson University

Report

2008

60.0

238

13.9

.90

61.7

58.2

55.3

255

16.0

1.00

57.2

53.3

50.7

239

21.0

1.36

53.3

48.0

54.9

231

17.6

1.16

57.2

52.7

60.4

227

17.2

1.14

62.7

58.2

Report

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