



Stetson University

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Multi-Year Benchmark Report  
August 2010

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## Interpreting the Multi-Year Benchmark Report

For institutions that have participated in multiple NSSE administrations, this *Multi-Year Benchmark Report* provides comparable benchmark scores by year so that patterns of change or stability may be discernible. It also provides statistics such as *number of respondents*, *standard deviation*, and *standard error* so that shorthand mean comparisons and 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 three years ago, did the level of active and 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 terms and features of (b) and (c) are illustrated below.

For more information and recommendations for analyzing past and present NSSE data for trends or stability, see the *Multi-Year Data Analysis Guide*. [nsse.iub.edu/pdf/NSSE Multi-Year Data Analysis Guide.pdf](http://nsse.iub.edu/pdf/NSSE_Multi-Year_Data_Analysis_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 students' scores, using only randomly sampled students (including those from census administrations) from each year's data.

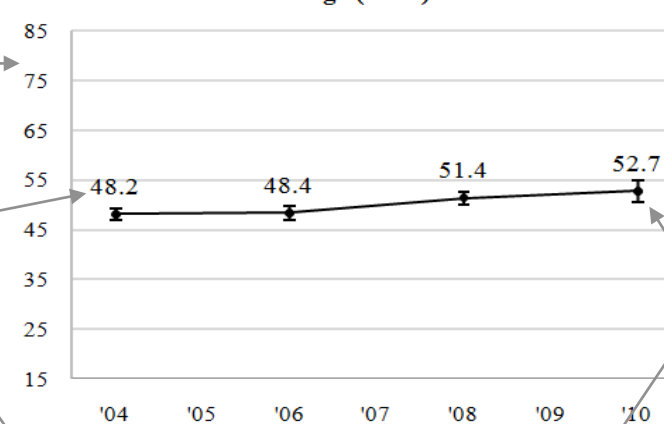
#### n

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 Interval**  
Error bars around each score show the upper and lower bounds of the 95% confidence interval (mean +/- 1.96 SEM). 95% of the time, the true population score will fall within this range. Where confidence intervals do not overlap between years, a statistically significant difference (< .05) is likely to be present.

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

	2004	2005	2006	2007	2008	2009	2010
<b>LAC</b>	<b>48.2</b>	<b>48.4</b>	<b>48.4</b>	<b>48.4</b>	<b>51.4</b>	<b>51.4</b>	<b>52.7</b>
n	405	303	303	303	307	307	155
SD	12.1	12.3	12.3	12.3	11.8	11.8	13.7
SEM	.60	.71	.71	.71	.67	.67	1.10
Upper	49.4	49.8	49.8	49.8	52.7	52.7	54.9
Lower	47.0	47.0	47.0	47.0	50.1	50.1	50.6

**Year**  
All NSSE administrations since 2004 are listed in the report.

**SD**  
*Standard deviation* is a measure of the average amount of variation or dispersion of the students' scores from the mean.

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An important early step in conducting a multi-year analysis is to review the quality of your data for both first-year and returning respondents in each year. The precision of an institution's population estimates can vary from one year to the next. The data in this table were drawn from the *Respondent Characteristics* reports from each NSSE administration.

**Data Quality Indicators for Each NSSE Participation Year**

Year <sup>a</sup>	Mode <sup>b</sup>	Response Rate <sup>c</sup>		Sampling Error <sup>d</sup>		Number of Respondents <sup>e</sup>
		FY	SR	FY	SR	
2004						
2005						
2006	Web+	59%	56%	3.6%	4.1%	309
2007						
2008	Web-only	50%	58%	4.1%	3.9%	280
2009						
2010	Web-only	50%	59%	4.6%	3.9%	232

<sup>a</sup> All NSSE administration years since 2004 are listed regardless of participation.

<sup>b</sup> 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).

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

<sup>d</sup> Sampling error gauges the precision of results 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 out of hand, but any results using them should be interpreted more conservatively.

<sup>e</sup> 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 (including those from census administrations). 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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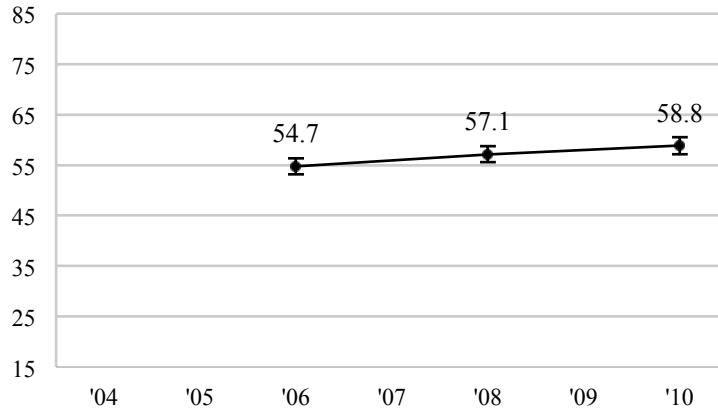
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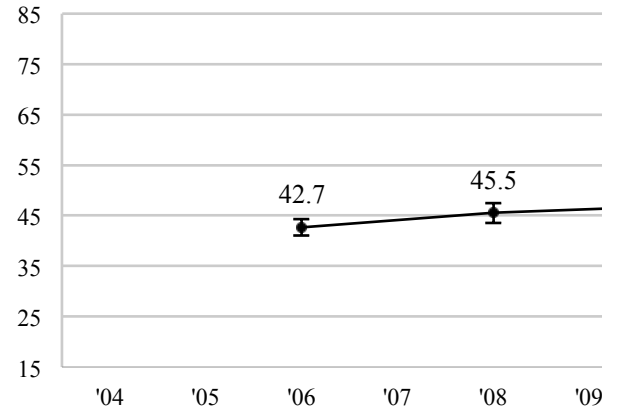
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**First-Year Students**

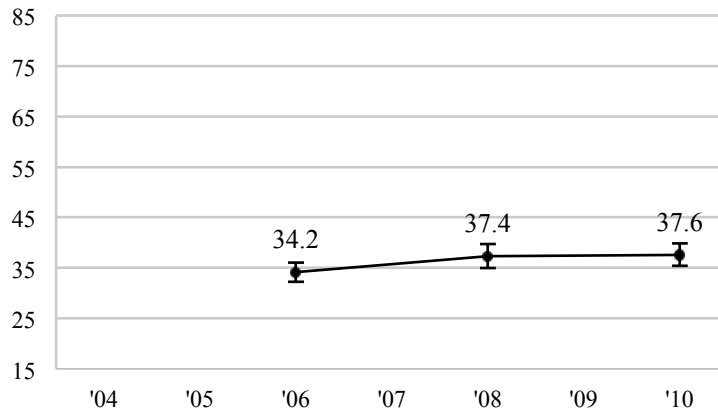
**Level of Academic Challenge (LAC)**



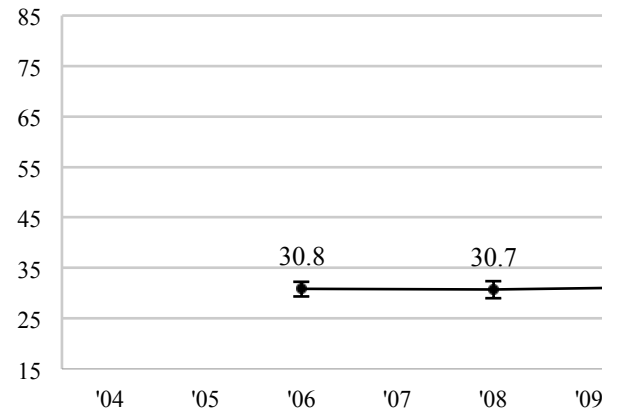
**Active and Collaborative Learning (ACL)**



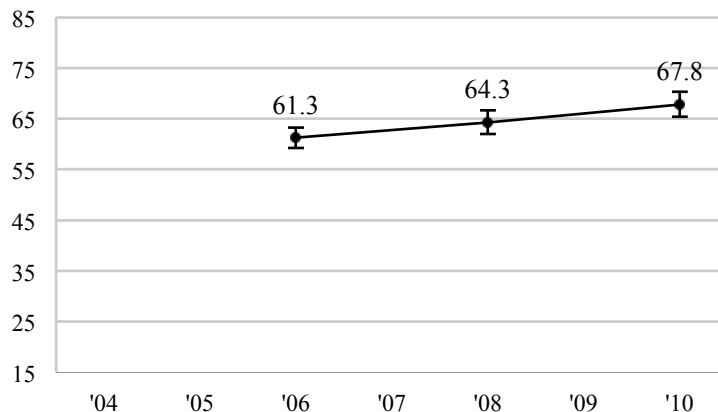
**Student-Faculty Interaction (SFI)**



**Enriching Educational Experiences (EEE)**

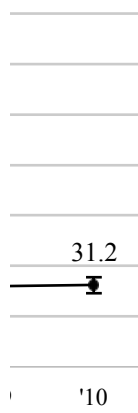
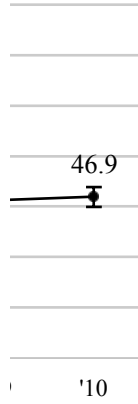


**Supportive Campus Environment (SCE)**



**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*. [nsse.iub.edu/pdf/NSSE\\_Multi-Year\\_Data\\_Analysis\\_Guide.pdf](http://nsse.iub.edu/pdf/NSSE_Multi-Year_Data_Analysis_Guide.pdf)



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		<b>First-Year Students</b>					
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
<b>Level of Academic Challenge</b>	<b>LAC</b>			<b>54.7</b>		<b>57.1</b>	
	n			293		243	
	<i>SD</i>			13.8		12.6	
	<i>SEM</i>			.80		.81	
	Upper			56.3		58.7	
	Lower			53.2		55.5	
<b>Active and Collaborative Learning</b>	<b>ACL</b>			<b>42.7</b>		<b>45.5</b>	
	n			309		277	
	<i>SD</i>			14.4		16.8	
	<i>SEM</i>			.82		1.01	
	Upper			44.3		47.5	
	Lower			41.1		43.5	
<b>Student Faculty Interaction</b>	<b>SFI</b>			<b>34.2</b>		<b>37.4</b>	
	n			294		247	
	<i>SD</i>			17.1		19.2	
	<i>SEM</i>			.99		1.22	
	Upper			36.1		39.8	
	Lower			32.2		35.0	
<b>Enriching Educational Experiences</b>	<b>EEE</b>			<b>30.8</b>		<b>30.7</b>	
	n			285		234	
	<i>SD</i>			12.5		13.3	
	<i>SEM</i>			.74		.87	
	Upper			32.3		32.4	
	Lower			29.4		29.0	
<b>Supportive Campus Environment</b>	<b>SCE</b>			<b>61.3</b>		<b>64.3</b>	
	n			280		227	
	<i>SD</i>			17.3		18.1	
	<i>SEM</i>			1.03		1.20	
	Upper			63.3		66.7	
	Lower			59.2		62.0	

<sup>a</sup> n=number of respondents; *SD*=standard deviation; *SEM*=standard error of the mean; Upper/Lower=95% confidence interval limit

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**58.8**

223

12.9

.86

60.5

57.2

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**46.9**

232

15.5

1.02

48.9

44.9

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**37.6**

223

16.8

1.12

39.8

35.4

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**31.2**

215

12.2

.83

32.8

29.6

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**67.8**

211

18.1

1.25

70.3

65.4

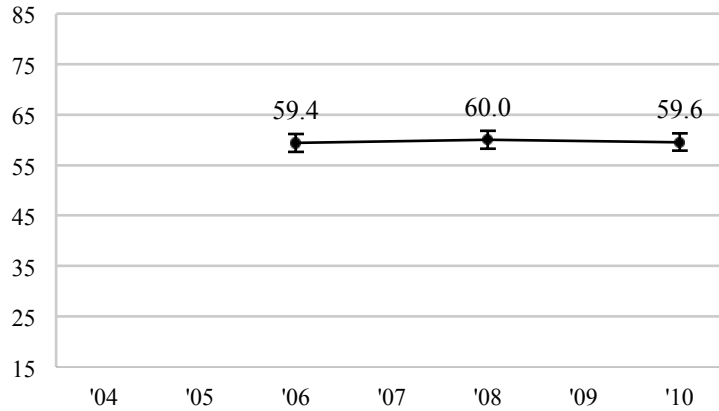
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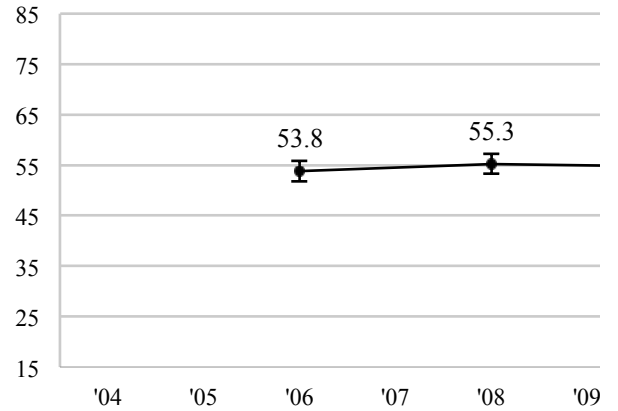
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**Seniors**

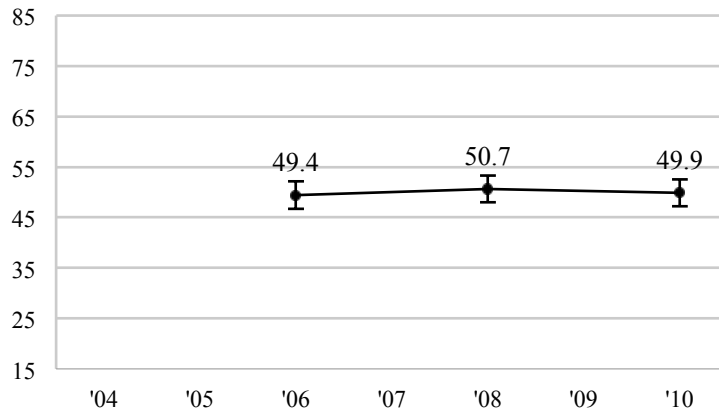
**Level of Academic Challenge (LAC)**



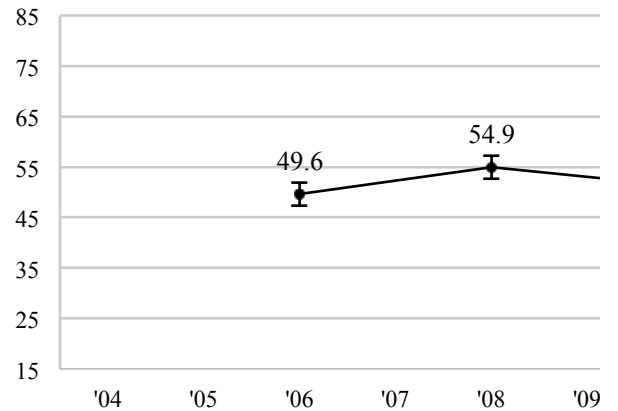
**Active and Collaborative Learning (ACL)**



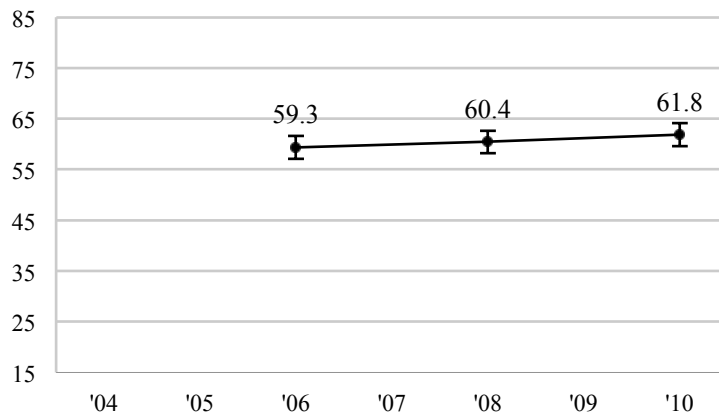
**Student-Faculty Interaction (SFI)**



**Enriching Educational Experiences (EEE)**

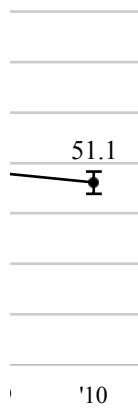
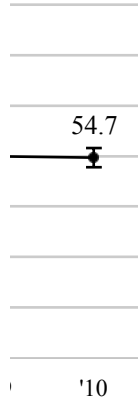


**Supportive Campus Environment (SCE)**



**Notes:**

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		<b>Seniors</b>					
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>
<b>Level of Academic Challenge</b>	<b>LAC</b>			<b>59.4</b>		<b>60.0</b>	
	n			241		238	
	<i>SD</i>			14.1		13.9	
	<i>SEM</i>			.91		.90	
	Upper			61.2		61.7	
	Lower			57.6		58.2	
<b>Active and Collaborative Learning</b>	<b>ACL</b>			<b>53.8</b>		<b>55.3</b>	
	n			247		255	
	<i>SD</i>			16.2		16.0	
	<i>SEM</i>			1.03		1.00	
	Upper			55.8		57.2	
	Lower			51.8		53.3	
<b>Student Faculty Interaction</b>	<b>SFI</b>			<b>49.4</b>		<b>50.7</b>	
	n			241		239	
	<i>SD</i>			21.8		21.0	
	<i>SEM</i>			1.41		1.36	
	Upper			52.2		53.3	
	Lower			46.7		48.0	
<b>Enriching Educational Experiences</b>	<b>EEE</b>			<b>49.6</b>		<b>54.9</b>	
	n			239		231	
	<i>SD</i>			18.1		17.6	
	<i>SEM</i>			1.17		1.16	
	Upper			51.9		57.2	
	Lower			47.3		52.7	
<b>Supportive Campus Environment</b>	<b>SCE</b>			<b>59.3</b>		<b>60.4</b>	
	n			238		227	
	<i>SD</i>			17.6		17.2	
	<i>SEM</i>			1.14		1.14	
	Upper			61.6		62.7	
	Lower			57.1		58.2	

<sup>a</sup> n=number of respondents; *SD*=standard deviation; *SEM*=standard error of the mean; Upper/Lower=95% confidence interval limit

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**59.6**

249

14.0

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61.3

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**54.7**

262

15.6

.96

56.6

52.8

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**49.9**

253

21.8

1.37

52.6

47.2

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**51.1**

244

17.5

1.12

53.3

48.9

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**61.8**

238

18.0

1.17

64.1

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