



King's University College at the University of Western Ontario

Multi-Year Benchmark Report

August 2010

Interpreting the Multi-Year Benchmark Report

For institutions that have participated in multiple NSSE administrations, this *Multi-Year Benchmark Report* presents 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 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 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 to 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, consult the *Multi-Year Data Analysis Guide*. [nsse.iub.edu/pdf/NSSE Multi-Year Data Analysis Guide.pdf](http://nsse.iub.edu/pdf/NSSE%20Multi-Year%20Data%20Analysis%20Guide.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

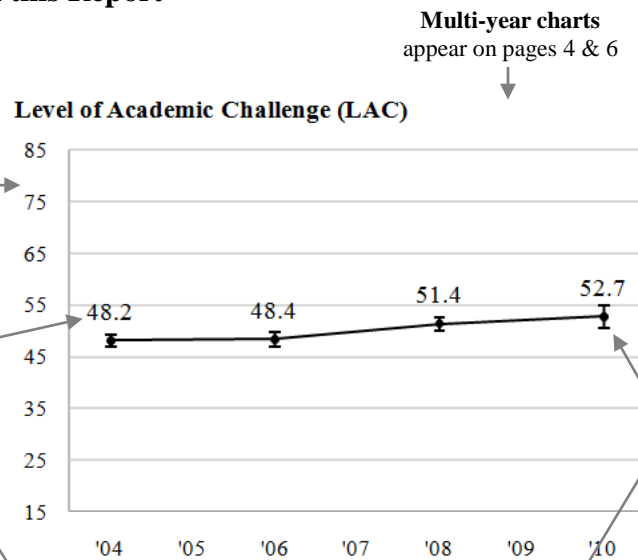
The benchmark score is the weighted average of the students' scores, using only randomly sampled students (including those from census administrations) from each year's data.

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.



Error Bars/Confidence Intervals

Error bars around each benchmark score show the upper and lower bounds of the 95% confidence interval (mean $\pm 1.96 * SEM$), a range of values 95% likely to contain the true population score. "Upper" and "Lower" limits are also reported in the detailed statistics tables. Where confidence intervals do not overlap between years, a statistically significant difference ($p < .05$) is likely to be present.

Multi-year detailed statistics appear on pages 5 & 7

	2004	2005	2006	2007	2008	2009	2010
LAC	48.2	48.4	48.4	48.4	51.4	51.4	52.7
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 administration years since 2004 are listed regardless of participation.

SD

Standard deviation, the average amount by which students' scores differ from the mean.

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

Data Quality Indicators for Each NSSE Participation Year

Year ^a	Mode ^b	Response Rate ^c		Sampling Error ^d		Number of Respondents ^e	
		FY	SR	FY	SR	FY	SR
2004							
2005							
2006							
2007	Web-only	32%	34%	4.9%	4.2%	275	369
2008	Web-only	42%	49%	3.7%	3.6%	407	377
2009							
2010	Web-only	38%	43%	3.9%	4.0%	393	343

^a All NSSE administration years since 2004 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).

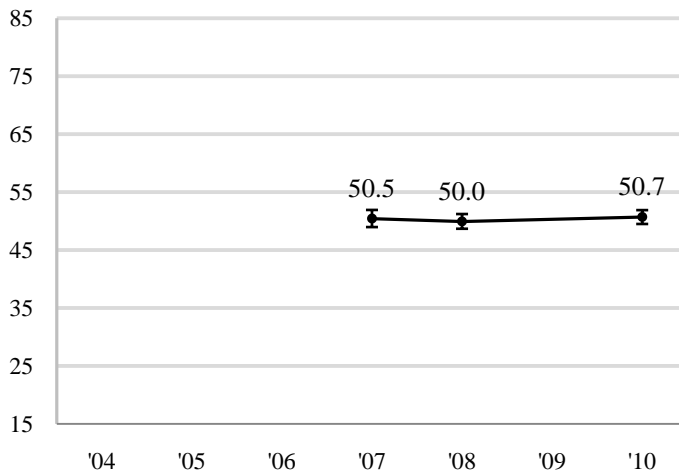
^c Response rates (number of respondents divided by sample size) adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration.

^d 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.

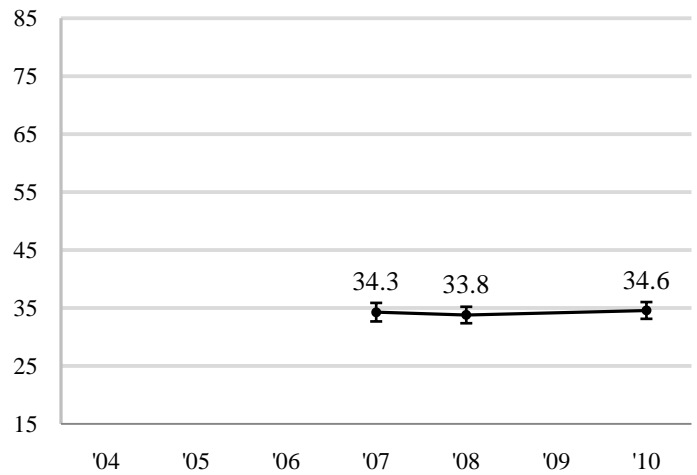
^e This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all randomly sampled students (including those from census administrations). In 2004 and 2005 it may also include targeted oversamples.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

First-Year Students

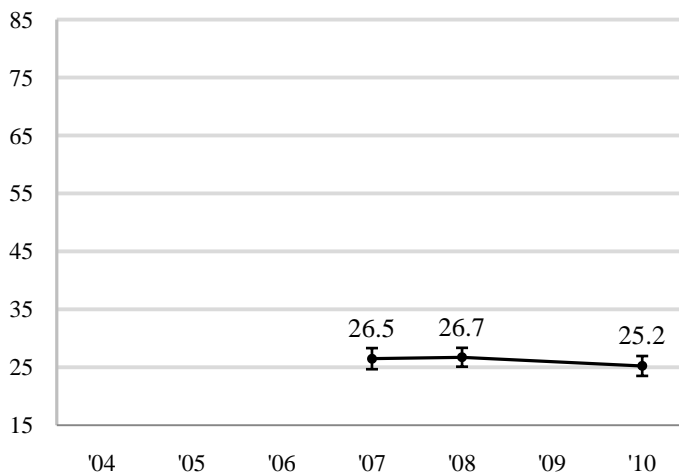
Level of Academic Challenge (LAC)



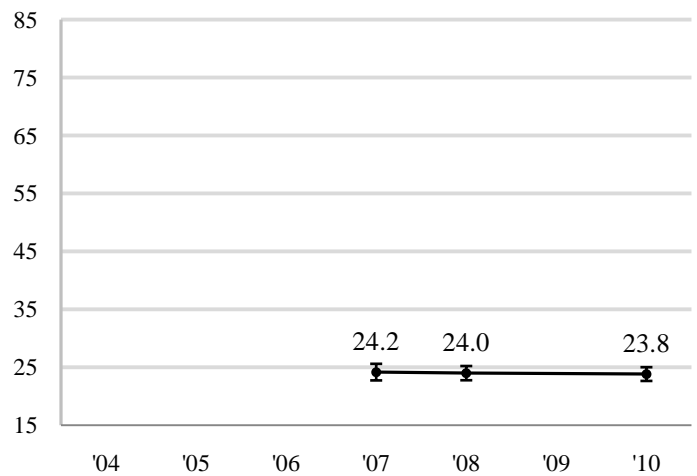
Active and Collaborative Learning (ACL)



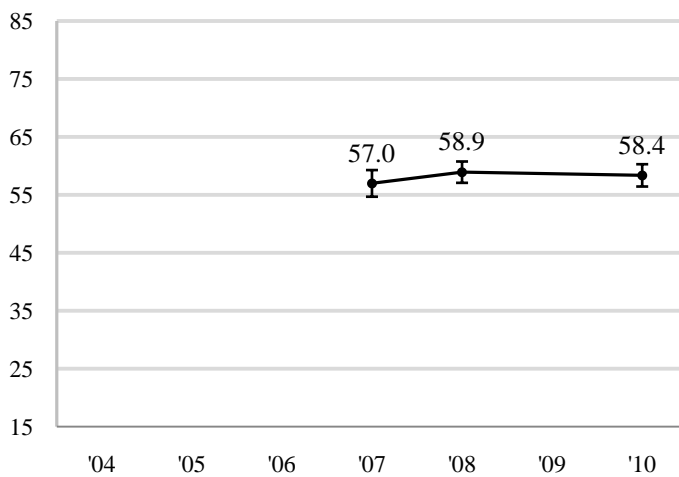
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

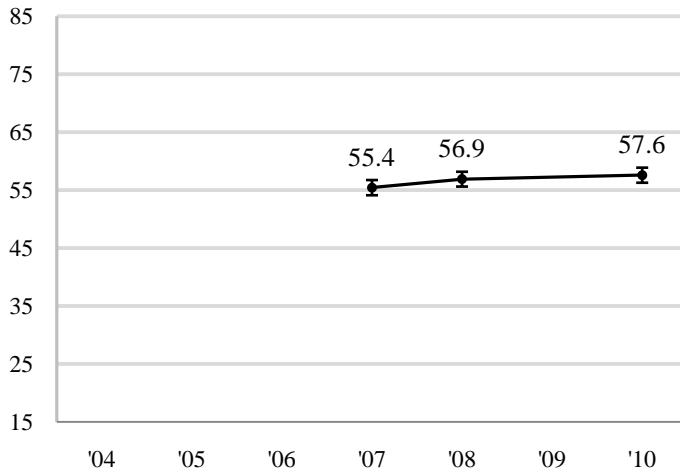
- Benchmark scores are charted for all years of participation. See page 5 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*. nsse.iub.edu/pdf/NSSE_Multi-Year_Data_Analysis_Guide.pdf

		First-Year Students						
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>
Level of Academic Challenge	LAC				50.5	50.0		50.7
	n				252	375		374
	<i>SD</i>				12.0	12.6		11.8
	<i>SEM</i>				.75	.65		.61
	Upper				51.9	51.2		51.9
	Lower				49.0	48.7		49.5
Active and Collaborative Learning	ACL				34.3	33.8		34.6
	n				275	398		390
	<i>SD</i>				13.5	14.5		14.6
	<i>SEM</i>				.82	.73		.74
	Upper				35.9	35.2		36.0
	Lower				32.7	32.4		33.1
Student Faculty Interaction	SFI				26.5	26.7		25.2
	n				260	381		378
	<i>SD</i>				15.0	16.2		17.0
	<i>SEM</i>				.93	.83		.88
	Upper				28.3	28.4		27.0
	Lower				24.7	25.1		23.5
Enriching Educational Experiences	EEE				24.2	24.0		23.8
	n				245	369		372
	<i>SD</i>				11.4	12.0		11.7
	<i>SEM</i>				.73	.63		.61
	Upper				25.6	25.2		25.0
	Lower				22.7	22.8		22.7
Supportive Campus Environment	SCE				57.0	58.9		58.4
	n				242	362		357
	<i>SD</i>				18.3	17.9		18.6
	<i>SEM</i>				1.17	.94		.98
	Upper				59.3	60.8		60.3
	Lower				54.7	57.1		56.5

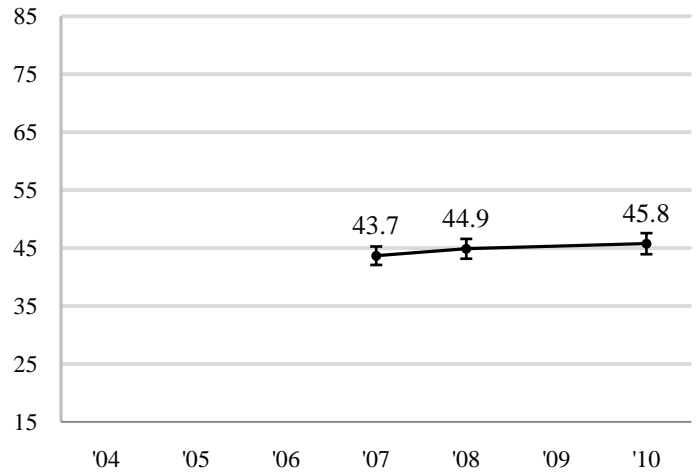
^a n=number of respondents; *SD* =standard deviation; *SEM* =standard error of the mean; Upper/Lower=95% confidence interval limits

Seniors

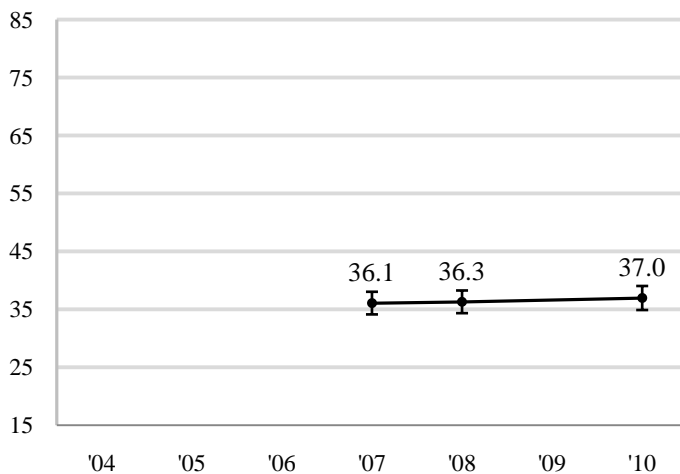
Level of Academic Challenge (LAC)



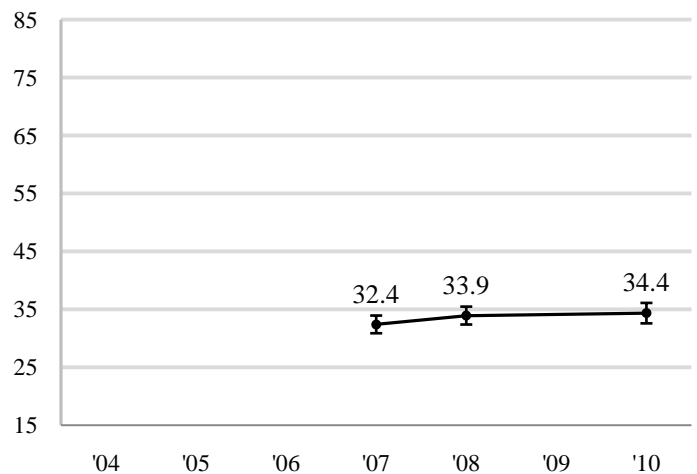
Active and Collaborative Learning (ACL)



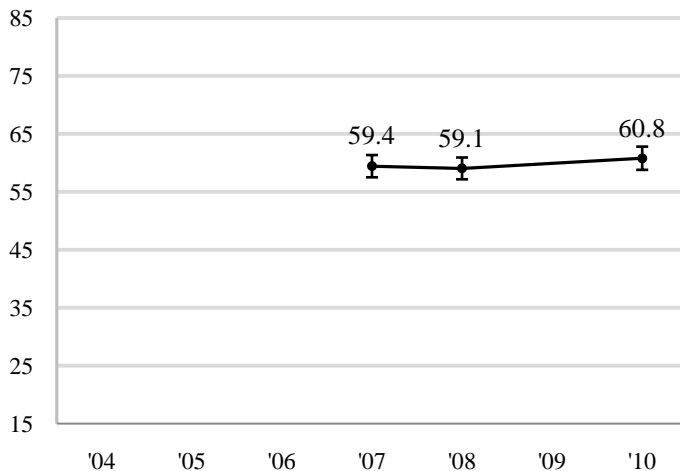
Student-Faculty Interaction (SFI)



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- Benchmark scores are charted for all years of participation. See page 7 for detailed statistics.
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		Seniors						
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>
Level of Academic Challenge	LAC				55.4	56.9		57.6
	n				346	364		333
	<i>SD</i>				12.4	12.5		12.1
	<i>SEM</i>				.67	.65		.66
	Upper				56.7	58.2		58.9
	Lower				54.1	55.6		56.3
Active and Collaborative Learning	ACL				43.7	44.9		45.8
	n				367	366		341
	<i>SD</i>				15.6	16.7		17.2
	<i>SEM</i>				.81	.87		.93
	Upper				45.3	46.6		47.6
	Lower				42.1	43.2		43.9
Student Faculty Interaction	SFI				36.1	36.3		37.0
	n				355	363		332
	<i>SD</i>				18.8	19.0		19.3
	<i>SEM</i>				1.00	1.00		1.06
	Upper				38.0	38.3		39.0
	Lower				34.1	34.3		34.9
Enriching Educational Experiences	EEE				32.4	33.9		34.4
	n				338	360		328
	<i>SD</i>				14.3	15.0		16.3
	<i>SEM</i>				.78	.79		.90
	Upper				33.9	35.5		36.1
	Lower				30.9	32.4		32.6
Supportive Campus Environment	SCE				59.4	59.1		60.8
	n				333	356		326
	<i>SD</i>				17.9	18.1		18.5
	<i>SEM</i>				.98	.96		1.02
	Upper				61.4	60.9		62.8
	Lower				57.5	57.2		58.8

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