



National Survey of Student Engagement

Dalton State College

Multi-Year Benchmark Report

August 2009

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 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/NSSE Multi-Year Data Analysis Guide.pdf](http://www.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 student-level scores, using only randomly sampled students from each year’s data.

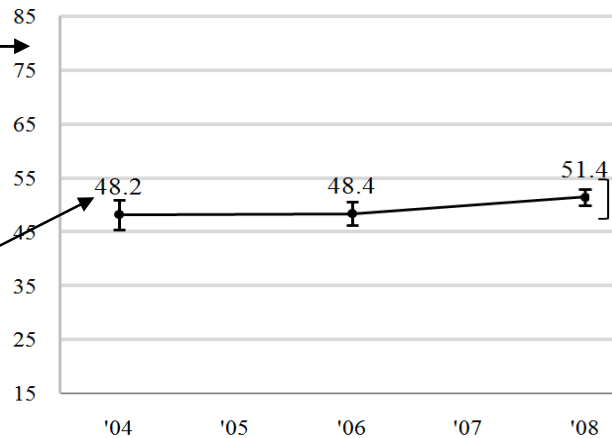
n

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)



Multi-year charts appear on pages 4 & 6.

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
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 administration years since 2004 are listed regardless of participation.

SD

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

Some NSSE administrations at an institution may 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 multi-year 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	FY	SR
2004							
2005	Paper	22%	42%	12.5%	7.7%	59	95
2006							
2007							
2008	Web+	30%	43%	3.6%	5.0%	557	217
2009	Web	33%	47%	3.8%	4.4%	441	263

^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) were adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration.

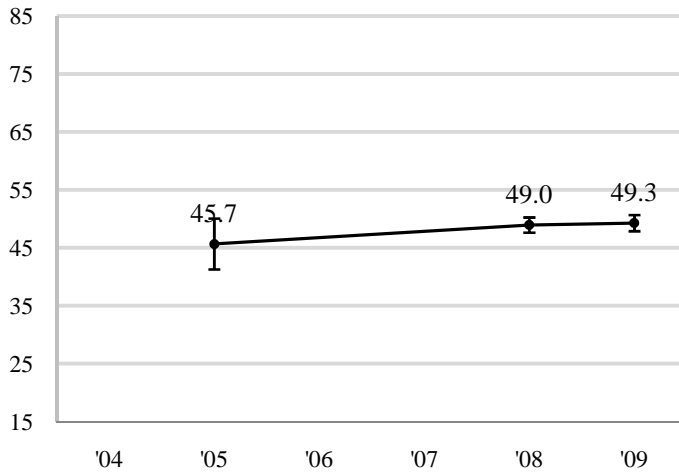
^d Sampling error gauges the precision of estimates based on a sample survey. It is an estimate of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. Data with larger sampling errors (such as +/-10%) need not be dismissed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

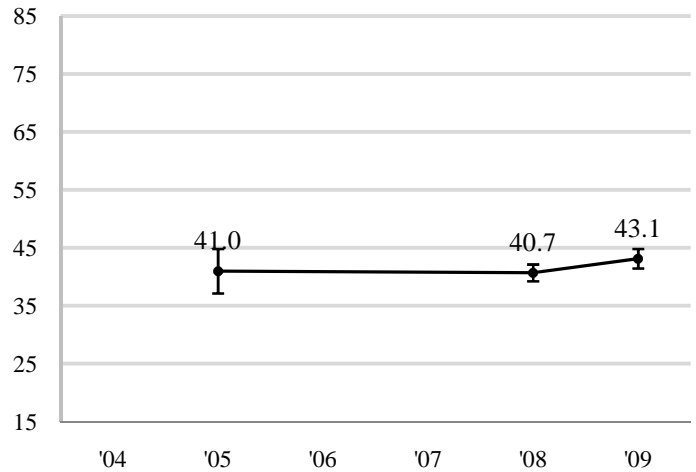
Dalton State College

First-Year Students

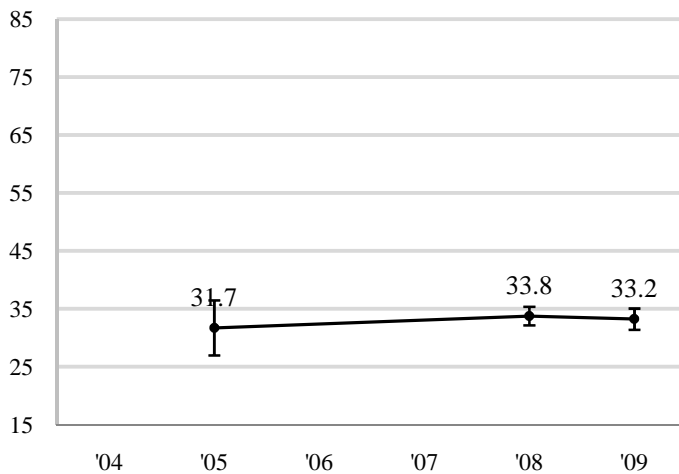
Level of Academic Challenge (LAC)



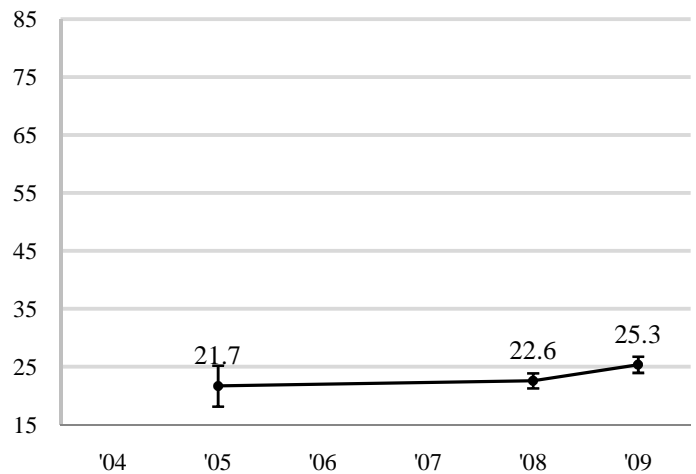
Active and Collaborative Learning (ACL)



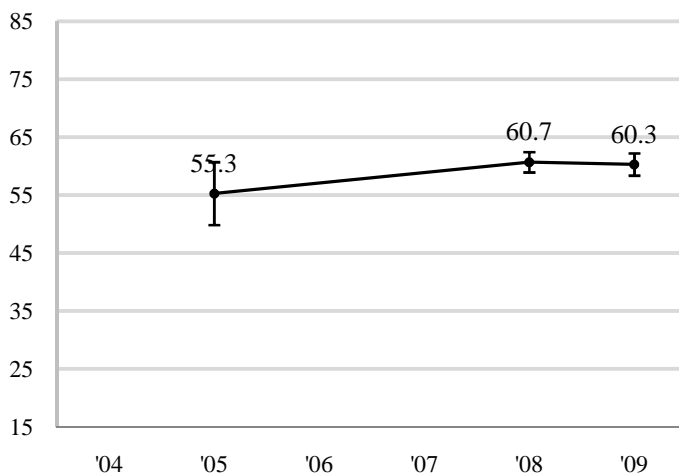
Student-Faculty Interaction (SFI)



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/NSSE_Multi-Year_Data_Analysis_Guide.pdf.



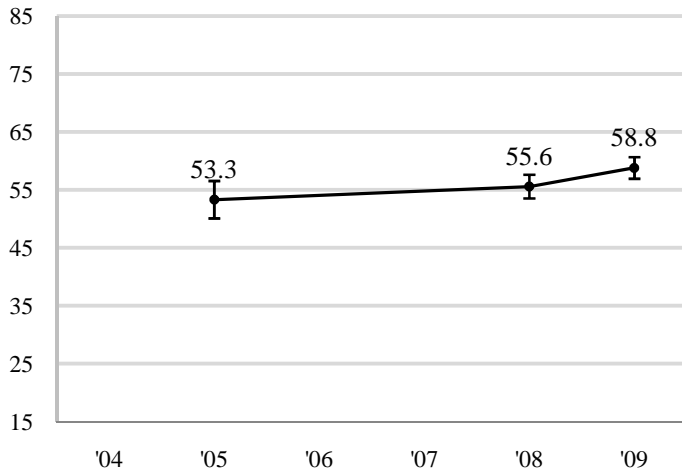
		First-Year Students					
		2004	2005	2006	2007	2008	2009
Level of Academic Challenge	LAC		45.7			49.0	49.3
	n		52			503	402
	SD		16.0			14.9	14.3
	SEM		2.24			.66	.71
	Upper		50.1			50.3	50.7
	Lower		41.3			47.7	47.9
Active and Collaborative Learning	ACL		41.0			40.7	43.1
	n		53			546	422
	SD		14.2			17.3	17.7
	SEM		1.96			.74	.86
	Upper		44.8			42.1	44.8
	Lower		37.1			39.2	41.4
Student Faculty Interaction	SFI		31.7			33.8	33.2
	n		52			505	405
	SD		17.4			18.3	18.8
	SEM		2.42			.82	.93
	Upper		36.5			35.4	35.1
	Lower		27.0			32.2	31.4
Enriching Educational Experiences	EEE		21.7			22.6	25.3
	n		51			491	397
	SD		12.9			14.5	14.1
	SEM		1.81			.66	.71
	Upper		25.2			23.9	26.7
	Lower		18.1			21.3	24.0
Supportive Campus Environment	SCE		55.3			60.7	60.3
	n		51			469	390
	SD		19.7			19.5	19.4
	SEM		2.77			.90	.98
	Upper		60.7			62.5	62.2
	Lower		49.9			58.9	58.4

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

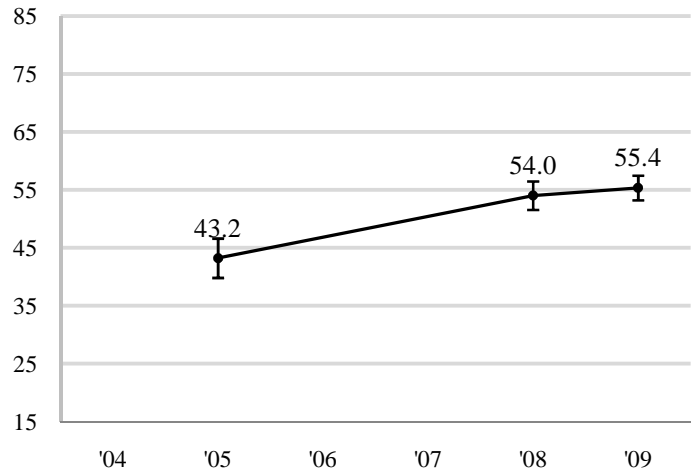
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Seniors

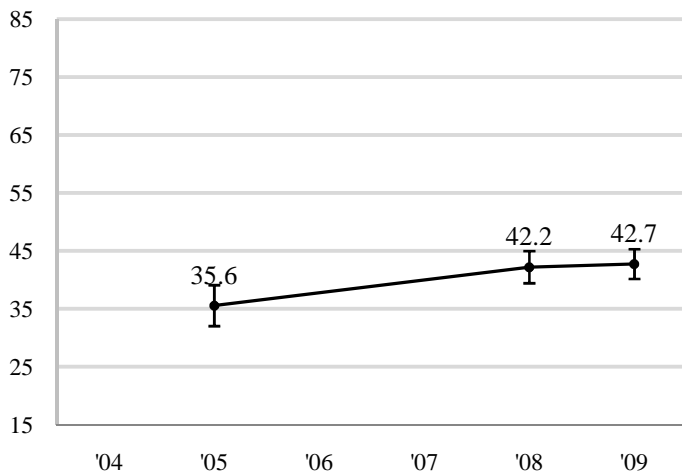
Level of Academic Challenge (LAC)



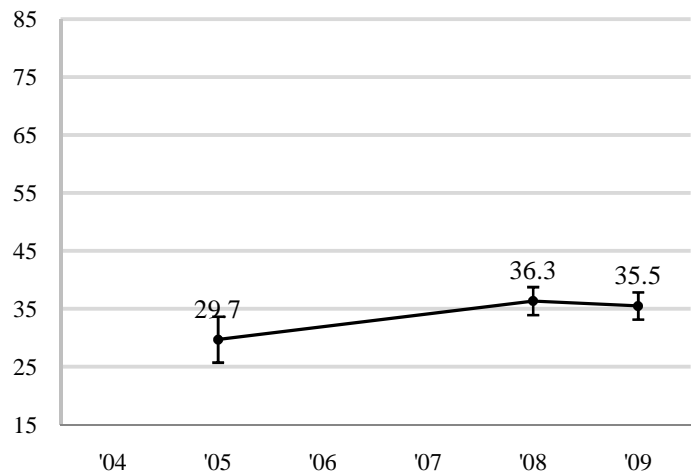
Active and Collaborative Learning (ACL)



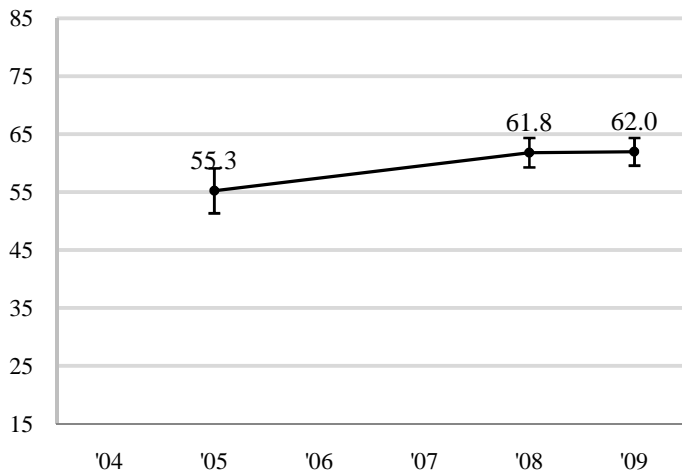
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

- Benchmark scores are charted for all years of participation. See page 7 for detailed statistics.
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		Seniors					
		2004	2005	2006	2007	2008	2009
Level of Academic Challenge	LAC		53.3			55.6	58.8
	n		94			208	255
	SD		16.0			15.0	15.2
	SEM		1.65			1.04	.95
	Upper		56.6			57.6	60.7
	Lower		50.1			53.6	56.9
Active and Collaborative Learning	ACL		43.2			54.0	55.4
	n		94			216	256
	SD		16.8			18.4	17.4
	SEM		1.74			1.26	1.09
	Upper		46.6			56.5	57.5
	Lower		39.8			51.6	53.2
Student Faculty Interaction	SFI		35.6			42.2	42.7
	n		94			209	255
	SD		17.4			20.4	20.9
	SEM		1.80			1.41	1.31
	Upper		39.1			45.0	45.3
	Lower		32.0			39.4	40.2
Enriching Educational Experiences	EEE		29.7			36.3	35.5
	n		94			204	256
	SD		19.6			17.7	19.2
	SEM		2.03			1.24	1.20
	Upper		33.7			38.8	37.8
	Lower		25.7			33.9	33.1
Supportive Campus Environment	SCE		55.3			61.8	62.0
	n		94			201	252
	SD		19.2			18.5	19.3
	SEM		1.98			1.30	1.22
	Upper		59.1			64.4	64.4
	Lower		51.4			59.3	59.6

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