

# Dalton State College

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

#### **Key Terms and Features in this Report** Multi-year charts appear on pages 4 & 6 Y-Axis Benchmarks are computed on Level of Academic Challenge (LAC) Error Bars/Confidence Intervals a 0 to 100 scale, however 85 Error bars around each benchmark nearly all institutional scores score show the upper and lower are between the y-axis values 75 bounds of the 95% confidence of 15 and 85. interval (mean +/- 1.96 \* SEM), a 65 range of values 95% likely to 52.7 51.4 contain the true population score. Benchmark Score 55 48.2 48.4 "Upper" and "Lower" limits are The benchmark score is the also reported in the detailed weighted average of the 45 statistics tables. Where confidence students' scores, using only 35 intervals do not overlap between randomly sampled students years, a statistically significant (including those from 25 difference (p < .05) is likely to be census administrations) present. from each year's data. 15 '04 '05 '06 '07 '08 '09 Unweighted number of respondents represented Multi-year detailed statistics in the data. All NSSE administration years appear on pages 5 & 7 since 2004 are listed regardless of participation. 2007 2004 2005 2006 2008 2009 2010 48.2 **51.4** LAC 48.4 52.7 SEM Standard error of the mean 405 303 307 155 n is how much a score based SD12.1 12.3 11.8 13.7 Standard deviation, the on a sample may differ average amount by from the true population SEM.71 .60 .67 1.10 score. SEM is used to which students' scores 49.8 Upper 49.4 52.7 54.9 differ from the mean. compute confidence intervals. 47.0 47.0. 50.1 50.6 Lower



# NSSE 2010 Multi-Year Benchmark Report Data Quality Indicators

## **Dalton State College**

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 <sup>a</sup>	Mode <sup>b</sup>	Response		Samı	pling	Number of Respondents <sup>6</sup>	
		Ra	Rate <sup>c</sup>		or <sup>d</sup>		
		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	213
2009	Web-only	33%	47%	3.8%	4.4%	441	263
2010	Web-only	22%	34%	3.8%	4.9%	521	269

<sup>&</sup>lt;sup>a</sup> 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).

<sup>&</sup>lt;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>&</sup>lt;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>&</sup>lt;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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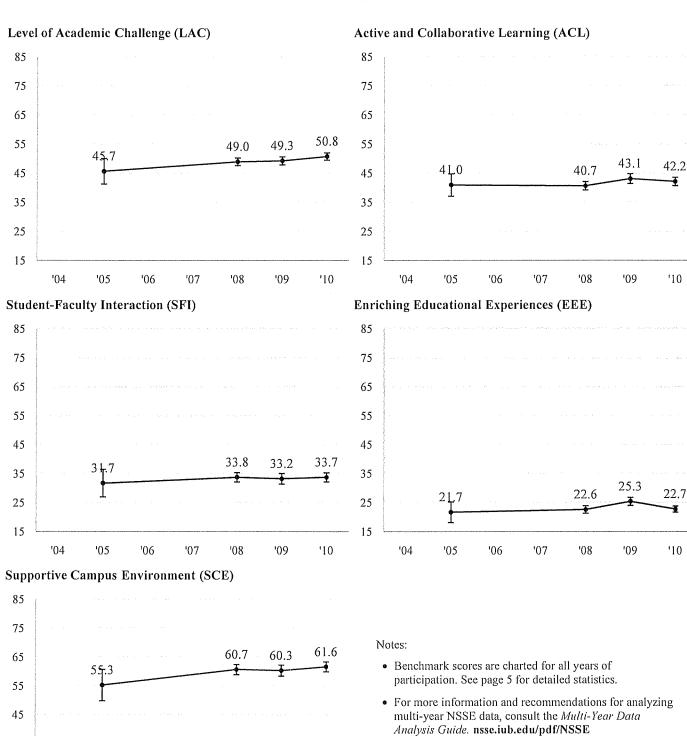
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# NSSE 2010 Multi-Year Benchmark Report Multi-Year Charts

## **Dalton State College**

Multi-Year Data Analysis Guide.pdf

#### First-Year Students



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# NSSE 2010 Multi-Year Benchmark Report Detailed Statistics<sup>a</sup>

# **Dalton State College**

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				First- y ea	r Students		
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Level of	LAC	45.7			49.0	49.3	50.8
Academic	n	52			503	402	489
Challenge	SD	16.0			14.9	14.3	14.2
	SEM	2.24			.66	.71	.64
	Upper	50.1			50.3	50.7	52.0
have at an extensive the hostination of a factor of hostination of the control and administration with a field of	Lower	41.3	entre at para at manufa del se describitamente della accordination della della della della della della della d	et north, it stad to a tool white whether a sign emman revenue	47.7	47.9	49.5
Active and	ACL	41.0			40.7	43.1	42.2
Collaborative	n	53			546	422	521
Learning	SD	14.2			17.3	17.7	16.5
	SEM	1.96			.74	.86	.72
	Upper	44.8			42.1	44.8	43.6
e promi kanana di kamana kanana k	Lower	37.1	a anna igas sarragas ilgas irragas an ar terantenese casas		39.2	41.4	40.8
Student	SFI	31.7			33.8	33.2	33.7
Faculty	n	52			505	405	489
nteraction	SD	17.4			18.3	18.8	17.6
	SEM	2.42			.82	.93	.80
	Upper	36.5			35.4	35.1	35.3
ennyandispeksiari santa yang kalamang eksimbong eksimbolik sentilis selah sistembilan kalamatik eksimbolik kal	Lower	27.0	Marrier of the Start Start Start of the Star	i isaan aa aa iyo aa aa ka isaan ah aa aa ah	32.2	31.4	32.2
Enriching Educational	EEE	21.7			22.6	25.3	22.7
	n	51			491	397	478
Experiences	SD	12.9			14.5	14.1	11.9
	SEM	1.81			.66	.71	.55
	Upper	25.2			23.9	26.7	23.8
while the Tolking superior and 1 or 100 sectors are the thirties are not then extended that the Tolking the th	Lower	18.1	eng jang menunggi jugi penungga paga mengang menunggi penggan	es manistry (180 ca graphic areas 1954 co installation (1964 de 1864)	21.3	24.0	21.7
Supportive	SCE	55.3			60.7	60.3	61.6
Campus	n	51			469	390	463
Environment	SD	19.7			19.5	19.4	19.0
	SEM	2.77			.90	.98	.88
	Upper	60.7			62.5	62.2	63.3
	Lower	49.9			58.9	58.4	59.9

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

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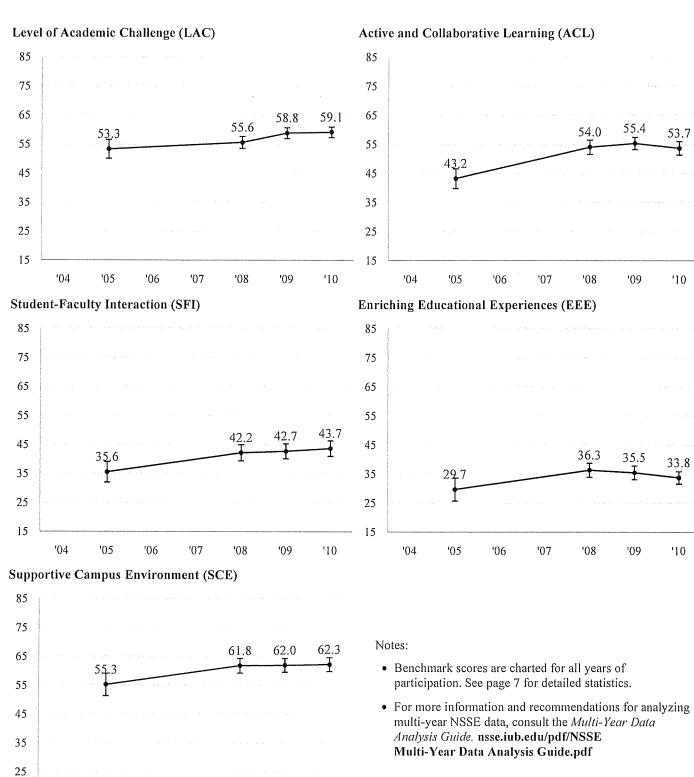
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# NSSE 2010 Multi-Year Benchmark Report Multi-Year Charts

#### **Dalton State College**

#### Seniors



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# NSSE 2010 Multi-Year Benchmark Report Detailed Statistics<sup>a</sup>

# **Dalton State College**

		Seniors						
What had the standard to the standard of the s	radical demonstract continues of the boundary of the formation of the first continues of th	2004	2005	2006	2007	2008	2009	2010
Level of	LAC		53.3			55.6	58.8	59.1
Academic	n		94			208	255	259
Challenge	SD		16.0			15.0	15.2	15.0
	SEM		1.65			1.04	.95	.93
	Upper		56.6			57.6	60.7	60.9
the fill are expression and formalistic data are by the property for a fire and the highest data are seen	Lower		50.1	ورو پردوه دروه امرانی در زاده در این در	Wymania katalan a ayan 1747 in kali ne ya 1841 i	53.6	56.9	57.3
Active and	ACL		43.2			54.0	55.4	53.7
Collaborative	n		94			216	256	268
Learning	SD		16.8			18.4	17.4	19.4
	SEM		1.74			1.26	1.09	1.19
	Upper		46.6			56.5	57.5	56.0
	Lower		39.8			51.6	53.2	51.4
C .	or Control of the Art Stock Systematics and Control	tak di kila kalanda Mahjalia diga banging kali (2011 - minung kipata)di (201	t et land film og en had millikk men i fallet med fig som get med se		anter film of the composition and activities of continued at the third		to of which although the construction of the state of the	e forfet til e en egeneg et. I e forene person kjennelje komferensenskelle, helde en
Student	SFI		35.6			42.2	42.7	43.7
Faculty Interaction	n		94			209	255	260
Interaction	SD		17.4			20.4	20.9	21.8
	SEM		1.80			1.41	1.31	1.36
	Upper		39.1			45.0	45.3	46.3
Making mark Booking for the regard on contrasts I materials above a second contrast contrast.	Lower	erdensiterritet om samt had des des die stieren ferstieren ferstieren fe	32.0		en perior a de la proposició de la la profesiona e la classica de la compansión de la compa	39.4	40.2	41.0
Enriching	EEE		29.7			36.3	35.5	33.8
Educational	n		94			204	256	254
Experiences	SD		19.6			17.7	19.2	17.4
	SEM		2.03			1.24	1.20	1.09
	Upper		33.7			38.8	37.8	35.9
We do not a first processor a statement to the antiferror which are a statement on the statement or approximate	Lower	en på linkas at en grossa sekresom ngi skrivlanskapska missign	25.7	gelija toe oo saasje op kaar yn Eersta, yn eens el		33.9	33.1	31.6
Supportive	SCE		55.3			61.8	62.0	62.3
Campus	n		94			201	252	251
Environment	SD		19.2			18.5	19.3	19.5
	SEM		1.98			1.30	1.22	1.23
	Upper		59.1			64.4	64.4	64.7
	Lower		51.4			59.3	59.6	59.9
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<sup>&</sup>lt;sup>a</sup> n=number of respondents; *SD*=standard deviation; *SEM*=standard error of the mean; Upper/Lower=95% confidence interval limits

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