



Kennesaw State University

Multi-Year Benchmark Report

August 2011

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 are 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 administration, (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/MYDAG.pdf

Key Terms and Features in this Report

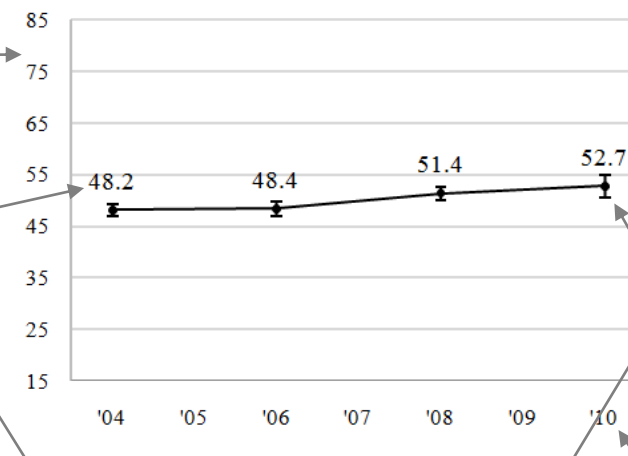
Y-Axis

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.

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.

n
Unweighted number of respondents represented in the data.

Multi-year detailed statistics appear on pages 5 & 7

Year
All NSSE administration years since 2004 are listed regardless of participation.

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.

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

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 in each year for both first-year and senior respondents. 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	Web+	23%	23%	8.6%	8.9%	128	110
2005	Web+	34%	42%	4.1%	3.6%	516	632
2006	Web-only	23%	27%	4.1%	2.8%	502	880
2007							
2008	Web-only	25%	27%	3.7%	2.3%	616	1,300
2009							
2010							
2011	Web-only	19%	29%	2.9%	2.2%	937	1,466

^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).

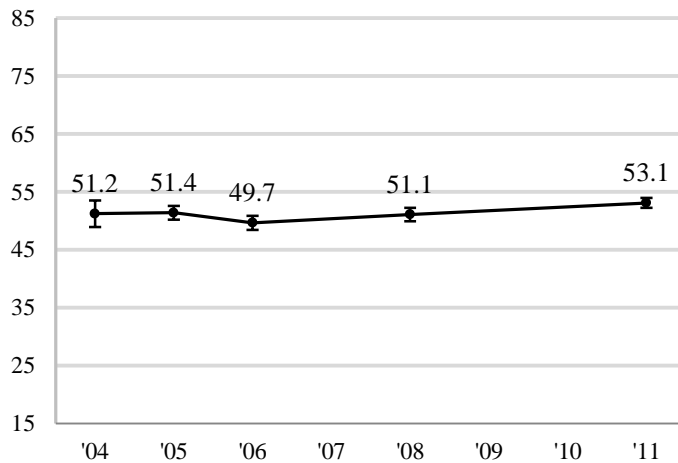
^c Response rates (number of respondents divided by sample size) adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration.

^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.

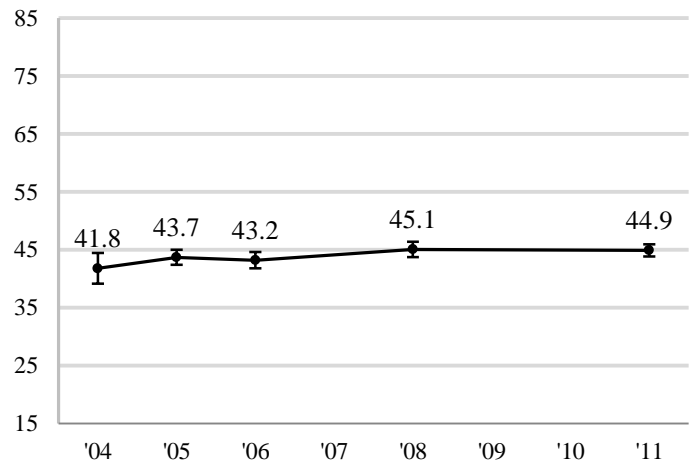
^e This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all randomly sampled students (including those from census administrations). In 2004 and 2005 it may also include targeted oversamples. 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

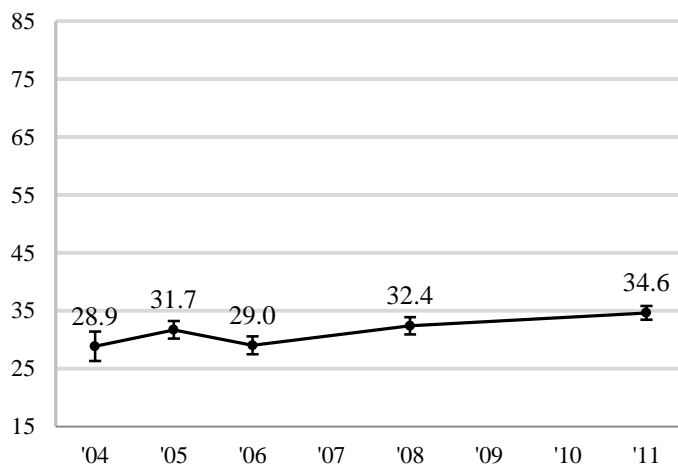
Level of Academic Challenge (LAC)



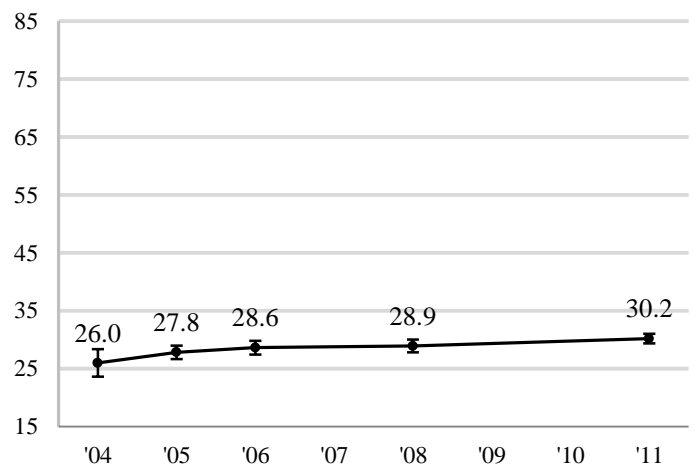
Active and Collaborative Learning (ACL)



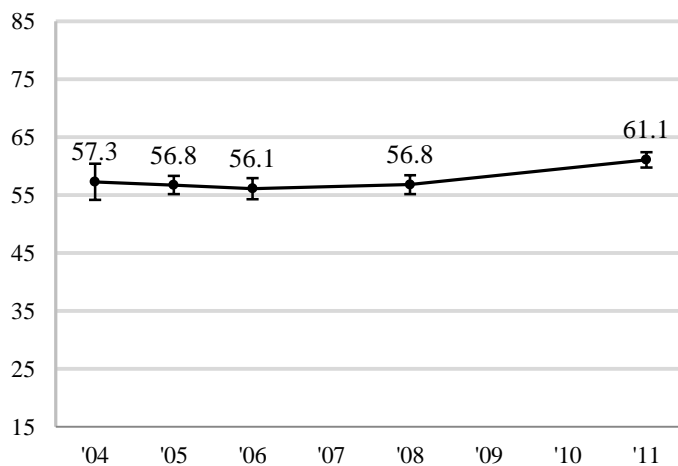
Student-Faculty Interaction (SFI)



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/MYDAG.pdf

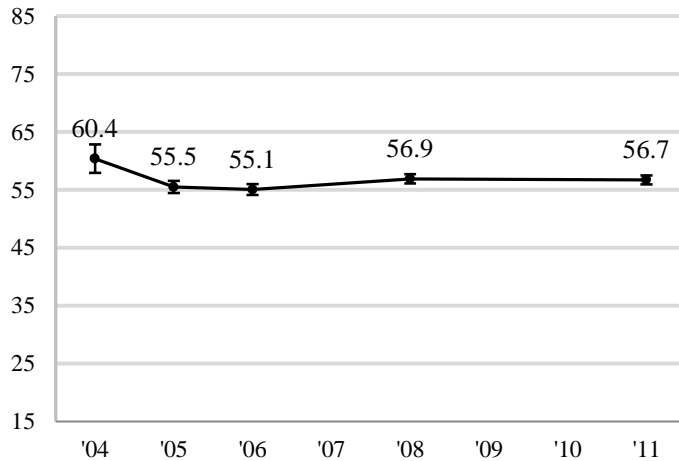
First-Year Students

		2004	2005	2006	2007	2008	2009	2010	2011
Level of Academic Challenge	LAC	51.2	51.4	49.7		51.1			53.1
	n	121	498	468		568			887
	<i>SD</i>	13.0	13.5	13.4		13.8			12.8
	<i>SEM</i>	1.18	.61	.62		.58			.43
	Upper	53.6	52.6	50.9		52.2			53.9
	Lower	48.9	50.2	48.4		50.0			52.3
Active and Collaborative Learning	ACL	41.8	43.7	43.2		45.1			44.9
	n	121	515	502		611			934
	<i>SD</i>	15.0	15.0	15.9		17.0			16.3
	<i>SEM</i>	1.36	.66	.71		.69			.53
	Upper	44.5	45.0	44.6		46.4			46.0
	Lower	39.1	42.4	41.8		43.7			43.9
Student Faculty Interaction	SFI	28.9	31.7	29.0		32.4			34.6
	n	121	502	472		571			891
	<i>SD</i>	14.3	17.3	17.2		18.0			18.1
	<i>SEM</i>	1.30	.77	.79		.75			.61
	Upper	31.4	33.2	30.6		33.9			35.8
	Lower	26.3	30.2	27.5		30.9			33.4
Enriching Educational Experiences	EEE	26.0	27.8	28.6		28.9			30.2
	n	121	489	461		556			864
	<i>SD</i>	13.4	13.1	12.9		13.2			12.6
	<i>SEM</i>	1.21	.59	.60		.56			.43
	Upper	28.4	29.0	29.8		30.0			31.0
	Lower	23.6	26.7	27.5		27.8			29.3
Supportive Campus Environment	SCE	57.3	56.8	56.1		56.8			61.1
	n	121	486	459		542			847
	<i>SD</i>	17.6	17.9	19.8		19.3			19.7
	<i>SEM</i>	1.60	.81	.92		.83			.68
	Upper	60.4	58.3	57.9		58.5			62.4
	Lower	54.2	55.2	54.3		55.2			59.8

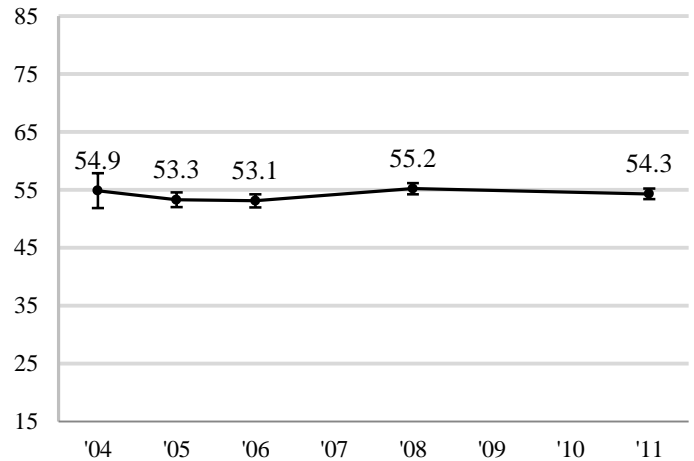
^a n=number of respondents; *SD* =standard deviation; *SEM* =standard error of the mean; Upper/Lower=95% confidence interval limits

Seniors

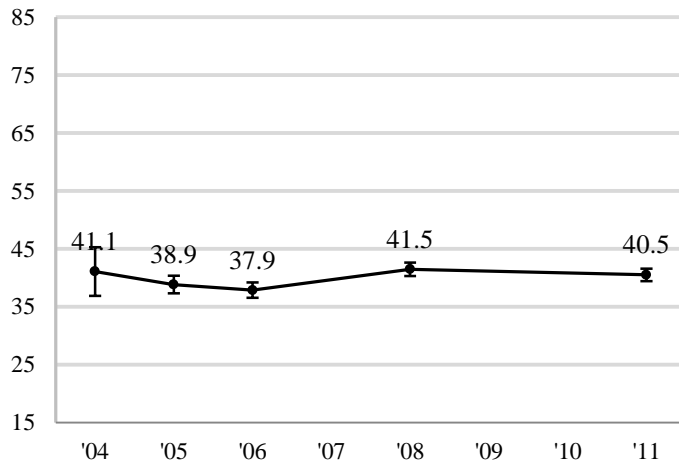
Level of Academic Challenge (LAC)



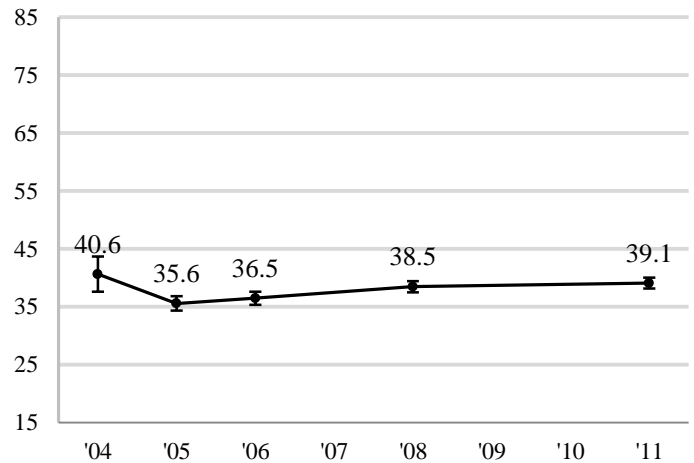
Active and Collaborative Learning (ACL)



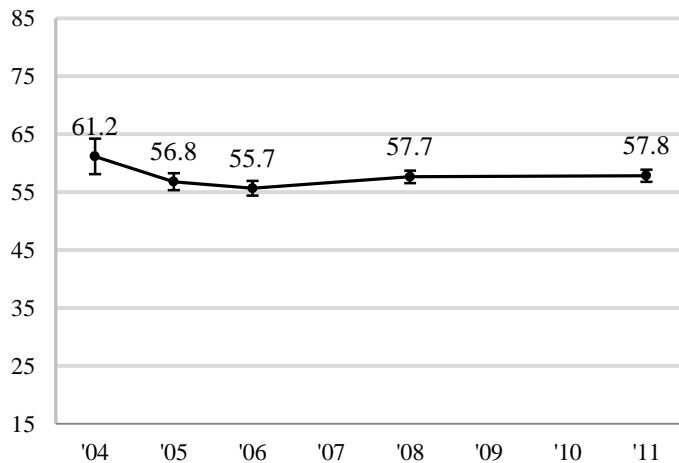
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

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		Seniors							
		2004	2005	2006	2007	2008	2009	2010	2011
Level of Academic Challenge	LAC	60.4	55.5	55.1		56.9			56.7
	n	106	619	851		1242			1390
	<i>SD</i>	13.0	13.2	14.0		14.5			14.5
	<i>SEM</i>	1.26	.53	.48		.41			.39
	Upper	62.9	56.5	56.0		57.7			57.5
	Lower	57.9	54.5	54.1		56.1			56.0
Active and Collaborative Learning	ACL	54.9	53.3	53.1		55.2			54.3
	n	106	632	879		1289			1465
	<i>SD</i>	15.7	16.5	16.9		18.0			18.0
	<i>SEM</i>	1.53	.65	.57		.50			.47
	Upper	57.9	54.6	54.2		56.2			55.2
	Lower	51.9	52.0	52.0		54.2			53.4
Student Faculty Interaction	SFI	41.1	38.9	37.9		41.5			40.5
	n	106	621	855		1246			1409
	<i>SD</i>	22.1	19.1	19.7		20.8			20.8
	<i>SEM</i>	2.14	.77	.67		.59			.55
	Upper	45.3	40.4	39.2		42.6			41.6
	Lower	36.9	37.4	36.6		40.3			39.4
Enriching Educational Experiences	EEE	40.6	35.6	36.5		38.5			39.1
	n	106	614	840		1214			1365
	<i>SD</i>	15.9	15.8	16.6		17.0			17.4
	<i>SEM</i>	1.54	.64	.57		.49			.47
	Upper	43.7	36.8	37.6		39.4			40.0
	Lower	37.6	34.3	35.4		37.5			38.2
Supportive Campus Environment	SCE	61.2	56.8	55.7		57.7			57.8
	n	105	610	832		1200			1347
	<i>SD</i>	16.1	18.3	18.7		19.1			19.3
	<i>SEM</i>	1.57	.74	.65		.55			.53
	Upper	64.2	58.3	56.9		58.7			58.9
	Lower	58.1	55.4	54.4		56.6			56.8

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