



Dalton State College

Multi-Year Benchmark Report
August 2012

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

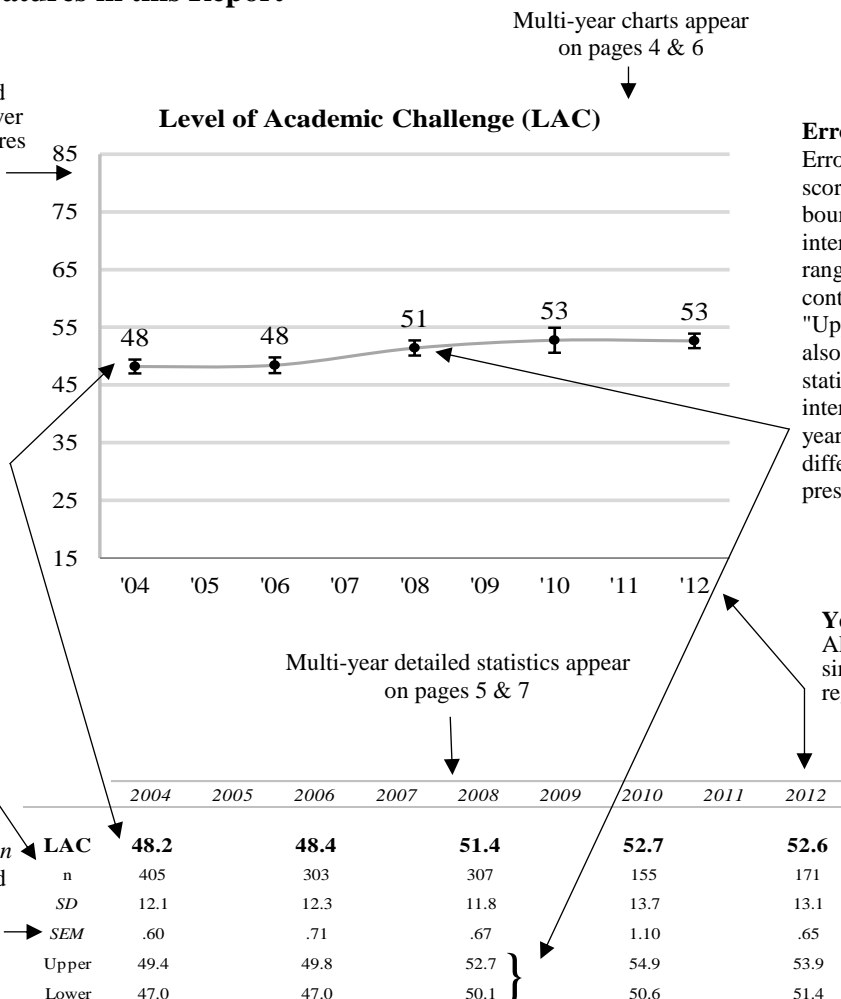
The benchmark score is the weighted average of the students' scores, using all census-administration and randomly sampled students from each year's data.

n

Number of respondents represented in the data weighted by gender and enrollment status.

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.

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 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							
2005	Paper	22%	42%	12.5%	7.7%	59	95
2006							
2007							
2008	Web+	30%	43%	3.6%	5.0%	557	217
2009	Web-only	33%	47%	3.8%	4.4%	441	263
2010	Web-only	22%	34%	3.8%	4.9%	521	269
2011	Web-only	14%	29%	8.0%	5.1%	131	264
2012	Web-only	15%	25%	7.2%	6.3%	159	185

^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-only* (students receive all correspondence by e-mail and complete the Web version), and *Web+* (students initially invited to participate via email; a subgroup of nonrespondents receive paper surveys).

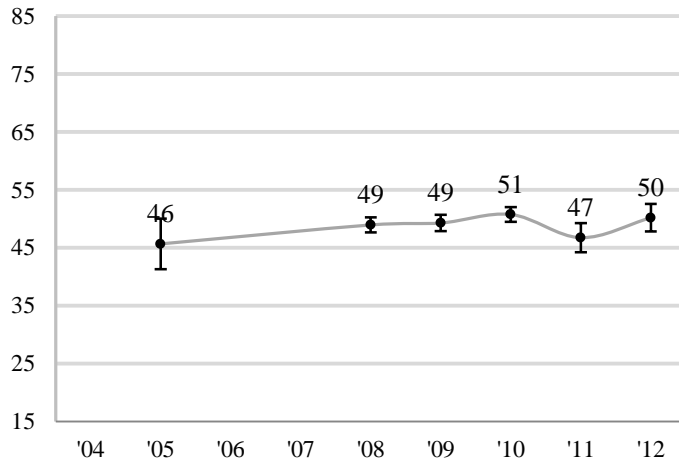
^c Response rates (number of respondents divided by sample size) adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

^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.

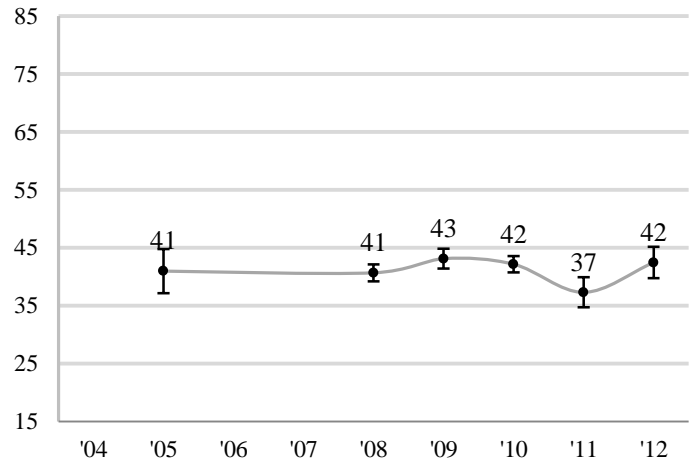
^e This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all census-administered and randomly sampled students. In 2004 and 2005 it may also include targeted oversamples. For this reason, the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

First-Year Students

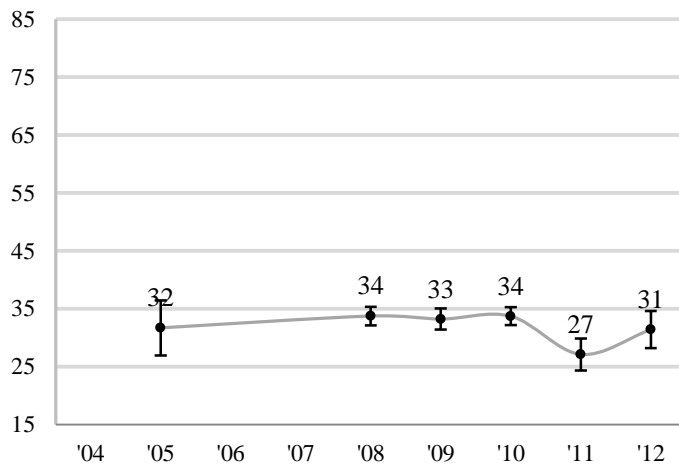
Level of Academic Challenge (LAC)



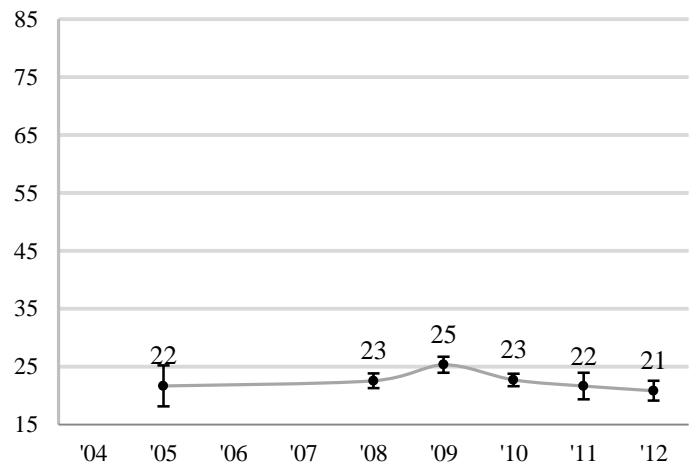
Active and Collaborative Learning (ACL)



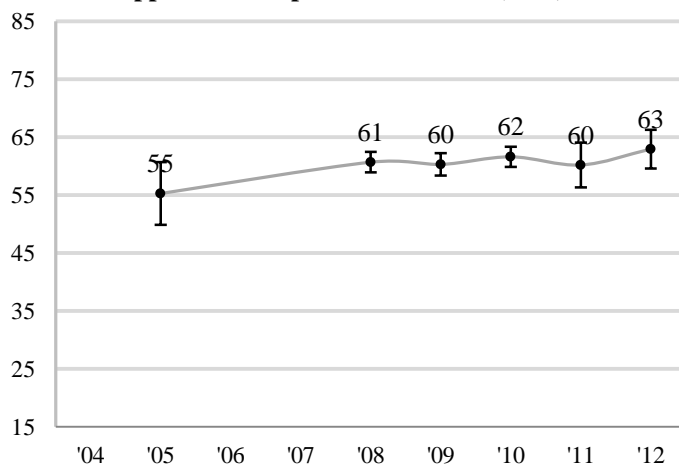
Student-Faculty Interaction (SFI)



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

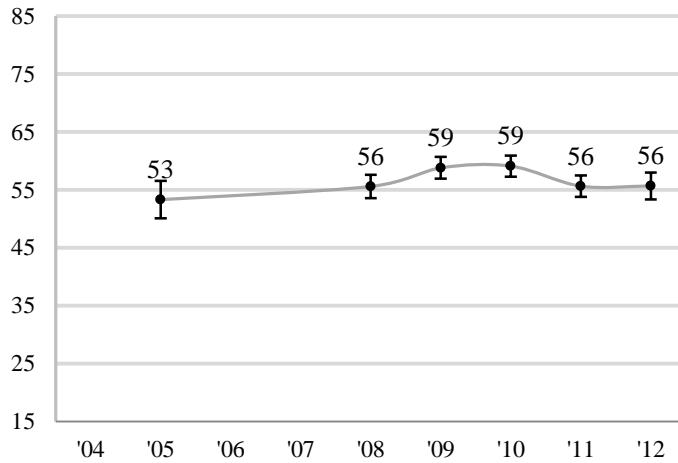
First-Year Students

		2004	2005	2006	2007	2008	2009	2010	2011	2012
Level of Academic Challenge	LAC		45.7			49.0	49.3	50.8	46.8	50.2
	n		52			503	402	489	125	138
	<i>SD</i>		16.0			14.9	14.3	14.2	14.4	14.2
	<i>SEM</i>		2.24			.66	.71	.64	1.28	1.20
	Upper		50.1			50.3	50.7	52.0	49.3	52.6
	Lower		41.3			47.7	47.9	49.5	44.2	47.8
Active and Collaborative Learning	ACL		41.0			40.7	43.1	42.2	37.3	42.5
	n		53			546	422	521	131	159
	<i>SD</i>		14.2			17.3	17.7	16.5	15.2	17.3
	<i>SEM</i>		1.96			.74	.86	.72	1.33	1.37
	Upper		44.8			42.1	44.8	43.6	39.9	45.2
	Lower		37.1			39.2	41.4	40.8	34.7	39.8
Student-Faculty Interaction	SFI		31.7			33.8	33.2	33.7	27.1	31.4
	n		52			505	405	489	126	138
	<i>SD</i>		17.4			18.3	18.8	17.6	15.8	19.1
	<i>SEM</i>		2.42			.82	.93	.80	1.41	1.63
	Upper		36.5			35.4	35.1	35.3	29.9	34.6
	Lower		27.0			32.2	31.4	32.2	24.4	28.2
Enriching Educational Experiences	EEE		21.7			22.6	25.3	22.7	21.7	20.9
	n		51			491	397	478	122	132
	<i>SD</i>		12.9			14.5	14.1	11.9	12.9	10.0
	<i>SEM</i>		1.81			.66	.71	.55	1.17	.87
	Upper		25.2			23.9	26.7	23.8	24.0	22.6
	Lower		18.1			21.3	24.0	21.7	19.4	19.1
Supportive Campus Environment	SCE		55.3			60.7	60.3	61.6	60.2	63.0
	n		51			469	390	463	118	125
	<i>SD</i>		19.7			19.5	19.4	19.0	21.5	19.0
	<i>SEM</i>		2.77			.90	.98	.88	1.98	1.70
	Upper		60.7			62.5	62.2	63.3	64.1	66.3
	Lower		49.9			58.9	58.4	59.9	56.3	59.6

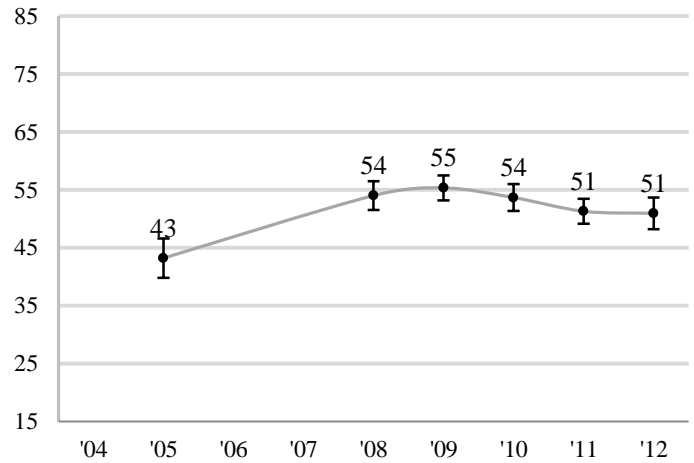
^a n=number of respondents; *SD*=standard deviation; *SEM*=standard error of the mean; Upper/Lower=95% confidence interval limits

Seniors

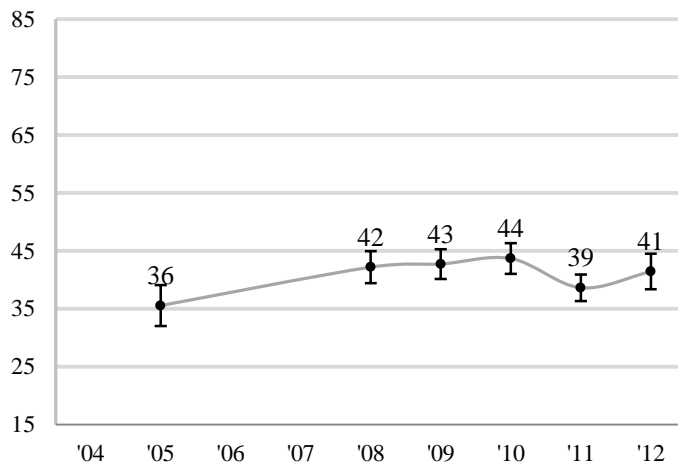
Level of Academic Challenge (LAC)



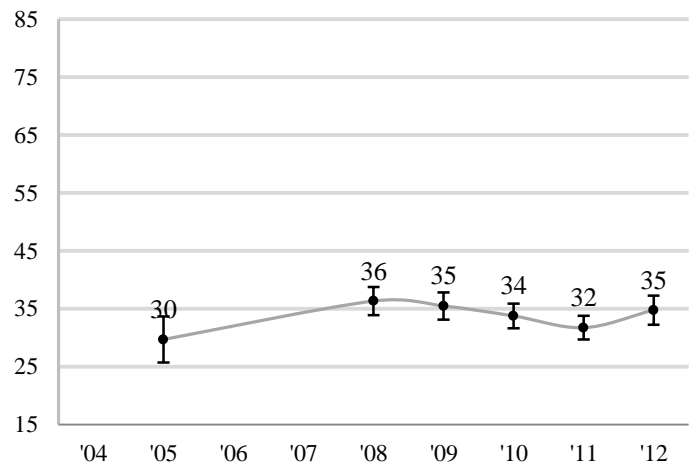
Active and Collaborative Learning (ACL)



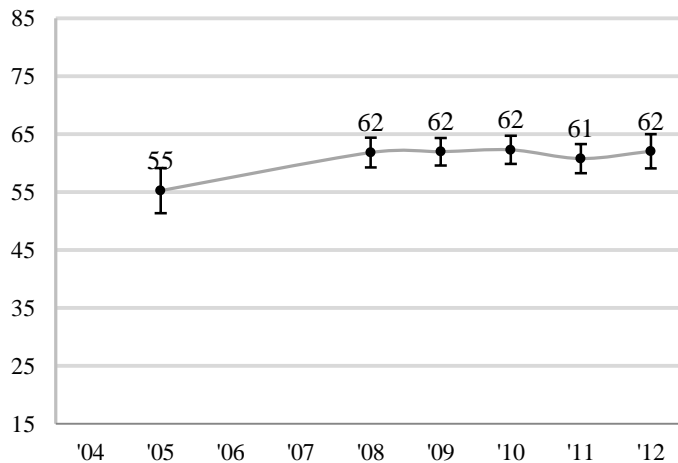
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

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		Seniors								
		2004	2005	2006	2007	2008	2009	2010	2011	2012
Level of Academic Challenge	LAC	53.3				55.6	58.8	59.1	55.6	55.7
	n	94				208	255	259	252	179
	<i>SD</i>	16.0				15.0	15.2	15.0	14.9	15.9
	<i>SEM</i>	1.65				1.04	.95	.93	.94	1.19
	Upper	56.6				57.6	60.7	60.9	57.5	58.0
	Lower	50.1				53.6	56.9	57.3	53.8	53.3
Active and Collaborative Learning	ACL	43.2				54.0	55.4	53.7	51.3	51.0
	n	94				216	256	268	264	184
	<i>SD</i>	16.8				18.4	17.4	19.4	17.7	19.1
	<i>SEM</i>	1.74				1.26	1.09	1.19	1.09	1.40
	Upper	46.6				56.5	57.5	56.0	53.4	53.7
	Lower	39.8				51.6	53.2	51.4	49.2	48.2
Student-Faculty Interaction	SFI	35.6				42.2	42.7	43.7	38.6	41.4
	n	94				209	255	260	252	179
	<i>SD</i>	17.4				20.4	20.9	21.8	18.6	21.0
	<i>SEM</i>	1.80				1.41	1.31	1.36	1.17	1.57
	Upper	39.1				45.0	45.3	46.3	40.9	44.5
	Lower	32.0				39.4	40.2	41.0	36.3	38.4
Enriching Educational Experiences	EEE	29.7				36.3	35.5	33.8	31.7	34.8
	n	94				204	256	254	250	178
	<i>SD</i>	19.6				17.7	19.2	17.4	16.4	17.1
	<i>SEM</i>	2.03				1.24	1.20	1.09	1.04	1.28
	Upper	33.7				38.8	37.8	35.9	33.8	37.3
	Lower	25.7				33.9	33.1	31.6	29.7	32.3
Supportive Campus Environment	SCE	55.3				61.8	62.0	62.3	60.8	62.1
	n	94				201	252	251	241	174
	<i>SD</i>	19.2				18.5	19.3	19.5	20.0	19.7
	<i>SEM</i>	1.98				1.30	1.22	1.23	1.29	1.50
	Upper	59.1				64.4	64.4	64.7	63.3	65.0
	Lower	51.4				59.3	59.6	59.9	58.3	59.1

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