National Survey
of Student Engagement

Lynn University

Multi-Year Benchmark Report

August 2008

National Survey of Student Engagement

Interpreting the Multi-Year Benchmark Report

For institutions that have participated in NSSE across multiple years, 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 in 2006-07, did the level of active and collaborative learning increase?"

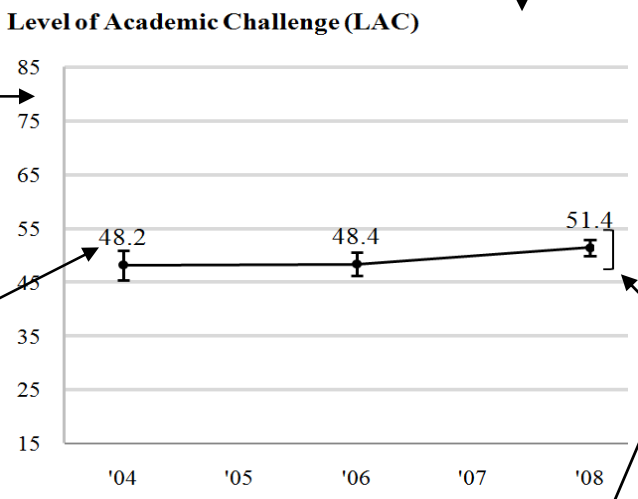
This report has three main parts: (a) a table of *data quality indicators* (p. 3), which provides a quick reference to important statistics for each year's participation, (b) *multi-year charts*, and (c) *detailed statistics*. Key terms and features of (b) and (c) are described below using data from 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/2008_Institutional_Report/Multiyear_Data_Guide.pdf.

Key Terms and Features in this Report

Multi-year charts
appear on pages 4 & 6.

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.

Error Bars/Confidence Intervals
Error bars around each benchmark score show the upper and lower bounds of the 95% confidence interval (mean +/- 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.

	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

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.

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

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Data Quality Indicators

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Some NSSE administrations 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							
2006	Web+	18%	24%	7.8%	11.6%	131	54
2007							
2008	Web+	20%	32%	7.2%	7.5%	148	117

[a] All NSSE administration years since 2001 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 off hand, but any results using them should probably 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.

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Multi-Year Charts [a]

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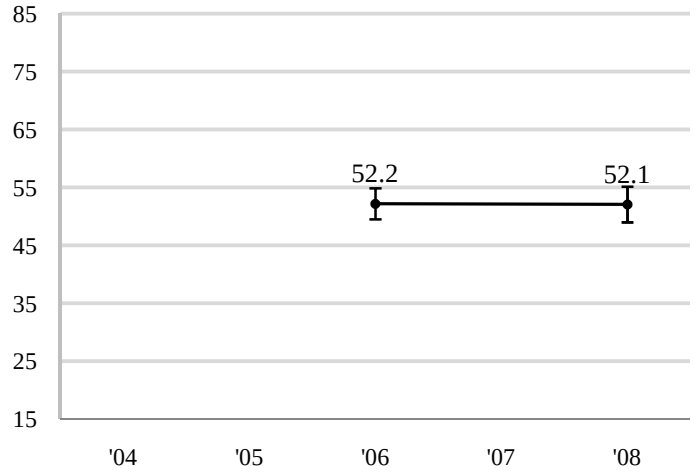
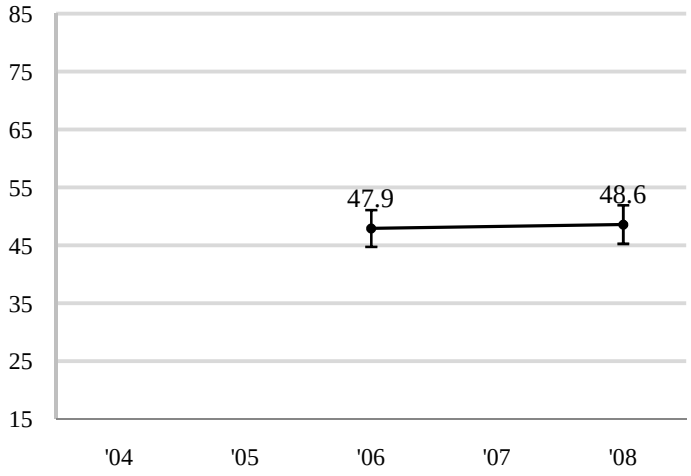
First-Year Students

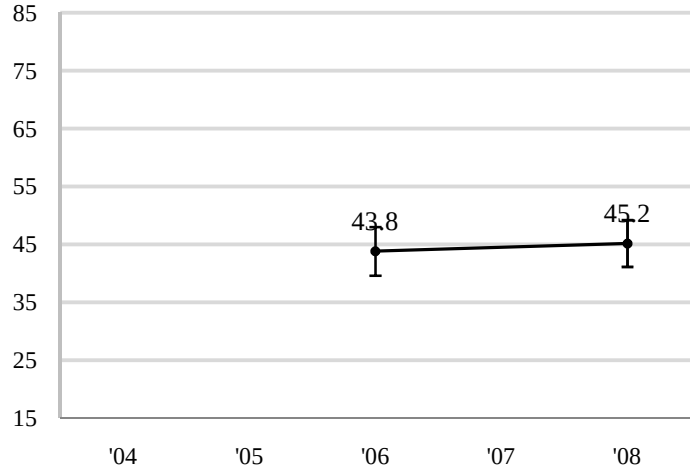
Level of Academic Challenge (LAC)



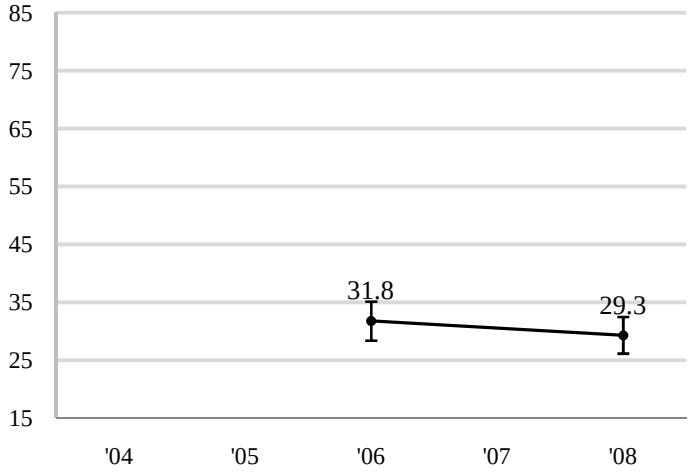
Active and Collaborative Learning (ACL)



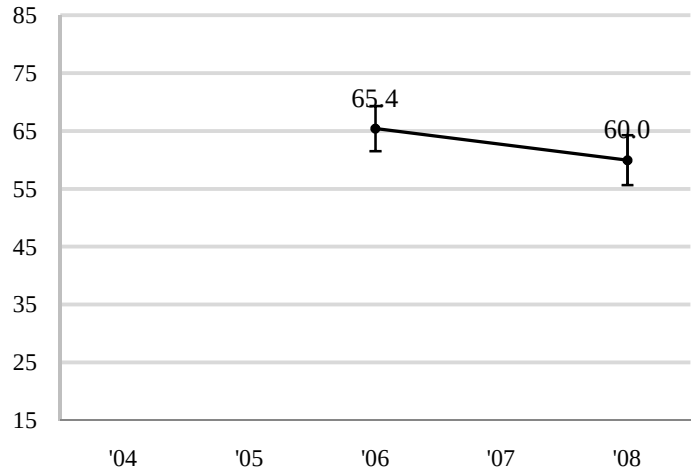
Student-Faculty Interaction (SFI)



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/2008_Institutional_Report/Multiyear_Data_Guide.pdf.

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Detailed Statistics [a]

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		First-Year Students				
		2004	*2005*	*2006*	*2007*	*2008*
Level of Academic Challenge	**LAC**			**52.2**		**52.1**
	n			117		126
	SD			14.8		17.6
	SEM			1.37		1.57
	Upper			54.9		55.1
	Lower			49.5		49.0
Active and Collaborative Learning	**ACL**			**47.9**		**48.6**
	n			130		144
	SD			18.5		20.4
	SEM			1.62		1.70
	Upper			51.1		51.9
	Lower			44.8		45.3
Student Faculty Interaction	**SFI**			**43.8**		**45.2**
	n			120		123
	SD			23.4		22.8
	SEM			2.14		2.06
	Upper			48.0		49.2
	Lower			39.6		41.1
Enriching Educational Experiences	**EEE**			**31.8**		**29.3**
	n			112		120
	SD			18.2		17.7
	SEM			1.72		1.61
	Upper			35.2		32.5
	Lower			28.4		26.2
Supportive Campus Environment	**SCE**			**65.4**		**60.0**
	n			105		117
	SD			20.4		23.7
	SEM			1.99		2.20
	Upper			69.3		64.3
	Lower			61.5		55.7

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

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NSSE 2008 Multi-Year Benchmark Report

Multi-Year Charts [a]

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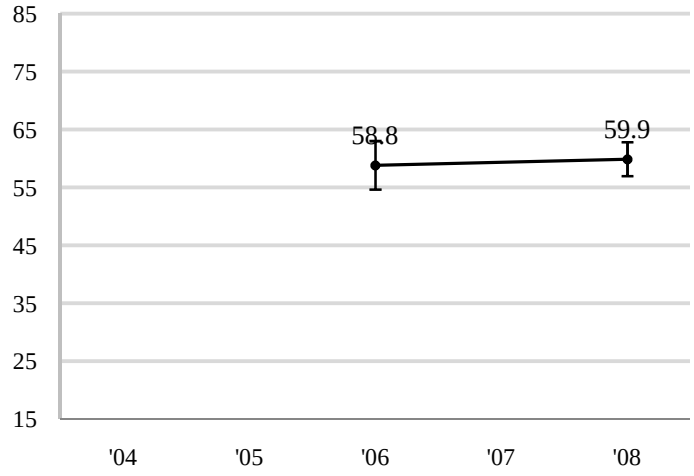
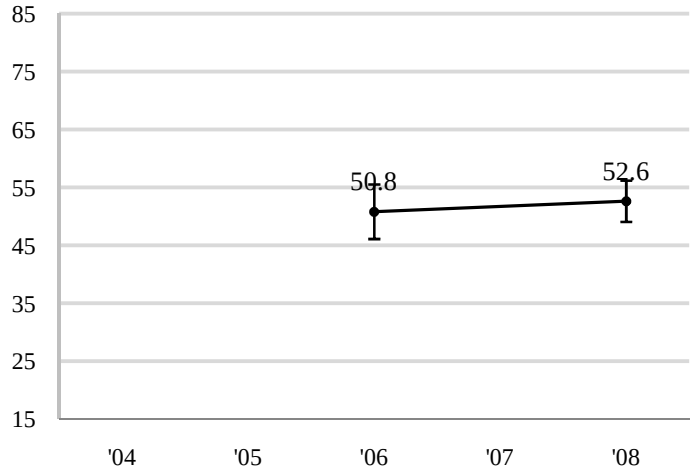
Seniors

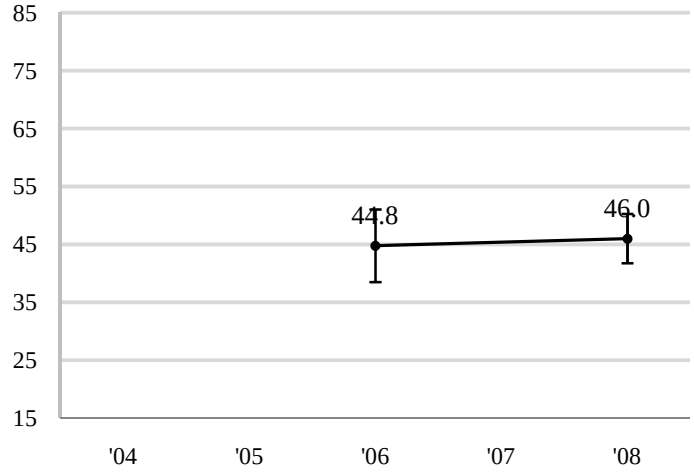
Level of Academic Challenge (LAC)



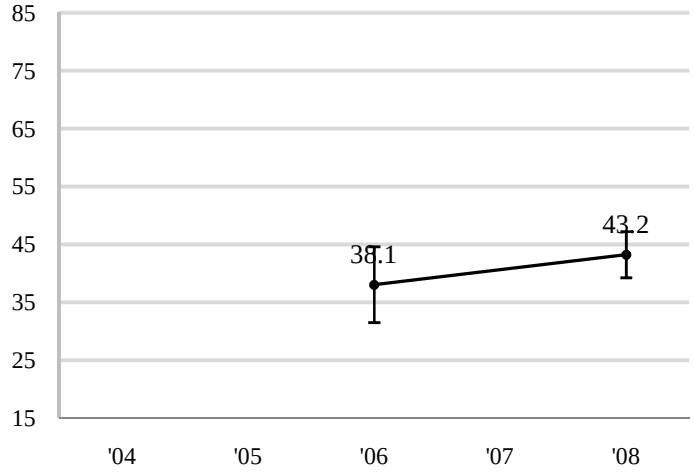
Active and Collaborative Learning (ACL)



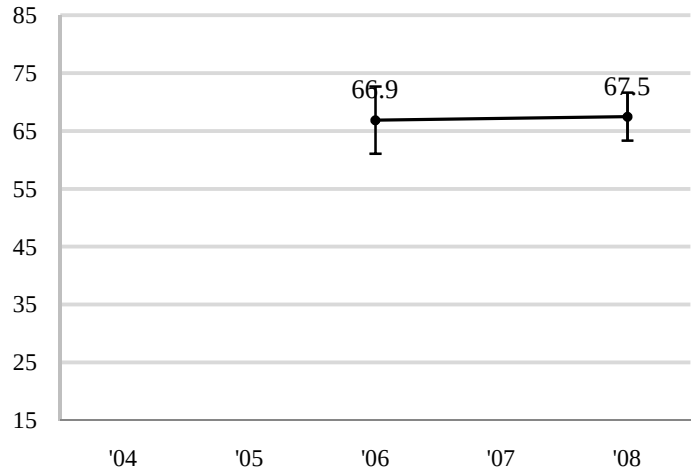
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

- Benchmark scores are charted for all years of participation. See page 7 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*: www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf.

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Detailed Statistics [a]

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		Seniors				
		2004	*2005*	*2006*	*2007*	*2008*
Level of Academic Challenge	**LAC**			**58.8**		**59.9**
	n			45		103
	SD			14.4		15.2
	SEM			2.13		1.49
	Upper			63.0		62.8
	Lower			54.6		56.9
Active and Collaborative Learning	**ACL**			**50.8**		**52.6**
	n			53		117
	SD			17.5		19.6
	SEM			2.40		1.81
	Upper			55.5		56.2
	Lower			46.1		49.1
Student Faculty Interaction	**SFI**			**44.8**		**46.0**
	n			45		107
	SD			21.5		22.4
	SEM			3.20		2.17
	Upper			51.1		50.3
	Lower			38.5		41.8
Enriching Educational Experiences	**EEE**			**38.1**		**43.2**
	n			45		103
	SD			22.4		20.7
	SEM			3.34		2.03
	Upper			44.6		47.2
	Lower			31.5		39.3
Supportive Campus Environment	**SCE**			**66.9**		**67.5**
	n			45		101
	SD			19.8		21.3
	SEM			2.96		2.11
	Upper			72.7		71.6
	Lower			61.1		63.3

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

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