



# University of Nebraska at Kearney

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**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 recalculated and 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. This report is necessary because improvements and modifications have been made over time, making multi-year analysis of NSSE data more complex. Specifically, the following issues are relevant:

- All items in question 7 were rescaled in 2004, making newer results on these items incompatible with those of 2003 and earlier. Therefore, it is not possible to compare the 2004-2010 Enriching Educational Experiences benchmark with prior years (2001-2003). Also, an alternate version of the Student-Faculty Interaction benchmark – labeled ‘SFC’ – removes the ‘research with faculty’ item, allowing this revised version to be compared with prior years (2001-2003).
- In 2004 NSSE changed the way benchmarks were calculated, requiring that benchmarks prior to 2004 be recalculated to more accurately compare institutional performance across years.
- Scores from NSSE 2000 are not included because several significant changes were made to the survey instrument and benchmarks beginning in 2001, making year-to-year comparisons unsuitable.
- The samples used to develop institutional estimates have been refined in recent years, making direct comparisons of reported benchmarks over the years potentially less stable.

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 NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE Web site. [nsse.iub.edu/pdf/NSSE Multi-Year Data Analysis Guide.pdf](http://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

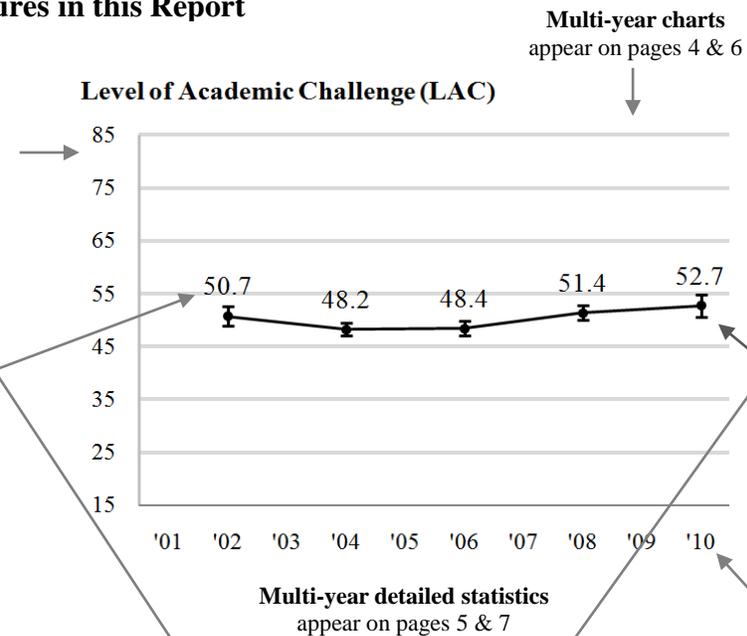
The benchmark score is the weighted average of the students' scores, using only randomly sampled students (including those from census administrations) from each year's data.

#### 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.



#### 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 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 are listed regardless of participation.

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>LAC</b>		<b>50.7</b>		<b>48.2</b>		<b>48.4</b>		<b>51.4</b>		<b>52.7</b>
n		179		405		308		307		155
SD		12.3		12.1		12.3		11.8		13.7
SEM		.92		.60		.71		.67		1.10
Upper		52.5		49.4		49.8		52.7		54.9
Lower		48.9		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 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 Rate <sup>c</sup>		Sampling Error <sup>d</sup>		Number of Respondents <sup>e</sup>	
		FY	SR	FY	SR	FY	SR
2001							
2002	Paper		52%	7.0%	6.7%	169	184
2003	Paper	51%	55%	6.8%	6.6%	174	187
2004	Paper	43%	48%	7.6%	7.0%	149	166
2005							
2006							
2007	Web+	28%	35%	4.4%	4.1%	372	379
2008							
2009							
2010	Web-only	31%	35%	3.7%	4.1%	476	370

<sup>a</sup> All NSSE administration years since 2001 are listed regardless of participation.

<sup>b</sup> Modes include *Paper* (students receive a paper survey, with an 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).

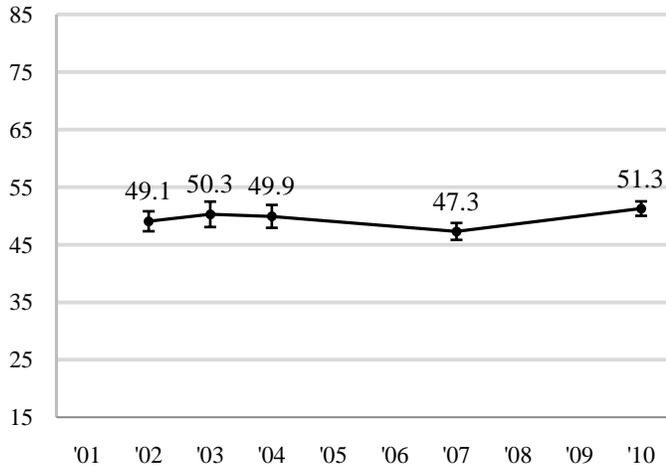
<sup>c</sup> Response rates (number of respondents divided by sample size) adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration. Before 2003, response rates were not calculated separately by class so overall response rates are reported.

<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.

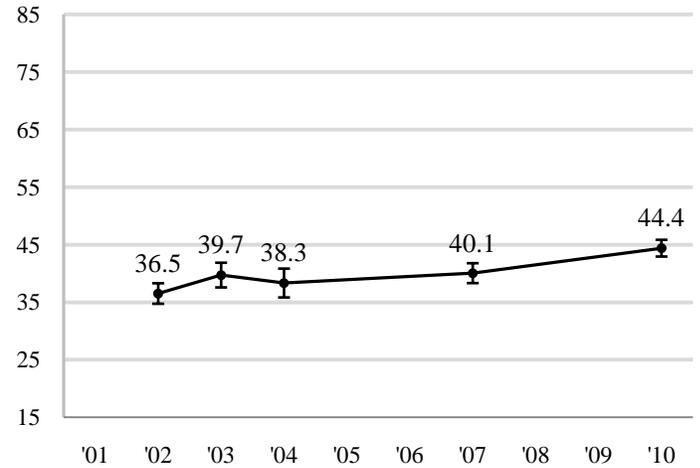
<sup>e</sup> This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all randomly sampled students (including those from census administrations). From 2001 to 2005 it may also include targeted oversamples. For this reason, the counts for 2001 to 2005 may not match those given in the detailed statistics on pages 5 and 7.

**First-Year Students**

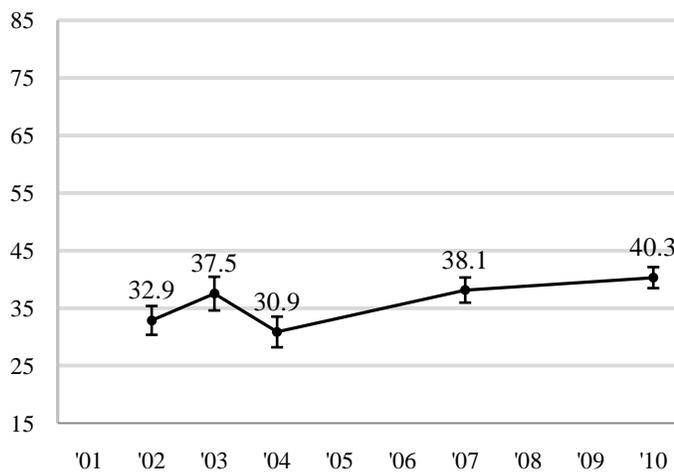
**Level of Academic Challenge (LAC)**



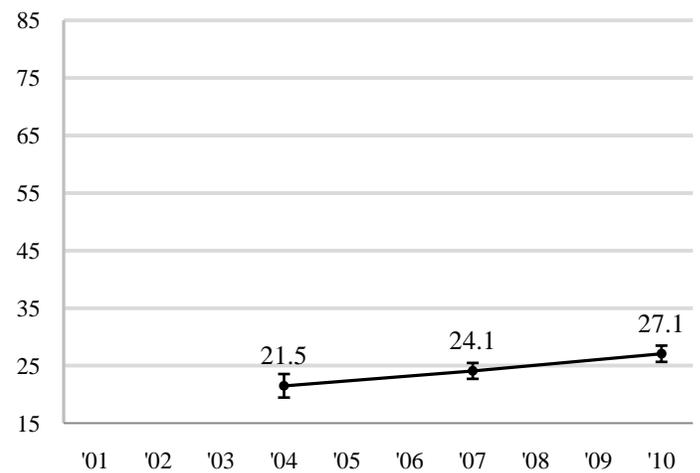
**Active and Collaborative Learning (ACL)**



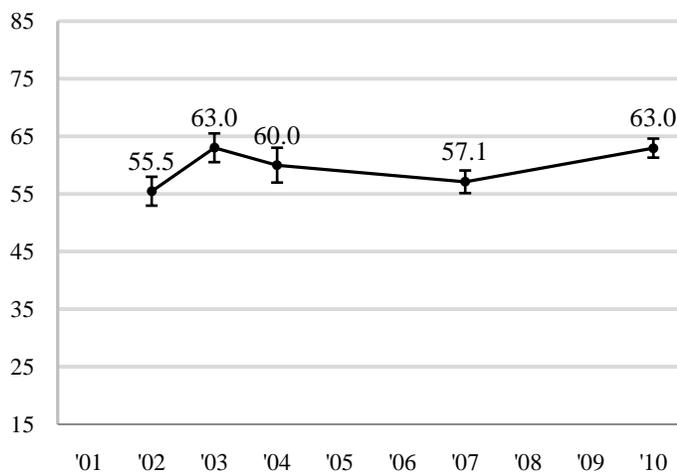
**Student-Faculty Interaction (SFC)<sup>b</sup>**



**Enriching Educational Experiences (EEE)<sup>c</sup>**



**Supportive Campus Environment (SCE)**



Notes:

- a. Recalculated benchmark scores are charted for all years of participation since 2001. 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/NSSE\\_Multi-Year\\_Data\\_Analysis\\_Guide.pdf](http://nsse.iub.edu/pdf/NSSE_Multi-Year_Data_Analysis_Guide.pdf)
- b. For institutions with 2001-2003 data, due to a change to the 'research with faculty' item in 2004, 'SFC' (a version of 'SFI' that does not include that item) is charted on this page. Statistics for both versions are provided on page 5.
- c. 2001-2003 'EEE' scores are not provided because response options for several 'EEE' items were altered in 2004, and thus scores are incompatible with those of later years.

First-Year Students

		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
<b>Level of Academic Challenge</b>	<b>LAC</b>		<b>49.1</b>	<b>50.3</b>	<b>49.9</b>			<b>47.3</b>			<b>51.3</b>	
	n		169	157	139			335			442	
	SD		11.5	14.1	12.0			13.7			13.5	
	SEM		.88	1.13	1.02			.75			.64	
	Upper		50.8	52.5	51.9			48.8			52.5	
	Lower		47.3	48.1	47.9			45.8			50.0	
<b>Active and Collaborative Learning</b>	<b>ACL</b>		<b>36.5</b>	<b>39.7</b>	<b>38.3</b>			<b>40.1</b>			<b>44.4</b>	
	n		169	157	139			371			475	
	SD		11.8	13.7	15.1			17.0			16.2	
	SEM		.91	1.09	1.28			.88			.74	
	Upper		38.3	41.9	40.8			41.8			45.8	
	Lower		34.7	37.6	35.8			38.3			42.9	
<b>Student Faculty Interaction<sup>b</sup></b>	<b>SFC</b>		<b>32.9</b>	<b>37.5</b>	<b>30.9</b>			<b>38.1</b>			<b>40.3</b>	
	n		169	157	139			350			449	
	SD		16.6	18.7	16.0			20.8			19.8	
	SEM		1.28	1.49	1.36			1.11			.93	
	Upper		35.4	40.5	33.5			40.3			42.1	
	Lower		30.4	34.6	28.2			36.0			38.5	
	<b>SFI</b>		-	-	<b>25.9</b>			<b>33.3</b>			<b>35.0</b>	
	n		-	-	139			344			447	
	SD		-	-	14.1			19.2			18.2	
	SEM		-	-	1.19			1.04			.86	
	Upper		-	-	28.2			35.3			36.7	
	Lower		-	-	23.5			31.3			33.4	
	<b>Enriching Educational Experiences<sup>c</sup></b>	<b>EEE</b>		-	-	<b>21.5</b>			<b>24.1</b>			<b>27.1</b>
		n		-	-	139			328			428
		SD		-	-	12.3			12.8			14.9
		SEM		-	-	1.04			.71			.72
Upper			-	-	23.6			25.5			28.5	
Lower			-	-	19.5			22.7			25.7	
<b>Supportive Campus Environment</b>	<b>SCE</b>		<b>55.5</b>	<b>63.0</b>	<b>60.0</b>			<b>57.1</b>			<b>63.0</b>	
	n		169	157	139			321			408	
	SD		16.6	16.0	18.2			18.0			17.0	
	SEM		1.28	1.28	1.54			1.00			.84	
	Upper		58.0	65.5	63.0			59.1			64.6	
	Lower		53.0	60.5	57.0			55.2			61.3	

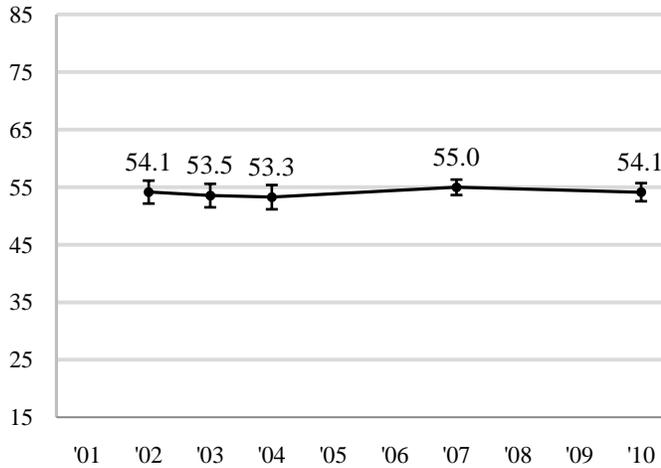
<sup>a</sup> n=number of respondents; SD=standard deviation; SEM=standard error of the mean; Upper/Lower=95% confidence interval limits

<sup>b</sup> Due to a change to the 'research with faculty' item in 2004, statistics for 'SFC' (the alternate version of student-faculty interaction that does not include that item) are reported for all years, and 'SFI' is reported beginning with 2004.

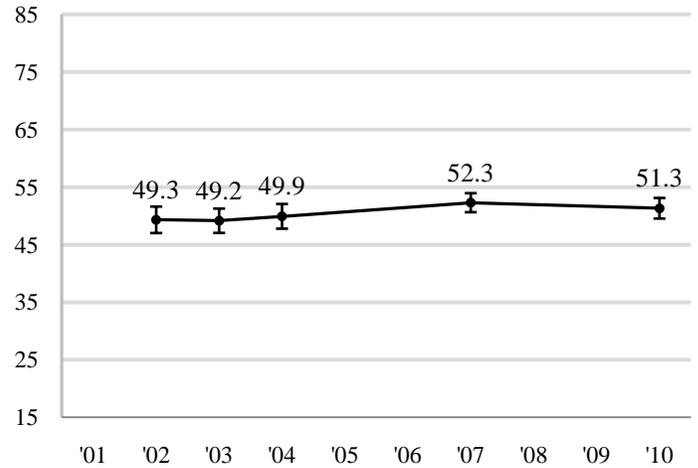
<sup>c</sup> 2001-2003 'EEE' scores are not provided because they are not comparable with those of later years. This is because response options for several of 'EEE' items were substantially altered in 2004.

Seniors

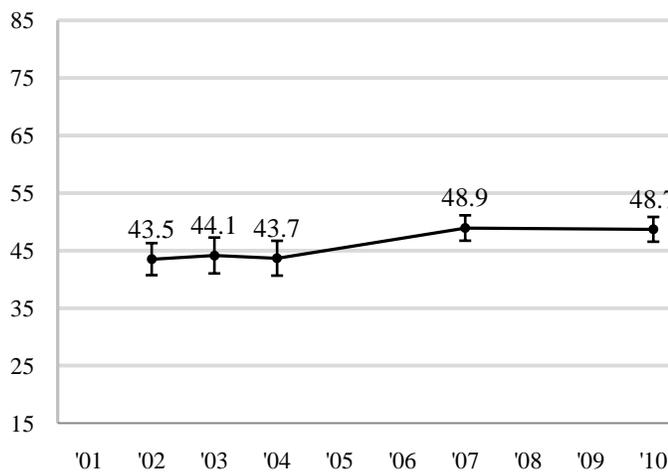
Level of Academic Challenge (LAC)



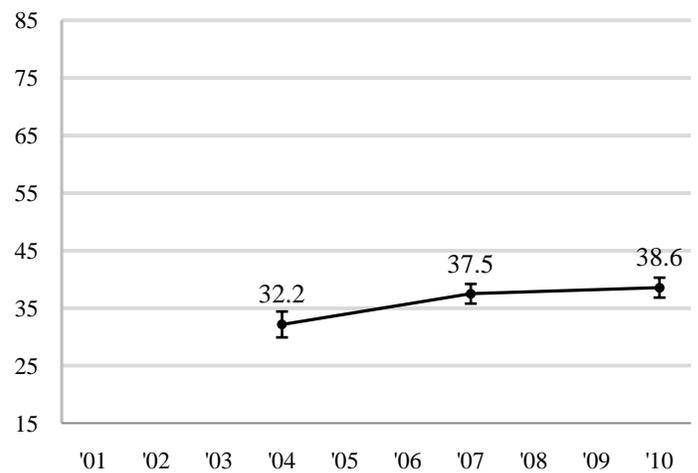
Active and Collaborative Learning (ACL)



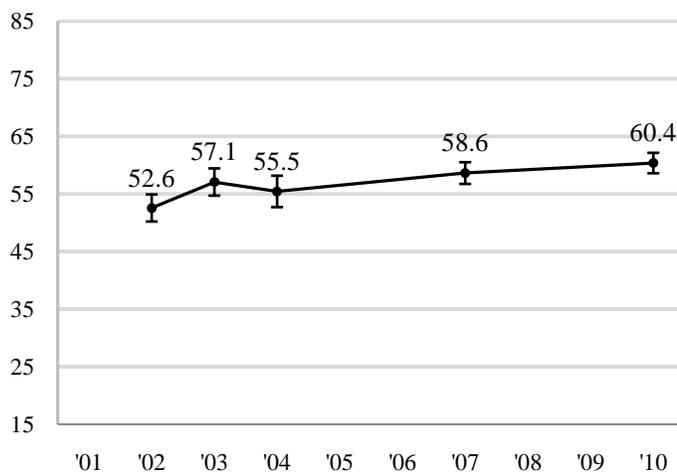
Student-Faculty Interaction (SFC)<sup>b</sup>



Enriching Educational Experiences (EEE)<sup>c</sup>



Supportive Campus Environment (SCE)



Notes:

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- c. 2001-2003 'EEE' scores are not provided because response options for several 'EEE' items were altered in 2004, and thus scores are incompatible with those of later years.

		Seniors										
		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
<b>Level of Academic Challenge</b>	<b>LAC</b>		<b>54.1</b>	<b>53.5</b>	<b>53.3</b>			<b>55.0</b>			<b>54.1</b>	
	n		180	173	163			363			354	
	SD		13.6	13.7	13.7			13.1			15.1	
	SEM		1.02	1.04	1.08			.69			.80	
	Upper		56.1	55.6	55.4			56.3			55.7	
	Lower		52.1	51.5	51.2			53.6			52.5	
<b>Active and Collaborative Learning</b>	<b>ACL</b>		<b>49.3</b>	<b>49.2</b>	<b>49.9</b>			<b>52.3</b>			<b>51.3</b>	
	n		181	173	164			379			370	
	SD		15.8	14.2	14.0			16.4			17.6	
	SEM		1.18	1.08	1.09			.84			.91	
	Upper		51.6	51.3	52.1			53.9			53.1	
	Lower		47.0	47.0	47.8			50.6			49.5	
<b>Student Faculty Interaction<sup>b</sup></b>	<b>SFC</b>		<b>43.5</b>	<b>44.1</b>	<b>43.7</b>			<b>48.9</b>			<b>48.7</b>	
	n		181	173	164			371			358	
	SD		19.1	21.0	19.8			21.7			20.8	
	SEM		1.42	1.59	1.54			1.13			1.10	
	Upper		46.3	47.3	46.7			51.1			50.8	
	Lower		40.7	41.0	40.6			46.7			46.5	
	<b>SFI</b>		-	-	<b>40.2</b>			<b>44.1</b>			<b>43.8</b>	
	n		-	-	164			368			356	
	SD		-	-	20.5			21.2			20.6	
	SEM		-	-	1.60			1.11			1.09	
	Upper		-	-	43.3			46.3			46.0	
	Lower		-	-	37.0			41.9			41.7	
	<b>Enriching Educational Experiences<sup>c</sup></b>	<b>EEE</b>		-	-	<b>32.2</b>			<b>37.5</b>			<b>38.6</b>
		n		-	-	161			359			347
		SD		-	-	14.5			16.5			16.5
		SEM		-	-	1.15			.87			.88
Upper			-	-	34.4			39.2			40.3	
Lower			-	-	29.9			35.8			36.8	
<b>Supportive Campus Environment</b>	<b>SCE</b>		<b>52.6</b>	<b>57.1</b>	<b>55.5</b>			<b>58.6</b>			<b>60.4</b>	
	n		180	173	160			354			332	
	SD		16.1	15.9	17.6			18.1			16.5	
	SEM		1.20	1.21	1.39			.96			.90	
	Upper		54.9	59.4	58.2			60.5			62.1	
	Lower		50.2	54.7	52.7			56.8			58.6	

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

<sup>b</sup> Due to a change to the 'research with faculty' item in 2004, statistics for 'SFC' (the alternate version of student-faculty interaction that does not include that item) are reported for all years, and 'SFI' is reported beginning with 2004.

<sup>c</sup> 2001-2003 'EEE' scores are not provided because they are not comparable with those of later years. This is because response options for several of 'EEE' items were substantially altered in 2004.