NSSE
national survey of student engagement

University of Idaho

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

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 students' scores, using only randomly sampled students (including those from census administrations) from each year's data.
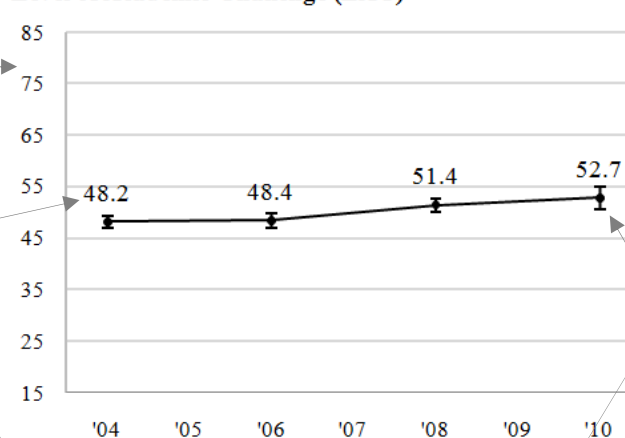
Error Bars/Confidence Intervals
Error bars around each benchmark score show the upper and lower bounds of the 95% confidence interval (mean +/- 1.96 * *SEM*), a range of values 95% likely to contain the true population score. "Upper" and "Lower" limits are also reported in the detailed statistics tables. Where confidence intervals do not overlap between years, a statistically significant difference ($p < .05$) is likely to be present.

Level of Academic Challenge (LAC)

Year	'04	'05	'06	'07	'08	'09	'10
Score	48.2		48.4		51.4		52.7

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							
2005	Web+	47%	39%	3.4%	4.5%	595	413
2006							
2007	Web-only	29%	33%	3.5%	3.2%	556	679
2008							
2009							
2010							
2011	Web-only	16%	27%	6.1%	3.5%	218	581

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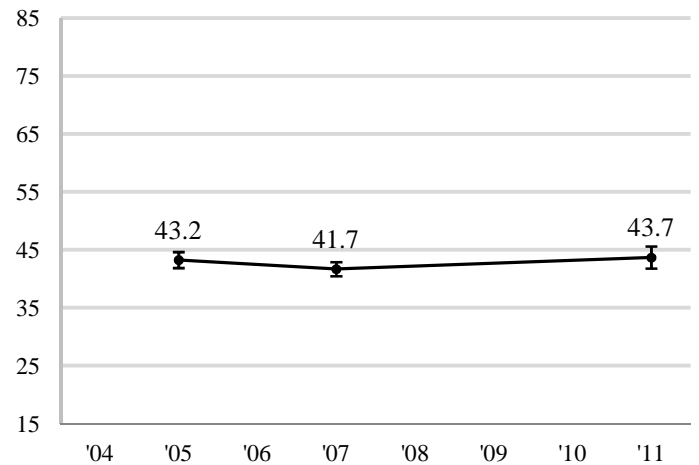
[e] This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all randomly sampled students (including those from census administrations). In 2004 and 2005 it may also include targeted oversamples.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

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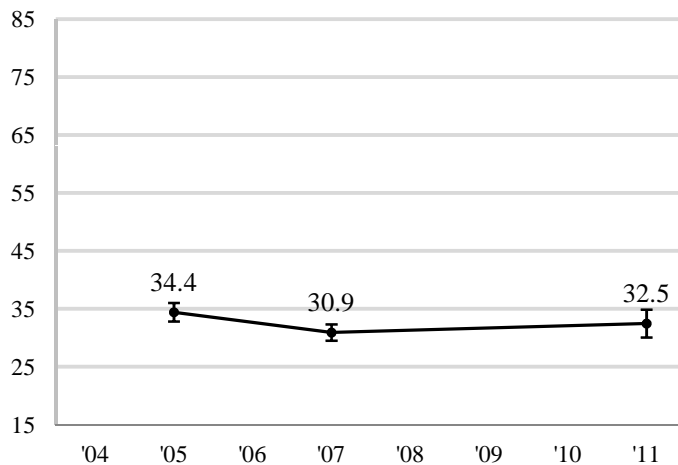student engagement

University of Idaho

First-Year Students

Level of Academic Challenge (LAC)
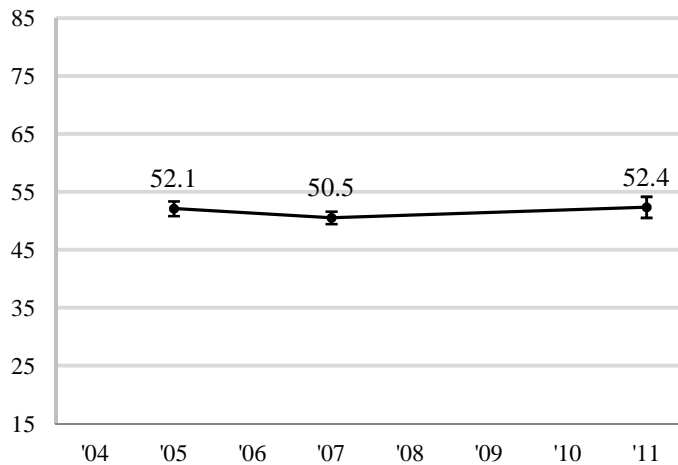
52.1 50.5 52.4

Active and Collaborative Learning (ACL)

43.2 41.7 43.7

Student-Faculty Interaction (SFI)

34.4 30.9 32.5

Enriching Educational Experiences (EEE)

26.8 25.5 27.5

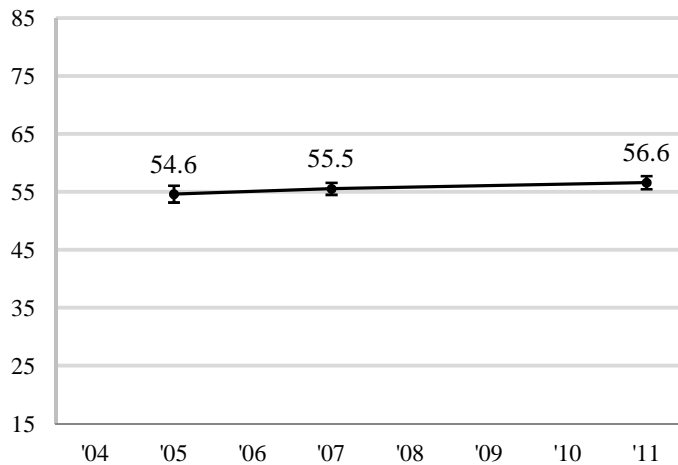**Supportive Campus Environment (SCE)**

56.4 57.9 60.6
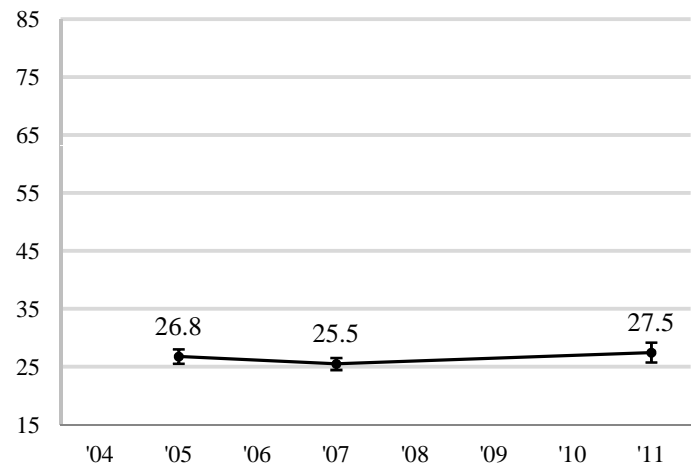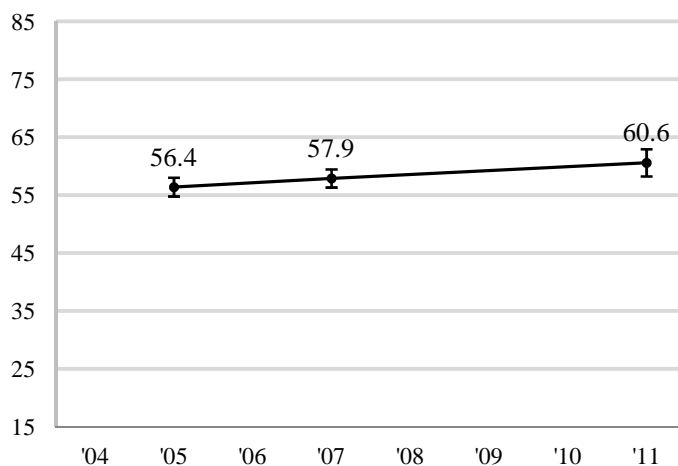
Notes:

- 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

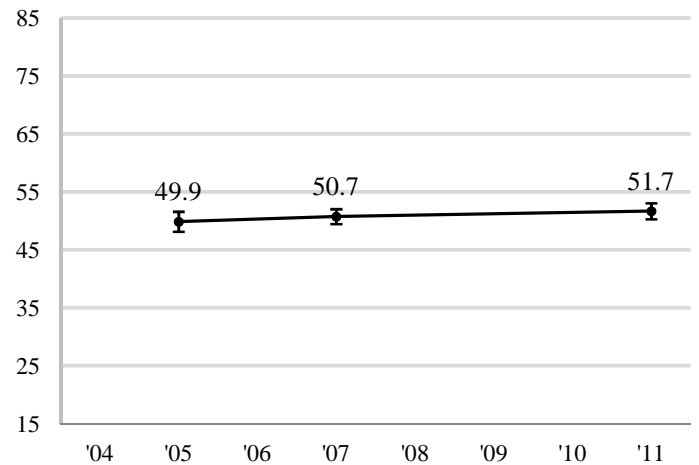|		*2004*	*2005*	*2006*	*2007*	*2008*	*2009*	*2010*	*2011*
Level of Academic Challenge	**LAC**		**52.1**		**50.5**				**52.4**
	n		426		508				193
	SD		13.4		12.3				13.0
	SEM		.65		.54				.93
	Upper		53.4		51.6				54.2
	Lower		50.8		49.5				50.5
Active and Collaborative Learning	**ACL**		**43.2**		**41.7**				**43.7**
	n		455		556				216
	SD		15.1		14.6				14.3
	SEM		.71		.62				.97
	Upper		44.6		42.9				45.6
	Lower		41.9		40.5				41.8
Student Faculty Interaction	**SFI**		**34.4**		**30.9**				**32.5**
	n		431		518				196
	SD		17.0		16.3				17.1
	SEM		.82		.72				1.22
	Upper		36.0		32.3				34.9
	Lower		32.8		29.5				30.1
Enriching Educational Experiences	**EEE**		**26.8**		**25.5**				**27.5**
	n		410		491				189
	SD		12.9		11.8				12.0
	SEM		.64		.53				.87
	Upper		28.0		26.5				29.2
	Lower		25.5		24.5				25.7
Supportive Campus Environment	**SCE**		**56.4**		**57.9**				**60.6**
	n		402		478				186
	SD		16.5		17.3				16.3
	SEM		.82		.79				1.19
	Upper		58.0		59.5				62.9
	Lower		54.8		56.3				58.3

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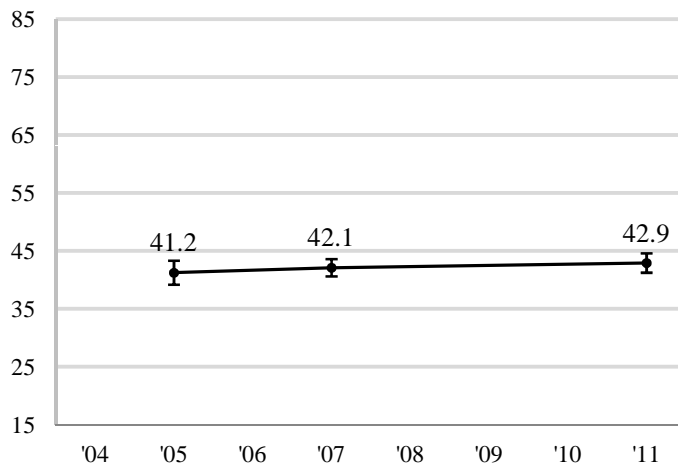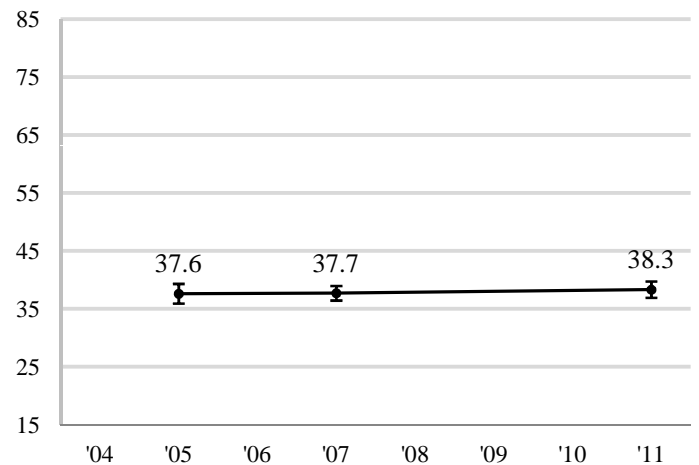
![NSSE national survey of student engagement]

University of Idaho

Seniors

Level of Academic Challenge (LAC)

54.6   55.5   56.6

Active and Collaborative Learning (ACL)

49.9   50.7   51.7

Student-Faculty Interaction (SFI)

41.2   42.1   42.9

Enriching Educational Experiences (EEE)

37.6   37.7   38.3

Supportive Campus Environment (SCE)

54.2   55.0   59.4
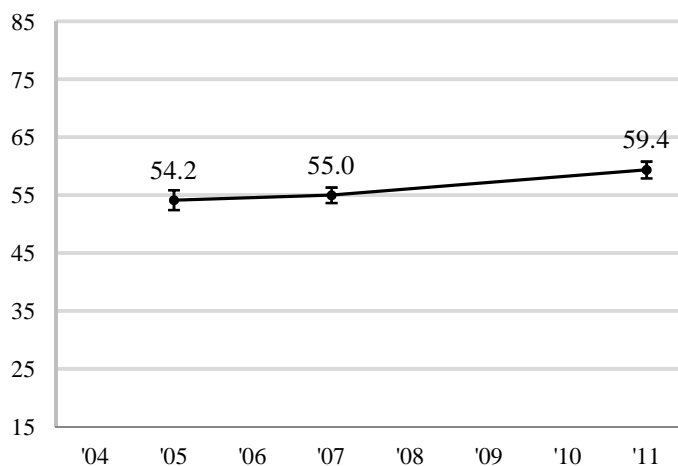
Notes:

- 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.* **nsse.iub.edu/pdf/MYDAG.pdf**

NSSE 2011 Multi-Year Benchmark Report
Detailed Statistics[a]

University of Idaho

					Seniors				
		2004	*2005*	*2006*	*2007*	*2008*	*2009*	*2010*	*2011*
Level of Academic Challenge	**LAC**		**54.6**		**55.5**				**56.6**
	n		395		647				548
	SD		14.7		13.4				13.5
	SEM		.74		.53				.58
	Upper		56.1		56.6				57.7
	Lower		53.2		54.5				55.5
Active and Collaborative Learning	**ACL**		**49.9**		**50.7**				**51.7**
	n		413		678				581
	SD		18.0		17.2				16.9
	SEM		.89		.66				.70
	Upper		51.6		52.0				53.0
	Lower		48.1		49.4				50.3
Student Faculty Interaction	**SFI**		**41.2**		**42.1**				**42.9**
	n		399		653				553
	SD		21.2		19.4				20.0
	SEM		1.06		.76				.85
	Upper		43.3		43.6				44.6
	Lower		39.2		40.6				41.3
Enriching Educational Experiences	**EEE**		**37.6**		**37.7**				**38.3**
	n		391		641				536
	SD		17.2		16.2				16.6
	SEM		.87		.64				.72
	Upper		39.3		39.0				39.7
	Lower		35.9		36.5				36.9
Supportive Campus Environment	**SCE**		**54.2**		**55.0**				**59.4**
	n		389		636				530
	SD		17.2		17.3				17.0
	SEM		.87		.69				.74
	Upper		55.9		56.3				60.8
	Lower		52.4		53.6				57.9

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

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