NSSE 2011 Multi-Year Benchmark Report
University of Washington (Seattle)

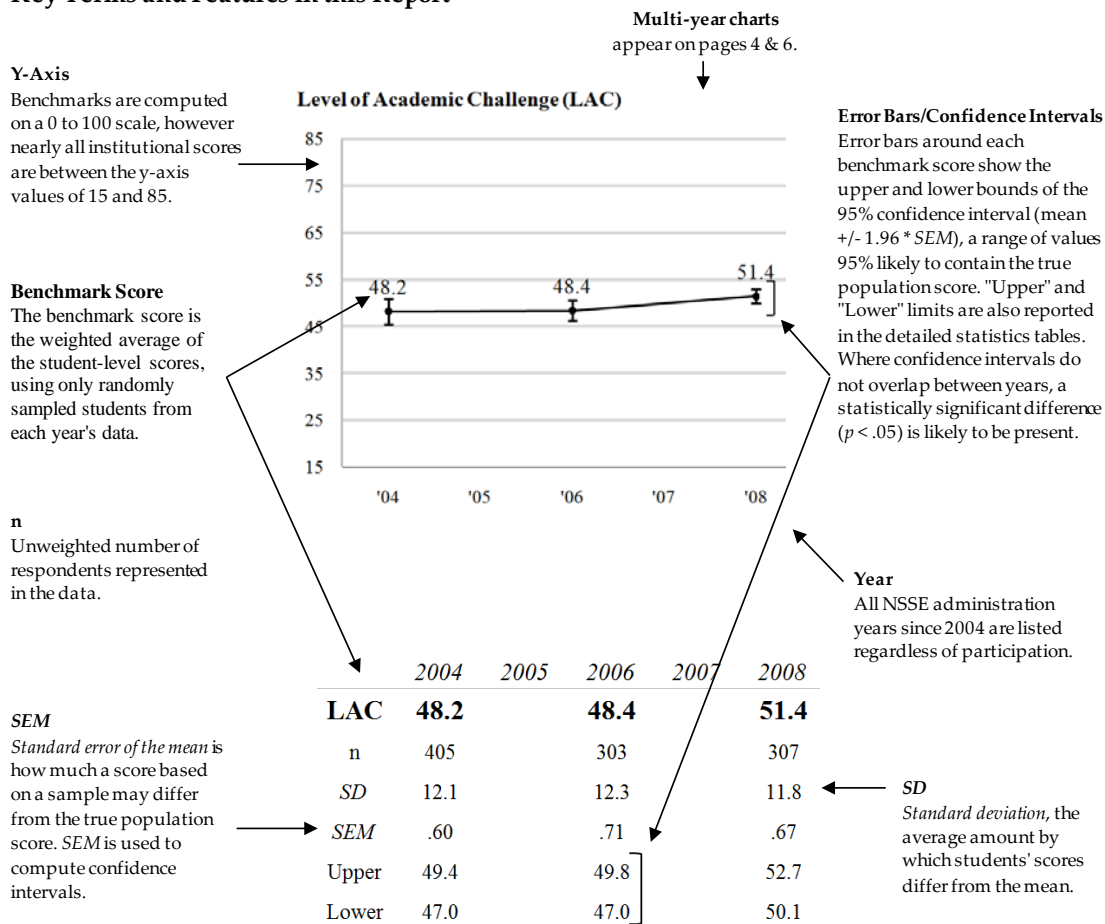### Interpreting the Multi-Year Benchmark Report

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 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 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. 2), which provides a quick reference to important statistics for each year's participation, (b) *detailed statistics*, and (c) *multi-year charts*. 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/NSSE Multi-Year Data Analysis 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.

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.

Benchmark Score
The benchmark score is the weighted average of the student-level scores, using only randomly sampled students from each year's data.

n
Unweighted number of respondents represented in the data.

Level of Academic Challenge (LAC)

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.

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

	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

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Data Quality Indicators

Some NSSE administrations at an institution may 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	Web	33%	32%	3.7%	2.3%	631	1,358
2006	—						
2007	Web	20%	21%	4.2%	4.4%	494	461
2008	—						
2009	Web	29%	29%	3.2%	3.6%	788	668
2010	—						
2011	Web	24%	29%	2.4%	2.2%	1,319	1,463

Notes.

[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 non-respondents receive paper surveys).

[c] Response rates (number of respondents divided by sample size) were adjusted for ineligibility, non-deliverable 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 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. 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 page 3.

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Detailed Statistics

Scale	Statistic	First-Year Students				Seniors			
		2005	2007	2009	2011	2005	2007	2009	2011
Level of Academic Challenge (LAC)	Weighted Average	**50.9**	**53.0**	**53.7**	**54.1**	**55.9**	**55.5**	**58.6**	**58.1**
	n	570	453	741	1210	1269	436	629	1386
	SD	12.1	12.3	11.7	12.3	13.7	14.3	14.3	13.6
	SEM	.51	.58	.43	.35	.39	.68	.57	.37
	Upper	51.9	54.1	54.5	54.8	56.7	56.9	59.7	58.9
	Lower	49.9	51.8	52.8	53.5	55.1	54.2	57.5	57.4
Active & Collaborative Learning (ACL)	Weighted Average	**36.6**	**36.8**	**39.2**	**39.2**	**46.3**	**44.6**	**48.0**	**47.5**
	n	627	493	784	1315	1356	461	665	1456
	SD	13.1	14.2	14.8	15.6	16.3	14.8	17.2	16.1
	SEM	.52	.64	.53	.43	.44	.69	.67	.42
	Upper	37.6	38.1	40.2	40.1	47.1	46.0	49.3	48.3
	Lower	35.6	35.6	38.2	38.4	45.4	43.3	46.7	46.7
Student-Faculty Interaction (SFI)	Weighted Average	**26.1**	**25.8**	**27.7**	**29.5**	**37.7**	**36.5**	**38.4**	**39.2**
	n	572	455	745	1226	1285	441	628	1394
	SD	15.1	15.6	16.0	18.0	20.3	19.4	20.0	20.7
	SEM	.63	.73	.59	.52	.57	.92	.80	.55
	Upper	27.4	27.2	28.9	30.5	38.8	38.3	40.0	40.3
	Lower	24.9	24.4	26.6	28.5	36.6	34.7	36.8	38.1
Enriching Educational Experiences (EEE)	Weighted Average	**29.3**	**30.4**	**30.0**	**30.3**	**42.5**	**42.7**	**46.0**	**45.3**
	n	555	447	730	1196	1251	426	620	1363
	SD	12.5	13.1	13.0	13.6	17.7	17.9	18.0	18.2
	SEM	.53	.62	.48	.39	.50	.87	.72	.49
	Upper	30.4	31.6	30.9	31.1	43.5	44.4	47.5	46.3
	Lower	28.3	29.1	29.0	29.6	41.6	41.0	44.6	44.4
Supportive Campus Environment (SCE)	Weighted Average	**52.9**	**54.3**	**56.2**	**56.2**	**48.0**	**50.2**	**53.7**	**52.9**
	n	545	441	716	1176	1228	414	607	1351
	SD	16.5	17.2	17.1	17.3	17.6	18.6	18.5	18.6
	SEM	.71	.82	.64	.51	.50	.91	.75	.51
	Upper	54.2	55.9	57.5	57.2	49.0	52.0	55.2	53.9
	Lower	51.5	52.6	55.0	55.2	47.0	48.4	52.3	52.0

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Level of Academic Challenge
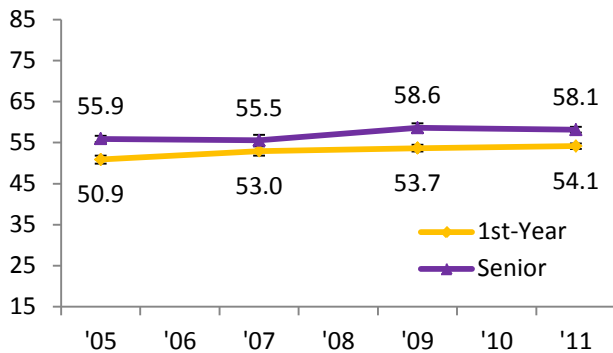
Items (abbreviated)

- Preparing for class (studying, reading, writing, doing homework or lab work)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports
- Coursework emphasizes: **Analysis** …
- Coursework emphasizes: **Synthesis** …
- Coursework emphasizes: **Making of judgments** …
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

Active & Collaborative Learning
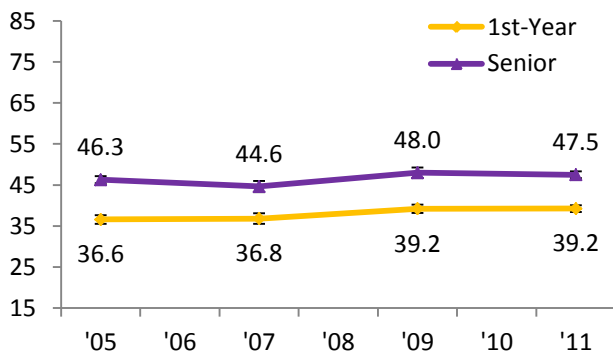
Items (abbreviated)

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

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Student-Faculty Interaction
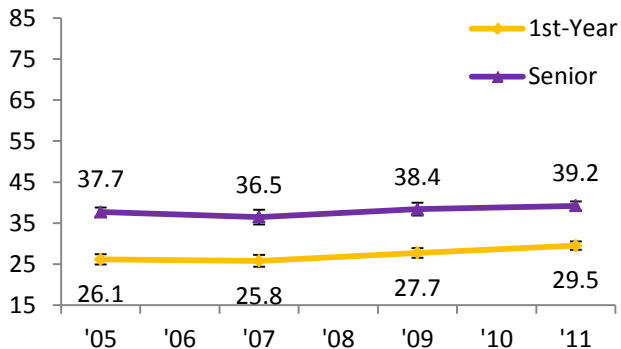
Items (abbreviated)

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements
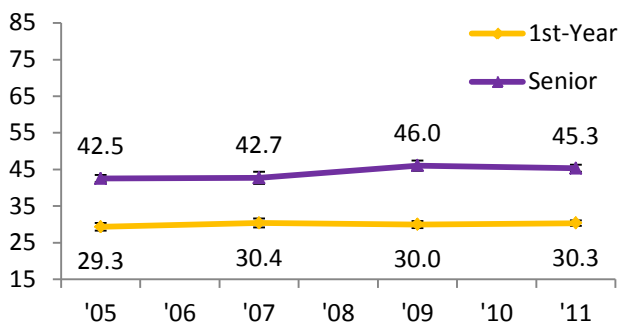
Items (abbreviated)

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, Internet, messaging) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Enriching Educational Experiences

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Supportive Campus Environment
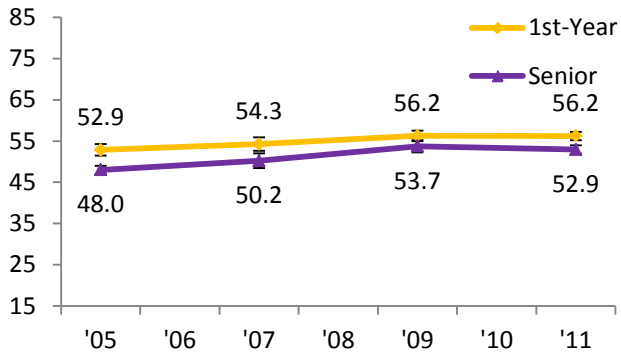
Items (abbreviated)

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices