

September 2011

## **NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) 2011 RESULTS SUMMARY FOR LAKEHEAD UNIVERSITY**

The National Survey of Student Engagement (NSSE) is a survey tool used to measure the quality of the undergraduate post-secondary educational experience across North America. Universities and baccalaureate-degree granting colleges in Canada and the United States use NSSE to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development and other desired outcomes such as student satisfaction, persistence, and graduation. NSSE data are used by faculty, administrators, researchers, and other leaders in higher education for institutional improvement, accountability, and other purposes. Within Ontario, key NSSE results are reported to the Ministry of Training Colleges and Universities as part of a Multi-Year Accountability Agreement, and are made public through the Common University Data Ontario (CUDO).

This document provides an overview of Lakehead University's 2011 NSSE results and includes excerpts from two NSSE reports: the NSSE 2011 Benchmark Comparison Report (p.4 - p.10) and the NSSE 2011 Multi-Year Benchmark Report (p.13 – p.19). In addition, the results from the two satisfaction questions are presented: 'How would you evaluate your entire educational experience at this institution?' and 'If you could start over again, would you go to the same institution you are now attending?'

The NSSE survey is administered to first and senior year undergraduate students at participating institutions. At Lakehead University, all first year and senior year students were invited to complete NSSE 2011. A total of 823 first year and 713 senior year students completed the web-based survey for a response rate of 43%. The number of respondents and response rates for NSSE 2011, NSSE 2008 and NSSE 2006 are presented on p. 15.

Five benchmarks of effective educational practice form the core of the reports that NSSE produces. These benchmarks are: Level of Academic Challenge (LAC), Active and Collaborative Learning (ACL), Student-Faculty Interaction (SFI), Enriching Educational Experiences (EEE), and Supportive Campus Environment (SCE). Each benchmark is comprised of between six to twelve survey questions (items) and can be used to "focus discussions about student engagement and to guide institutional improvement efforts"<sup>3</sup>. More information on each of the benchmarks is provided on the results page for that benchmark (p.6 - p.10). In addition information about how the benchmark scores are derived is presented on p.5.

<sup>1</sup> [NSSE] National Survey of Student Engagement (2011). Interpreting the Benchmark Comparisons Report. In National Survey of Student Engagement, *NSSE Institutional Report 2011*. Indiana: Indiana University, Bloomington.

## RESULTS DISCUSSION

Lakehead University's scores are similar to (not significantly different from) those of their Ontario counterparts in most of the benchmark-year categories. Areas of excellence include senior year Active and Collaborative Learning (p.7) and senior year Supportive Campus Environment (p.10).<sup>7</sup> Both these benchmarks not only were Lakehead's 2011 responses significantly different in the positive direction compared to their Ontario counterparts, but they also showed statistically significant gains over previous NSSE administrations (See p.18).

For three benchmark-year categories the mean score of Lakehead University students is significantly different in the negative direction compared to the Ontario university system. This occurs for first year Level of Academic Challenge (p.6), first year Enriching Educational Experiences and senior year Enriching Educational Experiences (p.9). There are no significant differences in the responses to these items over the three survey administrations (p.16 and p.18).

<sup>7</sup> For the two satisfaction questions 'entire educational experience' and 'attend again', Lakehead has seen an increase in the mean satisfaction score among senior year students over the past three NSSE administrations (p.11 and p.12). While first year students saw a decline in the mean for both the 'overall educational experience' and the 'attend again' questions in 2008, the results have rebounded to near 2006 levels or higher in 2011. For both satisfaction questions the response of first year students attending Lakehead University in 2011 was significantly different in the negative direction compared to their Ontario counterparts albeit with small effect sizes. It is interesting to note that for the satisfaction questions the mean of the responses of senior year students is lower than that of first year students. This fact remains true for students at Lakehead University and students across Ontario.

As discussed above, there were some significant changes in the benchmark scores over the course of the three administrations. Senior year Active and Collaborative Learning and Student Faculty Interaction showed a significant increase since 2006 while Supportive Campus Environment showed a significant increase since both 2006 and 2008 (p.18 – p.19). There was a significant decline in the Active and Collaborative Learning score for first year students since 2006 (p.16-p.17). All other benchmark scores, either first year or senior year, remained stable without significant differences between years.

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# Lakehead University

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## Benchmark Comparisons

August 2011

## Interpreting the Benchmark Comparisons Report

To focus discussions about the importance of student engagement and to guide institutional improvement efforts, NSSE created five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of Lakehead University with selected comparison groups.

Each benchmark is an index of responses to several NSSE questions. Because NSSE questions have different response sets, each question's response set was rescaled from zero to 100, and students' rescaled responses were then averaged. Thus a benchmark score of zero would mean that every student chose the lowest response option for every item, and 100 would mean every student chose the highest response to every item. Although benchmarks are reported on a 0-100 scale, they are not percentages.

Additional details regarding how benchmarks are created can be found on the NSSE Web site. [nsse.iub.edu/links/institutional\\_reporting](http://nsse.iub.edu/links/institutional_reporting)

### Class and Sample

Means are reported for first-year students and seniors. Institution-reported class levels are used. All randomly selected or census-administered students are included in these analyses. Students in targeted or locally administered oversamples are not included.

### Mean

The mean is the *weighted* arithmetic average of the student level benchmark scores.

### Benchmark Description & Survey Items

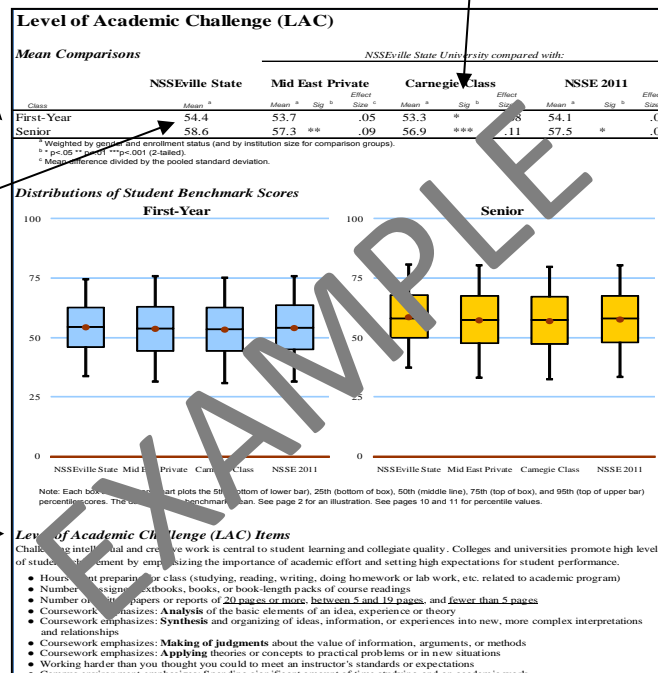
A description of the benchmark and the individual items used in its creation is provided.

### Statistical Significance

Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes to judge the practical meaning of the results.

### Effect Size<sup>a</sup>

Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

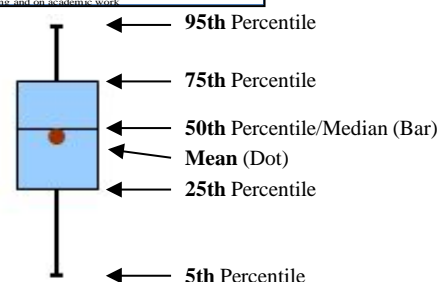


### Box and Whiskers Charts

A visual display of first-year and senior benchmark score dispersion for your institution and your selected comparison or consortium groups.

### Box and Whiskers Key

A box and whiskers chart is a concise way to summarize the variation of student benchmark scores. This display compares the distribution of scores at your institution, in percentile terms, with that of your comparison groups. The ends of the whiskers show the 5th and 95th percentile scores, while the box is bounded by the 25th and 75th percentiles. The bar inside the box indicates the median score, and the dot shows the mean score.



## Level of Academic Challenge (LAC)

### Mean Comparisons

Lakehead University compared with:

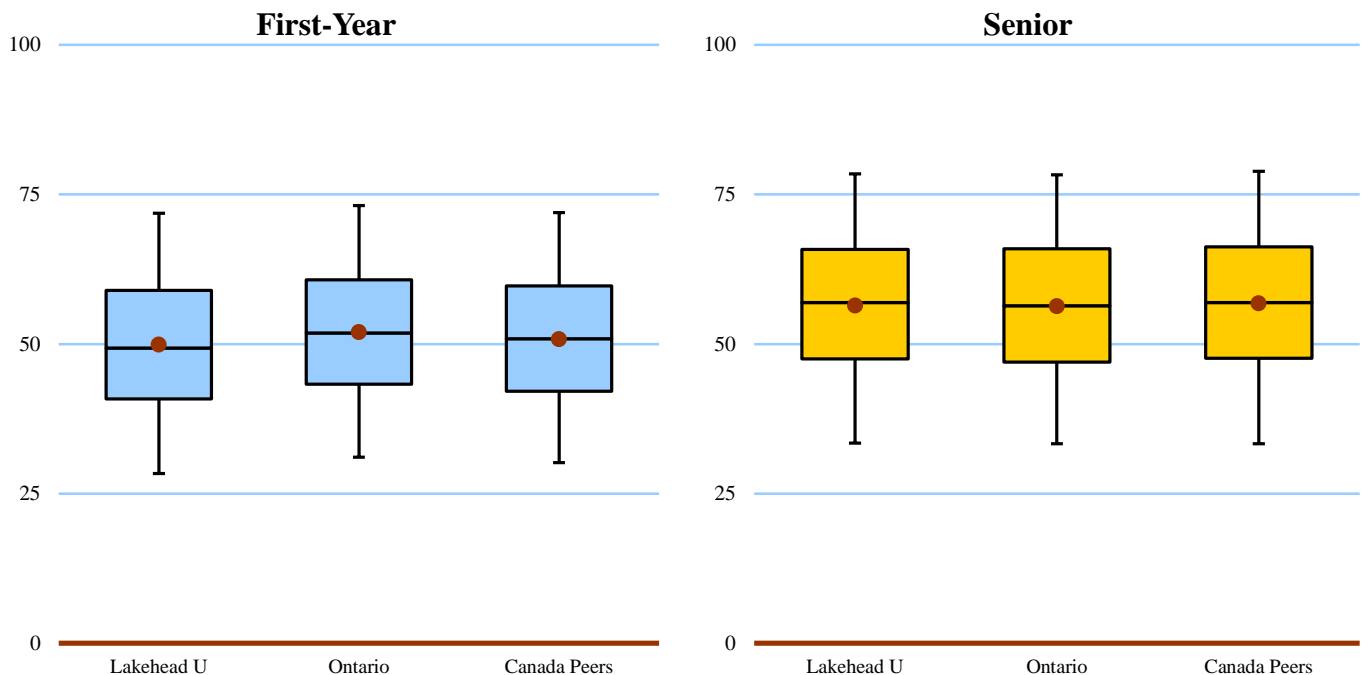
Class	Lakehead U	Ontario		Effect Size <sup>c</sup>	Canada Peers		Effect Size <sup>c</sup>
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	
First-Year	49.9	52.0	***	-.16	50.8	*	-.07
Senior	56.5	56.3		.01	56.8		-.03

<sup>a</sup> Weighted by gender and enrollment status (and by institution size for comparison groups).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

### Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration.

### Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- 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 and Collaborative Learning (ACL)

### Mean Comparisons

Lakehead University compared with:

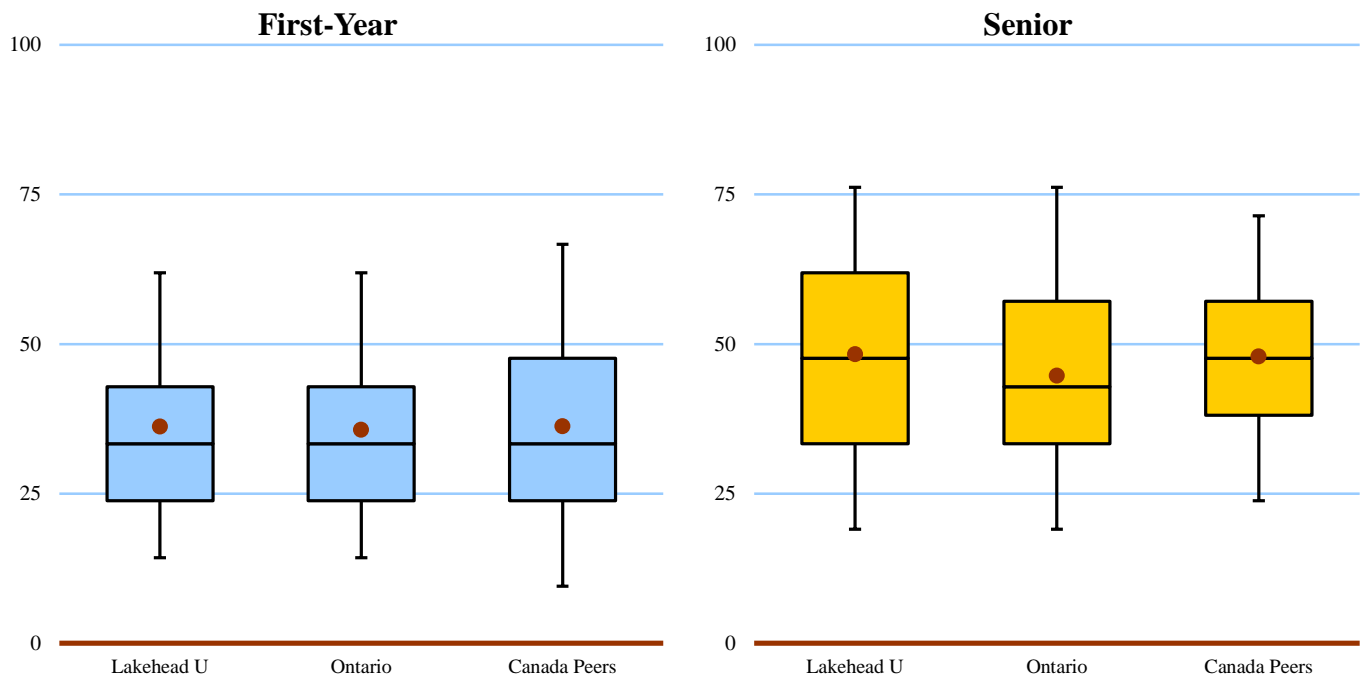
Class	Lakehead U	Ontario		Effect Size <sup>c</sup>	Canada Peers		Effect Size <sup>c</sup>
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	
First-Year	36.2	35.7		.03	36.2		.00
Senior	48.3	44.7	***	.21	47.9		.02

<sup>a</sup> Weighted by gender and enrollment status (and by institution size for comparison groups).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

### Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration.

### Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- 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.)

## Student-Faculty Interaction (SFI)

### Mean Comparisons

Lakehead University compared with:

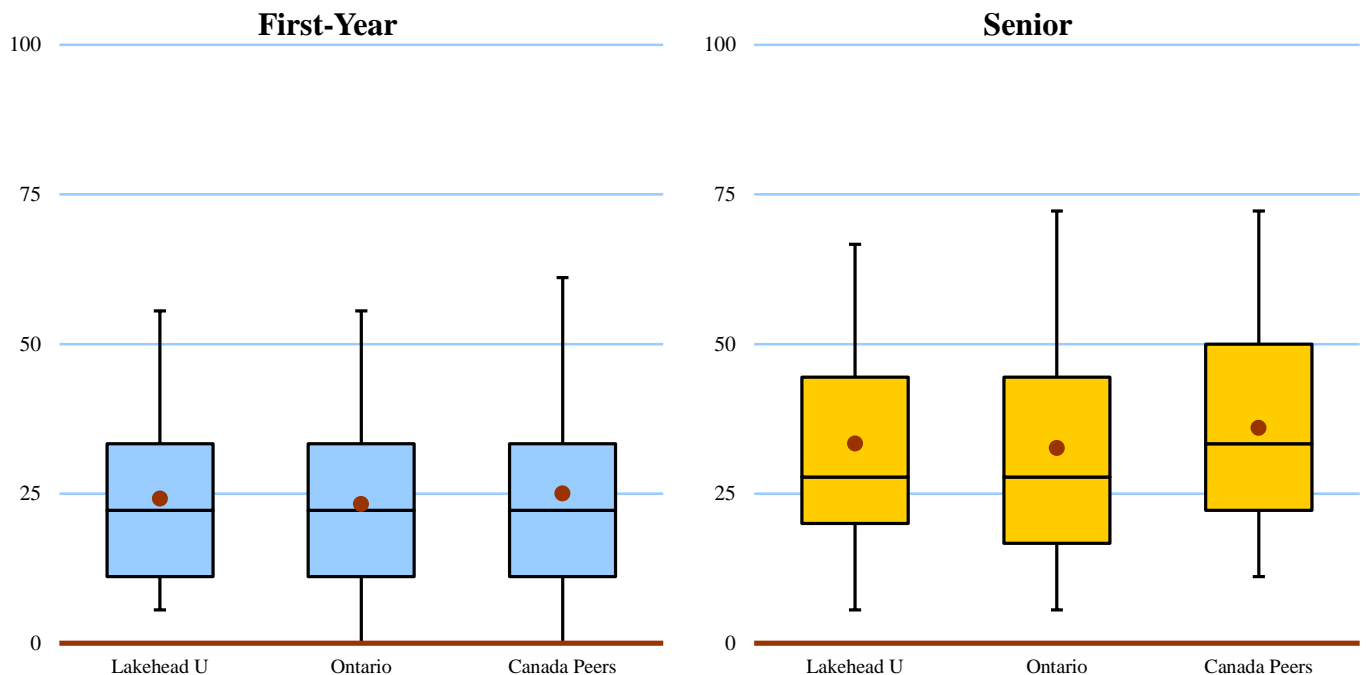
Class	Lakehead U	Ontario		Effect Size <sup>c</sup>	Canada Peers		Effect Size <sup>c</sup>
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	
First-Year	24.1	23.3		.05	25.0		-.05
Senior	33.4	32.6		.04	36.0	***	-.13

<sup>a</sup> Weighted by gender and enrollment status (and by institution size for comparison groups).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

### Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration.

### Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- 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



## Enriching Educational Experiences (EEE)

### Mean Comparisons

Lakehead University compared with:

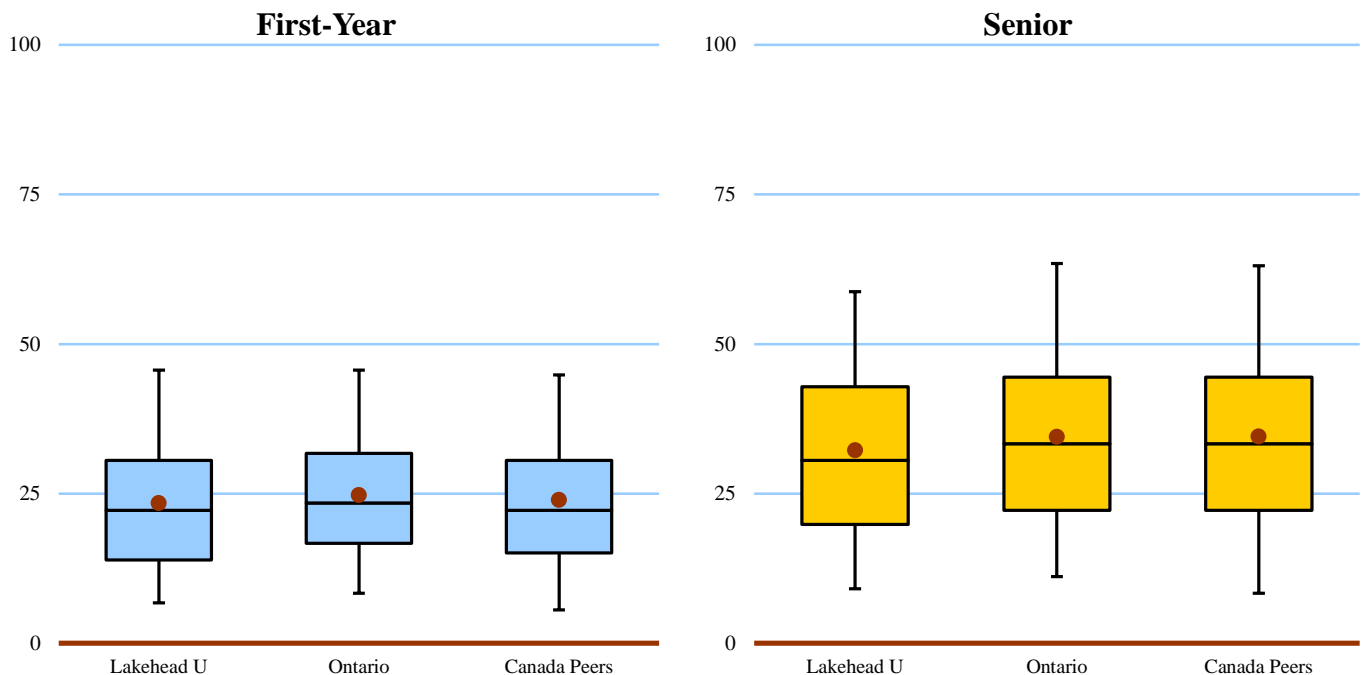
Class	Lakehead U	Ontario		Effect Size <sup>c</sup>	Canada Peers		Effect Size <sup>c</sup>
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	
First-Year	23.4	24.8	**	-.11	23.9		-.04
Senior	32.2	34.5	***	-.14	34.5	***	-.14

<sup>a</sup> Weighted by gender and enrollment status (and by institution size for comparison groups).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

### Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration.

### Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and 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, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) 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

## Supportive Campus Environment (SCE)

### Mean Comparisons

Lakehead University compared with:

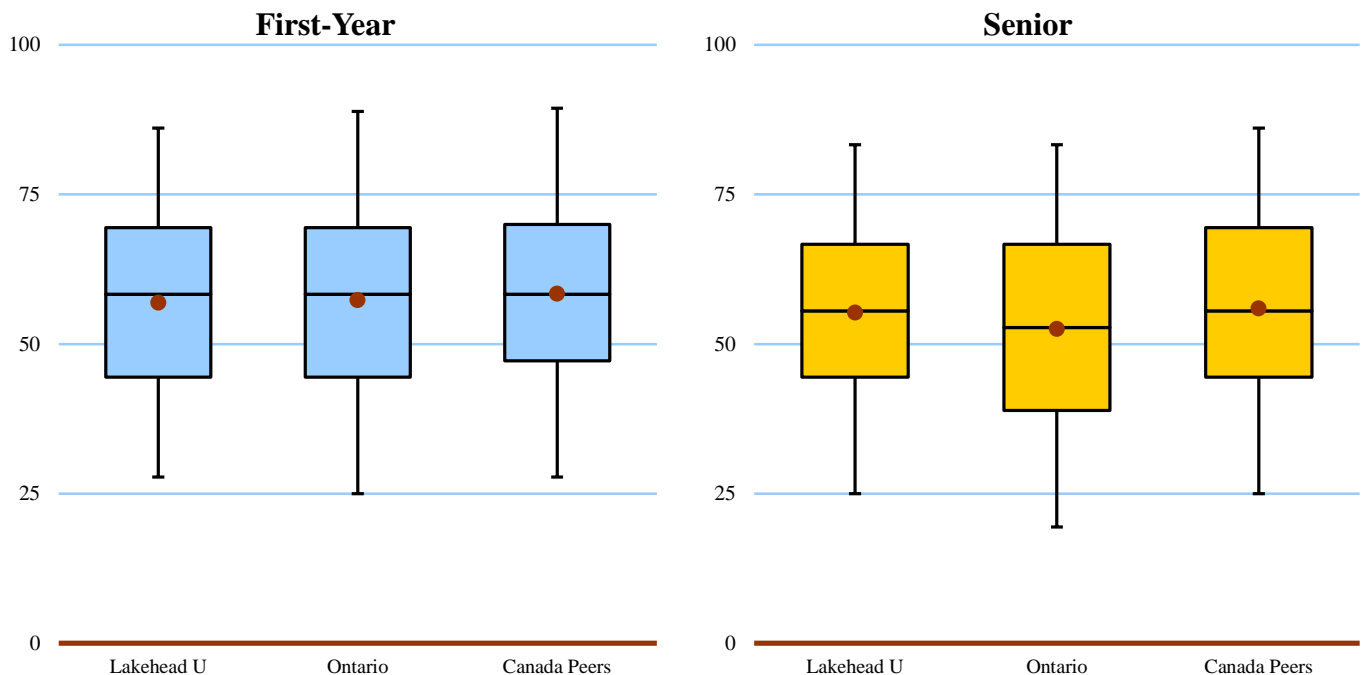
Class	Lakehead U	Ontario		Effect Size <sup>c</sup>	Canada Peers		Effect Size <sup>c</sup>
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>		Mean <sup>a</sup>	Sig <sup>b</sup>	
First-Year	56.9	57.4		-.02	58.4	*	-.08
Senior	55.2	52.5	***	.14	56.0		-.04

<sup>a</sup> Weighted by gender and enrollment status (and by institution size for comparison groups).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

### Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration.

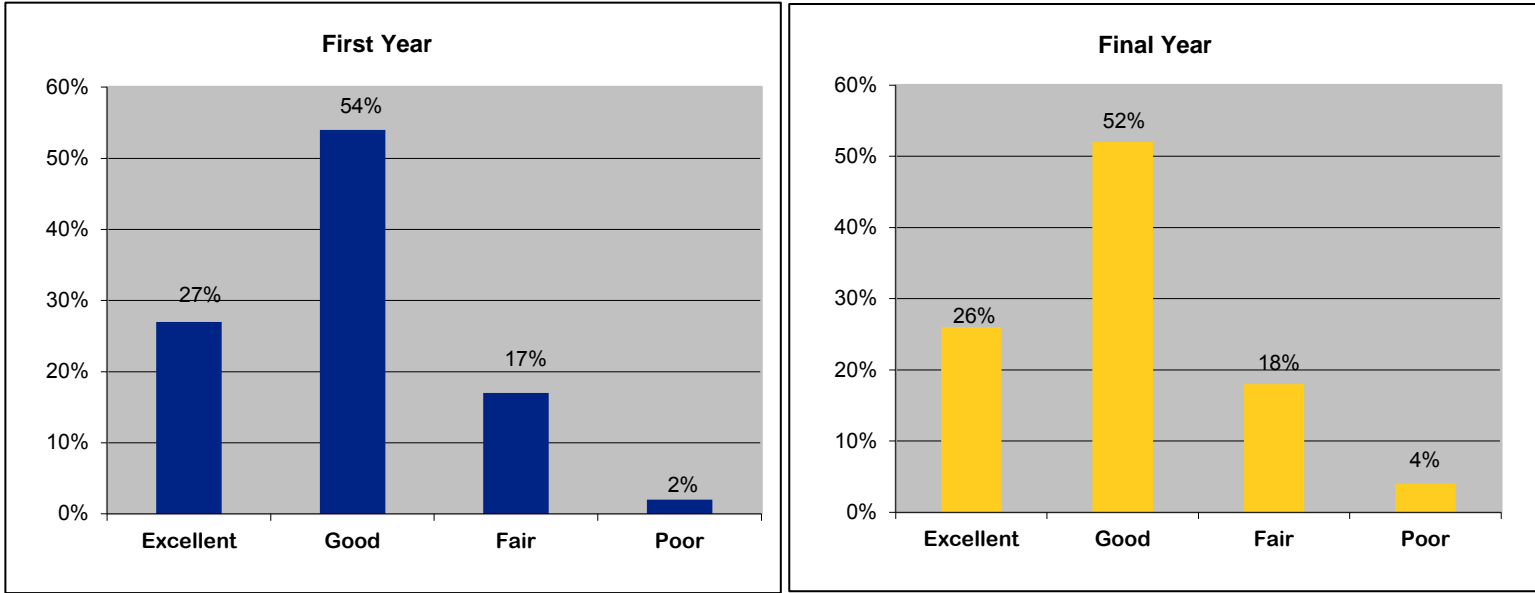
### Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- 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

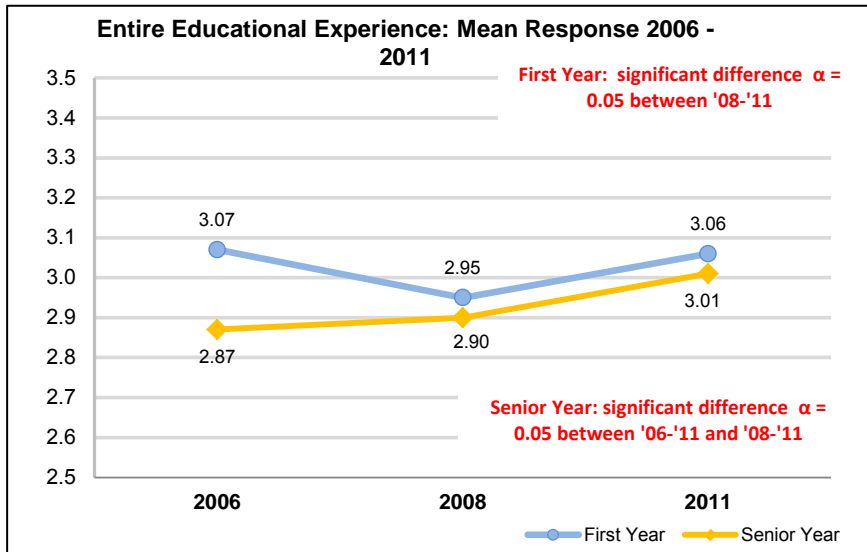
# NSSE Satisfaction Question Results - Lakehead University

## 13. How would you evaluate your entire educational experience at this institution?

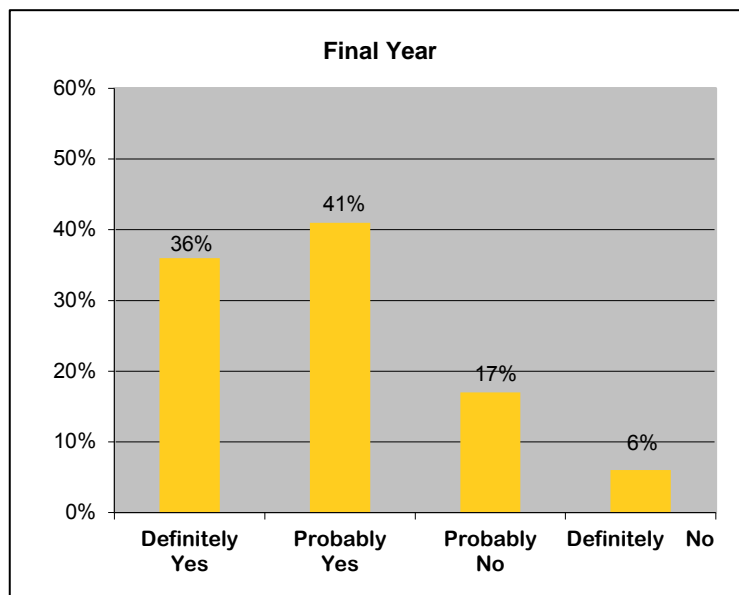
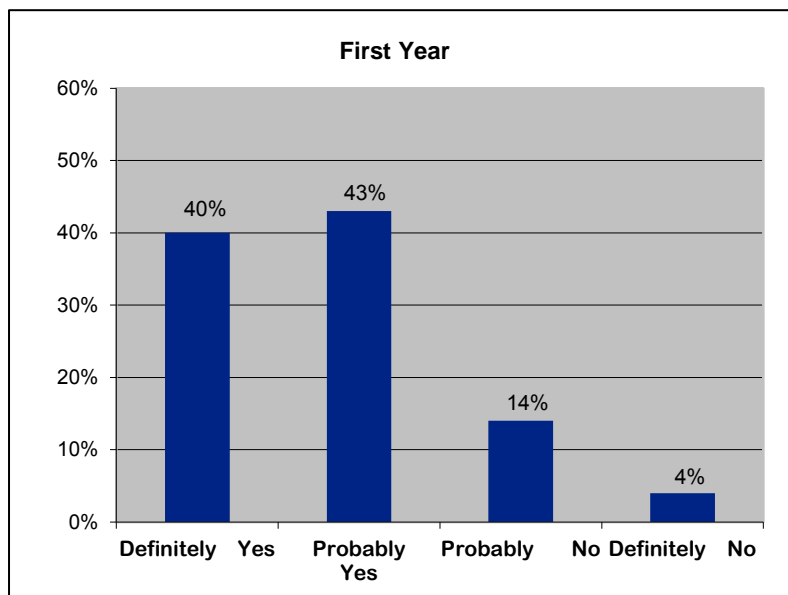


Variable	Bench- mark	Class	Lakehead U compared with:							
			Lakehead U Mean <sup>a</sup>	Ontario Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Canada Peers Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
			<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>							
13. Satisfaction										
How would you evaluate your entire educational experience at this institution?		FY	3.06	3.12	*	-.08	3.12	*	-.09	
	ENTIREX	SR	3.01	3.01		.00	3.10	**	-.12	

a Weighted by gender and enrollment status (and size for comparisons).  
 b \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).  
 c Mean difference divided by pooled SD



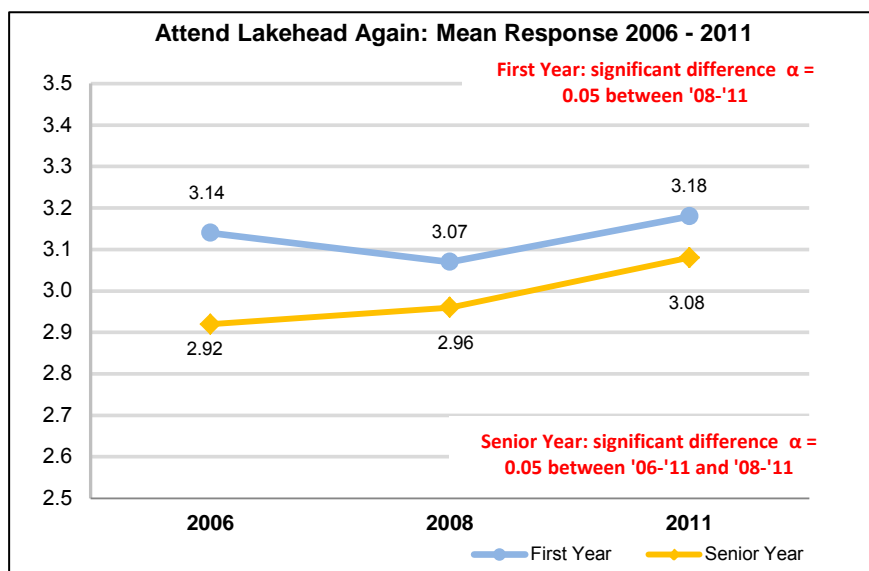
14. If you could start over again, would you go to the same institution you are now attending?



Variable	Benchmark	Class	Lakehead U			Lakehead U compared with:			
			Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	3.18	3.24	*	-.08	3.24	*	-.08
		SR	3.08	3.04	.05		3.14		-.07

*1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes*

a Weighted by gender and enrollment status (and size for comparisons).  
 b \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).  
 c Mean difference divided by pooled SD





# Lakehead University

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**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*, 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](http://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 only randomly sampled students (including those from census administrations) from each year's data.

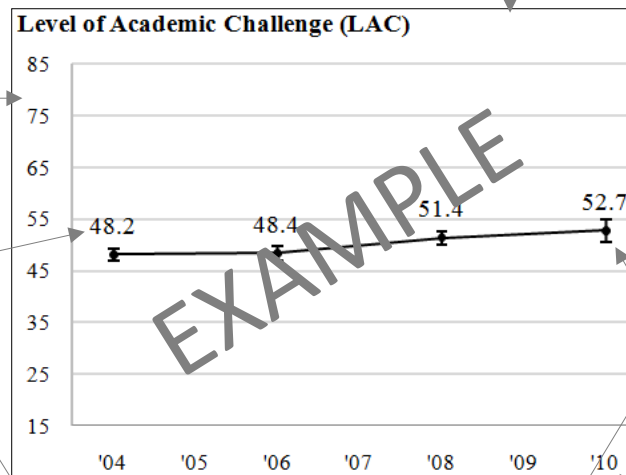
#### n

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.

#### Multi-year charts



#### 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.

#### Multi-year detailed statistics

	2004	2005	2006	2007	2008	2009	2010
<b>LAC</b>	<b>48.2</b>		<b>48.4</b>		<b>51.4</b>		<b>52.7</b>
n	405		303		307		155
SD	12.1		12.5		11.8		13.7
SEM	.66		.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 <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
2004							
2005							
2006	Web-only	42%	51%	3.2%	2.6%	626	757
2007							
2008	Web-only	42%	37%	3.1%	3.3%	637	558
2009							
2010							
2011	Web-only	43%	43%	2.6%	2.8%	823	713

<sup>a</sup> All NSSE administration years since 2004 are listed regardless of participation.

<sup>b</sup> 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).

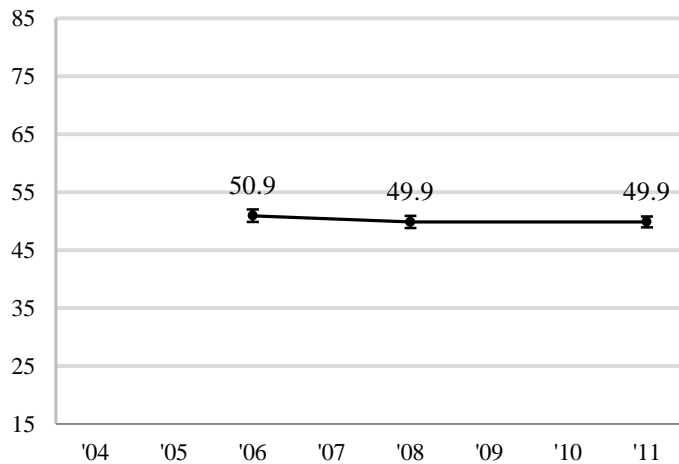
<sup>c</sup> Response rates (number of respondents divided by sample size) adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration.

<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.

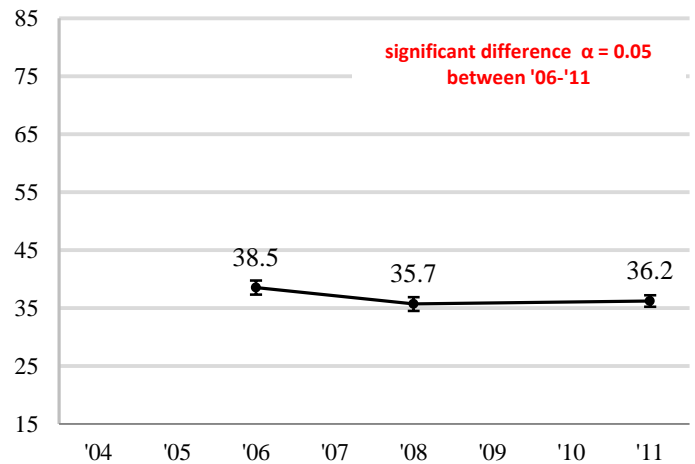
<sup>e</sup> This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all randomly sampled students (including those from census administrations).

**First-Year Students**

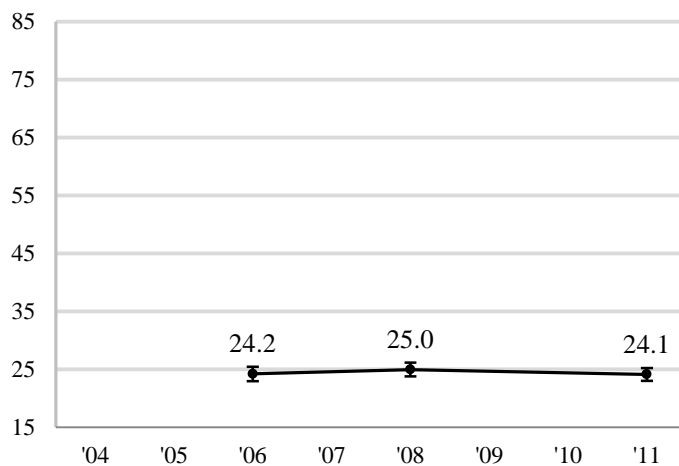
**Level of Academic Challenge (LAC)**



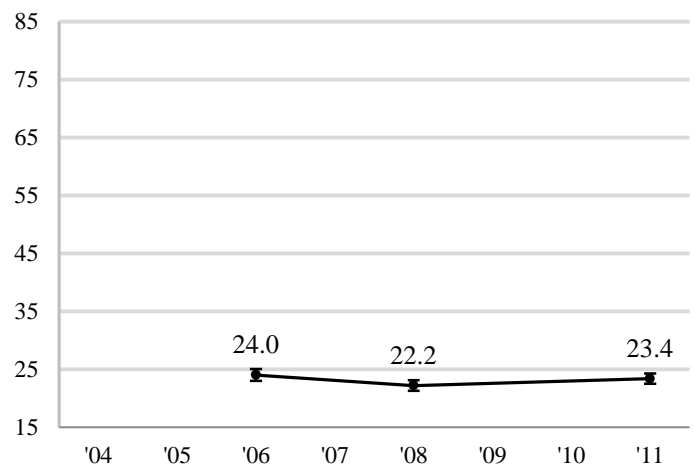
**Active and Collaborative Learning (ACL)**



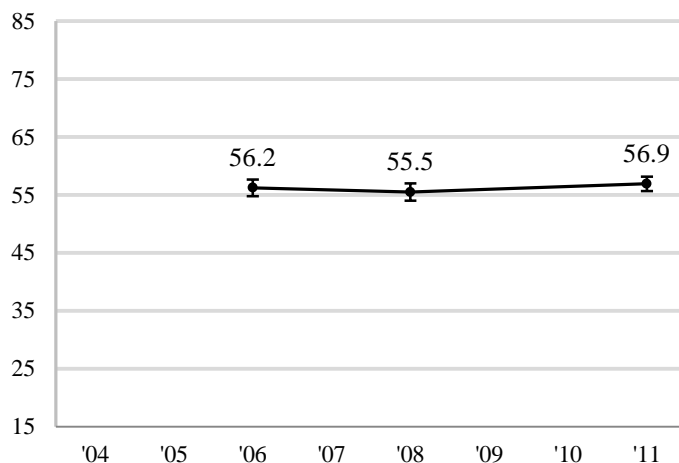
**Student-Faculty Interaction (SFI)**



**Enriching Educational Experiences (EEE)**



**Supportive Campus Environment (SCE)**



Notes:

- Benchmark scores are charted for all years of participation. See following 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](http://nsse.iub.edu/pdf/MYDAG.pdf)



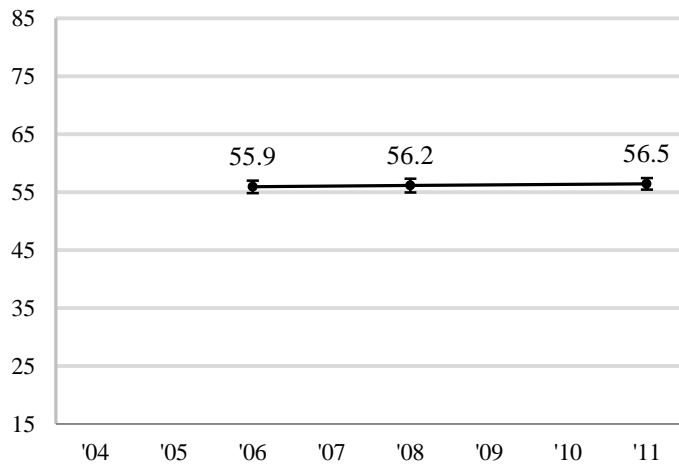
First-Year Students

		2004	2005	2006	2007	2008	2009	2010	2011
<b>Level of Academic Challenge</b>	<b>LAC</b>			<b>50.9</b>		<b>49.9</b>			<b>49.9</b>
	n			589		602			783
	<i>SD</i>			13.5		13.2			13.2
	<i>SEM</i>			.56		.54			.47
	Upper			52.0		50.9			50.8
	Lower			49.9		48.8			49.0
<b>Active and Collaborative Learning</b>	<b>ACL</b>			<b>38.5</b>		<b>35.7</b>			<b>36.2</b>
	n			624		633			822
	<i>SD</i>			15.4		15.1			14.4
	<i>SEM</i>			.62		.60			.50
	Upper			39.7		36.9			37.2
	Lower			37.3		34.5			35.2
<b>Student Faculty Interaction</b>	<b>SFI</b>			<b>24.2</b>		<b>25.0</b>			<b>24.1</b>
	n			598		604			787
	<i>SD</i>			15.7		14.9			16.0
	<i>SEM</i>			.64		.61			.57
	Upper			25.5		26.2			25.3
	Lower			23.0		23.8			23.0
<b>Enriching Educational Experiences</b>	<b>EEE</b>			<b>24.0</b>		<b>22.2</b>			<b>23.4</b>
	n			574		592			767
	<i>SD</i>			12.4		11.6			12.4
	<i>SEM</i>			.52		.48			.45
	Upper			25.0		23.2			24.3
	Lower			23.0		21.3			22.5
<b>Supportive Campus Environment</b>	<b>SCE</b>			<b>56.2</b>		<b>55.5</b>			<b>56.9</b>
	n			564		582			757
	<i>SD</i>			17.3		18.4			17.6
	<i>SEM</i>			.73		.76			.64
	Upper			57.7		57.0			58.2
	Lower			54.8		54.0			55.7

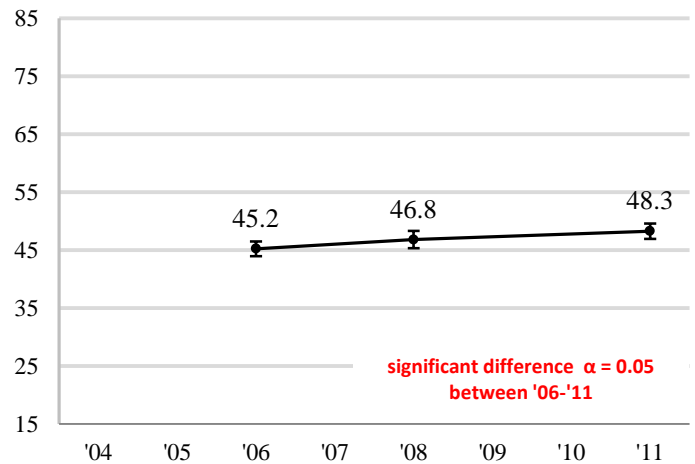
<sup>a</sup> n=number of respondents; *SD* =standard deviation; *SEM* =standard error of the mean; Upper/Lower=95% confidence interval limits

Seniors

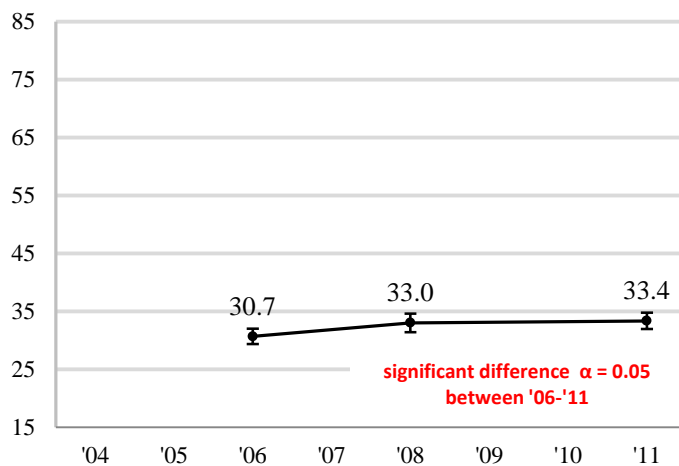
Level of Academic Challenge (LAC)



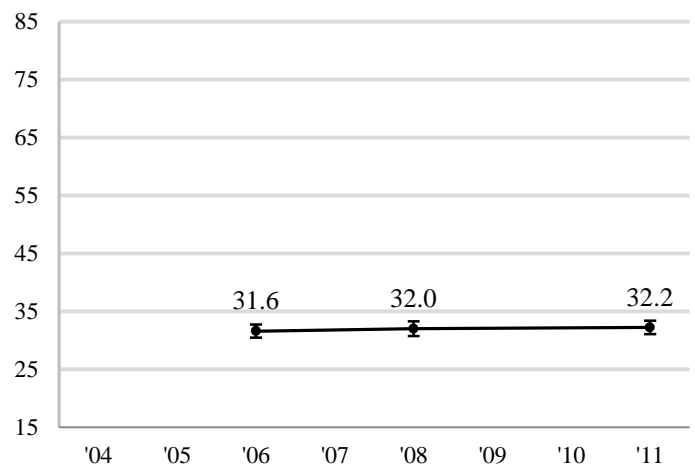
Active and Collaborative Learning (ACL)



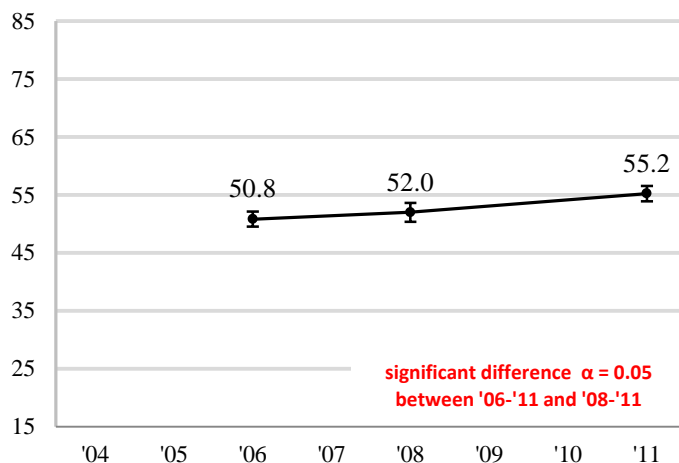
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

- Benchmark scores are charted for all years of participation. See following page 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](http://nsse.iub.edu/pdf/MYDAG.pdf)

		Seniors							
		2004	2005	2006	2007	2008	2009	2010	2011
<b>Level of Academic Challenge</b>	<b>LAC</b>			<b>55.9</b>		<b>56.2</b>			<b>56.5</b>
	n			728		530			691
	SD			14.7		14.1			13.6
	SEM			.54		.61			.52
	Upper			57.0		57.4			57.5
	Lower			54.9		55.0			55.4
<b>Active and Collaborative Learning</b>	<b>ACL</b>			<b>45.2</b>		<b>46.8</b>			<b>48.3</b>
	n			757		551			709
	SD			17.9		18.1			18.1
	SEM			.65		.77			.68
	Upper			46.5		48.3			49.6
	Lower			44.0		45.3			47.0
<b>Student Faculty Interaction</b>	<b>SFI</b>			<b>30.7</b>		<b>33.0</b>			<b>33.4</b>
	n			737		530			694
	SD			18.1		18.9			19.0
	SEM			.67		.82			.72
	Upper			32.0		34.6			34.8
	Lower			29.4		31.4			32.0
<b>Enriching Educational Experiences</b>	<b>EEE</b>			<b>31.6</b>		<b>32.0</b>			<b>32.2</b>
	n			713		525			684
	SD			15.7		15.1			15.6
	SEM			.59		.66			.60
	Upper			32.8		33.3			33.4
	Lower			30.5		30.7			31.1
<b>Supportive Campus Environment</b>	<b>SCE</b>			<b>50.8</b>		<b>52.0</b>			<b>55.2</b>
	n			707		517			678
	SD			17.7		18.8			17.7
	SEM			.66		.83			.68
	Upper			52.1		53.6			56.6
	Lower			49.5		50.4			53.9

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