

# Berry College

Multi-Year Benchmark Report August 2010



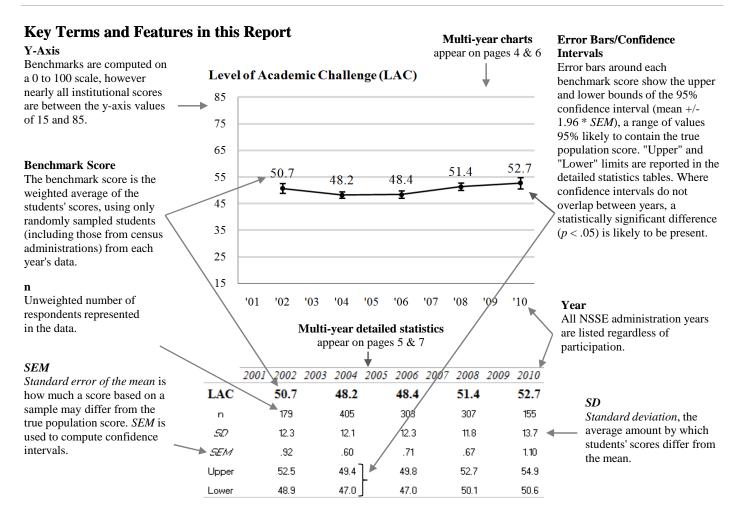
## **Interpreting the Multi-Year Benchmark Report**

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





## NSSE 2010 Multi-Year Benchmark Report Data Quality Indicators

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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>	$\mathbf{Mode}^{\mathbf{b}}$	Resp	onse	Sam	pling	Number of Respondents <sup>6</sup>		
		Ra	ate <sup>c</sup>	Erı	$\mathbf{ror^d}$			
		FY	SR	FY	SR	FY	SR	
2001								
2002	Paper	43	3%	9.2%	9.6%	97	84	
2003	Paper	55%	56%	7.9%	6.7%	122	125	
2004	Web+	53%	65%	4.9%	4.0%	231	211	
2005								
2006								
2007	Web+	51%	51%	4.3%	5.7%	260	145	
2008	Web+	45%	47%	4.5%	5.9%	258	145	
2009	Web+	33%	39%	6.9%	7.1%	135	117	
2010	Web+	36%	40%	5.4%	7.4%	208	103	

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

b 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>&</sup>lt;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>&</sup>lt;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>&</sup>lt;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.

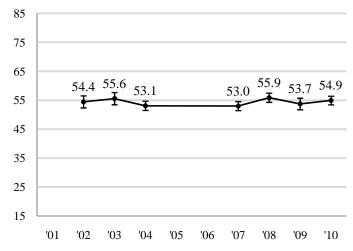


## NSSE 2010 Multi-Year Benchmark Report Multi-Year Charts<sup>a</sup>

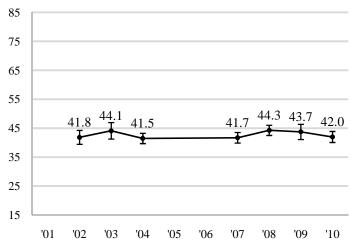
## **Berry College**

#### **First-Year Students**

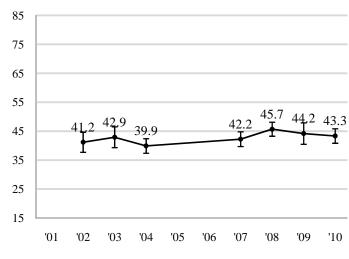
## Level of Academic Challenge (LAC)



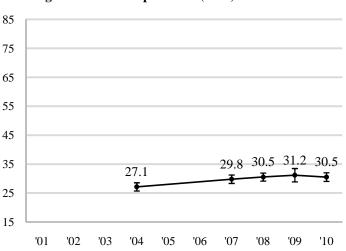
#### Active and Collaborative Learning (ACL)



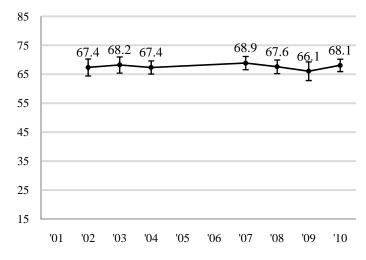
## Student-Faculty Interaction (SFC)<sup>b</sup>



#### **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
- 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.



# NSSE 2010 Multi-Year Benchmark Report Detailed Statistics<sup>a</sup>

## **Berry College**

First-Year Students	Firs	t-Y	ear	Stud	lents
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	_						riist-real students					
		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
Level of	LAC		54.4	<b>55.6</b>	53.1			53.0	55.9	53.7	54.9	
Academic	n		94	120	219			239	235	123	199	
Challenge	SD		10.3	11.8	12.1			12.3	12.5	11.2	10.8	
8	SEM		1.07	1.08	.81			.79	.81	1.01	.76	
	Upper		56.5	57.7	54.7			54.5	57.5	55.7	56.4	
	Lower		52.3	53.4	51.5			51.4	54.3	51.7	53.4	
Active and	ACL		41.8	44.1	41.5			41.7	44.3	43.7	42.0	
Collaborative	n		95	120	219			260	253	135	208	
Learning	SD		12.0	16.0	13.4			15.0	14.3	15.5	14.0	
Lear ming	SEM		1.23	1.46	.91			.93	.90	1.34	.97	
	Upper		44.2	47.0	43.2			43.5	46.0	46.3	43.9	
	Lower		39.4	41.2	39.7			39.9	42.5	41.1	40.1	
Student	SFC		41.2	42.9	39.9			42.2	45.7	44.2	43.3	
Faculty	n		95	120	219			247	244	128	203	
•	SD		17.3	20.2	19.0			20.4	19.3	21.3	18.1	
Interaction <sup>b</sup>	SEM		1.77	1.84	1.28			1.29	1.23	1.88	1.27	
	Upper		44.6	46.5	42.4			44.8	48.1	47.9	45.8	
	Lower		37.7	39.3	37.4			39.7	43.3	40.5	40.8	
	SFI		-	-	33.6			36.4	39.2	37.7	36.7	
	n		-	-	219			244	239	126	200	
	SD		-	-	16.3			17.5	17.3	18.6	15.5	
	SEM		-	-	1.10			1.12	1.12	1.66	1.09	
	Upper		-	-	35.8			38.6	41.4	41.0	38.9	
	Lower		-	-	31.5			34.2	37.0	34.5	34.6	
Enriching	EEE		_	-	27.1			29.8	30.5	31.2	30.5	
Educational	n		-	-	219			234	231	120	196	
Experiences <sup>c</sup>	SD		-	-	10.7			11.3	10.7	12.9	10.6	
Experiences	SEM		-	-	.73			.74	.70	1.18	.76	
	Upper		-	-	28.6			31.2	31.9	33.5	32.0	
	Lower		-	-	25.7			28.3	29.2	28.9	29.0	
Supportive	SCE		67.4	68.2	67.4			68.9	67.6	66.1	68.1	
Campus	n		95	120	219			230	227	120	191	
<b>Environment</b>	SD		14.6	15.5	17.1			17.7	18.1	18.0	15.1	
	SEM		1.50	1.42	1.16			1.16	1.20	1.64	1.09	
	Upper		70.3	71.0	69.6			71.2	70.0	69.3	70.2	
	Lower		64.4	65.4	65.1			66.6	65.3	62.9	66.0	

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

IPEDS:139144

<sup>&</sup>lt;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>&</sup>lt;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.

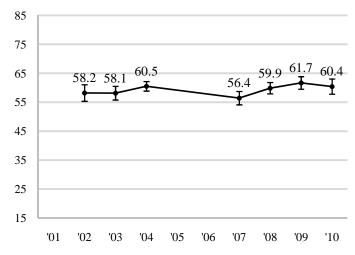


## NSSE 2010 Multi-Year Benchmark Report Multi-Year Charts<sup>a</sup>

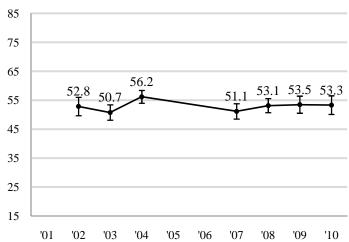
## **Berry College**

#### **Seniors**

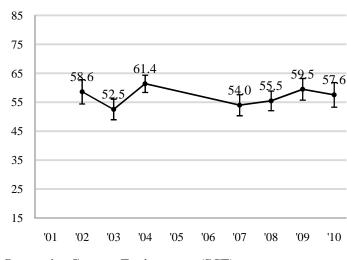
## Level of Academic Challenge (LAC)



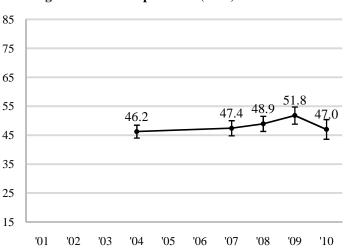
#### Active and Collaborative Learning (ACL)



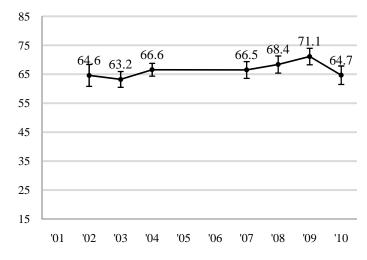
## Student-Faculty Interaction (SFC)<sup>b</sup>



#### Enriching Educational Experiences (EEE)c



## **Supportive Campus Environment (SCE)**



## Notes:

- a. Recalculated benchmark scores are charted for all years of participation since 2001. 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/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 7.
- 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.



# NSSE 2010 Multi-Year Benchmark Report Detailed Statistics<sup>a</sup>

## **Berry College**

		Seniors									
		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Level of	LAC		58.2	58.1	60.5			56.4	59.9	61.7	60.4
Academic	n		82	120	207			138	141	110	99
Challenge	SD		13.3	13.2	12.1			13.9	11.8	11.6	13.3
6	SEM		1.46	1.20	.84			1.18	.99	1.11	1.34
	Upper		61.0	60.5	62.2			58.7	61.8	63.8	63.0
	Lower		55.3	55.8	58.9			54.1	57.9	59.5	57.8
Active and	ACL		52.8	50.7	56.2			51.1	53.1	53.5	53.3
Collaborative	n		82	120	207			145	144	117	105
Learning	SD		14.6	14.9	16.3			16.3	14.8	16.3	16.9
2001111119	SEM		1.62	1.36	1.13			1.35	1.24	1.51	1.65
	Upper		56.0	53.4	58.4			53.8	55.6	56.4	56.5
	Lower		49.7	48.1	54.0			48.5	50.7	50.5	50.1
Student	SFC		58.6	52.5	61.4			54.0	55.5	59.5	57.6
Faculty	n		82	120	207			142	143	111	101
Interaction <sup>b</sup>	SD		19.4	20.0	21.9			22.0	20.8	20.1	21.9
interaction	SEM		2.14	1.82	1.52			1.85	1.74	1.91	2.18
	Upper		62.8	56.1	64.4			57.6	58.9	63.2	61.8
	Lower		54.4	49.0	58.4			50.4	52.1	55.7	53.3
	SFI		-	_	56.4			51.8	52.8	55.2	53.9
	n		-	-	207			139	142	110	99
	SD		-	-	22.4			21.2	21.2	21.7	21.3
	SEM		-	-	1.55			1.79	1.78	2.07	2.14
	Upper		-	-	59.5			55.3	56.2	59.3	58.1
	Lower		-	-	53.4			48.3	49.3	51.2	49.7
Enriching	EEE		-	_	46.2			47.4	48.9	51.8	47.0
Educational	n		-	-	207			137	139	109	99
Experiences <sup>c</sup>	SD		-	-	16.4			15.6	15.7	15.8	17.2
Experiences	SEM		-	-	1.14			1.33	1.34	1.52	1.73
	Upper		-	-	48.5			50.0	51.5	54.8	50.4
	Lower		-	-	44.0			44.8	46.3	48.8	43.6
Supportive	SCE		64.6	63.2	66.6			66.5	68.4	71.1	64.7
Campus	n		82	119	207			136	139	107	99
Environment	SD		17.4	15.3	16.2			17.3	17.8	15.0	16.2
	SEM		1.92	1.40	1.13			1.48	1.51	1.45	1.62
	Upper		68.4	66.0	68.8			69.4	71.4	74.0	67.9
	Lower		60.9	60.5	64.4			63.6	65.4	68.3	61.5

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

IPEDS:139144

<sup>&</sup>lt;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.

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