



Results of the National Survey of Student Engagement



UNIVERSITY OF
TORONTO

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Introduction

This report provides an overview of the University of Toronto (U of T) findings from the National Survey of Student Engagement (NSSE) which was administered in 2011. U of T participated in NSSE in 2004, 2006, 2008 and 2011 along with all Ontario universities and many Canadian and US universities.

U of T collects a range of data on student engagement. The four years of NSSE survey results add to this rich source of information, particularly to our data on our internal progress over time. This report focuses primarily on this internal progress with some peer comparisons where they are relevant in understanding our results. Benchmark reports are contained in the appendices.

The report describes the NSSE survey, U of T's interpretation and use of the results, and our progress in key areas that we have identified as institutional priorities in enhancing our students' experience.

The Context for NSSE: Student Experience Priorities at the University of Toronto

The University of Toronto's long term planning framework, *Towards 2030*, formed the basis for a broad consultation that examined issues including enhancing the student experience. Recommendations in the President's Synthesis Report included expanding learning communities, providing more small class experiences and group projects, increasing communication between students and faculty both inside and outside the classroom, providing more opportunities for undergraduate students to work with faculty and graduate students on research projects, and providing international experiences including study abroad programs. *Towards 2030: Synthesis Report* is available online at: <http://www.towards2030.utoronto.ca/synth.html>.

In 2010, the Vice-Provost, Students initiated a tri-campus, qualitative assessment project to drill down into some areas of the undergraduate student experience that warranted further exploration based on results from former NSSE surveys and other student engagement research. This extensive assessment involved a series of 38 focus groups, involving 367 students from first- and second-entry faculties on all three campuses with the results outlined in a comprehensive report, *In Their Own Words: Understanding the Undergraduate Student Experience at the University of Toronto*. In 2011, the Council on Student Experience issued a response to the focus group report titled, *Response to In Their Own Words: Best practices & strategies for enhancing the student experience at the University of Toronto*. It contained an extensive set of recommendations including: the development of a co-curricular program and record, increasing mentorship opportunities, enhancing orientation and transition programming, increasing opportunities for student-faculty interaction and collaborating with our students in communicating key messages. This report is available online at <http://www.viceprovoststudents.utoronto.ca/intheirownwords>.

About the National Survey of Student Engagement

The NSSE survey was developed in 1999 by the Indiana University Center for Postsecondary Research to assess the quality of the educational experience. The survey was launched in 2000. Since that time, nearly 1,500 four-year colleges and universities in the US and Canada have participated in NSSE. In 2011, 683 U.S. and 68 Canadian institutions participated including all 21 Ontario universities.

NSSE is not a satisfaction survey. Its purpose is to provide institutions with data that can be used to enhance the student experience. The survey collects information about student participation in various academic activities and in extracurricular and co-curricular activities. The survey asks students directly about their experiences, their challenges, and about their interactions with faculty, staff and peers. These results provide an understanding of the demographics of our undergraduates, how they spend their time,

and their perceptions of the skills and knowledge they are gaining from their university experience. The NSSE research team at Indiana University clusters a number of the survey items in five Benchmarks of Effective Educational Practice – Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experience and Supportive Campus Environment.

The NSSE research team recommends that institutions look “within” and compare progress over time. Although we compare our students' responses with those of students at other ‘like’ universities (peers), we place a higher value on internal progress at U of T.

U of T’s Methodology and Interpretation of Results

NSSE provides us with institutional reports that allow us to make reliable and consistent comparisons to our peers. The detailed reports contain data on each item indicating significance and effect size, both of which are key to understanding our results when comparing to our peers and to our understanding of the reliability of the results. Our two comparison groups are:

1. Canadian universities (U15). This is the most relevant group of institutions for our peer comparison. This is a group of 15 leading, research-intensive Canadian universities:

- Dalhousie University
- McGill University
- McMaster University
- Queen's University
- Université d'Ottawa / University of Ottawa
- Université de Montréal
- Université Laval
- University of Alberta
- University of British Columbia
- University of Calgary
- University of Waterloo
- University of Western Ontario
- University of Manitoba
- University of Saskatchewan
- University of Toronto (results are not included in the U15 data)

2. Ontario universities (Ontario). 21 participated in the 2011 NSSE survey. We compare to this group only when the items were administered to Ontario students only. In this case, the full U15 group is not included.

As noted earlier, this report focuses primarily on U of T’s internal progress over time. Benchmark peer comparison reports are contained in the appendices.

Survey Population - All First-Entry Programs

As defined by the researchers at NSSE at Indiana University, students in all first-entry faculties were invited to participate in the 2011 NSSE survey in 2011. At U of T, students from our second-entry Nursing program were also invited to participate but their results are excluded from this report. The survey was administered on-line only.

The first-entry faculties are:

- Arts & Science
- Applied Science & Engineering
- Physical Education & Health
- Music
- University of Toronto Mississauga
- University of Toronto Scarborough

2011 NSSE Results

The following data describes our student response rate and characteristics and demonstrates our progress to date in classroom learning and support, undergraduate research, co-curricular involvement, international experience, and diversity and equity. Peer comparisons are included.

Response Rate

The University of Toronto's overall response rate of 40.1% is a full 8 percentage points higher than the Ontario overall response rate (32.1%) and 8.5 percentage points higher than the U15 overall response rate (31.6%).

U of T 2011 Response				Ontario	U15
	First Year	Senior Year	TOTAL	TOTAL	TOTAL
Sample Size	14,801	11,737	26,538	136,982	129,372
Number of Respondents	5,486	5,148	10,634	43,954	40,897
Response Rate	37.1%	43.9%	40.1%	32.1%	31.6%
Sampling Error	1.0%	1.0%	0.7%	0.4%	0.4%

Research on survey response rates (Dillman, 2007) points to a number of factors contributing to higher response rates, including: perceived importance of the survey, level of interest students have in the topic, creation of respondent trust, and perception of rewards for participation. The U of T survey administration team put in place a number of strategies to influence all of these factors - with the positive result of a relatively high response rate.

Student Characteristics

U of T's NSSE respondents are primarily full-time students and under the age of 24 years old. By senior year, more students are studying part-time at U of T than at the U15 institutions. About 25% are first-generation students with neither parent/guardian having attended any post-secondary education.

Among first year respondents, 23% indicate that they are not Canadian citizens. This number decreases to 13% by senior year. Canadian citizenship is significantly higher among U15 institution respondents in both first year and senior year. U of T has similar gender percentages to the U15.

With respect to where they live, 68% of first year students and 94% of senior year students report living off-campus. Of this number, 75% of first year students and 59% of senior year students report living with

parents, relatives or guardians. This is a significantly greater percentage than other Ontario university students.

The following table provides further details about our students.

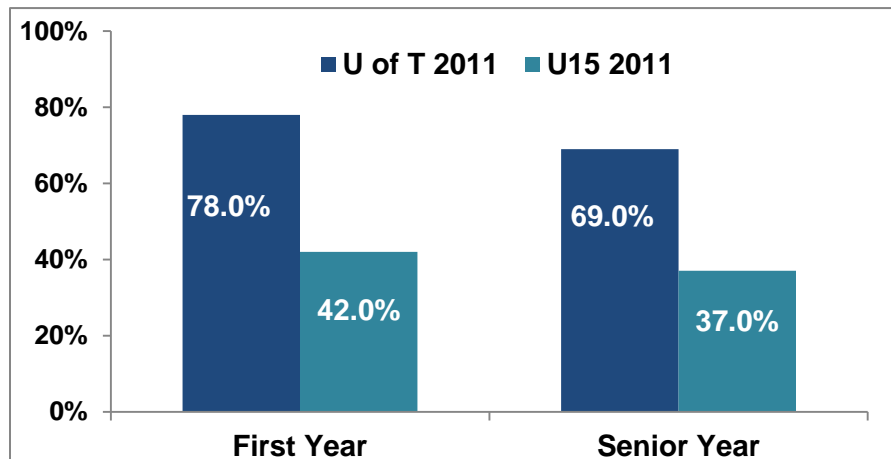
		FIRST YEAR U OF T	FIRST YEAR U15	SENIOR YEAR U OF T	SENIOR YEAR U15
GENDER	MALE	44%	44%	44%	43%
	FEMALE	56%	56%	56%	57%
ENROLMENT STATUS*	FULL-TIME	93%	96%	79%	82%
	PART-TIME	6%	4%	21%	18%
AGE	LESS THAN 24	94%	94%	82%	76%
	24 OR OLDER	6%	6%	18%	24%
TRANSFER STATUS	STARTED HERE	95%	94%	90%	84%
	STARTED ELSEWHERE	5%	6%	10%	16%
PARENTAL LEVEL OF EDUCATION	HIGH SCHOOL OR LESS	25%	24%	25%	25%
	POST-SECONDARY	75%	76%	75%	75%
CITIZENSHIP	CANADIAN	77%	87%	87%	92%
	OTHER	23%	13%	13%	8%
		FIRST YEAR U OF T	FIRST YEAR ONTARIO	SENIOR YEAR U OF T	SENIOR YEAR ONTARIO
PLACE OF RESIDENCE	ON-CAMPUS	32%	48%	6%	6%
	OFF-CAMPUS	68%	52%	94%	94%
	WITH PARENTS, RELATIVES OR GUARDIANS	75%	62%	59%	35%

*Institution reported data

Ethno-Cultural Background

Since 2008, Canadian students have been asked to identify their ethno-cultural background from a list provided (with the option of selecting all that apply, including “other”). Respondents could choose as many items as they wish from the list. As was the case in 2008, results indicate that we continue to see a level of racial and cultural diversity far higher than the U15 institutions.

Students Who Selected a Background “Other Than White”



Notes:

Since 2008, the percentage represents students who reported they belong to at least one of the 14 “non-White” ethno-cultural groups listed in the survey. Respondents can choose as many items as they wish from the list and the responses equal more than 100%.

Time Usage

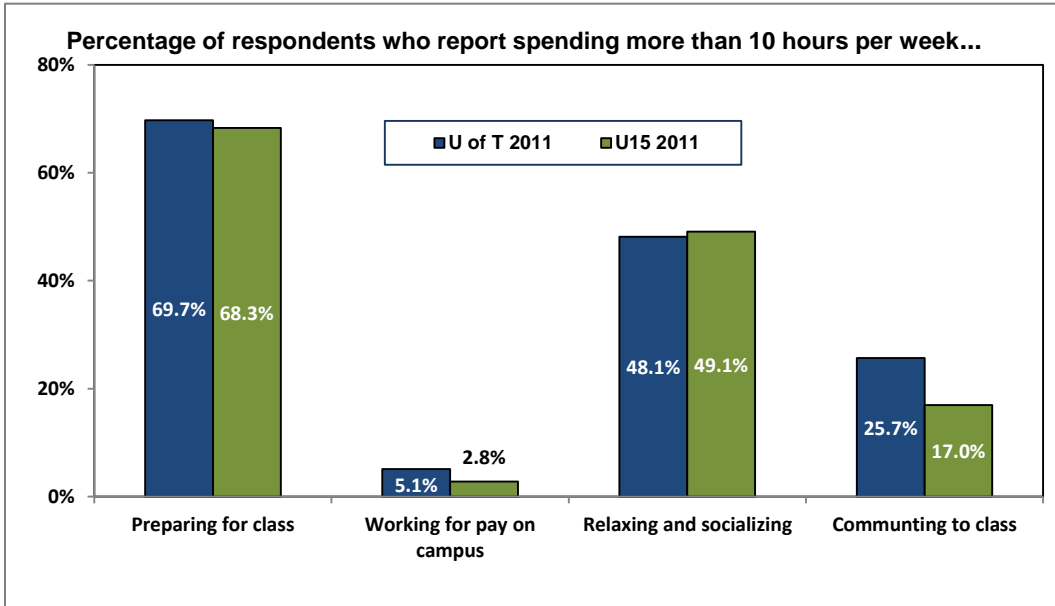
Understanding how students spend their time is important in isolating the factors that contribute to their “time on task” – that is, the time that they spend engaged in educationally purposeful activity. NSSE includes a series of items that asks students to identify the number of hours per week they spend on a variety of activities.

Over time, we are seeing some positive developments in the amount of time students spend on educationally relevant activities, including co-curricular activities, preparing for class and working on campus (which has been shown to have positive correlations to retention and other forms of engagement.)

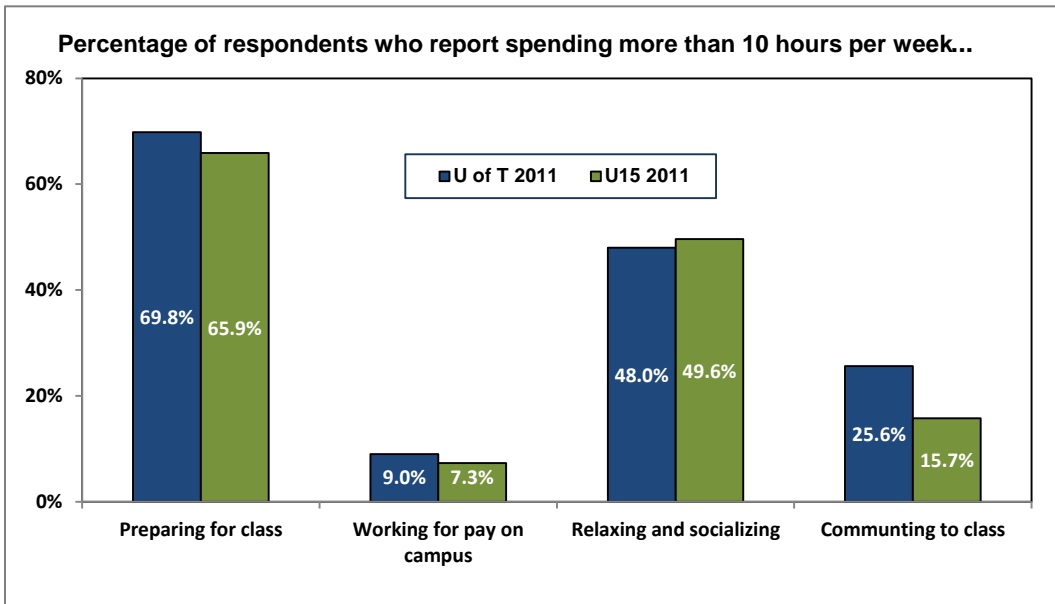
There remain, however, some significant demands on our students’ time that impact their engagement. The NSSE data indicate that the use of time among our students is significantly different from that of students at peer institutions. For example, U of T students in first year and senior year spend more time commuting and working for pay on campus compared to U15 university students.

In addition, U of T students in first year and senior year report significantly more time spent on working for pay off-campus than do students in other Ontario universities.

Time Usage First Year Students



Time Usage Senior Year Students



Benchmarks

As we proceed with our planning framed by *Towards 2030: A Third Century of Excellence at the University of Toronto*, it is heartening to see in the NSSE data that we have improved in our efforts to enhance the student experience. While we still face challenges, there is no question that steady progress is being made on a number of fronts, including many of the priority areas identified through the analysis undertaken by the Council on Student Experience.

All U of T benchmarks results have improved from 2008 to 2011. Indeed, our 2011 benchmark results are the highest they have ever been with significant improvement in two benchmark areas – Level of Academic Challenge and Student-Faculty Interaction. In no areas are we below our past results and there are only two areas (first year) where we remain at the 2004 levels.

We have made **positive growth** over our 2004 results in:

- Level of Academic Challenge (senior year)
- Active Collaborative Learning (first year and senior year)
- Student Faculty Interaction (first year and senior year)
- Enriching Educational Experiences (first year and senior year)
- Supportive Campus Environment (senior year)

We remain **at our 2004 level** in the benchmark results for:

- Level of Academic Challenge (first year)*
- Supportive Campus Environment (first year)*

*Although we remain at our 2004 level in two of the benchmarks, it is encouraging to see that our results between 2008 and 2011 did increase significantly.

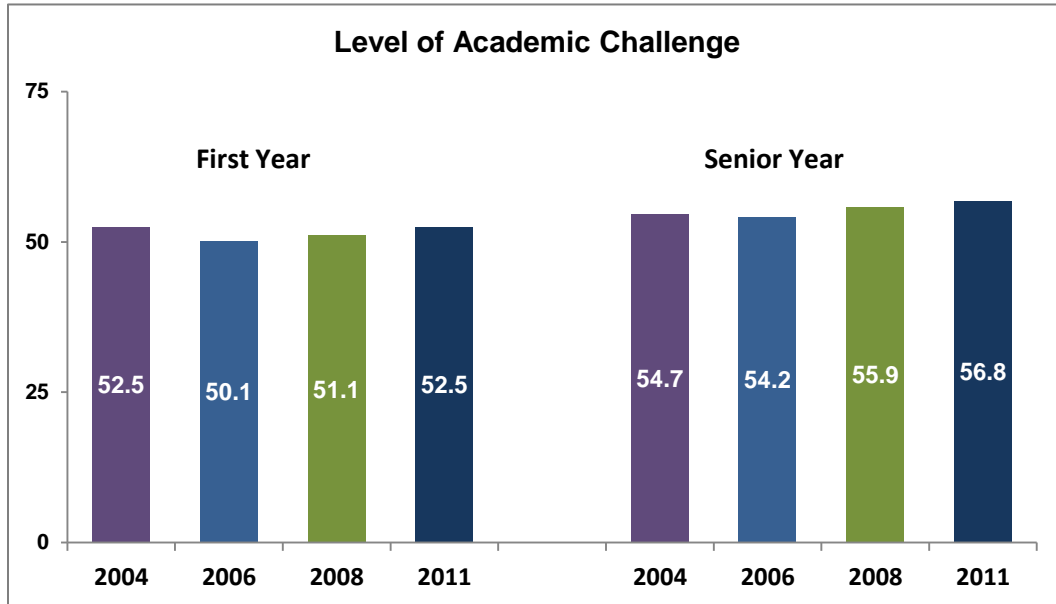
The following charts illustrate our positive progress between 2004 and 2011.

Level of Academic Challenge

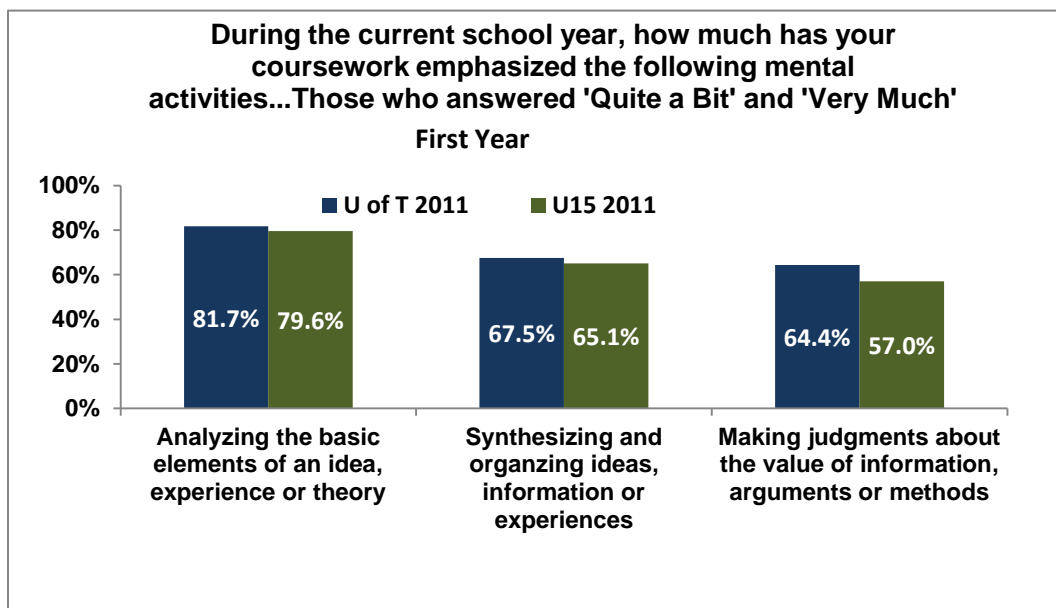
This benchmark includes:

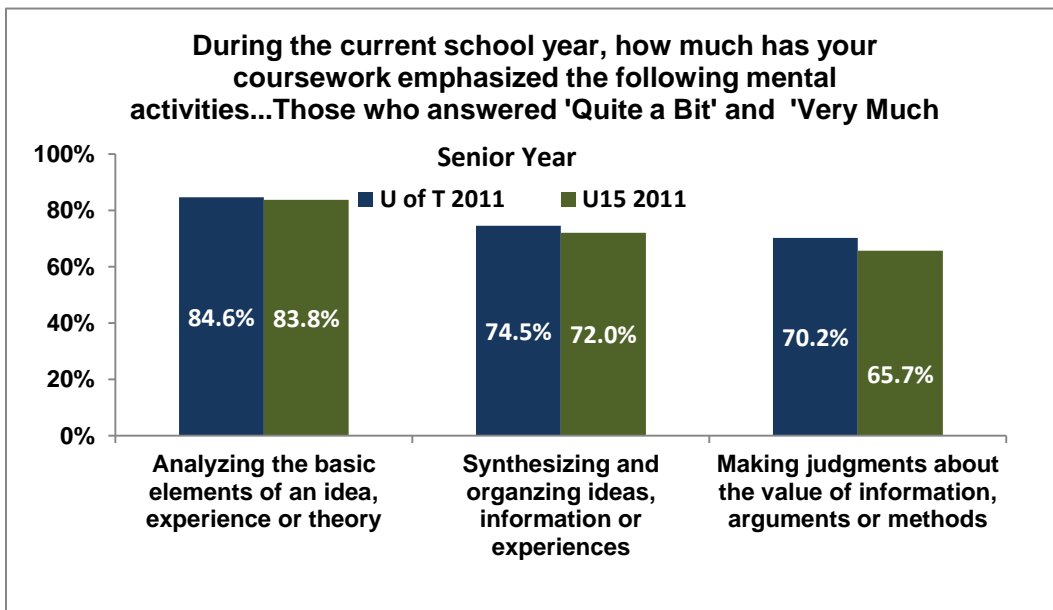
- Hours spent preparing for class
- Number of assigned textbooks, books, course readings
- Number of written papers or reports
- Courses emphasizing: Analysis; Making of Judgements; Applying Theories or concepts
- Working harder than you thought you could
- Campus environment: spending significant amount of time studying

We are at the same level as in 2004 in first year responses and we have increased our score significantly in senior year responses over 2004. While our first year responses are at the same level as 2004, our results on this benchmark improved significantly between 2008 and 2011.



The majority of our students spend their on-campus time studying and on other academic work as indicated in the time usage charts on page 7. The next charts provide a snapshot of U of T's results on specific items in the Level of Academic Challenge benchmark with comparison to the U15 universities.

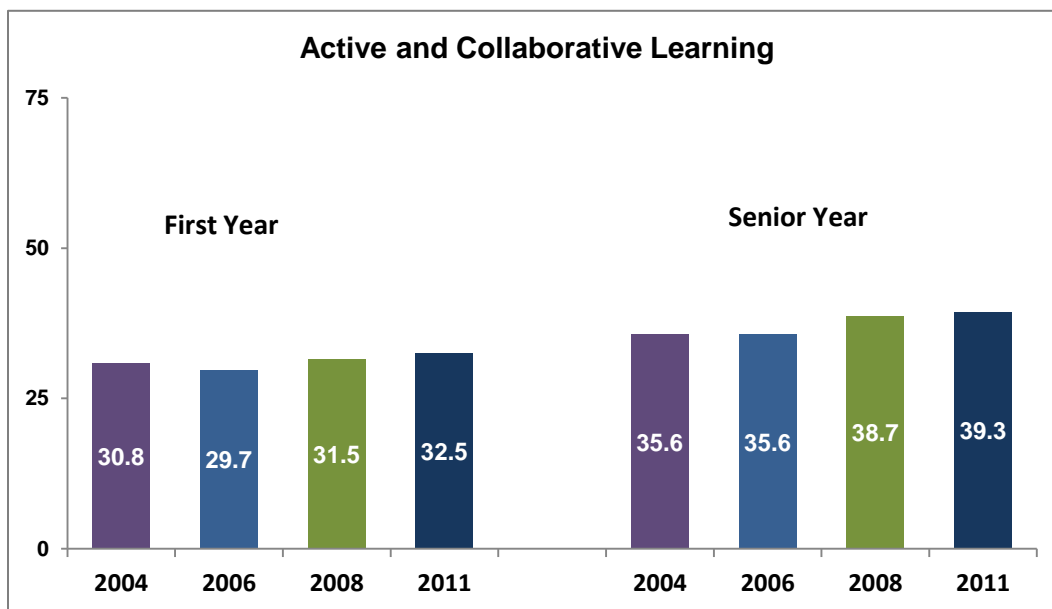




Active and Collaborative Learning

This benchmark includes:

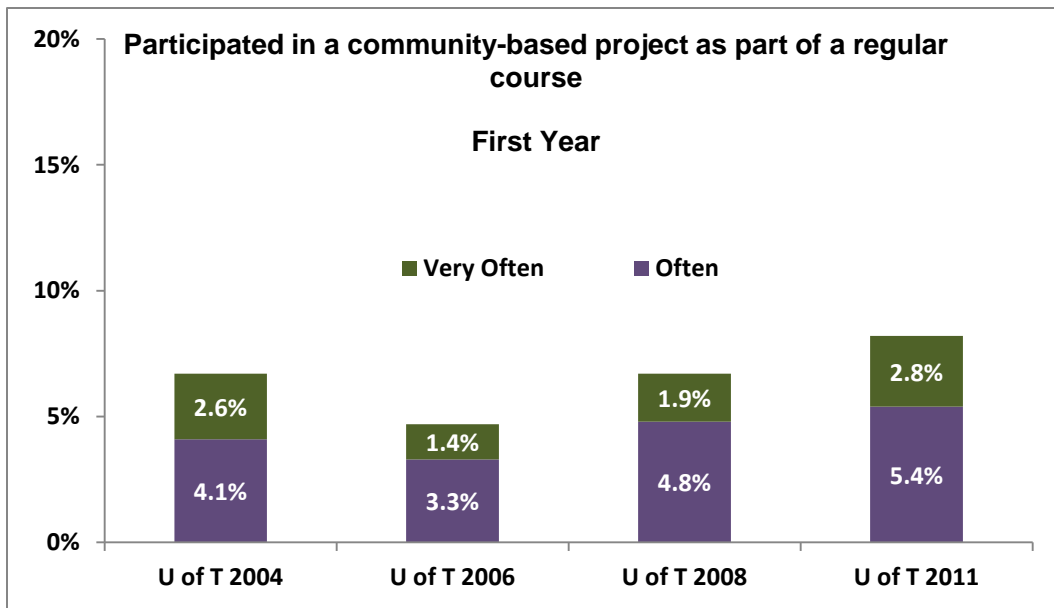
- Asked a question in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as part of the course
- Discussed ideas from your readings or classes with others outside of class

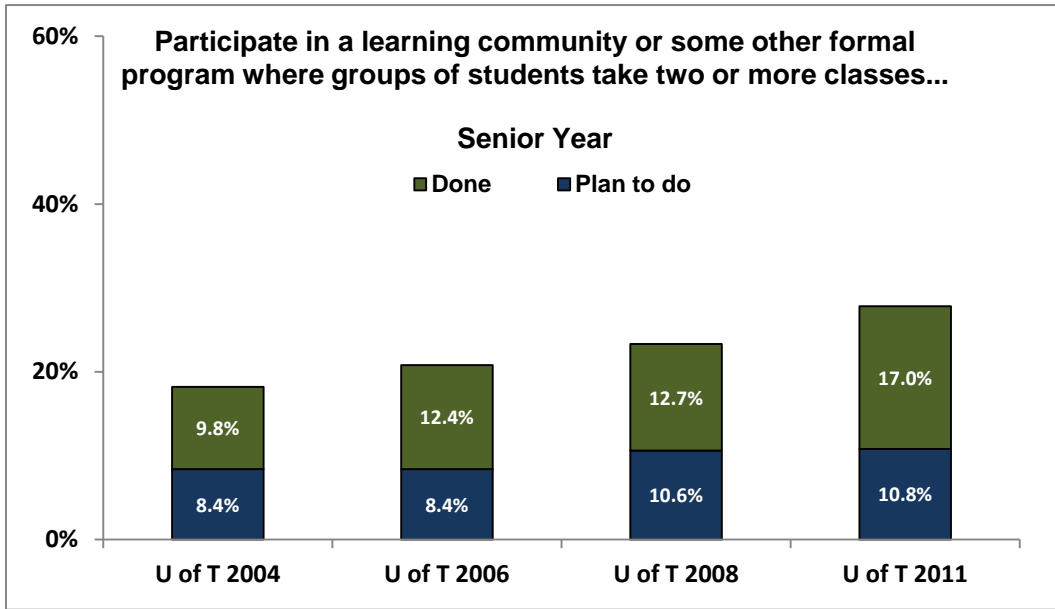


We are pleased with our positive results in this benchmark from 2004 to 2011 and with our first year results continuing to improve (significantly between 2008 and 2011).

We recognize that our students face challenges in meeting other students given the size and scope of the university. As a result, we have introduced a variety of opportunities for first year students to participate in small learning communities. In particular, we are introducing foundational programs across all the colleges and the three campuses. ‘Vic One’ and ‘Trin One’ are already successful and have been in existence for some years. As of 2012, Innis College, University College, St. Michael’s College, New College, UTM and UTSC will be running similar foundational year programs. These are academic credit programs that offer small theme-based seminars (generally of 25 students) and many of these seminars include experiential learning activities. Our First-Year Learning Communities (FLCs) are based on academic streams (life sciences, commerce, etc.) where senior students meet with a group of 24 students to learn strategies which support their success.

The following charts further illustrate our progress over time in active and collaborative learning.

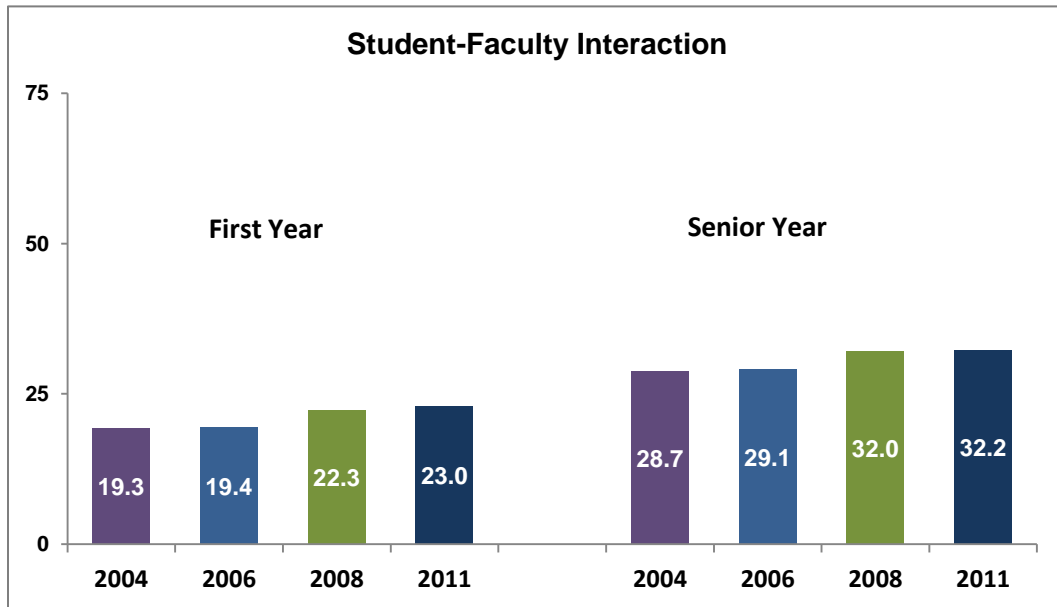




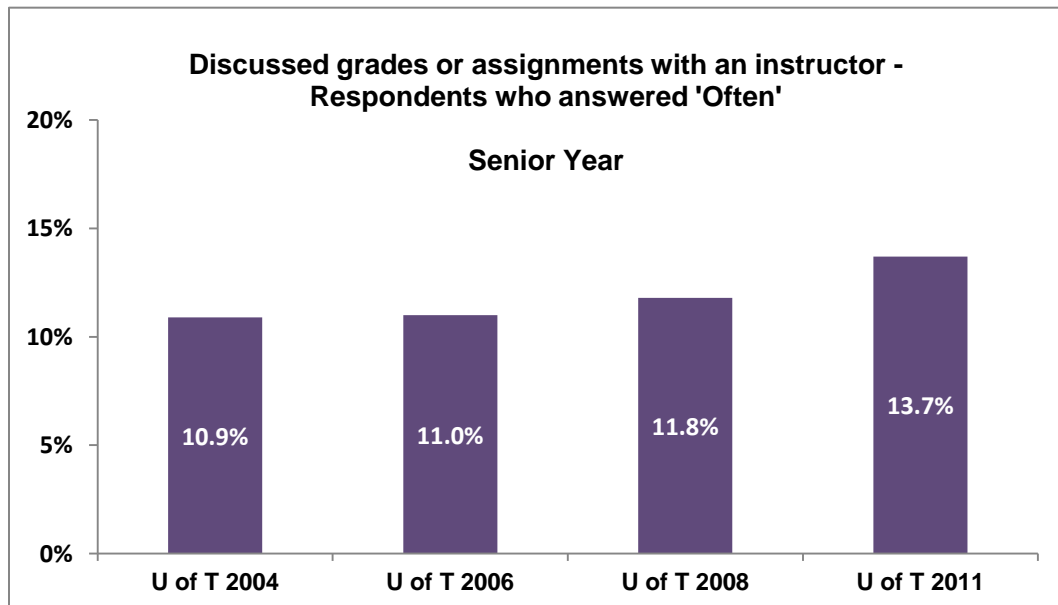
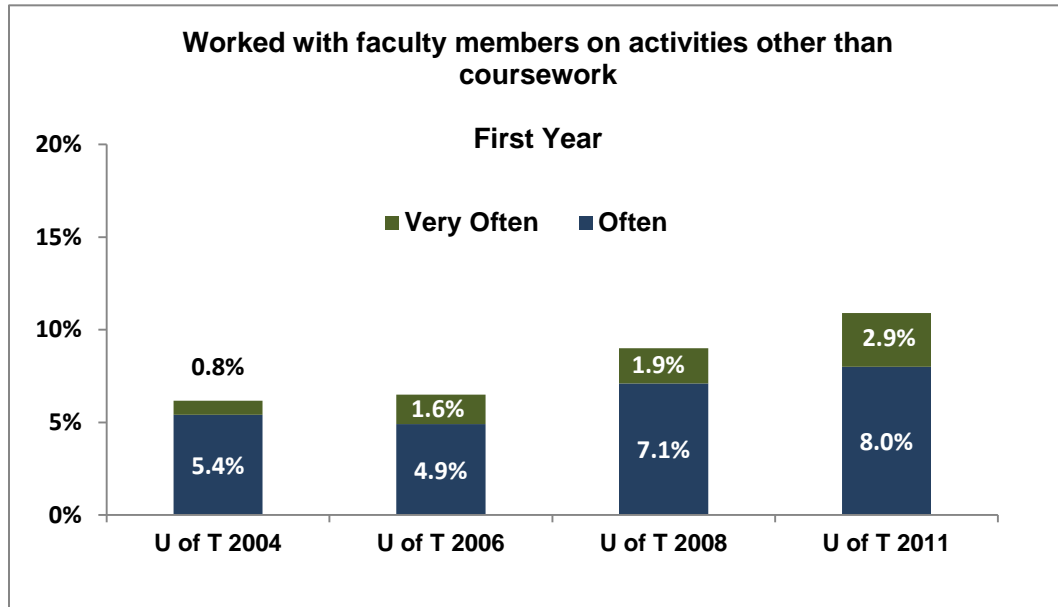
Student-Faculty Interaction

This benchmark includes:

- 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 outside of class
- Worked with faculty members on activities other than coursework
- 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



The significant improvement in this benchmark since 2004 can be attributed in part to the dedication of our faculty and the work done by our recently expanded Centre for Teaching Support and Innovation. U of T students report that they engage in learning both inside and outside of the classroom, discuss ideas and readings outside the classroom, and work with faculty on projects other than coursework (such as research).

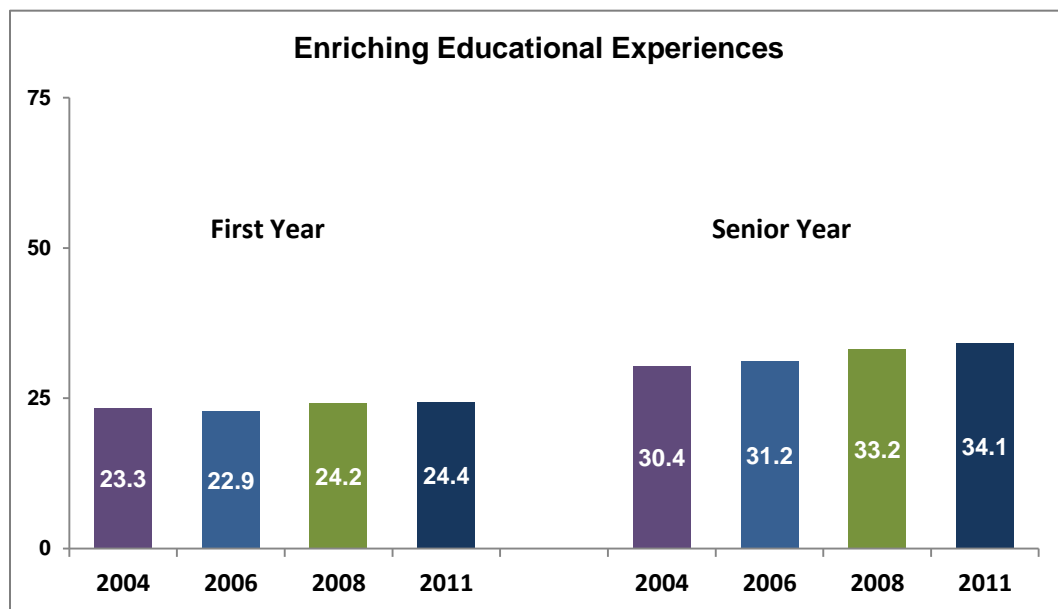


Enriching Educational Experiences

This benchmark includes:

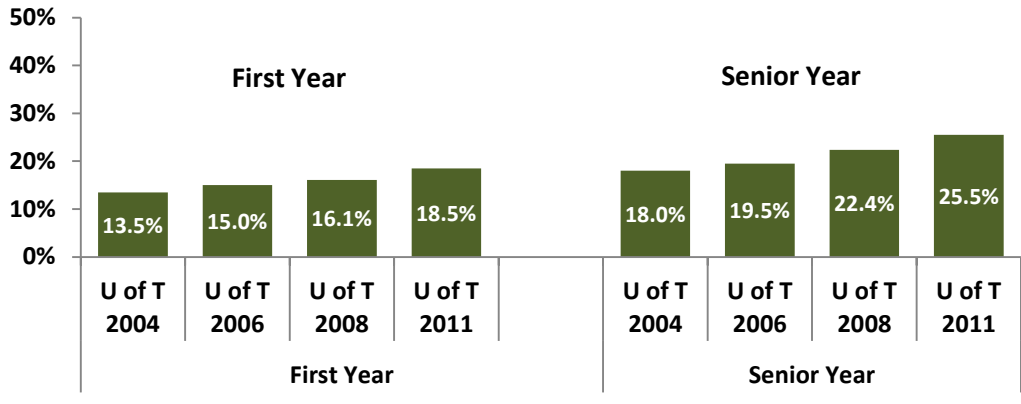
- Hours spent participating in co-curricular activities
- Practicum, internship, field experience, co-op
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-directed major
- Culminating senior experience
- Serious conversations with student of different: religious beliefs, political opinions, personal values, ethnicity or race
- Campus environment encouraging contact among students from different economic, social and racial or ethnic backgrounds
- Participate in a learning community or other programs where groups of students take two or more classes together

Progress on this benchmark since 2004 is significant here too. Despite our location in a large and vibrant city and the large number of our students who live off campus, our students are very active participants in University life as evidenced by their participation, for example, in the arts: attending exhibits, plays, performances, etc. Our students participate in activities at Hart House, a centre for co-curricular involvement, with a long and rich history of co-curricular involvement through the arts, sport and recreation, and student clubs such as the debates club. And, in addition to their on-campus activity, our students are civically minded, engaging in the broader community through volunteerism.



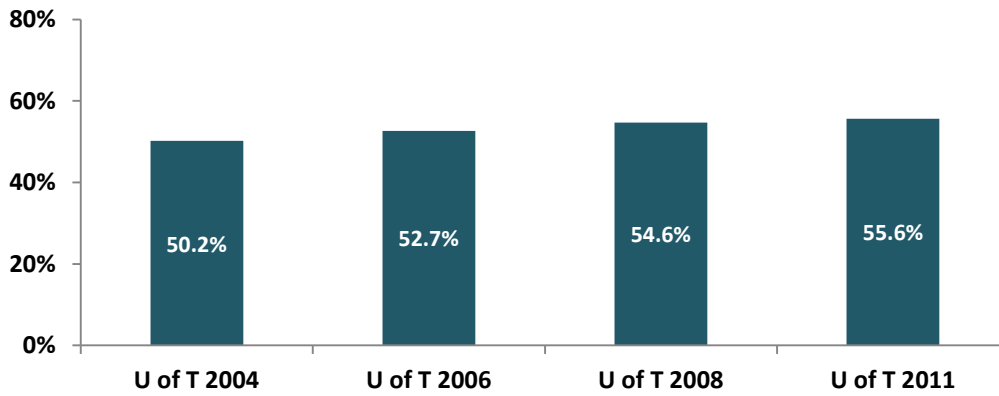
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

Respondents who answered '6-30+ hours'



Respondents who stated that they have completed community service or volunteer work prior to graduation

Senior Year



Supportive Campus Environment

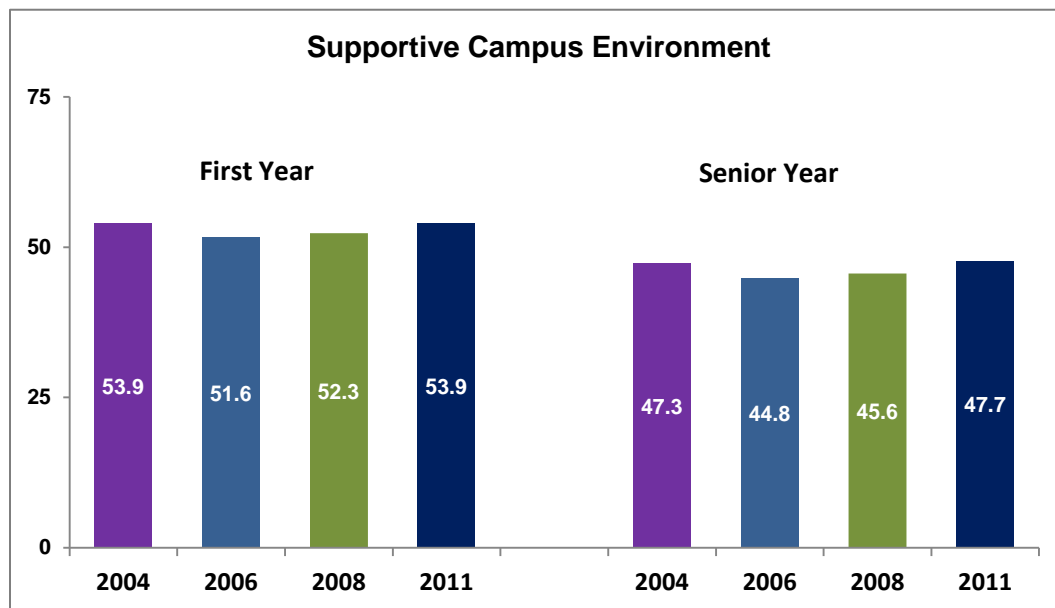
This benchmark includes:

- Provides the support you need to help you succeed academically
- Helps you cope with your non-academic responsibilities
- 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

Our results in this benchmark have remained at the 2004 level for first year responses and have improved slightly in senior year responses. However, our results improved significantly in first year and senior year responses between 2008 and 2011.

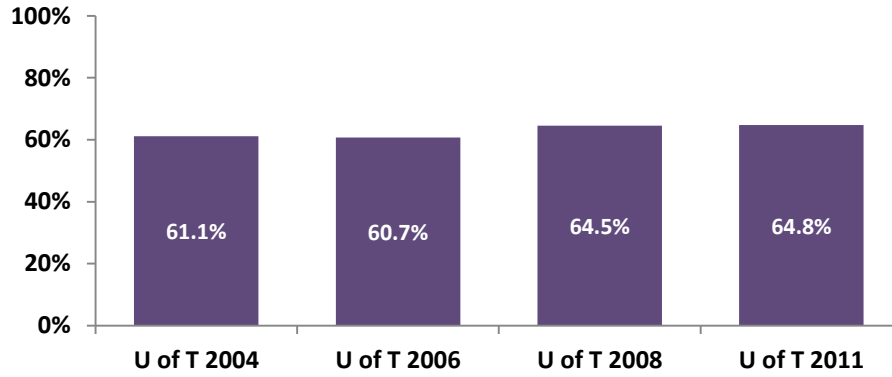
To expand our capacity to meet the needs of our students, we are “embedding” many of our professional staff in our colleges, faculties, and libraries, where our students study and congregate. Some examples include a learning strategist (academic success and accessibility) located in Woodsworth College; Counsellors with dedicated hours in Faculties; a First Nations advisor at Social Work and OISE; and Career Counsellors assisting Registrars during the selection of major programs.

We continue to support our increasing numbers of international students, through advising programs specifically for international students.



**To what extent does your institution emphasize providing the support you need to help you succeed academically?
Respondents who answered
'Quite a Bit' and 'Very Much'**

First Year



Conclusion

U of T continues to use NSSE results to learn more about the many ways our students engage in their academic and co-curricular activities and the relative importance they place on them. We remain focused on enhancing our supportive learning environment. Positive progress from 2004 to 2011, and a greater range of opportunities in both formal academic programming and in activities beyond the classroom contribute to our students' personal growth and academic success.

Next Steps

Communication of Results

The Dean of each first-entry faculty and of UTM and UTSC receives a package that contains: results from the full NSSE sample, results for their division, and comparison results for the other five divisions. Divisional level analysis is conducted by each division, with some support centrally to ensure statistical reliability, and divisions are encouraged to share their results throughout the University. Presentations will be provided across the University.

Further Research

The 2011 NSSE results have identified some potential areas for further research. We will undertake some specific research projects prior to the next NSSE administration.

Vice-Provost, Students' Blog

In this regular blog, we will examine a different aspect of the student experience using NSSE and other data sources. Comments (moderated) are welcome.

Visit: <http://www.vpstudentsblog.utoronto.ca/>

Further Information

The National Survey of Student Engagement is a project of the Office of the Vice-Provost, Students and the Office of Assistant Vice-President, Government, Institutional & Community Relations of University of Toronto. This report was prepared by Catherine Drea, Director of Student Life Programs & Communications, and Xuelun Liang, Senior Institutional Research Analyst.

For more information on NSSE visit: <http://nsse.iub.edu/>

For more information on U of T's participation in NSSE and the results, contact:

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References

Dillman, D. A. (2007). *Mail and internet surveys: The tailored design method* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

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University of Toronto

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 your institution with your selected comparison groups. In addition, it provides comparisons with two sets of highly engaging institutions, those with benchmarks in the top 50% and top 10% of all NSSE institutions.

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

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.

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.

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^a

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.

Level of Academic Challenge (LAC)

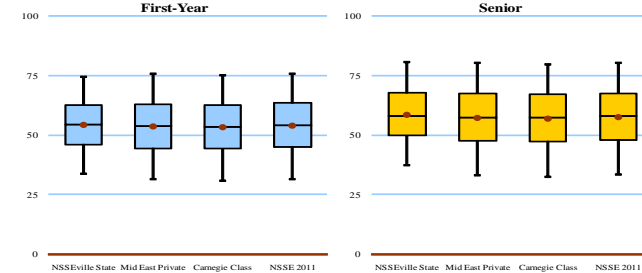
Mean Comparisons

NSSEville State University compared with:

Class	NSSEville State		Mid East Private		Carnegie Class		NSSE 2011	
	Mean ^a	Std. Dev.	Mean ^a	Std. Dev.	Mean ^a	Std. Dev.	Mean ^a	Std. Dev.
First-Year	54.4		53.7		53.3		54.1	
Senior	58.6		57.3		56.9		57.5	
			Effect Size		Effect Size		Effect Size	
			.05		***		.08	
			.09		.11		.07	

Weighted by gender and turnout status (and by institution size for comparison groups).
* $p < .05$. ** $p < .01$. *** $p < .001$ (2-tailed).
^a Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores

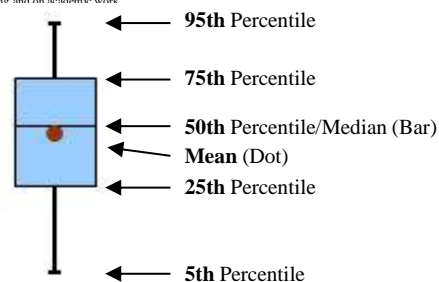


Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

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



^a See *Contextualizing NSSE Effect Sizes* at nsse.iub.edu/pdf/effect_size_guide.pdf for additional information.

Level of Academic Challenge (LAC)

Mean Comparisons

University of Toronto compared with:

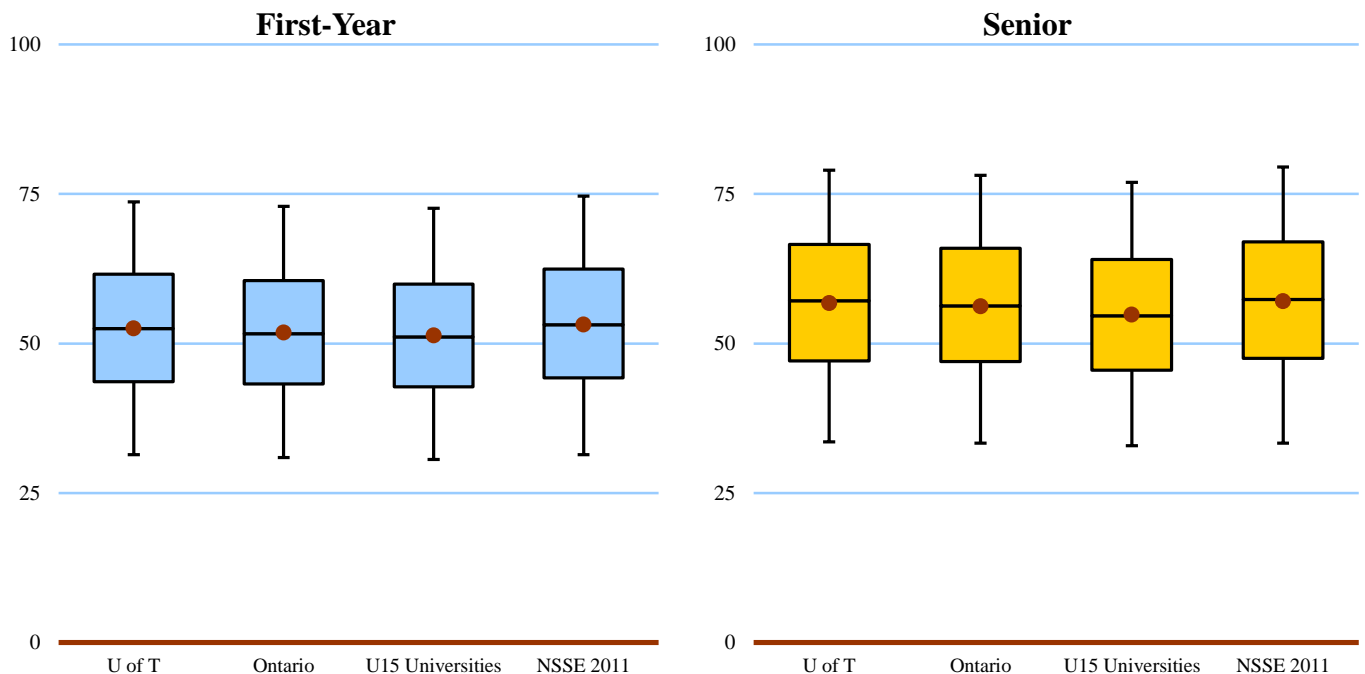
Class	U of T	Ontario			U15 Universities			NSSE 2011		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	52.5	51.8	***	.05	51.3	***	.09	53.2	***	-.05
Senior	56.8	56.2	*	.04	54.8	***	.15	57.1	***	-.02

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c 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. See pages 10 and 11 for percentile values.

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

University of Toronto compared with:

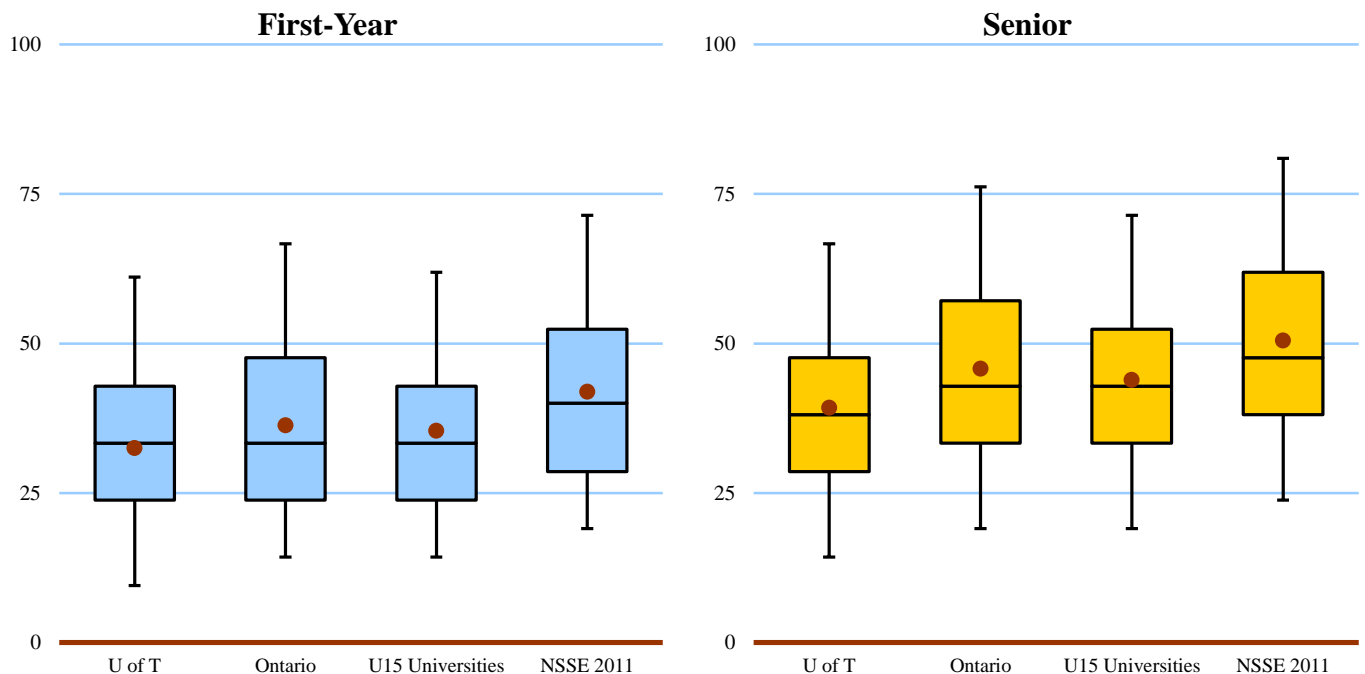
Class	U of T	Ontario			U15 Universities			NSSE 2011		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	32.5	36.3	***	-.24	35.4	***	-.19	42.0	***	-.56
Senior	39.3	45.8	***	-.39	43.9	***	-.28	50.5	***	-.63

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c 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. See pages 10 and 11 for percentile values.

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

University of Toronto compared with:

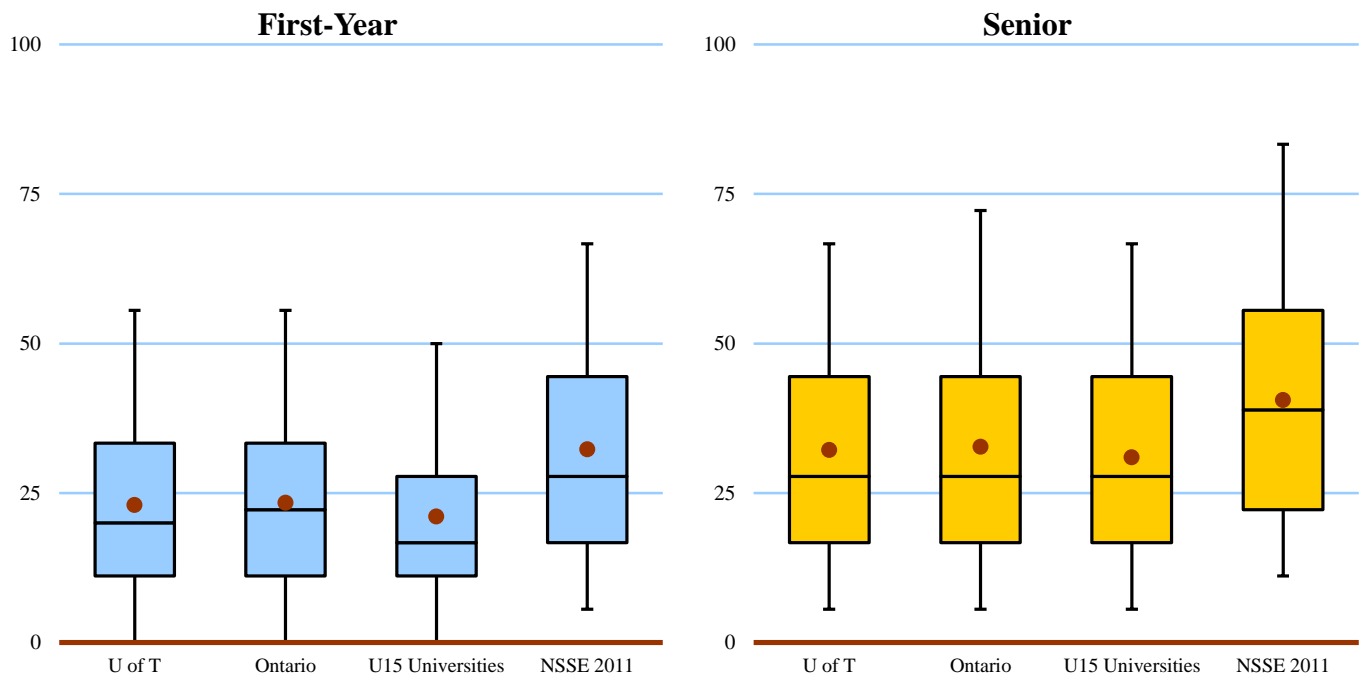
Class	U of T	Ontario		U15 Universities			NSSE 2011		Effect Size ^c
	Mean ^a	Mean ^a	Sig ^b	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	
First-Year	23.0	23.3		21.1	***	.12	32.3	***	-.50
Senior	32.2	32.7		30.9	***	.06	40.5	***	-.39

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c 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. See pages 10 and 11 for percentile values.

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

University of Toronto compared with:

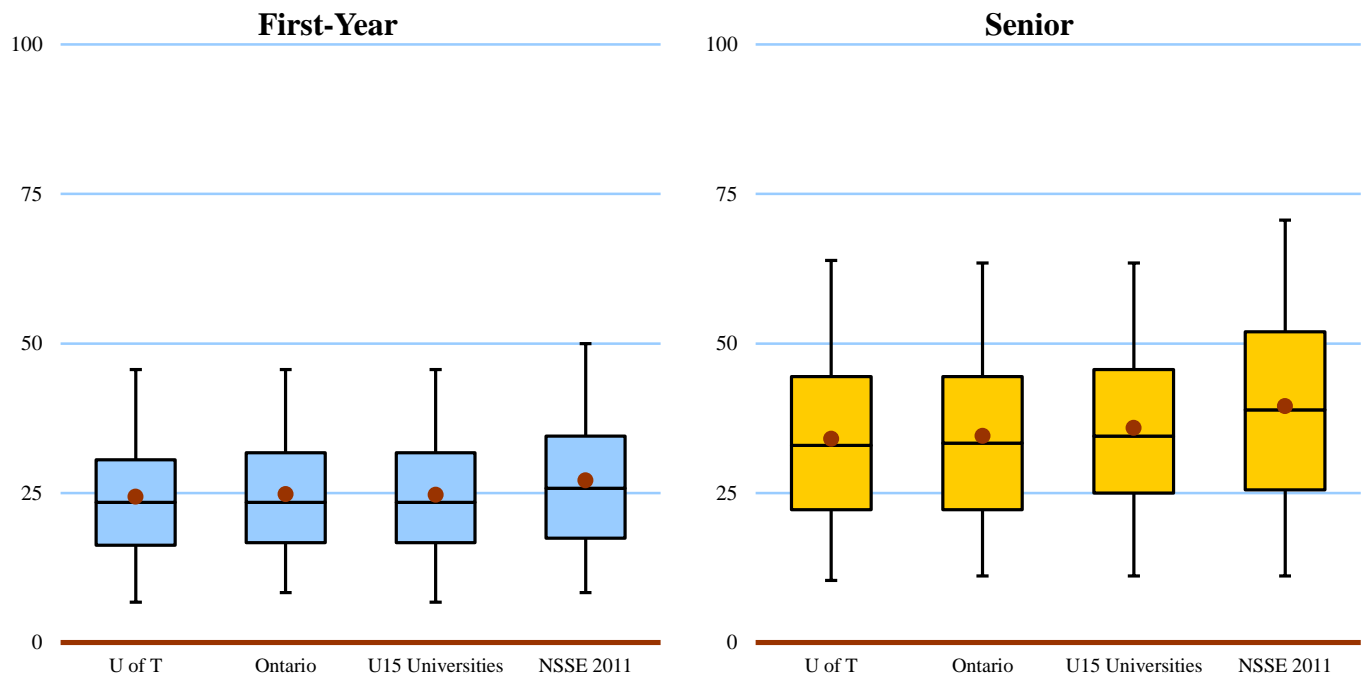
Class	U of T	Ontario			U15 Universities			NSSE 2011		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	24.4	24.8	*	-.04	24.7		-.03	27.1	***	-.20
Senior	34.1	34.5		-.03	35.9	***	-.12	39.5	***	-.30

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c 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. See pages 10 and 11 for percentile values.

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

University of Toronto compared with:

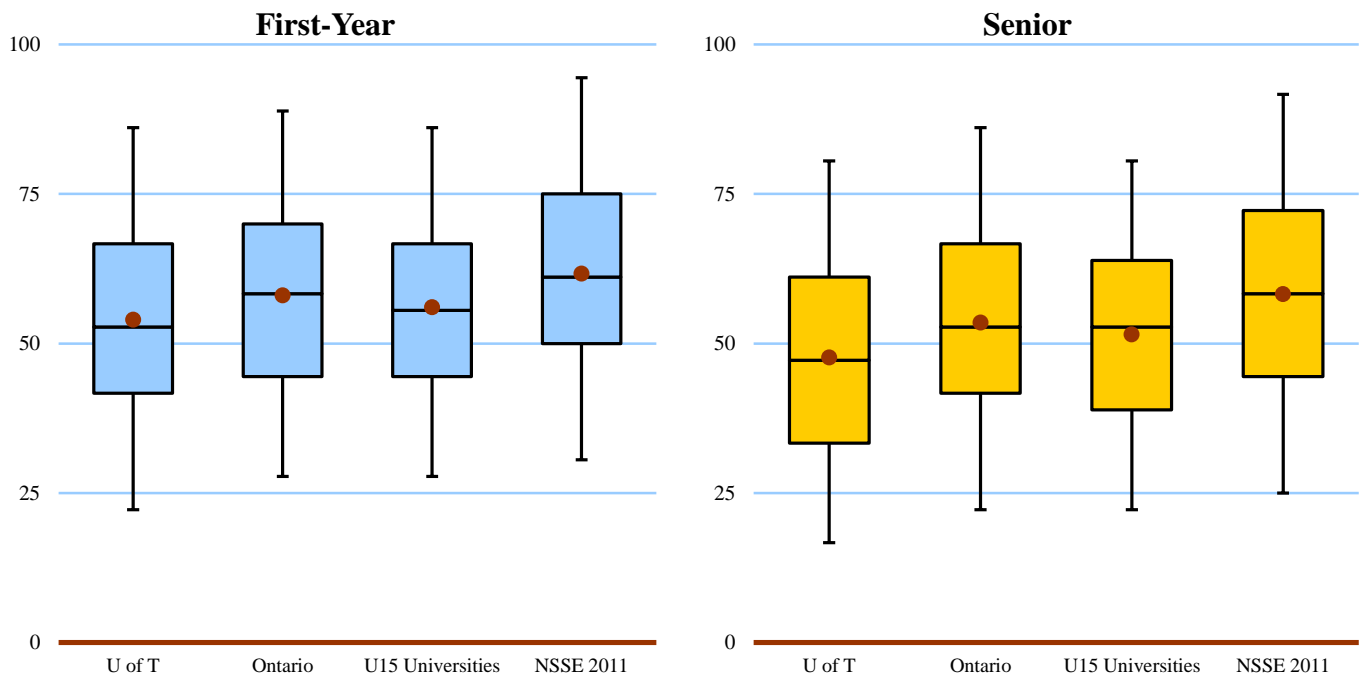
Class	U of T	Ontario			U15 Universities			NSSE 2011		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	53.9	58.0	***	-.22	56.1	***	-.12	61.7	***	-.41
Senior	47.7	53.5	***	-.31	51.5	***	-.21	58.2	***	-.54

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c 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. See pages 10 and 11 for percentile values.

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

Interpreting the Top 10% and Top 50% Comparisons

This section of the NSSE Benchmark Comparisons report allows you to estimate the performance of your average student in relation to the average student attending two different institutional peer groups identified by NSSE for their high levels of student engagement: (a) institutions with benchmark scores placing them in the top 50% of all NSSE schools in 2011 and (b) institutions with benchmark scores in the top 10% for 2011.^a These comparisons allow an institution to determine if the engagement of their students differs in significant, meaningful ways from students in these high performing peer groups.

Example

NSSEville State compared with

	NSSEville State	NSSE 2011 Top 50%			NSSE 2011 Top 10%			
		<i>Mean</i>	<i>Mean</i>	<i>Sig</i>	<i>Effect size</i>	<i>Mean</i>	<i>Sig</i>	<i>Effect size</i>
First-Year	LAC	57.1	55.8	*	.10	60.5	***	-0.28
	ACL	50.3	45.8	***	.28	50.7		-0.02
	SFI	37.3	37.2		.01	42.0	***	-0.24
	EEE	21.8	30.0	***	-.63	34.4	***	-0.98
	SCE	60.9	64.7	***	-.21	69.7	***	-0.49

Based on the example above NSSEville State CAN conclude...

- ◆ The average score for NSSEville State first-year students is slightly above (i.e., small positive effect size) that of the average student attending NSSE 2011 schools that scored in the top 50% on Level of Academic Challenge (LAC).
- ◆ The average NSSEville State first-year student is as engaged (i.e., not significantly different) as the average student attending NSSE 2011 schools that scored in the top 10% on Active and Collaborative Learning (ACL).
- ◆ It is *likely* that NSSEville State is in the top 50% of all NSSE 2011 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).^a

Based on the example above NSSEville State CANNOT conclude^a...

- ◆ NSSEville State is in the top half of all schools on the Student-Faculty Interaction (SFI) benchmark for first-year students.
- ◆ NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.

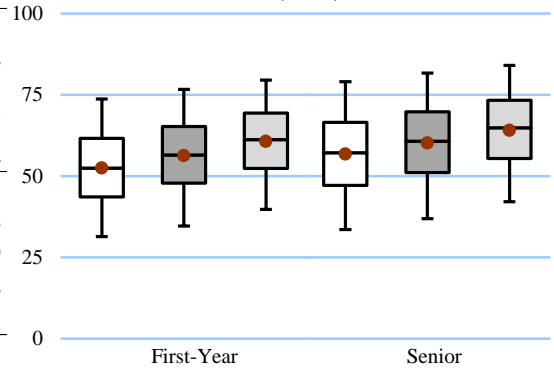
Additional information regarding the Top 50% and Top 10% section of the benchmark report can be found on the NSSE Web site. nsse.iub.edu/links/institutional_reporting

^a Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are adjusted substantially toward the grand mean of all students, while those with smaller standard errors receive smaller corrections. Thus, schools with less stable data, though they may have high scores, may not be identified among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release individual school results and our policy against the ranking of institutions.

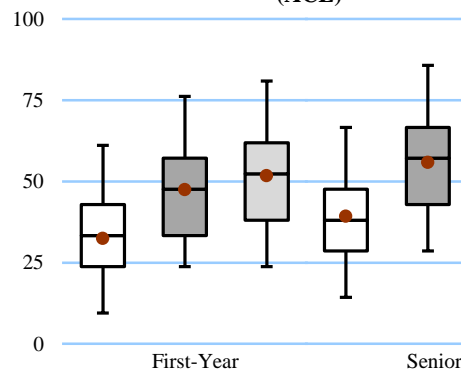
U of T compared with

	U of T <i>Mean^a</i>	NSSE 2011 Top 50%			NSSE 2011 Top 10%		
		<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect size^c</i>
First-Year	LAC	52.5	56.3 ***	-.29	60.7 ***	-.65	
	ACL	32.5	47.5 ***	-.90	51.8 ***	-1.12	
	SFI	23.0	38.8 ***	-.83	43.4 ***	-1.01	
	EEE	24.4	30.3 ***	-.45	33.5 ***	-.67	
	SCE	53.9	66.9 ***	-.70	70.7 ***	-.92	
Senior	LAC	56.8	60.1 ***	-.25	64.1 ***	-.55	
	ACL	39.3	55.8 ***	-.97	60.0 ***	-1.18	
	SFI	32.2	48.7 ***	-.76	55.8 ***	-1.09	
	EEE	34.1	46.1 ***	-.67	54.8 ***	-1.22	
	SCE	47.7	64.7 ***	-.90	68.7 ***	-1.13	

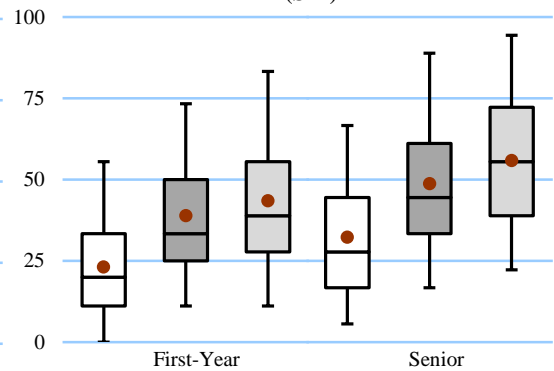
Level of Academic Challenge (LAC)



Active and Collaborative Learning (ACL)



Student-Faculty Interaction (SFI)

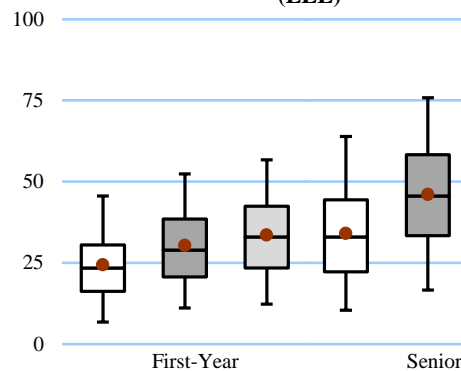


Legend

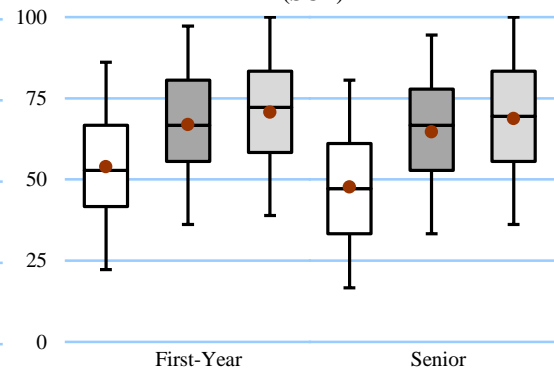
- U of T
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2011 institutions on a particular benchmark.

Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



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. See pages 10 and 11 for percentile values.

^a Weighted by gender and enroll. status (and by inst. size for comp. groups).

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean diff. divided by the pooled standard dev.

First-Year Students

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
	Mean	SD ^b	SEM ^c	Percentiles ^d					Deg. of Freedom ^e	Mean Diff.	Sig. ^f	Effect size ^g
				5th	25th	50th	75th	95th				
LEVEL OF ACADEMIC CHALLENGE (LAC)												
U of T (N = 5180)	52.5	13.2	.2	31	44	52	62	74				
Ontario	51.8	12.8	.1	31	43	52	61	73	7,171	.7	.000	.05
U15 Universities	51.3	12.8	.1	31	43	51	60	73	7,378	1.2	.000	.09
NSSE 2011	53.2	13.3	.0	31	44	53	62	75	330,269	-7	.000	-.05
Top 50%	56.3	12.9	.0	35	48	56	65	77	120,228	-3.7	.000	-.29
Top 10%	60.7	12.3	.1	40	52	61	69	80	8,495	-8.1	.000	-.65
ACTIVE AND COLLABORATIVE LEARNING (ACL)												
U of T (N = 5470)	32.5	15.6	.2	10	24	33	43	61				
Ontario	36.3	15.6	.1	14	24	33	48	67	34,726	-3.8	.000	-.24
U15 Universities	35.4	15.4	.1	14	24	33	43	62	32,113	-2.9	.000	-.19
NSSE 2011	42.0	16.9	.0	19	29	40	52	71	5,669	-9.5	.000	-.56
Top 50%	47.5	16.7	.1	24	33	48	57	76	6,198	-15.0	.000	-.90
Top 10%	51.8	17.8	.1	24	38	52	62	81	10,464	-19.3	.000	-1.12
STUDENT-FACULTY INTERACTION (SFI)												
U of T (N = 5221)	23.0	16.9	.2	0	11	20	33	56				
Ontario	23.3	16.5	.1	0	11	22	33	56	7,239	-.3	.177	-.02
U15 Universities	21.1	15.7	.1	0	11	17	28	50	7,229	1.9	.000	.12
NSSE 2011	32.3	18.7	.0	6	17	28	44	67	5,424	-9.3	.000	-.50
Top 50%	38.8	19.2	.1	11	25	33	50	73	6,084	-15.8	.000	-.83
Top 10%	43.4	21.2	.2	11	28	39	56	83	11,721	-20.4	.000	-1.01
ENRICHING EDUCATIONAL EXPERIENCES (EEE)												
U of T (N = 5105)	24.4	12.5	.2	7	16	23	31	46				
Ontario	24.8	12.2	.1	8	17	23	32	46	31,540	-.4	.019	-.04
U15 Universities	24.7	12.1	.1	7	17	23	32	46	29,232	-.3	.079	-.03
NSSE 2011	27.1	13.4	.0	8	17	26	35	50	5,293	-2.7	.000	-.20
Top 50%	30.3	13.3	.0	11	21	29	38	52	5,556	-5.9	.000	-.45
Top 10%	33.5	13.9	.1	12	23	33	42	57	8,333	-9.2	.000	-.67
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)												
U of T (N = 5042)	53.9	19.1	.3	22	42	53	67	86				
Ontario	58.0	18.4	.1	28	44	58	70	89	6,974	-4.1	.000	-.22
U15 Universities	56.1	17.6	.1	28	44	56	67	86	6,971	-2.1	.000	-.12
NSSE 2011	61.7	18.9	.0	31	50	61	75	94	314,277	-7.7	.000	-.41
Top 50%	66.9	18.4	.1	36	56	67	81	97	5,558	-13.0	.000	-.70
Top 10%	70.7	17.9	.1	39	58	72	83	100	7,847	-16.8	.000	-.92

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

^b Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

^c Standard Error of the Mean: Use SEM to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

^d A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

^e Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and whether equal variances were assumed.

^f Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^g Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

Seniors

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
	Mean	SD ^b	SEM ^c	Percentiles ^d					Deg. of Freedom ^e	Mean Diff.	Sig. ^f	Effect size ^g
				5th	25th	50th	75th	95th				
LEVEL OF ACADEMIC CHALLENGE (LAC)												
U of T (N = 5041)	56.8	14.0	.2	34	47	57	67	79				
Ontario	56.2	13.7	.1	33	47	56	66	78	32,101	.5	.013	.04
U15 Universities	54.8	13.4	.1	33	46	55	64	77	6,902	2.0	.000	.15
NSSE 2011	57.1	14.1	.0	33	48	57	67	80	415,762	-3.3	.131	-.02
Top 50%	60.1	13.7	.0	37	51	61	70	82	5,445	-3.4	.000	-.25
Top 10%	64.1	13.0	.1	42	55	65	73	84	7,637	-7.3	.000	-.55
ACTIVE AND COLLABORATIVE LEARNING (ACL)												
U of T (N = 5222)	39.3	16.3	.2	14	29	38	48	67				
Ontario	45.8	17.1	.1	19	33	43	57	76	7,495	-6.5	.000	-.39
U15 Universities	43.9	16.5	.1	19	33	43	52	71	33,444	-4.7	.000	-.28
NSSE 2011	50.5	17.7	.0	24	38	48	62	81	5,372	-11.2	.000	-.63
Top 50%	55.8	17.2	.1	29	43	57	67	86	5,765	-16.6	.000	-.97
Top 10%	60.0	17.8	.1	33	48	61	71	90	8,957	-20.7	.000	-1.18
STUDENT-FACULTY INTERACTION (SFI)												
U of T (N = 5060)	32.2	19.7	.3	6	17	28	44	67				
Ontario	32.7	19.6	.1	6	17	28	44	72	32,369	-.5	.074	-.03
U15 Universities	30.9	19.1	.1	6	17	28	44	67	6,968	1.2	.000	.06
NSSE 2011	40.5	21.2	.0	11	22	39	56	83	5,204	-8.3	.000	-.39
Top 50%	48.7	21.7	.1	17	33	44	61	89	5,794	-16.5	.000	-.76
Top 10%	55.8	22.5	.2	22	39	56	72	94	10,678	-23.7	.000	-1.09
ENRICHING EDUCATIONAL EXPERIENCES (EEE)												
U of T (N = 4979)	34.1	16.5	.2	10	22	33	44	64				
Ontario	34.5	16.0	.1	11	22	33	44	63	6,851	-.5	.058	-.03
U15 Universities	35.9	15.8	.1	11	25	35	46	63	6,815	-1.8	.000	-.12
NSSE 2011	39.5	18.0	.0	11	26	39	52	71	5,127	-5.5	.000	-.30
Top 50%	46.1	17.8	.0	17	33	46	58	76	5,384	-12.0	.000	-.67
Top 10%	54.8	17.0	.1	25	44	56	67	82	8,116	-20.7	.000	-1.22
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)												
U of T (N = 4926)	47.7	19.4	.3	17	33	47	61	81				
Ontario	53.5	19.0	.1	22	42	53	67	86	31,225	-5.8	.000	-.31
U15 Universities	51.5	18.1	.1	22	39	53	64	81	6,658	-3.8	.000	-.21
NSSE 2011	58.2	19.5	.0	25	44	58	72	92	401,123	-10.6	.000	-.54
Top 50%	64.7	18.9	.1	33	53	67	78	94	106,283	-17.0	.000	-.90
Top 10%	68.7	18.5	.1	36	56	69	83	100	7,741	-21.1	.000	-1.13

^a All statistics are weighted by gender and enrollment status. Comparison group statistics are also weighted by institutional size.

^b Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

^c Standard Error of the Mean: Use SEM to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

^d A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

^e Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and whether equal variances were assumed.

^f Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^g Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



Appendix 2

University of Toronto

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

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

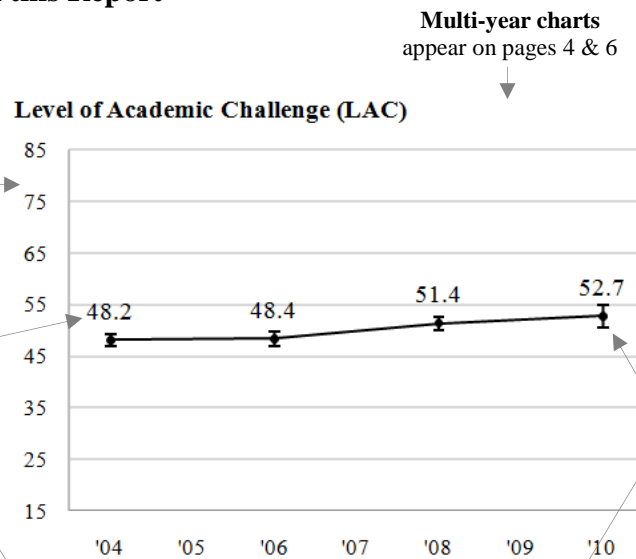
The benchmark score is the weighted average of the students' scores, using only randomly sampled students (including those from census administrations) from each year's data.

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 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.

Multi-year detailed statistics
appear on pages 5 & 7

	2004	2005	2006	2007	2008	2009	2010
LAC	48.2	48.4	48.4	48.4	51.4	51.4	52.7
n	405	303	303	303	307	307	155
SD	12.1	12.3	12.3	12.3	11.8	11.8	13.7
SEM	.60	.71	.71	.71	.67	.67	1.10
Upper	49.4	49.8	49.8	49.8	52.7	52.7	54.9
Lower	47.0	47.0	47.0	47.0	50.1	50.1	50.6

Year

All NSSE administration years since 2004 are listed regardless of participation.

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	Web-only	56%	51%	2.6%	2.8%	1,310	1,078
2005							
2006	Web-only	35%	43%	3.3%	3.0%	851	992
2007							
2008	Web-only	43%	48%	2.9%	2.7%	1,086	1,213
2009							
2010							
2011	Web-only	37%	44%	1.0%	1.0%	5,485	5,237

^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).

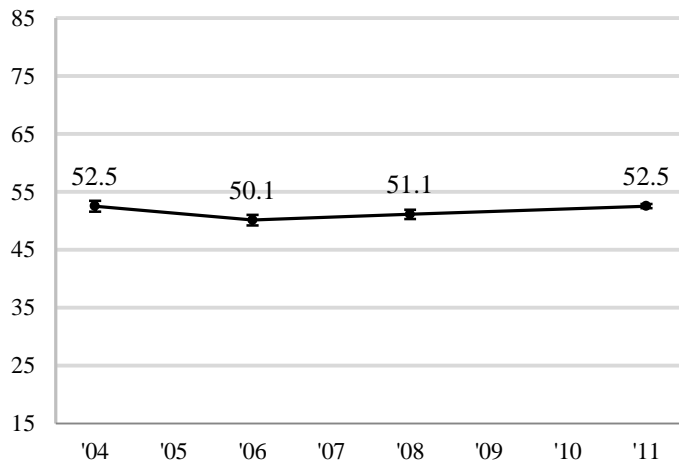
^c Response rates (number of respondents divided by sample size) adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration.

^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.

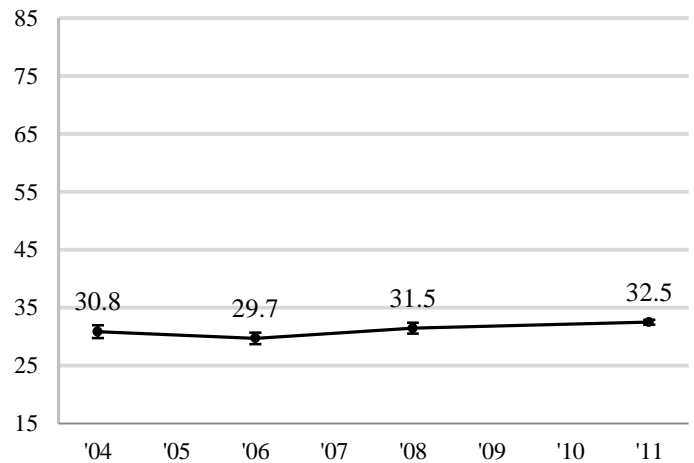
^e This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all randomly sampled students (including those from census administrations). In 2004 and 2005 it may also include targeted oversamples.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

First-Year Students

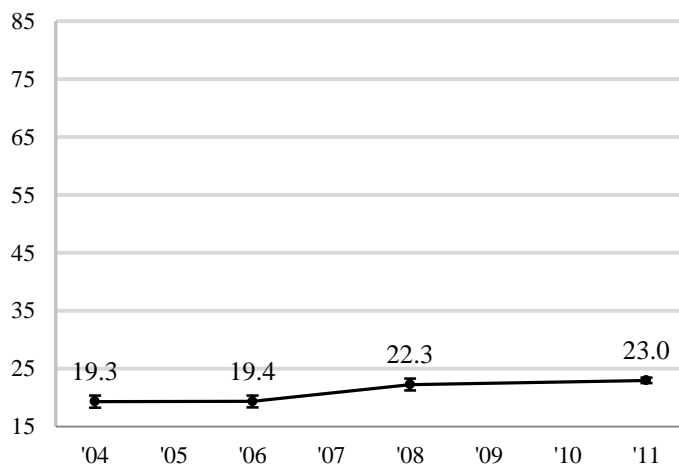
Level of Academic Challenge (LAC)



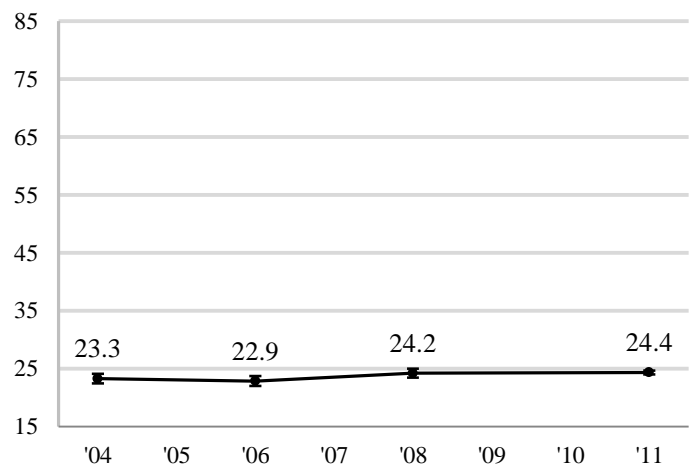
Active and Collaborative Learning (ACL)



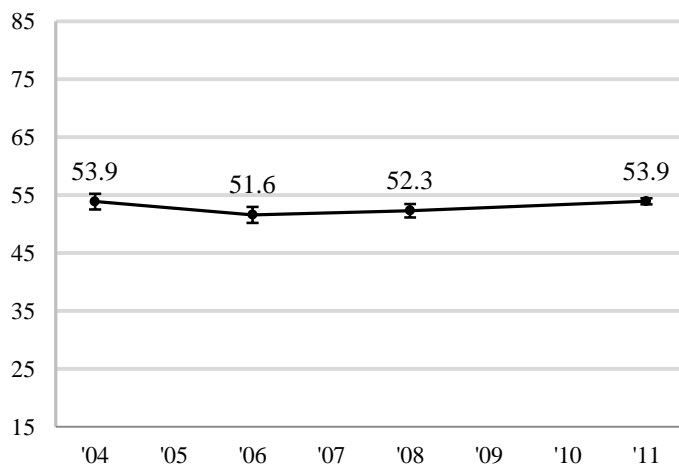
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

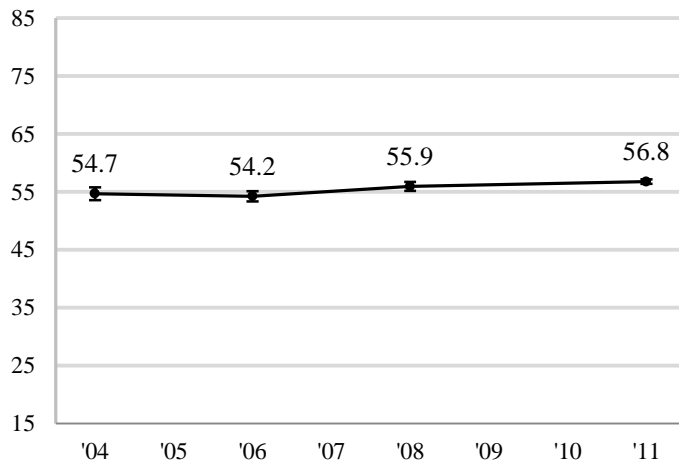
- Benchmark scores are charted for all years of participation. See page 5 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*. nsse.iub.edu/pdf/MYDAG.pdf

		First-Year Students							
		2004	2005	2006	2007	2008	2009	2010	2011
Level of Academic Challenge	LAC	52.5		50.1		51.1			52.5
	n	692		768		1015			5180
	SD	12.4		12.9		13.0			13.2
	SEM	.47		.47		.41			.18
	Upper	53.5		51.0		51.9			52.9
	Lower	51.6		49.2		50.3			52.2
Active and Collaborative Learning	ACL	30.8		29.7		31.5			32.5
	n	693		847		1058			5470
	SD	14.9		14.8		15.6			15.6
	SEM	.57		.51		.48			.21
	Upper	32.0		30.7		32.4			32.9
	Lower	29.7		28.7		30.5			32.1
Student Faculty Interaction	SFI	19.3		19.4		22.3			23.0
	n	693		773		1016			5221
	SD	14.2		14.6		16.6			16.9
	SEM	.54		.53		.52			.23
	Upper	20.4		20.4		23.3			23.4
	Lower	18.3		18.3		21.3			22.5
Enriching Educational Experiences	EEE	23.3		22.9		24.2			24.4
	n	692		752		997			5105
	SD	10.9		12.1		12.4			12.5
	SEM	.42		.44		.39			.18
	Upper	24.1		23.7		25.0			24.7
	Lower	22.5		22.0		23.5			24.0
Supportive Campus Environment	SCE	53.9		51.6		52.3			53.9
	n	692		733		989			5042
	SD	18.5		19.2		18.7			19.1
	SEM	.70		.71		.59			.27
	Upper	55.3		53.0		53.5			54.5
	Lower	52.5		50.2		51.2			53.4

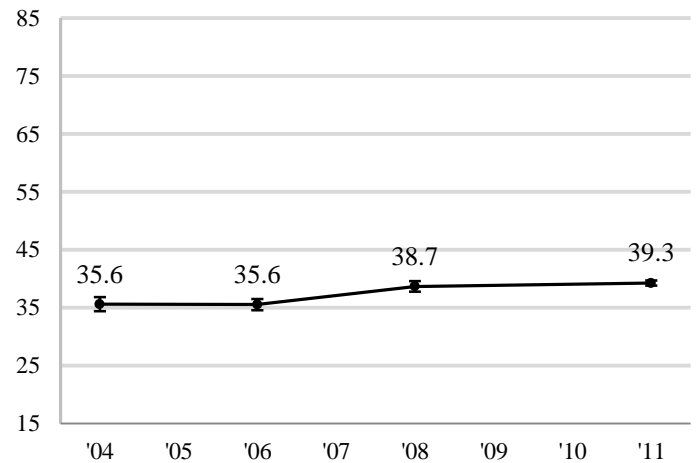
^a n=number of respondents; SD =standard deviation; SEM =standard error of the mean; Upper/Lower=95% confidence interval limits

Seniors

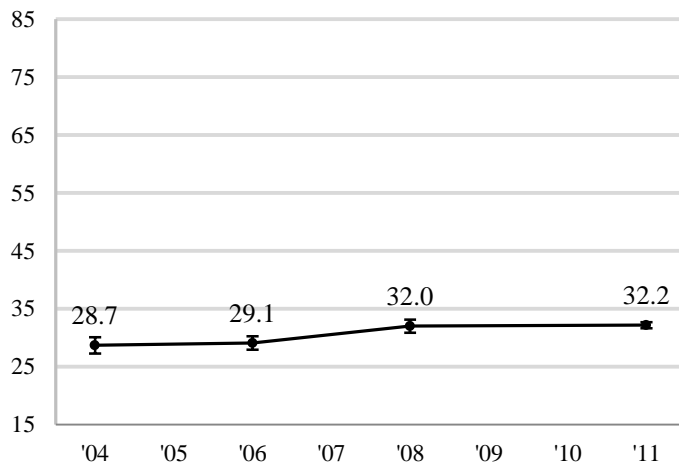
Level of Academic Challenge (LAC)



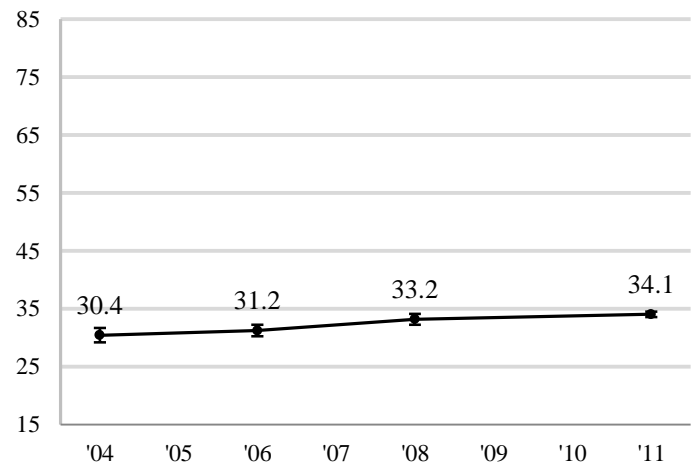
Active and Collaborative Learning (ACL)



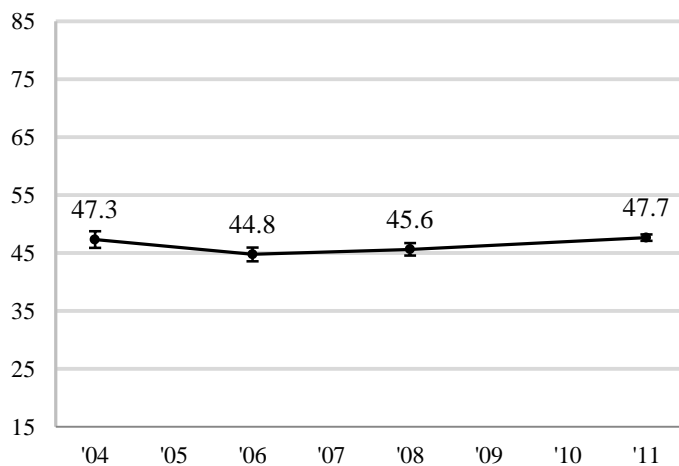
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

- Benchmark scores are charted for all years of participation. See 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

		Seniors							
		2004	2005	2006	2007	2008	2009	2010	2011
Level of Academic Challenge	LAC	54.7		54.2		55.9			56.8
	n	604		950		1138			5041
	SD	14.0		14.0		13.2			14.0
	SEM	.57		.45		.39			.20
	Upper	55.8		55.1		56.7			57.1
	Lower	53.6		53.4		55.2			56.4
Active and Collaborative Learning	ACL	35.6		35.6		38.7			39.3
	n	604		991		1193			5222
	SD	15.0		15.7		16.1			16.3
	SEM	.61		.50		.46			.22
	Upper	36.8		36.5		39.6			39.7
	Lower	34.4		34.6		37.8			38.8
Student Faculty Interaction	SFI	28.7		29.1		32.0			32.2
	n	603		959		1144			5060
	SD	17.6		18.4		19.3			19.7
	SEM	.72		.59		.57			.28
	Upper	30.1		30.3		33.1			32.7
	Lower	27.3		27.9		30.9			31.6
Enriching Educational Experiences	EEE	30.4		31.2		33.2			34.1
	n	604		933		1119			4979
	SD	15.5		15.3		16.0			16.5
	SEM	.63		.50		.48			.23
	Upper	31.7		32.2		34.1			34.5
	Lower	29.2		30.3		32.3			33.6
Supportive Campus Environment	SCE	47.3		44.8		45.6			47.7
	n	604		922		1109			4926
	SD	17.9		18.3		18.2			19.4
	SEM	.73		.60		.55			.28
	Upper	48.8		45.9		46.7			48.2
	Lower	45.9		43.6		44.6			47.1

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