



Loyola University New Orleans

First-Year Students

		2001	2002	2003	2004	2005	2006	2007	2008	2009
Level of Academic Challenge	LAC		55.9	53.6	53.8	55.5			56.1	56.5
	n		51	76	177	184			97	216
	SD		13.6	12.3	13.8	13.3			12.5	13.4
	SEM		1.91	1.41	1.03	.98			1.27	.91
	Upper		59.6	56.3	55.9	57.5			58.5	58.3
Lower		52.1	50.8	51.8	53.6			53.6	54.7	
Active and Collaborative Learning	ACL		40.1	42.6	42.5	41.0			44.8	46.7
	n		51	76	177	202			106	231
	SD		15.3	14.6	14.7	15.9			14.8	15.3
	SEM		2.15	1.68	1.11	1.12			1.44	1.00
	Upper		44.3	45.9	44.7	43.2			47.6	48.7
Lower		35.9	39.3	40.4	38.8			42.0	44.7	
Student Faculty Interaction^b	SFC		38.2	39.3	41.1	41.0			45.1	44.3
	n		51	76	177	191			99	220
	SD		18.3	19.1	19.1	20.9			18.6	21.9
	SEM		2.57	2.19	1.43	1.51			1.87	1.48
	Upper		43.2	43.6	43.9	44.0			48.8	47.2
	Lower		33.1	35.0	38.3	38.1			41.5	41.4
	SFI		-	-	35.0	35.9			38.6	37.7
	n		-	-	177	186			97	216
	SD		-	-	17.1	18.8			17.5	19.2
	SEM		-	-	1.28	1.38			1.78	1.30
Upper		-	-	37.5	38.6			42.1	40.2	
Lower		-	-	32.5	33.2			35.2	35.1	
Enriching Educational Experiences^c	EEE		-	-	30.7	31.7			33.8	32.9
	n		-	-	176	180			92	210
	SD		-	-	12.1	13.0			11.4	12.5
	SEM		-	-	.91	.97			1.19	.87
	Upper		-	-	32.5	33.6			36.2	34.6
Lower		-	-	29.0	29.8			31.5	31.2	
Supportive Campus Environment	SCE		63.6	62.4	61.8	62.0			66.0	63.9
	n		51	76	175	175			91	206
	SD		20.5	17.4	19.8	19.1			19.0	18.4
	SEM		2.88	2.00	1.49	1.44			1.99	1.28
	Upper		69.3	66.4	64.7	64.8			69.9	66.4
Lower		58.0	58.5	58.9	59.1			62.1	61.4	

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

^b Due to a change to the 'research with faculty' item in 2004, statistics for 'SFC' (the alternate version of 'SFI' that does not include that item) are reported along with 'SFI' beginning with 2004.

^c 2001-2003 'EEE' scores are not provided because these scores are not comparable with those of later years. This is because response options for several of 'EEE' items were substantially altered in 2004.



Loyola University New Orleans

		Seniors								
		2001	2002	2003	2004	2005	2006	2007	2008	2009
Level of Academic Challenge	LAC		59.3	57.6	59.6	58.5			60.6	58.5
	n		71	92	171	264			231	197
	SD		15.6	14.9	12.9	13.6			12.9	13.2
	SEM		1.85	1.56	.98	.84			.85	.94
	Upper		62.9	60.7	61.5	60.1			62.3	60.4
Lower		55.6	54.6	57.7	56.8			58.9	56.7	
Active and Collaborative Learning	ACL		53.4	50.6	51.5	53.1			51.0	51.3
	n		73	92	171	266			243	201
	SD		17.4	16.5	15.9	16.9			17.6	16.9
	SEM		2.04	1.72	1.22	1.03			1.13	1.19
	Upper		57.4	54.0	53.9	55.1			53.2	53.7
Lower		49.4	47.3	49.1	51.1			48.7	49.0	
Student Faculty Interaction^b	SFC		54.9	52.7	52.3	56.3			55.5	53.4
	n		73	92	171	265			240	198
	SD		21.6	23.0	22.0	21.8			23.3	21.2
	SEM		2.52	2.40	1.68	1.34			1.50	1.51
	Upper		59.9	57.4	55.6	59.0			58.5	56.3
	Lower		50.0	48.0	49.0	53.7			52.6	50.4
	SFI		-	-	46.7	51.7			50.4	48.1
	n		-	-	171	265			235	198
	SD		-	-	21.2	21.8			22.7	21.0
	SEM		-	-	1.62	1.34			1.48	1.49
Upper		-	-	49.9	54.4			53.3	51.1	
Lower		-	-	43.5	49.1			47.5	45.2	
Enriching Educational Experiences^c	EEE		-	-	47.9	51.5			50.2	48.5
	n		-	-	171	261			226	192
	SD		-	-	17.6	17.1			18.8	18.2
	SEM		-	-	1.35	1.06			1.25	1.31
	Upper		-	-	50.5	53.6			52.7	51.1
Lower		-	-	45.2	49.4			47.8	45.9	
Supportive Campus Environment	SCE		69.4	65.8	64.0	61.2			64.3	62.1
	n		71	92	171	258			223	192
	SD		17.1	16.8	20.0	18.5			17.1	19.3
	SEM		2.03	1.76	1.53	1.15			1.14	1.39
	Upper		73.4	69.2	67.0	63.5			66.6	64.8
Lower		65.4	62.4	61.0	58.9			62.1	59.4	

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

^b Due to a change to the 'research with faculty' item in 2004, statistics for 'SFC' (the alternate version of 'SFI' that does not include that item) are reported along with 'SFI' beginning with 2004.

^c 2001-2003 'EEE' scores are not provided because these scores are not comparable with those of later years. This is because response options for several of 'EEE' items were substantially altered in 2004.



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 to NSSE survey items, the construction of benchmarks, and the production of institutional reports, 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 it untenable to compare newer results on these items with those of 2003 and earlier. Therefore, it is not possible to compare the 2004–2009 Enriching Educational Experiences benchmark with prior years (2001–2003). An alternate version of the Student-Faculty Interaction benchmark – labeled ‘SFC’ – is also provided with the ‘research with faculty’ item removed, allowing this benchmark 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 described below using data from the fictional “NSSEville State University.”

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide*: [www.nsse.iub.edu/pdf/NSSE Multi-Year Data Analysis Guide.pdf](http://www.nsse.iub.edu/pdf/NSSE%20Multi-Year%20Data%20Analysis%20Guide.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 student-level scores, using only randomly sampled students from each year's data.

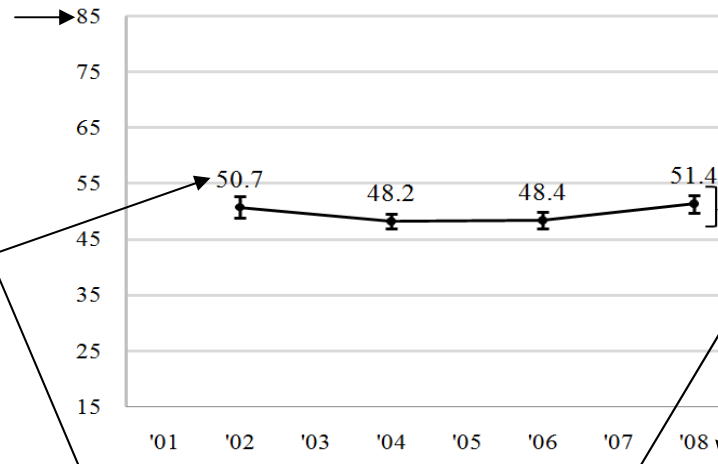
n

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.

Level of Academic Challenge (LAC)



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 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 are listed regardless of participation.

Multi-year detailed statistics appear on pages 5 & 7.

	2001	2002	2003	2004	2005	2006	2007	2008
LAC	50.7	48.2	48.4	51.4				
n	179	405		303				307
SD	12.3	12.1		12.3				11.8
SEM	.92	.60		.71				.67
Upper	52.5	49.4		49.8				52.7
Lower	48.9	47.0		47.0				50.1

SD

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