



CHAMPLAIN  
COLLEGE

# National Survey of Student Engagement

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## Report to the Champlain Community

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This report supplements the formal reports provided to Champlain by the NSSE organization. Herein are detailed analyses of areas of high and low engagement by Champlain College freshman and seniors. Comparisons to selected peers, small private residential colleges and the national sample are included. Further breakdowns by academic division and some larger programs identify strengths and areas for improvement at this level.

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# Introduction

The National Survey of Student Engagement (NSSE) gathers data from thousands of college students in the US and Canada to determine their participation in programs and activities related to student learning and personal development. Research shows that the time and intensity students commit to purposeful educational activities correlates with their achievement and personal growth. Certain institutional practices are known to lead to high levels of student engagement, including student-faculty interaction, an inclusive and affirming environment, high expectations for standards of performance, and respect for diverse talents and learning styles.<sup>1</sup> Institutions can use NSSE data, along with other relevant data, to improve educational practice and student outcomes.

In the spring of 2007 the Champlain College Office of Assessment and the President of the College invited 778 (464 first year and 314 senior) students to participate in the 2007 National Survey of Student Engagement. Of those, 207 FY and 118 SR responded, for a response rate of 41%. This compares quite favorably to the overall NSSE response rate of 30%. Over 300,000 students from 610 institutions in the US and Canada participated in the 2007 survey. Of those respondents, 35% are male and 65% female; 91% are full-time students and 9% are part-time; 44% live in on-campus housing; and 18% are age 24 and older.

We presented the NSSE benchmark results of the 2007 survey to the Champlain community earlier this fall. Those findings are included in the first section of this report along with additional explanatory information.

Any actions to improve engagement of our students, however, need to take place at the level of individual questions rather than these broad benchmarks. This report also contains a more detailed analysis at the question level and considers differences among divisions as well as a few of our larger programs. In order to focus on areas where there are statistical differences between us and our peer groups and among divisions, mean difference analyses have been used and reported. On occasion, supplemental information about the percent of students choosing individual answers is provided.

<sup>1</sup> *National Survey of Student Engagement National Report 2007*, NSSE, Indiana University Center for Postsecondary Research (2007).

# Champlain Respondents

## Demographic Breakdown of Champlain NSSE 2007 Respondents

Reported as percentage of the respondent group.

Category	Classification	Subclassification
Class	FY 63%	
	SR 37%	
Gender	Male 47%	FY Male 50%
	Female 53%	FY Female 50%
		SR Male 41%
		SR Female 59%
Bucket	Traditional 90%	FY Traditional 95%
	Adult 10%	FY Adult 5%
		SR Traditional 82%
		SR Adult 18%
Residence	On Campus 59%	FY On 86%
	Off Campus 41%	FY Off 14%
		SR On 14%
		SR Off 86%
Load	Full 91%	FY Full 96%
	Part 9%	FY Part 4%
		SR Full 78%
		SR Part 22%
Division	BUS (TRAD) 27%	
	CCM (TRAD) 29%	
	EHS (TRAD) 21%	
	ITS (TRAD) 13%	
	CPS (ADULT) 10%	

FY = First Year

SR = Senior

# College-Wide Results - Benchmarks

To highlight the importance of student engagement and guide institutional improvement, NSSE created five clusters or "benchmarks" of effective educational practice:

## **Active and Collaborative Learning (ACL)**

"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."\*

## **Level of Academic Challenge (LAC)**

"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."

## **Student Faculty Interaction (SFI)**

"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."

## **Enriching Educational Experiences (EEE)**

"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."

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

"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."

These benchmark scores are calculated from the answers to those 42 (out of 85) survey items that are directly related to the benchmark clusters topics. The scores can be compared with scores from other groups of institutions. Our results are compared graphically (in the pages following) with scores from (1) a group of 14 selected peers (grey hatch), (2) all 157 four-year small residential colleges that participated in the 2007 NSSE survey (yellow), and (3) all 585 US institutions that participated in the 2007 NSSE survey (blue). A star indicates where the difference in benchmark score between Champlain and one of these groups is statistically significant.

## **Our Selected Peer Group**

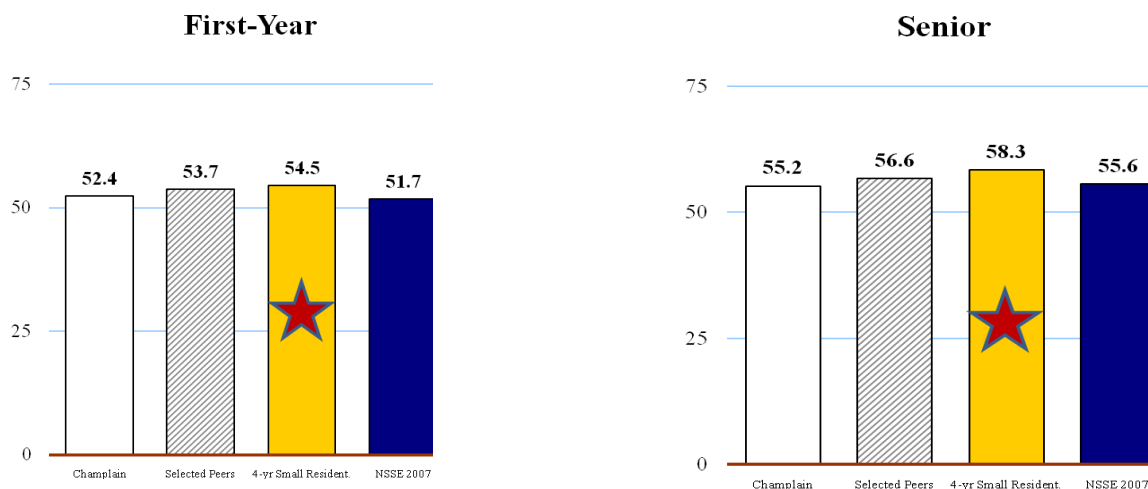
Selected peers come from the College's identified application overlap and aspiration schools:

Bryant University  
Clarkson University  
Colby-Sawyer College  
Johnson State College  
Merrimack College  
Northeastern University  
Norwich University  
Plymouth State University  
Quinnipiac University  
Rochester University  
Roger Williams University  
Saint Michaels College  
Savannah College of Art and Design  
Temple University

\*From National Survey of Student Engagement Institutional Report 2007

## Level of Academic Challenge

**Champlain College** students report experiencing a level of academic challenge similar to students nationwide as well as to students from schools with which we share a significant overlap in our applicant pool. Champlain students experience a slightly lower level of academic challenge than students at small, traditional residential four-year colleges.



Although Champlain students tend to spend less time studying, on average, than their peers nationwide, they feel that Champlain College does value the importance of studying and academic work.

In their coursework Champlain students spend less time memorizing facts and more time analyzing and synthesizing ideas, evaluating information, and applying concepts. Champlain students report that coursework requires a higher degree of critical and analytical thinking as well as applying theories to solve practical problems.

Champlain students write more short papers and a similar number of long papers; first-year students write fewer mid-length papers.

### Details

**Academics:** 72% of FY and SR students feel that this institution places substantial emphasis on academics.

**Standards:** 47% of FY and SR students frequently work harder than they thought they could to meet faculty expectations.

**Homework:** 23% of FY and 25% students spend more than 15 hours per week preparing for class. 17% of FY and 26% of SR spend 5 hours or less.

**Thinking:** First-year students report substantial emphasis on the following activities: Memorizing facts, ideas, or methods: 46%; Analyzing basic elements of an idea or theory: 85%; Synthesizing and organizing ideas: 72%; Making judgments about value of information: 73%; Applying theories or concepts: 77%.

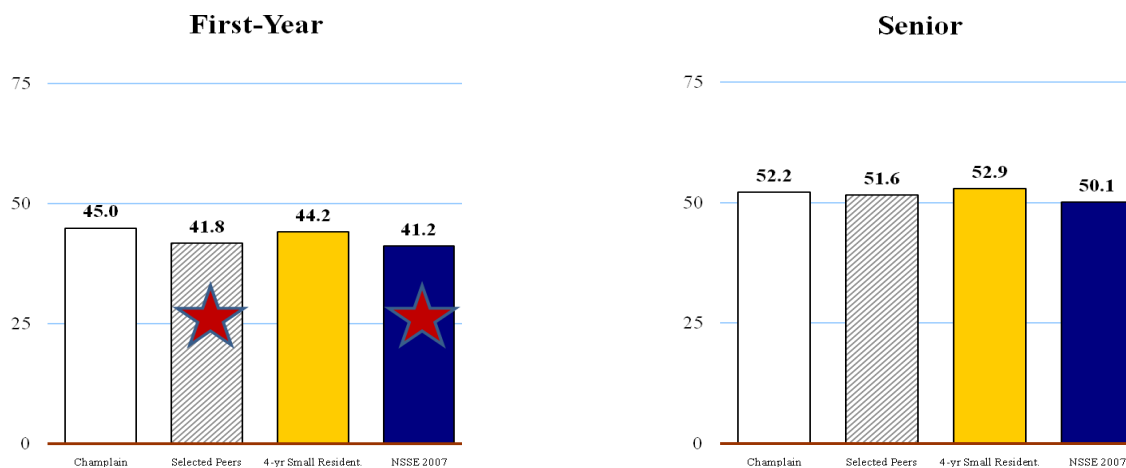
**Writing:** 5% of FY and 18% of SR students write more than 10 papers between 5 and 19 pages; 13% of FY and 48% of SR have written a paper more than 20 pages in length.

**Reading:** 28% of FY and 24% of SR students read more than 10 assigned books and packs of course readings. 17% of FY and 27% of SR read fewer than 5.

**Exams:** 27% of FY and 44% of SR students report that their exams strongly challenge them to do their best work.

## Active and Collaborative Learning

**Champlain College** first-year students report a higher level of active learning than their peers nationwide and students at our co-applicant schools. This result probably derives from Champlain's emphasis on experiential, hands-on learning, classroom presentations, group projects, and community-based activities.



Most senior students *frequently* discuss readings or ideas from coursework outside of class. More than half of all students *frequently* work with other students on projects in class, and on assignments outside of class.

More than half of first-year and a large majority of senior students report that they make frequent presentations in class. Most seniors have participated in a community-based project as part of a regular class.

By their senior year, more than two-thirds of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

### Details

**Outside of class discussion:** 47% of FY and 60% of SR students frequently discuss readings or ideas from coursework outside of class.

**Working together:** 51% of FY and 53% of SR students frequently work with other students on projects in class, 47% of FY and 53% of SR work with peers on assignments outside of class.

**Class presentations:** 54% of FY and 72% of SR students report that they make frequent presentations in class.

**Community-based projects in regular courses:** 12% of FY and 27% of SR students *frequently* participate in service-learning or community-based projects during a given year. 69% of FY and 36% of SR *never* took part in such activities.

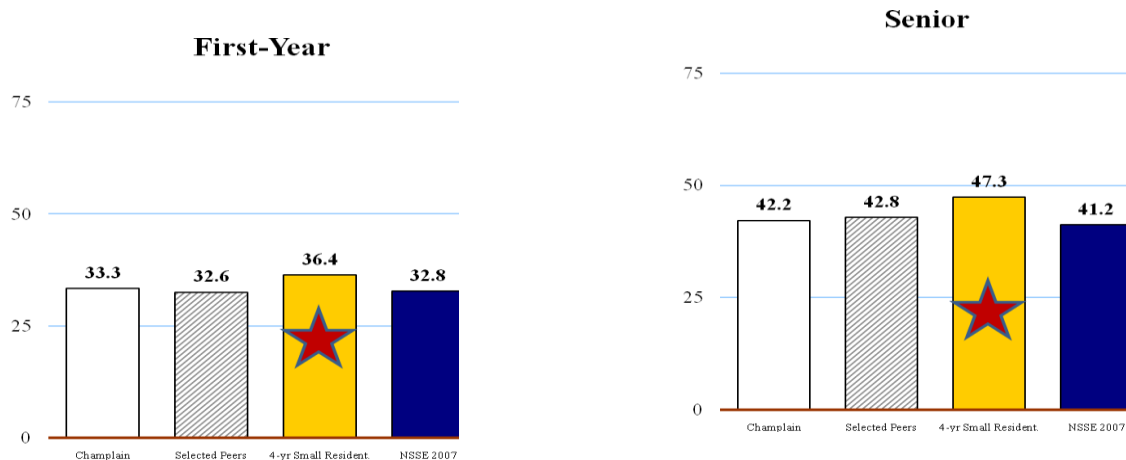
**Application of learning to real life:** By their senior year, 69% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

**Tutoring:** 18% of seniors frequently assist their fellow students by tutoring or teaching them.

**In-class discussion:** 73% of FY and 85% of SR students frequently asked questions in class or contributed to class discussions.

## Student-Faculty Interaction

**Champlain's** overall score for student-faculty interaction is similar to those for our co-applicant schools and nationwide, but lower than for small, residential colleges. The lower score results from the fact that Champlain is not a research institution, and thus only a small percentage of students participate in research projects or committee work with a faculty member.



Champlain faculty receive higher scores for being available, helpful and sympathetic as well as for providing prompt feedback on work. Most seniors find they are able to discuss career plans or grades with faculty. Champlain students give high scores for quality of academic advising.

### Details

**Accessible and supportive faculty:** 52% of FY and 66% of SR students say their faculty are available, helpful and sympathetic.

**Research projects with faculty:** By their senior year, 12% of students have done research with a faculty member.

**Prompt feedback on academic performance:** 66% of FY and 78% of SR students indicate that they frequently get prompt verbal or written feedback from faculty members.

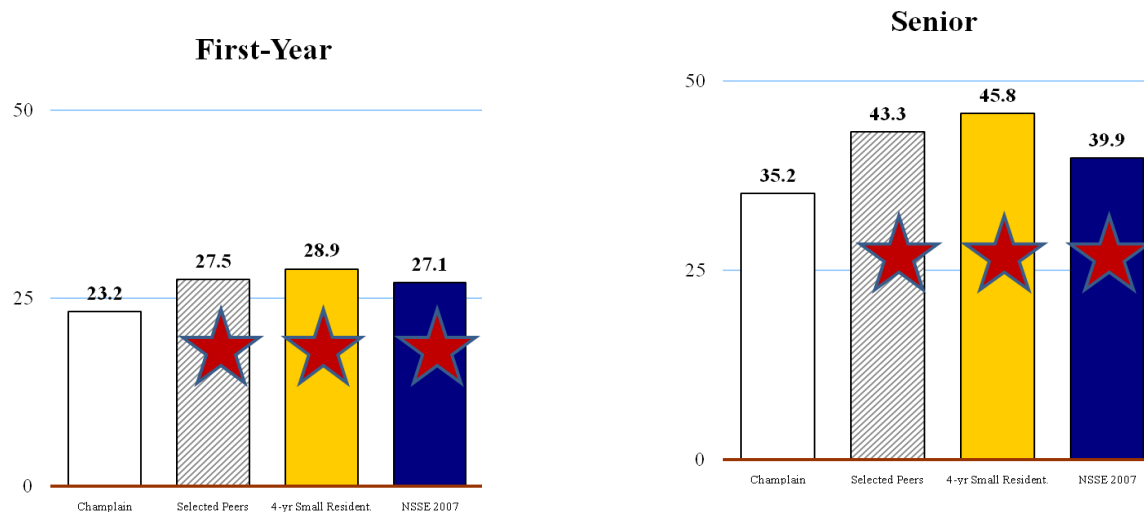
**Talk with advisors or faculty members about their career plans:** 84% of seniors at least occasionally discuss career plans with faculty. 18% of seniors frequently talk with faculty members about career plans and 16% never do. 17% of ITS and 21% of EHS seniors say they never talk with faculty.

**Work with faculty on committees and projects outside of course work:** 48% of FY and 50% of SR students at least occasionally spend time with faculty members on activities other than coursework.



## Enriching Educational Experiences

**Champlain** scored lower overall in this category than our co-applicant schools, nationwide, and small, residential colleges. Champlain students reported low participation in learning communities, independent study, self-designed majors, co-curricular activities, foreign language study, and study abroad. They gave low scores for racial and ethnic diversity. However, Champlain students reported very high rates of participation in community service.



New initiatives are well under way at Champlain to increase participation in these experiences. The College is actively expanding study abroad and foreign language offerings. Champlain's new Core Curriculum is already creating learning communities, while the new Student Life Curriculum will provide vastly expanded co-curricular opportunities and the recently established Office of Student Diversity and Inclusion will allow students to experience a broader range of perspectives.

### Details

**Learning communities:** During their first year, 11% of students participate in a learning community. By their senior year, 8% of students have taken an independent study class.

**Interaction with peers with different social, political, or religious views:** 50% of students say they frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.

**Interact with peers from different racial or ethnic backgrounds:** 33% of FY and 30% of SR students frequently have serious conversations with those of a different race.

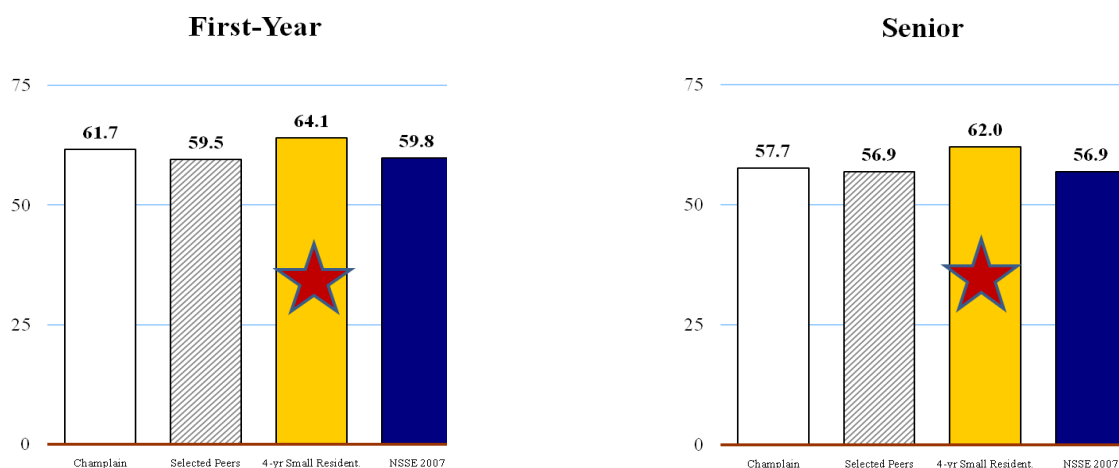
**Study abroad:** By their senior year, 7% of students have studied abroad.

**Spirituality:** 13% of FY and 18% of SR students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer.

**Community service:** By the time they are seniors, 72% of students have participated in community service or volunteer work.

## Supportive Campus Environment

Champlain's overall score for supportive campus environment is similar to those for our co-applicant schools and nationwide, but lower than small, residential colleges.



Students give Champlain faculty and staff higher ratings for being available and helpful. Most students find their peers to be friendly. A large majority of students feel that Champlain has a substantial commitment to their academic success. Fewer feel well-supported by the institution regarding their social needs.

A large percentage of first-year students live on campus at Champlain, while only a small percentage of seniors do. Thus, it is unsound to directly compare ratings of on-campus activities by Champlain seniors to ratings by seniors at other small residential colleges.

A high percentage of all students report a favorable image of this institution; a large majority would choose this school again if they could start their college career over.

### Details

**Getting along with other students:** 67% of FY and 53% of SR students report that their peers are friendly, supportive, and help them feel as if they belong.

**Overall educational experience:** 88% of FY students report a favorable image of this institution; 84% of seniors would choose this school again if they could start their college career over.

**Co-curricular activities:** 2% of FY and 1% of SR students spend more than 15 hours a week participating in co-curricular activities. 16% of FY and 9% of SR students spend 6-15 hours per week; 40% of FY and 23% of SR students spend 1-5 hours per week; 42% of FY and 67% of SR report spending no time participating in co-curricular activities.

**Administrators and staff:** 35% of students find the administrative personnel and offices helpful, considerate, and flexible.

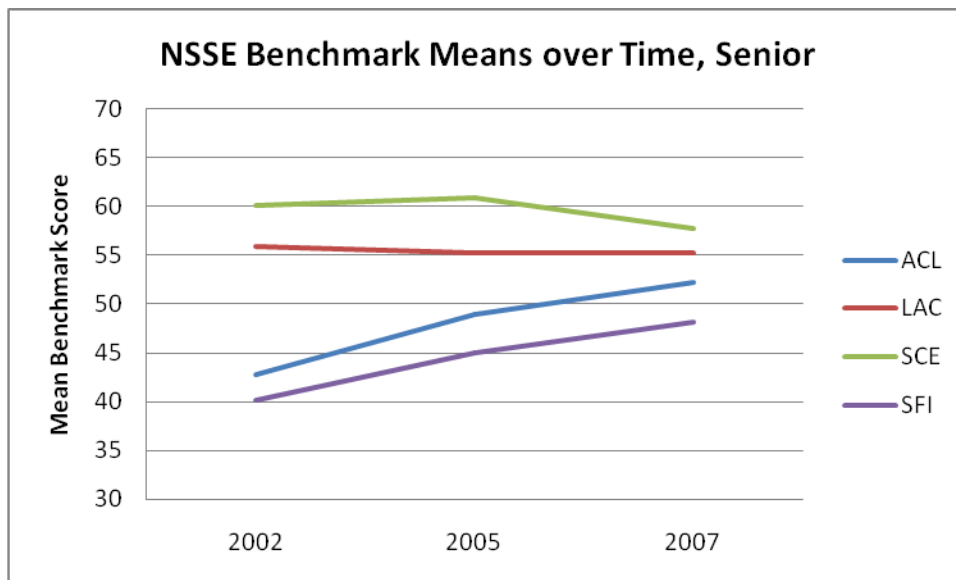
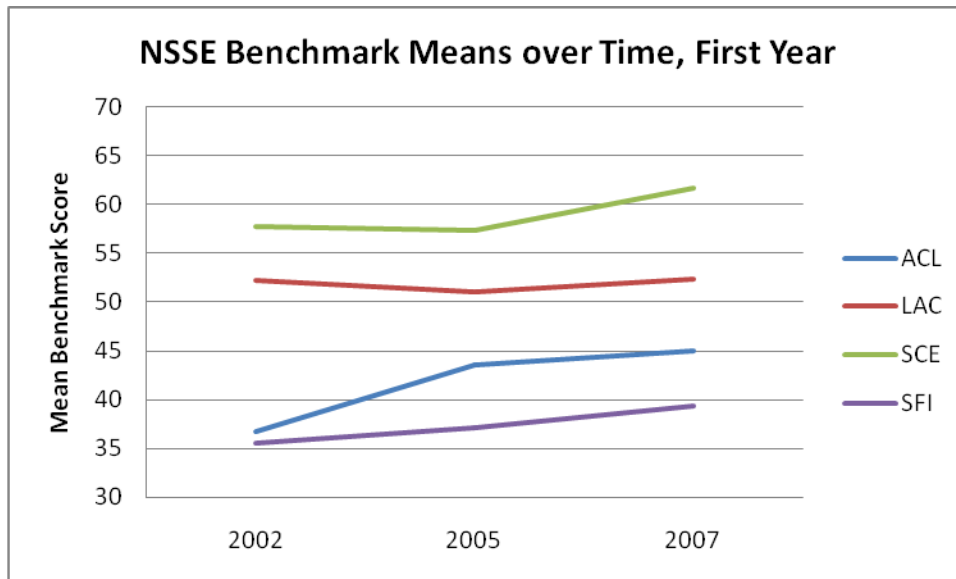
**To what extent does the school help students deal with their academic and social needs?** 80% of FY and 73% of SR students feel that this institution has a substantial commitment to their academic success. 50% of FY and 31% of SR feel well-supported by the institution regarding their social needs.

# Benchmark Means over Time

Champlain College participated in NSSE in 2002, 2005 and 2007. NSSE has recalculated scores for these years for four of the five benchmarks to allow more accurate comparison of institutional performance over time using the same metric. Changes in the response options for 'enriching' items (EEE) make it untenable to compare newer results on these items with historical scores.

Scores for Champlain seniors over this time have been higher than for first year students, except for the Supportive Campus Environment cluster, for which SR scores dip below FY scores in 2007. Level of Academic Challenge remains level over time. All other benchmarks are rising slightly with time, with the exception of SCE for seniors.

Note: These changes have not been tested for statistical significance.



## College-Wide Results – Highest and Lowest Levels of Engagement

In the following section, a ☺ indicates that getting a low score on this item is a positive indicator of engagement. A ☹ indicates that getting a high score on this item adversely affects engagement.

### Champlain's Top Ten Mean NSSE Scores (highest on top)

1. Use Email to communicate with instructor
2. Use computers in academic work
3. Would go to same college all over again
4. Quality of relationships with other students
5. Entire experience at Champlain College
6. Use computing and information technology
7. Coursework emphasizes analytical work
8. Quality of academic advising
9. Quality of relationships with faculty
10. Working effectively with others

### Champlain's Bottom Ten Mean NSSE Scores (lowest on top)

1. Study abroad
2. Independent study/self-designed major
3. Research with faculty
4. Participate in learning community
5. Foreign language coursework
6. Time spent working for pay on campus ☺
7. Time spent in co-curricular activity
8. Time spent caring for dependents
9. Time spent commuting to class ☺
10. Senior project or thesis (only 27% of SR have completed one)

### Champlain Scored Significantly Higher than Selected Peers in

1. Work for pay off campus ☹
2. Write short papers
3. Community service or volunteer work (SR Only)
4. Made a class presentation (FY Only)
5. Time spent relaxing socializing (FY Only) ☹
6. Participated in community-based project as part of regular course (SR Only)
7. Number of problem sets that take <1 hour to complete (FY Only)
8. Used electronic medium (chat group, etc.) for an assignment (FY Only)
9. Quality of academic advising
10. Voting in local, state, or national elections (FY Only)

### Champlain Scored Significantly Lower than Selected Peers in

1. Foreign language coursework
2. Senior project or thesis
3. Had serious conversations with students of different race or ethnicity
4. Participate in a learning community
5. Independent study or self-designed major (SR)
6. Study abroad (SR)
7. Attending campus events and activities (SR Only)
8. Memorizing facts ☺

9. Time spent in co-curricular activity
10. Community service or volunteer work (FY Only)

### **Champlain Scored Significantly Higher than Four-Year Residential Colleges in**

1. Working for pay off campus ☹
2. Write short papers
3. Time spent relaxing and socializing (FY Only) ☹
4. Made a class presentation (FY Only)
5. Used electronic medium to discuss or complete an assignment
6. College contributed to acquisition of work-related knowledge, skills
7. College emphasizes using computers in academic work
8. Number of problem sets that take more than one hour (SR Only)
9. Number of problem sets that take less than one hour
10. College contributed to skill in using computing and information technology (FY Only)

### **Champlain Scored Significantly Lower than Four-Year Residential Colleges in**

1. Foreign language coursework
2. College contributed to developing a deepened sense of spirituality
3. Participated in activities to enhance spirituality
4. College emphasizes attending campus events and activities
5. Time spent in co-curricular activity
6. Exams challenged student to do best work
7. Spent significant time studying
8. Had serious conversations with students of a different race or ethnicity
9. College contributed to ability to learn effectively on your own
10. College contributed to acquisition of a broad general education

### **Champlain Scored Significantly Higher than NSSE Overall in**

1. Write short papers
2. Made a class presentation
3. Time spent relaxing and socializing (FY Only) ☹
4. Used an electronic medium to discuss or complete an assignment
5. College contributed to acquiring job or work-related knowledge
6. Asked questions in class or contributed to class discussions (FY Only)
7. Participated in a community-based project as part of a regular course (SR Only)
8. Practicum, internship, field experience, etc. (SR Only)
9. Quality of relationships with faculty
10. Number of problem sets that take less than an hour to complete

### **Champlain Scored Significantly Lower than NSSE Overall in**

1. Exams challenged you to do your best work
2. Had serious conversations with students of a different race or ethnicity
3. Participated in activities to enhance your spirituality
4. Foreign language coursework
5. Memorizing facts ☺
6. College contributed to developing a deepened sense of spirituality
7. Time spent in co-curricular activities
8. College emphasizes spending significant amounts of time studying
9. Time spent commuting (FR Only) ☺
10. Time spent attending campus events (SR Only)

## Divisional Comparisons

The Assessment Office tested the NSSE raw data to determine which survey items showed statistically significant differences by division. We also looked at a few majors that had populations sufficient to allow statistical analysis. In the BUS, CCM, EHS, and ITS divisions, the analysis includes only Traditional students. The populations were analyzed by class level (FY separate from SR). In the CPS division the analysis compares the Adult to the Traditional population. A ☺ indicates that getting a low score on this item is a positive indicator of engagement. A ☹ indicates that getting a high score on this item adversely affects engagement.

Academic Affairs will provide mean data for each division in auxiliary files.

Number of Respondents by Division:

Group	FY	SR
Champlain Traditional	204	118
BUS Division Traditional	49	38
BUSI Program Traditional	28	18
CCM Division Traditional	73	22
MMGD Program Traditional	27	13
EHS Division Traditional	43	27
EDUC Program Traditional	17	16
ITS Division Traditional	31	10
CPS Division (Adult)	11	21

## Division of Business

Traditional BUS students rated these items significantly **higher** than did other Traditional students at Champlain:

- Asked questions in class or contributed to class discussions (FY)
- Made a class presentation (FY)
- Worked on a paper or project that required integrating ideas or information (FY)
- Worked with classmates outside of class to prepare class assignments (FY)
- Talked about career plans with a faculty member or advisor (FY)
- Number of assigned textbooks, books, or book-length packs of course readings (SR)
- Number of written papers or reports of fewer than 5 pages (SR)
- Number of problem sets that take you less than an hour to complete (FY)
- Exercised or participated in physical fitness activities (FY)
- College encourages contact among students from different economic, social, and racial or ethnic backgrounds (FY)

Traditional BUS students rated these items significantly **lower** than did other Traditional students:

- College contributes to skills in writing clearly and effectively (FY)
- Quality of academic advising (FY)

## Business Majors

Traditional Business majors rated these items significantly **higher** than did other Traditional students at Champlain:

- Worked on a paper or project that required integrating ideas from various sources (FY)
- Worked with other students on projects during class (FY)
- Worked with classmates outside of class to prepare class assignments (FY)
- Number of assigned textbooks, books, or book-length packs of course readings (SR)
- Number of medium-length papers (FY)
- Number of short papers (SR)
- Number of problem sets that take you less than an hour to complete (SR)
- Time spent working for pay off campus (FY) ☹
- Providing care for dependents living with you (FY)

Traditional Business majors rated these items significantly **lower** than did other Traditional students at Champlain:

- The extent to which exams challenge you to do your best work
- Had serious conversations with students who are very different from you (SR)
- Quality of relationships with faculty (SR)
- College emphasizes spending significant amounts of time studying and on academic work (SR)
- College provides the support you need to help you succeed academically (SR)
- College contributed to acquiring job or work-related knowledge and skills (SR)
- College contributed to skill in writing clearly and effectively (FY)
- Quality of academic advising (SR)
- Overall educational experience

## Division of Communication and Creative Media

Traditional CCM students rated these items significantly **higher** than did other Traditional students at Champlain:

- Discussed ideas from your readings or classes with others outside of class (FY)
- Participated in activities to enhance your spirituality (FY)
- Examined the strengths and weaknesses of your own views on a topic or issue (FY)
- Tried to better understand someone else's views (FY)
- Plan to participate in culminating senior experience (FY)
- Quality of relationships with other students (FY)
- Time spent relaxing and socializing (FY) ☹
- College provides the support you need to help you succeed academically (SR)
- Attending campus events and activities (SR)
- Entire college experience (FY)

Traditional CCM students rated these items significantly **lower** than did other Traditional students:

- Working for pay off campus (FY) ☺
- Talked about career plans with a faculty member or advisor (FY)
- Number of written papers or reports between 5 and 19 pages (both)
- Number of problem sets that take you less than an hour to complete (FY)

## Multimedia and Graphic Design Majors

Traditional MMGD majors rated these items significantly **higher** than did other Traditional students at Champlain:

- Participated in activities to enhance your spirituality (FY)
- Culminating senior experience (both)

Traditional MMGD majors rated these items significantly **lower** than did other Traditional students at Champlain:

- Tutored or taught other students (SR)
- Discussed ideas from your readings or classes with others outside of class (SR)
- Course emphasis on analyzing the basic elements of an idea, experience, or theory (FY)
- Course emphasis on synthesizing and organizing ideas, information, or experiences (SR)
- Number of long papers (SR)
- Number of medium-length papers (both)
- Number of short papers (SR)
- College encourages contact among students from different backgrounds (SR)
- College helps you cope with your non-academic responsibilities (FY)
- College contributed to acquiring a broad general education (SR)
- College contributed to skill in speaking clearly and effectively (both)
- College contributed to skill in thinking critically and analytically (SR)
- College contributed to skill in analyzing quantitative problems (SR)
- Overall college experience (SR)



## Division of Education and Human Services

Traditional EHS students rated these items significantly **higher** than did other Traditional students at Champlain:

- Worked with other students on projects during class (FY)
- Tutored or taught other students (SR)
- Participated in a community-based project as part of a regular course (FY)
- Discussed grades or assignments with an instructor (FY)
- Memorizing facts (FY) ☹
- Number of assigned textbooks, books, or book-length packs of course readings (FY)
- Community service or volunteer work (FY)
- Working for pay off campus (FY) ☹
- Participate in a learning community (both)
- Acquiring job or work-related knowledge and skills (SR)
- Using computing and information technology (FY)

Traditional EHS students rated these items significantly **lower** than did other Traditional students:

- Used an electronic medium to discuss or complete an assignment (SR)
- Number of written papers or reports of fewer than 5 pages (SR)
- Number of problem sets that take you less than an hour to complete (SR)
- Examined the strengths and weaknesses of your own views on a topic or issue (FY)
- Independent study or self-designed major (SR)
- Relationships with administrative personnel and offices (SR)
- Using computing and information technology (FY)

## Education Majors

Traditional Education majors rated these items significantly **higher** than did other Traditional students at Champlain:

- Worked with other students on projects during class (FY)
- Tutored or taught other students (both)
- Participated in a community-based project as part of a regular course (both)
- Used e-mail to communicate with an instructor (FY)
- Number of assigned textbooks, books, or book-length packs of course readings (FY)
- Learned something that changed the way you understand an issue or concept (FY)
- Practicum, internship, field experience, co-op experience, or clinical assignment (FY)
- Community service or volunteer work (FY)
- Participate in a learning community (both)
- Work on a research project with a faculty member outside of course (FY)

Traditional Education majors rated these items significantly **lower** than did other Traditional students at Champlain:

- Number of written papers or reports of fewer than 5 pages (FY)
- Number of problem sets that take you less than an hour to complete (SR)
- Tried to better understand someone else's views (FY)
- Quality of relationships with other students (FY)
- Time spent relaxing and socializing (SR) ☺
- Would choose the same college all over again (FY)

## Division of Information Technology and Science

Traditional ITS students rated these items significantly **higher** than did other Traditional students at Champlain:

- none

Traditional ITS students rated these items significantly **lower** than did other Traditional students:

- Made a class presentation (FY)
- Worked on a paper or project that required integrating information from various sources (FY)
- Put together concepts from different courses on assignments or during class discussions (FY)
- Time spent relaxing and socializing (FY) ☺
- Foreign language coursework (FY)
- Study abroad (FY)
- College contributes to skills in using computers in academic work (SR)

## Division of Continuing Professional Studies

CPS (Adult) students rated these items significantly **higher** than did Traditional students at Champlain:

- Used e-mail to communicate with an instructor (FY)
- Discussed ideas from your readings or classes with faculty members outside of class (FY)
- Memorizing facts (SR) ☹
- Applying theories or concepts to practical problems or in new situations (FY)
- Number of books read on your own for personal enjoyment or academic enrichment (SR)
- The extent to which your examinations challenged you to do your best work (FY)
- Participated in activities to enhance your spirituality (both)
- Examined the strengths and weaknesses of your own views on a topic or issue (FY)
- Relationships with administrative personnel and offices (both)
- Working for pay off campus (both)
- Providing care for dependents living with you (both)
- College contributes to thinking critically and analytically (FY)
- College contributes to analyzing quantitative problems (FY)
- College contributes to learning effectively on your own (FY)
- College contributes to solving complex real-world problems (FY)
- College contributes to developing a deepened sense of spirituality (FR)
- Overall educational experience (SR)
- Would go to same college all over again (SR)

CPS (Adult) students rated these items significantly **lower** than did Traditional students at Champlain:

- Made a class presentation (SR)
- Come to class without completing readings or assignments (SR) ☹
- Worked with other students on projects during class (SR)
- Worked with classmates outside of class to prepare class assignment (SR)
- Put together concepts from different courses on assignments or during class discussions (SR)
- Participated in a community-based project as part of a regular course (SR)
- Talked about career plans with a faculty member or advisor (SR)
- Discussed ideas from your readings or classes with faculty members outside of class (SR)
- Worked with faculty members on activities other than coursework (SR)
- Had serious conversations with students who are very different from you (SR)
- Memorizing facts (SR) ☹
- Number of assigned textbooks, books, or book-length packs of course readings (SR)
- Number of written papers or reports between 5 and 19 pages (SR)
- Number of written papers or reports of fewer than 5 pages (FY)
- Number of problem sets that take you less than an hour to complete (FY)
- Attended an art exhibit, play, dance, music, theatre or other performance (SR)
- Practicum, internship, field experience, co-op experience, or clinical assignment (SR)
- Study abroad (FY)
- Working for pay on campus (SR)
- Time spent relaxing and socializing (FY) ☹
- College encourages contact among students from different backgrounds (SR)\
- College provides the support you need to thrive socially (FY)
- College supports attending campus events and activities (SR)
- College contributes to acquiring job or work-related knowledge and skills (SR)
- College contributes to voting in local, state, or national elections (SR)
- College contributes to understanding yourself (SR)
- College contributes to understanding people of other racial and ethnic backgrounds (FY)
- College contributes to solving complex real-world problems (SR)
- College helps you contribute to the welfare of your community (SR)

## Using These Results

These results can help Champlain College to determine where institutional, divisional and/or program changes might have the greatest impact on student engagement and therefore student learning. Given the changes that are already planned at the institutional level, we would expect substantial increases in engagement indicators related to learning communities, study abroad, culminating senior experiences, co-curricular involvement, and diversity experiences at our next survey administration.

At the division and program levels, there also may be items that stand out for further discussion. Divisions, departments or programs could draw on these NSSE results to establish strategic goals and then use future administration of the tool to assess progress toward meeting those goals. Because the NSSE data are based on student reporting of experiences at Champlain that should support learning, these results can be used as indirect indicators of academic quality. They cannot, however, substitute for direct measures of student learning such as course embedded assessments, electronic portfolios, certification examinations, or measures such as the Collegiate Learning Assessment (CLA).

Additional detail or alternative breakdowns are available upon request from the Provost's Office. Contact Ellen Zeman or Michelle Miller for more information.