



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.

The survey is comprised of 85 items that focus on student activities and experiences while at Champlain. Students are asked how frequently they have participated in certain in- and out-of-class activities including reading, writing, service, working for pay, and doing homework. They rate their relationships with students, faculty and staff and indicate how much Champlain has contributed to developing knowledge and skills in different areas. NSSE groups these items into broad benchmarks that provide institutions a point of comparison in five areas: Academic Challenge, Active and Collaborative Learning, Enriching Educational Experiences, Student-Faculty Interaction and Supportive Campus Environment.

In addition, the College has created three of its own benchmarks: (1) the College Climate benchmark, which is based on ten items that are also being used in the Diversity and Inclusion section of the College’s dashboard, (2) the Core Curriculum benchmark, and (3) the Strategic Vision benchmark.

Over 350,000 first-year (FY) and senior (SR) students from 640 institutions in the US and Canada participated in the spring 2009 National Survey of Student Engagement. President Finney invited 649 FY and 522 SR Champlain students to participate. Of those, 245 FY and 177 SR responded, for a response rate of 40%. This compares quite favorably to the overall NSSE response rate of 31%.

## Response Rate

Reported as the percentage of invited students who responded to the survey.

	N Respondents	Response Rate	Sampling Error
FY	245	42%	+/- 4.8%
SR	177	38%	+/- 5.8%

The sampling error is an estimate of the margin by which the actual percentage of students may differ from the percentage reported as responding to a given item. (Some students did not complete the survey.)

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

Champlain respondents are approximately representative of our population in the following characteristics: 89% are full-time students; 10% are adults; and 58% are first year. A greater proportion of our female students (46%) responded than our male students (29%), a phenomenon that is consistent with national NSSE results as well as those of many surveys of this type.

**Demographics of Champlain NSSE 2009 Respondents**

Reported as percentage of the respondent group.

Category	Classification	CC	NSSE	Sub-classification	CC
Class	FY	58%	48%		
	SR	42%	52%		
Gender	Male	47%	36%	FY Male	30%
	Female	53%	64%	FY Female	28%
				SR Male	17%
				SR Female	25%
Bucket	Traditional	89%		FY Traditional	55%
	Adult	10%		FY Adult	3%
				SR Traditional	34%
				SR Adult	8%
Residence	On Campus	49%	39%	FY On	41%
	Off Campus	51%	61%	FY Off	17%
				SR On	9%
				SR Off	34%
Load	Full	89%	89%	FY Full	56%
	Part	11%	11%	FY Part	2%
				SR Full	32%
				SR Part	9%
Division	BUS (TRAD)	27%			
	CCM (TRAD)	31%			
	EHS (TRAD)	15%			
	ITS (TRAD)	17%			
	CPS (ADULT)	10%			

FY = First Year

SR = Senior

Champlain also participated in the NSSE survey in 2005 and 2007. The College does not use its 2005 data in trend analysis because response was poor and not representative of our population.

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 Champlain 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.

## College-Wide Results - NSSE 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 cluster topics. The scores can be compared with scores from other groups of institutions. Champlain College results are compared graphically (in the pages following) with scores from (1) a group of 15 selected peers (red), (2) all 71 four-year small private residential colleges that participated in the 2009 NSSE survey (green), and (3) all 616 US institutions that participated in the 2009 NSSE survey (yellow). A dark outline 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 Champlain College's identified application overlap and aspiration schools:

Bentley University	Roger Williams University
Bryant University	Savannah College of Art and Design
Colby-Sawyer College	Siena College
Endicott College	Syracuse University
Ithaca College	University of Colorado at Boulder
Keene State College	Western New England College
Northeastern University	Worcester Polytechnic Institute
Rochester Institute of Technology	

\*From National Survey of Student Engagement Institutional Report 2007

## College-Wide Results - Champlain Benchmarks

Champlain's own College-wide benchmarks allow us to assess our progress toward meeting the objectives of several high-priority initiatives.

### Champlain Campus Climate Benchmark

Several years ago the College strengthened its commitment to creating a diverse and inclusive campus environment, highlighted by the creation of the Office of Diversity and Inclusion in **YEAR**. The scores of ten NSSE items related to diverse perspectives, interpersonal relations and self awareness are averaged to create a Campus Climate Benchmark that measures the College's growth in these areas.

### Champlain Core Curriculum Benchmark

Central to the goals of the Core curriculum are student growth in thinking critically and learning on one's own; synthesizing, integrating and communicating ideas; and in-depth examination of one's own views and consideration of others' views through participation in a learning community. The Core Curriculum Benchmark is calculated from the mean scores of 14 items related to the Core's learning objectives and methods.

### Champlain Strategic Vision Benchmark

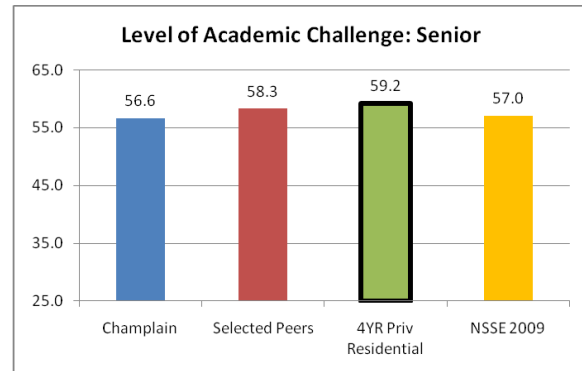
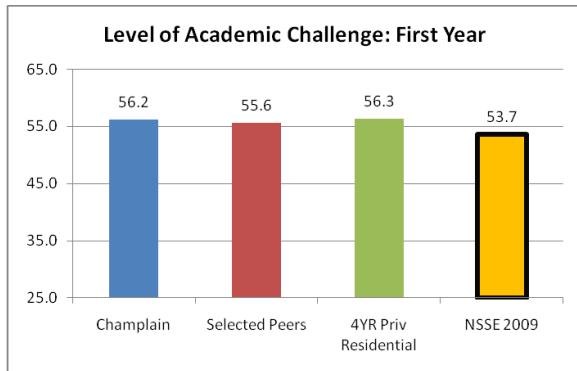
The College's 2005 Strategic Plan identified three foundational components of the College's vision for its students: to gain the skills to become skilled practitioners, effective professionals and global citizens. Three parts of the Strategic Vision Benchmark are calculated from 22 items in related to becoming an effective professional, including higher order thinking, teamwork and communication; 14 items in related to growing as a global citizen, including community

involvement and the exploration of different cultures; five practical competencies items necessary to being a skilled practitioner.



## Level of Academic Challenge

In the 2009 NSSE survey, Champlain College FY students report a higher degree of academic challenge than the NSSE average. SR students report a lower level of academic challenge on average than do students at four-year private residential colleges. (The solid border represents a significant difference from Champlain's mean.)



### Details

**Academics:** In 2009, 78% of FY and 74% of SR students feel that this institution places substantial emphasis on academics. These numbers are up slightly from 2007 (72%).

**Standards:** About 57% of FY and SR students frequently work harder than they thought they could to meet faculty expectations. This percentage is higher than in 2007 (47%).

**Homework:** 23% of FY and 36% SR students spend more than 15 hours per week preparing for class. 14% of FY and 19% of SR spend 5 hours or less. Students are spending only slightly more time preparing for class than they did in 2007.

**Thinking:** FY students report substantial emphasis on the following activities: Memorizing facts, ideas, or methods: 43%; Analyzing basic elements of an idea or theory: 93%; Synthesizing and organizing ideas: 82%; Making judgments about value of information: 82%; Applying theories or concepts: 80%. More students are reporting an emphasis on higher order thinking in their assignments in 2009 than in 2007.

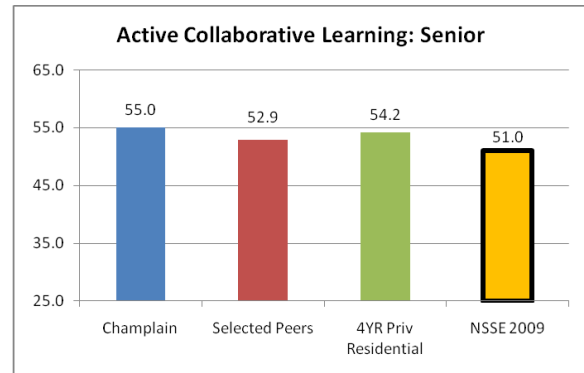
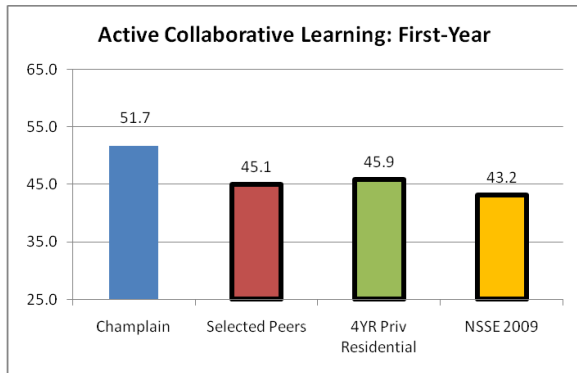
**Writing:** 10% of FY and 13% of SR students write more than 10 papers between 5 and 19 pages; 82% of FY and 51% of SR never have written a paper more than 20 pages in length. Students are not writing more or longer papers than they did in 2007. The number of students who write long papers is much lower than for peer institutions, although the number of shorter papers is similar.

**Reading:** 40% of FY and 21% of SR students read more than 10 assigned books and packs of course readings. 15% of FY and 35% of SR read fewer than 5. FY students report doing a lot more reading in 2009 than did FY students in 2007. The amount of reading done by SR students compares unfavorably to all comparison groups.

**Exams:** 32% of FY and 35% of SR students report that their exams strongly challenge them to do their best work. Students are not challenging themselves significantly more in 2009 than they did in 2007. The degree of challenge on exams reported by students is much lower than for all comparison groups.

## Active and Collaborative Learning

**Champlain College** FY students report a significantly higher level of Active and Collaborative Learning than do FY students from our selected peer group, from four-year private residential colleges, and from 2009 NSSE participants as a whole. Champlain seniors report a higher level of Active and Collaborative Learning than do NSSE participants as a whole.



### Details

**Outside of class discussion:** 59% of FY and 69% of SR students frequently discuss readings or ideas from coursework outside of class. This is a large increase from the 2007 survey (47% and 60%, respectively).

**Working together:** 73% of FY and 62% of SR students frequently work with other students on projects in class, 65% of FY and 60% of SR work with peers on assignments outside of class. Again, these are large increases from the 2007 survey. (51% and 53% of FY and SR, respectively, worked with others in class and 47% and 53% worked together outside of class in 2007.) The percentage of FY students working in teams is increasing relative to SR students.

**Class presentations:** Roughly 66% of FY and 75% SR students report that they make frequent presentations in class. In 2007 54% of FY and 72% of SR students frequently made class presentations.

**Community-based projects in regular courses:** 16% of FY and 25% of SR students *frequently* participate in service-learning or community-based projects during a given year. In 2009 44% of FY and 31% of SR *never* took part in such activities. In 2007 69% of FY and 36% of SR *never* took part in these activities, a much lower percentage than for all comparison groups.

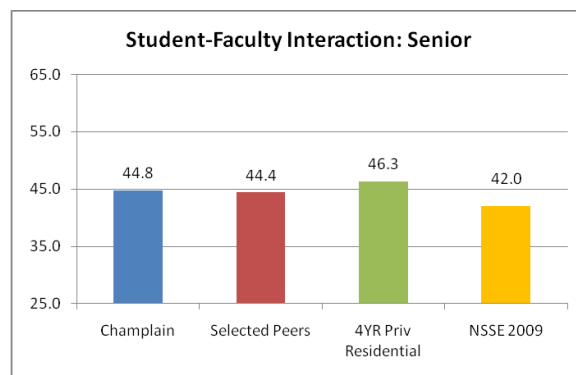
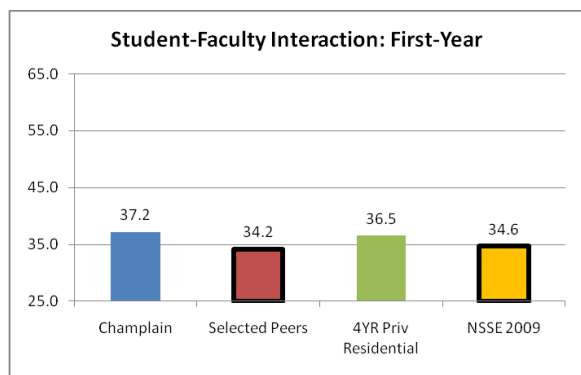
**Application of learning to real life:** By their senior year, 68% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment. This number is similar to our selected peers and much higher than for all NSSE participants. 81% of FY plan to participate in a similar experience and 9% of FY already have done so by spring of 2009. In 2007 76% planned to participate.

**Tutoring:** 12% of seniors and 13% of FY frequently assist their fellow students by tutoring or teaching them. This is a drop for seniors, 18% of whom reported frequently assisting their peers in 2007. These percentages are lower for Champlain than for all comparison groups.

**In-class discussion:** 80% of FY and 82% of SR students frequently asked questions in class or contributed to class discussions. FY show increasing classroom participation from 2007 (75%), but SR do not (85%).

## Student-Faculty Interaction

Champlain's score for FY student-faculty interaction, although low, is higher than it is for our selected peer group and for the NSSE participants as a whole. For seniors, Champlain's score for student-faculty interaction, although higher than the FY score, is not statistically different from average scores for the comparison groups.



## Details

**Accessible and supportive faculty:** 63% of FY and 70% of SR students say their faculty are available, helpful and sympathetic. This percentage represents an increase for FY (52%) SR (66%) from 2007. Champlain students find faculty more approachable than do students in the three comparison groups.

**Research projects with faculty:** By their senior year, 16% of students have done research with a faculty member, up from 12% in 2007, but quite low compared to our peers.

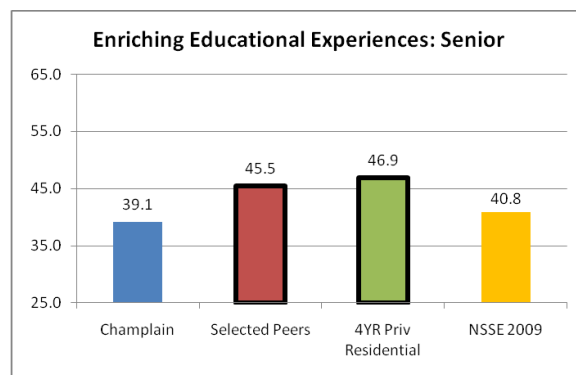
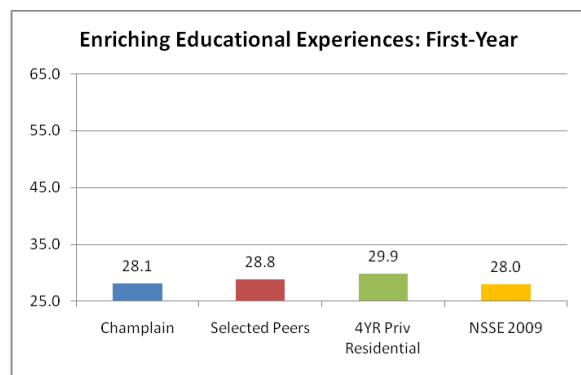
**Prompt feedback on academic performance:** 80% of FY and 74% of SR students indicate that they frequently get prompt verbal or written feedback from faculty members. This is a large improvement for FY students over 2007 (66%). Champlain's 2009 percentages are higher than all three comparison groups for both FY and SR.

**Talk with advisors or faculty members about their career plans:** 84% of seniors at least occasionally discuss career plans with faculty. 19% of seniors frequently talk with faculty members about career plans and 15% never do.

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

## Enriching Educational Experiences

**Champlain's** scores for FY students on the Enriching Educational Experiences benchmark are low, but comparable to FY scores for all three comparison groups. Champlain scores lower for SR students on this benchmark are significantly lower than for selected peers and four-year private residential colleges. However, this score is improved from Champlain's 2007 EEE result for seniors.



### Details

**Learning communities:** In 2008-09, during their first year, 28% of students report that they participate in a learning community (compared to 11% in 2006-07), higher for FY, but lower for SR, than all three comparison groups. 57% of SR but only 16% of FY “do not plan to” participate in a learning community (compared to 68% and 30%, respectively, in 2007). By spring of their senior year, 13% of students have taken an independent study class, a percentage that is lower than all three comparison groups.

**Interaction with peers with different social, political, or religious views:** 67% of FY and 49% of SR students say they frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs. This is a change for FY students, 50% of whom reported this type of frequent interaction in 2007.

**Interact with peers from different racial or ethnic backgrounds:** In 2009 45% of FY and 35% of SR students frequently have serious conversations with those of a different race. In 2007 those percentages were 33% (FY) and 29% (SR).

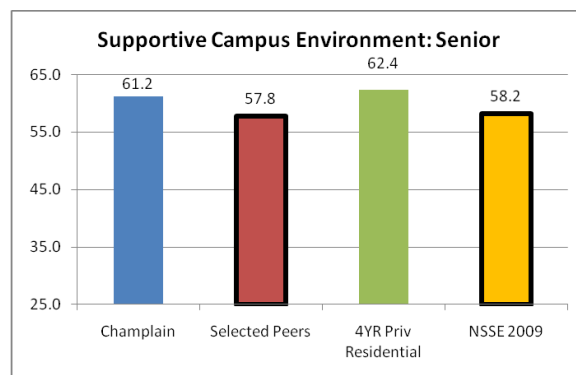
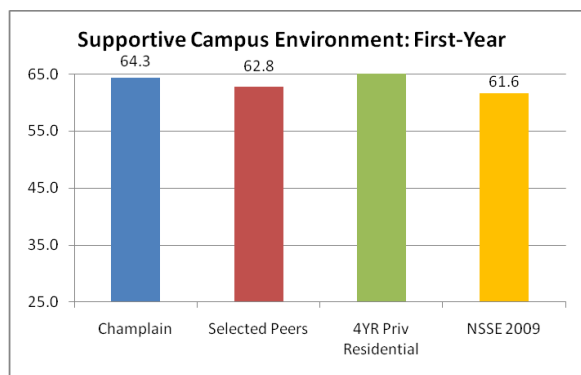
**Study abroad:** By their senior year, 13% of students have studied abroad, a percentage that is much lower than for all three comparison groups. In 2007, only 7% of SR students had studied abroad. However, 60% of FY students say they “plan to” study abroad. In 2007, 44% of FY students planned to study abroad. Only 11% of 2009 FY students “do not plan to” study abroad.

**Spirituality:** 13% of FY and 10% of SR students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer.

**Community service:** By the time they are seniors, 73% of students have participated in community service or volunteer work. Only 7% of FY students state that they “do not plan to” and 42% of them already have by spring of their freshman year.

## Supportive Campus Environment

**Champlain's** overall score for supportive campus environment is relatively high and comparable to the scores for the three comparison groups for FY students. Champlain's SCE score for seniors is slightly lower than the FY score, but significantly higher than the scores for two of the comparison groups: selected peers and all 2009 NSSE participants. Both FY and SR scores for 2009 are higher than for 2007.



### Details

**Getting along with other students:** 58% of FY and 62% of SR students report that their peers are friendly, supportive, and help them feel as if they belong. These percentages are lower for FY and higher for SR than in 2007.

**Overall educational experience:** 90% of FY students report a favorable image of this institution; 79% of seniors would choose this school again if they could start their college career over. In 2007 88% of FY had a favorable impression of Champlain and 84% of seniors said they would choose this school again.

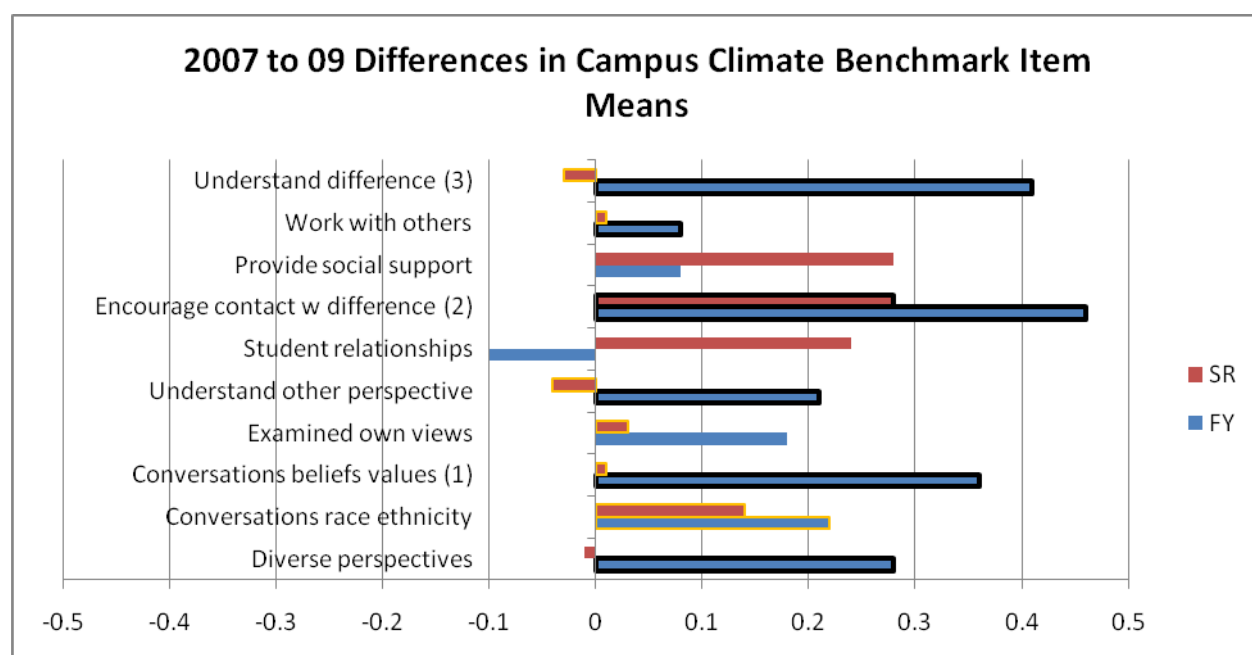
**Co-curricular activities:** 4% of students spend more than 15 hours a week participating in co-curricular activities. 46% of FY and 55% of SR report spending no time participating in co-curricular activities. These percentages are similar to those for 2007. A much larger percentage of Champlain students do not participate at all in co-curricular activities than do students in any of the three comparison groups.

**Administrators and staff:** 31% of FY and 39% of SR 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?** 84% of FY and 78% of SR students feel that this institution has a substantial commitment to their academic success (up from 80% and 73% in 2007). 51% of FY and 42% of SR feel well-supported by the institution regarding their social needs (slightly improved over 2007 percentages of 50% and 31%).

## Campus Climate Benchmark

**Champlain** FY students rated all but one of the ten “diversity and inclusion” items higher in 2009 than in 2007. Champlain 2009 FY students rated six items significantly higher than did students in one or more of our comparison groups (solid black border). Three of those six were rated lower by Champlain students than students in comparison groups in 2007, whereas now Champlain students rate them *higher*: (1) had conversations with students with different religious beliefs, political opinions or personal values, (2) the College encourages contact among students from different backgrounds, and (3) Champlain contributes to growth in understanding of people of other racial or ethnic backgrounds. Seniors also reported a significant increase in (2) from 2007 to 2009. The quality of relationships with fellow students dropped for FY students from 2007 to 2009, but increased for seniors. Champlain FY students rate only one item lower than do FY students in comparison groups—had serious conversations with a student of a different race or ethnicity. Seniors, however, score lower than comparison groups on six of the ten items (solid orange border).



### Details

**Diverse perspectives in assignments:** In 2009 77% of FY and 65% of SR report that they frequently encounter diverse perspectives in class discussions or assignments (compared to 60% and 65% in 2007). For FY students, the mean is significantly higher than for all three comparison groups and an increase over 2007 results.

**Conversations with students of other race or ethnicity:** 45% of FY and 35% of SR frequently converse with students of a different race or ethnicity. This is an increase from 2007 (33% and 29%, respectively). Comparison groups show slightly higher (statistically significant) means.

**Conversations with students of other beliefs or values:** 67% of FY and 49% of SR frequently converse with students having different religious beliefs, political opinions or personal values. This represents a significant increase for FY students from 2007 (51%), and no change for seniors. Champlain FY students

rate this item significantly higher on average than do FY students at 4-year private colleges and all FY NSSE participants. Champlain seniors rate this item lower than seniors at from all three comparison groups.

**Examined own views:** 55% of FY and 58% of SR frequently examine the strengths and weaknesses of their own views on a topic or issue. This is an increase for FY from 2007 (45%). For seniors, the means are only slightly lower than for seniors at four-year private colleges.

**Tried to understand other perspective:** 66% of FY and 60% of SR frequently try to better understand someone else's views by imagining how an issue looks from his or her perspective, an increase for Champlain FY students over 2007 (59%). Champlain FY students rate this item higher than do FY students in the selected peer group.

**Quality of relationships with other students:** 58% of FY and 62% of SR report having *very* supportive relationships with fellow students. The quality of these relationships has declined for FY students since 2007, when 66% reported friendly and supportive relationships. For seniors the numbers have improved since 2007 (53%).

**Champlain encourages contact with different students:** 69% of FY and 54% of SR report that Champlain strongly encourages contact among students from different economic, social and racial or ethnic backgrounds, a large increase from 2007 (45% and 37%, respectively). In 2007 the FY mean for this item was significantly below that of all three comparison groups. In 2009 the FY mean is significantly higher than for selected peers and NSSE FY respondents. The SR mean is significantly higher than for selected peers.

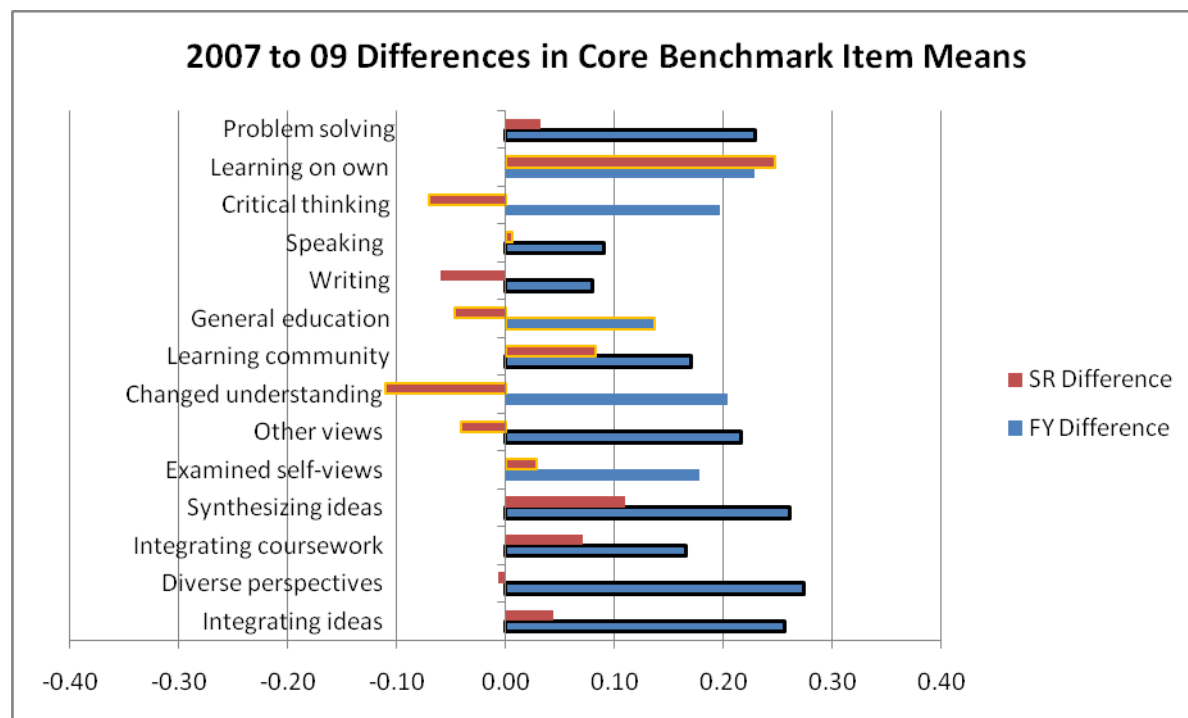
**Champlain provides needed social support:** 51% of FY and 42% of SR report that Champlain provides the support they need to thrive socially. This is a big improvement for SR, 29% of whom reported such support in 2007. 2009 averages are similar to those of all three comparison groups.

**Learned to work effectively with others:** 86% of FY and 79% of SR students report that Champlain strongly emphasizes working effectively with others. These numbers are similar to Champlain's 2007 results. The 2009 FY mean is higher than those for selected peers and FY NSSE participants. The 2009 SR mean is slightly lower than for seniors at four-year private colleges.

**Learned to understand people of different racial and ethnic backgrounds:** 62% of FY and 42% of SR students report that Champlain strongly emphasizes understanding people of other racial and ethnic backgrounds. This is a big improvement for FY over 2007 (44%), whereas SR numbers have declined (47%). The 2009 FY mean is slightly higher than the selected peer group mean. The 2009 SR mean is lower than the four-year private and NSSE SR participant means.

## Core Curriculum Benchmark

**Champlain** FY students rated all of the 14 “Core Curriculum Benchmark” items higher in 2009 than in 2007. FY students rated nine items significantly higher than did students in one or more of our comparison groups (solid black border). In 2007 FY students rated one of these nine items—participated in a learning community—lower than did students in comparison groups, whereas in 2009 Champlain students rated it *higher*. Seniors rated eight of the Core benchmark items lower than did seniors in one or more of the comparison groups (solid orange border). FY students rated only one item significantly lower than did students comparison groups—obtaining a broad general education.



### Details

**Worked on a paper or project that required integrating ideas:** In 2009 92% of FY and 90% of SR report frequently working on a paper or project that requires integrating ideas or information from various sources, compared to 82% of FY and 88% of SR in 2007. The FY mean for this item is significantly higher than the FY means for all three comparison groups.

**Included diverse perspectives in class discussion or assignments:** 77% of 2009 FY and 65% of SR report that diverse perspectives (different races, religions, genders, political beliefs, etc.) are frequently included in class discussions or writing assignments. This represents an increase for FY over 2007 (60%). The FY mean for this item is significantly higher than the means for all three comparison groups.

**Put together ideas from different courses in class discussion or assignments:** In 2009 68% of FY and 85% of SR students frequently put together ideas or concepts from different courses when completing assignments or during class discussion (compared to 62% and 73% in 2007). The FY mean for this item is significantly higher than for FY in all three comparison groups.



**Synthesized and organized ideas, information or experiences:** In 2009 82% of FY and 80% of SR frequently encounter coursework that requires synthesizing and organizing ideas, information or experiences (compared to 72% and 77% in 2007). The FY mean for this item is significantly higher than the FY means for all three comparison groups.

**Examined strengths and weaknesses of your own views:** In 2009 55% of FY and 58% of SR frequently examine their own views of a topic or issue (compared to 45% and 55% in 2007). The 2007 FY mean was lower for Champlain than for four-year private colleges, whereas the mean is similar in 2009. 2007 and 2009 SR means are lower for Champlain than for four-year private colleges.

**Tried to better understand someone else's views:** 69% of 2009 FY and 60% of SR students report frequently trying to better understand someone else's views by imagining how an issue looks from his or her perspective (compared to 59% and 62% in 2007). The 2009 Champlain FY mean is significantly higher than the FY selected peer group mean. The 2009 Champlain SR mean is significantly lower than the SR four-year private and SR NSSE participant means.

**Learned something that changed the way you understand an issue or concept:** In 2009 roughly 65% of Champlain students report frequently learning something that changes the way they understand an issue or concept. In 2007 FY students scored lower than all three comparison groups, whereas in 2009 the FY means are similar. In 2007 the Champlain SR mean for this item was similar to the comparison group means, whereas in 2009 the Champlain SR mean is lower than the four-year private mean.

**Participated in a learning community:** In 2009 28% of FY and 21% of SR students report that they have participated in a learning community. For FY, the level of participation is higher than in all three comparison groups, but for SR it is lower than for four-year private colleges. Reported learning community participation has increased over 2007 (11% of FY and 13% of SR).

**Acquired a broad general education:** About 78% of 2009 students report that Champlain contributed considerably to their acquisition of a broad general education, whereas in 2007 70% of FY and 84% of SR reported a considerable contribution. The 2009 and 2007 Champlain means for this item are below those of four-year privates and the NSSE participants, but similar to our selected peer group.

**Institution improved writing clearly and effectively:** 78% of seniors convey that Champlain contributed considerably to their ability to write clearly and effectively in 2007 and in 2009. More Champlain FY students report that the College contributed to their writing abilities in 2009 (86%) than in 2007 (81%). The 2007 and 2009 means for Champlain FY students on this item are higher than for the selected peer group and the NSSE participant pool, and similar to the FY mean for four-year private colleges.

**Institution improved speaking clearly and effectively:** In 2009 about 74% of students say that Champlain has contributed considerably to their ability to speak clearly and effectively, up slightly from 2007. The means for 2007 and 2009 Champlain FY students are higher than for our selected peer group.

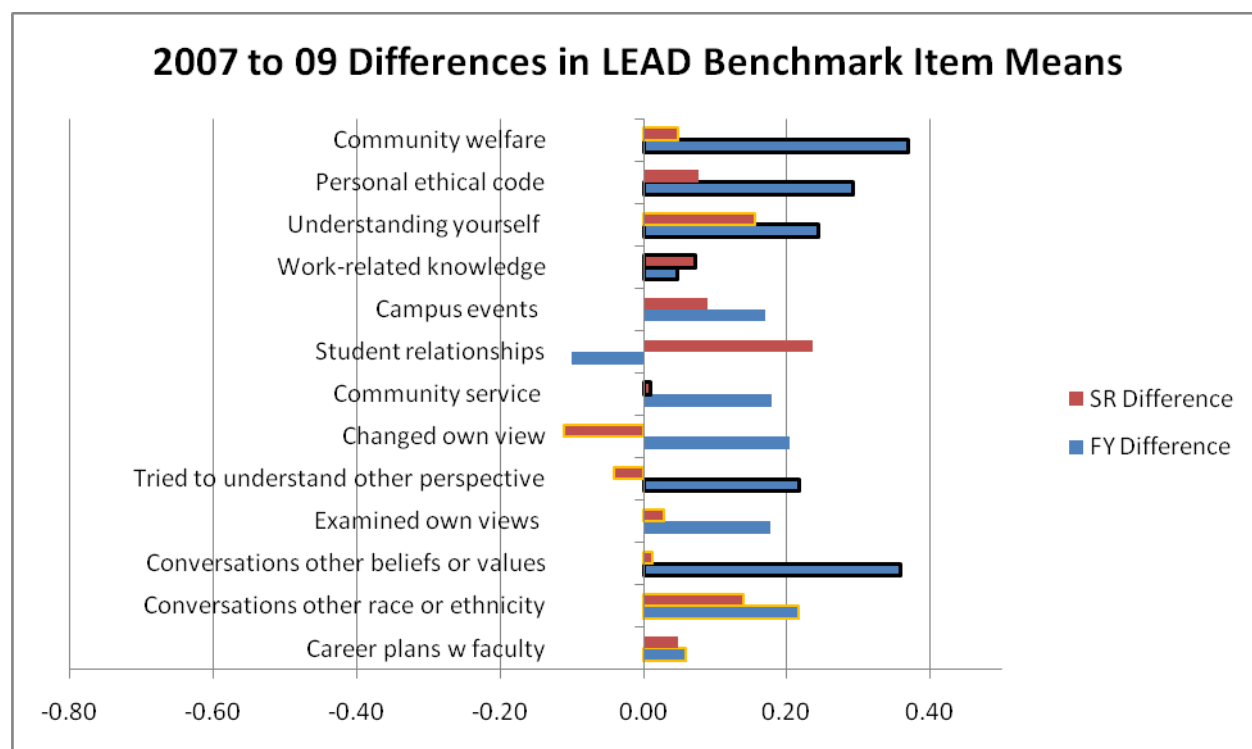
**Institution improved critical and analytical thinking:** 87% of FY and 84% of SR students report that Champlain has contributed considerably to their ability to think critically and analytically, compared to 81% and 82% in 2007. The 2009 mean for this item is lower for Champlain seniors than for all three comparison groups.

**Institution improved learning effectively on your own:** 77% of FY and 72% of SR students report that Champlain has contributed considerably to their ability to learn effectively on their own, compared to 64% and 62% in 2007. The 2009 mean for this item is lower for Champlain seniors than for seniors in four-year private colleges.

**Institution improved solving complex real-world problems:** In 2009 about 65% of students say that Champlain has contributed considerably to their ability to solve complex, real-world problems, an increase over 2007 FY (57%). The mean for 2009 Champlain FY students is higher than for NSSE participants.

## LEAD Benchmark

Champlain scored .



**Talked about career plans with a faculty member:** 25% of FY and 46% of SR frequently talk about career plans with a faculty member or advisor, a slight increase over 2007 (22% and 42%, respectively). The 2009 Champlain FY mean is lower than the FY means for four-year private colleges and the FY NSSE population as a whole.

**Conversations with students of other race or ethnicity:** 45% of FY and 35% of SR frequently converse with students of a different race or ethnicity. This is an increase from 2007 (33% and 29%, respectively). Comparison groups show slightly higher (statistically significant) means.

**Conversations with students of other beliefs or values:** 67% of FY and 49% of SR frequently converse with students having different religious beliefs, political opinions or personal values. This represents a significant increase for FY students from 2007 (51%), and no change for seniors. Champlain FY students rate this item significantly higher on average than do FY students at 4-year private colleges and all FY NSSE participants. Champlain seniors rate this item lower than seniors at from all three comparison groups.

**Examined own views:** 55% of FY and 58% of SR frequently examine the strengths and weaknesses of their own views on a topic or issue. This is an increase for FY from 2007 (45%). For Champlain seniors, the means are only slightly lower than for seniors at four-year private colleges.

**Tried to understand other perspective:** 66% of FY and 60% of SR frequently try to better understand someone else's views by imagining how an issue looks from his or her perspective, an increase for

Champlain FY students over 2007 (59%). Champlain FY students rate this item higher than do FY students in the selected peer group.

**Learned something that changed the way you understand an issue or concept:** In 2009 roughly 65% of Champlain students report frequently learning something that changes the way they understand an issue or concept. In 2007 FY students scored lower than all three comparison groups, whereas in 2009 the FY means are similar. In 2007 the Champlain SR mean for this item was similar to the comparison group means, whereas in 2009 the Champlain SR mean is lower than the four-year private mean.

**Community service or volunteer work:** By spring 2009 42% of FY and 73% of SR had completed community service or volunteer work, whereas by spring 2007 24% of FY and 72% had done so. Senior participation is greater at Champlain than at our selected peer institutions and within the senior NSSE population as a whole. FY participation is similar.

**Quality of relationships with other students:** 58% of FY and 62% of SR report having very supportive relationships with fellow students. The quality of these relationships has declined for FY students since 2007, when 66% reported friendly and supportive relationships. For seniors the numbers have improved since 2007 (53%).

**Attending campus events and activities:** Student attendance at campus events has increased markedly since 2007. In 2009 70% of FY and 58% of SR report frequently attending such events (compared to 63% and 38% in 2007). Champlain seniors have a lower attendance than seniors at peer institutions (64%) and four-year private colleges (66%). Champlain FY have a lower attendance than FY at four-year private colleges (74%).

**Acquiring job or work-related knowledge:** 79% of Champlain students report that the College has made a considerable contribution to their acquisition of job-related knowledge. While these numbers have not changed notably since 2007, they remain slightly higher than those for our comparison groups.

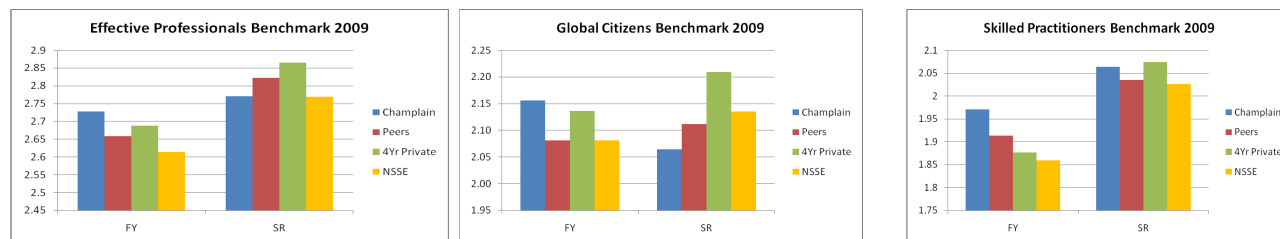
**Understanding yourself:** 73% of FY and 64% of SR say that Champlain has made a significant contribution to their self-understanding (compared to 60% and 56% in 2007). Champlain FY means are significantly higher than those of our selected peer group and all FY NSSE participants. Champlain SR means are lower than those of the four-year private colleges.

**Developing a personal code of values and ethics:** 70% of FY and 64% of SR report that Champlain has made a considerable contribution to developing a personal code of values and ethics (compared to 52% and 61% in 2007). Champlain FY means are significantly higher than those of our selected peer group and all FY NSSE participants. Champlain SR means are similar to those of the comparison groups.

**Contributing to the welfare of your community:** 61% of FY and 53% of SR say that Champlain has made a significant contribution to their self-understanding (compared to 47% and 54% in 2007). Champlain FY means are significantly higher than those of our selected peer group and all FY NSSE participants. Champlain SR means are lower than those of the four-year private colleges.

## Strategic Vision Benchmarks

**Champlain** first-year students often rate benchmark items higher compared to comparison institutions, whereas seniors more often rate them lower. Champlain students do more team projects and class presentations; perform more community service and complete more community-based projects; and acquire more job-related knowledge than do students at comparison institutions. Champlain students participate less in co-curricular activities; rate receiving broad general education lower; do less foreign language coursework; have less interaction with students of a different racial or ethnic background; and less frequently complete a culminating senior project or exam.



## Details

The NSSE items that make up each of the three Champlain Strategic Vision benchmarks – Effective Professionals, Global Citizens and Skilled Practitioners – are listed below. Student groups, FY or SR, rating an item significantly higher or lower than one or more of our comparison groups are indicated by green or red typeface, respectively. Otherwise Champlain students rate the item similarly to all three comparison groups.

### Effective Professional

- Made a class presentation (**FY, SR**)
- Worked on a project that required integrating ideas or information from various sources (**FY**)
- Worked with other students on projects **during class** (**FY, SR**)
- Worked with classmates **outside of class** to prepare class assignments (**SR**)
- Put together ideas or concepts from different courses for assignments or class discussions (**FY**)
- Discussed ideas from your readings or classes with faculty members outside of class (**SR**)
- Worked with faculty members on activities other than coursework (**FY**)
- Discussed ideas from your readings or classes with others outside of class
- **Analyzing** the basic elements of an idea, experience, or theory (**FY**)
- **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships (**FY**)
- **Making judgments** about the value of information, arguments, or methods (**FY**)
- **Applying** theories or concepts to practical problems or in new situations
- Work on a research paper with a faculty member outside of course or program requirements (**SR**)
- Participating in co-curricular activities (**FY, SR**)
- Writing clearly and effectively (**FY**)
- Speaking clearly and effectively (**FY, SR**)
- Thinking critically and analytically (**SR**)
- Analyzing quantitative problems (**SR**)

- Working effectively with others (FY, SR)
- Learning effectively on your own (SR)
- Acquiring a broad general education (FY, SR)
- Solving complex real-world problems (FY)

#### Global Citizen

- Included diverse perspectives in class discussions or writing assignments (FY)
- Participated in a community-based project as part of a regular course (FY, SR)
- Had serious conversations with students of a different race or ethnicity than your own (FY, SR)
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values (FY, SR)
- Examined the strengths and weaknesses of your own views on a topic or issue (SR)
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (FY, SR)
- Learned something that changed the way you understand an issue or concept (SR)
- Community service or volunteer work (SR)
- Foreign language coursework (FY, SR)
- Study abroad (SR)
- Voting in local, state or national elections (FY)
- Understanding people of other racial and ethnic backgrounds (FY, SR)
- Developing a personal code of values and ethics (FY)
- Contributing to the welfare of your community (FY, SR)

#### Skilled Practitioner

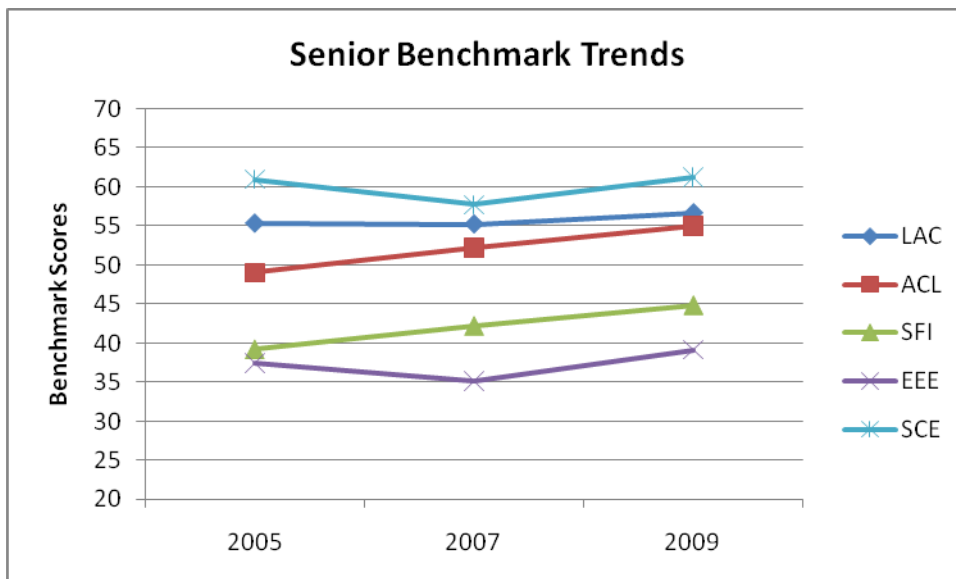
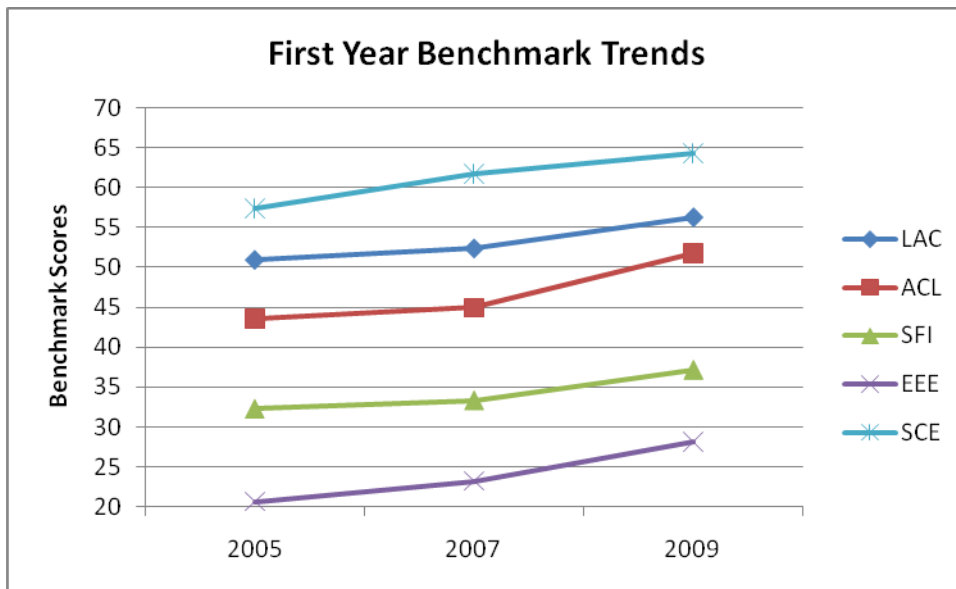
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Culminating senior experience (capstone course, senior project, comprehensive exam) (FY, SR)
- Using computers in academic work (FY, SR)
- Acquiring job or work-related knowledge and skills (FY, SR)
- Using computing and information technology (FY, SR)

# NSSE Benchmark Means over Time

Champlain College participated in NSSE in 2002, 2005, 2007 and 2009. NSSE has recalculated scores for the past three surveys to allow more accurate comparison of institutional performance over time using the same metric.

Scores for Champlain seniors over this time have been higher than for first year students, except for the Supportive Campus Environment (SCE) cluster, for which SR scores fall below FY scores in 2007 and 2009. All benchmarks rise slightly with time for FY and SR, with the exception of SCE and Enriching Educational Experiences (EEE) for SR, which dip in 2007.

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



## College-Wide Results – Highest and Lowest Performing Benchmark Items

The tables below show the five questions on which first-year or senior students scored the highest and those which they scored lowest, relative to the three comparison groups: peers, four-year private institutions and all 2009 NSSE respondents. It is worth asking which of the lower scoring items are of low priority to Champlain, which are part of evolving initiatives, and which are high-priority concerns.

### Champlain’s Highest Performing Benchmark Items Relative to Peer Group

<i>Percent of students who...</i>	<i>Champlain</i>	<i>Peers</i>	<i>4Yr Priv</i>	<i>NSSE</i>
<b>First-Year Students</b>				
Wrote more than 10 papers or reports of fewer than 5 pages	54%	34%	40%	31%
Asked questions/contributed to class discussions	80%	63%	68%	61%
Made a class presentation	66%	37%	37%	33%
Worked with other students on projects during class	73%	45%	42%	45%
Received prompt written or oral feedback from faculty	80%	61%	64%	57%
<b>Seniors</b>				
Made a class presentation	75%	66%	69%	60%
Worked with other students on projects during class	62%	48%	46%	49%
Did a community-based project as part of a regular course	25%	15%	22%	17%
Used an electronic medium in an assignment	72%	63%	62%	62%
Positively rated relationships with administrators and offices	66%	55%	59%	55%

### Champlain’s Lowest Performing Benchmark Items Relative to Peer Group

<i>Percent of students who...</i>	<i>Champlain</i>	<i>Peers</i>	<i>4Yr Priv</i>	<i>NSSE</i>
<b>First-Year Students</b>				
Wrote at least one paper or report of 20 pages or more	18%	26%	19%	20%
Spent more than 10 hours/week preparing for class	54%	70%	68%	60%
Had serious conversations w/ students of another race or ethnicity	44%	55%	54%	52%
Completed foreign language coursework	6%	21%	27%	22%
Spent more than 5 hours/week in co-curricular activities	13%	36%	40%	31%
<b>Seniors</b>				
Read more than 10 assigned books or long readings	20%	35%	40%	35%
Had serious conversations w/ students of another race or ethnicity	35%	56%	54%	55%
Completed foreign language coursework	15%	42%	50%	41%
Completed a culminating senior experience	30%	45%	47%	33%
Spent more than 5 hours/week in co-curricular activities	19%	36%	37%	26%



### **Champlain's Highest Mean NSSE Scores (highest on top)**

- Relationships with faculty members (FY 5.68, SR 5.79)
- Relationships with other students (FY 5.61, SR 5.60)
- Extent to which your examinations during the current school year challenged you to do your best work (FY 4.94, SR 5.03)
- Relationships with administrative personnel and offices (FY 4.75, SR 4.93)
- Relaxing and socializing (FY 4.47, SR 3.95)
- Working for pay off campus (SR 4.22)\*
- Preparing for class (FY 3.74, SR 4.02)

### **Champlain's Lowest Mean NSSE Scores (lowest on top)**

- Number of written papers or reports of 20 pages or more (FY 1.27, SR 1.63)
- Participated in activities to enhance your spirituality (FY 1.55, SR 1.43)
- Working for pay on campus (FY 1.57, SR 1.69)
- Tutored or taught other students (FY 1.57, SR 1.58)
- Participating in co-curricular activities (FY 1.77, SR 1.79)
- Participated in a community-based project as part of a regular course (FY 1.78) [Seniors rate this item higher, SR 2.02]
- Worked with faculty members on activities other than coursework (FY 1.79, SR 1.90)
- Working for pay off campus (FY 1.89) [\*Seniors rate this item quite high, SR 4.22]

Student groups, FY or SR, rating an item significantly higher or lower than one or more of our comparison groups are indicated by green or red typeface, respectively. Otherwise Champlain students rate the item similarly to all three comparison groups.

## College-Wide Results: Item Comparison 2007 to 2009

We performed statistical tests (Student's T-test) to determine which items had a statistically significant differences in average student rating between 2007 and 2009. The comparison is made between students at a given class level, i.e. 2007 versus 2009 first-year students or 2007 versus 2009 seniors.

Traditional first-year students rated a large number of items over a wide range of topics higher in 2009 than did 2007 first-year students. First-year students in 2009 have participated in 1.5 terms of Core and LEAD curricula, whereas 2007 first year students did not. 2009 Seniors did not have the opportunity to participate in either curriculum. Ratings showed a decline in only a few areas, mainly related to course workload and preparation.

Adult first-year students had a handful of items on which scores declined from 2007 to 2009. Adult seniors showed a half-dozen areas of improvement over the two-year period. (Note the comparatively small numbers of Adult students: 11 FY and 32 SR in 2009; 11 FY and 21 SR in 2007.)

### Traditional Students 2009 to 2007 – Areas of Improvement:

#### Course Rigor and Participation

- Asked questions in class or contributed to class discussions (FY 3.05 -> 3.24).
- Made a class presentation (FY 2.70 -> 2.86).
- Worked on a paper or project that required integrating ideas or information from various sources (FY 3.05 -> 3.34).
- Included diverse perspectives in class discussions or writing assignments (FY 2.79 -> 3.09).
- Worked with other students on projects during class (FY 2.57 -> 3.00).
- Worked harder than you thought you could to meet an instructor's standards/expectations (FY 2.52 -> 2.75).
- Number of assigned textbooks, books, or book-length packs of course readings (FY 3.32 -> 3.42)
- Number of written papers or reports between 5 and 19 pages (FY 2.18 -> 2.46).

#### Higher Order Skills

- Put together ideas or concepts from different courses (FY 2.72 -> 2.91).
- Analyzed the basic elements of an idea, experience, or theory (FY 3.15 -> 3.42).
- Had serious conversations with students who are very different from (FY 2.56 -> 2.92).
- Synthesized and organized ideas, information, or experiences (FY 2.88 -> 3.20).
- Made judgments about the value of information, arguments, or methods (FY 2.91 -> 3.16).
- Applied theories or concepts to practical problems or in new situations (FY 3.03 -> 3.28; SR 3.15 -> 3.35).
- The College helped me learn to think critically and analytically (FY 3.09 -> 3.33).
- The College helped me learn to analyzing quantitative problems (FY 2.73 -> 2.91).
- The College helped me learn to solve complex real-world problems (FY 2.61 -> 2.86).

#### Enriching Educational Experiences

- Participated in a community-based project as part of a regular course (FY 1.54 ->1.82).
- Discussed ideas from your readings or classes with others outside of class (FY 2.53 -> 2.75).
- Attended an art exhibit, play, dance, music, theatre or other performance (SR 1.99 -> 2.23).
- Participate in a learning community (FY 1.96 -> 2.48; SR 2.18 -> 2.53).
- Study abroad (SR 2.13 -> 2.44).
- Culminating senior experience (SR 2.73 -> 3.03).
- Participated in co-curricular activities (SR 1.53 -> 1.93).
- Attended campus events and activities (FY 2.77 -> 2.97; SR 2.39 -> 2.76).

## **Communication and Supportive Environment**

- Used e-mail to communicate with an instructor (FY 3.13 -> 3.33).
- Received prompt written or oral feedback from faculty on your academic performance (FY 2.79 -> 3.07).
- Quality relationships with faculty members (FY 2.45 -> 2.71).
- Working for pay off campus (SR 2.42 -> 3.50: lower score).
- The College helps you cope with your non-academic responsibilities (FY 2.04 -> 2.36).
- The College provides the support you need to thrive socially (SR 2.14 -> 2.42).

## **Personal Development**

- Had serious conversations with students of a different race or ethnicity than your own (FY 2.24 -> 2.48).
- Examined the strengths and weaknesses of your own views (FY 2.44 -> 2.65).
- Tried to better understand someone else's views (FY 2.68 -> 2.90).
- Learned something that changed the way you understand an issue or concept (FY 2.70 -> 2.89).
- The College encourages contact among students from backgrounds (FY 2.46 -> 2.95; SR 2.42-> 2.72).
- Voted in local, state, or national elections (FY 2.08 -> 2.72).
- The College helped me learn how to learn effectively on my own (FY 2.73 -> 3.00).
- The College helped me better understand myself (FY 2.74 -> 3.00).
- The College helped me better understand people of other racial and ethnic backgrounds (FY 2.36 -> 2.80).
- The College helped me develop a personal code of values and ethics (FY 2.61 -> 2.90).
- The College helped me contribute to the welfare of my community (FY 2.41 -> 2.79).
- The College has helped me develop a deepened sense of spirituality (FY 1.63 -> 2.08).

## **Traditional Students 2009 to 2007 – Areas of Decline:**

- Came to class without completing readings or assignments (SR 1.98 -> 2.18: higher score).
- Used an electronic medium to discuss or complete an assignment (FY 3.02 -> 2.82).
- Number of written papers or reports of fewer than 5 pages (FY 3.94 -> 3.64).
- Number of problem sets that take you more than an hour to complete (SR 2.91 -> 2.50).
- Number of problem sets that take you less than an hour to complete (FY 3.16 -> 2.90).

## **Adult Students 2009 to 2007 – Areas of Improvement:**

- Prepared two or more drafts of a paper or assignment before turning it in (SR 2.43 ->3.23).
- Worked with other students on projects during class (SR 1.95 -> 2.59).
- Put together ideas or concepts from different courses when completing assignments or during class discussions (SR 2.40 -> 3.07, although FY declined).
- Discussed ideas from your readings or classes with faculty outside of class (SR 1.45 ->1.93).
- The College helped me learn how to learn effectively on my own (SR 2.50 -> 3.23).
- The College helped me to better understand myself (SR 2.11 -> 2.81).

## **Adult Students 2009 to 2007 – Areas of Decline:**

- Put together ideas or concepts from different courses when completing assignments or during class discussions (FY 3.09 -> 2.27, although SR increased).
- Used an electronic medium to discuss or complete an assignment (FY 3.36 -> 2.36)!!!
- Analyzed the basic elements of an idea, experience, or theory (FY 3.50 -> 2.55).
- Applied theories or concepts to practical problems or in new situations (FY 3.61 -> 2.91).
- Participated in activities to enhance spirituality (SR 2.11 -> 1.52).

- The College helped me learn to speaking clearly and effectively (**FY 3.33** -> 2.36).
- The College has helped me develop a deepened sense of spirituality (**FY 2.78** -> 1.64).

## 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 Adult students to the entire Traditional population.

We also performed statistical tests (Student's T-test) to determine which items had a statistically significant difference in average student rating between 2007 and 2009 for each Division. The comparison is made between students at a given class level, i.e. 2007 versus 2009 first-year students or 2007 versus 2009 seniors.

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

### Number of Respondents by Division:

Group	2009		2007	
	FY	SR	FY	SR
Champlain Traditional	234	143	204	118
BUS Division Traditional	62	54	49	38
BUSI Program Traditional	20	27	28	18
CCM Division Traditional	90	40	73	22
GDDM Program Traditional	19	14	27	13
EHS Division Traditional	34	28	43	27
EDUC Program Traditional	18	16	17	16
ITS Division Traditional	48	20	31	10
CPS Division (Adult)	11	32	11	21

## Division of Business 2009

Traditional BUS students rated these items significantly **higher** in 2009 than did all other Traditional students within the same class level at Champlain:

- Worked on a project that required integrating ideas or information from various sources (SR).
- Worked with classmates outside of class to prepare class assignments (SR).
- Memorized facts, ideas, or methods from your courses and readings (FY).
- Made judgments about the value of information, arguments, or methods, interpreted data assessed conclusions (SR).
- Number of assigned textbooks, books, or book-length packs of course readings (SR).
- Examinations during the current school year challenged you to do your best work.(SR).
- Foreign language coursework (SR).
- Time spent working for pay off campus (FY).
- Time spent providing care for dependents living with you (FY).
- Time spent commuting to class (FY).
- The College helped me acquire a broad general education (SR).
- The College helped me learn to think critically and analytically (SR).
- The College helped me learn to analyze quantitative problems (SR).
- The College helped me learn to working effectively with others (SR).
- The College helped me learn how to learn effectively on my own (SR).
- The College helped me learn to understand myself (SR).
- The College helped me develop a personal code of values and ethics (SR).
- The College helped me learn to contribute to the welfare of my community (SR).

Traditional BUS students rated these items significantly **lower** in 2009 than did other Traditional students:

- Discussed ideas from your readings or classes with others outside of class (FY).
- Attended an art exhibit, play, dance, music, theatre or other performance (FY).
- If you could start over again, would you go to the same institution you are now attending (FY)?

## Business Majors

Traditional Business majors rated these items significantly **higher** in 2009 than did other Traditional students at Champlain:

- Worked with classmates outside of class to prepare class assignments (FY).
- Culminating senior experience (SR).
- The College helped me learn to think critically and analytically (SR).
- The College helped me learn to analyze quantitative problems (SR).

Traditional Business majors rated these items significantly **lower** in 2009 than did other Traditional students at Champlain:

- Asked questions in class or contributed to class discussions (SR).
- Tutored or taught other students (SR).
- Participated in a community-based project as part of a regular course (FY).
- Discussed ideas from your readings or classes with others outside of class (FY).
- The College helped me learn to use computing and information technology (FY).
- How would you evaluate your entire educational experience at this institution (FY)?

## **Division of Business – 2007 to 2009 Comparison**

### **Traditional BUS Students – 2007 to 2009 – Areas of Improvement:**

#### **Course Rigor and Participation**

- Included diverse perspectives in class discussions or writing assignments (FY 2.75 -> 3.10).
- Worked harder than you thought you could to meet an instructor's standards/expectations (SR 2.50 -> 2.83).
- Number of assigned textbooks, books, or book-length packs of course readings (FY 3.11 -> 3.56).

#### **Higher Order Skills**

- Analyzed the basic elements of an idea, experience, or theory (FY 3.13 -> 3.18).
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (FY 2.85 -> 3.14; SR 2.95 -> 3.16).
- Making judgments about the value of information, arguments, or methods (FY 2.84 -> 3.33).
- The College helped me learn to write clearly and effectively (FY 2.78 -> 3.16).
- The College helped me learn to think critically and analytically (FY 2.93 -> 3.36).

#### **Enriching Educational Experiences**

- Participated in a community-based project as part of a regular course (FY 1.36 -> 1.69).
- Attended an art exhibit, play, dance, music, theatre or other performance (SR 1.76 -> 2.28).
- Study abroad (SR 2.11 -> 2.57).
- Culminating senior experience (SR 2.58 -> 3.16).
- Participated in co-curricular activities (SR 1.50 -> 1.12).

#### **Communication and Supportive Environment**

- Received prompt written or oral feedback from faculty on your academic performance (FY 2.65 -> 3.03).
- Quality relationships with faculty members (FY 5.26 -> 5.83).
- Overall quality of academic advising received (SR 2.89 -> 3.37).

#### **Personal Development**

- Working for pay off campus (SR 4.74 -> 3.75, lower score).
- The College encourages contact among students from backgrounds (FY 2.22 -> 2.80).
- Attended campus events and activities (SR 2.29 -> 2.67).
- Voted in local, state, or national elections (FY 2.08 -> 2.72).
- The College helped me learn how to Learn effectively on my own (FY 2.06 -> 3.02).
- The College helped me better understand myself (FY 2.64 -> 3.02; SR 2.68 -> 3.10).
- The College helped me better understand people of other racial and ethnic backgrounds (FY 2.36 -> 2.80).
- The College helped me learn to contribute to the welfare of my community (FY 2.42 -> 2.81).
- The College helped me develop a deepened sense of spirituality (FY 1.64 -> 2.05).

### **Traditional BUS Students – 2007 to 2009 – Areas of Decline:**

- Came to class without completing readings or assignments (SR 1.89 -> 2.19, higher score).
- Number of written papers or reports of fewer than 5 pages (FY 4.09 -> 3.69).

## Division of Communication and Creative Media 2009

Traditional CCM students rated these items significantly **higher** in 2009 than did other Traditional students at Champlain:

- Worked with other students on projects during class (SR).

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

- Made a class presentation (SR).
- Talked about career plans with a faculty member (FY).
- Memorized facts, ideas, or methods from your courses and readings (FY).
- Number of assigned textbooks, books, or book-length packs of course readings (SR).
- Number of problem sets that take more than an hour to complete (FY).
- Number of problem sets that take less than an hour to complete (FY).
- Working for pay off campus (FY).
- Providing care for dependents living with you (FY).
- Spending significant amounts of time studying and on academic work (FY).
- Time spent analyzing quantitative problems (SR).
- Rating of entire educational experience at this institution (SR).

## Graphic Design and Digital Media Majors

Traditional GDDM majors rated these items significantly **higher** in 2009 than did other Traditional students at Champlain:

- Number of books read on your own for personal enjoyment or academic enrichment (FY).
- Working for pay on campus (SR).
- The College helped me learn to use computing and information technology (SR).

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

- Come to class without completing readings or assignments (FY).
- Worked with classmates outside of class to prepare class assignments (SR).
- Talked about career plans with a faculty member (FY).
- Memorized facts, ideas, or methods from your courses and readings (FY).
- Number of problem sets that take you less than an hour to complete (FY).
- Examined the strengths and weaknesses of your own views on a topic or issue (FY).
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (FY).
- Working for pay on campus (FY).
- Participating in co-curricular activities (FY).



## **Division of Communication and Creative Media – 2007 to 2009 Comparison**

### **Traditional CCM Students – 2007 to 2009 – Areas of Improvement:**

#### **Course Rigor and Participation**

- Asked questions in class or contributed to class discussions (**SR 3.05 -> 3.33**).
- Worked with other students on projects during class (**SR 2.56 -> 2.96**).
- Number of written papers or reports between 5 and 19 pages (**SR 1.99 -> 2.57**).

#### **Higher Order Skills**

- Worked on a paper/project that required integrating ideas/ information from various sources (**SR 3.05 -> 3.33**).
- Analyzed the basic elements of an idea, experience, or theory (**SR 3.13 -> 3.46**).
- Synthesized and organizing ideas, information, or experiences into new, more complex interpretations and relationships (**SR 2.87 -> 3.28**).

#### **Enriching Educational Experiences**

- Participate in a learning community (**SR 1.91 -> 2.52**).
- Study abroad (**SR 2.18 -> 2.50**).

#### **Communication and Supportive Environment**

- Received prompt written or oral feedback from faculty (**SR 2.83 -> 3.10**).
- The College encourages contact among students from different backgrounds (**SR 2.51 -> 2.93**).
- The College helps you cope with your non-academic responsibilities (**SR 1.97 -> 2.53**).

#### **Personal Development**

- Examined the strengths and weaknesses of your own views on a topic or issue (**FY 2.25 -> 2.71**).
- Performed community service or volunteer work (**SR 2.70 -> 3.09**).
- Time spent relaxing and socializing (watching TV, partying, etc.) (**SR 5.28 -> 4.53, lower score**).
- Time spent providing care for dependents living with you (**SR 2.10 -> 1.31, lower score**).
- Voted in local, state, or national elections (**SR 2.06 -> 2.62**).
- The College helped me learn to understand people of other racial/ethnic backgrounds (**SR 2.35 -> 2.71**).
- The College helped me learn to develop a personal code of values and ethics (**SR 2.49 -> 2.87**).
- The College helped me learn to contribute to the welfare of my community (**SR 2.31 -> 2.68**).
- The College helped me develop a deepened sense of spirituality (**SR 1.28 -> 2.00**).

### **Traditional CCM Students – 2007 to 2009 – Areas of Decline:**

- Number of problem sets that take you more than an hour to complete (**FY 3.20 -> 2.28**).
- Quality of relationships with other students (**SR 6.09 -> 5.58**).

## Division of Education and Human Services 2009

Traditional EHS students rated these items significantly **higher** in 2009 than did other Traditional students at Champlain:

- Participated in a community-based project (e.g. service learning) as part of a regular course (SR).
- Memorized facts, ideas, or methods from your courses and readings (FY).
- Number of books read on your own for personal enjoyment or academic enrichment (FY).
- Attended an art exhibit, play, dance, music, theatre or other performance (FY).
- Participated in a learning community (SR).
- Studied abroad (FY).

Traditional EHS students rated these items significantly **lower** in 2009 than did other Traditional students:

- Used an electronic medium to discuss or complete an assignment (SR).
- Time spent preparing for class (FY).
- Time spent commuting to class (FY).
- Used computing and information technology (SR).

## Education Majors

Traditional Education majors rated these items significantly **higher** in 2009 than did other Traditional students at Champlain:

- Tutored or taught other students (FY, SR).
- Participated in a community-based project as part of a regular course (FY, SR).
- Discussed grades or assignments with an instructor (SR).
- Had serious conversations with students of a different race or ethnicity than your own (SR).
- Memorizing facts, ideas, or methods from your courses and readings (SR).
- Number of written papers or reports of 20 pages or more (SR).
- Analyzed the basic elements of an idea, experience, or theory (FY).
- Participate in a learning community (SR).
- Quality of relationships with faculty members (SR).
- Working for pay off campus (FY).
- The College has helped me acquire job or work-related knowledge (SY).
- The College has helped me learn to think critically and analytically (SR).
- The College has helped me learn how to learn effectively on your own (SR).
- The College has helped me learn to understanding myself (SR).
- The College has helped me learn to solve complex real-world problems (FY, SR).
- The College has helped me contribute to the welfare of my community (SR).
- How would you evaluate your entire educational experience at this institution(SR)?
- If you could start over again, would you go to the same institution you are now attending (SR)?

Traditional Education majors rated these items significantly **lower** in 2009 than did other Traditional students at Champlain:

- none

## **Division of Education and Human Services – 2007 to 2009 Comparison**

### **Traditional EHS – 2007 to 2009 – Areas of Improvement:**

#### **Course Rigor and Participation**

- Number of problem sets that take you less than an hour to complete (SR 1.92 -> 2.64).

#### **Higher Order Skills**

- Included diverse perspectives in class discussions or writing assignments (FY 2.65 -> 3.06).
- Worked with other students on projects during class (FY 2.58 -> 3.06).
- Synthesized and organizing ideas, information, or experiences (FY 2.83 -> 3.18).
- Made judgments about the value of information, arguments, or methods (FY 2.86 -> 3.29).
- Examined the strengths and weaknesses of your own views (FY 2.15 -> 2.64).
- Tried to better understand someone else's views (FY 2.54 -> 2.97).

#### **Enriching Educational Experiences**

- Discussed ideas from your readings or classes with others outside of class (FY 2.43 -> 2.82).
- Had serious conversations with students of a different race or ethnicity than your own (FY 2.10 -> 2.74).
- Had serious conversations with students who are very different from you (FY 2.38 -> 3.03).

#### **Communication and Supportive Environment**

- Quality of relationships with faculty members (FY 5.39 -> 5.97).
- The College encourages contact among students from different backgrounds (FY 2.55 -> 3.21, SR 2.20 -> 2.82).

#### **Personal Development**

- The College helped you cope with your non-academic responsibilities (FY 2.10 -> 2.52).
- The College provides the support you need to thrive socially (SR 2.00 -> 2.61).
- The College helped me learn to work effectively with others (FY 3.10 -> 3.45).
- Voted in local, state, or national elections (FY 2.13 -> 2.75).
- The College helped me learn how to learn effectively on my own (FY 2.88 -> 3.25).
- The College helped me learn to understand people of other racial/ethnic backgrounds (FY 2.40 -> 2.94).
- The College helped me learn to solve complex real-world problems (FY 2.58 -> 2.94).
- The College helped me develop a personal code of values and ethics (FY 2.58 -> 3.13).

### **Traditional EHS Students – 2007 to 2009 – Areas of Decline:**

- Relaxing and socializing (watching TV, partying, etc.) (SR 3.32 -> 4.43: higher score).
- The College helped me learn to use computing and information technology (SR 3.36 -> 2.93).

## Division of Information Technology and Science 2009

Traditional ITS students rated these items significantly **higher** in 2009 than did other Traditional students:

- Discussed ideas from your readings or classes with faculty members outside of class (FY).
- Worked with faculty members on activities other than coursework (FY).

Traditional ITS students rated these items significantly **lower** in 2009 than did other Traditional students:

- Worked with classmates outside of class to prepare class assignments (SR).
- Worked harder than you thought you could to meet an instructor's standards or expectations (SR).
- Analyzed the basic elements of an idea, experience, or theory (SR).
- Quality of relationships with faculty members (FY, SR).
- The College helped me learn to think critically and analytically (SR).
- The College helped me learn to work effectively with others (SR).
- The College helped me learn how to learn effectively on my own (SR).
- The College helped me learn to contribute to the welfare of my community (SR).

## Division of Information Technology and Science – 2007 to 2009 Comparison

Traditional ITS students rated these items significantly **higher** in 2009 than they did in 2007:

### Course Rigor and Participation

- Asked questions in class or contributed to class discussions (FY 2.94 -> 3.28).
- Made a class presentation (FY 2.29 -> 2.77).
- Worked with other students on projects during class (FY 2.48 -> 3.25).

### Higher Order Skills

- Worked on a paper or project that required integrating ideas or information (FY 2.74 -> 3.33).
- Put together ideas or concepts from different courses (FY 2.48 -> 3.00).
- The College helped me acquire a broad general education (FY 2.70 -> 3.16).

### Enriching Educational Experiences

- Participated in a community-based project (FY 1.32 -> 1.93).
- Discussed ideas from your readings or classes (FY 2.00 -> 2.44).
- Worked with faculty members on activities other than coursework (FY 1.65 -> 2.14).
- Discussed ideas from your readings or classes with others outside of class (FY 2.45 -> 2.87).
- Participated in a learning community (FY 1.90 -> 2.62).
- Attended campus events and activities (SR 2.14 -> 3.00).

### Communication and Supportive Environment

- Had serious conversations with students who are very different from you (FY 2.61 -> 3.07).
- The College encourages contact among students from different backgrounds (FY 2.57 -> 3.00).

### Personal Development

- Voted in local, state, or national elections (FY 2.10 -> 2.95).
- The College helped me learn to understand myself (FY 2.50 -> 2.91).
- The College helped me learn to understand people of other racial/ethnic backgrounds (FY 2.40 -> 2.82).
- The College helped me contribute to the welfare of my community (FY 2.20 -> 2.84).
- The College helped me develop a deepened sense of spirituality (FY 1.53 -> 2.34).

Traditional ITS students rated these items significantly **lower** in 2009 than they did in 2007:

- None.

## Division of Continuing Professional Studies 2009

CPS (Adult) students rated these items significantly **higher** in 2009 than did Traditional students at Champlain:

- Asked questions in class or contributed to class discussions (SR).
- Prepared two or more drafts of a paper or assignment before turning it in (SR).
- Participated in activities to enhance your spirituality (FY).
- Positive relationships with administrative personnel and offices (SR).
- Time spent working for pay off campus (FY, SR).
- Time spent providing care for dependents living with you (FY, SR).
- Used computing and information technology (FY).

CPS (Adult) students rated these items significantly **lower** in 2009 than did Traditional students at Champlain:

- Made a class presentation (SR).
- Came to class without completing readings or assignments (SR).
- Worked with other students on projects during class (FY).
- Worked with classmates outside of class to prepare class assignments (FY, SR).
- Put together ideas or concepts from different courses when completing assignments or during class discussions (FY).
- Participated in a community-based project as part of a regular course (FY, SR).
- Talked about career plans with a faculty member (SR).
- Worked with faculty members on activities other than coursework (FY, SR).
- Analyzed the basic elements of an idea, experience, or theory (FY).
- Number of assigned textbooks, books, or book-length packs of course readings (SR).
- Number of written papers or reports of 20 pages or more (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, SR).
- Attended an art exhibit, play, dance, music, theatre or other performance (SR).
- Community service or volunteer work (SR).
- Participated in a learning community (SR).
- Work on a research project with a faculty member outside of course or program requirements (SR).
- Study abroad (SR).
- Participated in co-curricular activities (SR).
- Time spent commuting to class (SR).
- The College encouraged contact among students from different economic, social, and racial or ethnic backgrounds (SR).
- The College helped you cope with your non-academic responsibilities (SR).
- The College provided the support you need to thrive socially (FY, SR).
- Attended campus events and activities (FY, SR).
- The College helped you acquire job or work-related knowledge (SR).
- The College helped you contribute to the welfare of your community (FY, 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.