



CHAMPLAIN
COLLEGE

National Survey of Student Engagement

Report to the Champlain Community

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12/1/2012

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.¹ 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 320,000 first-year (FY) and senior (SR) students from 577 institutions in the US and Canada participated in the spring 2012 National Survey of Student Engagement. President Finney invited 508 FY and 321 SR Champlain students to participate. Of those, 213 FY and 127 SR responded, for a response rate of 45%. This compares quite favorably to the overall NSSE response rate of 31%.

Response Rate

Reported as the percentage of invited students who completed the survey.

	N Respondents	Response Rate	Sampling Error
FY	213	47%	+/- 4.7%
SR	127	45%	+/- 6.2%

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.)

¹ *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: 99% are full-time students; 67% live in residence halls and 61% are first year. A greater proportion of our female students (56%) responded than our male students (38%), 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	63%	43%		
	SR	37%	57%		
Gender	Male	37%	36%	FY Male	34%
	Female	63%	64%	FY Female	29%
				SR Male	16%
				SR Female	21%
Residence	On Campus	67%	39%	FY On	57%
	Off Campus	33%	61%	FY Off	6%
				SR On	10%
				SR Off	27%
Load	Full	99%	89%	FY Full	63%
	Part	1%	11%	FY Part	0%
				SR Full	36%
				SR Part	1%
Division	BUS (TRAD)	18%			
	CCM (TRAD)	40%			
	EHS (TRAD)	21%			
	ITS (TRAD)	21%			

FY = First Year

SR = Senior

Champlain also participated in the NSSE survey in 2005, 2007 and 2009. 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 14 selected peers (red), (2) all 32 four-year small private residential colleges that participated in the 2012 NSSE survey (green), and (3) all 545 US institutions that participated in the 2012 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:

American University

Bentley University

Castleton State College

Clarkson University

Drexel University

Elon University

Ithaca College

Keene State College

Marist College

Saint Michael's College

Syracuse University

University of Massachusetts Lowell

Wentworth Institute of Technology

Worcester Polytechnic Institute

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 2007. 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

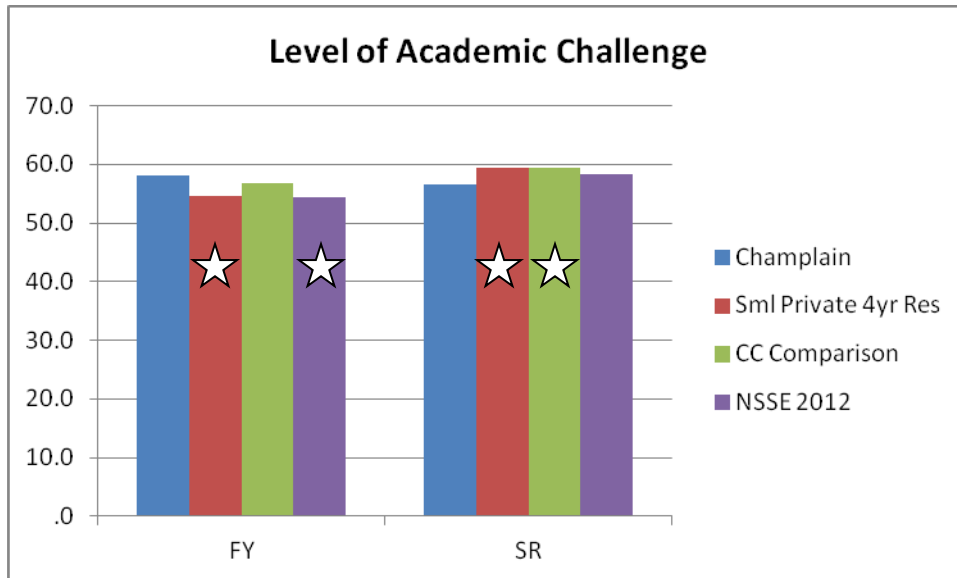
The College's 2005 Strategic Plan identified three foundational components of the College's vision for its students: to gain the skills to become skilled practitioners, effective professionals and global citizens. Three parts of the Strategic Vision Benchmark are calculated from 22 items in related to 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.

Champlain LEAD Benchmark

When LEAD was first implemented in 2008, its primary focuses were to address students' ability to function in a diverse community, to manage their careers and to make sound financial decisions. The leadership team selected nine NSSE items that were related to the first two goals only since there is little in the survey that addresses financial sophistication. As the program has evolved the goals have been revised and the current leadership team is in the process of reviewing appropriate outcome measures, including this benchmark. It is included in this report to provide historical perspectives.

Level of Academic Challenge

In the 2012 NSSE survey, Champlain College FY students report a higher degree of academic challenge than the NSSE average and small private four-year residential colleges. SR students report a slightly lower level of academic challenge on average than do students at four-year private residential colleges and the Champlain comparison group. (Stars represent a significant difference from Champlain's mean.)



Details

Academics: 78% of first-year (FY) and 73% of senior (SR) students feel that this institution places substantial emphasis on academics.

Standards: 63% of FY students (and 66% of SR) frequently work harder than they thought they could to meet faculty expectations.

Homework: 31% of FY students spend more than 15 hours per week preparing for class; 12% spend 5 hours or less. 33% of SR students spend more than 15 hours per week preparing for class; 13% spend 5 hours or less.

Thinking: The percentages of FY students who report substantial emphasis on the following activities: Memorizing facts, ideas, or methods: 49% (41% for SR); Analyzing basic elements of an idea or theory: 90%; Synthesizing and organizing ideas: 83%; Making judgments about value of information: 85%; Applying theories or concepts: 82% (87% for SR).

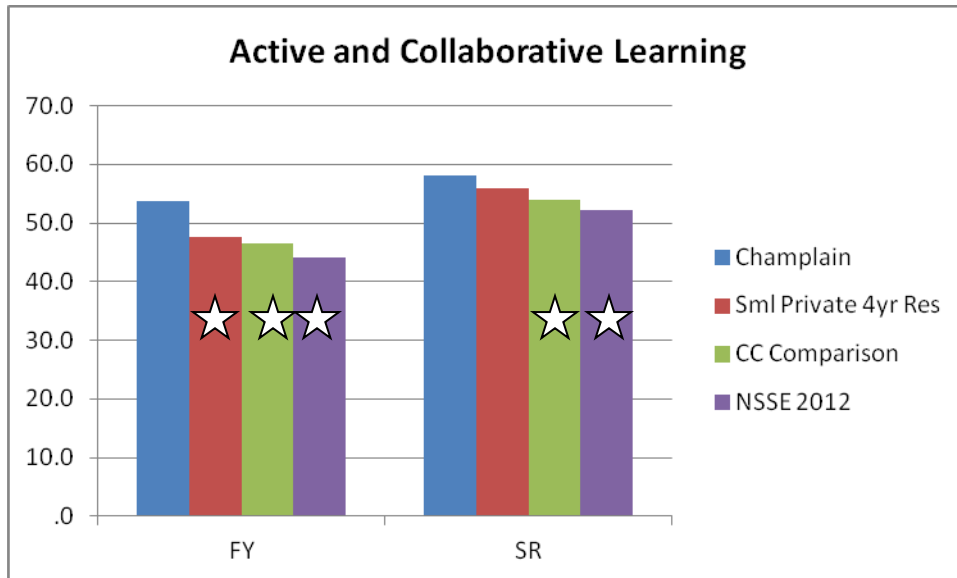
Writing: 42% of FY and 54% of SR students write more than four papers between 5 and 19 pages and 13% of FY and 54% of SR write at least one paper of at least 20 pages.

Reading: 40% of FY and 14% of SR students read more than 10 assigned books or packs of course readings; 12% of FY and 36% of SR read fewer than 5.

Exams: 40% of FY and 47% of SR students report that their exams strongly challenge them to do their best work.

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 2012 NSSE participants as a whole. Champlain seniors report a higher level of Active and Collaborative Learning than our comparison group as well as NSSE participants as a whole.



Details

Outside of class discussion: 63% of FY and 63% of SR students frequently discuss readings or ideas from courses outside of class.

Working together: 60% of FY and 67% of SR students frequently work with other students on projects in class, and 66% (FY) and 67% (SR) frequently work with peers on assignments outside of class.

Class presentations: 72% of FY and 86% of SR students frequently make presentations in class.

Community-based projects in regular courses: 24% of FY and SR students frequently participate in service-learning or community-based projects; 31% of FY and 33% of SR never take part in such activities.

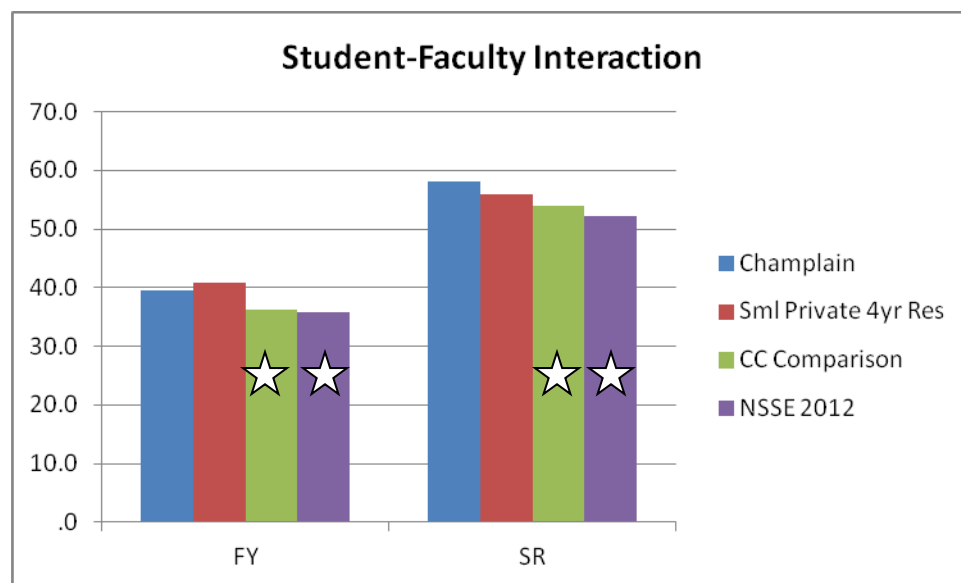
Application of learning to real life: By spring of their senior year, 75% of students participate in some form of practicum, internship, field experience, co-op, or clinical assignment.

Tutoring: 19% of seniors frequently assist their fellow students by tutoring or teaching.

In-class discussion: 81% of FY and 87% of SR students ask questions in class or contribute to class discussion.

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 is higher than the peer and NSSE the comparison groups. (This is an improvement over 2009 results, when senior ratings showed no statistical difference from comparison groups.)



Details

Accessible and supportive faculty: 93% of FY and 92% of SR students say their faculty are available, helpful and sympathetic.

Research projects with faculty: By spring of their senior year, 23% of students do research with a faculty member.

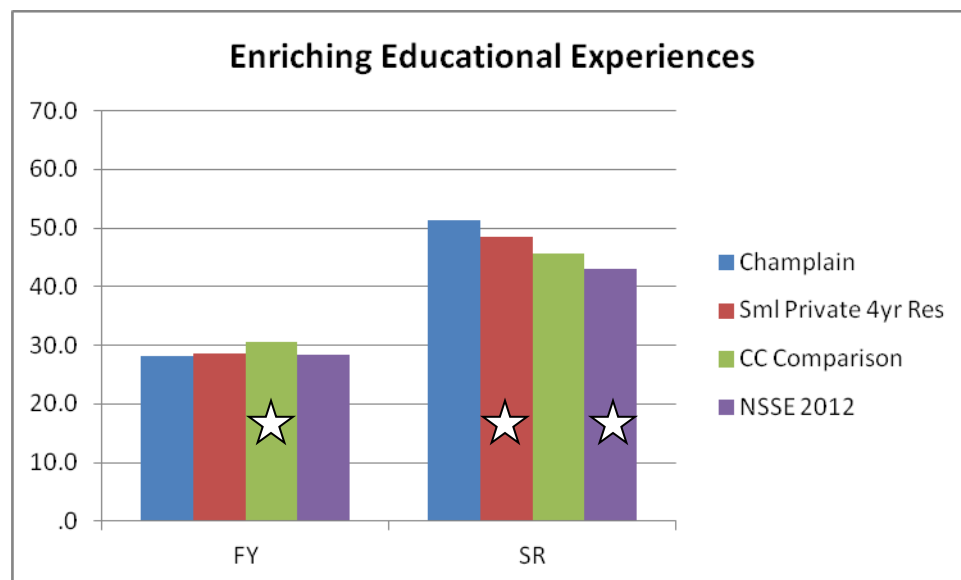
Prompt feedback on academic performance: 81% of FY and 85% of SR students frequently get prompt verbal or written feedback from faculty members.

Talk with advisors or faculty members about their career plans: 97% of seniors at least occasionally discuss career plans with faculty; 3% never talk with faculty members about career plans. 76% of FY students discuss career plans with faculty.

Work with faculty on committees and projects outside of course work: 58% of FY and 75% of SR 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 two of the three comparison groups. Champlain scores lower for SR students on this benchmark are higher than for four-year private residential colleges and NSSE participants. However, this score is improved from Champlain's 2007 and 2009 EEE result for seniors, when Champlain scored lower than small private colleges and selected peers.



Details

Learning communities: During their first year, 34% of students participate in a learning community. By spring of their senior year, 12% of students have done independent study.

Interaction with peers with different social, political, or religious views: 62% of FY and 63% of SR students 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: 46% of FY and 47% of SR students frequently have serious conversations with those of a different race or ethnicity.

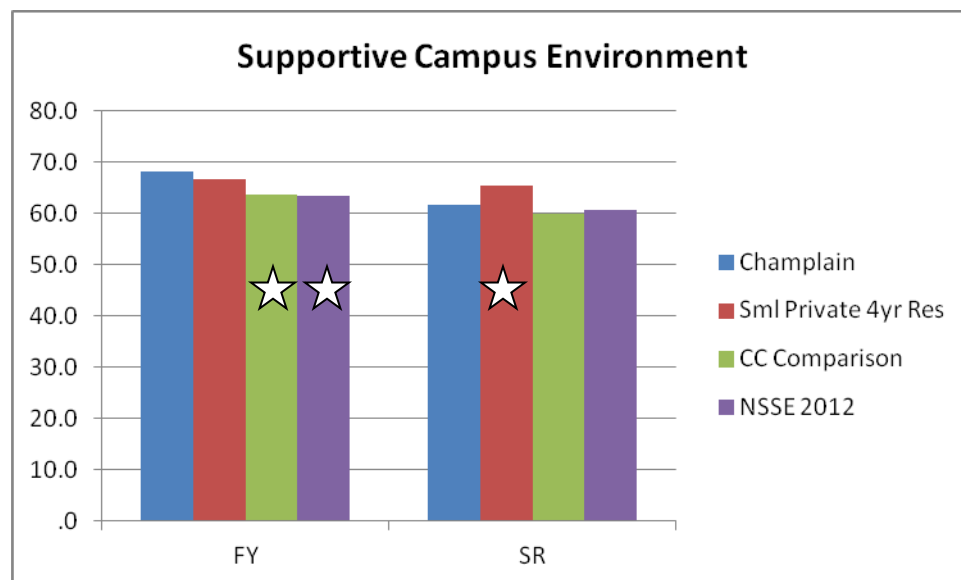
Study abroad: By their senior year, 36% of students have studied abroad.

Spirituality: 10% of FY and 12% of SR students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer.

Community service: By the time they are seniors, 61% of students participate in community service or volunteer work.

Supportive Campus Environment

Champlain's FY score for supportive campus environment is relatively high and significantly higher than the scores for the selected peer comparison group and for NSSE overall. This result shows significant improvement over 2009 in mean score and by comparison. Champlain's SCE score for seniors is slightly lower than the FY score and significantly lower than for small private residential colleges. This rating has remained flat for seniors since 2009.



Details

Getting along with other students: 84% of FY and 86% of SR students report that their peers are friendly, supportive, and give them a sense of belonging.

Overall educational experience: 93% of FY students rate their experience as good or excellent; 80% of seniors (and 91% of FY) would choose this school again if they could start their college career over.

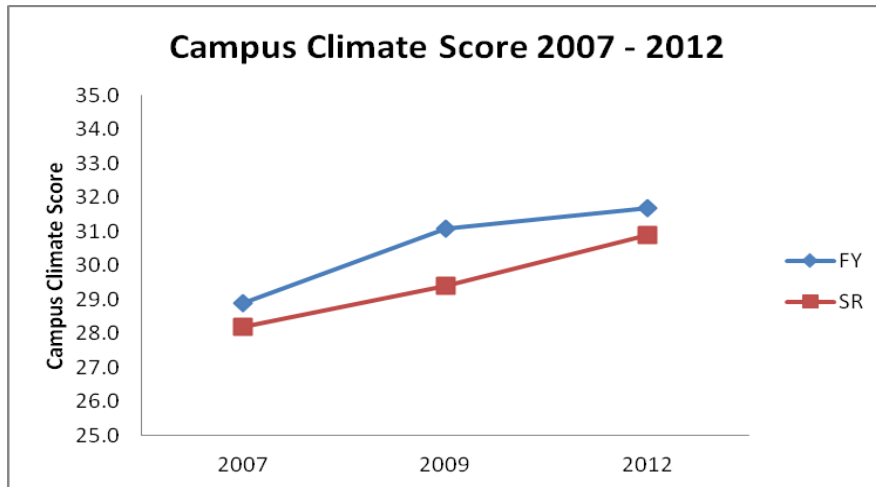
Co-curricular activities: 21% of FY and 25% of SR students spend at least 5 hours a week participating in co-curricular activities; 43% of FY and 41% of SR do not participate in such activities.

Administrators and staff: 68% of FY and 55% 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? 87% of FY and 79% of SR students feel that this institution provides substantial support for their academic success; 64% of FY and 39% of SR students perceive substantial support for their social needs.

Campus Climate Benchmark

Champlain FY students rated all of the ten “diversity and inclusion” items higher in 2012 than in 2007. Ten items make up the Campus Climate Benchmark. (See below.) Student groups, first-year (FY) or senior (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.



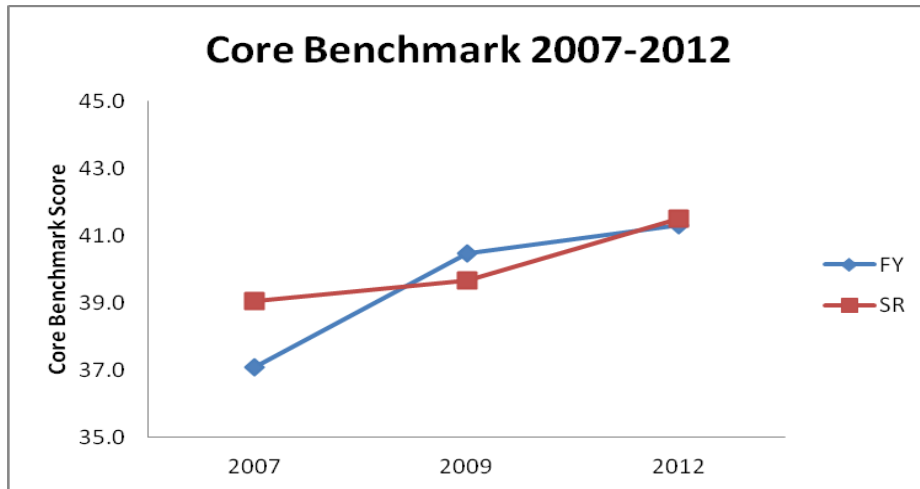
2012 Campus Climate Benchmark Items

- Diverse perspectives in assignments (FY, SR)
- Conversations with students of other race or ethnicity (FY, SR)
- Conversations with students of other beliefs or values (FY)
- Examined own views (FY, SR)
- Tried to understand other perspective (FY)
- Quality of relationships with other students (FY)
- Champlain encourages contact with different students (FY, SR)
- Champlain provides needed social support (FY)
- Learned to work effectively with others (FY)
- Learned to understand people of different racial and ethnic backgrounds

Green text indicates a group whose mean score increased. Red text indicates a group whose mean score decreased.

Core Curriculum Benchmark

Champlain's first-year and senior Core Curriculum Benchmark scores have **increased** with each administration of NSSE since 2007. Fourteen items make up the Core Curriculum Benchmark. (See below.) Student groups, first-year (FY) or senior (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.



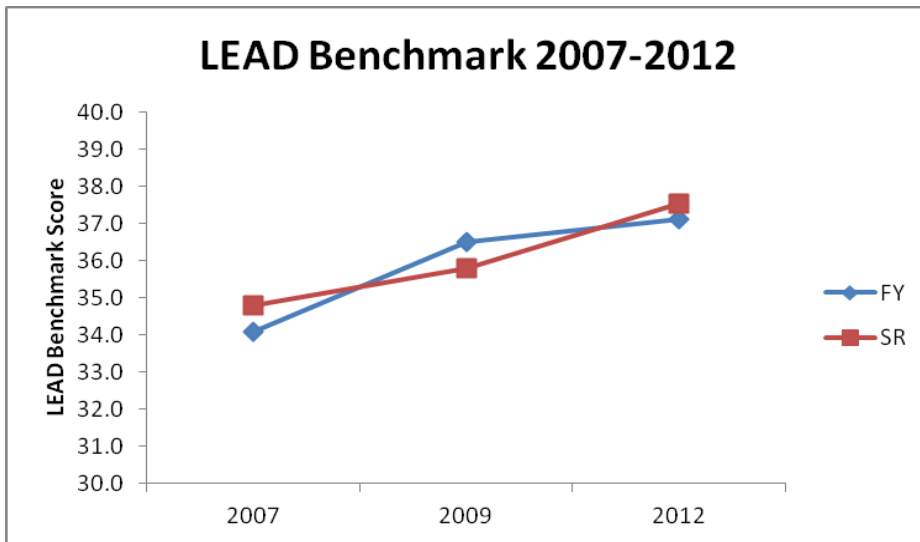
2012 CORE Benchmark Items

- Worked on a paper or project that required integrating ideas (FY)
- Included diverse perspectives in class discussion or assignments: Champlain (FY, SR)
- Put together ideas from different courses in class discussion or assignments (FY, SR)
- Synthesized and organized ideas, information or experiences (FY)
- Examined strengths and weaknesses of your own views (FY, SR)
- Tried to better understand someone else's views (FY)
- Learned something that changed the way you understand an issue or concept
- Participated in a learning community (FY)
- Acquired a broad general education (SR)
- Institution improved writing clearly and effectively (FY)
- Institution improved speaking clearly and effectively (FY)
- Institution improved learning effectively on your own
- Institution improved critical and analytical thinking
- Institution improved solving complex real-world problems (FY)

Green text indicates a group whose mean score increased. Red text indicates a group whose mean score decreased.

LEAD Benchmark

Champlain's first-year and senior LEAD Benchmark scores have increased with each administration of NSSE since 2007. Thirteen items make up the Core Curriculum Benchmark. (See 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.



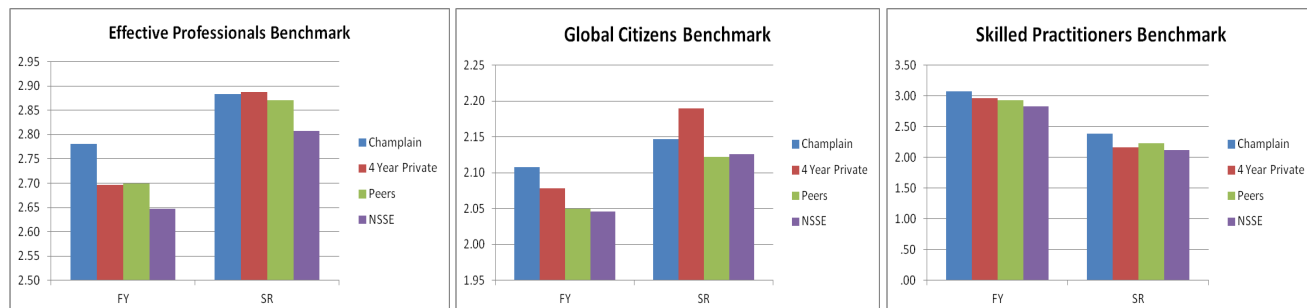
2012 LEAD Benchmark Items

- Talked about career plans with a faculty member (FY, SR)
- Conversations with students of other race or ethnicity (FY, SR)
- Conversations with students of other beliefs or values: Champlain (FY)
- Examined own views (FY, SR)
- Tried to understand other perspective: (FY)
- Learned something that changed the way you understand an issue or concept
- Community service or volunteer work: Champlain (FY)
- Quality of relationships with other students: Champlain (FY)
- Attending campus events and activities
- Acquiring job or work-related knowledge (FY, SR)
- Understanding yourself: Champlain (FY, SR)
- Developing a personal code of values and ethics (FY)
- Contributing to the welfare of your community (FY)

Green text indicates a group whose mean score increased. Red text indicates a group whose mean score decreased.

Strategic Vision Benchmarks 2012

Champlain first-year students often rate benchmark items higher compared to comparison institutions, whereas seniors more often rate them lower. Senior ratings, however, have improved relative to comparison groups in a number of areas since 2009. Champlain students do more team projects and class presentations; and acquire more job-related knowledge than do students at comparison institutions. For the first time, in 2012 Champlain seniors are participating more than comparison groups in study abroad but less in community service. 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 (**FY, SR**)
- Put together ideas or concepts from different courses for assignments or class discussions (**FY, SR**)
- Discussed ideas from your readings or classes with faculty members outside of class (**FY, SR**)
- Worked with faculty members on activities other than coursework (**FY**)
- Discussed ideas from your readings or classes with others outside of class (**SR**)
- **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 (**FY**)
- Work on a research paper with a faculty member outside of course or program requirements
- Participating in co-curricular activities (**FY, SR**)
- Writing clearly and effectively (**FY**)
- Speaking clearly and effectively (**FY**)
- Thinking critically and analytically
- Analyzing quantitative problems (**FY**)
- Working effectively with others (**FY**)

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

Global Citizen

- Included diverse perspectives in class discussions or writing assignments (FY, SR)
- 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)
- Examined the strengths and weaknesses of your own views on a topic or issue (FY, SR)
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (FY)
- Learned something that changed the way you understand an issue or concept (SR)
- Community service or volunteer work (FY)
- 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)

Skilled Practitioner

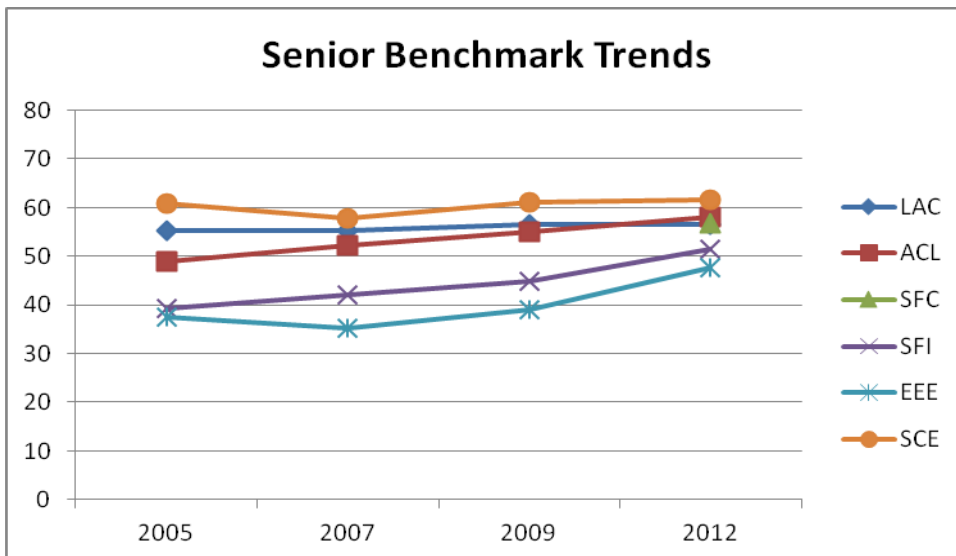
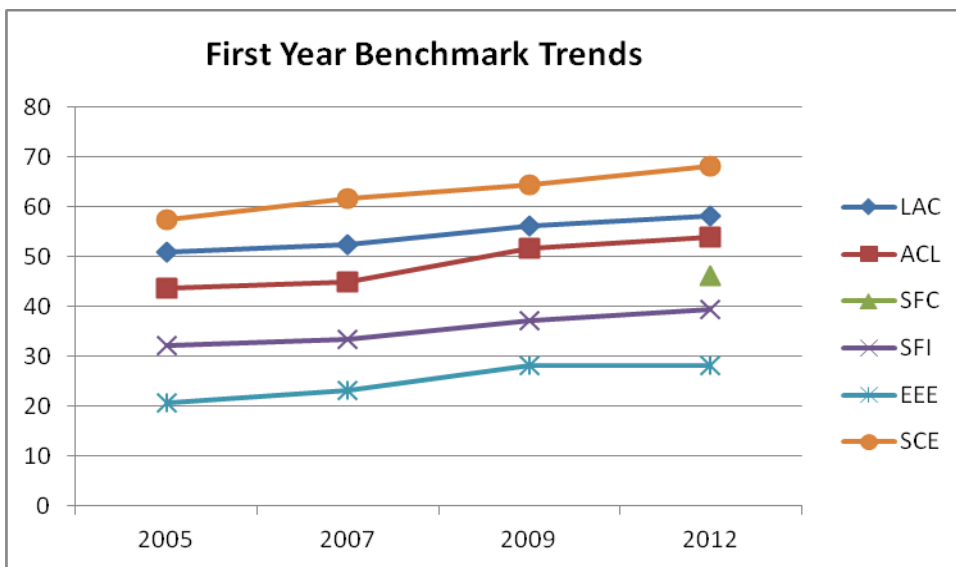
- Practicum, internship, field experience, co-op experience, or clinical assignment (SR)
- Culminating senior experience (capstone course, senior project, comprehensive exam) (SR)
- Using computers in academic work (FY, SR)
- Acquiring job or work-related knowledge and skills (FY, SR)
- Using computing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

NSSE Benchmark Means over Time

Champlain College participated in NSSE in 2002, 2005, 2007, 2009 and 2012. NSSE has recalculated scores for the past four surveys to allow more accurate comparison of institutional performance over time using the same metric.

Scores for Champlain seniors over this time have, for the most part, been higher than for first year students. One exception is the Supportive Campus Environment (SCE) cluster, for which SR scores fall below FY scores in 2007 and 2009. Another exception is Level of Academic Challenge, where FY student ratings began to overtake SR ratings in 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. LAC has remained fairly flat for SR over time.

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 rated the highest and those which they rated lowest, relative to the three comparison groups: peers, four-year private institutions and all 2012 NSSE respondents.

Highest Performing Benchmark Items Relative to Sml Private 4yr Res			Comparison Groups			
Question	Benchmark ¹	Percentage of students who...	Champlain	Sml Private 4yr Res	CC Comparison	NSSE 2012
First-Year Students						
3e.	LAC	Wrote more than 10 papers or reports of fewer than 5 pages	57%	36%	37%	29%
1b.	ACL	Made a class presentation	72%	46%	38%	36%
1q.	SFI	Received prompt written or oral feedback from faculty	81%	66%	62%	61%
1l.	EEE	Used an electronic medium to discuss or complete an assignment	72%	55%	61%	57%
7c.	EEE	Participated in a learning community	34%	17%	20%	18%
Seniors						
1s.	SFI	Worked with faculty members on activities other than coursework	47%	30%	28%	24%
1l.	EEE	Used an electronic medium to discuss or complete an assignment	78%	63%	68%	65%
7a.	EEE	Did a practicum, internship, field experience, clinical assignment	75%	58%	74%	49%
7f.	EEE	Had a study abroad experience	36%	10%	33%	14%
7h.	EEE	Completed a culminating senior experience	68%	45%	50%	33%

Lowest Performing Benchmark Items Relative to Sml Private 4yr Res			Comparison Groups			
Question	Benchmark ¹	Percentage of students who...	Champlain	Sml Private 4yr Res	CC Comparison	NSSE 2012
First-Year Students						
1o.	SFI	Talked about career plans with a faculty member or advisor	31%	41%	30%	34%
1u.	EEE	Had serious conversations w/ students of another race or ethnicity	46%	54%	57%	53%
7b.	EEE	Participated in community service or volunteer work	31%	43%	42%	40%
7e.	EEE	Completed foreign language coursework	5%	17%	25%	21%
9d.	EEE	Spent more than 5 hrs/week participating in co-curricular activities	21%	37%	43%	32%
Seniors						
3a.	LAC	Read more than 10 assigned books or book-length readings	13%	35%	34%	33%
10a.	LAC	Said the institution emphasizes studying and academic work	73%	83%	81%	82%
1n.	SFI	Discussed grades or assignments with an instructor	60%	72%	59%	60%
7e.	EEE	Completed foreign language coursework	24%	34%	42%	38%
8c.	SCE	Positively rated relationships with admin. personnel and offices	53%	67%	56%	60%

Champlain's Highest Frequency Scores (percent scoring positively, highest on top)

First-year Students

- 13. How would you evaluate your entire educational experience at this institution? (93%)
- 10g. Using computers in academic work (93%)
- 14. If you could start over again, would you go to the same institution you are now attending? (91%)
- 7a. Practicum, internship, field experience, co-op experience, or clinical assignment (91%)
- 1d. Worked on a paper or project that required integrating ideas or information from various sources (91%)
- 2b. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory (90%)
- 11e. Thinking critically and analytically (90%)
- 10b. Providing the support you need to help you succeed academically (87%)
- 1m. Used e-mail to communicate with an instructor (86%)
- 2d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods (85%)

Senior Students

- 7h. Culminating senior experience (96%)
- 1m. Used e-mail to communicate with an instructor (95%)
- 11b. Acquiring job or work-related knowledge and skills (94%)
- 10g. Using computers in academic work (92%)
- 1d. Worked on a paper or project that required integrating ideas or information from various sources (91%)
- 9g. Time spent commuting to class (91%)
- 13. How would you evaluate your entire educational experience at this institution? (91%)
- 7a. Practicum, internship, field experience, co-op experience, or clinical assignment (89%)
- 11e. Thinking critically and analytically (88%)
- 1b. Made a class presentation (88%)
- 11h. Working effectively with others (88%)

Champlain's Lowest Frequency Scores (percent scoring positively, lowest on top)

First-year Students

- 9f. Providing care for dependents living with you (3%) 📉
- 6c. Participated in activities to enhance your spirituality (10%)
- 1j. Tutored or taught other students (11%)
- 9b. Working for pay on campus (13%) 📉
- 9c. Working for pay off campus (13%) 📉
- 1f. Come to class without completing readings or assignments (17%) 📉
- 1s. Worked with faculty members on activities other than coursework (19%)
- 11i. Voting in local, state, or national elections (20%)
- 7g. Independent study or self-designed major (23%)
- 11p. Developing a deepened sense of spirituality (23%)

Senior Students

- 9f. Providing care for dependents living with you (3%) 📉
- 6c. Participated in activities to enhance your spirituality (12%)
- 1j. Tutored or taught other students (19%)
- 9b. Working for pay on campus (19%) 📉
- 7g. Independent study or self-designed major (23%)
- 1k. Participated in a community-based project as part of a regular course (24%)
- 11p. Developing a deepened sense of spirituality (28%)
- 6a. Attended an art exhibit, play, dance, music, theater, or other performance (29%)
- 7e. Foreign language coursework (30%)
- 8c. Quality of relationships with administrative personnel and offices (31%)
- 11i. Voting in local, state, or national elections (31%)

College-Wide Results: Item Comparison 2009 to 2012

We performed statistical tests (independent samples T-test) to determine which items had a statistically significant difference in average student rating between 2009 and 2012. The comparison is made between students at a given class level, i.e. 2009 versus 2012 first-year students or 2009 versus 2012 seniors.

Traditional first-year and senior students rated a number of items over a wide range of topics higher in 2012 than did 2009 students. Ratings showed a decline in only a few areas, mainly related to course workload and preparation.

Traditional Students 2009 to 2012 – Areas of Improvement:

- Made a class presentation (SR 3.11 -> 3.31)
- Worked with classmates outside of class to prepare class assignments (FY 2.64 -> 2.84; SR 2.76 -> 3.01)
- Tutored or taught other students (SR 1.56 -> 1.84)
- Participated in a community-based learning project as part of a regular course (FY 1.79 -> 2.02)
- Used an electronic medium to discuss or complete an assignment (FY 2.80 -> 2.97)
- Talked about career plans with a faculty member or advisor (SR 2.53 -> 2.87)
- Worked with faculty on activities other than coursework (SR 1.91 -> 2.36)
- Participated in a learning community or similar group (SR 2.44 -> 2.68)
- Studied abroad (2.34 -> 2.73)
- Participated in a culminating senior experience (SR 2.97 -> 3.65)
- Examinations during the past year challenged student to do best work (FY 4.95-> 5.18)
- Time spent preparing for class (FY 3.76 -> 4.03)
- Entire educational experience at this institution (FY 3.30 -> 3.45)
- Would attend the same college if student could start all over again (FY 3.31 -> 3.49)
- Time spent working for pay on campus (SR 1.69 -> 2.14) 📈
- The college helps student cope with non-academic responsibilities (SR 2.02 -> 2.25)
- The institution has contributed to acquiring work-related knowledge and skills (SR 3.31 -> 3.49)
- The institution has contributed to a greater understanding yourself (SR 2.84 -> 3.13)
- The institution has contributed to a greater understanding people of other racial and ethnic backgrounds (SR 2.41 -> 2.71)

Traditional Students 2009 to 2012 – Areas of Decline:

- Worked with other students on projects during class (FY 2.94 -> 2.72)
- Experience at Institution contributed to participation in voting (FY 2.70 -> 1.73)
- Experience at Institution contributed to development of a deepened sense of spirituality (FY 2.06 -> 1.86)
- Came to class without completing readings or assignments (SR 2.07 -> 2.28) 📉
- Completed community service or volunteer work (SR 3.64 -> 3.35)
- Time spent working for pay off campus (SR 4.18 -> 3.11) 📉
- Time spent providing care for live-in dependents (SR 2.06 -> 1.40) 📉
- Voting in local, state, or national elections (SR 2.30 -> 2.06)

Gender Comparisons 2012

First-year males rated seven items higher than did first-year females. First-year female students rated six items higher. Senior males rated one item higher than did senior females. However, senior female students rated 16 items higher.

First-Year Men Rate these Items Higher than First-Year Women

Worked with other students on projects during class (2.86, 2.56)
Discussed ideas from your readings or classes with faculty members outside of class (2.20, 1.85)
Relationships with administrative personnel and offices (5.28, 4.75)
Participating in co-curricular activities (1.98, 1.72)
Time spent relaxing and socializing (4.55, 4.00)
The College helped me in my ability to use computing and information technology (3.29, 3.02)
Quality of academic advising (3.35, 3.06)

First-Year Women Rate these Items Higher than First-Year Men

Worked harder than you thought you could to meet an instructor's standards or expectations (2.70, 2.91)
Number of assigned textbooks, books, or book-length packs of course readings (3.30, 3.60)
Number of books read on your own for personal enjoyment or academic enrichment (1.91, 2.20)
Community service or volunteer work (2.87, 3.13)
Working for pay on campus (1.55, 1.99)
Spending significant amounts of time studying and on academic work (2.92, 3.14)

Senior Men Rate these Items Higher than Senior Women

Had serious conversations with students of a different race or ethnicity than your own (2.73, 2.36)

Senior Women Rate these Items Higher than Senior Men

Made a class presentation (3.18, 3.42)
Prepared two or more drafts of a paper or assignment before turning it in (2.06, 2.44)
Number of assigned textbooks, books, or book-length packs of course readings (2.56, 2.95)
Examinations during the current school year have challenged you to do your best work (3.46, 3.80)
Community service or volunteer work (3.12, 3.53)
Culminating senior experience (3.42, 3.83)
The College provides the support you need to help you succeed academically (2.86, 3.13)
The College helps you cope with your non-academic responsibilities (2.05, 2.40)
The College helped me learn to write clearly and effectively (3.20, 3.39)
The College helped me learn to think critically and analytically (3.20, 3.46)
The College helped me learn to work effectively with others (3.11, 3.53)
The College helped me learn to solve complex real-world problems (2.84, 3.13)
The College helped me develop a personal code of values and ethics (2.67, 3.27)
The College helped me learn to contribute to the welfare of your community (2.44, 2.80)
Quality of academic advising (2.91, 3.28)
If you could start over again, would you go to the same institution you are now attending? (2.87, 3.33)

Divisional Comparisons 2012

The Assessment Office tested the NSSE raw data with ANOVA 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. The populations were analyzed by class level (FY separate from SR).

We also performed statistical tests (independent samples T-test) to determine which items had a statistically significant difference in average student rating between 2009 and 2012 for each Division. The comparison is made between students at a given class level, i.e. 2009 versus 2012 first-year students or 2009 versus 2012 seniors.

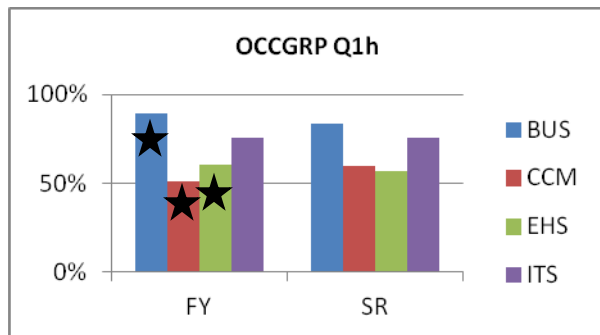
Academic Affairs will provide mean data for each division in auxiliary files.

Number of Respondents by Division:

Group	2012		2009		2007	
	FY	SR	FY	SR	FY	SR
Champlain Traditional	213	127	234	143	204	118
BUS Division	32	24	62	54	49	38
BUSI Program	14	12	20	27	28	18
CCM Division	86	57	90	40	73	22
GDDM Program	14	19	19	14	27	13
EHS Division	48	20	34	28	43	27
EDUC Program	16	9	18	16	17	16
ITS Division	47	26	48	20	31	10

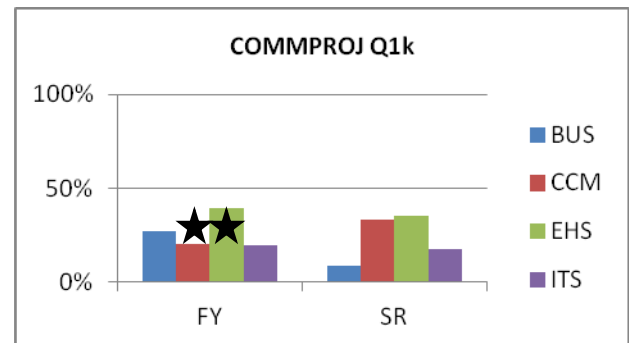
The following items show statistically significant average ratings differences between two or more divisions. Stars indicate groups showing statistically significant differences.

Item 1h: Worked with classmates outside of class to prepare class assignments



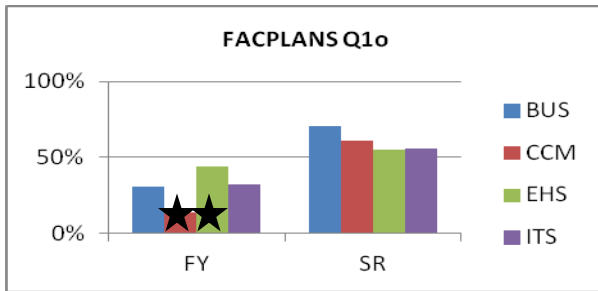
The ratings from BUS Division FY students are significantly higher than those by students in CCM and EHS.

Item 1k: Participated in a community-based project (e.g. service learning) as part of a regular course



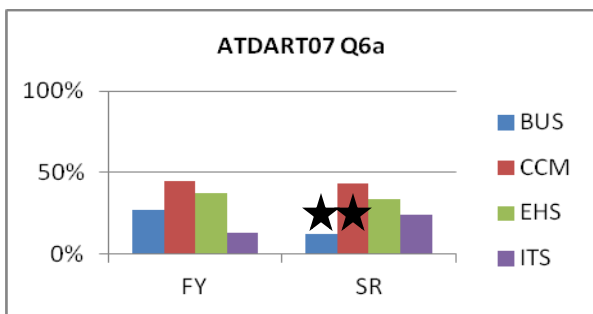
FY EHS students participate in community-based projects more often than do FY CCM students.

Item 1o: Talked about career plans with a faculty member or advisor



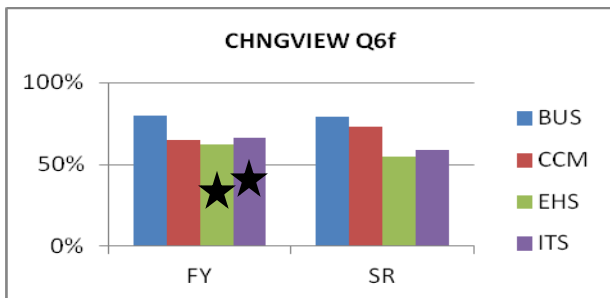
Ratings by FY CCM division students are significantly lower than ratings by FY EHS students.

Item 6a: Attended an art exhibit, play, dance, music, theater, or other performance



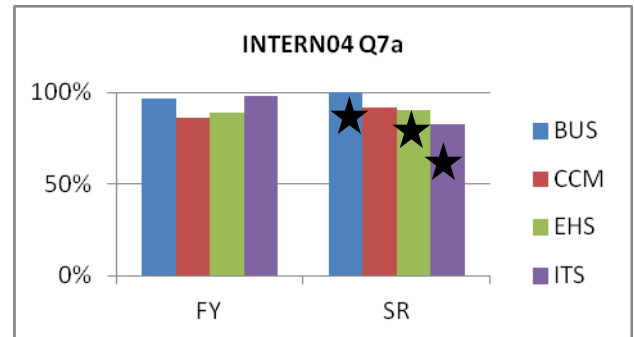
Ratings by SR BUS Division students are lower than ratings by SR CCM Division students.

Item 6f: Learned something that changed the way you understand an issue or concept



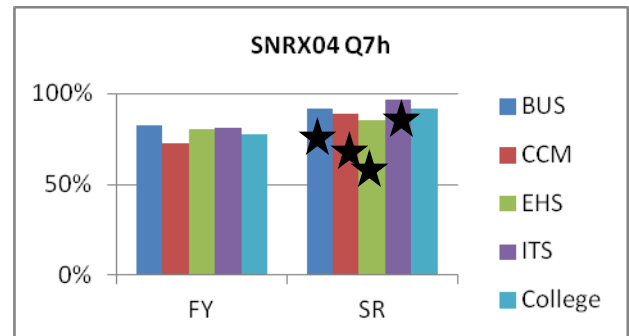
FY ITS students report that they have learned something that changes the way they understand a concept or issue at a higher level than do FY EHS students.

Item 7a: Practicum, internship, field experience, co-op experience, or clinical assignment



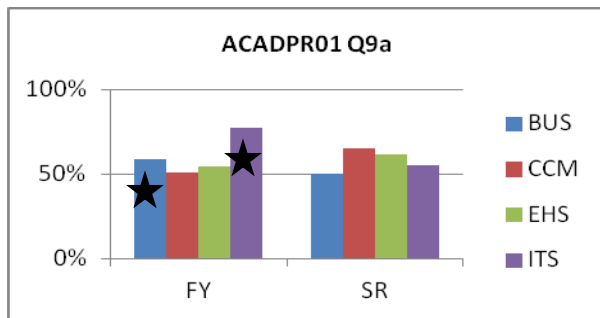
SR BUS students report participating in a practicum experience at a higher rate than do seniors in EHS and ITS. EHS seniors report participating in a practicum experience at a higher rate than do ITS seniors.

Item 7h: Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)



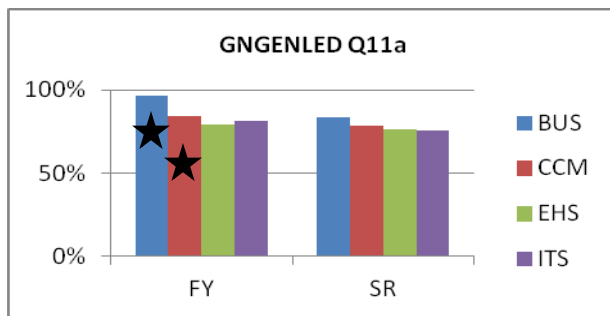
Senior ITS students report higher participation in a culminating senior experience than do seniors from the three other divisions.

Item 9a: Preparing for class (studying, reading, writing, doing homework or lab work, etc.)



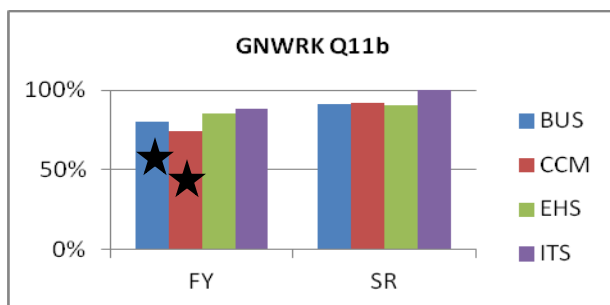
FY ITS students spend significantly more time than FY BUS students preparing for class.

Item 11a: Acquiring a broad general education



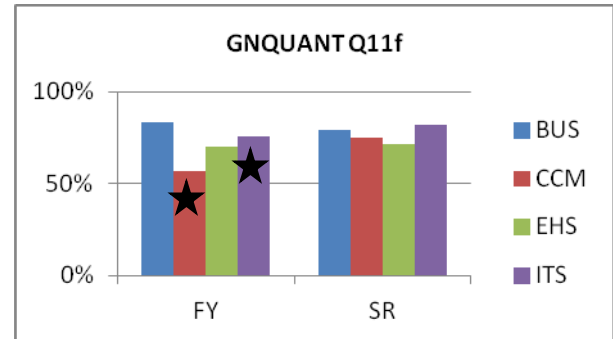
FY BUS students report that the College helps acquire a broad general education at a higher level than do FY CCM students.

Item 11b: Acquiring job or work-related knowledge and skills



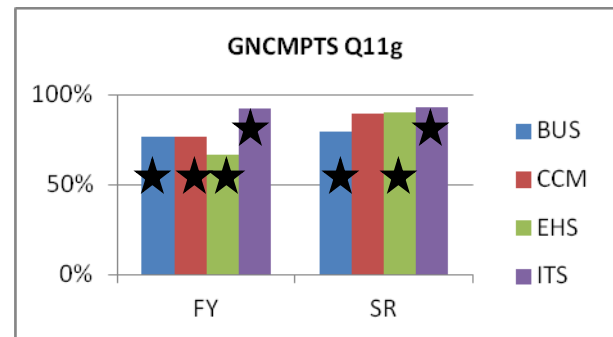
FY BUS students report that the College helps acquire work-related knowledge and skills at a higher level than do FY CCM students.

Item 11f: Analyzing quantitative problems



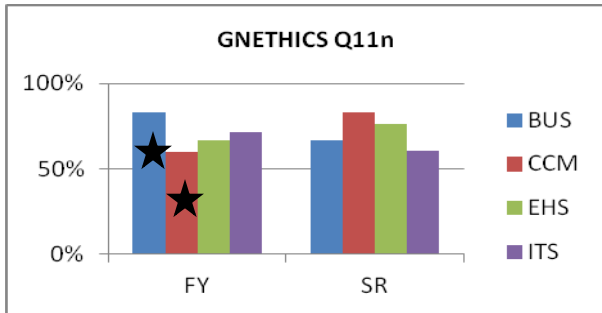
Time spent analyzing quantitative problems is significantly lower for FY CCM students than for ITS students.

Item 11g: Using computing and information technology



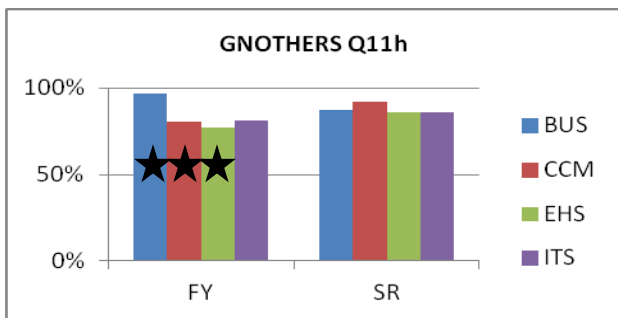
FY ITS students report that the College helps them gain knowledge in the use of computing at a higher level than do FY students in the other three divisions. SR ITS students rate this item higher than do SR BUS and EHS students.

Item 11n: Developing a personal code



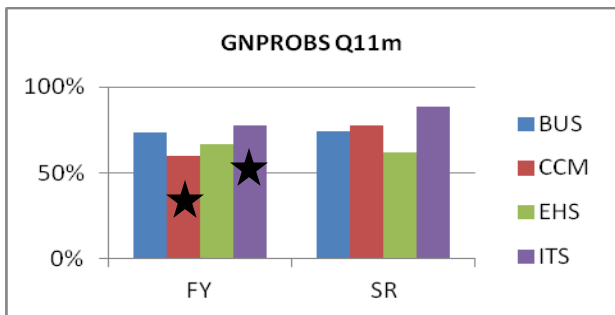
FY BUS students report that the College helps develop a personal code at a higher level than do FY CCM students.

Item 11h: Working effectively with others



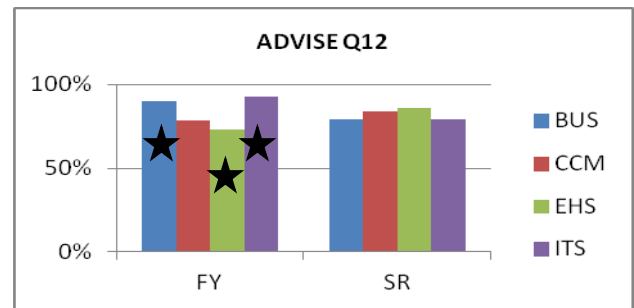
FY BUS students report that the College helps develop the ability to work effectively with others at a higher level than do FY CCM and EHS students.

Item 11m: Solving complex real-world problems



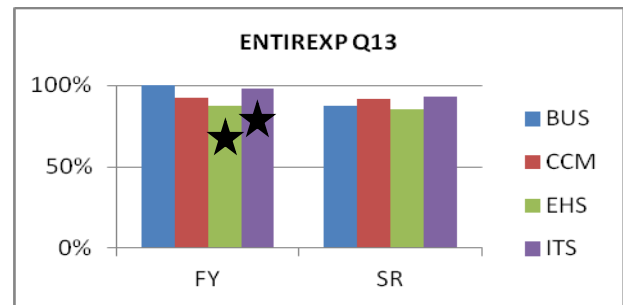
FY ITS students report that the College helps acquire a the ability to solve complex real-world problems at a higher level than do FY CCM students.

Item 12: Overall, how would you evaluate the quality of academic advising you have received?



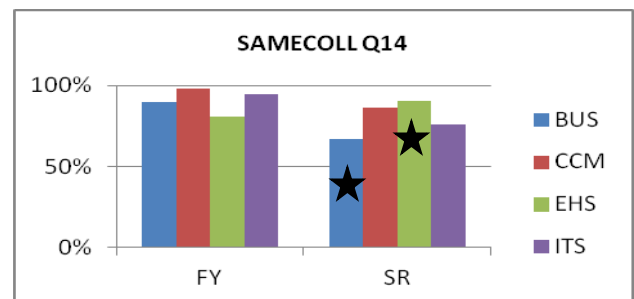
FY BUS students rate the quality of academic advising higher than EHS students, but lower than ITS students. FY ITS students rate academic advising higher than EHS and BUS students.

Item 13: How would you evaluate your entire educational experience at this institution?



FY ITS students rate their entire college experience higher than do FY CCM students.

Item 14: If you could start over again, would you go to the same institution you are now attending?



SR EHS Student rate the "same college" item significantly higher than do SR BUS students.

Division of Business 2009 to 2012 Comparison

Areas of Improvement:

Made a class presentation (FY 2.95 -> 3.29)
Worked with classmates outside of class to prepare class assignments (FY 2.82 -> 3.24)
Examinations during the current school year challenged you to do your best work (FY 5.07 -> 5.51)
Culminating senior experience (FY 1.80 -> 2.56; SR 3.16 -> 3.72)
The institution has contributed to acquiring a broad general education (FY 3.11 -> 3.50)
The institution has contributed to skill in working effectively with others (FY 3.24 -> 3.63)
How would you evaluate your entire educational experience at this institution? (FY 3.16 -> 3.61)
If you could start over again, would you go to the same institution? (FY 3.09 -> 3.58)

Areas of Decline:

Voting in local, state, or national elections (FY 2.67 -> 1.68; SR 2.55 -> 1.75)
Participated in a community-based project as part of a regular course (SR 2.19 -> 1.70)
Coursework emphasizes synthesizing and organizing ideas, information, or experiences (SR 3.26 -> 2.90)
Coursework emphasizes making judgments about value of information, arguments, methods (SR 3.33 -> 3.17)
Coursework emphasizes applying theories or concepts to practical problems or new situations (SR 3.46 -> 3.17)
Attended an art exhibit, play, dance, music, theater, or other performance (SR 2.28 -> 1.72)
Foreign language coursework (SR 2.65 -> 2.07)
The institution has contributed to willingness to contribute to the welfare of your community (SR 2.84 -> 2.46)
Quality of academic advising (SR 3.37 -> 3.04)
If you could start over again, would you go to the same institution? (SR 3.29 -> 2.75)

Business Majors 2009 to 2012 Comparison

Areas of Improvement:

Participated in a community-based project as part of a regular course (FY 1.43 -> 1.94)
Coursework emphasizes making judgments about value of information, arguments, methods (FY 3.05 -> 3.56)
Culminating senior experience (FY 1.86 -> 2.50)
The institution has contributed to acquiring a broad general education (FY 2.90 -> 3.62)
How would you evaluate your entire educational experience at this institution? (FY 2.90 -> 3.46)

Areas of Decline:

Voting in local, state, or national elections (FY 2.70 -> 1.92; SR 2.55 -> 1.58)
Coursework emphasizes analyzing the basic elements of an idea, experience, or theory (SR 3.40 -> 3.00)
Coursework emphasizes synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (SR 3.29 -> 2.85)
Attended an art exhibit, play, dance, music, theater, or other performance (SR 2.26 -> 1.94)
Community service or volunteer work (SR 3.82 -> 3.38)
Using computing and information technology (SR 3.52 -> 2.92)
Contributing to the welfare of your community (SR 2.79 -> 2.17)

Business Majors: Comparison to Rest of College*

Areas higher than College:

Exercised or participated in physical fitness activities (BUSI FY 3.38 vs 2.62)

The institution has contributed to my ability to learn effectively on my own (BUSI FY 3.46 vs 2.88)

Areas lower than College:

Worked with faculty members on activities other than coursework (BUSI SR 1.58 vs 2.43)

Attended an art exhibit, play, dance, music, theater, or other performance (BUSI SR 1.54 vs 2.15)

*Significance tested with independent samples T-test ($p < 0.010$)

Division of Communication and Creative Media 2009 to 2012 Comparison

Areas of Improvement:

Examinations during the current school year challenged you to do your best work (FY 4.76 -> 5.09)
Quality of relationships with administrative personnel and offices (FY 4.70 -> 5.13)
Spending significant amounts of time studying and on academic work (2.74 -> 2.95)
Worked with faculty members on activities other than coursework (1.92 -> 2.52)
Culminating senior experience (SR 2.89 -> 3.82)
The institution has contributed to ability to write clearly and effectively (SR 3.03 -> 3.35)
The institution has contributed to ability to think critically and analytically (SR 3.03 -> 3.40)
The institution has contributed to ability to learn effectively on your own (SR 2.74 -> 3.22)
The institution has contributed to understanding yourself (SR 2.60 -> 3.16)
Understanding people of other racial and ethnic backgrounds (SR 2.14 -> 2.73)
Solving complex real-world problems (SR 2.57 -> 3.07)
Developing a personal code of values and ethics (SR 2.68 -> 3.11)
How would you evaluate your entire educational experience at this institution? (SR 2.97 -> 3.30)

Areas of Decline:

Worked with other students on projects during class (FY 2.96 -> 2.62)
Voting in local, state, or national elections (FY 2.62 -> 1.82)
Community service or volunteer work (SR 3.73 -> 3.25)

Graphic Design and Digital Media Majors 2009 to 2012 Comparison

Areas of Improvement:

Asked questions in class or contributed to class discussions (FY 3.00 -> 3.63)
Number of problem sets that take you less than an hour to complete (FY 2.28 -> 2.94)
Examined the strengths and weaknesses of your own views on a topic or issue (FY 2.00 -> 2.94)
Working for pay on campus (FY 1.00 -> 1.63) 🖱️
Participating in co-curricular activities (FY 1.22 -> 1.81)
Worked with faculty members on activities other than coursework (SR 1.93 -> 2.79)
Culminating senior experience (SR 3.07 -> 3.95)
The institution has contributed to understanding yourself (SR 2.46 -> 3.26)
The institution has contributed to understanding people of other racial and ethnic backgrounds (SR 2.08 -> 2.89)
Quality of academic advising (SR 2.86 -> 3.37)
Entire educational experience at this institution (SR 2.86 -> 3.32)
If you could start over again, would you go to the same institution? (SR 2.71 -> 3.37)

Areas of Decline:

Asked questions in class or contributed to class discussions (FY 2.02 -> 1.80)
Worked with other students on projects during class (FY 3.21 -> 2.56)

Game Majors 2009 to 2012 Comparison

Areas of Improvement:

Made a class presentation (FY 2.52 -> 3.10)

Relationships with administrative personnel and offices (FY 4.46 -> 5.33)

The institution has contributed to acquiring a broad general education (FY 2.67 -> 3.26)

Tutored or taught other students (SR 1.45 -> 2.23)

The institution has contributed to my ability to think critically and analytically (SR 2.77 -> 3.46)

Areas of Decline:

Exercised or participated in physical fitness activities (FY 2.81 -> 2.31)

Community service or volunteer work (FY 3.15 -> 2.67; SR 3.62 -> 2.67)

Used e-mail to communicate with an instructor (SR 3.77 -> 3.23)

Professional Writing Majors 2009 to 2012 Comparison*

Areas of Improvement:

None

Areas of Decline:

Worked with other students on projects during class (FY 3.07 -> 2.38)

Number of written papers or reports of fewer than 5 pages (FY 4.42 -> 3.18)

Exercised or participated in physical fitness activities (FY 3.17 -> 2.24)

Work on a research project with a faculty member outside of course or program requirements (FY 2.33 -> 1.50)

Voting in local, state, or national elections (FY 2.58 -> 1.75)

*There are too few senior respondents to allow a year-to-year comparison; only first-year students are compared

Graphic Design Majors: Comparison to Rest of College**

Areas higher than College:

Culminating senior experience (GDDM SR 3.95 vs 3.60)
Relationships with other students (GDDM SR 6.26 vs 5.66)

Areas lower than College:

Worked with classmates outside of class to prepare class assignments (GDDM FY 2.19 vs 2.89)
Time spent relaxing and socializing (GDDM FY 3.44 vs 4.36) 📵
Time spent commuting to class (GDDM FY 1.44 vs 1.92) 📵
Quality of academic advising (GDDM FY 2.64 vs 3.25)
Number of written papers or reports between 5 and 19 pages (GDDM SR 1.84 vs 2.74)
Number of written papers or reports of fewer than 5 pages (GDDM SR 2.47 vs 3.38)

Game Majors: Comparison to Rest of College**

Areas higher than College:

Foreign language coursework (Game SR 3.15 vs 2.36)

Areas lower than College:

Prepared two or more drafts of a paper or assignment before turning it in (Game FY 2.27 vs 2.78)
Used e-mail to communicate with an instructor (Game FY 2.96 vs 3.42)
Number of assigned textbooks, books, or book-length readings (Game SR 2.15 vs 2.84)
Number of written papers or reports of 20 pages or more (Game SR 1.15 vs 1.67)
Number of problem sets that take you less than an hour to complete (Game SR 1.77 vs 2.63)
Practicum, internship, field experience, co-op experience, or clinical assignment (Game SR 2.92 vs 3.73)

Professional Majors†: Comparison to Rest of College**

Areas higher than College:

Working for pay on campus (PWRT FY 3.25 vs 1.64) 📵

Areas lower than College:

Participated in a community-based project (PWRT FY 1.47 vs 2.07)

**Significance tested with independent samples T-test ($p < 0.010$)

† There are too few seniors allow a year-to-year comparison; only first-year students are compared

Division of Education and Human Services 2009 to 2012 Comparison

Areas of Improvement:

Number of written papers or reports between 5 and 19 pages (FY 2.38 -> 2.87)
Culminating senior experience (FY 2.12 -> 2.73; SR 2.86 -> 3.70)
Working for pay on campus (FY 2.12 -> 2.73) 📈

Areas of Decline:

Worked with other students on projects during class (FY 3.06 -> 2.65)
The institution has contributed to skill in working effectively with others (FY 3.45 -> 3.06)
Voting in local, state, or national elections (FY 2.75 -> 1.67)
The institution has contributed to skill in learning effectively on your own (3.25 -> 2.88)

Education Majors 2009 to 2012 Comparison

Areas of Improvement:

Worked with classmates outside of class to prepare class assignments (FY 2.56 -> 3.20)
Number of written papers or reports between 5 and 19 pages (FY 2.33 -> 3.06)
Relationships with faculty members (FY 5.50 -> 6.18)
Working for pay on campus (FY 1.06 -> 1.88) 📈
Participating in co-curricular activities (FY 1.61 -> 2.29)
Worked on a paper or project that required integrating ideas or information (SR 3.31 -> 3.78)
Exercised or participated in physical fitness activities (SR 2.56 -> 3.33)

Areas of Decline:

Coursework emphasizes memorizing facts, ideas, methods from your courses and readings (FY 2.94 -> 2.18) 📉
Voting in local, state, or national elections (FY 2.71 -> 1.56)
Number of problem sets that take you less than an hour to complete (SR 2.94 -> 1.78)
Relationships with faculty members (SR 6.31 -> 5.11)
Relationships with administrative personnel and offices (SR 5.44 -> 3.89)

Psychology Majors 2009 to 2012 Comparison*

Areas of Improvement:

Participated in a community-based project (FY 1.33 -> 2.25)
Examined the strengths and weaknesses of your own views on a topic or issue (FY 3.00 -> 3.33)
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (FY 2.67 -> 3.50)

Areas of Decline:

Worked on a paper or project that required integrating ideas or information (FY 4.00 -> 3.54)
Number of problem sets that take you less than an hour to complete (FY 4.17 -> 2.50)
Exercised or participated in physical fitness activities (FY 3.17 -> 2.09)
Community service or volunteer work (FY 3.80 -> 3.17)
Relationships with faculty members (FY 6.60 -> 5.52)
Time spent relaxing and socializing (FY 6.00 -> 3.64) 📉
The institution has contributed to skill in using computers in academic work (FY 4.00 -> 3.10)
The institution has contributed to my acquiring a broad general education (FY 3.60 -> 2.80)

The institution has contributed to my ability to write clearly and effectively (FY 3.80 -> 2.90)
The institution has contributed to my ability to speak clearly and effectively (FY 3.80 -> 2.90)
The institution has contributed to my ability to use computing and information technology (FY 3.60 -> 2.70)
The institution has contributed to my ability to work effectively with others (FY 3.80 -> 2.70)
The institution has contributed to my voting in local, state, or national elections (FY 3.20 -> 1.60)
The institution has contributed to my ability to learn effectively on my own (FY 3.40 -> 2.60)
Quality of academic advising (FY 3.40 -> 2.60)

*There are too few seniors allow a year-to-year comparison; only first-year students are compared

Psychology† Majors: Comparison to Rest of College**

Areas higher than College:

None

Areas lower than College:

Worked with classmates outside of class to prepare class assignments (PSYC FY 2.31 vs 2.87)

**Significance tested with independent samples T-test ($p < 0.010$)

[NOTE: For EDUC majors, no differences had a significance of $p < 0.01$]

† There are too few senior respondents allow a year-to-year comparison; only first-year students are compared

Division of Information Technology and Science 2009 to 2012 Comparison

Areas of Improvement:

Practicum, internship, field experience, co-op experience, or clinical assignment (FY 2.85 -> 3.14)

Worked with classmates outside of class to prepare class assignments (SR 2.41 -> 3.17)

Independent study or self-designed major (FY 2.85 -> 3.14)

Culminating senior experience (FY 2.21 -> 2.63; SR 2.86 -> 3.70)

Providing the support you need to help you succeed academically (FY 3.09 -> 3.42)

The institution has contributed to acquiring job or work-related knowledge and skills (FY 3.17 -> 3.55)

The institution has contributed to ability to think critically and analytically (FY 3.17 -> 3.51)

The institution has contributed to ability to solve complex real-world problems (FY 2.87 -> 3.21)

The institution has contributed to ability to use computing and information technology (SR 3.29 -> 3.77)

The institution has contributed to ability to understand yourself (2.35 -> 2.96)

Used an electronic medium to discuss or complete an assignment (FY 2.90 -> 3.52)

Worked harder than you thought you could to meet an instructor's standards or expectations (2.19 -> 2.72)

Had serious conversations with students of a different race or ethnicity than your own (SR 2.19 -> 2.72)

Coursework emphasizes analyzing the basic elements of an idea, experience, or theory (SR 2.86 -> 3.38)

Study abroad (SR 2.05 -> 2.61)

Time spent commuting (SR 1.86 -> 2.37) 🚗

The institution has contributed to ability to think critically and analytically (SR 2.81 -> 3.28)

Areas of Decline:

Voting in local, state, or national elections (FY 2.89 -> 1.67)

The institution has contributed to developing a deepened sense of spirituality (FY 2.30 -> 1.68)

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.