

ADELPHI UNIVERSITY



*Results of the Spring 2007
National Survey of Student Engagement
(NSSE)*

*Summary of Highlights and
Implications for Strategic Planning*

*Office of Research, Assessment and Planning
October 2007*

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National Survey of Student Engagement (NSSE 2007)

Summary of Highlights and Implications for Strategic Planning

Since 2000, the National Survey of Student Engagement (NSSE) has collected data from first-year students and seniors at four-year colleges and universities across the United States. NSSE results are intended to assist institutions in assessing the extent to which their students engage in a variety of educational practices that are empirically linked to positive learning and development outcomes. Adelphi University has participated in the NSSE survey since its inception in 2000 (with the exception of 2006). In spring 2007, both paper- and web-based questionnaires were sent to a group of randomly selected Adelphi students, and 192 of them completed these surveys. The overall response rate was 33%. Students' responses were compared to those from doctoral peer institutions in Adelphi's Carnegie classification and to all national respondents.

Survey Highlights

Respondent characteristics

- Of the 192 Adelphi students included in the 2007 analysis, 88 were first-year students and 104 were seniors.
- Compared to the general undergraduate student population, Adelphi's 2007 NSSE respondents were broadly representative of Adelphi's freshmen and seniors as a whole. The main differences were that a higher proportion of all respondents were women; there were some differences (ranging from 0.6-4.8%) for various race/ethnic groups between respondents and the population; more freshmen respondents and fewer seniors lived off-campus; and students enrolled in the Honors College were overrepresented while respondents enrolled in the School of Nursing were underrepresented.

Adelphi respondents and the comparison groups

- Demographically, larger proportions of Adelphi respondents were female and Black, and more seniors were Asian, as compared to their peers.
- In contrast to the comparison groups, a considerably larger proportion of Adelphi respondents were commuters.
- Adelphi's senior respondents were older than seniors in the comparison groups and much more likely to be transfer students and enrolled part time.

The five survey benchmarks

Approximately eighty individual items are included in the NSSE 2007 survey. Just over half of these items are grouped into five benchmarks, each of which is expressed in a 100-point scale. In creating the benchmarks, NSSE researchers intended to reduce the bulk of questions on the survey to a limited number of self-evident concepts. The five NSSE benchmarks are: 1) *level of academic challenge*, 2) *active and collaborative learning*, 3) *student-faculty interaction*, 4) *enriching educational experiences*, and 5) *supportive campus environment*.

Benchmark 1: Level of Academic Challenge

- Freshmen scores on this benchmark increased slightly from previous years and remained somewhat higher than those of their doctoral peers and all national respondents.
- Compared to their peers nationally, Adelphi freshmen were assigned significantly more books and course readings, and a larger proportion reported that their institution emphasized synthesizing and organizing ideas and information into new, more complex interpretations. Senior scores on this benchmark declined slightly this year, especially when compared to 2005; however, they were slightly higher than the scores of the comparison groups. On a positive note, Adelphi seniors conveyed a higher level of academic challenge, in that significantly more than in the comparison groups agreed that they had worked harder than they thought they could to meet an instructor's expectations.
- On the related items, a slightly higher proportion of Adelphi freshmen reported analyzing quantitative problems, solving complex real-world problems, and working on problem sets than in previous years. They were also more likely than their peer groups to report coming to class prepared (i.e., completing readings or assignments), although they were less likely to prepare drafts of a paper before turning it in. However, there was a drop in freshmen reporting emphasis on speaking clearly and effectively, and their scores on this item were significantly lower than their national counterparts.
- Senior ratings on the general education-related items (writing, speaking, critical thinking, quantitative analysis, and solving real-world problems), reached their highest levels in 2007. Adelphi senior responses to most items were roughly equivalent to those of their peers; however, they were significantly less likely than their peers to report combining ideas from different courses and working on problem sets.

Benchmark 2: Active and Collaborative Learning

- The freshman mean score on this benchmark increased compared to previous years. Senior scores fell from their 2005 level, while remaining equivalent or higher than the scores in prior years. In addition, the scores of Adelphi's freshmen and seniors were notably lower than those of both comparison groups. Adelphi freshmen reported significantly fewer experiences working with classmates both during and outside of class than their comparison groups. Similarly, seniors reported significantly less collaborative learning, including in-class and out-of-class collaborations on projects and tutoring other students.

Benchmark 3: Student-Faculty Interaction

- Similarly to the second benchmark, Adelphi freshmen and senior responses to the third benchmark items followed two distinctly different paths. The 2007 freshmen score increased and was higher than those of the comparison groups. Conversely, although Adelphi's 2007 senior score declined compared to 2005, it remained higher than 2004 (when it was initiated), and was slightly lower than those of their peer groups. On a positive note, Adelphi seniors reported receiving prompt feedback from faculty on academic performance significantly more often than the national peer group. In addition, the quality of academic advising ratings (an item not part of the benchmark but related) by Adelphi seniors improved after a two year decline.

Benchmark 4: Enriching Educational Experiences

- Continuing the pattern of past years, Adelphi students' overall scores on this benchmark were lower than freshmen and senior scores at the comparison institutions. Freshmen at Adelphi were less likely to complete independent study and study abroad. Seniors at Adelphi were also less likely to complete foreign language coursework and participate in community service or co-curricular activities.
- On related items, Adelphi seniors reporting that the University contributed to understanding people of other racial and ethnic backgrounds reached its highest level since 2001. Moreover, these ratings were notably higher than those of both comparison groups. Additionally, significantly more Adelphi freshmen reported that diverse perspectives were included in their class discussions and assignments than the national group.
- Adelphi freshmen reported an increased institutional emphasis on attending campus events and activities, and their ratings were also considerably higher than their peer respondents. However, Adelphi freshmen ratings of institutional emphasis regarding the number of books read on their own notably declined compared to previous years, and were also significantly lower than their peers'.
- Encouragingly, Adelphi seniors reported an improvement in the University's contribution to their job related skills, and their score was higher than those of the national groups.
- Finally, Adelphi freshmen and seniors showed an increased use of email to communicate with instructors or students (with the exception of 2005 for seniors), and increasingly more seniors reported that Adelphi contributed to their use of computing and information technology. However, when responding to items about the use of technology, freshmen in the comparison groups were more likely than Adelphi freshmen to acknowledge an institutional role in their learning to use computing and information technology. Also, seniors in the comparison groups were more likely than those at Adelphi to perceive a high level of institutional emphasis on using computers in academic work.

Benchmark 5: Supportive Campus Environment

- After experiencing a decline in 2005, the 2007 benchmark scores for both freshmen and seniors improved slightly surpassing those of the comparison groups. Both groups of Adelphi students were especially likely to report having friendly and supportive relationships with faculty members. Furthermore, Adelphi's freshmen score regarding having supportive relationships with other students improved considerably compared to previous years and was significantly higher than that of their national counterparts.

Additional conceptual categories

Personal development

- Item ratings in this category generally increased compared to past administrations of the NSSE survey. In addition, Adelphi seniors showed a notable increase in their ratings of the University's contribution to developing a personal code of values and ethics, and their score was significantly higher than that of both comparison groups. The most glaring difference

between Adelphi students and their peers in the comparison groups was that Adelphi students were considerably less likely to engage in physical exercise.

Weekly activities

- Adelphi freshmen and seniors continued to report working off-campus considerably more hours per week than their peers in the comparison groups. Adelphi seniors also reported spending more hours providing care for dependents than their peers.

Overall evaluation of collegiate experience

- Adelphi freshmen evaluations of their overall educational experience at Adelphi remained stable since 2004, and higher than the prior years. Senior ratings improved compared to 2005, but were similar to prior years. The ratings were also comparable to those of their peers. In response to a separate item asking whether students would choose Adelphi if they could start over again, freshmen ratings were the highest ever. Senior ratings improved from a drop in 2004, but were similar to those in previous years. Adelphi students' responses on this item overall were comparable to those of their peer groups.

Findings by school

- The NSSE 2007 data were also analyzed by school. However, the sample size in the majority of schools was very small: Of the 192 NSSE respondents, 66 were enrolled in Arts & Sciences, 43 in Nursing, 20 in the Honors College, 14 in Business, 13 in University College, 12 in IAPS, 12 in General Studies, 9 in Education, and 3 in Social Work. Consequently, the school data were not presented in the report, and only the most salient results were discussed.
- Although findings by schools are important parts of program assessment, they should be interpreted with caution because of the small number of student respondents in most schools. The most important finding concerns the substantial improvement in the responses of General Studies students after showing considerable declines in many areas in 2005. The 2007 responses of General Studies students particularly improved on the items related to level of academic challenge, collaborative learning, and supportive campus environment. Furthermore, the scores of the General Studies respondents on their relationships with faculty, students, and administrative personnel not only rebounded from their 2005 low, but were the highest since the survey's inception. More specifically, the ratings of their relationship with other students increased from at the lowest in 2005 (at 4.9) to their highest in 2007 (6.5 out of 7). Honors College and Nursing respondents also showed notable improvement on most items, particularly those targeting challenging academic experiences and attitudes about Adelphi. In contrast, many outcomes for University College tended to move in a negative direction; in particular, scores were lower for academic expectations, advising, and faculty and administrative personnel relationships items. Results from the other schools were mixed.

Strategic Planning Goals

The NSSE data provide useful tools for gauging Adelphi University's success in reaching important goals laid out in its strategic plan. Goals related to NSSE findings are listed below. Each is briefly addressed using relevant survey results.

Strategic Goal: Academic Program Improvement

Objective: Provide academic programs that are challenging and rigorous

- On the *Level of Academic Challenge* NSSE benchmark, Adelphi freshmen's academic outcomes were very positive. Their overall average increased slightly from the previous year and was higher than that of their peers. In addition, Adelphi freshmen reported more institutional emphasis on higher-level learning (i.e., synthesizing information into new interpretations). Although senior scores on some higher-level learning skills declined slightly compared to 2005, they were at least comparable to their peers. Seniors also reported that they integrated concepts from different courses less frequently than their peers.
- Encouragingly, Adelphi seniors also perceived a higher level of academic challenge than their peers, with significantly more agreeing that they had worked harder than they thought they could to meet an instructor's expectations.

Objective: Provide a broad-based General Education Program

- In regard to basic general education skills such as reading, writing, and quantitative reasoning, NSSE results can provide indirect evidence of students' perceptions of institutional priorities and contributions. Adelphi freshmen reported a slightly lower institutional contribution on several general education items than their comparison groups. Additionally, Adelphi freshmen ratings were significantly lower concerning speaking clearly and effectively than their comparison groups. Encouragingly, seniors' ratings on Adelphi's contribution to all general education related items improved compared to previous years.
- More positively, both Adelphi freshmen and seniors reported an increasing institutional contribution to analyzing quantitative problems. These results indicate Adelphi's ongoing efforts to emphasize general education skills have paid off, particularly regarding quantitative skills, as one of the concerns related to General Education from recent surveys was a low institutional contribution to their mathematical skills.

Objective: Improve Information Literacy

- Adelphi freshmen and seniors showed an increased use of some technology for communication (with the exception of 2005 for seniors), and increasingly more seniors reported that Adelphi contributed to their use of computing and information technology. The results of other technology related items, however, were mixed.
- Compared to their national peers, Adelphi freshmen were less likely to acknowledge an institutional role in their learning to use computing and information technology. Also, Adelphi freshmen and seniors were less likely than their peers to perceive a high level of institutional emphasis on using computers in academic work. These results are surprising in

light of the OITR's increasing emphasis on offering computer tutorials to support student learning and FCPE's continual efforts to help faculty incorporate technology into their teaching. Hopefully, more positive results will be observed in the future cohorts.

Objective: Build Global and Participatory Citizenship

- Adelphi students' overall scores on the *Enriching Educational Experiences* NSSE benchmark were lower than students in the NSSE comparison groups. This finding is not surprising, given the large proportion of Adelphi students who are non-traditional students, commuters, and worked off-campus.
- A comparison to previous years shows notable improvements in the proportion of Adelphi freshmen reporting tutoring other students and participating in community-related projects. Adelphi seniors, though, were significantly less likely than their counterparts to complete foreign language coursework and participate in community service or co-curricular activities.
- More positively, and similar to results in previous years, Adelphi students significantly surpassed their peers on diversity-promoting experiences, such as understanding people of other racial and ethnic backgrounds (seniors) and being exposed to diverse perspectives in their courses (freshmen).

Strategic Goal: Student Recruitment and Retention

Objective: Enhance the overall quality of students' experience

- Adelphi students' overall scores on the *Supportive Campus Environment* NSSE benchmark improved slightly from the previous year, and their scores surpassed those of the comparison groups. There was also a notable improvement in freshmen reporting friendly and supportive relations with other students. Adelphi students continued to respond positively to the quality of academic advising. In addition, Adelphi students' evaluation of their overall experience at Adelphi remained comparable to their peers.
- In response to a separate item asking whether students would choose Adelphi if they could start over again, freshmen responses were slightly more positive than in previous years, and was the highest since 2001. Senior responses for this same item, after declining in 2004, steadily improved in subsequent NSSE administrations.

Objective: Assist students in career and life planning

- Adelphi seniors' perceptions of the extent to which the University contributed to their acquiring job or work-related knowledge and skills have steadily increased since 2003, and exceeded those of their peers. Also, in the past two NSSE administrations, Adelphi seniors were more likely to report that they talked about career plans with faculty members than in previous years. These ratings were also higher than those of their peers.
- Freshmen ratings on acquiring job related skills declined since 2005 and were lower than their peers nationally, although not significantly.

Strategic Goal: Facilities: Renovation and Construction

Objective: Upgrade recreational facilities

- Adelphi students lagged considerably behind the comparison groups in their participation in physical activities. The launch of the health and wellness website and the current renovations of recreational facilities, however, should generate more positive results in the future.

Conclusion

Adelphi continues its tradition of offering challenging academic programs, fostering a high-level of student-faculty interaction, and providing a supportive campus environment. Although Adelphi's students were less likely to participate in collaborative learning, study abroad, and co-curricular activities, the findings should be interpreted within the context of Adelphi's student characteristics (e.g., non-traditional students, commuters). Overall, Adelphi students were satisfied with their entire educational experience and emphatically responded that they would choose attending Adelphi again if they could start over.

APPENDICES

Appendix A: Charts

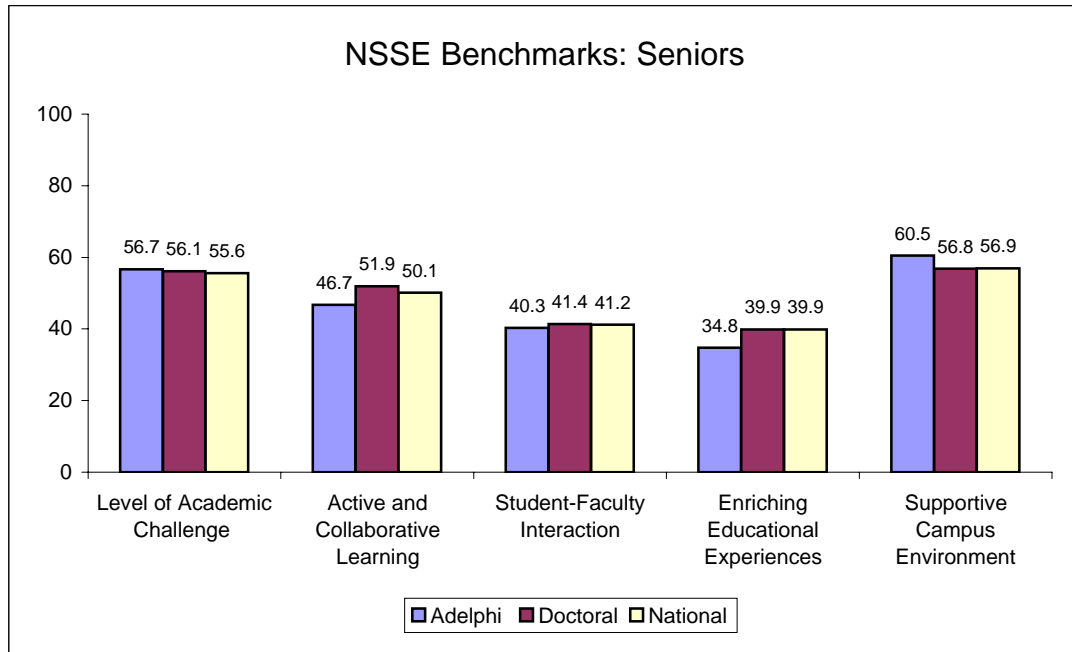
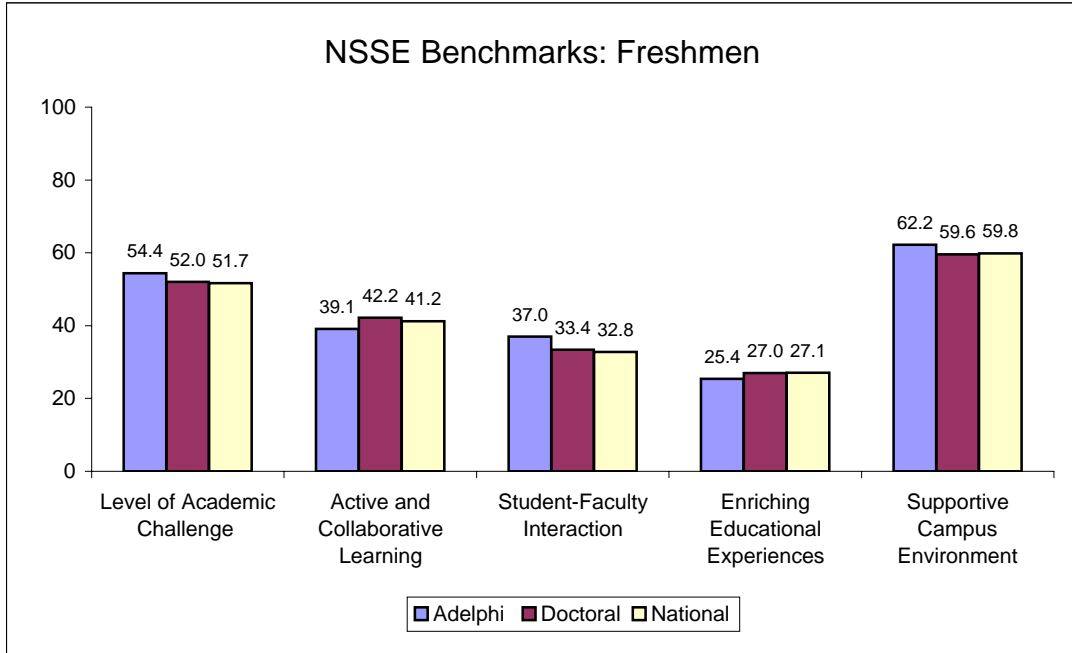
Benchmark Snapshots: 2007
Trends: 2001-2007

Appendix B: Data Tables

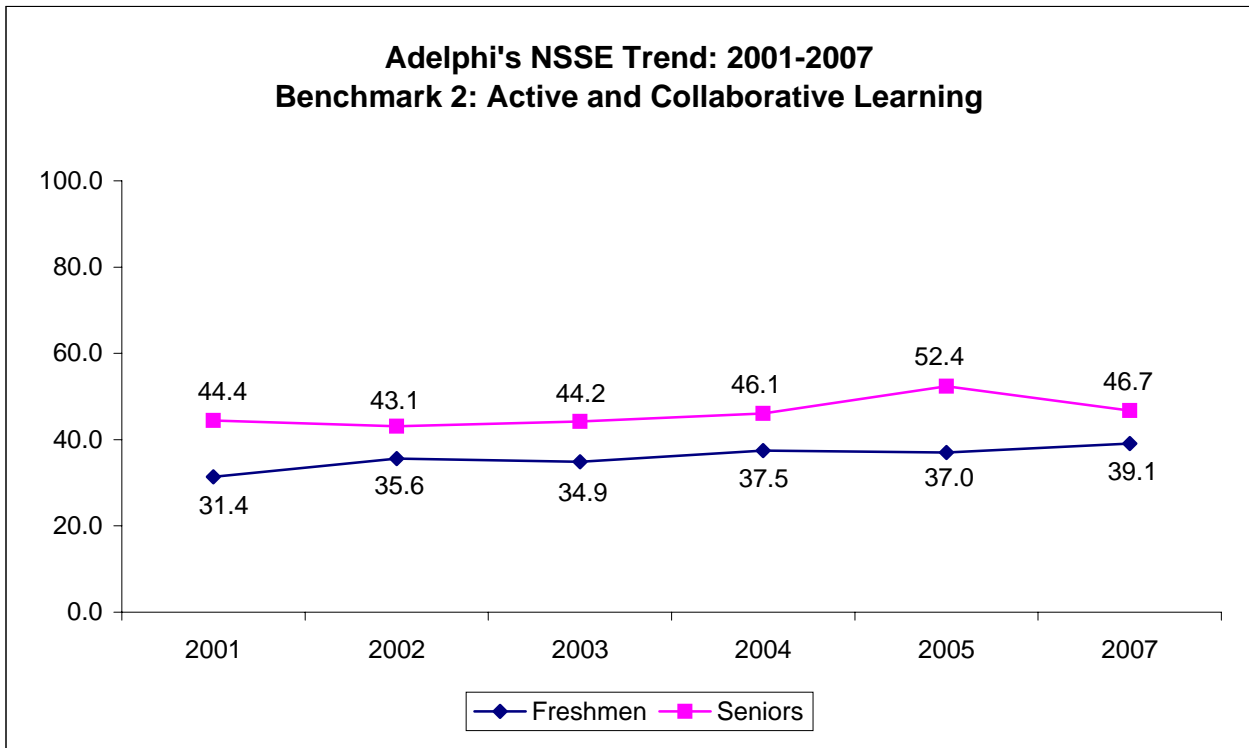
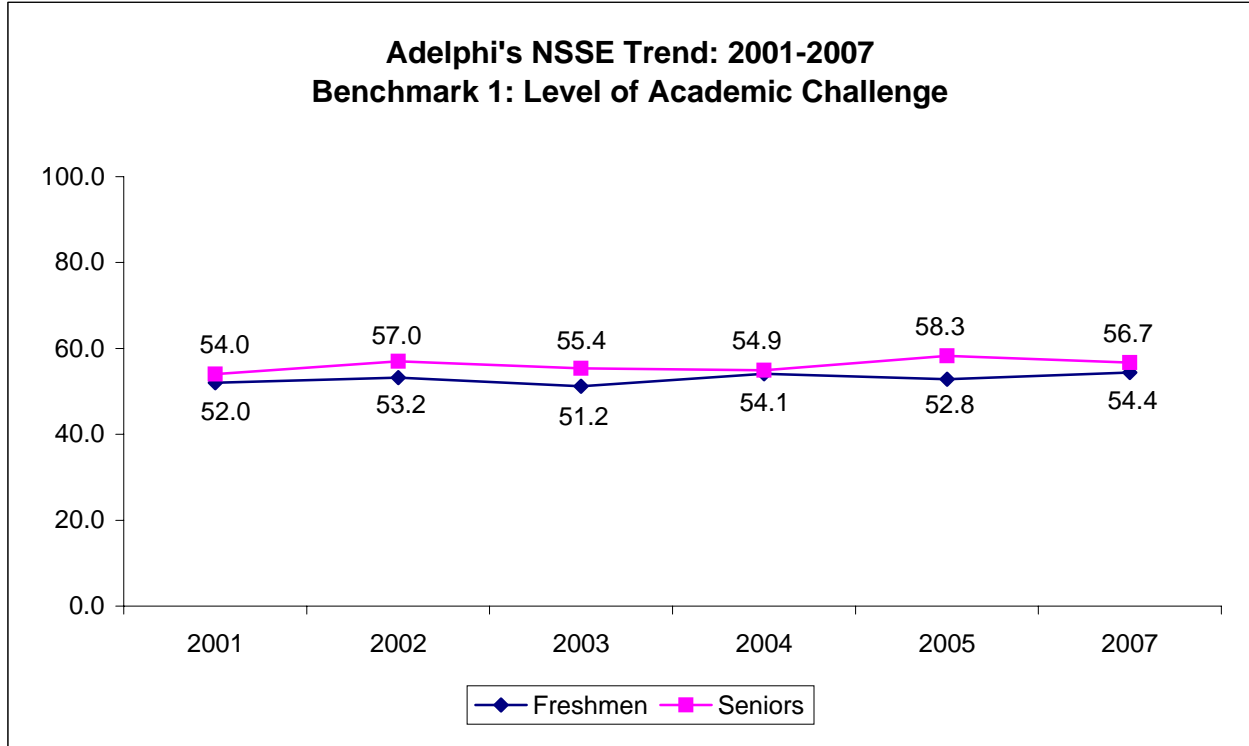
Table 1: Comparison of NSSE Respondents to Adelphi Students
Table 2: Respondents' Characteristics: Adelphi and Comparison Groups
Table 3-10: Benchmarks and Related Items: 2001-2007

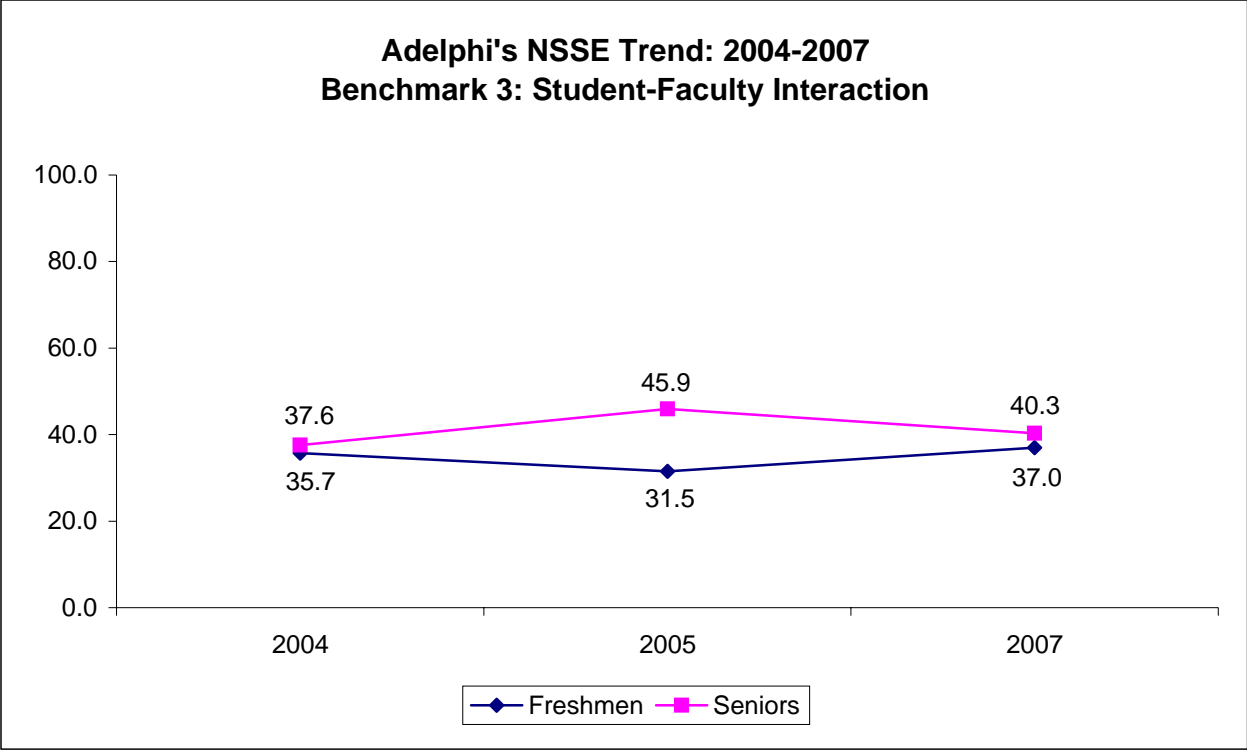
Appendix A: Chart

Benchmark Snapshot: 2007

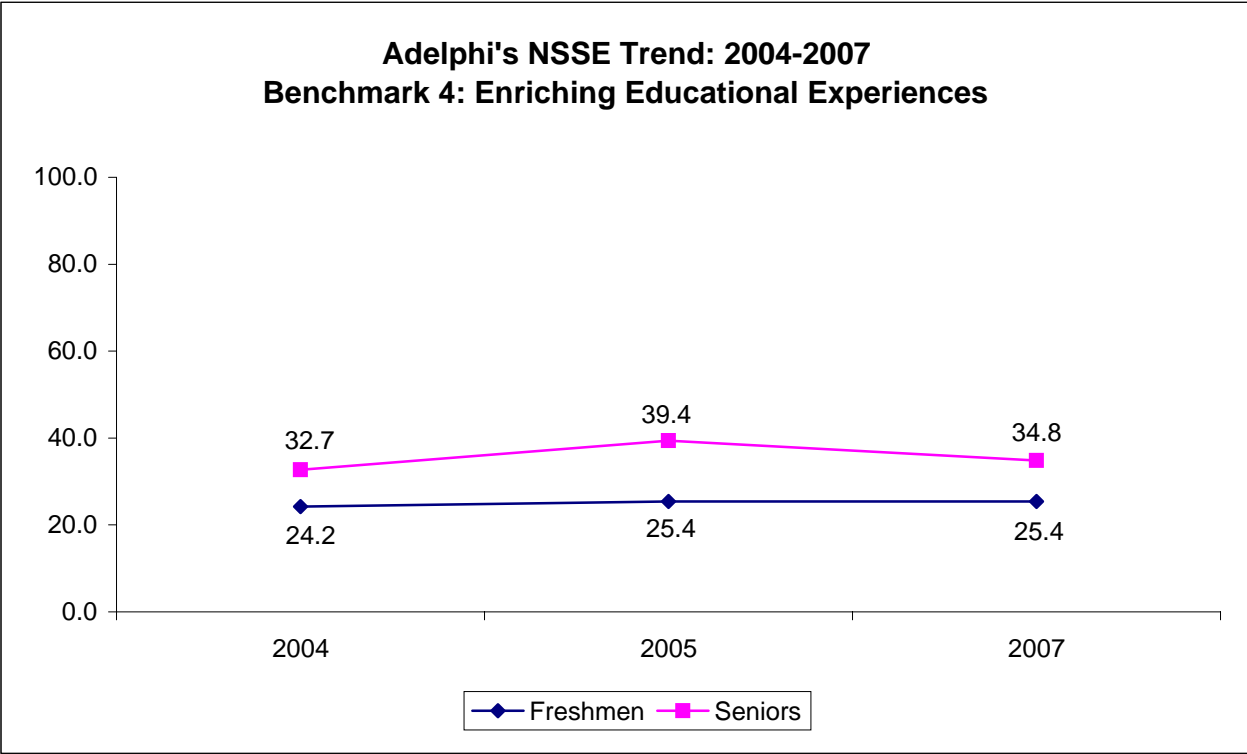


Trends: 2001-2007



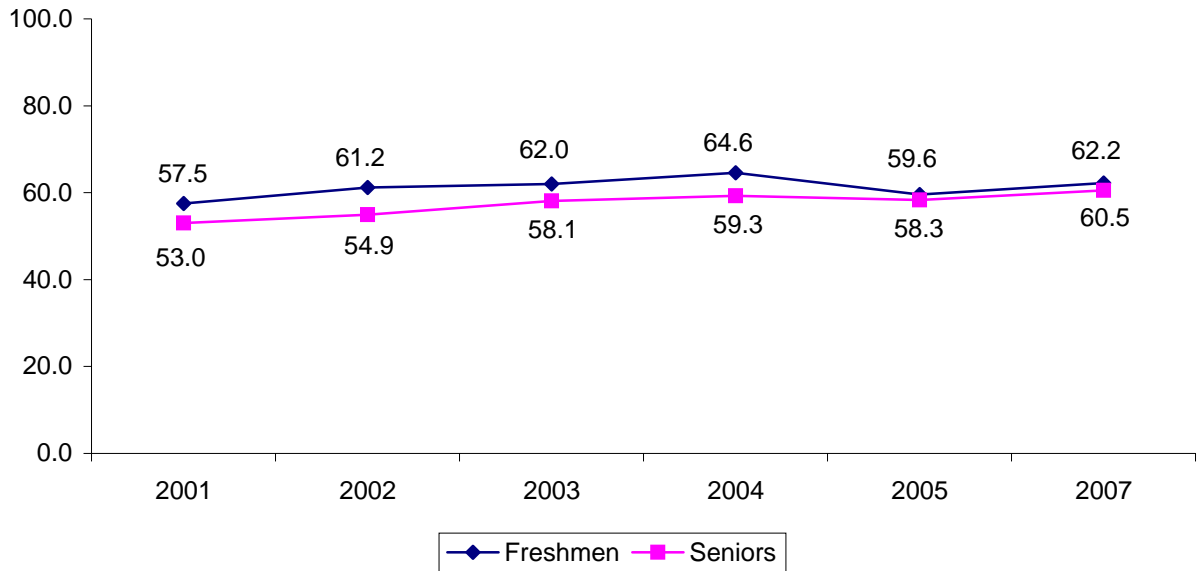


Note: The *Student-Faculty Interaction* benchmark changed in 2004. Therefore, only 2004, 2005, and 2007 benchmark scores are included in the above chart.

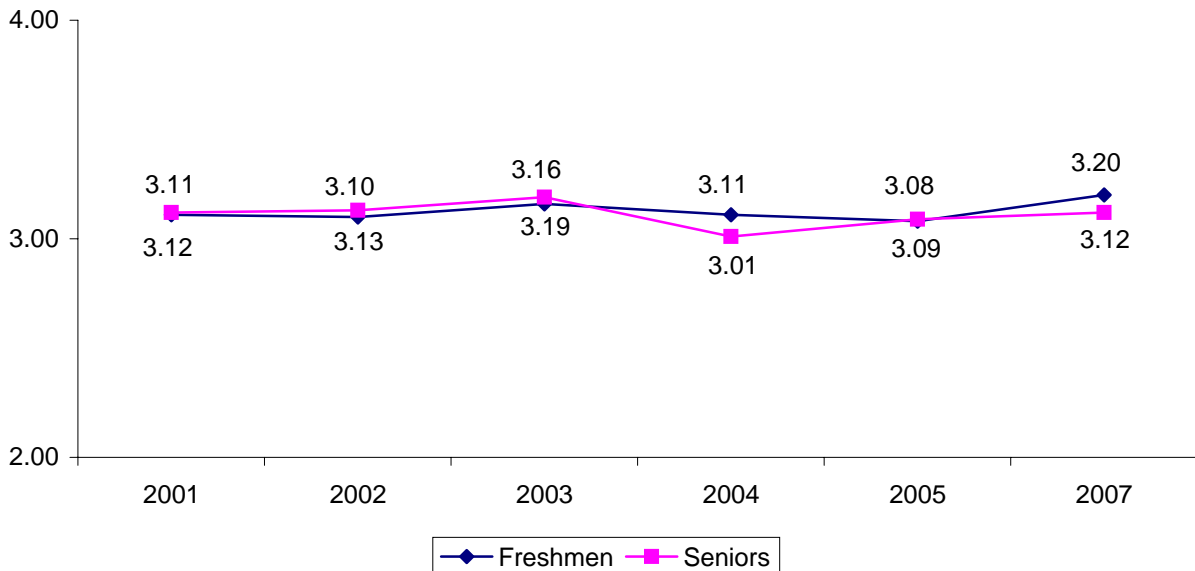


Note: The *Enriching Educational Experiences* benchmark changed substantially in 2004. Given these changes, only 2004, 2005, and 2007 benchmark scores are included in the above chart.

Adelphi's NSSE Trend: 2001-2007
Benchmark 5: Supportive Campus Environment



Adelphi's NSSE Trend: 2001-2007
If you could start over, would you go to Adelphi?



Appendix B: Data Tables

Table 1: Comparison of NSSE Respondents to Adelphi Students

	First-Year *		Seniors	
	Adelphi NSSE Respondents	All Adelphi Students	Adelphi NSSE Respondents	All Adelphi Students
Number	88	978	104	1424
Gender				
Men	21.6	28.2	20.2	23.0
Women	78.4	71.8	79.8	77.0
Race/Ethnicity				
White	60.2	56.0	47.1	43.5
Black	14.8	14.2	12.5	16.6
American Indian	1.1	0.2	0.0	0.1
Hispanic	3.4	7.2	6.7	7.9
Asian	6.8	5.3	7.7	7.5
International	5.7	4.3	0.0	2.7
Unknown	8.0	12.8	26.0	21.8
Enrollment Status				
Full-time	95.5	93.8	76.9	73.1
Part-time	4.5	6.2	23.1	26.9
Place of Residence				
On-campus	30.7	39.0	14.4	10.9
Off-campus	69.3	61.0	85.6	89.1
Age				
Less than 20	86.4	85.7	0.0	0.1
20-23	4.5	5.4	53.8	49.4
24-30	2.3	2.4	18.3	21.2
31 or older	6.8	6.5	27.9	29.2
Mean age	20.5	20.5	28.6	28.9
School				
Honors	12.5	7.1	8.7	5.3
Arts and Sciences	47.7	46.3	23.1	21.8
Business	4.5	6.2	9.6	9.1
Nursing	6.8	10.8	35.6	39.1
Social Work	1.1	1.3	1.9	2.4
IAPS	4.5	4.5	7.7	6.7
General Studies	13.6	10.7	0.0	0
University College	6.8	8.4	6.7	8.7
Education	2.3	4.6	6.7	6.8

* Including transfers who are first year students

Table 2: Respondents' Characteristics: Adelphi and Comparison Groups

	Adelphi		Doctoral Peers		All National	
	FY	SR	FY	SR	FY	SR
Response Rate^a						
Overall	33%		28%		30%	
By class	30%	35%	27%	29%	29%	31%
NSSE sample size ^b	290	294	39,549	39,030	504,412	472,853
Sampling Error^c						
Overall	6.7%		0.6%		0.2%	
By class	10.0%	9.2%	0.8%	0.8%	0.2%	0.2%
Number of respondents ^b	88	104	10,540	11,493	147,138	148,409
Total population	941	1,127	43,828	46,323	692,935	685,444
Student Characteristics^d						
<i>Mode of Completion</i>						
Paper	49%	65%	1%	1%	4%	4%
Web	51%	35%	99%	99%	96%	96%
<i>Class Level^e</i>						
	46%	54%	48%	52%	50%	50%
<i>Enrollment Status^e</i>						
Full-time	95%	77%	95%	84%	96%	86%
Less than full-time	5%	23%	5%	16%	4%	14%
<i>Gender^e</i>						
Female	78%	80%	68%	68%	65%	65%
Male	22%	20%	32%	32%	35%	35%
<i>Race/Ethnicity</i>						
Am. Indian/Native American	0%	0%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	6%	11%	5%	4%	6%	5%
Black/African American	11%	19%	7%	7%	6%	6%
White (non-Hispanic)	69%	56%	71%	71%	72%	73%
Mexican/Mexican American	0%	1%	3%	3%	3%	3%
Puerto Rican	1%	2%	1%	0%	1%	1%
Other Hispanic or Latino	2%	4%	3%	4%	2%	2%
Multiracial	2%	2%	2%	2%	2%	2%
Other	4%	1%	2%	2%	2%	1%
I prefer not to respond	5%	5%	6%	7%	6%	7%
<i>International Student</i>						
	8%	15%	4%	4%	5%	4%
<i>Place of Residence</i>						
On-campus	29%	13%	63%	11%	63%	13%
Fraternity/sorority housing	0%	0%	0%	1%	1%	2%
Residence, walking distance	3%	4%	6%	21%	7%	23%
Residence, driving distance	68%	83%	31%	68%	29%	62%
<i>Transfer Status</i>						
Transfer students	9%	59%	11%	48%	9%	41%
<i>Age</i>						
Non-traditional (24 or older)	7%	45%	7%	37%	5%	31%
Traditional (less than 24)	93%	55%	93%	63%	95%	69%

^a Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

^b This report is based on information from all randomly selected students for both our institution and our comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

^c Sampling error is an estimate of the margin by which the *true* score for our institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of our students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

^d Percent of total respondents within each category. These results are *not* weighted.

^e Institution-reported data. This information was used to weight our Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

Table 3a—Level of Academic Challenge: Freshmen

	Adelphi						Doctoral Peers		All National	
	2001	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi
	<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours, 6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>									
Preparing for class	3.91	3.56	3.51	3.80	3.73	3.77	3.93	0.16	4.01	0.24
	<i>1=none, 2=fewer than 5, 3=5 to 10, 4=11 to 20, 5=more than 20</i>									
Number of assigned textbooks, books, or packs of course readings	3.54	3.57	3.51	3.49	3.44	3.42	3.19*	-0.23	3.20*	-0.22
Number of written papers of 20 pages or more	1.29	1.22	1.18	1.19	1.19	1.35	1.25	-0.10	1.24	-0.11
Number of written papers between 5 and 19 pages ¹	2.58	2.45	2.48	2.46	2.56	2.45	2.33	-0.12	2.25	-0.20
Number of written papers of fewer than 5 pages	3.37	3.27	3.12	3.10	3.15	3.20	3.03	-0.17	3.02	-0.18
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Memorizing facts or ideas from your courses so you can repeat them in the same form	3.03	2.86	2.98	2.84	2.88	2.82	2.87	0.05	2.88	0.06
Analyzing the basic elements of an idea or theory	3.20	3.16	3.13	3.25	3.12	3.19	3.08	-0.11	3.07	-0.12
Synthesizing and organizing ideas and information into new, more complex interpretations	2.84	3.00	2.88	3.01	2.89	3.06	2.85	-0.21	2.85*	-0.21
Making judgments about the value of information or arguments	3.00	2.94	2.88	3.07	2.82	2.93	2.87	-0.06	2.84	-0.09
Applying theories or concepts to practical problems or in new situations	3.04	2.99	2.96	3.09	2.98	3.13	3.01	-0.12	3.01	-0.12
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>									
Worked harder than you thought you could to meet an instructor's expectations	2.52	2.56	2.57	2.66	2.67	2.66	2.63	-0.03	2.60	-0.06
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Spending significant amounts of time studying and on academic work	2.94	2.94	3.05	2.95	3.02	2.98	3.07	0.09	3.09	0.11
Overall benchmark score	52.0	53.2	51.2	54.1	52.8	54.4	52.0	-2.40	51.7	-2.70

2001-2005 includes only first-time freshmen; 2007 also includes 7 first-year transfers; 2005 scores were re-calculated to include only first-time freshmen

Other relevant items not included in the Level of Academic Challenge benchmark - freshman.

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>										
Prepared two or more drafts of a paper before turning it in	2.50	2.46	2.56	2.64	2.43	2.44	2.74**	0.30	2.64	0.20	
Worked on a paper or project that required integrating ideas or information from various sources	N/A	N/A	2.93	3.08	3.01	3.06	3.11	0.05	3.03	-0.03	
Come to class without completing readings or assignments	1.90	1.88	1.80	1.83	1.97	1.76	1.98**	0.22	2.02**	0.26	
Put together ideas or concepts from different courses when completing assignments or during class discussions	N/A	N/A	2.46	2.43	2.53	2.53	2.59	0.06	2.57	0.04	
Learned something that changed the way you understand an issue or concept					2.60	2.74	2.79	0.05	2.79	0.05	
<i>Extent to which your institution has contributed to:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Acquiring a broad general education	3.02	3.07	3.15	3.18	3.11	3.06	3.12	0.06	3.13	0.07	
Writing clearly and effectively	2.84	2.87	2.97	2.98	2.96	2.89	3.01	0.12	2.95	0.06	
Speaking clearly and effectively	2.61	2.58	2.72	2.71	2.72	2.52	2.83**	0.31	2.76*	0.24	
Thinking critically and analytically	2.99	3.10	3.14	3.19	3.13	3.18	3.18	0.00	3.17	-0.01	
Analyzing quantitative problems	2.49	2.49	2.52	2.55	2.68	2.72	2.88	0.16	2.89	0.17	
Solving complex real-world problems	N/A	N/A	2.54	2.54	2.55	2.57	2.61	0.04	2.62	0.05	
	<i>1=very little to 7=very much</i>										
To what extent have your examinations during the current school year challenged you to do your best work?	N/A	N/A	5.28	5.17	5.18	5.36	5.39	0.03	5.42	0.06	
	<i>1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6</i>										
Number of problem sets that take more than an hour to complete per week	N/A	N/A	2.24	2.34	2.25	2.45	2.62	0.17	2.64	0.19	
Number of problem sets that take less than an hour to complete per week	N/A	N/A	2.63	2.74	2.54	2.88	2.76	-0.12	2.72	-0.16	

2001-2005 includes only first-time freshmen; 2007 also includes 7 first-year transfers; 2005 scores were re-calculated to include only first-time freshmen

Table 3b — Level of Academic Challenge: Seniors

	Adelphi						Doctoral Peers		All National	
	2001	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi
	<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours, 6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>									
Preparing for class	3.41	3.63	3.50	3.76	3.96	3.89	4.10	0.21	4.09	0.20
	<i>1=none, 2=fewer than 5, 3=5 to 10, 4=11 to 20, 5=more than 20</i>									
Number of assigned textbooks, books, or packs of course readings	3.05	3.18	3.19	3.23	3.22	2.98	3.15	0.17	3.13	0.15
Number of written papers of 20 pages or more	1.70	1.76	1.87	1.65	1.75	1.65	1.63	-0.02	1.62	-0.03
Number of written papers between 5 and 19 pages ¹	2.54	2.60	2.68	2.49	2.59	2.42	2.57	0.15	2.55	0.13
Number of written papers of fewer than 5 pages ¹	2.46	2.61	2.71	2.62	2.68	2.62	3.00***	0.38	2.97**	0.35
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Memorizing facts or ideas from your courses so you can repeat them in the same form	2.68	2.67	2.63	2.75	2.85	2.90	2.73	-0.17	2.75	-0.15
Analyzing the basic elements of an idea or theory	3.24	3.35	3.23	3.31	3.34	3.37	3.23	-0.14	3.23	-0.14
Synthesizing and organizing ideas and information into new, more complex interpretations	3.01	3.14	3.05	3.02	3.21	3.10	3.05	-0.05	3.03	-0.07
Making judgments about the value of information or arguments	2.95	3.01	2.95	2.99	3.21	3.10	2.98	-0.12	2.96	-0.14
Applying theories or concepts to practical problems or in new situations	3.16	3.22	3.11	3.18	3.29	3.29	3.19	-0.10	3.18	-0.11
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>									
Worked harder than you thought you could to meet an instructor's expectations	2.76	2.77	2.72	2.57	2.92	2.98	2.75**	-0.23	2.69***	-0.29
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Spending significant amounts of time studying and on academic work	3.01	2.99	2.95	3.08	3.18	3.14	3.07	-0.07	3.08	-0.06
Overall benchmark score	54.0	57.0	55.4	54.9	58.3	56.7	56.1	-0.60	55.6	-1.10

Other relevant items not included in the Level of Academic Challenge benchmark - seniors

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>										
Prepared two or more drafts of a paper before turning it in	2.60	2.56	2.56	2.57	2.52	2.48	2.54	0.06	2.47	-0.01	
Worked on a paper or project that required integrating ideas or information from various sources	N/A	N/A	3.42	3.30	3.33	3.29	3.35	0.06	3.29	0.00	
Come to class without completing readings or assignments	1.71	1.79	1.86	1.75	2.00	1.99	2.07	0.08	2.11	0.12	
Put together ideas or concepts from different courses when completing assignments or during class discussions	N/A	N/A	2.70	2.66	2.98	2.74	2.93*	0.19	2.90*	0.16	
Learned something that changed the way you understand an issue or concept					2.92	2.80	2.90	0.10	2.86	0.06	
<i>Extent to which your institution has contributed to:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Acquiring a broad general education	3.22	3.16	3.25	3.22	3.14	3.29	3.22	-0.07	3.24	-0.05	
Writing clearly and effectively	2.97	2.96	3.01	2.94	2.96	3.21	3.08	-0.13	3.06	-0.15	
Speaking clearly and effectively	2.84	2.92	2.91	2.93	2.90	3.04	2.96	-0.08	2.95	-0.09	
Thinking critically and analytically	3.26	3.35	3.21	3.31	3.31	3.42	3.32	-0.10	3.33	-0.09	
Analyzing quantitative problems	2.86	2.84	2.75	2.74	2.96	3.04	3.01	-0.03	3.04	0.00	
Solving complex real-world problems	N/A	N/A	2.49	2.62	2.63	2.83	2.73	-0.10	2.74	-0.09	
	<i>1=very little to 7=very much</i>										
To what extent have your examinations during the current school year challenged you to do your best work?	N/A	N/A	5.55	5.67	5.37	5.50	5.44	-0.06	5.40	-0.10	
	<i>1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6</i>										
Number of problem sets that take more than an hour to complete per week	N/A	N/A	2.30	2.27	2.37	2.40	2.64*	0.24	2.58	0.18	
Number of problem sets that take less than an hour to complete per week	N/A	N/A	2.04	2.06	2.16	2.12	2.39*	0.27	2.32	0.20	

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

Table 4a—Active and Collaborative Learning: Freshmen

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>										
Asked questions in class or contributed to class discussions	2.95	2.77	2.79	2.86	2.77	2.84	2.80	-0.04	2.74	-0.10	
Made a class presentation	1.89	2.09	2.12	2.15	2.14	2.16	2.28	0.12	2.21	0.05	
Worked with other students on projects during class	2.16	2.20	2.15	2.30	2.21	2.20	2.44**	0.24	2.40*	0.20	
Worked with other students on projects outside of class to prepare class assignments	1.95	1.93	2.00	2.18	2.02	2.12	2.38**	0.26	2.38**	0.26	
Tutored or taught other students	1.42	1.50	1.59	1.55	1.63	1.73	1.66	-0.07	1.69	-0.04	
Participated in a community-based project as part of a regular course	1.13	1.19	1.14	1.26	1.21	1.47	1.57	0.10	1.52	0.05	
Discussed ideas from class with others outside of class	2.61	2.58	2.61	2.63	2.65	2.71	2.66	-0.05	2.66	-0.05	
Overall benchmark score	31.4	35.6	34.9	37.5	37.0	39.1	42.2	3.10	41.2	2.10	
<i>Other relevant items not included in the Active and Collaborative Learning benchmark</i>											
	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi	
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>										
Participate in a learning community or some other formal program where groups of students take two or more classes together ^a				0.10	0.11	0.10	0.19*	0.09	0.17*	0.07	
<i>Extent to which your institution has contributed to:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Working effectively with others	2.65	2.68	2.74	2.94	2.76	2.85	2.96	0.11	2.93	0.08	

^a 2000-2003 scores are missing due to a value coding change.

2001-2005 includes only first-time freshmen; 2007 also includes 7 first-year transfers; 2005 scores were re-calculated to include only first-time freshmen

Table 4b—Active and Collaborative Learning: Seniors

	Adelphi						Doctoral Peers		All National	
	2001	2002	2003	2004	2005	2007	2007	Differ from Adelphi	2007	Differ from Adelphi
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>									
Asked questions in class or contributed to class discussions	3.16	3.15	3.26	3.16	3.29	3.20	3.11	-0.09	3.03	-0.17
Made a class presentation	2.59	2.60	2.55	2.68	2.91	2.73	2.84	0.11	2.77	0.04
Worked with other students on projects during class	2.46	2.41	2.42	2.38	2.56	2.38	2.58*	0.20	2.52	0.14
Worked with other students on projects outside of class to prepare class assignments	2.43	2.49	2.39	2.53	2.72	2.46	2.78***	0.32	2.75**	0.29
Tutored or taught other students	1.72	1.50	1.50	1.59	1.84	1.66	1.87*	0.21	1.89*	0.23
Participated in a community-based project as part of a regular course	1.53	1.51	1.52	1.53	1.82	1.65	1.80	0.15	1.69	0.04
Discussed ideas from class with others outside of class	2.70	2.77	2.77	2.80	2.90	2.73	2.86	0.13	2.83	0.10
Overall benchmark score	44.4	43.1	44.2	46.1	52.4	46.7	51.9**	5.20	50.1*	3.40

Other relevant items not included in the Active and Collaborative Learning benchmark

	Adelphi						Doctoral Peers		All National	
	2001	2002	2003	2004	2005	2007	2007	Differ from Adelphi	2007	Differ from Adelphi
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>									
Participate in a learning community or some other formal program where groups of students take two or more classes together ^a				0.15	0.26	0.17	0.28**	0.11	0.25*	0.08
<i>Extent to which your institution has contributed to:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Working effectively with others	3.00	2.99	3.00	3.06	3.08	3.15	3.15	0.00	3.12	-0.03

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

^a 2000-2003 scores are missing due to a value coding change.

Table 5a—Student-Faculty Interaction: Freshmen

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>										
Discussed grades or assignments with an instructor	2.45	2.50	2.46	2.69	2.48	2.75	2.60	-0.15	2.57	-0.18	
Talked about career plans with a faculty member	2.09	2.26	2.16	2.33	2.11	2.24	2.13	-0.11	2.14	-0.10	
Discussed ideas from class with faculty members outside of class	1.77	1.74	1.84	1.99	1.76	1.97	1.84	-0.13	1.84	-0.13	
Received prompt feedback from faculty on academic performance	2.68	2.60	2.64	2.71	2.57	2.73	2.63	-0.10	2.59	-0.14	
Worked with faculty members on activities other than coursework	1.43	1.45	1.46	1.53	1.57	1.76	1.60	-0.16	1.59	-0.17	
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>										
Worked on research project with faculty member outside of course/program requirements ¹				0.06	0.05	0.07	0.05	-0.02	0.05	-0.02	
Overall benchmark score (w/ research item)				35.7	31.5	37.0	33.4	-3.60	32.8	-4.20	
Overall benchmark score (w/o research item)	34.1	35.8	37.6	41.6	36.8	42.9					
<i>Other relevant items not included in the Student-Faculty Interaction benchmark</i>											
	Adelphi						Doctoral Peers		All National		
	2000	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi	
	<i>1=poor, 2=fair, 3=good, 4=excellent</i>										
Overall, how would you evaluate the quality of academic advising you have received at your institution?	N/A	N/A	2.99	2.96	2.99	3.02	2.95	-0.07	2.98	-0.04	

¹ Coding changed in 2004 from 3 to 4 categories

2001-2005 includes only first-time freshmen; 2007 also includes 7 first-year transfers; 2005 scores were re-calculated to include only first-time freshmen

Table 5b—Student-Faculty Interaction: Seniors

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>										
Discussed grades or assignments with an instructor	2.57	2.68	2.69	2.68	2.94	2.72	2.82	0.10	2.79	0.07	
Talked about career plans with a faculty member	2.32	2.31	2.31	2.32	2.53	2.53	2.39	-0.14	2.39	-0.14	
Discussed ideas from class with faculty members outside of class	1.93	1.96	2.00	1.99	2.18	2.00	2.09	0.09	2.08	0.08	
Received prompt feedback from faculty on academic performance	2.76	2.94	2.91	2.78	3.04	2.93	2.80	-0.13	2.75*	-0.18	
Worked with faculty members on activities other than coursework	1.64	1.56	1.53	1.57	1.89	1.74	1.82	0.08	1.81	0.07	
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>										
Worked on research project with faculty member outside of course/program requirements ¹				0.10	0.21	0.11	0.17	0.06	0.19*	0.08	
Overall benchmark score (w/ research item)				37.6	45.9	40.3	41.4	1.10	41.2	0.90	
Overall benchmark score (w/o research item)	47.1	40.0	42.9	42.7	50.0	46.1					

Other relevant items not included in the Student-Faculty Interaction benchmark

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi	
	<i>1=poor, 2=fair, 3=good, 4=excellent</i>										
Overall, how would you evaluate the quality of academic advising you have received at your institution?	N/A	N/A	3.01	2.76	2.78	2.92	2.77	-0.15	2.84	-0.08	

¹ Coding changed in 2004 from 3 to 4 categories

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

Table 6a—Enriching Educational Experiences: Freshmen

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ from Adelphi	2007	Differ from Adelphi	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>										
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	2.43	2.73	2.63	2.77	2.51	2.76	2.62	-0.14	2.61	-0.15	
Had serious conversations with students of a different race or ethnicity than your own	2.79	2.67	2.72	2.73	2.80	2.71	2.57	-0.14	2.56	-0.15	
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.79	2.67	2.71	2.66	2.82	2.70	2.68	-0.02	2.68	-0.02	
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>										
Practicum, internship, field experience, co-op experience, or clinical assignment ¹				0.04	0.05	0.05	0.08	0.03	0.07	0.02	
Community service or volunteer work ¹				0.21	0.22	0.31	0.37	0.06	0.38	0.07	
Foreign language coursework ¹				0.12	0.20	0.18	0.21	0.03	0.22	0.04	
Study abroad ¹				0.01	0.02	0.00	0.02***	0.02	0.03***	0.03	
Independent study or self-designed major ¹				0.01	0.04	0.00	0.03***	0.03	0.03***	0.03	
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ¹				0.00	0.01	0.01	0.01	0.00	0.02	0.01	
	<i>1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk</i>										
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	1.76	1.77	1.84	1.92	1.89	1.96	2.16	0.20	2.24*	0.28	
	<i>Extent to which your institution has emphasized:</i>										
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.66	2.53	2.65	2.73	2.68	2.67	2.62	-0.05	2.67	0.00	
Overall benchmark score				24.2	25.4	25.4	27.0	1.60	27.1	1.70	

¹ The scale for previous years was different and is not shown.

2001-2005 includes only first-time freshmen; 2007 also includes 7 first-year transfers; 2005 scores were re-calculated to include only first-time freshmen

Other relevant items not included in the Enriching Educational Experiences benchmark - freshman.

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ from Adelphi	2007	Differ from Adelphi	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>										
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	N/A	N/A	2.78	2.85	2.80	2.94	2.82	-0.12	2.75*	-0.19	
Used e-mail to communicate with an instructor or other students	2.21	2.56	2.52	2.78	2.79	3.17	3.11	-0.06	3.06	-0.11	
Attended an art exhibit, gallery, play, dance, or other theatre performance				2.26	2.19	2.18	2.14	-0.04	2.19	0.01	
Examined the strengths and weaknesses of your own views on a topic or issue					2.37	2.49	2.58	0.09	2.56	0.07	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective					2.63	2.65	2.74	0.09	2.72	0.07	
	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Extent to which your institution has contributed to: Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	N/A	N/A	2.65	2.82	2.73	2.98	2.73**	-0.25	2.79*	-0.19	
Acquiring job or work-related knowledge and skills	2.38	2.42	2.63	2.63	2.63	2.54	2.74	0.20	2.73	0.19	
Using computing and information technology	2.60	2.66	2.89	2.73	2.70	2.79	3.04*	0.25	3.01*	0.22	
Understanding people of other racial and ethnic	2.56	2.67	2.70	2.69	2.66	2.70	2.62	-0.08	2.61	-0.09	
	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Extent to which your institution has emphasized: Using computers in academic work	N/A	N/A	3.24	3.17	3.10	3.20	3.33	0.13	3.32	0.12	
	<i>1=none, 2=fewer than 5, 3=5 to 10, 4=11 to 20, 5=more than 20</i>										
Number of books read on your own	1.94	1.86	1.87	2.09	1.99	1.78	2.02*	0.24	2.02*	0.24	

¹ Coding changed in 2004 from 3 to 4 categories

2001-2005 includes only first-time freshmen; 2007 also includes 7 first-year transfers; 2005 scores were re-calculated to include only first-time freshmen

Table 6b—Enriching Educational Experiences: Seniors

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ from Adelphi	2007	Differ from Adelphi	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>										
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	2.68	2.89	2.85	2.65	3.00	2.73	2.89	0.16	2.83	0.10	
Had serious conversations with students of a different race or ethnicity than your own	2.64	2.61	2.71	2.63	2.93	2.69	2.69	0.00	2.66	-0.03	
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.58	2.57	2.55	2.53	2.96	2.54	2.73	0.19	2.71	0.17	
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>										
Practicum, internship, field experience, co-op experience, or clinical assignment ¹				0.43	0.55	0.49	0.51	0.02	0.53	0.04	
Community service or volunteer work ¹				0.35	0.54	0.47	0.59*	0.12	0.59*	0.12	
Foreign language coursework ¹				0.22	0.30	0.24	0.40***	0.16	0.41***	0.17	
Study abroad ¹				0.09	0.09	0.11	0.13	0.02	0.14	0.03	
Independent study or self-designed major ¹				0.18	0.19	0.19	0.16	-0.03	0.17	-0.02	
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ¹				0.27	0.32	0.25	0.33	0.08	0.32	0.07	
	<i>1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk</i>										
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	1.73	1.68	1.58	1.59	1.72	1.57	1.95***	0.38	2.07***	0.50	
	<i>Extent to which your institution has emphasized: 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.42	2.59	2.42	2.48	2.48	2.43	2.48	0.05	2.44	0.01	
Overall benchmark score				32.7	39.4	34.8	39.9*	5.10	39.9*	5.10	

¹ The scale for previous years was different and is not shown.

Other relevant items not included in the Enriching Educational Experiences benchmark - seniors

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ from Adelphi	2007	Differ from Adelphi	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>										
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	N/A	N/A	2.84	2.83	2.91	2.80	2.88	0.08	2.80	0.00	
Used e-mail to communicate with an instructor or other students	2.52	2.70	2.83	2.87	3.36	3.24	3.38	0.14	3.33	0.09	
Attended an art exhibit, gallery, play, dance, or other theatre performance				1.91	1.83	1.92	2.03	0.11	2.07	0.15	
Examined the strengths and weaknesses of your own views on a topic or issue					2.72	2.45	2.71**	0.26	2.68**	0.23	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective					2.85	2.70	2.85	0.15	2.82	0.12	
<i>Extent to which your institution has contributed to:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	N/A	N/A	2.15	2.32	2.31	2.38	2.49	0.11	2.58*	0.20	
Acquiring job or work-related knowledge and skills	3.01	3.07	3.03	3.06	3.11	3.23	3.05	-0.18	3.02*	-0.21	
Using computing and information technology	2.79	2.88	2.99	3.02	3.01	3.08	3.20	0.12	3.20	0.12	
Understanding people of other racial and ethnic	2.77	2.83	2.62	2.77	2.69	2.96	2.60**	-0.36	2.59**	-0.37	
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Using computers in academic work	N/A	N/A	3.17	3.28	3.36	3.26	3.47**	0.21	3.47**	0.21	
	<i>1=none, 2=fewer than 5, 3=5 to 10, 4=11 to 20, 5=more than 20</i>										
Number of books read on your own	2.22	2.20	2.26	2.21	2.09	2.04	2.18	0.14	2.17	0.13	

¹ Coding changed in 2004 from 3 to 4 categories

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

Table 7a—Supportive Campus Environment: Freshmen

	Adelphi						Doctoral Peers		All National	
	2001	2002	2003	2004	2005	2007	2007	Differ from Adelphi	2007	Differ from Adelphi
	<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>									
Relationships with other students	5.44	5.46	5.65	5.59	5.33	5.83	5.46**	-0.37	5.53*	-0.30
Relationships with faculty members	5.45	5.50	5.68	5.69	5.38	5.59	5.22*	-0.37	5.19**	-0.40
Relationships with administrative personnel and offices	4.82	4.86	5.21	5.22	4.65	4.69	4.58	-0.11	4.64	-0.05
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Providing the support you need to help you succeed academically	2.91	3.00	3.11	3.12	3.08	3.11	3.00	-0.11	3.02	-0.09
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.12	2.19	2.20	2.29	2.13	2.15	2.18	0.03	2.16	0.01
Providing the support you need to thrive socially	2.24	2.30	2.28	2.44	2.34	2.39	2.41	0.02	2.41	0.02
Overall benchmark score	57.5	61.2	62.0	64.6	59.6	62.2	59.6	-2.60	59.8	-2.40

2001-2005 includes only first-time freshmen; 2007 also includes 7 first-year transfers; 2005 scores were re-calculated to include only first-time freshmen

Table 7b—Supportive Campus Environment: Seniors

	Adelphi						Doctoral Peers		All National	
	2001	2002	2003	2004	2005	2007	2007	Differ from Adelphi	2007	Differ. from Adelphi
	<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>									
Relationships with other students	5.72	5.70	5.73	5.82	5.54	5.73	5.57	-0.16	5.62	-0.11
Relationships with faculty members	5.35	5.65	5.75	5.78	5.61	5.70	5.45	-0.25	5.41*	-0.29
Relationships with administrative personnel and offices	4.73	4.77	4.72	4.85	4.62	4.83	4.50	-0.33	4.54	-0.29
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Providing the support you need to help you succeed academically	2.68	2.85	2.82	2.96	3.05	2.96	2.87	-0.09	2.87	-0.09
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.90	1.92	1.93	1.95	1.96	2.05	1.93	-0.12	1.91	-0.14
Providing the support you need to thrive socially	1.92	1.94	2.01	1.96	2.06	2.24	2.15	-0.09	2.17	-0.07
Overall benchmark score	53.0	54.9	58.1	59.3	58.3	60.5	56.8	-3.70	56.9	-3.60

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

Table 8a—Personal development, mean scores: Freshmen

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ from Adelphi	2007	Differ from Adelphi	
<i>Extent to which your institution has contributed to your:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Voting in local, state, or national elections	1.50	1.47	1.74	1.71	2.53	2.01	2.04	0.03	2.05	0.04	
Learning effectively on your own	2.82	2.77	2.83	2.86	2.77	2.83	2.85	0.02	2.88	0.05	
Understanding yourself	2.88	2.70	2.65	2.71	2.66	2.79	2.72	-0.07	2.73	-0.06	
Developing a personal code of values and ethics	N/A	N/A	2.57	2.59	2.53	2.69	2.63	-0.06	2.62	-0.07	
Contributing to the welfare of your community	1.80	1.83	2.05	2.17	2.10	2.26	2.40	0.14	2.39	0.13	
Developing a deepened sense of spirituality				1.81	1.84	2.06	2.13	0.07	2.08	0.02	
<i>During the current school year how often have you done the following:</i>	<i>1=never, 2=sometimes, 3=often, 4=very often</i>										
Exercised or participated in physical fitness activities				2.35	2.31	2.32	2.75**	0.43	2.77**	0.45	
Participated in activities to enhance your spirituality				1.51	1.68	1.98	2.09	0.11	2.07	0.09	

2001-2005 includes only first-time freshmen; 2007 also includes 7 first-year transfers

Table 8b—Personal development, mean scores: Seniors

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ from Adelphi	2007	Differ from Adelphi	
<i>Extent to which your institution has contributed to your:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Voting in local, state, or national elections	1.85	1.79	1.77	1.68	2.09	1.87	2.03	0.16	2.06	0.19	
Learning effectively on your own	3.10	3.07	2.99	3.02	2.95	3.11	2.97	-0.14	3.00	-0.11	
Understanding yourself	2.86	3.00	2.80	2.85	2.78	2.88	2.76	-0.12	2.78	-0.10	
Developing a personal code of values and ethics	N/A	N/A	2.51	2.67	2.59	2.94	2.66**	-0.28	2.66**	-0.28	
Contributing to the welfare of your community	2.19	2.25	2.21	2.21	2.24	2.51	2.44	-0.07	2.43	-0.08	
Developing a deepened sense of spirituality				1.69	1.80	2.06	1.93	-0.13	1.91	-0.15	
<i>During the current school year how often have you done the following:</i>	<i>1=never, 2=sometimes, 3=often, 4=very often</i>										
Exercised or participated in physical fitness activities				1.95	2.28	2.29	2.60**	0.31	2.66**	0.37	
Participated in activities to enhance your spirituality				1.54	1.93	2.00	2.15	0.15	2.14	0.14	

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

Table 9a—Weekly activities, mean scores¹: Freshmen

	Adelphi						Doctoral Peers		All National	
	2001	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi
	<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours, 6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>									
Working for pay on campus	1.79	1.55	1.71	1.42	1.67	1.57	1.59	0.02	1.57	0.00
Working for pay off campus	3.44	3.41	2.98	2.90	2.88	3.11	2.51*	-0.60	2.41**	-0.70
Relaxing and socializing	4.27	4.19	3.64	3.93	3.77	3.56	3.71	0.15	3.79	0.23
Providing care for dependents living with you	2.32	1.93	1.91	1.73	1.91	2.13	1.79	-0.34	1.72	-0.41
Commuting to class ¹	N/A	2.13	2.38	2.46	2.46	2.31	2.24	-0.07	2.25	-0.06

¹ The scale for 2001 was different and is not shown.

2001-2005 includes only first-time freshmen; 2007 also includes 7 first-year transfers

Table 9b—Weekly activities, mean scores¹: Seniors

	Adelphi						Doctoral Peers		All National	
	2001	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi
	<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours, 6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>									
Working for pay on campus	1.58	1.49	1.40	1.50	1.57	1.57	1.77	0.20	1.84	0.27
Working for pay off campus	5.09	5.09	5.21	4.58	4.67	5.07	3.99**	-1.08	3.78***	-1.29
Relaxing and socializing	3.54	3.32	3.27	3.34	3.19	3.32	3.41	0.09	3.49	0.17
Providing care for dependents living with you	3.17	3.18	2.94	2.78	3.41	3.10	2.59*	-0.51	2.38**	-0.72
Commuting to class ¹	N/A	2.46	2.48	2.55	2.90	2.58	2.43	-0.15	2.38	-0.20

¹ The scale for 2000 and 2001 was different and is not shown.

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

Table 10a—Overall Evaluation of Collegiate Experience: Freshmen

	Adelphi						Doctoral Peers		All National		
	2001	2002	2003	2004	2005	2007	2007	Differ. from Adelphi	2007	Differ. from Adelphi	
	<i>1=poor, 2=fair, 3=good, 4=excellent</i>										
How would you evaluate your entire educational experience at this institution?	3.03	3.07	3.15	3.24	3.17	3.20	3.15	-0.05	3.18	-0.02	
	<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>										
If you could start over, would you go to the same institution you are now attending?	3.11	3.10	3.16	3.11	3.08	3.20	3.18	-0.02	3.22	0.02	

2001-2005 includes only first-time freshmen; 2007 also includes 7 first-year transfers

Table 10b—Overall Evaluation of Collegiate Experience: Seniors

	2001	2002	2003	2004	2005	2007	Doctoral Peers		All National	
							2007	Differ. from Adelphi	2007	Differ. from Adelphi
How would you evaluate your entire educational experience at this institution?	3.17	3.21	3.23	3.19	3.12	3.18	3.16	-0.02	3.20	0.02
If you could start over, would you go to the same institution you are now attending?	3.12	3.13	3.19	3.01	3.09	3.12	3.12	0.00	3.19	0.07

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