



ORAP Research Bulletin

Office of Research, Assessment & Planning
Adelphi University

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Highlights from Student Surveys

Adelphi University routinely participates in various student surveys to assess the experiences of the student population and the success of various university programs and initiatives. This bulletin provides a summary of what was learned from various student surveys.

Surveys

A brief synopsis of each survey is provided, with a discussion of findings to follow.

Alumni Survey

The Alumni Survey is designed to find out what happens to Adelphi's alumni 5 to 10 years after graduation, particularly with respect to their employment and further education; to help evaluate existing programs and services; and to assess the extent to which Adelphi is meeting its strategic planning goals.

Cooperative Institutional Research Program (CIRP)

Cooperative Institutional Research Program (CIRP) is designed to obtain a wide range of demographic data as well as information on freshmen's high school background, career plans, educational aspirations, financial concerns, and attitudes on social issues. While many questionnaire items remain constant over time, the survey is revised annually to reflect the needs of the academic and educational research communities.

National Survey of Student Engagement (NSSE)

National Survey of Student Engagement (NSSE) obtains information about student participation in programs and activities that Adelphi provides for their learning and personal development. NSSE surveys freshmen and seniors. The results are intended to assist Adelphi 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. Also, the Faculty Survey of Student Engagement (FSSE) asks faculty questions on a variety of educational topics that mimic the questions asked in NSSE.

Recent Graduate Survey (RGS)

The Recent Graduate Survey (RGS) has several objectives; among them, to determine what happens to Adelphi's recent graduates after graduation, especially with respect to their employment, further education, and personal and professional achievements; to help evaluate existing programs and services; and to provide its individual schools with data on student outcomes.

Student Course Evaluation

The Student Course Evaluation obtains information about students' assessment of their own progress, course content, and the instructors' teaching.

Student Experience Survey (SES)

The Student Experience Survey (SES) provides information on undergraduate and graduate students' use and satisfaction with services, facilities, and the college environment, as well as their experiences at Adelphi, their opinions of the faculty, academic programs, course scheduling, and extracurricular activities.

Student Demographics

- Approximately, three-quarters of Adelphi students are female.
- About one-third of Adelphi students are from minority groups.
- More than half of Adelphi students are from Long Island (Nassau and Suffolk Counties), and approximately 30% of them are from New York City (5 boroughs). Most alumni also tend to remain in the Long Island/New York City areas after graduation.
- Approximately one-quarter of Adelphi freshmen are first-generation college students.¹
- The majority of undergraduate students are full-time; whereas, the majority of graduate students are part-time.

Adelphi's Strengths

Adelphi provides high quality education programs

- Approximately 90 percent of undergraduate and graduate students reported their academic expectations were met well at Adelphi (Student Experience Survey, 2007).
- Adelphi undergraduate students reported that the level of academic challenges received were either equal or greater than that of their peer institutions (National Survey of Student Engagement, 2008).
- Adelphi students' perceptions of the extent to which the University contributed to their acquiring job or work-related knowledge and skills reached its highest level in 2008, and exceeded those of their peer institutions (National Survey of Student Engagement, 2008).
- The overwhelming majority of Adelphi graduates at all levels (i.e., bachelor's, master's, and doctoral) rated the quality of education in their program as excellent or good (Alumni Survey, 2007).
- In the past, students have reported Adelphi's contribution to their quantitative reasoning skills were insufficient; however, according to the most recent data, Adelphi's continual effort to focus on general education learning goals has paid

¹ First-generation college students are students whose parents did not have any college experience.

off. In 2008, Adelphi students reported the highest level of institutional contribution to their ability in analyzing quantitative problems. Moreover, for the first time, the rating was comparable to that of peer institutions (National Survey of Student Engagement, 2008).

- In addition to the increasing institutional contribution to their quantitative skills, a growing proportion of undergraduate students reported that they made excellent progress in their critical thinking and writing skills from the courses they took (Student Course Evaluation). Also, Adelphi students' ratings of institutional contributions to their critical thinking and writing skills were either comparable or higher than those of their peer institutions (National Survey of Student Engagement, 2008).

Adelphi faculty are supportive, and challenging

- The vast majority of Adelphi undergraduate and graduate students were pleased with the fairness, accessibility, responsiveness, and teaching abilities of their professors (Student Experience Survey, 2007). Also, Adelphi undergraduate students reported having more positive interactions with faculty than that of their peers (National Survey of Student Engagement, 2008).
- Compared to peer institutions, more Adelphi undergraduate students reported having worked harder than their peers to meet an instructor's expectations (National Survey of Student Engagement, 2008). Adelphi faculty also agree with students' assessment, reporting a similar pattern (Faculty Survey of Student Engagement, 2008).
- Adelphi undergraduate students continued to positively rate the quality of academic advising. The ratings surpassed those of their peer institutions (National Survey of Student Engagement, 2008).

Adelphi values and promotes diversity

- Adelphi undergraduate students surpassed their peers on diversity-promoting experiences, such as encouraging contact among students from different economic, social, and racial or ethnic backgrounds, and being exposed to diverse perspectives in their courses (National Survey of Student Engagement, 2008). A similar pattern was also observed by Adelphi faculty who reported they frequently engaged students in discussion or writing assignments that included diverse perspectives, than did their peers (National Survey of Faculty Engagement, 2008).
- More than three-quarters of Adelphi degree recipients reported that Adelphi contributed in some way to their ability of getting along with people from different backgrounds (Recent Graduate Survey, 2008).

Adelphi has a good reputation

- The percentage of Adelphi freshmen who chose to attend Adelphi because of academic reputation has continued to rise. In 2008, more than two-thirds of

freshmen made their college decision for this reason (Cooperative Institutional Research Program Survey, 2008).

- More than 80 percent of Adelphi alumni and graduates indicated that Adelphi has a good reputation, and would recommend Adelphi to a friend or relative (Alumni Survey, 2007).

Adelphi students are satisfied with their college experience

- Consistently, 9 out of 10 Adelphi students reported satisfaction with Adelphi in general (Student Experience Survey, 2007).
- More than four-fifths of Adelphi's undergraduate students evaluated their entire educational experience at Adelphi as good or excellent. In addition, close to 80 percent of them would choose to attend Adelphi again if they could start over again (National Survey of Student Engagement, 2008).

Students' Concerns

Course availabilities and scheduling

- Overall, the majority of Adelphi students had positive experiences with the course content, and usage of technology in the classroom, although they responded less positively to questions concerning course scheduling and availability. Particularly, the proportion of undergraduate students reporting that often space is not available in courses they would like to take has steadily risen. Similarly, lack of space in required courses is an increasing concern. (Student Experience Survey, 2007).

Financing college education

- The percentage of Adelphi students reported receiving scholarship/grants from Adelphi, State, and Federal sources continued to increase. Moreover, the amount of educational debt they accumulated has also increased. Adelphi graduate students reported an average educational debt of more than \$40,000 (Student Experience Survey, 2007).
- More than two-thirds of Adelphi freshmen reported having concerns about their ability to finance their college education; these results were either comparable or greater to that of their peer institutions (Cooperative Institutional Research Program Survey, 2008).
- More Adelphi undergraduate students were working for pay off-campus compared to that of their peers. Close to one-third of them reported working more than 20 hours a week (National Survey of Student Engagement, 2008).

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