

# *ADELPHI UNIVERSITY*



## *Recent Graduate Survey 2004-2005*

*Office of Research, Assessment and Planning*

# Recent Graduate Survey 2004-2005

## *Office of Research, Assessment and Planning*

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# EXECUTIVE SUMMARY

## **Introduction**

During the fall of 2005 and spring of 2006, the Office of Research, Assessment and Planning surveyed Adelphi students who graduated during the 2004-2005 academic year.

The survey had several objectives; among them, to determine what happens to Adelphi's alumni after graduation, especially with respect to their employment, further education, and personal and professional achievements; to help evaluate existing programs and services, as well as the extent to which Adelphi is meeting its strategic planning goals; and to provide its individual schools with data on student outcomes.

## **Highlights from the Survey**

### ***Representativeness of the respondents***

- Twenty-two percent of surveyed graduates responded. This response rate is similar to previous surveys of recent Adelphi graduates.
- Overall, survey respondents reflected the population of degree recipients.
- Among undergraduates, respondents were somewhat more likely to be from University College (formerly ABLE)<sup>1</sup>, older, and white.
- Among graduates, respondents were older, and a higher proportion was from the School of Social Work, while a lower proportion was from the School of Education.

### ***Respondent characteristics***

- Overall, 463 respondents are included in the analysis –187 baccalaureate recipients, 264 master's recipients, and 12 doctoral recipients (all from IAPS). Respondent totals by school follow for the bachelor's and master's levels respectively: Arts and Sciences (63, 5); Business (27, 23); Education (14, 137); IAPS (15, 7); Nursing (22, 5); Social Work (7, 87); University College (39).
- The vast majority of the respondents were women (70% of the undergraduates and 84% of the graduates), as were at least half of students in all schools.
- About a quarter of the baccalaureate and master's recipients were members of a minority group, as were 20 percent of the doctoral recipients. Among schools with 10 or more recipients, the Social Work master's program had the highest proportion of minority students (38%), followed closely by the ABLE undergraduate program (37%).
- IAPS doctoral respondents had the highest proportion of students outside the United States (50%). Business and Social Work at both degree levels had the highest proportion of foreign born students, about one-quarter of the respondents (but Social Work had only 7 bachelor's respondents).
- About three-quarters of the baccalaureate and master's degree recipients' parents attended college. The highest proportions were ABLE and Social Work master's respondents and the lowest Business and Arts and Sciences undergraduates.
- Nursing baccalaureate respondents and Business master's respondents had the highest household income.

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<sup>1</sup> In fall 2006, ABLE was restructured into University College.

### ***Further education***

- Almost half (43%) of the baccalaureate respondents reported pursuing additional education in degree programs. In contrast, only a small proportion of master's respondents reported pursuing degree education (6%). Most students who pursued additional education did so at Adelphi.
- The NSCL data show that a slightly smaller proportion of all undergraduates than survey respondents pursue further degree education within a year after graduation (38%). The NSCL data also indicate that baccalaureate degree respondents from the schools of Education, Social Work, and IAPS were the most likely to continue their degree education, while Business and Nursing students were the least likely to pursue their education.
- Baccalaureate respondents from the Schools of Business and Nursing and master's respondents from Social Work were most likely to report pursuing non-degree education. Almost half of the baccalaureate respondents and about two-thirds of the advanced degree respondents reported pursuing non-degree education. Respondents were most likely to pursue non-degree classes for on-the-job training or professional licensure.
- Among most schools at the undergraduate level, over 80 percent of respondents continuing their education reported that Adelphi did a good job preparing them for further education. Business bachelor's recipients were slightly less positive, with 75 percent expressing satisfaction with their preparation.

### ***Work experience***

- Almost all respondents were working at least part-time, with the vast majority of master's and doctoral recipients (86% and 90%, respectively) and 65 percent of the bachelor's recipients working full-time. The schools with the highest proportions of respondents working were Nursing and Business. Twelve percent of bachelor's degree recipients were not working, primarily because they are continuing their education. Only 6 percent of master's degree recipients were not working, mainly because they have not found a job.
- More than half of respondents at all degree levels started their jobs before graduation. Only a minority of students needed more than two months to find a job. Most University College bachelor's and Business master's respondents worked at their jobs while in school (84% and 70% respectively).
- The average salary of respondents was \$45,083 for baccalaureate, \$60,806 for master's, and \$63,111 for doctoral graduates. Nursing students at both degree levels, Business master's respondents, and University College respondents had the highest annual income. IAPS and Education baccalaureate respondents had the lowest annual salaries.
- Advanced degree respondents were more likely than baccalaureate respondents in the same school to work at jobs related to their fields. Education and IAPS baccalaureate recipients had the lowest proportion of respondents indicating their majors were related to their jobs (54% each). Similarly, a larger proportion of baccalaureate respondents than graduate respondents (in schools with more than 10 respondents) were considering a job change outside their field of study at the time of this survey's administration.
- The majority of respondents from all schools worked in the Long Island/New York City area.

- Nursing respondents at both levels were the most likely to receive a job, raise, or promotion as a result of earning a degree. University College respondents were the least likely to indicate receiving a job, raise, or promotion as a result of earning a degree, even though the majority of them were working while in school.
- Most respondents at both levels believed that their Adelphi education was better than or about the same as the education of their peers at work. The highest rating of Adelphi's education (much or somewhat better) was given by Education and Nursing respondents at the baccalaureate and master's levels, and by IAPS doctoral degree respondents.

### ***Adelphi experiences***

- The vast majority of baccalaureate graduates at most schools (at least 80%) rated Adelphi's contribution to General Education-related skills (writing, research, presentation, information literacy, and critical thinking) highly. However, students' ratings of Adelphi's contribution to the General Education goals of math and art appreciation were considerably lower.
- Education, Nursing, and Social Work respondents at the baccalaureate level had the lowest opinion of Adelphi's contribution to art appreciation, while Arts and Sciences and IAPS respondents had the most favorable ratings. Education and Social Work also had the lowest opinion of Adelphi's contribution to their mathematical skills, while Business and Nursing respondents had the highest opinion (please note that there are only 7 Social Work undergraduate respondents).
- The vast majority (95-100%) of respondents at all degree levels in most schools rated Adelphi highly on its contribution to knowledge of a particular discipline. However, the ratings of University College respondents were notably lower (84%), and Business master's respondents provided considerably lower ratings than the baccalaureate respondents (78% vs. 96%).
- Over half of baccalaureate respondents in schools with a sizeable number of traditional students were satisfied with extracurricular activities. Respondents from Education were the most satisfied (85%), while Arts and Sciences respondents were the least satisfied (51%).
- At the baccalaureate level, Education, Nursing, and University College recipients had the highest opinions of both the quality of education in their programs and Adelphi's reputation. Among advanced degree recipients, about three-quarters of the ratings of the master's programs were favorable, while 90 percent of IAPS doctoral recipients rated their program as excellent. Most advanced degree respondents rated Adelphi's reputation lower than their program quality.
- Over 90 percent of most baccalaureate and 80 percent of advanced degree respondents indicated they would definitely or probably recommend Adelphi to a friend or relative. The lowest ratings were from Business baccalaureate respondents (65%).

### ***Computer usage***

- The vast majority of respondents at all levels frequently used computers at home and at work. The lowest proportion of respondents who frequently used computers at home was from University College (79%). The highest degree of computer use at work was reported by Business respondents at both levels (92% bachelor's and 100% master's). The lowest level of computer use at work was in Education (43% bachelor's and 71% master's).

- Most respondents were satisfied with the ease of access to computers on campus. At the baccalaureate level, Business respondents were the least satisfied with the ease of access to computers on campus, while IAPS respondents were the most satisfied. At the advanced degree level, at least three-quarters of respondents thought ease of access to computers on campus was excellent or good, with the exception of IAPS doctoral respondents (50%).
- At the master's degree level, a notably lower proportion of respondents rated preparation for technology used in their field of study as good or excellent, as compared to baccalaureate respondents. IAPS doctoral students were the least satisfied.
- With the exception of Business (46%) and University College (54%), at least two-thirds of baccalaureate respondents visited Adelphi's website frequently or sometimes. A smaller proportion of master's degree recipients visited the website (41-59%). Most IAPS doctoral recipient never visited the website (70%).

***Trends across years: 2000-2001 to 2004-2005 responses***

- The responses of the 2004-2005 graduates were generally more positive compared with the 2000-2001, 2002-2003, and 2003-2004 graduates, but occasionally lower than those of the 2001-2002 cohorts.
- A slightly smaller proportion of baccalaureate graduates were pursuing degree education, after a steady increase over the previous three years. Among master's degree graduates, the proportion pursuing degree programs declined slightly over past years, while the proportion employed increased over 2000-2001 and fluctuated slightly since 2001-2002.
- Baccalaureate respondents' ratings of Adelphi's contribution to their skills and abilities remained relatively constant over the past four years and generally showed improvement compared to 2000-2001. The major exception was in ratings for computer skills, which dropped to its lowest level in 2004-2005. In contrast, among master's respondents, the 2004-2005 ratings in computer skills reached their highest level.
- The largest proportions of baccalaureate respondents in schools with a sizeable number of traditional students were satisfied with extracurricular activities (58% in 2004-05 compared to about half in the previous years).
- Positive ratings of the quality of their program and of Adelphi's reputation by baccalaureate degree recipients remained relatively constant at 70-80 percent over the past four years. At the master's degree level, positive ratings remained at about 75 percent throughout the years.
- The proportion of respondents reporting visiting Adelphi's website declined from 2003-2004 among respondents at all degree levels. Among baccalaureate graduates, there was no notable improvement in ease of access to computers on campus over the past four years; however, there was a slight improvement over 2003-2004 among master's respondents. Ratings for exposure to technology in their field of study were relatively constant over the years among graduates at both levels.
- The vast majority of graduates at both levels rated Adelphi's contribution to their knowledge of a discipline very favorably in each of the five graduating cohorts from 2000-2001 to 2004-2005.

- At the baccalaureate and master's degree levels, the proportion of graduates reporting community involvement (primarily through volunteering time for a charity or civic organization), declined to their lowest levels.
- Ratings for being active in a political/social organization or cause among baccalaureate respondents have remained the same since 2002-2003. Among master's respondents, the ratings increased to their highest level in 2004-2005.

## **Meeting the Strategic Planning Goals**

The *Recent Graduate Survey* is a valuable tool for gauging Adelphi University's success in reaching strategic goals laid out in the institution's Master Plan.<sup>2</sup> Goals related to survey findings are listed below; each is briefly addressed using relevant survey results.

- **Strategic Goal: Academic Program Enhancement**  
Overall, the majority of Adelphi graduates had favorable impressions of the quality of education they received from their programs. The vast majority of respondents also believed that Adelphi's education was better than, or about the same as, that of their peers' at work. Compared to previous cohorts, the ratings of Adelphi's education compared to that of respondents' peers at work increased since 2003-2004 at the bachelor's and master's levels. The quality of education ratings remained relatively stable over time.
- **Strategic Goal: Provide Broad General Education**  
The vast majority of baccalaureate graduates at most schools indicated that Adelphi contributed to their skills development. At least 80 percent of the respondents felt that Adelphi contributed to their analyzing and evaluating information, critical thinking, writing, and research skills. The skills with the lowest rankings were mathematics skills and art appreciation.
- **Strategic Goal: Improve Information Literacy**  
Master's respondents' ratings of Adelphi's contribution to their computer skills showed impressive improvement over the years. The ratings of recent baccalaureate graduates, though, declined to their lowest rating. With the exception of IAPS doctoral students, the majority of respondents were satisfied with the ease of access to computers on campus. Overall, bachelor's respondents were more satisfied with the preparation for technology used in their field of study than advanced degree respondents. At the baccalaureate level, Arts and Sciences respondents were the least satisfied; at the advanced degree level, IAPS doctoral students were the least satisfied.
- **Strategic Goal: Build Global and Participatory Citizenship**  
Baccalaureate respondents' ratings of Adelphi's contribution to appreciation of cultural events increased to their highest level, while remaining relatively stable among advanced degree respondents. Involvement in a political/social organization or cause remained stable among baccalaureate respondents and increased slightly among master's respondents. In contrast, students' involvement in their community – primarily in the form of volunteering - decreased over the years of the survey.

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<sup>2</sup> Adelphi University Master Plan 2004, Appendix 3: Matrix for the Assessment of Institutional Success.

- Strategic Goal: Enhance Professional Preparation**

The vast majority of Adelphi graduates were primarily employed full-time, and reported a high level of satisfaction with their jobs. Most baccalaureate respondents not working were continuing their education; for master’s respondents not currently employed, though, the main reason was because they have not found a job. A large proportion of advanced degree graduates also reported that their jobs were definitely related to their majors and that their educational preparation for their jobs was the same or better than that of their peers at work.
- Strategic Goal: Enhance Students Overall Experience**

In addition to a high level of satisfaction with the quality of their program at Adelphi, most respondents indicated that they would recommend Adelphi to a friend or relative. However, although students’ ratings of extracurricular activities increased over the years, only about half of the “traditional” undergraduates rated this area as good or excellent, indicating the need for further improvement. Academic research has found that students who are more socially integrated are more likely to be retained at a college.
- Strategic Goal: Improve the Reputation of Adelphi**

Overall, about three-quarters of all respondents rated Adelphi’s reputation as good or excellent. The ratings of the advanced degrees respondents, however, were generally lower than those of the baccalaureate respondents.

## **Recommendations**

- Overall, most Adelphi graduates rated the quality of their program as good or excellent. More effort, though, should be made to improve students’ experiences in those specific academic programs where graduates’ ratings were considerably lower. At the baccalaureate level, Arts and Sciences and Business respondents were the least satisfied with the quality of their program. Among advanced degree respondents, Education and Social Work were the only schools with program ratings of not very good or poor.
- While the majority of baccalaureate graduates indicated that Adelphi contributed to the development of many skills and abilities, the notable exceptions were mathematical skills and art appreciation, both of which correspond to the General Education learning goals. More effort should be made to improve students’ experiences in these areas.
- The General Education skills of writing, critical thinking, presentation, research, and information literacy were rated highly by the vast majority of baccalaureate respondents. Nursing respondents, though, gave the lowest rating for Adelphi’s contribution to their writing skills. This is an area that also needs more attention.
- Although most respondents rated Adelphi highly on its contribution to knowledge of a particular discipline, the ratings of University College respondents were notably lower than those of other baccalaureate graduates. Among advanced degree respondents, the ratings by Business master’s students were 18 percent lower than those of Business bachelor’s respondents. This is another area that lends itself to more attention.
- Although the rating of Adelphi’s extracurricular activities steadily improved (especially for traditional bachelor’s respondents), the fact that just over half of these respondents thought that the activities were good or excellent suggests that this area needs improvement. Research has found that students who are more socially integrated are more likely to be retained at a college.

- Overall, baccalaureate respondents were more satisfied with the preparation for technology used in their field of study than upper level respondents. Among the schools, Arts and Sciences respondents were the least satisfied baccalaureate respondents, while IAPS doctoral students were the least satisfied at the advanced degree level. Given these findings, students (especially at the master's and doctoral levels) should have more exposure to, and more preparation in, the technology related to their field of study.
- Most graduates tend to remain in the Long Island/New York City area after graduation, but relatively few attend Adelphi events or visit Adelphi's website. For this survey, graduates were asked for the first time to indicate which Adelphi events they would be likely to attend. Most baccalaureate and master's respondents chose networking as their first choice, followed by a social/cultural event. Homecoming ranked third among baccalaureate respondents, while a school reception ranked last. For master's respondents, a homecoming and school reception tied for third place. Doctoral respondents singled out networking. By focusing attention on the preferred events, Adelphi will be able to keep these graduates involved with the institution after they leave.

# INTRODUCTION

A total of 2,184 surveys were mailed to Adelphi University undergraduate and graduate alumni who received a bachelor's, master's, or doctoral degree in 2004-2005.<sup>3</sup> In addition to a base survey, graduates from IAPS and the Schools of Nursing and Social Work received additional questions specific to their school.

The survey was conducted in three waves. First, a postcard with the survey's website inviting on-line responses was sent to all potential respondents in December 2005. A paper questionnaire was mailed out in January 2006. In late spring, the questionnaire was sent for a second time to graduates who did not respond to the initial two mailings, including those whose original surveys were returned with a corrected address. A total of 463 graduates returned the survey. After excluding undeliverable surveys, the response rate was 21.7 percent. Among undergraduates, the response rate was 18.9% and 24.1% among graduate alumni.

This report is presented in four sections:

1. In the first section, responses are analyzed by degree type; the focus here is on baccalaureate (187 responses) and master's (264 responses) degree recipients. Twelve alumni with IAPS doctoral degrees also responded. Because their numbers are so small, the responses of doctoral degree recipients will only be mentioned when they stand out or when they differ substantially from baccalaureate and master's degree responses. This section also includes a table with data provided by the National Student Clearinghouse<sup>4</sup> for all 2004-05 graduates. The data are used to supplement respondents' information about their continuing education.
2. The second section offers trend data, breaking down the responses to this survey by graduation year and comparing them to responses from the surveys of 2000-2001 to 2003-2004 graduates.
3. The third section presents responses comparing schools by the type of degree earned. Highlights compare and contrast differences among the schools.
4. The fourth section presents separate tables by school, allowing school administrators to use the tables for their own purposes (distributed only to the individual schools).

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<sup>3</sup> Six associate degree recipients, 15 IAPS students who received a master's degree on their way to a doctorate, doctoral recipients from the Schools of Social Work (2) and Education (1), and 14 IAPS postdoctoral students were excluded from the list of students to be surveyed.

<sup>4</sup> The National Student Clearinghouse (NSCL) provides information about college attendance in most US colleges (excluding a small number of students who refuse to have their data released).

## **Section I: Responses by Degree Level**

### **Comparing Respondents to Degree Recipients (Table 1)**

**Survey respondents were compared with the 2004-2005 population of Adelphi degree recipients on characteristics available in Adelphi's database (sex, age, ethnicity, school, and GPA). At the undergraduate level (with the exception of University College, which had a higher proportion of respondents), the distributions of most groups were comparable to their proportions in Adelphi's population. At the graduate level, response rates were slightly higher among older graduates and graduates from Social Work.**

Table 1 shows the distribution of undergraduate and graduate respondents compared to all 2004-2005 degree recipients in several demographic categories. At the undergraduate level, respondents were similar to all graduates on the gender, age, ethnicity, and GPA distributions – with slightly larger proportions of older (5% more over 40) and white respondents (5% more), and a lower proportion of respondents with missing information (5% less). Distribution among most schools was also similar, with the exceptions of Arts and Sciences, which had a lower proportion of respondents (3% less) and University College, which had a higher proportion of respondents (6% more).

Similarly, among graduate degree respondents, respondents were comparable to all graduates on gender, ethnic, and GPA distributions, with a slightly larger proportion of women respondents (4% more). In addition, a larger proportion of older students responded (28% of the respondents and 22% of all graduates were older than 40). Finally, the distribution among Adelphi's graduate schools was similar for Arts and Sciences, Business, Nursing and IAPS; however, the School of Social Work had a larger proportion of respondents (7% more) and the School of Education had a slightly lower proportion of respondents (4% less).

### **Respondents' Demographic Characteristics (Table 2)**

**One quarter of the baccalaureate and master's degree graduates were ethnic minorities<sup>5</sup>, and close to a fifth were foreign born. In contrast, one-fifth of doctoral degree recipients were ethnic minorities, and half were foreign born. As expected, master's degree recipients were more likely to be married and to have children than baccalaureate graduates.**

About a quarter of the baccalaureate and master's degree graduates were ethnic minorities (25% and 26%, respectively), as were 20 percent of the doctoral graduates. The proportions of Asian, Black, and Hispanic bachelor's and master's degree recipients were also comparable. In addition, close to a fifth of the bachelor's and master's degree recipients were foreign-born (17% and 16%, respectively) compared to half of the doctoral respondents.

As expected, respondents who earned master's degrees were more likely to be married and have children than were respondents with baccalaureate degrees. Over two-thirds (68%) of bachelor's

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<sup>5</sup> Because of the large number of students missing ethnicity information in Adelphi's database, students were asked about their ethnicity in the survey.

degree recipients were single, a percentage notably higher than that of master's degree recipients (46%). Forty percent of the master's degree recipients reported having children, compared with 24 percent of bachelor's degree recipients and 30 percent of doctoral recipients. The average number of children reported by baccalaureate and master's respondents was about 2.

**A larger proportion of baccalaureate degree recipients had lower household incomes. Not surprisingly, doctoral degree recipients reported the highest household incomes of all.**

Twenty-three percent of baccalaureate degree recipients reported a household income of less than \$35,000; of these, 11 percent reported a household income of less than \$20,000. In comparison, none of the doctoral degree recipients and only 7 percent of master's degree recipients reported household incomes of less than \$35,000. Additionally, only 1% of master's degree recipients reported a household income less than \$20,000. At the upper income brackets, the income distribution for master's and doctoral respondents was notably higher than that of baccalaureate degree respondents. Forty-four percent of master's and 60% of doctoral degree recipients reported incomes of \$100,000 or more, while only 28% of baccalaureate degree recipients fell into this category. It should be stressed, however, that these data reflect the earnings of all members of a household, not the individual income of survey respondents.

**About three-quarters of bachelor's and master's degree recipients' parents attended college. Twenty-one percent of baccalaureate degree recipients and 14 percent of master's degree recipients (and none of the doctoral respondents) were Adelphi legacy.**

There were minor differences in the share of respondents at all degree levels who were first-generation college students (27% bachelor's, 22% master's, and 30% doctoral). Additionally, 21 percent of baccalaureate degree respondents and 14 percent of master's degree respondents were Adelphi legacy. None of the parents of respondents with doctoral degrees attended Adelphi.

### **Education after Graduation (Table 3)**

**The majority of Adelphi graduates were pursuing some form of additional education. Almost half of baccalaureate respondents (43%) reported pursuing degree education, compared to only 6 percent of master's respondents. In addition, most respondents at all degree levels were pursuing non-degree education, most commonly on-the-job training. Most graduates reported that Adelphi did a good job preparing them for further education.**

The vast majority of all respondents reported pursuing additional education after graduating from Adelphi (72% of the bachelor's, 63% of the master's, and 67% of the doctoral degree recipients). Baccalaureate recipients were more than seven times as likely as master's degree recipients to enroll in a degree program. Forty-three percent of undergraduate respondents, compared with 6 percent of the master's doctoral recipients, were pursuing degree education. As would be expected, most baccalaureate graduates in degree education were pursuing master's degrees. Half of the master's respondents who reported pursuing additional degree education (3% of all master's graduates) were pursuing additional master's degrees.

Forty-eight percent of bachelor's graduates, 61 percent of master's respondents, and 67 percent of doctoral recipients pursued non-degree education. Among baccalaureate and master's recipients, the most common non-degree pursuit was on-the-job training (33% and 49%, respectively), followed by professional certification or licensure classes (16% baccalaureate and 15% master's) and classes in career-related skills (10% baccalaureate and 12% master's). For doctoral recipients, the most common non-degree pursuits were professional certification or licensure and on the job training (42% each) and career-related skills (17%). Additionally, six percent of baccalaureate and 7 percent of master's respondents took non-degree courses for their own enjoyment (none for doctoral respondents), while more master's students took non-degree online courses (9% compared to 4% for bachelor's and none for doctoral respondents).

Eighty-six percent of baccalaureate, 79 percent of master's, and 100 percent of doctoral respondents who continued their education were satisfied or very satisfied with Adelphi's preparation for further education.

**A majority of graduates at the baccalaureate level and one-third of master's degree recipients planned on earning an additional degree at some point in the future.**

Sixty-one percent of baccalaureate recipients planned on earning an additional degree at some point in the future. Exactly one-third of master's degree recipients (33%) also planned to earn an additional degree in the future. Most master's degree recipients (43%) were unsure about earning a degree in the future, as were 24% of baccalaureate recipients. Fifteen percent of baccalaureate and 24 percent of master's degree recipients did not plan on returning to school for further education.

**Over sixty percent of the baccalaureate and master's respondents expressed interest in taking online courses at Adelphi, but mainly if the courses were for credit.**

Sixty-two percent of the bachelor's degree recipients and 61 percent of the master's degree recipients were interested in online courses offered by Adelphi. More than half of these students expressed interest in online courses for credit (51% of the baccalaureate respondents and 53% of master's respondents). Nineteen percent of baccalaureate respondents and 17 percent of master's degree respondents would be interested in taking online courses at Adelphi for their own enjoyment; 33 percent bachelor's degree and 25% of the master's degree recipients indicated they would be interested in online courses for job-training. Of doctoral respondents, only 22 percent were interested in online courses overall, and the interest expressed was identical for taking these courses for one's own enjoyment and for credit (11% each). No doctoral respondents were interested in taking courses for job-training.

**Continuing Education of Baccalaureate Graduates (Table 4)**

**National Student Clearinghouse (NSCL) data show that about 38 percent of Adelphi's baccalaureate degree recipients continued their education within one year of graduation, most of them at Adelphi.**

A list of all Adelphi's graduates was sent to the NSCL, which provided information on students' subsequent enrollment<sup>6</sup>. Within one year of graduation, 38 percent of all Adelphi's 2004-2005 baccalaureate graduates were enrolled for further education at four-year institutions. Sixty-three percent of graduates who continued their education did so at Adelphi. The most popular institutions outside Adelphi were: LIU CW Post, CUNY Queens College, Hofstra University, Dowling College, Stony Brook University, St. John's University, and Molloy College. It should be noted that in the 2004 Recent Grads Survey, Molloy ranked tenth among other schools and has moved up to fourth place, along with St. John's.

### **Work Experience after Graduation (Table 5)**

**Almost all Adelphi graduates indicated that they were currently working; 65 percent of baccalaureate, 86 percent of master's, and 90 percent of the doctoral respondents are employed full-time. A considerably larger proportion of the doctoral degree recipients than baccalaureate and master's recipients were self-employed.**

Sixty-five percent of baccalaureate, 86 percent of master's, and 90 percent of doctoral recipients were working full-time when they completed the survey. Only 12 percent of baccalaureate, 5 percent of master's, and 10 percent of doctoral respondents were not working. Of respondents who were not working, most of those with master's degrees have not found a job (47%), or were taking care of their families (18%). Most baccalaureate respondents who were not working were continuing their education (63%); only 17 percent have not found a job. One-third of the doctoral degree respondents (33%) were self-employed, compared with 9 percent of the baccalaureate and 7 percent of the master's respondents.

**Most graduates at the baccalaureate and master's levels indicated that they had worked at only a single job since graduation, while 70 percent of doctoral respondents held two jobs since graduating. More than half at all degree levels started their jobs before graduation. Only a minority of students needed more than two months to find a job.**

Sixty-one percent of the baccalaureate respondents, two-thirds of the master's respondents (66%), and almost one-third of the doctoral recipients (30%) held only one job since graduating. Twenty-four percent of baccalaureate respondents, 27 percent of master's respondents, and 70 percent of doctoral recipients held two jobs since graduating. A majority of students at all levels either got their job before graduating or worked at their job while in school (63% of bachelor's, 59% of master's, and 60% of doctoral recipients). Only fourteen percent of baccalaureate degree recipients took longer than two months after graduation to find a job; for master's recipients, 23 percent fell into this category. Additionally, 4 percent at the baccalaureate level and 11 percent at the master's level took more than six months to find a job.

**At the time of the survey, most baccalaureate respondents worked in the private sector. In contrast, over half of the master's degree recipients worked for the government, and more**

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<sup>6</sup> The NSCL provides data on students enrolled in most US institutions of higher education with the exception of a handful of students who did not agree to release their information

**than half of the doctoral respondents worked in the non-profit sector. Average annual salaries were greater for graduates with more advanced degrees.**

Owing to the large number of graduate students from the School of Education, master's degree recipients were much more likely to work in the public sector (56%) than in the non-profit sector (23%) and private sector (21%). By comparison, 31 percent of baccalaureate recipients worked in the public sector, 55 percent were in the private sector, and 13 percent were in the non-profit sector. More than half of the doctoral respondents (56%) worked in the non-profit sector.

Respondents who earned doctoral degrees had an average annual salary at their current job of \$63,111. Those with master's degrees had an average annual salary of \$55,300; the average salary for baccalaureate degree respondents was \$46,776.

**Respondents, especially at higher degree levels, worked in jobs that were closely related to their field of study. More than half of master's degree recipients and half of the doctoral respondents, compared to about a third of the baccalaureate respondents, also reported receiving job-related benefits as a result of completing their degree. The vast majorities of respondents at all levels were satisfied with their jobs and would not consider a job outside their field.**

Students with advanced degrees were more likely to report receiving job-related benefits as a result of finishing their degree than were baccalaureate recipients. Fifty-seven percent of master's degree recipients and 50 percent of doctoral degree recipients indicated that they had received a raise, promotion, or a job as a result of completing their degree, compared to 36 percent of baccalaureate recipients. Furthermore, 80 percent of master's recipients and all doctorate recipients indicated that their job was definitely related to their area of study, compared to only 46 percent of baccalaureate recipients.

Almost half of the master's degree recipients had considered a job change (47%), compared with over half of baccalaureate (54%) and 20 percent of doctoral recipients. Among doctoral respondents, however, none would search for a job outside their field (combining those considering a job change "outside my field" and "in or outside my field"). Further, only 7 percent of the master's respondents considered switching to a job outside their field compared to 23 percent of the bachelor's respondents. Respondents with advanced degrees were also somewhat more likely than baccalaureate respondents to be generally satisfied with their job (80% of baccalaureate, 85% of master's, and 89% of doctoral).

**The vast majority of respondents at all levels believed that their Adelphi education was better than or about the same as the education of their peers at work. However, doctoral respondents were considerably more satisfied than other respondents.**

About half of baccalaureate and master's degree recipients thought that their education was somewhat or much better than the education received by their workplace peers (52% and 50%, respectively). Forty-two percent of baccalaureate and 39% of master's respondents ranked it as about the same; only 11 percent of master's and 6 percent of baccalaureate recipients rated their education as somewhat or much worse than that of their work peers. Three-quarters (78%) of

doctoral respondents felt that their education was better than that of their colleagues, while 11 percent thought it was about the same.

**After graduation, most respondents remained in the New York City area.**

Fifty-six percent of baccalaureate recipients worked on Long Island, and 26 percent worked in New York City. Of master's degree recipients, 44 percent worked on Long Island, and 42 percent in New York City. Only 8 percent of baccalaureate and 4 percent of master's degree recipients worked outside of the New York-New Jersey-Connecticut area. In contrast, 78 percent of doctoral recipients worked in New York City, and 22 percent worked outside of the tri-state area; none, however, reported working on Long Island.

**Career Development Services (Table 6)**

**About one-fourth to just over half of the baccalaureate and master's respondents used the services provided by the Center for Career Development.**

When asked about their satisfaction with various Career Development services, most respondents indicated that they had not used these services. The services used most frequently by bachelor recipients were individual career counseling (53%), resume/interview preparation (48%), locating internships, and helping locate jobs while in school (42% each). Master's recipients most frequently used individual career counseling (47%), followed by resume/interview preparation (43%), career seminars/workshops or panel discussions, and locating internships (42% each). The service used least frequently by both baccalaureate and master's respondents was the self-assessment inventory (31% and 25%, respectively).

Most doctoral students (six) used the locating internships service; two students each used individual career counseling, career seminars/workshops or panel discussions, and help locating jobs while in school. One student each used resume/interview preparation, the self-assessment inventory, and help locating jobs after graduation. None of the doctoral students used individual employment interviews.

**The majority of the baccalaureate and master's students who used the Center for Career Development were satisfied/very satisfied with the services provided.**

Baccalaureate respondents were most satisfied with resume/interview preparation assistance, individual career counseling, career seminars/workshops or panel discussions, and the self-assessment inventory. Master's respondents, on the other hand, were most satisfied with individual career counseling, resume/interview preparation assistance, career seminars/workshops or panel discussions, and the self-assessment inventory. At least two-thirds reported being satisfied or very satisfied with these services.

Baccalaureate students were least satisfied with help in locating jobs after graduation (60%), help with locating internships (64%), and help with locating jobs while in school (65%). Master's degree recipients were least satisfied with individual employment interviews (58%), help in locating jobs after graduation (61%), and with help locating jobs while in school (63%).

## Adelphi Experiences (Table 7)

**Three-quarters or more of baccalaureate respondents felt that Adelphi contributed some or a great deal to the development of most skills and abilities listed on the survey. The vast majority of baccalaureate and master's respondents felt that Adelphi contributed to their critical thinking, writing, and research skills, knowledge of a particular discipline, and analyzing and evaluating information skills. The skills with the lowest ranking at all degree levels were mathematics skills and art appreciation.**

Baccalaureate respondents indicated that Adelphi did a good job in developing most of their skills and abilities. Master's recipients generally shared similar (although usually lower) ratings on most skills. The most discouraging findings were baccalaureate respondents' ratings of Adelphi's contribution to their mathematics skills and art appreciation, two of Adelphi's General Education learning goals. Just over half of the baccalaureate respondents felt that Adelphi had contributed at least some to their mathematics skills and to their art appreciation (54% and 56%, respectively) – their lowest ratings on any of the items.

Although not specifically targeted in advanced degree programs (unlike General Education learning goals for all undergraduates), an even lower proportion of master's respondents indicated that Adelphi had contributed to their mathematical skills (39%) or art appreciation (29%). In addition, master's degree students lagged behind bachelor recipients' ratings on Adelphi's contribution to awareness of community and global issues (81% bachelor's and 68% master's) and appreciation of cultural events (78% and 57%, respectively). Respondents from both groups rated Adelphi's contribution relatively low on negotiation skills (69% bachelor's and 58% master's) and computer skills (67% bachelor's and 65% master's).

Remarkably, 94 percent of baccalaureate and 93 percent of master's recipients indicated that Adelphi had contributed to their knowledge of a particular discipline, as did all twelve doctoral respondents. Similar positive ratings at the baccalaureate and master's levels were shown for Adelphi's contribution to critical thinking (96% and 89%, respectively), analyzing and evaluating information (93% and 89%), research skills (90% and 88%), presentation skills (90% and 88%), and writing skills (91% and 84%). Across degree levels, significant majorities of bachelor's and master's respondents felt Adelphi contributed to their ability to work in teams and to get along with people from different backgrounds (over 80% for all respondents on both items).

Baccalaureate respondents were always more likely than master's degree recipients to indicate that Adelphi contributed some or a great deal to their skills, with the difference between the two groups being 10 percent or more on 5 of the 17 items, most related to General Education goals: art appreciation (56% versus 29%), mathematical skills (54% versus 39%), appreciation of cultural events (78% versus 57%), and awareness of community and global issues (81% versus 68%). Baccalaureate students also had a higher score than master's respondents on writing skills (8% difference).

Doctoral students felt that Adelphi primarily contributed to their ability to work in teams, ethics and integrity, discipline-related knowledge, critical thinking skills, presentation abilities, and ability to get along with people from different backgrounds.

**Most respondents rated Adelphi's library resources positively.**

The vast majority of baccalaureate and master's respondents (78% each) and 70 percent of doctoral respondents (or six) rated the use of library resources as good or excellent.

**Just over half of baccalaureate and master's respondents rated Adelphi's extracurricular activities as good or excellent.**

Fifty-eight percent of the bachelor's degree recipients rated Adelphi's extracurricular activities as good or excellent, compared to 53 percent of master's degree recipients. Only two of the eight doctoral recipients who responded to this question thought that Adelphi's extracurricular activities were good or excellent.

**At least three-quarters of the respondents had favorable impressions of the quality of education they received from their program and of Adelphi's reputation. Most would also recommend Adelphi to friends or relatives.**

The majority of respondents at all degree levels rated the quality of education in their program favorably. At least three-quarters of baccalaureate and master's respondents (77% and 76%, respectively) indicated that the quality of education in their program was good or excellent. Doctoral students perceived the quality of their program even more favorably, with 90 percent of these respondents rating their program as excellent.

Respondents had a similar impression of Adelphi's reputation: Seventy-seven percent of baccalaureate respondents, 78 percent of master's degree recipients, and 70 percent of doctoral respondents said that Adelphi has a good or excellent reputation. Only 6 percent of baccalaureate and 2 percent of master's recipients indicated that Adelphi's reputation was not very good or poor. None of the doctoral respondents fell into this category.

Over 80 percent of respondents in the baccalaureate and master's degree groups indicated that they would probably or definitely recommend Adelphi to a friend or relative (84% baccalaureate and 81% master's); 78 percent of doctoral recipients felt the same.

### **Computer Usage (Table 8)**

**Almost all Adelphi graduates reported frequent use of a computer at home, and more than three-quarters also frequently used computers at work. Doctoral respondents reported the highest proportion of computer use both at home and at work.**

At least 92 percent of respondents reported frequent use of a home computer, and all of the doctoral respondents (100%) reported frequent use of computers at home. Respondents were somewhat less likely to use a computer in the workplace: Seventy seven percent of bachelor's

degree recipients, 78 percent of master's degree recipients, and 90 percent of doctoral degree recipients reported frequent use of a computer at work.

**Most baccalaureate and master's graduates had visited Adelphi's website, although baccalaureate recipients had done so more frequently than master's respondents. In contrast, 70 percent of the doctoral respondents never visited the website.**

While almost two-thirds of baccalaureate respondents (64%) visited Adelphi's website frequently or sometimes, master's respondents were less likely to visit the website (47%). Conversely, only ten percent of bachelor's respondents had never visited Adelphi's website, compared with 17 percent of master's respondents. In contrast, 70 percent of doctoral respondents never visited the website and an additional 20 percent rarely visited it.

**Most respondents at the baccalaureate and master's levels rated Adelphi highly on the ease of access to computers on campus, but were less satisfied with the preparation for technology used in their field of study. Doctoral students were considerably less satisfied with both aspects.**

Seventy-eight percent of both baccalaureate and master's students rated the ease of access to computers on campus as good or excellent. Fifty percent of doctoral respondents rated the ease of access as good or excellent, and 40 percent rated it as not very good.

A majority (although smaller proportion) of respondents who had earned a baccalaureate degree (67%) or a master's degree (61%) rated Adelphi as good or excellent in its preparation for technology used in their field of study. At the doctoral level, 20 percent rated the preparation for technology used in their field of study as good and none rated it as excellent. Moreover, almost a third of doctoral respondents (30%) rated their preparation for technology used in their field as not very good or poor, compared to 10 percent of bachelor's and 12 percent of master's recipients.

### **Cultural Activities (Table 9)**

**Almost half of baccalaureate and master's respondents, as well as one-third of doctoral respondents, chose networking as the Adelphi event they are most likely to attend. A social/cultural event was the second most popular choice among baccalaureate and master's respondents. Among doctoral graduates, a homecoming, school reception, and social/cultural event tied for second place.**

Most baccalaureate and master's respondents (49% and 48%, respectively) selected networking as their first choice, followed by a social/cultural event (46% baccalaureate and 42% master's). Homecoming ranked third for baccalaureate respondents (23%), and a school reception was last (22%). For master's respondents, a homecoming and school reception each garnered 13 percent. In contrast, while networking was also the first choice among doctoral graduates, a homecoming, school reception, and social/cultural event each drew 8 percent.

**After graduation, higher proportions of master's degree recipients took part in most cultural and political activities and the arts than did baccalaureate respondents. Doctoral recipients generally had the highest rates of participation on most activities.**

For most activities, master's degree recipients sometimes or frequently engaged in various activities more often than baccalaureate respondents. Master's degree respondents were more likely than baccalaureate respondents to visit an art museum or gallery (53% versus 48%), read novels or non-fiction books/short stories (84% versus 76%), attend musical or theatrical performances (69% versus 59%), and volunteer time for a charity or civic organization (45% versus 39%). Seventy-six percent of each group watched documentaries on television. Baccalaureate respondents were more likely than the other degree recipients to have performed in a theater or concert or have an art exhibit (16% baccalaureate, 8% master's, 0% doctoral). Additionally, doctoral recipients generally had higher rates of participation in most other activities, with the exception of volunteering time for a charity or civic organization, with only 30% participating.

**The vast majority of respondents at all degree levels kept up with current events and voted in elections. Considerably fewer respondents were active in political or social organizations.**

Most respondents indicated that they kept up with current events. Seventy-six percent of baccalaureate respondents agreed or strongly agreed that they spent time keeping up with political events as did 78 percent of master's degree recipients and 90 percent of doctoral respondents. The vast majority of respondents also indicated that they voted in federal, state, and/or local elections (86% baccalaureate, 85% master's, and 70% doctorate). Despite this, only 30 percent of doctoral, 40 percent of bachelor's, and 48 percent of master's respondents reported that they were active in a political or social organization or cause.

## Section II: Trends in Responses to the Survey of Recent Graduates

### Baccalaureate Degree Recipients 2000-2001 to 2004-2005 (Table 10)

- A slightly smaller proportion of respondents reported pursuing degree education in 2004-2005 (42.6%), after a steady increase over the previous three years, from 42 percent in 2000-2001 to 46.4 percent in 2003-04.
- The proportion of respondents who were satisfied with Adelphi's preparation for further education held steady at 84-86 percent (with the exception of 81% in 2003-2004).
- Respondents' ratings of Adelphi's contribution to their writing and research skills have remained relatively high over time – in 2004-2005, they stood at 91% and 90%, respectively.
- The proportion of students indicating that Adelphi had contributed moderately or a great deal to their math skills increased from 49 percent in 2003-2004 to 54 percent in 2004-2005, after a decline from a high of 63 percent in 2001-2002.
- The proportion of respondents who thought that Adelphi had contributed to their computer skills fluctuated widely over the years, ranging from highs of 75-76 percent (in 2001-2002 and 2003-2004) to lows of 70-71 percent (in 2002-2003 and 2000-2001). However, the 2004-2005 rating of 67 percent is the lowest ever.
- The proportion of respondents rating Adelphi's contribution to the ability to get along with people from different backgrounds increased steadily, from 79 percent in 2000-2001 to 88 percent in 2004-2005 (with the exception of 2001-2002, at 88%).
- An increase was also noted among respondents regarding Adelphi's contribution to their appreciation of cultural events and activities, from 68-69 percent in previous years (with the exception of 75% in 2001-2002) to 78 percent in 2004-2005.
- There was an increase among respondents reporting that Adelphi contributed moderately or a great deal to their ethics and integrity, from 79 percent in the previous two years to 83 percent in 2004-2005 (although it was 84% in 2001-2002).
- Encouragingly, the proportion of students rating Adelphi's extracurricular activities as good or excellent (58%) was higher than in any of the previous years (ranging from a low of 46% in both 2000-2001 and 2002-2003 to a high of 52% in 2001-2002).
- There was a sizable increase in the proportion of graduates visiting Adelphi's website, from 31 percent in 2000-2001 to 64 percent in 2004-2005, although this represents a decline from 72 percent in 2003-2004.
- Respondents' rating of Adelphi's reputation as good or excellent improved from 70 percent in 2000-2001 to 77 percent in 2004-2005 (with the exception of 2003-2004, when the rating stood at 71%).
- Respondents who indicated that they frequently or sometimes volunteer their time for a charity or civic organization sharply decreased from a high of 51 percent among the 2003-2004 graduates to 39 percent in 2004-2005, the lowest rating to date.

- At 59 percent, the proportion of graduates who reported attending musical or theatrical performances also declined to its lowest level (from 67-70% in previous years).
- Additionally, the proportion of respondents indicating that they kept up with current political events was lower than in previous years (76% compared to 79-87%).
- However, 40 percent of the graduates since 2002-2003 indicated they are active in a political or social organization or cause, compared to 28 percent in 2000-2001 and 31 percent in 2001-2002.

### **Master's Degree Recipients 2000-2001 to 2004-2005 (Table 11)**

- A slightly smaller proportion of respondents reported pursuing degree education in 2004-2005 (6%), compared to 11-14 percent in the previous years. Additionally, 79 percent of those pursuing degree education in 2004-2005 were satisfied with Adelphi's preparation for further education, compared to 84 percent in 2003-2004 and 89 percent in 2000-2001. However, these results should be viewed with caution because of the small number of master's students pursuing degree education.
- The proportion of respondents indicating that their Adelphi education was somewhat or much better than that of their workplace peers increased from 42-45 percent in previous years to 50 percent in 2004-2005 (with the exception of 51% in 2002-2003).
- While the proportion of master's degree recipients indicating that Adelphi contributed to their writing skills fluctuated from a low of 73 percent in 2000-2001 to a high of 83 percent in 2002-2003, the 2004-2005 result of 84 percent was the highest to date.
- Respondents' ratings of Adelphi's contribution to their computer skills showed an impressive improvement, from 40 percent in 2000-2001 to 65 percent among 2004-2005 graduates (after remaining at 58-63% in the previous three years).
- Ratings of Adelphi's contribution to ethics and integrity remained constant during the past three years at 79 percent, while increasing from 72 percent in 2000-2001.
- Master's degree recipients' evaluation of access to computers at Adelphi remained relatively constant over the past four years; however, it increased from 74 percent in 2003-2004 to 78 percent in 2004-2005. Similarly, after remaining relatively constant over three years, the proportion of respondents indicating that exposure to technology in their field of study was good or excellent increased from 57 percent in 2003-2004 to 61 percent in 2004-2005.
- Students' positive ratings of Adelphi's contribution to their ability to get along with people from different backgrounds increased from 72 percent in 2000-2001 to 82 percent in 2004-2005 (with the exception of 2002-2003, when it stood at 84%).
- A relatively constant proportion of graduates in all five years (about three-quarters) thought Adelphi's reputation and the quality of their programs were good or excellent.
- Of possible concern is the finding that 81 percent of the 2004-2005 respondents said they would definitely or probably recommend Adelphi to friends or relatives, which is similar to that of 2003-2004 but lower than the 86 percent rating garnered in both 2001-2002 and 2002-2003.
- After experiencing declining ratings from 2000-2001 to 2003-2004, graduates' ratings of extracurricular activities at Adelphi increased significantly, from 40 percent in 2003-2004 to 53 percent in 2004-2005.

- After increasing from 14 percent in 2000-2001 to 50 percent in 2003-04, the proportion of graduates who visited Adelphi's website declined to 47 percent in 2004-2005.
- Recent master's degree respondents were less likely to volunteer for charity and civic organizations than previously (45% in 2004-2005, down from 50-51% in 2000-2001 to 2002-2003).
- Respondents spent notably less time keeping up with current political events compared to previous years (78% in 2004-2005 vs. 85-90% in previous years). However, they were slightly more active in a political or social organization or cause in the past three years (46-48% compared to 42% in 2000-2001 and 2001-2002).

## Section III: School Comparisons

The data in this section should be viewed cautiously. The total number of respondents to the *Recent Graduate Survey* was not large and, when examined by school and degree level, becomes even smaller. In some cases, 10 or fewer respondents represent a given school and degree level. (There were only 5 respondents with a master's degree from both Arts and Sciences and Nursing, and 7 each from the Social Work baccalaureate and IAPS master's program). Responses from these categories will only be discussed in exceptional cases.

Most baccalaureate respondents were from Arts and Sciences (63) and University College (39), while master's degree respondents were concentrated in Education (137) and Social Work (87).

### Demographic Characteristics (Tables 12, 13)

**Among the schools here with ten or more respondents, the majority of respondents from most schools were female and white. Compared to other schools, however, a larger proportion of respondents from Education and University College (at the baccalaureate level), and Business (at both levels) were male, while baccalaureate recipients from University College and master's recipients from Social Work had the largest proportion of minority students. The School of Nursing and Business baccalaureate respondents, as well as IAPS doctoral respondents, had the highest proportion of foreign-born respondents. The majority of respondents from most schools had parents who attended college.**

The vast majority of respondents from most schools were women. The schools with the lowest proportions of female respondents were Education, Business, and University College, at the baccalaureate level (57%, 56%, and 54%, respectively) and Education and Business at the master's level (83% and 74%, respectively). Over 90 percent of undergraduate IAPS and Nursing respondents were female.

White respondents comprised a majority of the respondents in all schools at both levels. At the baccalaureate level, the proportion of White respondents ranged from 93 percent in IAPS to 63 percent in University College. Among respondents with advanced degrees, the proportion of White students ranged from 83 percent in the Education program to 62 percent in the Social Work program. In most schools, Blacks made up the second largest group, with the highest proportion in University College (25% bachelor's), followed by Nursing (19% bachelor's). At the master's level, Blacks made up the largest group in Social Work (24%). Note: Although the highest proportion of minority students at the baccalaureate level was in Social Work (43%), and at the advanced level, in the IAPS master's programs (60%), each of these schools had only seven respondents.

IAPS doctoral respondents had the highest proportion of students born outside the U.S. (50%); Business master's respondents had the second highest proportion (27%). At the baccalaureate level, Business had the next highest proportion of foreign-born students (24%), followed by Nursing (18%) and University College respondents (16%). Among respondents at all levels, the majority had parents who attended college. At the baccalaureate level, respondents from University College had the largest proportion of students whose parents attended college (92%).

Among those with advanced degrees, 86 percent of Social Work and 83 percent of IAPS master's respondents had parents who attended college.

**The majorities of baccalaureate respondents from Nursing and University College, which have a high proportion of non-traditional, older students, were married and had children. The proportions of advanced degree respondents who were single and married varied among the schools.**

At the baccalaureate level, half of respondents from Nursing were married, 41 percent were single, and about 5 percent each were divorced and widowed. Nearly half of University College respondents (49%) were married; 27 percent were single, and 24 percent were divorced. As expected, most respondents in schools with more traditional student populations (Arts and Sciences, Business, Education, and IAPS) were single. At the graduate level, Education and IAPS master's respondents had higher proportions of single respondents (56% and 86%, respectively) than did respondents in the other programs.

**At the undergraduate degree level, Nursing, University College, and Education graduates reported the highest household income (over \$100,000), while Education and IAPS respondents reported the lowest household income. Among graduate respondents, Business master's and IAPS doctoral graduates reported the highest household income; Education and Social Work reported the lowest.**

The highest proportion of undergraduate respondents who indicated that their household income was less than \$35,000 were Education, IAPS, and Arts and Sciences respondents (46%, 33%, and 30%, respectively). In contrast, Nursing, University College, and Education students at the undergraduate degree level had the highest proportion of students with a household income of more than \$100,000 (46%, 32%, and 31%, respectively). At the graduate level, Education and Social Work had the highest proportion of respondents with incomes of less than \$35,000 (7% and 6%, respectively), while Business respondents at the master's level (79%) and IAPS doctoral respondents (60%) reported the highest household income. Note: These figures should be interpreted cautiously because factors exogenous to Adelphi's education (such as marital status, spousal occupation, and parents' income for the younger respondents who live at home) also influence household income.

### **Education after Graduation (Tables 14a, 14b, 15)**

**At the baccalaureate level, Education respondents, followed by University College, IAPS, and Social Work respondents were most likely to pursue degree education, usually a master's degree. At the master's level, Education respondents were most likely to pursue further degree education (another master's degree or graduate certificate). Nursing and Business bachelor's and IAPS and Social Work master's students were the least likely to pursue additional degree education. Nursing and Business students at the undergraduate degree level were most likely to pursue non-degree education. At the graduate level, IAPS doctoral and Social Work master's level respondents were most likely to pursue non-degree education. Most students at all schools were satisfied with Adelphi's preparation for further education.**

Although baccalaureate students were, in general, more likely to be pursuing additional degree education, there were some variations among schools. More than half of Education, IAPS, and University College baccalaureate graduates reported pursuing additional degree education, while fewer Nursing and Business baccalaureate graduates reported pursuing additional degree education (14% and 15%, respectively). At the master's level, while only a small proportion reported pursuing additional degree education (ranging from 0% to 8%), a higher proportion reported pursuing non-degree education (ranging from 52% to 67%). Non-degree courses were most popular among Nursing undergraduate respondents and IAPS doctoral graduates (72% and 67%, respectively). Most students at both levels were satisfied with Adelphi's preparation for further education. At the baccalaureate level, three-quarters or more of undergraduate respondents pursuing further degree education were satisfied with Adelphi's preparation. Of these, Business baccalaureate degree recipients were the least-satisfied, with 25 percent indicating satisfaction with Adelphi's preparation.

Many baccalaureate respondents planned on earning a degree in the future – the lowest proportion was from Education (36%) and the highest from Nursing (73%), followed closely by Business (70%). At the master's level, not surprisingly, smaller proportions of respondents at most schools indicated they planned on earning a degree in the future. However, 71 percent of IAPS master's graduates planned on earning a degree in the future.

**NSCL data show that most Adelphi Social Work, IAPS, and Education baccalaureate degree recipients continued their education within one year of graduation. Of these, the majority remained at Adelphi. The great majority of Business and Nursing graduates did not continue their education.**

The NSCL data for all 2004-2005 Adelphi baccalaureate degree recipients indicate that most baccalaureate graduates pursuing additional education a year or less after receiving their baccalaureate degree from Adelphi were from IAPS (67%), Social Work (59%), and Education (55%). Ninety-one percent of Business and 83 percent of Nursing graduates did not continue their education within a year of receiving their bachelor's degree. While most NSCL findings are similar to those of the Recent Graduate Survey, more Education baccalaureate and University College respondents reported continuing their education (71% and 60%, respectively) than indicated by the NSCL data (55% and 33%, respectively). With the exception of Business, the majority of graduates from all schools continued their graduate education at Adelphi (many IAPS and Arts and Sciences graduates were STEP students).

### **Work Experience after Graduation (Tables 16, 17)**

**Most respondents at all schools were currently employed. The schools with the highest proportion of respondents working were Nursing and Business. Of those baccalaureate respondents not working, most were continuing their education. Among master's respondents not currently employed, the main reason was because they have not found a job. Most students had worked at one job since graduating and took less than two months to find that position. Among all respondents, higher proportions of the bachelor's**

**respondents from Education and Business held more than two jobs as did IAPS master's and doctoral respondents.**

The percentage of students at all levels working (part-time or full-time) ranged from 84 to 100 percent. The overwhelming majority of Business and Nursing baccalaureate respondents (96% and 95%, respectively) as well as over three-quarters of bachelor's respondents at all the other schools were currently working, although schools with a large proportion of students pursuing degree education (Education, IAPS, and Social Work) have higher proportions of part-time work. Among advanced degree respondents, at least 91 percent of respondents from all schools were currently working. The schools with the highest proportions of respondents working full-time were Nursing and Business, while those with the lowest proportions of students working full-time were Social Work (29% for baccalaureate, but only 7 respondents and 80% for master's) and IAPS, Arts and Sciences, and Education at the bachelor's level (53%, 55% and 57%, respectively). Most respondents at the baccalaureate level who did not work reported that they were continuing their education. The few master's graduates who are not currently employed have not found a job yet.

At least half of bachelor's degree recipients from the Schools of Arts and Sciences, Business, Education, IAPS, Nursing, and University College worked at only one job since graduation, and most worked at that job while in school or got it before graduating. Forty-three percent of Education and IAPS students held more than one job, as did 41% of Business, 32% of Nursing, 27% of Arts and Sciences, and 18% of University College undergraduate respondents. Over a quarter (27%) of Business baccalaureate respondents, 16 percent of Arts and Sciences, 14 percent each of Education and IAPS, and 5 percent of Nursing respondents took more than two months to find a job. At the graduate level, 70 percent of IAPS doctoral graduates, over half of IAPS master's graduates, and exactly half of Nursing graduates held more than one job since graduating compared to less than a third of students at most other schools. In addition, 29 percent of IAPS and Social Work master's respondents took more than two months to find a job, followed by 20 percent of Education and 10 percent of Business master's students. In contrast, half of Nursing graduate students secured employment less than two months after graduation.

**Nursing respondents at both degree levels, and Business master's and University College bachelor's respondents reported the highest annual salaries. IAPS and Education baccalaureate respondents reported the lowest annual salaries, as did Arts and Sciences and IAPS master's respondents.**

Nursing students had the highest average annual salary at both degree levels (\$68,884 for baccalaureate and \$86,500 for master's). Only University College graduates at the baccalaureate level (\$67,556) and Business graduates at the master's level (\$80,882) had similar salary levels. The average salaries of most other baccalaureate graduates were less than \$40,000, with IAPS and Education students earning the lowest annual salaries (\$26,983 and \$32,857, respectively).

**Graduates with advanced degrees (other than Nursing) were more likely than baccalaureate students in the same school to indicate that their current job was related to their major, with most or all reporting that their jobs are related to their major. All Nursing graduates at both levels reported that their current job was related to their major.**

**University College and Arts and Sciences baccalaureate respondents, as well as Business respondents at both levels and Social Work master's respondents were most likely to be considering a job change.**

All Nursing and 92 percent of Business baccalaureate respondents reported that their current job was definitely or somewhat related to their major studies at Adelphi, as did more than half of undergraduates from all the other schools. At the graduate level, 94 to 100 percent of the respondents at all schools indicated that their current job was definitely or somewhat related to their major studies at Adelphi. Additionally, at the baccalaureate level, 39 percent of University College respondents, a third of Business, and smaller proportions of Arts and Sciences, Education, and IAPS respondents were considering a job change outside their field; none of the Nursing respondents, however, was considering a job change outside their field. Among the advanced degree respondents, 24 percent of Business graduates, 20 percent from Nursing, 7 percent from Social Work, and just 3 percent from Education were considering a job change outside their field.

**Most respondents at both levels indicated that the education they received at Adelphi was at least as good as the education received by their peers at work. However, the majority of Art and Sciences and Social Work baccalaureate and Business master's respondents reported that it was about the same. With the exceptions of IAPS and Business, most master's respondents received a job, raise, or promotion as a result of their graduation; at the baccalaureate level, only a majority of Nursing students received these benefits. Majorities of all respondents were satisfied with their current jobs.**

The vast majority of respondents indicated that the education they received at Adelphi was at least as good as that of their peers at work (ranging from 79-100%). At the baccalaureate level, Adelphi's education was rated better than that of their peers by at least half of Education, IAPS, Nursing, and University College respondents. However, over half of Arts and Sciences and two-thirds of Social Work respondents (n=7) rated it about the same. Among respondents with advanced degrees, Adelphi's education was rated better than that of their peers by all Nursing graduates and at least half of Education (53%) and Social Work (50%) graduates.

The highest proportion of advanced degree respondents to rate education at Adelphi as about the same compared to that of their peers at work was Business master's respondents (52%). IAPS doctoral graduates gave the highest ratings to this item, in that 78 percent rated education at Adelphi somewhat or much better as compared to that of their peers at work. Although the majority of University College respondents were working while in school (84%), they were the least likely to indicate receiving a job, raise, or promotion as a result of attaining their degree (6%). In contrast, all of the Nursing respondents at the graduate level, 60 percent of Education master's, and 55 percent of Social Work master's respondents indicated they had received benefits as a result of attaining their degree. In addition, while the majority of respondents from all schools were generally satisfied with their jobs, Education, IAPS, and Nursing respondents at both levels, as well as Business baccalaureate respondents, reported the highest satisfaction levels with their jobs, ranging from 85 to 100 percent.

**The majority of respondents from all schools found employment in the Long Island/New York City area. Most Education respondents at both levels were employed in the public sector; most Nursing respondents at both levels were employed in the non-profit sector, as were most Social Work master's respondents. Most baccalaureate graduates in Arts and Sciences, Business, IAPS, and University College were employed in the private sector, as were most master's graduates in Business.**

The majority of respondents from all schools worked in the Long Island/New York City area. The highest proportions working in the local area were graduates from the IAPS master's program and Nursing graduates from both levels, followed by Social Work and Business master's respondents. None of the IAPS doctoral respondents worked on Long Island, while 78 percent worked in New York City and 22 percent outside the New York metropolitan area.

Most Education graduates at both degree levels were employed in the public sector (55% baccalaureate and 84% master's). Majorities of Nursing respondents at both degree levels were employed in the non-profit sector (40% baccalaureate and 75% master's), as were most Social Work master's respondents (49%). All other baccalaureate respondents and Business master's graduates were primarily employed in the private sector.

### **Career Development Services (Tables 18, 19)**

**At the baccalaureate level, Business respondents, followed by those in Arts and Sciences, were the most likely to use the services of the Center for Career Development, individual career counseling, and resume/interview preparation assistance the most. Business respondents were also the most likely to use the Center's help to locate jobs while in school. A smaller proportion of advanced degree recipients used the services, with Social Work master's respondents utilizing them the most and Nursing master's degree recipients using them the least.**

At the undergraduate level, respondents from Business and Arts and Sciences were the most likely to use services from the Center for Career Development, especially individual career counseling, career seminars, resume/interview preparation assistance, and workshops or panel discussions. Education and University College respondents were least likely to use the services. Locating internships was the most-used service among Nursing and Social Work respondents (55% and 57%, respectively). At the graduate level, Social Work and IAPS master's respondents (n=7) used the services considerably more than respondents from other schools, especially to help locate internships. Nursing master's recipients, followed by IAPS doctoral graduates, used the services the least.

**Generally, over half of the respondents who used Career Development services were satisfied with the service received. Among baccalaureate respondents, Nursing and University College bachelor's students had among the highest ratings. Business and Education master's students had the highest ratings among those with advanced degrees.**

The percentages in Tables 18 and 19 are based on those respondents who used a service and subsequently reported a level of satisfaction with that service; in many cases, though, the actual

number of respondents using the service was very small. The following comments should be understood in that context. Of the schools with over 5 respondents using career services, Arts and Sciences baccalaureate respondents were especially dissatisfied with help locating jobs after graduation, while Business baccalaureate graduates were especially dissatisfied with assistance in locating internships. In contrast, baccalaureate Nursing and University College respondents were the most satisfied with the services listed, as were Business and Education master's respondents.

### Adelphi Experiences (Tables 20, 21)

**The majority of baccalaureate graduates at all schools indicated that Adelphi contributed to the development of many skills and abilities. Of those skills that correspond to General Education undergraduate learning goals, the notable exceptions for many baccalaureate respondents were mathematical skills and art appreciation. Education, Nursing, and Social Work respondents had the lowest opinion of Adelphi's contribution to art appreciation while respondents from Arts and Sciences rated Adelphi considerably higher. Education and Social Work respondents also had the lowest opinion of Adelphi's contribution to their mathematical skills. Business graduates, followed by Nursing, rated Adelphi the highest on math skills. Additionally, Nursing respondents had notably lower ratings of Adelphi's contribution to their writing skills.**

Of the skills related to General Education, Adelphi's contribution to writing, critical thinking, presentation, research, and information literacy (locating resources for research and analyzing and evaluating information), were rated highly by the vast majority of baccalaureate respondents (80-100%). The most notable exception was the Nursing respondents' rating of Adelphi's contribution to their writing skills (68%, compared to the subsequent lowest ratings of 86% for Social Work and 88% for Arts and Sciences). Students' ratings of Adelphi's contribution to the General Education learning goals of mathematics and art appreciation were considerably lower. Education, Nursing, and Social Work respondents had the lowest opinion of Adelphi's contribution to art appreciation (36%, 33%, and 29% respectively), while respondents from Arts and Sciences rated Adelphi considerably higher (71%). Education and Social Work respondents also had the lowest opinion of Adelphi's contribution to their mathematical skills (43% and 14%, respectively), while Business graduates, followed by Nursing, rated Adelphi the highest on math skills (69% and 60%, respectively). The results for the global citizenship learning goal were more mixed with the highest ratings on awareness of community and global issues afforded by Social Work (100%) and University College (90%) and the lowest by IAPS (71%) and Business (73%). Finally, it should be noted that while the number of baccalaureate Social Work respondents was very small (n=7) and should therefore be interpreted with caution, their ratings on Adelphi's contribution to most learning goals was the lowest of all schools – mathematical skills (14%), art appreciation (29%), presentation skills (71%), and appreciation of cultural events (57%).

At the advanced degree level, in schools with 10 respondents or more, most master's respondents rated Adelphi's contribution to locating resources for research, analyzing and evaluating information, and research skills highly (ranging from 82-93%). Overall ratings for computer skills were lower at most schools (59% in Social Work, 67% in Education, and 70% in

Business). In schools with a small number of respondents, Nursing respondents gave the highest overall ratings to Adelphi's contribution to most of their skills and abilities, while Arts and Sciences respondents gave the lowest overall ratings. Surprisingly, the ratings of IAPS doctoral students were among the lowest for all research and information literacy skills (20% for computer skills, 60% for locating information resources for research, 70% for research skills, and 70% for skills in analyzing and evaluation information).

At least three-quarters of students at most schools were satisfied with Adelphi's library resources. At the baccalaureate level, at least 83 percent of Education, IAPS, Nursing, and University College students were satisfied, while only 69 percent of Business respondents (and 57% of Social Work) were satisfied with library resources. At the advanced degree level, satisfaction with the library ranged from 82 percent for Business to 78 percent for Social Work and 70 percent for IAPS doctoral respondents.

**Respondents at most schools rated Adelphi highly on its contribution to knowledge of a particular discipline. However, the ratings of University College respondents were notably lower, and Business master's students provided considerably lower ratings than the baccalaureate recipients. Respondents at most schools were also satisfied with Adelphi's contribution to getting along with people from different backgrounds and its contribution to ethics and integrity, although the ratings of baccalaureate respondents (especially for Business and Education) were higher than those of advanced degree respondents.**

As for other discipline-related skills, the vast majority of respondents from most schools and degree levels rated Adelphi's contribution to knowledge of a specific discipline very highly (95-100%). At the baccalaureate level, University College was the only school with lower ratings (84%). Surprisingly, Business respondents at the master's level provided lower ratings than the Business bachelor's recipients (78% vs. 96%). In addition, among all schools, a small number of respondents at the master's level had relatively lower ratings (60% Arts and Sciences, 80% Nursing and 86% IAPS). University College and Business respondents at both levels had the highest ratings on negotiation skills (78% University College, 83% Business masters, 73% Business bachelor's), while Education baccalaureate and Business at both levels had the highest ratings on leadership skills (93% Education, 96% Business master's, 92% Business bachelor's).

Most respondents rated Adelphi highly on its contribution to getting along with people of different backgrounds. At the baccalaureate level, Education recipients had the highest ratings (100%) followed by Business (92%) while ratings at all the other schools were at 86 percent. At the master's level, ratings in the schools with more than 10 respondents were at 82-83 percent. The vast majority of students at all schools, including all Education bachelor's recipients, Business master's, and IAPS doctoral respondents were satisfied with Adelphi's contribution to their ability to work in teams. The ratings of baccalaureate students of Adelphi's contribution to ethics and integrity were generally higher than those of the advanced degree students. The only exception at the baccalaureate level was the College of Arts and Sciences, where only 73 percent of the baccalaureate respondents (compared to more than 86 % at the other schools) had positive ratings. For the School of Business, the rating of bachelor's respondents was 92 percent compared to 73 percent of the master's; for Education, the ratings were 86 percent for bachelor's

and 79 percent for master's; for Social Work, 100 percent for bachelor's (with only 7 respondents) and 86 percent for master's.

**In schools with a high proportion of traditional students at the baccalaureate level, respondents in Education were the most satisfied with extracurricular activities (85%) while Arts and Sciences respondents were the least satisfied (51%).**

Over half of baccalaureate respondents in schools with a sizeable number of traditional students were satisfied with extracurricular activities. The highest ratings were reported by bachelor's recipients from Education (85%) probably because of the large number of students majoring in physical education. The lowest ratings were for Arts and Sciences (51%) and Business (63%).

**Baccalaureate respondents from Education, Nursing, and University College generally had the highest opinion of the quality of education in their program as well as the highest opinion of Adelphi's reputation. Arts and Sciences and Business respondents had less favorable ratings. At the upper level, about three-quarters of the ratings of the master's programs were favorable while 90 percent IAPS doctoral respondents rated their program as excellent. Most advanced degree recipients rated Adelphi's reputation lower than their program quality.**

Generally, baccalaureate respondents were pleased with the quality of education in their program; scores ranged from lows of about 43 percent in Social Work and 66 percent in Arts and Sciences to high ratings of 93 percent in Education and 90 percent in Nursing. Eighty-nine percent of University College respondents, as well as 86 percent from IAPS and 68 percent from Business rated their program as good or excellent. Raising some concern are the responses in Arts and Sciences, where 30 percent of the students rated the program as average and 5 percent more as not very good or poor, and in Business, where 20 percent rated the program as average and 12 percent as not very good (57% of Social Work respondents rated the program as average). Students' opinions of Adelphi's reputation closely mirrored their ratings of the quality of education in their program, with Education, University College, and Nursing respondents having the most favorable impressions of Adelphi's reputation (86-93%) and Social Work and Arts and Sciences students expressing the lowest ratings (57% and 62%, respectively).

At the upper level, all Nursing master's respondents and about three-quarters of Arts and Sciences, Business, Education, and Social Work respondents rated their programs' quality as good or excellent. Raising some concern are the responses in Education and Social Work which were the only schools with program ratings of not very good or poor (6% and 5% respectively). Most respondents' ratings of Adelphi's reputation followed a similar pattern, (although most were lower than the ratings of program quality) in that all Nursing master's respondents, as well as over three-quarters of Social Work and Education respondents (78% and 82%, respectively) and 70 percent of Business respondents described Adelphi's reputation as good or excellent.

**Over 90 percent of most baccalaureate and 80 percent of advanced degree respondents indicated that they would recommend Adelphi to a friend or relative. However, the proportion was lowest for Business and Arts and Sciences baccalaureate respondents.**

About 90 percent of respondents in most baccalaureate programs and about 80 percent of all master's programs' respondents indicated they would definitely or probably recommend Adelphi to a friend or relative. The only exceptions were respondents from the Business baccalaureate (65%) and Arts and Sciences (76%). About 80 percent of recipients with advanced degrees had similar responses, with the exception of the IAPS master's program (72%, n=7).

### **Computer Usage (Table 22, 23)**

**The vast majority of respondents at all levels frequently used computers at home and at work. University College students used computers the least frequently at home, while Business respondents at both degree levels used computers most frequently at work, and Education graduates used computers on the job the least. With the exception of IAPS doctoral students, the majority of respondents at both levels were satisfied with the ease of access to computers on campus. Overall, baccalaureate respondents were more satisfied with the preparation for technology used in their field of study than upper level respondents. Among baccalaureate respondents, Arts and Sciences were the least satisfied and IAPS and Education respondents the most satisfied. Of advanced degree recipients, Business respondents were the most satisfied and IAPS doctoral students the least satisfied**

Over three-quarters of respondents at all schools used computers at home frequently, with the lowest proportion reported by University College bachelor's students (79%). Computer use at work was less consistent – the highest level was in the School of Business (92% bachelor's and 100% master's) and the lowest in Education (43% bachelor's and 71% master's). Of the remaining schools, in general, computers were used more frequently at work by respondents with more advanced degrees, ranging from 79 percent for Social Work master's recipients to 100 percent for IAPS master's degree recipients. At the baccalaureate level, frequent computer use at work ranged from 72 percent for University College to 82 percent for Arts and Sciences.

Although most respondents were satisfied with the ease of access to computers on campus, there were differences among schools. At the baccalaureate level, Business respondents were the least satisfied with the ease of access to computers on campus (73%), while IAPS respondents were the most satisfied (86%). At the master's degree level, at least three-quarters of respondents from Business, Education, IAPS and Social Work thought ease of access to computers was excellent or good. In contrast, only 50 percent of IAPS doctoral recipients rated ease of access to computers as good while 40 percent rated ease of access as not very good.

At the baccalaureate level, the majority of respondents thought that preparation for technology used in their field of study was good or excellent, ranging from 59 percent for Arts and Sciences to 86 percent for Education. At the master's level, a notably lower proportion rated this preparation as good or excellent, ranging from 57 percent for IAPS respondents to 68 percent for Business respondents.

**With the exception of Business, most baccalaureate respondents visited Adelphi's website at least sometimes if not frequently. In contrast, only in the IAPS and Business master's programs did over half of the respondents visit Adelphi's website at least sometimes. The vast majority of IAPS doctoral students never visited the site.**

Most baccalaureate degree recipients visited the Adelphi website sometimes or frequently; the range was 55 percent to 73 percent. Business was the only baccalaureate program where less than half of respondents did not visit Adelphi's website at least sometimes (46%). Among master's respondents, over half of the respondents visiting the website sometimes or frequently were from IAPS and Business (57% and 59%, respectively). Forty-one percent of master's respondents from Education and exactly half from Social Work visited the website at least sometimes. Twenty-nine percent of IAPS master's respondents, one-fifth of Education master's respondents, and 70 percent of IAPS doctoral respondents never visited the website.

### **Cultural Activities (Table 24, 25)**

**The Adelphi events respondents are likely to attend varied by school and degree level. Among schools with ten or more respondents at both levels, networking was the first-ranked event at seven of the ten schools.**

At the baccalaureate level, networking is the event most likely to be attended by Business, Education, and Nursing students (52%, 57%, and 68%, respectively). Arts and Sciences, IAPS, and University College graduates are most likely to attend social/cultural events (44%, 53%, and 62%, respectively).

Homecoming was the second event that Education respondents were most likely to attend (43%), followed by social/cultural events (29%) and school receptions (7%). Among Business graduates, homecoming and social/cultural events tied for second place (37% each), followed by school receptions (22%). Among Arts and Sciences graduates, networking was the second most likely event (40%), while school receptions were third (21%), and homecoming ranked last (14%). Networking was also the second-ranked event chosen by both IAPS and University College graduates (33% and 56%, respectively), followed by school receptions (20% and 28%), and homecoming (7% and 18%). Among Nursing graduates, homecoming and social/cultural events each garnered 41 percent as their second choice, followed by school receptions (27%).

Among schools at the graduate level, networking was the first-ranked event among Business (70%), Education (39%), IAPS doctoral (33%), and Social Work (56%) graduates. Social/cultural events were the second most likely event to be attended by Business (52%), Education (34%), and Social Work (51%) master's graduates. Among IAPS doctoral graduates, social/cultural events tied for second place with school receptions and homecoming (8% each). School receptions were the third choice for Business master's graduates (17%) and homecoming ranked last (13%). For Education master's graduates, homecoming and school receptions tied for their third-ranked choice (10% each). Homecoming was the third choice of Social Work master's graduates (16%), closely followed by school receptions last (15%).

**At the baccalaureate level, Arts and Sciences respondents were the most involved in art-related activities over the past year while those from Education were the least involved in these activities. Bachelor's degree recipients from Arts and Sciences and University College were more likely to engage in individual and community activities than graduates of other schools, while Education respondents were less likely to participate in these types**

**of activities as well. At the graduate level, IAPS doctoral students were more likely to participate in cultural activities than the other graduate respondents.**

Individual and community activities varied by school and degree level. At the baccalaureate level, Arts and Sciences respondents were more likely to visit an art museum or a gallery (66%) or perform in a theater/concert or have an art exhibit (24%) than other program respondents. However, University College respondents were the most likely to attend musical or theatrical performances (71%). Of the other schools, Education bachelor's graduates were the least likely to visit an museum/gallery (14%), attend musical or theatrical performances (43%), or perform in a theater/concert or have an art exhibit (none). Education respondents also reported the least involvement watching documentaries on TV and reading novels or non-fiction books (50% each). University College respondents were among the most likely to watch TV documentaries (87%); IAPS graduates were most likely to read novels or non-fiction books (87%). Business graduates were most likely to participate in the community through volunteering (54%) and be active in political/social organizations (50%), while Education respondents were the least likely to be involved in these activities (21% and 14%, respectively). Nursing respondents were most likely to vote (91%), followed closely by University College respondents (90%). University College graduates also were most likely to spend time keeping up with current political events (87%); Education the least likely (57%).

At the advanced degree level, IAPS doctoral graduates were more likely than other graduate school students to have visited a museum/gallery, attended artistic performances, watched TV documentaries, or read books and short stories. IAPS doctoral respondents were also more likely to spend time keeping up with current political events than respondents from other programs. However, these respondents were least likely to vote or be active in a political/social organization or cause. Social Work respondents were the most likely to be active in a political/social organization or cause.

# **Data Tables and Questionnaire**

## **Recent Graduate Survey**

**Table 1: Comparison of survey respondents to degree recipients**

	Undergraduate		Graduate	
	Survey respondents	All degree recipients	Survey respondents	All degree recipients
<b>Number:</b>	<b>187</b>	<b>1007</b>	<b>277</b>	<b>1177</b>
<b>Percent women:</b>	69.5	72.4	83.8	80.0
<b>Age at graduation:</b>				
Less than 23	46.0	46.2	6.5	6.0
23 to 24	15.0	19.7	15.5	14.4
25 to 29	11.8	11.9	28.5	33.9
30 to 39	10.7	10.5	21.3	23.5
40 or older	16.6	11.6	28.2	22.2
<i>Mean age</i>	28.6	27.3	34.2	32.8
<b>Race/Ethnicity:</b>				
Asian	4.8	2.7	2.5	2.7
Black	8.6	10.7	8.7	9.4
Hispanic	9.6	9.7	6.1	4.9
Native American	0.5	0.1	0.0	0.0
White	56.7	52.1	46.2	48.0
Unknown	19.8	24.6	36.5	34.9
<b>Adelphi school:</b>				
Arts and Sciences	33.7	37.2	1.8	2.0
Business	14.4	13.4	8.3	8.8
Education	7.5	8.4	49.5	53.5
IAPS	8.0	8.4	6.9	8.9
Nursing	11.8	13.8	2.2	1.7
Social Work	3.7	3.4	31.4	24.2
ABLE	20.9	15.3		
<b>Mean GPA:</b>	3.4	3.4	3.7	3.7

**Table 2: Demographic characteristics**

	<b>Baccalaureate</b>	<b>Master's</b>	<b>Doctoral</b>
<b>Number:</b>	<b>187</b>	<b>264</b>	<b>12</b>
<b>Race/Ethnicity (from survey):</b>			
Asian	6.5	4.0	10.0
Black	10.7	13.3	0.0
Hispanic	7.7	8.8	10.0
Native American	0.6	0.0	0.0
White	74.6	73.9	80.0
<b>Marital status:</b>			
Single	68.1	45.8	30.0
Married	23.1	41.5	40.0
Domestic partner	1.1	3.4	10.0
Divorced	7.1	8.5	0.0
Widowed	0.5	0.8	20.0
<b>Percent with children:</b>	<b>24.3</b>	<b>40.7</b>	<b>30.0</b>
Average number (of those with children)	1.9	2.1	1.3
<b>Parents attended college:</b>	<b>73.5</b>	<b>77.6</b>	<b>70.0</b>
<b>Percent with family who attended Adelphi:</b>	<b>20.9</b>	<b>13.9</b>	<b>0.0</b>
<b>Generation in the US:</b>			
Born outside US	15.9	17.2	50.0
First generation in US	12.1	9.6	20.0
One parent from US	11.0	13.8	0.0
Both parents from US	61.0	59.4	30.0
<b>Average household income:</b>			
Less than \$20,000	11.2	0.9	0.0
\$20,000-34,999	11.8	6.2	0.0
\$35,000-49,999	12.4	16.6	0.0
\$50,000-64,999	9.3	11.8	20.0
\$65,000-79,999	13.0	10.0	10.0
\$80,000-99,999	14.3	10.9	10.0
\$100,000-150,000	14.3	27.0	30.0
More than \$150,000	13.7	16.6	30.0

**Table 3: Education after graduating from Adelphi**

	Baccalaureate	Master's	Doctoral
<b>Percent pursuing any type of additional education:</b>	72.2	62.5	66.7
<b>Percent pursuing degree education:</b>	42.6	5.9	10.0
Of those pursuing degree education - degree level pursued			
Baccalaureate	3.4	4.2	0.0
M.B.A.	16.1	0.0	0.0
All other Master's degrees	66.7	50.0	0.0
Graduate certificate	0.0	16.7	0.0
Doctorate	1.1	0.0	0.0
Post-doctorate	0.0	0.0	100.0
Law	1.1	4.2	0.0
Medical	5.7	12.5	0.0
Other	5.7	12.5	0.0
<b>Percent pursuing non-degree education:</b>	47.6	61.0	66.7
On the job training	33.2	48.9	41.7
Career-related skills	10.2	11.7	16.7
Professional certification or licensure	16.0	14.8	41.7
To gain admission to degree program	2.7	1.9	8.3
For own enjoyment	6.4	6.8	0.0
Online courses	3.7	8.7	0.0
Other	4.3	8.0	0.0
<b>Of those pursuing further education, percent satisfied with Adelphi's preparation:</b>			
Very satisfied	33.7	29.8	50.0
Satisfied	52.0	48.9	50.0
Not sure	6.1	10.6	0.0
Dissatisfied	4.1	2.1	0.0
Very dissatisfied	4.1	8.5	0.0
<b>Percent planning on earning degree in future:</b>			
Yes	61.2	33.1	11.1
Unsure	24.2	43.1	33.3
No	14.6	23.8	55.6
<b>Interest in online courses offered by Adelphi:</b>			
Percent interested in taking online courses overall	61.7	60.8	22.2
For own enjoyment	18.6	17.3	11.1
For credit	50.8	52.7	11.1
For job-training	33.3	24.5	0.0

**Table 4: Adelphi Baccalaureate Graduates 2004-2005  
Continuing Education in the 2005-2006 Academic Year**

2004-2005 Graduates					
	#	%			
Total Baccalaureate Graduates	<b>1007</b>				
Did not attend 4-year institutions one year after graduating from Adelphi	627	62.3%			
Attend 4-year institutions after graduation	380	37.7%			
<b>Adelphi graduate programs</b>					
STEP graduate program	111	10.7%			
Arts & Sciences	11	1.0%			
Business	12	1.2%			
Education (not STEP)	62	6.1%			
IAPS	5	0.5%			
Nursing	15	1.5%			
Social Work	24	2.3%			
Total Adelphi	240	23.2%			
<b>Other Schools</b>					
Long Island University-CW Post	14	1.4%	Johns Hopkins University	1	0.1%
Cuny Queens College	10	1.0%	Kent State University	1	0.1%
Dowling College	7	0.7%	Concordia Seminary	1	0.1%
Hofstra University	7	0.7%	Cuny Bernard M. Baruch College	1	0.1%
Stony Brook University	7	0.7%	Cuny John Jay College Of Criminal Justice	1	0.1%
Molloy College	5	0.5%	Cuny School Of Law At Queens College	1	0.1%
St. John University	5	0.5%	Cuny York College	1	0.1%
Cuny Hunter College	4	0.4%	Depaul University	1	0.1%
New York University	4	0.4%	Devry University	1	0.1%
Yeshiva University	4	0.4%	Drexel University - Health Sciences	1	0.1%
Cuny City College	3	0.3%	Fashion Institute Of Technology	1	0.1%
Long Island University - Brooklyn	3	0.3%	New York College Of Osteopathic Medicine	1	0.1%
Pratt Institute	3	0.3%	New York Law School	1	0.1%
Teachers College, Columbia University	3	0.3%	Nova Southeastern University	1	0.1%
The New School	3	0.3%	Richard Stockton College Of New Jersey	1	0.1%
Touro College - Law	3	0.3%	Southern Connecticut State University	1	0.1%
Touro College	3	0.3%	St. Joseph's College - Suffolk	1	0.1%
Cuny Brooklyn College	2	0.2%	Suny-Farmingdale	1	0.1%
Fordham University	2	0.2%	The Citadel Military College	1	0.1%
NYIT- Old Westbury	2	0.2%	Tufts University	1	0.1%
Pace University	2	0.2%	University Of Connecticut - Social Work	1	0.1%
Pennsylvania State University	2	0.2%	University Of Connecticut	1	0.1%
Polytechnic University	2	0.2%	University Of Michigan-Central Campus	1	0.1%
Suny College, Old Westbury	2	0.2%	University Of New Haven	1	0.1%
Boston University	1	0.1%	University Of Northern Iowa	1	0.1%
Canisius College	1	0.1%	University Of Phoenix	1	0.1%
Capella University	1	0.1%	University Of Scranton	1	0.1%
Carnegie Mellon University	1	0.1%	Vaughn College-Aeronautics & Technology	1	0.1%
College Of Notre Dame (MD)	1	0.1%	Villanova University - Law	1	0.1%
Florida Atlantic University	1	0.1%	Virginia Commonwealth University	1	0.1%
Grand Canyon University	1	0.1%	Western State University	1	0.1%
<b>Total in other colleges</b>	<b>140</b>	<b>13.9%</b>			

Source: National Student Clearinghouse

Students found in Adelphi and at other institutions are included with Adelphi.

**Table 5: Work experience after graduating from Adelphi**

	Baccalaureate	Master's	Doctoral
<b>Current employment status:</b>			
Working full-time	65.4	86.1	90.0
Working part-time	22.2	9.3	0.0
Not working now	12.4	4.6	10.0
<b>Of those not working, main reason:</b>			
Continuing education	63.3	0.0	0.0
Have not found a job	16.7	47.1	0.0
Taking care of family	6.7	17.6	0.0
Illness or disability	6.7	5.9	0.0
Choose not to work	3.3	0.0	0.0
Retired	0.0	5.9	0.0
Personal reasons	0.0	5.9	0.0
Other	3.3	17.6	0.0
<b>Number of jobs held since graduation:</b>			
None	9.4	2.6	0.0
One	60.8	66.0	30.0
Two	23.8	26.8	70.0
Three or more	6.1	4.7	0.0
<b>Percent self-employed:</b>	8.6	6.8	33.3
<b>Annual salary at current job:</b>	\$46,776	\$55,300	\$63,111
<b>Length of time to get job after graduation:</b>			
Worked at the job while in school	43.9	41.2	10.0
Got job before graduating	18.9	17.5	50.0
Less than a month	9.1	6.6	20.0
One to two months	14.6	12.3	0.0
Two to six months	9.8	11.8	10.0
More than six months	3.7	10.5	10.0

**Table 5 (continued): Work experience after graduating from Adelphi**

	Baccalaureate	Master's	Doctoral
<b>Sector currently employed in:</b>			
Public sector	31.2	55.9	11.1
Private sector	55.4	21.4	33.3
Non-profit	13.4	22.9	55.6
<b>Percent agreeing with statements about current job:</b>			
Received job, raise or promotion as a result of completing Adelphi degree	36.1	56.5	50.0
Generally satisfied with job	79.5	85.2	88.9
<b>Current job related to major area of study at Adelphi:</b>			
Definitely	46.0	79.6	100.0
Somewhat	25.2	15.7	0.0
Not at all	28.8	4.8	0.0
<b>Education at Adelphi compared to peers at work:</b>			
Much better	21.7	21.7	44.4
Somewhat better	30.6	28.7	33.3
About the same	42.0	38.7	11.1
Somewhat worse	4.5	7.0	11.1
Much worse	1.3	3.9	0.0
<b>Primary place of work:</b>			
Long Island	56.2	44.1	0.0
New York City	25.9	42.4	77.8
Other New York state	3.1	7.0	0.0
Other Tri-State area (NJ, CT)	6.8	2.2	0.0
Other US	7.4	3.1	22.2
Outside US	0.6	1.3	0.0
<b>Considering change in job:</b>			
No	45.8	52.9	80.0
Yes, in my field	31.0	40.4	20.0
Yes, outside my field	11.0	3.1	0.0
Yes, in or outside my field	12.3	3.6	0.0

**Table 6: Satisfaction with Career Development services**

	<b>Baccalaureate</b>	<b>Master's</b>	<b>Doctoral</b>
<b>Percent using the following services:</b>			
Individual career counseling	52.5	47.1	20.0
Career seminars, workshops, or panel discussions	41.3	42.2	20.0
Individual employment interviews	35.4	34.1	0.0
Resume/interview preparation assistance	48.0	42.6	10.0
Self-assessment inventory	30.7	25.1	10.0
Locating internships	42.1	42.2	50.0
Helping locate jobs while in school	41.8	35.3	20.0
Helping locate jobs after graduation	37.6	37.1	10.0
<b>Percent satisfied or very satisfied with the following services:</b>			
Individual career counseling	77.7	81.3	100.0
Career seminars, workshops, or panel discussions	76.1	73.5	100.0
Individual employment interviews	68.3	58.2	0.0
Resume/interview preparation assistance	86.0	80.2	0.0
Self-assessment inventory	74.1	71.9	0.0
Locating internships	64.0	70.0	100.0
Helping locate jobs while in school	64.9	62.7	50.0
Helping locate jobs after graduation	59.7	60.5	0.0

**Table 7: Experiences at Adelphi**

	<b>Baccalaureate</b>	<b>Master's</b>	<b>Doctoral</b>
<b>Adelphi contributed some or a great deal to:</b>			
Writing skills	90.6	84.2	70.0
Research skills	90.1	87.9	70.0
Negotiation skills	68.9	58.4	50.0
Art appreciation	55.7	29.4	20.0
Mathematical skills	53.9	39.3	20.0
Computer skills	67.0	65.4	20.0
Leadership skills	84.1	78.0	50.0
Ability to locate information resources for research	87.9	83.5	60.0
Skills in analyzing and evaluating information	93.2	88.5	70.0
Getting along with people from different backgrounds	88.4	81.9	80.0
Ability to work in teams	89.6	87.7	100.0
Presentation skills	89.5	88.1	90.0
Ethics and integrity	83.4	79.5	100.0
Knowledge of a particular discipline	93.9	92.8	100.0
Appreciation of cultural events	78.3	57.1	50.0
Awareness of community and global issues	81.1	68.2	50.0
Critical thinking skills	96.2	89.0	90.0
<b>Excellent or good ratings of:</b>			
Extracurricular activities at Adelphi	57.8	53.0	22.2
Library resources	78.1	78.4	70.0
<b>Quality of education in program:</b>			
Excellent	38.5	35.7	90.0
Good	38.0	40.0	0.0
Average	19.6	19.5	10.0
Not very good	3.4	3.8	0.0
Poor	0.6	0.9	0.0
<b>Would recommend Adelphi to friend or relative:</b>			
Definitely	51.4	46.2	55.6
Probably	32.8	34.5	22.2
Not sure	9.3	12.2	22.2
Probably not	3.8	4.2	0.0
Definitely not	2.7	2.9	0.0
<b>Adelphi's reputation:</b>			
Excellent	37.2	31.6	50.0
Good	39.4	46.0	20.0
Average	17.2	20.7	30.0
Not very good	5.6	1.3	0.0
Poor	0.6	0.4	0.0

**Table 8: Computer usage**

	<b>Baccalaureate</b>	<b>Master's</b>	<b>Doctoral</b>
<b>How often do you:</b>			
<b>Use a computer at home:</b>			
Frequently	92.1	93.2	100.0
Sometimes	6.1	6.0	0.0
Rarely	1.7	0.9	0.0
Never	0.0	0.0	0.0
<b>Use a computer at work:</b>			
Frequently	77.1	77.7	90.0
Sometimes	10.1	14.2	0.0
Rarely	7.3	5.6	0.0
Never	5.6	2.6	10.0
<b>Visit Adelphi's website:</b>			
Frequently	27.5	11.0	0.0
Sometimes	36.6	35.9	10.0
Rarely	26.4	35.9	20.0
Never	9.9	17.3	70.0
<b>Ease of access to campus computers:</b>			
Excellent	35.9	39.5	10.0
Good	42.0	38.6	40.0
Average	16.6	18.0	10.0
Not very good	5.0	3.9	40.0
Poor	0.6	0.0	0.0
<b>Preparation for technology used in your field of study:</b>			
Excellent	18.3	18.5	0.0
Good	48.6	42.5	20.0
Average	23.4	27.0	50.0
Not very good	9.1	10.7	10.0
Poor	0.6	1.3	20.0

**Table 9: Cultural activities**

	<b>Baccalaureate</b>	<b>Master's</b>	<b>Doctoral</b>
<b>Adelphi events likely to attend:</b>			
Homecoming	22.5	12.9	8.3
Networking	48.7	47.7	33.3
School reception	21.9	12.9	8.4
Social/cultural	46.0	41.7	8.3
<b>Percentage responding sometimes or frequently to activities in the last year:</b>			
Visited an art museum or gallery	48.4	52.8	80.0
Watched documentaries on television	75.7	75.5	88.9
Read novels, non-fiction books, or short stories	76.0	84.0	100.0
Attended musical or theatrical performances	58.6	68.8	70.0
Volunteered time for a charity or civic organization	39.0	44.9	30.0
Performed in a theater or concert or had an art exhibit	16.2	8.2	0.0
<b>Percentage responding strongly agree/agree that they:</b>			
Spend time keeping up with current political events	75.6	77.7	90.0
Vote in federal, state, and/or local elections	85.5	85.1	70.0
Are active in a political/social organization or cause	40.2	47.9	30.0

**Table 10: Trend in responses by bachelor's degree recipients: 2000-2001 to 2004-2005**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
<b>Number:</b>	<b>135</b>	<b>162</b>	<b>161</b>	<b>193</b>	<b>187</b>
Percent pursuing degree programs	42.0	44.4	46.0	46.4	42.6
Percent very satisfied and satisfied with Adelphi's preparation for further education	84.0	85.7	84.4	81.2	85.7
Percent planning on earning degree in future	55.3	63.3	56.6	61.1	61.6
Percent currently working (full- or part-time)	84.8	87.7	90.0	83.1	87.1
Education at Adelphi compared to peers at work (% responding somewhat or much better)	44.0	42.1	37.4	44.1	52.3
<b>Adelphi contributed moderately or a great deal to:</b>					
Writing skills	87.0	92.5	87.3	88.1	90.6
Research skills	88.5	91.9	88.7	91.1	90.1
Mathematical skills	56.6	62.5	50.0	48.9	53.9
Computer skills	70.8	75.2	69.6	75.9	67.0
Ability to get along with people from different backgrounds	78.5	87.6	79.9	83.2	88.4
Presentation skills	89.2	88.8	85.4	88.0	89.5
Ethics and integrity	80.0	83.9	78.6	79.4	83.4
Knowledge of a particular discipline	90.8	93.8	88.7	92.1	93.9
Appreciation of cultural events and activities	68.5	75.2	67.5	69.4	78.3
<b>Percent responding good or excellent:</b>					
Quality of education in program	80.0	75.9	79.8	78.1	76.5
Adelphi's reputation	69.5	74.1	76.5	71.2	76.6
Ease of access to campus computers	81.0	84.9	79.6	80.5	77.9
Exposure to technology in field of study	65.8	59.7	62.4	67.5	66.9
Extracurricular activities at Adelphi	45.7	52.3	46.3	49.1	57.8
<b>Would definitely or probably recommend Adelphi to a friend or relative:</b>					
	82.8	80.6	83.1	86.0	84.2
<b>In last year, sometimes or frequently:</b>					
Read novels, non-fiction books, or short stories	82.7	76.3	80.5	81.3	76.0
Attended musical or theatrical performances	68.7	67.1	67.5	69.6	58.6
Volunteered time for a charity or civic organization	42.9	44.1	40.6	51.3	39.0
Visit Adelphi's website	30.9	43.8	51.2	72.3	64.1
<b>Percent agreeing with the following statements:</b>					
Spend time keeping up with current political events	78.9	83.9	87.4	81.8	75.6
Are active in a political/social organization or cause	28.0	31.3	39.6	39.8	40.2

**Table 11: Trend in responses by master's degree recipients: 2000-2001 to 2004-2005**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
<b>Number:</b>	<b>201</b>	<b>239</b>	<b>281</b>	<b>276</b>	<b>264</b>
Percent pursuing degree programs	12.5	13.7	12.6	11.4	5.9
Percent very satisfied and satisfied with Adelphi's preparation for further education	88.7	90.8	85.9	84.0	78.7
Percent planning on earning degree in future	36.7	34.6	35.9	36.8	33.1
Percent currently working (full- or part-time)	84.8	96.6	95.7	93.0	95.4
Education at Adelphi compared to peers at work (% responding somewhat or much better)	42.2	44.5	50.8	44.6	50.4
<b>Adelphi contributed moderately or a great deal to:</b>					
Writing skills	72.6	80.1	83.4	79.5	84.2
Research skills	81.7	89.9	91.6	86.1	87.9
Mathematical skills	29.2	44.0	41.8	35.5	39.3
Computer skills	39.7	58.5	62.7	57.9	65.4
Ability to get along with people from different backgrounds	71.8	78.4	84.4	78.5	81.9
Presentation skills	81.7	89.4	87.8	83.5	88.1
Ethics and integrity	71.8	76.6	79.4	78.9	79.5
Knowledge of a particular discipline	91.3	92.8	93.0	94.5	92.8
Appreciation of cultural events and activities	54.6	59.4	57.9	57.7	57.1
<b>Percent responding good or excellent:</b>					
Quality of education in program	76.1	72.3	76.7	72.6	75.7
Adelphi's reputation	74.2	76.6	79.5	73.2	77.6
Ease of access to campus computers	75.1	74.8	72.4	74.1	78.1
Exposure to technology in field of study	57.1	59.3	55.7	57.2	61.0
Extracurricular activities at Adelphi	47.2	44.6	42.2	39.9	53.0
<b>Would definitely or probably recommend Adelphi to a friend or relative:</b>					
	82.8	86.1	86.2	80.1	80.7
<b>In last year, sometimes or frequently:</b>					
Read novels, non-fiction books, or short stories	85.4	83.5	85.6	80.7	84.0
Attended musical or theatrical performances	72.7	68.6	68.8	68.5	68.8
Volunteered time for a charity or civic organization	49.5	50.8	51.3	48.3	44.9
Visit Adelphi's website	14.1	18.9	34.9	50.4	46.9
<b>Percent agreeing with the following statements:</b>					
Spend time keeping up with current political events	84.8	89.9	85.1	89.0	77.7
Are active in a political/social organization or cause	41.8	41.7	46.7	45.8	47.9

**Table 12: Demographic characteristics: Baccalaureate**

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	Unviresity College
<b>Number:</b>	<b>63</b>	<b>27</b>	<b>14</b>	<b>15</b>	<b>22</b>	<b>7</b>	<b>39</b>
<b>Percent women:</b>	69.8	55.6	57.1	93.3	95.5	100.0	53.8
<b>Mean age at time of graduation:</b>	23.4	23.6	22.7	24.8	34.2	27.1	41.0
<b>Race/Ethnicity:</b>							
Asian	12.1	8.3	0.0	0.0	4.8	14.3	0.0
Black	6.9	4.2	0.0	0.0	19.0	14.3	25.0
Hispanic	8.6	4.2	15.4	7.1	0.0	14.3	9.4
Native American	0.0	0.0	0.0	0.0	0.0	0.0	3.1
White	72.4	83.3	84.6	92.9	76.2	57.1	62.5
<b>Marital status:</b>							
Single	86.9	92.3	85.7	86.7	40.9	42.9	27.0
Married	11.5	3.8	7.1	6.7	50.0	42.9	48.6
Domestic partner	1.6	0.0	0.0	0.0	0.0	0.0	0.0
Divorced	0.0	0.0	0.0	0.0	4.5	0.0	0.0
Widowed	0.0	3.8	7.1	6.7	4.5	14.2	24.3
<b>Percent with children:</b>	3.3	0.0	0.0	6.7	59.1	28.6	72.2
Average number (of those with children)	1.5	0.0	0.0	3.0	1.8	1.0	2.0
<b>Parents attended college:</b>	64.5	62.5	71.4	73.3	81.8	71.4	91.9
<b>Percent with family who attended Adelphi:</b>	20.0	34.6	28.6	20.0	9.1	0.0	21.1
<b>Generation in the US:</b>							
Born outside US	14.5	24.0	7.1	6.7	18.2	28.6	16.2
First generation in US	14.5	12.0	7.1	13.3	18.2	14.3	5.4
One parent from US	11.3	16.0	0.0	13.3	13.6	0.0	10.8
Both parents from US	59.7	48.0	85.6	66.7	50.0	57.1	67.6
<b>Average household income:</b>							
Less than \$20,000	15.1	5.0	23.1	25.0	0.0	0.0	8.8
\$20,000-34,999	15.1	10.0	23.1	8.3	0.0	28.6	8.8
\$35,000-49,999	11.3	25.0	15.4	8.3	0.0	0.0	17.6
\$50,000-64,999	9.4	15.0	0.0	0.0	4.5	14.3	14.7
\$65,000-79,999	11.3	15.0	7.7	16.7	27.3	0.0	8.8
\$80,000-99,999	15.1	5.0	0.0	25.0	22.7	42.9	8.8
\$100,000-150,000	5.7	20.0	23.1	8.3	18.2	0.0	23.5
More than \$150,000	17.0	5.0	7.7	8.3	27.3	14.3	8.8

**Table 13: Demographic characteristics: Advanced Degrees**

	<b>Arts &amp; Sciences</b>	<b>Business</b>	<b>Education</b>	<b>IAPS – Master’s</b>	<b>IAPS – Doctoral</b>	<b>Nursing</b>	<b>Social Work</b>
<b>Number:</b>	<b>5</b>	<b>23</b>	<b>137</b>	<b>7</b>	<b>12</b>	<b>5</b>	<b>87</b>
<b>Percent women:</b>	60.0	73.9	83.2	74.1	91.7	100.0	87.4
<b>Mean age at time of graduation:</b>	31.9	34.3	30.4	28.6	38.0	49.0	39.3
<b>Race/Ethnicity:</b>							
Asian	20.0	4.8	2.5	20.0	10.0	20.0	1.4
Black	0.0	9.5	7.6	20.0	0.0	20.0	23.9
Hispanic	0.0	9.5	6.8	20.0	10.0	0.0	12.7
Native American	0.0	0.0	0.0	0.0	0.0	0.0	0.0
White	80.0	76.2	83.1	40.0	80.0	60.0	62.0
<b>Marital status:</b>							
Single	80.0	19.0	56.3	85.7	30.0	0.0	34.6
Married	20.0	66.7	34.5	14.3	40.0	100.0	44.9
Domestic partner	0.0	4.8	1.7	0.0	10.0	0.0	6.4
Divorced	0.0	9.5	6.7	0.0	0.0	0.0	12.8
Widowed	0.0	0.0	0.8	0.0	20.0	0.0	1.3
<b>Percent with children:</b>	20.0	40.9	29.4	16.7	30.0	100.0	56.4
Average number (of those with children)	3.0	2.3	2.1	1.0	1.3	2.0	2.1
<b>Parents attended college:</b>	60.0	77.3	73.3	83.3	70.0	60.0	85.7
<b>Percent with family who attended Adelphi:</b>	20.0	9.1	17.4	14.3	0.0	20.0	9.1
<b>Generation in the US:</b>							
Born outside US	20.0	27.3	7.4	28.6	50.0	40.0	25.6
First generation in US	80.0	9.1	7.4	14.3	20.0	0.0	9.0
One parent from US	0.0	13.6	16.5	0.0	0.0	0.0	12.8
Both parents from US	0.0	50.0	68.6	57.1	30.0	60.0	52.6
<b>Average household income:</b>							
Less than \$20,000	0.0	0.0	0.9	16.7	0.0	0.0	0.0
\$20,000-34,999	0.0	5.3	6.5	16.7	0.0	0.0	6.0
\$35,000-49,999	80.0	0.0	13.9	16.7	0.0	0.0	22.4
\$50,000-64,999	0.0	0.0	13.9	0.0	20.0	0.0	14.9
\$65,000-79,999	0.0	10.5	10.2	50.0	10.0	0.0	7.5
\$80,000-99,999	0.0	5.3	12.0	0.0	10.0	0.0	11.9
\$100,000-150,000	20.0	36.8	29.6	0.0	30.0	60.0	20.9
More than \$150,000	0.0	42.1	13.0	0.0	30.0	40.0	16.4

**Table 14a: Education after graduating from Adelphi: Baccalaureate**

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work*	ABLE
<b>Percent pursuing any type of additional education:</b>	58.7	74.1	85.7	53.3	90.9	85.7	82.1
<b>Percent pursuing degree education:</b>	43.5	14.8	71.4	57.1	13.6	57.1	59.5
Of those pursuing degree education - degree level pursued							
Baccalaureate	3.4	16.7	0.0	0.0	20.0	0.0	0.0
M.B.A.	3.4	66.7	8.3	0.0	0.0	0.0	34.8
All other Master's degrees	75.9	16.7	75.0	62.5	60.0	100.0	60.9
Graduate certificate	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Doctorate	0.0	0.0	0.0	12.5	0.0	0.0	0.0
Post-doctorate	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Law	3.4	0.0	0.0	0.0	0.0	0.0	0.0
Medical	10.3	0.0	8.3	0.0	0.0	0.0	4.3
Other	3.4	0.0	8.3	25.0	20.0	0.0	0.0
<b>Percent pursuing non-degree education:</b>	38.1	66.7	35.7	6.7	71.8	42.9	51.3
Of those pursuing non-degree education - type of education							
On the job training	28.6	44.4	7.1	0.0	68.2	28.6	35.9
Career-related skills	7.9	14.8	14.3	0.0	13.6	0.0	12.8
Professional certification or licensure	4.8	25.9	14.3	6.7	40.9	14.3	17.9
Gain admission to degree program	3.2	0.0	7.1	0.0	4.5	0.0	2.6
For own enjoyment	4.8	0.0	7.1	0.0	13.6	0.0	12.8
Online courses	3.2	3.7	7.1	0.0	4.5	0.0	5.1
Other	3.2	0.0	21.4	0.0	4.5	0.0	5.1
<b>Of those pursuing further education, percent satisfied with Adelphi's preparation:</b>							
Very satisfied	25.0	37.5	41.7	37.5	50.0	0.0	40.7
Satisfied	56.3	37.5	50.0	62.5	50.0	80.0	44.4
Not sure	3.1	25.0	0.0	0.0	0.0	20.0	7.4
Dissatisfied	9.4	0.0	0.0	0.0	0.0	0.0	3.7
Very dissatisfied	6.3	0.0	8.3	0.0	0.0	0.0	3.7
<b>Percent planning on earning degree in future:</b>							
Yes	56.9	70.4	35.7	61.5	72.7	57.1	64.9
Unsure	29.3	18.5	28.6	30.8	18.2	14.3	21.6
No	13.8	11.1	35.7	7.7	9.1	28.6	13.5
<b>Interest in online courses offered by Adelphi:</b>							
Percent interested in taking	51.7	51.9	71.4	66.7	72.7	85.7	68.4
For own enjoyment	16.7	11.1	21.4	26.7	18.2	42.9	18.4
For credit	33.3	40.7	64.3	60.0	72.7	57.1	63.2
For job-training	26.7	33.3	57.1	40.0	13.6	85.7	34.2

\*Less than 10 students

**Table 14b: Adelphi Baccalaureate Graduates 2004-2005:  
Continuing Education in the 2005-2006 Academic Year by School**

College	2004-2005 Graduates	
	#	%
<b>Arts &amp; Sciences</b>		
Total Baccalaureate Graduates	<b>377</b>	100.0%
Attend Adelphi after graduation	107	28.4%
Attend Other 4-year institutions after graduation	63	16.7%
Did not attend 4-year institutions after graduating from Adelphi	207	54.9%
<b>Business</b>		
Total Baccalaureate Graduates	<b>137</b>	100.0%
Attend Adelphi after graduation	3	2.2%
Attend Other 4-year institutions after graduation	10	7.3%
Did not attend 4-year institutions after graduating from Adelphi	124	90.5%
<b>Education</b>		
Total Baccalaureate Graduates	<b>84</b>	100.0%
Attend Adelphi after graduation	33	39.3%
Attend Other 4-year institutions after graduation	13	15.5%
Did not attend 4-year institutions after graduating from Adelphi	38	45.2%
<b>IAPS</b>		
Total Baccalaureate Graduates	<b>84</b>	100.0%
Attend Adelphi after graduation	38	45.2%
Attend Other 4-year institutions after graduation	18	21.4%
Did not attend 4-year institutions after graduating from Adelphi	28	33.3%
<b>Nursing</b>		
Total Baccalaureate Graduates	<b>138</b>	100.0%
Attend Adelphi after graduation	15	10.9%
Attend Other 4-year institutions after graduation	9	6.5%
Did not attend 4-year institutions after graduating from Adelphi	114	82.6%
<b>Social Work</b>		
Total Baccalaureate Graduates	<b>34</b>	100.0%
Attend Adelphi after graduation	18	52.9%
Attend Other 4-year institutions after graduation	2	5.9%
Did not attend 4-year institutions after graduating from Adelphi	14	41.2%
<b>Unviresity College</b>		
Total Baccalaureate Graduates	<b>153</b>	100.0%
Attend Adelphi after graduation	26	17.0%
Attend Other 4-year institutions after graduation	25	16.3%
Did not attend 4-year institutions after graduating from Adelphi	102	66.7%

Source: National Student Clearinghouse

Students found in Adelphi and at other institutions are included with Adelphi.

\* The vast majority of Undergraduate STEP students attended the College of Arts and Sciences and IAPS (about 80% in Arts & Sciences and 20% in IAPS).

**Table 15: Education after graduating from Adelphi: Advanced Degrees**

	Arts & Sciences*	Business	Education	IAPS – Master’s*	IAPS – Doctoral	Nursing*	Social Work
<b>Percent pursuing any type of additional education:</b>	40.0	52.2	62.0	57.1	66.7	100.0	65.5
<b>Percent pursuing degree education:</b>	20.0	4.5	8.3	0.0	10.0	0.0	2.5
Of those pursuing degree education - degree level pursued							
Baccalaureate	0.0	0.0	6.3	0.0	0.0	0.0	0.0
M.B.A.	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All other master's degrees	0.0	0.0	62.5	0.0	0.0	0.0	40.0
Graduate certificate	0.0	0.0	18.8	0.0	0.0	0.0	20.0
Doctorate	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Post-doctorate	0.0	0.0	0.0	0.0	100.0	0.0	0.0
Law	0.0	0.0	0.0	0.0	0.0	0.0	20.0
Medical	0.0	100.0	6.3	0.0	0.0	0.0	20.0
Other	100.0	0.0	6.3	0.0	0.0	0.0	0.0
<b>Percent pursuing non-degree education:</b>	40.0	52.2	59.1	57.1	66.7	100.0	65.5
Of those pursuing non-degree education - type of education							
On the job training	40.0	43.5	48.2	28.6	41.7	100.0	50.6
Career-related skills	40.0	8.7	11.7	14.3	16.7	20.0	10.3
Professional certification or licensure	0.0	13.0	9.5	14.3	41.7	60.0	21.8
Gain admission to degree program	0.0	4.3	1.5	0.0	8.3	20.0	1.1
For own enjoyment	0.0	8.7	6.6	0.0	0.0	40.0	5.7
Online courses	0.0	0.0	8.8	28.6	0.0	20.0	9.2
Other	20.0	4.3	7.3	14.3	0.0	0.0	9.2
<b>Of those pursuing further education, percent satisfied with Adelphi’s preparation:</b>							
Very satisfied	0.0	40.0	30.4	0.0	50.0	0.0	31.3
Satisfied	100.0	20.0	56.5	0.0	50.0	0.0	50.0
Not sure	0.0	0.0	8.7	100.0	0.0	100.0	6.3
Dissatisfied	0.0	0.0	0.0	0.0	0.0	0.0	6.3
Very dissatisfied	0.0	40.0	4.3	0.0	0.0	0.0	6.3
<b>Percent planning on earning degree in future:</b>							
Yes	40.0	17.4	35.8	71.4	11.1	20.0	30.4
Unsure	20.0	47.8	45.8	28.6	33.3	40.0	40.5
No	40.0	34.8	18.3	0.0	55.6	40.0	29.1
<b>Interest in online courses offered by Adelphi:</b>							
Percent interested in taking	20.0	56.5	61.7	42.9	22.2	50.0	64.9
For own enjoyment	0.0	26.1	10.8	28.6	11.1	20.0	24.7
For credit	20.0	39.1	60.0	42.9	11.1	60.0	48.1
For job-training	0.0	34.8	14.2	28.6	0.0	34.8	37.7

\*Less than 10 students

**Table 16: Work experience after graduating from Adelphi: Baccalaureate**

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work*	Unviresity College
<b>Current employment status:</b>							
Working full-time	54.8	85.2	57.1	53.3	86.3	28.6	71.1
Working part-time	29.0	11.1	28.6	33.3	13.6	42.9	13.2
Not working now	16.1	3.7	14.3	13.3	0.0	28.6	15.8
<b>If not working, main reason:</b>							
Continuing education	64.3	66.7	50.0	50.0	0.0	100.0	57.1
Have not found a job	21.4	0.0	50.0	0.0	0.0	0.0	14.3
Taking care of family	7.1	0.0	0.0	0.0	0.0	0.0	14.3
Illness or disability	0.0	0.0	0.0	50.0	0.0	0.0	14.3
Choose not to work	0.0	33.3	0.0	0.0	0.0	0.0	0.0
Retired	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Personal reasons	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	7.1	0.0	0.0	0.0	0.0	0.0	0.0
<b>Number of jobs held since graduation:</b>							
None	11.9	3.7	0.0	7.1	0.0	42.9	13.2
One	61.0	55.6	57.1	50.0	68.2	42.9	68.4
Two	18.6	37.0	35.7	42.9	22.7	0.0	15.8
Three or more	8.5	3.7	7.1	0.0	9.1	14.3	2.6
<b>Percent self-employed:</b>							
	6.3	11.1	0.0	6.7	13.6	0.0	12.8
<b>Average annual salary at current job:</b>							
	\$34,857	\$40,944	\$32,857	\$26,983	\$68,884	\$43,500	\$67,556
<b>Length of time to get job after graduation:</b>							
Worked at the job while in school	39.2	19.2	35.7	57.1	22.7	40.0	84.4
Got job before graduating	13.7	30.8	21.4	7.1	40.9	0.0	9.4
Less than a month	11.8	7.7	7.1	21.4	13.6	0.0	0.0
One to two months	19.6	15.4	21.4	0.0	18.2	20.0	6.3
Two to six months	9.8	23.1	14.3	14.3	4.5	0.0	0.0
More than six months	5.9	3.8	0.0	0.0	0.0	40.0	0.0
<b>Considering change in job:</b>							
No	44.2	45.8	58.3	54.5	50.0	40.0	38.7
Yes, in my field	34.6	20.8	25.0	27.3	50.0	40.0	22.6
Yes, outside my field	11.5	16.7	0.0	0.0	0.0	0.0	22.6
Yes, in or outside my field	9.6	16.7	16.7	18.2	0.0	20.0	16.1
<b>Sector currently employed in:</b>							
Public sector	26.0	38.5	54.5	23.1	35.0	20.0	28.1
Private sector	62.0	61.5	36.4	61.5	25.0	40.0	65.6
Non-profit	12.0	0.0	9.1	15.4	40.0	40.0	6.3

\*Less than 10 students

**Table 16 (continued): Work experience after graduating from Adelphi: Baccalaureate**

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work*	Unviresity College
<b>Percent agreeing with statements about current job:</b>							
Received job, raise or promotion as a result of completing Adelphi degree	33.3	46.2	30.8	30.8	76.2	60.0	6.3
Generally satisfied with job	70.6	84.6	84.6	84.6	95.5	100.0	71.0
<b>Current job definitely/somewhat related to major area of study at Adelphi:</b>							
	59.6	92.3	53.9	53.9	100.0	80.0	65.7
<b>Education at Adelphi compared to peers at work:</b>							
Much better	21.6	20.8	21.4	30.8	22.7	0.0	20.0
Somewhat better	23.5	25.0	57.1	23.1	27.3	33.3	40.0
About the same	52.9	33.3	21.4	46.2	45.5	66.7	33.3
Somewhat worse	2.0	20.8	0.0	0.0	0.0	0.0	3.3
Much worse	0.0	0.0	0.0	0.0	4.5	0.0	3.3
<b>Primary place of work:</b>							
Long Island	66.7	42.3	69.2	69.2	54.5	20.0	46.9
New York City	17.6	30.8	0.0	15.4	40.9	60.0	34.4
Other New York state	0.0	0.0	15.4	0.0	0.0	20.0	6.3
Other Tri-State area (NJ, CT)	7.8	7.7	7.7	7.7	0.0	0.0	9.4
Other US	7.8	15.4	7.7	7.7	4.5	0.0	3.1
Outside US	0.0	3.8	0.0	0.0	0.0	0.0	0.0

\*Less than 10 students

**Table 17: Work experience after graduating from Adelphi: Advanced Degrees**

	Arts & Sciences*	Business	Education	IAPS – Master’s*	IAPS – Doctoral	Nursing*	Social Work
<b>Current employment status:</b>							
Working full-time	80.0	95.5	87.5	100.0	90.0	100.0	79.7
Working part-time	0.0	0.0	10.8	0.0	0.0	0.0	11.4
Not working now	20.0	4.5	1.7	0.0	10.0	0.0	8.9
<b>If not working, main reason:</b>							
Continuing education	0.0	0.0	0.0	0.0		0.0	0.0
Have not found a job	100.0	100.0	40.0	0.0		0.0	40.0
Taking care of family	0.0	0.0	40.0	0.0		0.0	10.0
Illness or disability	0.0	0.0	0.0	0.0		0.0	10.0
Choose not to work	0.0	0.0	0.0	0.0		0.0	0.0
Retired	0.0	0.0	0.0	0.0		0.0	0.0
Personal reasons	0.0	0.0	0.0	0.0		0.0	10.0
Other	0.0	0.0	20.0	0.0		0.0	30.0
<b>Number of jobs held since graduation:</b>							
None	20.0	5.0	0.0	0.0	0.0	0.0	5.0
One	40.0	80.0	64.7	42.9	30.0	50.0	68.8
Two	20.0	15.0	27.7	57.1	70.0	50.0	25.0
Three or more	20.0	0.0	7.6	0.0	0.0	0.0	1.3
<b>Percent self-employed:</b>							
	20.0	8.7	7.3	0.0	33.3	0.0	5.7
<b>Average annual salary at current job:</b>							
	\$48,000	\$80,882	\$48,783	\$43,300	\$63,111	\$86,500	\$57,372
<b>Length of time to get job after graduation:</b>							
Worked at the job while in school	50.0	70.0	40.2	42.9	10.0	50.0	34.2
Got job before graduating	0.0	0.0	21.4	0.0	50.0	0.0	19.7
Less than a month	0.0	0.0	6.8	14.3	20.0	25.0	6.6
One to two months	0.0	20.0	12.0	14.3	0.0	25.0	10.5
Two to six months	0.0	0.0	9.4	14.3	10.0	0.0	19.7
More than six months	50.0	10.0	10.3	14.3	10.0	0.0	9.2
<b>Considering change in job:</b>							
No	50.0	42.9	60.3	71.4	80.0	60.0	41.7
Yes, in my field	25.0	33.3	37.1	28.6	20.0	20.0	51.4
Yes, outside my field	0.0	9.5	1.7	0.0	0.0	20.0	2.8
Yes, in or outside my field	25.0	14.3	0.9	0.0	0.0	0.0	4.2
<b>Sector currently employed in:</b>							
Public sector	50.0	9.5	83.9	33.3	11.1	0.0	30.3
Private sector	50.0	81.0	9.2	33.3	33.3	25.0	21.1
Non-profit	0.0	9.5	6.8	33.3	55.6	75.0	48.7

\*Less than 10 students

### Reason unknown; no one reported.

**Table 17 (continued): Work experience after graduating from Adelphi: Advanced Degrees**

	Arts & Sciences*	Business	Education	IAPS – Master’s*	IAPS – Doctoral	Nursing*	Social Work
<b>Percent agreeing with statements about current job:</b>							
Received job, raise or promotion as a result of completing Adelphi degree	75.0	36.8	60.0	28.6	50.0	100.0	55.3
Generally satisfied with job	75.0	60.0	90.7	100.0	88.9	100.0	81.6
<b>Current job definitely/somewhat related to major area of study at Adelphi:</b>							
	100.0	100.0	94.2	100.0	100.0	100.0	94.7
<b>Education at Adelphi compared to peers at work:</b>							
Much better	0.0	14.3	21.7	14.3	44.4	100.0	21.6
Somewhat better	25.0	23.8	30.8	28.6	33.3	0.0	28.4
About the same	50.0	52.4	35.0	42.9	11.1	0.0	41.9
Somewhat worse	25.0	4.8	9.2	0.0	11.1	0.0	4.1
Much worse	0.0	4.8	3.3	14.3	0.0	0.0	4.1
<b>Primary place of work:</b>							
Long Island	75.0	47.6	46.6	42.9	0.0	25.0	38.7
New York City	25.0	38.1	38.1	57.1	77.8	75.0	48.0
Other New York state	0.0	0.0	7.6	0.0	0.0	0.0	9.3
Other Tri-State area (NJ, CT)	0.0	4.8	2.5	0.0	0.0	0.0	1.3
Other US	0.0	9.5	3.4	0.0	22.2	0.0	1.3
Outside US	0.0	0.0	1.7	0.0	0.0	0.0	1.3

\*Less than 10 students

**Table 18: Satisfaction with Career Development services: Baccalaureate**

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work*	Unviresity College
<b>Percent using the following services:</b>							
Individual career counseling	55.2	76.9	42.9	50.0	45.5	28.6	44.7
Career seminars, workshops, or panel discussions	50.9	64.0	15.4	23.1	47.6	50.0	21.6
Individual employment interviews	40.0	65.4	15.4	28.6	33.3	28.6	18.9
Resume/interview preparation assistance	55.0	76.9	46.2	42.9	50.0	42.9	18.9
Self-assessment inventory	25.9	61.5	23.1	28.6	35.0	14.3	21.1
Locating internships	46.7	57.7	30.8	28.6	54.5	57.1	22.2
Helping locate jobs while in school	45.8	68.0	28.6	28.6	52.4	28.6	24.3
Helping locate jobs after graduation	43.3	60.0	15.4	21.4	45.5	42.9	21.6
<b>Percent satisfied or very satisfied with the following services:</b>							
Individual career counseling	62.5	70.0	100.0	85.7	90.0	100.0	94.1
Career seminars, workshops, or panel discussions	69.0	68.8	100.0	66.7	90.0	100.0	87.5
Individual employment interviews	54.2	64.7	100.0	75.0	85.7	100.0	85.7
Resume/interview preparation assistance	81.8	95.0	100.0	80.0	90.9	66.7	71.4
Self-assessment inventory	53.3	81.3	100.0	100.0	85.7	0.0	75.0
Locating internships	60.7	40.0	100.0	75.0	66.7	75.0	87.5
Helping locate jobs while in school	51.9	58.8	75.0	66.7	100.0	100.0	66.7
Helping locate jobs after graduation	46.2	53.3	50.0	66.7	90.0	100.0	62.5

\*Less than 10 students

**Table 19: Satisfaction with Career Development services: Advanced Degrees**

	Arts & Sciences*	Business	Education	IAPS – Master’s*	IAPS – Doctoral	Nursing*	Social Work
<b>Percent using the following services:</b>							
Individual career counseling	40.0	34.8	47.5	71.4	20.0	0.0	51.3
Career seminars, workshops, or panel discussions	40.0	21.7	41.0	50.0	20.0	0.0	52.6
Individual employment interviews	40.0	27.3	35.8	57.1	0.0	0.0	32.9
Resume/interview preparation assistance	60.0	26.1	42.1	57.1	10.0	0.0	48.7
Self-assessment inventory	20.0	21.7	21.6	57.1	10.0	0.0	31.0
Locating internships	40.0	26.1	27.0	42.9	50.0	20.0	56.4
Helping locate jobs while in school	40.0	30.4	33.1	57.1	20.0	0.0	40.3
Helping locate jobs after graduation	40.0	34.8	35.0	57.1	10.0	0.0	41.3
<b>Percent satisfied or very satisfied with the following services:</b>							
Individual career counseling	100.0	87.5	82.5	80.0	100.0	0.0	77.5
Career seminars, workshops, or panel discussions	50.0	80.0	79.2	66.7	100.0	0.0	67.5
Individual employment interviews	0.0	66.7	62.8	75.0	0.0	0.0	50.0
Resume/interview preparation assistance	33.3	100.0	70.3	75.0	0.0	0.0	70.3
Self-assessment inventory	0.0	80.0	84.0	75.0	0.0	0.0	59.1
Locating internships	50.0	66.7	70.5	66.7	100.0	100.0	70.5
Helping locate jobs while in school	0.0	57.1	69.2	75.0	50.0	0.0	58.1
Helping locate jobs after graduation	0.0	75.0	63.4	75.0	0.0	0.0	54.8

\*Less than 10 students

**Table 20: Experiences at Adelphi: Baccalaureate**

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work*	Unviresity College
<b>Adelphi contributed some or a great deal to:</b>							
Writing skills	88.3	92.3	100.0	100.0	68.2	85.7	100.0
Research skills	86.9	80.8	100.0	100.0	86.4	85.7	97.4
Negotiation skills	67.2	73.1	71.4	71.4	57.1	42.9	78.4
Art appreciation	70.5	57.7	35.7	64.3	33.3	28.6	51.5
Mathematical skills	52.6	69.2	42.9	50.0	60.0	14.3	55.3
Computer skills	62.3	88.5	57.1	71.4	76.2	57.1	58.3
Leadership skills	77.0	92.3	92.9	78.6	86.4	85.7	86.8
Ability to locate information resources for research	82.0	88.5	100.0	92.9	90.9	85.7	89.5
Skills in analyzing and evaluating information	90.2	96.0	100.0	100.0	85.7	100.0	94.1
Getting along with people from different backgrounds	86.7	92.3	100.0	85.7	86.4	85.7	86.8
Ability to work in teams	83.6	92.3	100.0	92.9	90.9	100.0	89.5
Presentation skills	85.0	96.2	100.0	85.7	90.9	71.4	92.1
Ethics and integrity	73.3	92.3	85.7	85.7	86.4	100.0	86.8
Knowledge of a particular discipline	95.0	96.2	100.0	100.0	95.5	100.0	84.2
Appreciation of cultural events	86.9	73.1	84.6	78.6	68.2	57.1	75.7
Awareness of community and global issues	81.7	73.1	78.6	71.4	76.2	100.0	89.5
Critical thinking skills	93.4	96.2	100.0	100.0	100.0	100.0	94.7
<b>Excellent or good ratings of:</b>							
Extracurricular activities at Adelphi	50.9	62.5	84.6	69.2	52.4	0.0	63.6
Library resources	74.6	69.2	85.7	85.7	85.7	57.1	83.3
<b>Quality of education in program:</b>							
Excellent	31.1	40.0	64.3	57.1	35.0	28.6	36.8
Good	34.4	28.0	28.6	28.6	55.0	14.3	52.6
Average	29.5	20.0	7.1	14.3	5.0	57.1	10.5
Not very good	3.3	12.0	0.0	0.0	5.0	0.0	0.0
Poor	1.6	0.0	0.0	0.0	0.0	0.0	0.0
<b>Would recommend Adelphi to friend or relative:</b>							
Definitely	40.3	46.2	42.9	60.0	61.9	42.9	68.4
Probably	35.5	19.2	50.0	33.3	28.6	42.9	31.6
Not sure	16.1	19.2	0.0	0.0	9.5	0.0	0.0
Probably not	4.8	7.7	7.1	0.0	0.0	14.3	0.0
Definitely not	3.2	7.7	0.0	6.7	0.0	0.0	0.0
<b>Adelphi's reputation:</b>							
Excellent	27.9	26.9	50.0	46.2	42.9	28.6	50.0
Good	34.4	42.3	42.9	38.5	42.9	28.6	42.9
Average	29.5	11.5	7.1	15.4	14.3	28.6	7.1
Not very good	6.6	19.2	0.0	0.0	0.0	14.3	0.0
Poor	1.6	0.0	0.0	0.0	0.0	0.0	0.0

\*Less than 10 students

**Table 21: Experiences at Adelphi: Advanced Degrees**

	Arts & Sciences*	Business	Education	IAPS – Master’s*	IAPS – Doctoral	Nursing*	Social Work
<b>Adelphi contributed some or a great deal to:</b>							
Writing skills	60.0	82.6	83.6	71.4	70.0	100.0	87.2
Research skills	80.0	87.0	87.6	85.7	70.0	100.0	88.6
Negotiation skills	40.0	82.6	52.9	42.9	50.0	100.0	59.5
Art appreciation	60.0	33.3	38.1	28.6	20.0	20.0	12.5
Mathematical skills	20.0	87.0	40.2	42.9	20.0	40.0	24.7
Computer skills	80.0	69.6	66.9	57.1	20.0	100.0	59.2
Leadership skills	40.0	95.7	78.3	71.4	50.0	100.0	73.7
Ability to locate information resources for research	60.0	91.3	81.7	66.7	60.0	100.0	85.7
Skills in analyzing and evaluating information	60.0	91.3	85.8	85.7	70.0	100.0	93.2
Getting along with people from different backgrounds	60.0	82.6	83.2	71.4	80.0	80.0	82.1
Ability to work in teams	60.0	100.0	90.8	85.7	100.0	80.0	81.6
Presentation skills	80.0	100.0	93.4	85.7	90.0	100.0	75.7
Ethics and integrity	60.0	73.9	78.8	50.0	100.0	80.0	85.7
Knowledge of a particular discipline	60.0	78.3	96.7	85.7	100.0	80.0	94.7
Appreciation of cultural events	40.0	38.1	63.2	57.1	50.0	20.0	56.6
Awareness of community and global issues	20.0	59.1	65.5	33.3	50.0	60.0	81.6
Critical thinking skills	60.0	87.0	90.1	100.0	90.0	60.0	90.7
<b>Excellent or good ratings of:</b>							
Extracurricular activities at Adelphi	25.0	60.0	54.3	42.9	22.2	50.0	52.2
Library resources	50.0	81.8	78.4	71.4	70.0	100.0	77.9
<b>Quality of education in program:</b>							
Excellent	25.0	36.4	37.8	14.3	90.0	60.0	33.3
Good	50.0	40.9	36.1	57.1	0.0	40.0	43.6
Average	25.0	22.7	20.2	28.6	10.0	0.0	17.9
Not very good	0.0	0.0	5.0	0.0	0.0	0.0	3.8
Poor	0.0	0.0	0.8	0.0	0.0	0.0	1.3
<b>Would recommend Adelphi to friend or relative:</b>							
Definitely	0.0	47.8	44.2	28.6	55.6	100.0	50.0
Probably	60.0	34.8	37.5	42.9	22.2	0.0	29.5
Not sure	20.0	8.7	11.7	28.6	22.2	0.0	12.8
Probably not	0.0	0.0	5.0	0.0	0.0	0.0	5.1
Definitely not	20.0	8.7	1.7	0.0	0.0	0.0	2.6
<b>Adelphi’s reputation:</b>							
Excellent	0.0	17.4	38.3	0.0	50.0	0.0	32.5
Good	40.0	52.2	43.3	42.9	20.0	100.0	45.5
Average	60.0	30.4	17.5	57.1	30.0	0.0	18.2
Not very good	0.0	0.0	0.0	0.0	0.0	0.0	3.9
Poor	0.0	0.0	0.8	0.0	0.0	0.0	0.0

\*Less than 10 students

**Table 22: Computer usage: Baccalaureate**

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work*	Unviresity College
<b>How often do you:</b>							
<b>Use a computer at home:</b>							
Frequently	96.7	96.2	100.0	100.0	90.5	85.7	78.9
Sometimes	1.6	0.0	0.0	0.0	4.8	14.3	21.1
Rarely	1.6	3.8	0.0	0.0	4.8	0.0	0.0
Never	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Use a computer at work:</b>							
Frequently	81.7	92.3	42.9	80.0	76.2	71.4	72.2
Sometimes	6.7	0.0	28.6	13.3	19.0	28.6	5.6
Rarely	6.7	3.8	14.3	6.7	4.8	0.0	11.1
Never	5.0	3.8	14.3	0.0	0.0	0.0	11.1
<b>Visit Adelphi's website:</b>							
Frequently	29.0	23.1	35.7	40.0	23.8	33.3	21.1
Sometimes	37.1	23.1	35.7	33.3	47.6	66.7	34.2
Rarely	25.8	42.3	28.6	20.0	19.0	0.0	26.3
Never	8.1	11.5	0.0	6.7	9.5	0.0	18.4
<b>Ease of access to campus computers:</b>							
Excellent	24.6	46.2	57.1	50.0	27.3	28.6	40.5
Good	52.5	26.9	28.6	35.7	54.5	28.6	37.8
Average	13.1	19.2	14.3	7.1	13.6	42.9	21.6
Not very good	9.8	7.7	0.0	7.1	0.0	0.0	0.0
Poor	0.0	0.0	0.0	0.0	4.5	0.0	0.0
<b>Preparation for technology used in field of study:</b>							
Excellent	11.9	20.0	28.6	30.8	18.2	0.0	22.2
Good	47.5	48.0	57.1	53.8	50.0	33.3	47.2
Average	25.4	16.0	14.3	15.4	22.7	50.0	27.8
Not very good	13.6	16.0	0.0	0.0	9.1	16.7	2.8
Poor	1.7	0.0	0.0	0.0	0.0	0.0	0.0

\*Less than 10 students

**Table 23: Computer usage: Advanced Degrees**

	Arts & Sciences*	Business	Education	IAPS – Master’s*	IAPS - Doctoral	Nursing*	Social Work
<b>How often do you:</b>							
<b>Use a computer at home:</b>							
Frequently	80.0	100.0	95.8	100.0	100.0	80.0	88.2
Sometimes	20.0	0.0	2.5	0.0	0.0	20.0	11.8
Rarely	0.0	0.0	1.7	0.0	0.0	0.0	0.0
Never	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Use a computer at work:</b>							
Frequently	75.0	100.0	70.8	100.0	90.0	100.0	78.7
Sometimes	25.0	0.0	18.3	0.0	0.0	0.0	13.3
Rarely	0.0	0.0	7.5	0.0	0.0	0.0	5.3
Never	0.0	0.0	3.3	0.0	10.0	0.0	2.7
<b>Visit Adelphi’s website:</b>							
Frequently	0.0	13.6	6.7	28.6	0.0	0.0	16.7
Sometimes	40.0	45.5	34.2	28.6	10.0	80.0	33.3
Rarely	60.0	40.9	39.2	14.3	20.0	20.0	30.8
Never	0.0	0.0	20.0	28.6	70.0	0.0	19.2
<b>Ease of access to campus computers:</b>							
Excellent	0.0	54.5	39.5	66.7	10.0	20.0	36.4
Good	75.0	27.3	37.8	16.7	40.0	80.0	40.3
Average	25.0	13.6	17.6	16.7	10.0	0.0	20.8
Not very good	0.0	4.5	5.0	0.0	40.0	0.0	2.6
Poor	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Preparation for technology used in field of study:</b>							
Excellent	0.0	13.6	21.0	0.0	0.0	0.0	19.7
Good	50.0	54.5	38.7	57.1	20.0	80.0	40.8
Average	25.0	22.7	26.9	42.9	50.0	20.0	27.6
Not very good	25.0	9.1	10.9	0.0	10.0	0.0	11.8
Poor	0.0	0.0	2.5	0.0	20.0	0.0	0.0

\*Less than 10 students

**Table 24: Cultural activities: Baccalaureate**

	<b>Arts &amp; Sciences</b>	<b>Business</b>	<b>Education</b>	<b>IAPS</b>	<b>Nursing</b>	<b>Social Work*</b>	<b>Unviresity College</b>
<b>Adelphi events likely to attended:</b>							
Homecoming	14.3	37.0	42.9	6.7	40.9	0.0	17.9
Networking	39.7	51.9	57.1	33.3	68.2	28.6	56.4
School reception	20.6	22.2	7.1	20.0	27.3	14.3	28.2
Social/cultural	44.4	37.0	28.6	53.3	40.9	42.9	61.5
<b>Percentage responding sometimes or frequently to activities in the last year:</b>							
Visited an art museum or gallery	66.1	38.5	14.3	46.7	23.8	57.1	51.4
Watched documentaries on television	80.3	61.5	50.0	73.3	81.0	71.4	86.5
Read novels, non-fiction books, or short stories	83.9	65.4	50.0	86.7	57.1	85.7	84.2
Attended musical or theatrical performances	67.2	50.0	42.9	60.0	45.0	14.3	71.1
Volunteered time for a charity or civic organization	38.7	53.8	21.4	26.7	30.0	28.6	47.4
Performed in a theater or concert or had an art exhibit	23.7	23.1	0.0	13.3	4.8	0.0	15.8
<b>Percentage strongly agreeing/agreeing with the following statements:</b>							
Spend time keeping up with current political events	78.7	80.8	57.1	71.4	61.9	57.1	86.5
Vote in federal, state, and/or local elections	84.7	76.0	85.7	78.6	90.9	100.0	89.5
Active in a political/social organization or cause	35.0	50.0	14.3	38.5	40.9	57.1	48.6

\*Less than 10 students

**Table 25: Cultural activities: Advanced Degrees**

	Arts & Sciences*	Business	Education	IAPS – Master’s*	IAPS – Doctoral	Nursing*	Social Work
<b>Adelphi events likely to attended:</b>							
Homecoming	20.0	13.0	10.2	14.3	8.3	20.0	16.1
Networking	20.0	69.6	38.7	57.1	33.3	60.0	56.3
School reception	0.0	17.4	9.5	28.6	8.3	40.0	14.9
Social/cultural	40.0	52.2	33.6	42.9	8.3	60.0	50.6
<b>Percentage responding sometimes or frequently to activities in the last year:</b>							
Visited an art museum or gallery	80.0	50.0	50.0	57.1	80.0	80.0	53.9
Watched documentaries on television	80.0	85.7	68.1	100.0	88.9	100.0	80.3
Read novels, non-fiction books, or short stories	100.0	86.4	84.3	100.0	100.0	100.0	79.2
Attended musical or theatrical performances	40.0	68.2	68.3	100.0	70.0	80.0	67.9
Volunteered time for a charity or civic organization	60.0	31.8	49.2	28.6	30.0	40.0	42.9
Performed in a theater or concert or had an art exhibit	60.0	4.5	9.2	14.3	0.0	0.0	4.0
<b>Percentage strongly agreeing/agreeing with the following statements:</b>							
Spend time keeping up with current political events	40.0	82.6	75.4	85.7	90.0	80.0	81.3
Vote in federal, state, and/or local elections	60.0	77.3	85.2	71.4	70.0	100.0	88.8
Active in a political/social organization or cause	60.0	45.5	42.4	28.6	30.0	60.0	57.0

\*Less than 10 students





**24. Are you currently considering a job change?**

- No                       Yes, within my field                       Yes, outside my field                       Yes, in or outside my field

*The following questions ask about your satisfaction with Adelphi as well as with some services provided.*

**25. How would you rate Adelphi on the following?**

	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Not very good</i>	<i>Poor</i>
Ease of access to campus computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for technology used in your field of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of the education in your program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adelphi's reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**26. How much did your experiences at Adelphi (both in the classroom and in extracurricular activities) contribute to the development of the following?**

	<i>A great deal</i>	<i>Some</i>	<i>Not too much</i>	<i>Not at all</i>
Writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art appreciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to locate information resources for research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills in analyzing and evaluating information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to get along with people from different backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work in teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics and integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of a particular field or discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appreciation of cultural events and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of community and global issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**27. How satisfied were you with the following services provided by Adelphi's Center for Career Development?**

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	<i>Does not apply/Did not use</i>
Individual career counseling (walk-in or appointment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locating internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping locate jobs while in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping locate jobs after graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career seminar or workshop by career center staff in class or on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual employment interviews arranged by career center on or off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Résumé and/or interview preparation assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-assessment inventory (Career Liftoff, Self-directed Search, Strong, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*The following questions will allow us to learn more about you, your background and your interests.*

**28. Please indicate your level of agreement with the following.**

	<i>Strongly agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I spend time keeping up with current political events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I vote in federal, state and/or local elections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am active in a political/social organization or cause.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**29. Did you visit the Alumni section of Adelphi's website prior to graduation?**

- Yes                       No

30. Please indicate how often you engaged in the following activities in the last year.

	<i>Frequently</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
Used a computer at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used a computer at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited an art museum or gallery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watched documentaries and public affairs programs on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read novels, non-fiction material, short stories, plays or poems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended musical or theatrical performances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteered time for a charity or civic organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performed in a theater or concert, or had an art exhibit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited Adelphi's website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited the Alumni section of Adelphi's website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. What is your marital status?

- Single (never married)*                     
  *Divorced/separated*                     
  *Domestic partner*  
 *Married*   
  *Widowed*

32. Do you have children?

- No*   
  *Yes*  
 If yes, how many?

33. What is your approximate annual HOUSEHOLD income before taxes? Please include all sources of household income (own income, spouse's income, parent's income (if living with them), income from investments, etc.).

- Less than \$20,000*                     
  *\$35,000-49,999*                     
  *\$65,000-79,999*                     
  *\$100,000-150,000*  
 *\$20,000-34,999*                     
  *\$50,000-64,999*                     
  *\$80,000-99,999*                     
  *More than \$150,000*

34. Which racial/ethnic group best describes you? (Check only one.)

- Asian/Pacific Islander*                     
  *Hispanic*   
  *White, Non-Hispanic*  
 *Black, Non-Hispanic*                     
  *Native American/Alaskan Native*                     
  *Other (please specify below)*

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35. What is the highest level of education obtained by each of your parents? (Fill in the highest level for each.)

	<i>Graduate or professional degree</i>	<i>Bachelor's degree</i>	<i>Associate degree</i>	<i>Some college</i>	<i>High school graduate</i>	<i>Did not finish high school</i>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Where were you and each of your parents born?

*Born in the United States (excluding Puerto Rico and U.S. territories)*                     
 *Born outside of the United States (including Puerto Rico and U.S. territories)*

You	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>
Mother	<input type="checkbox"/>	<input type="checkbox"/>

37. Do other members of your family currently attend or have they attended Adelphi?

- Yes*   
  *No*

38. With whom do you most closely identify?

- Classmates*                     
  *Student organizations*                     
  *Major / Department*                     
  *Adelphi University*

39. Would you recommend Adelphi to a relative or friend?

- Definitely*                     
  *Probably*                     
  *Not sure*                     
  *Probably not*                     
  *Definitely not*

40. As an Adelphi alumna/us, which of the following services are you most interested in receiving? (Check all that apply.)

- Link with classmates*   
  *Benefits such as discounted insurance*   
  *Library privileges*   
  *Continuing education*   
  *Career services*

41. Which of the following are you likely to attend? (Check all that apply.)

- Homecoming*                     
  *Networking event*                     
  *School reception*                     
  *Social / cultural events*

42. Please include any additional comments on a separate page.