

Student Experience Survey—Graduate Students

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EXECUTIVE SUMMARY

Toward the end of the Fall 2000 semester, the Office of Research, Assessment and Planning surveyed 2,903 graduate students who were enrolled at Adelphi in November 2000. A total of 1,052 graduate students responded to the survey.

Overall findings

- Over a third of Adelphi's respondents were in the first generation in their family to attend college. Over a fifth of all students spoke a language other than English at home and about 80% of Asian and Hispanic students spoke another language at home.
- Respondents indicated two main reasons to attend graduate school. A majority indicated that an advanced degree was necessary to achieve a career goal and interest in the field of the study were very important reasons to attend graduate school.
- The most important reasons for choosing Adelphi were its specific programs: the course of study offered, the reputation of the program and of the faculty, and the flexibility of the schedule were all considered important by at least three-quarters of respondents.
- Respondents were satisfied with their courses and their relationships with the faculty in the courses. However, they indicated that they did not have much interaction with the faculty outside of the classroom. The respondents also did not often work with faculty on research projects.
- Respondents did not use computers very often for class or on their own.
- Most students work while attending Adelphi. They rely on earnings from employment, personal savings, and federal loans to pay for graduate school.
- Overall, the respondents were satisfied with all aspects of Adelphi. Very rarely did less than 70 percent of the respondents express satisfaction with an office, service, or facility or with the college environment.

Findings by school

- In choosing Adelphi for graduate work, IAPS students placed the most emphasis on the reputation of the faculty and the program.
- Business and Social Work students were the least satisfied with the class schedule. Social Work students were also not satisfied with the space available in class. Nevertheless, most students found their classes interesting.

- Business and Social Work students also had less interaction with professors outside of class than students from other schools. IAPS and Nursing students were more likely to attend faculty presentations and to have mentors. They were also more likely to work on research activities with Adelphi personnel or with people from other schools.
- To pay for graduate school, Business and Nursing students relied more on employer contributions and Education, Social Work, and IAPS students on federal loans. But, earnings from employment and personal savings were the most important.

INTRODUCTION

Toward the end of the Fall 2000 semester, the Office of Research, Assessment and Planning surveyed students who were enrolled at Adelphi in November 2000.¹ Two versions of the questionnaire were administered: one for undergraduate students and the other for graduate students. A total of 2,903 graduate students and 3,081 undergraduate students were surveyed. Both surveys asked students about their choice of college, their experiences at Adelphi, their opinions of the faculty and academic programs, and their satisfaction with a wide range of services. While most questions in the two versions were identical, the graduate version included different options regarding choice of college and more questions about involvement with research and other career-related projects and the undergraduate version included more questions about campus life and social integration. This report focuses on the survey of graduate students.

The survey was conducted in two waves planned to coincide with the end of the fall semester—the first was mailed in the beginning of December 2000 and the second in the middle of January 2001. A total of 1,052 graduate students responded to the survey; after excluding undeliverable surveys from the total, the overall response rate was 37.4 percent.

Discussion of the data is presented in eight sections:

- A comparison of the respondents with the Adelphi graduate student population, exploring the issue of the representativeness of the respondents.
- A demographic profile of the respondents, presenting information collected in the survey such as marital status, generation in college, household income, etc.
- School choice—reasons for going to graduate school in general and to Adelphi in particular.
- Academic indicators—courses, relationship with the faculty, research projects, field placement and the use of computers in class.
- Social activities.
- Financing graduate school.
- Satisfaction with Adelphi's services, offices, and programs.
- Conclusions.

¹ Excluding NYSUT, a non-degree graduate education program sponsored by Adelphi but not taught by Adelphi faculty.

Comparing the respondents to Adelphi's population

Generalization from the answers provided by the respondents to the entire population of graduate students at Adelphi is possible when the respondents resemble the rest of the students and therefore can be seen as representative of the population. Cases where respondent characteristics are very different from the overall population may imply a response bias and many times will necessitate a statistical correction by weighting respondent characteristics so they are matched with the population. Weights cannot be applied to respondents in this survey since respondents with missing IDs cannot be distinguished from non-respondents.² Fortunately, as is shown in Table 1 the respondents for whom comparison data is available and the Fall 2000 Adelphi graduate population were relatively similar.

Overall, survey respondents and the Adelphi Fall 2000 graduate population had very similar age and sex distributions; in both cases, about 80 percent were female while the average age of survey respondents was 34.5 compared to 33.4 for the total population. The percentage of students who attended graduate school full-time was also similar: 24 percent of survey respondents attended full-time versus 23 percent of the total population. Finally, the ethnic distribution of the two populations was very similar. The only notable difference was that whites were slightly over-represented in the survey (58.9% compared to 55.3% overall). The difference came mainly at the expense of the students with unknown ethnicity (20.9% of the respondents and 23.5% of the population).

Generally, the distribution of the respondents by school attended reflected that of the overall population. There were a couple of exceptions, however: Students from the School of Education were slightly underrepresented among survey respondents (47.3% versus 52.6%) while those from Social Work were over-represented (28.3% versus 23.8%). The mean GPA of the respondents and the population by school was also comparable. Course locations³ closely reflected the overall graduate population with a slight overrepresentation of students from Garden City and an underrepresentation of students from Manhattan. Because of the small numbers of students in locations other than Garden City and Manhattan, they have been combined into an "other off-campus" category for most of the following analyses.

² As part of the survey design, students' identification numbers (IDs) were printed on the questionnaire; when the surveys were returned, the numbers were used to match the respondents with Adelphi's database (DG). While students' anonymity is maintained, and the results are only presented as summary statistics, the IDs were used to keep track of those students who responded to the survey, those who did not respond and needed to be included in the second wave, and those with undeliverable addresses. Unfortunately, in the second wave, students' IDs were misprinted by the mailing house and consequently 20.9% of the respondents (n=220) could not be matched with Adelphi's database. This resulted in missing information for questions not collected in the survey such as sex, age, school, full or part-time enrollment status, and GPA. Subsequently, in 77 cases missing schools were ascertained from responses to the open-ended questions which resulted in 86.4 percent with known school (13.6% missing information).

³ When students took courses at multiple locations they were coded as off campus.

Table 1: Comparing respondents and the population of Adelphi's Fall 2000 graduate students.

	Respondents	Population
Percent women	80.5	79.9
Age		
Less than 25	20.4	22.3
25 to 29	23.9	25.8
30 to 39	25.2	26.1
40 to 49	21.6	18.6
50 or more	8.9	7.1
Mean age	34.5	33.4
Race-ethnicity⁴		
Asian	2.6	2.5
Black	9.0	10.3
Hispanic	6.6	6.2
American Indian	0.1	0.1
White	58.9	55.3
Unknown	20.9	23.5
International	1.8	2.1
Percent full-time	23.9	22.5
Adelphi schools		
Arts & Sciences	1.0	2.1
Business	9.6	7.5
Education	47.3	52.6
IAPS	8.5	10.0
Nursing	5.4	4.0
Social Work	28.3	23.8
Mean GPA by school		
Arts & Sciences	3.9	3.7
Business	3.5	3.4
Education	3.7	3.6
IAPS	3.7	3.7
Nursing	3.6	3.6
Social Work	3.5	3.4
Total	3.6	3.5
Course location		
Garden City	75.1	71.8
Manhattan	15.8	19.2
Huntington	2.4	2.6
Hudson Valley	2.3	1.6
Rockland Center	1.8	1.9
Boro Park	2.6	2.8
Number	1,052	2,903

⁴ Ethnicity information is from Adelphi's database.

Demographic and institutional variables

This section is concerned with the demographic characteristics of the graduate students who responded to the survey. Not all of the students who responded could be identified; thus, the percentages given are based on those students for whom information is available.

Adelphi schools

In the analyses below, the demographic variables are presented for the survey respondents as a whole, but are also analyzed by other categories, including the school the respondent attends. Close to half of the respondents were from the School of Education and over a quarter were from the School of Social Work; these two schools, then, accounted for three-quarters of the respondents. In contrast, only nine Arts and Sciences students responded to the survey. They have therefore been dropped from any analysis where survey variables are examined by a respondents' school.

Table 2: Distribution of respondents by school.

	Percent	Number
Arts & Sciences	1.0	9
Business	9.6	87
Education	47.3	430
IAPS	8.5	77
Nursing	5.4	49
Social Work	28.3	257
Total	100.0	909

Sex

Overall, slightly less than 81 percent of the students who responded to the survey were female. The percentage of female students ranged from a low of 44 percent in the School of Business to a high of 92 percent in the School of Nursing. The percentage of female students in the other schools ranged between 80 and 90 percent.

Table 3: Gender distribution of respondents by school attended.

	Percent women	Number
Business	44.4	81
Education	82.8	396
IAPS	88.7	71
Nursing	91.9	37
Social Work	84.8	237
Total	80.6	822

Ethnicity

The survey included a question about students' race-ethnicity because this information is missing for close to a quarter of the students in Adelphi's database. Consequently, in this section, and the remainder of the report, the data for race-ethnicity are derived from a survey question asking for the respondent's race-ethnicity.⁵

Table 4: Ethnic distribution of respondents.

	Percent	Number
Asian	3.8	40
American Indian	0.3	3
Black	11.6	122
Hispanic	7.0	74
White	74.0	779
Other	0.4	4
Missing	2.9	30
Total	100.0	1052

A little less than three-quarters of the survey respondents were white, 12 percent were black, 7 percent were Hispanic, and 4 percent were Asian. This distribution, however, was not consistent within the schools. While the majority of students in all schools were white, their distribution ranged from 83 percent in the School of Education to 63 percent in the School of Nursing. Blacks were concentrated mainly in Social Work and Asians in Nursing while Hispanics made up more than 10 percent of IAPS and Social Work students.

Table 5: Ethnic distribution of respondents by school attended—percentages.

	White	Black	Asian	Hispanic	Number
Business	75.9	9.2	10.3	4.6	87
Education	82.5	8.1	3.1	6.2	418
IAPS	77.3	6.7	5.3	10.7	75
Nursing	62.5	10.4	20.8	6.3	48
Social Work	67.5	20.5	0.8	11.2	249

Age

The average age of men and women responding to the survey was essentially the same—both were 35. Respondents attending Adelphi full time, however, tended to be about 5 years younger than

Table 6: Average age by gender and full-/part-time status.

	Full-time	Part-time	Total
Men	35.4	34.4	34.6
Women	30.2	36.1	34.6
Total	30.9	35.7	34.6

⁵ When respondents left this question blank, information on race-ethnicity was taken from Adelphi's database. Combining the two sources of data decreased the percentage of students with unknown ethnicity from about 21 percent (relying solely on Adelphi's database) to about 3 percent.

Because of their small number, American Indian respondents and as well as respondents who filled in "other" or left the item blank have been excluded from all analyses involving ethnicity.

those attending part time. And, while there was little difference between male students attending full-time and part-time, there was a substantial difference for female students. Women attending full-time averaged just over 30 whereas women attending part-time averaged just over 36.

Household income

The students who responded to the survey exhibited a substantial range in household income. While the average income was \$59,629, 20 percent of the respondents had household incomes below \$30,000 and another 20 percent had incomes over \$90,000

The School of Nursing had the largest reported average household income; three outliers in the data unduly influenced that average, however. The School of Business had the next highest reported household income at \$73,067. While women on average reported a lower household income than men, women in IAPS reported \$12,000 more and women in Education reported about \$4,000 more than did men in their respective schools.

Table 7: Household income by school attended and gender.

	Men	Women	Total by school
Business	\$79,909	\$70,318	\$73,067
Education	\$50,246	\$54,626	\$52,399
IAPS	\$50,160	\$62,669	\$65,152
Nursing	-	\$85,957	\$104,667
Social Work	\$56,321	\$56,328	\$56,739
Total by sex	\$66,044	\$58,376	\$59,629

- Not reported because fewer than ten respondents.

Marital status

The respondents were equally split between those who were married (44%) and those who had never been married (43%). Another 11 percent had been divorced. Almost three-quarters of the married respondents (72%) and four-fifths of the divorced respondents (80%) had children compared to less than 6 percent of the respondents who had never been married.

A higher proportion of Nursing students were either married or divorced than were students at the other schools. This was not surprising since Nursing students were considerably older than students at other schools; their average age was 43 followed by Social Work students at 37.

Residence while attending school

Most students lived with their families. Almost half of the respondents lived with a spouse (husband, wife or partner), another quarter lived with their parent(s) or guardian(s), and just over 5 percent lived with their children. Of the rest, less than 17 percent lived alone and less than 7 percent lived with a roommate.

Religious affiliation

Almost half of the students who responded to the survey were Roman Catholic (46%). About another quarter (24%) were Jewish and not quite one-fifth were Protestant (17%). An additional 6 percent replied "none." The remainder was Eastern Orthodox, Islamic, Hindu, Buddhist or "other."

First-generation in United States

Almost two-thirds of respondents (63%) were born in the United States to families in which both parents were born in the United States. Less than 20 percent of survey respondents were born outside of the United States. However, almost one-third of respondents indicated that either their mother or their father had been born outside of the United States (31% and 32%, respectively).

Table 8: Birth Location.

	Respondent	Mother	Father
Born in the United States (excluding Puerto Rico and U.S. Territories)	81.8	68.7	68.2
Born outside of the United States (including Puerto Rico and U.S. Territories)	18.2	31.3	31.8
Number	991	961	952

Respondents who were not born in the United States were not necessarily recent immigrants. Approximately 88% of respondents born outside of the United States indicated how long they had been here. The average foreign-born student lived in the US almost 17 years; 20 percent had been in the United States for less than 8 years and 20 percent for more than 25 years.

Comfort with English

Close to a quarter of the respondents spoke a language other than English at home. Of these, however, most were comfortable with English. Only 11 percent indicated that they were most comfortable with a language other than English. More than a third of the respondents who spoke another language at home were most comfortable with English and over half were equally comfortable with English and the other language.

Table 9: Comfort with English by ethnicity.

	White	Black	Asian	Hispanic	Total respondents
Speak another language at home	16.4	19.0	77.4	83.3	23.8
<u>Of whom, percent:</u>					
Most comfortable with English	47.1	13.6	12.5	35.0	37.0
Most comfortable with other language	10.7	4.5	25.0	8.3	11.0
Equally comfortable with both	42.1	81.8	62.5	56.7	52.0
Total who speak another language	100.0	100.0	100.0	100.0	100.0
Number	736	116	31	72	955

Parental education

Slightly more than half of the respondents' fathers attended college, as did slightly less than half of respondents' mothers. Overall, a little more than one-third of respondents were members of the first generation in their family to attend an institution of higher education. Almost two-thirds of whites had parents who attended college, but over half of the black and Hispanic respondents were members of the first generation to go to college, as were 42 percent of the Asian respondents.

Table 10: First-generation college students by ethnicity.

	White	Black	Asian	Hispanic	Total respondents
Parent has some college	65.6	48.3	58.3	49.3	62.4
First generation in college	34.4	51.7	41.7	50.7	37.6
Number	748	118	36	73	975

The schools of Nursing, Business, and Social Work had the highest percentage of first-generation college students. Over half of the students in the School of Nursing had parents who had not been to college as did 42 percent of the students in the School of Business and 41 percent of the students in the School of Social Work. IAPS had the lowest percentage of first-generation students—almost three-quarters had parents who attended college.

Table 11: First-generation college students by school attended.

	Parent has some college	First-generation college student	Number
Business	58.0	42.0	81
Education	63.9	36.1	404
IAPS	73.3	26.7	75
Nursing	44.9	55.1	49
Social Work	58.6	41.4	251

SCHOOL CHOICE

Reasons for attending graduate school

The first question on the survey asked students to indicate the importance of eight factors in their decision to attend graduate school. Two items stood out as the most important: 84 percent of the respondents indicated that “an advanced degree is necessary to achieve a career goal” and 76 percent replied that they were “interested in the field of study.” Achieving a career goal was not synonymous with earning money—only half of the respondents replied that making more money was a very important reason for attending graduate school.

At the other extreme, a majority of respondents rated the items “I was undecided about my future career” and “I could not find a job I wanted” as not at all important. Finally, the desire to change careers had a bimodal distribution. While 46 percent considered the reason not at all important, another 30 percent considered it very important.

Table 12: Importance of reasons for entering graduate school.

Reasons	Very important	Somewhat important	Not too important	Not at all important
An advanced degree is necessary to achieve a career goal	84.1	13.4	1.6	0.9
I was undecided about my future career	9.4	19.3	18.4	52.9
I wanted to change careers	29.7	13.9	10.8	45.6
I was interested in the field of study	76.4	18.4	2.4	2.7
Family members/friends/teachers encouraged me to go to graduate school	29.1	24.7	20.2	25.9
I wanted to make more money	49.6	28.0	12.7	9.7
To be able to contribute more to the community	44.6	35.5	10.4	9.4
I could not find a job I wanted	9.6	14.2	17.5	58.8

Responses by school

A majority of students in all schools replied that “an advanced degree is necessary to achieve a career goal” and “I was interested in the field of study” were very important reasons for attending graduate school. More than 85 percent of Education, IAPS, and Social Work students thought that an advanced degree is necessary to achieve a career goal compared to 65 percent of Business and 71 percent of Nursing students. IAPS students were much more likely to say that interest in the field of study was an important reason for graduate school than were students from other schools. Nearly half of the IAPS students and 60 percent of Social Work students thought that contributing to their community was also very important. Finally, more than half of Business and Education students indicated that wanting to make more money was a key reason to go to graduate school.

Table 13: Reasons for graduate education by school—percent responding “very important.”

Reasons	Business	Education	IAPS	Nursing	Social Work
An advanced degree is necessary to achieve a career goal	65.1	87.5	85.5	70.8	87.7
I was undecided about my future career	16.9	9.0	4.1	-	9.1
I wanted to change careers	24.4	31.3	20.8	16.7	32.4
I was interested in the field of study	54.7	76.9	96.0	71.1	80.2
Family members/friends/teachers encouraged me to go to graduate school	22.6	29.8	24.0	22.2	33.1
I wanted to make more money	57.0	54.8	34.2	21.7	49.8
To be able to contribute more to the community	21.2	40.8	49.3	37.8	60.0
I could not find a job I wanted	9.3	8.9	12.7	4.5	11.5

Number

Responses by ethnicity

There were few notable differences between the total sample and the sample broken down by ethnicity. For all ethnic groups, “An advanced degree is necessary” and “I was interested in the field of study” received the highest percentage of very important responses.

A couple of interesting results did emerge. Only 40 percent of whites cited contributing to the community as a very important reason in attending graduate school compared to 52 percent of Hispanics, 55 percent of Asians, and 61 percent of blacks. Blacks and Hispanics were also more likely to say that recommendations from their friends, family or teachers were a very important reason for going to graduate school (43% and 36%, respectively) than were whites (26%). Finally, more black students than students of other ethnicities viewed graduate school as a way to improve their financial situation. About two-thirds of blacks said that wanting to make more money was a very important reason to go to graduate school compared to 51 percent of Asians, 47 percent of whites, and 41 percent of Hispanics.

Table 14: Reasons for graduate education by ethnicity—percent responding “very important.”

Reasons	White	Black	Asian	Hispanic
An advanced degree is necessary to achieve a career goal.	84.1	86.3	67.6	85.7
I was undecided about my future career	9.9	7.6	8.3	4.8
I wanted to change careers	29.2	34.0	25.8	28.4
I was interested in the field of study	75.6	82.5	70.6	76.1
Family members/friends/teachers encouraged me to go to graduate school	26.3	42.7	33.3	36.4
I wanted to make more money	47.4	66.1	51.4	40.9
To be able to contribute more to the community	40.1	61.0	54.5	51.5
I could not find a job I wanted	9.3	12.9	5.9	6.3

Reasons for selecting Adelphi

Students were then asked to rate the importance of 14 reasons for choosing Adelphi for their graduate work. Eighty percent of those surveyed indicated that the course of study was a very important reason for attending Adelphi and another 18% said it was somewhat important. Adelphi’s reputation was also an important factor in the decision to attend Adelphi: 84 percent replied that the reputation of the program was a very or somewhat important reason and 77 percent mentioned the reputation of the faculty. Finally, a little more than three-quarters indicated that the flexibility of the program schedule was a very or somewhat important reason to select Adelphi.

Three factors were considered as not at all important by more than 80 percent of the respondents: “I attended Adelphi as an undergraduate” (85%), “My undergraduate faculty advisor recommended it” (84%), and “To study with a particular faculty member” (83%).

Adelphi draws less than 10 percent of its graduate students from outside of New York state, but almost half of the respondents said that the proximity of Adelphi to their job was not at all important in their decision to go to Adelphi. Also, although 63 percent said Adelphi’s proximity to their home was important more than a quarter indicated that it was not at all important. The number of schools in the area that have similar types of programs may have made location a relatively unimportant factor in the choice of a particular school.

Finally, financial aid and the cost of Adelphi were not important in the decision to attend. In fact, the when asked whether they chose to attend Adelphi because it was relatively inexpensive, many students offered unsolicited comments. “It’s not” was a fairly common response; others were more creative, indicating “You’ve got to be kidding me” or “Yeah Right!!! (I won’t even answer that!!).”

Table 15: Reasons for selecting Adelphi for graduate study.

Reasons	Very important	Somewhat important	Not too important	Not at all important
It offered the course of study I wanted	79.8	17.5	1.7	1.0
My spouse/partner is located in the area	8.9	7.8	10.8	72.5
The faculty has a good reputation	32.1	44.9	13.1	9.9
The program has a good reputation	45.4	38.4	9.6	6.6
I attended Adelphi as an undergraduate	9.6	3.0	2.8	84.6
My undergraduate faculty advisor recommended it	3.9	5.0	6.9	84.2
To study with a particular faculty member	3.1	6.8	7.4	82.8
The program schedule was flexible	51.6	25.1	8.2	15.1
I was offered financial aid/funding	20.1	12.4	9.6	57.9
It was relatively inexpensive	11.7	17.1	10.9	60.2
Friends/family recommended this school	17.1	24.4	14.5	44.0
It is near my job	18.8	21.0	10.9	49.3
It is near my home	36.1	26.9	8.2	28.7
I wanted to live in the New York City metropolitan area	15.8	13.2	6.4	64.6

Responses by school

More than 60 percent of respondents at each school (including a high of 92% in IAPS) cited the course of study as a very important reason for choosing Adelphi. For all schools except IAPS, the second most important item was the flexibility of the program schedule. Only 23 percent of IAPS students cited this item as very important compared to around 50 percent at all other schools. In contrast, the second most important reason given by IAPS students was the reputation of the program; 71 percent of IAPS students saw this as an important reason compared to half of the students in Education, the school with the next highest percentage. Also, 55 percent of IAPS respondents said that the faculty's reputation was a very important item, 21 percent greater than the second highest school.

A few other patterns stood out. Nursing students were the most likely to say that going to Adelphi as an undergraduate was an important reason to choose Adelphi for graduate study. Though only 21 percent cited it as very important, it was nearly double the 12 percent from Education, the next highest. Almost three out of ten Social Work students said that a financial aid offer was a very important reason for attending Adelphi compared to less than 20 percent at the other schools. Finally, 29 percent of IAPS respondents chose Adelphi because they wanted to live in the New York City Metropolitan area. Most other schools were around 15 percent, with a low of 2.3 percent in Nursing.

Table 16: Reasons for selecting Adelphi for graduate study by school—percent responding “very important.”

Reasons	Business	Education	IAPS	Nursing	Social Work
It offered the course of study I wanted	61.7	82.8	91.7	72.7	78.3
My spouse/partner is located in the area	8.6	9.2	6.8	14.3	8.8
The faculty has a good reputation	10.3	33.9	54.8	27.9	30.7
The program has a good reputation	21.3	50.1	71.1	31.8	45.3
I attended Adelphi as an undergraduate	7.9	11.8	2.9	21.4	6.6
My undergraduate advisor recommended it.	1.3	5.6	5.9	4.7	0.9
To study with a particular faculty member	-	3.9	6.0	4.7	2.6
The program schedule was flexible	50.0	55.7	22.5	47.8	54.2
I was offered financial aid/funding	14.7	18.8	10.1	9.5	28.8
It was relatively inexpensive	9.3	12.8	1.4	4.8	14.9
Friends/family recommended this school	10.4	21.5	26.2	9.1	13.5
It is near my job	27.5	18.6	12.7	8.9	19.0
It is near my home	44.3	40.2	20.6	34.8	35.7
I wanted to live in the New York City metropolitan area	13.0	16.7	29.2	2.3	15.6

Academic Indicators

Courses

Graduate students were generally content with the courses at Adelphi. More than 90 percent were satisfied with their progress in earning credits toward their degrees and thought that the classes they have taken were interesting. Also, most students were satisfied with the space available in classes. Only about 20 percent indicated that space was often not available in courses they wanted to or are required to take.

Table 17: Agreement/disagreement with statements about courses.

	Strongly agree	Agree	Disagree	Strongly disagree
Most courses I have taken are interesting	29.1	62.3	7.9	0.8
Not enough courses are offered at times when I can take them	15.9	31.9	43.3	8.9
Some courses I would like to take are not offered at Adelphi	10.7	28.8	49.9	10.6
Generally I find my coursework difficult	2.5	33.1	56.9	7.6
Overall, I am satisfied with my progress in earning credits toward my degree	33.4	60.4	5.2	1.1
Often space is not available in courses I want to take	7.1	12.5	57.8	22.6
Often space is not available in courses I am required to take	8.4	12.3	56.1	23.2

On the other hand, almost half the respondents agreed that not enough courses are offered at times when the respondents could take them. This may reflect the fact that most Adelphi graduate students worked off campus full-time during the week. When asked when during the week more classes should be scheduled, most students felt that there should be more weeknight and weekend classes—times during the week when most people who work full-time are free. More than half the respondents wanted more weeknight classes and other 46 percent wanted more weekend classes. Only 20 percent preferred more weekday classes.

Responses by school

Generally, students in the schools of Business and Social Work were the most frustrated by the scheduling of classes. Only 68 percent of the students in these two schools thought classes were at favorable times whereas more than 87 percent in the other schools did (table not shown). Additionally, more than 60 percent of the students in Social Work and Business believed that “not enough courses are offered at times when I can take them” compared to 43 percent of Education, 35 percent of Nursing, and 20 percent of IAPS respondents.

Social Work students were also not satisfied with the space available in their classes. While 11 percent or less of students in the other schools agreed that space was often not available in the classes they wanted to or were required to take, 46 percent of Social Work students agreed with both comments.

More positively, students from all schools overwhelmingly agreed that their classes were interesting and that they were satisfied with their progress in earning credits toward their degree. The percentage of students who agreed that their courses were interesting ranged from a low of 88 percent in Nursing to a high of 95 percent in IAPS. The School of Nursing also had the lowest percentage of students who thought they were making satisfactory progress in earning their degree (89%) while, again, IAPS had the highest (97%).

Table 18: Percent indicating "strongly agree" and "agree" by school attended.

	Business	Education	IAPS	Nursing	Social Work
Most courses I have taken are interesting	90.5	91.8	94.7	87.5	91.4
Not enough courses are offered at times when I can take them	62.7	42.5	20.5	35.4	60.8
Some courses I would like to take are not offered at Adelphi	44.9	34.4	54.1	37.0	42.7
Generally I find my coursework difficult	37.3	40.2	25.3	33.3	30.0
Overall, I am satisfied with my progress in earning credits toward my degree	96.4	92.8	97.3	89.1	94.0
Often space is not available in courses I want to take.	10.7	9.9	7.0	6.3	45.8
Often space is not available in courses I am required to take	8.8	11.8	5.7	6.4	46.2

Very few respondents from any school thought that more classes should be offered on weekdays, but there was some variation in the responses. Business, Education, and Nursing respondents strongly preferred more weeknight and weekend classes. The largest proportion of IAPS students preferred weeknight classes, but more respondents wanted more weekday courses than they did weekend courses. Social Work respondents wanted more classes at any time.

Table 19: Percent indicating more classes at the following times by school.

	Business	Education	IAPS	Nursing	Social Work	Total Respondents
More on week days	14.9	13.7	26.0	14.3	31.5	19.9
More on week nights	70.1	52.8	37.7	46.9	56.4	54.0
More on weekends	50.6	59.8	22.1	51.0	45.5	46.3

Responses by location

Evaluations of courses did not vary much by student location. In general, students at Garden City and Manhattan were more likely to agree that space was often not available in courses they wanted or needed to take; they were also more likely to agree that courses they wanted to take were not offered at Adelphi, although the differences between these students and the ones at other off campus sites were not large.

Table 20: Percent indicating "strongly agree" and "agree" by location.

	Garden City	Manhattan	Other off-campus
Most courses I have taken are interesting	92.1	92.7	85.7
Not enough courses are offered at times when I can take them	47.8	48.5	47.5
Some courses I would like to take are not offered at Adelphi	39.6	41.9	31.7
Generally I find my coursework difficult	36.3	31.3	37.3
Overall, I am satisfied with my progress in earning credits toward my degree	94.3	90.1	95.1
Often space is not available in courses I want to take.	21.5	17.6	10.0
Often space is not available in courses I am required to take	22.6	16.7	10.2

Almost a quarter of students from Garden City thought there should be more classes on weekdays compared to less than 15 percent of students from other sites. A majority of respondents from Garden City and Manhattan thought that there should be more weeknight classes while only 38 percent of students at other sites thought so. Almost two-third of students at the Manhattan location and over half of the students at other off-campus locations thought there should be more weekend classes compared to only two-fifths of the Garden City students.

Table 21: Percent indicating more classes at the following times by location.

	Garden City	Manhattan	Other off-campus
More on week days	23.6	10.1	12.5
More on week nights	56.3	51.8	37.5
More on weekends	41.5	63.3	54.7

Relationship with the faculty

Overall, Adelphi graduate students reported a rewarding classroom experience with their professors. The relationships rarely went beyond the classroom to the professional or social realm, however.

The majority of students thought that all or most professors were professional in their dealings with students. Eighty-five percent replied that all or most professors treated them fairly and another 78 percent believed that all or most professors took their responsibilities to students seriously.

Interestingly, while more than two-thirds of respondents said that it was easy to get appointments to talk to most or all professors, only a little more than one-third knew professors well enough to drop in and talk to them or even to ask for a letter of recommendation.

Table 22: Graduate student assessment of faculty.

	All	Most	Some	Few	None	Number
Professors are excellent classroom teachers	8.2	48.2	35.9	7.5	0.3	1,017
Professors treat me fairly	29.8	55.0	13.4	1.6	0.2	1,031
Professors take their responsibility to students seriously	26.7	51.6	18.1	3.4	0.2	999
Professors have provided useful feedback for my work	21.5	49.6	22.0	6.4	0.5	1,030
It's easy to get appointments to talk with professors	21.8	46.7	23.6	7.0	0.9	986
I feel that professors show concern for me as an individual	17.1	43.3	28.6	9.7	1.3	1,022
I know professors well enough to drop in and chat with them	8.4	26.8	30.0	21.0	13.9	994
Professors have informed me of relevant research opportunities	6.6	17.0	22.8	22.2	31.4	1,010
Professors have informed me of relevant employment opportunities	3.5	10.4	20.2	25.6	40.4	981
Professors have been supportive of my educational and career goals	15.4	34.0	25.5	15.9	9.3	1,009
I know professors well enough to ask for a letter of recommendation	11.0	25.3	26.3	23.7	13.7	1,000

Moreover, almost two-thirds of the respondents did not have faculty mentors and close to half never socialized with faculty. Half of the students responded that they never attended presentations of faculty research. Furthermore, 40 percent of respondents indicated that no professors informed them of relevant employment opportunities and 31 percent stated that no professors informed them of relevant research opportunities. Thus, students felt that most professors at Adelphi were approachable, but still treated the relationship as focused on the course rather than as social or professional. These findings may reflect the fact that most respondents were working towards a master's degree from professionally-oriented programs, rather than doctoral degrees from research-oriented programs.

Table 23: Graduate student interactions with faculty.

Activities	Often	Sometimes	Occasionally	Never	Not applicable
Socializing with faculty	3.7	13.7	30.3	43.7	8.6
Attending presentations of faculty research	2.1	9.5	27.5	49.6	11.3

Responses by school

Respondents from Business and Social Work interacted with professors less outside of the classroom than did students from other schools. Although students from both schools had no trouble getting

appointments with all or most professors—69 percent of Business students and 75 percent of Social Work students said it was easy to get appointments with professors—only 28 percent of Business and 27 percent of Social Work students knew most or all of their professors well enough to stop in and chat with them, compared to 44 percent of IAPS and 52 percent of Nursing students. Further, only 15 percent of Business and 23 percent of Social Work students felt that they could ask all or most professors for a recommendation. In contrast, 44 percent of Education students and over 50 percent of IAPS and Nursing students said they could ask all or most professors for a letter of recommendation. Finally, over half of the respondents from Nursing, Education, and IAPS indicated that all or most professors had been supportive of their educational and career goals compared to only 39 percent of Social Work and 27 percent of Business respondents.

Business and Social Work professors were also less likely to inform students of relevant research and employment opportunities than were professors from other schools, though scores were low for all schools. Only 17 percent of Business students and 14 percent of Social Work respondents said that all or most professors told them about relevant research opportunities and a mere 5 percent of Business and 7 percent of Social Work students thought that all or most professors informed them of relevant employment opportunities.

Table 24: Graduate student assessment of faculty by school attended—percent responding “all” or “most.”

	Business	Education	IAPS	Nursing	Social Work
Professors are excellent classroom teachers	62.2	61.7	50.7	63.8	47.8
Professors treat me fairly	88.2	86.1	97.3	77.6	79.8
Professors take their responsibility to students seriously	81.3	81.4	73.0	73.3	75.4
Professors have provided useful feedback for my work	65.5	74.4	65.3	65.3	68.8
It’s easy to get appointments to talk with professors	69.1	64.8	77.5	66.0	74.6
I feel that professors show concern for me as an individual	52.4	65.1	57.5	65.3	54.8
I know professors well enough to drop in and chat with them	28.4	38.9	43.7	52.2	26.8
Professors have informed me of relevant research opportunities	16.7	26.6	36.5	41.7	13.6
Professors have informed me of relevant employment opportunities	4.9	18.7	11.8	21.7	7.3
Professors have been supportive of my educational and career goals	27.4	56.9	61.6	54.2	39.3
I know professors well enough to ask for a letter of recommendation	14.8	43.5	54.8	54.2	22.9

Nevertheless, respondents from Business and Social Work did not report different rates of socializing with professors: about half of the students from most schools socialized with faculty at least occasionally. Nursing students had the lowest percentage of socializing with faculty, at 45%, while almost three-quarters of IAPS students socialized with faculty at least occasionally.

There were also large differences in the frequency with which students from different departments attended faculty research presentations. At 25 and 28 percent, respectively, students from Business and Nursing were the least likely to attend faculty presentations at least occasionally. Almost three-quarters of IAPS students, on the other hand, attended presentations at least occasionally.

Table 25: Graduate student interaction with faculty by school attended—percent indicating at least “occasionally.”

	Business	Education	IAPS	Nursing	Social Work
Socializing with faculty	51.9	50.8	73.0	45.2	49.1
Attending presentations of faculty research	24.7	39.5	75.3	28.3	35.2

Students at some schools were more likely to have faculty mentors than students at other schools. About a third of the students in the schools of Business, Social Work, and Education had mentors. In contrast, almost two-thirds of IAPS students and half of the Nursing students had mentors.

	Percent with mentors
Business	38.6
Education	36.7
IAPS	62.2
Nursing	50.0
Social Work	33.6

Responses by ethnicity

There was a very clear racial distinction in student’s experiences with professors. On all questions, black students gave professors a lower rating than did white students. On some questions, the difference was only a couple of percentage points, but on about half of the questions, the difference was around 20 percent. One disturbing example appeared on the item asking whether the respondents felt that professors had treated them fairly. Whereas 88 percent of white students agreed that all or most professors treated them fairly, only 67 percent of black students did. Similar patterns showed up in other questions: 55 percent of whites felt professors had been supportive of their educational and career goals compared to only 30 percent of blacks. Less than 20 percent of black students felt they could drop in on professors, as compared to 38 percent of whites, 36 percent of Asians, and 29 percent of Hispanics. Similarly, while nearly half of the Asian respondents, 39 percent of white respondents, and 30 percent of Hispanics knew all or most professors well enough to ask for a letter of recommendation, only 18 percent of blacks did.

Also, minorities were less likely than white students to feel that all or most professors showed concern for them as individuals. Almost two-thirds of whites felt that professors showed concern as opposed to 42 percent of blacks, 49 percent of Asians, and 53 percent of Hispanics.

Table 26: Graduate student assessment of faculty by ethnicity—percent responding “all” or “most.”

	White	Black	Asian	Hispanic
Professors are excellent classroom teachers	57.5	48.7	67.6	54.4
Professors treat me fairly	88.3	67.2	72.2	85.7
Professors take their responsibility to students seriously	80.7	71.4	65.6	73.1
Professors have provided useful feedback for my work	72.6	68.7	67.6	66.2
It’s easy to get appointments to talk with professors	69.6	66.7	61.8	68.8
I feel that professors show concern for me as an individual	65.1	41.7	48.6	52.9
I know professors well enough to drop in and chat with them	38.2	18.8	36.4	28.8
Professors have informed me of relevant research opportunities	24.7	16.4	38.9	17.6
Professors have informed me of relevant employment opportunities	14.4	11.7	17.1	10.9
Professors have been supportive of my educational and career goals	54.6	29.6	47.1	31.9
I know professors well enough to ask for a letter of recommendation	38.9	18.4	48.6	29.9

Interestingly, the difference between ethnic groups mentioned above did not appear in the likelihood of having a faculty mentor. Despite the general feeling among black respondents that all or most professors were less supportive of their educational goals, they were as likely as white and Hispanic students to have a faculty mentor. About 37 percent of all three groups had a mentor compared to almost two-thirds of Asians (64%). This finding is puzzling. Why did blacks, who generally rated their experience with professors as worse than the other ethnic groups, have about the same probability of having a faculty mentor? One possibility is that blacks found that a few professors were supportive and perceived one of these professors as their mentor. There is mixed support for this hypothesis. To some extent, once the ‘some’ responses were included in the percentages, the differences between whites and blacks evened out. There were still some differences, though. More than a quarter of all blacks (26%) felt that they did not know any professor well enough to drop in and chat, compared to 13 percent of all students. Also, the percentage of blacks who felt that they did not know any professors well enough to ask for a recommendation (25%) and that no professors had been supportive of their educational and career goals (17%) was almost twice the percentage for all respondents (14% and 9%, respectively).

	Percent with mentor
White	37.6
Black	36.6
Asian	63.6
Hispanic	36.2

Asians were more likely to interact with the faculty than other ethnic groups. Almost two-thirds of Asians responded that they socialized with faculty at least occasionally. This was more than 10 percent greater than the proportion for the other ethnic groups (which were all about 52%). Asians were also more likely than other ethnic groups to attend faculty research presentations, though the differences were not as

pronounced. A little less than half of Asian students (49%) went to faculty presentations at least occasionally, compared to 47 percent of Hispanics, 40 percent of blacks, and 38 percent of whites.

Table 27: Graduate student interactions with faculty by ethnicity—percent indicating at least “occasionally.”

	White	Black	Asian	Hispanic
Socializing with faculty	51.7	52.8	63.6	52.1
Attending presentations of faculty research	38.1	40.2	48.6	47.1

Academic and research activities

Research activities

Students were asked about their research activities with professors and staff from Adelphi and with non-Adelphi collaborators. Students were asked whether they had worked on a funded research project, a publication in a scholarly book or journal, a conference presentation, or were listed as author or co-author in a published work. On all four questions, at least 88 percent of the respondents replied “never.” Interestingly, on all four activities, the students who had done research were more likely to have worked with people not affiliated with Adelphi than they were to work with Adelphi faculty or staff.

Table 28: Graduate student research activities.

	No	With non- Adelphi people	With Adelphi faculty	Total Number
Worked on a funded research project	93.7	3.3	3.1	999
Worked on a publication	94.1	3.2	2.6	991
Worked on a conference presentation	88.1	7.2	4.7	987
Listed as author or co-author	91.7	3.6	1.0	1011

Very few Adelphi graduate students were involved in other academic aspects of graduate school. Sixty percent of respondents indicated that they never engaged in career/professional development events or that such events were not applicable while 80 percent never served on administrative or academic committees or replied that they were not applicable. Similarly, only 14 percent participated in dissertation or thesis completion counseling. On the other hand, nearly half of the respondents at least occasionally attended presentations of student research.

Table 29: Graduate student academic activities.

Activities	Often	Sometimes	Occasionally	Never	Not applicable
Attending presentations of student research	6.7	14.4	26.1	43.6	9.2
Administrative or academic committee meetings	0.8	5.2	14.0	63.1	17.0
Career/professional development events	3.3	11.1	26.1	50.1	9.5
Dissertation/thesis completion counseling	3.4	3.7	6.4	55.5	31.0

Perhaps because it is the only school with a large doctoral program, students from IAPS were more likely to have engaged in all four research activities than were students from other schools. Over 20 percent of IAPS students worked on a funded research project or on a scholarly publication. More than one-third

(37%) worked on a conference presentation. Most of their research activities were performed with Adelphi faculty and staff rather than non-Adelphi personnel. On the other hand, a larger proportion were listed as author or co-author of a publication with non-Adelphi people (11%) than with Adelphi faculty (1.4%).

Students from Nursing were also more likely to have worked on a publication or a conference presentation than were students from other schools (except IAPS). For both of these activities, however, a larger proportion worked with non-Adelphi personnel (10% and 17%, respectively) than worked with Adelphi faculty or staff (6% and 4%, respectively).

As may be expected, IAPS respondents were more involved in academic activities such as attending presentations of student research or dissertation/thesis completion counseling than were respondents from other schools. Nursing students reported the second highest percentage of involvement on attending presentations of student research and on dissertation/thesis completion counseling. Over 40 percent of respondents from both Nursing and IAPS reported participating in such counseling at least occasionally compared to less than 10 percent at the remaining schools.

Table 30: Graduate student academic activities by school attended—percent responding at least “occasionally.”

	Business	Education	IAPS	Nursing	Social Work
Attending presentations of student research	42.9	51.7	59.5	58.3	32.4
Administrative or academic committee meetings	12.2	20.4	25.3	2.1	21.0
Career/professional development events	32.4	45.2	58.6	30.0	46.6
Dissertation/thesis completion counseling	5.0	9.4	45.3	40.4	8.8

Field placement

Overall, about half the students did not participate in a field placement. This largely reflected the fact that many of the students surveyed were enrolled in programs that did not require placement or the student had not yet reached the placement stage in their studies. In fact, most students in the schools of Business (79%) and Education (60%) and close to half the students in Nursing and IAPS indicated that this question did not apply to them.

Of the students who had done field placements, most were satisfied with the experience. Ninety-five percent agreed that their placement was relevant to the curriculum. Nearly 90 percent were satisfied with their placement, believed that their placement was properly supervised, and thought that their experience was reflected upon in their class work.

Table 31: Rating of placement experience.¹

	Strongly agree	Agree	Disagree	Strongly disagree
My placement was relevant to the curriculum	54.7	40.2	2.2	2.9
My placement was properly supervised	40.8	43.1	11.0	5.1
My placement experience was reflected upon in my coursework	39.7	48.0	8.9	3.3
Overall, I was satisfied with my placement experience	43.5	45.3	6.9	4.3

¹ Does not include the “not applicable” responses.

There were some differences in the rating of the field placement by school. As mentioned above, many schools did not require field placements so these differences should be read with caution. Nursing students were the least satisfied with the general components of their field placement while Business students were the least satisfied with their placement experience overall. IAPS students, on the other hand, were the most satisfied with all aspects of their field placement.

Table 32: Rating of placement experience by school—percent responding “strongly agree.”

	Business	Education	IAPS	Nursing	Social Work
My placement was relevant to the curriculum	43.8	57.7	76.9	33.3	54.0
My placement was properly supervised	40.0	36.6	52.5	20.0	48.6
My placement experience was reflected upon in my coursework	40.0	37.6	47.4	29.2	43.5
Overall, I was satisfied with my placement experience	31.3	41.0	55.0	37.5	47.8

Computer use

In general, graduate students did not use computers very often. When asked how often they used computers during class, to complete homework assignments, or on their own, in each case “never” was the most common response. Almost half of all respondents (45%) said that they never used a computer on their own and another quarter said that they rarely or occasionally used computers on their own. In contrast, only about a third of the respondents never used computers to complete homework assignments while 53 percent used them for assignments at least occasionally.

Table 33: How often do you use computers?

	Very often	Often	Occasionally	Rarely	Never
During a class session	3.4	4.5	12.6	16.6	62.9
In order to complete a homework assignment	17.3	15.3	20.7	11.8	34.9
On your own	17.4	13.9	13.4	10.2	45.0

Business students were almost twice as likely to use computers in class as students from the next highest school (Education). Forty-four percent of Business respondents used them during class compared to 23 percent of Education respondents and less than 13 percent of the respondents from the other schools. Also, a majority of Business, Education, and Social Work respondents reported using computers to complete class assignment, but only 43 percent of IAPS and 35 percent of Nursing students did. Between 40 and 50 percent of students from all schools reported using a computer on their own at least occasionally.

Table 34: Computer use by graduate students by school attended—percent responding at least “occasionally.”

	Business	Education	IAPS	Nursing	Social Work
During a class session	43.5	23.1	9.2	12.7	11.6
In order to complete a homework assignment	58.8	55.0	42.6	34.7	54.4
On your own	48.2	46.5	42.5	42.6	40.5

SOCIAL ACTIVITIES

What do students do on campus when they are not in class? Do they interact with their peers? Do they spend little time on campus outside of class? Students were asked to estimate the number of hours they spent on campus each week working, studying, socializing, and engaging in other activities. A lot of students seemed to have misread the question, especially the section on working, and responded with the total number of hours they worked during a week, whether on or off campus, so results should be treated cautiously. Because the problem was especially severe for working, those responses are not included in this section.

On average, of the ones who responded, students spent the most hours per week on campus studying and the fewest hours per week socializing. The number of hours spent studying and doing “other” was about even (7.6 and 7.3, respectively) while only 5.3 hours were spent socializing. (See Table 37.)

Students were also asked how often they socialized with their peers or participated in a class study group or in student government. Only 18 percent indicated that they never socialized with peers and a little more than a quarter responded that they never participated in a class study group. They did not use their time on campus to participate in student government: a quarter of the respondents said that it was not applicable and another 72 percent indicated that they never participated in student government. So only 4 percent did participate, and most of them did so only occasionally.

Table 35: Graduate student social activities.

Activities	Often	Sometimes	Occasionally	Never	Not applicable
Socializing with peers	14.5	24.7	38.7	17.7	4.4
In a class study group	10.3	20.6	36.3	26.1	6.7
Student government	-	0.7	3.0	71.7	24.7

Responses by school

Students from the largest program (Education) and from the programs that have a larger proportion of full-time students (IAPS and Social Work) were more likely to socialize with their peers at least occasionally than were students from Business and Nursing. Interestingly, of the students who responded, Business students reported the highest number of average hours spent on campus each week socializing (8 hours a week). Nursing students spent the fewest average hours a week socializing (2.6). Despite the fact that IAPS had the largest percentage of respondents indicating that they at least occasionally socialized with peers, they averaged only 3.6 hours a week socializing.

Table 36: Graduate student social activities by school attended—percent responding at least “occasionally.”

	Business	Education	IAPS	Nursing	Social Work
Socializing with peers	75.6	82.2	90.5	76.1	80.4
In a class study group	84.6	74.9	62.0	87.0	64.1
Student government	3.8	2.6	4.1	2.2	4.4

Respondents from the Schools of Business and Nursing spent the most time on campus preparing for class. Business students spent an average of 9.4 hours a week and Nursing students 10.8 hours a week studying. In contrast, IAPS students spent only 7 hours a week studying and Education students 6.4. Further, 85 percent of Business and 87 percent of Nursing students took part in class study groups at least occasionally whereas only 64 percent of Social Work and 62 percent of IAPS students did.

Table 37: Mean time spent on particular activities each week by school attended.

	Business	Education	IAPS	Nursing	Social Work	Total
Studying	9.4	6.4	7.0	10.8	8.8	7.6
Socializing	7.9	5.2	3.6	2.6	5.0	5.3
Other	11.3	7.7	10.0	2.5	6.5	7.3

FINANCING GRADUATE SCHOOL

The general picture that emerged from the survey suggests that students either paid their own way through graduate school (with earnings from employment or from savings) or relied on some type of loan. At an institution where over three-quarters of the respondents work off-campus an average of 37 hours a week, it is not surprising that 76 percent of the students considered their earnings from employment to be an important means of paying for graduate school. Almost two-thirds considered personal savings as very or somewhat important as well. After earned income and personal savings, the next highest rated source of funds to pay for school was federal loans, which 46 percent of the respondents said was important. The importance of loans was reflected in the respondents’ educational debt. Of the respondents who indicated some level of outstanding undergraduate or graduate level debt, the average was \$18,800.

Respondents considered several items to be relatively unimportant means of paying for graduate school. Twenty percent or less of respondents indicated that state, Adelphi, and outside scholarships/grants;

tuition remission; graduate assistantships; and paid internships were important methods of paying for graduate school while approximately two-thirds indicated that they were not applicable.

Table 38: Methods of financing graduate school.

	Very important	Somewhat important	Not too important	Not at all important	Not applicable	Percent important¹
Earnings from employment	64.5	11.5	5.5	5.9	12.7	75.9
Personal savings	42.1	22.5	8.8	8.8	17.7	64.5
Family support or aid	31.0	11.7	7.7	12.8	36.8	42.6
Employer contribution	22.9	6.1	5.5	10.2	55.4	28.8
Federal scholarship/grant	16.1	4.3	3.1	12.5	63.9	20.3
State scholarship/grant	11.0	4.5	4.4	13.0	67.1	15.5
Adelphi scholarship/grant	13.2	4.1	3.9	13.2	65.5	17.3
Outside scholarship/grant	13.0	3.5	3.8	12.9	66.7	16.5
Federal loan	40.9	5.0	2.4	9.3	42.3	45.9
Other loans	20.0	5.1	4.2	12.3	58.3	25.0
Tuition remission	14.7	4.7	4.1	12.6	63.9	19.3
Graduate assistantship	12.3	5.4	4.5	12.6	65.2	17.6
Internship (paid)	10.5	3.5	3.7	13.6	68.7	13.9

¹ Percent responding “very important” or “somewhat important.” Does not include the “not applicable” responses.

Responses by school

The most important means of financing graduate school for students from all schools was earnings from employment. Personal savings were also very important for all schools. Beyond that, there were differences. A much larger percentage of Business and Nursing students considered employer contributions as very or somewhat important than did students at other schools. In contrast, students from Social Work, IAPS, and Education relied more on federal loans than did Business or Nursing students. IAPS students also depended heavily on family support or aid and on graduate assistantships.

Table 39: Methods of financing graduate school by school attended—percent of students indicating “very important” or “somewhat important.”

	Business	Education	IAPS	Nursing	Social Work
Earnings from employment	76.5	79.1	64.9	93.6	71.4
Personal savings	59.3	61.1	54.1	82.6	60.1
Family support or aid	25.3	46.3	57.1	37.8	38.5
Employer contribution	64.6	19.0	17.6	84.8	28.8
Federal scholarship/grant	10.4	18.2	18.3	20.0	27.4
State scholarship/grant	10.1	14.3	10.8	13.0	18.9
Adelphi scholarship/grant	12.3	15.8	15.3	13.3	22.6
Outside scholarship/grant	8.8	14.0	14.9	17.4	20.9
Federal loan	32.9	42.0	53.5	13.3	60.2
Other loans	15.2	26.8	23.6	10.6	26.4
Tuition remission	18.9	15.8	22.9	20.9	22.7
Graduate assistantship	11.5	13.6	43.7	12.8	18.1
Internship (paid)	5.6	9.9	15.9	16.7	22.3

Responses by ethnicity

When examined by ethnicity, Asian and Hispanic students reported the widest array of methods of financing their graduate education as either very important or somewhat important. They were followed by black students while white students depended on the fewest options.

Table 40: Methods of financing graduate school by ethnicity—percent of students indicating "very important" or "somewhat important."

	White	Black	Asian	Hispanic
Earnings from employment	76.4	73.2	85.3	78.1
Personal savings	66.1	52.7	76.5	62.2
Family support or aid	44.2	27.8	66.7	34.3
Employer contribution	25.3	38.7	41.2	45.8
Federal scholarship/grant	15.7	34.3	27.3	38.9
State scholarship/grant	13.1	20.7	27.3	27.0
Adelphi scholarship/grant	15.3	20.6	25.0	29.4
Outside scholarship/grant	13.5	25.5	26.5	30.1
Federal loan	41.7	61.8	41.2	66.7
Other loans	21.0	40.4	30.3	40.3
Tuition remission	16.9	26.0	27.3	28.8
Graduate assistantship	14.8	22.6	34.3	29.6
Internship (paid)	10.7	21.8	34.5	27.0

Almost two-thirds of blacks and Hispanics responded that federal loans were important compared to about 40 percent of whites and Asians. An additional 40 percent of blacks and Hispanics found other loans important in contrast to 21 percent of whites and 30 percent of Asians.

Blacks and Hispanics were more likely to work on or off campus than were whites. Asian students were the least likely to work off campus (less than half did) but most likely to work on campus (20%). This reflected the fact that many Asians were international students and the government does not permit international students to work off campus. Two-thirds of Asians said that family support and aid was an important means of paying for graduate school; less than half of the other ethnic groups cited family support as important. Asians were also more likely to rely on earnings from employment and personal savings than were other ethnic groups.

Satisfaction of Respondents

This section is concerned with how satisfied respondents were with Adelphi's offices, services/programs, facilities and college environment. Data are presented in two ways. First, the raw percentages on questions from each of the four areas of satisfaction are presented, including the percentage of respondents who indicated that the element of the question does not apply. Second, a dichotomous category was created by combining "very satisfied" and "satisfied" into *satisfied* and "very dissatisfied" and "dissatisfied" into *dissatisfied* while excluding respondents who said that they did not use an office, service, or facility or that the items were not applicable.

Satisfaction of all respondents

Adelphi offices

Respondents were asked to rate their level of satisfaction with the seven Adelphi offices shown below. Some offices were used more than others. Four offices were not used by more than half of the respondents: Health Services, Commuter Student Affairs, Career Planning and Placement, and the Counseling Center.

Table 41: Satisfaction with Adelphi offices.

Adelphi Office	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Does not apply	Percent satisfied¹
Office of Graduate Admissions	21.7	62.8	5.4	2.1	8.1	91.9
Office of Health Services	9.9	26.5	3.3	1.3	59.0	88.9
Office of Commuter Student Affairs	4.3	18.4	2.0	0.9	74.3	88.7
Office of the Registrar	20.2	63.9	7.3	3.4	5.2	88.7
Office of Student Financial Services	15.4	40.5	10.3	4.8	29.0	78.7
Office of Career Planning and Placement	5.3	16.1	4.7	2.6	71.3	74.5
Counseling Center	4.9	10.3	3.3	1.3	80.1	76.6

¹ Percent responding “very satisfied” or “satisfied.” Does not include the “does not apply” responses.

On the whole, at least three-quarters of the respondents were satisfied with each office. The Office of Graduate Admissions received the highest satisfaction rating at 92 percent. Respondents were almost equally satisfied with the offices of Health Services, Commuter Student Affairs, and the Registrar—the satisfaction ratings were all 89 percent. Between 75 and 80 percent of the students who used the remaining offices were satisfied with the services they received.

Adelphi services and programs

As was seen above with Adelphi offices, there were large differences in the percentage of students who used specific services and programs at Adelphi. Over 95 percent used both general registration procedures and graduate admissions procedures. On the other hand, over three-quarters of the respondents did not use personal counseling services, student employment services, services for students with disabilities, international student services, or day care services.

Table 42: Satisfaction with Adelphi services and programs.

Adelphi Services & Programs	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Does not apply	Percent satisfied¹
Graduate admissions procedures	23.3	64.7	5.7	1.8	4.5	92.2
College catalogue/admissions publications	18.6	62.5	5.1	1.2	12.6	92.8
General registration procedures	19.7	63.6	10.0	2.8	3.9	86.7
Financial aid services	12.1	34.6	10.6	5.8	36.9	74.0
Billing and payment service	12.9	56.8	14.8	5.0	10.4	77.9
Academic advising	12.8	46.9	16.5	7.6	16.2	71.3
Campus security	13.3	52.1	4.1	1.0	29.4	92.7
Personal counseling services	4.2	11.5	4.0	1.3	78.9	74.8
Student employment services	2.7	8.1	4.6	1.2	83.4	64.8
Services for students with disabilities	2.0	6.8	1.3	0.3	89.5	84.6
International student services	2.3	5.9	0.6	0.5	90.6	87.8
Library services	14.4	53.4	11.0	3.7	17.5	82.2
Day care services	1.5	4.1	1.1	0.2	93.0	80.9
Food services/cafeteria/café	6.1	37.1	11.2	5.4	40.1	72.2
Computer Help Desk	7.2	29.4	6.0	2.9	54.5	80.5

¹ Percent responding “very satisfied” or “satisfied.” Does not include the “does not apply” responses.

Well more than a majority of respondents were satisfied with each service. There was some variation in the rating of the services, though. Over 90 percent were satisfied with graduate admissions procedures, college catalogue/admissions publications, and campus security. At the other extreme, less than three-quarters were satisfied with financial aid services, academic advising, personal counseling services, and food services. However, 79 percent of the respondents did not use personal counseling services at all. Further, while a little less than two-thirds were satisfied with student employment services, more than 80 percent did not use the services.

Adelphi facilities

There was a great deal of variation in the use of Adelphi facilities as well. At one end, about three-quarters of the respondents did not use athletic facilities and less than half used laboratory facilities. Only about two-thirds of the respondents used the cafeteria/café, the University Center, or computer facilities.

Table 43: Satisfaction with Adelphi facilities.

Adelphi Facilities	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Does not apply	Percent satisfied¹
Classroom facilities	8.5	61.8	20.3	6.8	2.6	72.3
Laboratory facilities	4.8	28.9	5.2	2.5	58.6	81.4
Study areas	7.8	49.5	13.2	4.1	25.4	76.9
Library facilities	13.3	60.3	10.8	2.4	13.1	84.7
Computer facilities	12.2	51.3	5.3	1.5	29.7	90.4
University Center	9.0	55.1	5.0	0.7	30.2	91.8
Cafeterias/café	7.6	46.8	9.2	3.0	33.4	81.7
Athletic facilities	2.8	15.5	3.6	2.1	76.0	76.2
Parking facilities	11.6	56.6	10.2	4.6	17.0	82.2
Restroom facilities	9.7	66.7	12.2	5.1	6.3	81.5

¹ Percent responding “very satisfied” or “satisfied.” Does not include the “does not apply” responses.

Some interesting patterns emerged in the satisfaction with facilities among the respondents who used them. First, in general, most students were satisfied with the facilities: Over 90 percent of the students were satisfied with the University Center and with the computer facilities. Students were less satisfied with the study areas, athletic facilities, and classroom facilities, though over 70 percent were satisfied.

Adelphi’s college environment

More than two-thirds of the respondents replied that five aspects of the college environment did not apply to them: recreational and intramural programs, college sponsored social activities, cultural programs and activities, religious programs and activities, and graduate student voice in college politics. Also, almost one-quarter of respondents indicated “does not apply” when asked how satisfied they were with campus safety. Approximately 95-98 percent of students did respond to the questions asking about the condition of the buildings and the grounds and about satisfaction with Adelphi in general.

Table 44: Satisfaction with Adelphi’s college environment.

Adelphi’s College Environment	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Does not apply	Percent satisfied¹
General condition of buildings and grounds	20.3	65.9	7.3	1.4	5.1	90.8
Recreational and intramural programs	4.9	14.1	2.6	0.5	77.8	85.8
College sponsored social activities	3.0	14.4	3.9	0.6	78.1	79.2
Cultural programs and activities	3.3	17.9	3.0	1.2	74.6	83.5
Religious programs and activities	2.1	9.9	2.1	0.7	85.2	80.9
Graduate student voice in college policies	2.5	13.6	10.1	4.1	69.6	53.1
Safety on campus	13.9	59.4	2.8	0.7	23.1	95.3
Satisfaction with Adelphi in general	15.9	73.0	7.2	2.0	1.8	90.6

¹ Percent responding “very satisfied” or “satisfied.” Does not include the “does not apply” responses.

With one exception, more than three-quarters of the respondents were satisfied with all aspects of Adelphi’s college environment—the graduate student voice in college policies satisfied just over half of the respondents. Still, 91 percent of respondents said that they were generally satisfied with Adelphi and

more than 90 percent of students were satisfied with safety on campus and the condition of the buildings and grounds.

Satisfaction by school

Adelphi offices

Generally, students from all schools were less satisfied with the Offices of Student Financial Services, Career Planning and Placement, and the Counseling Center than they were with the other offices.

With the exception of the Office of Graduate Admissions, IAPS students were by far less satisfied with Adelphi's offices than were students from other schools. Only about two-thirds of IAPS respondents were satisfied with the offices of Health Services and Commuter Student Affairs compared to over 90 percent of the Business respondents and about 90 percent of the Education respondents. Similarly, less than 60 percent of IAPS students were satisfied with the Office of Student Financial Services compared to about 80 percent of respondents from the other schools.

Table 45: Satisfaction with Adelphi offices by school attended—percent “very satisfied” or “satisfied.”

Adelphi Office	Business	Education	IAPS	Nursing	Social Work
Office of Graduate Admissions	98.7	93.1	93.7	85.4	91.0
Office of Health Services	90.9	89.0	67.7	79.3	95.3
Office of Commuter Student Affairs	95.8	91.1	66.7	87.5	85.5
Office of the Registrar	92.3	91.6	79.1	89.1	85.6
Office of Student Financial Services	80.8	81.9	57.7	78.6	81.4
Office of Career Planning and Placement	67.9	77.4	-	-	73.7
Counseling Center	75.0	75.0	-	-	81.1

- Not reported because fewer than 10 valid responses.

Adelphi services and programs

Once again, IAPS students were generally the least satisfied with many of the services provided by Adelphi, expressing the lowest satisfaction levels on 7 of the 13 items. Less than half of IAPS respondents were satisfied with financial aid services and less than a third were satisfied with student employment services. On both of these questions, the difference between IAPS respondents and respondents from the next lowest school was more than 20 percentage points. In contrast, all students from IAPS who responded were satisfied with the personal counseling services, compared to 83 percent or less of the respondents from other schools.

Only three-quarters of Social Work respondents were satisfied with general registration procedures compared to 88 to 92 percent of the students from other schools. On the other hand, 72 percent were satisfied with student employment services compared to 67 percent of Business, 60 percent of Education, and 30 percent of IAPS students. Again, though, it is important to note that very few respondents used the student employment services.

Table 46: Satisfaction with services/programs by school attended—percent “very satisfied” or “satisfied.”.

Adelphi Services & Programs	Business	Education	IAPS	Nursing	Social Work
Graduate admissions procedures	93.3	93.8	95.1	82.1	92.0
College catalogue/admissions publications	90.7	94.9	88.9	89.7	91.0
General registration procedures	89.3	91.7	88.3	88.6	75.2
Financial aid services	85.4	77.5	47.1	70.6	77.4
Billing and payment service	80.3	81.0	55.7	73.8	79.5
Academic advising	71.7	69.9	70.7	76.7	73.1
Campus security	92.9	93.9	90.4	92.3	90.3
Personal counseling services	83.3	70.5	100.0	-	76.3
Student employment services	66.7	60.3	30.0	-	71.8
International student services	90.0	86.2	-	-	86.4
Library services	90.4	81.3	68.9	73.3	85.6
Food services/cafeteria/café	63.6	70.8	54.0	81.8	75.4
Computer Help Desk	75.0	80.4	70.6	90.5	78.1

- Not reported because fewer than 10 valid responses.

Satisfaction with Adelphi facilities

IAPS students had the lowest level of satisfaction on seven of the ten facilities listed on the questionnaire. They were especially dissatisfied with classrooms—only a quarter indicated that they were satisfied, almost 50 percent less than the next lowest school. Additionally, almost the percentage of students satisfied with laboratory facilities and skill areas at other schools was almost twice that of IAPS students; only a third of IAPS respondents were satisfied. Finally, less than two-thirds of IAPS students were satisfied with Adelphi’s library facilities and the cafeteria/café, 20 percent lower than the next lowest school.

Excluding IAPS students, students from the other schools were satisfied with the facilities—between 80 and 90 percent of students expressed their satisfaction for a majority of the facilities. Both Business and Education students were less satisfied with Adelphi’s athletic facilities (63.6 and 69.9%, respectively) and only 58 percent of Business students were satisfied with restroom facilities. On the other hand, 91 percent of Education, 95 percent of Nursing, and 96 percent of Social Work students were satisfied with the University Center and 93 percent of Business and 94 percent of Social Work respondents were satisfied with the computer facilities.

Table 47: Satisfaction with Adelphi facilities by school attended—percent “very satisfied” or “satisfied.”.

Adelphi Facilities	Business	Education	IAPS	Nursing	Social Work
Classroom facilities	80.7	79.3	25.0	72.3	71.4
Laboratory facilities	86.1	84.5	32.1	77.3	84.4
Study areas	80.6	76.3	31.0	83.5	83.0
Library facilities	88.0	84.4	62.9	84.4	87.8
Computer facilities	93.2	89.4	80.0	88.6	93.7
University Center	84.8	90.7	87.0	95.1	95.7
Cafeterias/café	77.0	81.9	60.8	87.8	84.4
Athletic facilities	63.6	69.9	41.7	-	90.4
Parking facilities	72.7	81.3	89.3	87.2	82.5
Restroom facilities	58.2	84.9	74.6	87.0	84.3

- Not reported because fewer than 10 valid responses.

Adelphi's college environment

IAPS students indicated substantially less satisfaction than students from the other schools on three items. While more than 90 percent of respondents overall were satisfied with the buildings and grounds and were generally satisfied with Adelphi, only 57 percent of IAPS students were satisfied with the buildings and grounds and only 75 percent with Adelphi in general. Additionally, IAPS students were only half as likely as students in the other schools to be satisfied with the graduate student voice in college policies.

Business students were the least satisfied with three of the four extracurricular activities (college-sponsored social activities, cultural programs, and religious programs) while Social Work students were the most satisfied with recreational programs, college-sponsored social activities, and religious programs. Business and Education respondents were the most satisfied with Adelphi overall, with satisfaction levels over 90 percent. Respondents from Social Work and Nursing trailed slightly—87 percent are satisfied with Adelphi.

Table 48: Satisfaction with Adelphi's college environment by school—percent "very satisfied" or "satisfied."

Adelphi's College Environment	Business	Education	IAPS	Nursing	Social Work
General condition of buildings and grounds	90.0	94.6	57.4	84.1	97.1
Recreational and intramural programs	77.8	83.1	72.7	-	89.8
College sponsored social activities	65.0	69.0	70.0	-	87.5
Cultural programs and activities	65.2	82.0	88.9	-	87.1
Religious programs and activities	61.5	76.6	62.5	-	84.4
Graduate student voice in college policies	42.9	58.8	22.2	43.8	54.5
Safety on campus	94.5	95.6	98.0	95.1	93.6
Satisfaction with Adelphi in general	94.9	93.8	75.4	86.7	86.8

- Not reported because fewer than 10 valid responses.

Satisfaction by ethnicity

Adelphi services and programs

Several notable anomalies appeared in the level of satisfaction with Adelphi's services/programs by ethnic group. White students were generally less satisfied with many of the services than were students from other ethnic groups. Hispanics were satisfied with most services, except for financial aid services where only 68 percent expressed satisfaction. Blacks were also generally satisfied; but only 58 percent were satisfied with student employment opportunities and 65 percent with food services. Only Asians were less satisfied with food services, at 50 percent. Finally, Asian students were substantially less satisfied with the Computer Help Desk than other ethnic groups (55%).

Table 49: Satisfaction with services/programs by ethnicity—percent “very satisfied” or “satisfied.”

Adelphi Services & Programs	White	Black	Asian	Hispanic
Graduate admissions procedures	91.9	94.3	89.7	94.1
College catalogue/admissions publications	92.4	93.3	96.7	95.3
General registration procedures	85.6	90.7	93.8	92.5
Financial aid services	72.9	83.5	81.0	67.9
Billing and payment service	78.1	79.4	81.3	72.6
Academic advising	70.7	73.8	82.1	81.0
Campus security	93.0	93.7	92.6	92.7
Personal counseling services	72.9	75.9	86.7	93.8
Student employment services	66.4	58.3	66.7	66.7
Services for students with disabilities	88.9	68.8	-	-
International student services	88.3	90.9	90.0	-
Library services	81.1	86.0	81.8	86.6
Day care services	87.2	80.0	-	-
Food services/cafeteria/café	74.9	65.4	50.0	73.3
Computer Help Desk	81.8	82.6	54.5	87.1

- Not reported because fewer than 10 valid responses.

Adelphi’s college environment

Asian students were less satisfied than members of the other ethnic groups on seven of the eight aspects of Adelphi’s college environment. The differences between Asians and the group with the largest proportion of satisfied respondents were minor on two of the items, but for the other five they were substantial. For cultural programs and activities there was a gap of 46 percent between Asians and Hispanics and a difference of almost 17 percent between Asians and the next lowest group (blacks at 71%). Similarly, for religious programs and activities there was a 31 percent difference between them and Hispanic students and an 11 percent difference between Asians and blacks (again at 71%).

All Hispanic students were satisfied with cultural programs but almost three in ten black students were not; white students were between Hispanics and blacks with 87 percent indicating satisfaction.

Table 50: Satisfaction with Adelphi’s college environment by ethnicity—percent “very satisfied” or “satisfied.”

Adelphi’s College Environment	White	Black	Asian	Hispanic
General condition of buildings and grounds	90.6	96.5	79.4	89.4
Recreational and intramural programs	86.2	92.1	63.6	83.3
College sponsored social activities	76.5	87.5	66.7	88.9
Cultural programs and activities	87.1	70.5	53.8	100.0
Religions programs and activities	84.4	71.4	60.0	90.9
Graduate student voice in college policies	53.7	51.0	47.4	55.6
Safety on campus	95.1	95.9	96.7	96.2
Satisfaction with Adelphi in general	90.4	96.3	85.7	88.7

Satisfaction by location

Adelphi offices

Discussion by location was only appropriate for three of Adelphi’s offices. All locations had similar levels of satisfaction with the listed Adelphi offices with two exceptions. Students at Manhattan indicated a higher level of satisfaction with the Office of Student Financial Services than did students at Garden City

or at other locations. Students at other off-campus locations were less satisfied with the Office of Graduate Admissions than students at Garden City or Manhattan.

Table 51: Satisfaction with Adelphi offices by location of attendance—percent “very satisfied” or “satisfied.”

Adelphi Office	Garden City	Manhattan	Other off-campus
Office of Graduate Admissions	93.4	93.7	86.7
Office of the Registrar	88.9	89.7	83.7
Office of Student Financial Services	76.0	89.4	75.8

Adelphi services and programs

All three locations had similar levels of satisfaction with Adelphi’s services and programs with relatively few exceptions. Students at Garden City were less satisfied with general registration procedures and billing and payment services than were students at all other locations. They were however, more satisfied with academic advising. Students at the Manhattan Center indicated lower levels of satisfaction with food services than did students at all other locations. Students at other off-campus locations indicated higher levels of satisfaction with the Computer Help Desk than did students at Garden City or Manhattan.

Table 52: Satisfaction with Adelphi’s services/programs by location of attendance—percent “very satisfied” or “satisfied.”

Adelphi Services & Programs	Garden City	Manhattan	Other off-campus
Graduate admissions procedures	92.4	95.7	90.4
College catalogue/admissions publications	91.9	95.6	92.7
General registration procedures	84.5	91.7	90.7
Financial aid services	71.7	85.3	68.6
Billing and payment service	75.4	82.0	86.0
Academic advising	74.1	64.7	69.2
Campus security	92.2	93.8	92.3
Student employment services	68.5	48.0	57.1
Library services	83.2	77.4	80.6
Food services/cafeteria/café	73.8	50.9	66.7
Computer Help Desk	79.7	76.7	85.7

Satisfaction with Adelphi facilities

Students at the Manhattan Center indicated greater satisfaction with classroom facilities than did students at either Garden City or other locations. And, while Garden City students indicated the lowest level of satisfaction with classroom facilities a greater percentage of them were satisfied with study areas, library facilities and computer facilities than were students at all other locations. Students at other off-campus locations indicated the lowest levels of satisfaction with library and computer facilities but the highest levels of satisfaction with parking and restroom facilities.

Table 53: Satisfaction with Adelphi facilities by location of attendance—percent “very satisfied” or “satisfied.”

Adelphi Facilities	Garden City	Manhattan	Other off-campus
Classroom facilities	69.5	81.3	74.5
Study areas	77.3	67.9	71.0
Library facilities	85.4	79.5	75.0
Computer facilities	92.0	87.4	76.9
Cafeterias/café	82.5	67.7	73.3
Parking facilities	82.4	76.6	84.2
Restroom facilities	81.9	80.5	84.5

Adelphi’s college environment

Only three items pertaining to Adelphi’s college environment were applicable to being discussed by location. Students in Manhattan indicated the greatest level of satisfaction with buildings and grounds and students in Garden City the lowest (though still high at 90%). All three locations were equally satisfied with campus safety and with Adelphi in general.

Table 54: Satisfaction with Adelphi’s college environment by location of attendance—percent “very satisfied” or “satisfied.”

Adelphi’s College Environment	Garden City	Manhattan	Other off-campus
General condition of buildings and grounds	89.5	96.7	93.3
Safety on campus	95.3	94.7	96.9
Satisfaction with Adelphi in general	89.4	92.7	90.4

Conclusion

Overall, students were satisfied with most aspects of Adelphi. They were satisfied with Adelphi’s offices, services, facilities and with the college environment as a whole. Also, they were satisfied with their courses and with their relationships with faculty members within the courses. On the other hand, students did not interact with the faculty much outside of classes and there were little collaboration between faculty and students on research projects.

Most graduate students rely on employment earnings, personal savings, and federal loans to pay for graduate school. They also tend to work while attending Adelphi.

For the most part, students from the different schools expressed similar levels of satisfaction with their Adelphi experiences. One school stands out, however. Although students from IAPS are happy with the academic aspects of Adelphi, they are not satisfied with much else. They tend to be much more dissatisfied with Adelphi offices, services, facilities, and the college environment than students from other schools.

Also, students from all schools mainly relied on personal savings and earnings from employment. While Nursing and Business students also relied heavily on employer contributions, students from Education, IAPS, and Social Work depended on federal loans.

There was not much difference in the satisfaction rates of students from different ethnic groups. Asians are, however, more dissatisfied with the cultural aspects of Adelphi (especially the food) than are respondents from other ethnic groups.