

Student Experience Survey—
Undergraduate Students

Adelphi University
Office of Research, Assessment and Planning
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EXECUTIVE SUMMARY

Toward the end of the Fall 2000 semester, the Office of Research, Assessment and Planning surveyed 3,081 undergraduate students who were enrolled at Adelphi in November 2000. A total of 951 undergraduate students responded to the survey.

Overall findings

- A third of Adelphi's respondents were in the first generation of their family to attend college. While a fifth of the students spoke a language other than English at home, over 75% of Asian and Hispanic students did.
- Respondents emphasized two career-oriented reasons for attending college (preparing for a career in the future and making more money) and two educational reasons (learning about things that interest them and gaining a general education). Their primary reason for attending Adelphi was that it had a program they wanted.
- The majority of respondents were satisfied with most aspects of their college life. With respect to their courses, most respondents were satisfied with their interactions with faculty as well as with their classes in general.
- Respondents did not frequently use computers on their own or for classes. Although they got along well with their peers, most respondents did not participate in co-curricular activities. This may reflect the fact that since most of the students did not live on campus, they did not spend additional time on campus during the week or on the weekend. A lot of them worked off campus for pay during the week which further limited the amount of time they could spend on campus.
- More than two-thirds of respondents indicated that they received financial aid. The methods of financing college that were considered most important to respondents were Adelphi scholarships and grants, family support, federal loans, and earnings from employment.
- The vast majority of students (90%) were satisfied with Adelphi overall. Students were generally satisfied with the offices, facilities, services/programs, and the college environment at Adelphi. Although a majority of respondents were satisfied with each item, some items, especially those dealing with food, received relatively lower levels of satisfaction than others.

Findings by school

- Based on the school they attend, Adelphi's undergraduates can be grouped into two categories. First, the more traditional students tend to congregate in the College of Arts & Sciences, the School of Education, IAPS, and General Studies. Students at these schools are younger, have never been married, and live in the dorms or with their parents. They also reported spending more time on campus during the week as well as greater participation in co-curricular activities and more frequent computer use.

- Second, the older, non-traditional students are mainly found in the Schools of Social Work and Nursing as well as ABLE. These students are either married or have been divorced, live in private homes, and are more likely to be members of the first generation in their family to attend college. Not surprisingly, they also spend less time on campus and less time participating in co-curricular activities and were more interested in distance education. Business students were generally in between these two groups of students.
- What is a little surprising is that the attitudes of the students from the two types of schools do not differ very much. There was no real difference in the reasons given for attending college or for going to Adelphi specifically. The relationship with the faculty was also similar across the two categories, as was satisfaction with a wide range of Adelphi's offices, services, facilities, and college environment.
- There were some differences in levels of satisfaction between schools: Nursing and IAPS were the least satisfied with Adelphi while General Studies and ABLE students were the most satisfied.

Ethnicity

- The perceptions of the relationships with the faculty were generally positive for all ethnic groups, but showed some differences. Minority students were generally more critical of the faculty than whites were. White students were more likely to agree that all or most professors were excellent classroom teachers and that all or most professors showed concern for them as individuals than were minority students. Still, the majority of the minority students were satisfied.
- There were not substantial differences in satisfaction with Adelphi among different ethnic groups. However, Asian students were less likely to indicate satisfaction with a variety of Adelphi experiences and services than were members of other groups. Even so, the majority of respondents were satisfied with most aspects of their social and academic experiences at the University.

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 undergraduate 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. Students also had the option of completing the survey on the web. A total of 951 undergraduate students responded to the survey; after excluding undeliverable surveys from the total, the overall response rate was 32 percent.

This discussion of the data is presented in eight sections:

- A comparison of the respondents and Adelphi's undergraduate 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.
- Choice of college—reasons for going to college in general and Adelphi in particular as well as degree aspirations.
- Relationship with the faculty—inside and outside of the classroom.
- Academic activities—courses and the use of computers in class.
- Social involvement—relationships with other students and participation in co-curricular activities.
- Financial support.
- 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 undergraduate students at Adelphi is possible when the respondents are comparable to the rest of the students and therefore can be regarded 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 match the population. The weighting method cannot be applied for respondents in this survey since some respondents are missing IDs and therefore cannot be distinguished from non-respondents.²

Table I compares respondents with a valid ID to the Fall 2000 Adelphi undergraduate population. Overall, survey respondents and the Adelphi Fall 2000 undergraduate population have similar (although not identical) distributions for age, race-ethnicity, school attended, class level, enrollment status, and full- or part-time status. Respondents were slightly, but not markedly, older than the undergraduate population. The ethnic distribution of the two populations was similar. The only notable difference was that whites were somewhat overrepresented in the survey (61% compared to 53% overall). The difference came largely at the expense of students with unknown ethnicities (17% of the survey and 21% overall). The percentage of students who attended school full-time was virtually identical in the two groups: 76% of survey respondents versus 77% of the total population. Respondents' distribution among Adelphi's schools, course location, and class level was also fairly similar to that of the population at large.³ Finally, the proportion of new students, freshmen as well as transfers, was similar to that of the overall population.

The most pronounced differences between the respondents and Adelphi's undergraduate population were for sex, residence status, and Fall 2000 GPA. The proportion of women responding to the survey was 8 percent higher than that of the population (77% and 69%, respectively). Additionally, a smaller proportion of residence hall students responded to the survey (20% and 25%, respectively). Finally, the average GPA for respondents was consistently higher than that of the undergraduate population.

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 responses 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 the 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 misplaced by the printer and consequently 18.1 percent of the respondents (n=172) 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 students' GPA. Subsequently in 23 cases, missing information on school attended was ascertained from responses to the open-ended questions which resulted in 84.3 percent with known school (15.7% missing information).

³ Although the distribution of course location was very similar to the population, the number of students in off campus locations was too small to be included in additional analyses.

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

		Respondents	Population
Percent women		77.4	69.4
Age	Less than 20	37.5	36.0
	20 to 24	29.5	32.9
	25 to 29	6.8	7.4
	30 to 39	10.0	11.4
	40 or more	16.2	12.3
Mean age		26.2	25.6
Race-ethnicity	Asian	2.6	2.9
	Black	10.5	12.3
	Hispanic	7.2	6.7
	American Indian	0.1	0.1
	White	60.7	52.6
	Unknown	16.7	21.3
	International	2.2	4.1
Percent full-time Adelphi schools		76.4	76.6
	Arts & Sciences	32.5	35.8
	Business	10.7	10.8
	Education	14.1	12.8
	IAPS	5.7	4.9
	Nursing	7.7	8.5
	Social Work	4.5	4.0
	ABLE	21.3	19.7
	General Studies	3.4	3.4
Special programs	Honors College Program	9.6	8.3
	Learning Disabilities Program	2.6	3.9
Enrollment status	New Freshmen	22.8	20.6
	New Transfers	15.7	14.8
	Continuing Students	61.5	64.6
Class level	Freshman	39.5	38.0
	Sophomore	16.6	19.0
	Junior	24.4	24.1
	Senior	19.5	18.8
Percent in residence halls		19.8	25.4
Course location	Garden City	89.8	91.0
	Huntington	7.5	5.5
	Manhattan	2.5	3.1
	ABLE Contract	0.3	0.5
Mean GPA by school	Arts & Sciences	3.27	3.10
	Business	3.21	3.04
	Education	3.31	3.06
	IAPS	3.38	3.18
	Nursing	3.29	3.19
	Social Work	3.41	3.19
	ABLE	3.41	3.29
	General Studies	2.70	2.46
	Total	3.29	3.12
Total Number		951	3,099

Demographic and institutional variables

This section discusses the demographic characteristics of the undergraduate students who responded to the survey. These characteristics are also examined by their distribution within the school attended. Not all of the students responding to the survey could be identified on all characteristics; the percentages are therefore based only on the respondents for whom information was available.

Adelphi schools

More than half of the respondents were enrolled either in the College of Arts & Sciences (a third of the respondents) or in ABLÉ (an additional fifth). Of the remaining schools, only Business and Education contained more than 10 percent of the respondents (11 and 14%, respectively). The distribution of respondents in the remaining four schools ranged between 3 percent and 8 percent. Thus, responses from these schools, especially from General Studies and Social Work, should be viewed with caution because of their small sample size.

Table 2: Distribution of respondents by school.

School	Percent	Number
Arts & Sciences	32.5	261
Business	10.7	86
Education	14.1	113
IAPS	5.7	46
Nursing	7.7	62
Social Work	4.5	36
General Studies	3.4	27
ABLE	21.3	171
Total	100.0	802

Sex

Overall, slightly more than three-quarters of the survey respondents were women.

Table 3: Gender distribution of respondents by school attended.

	Percent women	Number
Arts & Sciences	73.7	255
Business	65.9	85
Education	83.8	111
IAPS	84.8	46
Nursing	87.9	58
Social Work	100.0	36
ABLE	74.4	160
General Studies	74.1	27
Number	602	778

Within schools, the percentage of female respondents ranged from a low of 66 percent in Business to a high of 100 percent in Social Work. Women comprised about three-quarters of the respondents in three schools (Arts & Sciences, ABLE, and General Studies) and about five-sixths of the respondents in IAPS, Education, and Nursing.

Ethnicity

The survey included a question about students' ethnicity because this information is missing for over a fifth of the undergraduate students in Adelphi's database. Consequently, in this section, and the remainder of the report, the data for ethnicity is derived from the survey question where only about three percent of the data is missing.⁴ The survey data showed that more than two-thirds of the undergraduate respondents (69%) were white, 13 percent were black, 9 percent Hispanic, and 4 percent Asian.

Table 4: Ethnic distribution of survey respondents.

Ethnicity	Percent	Number
American Indian	0.1	1
Asian	4.3	41
Black	13.3	126
Hispanic	9.1	87
White	69.3	659
Other	1.2	11
Missing	2.7	26
Total	100.0	951

There are some interesting patterns in ethnic distribution by school attended. Because Arts and Sciences and ABLE are the largest schools overall, these two schools had the largest percentage of each ethnic group. Still, Asians were disproportionately large in Business, Nursing and IAPS and small in Education and ABLE. Hispanics were focused more in Social Work and Business and less in IAPS and Nursing. Blacks were overrepresented in Nursing and ABLE and whites were overrepresented in Education.

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

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
Asian	38.7	16.1	3.2	9.7	19.4	9.7	3.2	-
Black	21.9	7.9	4.4	2.6	14.0	5.3	35.1	8.8
Hispanic	29.6	12.7	9.9	2.8	4.2	9.9	22.5	8.5
White	35.2	10.6	17.3	6.7	6.3	3.0	19.2	1.8
Total	32.9	10.6	14.2	5.9	7.8	4.2	21.2	3.3

⁴ Because of their small number, American Indian respondents and respondents who filled in "other" have been excluded from any analysis based on ethnicity.

Age

The average age of the undergraduate survey respondent was 26 years old. With an average age of at least 33, respondents from Nursing, Social Work, and ABLE were much older than respondents from the other five schools where the average age ranged from a low of 18.2 in General Studies (which includes only freshmen) to a high of 23.4 in Business.

Table 6: Average age by school attended.

	Average age	Number
Arts & Sciences	20.5	255
Business	23.4	85
Education	21.6	111
IAPS	20.9	46
Nursing	33.5	58
Social Work	34.5	36
ABLE	38.3	161
General Studies	18.2	27
Total	26.2	779

Household income

Among the students who responded to this question, there was a wide range in household income. The mean household income was \$58,865. Twenty percent of the respondents had an income below \$22,000 and 20 percent had an income greater than \$90,000.

There was some variation in average household income by school. ABLE respondents, probably because many work full-time and attend school part-time, reported an average income of \$66,079, almost \$30,000 more than the low of \$37,769 reported by General Studies respondents. Except for Social Work respondents, who averaged \$43,177, respondents from the other schools averaged between \$56,000 and \$63,000 a year.

With only a couple of exceptions, female respondents tend to have a much lower household income than male respondents. Only in the School of Education and in IAPS did women have a greater income.

Table 7: Average household income by school attended and gender.

	Men	Women	Total
Arts & Sciences	\$67,800	\$53,109	\$56,838
Business	\$70,529	\$52,762	\$57,583
Education	\$51,364	\$60,519	\$59,129
IAPS	\$60,000	\$62,800	\$62,500
Nursing	\$87,429	\$57,095	\$62,598
Social Work	-	\$43,177	\$43,177
ABLE	\$80,500	\$60,743	\$66,079
General Studies	\$56,250	\$29,556	\$37,769
Total	\$71,128	\$55,702	\$59,166

Marital status and children

Overall, three-quarters of the respondents had never been married, 19 percent were currently married, and 5 percent were divorced. Although less than a quarter of the undergraduate respondents had children, more than three-quarters of the divorced respondents had children, as did 73 percent of married respondents; only 3 percent of the respondents who had never been married had children.

Not surprisingly, in the schools with the younger respondents (Arts & Sciences, Education, IAPS, and General Studies) less than 5 percent of the respondents were married or had children. In contrast, over half of the ABLE respondents were married, as well as 45 percent of Nursing and 32 percent of Social Work respondents; respondents from these schools were also more likely to be divorced or to have children. A little more than three-fifths of ABLE and half of Social Work and Nursing respondents had children.

Table 8: Marital status by school—percentages.

	Never married	Married	Divorced/separated	Widowed	Other
Arts & Sciences	95.7	3.9	0.4	-	-
Business	85.9	11.8	2.4	-	-
Education	93.8	3.5	1.8	-	0.9
IAPS	97.8	2.2	-	-	-
Nursing	43.5	45.2	11.3	-	-
Social Work	47.1	32.4	20.6	-	-
ABLE	29.7	53.3	15.2	1.8	-
General Studies	100.0	-	-	-	-
Total	75.2	18.8	5.4	0.4	0.1

Residence while attending college

The vast majority of Adelphi undergraduate respondents lived off campus. Only 19 percent lived in dorms during the school year, while a third lived in an apartment or other private home and almost half (47%) lived with their parents. Overall, Adelphi seemed to serve the housing needs of the students: less than 5 percent of the students who wanted to live in the dorms were turned down because space was not available. This percentage is the same whether students currently living in dorms were excluded or included in the calculation.

Table 9: Residence while attending college by school—percentages.

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies	Total
With parents or relatives	59.3	60.7	67.0	69.6	25.4	36.1	12.6	37.0	46.9
Other private home or apartment	9.1	25.0	13.4	6.5	62.7	55.6	86.2	3.7	33.3
In college residence hall	31.2	14.3	19.6	23.9	6.8	5.6	-	59.3	19.1
Other	0.4	-	-	-	5.1	2.8	1.2	-	0.8

Again there was a marked difference in residency patterns when responses were examined by school. A majority of respondents from Nursing, ABLE, and Social Work lived in their own apartments or homes; a quarter of Business students also lived in their own homes and 61 percent lived with their parents or relatives. Respondents from the schools with younger undergraduate respondents either lived with their parents or in the dorms.

Religious affiliation

Fifty-eight percent of the respondents were Roman Catholic. Protestants made up the next largest religious bloc at 20 percent while 9 percent professed no religion. Another 6 percent were Jewish and the remainder was evenly split between Hindu/Buddhist, Islamic, Eastern Orthodox, and other.

Table 10: Religious affiliation of respondents—percentages.

	Percent
Catholic	57.3
Protestant	20.6
Eastern Orthodox	1.6
Jewish	5.9
Islamic	0.7
Hindu/Buddhist	1.4
None	9.0
Other	2.4
Number	918

First generation in the US

The majority of undergraduate respondents were born in the U.S. to parents who were both born in the U.S. Only 13 percent of the respondents were born outside of the U.S. An additional 12 percent of the respondents were born in the U.S. to foreign-born parents and another 9 percent had one parent born outside of the U.S.

Eighty-five percent of the respondents who said that they were born outside of the U.S. also indicated how long they have lived in the U.S. The average foreign-born student had spent 13.3 years in the United States, or almost half his or her life. (The average age of foreign-born students is 28.8.) Twenty percent of the respondents lived in the U.S. for less than 4 years and 20 percent lived here 20 years or more.

Foreign-born students were most prevalent in the School of Nursing—almost a quarter of Nursing respondents were born outside the U.S. In contrast, less than 10 percent of the respondents from the College of Arts & Sciences or the School of Education were foreign-born. Between 10 and 20 percent of the respondents from the other five schools were born outside the U.S.

Comfort with English

Almost 80 percent of the undergraduate respondents spoke only English at home. Of the 20 percent who spoke another language at home, the vast majority indicated that they were comfortable with English. Half of the respondents were equally comfortable with English and another language and another 41 percent were most comfortable with English.

Table 11: Comfort with English by ethnicity—percentages.

	Asian	Black	Hispanic	White	Total¹
Speak another language at home	78.0	14.3	75.3	12.6	21.5
<u>Of whom, percent:</u>					
Most comfortable with English	21.9	22.2	45.3	48.1	41.2
Most comfortable with other language	18.8	11.1	3.1	9.9	9.0
Equally comfortable with both	59.4	66.7	51.6	42.0	49.7
Total who speak another language	100.0	100.0	100.0	100.0	100.0
Number	41	126	85	644	926

¹ Including respondents with missing ethnicity.

Parental education

A little less than a third of the respondents were in the first generation in their family to attend college. Respondents from Nursing, Social Work, and ABLE were more likely to be first-generation college students than were the younger respondents from Arts & Sciences, Education, IAPS, or General Studies.

Table 12: First-generation college students by school attended—percentages.

	Parent has some college	First-generation college student	Number
Arts & Sciences	79.8	20.2	258
Business	67.5	32.5	83
Education	75.7	24.3	111
IAPS	82.2	17.8	45
Nursing	50.0	50.0	56
Social Work	60.6	39.4	33
ABLE	48.8	51.2	164
General Studies	68.0	32.0	25
Total	67.8	32.2	919

In conclusion, based on their demographic characteristics, then, respondents can be grouped into two categories of schools (with students from the School of Business lying between the two). Respondents from ABLE and the Schools of Nursing and Social Work tended to be older and have multiple social statuses. They were more likely to be married or divorced, to have children, and to live in a private home. In contrast, respondents from the College of Arts & Sciences, the School of Education, IAPS, and General Studies were similar to younger, more traditional college students who enroll immediately after

high school. They were young, had never been married, had no children, and either lived in dorms or with their parents. So, throughout this report, school will be used as a proxy for age—students from ABLE, Nursing, and Social Work will be referred to as “less traditional” students while students from the College of Arts & Sciences, Education, IAPS, and General Students will be referred to as “traditional” students. As the only school not to fit one of the categories, students from the School of Business will be referred to as Business students.

Choice of College

Going to college and educational aspirations

The Student Experience Survey asked undergraduate students to characterize how important six factors were in their decision to go to college. Four of these were indicated to be very important by more than 60 percent of the respondents. Almost 90 percent of respondents said that preparing for a career in the future was a very important reason to go to college. It was followed by “learning about things that interest me” at 69 percent, “gaining a general education and appreciation of ideas” at 63 percent, and “making more money” at 62 percent. The other two factors were not considered important reasons by the respondents. Less than a third replied that “I could not find an interesting job” was an important reason and only one out of ten respondents indicated that parental wishes were a factor in attending college.

Table 13: Importance of reasons for going to college—percentages.

	Very important	Somewhat important	Not too important	Not at all important
My parents wanted me to go	26.2	32.9	17.5	23.5
To gain a general education and appreciation of ideas	63.0	31.7	3.9	1.4
To learn more about things that interest me	69.3	26.0	3.2	1.5
I could not find an interesting job	15.3	16.6	22.0	46.0
To prepare for a career in the future	88.1	7.6	2.6	1.7
To be able to make more money	62.0	28.1	6.9	3.1

Less traditional students did not have different motivations for going to college than traditional students did. The same four factors mentioned above were considered very important by a majority of respondents from all schools. The proportion of students from the different schools who considered the factors important did vary, though. For example, preparing for a career in the future was cited as the most important reason for attending college by respondents from all schools. Over 90 percent of the more traditional students indicated it was important compared to about three-quarters of ABLE and Nursing students and 85 percent of Social Work students. Also, a smaller proportion of respondents from the schools with non-traditional students indicated that learning about things that interest them was a very important reason for going to college.

Table 14: Very important reasons for going to college by school—percentages.

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
My parents wanted me to go	28.1	24.1	39.6	26.1	25.5	27.3	11.2	44.4
To gain a general education and appreciation of ideas	68.1	61.9	59.1	71.1	50.0	64.7	63.9	57.7
To learn more about things that interest me	76.7	71.4	69.7	77.3	66.1	63.6	57.1	80.0
I could not find an interesting job	16.6	11.1	16.4	20.0	12.7	27.3	11.9	23.1
To prepare for a career in the future	92.9	90.5	97.3	95.7	78.6	84.8	73.4	96.3
To be able to make more money	57.4	75.6	63.3	63.0	61.8	53.1	65.8	63.0

The choice of Adelphi

Students were then asked to rate the importance of various factors in their decision to attend Adelphi. Based on the percentage of very important responses received, responses fell into three groups. One factor was considered as the most important: over two-thirds of the respondents indicated that a very important reason for attending Adelphi was that it had a program they wanted. Four factors received between 40 and 50 percent of very important responses: “it offered financial aid” (48%), “Adelphi accepted my transfer credits” (45%), “it is near my home” (44%), and “its academic reputation” (40%). Less than a third of the respondents cited the other six factors as very important. A majority of respondents replied that “my friends are going here” and “my parents wanted me to go here” were not at all important in their decision to attend Adelphi.

Table 15: Reasons for attending Adelphi—percentages.

	Very important	Somewhat important	Not too important	Not at all important
Its academic reputation	40.3	45.5	11.0	3.2
It is relatively inexpensive	26.2	32.6	21.8	19.3
It is near my home	44.3	32.4	10.9	12.4
It is near my job	19.1	19.8	19.0	42.1
My friends are going here	1.7	7.2	18.2	72.9
My parents wanted me to go here	5.8	14.6	22.4	57.1
It has a program I wanted	68.4	21.5	4.7	5.4
It offered financial aid	48.1	20.5	10.9	20.5
Adelphi accepted most or all of my transfer credits	44.5	17.2	8.3	30.0
A teacher or counselor suggested it	10.0	19.4	21.8	48.7
I wanted to be in the New York City metropolitan area	33.0	25.7	12.2	29.2

Undergraduate respondents from different schools had different reasons for attending Adelphi. A majority of respondents from ABLE and Education indicated that Adelphi’s proximity to their home was a very important reason for attending compared to just over a third of IAPS and a little more than a quarter of Social Work respondents. Moreover, at almost 40 percent, more than twice as many ABLE respondents as respondents from the other schools said that Adelphi’s proximity to their job was a very important reason for choosing Adelphi.

Because of the large number of Nursing and Social Work students who enter Adelphi as transfers, two-thirds of Nursing and over three-quarters of Social Work respondents indicated that the fact that Adelphi accepted most of their transfer credits was a very important reason to attend. Also, more than 80 percent of Nursing and Social Work students, as well as those from Education, indicated that the fact that Adelphi had a program they wanted was very important. Finally, nearly 30 percent of Social Work respondents cited suggestions from teachers or counselors as very important reasons to attend Adelphi compared to 4 to 12 percent of respondents from other schools.

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

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
Its academic reputation	32.7	45.2	42.7	54.3	38.6	48.6	42.9	51.9
It is relatively inexpensive	32.2	22.5	24.8	18.2	22.9	31.0	21.1	15.4
It is near my home	42.9	40.2	52.3	34.8	44.6	26.5	52.6	37.0
It is near my job	14.3	18.3	15.5	6.7	18.2	11.4	37.2	7.7
My friends are going here	1.6	3.7	0.9	-	5.5	-	1.9	-
My parents wanted me to go here	9.6	6.1	6.4	8.7	1.9	9.4	1.3	3.7
It has a program I wanted	60.0	55.4	84.4	65.2	83.9	94.1	74.1	46.2
It offered financial aid	61.2	47.0	51.4	41.3	31.5	64.7	30.9	44.4
Adelphi accepted most or all of my transfer credits	31.4	33.8	47.7	50.0	66.7	76.5	59.7	11.5
A teacher or counselor suggested it	9.8	6.3	7.3	4.3	7.1	29.4	11.8	11.1
I wanted to be in the New York City metropolitan area	32.0	32.9	30.8	32.6	35.1	42.9	32.9	25.9

Three differences in the reasons given by different ethnic groups to attend Adelphi stood out. First, 54 percent of blacks, compared to about two-fifths of the other ethnic groups, said that Adelphi’s reputation was an important factor in their choice of Adelphi. Second, three-fifths of Hispanics said that financial aid was an important reason why they chose Adelphi, about 10 percent more than for Asians and blacks and 13 percent more than for whites. Finally, Asians were less likely than the other ethnic groups to attribute importance to the fact that Adelphi had a program they wanted or to the fact that it accepted their transfer credits.

Table 17: Reasons for attending Adelphi by ethnicity—percent responding “very important.”

	Asian	Black	Hispanic	White
Its academic reputation	41.5	53.6	41.0	38.1
It is relatively inexpensive	26.8	28.1	26.9	26.5
It is near my home	44.2	41.1	42.9	45.7
It is near my job	17.1	22.1	18.1	19.0
My friends are going here	7.1	2.5	1.2	1.4
My parents wanted me to go here	9.5	6.0	4.9	5.6
It has a program I wanted	53.7	63.5	68.7	70.5
It offered financial aid	48.8	50.0	60.2	46.2
Adelphi accepted most or all of my transfer credits	31.7	41.8	43.9	46.3
A teacher or counselor suggested it	12.2	14.0	19.3	7.9
I wanted to be in the New York metropolitan area	28.6	33.1	38.8	32.2

Highest degree planned

Students were also asked to indicate the highest degree level that they intend to earn. Nearly 80 percent of the respondents planned to go beyond a baccalaureate degree. Fifty-eight percent of students wanted to earn a master's degree. Of the remaining 21 percent, 14 percent planned to obtain a doctorate and 7 percent a professional degree.

Students from some schools had higher degree aspirations than those from other schools. While a master's degree received the largest percentage of responses from students at all schools, the percentage varied widely, from a low of 41 percent in General Studies to a high of 83 percent in Education and Social Work, two fields where a master's degree is increasingly required. More than a third of Business respondents and more than a quarter of ABLE students planned on stopping their education after receiving a baccalaureate degree. Finally, IAPS had the largest proportion of students who planned to get a doctorate (37%).

Table 18: Highest degree intended by school—percentages.

	Baccalaureate	Master's	Doctoral	Professional	Other
Arts & Sciences	22.0	46.9	14.6	13.0	0.4
Business	35.3	55.3	3.5	3.5	1.2
Education	2.7	82.9	14.4	-	-
IAPS	8.7	47.8	37.0	6.5	-
Nursing	20.7	62.1	12.1	3.4	-
Social Work	-	83.3	11.1	2.8	-
ABLE	25.5	59.6	7.5	3.7	1.9
General Studies	22.2	40.7	22.2	14.8	-
Total	20.6	58.2	13.6	7.0	0.6

Relationship with the faculty

Respondents were given nine statements about professors and asked to indicate whether they believed that the statements applied to all, most, some, few, or no professors.

Respondents were generally satisfied with their relationships with the faculty. Over 90 percent of the respondents agreed that all or most professors treated them fairly and slightly more than three-quarters said that all or most professors took their responsibility to students seriously. Also, only 3 percent indicated that all or most professors made them feel discouraged and 7 percent said that it was difficult to get appointments to talk to all or most professors.

Respondents were also satisfied with the teaching abilities of the faculty. Almost 70 percent felt that all or most professors tried to help students understand the course material and 61 percent felt that all or most professors were excellent classroom teachers. Furthermore, nearly half knew all or most professors well enough to drop in and chat with them and almost 40 percent felt they could ask all or most professors for a letter of recommendation.

Table 19: Undergraduate student assessment of the faculty—percentages.

	All	Most	Some	Few	None
Professors treat me fairly	34.7	56.0	7.3	1.9	0.1
I know professors well enough to drop in and chat with them	14.0	34.8	29.0	15.8	6.3
Professors take their responsibility to students seriously	30.9	45.8	19.5	3.4	0.4
I feel that professors show concern for me as an individual	22.1	41.3	24.5	10.7	1.4
It's hard to get appointments to talk with professors about class	1.7	5.0	25.9	38.9	28.5
I know professors well enough to ask for a letter of recommendation	9.9	27.8	30.2	21.9	10.1
Professors try hard to help students understand the course material	21.3	48.2	23.1	6.6	0.9
Professors make me feel discouraged	0.3	2.9	13.3	37.2	46.3
Professors are excellent classroom teachers	13.5	47.5	29.5	9.1	0.4

Responses by school

A distinction between the schools with more traditional and the ones with non-traditional students did not appear in the relationship with the faculty. ABLE and General Studies respondents gave professors the highest ratings while respondents from IAPS and Nursing gave professors the lowest ratings.

Table 20: Undergraduate student assessment of the faculty by school attended—percent indicating “all” or “most.”

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
Professors treat me fairly	88.9	90.4	93.7	93.2	87.0	91.4	95.6	96.2
I know professors well enough to drop in and chat with them	53.4	54.2	45.0	40.9	31.5	45.7	46.5	76.9
Professors take their responsibility to students seriously	77.1	67.5	77.3	58.1	63.0	71.4	88.5	96.2
I feel that professors show concern for me as an individual	64.9	60.2	67.6	43.2	47.2	71.4	77.8	65.4
It's hard to get appointments to talk with professors	6.8	7.3	7.2	2.3	5.6	9.1	9.0	7.7
I know professors well enough to ask for a recommendation	38.6	42.7	37.3	27.9	24.1	40.0	42.1	46.2
Professors try hard to help students understand the course material	64.7	66.3	73.4	56.8	63.0	70.6	83.6	88.0
Professors make me feel discouraged	2.8	1.2	3.6	-	7.4	2.9	4.4	8.0
Professors are excellent classroom teachers	56.6	61.4	64.9	47.7	48.1	60.6	79.2	65.4

Less than half of Nursing and IAPS respondents indicated that all or most professors were excellent classroom teachers, compared to a majority in all other schools, including a high of 79 percent from ABLE. Similarly, less than half of Nursing and IAPS respondents felt that all or most professors showed concern for them as individuals while ABLE again had the highest proportion at 78 percent. Finally, about 57 percent of respondents from IAPS compared to more than 80 percent of ABLE and General Studies students replied that all or most professors tried hard to help students understand the course material; the proportions for the other schools ranged from 63 to 73 percent.

Responses by ethnicity

There were noticeable differences in the respondents' experiences with professors by ethnic group. White students were consistently more satisfied with the faculty than were other ethnic groups. The differences were especially pronounced between whites and Asians. For example, less than half of the Asian respondents indicated that all or most professors showed concern for them as individuals or were excellent classroom teachers (46% and 49%, respectively) compared to two-thirds of white respondents (67% and 65%, respectively). Furthermore, 78 percent of whites replied that all or most professors took their responsibility to students seriously compared to only 63 percent of Asians. Blacks and Hispanics generally fell between whites and Asians. Still, the vast majority of all ethnic groups felt that they were treated fairly by the faculty.

Table 21: Student assessment of the faculty by ethnicity—percent indicating “all” or “most.”

	Asian	Black	Hispanic	White
Professors treat me fairly	82.9	85.0	88.1	92.4
I know professors well enough to drop in and chat with them	41.5	48.4	44.7	49.2
Professors take their responsibility to students seriously	63.4	72.4	78.8	78.0
I feel that professors show concern for me as an individual	46.3	56.8	56.0	66.8
It's hard to get appointments to talk with professors about class	5.0	6.4	9.4	6.4
I know professors well enough to ask for a letter of recommendation	26.8	31.0	34.1	40.0
Professors try hard to help students understand the course material	57.5	64.3	61.2	72.2
Professors make me feel discouraged	-	4.8	5.9	2.5
Professors are excellent classroom teachers	48.7	48.0	49.4	65.3

Academic Activities

Courses

Questions about courses can be broken down into four categories: the content of courses, course scheduling, space available in courses, and academic progress. Students were happy with the content of the courses: 93 percent agreed that the classes they have taken were interesting. Only a little more than one-third found their coursework difficult.

Attitudes about the scheduling of courses were mixed. About two-thirds agreed that not enough classes were offered at times when they could take them and another 55 percent thought that required classes were too often offered at the same time, creating scheduling conflicts. More than half also agreed that some classes they would like to take were not offered at Adelphi. On the other hand, almost two-thirds agreed that they had the flexibility to design their own program and that classes in their department were scheduled at convenient times.

A little more than one-third of the respondents thought that space was often not available in the courses they wanted to take and a little more than a quarter thought the same about courses they were required to take. Finally, students were satisfied with their academic progress. Ninety percent were satisfied with their progress in earning credits toward a degree and about three-quarters agreed that the academic advisement they received had been helpful.

Table 22: Level of agreement with the following academic experience statements—percentages.

	Strongly agree	Agree	Disagree	Strongly disagree
Content of the courses				
Most courses I have taken are interesting	24.4	68.5	6.6	0.5
Generally I find my coursework difficult	3.4	32.6	60.2	3.8
Course scheduling				
Not enough courses are offered at times when I can take them	31.6	34.3	30.6	3.5
Some courses I would like to take are not offered	18.8	34.3	42.6	4.4
Required courses are too often given at the same time causing scheduling conflicts	20.5	34.2	40.9	4.4
I have the flexibility to design my own program	12.2	53.0	28.6	6.5
I find that courses in my department are scheduled at convenient times	10.9	54.1	29.9	5.0
Space available in courses				
Often space is not available in courses I want to take	10.8	23.8	55.4	10.0
Often space is not available in courses I am required to take	9.0	17.4	61.4	12.1
Academic progress				
I am satisfied with my progress in earning credits toward my degree	30.3	59.9	7.9	1.9
The academic advisement provided to me is accurate and helpful	20.5	54.0	17.5	8.1

Responses by school

While respondents from all schools overwhelmingly agreed that their coursework was interesting, there were some differences between schools. Eighty-two percent of IAPS students found courses interesting compared to 90 percent or more of students in the other schools. There was also a wide range in the percentage agreeing that coursework was difficult. At one extreme, more than half of General Studies respondents found their coursework difficult. Students from Arts & Sciences, Business, Education, and IAPS were in the middle, at between 33 and 40 percent. Finally, a little less than a quarter of ABLE and Social Work students found their coursework difficult.

Interesting differences also emerged in the distribution of respondents agreeing that space was not available in courses they wanted or needed to take. Respondents from ABLE and the schools of Nursing and Social Work had the least difficulty finding space available in the courses they wanted to, or needed to, take while respondents in General Studies had the most difficulty; in fact, a majority of General Studies respondents thought that space was not available in the courses they wanted to take.⁵

ABLE students were generally the most satisfied with the scheduling of courses while Business and IAPS students were the least satisfied. Less than half of ABLE respondents thought that *not* enough classes were offered at times when the respondent could take them. In contrast, more than 60 percent of students in the other schools, including a high of 86 percent in Business, thought that there were not enough classes scheduled when the respondents could take them. Similarly, less than a quarter of ABLE students thought that required courses were too often given at the same time and 81 percent found that courses in the department were scheduled at convenient times. In contrast, almost three-quarters of IAPS respondents thought that required courses were too often given at the same time and 49 percent thought that department courses were scheduled at convenient times.

Table 23: Academic experience by school—percent responding “agree” or “strongly agree.”

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
Content of the courses								
Most courses I have taken are interesting	93.8	89.2	93.8	81.8	93.1	94.1	97.6	88.5
Generally I find my coursework difficult	39.3	34.1	36.6	38.6	38.6	24.2	23.6	53.8
Course scheduling								
Not enough courses are offered at times when I can take them	68.2	85.7	70.3	75.0	66.7	71.4	47.9	62.5
Some courses I would like to take are not offered at Adelphi	67.2	54.2	40.5	68.2	41.4	42.4	45.5	33.3
Required courses are too often given at the same time causing scheduling conflicts	62.9	69.9	58.9	72.7	46.6	54.3	23.4	56.0
Have flexibility to design my own program	67.6	60.7	61.8	68.2	58.6	48.5	78.3	60.0

⁵ General Studies students share a common required curriculum and no General Studies student is closed out of any course, though they may not get the section they want.

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
I find that courses in my department are scheduled at convenient times	64.1	54.8	64.3	48.8	65.5	50.0	80.7	76.0
Space available in courses								
Often space is not available in courses I want to take	46.9	45.2	38.4	34.9	21.1	17.1	11.9	52.2
Often space is not available in courses I am required to take	29.7	41.7	34.8	25.6	13.8	15.6	10.2	45.8
Academic progress								
I am satisfied with my progress in earning credits toward my degree	87.9	88.1	93.8	93.2	86.2	85.7	96.4	92.3
The academic advisement provided to me is accurate and helpful	74.3	71.4	66.1	61.4	67.2	74.3	85.7	100.0

Computer Use and Distance Education

Despite the increasing prevalence of computers in modern society, Adelphi undergraduates did not use computers very frequently for school work or on their own. More than 40 percent of the respondents indicated that they never used a computer during a class session. More than a third said that they never used a computer on their own and thirty percent never used one to complete a homework assignment. On the other hand, more than one-third of respondents reported using a computer on their own or in order to complete a course assignment “often” or “very often.”

Table 24: Frequency of computer use—percentages.

	Very often	Often	Occasionally	Rarely	Never
During a class session	9.1	11.7	18.8	16.2	44.2
To complete a homework assignment	20.6	17.4	19.3	13.2	29.6
On their own	21.6	13.7	15.5	12.9	36.3

Nearly 60 percent of the respondents were somewhat or very interested in taking courses via distance education. Another 20 percent were not at all interested in distance education.

Responses by school

There were some differences in the use of computers by school. Students from Social Work and ABLE, but also Nursing to a lesser extent, were more likely to report never using a computer than students from the other schools. A majority of Social Work and ABLE respondents never used a computer during class,

to complete assignments, or on their own, proportions more than twice that of the traditional students. In the other schools, about a third never used computers during class sessions and between 10 and 30 percent never used computers on their own or to complete coursework.

General Studies respondents had an interesting distribution of computer use. Only 30 percent used computers during class at least “rarely,” but 85 percent used them for course assignments and 74 percent used computers on their own.

Table 25: Frequency of computer use by school—percent responding at least “rarely.”

	During a class session	To complete a homework assignment	On your own
Arts & Sciences	69.5	79.9	77.2
Business	65.9	83.5	80.0
Education	66.4	75.2	71.8
IAPS	69.6	87.0	69.6
Nursing	55.7	75.4	65.6
Social Work	18.4	44.4	31.4
ABLE	23.2	36.5	23.3
General Studies	29.6	85.2	74.1
Total	55.8	70.4	63.7

The distinction between the non-traditional respondents and the more traditional ones showed up again in the interest in distance education classes. Perhaps because the non-traditional students were more likely to work full-time and to have a family, they were more interested in taking classes for which they do not have to show up on campus, but, instead, could take from home. A greater percentage of Nursing, Social Work, and ABLE respondents indicated that they were very interested in distance education courses than did respondents from other schools.

Responses by ethnicity

White respondents were less likely to say they used computers to complete homework or on their own at least rarely. Two-thirds of whites used computers to do course assignments at least rarely compared to about 78 percent of Hispanics and blacks and 88 percent of Asians. Similarly, 61 percent of whites rarely used computers on their own versus 64 percent of blacks, 77 percent of Hispanics, and 79 percent of Asians. On the other hand, a little less than half of blacks reported that they used a computer in class at least rarely. They were followed by Hispanics at 56 percent, whites at 57 percent, and Asians at 72 percent.

Table 26: Frequency of computer use by ethnicity—percent responding at least “rarely.”

	During a class session	To complete a homework assignment	On your own
Asian	72.1	88.4	79.1
Black	47.3	77.2	64.4
Hispanic	56.5	78.9	77.4
White	57.3	66.8	61.1

Social Involvement

Relationships with other students

Generally, respondents were comfortable at Adelphi. More than 90 percent of respondents agreed that other Adelphi students were friendly and that students from different ethnic groups got along well at Adelphi. Only a third felt that other students at Adelphi had values different than their own and fewer than one in five respondents felt out of place at Adelphi. Although almost 90 percent indicated that students helped each other with coursework, less than half of the respondents often studied with other students at Adelphi, perhaps because so many of them worked off campus.

Table 27: Agreement with following statements about Adelphi—percentages.

	Strongly agree	Agree	Disagree	Strongly disagree	Number
Students help each other with schoolwork	22.6	64.1	10.9	2.5	938
Generally, Adelphi students are friendly	25.5	66.1	7.0	1.4	944
I often feel out of place here	4.7	12.4	57.4	25.5	941
Students from different racial-ethnic groups get along well here	20.1	71.5	7.1	1.4	936
Generally, Adelphi students set high academic standards for themselves	15.5	67.8	13.6	3.0	933
I often study with other students from Adelphi	10.4	38.3	37.4	13.8	939
Most students here have values that are different from mine	6.7	26.8	61.2	5.4	932
Freedom of expression is very important but some speech should not be allowed on campus	6.2	33.7	41.0	19.1	922

Responses by school

Respondents from the College of Arts & Sciences appeared more isolated from their peers than students from other schools. Less than half of them often studied with other students from Adelphi, the lowest percentage of any school with the exception of ABLE. About a quarter of Arts & Sciences respondents indicated that they often felt out of place at Adelphi; they were followed closely by Social Work at 23 percent and IAPS at 20 percent. Only 8 percent of ABLE and 7 percent of General Studies respondents felt out of place. Also, almost half of the students from the College of Arts & Sciences agreed that students at Adelphi had values different than their own. The other schools, with the exception of General Studies at 44 percent, averaged between 20 and 35 percent.

Social Work had the lowest proportion of students agreeing that students from different ethnic groups got along well or that students helped each other with schoolwork.

ABLE and General Studies were the only schools in which more than 90 percent of the respondents said that Adelphi students set high academic standards for themselves, though more than 80 percent of all schools, except for Arts & Sciences, also agreed with the statement. Arts & Sciences respondents were the least likely to agree with this, at 75 percent.

Table 28: Agreement with following statements about Adelphi by school—percent indicating “strongly agree” or “agree.”

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
Students help each other with schoolwork	88.8	89.3	92.0	87.0	88.7	72.2	79.0	100.0
Generally, Adelphi students are friendly	88.1	96.5	89.3	93.5	87.1	86.1	95.8	96.3
I often feel out of place here	23.6	16.3	14.4	19.6	17.7	22.9	7.7	7.4
Students from different racial-ethnic groups get along well here	88.8	89.5	95.5	86.7	90.3	80.0	98.2	92.6
Generally, Adelphi students set high academic standards for themselves	74.9	85.9	86.5	82.6	83.9	85.3	92.7	96.3
I often study with other students from Adelphi	46.5	58.1	55.0	56.5	69.4	51.4	31.1	63.0
Most students here have values that are different from mine	45.0	33.7	22.5	34.8	27.4	26.5	21.2	44.4
Freedom of expression is very important but some speech should not be allowed on campus	32.8	50.0	33.6	35.6	46.7	41.7	49.7	40.7

Responses by ethnicity

The large percentage of respondents agreeing that students from different ethnic and racial backgrounds got along may reflect the fact that about 70 percent of the respondents were white; the attitudes of minority respondents may have been eclipsed by the number of white respondents. This was generally not the case, however. While minority respondents were more likely than whites to agree that students at Adelphi had different values than their own, a little over 90 percent of whites, blacks, and Hispanics agreed that students from different racial and ethnic groups got along well at Adelphi. Asians were outliers, but not by much; just under 80 percent thought that different racial groups got along well at Adelphi.

Generally, a greater proportion of Asians felt alienated from other students than did respondents from other ethnic groups—a larger percentage (30%) felt out of place out of Adelphi. Hispanics had the next highest percentage of respondents who felt out of place, at 21 percent. Also, at almost two-thirds of the respondents, a much greater proportion of Asians believed that students here had different values than their own than did whites at 28 percent. Asians were also a little less satisfied with Adelphi students academically: only 72 percent felt that Adelphi students set high academic standards for themselves, compared to over 83 percent of the other groups. Still, a vast majority of Asians students seemed to be satisfied with the social involvement aspects of Adelphi.

Table 29: Agreement with following statements about Adelphi by ethnicity—percent indicating “strongly agree” or “agree.”

	Asian	Black	Hispanic	White
Students help each other with schoolwork	75.6	88.2	80.5	88.5
Generally, Adelphi students are friendly	90.7	87.5	88.5	92.8
I often feel out of place here	30.2	18.6	20.9	15.5
Students from different racial-ethnic groups get along well here	79.1	92.9	90.7	92.0
Generally, Adelphi students set high academic standards for themselves	72.1	88.1	85.9	83.1
I often study with other students from Adelphi	50.0	54.4	48.8	48.4
Most students here have values that are different from mine	65.1	46.8	40.5	28.0
Freedom of expression is very important but some speech should not be allowed on campus	44.2	51.6	42.4	36.8

Participation in co-curricular activities

At least two-thirds of the undergraduate respondents indicated that they never participated in any of the co-curricular activities listed below with one exception, “special events,” in which 60 percent said they participated to some extent. Academic and community service clubs had the next highest rating; about a third of respondents indicated that they participated in the clubs at least rarely. On the other hand, only 16 percent said that they participated in fraternities or sororities, and almost half of those who participated (7%) did so rarely.

Table 30: Participation in co-curricular activities—percentages.

	Frequently	Occasionally	Rarely	Never	Number
Sports	8.3	6.1	13.3	72.3	923
Student government	2.3	4.6	12.2	80.9	923
Academic clubs	7.1	14.1	11.5	67.3	918
Community service/ social action clubs	6.2	13.0	12.4	68.4	920
Campus media	2.7	5.8	12.7	78.8	916
Cultural organizations	4.3	6.8	12.7	76.1	920
Religious organizations	2.3	5.3	9.1	83.3	917
Fraternity/sorority	4.7	4.3	7.1	84.0	917
Special events	14.0	29.1	17.8	39.1	886

Responses by school

Once again there was a difference between the non-traditional and the more traditional respondents. Non-traditional students were much less likely to participate in any of the co-curricular activities. With the exception of special events, at least 90 percent of ABLÉ students said that they never participated in the co-curricular activities. In contrast, between 21 and 42 percent of respondents from the College of Arts & Sciences indicated that they participated at least rarely. Seventy-nine percent of Arts & Science

respondents, as well as over 70 percent of Business, Education, IAPS, and General Studies respondents, indicated some participation in special event activities.

Table 31: Participation in co-curricular activities by school—percent responding at least “rarely.”

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
Sports	37.7	29.6	43.6	30.2	17.2	11.4	6.6	23.1
Student government	25.3	22.2	25.2	25.6	13.8	17.1	2.4	26.9
Academic clubs	41.3	50.6	42.7	54.5	24.1	30.3	3.6	30.8
Community service/social action clubs	41.6	34.6	40.2	54.8	25.9	34.3	6.1	34.6
Campus media	33.3	22.5	18.8	31.0	13.8	14.3	4.8	23.1
Cultural organizations	31.1	32.5	24.1	30.2	12.1	14.3	4.3	38.5
Religious organizations	22.0	16.5	21.6	20.9	13.8	5.7	6.7	19.2
Fraternity/sorority	21.3	25.0	18.0	16.3	12.1	17.1	3.6	15.4
Special events	78.5	71.8	70.9	75.0	45.3	40.6	25.0	72.0

Time spent on campus

How much time do undergraduates spend on campus each week outside of the classroom? The Student Experience Survey asked two sets of questions designed to provide this information. The first set asked respondents to write in how many hours per week they spent on campus studying, working (for pay), socializing, or doing other things. Because of some inconsistencies in the responses,⁶ the focus on this section will be on social activities. The second set of questions asked respondents how often they were on campus on the weekends.

Overall, undergraduates did not spend much time each week on campus. Of the students who responded, most time on campus was spent studying at 8.2 hours per week, followed by socializing at 6.9 hours. Almost 2 hours were spent doing other things, which included sports. In part, this reflected the small percentage of students who lived on campus. As mentioned in the Introduction, only 20 percent of the respondents lived in the dorms.

Focusing on the residency status of the respondents, several interesting findings emerge. Obviously, students who lived in dorms spent a lot more time on campus. For example, on-campus residents spent almost 20 hours per week socializing. Students living with their parents spent 5 hours per week studying on campus while students living in their own home spent less than 2 hours per week socializing on campus.

Nearly 60 percent of students indicated that they were not on campus at all on the weekends. Only 14 percent indicated that they were on campus most weekends. As may be expected, those who lived on campus as well as full-time students were more likely to be on campus on most or all weekends. About 43 percent of full-time students and 86 percent of respondents who lived in the dorms were on campus

⁶ 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. We have tried to compensate for this by excluding the responses for the students who said that they did not work on campus.

some or most weekends. Fourteen percent of the respondents who lived in dorms said that they were never on campus during the weekends.

Responses by school

Non-traditional respondents spent less time on campus studying and socializing than did the more traditional students. For the traditional respondents, the average number of hours spent studying on campus ranged from a low of 8.7 hours (Education) to a high of 14.1 hours (General Studies). For the less traditional students, the range was 7.1 hours (Nursing) to 4.3 hours (ABLE). The average number of hours spent socializing had a similar distribution.

Table 32: Average hours spent on campus per week by school attended.

	Studying	Working	Socializing	Other
Arts & Sciences	9.1	5.9	10.2	3.1
Business	9.1	6.2	8.3	.9
Education	8.7	4.7	6.9	1.2
IAPS	9.9	3.6	5.5	3.6
Nursing	7.1	4.8	4.2	.4
Social Work	5.8	3.9	1.7	1.0
ABLE	4.3	5.3	1.8	.2
General Studies	14.1	9.7	12.7	1.2
Total	8.2	5.4	6.9	1.8

A majority of students from all schools did not come onto campus during the weekend. Not surprisingly since their students are more likely to be married and to have children, the schools of Nursing and Social Work had the highest proportion of students who never came to campus on the weekend (72 and 86%, respectively). On the other hand, more than a third of ABLE students indicated that they came to campus on some weekends, a proportion higher than from any other school. This understandably reflected the fact that some ABLE classes were scheduled on the weekends.

Financial Support

Over two-thirds of the respondents indicated that they received financial aid.

Students were asked to rate the importance of 13 means of paying for their college education on a scale from “very important” to “not applicable.” The percentages given in this section include “not applicable” responses in the base. Students who indicated that some means of financing college were “not applicable” were treated as if they did not use the options.

More than half of the respondents indicated that four means of financing college were not applicable: undergraduate assistantship, tuition remission, outside scholarships or grants, and employer contributions. Close to half (49%) also indicated that they did not rely on loans.

Overall, a majority of respondents indicated that three types of financial aid were very important in helping them pay for college. A little over 60 percent of the respondents said that Adelphi scholarships

and grants were very important, followed by family support at 54 percent and federal loans at 53 percent. Three types, however, were considered very important by less than a quarter of the respondents: 22 percent indicated that employer contributions were very important, followed by tuition remission at 18 percent and undergraduate assistantships at 11 percent.

If the very important and somewhat important categories are collapsed together, more than half of the respondents considered earnings from employment during the school year or during the summer and personal savings as important means of paying for college. The reliance on employment earnings reflected the large number of students who work while in school. Only 22 percent of the respondents indicated that they were not employed or only worked occasional jobs. Of the students who worked, most did so off campus. Sixty-five percent of students worked off campus for an average of 28.6 hours per week; another 18 percent worked on campus 15.9 hours a week.⁷

Table 33: Methods of financing college—percentages.

	Very important	Somewhat important	Not too important	Not at all important	Not applicable
Earnings from employment during the summer	35.8	17.7	12.0	11.2	23.3
Earnings from employment during the school year	39.6	17.1	11.5	12.0	19.9
Personal savings	34.0	20.1	13.6	11.5	20.8
Family support or aid	53.5	11.9	5.9	3.9	24.8
Employer contribution	22.1	6.5	8.7	12.2	50.5
Federal scholarship/grant	39.5	6.8	4.4	5.4	43.9
State scholarship/grant	40.9	9.2	4.7	5.0	40.2
Adelphi scholarship/grant	61.5	7.3	2.5	3.2	25.5
Outside scholarship/grant	26.9	7.8	6.9	5.9	52.5
Federal loan	52.5	7.8	3.7	3.9	32.1
Other loans	30.8	9.2	5.5	5.6	48.9
Tuition remission	17.7	6.7	6.1	7.0	62.5
Undergraduate assistantship	11.2	4.7	7.1	7.8	69.3

Responses by school

The survey asked students if they were fully, partially, or not at all financially dependent on their parents. The responses were surprisingly even: about a third of the respondents indicated each option. However, looking at the average of all students disguises large differences between schools: more traditional respondents were much more likely to be financially dependent on their parents than were the less traditional respondents. Almost three-fifths of Nursing respondents, almost three-quarters of Social Work respondents, and five-sixths of ABLE respondents were not financially dependent on their parents. In contrast, eight in ten of the more traditional respondents were at least partially dependent on their parents.

Only about 5 percent of Nursing students indicated that they did not work at all or only worked occasional jobs during the semester. They were followed by ABLE where 15 percent of students did not work. Somewhat surprisingly, ABLE was not much ahead of the other schools. With the exception of

⁷ About 5 percent of respondents indicated that they work both on and off campus. They have been included in both the “work on campus” and the “work off campus” categories so percentages will not total to 100.

Social Work and General Studies students, 21 to 28 percent of students at the other schools did not work. The big difference between the traditional students and older students was in the number of hours spent working each week: ABLE students reported an average of 41.6 hours of work off campus each week, while Nursing students averaged 35.4 hours. Social Work students, who had a 27.3 hour work week, spent more time working off-campus than IAPS, the traditional school with the longest work week, at 22.1 hours.

Table 34: Average number of hours employed per week by school attended.

	Do not work	Work on campus	Number of hours per week	Work off campus	Number of hours per week
Arts & Sciences	27.8	27.4	12.8	52.0	21.6
Business	20.7	19.5	13.8	69.5	26.6
Education	20.7	18.0	13.6	65.8	19.5
IAPS	23.9	19.6	15.7	60.9	22.1
Nursing	5.3	15.8	18.5	82.5	35.4
Social Work	34.3	5.7	26.5	62.9	27.3
ABLE	14.5	5.5	32.1	80.0	41.6
General Studies	44.0	24.0	15.9	32.0	17.2
Total	22.2	17.8	15.9	64.6	28.6

There were similarities and differences in the sources of financing college considered important by respondents from different schools. Generally, respondents indicated that two or three types were very important. A majority of respondents in all schools except ABLE said that Adelphi scholarships and grants were very important. Federal loans were also important to a majority of students from all schools except ABLE and Nursing; it was the most important means for Social Work students.

Table 35: Methods of financing college by school—percent indicating "very important" or "important."

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
Earnings from employment during the summer	31.3	44.0	38.1	43.5	44.8	37.1	29.0	30.8
Earnings from employment during the school year	30.9	44.0	30.1	32.6	65.0	47.2	51.2	19.2
Personal savings	26.7	43.9	35.4	23.9	57.6	34.3	37.5	26.9
Family support or aid	66.0	64.2	72.1	56.5	35.6	38.2	18.5	76.9
Employer contribution	9.7	22.0	7.1	8.7	47.5	29.4	52.9	8.0
Federal scholarship/grant	42.5	42.7	43.2	52.2	30.4	54.3	25.2	55.6
State scholarship/grant	43.5	44.6	47.3	45.7	33.9	57.1	25.0	59.3
Adelphi scholarship/grant	78.0	65.1	66.1	75.6	54.2	71.4	32.1	50.0
Outside scholarship/grant	32.9	28.4	25.2	28.3	29.1	47.1	13.8	34.6
Federal loan	61.7	50.0	58.0	58.7	45.6	73.5	32.1	68.0
Other loans	34.1	34.1	32.4	30.4	28.1	37.1	18.2	53.8
Tuition remission	13.0	21.0	13.1	17.4	25.5	31.4	20.1	15.4
Undergraduate assistantship	9.0	12.7	11.9	11.4	16.7	26.5	10.3	12.0

As may be expected, respondents from the Arts and Sciences, Education, IAPS, and General Studies as well as from Business said that family support was important. Earnings from employment during the school year were considered by a majority of ABLE and Nursing respondents as very important. ABLE was the only school in which a majority of the respondents considered employer contributions to be important while Nursing was the only one in which a majority of respondents considered personal savings as important. Finally, a majority of respondents in both Social Work and General Studies indicated that state scholarships or grants were important.

Responses by ethnicity

Less than half of the black respondents were financially dependent on their parents compared to almost three-quarters of the Asian respondents. Hispanic and white respondents fell between them at 61 percent and 70 percent, respectively.

Asians were also less likely to receive financial aid: only 61 percent did versus 68 percent of whites and nearly three-quarters of Hispanics and blacks.

Adelphi scholarships and grants were considered one of the two most important means to pay for college by all four ethnic groups. Two-thirds of blacks and 58 percent of Hispanics also said that federal loans were very important in paying for college. For Asians and whites, the second most important means of paying for college was family support or aid (59% for Asians and 56% for whites).

Table 36: Methods of financing college by ethnicity—percent indicating "very important" or "important."

	Asian	Black	Hispanic	White
Earnings from employment during the summer	37.2	35.5	41.9	34.6
Earnings from employment during the school year	39.5	46.3	47.1	36.8
Personal savings	39.5	38.3	41.2	32.1
Family support or aid	58.5	44.9	51.2	55.8
Employer contribution	23.8	31.7	26.7	19.5
Federal scholarship/grant	45.2	59.3	51.7	33.5
State scholarship/grant	48.8	57.3	51.8	36.1
Adelphi scholarship/grant	60.5	62.8	62.1	61.7
Outside scholarship/grant	23.3	35.0	45.2	23.8
Federal loan	50.0	66.1	57.6	49.2
Other loans	18.6	43.4	39.3	28.0
Tuition remission	25.6	23.3	26.8	14.9
Undergraduate assistantship	17.1	16.2	15.7	9.3

Satisfaction of Respondents

This section is concerned with the extent to which undergraduate students who responded to the survey were satisfied with Adelphi’s offices, services/programs, facilities and college environment.

To get a more accurate understanding of how satisfied students were, in this section students who responded “very satisfied” or “satisfied” have been collapsed into a “satisfied” category and those who responded “very dissatisfied” or “dissatisfied” into a “dissatisfied” category. The students who indicated “does not apply” have been excluded from the results; they are also excluded in the analyses by school and by ethnicity.

Satisfaction of all respondents

Adelphi offices

Respondents were asked to rate their level of satisfaction with the eleven Adelphi offices shown below. Surprisingly, almost one in ten students indicated that the Admissions office “does not apply” and over 6 percent of respondents did the same for the Registrar’s office. Six offices had not been used by over half of the respondents: Office of Commuter Student Affairs, Office of Residential Life, Office of Career Planning and Placement, Office of Student Activities and Orientation, the Learning Center and the Student Counseling Center.

Table 37: Level of satisfaction with Adelphi offices.

Adelphi Office	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Does not apply	Percent satisfied¹
Office of University Admissions	20.6	63.3	5.2	1.8	9.0	92.3
Office of Academic Services and Student Retention	11.5	40.7	3.5	1.6	42.7	91.1
Office of Health Services	9.9	34.9	4.4	1.2	49.9	88.9
Office of Commuter Student Affairs	5.0	27.5	3.4	1.8	62.4	86.2
Office of the Registrar	17.0	59.2	11.3	6.2	6.2	81.3
Office of Student Financial Services	13.8	41.0	13.2	12.9	19.2	67.8
Office of Residential Life	3.5	19.2	4.7	3.1	69.5	74.4
Office of Career Planning and Placement	6.7	25.7	5.3	1.6	60.7	82.4
Office of Student Activities and Orientation	7.7	29.3	4.9	2.1	56.0	84.0
Learning Center	8.4	27.5	3.5	1.5	59.0	87.7
Student Counseling Center	6.3	16.5	1.9	1.1	74.3	88.5

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

The overwhelming majority of respondents were satisfied with all Adelphi offices. Over 90 percent of students indicated that they were satisfied with the Admissions and Academic Services offices. Seven other offices satisfied over 80 percent of respondents. On the other hand, less than three-quarters of the

students who used it were satisfied with the Office of Residential Life and just under 70 percent were satisfied with the Office of Student Financial Services.

Adelphi services/programs

Because of their functions, some Adelphi services and programs are expected to be utilized by a smaller percentage of students than other services. For example, the programs that exist to serve students with some type of disability (the Learning Disabilities Program and services for students with disabilities) were not used by more than 85 percent of the respondents. But other services were not used by the majority of students either. Seventy-one percent did not use personal counseling services, 68 percent did not use student employment services, and 66 percent did not use college sponsored tutorial services. Also, more than three-quarters of respondents indicated “does not apply” when asked to rate Adelphi’s multicultural programs. Ideally, multicultural programs would increase student interaction and be accessible to all students; the responses, however, suggest that the vast majority of students did not take advantage of these programs.

Table 38: Level of satisfaction with Adelphi services and programs.

Adelphi Services/Programs	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Does not apply	Percent satisfied¹
General admissions procedures	21.2	64.1	4.4	1.6	8.6	93.4
College catalogue/admissions publications	17.0	62.6	6.3	1.4	12.7	91.2
General registration procedures	17.4	62.9	11.0	3.6	5.2	84.6
Financial aid services	12.2	39.5	15.6	10.5	22.2	66.5
Billing and payment services	10.3	53.7	17.0	11.0	8.1	69.6
Academic advising	22.7	50.3	12.8	7.5	6.7	78.2
College sponsored tutorial services	4.8	24.0	4.2	1.2	65.7	84.2
Personal counseling services	6.1	19.1	3.3	1.0	70.5	85.5
Student employment services	4.5	20.0	4.7	2.8	68.0	76.6
Multicultural programs	2.5	17.5	2.8	1.3	75.8	82.8
Services for students with disabilities	3.2	9.5	1.7	1.2	84.5	81.6
Residence hall programs	3.1	16.4	4.6	2.9	73.0	72.2
Library services	19.4	58.4	5.9	1.9	14.4	90.9
Day care services	0.9	6.7	1.0	0.7	90.7	82.1
Food services/cafeteria/café	4.8	41.4	19.2	14.1	20.6	58.1
Computer Help Desk	7.4	38.9	7.6	2.5	43.7	82.1
Learning Disabilities Program	3.2	7.1	0.3	0.9	88.5	89.4
General Studies Program	5.9	21.8	1.7	0.8	69.9	91.9
International Student Services	1.9	8.8	0.6	0.3	88.4	92.4
Campus security	13.6	48.5	7.0	3.4	27.5	85.6

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

Respondents were generally satisfied with most Adelphi services and programs—at least 80 percent of students were satisfied with fourteen of the twenty services or programs, including five services or programs that satisfied more than 90 percent of the students. Ninety-three percent were satisfied with the general admissions procedures and 91 percent were satisfied with the college catalogue/admissions publications. Students were also satisfied with three highly specialized programs: more than 90 percent were satisfied with the General Studies Program and with International Student Services while 89 percent expressed satisfaction with the Learning Disabilities Program.

Not surprisingly, the service with the lowest level of satisfaction was food services. However, even here a majority (58%) of respondents indicated satisfaction.

Adelphi facilities

Students are satisfied with most of Adelphi's facilities. More than 90 percent of the respondents were satisfied with the computer and library facilities. Five other facilities—classrooms, laboratories, study areas, the University Center, and restrooms—satisfied over 80 percent of the students who used them.

At 63 percent, students were least satisfied with the parking facilities and the food store. Less than two-thirds of the students were satisfied with the residence hall facilities. Finally, the cafeterias/café satisfied approximately 70 percent of the students who used them.

Table 39: Level of satisfaction with Adelphi facilities.

Adelphi Facilities	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Does not apply	Percent satisfied¹
Classroom facilities	12.5	71.6	13.0	1.7	1.2	85.1
Laboratory facilities	6.9	46.5	6.6	1.1	38.9	87.4
Study areas	11.4	63.4	8.6	1.9	14.6	87.6
Library facilities	19.6	66.9	4.8	1.6	7.1	93.1
Computer facilities	21.3	56.0	3.5	0.8	18.6	94.8
University Center	14.9	60.9	6.6	2.7	14.9	89.1
Cafeterias/café	8.9	50.5	16.2	9.4	15.0	69.9
Residence hall facilities	3.8	18.6	7.9	3.5	66.2	66.2
Food store	4.8	30.8	13.0	7.8	43.6	63.1
Athletic facilities	3.3	22.5	5.7	3.3	65.3	74.3
Parking facilities	7.2	47.2	19.1	13.1	13.4	62.8
Restroom facilities	8.5	68.9	13.9	5.5	3.2	80.0

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

Adelphi's college environment

A majority of respondents indicated "does not apply" on five of the nine items concerning Adelphi's college environment: recreational and intramural programs, college sponsored social activities, religious programs and activities, student voice in college policies and representation by student government.

Table 40: Level of satisfaction with Adelphi's college environment.

Adelphi College Environment	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Does not apply	Percent satisfied
General condition of buildings and grounds	29.1	62.8	5.8	0.3	2.0	93.7
Recreational and intramural programs	6.2	28.4	4.2	1.5	59.7	85.8
College sponsored social activities	5.6	31.8	9.1	2.6	50.9	76.2
Cultural programs and activities	8.1	37.2	4.8	1.5	48.4	87.8
Religious programs and activities	3.0	15.0	3.6	1.0	77.4	79.9
Student voice in college policies	3.6	22.1	9.5	6.5	58.3	61.7
Representation by student government	3.4	25.6	5.8	4.6	60.7	73.7
Safety on campus	20.9	60.0	4.0	1.4	13.7	93.8
Satisfaction with Adelphi in general	19.9	68.2	7.7	2.5	1.6	89.6

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

The vast majority of respondents were satisfied with Adelphi’s environment. Respondents were most satisfied with buildings and grounds and with campus safety; both were rated satisfactory by 94 percent of the respondents. Nine out of ten respondents were also satisfied with Adelphi in general while 88 percent were satisfied with the cultural programs and 86 percent with the intramural programs. On the other hand, only 62 percent of the respondents were satisfied with the student voice in college policies.

Satisfaction by school

Adelphi offices

The average level of satisfaction by school did not differ substantially from the overall levels for most offices. With the exception of a couple of offices, IAPS respondents were generally the least satisfied with Adelphi offices. In contrast, General Studies and ABLE respondents were the most satisfied. Education students were the most satisfied with the Learning Center and with the Office of Career Planning and Placement.

Table 41: Satisfaction with Adelphi’s offices by school attended.

Adelphi Office	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
Office of University Admissions	90.6	94.9	92.4	86.0	94.5	90.0	93.5	96.0
Office of Academic Services and Student Retention	89.3	90.0	89.0	85.2	93.8	100.0	94.7	94.4
Office of Health Services	83.2	90.2	95.2	82.6	90.9	-	96.9	100.0
Office of Commuter Student Affairs	81.8	86.1	91.7	78.9	88.9	-	96.0	92.3
Office of the Registrar	79.6	84.0	73.0	81.8	75.4	87.1	94.1	88.0
Office of Student Financial Services	63.4	68.9	67.0	81.1	58.7	77.4	71.3	80.0
Office of Residential Life	70.8	74.1	78.0	85.7	-	-	-	62.5
Office of Career Planning and Placement	78.6	81.8	93.6	81.8	83.3	-	84.6	86.7
Office of Student Activities & Orientation	77.4	94.6	90.9	95.7	92.9	-	78.6	86.7
Learning Center	88.5	83.3	94.1	85.7	84.4	-	86.4	90.9
Counseling Center	84.4	94.1	96.6	-	-	-	81.1	94.4

Adelphi services/programs

Over 95 percent of ABLE and General Studies students were satisfied with registration procedures—a rate substantially higher than the average (85%). IAPS students were much more likely to be satisfied with financial aid services (81%) than were students from the other schools, especially Nursing students who were the least satisfied at 55 percent. Also, only 58 percent of Nursing students were satisfied with billing and payment services.

There was a wide range across schools in satisfaction with advising services. IAPS students were the least satisfied at 62 percent but 96 percent of General Studies students were satisfied with these services.

Almost 80 percent of ABLE students were satisfied with food services, but they were the exception. In contrast, only 43 percent of IAPS students were satisfied.

Table 42: Satisfaction with Adelphi's services and programs by school attended.

Adelphi Services/Programs	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
General admissions procedures	91.3	93.54	98.1	87.8	89.3	90.6	95.7	95.8
College catalogue/ admissions publications	90.9	92.5	96.0	92.5	86.0	93.8	90.2	95.0
General registration procedures	82.9	78.4	78.0	85.5	78.6	78.1	96.5	95.8
Financial aid services	62.9	66.7	69.1	81.1	55.3	71.0	66.2	78.3
Billing and payment services	66.7	74.7	70.8	72.1	58.2	72.4	78.0	80.0
Academic advising	80.8	71.2	73.3	61.9	71.4	81.3	87.8	95.7
College sponsored tutorial services	82.7	87.1	85.7	-	83.3	66.7	72.7	95.0
Personal counseling services	82.0	90.5	84.4	85.7	77.8	85.7	81.1	100.0
Student employment services	70.3	73.7	90.3	76.5	92.3	-	68.8	77.8
Multicultural programs	74.7	80.8	100.0	66.7	-	-	92.9	100.0
Services for students with disabilities	77.0	80.0	93.8	-	-	-	-	-
Residence hall programs	64.7	70.6	83.3	86.7	-	-	-	75.0
Library services	87.9	95.8	93.2	90.0	88.0	82.1	91.5	91.3
Day care services	89.7	-	81.8	-	-	-	-	-
Food services/cafeteria/ café	50.4	56.1	65.3	42.5	64.0	72.2	79.2	60.9
Computer Help Desk	78.1	94.1	80.8	78.8	87.9	90.9	81.4	80.0
Learning Disabilities Program	87.8	-	84.6	-	-	-	-	-
General Studies Program	90.0	96.3	96.9	92.3	-	-	95.8	92.3
International student services	89.5	-	100.0	-	-	-	-	-
Campus security	82.6	78.6	90.6	80.0	82.9	94.1	95.6	82.6

Adelphi facilities

For most of the facilities that were rated, there was little difference in levels of satisfaction between the schools. Only 59 percent of Social Work students were satisfied with the study areas; in contrast, satisfaction at other schools ranged from a low of 81 percent (IAPS) to a high of 95 percent (Business). Facilities related to food elicited relatively low levels of satisfaction. Students from ABLÉ and General Studies, however, indicated a greater level of satisfaction with the cafeterias than members of the other schools and ABLÉ students were also more satisfied with the food store. Parking facilities were rated lower than any other facility, but ABLÉ and General Studies students were much more satisfied than students from the other schools (79% and 77% respectively); Nursing students indicated the next highest level of satisfaction at 71 percent while the other schools ranged between 53 and 64 percent.

Table 43: Satisfaction with Adelphi's facilities by school.

Adelphi Facilities	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
Classroom facilities	83.4	90.2	91.1	91.3	82.3	85.7	79.7	92.6
Laboratory facilities	84.0	91.5	91.2	90.9	88.7	76.9	90.9	100.0
Study areas	85.7	94.5	93.4	81.4	89.5	59.1	87.9	92.0
Library facilities	91.5	94.7	96.3	86.0	96.7	86.2	91.5	100.0
Computer facilities	94.4	95.9	96.0	95.3	98.1	95.7	90.4	100.0
University Center	82.5	90.4	94.3	85.7	94.2	87.0	95.5	88.9
Cafeterias/café	61.5	66.2	77.0	63.6	74.1	75.0	84.6	81.5
Residence hall facilities	59.4	53.3	75.0	68.8	83.3	-	100.0 ⁸	75.0
Food store	54.5	62.5	75.0	54.5	64.0	42.9	89.7	66.7
Athletic facilities	72.7	64.3	80.8	93.3	84.6	-	83.3	85.7
Parking facilities	54.4	57.5	60.4	52.5	71.4	64.0	79.3	77.3
Restroom facilities	76.5	84.6	83.8	82.6	80.3	67.6	81.5	84.6

Adelphi's college environment

When we look at the responses by school attended, two distinctive patterns emerge. On the one hand, General Studies students were very satisfied with Adelphi. On the other hand, a little less than 80 percent of Nursing respondents were satisfied or very satisfied with Adelphi compared to 83 percent of Social Work, 85 percent of Arts & Sciences, 89 percent of IAPS, and over 90 percent of the students in the other schools. Nursing students, though, had about the same level of satisfaction with other aspects of the college environment as did students from other schools.

Table 44: Satisfaction with Adelphi's college environment by school attended.

Adelphi College Environment	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE	General Studies
General condition of buildings and grounds	91.9	96.3	93.6	93.5	93.1	93.8	94.9	96.0
Recreational and intramural programs	87.1	86.5	89.7	84.2	93.3	-	88.2	93.8
College sponsored social activities	74.7	75.0	82.8	73.1	84.6	-	80.0	90.5
Cultural programs and activities	89.5	85.4	85.2	86.2	81.3	90.0	87.1	100.0
Religious programs and activities	79.2	84.2	83.3	70.0	70.0	-	81.8	92.3
Student voice in college policies	58.1	60.0	69.4	60.9	66.7	54.5	66.7	81.3
Representation by student government	69.3	73.7	85.1	68.2	86.7	75.0	73.3	86.7
Safety on campus	93.2	90.7	94.1	91.9	92.6	90.9	95.2	96.0
Satisfaction with Adelphi in general	85.2	94.9	92.7	88.6	79.2	83.3	96.4	96.2

⁸ Twelve ABLE students answered this question indicating that they were satisfied with the residence halls (100%). In Fall 2000 no ABLE students lived in the residence halls. It has been noted above that some students who do not live in the residence halls, but may have visited there, have probably answered this question and since these students did respond their responses have been retained.

Satisfaction by ethnicity

Adelphi offices

Three items stood out when Adelphi offices were analyzed by ethnicity. Asian students indicated a much lower level of satisfaction with the Registrar's office than did students from other ethnic groups—less than two-thirds were satisfied compared to 80 to 85 percent of the other ethnic groups. Asians and blacks were also relatively less satisfied with the Office of Career Planning and Placement than whites and Hispanics—only 71 percent of Asians and 75 percent of blacks were satisfied compared to 85 percent of whites and 88 percent of Hispanics. Finally, Asian and Hispanic students indicated a lower level of satisfaction with the Student Counseling Center than did white or black students. For the other offices, the differences between ethnic groups were less pronounced.

Table 45: Satisfaction with Adelphi's offices by ethnicity.

Adelphi Office	Asian	Black	Hispanic	White
Office of University Admissions	91.4	92.7	90.9	93.1
Office of Academic Services and Student Retention	96.2	92.0	91.1	91.0
Office of Health Services	90.0	86.4	91.8	89.3
Office of Commuter Student Affairs	75.0	85.7	81.5	88.0
Office of the Registrar	65.8	85.3	79.8	82.4
Office of Student Financial Services	71.9	61.8	65.3	69.0
Office of Residential Life	-	70.2	65.5	75.4
Office of Career Planning and Placement	71.4	74.5	87.5	84.6
Office of Student Activities and Orientation	75.0	83.0	80.6	85.3
Learning Center	83.3	85.5	86.7	88.9
Student Counseling Center	71.4	86.7	76.9	90.8

Adelphi services/programs

A few noteworthy differences in satisfaction with services by ethnic group appeared. Again, black and Asian students were less satisfied with Adelphi's services and programs than were white or Hispanic students. White students indicated levels of satisfaction mostly in the 80- and 90-percentile range, and only dropped into the 60-percentile range for two items—financial aid services and food services.

Table 46: Satisfaction with Adelphi's services and programs by ethnicity.

Adelphi Services/Programs	Asian	Black	Hispanic	White
General admissions procedures	94.1	88.9	89.6	94.9
College catalogue/admissions publications	85.3	87.5	94.4	92.3
General registration procedures	83.8	86.2	85.9	84.4
Financial aid services	73.3	58.8	63.5	67.9
Billing and payment services	62.2	65.5	73.1	71.0
Academic advising	76.3	80.0	78.8	77.4
College sponsored tutorial services	88.9	69.4	82.9	88.8
Personal counseling services	87.5	81.8	83.3	85.9
Student employment services	53.3	70.4	76.9	81.5
Multicultural programs	57.1	85.7	74.2	85.5
Services for students with disabilities	80.0	76.5	68.8	84.4
Residence hall programs	75.0	60.0	70.4	75.2
Library services	91.9	87.1	95.7	91.0
Day care services	66.7	61.5	77.8	89.1

Adelphi Services/Programs	Asian	Black	Hispanic	White
Computer Help Desk	85.2	75.0	87.8	82.9
Learning Disabilities Program	-	92.3	90.9	87.5
General Studies Program	80.0	84.6	89.3	94.7
International student services	-	92.3	78.6	93.8
Campus security	84.8	74.2	80.3	88.6

Adelphi facilities

Asian students were again not very satisfied with food services—only 53 percent were satisfied with the cafeterias and about two-fifths were satisfied with the food store. On the other hand, 82 percent of Asians were satisfied with the residence hall facilities compared to 65 percent of Hispanics and 70 percent of whites. At only 49 percent, though, blacks were the least apt to report satisfaction with the residence halls.

Table 47: Satisfaction with Adelphi's facilities by ethnicity.

Adelphi Facilities	Asian	Black	Hispanic	White
Classroom facilities	76.7	80.3	89.5	86.5
Laboratory facilities	81.5	83.3	77.4	90.0
Study areas	78.9	84.0	90.4	88.2
Library facilities	90.0	95.6	92.5	92.8
Computer facilities	94.7	93.9	94.3	95.0
University Center	80.6	89.0	86.3	89.9
Cafeterias/café	52.6	72.8	69.7	70.8
Residence hall facilities	81.8	49.1	64.9	69.5
Food store	40.7	53.8	64.8	66.1
Athletic facilities	50.8	59.1	63.6	81.0
Parking facilities	57.1	70.7	63.5	61.5
Restroom facilities	83.3	72.0	75.9	82.1

Adelphi's college environment

Again, white and Hispanic respondents were generally more satisfied with Adelphi's college environment than were blacks or Asians. Of the four ethnic groups, black students had the lowest levels of satisfaction on five of the nine items: buildings and grounds, recreational programs, social activities, campus safety, and general satisfaction. On the other four items, Asians had the lowest levels of satisfaction. And on three of these four items (cultural programs, student voice, and student government) Asians trailed the other ethnic groups by at least nine percent. In contrast, when blacks had the lowest levels of satisfaction they were not that much lower than the other ethnic groups.

Table 48: Satisfaction with Adelphi's college environment by ethnicity.

Adelphi College Environment	Asian	Black	Hispanic	White
General condition of buildings and grounds	95.1	92.1	96.4	93.3
Recreational and intramural programs	80.8	77.1	82.6	88.8
College sponsored social activities	69.2	67.7	81.6	77.8
Cultural programs and activities	70.4	84.1	89.1	90.2
Religious programs and activities	72.7	76.3	80.0	80.6
Student voice in college policies	43.5	52.9	65.9	65.1
Representation by student government	52.6	66.7	66.7	77.9
Safety on campus	95.0	88.1	91.5	94.7
Satisfaction with Adelphi in general	89.2	82.9	88.3	90.8

CONCLUSION

Overall, respondents were satisfied with their college life at Adelphi. With respect to their courses, most respondents were satisfied with their interactions with faculty as well as with their classes in general. They also believed that they got along well with their peers and were generally satisfied with the offices, facilities, services/programs, and the college environment.

However, most respondents did not participate in co-curricular activities. There are two probable explanations for this: First, most of the students do not live on campus, so they do not spend a lot of time on campus during the week or on the weekend.

Second, many of the students also work off campus for pay during the week which further limits the amount of time they can spend on campus. Still, the lack of extra-curricular activities did not affect their perception of Adelphi: 90 percent of the respondents were satisfied with Adelphi overall.

Generally, students from Nursing and IAPS were the least satisfied with Adelphi and students from General Studies and ABLE were the most satisfied.

Beyond these differences, there are large similarities. There was no real difference in the reasons given for attending college or for going to Adelphi specifically. The relationship with the faculty was also similar across the two categories, as was satisfaction with a wide range of Adelphi's offices, services, facilities, and college environment.