

# *ADELPHI UNIVERSITY*



## *Recent Graduate Survey 2002-2004*

*Office of Research, Assessment and Planning*

# Recent Graduate Survey 2002–2004

## *Office of Research, Assessment and Planning*

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October 2005

# EXECUTIVE SUMMARY

## **Introduction**

During the fall of 2004 and spring of 2005, the Office of Research, Assessment and Planning surveyed Adelphi students who graduated during the 2002-2003 and 2003-2004 academic years.

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

## **Highlights from the Survey**

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

- Twenty-one percent of surveyed graduates responded. This response rate is similar to previous surveys of recent Adelphi graduates.
- Overall, survey respondents, especially those with graduate degrees, reflected the population of degree recipients.
- Among undergraduates, respondents were somewhat more likely to be women and to have higher GPAs than were non-respondents, but the differences were slight.
- Among graduates, respondents were older and a higher proportion was from the School of Social Work while a lower proportion was from the School of Education.

### ***Respondent characteristics***

- Overall, 923 respondents are included in the analysis – 354 baccalaureate recipients, 558 master's recipients and 11 doctoral recipients (10 from IAPS). Respondent totals by school follow for bachelor's and master's respectively: Arts and Sciences (115, 7); Business (45, 50); Education (25, 333); IAPS (30, 24); Nursing (29, 7); Social Work (15, 137); ABLE (95).
- The vast majority of respondents were women (80% of undergraduates and 83% of graduates) as were at least two-thirds of students in most schools with the exception of Business master's respondents (36%).
- About a quarter of the baccalaureate and master's recipients were members of a minority group, as were 10 percent of the doctoral recipients. The School of Nursing, at the baccalaureate level, had the highest proportion of minority students (55% non-white).
- The parents of most respondents were born in the United States and attended college. Respondents from the School of Nursing at both degree levels had the highest proportion of foreign-born and parents who attended college.
- Nursing respondents at both degree levels and Business master's respondents had the highest household income.

### ***Further education***

- Almost half (46%) of the baccalaureate respondents reported pursuing additional education in degree programs (National Student Clearinghouse data show that 40% of all

baccalaureate Adelphi graduates pursued further degree education within one year of graduation). In contrast, only a small proportion of master's respondents reported pursuing degree education (12%). Most students who pursued additional education did so at Adelphi.

- Over half of the baccalaureate respondents and about two-thirds of the advanced degree respondents reported pursuing non-degree education. Respondents were most likely to pursue non-degree classes for on-the-job training or professional licensure.
- Comparing across schools, Education, IAPS and Social Work baccalaureate degree recipients were the most likely to continue their degree education. Respondents from the Schools of Business and Nursing were the least likely to continue their education. Graduates from the School of Nursing at both degree levels followed by Social Work and Education master's respondents were the most likely to pursue on-the-job training.
- At most schools, over 80 percent of respondents continuing their education (at all levels) reported that Adelphi did a good job preparing them for further education. Arts & Sciences bachelor's recipients were slightly less positive, with 69 percent expressing satisfaction with their preparation.

### *Work experience*

- More than 85 percent of respondents were working at least part-time, with the vast majority working full-time. Only 6 percent of master's degree recipients and 14 percent of bachelor's degree recipients were not working, primarily because they were continuing their education. Forty percent of IAPS doctoral students and about a quarter of Business students at both degree levels and Arts & Sciences bachelor's respondents were self-employed.
- The vast majority of respondents at all degree levels believed that their Adelphi education was better than or about the same as the education of their peers at work. The highest rating of Adelphi's education was given by IAPS doctoral degree respondents.
- Respondents, especially graduate students at the professional schools, worked at jobs related to their fields. Arts & Sciences and IAPS baccalaureate recipients had the lowest proportion of respondents indicating their majors were related to their jobs (64% and 54% respectively). Similarly, a larger proportion of baccalaureate respondents than graduate respondents (with the exception of Business master's respondents) were considering a job change outside their field of study at the time of this survey's administration.
- Most Adelphi graduates were satisfied with their jobs. Education respondents at both levels, Nursing baccalaureate respondents and IAPS doctoral respondents were the most satisfied. Additionally, over 70 percent of Nursing students at both degree levels and Education master's respondents, compared to only about one-quarter of ABLE and IAPS baccalaureate respondents, indicated they received a job, raise or promotion as a result of earning a degree.
- The average salary of respondents was \$46,161 for baccalaureate, \$49,259 for master's and \$51,533 for doctoral graduates. Nursing students at both degree levels, Business master's respondents and ABLE respondents had the highest annual income. IAPS and Arts & Sciences baccalaureate respondents had the lowest annual salaries.

### *Adelphi experiences*

- Graduates at most schools indicated that Adelphi contributed to the development of their skills and abilities in such areas as writing, research, analysis and critical thinking. The notable exceptions at both degree levels were for mathematical skills and arts appreciation. Since skill development in general education areas is specifically applicable only at the undergraduate level, it is not surprising that more bachelor's degree respondents indicated that Adelphi contributed to their skills than did master's degree respondents.
- Education and ABLE respondents at the baccalaureate level and, to some extent, IAPS master's respondents had the lowest opinion of Adelphi's contribution to their general skills and abilities, while Business students at both levels, IAPS and Social Work at the baccalaureate level and Nursing at the master's level had the most favorable ratings.
- IAPS doctoral students had especially low ratings on computer and math skills and arts and cultural appreciations, but their ratings were among the highest on many other skills and abilities, including knowledge of their discipline. They were also notably less satisfied with Adelphi's library resources.
- Only about half of the baccalaureate respondents were satisfied with Adelphi's extracurricular activities, with the highest ratings reported by IAPS, Education, and ABLE.
- About three-quarters or more baccalaureate and master's degree recipients indicated that the quality of education in their programs and Adelphi's reputation was good or excellent.
- Arts & Sciences and Business students at both levels had the lowest opinions on the quality of their program and Adelphi's reputation, although their ratings were still quite positive (55-66% good or excellent for reputation; 67-77% good or excellent for quality of program).
- Doctoral respondents had the highest rating for the quality of their programs but their rating of Adelphi's reputation was notably lower.
- At least 80 percent of respondents from most schools indicated they would definitely or probably recommend Adelphi to a friend or relative. The lowest ratings were by Arts & Sciences baccalaureate respondents, where 74 percent indicated they would recommend Adelphi while 18 percent indicated they would not.
- About 80 percent of baccalaureate and master's degree recipients worked on Long Island or in New York City, but 72 percent of the former and 81 percent of the latter have not attended an Adelphi function since graduation.

### *Computer use*

- The vast majority of respondents at all degree levels and schools frequently used computers at home. A slightly lower proportion used computers at work. At both degree levels, Business respondents used computers at work most frequently while Education graduates used computers the least.
- With the exception of Nursing students and IAPS doctoral students, most respondents were satisfied with the ease of access to computers on campus. Respondents, especially at the master's level, were less satisfied with the preparation for technology used in their field of study. Nursing respondents at both levels felt the least prepared, followed by IAPS doctoral and master's students.

- Most respondents had accessed Adelphi's website. With the exception of ABLE, most baccalaureate respondents visited Adelphi's website frequently or sometimes (62-80%). A smaller proportion of advanced degree recipients visited the website.

***Trends across years: 1999-2000 to 2003-2004 responses***

- The responses of 2003-2004 graduates were generally more positive compared with 1999-2000 graduates, but frequently lower than the 2001-2002 and/or 2002-2003 cohorts.
- Similar proportions of graduates in each year were either pursuing their education or employed.
- Baccalaureate respondents' ratings of Adelphi's contribution to their skills and abilities remained relatively constant over the past four years and generally showed improvement compared to 1999-2000. The only exception was in ratings for math skills, which dropped close to its 1999-2000 level.
- The vast majority of advanced degree graduates rated Adelphi's contribution to their knowledge of a discipline very favorably in each of the five graduating cohorts from 1999-2000 to 2003-2004.
- Graduates' ratings of Adelphi's preparation for future education slightly declined. Their rating of their education compared with their peers at work, though, showed a slight improvement.
- Positive ratings of the quality of their program and of Adelphi's reputation by baccalaureate degree recipients remained relatively constant at 70-80 percent over the past four years after noticeably improving compared to 1999-2000. At the master's degree level, positive ratings remained at about 75 percent throughout the years.
- Respondents at all degree levels showed considerable increases in computer use and in visiting Adelphi's website. There was no notable improvement in ease of access to computers on campus over the past four years, however, and while baccalaureate degree recipients showed steady progress regarding exposure to technology in their field of study, master's respondents did not.
- There was an overall increase at both baccalaureate and master's degree levels in the proportion of graduates reporting community involvement, primarily through volunteering time for a charity or civic organization and activity in a political or social organization or cause.

## **Meeting the Strategic Planning Goals**

The *Recent Graduate Survey* is a valuable tool for gauging Adelphi University's success in reaching strategic goals laid out in the institution's Master Plan.<sup>1</sup> Goals related to survey findings are listed below; each is briefly addressed using relevant survey results.

- **Strategic Goal: Academic Program Enhancement**  
Overall, the vast majority of all Adelphi graduates were satisfied with the quality of their program. The majority of respondents also felt that their preparation for further education was good or excellent and that Adelphi's education was equal to or better than their peers' at work. Compared to previous cohorts, however, the ratings of Adelphi

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<sup>1</sup> Adelphi University Master Plan 2004, Appendix 3: Matrix for the Assessment of Institutional Success.

respondents, especially master's graduates, remained relatively constant or slightly declined in these categories.

- **Strategic Goal: Provide Broad General Education**

The vast majority of baccalaureate graduates at most schools indicated that Adelphi contributed to their skill development. About three-quarters or more respondents indicated that Adelphi contributed to the development of general education learning goals: writing, critical thinking, presentation and research skills, ability to locate information resources for research, and skills in analyzing and evaluating information. The notable exceptions were graduates' ratings of Adelphi's contribution to their mathematical skills and art appreciation, which were rated considerably lower.

- **Strategic Goal: Improve Information Literacy**

Baccalaureate respondents' ratings of Adelphi's contribution to their computer skills consistently improved over the years. The ratings of recent master's graduates, though, slightly declined after a substantial improvement in the prior two years. With the exception of Nursing students and IAPS doctoral students, most respondents were satisfied with the ease of access to computers on campus. Respondents were less satisfied, especially at the master's level, with the preparation for technology used in their field of study. Nursing respondents at both degree levels felt the least prepared, followed by IAPS doctoral and master's students. Additionally, IAPS doctoral respondents' ratings of Adelphi's contributions to their computer skills were notably low.

- **Strategic Goal: Build Global and Participatory Citizenship**

Respondents' ratings of Adelphi's contribution to appreciation of cultural events and awareness of community and global issues were relatively low, especially for advanced degree respondents. More positively, however, students' involvement in their community – primarily in the form of volunteering or activity in a political or social organization – increased over the years of the survey.

- **Strategic Goal: Enhance Professional Preparation**

The vast majority of Adelphi graduates were employed, primarily full-time, and reported a high level of satisfaction with their jobs. A large proportion of graduates of professional schools also reported that their jobs were definitely related to their majors and that their educational preparation for their jobs was the same or better than that of their peers at work.

- **Strategic Goal: Enhance Students Overall Experience**

In addition to a high level of satisfaction with the quality of their program at Adelphi, most respondents indicated that they would recommend Adelphi to a friend or relative. The finding that only about half the baccalaureate respondents thought that extracurricular activities were good or excellent suggests, however, that although students' ratings increased moderately over the years, this area needs improvement. Academic research has found that students who are more socially integrated are more likely to be retained at a college.

- **Strategic Goal: Improve the Reputation of Adelphi**

Overall, about three-quarters of all respondents rated Adelphi's reputation as good or excellent. The ratings of Arts & Sciences and Business graduates, however, were lower than respondents at the other schools.

### **Recommendations**

- While most Adelphi graduates rated the quality of their program as good or excellent, more effort should be made to improve students' experiences in specific academic programs where graduates' ratings were considerably lower. Arts & Sciences undergraduates and Business students at both levels appeared to be least satisfied with the quality of their program.
- Adelphi's contribution to the math skills of its baccalaureate graduates requires continued attention. More attention should also be focused on arts and culture appreciation and awareness of community and global issues. All three areas are included in Adelphi's undergraduate general education learning goals.
- Although the rating of Adelphi's extracurricular activities steadily improved (especially for traditional bachelor's respondents), the fact that only about half of these respondents thought that the activities were good or excellent suggests that this area needs improvement. Research has found that students who are more socially integrated are more likely to be retained at a college.
- Especially at the doctoral level, but to a lesser extent at the baccalaureate and master's levels, students should have more exposure to, and more preparation in, the technology related to their field of study.
- Most graduates tend to remain in the Long Island/New York City area after graduation, but few attend Adelphi events or visit Adelphi's website. Adelphi should make a more concerted effort to keep these graduates involved with the institution after they leave.

# INTRODUCTION

A total of 4,569 surveys were mailed to Adelphi University undergraduate and graduate alumni who received a bachelor's, master's or doctoral degree in 2002-2003 or in 2003-2004.<sup>2</sup> In addition to a base survey, graduates from IAPS and the Schools of Nursing and Social Work received additional questions specific to their school.

The survey was conducted in three waves. First, a postcard with the survey's website inviting on-line responses was sent to all potential respondents in December 2004. A paper questionnaire was mailed out in January 2005. In late spring, the questionnaire was sent for a second time to graduates who did not respond to the initial two mailings, including those whose original surveys were returned with a corrected address. A total of 923 graduates returned the survey. After excluding undeliverable surveys, the response rate was 21.2 percent.

This report is presented in four sections:

1. In the first section, responses are analyzed by degree type. The emphasis in this section is on baccalaureate (354 responses) and master's (558 responses) degree recipients. Eleven alumni with doctoral degrees responded; 10 were from IAPS and one was from Social Work. Because their numbers are so small, the responses of doctoral degree recipients will only be mentioned when they stand out or when they differ substantially from baccalaureate and master's degree responses. This section also includes a table with data provided by the National Student Clearinghouse<sup>3</sup> for all 2002-03 and 2003-04 graduates. The data are used to supplement respondents' information about their continuing education.
2. The second section offers trend data, breaking down the responses to this survey by graduation year and comparing them to responses from the surveys of 1999-2000, 2000-2001 and 2001-2002 graduates.
3. The third section presents responses comparing schools by the type of degree earned. Highlights compare and contrast differences among the schools.
4. The fourth section presents tables by school, allowing school administrators to use the tables for their own purposes (distributed only to the individual schools).

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<sup>2</sup> Twenty associate degree recipients, 35 IAPS students who received a master's degree on their way to a doctorate, and 36 IAPS postdoctoral students were excluded from the list of students to be surveyed.

<sup>3</sup> The National Student Clearinghouse (NSCL) provides information about college attendance in most US colleges (with the exception of a small number of students who refuse to have their data released).

## Section I: Responses by Degree Level

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

**Survey respondents were compared with the 2002-2003 and 2003-2004 populations of degree recipients at Adelphi on all characteristics available in Adelphi's database (sex, age, ethnicity, school and GPA). At the undergraduate level, more women responded. At the graduate level, higher proportions of older students and students from Social Work and fewer students from Education responded.**

Table 1 shows the distribution of undergraduate and graduate respondents compared to all 2002-2003 and 2003-2004 degree recipients in several demographic categories. At the undergraduate level, there was a sizeable discrepancy in the proportion of women. Eighty percent of survey respondents at the undergraduate level were female, while females earned only 74 percent of all degrees. The average age of respondents was slightly higher than the average age of all graduates. Interestingly, the proportions of graduates under the age of 23 and those older than 40 who responded to the survey were greater than the corresponding proportions of all graduates. Respondents and all graduates were more similar on other comparison variables, including ethnicity, schools and GPA distributions. Respondents' average GPA, for example, was one decimal point higher than the GPA of all graduates (3.4 versus 3.3).

Among graduate degree recipients, survey respondents included a similar percentage of women and comparable ethnic distributions to all graduates. Respondents' mean GPA was one decimal point higher than the overall GPA for master's degree graduates (3.7 versus 3.6). Compared to all graduates, 11 percent more survey respondents were age 30 or older. Additionally, while the proportion of respondents and all graduates within Adelphi's schools is similar for Arts & Sciences, Business, Nursing and IAPS, two schools showed notable discrepancies – the School of Social Work had a larger proportion of respondents (7% more) while the School of Education had a smaller proportion of respondents (10% less).

### Respondents' Demographic Characteristics (Table 2)

**Students with master's degrees were more likely to be married and to have children while baccalaureate graduates were more likely to be single. A slightly larger proportion of master's degree recipients were foreign-born. About one-quarter of baccalaureate and master's degree recipients were ethnic minorities<sup>4</sup>.**

As expected, respondents who earned master's degrees were more likely to be married and to have children than were respondents with baccalaureate degrees. Twenty percent of bachelor's degree recipients were married, a percentage less than half that of master's degree recipients (42%). About half of the master's degree recipients reported having children (46%), compared with 22 percent of bachelor's degree recipients (and 18% of doctoral recipients). The average number of children reported by all three groups was about 2.

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<sup>4</sup> Because of the large number of students missing ethnicity information in Adelphi's database, students were asked about their ethnicity in the survey.

A slightly higher proportion of master's degree recipients were foreign-born. Twelve percent of baccalaureate respondents and 16 percent of master's degree respondents were born outside the U.S., while 67 percent of baccalaureate and 60 percent of master's degree recipients had parents who were both born in the U.S. Just less than three-quarters of both baccalaureate and master's degree recipients were white (72% and 73% respectively). The proportions of Asian, black and Hispanic bachelor's and master's degree recipients were also very similar.

**A larger proportion of baccalaureate degree recipients had lower household incomes, although income distribution at the higher income brackets was similar to the advanced degree recipients.**

Twenty-two percent of baccalaureate degree recipients reported a household income of less than \$35,000 (10% reported a household income less than \$20,000). In comparison, none of the doctoral degree recipients and only 9 percent of master's degree recipients reported household incomes of less than \$35,000 (only 2% reported a household income less than \$20,000). Interestingly, at the higher income brackets, income distribution was similar for baccalaureate and master's respondents, with about a third of each group reporting income of \$100,000 or more (the comparable percentage for doctoral recipients was 60%). It should be stressed, however, that these data reflect the earnings of all members of a household, not the individual income of survey respondents.

**Bachelor's and master's recipients included similar proportions of parents who attended college (about 60%) and similar proportions were Adelphi legacy (about 17%).**

There was no difference in the proportion of respondents with master's and baccalaureate degrees who were first-generation college students (38% for both groups). Additionally, about 17 percent of respondents from each group were Adelphi legacy. Surprisingly, only 30 percent of doctoral respondents had at least one parent with some college education, but this figure may be questioned given the very small size of this respondent group. (In previous *Recent Graduate* surveys, doctoral respondents reported the highest proportion of parents who had attended college, at more than 80%.) None of the parents of doctoral degree recipients attended Adelphi.

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

**Most Adelphi graduates were pursuing some form of additional education. Almost half of the baccalaureate respondents – more than triple the proportion of master's respondents – pursued degree education. The majority of respondents at all degree levels were also pursuing non-degree education, most commonly on-the-job training. Graduates reported that Adelphi did a good job preparing them for further education.**

The vast majority of all respondents reported pursuing additional education after graduating from Adelphi (79% of the bachelor's, 71% of the master's and 82% of the doctoral degree recipients). Baccalaureate recipients were almost four times as likely as master's degree recipients to enroll in a degree program. Close to half of undergraduate respondents (46%), compared with 12 percent of the master's and 18 percent of the doctoral recipients, were pursuing degree education. As would be expected, most baccalaureate graduates in degree education were pursuing master's

degrees. Master's respondents in degree education were pursuing additional master's degrees, graduate certificates, and doctoral degrees, while all doctoral students pursuing degree education were enrolled in postdoctoral degree programs.

The majority of graduates at all degree levels pursued non-degree education – 53 percent of bachelor's graduates, 67 percent of master's respondents and 64 percent of doctoral recipients. At all levels, the most common non-degree pursuit was on-the-job training (33% of baccalaureate, 53% of master's and 46% of doctoral degree recipients), followed by professional certification or licensure classes (18% baccalaureate, 21% master's and 36% doctoral) and training in career related skills (14% baccalaureate, 17% master's and 9% doctoral). Additionally, a relatively large group of baccalaureate and master's respondents took non-degree courses for their own enjoyment (12% and 14% respectively; no doctoral respondents), while more doctoral students took non-degree online courses (9% compared to 3% for bachelor's and 6% for master's respondents).

Eighty-three percent of baccalaureate, 85 percent of master's and 89 percent of doctoral respondents who continued their education were satisfied or very satisfied with Adelphi's preparation for further education.

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

More than half of baccalaureate recipients (59%) planned on earning an additional degree at some point in the future. A little more than a third of master's degree recipients (36%) also planned to earn an additional degree in the future. Only 8 percent of baccalaureate and 21 percent of master's degree recipients did not plan on returning to school for further education; the remainder were uncertain whether they would continue their education.

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

Over half of the master's degree recipients (55%) and close to half of the bachelor's degree recipients (46%) were interested in online courses offered by Adelphi. Most of these students expressed interest in online courses for credit (44% of the baccalaureate respondents and 50% of master's respondents). Only 13 percent of baccalaureate respondents and 15 percent of master's degree respondents would be interested in taking online courses at Adelphi for their own enjoyment; about a quarter of both groups indicated they would be interested in online courses for job-training. Of doctoral respondents, only 18 percent were interested in any category of online courses, and most of the limited interest expressed was in taking these courses for one's own enjoyment (18%). No doctoral respondents were interested in taking courses for credit and very few were interested in taking them for job-training (9%).

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

**National Student Clearinghouse (NSCL) data show that about 40 percent of Adelphi's baccalaureate degree recipients continued their education within one year of graduation, most of them at Adelphi.**

A list of all Adelphi's graduates was sent to the NSCL, which provided information on students' subsequent enrollment<sup>5</sup>. Within one year of graduation, 40 percent of all Adelphi's 2002-2003 and 2003-2004 baccalaureate graduates were enrolled for further education at four-year institutions. Close to two-thirds (60%) of graduates who continued their education did so at Adelphi. The most popular institutions outside Adelphi were: CW Post, Queens College, Hofstra University, Touro College, Tufts University, Dowling College, Nova Southeastern University, New York University and St. John's University.

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

**Almost all Adelphi graduates at the baccalaureate and master's level indicated that they were currently working, most of them full-time. All doctoral recipients were currently working at least part-time. A considerably larger proportion of the doctoral degree recipients than baccalaureate and master's recipients were self-employed.**

Sixty-seven percent of baccalaureate recipients and 84 percent of master's recipients were working full-time when they completed the survey. Only 14 percent of baccalaureate respondents and 6 percent of master's respondents were not working. Of respondents who were not working, most of those with master's degrees were taking care of their families (36%), were continuing their education (21%), or had other reasons for not working (21%). Most baccalaureate respondents who were not working were continuing their education (73%). Almost half of the doctoral degree respondents (46%) were self-employed, compared with 20 percent of the baccalaureate and master's respondents.

**Most graduates at all levels indicated that they had worked at only a single job since graduation and more than half started their job before graduation. Very few students needed more than two months to find a job.**

More than half of the baccalaureate respondents (54%), two-thirds of the master's respondents (65%) and close to half of the doctoral recipients (46%) held only one job since graduating. Twenty-nine percent of baccalaureate respondents, 28 percent of master's respondents and 46 percent of the doctoral recipients held two jobs since graduating. A large proportion of students at all levels either got their job before graduating or worked at their job while in school (58% of bachelor's, 61% of master's and 70% of doctoral recipients). Only 19 percent of baccalaureate and master's degree recipients took longer than two months after graduation to find a job, including about 5 percent at both degree levels who took more than 6 months to find a job.

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<sup>5</sup> The NSCL provide data on students enrolled in most US institutions of higher education with the exception of a handful of students who did not agree to release their information

**Most baccalaureate respondents worked in the private sector. In contrast, close to two-thirds of the master's degree recipients worked for the government and over half of the doctoral respondents worked in the non-profit sector. Annual average salaries were slightly greater for graduates with more advanced degrees.**

Due to the large number of graduate students from the School of Education, master's degree recipients were much more likely to work for the government. About two-thirds (62%) worked for the government while 23 percent were in the non-profit sector and 15 percent were in the for-profit sector. By comparison, only 22 percent of baccalaureate recipients worked for the government, 64 percent were in the for-profit sector and 14 percent were in the non-profit sector. Over half of the doctoral respondents (55%) worked in the non-profit sector.

Respondents who earned doctoral degrees had an average annual salary at their current job of \$51,533. Those with master's degrees had an average annual salary of \$49,259; the average salary for baccalaureate degree respondents was \$46,161. The salaries of respondents with advanced degrees were probably similar to those of baccalaureate respondents because over a quarter of the baccalaureate students were from ABLE and were working at their current job while in school, while most master's respondents were either from Education (59%) or Social Work (24%), professions with relatively low salaries.

**Respondents, especially at higher degree levels, worked in jobs that were closely related to their field of study. Advanced degree recipients also reported receiving job-related benefits as a result of completing their degree and only a few would consider a job outside their field. The vast majority of all respondents were satisfied with their jobs.**

Students with advanced degrees were more likely to report receiving job-related benefits as a result of finishing their degree than were baccalaureate recipients. About two-thirds of master's degree recipients and 55 percent of doctoral degree recipients indicated that they had received a raise, promotion, or a job as a result of completing their degree, compared to 40 percent of baccalaureate recipients. Furthermore, 82 percent of master's recipients and all doctorate recipients indicated that their job was definitely related to their area of study, compared to only 46 percent of baccalaureate recipients.

Slightly over a third of the master's degree recipients had considered a job change (38%), compared with over a half of baccalaureate and doctoral recipients (52% and 55% respectively). Hardly any respondents with an advanced degree, however, would search for a job outside their field (combining those considering a job change "outside my field" and "in or outside my field") – none of the doctoral recipients and only 8 percent of the master's respondents considered switching to a job outside their field compared to 23 percent of the bachelor's respondents. Respondents with advanced degrees were also somewhat more likely than baccalaureate respondents to be generally satisfied with their job (81% of baccalaureate, 90% of master's and 91% of doctoral).

**The vast majority of respondents at all levels believed that their Adelphi education was better than or about the same as the education of their peers at work.**

Slightly less than half of baccalaureate and master's degree recipients thought that their education was somewhat or much better than the education received by their workplace peers (41% and 48% respectively). About half of the respondents (51% baccalaureate, 45% master's) ranked it as about the same and only 7 percent of master's and 9 percent of baccalaureate recipients rated their education as somewhat or much worse than that of their work peers. Two-thirds (64%) of doctoral respondents felt that their education was better than that of their colleagues and about a quarter thought it was about the same.

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

Fifty-four percent of baccalaureate recipients worked on Long Island and 25 percent worked in New York City. Of master's degree recipients, 39 percent worked on Long Island and 43 percent in New York City. Only 7 percent of baccalaureate and 4 percent of master's degree recipients worked outside of the New York-New Jersey-Connecticut area. In contrast, 27 percent of the doctoral recipients worked outside of this tri-state area, including 9 percent outside the U.S.

**Career Development Services (Table 6)**

**Roughly a third to a half of the baccalaureate and master's respondents used the services provided by the Center for Career Development. Very few doctoral students used these services.**

When asked about their satisfaction with various Career Development services, most respondents indicated that the questions were not applicable to them since they had not used the service. The services used most frequently were individual career counseling (57% bachelor's and 46% master's), followed by resume/interview preparation (47% bachelor's and 44% master's), career seminars/workshops or panel discussions (43% bachelor's and 43% master's) and locating internships (39% bachelor's and 41% master's). The service used least frequently was the self-assessment inventory (29% bachelor's and 25% master's).

No doctoral student used individual employment interviews, resume/interview preparation or a self-assessment inventory; three used the job/internship listings and the remaining services were used by only one person.

**With the exception of helping to locate jobs after graduation, at least half of the baccalaureate students who used the Center for Career Development were satisfied with the services provided. Less than half of the master's respondents were satisfied with individual employment interviews or helping to locate jobs before and after graduation, while a majority was satisfied with the other five services specified.**

Baccalaureate and master's respondents were most satisfied with the same three services: resume/interview preparation assistance, individual career counseling, and career seminars/workshops or panel discussions. About three-quarters or more reported being very satisfied or satisfied with these services. Two of the three doctoral students who used the internship listings were satisfied with the service.

Baccalaureate students were least satisfied with help in locating jobs after graduation (47%) and with individual employment interviews arranged by the Career Development Center (51%). Fifty-five percent reported satisfaction with help in locating jobs while in school and locating internships. Similarly, master's degree recipients were least satisfied with individual employment interviews (47%), with help in locating jobs after graduation (47%), and with help in locating jobs while in school (49%). Master's respondents were more satisfied than baccalaureate respondents with locating internships (69%).

### **Adelphi Experiences (Table 7)**

**Two-thirds or more of baccalaureate respondents felt that Adelphi contributed some or a great deal to the development of most skills and abilities listed on the survey. The vast majority of all graduates felt that Adelphi contributed to their knowledge of a particular discipline, analyzing and evaluating information, critical thinking, and research, writing and presentation skills. Not surprisingly, baccalaureate respondents almost always felt that Adelphi had contributed more to their basic skills than did master's respondents. The skills with the lowest ranking at all degree levels were mathematics skills and art appreciation.**

Baccalaureate respondents indicated that Adelphi did a good job in developing a large number of their skills and abilities. Master's recipients had similar (although usually slightly smaller) ratings on most skills. The most discouraging findings were baccalaureate respondents' ratings of Adelphi's contribution to their mathematics skills and art appreciation, two of Adelphi's General Education learning goals. Only about half of the baccalaureate respondents felt that Adelphi had contributed at least some to their mathematics skills and to their art appreciation (49% and 54% respectively) – their lowest ratings on any of the items.

Although not specifically targeted in advanced degree programs (unlike General Education learning goals for all undergraduates), an even lower proportion of master's and doctoral respondents indicated that Adelphi had contributed to their mathematics skills (39% and 20% respectively) or art appreciation (29% and 11% respectively). In addition, advanced degree students lagged behind bachelor recipients' ratings on Adelphi's contribution to computer skills (73% bachelor's, 60% master's and 18% doctoral). Respondents from all groups rated Adelphi's contribution relatively low on negotiation skills (66% bachelor's, 60% master's and 36% doctoral) and appreciation of cultural events (69% bachelor's, 58% master's and 36% doctoral).

Most impressively, 91 percent of baccalaureate and 94 percent of master's recipients indicated that Adelphi had contributed to their knowledge of a particular discipline, as did all doctoral respondents. Similar positive ratings at the baccalaureate, master's and doctoral level were shown for Adelphi's contribution to critical thinking (91%, 86% and 100% respectively), analyzing and evaluating information (89%, 89% and 91%), research skills (90%, 89%, 82%), presentation skills (87%, 86%, 91%) and writing skills (88%, 81%, 82%). Across degree levels, vast majorities of respondents felt Adelphi contributed to their ability to work in teams and to get along with people from different backgrounds (over 80% for all respondents on both items).

Baccalaureate respondents were almost always more likely than master's degree recipients to indicate that Adelphi contributed some or a great deal to their skills, with the difference between the two groups of 10 percent or more on 4 of the 17 items, all related to General Education goals: art appreciation (54% versus 29%), mathematics skills (49% versus 39%), computer skills (73% versus 60%) and appreciation of cultural events (69% versus 58%). Master's students had slightly higher scores than baccalaureate respondents on knowledge of a particular discipline (3% difference) and the ability to work in teams (2% difference).

Doctoral students felt that Adelphi primarily contributed to their research skills, writing skills, critical thinking, analyzing and evaluating information, their discipline-related knowledge, and their presentation abilities. They also ranked Adelphi highly on its contribution to getting along with people from different backgrounds, ethics and integrity, and teamwork ability. Only very small proportions (11% to 36%), however, thought that Adelphi contributed to their math skills, computer skills, negotiation skills, art appreciation or appreciation of cultural events.

**Baccalaureate and master's degree recipients rated Adelphi's library resources much more favorably than did doctoral respondents.**

The vast majority of baccalaureate (81%) and master's respondents (75%) rated the use of library resources as good or excellent. In contrast, only 55 percent of doctoral respondents rated library use favorably and 27 percent, compared with 2 percent of bachelor's recipients and 6 percent of master's recipients, rated the use of library resources as not very good or poor (the latter figures are not shown in tables).

**Only half of baccalaureate and less than half of master's respondents rated Adelphi's extracurricular activities as good or excellent.**

About half of the bachelor's degree recipients (49%) rated Adelphi as good or excellent in its extracurricular activities, compared to 41 percent of master's degree recipients. Only two of the 10 doctoral recipients who responded to this question thought that Adelphi's extracurricular activities were good or excellent.

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

The majority of respondents at all degree levels rated the quality of education in their program favorably. At least three-quarters of baccalaureate and master's respondents (79% and 75% respectively) indicated that the quality of education in their program was good or excellent. Doctoral students perceived the quality of their program even more favorably, with 91 percent of these respondents rating their program as good or excellent.

Respondents had a similar impression of Adelphi's reputation: 74 percent of baccalaureate respondents, 76 percent of master's degree recipients and 73 percent of doctoral respondents said that Adelphi has a good or excellent reputation. Only 5 percent of baccalaureate, 4 percent of

master's recipients and 9 percent of doctoral respondents indicated that Adelphi's reputation was not very good or poor.

At least 80 percent of respondents in each degree group indicated that they would probably or definitely recommend Adelphi to a friend or relative (85% baccalaureate, 83% master's and 80% doctoral).

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

**Almost all Adelphi graduates reported frequent use of a computer at home, and at least two-thirds also frequently used computers at work.**

At least 90 percent of respondents reported frequent use of a home computer. Respondents were somewhat less likely to use a computer in the workplace: 76 percent of bachelor's degree recipients, 67 percent of master's degree recipients, and 90 percent of doctoral degree recipients reported frequent use of a computer at work.

**Most graduates had visited Adelphi's website, although baccalaureate recipients had done so more frequently than other respondents.**

While a majority of baccalaureate respondents (63%) visited Adelphi's website frequently or sometimes, respondents at the more advanced degree levels were less likely to visit the website (43% master's and 30% doctoral). Conversely, 40 percent of doctoral and 21 percent of master's respondents, compared with only 11 percent of bachelor's respondents, had never visited Adelphi's website.

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

Eighty percent of baccalaureate students rated the ease of access to computers on campus as good or excellent compared to 73 percent of master's and only 27 percent of doctorate respondents. None of the doctoral students rated the ease of access as excellent.

A smaller proportion, although still a majority, of respondents who had earned a baccalaureate degree (65%) or a master's degree (56%) rated Adelphi as good or excellent in its preparation for technology used in their field of study. At the doctoral level, 36 percent rated the preparation for technology used in their field of study as good and none rated it as excellent. Moreover, over a third of doctoral respondents (36%) rated their preparation for technology used in their field as not very good or poor, compared to 10 percent of bachelor's and 13% of master's recipients.

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

**Less than a third of respondents reported attendance at any Adelphi event since graduating.**

Only 28 percent of baccalaureate, 19 percent of master's and 20 percent of doctorate recipients attended any Adelphi event since graduation, while 72 percent of baccalaureate respondents and 80 percent of respondents with advanced degrees did not attend any Adelphi events.

**After graduation, slightly more master's than baccalaureate degree recipients took part in cultural and political activities while more baccalaureate respondents were involved in the arts. Doctoral recipients generally had higher rates of participation than the other two groups, but were less involved in community service.**

The differences between the proportion of baccalaureate and master's degree recipients who sometimes or frequently engaged in various activities were minor on most items. Master's degree respondents were slightly more likely than baccalaureate respondents to read novels or non-fiction books/short stories (83% versus 81%), to watch documentaries (77% versus 72%), and to volunteer time for a charity or civic organization (50% versus 46%). Baccalaureate respondents, however, were more likely to visit an art museum or gallery (57% versus 53%) and to perform in a theater/concert or have an art exhibit (16% versus 9%). Doctoral recipients generally had higher rates of participation on most activities, but were less involved in community service or actively engaged in various artistic activities.

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

Most respondents indicated that they kept up with current events. Eighty-four percent of baccalaureate respondents agreed or strongly agreed that they spent time keeping up with political events as did 87 percent of master's degree recipients and 91 percent of doctoral respondents. The vast majority of respondents also indicated that they voted in federal, state, and/or local elections (86% baccalaureate, 90% master's and 91% doctorate). Despite this, only 36 percent of doctoral, 40 percent of bachelor's and 46 percent of master's respondents reported that they were active in a political or social organization or cause.

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

### Baccalaureate 1999-2000 to 2003-2004 (Table 10)

- A slightly larger proportion of graduates from more recent cohorts reported pursuing degree education (an increase of about 4% from 1999-2000).
- Respondents' ratings of Adelphi's contributions to their writing, research and presentation skills and to ethics and integrity remained relatively constant or slightly declined after a dramatic improvement from 1999-2000 to 2000-2001.
- Similarly, after a considerable improvement in respondents' rating of the quality of education in their program from 1999-2000 to 2000-2001, the rating stayed relatively constant at about 80 percent.
- After improving by 18 points from 45 percent in 1999-2000 to 63 percent in 2001-2002, the proportion of students indicating that Adelphi had contributed to their math skills declined dramatically, falling to 49 percent in 2003-2004.
- More impressive were increases in the proportion of respondents who thought that Adelphi had contributed to their computer skills. In 1999-2000, 47 percent indicated that Adelphi had contributed to their computer skills compared to 76 percent in 2003-2004.
- Similar to the general trend in Adelphi's contribution to students' skills, respondents' ratings of technology-related items, both exposure to technology used in their field and access to computers, remained relatively constant after a notable improvement from 1999-2000 to 2000-2001. There was, however, a sizable increase in the proportion of graduates accessing Adelphi's website, from 31 percent in 2000-2001 to 72 percent in 2003-2004.
- Respondents' rating of Adelphi's reputation as good or excellent consistently improved from 60 percent in 1999-2000 to 77 percent in 2002-2003. This rating declined to 71 percent, however, in 2003-2004.
- The proportion of students rating Adelphi's extracurricular activities as good or excellent fluctuated from a low of 40 percent in 1999-2000, to a high of 52 percent in 2001-2002, to the most recent survey's (2003-2004) 49 percent.
- Respondents' involvement in their community increased. About half (51%) of the 2003-2004 graduates indicated that they frequently or sometimes volunteer their time compared with slightly more than 40 percent in previous years. Additionally, 40 percent of the graduates in the past two years indicated they are active in a political or social organization or cause, compared to about 30 percent in previous years.
- The proportion of graduates who indicated that they kept up with current political events dropped from 91 percent of 1999-2000 respondents to 82 percent of 2003-2004 respondents. In part, this may reflect the fact that the 1999-2000 respondents were surveyed around September 11, 2001.

## Master's Degree 1999-2000 to 2003-2004 (Table 11)

- Eighty-four percent of 2003-2004 respondents were satisfied or very satisfied with Adelphi's preparation for further education, compared to 91 percent in 2001-2002 and 81 percent in 1999-2000.
- The proportion of respondents indicating that their Adelphi education was somewhat or much better than that of workplace peers dropped from 51 percent in 2002-2003 to 45 percent in 2003-2004. Still, the ratings of 2003-2004 master's degree recipients were identical to that of 2001-2002 graduates and higher than the 38 percent of 1999-2000 graduates.
- While the proportions of master's degree recipients indicating that Adelphi contributed to their computer, writing, research and presentation skills increased substantially from 1999-2000 to 2002-2003, they declined slightly in 2003-2004. Ratings of Adelphi's contribution to ethics and integrity increased from 68 percent in 1999-2000 to 79 percent in more recent years. The proportion of master's degree recipients reporting that Adelphi contributed to their math skills fluctuated from 29 percent in 1999-2000 to 44 percent in 2001-2002, declining to 36 percent in 2003-2004.
- Especially impressive was the improvement in respondents' rating of Adelphi's contribution to their computer skills, which increased from 33 percent for 1999-2000 graduates to 63 percent for 2002-2003 graduates (although the figure dropped to 58 percent in 2003-2004).
- Master's degree recipients' evaluation of computing at Adelphi remained relatively constant over the past four years after a moderate increase from 1999-2000 to 2000-2001. In 1999-2000, 67 percent of respondents thought that ease of access to campus computers was good or excellent compared to around three-quarters in subsequent years. Similarly, the proportion indicating that exposure to technology in their field of study was good or excellent increased from 50 percent in 1999-2000 to 57 percent in 2003-2004. The use of Adelphi's website witnessed a profound increase, rising from 14 percent in 2000-2001 to 50 percent in 2003-2004.
- Students' positive ratings of Adelphi's contribution to their ability to get along with people from different backgrounds increased from 73 percent in 1999-2000 through a five-year high of 84 percent in 2002-03, dropping somewhat to 79 percent in 2003-2004.
- A relatively constant proportion of graduates in all five years (about three-quarters) thought Adelphi's reputation was good or excellent and that the quality of education in their program was good or excellent. Additionally, about 80 percent said they would definitely or probably recommend Adelphi to friends or relatives. Ratings from 2003-2004 were generally a bit lower than those of previous years, however, and might be interpreted as subtle signs of a downturn.
- More recent master's degree respondents were more likely to be involved in their community by volunteering for charity and civic organizations or by being active in a political or social organization or cause than were respondents in 1999-2000.

### Section III: School Comparisons

The data in this section should be viewed cautiously. The total number of respondents to the *Recent Graduate Survey* was not large and, when examined by school and degree level, shrinks even more. In some cases, 15 or fewer respondents represent a given school and degree level. (There were only 7 respondents with a master's degree from Arts & Sciences and Nursing, 10 from the IAPS doctoral program and 15 from the Social Work baccalaureate program). Responses from these categories will only be discussed in exceptional cases.

Most baccalaureate respondents were from Arts & Sciences (115) and ABLE (95) while master's degree respondents were concentrated in Education (333) and Social Work (137).

#### Demographic Characteristics (Tables 12, 13)

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

The vast majority of respondents from most schools were women. The schools with the lowest proportions of female respondents were Education at the baccalaureate level (64%) and Business at both degree levels (36% master's and 67% bachelor's). In comparison, over 85 percent of undergraduate ABLE, IAPS, and Nursing respondents were female as were respondents in the remaining master's programs with the exception of IAPS master's respondents (79% female).

With the exception of Nursing, where only 45 percent of respondents were white, white respondents made up a majority of the respondents in each school at the baccalaureate level. The proportion of white respondents ranged from 92 percent in the School of Education to 62 percent in ABLE. Similarly, with the exception of Arts & Sciences respondents (where 3 of the 7 respondents were white, 2 were Asian, 1 was black and 1 was unknown), whites made up a majority in each school at the master's level. The proportion of white students ranged from 89 percent in the IAPS doctoral program to 62 percent in Social Work and 63 percent in the IAPS master's program. In most schools, blacks made up the second largest group, with the highest proportion in Nursing (35% bachelor's and 29% master's), followed by Social Work (24% bachelor's and 26% master's), ABLE (24%) and IAPS master's (25%). The exceptions were Business (at either level), Arts & Sciences master's (with only 7 respondents in total), and doctoral IAPS (with only 10 respondents in total), where Asians were the second largest ethnic group.

Arts & Sciences master's respondents had the highest proportion of students born outside the U.S. (2 of the total 7). At both levels, Nursing had the next highest proportion of foreign-born students (24% of baccalaureate and 29% of master's degree respondents), followed closely by

Business master's respondents (28%) and Social Work baccalaureate respondents (21%). At least half of the respondents from all schools had parents who were both born in the U.S. With the exception of IAPS master's and doctoral students, the majority of respondents had parents who attended college. At both the baccalaureate and the master's level, respondents from the School of Nursing had the largest proportion of students whose parents attended college (72% of bachelor's and all of the 7 master's students).

**The majority of baccalaureate respondents from schools with a high proportion of nontraditional, older students (Nursing, Social Work and ABLE) were married and had children. The proportions of advanced degree respondents who were single and married were fairly evenly split across all schools.**

At the baccalaureate level, less than half of respondents from schools with a large nontraditional student population (Nursing, Social Work, and ABLE) were single and about half had children. As expected, most respondents in schools with more traditional student populations (Arts & Sciences, Business, Education and IAPS) were single. At the graduate level, with the exception of IAPS master's program where most respondents were single (67%), the differences between the schools were less pronounced.

**Nursing graduates at both degree levels followed by Business master's respondents and IAPS doctoral respondents reported the highest household income (56-67% over \$100,000). IAPS respondents at the bachelor's and master's degree levels and Arts & Sciences and Social Work respondents at the bachelor's level reported the lowest household income (23-33% less than \$35,000).**

The highest proportion of respondents who indicated that their household income was less than \$35,000 were from IAPS at the bachelor's and master's levels (33% and 23% respectively) and Arts & Sciences respondents at the baccalaureate level (37%). In contrast, Nursing students at both degree levels had the highest proportion of students with a household income of more than \$100,000 (72% of bachelor's and 67% percent of the 7 master's students), as did 58 percent of Business respondents at the master's level and 56 percent of IAPS doctoral respondents. (Note: These figures should be interpreted cautiously, because they include factors exogenous to Adelphi's education, such as marital status, spousal occupation, and parents' income for the younger respondents who live at home.)

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

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

Although baccalaureate students were, in general, more likely to be pursuing additional degree education, there were some variations among schools. Only a fifth of Nursing and Business baccalaureate graduates and 39 percent of ABLE graduates reported pursuing additional degree education, while at least 70 percent of Education, Social Work and IAPS baccalaureate graduates and over half of Arts & Sciences bachelor's graduates (53%) pursued additional degree education. At the master's level, with the exception of IAPS where a majority of its graduates (54%) pursued additional degree education, only a small proportion (ranging from 4% to 20%) reported pursuing additional degree education. Nursing at both levels, master's Education and doctoral IAPS students were most likely to have taken non-degree courses, especially on-the-job training.

At most schools, three-quarters or more respondents pursuing further education were satisfied with Adelphi's preparation. Arts & Sciences baccalaureate degree recipients were slightly less satisfied with only 69 percent reporting satisfaction with this area.

Most baccalaureate respondents planned on earning a degree in the future or were unsure if they would – the lowest proportion was from Social Work (73%) and the highest from ABLE (95%), followed closely by Arts & Sciences and IAPS (93%). At the master's level, not surprisingly, smaller proportions indicated they planned on earning a degree in the future or were unsure if they would, although at least 70 percent from most schools were considering it.

**NSCL data show that most Adelphi Social Work, IAPS and Education baccalaureate degree recipients continued their education within one year of graduation, the majority remaining at Adelphi. Over 80 percent of Nursing and Business graduates did not continue their education.**

The NSCL data for all 2002-2003 and 2003-2004 Adelphi baccalaureate degree recipients show that most baccalaureate graduates pursuing further education a year or less after receiving their baccalaureate degree from Adelphi were from Social Work (71%), IAPS (62%) and Education (55%). Over 80 percent of Nursing and Business graduates did not continue their education soon after receiving their bachelor's degree (83% and 80% respectively). With the exception of ABLE, the majority of graduates from all schools continued their graduate education at Adelphi (many IAPS and Arts & Sciences graduates were STEP students). Most ABLE graduates who continued their education attended other institutions (35% pursued additional education, but two-thirds of that group did not remain at Adelphi).

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

**Most respondents at all schools were currently employed. Of those not working, most were continuing their education. Forty percent of IAPS doctoral students and about a quarter of Business students at all levels and baccalaureate Arts & Sciences students were self-employed. Most students had worked at one job since graduating and took less than two months to find that position. More of the bachelor's respondents from Arts & Sciences and Education and IAPS doctoral respondents worked in more than one job and took longer to find their position.**

The percentage of students working (part-time or full-time) ranged from 71 to 100 percent. About three-quarters of Arts & Sciences and Social Work baccalaureate respondents and Arts & Sciences and IAPS master's degree recipients were currently working, while over 95 percent of Nursing and Education (at both degree levels), Business baccalaureate and IAPS doctoral respondents were currently working. Most respondents at the baccalaureate level who did not work reported that they were continuing their education. At the master's level, all IAPS and half of Arts & Sciences respondents also cited continuing education as the reason they were not employed.

Forty percent of IAPS doctoral respondents and about a quarter of all Business respondents and Arts & Sciences baccalaureate respondents were self-employed (24% of Business bachelor's, 28% of Business master's, and 27% of Arts & Sciences bachelor's).

Over half of bachelor's degree recipients from the Schools of Business, Nursing, Social Work and ABLE worked at only one job since graduation and most worked at that job while in school or got it before graduating. Over half of Arts & Sciences and Education students worked in more than one job and over a quarter (30% and 26% respectively) took more than two months to find a job. At the graduate level, over half of IAPS doctoral graduates worked at more than one job compared to less than a third of students at most other schools. In addition, 27 percent of the Social Work master's respondents took more than two months to find a job, followed by 22 percent of IAPS doctoral students and 20 percent of Business master's students. In contrast, all 7 Nursing and Arts & Sciences graduate students got a job less than a month after graduation.

**Nursing respondents at both degree levels, Business master's and ABLE respondents reported the highest annual salaries. IAPS and Arts & Sciences baccalaureate respondents reported the lowest annual salaries.**

Nursing students had the highest average annual salary at both degree levels (\$64,630 for baccalaureate and \$91,333 for master's). Only ABLE at the baccalaureate level (\$63,420) and Business at the master's level (\$75,150) had similar salary levels. The average salaries of most other baccalaureate graduates were less than \$40,000, with IAPS and Arts & Sciences students earning the lowest annual salaries (\$27,969 and \$30,727 respectively). Surprisingly, at slightly above \$49,000, IAPS doctoral students earned similar salaries to IAPS master's students.

**With one exception (Nursing), graduates with advanced degrees from each school were more likely than baccalaureate students in the same school to indicate that their current job was related to their major. IAPS, ABLE and Arts & Sciences baccalaureate respondents, as well as Business respondents at both levels, were most likely to be considering a job change.**

Over 80 percent of respondents stated their current job was definitely or somewhat related to their major studies at Adelphi, aside from baccalaureate graduates in Arts & Sciences and IAPS (64% and 54% respectively). Additionally, at the baccalaureate level, over 40 percent of IAPS respondents and about a quarter of Arts & Sciences, Business, and ABLE respondents were considering a job change outside their field, while only a small proportion of the advanced degree respondents were considering a field change (with the exception of Business at 26%).

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

The vast majority of respondents indicated that the education they received at Adelphi was at least as good as their peers at work (ranging from 80-100%). In only three cases, however, was Adelphi's education rated better than that of their peers by a majority of respondents: IAPS doctoral degree recipients (70%), Education baccalaureate recipients (61%), and Nursing master's recipients (57%).

Despite the fact that the majority of Business master's and ABLE respondents were working while in school, they were among the least likely to indicate that they received a job or a raise as a result of attaining their degree (ranging from 26% to 34%). In contrast, all 7 Arts & Sciences master's recipients and over 70 percent of Nursing respondents at both degree levels and Education master's respondents indicated they had received benefits as a result of attaining their degree. In addition, while the majority of respondents from all schools were generally satisfied with their jobs, Education respondents at both levels, the 7 Arts & Sciences master's recipients, Nursing respondents at the baccalaureate level and IAPS doctoral respondents reported the highest levels of satisfaction with their job (90-100%).

**The majority of respondents from all schools found employment in the Long Island/New York City area. Most Education respondents and the 7 Arts & Sciences master's degree recipients were employed in the public sector; most IAPS advanced degree recipients, Social Work master's recipients, and Nursing bachelor's recipients were employed in the non-profit sector. Most baccalaureate graduates in Arts & Sciences, Business, IAPS and ABLE were employed in the private sector, as were most master's graduates in Business and Nursing.**

The majority of respondents from all schools worked in the Long Island/New York City area. The lowest proportions working in the local area were graduates from Arts & Sciences master's and IAPS doctoral programs (60% for both) compared to over 80 percent of Nursing and IAPS respondents at the baccalaureate and master's levels, Education master's degree respondents and Business and Social Work bachelor's respondents.

Most Education graduates at both degree levels were employed in the public sector. Nursing bachelor's respondents, Social Work respondents at both degree levels and IAPS master's and doctoral respondents were primarily employed in the non-profit sector. All other baccalaureate respondents and Business and Nursing master's graduates were primarily employed in the private sector.

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

**At the baccalaureate level, Education and IAPS respondents were most likely to use the services of the Center for Career Development, while ABLE, Nursing and Social Work respondents were least likely to use them. A smaller proportion of advanced degree recipients used the services, with Social Work respondents using them the most and IAPS doctoral degree recipients using them the least.**

At the undergraduate level, respondents from Education and IAPS were most likely to use services from the Center for Career Development, especially career seminars, workshops or panel discussions and resume/interview preparation and assistance. Not surprisingly, ABLE, Nursing and Social Work respondents (who are older and usually had a job before graduating) were least likely to use the services. At the graduate level, Social Work students used the services, especially to help locate internships, considerably more than respondents from other schools. IAPS doctoral degree recipients used the services the least.

**Generally, over half of the respondents who used Career Development services were satisfied with the service received. Education students at both degree levels and IAPS and Nursing bachelor's students had among the highest ratings, while Business students at both levels and Arts & Sciences and ABLE bachelor's students were least satisfied.**

The percentages in Tables 18 and 19 are based on those respondents who used a service and then reported a level of satisfaction with that service; in many cases, the actual number of respondents using the service was very small. The following comments should be understood in that context. Of the schools with over 5 respondents using career services, Business graduates at the master's level were especially dissatisfied with assistance in locating internships, individual employment interviews, and help in finding jobs. Other respondents with a low level of satisfaction on most items were Arts & Sciences, Business and ABLE baccalaureate degree recipients. In contrast, bachelor's Nursing and all Education respondents were the most satisfied with the services listed.

## **Adelphi Experiences (Tables 20, 21)**

**The majority of graduates at all schools indicated that Adelphi contributed to the development of many of their skills and abilities. Of those skills that are also General Education undergraduate learning goals, the notable exceptions for baccalaureate respondents were mathematical skills and art appreciation. Comparing schools at the baccalaureate level, Education, Nursing and ABLE respondents had the lowest opinion of Adelphi's contribution to their skills and abilities. Comparing schools at the advanced degree level, Arts & Sciences master's students and IAPS doctoral students had the least favorable impressions (recall, however, the small number of graduates in each group). In addition, most bachelor's and master's recipients from all schools gave good or excellent ratings to Adelphi's library resources (IAPS doctoral recipients were the exception).**

At the baccalaureate level, Education respondents gave the lowest ratings (as compared to other bachelor's recipients) of Adelphi's contributions to their research, mathematical, and analytical skills, their appreciation of art, and their abilities to locate information resources and to get along

with others. Nursing respondents gave the lowest ratings (as compared to other bachelor's recipients) of Adelphi's contributions to their writing and negotiation skills, awareness of global issues, and appreciation of cultural events. ABLE baccalaureate respondents gave the lowest ratings (as compared to other bachelor's recipients) of Adelphi's contributions to their leadership and presentation skills, ability to work in teams, and knowledge of a particular discipline. Business, Social Work and IAPS baccalaureate respondents rated Adelphi's contribution to most of their skills quite favorably.

At the master's level, Nursing respondents gave the highest overall ratings, and Arts & Sciences respondents gave the lowest overall ratings, to Adelphi's contribution to their skills and abilities. (It should be remembered, however, that the number of respondents in each group was very small.) IAPS doctoral recipients were the least satisfied (as compared to other advanced degree recipients) with Adelphi's contribution to their negotiation and computer skills, ability to locate information resources, appreciation of cultural events, awareness of community and global issues, and the use of library resources.

It should be noted that Business was the only school where the vast majority of bachelor's and master's respondents indicated that Adelphi contributed to their math skills (73% and 71% respectively). Business students also had notably higher ratings on computer skills (96% for bachelor's and 71% for master's) and negotiation skills (76% for bachelor's and 90% for master's). Arts & Sciences respondents had the highest ratings on art appreciation (71% for bachelor's and 50% for master's recipients), Social Work bachelor's recipients (87%) and Nursing master's recipients (83%) had the highest ratings on awareness of community and global issues, and IAPS bachelor's recipients (83%) and Social Work master's recipients (65%) had the highest ratings on appreciation of cultural events.

**Respondents had less favorable opinions on extracurricular activities at Adelphi, with just less than one-half of baccalaureate graduates rating these activities as good or excellent.**

In schools with a sizeable number of respondents involved in extracurricular activities, only about half of the respondents were satisfied – with the highest ratings reported by bachelor's recipients from IAPS (61%), ABLE (58%), and Education (52%).

**Baccalaureate respondents from Social Work, IAPS, Education and ABLE generally had the highest opinion of the quality of education in their program and the highest opinion of Adelphi's reputation, while Arts & Sciences and Business students had somewhat lower opinions on these items. Similarly, at the master's level, Business and Arts & Sciences respondents had the lowest ratings of program quality and Adelphi's reputation, while three-quarters or more of respondents at the other programs rated Adelphi positively on these items. IAPS doctoral respondents rated the quality of their program the highest, while their rating of Adelphi's reputation was notably lower.**

Generally, baccalaureate respondents were very pleased with the quality of education in their program, ranging from a low of about 70 percent in Arts & Sciences and Business (70% and 77% respectively) to a high of over 80 percent in Social Work, IAPS, ABLE, Education and Nursing (92%, 86%, 85%, 84%, and 81% respectively) rating their program as good or excellent.

Students' opinions of Adelphi's reputation closely mirrored their ratings of the quality of education in their program, with Social Work, IAPS, ABLE and Education having the most favorable impression of Adelphi's reputation (82-85%) and Arts & Sciences and Business students expressing the lowest ratings (63% for both).

Advanced degree recipients responded similarly to baccalaureate level graduates regarding the quality of their education. Approximately two-thirds of Business respondents (and 4 of 6 Arts & Sciences respondents), three-quarters of Social Work, IAPS, and Education respondents, and 86 percent of Nursing respondents (6 of 7 students) rated their programs' quality as good or excellent. Respondents' ratings of Adelphi's reputation followed a similar pattern, with almost all IAPS and Nursing master's respondents (95% and 100% respectively), three-quarters of Social Work and Education respondents, and just over half of Business respondents (55%) describing Adelphi's reputation as good or excellent. IAPS doctoral respondents had the highest rating of their program (70% "excellent"), but had a lower opinion of Adelphi's reputation (20% "excellent").

**The vast majority of respondents indicated that they would recommend Adelphi to a friend or relative, but the proportion was lower for Arts & Sciences baccalaureate respondents.**

Around 90 percent of respondents at most baccalaureate programs and around 80 percent of respondents at all master's programs indicated they would definitely or probably recommend Adelphi to a friend or relative. The only exception was the Arts & Sciences baccalaureate program, where only 74 percent indicated they would recommend Adelphi while 18 percent indicated they would not.

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

**The vast majority of respondents at all levels frequently used computers at home. At both degree levels, Business respondents used computers at work most frequently while Education graduates used computers on the job the least. With the exception of Nursing students at both levels and IAPS doctoral students, most respondents were satisfied with the ease of access to computers on campus. Especially at the master's level, however, respondents were less satisfied with the preparation for technology used in their field of study. Nursing respondents at both levels felt the least prepared, followed by IAPS doctoral and master's students.**

Over 80 percent of respondents at all schools used computers at home frequently, with the lowest proportion reported by Nursing and ABLE bachelor's students (83-84%). Computer use at work was less consistent – the highest level was in the School of Business (96% master's and 89% bachelor's) and the lowest in Education (58% master's and 60% bachelor's). Of the remaining schools, in general, computers were used more frequently at work by respondents with more advanced degrees, ranging from 74 percent for Social Work master's recipients to 89 percent for IAPS doctoral degree recipients. At the baccalaureate level, frequent computer use at work ranged from 62 percent for IAPS to 81 percent for ABLE. Students with ABLE, bachelor's and master's Business, and IAPS doctoral degrees used computers with equal frequency at home and at work.

Although most respondents were satisfied with the ease of access to computers on campus, there were differences among schools and degree levels. Overall, baccalaureate respondents were more satisfied than were master's degree recipients. Between 76 and 89 percent of baccalaureate respondents thought that ease of access to campus computers was excellent or good, with the exception of Nursing respondents (69%). At the master's degree level, about three-quarters of respondents from Business, Education, IAPS and Social Work thought ease of access to computers was excellent or good. At the extremes, all 7 Arts & Sciences master's respondents thought access was excellent or good compared to only 57 percent of the 7 Nursing respondents and 30 percent of IAPS doctoral respondents.

At the baccalaureate level, the majority of respondents thought that preparation for technology used in their field of study was good or excellent, ranging from 54 percent for Nursing to 74 percent for ABLE. At the master's level, a notably lower proportion was satisfied – with the exception of Arts & Sciences (where 4 of 6 were satisfied). Over half the students in Education, Social Work and Business were satisfied (58%, 56% and 52% respectively), but only 29 percent of Nursing master's respondents, 40 percent of IAPS doctoral respondents and 48 percent of IAPS master's respondents thought the preparation for technology used in their field was good or excellent.

**With the exception of ABLE, most baccalaureate respondents visited Adelphi's website at least sometimes if not frequently (62-80%). In contrast, only in Business, IAPS and Social Work master's programs did over half of the respondents (52-59%) visit Adelphi's website at least sometimes. The majority of Nursing master's respondents (57%) and almost half of IAPS doctoral respondents (44%) never visited the website.**

Most baccalaureate degree recipients visited the Adelphi website sometimes or frequently – about two-thirds of Arts & Sciences, Business, Education and Nursing respondents (62-68%) and about 80 percent of respondents from IAPS and Social Work. ABLE was the only baccalaureate program where less than half of respondents did not visit Adelphi's website at least sometimes (47%). Among master's respondents, only IAPS, Business and Social Work had over half of the respondents visiting the website sometimes or frequently (59%, 54% and 52% respectively). Only about a third of respondents from Nursing and Education master's and from the IAPS doctoral program (29-33%) and none of the 7 Arts & Sciences master's respondents visited the website at least sometimes. The majority of Nursing master's respondents (57%) and close to a half of IAPS doctoral respondents (44%) never visited the website.

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

**Most respondents did not attend Adelphi events after graduation, especially Nursing and ABLE at the undergraduate level and IAPS, Nursing and Education at the master's level.**

Although most graduates did not attend any Adelphi events after graduation, there were differences in attendance by school. Between a third to a half of Arts & Sciences, Education and IAPS baccalaureate students attended at least one Adelphi event since their commencement. Nursing baccalaureate degree recipients were substantially less likely to have attended an event –

only 7 percent went to one event, and none went to more than one. ABLÉ graduates were also unlikely to have attended an event – 11 percent attended one event, and 4 percent attended more than one. Of all master's graduates, Arts & Sciences respondents were the most likely to attend an Adelphi event (43%, or 3 of 7) along with Social Work graduates (31%). In the other schools, less than a quarter of master's respondents attended any Adelphi event after graduation.

**Arts & Sciences students reported more involvement in art-related activities over the past year while Social Work students were less involved in these activities. Bachelor's degree recipients from Arts & Sciences and ABLÉ were more likely to engage in individual and community activities than graduates of other schools, while all Nursing respondents and Business master's respondents were less likely to participate in these types of activities.**

Individual and community activities varied by school and degree level. At the baccalaureate level, Arts & Sciences respondents were more likely to attend musical/theatrical performances, to visit an art museum or a gallery, to perform in a theater/concert or have an art exhibit, and to read books. At the other schools, about 60 percent of IAPS and ABLÉ bachelor's graduates went to a museum/gallery, while notably lower proportions of Social Work respondents did so. Education respondents were among the least likely to visit an art museum or gallery, to watch documentaries on TV, to read novels or non-fiction books, or to attend the theater. IAPS respondents were among the most likely to visit an art museum, to read and to watch documentaries. ABLÉ graduates, followed generally by Arts & Sciences respondents, were most likely to participate in the community through volunteering, being active in social organizations and voting, while Business and Nursing respondents were the least involved. ABLÉ respondents were also the most likely to spend time keeping up with current political events and to watch documentaries.

At the master's degree level, Arts & Sciences students were considerably more likely than other graduate school students to perform in a theater/concert or to have an art exhibit (3 of 6 students). Business respondents lagged behind other schools on most of personal and community participation items and on visiting a museum/gallery and attending artistic performances. IAPS respondents were most likely to keep up with political events, volunteer, and be active in a political/social organization or cause.



# **Data Tables and Questionnaire**

## **Recent Graduate Survey**



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

	Undergraduate		Graduate	
	Survey respondents	All degree recipients	Survey respondents	All degree recipients
<b>Number:</b>	<b>354</b>	<b>1723</b>	<b>569</b>	<b>2846</b>
<b>Percent women:</b>	80.2	74.3	83.3	83.0
<b>Age at graduation:</b>				
Less than 23	53.1	50.0	4.9	8.0
23 to 24	9.1	14.6	17.0	16.2
25 to 29	8.6	11.1	23.3	31.7
30 to 39	11.1	10.8	25.3	22.4
40 or older	18.0	13.5	29.5	21.8
<i>Mean age</i>	28.7	27.5	34.4	32.3
<b>Race/Ethnicity:</b>				
Asian	4.6	4.5	2.6	2.7
Black	12.4	15.1	13.0	11.5
Hispanic	9.3	9.1	10.4	8.8
Native American	0.4	0.2	0.0	0.0
White	73.4	71.2	74.1	77.0
<b>Adelphi school:</b>				
Arts and Sciences	32.5	32.5	1.2	1.4
Business	12.7	13.3	8.8	6.6
Education	7.1	9.5	58.5	68.0
IAPS	8.5	8.5	6.0	5.1
Nursing	8.2	9.1	1.2	1.3
Social Work	4.2	3.4	24.3	17.5
ABLE	26.8	23.7	0.0	0.0
<b>Mean GPA:</b>	3.4	3.3	3.7	3.6

**Table 2: Demographic characteristics**

	<b>Baccalaureate</b>	<b>Master's</b>	<b>Doctoral</b>
<b>Number:</b>	<b>354</b>	<b>558</b>	<b>11</b>
<b>Race/Ethnicity:</b>			
Asian	4.5	2.8	10.0
Black	14.5	13.9	0.0
Hispanic	7.4	8.6	0.0
Native American	0.3	0.0	0.0
White	72.1	73.0	90.0
Other/Unknown	1.2	1.7	0.0
<b>Marital status:</b>			
Single	66.2	41.7	40.0
Married	19.6	42.3	50.0
Domestic partner	1.4	2.6	0.0
Divorced	7.4	5.6	10.0
Widowed	5.4	7.8	0.0
<b>Percent with children:</b>	22.0	46.2	18.2
Average number (of those with children)	2.1	2.2	1.5
<b>Parents attended college:</b>	61.5	62.2	30.0
<b>Percent with family who attended Adelphi:</b>	17.8	17.3	0.0
<b>Generation in the US:</b>			
Born outside US	11.5	16.1	10.0
First generation in US	13.5	13.7	20.0
One parent from US	8.6	10.5	10.0
Both parents from US	66.5	59.7	60.0
<b>Average household income:</b>			
Less than \$20,000	10.1	1.8	0.0
\$20,000-34,999	11.7	6.8	0.0
\$35,000-49,999	13.0	19.9	10.0
\$50,000-64,999	14.0	16.3	20.0
\$65,000-79,999	8.5	9.8	0.0
\$80,000-99,999	9.1	14.5	10.0
\$100,000-150,000	23.1	19.9	20.0
More than \$150,000	10.4	11.0	40.0

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

	Baccalaureate	Master's	Doctoral
<b>Percent pursuing any type of additional education:</b>	79.4	71.0	81.8
<b>Percent pursuing degree education:</b>	46.2	12.0	18.2
Baccalaureate	0.9	0.5	0.0
Master's	38.2	4.4	0.0
Graduate certificate	0.9	2.4	0.0
Doctorate	0.6	1.8	0.0
Post-doctorate	0.3	0.2	18.2
Professional	4.8	0.4	0.0
Other	1.1	3.1	0.0
<b>Percent pursuing non-degree education:</b>	53.4	67.4	63.6
On the job training	32.5	53.4	45.5
Career-related skills	14.4	16.5	9.1
Professional certification or licensure	17.5	20.6	36.4
To gain admission to degree program	2.0	2.5	0.0
For own enjoyment	11.9	13.6	0.0
Online courses	3.1	5.9	9.1
Other	5.9	6.1	0.0
<b>Of those pursuing further education, percent satisfied with Adelphi's preparation:</b>			
Very satisfied	28.2	26.7	44.4
Satisfied	54.5	58.3	44.4
Not sure	9.7	9.1	11.1
Dissatisfied	6.1	4.1	0.0
Very dissatisfied	1.4	1.8	0.0
<b>Percent planning on earning degree in future:</b>			
Yes	59.0	36.3	0.0
Unsure	32.7	43.0	27.3
No	8.3	20.6	72.7
<b>Interest in online courses offered by Adelphi:</b>			
Percent interested in taking online courses overall	46.3	55.0	18.2
For own enjoyment	12.6	15.0	18.2
For credit	44.4	49.7	0.0
For job-training	23.9	26.4	9.1

**Table 4: Adelphi Baccalaureate Graduates 2002-2003 & 2003-2004  
Continuing Education in the 2003-2004 Academic Year**

	2002-2003 & 2003-2004 Graduates				
	#	%			
Total Baccalaureate Graduates	<b>1824</b>				
Did not attend 4-year institutions one year after graduating from Adelphi	1101	60.4%			
Attend 4-year institutions after graduation	723	39.6%			
<b>Adelphi graduate programs (one year after graduation)</b>					
STEP graduate program	149	8.2%			
Arts & Sciences	25	1.4%			
Business	40	2.2%			
Education (not STEP)	112	6.1%			
IAPS	36	2.0%			
Nursing	15	0.8%			
Social Work	56	3.1%			
Total Adelphi	433	23.7%			
<b>Other Schools</b>					
Long Island Univ - CW Post	27	1.5%	Boston University	1	0.1%
Cuny Queens College	23	1.3%	Centenary College	1	0.1%
Hofstra University	21	1.2%	Chubb Institute - Westbury Long Island, NY	1	0.1%
Touro College	17	0.9%	College Of New Jersey	1	0.1%
Tufts University	17	0.9%	Colorado State University	1	0.1%
Dowling College	15	0.8%	Cuny City College	1	0.1%
Nova Southeastern University	12	0.7%	Cuny School of Law at Queens College	1	0.1%
New York University	10	0.5%	Cuny York College	1	0.1%
St Johns University	9	0.5%	East Stroudsburg University	1	0.1%
Cuny Brooklyn College	7	0.4%	Emory University	1	0.1%
University Of Phoenix	7	0.4%	Georgian Court University	1	0.1%
Molloy College	6	0.3%	Kean University	1	0.1%
Cuny Hunter College	5	0.3%	La Salle University	1	0.1%
Long Island Univ - Brooklyn	5	0.3%	Manhattan College	1	0.1%
New School University	5	0.3%	Marywood University	1	0.1%
Stony Brook University	5	0.3%	Mount Saint Mary College	1	0.1%
Cuny Lehman College	4	0.2%	New Jersey City University	1	0.1%
Fairleigh Dickinson U - Teaneck	4	0.2%	New Jersey Institute Of Technology	1	0.1%
Central Michigan University	3	0.2%	Pace University - Pleasantville	1	0.1%
Cuny John Jay College	3	0.2%	Regent University	1	0.1%
Daemen College	3	0.2%	Rutgers, The State U of NJ	1	0.1%
Fordham University	3	0.2%	San Francisco State University	1	0.1%
New York Law School	3	0.2%	Simmons College - Grads	1	0.1%
Pace University	3	0.2%	Southampton College - LIU	1	0.1%
Suny Buffalo	3	0.2%	Southern Connecticut State University	1	0.1%
Suny Farmingdale	3	0.2%	Suffolk University	1	0.1%
University Of Connecticut	3	0.2%	Teachers College, Columbia University	1	0.1%
College Of New Rochelle-Undergrads	2	0.1%	Thomas M Cooley Law School	1	0.1%
Columbia University	2	0.1%	Touro College - Health & Science	1	0.1%



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

	Baccalaureate	Master's	Doctoral
<b>Current employment status:</b>			
Working full-time	67.1	84.4	72.7
Working part-time	19.1	9.9	27.3
Not working now	13.7	5.6	0.0
<b>Of those not working, main reason:</b>			
Continuing education	73.1	21.4	0.0
Have not found a job	3.8	0.0	0.0
Taking care of family	7.7	35.7	0.0
Personal illness	3.8	14.3	0.0
Choose not to work	7.7	0.0	0.0
Retired	0.0	7.1	0.0
Other	3.8	21.4	0.0
<b>Number of jobs held since graduation:</b>			
None	9.0	2.9	0.0
One	53.8	64.8	45.5
Two	28.8	27.7	45.5
Three or more	8.4	4.6	9.1
<b>Percent self-employed:</b>			
	20.3	19.5	45.5
<b>Annual salary at current job:</b>			
	\$46,161	\$49,259	\$51,533
<b>Length of time to get job after graduation:</b>			
Worked at the job while in school	47.4	48.4	30.0
Got job before graduating	10.7	12.6	40.0
Less than a month	10.4	11.9	0.0
One to two months	12.5	8.5	10.0
Two to six months	13.5	13.2	20.0
More than six months	5.5	5.3	0.0

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

	Baccalaureate	Master's	Doctoral
<b>Sector currently employed in:</b>			
Public sector	21.5	61.6	27.3
Private sector	64.4	15.4	18.2
Non-profit	14.1	23.0	54.5
<b>Percent agreeing with statements about current job:</b>			
Received job, raise or promotion as a result of completing Adelphi degree	40.1	65.4	54.5
Generally satisfied with job	80.6	89.5	90.9
<b>Current job related to major area of study at Adelphi:</b>			
Definitely	45.9	82.1	100.0
Somewhat	31.2	14.4	0.0
Not at all	22.9	3.5	0.0
<b>Education at Adelphi compared to peers at work:</b>			
Much better	14.8	16.8	27.3
Somewhat better	26.1	31.0	36.4
About the same	50.7	45.0	27.3
Somewhat worse	7.4	6.6	9.1
Much worse	1.1	0.6	0.0
<b>Primary place of work:</b>			
Long Island	53.8	38.8	27.3
New York City	24.8	43.2	36.4
Other New York state	9.0	10.3	0.0
Other Tri-State area (NJ, CT)	5.5	3.9	9.1
Other US	6.2	3.9	18.2
Outside US	0.7	0.0	9.1
<b>Considering change in job:</b>			
No	48.1	61.5	45.5
Yes, in my field	29.0	30.9	54.5
Yes, outside my field	12.3	3.1	0.0
Yes, in or outside my field	10.6	4.4	0.0

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

	<b>Baccalaureate</b>	<b>Master's</b>	<b>Doctoral</b>
<b>Percent using the following services:</b>			
Individual career counseling	56.9	45.9	9.1
Career seminars, workshops, or panel discussions	43.4	43.4	9.1
Individual employment interviews	29.3	30.3	0.0
Resume/interview preparation assistance	47.1	43.9	0.0
Self-assessment inventory	28.5	24.5	0.0
Locating internships	38.8	41.3	27.3
Helping locate jobs while in school	35.3	32.5	9.1
Helping locate jobs after graduation	36.3	38.3	9.1
<b>Percent satisfied or very satisfied with the following services:</b>			
Individual career counseling	75.4	73.9	100.0
Career seminars, workshops, or panel discussions	74.3	73.1	100.0
Individual employment interviews	51.0	46.6	0.0
Resume/interview preparation assistance	78.3	78.1	0.0
Self-assessment inventory	61.5	62.1	0.0
Locating internships	54.9	69.4	66.7
Helping locate jobs while in school	55.0	48.9	100.0
Helping locate jobs after graduation	47.2	46.6	100.0

**Table 7: Experiences at Adelphi**

	Baccalaureate	Master's	Doctoral
<b>Adelphi contributed some or a great deal to:</b>			
Writing skills	87.7	81.4	81.8
Research skills	90.0	88.8	81.8
Negotiation skills	65.6	60.0	36.4
Art appreciation	53.9	28.8	11.1
Mathematical skills	49.4	38.6	20.0
Computer skills	73.0	60.3	18.2
Leadership skills	77.4	72.0	72.7
Ability to locate information resources for research	88.4	85.6	72.7
Skills in analyzing and evaluating information	89.4	88.7	90.9
Getting along with people from different backgrounds	81.7	81.5	100.0
Ability to work in teams	82.8	84.9	90.9
Presentation skills	86.8	85.7	90.9
Ethics and integrity	79.0	79.2	100.0
Knowledge of a particular discipline	90.5	93.8	100.0
Appreciation of cultural events	68.5	57.8	36.4
Awareness of community and global issues	71.9	66.4	45.5
Critical thinking skills	90.9	86.4	100.0
<b>Excellent or good ratings of:</b>			
Extracurricular activities at Adelphi	49.1	41.1	25.0
Using library resources	81.2	74.7	54.5
<b>Quality of education in program:</b>			
Excellent	33.7	32.3	63.6
Good	45.3	42.4	27.3
Average	15.9	19.8	9.1
Not very good	4.5	4.1	0.0
Poor	0.6	1.4	0.0
<b>Would recommend Adelphi to friend or relative:</b>			
Definitely	47.2	46.8	30.0
Probably	37.5	36.4	50.0
Not sure	7.1	10.2	10.0
Probably not	5.4	3.8	10.0
Definitely not	2.8	2.7	0.0
<b>Adelphi's reputation:</b>			
Excellent	26.3	26.8	18.2
Good	47.4	49.5	54.5
Average	21.2	19.5	18.2
Not very good	3.8	3.5	0.0
Poor	1.3	0.8	9.1

**Table 8: Computer usage**

	<b>Baccalaureate</b>	<b>Master's</b>	<b>Doctoral</b>
<b>How often do you:</b>			
<b>Use a computer at home:</b>			
Frequently	90.6	90.2	90.0
Sometimes	7.1	8.0	10.0
Rarely	0.9	1.1	0.0
Never	1.4	0.7	0.0
<b>Use a computer at work:</b>			
Frequently	75.5	66.8	90.0
Sometimes	14.4	19.6	0.0
Rarely	2.9	8.1	10.0
Never	7.2	5.5	0.0
<b>Visit Adelphi's website:</b>			
Frequently	27.4	10.6	10.0
Sometimes	35.3	31.9	20.0
Rarely	25.9	36.5	30.0
Never	11.4	20.9	40.0
<b>Ease of access to campus computers:</b>			
Excellent	37.3	34.8	0.0
Good	42.8	38.4	27.3
Average	16.7	21.1	27.3
Not very good	3.3	4.7	36.4
Poor	0.0	1.0	9.1
<b>Preparation for technology used in your field of study:</b>			
Excellent	18.2	15.2	0.0
Good	46.9	41.2	36.4
Average	25.4	30.3	27.3
Not very good	7.3	12.1	27.3
Poor	2.3	1.2	9.1

**Table 9: Cultural activities**

	<b>Baccalaureate</b>	<b>Master's</b>	<b>Doctoral</b>
<b>Number of Adelphi events attended since graduation:</b>			
None	71.7	80.9	80.0
One	12.3	10.4	20.0
Two or three	12.0	5.8	0.0
Four or more	4.0	2.9	0.0
<b>Percentage responding sometimes or frequently to activities in the last year:</b>			
Visited an art museum or gallery	57.1	53.0	60.0
Watched documentaries on television	71.8	77.2	90.0
Read novels, non-fiction books, or short stories	80.9	83.2	80.0
Attended musical or theatrical performances	68.7	68.7	90.0
Volunteered time for a charity or civic organization	46.4	49.8	40.0
Performed in a theater or concert or had an art exhibit	15.7	9.2	0.0
<b>Percentage responding strongly agree/agree that they:</b>			
Spend time keeping up with current political events	84.3	87.0	90.9
Vote in federal, state, and/or local elections	86.0	89.9	90.9
Are active in a political/social organization or cause	39.7	46.2	36.4

**Table 10: Trend in responses by bachelor's degree recipients: 1999-2000 to 2003-2004**

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
<b>Number:</b>	<b>154</b>	<b>135</b>	<b>162</b>	<b>161</b>	<b>193</b>
Percent pursuing degree programs	42.8	42.0	44.4	46.0	46.4
Percent very satisfied and satisfied with Adelphi's preparation for further education	88.8	84.0	85.7	84.4	81.2
Percent planning on earning degree in future	55.8	55.3	63.3	56.6	61.1
Percent currently working (full- or part-time)	90.9	84.8	87.7	90.0	83.1
Education at Adelphi compared to peers at work (% responding somewhat or much better)	39.9	44.0	42.1	37.4	44.1
<b>Adelphi contributed moderately or a great deal to:</b>					
Writing skills	81.2	87.0	92.5	87.3	88.1
Research skills	79.7	88.5	91.9	88.7	91.1
Mathematical skills	45.2	56.6	62.5	50.0	48.9
Computer skills	47.3	70.8	75.2	69.6	75.9
Ability to get along with people from different backgrounds	76.3	78.5	87.6	79.9	83.2
Presentation skills	77.5	89.2	88.8	85.4	88.0
Ethics and integrity	69.3	80.0	83.9	78.6	79.4
Knowledge of a particular discipline	94.6	90.8	93.8	88.7	92.1
Appreciation of cultural events and activities	62.1	68.5	75.2	67.5	69.4
<b>Percent responding good or excellent:</b>					
Quality of education in program	66.9	80.0	75.9	79.8	78.1
Adelphi's reputation	60.1	69.5	74.1	76.5	71.2
Ease of access to campus computers	70.0	81.0	84.9	79.6	80.5
Exposure to technology in field of study	50.8	65.8	59.7	62.4	67.5
Extracurricular activities at Adelphi	39.8	45.7	52.3	46.3	49.1
<b>Would definitely or probably recommend Adelphi to a friend or relative:</b>					
	75.3	82.8	80.6	83.1	86.0
<b>In last year, sometimes or frequently:</b>					
Read novels, non-fiction books, or short stories	76.1	82.7	76.3	80.5	81.3
Attended musical or theatrical performances	71.8	68.7	67.1	67.5	69.6
Volunteered time for a charity or civic organization	43.1	42.9	44.1	40.6	51.3
Visit Adelphi's website	n/a	30.9	43.8	51.2	72.3
<b>Percent agreeing with the following statements:</b>					
Spend time keeping up with current political events	91.1	78.9	83.9	87.4	81.8
Are active in a political/social organization or cause	33.6	28.0	31.3	39.6	39.8

**Table 11: Trend in responses by master's degree recipients: 1999-2000 to 2003-2004**

	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
<b>Number:</b>	<b>202</b>	<b>201</b>	<b>239</b>	<b>281</b>	<b>277</b>
Percent pursuing degree programs	18.2	12.5	13.7	12.6	11.4
Percent very satisfied and satisfied with Adelphi's preparation for further education	81.1	88.7	90.8	85.9	84.0
Percent planning on earning degree in future	43.9	36.7	34.6	35.9	36.8
Percent currently working (full- or part-time)	92.5	84.8	96.6	95.7	93.0
Education at Adelphi compared to peers at work (% responding somewhat or much better)	38.0	42.2	44.5	50.8	44.6
<b>Adelphi contributed moderately or a great deal to:</b>					
Writing skills	72.1	72.6	80.1	83.4	79.5
Research skills	74.2	81.7	89.9	91.6	86.1
Mathematical skills	29.2	29.2	44.0	41.8	35.5
Computer skills	33.0	39.7	58.5	62.7	57.9
Ability to get along with people from different backgrounds	73.1	71.8	78.4	84.4	78.5
Presentation skills	74.9	81.7	89.4	87.8	83.5
Ethics and integrity	67.6	71.8	76.6	79.4	78.9
Knowledge of a particular discipline	92.4	91.3	92.8	93.0	94.5
Appreciation of cultural events and activities	50.6	54.6	59.4	57.9	57.7
<b>Percent responding good or excellent:</b>					
Quality of education in program	74.0	76.1	72.3	76.7	72.6
Adelphi's reputation	75.5	74.2	76.6	79.5	73.2
Ease of access to campus computers	67.3	75.1	74.8	72.4	74.1
Exposure to technology in field of study	50.3	57.1	59.3	55.7	57.2
Extracurricular activities at Adelphi	43.1	47.2	44.6	42.2	39.9
<b>Would definitely or probably recommend Adelphi to a friend or relative:</b>					
	84.9	82.8	86.1	86.2	80.1
<b>In last year, sometimes or frequently:</b>					
Read novels, non-fiction books, or short stories	78.8	85.4	83.5	85.6	80.7
Attended musical or theatrical performances	71.8	72.7	68.6	68.8	68.5
Volunteered time for a charity or civic organization	43.1	49.5	50.8	51.3	48.3
Visit Adelphi's website	n/a	14.1	18.9	34.9	50.4
<b>Percent agreeing with the following statements:</b>					
Spend time keeping up with current political events	91.1	84.8	89.9	85.1	89.0
Are active in a political/social organization or cause	33.6	41.8	41.7	46.7	45.8

**Table 12: Demographic characteristics: Baccalaureate**

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE
<b>Number:</b>	<b>115</b>	<b>45</b>	<b>25</b>	<b>30</b>	<b>29</b>	<b>15</b>	<b>95</b>
<b>Percent women:</b>	78.3	66.7	64.0	86.7	96.6	80.0	86.3
<b>Mean age at time of graduation:</b>	23.0	24.6	23.2	22.4	34.3	37.3	38.1
<b>Race/Ethnicity:</b>							
Asian	3.6	11.1	4.2	6.7	6.9	0.0	1.2
Black	7.3	8.9	4.2	10.0	34.5	15.4	24.4
Hispanic	7.3	6.7	0.0	6.7	10.3	7.7	9.3
Native American	0.0	0.0	0.0	0.0	0.0	0.0	1.2
White	80.9	73.3	91.7	76.7	44.8	76.9	61.6
Other/Unknown	0.9	0.0	0.0	0.0	3.4	0.0	2.3
<b>Marital status:</b>							
Single	87.8	88.9	96.0	83.3	41.4	35.7	27.7
Married	7.8	2.2	0.0	10.0	31.0	21.4	46.8
Domestic partner	0.9	0.0	4.0	6.7	0.0	7.1	0.0
Divorced	0.9	2.2	0.0	0.0	13.8	28.6	17.0
Widowed	2.6	6.7	0.0	0.0	13.8	7.1	8.5
<b>Percent with children:</b>	2.6	6.7	0.0	6.7	44.8	46.7	52.6
Average number (of those with children)	1.7	1.7	0.0	1.0	2.7	1.9	2.0
<b>Parents attended college:</b>	55.8	60.0	64.0	53.3	72.4	57.1	68.5
<b>Percent with family who attended Adelphi:</b>	18.3	17.8	12.0	26.7	6.9	14.3	20.0
<b>Generation in the US:</b>							
Born outside US	9.6	11.1	0.0	10.0	24.1	21.4	12.0
First generation in US	12.3	17.8	12.0	13.3	10.3	7.1	15.2
One parent from US	6.1	8.9	12.0	10.0	10.3	7.1	9.8
Both parents from US	71.9	62.2	76.0	66.7	55.2	64.3	63.0
<b>Average household income:</b>							
Less than \$20,000	20.0	5.0	13.0	8.3	0.0	16.7	3.5
\$20,000-34,999	16.8	10.0	0.0	25.0	0.0	8.3	10.6
\$35,000-49,999	15.8	10.0	26.1	8.3	0.0	16.7	12.9
\$50,000-64,999	10.5	15.0	8.7	4.2	10.7	0.0	24.7
\$65,000-79,999	8.4	5.0	4.3	8.3	14.3	33.3	5.9
\$80,000-99,999	8.4	15.0	8.7	12.5	3.6	8.3	8.2
\$100,000-150,000	13.7	20.0	26.1	16.7	53.6	16.7	27.1
More than \$150,000	6.3	20.0	13.0	16.7	17.9	0.0	7.1

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

	<b>Arts &amp; Sciences</b>	<b>Business</b>	<b>Education</b>	<b>IAPS – Master’s</b>	<b>IAPS – Doctoral</b>	<b>Nursing</b>	<b>Social Work</b>
<b>Number:</b>	<b>7</b>	<b>50</b>	<b>333</b>	<b>24</b>	<b>10</b>	<b>7</b>	<b>137</b>
<b>Percent women:</b>	85.6	36.0	87.7	79.2	90.0	100.0	89.1
<b>Mean age at time of graduation:</b>	37.6	35.1	32.7	31.8	36.4	45.2	37.6
<b>Race/Ethnicity:</b>							
Asian	28.6	12.5	1.6	0.0	11.1	0.0	1.6
Black	14.3	12.5	8.1	25.0	0.0	28.6	26.0
Hispanic	0.0	8.3	8.7	12.5	0.0	0.0	8.7
Native American	0.0	0.0	0.0	0.0	0.0	0.0	0.0
White	42.9	66.7	79.8	62.5	88.9	71.4	62.2
Other/Unknown	14.3	0.0	1.9	0.0	0.0	0.0	1.6
<b>Marital status:</b>							
Single	28.6	46.0	44.4	66.7	44.4	14.3	31.1
Married	57.1	30.0	44.4	20.8	44.4	71.4	43.2
Domestic partner	0.0	0.0	1.8	0.0	0.0	0.0	6.1
Divorced	0.0	6.0	3.6	8.3	11.1	14.3	9.8
Widowed	14.3	18.0	5.8	4.2	0.0	0.0	9.8
<b>Percent with children:</b>							
Average number (of those with children)	1.7	1.7	2.2	1.9	1.0	2.2	2.2
<b>Parents attended college:</b>	57.1	68.0	60.9	45.8	22.2	100.0	64.4
<b>Percent with family who attended Adelphi:</b>							
	28.6	10.2	19.1	16.7	0.0	28.6	14.4
<b>Generation in the US:</b>							
Born outside US	33.3	28.0	12.3	20.8	11.1	28.6	18.8
First generation in US	16.7	10.0	16.3	20.8	22.2	14.3	7.0
One parent from US	0.0	12.0	12.0	0.0	11.1	0.0	9.4
Both parents from US	50.0	50.0	59.5	58.3	55.6	57.1	64.8
<b>Average household income:</b>							
Less than \$20,000	0.0	0.0	1.4	9.1	0.0	0.0	2.5
\$20,000-34,999	0.0	8.5	6.8	13.6	0.0	0.0	5.8
\$35,000-49,999	50.0	12.8	18.2	13.6	11.1	0.0	27.3
\$50,000-64,999	0.0	4.3	19.6	9.1	22.2	0.0	15.7
\$65,000-79,999	16.7	8.5	10.8	13.6	0.0	16.7	6.6
\$80,000-99,999	0.0	8.5	15.9	13.6	11.1	16.7	14.0
\$100,000-150,000	16.7	42.6	16.6	9.1	22.2	33.3	20.7
More than \$150,000	16.7	14.9	10.8	18.2	33.3	33.3	7.4

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

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE
<b>Percent pursuing any type of additional education:</b>	76.5	62.2	88.0	90.0	93.1	100.0	77.9
<b>Percent pursuing degree education:</b>	53.0	20.0	72.0	70.0	20.7	73.3	39.4
Of those pursuing degree education - degree level pursued							
Baccalaureate	1.7	0.0	0.0	3.3	0.0	0.0	0.0
Master's	40.9	11.4	68.0	63.3	20.7	73.3	31.2
Graduate certificate	1.7	2.3	0.0	0.0	0.0	0.0	0.0
Doctorate	0.0	0.0	0.0	3.3	0.0	0.0	1.1
Post-doctorate	0.0	0.0	4.0	0.0	0.0	0.0	0.0
Professional	8.7	4.5	0.0	0.0	0.0	0.0	5.4
Other	1.7	0.0	0.0	0.0	0.0	0.0	2.2
<b>Percent pursuing non-degree education:</b>	45.2	51.1	60.0	60.0	79.3	53.3	52.6
Of those pursuing non-degree education - type of education							
On the job training	24.3	33.3	40.0	33.3	58.6	40.0	30.5
Career-related skills	11.3	8.9	12.0	13.3	24.1	0.0	21.1
Professional certification or licensure	8.7	15.6	28.0	13.3	37.9	13.3	22.1
Gain admission to degree program	0.9	6.7	0.0	3.3	0.0	0.0	2.1
For own enjoyment	13.9	6.7	16.0	13.3	10.3	13.3	10.5
Online courses	1.7	0.0	4.0	3.3	10.3	6.7	3.2
Other	3.5	2.2	12.0	6.7	3.4	6.7	9.5
<b>Of those pursuing further education, percent satisfied with Adelphi's preparation:</b>							
Very satisfied	17.4	28.6	36.4	25.9	19.2	53.3	37.0
Satisfied	51.2	64.3	59.1	55.6	65.4	33.3	53.4
Not sure	18.6	3.6	0.0	7.4	7.7	13.3	5.5
Dissatisfied	11.6	3.6	4.5	3.7	7.7	0.0	2.7
Very dissatisfied	1.2	0.0	0.0	7.4	0.0	0.0	1.4
<b>Percent planning on earning degree in future:</b>							
Yes	60.7	52.3	68.0	56.7	72.4	20.0	60.6
Unsure	32.1	38.6	20.0	36.7	17.2	53.3	34.0
No	7.1	9.1	12.0	6.7	10.3	26.7	5.3
<b>Interest in online courses offered by Adelphi:</b>							
Percent interested in taking	35.7	42.2	44.0	46.7	48.3	53.3	60.0
For own enjoyment	11.3	6.7	8.0	10.0	6.9	13.3	11.6
For credit	27.8	31.1	36.0	30.0	41.4	26.7	48.4
For job-training	14.8	22.2	20.0	20.0	17.2	33.3	21.1

**Table 14b: Adelphi Baccalaureate Graduates 2002-2003 & 2003-2004  
Continuing Education in the 2003-2004 Academic Year by School**

<b>College After Adelphi graduation</b>	<b>2002-2003 &amp; 2003-2004</b>	
	<b>#</b>	<b>%</b>
<b>Arts &amp; Sciences *</b>		
Total Baccalaureate Graduates	<b>617</b>	100.0
Attend Adelphi one year after graduation	163	26.4
Attend Other 4-year institutions after graduation	101	16.4
Did not attend 4-year institutions after graduating from Adelphi	353	57.2
<b>Business</b>		
Total Baccalaureate Graduates	<b>239</b>	100.0
Attend Adelphi one year after graduation	30	12.6
Attend Other 4-year institutions after graduation	17	7.1
Did not attend 4-year institutions after graduating from Adelphi	192	80.3
<b>Education</b>		
Total Baccalaureate Graduates	<b>168</b>	100.0
Attend Adelphi one year after graduation	56	33.3
Attend Other 4-year institutions after graduation	36	21.4
Did not attend 4-year institutions after graduating from Adelphi	76	45.2
<b>IAPS *</b>		
Total Baccalaureate Graduates	<b>156</b>	100.0
Attend Adelphi one year after graduation	66	42.3
Attend Other 4-year institutions after graduation	31	19.9
Did not attend 4-year institutions after graduating from Adelphi	59	37.8
<b>Nursing</b>		
Total Baccalaureate Graduates	<b>157</b>	100.0
Attend Adelphi one year after graduation	18	11.5
Attend Other 4-year institutions after graduation	8	5.1
Did not attend 4-year institutions after graduating from Adelphi	131	83.4
<b>Social Work</b>		
Total Baccalaureate Graduates	<b>76</b>	100.0
Attend Adelphi one year after graduation	50	65.8
Attend Other 4-year institutions after graduation	4	5.3
Did not attend 4-year institutions after graduating from Adelphi	22	28.9
<b>ABLE</b>		
Total Baccalaureate Graduates	<b>411</b>	100.0
Attend Adelphi one year after graduation	50	12.2
Attend Other 4-year institutions after graduation	93	22.6
Did not attend 4-year institutions after graduating from Adelphi	268	65.2

Source: National Student Clearinghouse

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

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

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

	Arts & Sciences	Business	Education	IAPS – Master’s	IAPS – Doctoral	Nursing	Social Work
<b>Percent pursuing any type of additional education:</b>	71.4	56.0	73.9	83.3	90.0	71.4	67.2
<b>Percent pursuing degree education:</b>	14.3	6.1	13.1	54.2	20.0	14.3	3.7
Of those pursuing degree education - degree level pursued							
Baccalaureate	0.0	0.0	0.9	0.0	0.0	0.0	0.0
Master’s	0.0	4.1	5.2	21.7	0.0	0.0	0.0
Graduate certificate	0.0	0.0	2.4	17.4	0.0	0.0	0.7
Doctorate	0.0	0.0	1.8	8.7	0.0	14.3	0.7
Post-doctorate	0.0	0.0	0.3	0.0	20.0	0.0	0.0
Professional	14.3	2.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	2.0	3.7	4.3	0.0	0.0	2.2
<b>Percent pursuing non-degree education:</b>	57.1	54.0	70.6	54.2	70.0	71.4	67.2
Of those pursuing non-degree education - type of education							
On the job training	42.9	42.0	55.9	37.5	50.0	57.1	54.7
Career-related skills	14.3	8.0	18.9	12.5	10.0	14.3	14.6
Professional certification or licensure	14.3	18.0	20.7	20.8	40.0	42.9	20.4
Gain admission to degree program	0.0	6.0	2.1	12.5	0.0	0.0	0.7
For own enjoyment	28.6	4.0	15.3	16.7	0.0	0.0	12.4
Online courses	0.0	4.0	6.3	0.0	10.0	0.0	7.3
Other	0.0	4.0	6.3	8.3	0.0	0.0	6.6
<b>Of those pursuing further education, percent satisfied with Adelphi’s preparation:</b>							
Very satisfied	40.0	18.5	29.7	25.0	44.4	25.0	20.9
Satisfied	40.0	70.4	56.5	55.0	44.4	50.0	61.5
Not sure	0.0	11.1	7.9	5.0	11.1	0.0	13.2
Dissatisfied	0.0	0.0	4.2	5.0	0.0	25.0	3.8
Very dissatisfied	20.0	0.0	1.7	10.0	0.0	0.0	0.0
<b>Percent planning on earning degree in future:</b>							
Yes	28.6	22.0	37.3	60.9	0.0	42.9	35.3
Unsure	42.9	50.0	42.1	26.1	20.0	28.6	46.3
No	28.6	28.0	20.6	13.0	80.0	28.6	18.4
<b>Interest in online courses offered by Adelphi:</b>							
Percent interested in taking	28.6	54.0	53.8	37.5	20.0	57.1	62.8
For own enjoyment	14.3	18.0	10.8	8.3	20.0	14.3	18.2
For credit	14.3	30.0	43.2	33.3	0.0	28.6	50.4
For job-training	28.6	34.0	19.2	16.7	10.0	14.3	29.2

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

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE
<b>Current employment status:</b>							
Working full-time	55.8	77.8	76.0	46.7	92.9	60.0	73.4
Working part-time	22.1	17.8	20.0	40.0	3.6	13.3	14.9
Not working now	22.1	4.4	4.0	13.3	3.6	26.7	11.7
<b>If not working, main reason:</b>							
Continuing education	80.0	100.0	100.0	50.0	0.0	100.0	50.0
Have not found a job	0.0	0.0	0.0	25.0	0.0	0.0	0.0
Taking care of family	6.7	0.0	0.0	25.0	0.0	0.0	0.0
Personal illness	0.0	0.0	0.0	0.0	0.0	0.0	50.0
Choose not to work	6.7	0.0	0.0	0.0	100.0	0.0	0.0
Retired	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	6.7	0.0	0.0	0.0	0.0	0.0	0.0
<b>Number of jobs held since graduation:</b>							
None	14.9	4.5	0.0	6.7	3.7	28.6	5.6
One	34.2	65.9	48.0	50.0	77.8	64.3	66.7
Two	36.8	18.2	48.0	33.3	18.5	7.1	23.3
Three or more	14.0	11.4	4.0	10.0	0.0	0.0	4.4
<b>Percent self-employed:</b>							
	27.0	24.4	16.0	10.0	6.9	13.3	20.0
<b>Average annual salary at current job:</b>							
	\$30,727	\$41,357	\$36,556	\$27,969	\$64,630	\$39,063	\$63,420
<b>Length of time to get job after graduation:</b>							
Worked at the job while in school	31.0	33.3	21.7	47.8	52.0	54.5	78.2
Got job before graduating	9.2	16.7	17.4	4.3	24.0	0.0	6.4
Less than a month	12.6	9.5	21.7	13.0	4.0	18.2	5.1
One to two months	17.2	14.3	13.0	21.7	8.0	9.1	5.1
Two to six months	23.0	16.7	21.7	13.0	8.0	0.0	2.6
More than six months	6.9	9.5	4.3	0.0	4.0	18.2	2.6
<b>Considering change in job:</b>							
No	50.6	48.8	65.2	20.8	61.5	54.5	43.0
Yes, in my field	25.3	27.9	26.1	37.5	38.5	36.4	27.8
Yes, outside my field	12.6	7.0	4.3	29.2	0.0	9.1	16.5
Yes, in or outside my field	11.5	16.3	4.3	12.5	0.0	0.0	12.7
<b>Sector currently employed in:</b>							
Public sector	22.4	7.0	68.2	20.8	9.1	27.3	18.2
Private sector	71.8	90.7	27.3	66.7	31.8	27.3	66.2
Non-profit	5.9	2.3	4.5	12.5	59.1	45.5	15.6

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

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE
<b>Percent agreeing with statements about current job:</b>							
Received job, raise or promotion as a result of completing Adelphi degree	41.4	46.3	50.0	21.7	73.1	45.5	26.0
Generally satisfied with job	76.7	74.4	95.2	70.8	96.2	81.8	81.8
<b>Current job definitely/somewhat related to major area of study at Adelphi:</b>							
	64.4	83.7	91.3	54.2	100.0	81.8	82.1
<b>Education at Adelphi compared to peers at work:</b>							
Much better	8.1	11.9	21.7	12.5	11.5	36.4	20.8
Somewhat better	29.1	23.8	39.1	20.8	34.6	9.1	20.8
About the same	46.5	57.1	26.1	62.5	53.8	54.5	54.2
Somewhat worse	14.0	7.1	13.0	4.2	0.0	0.0	2.8
Much worse	2.3	0.0	0.0	0.0	0.0	0.0	1.4
<b>Primary place of work:</b>							
Long Island	51.8	60.5	47.8	66.7	46.2	54.5	52.6
New York City	18.8	23.3	21.7	16.7	50.0	45.5	24.4
Other New York state	11.8	9.3	13.0	4.2	0.0	0.0	10.3
Other Tri-State area (NJ, CT)	8.2	4.7	4.3	4.2	0.0	0.0	6.4
Other US	8.2	2.3	13.0	8.3	3.8	0.0	5.1
Outside US	1.2	0.0	0.0	0.0	0.0	0.0	1.3

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

	Arts & Sciences	Business	Education	IAPS – Master’s	IAPS – Doctoral	Nursing	Social Work
<b>Current employment status:</b>							
Working full-time	71.4	80.0	85.5	68.2	70.0	100.0	85.3
Working part-time	0.0	6.0	11.2	13.6	30.0	0.0	8.8
Not working now	28.6	14.0	3.0	18.2	0.0	0.0	5.9
<b>If not working, main reason:</b>							
Continuing education	50.0	0.0	0.0	100.0	0.0	0.0	0.0
Have not found a job	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Taking care of family	0.0	20.0	66.7	0.0	0.0	0.0	100.0
Personal illness	0.0	40.0	0.0	0.0	0.0	0.0	0.0
Choose not to work	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retired	50.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	40.0	33.3	0.0	0.0	0.0	0.0
<b>Number of jobs held since graduation:</b>							
None	14.3	4.0	1.8	8.7	0.0	0.0	3.7
One	71.4	70.0	66.7	47.8	40.0	66.7	61.0
Two	14.3	26.0	26.6	39.1	50.0	33.3	29.4
Three or more	0.0	0.0	4.9	4.3	10.0	0.0	5.9
<b>Percent self-employed:</b>							
	14.3	28.0	19.2	12.5	40.0	14.3	19.0
<b>Average annual salary at current job:</b>							
	\$64,800	\$75,150	\$47,948	\$49,143	\$49,225	\$91,333	\$41,848
<b>Length of time to get job after graduation:</b>							
Worked at the job while in school	50.0	65.0	52.4	55.6	22.2	42.9	32.0
Got job before graduating	25.0	2.5	11.1	11.1	44.4	42.9	18.0
Less than a month	25.0	10.0	10.8	11.1	0.0	14.3	14.8
One to two months	0.0	2.5	9.8	5.6	11.1	0.0	8.2
Two to six months	0.0	10.0	11.4	11.1	22.2	0.0	20.5
More than six months	0.0	10.0	4.4	5.6	0.0	0.0	6.6
<b>Considering change in job:</b>							
No	100.0	40.5	69.7	52.6	50.0	71.4	47.2
Yes, in my field	0.0	33.3	24.9	31.6	50.0	28.6	46.5
Yes, outside my field	0.0	11.9	1.9	5.3	0.0	0.0	3.1
Yes, in or outside my field	0.0	14.3	3.5	10.5	0.0	0.0	3.1
<b>Sector currently employed in:</b>							
Public sector	80.0	12.8	84.3	27.8	30.0	14.3	27.0
Private sector	20.0	76.9	6.7	22.2	10.0	57.1	14.3
Non-profit	0.0	10.3	8.9	50.0	60.0	28.6	58.7

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

	Arts & Sciences	Business	Education	IAPS – Master’s	IAPS – Doctoral	Nursing	Social Work
<b>Percent agreeing with statements about current job:</b>							
Received job, raise or promotion as a result of completing Adelphi degree	100.0	34.1	73.7	44.4	60.0	71.4	56.3
Generally satisfied with job	100.0	82.9	94.0	89.5	90.0	85.7	80.2
<b>Current job definitely/somewhat related to major area of study at Adelphi:</b>							
	100.0	92.5	97.5	83.3	100.0	85.7	100.0
<b>Education at Adelphi compared to peers at work:</b>							
Much better	0.0	7.3	19.0	10.5	30.0	14.3	15.9
Somewhat better	40.0	29.3	30.2	31.6	40.0	42.9	32.5
About the same	40.0	56.1	42.5	52.6	20.0	28.6	47.6
Somewhat worse	20.0	4.9	7.6	5.3	10.0	14.3	4.0
Much worse	0.0	2.4	0.6	0.0	0.0	0.0	0.0
<b>Primary place of work:</b>							
Long Island	60.0	48.8	36.0	47.4	20.0	57.1	39.4
New York City	0.0	29.3	48.3	42.1	40.0	42.9	37.0
Other New York state	0.0	14.6	7.6	10.5	0.0	0.0	16.5
Other Tri-State area (NJ, CT)	40.0	2.4	4.4	0.0	10.0	0.0	2.4
Other US	0.0	4.9	3.8	0.0	20.0	0.0	4.7
Outside US	0.0	0.0	0.0	0.0	10.0	0.0	0.0

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

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE
<b>Percent using the following services:</b>							
Individual career counseling	49.1	66.7	66.7	83.3	51.7	40.0	54.5
Career seminars, workshops, or panel discussions	39.6	68.9	79.2	70.0	34.5	40.0	19.5
Individual employment interviews	27.3	51.1	54.2	46.7	20.7	20.0	12.5
Resume/interview preparation assistance	45.0	60.0	75.0	70.0	58.6	26.7	27.3
Self-assessment inventory	28.2	44.4	58.3	37.9	18.5	13.3	14.9
Locating internships	41.1	51.1	58.3	56.7	27.6	66.7	17.0
Helping locate jobs while in school	36.9	55.6	50.0	60.0	25.9	20.0	15.9
Helping locate jobs after graduation	34.5	46.7	66.7	63.3	21.4	33.3	20.7
<b>Percent satisfied or very satisfied with the following services:</b>							
Individual career counseling	63.6	63.3	81.3	84.0	86.7	100.0	83.3
Career seminars, workshops, or panel discussions	72.7	61.3	84.2	85.7	100.0	100.0	52.9
Individual employment interviews	50.0	26.1	69.2	64.3	83.3	100.0	36.4
Resume/interview preparation assistance	78.0	81.5	66.7	85.7	82.4	100.0	70.8
Self-assessment inventory	58.1	55.0	85.7	63.6	80.0	100.0	38.5
Locating internships	43.5	30.4	71.4	64.7	87.5	100.0	53.3
Helping locate jobs while in school	41.5	48.0	58.3	77.8	100.0	100.0	42.9
Helping locate jobs after graduation	36.8	28.6	56.3	52.6	100.0	100.0	44.4

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

	Arts & Sciences	Business	Education	IAPS – Master’s	IAPS – Doctoral	Nursing	Social Work
<b>Percent using the following services:</b>							
Individual career counseling	42.9	46.9	48.0	50.0	10.0	33.3	40.9
Career seminars, workshops, or panel discussions	14.3	46.9	40.2	41.7	10.0	33.3	51.8
Individual employment interviews	14.3	30.6	29.5	33.3	0.0	16.7	32.8
Resume/interview preparation assistance	42.9	49.0	42.0	41.7	0.0	50.0	46.7
Self-assessment inventory	14.3	32.7	22.5	16.7	0.0	16.7	28.5
Locating internships	42.9	22.0	36.7	22.7	30.0	33.3	62.5
Helping locate jobs while in school	42.9	32.0	30.9	50.0	10.0	16.7	33.6
Helping locate jobs after graduation	42.9	38.0	37.7	47.8	10.0	16.7	39.0
<b>Percent satisfied or very satisfied with the following services:</b>							
Individual career counseling	66.7	52.2	75.2	75.0	100.0	100.0	78.6
Career seminars, workshops, or panel discussions	0.0	47.8	80.3	50.0	100.0	100.0	71.8
Individual employment interviews	0.0	6.7	57.0	25.0	0.0	100.0	42.2
Resume/interview preparation assistance	66.7	70.8	80.5	70.0	0.0	100.0	76.6
Self-assessment inventory	0.0	43.8	67.6	50.0	0.0	100.0	61.5
Locating internships	33.3	0.0	68.1	40.0	66.7	100.0	82.4
Helping locate jobs while in school	66.7	6.3	56.1	41.7	100.0	100.0	47.8
Helping locate jobs after graduation	33.3	10.5	56.3	36.4	100.0	100.0	39.6

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

	Arts & Sciences	Business	Education	IAPS	Nursing	Social Work	ABLE
<b>Adelphi contributed a great deal to:</b>							
Writing skills	82.5	88.9	80.0	93.3	79.3	100.0	94.6
Research skills	89.6	88.9	80.0	96.7	89.7	100.0	90.2
Negotiation skills	66.1	75.6	52.0	66.7	48.3	100.0	63.3
Art appreciation	71.1	48.9	32.0	63.3	39.3	46.7	43.3
Mathematical skills	40.7	73.3	36.0	50.0	53.6	42.9	51.6
Computer skills	72.6	95.6	76.0	86.7	60.7	60.0	62.9
Leadership skills	76.1	88.9	72.0	80.0	82.8	93.3	69.6
Ability to locate information resources for research	85.7	91.1	82.0	100.0	86.2	100.0	86.7
Skills in analyzing and evaluating information	87.7	93.3	75.0	96.7	89.7	100.0	89.1
Getting along with people from different backgrounds	84.2	86.7	68.0	86.7	72.4	100.0	78.0
Ability to work in teams	84.2	88.9	84.0	83.3	82.8	100.0	74.7
Presentation skills	87.7	93.3	88.0	93.3	89.7	100.0	76.9
Ethics and integrity	72.8	80.0	76.0	86.7	86.2	100.0	78.9
Knowledge of a particular discipline	90.4	95.6	96.0	90.0	93.1	100.0	84.4
Appreciation of cultural events	75.4	71.1	60.0	82.8	57.1	73.3	58.6
Awareness of community and global issues	74.6	71.1	64.0	80.0	60.7	86.7	69.6
Critical thinking skills	86.8	93.3	88.0	90.0	93.1	100.0	93.5
<b>Excellent or good ratings of:</b>							
Extracurricular activities at Adelphi	45.4	45.2	52.0	60.7	33.3	44.4	57.6
Using library resources	78.4	83.7	80.0	85.7	76.9	66.7	85.7
<b>Quality of education in program:</b>							
Excellent	29.9	20.9	40.0	32.1	30.8	58.3	41.0
Good	40.2	55.8	44.0	53.6	50.0	33.3	43.6
Average	21.6	20.9	12.0	10.7	19.2	8.3	9.0
Not very good	6.2	2.3	4.0	3.6	0.0	0.0	6.4
Poor	2.1	0.0	0.0	0.0	0.0	0.0	0.0
<b>Would recommend Adelphi to friend or relative:</b>							
Definitely	40.4	35.6	36.0	43.3	44.8	57.1	64.2
Probably	33.3	51.1	52.0	46.7	44.8	35.7	27.4
Not sure	8.8	6.7	8.0	6.7	6.9	7.1	5.3
Probably not	12.3	6.7	0.0	3.3	0.0	0.0	1.1
Definitely not	5.3	0.0	4.0	0.0	3.4	0.0	2.1
<b>Adelphi's reputation:</b>							
Excellent	19.6	18.6	20.0	32.1	26.9	41.7	35.8
Good	43.3	44.2	64.0	50.0	46.2	41.7	49.4
Average	26.8	32.6	12.0	17.9	26.9	16.7	11.1
Not very good	7.2	4.7	4.0	0.0	0.0	0.0	2.5
Poor	3.1	0.0	0.0	0.0	0.0	0.0	1.2

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

	Arts & Sciences	Business	Education	IAPS – Master’s	IAPS – Doctoral	Nursing	Social Work
<b>Adelphi contributed a great deal to:</b>							
Writing skills	83.3	77.6	81.1	90.9	80.0	100.0	81.0
Research skills	66.7	84.0	88.9	87.0	80.0	100.0	91.2
Negotiation skills	66.7	89.8	49.8	56.5	40.0	100.0	71.1
Art appreciation	50.0	28.6	34.1	4.5	12.5	16.7	20.0
Mathematical skills	0.0	71.4	42.3	19.0	22.2	50.0	22.4
Computer skills	50.0	71.4	64.3	36.4	20.0	85.7	50.0
Leadership skills	66.7	95.9	69.2	59.1	70.0	100.0	71.1
Ability to locate information resources for research	83.3	82.0	85.4	82.6	70.0	100.0	87.5
Skills in analyzing and evaluating information	66.7	90.0	86.3	86.4	90.0	100.0	94.8
Getting along with people from different	83.3	94.0	78.1	77.3	100.0	100.0	84.6
Ability to work in teams	50.0	94.0	85.6	69.6	90.0	100.0	83.2
Presentation skills	83.3	98.0	86.6	82.6	90.0	100.0	78.8
Ethics and integrity	66.7	92.0	74.4	72.7	100.0	100.0	86.1
Knowledge of a particular discipline	83.3	95.9	91.6	91.3	100.0	100.0	98.5
Appreciation of cultural events	60.0	52.0	55.0	59.1	40.0	50.0	65.4
Awareness of community and global issues	66.7	78.0	58.6	60.9	40.0	83.3	80.7
Critical thinking skills	66.7	92.0	82.9	78.3	100.0	100.0	94.2
<b>Excellent or good ratings of:</b>							
Extracurricular activities at Adelphi	50.0	24.4	43.2	44.4	28.6	66.7	40.0
Using library resources	100.0	73.8	74.3	61.9	50.0	100.0	75.6
<b>Quality of education in program:</b>							
Excellent	66.7	31.0	32.5	52.4	70.0	28.6	27.7
Good	0.0	38.1	41.6	23.8	20.0	57.1	50.0
Average	16.7	28.6	19.2	19.0	10.0	0.0	20.0
Not very good	16.7	2.4	4.9	4.8	0.0	14.3	1.5
Poor	0.0	0.0	1.9	0.0	0.0	0.0	0.8
<b>Would recommend Adelphi to friend or relative:</b>							
Definitely	71.4	48.0	46.2	54.2	22.2	66.7	44.4
Probably	14.3	34.0	36.8	29.2	55.6	16.7	39.8
Not sure	0.0	14.0	10.3	8.3	11.1	16.7	9.0
Probably not	0.0	4.0	4.0	8.3	11.1	0.0	3.0
Definitely not	14.3	0.0	2.7	0.0	0.0	0.0	3.8
<b>Adelphi’s reputation:</b>							
Excellent	50.0	14.3	27.2	33.3	20.0	28.6	27.7
Good	16.7	40.5	48.9	61.9	50.0	71.4	52.3
Average	16.7	31.0	20.8	4.8	20.0	0.0	16.2
Not very good	16.7	11.9	2.6	0.0	0.0	0.0	3.1
Poor	0.0	2.4	0.6	0.0	10.0	0.0	0.8

**Table 22: Computer usage: Baccalaureate**

	<b>Arts &amp; Sciences</b>	<b>Business</b>	<b>Education</b>	<b>IAPS</b>	<b>Nursing</b>	<b>Social Work</b>	<b>ABLE</b>
<b>How often do you:</b>							
<b>Use a computer at home:</b>							
Frequently	93.0	93.2	96.0	100.0	82.8	92.9	84.2
Sometimes	3.5	6.8	0.0	0.0	17.2	0.0	13.7
Rarely	0.9	0.0	4.0	0.0	0.0	0.0	1.1
Never	2.6	0.0	0.0	0.0	0.0	7.1	1.1
<b>Use a computer at work:</b>							
Frequently	73.2	88.9	60.0	62.1	72.4	78.6	80.6
Sometimes	17.0	6.7	20.0	17.2	24.1	21.4	8.6
Rarely	2.7	0.0	4.0	10.3	0.0	0.0	3.2
Never	7.1	4.4	16.0	10.3	3.4	0.0	7.5
<b>Visit Adelphi's website:</b>							
Frequently	31.0	24.4	24.0	53.3	17.2	64.3	14.7
Sometimes	35.4	42.2	44.0	26.7	44.8	14.3	32.6
Rarely	24.8	31.1	24.0	10.0	24.1	7.1	33.7
Never	8.8	2.2	8.0	10.0	13.8	14.3	18.9
<b>Ease of access to campus computers:</b>							
Excellent	35.1	41.9	32.0	53.6	34.6	33.3	34.7
Good	47.4	41.9	44.0	35.7	34.6	50.0	41.3
Average	15.5	11.6	20.0	10.7	30.8	16.7	17.3
Not very good	2.1	4.7	4.0	0.0	0.0	0.0	6.7
Poor	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Preparation for technology used in field of study:</b>							
Excellent	19.6	16.3	20.0	21.4	12.5	16.7	17.6
Good	41.2	48.8	48.0	39.3	41.7	50.0	56.8
Average	24.7	20.9	24.0	39.3	41.7	33.3	17.6
Not very good	11.3	14.0	8.0	0.0	0.0	0.0	4.1
Poor	3.1	0.0	0.0	0.0	4.2	0.0	4.1

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

	Arts & Sciences	Business	Education	IAPS – Master’s	IAPS - Doctoral	Nursing	Social Work
<b>How often do you:</b>							
<b>Use a computer at home:</b>							
Frequently	100.0	92.0	88.8	91.7	88.9	100.0	91.7
Sometimes	0.0	8.0	9.1	8.3	11.1	0.0	6.0
Rarely	0.0	0.0	0.9	0.0	0.0	0.0	2.3
Never	0.0	0.0	1.2	0.0	0.0	0.0	0.0
<b>Use a computer at work:</b>							
Frequently	85.7	95.9	57.9	78.3	88.9	85.7	74.2
Sometimes	0.0	2.0	25.6	8.7	0.0	0.0	14.8
Rarely	0.0	0.0	10.7	4.3	11.1	0.0	6.3
Never	14.3	2.0	5.8	8.7	0.0	14.3	4.7
<b>Visit Adelphi’s website:</b>							
Frequently	0.0	14.0	8.5	22.7	11.1	14.3	12.9
Sometimes	0.0	40.0	28.4	36.4	22.2	14.3	39.4
Rarely	83.3	34.0	37.8	27.3	22.2	14.3	34.8
Never	16.7	12.0	25.3	13.6	44.4	57.1	12.9
<b>Ease of access to campus computers:</b>							
Excellent	60.0	26.8	37.4	42.9	0.0	28.6	29.5
Good	40.0	46.3	34.4	28.6	30.0	28.6	47.3
Average	0.0	19.5	22.3	23.8	20.0	42.9	17.8
Not very good	0.0	7.3	4.6	4.8	40.0	0.0	4.7
Poor	0.0	0.0	1.3	0.0	10.0	0.0	0.8
<b>Preparation for technology used in field of study:</b>							
Excellent	16.7	7.1	18.0	9.5	0.0	28.6	11.5
Good	50.0	45.2	40.0	38.1	40.0	0.0	45.0
Average	16.7	33.3	29.5	28.6	30.0	57.1	30.5
Not very good	16.7	14.3	10.5	23.8	20.0	14.3	13.0
Poor	0.0	0.0	2.0	0.0	10.0	0.0	0.0

**Table 24: Cultural activities: Baccalaureate**

	<b>Arts &amp; Sciences</b>	<b>Business</b>	<b>Education</b>	<b>IAPS</b>	<b>Nursing</b>	<b>Social Work</b>	<b>ABLE</b>
<b>Number of Adelphi events attended since graduation:</b>							
None	59.6	72.7	68.0	51.7	93.1	78.6	85.3
One	14.9	13.6	8.0	20.7	6.9	0.0	10.5
Two or three	21.9	9.1	20.0	13.8	0.0	14.3	2.1
Four or more	3.5	4.5	4.0	13.8	0.0	7.1	2.1
<b>Percentage responding sometimes or frequently to activities in the last year:</b>							
Visited an art museum or gallery	71.1	44.4	44.0	56.7	44.8	21.4	58.9
Watched documentaries on television	74.6	68.9	52.0	76.7	65.5	57.1	77.7
Read novels, non-fiction books, or short stories	87.7	82.2	56.0	83.3	62.1	71.4	85.1
Attended musical or theatrical performances	78.1	62.2	64.0	63.3	64.3	50.0	67.4
Volunteered time for a charity or civic organization	48.7	31.0	48.0	40.0	34.5	35.7	57.9
Performed in a theater or concert or had an art exhibit	33.6	6.7	4.0	16.7	0.0	0.0	8.4
<b>Percentage strongly agreeing/agreeing with the following statements:</b>							
Spend time keeping up with current political events	81.6	84.4	84.0	73.3	75.9	86.7	93.5
Vote in federal, state, and/or local elections	86.0	77.8	80.0	75.9	89.7	86.7	93.5
Active in a political/social organization or cause	43.9	29.5	36.0	40.0	27.6	40.0	44.3

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

	<b>Arts &amp; Sciences</b>	<b>Business</b>	<b>Education</b>	<b>IAPS – Master’s</b>	<b>IAPS – Doctoral</b>	<b>Nursing</b>	<b>Social Work</b>
<b>Number of Adelphi events attended since graduation:</b>							
None	57.1	78.0	85.7	91.7	77.8	85.7	69.2
One	28.6	18.0	7.3	4.2	22.2	0.0	15.8
Two or three	14.3	4.0	4.9	0.0	0.0	14.3	9.0
Four or more	0.0	0.0	2.1	4.2	0.0	0.0	6.0
<b>Percentage responding sometimes or frequently to activities in the last year:</b>							
Visited an art museum or gallery	71.4	46.9	53.4	69.6	55.6	71.4	49.6
Watched documentaries on television	71.4	89.8	70.5	82.6	88.9	57.1	89.5
Read novels, non-fiction books, or short stories	71.4	68.0	84.1	82.6	77.8	71.4	88.0
Attended musical or theatrical performances	60.0	60.0	68.2	78.3	88.9	100.0	70.5
Volunteered time for a charity or civic organization	57.1	42.9	50.8	56.5	33.3	14.3	50.4
Performed in a theater or concert or had an art exhibit	50.0	4.1	10.7	8.7	0.0	0.0	6.1
<b>Percentage strongly agreeing/agreeing with the following statements:</b>							
Spend time keeping up with current political events	85.7	96.0	84.6	100.0	90.0	85.7	87.6
Vote in federal, state, and/or local elections	85.7	85.7	90.9	87.5	90.0	85.7	89.6
Active in a political/social organization or cause	14.3	36.0	45.3	56.5	40.0	28.6	52.9



**The following questions ask about your work experiences since graduating. (If you work at more than one job, answer the following questions for the job with the most hours.)**

8. Please fill in the answer that best describes your current (or expected if you have a job offer) employment status.
- (A) Working full-time                      (B) Working part-time                      (C) Not working now

8a. If you are not working now, what is the main reason?

- (A) Continuing my education                      (D) Seeking employment but have not found a job I want  
(B) Taking care of children or family member(s)                      (E) Personal illness or disability  
(C) Choose not to work                      (F) Retired  
(G) Other (Please specify \_\_\_\_\_)

9. **INCLUDING YOUR CURRENT JOB**, how many jobs have you held since graduating from Adelphi?

- Have not worked                      One                      Two                      Three or more  
(A)                      (B)                      (C)                      (D)

**If you are not working now, please skip to question #22.**

10. How long did it take you to get a job after graduation? (Fill in only one.)

- (A) Worked at the job while in school                      (C) Less than a month                      (E) Two to six months  
(B) Got a job before graduating                      (D) One to two months                      (F) More than six months

11. What is your approximate annual salary, before taxes, at your current full-time or part-time job? \$ \_\_\_\_\_

If you work part time, what is your hourly rate, before taxes? \$ \_\_\_\_\_

How many hours do you usually work per week at this rate? \_\_\_\_\_

12. Did you get a job, raise or promotion as a result of completing your Adelphi degree?

- (A) Yes                      (B) No

13. Is your current job related to your major area of study at Adelphi?

- (A) Definitely                      (B) Somewhat                      (C) Not at all

14. Are you generally satisfied with your job?

- (A) Yes                      (B) No

15. Where is your primary place of work?

- (A) Long Island                      (D) Other Tri-State area (NJ, CT)  
(B) New York City (5 boroughs)                      (E) Other U.S.  
(C) Other New York State                      (F) Outside the U.S.

16. Are you self-employed?

- (A) Yes, I am self-employed                      (C) Both—I have my own business/practice and work for someone else  
(B) No, I work for someone else

17. In which sector are you currently employed? (Fill in the one in which you work the most hours.)

- (A) Government (including teaching and other educational activities in public schools)  
(B) Private for-profit business, company or individual (corporations, banks, small businesses)  
(C) Non-profit organization (including tax-exempt and charitable organizations)

18. What is your occupation? (For example: teacher, sales associate, nurse, secretary, accountant, data analyst, etc.)

\_\_\_\_\_

19. How would you rate the education you received at Adelphi in preparing you for work compared to your peers who graduated from other institutions?

- Much better                      Somewhat better                      About the same                      Somewhat worse                      Much worse  
(A)                      (B)                      (C)                      (D)                      (E)

20. Are you currently considering a job change?

- (A) No                      (B) Yes, within my field                      (C) Yes, outside my field                      (D) Yes, in or outside of field

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

21. How would you rate Adelphi on the following?

	Excellent	Good	Average	Not very good	Poor
Ease of access to campus computers	(A)	(B)	(C)	(D)	(E)
Preparation for technology used in your field of study	(A)	(B)	(C)	(D)	(E)
Extracurricular activities	(A)	(B)	(C)	(D)	(E)
Quality of the education in your program	(A)	(B)	(C)	(D)	(E)
Using library resources	(A)	(B)	(C)	(D)	(E)
Adelphi's reputation	(A)	(B)	(C)	(D)	(E)

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

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

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

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Does not apply /Did not use
Individual career counseling (walk-in or appointment)	(A)	(B)	(C)	(D)	(E)
Locating internships	(A)	(B)	(C)	(D)	(E)
Helping locate jobs while in school	(A)	(B)	(C)	(D)	(E)
Helping locate jobs after graduation	(A)	(B)	(C)	(D)	(E)
Career seminar, workshop, or panel discussion by career center staff in class or on campus	(A)	(B)	(C)	(D)	(E)
Individual employment interviews arranged by career center on or off campus	(A)	(B)	(C)	(D)	(E)
Résumé and/or interview preparation assistance	(A)	(B)	(C)	(D)	(E)
Self-assessment inventory (Discover, Self-directed Search, SIGI, Strong, etc.)	(A)	(B)	(C)	(D)	(E)

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

24. Please indicate your level of agreement with the following.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I spend time keeping up with current political events.	(A)	(B)	(C)	(D)	(E)
I vote in federal, state and/or local elections.	(A)	(B)	(C)	(D)	(E)
I am active in a political/social organization or cause.	(A)	(B)	(C)	(D)	(E)

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

	Frequently	Sometimes	Rarely	Never
Used a computer at home	(A)	(B)	(C)	(D)
Used a computer at work	(A)	(B)	(C)	(D)
Visited an art museum or gallery	(A)	(B)	(C)	(D)
Watched documentaries and public affairs programs on television	(A)	(B)	(C)	(D)
Read novels, non-fiction books or essays, short stories, plays or poems	(A)	(B)	(C)	(D)
Attended musical or theatrical performances	(A)	(B)	(C)	(D)
Volunteered time for a charity or civic organization	(A)	(B)	(C)	(D)
Performed in a theater or concert, or had an art exhibit	(A)	(B)	(C)	(D)
Visited Adelphi's website	(A)	(B)	(C)	(D)

26. What is your marital status?

- (A) Single (never married)      (C) Divorced/separated      (E) Domestic partner  
 (B) Married      (D) Widowed

27. Do you have children?

- (A) Yes      How many? \_\_\_\_\_      (B) No

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

- (A) Less than \$20,000      (D) \$50,000-64,999      (G) \$100,000-150,000  
 (B) \$20,000-34,999      (E) \$65,000-79,999      (H) More than \$150,000  
 (C) \$35,000-49,999      (F) \$80,000-99,999

29. Which racial/ethnic group best describes you? (Fill in only one.)

- (A) Asian/Pacific Islander      (C) Hispanic      (E) White, Non-Hispanic  
 (B) Black, Non-Hispanic      (D) Native American/Alaskan Native      (F) Other \_\_\_\_\_

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

	Father	Mother
Graduate or professional degree	(A)	(A)
College degree	(B)	(B)
Some college	(D)	(D)
High school graduate	(E)	(E)
Some high school	(F)	(F)
8 <sup>th</sup> grade or less	(G)	(G)

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

**Born in the United States**

(excluding Puerto Rico and U.S. territories)

**Born outside of the United States**

(including Puerto Rico and U.S. territories)

	You	Father	Mother
Born in the United States	(A)	(A)	(A)
Born outside of the United States	(B)	(B)	(B)

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

- (A) Yes      (B) No

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

- Definitely      Probably      Not sure      Probably not      Definitely not  
 (A)      (B)      (C)      (D)      (E)

34. How many events have you attended at Adelphi since graduating?

- None      One      Two or three      Four or more  
 (A)      (B)      (C)      (D)

35. If you have attended any events at Adelphi since graduating, please list them below.

\_\_\_\_\_

\_\_\_\_\_

36. We are very interested in any additional comments you might have. Please include them on a separate page.

