

*Results of the 2007-08  
Student Experience Surveys*

*Undergraduate Student Survey  
Commuter vs. Residential Students  
Graduate Student Survey*

Office of Research, Assessment and Planning

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# Results of the Undergraduate Student Experience Survey

Fall 2007



## Introduction

Approximately every three years, as a part of Adelphi University's Assessment Plan, the Office of Research, Assessment and Planning (ORAP) conducts Student Experience Surveys of its degree-seeking undergraduate and graduate student population. Thus far, this survey has been administered at the end of the fall semesters in 2000, 2003, and 2007.

These studies provide information on students use and satisfaction with services, facilities, and the college environment, as well as their experiences at Adelphi, their opinions of the faculty, academic programs, course scheduling, and extracurricular activities. Two versions of the questionnaire were administered: one for undergraduate students and the other for graduate students. While many items in the two versions were identical, the graduate version included different options regarding choice of college and more questions about involvement with research and other career-related projects while the undergraduate version included more questions about campus life and social integration.

This summary, *Results of the Undergraduate and Graduate Student Experience Surveys: Fall 2007*, provides snapshot information of the experiences of Adelphi's current students, as well as comparisons with the 2000, and 2003 results. The report consists of three sections: the first section presents the results for undergraduate students, the second section compares the responses of commuter and residential undergraduate respondents, and the third section presents the results for graduate students. The undergraduate and graduate sections consist of a brief introduction, implications for strategic planning, a discussion of the representativeness of the sample, major highlights of the survey, and comparisons to the 2000 and 2003 results. The section on commuter and residential students compares the collegiate experience of these two groups on several key items, and provides comparisons to the 2000 and 2003 results.



# Results of the Undergraduate Student Experience Survey, Fall 2007

## Summary of Highlights and Implications for Strategic Planning

During the 2007-2008 academic year, the Office of Research, Assessment and Planning surveyed Adelphi undergraduate degree-seeking students about their college experiences—with courses, professors, financial aid, social activities, college facilities, and other aspects of college life. The survey was completed by 827 undergraduate students for a response rate of 17 percent <sup>1</sup>.

This report includes a discussion of results, followed by applicable tables. The results provide a general profile of the respondents, including information concerning their reasons and plans for attending Adelphi, as well as their academic experiences, campus activities, financial resources, and overall satisfaction with services, and facilities. When applicable, information is also provided by school/program. Trend data comparing the 2007 results with the 2000 and 2003 surveys are presented as well.

### Executive Summary

In general, respondents were satisfied with their Adelphi experiences and were pleased with various Adelphi services, offices, facilities, and overall college environment. However, close to a third of the participants noted their dissatisfaction with Post hall's food store, the cafeterias, and student financial services and the majority (57%) were dissatisfied with parking. Respondents positively noted students' friendliness and helpfulness and the ability of different racial/ethnic groups to get along. The vast majority intend to graduate from Adelphi without interruption and believe their initial expectations for Adelphi have been met.

Respondents were pleased with their professors, although they felt they do not know them well enough to chat, or ask for a letter of recommendation. Course content, academic advisement and usage of technology in the classroom were also viewed positively. However, course scheduling and availability are increasingly becoming areas of concern, especially when compared to results in previous surveys. Respondents reported that Adelphi contributed "a great deal" or "moderately" to their knowledge of a particular field or discipline, their critical thinking skills, and their ability to learn independently, while fewer noted the same for Adelphi's contribution to their mathematical skills, technology skills, and their appreciation of art.

Respondents are concerned about finances (paying tuition and other bills). They increasingly reported relying on Adelphi's aid (from 74.5% in 2000 to 86.5% in 2007) and family support (from 75.2% in 2000 to 84.2% in 2007), which became the most frequently used and the most important forms of aid in 2007.

### Meeting Adelphi's Strategic Planning Goals

The Student Experience Survey (SES) is a useful measure by which to gauge Adelphi University's success in reaching significant goals set forth in its strategic plan. Findings related to these goals are described below.

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<sup>1</sup> In an attempt to increase student participation, eight iPods were raffled. Unfortunately, the response rate did not improve compared to the previous surveys (in 2000 (32%) and in 2003 (22%).

## **Strategic Goal: Academic Program Improvement**

### Objective: Provide academic programs that are challenging and rigorous

- ❖ The majority of respondents in 2003 and 2007 (93%) reported that their academic expectations were met extremely or somewhat well with a slightly higher proportion indicating that their expectations were met extremely well in 2007 (39.6% in 2007 vs. 37.5% in 2003).
- ❖ The majority of respondents (93%) reported finding most of their courses interesting. They also reported that their professors try hard to help students understand course material (73%) and that they are excellent classroom teachers (64%), up slightly from 2003 results.
- ❖ There is a slight increase in respondents reporting that Adelphi contributed to their knowledge of a particular field or discipline (89% in 2003 vs. 93% in 2007).

### Objective: Provide a broad-based General Education program

- ❖ Encouragingly, respondents were very positive about Adelphi's contributions to the majority of their general education related learning skills (e.g., critical thinking, writing, research, technology, presentation). However, less than half indicated that Adelphi contributes to their mathematical and art appreciation skills.
- ❖ Compared to 2003, a larger proportion indicated that Adelphi contributed to the skills specified in the surveys, especially critical thinking.

### Objective: Build global and participatory citizenship

- ❖ Success in building global and participatory citizenship is evident in the results of the 2007 SES; the proportion of respondents who reported participating in community service/social action clubs increased from the 2003 survey. Participation in campus clubs, college sponsored social activities, cultural programs, and student government increased as well.
- ❖ Three-quarters of respondents indicated that Adelphi contributed to their awareness of community and global issues and to their getting along with people from different backgrounds.

### Objective: Advance the reputation of Adelphi

- ❖ The proportion of respondents choosing Adelphi because of its academic reputation has increased over the years, reaching its highest level in 2007. Moreover, a higher proportion of respondents reported choosing Adelphi because of advice received from high school teachers and guidance counselors than in earlier surveys.

## **Strategic Goal: Student Recruitment and Retention**

### Objective: Achieve desired retention and graduation rates

- ❖ The 2007 SES results pointed to a likelihood of success in improving retention and graduation rates at Adelphi. A higher proportion of respondents reported that they would very likely graduate from Adelphi without interruption. Also, nine out of ten respondents indicated general satisfaction with Adelphi.
- ❖ In contrast, issues with course availability and scheduling may exercise an adverse impact on student retention. The proportion of respondents reporting that often space is not available in

courses they would like to take has steadily risen (35% in 2000, 43% in 2003 and 50% in 2007). Similarly, lack of space in required courses is an increasing concern (27% in 2000, 37% in 2003 and 41% in 2007).

Objective: Enhance the overall quality of students' experience

- ❖ In addition to high levels of satisfaction with Adelphi in general, respondents also reported very positive interactions with fellow students and good academic experiences with professors. Also, an increasing proportion of respondents reported participating in extracurricular activities on campus.
- ❖ Students were satisfied with most services, facilities, clubs and activities. Moreover, compared to the 2003 findings, a higher proportion of respondents reported satisfaction with food services, the UC and parking (although satisfaction with parking is still low (43%), it is expected to improve with the completion of a new parking garage).

Objective: Assist students in career and life planning

- ❖ Adelphi's ongoing attempts to assist students in career planning appears to be succeeding as a higher proportion of respondents reported using the Career Development Center, and were satisfied with their services in 2007 (compared to 2003).

**Strategic Goal: Facilities: Renovation and Construction**

- ❖ Respondents continued to express satisfaction with classroom, library, computer and laboratory facilities. Additionally, a higher proportion of respondents indicated satisfaction with residential and athletic facilities in 2007 than in earlier years (despite the major construction project that was in progress while the survey was conducted).

## Highlights from the Survey

### Representativeness of the Respondents (Table 1)

- ❖ Overall, survey respondents broadly reflected the population of Adelphi undergraduate students as a whole, as well as their distribution by schools/programs.
- ❖ Some differences between characteristics of respondents and population appeared in race, residential status, and class level. Compared to the undergraduate student population:
  - A larger proportion of respondents were white.
  - More respondents lived off-campus.
  - Freshmen were under-represented while seniors were over-represented.
  - Respondents had a higher mean GPA, although the difference was small.

### Respondent Characteristics (Table 2)

- ❖ Of the 827 respondents, the distribution by school/programs follows: Arts and Sciences (327); Business (94); Education (50); IAPS (58); Nursing (197); Social Work (27); University College (61); General Studies (13).
- ❖ The majority of respondents were women (79%).

- ❖ Almost one-third of the respondents were members of a minority group.
- ❖ Close to one-quarter of the respondents were born outside of the United States. The percentage of foreign-born students varied among schools. Three schools had more than one-quarter of respondents who were foreign born, Nursing (50%), University College (31%), and Social Work (28%).
- ❖ More than 20 percent of the respondents were first-generation college students. Schools with more than 30 percent of respondents who were first-generation to college are: University College (36%), General Studies (33%), Nursing (32%), and Social Work (30%).

### **Attending Adelphi (Tables 3, 4, 5)**

#### Reasons for Attending Adelphi (Table 3)

- ❖ Overall, the top five important reasons for choosing to attend Adelphi were as follows: “it has a program I wanted” (75%); “cost of attending” (66%); “academic reputation” (64%); “I was offered financial aid” (63%); and “Adelphi accepted most or all of my transfer credits” (57%).
- ❖ When comparing responses by school, with the exception of the School of Business, respondents indicated “it has a program I wanted” as one of the top five reasons for attending Adelphi. It was sixth in the School of Business, closely following “graduates get good jobs” (52% and 53%, respectively).
- ❖ Although “it is near my home” was not included in the top five reasons for choosing to attend Adelphi overall, it played an important role for respondents in Arts and Sciences, Business, IAPS, and University College. “Graduates get good jobs” was an important factor for respondents in Business, Education, Social Work, and General Studies.

#### Degree Plans (Table 4)

- ❖ Eighty-five percent of respondents reported they would very likely graduate from Adelphi without interruption. Roughly 3 percent of respondents indicated they would leave Adelphi temporarily before graduation; another 3 percent intended to transfer to another college before graduation.
- ❖ When comparing responses by school, respondents in General Studies were more likely to indicate they would transfer to another college before graduating (15%). Respondents in Social Work, General Studies and University College were more likely to indicate they would leave Adelphi temporarily before graduating (8%, 8% and 6%, respectively).
- ❖ More than fifty percent of respondents reported the highest degree they intended to earn at Adelphi or elsewhere was at least a Master’s degree. Another 12 percent of respondents indicated they would like to earn professional degrees. When comparing responses by school, respondents in Social Work were considerably more likely to indicate the highest degree they would earn was a Master’s degree (82%).

#### Student Difficulties (Table 5)

- ❖ Overall, the frequent problems experienced by respondents during the past 12 months related to economics, “paying tuition” (39%) and “paying other bills” (30%). Another frequently mentioned problem was “traveling to and from campus” (22%).
- ❖ Surprisingly, respondents from IAPS (who are among the youngest at Adelphi with over 90% younger than 23) had the largest proportion of students reporting problems with their health (26%).

## Academic Experiences (Tables 6, 7, 8, 9)

### Meeting Initial Expectations (Table 6)

- ❖ The majority reported their initial academic expectations for Adelphi were well met, with 40% indicating “extremely well,” and 54% “somewhat well.” When comparing responses by school/program, 55% of respondents from University College reported their expectations were met “extremely well,” followed by Education (50%), Arts and Sciences (42%), Social Work (41%), IAPS (38%), Nursing (35%), Business (30%), and General Studies (23%). Interestingly, none of the General Studies respondents indicated that their expectations were “not met very well” or “not at all”, while this option was chosen by a few respondents at the other schools (ranging from 1.7% in UC to 10% in Nursing).

### Interaction with Faculty (Table 7)

- ❖ When respondents rated their experiences with faculty, the majority were pleased with the fairness, accessibility, responsiveness, and teaching abilities of their professors. For example, respondents reported that all or most “professors treat me fairly” (92%), “professors take their responsibility to students seriously” (79%), “professors try hard to help students understand the course material” (73%), “professors are excellent classroom teachers” (64%), and “I feel that professors show concern for me as an individual” (62%). Encouragingly, very few responded that “it’s hard to get appointments to talk with professors about class” (8.2%) and “professors make me feel discouraged” (2.3%).
- ❖ Although respondents felt professors were accessible, a lower percentage of respondents reported that they knew professors well: “I know professors well enough to drop in and chat with them” (47%), “I know professors well enough to ask for a letter of recommendation” (39%).
- ❖ When differences among schools were examined, a notably lower proportion of IAPS students indicated that they know professors well enough to ask for recommendations (17%) compared to Business (34%) and Nursing (36%). IAPS and Business students also rated faculty teaching notably lower than respondents at the other schools.

### Experience with Courses (Table 8)

- ❖ Overall, the majority of respondents had positive experiences with the course content, academic advisement, and usage of technology in the classroom, although they responded less positively to questions concerning course scheduling and availability.
- ❖ In discussing course content, 93 percent of respondents strongly agreed or agreed that “most courses I have taken are interesting;” almost 90 percent reported “I am satisfied with content of courses within my major.” Approximately three-fourths of the respondents either strongly agreed or agreed that the “academic advisement provided to me is accurate and helpful;” “use of Blackboard in my coursework helps my learning” (74%); and “use of technology in the classroom facilitates my learning” (76%). Additionally, 41 percent of respondents strongly agreed or agreed with the statement, “I find my coursework difficult.”
- ❖ Approximately half of the respondents found course availability problematic as they strongly agreed or agreed with the following, “some courses I would like to take are not offered” (50%); “often space is not available in courses I want to take” (50%); and “often space is not available in courses

I am required to take" (41%). The majority of students also expressed concern with course scheduling with a high proportion indicating, "not enough courses offered at times when I can take them" (65%), and "required courses too often given at the same time" (57%).

- ❖ When comparing responses among schools, respondents in Business and IAPS indicated concerns about course scheduling: "not enough courses offered at times when I can take them" (82% & 78%, respectively), "required courses too often given at the same time" (74% & 71% respectively), "often space not available in courses I want to take" (62% & 57%, respectively) and "often space not available in courses I am required to take" (54% & 55%, respectively).
- ❖ In discussing academic advisement, respondents in IAPS in particular were not satisfied with their experiences. When asked if they strongly agreed or agreed that "academic advisement provided to me is accurate and helpful," less than half responded positively. Forty-two percent of respondents from Business also expressed concern with academic advising. General Studies and Social Work respondents were the most satisfied with their advising (92% & 89% respectively).

### Achieving Learning Goals (Table 9)

- ❖ Overwhelmingly, more than ninety percent of respondents reported that Adelphi contributed a great deal or moderately to their "knowledge of a particular field or discipline" (93%), and "critical thinking skills" (91%).
- ❖ Furthermore, more than 80 percent of respondents reported that Adelphi contributed a great deal or moderately to "learning independently" (88%); "obtaining a broad general education" (86%); "skills in analyzing and evaluating information" (86%); "research skills" (82%); "ability to locate information resources for research" (82%); and "writing skills" (81%).
- ❖ More than 75 percent of respondents responded positively about Adelphi's contribution to their "ability to get along with people from different backgrounds" (78%); "ethics and integrity" (78%); "presentation skills" (77%); "ability to work in teams" (75%); "awareness of community and global issues" (75%).
- ❖ Respondents were less positive about Adelphi's contributions to "mathematical skills" (45%); "art appreciation" (48%); "software used in my discipline" (54%); "technology skills" (55%), "negotiation skills" (63%); and "leadership skills" (63%).
- ❖ Respondents from the Schools of Education and Social Work rated Adelphi's contribution to the mathematical skills considerably lower than respondents at the other schools (12% and 15% respectively). Social Work respondents' rating of Adelphi's contribution to their "technology skills" (39%) and "software use in their discipline" (36%) were also notably lower than those of respondents at the other schools.

### Computer Usage and Skills (Table 10)

- ❖ The majority of respondents reported using computers very often or often "to complete homework assignments" (84%), "to conduct research via the internet or other on-line sources" (83%), and "on one's own" (86%). Two-thirds of the respondents reported using computers "to communicate with faculty."
- ❖ Fewer respondents reported using computer programs for class presentations (43%), or during class session (20%).
- ❖ Close to 60 percent of respondents showed an interest in taking courses via distance education. When comparing responses among schools/programs, respondents in University College showed

the most interest in taking courses via distance education (75%), followed by Nursing (70%), Business (61%), and Education (58%).

## **Social Activities at Adelphi (Tables 11, 12)**

### Campus Activities (Table 11)

- ❖ More than eighty-five percent of respondents lived off campus, either with family (64%) or in other private home/apartments (22%), while only 14 percent reported living in residence halls. Therefore, not surprisingly, the majority of respondents were not on campus on the weekends (64%). The highest proportions of respondents who live on campus were those from IAPS (22%) and the College of Arts & Sciences (21%).
- ❖ Respondents spent, on average, 8 hours per week studying on campus, and less than 6 hours socializing on campus.
- ❖ When asked in which co-curricular activities they frequently or occasionally participated, respondents noted special events (e.g., lectures, concerts, and plays) most often (50%), followed by academic clubs (31%), and community service/volunteer work (27%).
- ❖ As they have a higher proportion of respondents living in residence halls, it is not surprising that respondents from Arts & Sciences and IAPS were the most involved in clubs, social organizations and special events on campus. Almost half of the Education students (where the majority major in physical education) reported being involved with sports. The highest proportions involved in community service were from Education (46%) and Social Work (42%).

### Social Interaction (Table 12)

- ❖ Overwhelmingly, respondents reported that “Adelphi students are friendly” (91%), and “students help each other” (90%). In addition, respondents also thought “students from different racial/ethnic groups get along well here” (88%). However, 21 percent noted that, “I often feel out of place here”.

## **Financial Resources (Tables 13, 14)**

- ❖ More than two-thirds of respondents reported receiving financial aid for college expenses (70%); The five financial resources respondents used most often were Adelphi scholarship/grant (87%); family support or aid (85%); personal savings (82%); earning from school year employment (78%); and earning from summer employment (78%).
- ❖ In terms of the importance of each of the sources, respondents rated Adelphi scholarship/grant as the most important source (95%), followed by family support or aid (91%); federal loan (88%); state scholarship/grant (87%); and federal scholarship/grant (85%).
- ❖ Most of the respondents (91%) rated family support or aid as one of the most frequent and important financial resources. Therefore, not surprisingly, three quarters of respondents were financially dependent on parents either partially (34%) or fully (42%).
- ❖ Interestingly, while “earnings from employment” was noted as an important financial source, 34 percent of respondents indicated that they were not employed. Of those respondents who were employed, the majority were employed off campus (57%), and worked an average of 24 hours per week. General Studies had the highest proportion of respondents who were not employed (46%), while University College and Business respondents had the highest proportion of respondents who were employed (77% & 73% respectively).

## Overall Satisfaction (Table 15)

- ❖ Encouragingly, ninety percent of respondents reported being satisfied with Adelphi in general.
- ❖ With the exception of parking, the majority of respondents were pleased with various Adelphi services, offices, facilities, and overall college environment. Fifty-seven percent of respondents expressed dissatisfaction with parking and approximately one-third were also dissatisfied or very dissatisfied with the Post hall food store (32%), the cafeterias (28%), the Office of Student Financial services (30%), and their voice in college policies (31%).

## Trends: Comparison of 2000, 2003, & 2007 (Tables 16, 17, 18, 19, 20)

### Demographics (Table 16)

- ❖ Corresponding to the trend seen in Adelphi's undergraduate population, there is a decrease in the proportion of respondents who identified as white (69.3% in 2000; 64.9% in 2007). In contrast, the decline seen in the proportion of respondents who identified as Hispanic (9.1% in 2000 to 5.8% in 2007), does not correspond to Adelphi's undergraduate population (where the Hispanic population remained relatively constant).
- ❖ Corresponding to the trend seen in Adelphi's undergraduate population, there has been a significant increase in the percent of respondents from the School of Nursing (7.7% in 2000; 13.7 in 2003; 23.8 in 2007). Similarly, the number of respondents from University College has decreased (21.3% in 2000; 12.3% in 2003; 7.4% in 2007).
- ❖ A steady increase is seen in the percentage of respondents who were foreign born (from 12.6% in 2000 to 22.8% in 2007) and who speak languages other than English at home (from 21.5% in 2000 to 30.4% in 2007). Information on student place of birth is not available in Adelphi's data bases so a comparison to the student population is not possible.

### Attending Adelphi (Table 17)

- ❖ In 2000 and 2003, the top five reasons respondents noted as very important for choosing Adelphi were "it has the program I wanted;" "it offered financial aid;" "it accepted most or all of my transfer credits;" "academic reputation;" and "it is near my home." In 2007, "cost of attending," replaced "it is near my home" within the top five. The proportion selecting "academic reputation" steadily increased, growing from 40 percent in 2000, to 57 percent in 2003, to 64 percent in 2007. In addition, "cost of attending" has continued to gain prominence, increasing from 26 percent in 2000, to 44 percent in 2003, to 66 percent in 2007.
- ❖ Following an increase from 2000 to 2003 (79.9% to 84.3%), the percent who reported they would "very likely graduate from Adelphi without interruption" remained stable in 2007 (84.9%).
- ❖ Compared to prior years, the percentage of respondents who reported the highest degree they wanted to earn was a Master's degree declined from 57% in 2000 to 51% in 2007. However, the percentage of students planning on attaining a Professional degree almost doubled during that same time period (6.8% to 12.2%).

### Social Activities (Table 17)

- ❖ The percentage of respondents participating in community service/social action clubs and special events (e.g., lectures, concerts, plays) has increased gradually since 2000. The percentage of respondents participating in special events increased from 43 percent in 2000 to 50 percent in 2007; participation in community service increased from 19 percent in 2000 to 27 percent in 2007. All other co-curricular participation rates remained stable.
- ❖ As mentioned earlier, as in previous years, the majority of respondents are not on campus on weekends.
- ❖ In all survey years, respondents consistently view their social interaction with peers (e.g., Adelphi students are friendly) positively. Also, the proportion of respondents reporting "I often study with other Adelphi students" has increased (49% in 2000; 55% in 2007).

### Academic Experiences and Computer Use (Table 18)

- ❖ Respondents continue to report positively on their interactions with professors (e.g., professors treat me fairly, professors take their responsibility for their students seriously and professors try to help students understand course material).
- ❖ The majority consistently report that Adelphi met their initial academic expectations (93% in 2003 and 2007). Additionally, slightly more respondents thought that Adelphi contributed to their knowledge of a particular field or discipline (from 89% in 2003 to 93% in 2007).
- ❖ In discussing their coursework, the majority of respondents continue to report the courses they have taken were interesting and the course content within the major was satisfactory. Compared with previous years, the proportion of respondents who found the coursework they have taken difficult has continued to increase, although less than half of the respondents reported so (36% in 2000; 37% in 2003; 41% in 2007).
- ❖ Respondents are increasingly dissatisfied with course availability as the percentage of respondents who reported that space was not available in both desired and required courses increased. In 2000, 35 percent of respondents reported that space limitations prevented them from taking desired courses, while 50 percent said the same in 2007. For required courses, space limitations were a concern for 27 percent of respondents in 2000 and 41 percent in 2007.
- ❖ There is a steady increase in respondents indicating that Adelphi contributed to their research, mathematics, critical thinking and independent learning skills between 2003 and 2007 (these questions were not asked in 2000).
- ❖ The percentage of respondents who reported using computers on their own has gone up dramatically (35.3% in 2000 to 85.6% in 2007), as has the percentage of respondents who reported using a computer to complete homework assignments (37.9% in 2000 to 84% in 2007). The proportion reporting using computers during class sessions remained the same.

### Financial Resources (Tables 19a, 19b)

- ❖ Of the financial resources used to pay for college, only employer contributions have declined.

## Satisfaction with Services and Facilities (Table 20)

- ❖ Overall, 9 out of 10 respondents continue to be highly satisfied with Adelphi in general.
- ❖ Respondents' use of the services provided by the Computer Help Desk, Student Counseling, Career Development, Commuter Student Affairs, the Library, International Student Services, Child care Center and Disability Services increased over the years. In contrast, student's use of Multicultural Programs, and the Office of the registrar decreased slightly. In terms of satisfaction with Adelphi's various services, the proportion of respondents reporting satisfaction with the following services: Student Counseling, Career Development, Office of Registrar, Multicultural Programs, Disability Services, Residential Life, the Library, Child Activity Center, Computer Help Desk, and Public Safety has increased since 2000.
- ❖ For Adelphi's facilities, the proportion of respondents who reported using computer facilities, laboratory facilities, the University Center, cafeterias, food store, residence hall facilities, and athletic facilities has increased over time. In addition, respondents also showed increasing satisfaction with the residence halls and athletic facilities. Respondents reported higher levels of satisfaction with cafeterias and parking in 2007, after significant decreases in 2003 from 2000. On the other hand, the proportion of respondents satisfied with the general condition of buildings/grounds has been declining over time (93.7% in 2000 to 86.9% in 2007), and students' satisfaction with the restroom facilities remained similar to 2003, but lower than in 2000 (80% in 2000 vs. 73.6% in 2003).
- ❖ In discussing the college environment, the percent of respondents who participate in campus clubs, college sponsored social activities, cultural programs/activities, religious activities/programs, and student government has increased. In addition, the proportion of respondents who are satisfied with recreational/intramural programs, campus clubs, college sponsored social activities, cultural programs/activities, religious activities/programs, and student voice in college politics has increased as well.

**Representativeness of Sample**

**Table 1**

		<b>Respondents</b>	<b>Population<sup>1</sup></b>
<b>Total Number</b>		<b>827</b>	<b>4,973</b>
<b>Percent Women</b>		78.6	72.0
<b>Mean Age</b>		24.6	24.1
<b>Race/Ethnicity</b>	Asian	5.8	6.4
	Black	12.1	13.6
	Hispanic	5.9	7.9
	Native American	0.1	0.2
	White	54.2	49.6
	Other	1.3	1.2
	Unknown	17.0	17.1
	Non-Resident	3.5	3.9
<b>Percent Full-Time</b>		84.0	84.3
<b>Adelphi Schools</b>	Arts & Sciences	39.5	38.3
	Business	11.4	11.2
	Education	6.0	7.4
	IAPS	7.0	6.5
	Nursing	23.8	24.7
	Social Work	3.3	2.4
	University College	7.4	7.4
	General Studies	1.6	2.2
<b>Special Programs</b>	Honors College Program	7.7	5.7
	Learning Disabilities Program	1.2	2.8
<b>Enrollment Status</b>	New Freshmen	17.8	18.0
	New Transfers	11.7	11.5
	Continuing Students	70.5	70.5
<b>Class Level</b>	Freshman	23.7	27.8
	Sophomore	18.5	18.5
	Junior	23.7	24.1
	Senior	34.1	29.6
<b>Percent in Residence Halls</b>		14.1	22.9
<b>Course Location</b>	On campus (Garden City)	90.7	91.5
	Off campus	9.3	8.5
<b>Mean GPA by School</b>	Arts & Sciences	3.43	3.20
	Business	3.39	3.14
	Education	3.47	3.25
	IAPS	3.39	3.25
	Nursing	3.46	3.34
	Social Work	3.36	3.23
	University College	3.53	3.33
	General Studies	2.86	2.46
	Total GPA	3.43	3.23

<sup>1</sup> All undergraduate students enrolled in Fall 2007 were included, except for the non-degree students.

**Demographics**  
**Table 2**

	<b>Arts and Sciences</b>	<b>Business</b>	<b>Education</b>	<b>IAPS</b>	<b>Nursing</b>	<b>Social Work</b>	<b>University College</b>	<b>General Studies</b>	<b>Total</b>
<b>Number of respondents</b>	<b>327</b>	<b>94</b>	<b>50</b>	<b>58</b>	<b>197</b>	<b>27</b>	<b>61</b>	<b>13</b>	<b>827</b>
<b>Percent female</b>	75.8	61.7	70.0	82.8	88.3	85.2	86.9	84.6	78.6
<b>Mean age</b>	20.4	21.3	21.9	21.3	30.5	29.9	38.0	18.3	24.6
<b>Race/Ethnicity (asked in survey)</b>									
Asian	7.0	11.1	0.0	1.8	13.2	8.0	9.1	7.7	8.3
Black	5.4	7.8	2.1	10.7	33.3	32.0	18.2	0.0	14.2
Hispanic	4.8	4.4	4.2	10.7	4.2	8.0	10.9	23.1	5.8
Native American/Alaskan Native	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
White, Non-Hispanic	75.6	68.9	91.7	69.6	42.9	48.0	54.5	53.8	64.9
Other	7.3	7.8	2.1	7.1	6.3	4.0	7.3	15.4	6.8
<b>Generation Status in US</b>									
Born outside the US	11.3	21.7	4.0	10.5	49.2	28.0	30.5	7.7	22.8
<i>Number of years living in US</i>	10.5	6.8	4.0	9.4	14.7	7.3	19.3	7.0	13.1
First generation in US	15.2	13.0	10.0	10.9	12.4	16.0	12.3	25.0	13.6
One parent from US	8.9	10.9	6.0	12.5	4.8	8.0	5.3	8.3	7.9
Both parents from US	66.5	54.3	80.0	67.9	33.7	48.0	57.9	58.3	57.0
<b>Percent speaking language other than English at home</b>	24.1	32.3	12.0	24.1	45.6	29.6	32.2	38.5	30.4
<b>Marital status</b>									
Never married	98.5	97.8	90.0	96.6	54.2	61.5	35.1	92.3	81.5
Married	0.3	1.1	10.0	3.4	31.3	26.9	40.4	0.0	12.2
Domestic partner	0.6	1.1	0.0	0.0	2.1	0.0	1.8	7.7	1.1
Divorced/separated	0.6	0.0	0.0	0.0	11.5	11.5	19.3	0.0	4.7
Widowed	0.0	0.0	0.0	0.0	1.0	0.0	3.5	0.0	0.5
<b>Religious affiliation</b>									
Roman Catholic	55.2	46.7	58.3	50.9	42.0	20.8	24.1	69.2	48.1
Eastern Orthodox	3.2	5.6	4.2	1.8	2.8	4.2	1.9	7.7	3.3
Protestant	7.0	4.4	6.3	14.5	15.5	0.0	9.3	0.0	9.0
Jewish	7.0	4.4	14.6	10.9	7.7	12.5	29.6	0.0	9.2
Islamic	2.5	4.4	0.0	0.0	0.0	0.0	0.0	0.0	1.5
Hindu	1.3	4.4	0.0	0.0	0.6	4.2	1.9	15.4	1.7
Buddhist	0.6	1.1	0.0	0.0	1.7	0.0	3.7	0.0	1.0
None	13.3	20.0	4.2	14.5	10.5	25.0	13.0	0.0	13.1
Other	9.8	8.9	12.5	7.3	19.3	33.3	16.7	7.7	13.1
<b>First Generation College Students<sup>1</sup></b>	13.1	27.8	16.3	14.0	31.8	30.4	36.2	33.3	21.9
<b>Father's Education</b>									
Postgraduate or professional degree	23.5	15.2	24.5	22.8	16.1	11.5	15.5	8.3	19.6
College graduate	30.2	20.7	32.7	26.3	22.2	7.7	10.3	25.0	24.8
Some college	19.0	23.9	14.3	21.1	16.7	30.8	19.0	33.3	19.5
High school graduate	20.3	28.3	22.4	22.8	23.3	23.1	34.5	16.7	23.3
Some high school	4.8	9.8	4.1	3.5	14.4	15.4	8.6	8.3	8.1
8th grade or less	2.2	2.2	2.0	3.5	7.2	11.5	12.1	8.3	4.6
<b>Mother's Education</b>									
Postgraduate or professional degree	20.1	14.3	26.5	8.6	15.9	12.5	20.0	7.7	17.6
College graduate	28.6	24.2	26.5	32.8	25.4	12.5	13.3	15.4	25.7
Some college	23.0	14.3	22.4	32.8	13.8	16.7	18.3	23.1	20.0
High school graduate	22.6	39.6	22.4	19.0	25.4	29.2	35.0	46.2	26.4
Some high school	4.1	5.5	0.0	1.7	12.2	20.8	6.7	7.7	6.5
8th grade or less	1.6	2.2	2.0	5.2	7.4	8.3	6.7	0.0	3.9

<sup>1</sup> First-generation college students are students whose parents did not have any college experience.

**Attending Adelphi**  
**Table 3: Reasons for Attending by School**

	Arts and Sciences	Business	Education	IAPS	Nursing	Social Work	University College	General Studies	Total
<b>Very important reasons for attending Adelphi</b>									
Academic reputation	54.1	53.8	64.0	69.0	77.6	74.1	76.3	84.6	64.0
Social reputation	19.3	22.8	18.0	19.0	32.8	33.3	11.7	15.4	22.6
Size of Adelphi	45.0	37.0	40.0	39.7	32.3	55.6	25.4	38.5	39.2
Cost of attending	68.4	67.4	58.0	57.9	66.8	55.6	62.1	61.5	65.6
It is near my home	50.2	55.9	54.0	53.4	52.3	59.3	55.0	38.5	52.2
A campus visit	34.3	25.8	26.0	20.7	28.9	16.7	12.3	23.1	28.3
My friends are going here	4.6	1.1	6.1	1.7	10.4	7.4	8.6	0.0	5.8
My parents/other relatives wanted me to come here	8.0	6.6	12.0	6.9	7.3	11.5	12.3	7.7	8.3
It has a program I wanted	67.5	51.6	92.0	72.4	95.9	80.8	78.3	61.5	75.4
I was offered financial aid	66.2	66.3	70.0	53.4	63.9	61.5	44.1	53.8	63.0
Graduates get good jobs	44.8	52.7	64.0	40.4	62.6	66.7	45.0	69.2	51.9
Adelphi accepted most or all of my transfer credits	45.4	50.6	55.1	50.9	75.3	80.0	67.2	38.5	56.6
A teacher or counselor advised me	18.8	22.0	28.0	14.0	28.5	19.2	29.8	38.5	22.8
Ranking in national magazine	11.5	12.4	16.3	8.6	20.6	7.7	7.4	30.8	13.8
I wanted to be in the New York City metropolitan area	35.0	27.3	46.9	37.5	37.8	30.8	38.6	41.7	35.9

**Attending Adelphi**  
**Table 4: Degree Plans by School**

	Arts and Sciences	Business	Education	IAPS	Nursing	Social Work	University College	General Studies	Total
<b>Very likely that you will</b>									
Graduate from Adelphi without interruption	84.4	87.5	91.8	80.0	86.2	80.8	81.7	76.9	84.9
Leave Adelphi temporarily before graduating	2.6	1.2	0.0	5.5	1.6	8.0	5.8	7.7	2.7
Transfer to another college before graduating	3.5	2.4	2.1	5.7	2.7	4.2	0.0	15.4	3.3
<b>Highest degree intended at Adelphi or elsewhere</b>									
Baccalaureate	27.7	31.9	24.0	17.9	40.0	7.4	36.2	23.1	30.0
Master's	50.3	58.2	52.0	42.9	43.2	81.5	55.2	53.8	50.6
Doctoral	4.7	1.1	4.0	7.1	3.7	0.0	3.4	0.0	3.9
Professional	11.9	5.5	20.0	32.1	11.6	11.1	3.4	0.0	12.2
Other	5.3	3.3	0.0	0.0	1.6	0.0	1.7	23.1	3.4

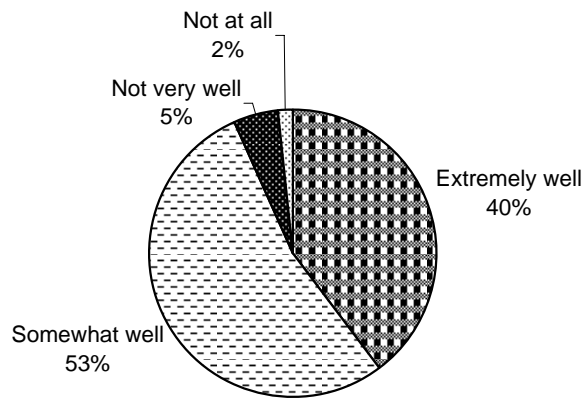
**Attending Adelphi**  
**Table 5: Student Difficulties**

	Arts and Sciences	Business	Education	IAPS	Nursing	Social Work	University College	General Studies	Total
<b>During past 12 months have you had problems with any of the following</b>									
Your health	19.4	18.0	8.3	25.9	12.6	14.8	12.1	0.0	16.3
Finding housing	7.5	6.7	8.3	9.3	3.7	3.7	3.4	8.3	6.2
Finding employment	16.0	14.6	16.7	25.9	10.5	22.2	10.3	0.0	14.8
Paying tuition	32.3	32.6	33.3	44.4	48.4	44.4	43.1	41.7	38.6
Paying other bills	25.2	24.7	29.2	31.5	38.4	48.1	22.4	16.7	29.5
Traveling to and from campus	20.7	25.8	33.3	25.9	18.4	29.6	22.4	25.0	22.4
Family crisis	18.4	18.0	20.8	20.4	20.5	18.5	19.0	16.7	19.2
Childcare	0.7	1.1	0.0	0.0	11.6	7.4	10.3	0.0	4.3

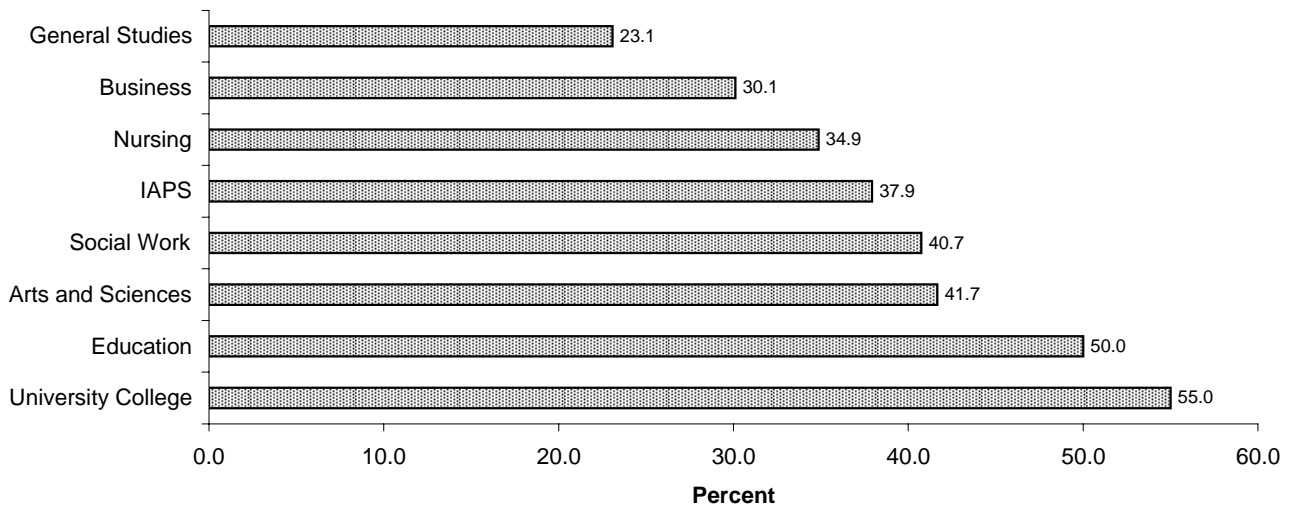
**Academic Experiences**  
**Table 6: Meeting Initial Expectations**

	Arts and Sciences	Business	Education	IAPS	Nursing	Social Work	University College	General Studies	Total
<i>How well have your initial academic expectations for Adelphi been met?</i>									
Extremely well	41.7	30.1	50.0	37.9	34.9	40.7	55.0	23.1	39.6
Somewhat well	52.5	63.4	44.0	55.2	55.4	51.9	43.3	76.9	53.8
Not very well	4.6	5.4	4.0	5.2	6.2	7.4	1.7	0.0	4.9
Not at all	1.2	1.1	2.0	1.7	3.6	0.0	0.0	0.0	1.7

**Initial Academic Expectations Met**

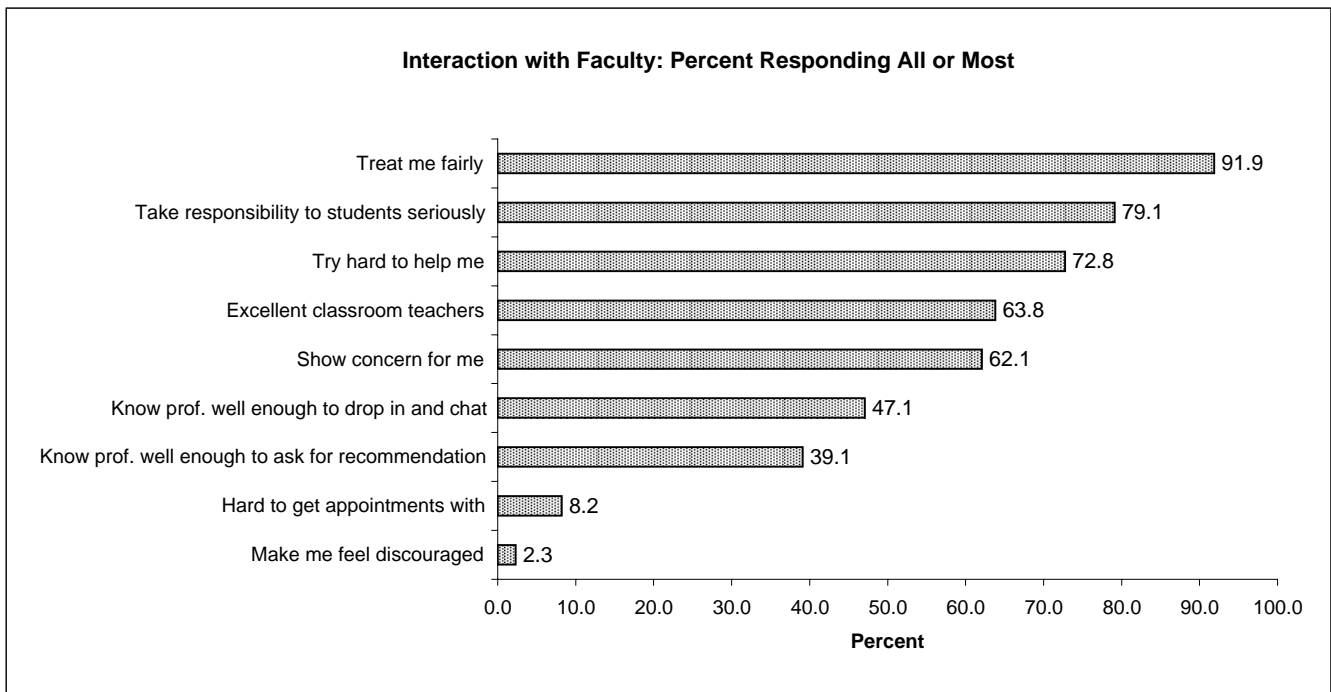


**Initial Academic Expectations Met Extremely Well by School**



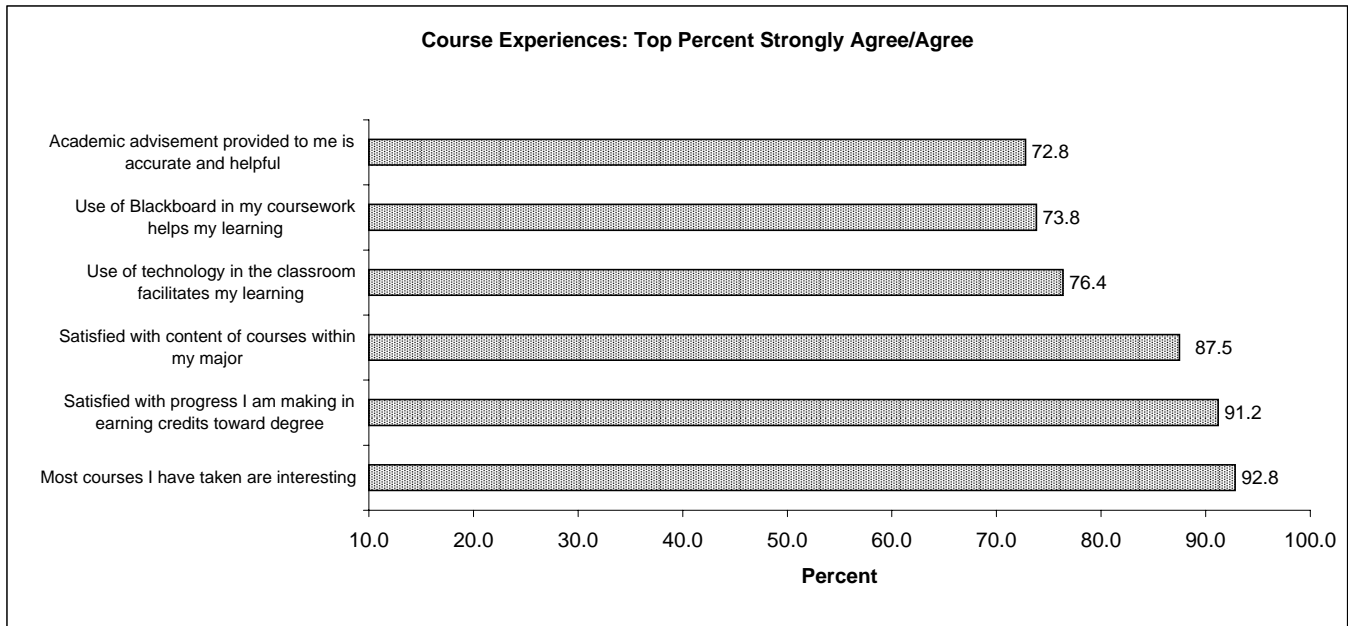
**Academic Experiences**  
**Table 7: Interaction with Faculty by Schools**

	Arts and Sciences	Business	Education	IAPS	Nursing	Social Work	University College	General Studies	Total
<b>Characteristics of all or most faculty</b>									
Professors treat me fairly	91.7	95.7	98.0	91.4	88.3	81.5	96.7	100.0	91.9
Know professors well enough to drop in and chat	50.3	50.0	64.0	37.9	34.5	55.6	55.9	53.8	47.1
Professors take responsibility to students seriously	80.1	71.7	96.0	70.7	75.6	69.2	95.0	76.9	79.1
Professors show concern for me as an individual	64.1	60.9	70.0	50.0	58.5	61.5	68.3	69.2	62.1
Hard to get appointments to talk with professors about class	8.3	5.4	16.0	6.9	9.8	7.7	1.8	7.7	8.2
Know professors well enough to ask for letter of recommendation	41.6	33.7	48.0	17.2	35.7	55.6	50.0	46.2	39.1
Professors try hard to help students understand course material	74.5	67.4	77.1	62.1	69.5	77.8	86.4	76.9	72.8
Professors make me feel discouraged	2.4	3.3	6.0	1.7	1.5	0.0	1.7	0.0	2.3
Professors are excellent classroom teachers	66.1	54.3	70.0	53.4	61.9	63.0	76.3	69.2	63.8



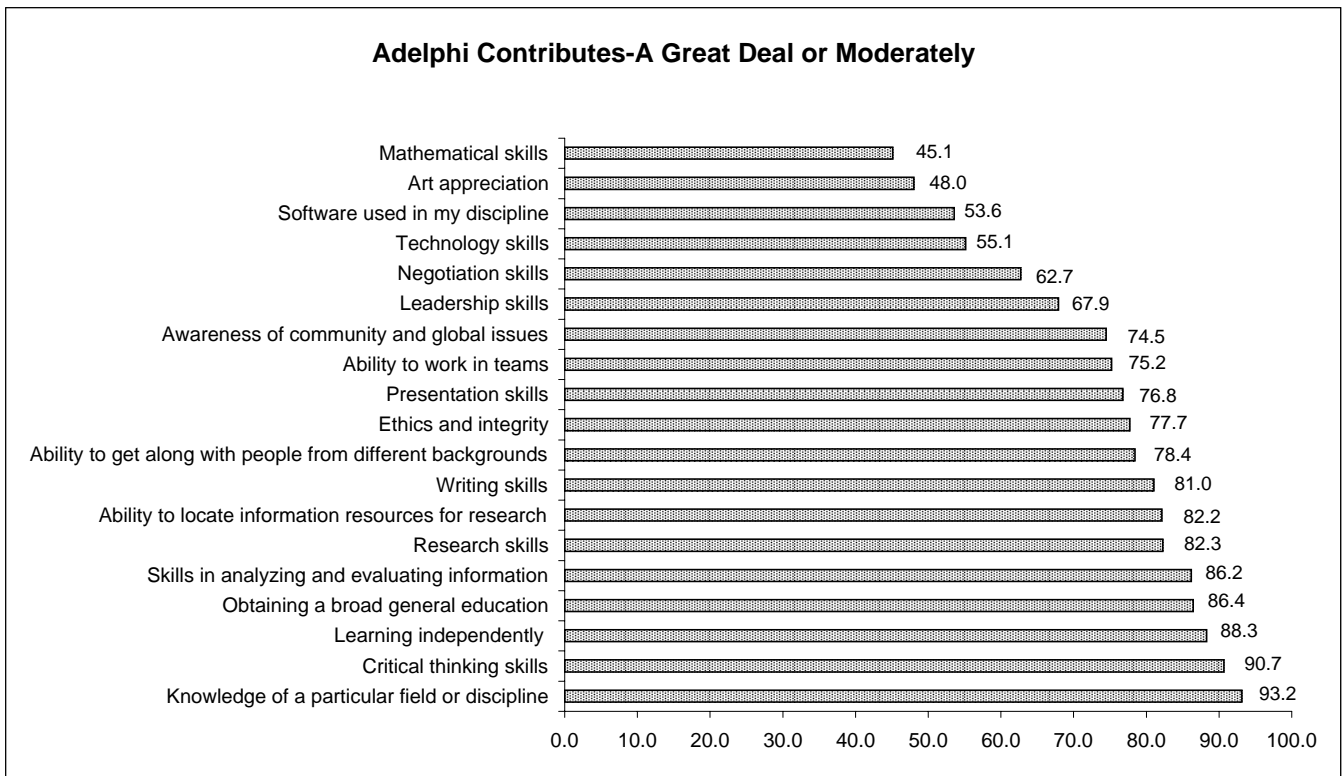
**Academic Experiences**  
**Table 8: Experience with Courses by School**

	Arts and Sciences	Business	Education	IAPS	Nursing	Social Work	University College	General Studies	Total
<i>% who strongly agree or agree with the following</i>									
Most courses I have taken are interesting	92.9	85.9	94.0	93.1	95.4	85.2	98.3	84.6	92.8
Not enough courses offered at times when I can take them	68.0	81.5	58.0	77.6	54.9	55.6	61.0	30.8	65.0
Some courses I would like to take not offered	60.6	55.4	46.0	65.5	31.3	30.8	42.1	46.2	50.1
Generally, I find my coursework difficult	41.5	35.9	36.0	41.4	48.7	33.3	29.3	61.5	41.4
Satisfied with content of courses within my major	83.3	82.6	90.0	94.8	93.8	92.6	89.8	69.2	87.5
Satisfied with progress I am making in earning credits toward degree	90.8	90.2	92.0	84.5	94.8	85.2	94.9	76.9	91.2
Often space not available in courses I want to take	52.3	62.0	38.0	56.9	51.0	40.7	25.4	23.1	49.8
Often space not available in courses I am required to take	37.0	53.8	24.5	55.2	47.4	22.2	25.9	30.8	40.5
Required courses too often given at the same time	59.3	73.6	38.0	70.7	56.3	44.0	36.2	30.8	57.1
Have flexibility to design my own program	71.0	65.2	56.0	66.7	65.8	63.0	67.8	76.9	67.5
Academic advisement provided to me is accurate and helpful	79.9	57.6	75.5	44.8	74.1	88.9	66.7	92.3	72.8
Use of Blackboard in my coursework helps my learning	66.5	75.0	68.0	60.3	92.2	70.4	70.7	76.9	73.8
Use of technology in the classroom facilitates my learning	72.2	75.0	68.0	72.4	91.8	63.0	70.4	61.5	76.4



**Academic Experiences**  
**Table 9: Achieving Learning Goals by School**

	Arts and Sciences	Business	Education	IAPS	Nursing	Social Work	University College	General Studies	Total
<i>% responding a great deal or moderately</i>									
Writing skills	84.4	79.3	76.0	79.3	72.4	92.6	91.7	92.3	81.0
Research skills	83.7	73.9	78.0	86.2	82.7	77.8	86.7	84.6	82.3
Negotiation skills	65.0	56.5	72.9	55.2	60.5	65.4	61.7	76.9	62.7
Mathematical skills	42.6	58.7	12.2	37.9	55.9	15.4	42.4	76.9	45.1
Technology skills	51.8	59.3	59.2	51.7	62.9	38.5	47.5	61.5	55.1
Software used in my discipline	52.1	55.6	59.2	50.0	60.2	36.0	40.7	61.5	53.6
Critical thinking skills	90.1	82.4	85.7	91.4	94.9	92.3	93.2	100.0	90.7
Learning independently	88.9	86.8	88.0	91.4	86.3	84.6	89.8	100.0	88.3
Art appreciation	59.4	34.4	40.0	55.2	33.7	38.5	53.4	69.2	48.0
Leadership skills	65.8	76.1	79.6	63.8	67.5	69.2	61.0	69.2	67.9
Ability to locate information resources for research	82.7	72.8	84.0	87.9	83.7	73.1	83.1	92.3	82.2
Skills in analyzing and evaluating information	87.1	80.4	85.7	87.7	87.2	80.8	86.7	92.3	86.2
Awareness of community and global issues	76.9	68.5	68.0	75.9	71.6	69.2	83.1	92.3	74.5
Knowledge of a particular field or discipline	92.9	93.5	96.0	94.8	92.9	92.3	93.3	84.6	93.2
Obtaining a broad general education	88.3	92.4	82.0	87.9	80.0	84.6	90.0	92.3	86.4
Ability to get along with people from different backgrounds	80.6	68.5	80.0	70.7	76.1	88.5	86.7	100.0	78.4
Ability to work in teams	70.5	76.1	84.0	63.8	83.2	76.0	73.3	91.7	75.2
Presentation skills	76.3	76.1	87.8	70.7	81.7	60.0	68.3	75.0	76.8
Ethics and integrity	76.0	73.9	78.0	74.1	80.9	84.6	78.0	100.0	77.7



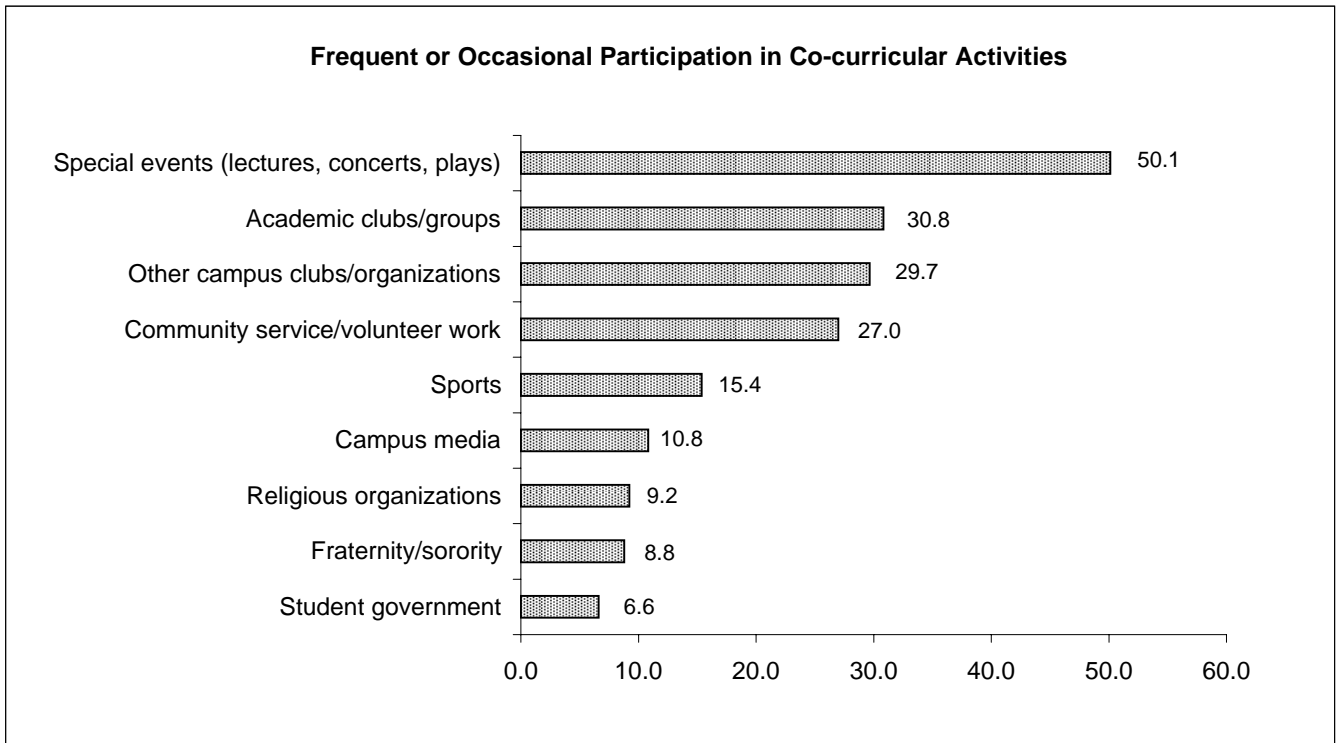
**Computer Usage and Skills**  
**Table 10: Computer Usage and Skills by School**

	<b>Arts and Sciences</b>	<b>Business</b>	<b>Education</b>	<b>IAPS</b>	<b>Nursing</b>	<b>Social Work</b>	<b>University College</b>	<b>General Studies</b>	<b>Total</b>
<b><i>% responding very often or often</i></b>									
Used computers during class session	18.5	24.7	12.0	19.0	25.8	11.5	11.7	0.0	19.5
Used computers to complete homework assignments	87.5	86.0	82.0	81.0	78.8	88.9	81.7	84.6	84.0
Used computers to conduct research via the Internet or other on-line sources	86.8	77.2	84.0	75.9	82.0	88.9	85.0	69.2	83.3
Used computer programs for class presentation	37.0	54.8	49.0	34.5	52.3	29.6	31.0	30.8	42.5
Used computers on one's own	91.1	93.5	87.5	82.8	75.9	81.5	80.0	76.9	85.6
Used computers to communicate with faculty	70.2	65.2	65.3	53.4	64.4	61.5	63.3	61.5	65.9
<b><i>Interest in taking courses via distance education</i></b>									
Very interested	19.6	28.0	26.0	15.5	36.5	18.5	33.3	0.0	25.3
Somewhat interested	33.1	33.3	32.0	27.6	33.3	25.9	41.7	38.5	33.2
Not too interested	24.8	18.3	24.0	37.9	17.2	22.2	16.7	53.8	23.0
Not at all interested	22.4	20.4	18.0	19.0	13.0	33.3	8.3	7.7	18.6

**Social Activities at Adelphi**  
**Table 11: Campus Activities by School**

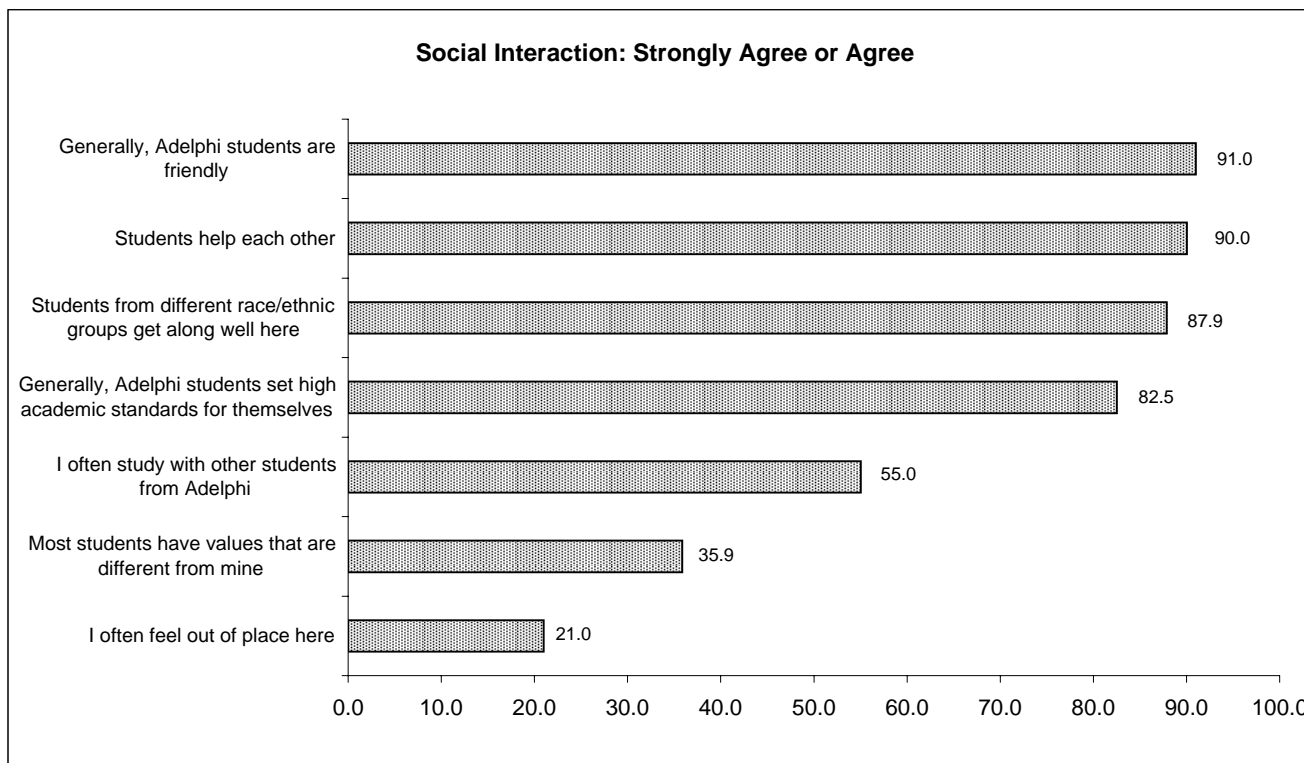
	Arts and Sciences	Business	Education	IAPS	Nursing	Social Work	University College	General Studies	Total
<b>Frequently or occasionally participate in co-curricular activities</b>									
Sports	16.9	20.9	46.0	15.5	8.2	7.4	1.7	7.7	15.4
Student government	7.1	8.9	6.0	3.4	6.1	11.1	3.4	7.7	6.6
Community service/volunteer work	33.4	28.6	46.0	27.6	15.8	42.3	3.4	23.1	27.0
Campus media	14.7	7.8	10.6	3.6	10.3	3.7	6.9	7.7	10.8
Academic clubs/groups	40.2	41.8	34.0	39.3	17.4	18.5	5.4	7.7	30.8
Religious organizations	11.4	11.0	6.0	17.5	4.6	7.4	3.6	16.7	9.2
Fraternity/sorority	9.7	13.3	14.0	8.8	5.6	7.4	1.8	15.4	8.8
Special events (lectures, concerts, plays)	66.8	44.4	50.0	56.9	32.3	33.3	24.6	61.5	50.1
Other campus clubs/organizations	39.3	30.8	32.0	36.2	16.7	30.8	10.3	23.1	29.7
<b>Residence</b>									
With family	69.2	77.2	62.0	70.7	53.1	59.3	36.7	83.3	63.5
Other private home, apartment or room	9.2	8.7	24.0	6.9	40.6	29.6	61.7	0.0	21.7
College residence halls/dorms	20.9	12.0	14.0	22.4	6.3	11.1	0.0	16.7	14.2
Other	0.6	2.2	0.0	0.0	0.0	0.0	1.7	0.0	0.6
<b>Hours outside class per week*</b>									
Studying on campus	8.3	7.3	5.6	7.7	9.7	6.1	2.3	10.1	7.8
Socializing on campus	7.8	5.8	6.7	6.2	2.6	4.5	0.3	5.4	5.5
Playing sports on campus	1.4	1.7	3.8	1.2	0.3	0.1	0.0	0.3	1.2
<b>On campus on weekends</b>									
No	58.5	66.3	66.0	67.2	69.2	63.0	62.7	69.2	63.6
Some weekends	28.3	21.7	22.0	17.2	22.6	14.8	33.9	23.1	24.9
Most weekends	13.2	12.0	12.0	15.5	8.2	22.2	3.4	7.7	11.5
<b>How do you get to campus?</b>									
Walk	11.3	9.8	4.1	12.5	3.2	3.8	0.0	7.7	7.7
Drive	77.4	79.3	91.8	76.8	74.6	53.8	89.5	69.2	77.8
Train	8.2	8.7	4.1	8.9	18.5	26.9	10.5	23.1	11.5
Bus	3.1	2.2	0.0	1.8	3.7	15.4	0.0	0.0	3.0

\* Includes respondents indicating 0 hours per week



**Social Activities at Adelphi**  
**Table 12: Social Interaction by School**

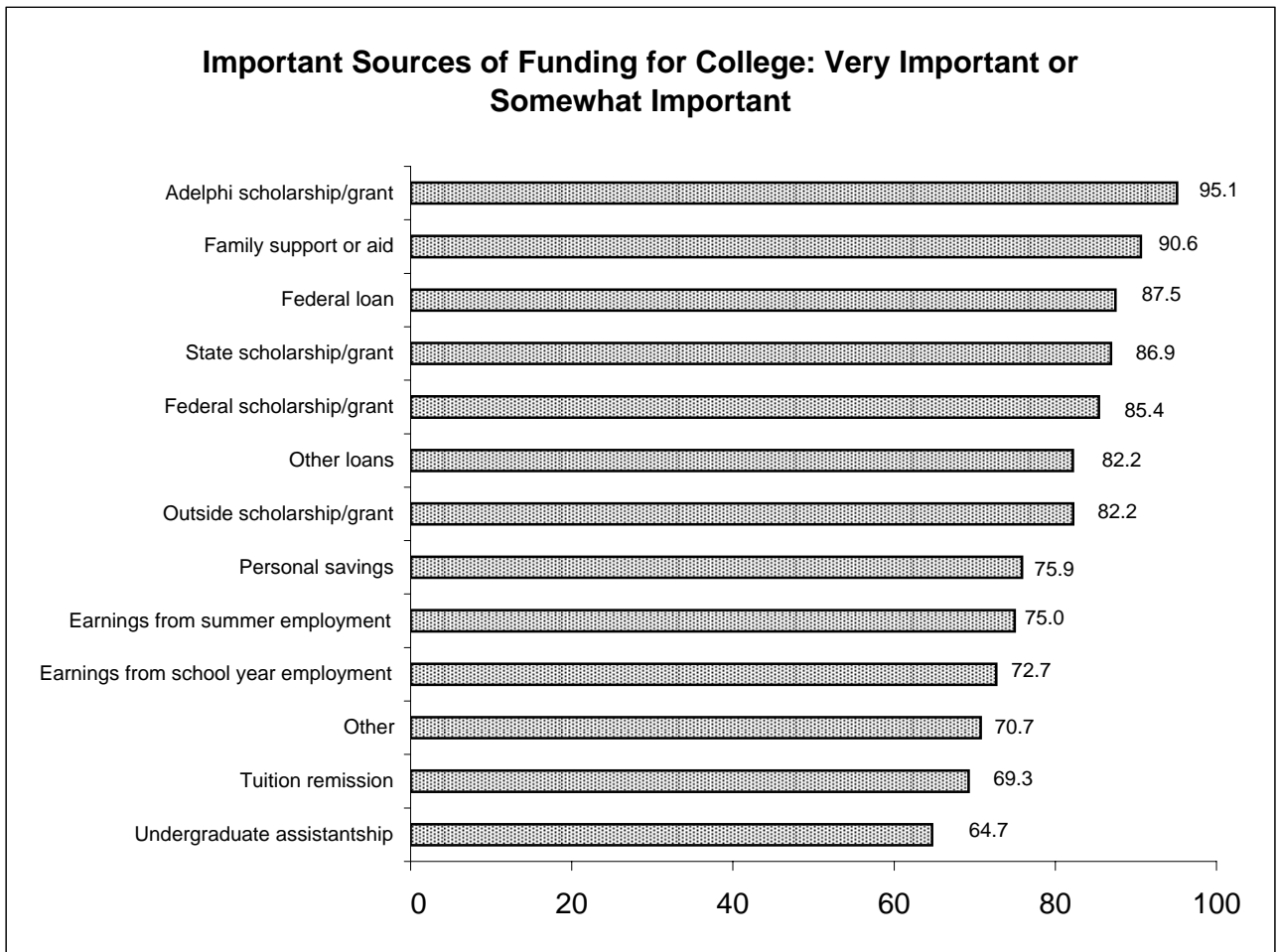
	Arts and Sciences	Business	Education	IAPS	Nursing	Social Work	University College	General Studies	Total
<i>% responding strongly agree or agree</i>									
Students help each other	90.8	92.3	96.0	93.1	86.7	81.5	86.9	100.0	90.0
Generally, Adelphi students are friendly	90.2	92.3	92.0	89.7	90.3	88.9	96.7	92.3	91.0
I often feel out of place here	21.1	19.8	22.4	20.7	22.1	25.9	16.7	15.4	21.0
Students from different race/ethnic groups get along well here	87.2	85.7	86.0	86.2	89.2	92.6	89.3	100.0	87.9
I often study with other students from Adelphi	54.0	48.9	53.1	43.9	65.6	59.3	42.1	69.2	55.0
Generally, Adelphi students set high academic standards for themselves	79.4	70.0	86.0	78.9	90.8	88.9	85.0	100.0	82.5
Most students have values that are different from mine	33.6	35.2	34.0	26.3	42.3	33.3	35.6	53.8	35.9



**Financial Resources**  
**Table 13: Important Sources of Funds**

	Very Important <sup>1</sup>	Somewhat Important <sup>1</sup>	Not Too Important <sup>1</sup>	Not At All Important <sup>1</sup>	% Used
Earnings from summer employment	52.1	22.8	15.1	10.0	77.8
Earnings from school year employment	51.2	21.5	17.4	10.0	78.0
Personal savings	47.6	28.2	13.9	10.2	81.8
Family support or aid	77.1	13.5	6.9	2.5	84.6
Employer contribution	37.2	19.8	22.6	20.4	45.4
Federal scholarship/grant	74.1	11.4	7.0	7.6	62.3
State scholarship/grant	73.3	13.6	6.7	6.4	70.6
Adelphi scholarship/grant	86.2	8.9	2.4	2.4	86.5
Outside scholarship/grant	61.2	21.0	9.2	8.6	58.4
Federal loan	75.5	12.0	4.9	7.7	71.4
Other loans	65.0	17.2	8.7	9.1	57.6
Tuition remission	47.2	22.0	17.1	13.7	41.0
Undergraduate assistantship	42.2	22.5	17.8	17.5	35.1
Other	58.5	12.2	19.5	9.8	20.7

<sup>1</sup> The information was based on students who had used the particular resource.



**Financial Resources**  
**Table 14: Financial Resources by School**

	Arts and Sciences	Business	Education	IAPS	Nursing	Social Work	University College	General Studies	Total
<b><i>Are you financially dependent on parents?</i></b>									
No	8.7	9.7	26.0	5.2	49.2	48.1	59.3	7.7	24.2
Yes, partially	37.6	41.9	34.0	53.4	23.3	33.3	11.9	30.8	33.5
Yes, fully	53.7	48.4	40.0	41.4	27.5	18.5	28.8	61.5	42.3
<b><i>Household income for last year</i></b>	\$81,383	\$68,705	\$86,068	\$129,256	\$60,703	\$54,895	\$69,680	\$51,632	\$76,134
<i>Number of people income supports</i>	4.0	3.8	3.4	3.9	3.4	3.3	3.2	3.3	3.7
<b><i>Percent not employed or only worked occasional jobs</i></b>									
	37.3	26.6	37.0	38.0	31.7	40.0	22.6	45.5	33.9
<b><i>Percent employed on campus</i></b>									
<i>Number of hours per week</i>	19.9	16.0	6.0	13.8	9.1	14.8	6.6	7.7	14.3
<b><i>Percent employed off campus</i></b>									
<i>Number of hours per week</i>	53.5	59.6	64.0	56.9	58.9	44.4	65.6	61.5	57.1
<i>Number of hours per week</i>	20.1	24.7	19.1	21.0	27.2	33.4	38.1	15.6	24.2
<b><i>Percent receiving financial aid toward college expenses</i></b>									
	72.9	67.4	54.0	73.7	69.9	74.1	59.3	84.6	69.7
<b><i>Percent receiving financial aid from Adelphi</i></b>									
	75.6	65.9	79.6	68.4	65.6	60.0	27.1	38.5	67.2

**Overall Satisfaction**  
**Table 15: Satisfaction with Facilities & Services**

	Very Satisfied <sup>1</sup>	Satisfied <sup>1</sup>	Dissatisfied <sup>1</sup>	Very Dissatisfied <sup>1</sup>	% Used
<b>Services</b>					
General admissions procedures	26.6	66.7	5.3	1.4	97.3
College catalogue/admissions publications	23.2	71.0	4.9	0.9	90.2
Course registration procedures	26.8	55.3	13.7	4.2	99.5
Academic advising	22.7	51.9	17.8	7.6	97.7
The Writing Center	23.5	65.8	8.5	2.2	56.5
The Learning Center	20.4	69.0	8.2	2.3	52.4
Library Services	30.6	64.7	3.5	1.2	91.7
Computer Help Desk	24.3	66.4	6.3	3.0	70.2
International Student Services	21.8	65.5	8.6	4.1	24.4
Public Safety	21.1	64.3	9.2	5.4	77.5
<b>Offices</b>					
Office of Student Financial Services	15.9	54.0	17.7	12.4	85.2
Office of AcademiServices & Student Retention	19.4	71.3	6.4	3.0	54.5
Student Counseling Center	22.3	69.4	6.2	2.1	36.0
Center for Career Development	23.3	65.6	8.7	2.4	52.5
Office of the Registrar	20.8	68.3	8.3	2.6	89.2
Office of Commuter Student Affairs	17.2	68.1	12.2	2.5	44.7
Center for Cross-Cultural Enrichment	16.9	74.4	7.0	1.7	21.4
Office of Disability Support Services	23.3	70.0	4.7	2.0	18.7
Office of Residential Life and Housing	14.3	62.9	12.2	10.6	30.7
Health Services Center	19.0	68.4	9.9	2.7	50.2
Child Activity Center	21.4	70.9	6.0	1.7	14.6
<b>Facilities</b>					
General condition of buildings and grounds	26.4	60.5	10.6	2.5	98.2
Classroom facilities	19.2	67.4	11.2	2.2	98.9
Laboratory facilities	19.6	68.7	9.4	2.3	68.6
Study areas	20.8	67.1	10.1	2.0	92.6
Library facilities (room, chairs, hours, etc.)	28.9	63.8	5.7	1.6	97.1
Computer facilities	30.1	64.2	4.8	0.9	94.8
University Center (UC)	25.4	62.2	8.6	3.8	94.3
Cafeterias/café	17.6	54.1	17.1	11.2	91.1
Residence hall facilities	15.8	62.8	16.1	5.3	42.6
Bookstore	21.8	64.0	11.3	2.8	95.9
Post Hall food store	13.6	54.7	20.0	11.7	75.4
Athletic facilities	15.4	62.6	16.0	6.0	47.7
Parking facilities	7.9	35.4	30.7	25.9	85.5
Restroom facilities	12.3	61.3	17.4	9.1	98.5
<b>College Environment</b>					
Recreational and intramural programs	21.2	69.9	7.0	2.0	42.8
Campus clubs	18.1	70.7	8.4	2.7	54.4
College sponsored social activities	15.7	68.8	12.7	2.8	58.3
Cultural programs and activities	19.6	71.5	7.4	1.6	63.9
Religious activities and programs	20.2	67.0	9.4	3.4	33.0
Student voice in college policies	9.9	59.1	23.2	7.7	44.6
Representation by student government	13.5	59.3	18.6	8.6	46.2
Safety on campus	27.4	63.5	7.6	1.6	85.1
<b>Satisfaction with Adelphi in general</b>	<b>24.4</b>	<b>65.2</b>	<b>8.5</b>	<b>1.8</b>	<b>98.0</b>

<sup>1</sup> The information was based on students who used the services.

**Comparison of 2000, 2003, and 2007 Undergraduate Respondents**  
**Table 16: Demographics**

	<b>2000 Undergraduates</b>	<b>2003 Undergraduates</b>	<b>2007 Undergraduates</b>
<b>Number of respondents</b>	<b>951</b>	<b>898</b>	<b>827</b>
<b>Percent female</b>	81.5	80.2	78.6
<b>Mean Age</b>	26.2	25.1	24.6
<b>Race/Ethnicity</b>			
Asian	4.5	5.8	8.3
Black	13.7	11.4	14.2
Hispanic	9.1	8.8	5.8
Native American/Alaskan Native	0.0	0.4	0.0
White, Non-Hispanic	69.3	71.1	64.9
Other	3.4	2.5	6.8
<b>Adelphi Schools</b>			
Arts & Sciences	32.5	41.9	39.5
Business	10.7	10.4	11.4
Education	14.4	5.6	6.0
IAPS	5.5	8.4	7.0
Nursing	7.7	13.7	23.8
Social Work	4.5	5.2	3.3
University College	21.3	12.3	7.4
General Studies	3.4	2.5	1.6
<b>Born outside the US</b>	12.6	17.8	22.8
<i>Number of years living in US</i>	13.4	13.5	13.1
First generation in US	12.0	14.6	13.6
One parent from US	8.9	9.1	7.9
Both parents from US	66.6	58.5	57.0
<b>Percent speaking language other than English at home</b>	21.5	25.1	30.4
<b>Father's Education</b>			
Postgraduate or professional degree	13.9	14.4	19.6
College graduate	19.2	20.1	24.8
Some college	22.1	20.5	19.5
High school graduate	30.8	27.8	23.3
Some high school	8.0	9.7	8.1
8th grade or less	6.0	7.5	4.6
<b>Mother's Education</b>			
Postgraduate or professional degree	12.4	14.1	17.6
College graduate	16.7	19.4	25.7
Some college	20.9	22.9	20.0
High school graduate	39.5	30.4	26.4
Some high school	5.9	6.8	6.5
8th grade or less	4.6	6.4	3.9

**Comparison of 2000, 2003, and 2007 Undergraduate Respondents**  
**Table 17: Attending Adelphi and Campus & Social Activities**

	2000 Respondents	2003 Respondents	2007 Respondents
<b>Very important reasons for attending Adelphi</b>	<i>% Responding Very Important</i>		
Academic reputation	40.3	57.0	64.0
Size of Adelphi	n/a	30.3	39.2
Cost of Attending (Relatively inexpensive)	26.2	44.2	65.6
Near home	44.3	50.3	52.2
Near job	19.1	22.7	n/a
Friends going here	1.7	2.7	5.8
Parents wanted me to go here	5.8	4.9	8.3
Has program I wanted	68.4	75.1	75.4
Offered financial aid	48.1	63.8	63.0
Accepted most/all of transfer credits	44.5	51.8	56.6
Teacher/counselor suggested it	10.0	9.3	22.8
Wanted to be in NYC metropolitan area	33.0	36.8	35.9
<b>Very Likely that you will</b>			
Graduate from Adelphi without interruption	79.9	84.3	84.9
Leave Adelphi temporarily before graduating	3.3	3.0	2.7
Transfer to another college before graduating	4.0	4.3	3.3
Leave college permanently	0.5	0.6	n/a
<b>Highest degree intended at Adelphi or elsewhere</b>			
Baccalaureate	20.2	31.9	30.0
Master's	57.3	54.8	50.6
Doctoral	13.4	8.7	3.9
Professional	6.8	3.7	12.2
Other	0.6	0.9	3.4
<b>Frequently or occasionally participate in co-curricular activities</b>			
Sports	14.4	14.4	15.4
Student government	6.8	6.1	6.6
Community service/social action clubs	19.2	20.9	27.0
Campus media	8.5	9.0	10.8
Religious organizations	7.6	7.2	9.2
Fraternity/sorority	8.9	6.1	8.8
Special events (lectures, concerts, plays)	43.1	47.1	50.1
<b>On campus on weekends</b>			
No	59.3	65.2	63.6
Some weekends	27.1	23.9	24.9
Most weekends	13.6	10.9	11.5
<b>Percent responding strongly agree or agree</b>			
Students help each other	86.7	92.7	90.0
Generally, Adelphi students are friendly	91.6	92.4	91.0
I often feel out of place here	17.1	17.2	21.0
Students from different race/ethnic groups get along well here	91.6	91.8	87.9
Adelphi students set high academic standards	83.4	83.7	82.5
I often study with other Adelphi students	48.8	50.5	55.0
Most students have values that are different from mine	33.5	36.5	35.9

**Comparison of 2000, 2003, and 2007 Undergraduate Respondents  
Table 18: Academic Experiences and Computer Use**

	<b>2000 Respondents</b>	<b>2003 Respondents</b>	<b>2007 Respondents</b>
<b>Characteristics of all or most faculty</b>			
Professors treat me fairly	90.7	90.5	91.9
Know professors well enough to drop in and chat	48.8	45.7	47.1
Professors take responsibility to students seriously	76.7	78.6	79.1
Professors show concern for me as an individual	63.4	61.0	62.1
Hard to get appointments to talk with professors about class	6.7	5.7	8.2
Know professors well enough to ask for letter of recommendation	37.8	34.2	39.1
Professors try hard to help students understand course material	69.4	71.5	72.8
Professors make me feel discouraged	3.2	2.0	2.3
Professors are excellent classroom teachers	61.0	61.7	63.8
<b>% who strongly agree or agree with the following</b>			
Most courses I have taken are interesting	92.9	91.6	92.8
Not enough courses offered at times when I can take them	65.9	70.8	65.0
Some courses I would like to take not offered at Adelphi	53.1	51.0	50.1
Generally, I find my coursework difficult	35.9	37.2	41.4
Satisfied with content of courses within my major	n/a	83.8	87.5
Satisfied with progress I am making in earning credits toward degree	90.2	91.2	91.2
Often space not available in courses I want to take	34.6	43.2	49.8
Often space not available in courses I am required to take	26.5	37.0	40.5
Required courses too often given at the same time	54.7	62.1	57.1
Have flexibility to design my own program	65.2	63.9	67.5
Academic advisement provided to me is accurate and helpful	74.5	70.6	72.8
<b>% reporting Adelphi met their initial academic expectations extremely or somewhat well</b>	n/a	93.2	93.4
<b>% responding Adelphi Contributes a great deal or moderately</b>			
Writing skills	n/a	80.6	81.0
Research skills	n/a	79.1	82.3
Mathematical skills	n/a	42.6	45.1
Critical thinking skills	n/a	83.4	90.7
Learning independently	n/a	84.6	88.3
Knowledge of a particular field or discipline	n/a	89.1	93.2
Ability to get along with people from different backgrounds	n/a	76.8	78.4
<b>% responding very often or often</b>			
Used computers during class session	20.8	21.6	19.5
Used computers to complete homework assignments	37.9	49.6	84.0
Used computers on own	35.3	44.9	85.6

**Comparison of 2000, 2003, and 2007 Undergraduate Respondents: Finance and Satisfaction**  
**Table 19a: Finance Resources Used**

	<b>2000 Respondents</b>	<b>2003 Respondents</b>	<b>2007 Respondents</b>
	<b>% Used</b>	<b>% Used</b>	<b>% Used</b>
Earnings from summer employment	76.7	74.2	77.8
Earnings from school year employment	80.1	77.3	78.0
Personal savings	79.2	79.8	81.8
Family support or aid	75.2	78.4	84.6
Employer contribution	49.5	41.7	45.4
Federal scholarship/grant	56.1	57.9	62.3
State scholarship/grant	59.8	67.4	70.6
Adelphi scholarship/grant	74.5	81.7	86.5
Outside scholarship/grant	47.5	51.1	58.4
Federal loan	67.9	70.0	71.4
Other loans	51.1	50.9	57.6
Tuition remission	37.5	36.9	41.0
Undergraduate assistantship	30.7	29.8	35.1

**Comparison of 2000, 2003, and 2007 Undergraduate Respondents: Finance and Satisfaction**  
**Table 19b: Importance of Finance Resources**

	<b>2000 Respondents</b>	<b>2003 Respondents</b>	<b>2007 Respondents</b>
	<b>% Very or somewhat important</b>	<b>% Very or somewhat important</b>	<b>% Very or somewhat important</b>
Earnings from summer employment	69.8	72.9	75.0
Earnings from school year employment	70.7	72.9	72.7
Personal savings	68.3	71.0	75.9
Family support or aid	87.1	89.8	90.6
Employer contribution	57.8	56.7	57.0
Federal scholarship/grant	82.6	89.3	85.4
State scholarship/grant	83.7	89.6	86.9
Adelphi scholarship/grant	92.4	95.8	95.1
Outside scholarship/grant	73.1	84.1	82.2
Federal loan	88.9	88.9	87.5
Other loans	78.1	82.0	82.2
Tuition remission	65.2	68.6	69.3
Undergraduate assistantship	51.7	56.5	64.7

**Comparison of 2000, 2003, and 2007 Undergraduate Respondents: Finance and Satisfaction**  
**Table 20: Satisfaction with Services and Facilities**

	2000 Respondents		2003 Respondents		2007 Respondents	
	% Used	% Satisfied or Very Satisfied	% Used	% Satisfied or Very Satisfied	% Used	% Satisfied or Very Satisfied
<b>Services/Programs/Offices</b>						
General admissions procedures	91.4	93.4	97.4	92.4	97.3	93.3
College catalogue/admissions publications	87.3	91.2	92.5	91.8	90.2	94.2
Course registration procedures	94.8	84.6	99.1	74.7	99.5	82.1
Financial aid services	77.8	66.5	86.4	71.3	85.2	69.9
Office of Academic Services & Student Retention	57.3	91.1	59.9	88.9	54.5	90.7
Academic Advising	93.3	78.2	96.5	73.9	97.7	74.6
Personal counseling services (Student counseling center)	25.7	88.5	31.3	83.0	36.0	93.6
Career planning & placement (Career Development)	39.3	82.4	46.9	72.5	52.5	88.9
Office of the Registrar	93.8	81.3	92.3	80.3	89.2	89.1
Office of Commuter Student Affairs	37.6	86.2	40.2	82.5	44.7	85.3
Multicultural programs (Cross-Cultural Enrichment)	24.2	82.8	27.4	83.9	21.4	91.3
Services for students with disabilities	15.5	81.6	15.7	85.6	18.7	93.3
Residence hall programs (Residential life)	27.0	72.2	27.3	70.0	30.7	77.2
Health services	50.1	88.9	44.9	82.3	50.2	87.4
Library services	85.6	90.9	86.1	92.2	91.7	95.3
Child Activity Center	9.3	82.1	10.9	77.1	14.6	92.3
Computer Help Desk	56.3	82.1	59.9	84.4	70.2	90.7
International student services	11.6	92.4	11.9	87.6	24.4	87.3
Campus security (Public Safety)	72.5	85.6	74.0	77.5	77.5	85.4
<b>Facilities</b>						
General condition of buildings/grounds	98.0	93.7	99.0	89.2	98.2	86.9
Classroom facilities	98.8	85.1	99.4	84.7	98.9	86.6
Laboratory facilities	61.1	87.4	62.1	87.5	68.6	88.3
Study areas	85.4	87.6	88.5	87.0	92.6	87.9
Library facilities	82.9	93.1	93.2	91.2	97.1	92.7
Computer facilities	81.4	94.8	88.3	92.2	94.8	94.3
University Center (UC)	85.1	89.1	90.7	86.1	94.3	87.6
Cafeterias/café	85.0	69.9	89.2	63.9	91.1	71.7
Residence hall facilities	33.8	66.2	34.3	71.9	42.6	78.6
Food store	56.4	63.1	64.1	54.2	75.4	68.3
Athletic facilities	34.7	74.3	35.3	74.0	47.7	78.0
Parking facilities	86.6	62.8	87.0	25.7	85.5	43.3
Restroom facilities	96.8	80.0	98.0	73.0	98.5	73.6
<b>College Environment</b>						
Recreational/intramural programs	40.3	85.8	40.3	86.9	42.8	91.1
Campus clubs	n/a	n/a	44.0	82.8	54.4	88.8
College sponsored social activities	49.1	76.2	48.6	80.7	58.3	84.5
Cultural programs/activities	51.6	87.8	53.3	89.8	63.9	91.1
Religious activities/programs	22.6	79.9	24.4	80.9	33.0	87.2
Student voice in college politics	41.7	61.7	41.3	61.5	44.6	69.0
Representation by student government	39.3	73.7	37.2	72.2	46.2	72.8
Safety on campus	86.3	93.8	86.9	87.8	85.1	90.9
<b>Satisfaction with Adelphi in general</b>		<b>89.6</b>		<b>87.6</b>		<b>89.6</b>

# Adelphi University

## *Undergraduate Student Experience Survey*

Dear Student:

Adelphi University needs your help in an important study designed to improve its services for its students. This questionnaire asks you about your college experiences—with courses, professors, financial aid, social activities, college facilities, and other aspects of college life. As a participant, you will have a chance to win one of several Apple iPods.

Please complete this questionnaire as soon as possible and return it in the enclosed postage-paid envelope. If you prefer filling out this questionnaire online, it is available at <http://administration.adelphi.edu/orap/survey/undergraduate>. Enter the number found on the bottom right of this page when prompted for your identification number.

Completing this survey should take approximately 15 minutes. Your responses are confidential, whether you answer by mail or on the web, and the information you provide will only be presented as summary statistics. Please contact the Office of Research, Assessment and Planning at (516) 877-3233 or [orap@adelphi.edu](mailto:orap@adelphi.edu) if you have any questions. If you want to view the results of this, or our other surveys, please visit us at <http://administration.adelphi.edu/orap/>. The results of this survey will be available in the late spring.

Your help is greatly appreciated.

Nava Lerer, Ph.D.  
Director

**1. How important to you was each of the following reasons for attending Adelphi? (Mark one for each item.)**

	Very Important	Somewhat Important	Not Too Important	Not At All Important
Academic reputation	(A)	(B)	(C)	(D)
Social reputation	(A)	(B)	(C)	(D)
Size of Adelphi	(A)	(B)	(C)	(D)
Cost of attending	(A)	(B)	(C)	(D)
It is near my home	(A)	(B)	(C)	(D)
A campus visit	(A)	(B)	(C)	(D)
My friends are going here	(A)	(B)	(C)	(D)
My parents/other relatives wanted me to come here	(A)	(B)	(C)	(D)
It has a program I wanted	(A)	(B)	(C)	(D)
I was offered financial aid	(A)	(B)	(C)	(D)
Graduates get good jobs	(A)	(B)	(C)	(D)
Adelphi accepted most or all of my transfer credits	(A)	(B)	(C)	(D)
A teacher or counselor advised me	(A)	(B)	(C)	(D)
Ranking in national magazine	(A)	(B)	(C)	(D)
I wanted to be in the New York City metropolitan area	(A)	(B)	(C)	(D)
Other (Please specify) _____	(A)	(B)	(C)	(D)

2. What is the highest degree that you intend to earn (at Adelphi or elsewhere)?

- (A) Baccalaureate degree (B.A., B.S., B.B.A., B.S.W., etc.)      (C) Doctoral degree (Ph.D., Ed.D., D.S.W., etc.)  
 (B) Master's degree (M.A., M.S., M.B.A., M.S.W., etc.)      (D) Professional degree (medicine, law, etc.)  
 (E) Other (*Please specify.*) \_\_\_\_\_

3. How likely is it that you will: (*Mark one for each item.*)

	Very Likely	Somewhat Likely	Not Too Likely	Not At All Likely
Graduate from Adelphi without interruption	(A)	(B)	(C)	(D)
Leave Adelphi temporarily before graduating	(A)	(B)	(C)	(D)
Transfer to another college before graduating	(A)	(B)	(C)	(D)

4. Please indicate your level of agreement with the following statements *about Adelphi*. (*Mark one for each item.*)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Students help each other.	(A)	(B)	(C)	(D)
Generally, Adelphi students are friendly.	(A)	(B)	(C)	(D)
I often feel out of place here.	(A)	(B)	(C)	(D)
Students from different racial-ethnic groups get along well here.	(A)	(B)	(C)	(D)
I often study with other students from Adelphi.	(A)	(B)	(C)	(D)
Generally, Adelphi students set high academic standards for themselves.	(A)	(B)	(C)	(D)
Most students here have values that are different from mine.	(A)	(B)	(C)	(D)

5. How often do you participate in the following co-curricular activities at Adelphi? (*Mark one for each item.*)

	Frequently	Occasionally	Rarely	Never
Sports	(A)	(B)	(C)	(D)
Student government	(A)	(B)	(C)	(D)
Community service/volunteer work	(A)	(B)	(C)	(D)
Campus media	(A)	(B)	(C)	(D)
Academic clubs/groups	(A)	(B)	(C)	(D)
Religious organizations	(A)	(B)	(C)	(D)
Fraternity/sorority	(A)	(B)	(C)	(D)
Special events (e.g., lectures, concerts, movies, plays)	(A)	(B)	(C)	(D)
Other campus clubs/organizations	(A)	(B)	(C)	(D)
Other ( <i>Please specify.</i> ) _____	(A)	(B)	(C)	(D)

6. Based on your experience with professors at Adelphi, please indicate whether each of the following statements is true of *all* professors, *most* professors, *some* professors, *few* professors or *no* professors. (Mark one for each item.)

	All	Most	Some	Few	None
Professors treat me fairly.	(A)	(B)	(C)	(D)	(E)
I know professors well enough to drop in and chat with them.	(A)	(B)	(C)	(D)	(E)
Professors take their responsibility to students seriously.	(A)	(B)	(C)	(D)	(E)
I feel that professors show concern for me as an individual.	(A)	(B)	(C)	(D)	(E)
It's hard to get appointments to talk with professors about class.	(A)	(B)	(C)	(D)	(E)
I know professors well enough to ask for a letter of recommendation.	(A)	(B)	(C)	(D)	(E)
Professors try hard to help students understand the course material.	(A)	(B)	(C)	(D)	(E)
Professors make me feel discouraged.	(A)	(B)	(C)	(D)	(E)
Professors are excellent classroom teachers.	(A)	(B)	(C)	(D)	(E)

7. How much has your experience at Adelphi contributed to your academic and personal growth in each of the following? (Mark one for each item.)

	A Great Deal	Moderately	Not Much	Not At All
Writing skills	(A)	(B)	(C)	(D)
Research skills	(A)	(B)	(C)	(D)
Negotiation skills	(A)	(B)	(C)	(D)
Mathematical skills	(A)	(B)	(C)	(D)
Technology skills	(A)	(B)	(C)	(D)
Software used in my discipline	(A)	(B)	(C)	(D)
Critical thinking skills	(A)	(B)	(C)	(D)
Learning independently	(A)	(B)	(C)	(D)
Art appreciation	(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)
Awareness of community and global issues	(A)	(B)	(C)	(D)
Knowledge of a particular field or discipline	(A)	(B)	(C)	(D)
Obtaining a broad general education	(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)

8. Based on your academic experiences at Adelphi, please indicate your level of agreement with the following statements. (Mark one for each item.)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Most courses I have taken are interesting.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Not enough courses are offered at times when I can take them.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Some courses I would like to take are not offered at Adelphi.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Generally, I find my coursework difficult.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
I am satisfied with the content of courses within my major.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Overall, I am satisfied with the progress I am making in earning credits toward my degree.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Often space is not available in courses I <i>want</i> to take.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Often space is not available in courses I am <i>required</i> to take.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Required courses are too often given at the same time causing scheduling conflicts.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
I have flexibility to design my own program.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
The academic advisement provided to me is accurate and helpful.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
The use of Blackboard in my coursework helps my learning.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
The use of technology in the classroom facilitates my learning (e.g., podcasting, clickers, multimedia technology, smart boards, PDAs (Nursing), etc.).	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

9. During the past 12 months have you had problems with any of the following? (Mark all that apply.)

- |                                            |                                                                                                  |
|--------------------------------------------|--------------------------------------------------------------------------------------------------|
| <input type="radio"/> A Your health        | <input type="radio"/> E Paying other bills                                                       |
| <input type="radio"/> B Finding housing    | <input type="radio"/> F Traveling to and from campus                                             |
| <input type="radio"/> C Finding employment | <input type="radio"/> G Family crisis (e.g., death, divorce, substance abuse, domestic violence) |
| <input type="radio"/> D Paying tuition     | <input type="radio"/> H Childcare                                                                |

10. Are you financially dependent on your parent(s)/guardian(s)?

- A No                       B Yes, partially                       C Yes, fully

11. Please estimate your total household income for last year. Consider income from all sources before taxes and round to the nearest thousand (e.g., \$21,000, \$45,000, \$75,000). \_\_\_\_\_

12. How many people does this income support? \_\_\_\_\_

13. Please indicate the average number of hours you are employed per week. (Mark all that apply & indicate hours.)

- A I am not employed or only work occasional jobs.
- B I am employed *on* campus.                      Number of hours per week \_\_\_\_\_
- C I am employed *off* campus.                      Number of hours per week \_\_\_\_\_

14. Do you receive any financial aid towards your college expenses?

- A No                       B Yes

15. Do you receive any financial aid from Adelphi?

- A No                       B Yes



22. Please indicate your level of satisfaction with the following services, offices, facilities, and overall environment at Adelphi. If you have not used one of the following, mark "does not apply." (Mark one for each item.)

<i>Services</i>	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does Not Apply
General admissions procedures	(A)	(B)	(C)	(D)	(E)
College catalogue/admissions publications	(A)	(B)	(C)	(D)	(E)
Course registration procedures	(A)	(B)	(C)	(D)	(E)
Academic advising	(A)	(B)	(C)	(D)	(E)
The Writing Center	(A)	(B)	(C)	(D)	(E)
The Learning Center	(A)	(B)	(C)	(D)	(E)
Library services	(A)	(B)	(C)	(D)	(E)
Computer Help Desk	(A)	(B)	(C)	(D)	(E)
International Student Services	(A)	(B)	(C)	(D)	(E)
Public Safety	(A)	(B)	(C)	(D)	(E)

<i>Offices</i>	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does Not Apply
Office of Student Financial Services	(A)	(B)	(C)	(D)	(E)
Office of Academic Services & Student Retention	(A)	(B)	(C)	(D)	(E)
Student Counseling Center	(A)	(B)	(C)	(D)	(E)
Center for Career Development	(A)	(B)	(C)	(D)	(E)
Office of the Registrar	(A)	(B)	(C)	(D)	(E)
Office of Commuter Student Affairs	(A)	(B)	(C)	(D)	(E)
Center for Cross-Cultural Enrichment	(A)	(B)	(C)	(D)	(E)
Office of Disability Support Services	(A)	(B)	(C)	(D)	(E)
Office of Residential Life and Housing	(A)	(B)	(C)	(D)	(E)
Health Services Center	(A)	(B)	(C)	(D)	(E)
Child Activity Center	(A)	(B)	(C)	(D)	(E)

<i>Facilities</i>	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does Not Apply
General condition of buildings and grounds	(A)	(B)	(C)	(D)	(E)
Classroom facilities	(A)	(B)	(C)	(D)	(E)
Laboratory facilities	(A)	(B)	(C)	(D)	(E)
Study areas	(A)	(B)	(C)	(D)	(E)
Library facilities (room, chairs, hours, etc.)	(A)	(B)	(C)	(D)	(E)
Computer facilities	(A)	(B)	(C)	(D)	(E)
University Center (UC)	(A)	(B)	(C)	(D)	(E)
Cafeterias/café	(A)	(B)	(C)	(D)	(E)
Residence hall facilities	(A)	(B)	(C)	(D)	(E)
Bookstore	(A)	(B)	(C)	(D)	(E)
Post Hall food store	(A)	(B)	(C)	(D)	(E)
Athletic facilities	(A)	(B)	(C)	(D)	(E)
Parking facilities	(A)	(B)	(C)	(D)	(E)
Restroom facilities	(A)	(B)	(C)	(D)	(E)

**College Environment**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does Not Apply
Recreational and intramural programs	(A)	(B)	(C)	(D)	(E)
Campus clubs	(A)	(B)	(C)	(D)	(E)
College sponsored social activities	(A)	(B)	(C)	(D)	(E)
Cultural programs and activities (e.g., concerts, plays, lectures, etc.)	(A)	(B)	(C)	(D)	(E)
Religious activities and programs	(A)	(B)	(C)	(D)	(E)
Student voice in college policies	(A)	(B)	(C)	(D)	(E)
Representation by student government	(A)	(B)	(C)	(D)	(E)
Safety on campus	(A)	(B)	(C)	(D)	(E)
<b>22a. Please indicate your level of satisfaction with Adelphi in general.</b>	(A)	(B)	(C)	(D)	(E)

23. How well have your initial *academic* expectations for Adelphi been met?

- |                |               |               |            |
|----------------|---------------|---------------|------------|
| Extremely well | Somewhat well | Not very well | Not at all |
| (A)            | (B)           | (C)           | (D)        |

24. How do you get to campus? (*Choose the one you use most often.*)

- |      |       |       |     |
|------|-------|-------|-----|
| Walk | Drive | Train | Bus |
| (A)  | (B)   | (C)   | (D) |

25. What is your current marital status?

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

26. What is your current religious preference or affiliation?

- |                      |             |                                           |
|----------------------|-------------|-------------------------------------------|
| (A) Roman Catholic   | (D) Jewish  | (G) Buddhist                              |
| (B) Eastern Orthodox | (E) Islamic | (H) None                                  |
| (C) Protestant       | (F) Hindu   | (I) Other ( <i>Please specify</i> ) _____ |

27. What is your race-ethnicity?

- |                             |                                           |
|-----------------------------|-------------------------------------------|
| (A) Asian /Pacific Islander | (D) Native American/Alaskan Native        |
| (B) Black, Non-Hispanic     | (E) White, Non-Hispanic                   |
| (C) Hispanic                | (F) Other ( <i>Please specify</i> ) _____ |

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

- |                                                                                 | You | Mother | Father |
|---------------------------------------------------------------------------------|-----|--------|--------|
| Born in the United States (excluding Puerto Rico and U.S. territories).         | (A) | (B)    | (C)    |
| Born outside of the United States (including Puerto Rico and U.S. territories). | (A) | (B)    | (C)    |

28a. If you were born outside of the U.S., how many years have you lived in the U.S.? \_\_\_\_\_

29. Do you speak a language other than English at home?

- (A) No                      (B) Yes

30. How much formal education do/did your parents have? *(Mark the highest level attained.)*

	Mother	Father
Postgraduate or professional degree	<input type="radio"/> A	<input type="radio"/> A
College graduate	<input type="radio"/> B	<input type="radio"/> B
Some college	<input type="radio"/> C	<input type="radio"/> C
High school graduate	<input type="radio"/> D	<input type="radio"/> D
Some high school	<input type="radio"/> E	<input type="radio"/> E
8 <sup>th</sup> grade or less	<input type="radio"/> F	<input type="radio"/> F

31. We are very interested in any additional comments you might have. Please include them below.

**Thank you for your participation in this study. Please place the questionnaire in the return envelope and mail it as soon as possible.**

# Comparison of Commuter and Residential Students

Fall 2007



# Student Experience Survey

## Comparison of Commuter and Residential Students

### 2007-2008 Results

Of the 827 undergraduate degree-seeking students who responded to the 2007-2008 Student Experience Survey, 86 percent (n=710) were commuter students and 14 percent (n=117) were residential students.<sup>1</sup> In an effort to assess the collegiate experiences of these two groups, responses were compared on several key items.

### **Co-Curricular Participation: Percent Indicating 'Frequently' or 'Occasionally'**

The proportions of commuter students participating in co-curricular activities are considerably lower than residential students. Yet, students from both groups participated most often in special events, academic clubs, community service, and sports, in that order.

	Commuter		Residential	
Total	710		117	
Sports	85	12.0%	41	35.0%
Student Government	38	5.3%	16	13.7%
Community Service	167	23.5%	53	45.3%
Campus Media	66	9.3%	22	18.8%
Academic clubs	188	26.5%	63	53.8%
Religious organizations	46	6.5%	29	24.8%
Fraternity/Sorority	57	8.0%	14	12.0%
Special events (lectures, concerts, movies, plays)	312	43.9%	95	81.2%

### **Satisfaction with Services, Offices, Facilities, and College Environment**

Students were asked to indicate their level of satisfaction with various University services, offices, facilities, and programs. All calculations are based on those students who utilized the particular services, offices, facilities, or programs.

### **Services: Percent Indicating 'Very Satisfied' or 'Satisfied'**

Commuter students were slightly more satisfied with services than were residential students (with the exception of academic advising which was identical). Both commuter and residential students were most satisfied with the Library and the Computer Help Desk and were less satisfied with academic advising and course registration procedures.

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<sup>1</sup> In fall 2007, Adelphi's undergraduate student population was 78 percent commuter and 22 percent residential.

	Commuter		Residential	
Course registration procedures	573	82.6%	92	79.3%
Academic advising	509	74.5%	87	75.0%
Writing Center	345	89.8%	65	86.7%
Learning Center	318	89.6%	63	88.7%
Library services	606	95.7%	102	92.7%
Computer Help Desk	436	91.0%	80	88.9%
International Student Services	148	87.6%	24	85.7%
Public Safety	449	86.2%	89	81.7%

Percentages based on those who utilized the service.

### Offices: Percent Indicating 'Very Satisfied' or 'Satisfied'

Residential students expressed less satisfaction with Health Services and Student Financial Services than did commuter students (10.5% and 5.3% differences respectively). They were slightly more satisfied with the Office of Disability Support Services and the Center for Cross-Cultural Enrichment (although the numbers are small).

	Commuter		Residential	
Office of Student Financial Services	421	70.6%	62	65.3%
Office of Academic Services & Student Retention	336	90.3%	62	92.5%
Student Counseling Center	224	91.8%	43	91.5%
Center for Career Development	307	89.0%	70	88.6%
Office of the Registrar	554	88.6%	93	92.1%
Center for Cross-Cultural Enrichment	132	90.4%	25	96.2%
Office of Disability Support Services	117	92.1%	23	100.0%
Health Services Center	277	89.9%	77	79.4%

Percentages based on those who utilized the service.

### Facilities: Percent Indicating 'Very Satisfied' or 'Satisfied'

With the exception of parking, the majority of commuters were satisfied with all facilities specified (ranging from 74% to 94%), while residential students were less satisfied with all other facilities specified. Residential students were especially dissatisfied with the cafeterias/café, the Post Hall food store, University Center, athletic facilities, and restroom facilities, rating them notably lower than commuter students.

	Commuter		Residential	
General condition of buildings and grounds	609	88.6%	88	76.5%
Classroom facilities	600	87.0%	99	84.6%
Laboratory facilities	434	89.5%	57	80.3%
Study areas	573	89.4%	87	79.1%
Library facilities	637	94.1%	97	84.3%
Computer facilities	627	94.9%	100	90.9%
University Center	590	90.8%	82	70.1%
Cafeterias/cafe	482	77.2%	48	41.7%
Bookstore	572	86.7%	94	81.0%
Post Hall food store	362	73.6%	54	46.2%
Athletic facilities	240	82.5%	58	63.7%
Parking facilities	269	43.5%	32	42.1%
Restroom facilities	522	76.2%	66	57.4%

Percentages based on those who utilized the service.

### College Environment: Percent Indicating 'Very Satisfied' or 'Satisfied'

Residential students were considerably less satisfied with college sponsored social activities, cultural programs and activities, student voice in college policies, and representation in student government than were commuter students (with differences ranging from 9.5% for cultural programs to 17.4% for student voice in college politics). Commuter students were slightly less satisfied with campus clubs and religious activities and programs than were residential students (a 2% difference for both). For both groups, student voice in college policies and representation in student government yielded the lowest proportions of respondents indicating satisfaction.

	Commuter		Residential	
Recreational and intramural programs	240	90.9%	74	91.4%
Campus clubs	305	88.4%	87	90.6%
College sponsored social activities	325	87.1%	73	74.5%
Cultural programs and activities (concerts, plays, lectures, etc.)	384	93.0%	86	83.5%
Religious activities and programs	175	86.6%	58	89.2%
Student voice in college policies	202	73.2%	48	55.8%
Representation in student government	219	75.8%	51	62.2%
Safety on campus	526	91.2%	98	89.1%

Percentages based on those who utilized the service.

### Satisfaction with Adelphi in General: Percent Indicating 'Very Satisfied' or 'Satisfied'

Commuter students were more satisfied with Adelphi in general than were residential students.

	Commuter		Residential	
Satisfaction with Adelphi in general	594	90.7%	92	83.6%

### Statements about Adelphi: Percent Indicating 'Strongly Agree' or 'Agree'

When asked to rate their levels of agreement with various statements about Adelphi students and social environment, commuter students were more positive than residential students. For example, commuter students 'agreed' or 'strongly agreed' with statements pertaining to students' friendliness and racial-ethnic group co-existence more often than residential students. Interestingly, while residential students presumably spend more time on campus, commuter students were more likely to study with other students from Adelphi. Residential students were more likely to "feel out of place here" than were commuter students.

	Commuter		Residential	
Generally, Adelphi students are friendly	654	92.5%	95	81.9%
I often feel out of place here	134	19.1%	38	32.8%
Students from different racial-ethnic groups get along well here	626	89.3%	92	79.3%
I often study with other students from Adelphi	389	55.7%	58	50.8%
Generally, Adelphi students set high academic standards for themselves	460	84.5%	80	70.1%

### Comparison of 2003-2004 & 2007-2008 Results

In an effort to assess change in commuter and residential student satisfaction over time, results obtained in 2007-2008 were compared to those obtained in 2003-2004.

### Co-Curricular Participation: Percent Indicating 'Frequently' or 'Occasionally'

The proportion of commuter students participating in co-curricular activities increased between 2003 and 2007; the most notable increases were in community service, academic clubs and special events. Participation in co-curricular activities by residential students increased for community service, religious organizations, special events, and fraternities/sororities, while participation in the other activities remained relatively stable over time. In both the 2003 and the 2007 surveys, commuter and resident students participated in student government, religious activities and programs, fraternities and sororities and campus media the least, although the participation of residential students was much higher than of the commuters.

	Commuter		Residential	
	2003	2007	2003	2007
Sports	9.4%	12.0%	35.2%	35.0%
Student Government	4.2%	5.3%	14.7%	13.7%
Community Service	16.5%	23.5%	40.1%	45.3%
Campus Media	6.8%	9.3%	18.3%	18.8%
Academic clubs	19.9%	26.5%	54.7%	53.8%
Religious organizations	4.6%	6.5%	19.0%	24.8%
Fraternity/Sorority	5.1%	8.0%	10.7%	12.0%
Special events (lectures, concerts, movies, plays)	39.3%	43.9%	79.8%	81.2%

### College Environment: Percent Indicating 'Very Satisfied' or 'Satisfied'

Satisfaction with most areas of the college environment increased between 2003 and 2007 for both commuter and residential students, although most notably for residential students. Residential students were considerably more satisfied in 2007 with religious activities, safety on campus, recreational and intramural programs and campus clubs. For commuter students the differences in the two time periods were much smaller, with the largest increase from 2003 to 2007 seen for student voice in college policies and campus clubs. Compared to 2003, commuter students were slightly less satisfied with representation in student government while residential students were slightly less satisfied with cultural programs and activities.

	Commuter		Residential	
	2003	2007	2003	2007
Recreational and intramural programs	88.4%	90.9%	82.8%	91.4%
Campus clubs	83.9%	88.4%	82.2%	90.6%
College sponsored social activities	84.2%	87.1%	75.2%	74.5%
Cultural programs and activities (concerts, plays, lectures, etc.)	92.3%	93.0%	85.5%	83.5%
Religious activities and programs	87.4%	86.6%	70.6%	89.2%
Student voice in college policies	66.9%	73.2%	51.8%	55.8%
Representation in student government	79.7%	75.8%	57.3%	62.2%
Safety on campus	90.6%	91.2%	77.4%	89.1%

Percentages based on those who utilized the service.

### Statements about Adelphi: Percent Indicating 'Strongly Agree' or 'Agree'

Compared to 2003 responses, both commuter and residential students who responded to the survey noted stronger agreement with the statement, "I feel out of place here," (a difference of 4% for commuters and 8% for residential students) and students from different racial ethnic groups get along (4% difference for both). Fewer of the residential students thought that students at Adelphi are friendly. Additionally, while the proportion of commuter respondents who often study with other students increased, it decreased for the residential students.

	Commuter		Residential	
	2003	2007	2003	2007
Generally, Adelphi students are friendly	93.2%	92.5%	89.4%	81.9%
I often feel out of place here	15.2%	19.1%	25.0%	32.8%
Students from different racial-ethnic groups get along well here	93.7%	89.3%	83.7%	79.3%
I often study with other students from Adelphi	48.9%	55.7%	56.3%	50.8%
Generally, Adelphi students set high academic standards for themselves	86.3%	84.5%	73.1%	70.1%

### Satisfaction with Adelphi in General: Percent Indicating 'Very Satisfied' or 'Satisfied'

Residential students were notably more satisfied with Adelphi in 2007 than were those in 2003 while the there was no difference for commuter students.

	Commuter		Residential	
	2003	2007	2003	2007
Satisfaction with Adelphi in general	91.2%	90.7%	73.6%	83.6%

# Results of the Graduate Student Experience Survey

Fall 2007



# Graduate Student Experience Survey, Fall 2007

## Summary of Highlights and Implications for Strategic Planning

During the 2007-2008 academic year, the Office of Research, Assessment and Planning surveyed Adelphi graduate degree-seeking students about their college experiences—with courses, professors, financial aid, social activities, college facilities, and other aspects of college life. The survey was completed by 776 graduate students for a response rate of 25 percent.

This report includes a discussion of results and is followed by the applicable tables. The results provide a general profile of the respondents, including information concerning their reasons and plans for attending Adelphi, academic experiences, campus activities, financial resources, and overall satisfaction with services and facilities. When applicable, information is provided by school and degree level.<sup>1</sup> Trend data comparing the 2007 results with the 2000 and 2003 surveys are presented as well.

### Executive Summary

Overall, respondents were satisfied with their Adelphi experience in general. Their rating of their experiences with faculty (e.g., accessibility, responsiveness, ability to teach), with course content, and the usage of technology in the classroom were very positive. Encouragingly, Adelphi's current efforts to develop more online courses are timely, as approximately two-thirds of respondents indicated an interest in taking courses online.

Respondents expressed concern about course selection and scheduling with close to half indicating that not enough courses are offered when they can take them and over a third indicating that some courses they would like to take are not offered at Adelphi. Additionally, although the proportion of respondents who reported receiving federal, state, private and Adelphi aid for graduate school expenses has increased consistently since 2000, the amount of educational debt has become notably higher over the years; the average amount of debt increased from \$27,690 in 2000 to \$42,232 in 2007.

### Meeting Adelphi's Strategic Planning Goals

The Student Experience Survey (SES) is a useful measure by which to gauge Adelphi University's success in reaching significant goals set forth in its strategic plan. Findings related to those goals are discussed below.

#### **Strategic Goal: Academic Program Improvement**

Objective: Provide academic programs that are challenging and rigorous

- ❖ The majority of respondents (93%) found most courses interesting. Furthermore, close to 85 percent of respondents indicated that their initial expectations for Adelphi had been met well.
- ❖ Most 2007 respondents rated their professors highly on teaching, support, and the way they treated their students. These ratings have become notably more positive throughout the years.

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<sup>1</sup> Due to the small number of respondents in the Nursing doctoral program ( $N=6$ ), Education doctoral program ( $N=3$ ), and University College ( $N=5$ ), results are not discussed separately but are included in the total.

Objective: Advance the reputation of Adelphi

- ❖ The proportion of respondents choosing Adelphi because of the reputation of its academic and faculty has increased over the years, reaching its highest level in 2007; this affirms Adelphi's efforts to improve its reputation.

**Strategic Goal: Student Recruitment and Retention**

Objective: Enhance the overall quality of students' experience

- ❖ The vast majority, nine out of 10 respondents, indicated they were satisfied with Adelphi in general. Respondents interactions with their faculty which were consistently positive, improved over the years. In addition, the proportion of respondents who reported constructive experiences with their internship or practicum placements has increased over the years. Respondents were also pleased with the majority of services and programs offered at Adelphi.
- ❖ While 2003 respondents were less positive about course scheduling, availability, and selection than those in 2000, their ratings have rebounded in 2007.

Objective: Assist students in career and life planning

- ❖ According to results obtained from the 2007 SES, a larger proportion of respondents reported that professors "informed me of relevant employment opportunities" and were "supportive of my educational and career goals" as compared to the previous surveys.
- ❖ While the proportion of respondents who indicated that they used the Career Development Center has decreased over time, those who had used the Center responded positively to questions about its services.

**Strategic Goal: Facilities: Renovation and Construction**

- ❖ Over the years, respondents continue to respond positively about classroom, laboratory, library, and computer facilities. Although satisfaction with athletic facilities has decreased slightly, more positive results can be expected in the future with the completion of the new recreational center.

## Highlights from the Survey

**Representativeness of the Respondents (Table 1)**

- ❖ Overall, respondents broadly reflected the population of Adelphi graduate students as a whole.
- ❖ Compared with the population, respondents had a higher mean GPA, but the difference was small.

**Respondent Characteristics (Table 2)**

- ❖ Of the 776 respondents, the distribution by school follows: Arts and Sciences (33); Business (47); Education master's (311); Education doctoral (3); IAPS master's (45); IAPS doctoral (24); Nursing master's (49); Nursing doctoral (6); Social Work master's (239); Social Work doctoral (14); and University College (5).

- ❖ The majority of respondents were women (84%). Almost one-third of the respondents were members of a minority group.
- ❖ Sixteen percent of the respondents were born outside of the United States. The schools with the highest proportion of foreign-born students were IAPS doctoral (35%), Nursing (27%), and Business (24%).
- ❖ Approximately 45 percent of respondents have either mothers or fathers who did not have any college experiences. The parents of IAPS doctoral respondents had the highest educational attainment while the parents of Nursing respondents had the lowest.

### Reasons for Attending (Table 3)

#### Reasons for Attending Graduate School (Table 3)

- ❖ Overall, the top four reasons for attending graduate school were, “advanced degree is necessary to achieve a career goal” (87%), “interested in the field of study” (79%), “to be able to contribute more to the community” (53%) and “to make more money (49%).
- ❖ When comparing results among schools, respondents from Business, Education, IAPS master’s, Nursing, and Social Work master’s noted an “advanced degree is necessary to achieve a career goal” as the most important reason for attending graduate school. “Interested in the field of study” was cited as the most important reason for respondents from Arts and Sciences, IAPS doctoral, and Social Work doctoral program. Making more money was the second most important reason for Business students (76%), trailing “advanced degree is necessary to achieve a career goal” (82%).

#### Reasons for Attending Adelphi (Table 3)

- ❖ Overall, the top five most important reasons for choosing to attend Adelphi were, “it offered course of study I wanted” (82%), “program has a good reputation” (53%), “program schedule was flexible” (50%), “it is near my home” (42%), and “faculty has a good reputation” (38%).
- ❖ IAPS doctoral had the highest proportion of respondents choosing Adelphi because it offered the courses they wanted (96%), followed by Education, Social Work, and Arts & Sciences (ranging from 85% to 87%); the proportion of Nursing respondents choosing this option was notably lower (48%), although it was selected as their most important reason.

### Academic Experiences (Tables 4, 5)

#### Interaction with Faculty (Table 4)

- ❖ The majority of respondents positively noted the professor’s fairness, accessibility, responsiveness, and ability to teach. For example, respondents reported that all or most faculty “treat me fairly” (90%), “take their responsibility to students seriously” (88%), “provided useful feedback for my work” (82%), and that it is “easy to get appointments to talk with professors” (80%).
- ❖ Although respondents felt professors were accessible, fewer reported knowing them well enough “to drop in and chat” (45%), or to “ask for a letter of recommendation” (48%).
- ❖ Social Work doctoral respondents had notably lower ratings of their professors as excellent classroom teachers (50% vs.70% overall), treat them fairly (79% vs. 90% overall), and most surprisingly, asking for a letter of recommendation (21% vs. 48% overall). The ratings of Arts & Science respondents were consistently among the highest (frequently the highest).

- ❖ Close to half of the respondents indicated that they consider a faculty member to be a mentor (47%). A larger proportion of doctoral respondents in IAPS and Social Work considered a faculty member as a mentor (close to 80%).

#### Experience with Courses (Table 5)

- ❖ Overall, the majority of respondents had positive experiences with course content, and usage of technology in the classroom, although they responded less positively about course selection and scheduling.
- ❖ Ninety-three percent of respondents strongly agreed or agreed that “most courses I have taken are interesting.”
- ❖ Approximately two-thirds of respondents either strongly agreed or agreed that the “use of Blackboard in my coursework helps my learning” (64%), and that the “use of technology in the classroom facilitates my learning” (66%).
- ❖ Thirty-seven percent of respondents found the coursework difficult – with the proportion of Social Work doctoral respondents selecting this item considerably higher (64%) than respondents at the succeeding schools, Business (47%) and IAPS doctoral (46%).
- ❖ Approximately half of the respondents found course scheduling and selection problematic as 46 percent strongly agreed or agreed that there are “not enough courses offered at times when I can take them,” with respondents from Arts & Sciences (67%) and the IAPS master’s program (60%) noting this more often. Additionally, 38 percent of respondents noted “some courses I would like to take are not offered at Adelphi,” with a significantly higher proportion from the IAPS doctoral program (75%) and Arts & Sciences (64%) indicating such.
- ❖ In terms of class schedules, the majority of respondents would like to have more classes offered on weeknights (58%), followed by weekends (44%). However, 46 percent of IAPS doctoral respondents would like to have more classes on weekdays.

#### **Research, Placement and Professional Development** (Table 6)

- ❖ Close to 85 percent of respondents indicated that their initial expectations for Adelphi had been met either well or very well.
- ❖ Respondents from the IAPS doctoral program and School of Business were more likely to attend presentations of student research/projects (43% and 39% respectively), while 59 percent of respondents from the IAPS doctoral program attended departmental colloquiums.
- ❖ For respondents who had placement experiences, approximately 90 percent either agreed or strongly agreed that “placement was relevant to curriculum,” “placement was well-supervised,” “placement experience reflected upon in my coursework,” and that they were “satisfied with the placement experience.”
- ❖ Approximately one-quarter of the respondents reported working on a research project with Adelphi faculty/staff, or on their own or with others not affiliated with Adelphi. Few respondents have worked on publications or presentations for scholarly avenues. When comparing responses among schools, considerably higher proportions of doctoral respondents, especially in IAPS, had such experiences. Interestingly, most IAPS doctoral students worked on research projects, publications and presentations with Adelphi faculty while Social Work doctoral students worked with someone outside Adelphi.

### Campus and Social Activities (Table 7)

- ❖ Close to 40 percent of respondents reported they often or sometimes socialize with peers, and a quarter of respondents indicated they participated in a study group. Considerably more IAPS doctoral respondents socialize with their peers often (65%), while Business respondents, followed by Social Work doctoral, had the highest proportion participating in study groups (53% and 43%, respectively).
- ❖ Encouragingly, the majority of respondents strongly agreed or agreed that students from different race/ethnic groups get along well (94%).
- ❖ On average, respondents spent 4 hours per week either studying or doing research on campus; approximately 1 hour per week was spent socializing on campus. Social Work doctoral students spend considerably more hours per week, than the other respondents on both studies (average 15.4) and research (average 16.3).

### Computer Usage and Skills (Table 8)

- ❖ The majority of respondents reported using computers often or very often in order to complete homework assignments (83%), to conduct research via the internet or other on-line sources (84%), and on one's own (87%).
- ❖ Close to three-quarters of the respondents reported using computers to communicate with faculty.
- ❖ Fewer respondents reported using computer programs for class presentations (40%), or during a class session (19%).
- ❖ Approximately two-thirds of respondents reported an interest in taking courses via distance education (very interested, 34%; somewhat interested, 31%). When comparing responses among schools, respondents in Education and Nursing were most interested in distance education (72% each), followed by Business (62%), IAPS master's (60%), Social Work master's (60%), Arts & Sciences (59%), and Social Work doctoral program (50%).

### Financial Resources (Table 9)

- ❖ The majority of respondents were employed off campus (69%), and worked an average of 34 hours per week. The schools with the largest proportion of respondents who were employed were Social Work doctoral (100%), followed by Business (87%), Nursing (80%), IAPS master's (76%), Education (70%), Social Work master's (66%), and Arts and Sciences (52%). A considerably larger proportion of IAPS doctoral and Arts & Sciences' respondents were employed on campus (50% and 39% respectively), compared to 9 percent overall.
- ❖ Approximately 50 percent of respondents received financial aid toward graduate school. About 23 percent of respondents received financial aid from Adelphi. When comparing responses among schools, IAPS doctoral program (57%) and Arts & Sciences (50%) have the largest proportions of respondents receiving aid from Adelphi.
- ❖ About two-thirds of respondents reported having some educational debt, with an average amount of \$42,232. When comparing responses among schools, respondents in the IAPS doctoral program had the largest amount of debt (\$91,563), while respondents in Nursing had the lowest amount of debt (\$15,475).
- ❖ The top five financial resources utilized by respondents were earnings from employment (86%), personal savings (82%), federal loan (67%), family support or aid (64%), and employer contributions (47%). Respondents rated federal loans as the most important financial resource

(87%), followed by earnings from employment (86%), other loans (75%), federal scholarship/grants (69%), and family support or aid (69%).

### Overall Satisfaction (Table 10)

- ❖ Encouragingly, 92 percent of respondents were satisfied with Adelphi in general (25% very satisfied; 67% satisfied).
- ❖ The majority of respondents were pleased with various Adelphi services, offices, facilities, and college environment.
- ❖ Respondents were most dissatisfied with parking (44%) and restroom facilities (31%).

### Trends: Comparison of 2000, 2003, and 2007

#### Demographics (Table 11)

- ❖ Corresponding to the overall trend seen for Adelphi's graduate population since 2000, the proportion of respondents identifying themselves as white has decreased from 75 percent in 2000 to 70 percent in 2007.
- ❖ Corresponding to the trend for Adelphi's graduate population since 2000, the proportion of respondents from Education master's program has declined, while the proportions of respondents from Nursing and the Social Work master's program have increased.
- ❖ The numbers of foreign born respondents have remained stable.
- ❖ The proportion of respondents whose fathers have college degrees has remained stable, although the proportion of respondents whose mothers have college degrees has increased since 2000.

#### Reasons for Attending Graduate School/Adelphi (Table 12)

- ❖ Since 2000, the top five most important reasons for attending Adelphi have remained the same: "advanced degree is necessary to achieve a career goal," "program schedule was flexible," "program has a good reputation," "it is near my home," and "faculty has a good reputation."
- ❖ Progressively more respondents indicated they chose Adelphi because of the reputation of its programs (45% in 2000 vs. 53% in 2007) and faculty (32% in 2000 vs. 38% in 2007).
- ❖ The most important reason for entering graduate school, "advanced degree is necessary to achieve a career goal" has remained constant throughout the years this survey has been administered. In addition, consistently more respondents are choosing to attend graduate school "to be able to contribute more to the community," "family/friends/teachers encouraged me to go to graduate school," and "could not find a job I wanted."

#### Academic and Social Activities (Table 13)

- ❖ The proportion of respondents who responded positively to each of the questions pertaining to faculty characteristics (i.e., "professors are supportive of my educational and career goals," "professors are excellent classroom teachers," and "professors take their responsibility to students seriously") has consistently increased since 2000.
- ❖ Respondents continue to rate the content of their courses (91.2% in 2000, 93.3% in 2007), and their progress toward their degree (93.6% in 2000, 95% in 2007) positively.

- ❖ While 2003 respondents were less positive about course scheduling, availability, and selection than they those in 2000, their ratings have rebounded in 2007. For example, the proportion of respondents who strongly agreed or agreed that “not enough courses are offered at times when I can take them” declined from 48.3 in 2000 to 41.2 percent in 2003, but increased to 46.3 percent in 2007; the proportion indicating “some courses I would like to take are not offered at Adelphi” went from 39.7% in 2000 to 36.7% in 2003, but increased slightly in 2007 to 37.6%.
- ❖ In discussing various social activities, the proportion of respondents who reported socializing with faculty has increased consistently (18.9% in 2000; 22.2% in 2003; 25.4% in 2007), while the proportion who reported socializing with peers has fluctuated; higher in 2007 ( 39.1%) than it was in 2003 (32.8%) but slightly lower than it was in 2000 (40.9%). Also, throughout years, a lower proportion of respondents reported participating in a study group (33.4% in 2000; 26.9% in 2003; and 24.8% in 2007), and attending presentations of student research/projects (23.3% in 2000; 19.9% in 2003; and 18.6% in 2007).
- ❖ When asked about placement experiences, respondents continue to respond positively on all applicable items.
- ❖ The proportion of respondents who reported using computers on their own has gone up dramatically since 2000 (31.5% to 87.2%), as has the percentage of respondents who reported using computers to complete homework assignments (32.9% to 82.9%). The proportion of students who reported using computers during class sessions has also increased (8.0% to 19.3%).

#### Financial Resources (Table 14)

- ❖ Over time, larger proportions of respondents reported receiving financial aid for graduate school expenses (35% in 2000; 43% in 2003; 51% in 2007).
- ❖ Although the percentage of respondents who reported having educational debt remained around 67% throughout the years, the amount of debt has increased over time (\$27,690 in 2000; \$32,708 in 2003; \$42,232 in 2007).
- ❖ The top five most frequently used financial resources remained earnings from employment, personal savings, family support or aid, employer contribution, and federal loan. In addition, respondents reported an increase in the use of scholarships and grants from various sources (i.e., federal, state, Adelphi).

#### Satisfaction with Services and Facilities (Table 15)

- ❖ Consistently, 9 out of 10 respondents continued to report satisfaction with Adelphi in general.
- ❖ In comparison to results obtained in the 2000 and 2003 surveys, larger proportions of respondents reported using the Computer Help Desk, Library services, and International Student Services, while smaller proportions reported using the Student Counseling Center, Center for Career Development, Office of Registrar, and Health Services. Larger proportions of respondents reported satisfaction in the following services: Financial Services, Academic Advising, Student Counseling Center, Center for Career Development, Office of Registrar, Library, Office of Commuter Student Affairs, and Computer Help Desk.
- ❖ In discussing the facilities, larger proportions of respondents reported increased usage of laboratory facilities, study areas, computer facilities, food services, and athletic facilities. The proportions of respondents reporting satisfaction with facilities in the areas of classrooms, laboratories, library, computer, study areas, food services have consistently increased, while

respondents reported being less satisfied with restroom facilities. Satisfaction with parking increased compared to 2003 (46% vs. 56%), but was notably lower from 2000 (82%)

- ❖ In discussing the college environment, a smaller proportion of respondents indicated that they participated in recreational programs, college sponsored social activities, and college politics. However, larger proportions reported satisfaction with cultural programs, and having a voice in college politics.

**Representativeness of Sample**  
**Table 1**

		Respondents	Population
<b>Total Number</b>		<b>776</b>	<b>3,110</b>
<b>Percent Women</b>		84.3	81.3
<b>Mean Age</b>		34.0	32.7
<b>Race/Ethnicity</b>	Asian	3.0	3.0
	Black	11.1	13.7
	Hispanic	7.2	6.9
	Native American	0.3	0.2
	White	52.8	53.6
	Other	0.5	0.8
	Unknown	23.3	19.1
	Non-Resident	1.8	2.7
<b>Percent Full-Time</b>		70.0	71.7
<b>Adelphi Schools</b>	Arts & Sciences	4.3	3.1
	Business	6.1	7.9
	Education (master's degree)	40.1	40.7
	Education (doctoral degree)	0.4	0.8
	IAPS (master's degree)	5.8	6.8
	IAPS (doctoral degree)	3.1	3.9
	Nursing (master's)	6.3	5.9
	Nursing (doctoral)	0.8	0.5
	Social Work (master's degree)	30.8	28.5
	Social Work (doctoral degree)	1.8	1.5
	University College	0.6	0.5
<b>Enrollment Status</b>	New Graduate	31.7	34.2
	Continuing Graduate	68.3	65.7
<b>Course Location</b>	On campus (Garden City)	70.2	70.9
	Off campus	29.8	29.1
<b>Mean GPA by School</b>	Arts & Sciences	3.77	3.76
	Business	3.59	3.51
	Education (master's degree)	3.76	3.68
	Education (doctoral degree)	3.65	3.74
	IAPS (master's degree)	3.68	3.65
	IAPS (doctoral degree)	3.78	3.86
	Nursing (master's)	3.88	3.78
	Nursing (doctoral)	3.75	3.62
	Social Work (master's degree)	3.61	3.51
	Social Work (doctoral degree)	3.61	3.59
	University College	3.80	3.54
Total	3.71	3.63	

**Demographics  
Table 2**

	Arts and Sciences	Business	Education	IAPS			Social Work		Total <sup>1</sup>
				Master's	Doctoral	Nursing	Master's	Doctoral	
<b>Number of Respondents</b>	<b>33</b>	<b>47</b>	<b>311</b>	<b>45</b>	<b>24</b>	<b>49</b>	<b>239</b>	<b>14</b>	<b>776</b>
<b>Percent Female</b>	69.7	48.9	87.8	88.9	62.5	100.0	87.0	85.7	84.3
<b>Mean Age</b>	29.7	32.8	31.2	26.8	32.2	46.1	36.5	44.1	34.0
<b>Race/Ethnicity (asked in survey)</b>									
Asian	6.3	15.9	3.0	4.4	8.7	6.5	3.5	0.0	4.5
Black	3.1	13.6	5.9	17.8	4.3	23.9	23.9	15.4	13.8
Hispanic	9.4	9.1	6.9	2.2	0.0	2.2	13.9	0.0	8.4
Native American	0.0	0.0	0.0	0.0	0.0	2.2	0.4	0.0	0.3
White	71.9	59.1	81.6	71.1	87.0	65.2	54.3	69.2	69.6
Other	9.4	2.3	2.6	4.4	0.0	0.0	3.9	15.4	3.3
<b>Born outside the US</b>									
Born outside the US	15.2	24.4	13.6	9.3	34.8	27.1	15.0	7.1	16.0
<i>Number of years living in US</i>	<i>18.3</i>	<i>17.6</i>	<i>20.9</i>	<i>9.0</i>	<i>10.9</i>	<i>24.1</i>	<i>21.1</i>	<i>...</i>	<i>20.4</i>
First generation in US	12.1	18.2	7.4	16.3	13.6	12.5	15.7	0.0	11.5
One parent from US	18.2	8.9	11.5	9.1	13.0	10.2	7.8	14.3	10.6
Both parents from US	57.6	48.9	66.8	63.6	43.5	49.0	63.2	78.6	62.2
<b>Percent speaking language other than English at home</b>	18.2	34.8	25.6	20.0	26.1	18.8	29.9	7.7	26.2
<b>Marital status</b>									
Never married	71.9	57.4	58.6	73.3	58.3	10.4	46.2	0.0	51.5
Married	25.0	34.0	32.4	20.0	20.8	62.5	37.2	61.5	35.6
Domestic partner	3.1	0.0	2.9	4.4	8.3	2.1	4.7	0.0	3.4
Divorced/separated	0.0	6.4	5.8	2.2	12.5	22.9	9.8	38.5	8.5
Widowed	0.0	2.1	0.3	0.0	0.0	2.1	2.1	0.0	1.0
<b>Religious affiliation</b>									
Roman Catholic	36.4	51.1	47.8	37.2	12.5	54.3	32.3	50.0	41.1
Eastern Orthodox	6.1	2.2	1.7	0.0	4.2	2.2	0.4	0.0	1.5
Protestant	9.1	8.9	8.2	14.0	0.0	23.9	10.3	7.1	10.6
Jewish	6.1	8.9	23.2	16.3	33.3	8.7	19.7	35.7	19.5
Islamic	9.1	8.9	4.8	9.3	4.2	8.7	17.9	7.1	9.7
Hindu	3.0	2.2	0.3	0.0	0.0	2.2	0.4	0.0	0.7
Buddhist	0.0	4.4	0.3	0.0	0.0	0.0	0.4	0.0	0.7
None	12.1	6.7	3.1	7.0	16.7	0.0	4.5	0.0	4.6
Other	18.2	6.7	10.6	16.3	29.2	0.0	13.9	0.0	11.6
<b>Father's Education</b>									
Postgraduate or professional degree	24.2	15.2	18.6	17.8	54.2	4.1	13.7	7.1	16.8
College graduate	9.1	19.6	25.2	37.8	12.5	10.2	15.8	35.7	20.4
Some college	27.3	17.4	17.6	20.0	16.7	24.5	16.7	0.0	17.9
High school graduate	33.3	32.6	26.2	15.6	16.7	32.7	34.6	28.6	29.6
Some high school	3.0	8.7	6.6	4.4	0.0	10.2	8.1	14.3	7.2
8th grade or less	3.0	6.5	5.6	4.4	0.0	18.4	11.1	14.3	8.0
<b>Mother's Education</b>									
Postgraduate or professional degree	6.1	9.1	15.3	20.0	39.1	6.1	12.6	28.6	14.3
College graduate	33.3	15.9	23.0	20.0	26.1	14.3	20.2	14.3	21.2
Some college	18.2	20.5	18.3	26.7	21.7	6.1	18.5	21.4	18.4
High school graduate	39.4	50.0	33.3	26.7	8.7	38.8	36.1	7.1	34.3
Some high school	3.0	2.3	4.0	4.4	4.3	18.4	2.9	14.3	4.6
8th grade or less	0.0	2.3	6.0	2.2	0.0	16.3	9.7	14.3	7.1

<sup>1</sup> Includes doctoral respondents from Nursing (N=6), Education (N=3), and graduate respondents (N=5) from University College.

**Reasons for Attending**  
**Table 3: Attending Graduate School/Adelphi**

	Arts and Sciences	Business	Education	IAPS		Nursing	Social Work		Total <sup>1</sup>
				Master's	Doctoral		Master's	Doctoral	
<b><i>Very important reasons for entering graduate school</i></b>									
Advanced degree is necessary to achieve a career goal	75.8	82.6	87.9	91.1	95.8	73.5	91.6	57.1	87.0
Undecided about future career	12.1	20.0	9.7	11.1	4.3	10.2	14.9	0.0	11.7
Wanted to change careers	15.6	31.8	36.5	15.6	40.9	12.5	36.9	7.1	31.8
Interested in the field of study	84.8	60.9	79.5	86.7	100.0	52.1	81.2	92.9	78.7
Family/friends/teachers encouraged me to go to graduate school	27.3	28.3	38.7	26.7	12.5	28.6	37.0	21.4	34.3
Wanted to make more money	30.3	76.1	53.1	35.6	21.7	28.6	54.7	35.7	49.4
To be able to contribute more to the community	24.2	39.1	54.1	44.4	45.5	37.5	64.8	50.0	53.0
Could not find a job I wanted	12.1	15.6	14.8	15.6	4.5	0.0	20.8	0.0	15.0
<b><i>Very important reasons for selecting Adelphi</i></b>									
It offered course of study I wanted	84.8	53.2	86.9	84.4	95.8	47.9	84.6	85.7	81.9
Spouse/partner located in the area	9.1	10.6	9.6	6.8	33.3	10.4	12.8	7.1	11.2
Faculty has a good reputation	34.4	39.1	46.2	22.2	69.6	21.3	32.1	28.6	38.0
Program has a good reputation	32.3	43.2	60.1	42.2	70.8	27.7	53.6	35.7	52.5
Attended Adelphi as an undergraduate	25.0	12.8	20.4	2.3	8.7	19.6	5.8	7.1	13.9
Undergraduate faculty recommended it	3.1	6.4	7.6	2.3	8.7	4.3	5.3	0.0	6.0
To study with a particular faculty member	31.3	6.8	6.5	9.1	4.5	6.4	6.2	0.0	7.7
Program schedule was flexible	46.9	52.2	47.5	40.0	4.3	33.3	62.3	64.3	49.7
Offered financial aid/funding	33.3	22.2	32.0	23.3	19.0	40.8	29.6	28.6	30.1
It was relatively inexpensive	18.2	14.9	18.7	4.8	5.3	13.6	16.8	21.4	16.4
Friends/family recommended Adelphi	6.5	10.6	22.5	9.1	13.6	8.3	19.2	0.0	17.4
It is near my job	16.1	29.8	22.8	15.6	13.6	40.4	23.4	35.7	23.9
It is near my home	34.4	51.1	42.1	45.5	21.7	44.7	43.3	35.7	42.4
Ranking in national magazine	3.1	15.6	9.5	6.7	4.3	4.3	10.0	0.0	9.0
Wanted to live in NYC metropolitan area	27.3	17.0	15.5	13.6	41.7	4.3	11.6	7.1	14.5

<sup>1</sup> Includes doctoral respondents from Nursing (N=6), Education (N=3), and graduate respondents (N=5) from University College.

**Academic Experiences**  
**Table 4: Interaction with Faculty**

	Arts and Sciences	Business	Education	IAPS		Nursing	Social Work		Total <sup>1</sup>
				Master's	Doctoral		Master's	Doctoral	
<b>Characteristic of all or most faculty</b>									
Professors are excellent classroom teachers	72.7	70.2	73.6	66.7	62.5	61.2	69.9	50.0	69.8
Professors treat me fairly	90.9	95.7	90.4	84.4	87.5	89.8	92.1	78.6	90.1
Professors take responsibility to students seriously	81.8	93.6	85.9	82.2	75.0	89.8	91.6	85.7	87.5
Professors provided useful feedback for my work	81.8	85.1	81.6	71.1	75.0	79.6	84.5	78.6	81.5
Easy to get appointments to talk with professors	90.9	89.4	80.7	75.6	75.0	67.3	81.6	57.1	80.0
Professors show concern for me as an individual	78.8	70.2	71.4	53.3	58.3	69.4	71.5	57.1	69.7
Know professors well enough to drop in and chat	75.8	42.6	50.5	35.6	54.2	26.5	38.5	21.4	44.6
Professors informed me of relevant research opportunities	45.5	21.3	37.6	13.3	33.3	30.6	31.0	21.4	32.6
Professors informed me of relevant employment opportunities	27.3	14.9	28.1	17.8	25.0	12.2	18.4	7.1	22.1
Professors supportive of my educational and career goals	75.8	38.3	72.3	53.3	66.7	61.2	61.5	57.1	64.4
Know professors well enough to ask for letter of recommendation	72.7	31.9	58.2	39.5	45.8	42.9	38.5	21.4	47.9
<b>Percent with faculty member considered to be a mentor</b>	69.7	29.5	54.6	44.4	79.2	39.6	33.6	76.9	47.1
<b>Often or sometimes socialize with faculty</b>	60.6	23.4	29.4	26.7	33.3	6.1	20.5	7.1	25.4

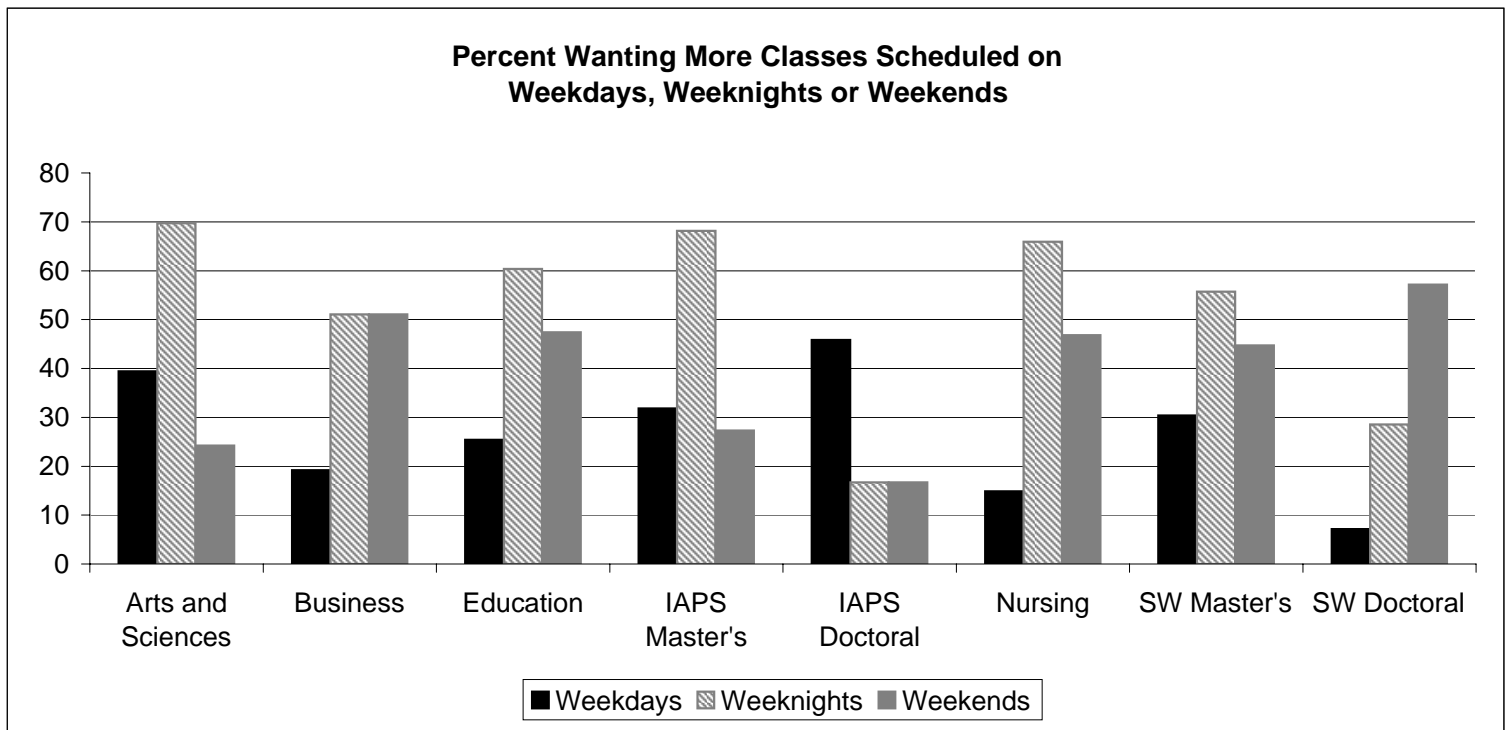
<sup>1</sup> Includes doctoral respondents from Nursing (N=6), Education (N=3), and graduate respondents (N=5) from University College.

**Academic Experiences**  
**Table 5: Courses Experiences by School**

	Arts and Sciences	Business	Education	IAPS		Nursing	Social Work		Total <sup>1</sup>
				Master's	Doctoral		Master's	Doctoral	
<b>Strongly agree or agree with the following</b>									
Most courses I have taken are interesting	90.9	91.5	92.3	97.8	95.8	91.8	94.6	85.7	93.3
Not enough courses offered at times when I can take them	66.7	46.8	44.7	60.0	16.7	47.9	48.5	0.0	46.3
Some courses I would like to take not offered at Adelphi	63.6	42.6	34.7	51.1	75.0	20.4	35.6	28.6	37.6
Generally, I find my coursework difficult	33.3	46.8	37.6	28.9	45.8	30.6	33.3	64.3	36.7
The use of Blackboard in my coursework helps my learning	57.6	76.6	57.9	60.0	41.7	89.8	68.6	71.4	64.4
The use of technology in the classroom facilitates my learning	69.7	72.3	71.7	66.7	45.8	73.5	57.7	71.4	66.4
Satisfied with progress I am making in earning credits toward degree	90.9	93.6	96.8	88.9	95.8	93.9	94.6	92.9	95.0
Often space not available in courses I want to take	12.1	17.0	16.8	13.3	12.5	10.2	18.5	7.1	15.9
<b>More classes scheduled on</b>									
Weekdays	39.4	19.1	25.4	31.8	45.8	14.9	30.4	7.1	27.2
Weeknights	69.7	51.1	60.4	68.2	16.7	66.0	55.7	28.6	57.7
Weekends	24.2	51.1	47.4	27.3	16.7	46.8	44.7	57.1	43.5
<b>Where do you attend majority of classes</b>									
Garden City	100.0	89.4	79.3	95.5	95.7	82.5	43.2	92.9	71.8
Manhattan	0.0	0.0	17.0	0.0	0.0	0.0	28.2	0.0	15.7
Hudson Valley	0.0	0.0	0.0	0.0	0.0	0.0	14.5	0.0	4.5
Hauppauge	0.0	0.0	0.3	4.5	0.0	0.0	14.1	7.1	4.9
Other	0.0	10.6	3.3	0.0	4.3	17.5	0.0	0.0	3.1

<sup>1</sup> Includes doctoral respondents from Nursing (N=6), Education (N=3), and graduate respondents (N=5) from University College.

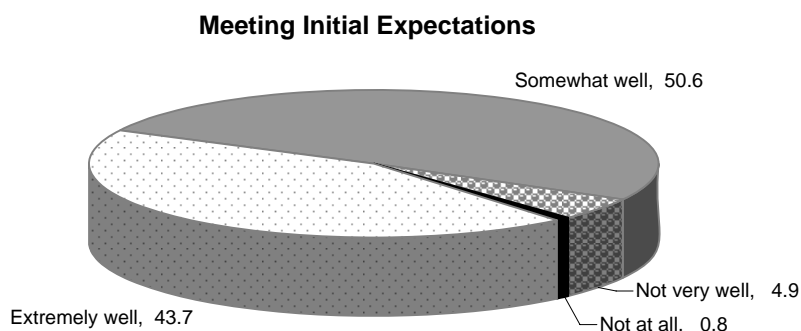
**Percent Wanting More Classes Scheduled on Weekdays, Weeknights or Weekends**



**Research, Placement and Professional Development  
Table 6: Campus Activities by School**

	Arts and Sciences	Business	Education	IAPS			Social Work		Total <sup>1</sup>
				Master's	Doctoral	Nursing	Master's	Doctoral	
<b>How well have your initial academic expectations for Adelphi been met?</b>									
Extremely well	57.6	31.9	48.5	35.6	37.5	37.5	42.6	42.9	43.7
Somewhat well	33.3	63.8	45.6	53.3	58.3	58.3	51.9	57.1	50.6
Not very well	6.1	4.3	5.2	8.9	4.2	4.2	4.6	0.0	4.9
Not at all	3.0	0.0	0.6	2.2	0.0	0.0	0.8	0.0	0.8
<b>Often or sometimes participate in following activities at Adelphi</b>									
Attending presentations of student research/projects	31.0	39.0	18.5	23.8	42.9	21.4	9.9	21.4	18.6
Attending departmental colloquiums	28.1	7.0	8.2	29.5	59.1	5.7	5.3	28.6	11.4
Administrative or academic committee meetings (within the program)	27.6	9.5	13.6	7.7	23.8	7.7	4.7	23.1	10.9
Career/professional development events	6.9	7.0	21.7	13.6	19.0	5.3	9.0	7.1	14.2
<b>Placement applicable to</b>	<b>33.3</b>	<b>31.9</b>	<b>74.1</b>	<b>35.6</b>	<b>91.7</b>	<b>43.5</b>	<b>76.4</b>	<b>21.4</b>	<b>65.2</b>
<b>Strongly agree or agree with the following</b>									
Placement was relevant to curriculum	100.0	86.7	96.9	100.0	95.5	95.2	92.8	100.0	95.2
Placement was well-supervised	90.9	80.0	87.0	93.8	95.5	90.0	85.9	100.0	87.4
Placement experience reflected upon in my coursework	88.9	80.0	93.7	100.0	95.5	95.2	88.7	100.0	91.8
Overall, satisfied with placement experience	90.9	73.3	91.0	87.5	95.5	90.5	86.4	100.0	88.9
<b>Percent engaging in the following</b>									
<i>Worked on a research project</i>									
With Adelphi faculty/staff	22.6	23.4	26.9	17.8	83.3	25.5	16.4	35.7	24.7
On own or with others not affiliated with Adelphi	25.8	36.2	30.7	22.2	25.0	36.2	25.2	21.4	28.3
<i>Worked on publication in scholarly/professional book or journal</i>									
With Adelphi faculty/staff	9.4	4.3	3.2	13.3	37.5	6.4	2.5	0.0	5.3
On own or with others not affiliated with Adelphi	9.4	4.3	3.5	2.2	8.3	10.6	3.0	14.3	4.4
<i>Worked on presentation for scholarly/professional conference</i>									
With Adelphi faculty/staff	6.3	8.5	9.7	6.7	79.2	2.1	0.8	14.3	8.5
On own or with others not affiliated with Adelphi	6.3	12.8	5.2	2.2	12.5	29.8	4.2	50.0	8.1
<i>Listed as author or co-author in any published work</i>									
With Adelphi faculty/staff	3.2	0.0	1.0	0.0	29.2	0.0	0.4	0.0	1.6
On own or with others not affiliated with Adelphi	12.9	2.1	1.6	2.3	8.3	2.1	2.1	21.4	3.1

<sup>1</sup> Includes doctoral respondents from Nursing (N=6), Education (N=3), and graduate respondents (N=5) from University College.



**Campus and Social Activities**  
**Table 7: Activities by School**

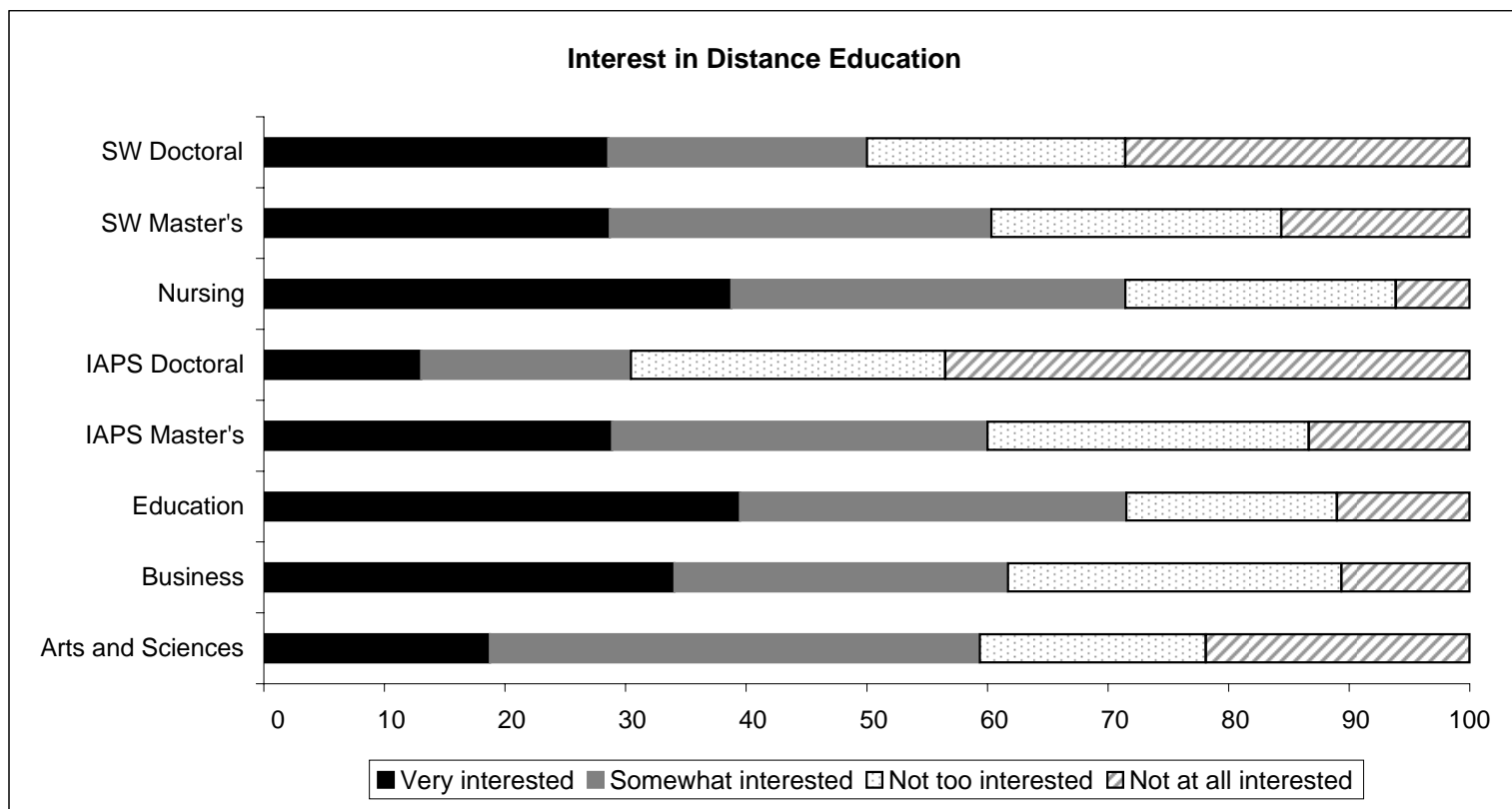
	Arts and Sciences	Business	Education	IAPS			Social Work		Total
				Master's	Doctoral	Nursing	Master's	Doctoral	
<b><i>Often or sometimes participate in following activities at Adelphi</i></b>									
Socializing with peers	56.3	23.9	40.3	40.0	65.2	17.1	41.2	21.4	39.1
In a study group	21.4	53.3	21.5	29.5	19.0	33.3	22.0	42.9	24.8
Student Government	...	4.8	2.4	...	5.0	...	3.8	...	2.7
<b><i>Strongly agree or agree</i></b>									
Students from different race/ethnic groups get along well here	93.9	89.4	94.9	86.7	91.7	95.9	94.1	92.9	93.8
<b><i>Hours outside class per week*</i></b>									
Studying on campus	3.1	6.0	3.5	5.6	5.2	3.4	3.1	15.4	3.9
Research on campus	2.7	4.0	2.9	3.6	7.5	3.1	2.9	16.3	3.5
Socializing on campus	1.6	1.8	1.3	1.3	2.2	0.5	1.2	3.2	1.4

\* Includes respondents indicating 0 hours per week

**Computer Usage and Skills**  
**Table 8: Usage and Skills by School**

	Arts and Sciences	Business	Education	IAPS		Nursing	Social Work		Total <sup>1</sup>
				Master's	Doctoral		Master's	Doctoral	
<b>Percent often or very often using computers</b>									
Used computers during a class session	12.1	31.9	22.8	26.7	16.7	14.3	11.7	21.4	19.3
Used computers to complete a homework assignment	69.7	91.5	85.5	95.6	83.3	75.5	77.0	92.9	82.9
Used computers to conduct research via the Internet or other on-line sources	75.8	89.4	85.5	82.2	91.7	93.9	79.5	92.9	84.4
Used computer programs for class presentations	33.3	59.6	47.6	37.8	16.7	59.2	24.7	35.7	39.6
Used computer on your own (with no relation to an assignment)	93.9	91.5	89.1	95.6	95.8	91.8	79.5	92.9	87.2
Used computer to communicate with faculty	63.6	66.0	75.9	86.7	83.3	67.3	66.1	78.6	72.2
<b>Interest in taking courses via distance education</b>									
Very interested	18.8	34.0	39.5	28.9	13.0	38.8	28.7	28.6	33.5
Somewhat interested	40.6	27.7	32.0	31.1	17.4	32.7	31.6	21.4	31.0
Not too interested	18.8	27.7	17.5	26.7	26.1	22.4	24.1	21.4	21.4
Not at all interested	21.9	10.6	11.0	13.3	43.5	6.1	15.6	28.6	14.0

<sup>1</sup> Includes doctoral respondents from Nursing (N=6), Education (N=3), and graduate respondents (N=5) from University College.



**Financial Resources**  
**Table 9: Financial Resources by School**

	Arts and Sciences	Business	Education	IAPS			Social Work		Total <sup>1</sup>
				Master's	Doctoral	Nursing	Master's	Doctoral	
Household income for last year	\$82,815	\$77,447	\$72,850	\$88,671	\$48,184	\$109,652	\$70,332	\$103,857	\$77,172
Number of people income supports	2.7	2.2	2.7	2.9	1.6	3.4	2.5	2.5	2.6
Percent employed on campus	39.4	8.5	7.4	11.1	50.0	2.0	1.7	21.4	8.9
Number of hours per week	16.0	26.4	24.4	19.0	12.6	44.0	30.5	25.0	23.4
Percent employed off campus	51.5	87.2	70.1	75.6	33.3	79.6	65.7	100.0	69.2
Number of hours per week	32.4	39.4	31.7	28.4	29.9	39.6	34.1	38.7	33.7
Percent receiving any financial aid toward graduate school expenses	71.9	45.7	48.0	48.9	68.2	54.2	50.0	57.1	50.8
Percent receiving any financial aid from Adelphi	50.0	17.4	21.1	23.3	56.5	6.1	21.7	21.4	22.8
Percent with educational debt	69.7	48.9	64.0	73.3	66.7	40.8	78.2	71.4	66.9
Average educational debt	\$26,804	\$22,648	\$42,165	\$42,815	\$91,563	\$15,475	\$45,947	\$36,350	\$42,232
<b>Percent using the following means to pay for graduate school</b>									
Earnings from employment	90.6	91.5	89.3	93.2	78.3	97.9	78.2	92.9	86.4
Personal savings	78.1	89.4	82.0	84.1	87.0	85.1	79.6	85.7	82.0
Family support or aid	77.4	57.4	65.7	80.0	91.3	41.3	60.6	46.2	63.7
Employer contribution	40.6	72.3	37.1	66.7	30.4	82.2	45.3	42.9	46.8
Federal scholarship/grant	51.6	42.6	48.9	57.8	21.7	16.7	44.4	21.4	44.3
State scholarship/grant	53.1	40.4	45.6	55.6	21.7	12.5	36.5	14.3	39.9
Adelphi scholarship/grant	53.1	46.8	40.7	53.3	52.2	18.8	37.0	21.4	39.9
Outside scholarship/grant	43.8	39.1	40.4	52.3	22.7	20.8	38.3	21.4	38.2
Federal loan	65.6	57.4	69.1	82.2	54.5	14.6	76.6	50.0	66.9
Other loans	48.4	45.7	48.7	61.4	45.5	10.6	50.6	7.1	46.4
Tuition remission	56.3	51.1	40.7	53.3	34.8	22.9	41.2	64.3	42.4
Graduate assistantship	65.6	42.6	36.5	51.1	87.0	22.9	35.3	35.7	39.6
Internship (paid)	40.6	38.3	32.9	46.7	34.8	8.5	33.8	7.1	32.5
Other	40.0	50.0	17.1	0.0	0.0	21.1	17.5	0.0	19.6
<b>Very important or somewhat important in paying for graduate school</b>									
Earnings from employment	65.5	81.4	88.3	61.0	94.4	95.8	88.2	92.3	86.0
Personal savings	64.0	69.0	83.7	48.6	75.0	87.8	76.5	66.7	77.2
Family support or aid	58.3	55.6	74.6	66.7	71.4	65.0	68.5	33.3	68.9
Employer contribution	30.8	73.5	54.0	36.7	42.9	97.4	69.2	100.0	63.6
Federal scholarship/grant	43.8	40.0	75.8	57.7	60.0	62.5	74.0	66.7	69.4
State scholarship/grant	41.2	42.1	71.9	44.0	60.0	28.6	67.1	0.0	62.6
Adelphi scholarship/grant	47.1	45.5	69.4	45.8	58.3	60.0	64.8	100.0	62.7
Outside scholarship/grant	21.4	38.9	65.0	30.4	40.0	81.8	65.9	66.7	58.9
Federal loan	76.2	63.0	87.6	81.1	100.0	50.0	91.7	100.0	86.7
Other loans	53.3	47.6	77.6	66.7	80.0	33.3	84.9	0.0	74.9
Tuition remission	61.1	58.3	68.3	45.8	62.5	75.0	69.1	77.8	66.3
Graduate assistantship	66.7	45.0	55.0	52.2	80.0	66.7	69.9	80.0	61.7
Internship (paid)	30.8	33.3	53.0	42.9	62.5	20.0	72.2	0.0	55.2
Other	12.5	25.0	20.9	0.0	0.0	66.7	14.3	0.0	20.2

<sup>1</sup> Includes doctoral respondents from Nursing (N=6), Education (N=3), and graduate respondents (N=5) from University College.

**Overall Satisfaction**  
**Table 10: Satisfaction with Facilities & Services<sup>1</sup>**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	% Used
<b>Services/Offices</b>					
Graduate admissions procedures	36.5	59.0	3.7	0.8	98.1
College catalogue/admissions publications	29.8	65.6	4.4	0.3	92.2
Course registration procedures	35.4	57.5	6.2	0.9	98.8
Academic advising	29.5	50.8	14.5	5.2	96.1
Writing Center	29.8	58.9	9.6	1.8	36.9
Learning Center	30.3	61.0	7.1	1.7	31.8
Library services	33.8	58.4	6.9	0.9	89.2
Computer Help Desk	27.0	65.9	5.9	1.2	64.7
International Student Services	22.5	65.9	8.7	2.9	18.2
Public Safety	27.5	65.5	5.5	1.4	63.6
Office of Student Financial Services	25.7	56.7	12.2	5.4	75.0
Office of Academic Services & Student	24.8	68.0	5.6	1.7	39.8
Student Counseling Center	29.5	62.5	5.7	2.3	23.0
Center for Career Development	26.5	62.8	8.8	1.8	29.8
Office of Registrar	24.6	69.9	4.4	1.1	84.1
Office of Commuter Student Affairs	23.4	65.4	8.0	3.2	24.8
Center for Cross-Center Enrichment	25.0	64.8	7.4	2.8	14.2
Office of Disability Support Services	29.9	59.8	7.2	3.1	12.8
Office of Residential Life and Housing	24.4	60.5	11.6	3.5	11.3
Health Services Center	18.4	69.4	9.4	2.7	33.4
Child Activity Center	27.7	62.7	8.4	1.2	10.9
<b>Facilities</b>					
General condition of buildings/grounds	27.1	62.8	9.2	0.9	96.7
Classroom facilities	16.9	62.3	17.8	2.9	97.6
Laboratory facilities	21.1	68.0	8.9	1.9	48.5
Study areas	18.3	65.4	13.0	3.3	83.3
Library facilities (room, chairs, hours, etc.)	27.2	64.5	6.0	2.3	91.8
Computer facilities	26.9	66.5	6.0	0.6	87.5
University Center (UC)	22.8	69.4	6.4	1.3	71.0
Cafeterias/café	18.8	64.3	12.0	5.0	71.4
Bookstore	22.6	67.5	8.6	1.3	81.2
Post Hall food store	20.4	61.2	14.0	4.5	47.1
Athletics facilities	20.2	56.1	13.6	10.1	30.4
Parking facilities	14.3	41.7	25.6	18.4	81.9
Restroom facilities	13.0	56.4	19.8	10.9	94.2
<b>College Environment</b>					
Recreational and intramural programs	20.6	62.6	15.3	1.5	17.1
Campus clubs	23.7	61.0	11.9	3.4	15.5
College sponsored social activities	20.8	61.8	14.6	2.8	18.9
Cultural programs and activities (e.g., concerts, lectures, etc.)	20.1	68.8	8.5	2.6	24.8
Religious activities/programs	17.3	62.2	17.3	3.1	12.9
Student voice in college policies	14.7	62.2	17.5	5.6	18.7
Representation by student government	17.6	64.9	13.7	3.8	17.2
Safety on campus	27.7	67.7	3.4	1.1	62.0
<b>Satisfaction with Adelphi in general</b>	25.2	67.1	6.7	1.0	95.2

<sup>1</sup> Information based on respondents who used the services.

**Comparison of 2000, 2003, and 2007 Graduate Respondents**  
**Table 11: Demographics**

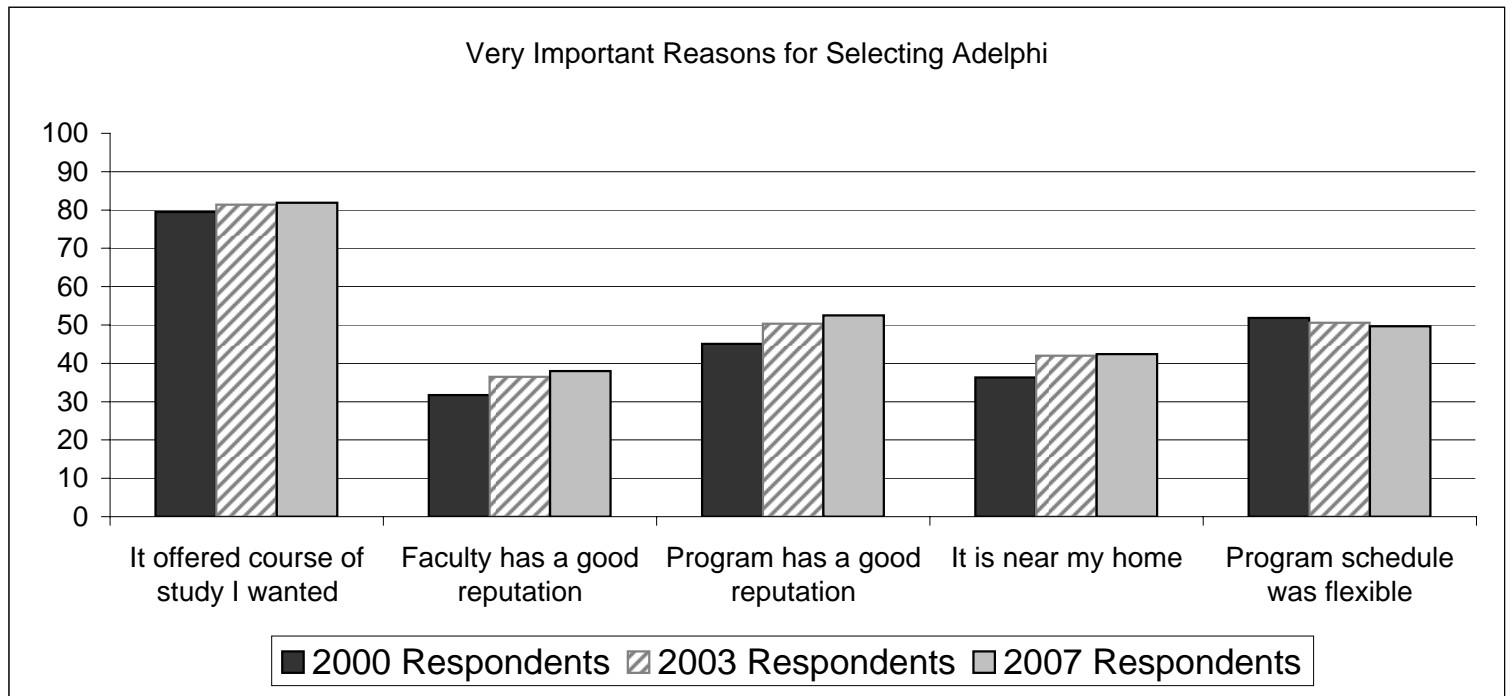
	2000 Respondents <sup>1</sup>	2003 Respondents <sup>2</sup>	2007 Respondents
<b>Number of Respondents</b>	<b>1,036</b>	<b>847</b>	<b>776</b>
<b>Percent Female</b>	80.3	83.4	84.3
<b>Mean Age</b>	34.3	34.0	34.0
<b>Race/Ethnicity</b>			
Asian	3.9	4.1	4.5
Black	11.1	12.5	13.8
Hispanic	6.5	7.5	8.4
Native American	0.3	0.0	0.3
White	75.3	74.2	69.6
Other	2.9	1.7	3.3
<b>Adelphi Schools</b>			
Arts & Sciences	1.0	2.5	4.3
Business	9.7	9.1	6.1
Education Master's	48.2	43.3	40.1
Education Doctoral	N/A	N/A	0.4
IAPS Master's	2.4	5.5	5.8
IAPS Doctoral	5.3	4.8	3.1
Nursing Master's	4.9	2.4	6.3
Nursing Doctoral	N/A	N/A	0.8
Social Work Master's	26.7	30.1	30.8
Social Work Doctoral	1.9	2.5	1.8
University College	N/A	N/A	0.6
<b>Born outside the US</b>			
Born outside the US	18.6	16.5	16.0
<i>Number of years living in US</i>	14.4	17.1	20.4
First generation in US	9.8	10.8	11.5
One parent from US	8.8	9.4	10.6
Both parents from US	62.8	63.2	62.2
<b>Percent speaking language other than English at home</b>	24.4	21.6	26.2
<b>Father's Education</b>			
Postgraduate or professional degree	19.6	20.7	16.8
College graduate	19.4	18.6	20.4
Some college	15.4	18.0	17.9
High school graduate	26.6	27.9	29.6
Some high school	8.6	6.9	7.2
8th grade or less	10.4	7.9	8.0
<b>Mother's Education</b>			
Postgraduate or professional degree	15.8	15.9	14.3
College graduate	15.1	17.2	21.2
Some college	15.8	17.5	18.4
High school graduate	36.7	36.4	34.3
Some high school	8.0	6.9	4.6
8th grade or less	8.7	6.1	7.1

<sup>1</sup> The 2000 survey had 143 respondents with missing identifying information

<sup>2</sup> The 2003 survey had 9 respondents with missing identifying information

**Comparison of 2000, 2003, and 2007 Graduate Respondents**  
**Table 12: Reasons for Attending Graduate School**

	2000 Respondents	2003 Respondents	2007 Respondents
<b>Very important reasons for entering graduate school</b>			
Advanced degree is necessary to achieve a career goal	84.5	85.2	87.0
Interested in the field of study	76.2	79.0	78.7
Wanted to make more money	50.0	45.5	49.4
To be able to contribute more to the community	45.0	44.3	53.0
Wanted to change careers	29.9	29.4	31.8
Family/friends/teachers encouraged me to go to graduate school	29.5	27.7	34.3
Could not find a job I wanted	9.7	13.2	15.0
<b>Very important reasons for selecting Adelphi</b>			
It offered course of study I wanted	79.5	81.4	81.9
Program schedule was flexible	51.8	50.6	49.7
Program has a good reputation	45.1	50.3	52.5
It is near my home	36.3	42.0	42.4
Faculty has a good reputation	31.7	36.5	38.0
It is near my job	18.6	23.8	23.9
Offered financial aid/funding	20.0	23.4	30.1
Friends/family recommended Adelphi	17.1	19.3	17.4
Wanted to live in NYC metropolitan area	15.9	16.8	14.5
Attended Adelphi as an undergraduate	9.6	12.6	13.9
It was relatively inexpensive	11.7	11.5	16.4
Spouse/partner located in the area	9.1	11.2	11.2
Undergraduate faculty recommended it	3.9	5.3	6.0
To study with a particular faculty member	2.9	3.8	7.7



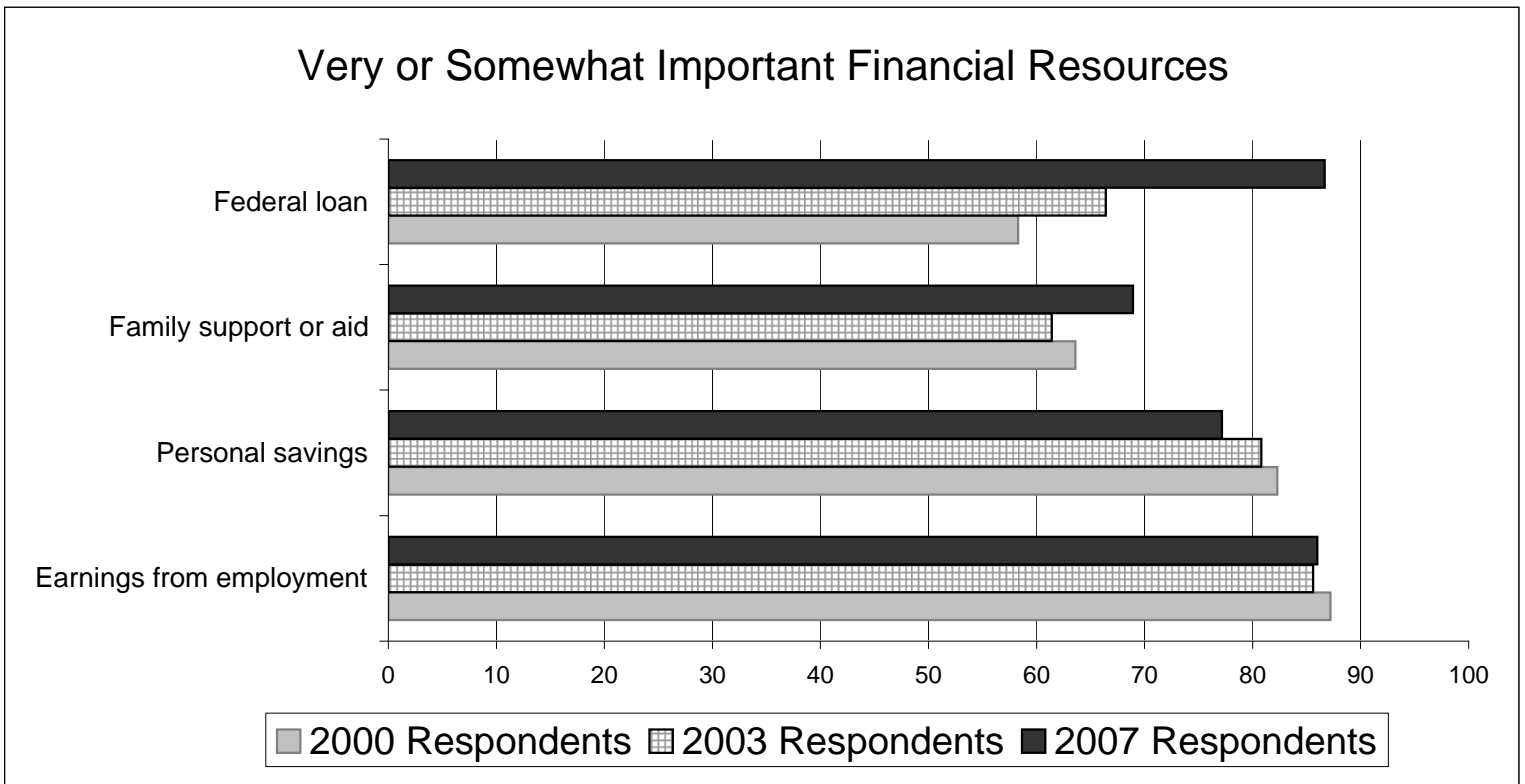
**Comparison of 2000, 2003, and 2007 Graduate Respondents  
Table 13: Academic and Social Activities**

	2000 Respondents	2003 Respondents	2007 Respondents
<b>All or most faculty</b>			
Professors are excellent classroom teachers	56.5	64.7	69.8
Professors treat me fairly	84.6	88.7	90.1
Professors take responsibility to students seriously	78.2	83.7	87.5
Professors provided useful feedback for my work	71.2	75.0	81.5
Easy to get appointments to talk with professors	68.7	73.4	80.0
Professors show concern for me as an individual	60.4	67.9	69.7
Know professors well enough to drop in and chat	35.1	42.2	44.6
Professors informed me of relevant research opportunities	23.6	27.3	32.6
Professors informed me of relevant employment opportunities	14.0	15.2	22.1
Professors supportive of my educational and career goals	49.0	55.4	64.4
Know professors well enough to ask for letter of recommendation	36.0	41.5	47.9
<b>Percent who consider faculty member to be a mentor</b>	38.0	39.8	47.1
<b>Strongly agree or agree with the following</b>			
Most courses I have taken are interesting	91.2	92.3	93.3
Not enough courses offered at times when I can take them	48.3	41.2	46.3
Some courses I would like to take not offered at Adelphi	39.7	36.7	37.6
Generally, I find my coursework difficult	35.8	32.9	36.7
Satisfied with progress I am making in earning credits toward degree	93.6	94.8	95.0
Often space not available in courses I want to take	19.7	16.6	15.9
<b>% reporting Adelphi met their initial academic expectations extremely or somewhat well</b>	n/a	92.2	94.3
<b>Often or sometimes participate in following activities at Adelphi*</b>			
Socializing with faculty	18.9	22.2	25.4
Socializing with peers	40.9	32.8	39.1
In a study group	33.3	26.9	24.8
Attending presentations of student research/projects	23.3	19.9	18.6
Administrative or academic committee meetings	7.0	8.3	10.9
Career/professional development events	15.4	12.2	14.2
Student Government	1.0	1.1	2.7
<b>Strongly agree or agree with the following*</b>			
Placement was relevant to curriculum	94.9	96.3	95.2
Placement was well-supervised	83.8	83.9	87.4
Placement experience reflected upon in my coursework	87.7	90.0	91.8
Overall, satisfied with placement experience	88.7	87.1	88.9
<b>Percent often or very often using computers</b>			
During a class session	8.0	12.7	19.3
To complete a homework assignment	32.9	38.6	82.9
On own	31.5	36.4	87.2

\* Excludes "does not apply" respondents

**Comparison of 2000, 2003, and 2007 Graduate Respondents**  
**Table 14: Finance Resources**

	2000 Respondents		2003 Respondents		2007 Respondents	
% receiving financial aid toward graduate school expenses		35.3		43.2		50.8
% with educational debt		67.5		66.8		66.9
Average educational debt		\$27,690		\$32,708		\$42,232
	% Used	% Very or somewhat important	% Used	% Very or somewhat important	% Used	% Very or somewhat important
Earnings from employment	87.2	86.9	85.6	85.9	86.4	86.0
Personal savings	82.3	78.4	80.8	77.2	82.0	77.2
Family support or aid	63.6	67.9	61.4	67.5	63.7	68.9
Employer contribution	44.6	64.7	45.8	62.0	46.8	63.6
Federal scholarship/grant	36.2	56.3	37.8	59.5	44.3	69.4
State scholarship/grant	33.3	47.2	32.5	52.8	39.9	62.6
Adelphi scholarship/grant	34.9	50.3	31.7	52.9	39.9	62.7
Outside scholarship/grant	33.6	49.7	32.8	53.6	38.2	58.9
Federal loan	58.3	79.7	66.4	86.4	66.9	86.7
Other loans	42.0	60.2	42.2	66.9	46.4	74.9
Tuition remission	36.1	53.2	34.7	58.0	42.4	66.3
Graduate assistantship	35.1	50.6	33.1	51.3	39.6	61.7
Internship (paid)	31.7	44.4	29.5	50.2	32.5	55.2



**Comparison of 2000, 2003, & 2007 Graduate Respondents**  
**Table 15: Satisfaction with services and Facilities**

	2000 Respondents		2003 Respondents		2007 Respondents	
	% Used	% Satisfied or Very Satisfied	% Used	% Satisfied or Very Satisfied	% Used	% Satisfied or Very Satisfied
<b>Services/Programs</b>						
Graduate admissions procedures	95.8	92.1	97.5	92.2	98.1	95.5
College catalogue/admissions publications	87.9	92.9	88.8	91.3	92.2	95.2
Course registration procedures	96.4	86.6	98.4	86.8	98.8	92.8
Financial aid services/Student Financial Services	63.7	74.2	72.7	73.0	75.0	82.4
Academic Advising	84.2	71.0	92.6	77.6	96.1	80.3
Campus security/Public safety	70.6	92.7	78.8	92.0	63.6	92.8
Personal counseling services/Student counseling center	21.1	74.8	31.0	78.1	23.0	90.5
Career planning & placement (Center for career development)	16.6	64.8	40.8	68.0	29.8	87.4
Office of the Registrar	94.9	88.7	90.3	88.2	84.1	94.4
Services for students with disabilities	10.5	84.6	13.8	87.0	12.8	87.0
Health services	41.4	88.8	31.5	84.4	33.4	86.8
International student services	9.4	87.6	11.2	83.7	18.2	86.5
Library services	82.5	82.2	87.9	88.8	89.2	92.2
Child Activity Center	7.0	80.9	8.8	83.6	10.9	86.2
Office of Commuter Student Affairs	25.8	88.6	19.4	80.6	24.8	87.0
Computer Help Desk	45.5	80.7	55.8	87.5	64.7	92.5
<b>Facilities</b>						
General condition of buildings and grounds	94.9	90.9	96.4	90.5	96.7	89.9
Classroom facilities	97.4	72.7	98.2	74.6	97.6	79.2
Laboratory facilities	41.8	81.3	44.5	81.7	48.5	88.9
Study areas	75.1	77.1	78.3	78.7	83.3	83.3
Library facilities	86.9	84.7	89.8	88.2	91.8	91.6
Computer facilities	70.7	90.5	83.4	90.4	97.6	93.3
Food services/cafeteria/café	66.6	72.0	71.0	74.1	71.4	82.9
University Center (UC)	69.6	91.7	68.6	91.6	71.0	92.1
Athletic facilities	24.0	76.2	25.4	77.0	30.4	74.7
Parking facilities	82.9	82.1	86.0	46.4	81.9	55.8
Restroom facilities	93.7	81.5	95.4	74.4	94.2	69.1
<b>College Environment</b>						
Recreational/intramural programs	22.5	85.8	23.0	85.9	17.1	82.0
College sponsored social activities	22.0	79.5	25.5	83.4	18.9	81.5
Cultural programs/activities	25.5	83.3	30.8	85.4	24.8	87.5
Religious activities/programs	14.9	80.7	15.0	79.7	12.9	77.2
Graduate student voice in college politics	30.3	53.3	29.1	58.8	18.7	75.9
Safety on campus	76.9	95.4	79.2	94.1	62.0	94.3
<b>Satisfaction with Adelphi in general</b>		90.4			89.5	90.7

# Adelphi University

## *Graduate Student Experience Survey*

Dear Student:

Adelphi University needs your help in an important study designed to improve its services for its students. This questionnaire asks you about your college experiences—with courses, professors, financial aid, social activities, college facilities, and other aspects of college life. As a participant, you will have a chance to win one of several Apple iPods.

Please complete this questionnaire as soon as possible and return it in the enclosed postage-paid envelope. If you prefer filling out this questionnaire online, it is available at <http://administration.adelphi.edu/orap/survey/graduate>. Enter the number found on the bottom right of this page when prompted for your identification number.

Completing this survey should take approximately 15 minutes. Your responses are confidential, whether you answer by mail or on the web, and the information you provide will only be presented as summary statistics. Please contact the Office of Research, Assessment and Planning at (516) 877-3233 or [orap@adelphi.edu](mailto:orap@adelphi.edu) if you have any questions. If you want to view the results of this, or our other surveys, please visit us at <http://administration.adelphi.edu/orap/>. The results of this survey will be available in the late spring.

Your help is greatly appreciated.

Nava Lerer, Ph.D.  
Director

1. How important were each of the following factors in your decision to enter graduate school? (Mark one for each item.)

	Very Important	Somewhat Important	Not Too Important	Not At All Important
An advanced degree is necessary to achieve a career goal.	(A)	(B)	(C)	(D)
I was undecided about my future career.	(A)	(B)	(C)	(D)
I wanted to change careers.	(A)	(B)	(C)	(D)
I was interested in the field of study.	(A)	(B)	(C)	(D)
Family members/friends/teachers encouraged me to go to graduate school.	(A)	(B)	(C)	(D)
I wanted to make more money.	(A)	(B)	(C)	(D)
I wanted to be able to contribute more to the community.	(A)	(B)	(C)	(D)
I could not find a job I wanted.	(A)	(B)	(C)	(D)
Other (Please specify) _____	(A)	(B)	(C)	(D)

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6. Based on your experience with professors at Adelphi, please indicate whether each of the following statements is true of *all* professors, *most* professors, *some* professors, *few* professors or *no* professors. (Mark one for each item.)

	All	Most	Some	Few	None
Professors are excellent classroom teachers.	(A)	(B)	(C)	(D)	(E)
Professors treat me fairly.	(A)	(B)	(C)	(D)	(E)
Professors take their responsibility to students seriously.	(A)	(B)	(C)	(D)	(E)
Professors have provided useful feedback for my work.	(A)	(B)	(C)	(D)	(E)
It's easy to get appointments to talk with professors.	(A)	(B)	(C)	(D)	(E)
I feel that professors show concern for me as an individual.	(A)	(B)	(C)	(D)	(E)
I know professors well enough to drop in and chat with them.	(A)	(B)	(C)	(D)	(E)
Professors have informed me of relevant research opportunities.	(A)	(B)	(C)	(D)	(E)
Professors have informed me of relevant employment opportunities.	(A)	(B)	(C)	(D)	(E)
Professors have been supportive of my educational and career goals.	(A)	(B)	(C)	(D)	(E)
I know professors well enough to ask for a letter of recommendation.	(A)	(B)	(C)	(D)	(E)

7. Is there a faculty member that you consider to be your mentor? Yes No

(A) (B)

8. Since you entered your program, have you: (Mark all that apply.)

	Yes, with Adelphi Faculty/Staff	Yes, on my own or with others not affiliated with Adelphi	No
Worked on a research project	(A)	(B)	(C)
Worked on a publication in a scholarly or professional book or journal	(A)	(B)	(C)
Worked on a presentation for a scholarly or professional conference	(A)	(B)	(C)
Are you listed as author or co-author in any published work?	(A)	(B)	(C)

9. Please rate your placement experience (internship/externship/fieldwork/student teaching/clinical placement). (Mark one for each item).

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
My placement was relevant to my program curriculum.	(A)	(B)	(C)	(D)	(E)
My placement was well-supervised.	(A)	(B)	(C)	(D)	(E)
My placement experience was reflected upon in my coursework.	(A)	(B)	(C)	(D)	(E)
Overall, I was satisfied with my placement experience.	(A)	(B)	(C)	(D)	(E)

10. Would you like to see more classes scheduled at the following times? (Mark all that apply.)

- (A) Weekdays                      (B) Weeknights                      (C) Weekends

11. Based on your experiences at Adelphi, please indicate your level of agreement with the following statements. (Mark one for each item.)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Most courses I have taken are interesting.	(A)	(B)	(C)	(D)
Not enough courses are offered at times when I can take them.	(A)	(B)	(C)	(D)
Some courses I would like to take are not offered at Adelphi.	(A)	(B)	(C)	(D)
Generally I find my coursework difficult.	(A)	(B)	(C)	(D)
The use of Blackboard in my coursework helps my learning.	(A)	(B)	(C)	(D)
The use of technology in the classroom facilitates my learning (e.g., podcasting, clickers, multimedia technology, smart boards, PDAs (Nursing), etc.).	(A)	(B)	(C)	(D)
Overall, I am satisfied with the progress I am making in earning credits toward my degree.	(A)	(B)	(C)	(D)
Often space is not available in courses I <i>want</i> to take.	(A)	(B)	(C)	(D)
Students from different racial-ethnic groups get along well here.	(A)	(B)	(C)	(D)

12. How much has your experience at Adelphi contributed to your academic and personal growth in each of the following? (Mark one for each item.)

	A Great Deal	Moderately	Not Much	Not At All
Writing skills	(A)	(B)	(C)	(D)
Research skills	(A)	(B)	(C)	(D)
Negotiation skills	(A)	(B)	(C)	(D)
Mathematical skills	(A)	(B)	(C)	(D)
Technology skills	(A)	(B)	(C)	(D)
Software used in my discipline	(A)	(B)	(C)	(D)
Critical thinking skills	(A)	(B)	(C)	(D)
Learning independently	(A)	(B)	(C)	(D)
Art appreciation	(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)
Awareness of community and global issues	(A)	(B)	(C)	(D)
Knowledge of a particular field or discipline	(A)	(B)	(C)	(D)
Obtaining a broad general education	(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)

13. During the current semester, how often did you use computers under the following circumstances? (Mark one for each item.)

	Very Often	Often	Occasionally	Rarely	Never
During a class session	(A)	(B)	(C)	(D)	(E)
In order to complete a homework assignment	(A)	(B)	(C)	(D)	(E)
Conducting research via the Internet or other on-line sources	(A)	(B)	(C)	(D)	(E)
Using computer programs for class presentations	(A)	(B)	(C)	(D)	(E)
On your own (with no relation to an assignment)	(A)	(B)	(C)	(D)	(E)
To communicate with faculty	(A)	(B)	(C)	(D)	(E)

14. How interested would you be in taking some of your courses via distance education (i.e., taking some of your college courses by interacting with your professors via computer from home, your work, or some other off-campus location)?

- (A) Very interested                      (B) Somewhat interested                      (C) Not too interested                      (D) Not at all interested

15. Are you financially dependent on your parent(s)/guardian(s)?

- (A) No                      (B) Yes, partially                      (C) Yes, fully

16. Please estimate your total household income for last year. Consider income from all sources before taxes and round to the nearest thousand (e.g., \$21,000, \$45,000, \$75,000). \_\_\_\_\_

17. How many people does this income support? \_\_\_\_\_

18. Please indicate the average number of hours you are employed per week. (Mark all that apply & indicate hours.)

- (A) I am not employed or only work occasional jobs.  
 (B) I am employed *on* campus.                      Number of hours per week \_\_\_\_\_  
 (C) I am employed *off* campus.                      Number of hours per week \_\_\_\_\_

19. Do you receive any financial aid towards your college expenses?

- (A) No                      (B) Yes

20. Do you receive any financial aid from Adelphi?

- (A) No                      (B) Yes

21. How important is each of the following in helping you pay for graduate school? (Mark one for each item.)

	Very Important	Somewhat Important	Not Too Important	Not At All Important	Does Not Apply
Earnings from employment	(A)	(B)	(C)	(D)	(E)
Personal savings	(A)	(B)	(C)	(D)	(E)
Family support or aid	(A)	(B)	(C)	(D)	(E)
Employer contribution	(A)	(B)	(C)	(D)	(E)
Federal scholarship/grant	(A)	(B)	(C)	(D)	(E)
State scholarship/grant (TAP, etc.)	(A)	(B)	(C)	(D)	(E)
Adelphi scholarship/grants	(A)	(B)	(C)	(D)	(E)
Outside scholarship/grant.	(A)	(B)	(C)	(D)	(E)
Federal loan (Perkins, Stafford, etc.)	(A)	(B)	(C)	(D)	(E)
Other loans	(A)	(B)	(C)	(D)	(E)
Tuition remission	(A)	(B)	(C)	(D)	(E)
Graduate assistantship	(A)	(B)	(C)	(D)	(E)
Internship (paid)	(A)	(B)	(C)	(D)	(E)
Other (Please specify) _____	(A)	(B)	(C)	(D)	(E)

22. Please estimate your total personal outstanding educational debt. \$ \_\_\_\_\_ (Include both undergraduate and graduate education and round to the nearest thousand.)

23. Please indicate your level of satisfaction with the following services, offices, facilities, and overall environment at Adelphi. If you have not used one of the following, mark "does not apply." (Mark one for each item.)

<i>Services</i>	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does Not Apply
General admissions procedures	(A)	(B)	(C)	(D)	(E)
College catalogue/admissions publications	(A)	(B)	(C)	(D)	(E)
Course registration procedures	(A)	(B)	(C)	(D)	(E)
Academic advising	(A)	(B)	(C)	(D)	(E)
The Writing Center	(A)	(B)	(C)	(D)	(E)
The Learning Center	(A)	(B)	(C)	(D)	(E)
Library services	(A)	(B)	(C)	(D)	(E)
Computer Help Desk	(A)	(B)	(C)	(D)	(E)
International Student Services	(A)	(B)	(C)	(D)	(E)
Public Safety	(A)	(B)	(C)	(D)	(E)

<i>Offices</i>	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does Not Apply
Office of Student Financial Services	(A)	(B)	(C)	(D)	(E)
Office of Academic Services & Student Retention	(A)	(B)	(C)	(D)	(E)
Student Counseling Center	(A)	(B)	(C)	(D)	(E)
Center for Career Development	(A)	(B)	(C)	(D)	(E)
Office of the Registrar	(A)	(B)	(C)	(D)	(E)
Office of Commuter Student Affairs	(A)	(B)	(C)	(D)	(E)
Center for Cross-Cultural Enrichment	(A)	(B)	(C)	(D)	(E)
Office of Disability Support Services	(A)	(B)	(C)	(D)	(E)
Office of Residential Life and Housing	(A)	(B)	(C)	(D)	(E)
Health Services Center	(A)	(B)	(C)	(D)	(E)
Child Activity Center	(A)	(B)	(C)	(D)	(E)

<i>Facilities</i>	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does Not Apply
General condition of buildings and grounds	(A)	(B)	(C)	(D)	(E)
Classroom facilities	(A)	(B)	(C)	(D)	(E)
Laboratory facilities	(A)	(B)	(C)	(D)	(E)
Study areas	(A)	(B)	(C)	(D)	(E)
Library facilities (room, chairs, hours, etc.)	(A)	(B)	(C)	(D)	(E)
Computer facilities	(A)	(B)	(C)	(D)	(E)
University Center (UC)	(A)	(B)	(C)	(D)	(E)
Cafeterias/café	(A)	(B)	(C)	(D)	(E)
Bookstore	(A)	(B)	(C)	(D)	(E)
Post Hall food store	(A)	(B)	(C)	(D)	(E)
Athletic facilities	(A)	(B)	(C)	(D)	(E)
Parking facilities	(A)	(B)	(C)	(D)	(E)
Restroom facilities	(A)	(B)	(C)	(D)	(E)

**College Environment**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does Not Apply
Recreational and intramural programs	(A)	(B)	(C)	(D)	(E)
Campus clubs	(A)	(B)	(C)	(D)	(E)
College sponsored social activities	(A)	(B)	(C)	(D)	(E)
Cultural programs and activities (e.g., concerts, plays, lectures, etc.)	(A)	(B)	(C)	(D)	(E)
Religious activities and programs	(A)	(B)	(C)	(D)	(E)
Student voice in college policies	(A)	(B)	(C)	(D)	(E)
Representation by student government	(A)	(B)	(C)	(D)	(E)
Safety on campus	(A)	(B)	(C)	(D)	(E)
<b>23a. Please indicate your level of satisfaction with Adelphi in general.</b>	(A)	(B)	(C)	(D)	(E)

24. How well have your initial *academic* expectations for Adelphi been met?

- |                |               |               |            |
|----------------|---------------|---------------|------------|
| Extremely well | Somewhat well | Not very well | Not at all |
| (A)            | (B)           | (C)           | (D)        |

25. How do you get to campus? (*Choose the one you use most often.*)

- |      |       |       |     |
|------|-------|-------|-----|
| Walk | Drive | Train | Bus |
| (A)  | (B)   | (C)   | (D) |

26. What is your current marital status?

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

27. What is your current religious preference or affiliation?

- |                                            |              |
|--------------------------------------------|--------------|
| (A) Roman Catholic                         | (E) Islamic  |
| (B) Eastern Orthodox                       | (F) Hindu    |
| (C) Protestant                             | (G) Buddhist |
| (D) Jewish                                 | (H) None     |
| (I) Other ( <i>Please specify.</i> ) _____ |              |

28. What is your race-ethnicity?

- |                             |                                            |
|-----------------------------|--------------------------------------------|
| (A) Asian /Pacific Islander | (D) Native American/Alaskan Native         |
| (B) Black, Non-Hispanic     | (E) White, Non-Hispanic                    |
| (C) Hispanic                | (F) Other ( <i>Please specify.</i> ) _____ |

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

	You	Mother	Father
Born in the United States (excluding Puerto Rico and U.S. territories).	(A)	(B)	(C)
Born outside of the United States (including Puerto Rico and U.S. territories).	(A)	(B)	(C)

29a. If you were born outside of the U.S., how many years have you lived in the U.S.? \_\_\_\_\_

30. Do you speak a language other than English at home?

A No

B Yes

31. How much formal education do/did your parents have? *(Mark the highest level attained.)*

	Mother	Father
Postgraduate or professional degree	<input type="radio"/> A	<input type="radio"/> A
College graduate	<input type="radio"/> B	<input type="radio"/> B
Some college	<input type="radio"/> C	<input type="radio"/> C
High school graduate	<input type="radio"/> D	<input type="radio"/> D
Some high school	<input type="radio"/> E	<input type="radio"/> E
8 <sup>th</sup> grade or less	<input type="radio"/> F	<input type="radio"/> F

32. We are very interested in any additional comments you might have. Please include them below.

**Thank you for your participation in this study. Please place the questionnaire in the return envelope and mail it as soon as possible.**