

# ***ADELPHI UNIVERSITY***



## ***Fall 2002 Adelphi Leavers***

***Office of Research, Assessment and Planning  
January 2003***

# **Fall 2002 Adelphi Leavers**

## **Office of Research, Assessment and Planning**

Nava Lerer, Director  
Patricia Wallace, Assistant Director  
Raymond Hicks, Senior Research Analyst  
Ellen Lee, Senior Research Analyst

January 2003

## **Analysis of the Fall 2002 Adelphi Leavers**

This report examines the reasons students leave Adelphi, whether they transfer to other schools after leaving, and points to what, if anything, Adelphi might do to increase retention. All matriculated undergraduate students in good academic standing who enrolled at Adelphi in Spring 2002 but did not register for the Fall 2002 semester by the 21<sup>st</sup> day were included in the analysis. Fall 2002 leavers were studied in two ways: First, a telephone survey was conducted in October 2002; and second, transfer information for students who did not re-enter Adelphi was provided by the National Student Clearinghouse in December 2002.

A majority of Fall 2002 leavers were ABLE students, followed by students from the College of Arts and Sciences, Nursing, and General Studies. Most ABLE leavers did not transfer to another college but left Adelphi for financial or personal reasons or because of work pressure; many stated that they plan on returning to Adelphi in the future.

While leavers from the other Adelphi schools also mentioned financial reasons as the most important factor in their decision to leave, many were also dissatisfied with their majors. Disappointingly, only about half of them discussed their plans to leave Adelphi with faculty or staff. Additionally, close to half (48%) of non-ABLE leavers transferred to another institution—about three-quarters (78%) of those transfers went to four-year institutions and the rest to two-year institutions.

### **The Phone Survey of Adelphi Leavers**

#### Telephone interview :

- Interviewers were able to interview 48 of the initial sample of 189 students who enrolled at Adelphi in spring 2002, but did not register for the Fall 2002 semester.
- Of those who were not interviewed, 31 elected not to be interviewed declaring that they were either registered at Adelphi, were returning next semester, or planned to graduate (these students couldn't be located as either enrolled or graduated at Adelphi's database). Most of these students were from ABLE.
- Forty-five leavers had invalid phone numbers, 13 refused to talk to the interviewers, and 52 could not be reached.

#### Respondents' Representativeness (Table 1):

- Respondents were somewhat different from the initial sample on many of the characteristics available in Adelphi's database and consequently might not be representative of all leavers.
- Compared to all leavers, more of the respondents were black and Hispanic and fewer had missing ethnic information. Additionally, none of the interviewed leavers were Asian compared with 3 percent of all leavers.
- A third of the interviewed leavers were men compared to 28 percent of all leavers.
- Slightly fewer respondents than all leavers were ABLE students (54% vs. 59%) and slightly more were General Studies students (8% vs. 4%). Additionally, while overall 7 leavers were enrolled in the Honors College, no respondent was an Honor College student.
- Finally, the proportion of respondents who enrolled at Adelphi part-time (48%) was lower than the overall proportion of leavers who attended Adelphi part-time (56%).

#### Respondents' Characteristics (Table 2):

- Most respondents were women (62% of the ABLE leavers and 73% of non-ABLE leavers).
- The race/ethnic distribution of ABLE and non-ABLE leavers was similar – about half of the respondents were white, a little more than a quarter were black and around 15 percent were Hispanic.
- Over half of the respondents were from ABLE (54%). The next largest group of respondents was from the College of Arts and Sciences (21%). The remaining respondents were distributed among General Studies (8%), Business (6%), Nursing (4%) and IAPS (2%).
- The majority of ABLE leavers attended Adelphi part time (77%). In contrast, most of the non-ABLE leavers were full-time students (86%).
- Not surprisingly, most ABLE respondents worked full-time while attending Adelphi (89%). The majority of non-ABLE leavers also worked while attending college (59%), but only 18 percent worked full-time.
- Close to 40 percent of ABLE respondents and more than a quarter of the non-ABLE respondents said that their family income was over \$100,000. Only 9 percent of ABLE leavers compared to a quarter of the non-ABLE leavers reported a family income less than \$30,000.

#### Initial Educational Aspirations (Table 2):

- The majority of leavers reported that, on entering Adelphi, they had expected to graduate and receive their degree from Adelphi (88% of ABLE leavers and 73% of non-ABLE leavers). No ABLE respondent and about a quarter of non-ABLE leavers intended to transfer when they initially enrolled at Adelphi. Very few from either group thought they would leave before graduating (3 respondents from ABLE and 1 from non-ABLE schools).
- Overall, three-quarters said that Adelphi was their first choice of college and 19 percent ranked it as their second choice. The vast majority of ABLE leavers indicated that Adelphi was their first choice (92%) while the remaining 8 percent indicated that it was their second choice. Adelphi was the first choice for 55 percent and the second choice for 32 percent of the non-ABLE leavers.

#### Reasons for leaving Adelphi (Table 3):

- None of the respondents indicated that professors/teachers or inadequate facilities were reasons for their leaving.
- ABLE and non-ABLE students left Adelphi for very different reasons.
- The most important category of reasons for leaving given by non-ABLE students was dissatisfaction with Adelphi (41%) – about a quarter left because they were not happy with Adelphi in general (23%) and 14 percent left because Adelphi did not offer the program or major they wanted. By comparison, only 8 percent of ABLE students cited these issues as their reason for leaving.
- About the same proportion of ABLE and non-ABLE leavers stressed money and financial issues. In both cases, nearly a third of students had financial problems, thought that tuition was too high, or responded that they did not receive enough financial aid.
- ABLE students were much more likely than non-ABLE students to say that the most important reason for leaving was work-related (27% and 5%, respectively). ABLE students were also a little more likely than non-ABLE students to indicate that they left because the pressure of balancing school and family was too much (27% and 18%, respectively).

Discussion of plans to leave with faculty or staff (Table 4):

- Only 32 percent discussed their plans to leave with faculty or staff. Non-ABLE leavers were more likely to discuss their plans (46%) than were ABLE leavers (20%).
- Overall, of respondents who discussed their plans to leave, discussions were most likely with a counselor (47%) or a faculty member (40%).
- Of those who discussed their plans to leave, all of the non-ABLE leavers and 60% of ABLE leavers felt their concerns were taken seriously.

When asked if AU could have done anything to make them reconsider leaving (Table 5):

- Seventeen respondents said Adelphi could have done something to make them reconsider leaving (39%). Slightly more ABLE leavers (42%) thought so than did non-ABLE leavers (35%).
- Of the 17 respondents who said 'yes', the following reasons were given: 7 said more financial aid (4 ABLE & 3 non-ABLE); 4 said better communication (4 ABLE & 0 non-ABLE); and 3 said better course offerings (1 ABLE & 2 non-ABLE).

Current enrollment in another institution (Table 6):

- Thirty eight percent (18 students) are currently enrolled in another school, including 73 percent of non-ABLE leavers (16 students) and 8 percent of ABLE leavers (2 students). These 18 students are spread among 16 schools.
- The most important reasons for attending the current school are location, program/major, finances, lower tuition and a better college life.
- All of those not currently enrolled in another institution said they plan to continue their education at a later date. Eighty-six percent intend to return to Adelphi (83% of ABLE and 100% of non-ABLE).

Employment Patterns (Table 7):

- Most respondents were employed while at Adelphi (88% of ABLE and 73% of non-ABLE).
- The vast majority of ABLE leavers who were employed while attending Adelphi (95%) and slightly more than half of leavers from non-ABLE schools (56%) worked solely off-campus.
- Eighty percent of all ABLE leavers and 36 percent of non-ABLE leavers worked more than 20 hours a week.

Respondents were asked about their used and satisfaction of a list of services (Table 8):

- Academic advising and library facilities were used by the largest percentage of all leavers.
- Close to three-quarters of non-ABLE leavers used financial aid services and the computer facilities, while predictably only a small proportion of ABLE students used these services.
- Users of library and computer facilities reported the highest levels of satisfaction.
- ABLE students were considerably more satisfied with their academic advising than non-ABLE students (86% vs. 63% respectively).
- In addition to academic advising, non-ABLE leavers were least satisfied with financial aid and the residence halls (75% and 70%, respectively). Only two of the five ABLE leavers who used it were satisfied with financial aid services.

Respondents were asked about their level of satisfaction with several aspects of their experience at Adelphi (Table 9):

- The following items were not applicable for the vast majority of ABLE leavers: accessibility to public transportation, clubs and students organizations, cultural and recreational programs, availability of campus jobs, athletic facilities and financial assistance.
- In contrast, all items were applicable for most of the non-ABLE leavers (accessibility to public transportation had the lowest applicability rating at 64%).
- Respondents were most satisfied with:
  - Faculty: including out-of-class availability of instructors and their attitude towards students;
  - Courses: including the variety of courses, availability, scheduling, classroom facilities, class size and the registration process.
  - Social: including the diversity of the student body and the number of friends they had at Adelphi.
- ABLE respondents were noticeably more satisfied than non-ABLE respondents with most course items as well as with Adelphi's distance from home and the diversity of the student body.
- The largest area of dissatisfaction for both groups was tuition costs.
- Non-ABLE and ABLE respondents were also dissatisfied with the financial assistance provided by Adelphi (53% and 29% respectively). It should be noted, however, that less than a quarter of the ABLE leavers used financial assistance.

### **The National Student Clearing House Transfer Track (Tables 10 to 13)**

- The names of the 189 students who did not return to Adelphi in fall 2002 were sent to the National Student Clearinghouse's Transfer Track service.
- Only 23 percent of the leavers could be tracked as transfers to another college by Fall 2002.
- The vast majority of ABLE and Nursing and all Social Work students who left Adelphi did not transfer to another college while most leavers from General Studies (88%), the School of Business (71%) and Arts and Sciences (56%) did.
- Most transfers from the College of Arts and Sciences (90%) and General Studies (71%) enrolled in baccalaureate institutions. In contrast, the 2 transfers from the School of Education and half of the eight ABLE transfers enrolled in a community college.
- The four-year institutions enrolling the largest proportion of Adelphi leavers were Tufts and St. Joseph's with 3 students each. Brooklyn College, Dowling, Fordham, Hofstra, and SUNY Old Westbury each enrolled 2 of the leavers.
- Of the two-year institutions, Nassau Community College enrolled six of Adelphi's leavers, followed by Suffolk County Community College which enrolled 2 of the leavers.
- Most students transferred to local institutions including 63 percent of transfers to four-year institutions and almost all transfers to two-year institutions.

### **Leavers who transferred to other institutions by reasons for leaving Adelphi (Table 14)**

- Four of the five transfers who cited financial reasons enrolled in public institutions and one was given more financial aid at a private institution. All four students who cited dissatisfaction with their major or program transferred to private institutions.

**Table 1. Comparing All Leavers from the Phone Survey  
with the Interviewed Respondents**

	Respondents		Non-respondents		Total	
	Number	%	Number	%	Number	%
<b>Race/ethnicity (Adelphi data)</b>						
Asian	0	0.0	6	3.8	6	2.9
Black	8	16.7	15	9.6	23	11.3
Hispanic	9	18.8	10	6.4	19	9.3
White	17	35.4	58	37.2	75	36.8
Unknown	14	29.2	67	42.9	81	39.7
<b>International</b>	<b>1</b>	<b>2.1</b>	<b>4</b>	<b>2.6</b>	<b>5</b>	<b>2.5</b>
<b>Sex</b>						
Men	16	33.3	42	26.9	58	28.4
Women	32	66.7	114	73.1	146	71.6
<b>School</b>						
Arts & Sciences	10	20.8	28	17.9	38	18.6
Business	3	6.3	9	5.8	12	5.9
Education	2	4.2	5	3.2	7	3.4
IAPS	1	2.1	0	0.0	1	0.5
Nursing	2	4.2	11	7.1	13	6.4
Social Work	0	0.0	4	2.6	4	2.0
General Studies	4	8.3	4	2.6	8	3.9
ABLE	26	54.2	95	60.9	121	59.3
<b>Honor Program</b>	<b>0</b>	<b>0.0</b>	<b>7</b>	<b>4.5</b>	<b>7</b>	<b>3.4</b>
<b>Enrollment Status</b>						
Full-time	25	52.1	65	41.7	90	44.1
Part-time	23	47.9	91	58.3	114	55.9
<b>Total</b>	<b>48</b>	<b>100.0</b>	<b>156</b>	<b>100.0</b>	<b>204</b>	<b>100.0</b>

**Table 2. Respondents' Demographic and School-Related Characteristics**

	<b>ABLE</b>		<b>Non-ABLE</b>		<b>Total</b>	
	Number	%	Number	%	Number	%
<b>Race/ethnicity (survey response)</b>						
Asian	0	0.0	0	0.0	0	0.0
Black	7	28.0	6	27.3	13	27.7
Hispanic	4	16.0	3	13.6	7	14.9
White	13	52.0	11	50.0	24	51.1
Other	1	4.0	2	9.1	3	6.4
<b>International</b>	0	0.0	1	4.5	1	2.1
<b>Sex</b>						
Men	10	38.5	6	27.3	16	33.3
Women	16	61.5	16	72.7	32	66.7
<b>School</b>						
Arts & Sciences	--	--	10	45.5	10	20.8
Business	--	--	3	13.6	3	6.3
Education	--	--	2	9.1	2	4.2
IAPS	--	--	1	4.5	1	2.1
Nursing	--	--	2	9.1	2	4.2
Social Work	--	--	0	0.0	0	0.0
General Studies	--	--	4	18.2	4	8.3
ABLE	26	100.0	--	--	26	54.2
<b>Honors Program</b>	0	0.0	0	0.0	0	0.0
<b>Enrollment Status</b>						
Full-time	6	23.1	19	86.4	25	52.1
Part-time	20	76.9	3	13.6	23	47.9
<b>Currently employed</b>						
No	0	0.0	9	40.9	9	18.8
Full-time	23	88.5	4	18.2	27	56.3
Part-time	3	11.5	9	40.9	12	25.0
<b>Family income</b>						
Less than \$30,000	2	8.7	5	26.3	7	16.7
\$30,000-\$50,000	1	4.3	4	21.1	5	11.9
\$50,000-\$75,000	6	26.1	5	26.3	11	26.2
\$75,000-\$100,000	5	21.7	0	0.0	5	11.9
More than \$100,000	9	39.1	5	26.3	14	33.3
<b>Plans when entering Adelphi</b>						
Receive degree from Adelphi	21	87.5	16	72.7	37	80.4
Transfer before graduating	0	0.0	5	22.7	5	10.9
Leave before graduating	3	12.5	1	4.5	4	8.7
<b>College Choice</b>						
Adelphi first choice	23	92.0	12	54.5	35	74.5
Adelphi second choice	2	8.0	7	31.8	9	19.1
Third choice	0	0.0	2	9.1	2	4.3
Lower than third	0	0.0	1	4.5	1	2.1

**Table 3. The Most Important Reason for Leaving Adelphi**

	ABLE		Non-ABLE		Total	
	Number	%	Number	%	Number	%
<b>Work Related</b>						
Got a permanent job/part-time job turned full-time	1	3.8	0	0.0	1	2.1
Other work pressure or work related changes	6	23.1	1	4.5	7	14.6
		<b>26.9</b>		<b>4.5</b>		<b>16.7</b>
<b>Money/Finances</b>						
Financial problems/didn't have money to continue	5	19.2	5	22.7	10	20.8
Tuition and fees are too high	1	3.8	2	9.1	3	6.3
Didn't receive enough financial aid	2	7.7	0	0.0	2	4.2
		<b>30.8</b>		<b>31.8</b>		<b>31.3</b>
<b>Dissatisfaction</b>						
Adelphi doesn't offer the program/major I want	0	0.0	3	13.6	3	6.3
Lack of communication about program, opportunities, activities	1	3.8	0	0.0	1	2.1
Didn't like Adelphi in general/culture/location/diversity	0	0.0	5	22.7	5	10.4
Transferred to another college or university I liked better	1	3.8	1	4.5	2	4.2
		<b>7.7</b>		<b>40.9</b>		<b>22.9</b>
<b>Priorities/Pressures/Personal</b>						
Pressure of balancing school/family was too much	7	26.9	4	18.2	11	22.9
<b>Stopout</b>						
Plan to return next semester	2	7.7	1	4.5	3	6.3
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>

**Table 4. Discussed the Decision to Leave Adelphi**

	ABLE		Non-ABLE		Total	
	Number	%	Number	%	Number	%
Yes	5	20.0	10	45.5	15	31.9
No	20	80.0	12	54.5	32	68.1
<b>If Yes, with whom</b>						
Faculty member	1	20.0	5	50.0	6	40.0
Counselor	3	60.0	4	40.0	7	46.7
Administration/Dean/Provost	1	20.0	2	20.0	3	20.0
Other staff member	1	20.0	2	20.0	3	20.0

**Table 5. Could Adelphi Have Done Anything Differently?**

	ABLE		Non-ABLE		Total	
	Number	%	Number	%	Number	%
Yes	10	41.7	7	35.0	17	38.6
No	14	58.3	13	65.0	27	61.4
<b>If Yes, what</b>						
More financial aid	4	40.0	3	42.9	7	41.2
Better course offerings	1	10.0	2	28.6	3	17.6
More flexibility/attention to needs	0	0.0	1	14.3	1	5.9
Better communication	4	40.0	0	0.0	4	23.5
Better campus life	0	0.0	1	14.3	1	5.9

**Table 6. Enrolled in Another Educational Institution**

	ABLE		Non-ABLE		Total	
	Number	%	Number	%	Number	%
No	23	92.0	6	27.3	29	61.7
Yes	2	8.0	16	72.7	18	38.3
<b>If No, likely to return to Adelphi?</b>						
Yes	19	82.6	6	100.0	25	86.2
<b>If Yes, most important reason for transferring</b>						
Closer to home	1	50.0	4	25.0	5	27.8
Had the program I wanted	1	50.0	4	25.0	5	27.8
Better college life	0	0.0	2	12.5	2	11.1
More financial aid	0	0.0	1	6.3	1	5.6
Lower tuition	0	0.0	2	12.5	2	11.1
Better academic quality	0	0.0	1	6.3	1	5.6

**Table 7. Employment Patterns**

	ABLE		Non-ABLE		Total	
	Number	%	Number	%	Number	%
<b>Employed while attending Adelphi</b>						
Yes	22	88.0	16	72.7	38	80.9
No	3	12.0	6	27.3	9	19.1
<b>If Employed, where</b>						
On-campus	0	0.0	3	18.8	3	7.9
Off-campus	21	95.5	9	56.3	30	78.9
On- & off-campus	1	4.5	4	25.0	5	13.2
<b>Number of hours</b>						
None	3	12.0	6	27.3	9	19.1
1 to 10	2	8.0	2	9.1	4	8.5
11 to 20	0	0.0	6	27.3	6	12.8
21 to 30	0	0.0	4	18.2	4	8.5
31 to 40	12	48.0	2	9.1	14	29.8
More than 40	8	32.0	2	9.1	10	21.3

**Table 8. Use and Satisfaction with Services**

	ABLE		Non-ABLE		Total	
	<i>% Used</i>	<i>% Satisfied</i>	<i>% Used</i>	<i>% Satisfied</i>	<i>% Used</i>	<i>% Satisfied</i>
Freshman Orientation	8.3	100.0	45.5	80.0	26.1	83.3
Library Facilities	64.0	93.8	86.4	89.5	74.5	91.4
Computer:						
Facilities	29.2	100.0	72.7	100.0	50.0	100.0
Training	11.5	100.0	40.9	77.8	25.0	83.3
Learning Center	7.7	50.0	31.8	100.0	18.8	88.9
Academic Advising	88.0	86.4	86.4	63.2	87.2	75.6
Career Planning	0.0	--	9.1	100.0	4.3	100.0
Financial Aid	20.8	40.0	72.7	75.0	45.7	66.7
Residence Halls	0.0	--	45.5	70.0	21.3	70.0
Services for disabilities	0.0	--	0.0	--	0.0	--

"% Satisfied" combines "very satisfied" and "somewhat satisfied" responses

**Table 9. Satisfaction with the Following Aspects at Adelphi**

	<b>ABLE</b>		<b>Non-ABLE</b>		<b>Total</b>	
	% responding	% satisfied	% responding	% satisfied	% responding	% satisfied
<b>Location</b>						
* Accessibility by public transportation	19.2	40.0	63.6	64.3	39.6	57.9
Distance from home	96.2	84.0	100.0	54.5	97.9	70.2
Too close (of those dissatisfied)		0.0		12.5		9.1
Too far (of those dissatisfied)		100.0		87.5		90.9
<b>Social/Cultural</b>						
Diversity of student body	92.3	87.5	100.0	68.2	95.8	78.3
Number of friends at Adelphi	73.1	73.7	100.0	77.3	85.4	75.6
* Clubs and student organizations	15.4	25.0	77.3	82.4	43.8	71.4
* Cultural programs, concerts and plays	23.1	50.0	90.9	70.0	54.2	65.4
* Recreational programs and activities	19.2	40.0	90.9	70.0	55.6	64.0
<b>Financial</b>						
Tuition costs compared to other schools	88.5	56.5	100.0	36.4	93.8	46.7
* Financial assistance	26.9	28.6	86.4	52.6	54.2	46.2
* Availability of campus jobs	11.5	0.0	72.7	75.0	45.8	54.5
<b>Courses</b>						
Availability of a strong program/major in field of interest	92.3	87.5	95.5	66.7	93.8	77.8
Course content in field of interest	92.3	91.7	100.0	63.6	95.8	78.3
Variety of courses offered	96.2	92.0	95.5	81.0	95.8	87.0
Availability and scheduling of courses	92.3	83.3	95.5	81.0	93.8	82.2
Preparation for future occupation	69.2	88.9	95.5	66.7	81.3	76.9
Size of class:						
Too large		24.0		0.0		12.8
Too small		0.0		4.5		2.1
Just right		76.0		95.5		85.1
<b>Instructional</b>						
Quality of instruction in field of interest	92.3	87.5	100.0	63.6	95.8	76.1
Out-of-class availability of instructors	96.2	84.0	90.9	95.0	93.8	88.9
Attitude of faculty towards students	92.3	95.8	100.0	90.9	95.8	93.5
<b>Facilities</b>						
Classroom facilities	96.2	92.0	100.0	90.9	97.9	91.5
* Laboratory facilities	38.5	80.0	72.7	75.0	54.2	76.9
* Athletic facilities	11.5	33.3	72.7	68.8	39.6	63.2
<b>Registration process</b>						
	96.2	88.0	100.0	81.8	97.9	85.1

"% Satisfied" combines "very satisfied" and "somewhat satisfied" responses

\* over 55% not applicable/missing

**Table 10. Transfer Status of Fall 2002 Undergraduate Leavers \***

School	Transferred		Did not transfer **		Total	
	Number	%	Number	%	Number	%
Arts & Sciences	20	45.5	16	11.0	36	19.0
Business	5	11.4	2	1.4	7	3.7
Education	2	4.5	5	3.4	7	3.7
IAPS	1	2.3	0	0.0	1	0.5
Nursing	1	2.3	11	7.6	12	6.3
Social Work	0	0.0	4	2.8	4	2.1
General Studies	7	15.9	1	0.7	8	4.2
ABLE	8	18.2	106	73.1	114	60.3
<b>Total</b>	<b>44</b>	<b>100.0</b>	<b>145</b>	<b>100.0</b>	<b>189</b>	<b>100.0</b>

\* Students enrolled at Adelphi in Spring 2002 who didn't return in Fall 2002

\*\* Includes 3 students, 2 of them international, who were not found in the National Student Clearinghouse Database

**Table 11. Proportion of Leavers who Transferred by Adelphi Schools\***

School	Transferred		Did not transfer **		Total	
	Number	%	Number	%	Number	%
Arts & Sciences	20	55.6	16	44.4	36	100.0
Business	5	71.4	2	28.6	7	100.0
Education	2	28.6	5	71.4	7	100.0
IAPS	1	100.0	0	0.0	1	100.0
Nursing	1	8.3	11	91.7	12	100.0
Social Work	0	0.0	4	100.0	4	100.0
General Studies	7	87.5	1	12.5	8	100.0
<b>Subtotal, excluding ABLE</b>	<b>36</b>	<b>48.0</b>	<b>39</b>	<b>52.0</b>	<b>75</b>	<b>100.0</b>
ABLE	8	7.0	106	93.0	114	100.0
<b>Total</b>	<b>44</b>	<b>23.3</b>	<b>145</b>	<b>76.7</b>	<b>189</b>	<b>100.0</b>

\* Students enrolled at Adelphi in Spring 2002 who didn't return in Fall 2002

\*\* Includes 3 students, 2 of them international, who were not found in the National Student Clearinghouse Database

**Table 12. Type of Institutions to which Leavers Transferred \***

School	Baccalaureate		Associate		Total	
	Number	%	Number	%	Number	%
Arts & Sciences	18	90.0	2	10.0	20	100.0
Business	3	60.0	2	40.0	5	100.0
Education	0	0.0	2	100.0	2	100.0
IAPS	1	100.0	0	0.0	1	100.0
Nursing	1	100.0	0	0.0	1	100.0
Social Work	--	--	--	--	--	--
General Studies	5	71.4	2	28.6	7	100.0
<b>Subtotal, excluding ABLE</b>	<b>28</b>	<b>77.8</b>	<b>8</b>	<b>22.2</b>	<b>36</b>	<b>100.0</b>
ABLE	4	50.0	4	50.0	8	100.0
<b>Total</b>	<b>32</b>	<b>72.7</b>	<b>12</b>	<b>27.3</b>	<b>44</b>	<b>100.0</b>

\* Students enrolled at Adelphi in Spring 2002 and at another institution in Fall 2002

**Table 13. Transfer Institutions of Fall 2002 Leavers**

<b>Transfer Institutions</b>	<b>Number</b>	<b>%</b>
<b>Four-year Institutions</b>		
<b>Local (Long Island/Metropolitan NY/NJ)</b>		
St. Joseph's College	3	9.4
CUNY Brooklyn College	2	6.3
Dowling College	2	6.3
Fordham University	2	6.3
Hofstra University	2	6.3
SUNY Old Westbury	2	6.3
CUNY Queens College	1	3.1
Fairleigh Dickinson University	1	3.1
LIU - CW Post	1	3.1
Molloy College	1	3.1
Pace University	1	3.1
Rutgers, The State University of NJ	1	3.1
SUNY Farmingdale	1	3.1
<b>Subtotal local</b>	<b>20</b>	<b>62.5</b>
<b>Not Local (other US)</b>		
Tufts University	3	9.4
Emerson College	1	3.1
Ithaca College	1	3.1
Keene State College	1	3.1
SUNY Binghamton	1	3.1
SUNY Cortland	1	3.1
University of Colorado at Colorado Springs	1	3.1
University of Connecticut	1	3.1
University of Phoenix	1	3.1
University of Texas at Dallas	1	3.1
<b>Subtotal not local</b>	<b>12</b>	<b>37.5</b>
<b>Total 4-year</b>	<b>32</b>	<b>100.0</b>
<b>Two-Year Institutions</b>		
Nassau Community College	6	50.0
Suffolk County Community College	2	16.7
Los Angeles Pierce College	1	8.3
Ocean County College	1	8.3
SUNY Westchester Community College	1	8.3
Technical Career Institute	1	8.3
<b>Total 2-Year</b>	<b>12</b>	<b>100.0</b>