

# *ADELPHI UNIVERSITY*



## *The Leavers Study: Who Stayed, Who Left, and Who Transferred*

*Office of Research, Assessment and Planning*

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## **The 2003-2004 Leavers Study**

This report explores new freshmen who entered Adelphi in Fall 2003 and left before the Fall 2004 semester. It further investigates leavers who transferred to other institutions, as well as those who left and did not transfer. Parallel comparisons are made among students still enrolled, leavers and transfers.

### ***Who are Adelphi leavers?***

*What proportion of new freshmen left Adelphi? What are distinguishing characteristics of these Adelphi leavers?*

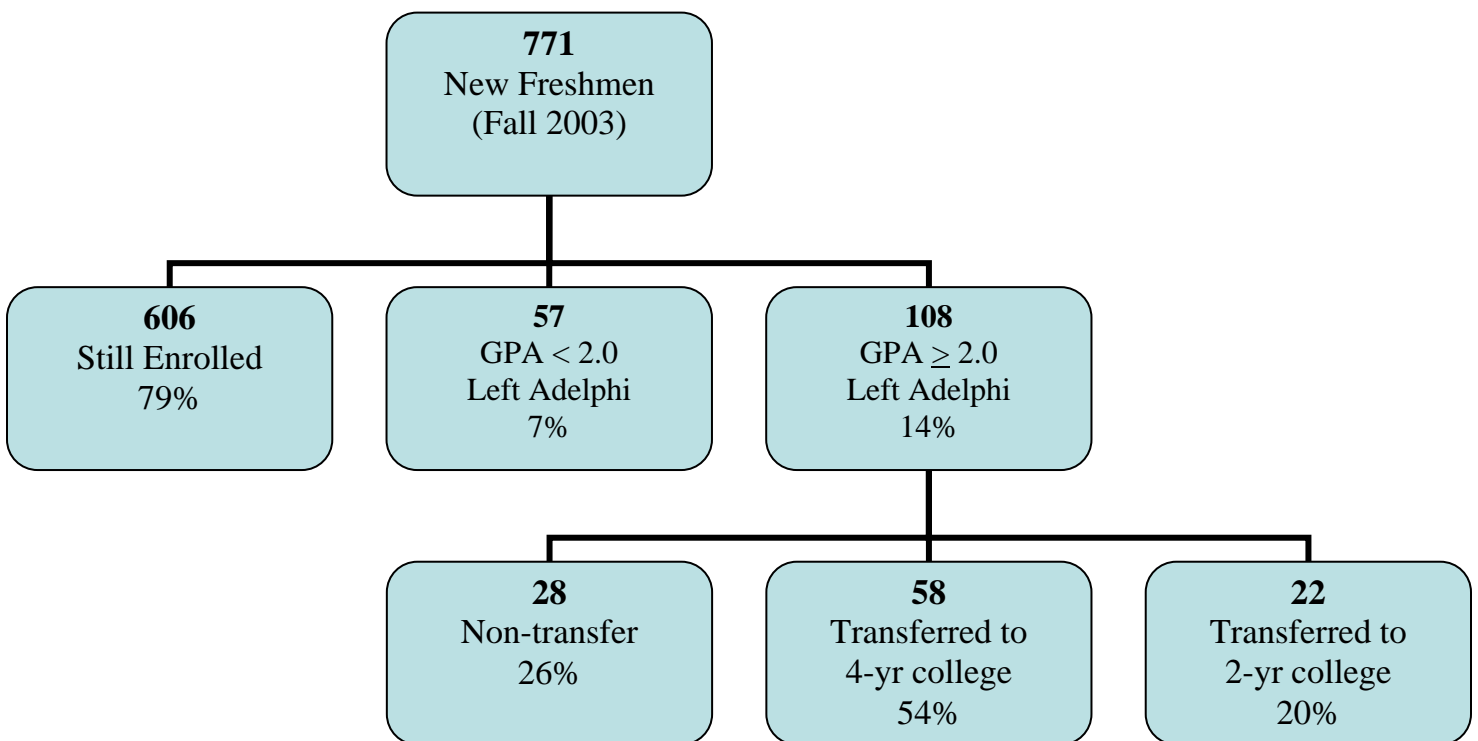
Students who left Adelphi were more likely to be non-traditional students—part-time and older. They had lower pre-college academic records and were more likely to have been enrolled in a non-traditional Adelphi school (such as ABLE). Further, financial concerns faced these students more than students still enrolled.

*What are distinguishing characteristics of leavers who transferred to other institutions after attending Adelphi?*

New freshmen who left Adelphi and transferred were generally more likely to be traditional college students—they are younger and had lived in Adelphi dorms. Transfers are most likely to have been enrolled in traditional Adelphi schools, such as the College of Arts and Sciences. Proportionately more transfers were women and Asian, although this ethnic comparison lacks substance due to a small n size. Entrance records for leavers who transferred were lower than for leavers who did not transfer, although some are international students who most likely left to return to their home countries.

# The 2003-2004 Leavers Study: Freshman to Sophomore Year

- Twenty-one percent of new freshmen from Fall 2003 did not enroll in Fall 2004.
- Of those who left, 65 percent did so in good academic standing.
- About three-quarters of all leavers in good academic standing transferred to another institution after Adelphi.



## **Introduction**

Retention of students is essential to any university's survival. While recruitment efforts are important for enrolling students, these efforts are futile if the institution is not successful in retaining the students it recruits. The purpose of this report is to examine the differences between students Adelphi retained and those who left, especially those leaving in good academic standing. The report also examines whether students who left Adelphi transferred to another institution. For those who transferred, information on receiving institutions was obtained from the National Student Clearinghouse (NSCL), an organization that tracks students' patterns of enrollment at various institutions throughout their college careers.

- For the purposes of this report, “all leavers” are defined as new students who started as freshmen in Fall 2003 but did not enroll in Fall 2004. “Leavers (GPA $\geq$ 2.0)” are Fall 2003 freshmen who did not enroll in Fall 2004 and left Adelphi in good academic standing (cumulative mean GPA at or above 2.0). Students “still enrolled” are those who Adelphi retained for the Fall 2004 semester, regardless of their GPA.
- Six of the 777 freshmen in Fall 2003<sup>1</sup> were “stop-outs” who attended Adelphi in Fall 2003, left for Spring 2004 and returned in Fall 2004. They were excluded from the leavers analysis.
  - Four “stop-outs” were ABLE students and two were from the College of Arts and Sciences. Three of the four ABLE students were registered as part-time in Fall 2003 and continued this status in the Fall 2004 semester. The two Arts and Sciences stop-outs were full-time students. Only one stop-out (who was from Arts and Sciences) had a cumulative Adelphi GPA less than 2.0.
- The final sample, which excludes these 6 stop-out students, is comprised of 771<sup>2</sup> freshmen from the Fall 2003 cohort, 606 of whom remained enrolled for Fall 2004 while 165 (21%) left Adelphi before the start of that semester.
- Adelphi retains relatively similar proportions of full-time students compared to local and national peers, however, part-time student retention at Adelphi lags the average of the other institutions (see Appendix A)<sup>3</sup>.
- The first part of the report compares students still enrolled with all leavers. Further, these leavers are divided into those who left in good academic standing and those who did not. Second, the report focuses on the 108 new freshmen who left Adelphi with a cumulative GPA at or above 2.0. These students, leaving in good academic standing, are those Adelphi would have liked to retain. We compare these leavers in good academic standing who transferred to another institution and leavers who did not. Further, in a

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<sup>1</sup> Fall 2003 End of Semester data were used instead of 21<sup>st</sup> day, to obtain GPA information.

<sup>2</sup> Please note that the number of Fall 2003 Social Work new freshmen is extremely small (8 students) and therefore their results should be viewed with caution.

<sup>3</sup> Based on 876 private institutions in the US, from the Integrated Postsecondary Education Data System, one-year freshmen retention is 72% for full-time and 59% for part-time students.

third section, we examine the types of institutions enrolling Adelphi leavers. The fourth section uses regression analysis to determine significant variables related to students' leaving. Finally, all students are explored by financial aid in the last section of the report.

## **I. Comparison of Students Still Enrolled and All Leavers**

- Seventy-four new freshmen completed the Fall 2003 semester with a cumulative GPA below 2.0. Of these students, 17 continued to the following fall semester and 57 left Adelphi.

### ***Factors Unrelated to Leaving***

**Gender, residence, enrollment in the learning disabilities program and Adelphi major were unrelated to students' leaving. (Tables 1 & 4)**

- Men and women left Adelphi in equal proportions; most left in good academic standing.
- Students who lived in dormitories and students who lived off-campus left Adelphi at fairly similar rates. As with gender, most left in good academic standing.
- Students in the Learning Disabled program left at no higher rate than other Adelphi freshmen. Learning Disabled leavers were, however, slightly more likely to have GPAs below 2.0 as compared to other leavers.
- Students' majors had no relationship to leaving Adelphi<sup>4</sup> (not shown in tables).

### ***Factors Related to Leaving***

**Age, ethnicity, academic entrance records, full-time/part-time status, enrollment in STEP and Honors programs, school of enrollment, and credits and GPA acquired at Adelphi were related to leaving Adelphi. (Tables 1-5)**

- As the age of students (in good academic standing) increased, their retention decreased. About two-thirds of the oldest students (30 years of age or older, all in ABLÉ) left Adelphi compared to less than a quarter of those 18 years of age or younger.
- Over a third of the cohort with unknown ethnicities did not continue their Adelphi enrollment. Most of these leavers came from the College of Arts and Sciences and ABLÉ (41% and 25% respectively, not shown in tables).
- Mean SAT scores were lower for students who dropped out of Adelphi. The SAT factor disappeared, however, for those students who left in good academic standing.
- Average high school GPA followed similar suit; overall, high school GPA was higher for students who continued at Adelphi and lower for students who left Adelphi. The differences almost disappear for leavers in good academic standing.

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<sup>4</sup> Only majors containing 30 or more students were examined.

- One of the most substantial differences between students who continued and those who left was their full-time/part-time status. Over two-thirds of the few students who were enrolled part-time (primarily in ABLE) left Adelphi. GPA of part-time leavers was not a significant factor in their leaving, since about half left with a GPA at or above 2.0 and half left with a GPA below 2.0. Most full-time leavers left with a GPA at or above 2.0.
- Students in selective programs were less likely to leave Adelphi. Twelve percent of Honors students and 15 percent of STEP students left, compared to approximately 22 percent of students in non-selective programs. Almost all students leaving the Honors or STEP programs did so in good academic standing.
- Over two-thirds of the initial ABLE freshmen cohort left Adelphi, although past studies indicate many ABLE leavers maintain stop-out patterns of enrollment, so it is conceivable that some will return. Other schools with a large proportion of leavers were General Studies (with just over a third), Nursing (with over a quarter) and Social Work (with a quarter). The fact that the majority of ABLE leavers left in good academic standing is of special concern, although in addition to their stop-out patterns, past studies point to financial concerns and personal reasons as factors in discontinuing their education. Nursing leavers appear to have struggled with their studies, as only one student left in good academic standing. Finally, it appears that larger proportions of IAPS students, compared to leavers from other schools, left in good academic standing. While similar to all other leavers, IAPS students' high school and Adelphi mean GPAs were lower than the counterpart who stayed; unlike students in other schools, their SAT scores were higher than IAPS students who maintained enrollment.
- The mean Adelphi GPA of all leavers was lower than that of students still enrolled. Leavers in good academic standing, however, had GPAs comparable to GPAs of students still enrolled (3.02 and 3.14 respectively).

## **II. Comparison of Leavers who Transferred and Leavers who Did Not**

This section focuses on leavers, comparing those who transferred to other institutions with those who did not. Of the 165 students who left Adelphi, 108 left in good academic standing.

- Three-quarters of students who left Adelphi in good academic standing transferred to another institution<sup>5</sup>. Approximately three-quarters of these transfers went to four-year institutions and the remaining one-quarter went to two-year institutions.
- For this section, we focus on only those 108 students who left Adelphi in good academic standing<sup>6</sup>.

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<sup>5</sup> An additional 40 Adelphi leavers, out of the 57 who did not leave in good academic standing, transferred to other institutions.

<sup>6</sup> Some schools (Nursing, Education and Social Work) and special academic groups (Honors, STEP and Learning Disabled) include only small numbers of students, so no reliable analysis is possible. Also, the NSCL does not track information on international leavers (3) who might have transferred to an institution in their home country (none were found at participating institutions in the US).

### ***Factors Unrelated to Transferring***

**Mean Adelphi GPA was similar for transfers and non-transfers. (Table 9)**

- The mean cumulative Adelphi GPA of transfers and non-transfers was approximately equal. Transfers to four-year schools had a slightly higher mean Adelphi GPA and transfers to two-year schools had a slightly lower mean GPA than those who did not transfer.

### ***Factors Related to Transferring***

**Transfers and non-transfers differed by their gender, ethnicity, age, mean entrance records, Adelphi school and residency. (Tables 6-9)**

- Proportionately more women than men transferred to other institutions (over three-quarters compared to almost two-thirds).
- Of Asians, Blacks, Hispanics and Whites, Asians were the most likely to transfer. The transfer rates of the other racial/ethnic groups were approximately equal. Asians were most likely to transfer to four-year schools, while Whites were slightly more likely to transfer to two-year schools.
- As age increased, higher proportions of students left Adelphi without transferring to another institution. (Again, most of the older students were in ABLE.)
- Students who did not transfer after leaving Adelphi had the highest mean entrance records out of all leavers<sup>7</sup>. Transfers to four-year schools had higher mean entrance records than transfers to two-year schools.
- Many Adelphi schools had fewer than 10 students who left in good academic standing (Business, Education, IAPS, Nursing and Social Work). Of the schools with more than 10 leavers, students from Arts and Sciences were most likely to transfer, followed by General Studies. School affiliation did not appear to be related to transferring to a two-year versus a four-year school.
- Students who had lived on campus were considerably more likely to transfer upon leaving Adelphi than were off-campus residents (84% and 68% respectively).

## **III. Transfer Institutions**

The 80 Adelphi students who left in good academic standing and transferred after leaving Adelphi went to 36 four-year institutions and 10 two-year institutions. The following is a brief analysis of these students who transferred to other institutions in good academic standing.

**Transfer institutions were examined by school type (four-year or two-year school) and control (public or private institution). (Tables 10-13)**

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<sup>7</sup> This may be related to 2 international students who left Adelphi with total SAT scores of at least 1300.

- Almost two-thirds of transfers to four-year schools enrolled in a public institution.
- Most transfers to four-year institutions enrolled at SUNY Stony Brook (6), CUNY Queens College (4), SUNY Binghamton (4) and the Old Westbury campus of NYIT (4). A number of other institutions each enrolled fewer than 3 Adelphi leavers.
- Most transfers to four-year institutions remained in New York State, and were evenly split between private and public universities (29% and 26% respectively).
- Almost all transfers to two-year institutions enrolled in public colleges (91%).
- Nassau Community College enrolled the largest proportion of transfers to two-year institutions. Much smaller proportions of two-year transfers enrolled elsewhere.

#### **IV. The Financial Aid Factor**

This section explores the financial aid awarded to all new freshmen as an influence on their Fall 2004 enrollment. Income of new freshmen families is examined as well, with special respect to aid awarded by Adelphi. It should be noted that federal and state aid is awarded to students based on financial need, while Adelphi aid is awarded by financial need and academic merit.

#### **Adelphi aid seemed to have a sizeable influence on retention of new freshmen. (Tables 14a-15)**

- New freshmen who did not receive aid from any external source were more likely to discontinue their Adelphi education than those who received aid. Less than three-quarters who did not receive any aid remained at Adelphi compared to over eighty percent of those receiving various sources of aid.
- On average, leavers received less Adelphi aid, loans and remission than new freshmen still enrolled. The largest differences were in Adelphi aid; all leavers received an average of over \$2,500 less than new freshmen still enrolled.
- Over half of new freshmen leavers who took out loans transferred to four-year institutions and about a quarter went to two-year schools. The same proportions of leavers receiving Adelphi and federal/state aid transferred to four- and two- year institutions, respectively.
- Transfers to four-year institutions received, on average, over \$1,500 less Adelphi aid than new freshmen still enrolled. These transfers also received slightly more federal and work study dollars in comparison to the new freshmen still enrolled.
- Transfers to two-year institutions received over \$1,000 less Adelphi aid than the freshmen who remained. As with transfers to four-year schools, two-year transfers were awarded more federal/state money. Transfers to two-year schools also took out more loans than new freshmen who remained at Adelphi.

- Finally, leavers in good academic standing who did not enroll elsewhere received much less Adelphi aid (over \$2,200 less) than new freshmen still enrolled. In addition, these non-transfers received less federal/state and work study aid and took out less loans.

**Income also appeared to influence continued enrollment of the new freshmen cohort.**  
(Tables 16a-20)

- New freshmen in good academic standing from higher-income families were slightly more likely to stay at Adelphi than those who were from lower-income families.
- At least half of the entire new freshmen cohort and those who remained for Fall 2004 got \$6,000 or more in Adelphi aid. Additionally, a slightly higher proportion of students from lower-income families received no Adelphi assistance as compared to students from higher-income families, although Adelphi aid is based on merit as well as financial need.
- Still, regardless of family income, new freshmen who left Adelphi in good academic standing received lower amounts of Adelphi aid than students still enrolled. Additionally, higher proportions of leavers received no Adelphi aid compared to new freshmen who remained at Adelphi.
- Differences in Adelphi aid for transfers and students still enrolled surfaced, again regardless of family income. Students still enrolled were more likely to receive higher amounts of Adelphi aid than students who left and transferred to another institution. These transfers were also less likely to have received any Adelphi aid than the students still enrolled.

**V. Logistic Regression Finds Minimal Explanation**

Logistic regression analyses are performed on students in good academic standing—those Adelphi would have liked to retain. The dependent variable, or factor we try to predict, is enrollment in Fall 2004, based on students who remained at Adelphi and those who left Adelphi (combining non-transfer leavers and transfers). Nursing, Social Work and ABLE students are excluded from the regression analysis, since non-traditional students might have different reasons for discontinuing education, such as starting families and directing focus on careers. Possible factors influencing traditional Fall 2004 enrollment are gender, age, academic entrance records (mean high school GPA or total SAT scores in two separate regressions, since they are related to each other<sup>8</sup>), ethnicity, schools we found in preliminary analysis to be of concern (IAPS and General Studies compared to the other traditional schools of Arts and Sciences, Education and Business), financial aid (loans, government aid and Adelphi aid) and income<sup>9</sup>, again in separately run regressions. Students with a higher high school GPA were significantly more likely to remain at Adelphi. When this variable was replaced with SAT scores, however,

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<sup>8</sup> SAT scores and high school GPA were found to be significantly correlated to each other.

<sup>9</sup> Loans, government aid, Adelphi aid and family income were found to be significantly correlated to each other.

enrollment in the General Studies program became the only significant variable to impact traditional new freshmen retention.

While high school GPA is helpful in predicting traditional student retention, this model cannot be applied to all students. As noted, non-traditional students have additional factors that prevent them from being included in regression analysis (for example, ABLE students are not required to submit high school GPA or SAT score information).

## **Conclusions**

Perhaps the most important point to come from this analysis is that Adelphi is more likely to retain traditional new freshmen—younger, enrolled full-time, living in residence halls, with higher academic entrance records and a higher Adelphi GPA, as well as enrollment in special selective programs (Honors and STEP). Schools with older populations, such as ABLE, Nursing and Social Work, were more likely to experience lower retention of their students. The only school with more than half of its freshmen leaving was ABLE, most who left in good academic standing. IAPS students pose a special concern, as all students left in good academic standing with a higher mean SAT score than those who remained at Adelphi. Nursing students, on the other hand, appear to have had difficulties meeting the academic demands of their program. General Studies had a high proportion of leavers, a third, evenly split among those who left in good academic standing and those who did not. Of further concern are the majorities of leavers, regardless of demographic differences, in good academic standing.

Those who left Adelphi and transferred to another institution also fit the more traditional student stereotype—younger, enrolled full-time, had lived on-campus and were less likely to have been enrolled in non-traditional programs, such as ABLE. Due to small sub-groups, analysis of leavers who did and did not transfer to another institution with a mean GPA at or above 2.0 is limited. From what can be discerned from available information, leavers with a higher mean Adelphi GPA tended to transfer to four-year institutions. Nassau Community College was the clear preference over other two-year institutions enrolling transfers from Adelphi. Leavers who did not transfer anywhere after leaving Adelphi were not as traditional as those who transferred. Most of the third of non-transfers with unknown ethnicities were ABLE students. Leavers with academically strong high school records were less likely to transfer, however some of these leavers were international students who might have gone back to their home countries to continue their education. Leavers most likely left for personal and financial reasons (previously described in phone surveys and further explained below).

Financial need and financial aid were not in complete alignment, in their effect on new freshmen's continued enrollment at Adelphi. Financial need (as indicated by family income), when examined by itself, showed slightly higher proportions of students still enrolled coming from higher-income families. Students still enrolled and non-transfers (both with Adelphi GPAs at or above 2.0) shared comparable mean family incomes, but average family incomes of students who transferred elsewhere were notably lower. Non-transfer family income, when examined regardless of Adelphi academic standing, substantially lags that of students still

enrolled (by about \$17,000). Financial aid is a very influential factor in retaining new freshmen<sup>10</sup>. Leavers had lower amounts of Adelphi aid and loans than students still enrolled.

Leavers face more financial issues than students still enrolled, although there is a difference between those who transfer and those who do not. Leavers who did not transfer to another school had especially lower amounts of Adelphi aid. Non-transfers also received notably less federal/state aid and loans than new freshmen who remained or new freshmen who left and transferred. The lower-income leavers who transfer receive more federal/state aid than leavers who do not transfer, since the latter have higher family income. Since federal/state aid is awarded based on financial need, we believe those who transfer are facing more financial concerns, and the currently awarded Adelphi aid does not appear to be enough to counterbalance this. Leavers who transferred were more likely to enroll in public institutions in New York State, again pointing to financial need. Those with aid that could be taken to other institutions, as indicated by loans and federal/state aid, had slightly more transfers to four-year than two-year schools. Most leavers who did not receive any aid did not transfer to another school, implying they are either facing financial issues or they are stop-outs who plan on returning to college in the future. Although non-transfers in good academic standing only slightly lagged average family income of new freshmen still enrolled, we see their financial burden in awarded aid amounts. New freshmen who left Adelphi and did not transfer elsewhere received lower loans, federal/state aid, work study aid and Adelphi aid than new freshmen who remained for Fall 2004.

Depending on whether the focus is on leavers who discontinue their education (at Adelphi as well as anywhere else) or transfers elsewhere, retention efforts will be varied for the two different populations. The first group, leavers who do not transfer, might be further investigated as to how this institution could better accommodate their needs, given that most are older and were enrolled in non-traditional programs. The second group consists of leavers more traditional in nature, who transfer to other institutions. Financial need and financial aid are important factors in studying both of these student types for retention patterns. Future studies should focus on better methods of anchoring students to Adelphi. While the second group, traditional students, is more likely to find an anchor via extracurricular activities and Adelphi aid (that cannot be transferred elsewhere), finding an anchor for the first group, of non-traditional leavers, poses a different challenge. The value of an Adelphi education should be reinforced to prevent transfers elsewhere, especially from the students' advisors. Support groups might also be an avenue of anchoring non-traditional students to Adelphi, but suppositions are minor to what students themselves have to say. Focus groups may investigate what factors students seek in an institution, and what might tempt them to transfer from Adelphi to a different college. Speculations of dissatisfaction with programs or financial issues can only be identified through further research; thereafter, more action can take place to retain Adelphi students.

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<sup>10</sup> Responses to a previously conducted telephone survey in October 2002 elicited financial concerns among leavers.

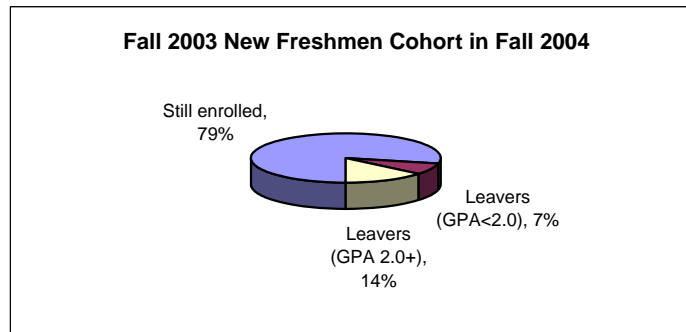
**Enrolled/Leavers**  
**Table 1: By Gender, Ethnicity and Age**

	Fall 2003 Initial Cohort	Fall 2004		Fall 2004 Leavers	
		Still enrolled	All Leavers	GPA<2.0	GPA≥2.0
	771	606 79%	165 21%	57 7%	108 14%
<i>Gender</i>					
Female	518	79%	21%	6%	15%
Male	253	78%	22%	9%	13%
<i>Ethnicity</i>					
Asian	51	80%	20%	8%	12%
Black	93	82%	18%	6%	12%
Hispanic	95	82%	18%	6%	12%
White	391	82%	18%	5%	13%
Unknown	117	62%	38%	15%	22%
International	24	79%	21%	8%	13%
<i>Age</i>					
18 or less	194	81%	19%	8%	11%
19	509	79%	21%	7%	13%
20-21	47	72%	28%	2%	26%
22-29	10	70%	30%	10%	20%
30+	11	36%	64%	27%	36%

**Enrolled/Leavers**  
**Table 2: High School Characteristics**

	Fall 2003 Initial Cohort	Fall 2004		Fall 2004 Leavers	
		Still Enrolled	All Leavers	GPA<2.0	GPA≥2.0
Mean Math SAT*	536	540	521	509	528
Mean Verb SAT*	527	529	519	500	530
Mean Total SAT*	1063	1069	1040	1009	1057
Mean High School GPA	3.20	3.25	2.98	2.74	3.12

\* Students with valid SAT scores



**Enrolled/Leavers  
Table 3: By School**

	Fall 2003 Initial Cohort	Fall 2004		Fall 2004 Leavers	
		Still enrolled	All Leavers	GPA<2.0	GPA≥2.0
<i>Adelphi School</i>					
Arts and Sciences	465	82%	18%	5%	13%
Business	76	87%	13%	5%	8%
Education	36	86%	14%	8%	6%
IAPS	42	79%	21%	0%	21%
Nursing	29	72%	28%	24%	3%
Social Work	8	75%	25%	0%	25%
General Studies	90	66%	34%	17%	18%
ABLE	25	32%	68%	16%	52%

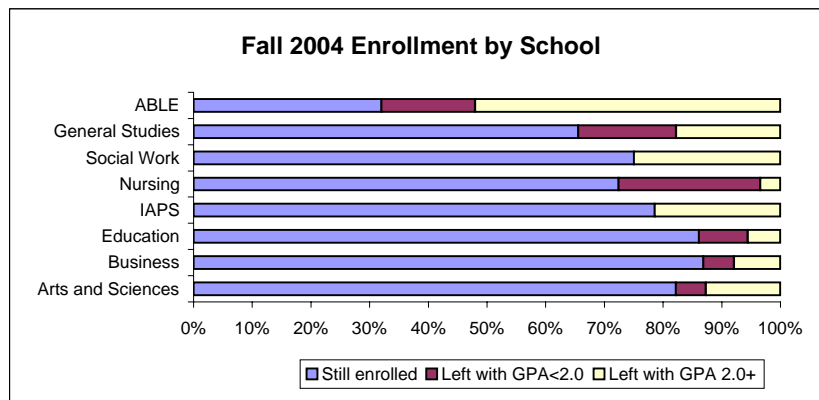
**Enrolled/Leavers  
Table 4: By Additional Characteristics**

	Fall 2003 Initial Cohort	Fall 2004		Fall 2004 Leavers	
		Still enrolled	All Leavers	GPA<2.0	GPA≥2.0
Honors students	85	88%	12%	0%	12%
Non-honors	686	77%	23%	8%	14%
STEP student	62	85%	15%	2%	13%
Non-STEP student	709	78%	22%	8%	14%
Full-time students	758	79%	21%	7%	14%
Part-time students*	13	31%	69%	31%	38%
Dorm residents	346	81%	19%	7%	12%
Off campus residents	425	77%	23%	8%	15%
Learning Disabled	31	77%	23%	10%	13%
Non-Learning Disabled	740	79%	21%	6%	14%

\* Most of the part-time students were enrolled in the ABLÉ program.

**Enrolled/Leavers  
Table 5: By Credits at Adelphi**

	Fall 2003 Initial Cohort	Fall 2004		Fall 2004 Leavers	
		Still enrolled	All Leavers	GPA<2.0	GPA≥2.0
1st Semester Credits Attempted	14	14	14	13	14
1st Semester Credits Completed	14	14	12	10	13
Mean Adelphi GPA	2.98	3.14	2.35	1.08	3.02



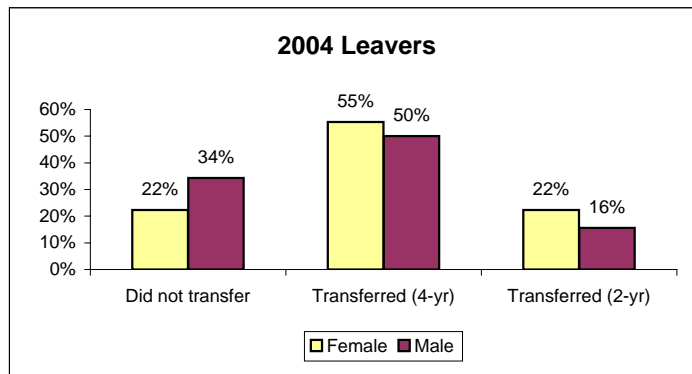
**Transfers/Non-Transfers in Good Academic Standing (GPA $\geq$ 2.0)**  
**Table 6: By Gender, Ethnicity and Age**

	All Fall 2004 Leavers	Transfers		Did not Transfer
		To 4-yr Schools	To 2-yr Schools	
	108	58 54%	22 20%	28 26%
<i>Gender</i>				
Female	76	55%	22%	22%
Male	32	50%	16%	34%
<i>Ethnicity</i>				
Asian	6	83%	17%	0%
Black	11	64%	18%	18%
Hispanic	11	64%	18%	18%
White	51	53%	25%	22%
Unknown	26	46%	15%	38%
International	3	0%	0%	100%
<i>Age</i>				
18 or less	22	59%	27%	14%
19	68	54%	21%	25%
20-21	12	50%	17%	33%
22-29	2	50%	0%	50%
30+	4	25%	0%	75%

**Transfers/Non-Transfers in Good Academic Standing (GPA $\geq$ 2.0)**  
**Table 7: High School Characteristics**

	All Fall 2004 Leavers	Transfers		Did not Transfer
		To 4-yr Schools	To 2-yr Schools	
Mean Math SAT*	527	527	506	556
Mean Verb SAT*	530	531	521	538
Mean Total SAT*	1057	1057	1027	1095
Mean High School GPA	3.12	3.10	3.08	3.19

\* Students with valid SAT scores (missing most ABLE students)



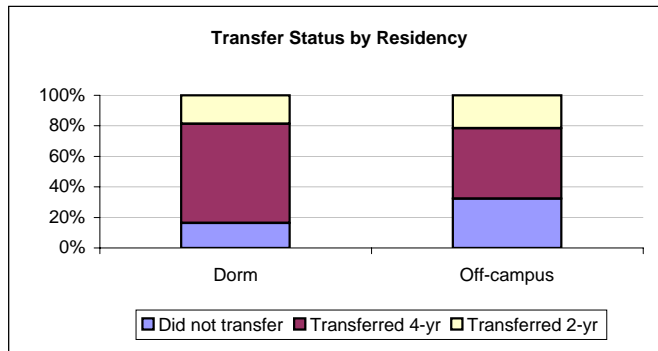
**Transfers/Non-Transfers in Good Academic Standing (GPA $\geq$ 2.0)  
Table 8: By School**

	All Fall 2004 Leavers	Transfers		Did not Transfer
		To 4-yr Schools	To 2-yr Schools	
	<b>108</b>	<b>58</b>	<b>22</b>	<b>28</b>
<i>Adelphi School</i>				
Arts and Sciences	59	63%	19%	19%
Business	6	50%	50%	0%
Education	2	50%	0%	50%
IAPS	9	44%	33%	22%
Nursing	1	0%	0%	100%
Social Work	2	50%	50%	0%
General Studies	16	56%	19%	25%
ABLE	13	23%	8%	69%

**Transfers/Non-Transfers in Good Academic Standing (GPA $\geq$ 2.0)  
Table 9: Additional Characteristics**

	All Fall 2004 Leavers	Transfers		Did not Transfer
		To 4-yr Schools	To 2-yr Schools	
Mean Adelphi GPA	3.02	3.08	2.92	3.00
Honors students*	10	30%	20%	50%
Non-honors	98	56%	20%	23%
STEP student	8	75%	0%	25%
Non-STEP student	100	52%	22%	26%
Full-time students	103	55%	21%	23%
Part-time students	5	20%	0%	80%
Dorm residents	43	65%	19%	16%
Off campus residents	65	46%	22%	32%
Learning Disabled	4	50%	25%	25%
Non-Learning Disabled	104	54%	20%	26%

\* Two international Honors students were not found (who probably returned to their native countries).



**Comparison of Transfers (GPA $\geq$ 2.0)**  
**Table 10: Four-Year Institution Transferred To**

<b>Transfer Institutions</b>	<b>Type*</b>	<b>Number</b>	<b>%</b>
<b>Four-Year Institutions</b>			
SUNY Stony Brook University	SUNY	6	10%
CUNY Queens College	CUNY	4	7%
SUNY Binghamton	SUNY	4	7%
New York Institute Of Technology- Old Westbury	PRNY	4	7%
New York University	PRNY	2	3%
St Johns University	PRNY	2	3%
University Of Connecticut	PBO	2	3%
Pace University - Pleasantville	PRNY	2	3%
CUNY John Jay College Of Criminal Justice	CUNY	2	3%
CUNY Hunter College	CUNY	2	3%
SUNY College At Purchase	SUNY	2	3%
Fashion Institute Of Technology	SUNY	2	3%
University Of Maine, Farmington	PBO	1	2%
Towson University	PBO	1	2%
Pratt Institute	PRNY	1	2%
CUNY Medgar Evers College	CUNY	1	2%
Chubb Institute - Westbury Long Island	PRNY**	1	2%
Robert Morris University	PRO	1	2%
Champlain College	PRO	1	2%
Florida International University	PBO	1	2%
Molloy College	PRNY	1	2%
Florida Atlantic University	PBO	1	2%
Wheeling Jesuit University	PRO	1	2%
George Mason University	PBO	1	2%
University Of Southern Maine	PBO	1	2%
Barry University	PRO	1	2%
Southampton College Of Long Island University	PRNY	1	2%
Long Island Univ - CW Post-Brentwood	PRNY	1	2%
Marist College	PRNY	1	2%
Virginia Commonwealth University	PBO	1	2%
University Of Vermont & State Agriculture	PBO	1	2%
Marymount Manhattan College	PRNY	1	2%
CUNY Brooklyn College	CUNY	1	2%
CUNY City College	CUNY	1	2%
University Of Nevada Las Vegas	PBO	1	2%
SUNY Buffalo	SUNY	1	2%
		<b>58</b>	

\*Please see below for institution description.

\*\*This is the only private, for-profit institution.

**Comparison of Transfers (GPA $\geq$ 2.0)**  
**Table 11: New Four-Year Institution by Type**

<b>Transfer Institution Type/Location</b>	<b>Type</b>	<b>Number</b>	<b>%</b>
State University of New York	SUNY	15	26%
City University of New York	CUNY	11	19%
Public college outside New York	PBO	11	19%
Private college in New York	PRNY	17	29%
Private college outside New York	PRO	4	7%
		<b>58</b>	

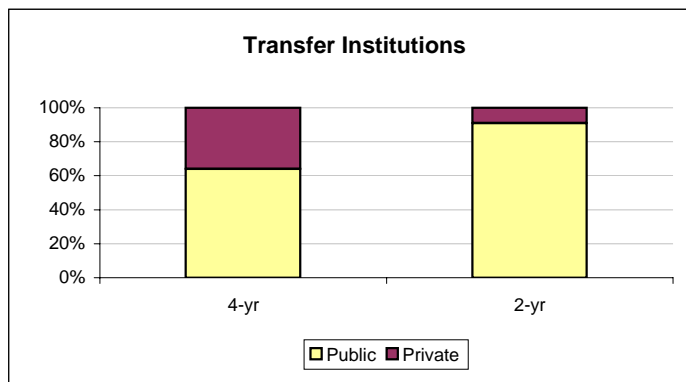
**Comparison of Transfers (GPA $\geq$ 2.0)**  
**Table 12: Two-Year Institution Transferred To**

<b>Transfer Institutions</b>	<b>Type*</b>	<b>Number</b>	<b>%</b>
<b>Two-Year Institutions</b>			
Nassau Community College	SUNY	11	50%
Suffolk County Community College - Brentwood	SUNY	2	9%
Laboratory Institute Of Merchandising	PRNY	2	9%
Norwalk Community College	PBO	1	5%
SUNY Rockland Community College	SUNY	1	5%
Central Florida Community College	PBO	1	5%
Howard Community College	PBO	1	5%
SUNY Columbia-Greene Community College	SUNY	1	5%
Atlantic Cape Community College	PBO	1	5%
Middlesex County College	PBO	1	5%
		<b>22</b>	

\*Please see below for institution description.

**Comparison of Transfers (GPA $\geq$ 2.0)**  
**Table 13: New Two-Year Institution by Type**

<b>Transfer Institution Type/Location</b>	<b>Type</b>	<b>Number</b>	<b>%</b>
State University of New York	SUNY	15	68%
City University of New York	CUNY	0	0%
Public college outside New York	PBO	5	23%
Private college in New York	PRNY	2	9%
Private college outside New York	PRO	0	0%
		<b>22</b>	



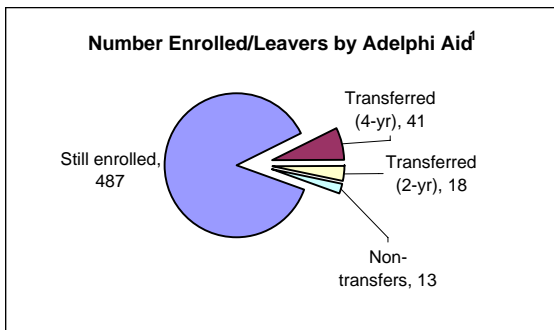
**Number Enrolled/Leavers**  
**Table 14a: Who Received Financial Aid**

Type of Aid	New Freshmen Receiving Aid	Fall 2004 Still enrolled	All Leavers GPA $\geq$ 2.0	Leavers (GPA $\geq$ 2.0)		
				Transferred 4-year	2-year	Non-Transfers
		<b>606</b>	<b>108</b>	<b>58</b>	<b>22</b>	<b>28</b>
Loans	640	509	86	50	21	15
Work Study	99	84	14	10	3	1
Federal/State Aid	429	341	60	35	14	11
Adelphi and/or Endowment Aid*	589	487	72	41	18	13
Outside Aid	53	46	6	2	0	4
Remission	22	20	2	1	0	1
No aid*	78	55	14	5	1	8

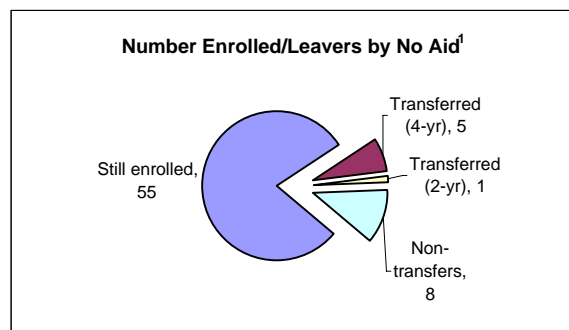
\* See graphs below.

**Percent Enrolled/Leavers**  
**Table 14b: Who Received Financial Aid**

Type of Aid	New Freshmen Receiving Aid	Fall 2004 Still enrolled	All Leavers GPA $\geq$ 2.0	Leavers (GPA $\geq$ 2.0)		
				Transferred 4-year	2-year	Non-Transfers
Loans	640	80%	13%	8%	3%	2%
Work Study	99	85%	14%	10%	3%	1%
Federal/State Aid	429	79%	14%	8%	3%	3%
Adelphi and/or Endowment Aid	589	83%	12%	7%	3%	2%
Outside Aid	53	87%	11%	4%	0%	8%
Remission	22	91%	9%	5%	0%	5%
No aid	78	71%	18%	6%	1%	10%



<sup>1</sup> Enrolled with all gpas; only leavers with gpa $\geq$  2.0

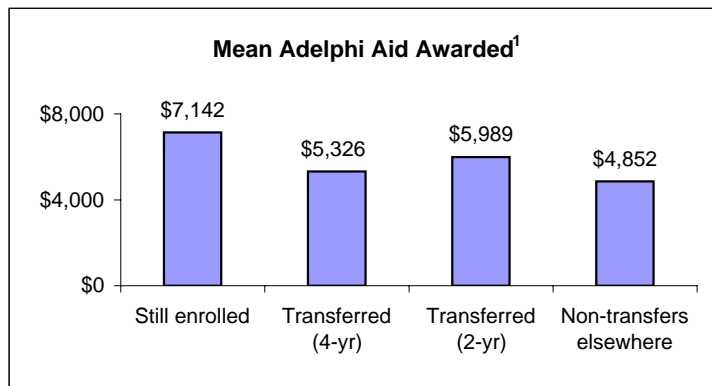


<sup>1</sup> Enrolled with all gpas; only leavers with gpa $\geq$  2.0

**Enrolled/Leavers**  
**Table 15: Financial Aid Awarded**

<i>Type of Aid</i>	Mean Amount Awarded				
	All GPAs		GPA $\geq$ 2.0		
	Fall 2004 Still enrolled	All Leavers	Transferred 4-year	Transferred 2-year	Non- Transfers
Loans	\$11,734	\$11,161	\$11,692	\$12,480	\$7,777
Work Study	\$118	\$106	\$201	\$114	\$71
Federal/State Aid	\$2,347	\$2,391	\$2,536	\$3,333	\$1,500
Adelphi and/or Endowment Aid	\$7,142	\$4,602	\$5,326	\$5,989	\$4,852
Outside Aid	\$186	\$164	\$191	\$0	\$534
Remission	\$345	\$120	\$72	\$0	\$561

\*Includes students who did not receive any financial aid.



<sup>1</sup> Enrolled with all gpas; only leavers with gpa $\geq$ 2.0

**Enrolled/Leavers in Good Academic Standing  
Table 16a: By Family Income\***

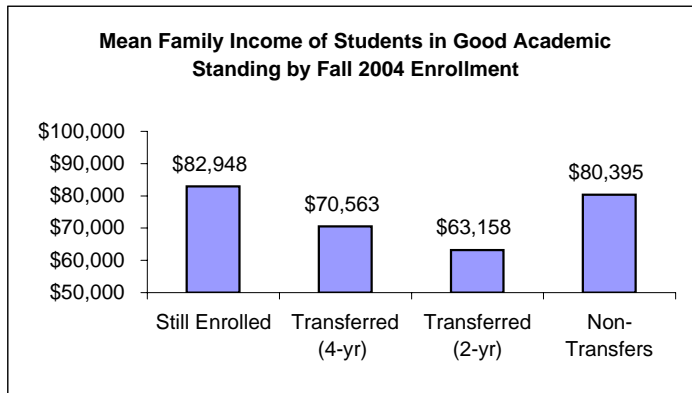
	Fall 2003 Adelphi New Freshmen	Still enrolled	All Leavers	Transferred		Non-Transfers
				4-year	2-year	
\$16k or less	36	81%	19%	11%	6%	3%
\$17k-\$32k	82	78%	22%	9%	7%	6%
\$33k-\$48k	77	83%	17%	16%	0%	1%
\$49k-\$80k	137	88%	12%	6%	4%	2%
\$81k-\$128k	159	87%	13%	7%	3%	3%
\$129k or more	80	85%	15%	10%	4%	1%

\*Excludes family incomes of \$0.

**Enrolled/Leavers  
Table 16b: By Mean Family Income\***

	Fall 2003 Adelphi New Freshmen	Still enrolled	All Leavers	Transferred		Non-Transfers
				4-year	2-year	
All gpas	629	\$82,726	\$70,100	\$76,275	\$66,616	\$63,255
Gpa ≥ 2.0	571	\$82,948	\$70,584	\$70,563	\$63,158	\$80,395

\*Excludes family incomes of \$0.



**Adelphi Aid Received in Good Academic Standing  
Table 17: By Family Income\***

Family Income	All Fall 2003 New Freshmen	Adelphi Aid Amount					
		No AU aid	\$1-\$1000	\$1000-\$3000	\$3000-\$4500	\$4500-\$6000	\$6000 or more
\$16k or less	36	17%	0%	3%	8%	17%	56%
\$17k-\$32k	82	12%	4%	6%	10%	13%	55%
\$33k-\$48k	77	18%	1%	3%	4%	13%	61%
\$49k-\$80k	137	10%	0%	5%	6%	24%	55%
\$81k-\$128k	159	12%	3%	3%	5%	11%	65%
\$129k or more	80	13%	4%	4%	3%	13%	65%

\*Excludes family incomes of \$0.

**All New Freshmen who Remained at Adelphi  
Table 18: Adelphi Aid by Family Income\***

Family Income	New Freshmen Still Enrolled	Adelphi Aid Amount					
		No AU aid	\$1-\$1000	\$1000-\$3000	\$3000-\$4500	\$4500-\$6000	\$6000 or more
\$16k or less	30	17%	0%	3%	7%	13%	60%
\$17k-\$32k	65	9%	2%	6%	12%	11%	60%
\$33k-\$48k	67	16%	1%	3%	4%	13%	61%
\$49k-\$80k	123	10%	0%	6%	5%	23%	57%
\$81k-\$128k	144	13%	3%	4%	3%	12%	65%
\$129k or more	69	10%	3%	4%	1%	12%	70%

\*Excludes family incomes of \$0.

**All New Freshmen who Left in Good Academic Standing  
Table 19: Adelphi Aid by Family Income\***

Family Income	New Freshmen Who Left	Adelphi Aid Amount					
		No AU aid	\$1-\$1000	\$1000-\$3000	\$3000-\$4500	\$4500-\$6000	\$6000 or more
\$16k or less	7	14%	0%	0%	14%	29%	43%
\$17k-\$32k	18	28%	11%	6%	0%	22%	33%
\$33k-\$48k	13	31%	0%	0%	0%	15%	54%
\$49k-\$80k	17	18%	0%	0%	12%	35%	35%
\$81k-\$128k	20	15%	0%	0%	20%	10%	55%
\$129k or more	12	33%	8%	0%	8%	17%	33%

\*Excludes family incomes of \$0.

**All Transfers to Other Institutions in Good Academic Standing  
Table 20: Adelphi Aid by Family Income\***

Family Income	Transferred to 4- or 2-yr	Adelphi Aid Amount					
		No AU aid	\$1-\$1000	\$1000-\$3000	\$3000-\$4500	\$4500-\$6000	\$6000 or more
\$16k or less	6	0%	0%	0%	17%	33%	50%
\$17k-\$32k	13	23%	15%	8%	0%	23%	31%
\$33k-\$48k	12	33%	0%	0%	0%	17%	50%
\$49k-\$80k	14	14%	0%	0%	14%	36%	36%
\$81k-\$128k	15	13%	0%	0%	20%	13%	53%
\$129k or more	11	36%	9%	0%	9%	18%	27%

\*Excludes family incomes of \$0.

Appendix A--Local and National Adelphi Peer Retention

Freshman to Sophomore Retention Rate  
Adelphi and Peer 2003 Cohorts

<b>Institution Name</b>	<b>Full-time retention rate</b>	<b>Part-time retention rate</b>
Adelphi University	80	35
Pace University-New York	76	38
Seton Hall University	82	25
Iona College	77	20
Azusa Pacific University	83	22
Hofstra University	74	38
Canisius College	84	33
Cuny Brooklyn College	79	60
New School University	81	60
Dowling College	66	38
Long Island University-C W Post Campus	70	15
Catholic University Of America	85	48
Cuny Queens College	81	65
Cuny Hunter College	81	67
Emerson College	86	0
Suny At Stony Brook	87	56
Molloy College	84	69
Widener University-Main Campus	75	70
St John's University-New York	78	89
Loyola College In Maryland	89	0
Fordham University	90	52
University Of San Francisco	86	100
Saint Josephs University	89	100
Pepperdine University	89	N/A
Drake University	86	N/A
Xavier University	90	N/A
	2048	1065
<b>Mean, excluding Adelphi</b>	<b>81.9</b>	<b>48.4</b>

\*From the 2004 Integrated Postsecondary Education Data System (IPEDS) Entering Freshmen survey.