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To: Retention Committee
From: Shannon Tinney, Research Analyst in the Office of Institutional Research
Date: October 20, 2005 (revised February 10, 2006)
Re: Departure Behavior of the 2003 and 2004 Cohorts of Full-time, First time Freshmen

In response to questions posed by President Hrabowski regarding the departure behavior of the 2003 and 2004 cohorts of full-time, first time freshmen, the Office of Institutional Research has compiled a series of exhibits to address three questions. First, which demographic groups are significantly more likely to be retained (lost)? Second, where have departing students from the past two recent cohorts initially enrolled after leaving UMBC? Third, why did these students not return to UMBC? Here, we offer plausible reasons supported by empirical evidence.

Table 1 lists a series of demographic characteristics of the 2003 and 2004 cohorts. Table 2 shows results of a series of bivariate analyses in which the relationships between full-time first-years' demographic characteristics and retention are empirically tested. Here, we answer who is more likely to stay or depart UMBC. The results from the bivariate analyses are consistent with prior research conducted by OIR. As well, the majority of these findings are consistent with the extant retention literature.

- Females were significantly more likely than males to be retained over the examined periods.
- African-American students were more likely to be retained than students of other racial backgrounds. This relationship was significant when examining 1-year and 2-year retention for the 2003 cohort.
- Full-time first-years who resided on campus their first semester were more likely to be retained than commuters, and this relationship was significant for 1-year and 2-year retention of the 2003 cohort.
- Full-time first-years who changed their major while at UMBC were significantly more likely to be retained over the three examined time periods. Thus, first-years who engaged in major switching behavior demonstrate a greater commitment to persisting at UMBC than those who did not engage in this behavior.¹
- Full-time first-years who had less than a C average at the end of their first semester at UMBC, as well as those who had less than a C average as of the last semester enrolled at UMBC, were significantly less likely to be retained. Consequently, a significant proportion of students withdraw involuntarily from UMBC due to academic performance issues.²

¹ Students who did not have a declared major at matriculation were excluded to understand the relationship between those who declared a major at UMBC and then switched majors during their time at UMBC, and retention.

² Students who had a 0.00 GPA are included in this figure. These students can include those who did not earn any credits due to poor performance, who took a class pass/fail and passed it, those who withdrew, or those who were enrolled in non-credit

- Full-time first-years who were affiliated with special status groups were significantly more likely to be retained than those who were not during these examined time periods. Therefore, students who were academically and socially integrated with established campus groups/programs were significantly more likely to be retained.

Table 3 shows the percentages of students who initially transferred to in-state and out-of-state 2-year and 4-year colleges and universities subsequent to departure from UMBC.³

- Equal, if not greater, percentages of full-time first-years transferred to in-state 2-year than 4-year institutions.
 - Full-time first-years who initially transferred to in-state 2-year institutions after departing UMBC were more likely to matriculate to: Community College of Baltimore County, Montgomery College, Anne Arundel Community College, and Howard Community College.
 - Given that a considerable percentage of full-time first-years matriculate to UMBC from high schools in surrounding counties, and that the surrounding community colleges' tuition and fees are substantially less than UMBC, financial resources play a plausible role in why students depart from UMBC. (Please see Table 3a for a cost comparison between UMBC and competing local community colleges).
 - Full-time first-years who initially transferred to in-state 4-year institutions after departing UMBC were most likely to go to University of Maryland, College Park (UMCP). The majority matriculated to UMCP after one semester at UMBC (~80%). This evidence demonstrates that UMCP was possibly some students' first choice.
- Table 3 shows that a modest percentage of full-time first years from the 2003 and 2004 cohorts initially enrolled in out-of-state 4-year colleges after leaving UMBC.
 - Table 3b provides additional detail to understand why students left to go to an out-of-state 4-year institution. Full-time first-years who matriculated to UMBC from out-of-state high schools were more likely to transfer from UMBC to out-of-state colleges (rather than stay in Maryland).
 - Of those students who matriculated to UMBC from out-of-state high schools and subsequently left, 74 – 82% transferred to a college that was in the state from which they graduated high school. Therefore, the majority of out-of-state full-time first-years who left UMBC were returning home to attend college.
 - Out-of-state first-years were more likely to matriculate to public institutions, and do so in the state from which they graduated high school. Consequently, financial resources may be an issue for out-of-state students too.

bearing courses. As of the freeze date all of these students were enrolled at UMBC and were considered a member of the cohort of FT/FT freshmen.

³ Please note that data regarding where a student matriculated to after leaving UMBC was provided by the National Student Clearinghouse (NSC). These data were only available for students who did not block their information, or whose new institution did not block enrollment information. In the state of Maryland, Morgan State University, University of Maryland at Baltimore, United States Naval Academy, RETS Technical Training Center, The National Labor College, and Sojourner Douglas College do not report enrollment information to NSC. Therefore, of the 257 full-time first-years enrolled in Fall 2003 and did not return in Fall 2004, NSC could provide data on 210 of these students. Of the 177 full-time first-years enrolled in Fall 2003 (and were still enrolled in Fall 2004) but did not return in Fall 2005, NSC could provide data on 113 of these students. Finally, of the 256 full-time first-years enrolled in Fall 2004 and did not return in Fall 2005, NSC could provide data on 183 of these students.

- Table 2 showed that full-time first years with academic performance issues were significantly less likely to be retained than students who did not have a poor academic performance.²
 - Given continued efforts in providing effective advising to students in light of recurrent themes in higher education regarding remediation, Tables 3c and 3d demonstrate:
 - Full-time first-years with less than a C average at the end of their first term at UMBC were significantly more likely to initially transfer to a 2-year institution after leaving UMBC than those who had at least a C average (Table 3c).
 - Likewise, full-time first-years with less than a C average at the end of their last term at UMBC were significantly more likely to initially transfer to a 2-year institution after leaving UMBC than those who had at least a C average as of the last enrolled term (Table 3d).

**Table 1. Demographic Characteristics of
Full-time, First Time Freshmen
(2003 & 2004 cohorts)**

	<u>2003</u> <i>(n = 1,489)</i>	<u>2004</u> <i>(n = 1,403)</i>
Gender		
Female	44.2%	39.9%
Male	55.8%	60.1%
Race		
White	59.2%	61.6%
African-American	10.5%	9.3%
Hispanic	3.2%	2.7%
Asian	22.6%	21.5%
American Indian	0.3%	0.4%
International	2.4%	3.0%
Unknown	1.8%	1.6%
High School Location		
In-state	86.0%	82.2%
Out-of-state	12.6%	12.3%
Other/missing	1.4%	5.5%
Dorm Status		
Resident	72.9%	75.0%
Commuter	27.1%	25.0%
Discipline Area		
Arts & Humanities	4.4%	7.8%
Social Sciences	14.6%	16.5%
Engineering, Computer & Info. Sciences	28.1%	25.2%
Math & Sciences	15.6%	15.1%
Undeclared/Other	37.3%	35.5%
SAT (mean)	1219	1221
G.P.A. (mean)		
First term @ UMBC	2.76	2.75
Last semester cumulative GPA @UMBC	2.75	2.72
Special Status Affiliations		
Athlete	6.7%	7.9%
Honors College	8.4%	5.8%
Living Learning Communities	6.6%	6.8%
Meyerhoff Scholar	4.3%	4.5%
Scholarship	38.8%	28.7%
Retention Rates		
1-year retention	82.7%	81.8%
2-year retention	71.5%	---

Source: Student Information System, Retention database

Prepared by UMBC OIR, October 2005. (Revised February 2006)

**Table 2. Bivariate Relationships between Student Demographics and Persistence:
2003 & 2004 Cohorts of Full-time, First Time Freshmen**

	<u>2003</u>		<u>2004</u>
	1-year Retention	2-year Retention	1-year Retention
Gender			
Female	85.4%*	75.1%**	84.6%*
Male	80.6%	68.6%	79.8%
Race			
White			
Yes	81.7%	70.8%	82.3%
No	84.2%	72.4%	81.8%
African-American			
Yes	89.8%*	80.3%**	87.8%
No	81.9%	70.4%	81.1%
Asian			
Yes	81.9%	68.5%	77.7%*
No	83.0%	72.1%	82.8%
High School Location			
In-state	82.7%	71.4%	82.0%
Out-of-state	82.9%	73.3%	78.5%
Dorm Status			
Resident	85.0%***	74.6%***	82.3%
Commuter	76.7%	62.5%	78.3%
Discipline Area			
Arts & Humanities	84.8%*	77.3%***	88.1%
Social Sciences	78.8%	66.4%	78.4%
Engineering, Computer & Info. Sciences	82.1%	71.3%	83.6%
Math & Sciences	89.7%	82.4%	81.1%
Undeclared/Other ^a	81.6%	68.3%	80.9%
Changed major			
Yes	96.4%***	85.6%***	93.9%***
No	79.2%	67.0%	78.9%
GPA less than 2.00 ^b			
First term @ UMBC			
Yes	61.9%***	40.5%***	66.4%***
No	86.9%	77.6%	85.2%
Last semester (based on cumulative GPA @UMBC) ^c			
Yes	60.5%***	35.5%***	62.5%***
No	87.2%	78.6%	86.2%
Special Status Affiliations			
Athlete			
Yes	90.0%*	80.0%*	76.6%
No	82.2%	70.8%	82.2%
Honors College			
Yes	94.4%***	89.6%***	95.1%***
No	81.7%	69.8%	80.9%
Living Learning Communities			
Yes	92.9%**	86.9%***	94.8%***
No	82.0%	70.4%	80.8%
Meyerhoff Scholar			
Yes	96.9%**	96.9%***	98.4%***
No	82.1%	70.3%	81.0%
Scholarship			
Yes	90.8%***	83.9%***	91.6%***
No	77.6%	63.6%	77.8%

Note: Asterisk denotes a significant relationship between student demographic and retention.

For example, there is a significant relationship between gender and persistence. Females are significantly more likely to be retained than males.

***p ≤ .001; **p ≤ .01; *p ≤ .05 (2-tailed)

^a Undeclared/Other includes students who had not declared a major, who were in a pre-professional program, or who declared a major of Interdisciplinary Studies

^b Students who have a 0.00 GPA can include those who did not earn any credits due to poor performance, who took a class pass/fail and passed it, those who withdrew, or those who were enrolled in non-credit bearing courses. As of the fall freeze date all of these students were enrolled at UMBC and are considered a member of the cohort of FT/FT freshmen.

^c Four cases are missing on this variable for the 2004 cohort (valid n = 1,399).

Source: Student Information System, Retention database

Prepared by UMBC OIR, October 2005 (revised February 2006).

Table 3. Type of Institution Full-time, First Time Freshmen Initially Matriculated to After Departing UMBC

	<u>2003</u>		<u>2004</u>
	Did not return Fall 2004 ^a	Did not return Fall 2005 ^d	Did not return Fall 2005 ^g
In-state 2-year college	40.0% ^b	56.6% ^e	41.0% ^h
In-state 4-year college	44.3% ^c	26.5% ^f	41.5% ⁱ
Out-of-state 2-year college	4.8%	6.2%	3.3%
Out-of-state 4-year college	11.0%	10.6%	14.2%

^a Of the 257 full-time, first time freshmen enrolled in Fall 2003 and not returning in Fall 2004, NSC could provide data on 210 of these students.

^b (n = 84). The top four community colleges students initially transferred to were: Community College of Baltimore County (30%); Anne Arundel Community College (17%); Montgomery Colleges (15%); and the College of Southern Maryland (11%).

^c (n = 93). Of full-time, first time freshmen who subsequently enrolled at in-state colleges, 82% enrolled at University of Maryland, College Park (n = 76). Of those who enrolled at UMCP, 79% left UMBC after their first semester (Fall 2003).

^d Of the 177 full-time, first time freshmen enrolled in Fall 2003 and not returning in Fall 2005, NSC could provide data on 113 of these students.

^e (n = 64). The top four community colleges students initially transferred to were: Community College of Baltimore County (28%); Montgomery Colleges (19%); Howard Community College (16%); and Anne Arundel Community College (13%).

^f (n = 30). Of full-time, first time freshmen who subsequently enrolled at in-state colleges, 67% enrolled at University of Maryland, College Park (n = 20).

^g Of the 256 full-time, first time freshmen enrolled in Fall 2004 and not returning in Fall 2005, NSC could provide data on 183 of these students.

^h (n = 75). The top four community colleges students initially transferred to were: Montgomery College (24%); Community College of Baltimore County (21%); Howard Community College (12%); and Anne Arundel Community College (9%).

ⁱ (n = 76). Of full-time, first time freshmen who subsequently enrolled at in-state colleges, 83% enrolled at University of Maryland, College Park (n = 63). Of those who enrolled at UMCP, 82.5% left UMBC after their first semester (Fall 2004).

Source: Student Information System, National Student Clearinghouse

Prepared by UMBC OIR, October 2005.

Table 3a. Fall 2005 Tuition & Fees - UMBC vs. Community Colleges

12 credit model - Fall 2005

	<u>Tuition</u>			<u>Fees</u>		
	<u>In-County</u>	<u>In-State</u>	<u>Out-of-State</u>	<u>In-County</u>	<u>In-State</u>	<u>Out-of-State</u>
Anne Arundel CC	\$ 996	\$ 1,908	\$ 3,384	\$ 116	\$ 116	\$ 116
Montgomery College	\$ 1,116	\$ 2,292	\$ 3,084	\$ 367	\$ 602	\$ 761
College of Southern MD	\$ 1,104	\$ 1,920	\$ 2,412	\$ 221	\$ 384	\$ 482
CCBC	\$ 1,044	\$ 1,800	\$ 2,460	\$ 163	\$ 163	\$ 163
Howard CC	\$ 1,260	\$ 2,256	\$ 2,796	\$ 181	\$ 181	\$ 181
UMBC	\$ 3,242	\$ 3,242	\$ 7,280	\$ 1,018	\$ 1,018	\$ 1,018

15 credit model - Fall 2005

	<u>Tuition</u>			<u>Fees</u>		
	<u>In-County</u>	<u>In-State</u>	<u>Out-of-State</u>	<u>In-County</u>	<u>In-State</u>	<u>Out-of-State</u>
Anne Arundel CC	\$ 1,245	\$ 2,385	\$ 4,230	\$ 140	\$ 140	\$ 140
Montgomery College	\$ 1,395	\$ 2,865	\$ 3,855	\$ 459	\$ 753	\$ 951
College of Southern MD	\$ 1,380	\$ 2,400	\$ 3,015	\$ 276	\$ 480	\$ 603
CCBC	\$ 1,305	\$ 2,250	\$ 3,075	\$ 188	\$ 188	\$ 188
Howard CC	\$ 1,575	\$ 2,820	\$ 3,495	\$ 227	\$ 227	\$ 227
UMBC	\$ 3,242	\$ 3,242	\$ 7,280	\$ 1,018	\$ 1,018	\$ 1,018

3 credit model - Fall 2005

	<u>Tuition</u>			<u>Fees</u>		
	<u>In-County</u>	<u>In-State</u>	<u>Out-of-State</u>	<u>In-County</u>	<u>In-State</u>	<u>Out-of-State</u>
Anne Arundel CC	\$ 249	\$ 477	\$ 846	\$ 44	\$ 44	\$ 44
Montgomery College	\$ 279	\$ 573	\$ 771	\$ 92	\$ 151	\$ 190
College of Southern MD	\$ 276	\$ 480	\$ 603	\$ 55	\$ 96	\$ 121
CCBC	\$ 261	\$ 450	\$ 615	\$ 89	\$ 89	\$ 89
Howard CC	\$ 315	\$ 564	\$ 699	\$ 45	\$ 45	\$ 45
UMBC	\$ 810	\$ 810	\$ 1,818	\$ 255	\$ 255	\$ 255

SOURCES:

UMBC Fall 2005/ Spring 2006 Tuition & Fees, memo dated 5/3/05.

<http://www.aacc.cc.md.us/tuitionfees/tuition.cfm>

<http://www.csmd.edu/Admissions/tuition.html>

<http://www.cbcmd.edu/registration/tuition.html>

<http://www.montgomerycollege.edu/admissions/Registraion/tuitionf2005.html>

http://www.howardcc.edu/template_onecolt.cfm?page_id=17

Prepared by UMBC OIR, October 2005.

Table 3b. Relationship between High School Location and Location of the College Initially Transferred to After Departing UMBC for Full-time, First Time Freshmen

		College Location		
		<u>In-state</u>	<u>Out-of-state</u>	
Fall 2003 <u>not</u> retained to Fall 2004 ^a	High School Location	In-state	95.5%	4.5%
		Out-of-state	14.3%	85.7% ^b
Fall 2003 <u>not</u> retained to Fall 2005 ^c	High School Location	In-state	92.9%	7.1%
		Out-of-state	15.4%	84.6% ^d
Fall 2004 <u>not</u> retained to Fall 2005 ^e	High School Location	In-state	92.2%	7.8%
		Out-of-state	17.4%	82.6% ^f

^a The significance of the relationship between high school location and where a student initially enrolled in college after departing UMBC could not be assessed using the Chi-square statistic as >20% of cells had expected frequencies < 5.

^b Twenty-four students who went to high school out-of-state initially transferred to an out-of-state college. Eighteen (75%) of these students initially transferred to a public school in the state from which they graduated high school.

^c The significance of the relationship between high school location and where a student initially enrolled in college after departing UMBC could not be assessed using the Chi-square statistic as >20% of cells had expected frequencies < 5.

^d Eleven students who went to high school out-of-state initially transferred to an out-of-state college. Eight (73%) of these students initially transferred to a public school in the state from which they graduated high school.

^e The significance of the relationship between high school location and where a student initially enrolled in college after departing UMBC could not be assessed using the Chi-square statistic as >20% of cells had expected frequencies < 5.

^f Nineteen students who went to high school out-of-state initially transferred to an out-of-state college. Twelve (63%) of these students initially transferred to a public school in the state from which they graduated high school.

Source: Student Information System, National Student Clearinghouse

Prepared by UMBC OIR, October 2005.

Table 3c. Relationship between being in Academic Jeopardy (< 2.00) at the End of the First Term at UMBC and Initial Transfer to a 2-year or 4-year College/University for Full-time, First Time Freshmen

			Initially Transferred to a 2-year or 4-year College	
			<u>2-year</u>	<u>4-year</u>
Fall 2003 <u>not</u> retained to Fall 2004 ^a				
	Academic Jeopardy 1st term at UMBC	Yes	72.5%	27.5%
		No	31.2%	68.8%
Fall 2003 <u>not</u> retained to Fall 2005 ^b				
	Academic Jeopardy 1st term at UMBC	Yes	81.6%	18.4%
		No	53.3%	46.7%
Fall 2004 <u>not</u> retained to Fall 2005 ^c				
	Academic Jeopardy 1st term at UMBC	Yes	78.9%	21.1%
		No	28.6%	71.4%

^a Relationship between being in academic jeopardy during one's first term and type of institution initially transferred to after departing UMBC is significant for full-time first-years who initially enrolled in Fall 2003 and were lost by Fall 2004. ($p \leq .001$, 2-tailed)

^b Relationship between being in academic jeopardy during one's first term and type of institution initially transferred to after departing UMBC is significant for full-time first-years who initially enrolled in Fall 2003 and were lost by Fall 2005. ($p \leq .01$, 2-tailed)

^c Relationship between being in academic jeopardy during one's first term and type of institution initially transferred to after departing UMBC is significant for full-time first-years who initially enrolled in Fall 2003 and were lost by Fall 2005. ($p \leq .001$, 2-tailed)

Note: There was no significant relationship between SAT composite score and where students initially transferred to (2-year or 4-year institution) after departing UMBC for all three groups.

Source: Student Information System, National Student Clearinghouse

Prepared by UMBC OIR, October 2005.

Table 3d. Relationship between being in Academic Jeopardy (< 2.00) as of the Last Term Enrolled at UMBC and Initial Transfer to a 2-year or 4-year College/University for Full-time, First Time Freshmen

			Initially Transferred to a 2-year or 4-year College	
			<u>2-year</u>	<u>4-year</u>
Fall 2003 <u>not</u> retained to Fall 2004 ^a	Academic Jeopardy as of the last term enrolled at UMBC	Yes	75.3%	24.7%
		No	28.5%	71.5%
Fall 2003 <u>not</u> retained to Fall 2005 ^b	Academic Jeopardy as of the last term enrolled at UMBC	Yes	95.1%	4.9%
		No	44.4%	55.6%
Fall 2004 <u>not</u> retained to Fall 2005 ^c	Academic Jeopardy as of the last term enrolled at UMBC	Yes	80.6%	19.4%
		No	25.6%	74.4%

^a Relationship between being in academic jeopardy (based on last term enrolled at UMBC) and type of institution initially transferred to after departing UMBC is significant for full-time first-years who initially enrolled in Fall 2003 and were lost by Fall 2004. ($p \leq .001$, 2-tailed)

^b Relationship between being in academic jeopardy (based on last term enrolled at UMBC) and type of institution initially transferred to after departing UMBC is significant for full-time first-years who initially enrolled in Fall 2003 and were lost by Fall 2005. ($p \leq .001$, 2-tailed)

^c Relationship between being in academic jeopardy (based on last term enrolled at UMBC) and type of institution initially transferred to after departing UMBC is significant for full-time first-years who initially enrolled in Fall 2003 and were lost by Fall 2005. ($p \leq .001$, 2-tailed)

Source: Student Information System, National Student Clearinghouse

Prepared by UMBC OIR, October 2005.

**Table 4. Full-time, First Time Freshmen who Initially Transferred to a 4-year Institution After Departing UMBC:
Bivariate Relationships between Selected Demographic Characteristics and Transferring to UMCP vs. Other 4-year Institutions**

	<u>2003 Cohort Lost by Fall 2004</u>		<u>2004 Cohort Lost by Fall 2005</u>	
	Transferred to UMCP	Transferred to Another 4-year School	Transferred to UMCP	Transferred to Another 4-year School
Gender				
Female (n = 49; n = 38)	63.3%	36.7%	60.5%	39.5%
Male (n = 67; n = 64)	67.2%	32.8%	62.5%	37.5%
Race				
White ***				
Yes (n = 63; n = 58)	49.2%	50.8%	46.6%	53.4%
No (n = 53; n = 44)	84.9%	15.1%	81.8%	18.2%
African-American ^a				
Yes (n = 6; n = 5)	50.0%	50.0%	20.0%	80.0%
No (n = 110; n = 97)	66.4%	33.6%	63.9%	36.1%
Asian ***				
Yes (n = 45; n = 33)	88.9%	11.1%	93.9%	6.1%
No (n = 71; n = 69)	50.7%	49.3%	46.4%	53.6%
High School Location ***				
In-state (n = 98; n = 80)	76.5%	23.5%	72.5%	27.5%
Out-of-state (n = 17; n = 16)	5.9%	94.1%	12.5%	87.5%
Dorm Status (at matriculation) ^b ***				
Resident (n = 81; n = 75)	61.7%	38.3%	52.0%	48.0%
Commuter (n = 35; n = 27)	74.3%	25.7%	88.9%	11.1%
Discipline Area (at matriculation) ^c				
Arts & Humanities (n = 7; n = 6)	0.0%	100.0%	33.3%	66.7%
Social Sciences (n = 25; n = 20)	76.0%	24.0%	65.0%	35.0%
Engineering, Computer & Info. Sciences (n = 22; n = 19)	72.7%	27.3%	73.7%	26.3%
Math & Sciences (n = 12; n = 16)	83.3%	16.7%	62.5%	37.5%
Undeclared/Other ^d (n = 50; n = 41)	62.0%	38.0%	58.5%	41.5%
Changed major ^e				
Yes (n = 7; n = 9)	14.3%	85.7%	33.3%	66.7%
No (n = 109; n = 93)	68.8%	31.2%	64.5%	35.5%
G.P.A. after first semester (mean)	2.74	2.59	2.75	2.60
Last semester cumulative G.P.A. (mean)	2.74	2.52	2.74	2.68
Academic Jeopardy (< 2.00 g.p.a.)				
First term @ UMBC ^f				
Yes (n = 19; n = 12)	57.9%	42.1%	50.0%	50.0%
No (n = 97; n = 90)	67.0%	33.0%	63.3%	36.7%

**Table 4. Full-time, First Time Freshmen who Initially Transferred to a 4-year Institution After Departing UMBC:
Bivariate Relationships between Selected Demographic Characteristics and Transferring to UMCP vs. Other 4-year Institutions**

	<u>2003 Cohort Lost by Fall 2004</u>		<u>2004 Cohort Lost by Fall 2005</u>	
	Transferred to UMCP	Transferred to Another 4-year School	Transferred to UMCP	Transferred to Another 4-year School
Last semester (based on cumulative GPA @UMBC) [§]				
Yes (n = 18; n = 12)	61.1%	38.9%	50.0%	50.0%
No (n = 98; n = 90)	66.3%	33.7%	63.3%	36.7%
Last Term at UMBC				
Fall 2003 *** (n = 72)	83.3%	16.7%	---	---
Spring 2004 *** (n = 44)	36.4%	63.6%	---	---
Fall 2004 *** (n = 65)	---	---	80.0%	20.0%
Spring 2005 *** (n = 37)	---	---	29.7%	70.3%

Note: Asterisk denotes significant relationships between the demographic trait and initially transferring to UMCP vs. another 4-year institution. The level of significance ($p \leq .001$; $p \leq .01$; $p \leq .05$, 2-tailed) is the same for each group of students (F03 lost F04 and F04 lost F05) unless otherwise footnoted.

Note: Data is presented only for those students for which NSC could provide transfer information.

Note: "n" represents the number cases in the analysis for each demographic group within each group of lost students. For example, there were 49 females and 67 males in the Fall 2003 cohort who were lost by 2004 who transferred to a 4-year school.

Example Interpretation: The relationship between being an Asian full-time, first time freshman and transferring to UMCP vs. another 4-year school is very significant ($p \leq .001$, 2-tailed). Full-time, first time Asian freshmen who enrolled in Fall 2003 and left by Fall 2004 (88.9%) were more likely than other racial groups (50.7%) of full-time first-years to have matriculated to UMCP.

^a The significance of the relationship between African-American and transferring to UMCP vs. another 4-year school for those enrolled F04 and lost by F05 could not be assessed using the Chi-square statistic as >20% of cells had expected frequencies < 5.

^b The relationship between dorm status and initially transferring to UMCP vs. another 4-year school is ONLY significant ($p < .001$, 2-tailed) for full-time, first-time freshmen enrolled in Fall 2004 and lost by Fall 2005.

^c The significance of the relationship between major area at matriculation and transferring to UMCP vs. another 4-year school after departing UMBC could not be assessed using the Chi-square statistic as >20% of cells had expected frequencies < 5.

^d Undeclared/Other includes students who had not declared a major, who were in a pre-professional program, or who declared a major of Interdisciplinary Studies.

^e The significance of the relationship between changed major and initially transferred to UMCP vs. another 4-year school after departing UMBC could not be assessed using the Chi-square statistic as >20% of cells had expected frequencies < 5.

^f The relationship between being in academic jeopardy at the end of the first semester and initially transferring to UMCP was not significant for full-time, first time freshmen enrolled Fall 2003 and lost by Fall 2004 (2-tailed). For the Fall 2004 cohort who left by Fall 2005, this relationship could not be assessed for significance using the Chi-square statistic as > 20% of cells had expected frequencies < 5.

[§] The relationship between being in academic jeopardy at the end of the first year and initially transferring to UMCP was not significant for full-time, first time freshmen enrolled Fall 2003 and lost by Fall 2004 (2-tailed). For the Fall 2004 cohort who left by Fall 2005, this relationship could not be assessed for significance using the Chi-square statistic as > 20% of cells had expected frequencies < 5.

Source: Student Information System, Retention database, National Student Clearinghouse

**Table 5. High School Location of Full-time Full-time Freshmen who
Initially Transferred to UMCP After Departing UMBC**

	Enrolled Fall 2003 and lost by Fall 2004		Enrolled Fall 2004 and lost by Fall 2005	
	<u>#</u>	<u>% of Total</u>	<u>#</u>	<u>% of Total</u>
ANNE ARUNDEL	3	3.9%	3	4.8%
BALTIMORE CITY	3	3.9%	1	1.6%
BALTIMORE COUNTY	13	17.1%	7	11.1%
CALVERT COUNTY	0	0.0%	2	3.2%
CAROLINE	1	1.3%	0	0.0%
CARROLL	1	1.3%	0	0.0%
CHARLES	0	0.0%	1	1.6%
FREDERICK	2	2.6%	0	0.0%
HARFORD	1	1.3%	0	0.0%
HOWARD	13	17.1%	15	23.8%
MONTGOMERY	36	47.4%	24	38.1%
PRINCE GEORGE'S	2	2.6%	5	7.9%
MARYLAND	75	98.7%	58	92.1%
DISTRICT OF COLUMBIA	0	0.0%	1	1.6%
MAINE	1	1.3%	0	0.0%
NEW YORK	0	0.0%	1	1.6%
OUT OF STATE	1	1.3%	2	3.2%
UNKNOWN	0	0.0%	3	4.8%
GRAND TOTAL	76	100.0%	63	100.0%

Example Interpretation: Of those students for which NSC could provide transfer data, 76 full-time, first-years who were enrolled in Fall 2003 and left by Fall 2004 subsequently enrolled at UMCP. 47.4% of those full-time first-years who transferred to UMCP initially matriculated to UMBC from Montgomery County.

Source: Student Information System, Retention database, National Student Clearinghouse