Background

OIR developed a cohort table that follows students over their life course at UMBC.

- New freshmen and new transfer students (1995 fall cohort)
- Longitudinal database (10 years)
- Integrates data from across the university
- Error-checking built into development
- Flexibility to edit and update as analytical needs change
Background

- Cohort table has been instrumental in understanding factors related to persistence and other phenomena ([www.umbc.edu/oir](http://www.umbc.edu/oir))
  - Baseline modeling of new freshmen’s persistence
  - Academic performance and persistence—the role of Math gateway courses
  - First-year experiences as strategic retention initiatives (FYS, IHU, LLC)
  - Major switching behavior
  - Financial holds and re-enrollment
  - Baseline modeling of new transfer students’ persistence
  - Academic performance and persistence for new transfer students

And countless data requests and smaller-scale analyses…
Objectives

- To understand:
  - the historical enrollment trends for new freshmen and new transfer students at UMBC
  - The demographic characteristics of our new freshmen and new transfer students—uniquely different
Objectives

To understand:

- the key factors related to new freshmen’s and new transfer students’ persistence
- the importance of one’s 1st semester academic performance in the persistence puzzle
- the relationship between engagement in a first-year experience and persistence
Enrollment Shifts in Degree-seeking New Students (Fall & Spring, 1995 – 2007)
A Tale of Two Students

New Freshman v. New Transfer Student
Degree-seeking New Student Enrollment by Gender

(Fall 1995 – Fall 2007)

New Freshmen

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-00</td>
<td>48.8%</td>
<td>51.2%</td>
</tr>
<tr>
<td>2001-05</td>
<td>42.5%</td>
<td>57.5%</td>
</tr>
<tr>
<td>2006</td>
<td>44.1%</td>
<td>55.9%</td>
</tr>
<tr>
<td>2007</td>
<td>45.9%</td>
<td>54.1%</td>
</tr>
</tbody>
</table>

New Transfers

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-00</td>
<td>44.6%</td>
<td>55.4%</td>
</tr>
<tr>
<td>2001-05</td>
<td>52.9%</td>
<td>47.1%</td>
</tr>
<tr>
<td>2006</td>
<td>53.3%</td>
<td>46.7%</td>
</tr>
<tr>
<td>2007</td>
<td>51.3%</td>
<td>48.7%</td>
</tr>
</tbody>
</table>

(n)

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-00</td>
<td>6,893</td>
<td>44.6%</td>
</tr>
<tr>
<td>2001-05</td>
<td>5,364</td>
<td>52.9%</td>
</tr>
<tr>
<td>2006</td>
<td>967</td>
<td>46.7%</td>
</tr>
<tr>
<td>2007</td>
<td>1,103</td>
<td>51.3%</td>
</tr>
</tbody>
</table>
Degree-seeking New Student Enrollment by Race (Fall 1995 – Fall 2007)

New Freshmen

<table>
<thead>
<tr>
<th>Race</th>
<th>95 - 00</th>
<th>01 - 05</th>
<th>2006</th>
<th>2007</th>
<th>95 - 00</th>
<th>01 - 05</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
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<td>60.6</td>
<td>53.3</td>
<td>52.1</td>
<td>60.2</td>
<td>51.9</td>
<td>51.4</td>
<td>51.4</td>
</tr>
<tr>
<td>African-American</td>
<td>14.6</td>
<td>10.0</td>
<td>11.8</td>
<td>13.8</td>
<td>17.1</td>
<td>20.0</td>
<td>22.5</td>
<td>22.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.0</td>
<td>2.6</td>
<td>2.6</td>
<td>3.1</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
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<tr>
<td>Native American</td>
<td>17.9</td>
<td>22.3</td>
<td>26.7</td>
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<td>12.8</td>
<td>15.2</td>
<td>16.5</td>
<td>16.5</td>
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<tr>
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<td>3.5</td>
<td>13.8</td>
<td>17.1</td>
<td>17.1</td>
<td>4.6</td>
<td>6.1</td>
<td>3.5</td>
<td>3.5</td>
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<tr>
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<td>0.0</td>
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<tr>
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<td>2.6</td>
<td>3.1</td>
<td>2.9</td>
<td>5.4</td>
<td>5.5</td>
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New Transfers

<table>
<thead>
<tr>
<th>Race</th>
<th>95 - 00</th>
<th>01 - 05</th>
<th>2006</th>
<th>2007</th>
<th>95 - 00</th>
<th>01 - 05</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>60.6</td>
<td>60.6</td>
<td>53.3</td>
<td>52.1</td>
<td>60.2</td>
<td>51.9</td>
<td>51.4</td>
<td>51.4</td>
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<tr>
<td>African-American</td>
<td>14.6</td>
<td>10.0</td>
<td>11.8</td>
<td>13.8</td>
<td>17.1</td>
<td>20.0</td>
<td>22.5</td>
<td>22.5</td>
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<tr>
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<td>2.6</td>
<td>3.1</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Native American</td>
<td>17.9</td>
<td>22.3</td>
<td>26.7</td>
<td>26.4</td>
<td>12.8</td>
<td>15.2</td>
<td>16.5</td>
<td>16.5</td>
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<tr>
<td>Asian</td>
<td>3.5</td>
<td>13.8</td>
<td>17.1</td>
<td>17.1</td>
<td>4.6</td>
<td>6.1</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>International</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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<td>0.0</td>
</tr>
<tr>
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<td>2.0</td>
<td>2.6</td>
<td>3.1</td>
<td>2.9</td>
<td>5.4</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
</tr>
</tbody>
</table>

(n) 95 - 00 7,193 01 - 05 7,066 2006 1,429 2007 1,437 95 - 00 6,893 01 - 05 5,364 2006 967 2007 1,103

Legend:
- **White**
- **African-American**
- **Native American**
- **Hispanic**
- **Asian**
- **International**
- **Unknown**
Degree-seeking New Student Enrollment by Age at Matriculation

(Fall 1995 – Fall 2007)

New Freshmen

- 1995-00: 99.4, 7,193
- 2001-05: 99.6, 7,066
- 2006: 99.8, 1,429
- 2007: 99.7, 1,437

New Transfers

- 1995-00: 33.9, 6,893
- 2001-05: 24.4, 5,394
- 2006: 22.7, 967
- 2007: 21.2, 1,103

Legend:
- Traditional-aged
- Non-traditional (>= 25 yrs.)
Degree-seeking New Student Enrollment by Geographic Origin
(Fall 1995 – Fall 2007)

New Freshmen

<table>
<thead>
<tr>
<th>Year</th>
<th>Maryland</th>
<th>Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 - 00</td>
<td>7,193</td>
<td>85.5</td>
</tr>
<tr>
<td>01 - 05</td>
<td>7,066</td>
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<tr>
<td>2006</td>
<td>1,429</td>
<td>13.9</td>
</tr>
<tr>
<td>2007</td>
<td>1,437</td>
<td>11.8</td>
</tr>
</tbody>
</table>

New Transfers

<table>
<thead>
<tr>
<th>Year</th>
<th>Maryland</th>
<th>Out-of-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 - 00</td>
<td>6,893</td>
<td>10.2</td>
</tr>
<tr>
<td>01 - 05</td>
<td>5,364</td>
<td>12.1</td>
</tr>
<tr>
<td>2006</td>
<td>967</td>
<td>8.9</td>
</tr>
<tr>
<td>2007</td>
<td>1,103</td>
<td>9.2</td>
</tr>
</tbody>
</table>

(n)

- Maryland
- Out-of-state
# New Transfer Student Enrollment by Type of Transfer Institution (Fall 1995 – Fall 2007)

<table>
<thead>
<tr>
<th>Year Range</th>
<th>MD 2-yr</th>
<th>MD Public 4-yr</th>
<th>MD Independent 4-yr</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-00</td>
<td>62.8%</td>
<td>3.3%</td>
<td>11.9%</td>
<td>22.1%</td>
</tr>
<tr>
<td>2001-05</td>
<td>67.1%</td>
<td>2.4%</td>
<td>10.0%</td>
<td>20.5%</td>
</tr>
<tr>
<td>2006</td>
<td>69.0%</td>
<td>1.8%</td>
<td>8.7%</td>
<td>20.5%</td>
</tr>
<tr>
<td>2007</td>
<td>65.5%</td>
<td>3.3%</td>
<td>10.7%</td>
<td>20.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Range</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-00</td>
<td>6,893</td>
</tr>
<tr>
<td>2001-05</td>
<td>5,364</td>
</tr>
<tr>
<td>2006</td>
<td>967</td>
</tr>
<tr>
<td>2007</td>
<td>1,103</td>
</tr>
</tbody>
</table>
Top Maryland Feeder Schools

Maryland Two-year Colleges (since 1995)
• Anne Arundel Community College
• Community College of Baltimore County--Catonsville
• Howard Community College
• Montgomery College campuses (increase since 2001)

Maryland Public Four-year Colleges & Universities (since 1995)
• University of Maryland, College Park
• Towson University

*Click here
Degree-seeking New Student Enrollment by Student Level at Matriculation (Fall 1995 – Fall 2007)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>98.5</td>
<td>97.1</td>
<td>98.7</td>
<td>94.2</td>
</tr>
<tr>
<td>Transfers</td>
<td>15.2</td>
<td>16.8</td>
<td>17.6</td>
<td>16.8</td>
</tr>
<tr>
<td></td>
<td>5.6</td>
<td>47.8</td>
<td>48.2</td>
<td>45.8</td>
</tr>
<tr>
<td></td>
<td>29.0</td>
<td>47.8</td>
<td>48.2</td>
<td>45.8</td>
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<tr>
<td></td>
<td>47.8</td>
<td>29.0</td>
<td>27.4</td>
<td>31.3</td>
</tr>
</tbody>
</table>

(n) 7,193 6,893 1,429 1,437 5,364 967 1,103
Degree-seeking New Student Enrollment by FT/PT Status at Matriculation
(Fall 1995 – Fall 2007)

New Freshmen

- 95 - 00
  - < 12 hrs: 9.2%
  - 12 hrs: 2.0%
  - 12.1 - 15 hrs: 1.0%
  - > 15 hrs: 0.7%
- 01 - 05
  - < 12 hrs: 66.0%
  - 12 hrs: 6.4%
  - 12.1 - 15 hrs: 6.4%
  - > 15 hrs: 6.4%
- 2006
  - < 12 hrs: 26.9%
  - 12 hrs: 6.4%
  - 12.1 - 15 hrs: 6.4%
  - > 15 hrs: 6.4%
- 2007
  - < 12 hrs: 27.1%
  - 12 hrs: 5.9%
  - 12.1 - 15 hrs: 5.9%
  - > 15 hrs: 5.9%

New Transfers

- 95 - 00
  - < 12 hrs: 14.8%
  - 12 hrs: 39.4%
  - 12.1 - 15 hrs: 14.8%
  - > 15 hrs: 14.8%
- 01 - 05
  - < 12 hrs: 17.3%
  - 12 hrs: 43.1%
  - 12.1 - 15 hrs: 17.3%
  - > 15 hrs: 17.3%
- 2006
  - < 12 hrs: 14.3%
  - 12 hrs: 47.2%
  - 12.1 - 15 hrs: 14.3%
  - > 15 hrs: 14.3%
- 2007
  - < 12 hrs: 15.9%
  - 12 hrs: 44.0%
  - 12.1 - 15 hrs: 15.9%
  - > 15 hrs: 15.9%

(n)

- 95 - 00: 7,193
- 01 - 05: 7,066
- 2006: 1,429
- 2007: 1,437
- 95 - 00: 6,893
- 01 - 05: 5,364
- 2006: 967
- 2007: 1,103
Degree-seeking New Student Enrollment by Major Area at Matriculation (Fall 1995 – Fall 2007)

<table>
<thead>
<tr>
<th>Major Area</th>
<th>95 - 00 (n)</th>
<th>01 - 05 (n)</th>
<th>2006 (n)</th>
<th>2007 (n)</th>
<th>95 - 00 (n)</th>
<th>01 - 05 (n)</th>
<th>2006 (n)</th>
<th>2007 (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>25.3</td>
<td>28.6</td>
<td>25.6</td>
<td>20.0</td>
<td>16.0</td>
<td>19.9</td>
<td>14.7</td>
<td>13.9</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>8.0</td>
<td>5.9</td>
<td>7.4</td>
<td>7.0</td>
<td>5.9</td>
<td>6.2</td>
<td>6.6</td>
<td>6.4</td>
</tr>
<tr>
<td>Eng. &amp; Computer Info. Systems</td>
<td>18.5</td>
<td>15.2</td>
<td>19.4</td>
<td>19.6</td>
<td>11.1</td>
<td>11.5</td>
<td>12.7</td>
<td>14.6</td>
</tr>
<tr>
<td>Natural &amp; Math. Sciences</td>
<td>23.8</td>
<td>28.8</td>
<td>22.3</td>
<td>25.3</td>
<td>27.7</td>
<td>26.7</td>
<td>19.2</td>
<td>21.0</td>
</tr>
<tr>
<td>Allied Health</td>
<td>12.1</td>
<td>13.9</td>
<td>15.5</td>
<td>17.0</td>
<td>18.3</td>
<td>20.7</td>
<td>28.6</td>
<td>26.5</td>
</tr>
<tr>
<td>Interdisc. Studies</td>
<td>11.0</td>
<td>11.0</td>
<td>8.4</td>
<td>9.5</td>
<td>13.4</td>
<td>8.9</td>
<td>11.3</td>
<td>11.8</td>
</tr>
<tr>
<td>Social Work</td>
<td>11.0</td>
<td>6.9</td>
<td>8.4</td>
<td>9.5</td>
<td>13.4</td>
<td>8.9</td>
<td>11.3</td>
<td>11.8</td>
</tr>
<tr>
<td>Undeclared</td>
<td>7,193</td>
<td>7,066</td>
<td>1,429</td>
<td>1,437</td>
<td>6,893</td>
<td>5,364</td>
<td>967</td>
<td>1,103</td>
</tr>
</tbody>
</table>

Legend:
- Arts & Humanities
- Eng. & Computer Info. Systems
- Social Sciences
- Natural & Math. Sciences
- Allied Health
- Interdisc. Studies
- Social Work
- Undeclared
Degree-seeking New Student Enrollment by Dorm Status\(^1\)
(Fall 1995 – Fall 2007)

<table>
<thead>
<tr>
<th>Year</th>
<th>Dorm Freshmen</th>
<th>Commuter Freshmen</th>
<th>Total Freshmen</th>
<th>Dorm Transfers</th>
<th>Commuter Transfers</th>
<th>Total Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-00</td>
<td>7,193</td>
<td>62.6</td>
<td>7,819</td>
<td>6,893</td>
<td>89.4</td>
<td>7,582</td>
</tr>
<tr>
<td>01-05</td>
<td>7,066</td>
<td>72.5</td>
<td>7,791</td>
<td>5,364</td>
<td>86.1</td>
<td>5,927</td>
</tr>
<tr>
<td>2006</td>
<td>1,429</td>
<td>28.2</td>
<td>1,711</td>
<td>967</td>
<td>23.0</td>
<td>1,103</td>
</tr>
<tr>
<td>2007</td>
<td>1,437</td>
<td>28.3</td>
<td>1,660</td>
<td>1,103</td>
<td>18.9</td>
<td>1,292</td>
</tr>
</tbody>
</table>

\(^1\) Reflects 10\(^{th}\) day enrollment from SIS. Does not include Walker apartment data.

*Click here*
Degree-seeking New Student Enrollment by 1st Year FAFSA Filers

(Fall 1995 – Fall 2007)

<table>
<thead>
<tr>
<th>Year</th>
<th>New Freshmen</th>
<th>New Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-00</td>
<td>68.7%</td>
<td>43.7%</td>
</tr>
<tr>
<td>01-05</td>
<td>66.9%</td>
<td>39.1%</td>
</tr>
<tr>
<td>2006</td>
<td>69.8%</td>
<td>37.0%</td>
</tr>
<tr>
<td>2007</td>
<td>67.6%</td>
<td>40.8%</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>New Freshmen</th>
<th>New Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-00</td>
<td>31.3%</td>
<td>56.3%</td>
</tr>
<tr>
<td>01-05</td>
<td>33.1%</td>
<td>60.9%</td>
</tr>
<tr>
<td>2006</td>
<td>30.2%</td>
<td>63.0%</td>
</tr>
<tr>
<td>2007</td>
<td>32.4%</td>
<td>39.2%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>New Freshmen</th>
<th>New Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(n)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>95-00</td>
<td>7,193</td>
<td>6,893</td>
</tr>
<tr>
<td>01-05</td>
<td>7,066</td>
<td>5,364</td>
</tr>
<tr>
<td>2006</td>
<td>1,429</td>
<td>967</td>
</tr>
<tr>
<td>2007</td>
<td>1,437</td>
<td>1,103</td>
</tr>
</tbody>
</table>

(Filed FAFSA)
Degree-seeking New Student Enrollment by Expected Family Contribution (FAFSA filers) (Fall 1995 – Fall 2007)

New Freshmen

<table>
<thead>
<tr>
<th>Year</th>
<th>95 - 00</th>
<th>01 - 05</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 2,500</td>
<td>4,939</td>
<td>4,724</td>
<td>997</td>
<td>972</td>
</tr>
<tr>
<td>2,501 - 5k</td>
<td>18.2</td>
<td>19.2</td>
<td>25.2</td>
<td>24.7</td>
</tr>
<tr>
<td>5,001 - 10k</td>
<td>10.2</td>
<td>9.6</td>
<td>8.7</td>
<td>8.8</td>
</tr>
<tr>
<td>10,001 - 15k</td>
<td>9.1</td>
<td>11.2</td>
<td>6.3</td>
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<td>New Transfers</td>
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(n)

95 - 00: 4,939
01 - 05: 4,724
2006: 997
2007: 972
95 - 00: 3,881
01 - 05: 3,264
2006: 609
2007: 653
Baseline Persistence Models

New Freshmen
Trends in Retention Rates for New Freshmen
(Fall cohorts, 1995 – 2006)
Trends in Graduation Rates for New Freshmen (Fall cohorts, 1995 – 2003)
Methodology

Population

- Semester, one-year and two-year retention models
  - 1995 – 2005 fall cohorts of degree-seeking new freshmen
    (n = 14,245)

- Four-year and six-year graduation models
  - 1995 – 2000 fall cohorts of degree-seeking new freshmen
    (n = 7,183)

- Based on 10th day enrollments

- Deceased excluded
Methodology

Baseline Model Variables

- Fall cohort term
- Sex
- Race
- Geographic origin
- High school GPA
- SAT Verbal/Math
- AP credit
- Math placement
- English placement
- Major area @ matriculation
- Dorm status
- Scholars’ programs
- Honors College
- Athlete
- UMBC merit scholarship
- Applied for financial aid
- Pell Grant recipient
- Expected family contribution
- Credits attempted (BOT)
- % STEM coursework
- Difficulty of coursework
- Withdrew/cancelled registration 1st semester
Factors contributing to New Freshmen Graduating within Six Years (Baseline)

Top 5:
- High School GPA
- Math placement
- Affiliated
  - Scholars’ programs
  - Honors College
  - Athlete
- AP credit
- Dorm status

- Sex
- Geographic origin
- Major Area
- UMBC merit scholarship
- Expected family contribution
- Difficulty of coursework
Academic Performance is Crucial to Persistence

New Freshmen
Baseline Persistence Models

New Transfer Students
Trends in Retention Rates for New Transfer Students (Fall cohorts, 1995 – 2006)
Methodology

Population

- Semester and one-year retention models
  - 1995 – 2006 fall and spring cohorts of degree-seeking new transfer students (n = 19,010)

- Four-year and six-year graduation models
  - 1995 – 2000 fall and spring cohorts of degree-seeking new transfer students (n = 9,520)

- Based on 10\textsuperscript{th} day enrollments

- Deceased excluded
Methodology

Baseline Model Variables

- Cohort term
- Fall/Spring entrant
- Sex
- Race
- Geographic origin
- Non-traditional-aged student
- Transfer institutional type
- Transfer GPA
- Type of degree transferred in
- Student-level at entry
- Major area @ matriculation
- Dorm status
- Scholars’ programs
- Honors College
- Athlete
- UMBC merit scholarship
- Applied for financial aid
- Pell Grant recipient
- Expected family contribution
- Credits attempted (BOT)
- % STEM coursework
- Difficulty of coursework
- Withdrew/cancelled registration 1st semester
Factors contributing to New Transfer Students Graduating within Six Years (Baseline)

**Top 5:**
- Credits attempted (BOT)
- Major area @ matriculation
- Race
- Student-level at entry
- Transfer GPA

- Cohort term (trend)
- Geographic origin
- Non-traditional-aged student
- Transfer institutional type
- Athlete
- UMBC merit scholarship
- Difficulty of coursework
- Type of degree transferred in
- Withdrew/cancelled registration 1st semester
Academic Performance is Crucial to Persistence

New Transfer Students

*Click here
Engagement Matters: The Role of First-year Experiences

Study presented in June 2007; extends and complements prior analysis (www.umbc.edu/oir)

Focused on 1st semester engagement in an FYS, IHU or LLC (fall cohorts, 2000 – 2006)

Objectives:
- Assess participation rates and who was more/less likely to participate
- Assess the relationship of engagement in an FYE to retention—semester, one-year and two-year
Engagement Matters: 
The Role of First-year Experiences

- Prior OIR analyses using the NSSE (2005) showed that FYS & IHU participants stated they were more engaged than non-participants (www.umbc.edu/oir).

- Students at-risk were less likely to voluntarily enroll.
  - Non-Scholar students and Non-Honors College students
  - Commuting students
  - Transfer students

- Highlighted the question: “What does a first-year experience look like for new transfer students?”
Engagement Matters: The Role of First-year Experiences

- For **new freshmen**, first semester engagement in an FYE is positively related to retention—semester, one-year and two-year—after controlling for other factors.

- For **new transfer students**, first semester engagement in an FYE is positively related to semester retention, after controlling for other factors.¹

¹ Given that few new transfer students participate in an FYE, there is limited statistical power in modeling the longer term impact of FYE engagement on retention.
Looking Ahead…

- Further exploration of the significance of race for new transfer students’ persistence

- Taking a few steps back and a few forward:
  - Developing a baseline yield model to tie to retention and graduation
  - Looking beyond the first semester in modeling persistence with survival analysis
Discussion

Questions & Comments