Fall 2011 Admitted Students: Who Enrolled at USM and Who Did Not

The enrollment patterns for the University of Southern Maine’s fall 2011 admitted first-year and transfer students have been examined using data obtained from the National Student Loan Clearinghouse. The Clearinghouse is a highly reliable source for tracking students. More than 3,300 colleges and universities, enrolling over 96% of all students in public and private U.S. institutions, regularly submit enrollment data to the Clearinghouse. Using this source it was found that of the 4,551 admitted students, 33% (1,494) enrolled at USM, 50% (2,259) enrolled at other institutions and 17% (798) were not enrolled.

Admitted Student Enrollment Patterns by Admit Type and Demographic Characteristics

First-time admits are qualitatively different from transfer admits. These differences are reflected in a number of ways, beginning with the percentages of admits from each group who chose to enroll at USM. Twenty percent of the first-time admits enrolled at USM and over 60% enrolled elsewhere. For transfers, the pattern was reversed.

Differences in enrollment patterns were identified for first-time and transfer admits by sex, age, and entering grade point average. Women admits were more likely to enroll elsewhere than men (64% compared to 56% for first-time admits; 22% compared to 19% for transfer admits). Older students were more likely to enroll at USM than younger students for both admit types. Figure 1 shows the percentages of admitted students (first-time and transfer) who enrolled at other institutions by sex and age.

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1 Kaplan University is the only institution (with >1,000 students) in Maine that does not participate in the Clearinghouse
2 Six admitted students were excluded from the study due to incomplete or missing data
3 The differences are statistically significant, \( \chi^2 = 749.6, p < .000 \)
4 The differences are statistically significant, \( \chi^2 = 18.7, p < .000 \)
5 The differences are statistically significant, \( \chi^2 = 743.2, p < .000 \)
Differences for first-time admits were found using their high school grade point average as an indicator of academic performance. First-time students with higher high school grade point averages were more likely to choose to enroll at another institution\(^6\). First-time applicants who were conditionally admitted\(^7\) were more likely to enroll at USM than applicants who were admitted to academic programs (33% compared to 20\%\(^8\)).

Figure 3 displays the differences in institutional choice by the date the applicant was admitted. First-time and transfer admits who applied earlier were more likely to enroll at another institution\(^9\). Looking at this from the vantage of yield rates, 91\% of the students who enrolled at USM were admitted before June 1. For transfer admits the percentage was 58\%.

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\(^6\) The differences are statistically significant, \(95 \chi^2 = 41.3, p < .000\)

\(^7\) GO students

\(^8\) The differences are statistically significant, \(95 \chi^2 = 41.3, p < .000\)

\(^9\) The differences are statistically significant, FT: \(95 \chi^2 = 281.7, p < .000\), TR: \(95 \chi^2 = 94.4, p < .000\)
Admitted Student Enrollment Patterns by Intended Academic Program

Tables 2 and 3 summarize first-time and transfer admitted student enrollment patterns by their intended College. First-time and transfer admits intending programs offered by the Lewiston Auburn College had the highest yield rates among the four colleges and the students who were admitted into Academic Affairs (71.4% and 74.3% respectively).

Table 2 Admitted First-Year Student Enrollment Status by College

<table>
<thead>
<tr>
<th>College</th>
<th>Admits</th>
<th>Enrollment Status</th>
<th>Not Enrolled</th>
<th>Enrolled at USM</th>
<th>Enrolled Elsewhere</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>N 297</td>
<td>18.4%</td>
<td>22.1%</td>
<td>59.5%</td>
<td>100.0%</td>
<td>1618</td>
</tr>
<tr>
<td>Arts, Humanities &amp; Social Sciences</td>
<td>N 92</td>
<td>17.3%</td>
<td>23.0%</td>
<td>59.7%</td>
<td>100.0%</td>
<td>531</td>
</tr>
<tr>
<td>Lewiston Auburn</td>
<td>N 2</td>
<td>14.3%</td>
<td>71.4%</td>
<td>14.3%</td>
<td>100.0%</td>
<td>14</td>
</tr>
<tr>
<td>Management &amp; Human Services</td>
<td>N 47</td>
<td>16.4%</td>
<td>25.8%</td>
<td>57.8%</td>
<td>100.0%</td>
<td>287</td>
</tr>
<tr>
<td>Science, Technology &amp; Health</td>
<td>N 138</td>
<td>16.5%</td>
<td>17.5%</td>
<td>65.9%</td>
<td>100.0%</td>
<td>834</td>
</tr>
<tr>
<td>Total</td>
<td>N 576</td>
<td>17.5%</td>
<td>21.6%</td>
<td>60.8%</td>
<td>100.0%</td>
<td>3284</td>
</tr>
</tbody>
</table>

Table 3 Admitted Transfer Student Enrollment Status by College

<table>
<thead>
<tr>
<th>College</th>
<th>Admits</th>
<th>Enrollment Status</th>
<th>Not Enrolled</th>
<th>Enrolled at USM</th>
<th>Enrolled Elsewhere</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>N 75</td>
<td>22.5%</td>
<td>52.9%</td>
<td>24.6%</td>
<td>100.0%</td>
<td>333</td>
</tr>
<tr>
<td>Arts, Humanities, &amp; Social Sciences</td>
<td>N 31</td>
<td>13.5%</td>
<td>66.8%</td>
<td>19.7%</td>
<td>100.0%</td>
<td>229</td>
</tr>
<tr>
<td>Lewiston Auburn</td>
<td>N 10</td>
<td>14.3%</td>
<td>74.3%</td>
<td>11.4%</td>
<td>100.0%</td>
<td>70</td>
</tr>
<tr>
<td>Management &amp; Human Services</td>
<td>N 31</td>
<td>18.6%</td>
<td>62.9%</td>
<td>18.6%</td>
<td>100.0%</td>
<td>167</td>
</tr>
<tr>
<td>Science, Technology &amp; Health</td>
<td>N 75</td>
<td>16.0%</td>
<td>63.7%</td>
<td>20.3%</td>
<td>100.0%</td>
<td>468</td>
</tr>
<tr>
<td>Total</td>
<td>N 222</td>
<td>17.5%</td>
<td>61.9%</td>
<td>20.6%</td>
<td>100.0%</td>
<td>1267</td>
</tr>
</tbody>
</table>
Tables A1 and A2 in Appendix A present the enrollment patterns for admitted first-year and transfer students by their intended academic program. The following programs admitted students who enrolled elsewhere at rates of 70% or higher:

- Environmental Science (78.3%)
- Liberal Studies (77.8%)
- Political Science (77.8%)
- Nursing (75.6%)
- Transfer Program in Engineering (74.5%)
- Mechanical Engineering (71.7%)
- Finance (70%)

The following programs admitted students who enrolled elsewhere at rates of 26% or higher:

- Environmental Science (46.7%)
- Natural and Applied Science (33.3%)
- Political Science (30.4%)
- Linguistics (28.6%)
- Electrical Engineering (27.3%)
- English (26.9%)
- Criminology (26.3%)
- Social Work (26.2%)

**Admitted Student Enrollment Patterns by Home State and Last Institution Attended**

Appendix tables A3 through A6 present the enrollment patterns for admitted and transfer students by their home state and the school or institution they last attended (schools and institutions with less than 5 admits have not been included in the tables).
Academic Majors of Admitted Students Enrolled Elsewhere

Appendix tables A7 and A8 report the majors of the admitted students who attended other institutions. This is a feature that the National Student Loan Clearinghouse was just added to the StudentTracker. Participating colleges and universities are still working to rebuild their queries to include the new information fields. For this report, 52% of admitted students who were enrolled elsewhere had records containing information about the majors they were pursuing.

Characteristics of Institutions Where Admitted Students Enrolled

Fifty-nine percent of USM’s first-time fall 2011 admits chose to enroll at institutions outside the state, 20% enrolled in Massachusetts, and 15% enrolled in New Hampshire. In the case of the transfer admits, 43% enrolled at institutions outside the state, 14% in states outside of the Northeast\textsuperscript{10}, 11% in Massachusetts, and 9% in New Hampshire. Tables A9 and A10 list the institutions both admit groups chose to attend (institutions enrolling only one student have not been included). Given the number of institutions that are common to both lists, the 21 institutions that enrolled 20 or more first-time admits will be used as USM’s enrollment competitors. Eleven competitor institutions are public 4-year, 8 are private 4-year, and 2 are public 2-year.

<table>
<thead>
<tr>
<th>Public 4-Year</th>
<th>Private 4-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keene State College</td>
<td>Colby-Sawyer College</td>
</tr>
<tr>
<td>Maine Maritime Academy</td>
<td>Curry College</td>
</tr>
<tr>
<td>Plymouth State University</td>
<td>Endicott College</td>
</tr>
<tr>
<td>University of Maine</td>
<td>Husson College</td>
</tr>
<tr>
<td>University of Maine at Farmington</td>
<td>Roger Williams University</td>
</tr>
<tr>
<td>University of Massachusetts-Amherst</td>
<td>Saint Joseph’s College of Maine</td>
</tr>
<tr>
<td>University of Massachusetts-Dartmouth</td>
<td>Southern New Hampshire University</td>
</tr>
<tr>
<td>University of Massachusetts-Lowell</td>
<td>University of New England</td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td></td>
</tr>
<tr>
<td>University of Rhode Island</td>
<td></td>
</tr>
<tr>
<td>University of Vermont</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public 2-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Maine Community College</td>
</tr>
<tr>
<td>Southern Maine Community College</td>
</tr>
</tbody>
</table>

\textsuperscript{10} Northeast defined as Connecticut, Massachusetts, Maine, New Hampshire, New York, Pennsylvania, Rhode Island and Vermont
The customized Data Feedback Report (DFR) in Appendix B contains data extracted from the National Center of Education Statistics’ Integrated Postsecondary Education Data System. The report compares USM to the 21 competitors on selected indicators of institutional effectiveness. An examination of the figures in the DFR prompted the following observations:

- USM’s enrollment counts are higher than the competitor medians on all levels except first-time students. The percentage of part-time undergraduate students, 35.9%, is higher than the competitor median of 11.8%. The percentage of part-time graduate students, 58.8%, is on a par with the competitor median of 58.3%.

- USM admitted a higher percentage of its first-time applicants (78% compared to 74%), but enrolled a lower percentage than the competitors (25% compared to 27%)\(^\text{11}\).

- USM’s combined tuition and fees ($8,174\(^\text{12}\)) for undergraduate students is lower than the competitor’s median ($11,917), however the net price of attending USM is higher ($16,937 compared to $15,999). The added monies made available to undergraduate students through institutional grants for this fiscal year should help to alleviate this discrepancy.

- The retention rates of USM’s full and part-time first time students (70% and 44%) are lower than the competitor’s median rates (77% and 50%).

- The average salary for all categories of full-time instructional staff is higher at USM than at the competitor institutions ($74,643 compared to $73,171).

Data comparing USM to the competitors on indicators related to residential housing were obtained from IPEDS. The indicator that is most telling is the ratio of housing capacity to the number of undergraduate students. USM’s figure of 20.4%\(^\text{13}\) is lower than the competitor’s median figure of 52.9% (the competitor median includes the two community colleges which are the only institutions with ratios lower than USM’s). While additional grants may help to raise the number of students who choose to live in the Gorham residence halls (combined room and board charges at USM are roughly equal to the median of the competitors: $9,120 compared to $9,134) the data suggest that students are seeking the experiential advantages offered by campuses with higher residential densities.

The institutional culture suggested by USM’s mission statement was compared to the cultures suggested by the combined missions of the competitors using word clouds generated by Wordle. Figures 4 (competitors) and 5 (USM) were the results of this comparison. The word ‘students’ is prominent in the competitor’s missions, and the word ‘faculty’ is harder to find. In the USM mission statement the word ‘faculty’ is more prominent than the word ‘students’.

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\(^{11}\) Institutions with open admissions policies are not included in this calculation. Southern Maine Community College is the only institution with an open admissions policy in the competitor group.

\(^{12}\) The comparison is based on Academic Year 2009-10 data, DFR Figures 10 and 11

\(^{13}\) Defined as dorm capacity divided by total undergraduates
### Appendix A

Table A1 Admitted First-Year Student Enrollment Patterns by Intended Academic Program

<table>
<thead>
<tr>
<th>College Department</th>
<th>Admits</th>
<th>Enrollment Status</th>
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<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Not Enrolled</td>
<td>Enrolled at USM</td>
<td>Enrolled Elsewhere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts, Humanities, &amp; Social Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Candidate (ARB)</td>
<td>N</td>
<td>7</td>
<td>11</td>
<td>11</td>
<td>29</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>24.1%</td>
<td>37.9%</td>
<td>37.9%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Art Candidate (ARC)</td>
<td>N</td>
<td>6</td>
<td>3</td>
<td>13</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>27.3%</td>
<td>13.6%</td>
<td>59.1%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>N</td>
<td>8</td>
<td>10</td>
<td>31</td>
<td>49</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>16.3%</td>
<td>20.4%</td>
<td>63.3%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Criminology</td>
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<td>12</td>
<td>20</td>
<td>42</td>
<td>100%</td>
</tr>
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<td></td>
<td>%</td>
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</tr>
<tr>
<td>Economics</td>
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</tr>
<tr>
<td></td>
<td>%</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>English</td>
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<td>22</td>
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<td>100%</td>
</tr>
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<td></td>
<td>%</td>
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<td>50.0%</td>
<td>100.0%</td>
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</tr>
<tr>
<td>French</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>%</td>
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<td></td>
<td></td>
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<td></td>
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<td>History</td>
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<td>100%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>21.4%</td>
<td>19.0%</td>
<td>59.5%</td>
<td>100.0%</td>
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</tr>
<tr>
<td>Liberal Studies</td>
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<td>17</td>
<td>98</td>
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<td>%</td>
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<td>Media Studies</td>
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<td>28</td>
<td>44</td>
<td>100%</td>
</tr>
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<td></td>
<td>%</td>
<td>13.6%</td>
<td>22.7%</td>
<td>63.6%</td>
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</tr>
<tr>
<td>Music Education</td>
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<td>13</td>
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</tr>
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<td></td>
<td>%</td>
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<td>36.7%</td>
<td>43.3%</td>
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</tr>
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<td>Music Performance</td>
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<td>11</td>
<td>5</td>
<td>19</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>15.8%</td>
<td>57.9%</td>
<td>26.3%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>N</td>
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<td>1</td>
<td>0</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td>Musical Theatre</td>
<td>N</td>
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<td>4</td>
<td>1</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>N</td>
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<td>1</td>
<td>3</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

---

14 Percentages have been suppressed for programs with less than 10 admits
<table>
<thead>
<tr>
<th>Department</th>
<th>N</th>
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<th>21</th>
<th>27</th>
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</thead>
<tbody>
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<td>11.1%</td>
<td>77.8%</td>
<td>100.0%</td>
</tr>
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<td>Sociology</td>
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<td>11.1%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
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<td>Theatre</td>
<td>5</td>
<td>16.7%</td>
<td>63.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Lewiston Auburn</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities</td>
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<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Leadership &amp; Org Studies</td>
<td>0</td>
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<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Social &amp; Behav Sciences</td>
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<td>14.3%</td>
<td>28.6%</td>
<td>100.0%</td>
</tr>
<tr>
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<td>33.3%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Management &amp; Human Services</td>
<td></td>
<td></td>
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<tr>
<td>Accounting</td>
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<td>100.0%</td>
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<td>52.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Science, Technology, &amp; Health</td>
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<td></td>
<td></td>
</tr>
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<td>Athletic Training</td>
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<td>66.7%</td>
<td>100.0%</td>
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<td>Biology</td>
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<td>66.8%</td>
<td>100.0%</td>
</tr>
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<td>Chemistry</td>
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<td>66.7%</td>
<td>100.0%</td>
</tr>
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<td>26</td>
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<tr>
<td>----------------------------------</td>
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<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Computer Science</td>
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Office of Institutional Research and Assessment

March 2012
Table A2 Admitted Transfer Student Enrollment Patterns by Intended Academic Program

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**Lewiston Auburn**

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Table A6 Admitted Transfer Student Enrollment Patterns by Last Institution Attended

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Table A7 Majors of First-Time Admits Enrolled Elsewhere

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<td>Security, Criminal Justice</td>
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