I had some more time to play with the MAP-Works data, so I focused on the "commitment to the institution" factor. They take some effort to interpret, but the attached graphs show what happens to commitment over time for students by major, gender, and ACT scores. Here's what I see...

1. Fall transition (top-left box)
a) Declared majors (the lines on the left) have more commitment than undeclared majors (the lines on the right). b) For declared majors, females (red line) are more committed than males (blue line).
c) For declared majors, higher ACT scores correspond with greater commitment.
d) For undeclared majors, male generally have greater commitment than females.
e) For undeclared majors, higher ACT scores correspond with greater commitment.
f) Female students with low ACT scores and undeclared majors start SAU with the least commitment.
g) Female students with high ACT scores and a declared major start SAU with the greatest commitment.

2. Fall check-up (top-right box)
a) Commitment drops from the Fall Transition to the Fall Check-up
b) Declared majors still have more commitment than undeclared majors.
c) For declared majors, females are still more committed than males (blue line).
d) For declared majors, higher ACT scores still correspond with greater commitment.
e) Commitment really drops for the undeclared males; undeclared females remain about the same. f) For undeclared majors, higher ACT scores still correspond with greater commitment.
g) Female students with low ACT scores and undeclared majors still have the least commitment. h) Female students with high ACT scores and a declared major still have the greatest commitment.

3. Spring Transition (bottom-left box)
a) Commitment drops from the Fall Check-up to the Spring Transition
b) Declared majors still have more commitment than undeclared majors, but the gap widens
c) For declared majors, the gender gap disappears (female commitment drops).
d) For declared majors, higher ACT scores still correspond with greater commitment.
e) Commitment drops significantly for undeclared majors, especially male undeclared majors.
f) For undeclared majors, higher ACT scores still correspond with greater commitment.
g) Declared majors with high ACT scores have the greatest commitment
h) Male undeclared majors with low ACT now have the least commitment (almost 2 full points lower than declared majors).

4. Spring Check-up (bottom-right box)
a) Commitment doesn't really drop from the Spring Transition to the Spring Check-up
b) Declared majors still have more commitment than undeclared majors.
c) For declared majors, higher ACT scores still correspond with greater commitment (but there's no gender effect)
d) For undeclared majors, higher ACT scores still correspond with greater commitment.
e) For undeclared majors, male students still have significantly less commitment than females.
g) Declared majors with high ACT scores have the greatest commitment
h) Male undeclared majors with low ACT now have the least commitment (more than 2 full points lower than declared majors).

So, over time, the commitment of students with declared majors stays fairly constant. On average, declared majors start with commitment scores anywhere between 6.2- 6.6 and finish with scores between 5.8-6.4. The commitment of undeclared majors drops over time, especially for males and students with low ACT scores. Male undeclared majors with low ACT scores start with commitment scores between 6.2-6.4 (same as declared majors) and finish with scores between 4.2-5.4.

If I have the time, I might try to create a little animation to show what happens to the male undeclared (blue) line over time. Seeing it literally drop over time might better demonstrate the significance of the decline.