



2008-2009

Transfer Student Survey



**Carmen Williams
Tamar Baiashvili
Sue Erickson
Office of Institutional Research
University of North Dakota**

March 2009

TABLE OF CONTENTS

| | |
|--|----|
| Table of Contents | 2 |
| A. Introduction | 3 |
| B. Methodology | 3 |
| C. Response Rate | 3 |
| D. Data Analysis | 3 |
| E. Results..... | 4 |
| 1. Demographics | 4 |
| 2. Major | 5 |
| 3. Education Level of Parent | 5 |
| 4. Transfer Plans | 6 |
| 5. Why UND? | 7 |
| 6. Important factors in decision to attend | 9 |
| 7. Expectations met? | 11 |
| 8. Comments | 13 |
| F. Conclusion | 14 |
| Appendices | |
| Appendix A. Transfer Student Survey Instrument | 16 |
| Appendix B. Survey Invitation Letter | 19 |
| Appendix C. Email Reminders | 20 |
| Appendix D. Response Timeline | 21 |
| Appendix E. Comments | 22 |

UNIVERSITY OF NORTH DAKOTA

2008-2009 TRANSFER STUDENT SURVEY

A. INTRODUCTION

The purpose of the locally-developed Transfer Student Survey is to better identify and assess the strengths and shortcomings of the UND transfer process. The 2008-2009 Transfer Student Survey was undertaken for the UND Transfer Student Task Force. This is the second time that Institutional Research has administered this survey.

This report describes some of the demographics of the students, their considerations when choosing an institution, and some expectations of their first semester at UND. This report also matches up actual fall semester term grade point average (tgpa) of the respondents who self-identified themselves and reports this data in some of the findings. At the end of this report, the 2008-2009 responses are paired with prior 2006-2007 responses. Lastly, the instrument also asked about students' educational plans at UND and gave students an opportunity to provide some general comments about what might have improved their transfer experience.

In 2006-2007 the survey was conducted as a paper-pencil survey; in 2008-2009 the same survey (with a few minor additions) was administered electronically (see survey instrument under Appendix A). A total of 184 students responded to the survey yielding a net response rate of 35%. In 2006-2007 a 41% response rate was obtained. The University of North Dakota Institutional Review Board approved this study (Project Number: IRB-200811-134).

B. METHODOLOGY

In the fall 2008 a total of 759 new undergraduate transfer students enrolled at the University of North Dakota. By the first week of spring 2009 approximately 600 students had re-enrolled, and of those 552 were selected to be part of the Transfer Student Survey (excluded are students who had a privacy-restriction and those who did not have an email address). On January 14, 2009, an email invitation (Appendix B) went out to the 552 transfer students. A total of three reminder emails went out to try to obtain a satisfactory response which would produce generalized results.

C. RESPONSE RATE

At the close of the survey (February 6, 2009), 184 students responded to the survey with 26 surveys returned due to bad addresses. This represents a 35% response rate. Copies of the email communications (Appendix C) as well as the timeline of responses are included (Appendix D) in this report.

D. DATA ANALYSIS

The main method for analysis was descriptive analysis looking at data frequencies. A mean was calculated for each item to allow comparison among the items and between years. A

performance gap mean was constructed in order to compare *importance* variables to *expectation* variables. A content analysis was also performed to identify themes from the students' comments as well as the use of multiple analyses of variance to analyze if statistical differences existed between some of the data variables.

E. RESULTS

1. Demographics

Table 1 shows the demographics of the respondents for the two reporting years. While women were only at a slightly higher number of responses (51% women, 49% men), when considering the survey population, women account for 42% of the overall total compared to men at 58%. In general, women tend to respond at a higher rate than male participants.

While the majority (66%) of respondents was age 20-24, Table 1 shows a wide range of age distribution. Eighty-five percent of the respondents were full-time students; 37% were lower-classmen (10% freshmen, 27% sophomores), 59% were upper-classmen (44% juniors, 15% seniors), and 4% reporting their classification as *other*.

Table 1. Demographics of respondents

| Demographics | | 2008-09 | | 2006-07 | |
|------------------------|-------------|---------|---------|---------|---------|
| | | Nbr | Percent | Nbr | Percent |
| Gender | Male | 90 | 49% | 103 | 48% |
| | Female | 94 | 51% | 113 | 52% |
| | Total | 184 | 100% | 216 | 100% |
| Age | 18 | 1 | 1% | 0 | 0% |
| | 19 | 17 | 9% | 24 | 11% |
| | 20 | 40 | 22% | 51 | 24% |
| | 21-24 | 82 | 45% | 78 | 36% |
| | 25-29 | 18 | 10% | 34 | 16% |
| | 30-39 | 14 | 8% | 19 | 9% |
| | 40-54 | 11 | 6% | 10 | 5% |
| | 55 or older | 1 | 1% | 1 | 0% |
| | Total | 184 | 100% | 217 | 100% |
| Full-time | Yes | 156 | 85% | 186 | 86% |
| | No | 28 | 15% | 30 | 14% |
| | Total | 184 | 100% | 216 | 100% |
| Student Classification | FR | 18 | 10% | 13 | 6% |
| | SO | 49 | 27% | 70 | 32% |
| | JR | 81 | 44% | 95 | 44% |
| | SR | 28 | 15% | 25 | 12% |
| | Other | 8 | 4% | 13 | 6% |
| | Total | 184 | 100% | 216 | 100% |

2. Major

The incoming transfer students enter UND into a variety of majors. To more generalize the results, the majors are categorized into program areas (see Table 2). About one-fourth (23%) of the students indicated their program area was in health sciences followed by engineering (15%) and business (13%). The 2008-09 areas closely mirror program areas from 2006-07.

Table 2. Program Area

| Program Area | 2008-09 | | 2006-07 | |
|--------------------|---------|---------|---------|---------|
| | Nbr | Percent | Nbr | Percent |
| Nurs/OT/PT/MedTc | 43 | 23% | 49 | 23% |
| Engineering | 28 | 15% | 34 | 16% |
| Business | 24 | 13% | 29 | 13% |
| Aviation | 20 | 11% | 31 | 14% |
| Education | 10 | 5% | 10 | 5% |
| Biol/Bot | 10 | 5% | 8 | 4% |
| PAdmin/SWK | 10 | 5% | 7 | 3% |
| Psychology | 10 | 5% | 5 | 2% |
| Hist/Psci/Soc/SSci | 8 | 4% | 10 | 5% |
| CJS | 6 | 3% | 6 | 3% |
| Other | 5 | 3% | 5 | 2% |
| Geol/Chem | 3 | 2% | 3 | 1% |
| TA/FA/VA | 3 | 2% | 2 | 1% |
| Undecided | 3 | 2% | 9 | 4% |
| IT/Engr Tech | 1 | 1% | 1 | 0% |
| Engl/Comm | 0 | 0% | 6 | 3% |
| No Response | 0 | 0% | 1 | 0% |
| Total | 184 | 100% | 216 | 100% |

3. Education Level of Parent

Students were asked about their *parent's highest level of formal education* (see Table 3). Students indicated that their mother and father have earned degrees (59% mothers, 58% fathers) at very similar rates. Although not statistically significant, students report that their fathers have earned a graduate degree (masters, doctorate, or professional degree) at a higher rate than mothers (10% mothers, 15% fathers).

Table 3. Parent's Highest Level of Formal Education

| What is the highest level of formal education obtained by your (mother/father)? | 2008-09 | | | |
|---|---------|---------|--------|---------|
| | Mother | | Father | |
| | Nbr | Percent | Nbr | Percent |
| Grammar school or less | 6 | 3% | 3 | 2% |
| Some HS | 5 | 3% | 5 | 3% |
| HS graduate | 61 | 33% | 62 | 34% |
| Associate degree | 48 | 26% | 42 | 23% |
| Bachelors degree | 42 | 23% | 37 | 20% |
| Some graduate school | 0 | 0% | 2 | 1% |
| Graduate degree | 19 | 10% | 28 | 15% |
| No Response | 3 | 2% | 5 | 3% |
| Total | 184 | 100% | 184 | 100% |

The survey data was integrated with student record data to observe additional data fields (e.g. first semester earned credits, first semester grade point average). One difference that was found, although not quite statistically different (at $p < .05$ level), is that the higher the father's degree the higher the student's first semester grade point average tends to be. Table 4 reports parent level of formal education by students' mean (fall 2008) term grade point average.

Table 4. Parent's Level of Education Compared to (student) First Semester GPA

| What is the highest level of formal education obtained by your mother ? | First semester grade point average | What is the highest level of formal education obtained by your father ? | First semester grade point average |
|--|------------------------------------|--|------------------------------------|
| Grammar school or less | 2.92 | Grammar school or less | 2.73 |
| Some HS | 3.16 | Some HS | 2.97 |
| HS graduate | 3.04 | HS graduate | 3.07 |
| Associate degree | 2.98 | Associate degree | 2.74 |
| Bachelors degree | 3.05 | Bachelors degree | 3.16 |
| Some graduate school | none | Some graduate school | 3.36 |
| Graduate degree | 3.33 | Graduate degree | 3.35 |

4. Transfer plans

When asked how many credits were completed before coming to UND, 94% of the students reported completing an average of 64 semester hours and 6% reported completing an average of 74 quarter credits. This is comparable to the overall actual average of 58 incoming transfer credits as reported on the *Student Profile of New Transfers for Fall 2008*. Students bringing in the highest

number of credits were in the program areas of engineering, geology/chemistry, public administration/social work, and health sciences.

Students were asked “When you started college, did you plan to transfer to another college?” Of the respondents, 47% responded “Yes” and 53% responded “No.” This is opposite from two years ago when the 2006-07 responses were 53% “Yes” and 47% “No.” Students were asked about school choice and whether UND was their first, second, third, or other choice. Similar to 2006-07, 70% of the students responded that UND was first choice (see Table 5).

Table 5. Choice of Schools

| Of the schools you considered for transfer, was UND your first, second, third, or other choice? | | | | |
|---|---------|---------|---------|---------|
| Choice | 2008-09 | | 2006-07 | |
| | Nbr | Percent | Nbr | Percent |
| First choice | 128 | 70% | 152 | 70% |
| Second choice | 26 | 14% | 36 | 17% |
| Third choice | 4 | 2% | 6 | 3% |
| Other choice | 24 | 13% | 19 | 9% |
| No Response | 0 | 0% | 3 | 1% |
| Total | 182 | 100% | 216 | 100% |

5. Why UND?

Student respondents reported a higher level of “hearing about UND” from *family or friends* than on the previous survey. Sixty-four percent of the 2008-09 respondents mentioned that they first heard about UND from *family or friends* compared to 51% in 2006-07 (see Table 6).

Table 6. How did you first hear about UND?

| Hear About | 2008-09 | | 2006-07 | |
|------------------------------|---------|---------|---------|---------|
| | Nbr | Percent | Nbr | Percent |
| Family or friends | 114 | 64% | 117 | 51% |
| Other | 33 | 18% | 61 | 26% |
| UND website | 15 | 8% | 19 | 8% |
| Previous clg advisor/faculty | 13 | 7% | 20 | 9% |
| UND faculty/staff | 4 | 2% | 1 | 0% |
| UND mailing | 0 | 0% | 13 | 6% |
| Total | 179 | 100% | 231 | 100% |

The second highest response was that of *other* (18%). Thirty-eight of the respondents provided short written “other” reasons for first hearing about UND (see Table 7). At the top of the list were eight respondents mentioning that they were formerly from Grand Forks or area. Other students

mentioned reasons such as magazine ads, an internet search, career or college fairs, or family members with UND associations.

Table 7. How did you first hear about UND? "Other" reasons noted

| "Other" reasons | Nbr | "Other" reasons | Nbr |
|--------------------------------------|-----|--|-----|
| Former resident of GF/area | 8 | Manager at work | 1 |
| Internet research | 3 | Minneapolis college fair | 1 |
| American College of Norway | 2 | My family members who have UND degrees | 1 |
| Online search for Distance Degrees | 2 | My father is a professor at UND. | 1 |
| ABET | 1 | My sponsors | 1 |
| AOPA magazine | 1 | NDSU UND Rivalry | 1 |
| Brochure at Mayo | 1 | NIFA | 1 |
| Came to work campus | 1 | Nursing magazine | 1 |
| Career Fairs | 1 | Saudi Aramco | 1 |
| EGF resident | 1 | Trade journal | 1 |
| First flight instructor was UND grad | 1 | Well-known school | 1 |
| Helicopter program | 1 | Worked at GFAFB | 1 |
| High School | 1 | Years ago because of the aerospace program | 1 |
| Magazine ad | 1 | TOTAL | 38 |

In another question, students were asked "How many times did you access UND's website to gain information regarding UND?" Surprisingly, fewer students reported accessing the web five or more times (59%) compared to this same web activity reported in 2006-07 (64%) (see Table 8). The increased activity reported in 2008-09 was accessing UND's website 3-4 times (27% in 2008, 19% in 2006).

Table 8. Number of times accessing UND's website for information

| Web access | 2008-09 | | 2006-07 | |
|------------|---------|---------|---------|---------|
| | Nbr | Percent | Nbr | Percent |
| 7 or more | 84 | 46% | 109 | 50% |
| 5-6 | 24 | 13% | 31 | 14% |
| 3-4 | 50 | 27% | 40 | 19% |
| 1-2 | 17 | 9% | 30 | 14% |
| 0 | 8 | 4% | 6 | 3% |
| Total | 183 | 100% | 216 | 100% |

"To graduate in four years or fewer" is at the top of the list for students' educational plans at UND. Eighty percent of the students indicated that this is their UND education plan, followed by 14% indicating that they plan to graduate in more than four years. Table 9 compares the 2008 and 2006 responses.

Table 9. What are your educational plans at UND?

| Educ Plan | 2008-09 | | 2006-07 | |
|---------------------|---------|---------|---------|---------|
| | Nbr | Percent | Nbr | Percent |
| Graduate in <=4 yrs | 146 | 80% | 161 | 74% |
| Graduate in > 4 yrs | 27 | 15% | 35 | 16% |
| Transfer out | 6 | 3% | 13 | 6% |
| Unsure | 4 | 2% | 9 | 4% |
| Total | 183 | 100% | 218 | 100% |

A follow-up was taken of the 2006-07 students who had indicated that they intended to *transfer out* or were *unsure* of their educational plan at UND. Staying true to their earlier intentions, of the 13 students indicating *transfer out* in 2006-07, only 15% of the students are still enrolled after two years; of the nine *unsure* students in that same year, 44% of these students are still enrolled after two years.

When fall 2008 term grade point average (tgpa) is added into the analysis, it shows that students intending to *graduate in four years or fewer* have obtained a higher term grade point average (3.12) than students who indicate to *graduate in more than four years* (2.74). Also obtaining a higher term grade point average were students indicating a plan to *transfer out* or are *unsure* (combined tgpa of 3.11) (see Table 10). In other words, the *transfer outs* and *unsure* students are just as academically strong as the students indicating their plan to *graduate in four years or fewer*.

Table 10. Education plan compared with mean term grade point average

| Educ Plan | 2008-09 | |
|---------------------|---------|-----------|
| | Nbr | Mean TGPA |
| Graduate in <=4 yrs | 146 | 3.12 |
| Graduate in > 4 yrs | 27 | 2.74 |
| Transfer out/Unsure | 10 | 3.11 |

6. Important factors in decision to attend

What's important when deciding to attend UND? Knowing what credits transfer is the highest factor of importance when students were asked to rate a list of thirteen items. On a scale of one to three, with one equal to "not important" and three equal to "very important," Table 11 compares the 2008 and 2006 mean responses. *Transfer credit evaluation* was ranked the most important (mean of 2.70) in 2006-07 and slightly higher in 2008-09 (mean of 2.74).

Table 11. When deciding to attend UND, how **important** were the following?

| Factor <i>scale 1=not important, 2=somewhat important, 3=very important (not applicable set to "missing")</i> | 2008-09 | | 2006-07 | | Mean Difference from 2006 to 2008 |
|--|-----------|------|-----------|------|-----------------------------------|
| | Responses | Mean | Responses | Mean | |
| Transfer credit evaluation | 178 | 2.74 | 203 | 2.70 | 0.04 |
| Cost of attending | 174 | 2.62 | 202 | 2.51 | 0.11 |
| Academic reputation | 172 | 2.52 | 207 | 2.61 | -0.09 |
| Financial assistance offered | 171 | 2.35 | 193 | 2.25 | 0.10 |
| Graduates at UND get good jobs | 170 | 2.34 | 203 | 2.37 | -0.03 |
| Website information | 173 | 2.08 | 206 | 2.02 | 0.06 |
| Size of university | 175 | 1.99 | 205 | 1.98 | 0.01 |
| Faculty/advisor at UND | 163 | 1.94 | 199 | 1.93 | 0.01 |
| Desire to live near home | 160 | 1.90 | 190 | 1.91 | -0.01 |
| Campus visit | 147 | 1.89 | 182 | 1.84 | 0.05 |
| Social activities | 170 | 1.80 | 208 | 1.82 | -0.02 |
| Relatives | 161 | 1.68 | 196 | 1.69 | -0.01 |
| Faculty/advisor at prior clg | 161 | 1.66 | 189 | 1.47 | 0.19 |
| Total | 2,175 | 2.12 | 2,583 | 2.08 | 0.03 |

Cost of attending and *academic reputation* swapped positions of importance in 2008-09 compared to 2006-07. *Graduates at UND get good jobs* decreased slightly in importance in 2008-09 compared to 2006-07. At the bottom of the list is *Faculty/advisor at prior college* (1.66), which was also at the bottom in 2006-07 (mean of 1.47).

Table 12 reports the differences in *importance* by gender. Overall, the women ranked nearly all factors of importance higher than the men. The only exception to this was with *campus visit* (1.86 women, 1.92 men) and *faculty or advisor(s) at prior college* (1.65 women, 1.69 men). There are three factors that are noteworthy. The three items that are statistically significantly different ($p < .05$ level), that women ranked of higher importance than men in the decision to attend UND, are 1) *relatives*, 2) *desire to live near home*, and 3) *faculty or advisor(s) at UND*. It is difficult to know how students interpreted the item "*relatives*." The interpretation could have been made about *relatives* suggesting to attend UND, or that students desired to live near their *relatives*. In the next survey administration, this item may need re-phrasing.

Table 12. When deciding to attend UND, how **important** were the following? (women vs men)

| Factor <i>scale 1=not important, 2=somewhat important, 3=very important (not applicable set to "missing")</i> | Mean | | |
|--|-------|------|----------------------------------|
| | Women | Men | Difference between women and men |
| Transfer credit evaluation | 2.78 | 2.70 | 0.08 |
| Cost of attending | 2.64 | 2.61 | 0.03 |
| Academic reputation | 2.56 | 2.48 | 0.08 |
| Financial assistance offered | 2.40 | 2.31 | 0.09 |
| Graduates at UND get good jobs | 2.38 | 2.29 | 0.09 |
| Website information | 2.12 | 2.03 | 0.08 |
| Size of university | 2.02 | 1.95 | 0.07 |
| Faculty/advisor at UND | 2.10 | 1.79 | 0.31* |
| Campus visit | 1.86 | 1.92 | -0.06 |
| Social activities | 1.83 | 1.78 | 0.04 |
| Live near home | 2.05 | 1.73 | 0.32* |
| Relatives | 1.84 | 1.52 | 0.32* |
| Faculty/advisor at prior clg | 1.65 | 1.69 | -0.05 |

* p<.05

7. Expectations met?

Students were asked whether UND has met or exceeded their expectations on twelve factors. Continuing on a similar scale of one to three, with one being equal to “did not meet my expectations” to three being equal to “exceeded my expectations,” means were calculated and reported (see Table 13). Topping the list is *Friendliness* (2.27), *Faculty/advisor at UND* (2.20), *Facilities* (2.17), and *Academic reputation* (2.17). The items that fell slightly below the “met my expectations” were *Admissions materials and/or contacts* (1.98), *Transfer credit evaluation* (1.95), *Cost of attending* (1.93), and *Financial assistance offered* (1.91). When comparing changes over time of mean responses, *Facilities* (2.17 in 2008, 2.29 in 2006), and *Cost of attending* (1.93 in 2008, 2.04 in 2006) were the factors with the largest differences. The only item in which a positive change was observed was *Financial assistance offered* (1.91 in 2008, 1.86 in 2006). New to the 2008-09 survey was *Availability of online courses* which fell in the “met my expectation” range with a 2.02 mean. Overall, students reported a drop of .05 in the twelve areas from 2006 to 2008.

Table 13. How has UND met your **expectations**?

| Factor <i>scale 1=didn't meet expectation, 2=met expectation, 3=exceeded my expectation (not applicable set to "missing")</i> | 2008-09 | | 2006-07 | | Mean Difference from 2006 to 2008 |
|--|-----------|------|-----------|------|-----------------------------------|
| | Responses | Mean | Responses | Mean | |
| Friendliness | 183 | 2.27 | 209 | 2.31 | -0.04 |
| Faculty/advisor at UND | 182 | 2.20 | 205 | 2.20 | 0.00 |
| Facilities | 170 | 2.17 | 195 | 2.29 | -0.12 |
| Academic reputation | 177 | 2.17 | 207 | 2.23 | -0.06 |
| Size of university | 169 | 2.11 | 190 | 2.18 | -0.07 |
| Orientation | 142 | 2.05 | 148 | 2.07 | -0.02 |
| Social activities | 144 | 2.05 | 166 | 2.05 | 0.00 |
| Availability of online courses | 121 | 2.02 | NA | NA | NA |
| Admissions materials and/or contacts | 180 | 1.98 | 208 | 2.00 | -0.02 |
| Transfer credit evaluation | 180 | 1.95 | 205 | 2.03 | -0.08 |
| Cost of attending | 178 | 1.93 | 200 | 2.04 | -0.11 |
| Financial assistance offered | 159 | 1.91 | 176 | 1.86 | 0.05 |
| Total | 1,985 | 2.07 | 2,109 | 2.11 | -0.05 |

Comparisons of *expectations* by gender are reported in Table 14. Of the *expectation* factors, the women scored all but three of these lower than the men. Women reported that *Facilities* and *Academic reputation* met their expectations at a higher level than men reported the two items. Women ranked *Cost of attending* similar to the male response. The only item with a statistically significant difference ($p < .05$) was *Orientation*. That is, women reported that *Orientation (Transfer Getting Started & Welcome Weekend)* did not meet their expectation nearly as high as the men reported (1.93 women, 2.17 men).

Table 14. How has UND met your **expectations?** (women vs men)

| Factor <i>scale 1=didn't meet expectation, 2=met expectation, 3=exceeded my expectation (not applicable set to "missing")</i> | Mean | | |
|--|-------|------|----------------------------------|
| | Women | Men | Difference between women and men |
| Friendliness | 2.24 | 2.29 | -0.05 |
| Faculty/advisor at UND | 2.17 | 2.24 | -0.06 |
| Orientation | 1.93 | 2.17 | -0.24* |
| Facilities | 2.20 | 2.14 | 0.06 |
| Academic reputation | 2.20 | 2.14 | 0.06 |
| Size of university | 2.10 | 2.11 | -0.01 |
| Social activities | 2.04 | 2.06 | -0.02 |
| Availability of online courses | 1.98 | 2.05 | -0.07 |
| Admissions materials and/or contacts | 1.97 | 2.00 | -0.03 |
| Transfer credit evaluation | 1.91 | 1.99 | -0.08 |
| Financial assistance offered | 1.88 | 1.93 | -0.06 |
| Cost of attending | 1.93 | 1.93 | 0.00 |

* p<.05

8. Comments

When asked "Please provide general comments about anything that would have improved your transfer experience," a total of 75 students supplied a comment. A content analysis was done on the comments to organize similar ideas and themes into categories. Since some of the comments had multiple content, the total number of categories adds up to 82 (see Table 15).

Number one on students' minds was the credit transfer process. There was a wide variety of comments ranging from "*I enjoy UND very much. The transfer process was smooth*" to "*The transfer credit evaluation is terrible. When I applied for admission at UND, I also applied for Embry-Riddle. When Riddle sent me the letter saying that I was accepted, they also send a list of all the courses they would take as transfer credits. UND did nothing about this, and they told me to go all over campus to speak to a thousand persons so they can evaluate my courses and tell me which they would accept as transfer credits. I still haven't even go(ne) to speak with these people. I don't know why UND can't do as Riddle and just send you a copy of the courses that would transfer. This is the only thing I didn't like about UND, everything else is perfect.*"

Four of the five comments regarding the high cost of tuition came from engineering students in distance education. One student commented "*Since the program is online and does not burden local resources, confiscatory out-of-state tuition rates seems abusive. A fee for the technology required for delivery is reasonable but double per-credit tuition is grossly unfair. It will make it difficult to complete the program with such a high cost.*"

All of the students' comments are appreciated and should be noted. The comments give valuable insight on possible procedure changes and/or enhancements that would improve the student experience. All comments, along with student major, appear at the back of this report in Appendix E.

Table 15. Frequency of categories mentioned in comments

| Comment category | Nbr | Percent |
|--------------------|-----|---------|
| Credit transfers | 20 | 24.4% |
| Advising | 10 | 12.2% |
| School | 6 | 7.3% |
| Cost | 5 | 6.1% |
| Transfer process | 4 | 4.9% |
| Financial aid | 3 | 3.7% |
| Staff | 3 | 3.7% |
| Admission process | 3 | 3.7% |
| Dining services | 3 | 3.7% |
| Campus Connection | 3 | 3.7% |
| Class registration | 3 | 3.7% |
| Communication | 2 | 2.4% |
| Online classes | 2 | 2.4% |
| Scholarship | 2 | 2.4% |
| Transfer weekend | 2 | 2.4% |
| Services | 2 | 2.4% |
| Web-page | 2 | 2.4% |
| Mentor | 1 | 1.2% |
| Orientation | 1 | 1.2% |
| Registrar's office | 1 | 1.2% |
| Social activities | 1 | 1.2% |
| Transfer | 1 | 1.2% |
| Weather | 1 | 1.2% |
| Work load | 1 | 1.2% |
| Total | 82 | 100.0% |

F. CONCLUSION

The Transfer Student Survey was developed to better identify and assess the strengths and shortcomings of the UND transfer process. This is the second time that Institutional Research has administered this survey. With comparable responses from 2006-07 and 2008-09, it is not only possible to be reminded of initial student responses but to follow factors over time to see the impact

of procedural changes and/or improvements that might have been implemented. Since student processes and procedures should be of continuous improvement, observing responses over time is important in any assessment practice.

Overall, transfer students expressed the highest importance in the cost of attending and knowing which credits transfer. Since the majority of transfer students come to UND with an educational plan in mind (e.g. to graduate in four years or fewer) it's important to them and to UND that their expectations are met. Unfortunately, *Cost of attending* fell behind (from 2006 to 2008) in students' expectation. Offering these students financial assistance would help ease their anxieties, but that factor, too, was lower in the rankings.

Along with an educational plan in mind, most transfer students enter with a decided major. This makes it all the more important to be able to quickly report which of their credits transfer to UND so that students can keep on track with their educational plan. Unfortunately, in today's world of "instant messaging" it makes it difficult to keep up with students' expectations of an instant turnaround of this information. However, it's important to keep this in mind and try to figure out ways to make processes more streamlined.

Differences in *importance* factors were seen between men and women. For example, women report that a *Faculty or advisor(s) at UND* made more of an impact (*importance*) on them than men. Knowing this information should further promote the communication between prospective students and UND faculty/advisors. Also the factor that *living near home/relatives* is more important to women than men. By possibly linking up students from similar geographic areas may help make students more comfortable with living further from home.

Student success equals UND success. General assessment of UND practices and procedures is an important process in order to make sure that students are receiving a positive and rewarding UND experience. Surveys such as this one help by identifying what the important factors are to students as well as which activities are coming up short. These studies are all aimed at optimizing the UND student experience.