Results: Transfer Students

2010 IUPUI New Student Orientation Entering Student Survey

Indiana University Purdue University Indianapolis (IUPUI)
University College (UC)
February, 2011

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Highlights

- A total of 485 entering transfer students and 1780 first time college students completed the IUPUI New Student Orientation Entering Student Survey during their orientation for the 2010 academic year.

- This report only reflects students' opinions that attended Transfer New Student Orientation and completed the survey and contains self-report information. It may not reflect the opinions of all transfer students attending IUPUI.

- The top three most important reasons influencing transfer students' choice to attend college were: (1) Get a better job; (2) Fulfill a lifelong goal; and (3) Acquire the knowledge and skills applicable to a specific job or type of work.

- The top three most important reasons for attending IUPUI according to transfer students were: (1) Opportunity to receive an Indiana University or Purdue University degree; (2) Availability of specific academic programs; and (3) Location.

- 82% of transfer students either agreed or strongly agreed that graduating from IUPUI was important to them. This was not significantly different than the responses of first-time college students.

- More transfer students reported that they will not seek financial aid while attending IUPUI (15%) compared to only 7% of students entering college for the first time.

- 78% of first time students replied that they had applied to another college or university, compared to only 41% of transfer students. However, most transfer students (66%) view IUPUI as their first choice, which is not statistically different than first time students.

- Only 24% of transfer students indicated that they planned to live with one or more roommates while attending IUPUI as compared to 41% of first time students. Furthermore, 14% of transfer students reported that they were living with others not attending IUPUI. This is compared to only 4% of first time college students.

- 63% of first time college students said that they would participate in workshops designed to help them learn budgeting techniques. In contrast, only 54% of transfer students indicated that they would attend this type of workshop.

- There were practical and statistical differences between transfer students and first time students in the amount of reported financial aid that they expected to receive. 37% of transfer students expected to receive no financial aid from their families, as compared to only 22% of first time students. Also, 38% of transfer students expected to receive no amount of financial aid that did not need to be repaid compared to only 25% of first time college students.

Introduction

A total of 485 IUPUI entering transfer students completed the New Student Orientation Entering Student Survey. Please note that this report only reflects students' opinions that attended Transfer New Student Orientation and completed the survey and contains self-report information. It may not reflect the opinions of all transfer students attending IUPUI. The survey is designed to measure students' thoughts and perceptions regarding entering college. Students provided insights into the following areas: educational goals, reasons for attending college, housing plans, financial constraints and concerns, and educational preparedness, among many others.

Method

The New Student Orientation Entering Student Survey is a paper-based instrument that is administered to all transfer students while attending orientation. Students were informed that their participation in the survey was completely voluntary, that they could discontinue participation at any time, and that their answers would be remain strictly confidential. The survey also relied on students to self report their IUPUI University Identification Numbers (ID #s). This practice while necessary for confidentiality purposes led to a large proportion of student participants leaving their ID # responses blank. This in turn made the process of linking survey answers to demographic or academic variables of interest difficult; or impossible in many circumstances. For these reasons, this report only focuses on students' answers to survey questions.

While a total of 485 transfer students participated in the survey, the number of responses varied depending on the question being asked. The answers that transfer students provided for each question were analyzed and compared to all incoming first time college students' responses (1780). An independent samples t-test or chi square test of fitness were used as appropriate in order to determine where statistically significant differences exist. Information regarding first time college students will only be included in the results section below if their responses are significantly different ($p<.05$) from the responses of transfer students.

Results

When students were asked about their current educational aspirations, 94% of transfer students responded that earning at least a four-year (bachelor's) degree was their goal. The second most chosen goal, earning a two-year (associates) degree, was only chosen by 4% of transfer students. These responses were not significantly different from the responses of first time college students.

Table 1: Current Educational Goal at IUPUI

	Transfer Students	
Which of the following best describes your current educational goals at IUPUI?	Frequency	Percent
Earn at least a four-year (bachelor's) degree	450	94%
Earn at least a two-year (associates) degree	19	4%
Take courses only for personal interest	4	1%
Take courses to explore career options	4	1%
Take courses for professional development within my current job	1	0%
Not sure	2	0%

Total	480	100%

Transfer students were somewhat equally divided when asked whether either of their parents had completed a four-year college degree, with just over half (51%) responding "No" and 47% responding "Yes". This was consistent with the responses of first-time college students.

Table 2: Mother or Father's Completion of a Four-year College (bachelor's) Degree

	Transfer Students	
Has either your mother or father completed a four-year college (bachelor's) degree?	Frequency	Percent
No	246	51%
Yes	228	47%
Not sure	9	2%
Total	483	100%

When participants were asked whether or not they had applied for financial aid, transfer students' replies were both statistically ($p<.01$) and practically different from the responses of first time college students. As the results in Table 3 show, a lower percentage of transfer students indicated that they had applied and received a financial aid package (33%) compared to first time students (45%). Another interesting finding is that more transfer students responded that they will not seek financial aid while attending IUPUI (15%) compared to only (7%) of first time students.

Table 3: Application for Financial Aid

	Transfer Students		First Time Students
Have you applied for financial aid?	Frequency	Percent	Percent
Yes, and I received an aid package	157	33%	45%
Yes, but I have yet to hear about an aid package	117	25%	20%
No, but I intend to apply	99	21%	13%
No, I will not seek financial aid to attend IUPUI	70	15%	7%
Yes, but I did not receive aid	33	7%	15%
Total	476		100%

When participants were asked if they had applied to another college or university other than IUPUI, transfer students responded very differently from first time students ($p<.01$). 78% of first time college students replied that they had applied to another college or university, compared to only 41% of transfer students. When asked whether IUPUI was their first choice transfer students did not respond differently than first time students; answering that IUPUI was their first choice 66% of the time.

Table 4: Application to any College or University other than IUPUI

	Transfer Students		First Time Students
Did you apply to any college or university other than IUPUI?	Frequency	Percent	Percent
No	285	59.4	22%
Yes	195	40.6	78%
Total	480	100.0	100%

Table 5: Institutional Choice Rank **Transfer Students**

If yes, was IUPUI your:	Frequency	Percent
First choice	178	66%
Second choice	80	30%
Third choice or lower	10	4%
Total	268	100%

When transfer students were asked if they were certain that they made the right choice in attending IUPUI, 86% either "strongly agreed" or "agreed" that they were certain. This was not significantly different from first time college students' responses. 82% of transfer students indicated that they agreed or strongly agreed that it was important for them to graduate from IUPUI.

Table 6: Certainty in Choice to Attend IUPUI **Transfer Students**

I am certain that I made the right choice in attending IUPUI:	Frequency	Percent
Strongly Disagree	16	3%
Disagree	1	0%
Neutral	52	11%
Agree	171	36%
Strongly Agree	238	50%
Total	478	100%

Table 7: Important to Graduate from IUPUI **Transfer Students**

It is important for me to graduate from IUPUI:	Frequency	Percent
Strongly Disagree	15	3%
Disagree	3	1%
Neutral	61	13%
Agree	85	18%
Strongly Agree	297	64%
Total	461	100%

When students were asked how important college gradation was to them, transfer students responded differently than first time college students ($p<.01$). The practical significance of this finding is limited however, due to the fact that an overwhelming majority of both groups strongly agreed that it was important for them to graduate from college. 98% of first time students either replied "strongly agree" or "agree" compared to 93% of transfer students.

Table 8: Important to Graduate from College

It is important for me to graduate from college:	Transfer Students Frequency	Transfer Students Percent	First Time Students Percent
Strongly Disagree	18	4%	2%
Disagree	2	0%	0%
Neutral	12	3%	0%
Agree	25	5%	4%
Strongly Agree	405	88%	94%
Total	462	100%	100%

When transfer students were asked to rate the importance of various possible reasons impacting their decision to go (or return) to college, their responses were very similar to first time college students. However, there were some interesting and notable exceptions. For instance, on average transfer students' responses indicated that getting a better job was most important to them. However, this response received only the fifth highest average rating among first time college students. First time students indicated that acquiring knowledge and skills applicable to a specific job or type of work was most important to them. Perhaps this indicates that transfer students are more likely to currently hold a job at the time they completed the survey. Both groups agreed that the second most important reason for attending college was to fulfill a lifelong goal.

Table 9: Importance of Reasons Impacting Decision to Go (or Return) to College

In making your decision to go (or return) to college, how important was each of the following reasons:	Transfer Students N	Mean	SD
Get a better job	477	4.52	.844
Fulfill a lifelong goal	479	4.47	.823
Acquire knowledge and skills applicable to a specific job or type of work	481	4.42	.841
Make more money	480	4.34	.917
Gain a general education	477	4.24	.917
Prepare for graduate or professional school	479	3.80	1.277
Meet new people	479	3.64	1.186
Change in financial situation	479	2.98	1.606
My parents wanted me to go	478	2.90	1.438
Advance in my current job	475	2.87	1.570
Issues related to children or childcare	477	2.08	1.371
Change in marital status	478	1.70	1.248
Valid N (listwise)	458		

Note: Student participants rated their responses on a five point Likert scale with (1) representing "not at all important", (3) representing "somewhat important", and (5) denoting "extremely important".

	First Time Students		
In making your decision to go (or return) to college, how important was each of the following reasons:	N	Mean	SD
Acquire knowledge and skills applicable to a specific job or type of work	1762	4.57	.699
Fulfill a lifelong goal	1763	4.50	.777
Gain a general education	1754	4.37	.771
Make more money	1763	4.34	.905
Get a better job	1761	4.28	1.104
Prepare for graduate or professional school	1754	3.90	1.227
Meet new people	1764	3.87	1.057
My parents wanted me to go	1759	3.46	1.337
Change in financial situation	1755	2.91	1.482
Advance in my current job	1749	2.57	1.528
Issues related to children or childcare	1746	2.16	1.380
Change in marital status	1759	1.70	1.177
Valid N (listwise)	1672		

Note: Student participants rated their responses on a five point Likert scale with (1) representing "not at all important", (3) representing "somewhat important", and (5) denoting "extremely important".

When transfer students were asked to rate the importance of several possible reasons for attending IUPUI, responses were very similar to those of first time colleges students. Both groups rated the opportunity to receive an Indiana University or Purdue University degree as most important. The second most frequent response provided was the availability of specific academic programs. Differences appeared when looking at the third and fourth highest ratings. According to transfer students location was the third highest rated reason for attending IUPUI. Career and job opportunities available in the area after completing degree was the fourth most common response provided. First time college students reported different responses in regards to their reasons for attending college -- rating career and job opportunities higher and location lower.

Table 10: Importance of Reasons Impacting Decision to Attend IUPUI

	Transfer Students		
In choosing to attend IUPUI, how important was each of the following reasons?	N	Mean	SD
Opportunity to receive an Indiana University or Purdue University degree	475	4.04	1.162
Availability of specific academic programs (majors)	477	3.98	1.083
Location	479	3.86	1.053
Career and job opportunities available in the area after completing my degree	480	3.72	1.366
Ability to work while attending college	479	3.58	1.275
Cost	480	3.48	1.291
IUPUI's reputation	476	3.37	1.232
Admissions requirements	468	3.25	1.342
Ability to live at home while attending college	476	3.19	1.600
Opportunities associated with the location of IUPUI in Indianapolis	477	3.16	1.349
The variety of entertainment and social activities in the downtown area	478	2.91	1.379
Opportunity to interact with students from a wide variety of backgrounds	477	2.87	1.363
IUPUI accommodates the needs of adult learners	479	2.64	1.468
Friends attending IUPUI	480	2.34	1.333
Recommendation of a family member	478	2.31	1.305
Opportunity to prepare to transfer to another college or university	477	2.31	1.403
A scholarship offer	480	2.06	1.382
Social services (such as health care and child care) available in the area	479	2.05	1.338
The advice of my employer	480	1.80	1.236
A specific pre-college program, such as Upward Bound or SPAN	479	1.70	1.161
Valid N (listwise)	439		

Note: Student participants rated their responses on a five point Likert scale with (1) representing "not at all important", (3) representing "somewhat important", and (5) denoting "extremely important".

	First Time Students		
	N	Mean	SD
Opportunity to receive an Indiana University or Purdue University degree	1758	4.04	1.083
Availability of specific academic programs (majors)	1763	3.89	1.071
Career and job opportunities available in the area after completing my degree	1756	3.86	1.243
Location	1768	3.85	1.071
Cost	1768	3.73	1.154
Ability to work while attending college	1758	3.51	1.252
IUPUI's reputation	1759	3.37	1.145
Opportunities associated with the location of IUPUI in Indianapolis	1763	3.31	1.267
The variety of entertainment and social activities in the downtown area	1762	3.28	1.229
Admissions requirements	1745	3.18	1.301
Opportunity to interact with students from a wide variety of backgrounds	1759	3.03	1.244
Ability to live at home while attending college	1760	2.93	1.605
A scholarship offer	1754	2.60	1.497
Opportunity to prepare to transfer to another college or university	1760	2.55	1.427
Friends attending IUPUI	1763	2.51	1.346
Recommendation of a family member	1765	2.45	1.321
Social services (such as health care and child care) available in the area	1763	2.25	1.394
IUPUI accommodates the needs of adult learners	1753	2.23	1.328
The advice of my employer	1755	1.95	1.275

Transfer students were also asked how often they engaged in several different activities during their last school year. Answers provided were again very similar to responses from first time college students. Both groups of students reported that the activity that they engaged in most frequently was working in groups or on group projects during class time. Both groups also agreed on the next two most frequent activities, making class presentations and working harder than they thought they could in order to meet a teacher's standards or expectations.

Table 11: Previous Participation in Activities

Transfer Students

Please indicate about how often you have done the following activities during your last school year (either in high school or at a previous college or university).	N	Mean	SD
Worked in groups or on group projects during class time	473	3.05	.818
Made a class presentation	470	3.01	.844
Worked harder than you thought you could to meet a teacher's standards or expectations	474	2.91	.855
Discussed ideas from your reading or classes with others outside class (students, family members, co-workers, etc.)	472	2.79	.842
Participated in a school or community activity involving persons who are different from yourself	476	2.71	.996
Rewrote a paper or assignment several times in response to feedback from a teacher	476	2.52	.959
Discussed ideas from your reading or classes with teachers outside class	473	2.41	.930
Participated in volunteer activity	471	2.27	.950
Wrote a research paper that was 10 pages or longer	475	2.13	.841
Designed a scientific experiment	474	1.76	.891
Valid N (listwise)	456		

Note: Student participants rated their responses on a four point Likert scale with (1) representing "Never" and (4) representing "Very Often".

First Time Students

Please indicate about how often you have done the following activities during your last school year (either in high school or at a previous college or university).	N	Mean	SD
Worked in groups or on group projects during class time	1750	3.28	.726
Made a class presentation	1749	3.17	.760
Worked harder than you thought you could to meet a teacher's standards or expectations	1749	2.94	.813
Participated in a school or community activity involving persons who are different from yourself	1751	2.77	.958
Discussed ideas from your reading or classes with others outside class (students, family members, co-workers, etc.)	1747	2.67	.872
Participated in volunteer activity	1750	2.57	.950
Rewrote a paper or assignment several times in response to feedback from a teacher	1752	2.48	.950
Discussed ideas from your reading or classes with teachers outside class	1751	2.43	.920
Designed a scientific experiment	1748	1.94	.885
Wrote a research paper that was 10 pages or longer	1755	1.68	.737
Valid N (listwise)	1699		

Note: Student participants rated their responses on a four point Likert scale with (1) representing "Never" and (4) representing "Very Often".

Students were asked about their access to personal computers and internet access. Although differences did exist between the responses of transfer students and first time students ($p<.05$), the practicality of these differences are limited. For instance, 99% of transfer students have

access to a personal computer either at home or at work which can be used for school work. This is compared to 97% of first time college students. The most used type of internet access reported by both transfer and first time students was DSL which was selected by 41% of transfer students and 39% of first time college students.

Table 12: Access to a Personal Computer

Do you have access to a personal computer either at home or work?	Transfer Students Frequency	Transfer Students Percent	First Time Students Percent
No	5	1%	3%
Yes	476	99%	97%
Total	481	100%	100%

Table 13: Type of Internet Access

If yes, what type of internet access do you have?	Transfer Students Frequency	Transfer Students Percent	First Time Students Percent
Dial up	4	1%	3%
Cable modem	189	40%	36%
DSL	193	41%	39%
Satellite	20	4%	5%
Other	49	10%	14%
None	17	4%	3%
Total	472	100%	100%

Table 14: Type of Computer

If yes, what type of computer do you plan to use most often for school work?	Transfer Students Frequency	Transfer Students Percent
A "Windows/PC" desktop	119	25%
An "Apple Macintosh" desktop	9	2%
A "Linux" desktop	1	0%
A "Windows/PC" laptop	262	56%
An "Apple Macintosh" laptop	76	16%
A "Linux" laptop	2	0%
Total	469	100%

Transfer students gave different answers ($p<.01$) than first time students when asked about their personal living arrangements. A lower percentage of transfer students are living on campus (9%) when compared to first time students (34%). The majority of transfer students reported that they will be living in a house or apartment within driving range (83%) of campus as compared to (59%) of first time students. When students who answered that they were living off campus were asked if they planned to live in the downtown area, no significant differences were found between transfer students and first time college students.

Table 15: Type of Housing

What kind of housing will you be living in during your first semester at IUPUI?	Transfer Students Frequency	Transfer Students Percent	First Time Students Percent
IUPUI/Campus residence (e.g., Ball, International House, Town Homes,	44	9%	34%
House or apartment within walking distance of campus	36	8%	7%
House or apartment within driving distance	398	83%	59%
Total	478	100%	100%

Table 16: Plans to Live in Immediate Downtown Area

If you plan to live off campus do you plan to live in the immediate downtown area?	Transfer Students Frequency	Transfer Students Percent
Yes	82	18%
No	313	69%
Not sure	59	13%
Total	454	100%

Student participants were also asked who they planned on living with during their first semester at IUPUI. Responses to this question led to some significant ($p<.01$) and practical differences between transfer students and first time college students. The most selected answer from students in both groups was that they planned to live with family members. This answer was supplied by 49% of transfer students and 46% of first time students. However, more first time students answered that they planned to live with one or more roommates attending IUPUI (41%) as compared to only 24% of transfer students. Transfer students also indicated that they were living with others not attending IUPUI (14%) compared to only (4%) of first time students.

Table 17: Living Arrangements

With whom will you live during the first semester at IUPUI?	Transfer Students Frequency	Transfer Students Percent	First Time Students Percent
No one, I live alone	59	12%	9%
With one or more roommates who are students attending	116	24%	41%
With family members (parents, spouse, children or other	231	49%	46%
With others not attending this college	69	14%	4%
Total	475	100%	100%

Transfer students were asked to recall approximately how many books that they read to completion in the last year, that were not required for a class. They were told to exclude newspapers, magazines, journals, or other articles. Transfer students' responses were not significantly different than first time students. However, there was a significant difference between groups of students when participants were asked to recall the number of books read to completion that were required for class. Transfer students appeared to have listed less books read than first time students. For instance, 19% of transfer students reported reading no required books in the last year as compared to only 6% of first time college students. This may seem contradictory to expectations considering transfer students last year was most likely spent at the collegiate level.

Table 18. Books read in last year

During the last year, approximately how many books did you read and complete that were not required for a class (excluding newspapers, magazines, journals, articles)?	Transfer Students	
	Frequency	Percent
None	66	14%
1-3	170	35%
4-6	113	23%
7-9	38	8%
10-12	38	8%
13-15	17	4%
16 or more	39	8%
Total	481	100%

During the last year, approximately how many books did you read and complete that were required for a class (excluding newspapers, magazines, journals, articles)?	Transfer Students		First Time Students
	Frequency	Percent	Percent
None	92	19%	6%
1-3	122	25%	24%
4-6	121	25%	36%
7-9	45	9%	17%
10-12	49	10%	10%
13-15	21	4%	4%
16 or more	29	6%	4%
Total	479	100%	100%

Transfer students were asked how long it had been since they took and completed a math course. Transfer student responses were quite varied and averaged in between 7 to 12 months ago and 1 to 2 years ago. This was significantly different than first time college student responses. A majority of first time students selected 0 to 2 months ago.

Table 19. Time since last math class

Approximately how long ago did you take and complete a math class?	Transfer Students		First Time Students
	Frequency	Percent	Percent
0-2 months ago	67	14%	55%
3-6 months ago	104	22%	16%
7-12 months ago	86	18%	10%
1-2 years ago	100	21%	13%
2-3 years ago	51	11%	2%
3-4 years ago	21	4%	1%
over 4 years ago	51	11%	2%
Total	480	100%	100%

When asked to provide the title of their last math class, transfer students selected Algebra most often (37%) and Calculus second most often (17%). The results for first time college students were significantly different ($p<.01$). First time students most often answer provided was Pre-Calculus (35%); with Calculus (19%) again being the second most popular choice. It is not surprising that the reported course titles would be different, with first time students presumably coming from high school environments and transfer students coming from other colleges or universities.

Table 20: Title of Last Math Course

Which of the following best describes the title of your last math course?	Transfer Students		First Time Students
	Frequency	Percent	Percent
Basic or Advanced Mathematics	44	9%	2%
Algebra	173	37%	16%
Geometry	13	3%	3%
Trigonometry	21	5%	5%
Pre-Calculus	48	10%	35%
Calculus	79	17%	19%
Differential Equations	15	3%	1%
Probability and Statistics	53	11%	14%
Other	20	4%	5%
Not applicable/never completed a math class	0	0%	0%
Total	466	100%	100%

Transfer students answered very differently than first time college students when asked whether they had taken courses at another institution since graduating from high school. Transfer students answered Yes (96%) of the time as compared to first time students, which answered Yes only (13%) of the time. When asked about the number of Advanced Placement (AP) courses and AP exams that they had taken, transfer students reported less participation than first time students in both categories ($p<.01$). For instance, 45% of transfer students reported taking no AP courses and 54% reported taking no AP exams. This was compared with only 31% of first time college students reporting taking no AP courses and 42% reporting taking no AP exams. Also, a higher percentage of first time students reported that AP courses and exams were not offered at their school as compared to first time college students.

Table 21: Courses Taken Since Leaving High School

Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution, university, 4- or 2-year college, technical, vocational, or business school?

	Transfer Students		First Time Students
	Frequency	Percent	Percent
No	17	4%	87%
Yes	442	96%	13%
Total	459	100%	100%

Table 22. Number of AP Courses and Exams Taken

How many Advanced Placement (AP) *courses* did you take in high school?	Transfer Students Frequency	Transfer Students Percent	First Time Students Percent
Not offered at my high school	60	13%	6%
None	211	45%	31%
1-4	165	35%	56%
5-9	22	5%	6%
10-14	6	1%	1%
15+	5	1%	1%
Total	469	100%	100%

How many Advanced Placement (AP) *exams* did you take in high school?	Transfer Students Frequency	Transfer Students Percent	First Time Students Percent
Not offered at my high school	65	14%	6%
None	249	54%	42%
1-4	126	27%	48%
5-9	11	2%	3%
10-14	3	1%	0%
15+	5	1%	0%
Total	459	100%	100%

When students were asked if they were interested in studying abroad, differences between transfer students and first time college students were not statistically significant. 43% of transfer students indicated an interest in studying abroad. When asked about whether or not they would participate in workshops designed to help them learn budgeting techniques, transfer students responded differently than first time students ($p<.01$). 63% of first time college students said they would participate in the workshop, whereas only 54% of transfer students indicated that they would attend. This is consistent with research that suggests that transfer students are less likely to think they need help in areas outside of academics.

Table 23: Interest in Studying Abroad

Are you interested in studying abroad (taking classes in a country outside the U.S. while you are a student at IUPUI?

	Transfer Students Frequency	Transfer Students Percent
No	270	57%
Yes	207	43%
Total	477	100%

Table 24: Interest in Personal Finance Workshops

Would you participate in workshops designed to help you learn how to budget your personal finances if IUPUI offered them?

	Transfer Students		First Time Students
	Frequency	Percent	Percent
No	216	46%	37%
Yes	258	54%	63%
Total	474	100%	100%

Students were also asked how much of their first year educational expenses they expected to cover from several sources. As table 25 shows, there were practical and statistical differences between transfer students and first time college students in the amount of expenses that they planned to cover through family resources. It also shows the amount of expenses that students plan to cover with financial aid that does not need to be repaid. For example, 37% of transfer students expected to cover no expenses with family resources, as compared to only 22% of first time college students. Furthermore, 38% of transfer students expected to cover no expenses with aid that did not need to be repaid compared to only 25% of first time students. There were no differences between transfer students and first time students in regards to the amount of expenses expected to be covered with other sources.

Table 25: Financial Aid from Various Sources

Family Resources (parents, relatives, spouse, etc.)	Transfer Students		First Time Students
	Frequency	Percent	Percent
None	172	37%	22%
Less than $1,000	101	22%	21%
$1,000 to $2,999	49	11%	19%
$3,000 to $5,999	51	11%	16%
$6,000 to $9,999	28	6%	9%
$10,000	61	13%	12%
Total	462	100%	100%

My Own Resources (savings from work, work-study, other income)	Transfer Students	
	Frequency	Percent
None	86	19%
Less than $1,000	158	35%
$1,000 to $2,999	126	28%
$3,000 to $5,999	54	12%
$6,000 to $9,999	13	3%
$10,000	11	2%
Total	448	100%

Aid Which Need Not be Repaid (Grants, scholarships, military funding, etc.)	Transfer Students		First Time Students
	Frequency	Percent	Percent
None	169	38%	25%
Less than $1,000	35	8%	10%
$1,000 to $2,999	68	15%	14%
$3,000 to $5,999	84	19%	21%
$6,000 to $9,999	41	9%	13%
$10,000	46	10%	17%
Total	443	100%	100%

Aid Which Must be Repaid (loans, etc.)	Transfer Students	
	Frequency	Percent
None	168	38%
Less than $1,000	24	5%
$1,000 to $2,999	50	11%
$3,000 to $5,999	87	20%
$6,000 to $9,999	74	17%
$10,000	42	9%
Total	445	100%

Other Than Above	Transfer Students	
	Frequency	Percent
None	307	89%
Less than $1,000	23	7%
$1,000 to $2,999	4	1%
$3,000 to $5,999	5	1%
$6,000 to $9,999	3	1%
$10,000	3	1%
Total	345	100%

When transfer students were asked to report their best estimate of their parent's total income last year (2010), responses were not significantly different than those provided by first time college students. Most transfer students indicated that their parents earned between $100,000 and $149,000 last year.

Table 26: Parental Income

What is your best estimate of your parents' total income last year?

	Transfer Student	
	Frequency	Percent
Less than $20,000	53	12%
$20,000--29,999	41	9%
$30,000-39,999	39	9%
$40,000-49,999	32	7%
$50,000-59,999	43	10%
$60,000-74,999	58	13%
$75,000-99,999	56	13%
$100,000-149,999	66	15%
$150,000-199,999	24	5%
$200,000-249,999	7	2%
$250,000 or more	22	5%
Total	441	100%

When students were asked if they had any concerns about their ability to finance their college education, transfer students appeared significantly more confident ($p<.01$) than first time college students. 34% of transfer students said they had no concerns and 52% said they had some concerns. This was compared with first time college students of which only 25% reported no concerns and 60% reported some concerns. Interestingly, approximately the same percentage of both transfer and first time students reported major concerns (14% and 15% respectively).

Table 27: Concerns About Ability to Finance College Education

	Transfer Students		First Time Students
Do you have any concerns about your ability to finance your college education?	Frequency	Percent	Percent
None (I am confident that I will have sufficient funds)	157	34%	25%
Some (but I probably will have enough funds)	242	52%	60%
Major (not sure I will have enough funds to complete college)	67	14%	15%
Total	466	100%	100%

The percentage of transfer students reporting that they were a member of the State of Indiana's Twenty-First Century Scholar Program was 8% which was significantly lower ($p<.01$) than first time students, of which 14% reported being a member of the program.

Table 28: Twenty-First Century Scholar Program

	Transfer Students		First Time Students
Are you a student in the State of Indiana's Twenty-First Century Scholars Program?	Frequency	Percent	Percent
No	441	92%	86%
Yes	38	8%	14%
Total	479	100%	100%