

Research

Brief



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Do transfer students differ from non-transferers? A summary of results from the 2014 Continuing Student Survey

Introduction

This fall, faculty and staff at IUPUI will be participating in the Foundations of Excellence (FoE) with a focus on transfer students. This process is designed to help institutions understand the experiences of transfer students on their campus and identify ways in which the transfer student experience can be improved. One important source of information about the transfer student experience would be to examine transfer student responses to internal surveys, designed to measure institutional priorities.

In 2014, the IUPUI Continuing Student Satisfaction and Priorities Survey (CSS) was administered by the Office of Student Data, Analysis, and Evaluation (OSDAE) in order to collect representative data about undergraduate students' satisfaction with their experiences at IUPUI. The survey contains items asking students to rate their satisfaction and the importance of various aspects of the IUPUI experience. It also includes information about participation in experiences related to RISE, the relationship between college and work, and effectiveness on skills related to the Principles of Undergraduate Learning (PUL).

The following Research Brief describes the responses of students to the 2014 CSS divided into three categories: students who did not transfer any credits, students who transferred less than 15 credits, and students who transferred 15 credits or more. Major findings can be found to the right. For further information, please contact Steve Graunke with the Office of Student Data, Analysis, and Evaluation.

- Respondents who transferred more than 15 hours to IUPUI were more “nontraditional” than respondents who transferred less than 15 hours or no hours. Respondents who transferred 15 or more hours were more likely to live with a spouse or partner or have children at home. They were also more likely to be over 25 years of age, attending part-time, or be a Veteran.
- Respondents who transferred 15 hours or more were less satisfied with opportunities to have fun and socialize than respondents who transferred fewer hours. However, they also rated those opportunities as less important than respondents who transferred fewer hours.
- Respondents who transferred 15 hours or more also rated opportunities for overseas study as being less important.
- Respondents who transferred 15 hours or more were more likely to indicate that they *do not* plan to participate in a learning community, work on a research project with a faculty member, engage in foreign language coursework, or study abroad.

Students who were not transfers were made up of 63% Female and 37% Males. The students who transferred 15 or more hours were made up of 66% Females and 34% Males. The most predominant race for all three groups was white. A majority of those students that are transferring 15 or more credit hours are over the age of 25; while a majority of students who are not a transfer are under 25. By and large all of the transfer students were receiving a Bachelor's degree. A majority of all the transfer students were full-time, receiving financial aid, and not veterans.

**Table 1
Demographics**

	Not a transfer	Less than 15 hours	15 hours or more
Gender			
Female	63.0	64.7	66.1
Male	37.0	35.3	33.9
Race			
American Indian/ Alaska Native	0.5	0.0	0.5
Asian	3.6	0.0	2.4
Black/African American	5.8	3.7	9.1
Hispanic/Latino	6.0	5.1	5.1
International Student	4.4	1.5	0.8
White	76.4	86.0	76.9
Two or more races	1.9	1.0	1.9
Over 25			
Yes	20.8	22.1	56.7
No	79.2	77.9	43.3
Class Level			
Associate Freshman	0.8	0.7	0.0
Associate Sophomore	1.1	2.2	1.6
Bachelor's Freshman	23.6	19.1	0.5
Bachelor's Sophomore	24.1	25.7	12.9
Bachelor's Junior	16.7	26.5	26.3
Bachelor's Senior	32.1	25.0	57.0
Certificate 1 st Year	0.0	0.7	0.0
Certificate 2 nd Year	0.3	0.0	0.8
Undergrad Special	1.4	0.0	0.8
Full-Time or Part-Time			
Full-Time	80.3	80.9	66.7
Part-Time	19.7	19.1	33.3
Receiving Financial Aid			
Yes	82.2	86.8	88.2
No	17.8	13.2	11.8
Veteran			
Yes	1.9	8.1	10.2
No	98.1	91.9	89.8

Students who were not a transfer were more likely to indicate that they were single and never married. Students who transferred 15 hours or more were more likely to indicate that they live with a spouse or partner or have children at home. Students who transferred 15 or more hours were also the more likely to indicate they have children at home.

Table 2
Family Life

		Not a transfer	Less than 15 hours	15 hours or more
What is your marital status?				
	Single, never married	83.7	79.2	60.3
	Married	11.3	12.8	30.6
	Separated, widowed, divorced	5.0	8.0	9.1
Do you live with a spouse or partner?				
	No	81.1	70.4	54.9
	Yes	18.9	29.6	45.1
Do you have children at home?				
	No	89.9	86.4	68.4
	Yes	10.1	13.6	31.6

Students were asked to rate how important various aspects of their IUPUI experience were to them. At least 64% of students at all levels indicated that courses in their major area are very important to them, with 79% of students who transferred less than 15 hours indicating they were very important. Students who transferred 15 hours or more were significantly less likely to indicate that tutoring and other academic support services, opportunities for overseas study, or opportunities to socialize and have fun with other students were very important. (Table 3)

Similarly, students who transferred 15 hours or more were less likely to indicate that they were very satisfied with opportunities for overseas study, opportunities to develop leadership skills, opportunities to socialize and have fun with other students, and comfortable areas to relax or socialize between classes. (Table 4)

Table 3
Significant Differences in Importance by Hours Transferred

N		Very Unimportant	Unimportant	Percentages			Very Important	P-Value ¹
				Neutral	Important			
Courses in your major area	843	Not a transfer	0.9	0.0	3.7	25.3	70.2	.032
		Less than 15 hours	0.7	0.7	3.7	15.7	79.1	
		15 hours or more	1.1	0.0	4.2	30.3	64.4	
Required courses outside your major area (general education requirements)	847	Not a transfer	1.1	0.6	9.9	30.5	57.9	.025
		Less than 15 hours	0.8	3.8	3.8	27.1	64.7	
		15 hours or more	0.8	1.1	6.1	35.0	56.9	

Scale: 1= Very Unimportant, 2=Unimportant, 3=Neutral, 4=Important, 5=Very Important

¹ Chi-square revealed statistically significant differences at $\alpha \leq 0.05$.

Table 3 (cont.)
Significant Differences in Importance by Hours Transferred

	N		Very Unimportant	Unimportant	Neutral	Important	Very Important	P-Value ¹
			<i>Percentages</i>					
Tutoring and other academic support services	834	Not a transfer	1.4	4.6	22.2	28.5	43.2	.040
		Less than 15 hours	1.5	1.5	11.9	34.3	50.7	
		15 hours or more	1.1	3.4	20.1	37.4	38.0	
Opportunities for overseas study	832	Not a transfer	5.7	9.5	39.1	21.0	24.7	.040
		Less than 15 hours	3.8	7.6	43.5	23.7	21.4	
		15 hours or more	9.3	10.5	44.2	21.0	15.0	
Opportunities to socialize and have fun with other students	834	Not a transfer	2.9	4.3	22.3	34.2	36.2	.001
		Less than 15 hours	2.3	3.0	16.5	39.1	39.1	
		15 hours or more	4.5	7.9	26.7	37.6	23.3	

Scale: 1= Very Unimportant, 2=Unimportant, 3=Neutral, 4=Important, 5=Very Important

¹ Chi-square revealed statistically significant differences at $\alpha \leq 0.05$.

Table 4
Significant Differences in Satisfaction by Hours Transferred

	N		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	P-Value ¹
			<i>Percentages</i>					
Information your instructors give about course requirements	858	Not a transfer	1.7	7.3	17.1	43.1	30.8	.037
		Less than 15 hours	3.0	8.2	10.4	42.5	35.8	
		15 hours or more	0.8	3.8	11.4	48.0	36.0	
Opportunities for overseas study	843	Not a transfer	3.1	6.9	49.4	22.0	18.6	.001
		Less than 15 hours	5.3	6.0	52.6	21.1	15.0	
		15 hours or more	0.3	3.1	61.7	20.3	14.7	
Opportunities to develop leadership skills (outside the classroom)	842	Not a transfer	1.4	7.7	32.2	34.5	24.2	.035
		Less than 15 hours	5.3	9.1	26.5	39.4	19.7	
		15 hours or more	1.9	6.4	39.3	33.4	18.9	

Scale: 1= Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

¹ Chi-square revealed statistically significant differences at $\alpha \leq 0.05$.

Table 4 (cont.)
Significant Differences in Satisfaction by Hours Transferred

N		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	P-Value ¹	
<i>Percentages</i>								
Opportunities to socialize and have fun with other students	843	Not a transfer	6.6	7.2	28.1	34.4	23.8	.005
		Less than 15 hours	7.5	12.0	19.5	37.6	23.3	
		15 hours or more	5.0	8.3	37.1	33.8	15.8	
Comfortable areas to relax or socialize between classes	845	Not a transfer	3.4	10.3	15.1	38.2	33.0	.039
		Less than 15 hours	5.2	4.5	12.7	44.8	32.8	
		15 hours or more	2.2	9.7	20.6	41.7	25.8	

Scale: 1= Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

¹ Chi-square revealed statistically significant differences at $\alpha \leq 0.05$.

Students that are not a transfer were most likely to indicate that they had already participated in a learning community. About 49% of respondents who transferred 15 or more hours indicated that they do not plan to work on a research project with a faculty member outside of course or program requirements. Also, the majority of students that transferred 15 hours or more do not plan to complete foreign language coursework or study abroad.

Table 5
Participation in Specific Educational Experiences ¹

N		Done	Plan to do	Do not plan to do	Have not decided	P-Value ¹	
Participate in a learning community or some other formal program where groups of students take two or more classes together	813	Not a transfer	38.2	10.0	34.1	17.6	.000
		Less than 15 hours	29.5	17.1	32.6	20.9	
		15 hours or more	19.2	14.2	46.2	20.3	
Work on a research project with a faculty member outside of course or program requirements	813	Not a transfer	8.2	27.1	34.7	30.0	.012
		Less than 15 hours	9.3	22.5	37.2	31.0	
		15 hours or more	8.1	21.5	48.5	21.8	
Foreign language coursework	812	Not a transfer	31.3	11.8	40.7	16.2	.000
		Less than 15 hours	25.6	17.8	40.3	16.3	
		15 hours or more	25.6	12.2	54.7	7.6	
Study Abroad	806	Not a transfer	5.6	21.7	47.8	24.9	.000
		Less than 15 hours	3.9	23.6	50.4	22.0	
		15 hours or more	5.6	11.7	66.1	16.7	

Scale: 1= Done, 2 = Plan to do, 3 = Do not plan to do, 4 = Have not decided

¹ Chi-square revealed statistically significant differences at $\alpha \leq 0.05$.

All levels of transfer students reported they intend to complete their degree at IUPUI. (Table 6) As well, all levels of transfer students indicated in a strong majority that they are not working for pay oncampus. (Table 6) All levels of transfer students indicated they felt they were very effective in working with people of different races, ethnicities, and religions. (Table 7)

Table 6
Work and School

	N		No	Yes	P-Value ¹
Do you intend to complete your degree program at IUPUI	802	Not a transfer	7.7	92.3	.010
		Less than 15 hours	11.2	88.8	
		15 hours or more	3.8	96.2	
Will you receive your degree in the Spring or Summer of this year?*	742	Not a transfer	78.4	21.6	.009
		Less than 15 hours	89.2	10.8	
		15 hours or more	75.4	24.6	
Has your father completed a college or university degree (Associate's, Bachelor's, or higher)	800	Not a transfer	52.5	47.5	.000
		Less than 15 hours	68.0	32.0	
		15 hours or more	65.9	34.1	
Are you currently working for pay on-campus?	805	Not a transfer	81.8	18.2	.006
		Less than 15 hours	85.7	14.3	
		15 hours or more	90.3	9.7	

Scale: 0=No, 1=Yes

¹ Chi-square revealed statistically significant differences at $\alpha \leq 0.05$.

*of those who intended to complete degree at IUPUI

Table 7
Knowledge and Skills¹

	N		Not at all effective	Somewhat effective	Effective	Very effective	P-Value ¹
Work effectively with people of different races, ethnicities, and religions	800	Not a transfer	0.3	3.9	29.4	66.4	.049
		Less than 15 hours	0.8	1.6	36.2	61.4	
		15 hours or more	0.6	5.6	39.1	54.7	

Scale: 1 = Not at all effective, 2 = Somewhat effective, 3 = Effective, 4 = Very effective

¹ Chi-square revealed statistically significant differences at $\alpha \leq 0.05$.

Discussion

Respondents who transferred more than 15 hours were more likely to be “nontraditional” in terms of their age, enrollment intensity, and family responsibilities. Perhaps not surprisingly, they were also more likely to rate tutoring and other academic support services, opportunities for overseas study, and opportunities to socialize and have fun with other students as less important. Students who transferred more than 15 hours were also significantly more likely to indicate they do not plan to participate in a learning community, work on a research project with a faculty member, take foreign language coursework, or engage in study abroad.

Though respondents who transferred more than 15 hours were less likely to be academically engaged in the traditional sense, perhaps the fact that they were more non-traditional speaks to the need for different types of programming. Finding ways to help transfer students become academically engaged may mean working with students individually and finding opportunities that work within their schedule. It may be more meaningful to connect with students’ individual needs rather than try to generalize programming for all transfer students.

Research Brief is a periodic publication of the Office of Student Data, Analysis, and Evaluation at Indiana University-Purdue University Indianapolis. Copies of all reports are available at <http://www.sdae.iupui.edu>.

Jessica Rauch and Steven S. Graunke, October, 2014