



TRANSFER STUDENT SURVEY

Fall 2005

Office of Institutional Research
Montclair State University

February 2006



Montclair State University

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February 2006

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SELECTED FINDINGS

In fall 2005, the Office of Institutional Research (OIR) surveyed entering transfer students with no prior experience at Montclair State University. This was the first transfer student survey administered at MSU, and it yielded information on the aspirations, expectations, recent experiences, and views of these entering students. Its purpose was to expand our knowledge of entering students which, prior to this, had been based solely upon the results of the annual CIRP survey of freshmen.

The transfer student survey was designed, locally, by OIR, with input from the Admissions Office and the Center for Academic Advising and Adult Education. OIR administered both online and paper versions of the survey. Students with valid MSU email addresses received three email messages between October and December 2005 inviting them to participate in the voluntary, confidential, online survey. Those who did not have valid MSU email addresses received a scannable, paper version of the survey via U.S. Mail.

A. Response Rates and Representativeness

- Students contacted via email responded at much higher rates to the survey.

Invitations to complete the survey were sent via email to 1,030 transfer students, and 1,026 of these invitations were delivered successfully.¹ Of those who received email notification, 422 completed the online version of the survey, for a response rate of over 41%. [Table A-1]

In contrast, of the 110 transfer students who received a paper survey, only 15 responded for a response rate of about 14%. The overall response rate for the survey was 38.4%. [Table A-1]

- Transfer survey respondents differed from their peers on only one of eight dimensions.

The differences between survey respondents and the overall population of transfer students were not statistically significant along any of the following dimensions: age, race/ethnicity, residence, class standing, attendance status, college/school of primary major, and type of transfer institution. [Tables A-2 and A-3]

Only the sex of survey respondents differed significantly from the overall transfer student population. Higher than expected numbers of females, and lower than expected numbers of males, responded to the survey. [Table A-2]

¹ Only 4 email messages “bounced” due to inaccurate addresses, inboxes that were full, protections placed on personal inboxes, or spam blockers implemented by Internet Service Providers.

B. Selected Findings

College Choice

- Well over half of fall 2005 transfer students applied *only* to MSU.

Approximately 59% of this year's entering transfer students applied only to MSU, and over 79% applied to MSU and only one other college. [Table 1 and Chart 1]

Transfer students were far less likely than freshmen to complete multiple applications for admission to college. More transfer students (59%) than freshmen (11%) applied only to MSU, while more freshmen (60%) than transfers (8%) applied to three or more colleges in addition to MSU. [Table 1 and Chart 1]

- Transfer students ranked MSU very high on their lists of potential colleges.

Nearly 83% of transfer students ranked MSU as their first choice when looking for a college, and almost 97% ranked MSU as either first or second choice. [Table 2 and Chart 2]

More transfer students (83%) than freshmen (64%) ranked MSU as their first choice when looking for a college, though comparable percentages (97% of transfers versus 92% of freshmen) ranked MSU among the top two schools they considered. [Table 2 and Chart 2]

- Transfer students listed quality, proximity, and choice as major reasons for choosing MSU.

Most entering transfer students said they wanted to attend MSU because of its strong academic reputation (76%), its proximity to their homes and/or work (72%), and its wide choice of programs and majors (70%). Transfer students were least likely to have chosen MSU because of its residence halls (21%), its national magazine ranking (26%), or its active social life (28%). [Table 3 and Chart 3]

While MSU's strong academic reputation attracted the highest percentages of both transfer students and freshmen in fall 2005, this attraction was felt by more transfer students (76%) than freshmen (53%). The only factor that attracted more freshmen (37%) than transfers (28%) to MSU was the active social life. [Table 3 and Chart 3]

Opinions Concerning Admissions, Advisement, and Orientation

- Transfer students expressed positive opinions concerning the admissions process.

Transfer students agreed that instructions for applying to MSU were readily available and clear (83%), that materials they received once they were accepted were very helpful (76%), that admission decisions were made in a timely manner (75%), and that admissions staff were knowledgeable and courteous (70%). [Table 4 and Chart 4]

- Transfer students also had positive opinions about the advisement process.

Transfer students agreed that reading transfer evaluations online was very helpful (75%), that transfer credit evaluations were made in a timely manner (71%), and that staff in the Center for Academic Advising & Adult Learning were knowledgeable and courteous (59%). [Table 5 and Chart 5]

- Students were satisfied with Transfer Day at MSU.

Nearly 78% of survey respondents participated in Transfer Day at MSU. [Table 6 and Graph 6]

Transfer Day participants were satisfied with all aspects of the program, including the helpfulness of staff (80%), the information covered during the event (76%), the registration process (68%), and the advising sessions (63%). [Table 7 and Chart 7]

Aspirations

- Most transfer students expect to have careers in teaching or business.

Over 27% of entering transfer students said they expected to pursue careers as elementary or secondary school teachers. Other popular career choices included business executive (9%), accountant (7%), and business salesperson or buyer (5%). [Table 8 and Chart 8]

More transfer students (27%) than freshmen (22%) said they planned careers in teaching, and more expected to be business executives (9% to 6%), accountants (7% to 3%), and salespersons (5% to 1%). Transfer students were much less likely than freshmen to plan careers as actors (1% to 6%) and musicians (0% to 3%), or to be “undecided” about their careers (4% to 17%). [Table 8 and Chart 8]

- Most transfer students hope to earn post-baccalaureate degrees.

Nearly 51% of entering transfer students said they planned to earn Master's degrees or advanced certificates, and one quarter said they intended to earn doctoral (19%) or professional (6%) degrees. [Table 9 and Chart 9]

Roughly equal percentages of transfer students (51%) and freshmen (50%) indicated they planned to earn Master's degrees or advanced certificates. However, more transfer students (19%) than freshmen (15%) said they wanted to earn doctorates, while more freshmen (8%) than transfer students (6%) said they planned to earn professional degrees. [Table 9 and Chart 9]

- Transfer students expect to be academically successful, satisfied with college, and engaged learners.

Nearly 94% of fall 2005 entering transfer students said they expected to earn their bachelor's degrees, and over 78% expected to make at least a B average. Over half said there was a very good chance that they would be satisfied with college (53%) and communicate regularly with their professors (52%). [Table 10 and Chart 10]

More transfer students (78%) than freshmen (58%) said they expected to make at least a B average, and more expected to be satisfied with college (53% to 44%), communicate regularly with professors (52% to 25%), work full-time while attending college (39% to 14%), and participate in volunteer or community service (26% to 18%). [Table 10 and Chart 10]

Transfer students were less likely than freshmen to expect to participate in student clubs or organizations (19% to 39%), change their major (8% to 14%), or transfer to another college before graduating (3% to 7%). [Table 10 and Chart 10]

- Entering transfer students said that family, sharing, financial security, recognition, and global understanding were their most important personal goals.

For roughly three quarters or more of the fall 2005 entering transfer student cohort, the most important life objectives were to: raise a family (86%), help others in need (86%), be financially well-off (83%), become an authority in their field (79%), and improve their understanding of other countries and cultures (72%). [Table 11 and Chart 11]

Both entering transfer students and first-time freshmen ranked family, sharing, and financial security as their most important personal goals, but the percentage of individuals who felt these goals were "Essential"

or “Very Important” to them varied between groups. This variation was minor with respect to the need to be very well off financially, with 83% of transfer students and 80% of freshmen agreeing that this was essential or very important. The variation was greater with respect to other goals. For example, raising a family was seen as important or essential by 86% of transfers versus 78% of freshmen, and helping others in need was felt to be important by 86% of transfers versus only 65% of freshmen. [Table 11 and Chart 11]

Views held by transfer students and freshmen varied widely on several other personal goals, as well. Differences exceeded 20 percentage points concerning the importance of understanding other countries and cultures (72% of transfers felt this was essential or very important, versus 46% of freshmen), and becoming an authority in one’s field (79% of transfers versus 59% of freshmen). Transfer students (51%) were also more likely than freshmen (33%) to say that it was essential or very important to become a community leader. On the other hand, more freshmen (27%) than transfer students (20%) felt that becoming an accomplished artist or performer was essential or very important. [Table 11 and Chart 11]

Academic Experiences at Previous Institutions

- Most transfer students were engaged learners at their previous institutions.

Transfer students were involved in their classes, with nearly 81% saying they asked questions in class or contributed to class discussions, and 66% reporting that they made class presentations. Most transfer students were engaged learners outside of the classroom as well, with 53% saying they worked with classmates outside of class to prepare class assignments, and 45% saying they discussed ideas from a course with professors outside of class. Transfer students also relied on technology at their previous colleges, with 78% saying they used the Internet to complete a course assignment, and 73% saying they used email to communicate with a professor. [Table 12 and Chart 12]

Fall 2005 entering transfer students (81%) were more likely than both freshmen (68%) and seniors (78%) attending MSU in spring 2005 to have participated in class discussions at their previous college, and they were more likely than MSU freshmen (66% to 57%), but less likely than MSU seniors (66% to 69%) to have made a class presentation. [Table 12 and Chart 12]

This fall’s entering transfer students also reported more out-of-class learning experiences at their previous colleges than did their counterparts attending MSU last spring. Over 53% of transfer students worked with classmates outside of class compared to 38% of MSU

freshmen and 48% of MSU seniors. Transfer students also interacted more with faculty outside of class. Over 45% discussed ideas with faculty outside the classroom at their previous colleges, compared to 19% of freshmen and 25% of seniors attending MSU in spring 2005. [Table 12 and Chart 12]

More transfer students (78%) than MSU freshmen (52%) or MSU seniors (53%) reported using the Internet to complete a classroom assignment. In addition, transfer students (73%) were less likely than MSU freshmen (78%), but more likely than MSU seniors (72%), to have communicated with faculty via email [Table 12 and Chart 12]

- Transfer students reported that coursework at their previous institutions emphasized analysis, application, and synthesis.

Transfer students said that “Much,” or “Very Much” of their coursework at previous colleges emphasized analysis (74%), application (65%), and synthesis (64%), while evaluation (48%) and memorization (45%) received less attention. [Table 13 and Chart 13]

The coursework taken by transfer students at their previous colleges appeared to lack the “richness” of coursework described by both freshmen and seniors attending MSU in spring 2005. Higher percentages of MSU freshmen and seniors reported that they were required to demonstrate skills across the entire range of Bloom’s competencies, from simple knowledge associated with memorization, to evaluation and judgment. The differences between the experiences of “native” and transfer students were most pronounced with respect to competence in evaluation. Approximately 48% of entering transfer students said that coursework at their previous colleges emphasized evaluation, versus 74% of MSU freshmen and 65% of MSU seniors. [Table 12 and Chart 12]

Negotiating College

- Most entering transfer students expressed some concerns about financing college.

Over three quarters of fall 2005 transfer students had concerns about financing college, with 28% having “major” concerns, and 51% having “some” concerns. [Table 14 and Chart 14]

More transfer students than freshmen expressed concerns about financing college. Over 79% of entering transfer students expressed “some” or “major” concerns about financing their college education, compared to 71% of freshmen. [Table 14 and Chart 14]

Tables and Charts

TABLE 1: TO HOW MANY CAMPUSES, OTHER THAN MSU, DID YOU APPLY?

Number of other applications	Transfer Students	First-Time Freshmen
None - only MSU	58.5%	10.5%
One other	20.6%	12.6%
Two others	13.3%	17.3%
Three or more others	7.6%	59.6%

Chart 1: To how many campuses, other than MSU, did you apply?

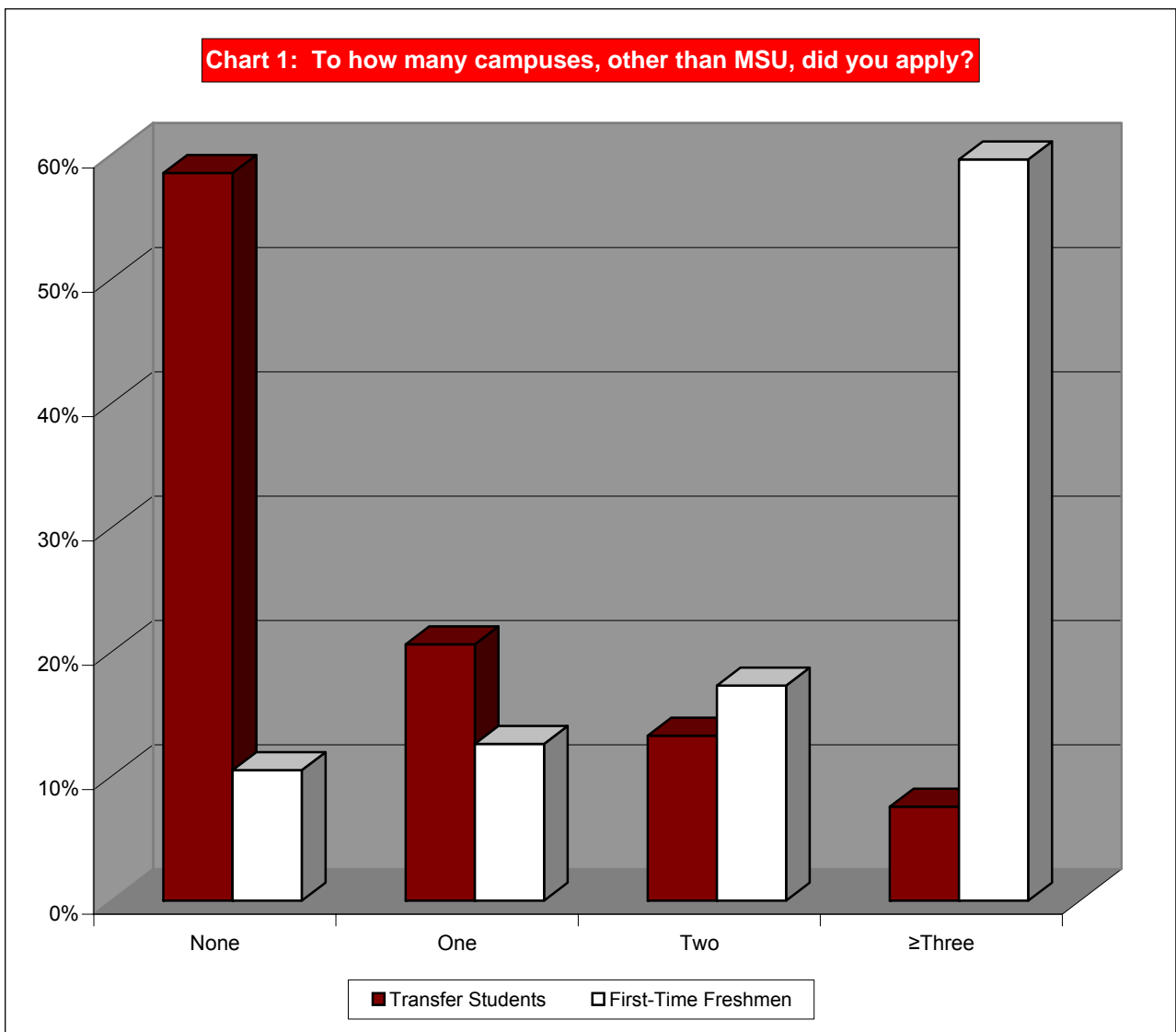


TABLE 2: WHEN DECIDING WHERE TO TRANSFER, HOW DID YOU RANK MSU?

	Transfer Students	First-Time Freshmen
First choice	82.8%	63.8%
Second choice	14.0%	28.4%
Third choice	2.1%	4.9%
Less than third choice	1.1%	2.9%

Chart 2: When deciding where to transfer, how did you rank MSU?

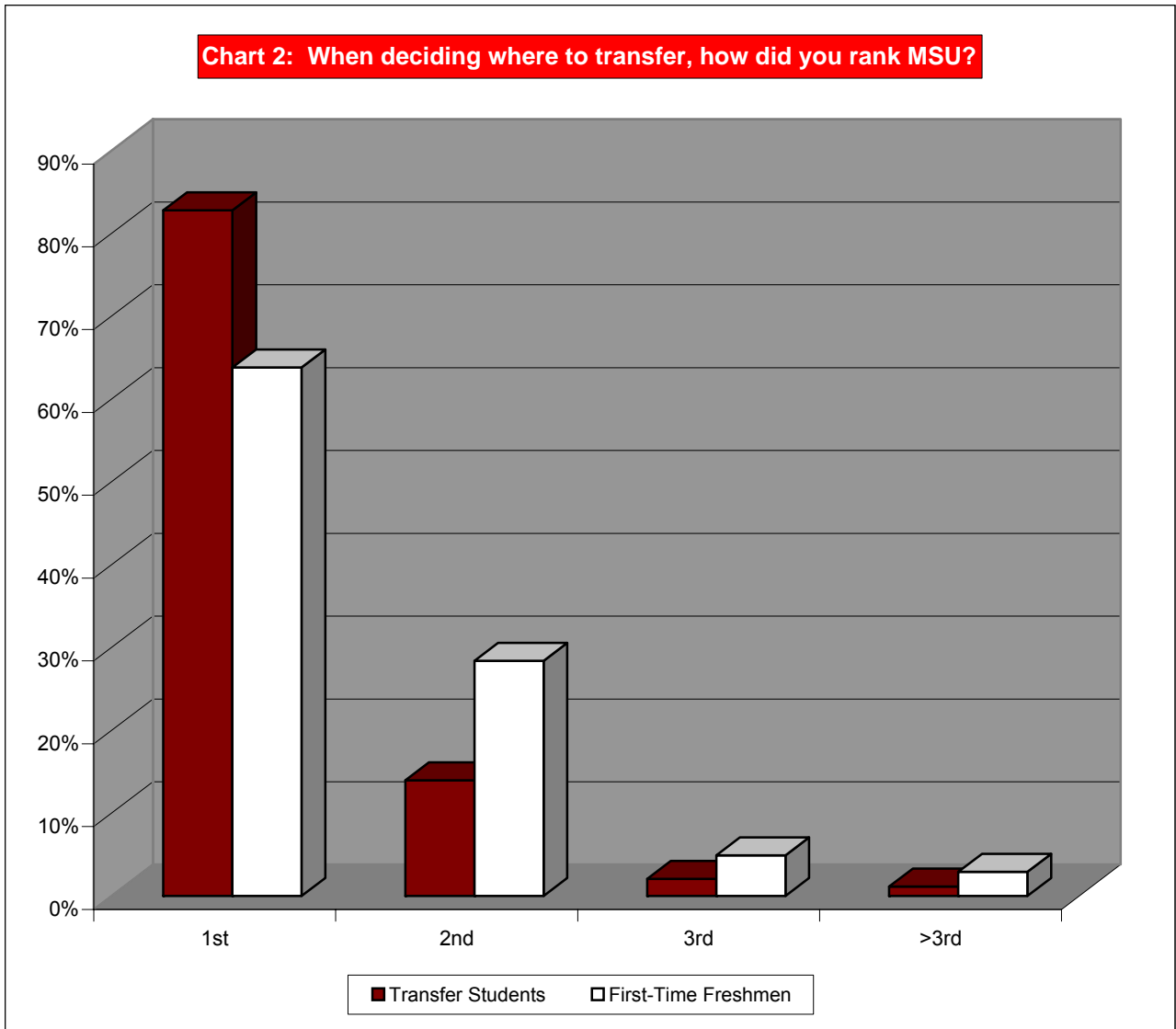


TABLE 3: WHY DID YOU WANT TO ATTEND MSU?

I wanted to attend MSU because...	Transfer Students [1]	First-Time Freshmen [2]
...of its strong academic reputation	76.2%	53.4%
...of its wide choice of programs and majors	70.2%	
...of the active social life on campus	27.8%	37.0%
...it is close to my home and/or work	72.2%	36.7%
...it costs less (in tuition and fees) to attend	65.3%	41.6%
...its graduates get good jobs	50.1%	45.8%
...its graduates go to top graduate schools	40.4%	25.5%
...of its national magazine ranking	26.4%	10.8%
...many of my friends already attend the university	30.9%	
...I can live on campus in the residence halls	21.4%	

[1] Percent responding "Strongly Agree" or "Agree."

[2] Percent responding a "very important" reason for attending this college.

Chart 3: Why did you want to attend MSU?

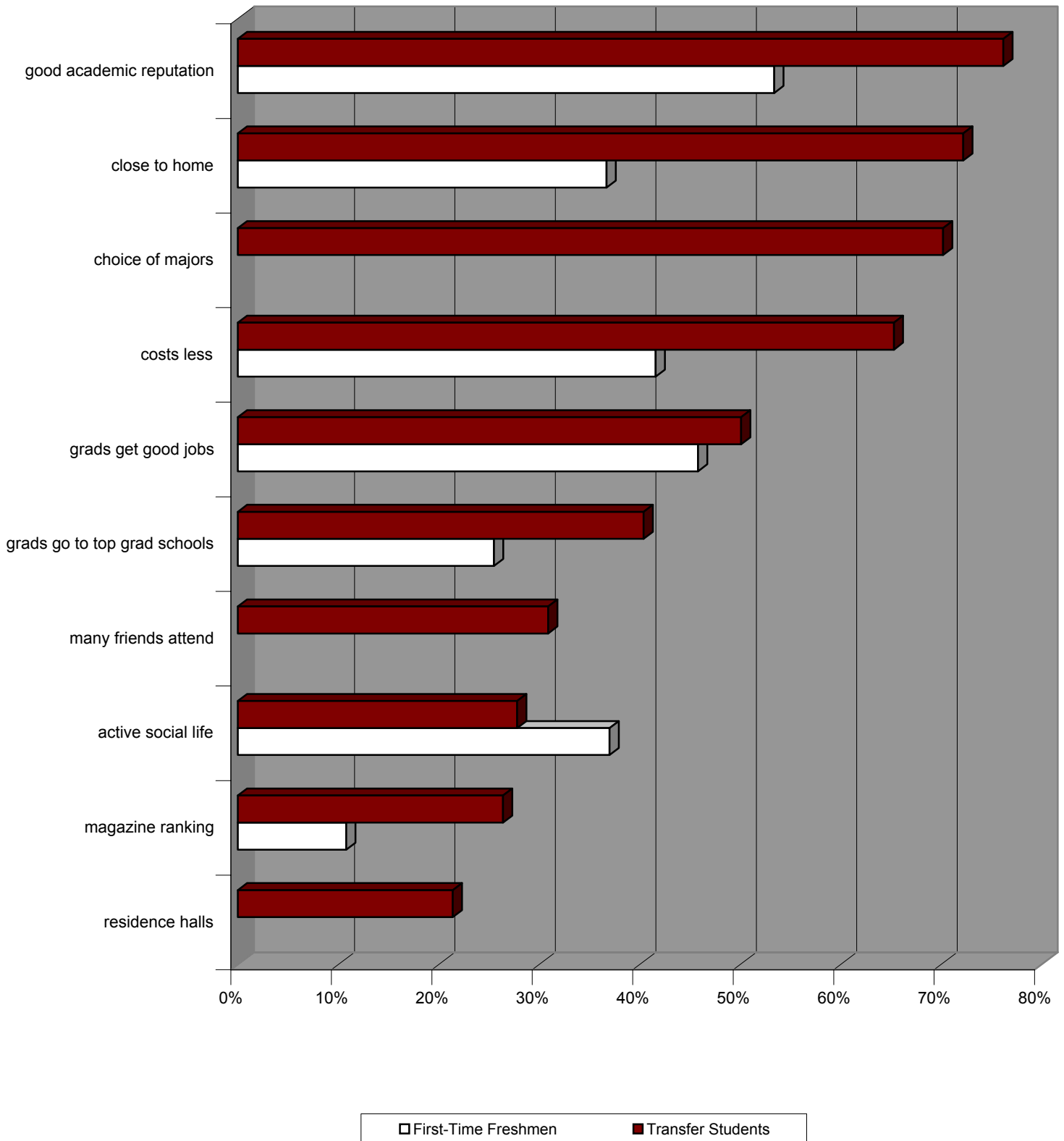


TABLE 4: WHAT IS YOUR OPINION OF THE TRANSFER ADMISSIONS PROCESS?

	Percent responding "Strongly Agree" or "Agree"
Instructions on how to apply for admission were readily available and clear	82.6%
Admission decisions were made in a timely manner.	74.6%
Admissions staff were knowledgeable and courteous	70.1%
The materials in the acceptance packet I received were very helpful	75.7%

Chart 4: What is your opinion of the transfer admissions process?

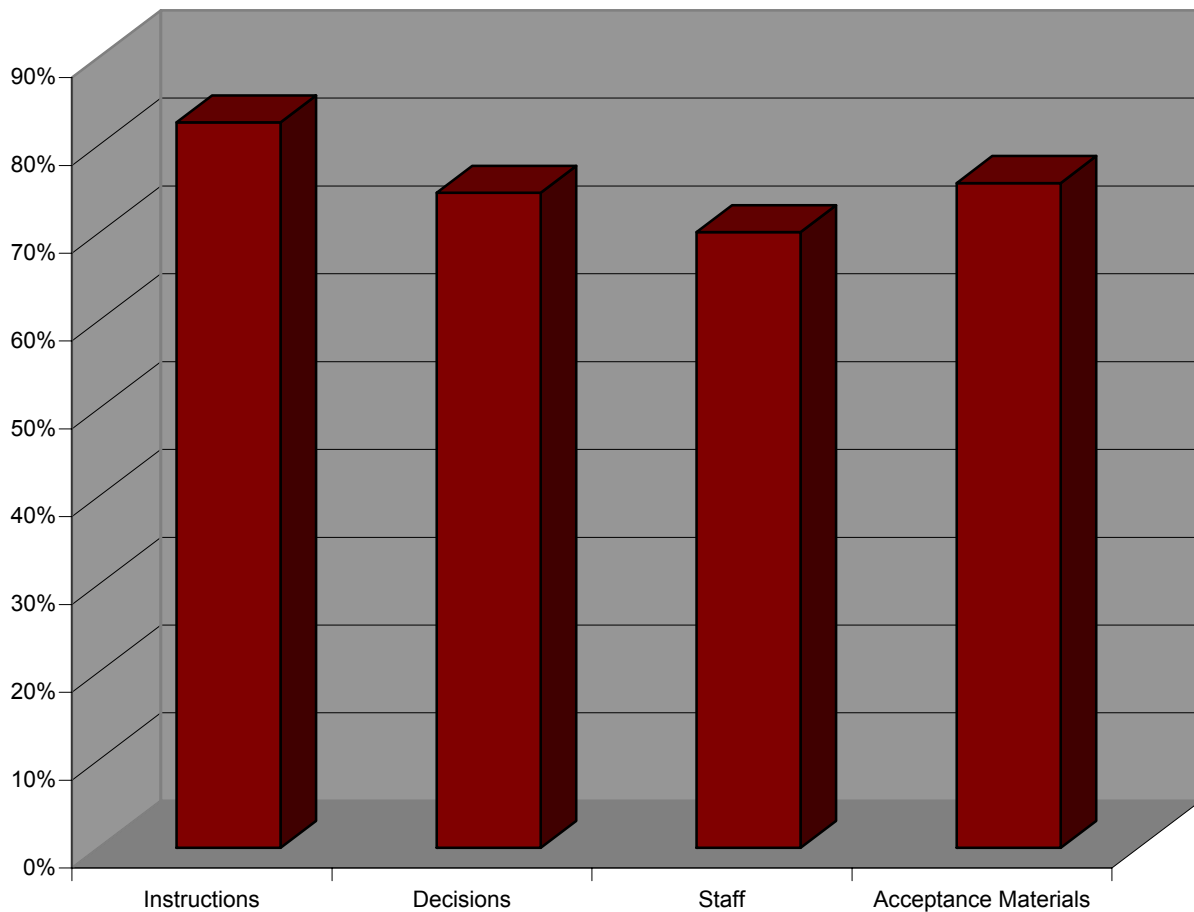


TABLE 5: WHAT IS YOUR OPINION OF THE TRANSFER ADVISEMENT PROCESS?

	Percent responding "Strongly Agree" or "Agree"
The evaluation of my transfer credits was completed in a timely manner	70.5%
Staff in the Center for Academic Advising & Adult Learning were knowledgeable and courteous	59.4%
It was very helpful to be able to read my transfer evaluations online through the audit system	74.8%

Chart 5: What is your opinion of the transfer advisement process?

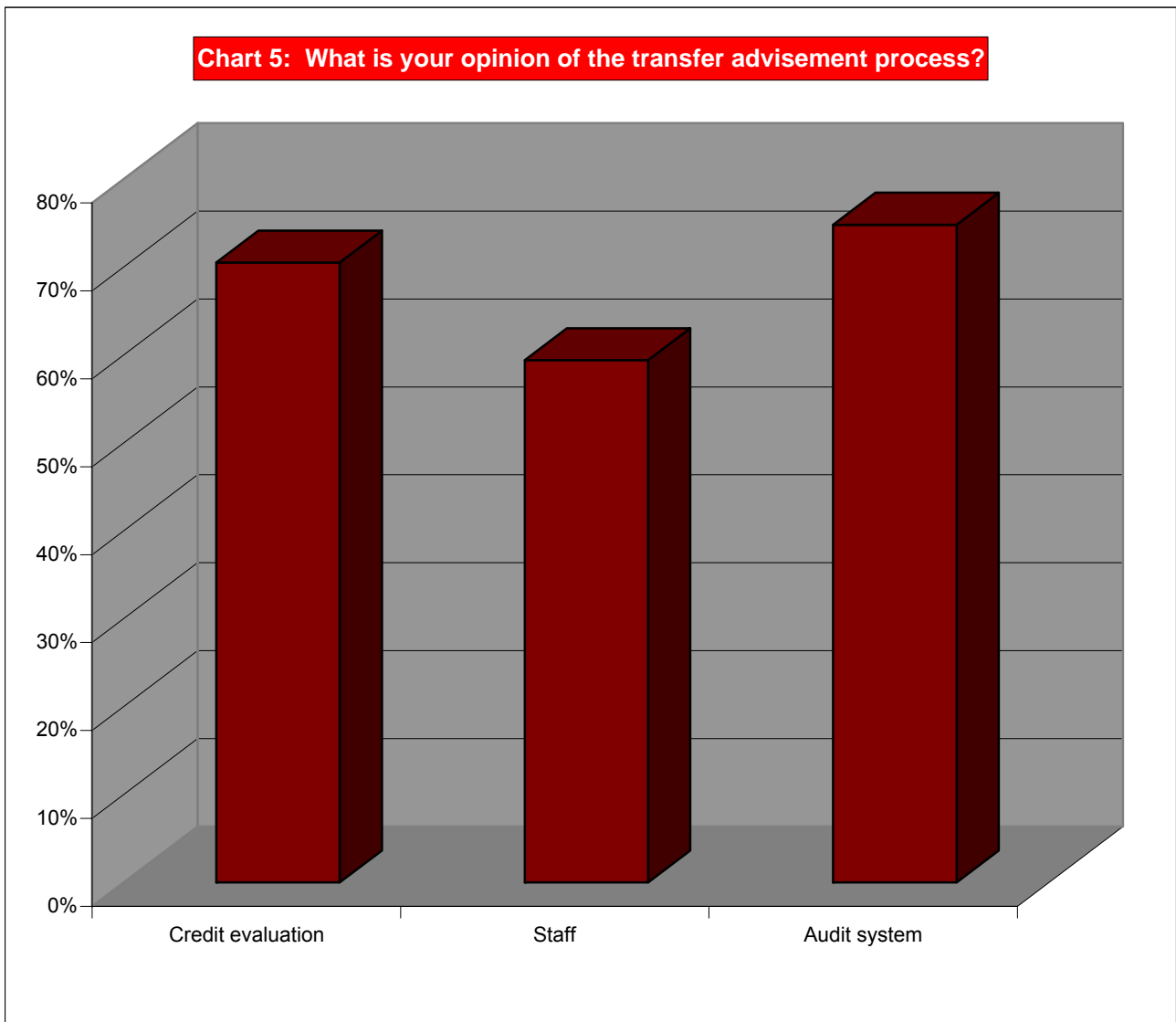


TABLE 6: TRANSFER DAY AT MSU

Did you attend Transfer Day at MSU?

Valid Percent

Yes	77.8%
No	22.2%

Chart 6: Transfer Day at MSU

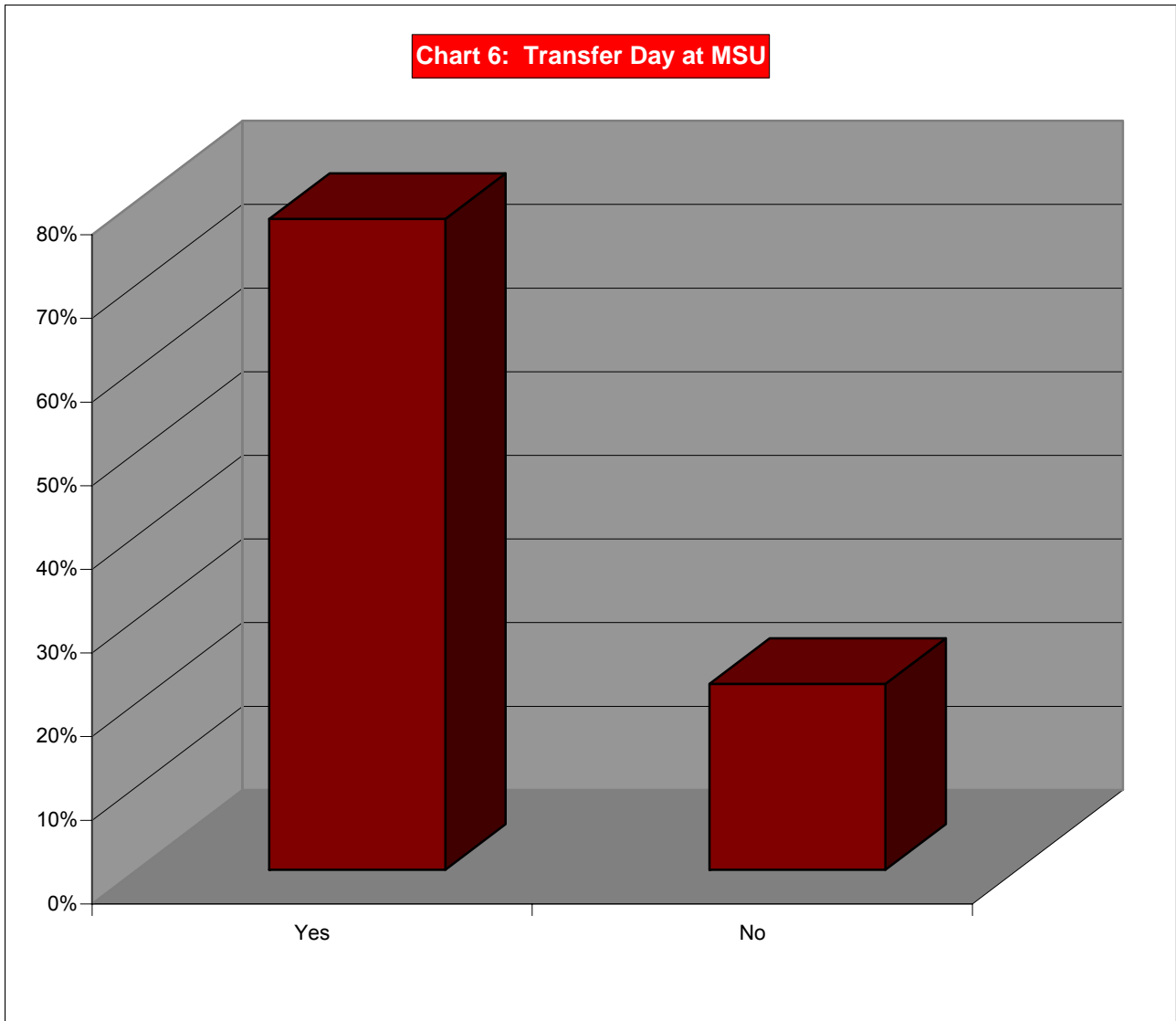


TABLE 7: HOW SATISFIED WERE YOU WITH EVENTS HELD ON TRANSFER DAY?

How satisfied were you with...	Percent responding "Very Satisfied" or "Satisfied"
...the information covered during the event	75.8%
...the advising sessions	62.8%
...the registration process	67.8%
...the helpfulness of staff	80.1%

Chart 7: How satisfied were you with events held on Transfer Day?

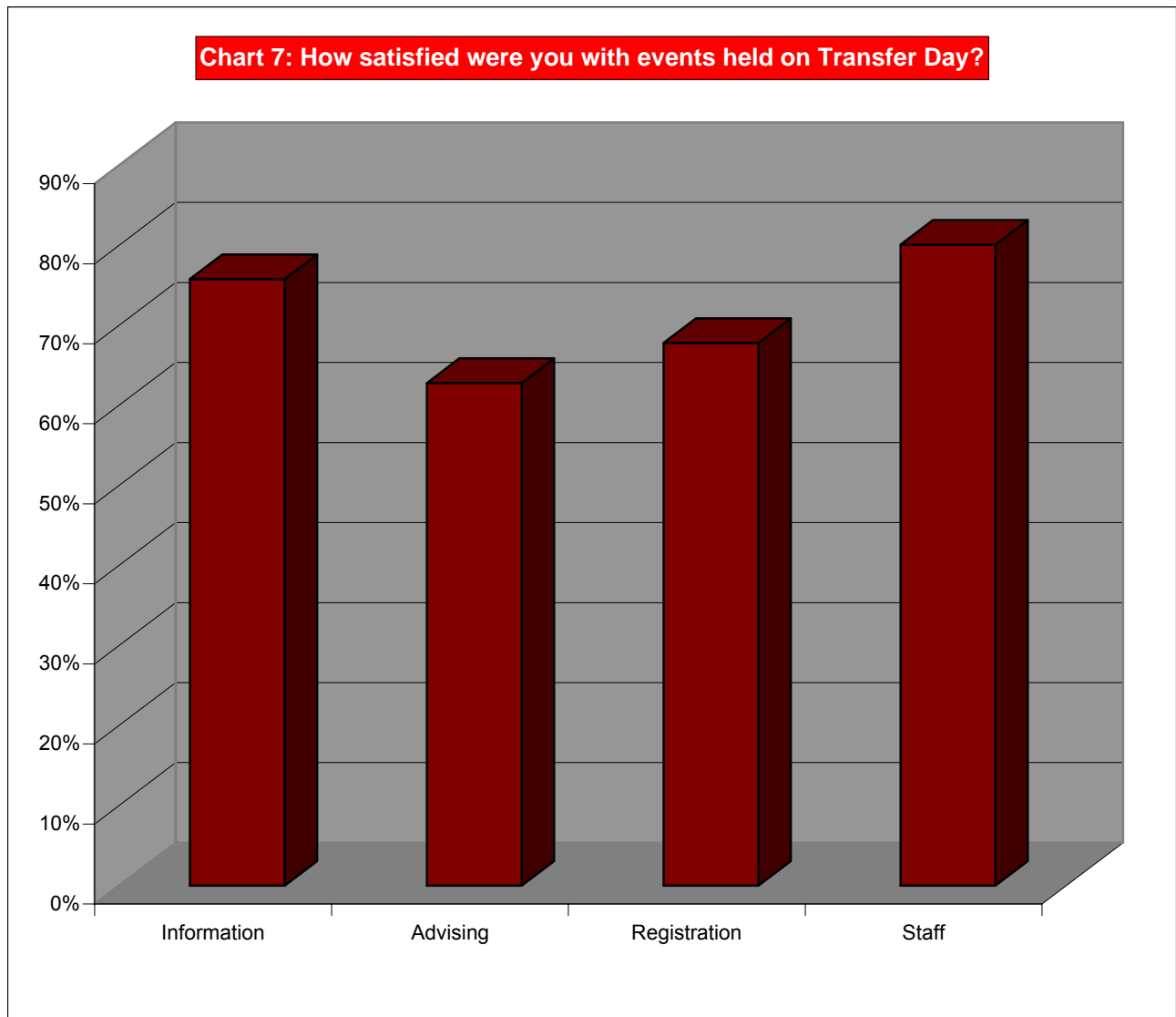


TABLE 8: STUDENTS' PROBABLE CAREERS

Careers	Transfer Students	First-Time Freshmen
accountant/actuary	7.0%	2.9%
actor/entertainer	0.8%	5.5%
architect/urban planner	0.3%	0.2%
artist	2.8%	3.4%
business/clerical	0.0%	0.9%
business/executive	8.5%	6.3%
business owner/proprietor	1.3%	2.9%
business salesperson/buyer	5.0%	1.2%
clergy (minister/priest)	0.3%	0.1%
clinical psychologist	4.0%	1.6%
college teacher/administrator	0.8%	0.4%
computer programmer/analyst	1.8%	1.4%
conservationist/forester	0.3%	0.1%
dentist	0.8%	0.9%
dietitian/nutritionist	1.5%	0.7%
engineer	0.0%	0.4%
farmer/rancher	0.0%	0.1%
foreign service/diplomat	0.0%	0.4%
homemaker	0.0%	0.0%
interior decorator/design	0.0%	0.5%
lab technician/hygienist	0.0%	0.1%
law enforcement officer	1.8%	2.2%
lawyer/judge	2.5%	2.5%
military service	0.3%	0.1%
musician	0.0%	2.5%
nurse/physician's assistant	1.8%	0.3%
optometrist	0.0%	0.1%
pharmacist	1.0%	1.5%
physician	3.8%	4.3%
policy-maker/government	0.5%	0.4%
school counselor	1.3%	0.6%
school principal/super.	0.0%	0.1%
scientific researcher	3.5%	0.4%
social worker	1.8%	0.8%
therapist	2.3%	3.1%
teacher/admin (K-12)	27.3%	21.6%
veterinarian	0.0%	0.2%
writer/journalist	3.0%	3.2%
laborer (skilled or unskilled)	0.3%	0.9%
other career	10.3%	7.9%
undecided/unemployed	4.3%	17.3%

CHART 8: TOP TEN PROBABLE TRANSFER STUDENT CAREERS

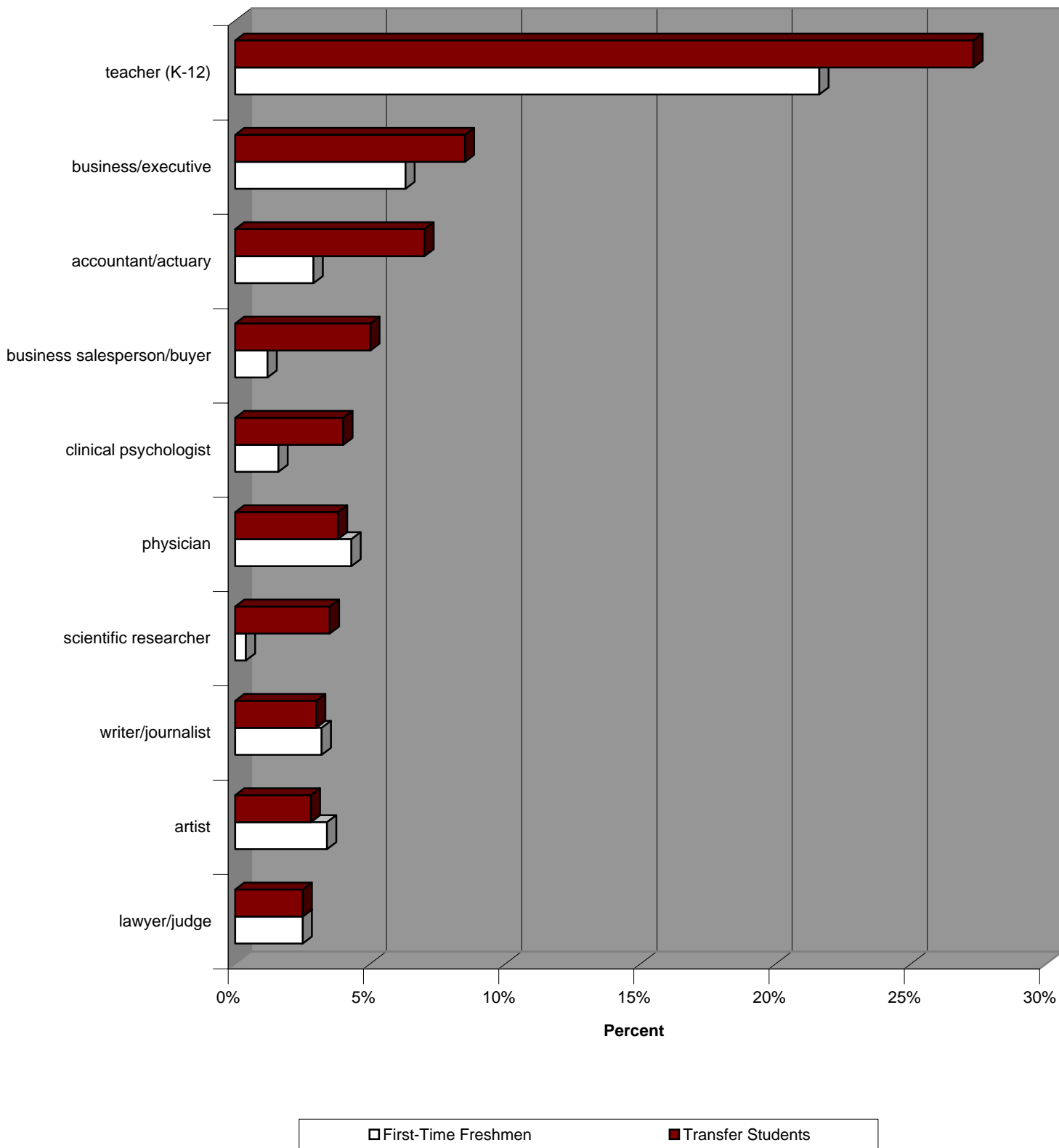


TABLE 9: HIGHEST DEGREE PLANNED

Degree	Transfer Students	First-Time Freshmen
Bachelor's	24.3%	26.9%
Master's	47.7%	50.3%
Advanced Certificate	2.8%	0.0%
Professional (M.D., J.D., D.D.S.)	5.8%	8.2%
Doctoral (Ph.D., Ed.D.)	19.4%	14.8%

Chart 9: Highest degree planned

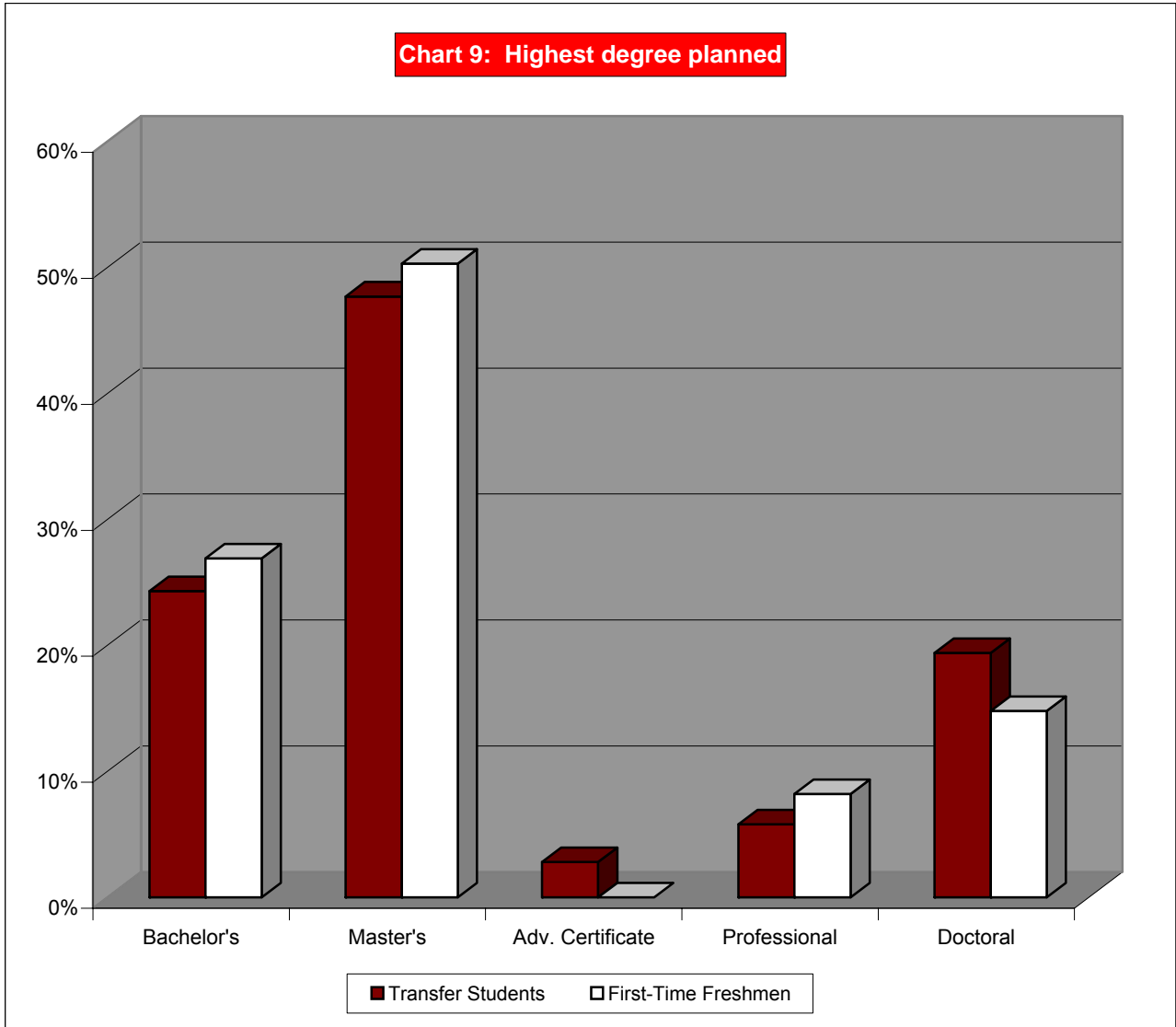


TABLE 10: LIKELY OCCURENCES WHILE AT MSU

How likely is it that while your are at MSU you will..	Transfer Students [1]	First-Time Freshmen [2]
...change your major?	8.1%	13.8%
...participate in student clubs or organizations	18.7%	39.2%
...work full-time while attending college?	39.0%	13.6%
...make at least a "B" average?	78.1%	58.4%
...earn a bachelor's degree?	93.7%	
...transfer to another college before graduating?	3.3%	7.3%
...take time off from your students, or drop out?	1.2%	
...be satisfied with your college?	52.8%	43.9%
...participate in volunteer or community service?	26.1%	17.5%
...communicate regularly with your professors?	52.1%	25.0%

[1] Percent responding "Very good chance."

[2] Percent responding "Very likely" that this will occur to them.

Chart 10: Likely occurrences while at MSU

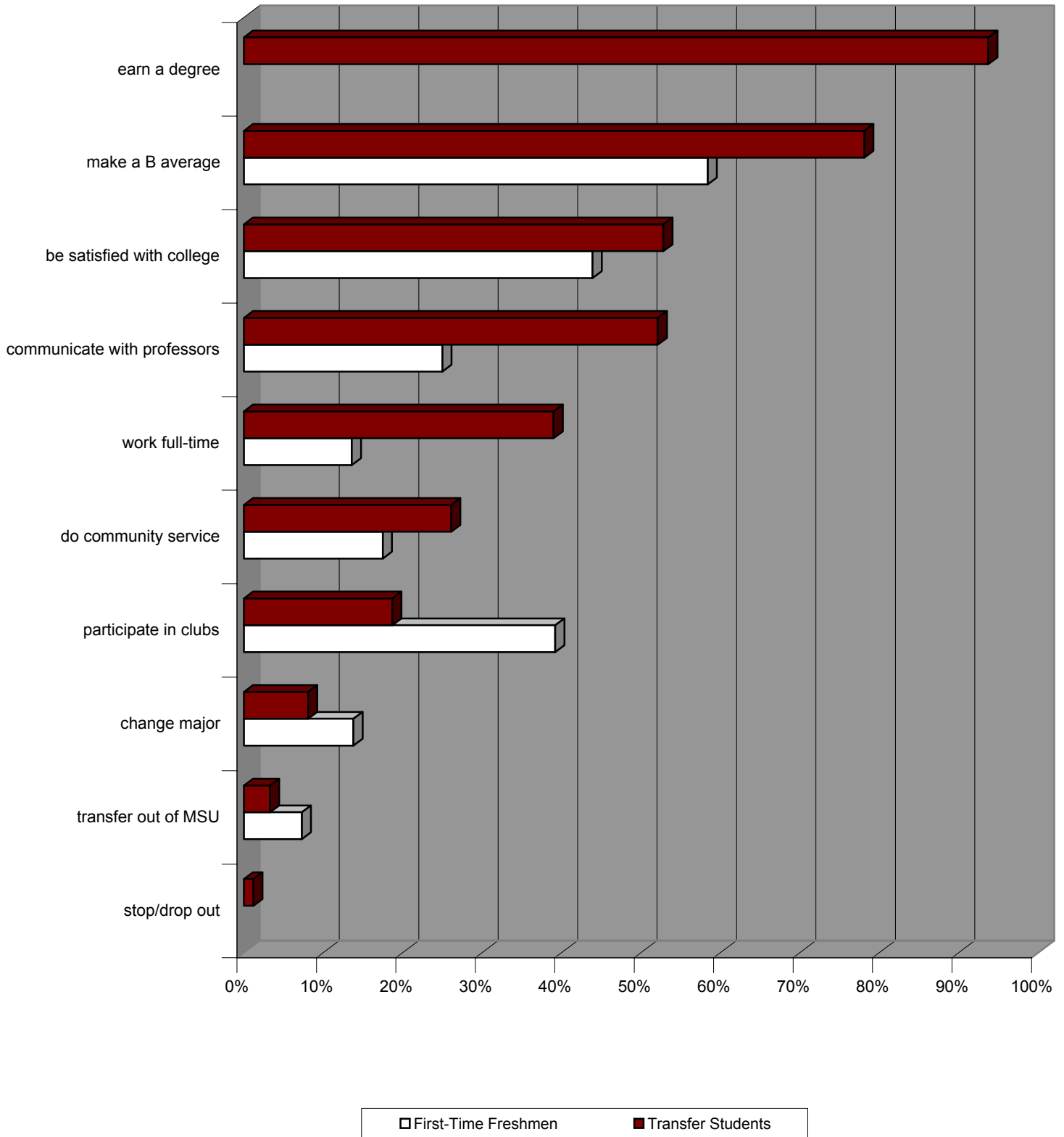


TABLE 11: IMPORTANT PERSONAL GOALS

Please indicate the importance to you personally of each of the following:

	Transfer Students [1]	First-Time Freshmen [1]
Becoming an authority in your field.	79.4%	59.3%
Influencing the political structure and social values.	56.0%	45.8%
Raising a family.	86.1%	77.6%
Being very well off financially.	82.8%	80.1%
Helping others who are in difficulty.	85.8%	65.2%
Writing original works (poems, novels, etc.).	30.6%	21.5%
Becoming an accomplished artist or performer.	20.0%	26.6%
Becoming successful in a business you own.	54.8%	47.2%
Becoming a community leader.	51.4%	32.6%
Improving your understanding of other countries and cultures.	72.0%	45.5%

[1] Percent responding "Essential" or "Very important."

Chart 11: Important personal goals

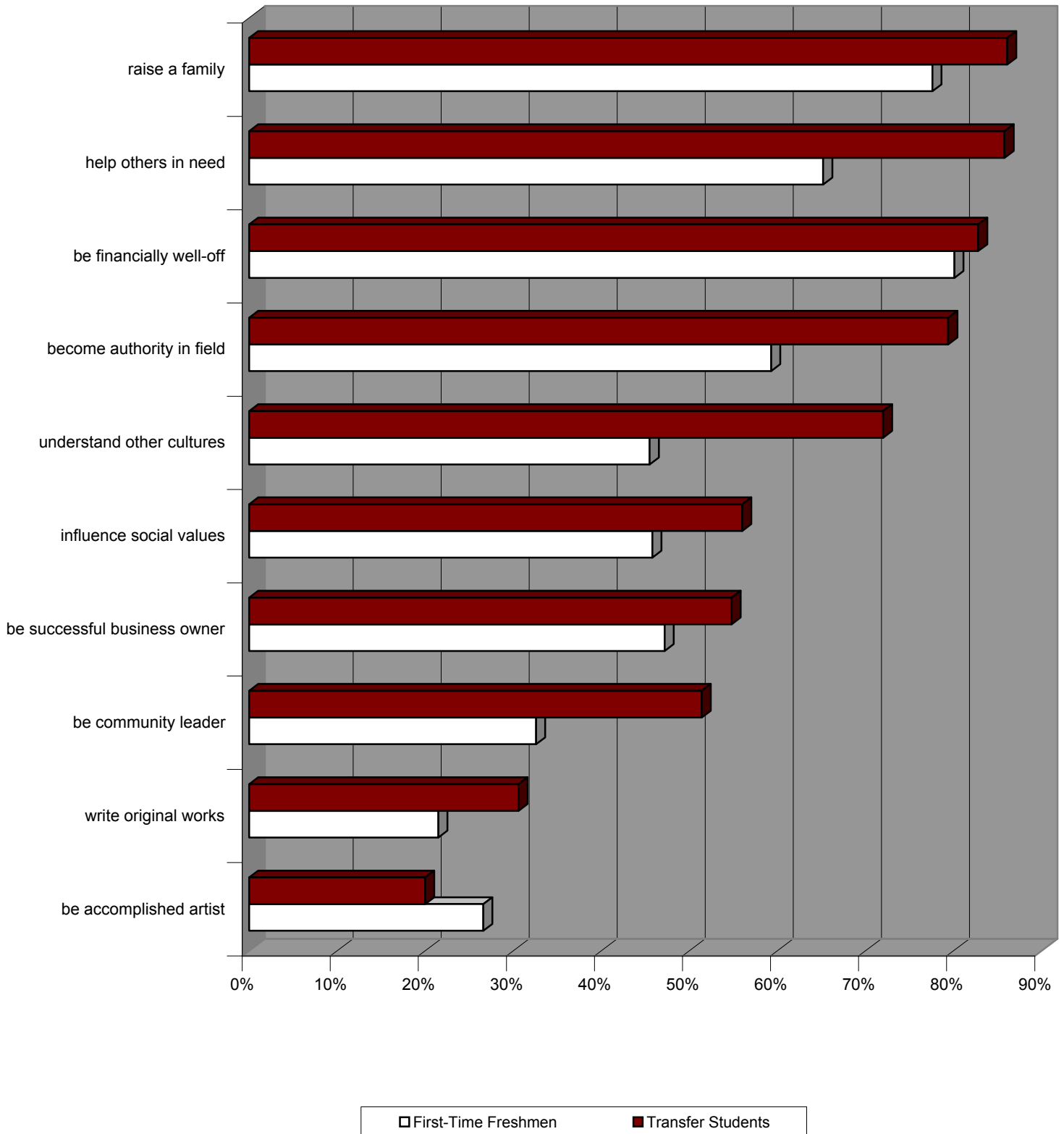


TABLE 12: EXPERIENCES AT PREVIOUS COLLEGE

While at your previous college, how often did you engage in the following:

	Fall 2005 Entering Transfer Students [1]	Spring 2005 NSSE: Freshmen [1]	Seniors [1]
Asked questions in class or contributed to class discussions.	80.8%	68.0%	78.0%
Made a class presentation.	66.4%	57.0%	69.0%
Worked with classmates outside of class to prepare class assignments.	53.3%	38.0%	48.0%
Tutored or taught other students.	28.1%	12.0%	20.0%
Used the Internet to complete a course assignment.	77.8%	52.0%	53.0%
Used email to communicate with a professor.	72.5%	78.0%	72.0%
Discussed ideas from a course with professors outside of class.	45.1%	19.0%	25.0%

[1] Percent responding "Very often" or "Often."

Chart 12: Experiences at previous college

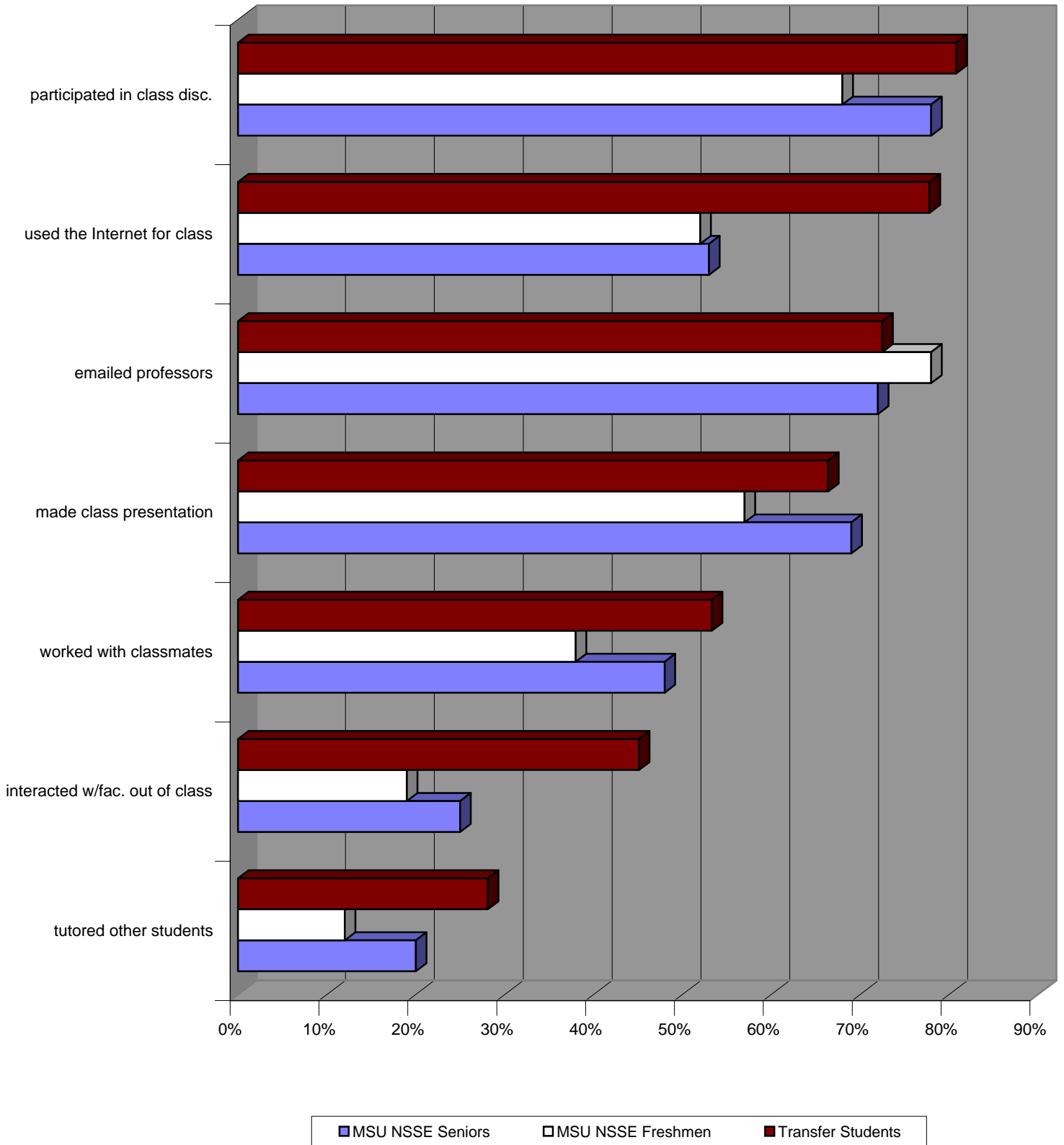


TABLE 13: ACADEMIC EMPHASES AT PREVIOUS COLLEGE

At your previous college, to what extent did your coursework emphasize:

	Fall 2005 Entering Transfer Students [1]	Spring 2005 NSSE: Freshmen [2]	Seniors [2]
Memorizing facts so you can repeat them in pretty much the same form	45.4%	67.0%	61.0%
Analyzing the basic elements of an idea, experience, or theory	73.5%	89.0%	76.0%
Synthesizing and organizing ideas and information into new relationships	63.5%	80.0%	64.0%
Making judgments about how other gathered data and the quality of their conclusions	48.2%	74.0%	65.0%
Applying theories or concepts to practical problems or in new situations	65.2%	77.0%	76.0%

[1] Percent responding "Very much" or "Much."

[2] Percent responding "Very much" or "Quite a bit."

Chart 13: Academic emphases at previous college

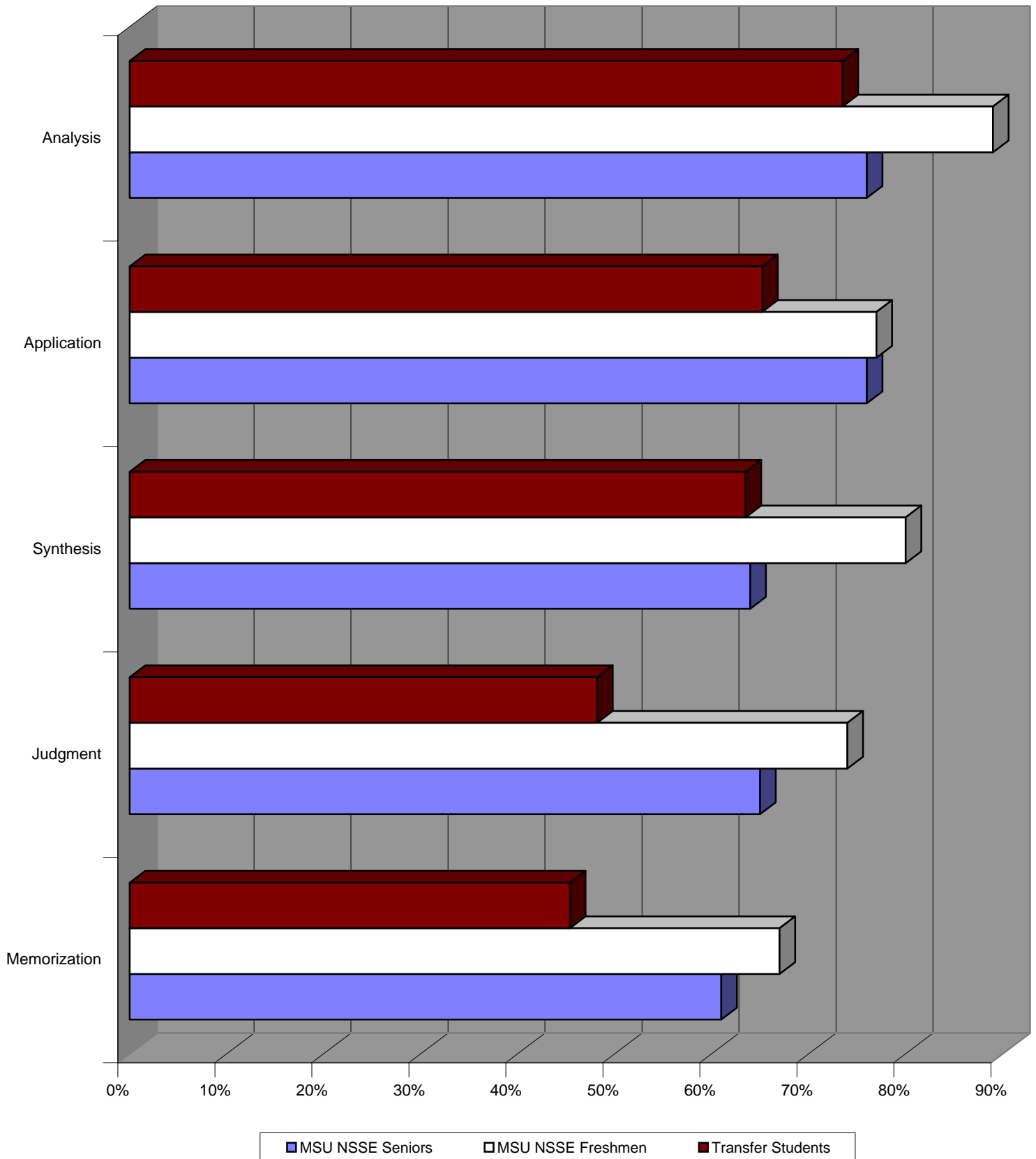
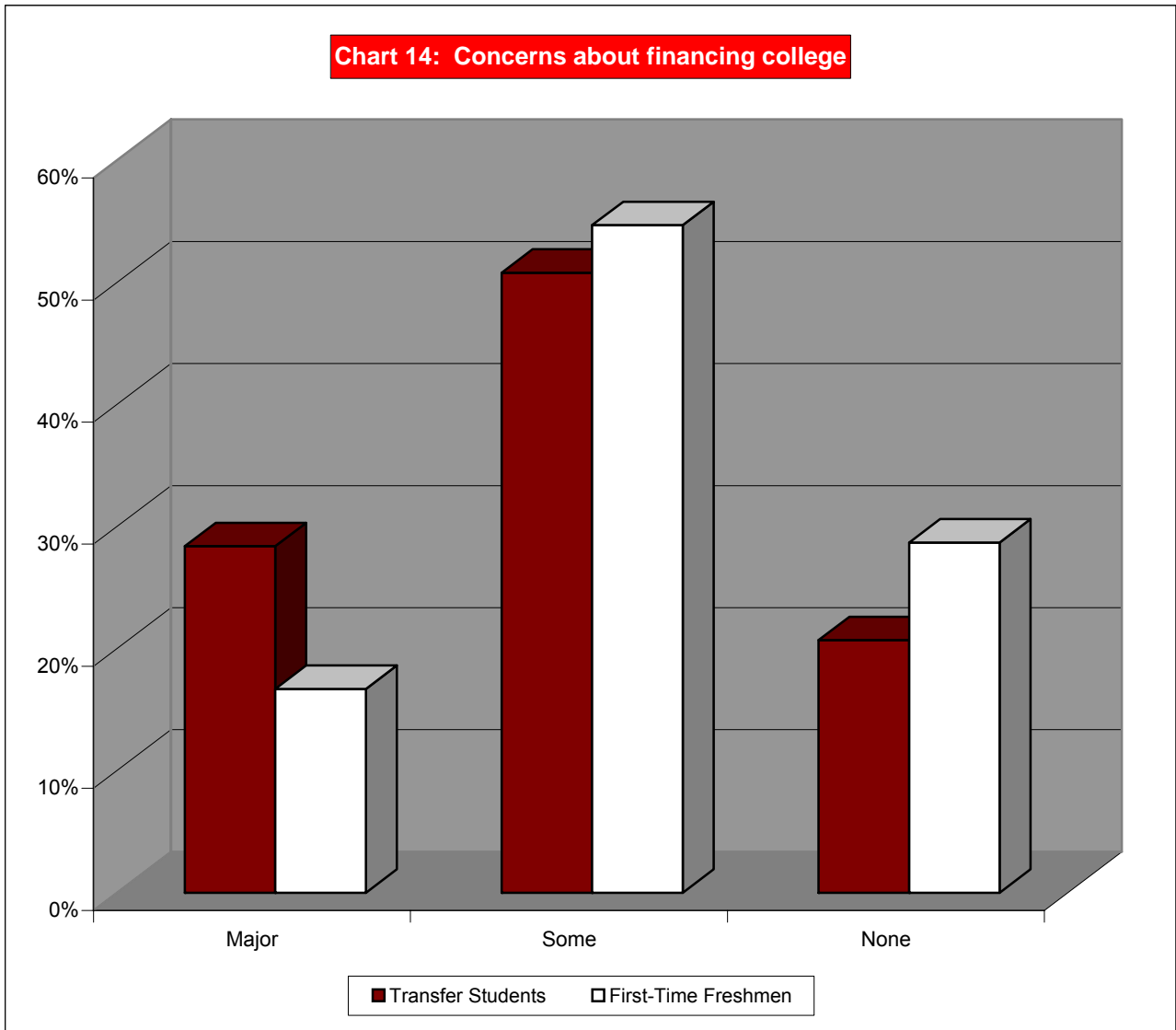


TABLE 14: CONCERNS ABOUT FINANCING COLLEGE

Do you have any concerns about financing your college education?

	Transfer Students	First-Time Freshmen
Major	28.4%	16.7%
Some	50.8%	54.7%
None	20.7%	28.7%

Chart 14: Concerns about financing college



Appendix

TABLE A-1: SURVEY RESPONSE RATES

	Total Number in Entering Cohort	Number Undeliverable	Number of Usable Surveys	Survey Response Rate [1]
Total Population	1,141	4	437	38.4%
<i>Contacted via U.S. Mail</i>	111	0	15	13.5%
<i>Contacted via Email</i>	1,030	4	422	41.1%

[1] The response rate equals the number of usable surveys divided by the total number of survey announcements mailed or emailed minus the number of messages that were undeliverable.

TABLE A-2: REPRESENTATIVENESS OF SURVEY RESPONDENTS - DEMOGRAPHICS

Representativeness by Age

<i>Age Category</i>	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Less than 20	146	13%	54	12%	56	5.69
20 to 24	743	65%	270	62%	285	
25 to 29	130	11%	58	13%	50	
30 to 39	76	7%	30	7%	29	
40 and over	45	4%	25	6%	17	
Missing	1		0			
Totals	1,141		437			df=4

Are the differences between groups statistically significant at the .05 level?
 Is the sample representative of the total population on this scale?

No
Yes

Representativeness by Sex

<i>Sex</i>	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Female	700	61%	293	67%	268	5.98
Male	441	39%	144	33%	169	
Missing	0		0			
Totals	1,141		437			df=1

Are the differences between groups statistically significant at the .05 level?
 Is the sample representative of the total population on this scale?

Yes
No

Representativeness by Race/Ethnicity

<i>Racial/Ethnic Category</i>	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
American Indian/Alaskan Native	2	0%	1	0%	1	3.12
Asian/Pacific Islander	69	7%	23	6%	29	
Black, non-Hispanic	109	11%	39	10%	42	
Hispanic	239	23%	104	26%	93	
White, non-Hispanic	605	59%	231	58%	235	
Missing/Other	117		39			
Totals	1141		437			df=4

Are the differences between groups statistically significant at the .05 level?
 Is the sample representative of the total population on this scale?

No
Yes

Representativeness by Residence

<i>Residence</i>	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
On-Campus	233	20%	102	23%	89	2.29
Off-Campus	908	80%	335	77%	348	
Missing	0		0			
Totals	1,141		437			df=1

Are the differences between groups statistically significant at the .05 level?
 Is the sample representative of the total population on this scale?

No
Yes

TABLE A-3: REPRESENTATIVENESS OF SURVEY RESPONDENTS - ACADEMICS

Representativeness by Class Standing

Class	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Freshman	174	15%	72	16%	67	2.44
Sophomore	387	34%	133	30%	148	
Junior	494	43%	197	45%	189	
Senior	86	8%	35	8%	33	
Totals	1141		437			

Are the differences between groups statistically significant at the .05 level? **No**
 Is the sample representative of the total population on this scale? **Yes**

Representativeness by Attendance Status

Attends	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Full-Time	957	84%	377	86%	367	1.86
Part-Time	184	16%	60	14%	70	
Missing	0		0			
Totals	1,141		437			df=1

Are the differences between groups statistically significant at the .05 level? **No**
 Is the sample representative of the total population on this scale? **Yes**

Representativeness by College/School of Primary Major

College/School Housing Primary Major	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
CEHS	174	15%	65	15%	67	2.74
CHSS	404	35%	142	32%	155	
CSAM	168	15%	74	17%	64	
SART	130	13%	50	13%	50	
SBUS	61	4%	24	4%	24	
Undeclared Major	204	18%	82	19%	78	
Missing	0		0			
Totals	1,141		437			df=5

Are the differences between groups statistically significant at the .05 level? **No**
 Is the sample representative of the total population on this scale? **Yes**

Representativeness by Type of Transfer Institution

Type of Transfer Institution	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
NJ Public 2-year Institution	700	61%	259	59%	268	2.23
non-NJ Public 2-year Institution	40	4%	15	3%	15	
non-NJ Private 2-year Institution	1	0%	0	0%	0	
NJ Public 4-year Institution	86	6%	38	6%	33	
NJ Private 4-year Institution	68	4%	24	4%	26	
non-NJ Public 4-year Institution	79	5%	32	5%	31	
non-NJ Private 4-year Institution	85	6%	33	6%	33	
Other/Proprietary	80	7%	35	8%	31	
Missing	2		1			
Totals	1,141		437			

Are the differences between groups statistically significant at the .05 level? **No**
 Is the sample representative of the total population on this scale? **Yes**

Survey

A SURVEY OF ENTERING TRANSFER STUDENTS

Please fill-in the ovals completely. Do not use other marks such as x or ✓ on the form. Thanks!

1. To how many campuses, <u>other than</u> MSU, did you apply?	None (only MSU)	One Other	Two Others	Three or More Others	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. When deciding where to transfer, how did you rank MSU?	1st choice	2nd choice	3rd choice	<3rd choice	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. To what extent do you agree with each of the following statements describing reasons why you may have wanted to attend MSU?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I wanted to attend MSU because of its strong academic reputation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to attend MSU because of its wide choice of programs and majors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to attend MSU because of the active social life on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to attend MSU because it is close to my home and/or work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to attend MSU because it costs less (in tuition and fees) to attend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to attend MSU because its graduates get good jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to attend MSU because its graduates go to top graduate schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to attend MSU because of its national magazine ranking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to attend MSU because many of my friends already attend the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to attend MSU because I can live on campus in the residence halls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. To what extent do you agree with each of the following statements describing the admissions process?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Instructions on how to apply for admission were readily available and very clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admission decisions were made in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions staff were knowledgeable and courteous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials in the acceptance packet I received were very helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. To what extent do you agree with each of the following statements describing the advisement process?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The evaluation of my transfer credits was completed in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in the Center for Academic Advising & Adult Learning were knowledgeable and courteous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was very helpful to be able to read my transfer evaluations online through the audit system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Did you attend "Transfer Day" at MSU?	Yes	<input type="radio"/> <-- If "No," please jump to question 8.			
	No				
7. How satisfied were you with the following aspects of MSU Transfer Day?	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
The information covered during the event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The advising sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The registration process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The helpfulness of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What is your probable career occupation? _____

9. What is the highest academic degree that you hope to obtain?

	Bachelor's	Master's	Advanced Certificate	Professional (MD/JD)	Doctoral (Ph.D./Ed.D.)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How likely is it that while you are at MSU you will...

	Very good Chance	Some Chance	Very little Chance	No Chance
change your major?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in student clubs or organizations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work full-time while attending college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
make at least a "B" average?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
earn a bachelor's degree (B.A., B.S., etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
transfer to another college before graduating?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
take time off from your studies, or drop out of college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be satisfied with your college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in volunteer or community service work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate regularly with your professors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please indicate the importance to you personally of each of the following:

	Essential	Very Important	Somewhat Important	Not Important
Becoming an authority in your field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing the political structure and social values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising a family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being very well off financially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing original works (poems, novels, short stories, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an accomplished artist or performer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming successful in a business you own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving your understanding of other countries and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. While at your previous college, how often did you engage in the following:

	Very often	Often	Occasionally	Never
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored or taught other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the internet to complete a course assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used email to communicate with a professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from a course with professors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. At your previous college, to what extent did your coursework emphasize:

	Very much	Much	Some	Very little	Not at all
<u>Memorizing</u> facts so you can repeat them in pretty much the same form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Analyzing</u> the basic elements of an idea, experience, or theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Synthesizing</u> and organizing ideas and information into new relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Making judgments</u> about how others gathered data and the quality of their conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Applying</u> theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Do you have any concerns about financing your college education?

	None	Some	Major
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing this survey!

Raw Data Tables

Transfer Student Survey: Raw Data Tables

1. To how many campuses, other than MSU, did you apply?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None - only MSU	255	58.4	58.5	58.5
	One other	90	20.6	20.6	79.1
	Two others	58	13.3	13.3	92.4
	Three or more others	33	7.6	7.6	100.0
	Total	436	99.8	100.0	
Missing	-1	1	.2		
Total		437	100.0		

2. When deciding where to transfer, how did you rank MSU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1st choice	360	82.4	82.8	82.8
	2nd choice	61	14.0	14.0	96.8
	3rd choice	9	2.1	2.1	98.9
	<3rd choice	5	1.1	1.1	100.0
	Total	435	99.5	100.0	
Missing	-1	2	.5		
Total		437	100.0		

I wanted to attend MSU because of its strong academic reputation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	120	27.5	27.5	27.5
	Agree	213	48.7	48.7	76.2
	Neutral	94	21.5	21.5	97.7
	Disagree	5	1.1	1.1	98.9
	Strongly Disagree	5	1.1	1.1	100.0
	Total	437	100.0	100.0	

I wanted to attend MSU because of its wide choice of programs and majors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	118	27.0	27.1	27.1
	Agree	188	43.0	43.1	70.2
	Neutral	102	23.3	23.4	93.6
	Disagree	21	4.8	4.8	98.4
	Strongly Disagree	7	1.6	1.6	100.0
	Total	436	99.8	100.0	
Missing	-1	1	.2		
Total		437	100.0		

I wanted to attend MSU because of the active social life on campus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	40	9.2	9.3	9.3
	Agree	80	18.3	18.6	27.8
	Neutral	197	45.1	45.7	73.5
	Disagree	73	16.7	16.9	90.5
	Strongly Disagree	41	9.4	9.5	100.0
	Total	431	98.6	100.0	
Missing	-1	6	1.4		
Total		437	100.0		

I wanted to attend MSU because it is close to my home and/or work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	188	43.0	43.2	43.2
	Agree	126	28.8	29.0	72.2
	Neutral	55	12.6	12.6	84.8
	Disagree	35	8.0	8.0	92.9
	Strongly Disagree	31	7.1	7.1	100.0
	Total	435	99.5	100.0	
Missing	-1	2	.5		
Total		437	100.0		

I wanted to attend MSU because it costs less (in tuition and fees) to attend.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	152	34.8	34.9	34.9
	Agree	132	30.2	30.3	65.3
	Neutral	97	22.2	22.3	87.6
	Disagree	39	8.9	9.0	96.6
	Strongly Disagree	15	3.4	3.4	100.0
	Total	435	99.5	100.0	
Missing	-1	2	.5		
Total		437	100.0		

I wanted to attend MSU because its graduates get good jobs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	56	12.8	12.9	12.9
	Agree	162	37.1	37.2	50.1
	Neutral	199	45.5	45.7	95.9
	Disagree	12	2.7	2.8	98.6
	Strongly Disagree	6	1.4	1.4	100.0
	Total	435	99.5	100.0	
Missing	-1	2	.5		
Total		437	100.0		

I wanted to attend MSU because its graduates go to top graduate schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	52	11.9	11.9	11.9
	Agree	124	28.4	28.4	40.4
	Neutral	231	52.9	53.0	93.3
	Disagree	24	5.5	5.5	98.9
	Strongly Disagree	5	1.1	1.1	100.0
	Total	436	99.8	100.0	
Missing	-1	1	.2		
Total		437	100.0		

I wanted to attend MSU because of its national magazine ranking.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	6.6	6.7	6.7
	Agree	86	19.7	19.7	26.4
	Neutral	247	56.5	56.7	83.0
	Disagree	53	12.1	12.2	95.2
	Strongly Disagree	21	4.8	4.8	100.0
	Total	436	99.8	100.0	
Missing	-1	1	.2		
Total		437	100.0		

I wanted to attend MSU because many of my friends already attend the university.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	33	7.6	7.6	7.6
	Agree	101	23.1	23.3	30.9
	Neutral	127	29.1	29.3	60.1
	Disagree	88	20.1	20.3	80.4
	Strongly Disagree	85	19.5	19.6	100.0
	Total	434	99.3	100.0	
Missing	-1	3	.7		
Total		437	100.0		

I wanted to attend MSU because I can live on campus in the residence halls.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	41	9.4	9.4	9.4
	Agree	52	11.9	12.0	21.4
	Neutral	119	27.2	27.4	48.7
	Disagree	95	21.7	21.8	70.6
	Strongly Disagree	128	29.3	29.4	100.0
	Total	435	99.5	100.0	
Missing	-1	2	.5		
Total		437	100.0		

Instructions on how to apply for admission were readily available and very clear.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	169	38.7	39.2	39.2
	Agree	187	42.8	43.4	82.6
	Neutral	44	10.1	10.2	92.8
	Disagree	20	4.6	4.6	97.4
	Strongly Disagree	11	2.5	2.6	100.0
	Total	431	98.6	100.0	
Missing	-1	6	1.4		
Total		437	100.0		

Admission decisions were made in a timely manner.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	142	32.5	32.8	32.8
	Agree	181	41.4	41.8	74.6
	Neutral	49	11.2	11.3	85.9
	Disagree	36	8.2	8.3	94.2
	Strongly Disagree	25	5.7	5.8	100.0
	Total	433	99.1	100.0	
Missing	-1	4	.9		
Total		437	100.0		

Admissions staff were knowledgeable and courteous.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	144	33.0	33.3	33.3
	Agree	159	36.4	36.8	70.1
	Neutral	65	14.9	15.0	85.2
	Disagree	36	8.2	8.3	93.5
	Strongly Disagree	28	6.4	6.5	100.0
	Total	432	98.9	100.0	
Missing	-1	5	1.1		
Total		437	100.0		

The materials in the acceptance packet I received were very helpful.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	143	32.7	33.1	33.1
	Agree	184	42.1	42.6	75.7
	Neutral	65	14.9	15.0	90.7
	Disagree	26	5.9	6.0	96.8
	Strongly Disagree	14	3.2	3.2	100.0
	Total	432	98.9	100.0	
Missing	-1	5	1.1		
Total		437	100.0		

The evaluation of my transfer credits was completed in a timely manner.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	121	27.7	27.9	27.9
	Agree	185	42.3	42.6	70.5
	Neutral	59	13.5	13.6	84.1
	Disagree	49	11.2	11.3	95.4
	Strongly Disagree	20	4.6	4.6	100.0
	Total	434	99.3	100.0	
Missing	-1	3	.7		
Total		437	100.0		

Staff in the Center for Academic Advising & Adult Learning were knowledgeable and courteous.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	104	23.8	24.0	24.0
	Agree	153	35.0	35.3	59.4
	Neutral	134	30.7	30.9	90.3
	Disagree	27	6.2	6.2	96.5
	Strongly Disagree	15	3.4	3.5	100.0
	Total	433	99.1	100.0	
Missing	-1	4	.9		
Total		437	100.0		

It was very helpful to be able to read my transfer evaluations online through the audit system.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	169	38.7	39.0	39.0
	Agree	155	35.5	35.8	74.8
	Neutral	63	14.4	14.5	89.4
	Disagree	28	6.4	6.5	95.8
	Strongly Disagree	18	4.1	4.2	100.0
	Total	433	99.1	100.0	
Missing	-1	4	.9		
Total		437	100.0		

6. Did you attend "Transfer Day" at MSU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	337	77.1	77.8	77.8
	No	96	22.0	22.2	100.0
	Total	433	99.1	100.0	
Missing	-1	4	.9		
Total		437	100.0		

The information covered during the event.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	91	27.0	27.5	27.5
	Satisfied	160	47.5	48.3	75.8
	Neutral	47	13.9	14.2	90.0
	Dissatisfied	27	8.0	8.2	98.2
	Very Dissatisfied	6	1.8	1.8	100.0
	Total	331	98.2	100.0	
Missing	-1	6	1.8		
Total		337	100.0		

The advising sessions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	82	24.3	24.6	24.6
	Satisfied	127	37.7	38.1	62.8
	Neutral	75	22.3	22.5	85.3
	Dissatisfied	36	10.7	10.8	96.1
	Very Dissatisfied	13	3.9	3.9	100.0
	Total	333	98.8	100.0	
Missing	-1	4	1.2		
Total		337	100.0		

The registration process.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	82	24.3	24.7	24.7
	Satisfied	143	42.4	43.1	67.8
	Neutral	72	21.4	21.7	89.5
	Dissatisfied	22	6.5	6.6	96.1
	Very Dissatisfied	13	3.9	3.9	100.0
	Total	332	98.5	100.0	
Missing	-1	5	1.5		
Total		337	100.0		

The helpfulness of staff.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	114	33.8	34.3	34.3
	Satisfied	152	45.1	45.8	80.1
	Neutral	42	12.5	12.7	92.8
	Dissatisfied	15	4.5	4.5	97.3
	Very Dissatisfied	9	2.7	2.7	100.0
	Total	332	98.5	100.0	
Missing	-1	5	1.5		
Total		337	100.0		

8. What is your probable career occupation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	accountant/actuary	28	6.4	7.0	7.0
	actor/entertainer	3	.7	.8	7.8
	architect/urban planner	1	.2	.3	8.0
	artist	11	2.5	2.8	10.8
	business/executive	34	7.8	8.5	19.3
	business owner/proprietor	5	1.1	1.3	20.5
	business salesperson/buyer	20	4.6	5.0	25.5
	clergy (minister/priest)	1	.2	.3	25.8
	clinical psychologist	16	3.7	4.0	29.8
	college teacher/administrator	3	.7	.8	30.5
	computer programmer/analyst	7	1.6	1.8	32.3
	conservationist/forester	1	.2	.3	32.5
	dentist	3	.7	.8	33.3
	dietitian/nutritionist	6	1.4	1.5	34.8
	law enforcement officer	7	1.6	1.8	36.5
	lawyer/judge	10	2.3	2.5	39.0
	military service	1	.2	.3	39.3
	nurse/physician's assistant	7	1.6	1.8	41.0
	pharmacist	4	.9	1.0	42.0
	physician	15	3.4	3.8	45.8
	policy-maker/government	2	.5	.5	46.3
	school counselor	5	1.1	1.3	47.5
	scientific researcher	14	3.2	3.5	51.0
	social worker	7	1.6	1.8	52.8
	therapist	9	2.1	2.3	55.0
	teacher/admin. (elementary)	25	5.7	6.3	61.3
	teacher/admin. (secondary)	84	19.2	21.0	82.3
	writer/journalist	12	2.7	3.0	85.3
	laborer (skilled or unskilled)	1	.2	.3	85.5
	other career	41	9.4	10.3	95.8
undecided/unemployed	17	3.9	4.3	100.0	
Total	400	91.5	100.0		
Missing		37	8.5		
Total		437	100.0		

9. What is the highest academic degree that you hope to obtain?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's	105	24.0	24.3	24.3
	Master's	206	47.1	47.7	72.0
	Advanced Certificate	12	2.7	2.8	74.8
	Professional - MD/JD	25	5.7	5.8	80.6
	Doctoral - Ph.D./Ed.D.	84	19.2	19.4	100.0
	Total	432	98.9	100.0	
Missing	-1	5	1.1		
Total		437	100.0		

change your major?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good Chance	35	8.0	8.1	8.1
	Some Chance	67	15.3	15.5	23.6
	Very Little Chance	140	32.0	32.4	56.0
	No Chance	190	43.5	44.0	100.0
	Total	432	98.9	100.0	
Missing	-1	5	1.1		
Total		437	100.0		

participate in student clubs or organizations?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good Chance	80	18.3	18.7	18.7
	Some Chance	170	38.9	39.8	58.5
	Very Little Chance	126	28.8	29.5	88.1
	No Chance	51	11.7	11.9	100.0
	Total	427	97.7	100.0	
Missing	-1	10	2.3		
Total		437	100.0		

work full-time while attending college?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good Chance	165	37.8	39.0	39.0
	Some Chance	95	21.7	22.5	61.5
	Very Little Chance	96	22.0	22.7	84.2
	No Chance	67	15.3	15.8	100.0
	Total	423	96.8	100.0	
Missing	-1	14	3.2		
Total		437	100.0		

make at least a "B" average?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good Chance	335	76.7	78.1	78.1
	Some Chance	87	19.9	20.3	98.4
	Very Little Chance	7	1.6	1.6	100.0
	Total	429	98.2	100.0	
Missing	-1	8	1.8		
Total		437	100.0		

earn a bachelor's degree (B.A., B.S., etc.)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good Chance	401	91.8	93.7	93.7
	Some Chance	19	4.3	4.4	98.1
	Very Little Chance	4	.9	.9	99.1
	No Chance	4	.9	.9	100.0
	Total	428	97.9	100.0	
Missing	-1	9	2.1		
Total		437	100.0		

transfer to another college before graduating?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good Chance	14	3.2	3.3	3.3
	Some Chance	41	9.4	9.6	12.9
	Very Little Chance	131	30.0	30.7	43.6
	No Chance	241	55.1	56.4	100.0
	Total	427	97.7	100.0	
Missing	-1	10	2.3		
Total		437	100.0		

take time off from your studies, or drop out of college?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good Chance	5	1.1	1.2	1.2
	Some Chance	21	4.8	4.9	6.1
	Very Little Chance	98	22.4	23.0	29.0
	No Chance	303	69.3	71.0	100.0
	Total	427	97.7	100.0	
Missing	-1	10	2.3		
Total		437	100.0		

be satisfied with your college?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good Chance	226	51.7	52.8	52.8
	Some Chance	171	39.1	40.0	92.8
	Very Little Chance	21	4.8	4.9	97.7
	No Chance	10	2.3	2.3	100.0
	Total	428	97.9	100.0	
Missing	-1	9	2.1		
Total		437	100.0		

participate in volunteer or community service work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good Chance	112	25.6	26.1	26.1
	Some Chance	183	41.9	42.7	68.8
	Very Little Chance	99	22.7	23.1	91.8
	No Chance	35	8.0	8.2	100.0
	Total	429	98.2	100.0	
Missing	-1	8	1.8		
Total		437	100.0		

communicate regularly with your professors?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good Chance	223	51.0	52.1	52.1
	Some Chance	172	39.4	40.2	92.3
	Very Little Chance	30	6.9	7.0	99.3
	No Chance	3	.7	.7	100.0
	Total	428	97.9	100.0	
Missing	-1	9	2.1		
Total		437	100.0		

Becoming an authority in your field.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Essential	161	36.8	37.6	37.6
	Very Important	179	41.0	41.8	79.4
	Somewhat Important	71	16.2	16.6	96.0
	Not Important	17	3.9	4.0	100.0
	Total	428	97.9	100.0	
Missing	-1	9	2.1		
Total		437	100.0		

Influencing the political structure and social values.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Essential	89	20.4	20.9	20.9
	Very Important	149	34.1	35.1	56.0
	Somewhat Important	148	33.9	34.8	90.8
	Not Important	39	8.9	9.2	100.0
	Total	425	97.3	100.0	
Missing	-1	12	2.7		
Total		437	100.0		

Raising a family.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Essential	254	58.1	59.8	59.8
	Very Important	112	25.6	26.4	86.1
	Somewhat Important	40	9.2	9.4	95.5
	Not Important	19	4.3	4.5	100.0
	Total	425	97.3	100.0	
Missing	-1	12	2.7		
Total		437	100.0		

Being very well off financially.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Essential	228	52.2	53.6	53.6
	Very Important	124	28.4	29.2	82.8
	Somewhat Important	61	14.0	14.4	97.2
	Not Important	12	2.7	2.8	100.0
	Total	425	97.3	100.0	
Missing	-1	12	2.7		
Total		437	100.0		

Helping others who are in difficulty.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Essential	191	43.7	45.0	45.0
	Very Important	173	39.6	40.8	85.8
	Somewhat Important	55	12.6	13.0	98.8
	Not Important	5	1.1	1.2	100.0
	Total	424	97.0	100.0	
Missing	-1	13	3.0		
Total		437	100.0		

Writing original works (poems, novels, short stories, etc.).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Essential	65	14.9	15.3	15.3
	Very Important	65	14.9	15.3	30.6
	Somewhat Important	131	30.0	30.8	61.4
	Not Important	164	37.5	38.6	100.0
	Total	425	97.3	100.0	
Missing	-1	12	2.7		
Total		437	100.0		

Becoming an accomplished artist or performer.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Essential	50	11.4	11.7	11.7
	Very Important	35	8.0	8.2	20.0
	Somewhat Important	104	23.8	24.4	44.4
	Not Important	237	54.2	55.6	100.0
	Total	426	97.5	100.0	
Missing	-1	11	2.5		
Total		437	100.0		

Becoming successful in a business you own.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Essential	137	31.4	32.2	32.2
	Very Important	96	22.0	22.6	54.8
	Somewhat Important	80	18.3	18.8	73.6
	Not Important	112	25.6	26.4	100.0
	Total	425	97.3	100.0	
Missing	-1	12	2.7		
Total		437	100.0		

Becoming a community leader.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Essential	96	22.0	22.4	22.4
	Very Important	124	28.4	29.0	51.4
	Somewhat Important	123	28.1	28.7	80.1
	Not Important	85	19.5	19.9	100.0
	Total	428	97.9	100.0	
Missing	-1	9	2.1		
Total		437	100.0		

Improving your understanding of other countries and cultures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Essential	148	33.9	34.6	34.6
	Very Important	160	36.6	37.4	72.0
	Somewhat Important	93	21.3	21.7	93.7
	Not Important	27	6.2	6.3	100.0
	Total	428	97.9	100.0	
Missing	-1	9	2.1		
Total		437	100.0		

Asked questions in class or contributed to class discussions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	220	50.3	51.6	51.6
	Often	124	28.4	29.1	80.8
	Occasionally	76	17.4	17.8	98.6
	Never	6	1.4	1.4	100.0
	Total	426	97.5	100.0	
Missing	-1	11	2.5		
Total		437	100.0		

Made a class presentation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	161	36.8	37.8	37.8
	Often	122	27.9	28.6	66.4
	Occasionally	126	28.8	29.6	96.0
	Never	17	3.9	4.0	100.0
	Total	426	97.5	100.0	
Missing	-1	11	2.5		
Total		437	100.0		

Worked with classmates outside of class to prepare class assignments.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	129	29.5	30.3	30.3
	Often	98	22.4	23.0	53.3
	Occasionally	147	33.6	34.5	87.8
	Never	52	11.9	12.2	100.0
	Total	426	97.5	100.0	
Missing	-1	11	2.5		
Total		437	100.0		

Tutored or taught other students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	61	14.0	14.4	14.4
	Often	58	13.3	13.7	28.1
	Occasionally	122	27.9	28.8	56.8
	Never	183	41.9	43.2	100.0
	Total	424	97.0	100.0	
Missing	-1	13	3.0		
Total		437	100.0		

Used the internet to complete a course assignment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	222	50.8	52.5	52.5
	Often	107	24.5	25.3	77.8
	Occasionally	59	13.5	13.9	91.7
	Never	35	8.0	8.3	100.0
	Total	423	96.8	100.0	
Missing	-1	14	3.2		
Total		437	100.0		

Used email to communicate with a professor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	202	46.2	47.4	47.4
	Often	107	24.5	25.1	72.5
	Occasionally	80	18.3	18.8	91.3
	Never	37	8.5	8.7	100.0
	Total	426	97.5	100.0	
Missing	-1	11	2.5		
Total		437	100.0		

Discussed ideas from a course with professors outside of class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	113	25.9	26.5	26.5
	Often	79	18.1	18.5	45.1
	Occasionally	154	35.2	36.2	81.2
	Never	80	18.3	18.8	100.0
	Total	426	97.5	100.0	
Missing	-1	11	2.5		
Total		437	100.0		

Memorizing facts so you can repeat them in pretty much the same form.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very much	82	18.8	19.2	19.2
	Much	112	25.6	26.2	45.4
	Some	156	35.7	36.5	82.0
	Very little	56	12.8	13.1	95.1
	Not at all	21	4.8	4.9	100.0
	Total	427	97.7	100.0	
Missing	-1	10	2.3		
Total		437	100.0		

Analyzing the basic elements of an idea, experience, or theory.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very much	128	29.3	30.0	30.0
	Much	186	42.6	43.6	73.5
	Some	87	19.9	20.4	93.9
	Very little	23	5.3	5.4	99.3
	Not at all	3	.7	.7	100.0
	Total	427	97.7	100.0	
Missing	-1	10	2.3		
Total		437	100.0		

Synthesizing and organizing ideas and information into new relationships.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very much	102	23.3	24.0	24.0
	Much	168	38.4	39.5	63.5
	Some	112	25.6	26.4	89.9
	Very little	33	7.6	7.8	97.6
	Not at all	10	2.3	2.4	100.0
	Total	425	97.3	100.0	
Missing	-1	12	2.7		
Total		437	100.0		

Making judgments about how others gathered data and the quality of their conclusions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very much	73	16.7	17.1	17.1
	Much	133	30.4	31.1	48.2
	Some	144	33.0	33.7	82.0
	Very little	50	11.4	11.7	93.7
	Not at all	27	6.2	6.3	100.0
	Total	427	97.7	100.0	
Missing	-1	10	2.3		
Total		437	100.0		

Applying theories or concepts to practical problems or in new situations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very much	126	28.8	29.8	29.8
	Much	150	34.3	35.5	65.2
	Some	105	24.0	24.8	90.1
	Very little	30	6.9	7.1	97.2
	Not at all	12	2.7	2.8	100.0
	Total	423	96.8	100.0	
Missing	-1	14	3.2		
Total		437	100.0		

14. Do you have any concerns about financing your college education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	89	20.4	20.7	20.7
	Some	218	49.9	50.8	71.6
	Major	122	27.9	28.4	100.0
	Total	429	98.2	100.0	
Missing	-1	8	1.8		
Total		437	100.0		