Student Transfer
Survey Report

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Prepared for:
  Minnesota State Colleges and Universities
  Minnesota State College Student Association
  Minnesota State University Student Association

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Survey Results Overview

This document is a summary of a survey of students who had transferred into or within the MNSCU system. Data collection began in December 2013 and ended in early January 2014. The results of this survey are compared to the results of a similar study conducted in 2010.

Transfer Origins

- Slightly more survey respondents in 2013 transferred from outside Minnesota than within (32% vs. 28%).
- Seventy-eight percent (78%) of respondents who transferred within Minnesota came from state community colleges, community and technical colleges, technical colleges, and state universities.
- Seventy-nine percent (79%) of transfers from outside Minnesota reported that they came from public universities, public community colleges, and public technical colleges.
- Slightly more respondents in 2013 had transferred to community colleges than in 2010, but the proportion of student transfers by school type has stayed roughly the same.
- Forty-two percent (42%) of respondents did not consider transferring to institutions other than their current one, while one-third (32%) considered another MN state college or university.
- There was a 5-point increase in the proportion of respondents who completed the MnTC prior to transfer. There was a 1-point increase in the proportion of respondents who completed some MnTC courses or goal areas.
- Fifty-five percent (55%) of respondents completed an Associate, Certificate/Diploma, or Bachelor’s Degree in 2013, a 12-point increase from 2010 (43%).
- Most respondents (61%) transferred within one year after leaving their previous university, similar to the results of 2010 (66%).
- Slightly up from 2010, half of the respondents (49%) report transferring credits from more than one prior institution, a 5-point increase.
Student Satisfaction and Expectations

- Eighty-one percent (81%) of respondents indicated that the general education/Minnesota Transfer Curriculum met or exceeded their expectations. This is a 5-point increase since 2010, including a 6-point increase in those who say it transferred above expectations.
- Seventy-four percent (74%) of students said that the ease of transferring credits “other than General Education/Minnesota Transfer Curriculum” met or exceeded their expectations (an increase from 71% in 2010), including a 3-point rise in those who say it “above” expectations.
- Eighty percent (80%) of respondents indicated the transfer process was either easier than expected or met their expectations, a 6-point increase from the 2010 survey results. This includes an 11-point increase in those who said it was easier than expected.
- Overall satisfaction with the transfer experience has increased; seventy-six percent (76%) of 2013 respondents rated it as good or excellent (vs. 66% in 2010), a 10-point increase.

Planning and Advising

- A slightly greater proportion of respondents (63%) sought advice pertaining to transfer compared to 2010 (60%).
- A lesser proportion of those who sought advice (46%) went to their counselor/advisor for advice compared to 2010 (69%).
- Many more respondents report that they were referred by a wide range of contacts to employees who can provide advice on how to transfer.
- Respondents were most likely to begin planning their transfer in their final semester of college before transferring.
- The highest proportion of respondents (34%) met with staff or faculty at least once every semester before transfer. Roughly the same proportion (about 66%) of respondents used online resources to assist them during their transfer experience as 2010.
- Respondents used various online resources in roughly the same proportions as in 2010.
- There has been a 4-point increase in the use of u.select.
Transfer of Credits

- The highest proportion of respondents attempted to transfer 60 or more credits (33%), a 13-point increase from 2010. This trend shows that respondents are attempting to transfer a greater number of credits overall, as most respondents attempted to transfer 1-30 credits in 2010. Types of credit transferred are roughly the same as in 2010.
- Reasons provided for institutional transfer evaluation decisions are roughly the same as in 2010.
- Course descriptions (56%) and syllabi (51%) are the most requested items for transfer decisions.
- The majority of respondents (92%) were able to obtain the syllabi required to transfer.

Appeals

- Respondent awareness of the appeals process at a campus level increased from 2010 (33%) to 2013 (38%), a 5-point increase.
- Respondents are informed of the transfer appeals process by roughly the same sources as in 2010.
- Respondent appeal rate is the same as in 2010, however there has been a slight rise in the positive outcomes of appeals from 2010 (51%) to 2013 (55%).
- Fifteen percent (15%) of respondents are informed of the system-level appeals process, a significant increase from 2010 in which only one student indicated being aware of the system-level appeals process.
- Of those aware of the system-level appeals process, two-thirds of respondents are informed of the system-level appeals through College/University Website and Faculty.
- The proportion of positive comments from respondents has increased considerably from 19% in 2010 to 33% in 2013, a 14-point increase.
Background

Transfer of credit among colleges and universities in the Minnesota State Colleges and Universities (MnSCU) system is an issue that precedes the system itself. Prior to the creation of the MnSCU system, the legislature recognized the importance of creating degree pathways between two-year colleges and four-year institutions, directing public institutions to create a “transfer curriculum.” The Minnesota Transfer Curriculum (MnTC) was developed in 1994 as a general education agreement around ten goal areas. Transfer was also a primary reason for the legislative merger of colleges and universities in the creation of the MnSCU system in 1995.

In 2010, the Minnesota State College Student Association (MSCSA) and the Minnesota State University Student Association (MSUSA) collaborated with the Minnesota State Colleges and Universities to conduct a survey in order to assess student satisfaction with their transfer experiences and to help improve successful transfer between colleges.

MnSCU, MSCSA and MSUSA contacted the Organizational Effectiveness Research Group (OERG) from Minnesota State University, Mankato in 2013 to perform a follow-up survey.
Methodology

A survey invitation was emailed to 18,768 students who had transferred credits into an institution in the MnSCU system. An invitation to participate and a link to the survey were sent to students at their college or university email address. If this address was not available, the link was sent to students’ personal email addresses. The survey was open from December 3rd, 2013 through January 8th, 2014. Students were sent an initial email with the survey link, as well as three reminder emails.

Survey Topics

The survey asked students about the following topics:

- The types of institution students transferred credits to and from
- The types of degree or credential students completed prior to transfer
- When students began to plan for transfer
- The amount and types of credits students attempted to transfer
- The number of colleges and universities that students had attended prior to transfer
- Knowledge of, frequency of use, and results of the campus and system appeals processes
- Where students get advice
- How prior credits earned transferred for students (as major requirements, electives, etc.)
- How well transfer experiences match the expectations of students
- Satisfaction with the overall transfer experience
Response Rate

Out of 18,768 students who were sent an invitation, 1,543 students completed the survey yielding a response rate around 8%. Questions were embedded into the survey in order to assess whether students were paying attention to the survey. A total of 1,157 respondents passed the attention check. The final sample represented 6% of the population of student transfers. This sample represents a 13% increase in sample size from 2010, in which 1,023 respondents were gathered. Responses of respondents who passed the attention check were compared to responses of participants who did not pass the attention check, and no meaningful differences were found between the two groups.

Summary:

- 18,768 survey invitations were emailed
- 18,746 surveys were delivered successfully
- 1,881 surveys were started
- 1,543 surveys were completed
- 1,157 surveys passed the attention check
Demographics

Gender
Twenty-eight percent (28%) of respondents identified as male, and 72% identified as female.

Age
Forty-six percent (46%) of respondents were between the ages of 18 and 23, 22% were between the ages of 24 and 29, 12% were between the ages of 30 and 35, and 21% of respondents were over 36 years old.

Ethnicity
Eighty-two percent (82%) of respondents identified as White/Caucasian, 6% identified as Asian, 6% identified as Black/African American, 2% identified as Hispanic/Latino, 1% identified as American Indian/Native American, and 3% indicated other.

GPA
Fifty-one percent (51%) of respondents indicated a GPA between 3.5 and 4.0, 31% between 3.0 and 3.49, 12% between 2.5-2.99, 3% between 2.0 and 2.49, and 1% below 2.0. Three percent (3%) indicated that they did not know or were unsure of their GPA.

Sample Representativeness
The students who responded to the survey were compared to the population from which they were drawn.

The respondents appear to be somewhat more mature and/or conscientious (slightly older, greater number of credits) than the non-respondents. Although statistically significant, the differences between the two groups for grades were not meaningful, especially when comparing the overall trends in responses between the 2010 and 2013 surveys.
The sample was overrepresented with females, but this is to be expected. Research has shown that male students are much less cooperative research subjects than female students, and that males do not participate in studies as often as females. Further, males’ no-show rate for lab studies is higher, males are less attentive in survey studies, and males have a higher dropout rate than females.

The two groups of students were compared on the following variables:

- Average number of credits earned
- Average age as of 1/1/14
- Average number of undergraduate transfer credits accepted
- Average GPA
- Admission status
- Race-ethnicity
- Gender

The population included 17,798 students and 1,157 students responded to the survey. The results can be summarized as follows:

- Respondents’ average number of credits earned was not significantly different from the population.
- Respondents averaged 2.3 years older than the population, a statistically significant difference.
- The respondents averaged 50.8 undergraduate transfer credits, a significantly higher amount than the population’s 39.3.
- The respondents’ average GPA was 3.38, versus the population’s 3.12. This difference is statistically significant.
- The admission status profile of the respondents was significantly different from that of the population. Survey respondents included a disproportionately high number of undergraduate transfer students compared to the population. All other categories were essentially alike.
- The two groups had racial/ethnic profiles that were not significantly different.
- Substantially more of the survey respondents were female (72%), than were students in the population (58% female). This difference was statistically significant.
Transfer Origins

*Slightly more students (32%) transferred from outside Minnesota than in 2010 (28%).*

Of the survey respondents, 68% transferred from a college or university within Minnesota, and 32% transferred from a college or university outside of Minnesota.

“Think about your most recent transfer experience. Did you transfer from a college or university in Minnesota?”
Transfers within Minnesota

Seventy-eight percent (78%) of respondents who transferred within Minnesota came from state community colleges, community and technical colleges, technical colleges and state universities.

Of the 68% of respondents who transferred from a college or university within Minnesota, 33% transferred from a state community college, 25% transferred from a state community and technical college, 13% from a state university (other than the University of Minnesota), 11% from a private college or university, 9% from the University of Minnesota, 7% from a state technical college, 1% from a private career college, and 1% from a private online university.

“Which type of school did you most recently attend and transfer credits from?”
Transfers from Outside Minnesota

Seventy-nine (79%) of transfers from outside Minnesota come from public universities, public community colleges and public technical colleges.

Of the 32% of respondents who transferred from a college or university outside of Minnesota, 37% transferred from a public university, 29% from a public community college, 16% from a private college or university, 13% from a public technical college, 5% from a college or university outside the United States, 1% from a private online university, and 1% from a private career college.

“Which type of out-of-state school did you most recently attend and transfer credits from?”
Current Minnesota Transfer Placements

Slightly more respondents in 2013 had transferred to community colleges than in 2010, but the proportion of student transfers by school type was roughly the same.

Fifty-seven percent (57%) of students transferred to a state university, 19% transferred to a community college, 11% transferred to a technical college, and 13% transferred to a state community and technical college.

“Which type of school did you most recently transfer credits to?”
College Considerations

*Forty-two percent (42%) of respondents did not consider transferring to institutions other than their current one, while 32% considered another MN state college or university.*

Forty-two percent (42%) of respondents did not consider any other colleges or universities prior to transfer. Thirty-two percent (32%) of respondents considered another Minnesota state, college or university (not the University of Minnesota), 18% considered the University of Minnesota, 13% considered a private college or university in Minnesota, and 16% considered a college or university outside of Minnesota.

“Other than your current college or university, where did you consider transferring to?”
Completion of Minnesota Transfer Curriculum

There was a 5-point increase in the proportion of respondents who completed the MnTC prior to transfer. There was a 1-point increase in the proportion of respondents who completed some MnTC courses or goal areas.

Thirty-five percent (35%) of respondents indicated that they had completed the Minnesota Transfer Curriculum prior to transferring to their current college or university (5-point increase since 2010), and 25% indicated that they had completed some MnTC courses or goal areas. Sixteen percent (16%) stated that they did not complete the MnTC, and 24% stated that they did not know whether they had completed the MnTC.

“Did you complete the Minnesota Transfer Curriculum prior to transferring to your current college or university?”
Degree Completion Prior to Transfer

Fifty-five percent (55%) of respondents completed an Associate, Certificate/Diploma, or Bachelor’s Degree in 2013, a 12-point increase from 2010 (43%).

Twenty percent (20%) of respondents completed an Associate in Arts, 9% completed an Associate in Science degree, 9% completed an Associate in Applied Science, 9% completed a Bachelor’s Degree, 7% completed a certificate or diploma, and 1% completed an Associate in Fine Arts prior to transfer. Forty-five percent (45%) of respondents did not complete a degree/certificate/diploma prior to transfer.

“If you completed a degree/certificate/diploma prior to transfer, what was it?”
Continuous Enrollment Prior to Transfer

*Most respondents (61%) transferred within one year after leaving their previous university, similar to the results of 2010 (66%).*

Sixty-one percent (61%) of respondents transferred within one year or less after leaving their previous college or university. Sixteen percent (16%) attempted to transfer credits between one and two years after leaving, 8% between three and five years, 6% between six and ten years, and 10% attempted transfer more than ten years after transferring.

Note: Data from 6-10 years is excluded from the graph.

“How much time elapsed between your attendance at your last college or university and enrollment at your current college or university?”
Number of Institutions Attended

Slightly up from 2010, half of the respondents in 2013 reported transferring credits from more than one prior institution, a 5-point increase.

Exactly half of the respondents (50%) have attended only one institution prior to transfer. Thirty-two percent (32%) of respondents attended two institutions prior to transfer, 12% attended three prior institutions, and 6% attended four or more institutions prior to attendance at their current institution (note: these percentages are grouped in the “three or more” column in the graph). In 2010, 55% of respondents had attended only one institution prior to transfer.

“What is the total number of colleges/universities you have attended, including your current college or university?”
Student Satisfaction and Expectations

Transfer of General Education/Minnesota Transfer Curriculum

Eighty-one percent (81%) of respondents indicated that the general education/Minnesota Transfer Curriculum met or exceeded their expectations. This is a 5-point increase since 2010, including a 6-point increase in those who stated it was above their expectations.

When asked how easy it was to transfer general education/Minnesota Transfer Curriculum credits compared to their expectations, 17% of respondents stated that it was above their expectations, 64% stated that it met their expectations, and 19% stated that it was below their expectations.

“How did your general education/Minnesota Transfer Curriculum credits transfer compared to your expectations?”
Transfer of Credits Outside General Education/Minnesota Transfer Curriculum

*Student perception of the ease of program and major credits transfer is nearly the same in 2013 and 2010, yet reflects a 3-point increase in positive perception since 2010.*

Those who transferred credits other than general education/Minnesota Transfer Curriculum credits were asked how their credits transferred compared to their expectations. Twelve percent (12%) of respondents (vs. 9% in 2010) stated that it was better than they expected, 62% stated that it met their expectations, and 26% stated that it was below their expectations.

“*How did your credits, other than general education/Minnesota Transfer Curriculum courses, transfer compared to your expectations?”*
Ease of Transfer

Eighty percent (80%) of respondents indicated that the transfer process was either easier than expected or met their expectations. This is a 6-point increase from the 2010 survey results, including an 11-point increase in those who said it was easier than expected.

Respondents were asked how easy it was to transfer credits compared to their expectations. Thirty-nine percent (39%) of respondents said it was easier than expected, 41% said it met their expectations, and 20% said it was more difficult than expected.

“How easy was it to transfer credits, compared to what you expected?”
Overall Satisfaction

Over three-fourths of the respondents (76%) rated their overall satisfaction as good or excellent. This is a 10-point increase from the 2010 survey results including a 6-point increase in those who rated it as excellent, and a 4-point increase in those who rated it as good.

Respondents were asked to rate their overall satisfaction with their transfer experience. Twenty-seven percent (27%) rated their transfer experience as excellent, 49% as good, 16% as fair, and 8% as poor. Additional analyses revealed that females were significantly more dissatisfied than males.

“Please rate your overall satisfaction with your transfer experience (including advising, ease of the process, available information, outcome of transfer, etc.)”
Planning and Advising

Seeking of Advice

The proportion of respondents who seek advice pertaining to transfer increased slightly from 2010, a 3-point increase.

Of the respondents, 63% stated that they sought advice regarding the transfer of their credits, while 37% indicated that they did not seek advice.

“Did you seek advice regarding the transfer of your credits?”
Sources of Advice

A lesser proportion of respondents (46%) seek advice from their counselor/advisor compared to 2010 (69%).

Among respondents who sought advice at their last college or university, 46% sought advice from a counselor/advisor (a considerable decrease from 69% in 2010), 16% from an admissions counselor (vs. 22% in 2010), 12% from a registrar (vs. 20% in 2010), 10% from a faculty advisor (vs. 6% in 2010), and 4% from another faculty member (vs. 6% in 2010). Eight percent (8%) of those who sought advice did so only at their current college or university (vs. 10% in 2010). Ten percent (10%) sought advice from friends, family or fellow students (vs. 11% in 2010). Two percent (2%) sought out other sources (vs. 3% in 2010). Despite more respondents indicating that they sought advice overall (63% vs. 60%), only the respondents who indicated that they sought advice were asked to indicate their source of advice. This question asked students to “check all that apply,” meaning that in 2010, students sought advice from a wider variety of sources than in 2013.

“Who did you go to for advice regarding your credit transfer at your last college or university?”
Referral Origins

Many more respondents report that they are referred, by a wide range of contacts, to employees who can provide advice on how to transfer.

Sixty-five percent (65%) of respondents indicated that friends, family or fellow students referred them to an employee for transfer advice; this represents a considerable increase from 38% in 2010. Thirty-seven percent (37%) were referred to other employees by a faculty member (vs. 26% in 2010). Twenty percent (20%) reported that a counselor/advisor referred them to speak with another employee for advice, 25% were referred to others by registrars, 30% were referred by faculty advisors, and 20% were referred by admission counselors.

Note: Data from 2010 did not have a referral rate for registrars or counselors/advisors.

“Did your ______ at your last college/university refer you to speak with another employee who could advise you on the credit transfer process?”
Transfer Planning Timeline and Frequency

*Respondents were most likely to begin planning their transfer in their final semester of college before transferring.*

While 19% of respondents began actively planning for transfer before or during their first semester at their last college or university, 18% began planning after their first semester but before their final semester, 24% did not begin planning for transfer until one semester before they planned to transfer, and 15% stated that they did not begin planning until after they were already enrolled in their current college or university. Twenty-four percent (24%) indicated that they were not sure when active planning began.

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<table>
<thead>
<tr>
<th>Timing for Planning for Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before or during first semester</td>
</tr>
<tr>
<td>After first semester, before final semester</td>
</tr>
<tr>
<td>Final semester</td>
</tr>
<tr>
<td>After transfer</td>
</tr>
<tr>
<td>Not sure when planning began</td>
</tr>
</tbody>
</table>
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“When did you begin actively planning for transfer?”
Frequency of Advising

The highest proportion of respondents met with staff or faculty at least once every semester before transfer.

Respondents were asked how often they met with staff or faculty at their last college or university about transfer. Thirty-four percent (34%) of respondents indicated meeting at least once every semester, 17% indicated meeting at least once per year, and 16% indicated meeting less than once per year. Thirty-three percent (33%) of respondents indicated they did not meet with advising staff or faculty before transferring.

“How often did you meet with staff or faculty at your last college/university about transfer?”

Note: 2010 did not report data for “Did not meet before transferring.”
Use of Online Resources

*Roughly the same proportion of respondents in 2013 used online resources to assist them during their transfer experience than did in 2010.*

Sixty-six percent (66%) of respondents indicated that they utilized online resources to assist them during their transfer experience, while 34% indicated that they did not use online resources.

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“Did you use online resources to assist you during the transfer process?”
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![Online Resource Use Chart](image_url)
Types of Online Resources

*Respondents used various online resources in roughly the same proportions as in 2010.*

Respondents who used online transfer resources were asked to identify the resources they used. Online resources offered by individual institutions were the most common response. Thirty-seven percent (37%) of respondents indicated that they used the website of the college or university they last attended, while 53% used the website of their current institution. Fewer respondents turned to online resources sponsored by the MnSCU system: 21% of respondents indicated the use of the website [www.mntransfer.org](http://www.mntransfer.org), and 10% indicated the use of U.select (a 4-point increase from 2010). Two percent (2%) indicated the use of other online resources.

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<table>
<thead>
<tr>
<th>Resource</th>
<th>2010</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Institution's Website</td>
<td>53%</td>
<td>59%</td>
</tr>
<tr>
<td>Last College/University Website</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>MnSCU Website</td>
<td>22%</td>
<td>21%</td>
</tr>
<tr>
<td>U.select</td>
<td>6%</td>
<td>10%</td>
</tr>
</tbody>
</table>
```

“Which online resources did you use to assist you during the transfer process?”
Transfer of Credits

Total Number of Credits Transferred

The highest proportion of respondents attempted to transfer 60 or more credits, a 13-point increase from 2010. This trend shows that respondents are attempting to transfer a greater number of credits overall, as most respondents attempted to transfer 1-30 credits in 2010.

Twenty-nine percent (29%) of respondents attempted to transfer 1 to 30 credits. Thirteen percent (13%) had 31-45 credits, 14% had 46-60 credits, and 33% attempted to transfer more than 60 credits. Eleven percent (11%) of respondents were not sure how many credits they had attempted to transfer.

“What is the total number of credits you wanted to transfer to your current college or university?”
Types of Transfer Credits

Types of credit transferred or attempted to transfer are roughly the same as in 2010.

Respondents were asked to identify the type of credit they attempted to transfer. Eighty-nine percent (89%) attempted to transfer general education/Minnesota Transfer Curriculum credits, and 52% attempted to transfer credits in their major/program. In addition, 15% attempted to transfer PSEO credits and 12% attempted to receive credit for course requirements met by AP, IB, or CLEP exams. Eleven percent (11%) attempted to transfer technical credits, 4% attempted to transfer military credits, 2% international credits, and 9% attempted to transfer credits qualified as other.

“What type of credits did you attempt to transfer?”
Reasons for Transfer Decision

*Reasons for transfer decisions are roughly the same as in 2010.*

Forty-nine percent (49%) of respondents indicated that credits transferred as expected, compared to 47% in 2010. Those respondents who did not have credits transfer as expected identified the following reasons: twenty-four percent (24%) stated that the course was not deemed to be equivalent to the required course, 15% indicated that credits transferred in as an elective rather than a major requirement, 12% stated that there was not enough information to prove course equivalency, 7% indicated that the course was taken too long ago, 6% stated that there was no articulation agreement available between programs, and 3% stated that the credits were developmental or remedial credits. Eleven percent (11%) stated that no reason was given for the decision.

“*If your credits did not initially transfer as you expected, what reasons were you given for the decision?”*
Additional Materials

*Course descriptions and syllabi are the most requested items for transfer decisions.*

Respondents were asked if they had to submit additional materials other than a transcript. Fifty-six percent (56%) of respondents indicated that a course description was requested. Fifty-one percent (51%) of respondents indicated that syllabi were required. Twenty-four percent (24%) indicated that a course outline was required, and 5% indicated that other materials were required. Forty percent (40%) of respondents replied that their college or university did not require more than their transcript.

“Other than a transcript, did your current college or university require you to provide any of the following information about courses you had previously taken?”
Syllabi Acquisition

The majority of respondents were able to obtain the syllabi required to transfer.

Respondents who indicated that they needed to provide a syllabus when transferring were then asked if they were able to obtain the required syllabus. Fifty-six percent (56%) of respondents indicated that they required the syllabus from the faculty member who previously taught the course, while 36% had saved their syllabus. Eight percent (8%) of respondents were not able to obtain the required syllabus.

“Were you able to obtain the required syllabus?”
Appeals

Knowledge of Appeals Process

*Respondent awareness of the appeals process increased slightly from 2010, a 5-point increase.*

Respondents who indicated that their credits did not initially transfer as expected were asked whether they were aware of an appeals process at their current college or university. Thirty-eight percent (38%) indicated that they knew about an appeals process, while 62% indicated that they did not know about an appeals process.

“Did you know about a transfer appeals process at your current college or university?”
Source of Information

Respondents are informed of the transfer appeals process by roughly the same sources as in 2010.

Respondents who were aware of the college or university appeals process were asked how they learned about it. Just as in 2010, 11% stated it was on their college or university website and 11% heard about it from another student. However, there was a slight increase in the number who had learned about appeals from faculty, staff, or administrators on their campus (53% in 2013 vs. 50% in 2010). Nine percent (9%) indicated it was included in their credit transfer evaluation (vs. 7% in 2010). Only 6% stated it was in the college or university course catalog (vs. 8% in 2010), and 4% indicated other. Six percent (6%) did not know where they heard about the transfer credit appeals process.

Awareness of Appeals Process

“How did you find out about the transfer appeals process at your current college or university?”

Note: The 2010 report did not report results for “Other” and “Do not know.”
Result of Appeal

*Respondent appeal rate is the same as in 2010; however, there has been a slight rise in the approval rate.*

Of those respondents who were aware of an appeals process, 39% appealed a transfer decision. Of those, 55% were approved, 30% indicated that some credits were accepted and some credits denied, and 15% of appeals were denied.

**Appeal Rate**

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<table>
<thead>
<tr>
<th>Did appeal</th>
<th>Did not appeal</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>39%</td>
<td>61%</td>
</tr>
</tbody>
</table>
```

*2010*

*2013*

“Did you appeal the transfer decision at your college or university?”

**Outcome of Appeals**

```
<table>
<thead>
<tr>
<th>Approved</th>
<th>Some Accepted</th>
<th>Denied</th>
</tr>
</thead>
<tbody>
<tr>
<td>51%</td>
<td>38%</td>
<td>11%</td>
</tr>
<tr>
<td>55%</td>
<td>30%</td>
<td>15%</td>
</tr>
</tbody>
</table>
```

*2010*

*2013*

“What was the result of your appeal?”
System-Level Appeals

Fifteen percent (15%) of respondents are informed of the system-level appeals process; this is a significant increase from 2010 in which only one student indicated being aware of the system-level appeals process.

After respondents indicated that their appeal was denied, they were asked whether they were informed about the MnSCU system-level transfer appeals process. Fifteen percent (15%) indicated that they were informed of the system-level transfer appeal, while 63% were not informed. Twenty-two percent (22%) of respondents do not remember whether they were informed.

“After your appeal (or credits) was denied, were you informed about a Minnesota State Colleges and Universities (MnSCU) system-level transfer appeals process?”
System Appeals Information

Two-thirds of respondents were informed of the system-level appeals through their College/University Website and Faculty/Staff/Administrators.

Of those respondents who were aware of the system-level appeals process, 33% heard about it on their college/university website, 33% heard about it from faculty, staff or administrators on their campus, while 17% were informed via other sources. Seventeen percent (17%) of respondents did not remember where they were informed of the system-level appeals process.

“How were you informed about the Minnesota State Colleges and Universities (MnSCU) system-level transfer appeals process?”

Note: Data from 2010 did not state results for system-level appeals.
Student Comments

The proportion of positive comments from respondents has increased considerably from 19% in 2010 to 33% in 2013, a 14-point increase.

Respondents who completed the survey had the opportunity to make comments about their transfer experiences at the end of the survey. Three hundred and seventy-three (373) respondents provided comments, with 33% providing positive comments, and the remaining comments covering a wide variety of subjects. Subjects included 25% about problems with advising and information, 13% about loss of credits, 10% about difficulty on transfer process, 2% about transcript issues, 4% about recommendations and questions, and 1% provided other comments.

“Please add any additional comments about your transfer experience(s).”
Appendix A: Survey

Default Question Block

This survey is collecting information about students’ transfer experiences at our state colleges and universities. For participating in the survey, you will be entered into a drawing to win one of four $100 gift cards! Thank you for your help!

The survey is being conducted by the Minnesota State University Student Association (MSUSA), the Minnesota State College Student Association (MSCSA), Minnesota State Colleges and Universities (MnSCU) system, and the Organizational Effectiveness Research Group (OERG). Your answers will inform continuous work within the Minnesota State Colleges and Universities system to improve credit transfer.

Next, we want to provide information about your participation in the survey.

Transfer Satisfaction Survey
Notice of Data Use

You are invited by MSCSA and MSUSA to participate in a research survey supervised by Dr. Dan Sachau at Minnesota State University, Mankato about your experiences transferring between Minnesota State Colleges and Universities (MnSCU) institutions. This survey will take about 10-30 minutes to complete, depending on your experiences with transfer.

**Purpose.** The goal of this survey is to better understand students’ MnSCU transfer experiences and use response information to help inform improvements in the processes, as appropriate.

*If you have any questions about the research, or would like access to a summary of the*
study results, please contact Jack Durand at Jack.Durand@mnsu.edu.

Compensation. Participants will not be compensated but all participants will be eligible to win one of four $100 gift certificates, to be awarded by random drawing at MSUSA after close of the survey (December NN, 2013). You will be notified by email if you are a winner of the drawing, and winners’ names will be available from MSUSA and MSCSA.

Confidentiality. The information you provide will not be recorded or maintained in a manner that will identify you. Only members of the research team from the OERG and MnSCU will have access to your questionnaire responses. The survey results will be published only in aggregate and no responses will be attributed to any individual.

Participation is Voluntary. Although the sponsoring groups hope you will participate in this important survey, you are not required to do so as a condition of your status as a member of any of the sponsoring organizations or the college or university where you are enrolled. If you do participate, you will have the option of skipping any individual questions or sections within the survey. You may stop taking the survey at any time by closing your web browser. You do not have to complete any specific question in order to participate in the drawing.

Thank you for your help. To begin the survey, click the arrows below to advance to the questions.

Think about your most recent transfer experience. Did you transfer from a college or university in Minnesota?

☐ Yes
☐ No
Which type of school did you most recently attend and transfer credits FROM? (If you attended multiple schools at the same time, select the school where you earned the most credits)

- University of Minnesota
- State University (other than University of Minnesota)
- State Community College
- State Technical College
- State Community & Technical College
- Private College or University
- Private Online University
- Private Career College

Which type of out-of-state school did you most recently attend and transfer credits FROM? (If you attended multiple schools at the same time, select the school where you earned the most credits)

- Public University
- Public Community College
- Public Technical College
- Private College or University
- Private Online University
- Private Career College
- College or University Outside the United States
Which type of school did you most recently transfer credits TO?

- State University in Minnesota
- Community College in Minnesota
- Technical College in Minnesota
- State Community & Technical College in Minnesota

Other than your current college or university, where did you consider transferring to? (Select all that apply)

- I did not consider any other colleges or universities
- Another Minnesota state college or university (not University of Minnesota)
- University of Minnesota
- Private college or university in Minnesota
- College or university outside Minnesota

Did you complete the Minnesota Transfer Curriculum prior to transferring to your current college or university?

- Yes
- No
- No, but I completed some Minnesota Transfer Curriculum courses or goal areas
- Don't know
If you completed a degree/certificate/diploma prior to transfer, what was it? (select all that apply)

- AA (Associate in Arts)
- AS (Associate in Science)
- AAS (Associate in Applied Science)
- AFA (Associate in Fine Arts)
- Bachelor's Degree
- Certificate/Diploma
- I did not complete a degree/certificate/diploma prior to transfer

How much time elapsed between your attendance at your last college or university and enrollment at your current college or university?

- Less than one year
- One to two years
- Three to five years
- Six to ten years
- More than ten years
When did you begin actively planning for transfer?

- Before or during my first semester at my last college/university
- After my first semester at my last college, but before my final semester there
- In my final semester at my last college
- After I was enrolled at my current college/university
- Don't know/Not sure

What is the total number of credits you wanted to transfer to your current college or university?

- 1-15 credits
- 16-30 credits
- 31-45 credits
- 46-60 credits
- 61-75 credits
- More than 75 credits
- Don't know/Not sure
What type of credits did you attempt to transfer? (select all that apply)

☐ General education/Minnesota Transfer Curriculum credits
☐ Credits in my major/program
☐ PSEO credits (Postsecondary Enrollment Options)
☐ Course requirements met by AP(Advanced Placement), IB(International Baccalaureate), or CLEP(College-Level Examination Program) exams
☐ Military credits
☐ Technical credits
☐ International credits
☐ Credits obtained through portfolio reviews
☐ Other credits

How did your general education/Minnesota Transfer Curriculum credits transfer compared to your expectations?

☐ Above expectations
☐ As expected
☐ Below expectations

How did your credits other than general education/Minnesota Transfer Curriculum courses transfer compared to your expectations?

☐ Above expectations
☐ As expected
☐ Below expectations
This item is designed to identify people who are not paying attention to the survey. Please click "strongly disagree" if you are attending to this survey.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

If your credits did not initially transfer as you expected, what reasons were you given for the decision? (select all that apply)

- My courses transferred as I expected
- Not enough information to prove course equivalency
- Course(s) was taken too long ago
- Transferred in as elective instead of major requirement
- Developmental/remedial course
- Course not deemed to be equivalent to required course
- The college or university I transferred from did not have an articulation agreement with my current program
- The college or university I transferred from had the wrong type of accreditation
- Was not given a reason
- Other
Did you know about a transfer appeals process at your current college or university?

- Yes
- No

How did you find out about the transfer appeals process at your current college or university?

- It was in the college or university course catalog
- It was on my college/university website
- It was included in my credit transfer evaluation
- I heard about it from faculty, staff or administrators on my campus
- I heard about it from another student
- Don't Know
- Other

Did you appeal the transfer decision at your college or university?

- Yes
- No
What was the result of your appeal?

- Appeal was approved
- Appeal was denied
- Some credits accepted/Some credits denied

After your appeal (or credits) was denied, were you informed about a Minnesota State Colleges and Universities (MnSCU) system-level transfer appeals process?

- Yes
- No
- Don't remember

How were you informed about the Minnesota State Colleges and Universities (MnSCU) system-level transfer appeals process?

- It was in the college or university course catalog
- It was on my college/university website
- It was included in my credit transfer evaluation
- I heard about it from faculty, staff or administrators on my campus
- I heard about it from another student
- It was on the appeal denial letter received
- It was on a MnSCU website
- Don't Know
- Other

[Blank Space]
Other than a transcript, did your current college or university require you to provide any of the following information about courses you had previously taken? (select all that apply)

- My college or university did not require more than my transcript
- Course description
- Syllabus
- Course outline
- Other

Were you able to obtain the required syllabus?

- Yes, I obtained it from the faculty member who taught the course
- Yes, I had saved my syllabus
- No, I was not able to obtain it
- No, I did not try to obtain the syllabus

Did you seek advice regarding the transfer of your credits?

- Yes
- No
Who did you go to for advice regarding your credit transfer at your last college or university? (select all that apply)

☐ Counselor/Advisor
☐ Registrar
☐ Admissions Counselor
☐ Faculty advisor
☐ Other Faculty Member
☐ Friends/Family/Fellow Students
☐ I only sought advice from my current college/university
☐ I did not see anyone about my credit transfer process
☐ Other
☐ Does not apply

Did your COUNSELOR/ADVISOR at your last college/university refer you to speak with another employee who could advise you on the credit transfer process?

☐ Yes
☐ No
☐ Don't Remember

Did your REGISTRAR at your last college/university refer you to speak with another employee who could advise you on the credit transfer process?

☐ Yes
☐ No
☐ Don't Remember
Did your FACULTY ADVISOR at your last college/university refer you to speak with another employee who could advise you on the credit transfer process?

- Yes
- No
- Don't Remember

Did your ADMISSIONS COUNSELOR at your last college/university refer you to speak with another employee who could advise you on the credit transfer process?

- Yes
- No
- Don't Remember

Did your FACULTY MEMBER at your last college/university refer you to speak with another employee who could advise you on the credit transfer process?

- Yes
- No
- Don't Remember

Did your FRIEND/FAMILY MEMBER/ FELLOW STUDENT refer you to speak with an employee who could advise you on the credit transfer process?

- Yes
- No
- Don't Remember
How often did you meet with staff or faculty at your last college/university about transfer? (select one)

- I did not meet with advising staff or faculty before I transferred
- At least once every semester
- At least once per year
- Less than once per year

Please answer "strongly disagree" if you are paying attention to this survey

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Did you use online resources to assist you during the transfer process?

- Yes
- No
Which online resources did you use to assist you during the transfer process? (select all that apply)

- Website of college/university I last attended
- Website of college/university I currently attend
- www.mntransfer.org (the MnSCU system transfer website)
- U.Select
- Other
- Does not apply

Almost done.....

What is the total number of colleges/universities you have attended, including your current college or university?

- Two
- Three
- Four
- Five or more

How easy was it to transfer credits, compared to what you expected?

- It was easier than I expected
- It was more difficult than I expected
- It met my expectations
Please rate your overall satisfaction with your transfer experience (including advising, ease of the process, available information, outcome of transfer, etc.)

- Excellent
- Good
- Fair
- Poor

Please add any additional comments about your transfer experience(s).

What is your GPA?

- 3.5-4.0
- 3.0-3.49
- 2.5-2.99
- 2.0-2.49
- Below 2.0
- Don't know/Not sure

What is your gender?

- Male
- Female
- Other
What is your age?

- 18-23
- 24-29
- 30-35
- 36 and older

Would you describe yourself as:

- American Indian/Native American
- Asian
- Black/African American
- Hispanic/Latino
- White/Caucasian
- Pacific Islander
- Other

If you have any questions regarding the survey, or you would like to know more about the survey results, please contact Jack Durand, Minnesota State University, Mankato, jack.durand@mnsu.edu
## Appendix B: Demographic Data

### Table 1: Statistical Tests of Representativeness (Comparing Means)

<table>
<thead>
<tr>
<th></th>
<th>Respondents</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t-statistic</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credits</strong></td>
<td>Population</td>
<td>16,689</td>
<td>11.87</td>
<td>4.07</td>
<td>.03</td>
<td>-1.900</td>
<td>.057</td>
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<td>Sample</td>
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<td>12.11</td>
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<td>.12</td>
<td>-7.617</td>
<td>.000</td>
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<tr>
<td><strong>Age</strong></td>
<td>Population</td>
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<td>26.01</td>
<td>8.32</td>
<td>.06</td>
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<td>.000</td>
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<td>Sample</td>
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<td>9.96</td>
<td>.30</td>
<td>-9.854</td>
<td>.000</td>
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<td><strong>Undergraduate Transfer Credits</strong></td>
<td>Population</td>
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<td>39.29</td>
<td>36.73</td>
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<td>.000</td>
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<tr>
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<td>Sample</td>
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<td>50.80</td>
<td>37.73</td>
<td>1.13</td>
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<td><strong>GPA</strong></td>
<td>Population</td>
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<td>3.12</td>
<td>.76</td>
<td>.01</td>
<td>-7.617</td>
<td>.000</td>
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<tr>
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<td>Sample</td>
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<td>3.38</td>
<td>.62</td>
<td>.02</td>
<td>-9.854</td>
<td>.000</td>
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</table>

### Table 2: Statistical Test of Admission Status Representativeness

<table>
<thead>
<tr>
<th></th>
<th>Admission Status</th>
<th>Undergraduate Regular</th>
<th>Undergraduate Transfer</th>
<th>Undergraduate with Previous Degree</th>
<th>PSEO</th>
<th>Non-PSEO High School</th>
<th>Undergraduate Unclassified</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondents</strong></td>
<td>Populations</td>
<td>2,970</td>
<td>12,456</td>
<td>840</td>
<td>162</td>
<td>5</td>
<td>256</td>
<td>16,689</td>
</tr>
<tr>
<td></td>
<td>% within Respondents</td>
<td>17.8%</td>
<td>74.6%</td>
<td>5.0%</td>
<td>1.0%</td>
<td>0.0%</td>
<td>1.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Sample</strong></td>
<td>Count</td>
<td>101</td>
<td>914</td>
<td>77</td>
<td>11</td>
<td>0</td>
<td>6</td>
<td>1,109</td>
</tr>
<tr>
<td></td>
<td>% within Respondents</td>
<td>9.1%</td>
<td>82.4%</td>
<td>6.9%</td>
<td>1.0%</td>
<td>0.0%</td>
<td>0.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Count</td>
<td>3,071</td>
<td>13,370</td>
<td>917</td>
<td>173</td>
<td>5</td>
<td>262</td>
<td>17,798</td>
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<td></td>
<td>% within Respondents</td>
<td>17.3%</td>
<td>75.1%</td>
<td>5.2%</td>
<td>1.0%</td>
<td>0.0%</td>
<td>1.5%</td>
<td>100.0%</td>
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</tbody>
</table>
### Table 3: Statistical Test of Race/Ethnicity Representativeness
Sample of Student Transfer Experience Survey Respondents
Minnesota State Colleges and Universities
Fiscal Year 2013

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Count</th>
<th>Population</th>
<th>Sample</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>102</td>
<td>9,651</td>
<td>0.6%</td>
<td>1,109</td>
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<tr>
<td>Asian</td>
<td>798</td>
<td>7,008</td>
<td>4.8%</td>
<td>896</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1,347</td>
<td>16,659</td>
<td>8.1%</td>
<td>13,773</td>
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<tr>
<td>Hispanic or Latino</td>
<td>568</td>
<td>16,659</td>
<td>3.4%</td>
<td>17,768</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>19</td>
<td>16,659</td>
<td>0.1%</td>
<td>17,768</td>
</tr>
<tr>
<td>Non-resident Alien</td>
<td>300</td>
<td>16,659</td>
<td>1.8%</td>
<td>17,768</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>515</td>
<td>16,659</td>
<td>3.1%</td>
<td>17,768</td>
</tr>
<tr>
<td>Unknown Race/Ethnicity</td>
<td>163</td>
<td>16,659</td>
<td>1.0%</td>
<td>17,768</td>
</tr>
<tr>
<td>White</td>
<td>12,877</td>
<td>16,689</td>
<td>77.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>16,689</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 4: Statistical Test of Gender Representativeness
Sample of Student Transfer Experience Survey Respondents
Minnesota State Colleges and Universities
Fiscal Year 2013

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Count</th>
<th>Population</th>
<th>Sample</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>9,651</td>
<td>16,659</td>
<td>57.9%</td>
<td>17,768</td>
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<tr>
<td>Male</td>
<td>7,008</td>
<td>16,659</td>
<td>42.1%</td>
<td>17,768</td>
</tr>
<tr>
<td>Total</td>
<td>16,659</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>