

# Assessment Note

Office of Academic Assessment and Institutional Research  
*Ball State University*

AAIR No. MSC-A1-2005

## **Who Are Ball State's Transfer Students? Three Years of *Making a Successful Transfer (MAST)***

The Ball State survey, *Making a Successful Transfer (MAST)*, is designed to reveal transfer student strengths and talents, as well as to identify areas for further growth and development. The survey is given to incoming transfer students during the early part of their first semester on campus. It was developed by the Office of Academic Assessment and Institutional Research (AAIR). MAST is based on a similar survey, *Making Achievement Possible (MAP)*, which is administered to incoming freshmen. The MAP survey was developed by AAIR staff, working in collaboration with the Office of Housing and Residence Life, the Office of Academic Advising, and the University College Learning Center.

The results of the MAST survey are sent to respondents, their advisors, and residence hall directors. Students receive a personalized report based on their MAST survey responses and basic admission information. Advisors and residence hall directors receive condensed versions of each student's MAST responses. Further information regarding this survey can be obtained from the *2002 Making a Successful Transfer Survey Summary Findings*, and the *2003-2004 Making a Successful Transfer Survey Summary Report*. These reports are available at the AAIR web site ([bsu.edu/assessment](http://bsu.edu/assessment)).

This assessment note, the first in a series of three related to MAST, summarizes some of the demographic and academic characteristics of transfer students from the initial three years in which the survey was administered. Between the Fall 2002 and Spring 2005 Spring semesters, 3,016 students transferred to Ball State University. Of that number, 1,409 students completed the MAST survey for an overall response rate of 47%. Key results appear below.

- Fifty-eight percent of MAST respondents and 49% of all transfers from Fall 2002 through Spring 2005 were female. This difference was statistically significant. However, in terms of other demographic characteristics, MAST respondents were similar to the entire population of transfer students. (Table 1)

**TABLE 1**  
**Demographic Characteristics of Respondents and All New Transfer Students**

	Respondents	All Transfer Students
	<i>Percentages</i>	
<b>Gender*</b>		
Female	57.8	49.0
Male	42.2	51.0
<b>Race/Ethnicity</b>		
African American	6.0	7.2
American Indian	0.4	0.4
Asian/Pacific	0.4	0.4
Caucasian	87.2	86.5
Hispanic	2.0	1.9
Biracial	1.4	1.1
Not Specified	2.8	2.4
<b>SAT Verbal</b>		
700 and above	1.4	1.3
600-699	11.9	10.6
500-599	33.1	33.1
400-499	42.9	42.6
Below 400	10.7	12.4
<b>SAT Math</b>		
700 and above	1.2	1.3
600-699	11.9	10.4
500-599	33.0	34.1
400-499	40.3	40.7
Below 400	13.6	13.5
<b>Class Level</b>		
Senior	2.6	2.2
Junior	11.3	12.0
Sophomore	36.3	37.4
Freshman	49.8	48.4

\* A statistically significant difference exists between percentages of respondents and all transfers. (p<.05)

- Students were asked to identify how many semester credit hours they had completed at their previous institution. This number was then compared to the number of credit hours that the student had transferred from their previous institution.

- Ninety-one percent of respondents who had transferred 75 hours or more indicated that they had taken 75 or more credit hours. (Table 2)

**TABLE 2**  
**Comparison of Self Reported and Actual Course Hours**

Self-Reported Hours	Hours Transferred					
	Less than 15	15-29	30-44	45-59	60-74	75 or More
	<i>Percentages</i>					
Less than 15	<b>55.4</b>	1.7	0.3	0.7	0.0	1.1
15-29	39.2	<b>76.1</b>	2.0	1.3	0.8	0.0
30-44	4.1	18.9	<b>77.3</b>	7.2	0.0	0.0
45-59	0.0	1.7	12.7	<b>47.7</b>	1.6	0.0
60-74	1.4	0.8	6.7	35.9	<b>87.7</b>	7.7
75 or More	0.0	0.8	1.0	7.2	9.8	<b>91.2</b>

- More than three fourths of all respondents had previously attended only one university or college. Twenty-three percent had attended two or three universities or colleges. (Table 3)

**TABLE 3**  
**How Many Universities or Colleges Had You Attended Prior to Transferring to Ball State?**

<i>Percentages</i>	
1	76.6
2 or 3	22.9
4 or more	0.5

- Sixty-two percent of respondents indicated that they felt that Ball State was among the best or better than most universities in the country. (Table 4)

**TABLE 4**  
**How Would You Rate BSU Compared to Other Universities in the Country?**

<i>Percentages</i>	
Among the best	13.0
Better than most	49.4
About Average	36.3
Not as good as most	1.2

- At least 81% of respondents indicated that the availability of specific course or program options, the specific reputation of a major or program of interest, location, Ball State’s reputation for good teaching, or the cost of tuition and fees was a very or somewhat important reason in their decision to transfer to Ball State. (Table 5)

**TABLE 5**  
**Important Reasons for Attending Ball State**

<b>How important was each reason in your choice to transfer here?</b>	<i>Percentages*</i>
Availability of specific courses or program options	89.5
Specific reputation of major or program of interest	88.3
Location	84.8
Ball State’s reputation for good teaching	81.5
Cost of tuition and fees	81.4
Ball State graduates get good jobs.	78.9
Faculty are available to students.	76.8
Ball State is the right size.	75.6
Reputation of academic support services	67.9
Availability of financial aid	67.1
Can identify with fellow students	65.3
Friends attending BSU	61.6
Advice of Ball State student	58.9
Ball State’s emphasis on computer technology	54.6
Advice of counselor, teacher, etc.	52.5
Family wanted me to go.	52.1
Distance education	30.8
Recruitment efforts of Ball State	29.7
Accessible for disabled students	26.7
Recommended by employer	23.8

\* Respondents indicating “Very” or “Somewhat Important”

*For more information, contact the Office of Academic Assessment and Institutional Research.*

Steven S. Graunke and Donald R. Whitaker,  
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