

Assessment Note

Office of Academic Assessment and Institutional Research
Ball State University

AAIR No. MSC-A2-2006

Who Are Ball State's Transfer Students? Differences Between *MAP* and *MAST* Respondents

The Ball State survey, *Making a Successful Transfer (MAST)*, is designed to help transfer students identify their strengths and talents, as well as to reveal areas for further growth and development. The survey, developed by the Office of Academic Assessment and Institutional Research (AAIR), is given to incoming transfer students during the early part of their first semester on campus. *MAST* is based on a similar survey, *Making Achievement Possible (MAP)*, which is administered to incoming freshmen. The *MAP* survey was also 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. Further information regarding the *MAST* 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).

This assessment note, the third in a series of three related to *MAST*, summarizes some of the significant differences observed between freshmen who responded to *MAP* and transfer students who responded to the same items on the *MAST* survey. These items are located in the sections entitled: deciding to attend Ball State; plans for college involvement; personal skills and abilities; academic goals, aspirations, and expectations; and career and academic planning. From 2002 to 2004, 8,472 students responded to *MAP*, and 1,409 students responded to *MAST*. Key results appear below.

Deciding to Attend Ball State

Respondents to both surveys were presented with a list of 19 reasons that may have influenced their choice of college. They were then asked to rate the importance of these reasons in their decision to attend Ball State. *MAP* respondents were significantly more likely to indicate that 13 of these reasons were very or somewhat important in their decision to attend Ball State: the advice of a counselor, teacher, etc.; family wanted them to go; the advice of a Ball State student; Ball State's recruitment efforts; location; cost of tuition and fees; the availability of financial aid; Ball State's reputation for good teaching; ability of Ball State graduates to get good jobs; Ball State's emphasis on computer technology; respondents' ability to identify with fellow students; faculty availability to students; and the size of Ball State. The responses where the greatest differences existed are given in Table 1.

TABLE 1
Significant Differences in Reasons for Attending Ball State by Survey*

	MAP	MAST
	<i>Percentages</i>	
Advice of counselor, teacher, etc.**	65.6	52.5
Recruitment efforts of Ball State **	48.7	29.7
Can identify with fellow students**	75.0	65.3
Ball State is the right size.**	89.2	75.7

* Percentages indicating “very important” or “somewhat important.”

** Significant differences exist between MAP and MAST respondents on this item. (p<.05)

Plans for College Involvement

Respondents to both surveys were asked to indicate the number of hours they expected to engage in activities, including studying, working at a job, spending time with family, and participating in student campus activities. MAP respondents were significantly more likely to indicate that they planned to be studying and participating in student activities more than 10 hours per week. MAST respondents were significantly more likely to indicate that they expected to be working and assuming family responsibilities more than 10 hours per week. See Table 2.

TABLE 2
Significant Differences in Involvement by Survey*

<i>Please write in the number of hours you expect to be...</i>	MAP	MAST
	<i>Percentages</i>	
Studying**	64.7	59.8
Working**	28.2	55.9
Family Commitments**	9.5	18.3
Student Activities**	20.2	9.8

* Percentages indicating expected participation of more than 10 hours per week.

** Significant differences exist between MAP and MAST respondents on this item. (p<.05)

Also as suggested by Table 2 under “Student Activities”, MAP respondents were significantly more likely to indicate that they expected or planned to attend athletic events, campus lectures, student performances, campus entertainment (such as films or dances), and cultural or international programs very often or often. They were also significantly more likely to indicate that they expected or planned to participate in a number of activities very often or often, including independent study and research, intramural or recreational sports, student organizations or clubs, and recreational computer use.

Personal Skills and Abilities

Respondents to both surveys were asked to rate themselves on a list of 27 skills and attributes that may be related to their success at Ball State. MAST respondents were significantly more likely than MAP respondents to rate themselves as well above or somewhat above average on 11 items. See Table 3. MAP respondents were significantly more likely to rate themselves as well above or somewhat above average on two of the items.

TABLE 3
Significant Differences in Rating of Personal Characteristics by Survey*

<i>How would you rate your...</i>	MAP	MAST
	<i>Percentages</i>	
Writing skills**	54.0	57.7
Public speaking skills**	35.2	40.2
Math ability**	43.6	36.8
Self-motivation**	51.2	57.7
Ability to set goals**	56.6	61.9
Ability to ask questions and get feedback from instructors**	41.8	46.3
Ability to manage your time and activities**	45.3	48.8
Ability to stick with tasks**	44.8	48.5
Assertiveness**	45.1	46.9
Ability to maintain physical health and well-being**	54.0	52.0
Ability to manage stress**	40.5	41.6
Preparedness for college**	48.7	55.6
Sensitivity to the needs of others**	65.8	70.0

* Percentages indicating “well above average” or “somewhat above average.”

** Significant differences exist between MAP and MAST respondents on this item. (p<.05)

Academic Goals, Aspirations, and Expectations

Both surveys asked respondents to indicate their immediate and long-term educational goals. MAST respondents were significantly more likely than MAP respondents to indicate that their immediate educational goal is to complete a Bachelor’s degree (85% of MAST respondents compared to 83% of MAP respondents), and MAP respondents were significantly more likely to indicate that they had no definite immediate educational goal in mind (9% of MAP respondents compared to 4% of MAST respondents). MAST respondents were also significantly more likely to indicate that their long-term educational goal was to complete a Bachelor’s degree (34% of MAST compared to 29% of MAP) or Master’s degree (40% of MAST compared to 36% of MAP), while MAP respondents were significantly more likely to indicate that they were not sure of the type of degree they needed (17% of MAP compared to 9% of MAST).

MAP and MAST respondents were also asked to indicate what grades they expected to earn in core courses. Significant differences in their responses are listed in Table 4.

TABLE 4
Significant Differences in Expected GPA by Survey*

<i>During your first year at Ball State, what grades do you think you will make?</i>	MAP	MAST
<i>Percentages</i>		
English Composition**		
A	39.5	42.3
B	49.4	36.3
C or lower	10.8	11.3
Math**		
A	41.4	33.5
B	43.7	43.8
C or lower	14.9	22.6
Science**		
A	34.7	34.9
B	52.9	49.3
C or lower	12.4	15.8
Speech**		
A	42.7	53.6
B	48.5	40.3
C or lower	8.8	6.1
Overall**		
A	30.0	31.7
B	65.2	61.7
C or lower	4.8	6.6

* Of respondents who indicated an expected grade.

** Significant differences exist between MAP and MAST respondents on this item. (p<.05).

Career and Academic Planning

Respondents to both surveys were asked to indicate the extent to which they were certain of their choice of major and career. MAST respondents were significantly more likely to indicate that they were certain of their choices.

TABLE 5
Significant Differences in Major or Career Certainty by Survey*

	MAP	MAST
<i>Percentages</i>		
Major**	40.4	59.7
Career**	32.3	41.1

* Percentages indicating, "I have made my choice and am certain of it."

** Significant differences exist between MAP and MAST respondents on this item. (p<.05)

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

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