Evaluation of the Transfer Student Survey
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Data were collected from 105 transfer students during Fall, 2005. Students were asked to respond to 25 items that assessed their perceptions of student orientation, the peer mentor program, their academic readiness prior to transferring, and their overall perceptions of Woodbury University. Each chart shows the numbers of students and their responses to the corresponding items.

1) What was your classification when you transferred to WU?

![Bar chart showing classification when transferred]

This chart indicates that most students transferred to the University as sophomores.
2) How many years have you attended WU?

Most transfer students are in their first year at Woodbury.

3) Please identify the ethnic group that best fits you.

Most transfer students identify themselves as Hispanic/Latino.
4) New transfer students would benefit from a transfer orientation class.

Most transfer students perceive a transfer orientation class as beneficial to future students.

*Numbers 5-7 show transfer students' perceptions of the SOAR program.*

5) SOAR was beneficial to me as a transfer student.
Transfer students perceived SOAR as beneficial to themselves.

6) As a transfer student, I needed more information and support than was given to me at a one day SOAR.

Transfer students felt that they received adequate information and support from the SOAR session.

7) SOAR was not beneficial to me as a transfer student.
Again, transfer students felt that they received adequate information and support from the SOAR session.

Numbers 8-9 show transfer students’ perceptions of the Academic Peer Mentor program.

8) It would be good for all new transfer students to be assigned a peer mentor in their major who could meet with them regularly.

Most students agreed that the Peer Mentor Program is a good idea.

9) Transfer students would not benefit from having a peer mentor, a student in their major who could meet with them regularly.
Again, most students agreed that the Peer Mentor Program is a good idea. Numbers 10-13 show transfer students' perceptions of their academic preparation when entering WU.

10) As a transfer student I was academically behind and needed to catch up.

This indicates that most transfer students felt confident in their academic preparation when entering Woodbury.

11) As a transfer student it was difficult for me to develop time management to meet the demands of my classes.
Time management was a concern for some transfer students.
12) As a transfer student, I felt that I was at the same level of other students in my classes.

Most transfer students feel as equally prepared as continuing students.

13) When I transferred to Woodbury, my college grades had previously been:
Most transfer students received high grades at their previous universities.

Numbers 14-17 show transfer students’ need for general information and resources about the university.

14) As a transfer student, I should have received more support and information about resources at WU.

Transfer students reported a need for more information about the university.
15) Transfer students have enough academic support to succeed at WU.

Transfer students feel they have adequate support to succeed at WU.

16) Transfer students need additional academic support programs to help them succeed.

Additional academic programs are perceived to help some students succeed.

17) As a transfer student, I did not receive enough information on policies and procedures.
Most transfer students felt they received enough information on policies and procedures.

*Numbers 18-19 show transfer students' overall perceptions of WU.*

18) As a transfer student, I feel a part of the Woodbury community.

Overall, transfer students feel accepted and part of the university community.
19) My transition to Woodbury University as a transfer student was positive.

Students had a positive transition to WU.

20) Does anyone in your immediate family have a college degree?

Most transfer students are not first generation college students.

*Numbers 21-22 were answered by Design students only.*
21) As a design student, it was easy for me to transition into WU's studio environment.

Most design students reported that they had a smooth transition to WU.

22) As a design student, I had trouble transitioning into WU's studio environment.

Again, most design students reported that they had a smooth transition to WU.

*Numbers 23-25 ask transfer students to describe their biggest challenges, give suggestions for improvement, and give suggestions for future programs.*
23) The biggest challenges that transfer students experience at Woodbury University are:

![Chart showing challenges]

The biggest challenge that most transfer students reported was the transition to a new academic environment.

24) Woodbury University can improve the following to help Transfer Students:

![Chart showing improvements]

Transfer students feel that the area of academic advising has the most room for improvement.

25) Woodbury University should develop the following programs for Transfer Students:
The majority of transfer students feel that the Peer Mentor program should be developed for their use.
THE BIGGEST CHALLENGES THAT TRANSFER STUDENTS EXPERIENCE AT W.U.
- Getting adapted to the new environment. If a student is focused and has goals, they will succeed no matter what. I really feel that being a transfer student benefited me.
- Adjusting to a new school environment and differences in the programs
- Get along to and knowing all professor
- Age gap
- Adjusting to work load. Not knowing advantages of summer programs
- Getting used to a new school. Settling into new academic standards
- That you need to keep up with your studies and don’t get behind
- Just the transition from what you’re used to and what you’re not. I felt I had to forget what I learned in order to keep up with the school
- I didn’t have troubles. Many students lack basic writing and math skills, but that is true of all freshman as well
- Becoming part of the studio environment
- Time management
- Not enough knowledge about school services
- Get to know the environment
- The biggest challenge is to get used to how everything works
- Making time/Time management
- The reduction of classes offered. Certain classes are not offered every semester
- Keeping up
- Money, financially
- Transferring credits
- Getting the right counseling advisor. It’s important because you want an over all view of the schedule and better understanding
- Financial Aid is not as helpful as I think they should be
- Adapting to studio and managing their time well
- Not knowing about all the different resources
- Adjustment to architecture’s studio program
- Getting used to the system. Getting used to how classes are structured
- Getting to know the school and all of the programs
- As a design transfer, it was difficult at first to adjust to the intense workload
- Is adjusting to the acceleration of students who have been here since freshman year
- Understanding how everything works, registering, printing, getting a studio space
- Adjustment to small community
- Adjusting to the classes and intensitu of work
- The pace is very fast for architecture and should be warned to run quick with all other classes
- Managing their time
- Being placed in classes below them just because they classes at their community college are not named the same like general art and design comm 1
- Time management priority
- Adjusting socially
- Not having right transfer units
- The fact that they still have 5 years of studio left even after they finish 2 years of general
  ed.
- Time management (architecture)
- Not knowing how thing are run
- Learn resources available to the students ie academic counseling because community
  college counseling is extremely poor, they would assume that it would be the same at W.U.
- Time management
- Printing and computer log-in setup. Knowing locations of faculty, admin.
- Meeting expectations of a university let
- Knowing exactly what classes need to be taken
- Learning to find resources and understanding policies
- Inconsistencies in “pre-requisites” knowledge required for the year
- Acceptance by non-transfers (friendships). The commute
- Lack of class time variation
- Adjusting to a different way of lifestyle especially if majoring in architecture
- The driving time and class schedule. PARKING!
- Adjusting to the rigor of university academics as opposed to community college academics
- Figuring out what classes to take
- The biggest challenge is adjusting to a new environment that is completely different from
  community college. Another challenge is meeting class demands that is more geared
  towards academics
- My transfer experience has been nothing but positive
- The additional student loan load vs LA Community College District
- Knowing the community
- Adapt to new challenges
- Not much. Meeting people mostly
- Not that much. Just adjusting to different grading system
- The environment
- Catering up in their major
- SOAR is a waist of time
- The advisors good and in-depth advices on the plan you should take to graduate on time
- Time management
- Missing out on the summer programs abroad to skip 4th year studios
- Fitting in with the younger students
- Financial aid assistance
- Time management skills & meeting university level academics demands
- Catching up
- Having to adjust from the way it used to be before to the way they are now. Homeowrks
  and projects occupy more of my time and are more demanding than I thought they would
  be
- Transitioning into a new school environment and increased work load
- That teachers expect a lot from students
- Time management
- Time management
Getting accustomed with the dump in work and meeting university standards
- The transition from a community college to a university
- The different schedules of classes are like any other. Learning to adjust from the traditional college program
- The lack of support after the 1st year
- Feeling connected to the school
- Getting used to the campus
- Scheduling. Not enough classes being offered
- Get in synch with the workload, pace and seriousness of Woodbury University work
- Adjusting to the workload
- Credits not transferring
- Getting used to the new environment
- Being put behind. I should have been a junior
- More information what’s needed for graduation
- The transition a not so involved environment to a very involved environment
- Not knowing the Woodbury system has so much of class and registration
- Change of drive time
- Adjusting to different class schedule

W.U. CAN IMPROVE THE FOLLOWING TO HELP TRANSFER STUDENTS
- One on one meeting with professors → deans
- Online registration
- Making units form other school count more
- Assign a buddy to help them adapt to the new lifestyle
- Offer classes both in spring and fall semesters instead of just one semester per year
- Having student counselors that students can ask questions
- Have transfer student events to gather and create socialization
- Tell them about the inner workings such as needing a print card and code
- Better parking arrangements
- Re-evaluating community colleges and accepting more classes as credit for degree
- Give more info on the small things that count a lot
- More verbal information
- Tell students what the school expects like skills, experiences, and how the teachers are teaching
- Have peer mentor optional, find people who really want to help
- Help to adapt to studio environment and information about classes/resources and policies
- One on one meetings to see with what students need help with
- Policies-loans and grants. Financial Aid office is a horrible experience
- Keep doing the SOAR thing
- I don’t think W.U. should develop any special seminars, all they need is better organizational skills. This will save them money and will be more beneficial to the transfer students. Also, having good advisors is a MUST!
- More one on one advising
- Give a list of organizations on campus
- Go over resource and what they can do not just what they are
- Hold more times and days available for transfer students to come in and see students at work
- Counseling / Advising
- Parking
- More info about the school, how is life during a typical day at school
- Making sure the new classes to take are really needed or not
- Start all students in basic writing and math
- Orientation, more academic support
- Financial aid support/scholarship
- More mentor session (group/individual). Flyers with general rules (in mail/personal/someone to discuss business/educational issues with)
- Provide a better group study effort and collaboration. Provide flexible schedule for different enrollment opportunities. Provide tutorial program instead of advising mentors
- I'm happy at the university except for Financial Aid; they need to help us more
- Teach transfer students the importance of studio
- Get better counseling advisors
- Advise them on how the architecture program works and explain the years of studio they have to do
- More exposure to campus layout and resources
- Come into the university expecting the teaching skills and techniques from teachers
- The advertisement and availability of campus & other student resources
- Better advisors & only when you need to talk to an advisor you have the option to go to them or not in order to sign up for classes
- By providing more support and information on classes and encouraging them with academic support
- More math related workshops, study halls, etc. Lower fees and tuition for low income students. Provide more merit & need scholarships including a free ride scholarship for excellent 3.5+ g.p.a and students who demonstrate needs.
- Peer mentor
- Have more help available and to know where everything in this school is
- Having more lab equipment. More scholarship.
- More scholarships, supplies, etc. help us catch up more efficiently in our major
- Better advising and more classes available for major classes
- I honestly don't know, I think we are doing a good job
- In reaching local community colleges and ensuring that what is being thought is up to pair with 1st and 2nd year students
- Giving the option to students a peer mentor, however I did not feel the need for peer mentor until midway until the semester
- They could help by giving information about everything, classes, students. They could also partner with a student at Woodbury University to help him guide everywhere
- More studying areas (equipments, computers, plotters)
- Provide workshops or secession in various skills to clear what work at a university should be
– Woodbury can set up clubs or classrooms devoted to transfer students
– Showing them how the school differs from the traditional colleges
– Allow students to move in sooner to the dorms.
– More advising at the beginning for future reference
– Attention to lack of seriousness towards classes & mention more the option of a mentor for those who might need it
– A peer advisor will probably be more beneficial
– Expand to different community colleges. There was no programs at my school
– Accept more credits
– Help out more to see what classes we have taken & what we need to take
– More orientation and mentoring
– Visit colleges way more

W.U. SHOULD DEVELOP THE FOLLOWING PROGRAMS FOR TRANSFER STUDENTS
– it might be easier for transfer students to do good at W.U. since they have already been exposed to a different school environment. Change is good.
– Programs that help us catch up with everyone else
– Well organized schedule for students to develop the new system of the school
– Basic communication and design basics
– Applicating the previous and new education what works and what doesn’t
– Advisers to make sure they have/or in the right classes
– Peer Mentor would be good
– An orientation class to get correct classes for graduation
– Better advising
– Help the students to know the environment and the instructors of their majors
– A Buddy program would be great
– Students to help with what major you are in. Give you advice
– A program that would give help and info for transfers
– I’m not sure
– It shouldn’t waste money developing new programs. Instead use that money to improve the wood shop
– A way for transfer students to finish earlier
– Maybe more social activities to allow people to meet fellow students. Ex bbq’s, orientation activities
– Math, physics, and computer tutors everyday as a tool for learning. “We pay a lot of money!”
– Peer mentors to ALL transfer students to help them feel more at home and catch up with the rest
– I don’t know
– None, there are enough classes to take!
– None
– Help international student providing a mentor to help for housing! They do not have cell phone, they do not have any basic housing stuff
– More school spirit events for new transfer students
- Someone (student) follow them through first week of school off and on
- A hands-on seminar/orientation of campus resources and a required campus visit during application process
- Better online registration & drop/adds online that students can do themselves instead of the registrar's office
- Assign peer mentoring to help them out with any help concerning adjusting and picking classes and giving advice
- What exists now is fine
- A program to show around and talk about all the clubs, sororities, and fraternities available
- More costume design
- More financial aid
- Tour of the studio environment and work
- Double the amount of summer courses. Work more closely with Mesa college to help get students to transfer in & graduate on time
- Further advising for academics
- Very satisfied with Woodbury University. Perhaps more networking fairs
- A better SOAR orientation
- Workshops
- A class for transfer students about academics
- A way to finish earlier
- Mentor program not just for academically challenged, ice breakers
- Peer advising (students)
- Money programs
- Required portfolios meetings/advance planning
- Set of classes for Architecture programs