

**UNIVERSITY OF MICHIGAN-FLINT**

**FINAL REPORT**

**Purpose Group on Improvement of Community College Articulation**

**MAY 2003**

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## **Purpose Group on Improvement of Community College Articulation**

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# **Purpose Group on Improvement of Community College Articulation**

## **Executive Summary**

The Purpose Group on Improvement of Community College Articulation was created by Chancellor Juan Mestas in fall 2002 to identify and recommend policy changes and new initiatives that will lead to a smooth transition of community college students to the university. To accomplish this objective, the Purpose Group interviewed two Vice Chancellors (Dr. Renate McLaughlin, the Vice Chancellor for Academic Affairs and Provost and Dr. Virginia Allen, Vice Chancellor for Student Services and Enrollment Management); reviewed enrollment and graduation data; conducted literature reviews; and administered surveys to currently enrolled community college transfer students. Based on our overall findings, the Purpose Group advanced four recommendations to address the need for the university to develop a more formal and systematic process of working with regional community colleges, especially Mott Community College.

# **Purpose Group on Improvement of Community College Articulation**

## **Introduction**

As academic institutions face increasing pressures from state legislators, policy-makers, and the public, in general, to respond to the educational needs of citizens, more attention will continue to be placed on collaboration between community colleges and four-year colleges. The University of Michigan-Flint is examining its community college articulation efforts with the ultimate goal of developing an effective and sustainable strategy to ease the transfer of community college students, especially Mott Community College students, to the UM-Flint. The purpose of this report is to outline the findings and recommendations of the Purpose Group on the Improvement of Community College Articulation, a group appointed by Chancellor Juan Mestas.

## **Action Plan**

The Charge to the Purpose Group on the Improvement of Community College Articulation is to “identify and recommend policy changes and new initiatives that will lead to a smooth transition of community college students to the university”. In order to accomplish this task, the Purpose Group developed a list of activities, assigned tasks, and established timetables. Four main activities were conducted. First, the Purpose Group met with Dr. Virginia Allen, Vice Chancellor for Student Services and Enrollment Management and Dr. Renate McLaughlin, Vice Chancellor for Academic Affairs and Provost and they were asked to address the following questions: (a) what has been the history of the relationship between UM-Flint and local/regional community colleges, especially Mott Community College?, (b) why is it important for the university to improve its articulation with community colleges?, and (c) what is your assessment of the advantages and disadvantages of formal articulation agreements?. Second, the Purpose Group reviewed UM-Flint enrollment data to examine enrollment trends of transfer students and to identify the community colleges from which a majority of UM-Flint transfer students come. Third, a one-page questionnaire was developed and administered to transfer students with the aim of evaluating the effectiveness of the current support services (i.e., academic advising center, Women’s Educational Center, Educational Opportunity Initiative, Transfer Office, Counseling, etc) available to transfer students. Lastly, the Committee conducted a literature review and discussed the potential advantages and limitations of articulation agreements.

## Findings

### A. Status of UM-Flint Community College Articulation

Over the years, the University of Michigan-Flint has explored various opportunities to establish articulation with regional community colleges, especially Mott Community College. In addition to soliciting the input of representatives of the Academic Advising Center and the Office of Admissions, the Purpose Group on Community College Articulation met with Dr. Renate McLaughlin, Vice Chancellor for Academic Affairs and Provost and Dr. Virginia Allen, Vice Chancellor for Student Services and Enrollment Management to gain a better understanding of the history of the outcomes of the university's collaboration with community colleges. Recognizing that there are some variations in how programs within the university relate to community colleges, the overall findings of the Purpose Group suggest that:

- Although new transfer students account for approximately 57% of all new degree seeking students who matriculate each year, the university does not have a systematic process of working with community colleges to ease the transition of transfer students.
- The UM-Flint does not have an excellent track record of working with regional community colleges, including Mott Community College.
- There is a need for a clear understanding of who should be responsible for the development, implementation, and management of articulation agreements.
- There is a need to develop a website that addresses the transfer credit issue more clearly and to update the site regularly.
- It is unclear whether faculty members are fully aware of the extent which University revenue is dependent upon student tuition and fees.
- There is a need for clarification in the role and expectation of faculty involvement in student recruitment and retention activities.
- The role of faculty in fostering better collaborative relationships with community colleges is unclear.
- The relationship between UM-Flint and Mott Community College (MCC) could be much better. The obstacle to our ability to build a stronger relationship with MCC may be attributed to the differences in our missions, needs, and perceptions. There is a need to forge a better collaborative relationship with MCC – a relationship based on trust and mutual respect.

- While many of UM-Flint competitors have assigned spaces at Mott Community College, UM-Flint does not have a reserved space for personnel from the Office of Admissions.
- UM-Flint has not acted on the recommendations proposed by Dr. Nancy Scott. In 2002, UM-Flint hired Dr. Scott from Kent State University to address enrollment management issues. Dr. Scott recommended that the university administration and faculty should work together to address several key questions related to (a) our capacity (i.e., number of students we can recruit, and serve), (b) our enrollment goals, and (c) our marketing plans.

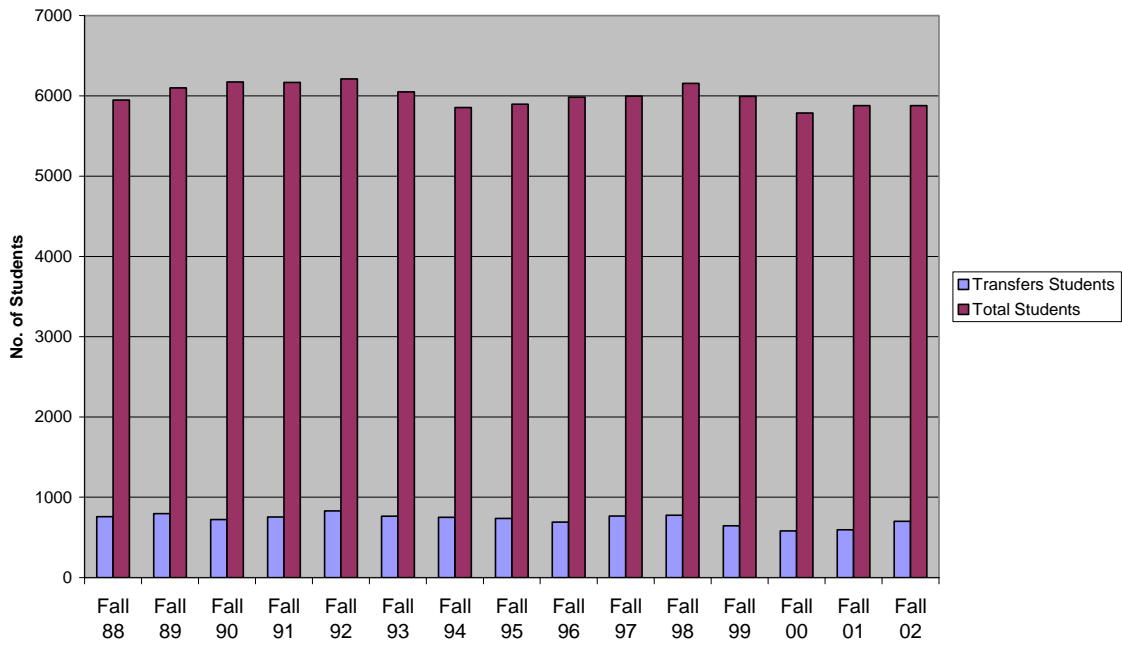
## **B. Enrollment Trends of Undergraduate and Transfer Students**

Using data provided by the Offices of Institutional Analysis, Registrar, and Admissions, the Purpose Group on the Improvement of Community College Articulation examined enrollment and graduation trends among community college transfer students. Table 1 presents total student enrollment and transfer student enrollment. Graphic illustrations of enrollment and graduation trends are presented in Figure 1. Between 1989 and 1991, transfer student enrollment decreased from 798 to 753, a decrease of 5.98%. The most significant decrease in transfer student enrollment occurred between 1992 and 1996 and between 1998 and 2001, a decrease of 20% and 31%, respectively. Transfer student enrollment increased by 10% between 1991 and 1992; 13% between 1996 and 1997; and by 18% between 2001 and 2002. Overall, transfer student enrollment trends mirror the total undergraduate student enrollment trends. A total of 12,168 students graduated from the University of Michigan-Flint between April 1990 and August 2002. Of the 12,168 graduates, 4,357 (36%) were community college transfers. As shown in Figure 2, majority of the transfer students came from Mott Community College.

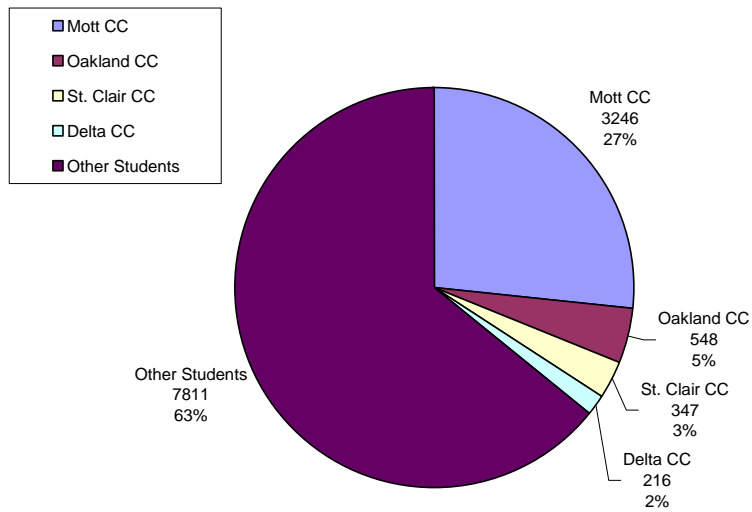
Table 1: UM-Flint – Total Undergraduate Student Enrollment and Transfer Student Enrollment

	<b><u>Total Enrollment</u></b>	<b><u>Transfer Student Enrollment</u></b>	<b><u>Percentage of Transfer students</u></b>
Fall 1988	5948	760	12.8
Fall 1989	6100	798	13.1
Fall 1990	6174	724	11.7
Fall 1991	6168	753	12.2
Fall 1992	6211	830	13.4
Fall 1993	6049	763	12.6
Fall 1994	5854	751	12.8
Fall 1995	5895	736	12.5
Fall 1996	5984	690	11.5
Fall 1997	5996	766	12.8
Fall 1998	6155	777	12.6
Fall 1999	5994	646	10.8
Fall 2000	5786	583	10.1
Fall 2001	5879	595	10.1
Fall 2002	<u>5877</u>	<u>700</u>	<u>11.9</u>
Average	6005	725	12.1

**Figure 1: UM-Flint Total Undergraduate Student Enrollment and Transfer Student Enrollment Trends**



**Figure 2: Number of Students Who Graduated from UM-Flint April 1990 through August 2002**



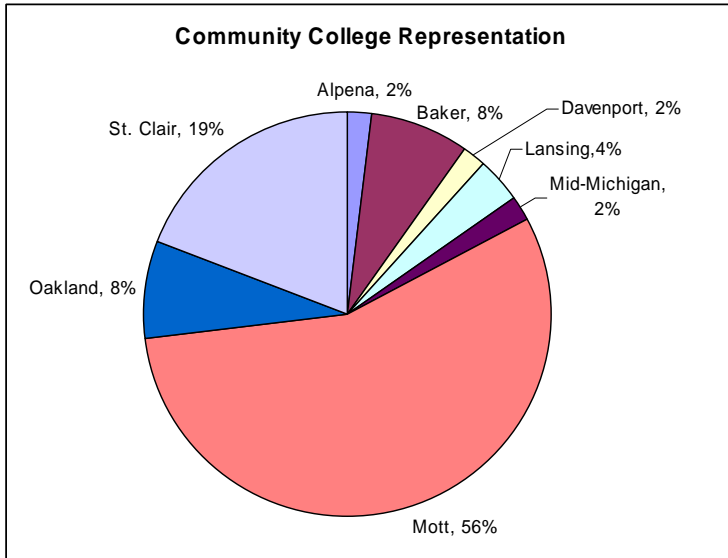
### **C. Survey of Community College Transfer Students**

The Purpose Group had originally planned to conduct five to seven focus group studies in order to determine the underlying issues and concerns that community college students face when transferring to the University of Michigan – Flint. The focus group methodology was selected to use the synergistic interaction of individuals to yield a very rich data set with insight into the complex issues involved with transferring from one institution to another. The Office of Admissions began telephoning students in February in order to set up five to seven groups of approximately 10 students each. Unfortunately, after making over fifty calls, no students would agree to participate, in part due to the upcoming spring break, but also in part due to the nature of our student population, many of whom strive to balance schooling, working, and raising a family.

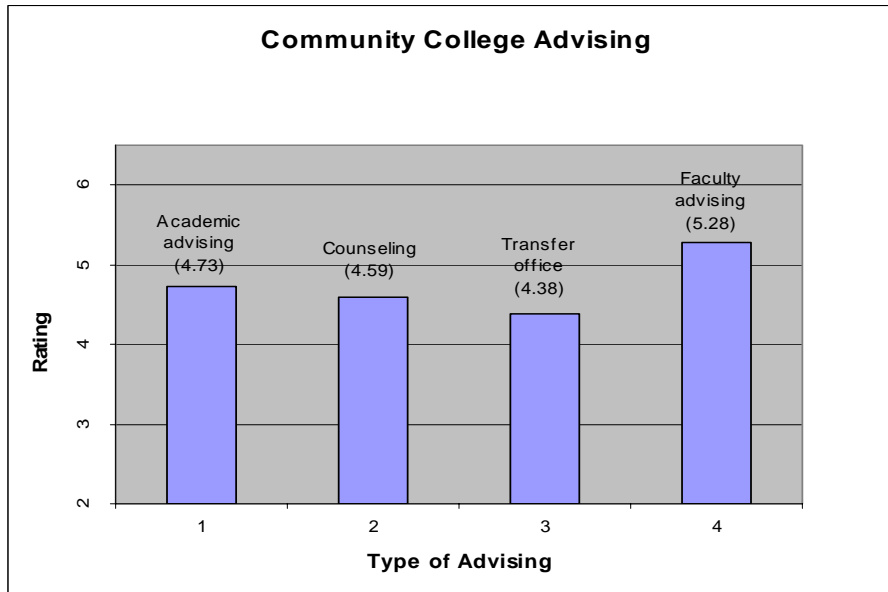
Given the poor response to our request for participation in the focus groups, the Purpose Group developed a survey instrument that we could send to the approximately 2000 UM-Flint transfer students who currently attend classes. Using the student email addresses on file, a brief survey was sent via email to students who were asked to voluntarily participate. In this survey, we asked students to rate their experiences, on a 7 point scale, with 1 being not at all helpful and 7 being very helpful, with a number of different advising/transfer offices at both their community college and the University of Michigan–Flint. (See Appendix A for copy of the survey instrument).

Figure 3 shows the distribution of survey participants based on their community college attendance. This distribution is not significantly different from that in our UM-Flint population, leading us to believe that the sample, although small at 52, is relatively representative. The data indicate that faculty advising at the community college is perceived as being the most helpful overall, followed by academic advising (see Figure 4). When asked which of those services used were most helpful to you, Figure 5 shows that forty-seven percent of those using faculty advising thought that it was the most helpful source while thirty-five percent of those using academic advising thought it was the most helpful source of information.

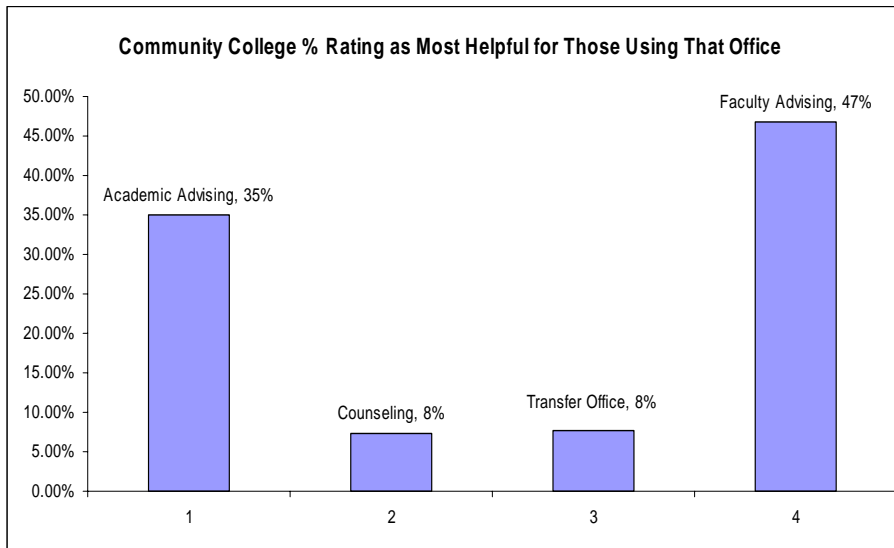
**Figure 3: Community College Representation (N=52)**



**Figure 4: Student Ratings of Community College Advising Services**



**Figure 5: Percentage of Students Rating an Item as Most Helpful**

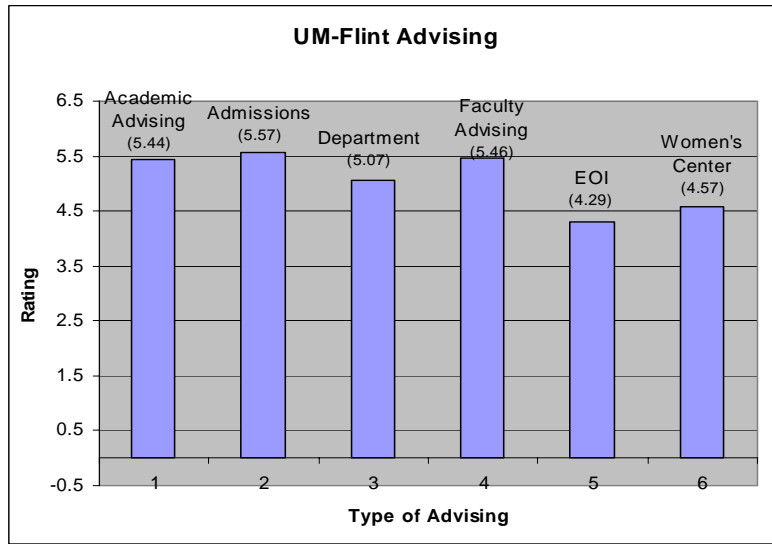


When the students were asked to rate the advising services at the University of Michigan –Flint, nearly all of the services were rated more favorably than similar services offer at the community college level (see figure 6). The only services not rated as highly were the Educational Opportunity Initiatives Office (EOI) and the Women’s Center. However, the reader must be cautioned that only a very few of the respondents had used these services, so conclusions should not be drawn regarding their effectiveness.

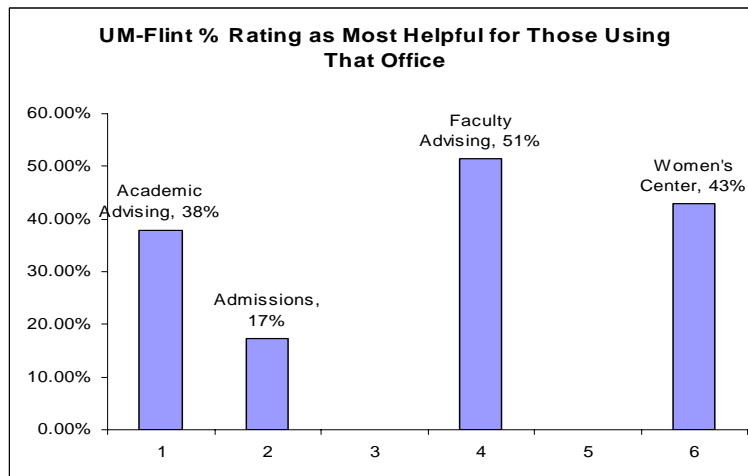
With regard to the other services offered, students rated Admissions, Faculty Advising and Academic Advising all as helpful. Their ratings at 5.57, 5.46 and 5.44 compare with the Transfer Office, Faculty Advising and Academic Advising at the community college at levels of 4.38, 5.28 and 4.73. Thus, it would appear that University of Michigan – Flint advising services are seen by students as being superior to similar services at the community college level.

Students also were asked to indicate the most helpful service of those that they used. The results are similar to those found at community colleges. As shown in Figure 7, fifty-one percent of those using faculty advising and thirty-eight percent of those uses academic advising rated that particular service as the most helpful. With regard to how well their courses transferred, approximately two-thirds felt that their courses transferred well.

**Figure 6: Student Ratings of University of Michigan - Flint Advising Services**



**Figure 7: Percentage of Students Rating an Item as Most Helpful**



Students also were asked whether or not they would find several additional services helpful. Those services were:

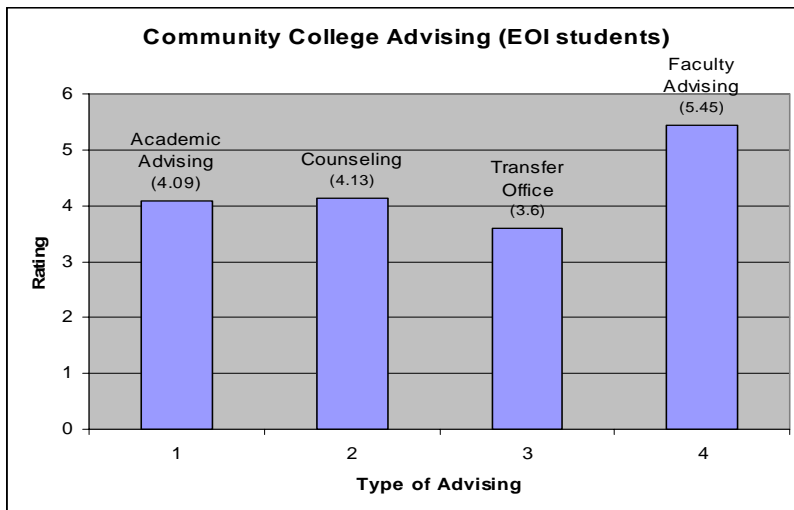
- ◆ Transfer course equivalencies on the web
- ◆ Curriculum transfer guide on the web

- ◆ Transfer student open house
- ◆ More visits by UM-Flint admissions reps at the community college

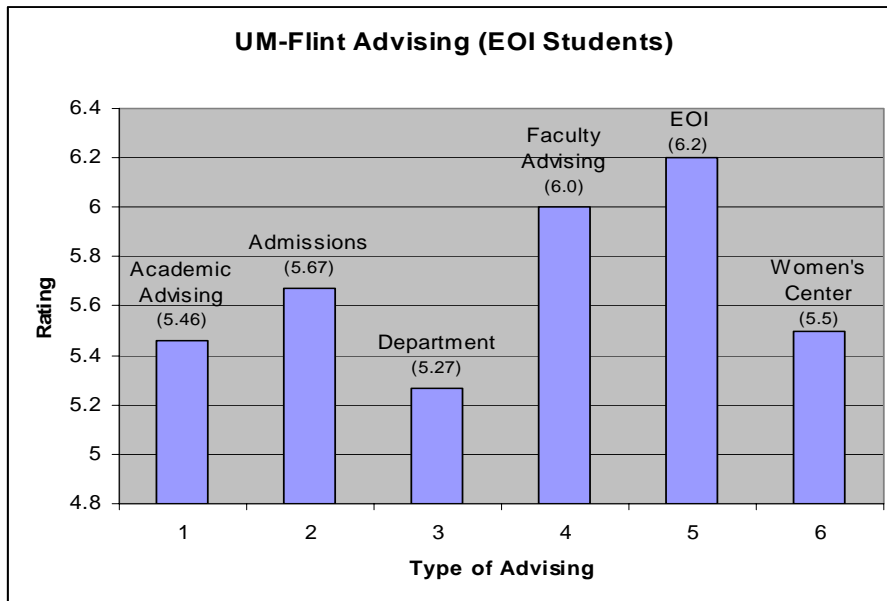
Over sixty-three percent of the sample indicated that they would like transfer course equivalencies on the web, while fifty-six percent noted that they would like curriculum transfer guides on the web. Forty-four percent stated that a transfer student open house would be welcome, and twenty-three percent would like more visits from admissions representatives.

In addition to the data collection via web, Karen Weissert, Program Coordinator of the Promoting Health Careers Programs in the Urban Health and Wellness Center, volunteered to conduct telephone interviews of 26 transfer students identified by the Office of Educational Opportunity Initiatives. The Transition and Support Service Program in the Office of Educational Opportunity Initiatives provides services designed to assist students in their transition to UM-Flint. Of the 26 students identified, only 13 participated in the survey. Consistent with the results obtained from the random sample population of transfer students, faculty advising tends to be the most helpful community college service, followed by counseling and academic advising (see Figure 8). However, at the University of Michigan–Flint, these students gave EOI the highest rating, followed by faculty advising and admissions (see Figure 9). When asked what the University of Michigan – Flint could do to improve the transfer process, the most common response was a more complete transfer student orientation, including a campus tour.

**Figure 8: EOI Student Ratings of Community College Advising Services**



**Figure 9: EOI Student Ratings of University of Michigan - Flint Advising Services**



#### **D. Articulation Agreements**

Articulation Agreements are documents executed between institutions that outline administrative and academic understandings about the institutions. They cover such basic items related to recognition of each other's value in the educational community, the acceptance of each other's grading policy, and they confirm each institution's desire to work in unity to serve the educational needs of students. The Articulation Agreements themselves are basic "boiler plate" statements of understanding. The Agreement gives credence to the programmatic guides, also known as curriculum guides or transfer guides, which are developed and maintained cooperatively between the two institutions.

At the program level, articulation agreements serve two different sets of students. The first set consists of those students who complete an Associate Degree at the community college. In this case, the agreement would focus on how the senior institution recognizes the degree. If the degree is the only credential required, as is the case for admission into the University of Michigan-Flint's Bachelor of Applied Science program, the program agreement is one that literally relates only on an institution-to-institution level and has no course-for-course equivalency issues. A related, but distinctively different example would be the Bachelor of Science in Nursing completion program offered by UM-Flint. In this case the program agreement would have to recognize not only the completion of the Associate Degree but also include a specific outline of additional prerequisites course work required of the transfer student in order to meet UM-Flint graduation requirements.

The second set of students served by articulation agreements are those who do not wish to complete the Associate Degree or those for which degree completion is not most

advantageous. In these cases, program agreements must specify course work that not only transfers but meets established graduation requirements in the stated curriculum.

A sub-committee of the Purpose Group on Improvement of Community College Articulation comprised of Robert Hahn, Maggie Golembiewski, Mojtaba Vaziri and Tom Hoiles investigated the following three specific topics related to articulation agreements: (I) what is the impact articulation agreements on service course? (II) What is the impact of articulation agreements on inter-institutional relationships? and (III) how do articulation agreements impact students? The sub-committee's findings are as follows:

### **I. What impact do articulation agreements have on “service” courses?**

Depending on the terms of the contract, articulation agreements can have positive impact on service courses. Articulation agreements may be written so as to direct the prospective transfer student to complete most, if not all, of the general education requirements in order for the agreement to be recognized. Thus, the impact on service courses can be viewed as positive in that the enrollment pressure on those courses by transfer students will be diminished. This will serve to assure entering freshman and returning sophomore students to UM-Flint will have greater access to the lower division service courses. In terms of a potential negative impact of articulation agreement on service courses, it could be argued that by restricting lower-level service courses to freshman and sophomores enrollment in some service courses may decline unless there is a correspondingly high increase in the number of entering freshman.

### **II. What is the impact of articulation agreements on inter-institutional relationships?**

Articulation agreements that require transfer students to complete their Associate Degree prior to attending University of Michigan-Flint will serve to enhance inter-institutional relationships. Those agreements that appear to encourage the student to transfer prior to completion of the Associate Degree will be viewed by some community colleges as an attempt to “steal” their students. What has traditionally been lost in the articulation agreement arena is the concept of meeting the student's desire to attain their educational goals. From the academic enrichment point of view, since articulation agreements are established by faculty, they many times serve as a conduit for exchange of ideas and concepts between faculties from both schools involved.

### **III. How do articulation agreements impact students?**

Any inter-institutional agreement that recognizes each others course work and its relative applicability to degree completion will appear, on the surface at least, to be nothing but a win-win situation for the students who take advantage of these agreements. There exist two major cautionary areas, however, that must not be overlooked.

First, articulation agreements pre-suppose the student knows in what academic/career direction they are headed. Young people with only limited information regarding the myriad choices available to them grasp on to these agreements and follow them almost religiously, only to find out that much of the course work outlined in the agreement serves no useful purpose as they move to a new major. This is not the fault of the individual student, however. It would appear that articulation agreements tend to supplant counseling and advising at the community college. Without proper guidance, students can be grossly misled by articulation agreements.

Secondly, and related to the first, articulation agreements “lock” students on to a specific set of courses thus discouraging them from experiencing the full range of academic opportunities available to them during their community college enrollment. So much of the philosophy of liberal arts education is built upon the idea of self-discovery; articulation agreements serve to discourage that which we profess to be most important.

In sum, an articulation agreement is often characterized as a formal arrangement between institutions designed to provide students with seamless pathways in their advancement along the educational continuum. In general, a well-written articulation agreement should outline which courses, programs, and degrees will transfer from one institution to a receiving institution. The Purpose Group on Community College Articulation determined that careful consideration should be given to the establishment of formal articulation agreements with local and regional community colleges. Evidence from the literature on articulation suggests that the effectiveness of an articulation agreement between a community college and a four-year institution will depend on, among other things, the extent to which:

- faculty are actively involved in the development, maintenance, and monitoring of the agreement;
- each party views the arrangement as mutually beneficial;
- there is a strong commitment from high level administrators at the participating institutions;
- articulation agreements recognize all partners as equals in providing freshmen and sophomore level coursework; and
- there is mutual respect and trust between faculty and staff at both institutions.

## **Discussion**

The need for a strengthened relationship with community colleges, Mott Community College especially, is unquestioned. The University of Michigan-Flint, in order to survive as a fiscally sound entity and a viable educational choice for the region, must seek to achieve a balanced enrollment of new students that includes qualified traditional freshman and an academically prepared pool of transfer students. It is a fact that all students who enroll at this institution through the transfer process are not traditional community college students; the data indicate, however, that community college students comprise a noticeable majority.

The transfer mechanisms in place at the University should be re-examined. This process will require Upper-level administration support and direction and must become a part of the institution's overall strategic plan. New thinking about trust, collegiality, academic integrity and mutual concern for the good of our student body must take place.

Each member of the UM-Flint administration, faculty, and staff must accept the fact that community college faculty, advising staff and curricular oversight committees are, in good faith, providing a quality educational experience for their students. We need to understand that community college personnel are dedicated to embracing and upholding academic and service standards that, in most cases, exceed minimum accreditation standards. The same indignation that one would expect to be exhibited by university teaching faculty if quality and/or methods were questioned is felt by their community college counterparts.

Community college students, whose academic performance indicates a true interest in learning and dedication to knowledge acquisition, should be looked upon with the same respect as those who come from senior institutions. Students transfer for a myriad of reasons, not the least of which is to continue their educational endeavors at an institution that offers them the possibility of "on-time" completion of their desired objective.

## **Recommendations**

University of Michigan-Flint faces unique sets of challenges regarding community college articulation. These include: a) development of innovative, flexible, and appropriate transfer and articulation arrangements, b) development of a process to conduct fair evaluation of competencies and knowledge intended through courses (i.e., freshman and sophomore level courses) designed by the community college regardless of course title or number, c) establishment of a process to conduct regular review of the courses taught at the community college to assure no significant changes have been made in course objectives, d) establishment of processes to foster trust, respect, and collaboration among the faculties of both the University and the community colleges, and e) development of an accessible and understandable web data base that makes course equivalences available to students, faculty, counselors and other interested parties.

In order to improve community college articulation:

- The Office of Undergraduate Admissions and the Academic Advising Center must strive to communicate at the highest possible level with community college advising personnel to facilitate the successful transition of transfer students. This communication can take the form of written newsletters, regularly scheduled visits to the various community college campuses, and open house events for transfer students and Community College Advising staff. The Offices of Financial Aid and the Institutional Advancement must collaborate on finding increased funding for transfer students, both for merit scholarships and need-based grants, and assuring these funds are distributed in a fair and expedient manner.
- The University of Michigan-Flint should re-evaluate the status of the staff position created to facilitate the transfer of community college students to UM-Flint. Ideally, this person should have the authority to act as an ombudsman to facilitate problem resolution, work out differences in understanding, and act as liaison between the university and its constituent community colleges. This individual must also be positioned and recognized by the Chancellor and Provost as someone whose charge is to act in a manner that upholds the academic integrity of the institution and, most importantly, serves to find a resolution to problems that are most befitting to all parties involved.
- Academic Deans and Department Chairs/Director should develop a process for identifying courses and programs to be articulated and evaluating the impact and effectiveness of the articulation agreements.
- Master transfer articulation agreements must be drafted and put into place via signatures from appropriate institutional personnel. The agreements should include, but are not limited to, statements of understanding regarding recognition of courses and curricula quality, relationship of grading policy, recognition of general education requirements, admission standards, and policies relative to periodic review and updates of agreements. Furthermore, Deans and Department Chairs/Directors from the four primary academic units (CAS, SEHS, SHPS, and SOM) should work to develop individual curriculum transfer guides where appropriate. These guides, once authorized by the University, must also be updated regularly and made available on the web along with the individual community college course equivalencies.

This transformation in the university's approach to community college articulation, in order to be complete and fruitful for the University, must not only embrace the academic concerns but also those most related to effective enrollment management.

## Concluding Remarks

The Purpose Group for Improvement of Community College Articulation understands there are a number of inherent problems that arise when an institution enters into agreements with other colleges or universities. These include such issues as the huge investment of faculty and staff energy in development and maintenance of articulation agreements and curriculum transfer guides, the liability of the University in these implied and expressed contracts with students and community colleges, and that agreements and curriculum transfer guides tend to diminish the very important contact students have with advising personnel at both the community college and UM-Flint prior to transfer. Discussions about resources and advising issues were a part of nearly every meeting of the Purpose Group. It is because of these concerns the Group believes the recommendations need to be embraced by the highest levels of leadership, both administrative and academic; and that financial, technological, and personnel resources are made available to assure implementation and/or expansion of articulated agreements.

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**APPENDIX A  
Student Email Survey**

**As a former community college student, you may have had some challenges as you transferred from your former school to the University of Michigan – Flint. The Admissions Office needs your help in order to assist future transfer students as we try to make the entire transfer process as easy as possible. Would you please take just a few minutes to answer the following five questions no later than April 25? Simply reply to this message and put your responses in the text of the message. Thank you!**

**Tom Hoiles  
Director of Admissions**

**Sample question:**

How satisfied are you with the following services?

Parking

Not at all satisfied \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very satisfied \_\_\_did not use

1. **What community college did you attend?** \_\_\_\_\_
  
2. **How helpful were each of the following services at your previous community college:**
  - a. Academic advising  
Not at all helpful \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very helpful \_\_\_did not use
  
  - b. Counseling office  
Not at all helpful \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very helpful \_\_\_did not use
  
  - c. Transfer office  
Not at all helpful \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very helpful \_\_\_did not use
  
  - d. Faculty advising  
Not at all helpful \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very helpful \_\_\_did not use
  
  - e. Other (please specify \_\_\_\_\_)  
Not at all helpful \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very helpful \_\_\_did not use

f. Which of the above did you find most helpful?

\_\_\_\_\_

**3. How helpful was each of the following services at UM-Flint:**

a. Academic advising  
Not at all helpful \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very helpful \_\_\_did not use

b. Admissions  
Not at all helpful \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very helpful \_\_\_did not use

c. Academic department  
Not at all helpful \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very helpful \_\_\_did not use

d. Faculty advising  
Not at all helpful \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very helpful \_\_\_did not use

e. Educational Opportunity Initiatives Office  
Not at all helpful \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very helpful \_\_\_did not use

f. Women's Education Center  
Not at all helpful \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very helpful \_\_\_did not use

g. Other (please specify \_\_\_\_\_)  
Not at all helpful \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_ Very helpful \_\_\_did not use

h. Which of the above did you find most helpful?

\_\_\_\_\_

**4. In regard to specific transfer issues, do you feel your courses transferred well from your community college?**

Yes \_\_\_\_\_

No (if no, why? \_\_\_\_\_)

**5. In what ways do you believe that UM-Flint could improve the transfer process and subsequent transitional experience?**

a. \_\_\_ transfer course equivalencies on the web

b. \_\_\_ curriculum transfer guide on the web

c. \_\_\_ transfer student open house

d. \_\_\_ more visits by UMF admissions reps at your community college

e. \_\_\_ other (please specify \_\_\_\_\_)