

**Report on the 2016 Administration of the
UIC Transfer Student Survey
January 2016**

**Office of Institutional Research
Office of the Vice Chancellor for Student Affairs
Office of the Vice Provost for Academic and Enrollment Services**

This report details the results from the first year of the Transfer Student Survey (TSS). Modeled after the UIC Entering Student Survey of new freshmen, the survey is an instrument to track characteristics and trends of transfer students at UIC. The results of the TSS are presented here for use by the University community in developing a more detailed understanding of the undergraduate students enrolling at UIC. The TSS is a collaboration of the Office of the Vice Chancellor for Student Affairs, the Office of the Vice Provost for Academic and Enrollment Services and the Office of Institutional Research.

For further information about this report or about the Transfer Student Survey, contact the Office of Institutional Research, oir-inquiry@uic.edu.

Highlights from the 2016 TSS

The Transfer Student Survey (TSS) is an online survey designed to gather information about new students' pre-enrollment attitudes and dispositions; as well as their aspirations and expectations. The survey was piloted in 2014. It is modeled after the UIC Entering Student Survey which has been administered to new freshman since 2008. Many of the questions are common to a variety of nationally marketed new student surveys.

A total of 578 (29.5%) of the 1,958 new transfer students enrolled for fall 2016 completed the survey after attending summer orientation.

This year 35.2 % of the transfer students reported that English is not their first language -- similar to the 33.5% reported by UIC new freshmen in the ESS. These figures are in contrast to the 10.5% of the respondents reported by the Cooperative Institutional Research Program (CIRP) who surveyed over 141,189 freshmen at colleges and universities across the country in 2015.

A follow-up open-ended question allowed students to report their first language. Thus, allowing us to capture the breadth of diversity in languages among our transfer students. Of the students who completed the open-ended question, 32 different languages were named. Of the students who indicated that English is not their first language and named a first language, the most frequently reported languages were:

- Spanish –38.1%
- Polish – 7.7%
- Arabic – 6.7%
- Filipino (including Tagalog) – 5.7%
- Gujarati – 5.2%
- Urdu – 4.6%
- Chinese (including Mandarin and Cantonese) – 3.6%
- Bulgarian – 3.1%
- Vietnamese – 3.1 %

The ESS and TSS allow for comparisons between new first-year and transfer students. This report reflects a summary of the total response group of transfer students participating in the survey.

Introduction

This report presents summary data in table form on the Transfer Student Survey (TSS), which was administered to new transfer undergraduate students of the University of Illinois at Chicago (UIC) via email invitation during July and August after attending an Orientation session in the summer 2016. A total of 14 tables are presented which summarize the results of student responses to different sections of the TSS.

Survey Instrument

The Transfer Student Survey was modeled after the Enter Student Survey (of new freshman) which has been administered at UIC since the summer of 2008. Between 2014 and 2015 it was a two-page paper and pencil instrument. During the summer of 2016 the survey transitioned from a paper survey administered during Transfer Student Orientation to an online survey that was emailed between July and August to incoming transfer students who attended an orientation session during the summer. The survey includes 109 items distributed as follows:

9 items related to background information about students

- 13 items related to pre-enrollment characteristics and behavior
- 19 items related to student pre-disposition and self-assessment of motivation
- 29 items related to the college choice and decision
- 39 items related to student aspirations and future plan

The survey includes one open-ended question on the native language of students who indicate that English is not their first language.

Administration of the Survey

The participants were students admitted to UIC as new transfer students who attended one of the 13 summer orientation sessions held on the UIC campus during June, July and August 2016. Of the new transfer students who participated in summer orientation, 578 completed the TSS. This represents 29.5% of the new transfer cohort. The table below details the distribution of survey participants by racial/ethnic and college of enrollment compared to the entire transfer cohort.

Fall 2016 New Transfer Enrollment and TSS Participation					
	New Transfers		TSS Participation		% of cohort participating in survey
	Number	% of cohort	Number	% of respondents	
CBA	360	18.4%	127	20.8%	35.3%
Education	51	2.6%	9	1.5%	17.6%
Engineering	359	18.3%	99	16.2%	27.6%
CADA	109	5.6%	36	5.9%	33.0%
LAS	731	37.3%	253	41.4%	34.6%
NURS	172	8.8%	0	0.0%	0.0%
SPH	13	0.7%	8	1.3%	61.5%
AHS	140	7.2%	37	6.1%	26.4%
CUPPA	23	1.2%	9	1.5%	39.1%
TOTAL	1,958		578		29.5%
AIAN	0	0.0%	0	0.0%	--
Asian	309	15.8%	99	16.2%	32.0%
Black	178	9.1%	57	9.3%	32.0%
Hispanic	544	27.8%	172	28.2%	31.6%
International	56	2.9%	14	2.3%	25.0%
Multi Race	59	3.0%	20	3.3%	33.9%
NHPI	5	0.3%	0	0.0%	0.0%
Unknown	15	0.8%	3	0.5%	20.0%
White	792	40.4%	213	34.9%	26.9%
TOTAL	1,958		578		29.5%

Explanation of Tables

Section 1: Student Characteristics (5 tables)

Tables 1 through 5 present data on the characteristics and background of respondents: parents' level of education, concern about financing college, religion, citizenship and first language, and type of prior college enrollment and housing plans for fall term. Parent education is a calculated variable from two separate questions about highest level of schooling for father and mother. The prior college variable is derived from questions about the number of prior 4-year institutions and 2-year institutions that the student attended.

Section 2: Student Pre-dispositions and Self-reported Preparation (5 tables)

Tables 6 through 10 present information on students' pre-disposition based on self-reported prior year activities and anticipated need for academic assistance.

Time spent on various activities, ranging from studying and working to time spent texting provides a context for how students managed their time during the last year of school (community college or four year college/university).

One item asked the students to specify the highest degree that they plan to earn at any college or university.

Finally, students are asked to rate themselves compared to the average person their age on 18 traits associated with aspects of college preparation and motivation such as mathematical ability, self-understanding, and self confidence and drive to achieve. The responses range from: 1=*highest 10%*; 2=*above average*; 3=*average*; 4=*below average*; and 5=*lowest 10%*.

Section 3: College Choice and Decision to Attend College (2 tables)

Table 11 and 12 display the results of two questions related to the college choice and decision to attend UIC.

Students were asked to indicate the importance of various factors in the decision to attend college. Reasons listed ranged from: 'to get training for a specific career' to 'to gain a general education and appreciation of ideas'. Regarding the decision to attend UIC, students were asked to rate the importance of various factors in the decision to attend UIC; factors ranged from: 'A relative wanted me to come to UIC' to 'Not offered aid by my first choice'. Response categories for both variables were: 1) Very important; 2) Somewhat important; and 3) Not important.

Section 4: Future Plans and Aspirations (2 tables)

Tables 13 and 14 detail responses to two questions regarding anticipated behaviors and activities during college in the question: "What is your best guess as to the chance you will:" followed by a list of 21 responses ranging from change major fields, to participate in student clubs/groups. A four level response scale is provided: 1) Very good chance; 2) Some chance; 3) Very little chance; and 4) No chance.

Students are also asked to indicate the value placed on a range of 18 'life goals' ranging from 'Be well off financially' to 'Integrating spirituality into my life'. Response categories are: 1=Essential; 2=Very Important; 3=Somewhat Important; and 4=Not Important.

Section 1: Student Characteristics

Table 1: Language and Citizenship	
English is native language?	64.8%
Citizenship Status:	
U.S. Citizen	81.0%
Perm Resident/Green Card	12.5%
Neither	6.5%

Table 2: Parental Education	
(Composite of Mother/Father highest level of education)	
No exposure to college	28.5%
Some college experience	15.8%
Assoc degree	12.2%
One 4Yr degree	21.6%
Both (or only) 4Yr degree	19.3%
Don't Know	2.6%

Table 3: Do you have any concerns about your ability to finance your college education?	
None (confident sufficient funds)	8.4%
Some (probably enough funds)	51.8%
Major (not sure enough funds)	39.8%

Table 4: Which best describes your religious affiliation?:	
Buddhist	1.9%
Hindu	3.1%
Jewish	0.7%
Muslim	8.2%
Protestant Christian	13.4%
Roman Catholic	29.0%
Other Religion	9.2%
No Affiliation	34.4%

Table 5: Where do you plan to live during Fall Semester?:	
UIC Residence Hall	12.7%
Off campus - walking dist	9.6%
Off campus - commuting	28.3%
With Parents or relatives	49.1%
Other	0.4%

Section 2: Student Pre-dispositions and Self-reported Preparation

Table 6: During your last year in school, how many hours during typical week, did you spend:

	None	Less than 2 hrs	3 to 5 hrs	6 to 10 hrs	more than 10 hrs
Studying/homework	2.5%	7.0%	33.5%	33.1%	24.0%
Socializing with friends	1.6%	23.9%	38.1%	24.8%	11.5%
Talking with teachers (not in class)	20.5%	60.3%	17.3%	1.6%	0.4%
Exercise or sports	13.7%	33.0%	26.5%	16.2%	10.6%
Partying	42.1%	36.8%	14.6%	5.8%	0.7%
Working (for pay)	16.4%	4.0%	6.3%	10.5%	62.9%
Volunteer work	53.5%	26.3%	11.7%	5.9%	2.5%
Student clubs/groups	56.5%	22.9%	12.5%	5.4%	2.7%
Watching TV	19.7%	35.2%	29.7%	9.7%	5.7%
Reading for pleasure	28.9%	39.5%	23.5%	4.9%	3.3%
Online social networking	8.3%	32.4%	30.8%	16.7%	11.9%
Texting	8.1%	38.1%	28.8%	13.1%	12.0%
Prayer/meditation	47.6%	35.9%	9.9%	4.3%	2.3%

Table 7: How many prior institutions did you attend before enrolling in UIC

	1 institution	2 institutions	3 or more
2 Year institution	68.3%	11.6%	2.1%
4 Year institution	30.8%	3.6%	0.4%
Vocational/Trade School	2.3%	0.0%	0.2%

Table 8: Have you had or think you will need any special tutoring or help in the following subjects:

	Had Help	Will Need Help
Math	33.2%	31.5%
Science	24.6%	29.6%
Writing	27.9%	20.2%

Table 9: What is the highest academic degree plan to earn at any college? :

Baccalaureate Deg	28.5%
Master's Deg	38.4%
PhD/Ed D	16.3%
MD/DO/DDS/DVM	8.3%
Other (incl Law, Div., etc)	5.4%
None	3.1%

Section 2: Student Pre-dispositions and Self-reported Preparation (continued)

Table 10: Rate self on following traits compared with average person your age:

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	18.2%	56.8%	23.9%	1.1%	0.0%
Artistic ability	7.3%	25.4%	40.8%	20.2%	6.3%
Competitiveness	23.4%	37.3%	31.3%	6.6%	1.4%
Cooperativeness	34.3%	42.5%	21.5%	1.6%	0.0%
Creativity	19.4%	37.1%	36.9%	5.4%	1.3%
Drive to achieve	46.3%	39.7%	12.2%	1.6%	0.2%
Emotional health	21.0%	29.8%	34.6%	12.6%	2.0%
Initiative	24.7%	38.9%	31.9%	4.1%	0.4%
Leadership ability	27.7%	37.8%	28.8%	5.2%	0.4%
Mathematical ability	12.6%	36.1%	38.4%	11.2%	1.6%
Physical health	17.7%	31.9%	41.8%	7.9%	0.7%
Self-confidence (intellectual)	22.2%	43.6%	27.4%	6.3%	0.5%
Self-confidence (social)	18.5%	30.6%	32.3%	16.3%	2.3%
Self-understanding	27.3%	37.9%	30.0%	4.5%	0.4%
Spirituality	17.9%	24.0%	37.5%	12.4%	8.2%
Time management	17.5%	30.1%	40.4%	10.6%	1.4%
Understanding of Others	32.1%	43.1%	21.8%	2.3%	0.5%
Writing ability	13.4%	40.3%	38.2%	7.0%	1.1%

Section 3: College Choice and Decision to Attend College

Table 11: How important was each of the following reasons in your decision to attend college? :

	Very Important	Somewhat Important	Not Important
Parents wanted me to go	50.0%	28.1%	21.9%
I couldn't find a job	20.3%	27.2%	52.5%
Opportunity to get away from home	10.1%	29.5%	60.5%
To get a better job	92.3%	6.7%	1.1%
Gain a general education and appreciation of ideas	80.2%	17.2%	2.6%
Improve my reading and study skills	54.0%	34.4%	11.6%
Make me more cultured	54.3%	35.1%	10.6%
To be able to make more money	78.9%	18.7%	2.5%
Learn about things that interest me	87.0%	11.9%	1.1%
Prepare for grad or professional school	73.2%	17.3%	9.5%
Mentor encouraged me	25.9%	31.1%	42.9%
Get training for specific career	75.7%	18.6%	5.6%

Table 12: How important was each of the following reasons in your decision to attend UIC?:

	Very Important	Somewhat Important	Not Important
Relatives wanted me to come here	10.5%	23.3%	66.2%
Teacher advised me	9.1%	27.0%	63.9%
Good academic reputation	66.2%	29.8%	4.0%
Good social reputation	30.9%	43.6%	25.6%
Racial and ethnic diversity	44.8%	34.1%	21.2%
Offered financial assistance	38.7%	29.2%	32.2%
Low tuition	66.4%	26.2%	7.4%
High school counselor advised me	6.2%	18.3%	75.5%
Wanted to live near home	39.1%	31.4%	29.5%
Not offered aid by 1st choice	9.2%	18.4%	72.4%
UIC grads are admitted to top professional schools	50.3%	32.4%	17.3%
Grads get good jobs	67.5%	24.4%	8.1%
Not accepted elsewhere	2.1%	8.4%	89.5%
Rankings in national magazines	20.4%	41.4%	38.1%
Info from website	27.5%	39.9%	32.7%
Friends attending UIC	12.8%	30.1%	57.1%
Wanted to attend college in city	44.8%	33.1%	22.1%
Admitted to special program	52.2%	26.1%	21.7%

Section 4: Future Plans and Aspirations

Table 13: What is your best guess of chances that you will:

	Very Good chance	Some Chance	Very Little Chance	No Chance
Change major	4.2%	15.9%	44.8%	35.1%
Change career choices	7.8%	30.1%	39.0%	23.0%
Grad with honors	37.3%	50.1%	9.6%	3.0%
Participant in student government	6.4%	26.3%	39.6%	27.6%
Get job to help pay for college	70.1%	23.5%	5.2%	1.3%
Work fulltime	23.8%	29.9%	28.2%	18.1%
Play varsity athletics	5.4%	9.6%	28.1%	56.9%
Play intramural athletics	10.4%	20.9%	24.4%	44.4%
Make at least a "B" average	77.3%	20.3%	1.8%	0.6%
Need extra time to complete degree	15.2%	37.5%	33.6%	13.6%
Get bachelor's degree	92.8%	6.1%	0.9%	0.2%
Drop out of UIC temporarily	0.6%	5.0%	19.3%	75.1%
Drop out of UIC permanently	0.4%	1.8%	9.8%	88.0%
Transfer to another college	1.1%	5.0%	24.4%	69.4%
Be satisfied with college	60.0%	35.4%	3.9%	0.7%
Participate in volunteer or community service	37.0%	40.2%	18.1%	4.6%
Seek personal counseling	19.3%	36.2%	33.6%	10.8%
Dev close friendships with other students	55.3%	35.9%	7.4%	1.3%
Communicate regularly with professors	47.2%	43.7%	8.4%	0.7%
Socialize w/ other racial/ethnic groups	71.2%	23.1%	4.8%	0.9%
Participate in student clubs/groups	42.1%	38.4%	16.1%	3.3%

Section 4: Future Plans and Aspirations (continued)

Table 14: Indicate the importance to you personally of each of the following:

	Essential	Very Important	Somewhat Important	Not Important
Be accomplished in performing arts	11.4%	11.1%	25.5%	52.0%
Become an authority in my field	38.5%	36.9%	20.9%	3.7%
Gain recognition for contributions in my field	35.2%	41.1%	19.4%	4.3%
Influence political structure	13.1%	23.7%	37.5%	25.7%
Influence social values	26.8%	39.1%	25.5%	8.6%
Raising a family	42.0%	25.5%	15.8%	16.7%
Have administrative responsibility for work of others	22.6%	34.8%	29.6%	13.0%
Be well off financially	61.2%	27.2%	10.2%	1.5%
Help others in difficulty	52.1%	34.0%	12.3%	1.5%
Write original works	10.2%	9.5%	30.6%	49.7%
Be successful in my own business	39.9%	29.5%	17.4%	13.2%
Be involved in cleaning up environment	20.0%	26.1%	40.9%	13.1%
Develop a meaningful philosophy of life	33.0%	29.8%	26.5%	10.7%
Participate in community action programs	21.1%	32.4%	33.3%	13.1%
Promote racial understanding	27.8%	33.8%	26.8%	11.6%
Keep up with political affairs	15.9%	28.1%	36.7%	19.3%
Become a community leader	21.6%	31.8%	32.5%	14.0%