

**Report on the 2017 Administration of the
UIC Transfer Student Survey
December 2017**

**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 2017 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 669 (30.7%) of the 2,181 new transfer students enrolled for fall 2017 completed the survey after attending summer orientation.

This year 34.0 % of the transfer students reported that English is not their first language -- similar to the 32.5% reported by UIC new freshmen in the ESS. 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, 34 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 – 43.9%
- Arabic – 8.8%
- Polish – 6.6%
- Urdu – 5.3%
- Gujarati – 4.4%
- Chinese (including Mandarin and Cantonese) – 3.9%
- Korean – 2.6%
- Filipino (including Tagalog) – 2.6%
- Malayalam – 2.2%

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 August after attending an Orientation session in the summer 2017. 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 112 items distributed as follows:

- 9 items related to background information about students
- 16 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 2017. Of the new transfer students who participated in summer orientation, 669 completed the TSS. This represents 30.7% 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 2017 New Transfer Enrollment and TSS Participation					
	New Transfers		TSS Participation		% of cohort participating in survey
	Number	% of cohort	Number	% of respondents	
CBA	401	18.4%	116	17.3%	28.9%
Education	35	1.6%	14	2.1%	40.0%
Engineering	398	18.2%	131	19.6%	32.9%
CADA	110	5.0%	28	4.2%	25.5%
LAS	878	40.3%	319	47.7%	36.3%
NURS	149	6.8%	0	0.0%	0.0%
SPH	18	0.8%	9	1.3%	50.0%
AHS	157	7.2%	42	6.3%	26.8%
CUPPA	35	1.6%	10	1.5%	28.6%
TOTAL	2,181		669		30.7%
AIAN	2	0.1%	2	0.3%	100.0%
Asian	313	14.4%	98	14.6%	31.3%
Black	176	8.1%	58	8.7%	33.0%
Hispanic	647	29.7%	239	35.7%	36.9%
International	62	2.8%	12	1.8%	19.4%
Multi Race	73	3.3%	19	2.8%	26.0%
NHPI	3	0.1%	0	0.0%	0.0%
Unknown	20	0.9%	4	0.6%	20.0%
White	885	40.6%	237	35.4%	26.8%
TOTAL	2,181		669		30.7%

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?	66.0%
Citizenship Status:	
U.S. Citizen	84.4%
Perm Resident/Green Card	10.0%
Neither	5.6%

Table 2: Parental Education	
(Composite of Mother/Father highest level of education)	
No exposure to college	35.1%
Some college experience	11.8%
Assoc degree	9.0%
One 4Yr degree	25.3%
Both (or only) 4Yr degree	17.3%
Don't Know	1.6%

Table 3: Do you have any concerns about your ability to finance your college education?	
None (confident sufficient funds)	13.7%
Some (probably enough funds)	52.0%
Major (not sure enough funds)	34.3%

Table 4: Which best describes your religious affiliation?:	
Buddhist	2.0%
Hindu	1.9%
Jewish	0.6%
Muslim	9.4%
Protestant Christian	11.8%
Roman Catholic	26.4%
Other Religion	8.1%
No Affiliation	39.8%

Table 5: Where do you plan to live during Fall Semester?:	
UIC Residence Hall	16.0%
Off campus - walking dist	8.1%
Off campus - commuting	26.6%
With Parents or relatives	48.9%
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	4.4%	7.8%	30.4%	33.4%	24.0%
Socializing with friends	3.5%	25.5%	40.0%	20.2%	10.8%
Talking with teachers (not in class)	25.3%	59.3%	12.9%	2.0%	0.4%
Exercise or sports	15.2%	31.5%	29.9%	14.3%	9.1%
Partying	50.5%	29.1%	14.2%	4.4%	1.8%
Working (for pay)	17.1%	3.4%	5.0%	9.2%	65.3%
Volunteer work	55.9%	24.2%	14.1%	3.7%	2.2%
Student clubs/groups	63.1%	21.4%	11.0%	2.5%	2.0%
Watching TV	22.0%	36.6%	27.5%	6.9%	7.0%
Reading for pleasure	38.1%	36.2%	18.9%	3.5%	3.4%
Online social networking	10.1%	33.9%	31.7%	12.8%	11.5%
Texting	7.8%	45.5%	24.9%	9.7%	12.2%
Prayer/meditation	51.8%	36.5%	7.2%	2.3%	2.2%

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

	1 institution	2 institutions	3 or more
2 Year institution	71.8%	8.3%	1.3%
4 Year institution	30.8%	4.5%	1.2%
Vocational/Trade School	3.0%	0.3%	0.3%

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	28.3%	40.9%
Science	14.9%	37.3%
Writing	21.5%	31.7%

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

Baccalaureate Deg	32.6%
Master's Deg	35.9%
PhD/Ed D	13.4%
MD/DO/DDS/DVM	9.5%
Other (incld Law, Div., etc)	5.4%
None	3.3%

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	16.7%	53.6%	28.8%	0.5%	0.5%
Artistic ability	6.0%	20.6%	36.5%	27.4%	9.5%
Competitiveness	19.4%	36.3%	34.9%	8.1%	1.2%
Cooperativeness	26.9%	46.6%	23.3%	2.6%	0.6%
Creativity	15.3%	37.0%	37.0%	8.8%	2.0%
Drive to achieve	39.3%	38.7%	19.7%	2.1%	0.2%
Emotional health	13.9%	26.7%	39.7%	16.0%	3.6%
Initiative	18.2%	38.2%	37.7%	5.2%	0.8%
Leadership ability	24.6%	37.4%	28.7%	8.1%	1.2%
Mathematical ability	13.5%	31.2%	39.0%	13.2%	3.0%
Physical health	11.8%	28.0%	47.8%	10.6%	1.8%
Self-confidence (intellectual)	19.8%	35.0%	35.4%	8.4%	1.4%
Self-confidence (social)	12.9%	24.5%	37.5%	20.6%	4.5%
Self-understanding	20.9%	36.0%	34.4%	7.9%	0.8%
Spirituality	10.4%	21.7%	36.8%	18.8%	12.4%
Time management	12.0%	27.2%	41.9%	16.6%	2.3%
Understanding of Others	28.0%	43.3%	24.7%	3.3%	0.6%
Writing ability	12.8%	34.8%	42.8%	7.7%	2.0%

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	47.8%	28.8%	23.3%
I couldn't find a job	19.2%	25.6%	55.3%
Opportunity to get away from home	13.9%	26.2%	59.9%
To get a better job	89.4%	7.9%	2.7%
Gain a general education and appreciation of ideas	77.2%	19.2%	3.6%
Improve my reading and study skills	53.5%	32.6%	13.9%
Make me more cultured	57.1%	30.4%	12.5%
To be able to make more money	77.8%	19.6%	2.5%
Learn about things that interest me	84.0%	14.2%	1.8%
Prepare for grad or professional school	66.8%	20.8%	12.5%
Mentor encouraged me	24.2%	27.6%	48.2%
Get training for specific career	72.8%	21.1%	6.1%

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	12.7%	21.3%	66.0%
Teacher advised me	8.5%	23.1%	68.3%
Good academic reputation	62.2%	32.4%	5.4%
Good social reputation	25.4%	39.4%	35.2%
Racial and ethnic diversity	48.1%	30.3%	21.6%
Offered financial assistance	39.4%	26.3%	34.3%
Low tuition	65.2%	25.4%	9.3%
High school counselor advised me	7.5%	16.0%	76.5%
Wanted to live near home	41.0%	27.5%	31.6%
Not offered aid by 1st choice	9.9%	19.5%	70.5%
UIC grads are admitted to top professional schools	48.4%	29.2%	22.4%
Grads get good jobs	66.7%	24.1%	9.2%
Not accepted elsewhere	4.8%	8.6%	86.6%
Rankings in national magazines	18.7%	30.6%	50.7%
Info from website	26.6%	33.7%	39.8%
Friends attending UIC	13.1%	24.3%	62.6%
Wanted to attend college in city	43.5%	28.7%	27.8%
Admitted to special program	48.2%	24.5%	27.3%

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	6.8%	13.9%	39.3%	39.9%
Change career choices	9.3%	26.9%	37.0%	26.9%
Grad with honors	33.8%	49.3%	14.2%	2.6%
Participant in student government	7.1%	22.9%	38.2%	31.8%
Get job to help pay for college	73.7%	16.7%	6.8%	2.8%
Work fulltime	25.0%	27.0%	30.0%	18.0%
Play varsity athletics	3.7%	8.6%	25.5%	62.2%
Play intramural athletics	7.4%	18.2%	25.4%	49.1%
Make at least a "B" average	77.0%	20.1%	2.2%	0.8%
Need extra time to complete degree	13.2%	38.9%	33.4%	14.6%
Get bachelor's degree	95.3%	2.9%	0.9%	0.8%
Drop out of UIC temporarily	0.6%	4.0%	24.8%	70.5%
Drop out of UIC permanently	0.6%	1.4%	10.9%	87.1%
Transfer to another college	1.2%	6.5%	23.5%	68.7%
Be satisfied with college	59.3%	34.7%	5.0%	1.1%
Participate in volunteer or community service	42.5%	34.9%	14.3%	8.2%
Seek personal counseling	20.7%	36.9%	27.7%	14.7%
Dev close friendships with other students	51.5%	37.8%	9.0%	1.7%
Communicate regularly with professors	49.5%	40.2%	9.4%	0.9%
Socialize w/ other racial/ethnic groups	74.0%	21.5%	3.7%	0.8%
Participate in student clubs/groups	42.9%	37.6%	13.7%	5.8%

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	8.2%	10.8%	29.1%	52.0%
Become an authority in my field	37.0%	37.6%	18.1%	7.2%
Gain recognition for contributions in my field	35.5%	36.2%	21.7%	6.6%
Influence political structure	17.7%	17.9%	36.2%	28.2%
Influence social values	28.0%	32.8%	28.0%	11.3%
Raising a family	44.2%	24.3%	17.4%	14.1%
Have administrative responsibility for work of others	23.2%	29.5%	31.2%	16.1%
Be well off financially	58.0%	27.4%	12.5%	2.2%
Help others in difficulty	51.7%	31.8%	14.5%	2.0%
Write original works	9.4%	10.7%	28.9%	50.9%
Be successful in my own business	36.9%	25.8%	23.1%	14.2%
Be involved in cleaning up environment	21.2%	28.0%	37.0%	13.8%
Develop a meaningful philosophy of life	33.2%	28.7%	25.0%	13.1%
Participate in community action programs	21.9%	30.1%	32.7%	15.3%
Promote racial understanding	32.4%	29.4%	24.0%	14.2%
Keep up with political affairs	21.9%	23.6%	33.8%	20.6%
Become a community leader	23.6%	26.2%	31.5%	18.7%