

Report on the 2018 Administration of the UIC Transfer Student Survey

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**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 2018 administration of the Transfer Student Survey (TSS). Modeled after the UIC Entering Student Survey (ESS) of first-year students, the TSS is an instrument to track characteristics and trends of transfer and readmitted students at the University of Illinois at Chicago (UIC). The results of the TSS are presented here for use by the UIC 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 Entering Student Survey, contact the Office of Institutional Research, oir-inquiry@uic.edu.

Highlights from the 2018 Transfer Student Survey

The Transfer Student Survey (TSS) is an online survey designed to gather information about transfer students' pre-enrollment attitudes and dispositions as well as their aspirations and expectations. Most of the questions have remained the same across the nine-year history of the survey and many are common to a variety of nationally marketed student surveys.

A total of 697 (31.2%) of the 2,231 transfers/readmitted students enrolled for Fall 2018 completed the online survey after attending summer orientation.

This year, 34.4% of the students reported that English is not their first language. A follow-up open-ended question allowed students to report their first language, which allowed us to capture the breadth of diversity in languages among our new students. Of the students who completed the open-ended question, 44 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 – 42.1%
- Chinese (including Mandarin and Cantonese) – 7.5%
- Urdu – 7.1%
- Gujarati – 5.8%
- Arabic – 5.4%
- Filipino (including Tagalog) – 4.6%
- Korean – 4.2%
- Vietnamese – 2.9%
- Polish – 2.5%

Introduction

This report presents summary data in table form on the TSS, which was administered to transfer and readmitted undergraduate students of UIC via email invitation during September 2018 after classes began. A total of 26 tables are presented which summarize the results of student responses to different sections of the TSS.

Survey Instrument

The TSS has been administered at UIC since 2014. It is modeled after the ESS of new first-year students, which was developed and first administered at UIC during the summer of 2008. In 2014 and 2015, the TSS was a two-page paper and pencil instrument. During the summer of 2016, it transitioned from a paper survey administered during Transfer Student Orientation to an online survey that was emailed between July and August to incoming transfer and readmitted students who attended an orientation session during the summer.

The survey includes 139 items distributed as follow:

- 28 items related to student demographic information
- 41 items related to student pre-disposition, self-assessment of motivation, and pre-enrollment characteristics and behavior
- 32 items related to college choice and decision to attend
- 38 items related to student aspirations and future plans

The survey includes six open-ended question related to first language, race, religious affiliation, gender, sexual orientation, and on-off campus living.

TSS Question and Item Changes as of Fall 2018

In 2018, after 10 years of administering the survey, several questions were added to address identified gaps in information and a few items were retired. In particular, 10 new items were added in relation to student characteristics. While in previous years, the University Identification Number (UIN) was used to connect student demographics in the data warehouse, in 2018 the decision was made to add some self-reported demographic questions to help provide further context of the multiple identities of UIC's incoming students. This included:

Section 1: Student Characteristics

- Gender identity (new question)
- Sexual orientation (new question)
- Race/ethnicity (2 new questions)
- Disability (3 new questions)
- Military status (new question)
- Financing college (2 new questions and items)

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

- Time spent on high school activities (1 new item)
- Self-ratings on ability to see the world (new question)

Section 3: College Choice and Decision to Attend College

- College choice (new question)
- Student's decision to attend UIC (3 new items)

Section 4: Future Plans and Aspirations

- Student's best guess of experiences while in college (6 new items)
- Student's view on the importance of UIC's ability to provide academic and co-curricular experiences (new question)

The following questions were retired from the TSS: (Based on December 2017 TSS report)

- Section 2 Table 10: Rate self on following traits compared with an average person your age
- Section 3 Table 21: Reasons to attend college (retired 1 item)
- Section 4 Table 14: Indicate the importance to you personally of each of the following

Administration of the Survey

The participants were students admitted to UIC as transfer or readmitted students for Fall 2018. Of the new transfer and readmitted students, 697 completed the TSS. This represents 31.2% of the new transfer cohort. The table below details the distribution of survey participants by race/ethnicity and college of enrollment compared to the entire transfer cohort. Use of the UIN allows us to report demographic characteristics of the respondents.

Fall 2018 Transfer/Readmit Enrollment and TSS Participation

College	New Transfers/Readmit		TSS Participation		% of cohort participating in survey
	Number	% of cohort	Number	% of respondents	
Business Administration	409	18.3%	116	16.6%	28.4%
Education	36	1.6%	18	2.6%	50.0%
Engineering	412	18.5%	125	17.9%	30.3%
Architecture, Design, & the Arts	124	5.6%	33	4.7%	26.6%
Liberal Arts & Sciences	851	38.1%	288	41.3%	33.8%
Applied Health Sciences	173	7.8%	62	8.9%	35.8%
Nursing	185	8.3%	45	6.5%	24.3%
Urban Planning & Public Affairs	25	1.1%	8	1.1%	32.0%
Public Health	16	0.7%	2	0.3%	12.5%
Race/ethnicity					
AIAN	1	0.0%	0	0.0%	0.0%
Asian	365	16.4%	125	17.9%	34.2%
Black	198	8.9%	65	9.3%	32.8%
Hispanic	688	30.8%	228	32.7%	33.1%
International	60	2.7%	17	2.4%	28.3%
Multi Race	77	3.5%	24	3.4%	31.2%
NHPI	2	0.1%	0	0.0%	0.0%
Unknown	11	0.5%	4	0.6%	36.4%
White	829	37.2%	234	33.6%	28.2%
Gender					
Female	1,151	51.6%	438	62.8%	38.1%
Male	1,080	48.4%	258	37.0%	23.9%
TOTAL	2,231	-	697	-	31.2%

Explanation of Tables

Section 1: Student Characteristics (17 tables)

Tables 1 through 17 present data on the characteristics and background of respondents: citizenship, first language, religion, gender identity, sexual orientation, race/ethnicity, military status, disability, prior institutions attended, parents' level of education, housing plans for fall term, and financing college and concerns about doing so. Parent education is a calculated variable from two separate questions about highest level of schooling for father and mother.

Section 2: Student Pre-dispositions and Self-reported Preparation (4 tables)

Tables 18 through 21 present information on students' pre-disposition based on self-reported high school activities and anticipated need for academic assistance. Time spent on various activities, ranging from studying and working to time spent on social media provides a context

for how students managed their time during the last year of high school. Students provide information on their use of tutoring in specific disciplines. One item asks students to specify the highest degree that they plan to earn at any college or university.

Finally, students rate themselves on seven traits associated with aspects of their ability to see the world from someone’s perspective, ability to work cooperatively with diverse people, and time management, among others. Response scale is: 1=A major strength; 2=Somewhat strong; 3=Average; 4=Somewhat weak; 5=A major weakness.

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

Tables 22 through 24 display the results of three questions related to college choice and the decision to attend UIC. Students indicate the importance of various factors in the decision to attend college. Reasons listed range 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 rate the importance of various factors in the decision to attend UIC; factors range from: ‘A relative wanted me to come to UIC’ to ‘Not offered aid by my first choice.’ Response scales for both variables are: 1) Very important; 2) Somewhat important; and 3) Not important.

Section 4: Future Plans and Aspirations (2 tables)

Tables 25 and 26 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 28 responses ranging from change major fields to participate in student clubs/groups. Response scale is: 1) Very good chance; 2) Some chance; 3) Very little chance; and 4) No chance.

On six items, ranging from provide challenging academic experiences to provide opportunities to be socially involved, students rank how important it is that UIC provide that experience., Response scale is: 1=Very Important; 2=Somewhat Important; and 3=Not Important.

Section 1: Student Characteristics

Table 1

Language and Citizenship	%
English as first language	65.6%
Citizenship Status:	
U.S. Citizen	80.6%
Permanent Resident (Green Card)	12.0%
International Student	2.0%
None of the above	5.3%

Section 1: Student Characteristics (continued)

Table 2
Which best describes your religious affiliation?

Religious Affiliation	%
Buddhist	1.2%
Hindu	3.2%
Jewish	1.7%
Muslim	10.5%
Protestant Christian	18.0%
Roman Catholic	28.9%
Other Religion	1.3%
No Affiliation	35.2%

Table 3
Which of the following best describes your current gender identity?

Gender Identity	%
Female/woman	62.5%
Male/man	35.9%
Trans male/trans man	0.1%
Genderqueer/gender non-conforming	0.3%
Questioning or unsure	0.3%
I prefer not to respond	0.6%
Another gender identity, please specify*:	0.3%
Gender Fluid	0.1%

*Responses for 'Another gender identity' were not provided except for 'Gender Fluid'

Table 4
Which of the following best describes your current sexual orientation?

Sexual Orientation	%
Straight (heterosexual)	83.1%
Bisexual	6.6%
Gay	2.6%
Lesbian	1.0%
Queer	1.7%
Questioning or unsure	0.4%
I prefer not to respond	3.2%
Another sexual orientation, please specify:*	1.3%
Asexual	0.3%
Bi ace	0.1%
Homosexual	0.1%
Pansexual	0.6%

*Responses for 'Another sexual orientation' were not provided except for those above

Section 1: Student Characteristics (continued)

Tables 5 and 5(a) represent additional items included about race beyond what is currently captured by the university, allowing for different ways of self-reported identities.

Table 5

Which of the following best describes how you primarily identify?

Racial Identity (Choose only)	%
American Indian or Alaska Native	0.3%
Asian American	14.7%
Native Hawaiian/Other Pacific Islander	0.4%
Black or African American	8.9%
Hispanic or Latinx	30.0%
White	31.8%
Middle Eastern or North African	3.9%
Multiracial (Two or more races)	3.2%
I do not identify with any of these categories	4.2%
I prefer not to respond	2.6%

Table 5(a)

Which of the following best describes your racial background?

Racial Background (Choose all that apply)	%
American Indian or Alaska Native	2.0%
Asian American	15.1%
Native Hawaiian/Other Pacific Islander	1.1%
Black or African American	8.4%
Hispanic or Latinx	28.8%
White	32.2%
Middle Eastern or North African	4.6%
Multiracial (Two or more races)	3.9%
I prefer not to respond	3.9%

Table 6

What is your military status?

Military Status	%
On active duty	.1%
In the Reserves or National Guard	1.5%
A discharged veteran not serving on Active Duty, in Reserves, or National Guard	1.3%
None	97.1%

Section 1: Student Characteristics (continued)

Table 7

Do you currently have a disability?

Disability Status	%
Yes	5.2%
No	92.2%
I prefer not to respond	2.6%

Table 8

What type or types of disability do you currently have?

Type of Disability (Choose all that apply)	%
Mental Illness/Psychiatric Disability	20.3%
Sensory Disability	17.2%
Chronic Pain	14.1%
Physical or Mobility Disability	12.5%
Learning Disability	12.5%
Chronic Illness	7.8%
Chronic Fatigue	3.1%
Communication Disability	1.6%
Brain Injury/Trauma	1.6%
Another disability, please specify*:	9.4%

*Listed under 'Another disability': Epilepsy, Stevens Johnson Syndrome, HPV-1, Neurofibromatosis, Vertigo

Table 9

To what extent would you say your disability or disabilities are visible to others?

Visibility of Disability	%
Extremely visible	0%
Very visible	8.3%
Moderately visible	22.2%
Slightly visible	36.1%
Not at all visible	33.3%

Table 10

How many institutions did you attend prior to enrolling at UIC? (2-year college)

Number of Institutions	%
3+	2.2%
2	8.7%
1	69.9%
None	19.2%

Section 1: Student Characteristics (continued)

Table 11

How many institutions did you attend prior to enrolling at UIC? (4-year college/university)

Number of Institutions	%
3+	0.7%
2	4.0%
1	27.3%
None	67.9%

Table 12: How many institutions did you attend prior to enrolling at UIC? (Vocational/Trade School)

Number of Institutions	%
2	0.6%
1	4.3%
None	95.1%

Table 13

Parental Education

Parental Education (Composite of Mother/Father highest level of education)	%
No high school diploma/GED	10.8%
High school graduate/GED	20.7%
Vocational or Trade school (not college)	2.9%
Some college (no degree)	14.2%
Associate's Degree	15.3%
Bachelor's Degree	20.2%
Graduate/Professional Degree	14.0%
Do not know	1.9%

Table 14

Where do you plan to live during Fall Semester?

Location	%
UIC Residence Hall	12.8%
Off campus - walking distance	8.8%
Off campus - commuting	24.0%
With parents or relatives	52.8%
Other	1.7%

Section 1: Student Characteristics (continued)

Table 15

Do you have any concerns about your ability to finance your college education?

Level of Concern	%
None (confident sufficient funds)	7.6%
Some (probably enough funds)	49.5%
Major (not sure enough funds)	42.9%

Table 16

How much of your first year's educational expenses (room, board, tuition, fees) do you expect to cover from each of the sources listed below?

Source	None	\$1,000- \$2,999	\$3,000- \$5,999	\$6,000- \$9,999	\$10,000- \$14,999	\$15,000 or more
Family resources	41.3%	22.2%	12.6%	9.6%	4.6%	9.7%
My own resources	23.9%	43.8%	17.0%	7.6%	3.6%	4.1%
Aid which need not be repaid	32.4%	14.4%	23.1%	14.3%	10.3%	5.5%
Aid which must be repaid	39.4%	9.1%	15.2%	12.3%	10.3%	13.7%

Table 17

Did you receive any of the following forms of financial aid?

Form of Aid	Yes	No	Not Sure
Military Grants	2.7%	95.1%	2.1%
Work-Study	10.2%	82.4%	7.4%
Pell Grant	45.1%	45.9%	9.0%
Illinois Map Grant	37.8%	51.2%	10.9%
Need-based grants or scholarships	15.7%	66.6%	17.8%
Merit-based grants or scholarships	14.3%	66.6%	19.1%

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

Table 18

During your last year in high school, how many hours during a typical week, did you spend on these activities?

Activity	None	Less than 2 hrs	3 to 5 hrs	6 to 10 hrs	More than 10 hrs
Studying/homework	3.1%	7.5%	32.9%	33.5%	22.9%
Socializing with friends	5.6%	23.3%	38.7%	23.2%	9.2%
Talking with teachers (not in class)	31.2%	58.6%	8.1%	1.8%	0.3%
Exercise or sports	21.1%	34.3%	25.7%	13.9%	5.0%
Partying	52.6%	29.0%	13.9%	3.1%	1.5%
Working (for pay)	21.9%	3.0%	4.1%	11.8%	59.2%
Volunteer work	57.8%	21.1%	15.7%	3.4%	2.1%
Student clubs/groups	61.7%	22.3%	12.1%	2.1%	1.8%
Watching TV	20.4%	37.2%	23.9%	11.7%	6.8%
Reading for pleasure	39.4%	38.6%	16.2%	3.7%	2.1%
Online social networking	9.5%	29.1%	31.5%	16.2%	13.7%
Prayer/meditation	52.1%	33.1%	9.2%	2.8%	2.8%
Performing household/childcare duties	13.1%	36.0%	31.6%	11.7%	7.5%

Table 19

Have had (during high school) or think you will need any special tutoring or help in the following subjects?

Subject	Had Help	Will Need Help
Math	19.7%	33.2%
Science	10.3%	32.3%
Writing	13.8%	26.2%

Table 20

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

Degree	%
Baccalaureate Degree	31.9%
Master's Degree	38.1%
PhD/Ed D	15.3%
MD/DO/DDS/DVM	12.6%
Other (incl Law, Div., etc)	1.4%
None	0.6%

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

Table 21
Self-ratings in Pre-dispositions

Pre-disposition	A major strength	Somewhat strong	Average	Somewhat weak	A major weakness
Ability to see the world from someone else's perspective	43.4%	38.8%	15.7%	1.3%	0.7%
Tolerance of others with different beliefs	55.8%	29.2%	13.8%	1.0%	0.1%
Openness to having your own views challenged	38.3%	37.3%	20.8%	3.1%	0.4%
Ability to discuss and negotiate controversial issues	38.2%	35.3%	20.1%	5.5%	0.9%
Ability to work cooperatively with diverse people	66.8%	24.7%	7.2%	1.0%	0.3%
Critical thinking skills	44.5%	35.2%	18.6%	1.5%	0.3%
Ability to manage your time effectively	25.1%	30.5%	27.4%	12.7%	4.2%

Section 3: College Choice and Decision to Attend College

Table 22
UIC Ranked as Choice

When selecting a college or university UIC was my:	%
First choice	57.6%
Second choice	31.2%
Third choice	8.4%
Less than third choice	2.8%

Table 23
How important was each of the following reasons in your decision to attend college?

Reason	Very Important	Somewhat Important	Not Important
My family wanted me to go	47.1%	30.8%	22.2%
I could not find a job	16.6%	22.7%	60.7%
Opportunity to get away from home	12.2%	26.3%	61.5%
To get a better job	85.7%	12.2%	2.1%
Gain a general education and appreciation of ideas	71.91%	25.1%	3.0%
Make me more cultured	51.6%	31.5%	16.9%
To be able to make more money	76.1%	20.2%	3.7%
Learn about things that interest me	83.0%	15.3%	1.7%
Prepare for graduate or professional school	66.3%	20.8%	12.9%
Mentor encouraged me	22.9%	32.8%	44.3%
Get training for specific career	76.1%	16.9%	7.0%

Section 3: College Choice and Decision to Attend College (continued)

Table 24

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

Reason	Very Important	Somewhat Important	Not Important
Relatives wanted me to come here	13.6%	22.8%	63.6%
Teacher advised me	7.3%	22.4%	70.3%
Good academic reputation	60.1%	33.4%	6.5%
Good social reputation	30.0%	34.6%	35.4%
Racial and ethnic diversity	51.2%	28.3%	20.5%
Offered financial assistance	33.6%	26.0%	40.3%
Low tuition	63.4%	25.7%	10.9%
High school counselor advised me	5.2%	15.7%	79.2%
Wanted to live near home	40.8%	27.2%	32.0%
Could not afford my first choice	23.6%	18.2%	58.2%
UIC grads are admitted to top professional schools	46.3%	29.9%	23.8%
Graduates get good jobs	61.3%	25.6%	13.0%
Not accepted elsewhere	4.4%	8.2%	87.4%
Rankings in national magazines	17.1%	33.5%	49.5%
Info from website	26.1%	37.9%	35.9%
I visited campus	30.9%	30.1%	39.0%
Campus facilities attracted me	22.3%	31.8%	45.9%
Friends attending UIC	13.7%	26.1%	60.2%
Wanted to attend college in city	43.8%	27.0%	29.2%
Admitted to special program or major	47.1%	22.7%	30.2%

Section 4: Future Plans and Aspirations

Table 25
Plans at UIC

What is your best guess of chances that you will:	Very Good Chance	Some Chance	Very Little Chance	No Chance
Change major	8.9%	14.0%	33.1%	44.0%
Change career choices	9.7%	27.9%	29.6%	32.9%
Graduate with honors	27.5%	48.8%	16.8%	6.9%
Participant in student government	6.1%	19.3%	33.2%	41.3%
Get job to help pay for college	63.5%	24.0%	8.6%	3.9%
Work full-time	20.9%	25.5%	31.4%	22.2%
Play varsity athletics	2.5%	5.2%	23.3%	69.1%
Play intramural athletics	5.5%	14.1%	21.7%	58.7%
Make at least a "B" average	65.2%	29.7%	4.1%	1.1%
Need extra time to complete degree	20.7%	37.2%	27.7%	14.4%
Get bachelor's degree	93.0%	5.2%	1.1%	0.8%
Drop out of UIC temporarily	1.9%	5.6%	23.4%	69.2%
Drop out of UIC permanently	0.8%	1.6%	12.2%	85.5%
Transfer to another college	1.9%	5.6%	21.1%	71.5%
Be satisfied with college	51.5%	40.7%	4.7%	3.1%
Participate in volunteer or community service	38.9%	39.7%	14.7%	6.7%
Seek personal counseling	23.5%	31.2%	26.2%	19.1%
Develop close friendships with other students	44.6%	40.8%	11.0%	3.6%
Communicate regularly with professors	33.7%	48.4%	15.8%	2.0%
Socialize w/other racial/ethnic groups	68.9%	25.9%	4.1%	1.1%
Participate in student clubs/groups	41.1%	35.1%	17.6%	6.3%
Study abroad	10.8%	26.7%	29.5%	33.0%
Join a social fraternity or sorority	8.3%	14.0%	22.9%	54.8%
Work with a professor on a research project	25.3%	37.2%	26.7%	10.8%
Vote in a local, state, or national election	49.4%	22.9%	12.5%	15.3%
Attend campus activities and events (i.e. speakers, concerts, UIC Athletics, performing arts)	44.3%	34.9%	15.0%	5.7%
Participate in an internship, co-op, field experience, student teaching, or clinical placement	60.7%	24.9%	11.7%	2.8%
Find a faculty mentor	30.8%	38.3%	21.9%	9.0%

Section 4: Future Plans and Aspirations (continued)

Table 26
Desired Experience at UIC

How important to you is it that UIC provides the following:	Very Important	Somewhat Important	Not Important
A challenging academic experience	63.0%	34.4%	2.6%
Support to help students succeed academically	92.4%	6.8%	0.8%
Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.)	71.4%	20.7%	7.9%
Help managing your non-academic responsibilities	60.7%	30.2%	9.1%
Opportunities to be involved socially	57.9%	33.3%	8.8%
Opportunities to attend campus activities and events	55.3%	35.0%	9.8%