

**Report on the 2015 Administration of the
UIC Transfer Student Survey
November 2015**

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

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

For further information about this report or about the Transfer Student Survey, contact Stephanie Estrada, sestrad@uic.edu or Nicole K. Ozturk, NKamins2@uic.edu.

Highlights from the 2015 TSS

The Transfer Student Survey (TSS) is a two page instrument 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 1,348 (85.9%) of the 1,569 new transfer enrolled for fall 2015 completed the survey during summer orientation. Of the students who completed the survey, 1,131 (83.9 % of completers) provided a valid University Identification Number (UIN) which allows us to present additional information and conduct follow-up analyses.

This year 30.1 % of the transfer students reported that English is not their first language -- similar to the 29% reported by UIC new freshmen in the ESS. These figures are in contrast to the 11.8% of the respondents reported by the Cooperative Institutional Research Program (CIRP) who surveyed over 153,015 freshmen at colleges and universities across the country.

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, 42 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 –36.8%
- Polish – 8.9%
- Urdu – 10.8%
- Arabic – 9.5%
- Chinese (including Mandarin and Cantonese) – 6.3%
- Korean – 6.3%
- Vietnamese – 5.0 %
- Filipino (including Tagalog) – 4.5%
- Gujarati – 4.0%
- Bulgarian – 3.6%

The ESS and TSS allow for comparisons between new first-year and transfer students. The two groups are similar on a number of background characteristics. However, students who enroll at UIC as transfer students are more certain of their academic and career goals compared to their first-year counterparts.

This report reflects a summary of the total response group.

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) during New Student Orientation in the summer 2015. 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. It is a two-page paper and pencil instrument. It 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. In addition, the survey requests student University Identification Number (UIN). Use of the UIN allows us to report demographic characteristics of the respondents.

Administration of the Survey

The participants were students admitted to UIC as new transfer students who attended one of the 12 summer orientation sessions held on the UIC campus during June, July and August 2015. Of the new transfer students who participated in summer orientation, 1,348 completed the TSS. This represents 85.9% of the new transfer cohort. Of the students who completed the survey, 1,131 provided a valid UIN (83.9 % % of the completers). The table below details the distribution of survey participants by racial/ethnic and college of enrollment compared to the entire transfer cohort.

Fall 2015 New Transfer Enrollment and TSS Participation					
	New Transfers		TSS Participation		% of cohort participating in survey
	Number	% of cohort	Number	% of respondents	
CBA	247	15.7%	208	15.4%	84.2%
Educ	25	1.6%	20	1.5%	80.0%
Engin	316	20.1%	263	19.5%	83.2%
CADA	80	5.1%	49	3.6%	61.3%
LAS	599	38.2%	508	37.7%	84.8%
NURS	146	9.3%	0	0.0%	0.0%
SPH	12	0.8%	9	0.7%	75.0%
AHS	126	8.0%	61	4.5%	48.4%
CUPPA	18	1.2%	13	1.0%	72.2%
No Identifier	----		217	16.1%	----
TOTAL	1,569		1,348		
AIAN	1	0.1%	1	0.1%	100.0%
Asian	225	14.3%	162	12.0%	72.0%
Black	132	8.4%	79	5.9%	59.8%
Hispanic	415	26.5%	330	24.5%	79.5%
International	36	2.3%	22	1.6%	61.1%
Multi Race	49	3.1%	36	2.7%	73.5%
NHPI	6	0.4%	4	0.3%	66.7%
Unknown	37	2.4%	24	1.8%	64.9%
White	668	42.6%	473	35.1%	70.8%
No Identifier	----		217	16.1%	----
TOTAL	1,569		1,348		

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. Parental 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?	70.0%
Citizenship Status:	
U.S. Citizen	83.5%
Perm Resident/Green Card	11.0%
Neither	6.0%

Table 2: Parental Education	
(Composite of Mother/Father highest level of education)	
No exposure to college	33.3%
Some college experience	12.7%
Assoc degree	7.5%
One 4Yr degree	23.3%
Both (or only) 4Yr degree	17.4%
Don't Know	6.9%

Table 3: Do you have any concerns about your ability to finance your college education?	
None (confident sufficient funds)	16.3%
Some (probably enough funds)	58.2%
Major (not sure enough funds)	26.2%

Table 4: Which best describes your religious affiliation?:	
Buddhist	1.8%
Hindu	2.3%
Jewish	1.7%
Muslim	8.3%
Protestant Christian	11.4%
Roman Catholic	32.2%
Other Religion	9.5%
No Affiliation	34.9%

Table 5: Where do you plan to live during Fall Semester?:	
UIC Residence Hall	10.8%
Off campus - walking dist	9.3%
Off campus - commuting	27.9%
With Parents or relatives	50.6%
Other	1.4%

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	3.8%	8.2%	35.0%	32.1%	20.9%
Socializing with friends	2.1%	18.6%	36.5%	25.9%	17.0%
Talking with teachers (not in class)	20.9%	57.1%	15.8%	4.9%	1.4%
Exercise or sports	8.2%	26.8%	32.5%	20.4%	12.2%
Partying	38.2%	33.5%	20.5%	5.5%	2.3%
Working (for pay)	14.6%	4.08%	6.8%	11.0%	63.6%
Volunteer work	51.2%	24.9%	14.2%	4.8%	4.8%
Student clubs/groups	61.0%	20.0%	11.2%	4.5%	3.3%
Watching TV	17.6%	36.2%	28.3%	12.2%	5.6%
Reading for pleasure	27.3%	38.9%	19.6%	9.8%	4.4%
Online social networking	12.6%	36.6%	30.4%	13.2%	7.3%
Texting	8.9%	37.1%	27.8%	15.2%	11.0%
Prayer/meditation	48.0%	37.4%	11.0%	4.0%	2.6%

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

	1 institution	2 or more
2 Year institution	68.7%	14.7%
4 Year institution	27.0%	3.7%
2 Year & 4 Year institutions	----	18.4%

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

	Had Help	Will Need Help
Math	27.4%	21.7%
Science	18.6%	18.5%
Writing	20.1%	12.3%

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

Baccalaureate Deg	35.9%
Master's Deg	37.0%
PhD/Ed D	14.0%
MD/DO/DDS/DVM	6.7%
Other (incl Law, Div., etc)	1.8%
None	3.0%

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	20.0%	51.9%	27.4%	0.6%	0%
Artistic ability	7.9%	22.7%	37.5%	22.5%	9.4%
Competitiveness	24.1%	36.8%	33.3%	4.9%	0.9%
Cooperativeness	34.2%	45.8%	18.5%	1.4%	0.2%
Creativity	19.7%	35.4%	36.2%	7.5%	1.2%
Drive to achieve	46.3%	36.0%	16.4%	1.3%	0.1%
Emotional health	24.5%	36.8%	32.1%	5.7%	0.9%
Initiative	24.3%	43.0%	29.4%	3.1%	0.2%
Leadership ability	24.5%	39.8%	30.0%	5.1%	0.6%
Mathematical ability	17.9%	33.2%	37.4%	9.1%	2.5%
Physical health	20.2%	34.8%	39.4%	5.3%	0.2%
Self-confidence (intellectual)	25.0%	45.0%	26.8%	2.9%	0.2%
Self-confidence (social)	20.2%	34.1%	36.5%	8.2%	1.1%
Self-understanding	29.2%	40.0%	28.7%	1.8%	0.2%
Spirituality	15.2%	24.6%	38.7%	14.4%	7.2%
Time management	15.6%	30.9%	39.9%	12.1%	1.4%
Understanding of Others	27.6%	44.7%	25.7%	1.5%	0.5%
Writing ability	16.2%	37.6%	40.2%	5.2%	0.8%

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	42.1%	33.7%	24.2%
I couldn't find a job	13.7%	27.3%	59.0%
Opportunity to get away from home	10.9%	26.1%	63.0%
To get a better job	85.8%	11.1%	3.1%
Gain a general education and appreciation of ideas	73.4%	23.0%	3.6%
Improve my reading and study skills	47.2%	37.5%	15.4%
Make me more cultured	49.5%	36.6%	14.0%
To be able to make more money	70.4%	25.6%	4.0%
Learn about things that interest me	81.7%	15.0%	3.3%
Prepare for grad or professional school	67.7%	22.8%	9.6%
Mentor encouraged me	22.5%	34.2%	43.3%
Get training for specific career	72.8%	21.5%	5.8%

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	10.6%	28.0%	61.4%
Teacher advised me	7.6%	26.7%	65.6%
Good academic reputation	62.2%	33.4%	4.3%
Good social reputation	27.7%	41.7%	30.7%
Racial and ethnic diversity	36.3%	38.1%	25.5%
Offered financial assistance	26.7%	28.0%	43.3%
Low tuition	47.3%	38.7%	14.0%
Wanted to live near home	43.7%	29.4%	26.9%
Not offered aid by 1st choice	4.1%	17.8%	78.1%
UIC grads are admitted to top professional schools	50.0%	35.8%	14.3%
Grads get good jobs	62.0%	31.2%	6.8%
Not accepted elsewhere	2.9%	7.5%	89.6%
Rankings in national magazines	15.5%	39.0%	45.5%
Info from website	19.9%	45.9%	34.1%
Friends attending UIC	13.6%	34.3%	52.1%
Wanted to attend college in city	45.2%	33.9%	21.0%
Admitted to special program	48.1%	28.8%	23.1%

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	4.7%	19.8%	41.2%	34.4%
Change career choices	4.5%	26.6%	41.3%	27.6%
Grad with honors	33.3%	54.5%	10.0%	2.2%
Participant in student government	5.6%	23.2%	42.6%	28.6%
Get job to help pay for college	63.9%	25.1%	8.2%	2.8%
Work fulltime	23.7%	28.7%	33.7%	13.9%
Play varsity athletics	2.8%	10.5%	31.9%	54.9%
Play intramural athletics	6.5%	16.9%	32.2%	44.4%
Make at least a "B" average	71.9%	25.6%	1.8%	0.7%
Need extra time to complete degree	9.3%	41.1%	37.7%	12.0%
Get bachelor's degree	92.9%	5.7%	1.0%	0.4%
Drop out of UIC temporarily	0.6%	3.4%	21.2%	74.8%
Drop out of UIC permanently	0.4%	1.6%	11.5%	86.6%
Transfer to another college	0.9%	5.0%	26.2%	67.9%
Be satisfied with college	53.0%	42.7%	3.0%	1.3%
Participate in volunteer or community service	26.1%	41.8%	24.2%	7.8%
Seek personal counseling	12.7%	35.3%	36.9%	15.2%
Develop close friendships with other students	47.3%	44.4%	6.8%	1.5%
Communicate regularly with professors	43.6%	46.7%	9.3%	0.4%
Socialize w/ other racial/ethnic groups	66.31%	28.2%	4.8%	0.6%
Participate in student clubs/groups	32.2%	41.2%	20.6%	6.0%

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	7.9%	11.2%	28.7%	52.3%
Become an authority in my field	32.1%	42.5%	20.5%	4.9%
Gain recognition for contributions in my field	26.4%	40.3%	26.8%	6.5%
Influence political structure	10.1%	14.8%	41.6%	33.5%
Influence social values	18.1%	35.0%	35.2%	11.8%
Raising a family	30.2%	29.5%	25.7%	14.7%
Have administrative responsibility for work of others	15.9%	30.3%	39.1%	14.8%
Be well off financially	47.9%	35.0%	14.7%	2.6%
Help others in difficulty	39.3%	39.5%	19.0%	2.3%
Write original works	6.6%	9.0%	29.1%	55.3%
Be successful in my own business	27.6%	28.8%	29.5%	14.2%
Be involved in cleaning up environment	12.3%	22.1%	45.8%	19.8%
Develop a meaningful philosophy of life	25.0%	31.1%	31.5%	12.4%
Participate in community action programs	13.2%	23.5%	44.1%	19.2%
Promote racial understanding	19.4%	28.2%	36.5%	16.0%
Keep up with political affairs	12.4%	20.2%	42.0%	25.3%
Become a community leader	15.9%	26.0%	39.3%	18.9%