Report on the 2014 Administration of the

UIC Transfer Student Survey

November 2014

Office of the Vice Provost for Academic and Enrollment Services

Office of the Vice Chancellor for Student Affairs

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 new 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 and the Office of the Vice Chancellor for Student Affairs.

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Highlights from the 2014 Transfer Student Survey

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 this year. It is modeled after the UIC Entering Student Survey which has been administered to new freshmen since 2008. Many of the questions are common to a variety of nationally marketed new student surveys.

A total of 1279 (85%) of the 1718 new transfer students enrolled for Fall 2014 completed the survey during summer orientation. Of the students who completed the survey, 1146 (90% of completers) provided a University Identification Number (UIN) which allows us to present additional information and conduct follow-up analyses.

A total of 30% 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% of the respondents reported by the Cooperative Institutional Research Program (CIRP) who surveyed over 165,500 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 first languages among our new transfer students. Of the 321 students who completed the open-ended question, 49 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 - 32%
- Polish – 10%
- Arabic – 8%
- Gujarati – 7%
- Urdu – 6%
- Chinese (including Mandarin and Cantonese) – 5%
- Russian – 4%
- Lithuanian 3%

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. Additional reports are available detailing the survey findings disaggregated in variety of breakout groups such as by college of enrollment or by racial/ethnic groupings.

Introduction

This report presents summary data in table form on the Transfer Student Survey, which was administered to new transfer students at UIC during New Student Orientation in the summer 2014. A total of 14 tables are presented which summarize the results of student responses to different sections of the TSS.

Survey Instrument

The TSS was modeled after the Entering Student Survey (of new freshmen) which has been administered at UIC since 2008. It is a two-page paper and pencil instrument. It includes 109 items distributed as follow:

- 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 plans

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 2014. Of the students who participated in orientation, 1279 completed the TSS. That total represents 85% of the new transfer student cohort. Of the students who completed the survey, 1146 provided a UIN (90% of the completers). The table below details the distribution of the survey participants by racial/ethnic group and college of enrollment compared to the entire transfer cohort.

Fall 2014 New Transfer Students Enrollment and TSS Participation

College	New Students Number	New Students Distrib	TSS Participants Number	TSS Participants Distrib	Response Rate
CBA	281	16%	199	16%	71%
EDUC	37	2%	0	0%	0%
ENGIN	336	20%	253	20%	75%
CADA	81	5%	64	5%	79%
LAS	705	41%	549	43%	78%
NURS	131	8%	0	0%	0%
SPH	13	1%	9	1%	69%
AHS	120	7%	63	5%	53%
CUPPA	14	1%	9	1%	64%
NO UIN	---		133	10%	
TOTAL	1718		1279		74%
Racial/Ethnic Group					
AIAN	1	0%		0%	0%
Asian	248	14%	177	14%	71%
Afr Amer	114	7%	62	5%	54%
Hispanic	422	25%	315	25%	75%
International	49	3%	16	1%	33%
Multi-Race	34	2%	22	2%	65%
NHPI	6	0%	2	0%	33%
Unknown	36	2%	24	2%	67%
White	808	47%	528	41%	65%
NO UIN	---		133	10%	
TOTAL	1718		1279		74%

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, number 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 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 17 'life goals' ranging from 'Being well off financially' to 'Becoming a community leader'. Response categories are: 1=Essential; 2=Very Important; 3=Somewhat Important; and 4=Not Important.

Section 1: Student Background and Characteristics

Table 1: language and Citizenship

English is native language?	70%
Citizenship Status:	
U.S. Citizen	85%
Perm Resident/Green Card	10%
Neither	5%

Table 2: Parental Education

No exposure to college	33%
Some college experience	11%
Assoc. degree	8%
One 4Yr degree	20%
Both (or only) 4Yr degree	24%
Don't Know	4%

Table 3: Do you have any concerns about your ability to finance your college education?

None (confident sufficient funds)	20%
Some (probably enough funds)	55%
Major (not sure enough funds)	25%

Table 4: Which best describes your religious affiliation?:

Buddhist	1%
Hindu	4%
Jewish	1%
Muslim	10%
Protestant Christian	12%
Roman Catholic	31%
Other Religion	9%
No Affiliation	32%

Table 5: Where do you plan to live during Fall Semester?:

UIC Residence Hall	13%
Off campus - walking distance	10%
Off campus - commuting	26%
With Parents or relatives	51%
Other	1%

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

Table 6: During last year in school, how many hours during typical week, did you spend:					
	None	Less than 2 hours	3 to 5 hours	6 to 10 hours	more than 10 hours
Studying/homework	5%	9%	32%	32%	22%
Socializing with friends	1%	17%	34%	29%	19%
Talking with teachers (not in class)	23%	54%	18%	4%	1%
Exercise or sports	9%	28%	29%	20%	16%
Partying	37%	35%	18%	7%	3%
Working (for pay)	16%	4%	7%	11%	63%
Volunteer work	56%	26%	11%	4%	3%
Student clubs/groups	62%	22%	11%	3%	2%
Watching TV	16%	38%	26%	12%	7%
Reading for pleasure	27%	36%	24%	8%	5%
Online social networking	15%	39%	26%	13%	8%
Texting/Tweeting	9%	37%	28%	14%	12%
Prayer/meditation	47%	33%	11%	5%	3%

Table 7: How many prior institutions did you attend before enrolling at UIC?		
	1 institution	2 or more
2 Year institution	58%	12%
4 Year institution	10%	4%
2 Year & 4 Year	---	16%

Table 8: Have you had or do you think will need any special tutoring or help with following subjects:		
	Had Help	Will need help
Math	26%	19%
Science	18%	16%
Writing	19%	10%

Table 9: What is the highest academic degree plan to earn at any college?:	
Baccalaureate Deg	31%
Master's Deg	36%
PhD/Ed D	16%
MD/DO/DDS/DVM	11%
Other (incld Law, Div., etc)	2%
None	4%

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%	55%	25%	0%	0%
Artistic Ability	9%	22%	36%	21%	12%
Competitiveness	25%	35%	32%	6%	2%
Cooperativeness	36%	45%	18%	1%	0%
Creativity	19%	38%	34%	7%	2%
Drive to achieve	47%	37%	15%	1%	0%
Emotional health	27%	35%	33%	5%	1%
Initiative	25%	41%	30%	3%	0%
Leadership ability	25%	37%	31%	6%	1%
Mathematical ability	19%	33%	36%	11%	2%
Physical health	24%	32%	38%	5%	1%
Self Confidence (intellectual)	28%	45%	24%	3%	0%
Self Confidence (social)	22%	39%	31%	7%	1%
Self-understanding	29%	41%	29%	2%	0%
Spirituality	16%	23%	39%	13%	10%
Time Management	16%	34%	37%	12%	1%
Understanding of Others	28%	44%	26%	2%	1%
Writing ability	16%	38%	39%	5%	1%

Section 3: College Choice and Decision to Attend College

Table 11: How important is each reason in your decision to attend college:	Very Important	Somewhat Important	Not Important
Parents wanted me to go	41%	35%	23%
I couldn't find a job	13%	25%	62%
Opportunity to get away from home	10%	27%	64%
To get a better job	86%	11%	3%
Gain general education and appreciation of ideas	73%	24%	3%
Improve reading and study skills	46%	38%	16%
Make me more cultured	46%	38%	15%
To be able to make more money	73%	23%	4%
Learn about things that interest me	83%	15%	2%
Prepare for grad or prof school	68%	22%	10%
Mentor encouraged me	21%	33%	46%
Get training for specific career	74%	19%	7%

Table 12: How important were the following reasons in your decision to attend UIC:	Very Important	Somewhat Important	Not Important
Relatives wanted me to attend UIC	11%	25%	64%
Teacher advised me to attend UIC	8%	25%	68%
Good academic reputation	64%	32%	4%
Good social reputation	27%	42%	31%
Racial and ethnic diversity	34%	37%	29%
Offered financial assistance	24%	31%	45%
Low tuition	49%	36%	15%
Wanted to live near home	41%	34%	26%
Not offered aid by 1st choice	5%	17%	78%
Graduates are admitted to top prof school	51%	33%	16%
Graduates get good jobs	62%	31%	7%
Not accepted elsewhere	3%	8%	90%
Rankings in national magazines	18%	40%	43%
Info from website	22%	46%	32%
Friends attending UIC	15%	34%	51%
Wanted to attend college in the city	44%	33%	23%
Admitted to special program	46%	30%	24%

Section 4: Future Plans and Aspirations

Table 13: During college, what is your best guess of chances that you will:	Very Good chance	Some chance	Very little chance	No chance
Change major	4%	18%	42%	36%
Change career choices	4%	26%	42%	28%
Graduate with honors	33%	56%	9%	2%
Participant in student government	4%	22%	41%	33%
Get job to help pay for college	63%	27%	7%	3%
Work fulltime	20%	29%	34%	17%
Play varsity athletics	4%	10%	31%	55%
Play intramural athletics	6%	21%	30%	44%
Make at least a "B" average	71%	26%	3%	1%
Need extra time to complete degree	10%	38%	41%	12%
Get bachelor's degree	94%	6%	1%	0%
Drop out of UIC temporarily	1%	3%	21%	76%
Drop out of UIC permanently	1%	1%	11%	88%
Transfer to another college	1%	5%	26%	68%
Be satisfied with college	56%	41%	3%	1%
Participate in volunteer or community service	25%	42%	23%	10%
Seek personal counseling	12%	30%	40%	18%
Develop close friendships with other students	52%	41%	6%	1%
Communicate regularly with professors	46%	45%	8%	1%
Socialize with other race/ethnic groups	65%	31%	3%	1%
Participate in student clubs/groups	30%	41%	23%	7%

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
Becoming accomplished in a performing	7%	10%	27%	56%
Becoming an authority in my field	33%	39%	23%	5%
Obtaining recognition from my colleagues for contributions in my field	27%	42%	25%	6%
Influencing the political structure	8%	16%	38%	37%
Influencing social values	17%	33%	35%	13%
Raising a family	34%	29%	22%	14%
Having administrative responsibility for work of others	16%	32%	35%	16%
Being well off financially	48%	35%	14%	2%
Helping others in difficulty	38%	41%	18%	3%
Writing original works (poems, novels, etc.)	8%	10%	27%	56%
Becoming successful in my own business	32%	27%	24%	16%
Being involved in cleaning up environment	13%	23%	43%	22%
Developing a meaningful philosophy of life	24%	31%	31%	14%
Participating in community action	12%	25%	41%	22%
Helping to promote racial understanding	15%	29%	37%	19%
Keeping up to date with political affairs	9%	23%	40%	28%
Becoming a community leader	17%	23%	38%	22%