

**Report on the 2011 Administration of the
UIC Entering Student Survey**

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**Office of the Vice Chancellor
for Student Affairs**

**Office of the Vice Provost for
Academic and Enrollment Services**

Preface

This report details the results from the 2011 administration of the Entering Student Survey (ESS). The ESS is an instrument to track characteristics and trends of new freshmen at UIC. The results of the ESS are presented here for use by the University community in developing a more detailed understanding of the undergraduate students enrolling at UIC.

The ESS 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. We are indebted to the Office of Student Development Services which graciously allows time for the administration of the survey during the new student orientation program. In addition, the student orientation leaders have been our partners in encouraging students to complete the surveys. Finally, we wish to thank the over 2300 UIC students who took time to complete the survey.

We welcome your comments and suggestions on this report. We also welcome future research collaborations on the ESS to build on our current findings and to provide information to promote educational improvement.

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Highlights from the 2011 ESS

The Entering Student Survey (ESS) is a two page instrument designed to gather information about new students' pre-enrollment attitudes and dispositions; as well as their aspirations and expectations. Most of the questions have remained the same across the four-year history of the survey and many of the questions are common to a variety of nationally marketed new student surveys.

A total of 2317 (74%) of the 3114 new freshmen enrolled for Fall 2011 completed the ESS during summer orientation. Of the students who completed the survey, 2157 provided a UIN number which allows us to present additional information and conduct follow-up analyses.

This year 29% of the students reported that English is not their first language. This is a slight increase over last year (27%). By comparison to institutions across the country, based on a 2008 report from the Cooperative Institutional Research Program (CIRP) who surveyed over 250,000 freshmen at colleges and universities across the college, only about 8% of the freshmen respondents nationwide indicated that English was not their native language.

The ESS also asks an open-ended follow-up question if a student reports that English is not their first language. The open-ended question allows students to name their first language—thereby allowing us to capture the breadth of diversity in languages among our new students. Of the 679 students who completed the open-ended question, fifty-two languages were named. From this group, the most frequently reported languages were:

- Spanish – 34%
- Polish – 9%
- Chinese – 8%
- Urdu – 6%
- Korean – 5%
- Gujarati – 5%
- Tagalog (Filipino) – 3%
- Vietnamese – 3%
- Bulgarian – 2%
- Romanian – 2%

While trends in student attitudes and behaviors are gradual, it appears that economic issues influenced some of the students' responses with two examples of note:

- The proportion of students who report 'major' concern over their ability to finance their college education increased to 21% from 17% in 2008 (see Table 3, page 7).
- The percentage of students who indicate that they will be living with their parents during the fall semester increased by just over 4% from 2008; while the percentage of students who opt to live in campus housing declined by 3% (see table 5, page 7).

This report reflects a summary of the total response group. As in the past, we will make these tables available disaggregated by a 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 Entering Student Survey (ESS), which was administered to new freshmen undergraduate students of the University of Illinois at Chicago (UIC) during New Student Orientation in the summer 2011. A total of 13 tables are presented which summarize the results of student responses to different sections of the ESS.

Survey Instrument

The Entering Student Survey was developed by UIC administrators and was first administered at UIC during the Summer of 2008. It is a two-page paper and pencil instrument. It includes 114 quantitative items distributed as follow:

- 8 items related to background information about students
- 18 items related to pre-enrollment characteristics and behavior
- 18 items related to student pre-disposition and self-assessment of motivation
- 31 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 freshmen who attended one of 14 summer orientation sessions held on the UIC campus during June, July and August 2010. Of the 3127 new freshmen students who participated in summer orientation, 2317 completed the ESS. This represents 74% of the new freshman cohort. Of the students who completed the survey, 2157 provided a UIN number (93% of the completers). The table below details the distribution of survey participants by racial/ethnic categories and college of enrollment compared to the entire freshman cohort.

Fall 2011 New Freshman Enrollment and ESS Participation				
	New Freshmen		ESS Participation	
CBA	239	7.7%	118	5.1%
Educ	53	1.7%	33	1.4%
Engin	326	10.5%	175	7.6%
A & A	202	6.5%	161	6.9%
LAS	2189	70.3%	1580	68.2%
AHS	105	3.4%	90	3.9%
No Identifier	----		160	6.9%
TOTAL	3114		2317	74.4%
AIAN	4	0.1%	3	0.1%
Asian	775	24.9%	555	24.0%
Black	267	8.6%	161	6.9%
Hispanic	833	26.8%	576	24.9%
International	42	1.3%	11	0.5%
Multi Race	76	2.4%	53	2.3%
NHPI	16	0.5%	11	0.5%
Unknown	46	1.5%	33	1.4%
White	1055	33.9%	754	32.5%
No Identifier	----		160	6.9%
TOTAL	3114		2317	

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 housing plans for fall term. 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 (5 tables)

Tables 6 through 10 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 texting provides a context for how students managed their time during the last year of high school. Students provide information on enrollment in Advanced Placement courses, as well as use of tutoring in specific disciplines.

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 17 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 'Becoming an authority in my field' 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?	70.6%
Citizenship Status:	
U.S. Citizen	91.2%
Perm Resident/Green Card	6.9%
Neither	1.9%

Table 2: Parental Education

No exposure to college	31.5%
Associate Degree	10.8%
Some college experience (no deg)	6.6%
One college degree	18.1%
Both (or only) college degree	25.7%
Don't know/No Response	7.2%

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

None (confident sufficient funds)	17.2%
Some (probably enough funds)	61.9%
Major (not sure enough funds)	20.9%

Table 4: Which best describes your religious affiliation?:

Buddhist	1.7%
Hindu	5.2%
Jewish	1.1%
Muslim	9.1%
Protestant Christian	14.9%
Roman Catholic	37.6%
Other Religion	12.0%
No Affiliation	18.2%

Table 5: Where do you plan to live during fall semester?

On campus in a UIC Residence Hall	47.0%
Off campus, not with parents or other relatives, within walking distance	3.0%
Off campus, not with parents or other relatives, and commute via car or mass transit	4.3%
Off campus with parents or relatives	45.2%
Other	0.5%

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

Table 6: During last year in high 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	1.3%	25.0%	40.0%	20.9%	12.7%
Socializing with friends	0.4%	13.2%	32.1%	31.7%	22.6%
Talking with teachers outside of class	15.2%	60.7%	17.9%	4.9%	1.4%
Exercise or sports	7.8%	28.2%	26.3%	17.8%	19.9%
Partying	33.4%	37.0%	20.0%	7.6%	1.9%
Working (for pay)	48.3%	8.5%	9.6%	11.5%	22.1%
Volunteer work	32.0%	34.2%	21.5%	6.4%	5.9%
Student clubs/groups	25.5%	33.5%	23.9%	10.4%	6.6%
Watching TV	12.6%	42.9%	28.2%	11.5%	4.9%
Reading for pleasure	28.8%	42.7%	20.1%	6.2%	2.2%
Online social networking (e.g., Facebook)	8.3%	32.5%	31.7%	17.6%	9.9%
Texting	8.1%	24.1%	25.7%	19.8%	22.4%
Prayer/meditation	42.3%	41.1%	11.6%	3.4%	1.5%

Table 7: How many AP courses or exams did you take in high school?

	AP courses	AP exams
None	25.3%	34.1%
1 to 2	34.9%	33.7%
3 to 5	28.0%	23.6%
6 or more	11.8%	8.6%

Table 8: Have had or do think will need any special tutoring or help:

	Had Help	Will need help
Math	15.8%	32.1%
Science	9.6%	22.4%
Writing	11.0%	20.2%

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

None	1.7%
Bachelor's (B.A., B.S., etc.)	21.2%
Master's (M.A., M.S., etc.)	38.0%
Ph.D. or Ed.D.	21.0%
M.D., D.O., D.D.S., D.V.M.	15.4%
LL.B. or J.D. (law)	1.3%
B.D., M.Div. (Divinity)	0.0%
Other	1.3%

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

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

	<u>Highest</u> <u>10%</u>	<u>Above</u> <u>Average</u>	<u>Average</u>	<u>Below</u> <u>Average</u>	<u>Lowest</u> <u>10%</u>
Academic Ability	16.8%	52.7%	29.5%	0.9%	0.1%
Artistic Ability	8.7%	22.0%	38.8%	22.3%	8.1%
Competitiveness	18.7%	36.9%	36.2%	7.4%	0.8%
Cooperativeness	35.0%	44.1%	19.5%	1.3%	0.1%
Drive to achieve	42.5%	39.3%	16.9%	1.2%	0.1%
Emotional health	26.3%	37.0%	33.1%	3.4%	0.3%
Initiative	21.1%	40.3%	35.6%	2.7%	0.2%
Leadership ability	22.9%	36.0%	33.5%	6.8%	0.8%
Mathematical ability	15.4%	31.3%	39.8%	11.3%	2.2%
Physical health	21.1%	33.3%	40.0%	5.0%	0.7%
Self Confidence (intellectual)	24.3%	43.7%	29.6%	2.2%	0.1%
Self Confidence (social)	22.3%	36.3%	35.4%	5.6%	0.5%
Self-understanding	25.9%	42.2%	30.1%	1.7%	0.1%
Spirituality	14.4%	27.5%	41.6%	11.9%	4.5%
Time Management	11.9%	30.7%	43.3%	12.9%	1.3%
Understanding of others	27.3%	46.9%	23.8%	1.6%	0.3%
Writing ability	12.0%	31.6%	46.7%	8.4%	1.2%

Section 3: College Choice and Decision to Attend College

Table 11: How important is each reason influence decision to attend college

	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
My parents wanted me to go	53.4%	32.9%	13.7%
I couldn't find a job	7.5%	17.7%	74.7%
It is an opportunity to get away from home	17.9%	36.9%	45.3%
To be able to get a better job	83.3%	12.2%	4.5%
To gain a general education and appreciation of ideas	76.7%	21.1%	2.2%
To improve my reading and study skills	50.5%	40.2%	9.3%
To make me more cultured	44.3%	41.6%	13.8%
To be able to make more money	73.2%	23.0%	3.8%
To learn more about things that interest me	83.7%	14.8%	1.5%
To prepare myself for graduate or professional school	74.7%	19.7%	5.8%
A mentor/role model encouraged me to go	23.2%	40.4%	36.4%
To get training for specific career	79.6%	17.0%	3.4%

Table 12: Reasons that influenced decision to attend UIC

	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
My relatives wanted me to come here	16.5%	36.3%	47.2%
My teacher advised me	7.2%	30.6%	62.2%
UIC has a good academic reputation	60.0%	35.8%	4.2%
UIC has a reputation for its social activities	31.5%	50.5%	18.1%
UIC has a reputation for racial and ethnic diversity	39.4%	42.2%	18.4%
I was offered financial assistance	33.6%	31.4%	34.9%
UIC offers special educational programs	20.9%	30.1%	48.9%
UIC has low tuition	44.5%	40.4%	15.0%
High school counselor advised me	11.1%	32.7%	56.2%
I wanted to live near home	39.4%	34.7%	25.9%
Not offered aid by my first choice	7.3%	22.0%	70.7%
UIC graduates are admitted to top graduate/professional schools	49.6%	37.6%	12.8%
UIC graduates get good jobs	61.2%	32.1%	6.7%
Not accepted elsewhere	2.4%	7.8%	89.8%
Rankings in national magazines	13.0%	41.9%	45.2%
Information from website	20.9%	48.9%	30.2%
My friends are attending UIC	15.9%	36.6%	47.5%
I wanted to attend college in a city	55.4%	31.6%	13.0%
I was admitted to a specific program or major	32.7%	30.9%	36.4%

Section 4: Future Plans and Aspirations

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

	<u>Very Good chance</u>	<u>Some chance</u>	<u>Very little chance</u>	<u>No chance</u>
Change major fields	14.9%	32.2%	38.3%	14.7%
Change career choices	10.4%	33.6%	39.1%	16.9%
Graduate with honors	30.1%	55.6%	12.8%	1.5%
Participate in student government	5.3%	24.4%	44.5%	25.8%
Get a job to help pay for college	59.1%	28.7%	9.7%	2.6%
Work fulltime while in college	10.8%	31.0%	40.4%	17.8%
Play varsity/intercollegiate athletics	6.9%	16.8%	36.3%	40.0%
Play intramural athletics	12.1%	27.1%	30.7%	30.1%
Make at least a "B" average	68.0%	30.1%	1.4%	0.6%
Need extra time to complete my degree	4.6%	27.8%	51.4%	16.2%
Get a bachelor's degree	82.4%	14.9%	1.8%	0.9%
Drop out of UIC temporarily	0.5%	2.5%	17.7%	79.3%
Drop out of UIC permanently	0.4%	1.8%	10.5%	87.2%
Transfer to another college before graduating	2.9%	18.1%	36.5%	42.6%
Be satisfied with college	57.5%	39.2%	3.0%	0.3%
Participate in volunteer or community service	30.9%	44.7%	19.8%	4.5%
Seek personal counseling	10.6%	30.6%	43.0%	15.8%
Develop close friendships with other students	70.0%	27.1%	2.5%	0.4%
Communicate regularly with my professors	44.7%	47.6%	7.1%	0.5%
Socialize with someone of another racial/ethnic groups	72.6%	23.4%	3.4%	0.5%
Participate in student clubs/groups	44.6%	40.3%	12.8%	2.3%

Section 4: Future Plans and Aspirations (continued)

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

	<u>Essential</u>	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Becoming accomplished in a performing art	7.5%	13.0%	31.8%	47.7%
Becoming an authority in my field	24.1%	40.6%	29.4%	5.8%
Obtaining recognition from my colleagues for contributions in my field	22.5%	42.9%	29.5%	5.1%
Influencing political structure	5.4%	14.0%	41.5%	39.0%
Influencing social values	12.9%	35.1%	40.3%	11.7%
Raising a family	33.6%	34.0%	20.3%	12.1%
Having administrative responsibility for work of others	12.4%	33.4%	42.2%	12.0%
Being well off financially	49.4%	37.3%	11.1%	2.3%
Helping others in difficulty	32.3%	43.9%	22.1%	1.7%
Writing original works (poems, novels, etc.)	4.8%	10.1%	30.4%	54.7%
Becoming successful in my own business	23.9%	30.7%	28.9%	16.5%
Being involved in cleaning up environment	6.2%	20.4%	48.9%	24.6%
Developing a meaningful philosophy of life	18.6%	31.6%	35.9%	13.9%
Participating in community action programs	8.8%	25.3%	46.7%	19.3%
Helping to promote racial understanding	11.6%	28.8%	41.2%	18.4%
Keeping up with political affairs	6.0%	18.6%	42.4%	33.1%
Becoming a community leader	12.6%	22.9%	44.7%	19.7%