

**Special Comparison Report from the  
2009 Administration of the  
UIC Entering Student Survey**

**Students from Chicago Public Schools**

**November 2009**

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

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

## **Preface**

This report is a follow-up to the *Report on the 2009 Administration of the Entering Student Survey* (ESS). This report disaggregates the survey respondents as students who graduated from a Chicago Public High Schools and all others. UIC is the number one recipient of CPS high school graduates who attend a four year colleges or universities. Indeed the largest single high school from which UIC freshmen graduate is Lane Technical High School. Parsing out the responses this way allows the campus to consider differences among the new freshman.

The ESS is a UIC-developed instrument to track characteristics and trends of new freshmen at UIC. The ESS is a collaboration of the Office of the Vice Provost for Academic and Enrollment Services – Office of Degree Progress and the Office of the Vice Chancellor for Student Affairs Research and Assessment Committee.

Patricia Inman  
Principal Investigator, ESS  
Office of the Vice Provost for Academic and  
Enrollment Services

Kim Savage  
Co-Principal Investigator, ESS  
Office of the Vice Chancellor for Student  
Affairs

## **Introduction**

This report presents summary data of 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 2009. This is a follow-up report to the initial reporting of results from the ESS, with responses sorting students who graduated from Chicago Public High Schools separate from other survey respondents.

We present only brief discussion relying primarily on graphic representation to contrast CPS students with other ESS respondents. The intent here is to provide broad brushstrokes to highlight similarities and differences. Detailed data tables are available upon request.

This use of graphic representation of responses from CPS students and all other respondents allow us to understand how CPS students are similar on many of the items measured in the survey. However, there are some notable characteristics that distinguish a student from a CPS school -- specifically in terms of background characteristics and factors that influenced a decision to attend UIC. Data from the ESS may assist in identifying and directing needs for targeted programs for CPS and other groups to facilitate the transition to college.

## **Survey Instrument**

The survey was initially administered during the summer 2008. The 2009 administration was a slightly expanded survey. It is a two-page paper and pencil instrument. It includes 113 quantitative items. 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.

## Methodology

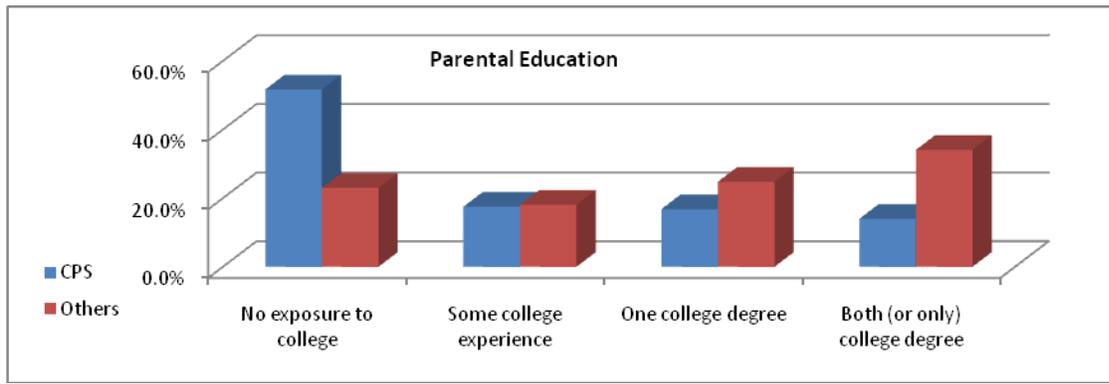
The participants were students admitted to UIC as new freshmen who attended one of 14 summer orientation sessions held on the UIC campus during June, July and August 2009. Of the 3182 new freshmen students who participated in summer orientation, 2304 completed the ESS. This represents 73% of the new freshman cohort. Of the students who completed the survey, 2089 provided a UIN number (90% of the completers). We are able to track the graduating high school for those students who provide a UIN. The students from CPS totaled 462 of the 2304 survey participants. That figures translates to 20.1% of the respondents and 22.1% of the students who provided a UIN. The table below details the distribution of survey respondents compared with the population of new freshmen.

|           | Fall 2009 New Freshmen |               | ESS Participants |               |
|-----------|------------------------|---------------|------------------|---------------|
|           | CPS                    | Other/Unknown | CPS              | Other/Unknown |
| All       | 708                    | 2439          | 462              | 1842          |
| Afr Amer  | 107                    | 201           | 62               | 118           |
| Asian     | 172                    | 582           | 120              | 387           |
| Hispanic  | 301                    | 395           | 188              | 260           |
| Caucasian | 102                    | 1110          | 72               | 773           |
| Other     | 26                     | 151           | 20               | 89            |
| No UIN    | ----                   | ----          | ----             | 215           |
| A & A     | 58                     | 212           | 34               | 141           |
| AHS       | 13                     | 94            | 7                | 62            |
| CBA       | 88                     | 249           | 62               | 167           |
| Education | 8                      | 21            | 6                | 17            |
| Engin     | 82                     | 312           | 59               | 214           |
| LAS       | 459                    | 1551          | 294              | 1026          |
| No UIN    | ----                   | ----          | ----             | 215           |

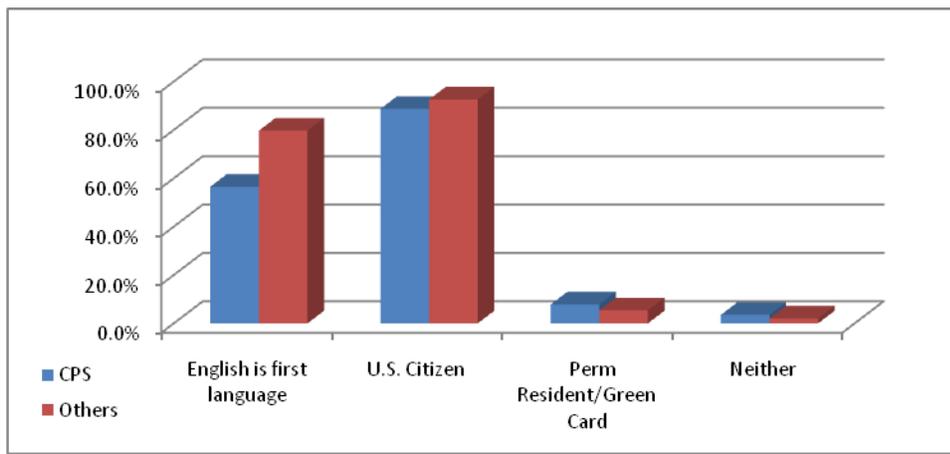
## Background Characteristics

The most notable differences between CPS students and others appeared in the general background characteristics.

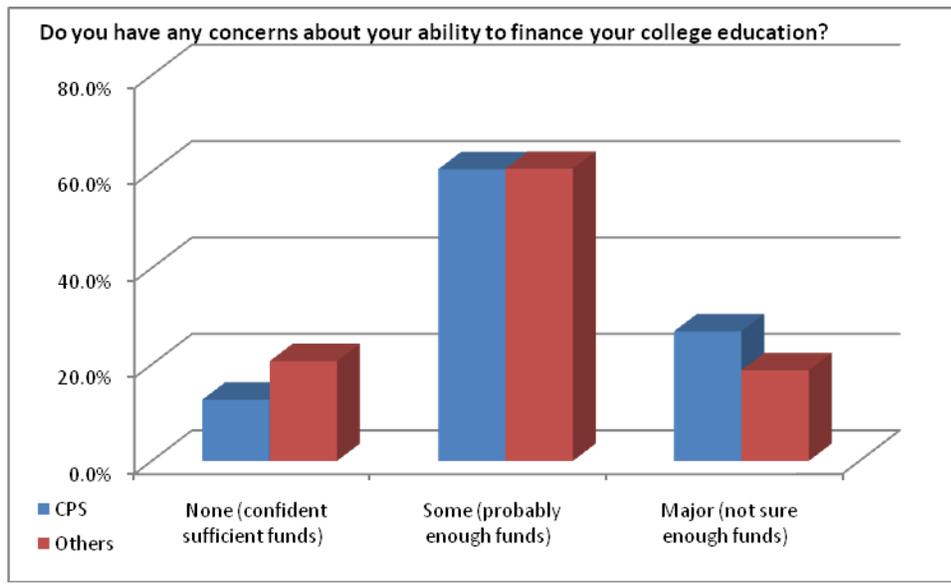
The survey asked two detailed questions about mother's and father's highest level of education. Based on these responses, a new variable was calculated to discern the exposure to college education – the experiences and processes that are part of college attendance. CPS students are dramatically less likely to have exposure (from their parents) to college -- that is they are first generation college students. Just over one-half of the CPS students had no exposure to college from their parents, while this figure was less than one-quarter of the students from other secondary schools.



Generally, UIC students report that English is not their first language at a higher rate than their peers at other four year universities across the country. A good portion of that difference can be attributed to the students from CPS – 65% of CPS student report English as their first language in contrast to 80% of others. Non-CPS students report that they are a U.S. citizen at a slightly higher rate than CPS students (88% compared to just over 90%).



One question specifically addresses the level that a student is concerned about the ability to finance his/her education. About 60% of both CPS and non-CPS students indicate that they have some concern, but feel they will probably have enough funds. About one-quarter of the CPS students report major concern about financing their college education while this figure is closer to 20% for non-CPS students. Overall, about 20% of UIC new students express major concern about financing their education; however that figure is more heavily weighted for CPS students.

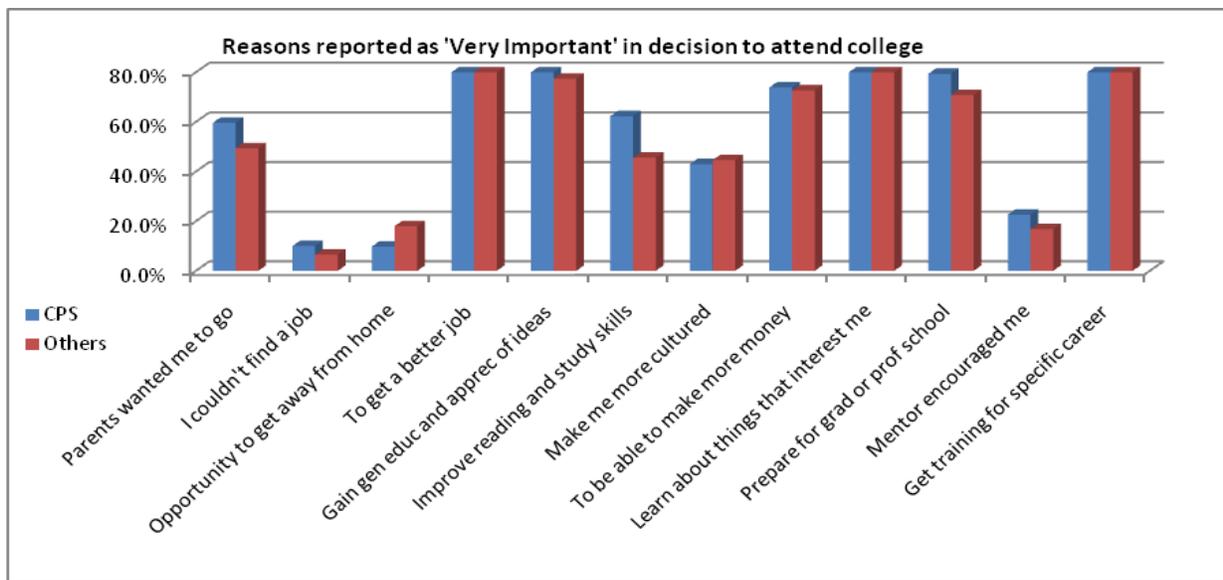


Interestingly, 77% of CPS student report taking at least one Advanced Placement course in high school, and 73% report taking at least one Advanced Placement exam. This is in contrast to 65% of others enrolling in an AP course and only 50% report taking at least one AP exam.

## Decision to Attend College

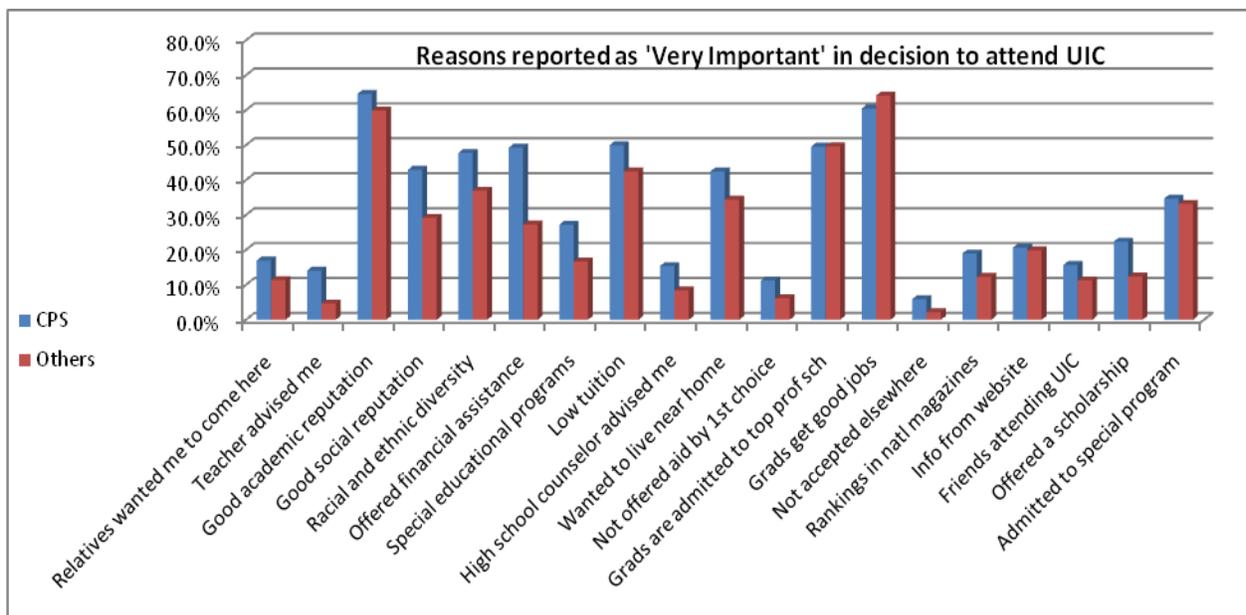
Students are influenced by a variety of factors in the decision to pursue a college education and the decision to attend a specific institution. Two questions were designed to gather information about these factors. For some students, college attendance is virtually a subconscious decision, based on tradition. For other students, particularly first generation college students, the decision to attend college is founded in far more deliberations and consideration of options. It is important to keep in mind the prevalence of first generation students in the CPS cohort when examining the decision factors.

CPS students and other students appear fairly similar when identifying their reasons for attending college. The graph below shows students' responses to the question: "In deciding to go to college, how important was each of the following reasons?"



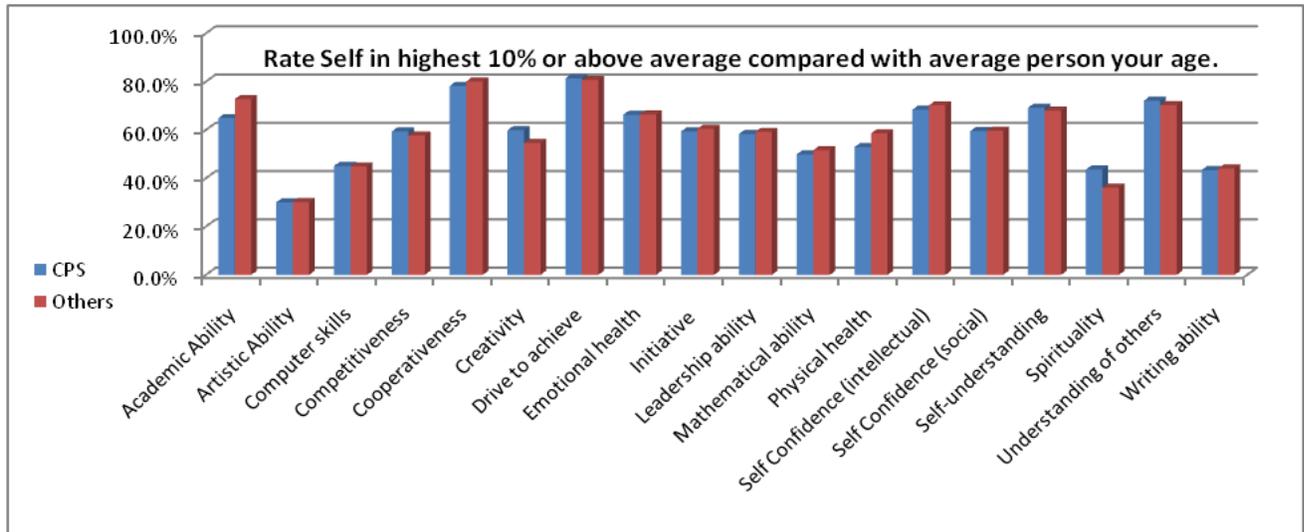
When asked about the factors that influence students' decision to attend UIC, some differences between CPS and other students emerge. Specifically, a contrast between CPS students and others was more evident among the following factors:

- *Financial factors – CPS students influenced by:*
  - Low tuition
  - Offered financial assistance
  - Not offered financial aid by first choice school
  - Offered a scholarship by UIC
- *Social factors that influenced CPS students at a higher rate*
  - Social reputation of UIC
  - Friends attending UIC
- *Advice factors – CPS students relied on the advice of teachers and relatives at a higher rate*
- *Reputation*
  - CPS students slightly more swayed by academic reputation of UIC, national rankings, and the diversity of UIC

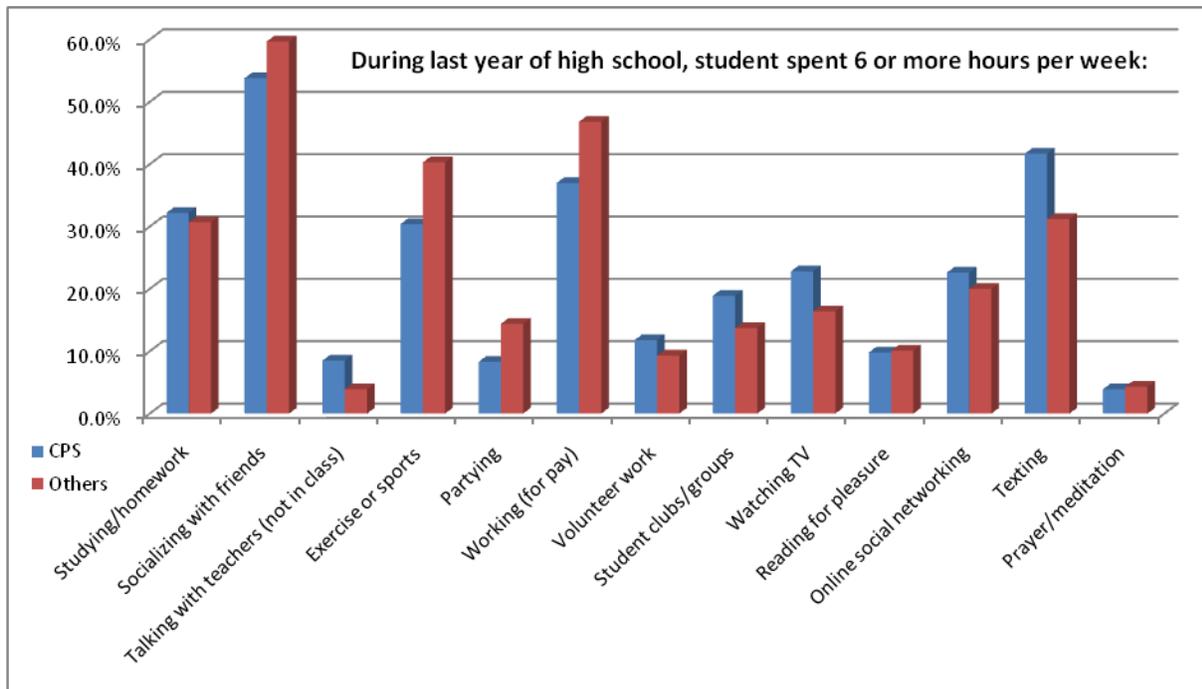


## Precollege Characteristics and Behaviors

Students enter UIC fairly confident on a range of skills and abilities. Students from CPS appear similarly confident across the board as demonstrated in the graph below.

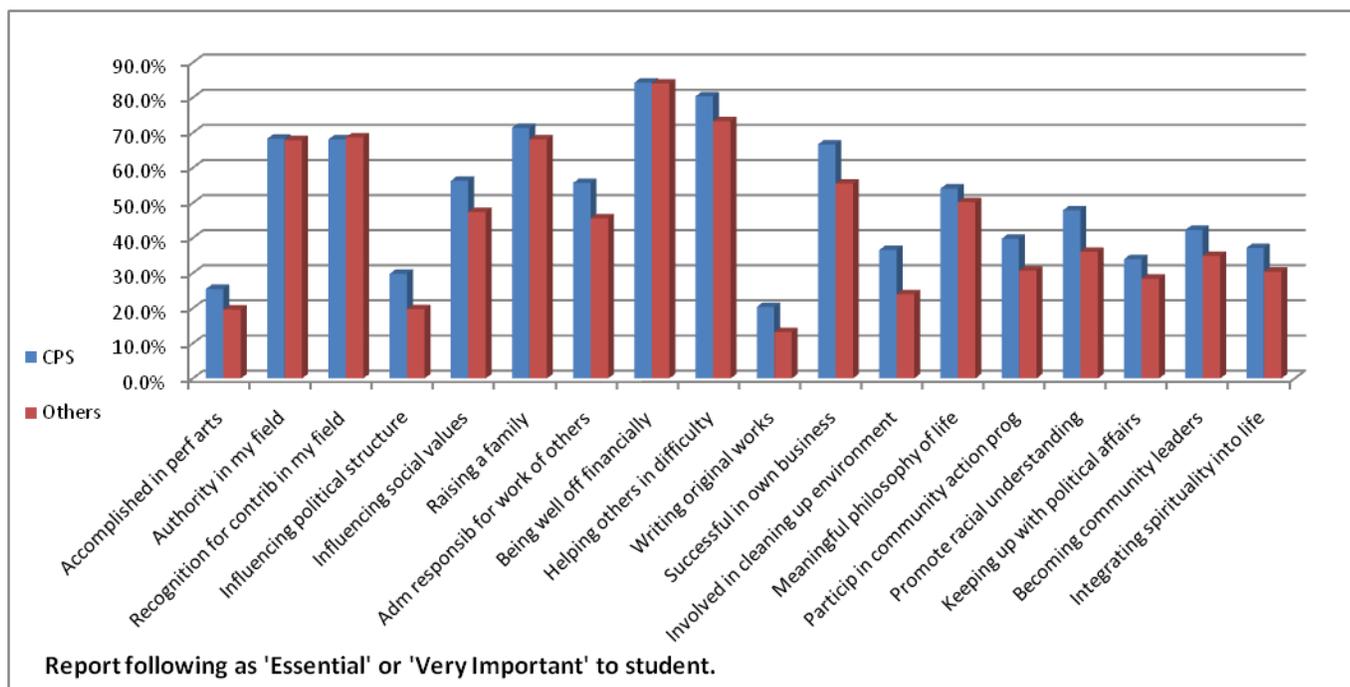
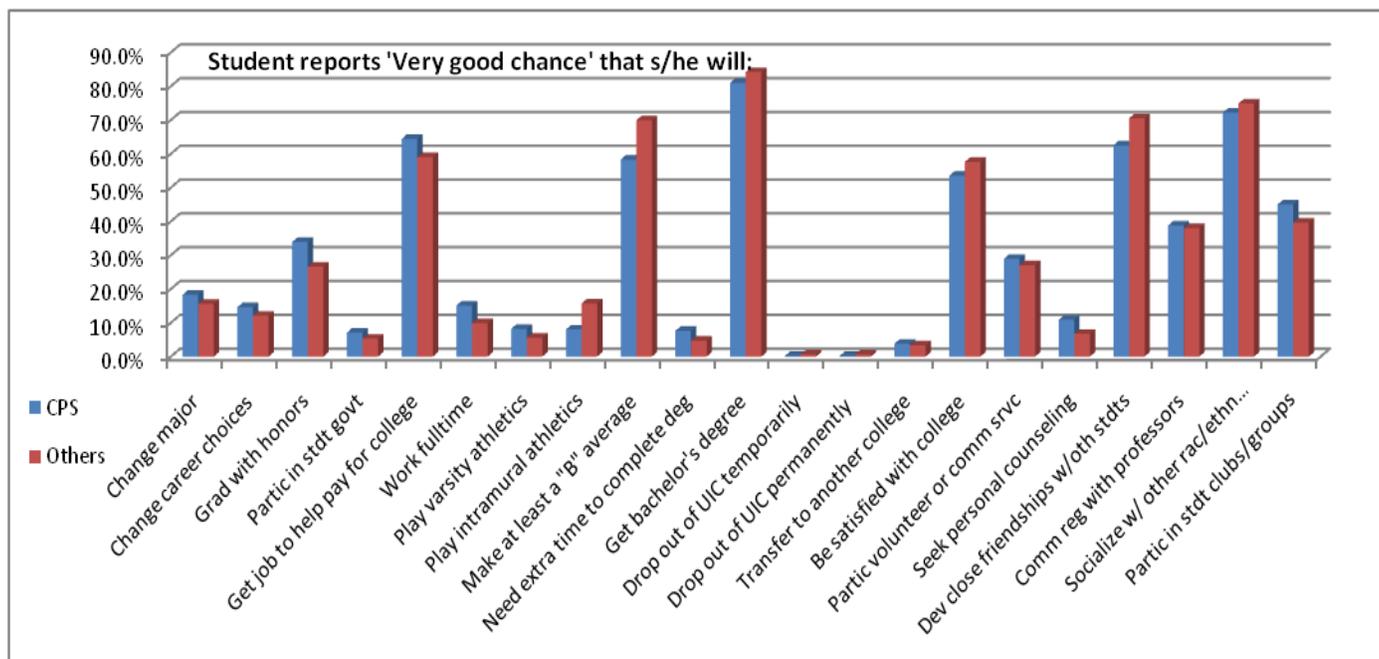


However, CPS students show more contrasts with other students in how they allocated their time during high school. CPS students report: studying more; socializing and partying less; volunteering and involved in student groups more; but exercising less.



## Goals and Aspirations

Overall, CPS students and others appear similar in their goals and expectations for themselves in college as shown in the following graph. However, their aspirations/value for life as show in the second graph reveals some differences. Specifically, CPS students report higher import to: influencing the political structure and social values; success in own business; environmental concern; and involving themselves in political and community affairs.



## **Final Thoughts**

ESS provides trend data about students as they enter UIC. We will continue to provide disaggregated results to refine our analysis. Follow-up studies of ESS cohorts may also provide information to the campus on unique characteristics and needs of different entering populations.

For further information about the ESS at UIC, contact Pat Inman, ([pinman@uic.edu](mailto:pinman@uic.edu)) or Kim Savage ([kim@uic.edu](mailto:kim@uic.edu)).