

**Report on the 2009 Administration of the
UIC Entering Student Survey
Sorted by College of Enrollment**

January 2010

Introduction

The Entering Student Survey (ESS) is an instrument designed to gather general trend data on new freshmen as they enroll at UIC. This is the second year for UIC administration of the ESS. A total of 2304 (73%) of the 3147 new freshmen enrolled for Fall 2009 completed the survey during summer orientation. Of the students who completed the survey, 2089 provided a UIN number which allows us to present additional information and conduct follow-up analyses.

The Entering Student Survey was first administered to UIC students who entered as new freshmen in the Fall of 2008. The survey is a two page instrument designed at UIC to gather information about new students' pre-enrollment attitudes and dispositions; as well as their aspirations and expectations. Most of the questions have remained from the 2008 instrument. Many of the questions are common to a variety of nationally marketed new student surveys. A total of 13 tables are presented which summarize the results of student responses to different sections of the ESS.

Important note regarding this report

This report presents summary data in table form disaggregated by college of enrollment. Two caveats must be noted regarding this particular report. First, college of enrollment can only be traced to students who provided a UIN. A total of 215 respondents did not provide a UIN. These responses are included in the overall responses (ALL columns), but are not attributable to any specific college. Second, because of the small number of respondents from the Colleges of Education and Applied Health Sciences (23 and 69 respondents respectively), separate analyses of these colleges are not included in this report.

Survey Instrument

The Entering Student Survey is a survey instrument developed by UIC administrators with the advice and input of the University Data Analysis Group (UDAG). 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 distributed as follow:

- 8 background information about students
- 32 items related to student pre-disposition and self-assessment of motivation
- 31 items on the college choice and decision
- 42 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.

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). The table below details the distribution of survey participants by racial/ethnic and college of enrollment compared to the entire freshman cohort.

Entering Student Survey - 2009 Participants compared to enrollments					
	Survey Participants	% of participants	New Freshmen Enrollment	% of cohort	% of the cohort who completed the survey
African Amer	180	7.8%	308	9.8%	58.4%
Asian	507	22.0%	754	24.0%	67.2%
Hispanic	448	19.4%	696	22.1%	64.4%
Caucasian	845	36.7%	1212	38.5%	69.7%
Other	109	4.7%	177	5.6%	61.6%
No UIN	215	9.3%	---	---	---
TOTALS	2304	100.0%	3147	100.0%	73.2%
					% of college cohort who completed the survey
Art & Arch	175	7.6%	270	8.6%	64.8%
AHS	69	3.0%	107	3.4%	64.5%
CBA	229	9.9%	337	10.7%	68.0%
Education	23	1.0%	29	0.9%	79.3%
Engineering	273	11.8%	394	12.5%	69.3%
LAS	1320	57.3%	2010	63.9%	65.7%
No UIN	215	9.3%	---	---	---
TOTALS	2304	100.0%	3147	100.0%	73.2%

Highlights from the 2009 ESS

Two additions of note in the 2009 instrument are: 1) an item on religious affiliation; and 2) an open-ended question asking students to indicate their *first* language as a follow-up for students who report that English is not their first language. We have known from past surveys that a first language other than English is another point of diversity among our students. This year 24% of the students reported that English is not their first language. In 2006, when the campus administered the Cooperative Institutional Research Program (CIRP) Freshman Survey, about 35% of the respondents indicated that English was not their native language compared with less than 5% at comparable four- year institutions.

This open-ended question allowed students to report their first language. Thus, allowing us to capture the breadth of diversity in languages among our new students. Of the 510 students who completed the open-ended question, forty-five languages were named. From this group, the most frequently reported languages were:

- Spanish - 32.4%
- Polish – 12.2%
- Chinese – 10.8%
- Korean – 6.5%
- Tagalog (Philipino) – 3.9%

In addition, we calculated a degree aspiration variable from the two variables – highest degree sought at UIC and highest degree sought anywhere. From this recalculation, we found that 53% reported that they aspire to earn a postgraduate degree. Of that group, 40% plan to attend UIC for their postgraduate degree.

Generally, the disaggregation of the data by college of enrollment did not uncover many surprises. For example:

- Engineering students lead the pack in their assessment of their math and academic abilities.
- CBA students rate themselves high in their leadership abilities.
- A & A students are far more confident in their artistic abilities than other students and are much more likely to hold a personal aspiration to be accomplished in the performing arts.
- Business students more frequently aspire to be successful in their own business.

On the other hand, it is interesting that:

- CBA students more frequently come from families with no exposure to college, while Engineering students are the most likely to come from households with college-educated parents.
- Almost half of **all** new freshmen planned to live in a UIC residence hall for fall semester, while this figure was two-thirds of the A&A new freshmen.

The results are reported in 5 sections on pages 6 through 10 of this report. The sections are: Background Characteristics; Academic Preparation and High School Behavior; College Attendance and Choice; Self-rated Abilities and Skills; and Goals and Aspirations for College and Beyond.

Explanation of Tables

Section 1: Background Characteristics

This section presents data on the characteristics and background of respondents ranging parents' level of education, concern about financing college, religion, citizenship and first language. Parent education is a recalculated variable from two questions about highest level of schooling for father and mother separately.

Section 2: Academic Preparation and High School Behavior

The tables in this section present information on students' academic preparation based on Advanced Placement course enrollment and test participation, as well as use of tutoring in specific disciplines. This section also included information on self-reported high school activities. Time spent on various activities ranging from studying, working to time spent texting provides a context for how students managed their time during the last year of high school. The figures reflect the proportion of students who reported spending 6 hours or more each week doing an activity. (Response categories ranged from: no time; less than 2 hours; 3 to 5 hours; 6 to 10 hours; and more than 10 hours.)

Section 3: Decision to Attend College

Tables in this section 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 appreciate of ideas'. In regard to 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: Self Rated Abilities and Skills

Students were 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 5: Plans, Goals, and Aspirations

The tables 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 '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: Background Characteristics

Citizenship & Language	All	<u>A&A</u>	<u>CBA</u>	<u>Engin</u>	<u>LAS</u>
English is first language?	75.0%	84.0%	73.4%	75.5%	72.4%
Citizenship Status:					
U.S. Citizen	91.8%	93.7%	92.1%	91.9%	91.2%
Perm Resident/Green Card	5.9%	5.1%	7.0%	5.1%	6.5%
Neither	2.3%	1.1%	0.9%	2.9%	2.3%

Religious Affiliation					
Which best describes your religious affiliation?:					
	All	<u>A&A</u>	<u>CBA</u>	<u>Engin</u>	<u>LAS</u>
Buddhist	2.0%	0.6%	2.2%	1.5%	2.3%
Hindu	4.1%	1.1%	4.0%	3.0%	5.1%
Jewish	1.7%	2.3%	1.8%	3.0%	1.3%
Muslim	6.5%	2.3%	5.8%	7.4%	7.0%
Protestant Christian	14.4%	18.9%	15.1%	7.4%	14.2%
Roman Catholic	40.9%	38.3%	42.7%	40.4%	41.3%
Other Religion	9.9%	11.4%	12.9%	10.4%	9.3%
No Affiliation	20.5%	25.1%	15.6%	27.0%	19.3%

Parental Education					
	All	<u>A&A</u>	<u>CBA</u>	<u>Engin</u>	<u>LAS</u>
No exposure to college	28.0%	26.7%	34.4%	25.8%	28.9%
Some college experience	17.4%	15.1%	18.8%	17.0%	18.2%
One college degree	22.5%	26.7%	20.5%	24.0%	22.8%
Both (or only) college degree	29.0%	31.4%	26.3%	33.2%	30.1%

Concerns about Financing College					
Do you have any concerns about your ability to finance your college education?					
	All	<u>A&A</u>	<u>CBA</u>	<u>Engin</u>	<u>LAS</u>
None (confident sufficient funds)	19.0%	20.0%	22.0%	16.7%	18.7%
Some (probably enough funds)	60.5%	63.4%	57.3%	65.8%	60.0%
Major (not sure enough funds)	20.4%	16.6%	20.7%	17.5%	21.2%

Section 2: Academic Preparation and High School Behavior

AP Courses and Exams					
How many AP courses or exams did you take in high school?					
AP courses					
	All	<u>A&A</u>	<u>CBA</u>	<u>Engin</u>	<u>LAS</u>
None	29.9%	37.8%	35.7%	24.8%	27.4%
1 to 2	37.8%	42.4%	38.8%	38.0%	38.1%
3 to 5	24.8%	15.7%	21.6%	27.4%	25.8%
6 or more	7.5%	4.1%	4.0%	9.8%	8.7%
AP exams					
	All	<u>A&A</u>	<u>CBA</u>	<u>Engin</u>	<u>LAS</u>
None	40.0%	51.6%	51.2%	31.5%	36.8%
1 to 2	33.7%	35.2%	28.8%	38.5%	34.4%
3 to 5	20.8%	11.3%	17.1%	23.8%	21.9%
6 or more	5.5%	1.9%	2.9%	6.2%	6.9%

High School Behavior					
During last year in high school, spent 6 hours or more during typical week:					
	All	<u>A&A</u>	<u>CBA</u>	<u>Engin</u>	<u>LAS</u>
Studying/homework	31.0%	20.6%	19.8%	25.9%	34.8%
Socializing with friends	58.5%	61.7%	62.8%	60.3%	56.4%
Talking with teachers (not in class)	4.8%	7.0%	6.7%	3.3%	4.8%
Exercise or sports	38.2%	43.7%	37.8%	45.8%	34.1%
Partying	13.1%	15.6%	18.3%	10.8%	12.3%
Working (for pay)	44.7%	42.9%	52.4%	41.3%	43.8%
Volunteer work	9.8%	10.3%	8.0%	5.2%	11.6%
Student clubs/groups	14.8%	15.0%	9.4%	14.4%	16.3%
Watching TV	17.8%	17.8%	17.3%	20.8%	17.3%
Reading for pleasure	10.0%	11.5%	5.8%	5.2%	11.4%
Online social networking	20.5%	19.5%	18.8%	22.8%	20.8%
Texting	33.3%	33.8%	38.6%	26.5%	33.5%
Prayer/meditation	4.2%	2.9%	4.0%	5.2%	4.4%

Academic Assistance					
Have had or do think will need any special tutoring or help:					
Had Help					
	All	<u>A&A</u>	<u>CBA</u>	<u>Engin</u>	<u>LAS</u>
Math	16.1%	20.0%	17.5%	11.7%	16.0%
Science	10.2%	13.1%	12.2%	7.7%	10.4%
Writing	11.8%	12.6%	14.4%	11.0%	12.3%
Will need help					
	All	<u>A&A</u>	<u>CBA</u>	<u>Engin</u>	<u>LAS</u>
Math	23.5%	21.7%	23.6%	13.9%	27.0%
Science	17.8%	10.3%	17.5%	13.2%	20.4%
Writing	17.6%	17.1%	15.7%	15.4%	19.8%

Section 3: Decision to Attend College

Factors in decision to attend college					
Considered the following "Very Important"					
	All	<u>A&A</u>	<u>CBA</u>	<u>Engin</u>	<u>LAS</u>
Parents wanted me to go	51.5%	49.1%	55.9%	50.9%	51.6%
I couldn't find a job	7.2%	4.7%	7.9%	7.1%	7.2%
Opportunity to get away from home	16.3%	23.1%	14.9%	12.5%	16.0%
To get a better job	85.2%	82.7%	90.4%	85.9%	84.5%
Gain gen educ and apprec of ideas	78.1%	83.8%	72.2%	72.3%	78.9%
Improve reading and study skills	49.0%	46.5%	47.3%	39.1%	51.9%
Make me more cultured	44.3%	46.6%	43.9%	32.5%	45.9%
To be able to make more money	72.9%	71.7%	85.1%	74.3%	70.6%
Learn about things that interest me	82.8%	89.1%	81.9%	82.7%	82.5%
Prepare for grad or prof school	72.5%	58.7%	64.8%	56.3%	79.3%
Mentor encouraged me	18.0%	22.5%	19.8%	15.2%	17.6%
Get training for specific career	80.6%	88.4%	75.4%	74.6%	81.0%

Reasons that influenced decision to attend UIC					
considered the following "Very Important"					
	All	<u>A&A</u>	<u>CBA</u>	<u>Engin</u>	<u>LAS</u>
Relatives wanted me to come here	12.6%	11.6%	11.5%	13.3%	12.8%
Teacher advised me	6.6%	8.7%	9.7%	7.1%	5.8%
Good academic reputation	60.9%	64.4%	56.4%	53.0%	63.1%
Good social reputation	32.1%	36.6%	31.3%	24.0%	33.4%
Racial and ethnic diversity	39.2%	36.6%	41.9%	25.8%	42.6%
Offered financial assistance	31.8%	28.0%	35.0%	24.8%	34.0%
Special educational programs	18.9%	18.3%	13.7%	9.3%	21.6%
Low tuition	44.0%	46.9%	45.6%	34.8%	46.6%
High school counselor advised me	9.8%	8.6%	12.1%	9.7%	9.5%
Wanted to live near home	36.1%	32.8%	39.8%	35.9%	36.6%
Not offered aid by 1st choice	7.3%	4.6%	8.4%	5.3%	8.0%
Grads are admitted to top professional schools	49.6%	40.8%	46.7%	35.6%	54.0%
Grads get good jobs	63.5%	59.8%	65.0%	62.6%	63.6%
Not accepted elsewhere	2.9%	5.2%	3.1%	4.5%	2.2%
Rankings in natl magazines	13.6%	9.8%	19.0%	8.1%	14.4%
Info from website	20.1%	29.7%	19.5%	13.3%	19.7%
Friends attending UIC	12.2%	10.3%	15.5%	10.7%	11.9%
Offered a scholarship	14.4%	16.6%	15.9%	14.1%	14.3%
Admitted to special program	33.5%	61.5%	37.8%	53.3%	24.1%

Section 4: Self Rated Abilities and Skills

Rate self on following traits compared with average person your age					
		<u>Highest 10% or above Aver</u>			
	All	<u>A&A</u>	<u>CBA</u>	<u>Engin</u>	<u>LAS</u>
Academic Ability	71.2%	64.9%	65.5%	79.5%	71.2%
Artistic Ability	30.1%	69.1%	23.3%	24.8%	27.2%
Computer skills	44.9%	60.0%	45.4%	64.4%	41.8%
Competitiveness	58.1%	53.4%	63.0%	63.5%	55.5%
Cooperativeness	79.7%	78.0%	80.2%	76.6%	80.2%
Creativity	55.7%	83.3%	52.9%	51.1%	54.0%
Drive to achieve	80.8%	76.6%	78.6%	75.8%	83.1%
Emotional health	66.4%	57.4%	69.0%	67.2%	66.6%
Initiative	60.3%	56.0%	56.0%	59.2%	61.1%
Leadership ability	59.0%	60.6%	64.8%	59.3%	56.7%
Mathematical ability	51.2%	36.0%	53.7%	77.0%	48.1%
Physical health	57.4%	53.1%	64.3%	67.4%	53.8%
Self Confidence (intellectual)	69.9%	67.8%	69.6%	75.9%	68.7%
Self Confidence (social)	59.6%	64.0%	67.4%	56.5%	57.6%
Self-understanding	68.2%	70.7%	67.4%	66.2%	67.6%
Spirituality	37.6%	36.8%	41.2%	30.4%	39.1%
Understanding of others	70.7%	63.4%	70.2%	65.1%	72.0%
Writing ability	43.9%	45.7%	46.9%	32.3%	44.9%

Section 5: Plans, Goals and Aspirations

During college					
Students reported a "Very Good Chance" they:					
	All	<i>A&A</i>	<i>CBA</i>	<i>Engin</i>	<i>LAS</i>
Change major	16.2%	7.0%	15.9%	11.2%	19.7%
Change career choices	12.6%	4.1%	11.5%	9.3%	15.5%
Grad with honors	28.1%	22.3%	23.5%	26.1%	30.1%
Participate in student government	5.7%	2.4%	5.3%	4.1%	6.1%
Get job to help pay for college	60.1%	64.5%	61.3%	61.2%	58.6%
Work fulltime	11.0%	9.5%	14.6%	8.6%	11.2%
Play varsity athletics	6.1%	7.1%	6.3%	5.6%	5.6%
Play intramural athletics	14.1%	14.2%	16.0%	18.4%	13.0%
Make at least a "B" average	67.5%	61.5%	68.4%	65.3%	68.9%
Need extra time to complete deg	5.3%	5.4%	2.7%	4.1%	6.7%
Get bachelor's degree	83.6%	81.9%	85.7%	85.4%	83.5%
Drop out of UIC temporarily	0.5%	0.6%	0.4%	0.4%	0.5%
Drop out of UIC permanently	0.5%	0.6%	0.4%	1.1%	0.6%
Transfer to another college	3.4%	1.8%	5.3%	4.5%	3.2%
Be satisfied with college	56.7%	58.9%	55.4%	50.6%	57.8%
Participate volunteer or community service	27.4%	24.4%	22.3%	11.6%	31.8%
Seek personal counseling	7.6%	4.2%	7.1%	4.9%	8.3%
Dev close friendships w/other students	68.8%	73.7%	65.2%	63.5%	69.0%
Communicate regularly with professors	38.2%	36.5%	37.9%	27.5%	39.1%
Socialize w/ other rac/ethn groups	74.3%	73.8%	71.9%	68.6%	75.6%
Participate in student clubs/groups	40.7%	45.0%	35.1%	29.7%	43.1%

Personal Aspirations:					
Indicated the importance to you personally of each of the following was rated as "Essential" or "Very Important":					
	All	<i>A&A</i>	<i>CBA</i>	<i>Engin</i>	<i>LAS</i>
Accomplished in performing arts	20.9%	49.1%	13.7%	17.2%	19.2%
Authority in my field	68.0%	69.2%	76.9%	72.0%	65.8%
Recognition for contribution in my field	68.6%	74.9%	72.9%	67.7%	67.6%
Influencing political structure	21.8%	23.4%	29.3%	20.1%	20.8%
Influencing social values	49.2%	54.7%	50.4%	37.2%	50.7%
Raising a family	68.7%	61.8%	74.8%	62.8%	69.7%
Administrative responsibility for work of others	47.6%	42.0%	64.0%	44.9%	45.7%
Being well off financially	84.0%	75.7%	90.2%	85.9%	83.5%
Helping others in difficulty	74.8%	63.3%	73.7%	61.0%	78.7%
Writing original works	14.6%	28.4%	11.2%	9.3%	13.8%
Successful in own business	57.8%	66.3%	84.4%	57.8%	51.4%
Involved in cleaning up environment	26.6%	27.8%	23.0%	24.7%	27.2%
Meaningful philosophy of life	51.0%	55.6%	52.4%	44.2%	51.1%
Participate in community action programs	32.6%	32.1%	29.3%	20.4%	35.9%
Promote racial understanding	38.5%	38.5%	37.3%	26.4%	41.3%
Keeping up with political affairs	29.5%	30.8%	34.1%	20.8%	30.6%
Becoming community leaders	36.4%	36.7%	41.2%	25.3%	38.0%
Integrating spirituality into life	31.8%	32.0%	31.9%	24.9%	32.8%