

**Report on the 2016 Administration of the  
UIC Entering Student Survey  
January 2016**

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

This report details the results from the 2016 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 Chancellor for Student Affairs, the Office of the Vice Provost for Academic and Enrollment Services and the Office of Institutional Research.

For further information about this report or about the Entering Student Survey, contact the Office of Institutional Research, [oir-inquiry@uic.edu](mailto:oir-inquiry@uic.edu).

## Highlights from the 2016 ESS

The Entering Student Survey (ESS) is an online survey 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 six year history of the survey and many of the questions are common to a variety of nationally marketed new student surveys.

A total of 1,373 (41.5%) of the 3,307 new freshmen enrolled for fall 2016 completed the online survey after attending summer orientation.

This year 33.5% of the students reported that English is not their first language. By comparison to institutions across the country, based on a 2015 report from the Cooperative Institutional Research Program (CIRP) who surveyed over 141,189 freshmen at colleges and universities across the country, only 10.5% of the freshmen respondents nationwide indicated that English was not their native language.

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 new students. Of the students who completed the open-ended question, 39 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 – 46.4%
- Chinese (including Mandarin and Cantonese) – 12.7%
- Urdu – 5.1%
- Polish – 4.7%
- Gujarati – 4.5%
- Filipino (including Tagalog) – 3.8%
- Arabic – 3.1%
- Korean – 2.7%
- Vietnamese – 2.5%

## **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) via email invitation during July and August after attending a New Student Orientation session in the summer of 2016. A total of 14 tables are presented which summarize the results of student responses to different sections of the ESS.

## **Survey Instrument**

The Entering Student Survey was developed and first administered at UIC during the summer of 2008. Prior to 2016, the ESS was a two-page paper and pencil instrument. During the summer of 2016 the survey transitioned from a paper survey administered during New Student Orientation to an online survey that was emailed between July and August to incoming first year students who attended an orientation session during the summer.

The survey includes 110 items distributed as follow:

- 8 items related to background information about students
- 13 items related to pre-enrollment characteristics and behavior
- 18 items related to student pre-disposition and self-assessment of motivation
- 30 items related to the college choice and decision
- 40 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 2016. Of the new freshmen students who participated in summer orientation, 1,373 completed the ESS. This represents 41.5% of the new freshman cohort. The table below details the distribution of survey participants by racial/ethnic and college of enrollment compared to the entire freshman cohort.

Fall 2016 New Freshman Enrollment and ESS Participation					
	New Freshmen		ESS Participation		% of cohort participating in survey
	Number	% of cohort	Number	% of respondents	
CBA	390	11.8%	125	9.0%	32.1%
Education	79	2.4%	31	2.2%	39.2%
Engineering	392	11.9%	181	13.1%	46.2%
CADA	239	7.2%	92	6.7%	38.5%
LAS	2,076	62.8%	888	64.2%	42.8%
AHS	114	3.4%	49	3.5%	43.0%
CUPA	17	0.5%	7	0.5%	41.2%
<b>TOTAL</b>	<b>3,307</b>		<b>1,373</b>		<b>41.5%</b>
AIAN	0	0.0%	0	0.0%	--
Asian	721	21.8%	316	22.8%	43.8%
Black	294	8.9%	140	10.1%	47.6%
Hispanic	1,272	38.5%	511	36.9%	40.2%
International	91	2.8%	31	2.2%	34.1%
Multi Race	101	3.1%	44	3.2%	43.6%
NHPI	2	0.1%	1	0.1%	50.0%
Unknown	5	0.2%	1	0.1%	20.0%
White	821	24.8%	329	23.8%	40.1%
<b>TOTAL</b>	<b>3,307</b>		<b>1,373</b>		<b>41.5%</b>

## **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 '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

<b>Table 1: Language and Citizenship</b>	
<b>English is native language?</b>	66.5%
<b>Citizenship Status:</b>	
U.S. Citizen	89.8%
Perm Resident/Green Card	7.2%
Neither	3.0%

<b>Table 2: Parental Education</b>	
(Composite of Mother/Father highest level of education)	
No exposure to college	33.8%
Some college experience	11.7%
Assoc degree	8.2%
One 4Yr degree	20.1%
Both (or only) 4Yr degree	21.3%
Don't Know	4.9%

<b>Table 3: Do you have any concerns about your ability to finance your college education?</b>	
None (confident sufficient funds)	9.8%
Some (probably enough funds)	61.2%
Major (not sure enough funds)	29.0%

<b>Table 4: Which best describes your religious affiliation?:</b>	
Buddhist	2.5%
Hindu	3.8%
Jewish	0.7%
Muslim	10.2%
Protestant Christian	11.0%
Roman Catholic	31.4%
Other Religion	10.9%
No Affiliation	29.5%

<b>Table 5: Where do you plan to live during Fall Semester?:</b>	
UIC Residence Hall	37.6%
Off campus - walking dist	2.1%
Off campus - commuting	4.8%
With Parents or relatives	55.3%
Other	0.2%

## 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	2.6%	22.2%	37.9%	23.7%	13.7%
Socializing with friends	2.2%	19.9%	43.5%	21.4%	13.0%
Talking with teachers (not in class)	13.6%	60.2%	20.5%	4.4%	1.3%
Exercise or sports	13.7%	28.6%	25.9%	16.0%	15.8%
Partying	62.8%	26.1%	8.4%	1.8%	0.9%
Working (for pay)	47.4%	5.4%	8.9%	11.1%	27.3%
Volunteer work	27.8%	32.5%	24.2%	8.4%	7.0%
Student clubs/groups	20.2%	31.2%	28.8%	11.4%	8.3%
Watching TV	24.1%	41.2%	23.6%	7.0%	4.0%
Reading for pleasure	35.3%	41.7%	15.2%	5.3%	2.5%
Online social networking	8.1%	34.6%	31.8%	14.7%	10.8%
Texting	7.3%	37.3%	29.3%	12.8%	13.2%
Prayer/meditation	48.7%	36.4%	9.8%	3.8%	1.4%

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

	AP courses	AP exams
None	13.9%	19.5%
1 to 2	28.4%	29.2%
3 to 5	36.2%	32.6%
6 or more	21.5%	18.6%

**Table 8: Have had (during high school) or think you will need any special tutoring or help in the following subjects:**

	Had Help	Will Need Help
Math	20.7%	47.2%
Science	14.4%	47.0%
Writing	16.3%	44.5%

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

Baccalaureate Deg	24.7%
Master's Deg	37.1%
PhD/Ed D	19.1%
MD/DO/DDS/DVM	14.3%
Other (incl Law, Div., etc)	3.2%
None	1.6%

## 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	16.2%	53.4%	29.3%	0.7%	0.4%
Artistic ability	6.3%	24.9%	39.4%	22.1%	7.3%
Competitiveness	20.0%	33.1%	37.4%	8.1%	1.4%
Cooperativeness	28.9%	44.6%	23.5%	2.4%	0.5%
Creativity	16.2%	40.1%	35.1%	7.5%	1.1%
Drive to achieve	39.6%	39.0%	17.9%	2.9%	0.6%
Emotional health	18.2%	27.0%	40.3%	11.9%	2.6%
Initiative	18.1%	38.5%	37.5%	4.6%	1.2%
Leadership ability	24.8%	34.8%	31.2%	7.6%	1.5%
Mathematical ability	14.3%	34.2%	38.0%	11.3%	2.2%
Physical health	12.2%	28.2%	47.8%	10.3%	1.4%
Self-confidence (intellectual)	17.1%	38.4%	35.6%	8.0%	1.0%
Self-confidence (social)	14.4%	26.8%	39.6%	16.8%	2.4%
Self-understanding	19.7%	37.8%	36.2%	5.4%	0.9%
Spirituality	14.4%	24.9%	41.2%	13.4%	6.1%
Time management	10.1%	26.1%	44.6%	17.0%	2.3%
Understanding of Others	29.9%	42.1%	25.3%	2.3%	0.4%
Writing ability	11.4%	32.3%	43.2%	10.9%	2.1%



### 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	60.6%	27.3%	12.1%
I couldn't find a job	13.4%	23.1%	63.5%
Opportunity to get away from home	16.8%	31.8%	51.5%
To get a better job	85.5%	10.7%	3.8%
Gain a general education and appreciation of ideas	79.6%	17.8%	2.6%
Improve my reading and study skills	60.4%	30.8%	8.8%
Make me more cultured	56.3%	31.7%	12.0%
To be able to make more money	75.1%	20.9%	4.0%
Learn about things that interest me	85.5%	13.0%	1.5%
Prepare for grad or professional school	74.8%	16.4%	8.8%
Mentor encouraged me	30.0%	34.2%	35.9%
Get training for specific career	81.2%	15.1%	3.8%

**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	17.5%	32.2%	50.2%
Teacher advised me	9.5%	32.2%	58.3%
Good academic reputation	63.0%	30.7%	6.4%
Good social reputation	37.7%	42.4%	19.9%
Racial and ethnic diversity	56.5%	30.5%	13.1%
Offered financial assistance	58.9%	22.2%	18.8%
Low tuition	66.4%	26.1%	7.5%
High school counselor advised me	15.2%	34.1%	50.8%
Wanted to live near home	42.0%	31.2%	26.8%
Not offered aid by 1st choice	17.1%	26.9%	56.0%
UIC grads are admitted to top professional schools	50.7%	34.0%	15.2%
Grads get good jobs	66.2%	26.2%	7.6%
Not accepted elsewhere	4.6%	8.3%	87.1%
Rankings in national magazines	17.8%	39.9%	42.3%
Info from website	25.1%	41.9%	33.0%
Friends attending UIC	11.1%	28.3%	60.6%
Wanted to attend college in city	48.5%	31.7%	19.9%
Admitted to special program	39.8%	28.7%	31.5%

## 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	13.1%	31.6%	39.8%	15.5%
Change career choices	12.8%	36.6%	35.5%	15.0%
Grad with honors	38.0%	49.1%	11.1%	1.8%
Participant in student government	9.1%	29.7%	39.0%	22.2%
Get job to help pay for college	67.3%	23.5%	6.8%	2.4%
Work fulltime	11.3%	30.9%	37.9%	19.9%
Play varsity athletics	6.1%	13.9%	31.2%	48.7%
Play intramural athletics	11.4%	26.4%	27.7%	34.5%
Make at least a "B" average	69.2%	28.2%	2.1%	0.6%
Need extra time to complete degree	4.7%	28.7%	46.2%	20.4%
Get bachelor's degree	87.5%	11.0%	1.2%	0.3%
Drop out of UIC temporarily	0.5%	3.5%	22.3%	73.7%
Drop out of UIC permanently	0.5%	1.4%	11.3%	86.8%
Transfer to another college	3.9%	18.6%	33.5%	44.1%
Be satisfied with college	56.2%	39.1%	3.7%	1.0%
Participate in volunteer or community service	45.3%	38.4%	12.4%	3.9%
Seek personal counseling	22.7%	35.8%	31.2%	10.3%
Develop close friendships with other students	66.7%	29.5%	2.9%	0.9%
Communicate regularly with professors	50.5%	42.6%	6.3%	0.6%
Socialize w/other racial/ethnic groups	75.9%	21.0%	2.4%	0.8%
Participate in student clubs/groups	55.4%	34.9%	8.2%	1.6%

## 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	8.9%	12.8%	31.7%	46.6%
Become an authority in my field	33.1%	37.7%	23.4%	5.8%
Gain recognition for contributions in my field	33.8%	41.0%	19.9%	5.3%
Influence political structure	12.5%	21.0%	39.2%	27.3%
Influence social values	22.7%	35.9%	31.6%	9.7%
Raising a family	41.8%	27.4%	18.3%	12.5%
Have administrative responsibility for work of others	19.4%	34.3%	34.1%	12.2%
Be well off financially	61.6%	29.0%	8.3%	1.1%
Help others in difficulty	49.5%	37.2%	11.9%	1.3%
Write original works	9.5%	11.2%	33.3%	46.0%
Be successful in my own business	35.1%	26.6%	23.5%	14.8%
Be involved in cleaning up environment	14.5%	27.8%	41.7%	16.0%
Develop a meaningful philosophy of life	26.1%	28.5%	28.3%	17.1%
Participate in community action programs	18.4%	31.8%	35.4%	14.4%
Promote racial understanding	28.0%	34.8%	25.4%	11.8%
Keep up with political affairs	16.0%	29.0%	34.8%	20.1%
Become a community leader	21.9%	30.7%	32.1%	15.3%