

**Report on the 2010 Administration of the
UIC Entering Student Survey**

September 2010

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

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

Preface

This report details the results from the 2010 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 – Office of Degree Progress and the Office of the Vice Chancellor for Student Affairs Research and Assessment Committee. 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 2700 UIC students who took time from their busy student schedules 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.

Patricia Inman
Principal Investigator, ESS
Office of the Vice Provost for Academic and
Enrollment Services
pinman@uic.edu

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

Highlights from the 2010 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 three year history of the survey and many of the questions are common to a variety of nationally marketed new student surveys.

A total of 2786 (87%) of the 3204 new freshmen enrolled for Fall 2010 completed the ESS during summer orientation. Of the students who completed the survey, 2522 provided a UIN number which allows us to present additional information and conduct follow-up analyses.

The survey includes one 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 27% of the students reported that English is not their first language. (By comparison, 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 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 737 students who completed the open-ended question, fifty-four languages were named. From this group, the most frequently reported languages were:

- Spanish - 29.6%
- Polish – 10.0%
- Korean – 6.5%
- Urdu – 6.1%
- Gujarati – 6.0%
- Tagalog (Philipino) – 3.5%

This report reflects a summary of the total response group. As in the past, we will make these tables available disaggregated in variety of breakout groups such as by college of enrollment; by racial/ethnic groupings; and by students from Chicago Public High Schools.

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 2010. 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 at 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 background information about students
- 18 items on pre-enrollment characteristics and behavior
- 18 items related to student pre-disposition and self-assessment of motivation
- 31 items on 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 3158 new freshmen students who participated in summer orientation, 2786 completed the ESS. This represents 87% of the new freshman cohort. Of the students who completed the survey, 2522 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 - 2010 Participants compared to enrollments					
	Survey Participants	% of participants	New Freshmen Enrollment	% of cohort	% of the cohort who completed the survey
African Amer	217	7.8%	293	9.1%	74.1%
Asian	632	22.7%	789	24.6%	80.1%
Hispanic	568	20.4%	737	23.0%	77.1%
Caucasian	969	34.8%	1196	37.3%	81.0%
Other	136	4.9%	189	5.9%	72.0%
No UIN	264	9.5%	---	---	---
TOTALS	2786	100.0%	3204	100.0%	87.0%
Art & Arch	165	5.9%	225	7.0%	73.3%
AHS	49	1.8%	59	1.8%	83.1%
CBA	255	9.2%	310	9.7%	82.3%
Education	40	1.4%	68	2.1%	58.8%
Engineering	269	9.7%	341	10.6%	78.9%
LAS	1744	62.6%	2201	68.7%	79.2%
No UIN	264	9.5%	---	---	---
TOTALS	2786	100.0%	3204	100.0%	87.0%

Explanation of Tables

Section 1: Student Characteristics (5 tables)

Tables 1 through 5 present data on the characteristics and background of respondents ranging 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 9 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, 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.

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 10 and 11 displays 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 gain a general education and appreciation 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: Future Plans and Aspirations (2 tables)

Tables 12 and 13 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?	73.4%
Citizenship Status:	
U.S. Citizen	91.2%
Perm Resident/Green Card	7.1%
Neither	1.7%

Table 2: Parental Education	
No exposure to college	30.3%
Some college experience (up to Assoc Deg)	20.9%
One college degree	21.3%
Both (or only) college degree	27.4%

Table 3: Do you have any concerns about your ability to finance your college education?	
None (confident sufficient funds)	18.0%
Some (probably enough funds)	62.3%
Major (not sure enough funds)	19.7%

Table 4: Which best describes your religious affiliation?:	
Buddhist	2.2%
Hindu	5.0%
Jewish	1.1%
Muslim	8.2%
Protestant Christian	15.4%
Roman Catholic	39.0%
Other Religion	12.0%
No Affiliation	17.0%

Table 5: Live for Fall Semester	
UIC Residence Hall	47.0%
Off campus - walking distance	3.0%
Off campus - commuting	4.3%
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	1.8%	26.4%	39.8%	20.9%	11.1%
Socializing with friends	0.6%	11.8%	30.2%	31.7%	25.7%
Talking with teachers (not in class)	17.4%	62.4%	15.6%	3.7%	0.9%
Exercise or sports	7.7%	26.5%	27.7%	18.8%	19.3%
Partying	32.5%	36.6%	20.1%	8.0%	2.8%
Working (for pay)	45.8%	7.6%	8.3%	12.9%	25.4%
Volunteer work	34.8%	34.6%	20.1%	6.4%	4.1%
Student clubs/groups	28.1%	33.0%	23.8%	9.0%	6.1%
Watching TV	12.1%	40.7%	28.7%	11.7%	6.8%
Reading for pleasure	27.8%	43.4%	19.3%	6.6%	2.8%
Online social networking	8.6%	35.6%	31.7%	14.8%	9.2%
Texting	9.3%	27.6%	24.2%	17.2%	21.7%
Prayer/meditation	43.6%	40.6%	10.7%	3.6%	1.6%

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

	AP courses	AP exams
None	26.6%	36.5%
1 to 2	35.9%	33.8%
3 to 5	28.1%	22.7%
6 or more	9.4%	7.0%

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

	Had Help	Will need help
Math	17.7%	24.4%
Science	11.4%	18.2%
Writing	13.0%	18.1%

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

Table 9: Rate self on following traits compared with average person your age

	<u>Highest 10%</u>	<u>Above Average</u>	<u>Average</u>	<u>Below Average</u>	<u>Lowest 10%</u>
Academic Ability	17.3%	54.9%	27.2%	0.5%	0.1%
Artistic Ability	9.0%	21.8%	38.0%	23.3%	8.0%
Competitiveness	22.7%	35.7%	33.6%	6.6%	1.3%
Cooperativeness	34.0%	46.1%	18.6%	1.1%	0.2%
Creativity	18.9%	38.0%	34.6%	7.3%	1.1%
Drive to achieve	41.0%	40.4%	17.0%	1.4%	0.2%
Emotional health	27.2%	37.6%	31.8%	2.9%	0.5%
Initiative	19.6%	43.1%	34.4%	2.8%	0.1%
Leadership ability	21.8%	37.9%	32.1%	7.4%	0.8%
Mathematical ability	16.2%	35.8%	36.5%	9.8%	1.7%
Physical health	22.0%	35.3%	37.1%	5.1%	0.4%
Self Confidence (intellectual)	24.0%	44.7%	28.6%	2.4%	0.2%
Self Confidence (social)	21.8%	37.8%	34.0%	5.7%	0.7%
Self-understanding	25.4%	43.0%	29.6%	1.8%	0.3%
Spirituality	14.0%	27.3%	40.1%	13.8%	4.9%
Time Management	10.9%	30.3%	44.4%	12.7%	1.7%
Understanding of others	26.6%	46.7%	25.0%	1.4%	0.3%
Writing ability	13.1%	33.5%	43.2%	9.0%	1.2%

Section 3: College Choice and Decision to Attend College

Table 10: How important is each reason influence decision to attend college

	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Parents wanted me to go	52.3%	34.0%	13.7%
I couldn't find a job	7.0%	17.9%	75.1%
Opportunity to get away from home	16.4%	41.6%	41.9%
To get a better job	83.4%	12.3%	4.3%
Gain gen education and appreciation of ideas	75.1%	23.1%	1.8%
Improve reading and study skills	49.3%	40.7%	10.0%
Make me more cultured	43.2%	43.6%	13.2%
To be able to make more money	73.5%	23.0%	3.5%
Learn about things that interest me	82.8%	15.9%	1.3%
Prepare for grad or professional school	72.8%	21.4%	5.8%
Mentor encouraged me	20.3%	39.8%	39.9%
Get training for specific career	79.2%	17.1%	3.6%

Table 11: Reasons that influenced decision to attend UIC

	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Relatives wanted me to come here	14.6%	34.9%	50.5%
Teacher advised me	6.5%	30.3%	63.1%
Good academic reputation	58.6%	36.8%	4.5%
Good social reputation	30.5%	49.4%	20.1%
Racial and ethnic diversity	38.0%	39.9%	22.1%
Offered financial assistance	32.4%	28.5%	39.0%
Special educational programs	19.2%	30.0%	50.7%
Low tuition	44.1%	41.4%	14.5%
High school counselor advised me	10.3%	32.1%	57.6%
Wanted to live near home	37.1%	36.6%	26.3%
Not offered aid by 1st choice	6.7%	20.3%	72.9%
Grads are admitted to top professional schools	47.7%	39.7%	12.6%
Grads get good jobs	61.7%	31.3%	7.0%
Not accepted elsewhere	2.8%	7.4%	89.8%
Rankings in national magazines	12.9%	41.5%	45.6%
Info from website	19.1%	49.0%	31.9%
Friends attending UIC	13.4%	36.6%	50.1%
Wanted to attend college in the city	52.3%	33.2%	14.5%
Admitted to special program	30.6%	32.4%	37.0%

Section 4: Future Plans and Aspirations

Table 12: 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	16.0%	34.4%	35.8%	13.8%
Change career choices	11.9%	39.6%	34.8%	13.6%
Grad with honors	29.7%	57.2%	11.6%	1.5%
Participate in student government	5.8%	25.0%	46.5%	22.7%
Get job to help pay for college	59.5%	30.5%	8.0%	1.9%
Work fulltime	10.0%	33.9%	39.7%	16.4%
Play varsity athletics	5.2%	16.4%	38.0%	40.4%
Play intramural athletics	14.0%	27.1%	31.7%	27.1%
Make at least a "B" average	68.4%	29.8%	1.6%	0.3%
Need extra time to complete deg	4.7%	28.5%	51.1%	15.7%
Get bachelor's degree	83.1%	15.0%	1.6%	0.4%
Drop out of UIC temporarily	0.4%	2.8%	18.9%	78.0%
Drop out of UIC permanently	0.4%	2.1%	11.4%	86.1%
Transfer to another college	3.9%	19.9%	38.5%	37.8%
Be satisfied with college	54.7%	41.4%	3.2%	0.7%
Participate in volunteer or community service	29.6%	43.8%	21.8%	4.8%
Seek personal counseling	9.0%	28.6%	45.2%	17.2%
Dev close friendships w/other students	72.1%	25.0%	2.6%	0.3%
Communicate regularly with professors	41.5%	49.3%	8.7%	0.5%
Socialize w/ other racial/ethnic groups	73.0%	23.8%	3.0%	0.3%
Participate in student clubs/orgs	42.7%	41.2%	13.7%	2.3%

Section 4: Future Plans and Aspirations (continued)

Table 13: 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>
Accomplished in performing arts	8.1%	11.5%	30.3%	50.2%
Authority in my field	25.2%	41.9%	27.5%	5.4%
Recognition for contributions in my field	22.4%	44.0%	28.9%	4.7%
Influencing political structure	5.8%	13.6%	42.6%	38.0%
Influencing social values	13.3%	35.7%	40.3%	10.7%
Raising a family	35.3%	34.3%	20.0%	10.4%
Administrative responsibility for work of others	11.7%	34.2%	42.5%	11.6%
Being well off financially	48.5%	37.1%	13.0%	1.4%
Helping others in difficulty	30.4%	45.8%	21.4%	2.4%
Writing original works	5.4%	9.1%	29.5%	56.1%
Successful in own business	27.4%	30.0%	27.5%	15.1%
Involved in cleaning up environment.	7.8%	20.1%	49.3%	22.7%
Meaningful philosophy of life	19.5%	31.3%	35.9%	13.4%
Participate in community action programs	8.3%	26.3%	46.6%	18.8%
Promote racial understanding	10.7%	28.2%	42.8%	18.3%
Keeping up with political affairs	6.4%	20.0%	44.9%	28.6%
Become community leader	10.6%	25.0%	43.4%	21.0%
Integrating spirituality into life	13.4%	20.8%	38.1%	27.7%