

# UIC Entering Student Survey 2008

---

Compiled Reports

**Kim Savage**  
**March 12, 2009**

**Overview**  
**UIC Entering Student Survey, Fall 2008**

During Summer Orientation 2008, 68% of the entering freshman class of 2,964 students completed UIC's Entering Student Survey. The survey was designed by campus administrators to gather information about incoming freshmen. Due to the length of frequently used national surveys, the completion rate fell short of campus expectations. The shorter locally created survey asked students about their behaviors, attitudes and expectations. Many of the questions cover areas that are similar to those addressed by national entering student surveys.

Survey results have been grouped into five separate areas:

- Demographics
- College Readiness
- Factors Relating to College Decision
- Students' Perception of Abilities
- Activities and Areas of Interest

For ease of review and dissemination, separate reports have been generated for each of the categories. The single sheet reports are designed as stand-alone documents, so background information regarding the survey is repeated on each document. Highlights of the data are exhibited in a respondent profile, followed by data tables that show aggregate responses along side racial/ethnic breakdowns.

The Entering Student Survey will be administered again during New Student Orientation in 2009.

## Demographics

### UIC Entering Student Survey, Fall 2008

#### Background

During Summer Orientation 2008, 68% of the entering freshman class of 2,964 students completed UIC's Entering Student Survey. The survey was designed by campus administrators to gather information about incoming freshmen. The survey asked students about their behaviors, attitudes and expectations. Many of the questions cover areas that are similar to those addressed by national entering student surveys. The tables below summarize the responses.

#### Respondent Profile

- 40% of the freshman class is Caucasian.
- Nearly three-fourths of the freshmen are enrolled in the College of Liberal Arts and Sciences. The College of Engineering has the second largest freshman cohort, representing 10% of the class.
- More than two-thirds of the new freshmen are native English speakers. Slightly more than half of Asian and Hispanic freshmen speak English as their native language.
- More than 90% of African American, Hispanic and Caucasians report having U.S. Citizenship.
- Two-thirds of Hispanic freshmen expected to live at home with parents, compared to less than one-third of African American and Caucasian freshmen.
- Hispanic students (24.2%) are least likely and African Americans (62.3%) are most likely to choose on-campus housing. Half of new freshmen live on campus.
- One-third of Hispanic freshmen reported that the highest level of education achieved by their father was 8<sup>th</sup> grade or less.
- More than half of Asian freshmen reported that one parent had at least finished college.

#### Participation by Race/Ethnicity

<b>ESS Participants by R/E</b>					
	New Freshmen	% of class	ESS Participants	% of respondents	% of Category
Caucasian	1188	40.08%	709	35.01%	59.68%
Asian	702	23.68%	399	19.70%	56.84%
Hispanic	587	19.80%	301	14.86%	51.28%
African American	313	10.56%	167	8.25%	53.35%
Other w/ UIN	174	5.87%	72	3.56%	41.38%
No UIN	--		377	18.62%	
Total	2964	100.00%	2025	100.00%	68.32%

#### Participation by College

<b>ESS Participants by College</b>					
	New Freshmen	% of class	ESS Participants	% of respondents	% of category
LAS	2106	71.05%	1163	57.43%	55.22%
Engineering	306	10.32%	152	7.51%	49.67%
CBA	251	8.47%	174	8.59%	69.32%
A & A	216	7.29%	123	6.07%	56.94%
AHS	85	2.87%	57	2.81%	67.06%
No UIN	--	--	377	18.62%	--
Total	2964	100.00%	2025	100.00%	68.32%

**English Native Language**

	All Respondents	African American	Asian	Hispanic	Caucasian
English Native Language	70.2%	96.3%	52.5%	53.7%	81.5%

**Citizenship**

	All Respondents	African American	Asian	Hispanic	Caucasian
U.S. Citizen	88.0%	93.4%	78.7%	92.4%	93.7%
Perm Resident/Green Card	7.2%	3.6%	17.8%	3.0%	4.2%
Neither/No response	4.9%	3.0%	3.5%	4.7%	2.1%

**Place of Residence**

<b>Live for Fall Semester</b>	All Respondents	African American	Asian	Hispanic	Caucasian
UIC Residence Hall	49.9%	62.3%	51.2%	24.2%	60.2%
With Parents or relatives	41.3%	30.2%	39.9%	66.0%	32.8%
Off campus - commuting	5.3%	4.3%	4.6%	6.4%	4.3%
Off campus - walking dist	2.7%	2.5%	3.6%	2.0%	2.4%
Other	0.8%	0.6%	0.8%	1.3%	0.3%

**Parents' Level of Education**

<b>Highest level of education obtained by Father</b>					
	All Respondents	African American	Asian	Hispanic	Caucasian
8th grade or less	7.5%	1.4%	2.3%	33.9%	1.1%
some high school	7.8%	12.4%	7.3%	12.9%	3.7%
HS diploma	20.2%	36.6%	15.4%	21.4%	19.8%
Vocational or Trade school	3.9%	7.6%	2.6%	3.2%	5.0%
Some college	15.6%	16.6%	13.5%	10.0%	18.5%
College Degree	26.0%	14.5%	32.0%	12.5%	30.7%
Some Grad School	1.8%	2.8%	2.6%	0.7%	1.9%
Grad Degree	17.2%	8.3%	24.2%	5.4%	19.3%

<b>Highest level of education obtained by Mother</b>					
	All Respondents	African American	Asian	Hispanic	Caucasian
8th grade or less	5.2%	0.6%	2.1%	23.4%	0.6%
some high school	6.2%	7.4%	8.1%	14.8%	1.9%
HS diploma	20.6%	20.2%	17.8%	24.8%	23.1%
Vocational or Trade school	3.6%	4.9%	1.8%	3.8%	4.4%
Some college	16.5%	24.5%	9.9%	17.2%	20.4%
College Degree	29.0%	27.6%	42.6%	12.1%	31.4%
Some Grad School	2.4%	2.5%	2.9%	0.7%	2.0%
Grad Degree	12.5%	12.3%	14.9%	3.1%	16.1%

**College Readiness  
UIC Entering Student Survey, Fall 2008**

**Background**

During Summer Orientation 2008, 68% of the entering freshman class of 2,964 students completed UIC's Entering Student Survey. The survey was designed by campus administrators to gather information about incoming freshmen. The survey asked students about their behaviors, attitudes and expectations. Many of the questions cover areas that are similar to those addressed by national entering student surveys. The tables below summarize the responses.

**Respondent Profile**

- Students reported the highest percentages of pre-college tutoring in math.
- Asian freshmen reported higher levels of pre-college tutoring in English, Math, Foreign Languages and Writing than the other groups.
- African American students reported higher levels of pre-college tutoring in Reading, Math, and Social Studies than the other groups.
- Almost half of African American freshmen and one-third of Hispanic freshmen expected to need tutoring in math.
- Hispanic freshmen had the highest expectations for needing tutoring in English.
- Asian freshmen took the most AP courses. More than one-fifth took more than four.
- Caucasian students reported the lowest percentage of enrollment in AP courses.
- Three-fourths of Asian freshmen and two-thirds of African American freshmen took at least one AP Exam. More than two-fifths of Caucasian freshmen did not take any AP exams.

**Needed Tutoring Before Entering College**

	All Respondents	African American	Asian	Hispanic	Caucasian
Math	12.4%	15.6%	14.0%	13.3%	11.0%
English	10.3%	11.4%	14.0%	12.6%	6.9%
Reading	8.4%	12.6%	10.5%	11.0%	4.8%
Writing	8.0%	9.0%	10.8%	9.3%	5.1%
Social Studies	7.3%	11.4%	9.3%	9.6%	4.2%
Science	7.3%	7.8%	9.5%	8.3%	5.2%
Foreign Languages	7.3%	6.6%	10.3%	7.6%	5.8%

**Expect to Need Tutoring in College**

	All Respondents	African American	Asian	Hispanic	Caucasian
Math	19.7%	45.5%	14.8%	33.6%	11.8%
Writing	12.3%	22.8%	13.3%	20.9%	5.8%
Science	11.9%	33.5%	10.0%	15.0%	5.8%
Foreign Languages	9.6%	29.9%	9.5%	7.0%	6.3%
English	7.6%	11.4%	10.3%	12.3%	3.2%
Reading	5.2%	7.8%	9.0%	7.6%	1.8%
Social Studies	3.3%	7.2%	3.8%	3.7%	1.7%

### Advanced Placement Program

<b>AP courses taken</b>	All respondents	African American	Asian	Hispanic	Caucasian
1 to 4	57.3%	74.4%	57.5%	61.8%	55.1%
None	26.0%	23.2%	19.1%	28.7%	31.7%
5 to 9	13.1%	2.4%	20.9%	8.9%	12.8%
10 or more	1.0%	0.0%	2.5%	0.7%	0.4%

<b>AP exams taken</b>	All respondents	African American	Asian	Hispanic	Caucasian
1 to 4	50.7%	64.2%	56.8%	57.1%	47.6%
None	32.3%	33.1%	24.3%	33.9%	42.3%
5 to 9	10.2%	2.6%	17.3%	8.9%	9.8%
10 or more	0.4%	0.0%	1.6%	0.0%	0.3%

**Factors Relating to College Decision  
UIC Entering Student Survey, Fall 2008**

**Background**

During Summer Orientation 2008, 68% of the entering freshman class of 2,964 students completed UIC's Entering Student Survey. The survey was designed by campus administrators to gather information about incoming freshmen. The survey asked students about their behaviors, attitudes and expectations. Many of the questions cover areas that are similar to those addressed by national entering student surveys. The tables below summarize the responses.

**Respondent Profile**

- Interest in learning specific subjects and getting a better job were rated "Very Important" by more than four-fifths of the students.
- Asian and Hispanic freshmen were most likely to report that their parents wanted them to go as "Very Important".
- The lack of job opportunities was least frequently cited as "Very Important".
- At least three-fourths of the new freshmen also indicated that it was "Very Important" to get training for a specific career and to gain a general education and appreciation of ideas.
- Very few students decided to attend college to get away from home.
- Students most frequently cited that UIC's academic reputation was "Very Important" in their decision to enroll.
- Getting good jobs and admittance to top professional schools were other reasons having great influence on the decision to attend UIC.
- About two-fifths of the new freshmen cited that the low tuition was a "Very Important" factor in selecting UIC.
- Not being accepted elsewhere was the least frequent factor of importance in attending UIC.
- Less than 5% of new freshmen cited admittance to the GPPA program as a "Very Important" factor in selecting UIC.

**Reasons Influencing Decision to Attend College**

<b>Rated as "Very Important"</b>	All	African American	Asian	Hispanic	Caucasian
Learn about things that interest me	82.3%	81.4%	78.0%	89.2%	82.0%
To get a better job	82.1%	84.0%	80.3%	86.4%	82.4%
Get training for specific career	78.3%	80.7%	79.6%	80.5%	76.2%
Gain general education and appreciation of ideas	75.5%	85.1%	78.1%	77.0%	71.6%
To be able to make more money	72.9%	79.4%	71.6%	74.3%	72.9%
Prepare for graduate or professional school	70.3%	76.3%	78.3%	71.9%	62.6%
Parents wanted me to go	50.6%	57.4%	59.6%	59.7%	40.8%
Improve reading and study skills	46.0%	58.5%	51.1%	58.5%	36.8%
Make me more cultured	44.1%	56.5%	41.8%	51.2%	41.3%
Mentor encouraged me	18.9%	24.5%	20.8%	29.8%	12.7%
Opportunity to get away from home	14.8%	19.0%	13.3%	9.5%	17.2%
I couldn't find a job	5.3%	5.6%	8.9%	4.4%	3.7%

## Reasons Influencing Decision to Attend UIC

Response "Very Important"	All	African American	Asian	Hispanic	Caucasian
Good academic reputation	59.4%	77.5%	49.9%	70.2%	58.1%
Grads get good jobs	56.0%	66.9%	50.5%	59.3%	56.9%
Grads are admitted to top professional school	45.4%	56.1%	40.8%	47.1%	45.3%
Low tuition	41.3%	39.4%	46.5%	47.6%	34.9%
Wanted to live near home	35.5%	39.8%	33.9%	46.0%	31.5%
Racial and ethnic diversity	34.3%	50.0%	35.6%	50.2%	22.3%
Good social reputation	27.7%	30.6%	25.7%	39.7%	23.0%
Offered financial assistance	24.9%	39.0%	21.7%	40.2%	17.9%
Special educational programs	19.5%	29.4%	20.8%	26.3%	13.2%
Info from website	16.2%	28.6%	11.7%	21.8%	14.9%
Relatives wanted me to come here	12.8%	11.8%	16.2%	18.7%	10.5%
Rankings in national magazines	12.7%	27.3%	10.1%	14.6%	10.2%
Friends attending UIC	12.1%	7.5%	18.0%	12.7%	9.4%
Offered a scholarship	11.0%	17.6%	7.5%	20.3%	8.4%
High school counselor advised me	9.8%	11.3%	8.1%	16.2%	8.1%
Teacher advised me	6.8%	9.3%	7.0%	13.0%	3.8%
Not offered aid by 1st choice	5.6%	6.9%	6.1%	5.9%	4.2%
Admitted to GPPA	4.2%	2.5%	9.2%	3.2%	2.9%
Not accepted elsewhere	2.8%	4.4%	1.9%	4.5%	2.6%



## Students' Perception of Abilities UIC Entering Student Survey, Fall 2008

### Background

During Summer Orientation 2008, 68% of the entering freshman class of 2,964 students completed UIC's Entering Student Survey. The survey was designed by campus administrators to gather information about incoming freshmen. The survey asked students about their behaviors, attitudes and expectations. Many of the questions cover areas that are similar to those addressed by national entering student surveys. The tables below summarize the responses.

### Respondent Profile

- Four-fifths of new freshmen expect to get a bachelor's degree.
- Two-thirds of new freshmen expect to make at least a "B" average. Hispanic freshmen were least likely to have that expectation.
- Two-fifths of new freshmen rated themselves in the top 10% in "drive to achieve". Almost three-fifths of the African American freshmen rated themselves highly on this trait.
- Almost one-third of the new freshmen rated themselves highly on cooperativeness.
- Approximately one-quarter of the new freshmen rated themselves in the top 10% in emotional health, intellectual self-confidence, self-understanding, and the ability to understand others.
- Approximately one-fifth of the new freshmen rated themselves in the top ten in leadership ability, competitiveness, academic ability, creativity, physical health, and initiative.
- More than 70% of new freshmen thought there was a very good chance that they would interact with students of other racial/ethnic backgrounds. Nearly the same percentage expected to form close friendships with other students.
- Nearly three-fifths of the freshmen expect to get a job to help pay for college expenses.
- More than half of the freshmen expect there is a very good chance that they will be satisfied with college.
- Less than 4% think there is a very good chance they will drop out of college.
- Less than one-half of a percent of the students think there is a very good chance they will drop out of UIC either temporarily or permanently drop out of college.
- Less than half of the students feel that there is a good chance that they will participate in clubs and organizations.
- About three-fifths of the new freshmen have some concern about having enough funds to complete their education. One-quarter of African American and Hispanic freshmen have major concerns about funding.

### Self-rating in Highest 10% Compared to Peers

Rated self in "highest 10%"	All	African American	Asian	Hispanic	Caucasian
Drive to achieve	39.5%	58.9%	34.4%	41.7%	37.0%
Cooperativeness	31.1%	41.6%	30.8%	29.2%	28.5%
Emotional health	26.3%	31.1%	24.4%	24.8%	25.4%
Self Confidence (intellectual)	24.9%	42.6%	19.2%	22.2%	22.9%
Understanding of others	24.3%	32.5%	27.0%	24.7%	18.7%
Self-understanding	24.2%	40.1%	21.2%	24.2%	21.4%
Self Confidence (social)	22.1%	36.2%	17.7%	19.7%	20.2%
Leadership ability	21.9%	27.6%	17.2%	21.9%	20.3%
Competitiveness	21.6%	26.5%	19.6%	17.9%	20.9%
Physical health	21.2%	20.4%	19.9%	14.6%	22.9%

<b>Rated self in "highest 10%"</b>	All	African American	Asian	Hispanic	Caucasian
Creativity	20.3%	20.2%	16.1%	18.1%	22.6%
Academic Ability	20.1%	18.6%	21.3%	15.9%	20.0%
Initiative	19.6%	25.5%	17.5%	23.1%	16.5%
Mathematical ability	16.3%	12.4%	21.3%	9.8%	15.1%
Spirituality	15.8%	25.9%	15.8%	12.5%	12.6%
Writing ability	12.1%	17.2%	9.4%	8.8%	13.4%
Computer skills	10.4%	7.4%	15.0%	7.5%	9.5%
Artistic Ability	8.3%	8.1%	6.9%	8.5%	10.6%

### Expectations of College Experience and Success

<b>Very Good chance</b>	All	African American	Asian	Hispanic	Caucasian
Get bachelor's degree	79.3%	88.7%	72.0%	78.5%	81.6%
Socialize w/ other race/ethnic groups	71.2%	86.3%	65.8%	76.4%	69.0%
Dev close friendships w/other students	68.1%	69.3%	68.0%	65.8%	70.9%
Make at least a "B" average	66.6%	70.6%	67.7%	56.6%	69.2%
Get job to help pay for college	57.8%	64.3%	50.6%	68.9%	56.0%
Be satisfied with college	54.7%	60.3%	42.4%	58.0%	61.5%
Participate in student clubs/groups	41.2%	58.3%	45.7%	44.9%	32.3%
Communicate regularly with professors	38.8%	54.7%	31.4%	43.8%	36.3%
Grad with honors	32.0%	42.9%	33.9%	29.1%	30.0%
Participate in volunteer or community service	23.4%	24.8%	28.7%	26.6%	17.4%
Change major	16.6%	16.1%	16.9%	16.6%	16.6%
Play intramural athletics	15.3%	11.8%	13.3%	13.7%	15.9%
Change career choices	12.0%	7.7%	12.6%	13.5%	13.0%
Work fulltime	9.4%	9.7%	5.3%	13.0%	8.7%
Seek personal counseling	8.4%	10.5%	7.4%	18.8%	4.1%
Play varsity athletics	7.6%	9.1%	5.3%	8.7%	7.8%
Participate in student government	7.0%	9.7%	6.2%	9.7%	5.4%
Need extra time to complete deg	6.1%	3.3%	5.4%	12.5%	4.2%
Transfer to another college	3.9%	1.3%	2.9%	3.9%	3.6%
Drop out of UIC temporarily	0.3%	0.0%	0.3%	0.7%	0.1%
Drop out of UIC permanently	0.3%	0.0%	0.3%	1.8%	0.0%

### Concerns About Financial Aid

	All	African American	Asian	Hispanic	Caucasian
Some (probably enough funds)	61.7%	64.0%	66.4%	61.5%	60.5%
None (confident sufficient funds)	21.3%	11.2%	18.5%	14.1%	27.5%
Major (not sure enough funds)	17.0%	24.8%	15.1%	24.4%	12.0%

**Activities and Areas of Interest  
UIC Entering Student Survey, Fall 2008**

**Background**

During Summer Orientation 2008, 68% of the entering freshman class of 2,964 students completed UIC's Entering Student Survey. The survey was designed by campus administrators to gather information about incoming freshmen. The survey asked students about their behaviors, attitudes and expectations. Many of the questions cover areas that are similar to those addressed by national entering student surveys. The tables below summarize the responses.

**Respondent Profile**

- During the last year in high school more than half of the new freshmen spent 6 or more hours socializing with friends or working for pay.
- More than one-third of the new freshmen spent 6 or more hours per week involved in sports or exercise.
- Less than one-third of the new freshmen spent 6 or more hours per week studying or doing homework during their last year in high school.
- Less than one-tenth of the students spent 6 or more hours per week reading for pleasure, involved in volunteer work, talking with teachers out of class, or in prayer/meditation during the last year in high school.
- Almost half of the new freshmen rated it was essential to them to be well off financially. Two-thirds of the African American freshmen held this opinion.
- More than one-third of the students felt that it was of essential importance to raise a family.
- More than one-quarter of the new freshmen felt it was essential to help others in difficulty and being successful in their own businesses.
- The new freshmen felt least strongly about the importance of political involvement, participation in environmental clean up, or creation of original writings or works of art.

**Activities During Last Year in High School (6 or more hours per week)**

<b>6 or more hours/week</b>	All	African American	Asian	Hispanic	Caucasian
Socializing with friends	55.8%	53.1%	47.8%	46.1%	63.0%
Working (for pay)	50.7%	49.4%	34.8%	48.9%	61.6%
Exercise or sports	36.2%	27.3%	31.0%	32.4%	39.8%
Studying/homework	28.5%	22.3%	36.9%	26.8%	25.6%
Watching TV	18.0%	32.9%	14.3%	15.6%	15.9%
Student clubs/groups	15.1%	18.7%	19.2%	11.6%	13.0%
Video/computer games	11.9%	8.7%	13.8%	5.8%	14.4%
Partying	11.8%	8.2%	7.6%	10.9%	15.4%
Reading for pleasure	9.6%	18.2%	4.3%	5.1%	10.8%
Volunteer work	8.2%	10.7%	10.2%	10.9%	5.7%
Talking with teachers (not in class)	4.2%	7.4%	3.4%	5.8%	2.7%
Prayer/meditation	3.9%	7.5%	5.8%	1.4%	1.8%

## Of Personal Importance

<b>Rated "Essential"</b>	All	African American	Asian	Hispanic	Caucasian
Being well off financially	46.8%	67.1%	44.5%	54.4%	40.2%
Raising a family	36.5%	36.1%	34.8%	37.4%	35.4%
Helping others in difficulty	29.8%	39.7%	31.2%	30.5%	23.6%
Successful in own business	27.8%	40.3%	24.1%	30.2%	26.1%
Authority in my field	24.3%	35.5%	22.7%	24.1%	20.4%
Recognition for contribution in my field	22.9%	27.7%	19.6%	26.2%	19.5%
Meaningful philosophy of life	20.6%	24.8%	21.4%	22.3%	16.2%
Integrating spirituality into life	15.3%	29.7%	19.9%	14.5%	8.5%
Influencing social values	13.3%	16.7%	8.9%	15.3%	9.9%
Promote racial understanding	13.2%	25.5%	13.7%	18.0%	6.7%
Administrative responsibility for work of others	13.0%	14.3%	13.1%	14.7%	9.5%
Becoming community leaders	10.7%	14.9%	11.4%	12.6%	7.0%
Participation in community action programs	9.8%	13.7%	10.9%	14.3%	5.4%
Keeping up with political affairs	8.6%	8.6%	4.8%	12.3%	8.4%
Influencing political structure	8.3%	13.5%	4.7%	12.9%	5.6%
Involved in cleaning up environment	8.1%	11.0%	10.9%	10.5%	4.5%
Writing original works	7.0%	13.5%	5.6%	9.1%	5.8%
Accomplished in performing arts	6.1%	6.3%	5.8%	7.4%	5.7%