

Report on the 2018 Administration of the UIC Entering Student Survey

December 2018

**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 2018 administration of the Entering Student Survey (ESS). The ESS is an instrument to track characteristics and trends of new, first-time, first-year undergraduates 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 the University of Illinois at Chicago (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.

Highlights from the 2018 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 11-year history of the survey and are common to a variety of nationally marketed new student surveys.

A total of 1,570 (37.7%) of the 4,159 new first-time, first-year undergraduates enrolled for Fall 2018 completed the online survey.

This year 35.7% of the students reported that English is not their first language. . A follow-up open-ended question allowed students to report their first language, which allowed us to capture the breadth of diversity in languages among our new students. Of the students who completed the open-ended question, 67 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 – 45.2%
- Chinese (including Mandarin and Cantonese) – 6.4%
- Arabic – 5.1%
- Urdu – 5.0%
- Gujarati – 4.6%
- Polish – 4.1%
- Vietnamese – 4.1%
- Filipino (including Tagalog) – 3.0%
- Korean – 1.6%

Introduction

This report presents summary data in table form on the Entering Student Survey (ESS), which was administered to new, first-time, first-year undergraduate students at UIC via email invitation during September 2018 after classes began. A total of 24 tables are presented which summarize the results of student responses to different sections of the ESS.

Survey Instrument

The ESS 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 138 items distributed as follows:

- 27 items related to student demographic information
- 41 items related to student pre-disposition, self-assessment of motivation, and pre-enrollment characteristics and behavior
- 32 items related to the college choice and decision
- 38 items related to student aspirations and future plans

The survey includes six open-ended questions related to first language, race, religious affiliation, gender identity, and sexual orientation.

ESS Question and Item Changes as of Fall 2018

In 2018, after 10 years of administering the survey, several questions were added to address identified gaps in information and a few items were retired. In particular, 10 new items were added in relation to student characteristics. While in previous years, the University Identification Number (UIN) was used to connect student demographics stored in the data warehouse, in 2018 the decision was made to add some self-reported demographic questions to help provide further context of the multiple identities of UIC's incoming students. This included:

Section 1: Student Characteristics

- Gender identity (new question)
- Sexual orientation (new question)
- Race/ethnicity (2 new questions)
- Disability (3 new questions)
- Military status (new question)
- Financing college (2 new questions)

Section 2: Student Pre-dispositions and Self-reported Preparation

- Time spent on high school activities (1 new item)
- Self-ratings on ability to see the world (new question)

Section 3: College Choice and Decision to Attend College

- College choice (new question)
- Student's decision to attend UIC (3 new items)

Section 4: Future Plans and Aspirations

- Student's best guess of experiences while in college (6 new items)
- Student's view on the importance of UIC's ability to provide academic and co-curricular experiences (new question)

The following questions were retired from the ESS (Based on December 2017 report):

- Section 2 Table 10: Rate self on following traits compared with average person your age
- Section 3 Table 21: Reasons to attend college (retired 1 item)
- Section 4 Table 14: Indicate the importance to you personally of each of the following

Administration of the Survey

The participants were students admitted to UIC as new, first-time, first-year undergraduates and received an email invitation for the survey during the third week of class in September. Of the new first-year students starting at UIC, 1,570 completed the ESS. This represents 37.7% of the new first-year cohort. The table below details the distribution of survey participants by race/ethnicity and college of enrollment compared to the entire first-year cohort. Use of the UIN allows us to report demographic characteristics of the respondents.

Fall 2018 New First-Year Student Enrollment and ESS Participation

College	New Freshmen		ESS Participation		% of cohort participating in survey
	Number	% of cohort	Number	% of respondents	
Business Administration	470	11.3%	160	10.2%	34.0%
Education	75	1.8%	20	1.3%	26.7%
Engineering	495	11.9%	205	13.1%	41.4%
Architecture, Design, & the Arts	261	6.3%	89	5.7%	34.1%
Liberal Arts & Sciences	2,593	62.3%	1,004	63.9%	38.7%
Applied Health Sciences	220	5.3%	79	5.0%	35.9%
Urban Planning & Public Affairs	22	0.5%	7	0.4%	31.8%
Public Health	23	0.6%	6	0.4%	26.1%
TOTAL	4,159		1,570		37.7%
Race/ethnicity					
AIAN	2	0.0%	0	0.0%	0.0%
Asian	848	20.4%	341	21.7%	40.2%
Black	354	8.5%	132	8.4%	37.3%
Hispanic	1,660	39.9%	624	39.7%	37.6%
International	273	6.6%	114	7.3%	41.8%
Multi Race	137	3.3%	43	2.7%	31.4%
NHPI	0		0		
Unknown	9	0.2%	5	0.3%	55.6%
White	876	21.1%	311	19.8%	35.5%
TOTAL	4,159		1,570		37.7%

Explanation of Tables

Section 1: Student Characteristics (14 tables)

Tables 1 through 14 present data on the characteristics and background of respondents; citizenship, religion, military status, first language, gender identity, sexual orientation, race/ethnicity, disability, military status, parents' level of education, financing college and concerns about doing so, 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 15 through 19 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 on social media 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 asks students to specify the highest degree that they plan to earn at any college or university.

Finally, students are asked to rate themselves on seven traits associated with aspects of ability to see the world from someone’s perspective, ability to work cooperatively with diverse people, and time management, among others. Response scale is: 1=A major strength; 2=Somewhat strong; 3=Average; 4=Somewhat weak; 5=A major weakness.

Section 3: College Choice and Decision to Attend College (3 tables)

Tables 20 through 23 display the results of three questions related to 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 scales for both variables are: 1) Very important; 2) Somewhat important; and 3) Not important.

Section 4: Future Plans and Aspirations (2 tables)

Tables 24 and 25 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 28 responses ranging from change majors to participate in student clubs/groups. Response scale is: 1) Very good chance; 2) Some chance; 3) Very little chance; and 4) No chance.

Students were also asked, “how important is it that UIC provides the following” followed by a list of six responses ranging from provide challenging academic experience to opportunities to be involved socially Response scale is: 1=Very Important; 2=Somewhat Important; and 3=Not Important.

Section 1: Student Characteristics

Table 1

Language and Citizenship	%
English as first language	64.3%
Citizenship Status:	
U.S. Citizen	86.1%
Permanent Resident (Green Card)	6.0%
International Student	6.5%
None of the above	1.4%

Section 1: Student Characteristics (continued)

Table 2
Which best describes your religious affiliation?

Religious Affiliation	%
Buddhist	2.5%
Hindu	7.0%
Jewish	0.4%
Muslim	11.5%
Protestant Christian	15.7%
Roman Catholic	32.7%
Other Religion	0.8%
No Affiliation	29.5%

Table 3
Which of the following best describes your current gender identity?

Gender Identity	%
Female/woman	63.4%
Male/man	34.5%
Trans male/trans man	0.6%
Genderqueer/gender non-conforming	0.4%
Questioning or unsure	0.5%
I prefer not to respond	0.4%
Another gender identity, please specify:	0.2%
Demi-gender	0.1%
Non-binary femme	0.1%

Table 4
Which of the following best describes your current sexual orientation?

Sexual Orientation	%
Straight (heterosexual)	83.8%
Bisexual	6.7%
Gay	2.0%
Lesbian	0.5%
Queer	1.1%
Questioning or unsure	1.7%
I prefer not to respond	3.0%
Another sexual orientation, please specify:	1.2%
Asexual	0.3%
Demisexual	0.1%
Pansexual	0.8%

Section 1: Student Characteristics (continued)

Tables 5 and 5(a) represent additional items included about race beyond what is currently captured by the university, allowing for different ways of self-reported identities.

Table 5
Which of the following best describes how you primarily identify?

Racial Identity (Choose one)	%
American Indian or Alaska Native	0.2%
Asian American	21.8%
Native Hawaiian/Other Pacific Islander	0.6%
Black or African American	8.9%
Hispanic or Latinx	35.5%
White	17.8%
Middle Eastern or North African	5.1%
Multiracial (Two or more races)	3.3%
I do not identify with any of these categories	3.5%
I prefer not to respond	3.3%

Table 5(a)
Which of the following best describes your racial background?

Racial Background (Choose all that apply)	%
American Indian or Alaska Native	1.6%
Asian American	20.9%
Native Hawaiian/Other Pacific Islander	0.6%
Black or African American	9.2%
Hispanic or Latinx	30.3%
White	20.2%
Middle Eastern or North African	5.7%
Multiracial (Two or more races)	3.1%
I prefer not to respond	4.0%

Table 6
What is your military status?

Military Status	%
ROTC, cadet, or midshipman at a service academy	0.9%
In the Reserves or National Guard	0.3%
A discharged veteran not serving on Active Duty, in Reserves, or National Guard	0.1%
None	98.8%

Section 1: Student Characteristics (continued)

Table 7
Do you currently have a disability?

Disability Status	%
Yes	3.0%
No	95.1%
I prefer not to respond	1.9%

Table 8
What type or types of disability do you currently have?

Type of Disability (Choose all that apply)	%
Mental Illness/Psychiatric Disability	27.6%
Learning Disability	25.0%
Sensory Disability	10.5%
Chronic Illness	7.8%
Physical or Mobility Disability	7.8%
Developmental Disability	5.3%
Brain Injury/Trauma	2.6%
Chronic Pain	2.6%
Communication Disability	1.32%
Chronic Fatigue	0%
Another disability, please specify*:	9.2%

*Listed under 'Another disability' (each 14.3%): Autism, bleeding disorder, Crohn's, diabetes, intellectual disability, and tracheostomy

Table 9
To what extent would you say your disability or disabilities are visible to others?

Visibility of Disability	%
Extremely visible	2.1%
Very visible	4.3%
Moderately visible	27.7%
Slightly visible	36.2%
Not at all visible	29.8%

Section 1: Student Characteristics (continued)

Table 10
Parental Education

Parental Education (Composite of Mother/Father highest level of education)	%
No high school diploma/GED	13.0%
High school graduate/GED	28.1%
Vocational or Trade school (not college)	1.7%
Some college (no degree)	8.1%
Associate's Degree	6.8%
Bachelor's Degree	20.0%
Graduate/Professional Degree	18.2%
Don't know	4.1%

Table 11
Where do you plan to live during fall semester?

Location	%
UIC Residence Hall	34.3%
Off campus - walking distance	3.6%
Off campus - commuting	3.4%
With parents or relatives	58.7%

Table 12
Do you have any concerns about your ability to finance your college education?

Level of Concern	%
None (confident sufficient funds)	12.1%
Some (probably enough funds)	55.6%
Major (not sure enough funds)	32.3%

Table 13
How much of your first year's educational expenses (room, board, tuition, fees) do you expect to cover from each of the sources listed below?

Source	None	\$1,000- 2,999	\$3,000- \$5,999	\$6,000- \$9,999	\$10,000- \$14,999	\$15,000 or more
Family resources	23.0%	31.5%	12.2%	8.3%	8.2%	16.8%
My own resources	36.9%	47.7%	9.5%	2.7%	1.6%	1.6%
Aid which need not be repaid	24.7%	14.9%	16.5%	14.6%	17.4%	11.9%
Aid, which must be repaid	54.2%	11.0%	16.3%	5.9%	4.3%	8.4%

Section 1: Student Characteristics (continued)

Table 14

Did you receive any of the following forms of financial aid?

Form of Aid	Yes	No	Not Sure
Military Grants	1.1%	96.0%	2.9%
Work-Study	9.0%	77.6%	13.4%
Pell Grant	48.0%	39.8%	12.3%
Illinois Map Grant	47.1%	40.2%	12.7%
Need-based grants or scholarships	25.5%	48.9%	25.5%
Merit-based grants or scholarships	36.0%	36.8%	27.2%

Section 2: Student Pre-dispositions and Self-reported Preparation

Table 15

During your last year in high school, how many hours during a typical week, did you spend on these activities?

Activity	None	Less than 2 hrs	3 to 5 hrs	6 to 10 hrs	More than 10 hrs
Studying/homework	1.6%	23.5%	39.9%	22.9%	12.1%
Socializing with friends	2.1%	22.9%	41.5%	22.9%	10.6%
Talking with teachers (not in class)	21.0%	60.1%	15.5%	3.0%	0.5%
Exercise or sports	15.1%	30.9%	27.9%	13.5%	12.6%
Partying	60.9%	25.9%	10.1%	2.2%	0.9%
Working (for pay)	49.8%	5.4%	8.9%	11.2%	24.7%
Volunteer work	29.9%	33.8%	23.8%	7.0%	5.4%
Student clubs/groups	22.3%	32.5%	28.3%	10.3%	6.6%
Watching TV	24.3%	42.2%	21.5%	8.6%	3.4%
Reading for pleasure	42.0%	39.0%	13.9%	3.3%	1.7%
Online social networking	4.3%	27.9%	36.0%	19.1%	12.7%
Prayer/meditation	51.1%	38.1%	8.1%	2.1%	0.6%
Performing household/childcare duties	12.0%	42.3%	31.3%	9.3%	5.1%

Table 16

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

Number of Courses	AP courses	AP exams
None	17.4%	21.9%
1 to 2	26.3%	26.2%
3 to 5	34.2%	32.6%
6 or more	22.1%	19.2%

Table 17

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

Subject	Had Help	Will Need Help
Math	19.2%	50.5%
Science	10.2%	47.0%
Writing	11.9%	42.8%

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

Table 18

What is the highest academic degree you plan to earn at any college?

Degree	%
Baccalaureate Deg	23.2%
Master's Deg	37.9%
PhD/Ed D	19.1%
MD/DO/DDS/DVM	16.4%
Other (incl Law, Div., etc)	3.0%
None	0.4%

Table 19

Self-ratings in Pre-dispositions

Pre-disposition	A major strength	Somewhat strong	Average	Somewhat weak	A major weakness
Ability to see the world from someone else's perspective	37.3%	42.2%	18.1%	2.0%	0.4%
Tolerance of others with different beliefs	51.2%	33.4%	13.8%	1.4%	0.2%
Openness to having your own views challenged	34.7%	37.8%	23.0%	3.7%	0.9%
Ability to discuss and negotiate controversial issues	35.6%	36.2%	21.9%	5.4%	0.9%
Ability to work cooperatively with diverse people	61.6%	27.6%	9.2%	1.3%	0.3%
Critical thinking skills	35.3%	39.6%	22.4%	2.3%	0.4%
Ability to manage your time effectively	18.8%	29.7%	34.0%	13.2%	4.3%

Section 3: College Choice and Decision to Attend College

Table 20

UIC Ranked as Choice

When selecting a college or university UIC was my:	%
First choice	37.6%
Second choice	41.0%
Third choice	13.4%
Less than third choice	8.0%

Section 3: College Choice and Decision to Attend College (continued)

Table 21

How important was each of the following reasons in your decision to attend college?

Reason	Very Important	Somewhat Important	Not Important
My family wanted me to go	58.6%	30.3%	11.1%
I couldn't find a job	12.7%	20.0%	67.3%
Opportunity to get away from home	17.8%	33.2%	49.0%
To get a better job	75.9%	16.4%	7.7%
Gain a general education and appreciation of ideas	75.3%	22.1%	2.6%
Make me more cultured	49.2%	37.4%	13.4%
To be able to make more money	70.0%	25.0%	5.0%
Learn about things that interest me	80.0%	17.6%	2.4%
Prepare for grad or professional school	72.3%	19.0%	8.8%
Mentor encouraged me	27.1%	36.1%	36.8%
Get training for specific career	75.3%	19.7%	5.0%

Table 22

How important was each of the following reasons in your decision to attend UIC?

Reason	Very Important	Somewhat Important	Not Important
Relatives wanted me to come here	20.3%	33.4%	46.3%
Teacher advised me	7.8%	30.0%	62.1%
Good academic reputation	52.4%	40.7%	6.9%
Good social reputation	31.8%	44.0%	24.2%
Racial and ethnic diversity	54.2%	31.3%	14.5%
Offered financial assistance	52.4%	23.0%	24.6%
Low tuition	65.4%	26.6%	8.0%
High school counselor advised me	12.6%	30.5%	57.0%
Wanted to live near home	40.9%	29.7%	29.4%
Could not afford my first choice	32.5%	22.8%	44.7%
UIC grads are admitted to top professional schools	43.0%	38.0%	18.9%
Grads get good jobs	58.2%	31.5%	10.4%
Not accepted elsewhere	5.4%	8.7%	85.8%
Rankings in national magazines	12.8%	37.1%	50.0%
Info from website	21.9%	42.9%	35.2%
I visited campus	36.2%	32.3%	31.4%
Campus facilities attracted me	25.6%	35.6%	38.8%
Friends attending UIC	12.8%	29.3%	57.9%
Wanted to attend college in city	48.9%	29.6%	21.5%
Admitted to special program or major	36.2%	27.2%	36.6%

Section 4: Future Plans and Aspirations

Table 23
Plans at UIC

What is your best guess of chances that you will:	Very Good chance	Some Chance	Very Little Chance	No Chance
Change major	21.5%	28.7%	33.6%	16.1%
Change career choices	18.1%	34.1%	32.8%	15.1%
Graduate with honors	29.7%	49.7%	16.4%	4.3%
Participate in student government	8.1%	24.1%	39.8%	28.0%
Get job to help pay for college	60.4%	29.3%	7.9%	2.4%
Work fulltime	10.9%	26.9%	39.3%	22.9%
Play varsity athletics	4.7%	12.7%	31.7%	50.9%
Play intramural athletics	9.2%	24.6%	28.4%	37.7%
Make at least a "B" average	62.8%	33.8%	2.7%	0.7%
Need extra time to complete degree	6.1%	28.5%	43.8%	21.6%
Get bachelor's degree	84.5%	13.2%	1.7%	0.6%
Drop out of UIC temporarily	1.2%	4.7%	23.4%	70.7%
Drop out of UIC permanently	1.2%	2.8%	12.2%	83.8%
Transfer to another college	5.7%	23.1%	31.6%	39.5%
Be satisfied with college	46.9%	46.3%	5.3%	1.5%
Participate in volunteer or community service	48.7%	36.0%	12.3%	3.0%
Seek personal counseling	25.2%	38.3%	27.7%	8.8%
Develop close friendships with other students	61.3%	30.4%	6.8%	1.5%
Communicate regularly with professors	33.5%	51.6%	14.2%	0.8%
Socialize w/other racial/ethnic groups	73.4%	22.0%	3.6%	1.0%
Participate in student clubs/groups	53.4%	33.7%	10.0%	2.9%
Study abroad	24.5%	34.5%	27.4%	13.6%
Join a social fraternity or sorority	12.0%	22.1%	29.8%	36.1%
Work with a professor on a research project	29.4%	42.7%	21.8%	6.1%
Vote in a local, state, or national election	52.3%	25.5%	12.7%	9.5%
Attend campus activities and events (i.e. speakers, concerts, UIC Athletics, performing arts)	56.5%	32.4%	9.0%	2.2%
Participate in an internship, co-op, field experience, student teaching, or clinical placement	59.7%	30.4%	7.9%	2.0%
Find a faculty mentor	29.8%	45.2%	21.1%	3.9%

Section 4: Future Plans and Aspirations (continued)

Table 24
Desired Experience at UIC

How important to you is it that UIC provides the following:	Very Important	Somewhat Important	Not Important
A challenging academic experience	60.2%	36.1%	3.7%
Support to help students succeed academically	89.0%	10.6%	0.4%
Opportunities to interact with students from different backgrounds (social, racial/ethnic, religious, etc.)	72.3%	23.1%	4.6%
Help managing your non-academic responsibilities	65.7%	28.9%	5.4%
Opportunities to be involved socially	69.1%	27.2%	3.6%
Opportunities to attend campus activities and events	66.8%	29.5%	3.7%