Report on the 2014 Administration of the
UIC Entering Student Survey
October 2014

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

This report details the results from the 2014 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 and the Office of the Vice Chancellor for Student Affairs. The Office of Student Development Services graciously allows time for the administration of the survey during the new student orientation program.

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Highlights from the 2014 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 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 2564 (85%) of the 3030 new freshmen enrolled for Fall 2014 completed the survey during summer orientation. Of the students who completed the survey, 2340 (91% of completers) provided a University Identification Number (UIN) which allows us to present additional information and conduct follow-up analyses.

This year 29% of the students reported that English is not their first language. By comparison to institutions across the country, based on a 2013 report from the Cooperative Institutional Research Program (CIRP) who surveyed over 165,500 freshmen at colleges and universities across the college, only 11% 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, over 50 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 - 39%
- Polish – 10%
- Chinese (including Mandarin and Cantonese) – 9%
- Gujarati – 6%
- Urdu – 5%
- Filipino (including Tagalog) 4%
- Korean – 4%
- Arabic – 3%

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 or by racial/ethnic groupings in other supplemental ESS reports.

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 2014. 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. It is a two-page paper and pencil instrument. It 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 2014. Of the new freshmen students who participated in summer orientation, 2564completed the ESS. This represents 85% of the new freshman cohort. Of the students who completed the survey, 2340 provided a UIN (91% 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.

Fall 2014 New Freshman Enrollment and ESS Participation					
	New Freshmen		**ESS Participation**		% of cohort participating in survey
	Number	**% of cohort**	**Number**	**% of respondents**	
CBA	330	10.9%	238	9.3%	72.1%
Educ	49	1.6%	35	1.3%	71.4%
Engin	340	11.2%	233	9.1%	68.5%
CADA	193	6.4%	151	5.9%	78.2%
LAS	2014	66.5%	1605	62.6%	80.0%
AHS	104	3.4%	78	3.0%	75%
No Identifier	----		224	8.7%	----
TOTAL	3030		2564		84.6%
AIAN	0	0%	0	0%	
Asian	784	25.8%	635	24.8%	81.0%
Black	285	9.4%	201	7.8%	70.5%
Hispanic	958	31.6%	759	29.6%	79.2%
International	67	2.2%	26	1.0%	38.8%
Multi Race	75	2.5%	47	1.8%	62.6%
NHPI	1	0.0%	1	0.0%	100.0%
Unknown	15	0.5%	10	0.4%	66.7%
White	845	27.9%	661	25.8%	78.2%
No Identifier	----		224	8.7%	----
TOTAL	3030		2564		84.6%

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=*averag*e; 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

Table 1: Language and Citizenship

English is native language?	71%
Citizenship Status:	
U.S. Citizen	91%
Perm Resident/Green Card	6%
Neither	2%

Table 2: Parental Education
(Composite of Mother/Father highest level of education)

No exposure to college	32%
Some college experience	11%
Assoc degree	9%
One 4Yr degree	19%
Both (or only) 4Yr degree	24%
Don't Know	3%

Table 3: Do you have any concerns about your ability to finance your college education?

None (confident sufficient funds)	18%
Some (probably enough funds)	63%
Major (not sure enough funds)	18%

Table 4: Which best describes your religious affiliation?:

Buddhist	2%
Hindu	5%
Jewish	1%
Muslim	10%
Protestant Christian	13%
Roman Catholic	36%
Other Religion	9%
No Affiliation	24%

Table 5: Where do you plan to live during Fall Semester?:

UIC Residence Hall	41%
Off campus - walking dist	2%
Off campus - commuting	5%
With Parents or relatives	51%
Other	1%

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%	25%	40%	22%	11%
Socializing with friends	1%	16%	37%	29%	18%
Talking with teachers (not in class)	15%	61%	19%	5%	1%
Exercise or sports	8%	26%	28%	18%	19%
Partying	47%	33%	14%	4%	1%
Working (for pay)	49%	8%	9%	11%	24%
Volunteer work	30%	34%	22%	8%	5%
Student clubs/groups	24%	33%	24%	11%	7%
Watching TV	18%	42%	25%	9%	5%
Reading for pleasure	31%	41%	18%	6%	3%
Online social networking	10%	37%	31%	14%	9%
Texting	6%	31%	30%	18%	14%
Prayer/meditation	48%	38%	9%	3%	2%

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

	AP courses	AP exams
None	16%	23%
1 to 2	34%	32%
3 to 5	34%	31%
6 or more	17%	14%

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

	Had Help	Will Need Help
Math	19%	31%
Science	13%	24%
Writing	14%	22%

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

Baccalaureate Deg	24%
Master's Deg	38%
PhD/Ed D	18%
MD/DO/DDS/DVM	15%
Other (incld Law, Div., etc)	2%
None	1%

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	19%	51%	29%	1%	0%
Artistic ability	8%	21%	36%	24%	11%
Competitiveness	21%	34%	34%	8%	2%
Cooperativeness	33%	45%	20%	1%	0%
Creativity	16%	37%	38%	8%	1%
Drive to achieve	42%	39%	16%	1%	0%
Emotional health	25%	36%	33%	5%	1%
Initiative	20%	40%	37%	3%	0%
Leadership ability	21%	37%	33%	6%	1%
Mathematical ability	16%	33%	38%	11%	2%
Physical health	19%	34%	39%	6%	1%
Self-confidence (intellectual)	22%	41%	34%	3%	0%
Self-confidence (social)	20%	30%	39%	9%	1%
Self-understanding	22%	41%	32%	3%	0%
Spirituality	13%	25%	42%	13%	7%
Time management	11%	27%	45%	15%	1%
Understanding of Others	25%	46%	27%	2%	0%
Writing ability	13%	32%	43%	10%	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	52%	33%	15%
I couldn't find a job	8%	16%	75%
Opportunity to get away from home	14%	36%	49%
To get a better job	80%	14%	5%
Gain a general education and appreciation of ideas	76%	22%	2%
Improve my reading and study skills	52%	39%	9%
Make me more cultured	48%	39%	13%
To be able to make more money	72%	24%	4%
Learn about things that interest me	83%	16%	2%
Prepare for grad or professional school	73%	20%	6%
Mentor encouraged me	23%	40%	36%
Get training for specific career	78%	18%	4%

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	15%	37%	49%
Teacher advised me	7%	30%	63%
Good academic reputation	57%	39%	5%
Good social reputation	30%	50%	20%
Racial and ethnic diversity	39%	41%	19%
Offered financial assistance	43%	27%	30%
Low tuition	49%	38%	13%
High school counselor advised me	11%	34%	56%
Wanted to live near home	37%	34%	28%
Not offered aid by 1st choice	10%	23%	66%
UIC grads are admitted to top professional schools	45%	40%	14%
Grads get good jobs	58%	35%	8%
Not accepted elsewhere	3%	9%	87%
Rankings in national magazines	14%	41%	45%
Info from website	20%	50%	30%
Friends attending UIC	14%	35%	50%
Wanted to attend college in city	49%	35%	15%
Admitted to special program	34%	30%	36%

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	16%	33%	36%	15%
Change career choices	11%	36%	36%	16%
Grad with honors	34%	52%	11%	2%
Participant in student government	7%	26%	43%	23%
Get job to help pay for college	59%	29%	8%	2%
Work fulltime	10%	32%	39%	17%
Play varsity athletics	7%	17%	36%	39%
Play intramural athletics	13%	27%	29%	29%
Make at least a "B" average	66%	29%	2%	1%
Need extra time to complete deg	6%	25%	51%	17%
Get bachelor's degree	82%	14%	1%	1%
Drop out of UIC temporarily	1%	3%	18%	78%
Drop out of UIC permanently	0%	2%	11%	85%
Transfer to another college	4%	17%	35%	42%
Be satisfied with college	54%	42%	3%	1%
Participate in volunteer or community service	34%	43%	18%	4%
Seek personal counseling	14%	31%	39%	13%
Dev close friendships with other students	66%	29%	2%	0%
Communicate regularly with professors	47%	47%	6%	0%
Socialize w/ other racial/ethnic groups	72%	23%	2%	1%
Participate in student clubs/groups	50%	39%	10%	1%

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	7%	11%	31%	49%
Become an authority in my field	25%	41%	29%	6%
Gain recognition for contributions in my field	22%	44%	28%	5%
Influence political structure	7%	14%	41%	37%
Influence social values	15%	34%	39%	11%
Raising a family	32%	32%	23%	12%
Have administrative responsibility for work of others	13%	31%	42%	12%
Be well off financially	53%	36%	10%	1%
Help others in difficulty	35%	43%	19%	2%
Write original works	6%	9%	29%	57%
Be successful in my own business	26%	28%	27%	17%
Be involved in cleaning up environment	7%	20%	48%	23%
Develop a meaningful philosophy of life	20%	28%	34%	17%
Participate in community action programs	11%	26%	46%	17%
Promote racial understanding	13%	29%	41%	16%
Keep up with political affairs	7%	19%	43%	31%
Become a community leader	13%	28%	41%	16%