Report on the 2015 Administration of the
UIC Entering Student Survey
November 2015

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

This report details the results from the 2015 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, the Office of the Vice Chancellor for Student Affairs and the Office of Institutional Research. The Office of Student Development Services graciously allows time for the administration of the survey during the new student orientation program.

For further information about this report or about the Entering Student Survey, contact Stephanie Estrada, sestrad@uic.edu or Nicole K. Ozturk, nkamins2@uic.edu .

Highlights from the 2015 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 3,244 (93.1%) of the 3,485 new freshmen enrolled for fall 2015 completed the survey during summer orientation. Of the students who completed the survey, 2,990 (92.2% of completers) provided a valid University Identification Number (UIN) which allows us to present additional information and conduct follow-up analyses.

This year 27.7% of the students reported that English is not their first language. By comparison to institutions across the country, based on a 2014 report from the Cooperative Institutional Research Program (CIRP) who surveyed over 153,015 freshmen at colleges and universities across the country, only 11.8% 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, 62 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 – 37.9%
- Polish – 8.3%
- Chinese (including Mandarin and Cantonese) – 7.8%
- Urdu – 5.4%
- Gujarati – 5.1%
- Arabic –3.7%
- Korean – 3.2%
- Vietnamese – 3.0%

This report reflects a summary of the total response group. As in the past, we will make these tables available disaggregated in a 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 2015. 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 follows:

- 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 2015. Of the new freshmen students who participated in summer orientation, 3,244 completed the ESS. This represents 93.1% of the new freshman cohort. Of the students who completed the survey, 2,990 provided a valid UIN (92.2% 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 2015 New Freshman Enrollment and ESS Participation					
	New Freshmen		ESS Participation		% of cohort participating in survey
	Number	% of cohort	Number	% of respondents	
CBA	399	11.5%	323	10.0%	81.0%
Educ	42	1.2%	38	1.2%	90.5%
Engin	400	11.5%	348	10.7%	87.0%
CADA	221	6.3%	174	5.4%	78.7%
LAS	2284	65.5%	2002	61.7%	87.7%
AHS	116	3.3%	94	2.9%	81.0%
CUPA	23	0.7%	11	0.3%	
No Identifier	----		254	7.8%	----
TOTAL	3,485		3,244		
AIAN	1	0.03%	1	0.03%	100.0%
Asian	822	23.6%	717	22.1%	87.2%
Black	318	9.1%	252	7.8%	79.2%
Hispanic	1166	33.5%	1004	30.9%	86.1%
International	104	3.0%	73	2.3%	70.2%
Multi Race	107	3.1%	86	2.7%	80.4%
NHPI	7	0.2%	5	0.2%	71.4%
Unknown	18	0.5%	15	0.5%	83.3%
White	942	27.0%	837	25.8%	88.9%
No Identifier	----		254	7.8%	----
TOTAL	3,485		3,244		

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

Table 1: Language and Citizenship

English is native language?	72.3%
Citizenship Status:	
U.S. Citizen	91.1%
Perm Resident/Green Card	5.6%
Neither	3.3%

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

No exposure to college	30.7%
Some college experience	11.2%
Assoc degree	6.9%
One 4Yr degree	20.9%
Both (or only) 4Yr degree	22.7%
Don't Know	9.7%

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

None (confident sufficient funds)	21.6%
Some (probably enough funds)	62.4%
Major (not sure enough funds)	16.1%

Table 4: Which best describes your religious affiliation?:

Buddhist	2.1%
Hindu	5.3%
Jewish	0.8%
Muslim	10.5%
Protestant Christian	11.8%
Roman Catholic	33.7%
Other Religion	9.5%
No Affiliation	26.3%

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

UIC Residence Hall	40.9%
Off campus - walking dist	3.3%
Off campus - commuting	4.6%
With Parents or relatives	50.7%
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%	24.9%	40.9%	21.5%	10.8%
Socializing with friends	0.8%	16.0%	37.4%	29.8%	16.0%
Talking with teachers (not in class)	14.2%	59.0%	20.2%	5.2%	1.4%
Exercise or sports	7.8%	27.8%	27.9%	18.7%	17.8%
Partying	47.6%	34.5%	12.9%	3.9%	1.1%
Working (for pay)	47.1%	7.8%	9.8%	10.7%	24.7%
Volunteer work	31.1%	34.4%	22.1%	7.4%	5.0%
Student clubs/groups	24.6%	31.8%	26.4%	10.1%	7.1%
Watching TV	21.0%	42.0%	24.4%	8.6%	4.0%
Reading for pleasure	31.1%	41.0%	18.4%	6.2%	3.2%
Online social networking	9.3%	35.0%	31.8%	15.1%	8.8%
Texting	6.8%	31.8%	29.2%	17.9%	14.3%
Prayer/meditation	48.5%	36.3%	10.3%	3.3%	1.6%

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

	AP courses	AP exams
None	18.1%	25.7%
1 to 2	33.2%	32.0%
3 to 5	31.5%	28.5%
6 or more	17.2%	13.7%

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	20.0%	35.5%
Science	13.0%	26.1%
Writing	14.8%	24.5%

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

Baccalaureate Deg	25.6%
Master's Deg	40.5%
PhD/Ed D	17.9%
MD/DO/DDS/DVM	13.0%
Other (incld Law, Div., etc)	1.7%
None	0.5%

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	17.6%	48.6%	32.8%	0.9%	0%
Artistic ability	8.2%	20.2%	37.3%	24.5%	9.8%
Competitiveness	20.9%	32.9%	36.7%	8.2%	1.2%
Cooperativeness	31.7%	44.8%	21.1%	2.2%	0%
Creativity	19.0%	34.5%	37.6%	7.7%	1.2%
Drive to achieve	40.0%	39.1%	19.0%	1.8%	0%
Emotional health	24.2%	34.0%	35.5%	5.4%	0.9%
Initiative	19.1%	39.4%	38.1%	3.2%	0.3%
Leadership ability	21.9%%	37.2%	32.4%	7.9%	0.6%
Mathematical ability	14.9%	33.6%	37.6%	11.6%	2.4%
Physical health	17.7%	33.8%	40.6%	7.6%	0.4%
Self-confidence (intellectual)	22.6%	40.3%	32.7%	4.0%	0.4%
Self-confidence (social)	18.4%	33.2%	36.5%	10.6%	1.3%
Self-understanding	22.9%	39.1%	34.3%	3.3%	0.4%
Spirituality	13.6%	24.4%	42.4%	14.1%	5.6%
Time management	10.6%	27.4%	43.8%	16.3%	1.9%
Understanding of Others	26.5%	43.1%	28.1%	2.2%	0.0%
Writing ability	12.9%	31.4%	43.8%	10.9%	1.0%

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	50.6%	33.8%	15.6%
I couldn't find a job	8.3%	17.1%	74.5%
Opportunity to get away from home	13.7%	36.4%	49.9%
To get a better job	80.7%	14.6%	4.7%
Gain a general education and appreciation of ideas	78.2%	19.8%	2.0%
Improve my reading and study skills	56.5%	35.0%	8.5%
Make me more cultured	50.1%	38.8%	11.1%
To be able to make more money	71.6%	24.5%	4.0%
Learn about things that interest me	83.6%	15.0%	1.4%
Prepare for grad or professional school	71.6%	21.8%	6.6%
Mentor encouraged me	24.4%	40.7%	34.9%
Get training for specific career	76.7%	19.2%	4.0%

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	16.2%	35.9%	47.9%
Teacher advised me	7.7%	31.2%	61.0%
Good academic reputation	56.2%	38.7%	5.1%
Good social reputation	31.2%	49.1%	19.6%
Racial and ethnic diversity	41.9%	41.1%	16.9%
Offered financial assistance	45.5%	27.7%	26.8%
Low tuition	51.1%	36.1%	12.9%
High school counselor advised me	12.7%	34.2%	53.1%
Wanted to live near home	39.1%	32.9%	28.0%
Not offered aid by 1st choice	9.9%	24.2%	66.0%
UIC grads are admitted to top professional schools	44.9%	43.0%	12.1%
Grads get good jobs	58.4%	34.0%	7.6%
Not accepted elsewhere	3.5%	9.1%	87.4%
Rankings in national magazines	12.5%	40.6%	47.0%
Info from website	19.8%	48.4%	31.8%
Friends attending UIC	14.9%	37.1%	48.0%
Wanted to attend college in city	50.0%	34.9%	15.1%
Admitted to special program	32.8%	32.3%	34.8%

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	15.6%	34.3%	37.1%	13.0%
Change career choices	11.3%	36.2%	37.8%	14.7%
Grad with honors	33.3%	54.5%	11.7%	1.5%
Participant in student government	6.4%	26.3%	44.2%	23.1%
Get job to help pay for college	58.6%	30.4%	8.7%	2.3%
Work fulltime	11.1%	32.3%	38.7%	17.8%
Play varsity athletics	7.3%	18.0%	35.9%	38.8%
Play intramural athletics	11.1%	27.2%	31.6%	30.1%
Make at least a "B" average	64.1%	33.2%	2.4%	0.3%
Need extra time to complete degree	5.1%	26.5%	51.8%	16.6%
Get bachelor's degree	82.9%	14.9%	1.8%	0.3%
Drop out of UIC temporarily	0.4%	1.9%	18.8%	78.8%
Drop out of UIC permanently	0.5%	1.5%	11.5%	86.5%
Transfer to another college	4.1%	18.6%	35.3%	42.0%
Be satisfied with college	49.9%	46.2%	3.2%	0.6%
Participate in volunteer or community service	32.7%	43.2%	20.2%	3.9%
Seek personal counseling	14.4%	33.6%	39.4%	12.7%
Develop close friendships with other students	62.6%	33.9%	2.8%	0.7%
Communicate regularly with professors	46.9%	46.4%	6.4%	0.3%
Socialize w/ other racial/ethnic groups	70.7%	25.5%	2.9%	0.8%
Participate in student clubs/groups	48.4%	38.4%	11.0%	2.1%

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	7.5%	12.1%	32.5%	47.8%
Become an authority in my field	25.7%	40.9%	27.3%	6.1%
Gain recognition for contributions in my field	24.5%	42.5%	28.6%	4.4%
Influence political structure	7.4%	15.4%	42.7%	34.5%
Influence social values	14.3%	36.2%	38.5%	10.9%
Raising a family	30.6%	32.9%	22.8%	13.7%
Have administrative responsibility for work of others	13.4%	32.9%	42.1%	11.6%
Be well off financially	51.3%	35.6%	11.3%	1.8%
Help others in difficulty	36.3%	42.9%	19.3%	1.6%
Write original works	6.6%	10.0%	30.3%	53.1%
Be successful in my own business	28.1%	29.8%	27.2%	14.9%
Be involved in cleaning up environment	8.2%	21.3%	47.5%	23.0%
Develop a meaningful philosophy of life	18.7%	31.5%	33.9%	15.9%
Participate in community action programs	10.7%	26.8%	45.0%	17.5%
Promote racial understanding	16.6%	30.7%	37.6%	15.2%
Keep up with political affairs	9.6%	21.4%	40.4%	28.6%
Become a community leader	14.2%	28.7%	40.3%	16.7%