

**Report on the 2012 Administration of the
UIC Entering Student Survey
Sorted by Racial/Ethnic Groupings**

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Prepared by

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

**Nick Ardinger
Rob Rouzer
Office of the Vice Chancellor
for Student Affairs**

Introduction

The Entering Student Survey (ESS) is an instrument designed to gather general trend data on new freshmen as they enroll at UIC. This is the fifth year for UIC administration of the ESS. A total of 2825 (90%) of the 3123 new freshmen enrolled for Fall 2012 completed the survey during summer orientation. Of the students who completed the survey, 2630 provided a University Identification Number (UIN) which allows us to present additional information and conduct follow-up analyses.

The Entering Student Survey was first administered to UIC students who entered as new freshmen in the Fall of 2008. Most of the questions have remained from the 2008 instrument. Many of the questions are common to a variety of nationally marketed new student surveys. A total of 14 tables are presented which summarize the results of student responses to different sections of the ESS.

For more information about this report, contact Pat Inman (pinman@uic.edu).

Important note regarding this report

This report presents summary data in table form disaggregated by racial/ethnic groups. Two caveats must be noted regarding this particular report. First, racial/ethnic identity can only be traced to students who provided a UIN. A total of 195 respondents did not provide a UIN. These responses are included in the overall responses (ALL columns), but are not attributable to any specific group. Second, because of the small number of respondents from the International, Multi Race, Native Hawaiian/Pacific Islander, and Unknown categories, these groups are not separately reported here. They are included in the overall responses (ALL columns).

Survey Instrument

The Entering Student Survey is a survey instrument developed by UIC administrators with the advice and input of the University Data Analysis Group (UDAG). The survey was initially administered during the summer 2008. It is a two-page paper and pencil instrument. It includes 110 quantitative items distributed as follow:

- 8 background information about students
- 13 items on pre-enrollment characteristics and behavior
- 18 items related to student pre-disposition and self-assessment of motivation
- 30 items on 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 2012. Of the new freshman students who participated in summer orientation, 2786 completed the ESS. This represents 91% of the new freshman cohort. Of the students who completed the survey, 2825 provided a UIN (93% of the completers). The table below details the distribution of survey participants by racial/ethnic group and college of enrollment compared to the entire freshman cohort.

Fall 2012 New Freshman Enrollment and ESS Participation					
	New Freshmen		ESS Participation		% of cohort participating in survey
	Number	% of cohort	Number	% of cohort	
AIAN	4	0.1%	2	0.1%	50.0%
Asian	809	25.9%	699	24.7%	86.4%
Black	253	8.1%	202	7.2%	79.8%
Hispanic	951	30.5%	792	28.0%	83.2%
International	60	1.9%	30	1.1%	50.0%
Multi Race	94	3.0%	78	2.8%	83.0%
NHPI	17	0.5%	15	0.5%	88.2%
Unknown	39	1.2%	32	1.1%	82.1%
White	896	28.7%	780	37.6%	87.1%
No Identifier	----		195	6.9%	----
TOTAL	3123		2825		90.5%

Highlights from the 2012 ESS Disaggregated by Racial/Ethnic Category

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 five-year history of the survey and many of the questions are common to a variety of nationally marketed new student surveys.

We know from past surveys that a first language other than English is one of many aspects of diversity among our students. This year 30% of the students reported that English is not their first language (up from 29% in 2011). 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 723 students who completed the open-ended question, fifty-three 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 – 40%
- Polish – 12%
- Chinese (including Mandarin and Cantonese) – 7%
- Urdu – 6%
- Gujarati – 6%
- Korean – 4%

This report on the ESS is intended to provide more depth of understanding by disaggregating the results by racial/ethnic categories. While there is much information included in the tables that follow, a few interesting and noteworthy distinctions across racial/ethnic groups include:

- While about one-half of all the students indicated that they will be living with their parents during the fall term, this figure is only 23% of the African American students and 66% of the Hispanic students.
- The proportion of students reporting that English is not their first language varies dramatically across groups. Forty percent of the Hispanic and the Asian students, 21% of the Caucasian students and 3% of African American students report that English is not their first language.
- Parental education shows marked difference across racial/ethnic categories – approximately 25% of the African American and Caucasian students come from families where neither parent attended college, this figure is 57% for Hispanic and 19% for Asian students.
- When asked about concerns related to their ability to finance their college education, overall 19% of the students report **no concern** (confident they will have sufficient funds) and 21% of the students report that they have **major concerns** (not sure they will have enough funds to complete college). Yet, the ratio of students who report no concern relative to the student who indicate major concerns is about 1:1 for Asians, 2:5 for African Americans, 3:5 for Hispanic students; and 5:3 for Caucasian students.

The results are reported in 5 sections on pages 6 through 11 of this report. The sections are: Background Characteristics; Academic Preparation and High School Behavior; Decision to Attend College; Self-Rated Abilities and Skills; and Goals and Aspirations for College and Beyond.

Explanation of Tables

Section 1: Background Characteristics

This section presents data on the characteristics and background of respondents ranging from parents' level of education to concern about financing college, religion, citizenship and first language. Parental education is a recalculated variable from two questions about highest level of schooling for father and mother separately.

Section 2: Academic Preparation and High School Behavior

The tables in this section present information on students' academic preparation based on Advanced Placement course enrollment and test participation, as well as use of tutoring in specific disciplines. This section also includes information on self-reported high school activities. Time spent on various activities ranging from studying or working to time spent texting provides a context for how students managed their time during the last year of high school. The figures reflect the proportion of students who reported spending 6 hours or more each week doing an activity. (Response categories ranged from: no time; less than 2 hours; 3 to 5 hours; 6 to 10 hours; and more than 10 hours.)

Section 3: Decision to Attend College

Tables in this section 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'. 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: Self-Rated Abilities and Skills

Students were 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 5: Plans, Goals, and Aspirations for College and Beyond

The tables 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 '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: Background Characteristics

	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
English is first language?	69.6%	97.0%	60.4%	59.8%	78.6%
Citizenship Status:					
U.S. Citizen	90.9%	96.5%	94.6%	83.5%	95.1%
Perm Resident/Green Card	6.4%	2.5%	2.5%	14.7%	4.4%
Neither	2.7%	1.0%	2.9%	1.9%	0.5%

	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
Parental Education					
No exposure to college	32.0%	25.8%	57.0%	18.6%	23.6%
Some college experience	11.1%	18.2%	12.9%	8.1%	10.0%
Assoc Deg (at least one parent)	7.8%	12.1%	7.6%	7.4%	7.6%
One college degree	17.8%	17.7%	10.9%	19.5%	22.2%
Both (or only) college degree	25.8%	22.2%	7.3%	39.5%	32.9%
Don't Know	4.6%	4.0%	4.3%	6.9%	3.8%

Do you have any concerns about your ability to finance your college education?					
	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
None (confident sufficient funds)	18.5%	11.7%	14.7%	18.4%	24.7%
Some (probably enough funds)	60.5%	57.1%	60.9%	63.4%	60.2%
Major (not sure enough funds)	20.9%	31.1%	24.3%	18.2%	15.1%

Which best describes your religious affiliation?:					
	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
Buddhist	2.4%	0.5%	0.5%	7.5%	0.4%
Hindu	5.7%	0.0%	0.1%	20.0%	0.0%
Jewish	0.6%	0.5%	0.3%	0.0%	1.7%
Muslim	9.6%	2.0%	0.5%	20.4%	9.1%
Protestant Christian	13.5%	40.3%	7.1%	14.4%	13.1%
Roman Catholic	36.2%	7.1%	65.4%	13.8%	35.1%
Other Religion	10.7%	34.7%	8.4%	5.7%	11.2%
No Affiliation	21.3%	14.8%	17.6%	18.2%	29.5%

Where do you plan to live during Fall Semester?					
	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
UIC Residence Hall	42.8%	69.3%	26.8%	46.8%	47.6%
Off campus - walking dist	2.7%	0.0%	1.9%	3.7%	2.4%
Off campus - commuting	4.5%	7.4%	4.4%	3.0%	4.9%
With parents or relatives	49.4%	22.8%	66.2%	46.0%	44.3%
Other	0.6%	0.5%	0.6%	0.4%	0.8%

Section 2: Academic Preparation and High School Behavior

How many AP courses or exams did you take in high school?					
AP Courses	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
None	21.3%	25.9%	20.3%	14.3%	26.4%
1 to 2	33.5%	38.8%	34.9%	30.2%	34.0%
3 to 5	33.1%	27.4%	35.6%	37.0%	27.7%
6 or more	12.1%	8.0%	9.2%	18.4%	11.8%
AP Exams	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
None	30.0%	37.0%	26.7%	22.2%	37.4%
1 to 2	32.1%	33.1%	33.1%	30.2%	31.5%
3 to 5	28.1%	22.1%	32.3%	33.1%	21.9%
6 or more	9.8%	7.7%	7.9%	14.4%	9.2%

Have you had or do you think you will need any special tutoring or help:					
Had Help					
	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
Math	18.3%	18.8%	17.4%	22.7%	15.5%
Science	12.2%	13.9%	12.1%	15.6%	9.6%
Writing	14.1%	16.3%	16.5%	15.5%	10.9%
Will need help					
	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
Math	32.1%	50.0%	41.3%	24.9%	23.2%
Science	25.0%	40.6%	31.1%	26.5%	13.1%
Writing	22.4%	27.2%	26.6%	25.8%	14.0%

During last year in high school, spent 6 or more hours during typical week:					
	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
Studying/homework	32.1%	28.2%	31.7%	37.8%	29.0%
Socializing with friends	50.4%	43.1%	46.7%	44.8%	60.3%
Talking with teachers (not in class)	5.8%	9.4%	6.6%	5.2%	4.7%
Exercise or sports	37.7%	26.7%	37.1%	33.9%	42.8%
Partying	8.6%	5.4%	8.3%	5.7%	12.1%
Working (for pay)	33.2%	26.7%	32.2%	22.5%	42.9%
Volunteer work	12.2%	11.9%	13.5%	12.0%	9.7%
Student clubs/groups	16.3%	20.8%	14.9%	17.2%	14.6%
Watching TV	14.9%	27.7%	11.6%	13.6%	15.3%
Reading for pleasure	9.8%	11.4%	8.0%	7.7%	11.3%
Online social networking	23.9%	25.2%	19.6%	29.0%	22.2%
Texting	35.8%	44.6%	38.0%	31.2%	33.7%
Prayer/meditation	5.3%	8.9%	2.7%	8.7%	3.8%

Section 3: Decision to Attend College

How important is each reason in your decision to attend college? - Considered the following "very important"					
	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
Parents wanted me to go	54.2%	55.9%	55.8%	56.3%	51.1%
I couldn't find a job	8.6%	10.5%	8.7%	10.8%	7.0%
Opportunity to get away from home	15.6%	28.6%	10.9%	13.9%	17.9%
To get a better job	83.3%	86.9%	83.2%	82.3%	83.1%
Gain general education and appreciation of ideas	77.0%	81.5%	79.1%	77.5%	74.3%
Improve reading and study skills	51.6%	59.6%	56.1%	54.3%	44.2%
Make me more cultured	46.7%	58.9%	45.1%	45.1%	45.8%
To be able to make more money	72.8%	82.1%	70.6%	71.2%	72.8%
Learn about things that interest me	82.6%	88.1%	86.4%	78.9%	82.6%
Prepare for graduate or professional school	74.0%	78.5%	73.4%	80.4%	68.3%
Mentor encouraged me	24.4%	29.7%	28.2%	25.0%	19.5%
Get training for specific career	78.3%	84.6%	77.0%	80.3%	75.8%

Reasons that influenced decision to attend UIC considered the following "Very Important"					
	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
Relatives wanted me to come here	15.1%	13.9%	14.5%	17.7%	12.6%
Teacher advised me	7.9%	9.4%	10.9%	6.6%	6.2%
Good academic reputation	57.7%	72.8%	59.7%	49.4%	58.5%
Good social reputation	32.2%	42.6%	34.7%	32.0%	27.4%
Racial and ethnic diversity	41.5%	60.9%	47.6%	40.8%	29.7%
Offered financial assistance	38.6%	54.0%	55.8%	29.9%	26.2%
Low tuition	46.4%	45.5%	53.0%	44.5%	40.0%
High school counselor advised me	10.4%	13.9%	12.6%	10.7%	7.3%
Wanted to live near home	38.8%	34.2%	45.3%	36.2%	36.0%
Not offered aid by 1st choice	9.3%	13.4%	10.6%	9.0%	6.7%
Graduates are admitted to top professional schools	46.5%	55.4%	46.0%	44.1%	45.4%
Grads get good jobs	57.6%	70.8%	58.0%	50.2%	59.1%
Not accepted elsewhere	3.1%	0.5%	2.0%	4.7%	3.5%
Rankings in national magazines	14.3%	22.3%	12.0%	16.3%	12.3%
Info from website	20.2%	32.2%	19.9%	20.2%	17.8%
Friends attending UIC	15.1%	5.9%	10.9%	22.0%	15.5%
Offered a scholarship	53.3%	50.0%	55.1%	44.3%	58.2%
Admitted to special program	32.2%	30.2%	29.9%	34.6%	32.4%

Section 4: Self-Rated Abilities and Skills

Rate self on following traits compared with average person your age					
	<u>Highest 10% or above Aver</u>				
	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
Academic ability	70.1%	70.3%	67.6%	68.0%	73.3%
Artistic ability	29.4%	30.7%	28.0%	27.9%	30.0%
Competitiveness	55.0%	55.0%	54.9%	53.9%	55.5%
Cooperativeness	78.0%	82.2%	76.1%	78.7%	75.4%
Creativity	53.6%	58.9%	51.4%	48.9%	57.2%
Drive to achieve	82.4%	90.6%	85.6%	76.7%	80.6%
Emotional health	63.5%	64.9%	58.0%	65.1%	66.0%
Initiative	61.4%	67.3%	59.3%	57.8%	62.8%
Leadership ability	58.4%	69.3%	58.8%	52.8%	59.1%
Mathematical ability	50.1%	46.5%	44.2%	56.9%	50.8%
Physical health	56.0%	53.5%	52.5%	54.9%	60.9%
Self-confidence (intellectual)	66.2%	76.7%	64.9%	60.9%	68.2%
Self-confidence (social)	56.3%	62.9%	55.7%	54.5%	55.0%
Self-understanding	68.8%	78.7%	65.4%	68.0%	68.8%
Spirituality	41.7%	49.5%	35.6%	51.4%	37.1%
Time management	40.7%	32.7%	39.8%	42.8%	41.5%
Understanding of others	73.0%	72.8%	72.2%	73.1%	70.6%
Writing ability	46.1%	52.5%	43.3%	40.9%	50.4%

Section 5: Plans, Goals and Aspirations for College and Beyond

Highest Degree Plan to Earn	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
None	1.3%	3.0%	1.3%	0.6%	1.3%
Bachelor	21.9%	18.1%	25.4%	17.2%	22.5%
Masters	40.1%	31.2%	42.3%	38.6%	43.0%
PhD/EdD	20.2%	29.1%	18.6%	20.3%	18.3%
MD/DO;DDS/DVM	14.2%	17.1%	11.3%	20.7%	12.1%
Other (incl Law, Div., etc)	2.3%	1.5%	1.2%	2.6%	2.8%

Indicate the importance to you personally of each of the following:					
Considered "essential" or "very Important"					
	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
Accomplished in performing arts	19.9%	19.3%	21.7%	19.9%	16.3%
Authority in my field	66.1%	67.8%	65.2%	65.5%	64.6%
Recognition for contributions in my field	67.7%	70.3%	66.9%	66.5%	65.3%
Influencing political structure	20.5%	21.3%	20.3%	20.9%	17.7%
Influencing social values	48.0%	57.4%	49.6%	47.6%	41.0%
Raising a family	67.2%	66.8%	62.4%	71.0%	64.7%
Administrative responsibility for work of others	45.8%	53.5%	44.3%	48.1%	41.0%
Being well off financially	86.9%	88.6%	87.9%	87.0%	81.7%
Helping others in difficulty	76.6%	79.7%	76.8%	77.8%	70.1%
Writing original works	15.6%	20.3%	16.9%	13.0%	13.6%
Successful in own business	56.3%	66.3%	54.3%	56.7%	52.2%
Involved in cleaning up environment	27.4%	29.7%	26.9%	30.2%	22.4%
Meaningful philosophy of life	51.5%	61.4%	49.9%	51.8%	47.6%
Participate in community action programs	35.3%	46.5%	39.9%	36.2%	24.9%
Promote racial understanding	41.7%	59.4%	44.1%	44.3%	29.6%
Keeping up with political affairs	27.8%	27.7%	27.1%	26.0%	27.9%
Becoming community leader	39.4%	47.0%	44.7%	36.3%	31.7%

Section 5: Plans, Goals and Aspirations for College and Beyond (continued)

What is your best guess of chances that you will:					
Student reported that there is a “very good chance” that s/he will:	All	<i>AfrAm</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Caucasian</i>
Change major	14.4%	13.9%	13.8%	15.0%	12.6%
Change career choices	11.1%	6.9%	11.2%	11.6%	10.8%
Graduate with honors	31.6%	37.6%	29.7%	33.8%	28.3%
Participate in student government	6.1%	10.9%	6.2%	7.9%	4.0%
Get job to help pay for college	59.1%	64.9%	64.8%	48.1%	57.8%
Work full time	10.6%	9.9%	12.6%	5.9%	9.5%
Play varsity athletics	7.1%	10.4%	8.2%	3.3%	8.1%
Play intramural athletics	13.0%	13.4%	12.2%	13.7%	11.7%
Make at least a B average	67.7%	70.3%	63.1%	65.4%	68.2%
Need extra time to complete degree	5.1%	7.4%	5.2%	5.4%	2.9%
Get bachelor's degree	82.4%	88.1%	81.3%	77.5%	80.4%
Drop out of UIC temporarily	0.4%	0.0%	0.1%	0.3%	0.5%
Drop out of UIC permanently	0.4%	0.0%	0.4%	0.7%	0.3%
Transfer to another college	3.9%	1.5%	2.5%	5.0%	3.7%
Be satisfied with college	54.3%	63.9%	55.2%	46.6%	54.6%
Participate in volunteer or community service	32.5%	51.0%	31.9%	36.3%	24.5%
Seek personal counseling	12.5%	24.3%	16.3%	9.2%	6.3%
Develop close friendships with other students	68.0%	71.8%	63.4%	69.8%	66.7%
Communicate regularly with professors	44.3%	62.9%	44.6%	42.6%	39.4%
Socialize with other racial/ethnic groups	73.1%	84.7%	71.6%	71.5%	66.9%
Participate in student clubs/groups	45.2%	59.4%	44.1%	51.6%	35.5%