

**Report on the 2013 Administration of the  
UIC Entering Student Survey  
Sorted by College of Enrollment**

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

**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 2717 of the 3104 new freshmen enrolled for Fall 2013 completed the survey during summer orientation. Of the students who completed the survey, 2539 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. The survey is a two page instrument designed at UIC to gather information about new students' pre-enrollment attitudes and dispositions; as well as their aspirations and expectations. 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](mailto:pinman@uic.edu)).

## **Important note regarding this report**

This report presents summary data in table form disaggregated by college of enrollment. Two caveats must be noted regarding this particular report. First, college of enrollment can only be traced to students who provided a UIN. A total of 178 respondents did not provide a UIN. These responses are included in the overall responses (ALL columns), but are not attributable to any specific college.

## **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 2013. Of the new freshman students who participated in summer orientation, 2717 completed the ESS. This represents 88% of the new freshman cohort. Of the students who completed the survey, 2539 provided a UIN (93% 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.

<b>Fall 2013 New Freshman Enrollment and ESS Participation</b>					
	<b>New Freshmen</b>		<b>ESS Participation</b>		<b>% of cohort participating in survey</b>
	<b>Number</b>	<b>% of cohort</b>	<b>Number</b>	<b>% of cohort</b>	
CBA	341	11.0%	273	10.0%	80.1%
Educ	64	2.1%	55	2.0%	85.9%
Engin	371	12.0%	307	11.3%	82.7%
CADA	183	5.9%	109	4.0%	59.6%
LAS	2040	65.7%	1700	62.6%	83.3%
AHS	105	3.4%	95	3.5%	90.5%
No Identifier	----		178		----
<b>TOTAL</b>	<b>3104</b>		<b>2717</b>		<b>87.5%</b>
AIAN	3	0.1%	3	0.1%	100.0%
Asian	788	25.4%	674	24.8%	85.5%
Black	267	8.6%	201	7.4%	75.3%
Hispanic	879	28.3%	726	26.7%	82.6%
International	66	2.1%	26	1.0%	39.4%
Multi Race	78	2.5%	65	2.4%	83.3%
NHPI	4	0.1%	3	0.1%	75.0%
Unknown	64	2.1%	48	1.8%	75.0%
White	955	30.8%	793	29.2%	83.0%
No Identifier	----		178	6.6%	----
<b>TOTAL</b>	<b>3104</b>		<b>2717</b>		<b>87.5%</b>

## Highlights from the 2013 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 five year history of the survey and many of the questions are common to a variety of nationally marketed new student surveys.

We have known from past surveys that a first language other than English is one of many aspects of diversity among our students. This year 29% of the students reported that English is not their first language. By comparison in a 2012 report from the Cooperative Institutional Research Program (CIRP)

based on results from a national survey of over 192,000 freshmen at colleges and universities across the country, only about 8% of the respondents 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 692 students who completed the open-ended question, 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 - 42%
- Polish – 9%
- Chinese (including Mandarin and Cantonese) – 8%
- Gujarati – 5%
- Urdu – 5%
- Korean – 5%

Generally, the disaggregation of the data by college of enrollment did not uncover many surprises. However, a sampling of some of the differences includes:

- Engineering students outpace peers in assessment of own math and academic skills;
- CADA students outpace peers in assessment of artistic ability and creativity;
- AHS and LAS students aspire to postgraduate degrees at a higher rate;
- CBA students rates themselves higher on competitiveness;
- Education students were more influenced by parents in decision to attend UIC.

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; College Attendance and Choice; 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 parents' level of education, concern about financing college, religion, citizenship and first language. Parent 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 included information on self-reported high school activities. Time spent on various activities ranging from studying, 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 appreciate 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**

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

	<b>All</b>	<u>AHS</u>	<u>CADA</u>	<u>CBA</u>	<u>Educ</u>	<u>Engin</u>	<u>LAS</u>
<b>English is first language?</b>	71.1%	77.7%	79.2%	62.5%	69.1%	73.1%	71.2%
<b>Citizenship Status:</b>							
U.S. Citizen	90.5%	92.6%	98.1%	83.4%	94.5%	88.2%	91.1%
Perm Resident/Green Card	7.2%	6.4%	0.9%	13.7%	5.5%	7.5%	6.9%
Neither	2.3%	1.1%	0.9%	3.0%	0.0%	4.2%	2.1%

<b>Parental Education</b>	<b>All</b>	<u>AHS</u>	<u>CADA</u>	<u>CBA</u>	<u>Educ</u>	<u>Engin</u>	<u>LAS</u>
No exposure to college	31.1%	23.2%	29.4%	39.9%	47.3%	23.8%	31.1%
Some college experience	11.3%	9.5%	11.9%	9.5%	18.2%	13.4%	11.2%
Assoc Deg (at least one parent)	8.4%	5.3%	10.1%	5.9%	9.1%	7.5%	9.0%
One college degree	19.1%	25.3%	16.5%	14.7%	10.9%	18.6%	20.4%
Both (or only) college degree	25.2%	31.6%	26.6%	25.3%	10.9%	32.2%	23.6%
Don't Know	4.8%	5.3%	5.5%	4.8%	3.6%	4.6%	4.2%

<b>Do you have any concerns about your ability to finance your college education?</b>							
	<b>All</b>	<u>AHS</u>	<u>CADA</u>	<u>CBA</u>	<u>Educ</u>	<u>Engin</u>	<u>LAS</u>
None (confident sufficient funds)	18.6%	14.9%	11.2%	25.2%	14.5%	22.0%	17.9%
Some (probably enough funds)	63.0%	74.5%	70.1%	61.5%	65.5%	61.8%	62.2%
Major (not sure enough funds)	18.4%	10.6%	18.7%	13.3%	20.0%	16.1%	19.9%

<b>Which best describes your religious affiliation?:</b>							
	<b>All</b>	<u>AHS</u>	<u>CADA</u>	<u>CBA</u>	<u>Educ</u>	<u>Engin</u>	<u>LAS</u>
Buddhist	1.6%	2.1%	0.0%	0.7%	0.0%	3.3%	1.7%
Hindu	5.6%	9.6%	0.0%	2.6%	1.9%	11.1%	5.4%
Jewish	0.7%	1.1%	0.0%	0.7%	3.8%	1.3%	0.7%
Muslim	8.9%	8.5%	0.9%	5.9%	0.0%	6.9%	10.3%
Protestant Christian	13.5%	10.6%	12.0%	14.9%	17.0%	9.2%	14.1%
Roman Catholic	37.2%	46.8%	51.9%	41.3%	35.8%	34.8%	36.0%
Other Religion	10.3%	7.4%	13.9%	10.8%	13.2%	7.2%	10.6%
No Affiliation	22.2%	13.8%	21.3%	23.0%	28.3%	26.2%	21.2%

<b>Where do you plan to live for Fall Semester?</b>							
	<b>All</b>	<u>AHS</u>	<u>CADA</u>	<u>CBA</u>	<u>Educ</u>	<u>Engin</u>	<u>LAS</u>
UIC Residence Hall	42.0%	47.4%	45.8%	39.1%	27.3%	45.1%	41.5%
Off campus - walking dist	2.9%	2.1%	0.9%	3.0%	5.5%	2.6%	3.0%
Off campus - commuting	4.2%	3.2%	8.4%	4.8%	5.5%	3.6%	4.0%
With Parents or relatives	50.8%	47.4%	44.9%	52.8%	61.8%	48.7%	51.4%
Other	0.1%	0.0%	0.0%	0.4%	0.0%	0.0%	0.1%

## Section 2: Academic Preparation and High School Behavior

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

AP COURSES							
	All	AHS	CADA	CBA	Educ	Engin	LAS
None	18.5%	13.8%	22.1%	24.1%	20.0%	7.9%	13.8%
1 to 2	33.0%	47.9%	47.1%	34.6%	45.5%	24.2%	47.9%
3 to 5	33.7%	28.7%	27.9%	31.2%	25.5%	41.7%	28.7%
6 or more	14.9%	9.6%	2.9%	10.2%	9.1%	26.2%	9.6%
AP EXAMS							
	All	AHS	CADA	CBA	Educ	Engin	LAS
None	26.6%	26.5%	38.8%	33.3%	37.5%	12.5%	26.3%
1 to 2	31.4%	38.6%	35.7%	31.7%	29.2%	25.4%	31.9%
3 to 5	30.0%	26.5%	24.5%	27.4%	27.1%	40.7%	29.7%
6 or more	12.1%	8.4%	1.0%	7.5%	6.3%	21.4%	12.1%

### Have had or do think will need any special tutoring or help:

Had Help							
	All	AHS	CADA	CBA	Educ	Engin	LAS
Math	16.9%	16.8%	20.2%	23.1%	20.0%	10.1%	16.5%
Science	10.8%	7.4%	11.9%	10.6%	9.1%	6.8%	11.8%
Writing	11.2%	6.3%	14.7%	10.6%	5.5%	7.2%	12.3%
Will need help							
	All	AHS	CADA	CBA	Educ	Engin	LAS
Math	32.0%	34.7%	32.1%	29.7%	43.6%	16.9%	34.2%
Science	22.2%	31.6%	18.3%	24.2%	23.6%	14.3%	22.4%
Writing	21.0%	25.3%	22.0%	30.0%	29.1%	16.6%	19.9%

### During last year in high school, spent 6 or more hours during typical week:

	All	AHS	CADA	CBA	Educ	Engin	LAS
Studying/homework	32.5%	33.3%	22.6%	15.1%	20.0%	36.1%	34.3%
Socializing with friends	46.5%	55.3%	51.5%	53.6%	41.9%	47.0%	44.9%
Talking with teachers (not in class)	6.0%	8.5%	12.1%	5.4%	5.4%	3.0%	5.9%
Exercise or sports	37.1%	57.6%	37.4%	41.0%	28.0%	35.3%	35.8%
Partying	6.8%	4.4%	4.6%	12.1%	9.1%	3.6%	6.6%
Working (for pay)	32.6%	33.9%	36.5%	32.8%	35.2%	26.1%	33.9%
Volunteer work	12.4%	9.9%	18.0%	11.8%	12.8%	6.6%	13.7%
Student clubs/groups	19.0%	19.8%	15.6%	16.2%	22.6%	15.8%	20.5%
Watching TV	13.8%	11.7%	13.7%	19.7%	16.7%	12.5%	12.3%
Reading for pleasure	9.2%	5.4%	12.9%	4.1%	5.6%	7.6%	10.7%
Online social networking	23.2%	21.2%	26.6%	26.8%	27.2%	18.3%	22.8%
Texting/Tweeting	33.9%	34.4%	37.0%	34.0%	36.3%	23.7%	35.1%
Prayer/meditation	4.7%	5.3%	5.5%	3.3%	1.9%	1.3%	5.5%

### Section 3: Decision to Attend College

How important is each reason influence decision to attend college? Considered the following "Very Important"							
	All	AHS	CADA	CBA	Educ	Engin	LAS
Parents wanted me to go	49.9%	55.8%	45.9%	49.8%	61.8%	47.7%	49.2%
I couldn't find a job	8.5%	9.5%	4.6%	13.5%	7.4%	5.6%	8.6%
Opportunity to get away from home	14.8%	13.7%	21.3%	18.7%	7.3%	13.9%	14.0%
To get a better job	81.8%	78.7%	77.8%	84.1%	83.6%	85.6%	81.8%
Gain gen educ and apprec of ideas	75.9%	79.8%	77.1%	75.0%	78.2%	74.0%	76.4%
Improve reading and study skills	51.9%	45.3%	45.4%	57.4%	54.5%	41.0%	53.8%
Make me more cultured	45.5%	43.2%	44.4%	49.8%	45.5%	36.4%	46.3%
To be able to make more money	71.0%	68.1%	68.8%	77.6%	68.5%	77.6%	69.1%
Learn about things that interest me	82.3%	86.3%	83.5%	80.4%	83.6%	84.5%	82.7%
Prepare for grad or prof school	74.5%	86.2%	59.6%	71.4%	64.8%	60.0%	79.1%
Mentor encouraged me	21.8%	22.1%	20.2%	30.1%	23.6%	15.8%	21.5%
Get training for specific career	78.2%	89.5%	83.5%	71.0%	90.9%	73.8%	79.1%

Reasons that influenced decision to attend UIC considered the following "Very Important"							
	All	AHS	CADA	CBA	Educ	Engin	LAS
Relatives wanted me to come here	15.7%	12.6%	15.7%	16.9%	18.2%	12.1%	16.1%
Teacher advised me	6.8%	6.3%	13.0%	6.7%	3.6%	4.9%	6.7%
Good academic reputation	56.2%	63.2%	46.7%	57.7%	60.0%	50.7%	57.5%
Good social reputation	30.9%	35.8%	30.6%	34.2%	40.0%	22.9%	31.2%
Racial and ethnic diversity	39.2%	38.9%	35.2%	38.0%	43.6%	27.5%	41.5%
Offered financial assistance	38.6%	47.4%	27.8%	42.0%	50.9%	32.1%	39.2%
Low tuition	47.9%	48.4%	38.0%	45.6%	56.4%	45.4%	49.3%
High school counselor advised me	10.7%	10.5%	15.7%	10.7%	9.1%	7.8%	10.6%
Wanted to live near home	37.4%	44.2%	31.5%	36.5%	50.0%	36.9%	37.0%
Not offered aid by 1st choice	9.4%	7.4%	6.5%	8.1%	7.3%	11.8%	9.4%
Grads are admitted to top prof school	48.5%	66.3%	36.1%	41.2%	38.2%	42.5%	51.2%
Grads get good jobs	59.1%	69.5%	51.9%	62.1%	49.1%	63.1%	57.9%
Not accepted elsewhere	3.3%	5.3%	4.6%	5.2%	1.8%	4.6%	2.8%
Rankings in national magazines	14.1%	16.8%	8.3%	19.5%	10.9%	10.5%	13.8%
Info from website	18.8%	21.1%	18.5%	19.3%	16.4%	17.0%	19.2%
Friends attending UIC	13.3%	16.0%	12.1%	18.0%	10.9%	13.1%	12.6%
Wanted to attend college in a city	50.7%	47.9%	64.8%	59.4%	63.6%	40.8%	49.7%
Admitted to specific program/major	34.9%	50.5%	65.7%	39.3%	45.5%	51.8%	27.7%



## 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>					
	<b>All</b>	<u>AHS</u>	<u>CADA</u>	<u>CBA</u>	<u>Educ</u>	<u>Engin</u>	<u>LAS</u>
Academic Ability	70.4%	74.5%	56.9%	64.7%	49.0%	86.1%	70.3%
Artistic Ability	27.9%	22.3%	75.9%	25.4%	26.0%	26.6%	25.9%
Competitiveness	55.2%	54.2%	50.0%	67.2%	34.5%	59.2%	53.5%
Cooperativeness	78.1%	84.0%	68.5%	77.3%	72.2%	74.3%	79.1%
Creativity	51.9%	38.3%	82.5%	51.3%	41.8%	54.6%	50.5%
Drive to achieve	80.7%	89.5%	78.9%	80.3%	81.1%	81.3%	80.8%
Emotional health	62.2%	63.8%	55.9%	64.0%	58.2%	66.0%	61.8%
Initiative	60.4%	66.3%	55.6%	62.2%	58.2%	62.7%	60.0%
Leadership ability	59.0%	60.0%	59.7%	60.2%	63.6%	59.7%	58.7%
Mathematical ability	51.2%	49.5%	32.5%	57.1%	33.4%	81.9%	47.1%
Physical health	54.3%	63.2%	45.0%	55.9%	40.0%	59.3%	53.5%
Self Confidence (intellectual)	64.9%	55.7%	67.9%	65.1%	49.1%	77.0%	63.6%
Self Confidence (social)	52.5%	48.4%	51.3%	61.2%	43.6%	50.2%	52.5%
Self-understanding	64.8%	62.1%	62.4%	67.7%	58.2%	65.9%	64.9%
Spirituality	38.8%	37.9%	39.5%	36.5%	34.5%	34.4%	39.8%
Time Management	39.5%	42.1%	38.9%	39.0%	30.9%	37.4%	40.7%
Understanding of others	70.0%	73.7%	69.4%	65.0%	74.6%	66.3%	71.2%
Writing ability	44.3%	37.9%	38.5%	37.9%	41.8%	42.4%	46.1%

## Section 5: Plans, Goals and Aspirations

Highest Degree Plan to Earn	All	AHS	CADA	CBA	Educ	Engin	LAS
None	1.3%	1.1%	2.8%	2.6%	0.0%	0.7%	1.1%
Bachelor	22.1%	13.2%	38.3%	27.7%	32.1%	26.2%	19.2%
Masters	40.3%	38.5%	50.5%	60.3%	54.7%	50.3%	34.2%
PhD/EdD	19.6%	29.7%	5.6%	6.0%	11.3%	11.9%	24.2%
MD/DO;DDS/DVM	14.4%	16.5%	0.9%	1.1%	1.9%	10.3%	18.5%
Other (incl Law, Div., etc)	2.3%	1.1%	1.9%	1.1%	0.0%	0.6%	2.7%

Indicate the importance to you personally of each of the following: Considered "Essential or Very Important"							
	All	AHS	CADA	CBA	Educ	Engin	LAS
Accomplished in performing arts	19.3%	12.7%	37.9%	17.4%	20.0%	16.3%	19.1%
Authority in my field	67.0%	66.4%	67.3%	74.6%	61.8%	69.9%	65.5%
Recognition for contributions in my field	68.0%	63.2%	69.8%	70.5%	72.8%	69.7%	67.2%
Influencing political structure	22.0%	14.8%	18.9%	34.8%	16.9%	15.3%	21.5%
Influencing social values	48.7%	43.6%	50.9%	59.2%	54.6%	39.4%	48.1%
Raising a family	65.7%	79.8%	55.6%	67.7%	77.8%	68.1%	64.5%
Administrative responsibility for work of others	47.7%	35.8%	42.6%	65.2%	57.4%	45.7%	45.8%
Being well off financially	87.9%	88.4%	82.4%	90.8%	91.7%	91.4%	87.5%
Helping others in difficulty	77.8%	86.4%	63.9%	75.1%	88.7%	70.8%	79.7%
Writing original works	14.6%	6.4%	26.9%	19.0%	11.2%	9.3%	14.5%
Successful in own business	57.8%	61.1%	69.4%	83.5%	45.5%	52.5%	53.7%
Involved in cleaning up environment	25.2%	19.0%	29.9%	24.3%	18.2%	21.2%	26.4%
Meaningful philosophy of life	49.3%	41.1%	54.6%	52.4%	48.1%	43.4%	49.6%
Participate in community action program	35.1%	38.9%	26.4%	42.2%	42.6%	21.9%	36.8%
Promote racial understanding	39.0%	30.6%	33.6%	45.2%	43.7%	30.4%	40.1%
Keeping up with political affairs	27.2%	22.1%	21.3%	38.2%	23.6%	24.1%	27.0%
Becoming community leader	43.0%	45.3%	38.0%	48.5%	54.6%	34.8%	43.8%

## Section 5: Plans, Goals and Aspirations (continued)

What is your best guess of chances that you will:	Very good chance						
	All	AHS	CADA	CBA	Educ	Engin	LAS
Change major	16.7%	10.5%	8.5%	17.0%	14.8%	8.6%	18.8%
Change career choices	11.3%	7.4%	5.6%	13.0%	10.9%	5.3%	12.2%
Grad with honors	32.0%	31.6%	19.6%	31.1%	23.6%	36.2%	32.9%
Participate in student government	7.1%	7.4%	3.7%	9.6%	3.6%	4.3%	7.5%
Get job to help pay for college	59.4%	65.3%	63.6%	57.4%	70.4%	57.8%	59.1%
Work fulltime	11.1%	12.6%	15.0%	12.2%	22.6%	6.6%	11.0%
Play varsity athletics	7.0%	11.6%	8.5%	9.6%	10.9%	5.0%	6.7%
Play intramural athletics	12.4%	15.8%	13.6%	17.8%	9.1%	11.6%	10.8%
Make at least a "B" average	65.9%	67.0%	59.4%	62.2%	61.8%	71.9%	66.5%
Need extra time to complete degree	4.8%	5.3%	3.7%	4.8%	9.1%	3.0%	4.7%
Get bachelor's degree	83.0%	78.9%	80.4%	76.1%	80.0%	90.7%	83.8%
Drop out of UIC temporarily	0.3%	2.1%	1.0%	1.1%	3.7%	0.7%	0.1%
Drop out of UIC permanently	0.4%	2.1%	0.0%	0.7%	0.0%	0.3%	0.1%
Transfer to another college	4.0%	3.2%	0.9%	3.7%	3.6%	5.3%	4.1%
Be satisfied with college	51.9%	60.0%	48.6%	49.8%	56.4%	48.2%	52.8%
Participate volunteer or community service	32.4%	37.9%	22.6%	26.1%	35.2%	23.4%	35.8%
Seek personal counseling	12.4%	13.8%	9.4%	13.4%	21.8%	6.9%	13.4%
Develop close friendships with other students	66.7%	69.5%	64.5%	67.8%	67.3%	64.9%	66.6%
Communicate regularly with professors	43.3%	44.2%	43.4%	42.3%	49.1%	40.6%	43.6%
Socialize with other racial/ethnic groups	70.1%	63.2%	73.6%	66.7%	63.0%	69.2%	71.4%
Participate in student clubs/groups	45.9%	46.3%	45.8%	39.6%	47.3%	42.2%	47.8%