

**Report on the 2017 Administration of the
UIC Entering Student Survey
December 2017**

**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 2017 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 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 2017 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 nine-year history of the survey and many of the questions are common to a variety of nationally marketed new student surveys.

A total of 1,629 (40.2%) of the 4,051 new freshmen enrolled for fall 2017 completed the online survey after attending summer orientation.

This year 32.5 % of the students reported that English is not their first 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, 44 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 – 48.9%
- Chinese (including Mandarin and Cantonese) – 9.8%
- Urdu – 5.4%
- Polish – 4.4%
- Gujarati – 4.0%
- Arabic – 3.3%
- Korean – 3.3%
- Vietnamese – 2.3%
- Filipino (including Tagalog) – 2.1%

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) via email invitation during August after attending a New Student Orientation session in the summer of 2017. 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. 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 113 items distributed as follow:

- 8 items related to background information about students
- 16 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.

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 2017. Of the new freshmen students who participated in summer orientation, 1,629 completed the ESS. This represents 40.2% of the new freshman cohort. The table below details the distribution of survey participants by racial/ethnic and college of enrollment compared to the entire freshman cohort. Use of the UIN allows us to report demographic characteristics of the respondents.

Fall 2017 New Freshman Enrollment and ESS Participation					
	New Freshmen		ESS Participation		% of cohort participating in survey
	Number	% of cohort	Number	% of respondents	
CBA	417	10.3%	147	9.0%	35.3%
Education	81	2.0%	37	2.3%	45.7%
Engineering	603	14.9%	228	14.0%	37.8%
CADA	216	5.3%	85	5.2%	39.4%
LAS	2,588	63.9%	1,074	65.9%	41.5%
AHS	129	3.2%	51	3.1%	39.5%
CUPPA	17	0.4%	7	0.4%	41.2%
TOTAL	4,051		1,629		40.2%
AIAN	2	0.0%	2	0.1%	100.0%
Asian	912	22.5%	402	24.7%	44.1%
Black	310	7.7%	127	7.8%	41.0%
Hispanic	1,622	40.0%	652	40.0%	40.2%
International	205	5.1%	26	1.6%	12.7%
Multi Race	114	2.8%	48	2.9%	42.1%
NHPI	2	0.0%	0	0.0%	0.0%
Unknown	4	0.1%	0	0.0%	0.0%
White	880	21.7%	372	22.8%	42.3%
TOTAL	4,051		1,629		40.2%

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?	67.5%
Citizenship Status:	
U.S. Citizen	90.9%
Perm Resident/Green Card	6.4%
Neither	2.7%

Table 2: Parental Education (Composite of Mother/Father highest level of education)	
No exposure to college	37.0%
Some college experience	11.6%
Assoc degree	8.2%
One 4Yr degree	20.2%
Both 4Yr degree	19.2%
Don't Know	3.8%

Table 3: Do you have any concerns about your ability to finance your college education?	
None (confident sufficient funds)	12.9%
Some (probably enough funds)	58.5%
Major (not sure enough funds)	28.6%

Table 4: Which best describes your religious affiliation?:	
Buddhist	2.3%
Hindu	4.9%
Jewish	0.5%
Muslim	11.2%
Protestant Christian	9.7%
Roman Catholic	30.9%
Other Religion	10.2%
No Affiliation	30.2%

Table 5: Where do you plan to live during Fall Semester?:	
UIC Residence Hall	36.5%
Off campus - walking dist	2.0%
Off campus - commuting	4.0%
With Parents or relatives	57.3%
Other	0.2%

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	1.4%	22.1%	41.3%	22.3%	12.9%
Socializing with friends	2.1%	25.8%	41.5%	20.5%	10.1%
Talking with teachers (not in class)	17.3%	62.4%	16.9%	2.5%	0.8%
Exercise or sports	16.0%	31.4%	26.5%	13.6%	12.5%
Partying	62.2%	27.4%	8.0%	1.4%	1.0%
Working (for pay)	48.0%	5.4%	8.7%	11.6%	26.4%
Volunteer work	28.0%	33.0%	23.6%	8.4%	7.0%
Student clubs/groups	21.8%	31.8%	29.1%	9.6%	7.8%
Watching TV	27.4%	40.6%	21.0%	7.7%	3.3%
Reading for pleasure	37.1%	42.0%	15.4%	3.8%	1.7%
Online social networking	6.4%	33.0%	33.5%	15.5%	11.6%
Texting	7.1%	38.0%	31.3%	12.3%	11.2%
Prayer/meditation	50.8%	36.8%	8.7%	2.5%	1.2%

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

	AP courses	AP exams
None	14.6%	20.2%
1 to 2	27.8%	27.9%
3 to 5	35.0%	33.1%
6 or more	22.5%	18.8%

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

	Had Help	Will Need Help
Math	21.0%	51.3%
Science	11.7%	45.1%
Writing	14.4%	43.4%

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

Baccalaureate Deg	27.3%
Master's Deg	35.2%
PhD/Ed D	18.0%
MD/DO/DDS/DVM	14.1%
Other (incl Law, Div., etc)	1.1%
None	2.2%

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	15.6%	50.1%	32.7%	1.6%	0.1%
Artistic ability	5.8%	23.8%	37.8%	25.9%	6.7%
Competitiveness	17.0%	33.2%	38.5%	9.9%	1.5%
Cooperativeness	24.9%	46.4%	26.3%	2.0%	0.3%
Creativity	13.2%	37.6%	39.5%	9.0%	0.6%
Drive to achieve	34.2%	41.5%	21.1%	2.6%	0.6%
Emotional health	14.0%	22.9%	43.6%	16.7%	2.8%
Initiative	15.1%	36.4%	40.8%	7.1%	0.5%
Leadership ability	20.3%	35.3%	34.7%	8.3%	1.5%
Mathematical ability	12.7%	33.1%	39.6%	11.6%	3.0%
Physical health	10.9%	26.3%	48.6%	12.6%	1.6%
Self-confidence (intellectual)	14.1%	35.8%	37.6%	10.4%	2.1%
Self-confidence (social)	12.5%	24.9%	38.9%	19.5%	4.2%
Self-understanding	17.2%	33.5%	39.7%	8.6%	0.9%
Spirituality	10.5%	21.8%	43.7%	16.3%	7.7%
Time management	7.9%	23.3%	46.5%	19.1%	3.2%
Understanding of Others	24.8%	42.6%	29.0%	3.5%	0.1%
Writing ability	10.4%	32.0%	46.0%	10.2%	1.5%

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	55.7%	30.3%	14.1%
I couldn't find a job	14.9%	21.9%	63.2%
Opportunity to get away from home	18.3%	31.1%	50.6%
To get a better job	83.9%	11.2%	4.8%
Gain a general education and appreciation of ideas	78.5%	19.2%	2.4%
Improve my reading and study skills	60.0%	31.0%	9.0%
Make me more cultured	56.0%	32.4%	11.7%
To be able to make more money	77.1%	19.3%	3.6%
Learn about things that interest me	85.4%	13.4%	1.1%
Prepare for grad or professional school	76.0%	16.4%	7.5%
Mentor encouraged me	28.5%	34.6%	36.9%
Get training for specific career	79.1%	16.1%	4.8%

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	16.9%	30.2%	52.9%
Teacher advised me	9.5%	29.9%	60.6%
Good academic reputation	60.9%	33.8%	5.3%
Good social reputation	33.0%	45.3%	21.7%
Racial and ethnic diversity	56.2%	31.7%	12.1%
Offered financial assistance	60.3%	20.1%	19.6%
Low tuition	66.4%	25.8%	7.8%
High school counselor advised me	14.3%	33.4%	52.3%
Wanted to live near home	41.0%	31.6%	27.3%
Not offered aid by 1st choice	15.6%	27.4%	57.0%
UIC grads are admitted to top professional schools	50.9%	34.4%	14.8%
Grads get good jobs	65.0%	27.0%	8.0%
Not accepted elsewhere	4.5%	10.2%	85.3%
Rankings in national magazines	15.0%	38.6%	46.4%
Info from website	23.1%	46.7%	30.2%
Friends attending UIC	9.5%	29.5%	61.0%
Wanted to attend college in city	47.5%	31.0%	21.5%
Admitted to special program	37.8%	31.3%	30.9%

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	14.8%	32.1%	38.0%	15.0%
Change career choices	14.7%	36.1%	33.6%	15.5%
Grad with honors	37.1%	48.7%	12.4%	1.9%
Participant in student government	9.3%	33.4%	38.3%	19.0%
Get job to help pay for college	67.3%	25.7%	5.7%	1.4%
Work fulltime	10.1%	32.6%	39.4%	17.9%
Play varsity athletics	4.8%	14.8%	31.5%	48.9%
Play intramural athletics	12.0%	27.5%	26.8%	33.7%
Make at least a "B" average	68.3%	29.4%	2.1%	0.3%
Need extra time to complete degree	8.2%	29.5%	44.0%	18.3%
Get bachelor's degree	88.1%	10.4%	1.3%	0.2%
Drop out of UIC temporarily	0.7%	4.6%	23.3%	71.4%
Drop out of UIC permanently	0.5%	2.1%	12.9%	84.5%
Transfer to another college	4.0%	20.8%	35.1%	40.2%
Be satisfied with college	55.2%	41.2%	2.7%	0.9%
Participate in volunteer or community service	46.8%	39.3%	12.4%	1.5%
Seek personal counseling	25.5%	39.4%	29.2%	5.9%
Develop close friendships with other students	68.8%	26.0%	4.7%	0.5%
Communicate regularly with professors	53.4%	39.9%	6.5%	0.3%
Socialize w/other racial/ethnic groups	80.4%	16.7%	2.4%	0.5%
Participate in student clubs/groups	57.4%	32.6%	8.1%	1.9%

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	9.2%	13.3%	33.6%	43.9%
Become an authority in my field	31.6%	36.3%	26.7%	5.4%
Gain recognition for contributions in my field	31.3%	37.2%	27.5%	4.1%
Influence political structure	11.5%	21.3%	41.3%	25.9%
Influence social values	20.2%	37.9%	31.2%	10.7%
Raising a family	36.7%	29.0%	21.0%	13.4%
Have administrative responsibility for work of others	17.5%	34.3%	36.7%	11.4%
Be well off financially	62.3%	27.6%	8.8%	1.2%
Help others in difficulty	46.9%	38.5%	13.3%	1.3%
Write original works	8.7%	14.3%	33.7%	43.3%
Be successful in my own business	33.2%	28.3%	23.4%	15.1%
Be involved in cleaning up environment	16.7%	28.5%	42.7%	12.1%
Develop a meaningful philosophy of life	25.5%	29.2%	32.2%	13.0%
Participate in community action programs	18.6%	31.0%	38.1%	12.3%
Promote racial understanding	28.5%	34.0%	29.5%	8.0%
Keep up with political affairs	17.4%	30.3%	35.4%	16.9%
Become a community leader	21.0%	28.1%	37.3%	13.6%