

APRIL 2023

TECHNICAL GUIDE FOR THE 2022 ILLINOIS COLLEGE- GOING SURVEY SERIES

A REFERENCE GUIDE FOR ALL THE
REPORTS IN THE SERIES

WRITTEN BY:

Mariana Barragan Torres

Illinois Workforce and Education Research
Collaborative (IWERC)
Discovery Partners Institute
University of Illinois System



PART OF THE UNIVERSITY OF ILLINOIS SYSTEM

Suggested Citation:

Barragan Torres, M. (2023). Technical guide. *2022 Illinois College-Going Survey Series*. Chicago, IL: Illinois Workforce and Education Research Collaborative (IWERC), Discovery Partners Institute, University of Illinois. <https://dpi.uillinois.edu/applied-research/iwerc/current-projects/illinois-college-going-survey-series/>

Acknowledgments

This series was possible due to a partnership between IWERC and the Office of Governor JB Pritzker. Numerous staff from the Office and from state agencies provided feedback on survey questions and design, as well as supported dissemination of the survey across the state of Illinois. We thank them for this partnership and hope this work can inform the state in developing policies and practices that support our state's young people in accessing and completing college.

Last revised: April 18, 2023

INTRODUCTION

Given the responsibility of the government for funding public education, the Office of the Governor of the State of Illinois commissioned IWERC to explore how students were making postsecondary education decisions, including the relevant factors that influenced their general decision-making and their specific college choice. We were also interested in understanding students' decisions to stay in or leave Illinois to pursue a 4-year degree, and the effects of the pandemic on college decision-making. To explore these matters, we designed and implemented a survey for high school students in Illinois that asked students about the factors that influenced their decisions to pursue higher education after high school. A copy of the survey instrument can be found in the Appendix of this technical guide.

This technical guide serves as a reference for all reports in the series (4-year college-going, 2-year college-going, decisions not to pursue higher education, and the effects of the COVID-19 pandemic on college decision-making processes). The technical guide is divided in two. First, we present a literature review of college decision-making nationally and, to the extent it exists, in Illinois. And second, we present a methodological component, where we provide an overview of the survey and the description of the sample of respondents. We also provide the limitations that our sample yields and explain why, while our findings are not necessarily representative of the state, we can still make general conclusions about the factors that influence college decision-making for high school seniors in Illinois. We also describe how we approach our descriptive analyses for this distinct sample, especially in terms of race/ethnicity and other self-reported categories. Finally, we also present the characteristics of each college-intending and non-intending group. We also expand on the importance of intersectionality and our rationale to divide the same sample from different perspectives throughout our reports.

LITERATURE REVIEW

National Research. The first takeaway from the review is that findings from the literature on college decision-making have not changed since the late 80s and early 90s when the decision to pursue higher education was first explored in detail. Most extant research has focused on the demographic factors that relate to high school students' decisions to enroll—or not to enroll—in college (Hoxby & National Bureau of Economic Research, 2004). Examples of these factors include socioeconomic status, race/ethnicity, and, to a lesser extent, gender. For example, students in higher socioeconomic conditions are more likely to attend a 4-year college

than their counterparts in lower socioeconomic contexts (Chapman, 1981; Palardy, 2015), often times explained by higher parental expectations (Lee et al., 2013). Because of this, financial aid policies have only slightly been able to improve college enrollment by 1.4%, but aid has been able to increase transfer rates from 2-year to 4-year institutions (Dynarski, 2004; Lee et al., 2013). In parallel, an enrollment gap is observed across race/ethnicity groups; Black and Latinx students often attend lower income K-12 schools and are less likely to enroll in 4-year postsecondary institutions (Palardy, 2015). Students who decide to choose a 2-year institution after high school think of cost as the most important factor for their decision; they are often more independent financially and must work outside of their educational setting (Somers et al., 2006). The second factor that moves students to pursue a two-year education is location, as this group of students often prefers to work, live, and attend school in the same community where they attended high school (Bradshaw et al., 2001; Somers et al., 2006).

College choice is important because career and long-term life outcomes are related to college selection and major (Lee et al., 2013; Palardy, 2015). However, even beyond the decision to pursue a two- or four-year education, the process in which college choice occurs is not straightforward (Dixon & Martin, 1991). Students' characteristics, attitudes, and available information and resources lead students to narrow their choices before their final college and major selection (Chapman, 1981; Dixon & Martin, 1991; Lee et al., 2013). Educational aspirations, formed by attitudes and influences, also relate to college choice as students who aspire to pursue higher education are more likely to actively seek out college information (Chapman, 1981).

In terms of student characteristics, socioeconomic conditions, gender, and race/ethnicity have been found to correlate with college enrollment and decision-making. Since college decision-making was first studied, individuals from different socioeconomic statuses not only pursued different types of higher education, but also distributed themselves across different types of institutions (Chapman, 1981). Perhaps this explains that the factors that arise in the literature as the drivers of decisions for college selection are cost, academic quality, job opportunities, and peer and family relations (Bradshaw et al., 2001; Dixon & Martin, 1991, 1991; Dunlop Velez & Horn, 2018; Galotti & Mark, 1994; Hoxby & National Bureau of Economic Research, 2004; Palardy, 2015).

Most authors have found that cost is the most prevalent factor that influences decision-making, especially for students of color and students in lower socioeconomic contexts (Dunlop Velez & Horn, 2018). Differences in socioeconomic conditions enact in many different ways,

including differential access to resources and financial aid and need of work-based support (Bradshaw et al., 2001; Chapman, 1981; Dixon & Martin, 1991). However, there is an important issue of disinformation when it comes to cost, which is especially prominent for 4-year colleges (Dunlop Velez & Horn, 2018). Only 11% of high school students can estimate college costs close to their actual value. And while most students overestimate the cost of college, White students and students from higher socioeconomic conditions have information that brings their estimate closer to the actual estimate. In turn, students of color and students in lower socioeconomic contexts often overestimate the *actual* cost of college. Therefore, the availability of financial aid (and related information) also interacts as a key factor for decision-making, and can ultimately alter the students who attend a specific college (Chapman, 1981).

Peer and family relations are also very prevalent in how they influence students' decisions on where to attend college. Parents seem to have the greatest influence on students' plans (Chapman, 1981). Highly educated parents, specifically, are often the source of information about college and admissions processes (Galotti & Mark, 1994). This relation is strongly followed by peer effects (Winston & Zimmermann, 2004).

Location also affects the decision on where to attend college. Geographical area is important for some students, such as availability in rural or urban areas, for example. But mobility is also affected by cost, as lower income students prefer to stay close to home to decrease their costs of attendance (Bradshaw et al., 2001; Chapman, 1981).

Students also consider, to a lesser extent, the academic quality of institutions, which includes major availability, selectivity, and job opportunities upon college graduation, along with class size and campus atmosphere (Bradshaw et al., 2001; Dixon & Martin, 1991). Scholars have found that these play a role at different points of the decision-making process; for example, major availability and selectivity are relevant earlier in the process whereas job opportunities upon graduation are considered by the end of the process (Galotti & Mark, 1994).

Finally, while this brief overview of the literature explored the factors that drive college enrollment, we do not cover those that lead to increases in completion and graduation rates. This is important because while college enrollment rates have rapidly increased, completion rates have not (Hoxby & National Bureau of Economic Research, 2004).

Illinois Research. The issue of college choice has been studied for the past two decades in Illinois, as the percentage of students leaving the state for 4-year college has risen dramatically since 2002 (Illinois Board of Higher Education [IBHE], 2023). About half (47.6%)

of 4-year college-goers from Illinois high schools attend colleges out of state (IBHE, 2023). Both historically and currently, these college “outmigrants” are more likely to be White, from higher socioeconomic contexts (in terms of family income), and more academically prepared (Gong & Presley, 2006; Lichtenberger & Dietrich, 2014). White students (57.6%) are most likely to go out-of-state, while Latinx students (26.2%) are more likely to stay in-state, with Asian students (36.5%), Black students (40.8%), and students identifying with more than one racial/ethnic group (48.8%) settling in-between (IBHE, 2023). Outmigrants tend to go to colleges in neighboring midwestern states, although there is an increase in Illinois students going to college in “warm-weather” states like Florida, Arizona, and California (Dean et al., 2006; IBHE, 2023). Smith & Wall (2006) estimated that this outmigration cost the state about \$700 million in tax revenue for one cohort because those students who outmigrate are less likely to return.

Using qualitative methods of interviews and focus groups, Dean et al. (2006) examined the college choice factors for Illinois outmigrants. They found that students were interested in academic prestige or quality, as well as overall “fit.” Students were also seeking the lowest overall cost and were interested in institutions with grants or scholarships, not viewing loans as a form of aid. Students from the Chicago area also expressed an aversion to colleges in non-urban locations. Overall, students perceived Illinois colleges as being too costly, lacking in institutional aid, as not prestigious, and as located in “boring” geographic areas.

Outside of the issue of outmigration, Illinois also has vast discrepancies in racial/ethnic college attendance and selection (IBHE, 2023). Asian and White students are much more likely to enroll in college at all than Black or Latinx students. Latinx and White students are also more likely than other students to enroll in 2-year institutions. These differences also stand for income: students from higher-income families are more likely to enroll in college and to enroll in 4-year college than their counterparts from lower-income families. Understanding the factors behind these kinds of college choice patterns are also critical for the state.

OVERVIEW OF THE SURVEY

This student survey was designed by the IWERC research team, with input and feedback from the Governor’s Office and state agencies’ staff (from ISBE, ICCB, IBHE, and ISAC), to investigate the factors that contribute to students’ decision-making for postsecondary education among the graduating class of 2022, with a special focus on why students decide to leave the

state of Illinois to pursue higher education. At the same time, we were curious to understand the extent to which the COVID-19 pandemic contributed to making such a decision.

The survey was comprised of several sections: (1) plans for Fall 2022; (2) the factors that influenced students' general college considerations; (3) the single factor that most animated their college selection, for those who had chosen a college; (4) how students viewed in-state and out-of-state colleges, (5) pandemic-related factors influencing their 2022 plans, and (6) collection of demographic information. Depending on students' plans (i.e., whether they were attending postsecondary education or not), the number of items ranged from 40 to 60 questions. All responses were anonymous.

Data collection began on May 5, 2022, via the Qualtrics survey software provided by the University of Illinois. An anonymous link for sharing was distributed to the Governor's Office for dissemination by state agencies, including ISBE, ICCB, IBHE, and ISAC. The link was shared widely via social media, direct email, newsletters, and so forth. Prior to dissemination, IWERC obtained IRB approval from the University of Illinois IRB system. Informed consent was obtained for high school seniors older than 18 years old only; the consent form indicated that only those seniors over 18 could participate. The survey closed on June 23, 2022.

SAMPLE

After the survey was disseminated to high school seniors older than 18 years old, they were informed about the purpose of the survey: to assess the factors that influence high school seniors' decisions about whether to attend college and what college to attend, as well as the voluntary nature of the survey. We received a total of 2,464 usable responses, of which 1,709 (69.4%) were complete. The survey was analyzed at the item-level.

Our sample was not representative of the state of Illinois. Table 1 describes the differences between our sample and the population of high school seniors in Illinois. Compared to demographic information on high school seniors and previous college-going patterns in state administrative data (IBHE, 2023; ISBE, 2022), our sample was more likely to be going to a 4-year college, more likely to be White, and more likely to be living outside of the city of Chicago.

Table 1.

Characteristics of the sample of this survey and high school seniors in Illinois.

	Survey Sample (%)	High School Seniors in Illinois (%)
Fall 2022 plans		
4-year intenders	51	38
2-year intenders	28	21
Trade school intenders	7	Not available
Non-college (no educational plans) intenders	14	41
Race/Ethnicity		
White	57	47
Black or African American	8	17
Hispanic or Latinx	17	27
Asian	5	5
Two or more races	9	4
All other races	1	1
Preferred not to answer	3	N/A
Region (see NOTE)		
Chicago	12	17
Chicago Suburbs (Suburban Cook and Collar Counties)	35	55
Downstate (all other counties)	53	28

NOTE: We divided students into three regions for our analyses: (1) Those who live in city of Chicago, (2) Those who live in suburban Cook county (just outside Chicago) or the suburban counties colloquially referred to as the “Collar counties,” which surround Cook county—DuPage, Grundy, Kane, Kankakee, Kendall, Lake, McHenry, and Will, and (3) Those who live in any other Illinois county, or the counties colloquially referred to as “downstate” from Chicago.

While our sample was not representative, we believe we were able to gather important information from students’ perspectives and to achieve our primary goal of comparing student perspectives across groups. While we over-represented the downstate counties in our sample, we believe this was helpful as it allowed us to get a healthy sample from smaller regions in the state. Of the 102 counties in Illinois, we gathered data for 74. This allowed us to make robust regional comparisons in our reports. Representativeness also varied by the sub-samples explored in each report. For instance, the racial/ethnic distribution of respondents for the 4-year college-going report was largely aligned with the racial/ethnic distribution of Illinois 4-year college-goers in Fall 2021.

For full transparency, we reported on discrepancies between our survey respondents and the Illinois population in each report. Where appropriate, we also conducted and reported results of robustness checks of our survey results that weighted responses by race/ethnicity and region to approximate the Illinois population (e.g., Pew Research Center, 2018). We call these “robustness checks” and do not present them as the primary results because we believe weighting, in some ways, is not accurate for this work. We surveyed on students’ experiences, which are less likely to be representative of any specific group and could introduce lack of accuracy and inefficiency in all estimated response rates (Bollen et al., 2016). In addition,

several of our sample sizes were small, which posed an additional limitation to achieve accurate representation in weighting (Valliant et al., 2018). Finally, as our interests concerned contrasting the experiences of different student groups, rather than providing an estimate of statewide experiences, we felt that providing weighted results was unnecessary and potentially misleading about our study goals. Instead, we carefully compared groups, making comparisons only where we had the sample size to do so.

QUANTITATIVE ANALYSES

Given that our sample contains mostly 4-year college-intending high school seniors, we report only on differences within groups as defined by their college intentions. Specifically, we report separately on the factors that affect the decisions of (a) 4-year college-goers; (b) 2-year and trade college-goers; and (c) non-college-goers.

In terms of race/ethnicity, to adequately represent high school seniors, we asked them to select any and all of the race/ethnic groups with which they identify. We obtained a total of 38 unique values for this answer, as it included several combinations of race/ethnicity, many with few numbers of responses as shown in Table 2.

To accurately, and statistically, analyze these data and use all students' responses, we created race/ethnicity groups based on all student responses that remained as disaggregated as possible. We separated those racial/ethnic groups where students only reported a single identification (White, Black or African American, Hispanic or Latinx, Asian, Native Hawaiian or Pacific Islander, American Indian or Native American, and Middle Eastern or North African) and grouped those who reported two or more similar racial/ethnic identities. However, many group sizes remained small. For example, Asian students represent less than 5% of the entire sample, as do self-described students and students from the AIAN, MENA and NHPI race/ethnic groups. Therefore, we used the following classification for tests of statistical significance but describe findings as much as possible within the *Two or More Races* group. Bolded groups in Table 2 are those for which we can make statistical comparisons throughout our reports.

Table 2.*Student Survey Respondents by Race/Ethnicity.*

Race/Ethnic group	N	% Full sample
Asian	83	4.9
Black or African American	130	7.6
Hispanic or Latinx	293	17.2
White	981	57
Two or More	152	8.9
Hispanic or Latinx and White	48	2.9
Asian and White	16	1.0
Black or African American and White	29	1.7
Black or African American and Hispanic or Latinx	11	0.7
Black or African American and other races	5	0.3
Hispanic or Latinx and other races	12	0.7
American Indian or Alaska Native, Middle Eastern and/or North African, Native Hawaiian or Pacific Islander	24	1.4
Prefers not to answer or self-described	46	2.7

Note: A total of 1,708 high school seniors (69%) of the sample responded to the race/ethnicity question.

QUALITATIVE ANALYSES

To garner the most accurate information about students' experiences with college decision-making, several survey items included the possibility of adding information if a student's selection was not offered. We analyzed these responses separately and coded them according to the information provided in text. In some instances, the written responses corresponded to those options we offered, but perhaps using a different vocabulary. While we note this for further iterations of our survey, we then coded back these responses into the general options to allow for a more robust analysis in the general ranking factor. However, whenever we garnered information on how seniors made decisions by choosing a single factor, we used their text responses separately.

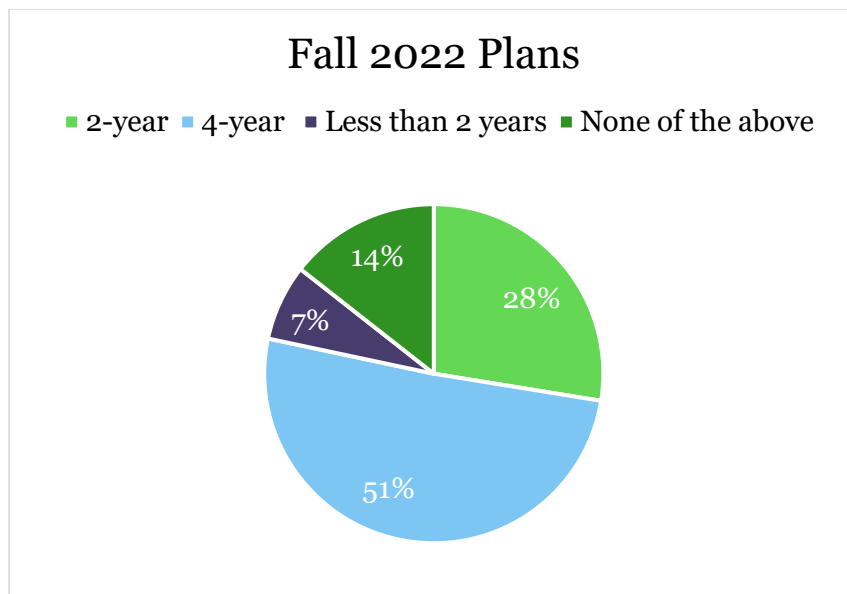
POSTSECONDARY DECISIONS BY HIGH SCHOOL SENIORS

As shown in Figure 1, the majority of the respondents in our sample (51%, N=1,251) intended to enroll in a four-year institution in Fall of 2022, 28% (N=679) intended to enroll in a two-year institution, 7% (N=179) intended to attend some type of trade or vocational training for

postsecondary education, and about 14% (N = 355) were not planning to attend any postsecondary education during the fall of 2022.

Figure 1.

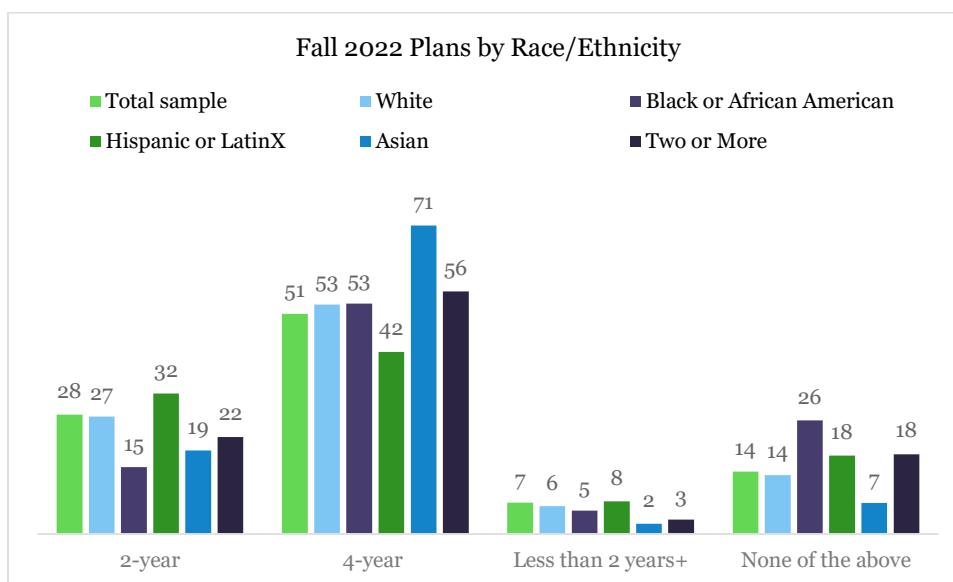
Fall 2022 Plans for Survey Respondents.



Importantly, the composition of each of these groups varied in terms of their sociodemographic characteristics and geographic location. In terms of race/ethnicity (see Figure 2), we found that Asian students (71%) were more likely to attend a four-year institution than any other group—although this difference could not be tested for statistical significance—and Hispanic or Latinx high school seniors (32%) were statistically more likely to enroll in a two-year institution than White students (27%), Black or African American students (15%), and students who identify with two or more race/ethnicity groups (22%).

Figure 2.

Fall 2022 Plans for Survey Respondents By Race/Ethnicity by Percentages.



In terms of statistically significant pairwise comparisons, we found differences between Black or African American and Hispanic or Latinx high school seniors, where Black students were more likely to not have any plans for the fall in terms of postsecondary education (26.2% vs. 18%), and more like to enroll in a four-year institution (53.1% vs 42%). And as aforementioned, Hispanic students were more likely to enroll in a two-year institution (32.4% v. 15.4%). For the comparison between Black or African American and White students, we found that Black high school seniors were more likely to have no college plans in the fall than their White counterparts (26.2% vs. 13.6%). At the same time, White students were more likely to have plans to attend a two-year institution than their Black or African American counterparts (27.1% vs. 15.4%). There were no statistical differences for trade or vocational schools and 4-year institutions between these two groups.

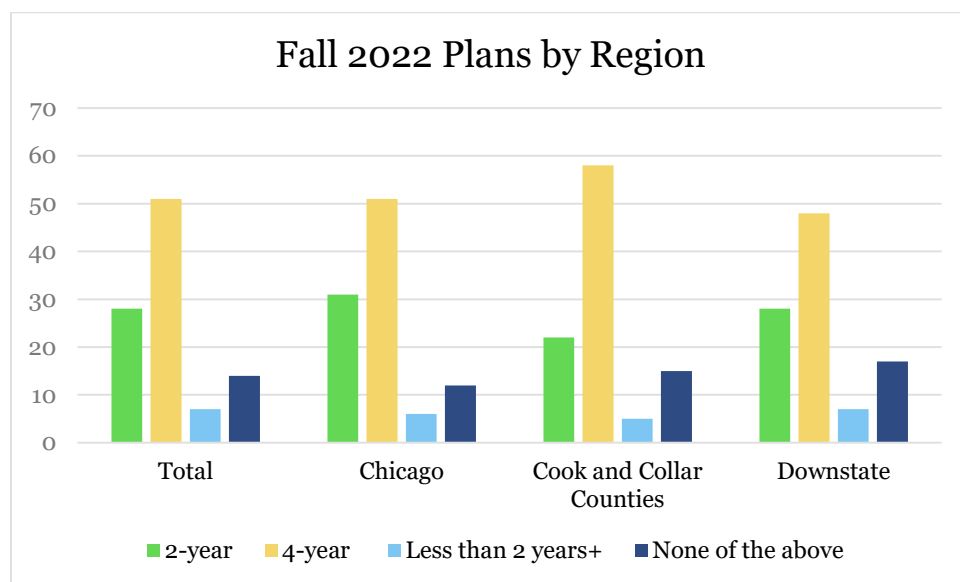
The pairwise comparisons between Hispanic or Latinx and White high school seniors were also statistically significant. Hispanic students were more likely to have no plans for Fall 2022 (18.1% v. 13.6%) or intend to enroll in a two-year institution (32.4% vs. 27.1%), whereas White students were more likely to enroll in a four-year college (52.9% vs. 42%). Hispanic or Latinx high school seniors were also more likely to enroll in a trade or vocational school (7.5%) than seniors identifying with two or more race/ethnicity groups (3.3%); this held as well for two-year college enrollment (32.4% v. 22.4%). Conversely, students in the group identifying as two or more races were more likely to enroll in a four-year college (55.9% vs. 42%). Finally, there

were no statistical differences between White or Black or African American high school seniors and those who identify with two or more race/ethnicity groups.

Differences in fall plans by region were also statistically significant. As shown in Figure 3, students downstate were more likely to have no plans for the fall (17%) than students either in Chicago or Suburban Cook and Collar Counties. In contrast, students in Chicago were more likely to attend a 2-year institution (31%) and students in Suburban Cook and Collar counties were most likely to attend a 4-year school (58%).

Figure 3.

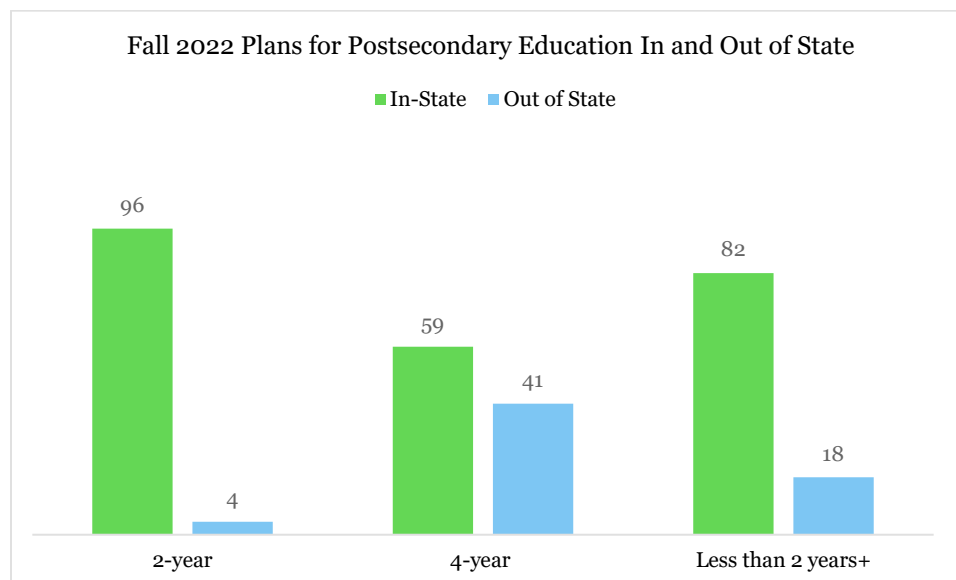
Fall 2022 Plans for Survey Respondents By Region.



And finally, we uncovered significant differences for high school seniors who were staying in the state for their postsecondary education (from here on we call them *stayers*) and seniors who decided to leave the state to pursue their postsecondary education (*leavers*). The main differences were that students going to trade-school (82.2% vs. 17.8%) and two-year institutions (96% vs. 4%) were more likely to be stayers. However, the difference for four-year institutions was much smaller, as leavers comprised 41% of the sample while stayers were 59%. These differences are depicted in Figure 4.

Figure 4.

Fall 2022 Plans for Survey Respondents by Leavers and Stayers.



SERIES OF REPORTS

In this series of reports, we will discuss in detail the specific samples, as well as the factors that influence college decisions, for the following populations of high school students in Illinois:

- a) Students that chose to attend a 4-year postsecondary institution (Report 1)
- b) Students that chose to attend a 2-year postsecondary institution and students who decided to attend a trade or vocational institution (Report 2)
- c) Students who decided not to attend a postsecondary institution (Report 3)

We also collected important information on how students' choices and decision-making processes were affected by their experiences related to the COVID-19 pandemic. Given the richness of their responses and the relevance of this issue for their postsecondary pathways, we explore this as a separate research question in Report 4: *How did the pandemic influence students' choices for postsecondary education?* This technical guide serves as a reference for all those reports.

REFERENCES

- Bollen, K. A., Biemer, P. P., Karr, A. F., Tueller, S., & Berzofsky, M. E. (2016). Are Survey Weights Needed? A Review of Diagnostic Tests in Regression Analysis. *Annual Review of Statistics and Its Application*, 3(1), 375–392. <https://doi.org/10.1146/annurev-statistics-011516-012958>
- Bradshaw, G., Espinoza, S., & Hausman, C. (2001). The college decision-making of high achieving students. *College and University*, 77(2), 15. ProQuest One Literature.
- Chapman, D. W. (1981). A Model of Student College Choice. *The Journal of Higher Education*, 52(5), 490–505. <https://doi.org/10.1080/00221546.1981.11778120>
- Dean, D. R., Hunt, E. L., & Smith, R. (2006). *Committing to Keep Illinois Students In-State: Understanding College Choice, Student Migration Patterns, and Retention Strategies*. Center for the Study of Education Policy.
- Dixon, P. N., & Martin, N. K. (1991). Measuring Factors That Influence College Choice. *NASPA Journal*, 29(1), 31–36. <https://doi.org/10.1080/00220973.1991.11072240>
- Dunlop Velez, E., & Horn, L. (2018). *What High Schoolers and Their Parents Know About Public 4-Year Tuition and Fees in Their State* (NCES 2019404; Statistics in Brief). NCES. <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019404>
- Dynarski, S. (2004). The New Merit Aid. In *College Choices: The Economics of Where to Go, When to Go, and How to Pay For It*. <https://www.nber.org/system/files/chapters/c10098/c10098.pdf>
- Galotti, K. M., & Mark, M. C. (1994). How do high school students structure an important life decision? A short-term longitudinal study of the college decision-making process. *Research in Higher Education*, 35(5), 589–607. <https://doi.org/10.1007/BF02497089>
- Gong, Y., & Presley, J. B. (2006). *The demographics and academics of college going in Illinois (IERC 2006-2)* (IERC 2006-2). Illinois Education Research Council.

- Hoxby, C. M., & National Bureau of Economic Research (Eds.). (2004). *College choices: The economics of where to go, when to go, and how to pay for it*. University of Chicago Press.
- Illinois Board of Higher Education [IBHE]. (2023). *Outmigration Context: College Enrollment Patterns of Recent Illinois High School Graduates (IBHE DataPoints 2023-1)*. IBHE.
- Lee, K. A., Leon Jara Almonte, J., & Youn, M.-J. (2013). What to do next: An exploratory study of the post-secondary decisions of American students. *Higher Education*, 66(1), 1–16.
<https://doi.org/10.1007/s10734-012-9576-6>
- Lichtenberger, E., & Dietrich, C. (2014). *Outmigration and human capital: Homeward bound or gone for good? (IERC 2014-1)*. (No. 2014–1). Illinois Education Research Council at Southern Illinois University Edwardsville.
- Palardy, G. J. (2015). High school socioeconomic composition and college choice: Multilevel mediation via organizational habitus, school practices, peer and staff attitudes. *School Effectiveness and School Improvement*, 26(3), 329–353.
<https://doi.org/10.1080/09243453.2014.965182>
- Pew Research Center. (2018). *For Weighting Online Opt-In Samples, What Matters Most?*
<https://www.pewresearch.org/methods/2018/01/26/for-weighting-online-opt-in-samples-what-matters-most/>
- Smith, R., & Wall, A. R. (2006). *Estimating the economic impact of college student migration from Illinois (IERC 2006-1)*. Illinois Education Research Council.
- Somers, P., Haines, K., Keene, B., Bauer, J., Pfeiffer, M., McCluskey, J., Settle, J., & Sparks, B. (2006). Towards a Theory of Choice for Community College Students. *Community College Journal of Research and Practice*, 30(1), 53–67.
<https://doi.org/10.1080/10668920500248886>

- Valliant, R., Dever, J. A., & Kreuter, F. (2018). *Practical Tools for Designing and Weighting Survey Samples*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-93632-1>
- Winston, G., & Zimmermann, D. (2004). Peer Effects in Higher Education. In *College Choices: The Economics of Where to Go, When to Go, and How to Pay For It*. <https://www.nber.org/system/files/chapters/c10098/c10098.pdf>

Appendix.
The Illinois College Outmigration Survey Instrument.

Welcome to the survey! In this section, we want to know about your plans for this coming Fall 2022.

Which of the following best describes your plans for this fall (Fall 2022)?

- I will attend a trade school, technical institute, or vocational college (less-than-2-years). (1)
- I will attend a 2-year community or junior college. (2)
- I will attend a 4-year college or university (3)
- None of the above. (4)

For all the remaining questions on this survey, we use “college” to refer to 4-year, 2-year, and trade/vocational/technical colleges.

Have you decided on a college to attend? [Yes/No]

Display This Question:

If Have you decided on a college to attend? = Yes

Is the college you are attending in the state of Illinois? [Yes/No]

Display This Question:

If Is the college you are attending in the state of Illinois? = Yes

What is the name of the college you are attending? (If you start typing in the dropdown, your school name should come up.)

▼ Adler University (1) ... OTHER (258)

Display This Question:

If Is the college you are attending in the state of Illinois? = No

What is the name of the college you are attending? [Text box]

Display This Question:

If Have you decided on a college to attend? = Yes

How will you be attending college?

- In-person, by moving to live on a college campus (1)
- In-person, by commuting from my home to a college for classes (2)
- Online, by attending classes via the internet (3)

Please select up to 3 colleges you most seriously considered in Illinois (if any).

Illinois College 1:

▼ Adler University (7) ... OTHER (264)

Illinois College 2:

▼ Adler University (7) ... OTHER (264)

Illinois College 3:

▼ Adler University (7) ... OTHER (264)

Please list up to 3 colleges you most seriously considered outside the state of Illinois (if any).
[Text boxes]

Did the pandemic (Covid-19) influence your decision about what to do this fall?
[Yes/No/Unsure]

Display This Question:

If Did the pandemic (Covid-19) influence your decision about what to do this fall? = Yes

Please explain how Covid-19 affected your decision-making. [text box]

Display This Question:

If Which of the following best describes your plans for this fall (Fall 2022)? = I will attend a 2-year community or junior college.

Do you intend to transfer to a 4-year college after you complete 2-year college?
[Yes/No/Unsure]

Display This Question:

If Do you intend to transfer to a 4-year college after you complete 2-year college? = Yes

Do you have a 4-year college in mind to which you wish to transfer? [Yes/No]

Display This Question:

If Do you have a 4-year college in mind to which you wish to transfer? = Yes

What is the name of the college you have in mind? [Text box]

For these questions, please think about your general considerations in researching and comparing colleges you might attend.

Which of the factors on the list below did you consider? Check all that apply. Use "Other" to share any important factors not on the list.

- Cost of attendance (11)
- Academic reputation (12)
- Economic opportunities during and after college (13)
- College location (14)
- College social environment (15)
- College diversity (16)
- Athletics/extracurriculars (17)
- Recruitment process (18)
- Likelihood of being admitted (19)
- Family & friends' opinions (20)
- Other (please describe): [text box] (21)

Display This Question:

If Which of the factors on the list below did you consider? Check all that apply. Use "Other" to sha... = Cost of attendance

You selected *cost of attendance* as an important consideration. Which specific considerations were most important to you? Check all that apply.

- Overall prices of the colleges (tuition, room and board) (1)
- Financial aid packages that were offered to me (2)
- Campus work opportunities to help pay for costs (3)
- Other (please describe): [text box] (4)

Display This Question:

If Which of the factors on the list below did you consider? Check all that apply. Use "Other" to sha... = Academic reputation

You selected *academic reputation* as an important consideration. Which specific considerations were most important to you? Check all that apply.

- Overall quality or ranking of the institutions (1)
- Availability of the program/major I wish to pursue (2)
- Quality or ranking of the program/major I wish to pursue (3)
- Other (please describe): [text box] (4)

Display This Question:

If Which of the factors on the list below did you consider? Check all that apply. Use "Other" to sha... = Economic opportunities during and after college

You selected *economic opportunities during and after college* as an important consideration. Which specific considerations were most important to you? Check all that apply.

- Reputation for placing graduates in jobs (1)
- Reputation for placing graduates in graduate school (2)
- Reputation for having good internships or apprenticeships during college (3)
- Other (please describe): [text box] (4)

Display This Question:

If Which of the factors on the list below did you consider? Check all that apply. Use "Other" to sha... = College location

You selected *college location* as an important consideration. Which specific considerations were most important to you about location? Check all that apply.

- Close to home (1)
- Far from home (2)
- Located where I ultimately want to live (3)
- Located in the kind of place I want to experience during college (4)
- Located where there is better weather and/or recreation (5)
- Located where I think I can find jobs after college (6)
- Located where I can work during college (7)
- Other (please describe): [text box] (8)

Display This Question:

If Which of the factors on the list below did you consider? Check all that apply. Use "Other" to sha... = College social environment

You selected *college social environment* as an important consideration. Which specific factors about social environment did you most consider? Check all that apply.

- Good social life (1)
- Good campus amenities and resources (nice dorm rooms, up-to-date academic buildings and facilities, recreation center, etc.) (2)
- Big-name sports teams to root for (3)
- Other (please describe): [text box] (4)

Display This Question:

If Which of the factors on the list below did you consider? Check all that apply. Use "Other" to sha... = College diversity

You selected *college diversity* as an important consideration. Which specific aspects of college diversity were most important to you? Check all that apply.

- The student bodies are diverse (1)
- The colleges have many people who share my background or demographics (2)
- The colleges have a reputation for supporting students of color (3)
- Other (please describe): [text box] (4)

Display This Question:

If Which of the factors on the list below did you consider? Check all that apply. Use "Other" to sha... = Athletics/extracurriculars

You selected *athletics/extracurriculars* as an important consideration. Which specific considerations were most important to you? Check all that apply.

- Opportunity to play sports (1)
- Scholarship to play sports (2)
- Opportunity to participate in non-sports extracurricular activities (e.g., music, clubs) (3)
- Opportunity to root for sports teams (4)
- Other (please describe): [text box] (5)

Display This Question:

If Which of the factors on the list below did you consider? Check all that apply. Use "Other" to sha... = Recruitment process

You selected *recruitment process* as an important consideration. Which specific considerations were most important to you? Check all that apply.

- The colleges sent me lots of information (6)
- The colleges contacted me or my family several times (7)
- The colleges worked with me on my financial needs (8)
- The colleges had exciting or interesting recruitment materials (9)
- The colleges had a partnership with my high school, where I got to take coursework (such as dual enrollment) or visit the college (10)
- Other (please describe): [text box] (11)

Display This Question:

If Which of the factors on the list below did you consider? Check all that apply. Use "Other" to sha... = Likelihood of being admitted

You selected *likelihood of being admitted* as an important consideration. Which specific considerations were most important to you? Check all that apply.

- I thought I could get into the colleges (7)
- I was told I could get into the colleges (8)
- I was told that I could get into the colleges, but that I wouldn't get the best financial/award package. (9)
- The competition to get in is reasonable (10)
- The competition to get in is unreasonable (11)
- I thought it would be easier to be admitted since I already took coursework (such as dual enrollment) there (12)
- Other (please describe): [text box] (13)

Display This Question:

If Which of the factors on the list below did you consider? Check all that apply. Use "Other" to sha... = Family & friends' opinions

You selected *family and friends' opinions* as an important consideration. Which specific considerations were most important to you? Check all that apply.

- Family recommendations (1)
- Friends recommend or plan to attend (2)
- History of family members attending (3)
- Other (please describe): [text box] (4)

Which of the following people and resources helped you with college decision-making? Check all that apply.

- Parents/caregivers (10)
- Siblings (11)
- High school counselors (12)
- Private college counselors (13)
- High school teachers (14)
- Friends who are already in college (15)
- Friends in high school (16)
- College recruiters/admissions officers (17)
- ISACorps member (18)
- Other (please describe): [text box] (19)

On the previous page, you shared the things you generally considered while researching colleges. For this section, please think only about the college you have decided to attend in Fall 2022.

Knowing it may be difficult to choose just one, which statement below best describes what made you pick the college you did for this Fall 2022?

- Overall, it has the most reasonable cost of attendance. (11)
- It has the best academic reputation (or ranking). (12)
- It had the most appealing recruitment process. (13)
- It's where my family wants me to go. (14)
- It's where my friends want me to go. (15)
- It gives me the best work opportunities during college. (16)
- It gives me the best opportunity for employment after college. (17)
- It's in the best location. (18)
- It has the best social environment or campus climate for me. (19)
- It has the most support for students of my demographic background. (20)
- It has the best opportunity for me to play sports. (21)
- It has the best opportunity for me to participate in extracurriculars. (22)
- It had the smoothest admissions process. (23)

How did you first hear about this college?

- High school counselor (10)
- Teacher (11)
- Family or friends (12)
- Email or mail from the college (13)
- Phone call or visit from a college representative (14)
- College fair (15)
- Internet advertisement or search for colleges (16)
- Radio or television advertisement (17)

- Took coursework there during high school (such as dual enrollment) (18)
- Other (please describe): [text box] (19)

How much did you explore this college before selecting it? Check all that apply.

- I made my decision without visiting or talking to current faculty/students. (6)
- I talked to faculty or current students virtually. (7)
- I went for one campus visit. (8)
- I went for multiple campus visits. (9)
- I stayed overnight or for several days on campus. (10)
- I previously took courses there (such as through dual enrollment). (11)

What forms of financial aid will you be using to attend this college? Check all that apply.

- Scholarship(s) or other aid from the college (1)
- Scholarship(s) or gifts from other sources (2)
- Monetary Award Program (MAP) (3)
- AIM HIGH Grant (4)
- Illinois Veteran Grant Program (5)
- Illinois National Guard Grant Program (6)
- Federal Pell Grant (7)
- Federal Work-Study (8)
- Federal Loan (9)
- Private Loan (10)
- Other Federal or State Grant (please explain): [text box] (11)
- I have financial aid, but I'm unsure what kind it is (12)
- I'm unsure whether I have financial aid (13)
- I do not have any financial aid (14)

OPTIONAL: Please provide any other comments you have on what influenced you to pick the college you chose. [text box]

For the questions below, we'd like you to share how you perceived colleges in Illinois versus colleges outside of Illinois as you researched and compared colleges.

For each factor below, please indicate whether in-state or out-of-state colleges were more attractive (in general).

	Which colleges were better?	
	Illinois (1)	Out-of-State (2)
Cost of attendance (1)	<input type="radio"/>	<input type="radio"/>
Academic reputation (2)	<input type="radio"/>	<input type="radio"/>
Economic opportunities during and after college (3)	<input type="radio"/>	<input type="radio"/>
College location (4)	<input type="radio"/>	<input type="radio"/>
College social environment (5)	<input type="radio"/>	<input type="radio"/>
College diversity (6)	<input type="radio"/>	<input type="radio"/>
Athletics/extracurriculars (7)	<input type="radio"/>	<input type="radio"/>
Recruitment process (8)	<input type="radio"/>	<input type="radio"/>
Likelihood of being admitted (9)	<input type="radio"/>	<input type="radio"/>
Family & friends' opinions (10)	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Is the college you are attending in the state of Illinois? = No



In general, what factors would keep you in state for college? Pick up to three.

- Lower tuition (1)
- More financial aid (2)
- Better quality of colleges (3)
- More offerings/programs/degrees (the particular option I want is not offered in-state) (4)
- More “Big 10” schools (5)
- More post-college job opportunities in the state (6)
- More during-college job opportunities in the state (7)
- More recruitment from in-state colleges (8)
- Less competition for admission to the best in-state colleges (9)
- Other (please describe): [text box] (10)

[The following section was given only to students with no college plans.]

What are your plans for Fall 2022? Check all that apply.

- I am joining the military. (1)
- I am working. (2)
- I am taking a gap year, with the intention to continue my education later. (3)
- I am enrolling in an educational program in Winter/Spring 2023. (4)
- I am unsure what I am doing. (5)
- I am doing something else not listed above: [text box] (6)

Which of the following resources might encourage you to continue your education? Check all that apply.

- Help with the costs (1)
- Help with finding options and applying (2)
- More support from those around me (3)
- More educational options (4)
- Nothing (5)
- Other (please describe): [text box] (6)

Display This Question:

*If Which of the following resources might encourage you to continue your education?
Check all that a... = Help with the costs*

What specific *help with costs* would you need to continue your education?

- Financial aid to help with the costs of attending, room and board, etc. (1)
- More money saved from working to help with the costs (2)
- Cheaper or more reliable transportation to a school/college (3)
- Other (please describe): [text box] (4)

Display This Question:

*If Which of the following resources might encourage you to continue your education?
Check all that a... = Help with finding options and applying*

What specific *help with finding options and applying* would you need to continue your education?

- More information about options for continuing my education (1)
- More information about the benefits of continuing my education (2)
- More information about applying (3)
- More help completing applications (4)
- Other (please describe): [text box] (5)

Display This Question:

*If Which of the following resources might encourage you to continue your education?
Check all that a... = More support from those around me*

What specific *support from those around me* would you need to continue your education?

- Support from my parents (1)
- Support from my family (2)
- Support from my friends or community (3)
- Support from my teachers/ guidance counselors (4)
- Other (please describe): [text box] (5)

Display This Question:

*If Which of the following resources might encourage you to continue your education?
Check all that a... = More educational options*

What specific *educational options* would you need to continue your education?

- Options closer to home (1)
- Options further from home (2)
- An option that will help me get the specific job I want (3)
- An option that will get me to a better job quickly (4)
- Other (please describe): (5)

Display This Question:

*If Which of the following resources might encourage you to continue your education?
Check all that a... = Nothing*

You said nothing would encourage you to continue your education. Why?

- I don't think I meet the requirements for more education. (6)
- I don't like or want to continue school. (7)
- I would rather take the work opportunities I have now. (8)
- I have medical or family reasons not to attend. (9)
- I don't want to take on student debt. (10)
- Other (please describe): [text box] (11)

Did the pandemic (Covid-19) influence your decision about what to do this fall?
[Yes/No/Unsure]

Display This Question:

If Did the pandemic (Covid-19) influence your decision about what to do this fall? = Yes

Please explain how Covid-19 affected your decision-making. [text box]

[The remaining questions were given to all respondents.]

In this last section, we want to know a bit about you.

What is your gender identity?

- Male (1)
- Female (2)
- Non-binary / third gender (3)
- Prefer to self-describe: [text box] (4)
- Prefer not to say (5)

Please indicate your race/ethnicity (select all that apply):

- American Indian or Alaska Native (1)
- Asian (2)
- Black or African American (3)
- Hispanic or Latinx (4)
- Middle Eastern and/or North African (5)
- Native Hawaiian or Pacific Islander (6)
- White (7)
- Prefer to self-describe: [text box] (8)
- Prefer not to answer (9)

What is your zip code? [numeric entry box]

What is the highest level of education that the parent(s) or caregiver(s) with whom you live have obtained? (If one caregiver has obtained a higher education level than another, choose the higher level.)

- Less than high school completion (1)
- High school degree (or GED) (2)
- Associate's degree (2-year degree from a community college) or vocational/technical certificate (3)
- Some college but no degree (4)
- Bachelor's degree (4-year college degree) (5)
- Master's degree (6)
- Doctoral or professional degree (such as a Ph.D., M.D., or law degree) (7)
- Unsure (8)
- Prefer not to answer (9)

How prepared, academically, do you feel for further studies after high school?

- Very prepared (1)
- Prepared (2)
- A little prepared (3)
- Not at all prepared (4)
- Prefer not to answer (5)

How much financial support, outside of what you and your family can provide, would you or do you *need* to attend college?

- I need support to pay for almost all the cost of college (tuition, room and board, etc.) (1)
- I need support to pay for most of the cost of college (tuition, room and board, etc.) (2)
- I need support to pay for some of the cost of college (tuition, room and board, etc.) (3)
- I need very little support to pay for college (tuition, room and board, etc.) (4)
- Prefer not to answer. (5)

Please select all statements below that are true for you.

- I worked during high school. (1)
- I would or will need to work while attending college. (2)
- Unsure (3)
- Prefer not to answer (4)

How many people (besides you) live in your home?

▼ 0 (1) ... 10 (11)

What high school do you currently attend? [text box]

Which of the following states do you feel most connected to?

- Illinois (1)
- Missouri (2)
- Indiana (3)
- Wisconsin (4)
- Iowa (5)
- Michigan (6)
- Tennessee (7)
- Kentucky (8)
- Other (please enter the state): [text box] (9)

Why do you feel most connected to the state you selected? [text box]