

2005 Summary

The Chancellor's Senior Survey on the Undergraduate Experience at UIUC

In 1989, a task force appointed by the Chancellor created a questionnaire to be administered to all graduating seniors at UIUC. The results of the survey, the Chancellor said, "will be useful in responding to requests for information on how our students feel about the educational experience they have had as undergraduates here and in identifying problems on campus which need our attention." The survey was administered in 1990 through 1993 and from 1996 to the present year.

Beginning in 1998 the Senior Survey has been administered electronically. In March 2005 an e-mail message regarding the Senior Survey was sent to all seniors on the May graduation list. The e-mail message from the Chancellor asked students to complete the survey posted on a university Web-site. Ten days following the initial e-mail message a follow-up message was sent reminding students to complete the survey. Survey respondents were entered into a lottery with a single prize of two free airline tickets valued at \$500 each. Of these 4,546 seniors, 2,453, or approximately 54%, responded. Similar to past years, the respondents were roughly representative of the graduating class by gender, ethnic origin, and academic affiliation as indicated below.

Percentages

	Respondents	All Seniors
Gender		
Female	59.1	51.3
Male	40.9	48.7
Ethnic Origin		
Caucasian	73.5	71.6
Latino/a	3.6	5.4
African-American	5.6	5.6
Asian-American	12.3	15.1
Native American	.3	.3
Unknown	4.7	2.2
College of Graduation		
ACES	10.7	8.2
Applied Life Studies	6.4	5.5
Business	11.4	13.5
Communications	4.7	4.6
Education	3.7	3.4
Engineering	18.7	17.4
Fine & Applied Arts	7.0	7.0
Liberal Arts & Sciences	36.8	40.0
Aviation	.7	.5

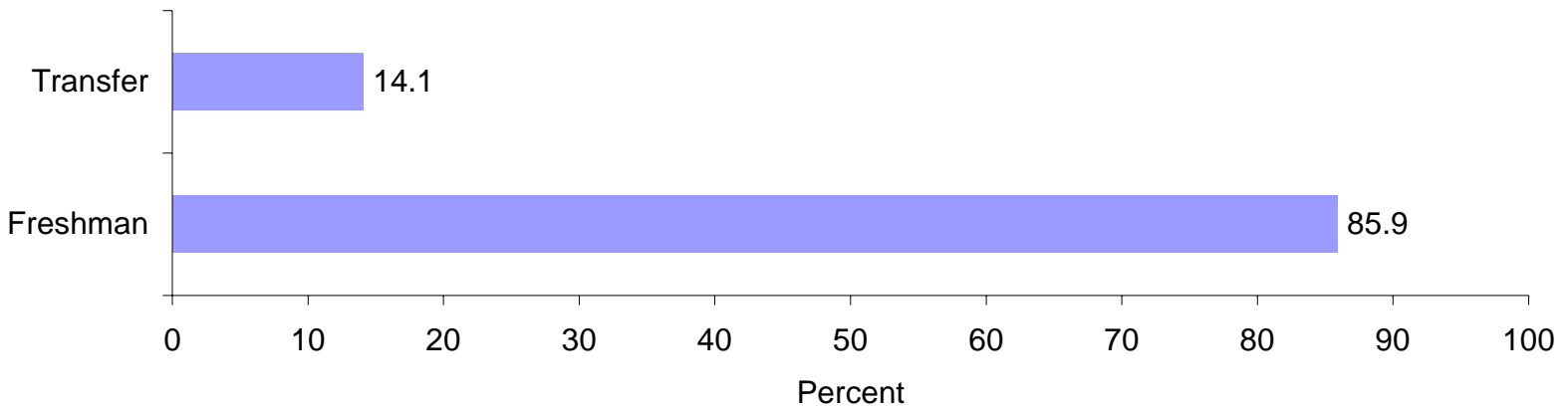
Care should be taken in interpreting the results of the survey because the small number of respondents in some sub-categories makes the results statistically unreliable. This summary presents highlights of the data following the general order of the survey. A "Comparison to Previous Years" section at the end of the summary presents yearly comparisons of survey results.

Demographics

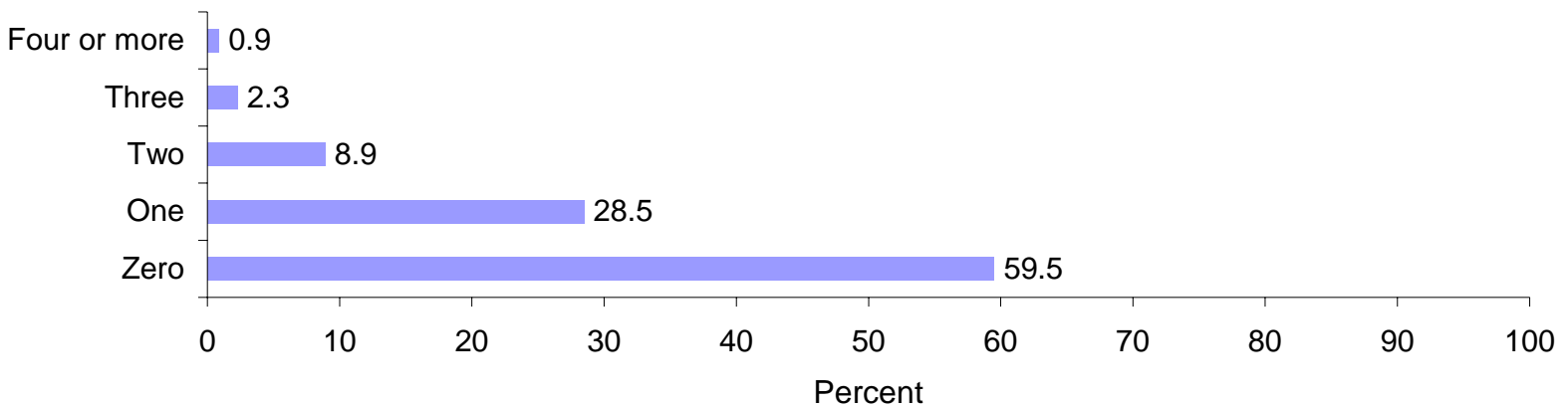
Survey respondents present a picture of a very traditional student body, with large majorities enrolling as freshmen and completing a bachelor's degree in eight semesters at age 21 or 22. The respondents were 74% Caucasian and 90% Illinois residents. Twenty percent more females than males responded to the survey.

Academically, 75% of the respondents self-assessed their grade-point average as between 2.75 and 3.75. Approximately 60% of the students never changed their major, while another 29% changed majors once. Approximately 37% of the respondents reported working each semester part-time while another 39% reported working "occasionally" part-time. Approximately 61% of the respondents worked during the summer.

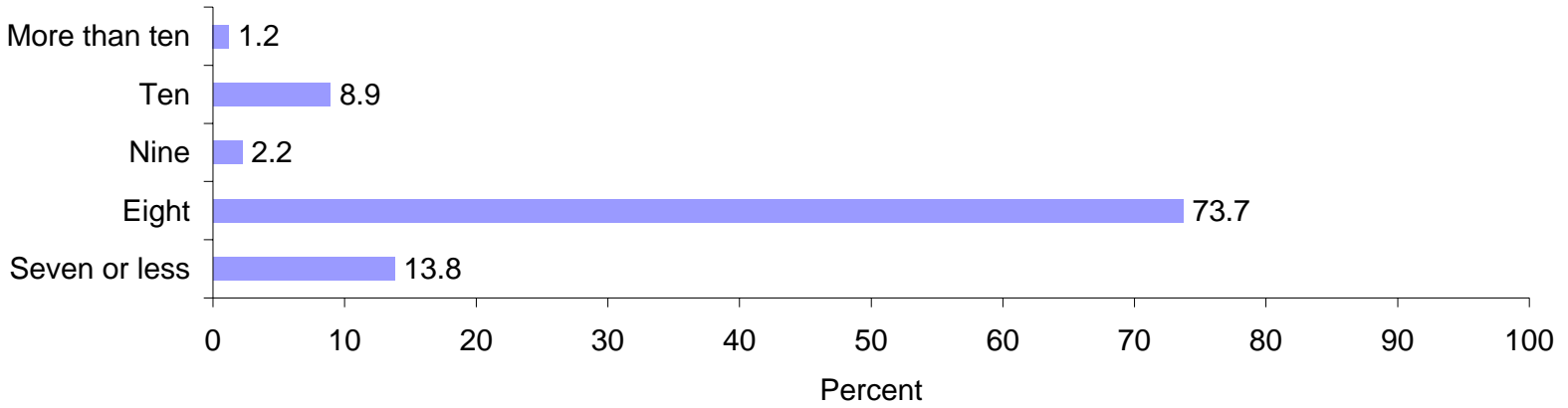
First enrolled at UIUC as:



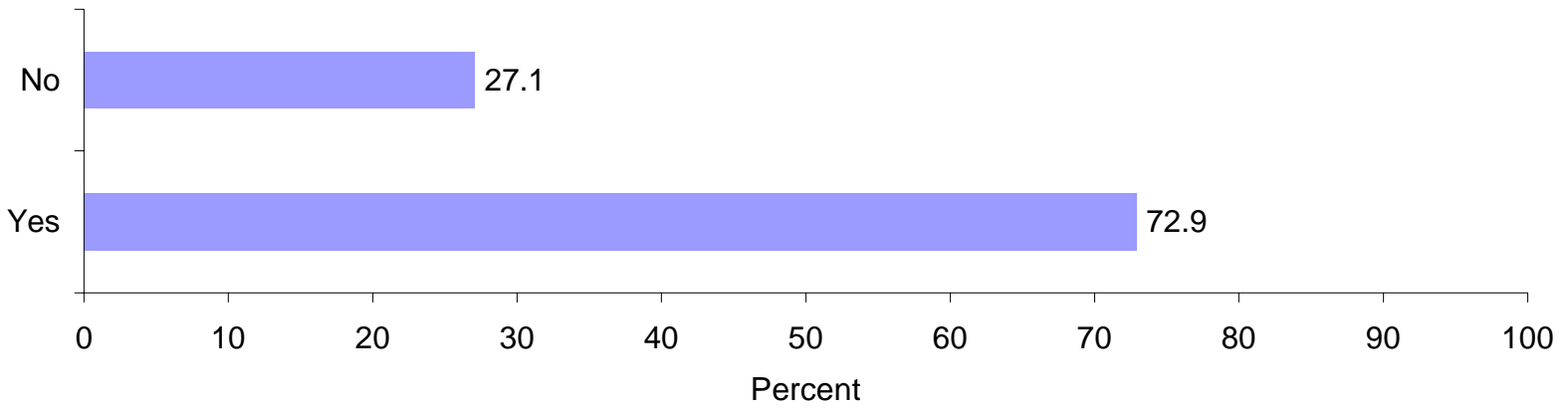
Number of times you changed major while at UIUC:



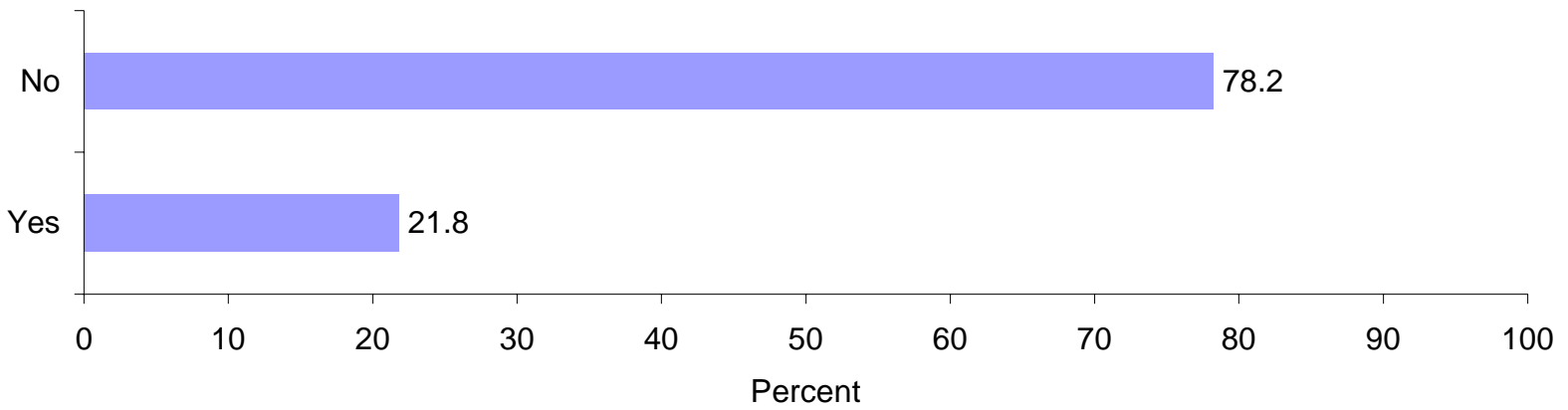
Number of semesters it took to complete degree:



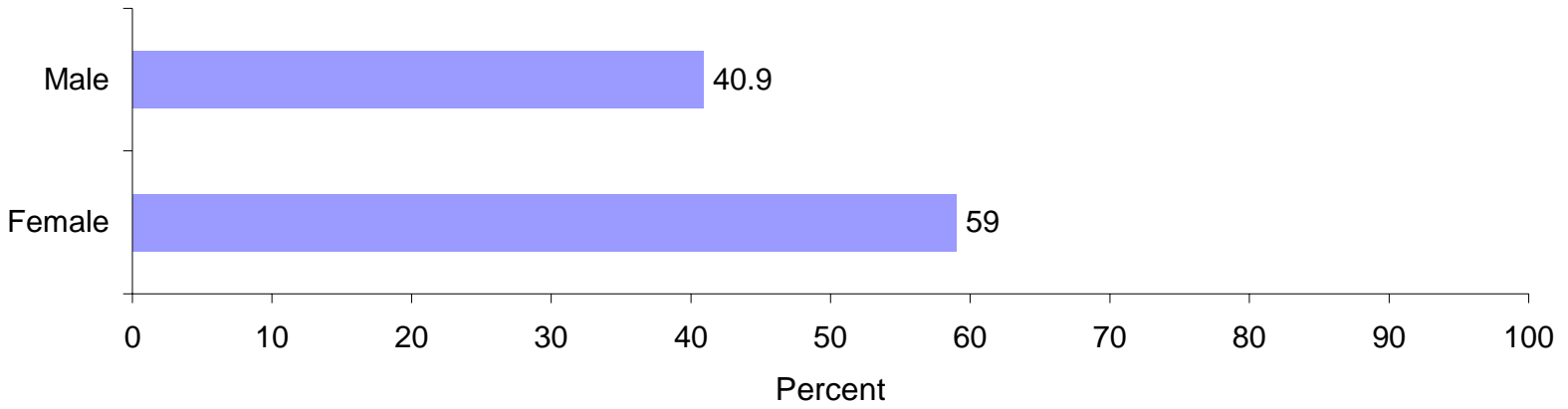
Did you participate in volunteer or community service work?



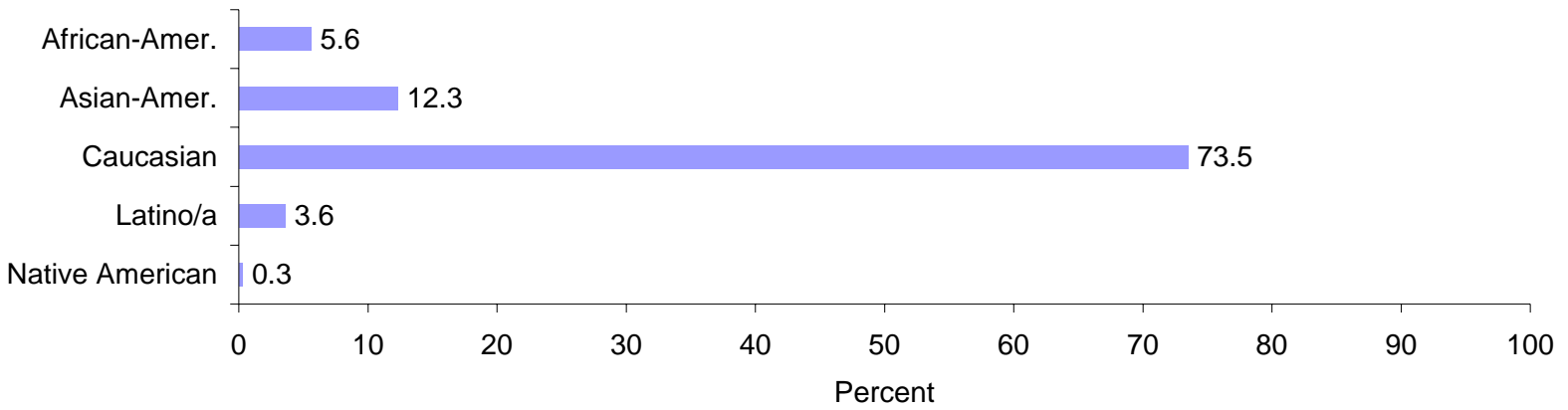
Did you seek personal counseling?



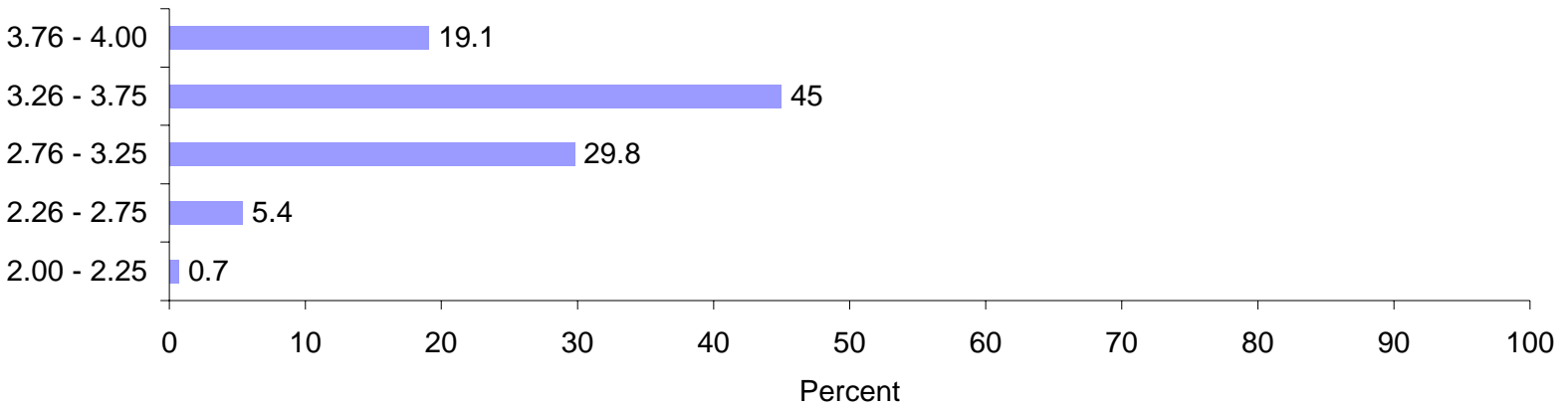
Gender:



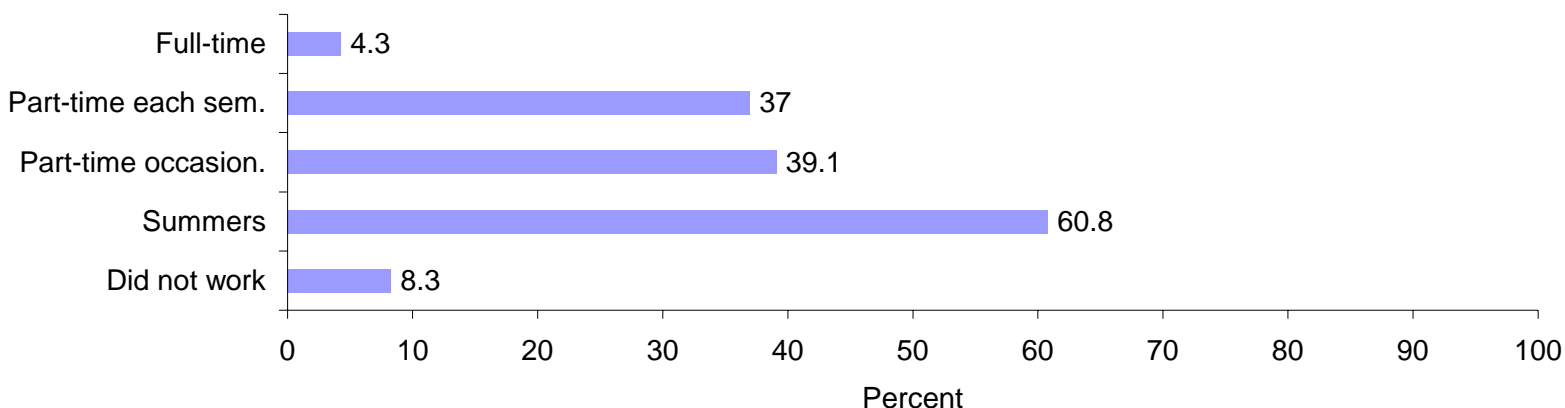
Ethnic Origin:



Approximate GPA:



Employment while undergraduate:



Satisfaction with Broad Aspects of the Undergraduate Experience

The survey asked about senior satisfaction in four broad categories, and then, in a brief fifth section, about the overall experience at UIUC. Students were asked to choose from a five-point Likert scale, ranging from one for lowest satisfaction to five for highest satisfaction. The broad categories were:

Teaching and educational environment included 20 questions on the quality of teaching and facilities, access to courses and faculty, class size, and teachers' evaluation of students.

Campus environment included 20 questions on racism, sexism, welcome, help, and atmosphere.

Self-assessment of entering and exiting abilities required students to assess their entering and exiting competency levels in 20 abilities, including writing, speaking, organizing time, and using technology.

Overall undergraduate experience included four questions: satisfaction with the overall educational experience at UIUC, attitude toward TOTAL experience at UIUC, attitude toward the respondent's major, and what the respondent would do given the chance to start all over again.

The categories were an organizational device, making it inadvisable to seek generalizations, such as "students were satisfied *overall* with the campus environment." Instead, the summary will attempt to point out noteworthy responses to individual questions. Before going into the categories individually, the average ratings for all teaching, educational, and campus items are presented below.

Teaching and Educational Environment

How satisfied are you with:	Mean	Frequency %				
		Satisfaction				
		<i>Low</i> 1	2	3	4	<i>High</i> 5
1. Quality of teaching by faculty in your major	4.0	1	5	16	49	30
2. Quality of teaching by faculty outside your major	3.6	1	6	32	51	10
3. Quality of teaching by TAs	3.3	3	15	41	35	6
4. Quality of laboratories and classrooms	3.4	3	13	36	39	8
5. Quality of academic program advising and information	3.3	18	17	27	30	17
6. Quality of career advising and information	3.3	17	14	33	31	15
7. Access to courses and course sections in major	3.9	3	8	19	39	31
8. Access to elective courses and course sections	3.3	5	17	32	34	14
9. Process of student evaluation of teaching	3.3	6	15	35	34	10
10. Class size at the 100 and 200 course level	3.3	6	17	34	32	11
11. Class size at the 300 course level	4.1	1	4	15	46	34
12. Overall educational philosophy of your major	3.9	2	7	20	44	27
13. Fairness of student performance evaluation procedures	3.8	1	6	22	51	20
14. Usefulness of student evaluation procedures assisting students to learn	3.5	3	12	33	42	11
15. Quantity of faculty office hours	3.7	2	7	25	43	23
16. Faculty members' presence during posted office hours	4.0	1	4	19	43	34
17. Accessibility of faculty in general	3.9	1	6	20	46	27
18. Communication between faculty and students regarding student needs and concerns	3.7	2	9	24	43	21
19. Library system as a whole (both service and collections)	4.2	1	3	15	40	41
20. Campus recreation (e.g., IMPE, "WIMPE," Ice Arena)	3.9	3	8	20	38	32

For all respondents, the items with the highest satisfaction ratings in this section were:

- 4.2:** Library system as a whole
- 4.1:** Class size at the 300 course level
- 4.0:** Faculty members' presence during posted office hours
- 4.0:** Quality of teaching by faculty in your major

For all respondents, the items with the lowest satisfaction ratings in this section were:

- 3.3:** Quality of career advising and information
- 3.3:** Class size at the 100 and 200 course level
- 3.3:** Process of student evaluation of teaching
- 3.3:** Quality of teaching by TAs
- 3.3:** Quality of academic program advising and information
- 3.3:** Access to elective courses and course sections

Campus Environment

How satisfied were you with the extent to which:	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
21. It was easy to meet and get to know other students	3.9	2	7	22	38	31
22. It was easy to get involved in student groups and activities	4.1	1	4	17	38	38
23. There was exposure to different student backgrounds and cultures	4.0	2	6	19	37	37
24a. The <u>classroom</u> environment was free from racist behavior	4.2	1	5	13	35	46
24b. The <u>classroom</u> environment was free from sexist behavior	4.1	1	5	16	36	41
25a. The <u>campus</u> environment was free from racism	3.7	5	11	24	34	27
25b. The <u>campus</u> environment was free from sexism	3.8	3	9	25	36	27
26a. The University appropriately addresses problems of racism	3.7	6	8	26	31	29
26b. The University appropriately addresses problems of sexism	3.8	3	8	29	32	29
27. There were faculty of different racial/ethnic groups	4.0	3	7	16	32	42
28. You felt you were welcome at UIUC	4.3	1	4	13	31	51
29. You had someone (University employee) that you could go to for help	3.7	7	11	21	28	33
30. The "University" cared about you	2.9	15	21	32	23	10
31. You felt safe on campus	3.9	1	7	23	43	26
32. Your instructors' uses of web-based course mgmt tools (for example, Illinois Compass, WebBoard, Mallard)	3.7	3	8	24	43	23

How valuable were:	Mean	Value				
		Little 1	2	3	4	Very 5
33. The existence of race/ethnic-specific academic programs (e.g., Afro-American Studies, Women's Studies)	2.9	22	16	27	20	15
34. The existence of race/ethnic-specific cultural and recreational activities	2.9	22	17	28	19	14
35. Your Discovery course(s) (if you took one)	3.2	17	9	33	20	21
36. Your courses taken to fulfill your General Education requirements	3.1	11	18	31	31	9
37. Your instructors' uses of web-based course mgmt tools (for example, WebCT, Blackboard, Mallard)	3.5	6	11	27	35	22

For all respondents, the items with the highest satisfaction ratings in this section were:

- 4.3:** You felt that you were welcome at UIUC
- 4.2:** The classroom environment was free from racist behavior

For all respondents, the items with the lowest satisfaction (or value) ratings in this section were:

Satisfaction

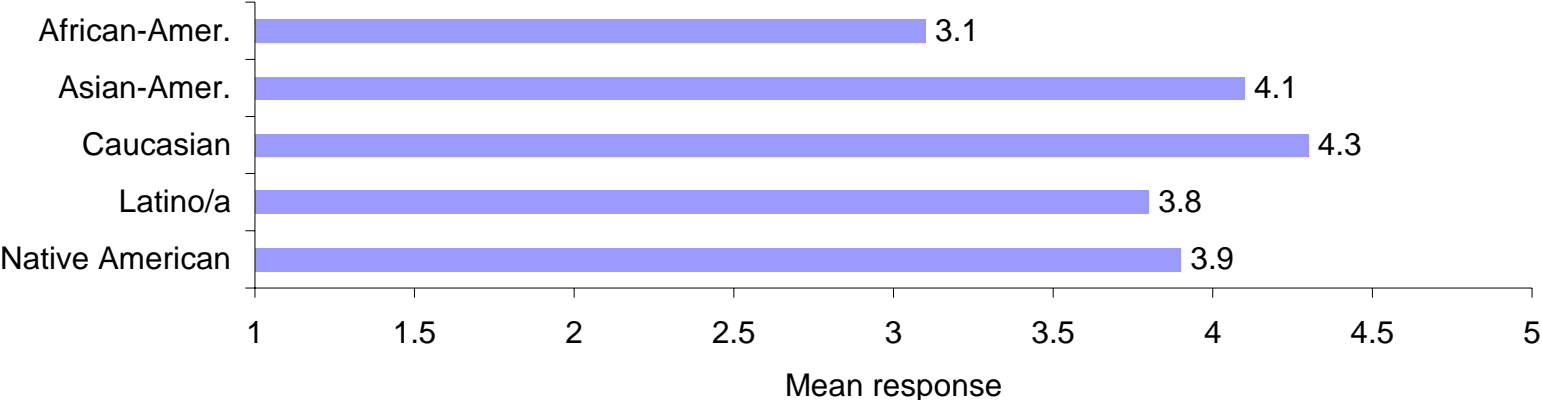
- 2.9:** The "University" cared about you

Value

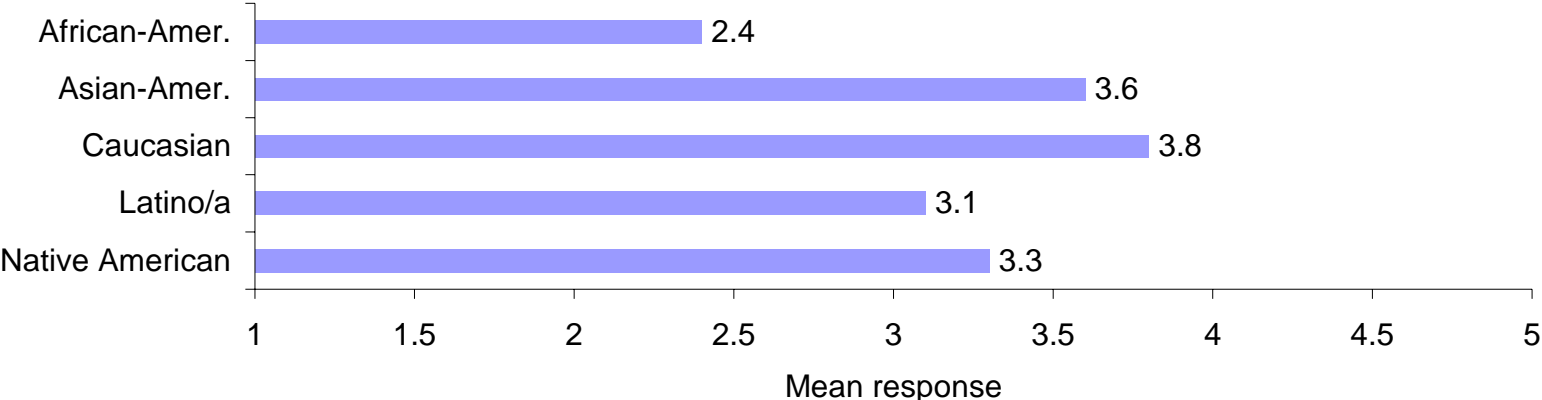
- 2.9:** The existence of race/ethnic-specific cultural and recreational activities
- 2.9:** The existence of race/ethnic-specific academic programs

There was a noticeable difference between the ratings on the items asking if the classroom was free from racist behavior (4.2) and if the campus was free from racism (3.7). The graphs below show some of the variation by ethnic background on these questions. Caucasian students rated the value of having race/ethnic programs and activities lower than did students in the other ethnic groups, with African-American students giving the highest ratings. (Please note, as previously indicated, that survey respondents underrepresented African-American and Latino/a respondents. The number of respondents by ethnic origin is 1,802 Caucasian, 302 Asian-American, 136 African-American, 89 Latino/a, and seven Native Americans.) Women continue to rate items on the existence of sexism in the classroom and on campus lower than did men.

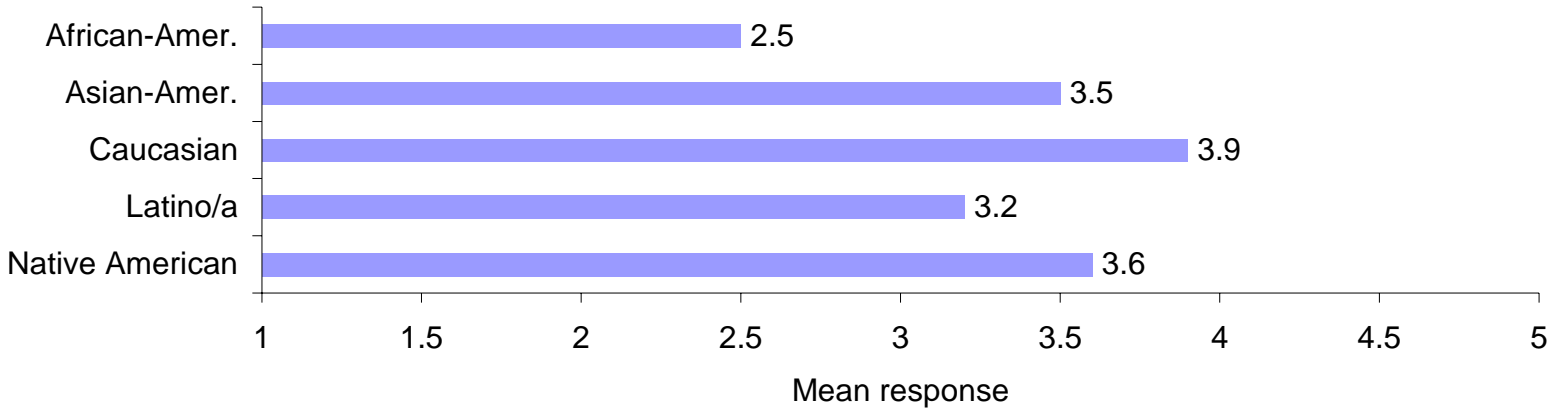
24a. The classroom environment was free from racist behavior.



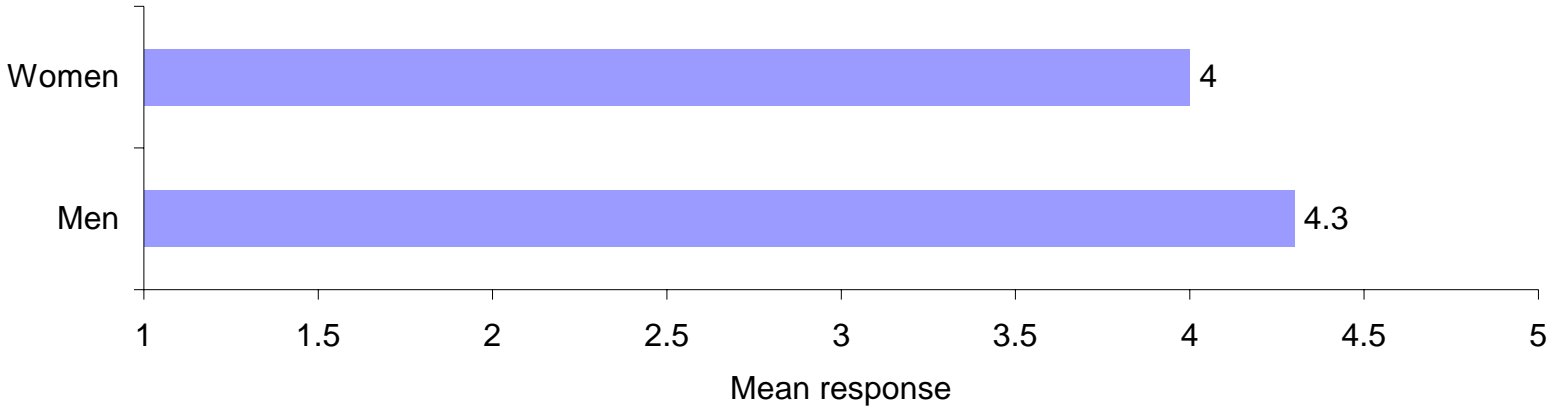
25a. The campus environment was free from racism.



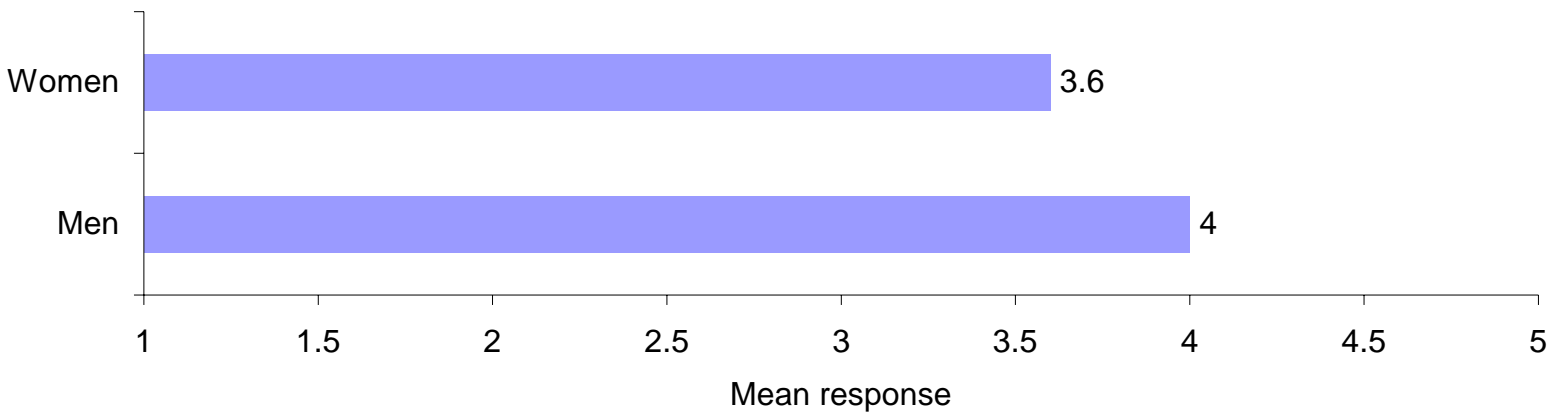
26a. The University appropriately addresses problems of racism.



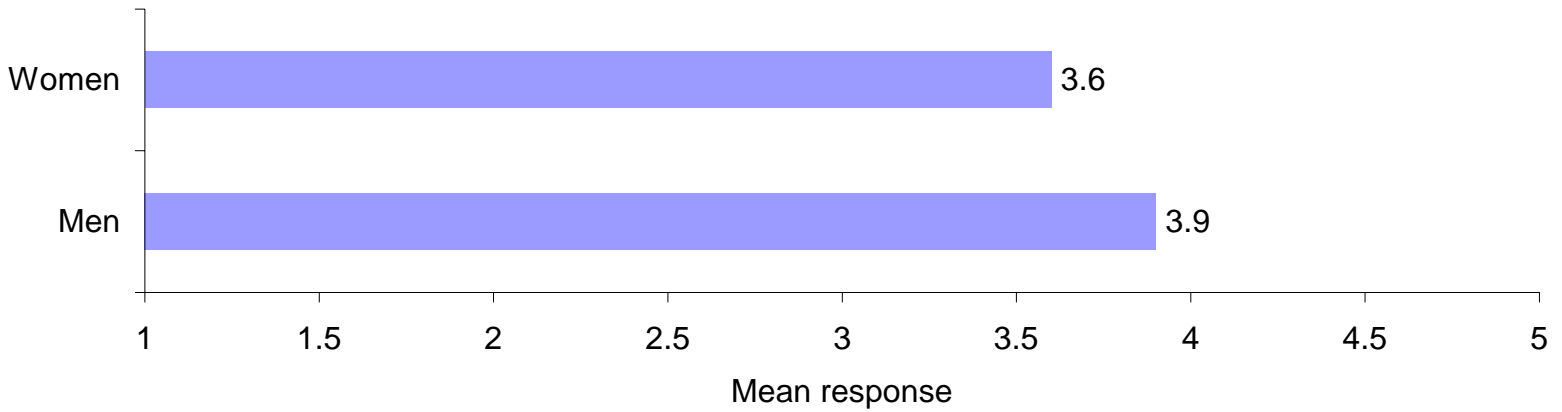
24b. The classroom environment was free from sexist behavior.



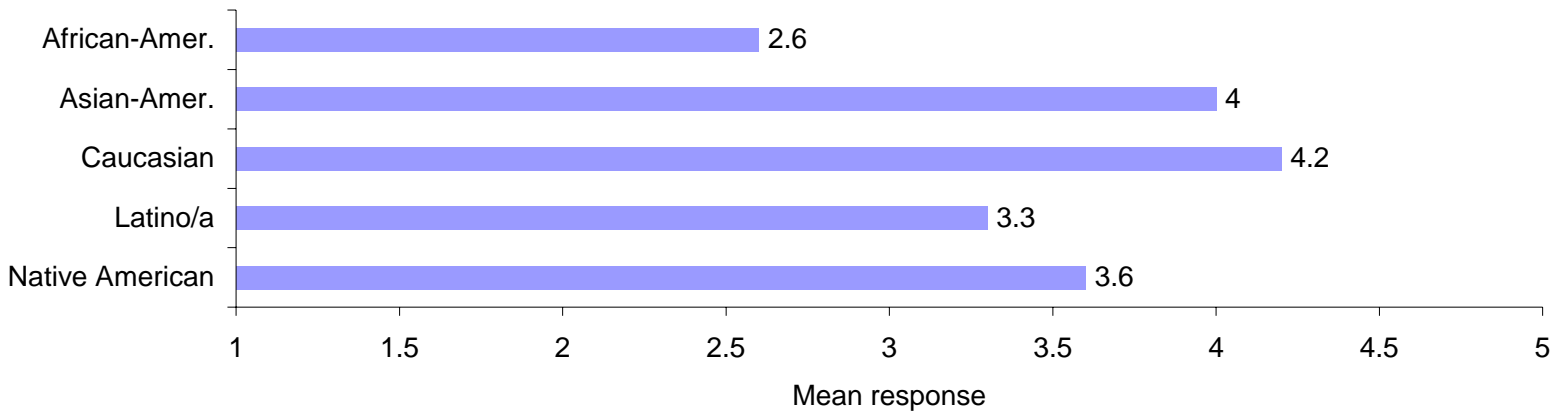
25b. The campus environment was free from sexism.



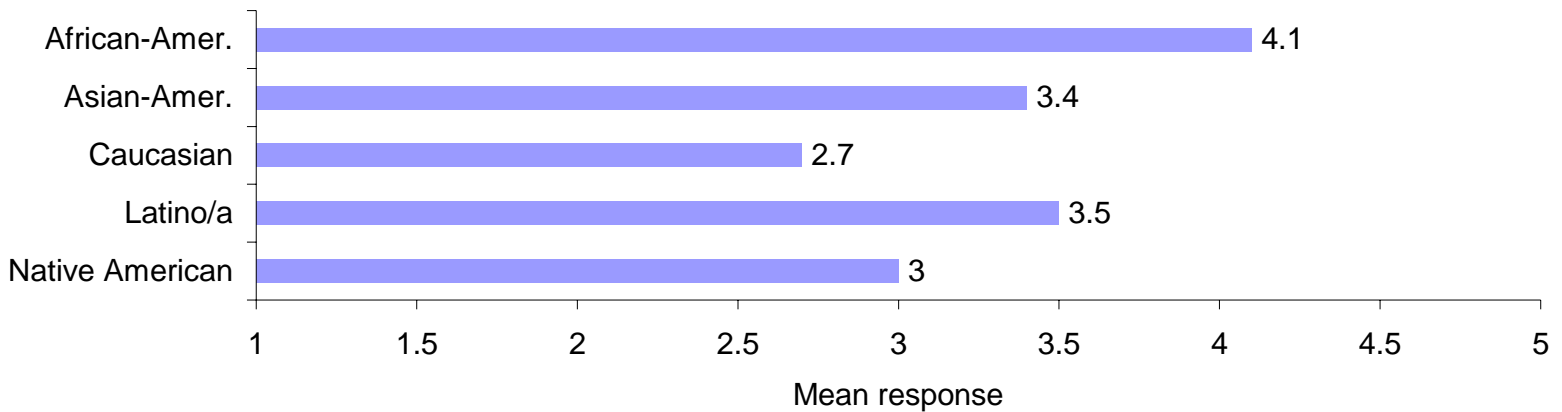
26b. The University appropriately addresses problems of sexism.



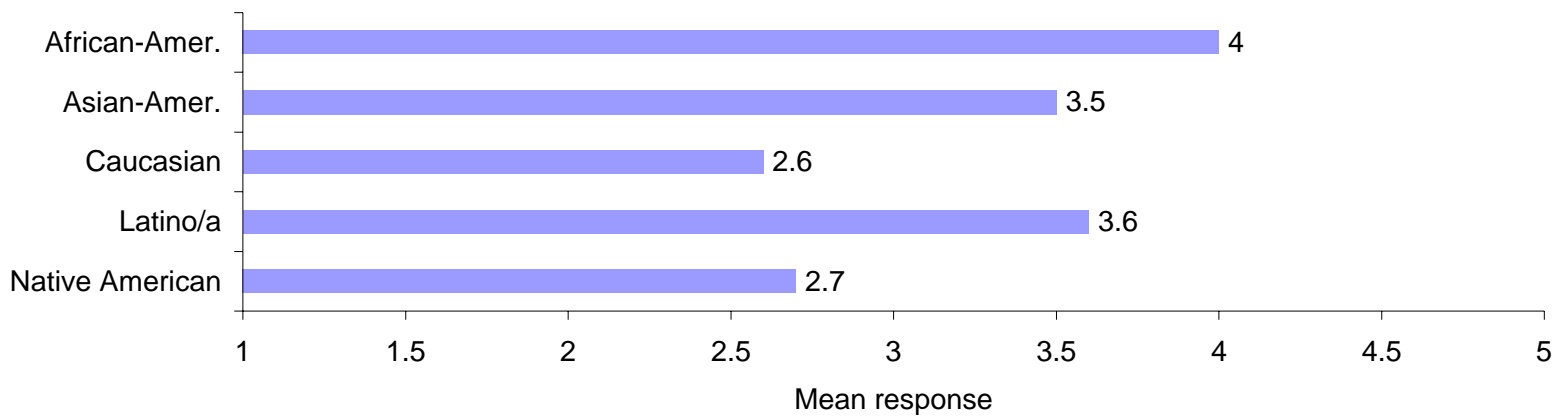
27. There were faculty of different racial/ethnic groups.



33. How valuable were the existence of race/ethnic-specific academic programs (e.g., Afro-American Studies, Women's Studies)?



34. How valuable were the existence of race/ethnic-specific cultural and recreational activities?



Self-Assessment of Entering and Exiting Abilities

Entering competency level					Mean	Ability to:	Mean	Exiting competency level				
Very Weak (1)	(2)	(3)	(4)	Very Strong (5)				Very Weak (1)	(2)	(3)	(4)	Very Strong (5)
2	12	37	36	14	3.5	38. Write effectively	4.2	0	2	11	51	36
2	16	42	30	10	3.3	39. Speak effectively	4.2	0	2	14	50	35
1	13	44	31	11	3.4	40. Create original ideas and/or products	4.2	0	1	13	50	35
1	11	44	33	10	3.4	41. Draw conclusions after weighing evidence, facts, and ideas	4.4	0	0	7	47	46
1	13	42	34	10	3.4	42. Locate, screen, and organize information	4.3	0	0	9	45	45
4	16	32	28	20	3.4	43. Understand and appreciate cultural and ethnic differences	4.3		1	11	36	50
1	9	38	39	13	3.5	44. Problem solving skills	4.3	0	1	8	46	45
2	10	34	34	20	3.6	45. Get along with people whose attitudes and opinions are different from mine	4.3	1	2	10	44	43
4	13	29	28	25	3.5	46. Appreciate fine arts, music, and literature	4.1	2	5	18	31	44
2	15	39	30	14	3.2	47. Effectively use technology	4.4	0	1	9	42	48
18	25	32	17	9	2.7	48. Communicate in a language other than English	2.9	16	23	29	19	13
3	19	47	25	7	3.1	49. Understand and apply scientific principles and methods	3.8	2	8	26	36	28
4	15	42	30	10	3.3	50. Understand and apply mathematical reasoning	3.7	3	9	30	35	23
1	7	32	39	22	3.7	51. Understand values and ethical standards	4.3	0	1	12	43	43
1	8	32	39	19	3.7	52. Work cooperatively in groups	4.3	1	2	10	40	47
2	10	32	32	24	3.6	53. Learn on my own	4.5	0	1	6	32	61
4	65	35	29	16	3.4	54. Organize my time effectively	4.2	1	4	14	36	44
						55. Demonstrate competency in my chosen field	4.2	0	2	11	47	40
						56. Seek and obtain employment	3.9	3	6	20	36	35
						57. Understand the impact of my field on the global/societal context	4.2	1	3	15	38	42

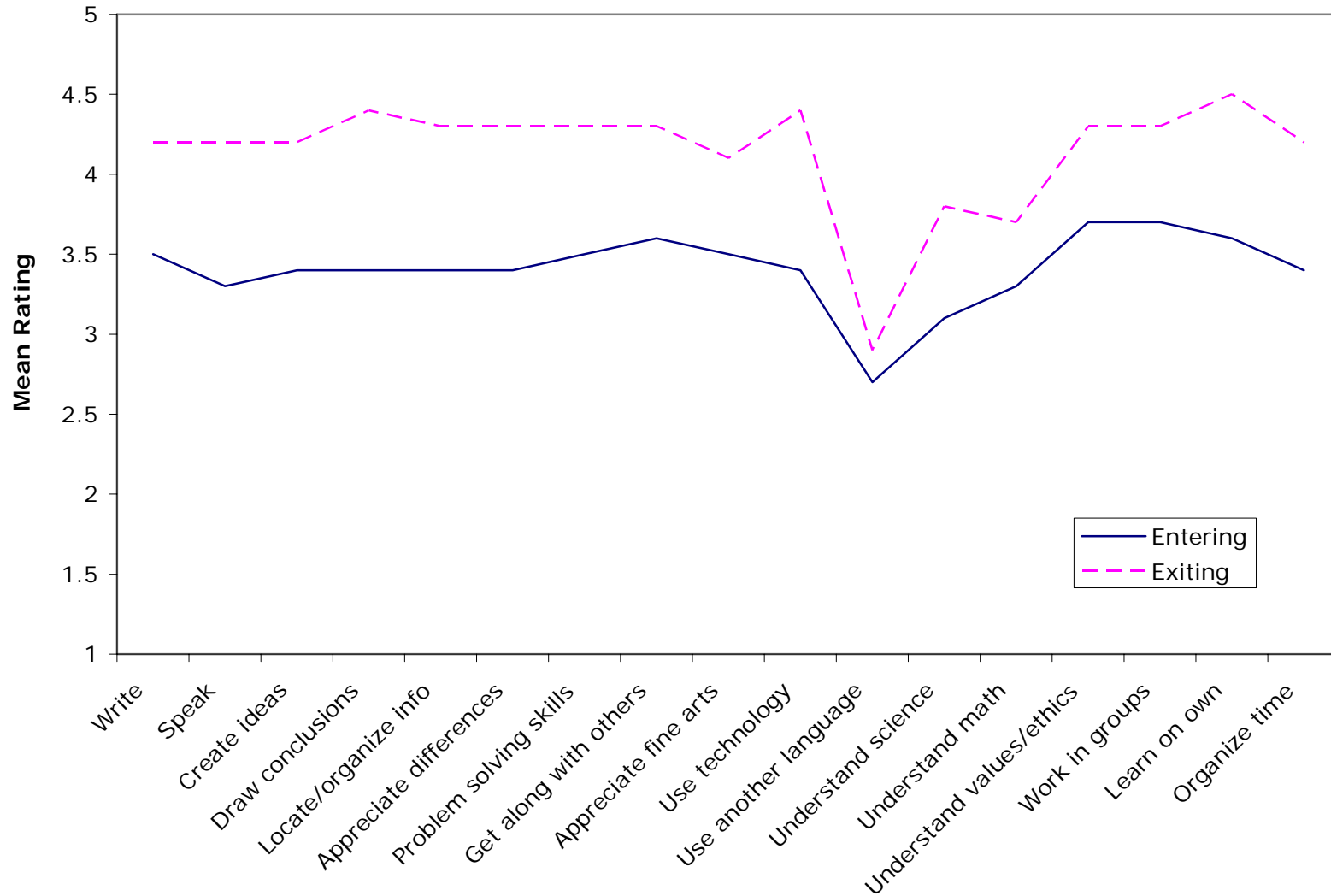
The respondents reported increases in their entering competency levels for all of the abilities. The abilities with the greatest difference between entering and exiting competency levels were:

- 1.2 Effectively use technology (e.g., computers, high tech equipment)
- 1.0 Draw conclusions after weighing evidence, facts, and ideas
- .9 Locate, screen, and organize information
- .9 Learn on my own
- .9 Speak effectively
- .9 Understand and appreciate cultural and ethnic differences

2005 Exiting and Entering Skill Ratings by Gender

Females			Males			Ability
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	
3.5	4.3	.8	3.4	4.1	.7	Write effectively
3.3	4.2	.9	3.3	4.1	.8	Speak effectively
3.4	4.2	.8	3.3	4.2	.9	Create original ideas
3.4	4.3	.9	3.4	4.4	1.0	Draw conclusions
3.4	4.4	1.0	3.3	4.3	1.0	Locate/organize info
3.4	4.5	1.1	3.5	4.1	.6	Understand and appreciate cultural differences
3.5	4.3	.8	3.5	4.6	1.1	Problem solving skills
3.6	4.3	.7	3.7	4.2	.5	Get along with others
3.7	4.2	.5	3.3	3.8	.5	Appreciate fine arts
3.3	4.4	1.1	3.5	4.3	.8	Use technology
2.8	2.9	.1	2.7	3.0	.3	Use another language
3.0	3.7	.7	3.3	4.0	.7	Understand science
3.2	3.5	.3	3.4	3.9	.5	Understand math
3.8	4.3	.5	3.6	4.2	.6	Understand values/ethics
3.8	4.4	.6	3.5	4.3	.8	Work in groups
3.7	4.5	.8	3.6	4.5	.9	Learn on own
3.5	4.3	.8	3.2	4.1	.9	Organize time effectively
-	4.2	-	-	4.2	-	Demonstrate competency
-	3.9	-	-	4.2	-	Seek/obtain employment
-	4.2	-	-	4.1	-	Understand context

Comparison of Entering and Exiting Abilities



About Working with an Instructor on a Research Study

58. Have you worked with a professor or graduate student on a research study outside a regular class assignment?

Participation in Undergraduate Research Projects: Participants by College

	<u>N</u>	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>COM</u>	<u>LAS</u>	<u>ALS</u>	<u>AVIA</u>	<u>??</u>
Participated	874	115	34	10	174	36	23	390	79	3	10
Didn't want to	633	72	85	19	141	27	33	199	44	8	5
Didn't realize they could	353	36	64	18	34	44	25	117	10	2	3
Couldn't find faculty to do so	193	14	18	2	84	7	2	56	7	0	3
Not encouraged by program	386	21	75	41	13	56	30	122	15	4	9
TOTAL N	2,439	259	276	90	451	170	113	889	156	17	30

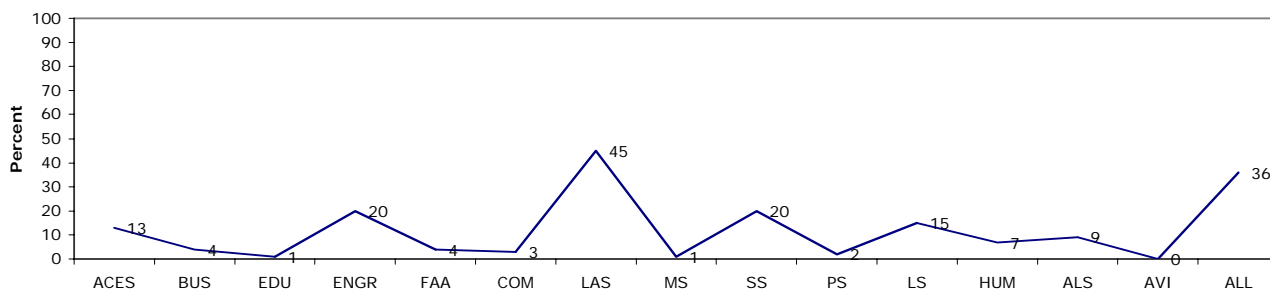
Participation in Undergraduate Research Projects: Percent of Participation Within College

	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>COM</u>	<u>LAS</u>	<u>ALS</u>	<u>AVIA</u>	<u>??</u>	<u>ALL</u>
Participated	44	12	11	39	21	21	44	51	18	33	36
Didn't want to	28	31	21	32	16	16	22	28	47	17	26
Didn't realize they could	14	23	20	8	26	26	13	6	12	10	15
Couldn't find faculty to do so	5	7	2	19	4	4	6	5	0	10	8
Not encouraged by program	8	27	46	3	33	33	14	10	24	30	16
	99	100	100	101	100	100	99	100	101	100	101

Participation in Undergraduate Research Projects: Percent of Participation Across Colleges

	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>COM</u>	<u>LAS</u>	<u>ALS</u>	<u>AVIA</u>	<u>??</u>	<u>ALL</u>
Participated	13	4	1	20	4	3	45	9	0	1	100
Didn't want to	11	13	3	22	4	5	31	7	1	1	98
Didn't realize they could	10	18	5	10	13	7	33	3	1	1	101
Couldn't find faculty to do so	7	9	1	44	4	1	29	4	0	2	101
Not encouraged by program	5	19	11	3	15	8	32	4	1	2	100

Percent of Seniors Participating in UG Research by College



(MS=Math Sciences within LAS, SS=Social Sciences within LAS, PS=Physical Sciences within LAS, LS=Life Sciences within LAS, HUM=Humanities within LAS)

59. What type of work did you perform? (of 874 students participating)

Type of Work Performed in Undergraduate Research Projects: Percents Within Colleges

	<u>N</u>	<u>ALL</u>	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>COM</u>	<u>LAS</u>	<u>ALS</u>	<u>AVIA</u>
Lab work	586	67%	77	24	20	81	22	39	70	61	33
Field work	232	27	57	12	40	8	31	35	25	33	0
Library searches	210	24	19	32	0	21	22	35	26	24	0
Reading/summarizing	258	30	19	35	10	26	36	44	32	32	0
Research studies											
Other	133	15	9	53	30	14	33	30	15	9	67

60. Who supervised your research?

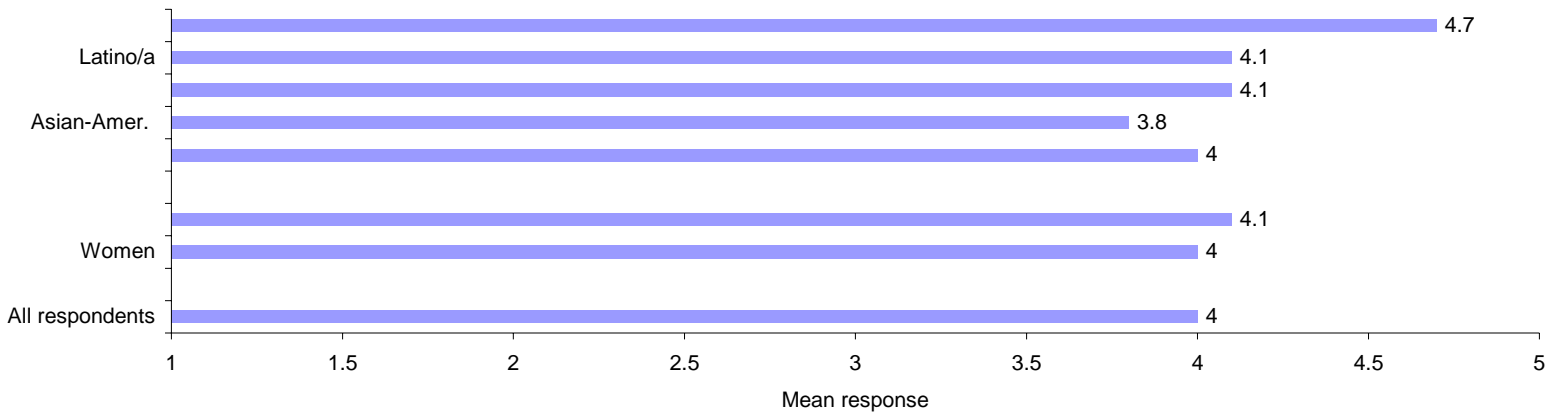
Individual Worked with in Undergraduate Research Projects: Percents Within Colleges

	<u>N</u>	<u>ALL</u>	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>COM</u>	<u>LAS</u>	<u>ALS</u>	<u>AVIA</u>
Faculty member	635	73	70	65	40	75	92	91	71	77	0
Graduate student	239	28	30	35	60	25	8	9	30	23	100

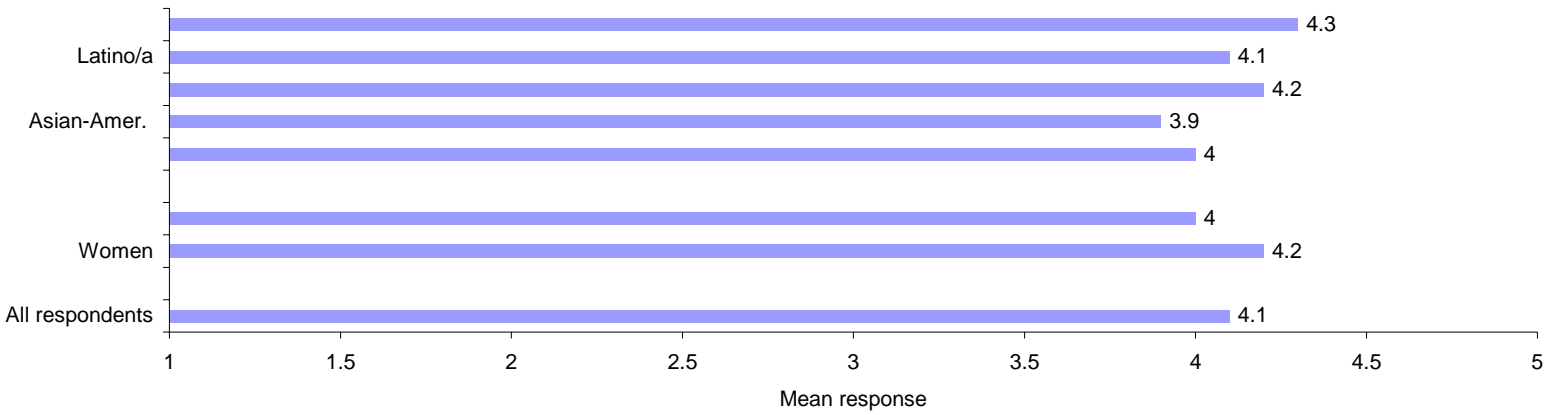
Overall Undergraduate Experience

How satisfied were you with:	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
61. Your major at UIUC	4.0	3	6	15	37	39
62. Your overall educational experience at UIUC	4.1	1	4	13	46	36
63. Your TOTAL experience at UIUC	4.3	1	3	11	34	51
64. If you could start all over again, would you:						
- attend UIUC again?	87%					
- attend another institution?	13%					
- not attend college?	0%					
65. If you could start all over again, would you:						
- take same major?	60%					
- take related major?	21%					
- take different major?	20%					

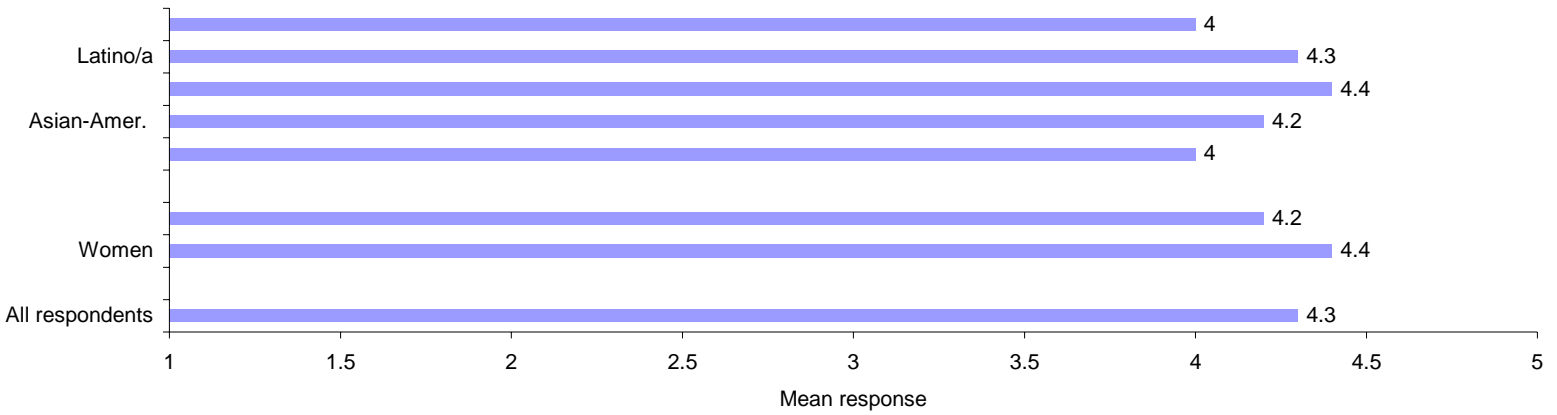
61. How satisfied were you with your major at UIUC?



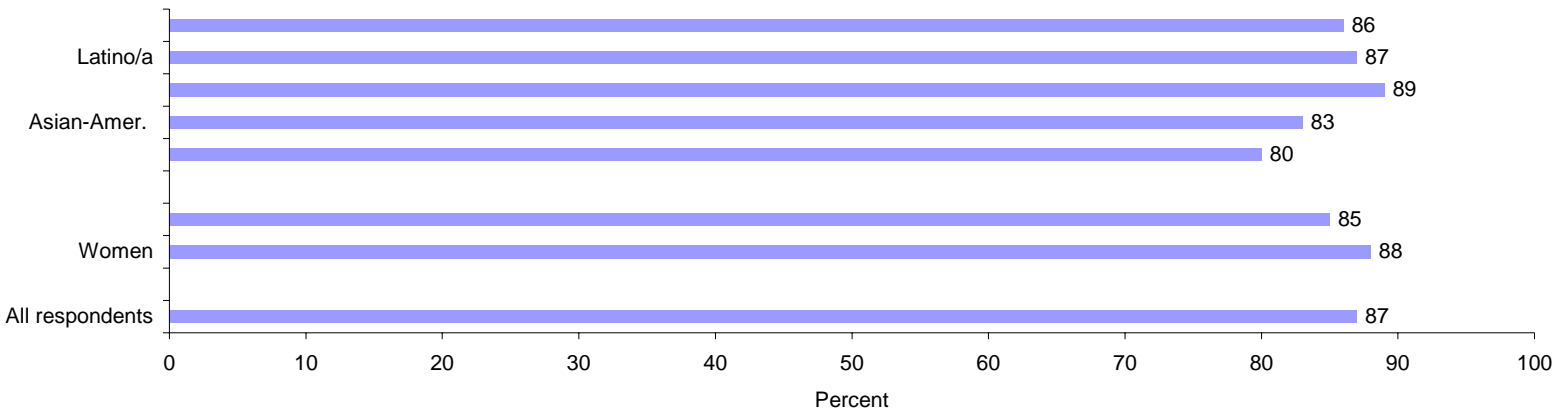
62. How satisfied were you with your overall educational experience at UIUC?



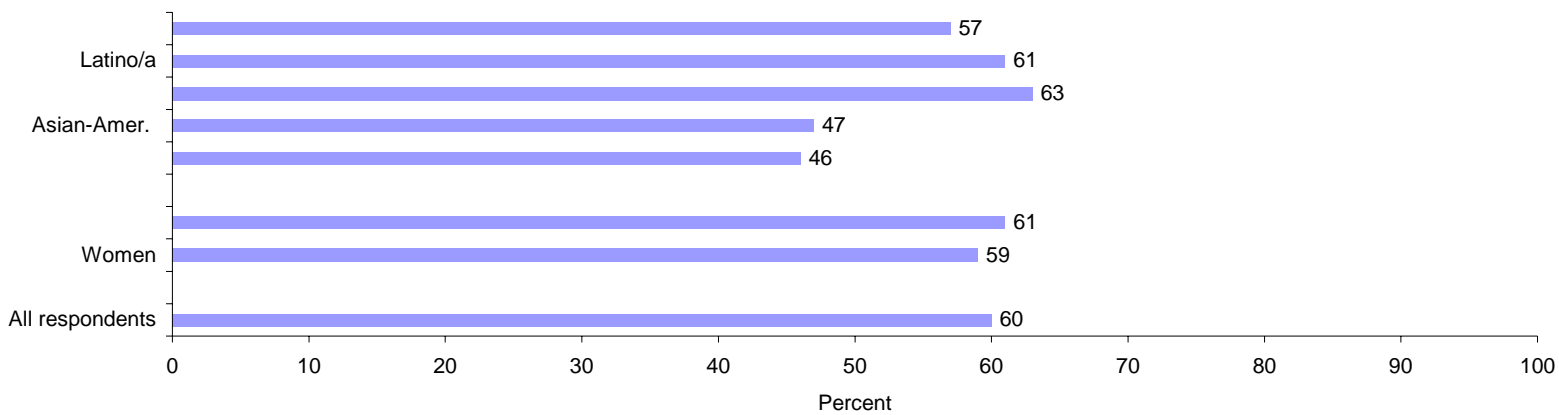
63. How satisfied were you with your TOTAL experience at UIUC?



64. If you could start all over again, would you attend UIUC again? (percent indicating yes):



65. If you could start all over again, would you take the same major? (percent indicating yes):



Open-Ended Question #1

Aspects of the University that were most helpful to your pursuit of an education

Of the 2,453 graduating seniors responding to the Senior Survey, 1,603 (65%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 16 students.)

<u>Comment</u>	<u>% of responses</u>
1. Excellence of faculty and TAs	17
2. Advisors	11
3. Helpfulness and accessibility of faculty	11
4. Facilities and resources	10
5. Excellence of college/department/program	8
6. Variety of course offerings	8
7. Libraries	8
8. Peers and other students	8
9. Extracurricular activities and organizations	6
10. Vast amount of opportunities	6
11. Access to technology	5
12. Cultural diversity	4
13. Helpfulness and accessibility of TAs	4
14. Career Center	4
15. Reputation of university	2
16. Size of campus	2
17. Small class size	2

Open-Ended Question #2

Aspects of the University that were obstacles to your pursuit of an education

Of the 2,453 graduating seniors responding to the Senior Survey, 1,606 (66%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 16 students.)

<u>Comment</u>	<u>% of responses</u>
1. Difficulty in getting desired courses	12
2. Poor teaching by professors (too much emphasis on research)	11
3. Poor or non-existent academic advising	11
4. Classes too large	10
5. Professors/TAs not caring/helpful	9
6. General Education requirements	8
7. University too large (felt like a number)	8
8. Couldn't understand foreign TAs and professors	7
9. None	7
10. Diversity issues	6
11. Program quality	6
12. Poor teaching by TAs	4
13. Difficult to take courses between colleges or transfer between colleges	4
14. Too much bureaucracy/red tape	4
15. Costs	3
16. Poor labs and classroom facilities	3

Open-Ended Question #3

If you worked on a research study with an instructor outside a regular class assignment, describe what you “got out of the experience.”

Of the 2,453 graduating seniors responding to the Senior Survey, 664 (27%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 7 students.)

<u>Comment</u>	<u>% of responses</u>
1. Learned how to do research	18
2. Gained “real-life,” hands-on experience in my field	17
3. Gained some “specific” knowledge, e.g., statistics, computers	11
4. Worked closely with a professor	9
5. Learned how to work (follow schedule, meet deadlines)	7
6. Saw what it takes to be a graduate student	7
7. Learned how to work in a lab	7
8. It was a good experience	7
9. Helped steer my career path	7
10. Didn’t gain much at all	6
11. Saw real world applications of knowledge learned in class	5
12. Made me appreciate the value of research	4
13. Learned how to work independently	4
14. Learned how to work as a team	2
15. Gained confidence	2
16. Gave me a faculty recommendation	2
17. “I wish I had the opportunity”	2

COMPARISON TO PREVIOUS YEARS – Demographics of Respondents

This section of the report will compare 2005 Senior Survey results to responses recorded in previous years.

Satisfaction with Broad Aspects of the Undergraduate Experience

Following is a listing of item mean scores for common items administered in previous years. Thirty-three of the 43 items matched or surpassed their highest satisfaction ratings ever. Several items had +.2 or higher ratings from the previous year, including those regarding racism and sexism, feeling safe on campus and campus recreation. Only three items had lower ratings from the previous year (#32, #36, and #37).

<u>2005</u>	<u>2004</u>	<u>2003</u>	<u>2002</u>	<u>1990</u>	
4.0	4.0	4.0	4.0	3.8	1. Quality of teaching by faculty in your major
3.6	3.6	3.5	3.5	3.5	2. Quality of teaching by faculty outside your major
3.3	3.3	3.3	3.3	3.2	3. Quality of teaching by TAs
3.4	3.3	3.4	3.4	3.3	4. Quality of laboratories and classrooms
3.3	3.3	3.2	3.1	-	5. Quality of academic program advising and information
3.3	3.2	3.1	3.0	-	6. Quality of career advising and information
3.9	3.8	3.8	3.8	3.8	7. Access to courses and course sections in major
3.3	3.3	3.2	3.2	3.5	8. Access to elective courses and course sections
3.3	3.2	3.2	3.1	3.2	9. Process of student evaluation of teaching
3.3	3.2	3.3	3.2	2.9	10. Class size at the 100 and 200 course level
4.1	4.1	4.1	4.1	3.9	11. Class size at the 300 course level
3.9	3.8	3.8	3.8	3.7	12. Overall educational philosophy of major
3.8	3.8	3.8	3.8	3.7	13. Fairness of student performance evaluation procedures
3.5	3.4	3.4	3.4	3.1	14. Usefulness of evaluation procedures to learning
3.8	3.7	3.8	3.7	-	15. Quantity of faculty office hours
4.0	4.0	4.1	4.0	-	16. Faculty members' presence during posted office hours
3.9	3.9	3.9	3.8	-	17. Accessibility of faculty in general
3.7	3.7	3.7	3.6	-	18. Communication between faculty and students
4.2	4.1	4.1	4.1	-	19. Library system as a whole
3.9	3.7	3.9	3.9	-	20. Campus recreation (e.g., IMPE, WIMPE, Illini Union)
3.9	3.8	3.9	3.8	3.8	21. Easy to meet and get to know other students
4.1	4.0	4.0	4.0	3.7	22. Easy to get involved in student groups, activities
4.0	3.9	3.9	3.9	3.5	23. Exposure to different backgrounds and cultures
4.2	4.1	4.2	4.1	4.0	24a. <u>Classroom</u> environment free from racist behavior
4.1	4.0	4.1	4.0	3.8	24b. <u>Classroom</u> environment free from sexist behavior
3.7	3.5	3.5	3.5	2.9	25a. <u>Campus</u> environment free from racism
3.8	3.6	3.7	3.6	3.0	25b. <u>Campus</u> environment free from sexism
3.7	3.5	3.7	3.5	3.2	26a. University appropriately addresses racism
3.8	3.6	3.7	3.6	3.2	26b. University appropriately addresses sexism
4.0	3.9	4.0	3.9	-	27. There were faculty of different racial/ethnic groups
4.3	4.1	4.2	4.2	3.8	28. Felt that you were welcome at UIUC
3.7	3.6	3.6	3.5	3.1	29. Had someone you could go to for help
2.9	2.8	2.8	2.7	2.3	30. "University" cared about you
3.9	3.6	3.8	3.8	3.3	31. You felt safe on campus
3.7	3.8	-	-	-	32. Your instructors' use of web-based course mgmt tools
2.9	2.8	2.8	2.7	-	33. The existence of racial/ethnic-specific academic programs
2.9	2.8	2.7	2.6	-	34. The existence of racial/ethnic-specific activities
3.2	3.2	3.1	3.0	-	35. Your Discovery course(s)
3.1	3.3	-	-	-	36. Your courses taken to fulfill your General Education Req.
3.6	3.7	-	-	-	37. Your instructors' use of web-based course mgmt tools
4.0	4.0	4.1	3.9	3.9	61. Please rate your major at UIUC
4.1	4.0	4.1	4.0	3.9	62. Your overall educational experience at UIUC
4.3	4.2	4.3	4.2	3.8	63. Your TOTAL experience at UIUC

Student Ratings of Entering and Exiting Abilities

The students' ratings of their exiting abilities are significantly higher than their entering ratings in all years the items were used. The average rating increase across abilities was +.7 in 2005, which was about the same as previous years. Two abilities (underlined) reported entering/exiting gains of at least one rating point.

2005			2004			1996			Ability
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	
3.5	4.2	.7	3.5	4.2	.7	3.5	4.1	.6	Write effectively
3.3	4.2	.9	3.3	4.1	.8	3.2	4.0	.8	Speak effectively
3.4	4.2	.8	3.4	4.1	.7	3.5	4.0	.5	Create original ideas
3.4	4.4	<u>1.0</u>	3.3	4.3	<u>1.0</u>	3.6	4.3	.7	Draw conclusions
3.4	4.3	.9	3.4	4.3	.9	3.5	4.3	.8	Locate/organize info
3.4	4.3	.9	3.4	4.2	.8	3.2	4.0	.8	Appreciate differences
3.5	4.3	.8	3.5	4.3	.8	-	-	-	Problem solving skills
3.6	4.3	.7	3.6	4.2	.6	3.5	4.1	.6	Get along with others
3.5	4.1	.6	3.5	4.0	.5	3.4	3.9	.5	Appreciate fine arts
3.4	4.4	<u>1.0</u>	3.2	4.3	<u>1.1</u>	2.8	4.2	<u>1.4</u>	Use technology
2.7	2.9	.2	2.7	2.8	.1	2.6	2.6	0	Use another language
3.1	3.8	.7	3.1	3.7	.6	3.2	3.8	.6	Understand science
3.3	3.7	.4	3.2	3.6	.4	3.3	3.7	.4	Understand math
3.7	4.3	.6	3.7	4.2	.5	-	-	-	Understand values/ethics
3.7	4.3	.6	3.6	4.3	.7	3.6	4.3	.7	Work in groups
3.6	4.5	.9	3.6	4.5	.9	3.8	4.5	.7	Learn on own
3.4	4.2	.8	3.3	4.1	.8	3.4	4.2	.8	Organize time effectively
-	4.2	-	-	4.2	-	-	4.3	-	Demonstrate competency
-	3.9	-	-	3.8	-	-	4.0	-	Seek/obtain employment
-	4.2	-	-	4.1	-	-	-	-	Understand context

Satisfaction with the Campus Environment

The tables below show response pattern changes for respondents with different ethnic backgrounds to several questions regarding racism on campus and in the classroom. Similar to past years, African-American students continue to give the lowest ratings.

24a. The classroom environment was free from racist behavior:

	2005	2004	2003	2002	2001	1990
Caucasian	4.3	4.3	4.3	4.3	4.3	4.0
Asian-American	4.1	3.8	4.0	3.9	3.9	3.8
African-American	3.1	2.9	3.0	3.0	2.9	2.6
Latino/a	3.8	3.7	3.8	3.7	3.7	3.7
Native American	3.9	4.0	-	4.2	-	-

25a. The campus environment was free from racism:

	2005	2004	2003	2002	2001	1990
Caucasian	3.8	3.6	3.6	3.7	3.5	2.9
Asian-American	3.6	3.3	3.4	3.3	3.2	2.7
African-American	2.4	2.2	2.4	2.5	2.3	2.0
Latino/a	3.1	3.2	3.1	3.1	3.0	2.6
Native American	3.3	3.8	-	3.6	-	3.0

26a. The University appropriately addresses problems of racism:

	2005	2004	2003	2002	2001	1990
Caucasian	3.5	3.6	3.8	3.7	3.6	3.3
Asian-American	3.9	3.3	3.5	3.3	3.1	2.9
African-American	2.5	2.3	2.7	2.5	2.2	2.5
Latino/a	3.2	3.1	3.4	3.1	2.9	3.2
Native American	3.6	3.7	-	3.6	-	-

Men and women students continue to differ in their responses to the questions regarding sexism and sexist behavior on campus and in the classroom. Women respondents are less satisfied than men respondents.

24b. The classroom environment was free from sexist behavior:

	2005	2004	2003	2002	2001	1990
Women	4.0	3.9	4.0	3.9	3.9	3.6
Men	4.3	4.2	4.2	4.2	4.2	3.9

25b. The campus environment was free from sexism:

	2005	2004	2003	2002	2001	1990
Women	3.6	3.5	3.6	3.4	3.4	2.9
Men	4.0	3.8	3.8	3.8	3.7	3.2

26b. The University appropriately addresses problems of sexism:

	2005	2004	2003	2002	2001	1990
Women	3.6	3.5	3.7	3.5	3.5	3.2
Men	3.9	3.8	3.8	3.8	3.7	3.3

Satisfaction with Overall Undergraduate Experience

The tables below compared student satisfaction ratings by ethnic background and gender. Despite the high overall ratings, the African-American and Asian-American students appeared to be less satisfied than did other students.

61. Satisfaction with your major:

	2005	2004	2003	2002	2001	1990
All Respondents	4.0	4.0	4.1	4.0	4.0	3.9
Women	4.0	4.1	4.1	4.0	4.0	4.0
Men	4.1	4.0	4.0	4.0	4.0	3.9
Caucasian	4.1	4.1	4.1	4.1	4.0	4.0
Asian-American	3.8	3.8	3.8	3.8	3.8	3.8
African-American	4.0	3.9	4.1	3.9	3.7	3.7
Latino/a	4.1	4.1	4.2	4.0	4.1	4.0
Native American	4.7	3.8	-	4.3	-	-

62. Satisfaction with overall educational experience at UIUC:

	2005	2004	2003	2002	2001	1990
All Respondents	4.1	4.0	4.1	4.0	4.0	3.8
Women	4.2	4.1	4.2	4.1	4.0	3.9
Men	4.0	4.0	4.0	4.0	4.0	3.7
Caucasian	4.2	4.1	4.1	4.1	4.1	3.8
Asian-American	3.9	3.8	3.9	3.9	3.8	3.7
African-American	4.0	3.9	3.9	3.8	3.8	3.7
Latino/a	4.1	4.2	4.1	4.0	4.0	3.8
Native American	4.3	4.0	-	4.0	-	-

63. Satisfaction with TOTAL experience at UIUC:

	2005	2004	2003	2002	2001	1990
All Respondents	4.3	4.2	4.3	4.2	4.2	3.9
Women	4.4	4.2	4.4	4.2	4.2	3.9
Men	4.2	4.1	4.2	4.2	4.2	3.9
Caucasian	4.4	4.2	4.4	4.3	4.3	3.9
Asian-American	4.2	4.0	4.2	4.1	4.0	3.9
African-American	4.0	3.8	3.9	3.8	3.7	3.9
Latino/a	4.3	4.2	4.3	4.1	4.3	3.6
Native American	4.0	4.2	-	4.1	-	-

64. If you could start over again, would you attend UIUC again? (percent indicating yes):

	2005	2004	2003	2002	2001	1990
All Respondents	87%	87%	87%	85%	86%	85%
Women	88	87	89	85	86	88
Men	85	86	84	85	86	83
Caucasian	89	88	87	87	89	86
Asian-American	83	80	84	80	78	79
African-American	80	82	79	80	76	70
Latino/a	87	88	94	79	84	79
Native American	86	100	-	89	-	-