

## 2002 Summary

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

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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 2002 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 4,727 seniors, 2,690, or approximately 57%, responded. Similar to past years, the respondents were roughly representative of the graduating class by gender, ethnic origin, and academic affiliation as indicated below.

<b>Percentages</b>		
	<b>Respondents</b>	<b>All Seniors</b>
<b>Gender</b>		
Female	56.4	51.9
Male	43.6	48.1
<b>Ethnic Origin</b>		
Caucasian	77.8	73.7
Latino/a	3.8	4.6
African-American	4.0	5.6
Asian-American	10.9	13.3
Native American	.3	.2
Unknown	3.2	2.6
<b>College of Graduation</b>		
ACES	9.2	8.0
Applied Life Studies	5.1	4.6
CBA	19.7	14.4
Communications	3.9	3.6
Education	3.2	3.3
Engineering	17.0	14.9
Fine & Applied Arts	6.3	7.5
Liberal Arts & Sciences	35.3	43.2
Aviation	.4	.4

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.

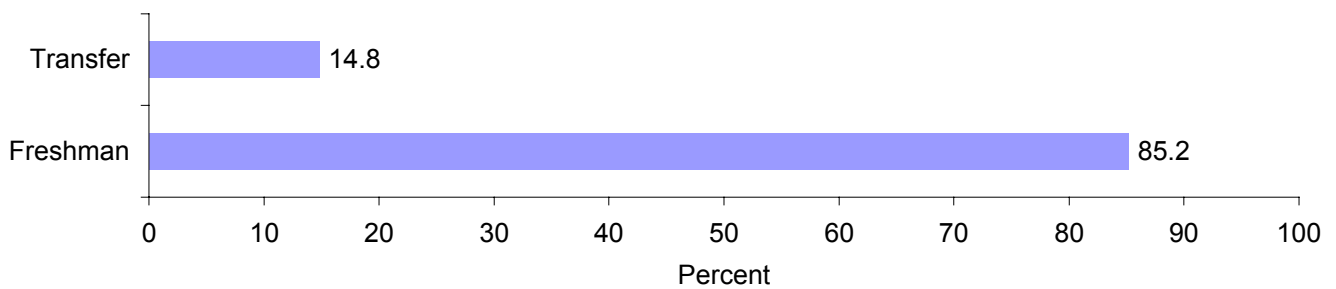
## Demographics

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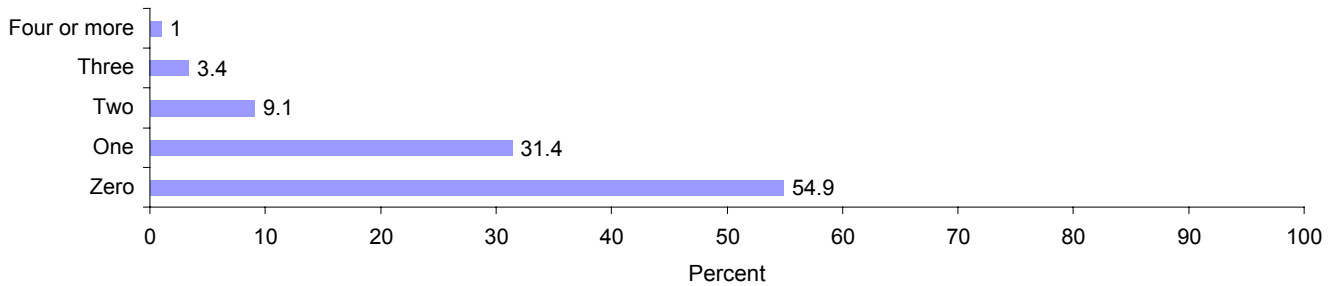
Survey respondents present a picture of a very traditional student body, with large majorities enrolling as freshmen and completing a bachelor's degree in eight semesters at age 21 or 22. The respondents were 78% Caucasian and 92% Illinois residents. Eight percent more females than males responded to the survey.

Academically, 74% of the respondents self-assessed their grade-point average as between 2.75 and 3.75. Approximately 55% of the students never changed their major, while another 31% changed majors once. Approximately 39% of the respondents reported working each semester part-time while another 38% reported working "occasionally" part-time. Approximately 63% of the respondents worked during the summer.

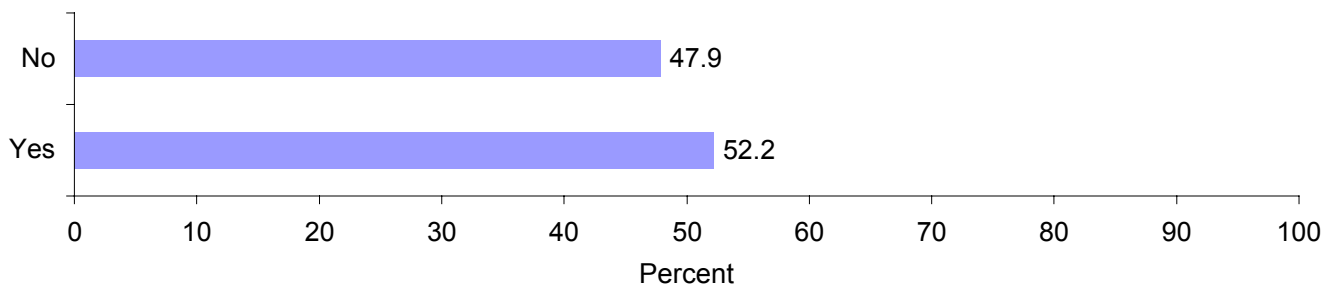
### First enrolled at UIUC as:



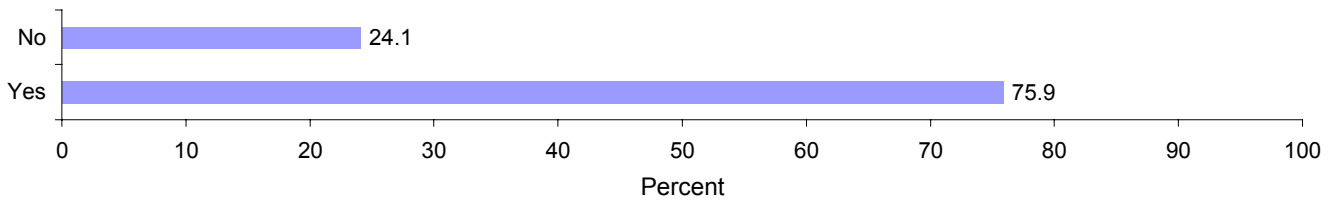
### Number of times you changed major while at UIUC:



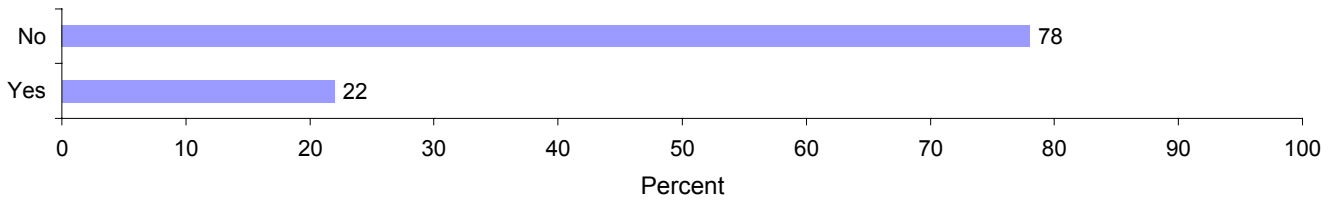
### Did you change your career choice?



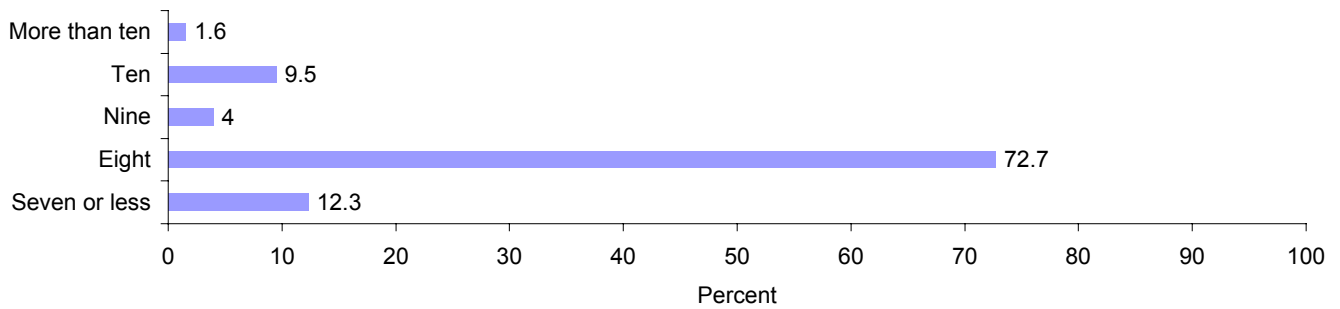
**Did you participate in volunteer or community service work?**



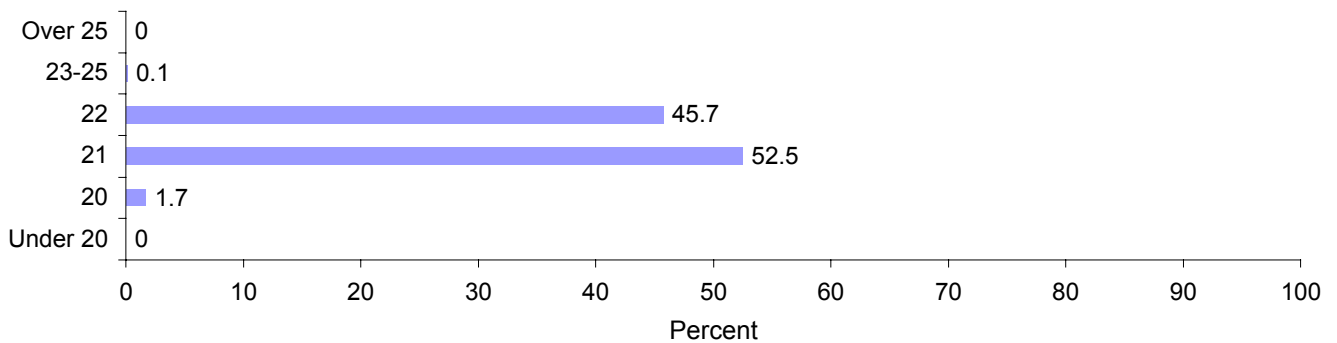
**Did you seek personal counseling?**



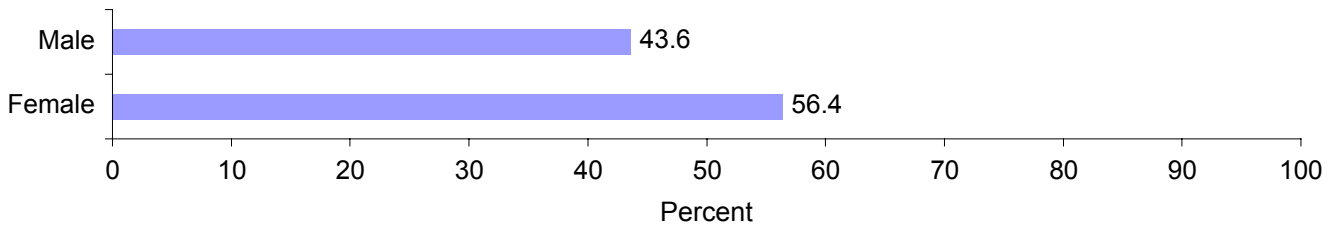
**Number of semesters it took to complete your degree:**



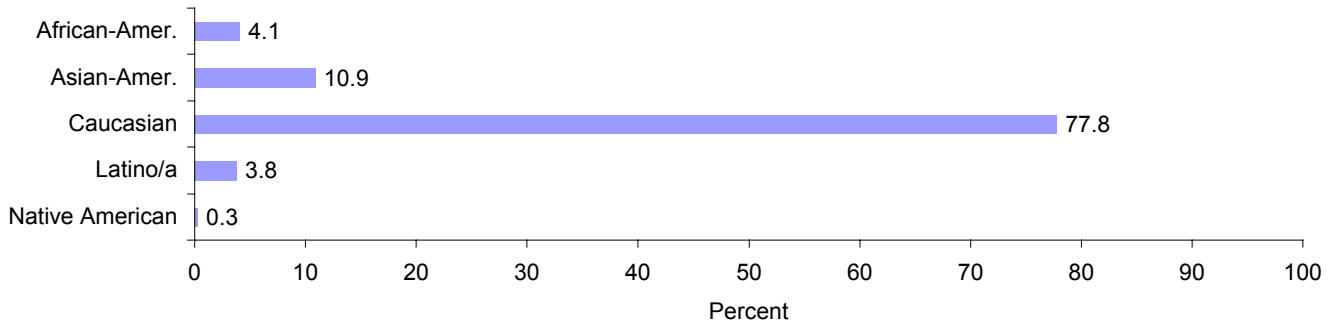
**Current age:**



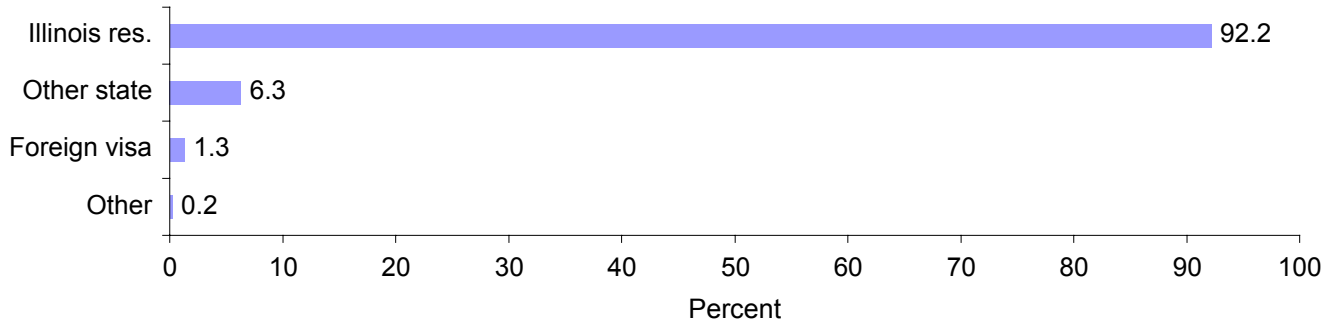
**Gender:**



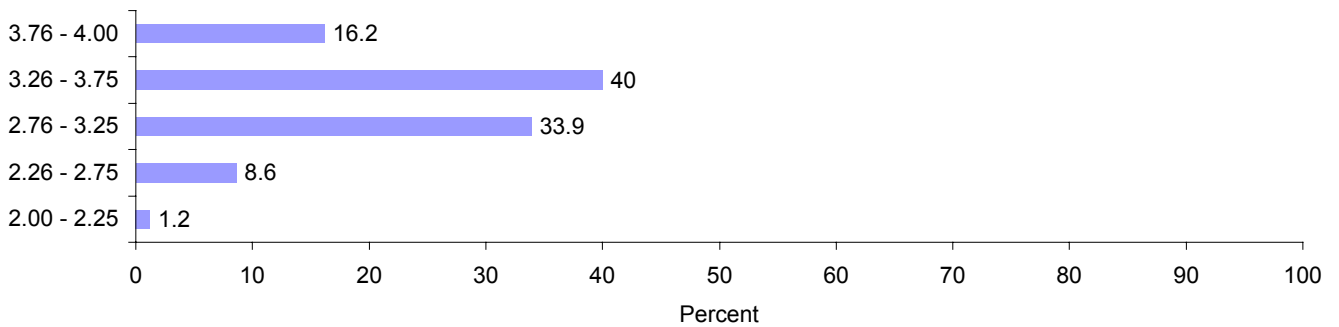
**Ethnic Origin:**



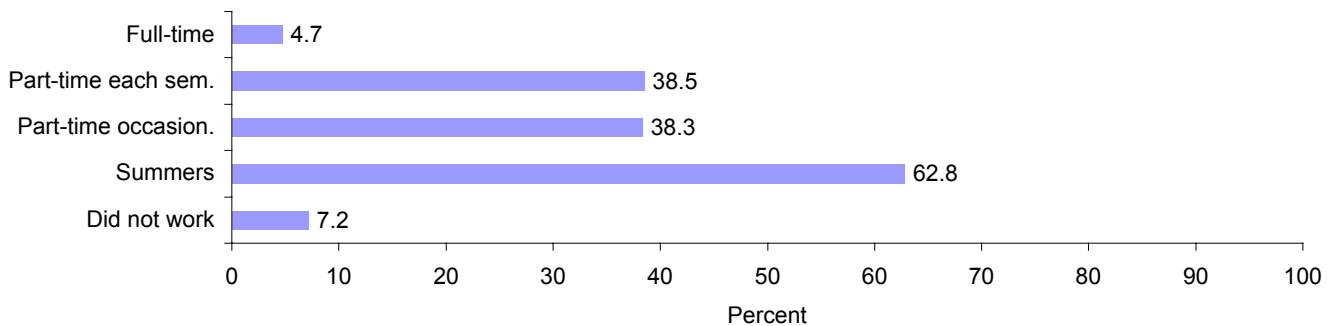
**Citizenship:**



**Approximate GPA:**



### Employment while undergraduate:



### Satisfaction with broad aspects of the undergraduate experience

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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 18 questions on the quality of teaching and facilities, access to courses and faculty, class size, and teachers' evaluation of students.
- **Campus environment** included 19 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.
- **General Education Requirements** included seven questions about student experiences in courses taken to fulfill the campus General Education requirements.
- **Overall undergraduate experience** included four questions: satisfaction with the overall educational experience at UIUC, current attitude toward 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

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	Mean	Frequency % Satisfaction				
		<i>Low</i>		<i>High</i>		
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1. Quality of teaching by faculty in your major	4.0	2	5	15	51	27
2. Quality of teaching by faculty outside your major	3.5	1	7	37	48	7
3. Quality of teaching by TAs	3.3	2	13	41	37	6
4. Quality of laboratories and classrooms	3.4	3	12	39	37	9
5. Quality of academic program advising and information	3.1	13	19	25	28	15
6. Quality of career advising and information	3.0	12	20	31	24	11
7. Access to courses and course sections in major	3.8	4	10	20	36	30
8. Access to elective courses and course sections	3.2	7	20	31	30	12
9. Process of student evaluation of teaching	3.1	8	16	37	30	9
10. Class size at the 100 and 200 course level	3.2	6	16	37	31	9
11. Class size at the 300 course level	4.1	2	4	13	44	37
12. Overall educational philosophy of your major	3.8	3	7	21	46	23
13. Fairness of student performance evaluation procedures	3.8	2	6	22	53	18
14. Usefulness of student evaluation procedures assisting students to learn	3.4	4	13	34	40	9
15. Quantity of faculty office hours	3.7	2	7	27	43	21
16. Faculty members' presence during posted office hours	4.0	1	4	20	43	31
17. Accessibility of faculty in general	3.8	2	6	22	45	25
18. Communication between faculty and students regarding student needs and concerns	3.6	4	9	28	42	18

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

- 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:

- 3.0:** Quality of career advising and information
- 3.1:** Quality of academic program advising and information
- 3.1:** Process of student evaluation of teaching
- 3.2:** Class size at the 100 and 200 course level

## Campus Environment

	Mean	Frequency % Satisfaction				
		Low		High		
		1	2	3	4	5
19. Library system as a whole (both service and collections)	4.1	1	5	16	39	39
20. Campus recreation (e.g., IMPE, "WIMPE," Ice Arena, Illini Union)	3.9	3	7	16	39	34
21. It was easy to meet and get to know other students	3.8	2	8	22	39	28
22. It was easy to get involved in student groups and activities	4.0	1	5	18	41	33
23. There was exposure to different student backgrounds and cultures	3.9	3	8	18	37	33
24a. The <u>classroom</u> environment was free from racist behavior	4.1	2	5	14	35	44
24b. The <u>classroom</u> environment was free from sexist behavior	4.0	2	5	17	37	38
25a. The <u>campus</u> environment was free from racism	3.5	6	13	27	33	21
25b. The <u>campus</u> environment was free from sexism	3.6	4	11	26	35	23
26a. The University appropriately addresses problems of racism	3.5	7	10	26	33	23
26b. The University appropriately addresses problems of sexism	3.6	4	8	28	34	24
27. There were faculty of different racial/ethnic groups	3.9	3	9	19	31	37
28. You felt you were welcome at UIUC	4.2	2	4	14	34	46
29. You had someone (University employee) that you could go to for help	3.5	10	13	23	25	29
30. The "University" cared about you	2.7	18	25	30	20	7
31. You felt safe on campus	3.8	2	8	25	42	24
<b>How valuable were:</b>		<i>Value</i>				
		<u>Little</u> _____ <u>Very</u>				
32. The existence of race/ethnic specific academic programs (e.g., Afro-American Studies, Women's Studies)	2.7	28	15	27	17	13
33. The existence of race/ethnic-specific cultural and recreational activities.	2.6	28	16	27	16	11
34. Your Discovery course(s) (if you took one)	3.0	22	10	31	17	20

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

- 4.2:** You felt that you were welcome at UIUC
- 4.1:** The classroom environment was free from racist behavior
- 4.1:** Library system as a whole (both service and collections)
- 4.0:** The classroom environment was free from sexist behavior
- 4.0:** It was easy to get involved in student groups and activities

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

### Satisfaction

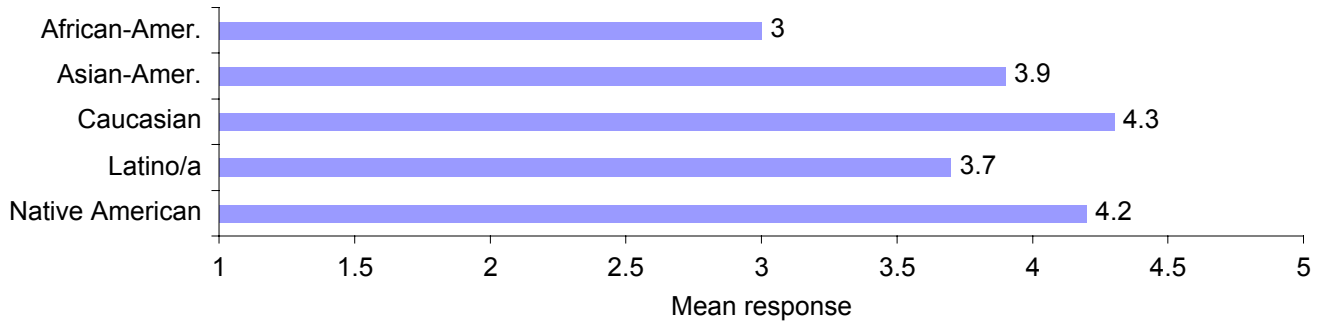
- 2.7:** The "University" cared about you

### Value

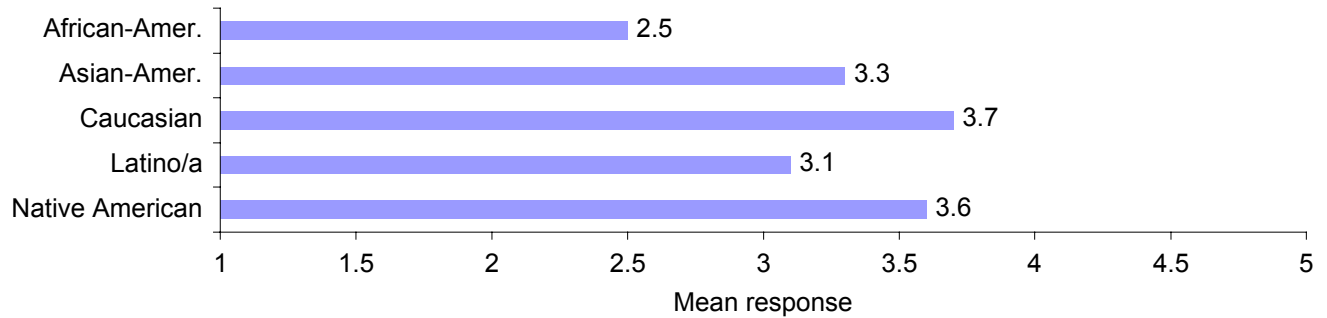
- 2.6:** The existence of race/ethnic-specific cultural and recreational activities

There was a noticeable difference between the ratings on the items asking if the classroom was free from racist behavior (4.1) and if the campus was free from racism (3.5). 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 2,070 Caucasian, 291 Asian-American, 107 African-American, 100 Latino/a, and nine Native American.)

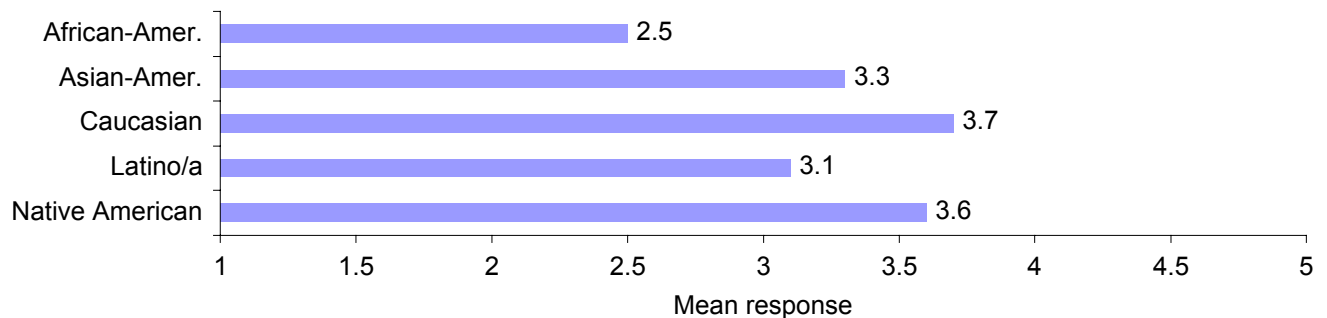
**24a. The classroom environment was free from racist behavior.**



**25a. The campus environment was free from racism.**

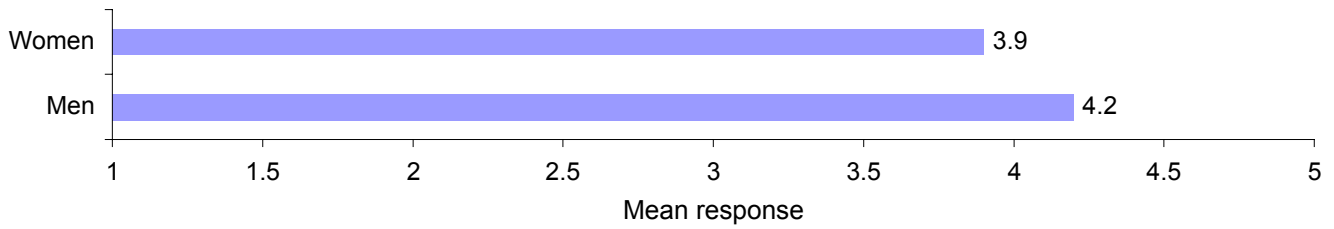


**26a. The University appropriately addresses problems of racism.**

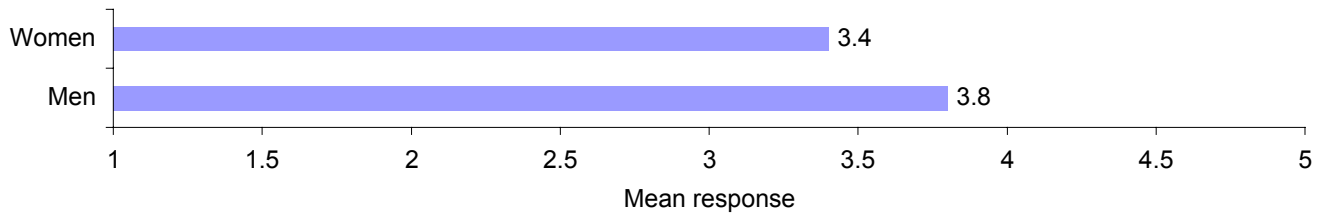




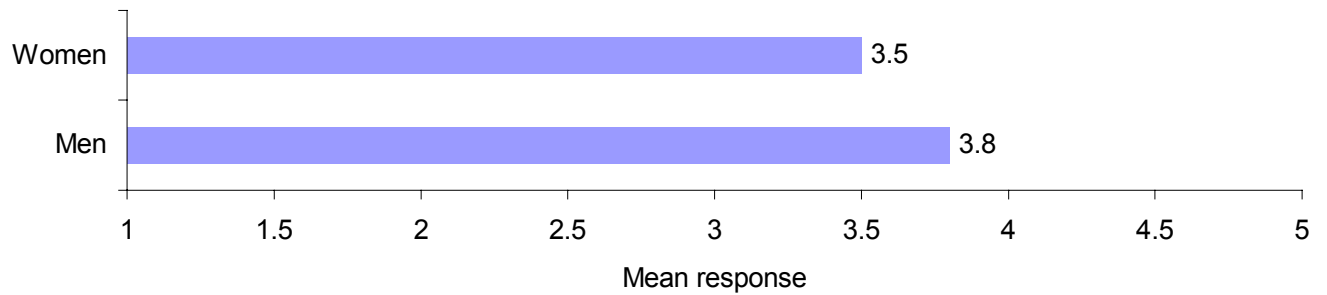
**24b. The classroom environment was free from sexist behavior.**



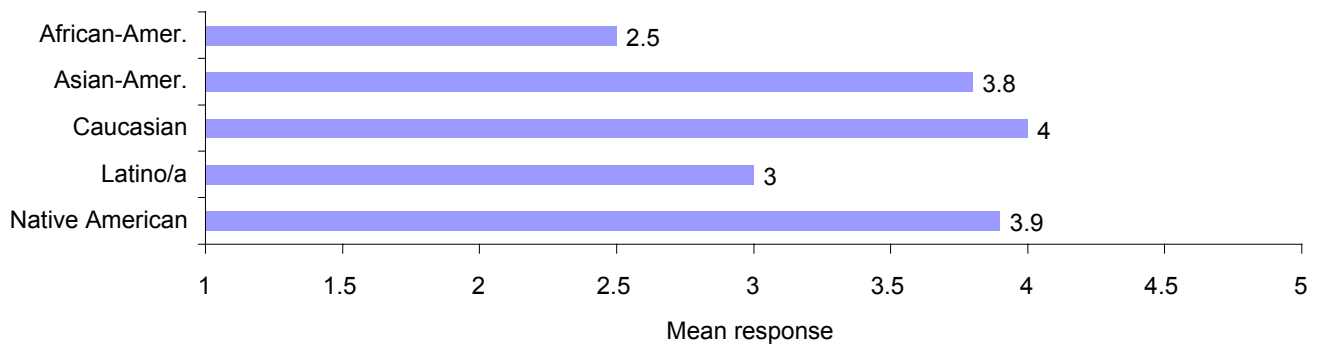
**25b. The campus environment was free from sexism.**



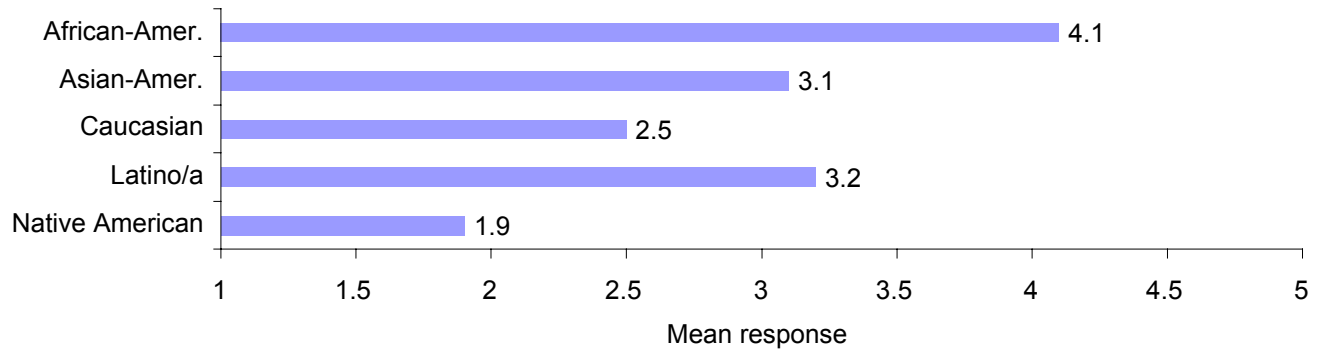
**26b. The University appropriately addresses problems of sexism.**



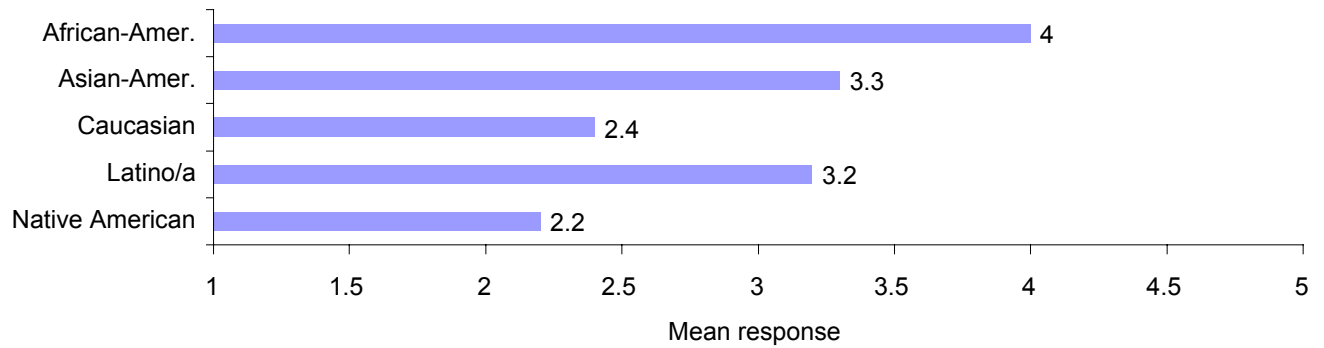
**27. There were faculty of different racial/ethnic groups.**



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



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



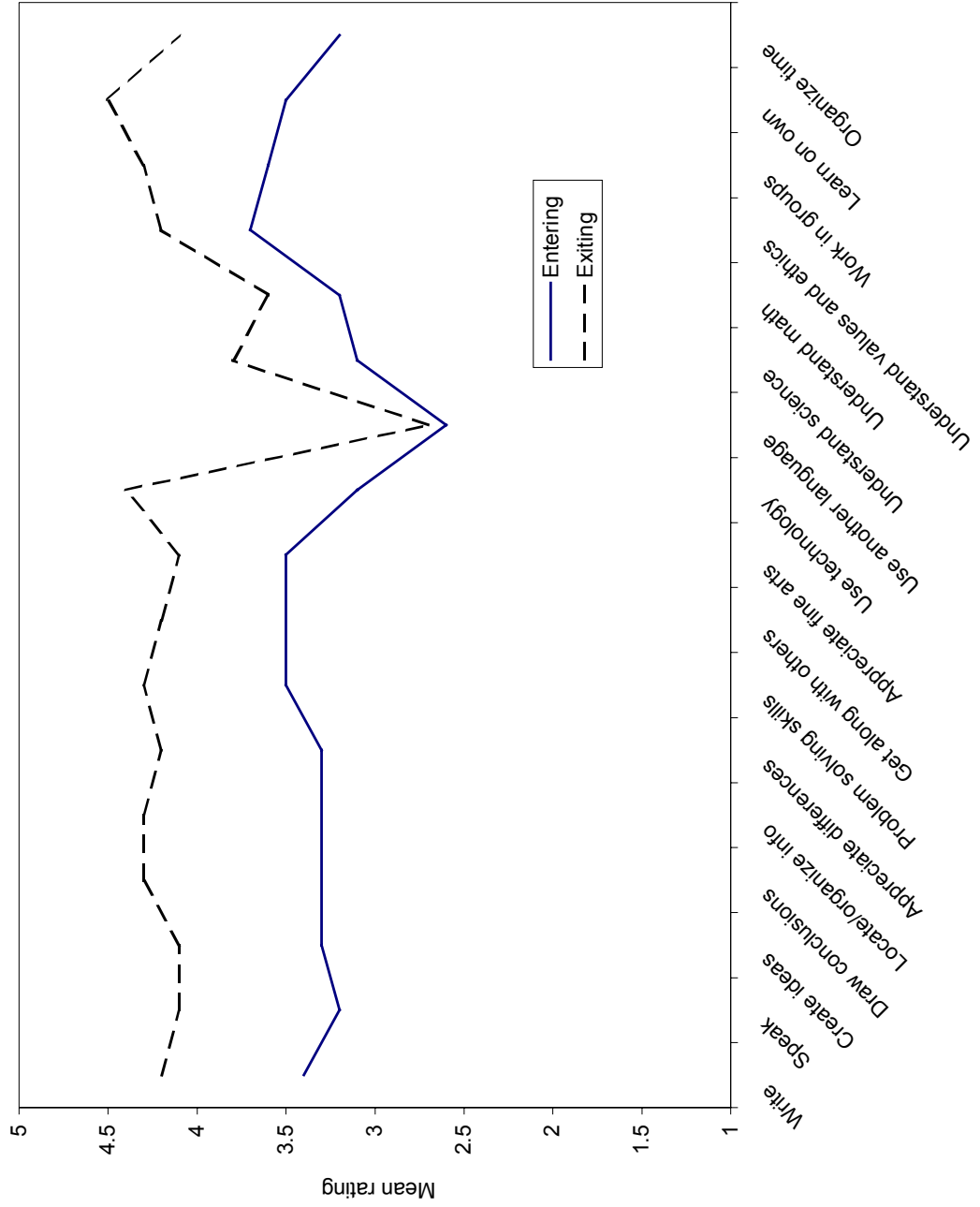
## Self-assessment of Entering and Exiting Abilities

Entering competency level		Ability to:		Exiting competency level						
Very weak	%	Mean		Very weak	%					
(1)	(2)	(3)	(4)	(5)	(1)	(2)	(3)	(4)	(5)	
2	13	39	34	12	3.4	0	2	11	52	35
3	18	42	27	9	3.2	0	2	15	50	32
1	13	44	31	10	3.3	0	1	14	51	32
1	12	47	31	9	3.3	0	0	5	49	45
1	14	44	31	9	3.3	0	1	8	48	43
4	18	33	27	17	3.3	1	2	12	40	44
1	9	42	36	11	3.5	0	1	6	47	45
2	12	34	34	18	3.5	1	1	11	45	41
4	14	30	27	24	3.5	2	5	16	34	43
5	24	38	23	10	3.1	0	1	7	41	50
19	26	31	15	8	2.6	21	23	27	16	12
3	19	46	26	6	3.1	2	9	27	34	28
4	17	40	29	9	3.2	3	10	29	36	22
1	7	34	36	21	3.7	0	2	12	45	40
1	9	35	36	17	3.6	1	2	11	40	46
2	12	34	30	21	3.5	0	1	6	34	58
5	18	36	27	13	3.2	1	4	17	35	42
-	-	-	-	-	-	1	2	12	50	39
-	-	-	-	-	-	4	8	22	36	28
-	-	-	-	-	-	2	4	17	37	39

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:

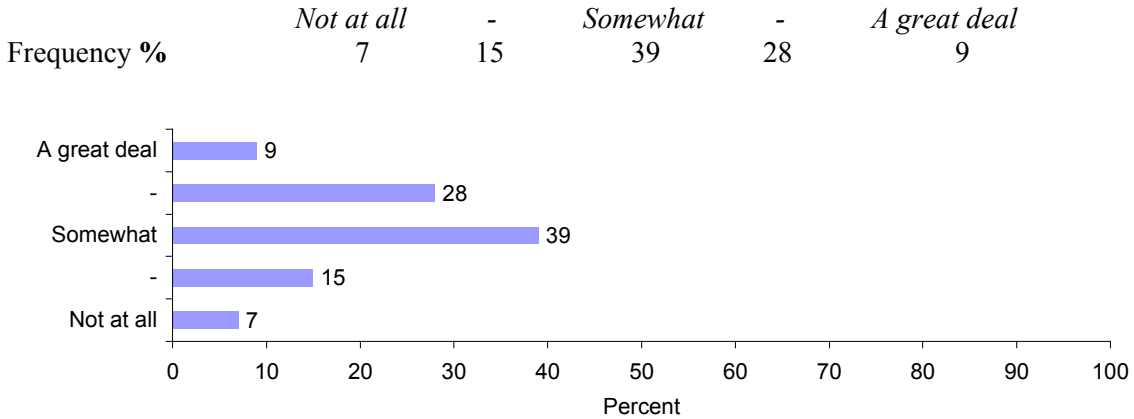
- 1.3 Effectively use technology (e.g., computers, high tech equipment)
- 1.0 Locate, screen, and organize information
- 1.0 Draw conclusions after weighing evidence, facts, and ideas
- 1.0 Learn on my own
- .9 Speak effectively
- .9 Organize my time effectively
- .9 Understand and appreciate cultural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

Comparison of Entering and Exiting Abilities



## General Education Requirements

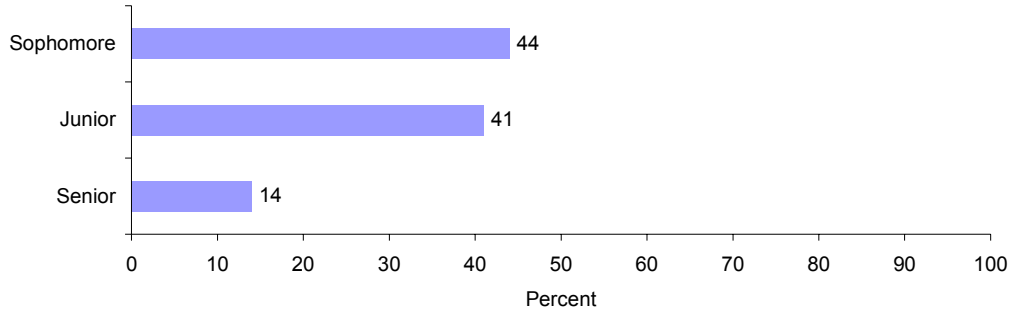
**55. How much would you say your required General Education (GEN ED) courses contributed to gains in ANY of the abilities presented in Items 35-54?**



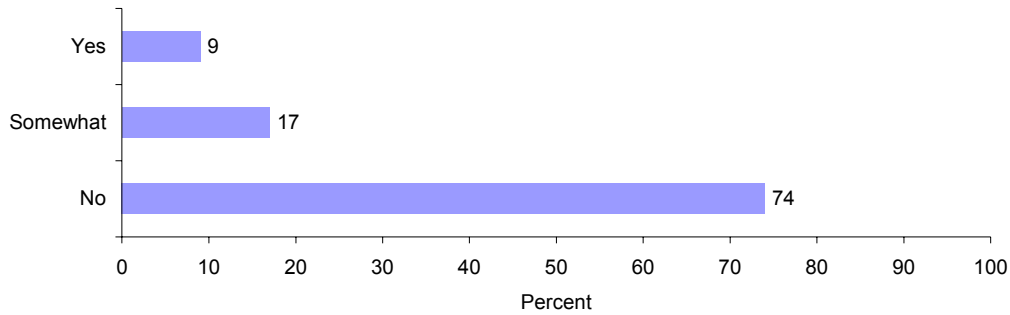
Frequency Percentage by College

	All	ACES	ALS	CBA	COM	EDU	ENG	FAA	LAS
<u>Abilities Cited</u>									
Write effectively	44	45	45	45	44	43	44	43	43
Speak effectively	33	31	38	34	39	27	35	34	32
Create original ideas	24	21	23	22	28	26	24	28	25
Draw conclusions	24	21	29	21	26	21	26	23	24
Locate/organize info	21	20	29	20	16	25	22	20	22
Appreciate differences	30	30	38	29	28	29	30	31	30
Problem solving skills	19	14	28	19	12	22	20	19	18
Get along with others	28	28	36	27	27	33	27	28	28
Appreciate fine arts	26	22	27	28	22	28	25	26	26
Use technology	21	18	27	19	22	27	22	25	21
Use another language	14	13	20	13	14	11	15	17	14
Understand science	14	12	19	11	11	16	14	19	14
Understand math	13	14	20	12	10	17	14	17	13
Understand values/ethics	18	14	24	18	12	20	20	19	18
Work in groups	25	22	29	25	27	27	26	26	22
Learn on own	24	23	28	23	23	28	23	25	24
Organize time effectively	22	24	29	21	17	22	21	23	21
Demonstrate competency	13	13	20	14	11	12	12	17	12
Seek/obtain employment	11	10	17	10	07	11	12	13	11
Understand context	15	15	23	17	13	17	15	16	13

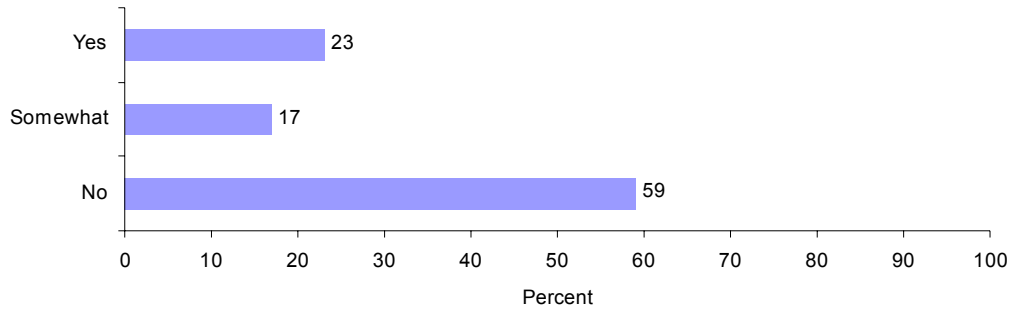
**56. When did you complete the majority of your GEN ED requirements?**



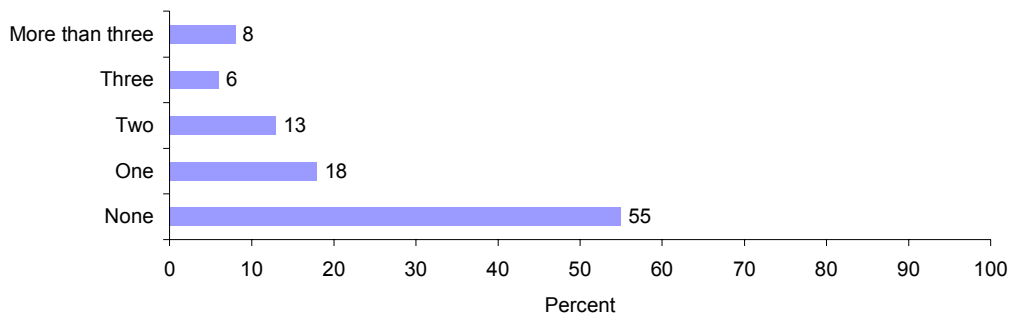
**57. Did your experience in any GEN ED course encourage you to choose a major in the same discipline?**



**58. Did your experience in any GEN ED course encourage you to minor in or take another course in the same discipline?**



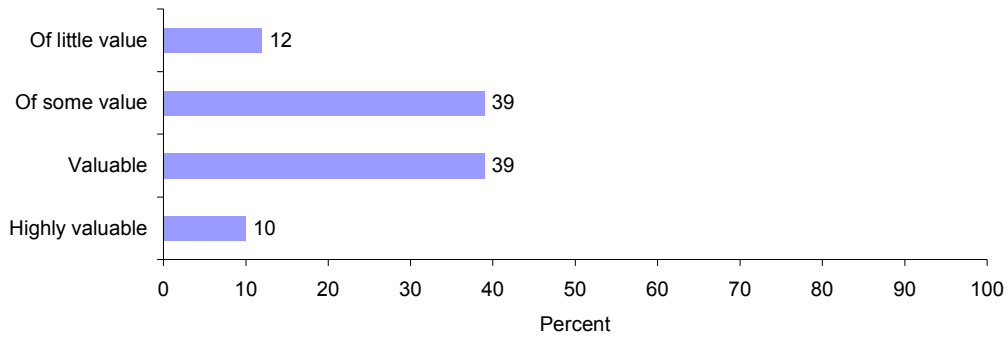
**59. After you enrolled at UIUC, how many courses did you take at another institution (community college, or other university) to fulfill a GEN ED requirement?**



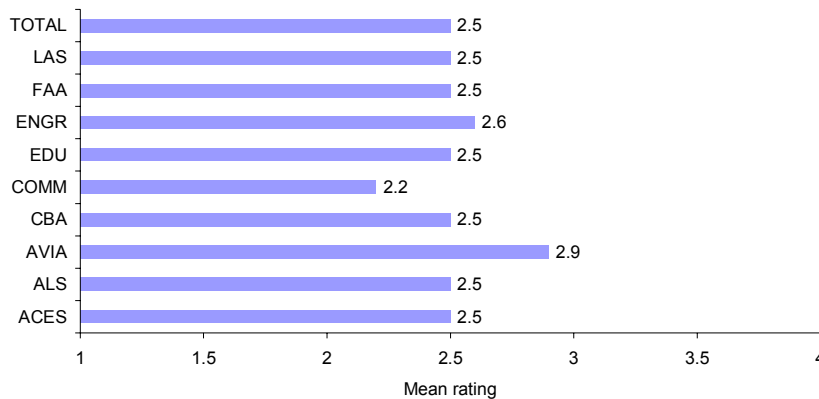
**60. If you took GEN ED courses at another institution while attending UIUC, which factors influenced your decision?**

	<u>Freq. %</u>
I did not take any courses elsewhere	21
It was a better fit with my schedule	33
I thought the workload would be easier	5
I wanted to take it during the summer	10
I transferred to UIUC with most/all completed	22
Other	10

**61. Looking back over my entire undergraduate career, I would rate my experience in GEN ED as: (Mean = 2.5)**



**Mean GEN ED experience ratings by college**



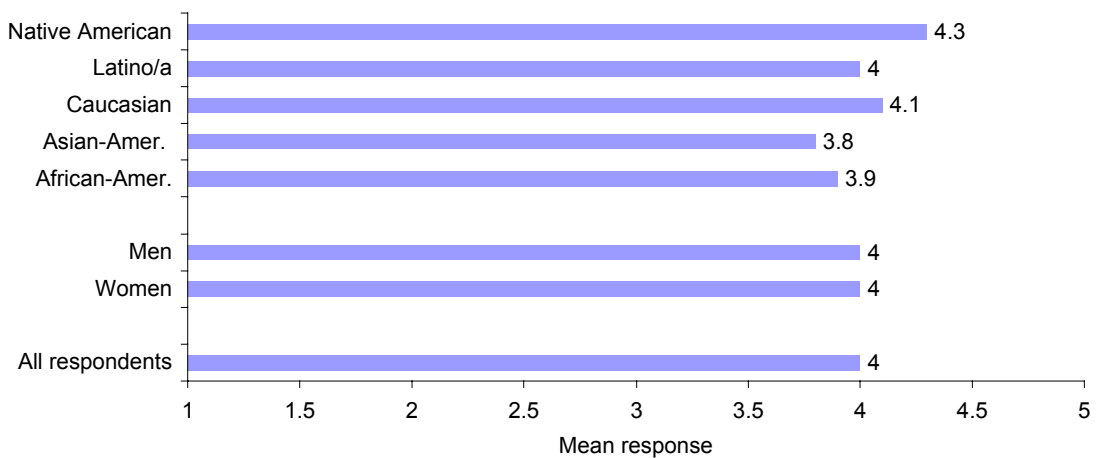


## Overall undergraduate experience

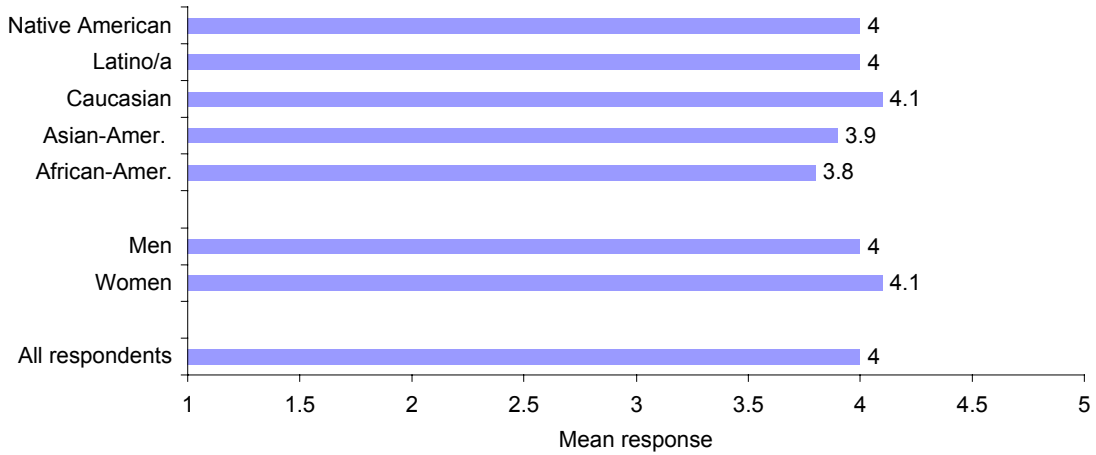
	Mean	Frequency %				
		<i>Low</i> <span style="float:right"><i>High</i></span>				
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
62. Your major at UIUC	3.9	4	4	15	40	37
63. Your overall educational experience at UIUC	4.0	1	3	16	49	30
64. Your TOTAL experience at UIUC	4.2	1	3	11	38	45
65. If you could start all over again, would you:						
- attend UIUC again?	85%					
- attend another institution?	14%					
- not attend college?	0%					
66. If you could start all over again, would you:						
- take same major?	58%					
- take related major?	21%					
- take different major?	21%					

All of the “overall experience” items received high satisfaction ratings. There were some variations in the overall quality ratings by ethnic background, as shown in the graphs below. Asian-American and African-American respondents gave slightly lower overall ratings than did other students.

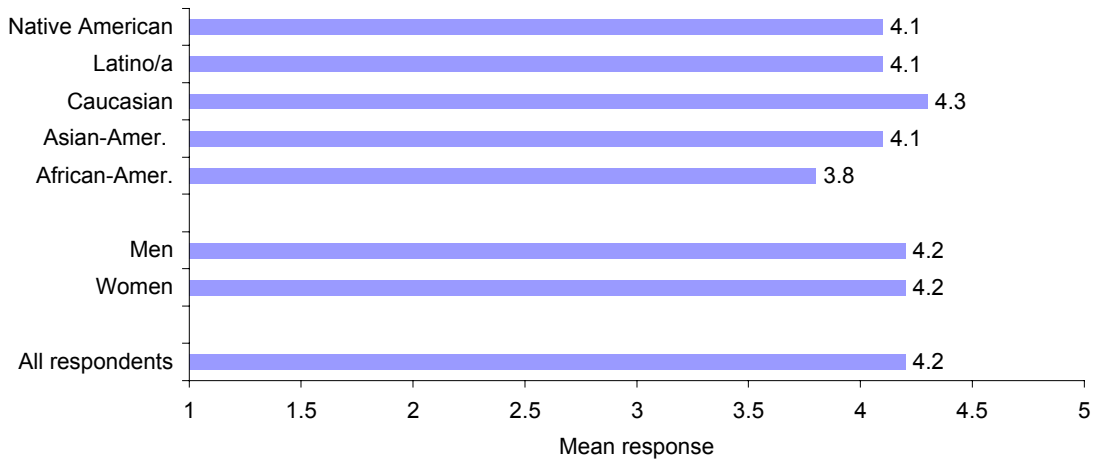
### 62. Please rate your major at UIUC:



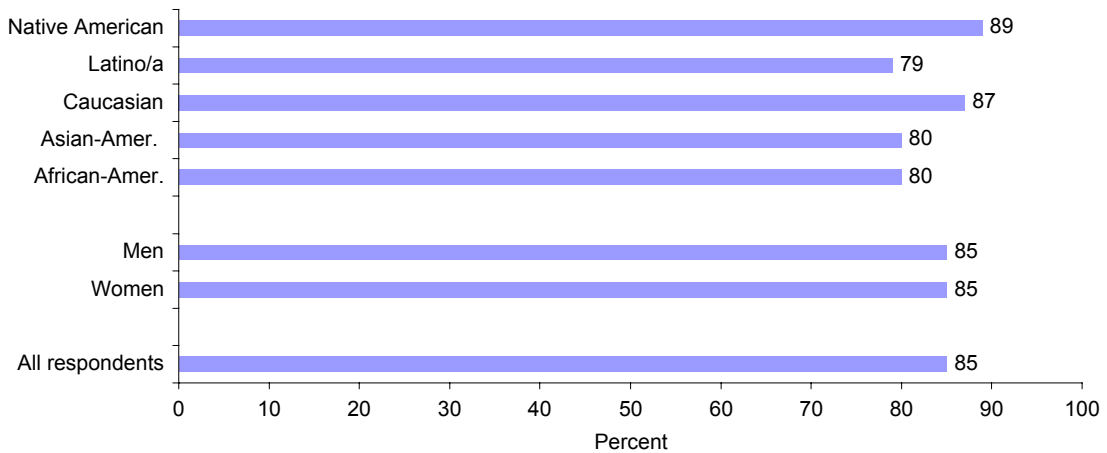
**63. Your overall educational experience at UIUC:**



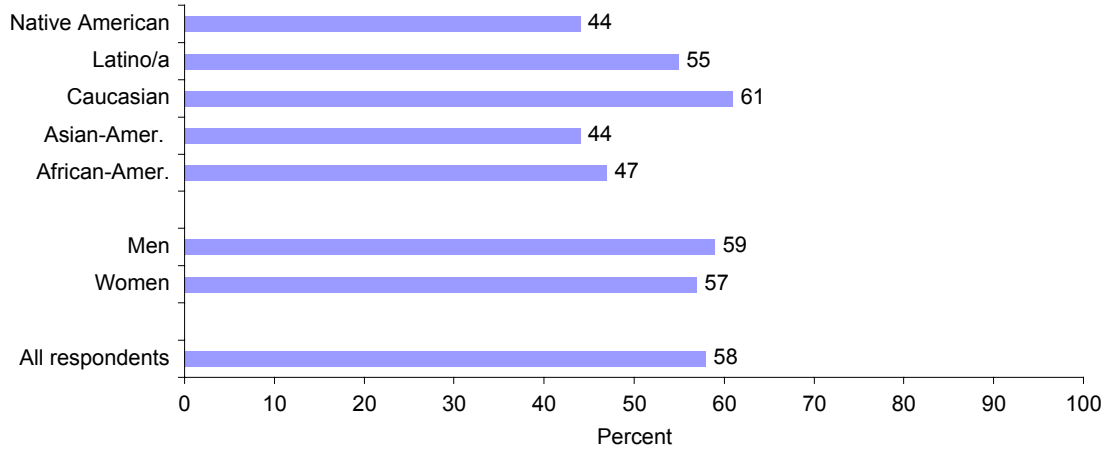
**64. Your TOTAL experience at UIUC:**



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



**66. 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 2,690 graduating seniors responding to the Senior Survey, 1,951 (73%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 20 students.)

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

## Open-Ended Question #2

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

Of the 2,690 graduating seniors responding to the Senior Survey, 1,975 (73%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 20 students.)

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

### Open-Ended Question #3

#### Looking back, how would you describe your experience(s) in the course you took to fulfill your General Education (GEN ED) requirements?

Of the 2,690 graduating seniors responding to the Senior Survey, 1,905 (71%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 20 students.)

All open-ended comments to this item were judged to be: (a) primarily positive (“they were great courses”), (b) primarily negative (“they were terrible courses”), (c) both positive and negative, (d) neither positive or negative (“I took my GEN ED courses elsewhere”). The occurrence of these four response categories are presented by college in the following table.

N =	ACES	ALS	CBA	COMM	EDU	ENGR	FAA	LAS	??	TOTAL
	134	95	346	72	28	287	116	604	223	1,905
	%	%	%	%	%	%	%	%	%	%
Positive	40	43	51	65	36	51	45	49	131	<b>50</b>
Negative	43	37	30	14	39	29	29	25	56	<b>28</b>
Both	16	13	16	18	14	15	22	21	30	<b>17</b>
Neither	0	7	4	3	11	5	4	6	6	<b>5</b>

Approximately half of the 1,905 written comments were positive statements about GEN ED course experiences, 28% were negative statements, and 17% were positive and negative. Most noticeable college differences were found for the College of Agricultural, Consumer, and Environmental Sciences and the College of Education, where there was a higher percentage of negative than positive comments. Students in the College of Communications appeared to be the most positive about their GEN ED experiences. All open-ended comments were also categorized into one or more content headings. Results of this analysis are presented by college in the following table.

Percentage of comments\* in content headings by college

Content Heading	N=	ACES	ALS	CBA	COM	EDU	ENGR	FAA	LAS	??	TOTAL
		134	95	346	72	28	287	116	604	223	1,905
		%	%	%	%	%	%	%	%	%	%
Little or no value		22	14	13	4	18	17	18	14	13	14
Valuable		7	12	9	15	7	9	10	10	4	9
Provided a well-rounded education		9	11	10	6	-	5	4	8	14	8
Enjoyed them/They were fun		6	2	8	13	-	9	9	4	13	7
Interesting		3	6	7	10	14	10	8	7	6	6
Provided a good diversion		-	10	5	6	4	9	5	6	5	6
Rather have taken courses in major		10	5	5	7	4	6	5	4	6	5
Generated a new interest		2	-	5	3	14	4	6	3	3	4
Made me see things differently		6	2	2	8	-	2	-	4	9	4
Learned a lot		-	4	-	7	-	4	4	4	4	3
Required a lot of work		4	3	3	4	4	5	4	2	-	3
Took them because they were required		2	7	5	3	-	3	-	2	5	3
Classes were too big		5	1	2	3	7	-	3	3	2	2
Hurt GPA		-	-	2	-	-	-	3	3	3	2
Good, but probably won't use		5	-	2	-	4	-	3	-	5	2
Easy		-	-	-	-	-	3	2	2	2	2
Had many choices to select from		4	-	-	6	-	-	-	2	-	2
Too many were required		-	2	3	-	7	5	3	-	-	2
Difficult to schedule/get into		4	-	2	-	7	2	2	-	2	2

\* Content headings with less than 2% response are not listed.

## **COMPARISON TO PREVIOUS YEARS - Demographics of Respondents**

*This section of the report will compare 2002 Senior Survey results to responses recorded in 1990, 2000, and 2001.*

### **Satisfaction with broad aspects of the undergraduate experience**

Following is a listing of item mean scores for common items administered in previous years. Item mean scores were similar to those of the previous year. Only one item (#20. Campus recreation) showed a change of more than one-tenth of a rating point as it went from a mean of 4.4 to 4.1.

<b><u>2002</u></b>	<b><u>2001</u></b>	<b><u>2000</u></b>	<b><u>1990</u></b>	
4.0	3.9	3.9	3.8	1. Quality of teaching by faculty in your major
3.5	3.5	3.6	3.5	2. Quality of teaching by faculty outside your major
3.3	3.3	3.4	3.2	3. Quality of teaching by TAs
3.4	3.4	3.4	3.3	4. Quality of laboratories and classrooms
3.1	3.1	3.1	-	5. Quality of academic program advising and information
3.0	3.1	3.1	-	6. Quality of career advising and information
3.8	3.8	3.9	3.8	7. Access to courses and course sections in major
3.2	3.3	3.3	3.5	8. Access to elective courses and course sections
3.1	3.1	3.2	3.2	9. Process of student evaluation of teaching
3.2	3.1	3.2	2.9	10. Class size at the 100 and 200 course level
4.1	4.1	4.1	3.9	11. Class size at the 300 course level
3.8	3.7	3.8	3.7	12. Overall educational philosophy of major
3.8	3.8	3.8	3.7	13. Fairness of student performance evaluation procedures
3.4	3.3	3.3	3.1	14. Usefulness of evaluation procedures to learning
3.7	3.7	3.7	-	15. Quantity of faculty office hours
4.0	4.0	4.0	-	16. Faculty members' presence during posted office hours
3.8	3.8	3.9	-	17. Accessibility of faculty in general
3.6	3.5	3.5	-	18. Communication between faculty and students regarding student needs and concerns
4.1	4.0	4.0	-	19. Library system as a whole
3.9	4.1	4.4	-	20. Campus recreation (e.g., IMPE, WIMPE, Illini Union)
3.8	3.8	3.9	3.8	21. Easy to meet and get to know other students
4.0	4.0	3.9	3.7	22. Easy to get involved in student groups, activities
3.9	3.8	4.1	3.5	23. Exposure to different backgrounds and cultures
4.1	4.1	4.1	4.0	24a. <u>Classroom</u> environment free from racist behavior
4.0	4.0	4.0	3.8	24b. <u>Classroom</u> environment free from sexist behavior
3.5	3.4	3.3	2.9	25a. <u>Campus</u> environment free from racism
3.6	3.5	3.4	3.0	25b. <u>Campus</u> environment free from sexism
3.5	3.4	3.4	3.2	26a. University appropriately addresses racism
3.6	3.6	3.5	3.2	26b. University appropriately addresses sexism
3.9	3.8	-	-	27. There were faculty of different racial/ethnic groups
4.2	4.1	4.1	3.8	28. Felt that you were welcome at UIUC
3.5	3.5	3.4	3.1	29. Had someone you could go to for help
2.7	2.7	2.7	2.3	30. "University" cared about you
3.8	3.7	3.7	3.3	31. You felt safe on campus
2.7	2.6	-	-	32. The existence of racial/ethnic-specific academic programs
2.6	2.5	-	-	33. The existence of racial/ethnic-specific activities
3.9	4.0	4.0	3.9	62. Please rate your major at UIUC
4.0	4.0	4.0	3.9	63. Your overall educational experience at UIUC
4.2	4.2	4.2	3.8	64. 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 +.8 in 2002, which was about the same as previous years. Four abilities (underlined) reported entering/exiting gains of at least one rating point. The most significant difference in 2002 from previous years was the lower exit rating given to the ability to seek/obtain employment (an obvious reaction to the poor job market faced by 2002 graduates).

	2002			2001			1996			<u>Ability</u>
	<u>Entering Rating</u>	<u>Exiting Rating</u>	<u>Diff.</u>	<u>Entering Rating</u>	<u>Exiting Rating</u>	<u>Diff.</u>	<u>Entering Rating</u>	<u>Exiting Rating</u>	<u>Diff.</u>	
3.4	4.2	.8	3.4	4.2	.8	3.5	4.1	.6	Write effectively	
3.2	4.1	.9	3.2	4.1	.9	3.2	4.0	.8	Speak effectively	
3.3	4.1	.8	3.3	4.1	.8	3.5	4.0	.5	Create original ideas	
3.3	4.3	<u>1.0</u>	3.3	4.3	1.0	3.6	4.3	.7	<u>Draw conclusions</u>	
3.3	4.3	<u>1.0</u>	3.3	4.4	1.1	3.5	4.3	.8	<u>Locate/organize info</u>	
3.3	4.2	.9	3.3	4.2	.9	3.2	4.0	.8	Appreciate differences	
3.5	4.3	.8	3.6	4.4	.9	-	-	-	Problem solving skills	
3.5	4.2	.7	3.5	4.2	.7	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	
3.1	4.4	<u>1.3</u>	3.0	4.4	1.4	2.8	4.2	1.4	<u>Use technology</u>	
2.6	2.7	.1	2.7	2.7	0	2.6	2.6	0	Use another language	
3.1	3.8	.7	3.1	3.8	.7	3.2	3.8	.6	Understand science	
3.2	3.6	.4	3.2	3.6	.3	3.3	3.7	.4	Understand math	
3.7	4.2	.5	3.7	4.2	.5	-	-	-	Understand values/ethics	
3.6	4.3	.7	3.6	4.3	.7	3.6	4.3	.7	Work in groups	
3.5	4.5	<u>1.0</u>	3.6	4.5	.9	3.8	4.5	.7	<u>Learn on own</u>	
3.2	4.1	.9	3.3	4.1	.8	3.4	4.2	.8	Organize time effectively	
-	4.1	-	-	4.2	-	-	4.3	-	Demonstrate competency	
-	3.7	-	-	4.0	-	-	4.0	-	Seek/obtain employment	
-	4.0	-	-	4.2	-	-	-	-	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:**

	<u>2002</u>	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1990</u>
Caucasian	4.3	4.3	4.2	4.1	4.2	4.0
Asian-American	3.9	3.9	3.9	3.9	3.8	3.8
African-American	3.0	2.9	2.7	3.0	2.9	2.6
Latino/a	3.7	3.7	3.7	3.8	3.6	3.7
Native American	4.2	-	-	-	-	-

#### **25a. The campus environment was free from racism:**

	<u>2002</u>	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1990</u>
Caucasian	3.6	3.5	3.4	3.3	3.1	2.9
Asian-American	3.3	3.2	2.9	3.1	2.9	2.7
African-American	2.4	2.3	2.1	2.3	2.1	2.0
Latino/a	2.9	3.0	3.0	3.1	2.6	2.6
Native American	3.2	-	-			3.0

#### **26a. The University appropriately addresses problems of racism:**

	<u>2002</u>	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1990</u>
Caucasian	3.7	3.6	3.5	3.6	3.4	3.3
Asian-American	3.3	3.1	3.0	3.2	3.1	2.9
African-American	2.5	2.2	2.4	2.4	2.3	2.5
Latino/a	3.1	2.9	3.2	3.3	2.8	3.2
Native American	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:**

	<u>2002</u>	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1990</u>
Women	3.9	3.9	3.8	3.8	3.7	3.6
Men	4.2	4.2	4.2	4.1	4.1	3.9

**25b. The campus environment was free from sexism:**

	<u>2002</u>	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1990</u>
Women	3.4	3.4	3.8	3.3	3.2	2.9
Men	3.8	3.7	4.2	3.6	3.5	3.2

**26b. The University appropriately addresses problems of sexism:**

	<u>2002</u>	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1990</u>
Women	3.5	3.5	3.4	3.5	3.4	3.2
Men	3.8	3.7	3.7	3.7	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 students appeared to be less satisfied than did other students.

**62. Satisfaction with your major:**

	<u>2002</u>	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1990</u>
All Respondents	4.0	4.0	4.0	4.0	4.0	3.9
Women	4.0	4.0	4.0	4.0	4.0	4.0
Men	4.0	4.0	4.0	4.0	4.1	3.9
Caucasian	4.1	4.0	4.1	4.1	4.1	4.0
Asian-American	3.8	3.8	3.7	3.7	3.9	3.8
African-American	3.9	3.7	3.7	3.8	3.6	3.7
Latino/a	4.0	4.1	3.9	4.0	3.8	4.0
Native American	4.3	-	-	-	-	4.3

**63. Satisfaction with overall educational experience at UIUC:**

	<u>2002</u>	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1990</u>
All Respondents	4.0	4.0	4.0	4.0	4.0	3.8
Women	4.1	4.0	4.1	4.1	4.0	3.9
Men	4.0	4.0	4.0	4.0	3.9	3.7
Caucasian	4.1	4.1	4.1	4.1	4.0	3.8
Asian-American	3.9	3.8	3.8	3.9	3.8	3.7
African-American	3.8	3.8	3.6	3.7	3.7	3.7
Latino/a	4.0	4.0	4.3	4.1	4.0	3.8
Native American	4.0	-	-	-	-	-

**64. Satisfaction with TOTAL experience at UIUC:**

	<u>2002</u>	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1990</u>
All Respondents	4.2	4.2	4.2	4.3	4.2	3.9
Women	4.2	4.2	4.2	4.3	4.3	3.9
Men	4.2	4.2	4.2	4.2	4.1	3.9
Caucasian	4.3	4.3	4.2	4.1	4.2	3.9
Asian-American	4.1	4.0	4.1	3.9	4.1	3.9
African-American	3.8	3.7	3.8	3.7	3.8	3.9
Latino/a	4.1	4.3	4.3	4.1	4.3	3.6
Native American	4.1	-	-	-	-	-

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

	<u>2002</u>	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1990</u>
All Respondents	85%	86%	86%	86%	85%	85%
Women	85	86	86	87	87	88
Men	85	86	85	84	82	83
Caucasian	87	89	87	88	87	86
Asian-American	80	78	82	78	78	79
African-American	80	76	63	76	72	70
Hispanic/Latino	79	84	92	86	82	79
Native American	89	-	-	-	-	-