

2003 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 2003 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 5,053 seniors, 2,721, 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	58.4	51.7
Male	41.6	48.3
Ethnic Origin		
Caucasian	78.1	74.3
Latino/a	3.8	4.4
African-American	3.9	4.9
Asian-American	10.7	13.2
Native American	0	.1
Unknown	3.4	3.1
College of Graduation		
ACES	9.8	8.0
Applied Life Studies	5.8	5.0
Business	19.1	14.1
Communications	5.1	4.8
Education	2.8	3.0
Engineering	14.3	14.1
Fine & Applied Arts	6.2	6.9
Liberal Arts & Sciences	36.2	41.9
Aviation	.7	.5

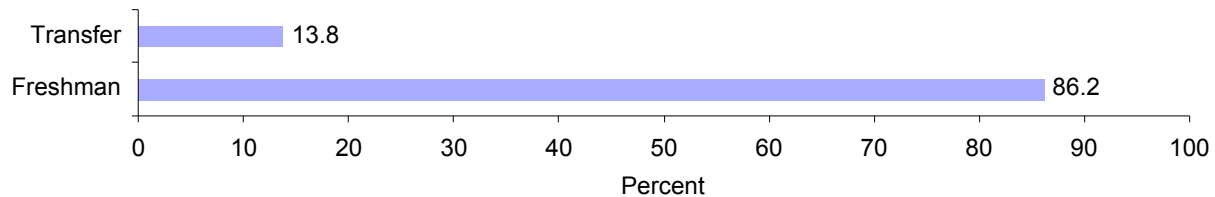
Care should be taken in interpreting the results of the survey because the small number of respondents in some sub-categories makes the results statistically unreliable. This summary presents highlights of the data following the general order of the survey. A "Comparison to Previous Years" section at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

Demographics

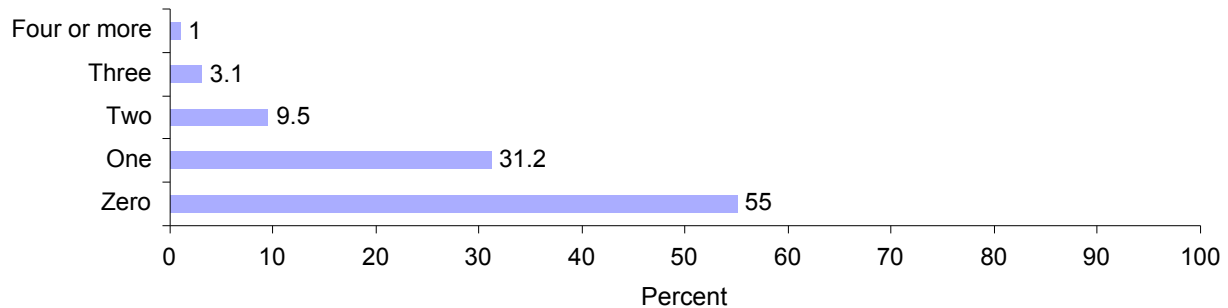
Survey respondents present a picture of a very traditional student body, with large majorities enrolling as freshmen and completing a bachelor's degree in eight semesters at age 21 or 22. The respondents were 78% Caucasian and 93% Illinois residents. Seventeen percent more females than males responded 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 36% of the respondents reported working each semester part-time while another 40% reported working "occasionally" part-time. Approximately 61% of the respondents worked during the summer.

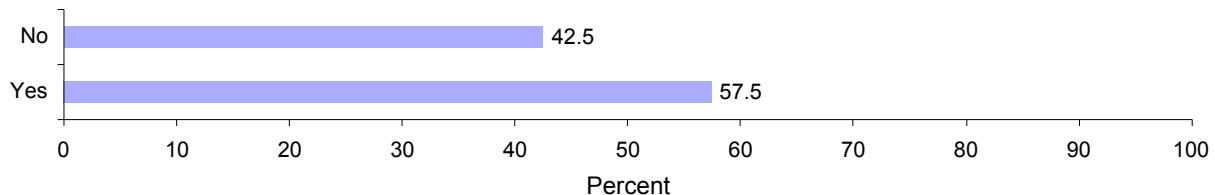
First enrolled at UIUC as:



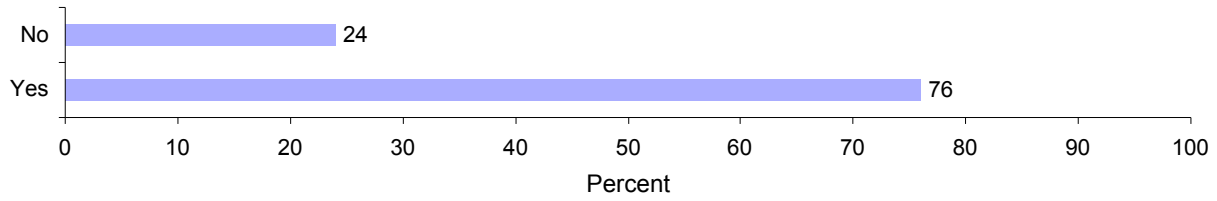
Number of times you changed major while at UIUC:



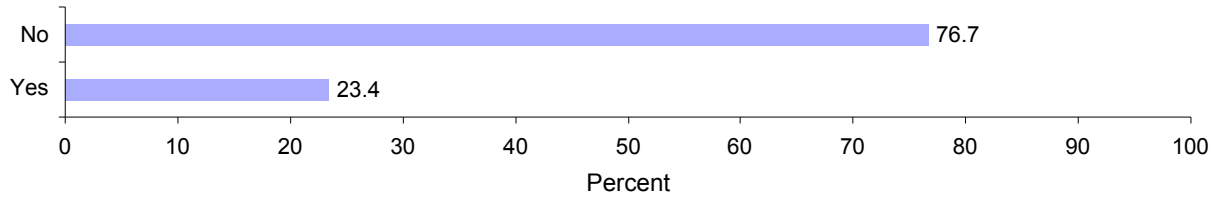
Did you change your career choice?



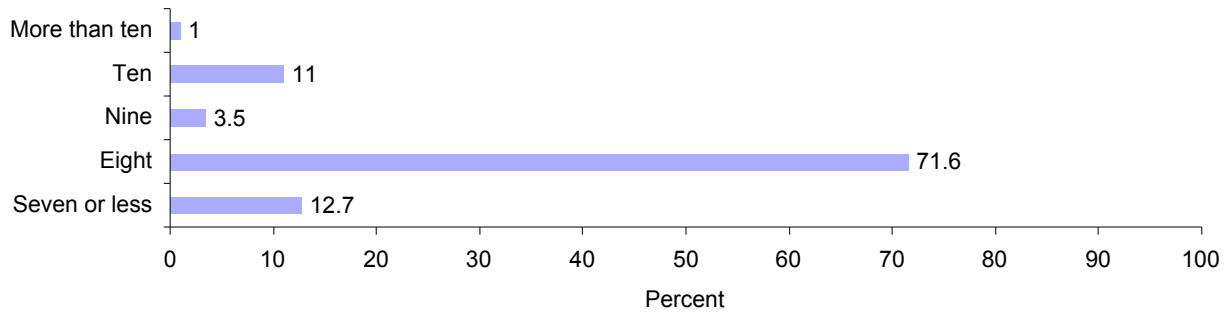
Did you participate in volunteer or community service work?



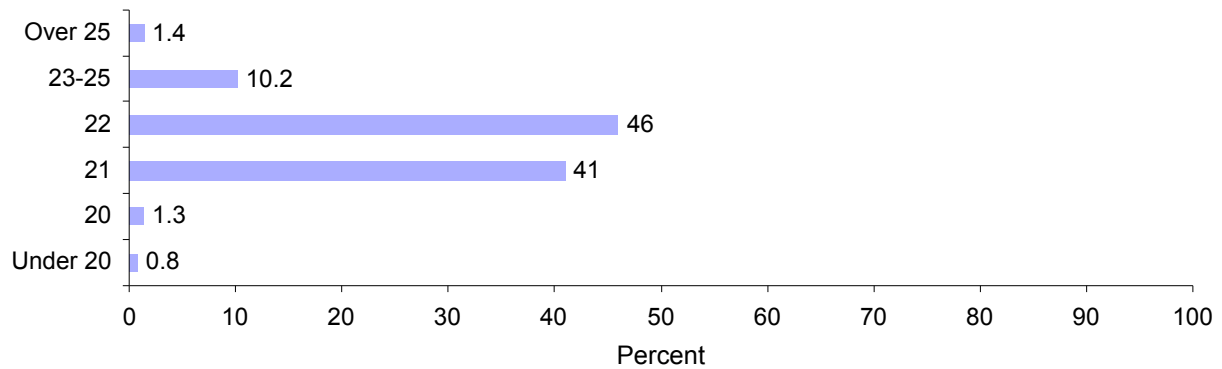
Did you seek personal counseling?



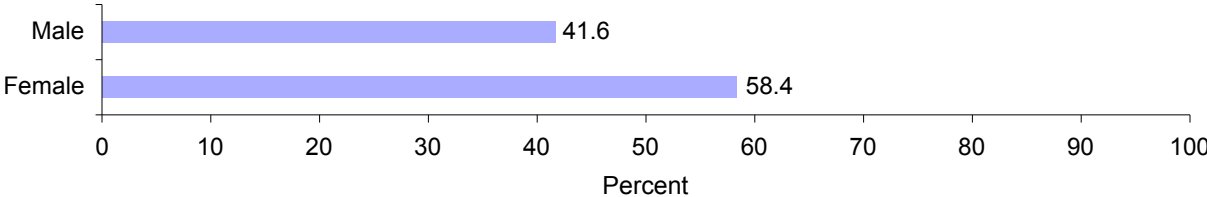
Number of semesters it took to complete your degree:



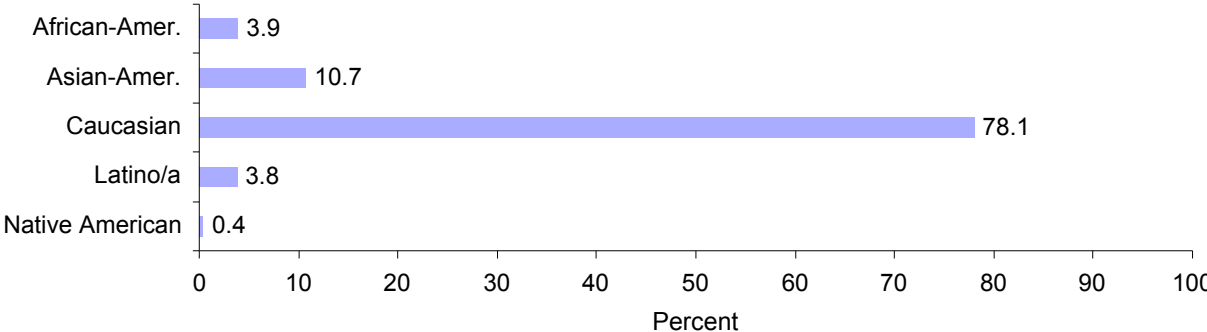
Current age:



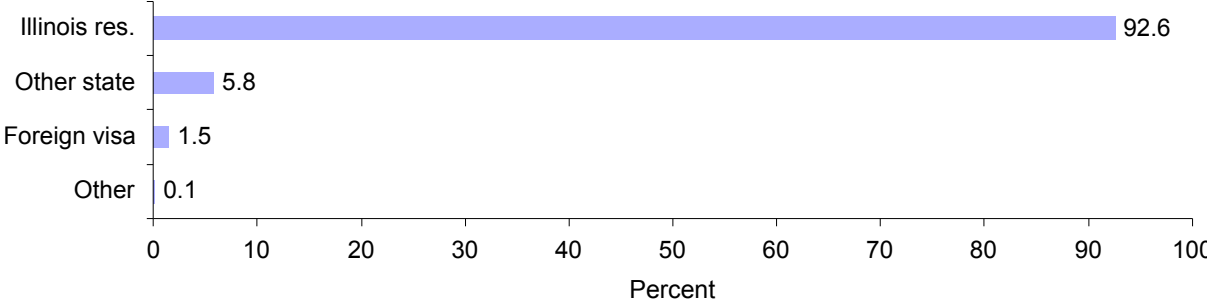
Gender:



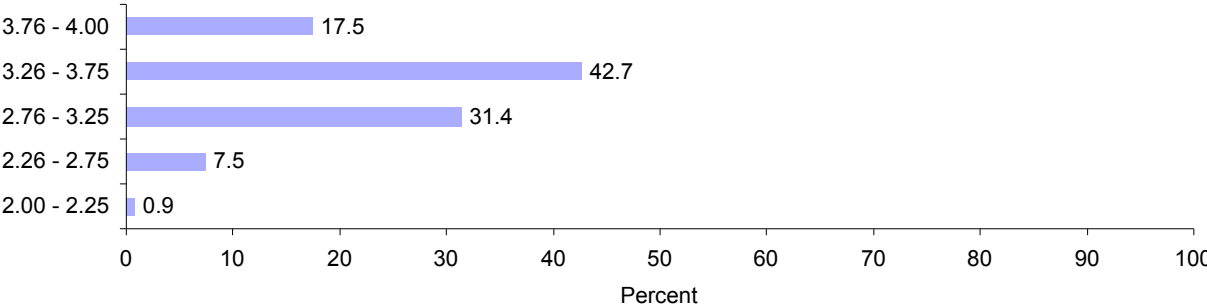
Ethnic Origin:



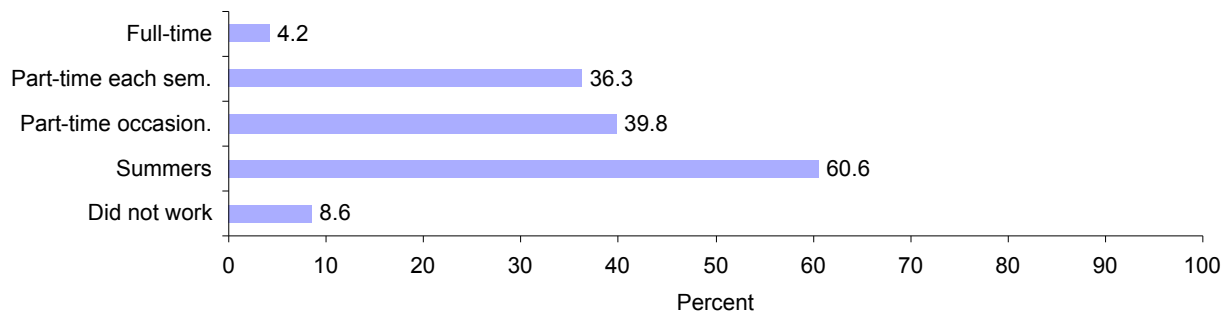
Citizenship:



Approximate GPA:



Employment while undergraduate:



Satisfaction with Broad Aspects of the Undergraduate Experience

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, 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

	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
1. Quality of teaching by faculty in your major	4.0	1	5	16	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	3	15	40	36	6
4. Quality of laboratories and classrooms	3.4	3	14	37	37	9
5. Quality of academic program advising and information	3.2	11	18	28	28	15
6. Quality of career advising and information	3.1	12	19	32	25	12
7. Access to courses and course sections in major	3.8	4	10	20	37	29
8. Access to elective courses and course sections	3.2	8	16	32	33	11
9. Process of student evaluation of teaching	3.2	6	16	35	34	9
10. Class size at the 100 and 200 course level	3.3	6	16	35	34	9
11. Class size at the 300 course level	4.1	2	4	14	43	37
12. Overall educational philosophy of your major	3.8	2	7	22	45	24
13. Fairness of student performance evaluation procedures	3.8	1	5	23	54	18
14. Usefulness of student evaluation procedures assisting students to learn	3.4	4	11	36	39	10
15. Quantity of faculty office hours	3.8	2	7	25	44	22
16. Faculty members' presence during posted office hours	4.1	1	3	18	44	34
17. Accessibility of faculty in general	3.9	1	5	20	48	25
18. Communication between faculty and students regarding student needs and concerns	3.7	3	9	27	42	19

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

- 4.1:** Class size at the 300 course level
- 4.1:** 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:

- 3.1:** Quality of career advising and information
- 3.2:** Quality of academic program advising and information
- 3.2:** Process of student evaluation of teaching

Campus Environment

	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
19. Library system as a whole (both service and collections)	4.1	1	5	17	40	37
20. Campus recreation (e.g., IMPE, "WIMPE," Ice Arena, Illini Union)	3.9	3	8	19	39	31
21. It was easy to meet and get to know other students	3.9	2	7	21	42	28
22. It was easy to get involved in student groups and activities	4.0	1	5	20	40	35
23. There was exposure to different student backgrounds and cultures	3.9	3	7	19	37	35
24a. The <u>classroom</u> environment was free from racist behavior	4.2	2	5	14	36	44
24b. The <u>classroom</u> environment was free from sexist behavior	4.1	2	6	17	37	39
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	3.7	4	10	27	36	24
26a. The University appropriately addresses problems of racism	3.7	5	10	26	34	26
26b. The University appropriately addresses problems of sexism	3.7	4	8	27	35	27
27. There were faculty of different racial/ethnic groups	4.0	4	6	16	36	38
28. You felt you were welcome at UIUC	4.2	1	4	12	35	48
29. You had someone (University employee) that you could go to for help	3.6	8	13	20	27	31
30. The "University" cared about you	2.8	16	23	31	22	9
31. You felt safe on campus	3.8	2	7	24	42	24

How valuable were:		Value				
		Little 1	2	3	4	Very 5
32. The existence of race/ethnic-specific academic programs (e.g., Afro-American Studies, Women's Studies)	2.8	28	15	25	17	16
33. The existence of race/ethnic-specific cultural and recreational activities	2.7	28	15	26	17	14
34. Your Discovery course(s) (if you took one)	3.1	22	10	28	17	24

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

- 4.2:** You felt that you were welcome at UIUC
- 4.2:** The classroom environment was free from racist behavior
- 4.1:** Library system as a whole (both service and collections)
- 4.1:** The classroom environment was free from sexist behavior

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

Satisfaction

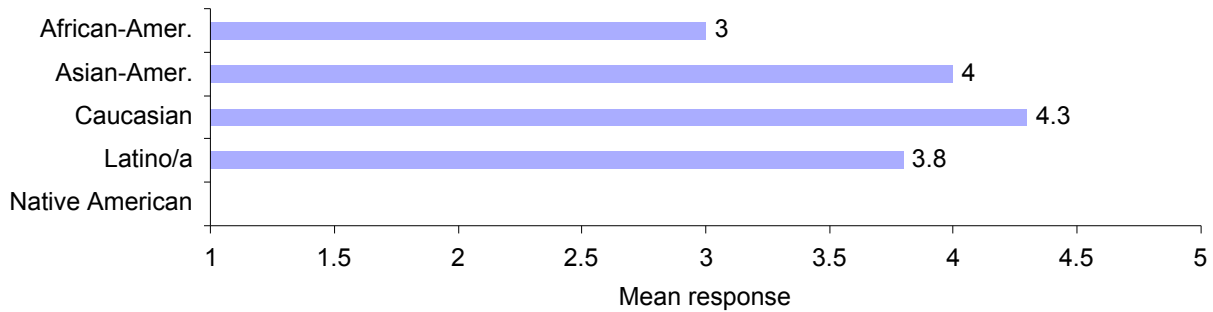
- 2.8:** The "University" cared about you

Value

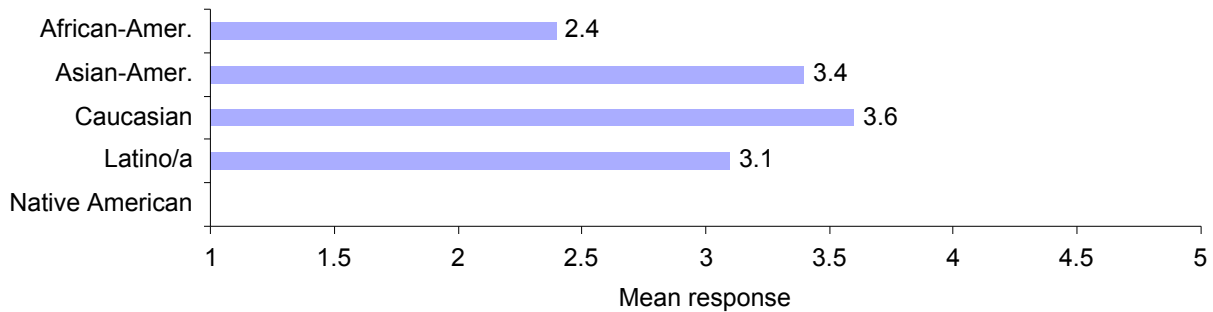
- 2.7:** The existence of race/ethnic-specific cultural and recreational activities
- 2.8:** The existence of race/ethnic-specific academic programs

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 (3.5). 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 2,113 Caucasian, 290 Asian-American, 106 African-American, 104 Latino/a, and one Native American.)

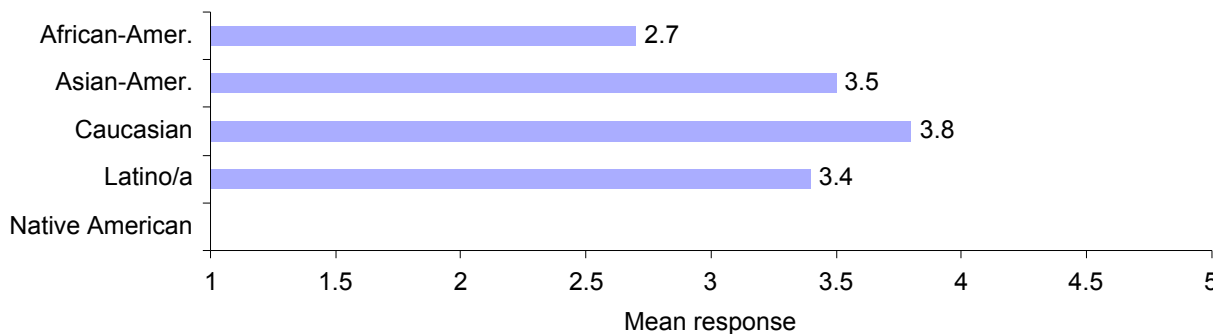
24a. The classroom environment was free from racist behavior.



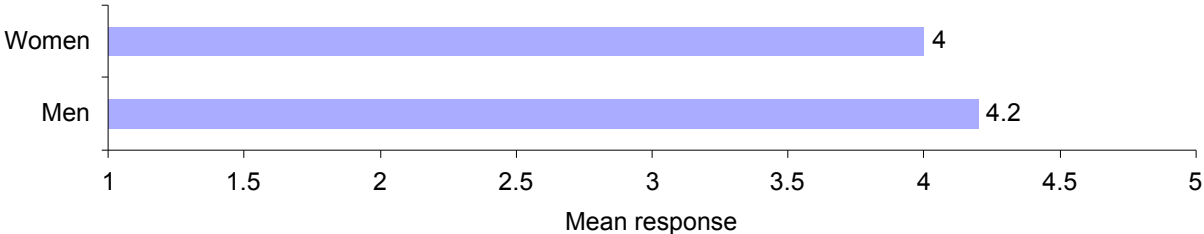
25a. The campus environment was free from racism.



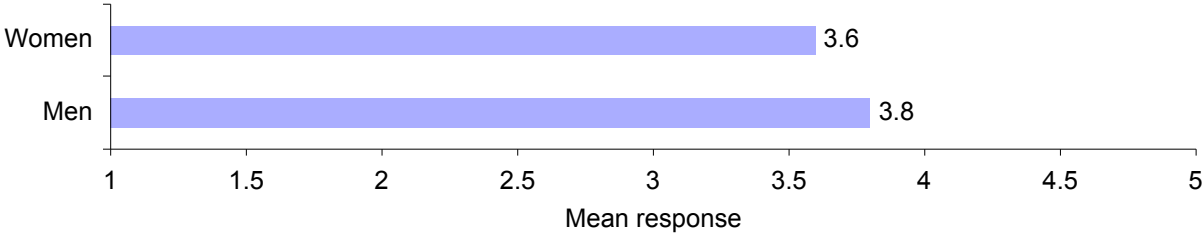
26a. The University appropriately addresses problems of racism.



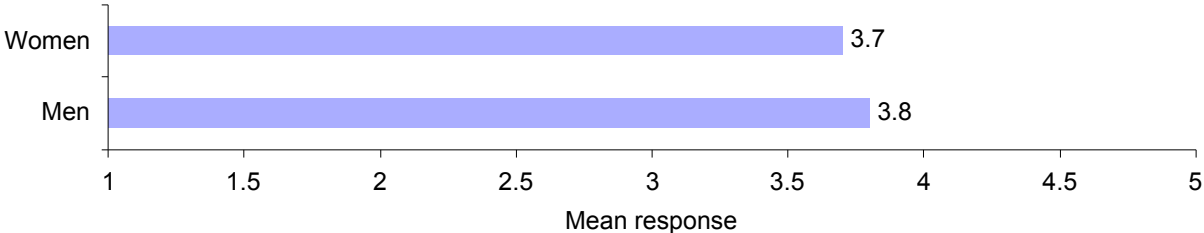
24b. The classroom environment was free from sexist behavior.



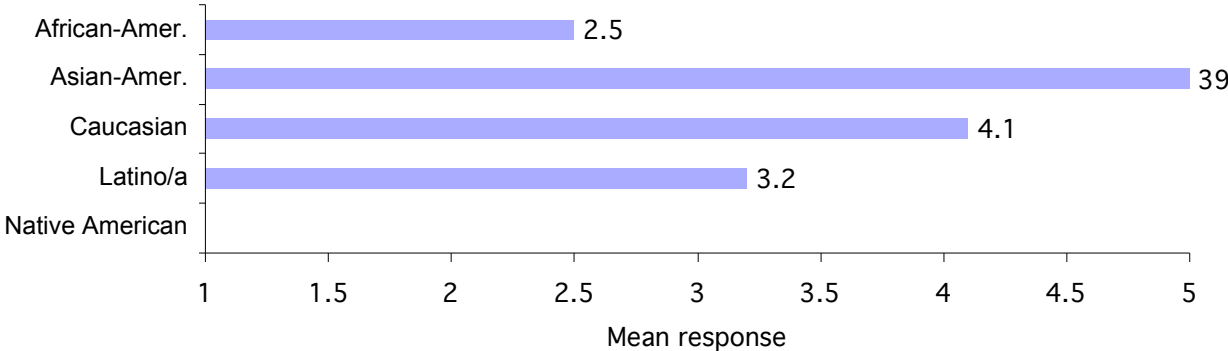
25b. The campus environment was free from sexism.



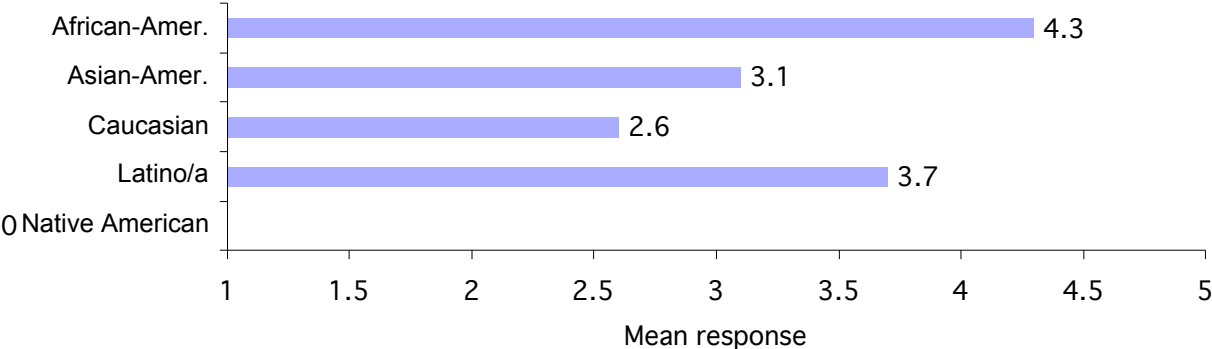
26b. The University appropriately addresses problems of sexism.



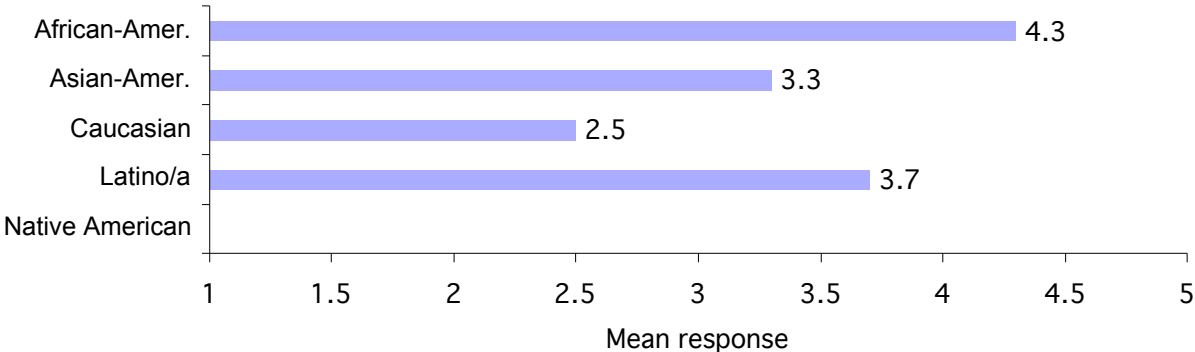
27. There were faculty of different racial/ethnic groups.



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?



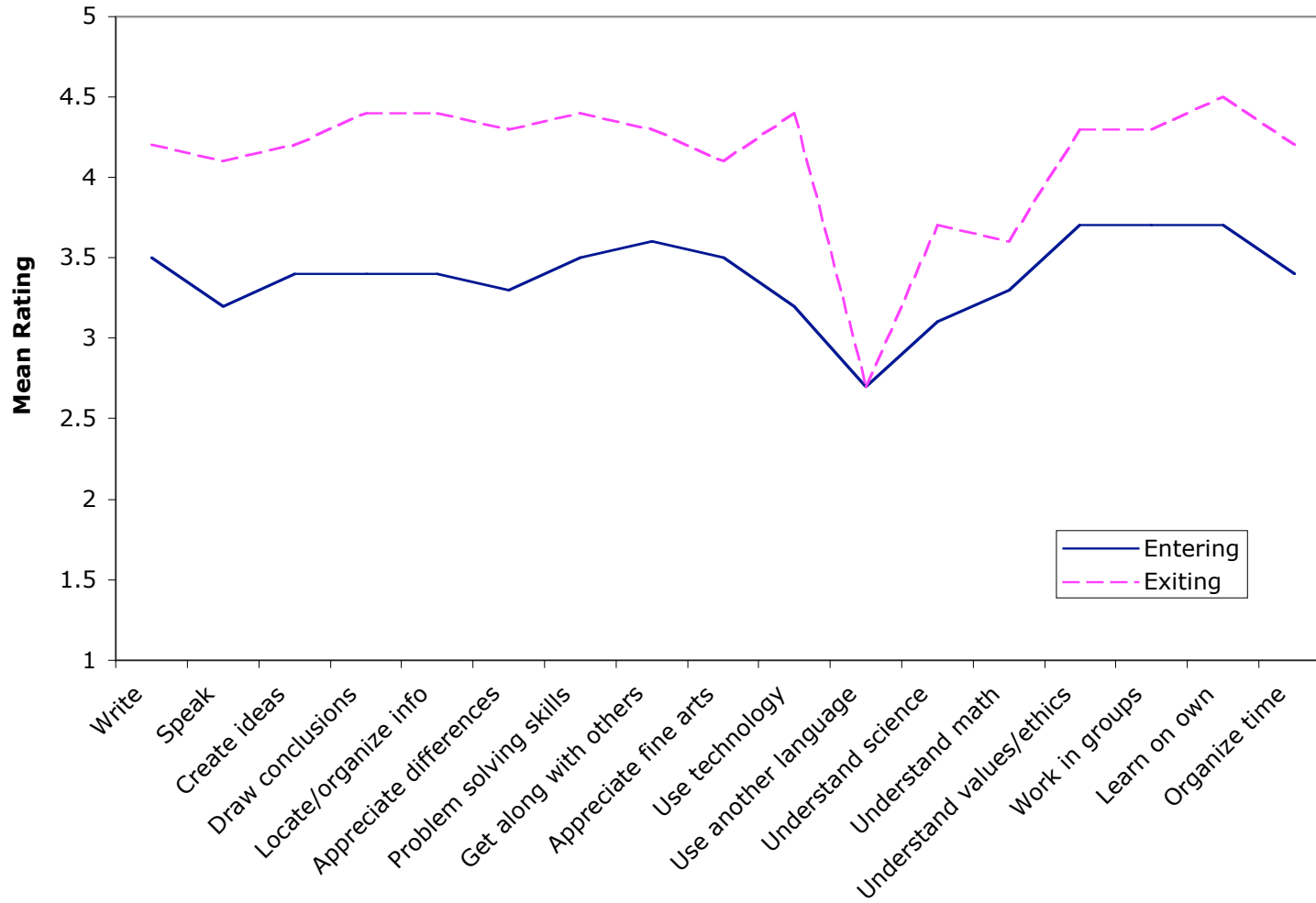
Self-Assessment of Entering and Exiting Abilities

Entering competency level					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	38	36	13	3.5	35. Write effectively	4.2	0	2	11	51	37
3	18	42	28	10	3.2	36. Speak effectively	4.1	0	2	13	51	34
2	13	43	33	10	3.4	37. Create original ideas and/or products	4.2	0	2	11	54	33
1	12	46	33	9	3.4	38. Draw conclusions after weighing evidence, facts, and ideas	4.4	0	0	6	47	46
1	12	44	33	9	3.4	39. Locate, screen, and organize information	4.4	0	0	8	47	45
5	18	33	27	17	3.3	40. Understand and appreciate cultural and ethnic differences	4.3	1	3	12	38	46
1	8	39	40	12	3.5	41. Problem solving skills	4.4	0	0	7	48	45
2	11	31	35	21	3.6	42. Get along with people whose attitudes and opinions are different from mine	4.3	1	2	10	44	44
4	14	30	28	24	3.5	43. Appreciate fine arts, music, and literature	4.1	2	6	16	33	42
4	19	39	27	11	3.2	44. Effectively use technology	4.4	0	1	9	42	48
20	25	30	16	8	2.7	45. Communicate in a language other than English	2.7	21	24	27	15	12
4	18	46	25	6	3.1	46. Understand and apply scientific principles and methods	3.7	3	9	26	36	27
4	15	42	30	9	3.3	47. Understand and apply mathematical reasoning	3.6	3	10	30	35	22
1	7	33	38	21	3.7	48. Understand values and ethical standards	4.3	0	1	13	44	42
1	9	34	37	19	3.7	49. Work cooperatively in groups	4.3	0	2	11	41	46
2	11	30	32	26	3.7	50. Learn on my own	4.5	0	1	6	33	61
3	17	36	28	16	3.4	51. Organize my time effectively	4.2	1	4	16	36	44
						52. Demonstrate competency in my chosen field	4.2	1	2	12	50	36
						53. Seek and obtain employment	3.8	4	8	24	36	29
						54. Understand the impact of my field on the global/societal context	4.1	2	4	17	37	40

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:

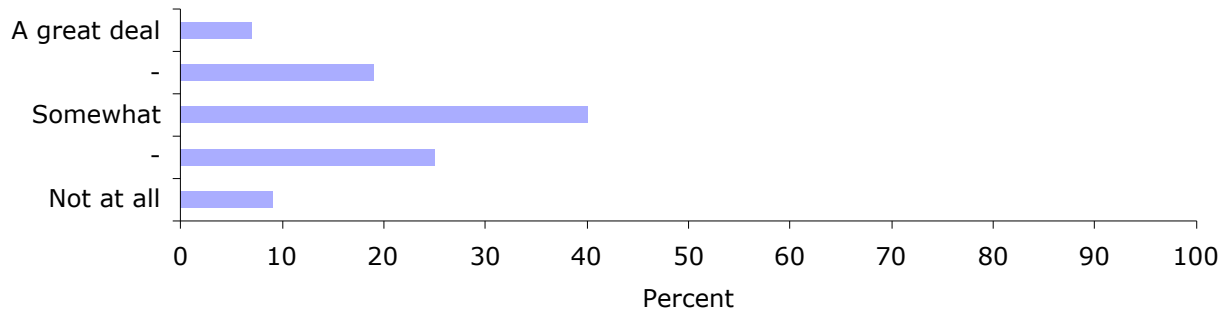
- 1.2 Effectively use technology (e.g., computers, high tech equipment)
- 1.0 Locate, screen, and organize information
- 1.0 Draw conclusions after weighing evidence, facts, and ideas
- 1.0 Understand and appreciate cultural and ethnic differences
- .9 Problem solving
- .9 Speak effectively

Comparison of Entering and Exiting Abilities



General Education Requirements

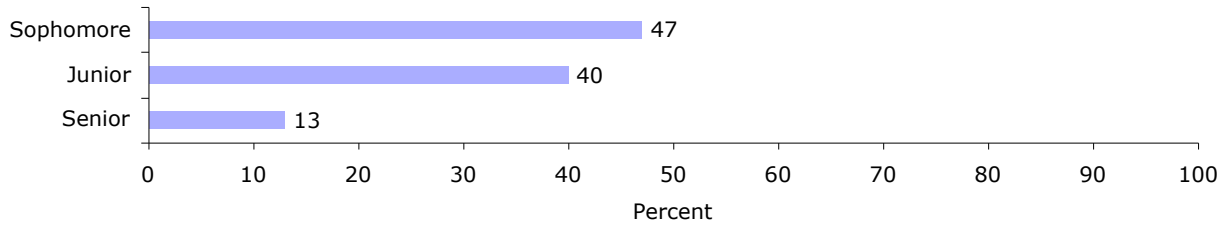
55. How much would you say your required General Education (GEN ED) courses contributed to gains in ANY of the abilities presented in Items 35-54?



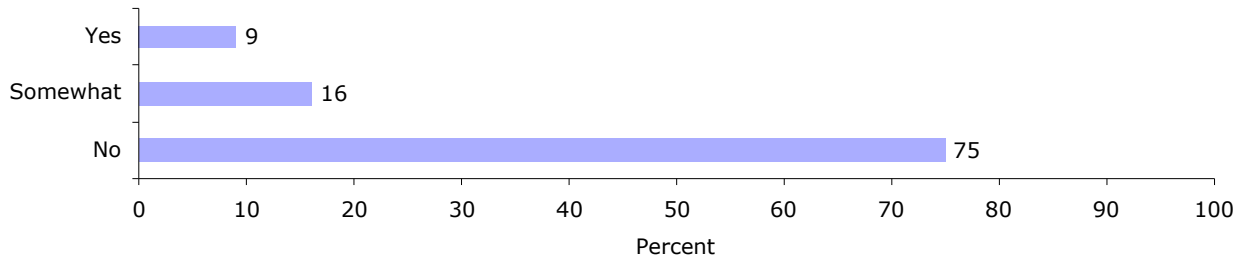
Frequency Percentage by College

Abilities Cited:	ALL	ACES	ALS	BUS	COM	EDU	ENG	FAA	LAS
Write effectively	41	44	39	39	49	39	46	46	38
Speak effectively	28	40	42	36	39	38	16	21	22
Create original ideas	18	13	22	22	26	19	10	14	18
Draw conclusions	18	16	15	18	32	17	12	18	14
Locate/organize info	15	14	13	18	24	12	12	17	15
Appreciate differences	34	32	34	36	32	28	38	30	34
Problem solving skills	13	10	12	18	20	16	4	12	14
Get along with others	31	34	31	37	35	28	25	25	30
Appreciate fine arts	28	22	24	34	28	20	32	15	29
Use technology	16	27	22	17	26	21	3	17	14
Use another language	11	2	8	15	14	3	7	6	13
Understand science	9	8	7	9	14	3	2	8	11
Understand math	8	10	8	9	16	9	4	7	9
Understand values/ethics	15	15	13	14	23	11	16	15	16
Work in groups	22	20	30	22	37	25	16	21	23
Learn on own	21	22	22	26	40	29	10	24	20
Organize time effectively	18	16	22	21	35	28	9	20	16
Demonstrate competency	5	7	6	4	17	15	2	7	5
Seek/obtain employment	4	4	3	4	10	1	2	3	5
Understand context	11	12	10	10	20	7	11	12	11

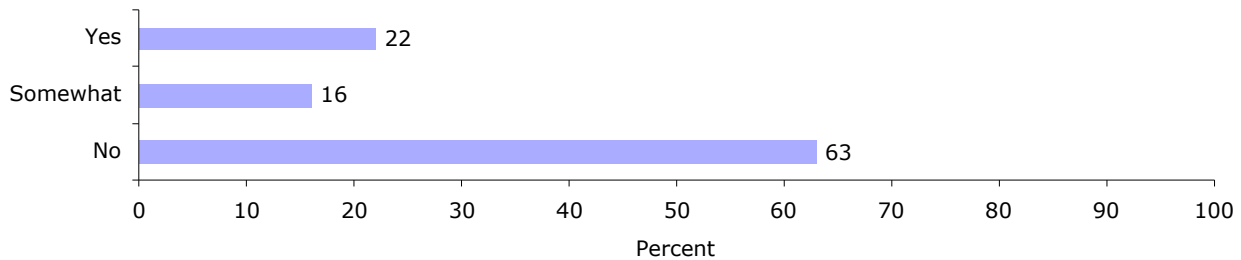
56. When did you complete the majority of your GEN ED requirements?



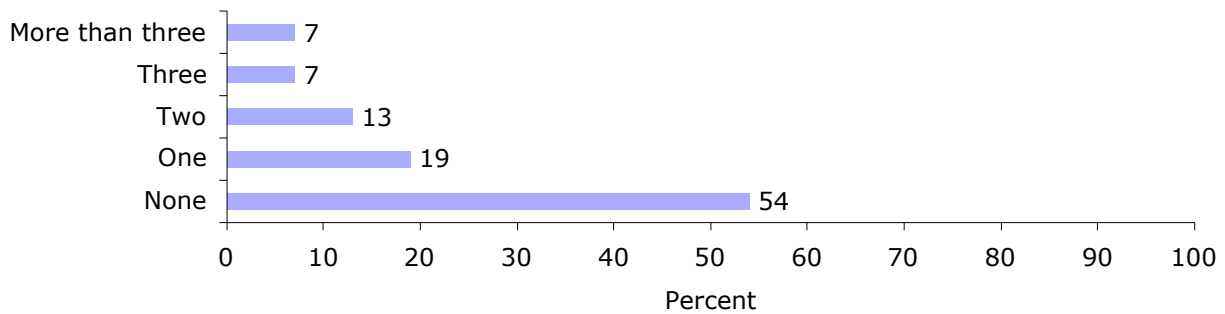
57. Did your experience in any GEN ED course encourage you to choose a major in the same discipline?



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



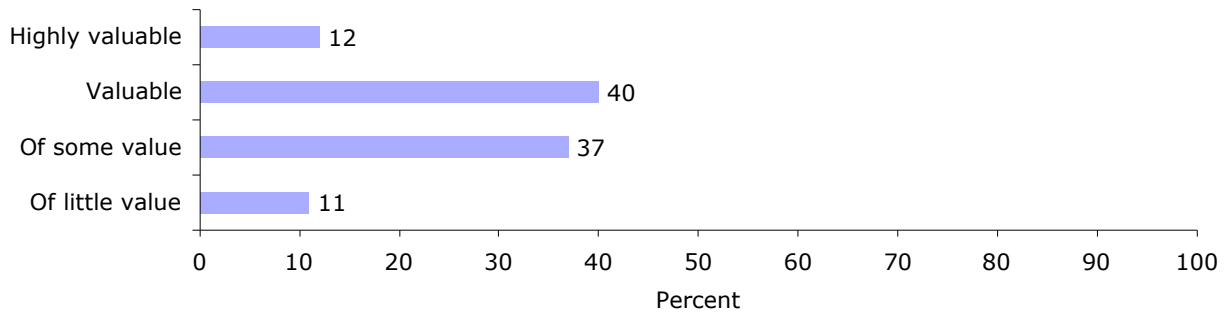
59. After you enrolled at UIUC, how many courses did you take at another institution (community college, or other university) to fulfill a GEN ED requirement?



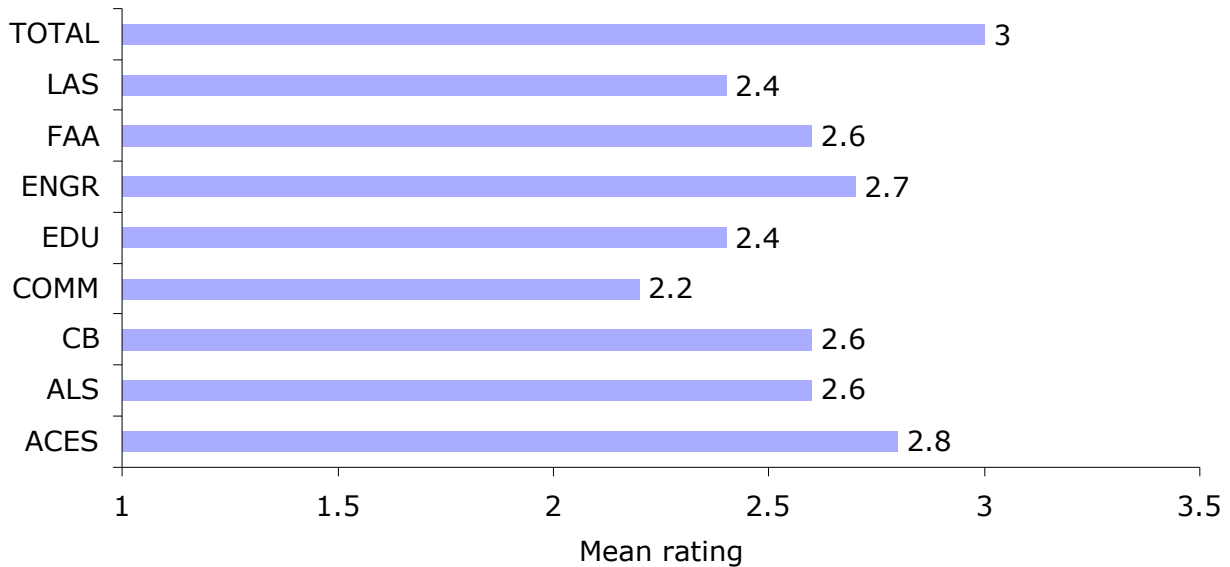
60. If you took GEN ED courses at another institution while attending UIUC, which factors influenced your decision?

	<u>Freq.</u> %
I did not take any courses elsewhere	28
It was a better fit with my schedule	13
I thought the workload would be easier	21
I wanted to take it during the summer	31
I transferred to UIUC with most/all completed	5
Other	7

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

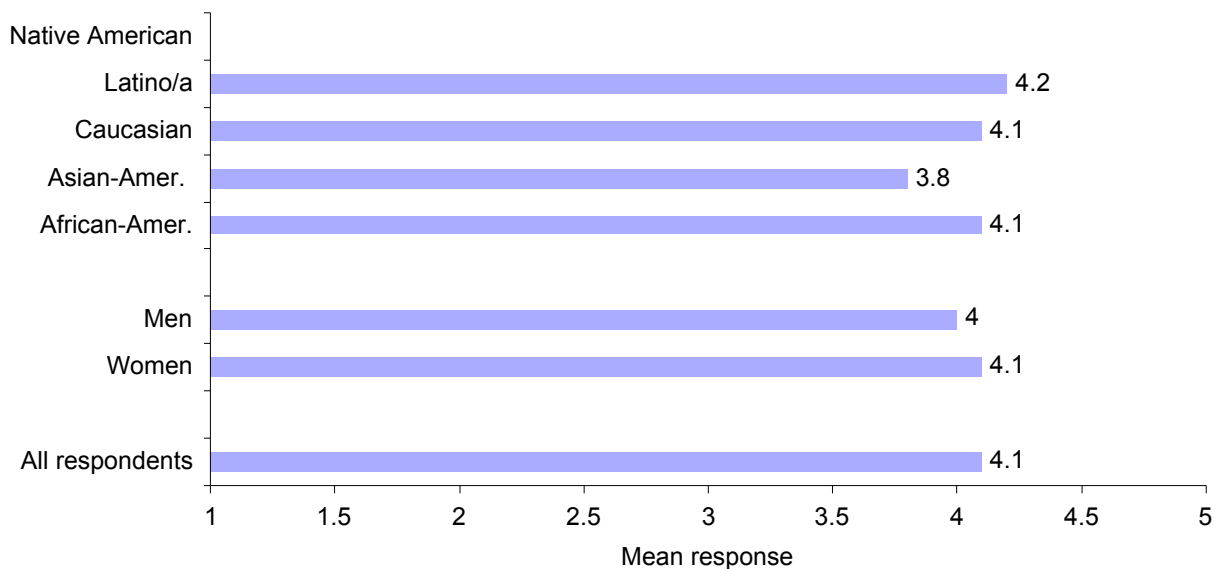


Overall Undergraduate Experience

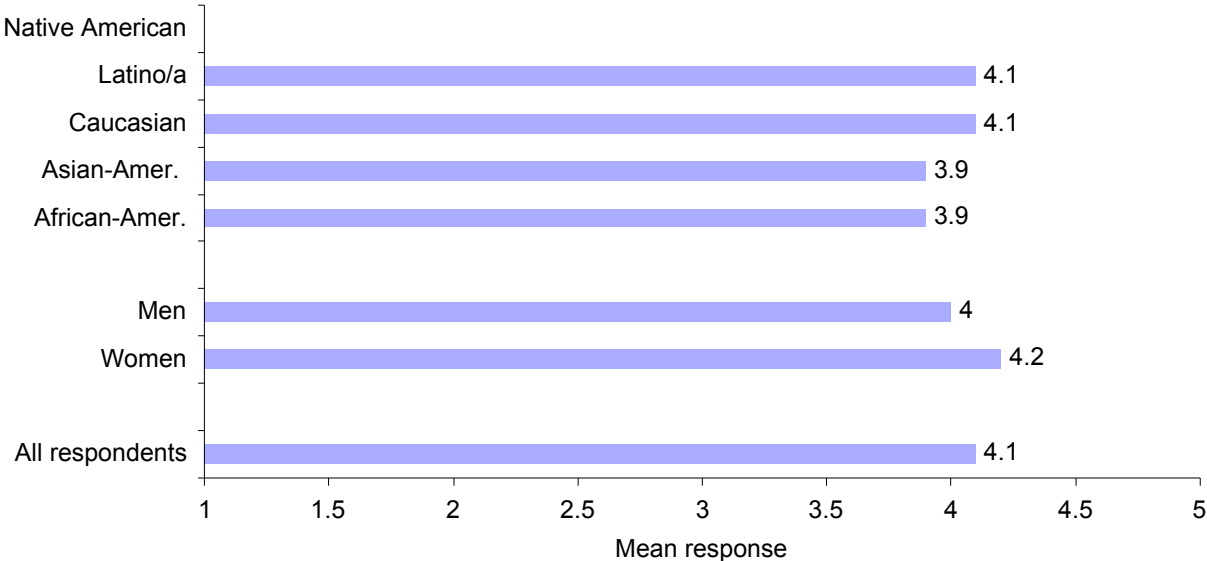
	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
62. Your major at UIUC	4.1	2	6	15	38	40
63. Your overall educational experience at UIUC	4.1	1	3	14	52	31
64. Your TOTAL experience at UIUC	4.3	1	3	11	37	48
65. If you could start all over again, would you:						
- attend UIUC again?	87%					
- attend another institution?	13%					
- not attend college?	0%					
66. If you could start all over again, would you:						
- take same major?	61%					
- take related major?	21%					
- take different major?	19%					

For the second consecutive year, 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.

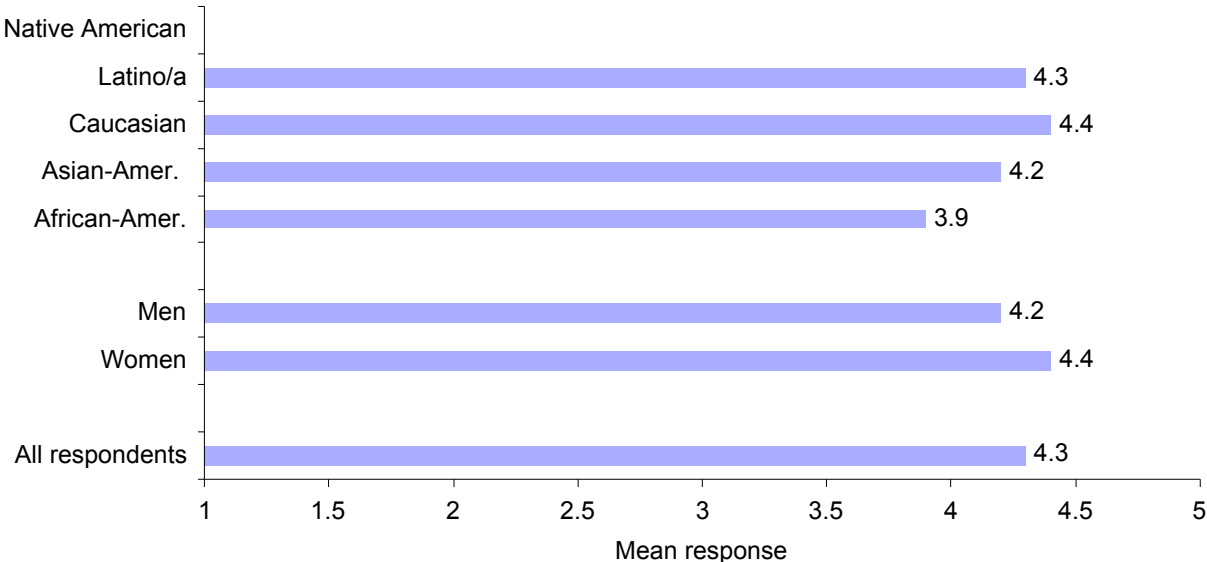
62. Please rate your major at UIUC:



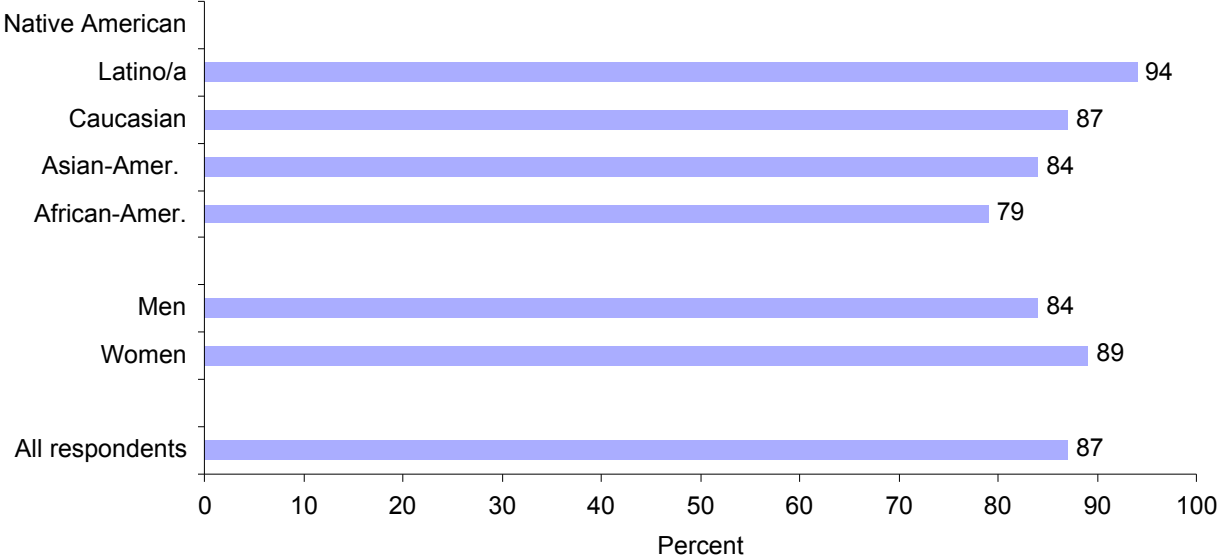
63. Your overall educational experience at UIUC:



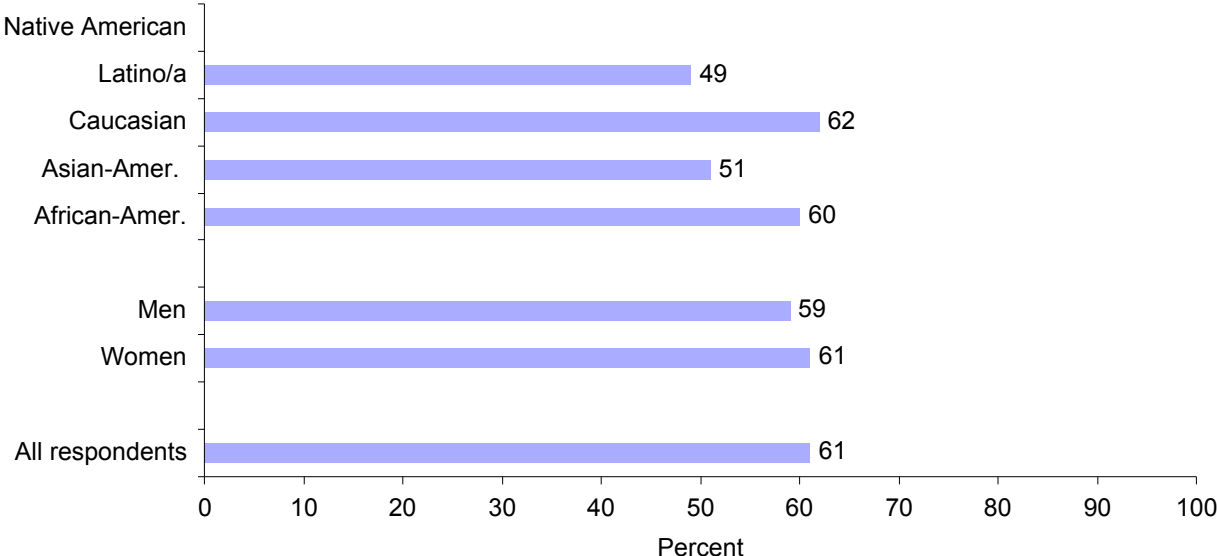
64. Your TOTAL experience at UIUC:



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 2,721 graduating seniors responding to the Senior Survey, 1,698 (62%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 17 students.)

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

Open-Ended Question #2

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

Of the 2,721 graduating seniors responding to the Senior Survey, 1,765 (65%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 17 students.)

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

Open-Ended Question #3

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

Of the 2,721 graduating seniors responding to the Senior Survey, 1,817 (67%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 17 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 147	ALS 108	BUS 310	COMM 92	EDU 19	ENGR 220	FAA 123	LAS 586	?? 212	TOTAL 1,817
	%	%	%	%	%	%	%	%	%	%
Positive	38	48	47	49	60	60	43	51	39	48
Negative	31	19	26	24	31	31	31	26	30	27
Both	22	27	25	23	15	15	18	18	19	20
Neither	8	6	4	4	5	5	7	5	5	5

Approximately half of the 1,817 written comments were positive statements about GEN ED course requirements, 27% were negative statements, and 20% were positive and negative. Students in the Colleges of Engineering and Education appeared to be the most positive about their GEN ED experiences whereas students in the College of Agricultural, Consumer, and Environmental Sciences were the least positive. All open-ended comments were also categorized into one or more content headings. Results of this analysis are presented in the following table.

Open-Ended Question #3

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

<u>Comment</u>	<u>% of responses</u>
1. Little or no value	35
2. Valuable	30
3. Enjoyed them/They were fun	11
4. Interesting	9
5. Provided a well-rounded education	8
6. Took them because they were required	4
7. Generated a new interest	2
8. Required a lot of work	2
9. Provided a good diversion	2
10. Easy	2
11. Good, but probably won't use	2
12. Too many required	2
13. Learned a lot	2

COMPARISON TO PREVIOUS YEARS – Demographics of Respondents

This section of the report will compare 2003 Senior Survey results to responses recorded in 1990, 2001, and 2002.

Satisfaction with Broad Aspects of the Undergraduate Experience

Following is a listing of item mean scores for common items administered in previous years. The 2003 results continue an upward trend of ratings. In comparison to last year, none of the 40 "satisfaction" items showed a lower rating, while 23 of the 40 items increased by at least one-tenth of a rating point. Two of the items (#26a. "University appropriately addresses racism" and #62. "Rate your major") showed a change of two-tenths of a point.

<u>2003</u>	<u>2002</u>	<u>2001</u>	<u>1990</u>	
4.0	4.0	3.9	3.8	1. Quality of teaching by faculty in your major
3.5	3.5	3.5	3.5	2. Quality of teaching by faculty outside your major
3.3	3.3	3.3	3.2	3. Quality of teaching by TAs
3.4	3.4	3.4	3.3	4. Quality of laboratories and classrooms
3.2	3.1	3.1	-	5. Quality of academic program advising and information
3.1	3.0	3.1	-	6. Quality of career advising and information
3.8	3.8	3.8	3.8	7. Access to courses and course sections in major
3.2	3.2	3.3	3.5	8. Access to elective courses and course sections
3.2	3.1	3.1	3.2	9. Process of student evaluation of teaching
3.3	3.2	3.1	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	3.8	3.7	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	3.4	3.3	3.1	14. Usefulness of evaluation procedures to learning
3.8	3.7	3.7	-	15. Quantity of faculty office hours
4.1	4.0	4.0	-	16. Faculty members' presence during posted office hours
3.9	3.8	3.8	-	17. Accessibility of faculty in general
3.7	3.6	3.5	-	18. Communication between faculty and students regarding student needs and concerns
4.1	4.1	4.0	-	19. Library system as a whole
3.9	3.9	4.1	-	20. Campus recreation (e.g., IMPE, WIMPE, Illini Union)
3.9	3.8	3.8	3.8	21. Easy to meet and get to know other students
4.0	4.0	4.0	3.7	22. Easy to get involved in student groups, activities
3.9	3.9	3.8	3.5	23. Exposure to different backgrounds and cultures
4.2	4.1	4.1	4.0	24a. <u>Classroom</u> environment free from racist behavior
4.1	4.0	4.0	3.8	24b. <u>Classroom</u> environment free from sexist behavior
3.5	3.5	3.4	2.9	25a. <u>Campus</u> environment free from racism
3.7	3.6	3.5	3.0	25b. <u>Campus</u> environment free from sexism
3.7	3.5	3.4	3.2	26a. University appropriately addresses racism
3.7	3.6	3.6	3.2	26b. University appropriately addresses sexism
4.0	3.9	3.8	-	27. There were faculty of different racial/ethnic groups
4.2	4.2	4.1	3.8	28. Felt that you were welcome at UIUC
3.6	3.5	3.5	3.1	29. Had someone you could go to for help
2.8	2.7	2.7	2.3	30. "University" cared about you
3.8	3.8	3.7	3.3	31. You felt safe on campus
2.8	2.7	2.6	-	32. The existence of racial/ethnic-specific academic programs
2.7	2.6	2.5	-	33. The existence of racial/ethnic-specific activities
3.1	3.0	-	-	34. Your Discovery course(s)
4.1	3.9	4.0	3.9	62. Please rate your major at UIUC
4.1	4.0	4.0	3.9	63. Your overall educational experience at UIUC
4.3	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 +.7 in 2003, which was about the same as previous years. Four abilities (underlined) reported entering/exiting gains of at least one rating point.

2003			2002			1996			Ability
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	
3.5	4.2	.7	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
3.4	4.2	.8	3.3	4.1	.8	3.5	4.0	.5	Create original ideas
3.4	4.4	<u>1.0</u>	3.3	4.3	1.0	3.6	4.3	.7	<u>Draw conclusions</u>
3.4	4.4	<u>1.0</u>	3.3	4.3	1.0	3.5	4.3	.8	<u>Locate/organize info</u>
3.3	4.3	<u>1.0</u>	3.3	4.2	.9	3.2	4.0	.8	<u>Appreciate differences</u>
3.5	4.4	.9	3.5	4.3	.8	-	-	-	Problem solving skills
3.6	4.3	.7	3.5	4.2	.7	3.5	4.1	.6	Get along with others
3.5	4.1	.6	3.5	4.1	.6	3.4	3.9	.5	Appreciate fine arts
3.2	4.4	<u>1.2</u>	3.1	4.4	1.3	2.8	4.2	1.4	<u>Use technology</u>
2.7	2.7	-	2.6	2.7	.1	2.6	2.6	0	Use another language
3.1	3.7	.6	3.1	3.8	.7	3.2	3.8	.6	Understand science
3.3	3.6	.3	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
3.7	4.5	.8	3.5	4.5	1.0	3.8	4.5	.7	Learn on own
3.4	4.2	.8	3.2	4.1	.9	3.4	4.2	.8	Organize time effectively
-	4.2	-	-	4.1	-	-	4.3	-	Demonstrate competency
-	3.8	-	-	3.7	-	-	4.0	-	Seek/obtain employment
-	4.1	-	-	4.0	-	-	-	-	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:

	2003	2002	2001	2000	1999	1990
Caucasian	4.3	4.3	4.3	4.2	4.1	4.0
Asian-American	4.0	3.9	3.9	3.9	3.9	3.8
African-American	3.0	3.0	2.9	2.7	3.0	2.6
Latino/a	3.8	3.7	3.7	3.7	3.8	3.7
Native American	-	4.2	-	-	-	-

25a. The campus environment was free from racism:

	2003	2002	2001	2000	1999	1990
Caucasian	3.6	3.7	3.5	3.4	3.3	2.9
Asian-American	3.4	3.3	3.2	2.9	3.1	2.7
African-American	2.4	2.5	2.3	2.1	2.3	2.0
Latino/a	3.1	3.1	3.0	3.0	3.1	2.6
Native American	-	3.6	-	-	-	3.0

26a. The University appropriately addresses problem of racism:

	2003	2002	2001	2000	1999	1990
Caucasian	3.8	3.7	3.6	3.5	3.6	3.3
Asian-American	3.5	3.3	3.1	3.0	3.2	2.9
African-American	2.7	2.5	2.2	2.4	2.4	2.5
Latino/a	3.4	3.1	2.9	3.2	3.3	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:

	2003	2002	2001	2000	1999	1990
Women	4.0	3.9	3.9	3.8	3.8	3.6
Men	4.2	4.2	4.2	4.2	4.1	3.9

25b. The campus environment was free from sexism:

	2003	2002	2001	2000	1999	1990
Women	3.6	3.4	3.4	3.8	3.3	2.9
Men	3.8	3.8	3.7	4.2	3.6	3.2

26b. The University appropriately addresses problem of sexism:

	2003	2002	2001	2000	1999	1990
Women	3.7	3.5	3.5	3.4	3.5	3.2
Men	3.8	3.8	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 and Asian-American students appeared to be less satisfied than did other students.

62. Satisfaction with your major:

	2003	2002	2001	2000	1999	1990
All Respondents	4.1	4.0	4.0	4.0	4.0	3.9
Women	4.1	4.0	4.0	4.0	4.0	4.0
Men	4.0	4.0	4.0	4.0	4.0	3.9
Caucasian	4.1	4.1	4.0	4.1	4.1	4.0
Asian-American	3.8	3.8	3.8	3.7	3.7	3.8
African-American	4.1	3.9	3.7	3.7	3.8	3.7
Latino/a	4.2	4.0	4.1	3.9	4.0	4.0
Native American	-	4.3	-	-	-	-

63. Satisfaction with overall educational experience at UIUC:

	2003	2002	2001	2000	1999	1990
All Respondents	4.1	4.0	4.0	4.0	4.0	3.8
Women	4.2	4.1	4.0	4.1	4.1	3.9
Men	4.0	4.0	4.0	4.0	4.0	3.7
Caucasian	4.1	4.1	4.1	4.1	4.1	3.8
Asian-American	3.9	3.9	3.8	3.8	3.9	3.7
African-American	3.9	3.8	3.8	3.6	3.7	3.7
Latino/a	4.1	4.0	4.0	4.3	4.1	3.8
Native American	-	4.0	-	-	-	-

64. Satisfaction with TOTAL experience at UIUC:

	2003	2002	2001	2000	1999	1990
All Respondents	4.3	4.2	4.2	4.2	4.3	3.9
Women	4.4	4.2	4.2	4.2	4.3	3.9
Men	4.2	4.2	4.2	4.2	4.2	3.9
Caucasian	4.4	4.3	4.3	4.2	4.1	3.9
Asian-American	4.2	4.1	4.0	4.1	3.9	3.9
African-American	3.9	3.8	3.7	3.8	3.7	3.9
Latino/a	4.3	4.1	4.3	4.3	4.1	3.6
Native American	-	4.1	-	-	-	-

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

	2003	2002	2001	2000	1999	1990
All Respondents	87%	85%	86%	86%	86%	85%
Women	89	85	86	86	87	88
Men	84	85	86	85	84	83
Caucasian	87	87	89	87	88	86
Asian-American	84	80	78	82	78	79
African-American	79	80	76	63	76	70
Latino/a	94	79	84	92	86	79
Native American	-	89	-	-	-	-