

2009 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 2009 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 5,468 seniors, 3,130, 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.

Percentages

	Respondents	All Seniors
Gender		
Female	56.1	49.6
Male	43.9	50.3
Ethnic Origin		
Caucasian	74.6	71.3
Latino/a	4.3	5.3
African-American	3.5	4.9
Asian-American	13.4	13.3
Native American	.2	.2
Unknown	1.5	1.6
Other	2.5	3.5
College of Graduation		
ACES	10.8	8.4
Applied Health Sciences	7.6	6.8
Business	11.2	10.7
Media	6.7	5.8
Education	2.9	2.7
Engineering	14.1	14.3
Fine and Applied Arts	6.8	7.1
Liberal Arts & Sciences	39.5	43.8
Aviation	.3	.4

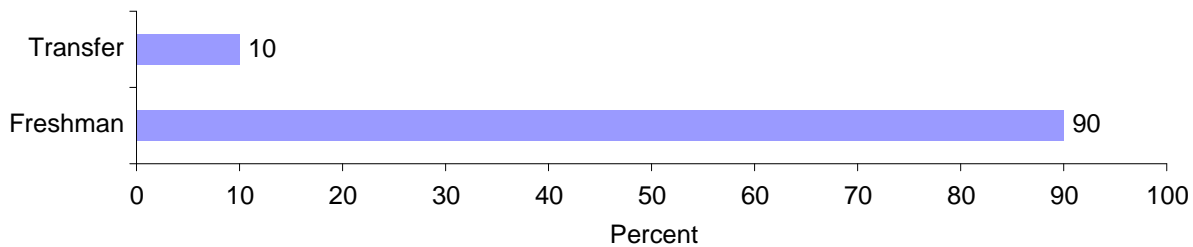
Care should be taken in interpreting the results of the survey because the small number of respondents in some sub-categories makes the results statistically unreliable. This summary presents highlights of the data following the general order of the survey. A "Comparison to Previous Years" section at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

Demographics

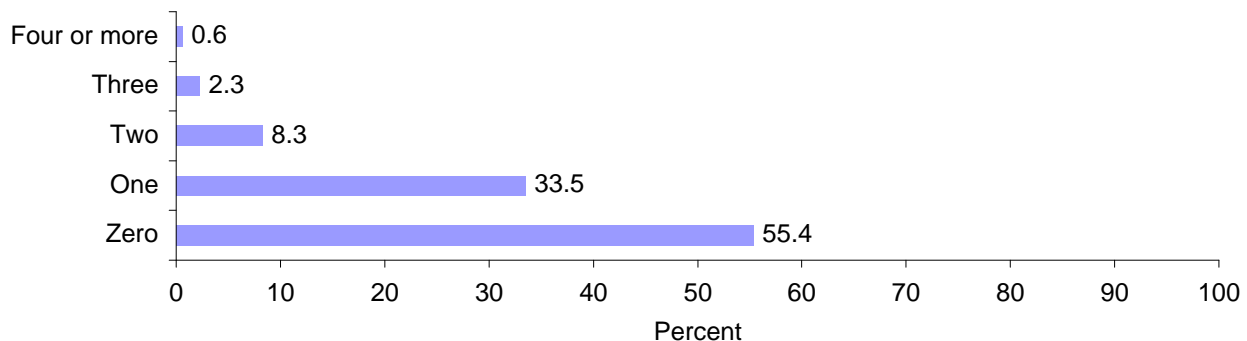
Survey respondents present a picture of a very traditional student body, with large majorities enrolling as freshmen and completing a bachelor's degree in eight semesters. The respondents were 75% Caucasian with about 12% more females than males.

Academically, 74% of the respondents self-assessed their grade-point average as between 2.76 and 3.75. Approximately 55% of the students never changed their major, while another 34% changed majors once. Thirty-three percent of the respondents reported working each semester part-time while another 48% reported working "occasionally" part-time. Approximately 69% of the respondents worked during the summer.

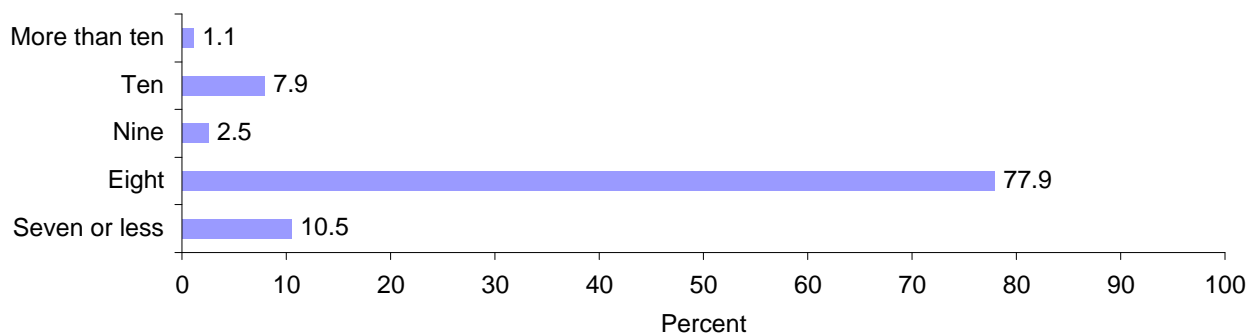
First enrolled at UIUC as:



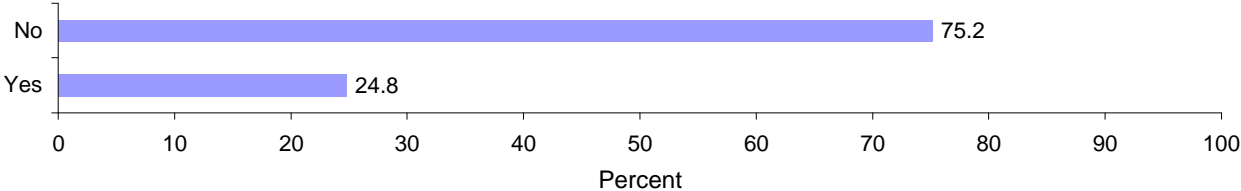
Number of times you changed major while at UIUC:



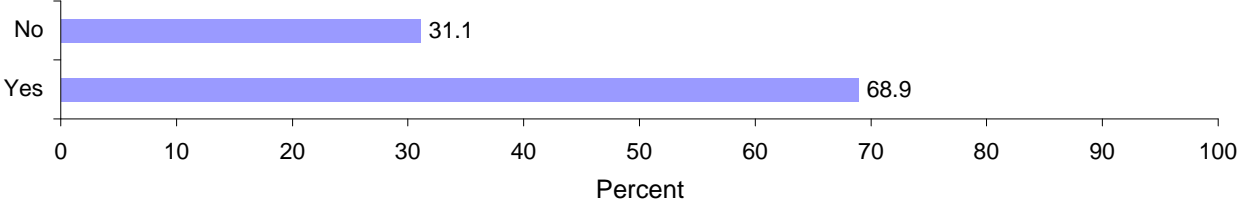
Number of semesters it took to complete degree:



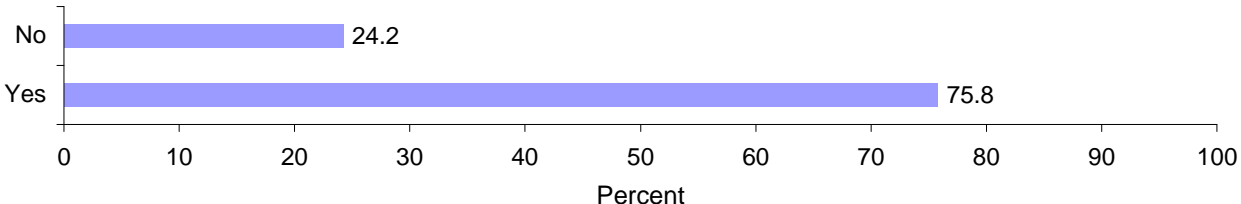
Did you seek personal counseling?



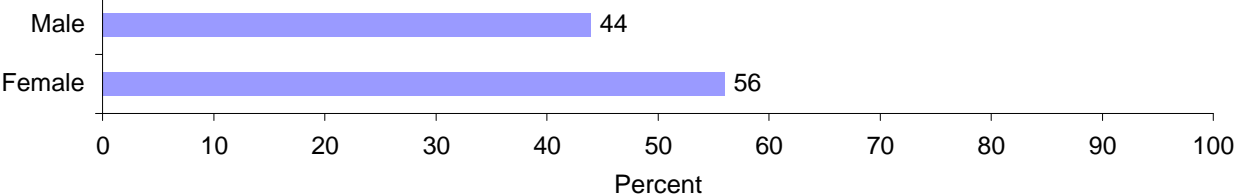
Did you use career services?



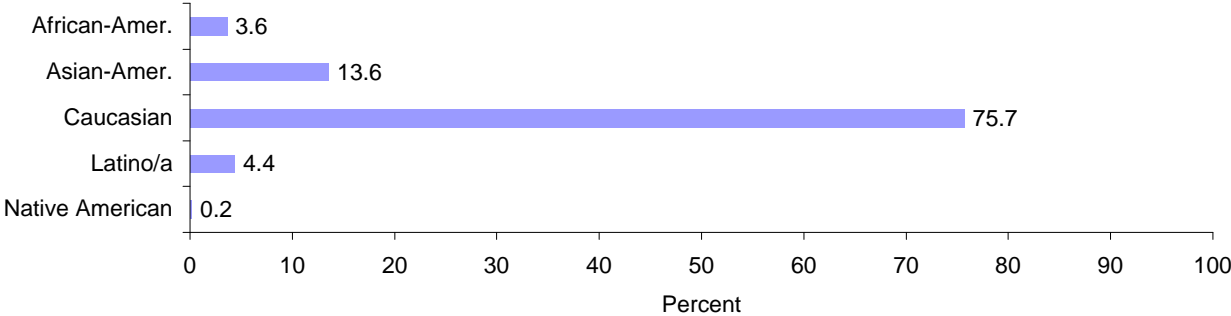
Did you participate in volunteer or community service work?



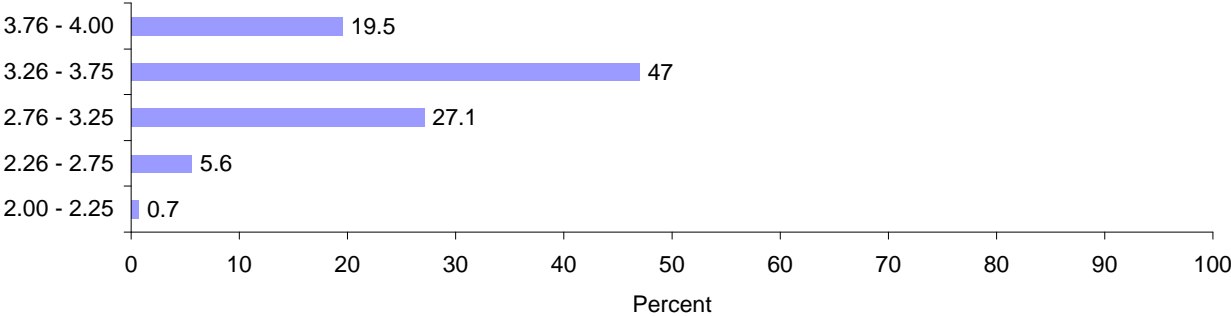
Gender:



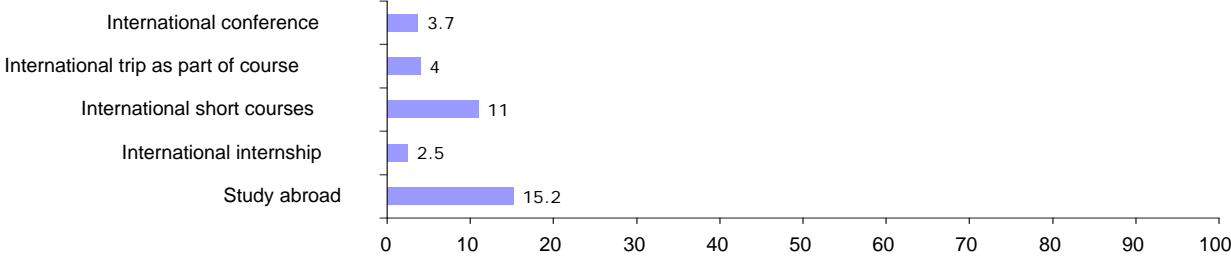
Ethnic Origin:



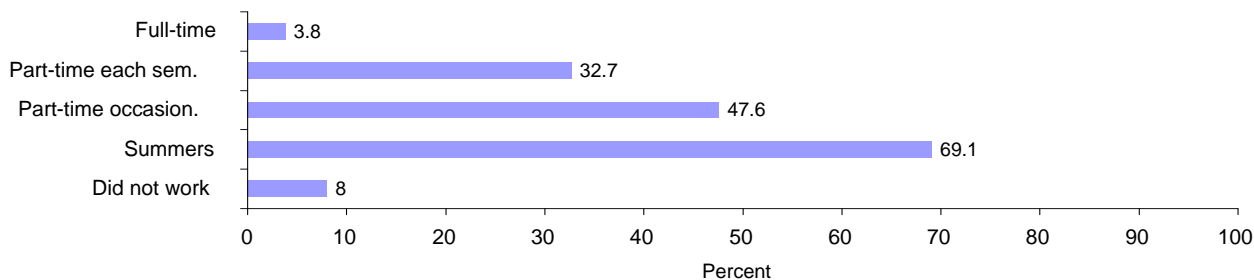
Approximate GPA:



Did you participate in an international educational experience?



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 17 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 22 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>				<i>High</i>
		1	2	3	4	5
1. Quality of teaching by faculty in your major	4.0	1	5	14	48	32
2. Quality of teaching by faculty outside your major	3.6	1	8	33	46	11
3. Quality of teaching by TAs	3.3	4	16	38	35	7
4. Quality of laboratories and classrooms	3.4	3	13	34	39	11
5. Quality of academic program advising and information	3.4	9	15	24	33	19
6. Quality of career advising and information	3.4	7	14	30	31	17
7. Access to courses and course sections in major	3.6	5	12	24	40	19
8. Access to elective courses and course sections	3.4	6	15	27	36	15
9. Process of student evaluation of teaching	3.3	6	14	32	37	11
10. Class size at the 100 and 200 course level	3.4	5	15	32	36	13
11. Class size at the 300 course level	4.1	1	4	15	47	33
12. Fairness of student performance evaluation procedures	3.8	1	5	22	53	19
13. Usefulness of student evaluation procedures assisting students to learn	3.4	4	12	35	40	10
14. Accessibility of faculty in general	3.9	1	5	20	49	25
15. Communication between faculty and students regarding student needs and concerns	3.7	2	8	25	45	20
16. Library system as a whole (both service and collections)	4.3	0	2	12	37	49
17. Campus recreation (e.g., ARC, CIRCE, Ice Arena)	4.5	1	1	7	28	64

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

- 4.5:** Campus recreation
- 4.3:** Library system as a whole
- 4.1:** Class size at the 300 course level

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

- 3.3:** Process of student evaluation of teaching
- 3.3:** Class size at the 100 and 200 course level
- 3.3:** Quality of teaching by TAs
- 3.4:** Quality of laboratories and classrooms
- 3.4:** Quality of career advising and information
- 3.4:** Usefulness of student evaluation procedures assisting students to learn

Campus Environment

How satisfied were you with the extent to which:	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
18. It was easy to meet and get to know other students	4.0	2	6	18	38	36
19. It was easy to get involved in student groups and activities	4.1	1	5	15	39	41
20. There was exposure to different student backgrounds and cultures	4.1	2	6	16	38	39
21a. The <u>classroom</u> environment was free from racist behavior	4.2	2	5	14	35	46
21b. The <u>classroom</u> environment was free from sexist behavior	4.1	2	5	15	36	43
22a. The <u>campus</u> environment was free from racism	3.6	5	12	24	35	24
22b. The <u>campus</u> environment was free from sexism	3.7	4	11	23	36	27
23a. The University appropriately addresses problems of racism	3.7	5	9	24	34	28
23b. The University appropriately addresses problems of sexism	3.8	4	8	25	35	29
24. There were faculty of different racial/ethnic groups	4.2	1	4	14	37	45
25. You felt you were welcome at UIUC	4.3	1	3	11	33	52
26. You had someone (University employee) that you could go to for help	3.8	6	11	19	29	35
27. The "University" cared about you	3.2	12	18	28	27	16
28. You felt safe on campus	3.7	3	10	23	40	24

How valuable were:	Mean	Value				
		Little 1	2	3	4	Very 5
29. Your Discovery course(s) (if you took one)	3.0	16	9	43	17	14
30. Your courses taken to fulfill your General Education requirements	3.1	11	21	29	31	8
31. Your instructors' uses of web-based course mgmt tools (for example, WebCT, Blackboard, Mallard)	3.5	5	11	27	42	16
32. How valuable was your participation in Illinois Leadership Center offerings (e.g., I-programs, Leadershape)? (if you participated)	3.0	14	10	51	16	10

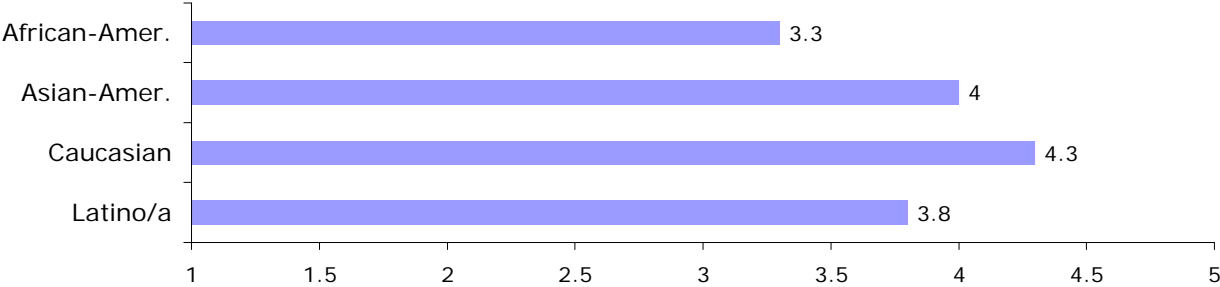
How would you describe your quality of interactions with:	Mean	Friendly/Supportive?			
		Almost never 1	2	3	Almost always 4
33a. Other Students	3.3	0	4	58	38
33b. Instructors	3.3	0	5	64	31
33c. Administrative Staff	3.0	3	16	58	23

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

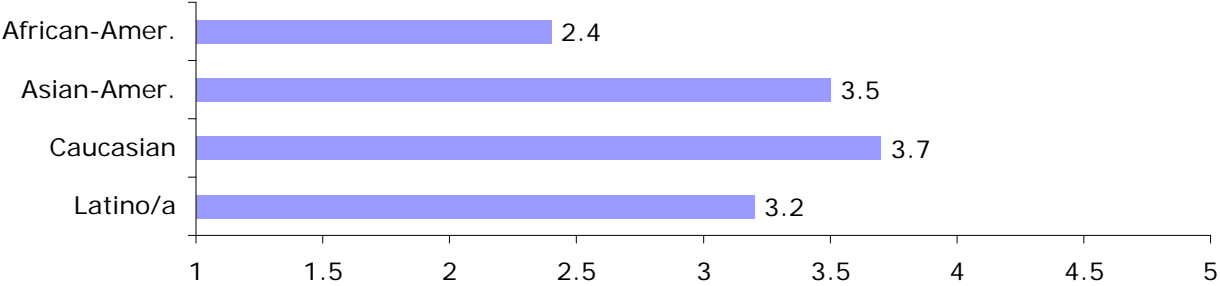
- 4.3: You felt that you were welcome at UIUC
- 4.2: The classroom environment was free from racist behavior
- 4.2: There were faculty of different racial/ethnic groups

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 the number of respondents by ethnic origin is 2,338 Caucasian, 421 Asian-America, 110 African-American, 136 Latino/a, and five Native Americans.) Women continue to rate items on the existence of sexism in the classroom and on campus lower than did men.

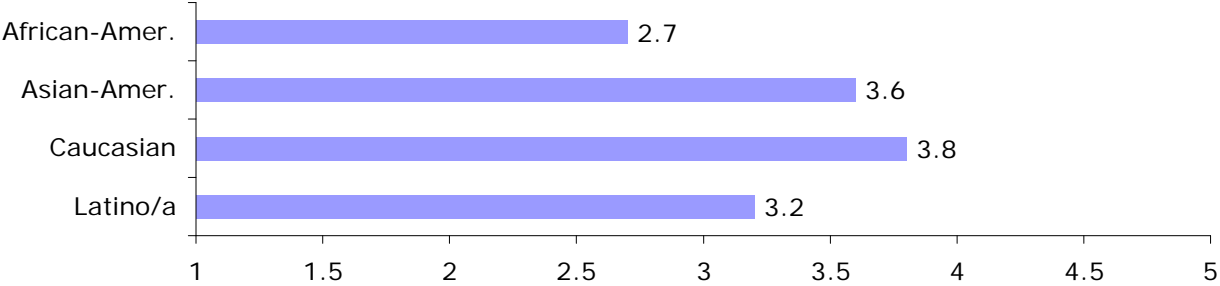
21a. The classroom environment was free from racist behavior.



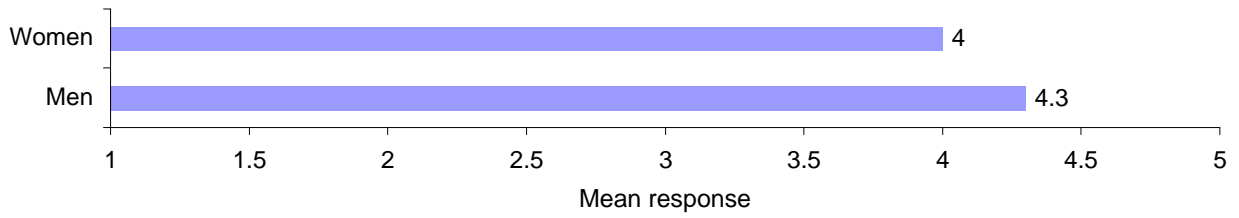
22a. The campus environment was free from racism.



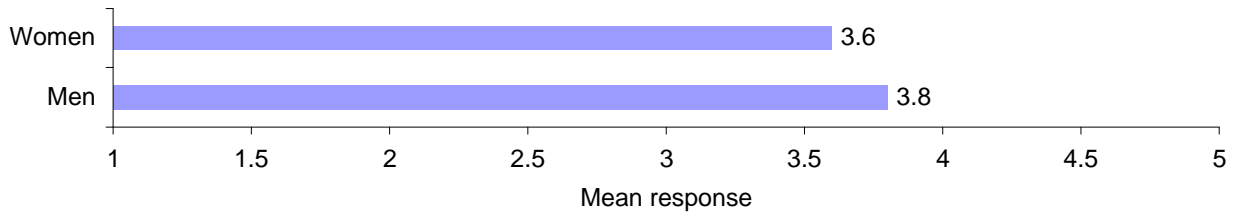
23a. The University appropriately addresses problems of racism.



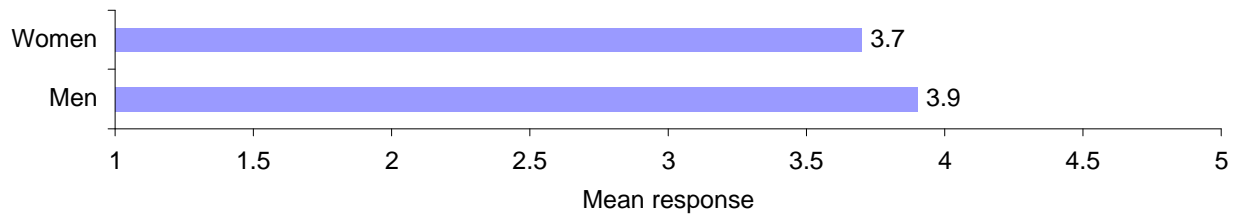
21b. The classroom environment was free from sexist behavior.



22b. The campus environment was free from sexism.



23b. The University appropriately addresses problems of sexism.



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)
1	6	37	42	15	3.6	34. Write effectively	4.2	0	1	15	51	33
1	14	44	31	10	3.3	35. Speak effectively	4.1	0	2	19	48	31
1	9	45	36	10	3.5	36. Create original ideas and/or products	4.1	0	1	17	50	32
0	6	45	41	8	3.5	37. Draw conclusions after weighing evidence, facts, and ideas	4.4	0	0	8	49	43
0	9	44	38	9	3.5	38. Locate, screen, and organize information	4.3	0	0	9	46	44
2	11	37	32	18	3.5	39. Understand and appreciate cultural and ethnic differences	4.4	1	1	10	39	49
0	4	38	46	12	3.7	40. Problem solving skills	4.4	0	0	8	47	45
0	8	35	39	17	3.7	41. Get along with people whose attitudes and opinions are different from mine	4.3	0	1	11	46	41
3	13	32	30	22	3.6	42. Appreciate fine arts, music, and literature	4.0	2	6	21	34	38
1	9	39	36	15	3.6	43. Effectively use technology	4.3	0	1	11	43	45
12	26	37	17	8	2.8	44. Communicate in a language other than English	2.9	12	25	32	18	13
2	14	50	28	7	3.2	45. Understand and apply scientific principles and methods	3.8	2	8	29	34	27
3	13	42	33	10	3.4	46. Understand and apply mathematical reasoning	3.6	2	10	32	36	20
0	4	34	42	21	3.8	47. Understand values and ethical standards	4.3	0	1	11	46	43
0	5	33	43	19	3.8	48. Work cooperatively in groups	4.3	0	1	10	44	44
1	8	32	38	21	3.7	49. Learn on my own	4.5	0	0	7	35	58
2	16	38	30	14	3.4	50. Organize my time effectively	4.1	1	5	17	36	42
2	10	44	32	13	3.4	51. Contribute to the welfare of the community	3.9	1	4	28	41	26
1	10	40	36	12	3.5	52. Be an effective leader	4.2	0	2	14	43	41
						53. Demonstrate competency in my chosen field	4.2	0	2	13	49	36
						54. Seek and obtain employment	3.8	3	8	26	35	29
						55. Understand the impact of my field on the global/societal context	4.2	1	3	14	39	44

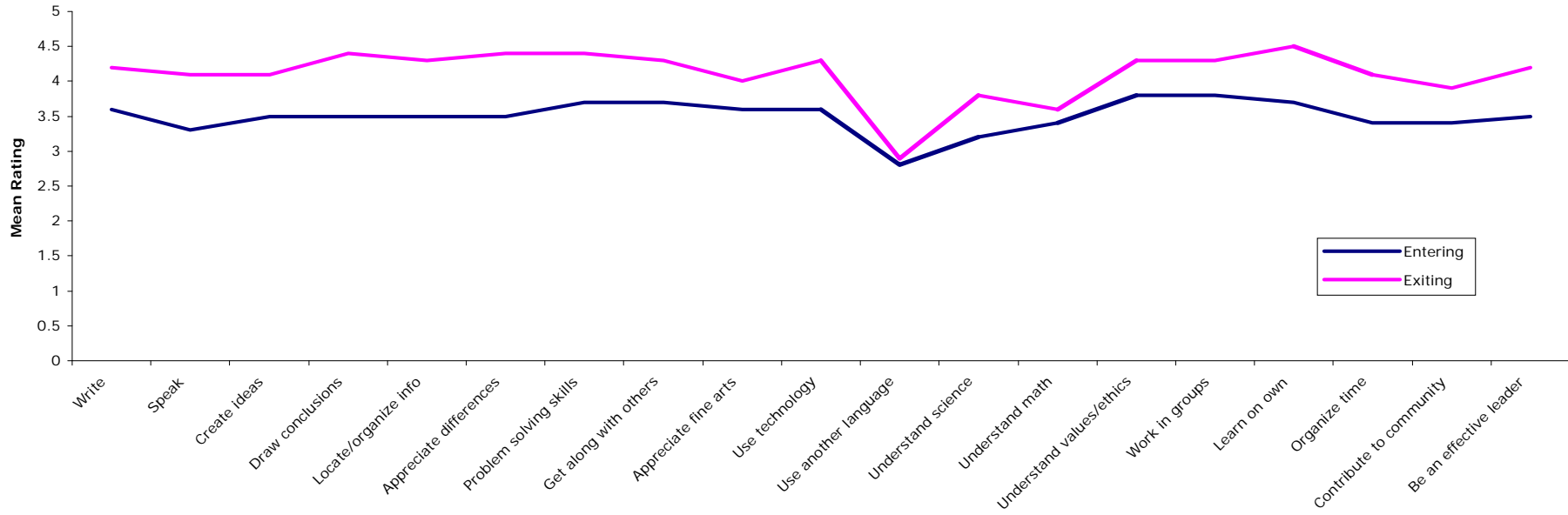
The respondents reported increases in their entering competency levels for all of the abilities. The abilities with the greatest difference between entering and exiting competency levels were:

- .9 Draw conclusions after weighing evidence, facts, and ideas
- .9 Understand and appreciate cultural and ethnic differences
- .8 Speak effectively
- .8 Learn on my own
- .8 Locate, screen, and organize information

2009 Entering and Exiting Skill Ratings by Gender

Females			Males			Ability
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	
3.7	4.2	.5	3.6	4.1	.5	Write effectively
3.4	4.1	.7	3.3	4.1	.8	Speak effectively
3.5	4.1	.6	3.4	4.1	.6	Create original ideas
3.5	4.3	.8	3.5	4.4	.9	Draw conclusions
3.5	4.4	.9	3.4	4.3	.9	Locate/organize info
3.6	4.5	.9	3.5	4.2	.7	Understand and appreciate cultural differences
3.6	4.3	.7	3.7	4.4	.7	Problem solving skills
3.7	4.3	.6	3.6	4.2	.6	Get along with others
3.7	4.2	.5	3.3	3.8	.5	Appreciate fine arts
3.5	4.3	.8	3.7	4.4	.7	Use technology
2.9	3.0	.1	2.8	2.8	-	Use another language
3.1	3.6	.5	3.4	4.0	.6	Understand science
3.2	3.4	.2	3.5	3.9	.4	Understand math
3.9	4.4	.5	3.7	4.2	.5	Understand values/ethics
3.9	4.4	.5	3.6	4.3	.7	Work in groups
3.7	4.5	.8	3.7	4.5	.8	Learn on own
3.5	4.2	.7	3.2	4.0	.8	Organize time effectively
3.6	4.0	.4	3.3	3.7	.4	Contribute to community
3.6	4.3	.7	3.4	4.2	.8	Be an effective leader
--	4.2		--	4.2		Demonstrate competency
--	3.8		--	3.8		Seek/obtain employment
--	4.2		--	4.2		Understand context

Comparison of Entering and Exiting Abilities



About Working with an Instructor on a Research Study

56. Have you worked with a professor or graduate student on a research study or creative activity 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>MEDIA</u>	<u>LAS</u>	<u>AHS</u>
Participated	1135	136	62	13	180	74	46	509	111
Didn't want to	621	71	78	23	107	26	36	237	42
Didn't realize they could	464	39	79	15	35	52	55	157	29
Couldn't find faculty to do so	207	23	14	0	53	5	3	91	18
Not encouraged by program	336	25	72	28	6	32	47	116	9
TOTAL N	2763	294	305	79	381	189	187	1110	209

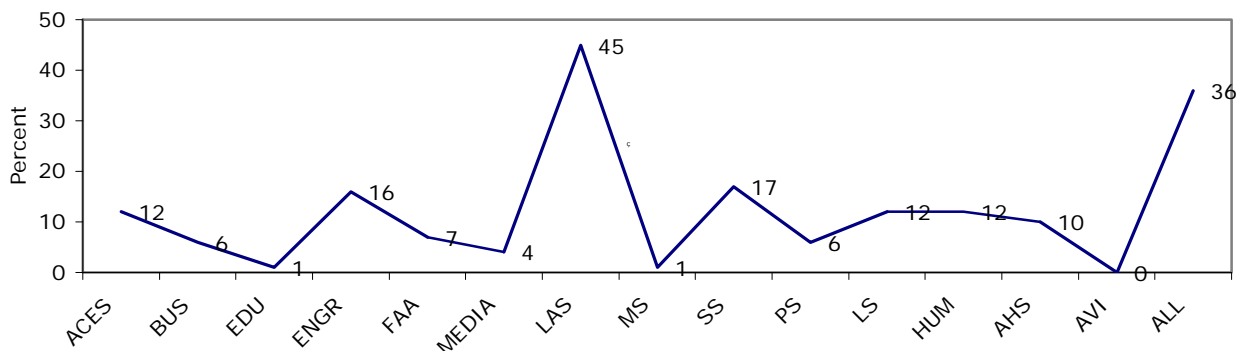
Participation in Undergraduate Research Projects: Percent of Participation Within College

	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>MEDIA</u>	<u>LAS</u>	<u>AHS</u>	<u>ALL</u>
Participated	46	20	17	47	39	25	46	53	41
Didn't want to	24	26	29	28	14	19	21	20	23
Didn't realize they could	13	26	19	9	28	29	14	14	17
Couldn't find faculty to do so	8	5	0	14	3	2	8	9	8
Not encouraged by program	9	24	35	2	17	25	11	4	12
	100	101	100	100	101	100	100	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>MEDIA</u>	<u>LAS</u>	<u>AHS</u>	<u>ALL</u>
Participated	12	6	1	16	7	4	45	10	101
Didn't want to	11	13	4	17	4	6	38	7	101
Didn't realize they could	8	17	3	8	11	12	34	6	100
Couldn't find faculty to do so	11	7	0	26	2	1	44	9	100
Not encouraged by program	7	21	8	2	10	14	35	3	100

Percent of Participation in UG Research Across Colleges



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

57. What type of work did you perform? (of 1,135 students participating)

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

	<u>ALL</u>	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>MEDIA</u>	<u>LAS</u>	<u>AHS</u>
Lab work	55	68	18	39	75	7	15	59	59
Field work	25	48	73	23	12	22	22	22	38
Library searches	16	13	15	15	14	10	11	18	17
Creative activity	13	5	15	15	7	80	44	6	5
Reading/summarizing	32	23	36	23	28	20	37	37	32
Research studies									
Other	13	11	24	15	11	7	17	14	11

58. Who supervised your research?

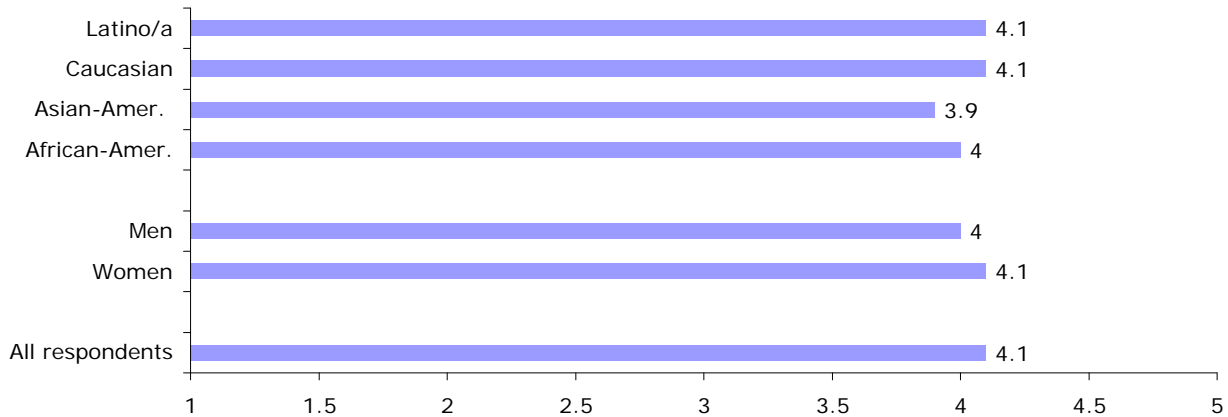
Individual Worked with in Undergraduate Research Projects: Percents Within Colleges

	<u>ALL</u>	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>MEDIA</u>	<u>LAS</u>	<u>AHS</u>
Faculty member	71	70	85	42	67	94	88	66	80
Graduate student	29	30	15	58	33	6	12	35	20

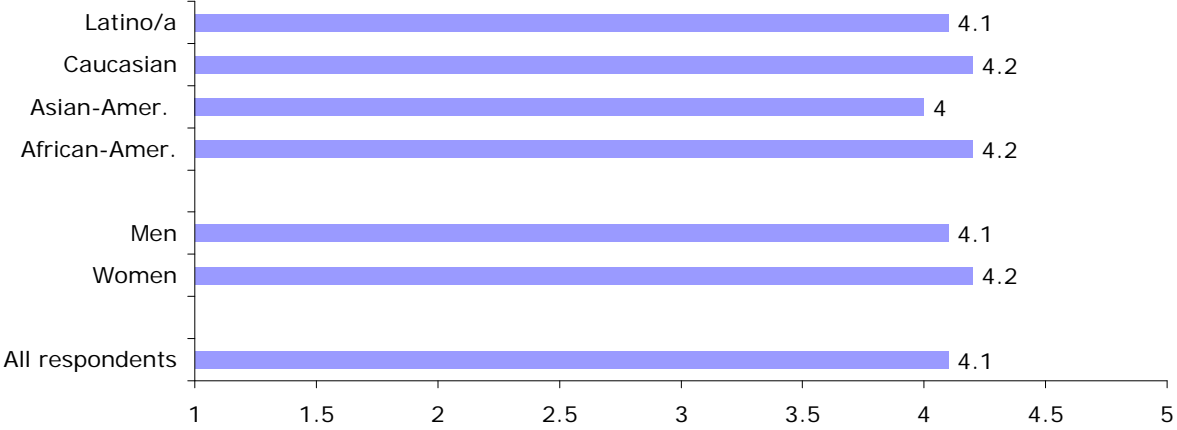
Overall Undergraduate Experience

How satisfied were you with:	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
59. Your major at UIUC	4.1	3	5	15	37	41
60. Your overall educational experience at UIUC	4.1	1	3	14	46	36
61. Your TOTAL experience at UIUC	4.3	1	3	10	34	52
62. If you could start all over again, would you:						
- attend UIUC again?	88%					
- attend another institution?	12%					
- not attend college?	0%					
63. If you could start all over again, would you:						
- take same major?	62%					
- take related major?	20%					
- take different major?	19%					

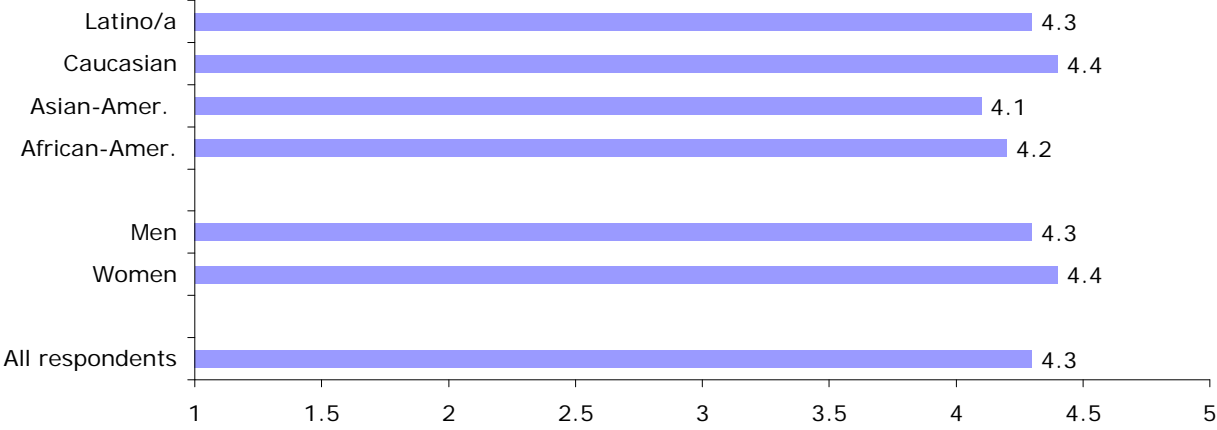
59. How satisfied were you with your major at UIUC?



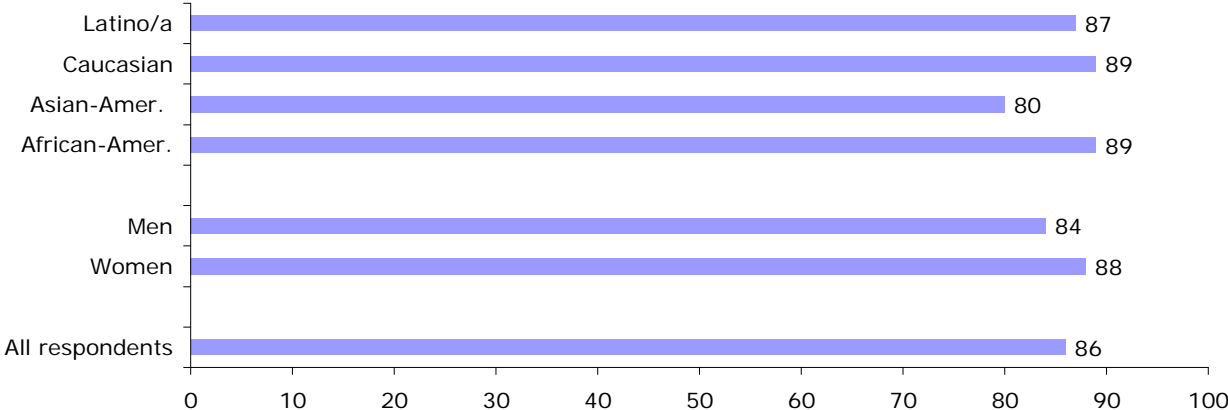
60. How satisfied were you with your overall educational experience at UIUC?



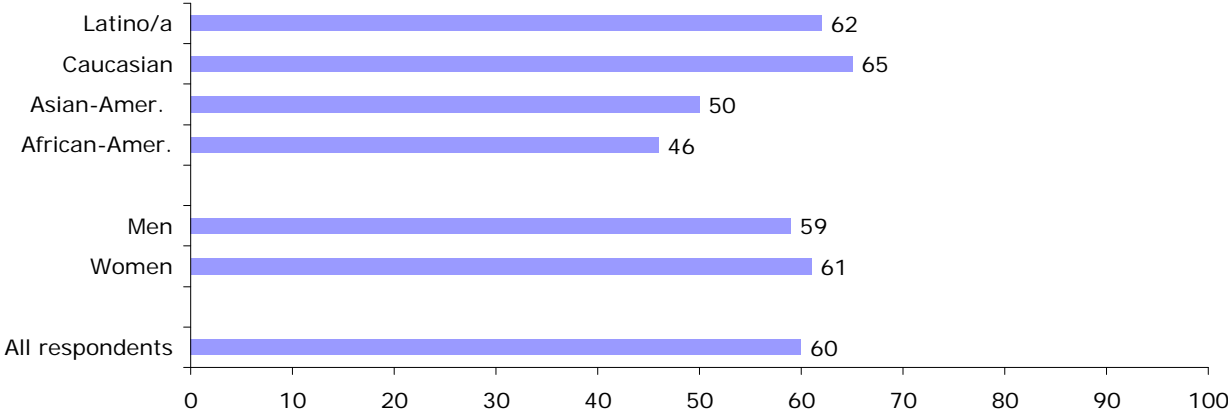
61. How satisfied were you with your TOTAL experience at UIUC?



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



63. 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 3,130 graduating seniors responding to the Senior Survey, 1,930 (62%) 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. Helpfulness and accessibility of faculty	14
2. Excellence of faculty and TAs	14
3. Advisors	11
4. Facilities and resources	11
5. Variety of course offerings	11
6. Peers and other students	10
7. Libraries	9
8. Extracurricular activities and organizations	8
9. Access to technology	6
10. Excellence of college/department/program	6
11. Vast amount of opportunities	6
12. Career Center	4
13. Classes	4
14. Helpful staff and administrators	4
15. Helpfulness and accessibility of TAs	3
16. Small class size	3
17. Reputation of university	3
18. Study abroad	3
19. Cultural diversity	3

Open-Ended Question #2

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

Of the 3,130 graduating seniors responding to the Senior Survey, 1,879 (60%) 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	11
2. Difficulty in getting desired courses	9
3. Classes too large	9
4. University too large (felt like a number)	6
5. General Education requirements	6
6. Difficult to take courses between colleges or transfer between colleges	6
7. Poor teaching by professors (too much emphasis on research)	6
8. Difficult/Challenging Classes	5
9. Professors/TAs not caring/helpful	5
10. Couldn't understand foreign TAs and professors	5
11. None	5
12. Program quality	4
13. Myself	4
14. Too much bureaucracy/red tape	3
15. Poor teaching by TAs	3
16. Costs	3
17. Problems with administration/administrators/staff	3
18. Poor labs and classroom facilities	3
19. Not enough information available re: university, options, etc.	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 3,130 graduating seniors responding to the Senior Survey, 783 (25%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 8 students.)

<u>Comment</u>	<u>% of responses</u>
1. Learned how to do research	13
2. Worked closely with a professor	9
3. Gained “real-life,” hands-on experience in my field	8
4. Saw what it takes to be a graduate student	8
5. Gained some “specific” knowledge, e.g., statistics, computers	7
6. Helped steer my career path	7
7. Gained greater interest/knowledge in my field	7
8. Learned how to work in a lab	6
9. Learned how to work as a team	6
10. Learned how to work independently	6
11. Learned how to problem solve	6
12. Learned how to work (follow schedule, meet deadlines)	6
13. Saw real world applications of knowledge learned in class	6
14. Learned paper-writing skills	.6
15. Made me appreciate the value of research	5
16. It was a good experience	4
17. Learned I had no desire to do research	3
18. Resume builder	3
19. Learned networking skills	3
20. Didn’t gain much	3

Open-Ended Question #4

What aspects of your undergraduate experience helped you to develop leadership skills?

Of the 3,130 graduating seniors responding to the Senior Survey, 1,830 (59%) 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. Group projects/teamwork in classes	34
2. Campus organizations	30
3. Greek system	10
4. Employment/Jobs	8
5. Leadership training (including Campus Leadership Center)	4
6. Living on my own/Doing it myself	4
7. Community service/Volunteering	3
8. Specific classes in and out of major	3
9. Nothing	3
10. Activities related to major	2
11. Sports/Marching Illini Band/Cheerleading	2
12. Residence advisor position	2
13 Lab work/Research opportunities	2

2009 Post Graduation Plans

by College

	<u>TOTAL</u>		<u>ACES</u>		<u>BUS</u>		<u>EDUC</u>		<u>ENGR</u>		<u>FAA</u>		<u>MEDIA</u>		<u>LAS</u>		<u>AHS</u>		<u>AVI</u>	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Acquired Full-time Work	492	18	57	19	128	42	6	8	145	38	8	4	22	12	112	10	13	6	1	11
Seeking Full-time Work	913	33	82	28	54	18	68	86	104	27	95	50	110	59	351	32	46	22	3	33
Accepted Grad School	670	24	65	22	88	29	0	0	84	22	46	24	15	8	298	27	73	35	1	11
Awaiting Grad School	256	9	51	17	4	1	0	0	17	5	10	5	9	5	120	11	44	21	1	11
Uncertain	232	8	21	7	17	6	2	3	16	4	17	9	17	9	126	11	15	7	1	11
Starting/raising family	3	0	0	0	0	0	1	1	0	0	0	0	0	0	2	0	0	0	0	0
Military service	25	1	2	1	1	1	0	0	7	2	0	0	1	1	11	1	2	1	1	11
Volunteer service	44	2	5	2	1	0	0	0	1	0	3	2	1	1	30	3	3	1	0	0
Additional UG study	11	0	0	0	0	0	0	0	1	0	1	1	0	0	9	1	0	0	0	0
Other	115	4	12	4	12	4	2	3	5	1	10	5	12	6	49	4	12	6	1	11
Total	2761		295		305		79		380		190		187		1108		208		9	

by Ethnicity

	TOTAL		Afr-Amer.		Asian-Amer.		Caucasian		Latino/a		Other	
Acquired Full-time Work	490	18	15	16	76	21	371	18	18	15	10	14
Seeking Full-time Work	907	33	28	30	93	26	721	34	40	34	23	32
Accepted Grad School	666	24	14	15	93	26	511	24	25	21	22	31
Awaiting Grad School	254	9	18	20	38	11	182	9	10	9	6	8
Uncertain	229	8	7	8	42	12	163	8	11	9	6	8
Starting/raising family	3	0	1	1	0	0	2	0	0	0	0	0
Military service	25	1	0	0	3	1	20	1	1	1	0	0
Volunteer service	44	2	1	1	4	1	33	2	5	4	0	0
Additional UG study	11	0	1	1	1	0	8	0	1	1	1	1
Other	115	4	7	8	12	3	85	4	7	6	4	6
Total	2744		92		362		2096		118		72	

by Gender

	TOTAL		Males		Females	
Acquired Full-time Work	490	18	294	24	196	13
Seeking Full-time Work	913	33	346	29	567	37
Accepted Grad School	670	24	292	24	378	24
Awaiting Grad School	256	9	106	9	150	10
Uncertain	231	8	95	8	136	9
Starting/raising family	3	0	0	0	3	0
Military service	26	1	26	2	0	0
Volunteer service	44	2	10	1	34	2
Additional UG study	11	0	4	0	7	1
Other	115	4	37	3	78	5
Total	2759		1210		1549	

COMPARISON TO PREVIOUS YEARS – Demographics of Respondents

This section of the report will compare 2009 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. Twelve of the 38 items had higher ratings from the previous year while only five had lower ratings. The item “Campus Recreation,” increased +.6 of a rating point while “Access to courses” decreased -.3.

<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>	
4.0	4.0	4.0	4.0	4.0	1. Quality of teaching by faculty in your major
3.6	3.6	3.6	3.7	3.6	2. Quality of teaching by faculty outside your major
3.3	3.3	3.2	3.3	3.3	3. Quality of teaching by TAs
3.4	3.3	3.3	3.2	3.4	4. Quality of laboratories and classrooms
3.4	3.4	3.3	3.3	3.3	5. Quality of academic program advising and information
3.4	3.4	3.4	3.4	3.3	6. Quality of career advising and information
3.6	3.9	3.9	4.0	3.9	7. Access to courses and course sections in major
3.4	3.4	3.4	3.4	3.3	8. Access to elective courses and course sections
3.3	3.3	3.3	3.3	3.3	9. Process of student evaluation of teaching
3.4	3.3	3.2	3.3	3.3	10. Class size at the 100 and 200 course level
4.1	4.1	4.0	4.1	4.1	11. Class size at the 300 course level
3.8	3.9	3.9	3.8	3.8	12. Fairness of student performance evaluation procedures
3.4	3.5	3.4	3.4	3.5	13. Usefulness of evaluation procedures to learning
3.9	3.9	3.8	3.8	3.9	14. Accessibility of faculty in general
3.7	3.7	3.7	3.6	3.7	15. Communication between faculty and students
4.3	4.2	4.2	4.2	4.2	16. Library system as a whole
4.5	3.9	4.1	4.1	3.9	17. Campus recreation (e.g., ARC, WIMPE, Illini Union)
4.0	4.0	4.0	4.0	3.9	18. Easy to meet and get to know other students
4.1	4.1	4.2	4.1	4.1	19. Easy to get involved in student groups, activities
4.1	4.0	4.0	4.0	4.0	20. Exposure to different backgrounds and cultures
4.2	4.2	4.1	4.2	4.2	21a. <u>Classroom</u> environment free from racist behavior
4.1	4.1	4.1	4.1	4.1	21b. <u>Classroom</u> environment free from sexist behavior
3.6	3.5	3.4	3.6	3.7	22a. <u>Campus</u> environment free from racism
3.7	3.7	3.7	3.7	3.8	22b. <u>Campus</u> environment free from sexism
3.7	3.6	3.5	3.6	3.7	23a. University appropriately addresses racism
3.8	3.7	3.7	3.7	3.8	23b. University appropriately addresses sexism
4.2	4.1	4.1	4.1	4.0	24. There were faculty of different racial/ethnic groups
4.3	4.3	4.3	4.3	4.3	25. Felt that you were welcome at UIUC
3.8	3.7	3.7	3.7	3.7	26. Had someone you could go to for help
3.2	3.1	3.0	3.0	2.9	27. “University” cared about you
3.7	3.8	3.9	3.9	3.9	28. You felt safe on campus
3.0	3.1	3.1	3.2	3.2	29. Your Discovery course(s)
3.1	3.1	3.1	3.2	3.1	30. Your courses taken to fulfill your General Education Req.
3.5	3.4	3.4	3.4	3.6	31. Your instructors’ use of web-based course mgmt tools
3.0	3.0	3.0	-	-	32. How valuable were Leadership Center offerings
4.1	4.1	4.1	4.1	4.0	59. Please rate your major at UIUC
4.1	4.1	4.1	4.1	4.1	60. Your overall educational experience at UIUC
4.3	4.3	4.3	4.4	4.3	61. Your TOTAL experience at UIUC

Student Ratings of Entering and Exiting Abilities

The average rating increase across abilities was +.5 in 2009, which was about the same as previous years.

2009			2008			1996			Ability
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	
3.6	4.2	.6	3.5	4.3	.8	3.5	4.1	.6	Write effectively
3.3	4.1	.8	3.5	4.3	.8	3.2	4.0	.8	Speak effectively
3.5	4.1	.6	3.5	4.2	.7	3.5	4.0	.5	Create original ideas
3.5	4.4	.9	3.4	4.4	<u>1.0</u>	3.6	4.3	.7	Draw conclusions
3.5	4.3	.8	3.4	4.4	<u>1.0</u>	3.5	4.3	.8	Locate/organize info
3.5	4.4	.9	3.5	4.4	.9	3.2	4.0	.8	Appreciate differences
3.7	4.4	.7	3.6	4.4	.8	-	-	-	Problem solving skills
3.7	4.3	.6	3.6	4.0	.4	3.5	4.1	.6	Get along with others
3.6	4.0	.4	3.5	4.0	.5	3.4	3.9	.5	Appreciate fine arts
3.6	4.3	.7	3.5	4.3	.8	2.8	4.2	<u>1.4</u>	Use technology
2.8	2.9	.1	2.8	3.0	.2	2.6	2.6	0	Use another language
3.2	3.8	.6	3.2	3.8	.6	3.2	3.8	.6	Understand science
3.4	3.6	.2	3.3	3.7	.4	3.3	3.7	.4	Understand math
3.8	4.3	.5	3.8	4.3	.5	-	-	-	Understand values/ethics
3.8	4.3	.5	3.8	4.3	.5	3.6	4.3	.7	Work in groups
3.7	4.5	.8	3.6	4.3	.7	3.8	4.5	.7	Learn on own
3.4	4.1	.7	3.4	4.2	.8	3.4	4.2	.8	Organize time effectively
3.4	3.9	.5	3.4	3.8	.4	-	-	-	Contribute to community
3.5	4.2	.7	3.5	4.2	.7	-	-	-	Be an effective leader
-	4.2	-	-	4.3	-	-	4.3	-	Demonstrate competency
-	3.8	-	-	4.0	-	-	4.0	-	Seek/obtain employment
-	4.2	-	-	4.3	-	-	-	-	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. Five or more respondents per category were required.

21a. The classroom environment was free from racist behavior:

	2009	2008	2007	2006	2005	1990
Caucasian	4.3	4.3	4.2	4.3	4.3	4.0
Asian-American	4.0	4.0	4.0	4.0	4.1	3.8
African-American	3.3	3.1	2.7	3.1	3.1	2.6
Latino/a	3.8	3.8	3.4	3.7	3.8	3.7

22a. The campus environment was free from racism:

	2009	2008	2007	2006	2005	1990
Caucasian	3.7	3.7	3.6	3.7	3.8	2.9
Asian-American	3.5	3.4	3.3	3.6	3.6	2.7
African-American	2.4	2.2	1.8	2.4	2.4	2.0
Latino/a	3.2	2.8	2.7	3.1	3.1	2.6

23a. The University appropriately addresses problems of racism:

	2009	2008	2007	2006	2005	1990
Caucasian	3.8	3.7	3.6	3.9	3.6	3.3
Asian-American	3.6	3.5	3.4	3.9	3.3	2.9
African-American	2.7	2.3	2.1	2.5	2.3	2.5
Latino/a	3.2	3.0	2.8	3.2	3.1	3.2

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.

21b. The classroom environment was free from sexist behavior:

	2009	2008	2007	2006	2005	1990
Women	4.0	4.0	3.9	4.0	3.9	3.6
Men	4.3	4.3	4.3	4.3	4.2	3.9

22b. The campus environment was free from sexism:

	2009	2008	2007	2006	2005	1990
Women	3.6	3.6	3.5	3.6	3.5	2.9
Men	3.8	3.9	3.9	4.0	3.8	3.2

23b. The University appropriately addresses problems of sexism:

	2009	2008	2007	2006	2005	1990
Women	3.7	3.6	3.6	3.6	3.5	3.2
Men	3.9	3.8	3.8	3.9	3.8	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.

59. Satisfaction with your major:

	2009	2008	2007	2006	2005	1990
All Respondents	4.1	4.1	4.1	4.1	4.0	3.9
Women	4.1	4.1	4.1	4.1	4.0	4.0
Men	4.0	4.1	4.1	4.1	4.1	3.9
Caucasian	4.1	4.1	4.1	4.1	4.1	4.0
Asian-American	3.8	3.9	3.9	3.8	3.8	3.8
African-American	4.0	4.0	3.9	4.0	4.0	3.7
Latino/a	4.1	4.2	4.0	4.2	4.1	4.0

60. Satisfaction with overall educational experience at UIUC:

	2009	2008	2007	2006	2005	1990
All Respondents	4.1	4.1	4.1	4.1	4.1	3.8
Women	4.2	4.2	4.0	4.2	4.2	3.9
Men	4.1	4.1	4.0	4.1	4.0	3.7
Caucasian	4.2	4.2	4.1	4.2	4.2	3.8
Asian-American	4.0	4.0	3.9	4.0	3.9	3.7
African-American	4.2	4.1	3.9	4.0	4.0	3.7
Latino/a	4.1	4.2	4.1	4.2	4.1	3.8

61. Satisfaction with TOTAL experience at UIUC:

	2009	2008	2007	2006	2005	1990
All Respondents	4.3	4.3	4.3	4.4	4.3	3.9
Women	4.4	4.3	4.3	4.4	4.4	3.9
Men	4.3	4.3	4.3	4.3	4.2	3.9
Caucasian	4.4	4.3	4.4	4.4	4.4	3.9
Asian-American	4.1	4.1	4.2	4.2	4.2	3.9
African-American	4.2	4.0	3.9	4.0	4.0	3.9
Latino/a	4.3	4.2	4.3	4.2	4.3	3.6

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

	2009	2008	2007	2006	2005	1990
All Respondents	88%	86%	84%	86%	87%	85%
Women	88	88	84	87	88	88
Men	87	84	83	85	85	83
Caucasian	89	88	86	88	89	86
Asian-American	80	76	78	81	83	79
African-American	89	87	76	80	80	70
Latino/a	87	82	84	91	87	79