

2010 Summary

The Chancellor's Senior Survey on the Undergraduate Experience

In 1989, a task force appointed by the Chancellor created a questionnaire to be administered to all graduating seniors at the University of Illinois at Urbana-Champaign. 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 2010 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 5,379 seniors, 2,615, or approximately 49%, 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	57.4	51.0
Male	42.6	49.0
Ethnic Origin		
Caucasian	73.0	68.6
Latino/a	5.8	7.0
African-American	3.7	6.0
Asian-American	13.3	11.8
Native American	.2	.3
Unknown	1.2	1.9
Other	2.8	4.5
College		
ACES	9.6	8.1
Applied Health Sciences	7.7	8.0
Business	9.6	9.5
Media	6.2	5.0
Education	2.6	2.8
Engineering	14.4	14.9
Fine and Applied Arts	6.3	7.0
Liberal Arts & Sciences	43.5	44.9
Aviation	.2	.4

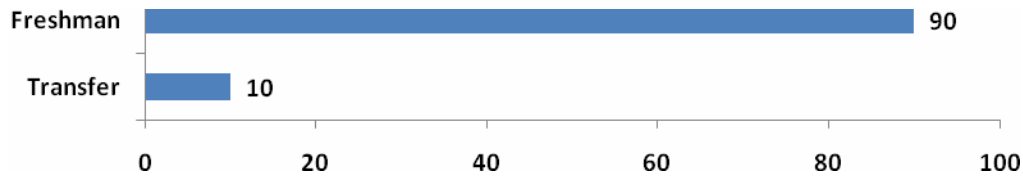
Care should be taken in interpreting the results of the survey because the small number of respondents in some sub-categories makes the results statistically unreliable. This summary presents highlights of the data following the general order of the survey. A "Comparison to Previous Years" section at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

Demographics

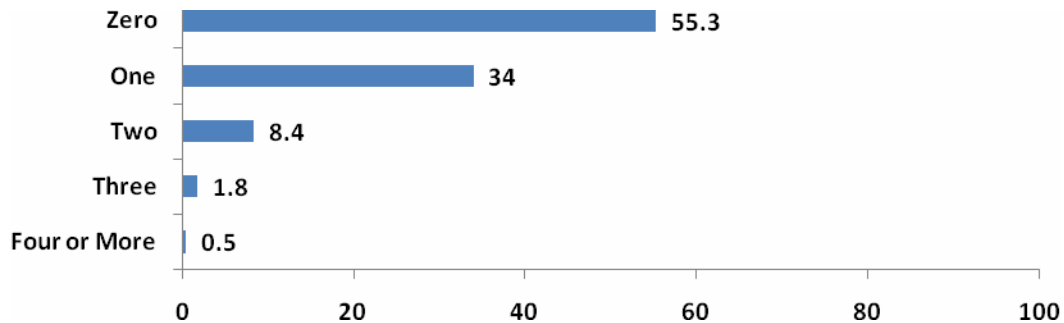
Survey respondents present a picture of a very traditional student body, with large majorities enrolling as freshmen and completing a bachelor's degree in eight semesters. The respondents were 73% Caucasian with about 15% more females than males.

Academically, 68% 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-two percent of the respondents reported working each semester part-time while another 47% reported working "occasionally" part-time. Approximately 67% of the respondents worked during the summer.

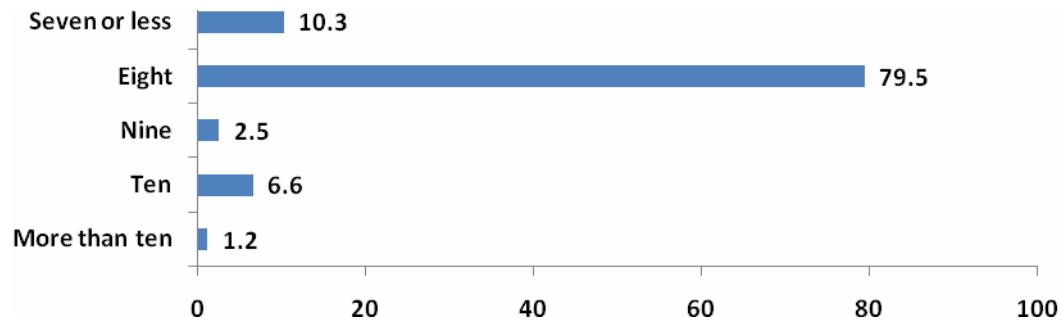
First enrolled at the University as:



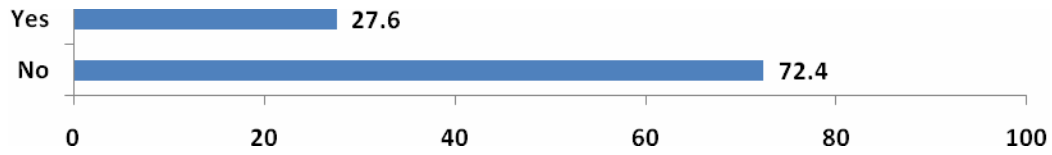
Number of times you changed major while at the University:



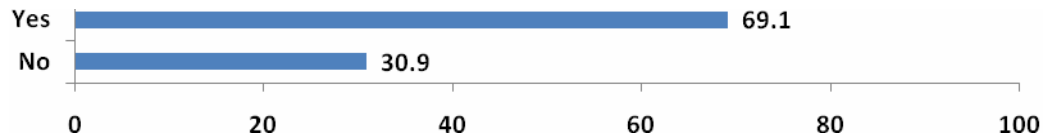
Number of semesters it took to complete degree:



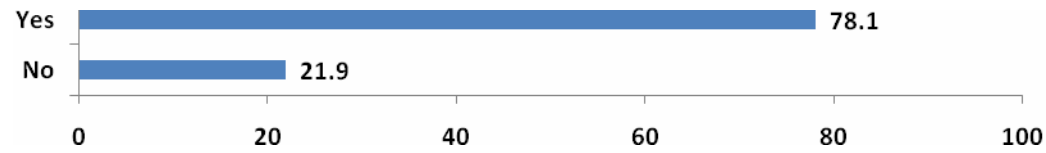
Did you seek personal counseling?



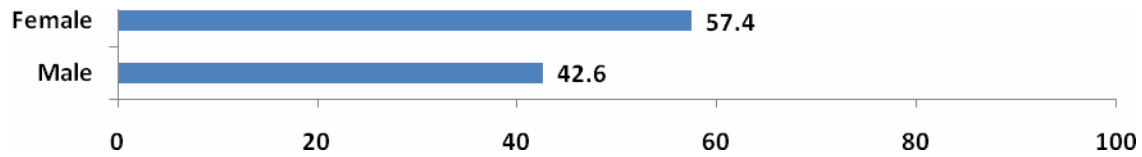
Did you use career services?



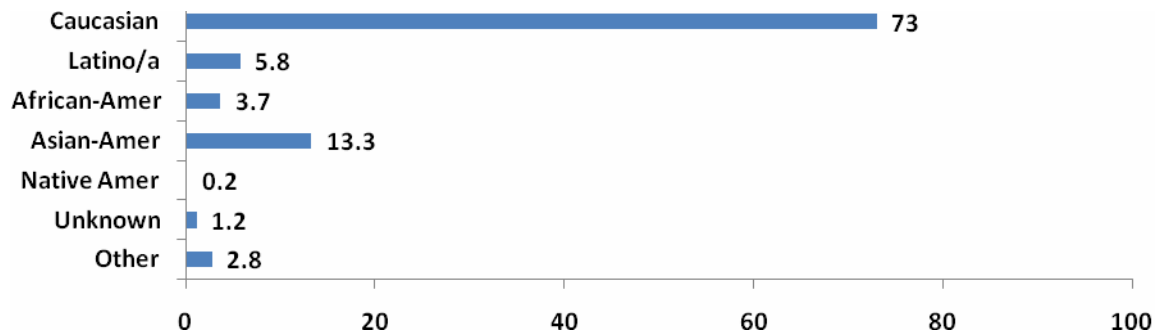
Did you participate in volunteer or community service work?



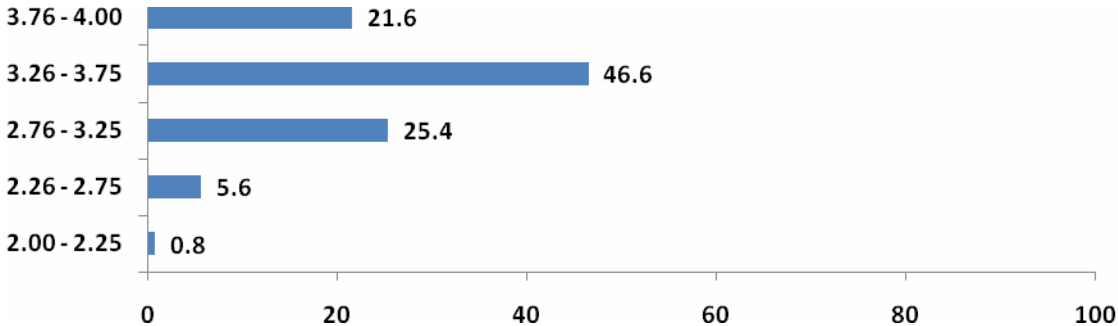
Gender:



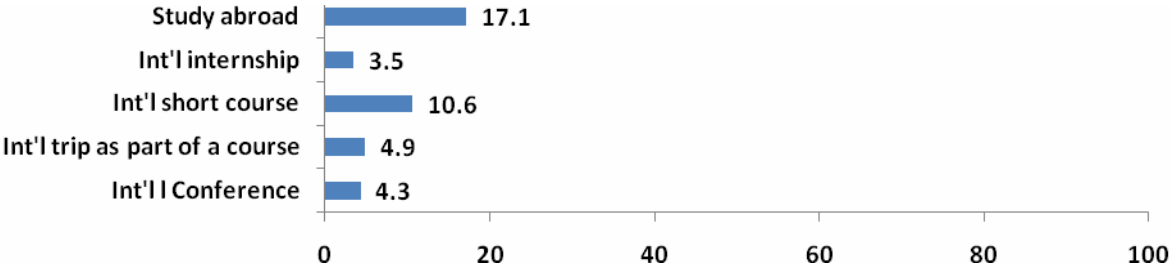
Ethnic Origin:



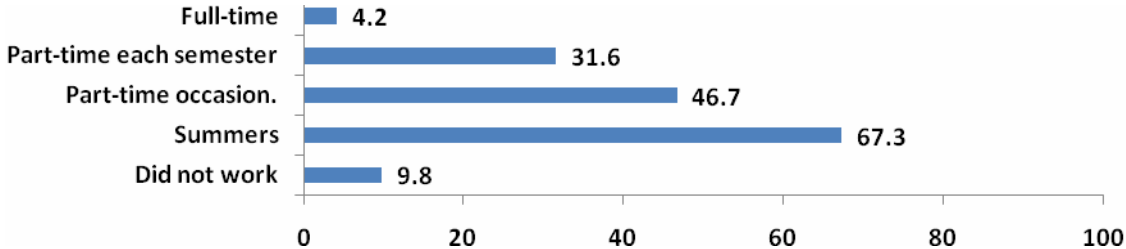
Approximate GPA:



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 the University. 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 23 abilities, including writing, speaking, organizing time, and using technology.

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

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

Teaching and Educational Environment

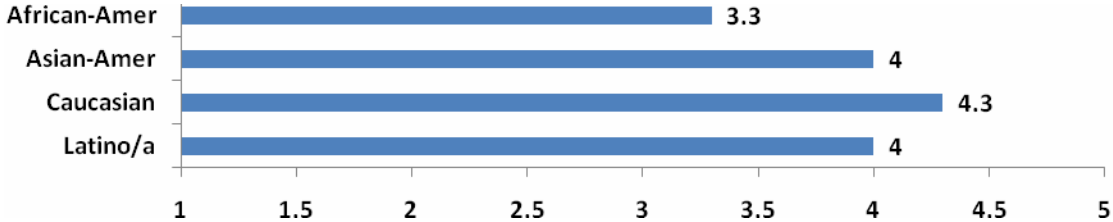
How satisfied are you with:	Mean	Frequency %				
		Satisfaction				
		<i>Low</i> 1	2	3	4	<i>High</i> 5
1. Quality of teaching by faculty in your major	4.1	2	4	13	47	34
2. Quality of teaching by faculty outside your major	3.6	2	8	34	45	11
3. Quality of teaching by TAs	3.3	3	15	37	37	9
4. Quality of laboratories and classrooms	3.5	3	13	33	38	13
5. Quality of academic program advising and information	3.4	9	13	25	34	19
6. Quality of career advising and information	3.4	6	14	31	31	18
7. Access to courses and course sections in major	3.7	3	11	24	41	21
8. Access to elective courses and course sections	3.5	4	14	28	37	17
9. Process of student evaluation of teaching	3.4	5	15	31	36	13
10. Class size at the 100 and 200 course level	3.4	5	14	31	36	13
11. Class size at the 300 course level	4.1	2	4	14	48	33
12. Fairness of student performance evaluation procedures	3.9	1	5	21	53	21
13. Usefulness of student evaluation procedures assisting students to learn	3.5	3	13	33	39	13
14. Accessibility of faculty in general	3.9	1	5	20	47	27
15. Communication between faculty and students regarding student needs and concerns	3.8	2	8	23	45	22
16. Library system as a whole (both service and collections)	4.3	0	2	12	37	49
17. Campus recreation (e.g., ARC, Ice Arena, Illini Union)	4.6	0	1	5	25	69

Campus Environment

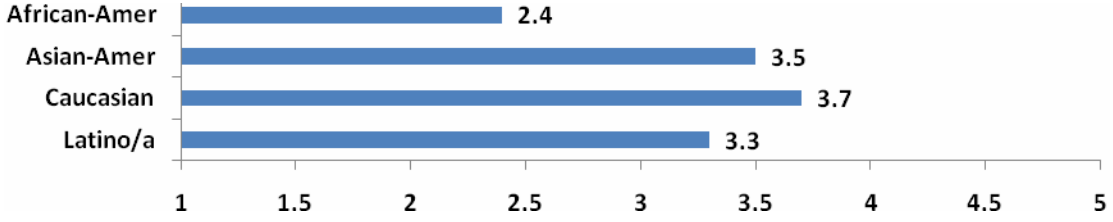
How satisfied were you with the extent to which:	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
18. It was easy to meet and get to know other students	4.0	2	7	18	37	36
19. It was easy to get involved in student groups and activities	4.2	1	4	16	35	44
20. There was exposure to different student backgrounds and cultures	4.1	2	5	16	36	40
21a. The <u>classroom</u> environment was free from racist behavior	4.2	2	5	14	34	46
21b. The <u>classroom</u> environment was free from sexist behavior	4.2	1	5	15	36	43
22a. The <u>campus</u> environment was free from racism	3.6	5	13	25	32	25
22b. The <u>campus</u> environment was free from sexism	3.7	4	11	24	34	27
23a. The University appropriately addresses problems of racism	3.7	6	9	26	33	27
23b. The University appropriately addresses problems of sexism	3.7	4	8	28	32	28
24. There were faculty of different racial/ethnic groups	4.2	2	4	14	37	44
25. You felt you were welcome at the University	4.3	1	3	11	32	53
26. You had someone (University employee) that you could go to for help	3.9	5	8	19	30	37
27. The "University" cared about you	3.1	12	18	28	27	14
28. You felt safe on campus	3.1	12	22	26	28	12
How valuable were:		<i>Value</i>				
		<i>Little</i> 1	2	3	4	<i>Very</i> 5
29. Your Discovery course(s) (if you took one)	3.0	17	9	44	16	14
30. Your courses taken to fulfill your General Education requirements	3.1	10	22	30	30	8
31. Your instructors' uses of web-based course mgmt tools (for example, WebCT, Blackboard, Mallard)	3.6	4	11	25	42	19
32. How valuable was your participation in Illinois Leadership Center offerings (e.g., I-programs, Leadershape)? (if you participated)	2.9	14	11	51	14	10
How would you describe your quality of interactions with:		<i>Almost never</i>			<i>Almost always</i>	
		1	2	3	4	
33a. Other Students	3.4	0	3	57	40	
33b. Instructors	3.3	0	5	61	34	
33c. Administrative Staff	3.0	4	17	55	24	

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 1910, Caucasian, 347 Asian-America, 98 African-American, 151 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.

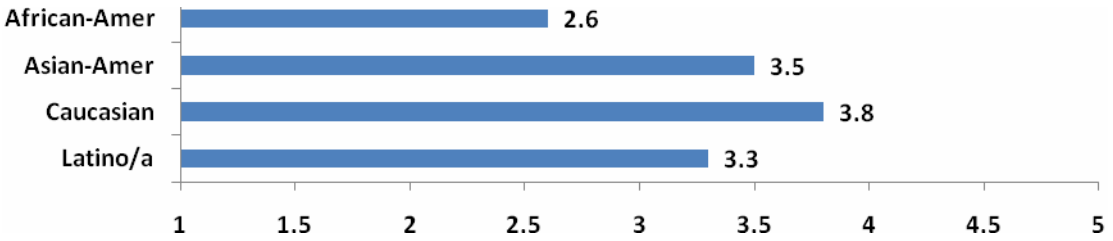
21a. The classroom environment was free from racist behavior.



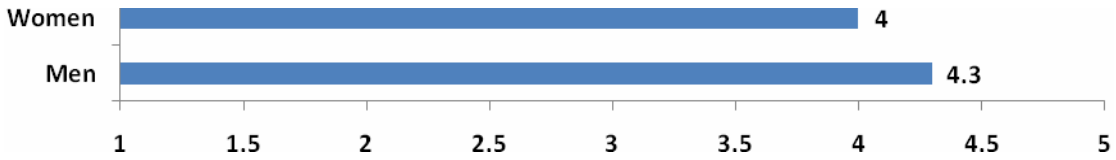
22a. The campus environment was free from racism.



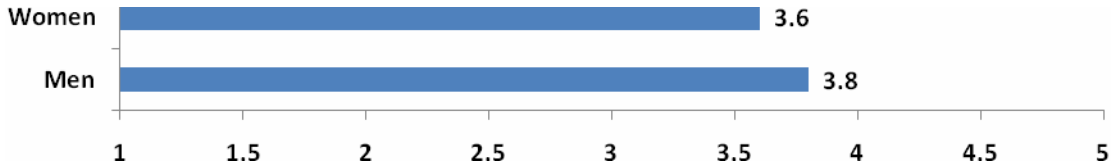
23a. The University appropriately addresses problems of racism.



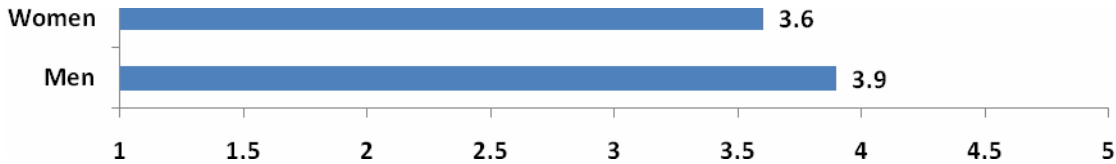
21b. The classroom environment was free from sexist behavior.



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	34	41	18	3.7	34. Write effectively	4.2	0	1	13	50	36
2	14	42	31	11	3.4	35. Speak effectively	4.1	0	2	17	48	33
0	8	47	35	9	3.5	36. Create original ideas and/or products	4.2	0	2	15	50	33
0	6	44	40	10	3.5	37. Draw conclusions after weighing evidence, facts, and ideas	4.4	0	0	7	48	45
0	8	43	37	11	3.5	38. Locate, screen, and organize information	4.3	0	0	8	48	43
2	12	37	32	18	3.5	39. Understand and appreciate cultural and ethnic differences	4.3	0	1	11	39	48
0	5	38	45	13	3.7	40. Problem solving skills	4.4	0	0	7	46	47
1	8	33	39	20	3.7	41. Get along with people whose attitudes and opinions are different from mine	4.3	0	1	12	44	42
3	13	30	30	25	3.6	42. Appreciate fine arts, music, and literature	4.0	2	6	21	33	39
1	9	36	38	17	3.6	43. Effectively use technology	4.3	0	1	11	41	47
12	25	34	19	10	2.9	44. Communicate in a language other than English	3.1	12	23	29	20	17
2	15	47	29	7	3.2	45. Understand and apply scientific principles and methods	3.8	1	8	28	34	30
3	13	42	32	10	3.3	46. Understand and apply mathematical reasoning	3.7	2	9	33	35	22
0	4	32	43	22	3.8	47. Understand values and ethical standards	4.3	0	0	11	43	43
0	6	34	41	18	3.7	48. Work cooperatively in groups	4.3	0	1	11	45	45
1	8	33	37	21	3.7	49. Learn on my own	4.5	0	1	6	35	58
3	15	37	30	16	3.4	50. Organize my time effectively	4.2	1	4	16	36	44
2	11	42	32	12	3.4	51. Contribute to the welfare of the community	3.8	1	6	29	38	26
1	11	40	35	13	3.5	52. Be an effective leader	4.2	0	3	15	40	43
2	15	45	26	11	3.3	53. Make decisions about sustainability	4.2	0	2	14	41	42
						54. Demonstrate competency in my chosen field	4.2	0	2	13	50	35
						55. Seek and obtain employment	3.8	2	7	26	37	28
						56. Understand the impact of my field on the global/societal context	4.2	1	3	13	41	43

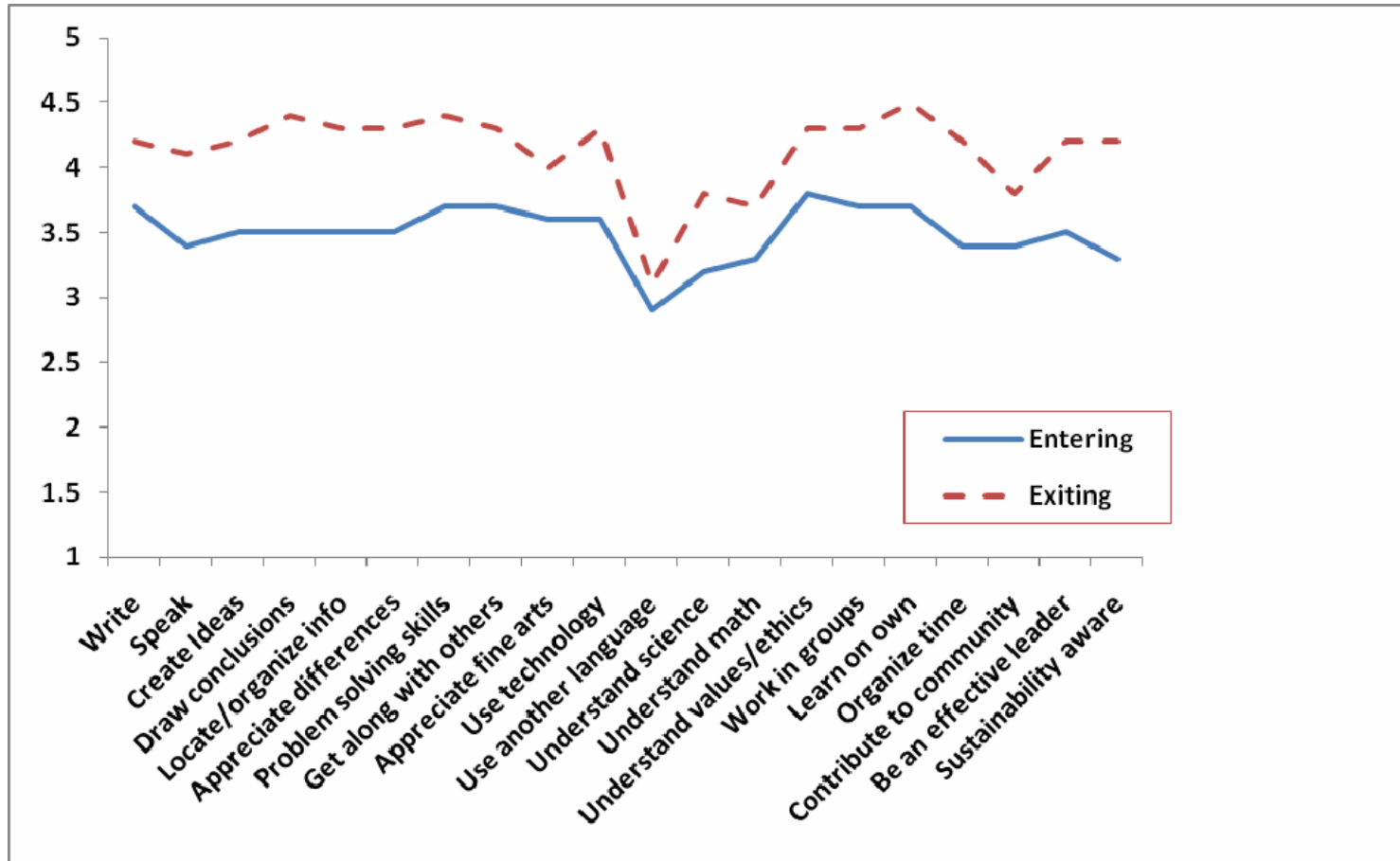
The respondents reported increases in their entering competency levels for all of the abilities. The abilities with the greatest difference between entering and exiting competency levels were:

- .9 Draw conclusions after weighing evidence, facts, and ideas
- .9 Make decisions about sustainability
- .8 Understand and appreciate cultural and ethnic differences
- .8 Organize my time effectively
- .8 Learn on my own
- .8 Locate, screen, and organize information

2010 Entering and Exiting Skill Ratings by Gender

Females			Males			Ability
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	
3.8	4.3	.5	3.6	4.1	.5	Write effectively
3.4	4.2	.8	3.3	4.1	.8	Speak effectively
3.7	4.2	.5	3.3	4.1	.8	Create original ideas
3.5	4.4	.9	3.5	4.4	.9	Draw conclusions
3.6	4.4	.8	3.4	4.3	.6	Locate/organize info
3.6	4.5	.9	3.4	4.2	.8	Understand and appreciate cultural differences
3.6	4.3	.7	3.7	4.5	.8	Problem solving skills
3.7	4.4	.7	3.6	4.1	.5	Get along with others
3.8	4.2	.4	3.4	3.9	.5	Appreciate fine arts
3.5	4.3	.8	3.7	4.4	.8	Use technology
3.0	3.2	.2	2.8	2.9	.1	Use another language
3.1	3.7	.6	3.3	4.0	.7	Understand science
3.2	3.5	.3	3.4	3.9	.5	Understand math
3.9	4.4	.5	3.7	4.3	.6	Understand values/ethics
3.8	4.4	.6	3.6	4.2	.6	Work in groups
3.7	4.5	.8	3.6	4.5	.9	Learn on own
3.5	4.3	.8	3.2	4.0	.8	Organize time effectively
3.5	4.0	.5	3.2	3.6	.4	Contribute to community
3.6	4.3	.7	3.3	4.2	.9	Be an effective leader
3.3	4.3	1.0	3.2	4.1	.9	Make decisions about sustainability
--	4.2	--	--	4.2	--	Demonstrate competency
--	3.9	--	--	3.8	--	Seek/obtain employment
--	4.3	--	--	4.2	--	Understand context

Comparison of Entering and Exiting Abilities



About Working with an Instructor on a Research Study

57. Have you worked with a professor or graduate student on a research study or creative activity outside of class or as 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	954	92	44	6	163	64	38	467	79
Didn't want to	560	54	65	20	85	18	25	32	57
Didn't realize they could	345	26	57	20	27	23	37	137	17
Couldn't find faculty to do so	172	18	10	1	35	13	5	73	17
Not encouraged by program	259	29	40	14	11	34	31	93	7
TOTAL N	2290	219	216	61	321	152	136	1002	177

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	42	20	10	51	42	28	47	45	42
Didn't want to	25	30	33	27	12	18	23	32	25
Didn't realize they could	12	26	33	8	15	27	14	10	15
Couldn't find faculty to do so	8	5	2	11	9	4	7	10	8
Not encouraged by program	13	19	23	3	22	23	9	4	11
	100	100	100	100	100	100	100	100	100

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>	
Participated	10	5	1	17	7	4	49	8	100
Didn't want to	10	12	4	15	3	5	41	10	100
Didn't realize they could	8	17	6	8	7	11	40	5	100
Couldn't find faculty to do so	11	6	1	20	8	3	42	10	100
Not encouraged by program	11	15	5	4	13	12	36	3	100

58. What type of work did you perform? (of 954 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	36	39	7	0	55	6	10	39	34
Field work	15	28	8	43	6	14	13	14	21
Library searches	11	6	15	14	10	9	16	12	11
Creative activity	8	5	8	28	5	49	21	3	3
Reading/summarizing Research studies	23	16	44	14	17	16	30	24	29
Other	8	5	18	0	7	8	10	8	3

59. Who supervised your research?

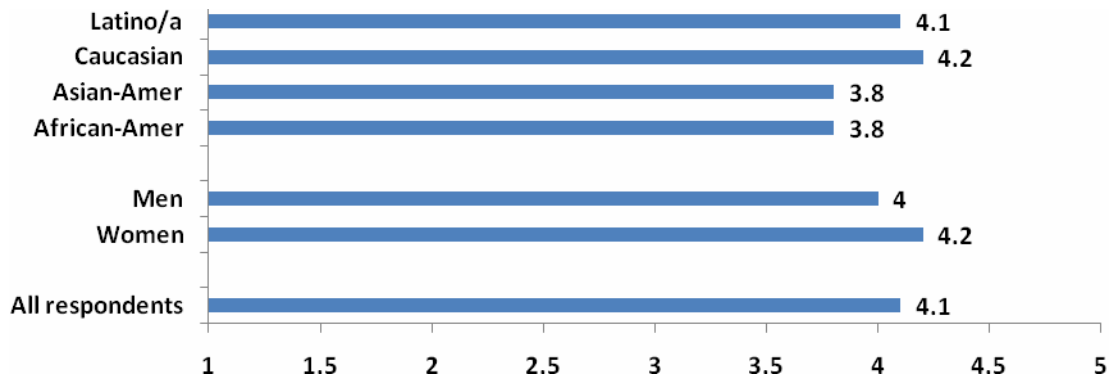
Individual Worked with in Undergraduate Research Projects: Percents Within Colleges

	<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	67	81	83	62	93	74	68	86
Graduate student	29	33	19	17	38	7	26	32	14

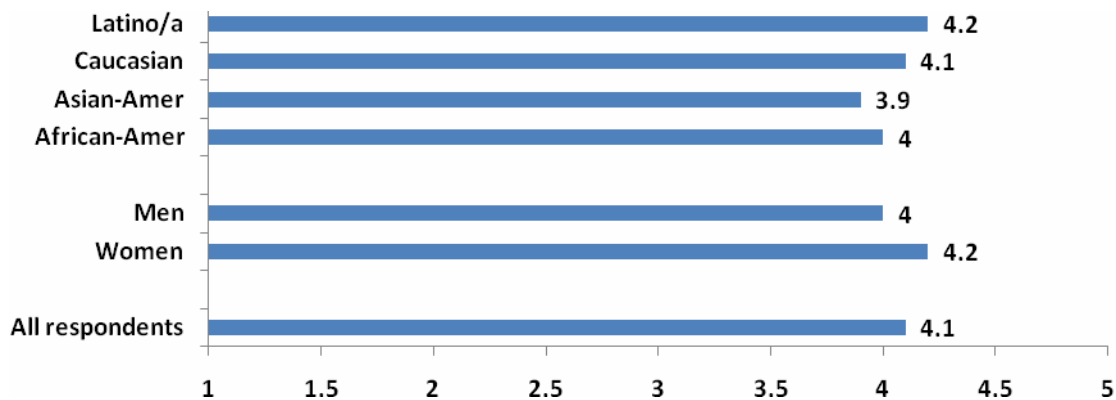
Overall Undergraduate Experience

How satisfied were you with:	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
60. Your major at the University	4.1	3	4	14	36	43
61. Your overall educational experience at the University	4.1	1	4	15	45	35
62. Your TOTAL experience at the University	4.3	1	3.	11	37	49
63. If you could start all over again, would you:						
- attend the University again?	85					
- attend another institution?	15					
- not attend college?	1					
64. If you could start all over again, would you:						
- take same major?	61					
- take related major?	20					
- take different major?	19					

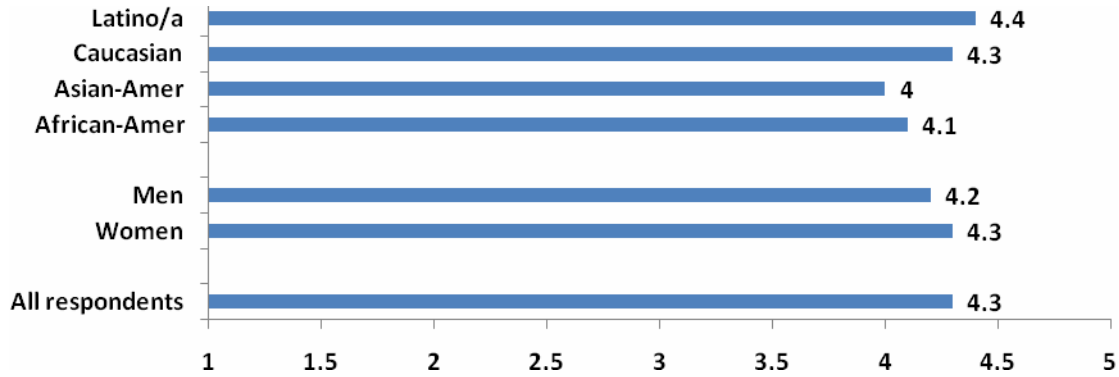
60. How satisfied were you with your major at the University?



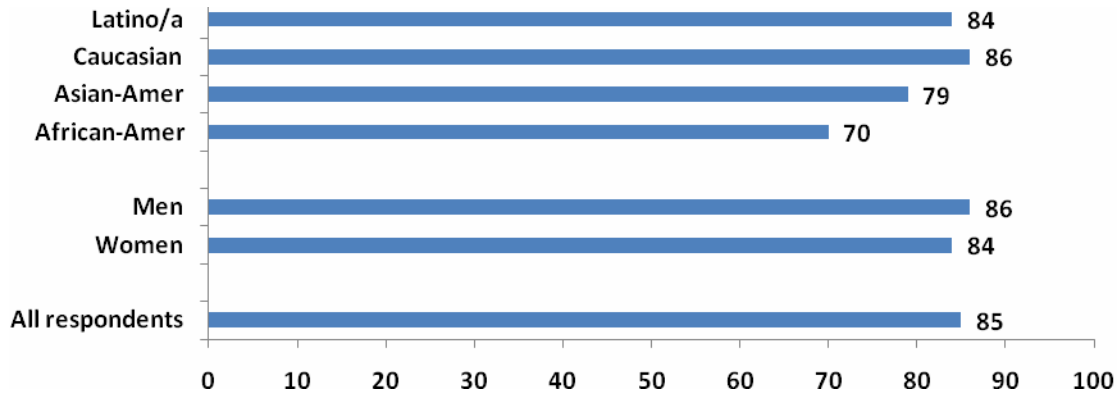
61. How satisfied were you with your overall educational experience at the University?



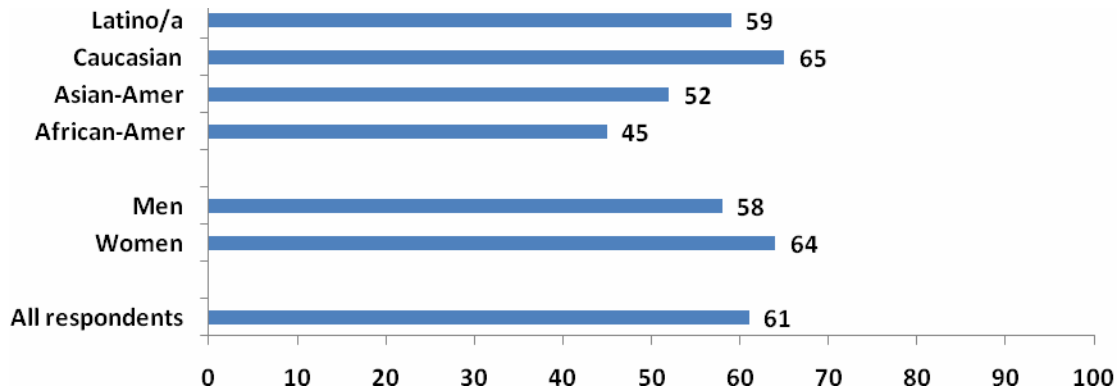
62. How satisfied were you with your TOTAL experience at the University?



63. If you could start all over again, would you attend the University again? (percent indicating yes):



64. 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 2,615 graduating seniors responding to the Senior Survey, 1,492 (57%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 15 students.)

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

Open-Ended Question #2

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

Of the 2,615 graduating seniors responding to the Senior Survey, 1,507 (58%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 15 students.)

<u>Comment</u>	<u>% of responses</u>
1. Poor or non-existent academic advising	11
2. Difficulty in getting desired courses	10
3. Classes too large	9
4. Poor teaching by professors (too much emphasis on research)	8
5. General Education requirements	8
6. Professors/TAs not caring/helpful/accessible	7
7. University too large (felt like a number)	6
8. None	6
9. Difficult to take courses between colleges or transfer between colleges	5
10. Myself	4
11. Program quality	3
12. Not enough information re: university, options, etc.	3
13. Too much bureaucracy/red tape	3
14. Costs	3
15. Problems with administration/administrators/staff	3
16. Couldn't understand foreign TAs and professors	3
17. Poor teaching by TAs	3
18. Difficult/challenging classes	2
19. High crime rate/campus safety issues	2
20. Poor labs and classroom facilities	2

Open-Ended Question #3

Your experience(s) in the courses you took to fulfill your General Education requirements

Of the 2,615 graduating seniors responding to the Senior Survey, 956 (37%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 10 students.)

Comment	% of responses
1. Little or no value	30
2. Valuable	24
3. Some good/Some bad courses	21
4. Enjoyed them/They were fun	17
5. Interesting	16
6. Okay	11
7. Provided a well-rounded education	10
8. Easy	7
9. Required a lot of work/difficult	6
10. Took away from major; a distraction	6
11. Classes too large	6
12. Learned a lot	6
13. Took because required	4
14. Difficult to get into courses that interested me	4
15. Good, but probably won't use	4
16. Provided a good diversion	3
17. Generated new interest	3
18. Too many Gen Eds required	3

2010 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	368	16	54	24	78	36	3	5	104	33	8	5	21	15	90	9	10	6	0	0
Seeking Full-time Work	724	31	74	33	47	22	50	86	81	25	69	45	70	51	301	30	26	15	3	60
Accepted Grad School	604	26	39	18	77	36	0	0	82	26	39	26	15	11	281	28	67	38	0	0
Awaiting Grad School	254	11	21	9	3	1	0	0	20	6	10	7	10	7	140	14	49	28	0	0
Uncertain	195	9	19	9	5	2	3	5	19	6	14	9	10	7	110	11	10	6	1	20
Starting/raising family	4	0	0	0	0	0	0	0	0	0	0	0	1	1	2	0	1	1	0	0
Military service	24	1	1	0	1	1	0	0	2	1	1	1	0	0	17	2	0	0	1	20
Volunteer service	31	1	1	0	1	1	0	0	4	1	3	2	2	2	18	2	2	1	0	0
Additional UG study	13	1	2	1	0	0	1	2	1	0	1	1	0	0	6	1	2	1	0	0
Other	88	4	12	5	5	2	1	2	6	2	7	5	8	6	38	4	10	6	0	0
Total	2305		223		217		58		319		152		137		1003		177		5	

by Ethnicity

	Afr-Amer.		Asian-Amer.		Caucasian		Latino/a		Other	
Acquired Full-time Work	5	6	55	18	277	16	15	11	13	19
Seeking Full-time Work	24	28	87	29	545	32	49	36	13	19
Accepted Grad School	24	28	80	26	447	26	34	25	16	24
Awaiting Grad School	15	18	37	12	178	11	14	10	9	13
Uncertain	9	11	26	9	137	8	18	13	5	8
Starting/raising family	0	0	0	0	3	0	1	1	0	0
Military service	1	1	3	1	16	1	0	0	3	5
Volunteer service	4	5	5	2	18	1	2	1	2	3
Additional UG study	0	0	3	1	8	1	2	1	0	0
Other	3	4	7	2	69	4	3	2	6	9
Total	85		303		1698		138		67	

by Gender

	Males		Females	
Acquired Full-time Work	197	20	170	13
Seeking Full-time Work	290	30	432	32
Accepted Grad School	245	25	359	27
Awaiting Grad School	98	10	156	12
Uncertain	73	8	122	9
Starting/raising family	0	0	4	0
Military service	23	2	1	0
Volunteer service	13	1	18	1
Additional UG study	3	0	10	1
Other	23	2	65	5
<i>Total</i>	965		1337	

COMPARISON TO PREVIOUS YEARS – Demographics of Respondents

This section of the report will compare 2010 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. Thirteen of the 38 items had higher ratings from the previous year while only four had lower ratings. The item “You felt safe on campus,” dropped .6 of a rating point.

<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	
4.1	4.0	4.0	4.0	4.0	1. Quality of teaching by faculty in your major
3.6	3.6	3.6	3.6	3.7	2. Quality of teaching by faculty outside your major
3.3	3.3	3.3	3.2	3.3	3. Quality of teaching by TAs
3.5	3.4	3.3	3.3	3.2	4. Quality of laboratories and classrooms
3.4	3.4	3.4	3.3	3.3	5. Quality of academic program advising and information
3.4	3.4	3.4	3.4	3.4	6. Quality of career advising and information
3.7	3.6	3.9	3.9	4.0	7. Access to courses and course sections in major
3.5	3.4	3.4	3.4	3.4	8. Access to elective courses and course sections
3.4	3.3	3.3	3.3	3.3	9. Process of student evaluation of teaching
3.4	3.4	3.3	3.2	3.3	10. Class size at the 100 and 200 course level
4.1	4.1	4.1	4.0	4.1	11. Class size at the 300 course level
3.9	3.8	3.9	3.9	3.8	12. Fairness of student performance evaluation procedures
3.5	3.4	3.5	3.4	3.4	13. Usefulness of evaluation procedures to learning
3.9	3.9	3.9	3.8	3.8	14. Accessibility of faculty in general
3.8	3.7	3.7	3.7	3.6	15. Communication between faculty and students
4.3	4.3	4.2	4.2	4.2	16. Library system as a whole
4.6	4.5	3.9	4.1	4.1	17. Campus recreation (e.g., ARC, Ice Arena, Illini Union)
4.0	4.0	4.0	4.0	4.0	18. Easy to meet and get to know other students
4.2	4.1	4.1	4.2	4.1	19. Easy to get involved in student groups, activities
4.1	4.1	4.0	4.0	4.0	20. Exposure to different backgrounds and cultures
4.2	4.2	4.2	4.1	4.2	21a. <u>Classroom</u> environment free from racist behavior
4.2	4.1	4.1	4.1	4.1	21b. <u>Classroom</u> environment free from sexist behavior
3.6	3.6	3.5	3.4	3.6	22a. <u>Campus</u> environment free from racism
3.7	3.7	3.7	3.7	3.7	22b. <u>Campus</u> environment free from sexism
3.7	3.7	3.6	3.5	3.6	23a. University appropriately addresses racism
3.7	3.8	3.7	3.7	3.7	23b. University appropriately addresses sexism
4.2	4.2	4.1	4.1	4.1	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 the University
3.9	3.8	3.7	3.7	3.7	26. Had someone you could go to for help
3.1	3.2	3.1	3.0	3.0	27. “University” cared about you
3.1	3.7	3.8	3.9	3.9	28. You felt safe on campus
3.0	3.0	3.1	3.1	3.2	29. Your Discovery course(s)
3.1	3.1	3.1	3.1	3.2	30. Your courses taken to fulfill your General Education Req.
3.6	3.5	3.4	3.4	3.4	31. Your instructors’ use of web-based course mgmt tools
2.9	3.0	3.0	3.0	-	32. How valuable were Leadership Center offerings?
4.1	4.1	4.1	4.1	4.1	60. Please rate your major at the University
4.1	4.1	4.1	4.1	4.1	61. Your overall educational experience at the University
4.3	4.3	4.3	4.3	4.4	62. Your TOTAL experience at the University

Student Ratings of Entering and Exiting Abilities

The average rating increase across abilities was +.6 in 2010, which was about the same as previous years.

2010			2009			1996			Ability
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	
3.7	4.2	.5	3.6	4.2	.6	3.5	4.1	.6	Write effectively
3.4	4.1	.7	3.3	4.1	.8	3.2	4.0	.8	Speak effectively
3.5	4.2	.7	3.5	4.1	.6	3.5	4.0	.5	Create original ideas
3.5	4.4	.9	3.5	4.4	.9	3.6	4.3	.7	Draw conclusions
3.5	4.3	.8	3.5	4.3	.8	3.5	4.3	.8	Locate/organize info
3.5	4.3	.8	3.5	4.4	.9	3.2	4.0	.8	Appreciate differences
3.7	4.4	.7	3.7	4.4	.7	-	-	-	Problem solving skills
3.7	4.3	.6	3.7	4.3	.6	3.5	4.1	.6	Get along with others
3.6	4.0	.4	3.6	4.0	.4	3.4	3.9	.5	Appreciate fine arts
3.6	4.3	.7	3.6	4.3	.7	2.8	4.2	<u>1.4</u>	Use technology
2.9	3.1	.2	2.8	2.9	.1	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
3.3	3.7	.4	3.4	3.6	.2	3.3	3.7	.4	Understand math
3.8	4.3	.5	3.8	4.3	.5	-	-	-	Understand values/ethics
3.7	4.3	.6	3.8	4.3	.5	3.6	4.3	.7	Work in groups
3.7	4.5	.8	3.7	4.5	.8	3.8	4.5	.7	Learn on own
3.4	4.2	.8	3.4	4.1	.7	3.4	4.2	.8	Organize time effectively
3.4	3.8	.4	3.4	3.9	.5	-	-	-	Contribute to community
3.5	4.2	.7	3.5	4.2	.7	-	-	-	Be an effective leader
3.3	4.2	.9	3.3	4.2	.9	-	-	-	Make decisions about sustainability
-	4.2	-	-	4.2	-	-	4.3	-	Demonstrate competency
-	3.8	-	-	3.8	-	-	4.0	-	Seek/obtain employment
-	4.2	-	-	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. Five or more respondents per category were required.

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

	2010	2009	2008	2007	2006	1990
Caucasian	4.3	4.3	4.3	4.2	4.3	4.0
Asian-American	4.0	4.0	4.0	4.0	4.0	3.8
African-American	3.3	3.3	3.1	2.7	3.1	2.6
Latino/a	4.0	3.8	3.8	3.4	3.7	3.7

22a. The campus environment was free from racism:

	2010	2009	2008	2007	2006	1990
Caucasian	3.7	3.7	3.7	3.6	3.7	2.9
Asian-American	3.5	3.5	3.4	3.3	3.6	2.7
African-American	2.4	2.4	2.2	1.8	2.4	2.0
Latino/a	3.3	3.2	2.8	2.7	3.1	2.6

23a. The University appropriately addresses problems of racism:

	2010	2009	2008	2007	2006	1990
Caucasian	3.8	3.8	3.7	3.6	3.9	3.3
Asian-American	3.5	3.6	3.5	3.4	3.9	2.9
African-American	2.6	2.7	2.3	2.1	2.5	2.5
Latino/a	3.3	3.2	3.0	2.8	3.2	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:

	2010	2009	2008	2007	2006	1990
Women	4.0	4.0	4.0	3.9	4.0	3.6
Men	4.3	4.3	4.3	4.3	4.3	3.9

22b. The campus environment was free from sexism:

	2010	2009	2008	2007	2006	1990
Women	3.6	3.6	3.6	3.5	3.6	2.9
Men	3.8	3.8	3.9	3.9	4.0	3.2

23b. The University appropriately addresses problems of sexism:

	2010	2009	2008	2007	2006	1990
Women	3.6	3.7	3.6	3.6	3.6	3.2
Men	3.9	3.9	3.8	3.8	3.9	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.

60. Satisfaction with your major:

	2010	2009	2008	2007	2006	1990
All Respondents	4.1	4.1	4.1	4.1	4.1	3.9
Women	4.2	4.1	4.1	4.1	4.1	4.0
Men	4.0	4.0	4.1	4.1	4.1	3.9
Caucasian	4.2	4.1	4.1	4.1	4.1	4.0
Asian-American	3.8	3.8	3.9	3.9	3.8	3.8
African-American	3.8	4.0	4.0	3.9	4.0	3.7
Latino/a	4.1	4.1	4.2	4.0	4.2	4.0

61. Satisfaction with overall educational experience at the University:

	2010	2009	2008	2007	2006	1990
All Respondents	4.1	4.1	4.1	4.1	4.1	3.8
Women	4.2	4.2	4.2	4.0	4.2	3.9
Men	4.0	4.1	4.1	4.0	4.1	3.7
Caucasian	4.1	4.2	4.2	4.1	4.2	3.8
Asian-American	3.9	4.0	4.0	3.9	4.0	3.7
African-American	4.0	4.2	4.1	3.9	4.0	3.7
Latino/a	4.2	4.1	4.2	4.1	4.2	3.8

62. Satisfaction with TOTAL experience at the University:

	2010	2009	2008	2007	2006	1990
All Respondents	4.3	4.3	4.3	4.3	4.4	3.9
Women	4.3	4.4	4.3	4.3	4.4	3.9
Men	4.2	4.3	4.3	4.3	4.3	3.9
Caucasian	4.3	4.4	4.3	4.4	4.4	3.9
Asian-American	4.0	4.1	4.1	4.2	4.2	3.9
African-American	4.1	4.2	4.0	3.9	4.0	3.9
Latino/a	4.4	4.3	4.2	4.3	4.2	3.6

63. If you could start over again, would you attend the University again? (percent indicating yes):

	2010	2009	2008	2007	2006	1990
All Respondents	85%	88%	86%	84%	86%	85%
Women	84	88	88	84	87	88
Men	85	87	84	83	85	83
Caucasian	86	89	88	86	88	86
Asian-American	78	80	76	78	81	79
African-American	76	89	87	76	80	70
Latino/a	87	87	82	84	91	79