

## 2006 Summary

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

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

Beginning in 1998 the Senior Survey has been administered electronically. In March 2006 an e-mail message regarding the Senior Survey was sent to all seniors on the May graduation list. The e-mail message from the Chancellor asked students to complete the survey posted on a university Web-site. Ten days following the initial e-mail message a follow-up message was sent reminding students to complete the survey. Survey respondents were entered into a lottery with a single prize of two free airline tickets valued at \$500 each. Of these 4,722 seniors, 2,212, or approximately 47%, 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
<b>Gender</b>		
Female	57.2	51.7
Male	42.7	48.2
<b>Ethnic Origin</b>		
Caucasian	77.1	71.7
Latino/a	3.5	5.3
African-American	4.9	5.7
Asian-American	11.9	12.5
Native American	.1	.1
Unknown	2.6	1.4
<b>College of Graduation</b>		
ACES	10.5	8.3
Applied Health Sciences	6.5	6.9
Business	12.4	11.6
Communications	4.8	4.6
Education	2.3	3.3
Engineering	16.7	16.4
Fine & Applied Arts	6.9	7.8
Liberal Arts & Sciences	39.4	40.6
Aviation	.6	.6

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

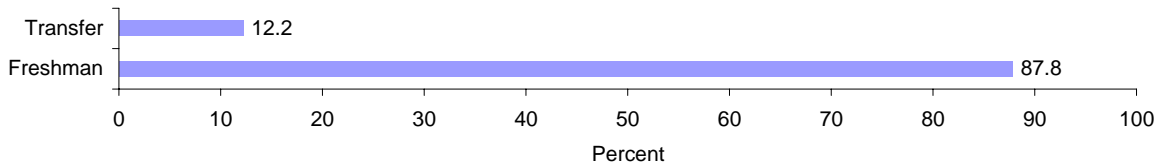
## Demographics

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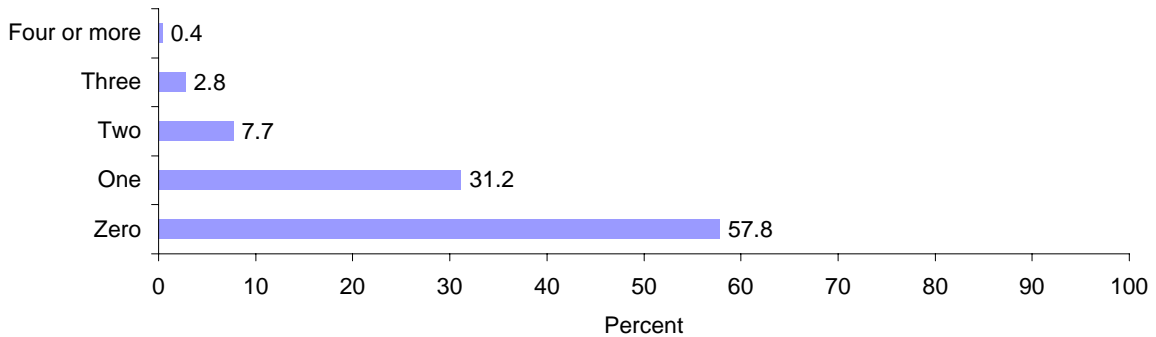
Survey respondents present a picture of a very traditional student body, with large majorities enrolling as freshmen and completing a bachelor's degree in eight semesters. The respondents were 77% Caucasian with about four percent more females than males.

Academically, 77% of the respondents self-assessed their grade-point average as between 2.75 and 3.75. Approximately 60% of the students never changed their major, while another 31% changed majors once. Thirty-five percent of the respondents reported working each semester part-time while another 42% reported working "occasionally" part-time. Approximately 60% of the respondents worked during the summer.

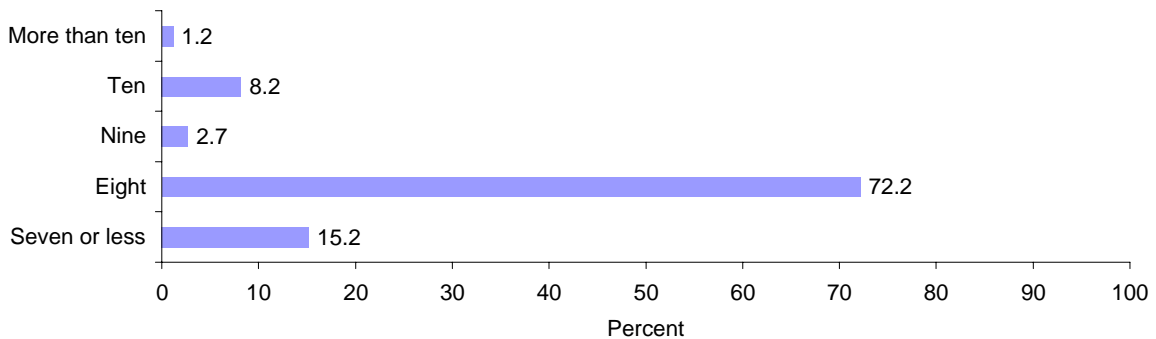
### First enrolled at UIUC as:



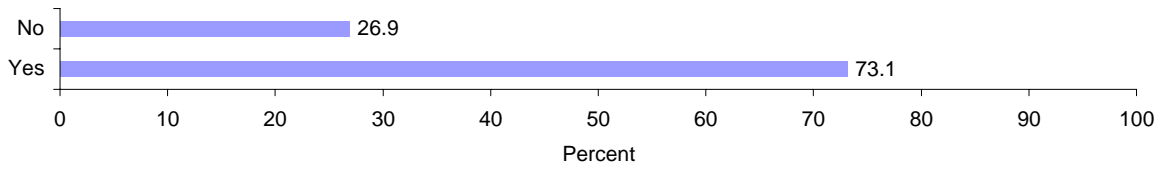
### Number of times you changed major while at UIUC:



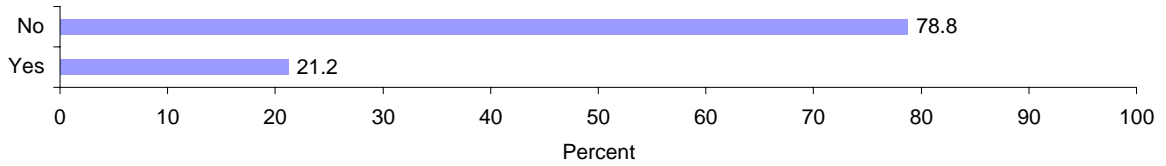
### Number of semesters it took to complete degree:



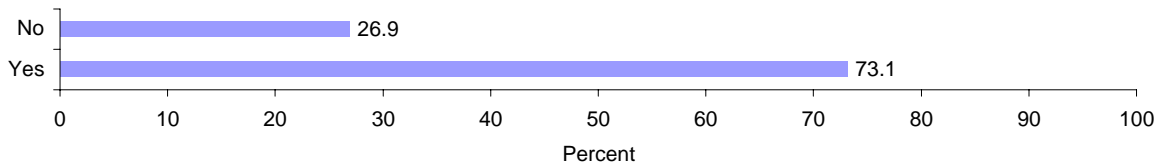
**Did you participate in volunteer or community service work?**



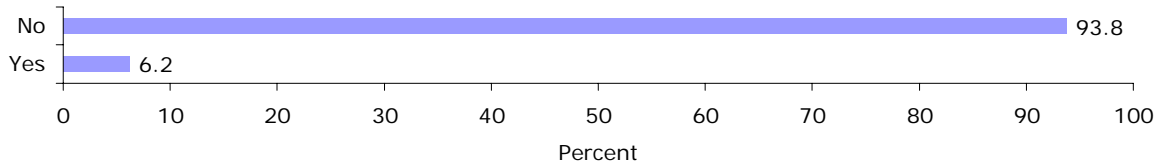
**Did you seek personal counseling?**



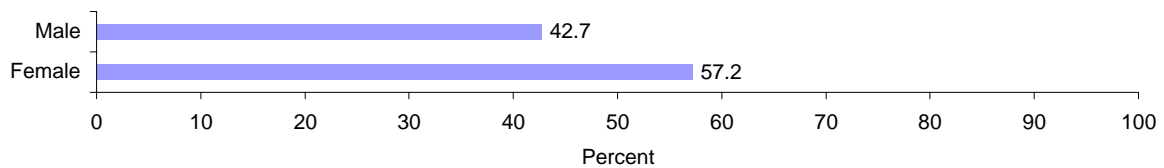
**Did you use career services?**



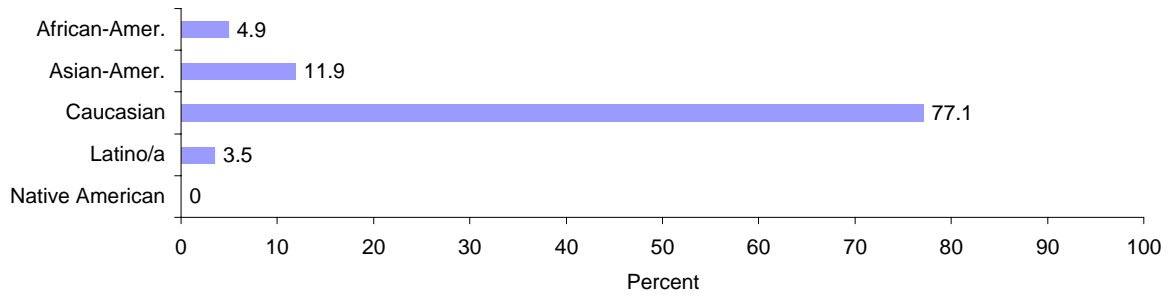
**Do you have a disability that affects your ability to perform as a student?**



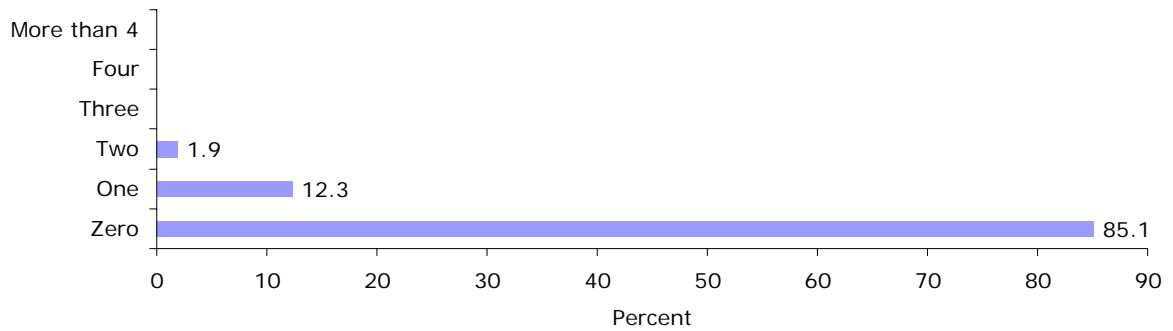
**Gender:**



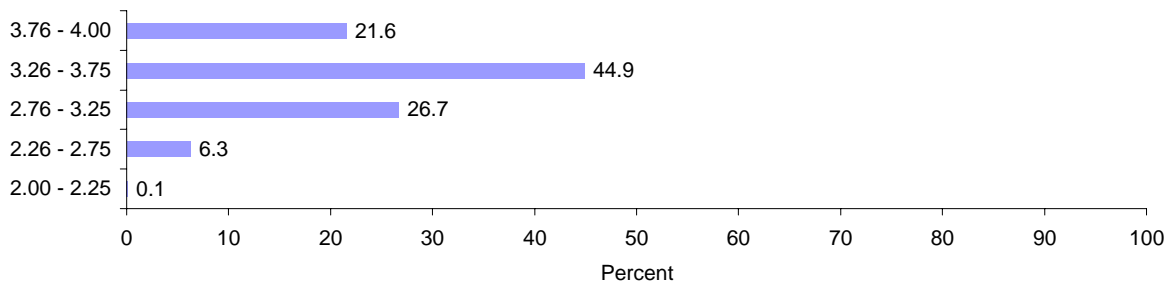
### Ethnic Origin:



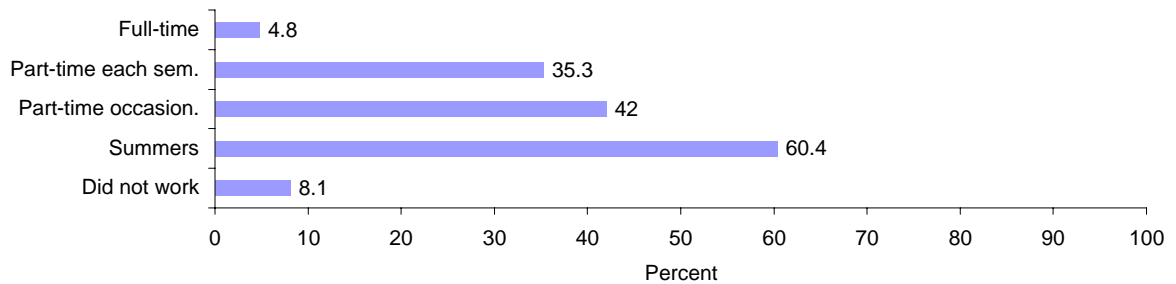
### How many on-line courses have you taken?



### Approximate GPA:



### Employment while undergraduate:



## **Satisfaction with Broad Aspects of the Undergraduate Experience**

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

**Teaching and educational environment** included 17 questions on the quality of teaching and facilities, access to courses and faculty, class size, and teachers' evaluation of students.

**Campus environment** included 21 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 21 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

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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	4	16	49	31
2. Quality of teaching by faculty outside your major	3.7	1	6	32	51	11
3. Quality of teaching by TAs	3.3	3	15	41	35	6
4. Quality of laboratories and classrooms	3.2	4	17	38	33	8
5. Quality of academic program advising and information	3.3	8	17	26	32	17
6. Quality of career advising and information	3.4	6	14	30	30	20
7. Access to courses and course sections in major	4.0	2	6	17	42	34
8. Access to elective courses and course sections	3.4	5	15	30	35	16
9. Process of student evaluation of teaching	3.3	5	15	36	34	10
10. Class size at the 100 and 200 course level	3.3	6	16	35	32	11
11. Class size at the 300 course level	4.1	2	4	14	48	32
12. Fairness of student performance evaluation procedures	3.8	2	5	22	53	19
13. Usefulness of student evaluation procedures assisting students to learn	3.4	3	12	35	41	10
14. Accessibility of faculty in general	3.8	2	6	23	48	21
15. Communication between faculty and students regarding student needs and concerns	3.6	3	9	28	43	18
16. Library system as a whole (both service and collections)	4.2	1	3	15	38	43
17. Campus recreation (e.g., IMPE, "WIMPE," Ice Arena)	4.1	2	4	16	40	39

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

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

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

- 3.2:** Quality of laboratories and classrooms
- 3.3:** Class size at the 100 and 200 course level
- 3.3:** Process of student evaluation of teaching
- 3.3:** Quality of teaching by TAs
- 3.3:** Quality of academic program advising and information

## Campus Environment

How satisfied were you with the extent to which:	Mean	Frequency % Satisfaction				
		Low				High
		1	2	3	4	5
18. It was easy to meet and get to know other students	4.0	2	6	18	39	36
19. It was easy to get involved in student groups and activities	4.1	1	4	15	39	41
20. There was exposure to different student backgrounds and cultures	4.0	2	6	18	37	38
21a. The <u>classroom</u> environment was free from racist behavior	4.2	1	5	14	33	47
21b. The <u>classroom</u> environment was free from sexist behavior	4.1	1	5	17	35	42
22a. The <u>campus</u> environment was free from racism	3.6	5	12	27	33	25
22b. The <u>campus</u> environment was free from sexism	3.7	3	10	25	35	26
23a. The University appropriately addresses problems of racism	3.6	5	9	28	32	27
23b. The University appropriately addresses problems of sexism	3.7	3	8	30	32	27
24. There were faculty of different racial/ethnic groups	4.1	2	5	16	34	43
25. You felt you were welcome at UIUC	4.3	2	4	11	31	53
26. You had someone (University employee) that you could go to for help	3.7	6	11	22	29	33
27. The "University" cared about you	3.0	15	20	31	24	11
28. You felt safe on campus	3.9	1	5	21	43	30
29. Your instructors' uses of web-based course mgmt tools (for example, Illinois Compass, WebBoard, Mallard)	3.6	5	9	25	41	20

How valuable were:	Value	Value				
		Little				Very
		1	2	3	4	5
30. The existence of race/ethnic-specific academic programs (e.g., Afro-American Studies, Women's Studies)	2.9	22	16	28	20	14
31. The existence of race/ethnic-specific cultural and recreational activities	2.8	23	17	29	19	13
32. Your Discovery course(s) (if you took one)	3.2	16	10	34	18	22
33. Your courses taken to fulfill your General Education requirements	3.2	9	18	31	31	11
34. Your instructors' uses of web-based course mgmt tools (for example, WebCT, Blackboard, Mallard)	3.4	8	12	28	36	17

How would you describe your quality of interactions with:	Mean	Friendly/Supportive?			
		Almost never			Almost always
		1	2	3	4
35a. Other Students	3.5	0	3	47	49
35b. Instructors	3.2	1	9	58	31
35c. Administrative Staff	2.8	8	23	49	20

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

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

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

Satisfaction

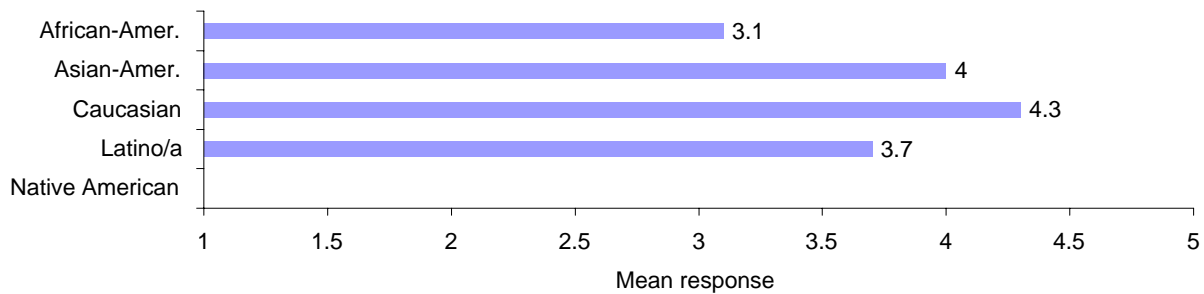
- 2.8:** Interaction with administrative staff
- 3.0:** The “University” cared about you

Value

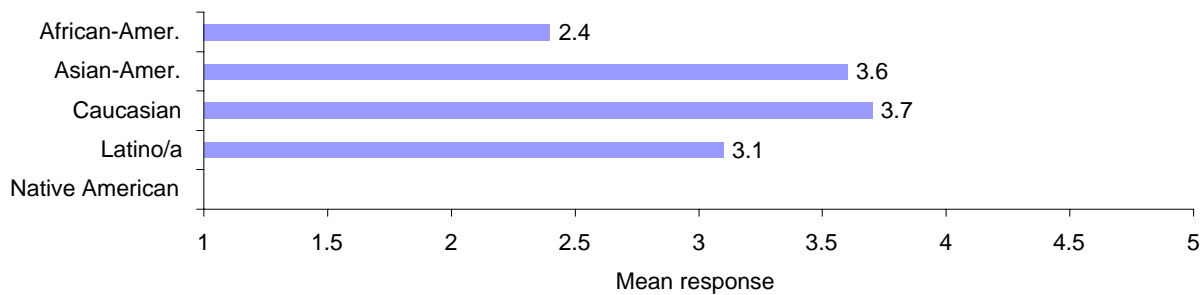
- 2.9:** The existence of race/ethnic-specific cultural and recreational activities
- 2.9:** The existence of race/ethnic-specific academic programs

There was a noticeable difference between the ratings on the items asking if the classroom was free from racist behavior (4.2) and if the campus was free from racism (3.6). The graphs below show some of the variation by ethnic background on these questions. Caucasian students rated the value of having race/ethnic programs and activities lower than did students in the other ethnic groups, with African-American students giving the highest ratings. (Please note, as previously indicated, that survey respondents underrepresented African-American and Latino/a respondents. The number of respondents by ethnic origin is 1,705 Caucasian, 264 Asian-American, 108 African-American, 77 Latino/a, and one Native American.) 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.**

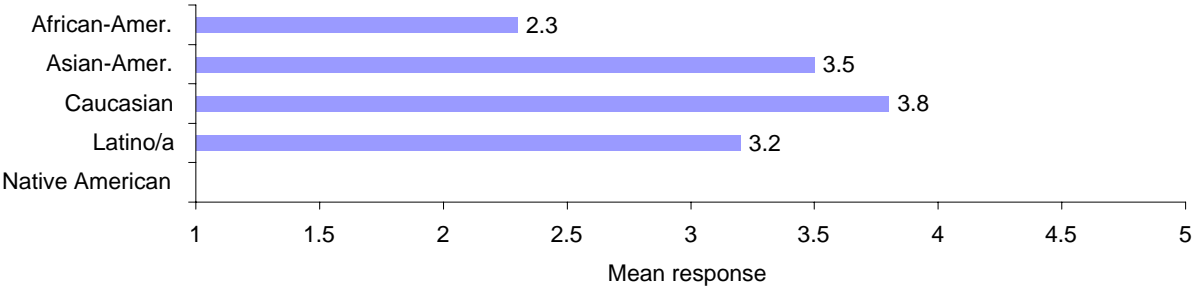


**22a. The campus environment was free from racism.**

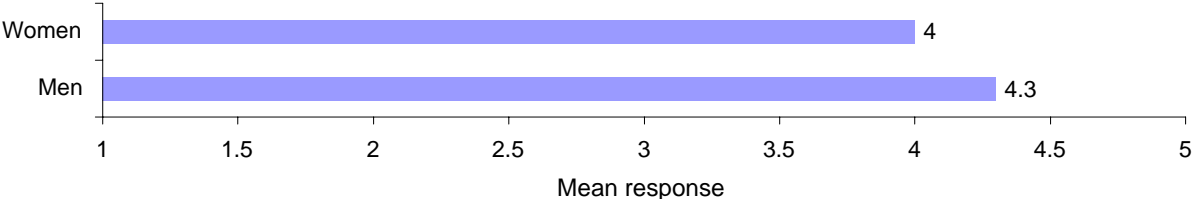




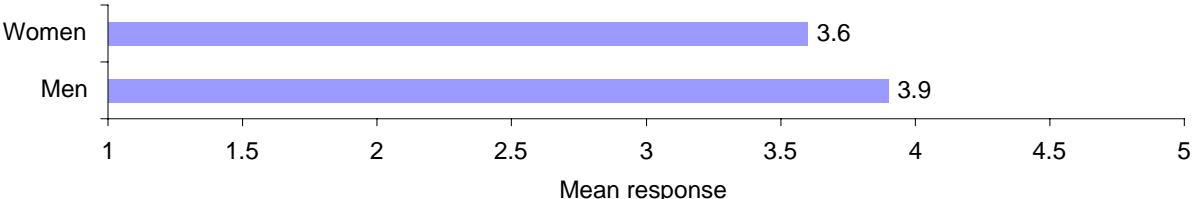
**23a. The University appropriately addresses problems of racism.**



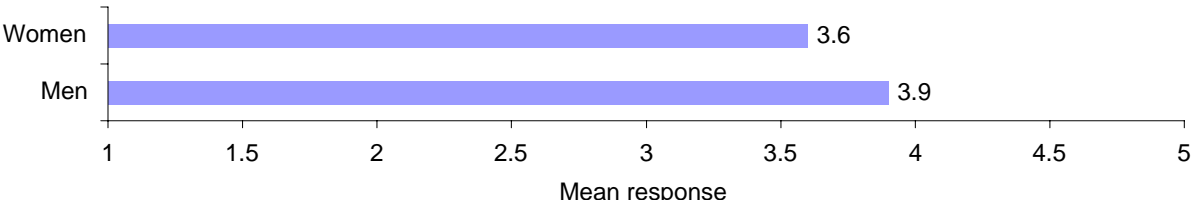
**21b. The classroom environment was free from sexist behavior.**



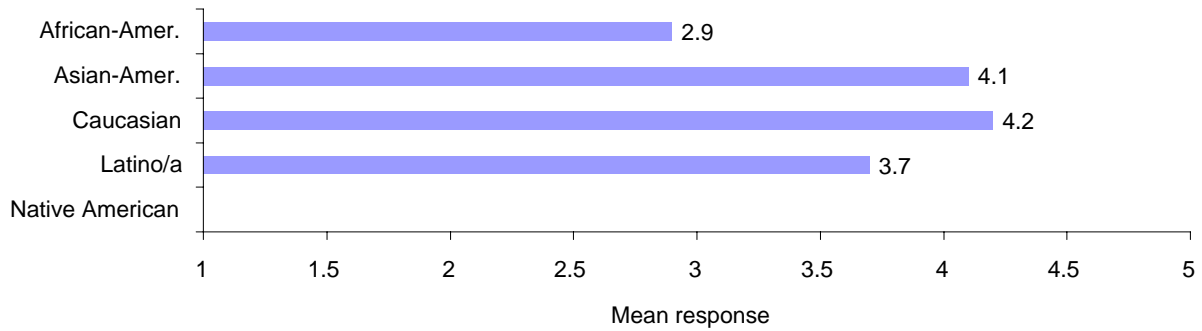
**22b. The campus environment was free from sexism.**



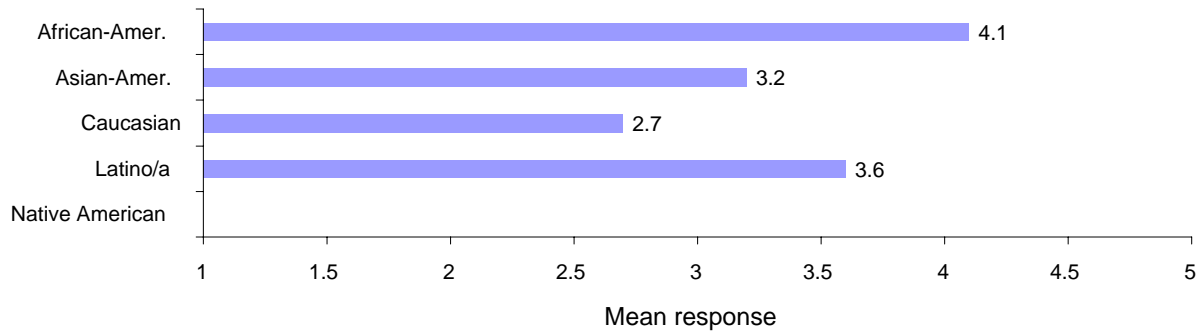
**23b. The University appropriately addresses problems of sexism.**



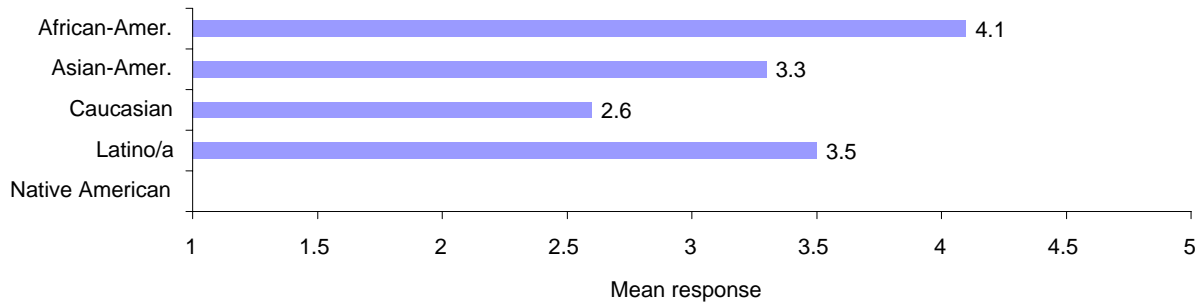
**24. There were faculty of different racial/ethnic groups.**



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



**31. 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)				Mean	Very Weak (1)	(2)	(3)	(4)
2	11	37	36	14	<b>3.5</b>	36. Write effectively	<b>4.3</b>	0	2	10	49	39
2	15	42	30	11	<b>3.3</b>	37. Speak effectively	<b>4.2</b>	0	2	13	49	35
1	11	43	33	12	<b>3.4</b>	38. Create original ideas and/or products	<b>4.2</b>	0	2	14	49	35
0	11	43	36	10	<b>3.4</b>	39. Draw conclusions after weighing evidence, facts, and ideas	<b>4.4</b>	0	0	6	44	49
1	12	41	36	11	<b>3.4</b>	40. Locate, screen, and organize information	<b>4.4</b>	0	0	8	44	47
3	16	34	30	17	<b>3.4</b>	41. Understand and appreciate cultural and ethnic differences	<b>4.3</b>	1	2	10	39	48
1	8	37	41	13	<b>3.6</b>	42. Problem solving skills	<b>4.4</b>	0	1	7	44	48
1	13	34	34	19	<b>3.6</b>	43. Get along with people whose attitudes and opinions are different from mine	<b>4.3</b>	0	2	11	45	42
4	14	31	28	23	<b>3.5</b>	44. Appreciate fine arts, music, and literature	<b>4.0</b>	3	7	20	31	40
2	13	38	31	16	<b>3.5</b>	45. Effectively use technology	<b>4.3</b>	0	1	10	41	47
16	26	31	19	8	<b>2.8</b>	46. Communicate in a language other than English	<b>2.9</b>	16	25	27	19	13
3	18	45	27	7	<b>3.2</b>	47. Understand and apply scientific principles and methods	<b>3.8</b>	2	9	25	34	30
3	14	41	31	11	<b>3.3</b>	48. Understand and apply mathematical reasoning	<b>3.7</b>	3	9	29	34	26
1	6	31	38	24	<b>3.8</b>	49. Understand values and ethical standards	<b>4.3</b>	0	1	11	45	43
1	7	32	40	21	<b>3.7</b>	50. Work cooperatively in groups	<b>4.3</b>	0	2	11	41	47
1	10	31	32	26	<b>3.7</b>	51. Learn on my own	<b>4.5</b>	0	1	6	31	62
3	15	36	30	16	<b>3.4</b>	52. Organize my time effectively	<b>4.2</b>	1	4	15	36	45
4	12	40	30	14	<b>3.4</b>	53. Contribute to the welfare of the community	<b>3.8</b>	2	6	26	38	27
						54. Demonstrate competency in my chosen field	<b>4.3</b>	1	2	9	49	40
						55. Seek and obtain employment	<b>4.1</b>	2	5	18	37	39
						56. Understand the impact of my field on the global/societal context	<b>4.2</b>	1	2	12	39	45

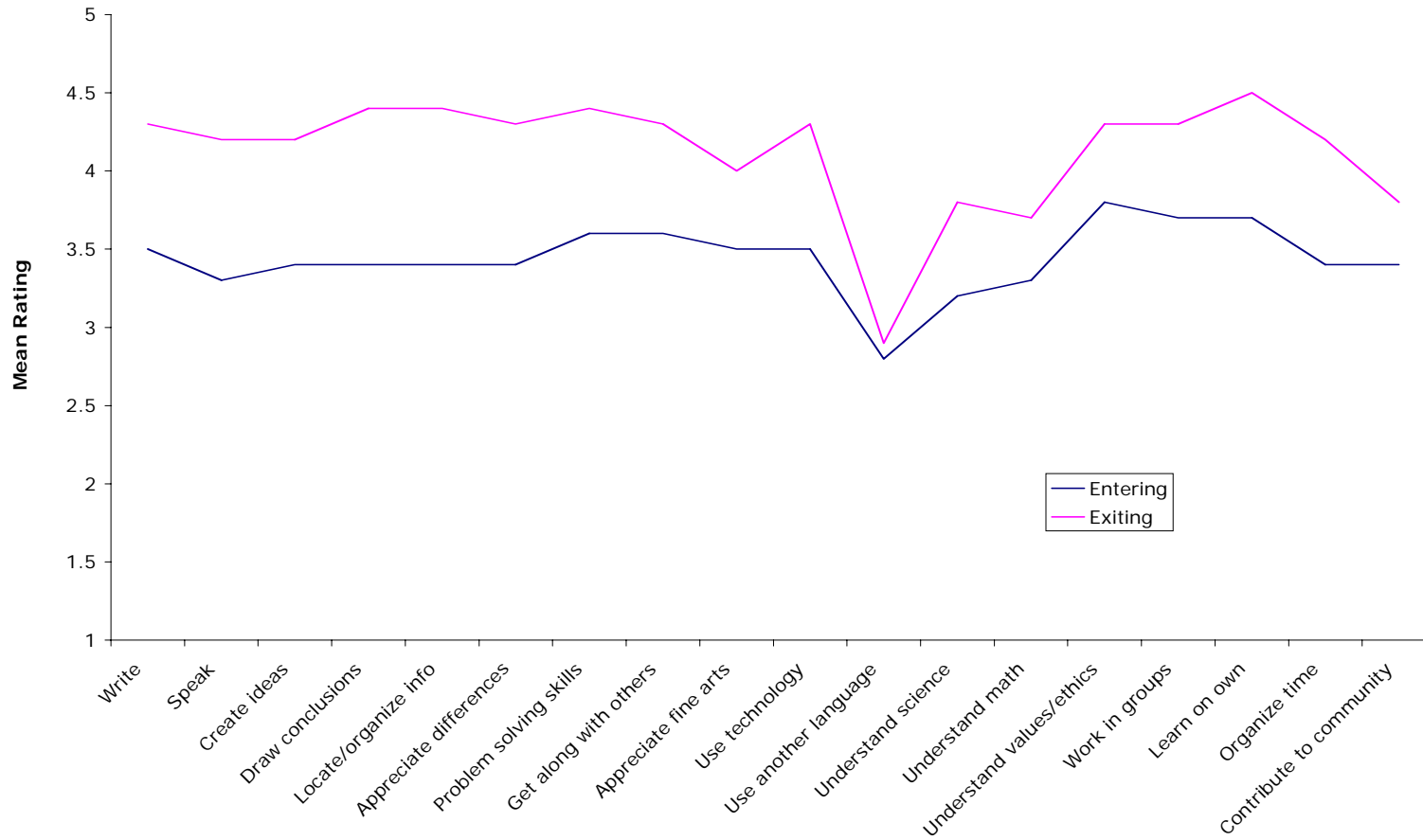
The respondents reported increases in their entering competency levels for all of the abilities. The abilities with the greatest difference between entering and exiting competency levels were:

- 1.0 Draw conclusions after weighing evidence, facts, and ideas
- 1.0 Locate, screen, and organize information
- .9 Speak effectively
- .9 Understand and appreciate cultural and ethnic differences

### 2006 Exiting and Entering Skill Ratings by Gender

Females			Males			Ability
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	
3.6	4.3	.7	3.4	4.2	.8	Write effectively
3.4	4.2	.8	3.3	4.2	.9	Speak effectively
3.5	4.2	.7	3.4	4.2	.8	Create original ideas
3.4	4.4	1.0	3.5	4.5	1.0	Draw conclusions
3.5	4.4	.9	3.4	4.4	1.0	Locate/organize info
3.5	4.5	1.0	3.3	4.1	.8	Understand and appreciate cultural differences
3.6	4.3	.7	3.6	4.5	1.0	Problem solving skills
3.6	4.4	.8	3.5	4.1	.6	Get along with others
3.7	4.2	.5	3.3	3.8	.5	Appreciate fine arts
3.3	4.3	1.0	3.6	4.4	.8	Use technology
2.8	3.0	.2	2.7	2.7	0	Use another language
3.1	3.7	.6	3.3	4.0	.7	Understand science
3.3	3.5	.2	3.5	4.0	.5	Understand math
3.8	4.4	.6	3.7	4.2	.5	Understand values/ethics
3.9	4.4	.5	3.5	4.2	.7	Work in groups
3.8	4.5	.7	3.7	4.6	.9	Learn on own
3.5	4.3	.8	3.2	4.1	.9	Organize time effectively
3.5	4.0	.5	3.3	3.6	.3	Contribute to community
-	4.3	-	-	4.3	-	Demonstrate competency
-	4.0	-	-	4.1	-	Seek/obtain employment
-	4.3	-	-	4.2	-	Understand context

### Comparison of Entering and Exiting Abilities



## About Working with an Instructor on a Research Study

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

### Participation in Undergraduate Research Projects: Participants by College

	<u>N</u>	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>COM</u>	<u>LAS</u>	<u>AHS</u>	<u>AVIA</u>
Participated	874	105	39	7	153	45	32	390	79	8
Didn't want to	537	68	70	9	123	26	14	187	29	3
Didn't realize they could	327	26	71	12	23	33	23	122	12	1
Couldn't find faculty to do so	155	11	14	2	52	7	4	50	7	1
Not encouraged by program	307	16	72	19	10	38	31	103	12	0
TOTAL N	2,200	226	266	49	361	149	104	852	139	13

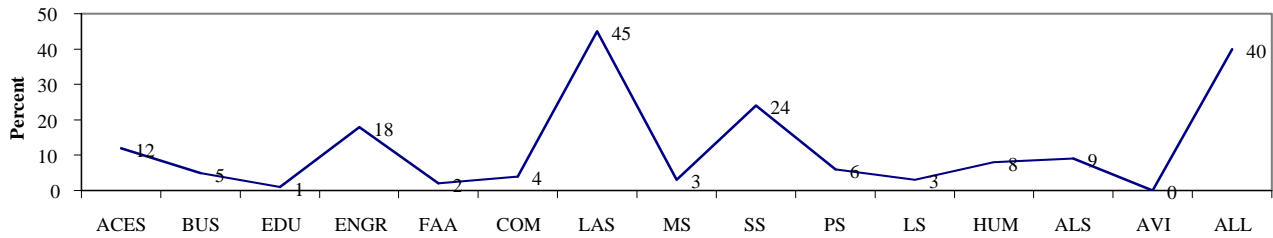
### Participation in Undergraduate Research Projects: Percent of Participation Within College

	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>COM</u>	<u>LAS</u>	<u>AHS</u>	<u>AVIA</u>	<u>ALL</u>
Participated	46	15	14	42	30	31	46	57	62	40
Didn't want to	30	26	18	34	17	13	22	21	23	24
Didn't realize they could	12	27	24	6	22	22	14	9	8	15
Couldn't find faculty to do so	5	5	4	14	5	4	6	5	8	7
Not encouraged by program	7	27	39	3	26	30	12	9	0	14
	100	100	99	99	100	100	100	101	101	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>COM</u>	<u>LAS</u>	<u>AHS</u>	<u>AVIA</u>	<u>ALL</u>
Participated	12	5	1	18	5	4	45	9	1	100
Didn't want to	13	13	2	23	5	3	35	5	1	100
Didn't realize they could	8	22	4	7	10	7	37	4	0	99
Couldn't find faculty to do so	7	10	1	35	5	3	34	5	0	100
Not encouraged by program	5	24	6	3	13	10	34	4	0	99

Percent of Seniors Participating in UG Research by College



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

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

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

	N	ALL	ACES	BUS	EDU	ENGR	FAA	COM	LAS	AHS	AVIA
Lab work	545	62	43	100	100	58	67	81	62	52	63
Field work	165	19	23	15	29	7	7	19	6	13	0
Library searches	160	18	14	15	0	5	11	0	5	6	13
Creative activity	83	9	10	10	0	3	24	6	4	8	0
Reading/summarizing	250	29	23	8	0	9	7	16	7	5	13
Research studies											
Other	136	16	11	13	0	6	9	9	10	8	0

59. Who supervised your research?

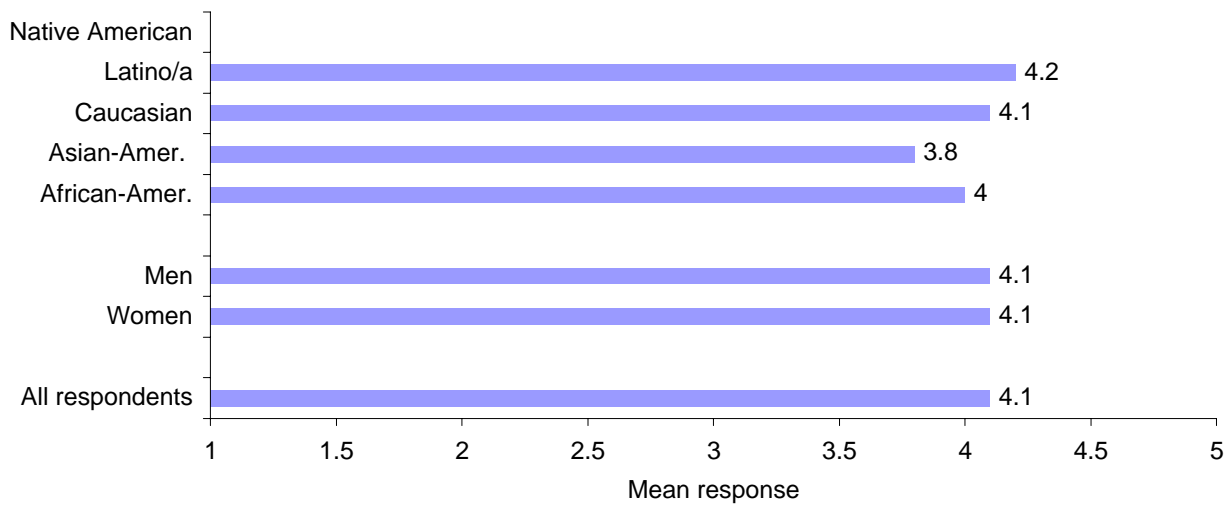
Individual Worked with in Undergraduate Research Projects: Percents Within Colleges

	N	ALL	ACES	BUS	EDU	ENGR	FAA	COM	LAS	AHS	AVIA
Faculty member	645	74	73	71	71	71	96	75	69	86	25
Graduate student	236	27	27	29	29	29	5	25	31	14	75

## Overall Undergraduate Experience

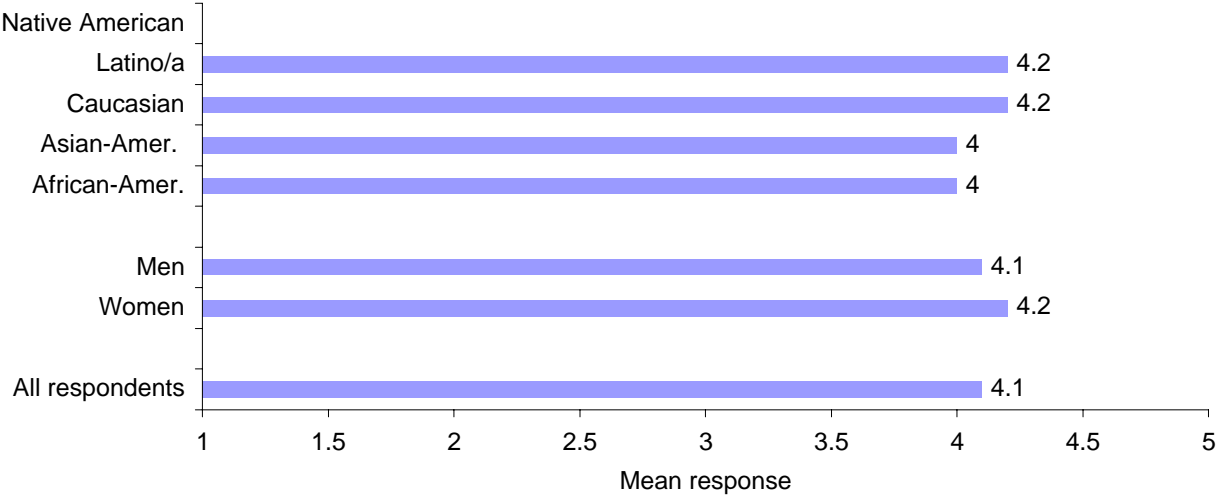
How satisfied were you with:	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
60. Your major at UIUC	4.1	3	5	15	38	39
61. Your overall educational experience at UIUC	4.1	1	3	14	47	36
62. Your TOTAL experience at UIUC	4.4	1	2	10	34	53
63. If you could start all over again, would you:						
- attend UIUC again?	86%					
- attend another institution?	13%					
- not attend college?	1%					
64. If you could start all over again, would you:						
- take same major?	60%					
- take related major?	20%					
- take different major?	20%					

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

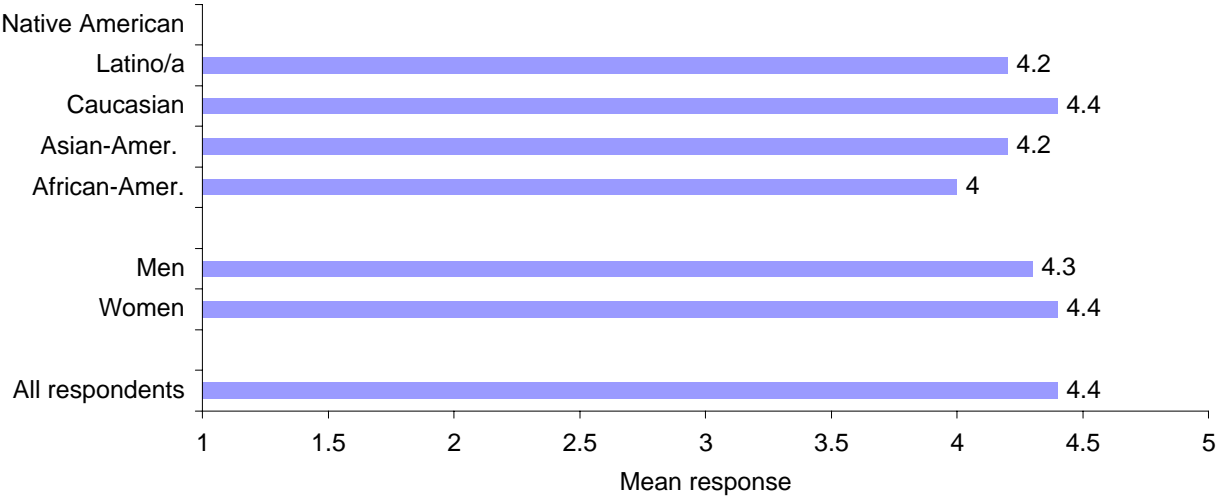




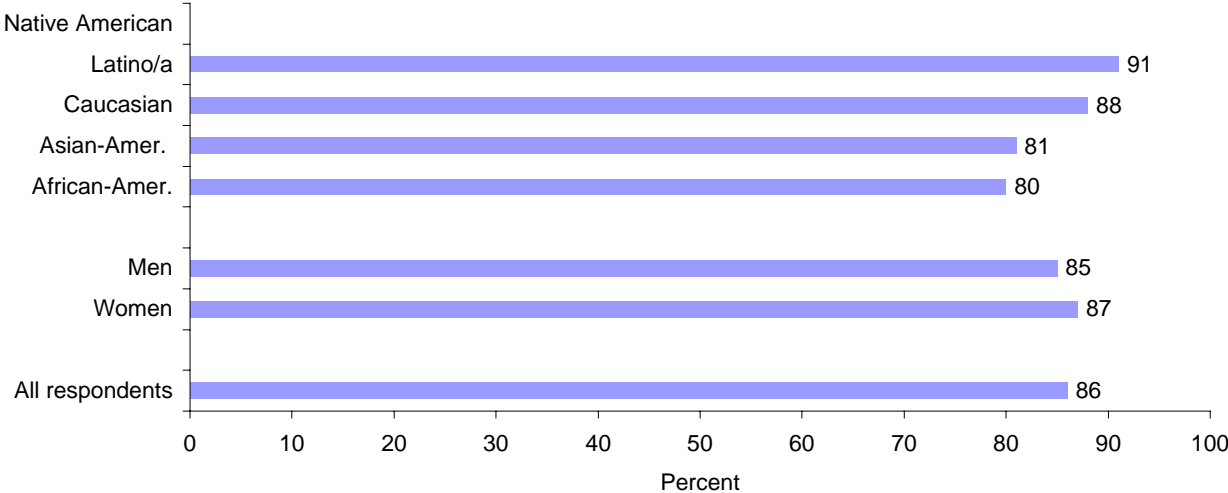
**62. How satisfied were you with your overall educational experience at UIUC?**



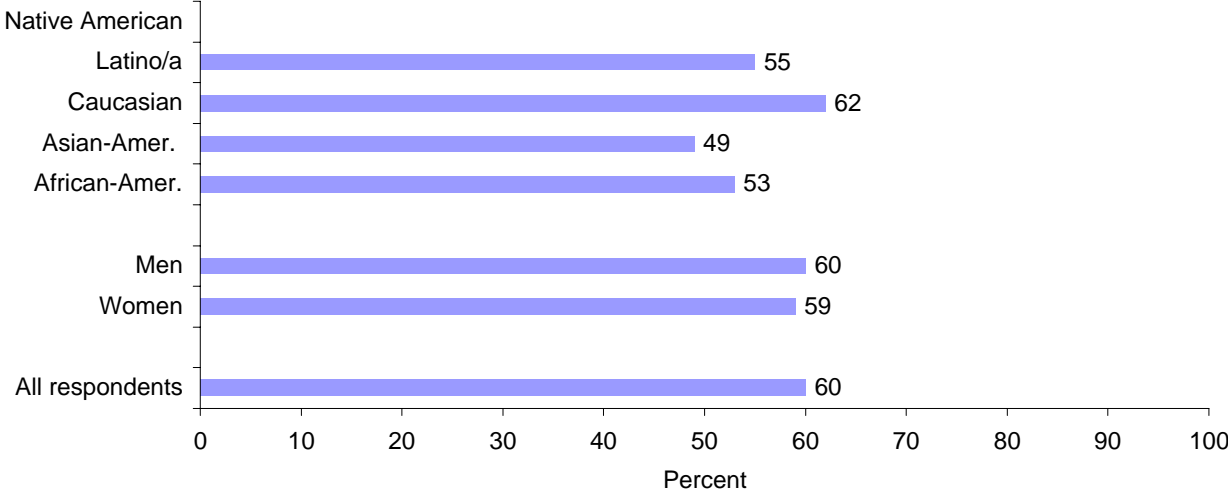
**63. How satisfied were you with your TOTAL experience at UIUC?**



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



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



## Open-Ended Question #1

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

Of the 2,212 graduating seniors responding to the Senior Survey, 1,471 (67%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 15 students.)

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

## Open-Ended Question #2

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

Of the 2,212 graduating seniors responding to the Senior Survey, 1,473 (67%) 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	9
2. Classes too large	9
3. Difficulty in getting desired courses	8
4. Professors/TAs not caring/helpful	5
5. General Education requirements	5
6. University too large (felt like a number)	5
7. None	5
8. Difficult to take courses between colleges or transfer between colleges	5
9. Poor teaching by professors (too much emphasis on research)	4
10. Couldn't understand foreign TAs and professors	4
11. Diversity issues	4
12. Program quality	4
13. Too much bureaucracy/red tape	4
14. Poor teaching by TAs	2
15. Costs	2
16. Poor labs and classroom facilities	2

### Open-Ended Question #3

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

Of the 2,212 graduating seniors responding to the Senior Survey, 631 (29%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 6 students.)

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

## Open-Ended Question #4

### **If you worked on a community service activity (in or out of class), describe what you "got out of the experience."**

Of the 2,212 graduating seniors responding to the Senior Survey, 830 (38%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 8 students.)

<b><u>Comment</u></b>	<b><u>% of responses</u></b>
1. Sense of accomplishment/pride/satisfaction	28
2. Helping others/giving back	13
3. See importance/impact of helping others	11
4. Meeting and working with other people	9
5. Understanding people and individual differences	9
6. Gain sense of community outside the university	7
7. Improve skills (time mgmt, interpersonal, team building, etc.)	7
8. Appreciate what you have	5
9. Learn about community outside the university	5
10. Get job experience	5
11. Help select career path	4
12. Become a better person	4
13. Had fun	3
14. Round out college education	3
15. Get away from university/reduce stress	3
16. Not much/nothing	2

**2006 Post Graduation Plans  
by College**

	<b>TOTAL</b>		<b>ACES</b>		<b>BUS</b>		<b>ENGR</b>		<b>EDU</b>		<b>FAA</b>		<b>COM</b>		<b>LHS</b>		<b>AHS</b>		<b>AVI</b>	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
<b>Acquired Full-time Work</b>	520	25	47	21	144	54	166	49	5	12	23	18	9	9	107	13	11	8	11	8
<b>Seeking Full-time Work</b>	564	27	54	25	51	19	60	18	34	79	48	37	64	62	199	25	40	28	6	46
<b>Accepted Grad School</b>	466	22	44	20	46	17	68	20	1	2	21	16	8	8	225	28	51	36	0	0
<b>Awaiting Grad School</b>	250	12	30	14	11	4	23	7	1	2	17	13	4	4	138	17	22	16	0	0
<b>Uncertain</b>	138	7	19	9	6	2	14	4	0	0	12	9	13	12	61	8	8	6	1	8
<b>Other</b>	115	6	21	10	6	2	6	2	2	5	7	5	4	4	56	7	8	6	0	0
<b>Total</b>	2053		215		264		337		43		128		102		786		140		13	

**2006 Post Graduation Plans  
by Ethnicity**

	<b>TOTAL</b>		<b>Afr-Amer.</b>		<b>Asian-Amer.</b>		<b>Caucasian</b>		<b>Latino/a</b>		<b>Other</b>	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
<b>Acquired Full-time Work</b>	520	25	16	15	69	27	396	25	22	30	14	29
<b>Seeking Full-time Work</b>	564	27	35	34	54	21	444	28	19	26	9	19
<b>Accepted Grad School</b>	466	22	20	19	53	21	372	23	14	19	7	15
<b>Awaiting Grad School</b>	250	12	20	19	43	17	173	11	9	12	5	10
<b>Uncertain</b>	138	7	4	4	24	9	101	6	5	7	4	8
<b>Other</b>	115	6	6	6	8	3	90	6	3	4	8	17
<b>Total</b>	2053		101		251		1576		72		47	

## COMPARISON TO PREVIOUS YEARS – Demographics of Respondents

This section of the report will compare 2006 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. Eleven of the 40 items had higher ratings from the previous year (printed in bold). The item about “Campus recreation” increased +.2 of a rating point. Eleven items had lower ratings from the previous year as indicated with an asterisk.

<u>2006</u>	<u>2005</u>	<u>2004</u>	<u>2003</u>	<u>1990</u>	
4.0	4.0	4.0	4.0	3.8	1. Quality of teaching by faculty in your major
<b>3.7</b>	3.6	3.6	3.5	3.5	2. Quality of teaching by faculty outside your major
3.3	3.3	3.3	3.3	3.2	3. Quality of teaching by TAs
3.2*	3.4	3.3	3.4	3.3	4. Quality of laboratories and classrooms
3.3	3.3	3.3	3.2	-	5. Quality of academic program advising and information
<b>3.4</b>	3.3	3.2	3.1	-	6. Quality of career advising and information
<b>4.0</b>	3.9	3.8	3.8	3.8	7. Access to courses and course sections in major
<b>3.4</b>	3.3	3.3	3.2	3.5	8. Access to elective courses and course sections
3.3	3.3	3.2	3.2	3.2	9. Process of student evaluation of teaching
3.3	3.3	3.2	3.3	2.9	10. Class size at the 100 and 200 course level
4.1	4.1	4.1	4.1	3.9	11. Class size at the 300 course level
3.8	3.8	3.8	3.8	3.7	12. Fairness of student performance evaluation procedures
3.4*	3.5	3.4	3.4	3.1	13. Usefulness of evaluation procedures to learning
3.8*	3.9	3.9	3.9	-	14. Accessibility of faculty in general
3.6*	3.7	3.7	3.7	-	15. Communication between faculty and students
4.2	4.2	4.1	4.1	-	16. Library system as a whole
<b>4.1</b>	3.9	3.7	3.9	-	17. Campus recreation (e.g., IMPE, WIMPE, Illini Union)
<b>4.0</b>	3.9	3.8	3.9	3.8	18. Easy to meet and get to know other students
4.1	4.1	4.0	4.0	3.7	19. Easy to get involved in student groups, activities
4.0	4.0	3.9	3.9	3.5	20. Exposure to different backgrounds and cultures
4.2	4.2	4.1	4.2	4.0	21a. <u>Classroom</u> environment free from racist behavior
4.1	4.1	4.0	4.1	3.8	21b. <u>Classroom</u> environment free from sexist behavior
3.6*	3.7	3.5	3.5	2.9	22a. <u>Campus</u> environment free from racism
3.7*	3.8	3.6	3.7	3.0	22b. <u>Campus</u> environment free from sexism
3.6*	3.7	3.5	3.7	3.2	23a. University appropriately addresses racism
3.7*	3.8	3.6	3.7	3.2	23b. University appropriately addresses sexism
<b>4.1</b>	4.0	3.9	4.0	-	24. There were faculty of different racial/ethnic groups
4.3	4.3	4.1	4.2	3.8	25. Felt that you were welcome at UIUC
3.7	3.7	3.6	3.6	3.1	26. Had someone you could go to for help
<b>3.0</b>	2.9	2.8	2.8	2.3	27. “University” cared about you
3.9	3.9	3.6	3.8	3.3	28. You felt safe on campus
3.6*	3.7	3.8	-	-	29. Your instructors’ use of web-based course mgmt tools
2.9	2.9	2.8	2.8	-	30. The existence of racial/ethnic-specific academic programs
2.8*	2.9	2.8	2.7	-	31. The existence of racial/ethnic-specific activities
3.2	3.2	3.2	3.1	-	32. Your Discovery course(s)
<b>3.2</b>	3.1	3.3	-	-	33. Your courses taken to fulfill your General Education Req.
3.4*	3.6	3.7	-	-	34. Your instructors’ use of web-based course mgmt tools
<b>4.1</b>	4.0	4.0	4.1	3.9	60. Please rate your major at UIUC
4.1	4.1	4.0	4.1	3.9	61. Your overall educational experience at UIUC
<b>4.4</b>	4.3	4.2	4.3	3.8	62. Your TOTAL experience at UIUC



## Student Ratings of Entering and Exiting Abilities

The average rating increase across abilities was +.7 in 2006, which was about the same as previous years. Two abilities (underlined) reported entering/exiting gains of at least one rating point. It is interesting to see how much the ENTERING "Use of technology" ability has increased over time therefore causing a steady decline in the gain or difference score.

2006			2005			1996			Ability
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	
3.5	4.3	.8	3.5	4.2	.7	3.5	4.1	.6	Write effectively
3.3	4.2	.9	3.3	4.2	.9	3.2	4.0	.8	Speak effectively
3.4	4.2	.8	3.4	4.2	.8	3.5	4.0	.5	Create original ideas
3.4	4.4	<u>1.0</u>	3.4	4.4	<u>1.0</u>	3.6	4.3	.7	Draw conclusions
3.4	4.4	<u>1.0</u>	3.4	4.3	.9	3.5	4.3	.8	Locate/organize info
3.4	4.3	.9	3.4	4.3	.9	3.2	4.0	.8	Appreciate differences
3.6	4.4	.8	3.5	4.3	.8	-	-	-	Problem solving skills
3.6	4.3	.7	3.6	4.3	.7	3.5	4.1	.6	Get along with others
3.5	4.0	.5	3.5	4.1	.6	3.4	3.9	.5	Appreciate fine arts
3.5	4.3	.8	3.4	4.4	<u>1.0</u>	2.8	4.2	<u>1.4</u>	Use technology
2.8	2.9	.1	2.7	2.9	.2	2.6	2.6	0	Use another language
3.2	3.8	.6	3.1	3.8	.7	3.2	3.8	.6	Understand science
3.3	3.7	.4	3.3	3.7	.4	3.3	3.7	.4	Understand math
3.8	4.3	.5	3.7	4.3	.6	-	-	-	Understand values/ethics
3.7	4.3	.6	3.7	4.3	.6	3.6	4.3	.7	Work in groups
3.7	4.5	.8	3.6	4.5	.9	3.8	4.5	.7	Learn on own
3.4	4.2	.8	3.4	4.2	.8	3.4	4.2	.8	Organize time effectively
3.4	3.8	.4	-	-	-	-	-	-	Contribute to community
-	4.3	-	-	4.2	-	-	4.3	-	Demonstrate competency
-	4.1	-	-	3.9	-	-	4.0	-	Seek/obtain employment
-	4.2	-	-	4.2	-	-	-	-	Understand context

## Satisfaction with the Campus Environment

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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.

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

	2006	2005	2004	2003	2002	1990
Caucasian	4.3	4.3	4.3	4.3	4.3	4.0
Asian-American	4.0	4.1	3.8	4.0	3.9	3.8
African-American	3.1	3.1	2.9	3.0	3.0	2.6
Latino/a	3.7	3.8	3.7	3.8	3.7	3.7
Native American	-	3.9	4.0	-	4.2	-

### 22a. The campus environment was free from racism:

	2006	2005	2004	2003	2002	1990
Caucasian	3.7	3.8	3.6	3.6	3.7	2.9
Asian-American	3.6	3.6	3.3	3.4	3.3	2.7
African-American	2.4	2.4	2.2	2.4	2.5	2.0
Latino/a	3.1	3.1	3.2	3.1	3.1	2.6
Native American	-	3.3	3.8	-	3.6	3.0

### 23a. The University appropriately addresses problems of racism:

	2006	2005	2004	2003	2002	1990
Caucasian	3.8	3.9	3.6	3.8	3.7	3.3
Asian-American	3.5	3.9	3.3	3.5	3.3	2.9
African-American	2.3	2.5	2.3	2.7	2.5	2.5
Latino/a	3.2	3.2	3.1	3.4	3.1	3.2
Native American	-	3.6	3.7	-	3.6	-

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

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

	2006	2005	2004	2003	2002	1990
Women	4.0	4.0	3.9	4.0	3.9	3.6
Men	4.3	4.3	4.2	4.2	4.2	3.9

**22b. The campus environment was free from sexism:**

	2006	2005	2004	2003	2002	1990
Women	3.6	3.6	3.5	3.6	3.4	2.9
Men	3.9	4.0	3.8	3.8	3.8	3.2

**23b. The University appropriately addresses problems of sexism:**

	2006	2005	2004	2003	2002	1990
Women	3.6	3.6	3.5	3.7	3.5	3.2
Men	3.9	3.9	3.8	3.8	3.8	3.3

**Satisfaction with Overall Undergraduate Experience**

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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:**

	2006	2005	2004	2003	2002	1990
All Respondents	4.1	4.0	4.0	4.1	4.0	3.9
Women	4.1	4.0	4.1	4.1	4.0	4.0
Men	4.1	4.1	4.0	4.0	4.0	3.9
Caucasian	4.1	4.1	4.1	4.1	4.1	4.0
Asian-American	3.8	3.8	3.8	3.8	3.8	3.8
African-American	4.0	4.0	3.9	4.1	3.9	3.7
Latino/a	4.2	4.1	4.1	4.2	4.0	4.0
Native American	-	4.7	3.8	-	4.3	-

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

	2006	2005	2004	2003	2002	1990
All Respondents	4.1	4.1	4.0	4.1	4.0	3.8
Women	4.2	4.2	4.1	4.2	4.1	3.9
Men	4.1	4.0	4.0	4.0	4.0	3.7
Caucasian	4.2	4.2	4.1	4.1	4.1	3.8
Asian-American	4.0	3.9	3.8	3.9	3.9	3.7
African-American	4.0	4.0	3.9	3.9	3.8	3.7
Latino/a	4.2	4.1	4.2	4.1	4.0	3.8
Native American	-	4.3	4.0	-	4.0	-

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

	2006	2005	2004	2003	2002	1990
All Respondents	4.4	4.3	4.2	4.3	4.2	3.9
Women	4.4	4.4	4.2	4.4	4.2	3.9
Men	4.3	4.2	4.1	4.2	4.2	3.9
Caucasian	4.4	4.4	4.2	4.4	4.3	3.9
Asian-American	4.2	4.2	4.0	4.2	4.1	3.9
African-American	4.0	4.0	3.8	3.9	3.8	3.9
Latino/a	4.2	4.3	4.2	4.3	4.1	3.6
Native American	-	4.0	4.2	-	4.1	-

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

	2006	2005	2004	2003	2002	1990
All Respondents	86%	87%	87%	87%	85%	85%
Women	87	88	87	89	85	88
Men	85	85	86	84	85	83
Caucasian	88	89	88	87	87	86
Asian-American	81	83	80	84	80	79
African-American	80	80	82	79	80	70
Latino/a	91	87	88	94	79	79
Native American	-	86	100	-	89	-