

## 2007 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 2007 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 4,961 seniors, 2,737, or approximately 55%, 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	56.6	50.3
Male	43.4	49.6
<b>Ethnic Origin</b>		
Caucasian	75.7	71.9
Latino/a	4.7	5.8
African-American	4.2	5.6
Asian-American	11.7	14.6
Native American	.3	.3
Unknown	.5	1.8
Other	3.0	-
<b>College of Graduation</b>		
ACES	11.4	8.6
Applied Health Sciences	5.5	5.5
Business	11.4	10.9
Communications	5.7	5.6
Education	2.9	3.6
Engineering	17.3	16.0
Fine & Applied Arts	6.8	7.2
Liberal Arts & Sciences	38.4	42.3
Aviation	.6	1.0

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.

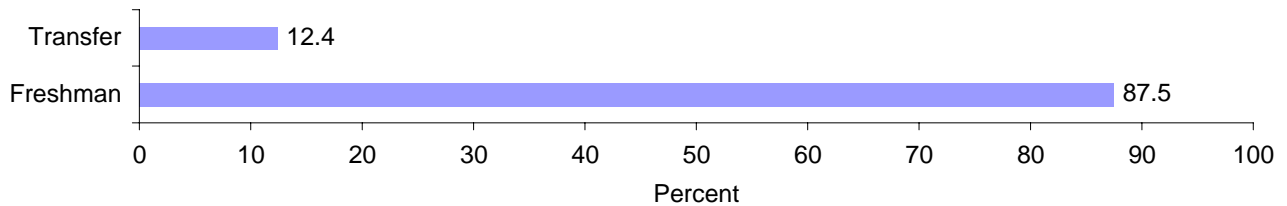
## Demographics

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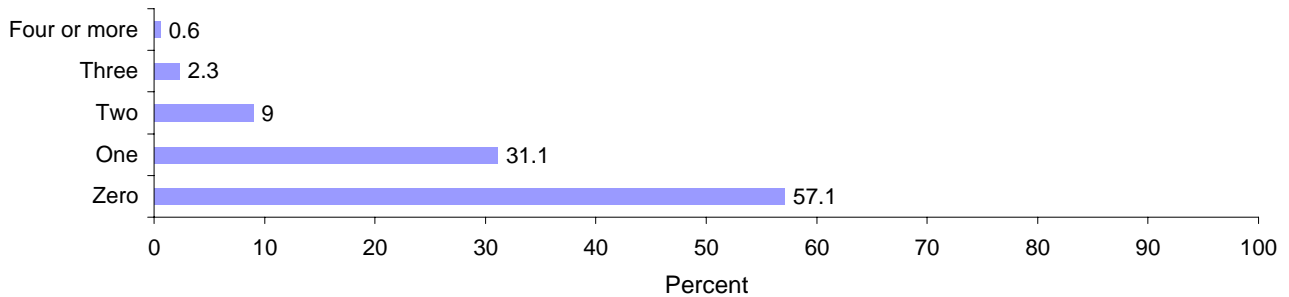
Survey respondents present a picture of a very traditional student body, with large majorities enrolling as freshmen and completing a bachelor's degree in eight semesters. The respondents were 76% Caucasian with about thirteen percent more females than males.

Academically, 73% of the respondents self-assessed their grade-point average as between 2.76 and 3.75. Approximately 57% of the students never changed their major, while another 31% changed majors once. Thirty-seven percent of the respondents reported working each semester part-time while another 38% reported working "occasionally" part-time. Approximately 60% of the respondents worked during the summer.

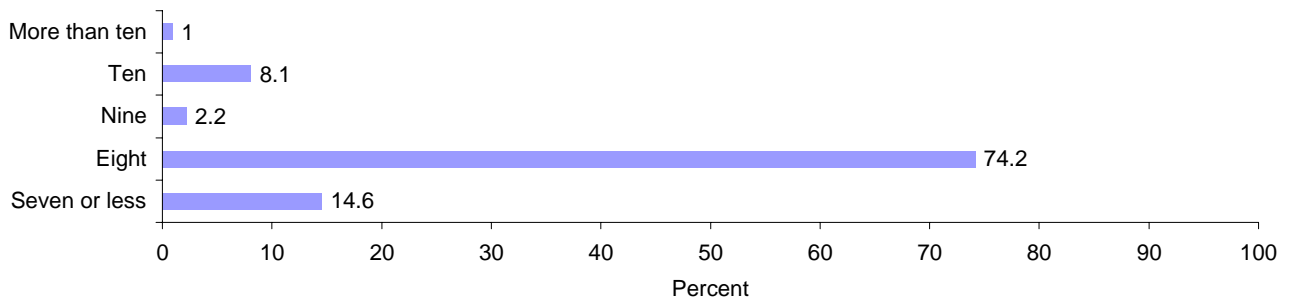
### First enrolled at UIUC as:



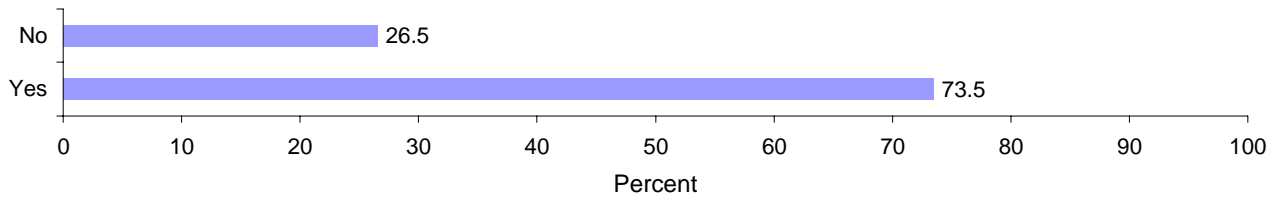
### Number of times you changed major while at UIUC:



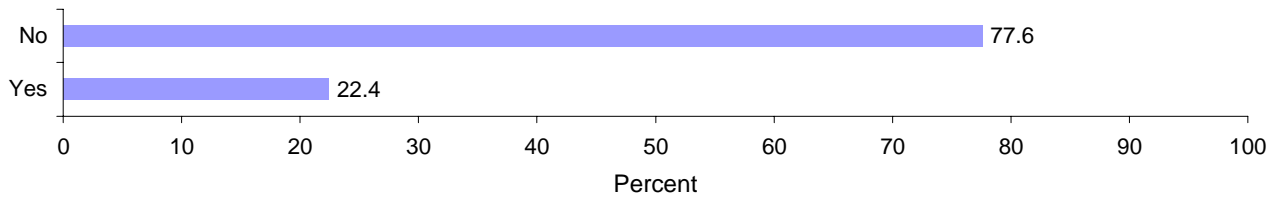
### Number of semesters it took to complete degree:



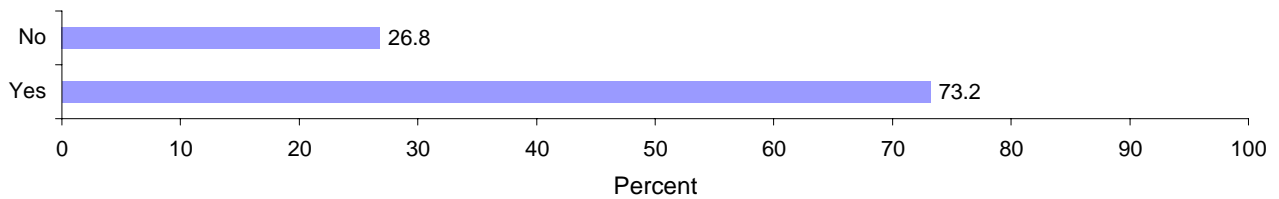
**Did you participate in volunteer or community service work?**



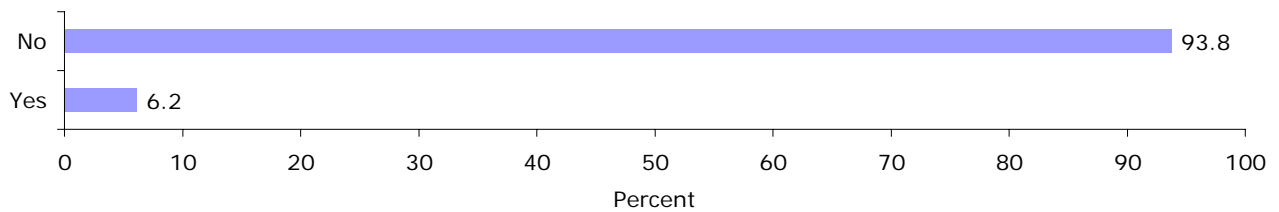
**Did you seek personal counseling?**



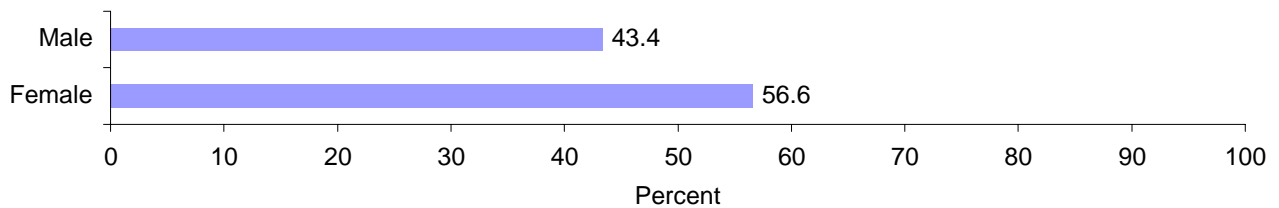
**Did you use career services?**



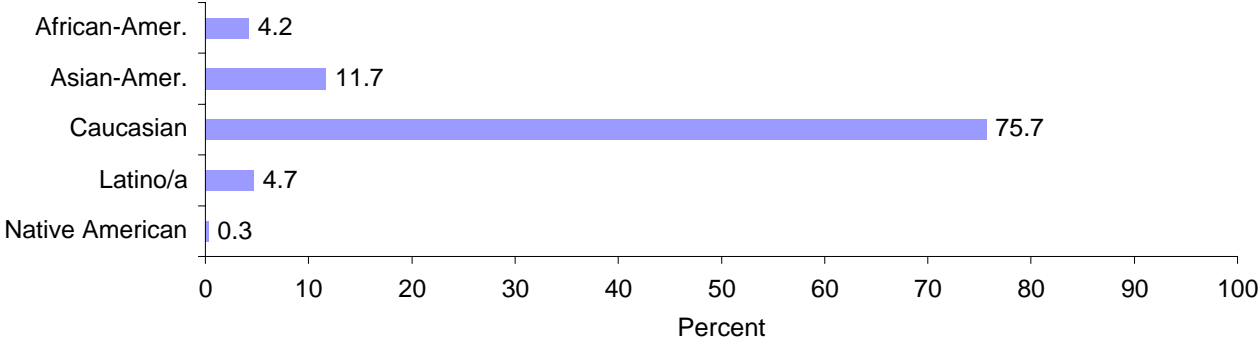
**Do you have a disability that affects your ability to perform as a student?**



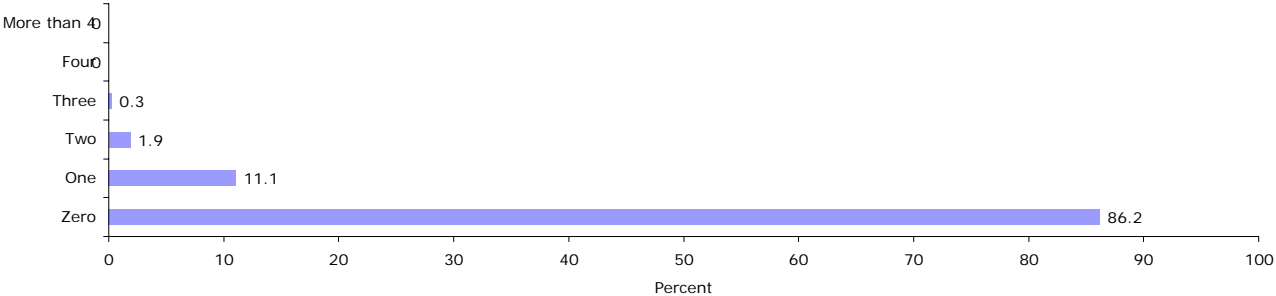
**Gender:**



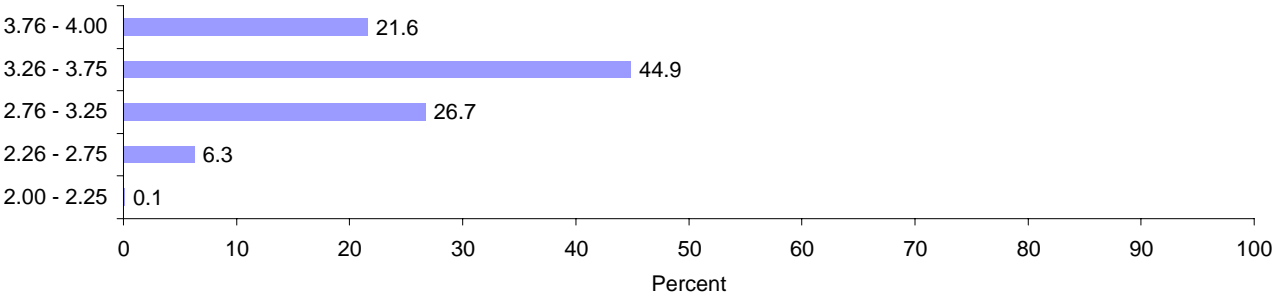
**Ethnic Origin:**



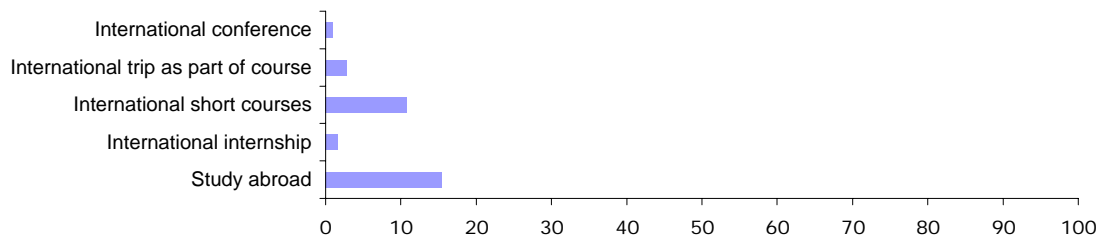
**How many on-line courses have you taken?**



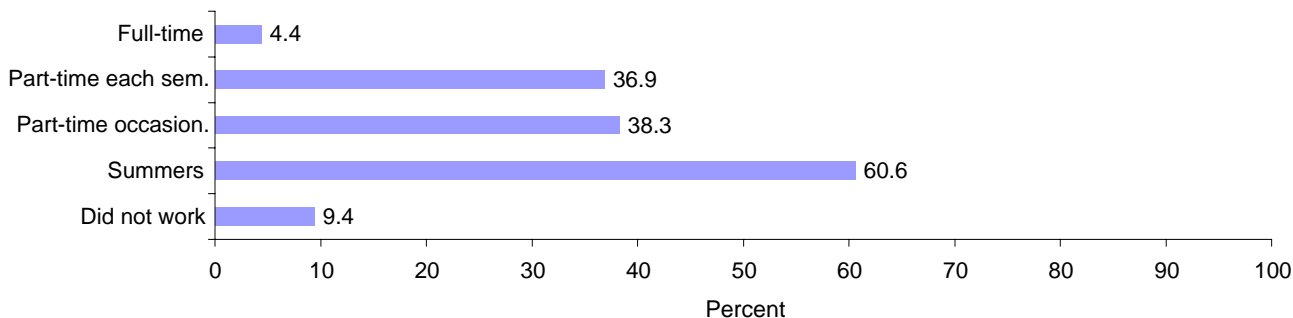
**Approximate GPA:**



### Did you participate in an international educational experience?



### 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 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

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How satisfied are you with:	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
1. Quality of teaching by faculty in your major	4.0	1	4	15	48	32
2. Quality of teaching by faculty outside your major	3.6	1	7	33	49	10
3. Quality of teaching by TAs	3.2	4	15	42	33	6
4. Quality of laboratories and classrooms	3.3	5	15	37	34	9
5. Quality of academic program advising and information	3.3	10	16	26	32	16
6. Quality of career advising and information	3.4	8	14	30	31	18
7. Access to courses and course sections in major	3.9	3	4	18	38	34
8. Access to elective courses and course sections	3.4	7	16	28	14	15
9. Process of student evaluation of teaching	3.3	6	13	37	34	10
10. Class size at the 100 and 200 course level	3.2	7	17	33	33	11
11. Class size at the 300 course level	4.0	2	4	16	48	31
12. Fairness of student performance evaluation procedures	3.9	1	4	22	54	19
13. Usefulness of student evaluation procedures assisting students to learn	3.4	4	12	34	41	10
14. Accessibility of faculty in general	3.8	2	6	23	46	23
15. Communication between faculty and students regarding student needs and concerns	3.7	3	9	27	43	18
16. Library system as a whole (both service and collections)	4.2	1	2	15	39	44
17. Campus recreation (e.g., IMPE, "WIMPE," Ice Arena)	4.1	3	5	15	37	40

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
- 4.0:** Class size at the 300 course level
- 4.0:** Quality of teaching by faculty in your major

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

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

## 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	39	35
19. It was easy to get involved in student groups and activities	4.2	1	4	17	37	42
20. There was exposure to different student backgrounds and cultures	4.0	2	7	19	36	35
21a. The <u>classroom</u> environment was free from racist behavior	4.1	3	6	15	34	43
21b. The <u>classroom</u> environment was free from sexist behavior	4.1	2	5	17	35	41
22a. The <u>campus</u> environment was free from racism	3.4	9	15	25	30	22
22b. The <u>campus</u> environment was free from sexism	3.7	5	11	21	34	27
23a. The University appropriately addresses problems of racism	3.5	10	13	23	30	24
23b. The University appropriately addresses problems of sexism	3.7	5	9	28	32	26
24. There were faculty of different racial/ethnic groups	4.0	3	7	15	33	42
25. You felt you were welcome at UIUC	4.3	1	4	11	32	52
26. You had someone (University employee) that you could go to for help	3.7	7	11	20	27	35
27. The "University" cared about you	3.0	15	19	32	23	12
28. You felt safe on campus	3.9	2	6	22	42	29

How valuable were:	Mean	Value				
		Little 1	2	3	4	Very 5
29. Your Discovery course(s) (if you took one)	3.1	16	11	38	18	17
30. Your courses taken to fulfill your General Education requirements	3.1	9	21	33	30	8
31. Your instructors' uses of web-based course mgmt tools (for example, WebCT, Blackboard, Mallard)	3.4	6	13	27	38	16
32. How valuable was your participation in Illinois Leadership Center offerings (e.g., I-programs, Leadershape)? (if you participated)	3.0	15	10	46	17	13

How would you describe your quality of interactions with:	Mean	Friendly/Supportive?			
		Almost never 1	2	3	Almost always 4
33a. Other Students	3.5	0	3	44	52
33b. Instructors	3.2	1	9	58	32
33c. Administrative Staff	2.9	7	22	51	20

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

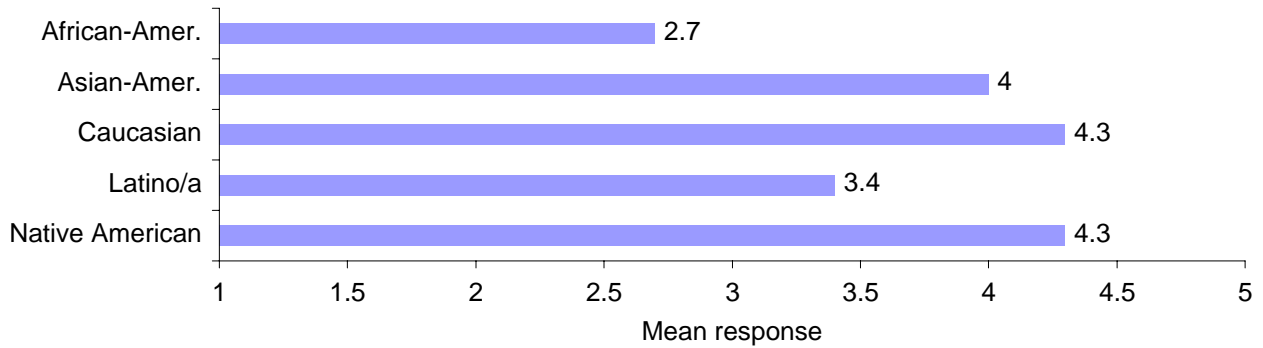
- 4.3:** You felt that you were welcome at UIUC
- 4.2:** It was easy to get involved in student groups and activities
- 4.1:** The classroom environment was free from racist behavior
- 4.1:** The classroom environment was free from sexist behavior

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

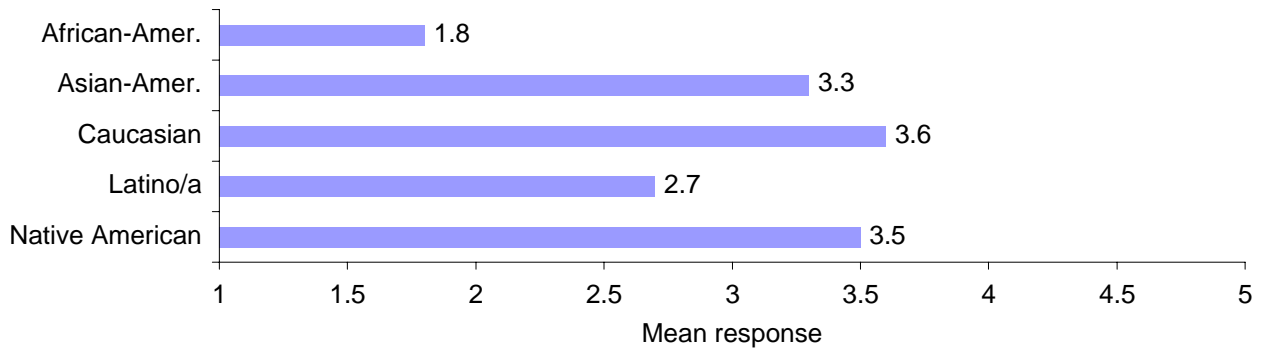
- 2.9:** Interaction with administrative staff
- 3.0:** The “University” cared about you

The graphs below show some of the variation by ethnic background on these questions. Please note the number of respondents by ethnic origin is 2,072 Caucasian, 320 Asian-American, 114 African-American, 128 Latino/a, and eight Native Americans.

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

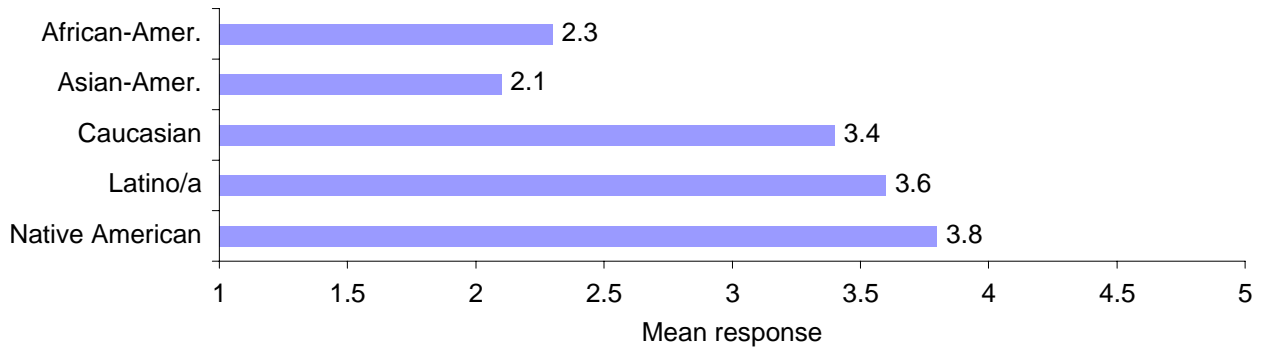


**22a. The campus environment was free from racism.**

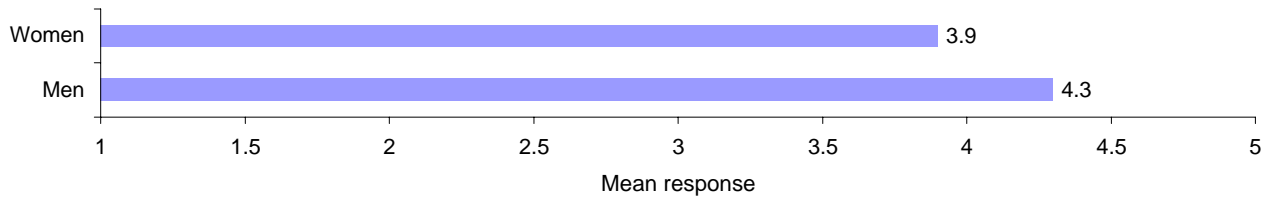




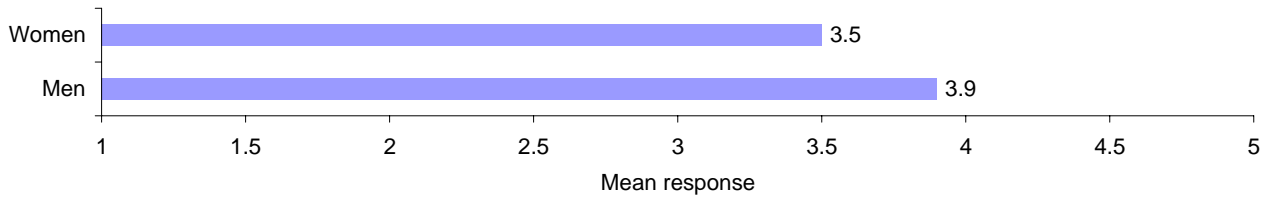
**23a. The University appropriately addresses problems of racism.**



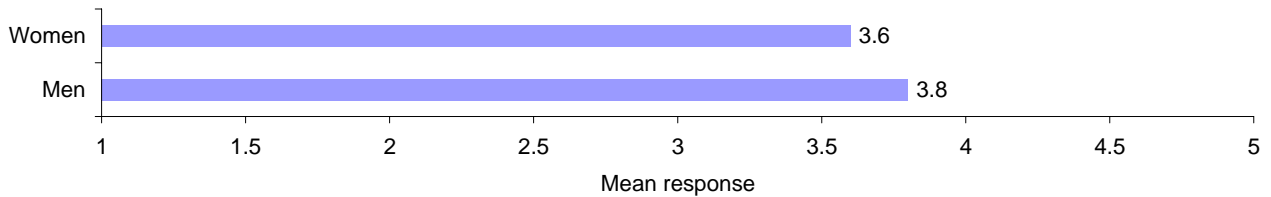
**21b. The classroom environment was free from sexist behavior.**



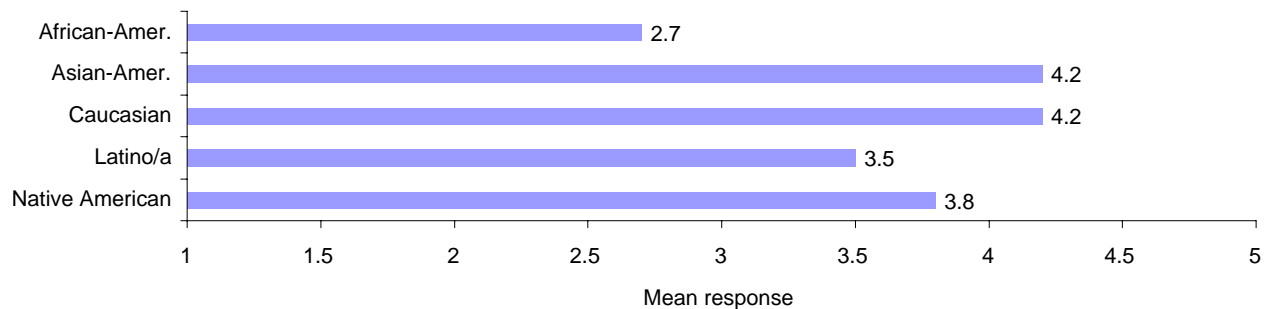
**22b. The campus environment was free from sexism.**



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



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



## 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	10	35	38	16	<b>3.6</b>	34. Write effectively	<b>4.3</b>	0	2	10	49	39
2	14	41	32	11	<b>3.4</b>	35. Speak effectively	<b>4.2</b>	0	2	12	48	38
1	11	43	34	11	<b>3.4</b>	36. Create original ideas and/or products	<b>4.2</b>	0	2	12	50	36
1	11	44	36	9	<b>3.4</b>	37. Draw conclusions after weighing evidence, facts, and ideas	<b>4.4</b>	0	1	5	45	49
1	11	43	34	11	<b>3.5</b>	38. Locate, screen, and organize information	<b>4.4</b>	0	1	7	44	48
4	15	33	30	19	<b>3.5</b>	39. Understand and appreciate cultural and ethnic differences	<b>4.3</b>	1	2	10	37	50
0	7	39	42	13	<b>3.6</b>	40. Problem solving skills	<b>4.4</b>	0	0	6	44	50
1	11	32	35	20	<b>3.6</b>	41. Get along with people whose attitudes and opinions are different from mine	<b>4.3</b>	1	1	10	45	43
3	14	30	28	25	<b>3.6</b>	42. Appreciate fine arts, music, and literature	<b>4.1</b>	2	6	18	34	41
2	12	37	33	18	<b>3.5</b>	43. Effectively use technology	<b>4.3</b>	0	1	11	41	47
15	26	33	18	9	<b>2.8</b>	44. Communicate in a language other than English	<b>2.9</b>	16	22	29	19	15
3	16	46	27	7	<b>3.2</b>	45. Understand and apply scientific principles and methods	<b>3.8</b>	2	8	25	35	31
3	14	40	32	11	<b>3.3</b>	46. Understand and apply mathematical reasoning	<b>3.7</b>	3	9	28	34	26
1	5	32	39	23	<b>3.8</b>	47. Understand values and ethical standards	<b>4.3</b>	0	1	11	42	45
0	6	31	40	22	<b>3.8</b>	48. Work cooperatively in groups	<b>4.3</b>	0	2	10	41	48
1	9	31	33	26	<b>3.7</b>	49. Learn on my own	<b>4.5</b>	0	1	6	32	62
4	16	34	29	17	<b>3.4</b>	50. Organize my time effectively	<b>4.2</b>	1	3	15	36	45
2	11	41	32	14	<b>3.4</b>	51. Contribute to the welfare of the community	<b>3.9</b>	2	5	23	39	27
					<b>3.5</b>	52. Be an effective leader	<b>4.3</b>	1	2	13	40	44
						53. Demonstrate competency in my chosen field	<b>4.3</b>	0	1	9	45	44
						54. Seek and obtain employment	<b>4.1</b>	2	6	18	34	40
						55. Understand the impact of my field on the global/societal context	<b>4.3</b>	1	3	12	37	48

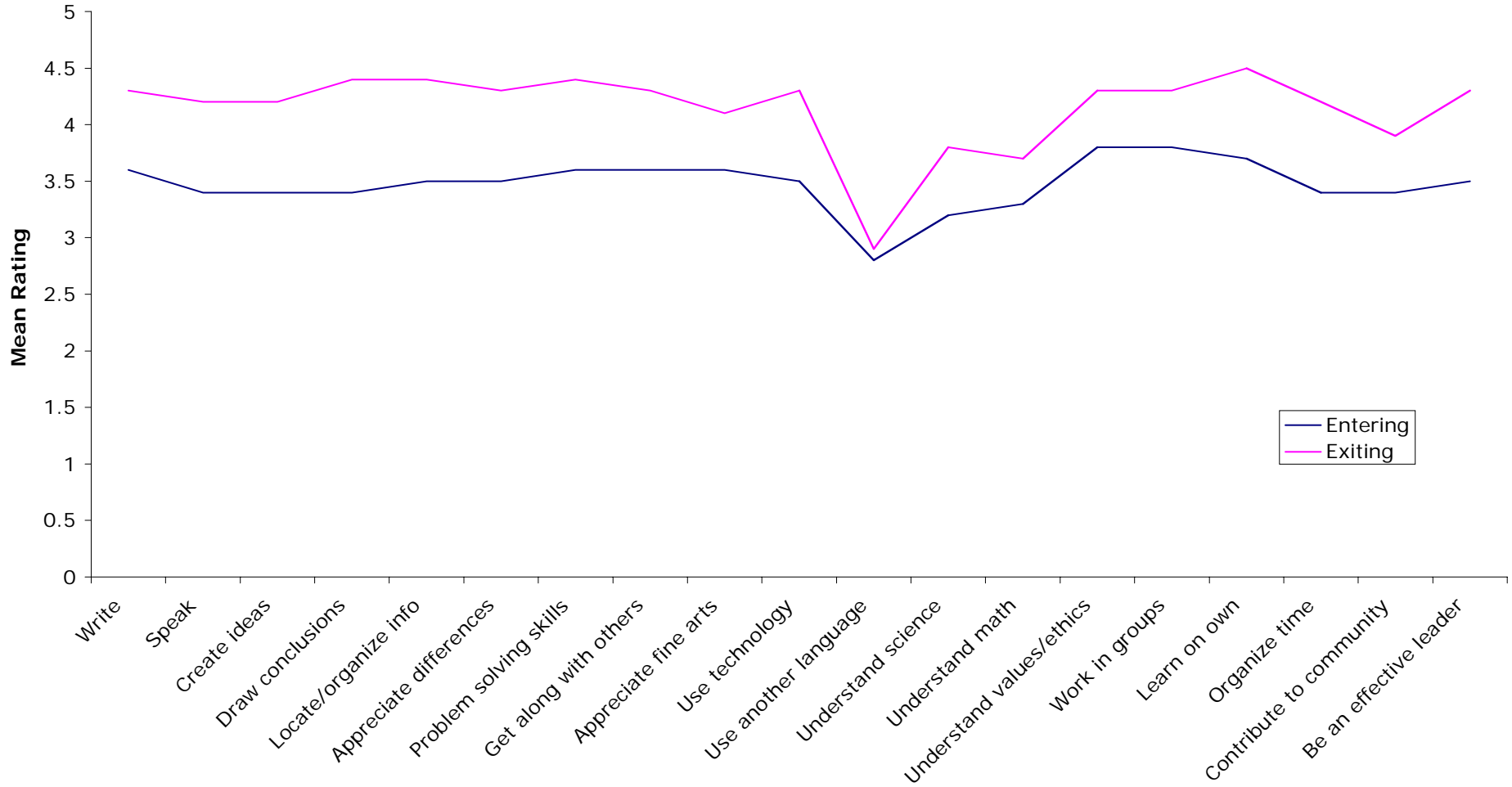
The respondents reported increases in their entering competency levels for all of the abilities. The abilities with the greatest difference between entering and exiting competency levels were:

- 1.0 Draw conclusions after weighing evidence, facts, and ideas
- .9 Locate, screen, and organize information
- .8 Speak effectively
- .8 Create original ideas and/or products
- .8 Understand and appreciate cultural and ethnic differences
- .8 Problem solving skills
- .8 Effectively use technology
- .8 Learn on my own
- .8 Organize my time effectively
- .8 Be an effective leader

### 2007 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	3.5	4.2	.7	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	4.4	.9	3.4	4.2	.8	Understand and appreciate cultural differences
3.6	4.4	.8	3.6	4.5	.9	Problem solving skills
3.6	4.3	.7	3.6	4.2	.6	Get along with others
3.7	4.2	.5	3.3	3.9	.6	Appreciate fine arts
3.4	4.2	.8	3.7	4.5	.8	Use technology
2.9	3.0	.1	2.8	2.8	0	Use another language
3.1	3.7	.6	3.4	4.1	.7	Understand science
3.2	3.5	.3	3.5	4.0	.5	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
3.8	4.6	.8	3.7	4.5	.8	Learn on own
3.6	4.3	.7	3.2	4.1	.9	Organize time effectively
3.6	4.0	.4	3.3	3.7	.4	Contribute to community
3.5	4.3	.8	3.4	4.2	.8	Be an effective leader
--	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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56. 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	1031	141	41	13	203	57	32	442	79	9
Didn't want to	667	68	81	15	143	34	35	236	42	6
Didn't realize they could	418	33	89	17	33	41	32	154	12	2
Couldn't find faculty to do so	190	18	11	0	49	8	9	89	4	0
Not encouraged by program	355	29	68	32	13	38	34	123	6	6
TOTAL N	2661	289	290	77	441	178	142	1044	143	23

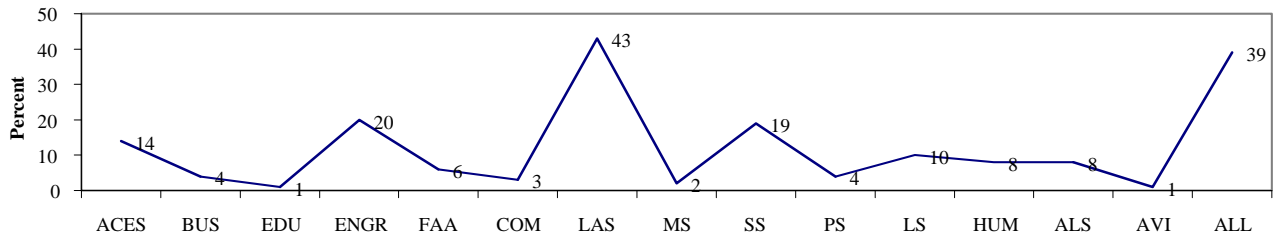
### Participation in Undergraduate Research Projects: Percent of Participation Within College

	<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	49	14	17	46	32	23	42	55	39	39
Didn't want to	24	28	20	32	19	25	23	29	26	225
Didn't realize they could	11	31	22	8	23	23	15	8	9	16
Couldn't find faculty to do so	6	4	0	11	4	6	9	3	0	7
Not encouraged by program	10	23	42	3	21	24	12	4	26	13
	100	100	101	100	99	101	99	99	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>COM</u>	<u>LAS</u>	<u>AHS</u>	<u>AVIA</u>	<u>ALL</u>
Participated	14	4	1	20	6	3	43	8	1	99
Didn't want to	10	12	2	22	5	5	36	6	1	99
Didn't realize they could	8	21	4	8	10	10	37	3	1	100
Couldn't find faculty to do so	9	6	0	26	4	4	47	2	0	99
Not encouraged by program	8	19	9	4	11	11	35	2	2	100

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)

57. What type of work did you perform? (of 1,031 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	618	38	36	10	18	49	9	14	43	34	50
Field work	244	15	26	13	24	6	12	15	14	25	50
Library searches	189	12	11	20	6	12	8	19	11	9	0
Creative activity	119	7	5	8	29	5	50	25	4	4	0
Reading/summarizing	309	19	15	38	12	20	9	17	20	22	0
Research studies											
Other	144	9	8	12	12	9	12	10	9	6	0

58. Who supervised your research?

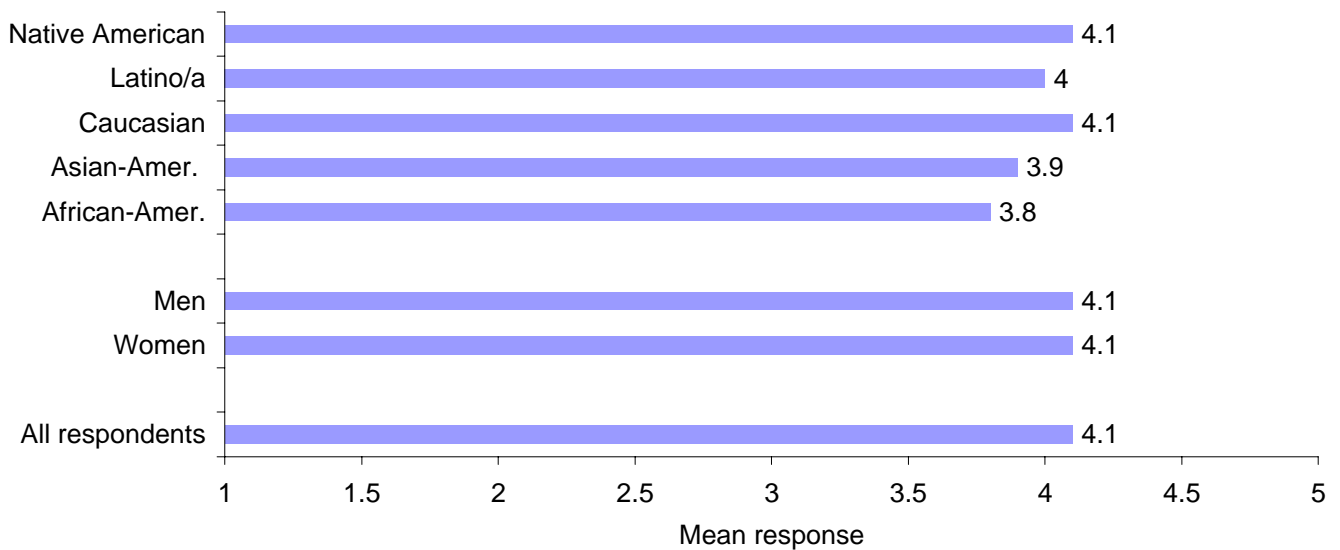
Individual Worked With in Undergraduate Research Projects: Percents Within Colleges

	N	ALL	ACES	BUS	EDU	ENGR	FAA	COM	LAS	AHS	AVIA
Faculty member	643	73	75	83	46	75	81	77	69	76	38
Graduate student	238	27	25	17	54	25	19	23	31	24	62

## Overall Undergraduate Experience

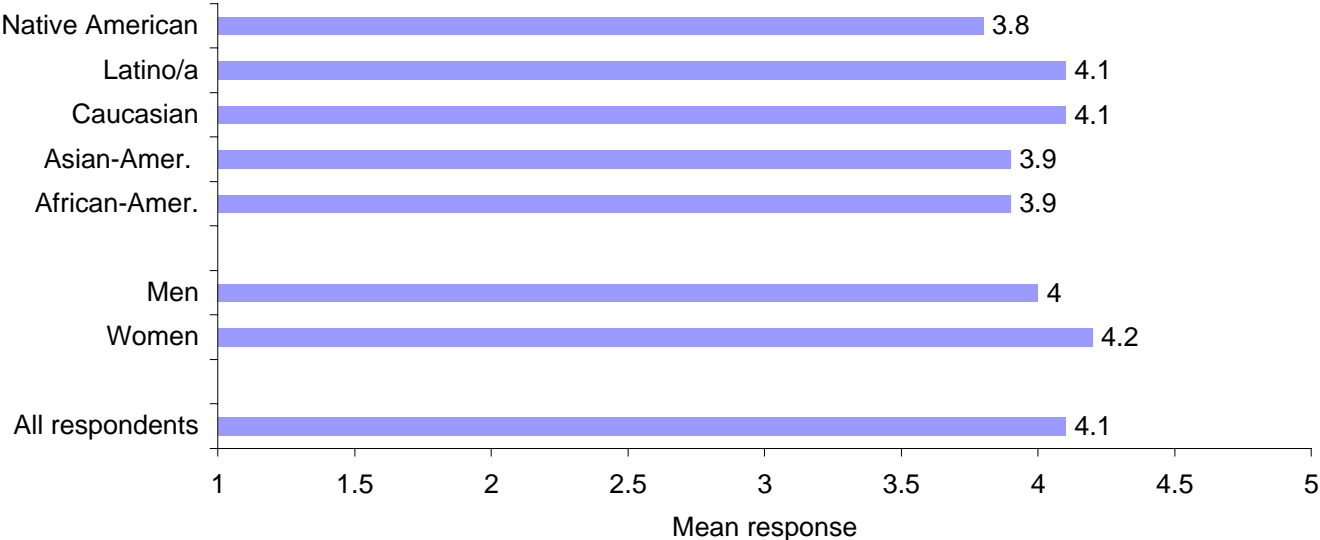
How satisfied were you with:	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
59. Your major at UIUC	4.1	3	5	15	38	40
60. Your overall educational experience at UIUC	4.1	1	4	14	47	34
61. Your TOTAL experience at UIUC	4.3	1	3	11	36	50
62. If you could start all over again, would you:						
- attend UIUC again?	84%					
- attend another institution?	14%					
- not attend college?	0%					
63. If you could start all over again, would you:						
- take same major?	60%					
- take related major?	20%					
- take different major?	21%					

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

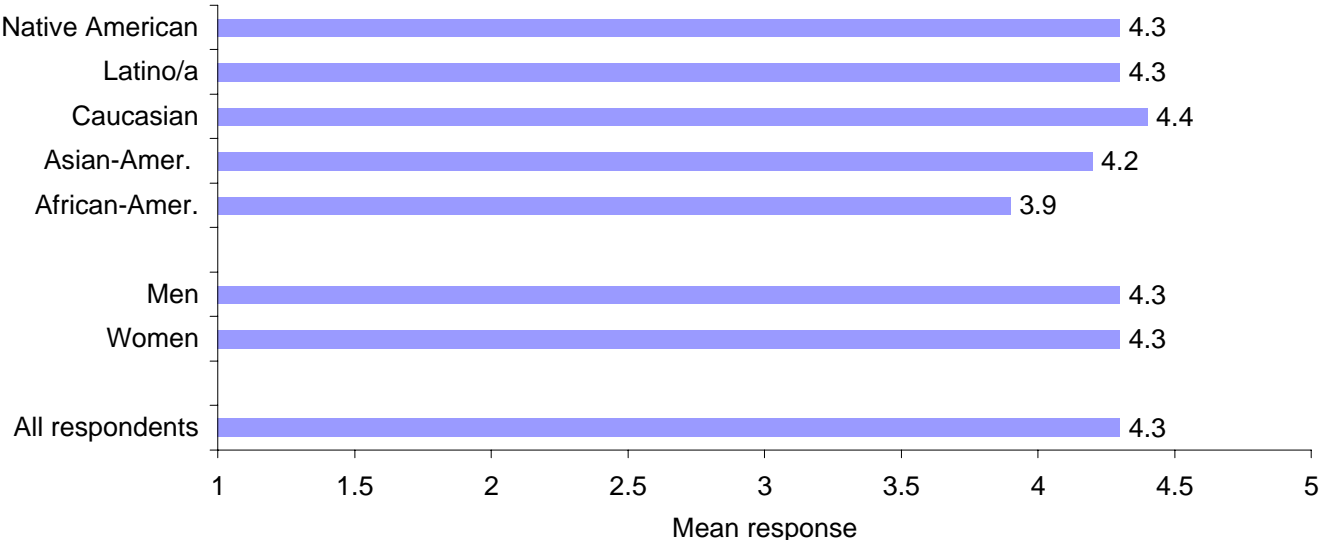




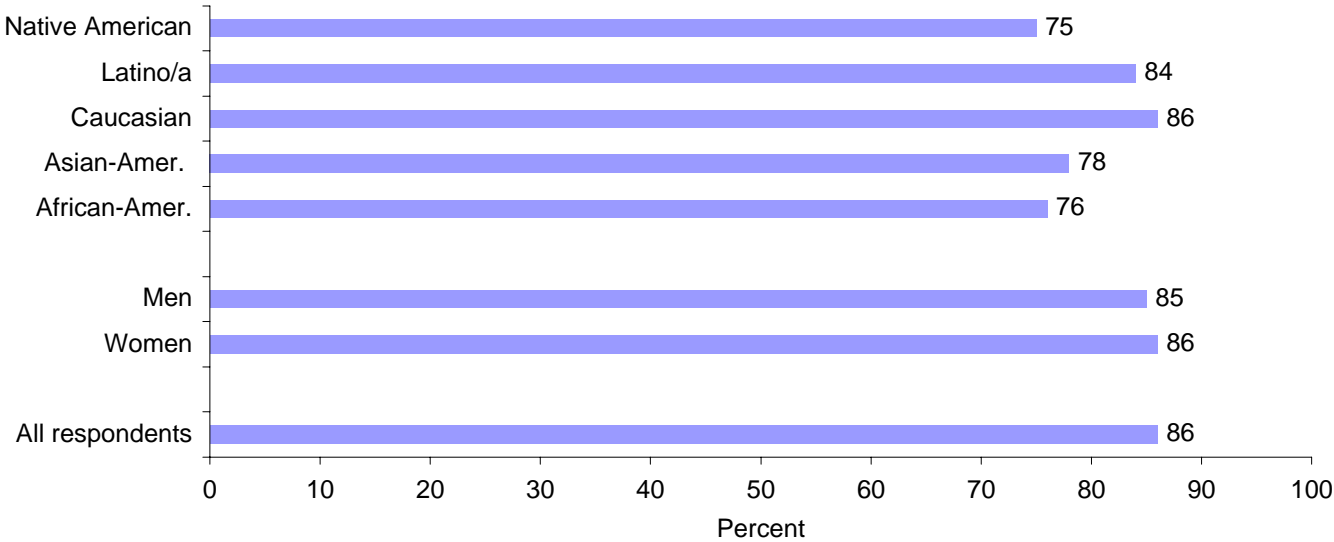
**62. How satisfied were you with your overall educational experience at UIUC?**



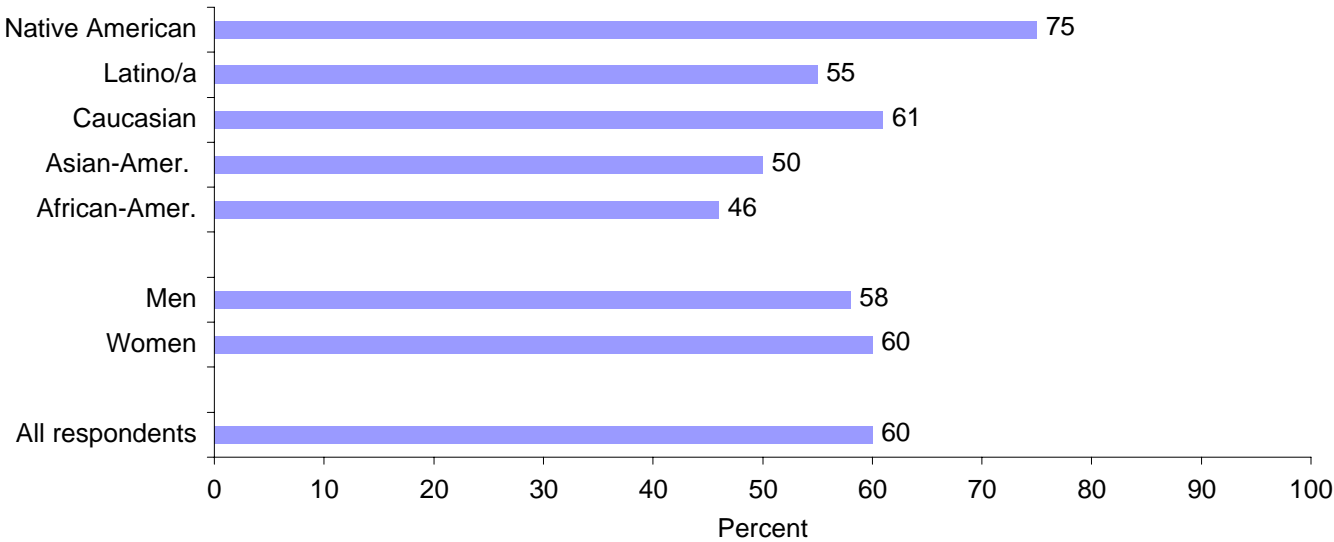
**63. How satisfied were you with your TOTAL experience at UIUC?**



**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 2,737 graduating seniors responding to the Senior Survey, 1,729 (63%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 17 students.)

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

## Open-Ended Question #2

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

Of the 2,737 graduating seniors responding to the Senior Survey, 1,745 (64%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 17 students.)

<u>Comment</u>	<u>% of responses</u>
1. Poor or non-existent academic advising	13
2. Classes too large	11
3. Difficult to take courses between colleges or transfer between colleges	8
4. Too much bureaucracy/red tape	8
5. Couldn't understand foreign TAs and professors	7
6. University too large (felt like a number)	6
7. Diversity issues	6
8. Professors/TAs not caring/helpful	5
9. General Education requirements	5
10. Poor teaching by professors (too much emphasis on research)	5
11. None	4
12. Difficulty in getting desired courses	4
13. Poor teaching by TAs	4
14. Costs	3
15. Poor labs and classroom facilities	3
16. Program quality	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 2,737 graduating seniors responding to the Senior Survey, 714 (26%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 7 students.)

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

## Open-Ended Question #4

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

Of the 2,737 graduating seniors responding to the Senior Survey, 1715 (63%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 17 students.)

<b><u>Comment</u></b>	<b><u>% of responses</u></b>
1. Campus organizations	34
2. Group projects/teamwork in classes	31
3. Greek system	12
4. Employment/Jobs	7
5. Activities related to major	6
6. Leadership training (including campus Leadership Center)	5
7. Living on my own/doing it myself	5
8. Community service/Volunteering	4
9. Specific classes in and out of major	4
10. Internship	3
11. Nothing	3
12. Sports/Marching Illini Band/Cheerleading	2
13. Residence advisor position	2
14. Lab work/Research opportunities	2

**2007 Post Graduation Plans  
by College**

	<u>TOTAL</u>		<u>ACES</u>		<u>BUS</u>		<u>ENGR</u>		<u>EDU</u>		<u>FAA</u>		<u>COM</u>		<u>LAS</u>		<u>AHS</u>		<u>AVI</u>	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
<b>Acquired Full-time Work</b>	640	24	72	25	152	52	209	47	10	13	12	7	17	12	138	14	8	6	8	30
<b>Seeking Full-time Work</b>	781	29	81	28	57	20	80	18	58	75	81	46	82	55	294	29	29	20	16	59
<b>Accepted Grad School</b>	627	23	53	18	61	21	111	25	2	3	44	25	14	10	265	26	63	44	1	4
<b>Awaiting Grad School</b>	301	11	46	16	13	4	24	5	5	7	12	7	9	6	164	16	27	19	0	0
<b>Uncertain</b>	180	7	21	7	3	1	14	3	1	1	13	7	16	11	95	9	10	7	1	4
<b>Other</b>	146	6	21	7	7	2	8	2	1	1	15	9	10	7	70	7	6	4	1	4
<b>Total</b>	2675		294		293		446		77		177		148		1026		143		27	

**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>	640	24	9	8	91	29	493	24	24	19	14	19
<b>Seeking Full-time Work</b>	781	29	45	41	74	23	587	29	42	34	27	37
<b>Accepted Grad School</b>	627	23	17	15	68	22	494	25	27	22	13	18
<b>Awaiting Grad School</b>	301	11	26	23	45	14	203	10	18	15	7	10
<b>Uncertain</b>	180	7	5	5	31	10	128	6	5	4	8	11
<b>Other</b>	146	6	9	8	7	2	114	6	8	7	5	7
<b>Total</b>	2675		111		316		2019		124		74	

**by Gender**

	<b>TOTAL</b>		<b>Males</b>		<b>Females</b>	
	Freq	%	Freq	%	Freq	%
<b>Acquired Full-time Work</b>	640	24	368	32	256	17
<b>Seeking Full-time Work</b>	781	29	273	24	485	32
<b>Accepted Grad School</b>	627	23	262	23	345	23
<b>Awaiting Grad School</b>	301	11	104	9	194	13
<b>Uncertain</b>	180	7	74	6	101	7
<b>Other</b>	146	6	46	4	92	6
<b>Total</b>	2675		1155		1502	

## COMPARISON TO PREVIOUS YEARS – Demographics of Respondents

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This section of the report will compare 2007 Senior Survey results to responses recorded in previous years.

### Satisfaction with Broad Aspects of the Undergraduate Experience

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Following is a listing of item mean scores for common items administered in previous years. Four of the 38 items had higher ratings from the previous year while eleven had lower ratings. The item “Campus environment free from racism” decreased -.2 of a rating point.

<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>	<u>2003</u>	
4.0	4.0	4.0	4.0	4.0	1. Quality of teaching by faculty in your major
3.6	3.7	3.6	3.6	3.5	2. Quality of teaching by faculty outside your major
3.2	3.3	3.3	3.3	3.3	3. Quality of teaching by TAs
3.3	3.2	3.4	3.3	3.4	4. Quality of laboratories and classrooms
3.3	3.3	3.3	3.3	3.2	5. Quality of academic program advising and information
3.4	3.4	3.3	3.2	3.1	6. Quality of career advising and information
3.9	4.0	3.9	3.8	3.8	7. Access to courses and course sections in major
3.4	3.4	3.3	3.3	3.2	8. Access to elective courses and course sections
3.3	3.3	3.3	3.2	3.2	9. Process of student evaluation of teaching
3.2	3.3	3.3	3.2	3.3	10. Class size at the 100 and 200 course level
4.0	4.1	4.1	4.1	4.1	11. Class size at the 300 course level
3.9	3.8	3.8	3.8	3.8	12. Fairness of student performance evaluation procedures
3.4	3.4	3.5	3.4	3.4	13. Usefulness of evaluation procedures to learning
3.8	3.8	3.9	3.9	3.9	14. Accessibility of faculty in general
3.7	3.6	3.7	3.7	3.7	15. Communication between faculty and students
4.2	4.2	4.2	4.1	4.1	16. Library system as a whole
4.1	4.1	3.9	3.7	3.9	17. Campus recreation (e.g., IMPE, WIMPE, Illini Union)
4.0	4.0	3.9	3.8	3.9	18. Easy to meet and get to know other students
4.2	4.1	4.1	4.0	4.0	19. Easy to get involved in student groups, activities
4.0	4.0	4.0	3.9	3.9	20. Exposure to different backgrounds and cultures
4.1	4.2	4.2	4.1	4.2	21a. <u>Classroom</u> environment free from racist behavior
4.1	4.1	4.1	4.0	4.1	21b. <u>Classroom</u> environment free from sexist behavior
3.4	3.6	3.7	3.5	3.5	22a. <u>Campus</u> environment free from racism
3.7	3.7	3.8	3.6	3.7	22b. <u>Campus</u> environment free from sexism
3.5	3.6	3.7	3.5	3.7	23a. University appropriately addresses racism
3.7	3.7	3.8	3.6	3.7	23b. University appropriately addresses sexism
4.1	4.1	4.0	3.9	4.0	24. There were faculty of different racial/ethnic groups
4.3	4.3	4.3	4.1	4.2	25. Felt that you were welcome at UIUC
3.7	3.7	3.7	3.6	3.6	26. Had someone you could go to for help
3.0	3.0	2.9	2.8	2.8	27. “University” cared about you
3.9	3.9	3.9	3.6	3.8	28. You felt safe on campus
3.1	3.2	3.2	3.2	3.1	29. Your Discovery course(s)
3.1	3.2	3.1	3.3	-	30. Your courses taken to fulfill your General Education Req.
3.4	3.4	3.6	3.7	-	31. Your instructors’ use of web-based course mgmt tools
3.0	-	-	-	-	32. How valuable were Leadership Center offerings
4.1	4.1	4.0	4.0	4.1	59. Please rate your major at UIUC
4.1	4.1	4.1	4.0	4.1	60. Your overall educational experience at UIUC
4.3	4.4	4.3	4.2	4.3	61. Your TOTAL experience at UIUC



## Student Ratings of Entering and Exiting Abilities

The average rating increase across abilities was +.7 in 2007, which was about the same as previous years. One ability (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 since 1996.

2007			2006			1996			Ability
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	
3.6	4.3	.7	3.5	4.3	.8	3.5	4.1	.6	Write effectively
3.4	4.2	.8	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
3.5	4.4	.9	3.4	4.4	<u>1.0</u>	3.5	4.3	.8	Locate/organize info
3.5	4.3	.8	3.4	4.3	.9	3.2	4.0	.8	Appreciate differences
3.6	4.4	.8	3.6	4.4	.8	-	-	-	Problem solving skills
3.6	4.3	.7	3.6	4.3	.7	3.5	4.1	.6	Get along with others
3.6	4.1	.5	3.5	4.0	.5	3.4	3.9	.5	Appreciate fine arts
3.5	4.3	.8	3.5	4.3	.8	2.8	4.2	<u>1.4</u>	Use technology
2.8	2.9	.1	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	3.3	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	3.7	4.3	.6	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	4.2	.8	3.4	4.2	.8	Organize time effectively
3.4	3.9	.5	3.4	3.8	.4	-	-	-	Contribute to community
3.5	4.3	.8							Be an effective leader
-	4.3	-	-	4.3	-	-	4.3	-	Demonstrate competency
-	4.1	-	-	4.1	-	-	4.0	-	Seek/obtain employment
-	4.3	-	-	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. The consistently lower ratings of the African-American students were the lowest in recent years.

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

	2007	2006	2005	2004	2003	1990
Caucasian	4.2	4.3	4.3	4.3	4.3	4.0
Asian-American	4.0	4.0	4.1	3.8	4.0	3.8
African-American	2.7	3.1	3.1	2.9	3.0	2.6
Latino/a	3.4	3.7	3.8	3.7	3.8	3.7
Native American	4.3	-	3.9	4.0	-	-

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

	2007	2006	2005	2004	2003	1990
Caucasian	3.6	3.7	3.8	3.6	3.6	2.9
Asian-American	3.3	3.6	3.6	3.3	3.4	2.7
African-American	1.8	2.4	2.4	2.2	2.4	2.0
Latino/a	2.7	3.1	3.1	3.2	3.1	2.6
Native American	3.5	-	3.3	3.8	-	3.0

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

	2007	2006	2005	2004	2003	1990
Caucasian	3.6	3.9	3.6	3.8	3.7	3.3
Asian-American	3.4	3.9	3.3	3.5	3.3	2.9
African-American	2.1	2.5	2.3	2.7	2.5	2.5
Latino/a	2.8	3.2	3.1	3.4	3.1	3.2
Native American	3.8	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:**

	2007	2006	2005	2004	2003	1990
Women	3.9	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:**

	2007	2006	2005	2004	2003	1990
Women	3.5	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:**

	2007	2006	2005	2004	2003	1990
Women	3.6	3.6	3.5	3.7	3.5	3.2
Men	3.8	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.

**59. Satisfaction with your major:**

	2007	2006	2005	2004	2003	1990
All Respondents	4.1	4.1	4.0	4.0	4.1	3.9
Women	4.1	4.1	4.0	4.1	4.1	4.0
Men	4.1	4.1	4.1	4.0	4.0	3.9
Caucasian	4.1	4.1	4.1	4.1	4.1	4.0
Asian-American	3.9	3.8	3.8	3.8	3.8	3.8
African-American	3.9	4.0	4.0	3.9	4.1	3.7
Latino/a	4.0	4.2	4.1	4.1	4.2	4.0
Native American	4.1	-	4.7	3.8	-	-

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

	2007	2006	2005	2004	2003	1990
All Respondents	4.1	4.1	4.1	4.0	4.1	3.8
Women	4.1	4.2	4.2	4.1	4.2	3.9
Men	4.0	4.1	4.0	4.0	4.0	3.7
Caucasian	4.1	4.2	4.2	4.1	4.1	3.8
Asian-American	3.9	4.0	3.9	3.8	3.9	3.7
African-American	3.9	4.0	4.0	3.9	3.9	3.7
Latino/a	4.1	4.2	4.1	4.2	4.1	3.8
Native American	3.8	-	4.3	4.0	-	-

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

	2007	2006	2005	2004	2003	1990
All Respondents	4.3	4.4	4.3	4.2	4.3	3.9
Women	4.3	4.4	4.4	4.2	4.4	3.9
Men	4.3	4.3	4.2	4.1	4.2	3.9
Caucasian	4.4	4.4	4.4	4.2	4.4	3.9
Asian-American	4.2	4.2	4.2	4.0	4.2	3.9
African-American	3.9	4.0	4.0	3.8	3.9	3.9
Latino/a	4.3	4.2	4.3	4.2	4.3	3.6
Native American	4.3	-	4.0	4.2	-	-

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

	2007	2006	2005	2004	2003	1990
All Respondents	84%	86%	87%	87%	87%	85%
Women	84	87	88	87	89	88
Men	83	85	85	86	84	83
Caucasian	86	88	89	88	87	86
Asian-American	78	81	83	80	84	79
African-American	76	80	80	82	79	70
Latino/a	84	91	87	88	94	79
Native American	75	-	86	100	-	-