2008 Summary
The Chancellor's Senior Survey on the Undergraduate Experience at UIUC

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

Beginning in 1998 the Senior Survey has been administered electronically. In March 2008 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 5,266 seniors, 2,812, or approximately 54%, responded. Similar to past years, the respondents were roughly representative of the graduating class by gender, ethnic origin, and academic affiliation as indicated below.

Percentages

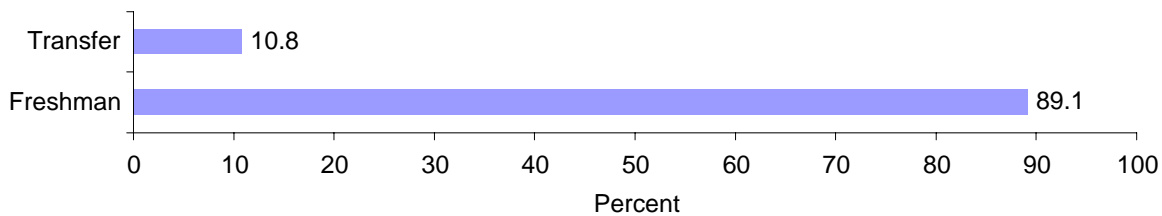|	Respondents	All Seniors
Gender		
Female	57.4	51.2
Male	42.7	48.8
Ethnic Origin		
Caucasian	77.0	71.6
Latino/a	4.6	5.6
African-American	3.0	5.2
Asian-American	12.3	15.5
Native American	.3	.4
Unknown	.4	1.7
Other	2.6	1.7
College of Graduation		
ACES	11.1	8.1
Applied Health Sciences	7.8	7.2
Business	10.2	10.4
Media	5.6	5.4
Education	3.0	3.2
Engineering	15.3	13.6
Fine and Applied Arts	5.5	6.0
Liberal Arts & Sciences	40.9	45.6
Aviation	.5	.5

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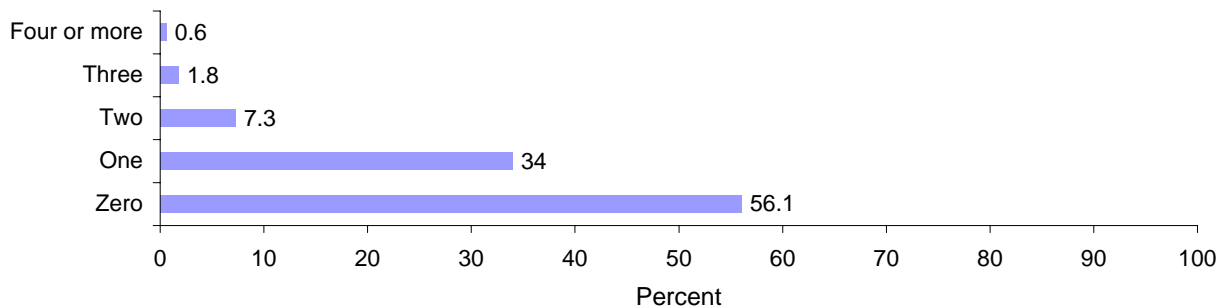
Demographics

Survey respondents present a picture of a very traditional student body, with large majorities enrolling as freshmen and completing a bachelor's degree in eight semesters. The respondents were 77% Caucasian with about 15% more females than males.

Academically, 73% of the respondents self-assessed their grade-point average as between 2.76 and 3.75. Approximately 56% of the students never changed their major, while another 34% changed majors once. Thirty-three percent of the respondents reported working each semester part-time while another 42% reported working "occasionally" part-time. Approximately 61% of the respondents worked during the summer.

First enrolled at UIUC as:

Category	Percent
Transfer	10.8
Freshman	89.1

Percent

Number of times you changed major while at UIUC:

Category	Percent
Four or more	0.6
Three	1.8
Two	7.3
One	34
Zero	56.1

Percent

Number of semesters it took to complete degree:

Category	Percent
More than ten	0.8
Ten	6.9
Nine	2.6
Eight	76.4
Seven or less	13.3

Percent
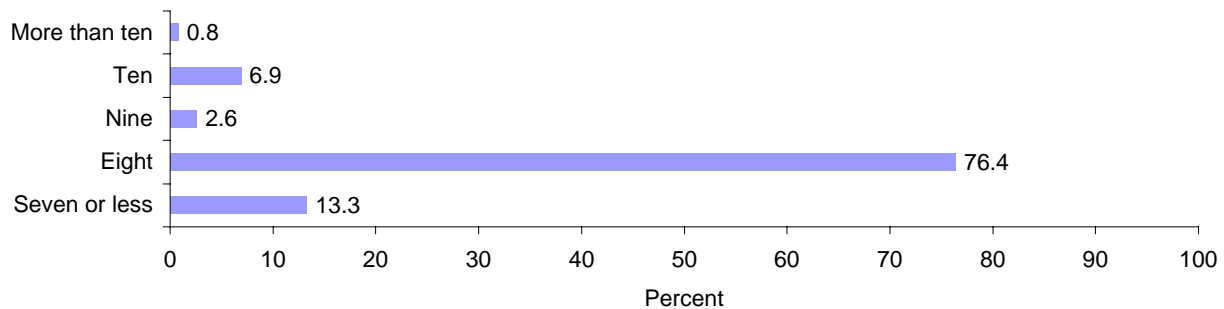
Did you seek personal counseling?

No — 77.8
Yes — 22.4

Percent
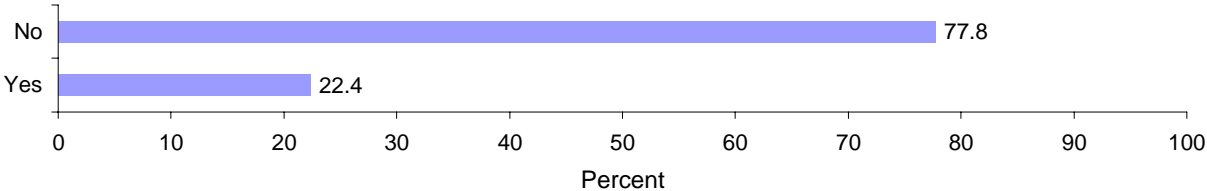
Did you use career services?

No — 28.3
Yes — 71.7

Percent
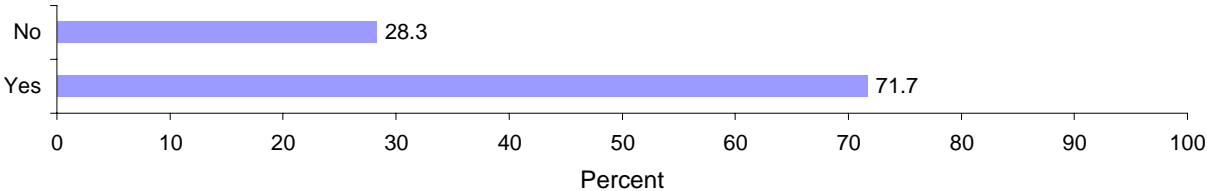
Did you participate in volunteer or community service work?

No — 25
Yes — 75

Percent

Gender:

Male — 42.7
Female — 57.4

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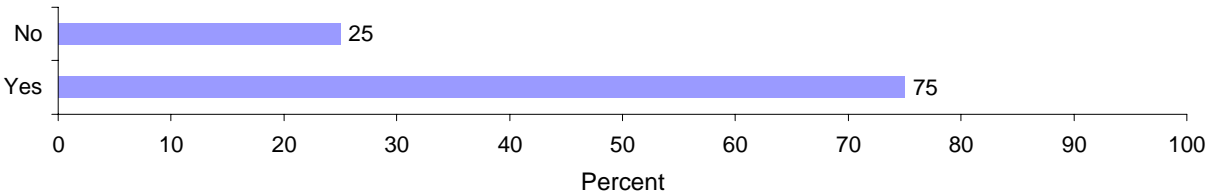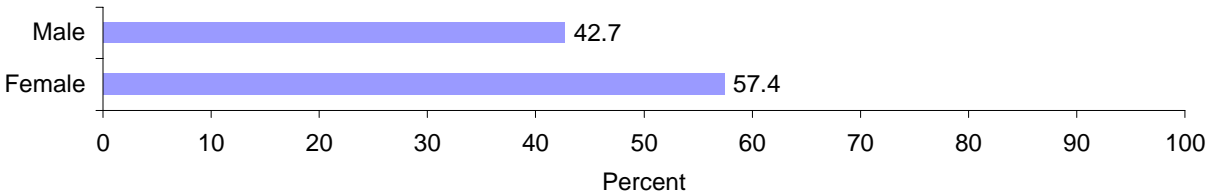
Do you have a disability that affects your ability to perform as a student?

No — 94.6
Yes — 5.3

Percent

3

Ethnic Origin:
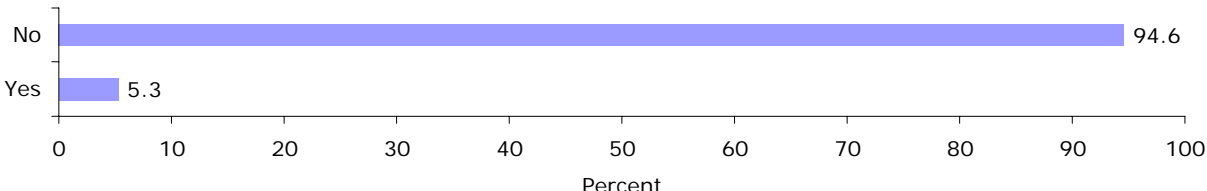
Ethnic Origin	Percent
Other	2.9
African-Amer.	3
Asian-Amer.	12.3
Caucasian	77
Latino/a	4.6
Native American	
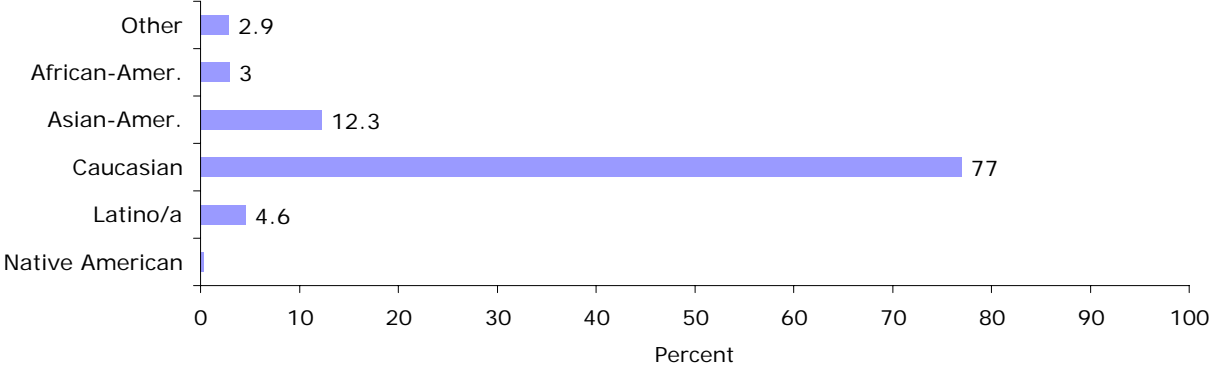
How many on-line courses have you taken?

Courses	Percent
More than 4	0.1
Four	0
Three	0.3
Two	2.2
One	12.7
Zero	84.5

Approximate GPA:

GPA	Percent
3.76 - 4.00	20.9
3.26 - 3.75	45.3
2.76 - 3.25	27.7
2.26 - 2.75	5.6
2.00 - 2.25	0.6

4
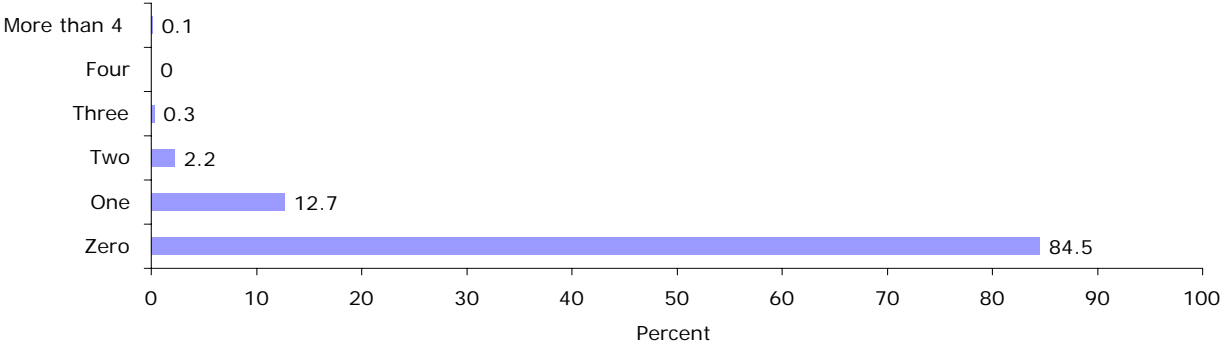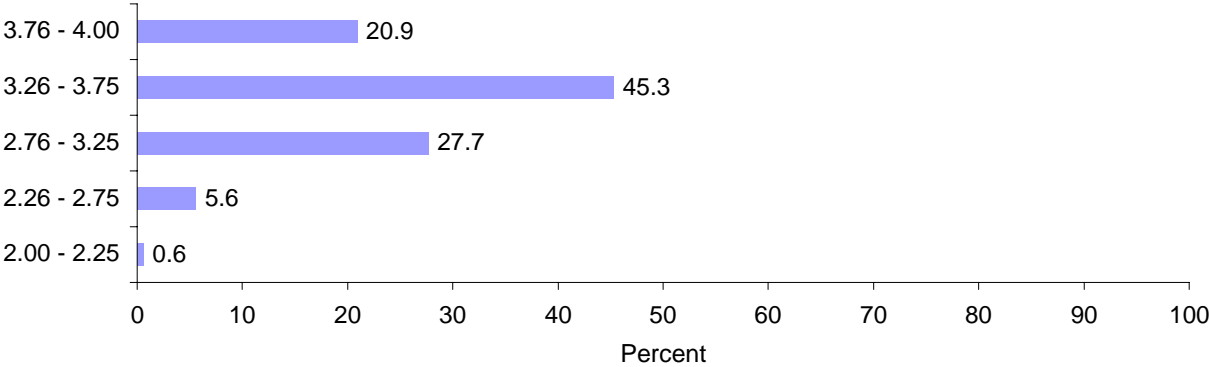
Did you participate in an international educational experience?

Category	Percent
International conference	1.1
International trip as part of course	3.7
International short courses	10
International internship	2.6
Study abroad	14.7
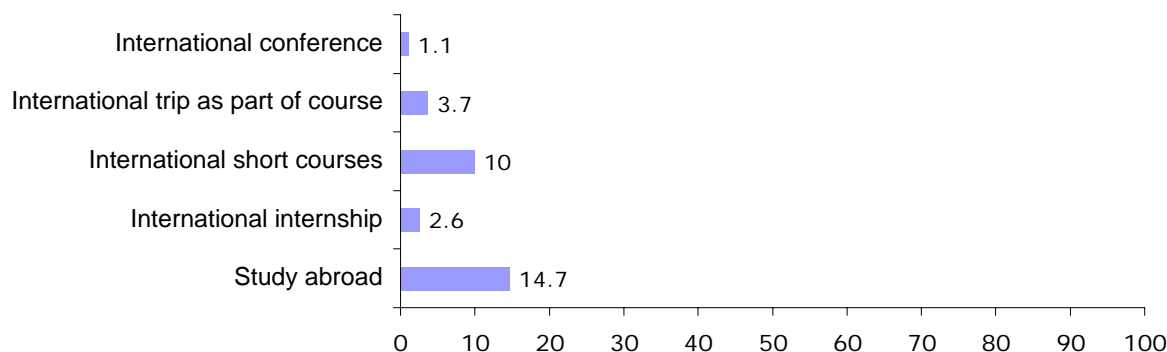
Employment while undergraduate:

Category	Percent
Full-time	4.4
Part-time each sem.	33.3
Part-time occasion.	41.6
Summers	61.1
Did not work	9.3

Percent
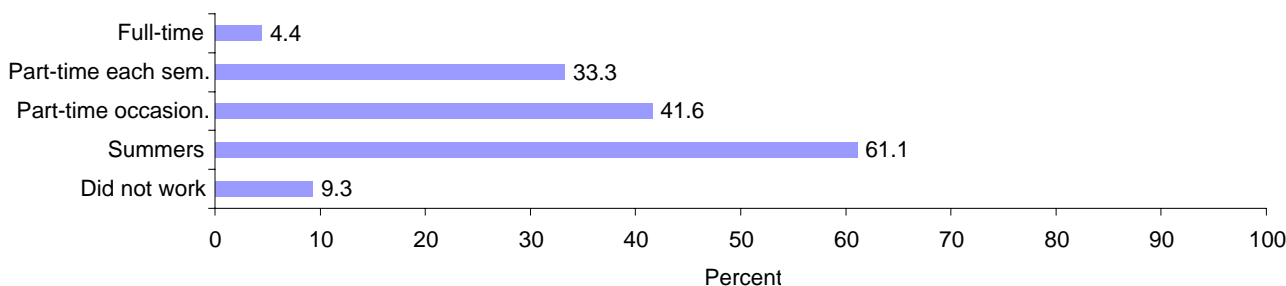
Satisfaction with Broad Aspects of the Undergraduate Experience

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

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

Campus environment included 19 questions on racism, sexism, welcome, help, and atmosphere.

Self-assessment of entering and exiting abilities required students to assess their entering and exiting competency levels in 22 abilities, including writing, speaking, organizing time, and using technology.

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

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

Teaching and Educational Environment

How satisfied are you with:	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	High 5
1. Quality of teaching by faculty in your major	4.0	1	4	15	49	31
2. Quality of teaching by faculty outside your major	3.6	1	7	32	48	11
3. Quality of teaching by TAs	3.3	4	15	39	35	7
4. Quality of laboratories and classrooms	3.3	4	15	37	35	9
5. Quality of academic program advising and information	3.4	8	16	25	33	18
6. Quality of career advising and information	3.4	7	13	29	34	17
7. Access to courses and course sections in major	3.9	3	7	17	39	33
8. Access to elective courses and course sections	3.4	5	16	29	35	15
9. Process of student evaluation of teaching	3.3	6	14	35	35	11
10. Class size at the 100 and 200 course level	3.3	6	14	32	35	12
11. Class size at the 300 course level	4.1	1	4	15	47	33
12. Fairness of student performance evaluation procedures	3.9	1	5	22	53	20
13. Usefulness of student evaluation procedures assisting students to learn	3.5	4	11	32	41	12
14. Accessibility of faculty in general	3.9	1	6	22	47	24
15. Communication between faculty and students regarding student needs and concerns	3.7	3	9	25	44	19
16. Library system as a whole (both service and collections)	4.2	1	3	12	39	46
17. Campus recreation (e.g., CIRCE,Ice Arena)	3.9	4	8	15	36	37

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

4.2: Library system as a whole
4.1: 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: Process of student evaluation of teaching
3.3: Class size at the 100 and 200 course level
3.3: 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	20	38	35
19. It was easy to get involved in student groups and activities	4.1	1	4	17	37	42
20. There was exposure to different student backgrounds and cultures	4.0	2	6	19	37	35
21a. The classroom environment was free from racist behavior	4.2	2	4	13	35	46
21b. The classroom environment was free from sexist behavior	4.1	2	4	15	35	43
22a. The campus environment was free from racism	3.5	6	12	27	31	24
22b. The campus environment was free from sexism	3.7	4	9	25	35	27
23a. The University appropriately addresses problems of racism	3.6	7	10	22	33	27
23b. The University appropriately addresses problems of sexism	3.7	5	8	24	34	28
24. There were faculty of different racial/ethnic groups	4.1	2	5	14	33	46
25. You felt you were welcome at UIUC	4.3	1	3	11	30	54
26. You had someone (University employee) that you could go to for help	3.7	7	11	19	26	37
27. The "University" cared about you	3.1	13	19	28	26	15
28. You felt safe on campus	3.8	2	8	24	41	24

How valuable were:	Mean	Value				
		Little 1	2	3	4	Very 5
29. Your Discovery course(s) (if you took one)	3.1	16	10	39	18	17
30. Your courses taken to fulfill your General Education requirements	3.1	9	20	34	29	8
31. Your instructors' uses of web-based course mgmt tools (for example, WebCT, Blackboard, Mallard)	3.4	6	12	30	37	14
32. How valuable was your participation in Illinois Leadership Center offerings (e.g., I-programs, Leadershape)? (if you participated)	3.0	17	10	44	18	11

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	1	3	45	52
33b. Instructors	3.2	1	9	56	34
33c. Administrative Staff	2.9	7	20	49	24

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

4.3: You felt that you were welcome at UIUC
4.2: The classroom environment was free from racist behavior
4.1: The classroom environment was free from sexist behavior
4.1: It was easy to get involved in student groups and activities
4.1: There were faculty of different racial/ethnic groups

The graphs below show some of the variation by ethnic background on these questions. Caucasian students rated the value of having race/ethnic programs and activities lower than did students in the other ethnic groups, with African-American students giving the highest ratings. (Please note the number of respondents by ethnic origin is 2,164 Caucasian, 345 Asian-American, 83 African-American, 129 Latino/a, and eight Native Americans.) Women continue to rate items on the existence of sexism in the classroom and on campus lower than did men.

21a. The <u>classroom</u> environment was free from racist behavior.
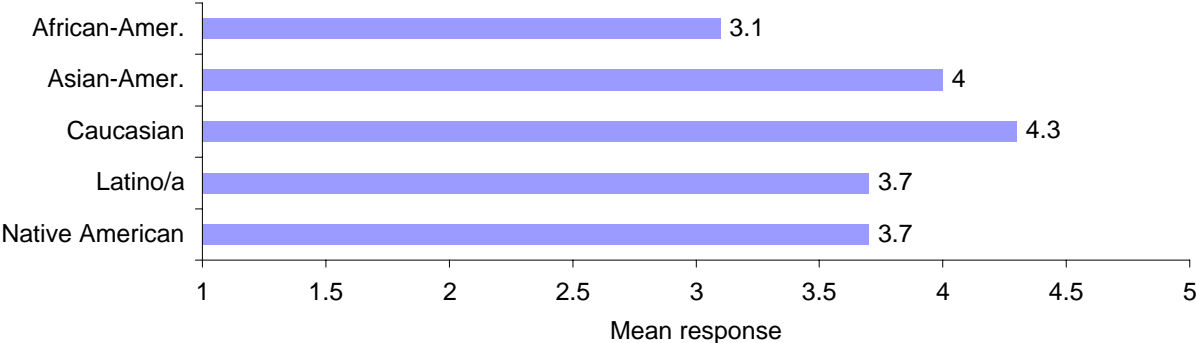
Ethnic group	Mean response
African-Amer.	3.1
Asian-Amer.	4
Caucasian	4.3
Latino/a	3.7
Native American	3.7

Mean response

22a. The <u>campus</u> environment was free from racism.

Ethnic group	Mean response
African-Amer.	2.2
Asian-Amer.	3.4
Caucasian	3.7
Latino/a	2.8
Native American	2.6

Mean response

23a. The University appropriately addresses problems of racism.

Ethnic group	Mean response
African-Amer.	2.3
Asian-Amer.	3.5
Caucasian	3.7
Latino/a	3
Native American	3.3

Mean response

8

21b. The <u>classroom</u> environment was free from sexist behavior.

	Mean response
Women	4
Men	4.3

Mean response scale: 1 to 5

22b. The <u>campus</u> environment was free from sexism.

	Mean response
Women	3.5
Men	3.9

Mean response scale: 1 to 5

23b. The University appropriately addresses problems of sexism.

	Mean response
Women	3.6
Men	3.8

Mean response scale: 1 to 5

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

	Mean response
African-Amer.	2.9
Asian-Amer.	3.1
Caucasian	3.1
Latino/a	3.1
Native American	2.6

Mean response scale: 1 to 5

9
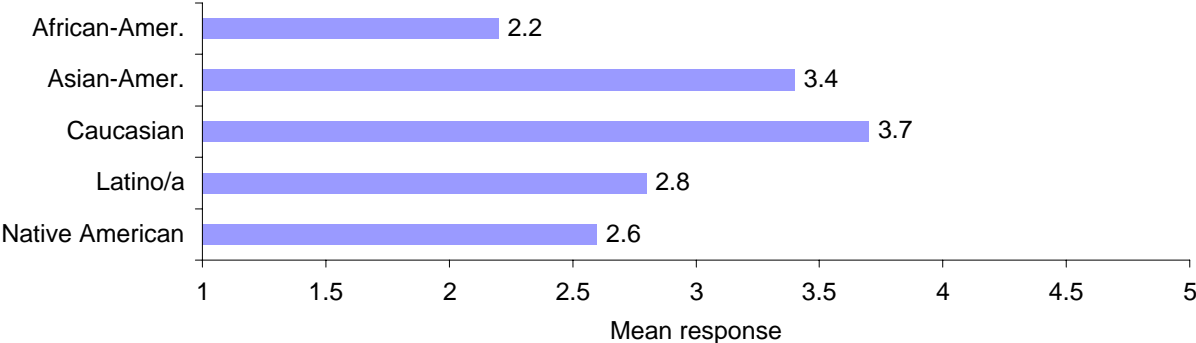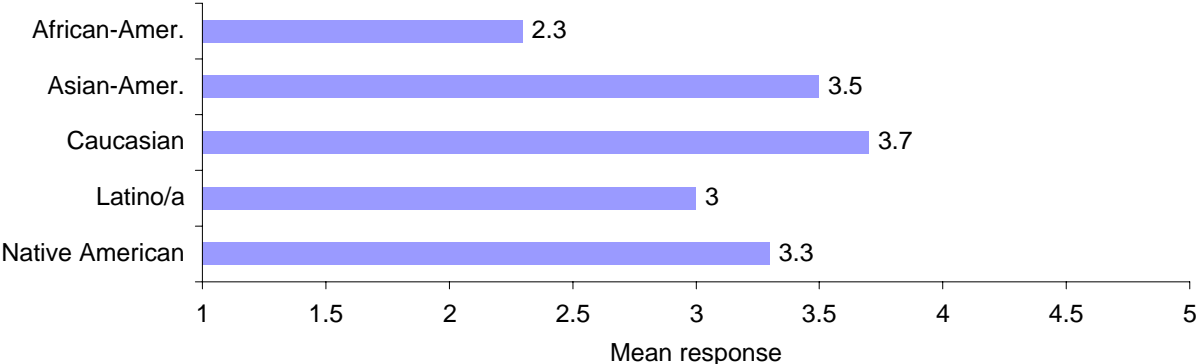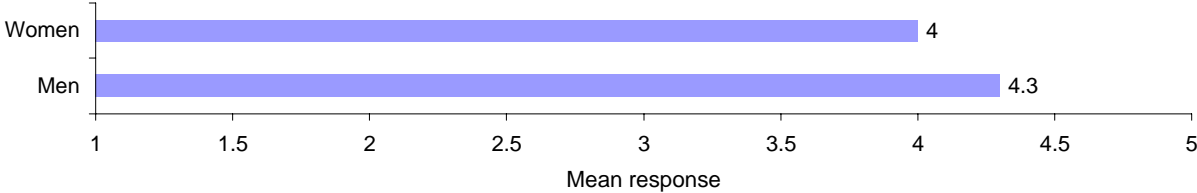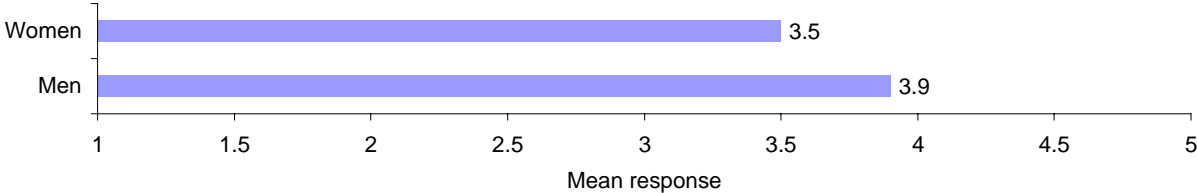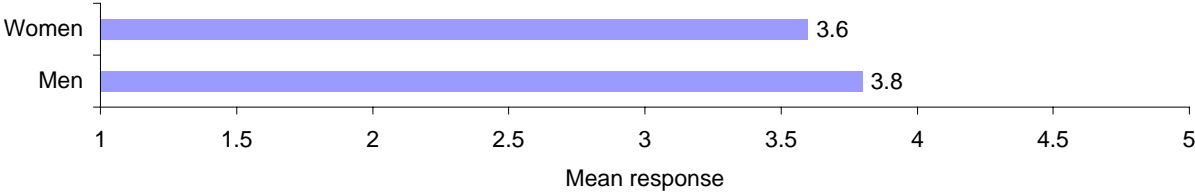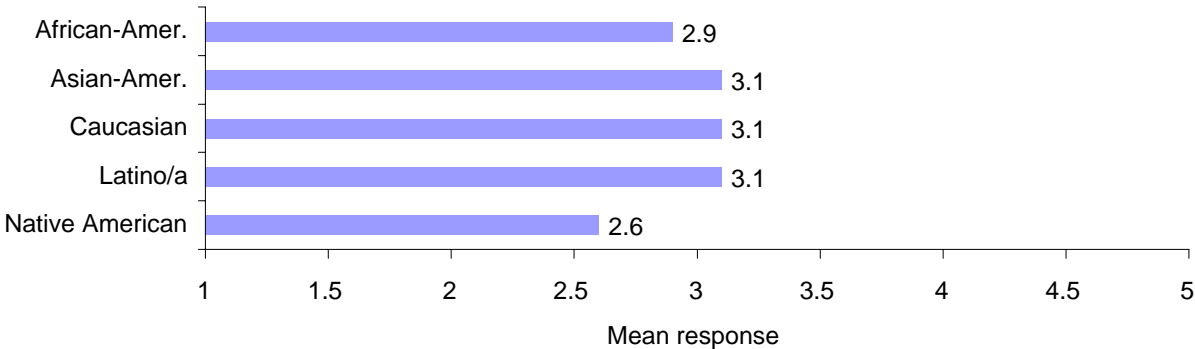
Self-Assessment of Entering and Exiting Abilities

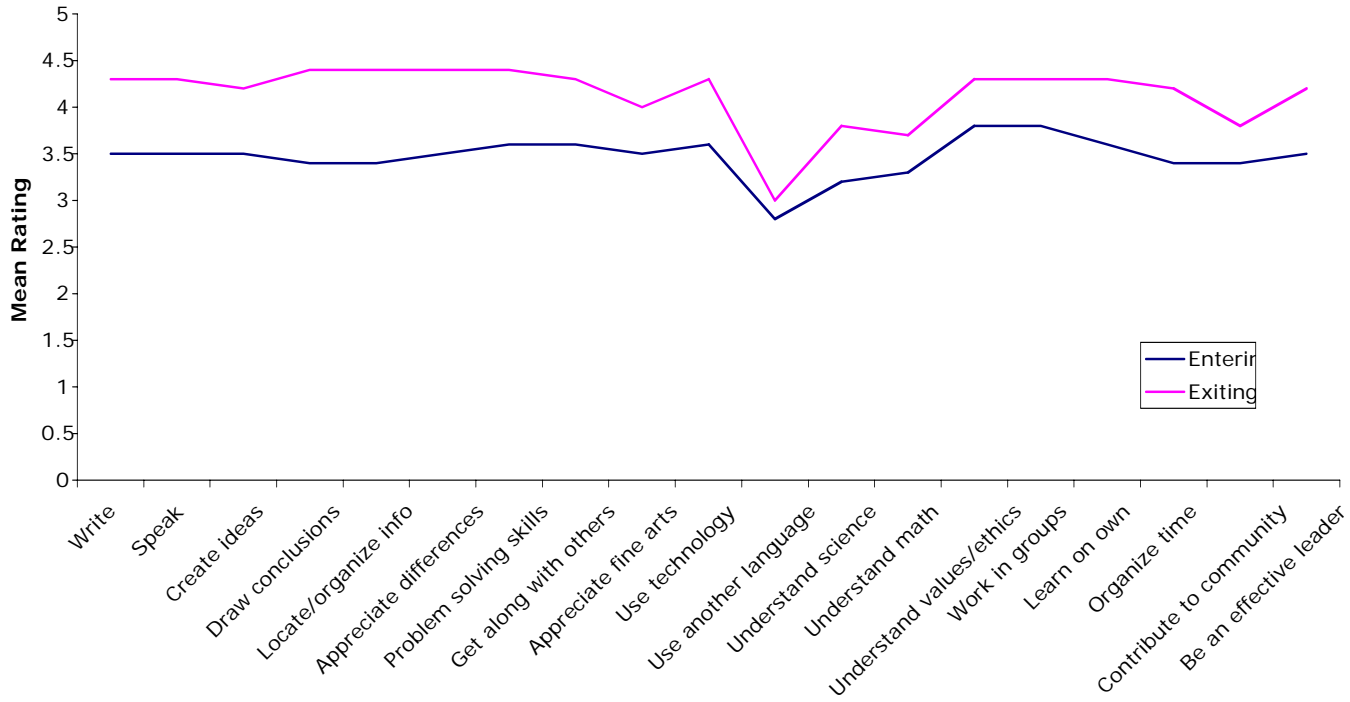| Entering competency level | | | | | | Ability to: | | Exiting competency level | | | | |
Very Weak (1)	(2)	(3)	(4)	Very Strong (5)	Mean		Mean	Very Weak (1)	(2)	(3)	(4)	Very Strong (5)
1	9	38	38	14	**3.5**	34. Write effectively	**4.3**	0	1	9	50	40
2	15	39	32	11	**3.3**	35. Speak effectively	**4.2**	0	1	11	49	37
1	11	40	35	12	**3.5**	36. Create original ideas and/or products	**4.2**	0	2	13	48	37
1	10	43	36	10	**3.4**	37. Draw conclusions after weighing evidence, facts, and ideas	**4.4**	0	0	5	43	51
1	11	41	35	12	**3.4**	38. Locate, screen, and organize information	**4.4**	0	1	7	43	48
3	13	34	29	20	**3.5**	39. Understand and appreciate cultural and ethnic differences	**4.4**	1	1	9	36	53
0	7	38	41	13	**3.6**	40. Problem solving skills	**4.4**	0	1	6	43	50
1	11	33	36	20	**3.6**	41. Get along with people whose attitudes and opinions are different from mine	**4.3**	1	2	10	44	43
3	14	32	27	24	**3.5**	42. Appreciate fine arts, music, and literature	**4.0**	2	6	18	33	41
1	10	37	33	18	**3.6**	43. Effectively use technology	**4.3**	0	1	10	40	48
14	24	34	19	9	**2.8**	44. Communicate in a language other than English	**3.0**	14	22	28	21	14
3	18	44	28	8	**3.2**	45. Understand and apply scientific principles and methods	**3.8**	2	9	24	33	32
2	15	39	31	12	**3.3**	46. Understand and apply mathematical reasoning	**3.7**	2	10	27	33	26
0	6	31	37	24	**3.6**	47. Understand values and ethical standards	**4.3**	0	1	10	40	48
1	7	30	40	23	**3.8**	48. Work cooperatively in groups	**4.3**	1	2	9	38	50
2	10	32	32	23	**3.6**	49. Learn on my own	**4.5**	0	1	5	32	62
3	15	36	29	17	**3.4**	50. Organize my time effectively	**4.2**	1	4	13	35	47
3	11	41	31	14	**3.4**	51. Contribute to the welfare of the community	**3.8**	2	5	24	39	29
2	12	38	32	15	**3.4**	52. Be an effective leader	**4.2**	1	2	13	41	43
						53. Demonstrate competency in my chosen field	**4.3**	0	1	9	46	43
						54. Seek and obtain employment	**4.0**	2	6	16	35	40
						55. Understand the impact of my field on the global/societal context	**4.3**	1	2	11	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
1.0	Locate, screen, and organize information
.9	Understand and appreciate cultural and ethnic differences
.9	Speak effectively
.9	Learn on my own
.8	Write effectively
.8	Problem-solving skills
.8	Organize my time effectively
.8	Be an effective leader

2008 Entering and Exiting Skill Ratings by Gender

Females			Males			
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	Ability
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
3.6	4.5	.9	3.4	4.2	.8	Understand and appreciate cultural differences
3.6	4.4	.8	3.6	4.5	.9	Problem solving skills
3.7	4.3	.7	3.5	4.2	.7	Get along with others
3.7	4.2	.5	3.3	3.8	.5	Appreciate fine arts
3.5	4.3	.8	3.7	4.4	.7	Use technology
2.9	3.1	.2	2.8	2.8	0	Use another language
3.1	3.7	.6	3.3	4.0	.7	Understand science
3.2	3.5	.3	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	3.6	4.3	.7	Work in groups
3.7	4.6	.9	3.6	4.5	.9	Learn on own
3.6	4.3	.7	3.2	4.1	.9	Organize time effectively
3.6	4.0	.4	3.2	3.6	.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 Exi

Mean Rating

Write, Speak, Create ideas, Draw conclusions, Locate/organize info, Appreciate differences, Problem solving skills, Get along with others, Appreciate fine arts, Use technology, Use another language, Understand science, Understand math, Understand values/ethics, Work in groups, Learn on own, Organize time, Contribute to community, Be an effective leader

Enterin
Exiting

About Working with an Instructor on a Research Study

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

Participation in Undergraduate Research Projects: Participants by College

	N	ACES	BUS	EDU	ENGR	FAA	MEDIA	LAS	AHS	AVIA
Participated	1081	132	43	12	184	56	28	498	104	6
Didn't want to	686	90	82	24	140	20	45	213	51	5
Didn't realize they could	463	41	85	15	35	40	37	177	26	0
Couldn't find faculty to do so	201	23	11	3	47	5	3	90	18	0
Not encouraged by program	356	19	60	26	13	29	42	136	12	2
TOTAL N	2787	305	281	80	419	150	155	1114	211	13

Participation in Undergraduate Research Projects: Percent of Participation Within College

	ACES	BUS	EDU	ENGR	FAA	MEDIA	LAS	AHS	AVIA	ALL
Participated	43	15	15	44	37	18	45	49	46	39
Didn't want to	30	29	30	33	13	29	19	24	39	25
Didn't realize they could	13	30	19	8	27	24	16	12	0	17
Couldn't find faculty to do so	8	4	4	11	3	2	8	9	0	7
Not encouraged by program	6	21	33	3	19	27	12	6	15	12
	100	99	101	99	99	100	100	100	100	100

Participation in Undergraduate Research Projects: Percent of Participation Across Colleges

	ACES	BUS	EDU	ENGR	FAA	MEDIA	LAS	AHS	AVIA	ALL
Participated	12	4	1	17	5	3	46	10	1	99
Didn't want to	13	12	4	21	3	7	31	7	1	99
Didn't realize they could	9	18	3	8	9	8	38	6	0	99
Couldn't find faculty to do so	11	6	2	23	3	2	45	9	0	100
Not encouraged by program	5	17	8	4	9	12	39	4	1	100

Percent of Participation in UG Research Across Colleges
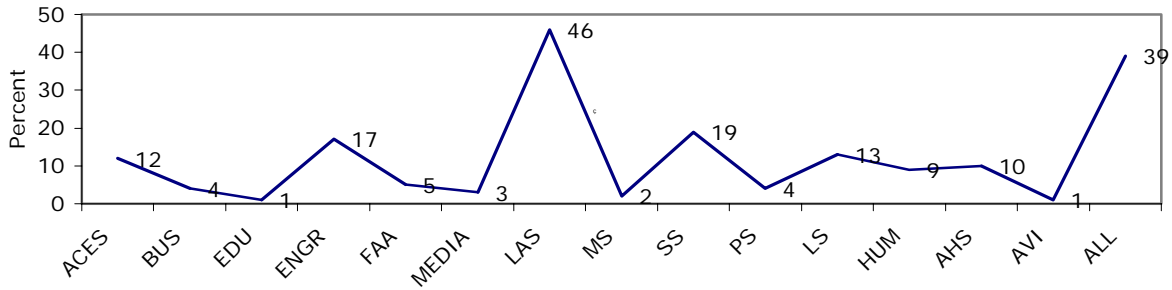
(MS=Math Sciences within LAS, SS=Social Sciences within LAS, PS=Physical Sciences within LAS, LS=Life Sciences within LAS, HUM=Humanities within LAS)

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

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

	ALL	ACES	BUS	EDU	ENGR	FAA	MEDIA	LAS	AHS	AVIA
Lab work	62	67	33	8	75	11	25	66	67	100
Field work	22	42	16	42	10	13	25	19	37	17
Library searches	16	10	14	8	16	7	14	19	15	0
Creative activity	9	8	2	17	7	55	36	5	4	0
Reading/summarizing Research studies	29	24	47	25	26	18	25	24	23	17
Other	14	8	19	25	16	27	21	14	11	0

58. Who supervised your research?

Individual Worked with in Undergraduate Research Projects: Percents Within Colleges

	ALL	ACES	BUS	EDU	ENGR	FAA	MEDIA	LAS	AHS	AVIA
Faculty member	70	69	71	58	74	91	74	63	82	17
Graduate student	30	31	29	42	26	9	26	37	18	83

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	2	6	15	37	41
60. Your overall educational experience at UIUC	4.1	1	3	13	46	37
61. Your TOTAL experience at UIUC	4.3	1	2	10	33	52

62. If you could start all over again, would you:
         - attend UIUC again?   86%
         - attend another institution?   13%
         - not attend college?   0%

63. If you could start all over again, would you:
         - take same major?   60%
         - take related major?   19%
         - take different major?   20%

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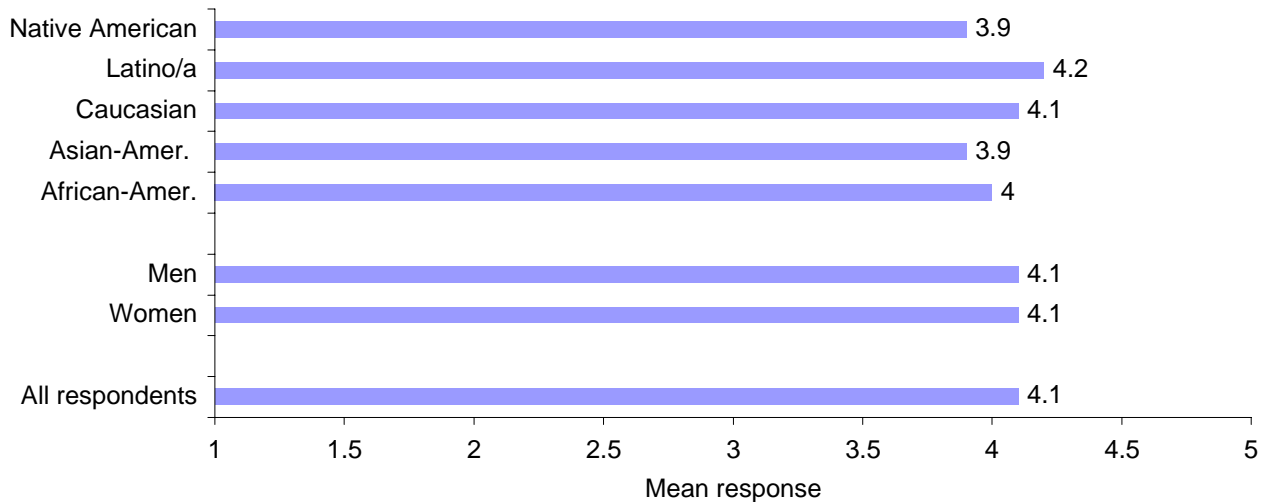
60. How satisfied were you with your overall educational experience at UIUC?

Category	Mean response
Native American	4
Latino/a	4.2
Caucasian	4.2
Asian-Amer.	4
African-Amer.	4.1
Men	4.1
Women	4.2
All respondents	4.1

Mean response (scale 1 to 5)
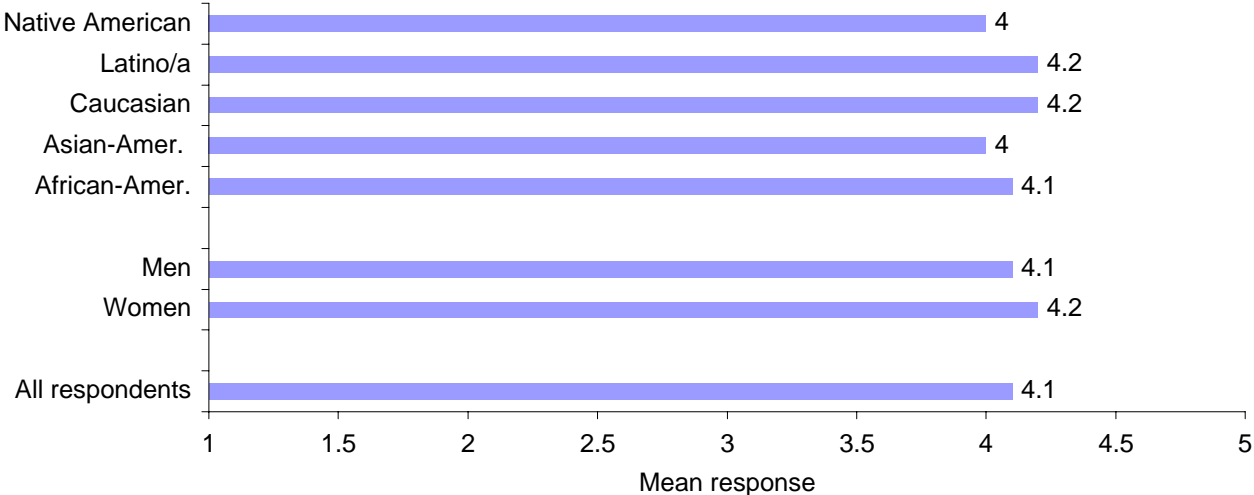
61. How satisfied were you with your TOTAL experience at UIUC?
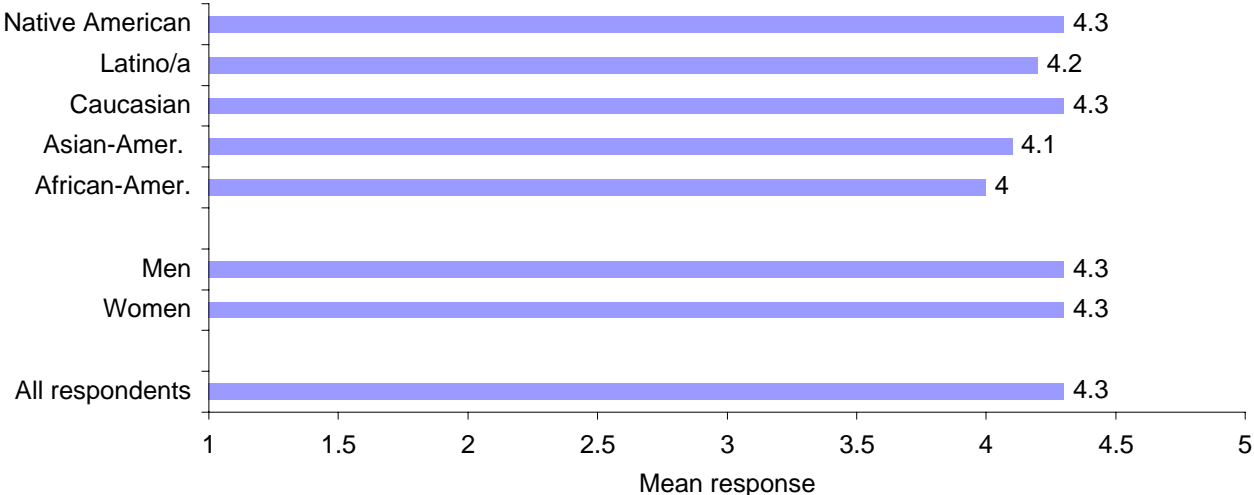
Category	Mean response
Native American	4.3
Latino/a	4.2
Caucasian	4.3
Asian-Amer.	4.1
African-Amer.	4
Men	4.3
Women	4.3
All respondents	4.3

Mean response (scale 1 to 5)

16

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

Group	Percent
Native American	88
Latino/a	82
Caucasian	88
Asian-Amer.	76
African-Amer.	87
Men	84
Women	88
All respondents	86
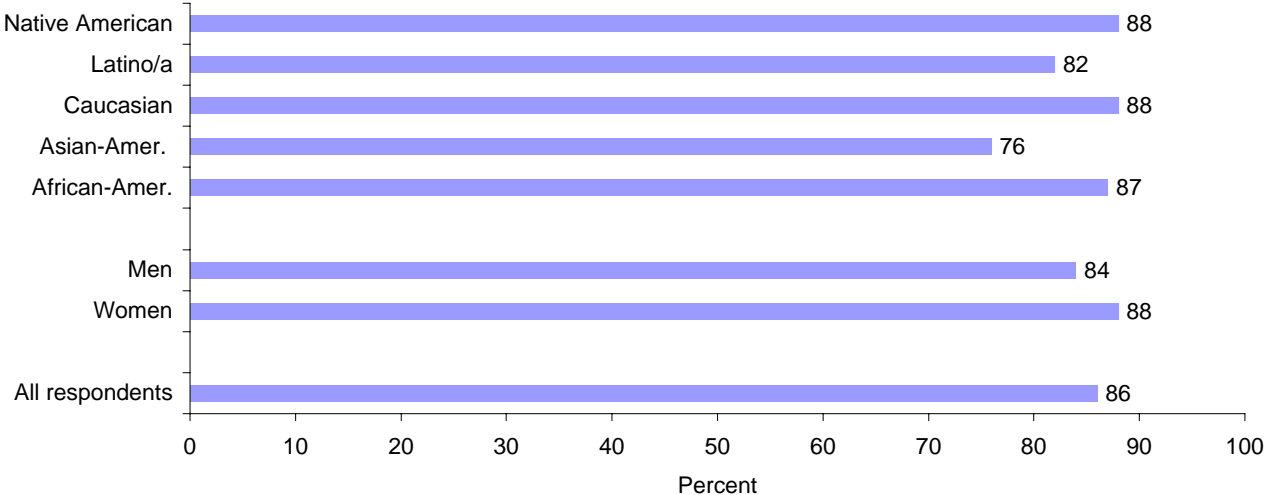
Percent

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

Group	Percent
Native American	50
Latino/a	54
Caucasian	62
Asian-Amer.	49
African-Amer.	54
Men	59
Women	61
All respondents	60

Percent

17
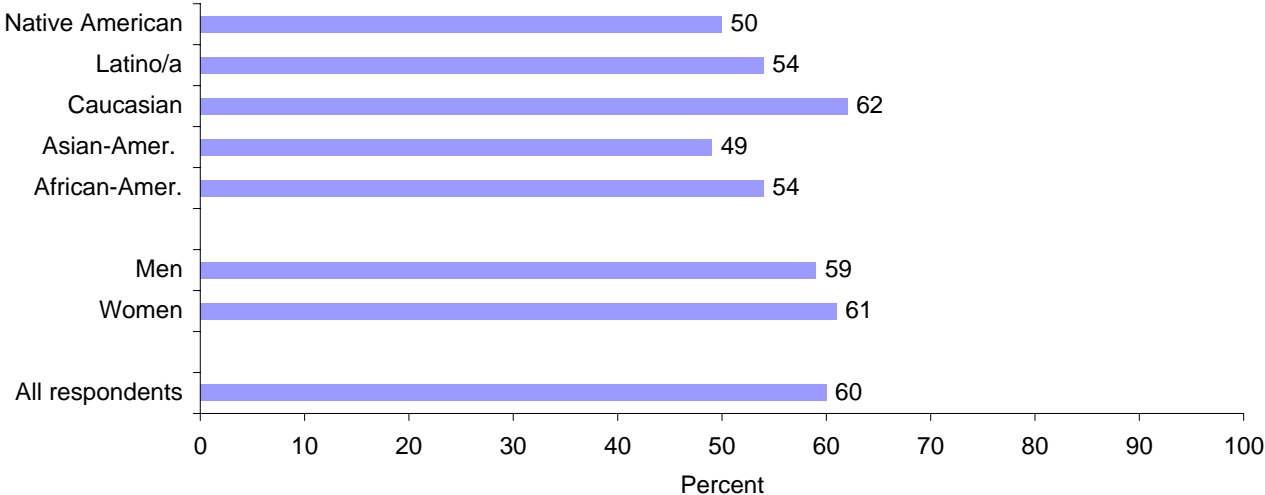
Aspects of the University that were most helpful to your pursuit of an education

Of the 2,812 graduating seniors responding to the Senior Survey, 1,910 (68%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 20 students.)

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

Open-Ended Question #2

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

Of the 2,812 graduating seniors responding to the Senior Survey, 1,950 (69%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 20 students.)

<u>Comment</u>	<u>% of responses</u>
1. Poor or non-existent academic advising	14
2. Difficulty in getting desired courses	12
3. Classes too large	11
4. Professors/TAs not caring/helpful	8
5. University too large (felt like a number)	8
6. General Education requirements	7
7. Poor teaching by professors (too much emphasis on research)	7
8 Couldn't understand foreign TAs and professors	6
9. None	5
10. Difficult to take courses between colleges or transfer between colleges	5
11. Too much bureaucracy/red tape	5
12. Poor teaching by TAs	4
13. Costs	4
14. Program quality	4
15. Problems with administration/administrators/staff	3
16. Poor labs and classroom facilities	3
17. Poor job placement/career advising	2
18. Difficult/Challenging Classes	2
19. Myself	2
20. Racism	2
21. Not enough information available re: university, options, etc.	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 2,812 graduating seniors responding to the Senior Survey, 781 (28%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 8 students.)

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

Open-Ended Question #4

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

Of the 2,812 graduating seniors responding to the Senior Survey, 1,958 (70%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 20 students.)

<u>Comment</u>	<u>% of responses</u>
1. Little or no value	22
2. Valuable	20
3. Some good/Some bad courses	15
4. Enjoyed them/They were fun	10
5. Interesting	10
6. Provided a well-rounded education	8
7. Required a lot of work	5
8. Easy	5
9. Okay	5
10. Took them because they were required	3
11. Generated a new interest	3
12. Provided a food diversion	3
13 Good, but probably won't use	3
14. Took away from major, a distraction	3
15. Classes too large	3
16. Learned a lot	2
17. Difficult to get into courses that interested me	2

2008 Post Graduation Plans
by College

	TOTAL Freq	%	ACES Freq	%	BUS Freq	%	ENGR Freq	%	EDU Freq	%	FAA Freq	%	MEDIA Freq	%	LAS Freq	%	AHS Freq	%	AVI Freq	%
Acquired Full-time Work	670	24	78	26	150	53	207	49	7	9	12	8	22	14	165	15	14	7	7	58
Seeking Full-time Work	838	30	91	30	47	17	81	19	67	81	61	42	87	56	345	31	32	15	5	42
Accepted Grad School	594	21	45	15	64	23	84	20	5	6	35	24	9	6	250	22	89	43	0	0
Awaiting Grad School	357	13	48	16	9	3	28	7	0	0	11	8	8	6	192	17	56	26	0	0
Uncertain	176	6	20	7	7	3	12	3	2	2	14	8	16	10	84	8	13	6	0	0
Other	128	5	17	6	4	1	6	1	1	1	13	10	11	7	68	6	5	2	0	0
Total	99		100		100		99		99		100		99		99		99		100	

by Ethnicity

	TOTAL Freq	%	Afr-Amer. Freq	%	Asian-Amer. Freq	%	Caucasian Freq	%	Latino/a Freq	%	Other Freq	%
Acquired Full-time Work	670	24	13	16	97	29	530	25	18	14	8	12
Seeking Full-time Work	838	30	25	31	85	25	659	31	48	37	19	28
Accepted Grad School	594	21	14	17	76	23	463	21	18	14	16	24
Awaiting Grad School	357	13	16	20	39	12	262	12	24	19	11	16
Uncertain	176	6	6	724	24	7	127	6	9	7	9	13
Other	128	5	7	914	14	4	93	4	10	8	4	6
Total	99		100		100		99		99		99	

by Gender

	TOTAL Freq	%	Males Freq	%	Females Freq	%
Acquired Full-time Work	664	25	268	18	396	34
Seeking Full-time Work	821	30	522	34	295	25
Accepted Grad School	580	21	327	21	249	21
Awaiting Grad School	345	13	225	15	120	10
Uncertain	172	6	106	7	65	6
Other	125	5	88	6	37	3
Total	2707		1536		1164	

COMPARISON TO PREVIOUS YEARS – Demographics of Respondents

This section of the report will compare 2008 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. Ten of the 38 items had higher ratings from the previous year while only three had lower ratings. The item "Campus recreation" decreased -.2 of a rating point.

2008	2007	2006	2005	2004		
4.0	4.0	4.0	4.0	4.0	1.	Quality of teaching by faculty in your major
3.6	3.6	3.7	3.6	3.6	2.	Quality of teaching by faculty outside your major
3.3	3.2	3.3	3.3	3.3	3.	Quality of teaching by TAs
3.3	3.3	3.2	3.4	3.3	4.	Quality of laboratories and classrooms
3.4	3.3	3.3	3.3	3.3	5.	Quality of academic program advising and information
3.4	3.4	3.4	3.3	3.2	6.	Quality of career advising and information
3.9	3.9	4.0	3.9	3.8	7.	Access to courses and course sections in major
3.4	3.4	3.4	3.3	3.3	8.	Access to elective courses and course sections
3.3	3.3	3.3	3.3	3.2	9.	Process of student evaluation of teaching
3.3	3.2	3.3	3.3	3.2	10.	Class size at the 100 and 200 course level
4.1	4.0	4.1	4.1	4.1	11.	Class size at the 300 course level
3.9	3.9	3.8	3.8	3.8	12.	Fairness of student performance evaluation procedures
3.5	3.4	3.4	3.5	3.4	13.	Usefulness of evaluation procedures to learning
3.9	3.8	3.8	3.9	3.9	14.	Accessibility of faculty in general
3.7	3.7	3.6	3.7	3.7	15.	Communication between faculty and students
4.2	4.2	4.2	4.2	4.1	16.	Library system as a whole
3.9	4.1	4.1	3.9	3.7	17.	Campus recreation (e.g., IMPE, WIMPE, Illini Union)
4.0	4.0	4.0	3.9	3.8	18.	Easy to meet and get to know other students
4.1	4.2	4.1	4.1	4.0	19.	Easy to get involved in student groups, activities
4.0	4.0	4.0	4.0	3.9	20.	Exposure to different backgrounds and cultures
4.2	4.1	4.2	4.2	4.1	21a.	Classroom environment free from racist behavior
4.1	4.1	4.1	4.1	4.0	21b.	Classroom environment free from sexist behavior
3.5	3.4	3.6	3.7	3.5	22a.	Campus environment free from racism
3.7	3.7	3.7	3.8	3.6	22b.	Campus environment free from sexism
3.6	3.5	3.6	3.7	3.5	23a.	University appropriately addresses racism
3.7	3.7	3.7	3.8	3.6	23b.	University appropriately addresses sexism
4.1	4.1	4.1	4.0	3.9	24.	There were faculty of different racial/ethnic groups
4.3	4.3	4.3	4.3	4.1	25.	Felt that you were welcome at UIUC
3.7	3.7	3.7	3.7	3.6	26.	Had someone you could go to for help
3.1	3.0	3.0	2.9	2.8	27.	"University" cared about you
3.8	3.9	3.9	3.9	3.6	28.	You felt safe on campus
3.1	3.1	3.2	3.2	3.2	29.	Your Discovery course(s)
3.1	3.1	3.2	3.1	3.3	30.	Your courses taken to fulfill your General Education Req.
3.4	3.4	3.4	3.6	3.7	31.	Your instructors' use of web-based course mgmt tools
3.0	3.0	-	-	-	32.	How valuable were Leadership Center offerings
4.1	4.1	4.1	4.0	4.0	59.	Please rate your major at UIUC
4.1	4.1	4.1	4.1	4.0	60.	Your overall educational experience at UIUC
4.3	4.3	4.4	4.3	4.2	61.	Your TOTAL experience at UIUC

Student Ratings of Entering and Exiting Abilities

The average rating increase across abilities was +.7 in 2008, which was about the same as previous years. Two abilities (underlined) reported entering/exiting gains of at least one rating point.

2008			2007			1996			
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	Ability
3.5	4.3	.8	3.6	4.3	.7	3.5	4.1	.6	Write effectively
3.5	4.3	.8	3.4	4.2	.8	3.2	4.0	.8	Speak effectively
3.5	4.2	.7	3.4	4.2	.8	3.5	4.0	.5	Create original ideas
3.4	4.4	1.0	3.4	4.4	1.0	3.6	4.3	.7	Draw conclusions
3.4	4.4	1.0	3.5	4.4	.9	3.5	4.3	.8	Locate/organize info
3.5	4.4	.9	3.5	4.3	.8	3.2	4.0	.8	Appreciate differences
3.6	4.4	.8	3.6	4.4	.8	-	-	-	Problem solving skills
3.6	4.0	.4	3.6	4.3	.7	3.5	4.1	.6	Get along with others
3.5	4.0	.5	3.6	4.1	.5	3.4	3.9	.5	Appreciate fine arts
3.5	4.3	.8	3.5	4.3	.8	2.8	4.2	1.4	Use technology
2.8	3.0	.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	3.3	3.7	.4	3.3	3.7	.4	Understand math
3.8	4.3	.5	3.8	4.3	.5	-	-	-	Understand values/ethics
3.8	4.3	.5	3.8	4.3	.5	3.6	4.3	.7	Work in groups
3.6	4.3	.7	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	3.8	.4	3.4	3.9	.5	-	-	-	Contribute to community
3.5	4.2	.7	3.5	4.3	.8				Be an effective leader
-	4.3	-	-	4.3	-	-	4.3	-	Demonstrate competency
-	4.0	-	-	4.1	-	-	4.0	-	Seek/obtain employment
-	4.3	-	-	4.3	-	-	-	-	Understand context

Satisfaction with the Campus Environment

The tables below show response pattern changes for respondents with different ethnic backgrounds to several questions regarding racism on campus and in the classroom. The consistently lower ratings of the African-American students were the lowest in recent years.

21a. The <u>classroom</u> environment was free from racist behavior:

	2008	2007	2006	2005	2004	1990
Caucasian	4.3	4.2	4.3	4.3	4.3	4.0
Asian-American	4.0	4.0	4.0	4.1	3.8	3.8
African-American	3.1	2.7	3.1	3.1	2.9	2.6
Latino/a	3.8	3.4	3.7	3.8	3.7	3.7
Native American	4.6	4.3	-	3.9	4.0	-

22a. The <u>campus</u> environment was free from racism:

	2008	2007	2006	2005	2004	1990
Caucasian	3.7	3.6	3.7	3.8	3.6	2.9
Asian-American	3.4	3.3	3.6	3.6	3.3	2.7
African-American	2.2	1.8	2.4	2.4	2.2	2.0
Latino/a	2.8	2.7	3.1	3.1	3.2	2.6
Native American	3.4	3.5	-	3.3	3.8	3.0

23a. The University appropriately addresses problems of racism:

	2008	2007	2006	2005	2004	1990
Caucasian	3.7	3.6	3.9	3.6	3.8	3.3
Asian-American	3.5	3.4	3.9	3.3	3.5	2.9
African-American	2.3	2.1	2.5	2.3	2.7	2.5
Latino/a	3.0	2.8	3.2	3.1	3.4	3.2
Native American	4.0	3.8	3.6	3.7	-	-

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 <u>classroom</u> environment was free from sexist behavior:

	2008	2007	2006	2005	2004	1990
Women	4.0	3.9	4.0	3.9	4.0	3.6
Men	4.3	4.3	4.3	4.2	4.2	3.9

22b. The <u>campus</u> environment was free from sexism:

	2008	2007	2006	2005	2004	1990
Women	3.6	3.5	3.6	3.5	3.6	2.9
Men	3.9	3.9	4.0	3.8	3.8	3.2

23b. The University appropriately addresses problems of sexism:

	2008	2007	2006	2005	2004	1990
Women	3.6	3.6	3.6	3.5	3.7	3.2
Men	3.8	3.8	3.9	3.8	3.8	3.3

Satisfaction with Overall Undergraduate Experience

The tables below compared student satisfaction ratings by ethnic background and gender. Despite the high overall ratings, the African-American and Asian-American students appeared to be less satisfied than did other students.

59. Satisfaction with your major:

	2008	2007	2006	2005	2004	1990
All Respondents	4.1	4.1	4.1	4.0	4.0	3.9
Women	4.1	4.1	4.1	4.0	4.1	4.0
Men	4.1	4.1	4.1	4.1	4.0	3.9
Caucasian	4.1	4.1	4.1	4.1	4.1	4.0
Asian-American	3.9	3.9	3.8	3.8	3.8	3.8
African-American	4.0	3.9	4.0	4.0	3.9	3.7
Latino/a	4.2	4.0	4.2	4.1	4.1	4.0
Native American	3.9	4.1	-	4.7	3.8	-

60. Satisfaction with overall educational experience at UIUC:

	2008	2007	2006	2005	2004	1990
All Respondents	4.1	4.1	4.1	4.1	4.0	3.8
Women	4.2	4.0	4.2	4.2	4.1	3.9
Men	4.1	4.0	4.1	4.0	4.0	3.7
Caucasian	4.2	4.1	4.2	4.2	4.1	3.8
Asian-American	4.0	3.9	4.0	3.9	3.8	3.7
African-American	4.1	3.9	4.0	4.0	3.9	3.7
Latino/a	4.2	4.1	4.2	4.1	4.2	3.8
Native American	4.0	3.8	-	4.3	4.0	-

61. Satisfaction with TOTAL experience at UIUC:

	2008	2007	2006	2005	2004	1990
All Respondents	4.3	4.3	4.4	4.3	4.2	3.9
Women	4.3	4.3	4.4	4.4	4.2	3.9
Men	4.3	4.3	4.3	4.2	4.1	3.9
Caucasian	4.3	4.4	4.4	4.4	4.2	3.9
Asian-American	4.1	4.2	4.2	4.2	4.0	3.9
African-American	4.0	3.9	4.0	4.0	3.8	3.9
Latino/a	4.2	4.3	4.2	4.3	4.2	3.6
Native American	4.3	4.3	-	4.0	4.2	-

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

	2008	2007	2006	2005	2004	1990
All Respondents	86%	84%	86%	87%	87%	85%
Women	88	84	87	88	87	88
Men	84	83	85	85	86	83
Caucasian	88	86	88	89	88	86
Asian-American	76	78	81	83	80	79
African-American	87	76	80	80	82	70
Latino/a	82	84	91	87	88	79
Native American	88	75	-	86	100	-