

## **2012 Summary**

The Chancellor's Senior Survey  
on the  
Undergraduate Experience

**University of Illinois  
at Urbana-Champaign**

## 2012 Summary

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

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

Beginning in 1998 the Senior Survey has been administered electronically. In late March 2012 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 online survey via an embedded link within the message. 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 5,844 seniors, 2,249 (approximately 38%) responded. Similar to past years, the respondents were roughly representative of the graduating class by academic affiliation, but a higher proportion of females than males responded to the survey as did a higher proportion of Caucasians and Asian-Americans.

#### Percentages

	Respondents	All Seniors
<b>Gender</b>		
Female	56.6	49.1
Male	43.0	50.8
<b>Ethnic Origin</b>		
Caucasian	70.2	63.9
Latino/a	4.3	6.1
African-American	4.4	5.6
Asian-American	17.8	13.1
Native American	0.2	0.1
Unknown	0.4	0.5
Other	2.8	10.7
<b>College</b>		
ACES	11.8	8.0
Applied Health Sciences	7.2	7.6
Business	10.2	10.5
Media	5.0	4.9
Education	2.4	2.8
Engineering	16.7	17.1
Fine and Applied Arts	6.9	6.7
Liberal Arts & Sciences	38.2	41.1
Aviation	0.3	0.3
Social Work	0.9	0.8

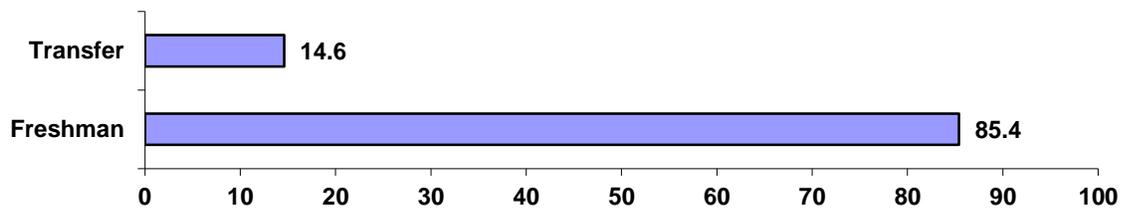
Care should be taken in interpreting the results of the survey because the small number of respondents in some sub-categories makes the results statistically unreliable. If less than 5 survey respondents were in a category, those results were generally not presented. This summary presents highlights 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

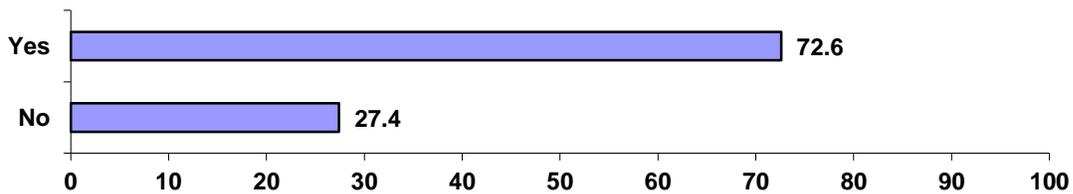
Survey respondents present a picture of a very traditional student body, with large majorities enrolling as freshmen and completing a bachelor's degree in eight semesters. The respondents were 70% Caucasian with about 14% more females than males.

Approximately 85% of the survey respondents entered the University as a freshman, rather than as a transfer student and 83% entered with a declared major. Ninety percent reported they finished their degree in eight semesters or less. 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 35% changed majors once. Thirty-three percent of the respondents reported working each semester part-time while another 46% reported working "occasionally" part-time. Approximately 66% of the respondents worked during the summer.

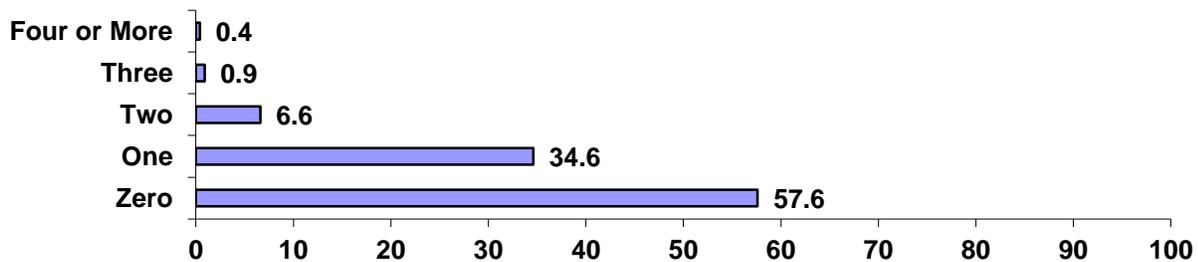
### First enrolled at the University as:



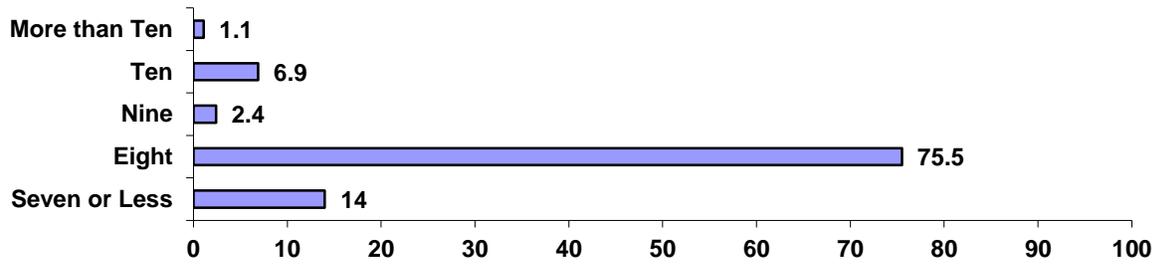
### When entering the University, did you have a declared major?



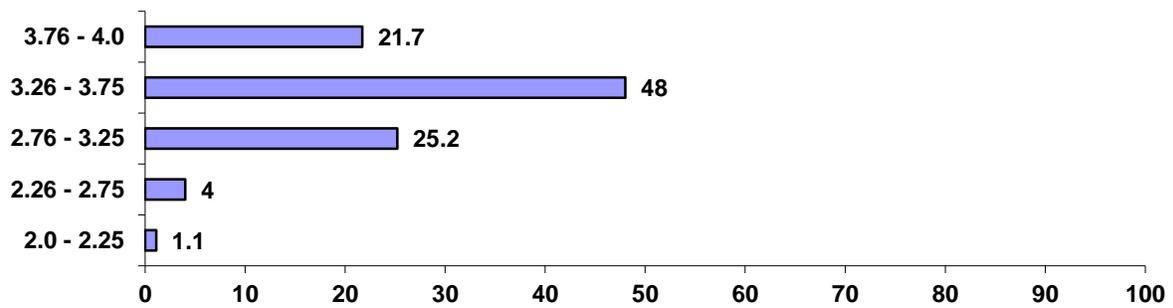
### Number of times you changed major while at the University:



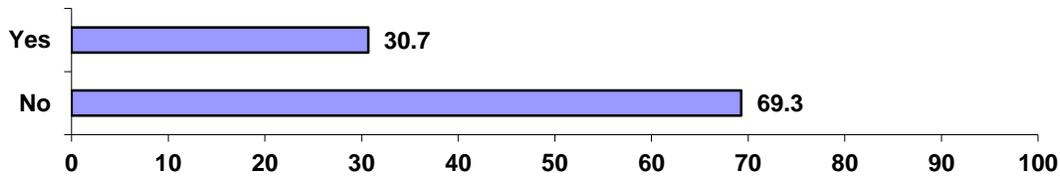
**Number of semesters it took to complete degree:**



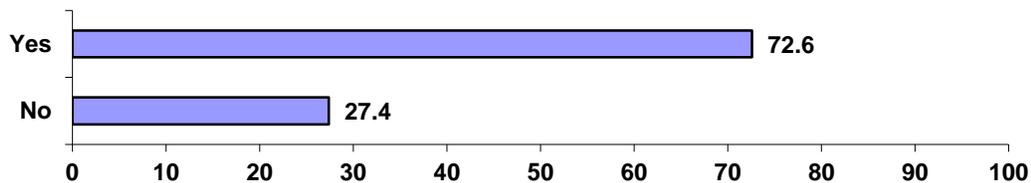
**Approximate GPA:**



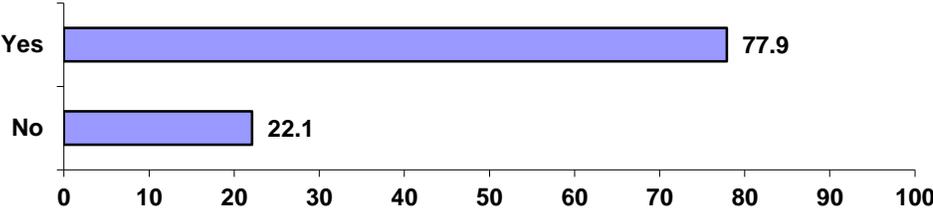
**Did you seek personal counseling?**



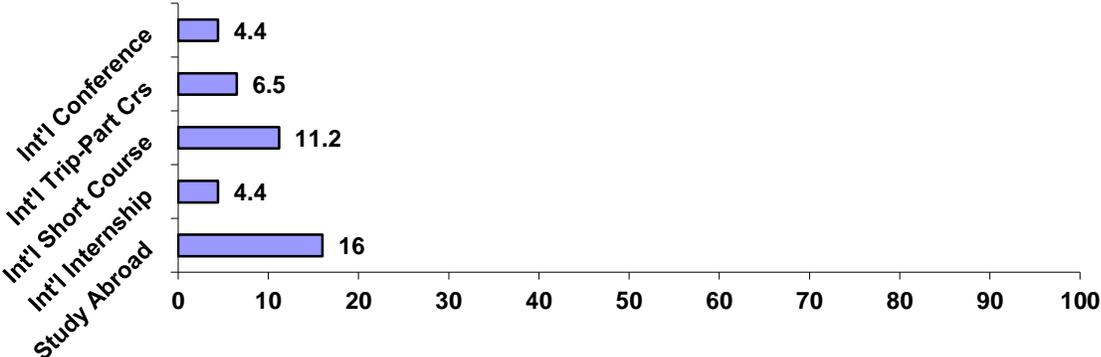
**Did you use career services?**



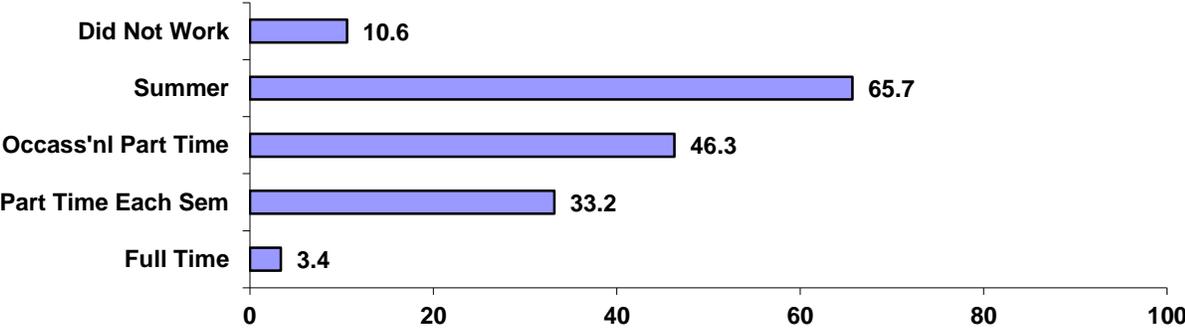
**Did you participate in volunteer or community service work?**



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



**Employment while undergraduate:**



## Satisfaction with Broad Aspects of the Undergraduate Experience

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

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

**Campus environment** included 24 questions on racism, sexism, welcome, help, and atmosphere.

**Self-assessment of entering and exiting abilities** required students to assess their entering and exiting competency levels in 23 abilities, including writing, speaking, organizing time, and using technology.

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

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

## Teaching and Educational Environment

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Response scale of 1 (low) to 5 (high).

Item How satisfied are you with:	Mean 2011	Mean 2012	Difference
1. Quality of teaching by faculty in your major	4.1	4.1	0
2. Quality of teaching by faculty outside your major	3.6	3.6	0
3. Quality of teaching by TAs	3.4	3.3	-.1
4. Quality of laboratories and classrooms	3.5	3.6	+ .1
5. Quality of academic program advising and information	3.5	3.6	+ .1
6. Quality of career advising and information	3.5	3.6	+ .1
7. Access to courses and course sections in major	3.7	3.8	+ .1
8. Access to elective courses and course sections	3.6	3.6	0
9. Process of student evaluation of teaching	3.4	3.4	0
10. Class size at the 100 and 200 course level	3.4	3.3	-.1
11. Class size at the 300 course level	4.1	4.0	-.1
12. Fairness of student performance evaluation procedures	3.9	3.8	-.1
13. Usefulness of student evaluation procedures assisting students to learn	3.5	3.5	0
14. Accessibility of faculty in general	3.9	3.9	0
15. Communication between faculty and students regarding student needs and concerns	3.8	3.8	0
16. Library system as a whole (both service and collections)	4.3	4.3	0
17. Campus recreation (e.g., ARC, Ice Arena, Illini Union)	4.6	4.6	0

## Campus Environment

Response scale 1 (Low Satisfaction) to 5 (High Satisfaction).

Item	Mean 2011	Mean 2012	Difference
<b>How satisfied were you with the extent to which:</b>			
18. It was easy to meet and get to know other students	4.0	4.0	0
19. It was easy to get involved in student groups and activities	4.1	4.1	0
20. There was exposure to different student backgrounds and cultures	4.1	4.1	0
21a. The <u>classroom</u> environment was free from racist behavior	4.2	4.2	0
21b. The <u>classroom</u> environment was free from sexist behavior	4.2	4.2	0
21c. The <u>classroom</u> environment was free from behavior that discriminated on the basis of sexual orientation	4.3	4.3	0
22a. The <u>campus</u> environment was free from racist behavior	3.7	3.7	0
22b. The <u>campus</u> environment was free from sexism	3.8	3.8	0
22c. The <u>campus</u> environment was free from behavior that discriminated on the basis of sexual orientation	3.9	3.9	0
23a. The University appropriately addresses problems of racism	3.8	3.8	0
23b. The University appropriately addresses problems of sexism	3.8	3.8	0
23c. The University appropriately addresses problems of discrimination based on sexual orientation	3.9	3.9	0
24. There were faculty of different racial/ethnic groups	4.3	4.3	0
25. You felt you were welcome at the University	4.3	4.3	0
26. You had someone (University employee) that you could go to for help	3.8	3.9	+ .1
27. The "University" cared about you	3.2	3.2	0
28. You felt safe on campus	3.0	3.4	+ .4
29. You had opportunities to develop leadership skills ( <i>new item</i> )	---	4.2	---

Response scale 1 (Of Little Value) to 5 (Very Valuable).

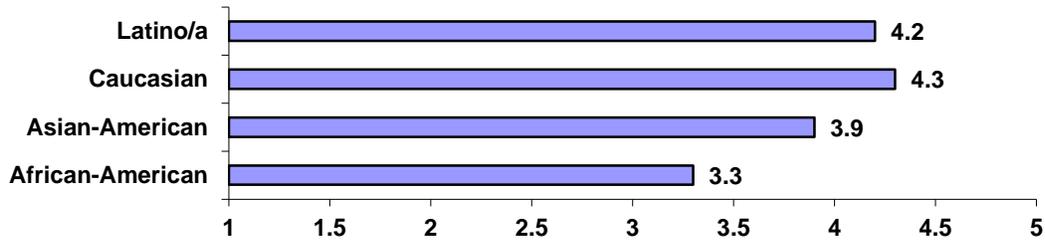
Item	Mean 2011	Mean 2012	Difference
<b>How valuable were:</b>			
30. Your Discovery course(s) (if you took one)	3.0	3.1	+ .1
31. Your courses taken to fulfill your General Education requirements	3.1	3.1	0
32. Your instructors' uses of web-based course mgmt tools (for example, WebCT, Blackboard, Mallard)	3.7	3.6	-.1

Response scale 1 (Almost Never Friendly/Supportive) to 4 (Almost Always Friendly/Supportive).

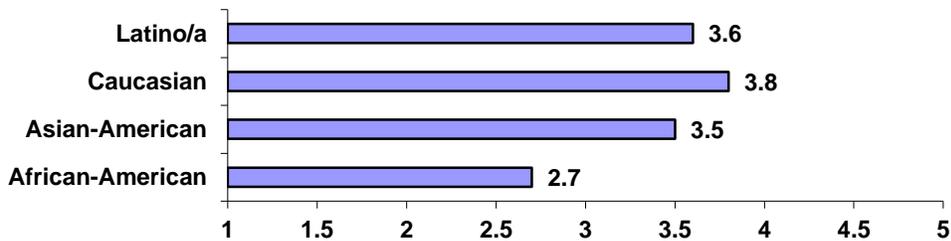
Item	Mean 2011	Mean 2012	Difference
<b>How would you describe your quality of interactions with:</b>			
33a. Other Students	3.3	3.3	0
33b. Instructors	3.3	3.3	0
33c. Administrative Staff	3.0	3.0	0

The graphs below show some of the variation by ethnic background on these questions. Caucasian students gave the highest ratings for the classroom and campus being free from racism and the University addressing problems of racism, while the African-American students rated all three items the lowest. (Please note the number of respondents by ethnic origin is 1,578 Caucasian, 400 Asian-American, 98 African-American, 96 Latino/a, and four Native Americans.) Women continue to rate items on the existence of sexism in the classroom and on campus lower than did men.

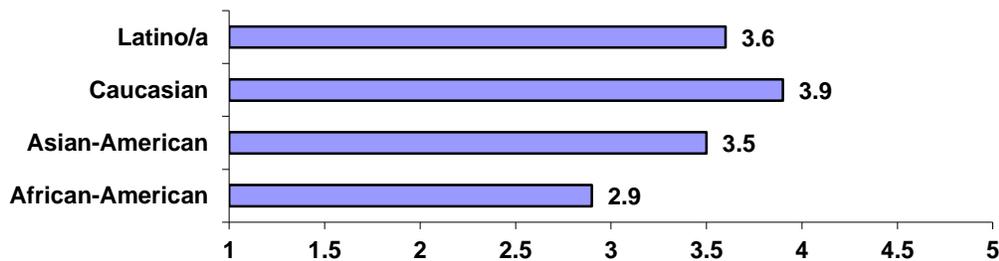
**21a. The classroom environment was free from racist behavior.**



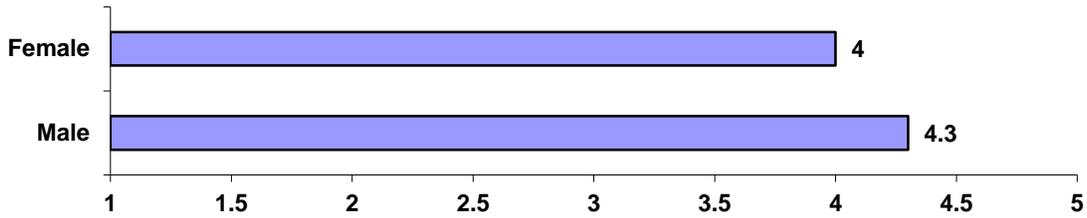
**22a. The campus environment was free from racism.**



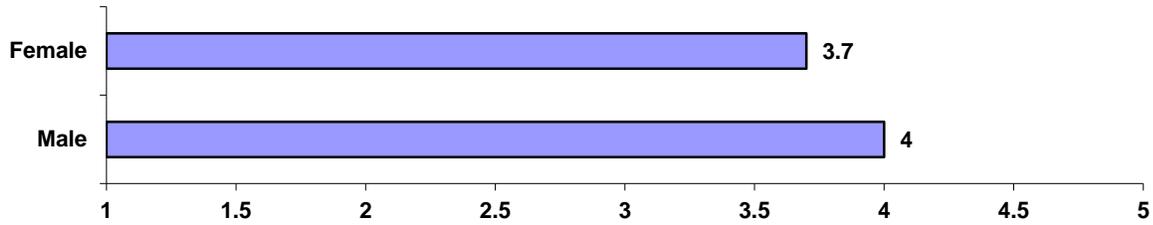
**23a. The University appropriately addresses problems of racism.**



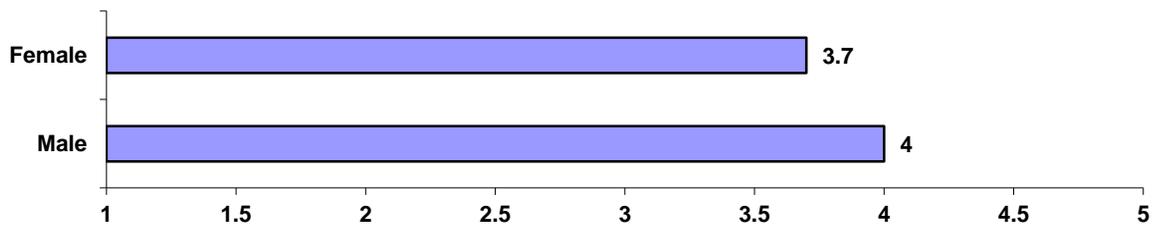
21b. The classroom environment was free from sexist behavior.



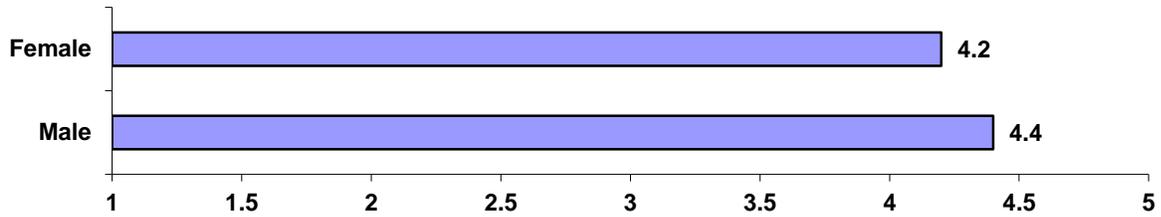
22b. The campus environment was free from sexism.



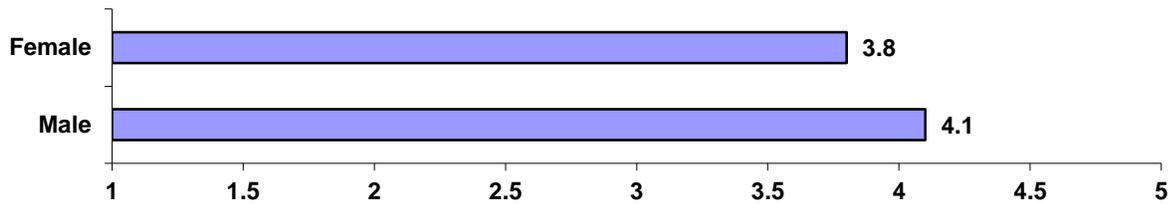
23b. The University appropriately addresses problems of sexism.



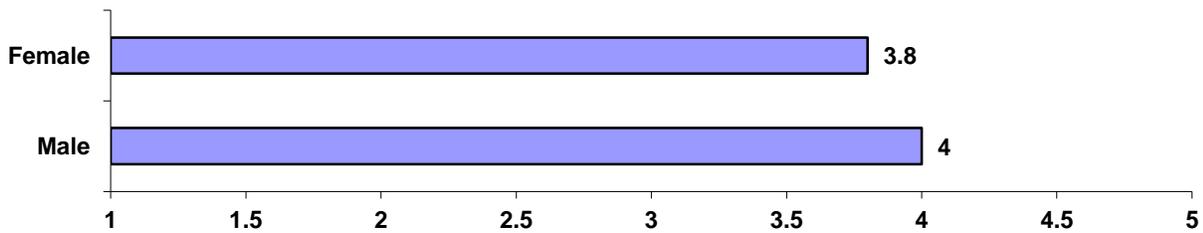
21c. The classroom environment was free from behavior that discriminated on the basis of sexual orientation.



22c. The campus environment was free from behavior that discriminated on the basis of sexual orientation.



23c. The University appropriately addresses problems of discrimination on the basis of sexual orientation.



## Self-Assessment of Entering and Exiting Abilities

Response scale 1 (Very Weak) to 5 (Very Strong).

Item	Entering Mean	Exiting Mean	Difference
34. Write effectively	3.6	4.2	.6
35. Speak effectively	3.3	4.1	.8
36. Create original ideas and/or products	3.4	4.1	.7
37. Draw conclusions after weighing evidence, facts, and ideas	3.5	4.4	.9
38. Locate, screen, and organize information	3.5	4.3	.8
39. Understand and appreciate cultural and ethnic differences	3.5	4.4	.9
40. Problem solving skills	3.6	4.4	.8
41. Get along with people whose attitudes and opinions are different from mine	3.6	4.3	.7
42. Appreciate fine arts, music, and literature	3.6	3.9	.3
43. Effectively use technology	3.7	4.3	.6
44. Communicate in a language other than English	2.8	3.0	.2
45. Understand and apply scientific principles and methods	3.2	3.9	.7
46. Understand and apply mathematical reasoning	3.3	3.7	.4
47. Understand values and ethical standards	3.7	4.3	.6
48. Work cooperatively in groups	3.7	4.3	.6
49. Learn on my own	3.7	4.5	.8
50. Organize my time effectively	3.4	4.2	.8
51. Contribute to the welfare of the community	3.4	3.8	.4
52. Be an effective leader	3.4	4.2	.8
53. Make decisions about sustainability	3.3	4.2	.9
54. Demonstrate competency in my chosen field	-	4.2	-
55. Seek and obtain employment	-	3.9	-
56. Understand the impact of my field on the global/societal context	-	4.2	-
<b>AVERAGE...</b>	3.5	4.2	<b>+.7</b>

The respondents reported increases in their entering competency levels for all of the abilities. The average increase was 0.7. The abilities with the greatest difference between entering and exiting competency levels were:

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

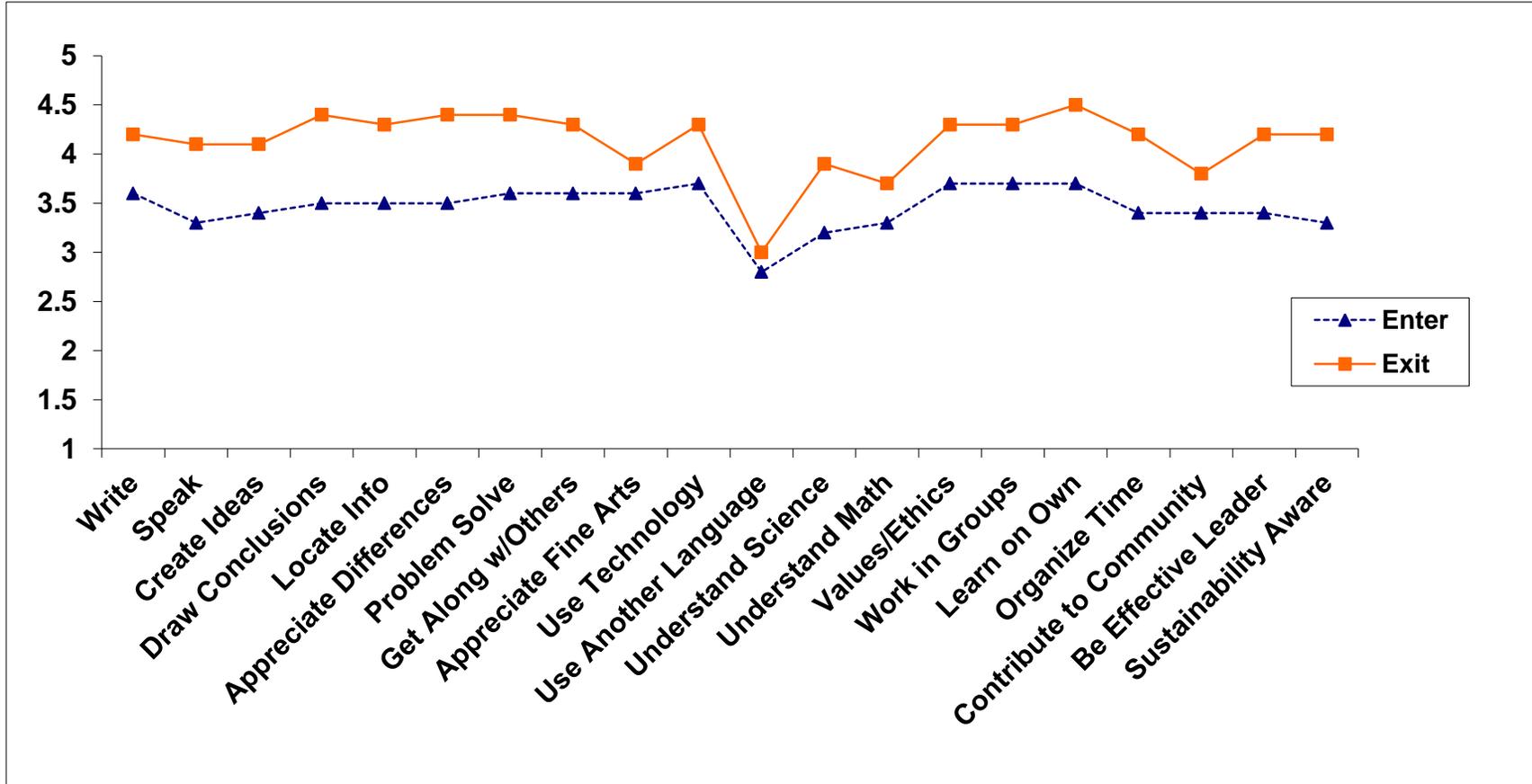
The abilities with the smallest difference between entering and exiting competency levels were:

- .2 Communicate in a language other than English
- .3 Appreciate fine arts, music, and literature
- .4 Understand and apply mathematical reasoning
- .4 Contribute to the welfare of the community

## 2012 Entering and Exiting Skill Ratings by Gender

Ability	Females			Males		
	Entering	Exiting	Diff	Entering	Exiting	Diff
Write effectively	3.7	4.2	0.5	3.5	4.1	0.6
Speak effectively	3.3	4.1	0.8	3.4	4.1	0.7
Create original ideas	3.5	4.1	0.6	3.4	4.1	0.7
Draw conclusions	3.4	4.3	0.9	3.6	4.4	0.8
Locate/organize info	3.5	4.3	0.8	3.4	4.3	0.9
Understand and appreciate cultural differences	3.6	4.4	0.8	3.5	4.3	0.8
Problem solving skills	3.6	4.3	0.7	3.7	4.5	0.8
Get along with others	3.6	4.3	0.7	3.5	4.2	0.7
Appreciate fine arts	3.7	4.1	0.4	3.4	3.8	0.4
Use technology	3.6	4.3	0.7	3.8	4.4	0.6
Use another language	2.8	3.1	0.3	2.8	2.9	0.1
Understand science	3.1	3.7	0.6	3.4	4.1	0.7
Understand math	3.2	3.5	0.3	3.5	4.0	0.5
Understand values/ethics	3.8	4.3	0.5	3.7	4.3	0.6
Work in groups	3.7	4.3	0.6	3.6	4.2	0.6
Learn on own	3.7	4.5	0.8	3.6	4.4	0.8
Organize time effectively	3.6	4.3	0.7	3.2	4.1	0.9
Contribute to community	3.5	4.0	0.5	3.2	3.7	0.5
Be an effective leader	3.4	4.2	0.8	3.3	4.2	0.9
Make decisions about sustainability	3.4	4.3	0.9	3.3	4.2	0.9
Demonstrate competency	-	4.2	-	-	4.2	-
Seek/obtain employment	-	3.9	-	-	3.9	-
Understand context	-	4.2	-	-	4.2	-

### 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 or creative activity outside of class or as a regular class assignment?

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

	<u>All</u>	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>MEDIA</u>	<u>LAS</u>	<u>AHS</u>	<u>SOCW</u>
Participated	879	117	57	7	170	52	27	373	67	9
Didn't want to	441	61	47	17	100	18	20	140	32	6
Didn't realize they could	228	25	46	14	14	22	16	80	11	0
Couldn't find faculty to do so	171	17	7	1	42	9	1	75	19	0
Not encouraged by program	206	16	31	14	4	28	28	69	13	3
TOTAL N	1925	236	188	53	330	129	92	737	142	18

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

	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>MEDIA</u>	<u>LAS</u>	<u>AHS</u>	<u>SOCW</u>	<u>All</u>
Participated	50	30	13	52	40	29	51	47	50	46
Didn't want to	26	25	32	30	14	22	19	23	33	23
Didn't realize they could	11	24	26	4	17	17	11	8	0	12
Couldn't find faculty to do so	7	4	2	13	7	1	10	13	0	9
Not encouraged by program	7	16	26	1	22	30	9	9	17	11
	100	100	100	100	100	100	100	100	100	100

### Participation in Undergraduate Research Projects: Percent of Participation Across Colleges

	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>MEDIA</u>	<u>LAS</u>	<u>AHS</u>	<u>SOCW</u>	
Participated	13	6	1	19	6	3	42	8	1	100
Didn't want to	14	11	4	23	4	5	32	7	1	100
Didn't realize they could	11	20	6	6	10	7	35	5	0	100
Couldn't find faculty to do so	10	4	1	25	5	1	44	11	0	100
Not encouraged by program	8	15	7	2	14	14	33	6	1	100

58. What type of work did you perform? (of 879 students participating in 1,349 projects)

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

	<u>All</u>	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>MEDIA</u>	<u>LAS</u>	<u>AHS</u>	<u>SOCW</u>
Lab work	39	39	13	14	60	10	6	41	36	18
Field work	16	24	10	29	6	14	14	16	28	29
Library searches	10	8	18	0	5	11	17	10	7	6
Creative activity	7	5	1	14	4	42	19	4	3	6
Reading/summarizing										
Research studies	23	18	41	29	19	19	36	23	21	35
Other	5	5	16	14	5	4	8	5	4	6

59. Who supervised your research?

Individual Worked with in Undergraduate Research Projects: Percents Within Colleges

	<u>All</u>	<u>ACES</u>	<u>BUS</u>	<u>EDU</u>	<u>ENGR</u>	<u>FAA</u>	<u>MEDIA</u>	<u>LAS</u>	<u>AHS</u>	<u>SOCW</u>
Faculty member	66	63	81	67	55	94	85	63	76	89
Graduate student	34	37	19	33	45	6	15	37	24	11

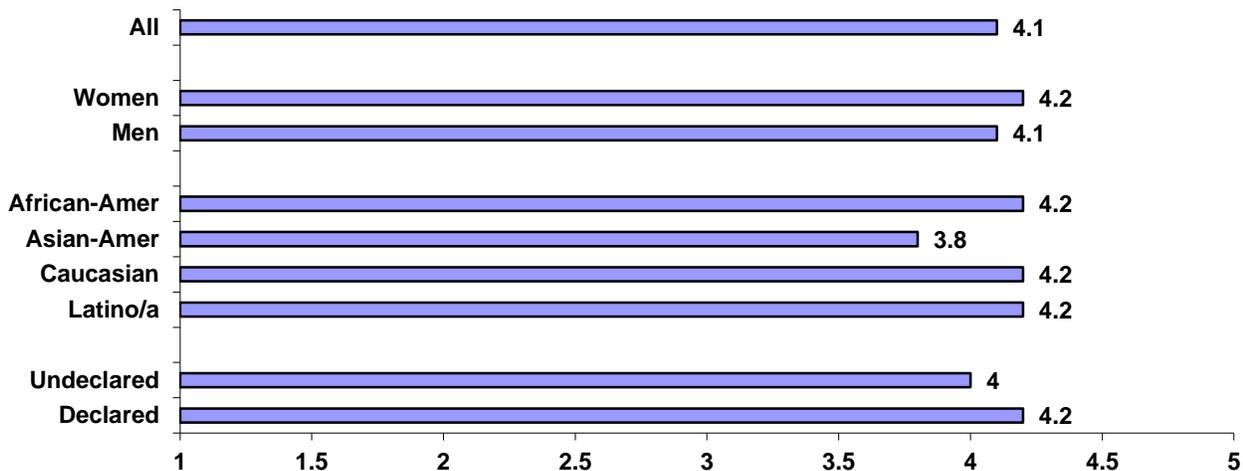
## Overall Undergraduate Experience

Item	2011 Mean	2012 Mean	Difference
60. Your major at the University	4.1	4.1	0
61. Your overall educational experience at the University	4.1	4.1	0
62. Your TOTAL experience at the University	4.3	4.2	-.1

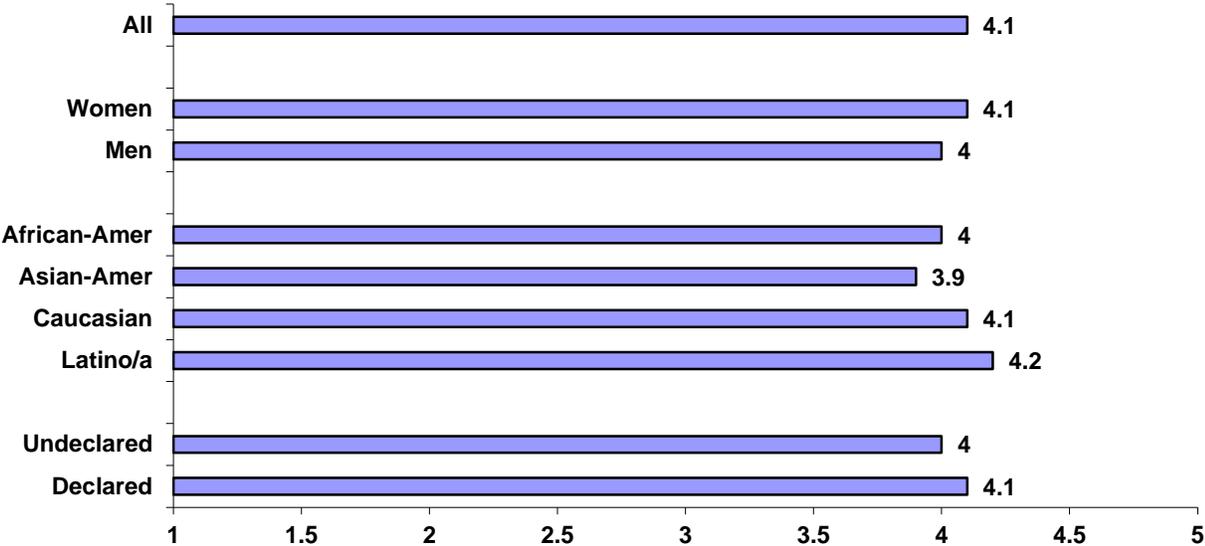
Item	2011 %	2012 %
<b>63. If you could start all over again, would you:</b>		
- attend the University again?	85	84
- attend another institution?	14	16
- not attend college?	1	1

Item	2011 %	2012 %
<b>64. If you could start all over again, would you:</b>		
- take the same major?	60	59
- take related major?	21	21
- take different major?	20	20

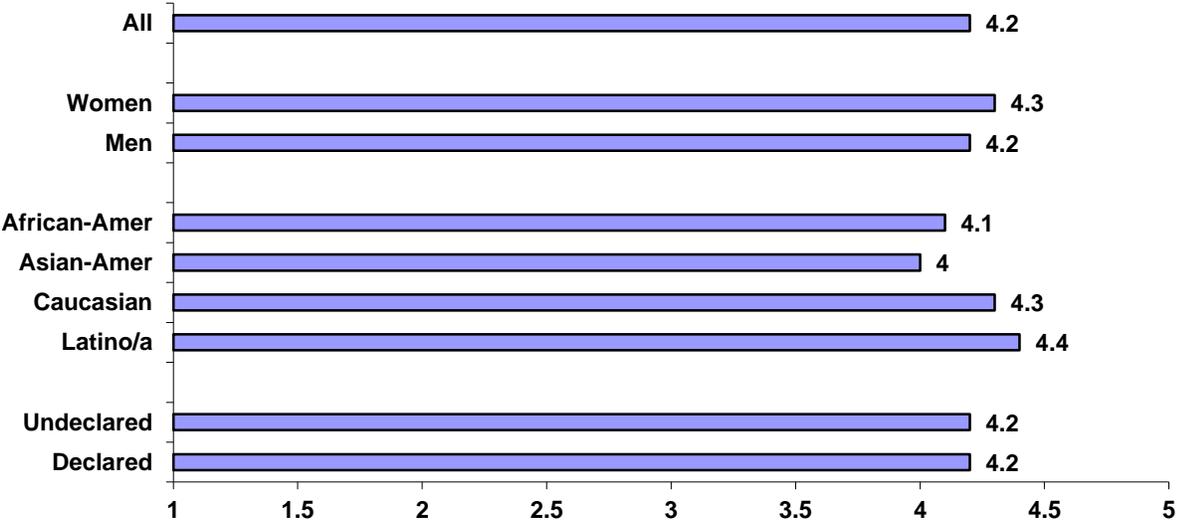
### 60. How satisfied were you with your major at the University?



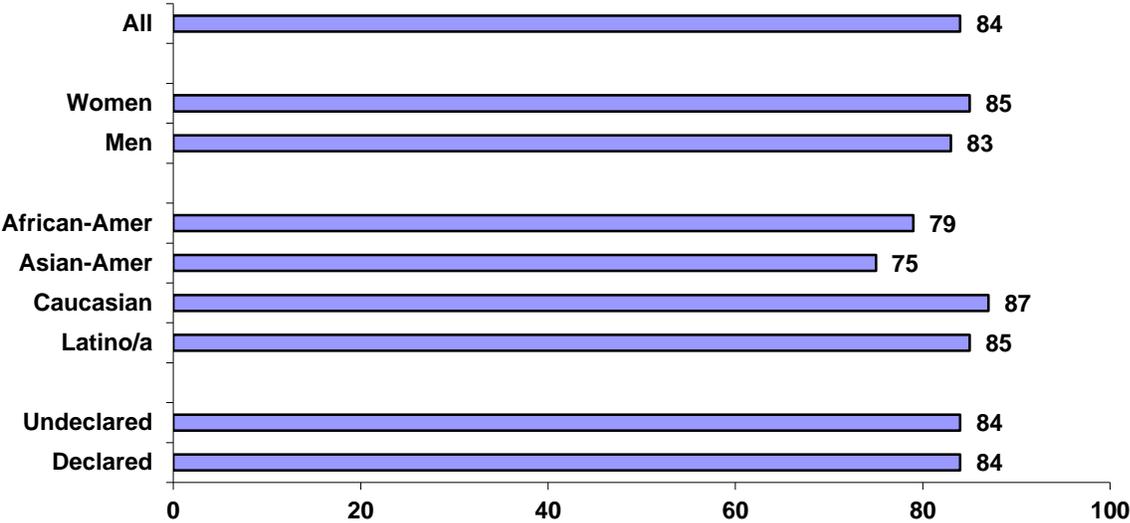
**61. How satisfied were you with your overall educational experience at the University?**



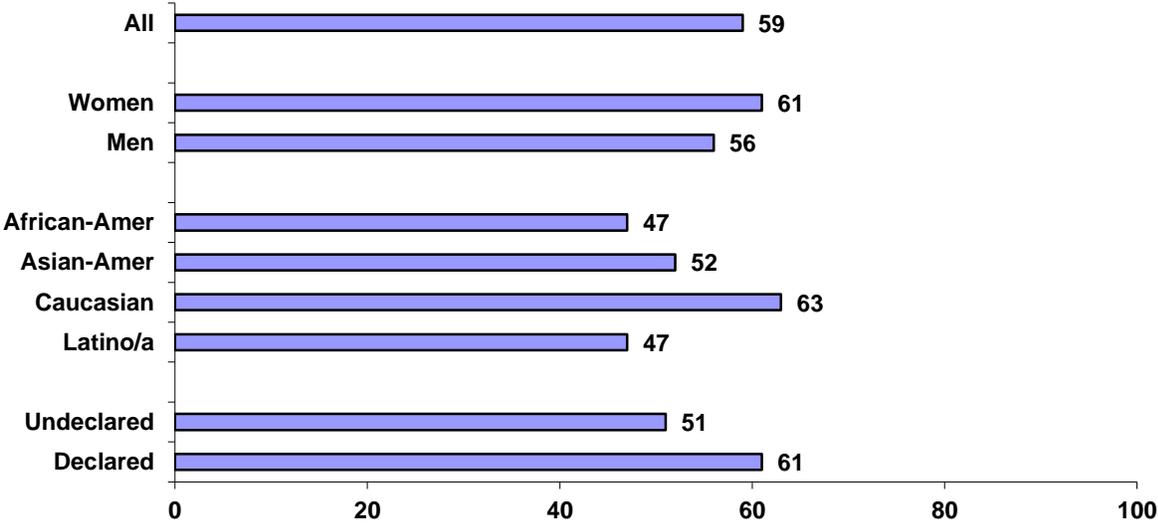
**62. How satisfied were you with your TOTAL experience at the University?**



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



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



## Open-Ended Question 1

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

Of 2,249 graduating seniors responding to the Senior Survey, 1,256 (56%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 13 students).

<u>Comments</u>	<u>% of responses</u>
1. Variety of course/major offerings	6.8
2. Excellence of faculty	6.3
3. Facilities and resources	5.3
4. Helpfulness of faculty and TAs	4.5
5. Helpfulness of advisors	4.4
6. Excellence of program	4.0
7. Vast amount of opportunities	3.9
8. Extracurricular activities and organizations	3.9
9. Peers and other students	2.8
10. Career center	2.3
11. Libraries	1.8
12. Access to technology	1.2
13. Helpfulness of staff	1.1
14. Reputation	1.1
15. Research options	1.1

## Open-Ended Question #2

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

Of 2,249 graduating seniors responding to the Senior Survey, 1190 (52.9%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 12 students.)

<u>Comments</u>	<u>% of responses</u>
1. Classes too large	4
2. Not caring/helpful/accessible Professors/TAs	3.7
3. No obstacles	3.6
4. General Education Requirements	2.7
5. Poor teaching by professors (too much emphasis on research)	2.7
6. Not caring/helpful/accessible advisor	2.6
7. Difficulty getting in desired course	2.4
8. Cost/Tuition	1.9
9. Too much bureaucracy/red tape	1.8
10. Difficult to take courses btwn colleges/transfer btwn colleges	1.8
11. Problems with administration/administrators/staff	1.6
12. Not enough information	1.6
13. University too large (felt like a number)	1.5
14. Environment	1.4
15. Challenging classes/curriculum	1.3
16. Workload	1.2
17. Time management	1.1
18. Program quality	1.1
19. Lack of guidance	1.1
20. Could not understand foreign professors/TAs	1.0
21. Major selection	1.0
22. Lack of opportunities	1.0

## 2012 Post Graduation Plans

### by College

	<u>TOTAL</u>	<u>ACES</u>	<u>BUS</u>	<u>EDUC</u>	<u>ENGR</u>	<u>FAA</u>	<u>MEDIA</u>	<u>LAS</u>	<u>AHS</u>	<u>SOCW</u>
	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %	Freq %
<b>Acquired Full-time Work</b>	423 22	61 26	103 54	0 0	135 41	11 8	14 15	87 12	10 7	0 0
<b>Seeking Full-time Work</b>	624 32	77 33	24 13	47 90	74 22	56 43	55 60	252 34	36 26	1 5
<b>Accepted Grad School</b>	447 23	47 20	52 27	2 4	82 25	33 25	7 8	164 22	43 30	16 84
<b>Awaiting Grad School</b>	184 10	16 7	2 1	3 6	19 6	7 5	1 1	100 14	37 26	0 0
<b>Uncertain</b>	137 7	21 9	3 2	0 0	11 3	13 10	8 9	72 10	7 5	1 5
<b>Starting/raising family</b>	7 0	0 0	1 0	0 0	1 0	1 1	1 1	3 0	0 0	0 0
<b>Military service</b>	18 1	0 0	2 1	0 0	6 2	1 1	0 0	9 1	0 0	0 0
<b>Volunteer service</b>	13 1	1 0	1 0	0 0	2 0	2 2	0 0	6 1	1 1	0 0
<b>Additional UG study</b>	11 1	0 0	0 0	0 0	0 0	1 1	0 0	8 1	2 1	0 0
<b>Other</b>	63 3	9 4	3 2	0 0	3 1	6 5	5 5	31 4	5 4	1 5
<b>Total</b>	1927	232	191	52	333	131	91	732	141	19

**by Ethnicity**

	<b>Afr-Amer.</b>		<b>Asian-Amer.</b>		<b>Caucasian</b>		<b>Latino/a</b>	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>Acquired Full-time Work</b>	8	10	66	20	323	24	10	12
<b>Seeking Full-time Work</b>	28	35	81	24	470	35	30	35
<b>Accepted Grad School</b>	14	17	106	31	300	22	15	18
<b>Awaiting Grad School</b>	14	17	38	11	111	8	16	19
<b>Uncertain</b>	9	11	25	7	84	6	7	8
<b>Starting/raising family</b>	2	2	2	1	3	0	0	0
<b>Military service</b>	0	0	3	1	13	1	2	2
<b>Volunteer service</b>	0	0	3	1	7	1	2	2
<b>Additional UG study</b>	0	0	4	1	7	1	0	0
<b>Other</b>	6	7	9	3	42	3	3	4
<b>Total</b>	81		337		1360		85	

**by Gender**

	<b>Males</b>		<b>Females</b>	
	<i>f</i>	%	<i>f</i>	%
<b>Acquired Full-time Work</b>	233	28	189	17
<b>Seeking Full-time Work</b>	235	28	386	35
<b>Accepted Grad School</b>	192	23	255	23
<b>Awaiting Grad School</b>	75	9	109	10
<b>Uncertain</b>	49	6	87	8
<b>Starting/raising family</b>	5	1	2	0
<b>Military service</b>	15	2	3	0
<b>Volunteer service</b>	3	0	10	1
<b>Additional UG study</b>	3	0	8	1
<b>Other</b>	21	3	42	4
<b>Total</b>	831		1922	

## COMPARISON TO PREVIOUS YEARS – Demographics of Respondents

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This section of the report will compare 2012 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. Seven of the 41 items had higher ratings from the previous year while six had lower ratings (1 item was new for 2012).

<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	
4.1	4.1	4.1	4.0	4.0	1. Quality of teaching by faculty in your major
3.6	3.6	3.6	3.6	3.6	2. Quality of teaching by faculty outside your major
3.3	3.4	3.3	3.3	3.3	3. Quality of teaching by TAs
3.6	3.5	3.5	3.4	3.3	4. Quality of laboratories and classrooms
3.6	3.5	3.4	3.4	3.4	5. Quality of academic program advising and information
3.6	3.5	3.4	3.4	3.4	6. Quality of career advising and information
3.8	3.7	3.7	3.6	3.9	7. Access to courses and course sections in major
3.6	3.6	3.5	3.4	3.4	8. Access to elective courses and course sections
3.4	3.4	3.4	3.3	3.3	9. Process of student evaluation of teaching
3.3	3.4	3.4	3.4	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
3.8	3.9	3.9	3.8	3.9	12. Fairness of student performance evaluation procedures
3.5	3.5	3.5	3.4	3.5	13. Usefulness of evaluation procedures to learning
3.9	3.9	3.9	3.9	3.9	14. Accessibility of faculty in general
3.8	3.8	3.8	3.7	3.7	15. Communication between faculty and students
4.3	4.3	4.3	4.3	4.2	16. Library system as a whole
4.6	4.6	4.6	4.5	3.9	17. Campus recreation (e.g., ARC, Ice Arena, Illini Union)
4.0	4.0	4.0	4.0	4.0	18. Easy to meet and get to know other students
4.1	4.1	4.2	4.1	4.1	19. Easy to get involved in student groups, activities
4.1	4.1	4.1	4.1	4.0	20. Exposure to different backgrounds and cultures
4.2	4.2	4.2	4.2	4.2	21a. <u>Classroom</u> environment free from racist behavior
4.2	4.2	4.2	4.1	4.1	21b. <u>Classroom</u> environment free from sexist behavior
4.3	4.3	-	-	-	21c. <u>Classroom</u> environment was free from behavior that discriminated on the basis of sexual orientation
3.7	3.7	3.6	3.6	3.5	22a. <u>Campus</u> environment free from racism
3.8	3.8	3.7	3.7	3.7	22b. <u>Campus</u> environment free from sexism
3.9	3.9	-	-	-	22c. <u>Campus</u> environment was free from behavior that discriminated on the basis of sexual orientation
3.8	3.8	3.7	3.7	3.6	23a. University appropriately addresses racism
3.8	3.8	3.7	3.8	3.7	23b. University appropriately addresses sexism
3.9	3.9	-	-	-	23c. University appropriately addresses problems of discrimination based on sexual orientation
4.3	4.3	4.2	4.2	4.1	24. There were faculty of different racial/ethnic groups
4.3	4.3	4.3	4.3	4.3	25. Felt that you were welcome at the University
3.9	3.8	3.9	3.8	3.7	26. Had someone you could go to for help
3.2	3.2	3.1	3.2	3.1	27. "University" cared about you
3.4	3.0	3.1	3.7	3.8	28. You felt safe on campus
4.2	-	-	-	-	29. Opportunities to develop leadership skills ( <i>new item</i> )
3.1	3.0	3.0	3.0	3.1	30. Your Discovery course(s)
3.1	3.1	3.1	3.1	3.1	31. Your courses taken to fulfill your General Education Req.
3.6	3.7	3.6	3.5	3.4	32. Your instructors' use of web-based course mgmt tools
4.1	4.1	4.1	4.1	4.1	60. Please rate your major at the University
4.1	4.1	4.1	4.1	4.1	61. Your overall educational experience at the University
4.2	4.3	4.3	4.3	4.3	62. Your TOTAL experience at the University

## 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. Five or more respondents per category were required. African-American respondents were less satisfied than their peers on all three questions.

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

	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>1990</u>
Caucasian	4.3	4.4	4.3	4.3	4.3	4.0
Asian-American	3.9	4.0	4.0	4.0	4.0	3.8
African-American	3.3	3.3	3.3	3.3	3.1	2.6
Latino/a	4.2	4.0	4.0	3.8	3.8	3.7

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

	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>1990</u>
Caucasian	3.8	3.8	3.7	3.7	3.7	2.9
Asian-American	3.5	3.5	3.5	3.5	3.4	2.7
African-American	2.7	2.7	2.4	2.4	2.2	2.0
Latino/a	3.6	3.5	3.3	3.2	2.8	2.6

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

	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>1990</u>
Caucasian	3.9	3.9	3.8	3.8	3.7	3.3
Asian-American	3.5	3.6	3.5	3.6	3.5	2.9
African-American	2.9	2.9	2.6	2.7	2.3	2.5
Latino/a	3.6	3.6	3.3	3.2	3.0	3.2

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

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

	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>1990</u>
Women	4.0	4.1	4.0	4.0	4.0	3.6
Men	4.3	4.3	4.3	4.3	4.3	3.9

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

	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>1990</u>
Women	3.7	3.7	3.6	3.6	3.6	2.9
Men	4.0	4.0	3.8	3.8	3.9	3.2

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

	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>1990</u>
Women	3.7	3.8	3.6	3.7	3.6	3.2
Men	4.0	3.9	3.9	3.9	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 Asian-American students appeared to be less satisfied than did other students.

### 60. Satisfaction with your major:

	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>1990</u>
All Respondents	4.1	4.1	4.1	4.1	4.1	3.9
Women	4.2	4.1	4.2	4.1	4.1	4.0
Men	4.1	4.1	4.0	4.0	4.1	3.9
Caucasian	4.2	4.2	4.2	4.1	4.1	4.0
Asian-American	3.8	3.8	3.8	3.8	3.9	3.8
African-American	4.2	4.4	3.8	4.0	4.0	3.7
Latino/a	4.2	4.2	4.1	4.1	4.2	4.0

### 61. Satisfaction with overall educational experience at the University:

	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>1990</u>
All Respondents	4.1	4.1	4.1	4.1	4.1	3.8
Women	4.1	4.2	4.2	4.2	4.2	3.9
Men	4.0	4.0	4.0	4.1	4.1	3.7
Caucasian	4.1	4.1	4.1	4.2	4.2	3.8
Asian-American	3.9	3.9	3.9	4.0	4.0	3.7
African-American	4.0	4.2	4.0	4.2	4.1	3.7
Latino/a	4.2	4.3	4.2	4.1	4.2	3.8

### 62. Satisfaction with TOTAL experience at the University:

	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>1990</u>
All Respondents	4.2	4.3	4.3	4.3	4.3	3.9
Women	4.3	4.3	4.3	4.4	4.3	3.9
Men	4.2	4.2	4.2	4.3	4.3	3.9
Caucasian	4.3	4.3	4.3	4.4	4.3	3.9
Asian-American	4.0	4.1	4.0	4.1	4.1	3.9
African-American	4.1	4.3	4.1	4.2	4.0	3.9
Latino/a	4.4	4.4	4.4	4.3	4.2	3.6

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

	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>1990</u>
All Respondents	84%	85%	85%	88%	86%	85%
Women	85	86	84	88	88	88
Men	83	84	85	87	84	83
Caucasian	87	87	86	89	88	86
Asian-American	75	76	78	80	76	79
African-American	79	87	76	89	87	70
Latino/a	85	89	87	87	82	79