

2001 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 2001 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 4,462 seniors, 2,587, or approximately 58%, 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	54.0	50.8
Male	46.0	49.2
Ethnic Origin		
Caucasian	77.7	73.5
Hispanic/Latino	3.2	4.2
African-American	3.5	4.9
Asian-American	12.1	12.8
Native American	.1	.2
Unknown	3.3	4.4
College of Graduation		
ACES	9.2	8.7
Applied Life Studies	3.9	4.0
CBA	21.1	16.6
Communications	4.1	4.0
Education	2.7	2.6
Engineering	19.6	17.2
Fine & Applied Arts	6.7	7.5
Liberal Arts & Sciences	32.4	37.3
Veterinary Medicine	.2	1.9

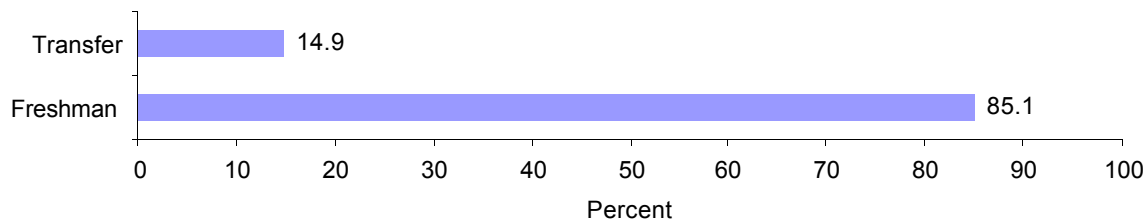
Care should be taken in interpreting the results of the survey because the small number of respondents in some sub-categories makes the results statistically unreliable. This summary presents highlights of the data following the general order of the survey. A “Comparison to Previous Years” section at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

Demographics

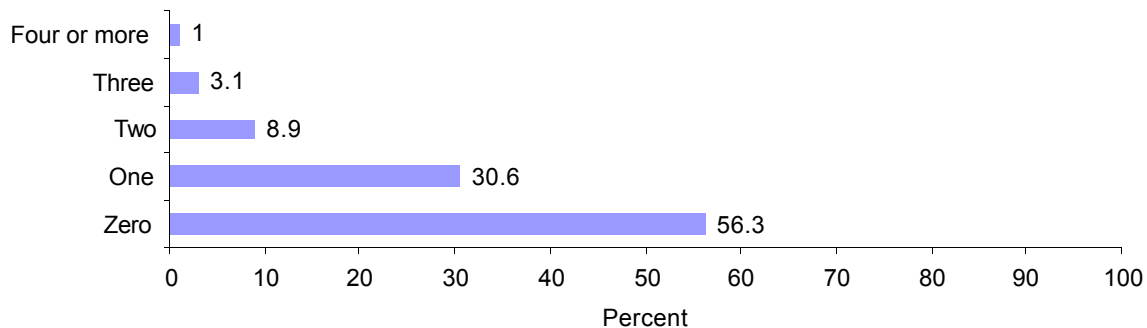
Survey respondents present a picture of a very traditional student body, with large majorities enrolling as freshmen and completing a bachelor's degree in eight semesters at age 21 or 22. The respondents were 78% Caucasian and 92% Illinois residents. Eight percent more females than males responded to the survey.

Academically, 75% of the respondents self-assessed their grade-point average as between 2.75 and 3.75. Approximately 50% of the students never changed their major, while another 30% changed majors once. Approximately 37% of the respondents reported working each semester part-time while another 41% reported working "occasionally" part-time. Approximately 63% of the respondents worked during the summer.

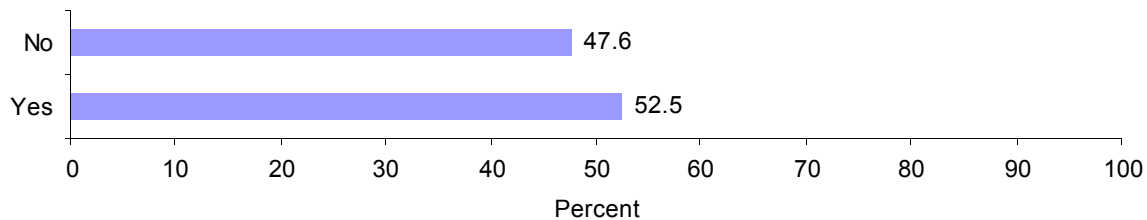
First enrolled at UIUC as:



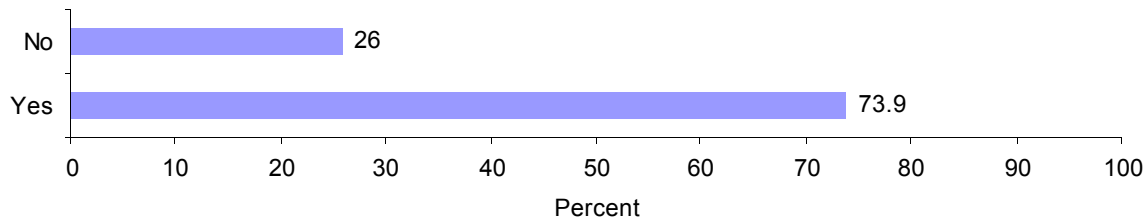
Number of times you changed major while at UIUC:



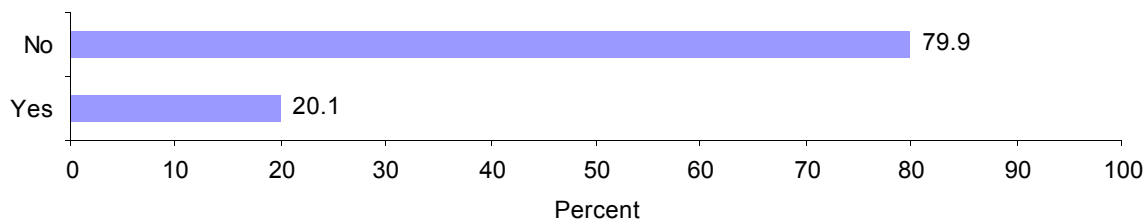
Did you change your career choice?



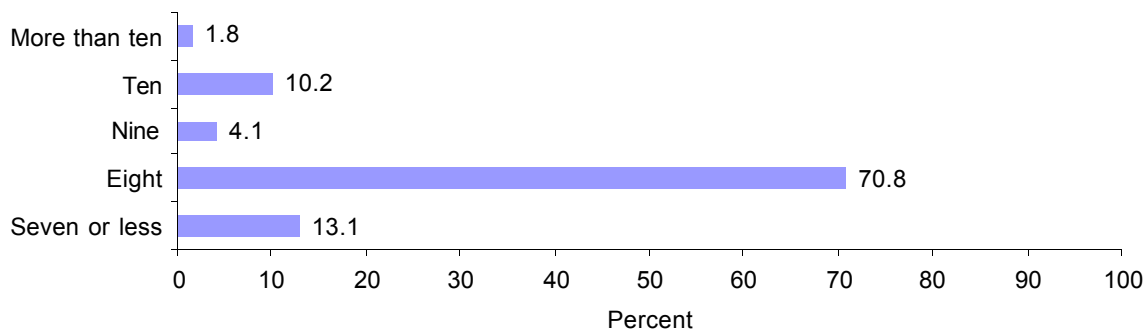
Did you participate in volunteer or community service work?



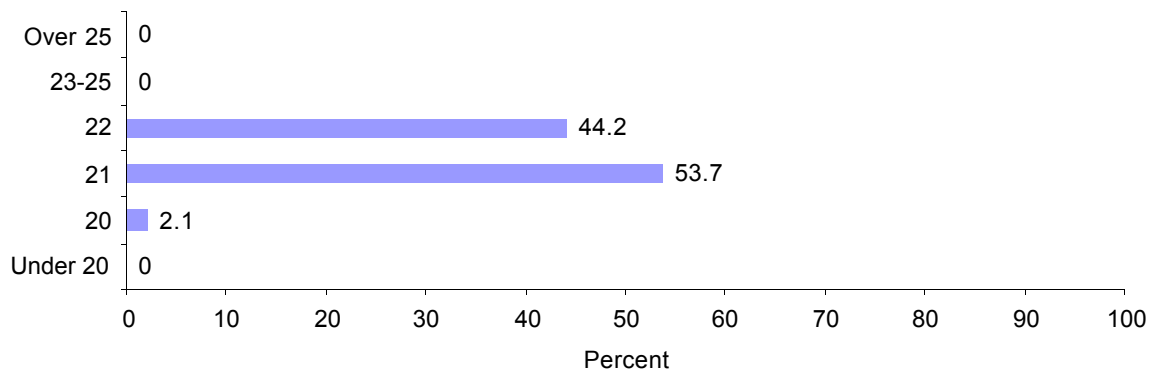
Did you seek personal counseling?



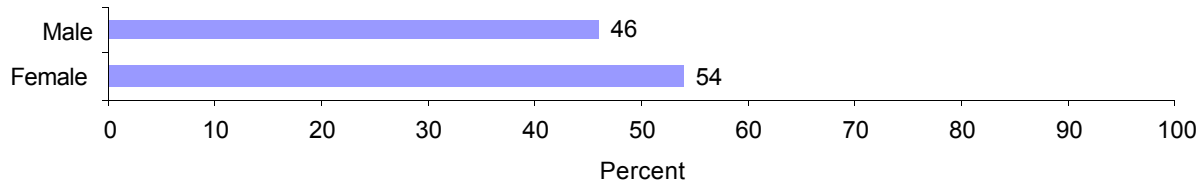
Number of semesters it took to complete your degree:



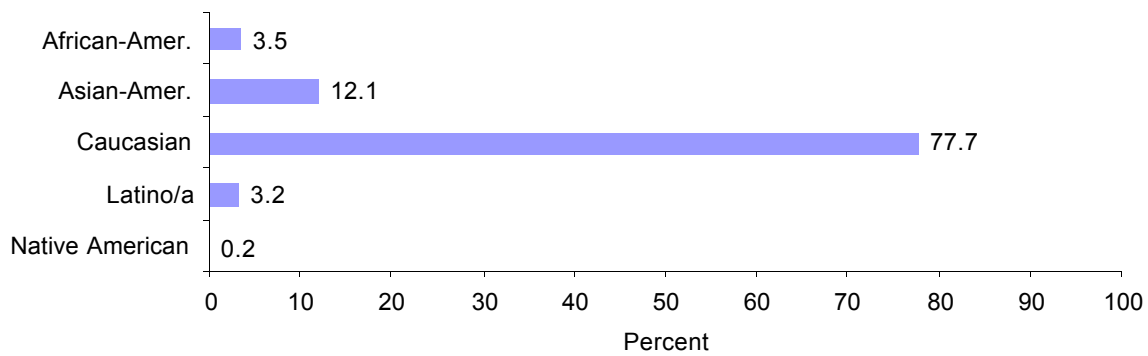
Current age:



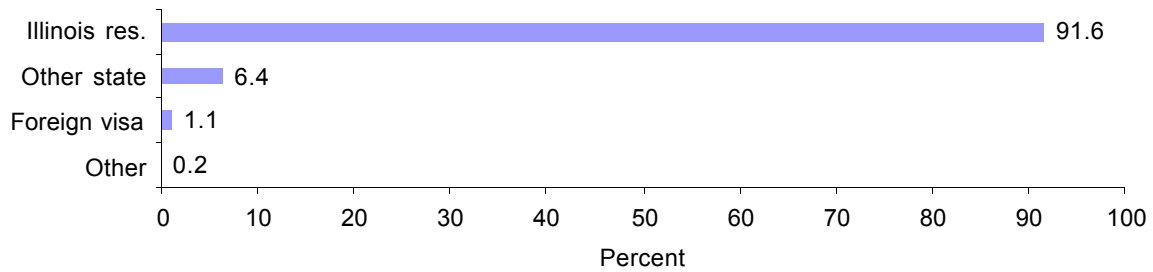
Gender:



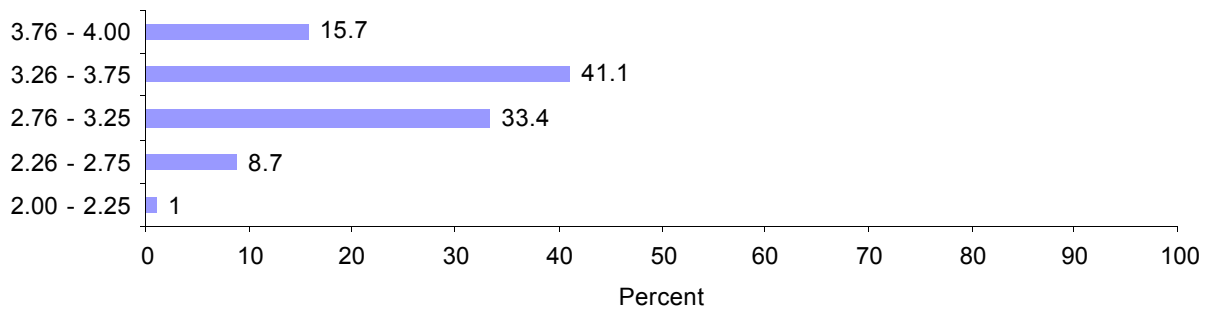
Ethnic Origin:



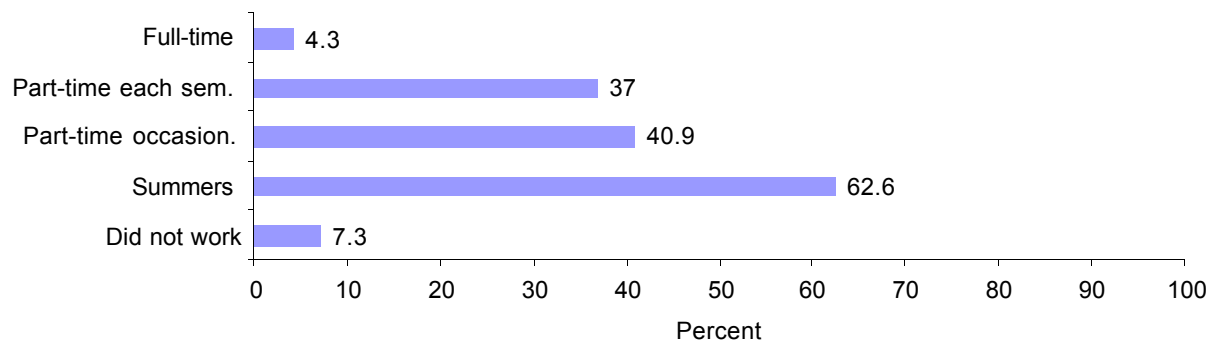
Citizenship:



Approximate GPA:



Employment while undergraduate:



Satisfaction with broad aspects of the undergraduate experience

The survey asked about senior satisfaction in three broad categories, and then, in a brief fourth 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 18 questions on the quality of teaching and facilities, access to courses and faculty, class size, and teachers' evaluation of students.
- **Campus environment** included 18 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 20 abilities, including writing, speaking, organizing time, and using technology.
- **Overall undergraduate experience** included four questions: satisfaction with the overall educational experience at UIUC, current attitude toward 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

	Mean	Frequency %				
		<i>Low</i>		<i>High</i>		
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1. Quality of teaching by faculty in your major	3.9	1	6	16	50	26
2. Quality of teaching by faculty outside your major	3.5	1	8	37	47	7
3. Quality of teaching by TAs	3.3	3	15	41	35	6
4. Quality of laboratories and classrooms	3.4	3	13	37	38	10
5. Quality of academic program advising and information	3.1	12	20	25	29	13
6. Quality of career advising and information	3.1	10	18	31	28	12
7. Access to courses and course sections in major	3.8	3	9	18	38	32
8. Access to elective courses and course sections	3.3	6	17	30	33	13
9. Process of student evaluation of teaching	3.1	8	17	35	32	8
10. Class size at the 100 and 200 course level	3.1	6	19	36	30	8
11. Class size at the 300 course level	4.1	2	4	12	45	37
12. Overall educational philosophy of your major	3.7	3	8	21	44	24
13. Fairness of student performance evaluation procedures	3.8	1	6	22	53	18
14. Usefulness of student evaluation procedures assisting students to learn	3.3	4	14	36	37	9
15. Quantity of faculty office hours	3.7	2	7	28	42	20
16. Faculty members' presence during posted office hours	4.0	1	4	20	42	32
17. Accessibility of faculty in general	3.8	2	6	22	45	25
18. Communication between faculty and students regarding student needs and concerns	3.5	4	11	29	37	18

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

- 4.1:** Class size at the 300 course level
- 4.0:** Faculty members' presence during posted office hours
- 3.9:** Quality of teaching by faculty in your major

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

- 3.1:** Quality of academic program advising and information
- 3.1:** Quality of career advising and information
- 3.1:** Class size at the 100 and 200 course level
- 3.1:** Process of student evaluation of teaching

Campus environment

	Mean	Frequency %				
		Low		High		
		1	2	3	4	5
19. Library system as a whole (both service and collections)	4.0	2	5	18	39	36
20. Campus recreation (e.g., IMPE, "WIMPE," Ice Arena, Illini Union)	4.1	2	4	13	38	43
21. It was easy to meet and get to know other students	3.8	2	8	23	39	27
22. It was easy to get involved in student groups and activities	4.0	1	5	19	40	34
23. There was exposure to different student backgrounds and cultures	3.8	3	8	20	36	32
24a. The <u>classroom</u> environment was free from racist behavior	4.1	2	5	14	35	44
24b. The <u>classroom</u> environment was free from sexist behavior	4.0	2	6	16	37	38
25a. The <u>campus</u> environment was free from racism	3.4	7	14	27	31	20
25b. The <u>campus</u> environment was free from sexism	3.5	4	12	28	33	22
26a. The University appropriately addresses problems of racism	3.4	10	10	27	32	22
26b. The University appropriately addresses problems of sexism	3.6	5	9	29	33	23
27. There were faculty of different racial/ethnic groups	3.8	5	11	18	32	34
28. You felt you were welcome at UIUC	4.1	2	4	14	34	45
29. You had someone (University employee) that you could go to for help	3.5	10	14	21	26	28
30. The "University" cared about you	2.7	17	24	31	20	7
31. You felt safe on campus	3.7	2	9	26	41	22
How valuable were:		<i>Little</i>		<i>Very</i>		
32. The existence of race/ethnic specific academic programs (e.g., Afro-American Studies, Women's Studies)	2.6	32	15	25	14	13
33. The existence of race/ethnic-specific cultural and recreational activities.	2.5	33	15	26	14	12

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

- 4.1: Campus recreation (e.g., IMPE, "WIMPE," Ice Arena, Illini Union)
- 4.1: You felt that you were welcome at UIUC
- 4.1: The classroom environment was free from racist behavior
- 4.0: The classroom environment was free from sexist behavior
- 4.0: It was easy to get involved in student groups and activities
- 4.0: Library system as a whole (both service and collections)

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

Satisfaction

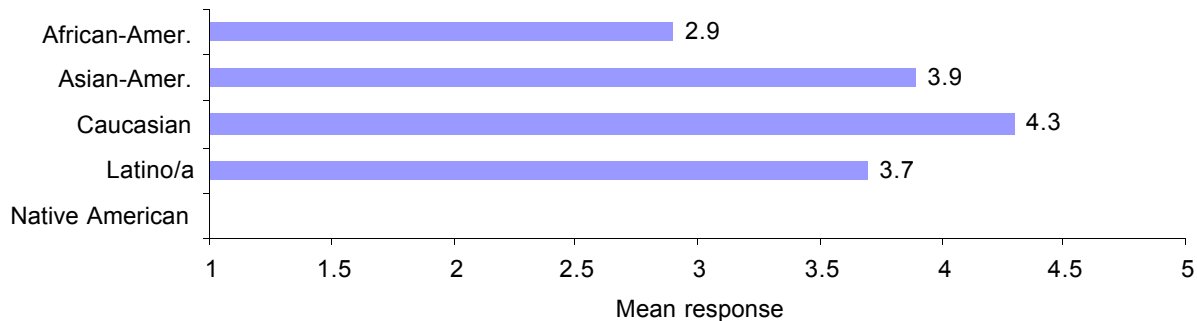
- 2.7: The "University" cared about you

Value

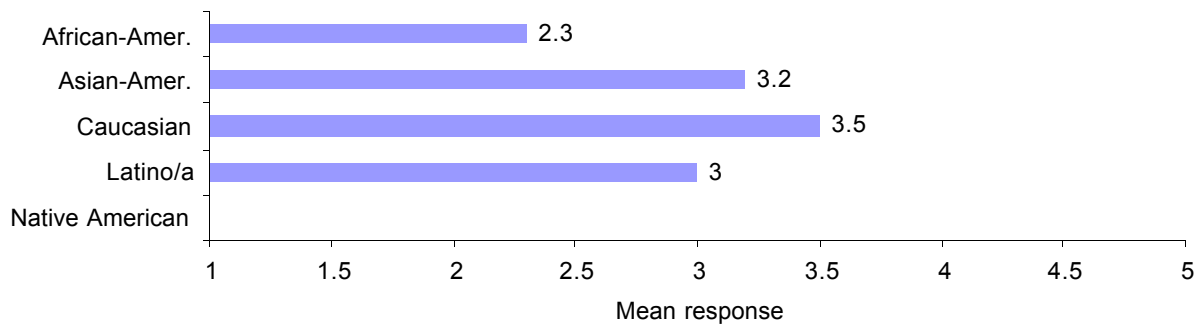
- 2.5: The existence of race/ethnic-specific cultural and recreational activities.
- 2.6: The existence of race/ethnic specific academic programs

There was a noticeable difference between the ratings on the items asking if the classroom was free from racist behavior (4.1) and if the campus was free from racism (3.4). The students also rated the value of having race/ethnic programs and activities low in comparison to the satisfaction ratings. The graphs below show some of the variation by ethnic background on these questions. (Please note, as previously indicated, that survey respondents underrepresented African-American and Latino/a respondents. The number of respondents by ethnic origin is 1,969 Caucasian, 304 Asian-American, 90 African-American, 82 Latino/a, and four Native American.)

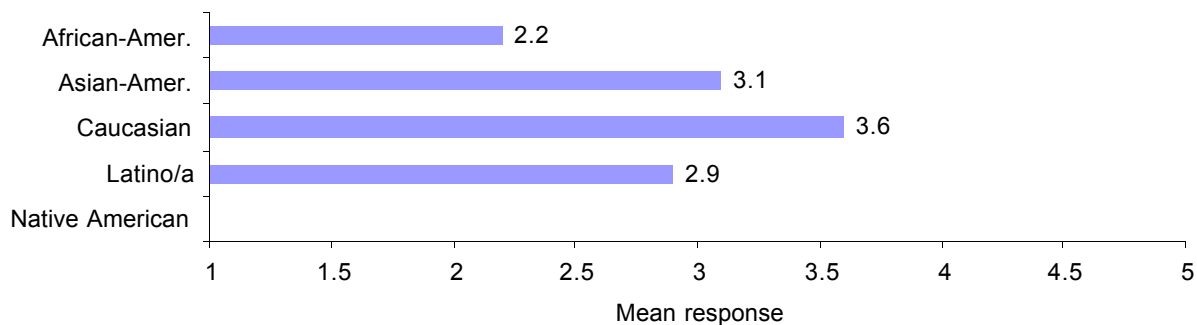
24a. The classroom environment was free from racist behavior.



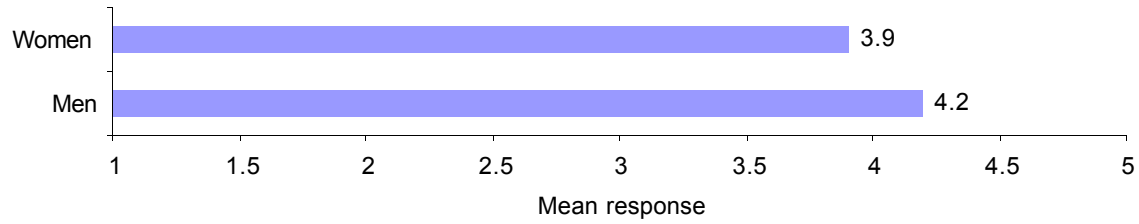
25a. The campus environment was free from racism.



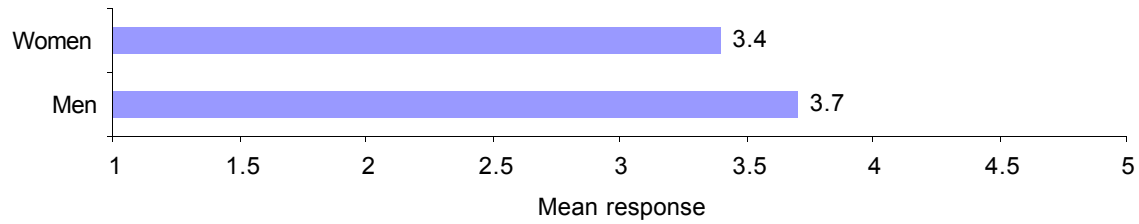
26a. The University appropriately addresses problems of racism.



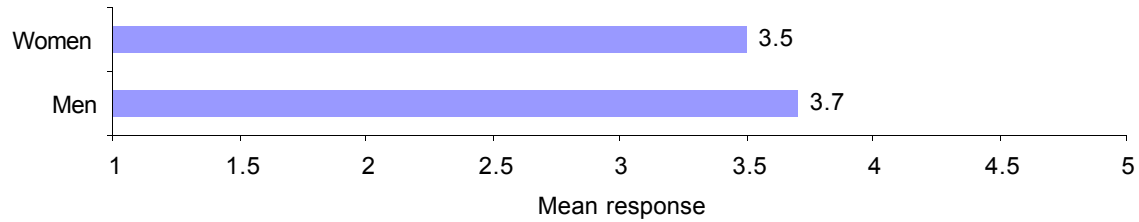
24b. The classroom environment was free from sexist behavior.



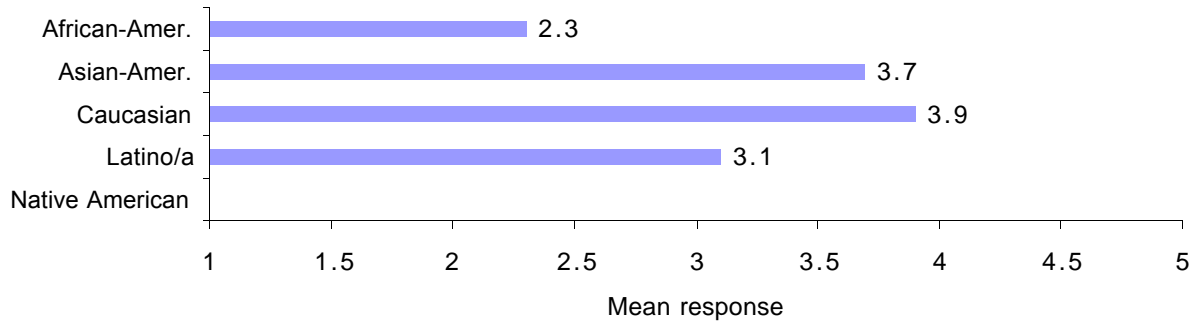
25b. The campus environment was free from sexism.



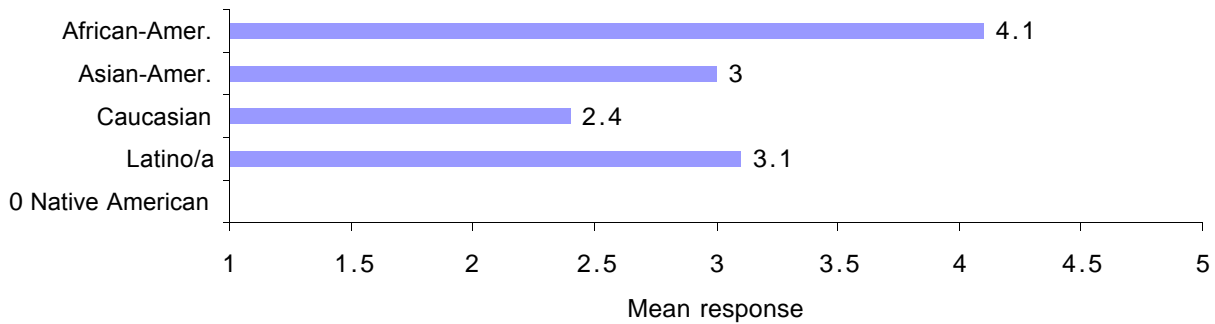
26b. The University appropriately addresses problems of sexism.



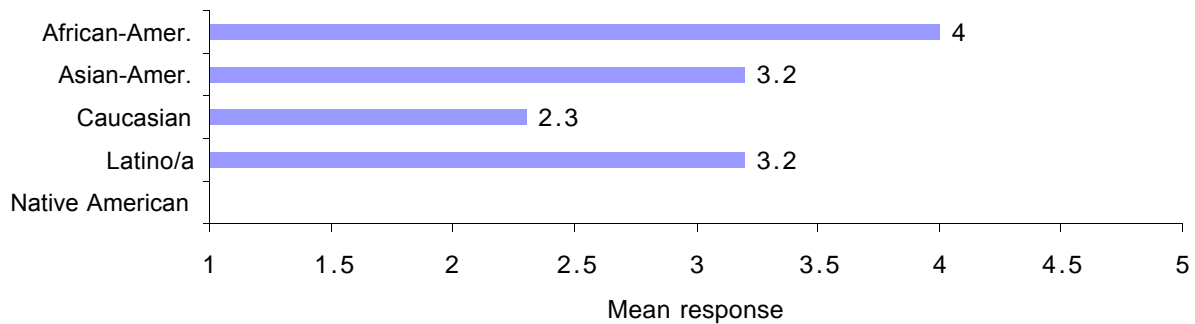
27. There were faculty of different racial/ethnic groups.



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



33. How valuable were the existence of race/ethnic-specific cultural and recreational activities?



Self-assessment of entering and exiting abilities

Entering competency level					Mean	Ability to:	Mean	Exiting competency level				
Very weak (1)	(2)	% (3)	(4)	Very strong (5)				Very weak (1)	(2)	% (3)	(4)	Very strong (5)
2	12	38	35	13	3.4	34. Write effectively	4.2	0	1	11	52	35
3	18	40	28	10	3.2	35. Speak effectively	4.1	0	2	14	48	35
1	14	42	31	10	3.3	36. Create original ideas and/or products	4.1	0	2	13	50	33
1	13	44	32	9	3.3	37. Draw conclusions after weighing evidence, facts, and ideas	4.3	0	0	5	47	47
1	14	43	31	9	3.3	38. Locate, screen, and organize information	4.4	0	1	8	46	44
5	17	32	28	17	3.3	39. Understand and appreciate cultural and ethnic differences	4.2	1	2	12	40	43
1	9	39	37	12	3.6	40. Problem solving skills	4.4	0	1	6	44	48
2	12	33	33	19	3.5	41. Get along with people whose attitudes and opinions are different from mine	4.2	0	2	10	44	43
4	15	30	27	24	3.5	42. Appreciate fine arts, music, and literature	4.0	2	5	17	33	42
6	26	38	20	9	3.0	43. Effectively use technology	4.4	0	1	7	41	50
19	24	30	17	8	2.7	44. Communicate in a language other than English	2.7	20	25	26	16	12
3	20	46	24	6	3.1	45. Understand and apply scientific principles and methods	3.8	2	9	24	35	29
3	16	40	29	10	3.2	46. Understand and apply mathematical reasoning	3.6	3	10	27	35	24
1	7	33	36	23	3.7	47. Understand values and ethical standards	4.2	1	2	12	43	42
1	9	36	35	17	3.6	48. Work cooperatively in groups	4.3	1	2	9	40	47
1	11	32	31	24	3.6	49. Learn on my own	4.5	1	1	6	32	60
4	17	35	27	14	3.3	50. Organize my time effectively	4.1	2	5	14	36	42
-	-	-	-	-	-	51. Demonstrate competency in my chosen field	4.2	0	1	11	47	39
-	-	-	-	-	-	52. Seek and obtain employment	4.0	2	6	17	35	39
-	-	-	-	-	-	53. Understand the impact of my field on the global/societal context	4.2	2	3	13	37	44

The respondents reported increases in their entering competency levels for all of the abilities listed except one (“use another language”). It is interesting to note students rated their entering technology skills slightly higher than did students in past years, while still reporting the greatest gain in that particular skill area. The abilities with the greatest difference between entering and exiting competency levels were:

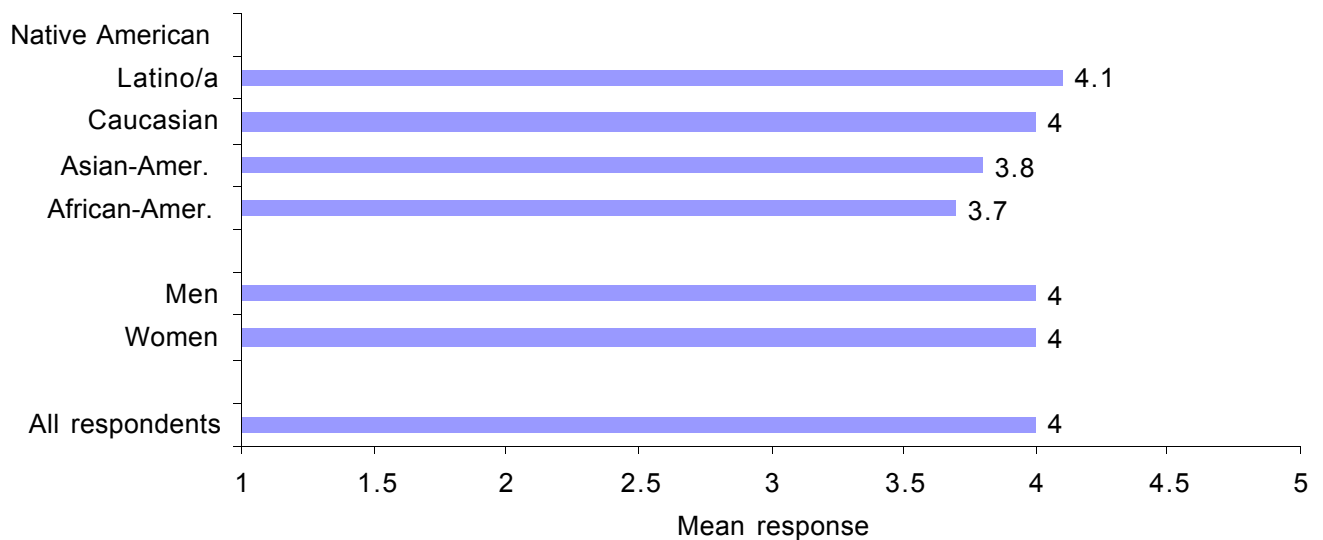
- 1.4 Effectively use technology (e.g., computers, high tech equipment)
- 1.1 Locate, screen, and organize information
- 1.0 Draw conclusions after weighing evidence, facts, and ideas
- .9 Speak effectively
- .9 Learn on my own
- .9 Understand and appreciate cultural and ethnic differences

Overall undergraduate experience

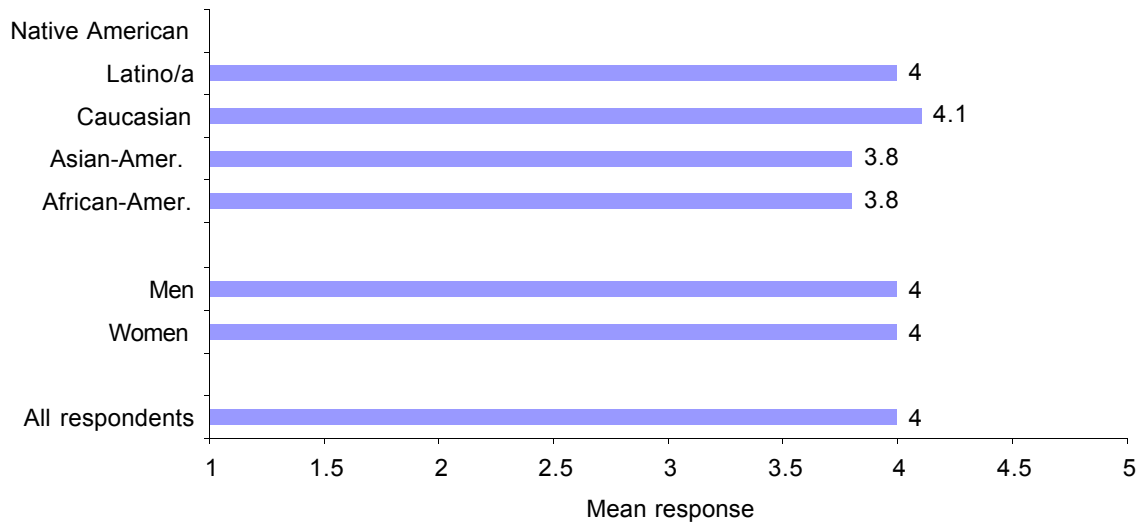
	Mean	Frequency %					
		<i>Low</i>					<i>High</i>
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	
54. Your major at UIUC	4.0	3	7	16	36	38	
55. Your overall educational experience at UIUC	4.0	1	4	15	49	30	
56. Your TOTAL experience at UIUC	4.2	1	3	11	37	47	
57. If you could start all over again, would you:							
- attend UIUC again?	86%						
- attend another institution?	14%						
- not attend college?	0%						
58. If you could start all over again, would you:							
- take same major?	58%						
- take related major?	22%						
- take different major?	20%						

All of the “overall experience” items received high satisfaction ratings. There were some variations in the overall quality ratings by ethnic background, as shown in the graphs below. Asian-American and African-American respondents gave slightly lower overall ratings than did other students.

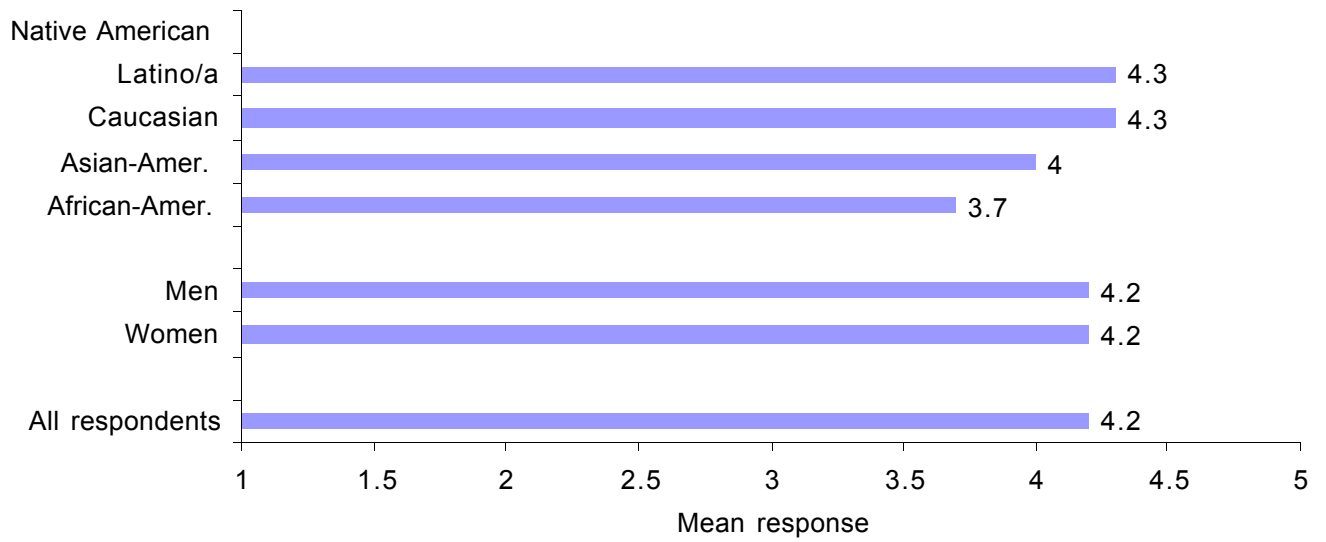
54. Please rate your major at UIUC:



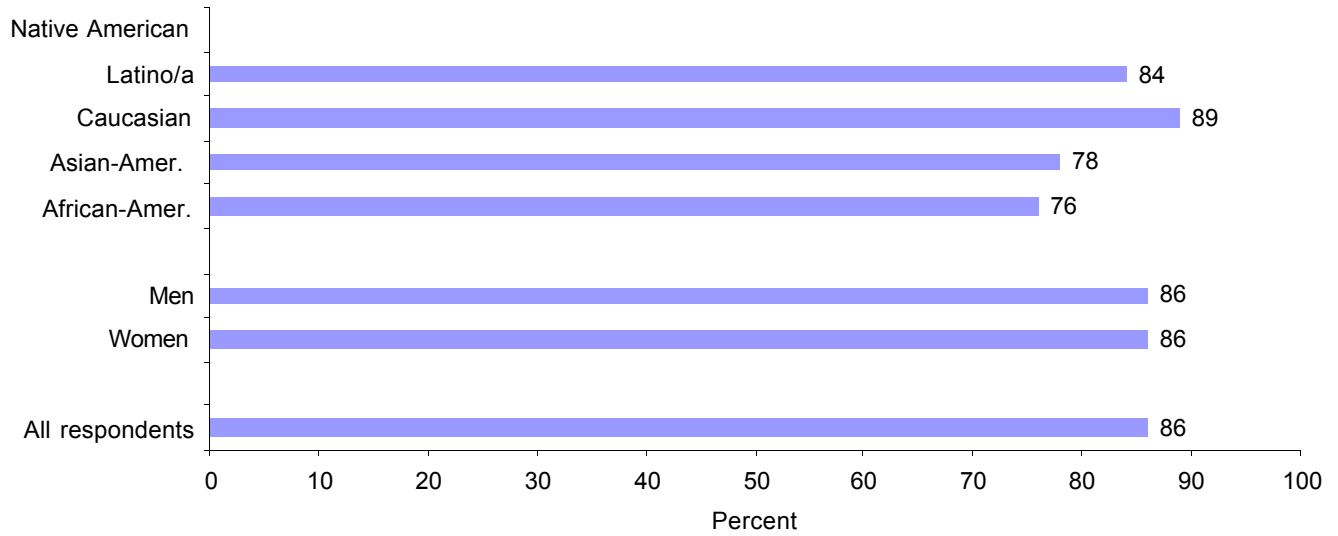
55. Your overall educational experience at UIUC:



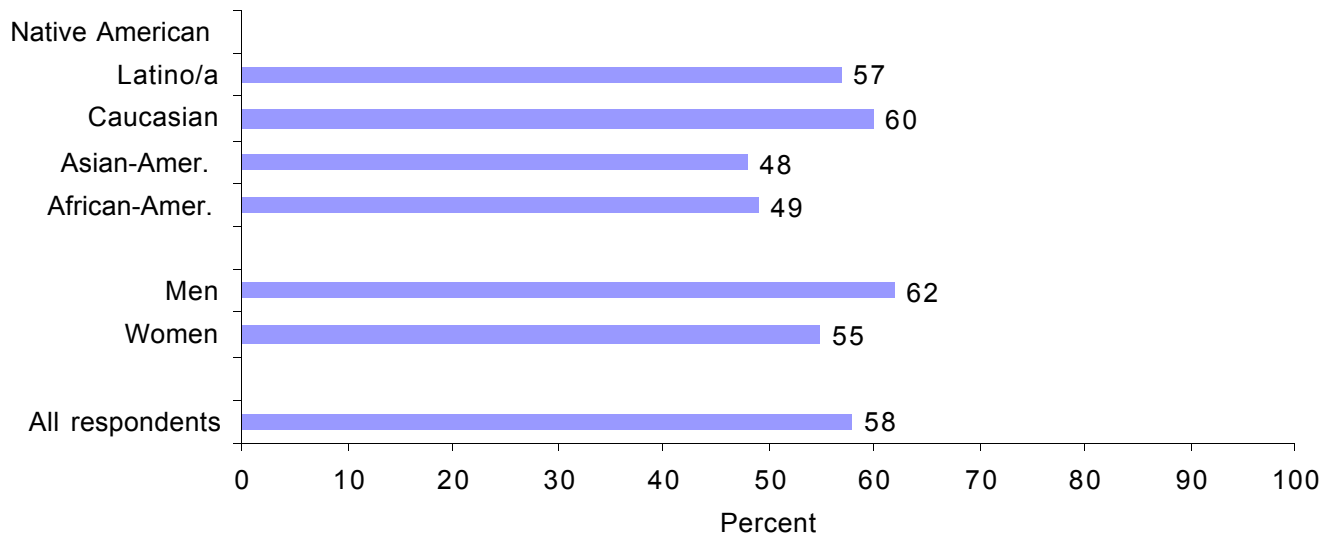
56. Your TOTAL experience at UIUC:



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



58. If you could start all over again, would you take the same major?



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

Of the 2,587 graduating seniors responding to the Senior Survey, 1,985 (77%) 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. Excellence of faculty and TAs	18
2. Variety of course offerings	12
3. Access to technology	10
4. Facilities and resources	10
5. Helpfulness and accessibility of faculty	9
6. Libraries	8
7. Advisors	8
8. Peers and other students	8
9. Extracurricular activities and organizations	7
10. Excellence of college/department/program	7
11. Helpfulness and accessibility of TAs	5
12. Vast amount of opportunities	4
13. Reputation of university	3
14. Learning environment	3
15. Cultural diversity	3
16. Career/College placement office	2
17. Study Abroad Program	2
18. Greek system	2
19. Size of campus	1
20. Undergraduate research	1

21. Use of various learning strategies 1

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

Of the 2,587 graduating seniors responding to the Senior Survey, 1,981 (77%) 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	10
2. Difficulty in getting desired courses	9
3. Classes too large	7
4. Professors/TA not caring/helpful	7
5. Program quality and requirements	7
6. Poor teaching by professors (too much emphasis on research)	6
7. Couldn't understand foreign TAs and professors	5
8. None	5
9. University too large (felt like a number)	4
10. Poor teaching by TAs	4
11. Diversity issues	3
12. Unfair/poor grading	2
13. Use of chief as university mascot	2
14. Poor attitudes of staff (administrative)	2
15. Too much bureaucracy/red tape	2
16. Difficult to take courses between colleges or transfer between colleges	1
17. Not very good support for transfer students	1
18. Poor labs and classroom facilities	1
19. Greek system	1

20. None or poorly established Career Centers/fairs

1

How has the University changed since your freshman year?

Of the 2,587 graduating seniors responding to the Senior Survey, 1,964 (76%) 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. None or very little change	15
2. Too many construction hassles	14
3. More buildings, and classroom and campus improvements	11
4. Chief concerns increased	7
5. More technology emphasis and use by students and faculty	6
6. Made personal changes	5
7. Sports are better	4
8. More university rules (especially regarding drinking)	4
9. More students, too crowded	3
10. University seems smaller due to personal growth	2
11. University is more expensive	2
12. More “anti-Greek” policies	1
13. University is doing more for students	1
14. More ethnic diversity	1
15. More university resources and opportunities	1
16. University life is “less fun”	1
17. Campus has become more segmented	1

COMPARISON TO PREVIOUS YEARS - Demographics of Respondents

This section of the report will compare 2001 Senior Survey results to responses recorded in 1990, 1996, and 2000.

Satisfaction with broad aspects of the undergraduate experience

Following is a listing of item mean scores for common items administered in previous years. Item mean scores were similar to those of the previous year. Only one item (#20. Campus recreation) showed a change of more than one-tenth of a rating point as it went from a mean of 4.4 to 4.1.

<u>2001</u>	<u>2000</u>	<u>1996</u>	<u>1990</u>	
3.9	3.9	3.9	3.8	1. Quality of teaching by faculty in your major
3.5	3.6	3.5	3.5	2. Quality of teaching by faculty outside your major
3.3	3.4	3.2	3.2	3. Quality of teaching by TAs
3.4	3.4	3.4	3.3	4. Quality of laboratories and classrooms
3.1	3.1	-	-	5. Quality of academic program advising and information
3.1	3.1	-	-	6. Quality of career advising and information
3.8	3.9	4.1	3.8	7. Access to courses and course sections in major
3.3	3.3	3.6	3.5	8. Access to elective courses and course sections
3.1	3.2	3.0	3.2	9. Process of student evaluation of teaching
3.1	3.2	3.0	2.9	10. Class size at the 100 and 200 course level
4.1	4.1	4.0	3.9	11. Class size at the 300 course level
3.7	3.8	3.8	3.7	12. Overall educational philosophy of major
3.8	3.8	3.7	3.7	13. Fairness of student performance evaluation procedures
3.3	3.3	3.2	3.1	14. Usefulness of evaluation procedures to learning
3.7	3.7	3.5	-	15. Quantity of faculty office hours
4.0	4.0	3.9	-	16. Faculty members' presence during posted office hours
3.8	3.9	3.6	-	17. Accessibility of faculty in general
3.5	3.5	-	-	18. Communication between faculty and students regarding student needs and concerns
4.0	4.0	-	-	19. Library system as a whole
4.1	4.4	-	-	20. Campus recreation (e.g., IMPE, WIMPE, Illini Union)
3.8	3.9	3.7	3.8	21. Easy to meet and get to know other students
4.0	3.9	3.8	3.7	22. Easy to get involved in student groups, activities
3.8	4.1	3.7	3.5	23. Exposure to different backgrounds and cultures
4.1	4.1	3.9	4.0	24a. <u>Classroom</u> environment free from racist behavior
4.0	4.0	3.8	3.8	24b. <u>Classroom</u> environment free from sexist behavior
3.4	3.3	2.8	2.9	25a. <u>Campus</u> environment free from racism
3.5	3.4	3.3	3.0	25b. <u>Campus</u> environment free from sexism
3.4	3.4	3.1	3.2	26a. University appropriately addresses racism
3.6	3.5	3.4	3.2	26b. University appropriately addresses sexism
3.8	-	-	-	27. There were faculty of different racial/ethnic groups
4.1	4.1	3.8	3.8	28. Felt that you were welcome at UIUC
3.5	3.4	3.3	3.1	29. Had someone you could go to for help
2.7	2.7	2.5	2.3	30. "University" cared about you
3.7	3.7	3.1	3.3	31. You felt safe on campus
2.6	-	-	-	32. The existence of racial/ethnic-specific academic programs
2.5	-	-	-	33. The existence of racial/ethnic-specific activities
4.0	4.0	4.1	3.9	54. Please rate your major at UIUC
4.0	4.0	4.0	3.9	55. Your overall educational experience at UIUC
4.2	4.2	4.0	3.8	56. Your TOTAL experience at UIUC

Student Ratings of Entering and Exiting Abilities

The students' ratings of their exiting abilities are significantly higher than their entering ratings in all years the items were used. The average rating increase across abilities was +.8 in 2001, which was about the same as previous years. Three abilities (underlined) reported entering/exiting gains of at least one rating point.

2001			1998			1996			Ability
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	
3.4	4.2	.8	3.4	4.2	.8	3.5	4.1	.6	Write effectively
3.2	4.1	.9	3.2	4.1	.9	3.2	4.0	.8	Speak effectively
3.3	4.1	.8	3.4	4.2	.8	3.5	4.0	.5	Create original ideas
3.3	4.3	<u>1.0</u>	3.4	4.5	1.1	3.6	4.3	.7	Draw conclusions
3.3	4.4	<u>1.1</u>	3.4	4.4	1.0	3.5	4.3	.8	Locate/organize info
3.3	4.2	.9	3.3	4.2	.9	3.2	4.0	.8	Appreciate differences
3.6	4.4	.9	3.5	4.4	.9	-	-	-	Problem solving skills
3.5	4.2	.7	3.6	4.2	.6	3.5	4.1	.6	Get along with others
3.5	4.0	.5	3.5	4.0	.5	3.4	3.9	.5	Appreciate fine arts
3.0	4.4	<u>1.4</u>	2.8	4.4	1.6	2.8	4.2	1.4	Use technology
2.7	2.7	0	2.7	2.7	0	2.6	2.6	0	Use another language
3.1	3.8	.7	3.1	3.8	.7	3.2	3.8	.6	Understand science
3.2	3.6	.3	3.3	3.7	.4	3.3	3.7	.4	Understand math
3.7	4.2	.5	3.8	4.2	.4	-	-	-	Understand values/ethics
3.6	4.3	.7	3.6	4.3	.7	3.6	4.3	.7	Work in groups
3.6	4.5	.9	3.7	4.5	.8	3.8	4.5	.7	Learn on own
3.3	4.1	.8	3.3	4.1	.8	3.4	4.2	.8	Organize time effectively
-	4.2	-	-	3.8	-	-	4.3	-	Demonstrate competency
-	4.0	-	-	4.1	-	-	4.0	-	Seek/obtain employment
-	4.2	-	-	4.2	-	-	-	-	Understand context

Satisfaction with the campus environment

The tables below show response pattern changes for respondents with different ethnic backgrounds to several questions regarding racism on campus and in the classroom. Similar to past years, African-American students continue to give the lowest ratings.

24a. The classroom environment was free from racist behavior:

	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1997</u>	<u>1990</u>
Caucasian	4.3	4.2	4.1	4.2	4.0	4.0
Asian-American	3.9	3.9	3.9	3.8	3.6	3.8
African-American	2.9	2.7	3.0	2.9	3.1	2.6
Latino/a	3.7	3.7	3.8	3.6	3.3	3.7
Native American	-	-	-	-	4.0	-

25a. The campus environment was free from racism:

	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1997</u>	<u>1990</u>
Caucasian	3.5	3.4	3.3	3.1	3.0	2.9
Asian-American	3.2	2.9	3.1	2.9	2.6	2.7
African-American	2.3	2.1	2.3	2.1	2.3	2.0
Latino/a	3.0	3.0	3.1	2.6	2.3	2.6
Native American	-	-	-	-	-	3.0

26a. The University appropriately addresses problems of racism:

	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1997</u>	<u>1990</u>
Caucasian	3.6	3.5	3.6	3.4	3.3	3.3
Asian-American	3.1	3.0	3.2	3.1	2.9	2.9
African-American	2.2	2.4	2.4	2.3	2.4	2.5
Latino/a	2.9	3.2	3.3	2.8	2.6	3.2
Native American	-	-	-	-	2.3	-

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. Both men and women gave noticeably lower ratings regarding the existence of sexism on campus compared to the previous year.

24b. The classroom environment was free from sexist behavior:

	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1997</u>	<u>1990</u>
Women	3.9	3.8	3.8	3.7	3.6	3.6
Men	4.2	4.2	4.1	4.1	4.0	3.9

25b. The campus environment was free from sexism:

	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1997</u>	<u>1990</u>
Women	3.4	3.8	3.3	3.2	3.1	2.9
Men	3.7	4.2	3.6	3.5	3.4	3.2

26b. The University appropriately addresses problems of sexism:

	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1997</u>	<u>1990</u>
Women	3.5	3.4	3.5	3.4	3.3	3.2
Men	3.7	3.7	3.7	3.7	3.5	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 students appeared to be less satisfied than did other students.

54. Satisfaction with your major:

	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1997</u>	<u>1990</u>
All Respondents	4.0	4.0	4.0	4.0	4.0	3.9
Women	4.0	4.0	4.0	4.0	4.0	4.0
Men	4.0	4.0	4.0	4.1	4.0	3.9
Caucasian	4.0	4.1	4.1	4.1	4.1	4.0
Asian-American	3.8	3.7	3.7	3.9	3.7	3.8
African-American	3.7	3.7	3.8	3.6	3.8	3.7
Latino/a	4.1	3.9	4.0	3.8	4.3	4.0
Native American	-	-	-	-	-	4.3

55. Satisfaction with overall educational experience at UIUC:

	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1997</u>	<u>1990</u>
All Respondents	4.0	4.0	4.0	4.0	4.0	3.8
Women	4.0	4.1	4.1	4.0	4.0	3.9
Men	4.0	4.0	4.0	3.9	3.9	3.7
Caucasian	4.1	4.1	4.1	4.0	4.0	3.8
Asian-American	3.8	3.8	3.9	3.8	3.7	3.7
African-American	3.8	3.6	3.7	3.7	3.9	3.7
Latino/a	4.0	4.3	4.1	4.0	4.1	3.8
Native American	-	-	-	-	4.7	-

56. Satisfaction with TOTAL experience at UIUC:

	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1997</u>	<u>1990</u>
All Respondents	4.2	4.2	4.3	4.2	4.1	3.9
Women	4.2	4.2	4.3	4.3	4.1	3.9
Men	4.2	4.2	4.2	4.1	4.0	3.9
Caucasian	4.3	4.2	4.1	4.2	4.1	3.9
Asian-American	4.0	4.1	3.9	4.1	3.8	3.9
African-American	3.7	3.8	3.7	3.8	3.8	3.9
Latino/a	4.3	4.3	4.1	4.3	4.1	3.6
Native American	-	-	-	-	4.3	-

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

	<u>2001</u>	<u>2000</u>	<u>1999</u>	<u>1998</u>	<u>1997</u>	<u>1990</u>
All Respondents	86%	86%	86%	85%	84%	85%
Women	86	86	87	87	84	88
Men	86	85	84	82	83	83
Caucasian	89	87	88	87	86	86
Asian-American	78	82	78	78	74	79
African-American	76	63	76	72	73	70
Hispanic/Latino	84	92	86	82	79	79
Native American	-	-	-	-	100	-