2004 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 2004 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 4,521 seniors, 2,020, or approximately 45%, 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

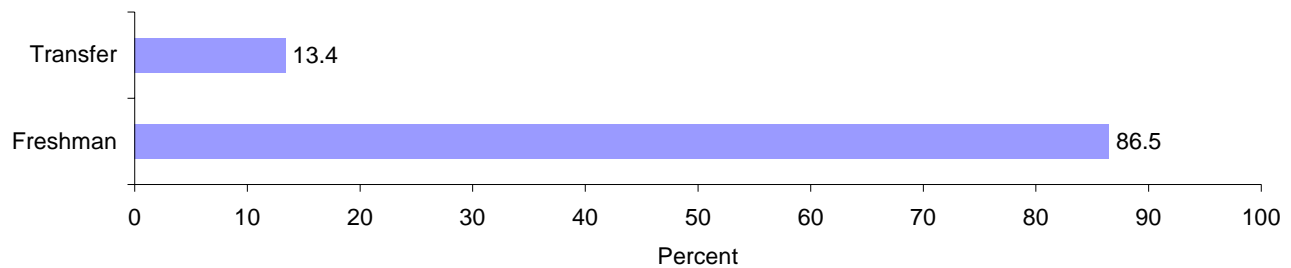|	Respondents	All Seniors
Gender		
Female	60.1	50.8
Male	40.0	49.2
Ethnic Origin		
Caucasian	75.0	72.4
Latino/a	3.5	4.7
African-American	5.3	5.4
Asian-American	12.0	14.2
Native American	.3	.2
Unknown	3.9	3.1
College of Graduation		
ACES	9.8	8.2
Applied Life Studies	7.0	6.6
Business	13.9	14.5
Communications	4.8	4.5
Education	2.7	3.4
Engineering	16.1	16.1
Fine & Applied Arts	6.3	6.9
Liberal Arts & Sciences	38.3	39.1
Aviation	.6	.7

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.
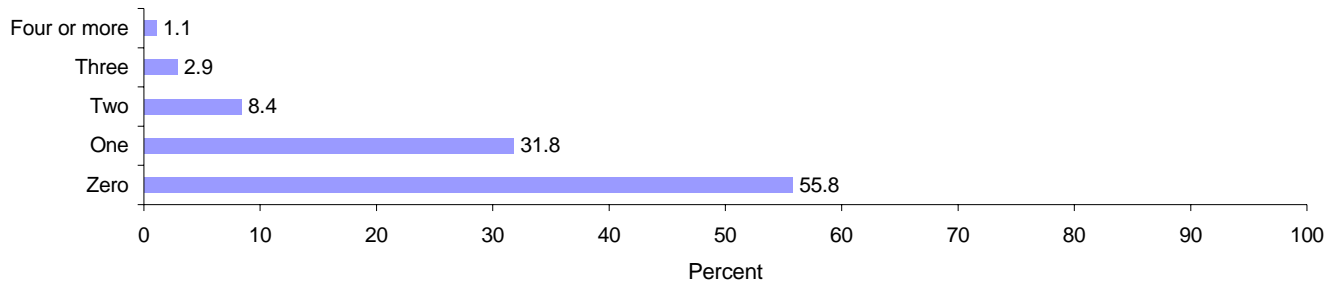
Demographics

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 75% Caucasian and 92% Illinois residents. Twenty percent more females than males responded to the survey.

Academically, 74% of the respondents self-assessed their grade-point average as between 2.75 and 3.75. Approximately 56% of the students never changed their major, while another 32% changed majors once. Approximately 37% of the respondents reported working each semester part-time while another 40% reported working "occasionally" part-time. Approximately 59% of the respondents worked during the summer.

First enrolled at UIUC as:

	Percent
Transfer	13.4
Freshman	86.5

Number of times you changed major while at UIUC:

	Percent
Four or more	1.1
Three	2.9
Two	8.4
One	31.8
Zero	55.8

Did you change your career choice?

	Percent
No	41.4
Yes	58.6
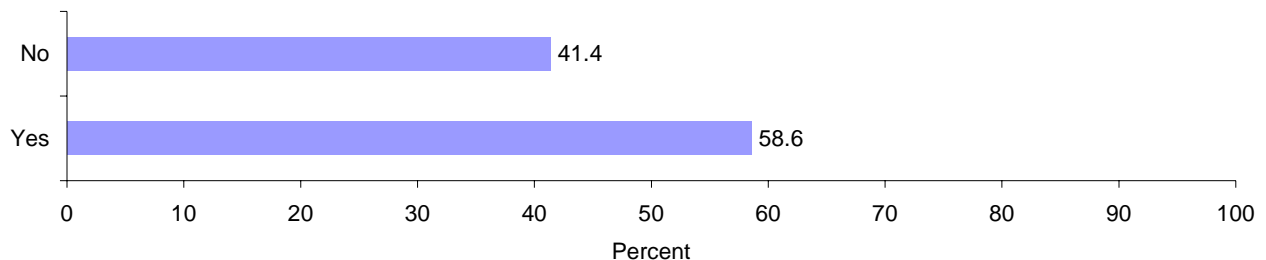
Did you participate in volunteer or community service work?

	Percent
No	23.3
Yes	76.7
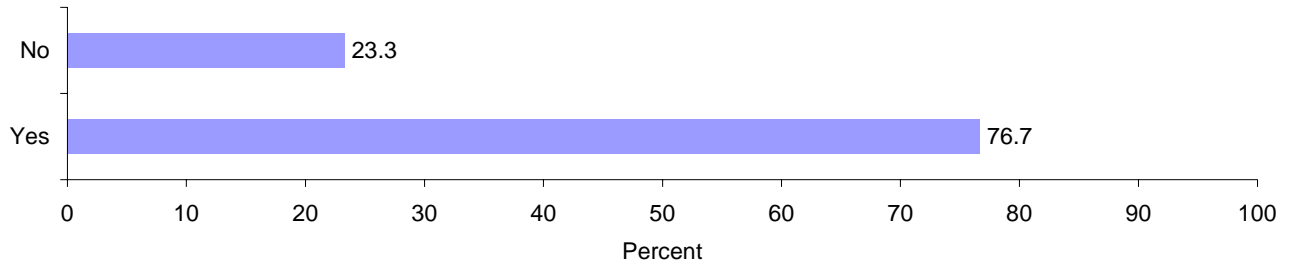
Did you seek personal counseling?

	Percent
No	77
Yes	23
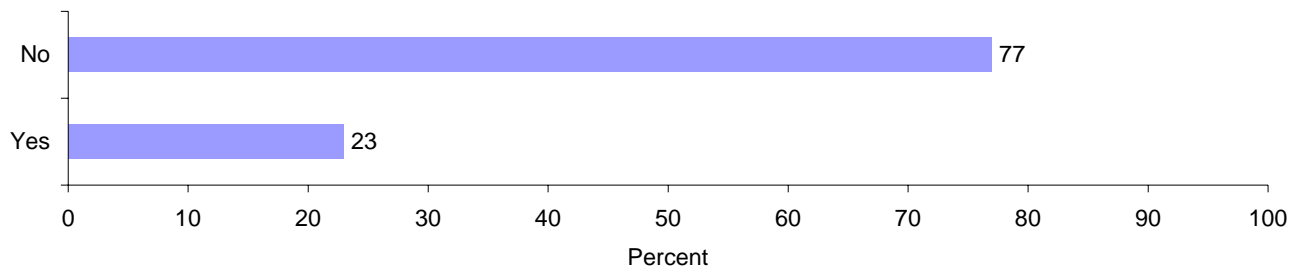
Number of semesters it took to complete your degree:

	Percent
More than ten	1.2
Ten	9.7
Nine	3.4
Eight	72.9
Seven or less	12.7

Current age:

	Percent
Over 25	2.6
23-25	11.8
22	44.8
21	39.5
20	1.3
Under 20	0.2

Gender:

Category	Percent
Male	40
Female	60.1

Percent

Ethnic Origin:

Category	Percent
African-Amer.	5.3
Asian-Amer.	12
Caucasian	75
Latino/a	3.5
Native American	0.3

Percent

Citizenship:

Category	Percent
Illinois res.	91.6
Other state	6.5
Foreign visa	1.8
Other	0.2

Percent

Approximate GPA:

Category	Percent
3.76 - 4.00	19.1
3.26 - 3.75	42.9
2.76 - 3.25	30.6
2.26 - 2.75	6.9
2.00 - 2.25	0.6

Percent
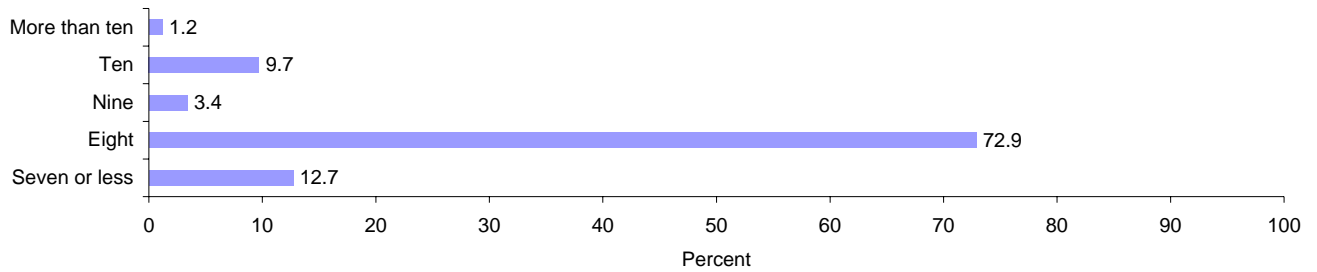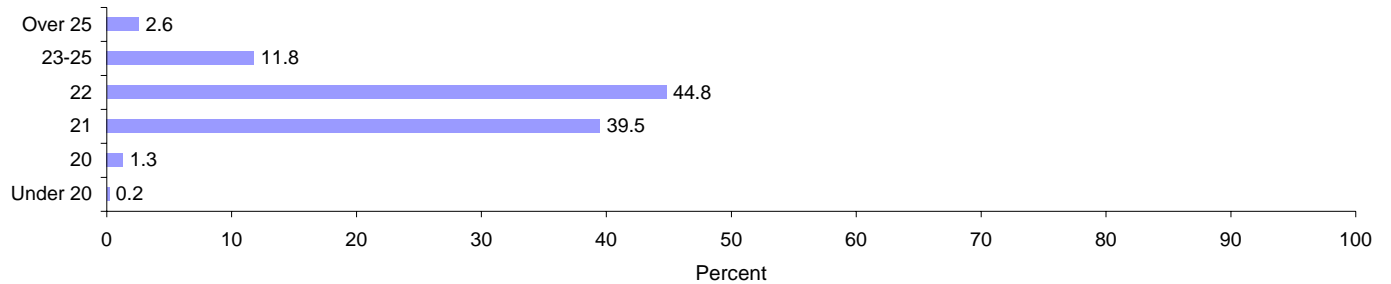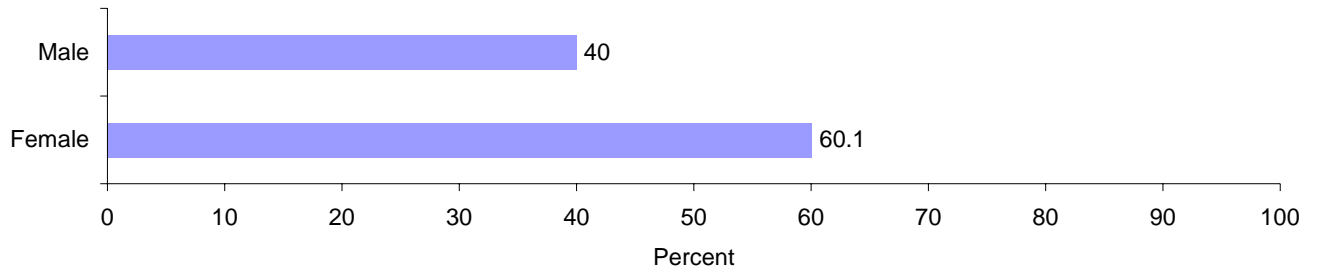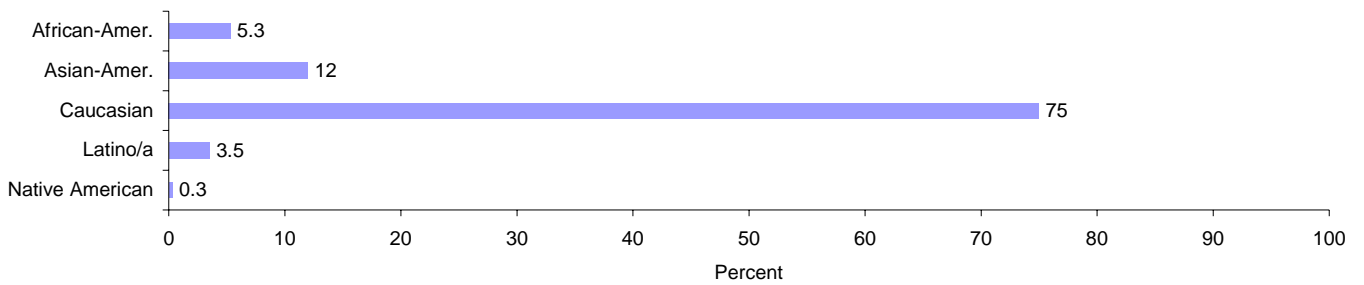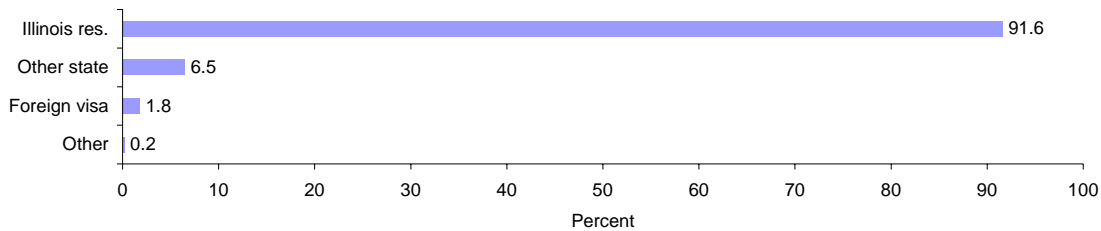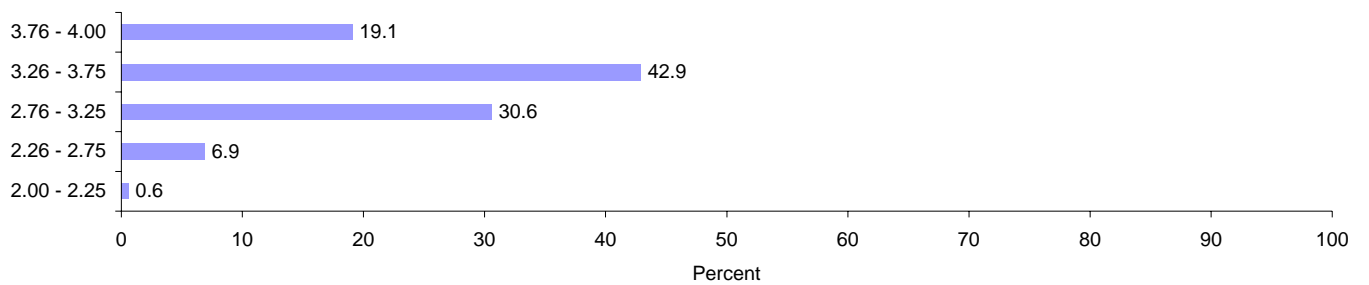
Employment while undergraduate:

Full-time — 3.9
Part-time each sem. — 36.7
Part-time occasion. — 40.3
Summers — 58.5
Did not work — 9.9

Percent (x-axis: 0 to 100)
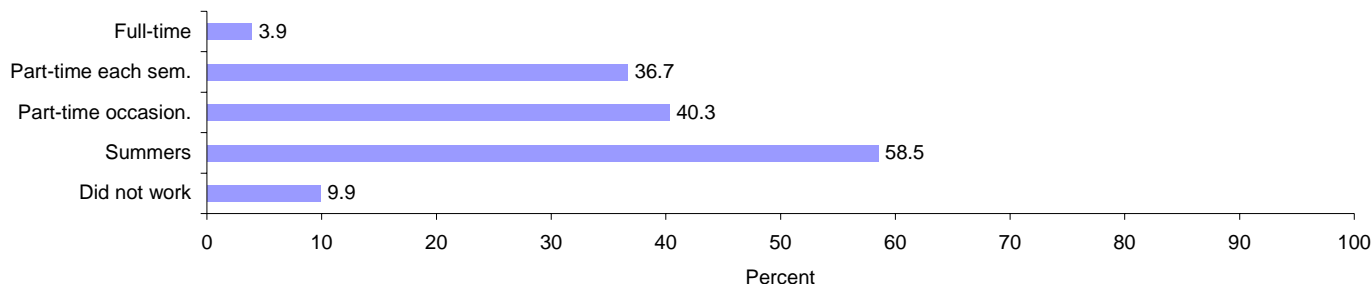
Satisfaction with Broad Aspects of the Undergraduate Experience

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 20 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 20 abilities, including writing, speaking, organizing time, and using technology.

General Education Requirements included seven questions about student experiences in courses taken to fulfill the campus General Education requirements.

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

	Mean	Frequency % *Satisfaction*				
		Low 1	2	3	4	*High* 5
1. Quality of teaching by faculty in your major	4.0	1	5	14	50	29
2. Quality of teaching by faculty outside your major	3.6	1	6	35	48	9
3. Quality of teaching by TAs	3.3	3	13	40	36	7
4. Quality of laboratories and classrooms	3.3	3	13	37	37	9
5. Quality of academic program advising and information	3.3	10	17	25	29	18
6. Quality of career advising and information	3.2	10	17	30	29	13
7. Access to courses and course sections in major	3.8	4	10	20	36	30
8. Access to elective courses and course sections	3.3	5	18	32	31	13
9. Process of student evaluation of teaching	3.2	5	15	36	33	10
10. Class size at the 100 and 200 course level	3.2	7	17	34	32	9
11. Class size at the 300 course level	4.1	1	5	13	45	36
12. Overall educational philosophy of your major	3.8	3	6	20	45	26
13. Fairness of student performance evaluation procedures	3.8	1	5	23	50	20
14. Usefulness of student evaluation procedures assisting students to learn	3.4	3	11	35	39	12
15. Quantity of faculty office hours	3.7	2	7	28	42	22
16. Faculty members' presence during posted office hours	4.0	1	3	20	42	33
17. Accessibility of faculty in general	3.9	1	5	22	44	27
18. Communication between faculty and students regarding student needs and concerns	3.7	3	8	26	43	20
19. Library system as a whole (both service and collections)	4.1	1	4	17	38	39
20. Campus recreation (e.g., IMPE, "WIMPE," Ice Arena)	3.7	4	10	20	39	26

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

4.1: Class size at the 300 course level
4.1: Library system as a whole
4.0: Faculty members' presence during posted office hours
4.0: Quality of teaching by faculty in your major

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

3.2: Quality of career advising and information
3.2: Class size at the 100 and 200 course level
3.2: Process of student evaluation of teaching

Campus Environment

	Mean	Frequency % Satisfaction				
		Low 1	2	3	4	*High* 5
21. It was easy to meet and get to know other students	3.8	2	7	22	38	29
22. It was easy to get involved in student groups and activities	4.0	1	6	17	39	36
23. There was exposure to different student backgrounds and cultures	3.9	3	6	18	37	35
24a. The <u>classroom</u> environment was free from racist behavior	4.1	2	6	14	34	43
24b. The <u>classroom</u> environment was free from sexist behavior	4.0	2	6	17	36	38
25a. The <u>campus</u> environment was free from racism	3.5	8	12	25	30	24
25b. The <u>campus</u> environment was free from sexism	3.6	5	11	26	32	25
26a. The University appropriately addresses problems of racism	3.5	9	10	25	32	23
26b. The University appropriately addresses problems of sexism	3.6	5	8	27	33	25
27. There were faculty of different racial/ethnic groups	3.9	5	7	17	32	38
28. You felt you were welcome at UIUC	4.1	1	4	16	33	46
29. You had someone (University employee) that you could go to for help	3.6	7	12	22	28	31
30. The "University" cared about you	2.8	16	21	37	20	9
31. You felt safe on campus	3.6	3	10	26	39	21
32. Your instructors' uses of web-based course mgmt tools (for example, WebCT, Blackboard, Mallard)	3.8	3	6	21	43	26

How valuable were:		Value				
		Little 1	2	3	4	*Very* 5
33. The existence of race/ethnic-specific academic programs (e.g., Afro-American Studies, Women's Studies)	2.8	25	14	26	17	16
34. The existence of race/ethnic-specific cultural and recreational activities	2.8	25	14	28	17	14
35. Your Discovery course(s) (if you took one)	3.2	19	9	31	19	23
36. Your instructors' uses of web-based course mgmt tools (for example, WebCT, Blackboard, Mallard)	3.7	5	8	23	36	26

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

> **4.1:** You felt that you were welcome at UIUC
> **4.1:** The <u>classroom</u> environment was free from racist behavior

For all respondents, the items with the lowest satisfaction (or value) ratings in this section were:
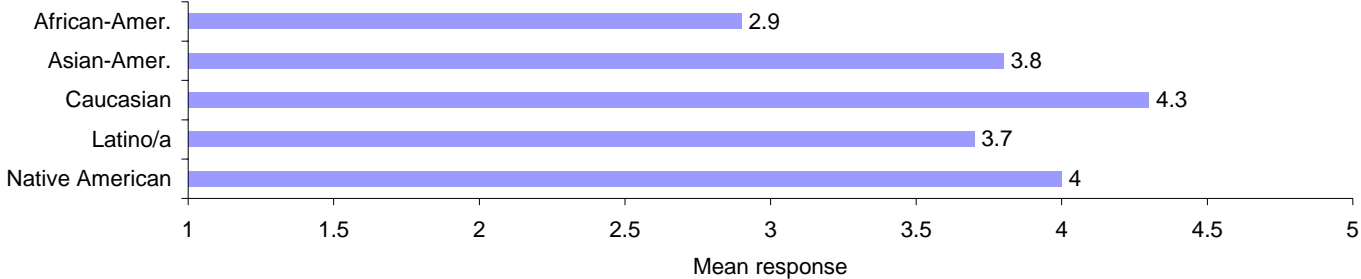
<u>Satisfaction</u>
> **2.8:** The "University" cared about you

<u>Value</u>
> **2.8:** The existence of race/ethnic-specific cultural and recreational activities
> **2.8:** 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 (3.5). The graphs below show some of the variation by ethnic background on these questions. Caucasian students rated the value of having race/ethnic programs and activities lower than did students in the other ethnic groups, with African-American students giving the highest ratings. (Please note, as previously indicated, that survey respondents underrepresented African-American and Latino/a respondents. The number of respondents by ethnic origin is 1,502 Caucasian, 241 Asian-American,106 African-American, 69 Latino/a, and six Native Americans.) Women continue to rate items on the existence of sexism in the classroom and on campus lower than did men.

24a. The <u>classroom</u> environment was free from racist behavior.

African-Amer. 2.9
Asian-Amer. 3.8
Caucasian 4.3
Latino/a 3.7
Native American 4

Mean response

25a. The <u>campus</u> environment was free from racism.

African-Amer. 2.2
Asian-Amer. 3.3
Caucasian 3.6
Latino/a 3.2
Native American 3.8

Mean response

8

26a. The University appropriately addresses problems of racism.

Group	Mean response
African-Amer.	2.3
Asian-Amer.	3.3
Caucasian	3.6
Latino/a	3.1
Native American	3.7

Mean response

24b. The <u>classroom</u> environment was free from sexist behavior.

Group	Mean response
Women	3.9
Men	4.2

Mean response

25b. The <u>campus</u> environment was free from sexism.

Group	Mean response
Women	3.5
Men	3.8

Mean response

26b. The University appropriately addresses problems of sexism.

Group	Mean response
Women	3.5
Men	3.8

Mean response

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

Group	Mean response
African-Amer.	2.2
Asian-Amer.	3.9
Caucasian	4.1
Latino/a	3.2
Native American	3.8

Mean response

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

Group	Mean response
African-Amer.	4.2
Asian-Amer.	3.2
Caucasian	2.6
Latino/a	3.7
Native American	2.7

Mean response

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

Group	Mean response
African-Amer.	4.1
Asian-Amer.	3.4
Caucasian	2.5
Latino/a	3.5
Native American	2.8

Mean response
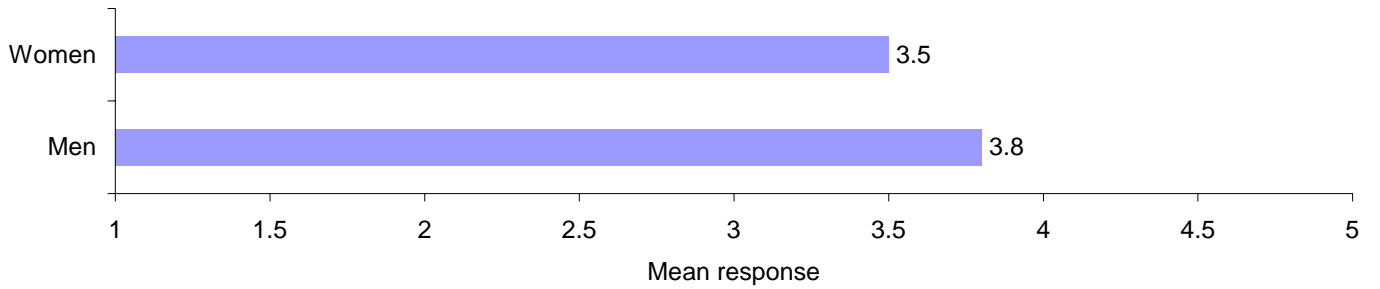
Self-Assessment of Entering and Exiting Abilities

| 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	11	27	36	14	**3.5**	37. Write effectively	**4.2**	0	1	9	53	36
2	16	42	29	11	**3.3**	38. Speak effectively	**4.1**	1	2	13	49	35
1	12	42	32	12	**3.4**	39. Create original ideas and/or products	**4.1**	1	1	12	51	34
1	11	44	33	10	**3.3**	40. Draw conclusions after weighing evidence, facts, and ideas	**4.3**	0	0	6	45	47
1	12	41	33	11	**3.4**	41. Locate, screen, and organize information	**4.3**	0	0	7	47	44
4	15	33	28	20	**3.4**	42. Understand and appreciate cultural and ethnic differences	**4.2**	1	2	11	36	49
1	8	37	40	12	**3.5**	43. Problem solving skills	**4.3**	0	1	7	46	44
2	10	30	36	20	**3.6**	44. Get along with people whose attitudes and opinions are different from mine	**4.2**	1	2	9	44	42
4	13	30	28	24	**3.5**	45. Appreciate fine arts, music, and literature	**4.0**	2	5	16	34	41
4	16	37	29	12	**3.2**	46. Effectively use technology	**4.3**	0	1	9	42	47
18	24	31	17	8	**2.7**	47. Communicate in a language other than English	**2.8**	16	23	27	18	14
4	17	45	26	7	**3.1**	48. Understand and apply scientific principles and methods	**3.7**	3	9	24	35	27
4	15	40	29	10	**3.2**	49. Understand and apply mathematical reasoning	**3.6**	4	10	27	35	22
1	6	32	36	23	**3.7**	50. Understand values and ethical standards	**4.2**	0	1	12	44	42
1	8	32	38	18	**3.6**	51. Work cooperatively in groups	**4.3**	1	1	9	42	45
1	10	31	32	24	**3.6**	52. Learn on my own	**4.5**	0	1	6	33	59
3	15	34	30	16	**3.3**	53. Organize my time effectively	**4.1**	1	4	14	37	42
						54. Demonstrate competency in my chosen field	**4.2**	1	1	10	49	37
						55. Seek and obtain employment	**3.8**	4	6	21	36	31
						56. Understand the impact of my field on the global/societal context	**4.1**	2	3	14	36	42

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:

     1.1   Effectively use technology (e.g., computers, high tech equipment)
     1.0   Draw conclusions after weighing evidence, facts, and ideas
     .9   Locate, screen, and organize information
     .9   Learn on my own

Comparison of Entering and Exiting Abilities

Figure showing a line chart comparing Entering and Exiting mean ratings across various abilities: 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. Y-axis is Mean Rating from 1 to 5.
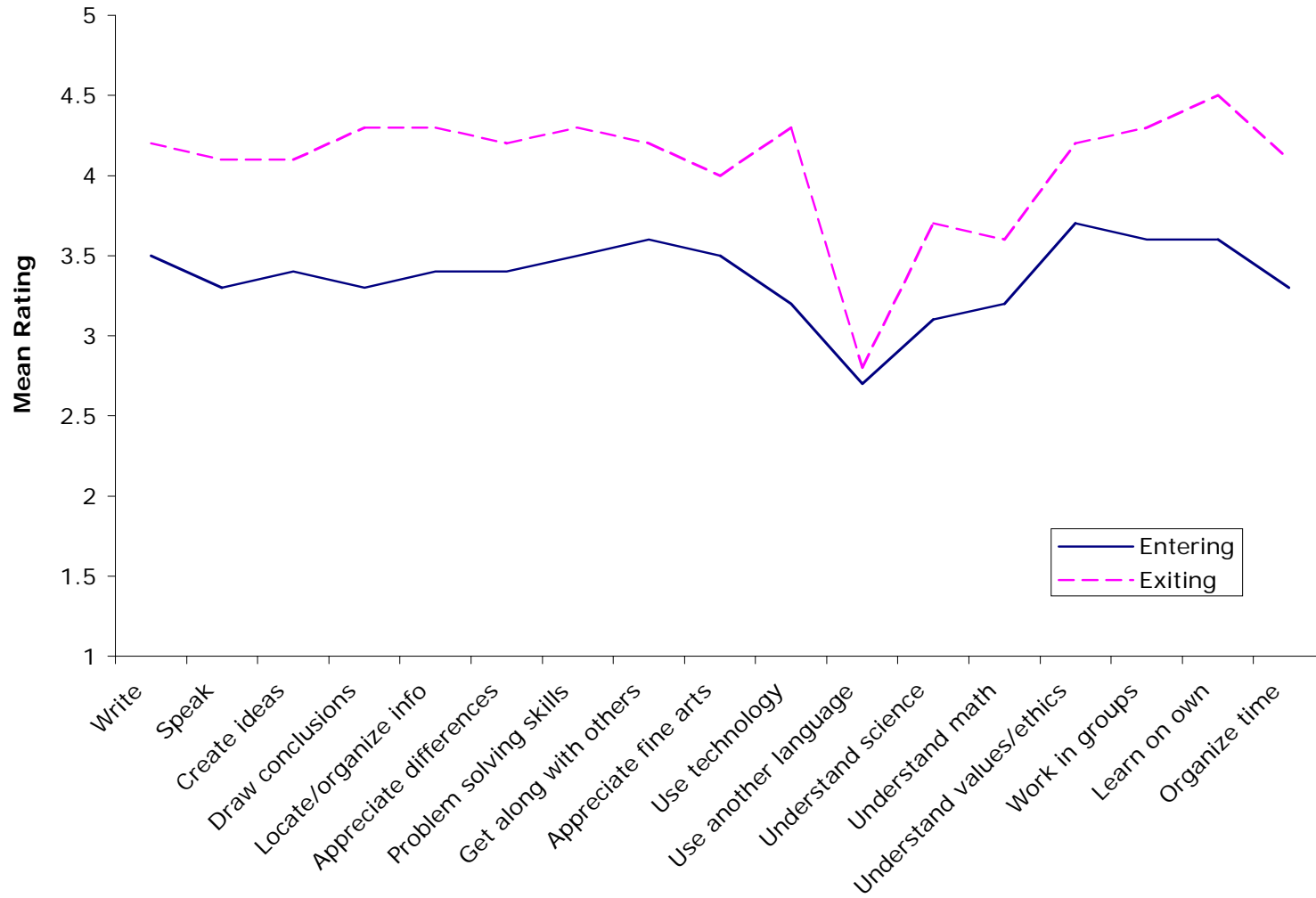
57. How much would you say your required General Education (GEN ED) courses contributed to gains in ANY of the abilities presented in Items 37-56?

	Percent
A great deal	8.2
-	22.9
Somewhat	41
-	18.2
Not at all	8.1

Percent
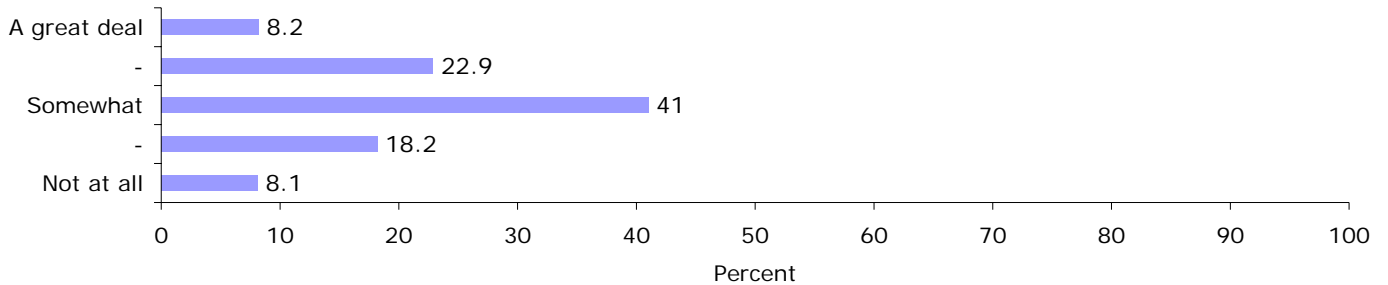
58. When did you complete the majority of your GEN ED requirements?

	Percent
Sophomore	46.5
Junior	38.5
Senior	13.7

Percent
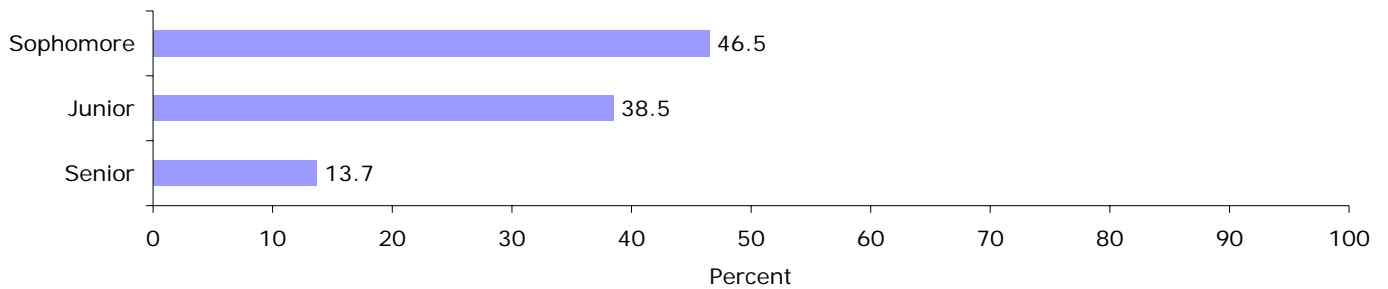
59. Did your experience in any GEN ED course encourage you to choose a major in the same discipline?

	Percent
Yes	9.9
Somewhat	16.8
No	71.7

Percent

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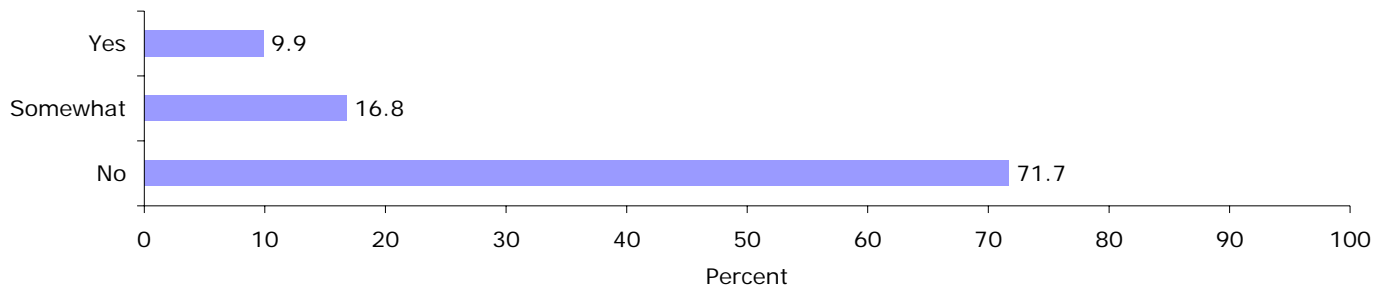
60. Did your experience in any GEN ED course encourage you to minor in or take another course in the same discipline?

Response	Percent
Yes	21.7
Somewhat	17.1
No	59.8
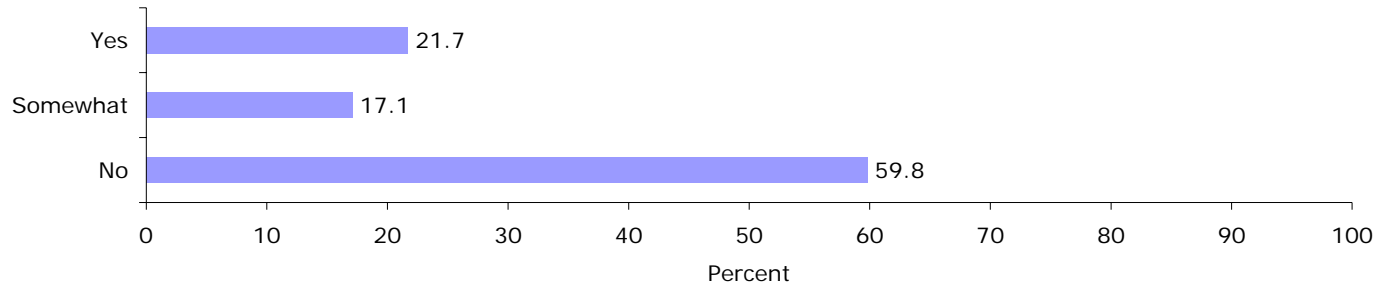
61. After you enrolled at UIUC, how many courses did you take an another institution (community college, or other university) to fulfill a GEN ED requirement?

Response	Percent
More than three	5.6
Three	6.4
Two	15.7
One	16.3
None	56
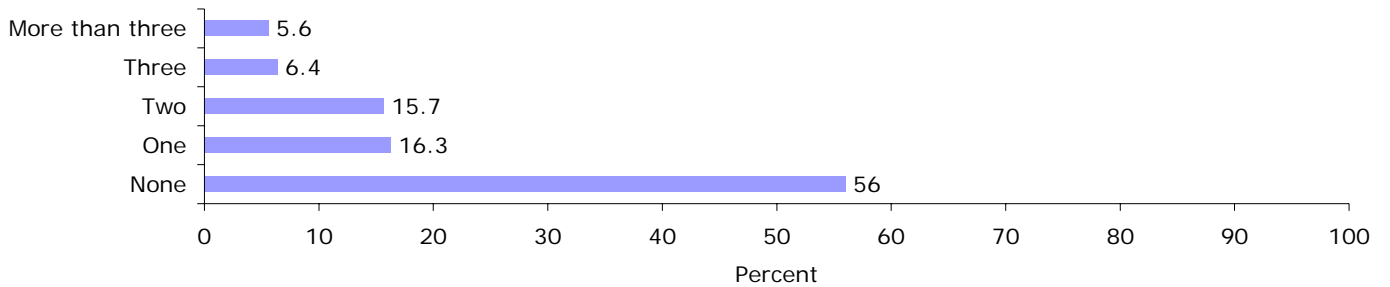
63. Looking back over my entire undergraduate career, I would rate my experience in GEN ED as: (Mean = 3.3)

Response	Percent
Highly valuable	3.8
Valuable	16.3
Of some value	36.9
Of little value	32.7
Of no value	10.2

15
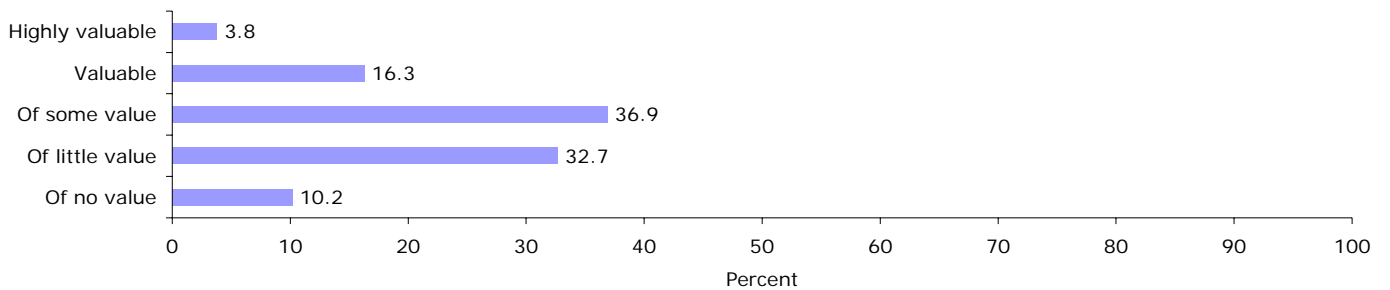
Mean GEN ED Experience Ratings by College

College	Mean rating
TOTAL	3.3
LAS	3.4
FAA	3.2
ENGR	3.1
EDU	3.3
COMM	3.6
BUS	3.3
ALS	3.3
ACES	3.1
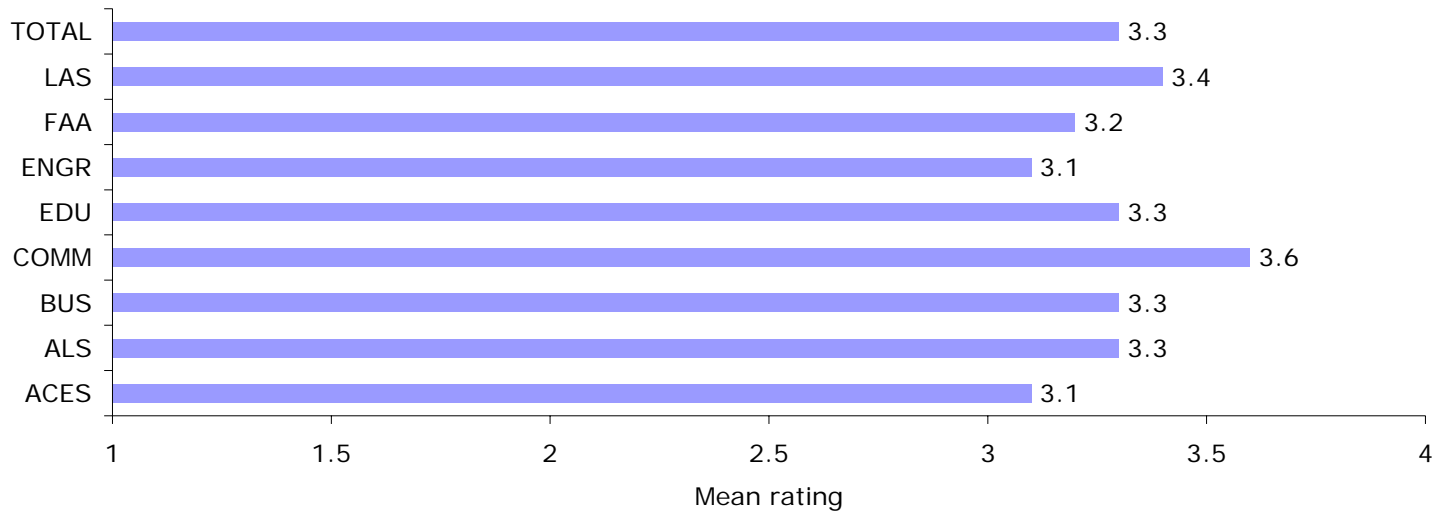
Overall Undergraduate Experience

	Mean	Frequency %				
		Satisfaction				
		Low				High
		1	2	3	4	5
64. Your major at UIUC	4.0	3	5	14	39	39
65. Your overall educational experience at UIUC	4.0	1	3	13	50	31
66. Your TOTAL experience at UIUC	4.2	1	3	11	37	46

67. If you could start all over again, would you:
- attend UIUC again?   87%
- attend another institution?   13%
- not attend college?   0%

68. If you could start all over again, would you:
- take same major?   60%
- take related major?   21%
- take different major?   19%

For the second consecutive year, 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. Native-American, Asian-American and African-American respondents gave slightly lower overall ratings than did other students.

64. Please rate your major at UIUC:
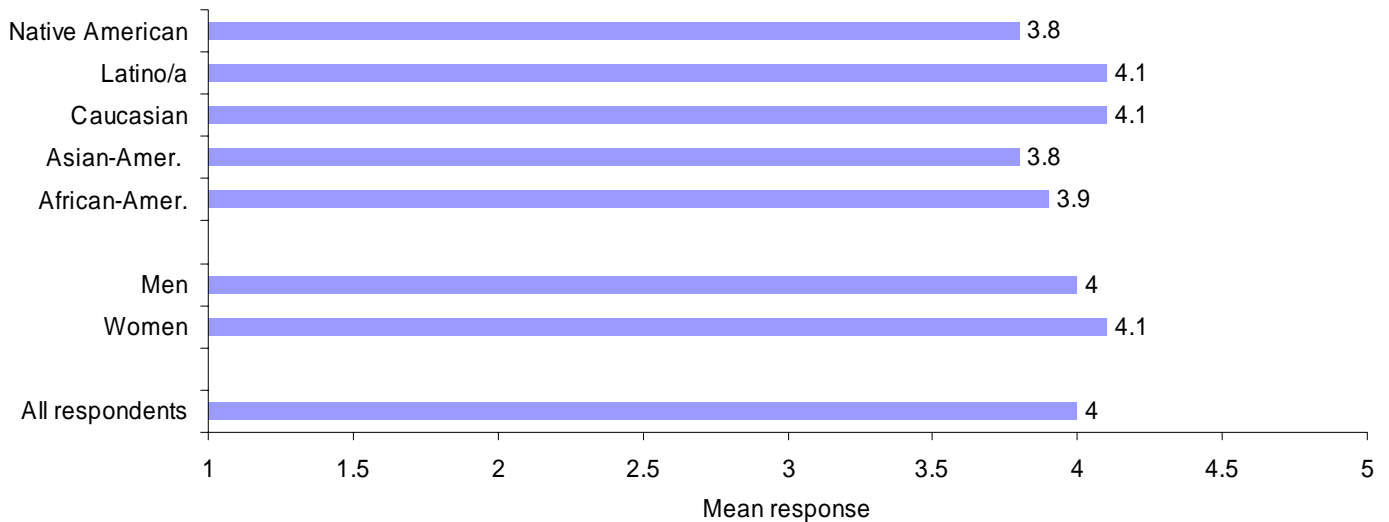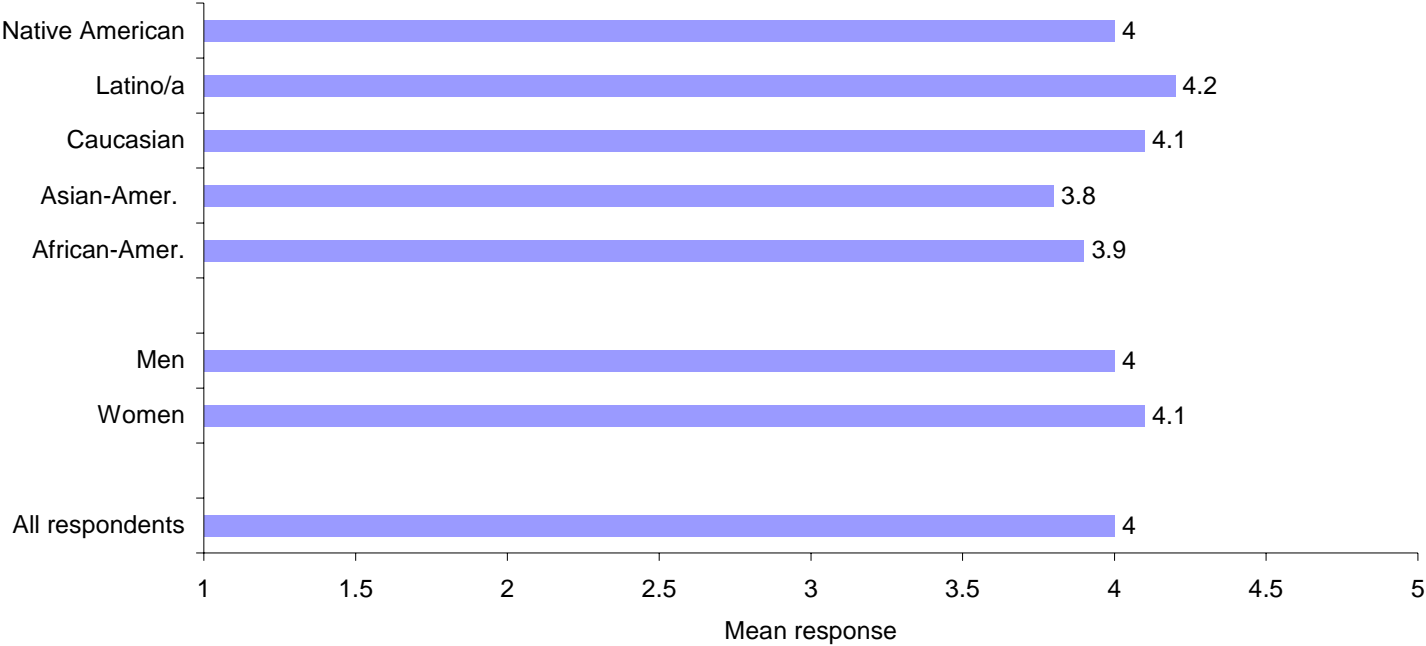
Category	Mean response
Native American	3.8
Latino/a	4.1
Caucasian	4.1
Asian-Amer.	3.8
African-Amer.	3.9
Men	4
Women	4.1
All respondents	4

17

65. Your overall educational experience at UIUC:

Group	Mean response
Native American	4
Latino/a	4.2
Caucasian	4.1
Asian-Amer.	3.8
African-Amer.	3.9
Men	4
Women	4.1
All respondents	4

Mean response

66. Your TOTAL experience at UIUC:

Group	Mean response
Native American	4.2
Latino/a	4.2
Caucasian	4.2
Asian-Amer.	4
African-Amer.	3.8
Men	4.1
Women	4.2
All respondents	4.2

Mean response

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

Category	Percent
Native American	100
Latino/a	88
Caucasian	88
Asian-Amer.	80
African-Amer.	82
Men	86
Women	87
All respondents	87
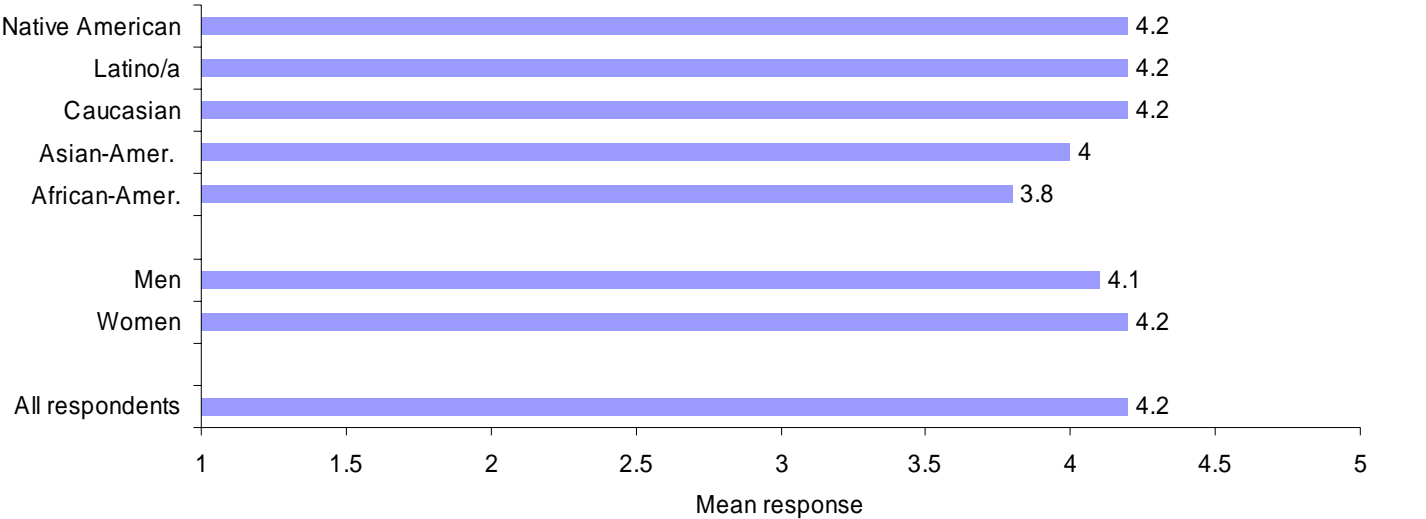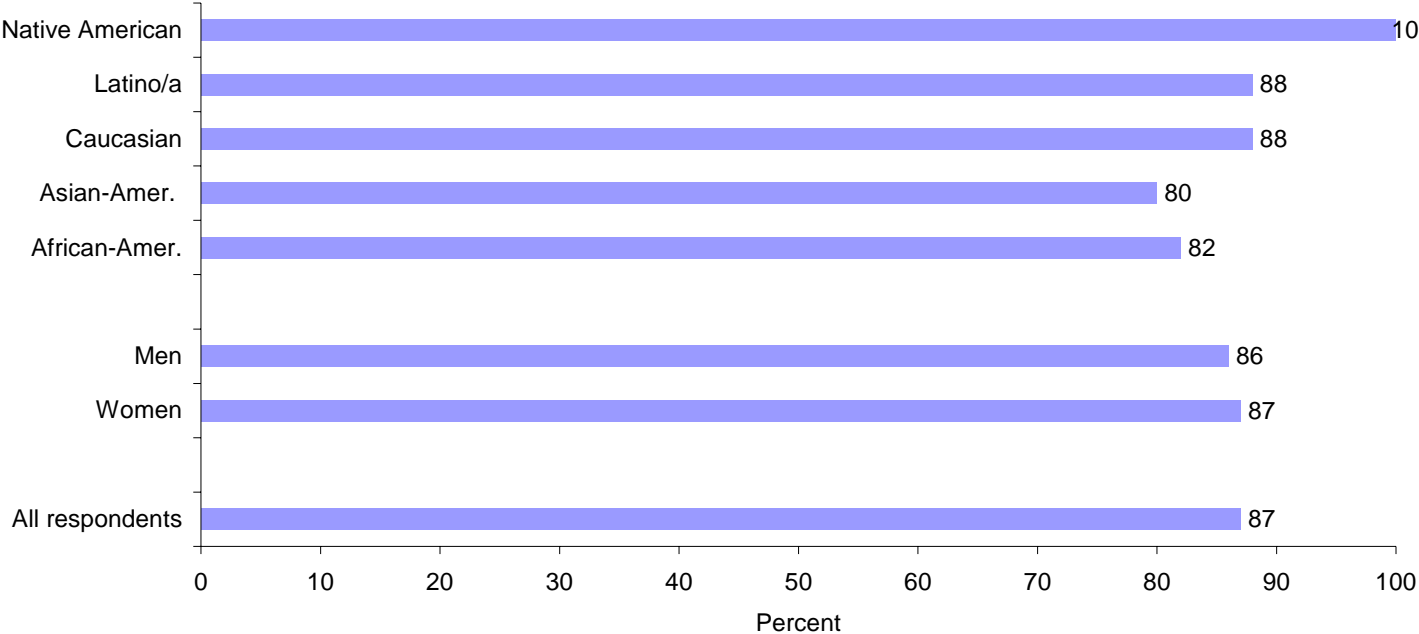
Percent

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

Category	Percent
Native American	50
Latino/a	46
Caucasian	64
Asian-Amer.	46
African-Amer.	52
Men	60
Women	61
All respondents	53

Percent

19
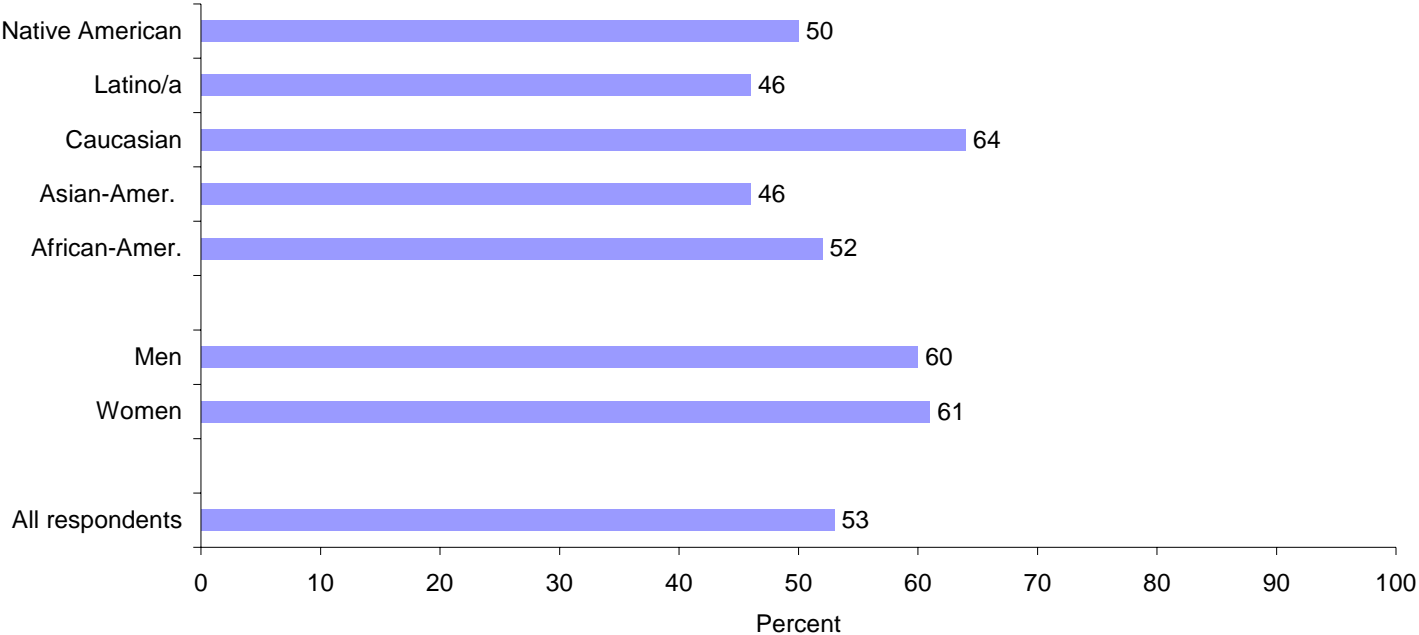
Open-Ended Question #1

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

Of the 2,020 graduating seniors responding to the Senior Survey, 1,398 (69%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 14 students.)

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

Open-Ended Question #2

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

Of the 2,020 graduating seniors responding to the Senior Survey, 1,317 (65%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 13 students.)

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

Open-Ended Question #3

What have you experienced as the most effective use(s) of technology by an instructor such as WebCT, Blackboard, PowerPoint slides, course notes on the Web, discussion boards, etc.? Briefly explain how this use affected your learning in the course.

Of the 2,020 graduating seniors responding to the Senior Survey, 1,321 (65%) responded to this item. A summary of their responses by college is provided below.

TECHNOLOGIES CITED AS MOST EFFECTIVE

TECHNOLOGY	ACES %	BUS %	EDU %	ENGR %	FAA %	COMM %	LAS %	ALS %	? %	TOTAL %
WebCT	25	12	26	8	7	8	14	11	7	13
Blackboard	23	31	30	14	25	42	26	38	19	26
Mallard	1	4	0	11	3	6	5	2	0	5
PPT[1] on Web	31	23	30	11	17	11	9	5	37	15
PPT[2] in class	15	21	22	7	15	10	11	7	7	12
Discussion Bd	5	6	4	9	2	3	7	0	7	6
Gradebook	2	1	0	3	0	13	3	0	4	3
Course Web-site	2	1	0	8	0	0	2	1	4	2
Newsgroups	0	0	0	11	0	0	0	0	0	2
E-reserves	0	0	4	0	2	3	1	0	4	1

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[1] PowerPoint slides posted on Web
[2] PowerPoint slides used in class but not posted on Web

REASONS FOR EFFECTIVENESS

TECHNOLOGY	ACES %	BUS %	EDU %	ENGR %	FAA %	COMM %	LAS %	ALS %	? %	TOTAL %
Provided class notes	48	37	44	16	18	17	12	9	48	21
Provided course information	11	10	15	5	3	11	4	4	11	8
Could quiz on-line	6	5	7	3	2	0	2	2	0	3
Could access grades	10	4	7	3	7	21	2	3	7	5
Provided means for communication	10	14	19	12	9	10	8	4	15	10
Could do homework on-line	9	3	7	12	3	6	4	4	4	6

A FEW SELECTED COMMENTS

I really have had a lot of innovative professors who have mastered the technology balance. I really like organized lectures that include PowerPoint or even overheads so that students can jot down key concepts along with the professor. I think the university has a really nice system available in classrooms for teachers and also online for students. I have used Mallard, Cyberprof, Blackboard, and First Class. I think that all of them were really effective and a good way to get a good flow of assignments and feedback between students and faculty. I also really liked the discussion boards. It was really helpful in classes where even though you might only know one person to ask for help, a whole discussion board could be full of advice or hints for a particular assignment or concept. It really made you feel like we are all in this together, so let's help each other get through it!

Blackboard and WebCT have been great for class postings because they are easy to use and there are "discussion boards" so that we can ask anyone a question (e.g., another student). I also loved the PowerPoint slides and it is also great whenever they are posted and we can bring them to class to add to them. This makes note taking and learning nice because we can get everything the instructor says and not have to worry about missing anything. The use of computers also allows for pictures to see what is being discussed -- kind of a great idea!

Discussions boards were most useful because it allowed for an extended classroom in which students could present various issues on readings, etc., and discuss them before class. This allowed for professors to anticipate any confusion or specific interests regarding the text and possibly incorporate these into lecture.

Notes on the web were the most useful as I could print notes off prior to class and did not have to take notes constantly. It was also easy to get notes if I missed class.

WebCT was effective in giving open-booked quizzes, and discussion boards were effective only if students actually engaged in them. Blackboard was good for links to articles, course information, updates, etc. These uses were beneficial and often sped up certain processes that would take time in class. They also served as a good reminder to keep students on track.

The Spanish Departments use of the Mallard program was by far the most effective use of technology. This allowed me to learn at home and also gave the department an easy way to share feedback with the students.

Notes on the web would probably be the most effective for me. You can print them out, bring them to class, and write your own extra notes on them. No more worrying about scrambling to get every word down, no missing things, plus they are much nicer to study from.

I think all of the technology has been beneficial -- it's always good to be able to access notes and do online homework to supplement other course materials.

Most effective sources of technology were all of the above. Discussion boards allowed students to ask and answer questions that other students wanted to ask. PowerPoint slides were an excellent visual especially for large lecture halls so students could easily follow along, as I am one of the students who learns visually. Course notes on the Web allowed students to come prepared for class so you could concentrate on and digest the information presented as opposed to frantically scribbling down notes. It was also convenient to take quizzes on-line and to be able to track your own progress in a course.

These tools helped integrate classroom learning with self-directed learning, and outside study.

Being able to go to those sites with questions in the middle of an all night study session, keep track of grades easy, etc.

Lecture notes, class forums, Blackboard, WebCT. These uses of technology were much more convenient in the learning process. Whether it was through turning in assignments, or asking questions to fellow class members, it was mostly a positive experience.

Open-Ended Question #4

What have you experienced as the least effective use(s) of technology by an instructor such as WebCT, Blackboard, PowerPoint slides, course notes on the Web, discussion boards, etc.? Briefly explain how this use affected your learning in the course.

Of the 2,020 graduating seniors responding to the Senior Survey, 1,141 (57%) responded to this item. A summary of their responses by college is provided below.

TECHNOLOGIES CITED AS LEAST EFFECTIVE

TECHNOLOGY	ACES %	BUS %	EDU %	ENGR %	FAA %	COMM %	LAS %	ALS %	? %	TOTAL %
WebCT	16	17	16	16	9	10	10	8	9	12
Blackboard	9	6	20	21	12	13	10	1	-	12
Mallard	10	12	4	9	5	10	13	6	18	11
PPT on Web	1	1	-	3	2	3	4	5	-	3
PPT in class	8	4	4	13	6	3	10	8	18	9
Discussion Bd	30	31	20	17	7	25	22	26	18	23
Gradebook	1	1	-	-	1	2	-	1	-	0
Course Web-site	1	1	8	2	-	-	1	1	-	1
Quizzing	3	7	8	5	1	2	4	2	-	4
Some specific software	2	-	-	3	2	5	4	2	-	3
ALL WERE EFFECTIVE	11	12	24	13	2	16	14	18	9	13

REASONS FOR INEFFECTIVENESS

REASON	%
WebCT/Blackboard/Mallard	
Doesn't help learning	10
Too many technical problems	5
Quizzing is not worthwhile (just keep guessing)	4
Professors don't know how to use	3
Features are underutilized	3
Busy work homework	2
Professors fail to update	2
Difficult to use	2
Too many different campus applications	2
Access problems	2
Total	37
PowerPoint	
Professors just read to class	4
Doesn't help learning	2
Why bother going to class?	2
Professors don't make slides available before or after class	2
Total	13
Discussion Boards	
Students don't participate	8
Doesn't help learning	5
Irrelevant comments posted	3
Professors/TAs don't participate	2
Participation is only for the points	2
Prefer face to face communication	2
Total	23
There are no ineffective uses of technology	12

A FEW SELECTED COMMENTS

I saw WebCT and Blackboard as a hindrance, rather than a help, because the teachers used them as a crutch. Instead of making sure they communicated everything to us during our class meetings, they would forget things and post messages to these technologies -- even on weekends or late at night -- and hold us responsible for knowing the material in these messages. I think the teachers still need to plan their classes without knowing they can use these technologies as a crutch and only use the technologies for supplemental information.

Discussion boards were largely ineffective. If available, they were rarely used and oftentimes involved students talking back and forth about unrelated course material.

A lot of my teachers never utilized that technology. Nobody ever went on discussion boards unless it was required, and it never was. It would have been nice to see how other students thought the class was going or to get input from the teaching assistants.

Putting everything related to course on line. Too time consuming to download and print everything you need for class. Could have been time spent studying. Much prefer just buying a course packet at the beginning of the year and having everything available instead of downloading and printing.

Some teachers used these tools as a replacement to lecturing. They felt that they could breeze over the material because we had it in front of us and therefore cover more material. However the information was not understood by students and was received in mass quantities, so it became even harder to understand and keep up with the class material.

I wish the University would consolidate all of those Mallard, WebCT, Blackboard, etc., programs into one big program that everyone has access to. Too many formats, too many locations to remember when working on homework.

Often, PowerPoint slides can be of little use because the instructor might just list terms on them, and when he does go into depth in class, it's too fast and not enough to explain the concept.

When they were not regularly updated or used by the instructor; WebBoard.

Online quizzes on WebBoard were annoying and sometimes useless because you could do it until you got the right answer (this is pointless for multiple choice in particular). Many people just type in random answers until they get it right.

Most instructors still do not effectively use the web-based programs. Many were simply used to check grades in the class. The potential is there for this technology to be a great resource in learning if the instructors are properly trained.

Also most of my instructors did not know how to use the technology well -- it was more that "we need to be at the forefront of technology so we need to put things online" rather than exploring the benefits that could come from such programs. Perhaps more training is required on the part of the University so the teaching faculty can better assist students in this manner.

Sometimes WebCT or Blackboard having technical issues severely affected the progress of a course.

Every student cheats on Mallard. You receive a certain number of chances to get each quiz correct, so most students go through the quizzes as quickly as possible using trial and error.

I have a lot of professors that just put the assignment and syllabus up on one of the services. None of my classes seem to like to use the interactive features which really needs to be employed to make online learning effective.

Mallard was horrible and the quizzes that you could repeatedly take until you received full credit did not aid the learning process. They just proved to be busy work when we could have been concentrated on learning the material.

PowerPoint slides -- instructors have to come to use PowerPoint slides as substitute for teaching. Many instructors put every word they say on a PowerPoint slide. This is useless. I won't come to class if it is a waste of my time.

COMPARISON TO PREVIOUS YEARS – Demographics of Respondents

This section of the report will compare 2004 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. The 2004 results were slightly lower than in recent years. In comparison to last year, 17 items showed a lower rating while six items recorded a higher rating. Three of the items (#20, #26a and #31) showed lower ratings of two-tenths of a point.

2004	2003	2002	2001	1990		
4.0	4.0	4.0	3.9	3.8	1.	Quality of teaching by faculty in your major
3.6	3.5	3.5	3.5	3.5	2.	Quality of teaching by faculty outside your major
3.3	3.3	3.3	3.3	3.2	3.	Quality of teaching by TAs
3.3	3.4	3.4	3.4	3.3	4.	Quality of laboratories and classrooms
3.3	3.2	3.1	3.1	-	5.	Quality of academic program advising and information
3.2	3.1	3.0	3.1	-	6.	Quality of career advising and information
3.8	3.8	3.8	3.8	3.8	7.	Access to courses and course sections in major
3.3	3.2	3.2	3.3	3.5	8.	Access to elective courses and course sections
3.2	3.2	3.1	3.1	3.2	9.	Process of student evaluation of teaching
3.2	3.3	3.2	3.1	2.9	10.	Class size at the 100 and 200 course level
4.1	4.1	4.1	4.1	3.9	11.	Class size at the 300 course level
3.8	3.8	3.8	3.7	3.7	12.	Overall educational philosophy of major
3.8	3.8	3.8	3.8	3.7	13.	Fairness of student performance evaluation procedures
3.4	3.4	3.4	3.3	3.1	14.	Usefulness of evaluation procedures to learning
3.7	3.8	3.7	3.7	-	15.	Quantity of faculty office hours
4.0	4.1	4.0	4.0	-	16.	Faculty members' presence during posted office hours
3.9	3.9	3.8	3.8	-	17.	Accessibility of faculty in general
3.7	3.7	3.6	3.5	-	18.	Communication between faculty and students regarding student needs and concerns
4.1	4.1	4.1	4.0	-	19.	Library system as a whole
3.7	3.9	3.9	4.1	-	20.	Campus recreation (e.g., IMPE, WIMPE, Illini Union)
3.8	3.9	3.8	3.8	3.8	21.	Easy to meet and get to know other students
4.0	4.0	4.0	4.0	3.7	22.	Easy to get involved in student groups, activities
3.9	3.9	3.9	3.8	3.5	23.	Exposure to different backgrounds and cultures
4.1	4.2	4.1	4.1	4.0	24a.	<u>Classroom</u> environment free from racist behavior
4.0	4.1	4.0	4.0	3.8	24b.	<u>Classroom</u> environment free from sexist behavior
3.5	3.5	3.5	3.4	2.9	25a.	<u>Campus</u> environment free from racism
3.6	3.7	3.6	3.5	3.0	25b.	<u>Campus</u> environment free from sexism
3.5	3.7	3.5	3.4	3.2	26a.	University appropriately addresses racism
3.6	3.7	3.6	3.6	3.2	26b.	University appropriately addresses sexism
3.9	4.0	3.9	3.8	-	27.	There were faculty of different racial/ethnic groups
4.1	4.2	4.2	4.1	3.8	28.	Felt that you were welcome at UIUC
3.6	3.6	3.5	3.5	3.1	29.	Had someone you could go to for help
2.8	2.8	2.7	2.7	2.3	30.	"University" cared about you
3.6	3.8	3.8	3.7	3.3	31.	You felt safe on campus
3.8	-	-	-	-	32.	Your instructors' use of web-based course mgmt tools
2.8	2.8	2.7	2.6	-	33.	The existence of racial/ethnic-specific academic programs
2.8	2.7	2.6	2.5	-	34.	The existence of racial/ethnic-specific activities
3.2	3.1	3.0	-	-	35.	Your Discovery course(s)
3.7	-	-	-	-	36.	Your instructors' use of web-based course mgmt tools
4.0	4.1	3.9	4.0	3.9	64.	Please rate your major at UIUC
4.0	4.1	4.0	4.0	3.9	65.	Your overall educational experience at UIUC
4.2	4.3	4.2	4.2	3.8	66.	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 +.7 in 2004, which was about the same as previous years. Two abilities (underlined) reported entering/exiting gains of at least one rating point.

2004			2003			1996			
Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	Entering Rating	Exiting Rating	Diff.	Ability
3.5	4.2	.7	3.5	4.2	.7	3.5	4.1	.6	Write effectively
3.3	4.1	.8	3.2	4.1	.9	3.2	4.0	.8	Speak effectively
3.4	4.1	.7	3.4	4.2	.8	3.5	4.0	.5	Create original ideas
3.3	4.3	1.0	3.4	4.4	1.0	3.6	4.3	.7	Draw conclusions
3.4	4.3	.9	3.4	4.4	1.0	3.5	4.3	.8	Locate/organize info
3.4	4.2	.8	3.3	4.3	1.0	3.2	4.0	.8	Appreciate differences
3.5	4.3	.8	3.5	4.4	.9	-	-	-	Problem solving skills
3.6	4.2	.6	3.6	4.3	.7	3.5	4.1	.6	Get along with others
3.5	4.0	.5	3.5	4.1	.6	3.4	3.9	.5	Appreciate fine arts
3.2	4.3	1.1	3.2	4.4	1.2	2.8	4.2	1.4	Use technology
2.7	2.8	.1	2.7	2.7	-	2.6	2.6	0	Use another language
3.1	3.7	.6	3.1	3.7	.6	3.2	3.8	.6	Understand science
3.2	3.6	.4	3.3	3.6	.3	3.3	3.7	.4	Understand math
3.7	4.2	.5	3.7	4.3	.6	-	-	-	Understand values/ethics
3.6	4.3	.7	3.7	4.3	.6	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	3.4	4.2	.8	3.4	4.2	.8	Organize time effectively
-	4.2	-	-	4.2	-	-	4.3	-	Demonstrate competency
-	3.8	-	-	3.8	-	-	4.0	-	Seek/obtain employment
-	4.1	-	-	4.1	-	-	-	-	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 <u>classroom</u> environment was free from racist behavior:

	2004	2003	2002	2001	2000	1990
Caucasian	4.3	4.3	4.3	4.3	4.2	4.0
Asian-American	3.8	4.0	3.9	3.9	3.9	3.8
African-American	2.9	3.0	3.0	2.9	2.7	2.6
Latino/a	3.7	3.8	3.7	3.7	3.7	3.7
Native American	4.0	-	4.2	-	-	-

25a. The <u>campus</u> environment was free from racism:

	2004	2003	2002	2001	2000	1990
Caucasian	3.6	3.6	3.7	3.5	3.4	2.9
Asian-American	3.3	3.4	3.3	3.2	2.9	2.7
African-American	2.2	2.4	2.5	2.3	2.1	2.0
Latino/a	3.2	3.1	3.1	3.0	3.0	2.6
Native American	3.8	-	3.6	-	-	3.0

26a. The University appropriately addresses problems of racism:

	2004	2003	2002	2001	2000	1990
Caucasian	3.6	3.8	3.7	3.6	3.5	3.3
Asian-American	3.3	3.5	3.3	3.1	3.0	2.9
African-American	2.3	2.7	2.5	2.2	2.4	2.5
Latino/a	3.1	3.4	3.1	2.9	3.2	3.2
Native American	3.7	-	3.6	-	-	-

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

24b. The <u>classroom</u> environment was free from sexist behavior:

	2004	2003	2002	2001	2000	1990
Women	3.9	4.0	3.9	3.9	3.8	3.6
Men	4.2	4.2	4.2	4.2	4.2	3.9

25b. The <u>campus</u> environment was free from sexism:

	2004	2003	2002	2001	2000	1990
Women	3.5	3.6	3.4	3.4	3.8	2.9
Men	3.8	3.8	3.8	3.7	4.2	3.2

26b. The University appropriately addresses problems of sexism:

	2004	2003	2002	2001	2000	1990
Women	3.5	3.7	3.5	3.5	3.4	3.2
Men	3.8	3.8	3.8	3.7	3.7	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.

64. Satisfaction with your major:

	2004	2003	2002	2001	2000	1990
All Respondents	4.0	4.1	4.0	4.0	4.0	3.9
Women	4.1	4.1	4.0	4.0	4.0	4.0
Men	4.0	4.0	4.0	4.0	4.0	3.9
Caucasian	4.1	4.1	4.1	4.0	4.1	4.0
Asian-American	3.8	3.8	3.8	3.8	3.7	3.8
African-American	3.9	4.1	3.9	3.7	3.7	3.7
Latino/a	4.1	4.2	4.0	4.1	3.9	4.0
Native American	3.8	-	4.3	-	-	-

65. Satisfaction with overall educational experience at UIUC:

	2004	2003	2002	2001	2000	1990
All Respondents	4.0	4.1	4.0	4.0	4.0	3.8
Women	4.1	4.2	4.1	4.0	4.1	3.9
Men	4.0	4.0	4.0	4.0	4.0	3.7
Caucasian	4.1	4.1	4.1	4.1	4.1	3.8
Asian-American	3.8	3.9	3.9	3.8	3.8	3.7
African-American	3.9	3.9	3.8	3.8	3.6	3.7
Latino/a	4.2	4.1	4.0	4.0	4.3	3.8
Native American	4.0	-	4.0	-	-	-

66. Satisfaction with TOTAL experience at UIUC:

	2004	2003	2002	2001	2000	1990
All Respondents	4.2	4.3	4.2	4.2	4.2	3.9
Women	4.2	4.4	4.2	4.2	4.2	3.9
Men	4.1	4.2	4.2	4.2	4.2	3.9
Caucasian	4.2	4.4	4.3	4.3	4.2	3.9
Asian-American	4.0	4.2	4.1	4.0	4.1	3.9
African-American	3.8	3.9	3.8	3.7	3.8	3.9
Latino/a	4.2	4.3	4.1	4.3	4.3	3.6
Native American	4.2	-	4.1	-	-	-

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

	2004	2003	2002	2001	2000	1990
All Respondents	87%	87%	85%	86%	86%	85%
Women	87	89	85	86	86	88
Men	86	84	85	86	85	83
Caucasian	88	87	87	89	87	86
Asian-American	80	84	80	78	82	79
African-American	82	79	80	76	63	70
Latino/a	88	94	79	84	92	79
Native American	100	-	89	-	-	-