

## **2011 Campus Summary**

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

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## 2011 Summary

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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 March 2011 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 5,327 seniors, 2,713 (approximately 51%) responded. Similar to past years, the respondents were roughly representative of the graduating class by ethnic origin and academic affiliation, but a higher proportion of females than males responded to the survey.

#### Percentages

	Respondents	All Seniors
<b>Gender</b>		
Female	57.5	50.3
Male	42.5	49.7
<b>Ethnic Origin</b>		
Caucasian	73.4	66.9
Latino/a	4.3	6.0
African-American	3.5	5.2
Asian-American	15.4	13.0
Native American	0.1	0.1
Unknown	1.1	0.5
Other	2.2	8.3
<b>College</b>		
ACES	9.9	7.9
Applied Health Sciences	7.7	7.1
Business	8.0	8.6
Media	5.5	5.3
Education	2.5	2.7
Engineering	16.6	16.4
Fine and Applied Arts	6.4	6.3
Liberal Arts & Sciences	43.1	45.3
Aviation	.2	.3

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.

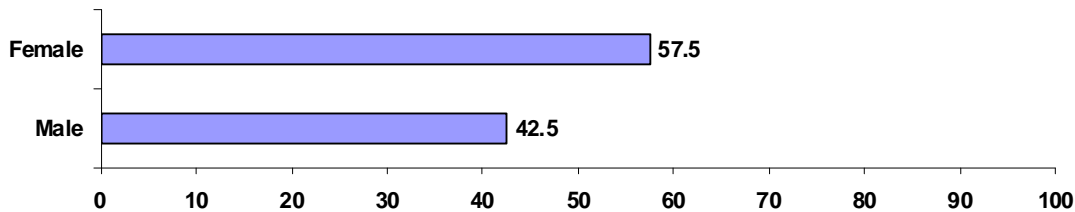
## Demographics

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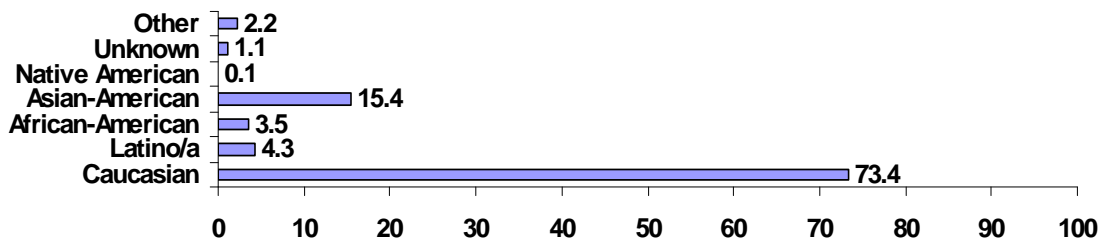
Survey respondents present a picture of a very traditional student body, with large majorities enrolling as freshmen and completing a bachelor's degree in eight semesters. The respondents were 73% Caucasian with about 15% more females than males.

Academically, 72% 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 34% changed majors once. Thirty-two percent of the respondents reported working each semester part-time while another 44% reported working "occasionally" part-time. Approximately 66% of the respondents worked during the summer.

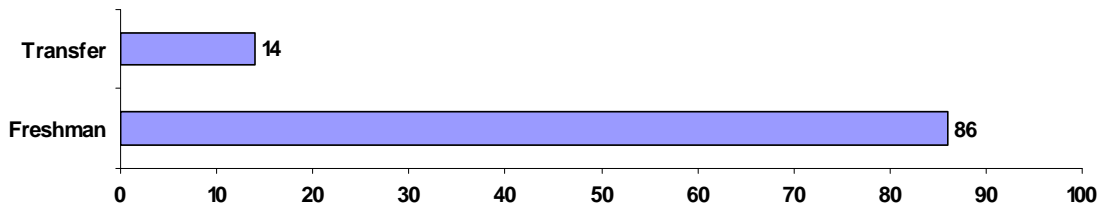
### Gender:



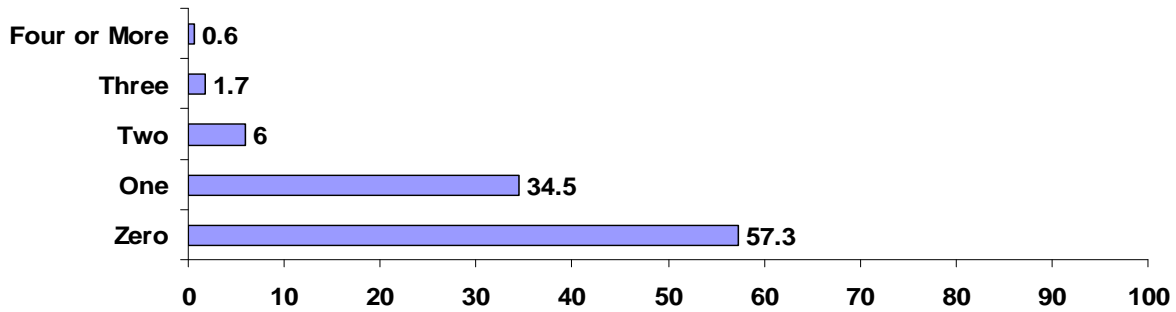
### Ethnic Origin:



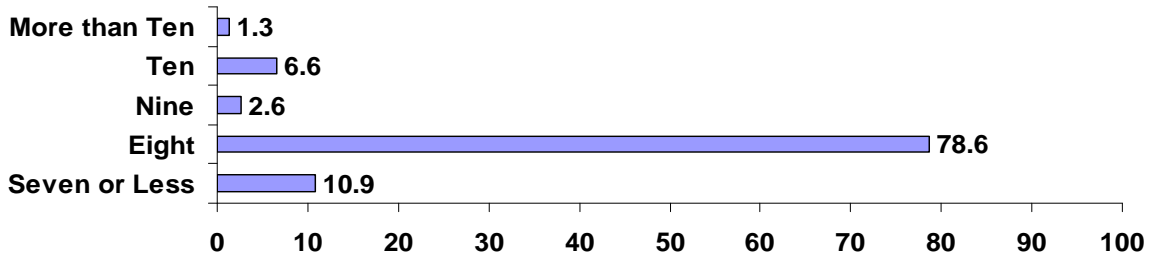
### First enrolled at the University as:



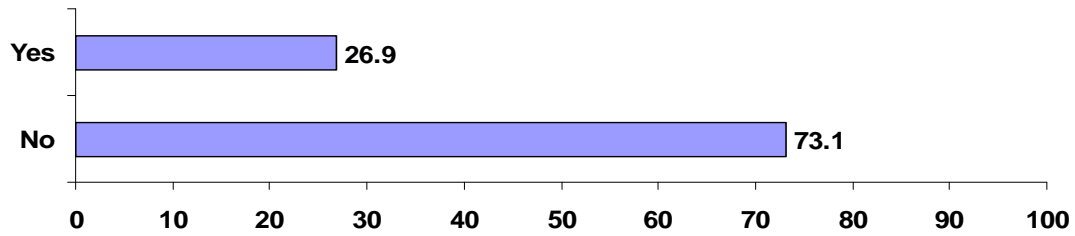
**Number of times you changed major while at the University:**



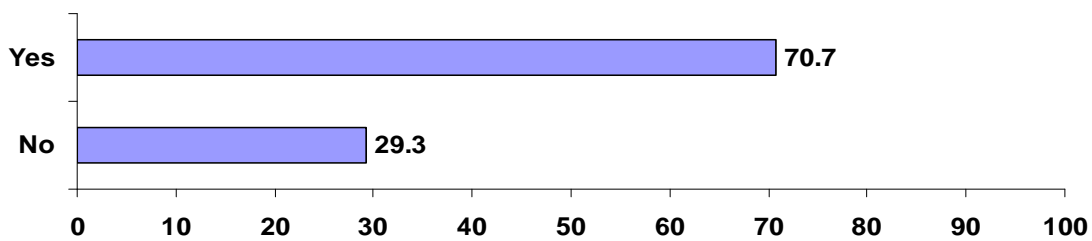
**Number of semesters it took to complete degree:**



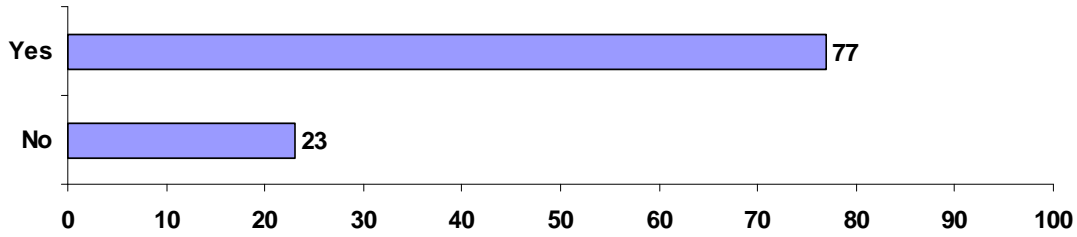
**Did you seek personal counseling?**



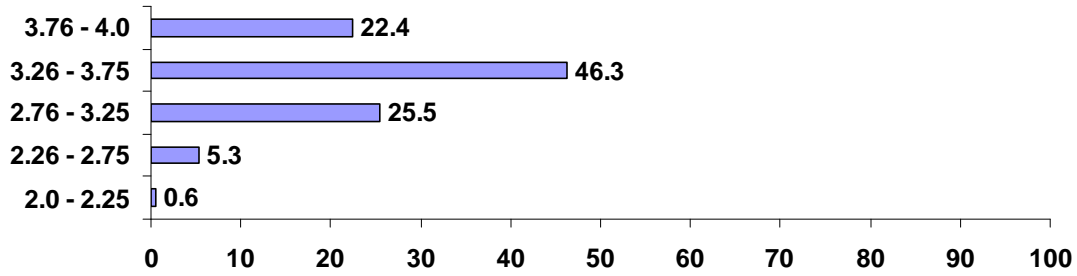
**Did you use career services?**



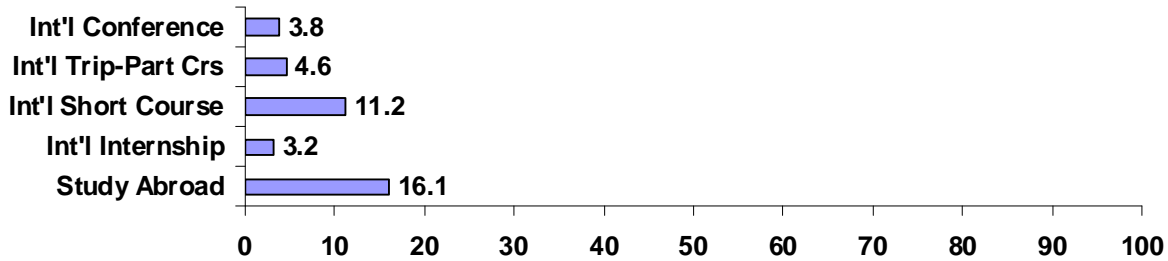
**Did you participate in volunteer or community service work?**



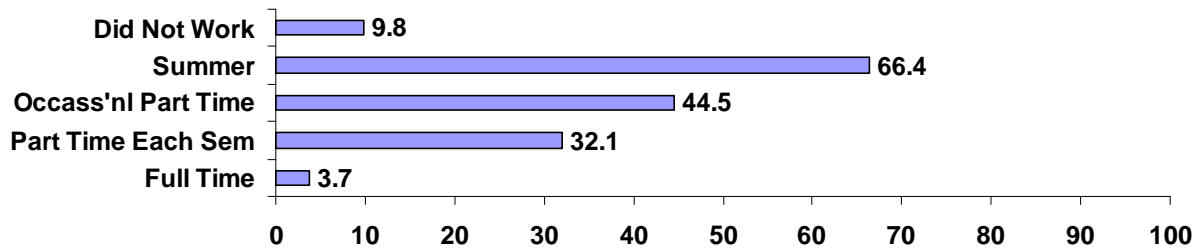
**Approximate GPA:**



**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).

<b>Item</b> <b>How satisfied are you with:</b>	<b>Mean</b> <b>2010</b>	<b>Mean</b> <b>2011</b>	<b>Difference</b>
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	3.3	3.4	+ .1
4. Quality of laboratories and classrooms	3.5	3.5	0
5. Quality of academic program advising and information	3.4	3.5	+ .1
6. Quality of career advising and information	3.4	3.5	+ .1
7. Access to courses and course sections in major	3.7	3.7	0
8. Access to elective courses and course sections	3.5	3.6	+ .1
9. Process of student evaluation of teaching	3.4	3.4	0
10. Class size at the 100 and 200 course level	3.4	3.4	0
11. Class size at the 300 course level	4.1	4.1	0
12. Fairness of student performance evaluation procedures	3.9	3.9	0
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 2010	Mean 2011	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	4.2	4.1	-.1
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	
22a. The <u>campus</u> environment was free from racist behavior	3.6	3.7	+.1
22b. The <u>campus</u> environment was free from sexism	3.7	3.8	+.1
22c. The <u>campus</u> environment was free from behavior that discriminated on the basis of sexual orientation	-	3.9	
23a. The University appropriately addresses problems of racism	3.7	3.8	+.1
23b. The University appropriately addresses problems of sexism	3.7	3.8	+.1
23c. The University appropriately addresses problems of discrimination based on sexual orientation	-	3.9	
24. There were faculty of different racial/ethnic groups	4.2	4.3	+.1
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	3.9	3.8	-.1
27. The "University" cared about you	3.1	3.2	+.1
28. You felt safe on campus	3.1	3.0	-.1

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

Item	Mean 2010	Mean 2011	Difference
<b>How valuable were:</b>			
29. Your Discovery course(s) (if you took one)	3.0	3.0	0
30. Your courses taken to fulfill your General Education requirements	3.1	3.1	0
31. Your instructors' uses of web-based course mgmt tools (for example, WebCT, Blackboard, Mallard)	3.6	3.7	+.1
32. How valuable was your participation in Illinois Leadership Center offerings (e.g., I-programs, Leadershape)? (if you participated)	2.9	3.0	+.1

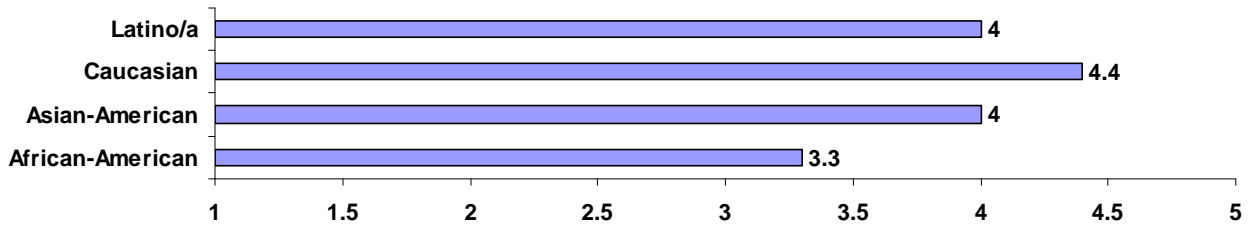
Response scale 1 (Almost Never Friendly/Supportive) to 4 (Almost Always Friendly/Supportive).

Item	Mean 2010	Mean 2011	Difference
<b>How would you describe your quality of interactions with:</b>			
33a. Other Students	3.4	3.3	-.1
33b. Instructors	3.3	3.3	0
33c. Administrative Staff	3.0	3.0	0

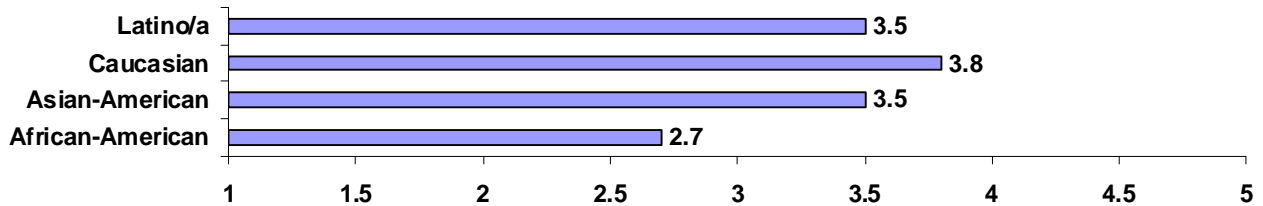


The graphs below show some of the variation by ethnic background on these questions. Caucasian students gave the highest ratings for the classroom and campus being free from racism and the University addressing problems of racism, while the African-American students rated all three items the lowest. (Please note the number of respondents by ethnic origin is 1,990 Caucasian, 418 Asian-American, 96 African-American, 117 Latino/a, and two Native Americans.) Women continue to rate items on the existence of sexism in the classroom and on campus lower than did men.

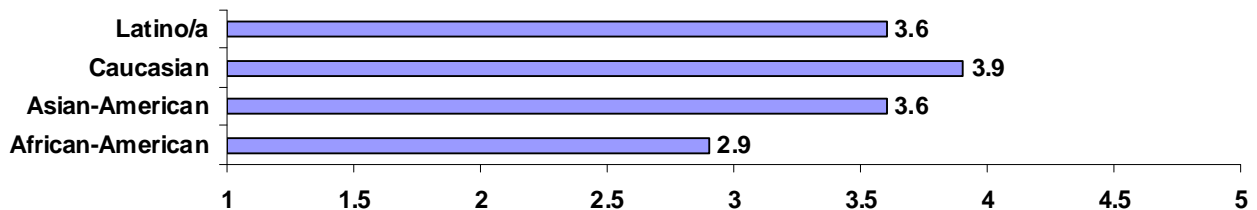
**21a. The classroom environment was free from racist behavior.**



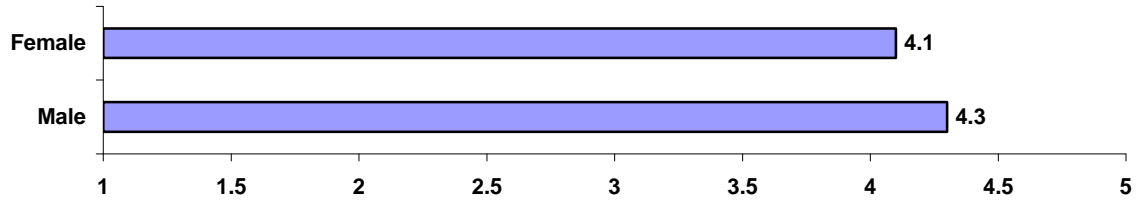
**22a. The campus environment was free from racism.**



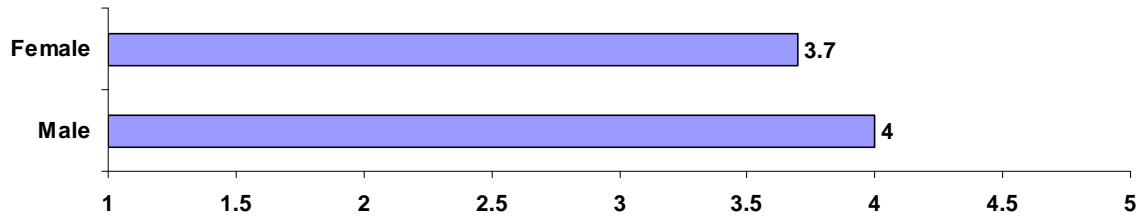
**23a. The University appropriately addresses problems of racism.**



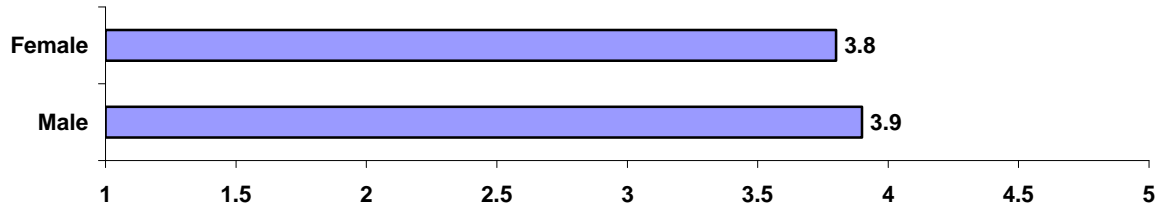
21b. The classroom environment was free from sexist behavior.



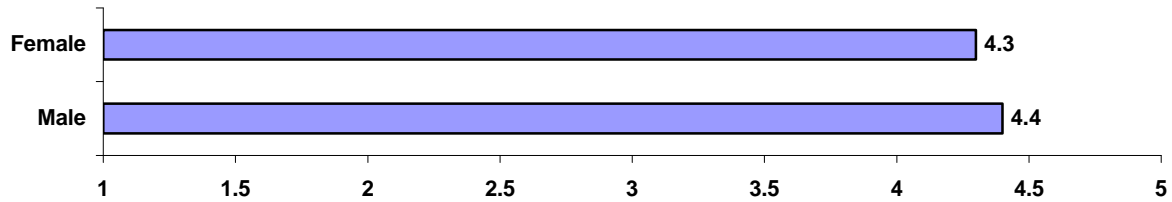
22b. The campus environment was free from sexism.



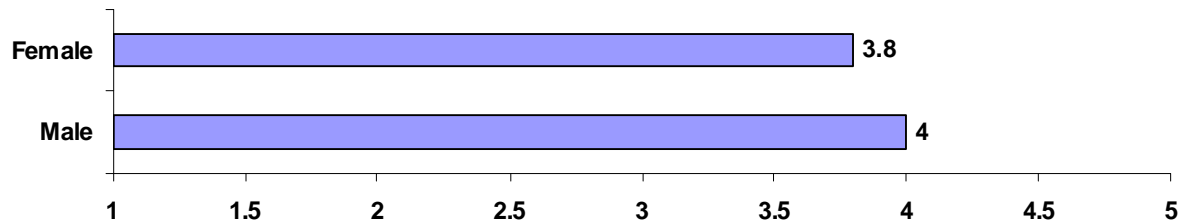
23b. The University appropriately addresses problems of sexism.



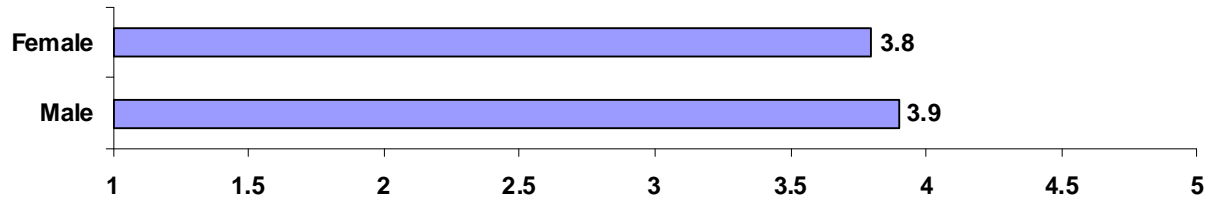
21c. The classroom environment was free from behavior that discriminated on the basis of sexual orientation.



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	4.4	+.9
39. Understand and appreciate cultural and ethnic differences	3.6	4.4	+.8
40. Problem solving skills	3.6	4.4	+.8
41. Get along with people whose attitudes and opinions are different from mine	3.7	4.3	+.6
42. Appreciate fine arts, music, and literature	3.6	4.0	+.4
43. Effectively use technology	3.6	4.3	+.7
44. Communicate in a language other than English	2.8	3.0	+.2
45. Understand and apply scientific principles and methods	3.2	3.8	+.6
46. Understand and apply mathematical reasoning	3.3	3.7	+.4
47. Understand values and ethical standards	3.8	4.3	+.5
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	4.1	+.7

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

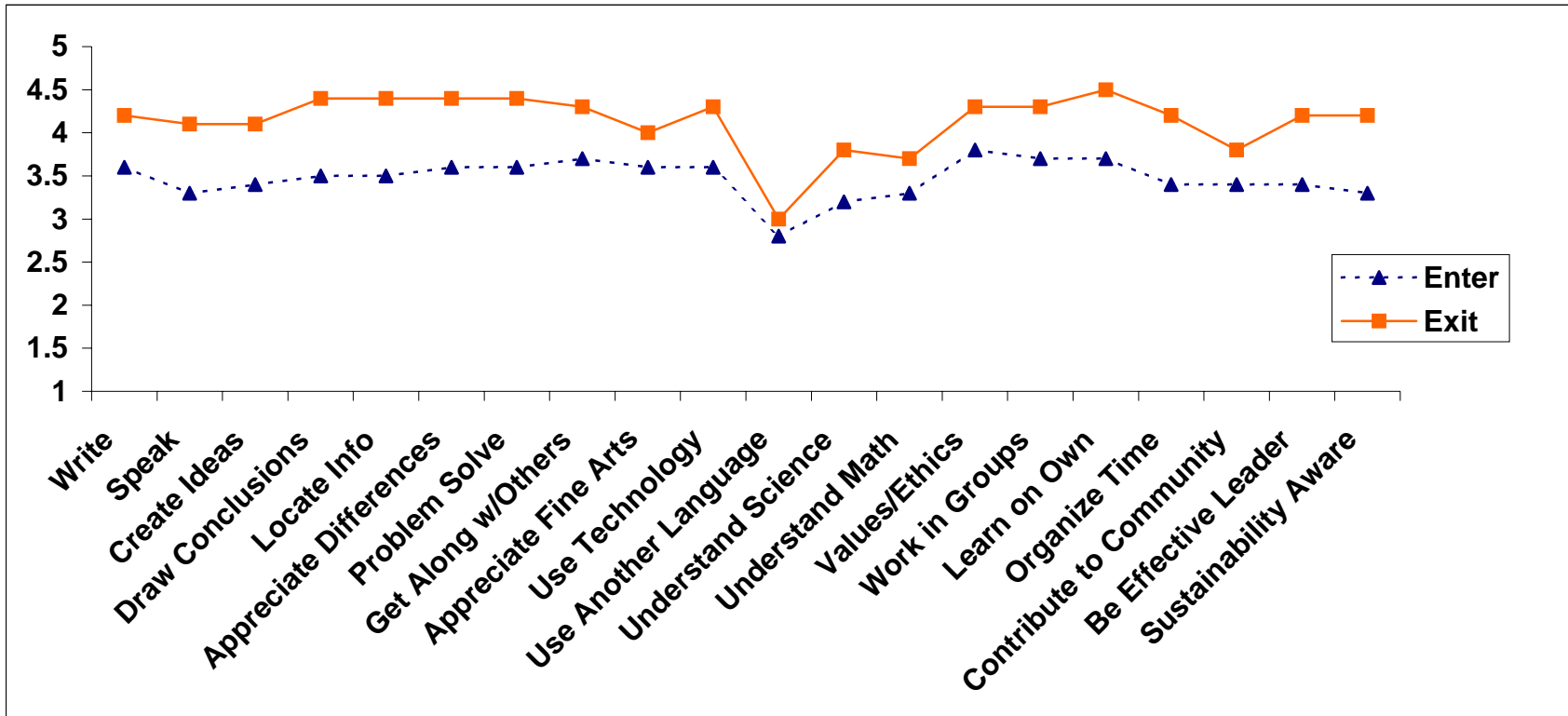
The abilities with the smallest difference between entering and exiting competency levels were:

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

## 2011 Entering and Exiting Skill Ratings by Gender

Ability	Females			Males		
	Entering	Exiting	Diff	Entering	Exiting	Diff
Write effectively	3.7	4.2	0.5	3.6	4.1	0.5
Speak effectively	3.4	4.1	0.7	3.3	4.1	0.8
Create original ideas	3.5	4.1	0.6	3.3	4.1	0.8
Draw conclusions	3.5	4.4	0.9	3.5	4.4	0.9
Locate/organize info	3.6	4.4	0.8	3.4	4.3	0.9
Understand and appreciate cultural differences	3.6	4.5	0.9	3.4	4.2	0.8
Problem solving skills	3.6	4.4	0.8	3.6	4.4	0.8
Get along with others	3.7	4.4	0.7	3.6	4.2	0.6
Appreciate fine arts	3.7	4.1	0.4	3.4	3.8	0.4
Use technology	3.6	4.3	0.7	3.7	4.4	0.7
Use another language	2.9	3.1	0.2	2.8	2.8	0
Understand science	3.1	3.7	0.6	3.3	4.0	0.7
Understand math	3.2	3.5	0.3	3.4	3.9	0.5
Understand values/ethics	3.8	4.4	0.6	3.7	4.2	0.5
Work in groups	3.8	4.4	0.6	3.5	4.2	0.7
Learn on own	3.7	4.5	0.8	3.6	4.5	0.9
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	3.6	0.4
Be an effective leader	3.5	4.3	0.8	3.3	4.1	0.8
Make decisions about sustainability	3.3	4.3	1.0	3.2	4.1	0.9
Demonstrate competency	-	4.2	-	-	4.1	-
Seek/obtain employment	-	3.9	-	-	3.9	-
Understand context	-	4.3	-	-	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>
Participated	1026	117	42	10	169	61	43	482	102
Didn't want to	569	74	62	15	131	17	30	198	42
Didn't realize they could	309	19	31	10	23	29	29	153	15
Couldn't find faculty to do so	195	18	8	4	57	7	6	81	14
Not encouraged by program	236	18	38	16	8	26	22	96	12
TOTAL N	2335	246	181	55	388	140	130	1010	185

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>All</u>
Participated	48	23	18	44	44	33	48	55	44
Didn't want to	30	34	27	34	12	23	20	23	24
Didn't realize they could	8	17	18	6	21	22	15	8	13
Couldn't find faculty to do so	7	4	7	15	5	5	8	8	8
Not encouraged by program	7	21	29	2	19	17	10	6	10
	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>	
Participated	11	4	1	16	6	4	47	10	100
Didn't want to	13	11	3	23	3	5	35	7	100
Didn't realize they could	6	10	3	7	9	9	50	5	100
Couldn't find faculty to do so	9	4	2	29	4	3	42	7	100
Not encouraged by program	8	16	7	3	11	9	41	5	100

58. What type of work did you perform? (of 1,026 students participating in 1,581 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>
Lab work	38	39	7	23	64	4	13	39	32
Field work	16	32	15	23	5	16	9	13	27
Library searches	10	8	18	0	5	9	13	11	10
Creative activity	9	4	11	8	4	60	31	5	5
Reading/summarizing									
Research studies	21	14	38	31	18	6	19	24	21
Other	7	5	11	15	3	5	15	8	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>
Faculty member	70	72	83	73	59	92	88	68	72
Graduate student	30	28	17	27	41	8	12	32	28



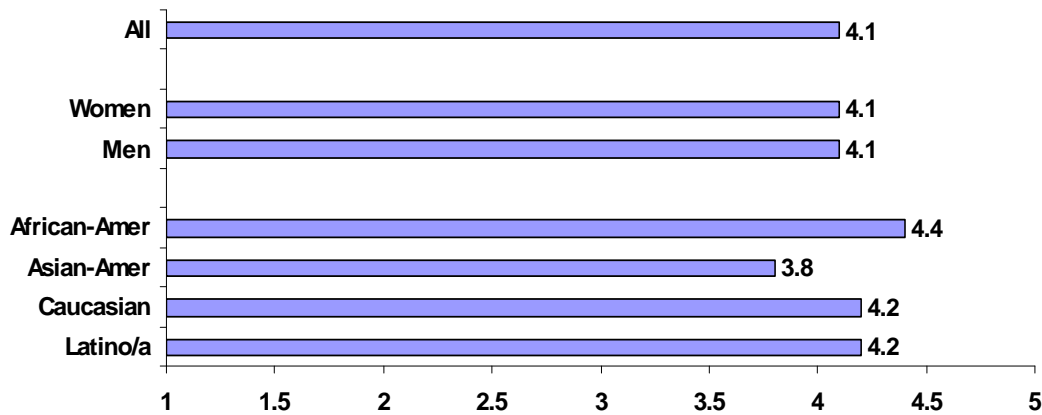
## Overall Undergraduate Experience

Item	2010 Mean	2011 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	4.3	0

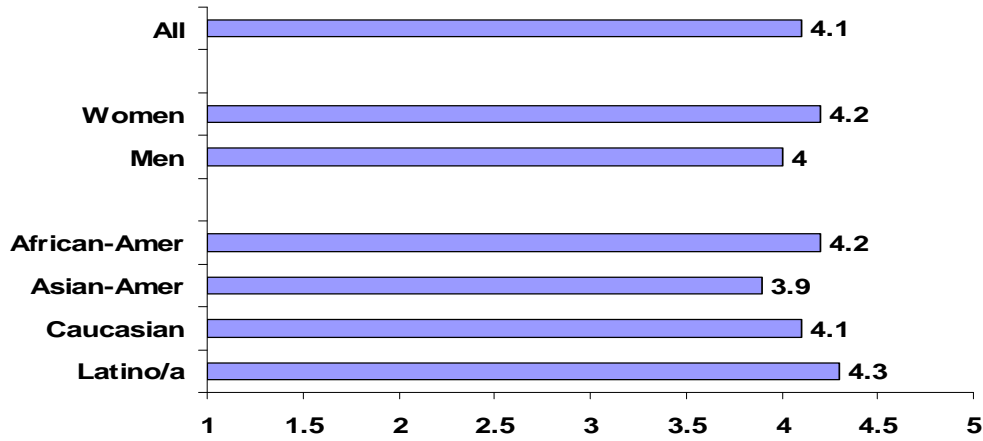
Item	2010 %	2011 %
<b>63. If you could start all over again, would you:</b>		
- attend the University again?	85	85
- attend another institution?	15	14
- not attend college?	1	1

Item	2010 %	2011 %
<b>64. If you could start all over again, would you:</b>		
- take the same major?	61	60
- take related major?	20	21
- take different major?	19	20

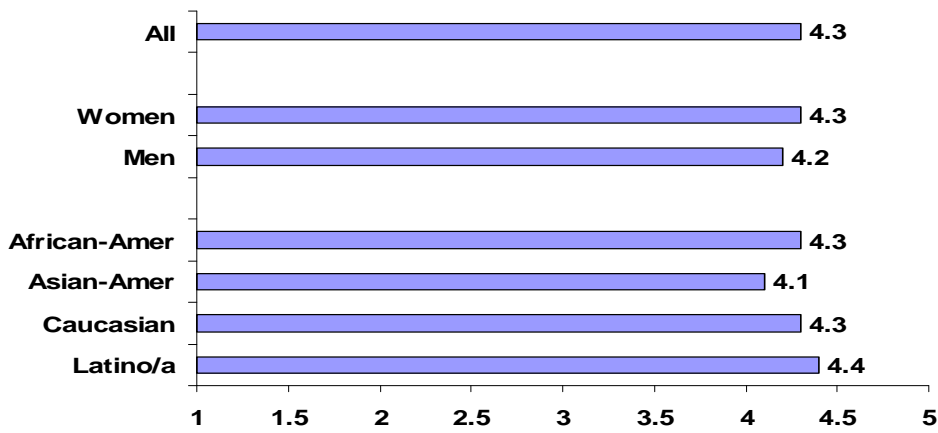
### 60. How satisfied were you with your major at the University?



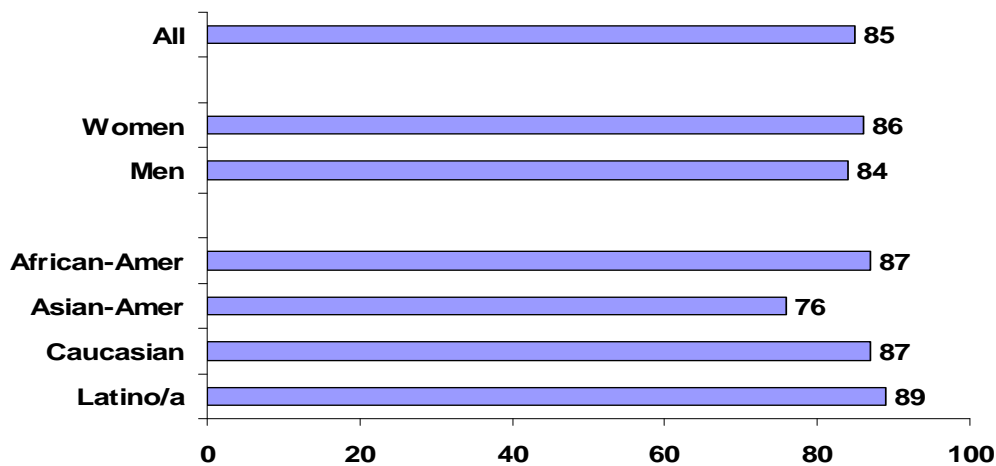
61. How satisfied were you with your overall educational experience at the University?



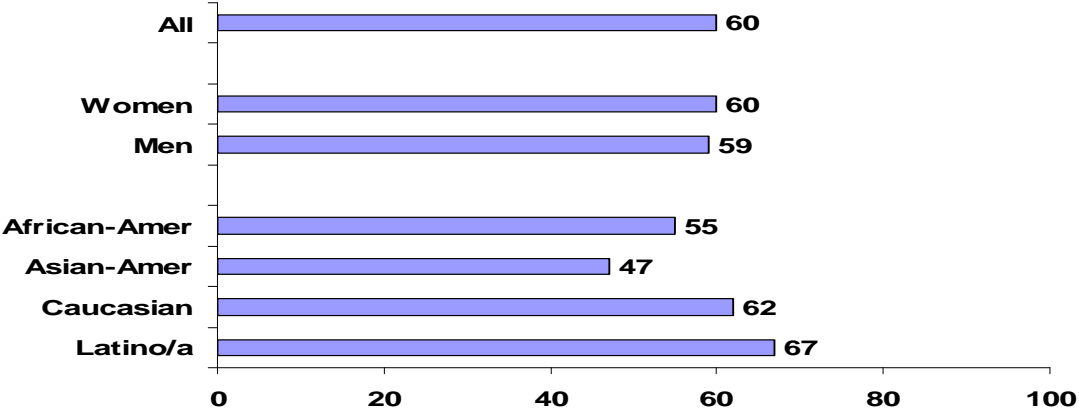
62. How satisfied were you with your TOTAL experience at the University?



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 2,713 graduating seniors responding to the Senior Survey, 1,523 (56%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 15 students.)

<b><u>Comments</u></b>	<b><u>% of responses</u></b>
1. Excellence of faculty and TAs	11
2. Variety of course offerings	11
3. Facilities and resources	10
4. Helpfulness of faculty	8
5. Helpfulness of advisors	7
6. Vast amount of opportunities	7
7. Excellence of program	7
8. Extracurricular activities and organizations	6
9. Career center	4
10. Libraries	4
11. Peers and other students	4
12. Access to technology	2
13. Helpfulness of staff	2
14. Reputation	2
15. Research options	2
16. Small class size	2

**Open-Ended Question #2**  
**Aspects of the University that were obstacles to your pursuit of an education**

Of 2,713 graduating seniors responding to the Senior Survey, 1,529 (56%) responded to this item. A summary of their responses is provided below. (One percent represents approximately 15 students.)

<b><u>Comments</u></b>	<b><u>% of responses</u></b>
1. Professors/TAs not caring/helpful/accessible	10
2. Classes too large	9
3. Difficulty in getting desired courses	7
4. Program quality	7
5. Poor or non-existent academic advising	7
6. General Education requirements	6
7. None	6
8. University too large(felt like a number)	4
9. Problems with administration/administrators/staff	4
10. Major selection	4
11. Costs	4
12. Campus safety issues/racism/discrimination	4
13. Difficult to take courses between colleges or transfer between colleges	3
14. Too much bureaucracy/red tape	2
15. Not enough information	2
16. Time management	2
17. Poor teaching by professors (too much emphasis on research)	2
18. Poor labs and classroom facilities	2
19. Could not understand foreign professors/TAs	2

## 2011 Post Graduation Plans

### by College

	<u>TOTAL</u> Freq %	<u>ACES</u> Freq %	<u>BUS</u> Freq %	<u>EDUC</u> Freq %	<u>ENGR</u> Freq %	<u>FAA</u> Freq %	<u>MEDIA</u> Freq %	<u>LAS</u> Freq %	<u>AHS</u> Freq %	<u>AVI</u> Freq %
<b>Acquired Full-time Work</b>	435 19	65 26	86 48	1 2	143 36	11 8	20 16	93 9	13 7	3 60
<b>Seeking Full-time Work</b>	778 33	63 26	26 15	49 84	97 25	59 41	85 66	363 36	34 18	2 40
<b>Accepted Grad School</b>	583 25	49 20	56 31	3 5	103 26	39 27	9 7	245 24	78 42	0 0
<b>Awaiting Grad School</b>	215 9	26 11	5 3	1 2	20 5	5 3	4 3	111 11	43 23	0 0
<b>Uncertain</b>	178 8	17 7	4 2	2 3	14 4	17 12	6 5	107 11	11 6	0 0
<b>Starting/raising family</b>	5 0	1 0	0 0	0 0	0 0	1 1	0 0	2 0	1 1	0 0
<b>Military service</b>	27 1	4 2	0 0	0 0	8 2	1 1	0 0	14 1	0 0	0 0
<b>Volunteer service</b>	22 1	2 1	1 1	0 0	0 0	1 1	2 2	17 2	0 0	0 0
<b>Additional UG study</b>	9 0	1 0	0 0	1 2	1 0	1 1	0 0	5 1	1 1	0 0
<b>Other</b>	91 4	18 7	1 1	2 3	6 2	10 7	3 2	48 5	3 2	0 0
<b>Total</b>	2343	246	178	58	392	145	129	1005	184	5

**by Ethnicity**

	<b>Afr-Amer.</b>		<b>Asian-Amer.</b>		<b>Caucasian</b>		<b>Latino/a</b>		<b>Other</b>	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>Acquired Full-time Work</b>	9	12	67	19	344	20	12	12	3	6
<b>Seeking Full-time Work</b>	21	27	118	34	578	33	41	42	18	35
<b>Accepted Grad School</b>	22	29	66	19	462	26	21	22	12	23
<b>Awaiting Grad School</b>	13	17	46	13	137	8	13	13	5	10
<b>Uncertain</b>	6	8	34	10	119	7	6	6	11	22
<b>Starting/raising family</b>	0	0	2	1	3	0	0	0	0	0
<b>Military service</b>	0	0	5	1	21	1	0	0	1	2
<b>Volunteer service</b>	2	3	2	1	18	1	0	0	0	0
<b>Additional UG study</b>	0	0	1	0	8	0	0	0	0	0
<b>Other</b>	4	5	8	2	75	4	4	4	1	2
<b>Total</b>	77		349		1765		97		51	

**by Gender**

	<b>Males</b>		<b>Females</b>	
	<i>f</i>	%	<i>f</i>	%
<b>Acquired Full-time Work</b>	221	22	213	16
<b>Seeking Full-time Work</b>	301	30	474	35
<b>Accepted Grad School</b>	251	25	332	25
<b>Awaiting Grad School</b>	88	9	124	9
<b>Uncertain</b>	61	6	116	9
<b>Starting/raising family</b>	2	0	3	0
<b>Military service</b>	25	3	2	0
<b>Volunteer service</b>	8	1	14	1
<b>Additional UG study</b>	3	0	6	0
<b>Other</b>	30	3	62	5
<b>Total</b>	990		1346	

## COMPARISON TO PREVIOUS YEARS – Demographics of Respondents

This section of the report will compare 2011 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. Twelve of the 41 items had higher ratings from the previous year while only three had lower ratings (and 3 items were new for 2011).

<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	
4.1	4.1	4.0	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
3.4	3.3	3.3	3.3	3.2	3. Quality of teaching by TAs
3.5	3.5	3.4	3.3	3.3	4. Quality of laboratories and classrooms
3.5	3.4	3.4	3.4	3.3	5. Quality of academic program advising and information
3.5	3.4	3.4	3.4	3.4	6. Quality of career advising and information
3.7	3.7	3.6	3.9	3.9	7. Access to courses and course sections in major
3.6	3.5	3.4	3.4	3.4	8. Access to elective courses and course sections
3.4	3.4	3.3	3.3	3.3	9. Process of student evaluation of teaching
3.4	3.4	3.4	3.3	3.2	10. Class size at the 100 and 200 course level
4.1	4.1	4.1	4.1	4.0	11. Class size at the 300 course level
3.9	3.9	3.8	3.9	3.9	12. Fairness of student performance evaluation procedures
3.5	3.5	3.4	3.5	3.4	13. Usefulness of evaluation procedures to learning
3.9	3.9	3.9	3.9	3.8	14. Accessibility of faculty in general
3.8	3.8	3.7	3.7	3.7	15. Communication between faculty and students
4.3	4.3	4.3	4.2	4.2	16. Library system as a whole
4.6	4.6	4.5	3.9	4.1	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	4.2	4.1	4.1	4.2	19. Easy to get involved in student groups, activities
4.1	4.1	4.1	4.0	4.0	20. Exposure to different backgrounds and cultures
4.2	4.2	4.2	4.2	4.1	21a. <u>Classroom</u> environment free from racist behavior
4.2	4.2	4.1	4.1	4.1	21b. <u>Classroom</u> environment free from sexist behavior
4.3	-	-	-	-	21c. <u>Classroom</u> environment was free from behavior that discriminated on the basis of sexual orientation
3.7	3.6	3.6	3.5	3.4	22a. <u>Campus</u> environment free from racism
3.8	3.7	3.7	3.7	3.7	22b. <u>Campus</u> environment free from sexism
3.9	-	-	-	-	22c. <u>Campus</u> environment was free from behavior that discriminated on the basis of sexual orientation
3.8	3.7	3.7	3.6	3.5	23a. University appropriately addresses racism
3.8	3.7	3.8	3.7	3.7	23b. University appropriately addresses sexism
3.9	-	-	-	-	23c. University appropriately addresses problems of discrimination based on sexual orientation
4.3	4.2	4.2	4.1	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
3.8	3.9	3.8	3.7	3.7	26. Had someone you could go to for help
3.2	3.1	3.2	3.1	3.0	27. "University" cared about you
3.0	3.1	3.7	3.8	3.9	28. You felt safe on campus
3.0	3.0	3.0	3.1	3.1	29. Your Discovery course(s)
3.1	3.1	3.1	3.1	3.1	30. Your courses taken to fulfill your General Education Req.
3.7	3.6	3.5	3.4	3.4	31. Your instructors' use of web-based course mgmt tools
3.0	2.9	3.0	3.0	3.0	32. How valuable were Leadership Center offerings?
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
4.3	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:

	2011	2010	2009	2008	2007	1990
Caucasian	4.4	4.3	4.3	4.3	4.2	4.0
Asian-American	4.0	4.0	4.0	4.0	4.0	3.8
African-American	3.3	3.3	3.3	3.1	2.7	2.6
Latino/a	4.0	4.0	3.8	3.8	3.4	3.7

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

	2011	2010	2009	2008	2007	1990
Caucasian	3.8	3.7	3.7	3.7	3.6	2.9
Asian-American	3.5	3.5	3.5	3.4	3.3	2.7
African-American	2.7	2.4	2.4	2.2	1.8	2.0
Latino/a	3.5	3.3	3.2	2.8	2.7	2.6

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

	2011	2010	2009	2008	2007	1990
Caucasian	3.9	3.8	3.8	3.7	3.6	3.3
Asian-American	3.6	3.5	3.6	3.5	3.4	2.9
African-American	2.9	2.6	2.7	2.3	2.1	2.5
Latino/a	3.6	3.3	3.2	3.0	2.8	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:**

	2011	2010	2009	2008	2007	1990
Women	4.1	4.0	4.0	4.0	3.9	3.6
Men	4.3	4.3	4.3	4.3	4.3	3.9

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

	2011	2010	2009	2008	2007	1990
Women	3.7	3.6	3.6	3.6	3.5	2.9
Men	4.0	3.8	3.8	3.9	3.9	3.2

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

	2011	2010	2009	2008	2007	1990
Women	3.8	3.6	3.7	3.6	3.6	3.2
Men	3.9	3.9	3.9	3.8	3.8	3.3

**Satisfaction with Overall Undergraduate Experience**

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

**60. Satisfaction with your major:**

	2011	2010	2009	2008	2007	1990
All Respondents	4.1	4.1	4.1	4.1	4.1	3.9
Women	4.1	4.2	4.1	4.1	4.1	4.0
Men	4.1	4.0	4.0	4.1	4.1	3.9
Caucasian	4.2	4.2	4.1	4.1	4.1	4.0
Asian-American	3.8	3.8	3.8	3.9	3.9	3.8
African-American	4.4	3.8	4.0	4.0	3.9	3.7
Latino/a	4.2	4.1	4.1	4.2	4.0	4.0

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

	2011	2010	2009	2008	2007	1990
All Respondents	4.1	4.1	4.1	4.1	4.1	3.8
Women	4.2	4.2	4.2	4.2	4.0	3.9
Men	4.0	4.0	4.1	4.1	4.0	3.7
Caucasian	4.1	4.1	4.2	4.2	4.1	3.8
Asian-American	3.9	3.9	4.0	4.0	3.9	3.7
African-American	4.2	4.0	4.2	4.1	3.9	3.7
Latino/a	4.3	4.2	4.1	4.2	4.1	3.8

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

	2011	2010	2009	2008	2007	1990
All Respondents	4.3	4.3	4.3	4.3	4.3	3.9
Women	4.3	4.3	4.4	4.3	4.3	3.9
Men	4.2	4.2	4.3	4.3	4.3	3.9
Caucasian	4.3	4.3	4.4	4.3	4.4	3.9
Asian-American	4.1	4.0	4.1	4.1	4.2	3.9
African-American	4.3	4.1	4.2	4.0	3.9	3.9
Latino/a	4.4	4.4	4.3	4.2	4.3	3.6

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

	2011	2010	2009	2008	2007	1990
All Respondents	85%	85%	88%	86%	84%	85%
Women	86	84	88	88	84	88
Men	84	85	87	84	83	83
Caucasian	87	86	89	88	86	86
Asian-American	76	78	80	76	78	79
African-American	87	76	89	87	76	70
Latino/a	89	87	87	82	84	79