

**I ILLINOIS**

**Chancellor's Senior Survey**

**AY 2016-2017 EXECUTIVE SUMMARY**



**University of Illinois at Urbana-Champaign**

**February 2019**

## Executive Summary

The Chancellor's Senior Survey (CSS) was established in 1989 to understand the experiences of graduating seniors at the University of Illinois and to gain input on student learning outcomes. The CSS was administered on campus regularly from 1996 to 2013. In 2015, the survey was reevaluated to examine its effectiveness and usefulness to the campus, to colleges, and to individual units. The revised survey was designed to examine the degree to which educational programs are enabling students to achieve stated learning objectives while also providing a measure of students' perceptions of the effectiveness of academic programs and services at the unit, college and campus levels. The CSS has four main parts: student participation in university-sponsored and campus-related activities; self-assessment of five different learning outcomes; perceptions of campus climate; and opinions about students' satisfaction with the academic experience at Illinois. The December 2016 graduating seniors were the first to receive the newly revised survey in Fall 2016, and after a few additional changes to the survey, the May 2017 graduating seniors were invited to complete the survey in Spring 2017.

This report focuses on surveys administered during the 2016-2017 academic year. A total of 2,163 graduating seniors across nine academic colleges completed the survey, leading to a response of more than 28%. The following report provides a snapshot of the findings in four main parts: student participation, Illinois student learning outcomes, campus climate, and student satisfaction.

### Student Participation

- Compared to other university-sponsored activities (e.g., undergraduate research, international experiences, leadership programs, honors programs, and capstone courses or senior projects), more students participated in work-related activities (e.g., internships, practicums, multi-week field experiences, or co-ops). While 65% of students who participated in work-related activities ranked those experiences as most valuable overall, nearly 62% of students who participated in an international experience ranked it as most valuable overall. Although less than a quarter of students participated in an international experience, students who did participate considered it more meaningful to their personal or professional development than any other university-sponsored activity.
- Compared to other campus-related activities (e.g., career development programs or services, volunteer or community service, and health, fitness or wellness programs), more students participated in student organizations. Participation in student organizations was ranked the most valuable campus-related activity overall and considered more meaningful to students' personal or professional development than any other campus-related activity.

### Illinois Student Learning Outcomes

Intellectual Reasoning and Knowledge: Illinois students will acquire broad and deep knowledge across academic disciplines and fields.

- Four indicators of Intellectual Reasoning and Knowledge (IRK) were included on the survey for academic year (AY) 2016-2017. Of these indicators, students perceived the most improvement in their ability to think logically and critically. Moreover, 88% of students who perceived improvements in their ability to think logically and critically attributed this improvement to courses in their major. Courses within students' major were the most influential in improving students' abilities across all indicators of IRK, with the exception of exploring questions or

problems from more than one disciplinary viewpoint, where courses outside students' major were the most influential.

Creative Inquiry and Discovery: Illinois students will apply knowledge to promote inquiry, discover solutions, and generate new ideas and creative works.

- Only one indicator of Creative Inquiry and Discovery (CID) was included on the survey for AY 2016-2017. On average, students' perceived improvement in their ability to analyze data, creative works, literature, or information to investigate problems ranged from moderately to very well. More than 90% of students attributed this improvement to courses in their major.

Effective Leadership and Community Engagement: Illinois students will build and sustain productive relationships to respond to civic and social challenges at local, national, and global levels, creating positive change in their communities.

- Two indicators of Effective Leadership and Community Engagement (ELCE) were included on the survey for AY 2016-2017. Of these indicators, students perceived the greatest improvement in their ability to collaborate with others effectively. More than 78% of students attributed this improvement to courses in their major. Other campus-related activities (e.g., RSOs, professional organizations, volunteer experiences, residence hall programs, Greek system) were most influential in improving students' ability to develop ways to give back to the community.

Social Awareness and Cultural Understanding: Illinois students will develop a critical and reflective orientation toward such social and cultural differences as race, indigeneity, gender, class, sexuality, language, and disability.

- Two indicators of Social Awareness and Cultural Understanding (SACU) were included on the survey for AY 2016-2017. Of these indicators, students perceived the greatest improvement in their ability to explore multiple perspectives; however, students' perceived improvement in their ability to participate in discussions about cultural differences with others was comparable. Although more than 54% of students attributed this improvement to informal interactions with other students in their major, another 51% attributed this improvement to other campus-related activities. Overall, informal interactions with other students and other campus-related activities were the most influential in improving students' abilities across all indicators of SACU.

Global Consciousness: Illinois students will discover how complex, interdependent global systems—natural, environmental, social, cultural, economic, and political—affect and are affected by the local identities and ethical choices of individuals and institutions.

- One indicator of Global Consciousness (GC) was included on the survey for AY 2016-2017. On average, students' perceived improvement in their ability to appreciate how events in one location can have a global impact ranged from moderately to very well. Although 45% of students attributed this improvement to courses in their major, courses outside their major, other campus-related activities, informal interactions with other students, and university-sponsored programs, were also influential in improving students' ability to appreciate how events in one location can have a global impact.

## Campus Climate

- Welcoming: More than 87% of the survey respondents perceived faculty to be welcoming or very welcoming to students, while nearly 73% of the survey respondents perceived students to be welcoming or very welcoming to other students.
- Respectful: Eighty-nine percent of the survey respondents perceived faculty to be respectful or very respectful to students, while almost 69% of the survey respondents perceived students to be respectful or very respectful to other students.
- Inclusive: More than 99% of the survey respondents perceived faculty to be inclusive to students, and more than 97% of the survey respondents perceived students to be inclusive to each other. Inclusiveness is defined from slightly inclusive to extremely inclusive. Though overall perceptions of inclusiveness were similar for faculty and students, there was variation in the degree of inclusiveness.
- Supportive: Nearly 99% of the survey respondents perceived faculty to be supportive to students, and more than 98% of the survey respondents perceived students to be supportive to one another. Supportiveness is defined from slightly supportive to extremely supportive. Though overall perceptions of supportiveness were similar for faculty and students, there was variation in the degree of supportiveness.
- Experience or Observation of Bias or Discrimination:
  - More than 59% of survey respondents experienced or observed some kind of bias or discrimination. Students were more likely to experience or observe bias or discrimination based upon race/ethnicity, sex/gender, or political ideology.
  - More than 78% of respondents who experienced or observed some type of bias indicated that the events negatively impacted their academic or personal experiences at Illinois.
  - Approximately 46% of students who experienced or observed some type of bias sought support or a resolution to their experience(s) with a friend, roommate, or family member, while 49% of students did not seek support or a resolution at all. Among those students who did seek support or a resolution, about 74% rated the help they received as helpful or very helpful.

## Student Satisfaction

- Approximately 89% of the survey respondents were either satisfied or very satisfied with their academic experience at Illinois.
- More than 84% of the students who registered for support services were satisfied or very satisfied with the disability support they received.