

I ILLINOIS

Chancellor's Senior Survey

AY 2016-2017 FULL REPORT



University of Illinois at Urbana-Champaign

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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.

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Introduction

History

To understand the experiences of graduating seniors at Illinois and to gain input on student learning outcomes, a task force—established by the Chancellor—created a questionnaire in 1989. The work of that task force became the Chancellor's Senior Survey (CSS), which has been administered on campus regularly from 1996 to 2013. In 2015, the time came to reevaluate the survey to examine its effectiveness and usefulness to the campus, to colleges, and to individual units. The Chancellor's Senior Survey Review Committee (CSSRC), which consists of faculty and staff, was charged to revise the survey. One of its first duties was to consider what the survey should accomplish. The committee met with groups of students, faculty, and student affairs staff and advisors to find out more about what these groups may want to capture with this survey.

The newly revised survey for all graduating seniors at Illinois was launched in Fall 2016. The survey was designed to examine the degree to which the educational programs at Illinois 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 survey contains approximately 250 individual items arranged within 71 questions (some questions have multi-part answers). Students typically take about 11 minutes to complete the survey. The survey is administered electronically by the Center for Innovation in Teaching & Learning (CITL). The [current questionnaire](#)¹ can be found on the Division of Management Information (DMI) website, along with the CSS Dashboard and past summary reports. The CSSRC provides continued guidance, and the Office of the Provost provides oversight. For additional methodology information, see [Appendix A](#).

Current Report

This report focuses on the 2016-2017 academic year. Of the 7,631 graduating students that were invited to take the survey, a total of 2,163 graduating seniors across nine academic colleges in the graduating classes of December 2016 and May 2017 responded to the survey. An overview of the 2016-2017 graduating seniors who completed the survey can be found in [Appendix B](#).

¹ <https://secure.dmi.illinois.edu/SeniorSurvey/Content/pdfs/CSSMay2018Questionnaire.pdf>

Student Participation

This section provides a broad picture of the various university-sponsored activities (e.g., undergraduate research, international experiences, leadership programs, honors programs, and capstone courses or senior projects) and campus-related activities (e.g., career development programs or services, volunteer or community services, and health, fitness or wellness programs) students participated in during their time at Illinois. Students also indicated how valuable or meaningful each experience was to their personal or professional development. The figures below highlight the university-sponsored activities and campus-related activities students participated in, the mean value rating for each university-sponsored activity and campus-related activity, and the university-sponsored activities and campus-related activities students found most valuable overall.

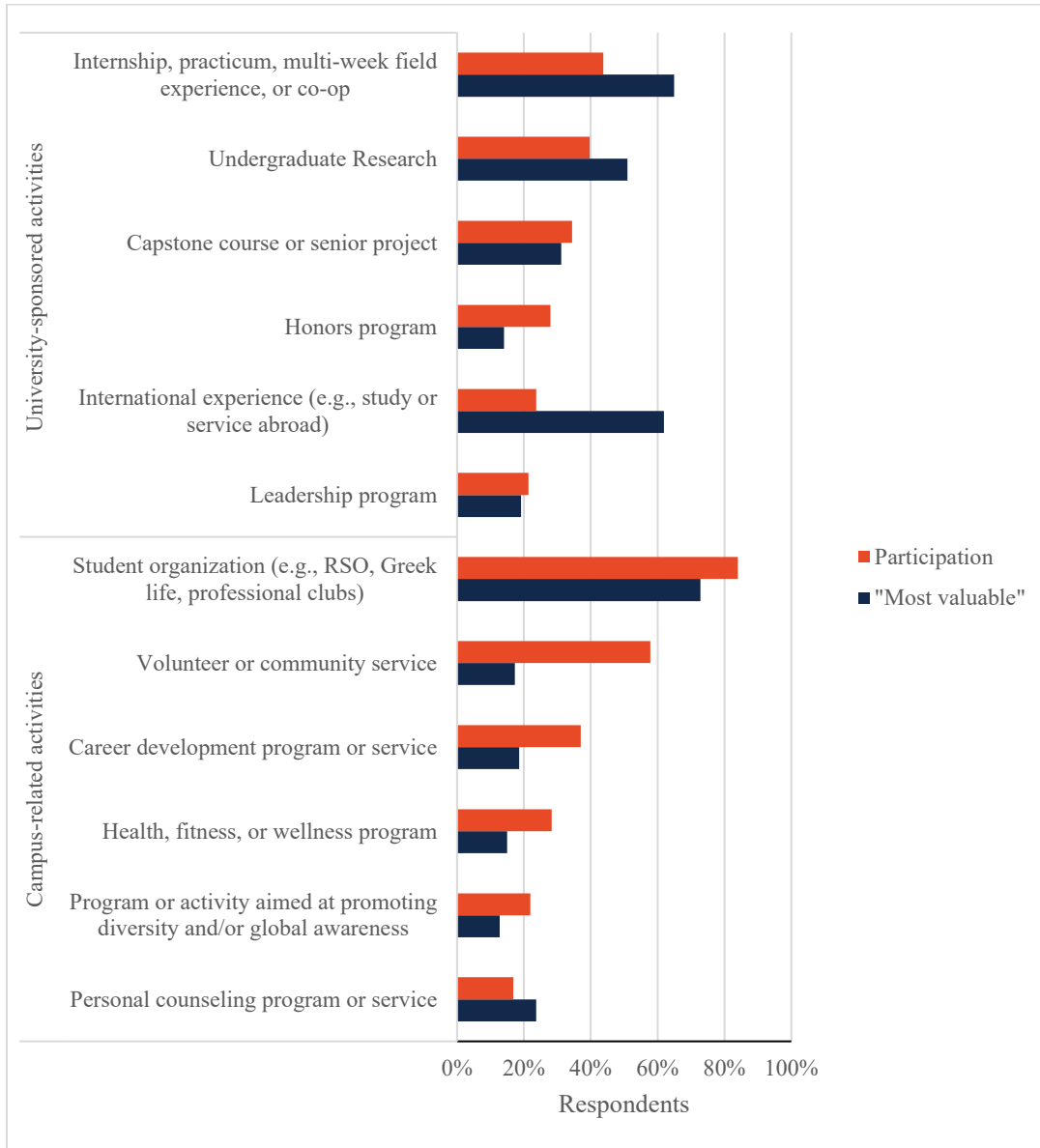
University-Sponsored Activities

As Figure 1 illustrates, the top three university-sponsored activities students participated in during their time at Illinois were work related experiences (e.g., internships, practicums, multi-week field experiences, or co-ops), undergraduate research, and capstone courses or senior projects. Students were allowed to select more than one activity. Compared to other university-sponsored activities more students participated in internships, practicums, multi-week field experiences, or co-ops. Internship experience was ranked most valuable overall (see Figure 1); however, students reported that international experiences were more meaningful to their personal or professional development than any other university-sponsored activity (see Figure 2).

Campus-Related Activities

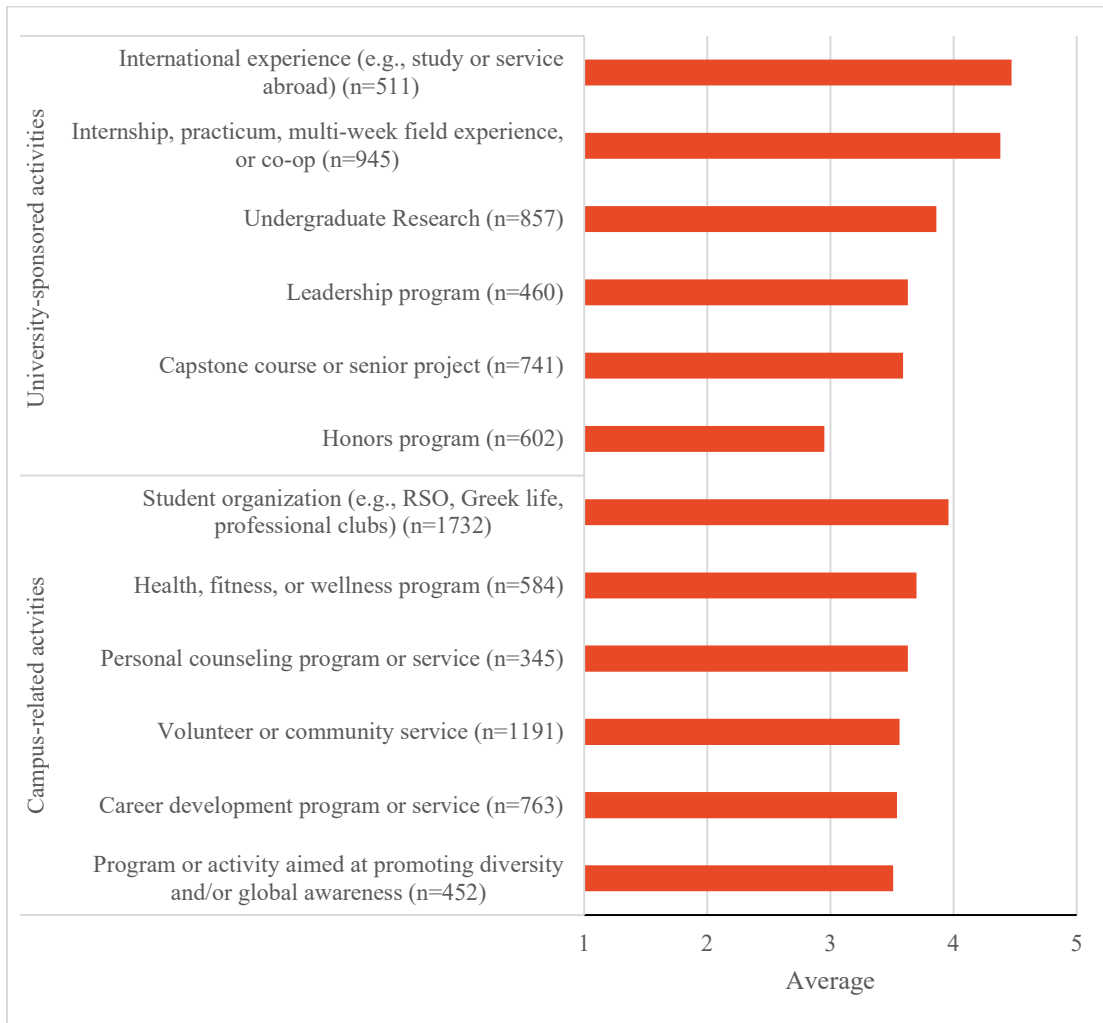
Figure 1 shows that the top three campus-related activities students participated in during their time at Illinois were student organizations, volunteer or community service, and career development programs or services. Students were allowed to select more than one activity. Compared to other campus-related activities, more students participated in student organizations. Students also ranked student organizations as the most valuable campus-related activity overall (see Figure 1). On average, students reported that student organizations were more meaningful to their personal or professional development than any other campus-related activity (see Figure 2).

Figure 1. Participation in university-sponsored and campus-related activities.



Note. Students responded to the question, “During your time at Illinois, have you participated in any of the following activities?” Students were allowed to select more than one activity. A total of 2,156 students participated in university-sponsored activities, while a total of 2,061 participated in campus-related activities. Students also responded to the question, “Which activities you chose above was the most valuable to you, overall?” Only the activities students participated in were listed as possible answers.

Figure 2. Personal and professional value of university-sponsored and campus related activities.



Note. Students responded to the question, “How valuable or meaningful was your experience to your personal or professional development?” Only the activities students participated in were listed as possible answers. Response options were: (1) Not valuable at all, (2) Slightly valuable, (3) Moderately valuable, (4) Very valuable, (5) Extremely valuable.

Illinois Student Learning Outcomes

This section draws on students’ self-assessment of how well they have improved their abilities across the five [Illinois Student Learning Outcomes](#)²: Intellectual Reasoning and Knowledge, Creative Inquiry and Discovery, Effective Leadership and Community Engagement, Social Awareness and Cultural Understanding, and Global Consciousness. Students were also asked to indicate which aspects of the Illinois experience were most influential in improving their abilities across the five different learning outcomes. Due to the especially long series of questionnaire items (20) in this section, the Chancellor’s Senior Survey Review Committee decided that the items should be rotated each academic year, so that each student is asked to report on only 12 of the 20 items in one survey. The rotation schedule can be found on page five of the [Illinois Chancellor’s Senior Survey Questionnaire](#).³

Table 1. Indicators of Illinois student learning outcomes for AY 2016-2017.

Illinois Student Learning Outcomes	Indicators for AY 2016-2017
Intellectual Reasoning and Knowledge	Think logically and critically Identify credible sources of information Communicate orally Explore questions or problems from more than one disciplinary viewpoint
Creative Inquiry and Discovery	Analyze data, creative works, literature, or information to investigate problems
Effective Leadership and Community Engagement	Collaborate with others effectively Develop ways to give back to your community
Social Awareness and Cultural Understanding	Participate in discussions about cultural differences with others Explore multiple perspectives
Global Consciousness	Appreciate how events in one location can have a global impact

Intellectual Reasoning and Knowledge

Definition: 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 (see Table 1). Of these indicators, students perceived the most improvement in their ability to think logically and critically (see Figure 3). Moreover, 88% of students who perceived improvements in their ability to think logically and critically attributed this improvement to courses in their major (see Figure 4). 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 (see Figure 4).

² <https://provost.illinois.edu/assessment/learning-outcomes-assessment/illinois-student-learning-outcomes/#sthash.yI6aYfL8.dpbs>

³ <https://secure.dmi.illinois.edu/SeniorSurvey/Content/pdfs/CSSMay2018Questionnaire.pdf>

Creative Inquiry and Discovery

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

One indicator of Creative Inquiry and Discovery (CID) was included on the survey for AY 2016-2017 (see Table 1). 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 (see Figure 3). More than 90% of students attributed this improvement to courses in their major (see Figure 4).

Effective Leadership and Community Engagement

Definition: 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 (see Table 1). Of these indicators, students perceived the greatest improvement in their ability to collaborate with others effectively (see Figure 3). More than 78% of students attributed this improvement to courses in their major (see Figure 4). 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 (see Figure 4).

Social Awareness and Cultural Understanding

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

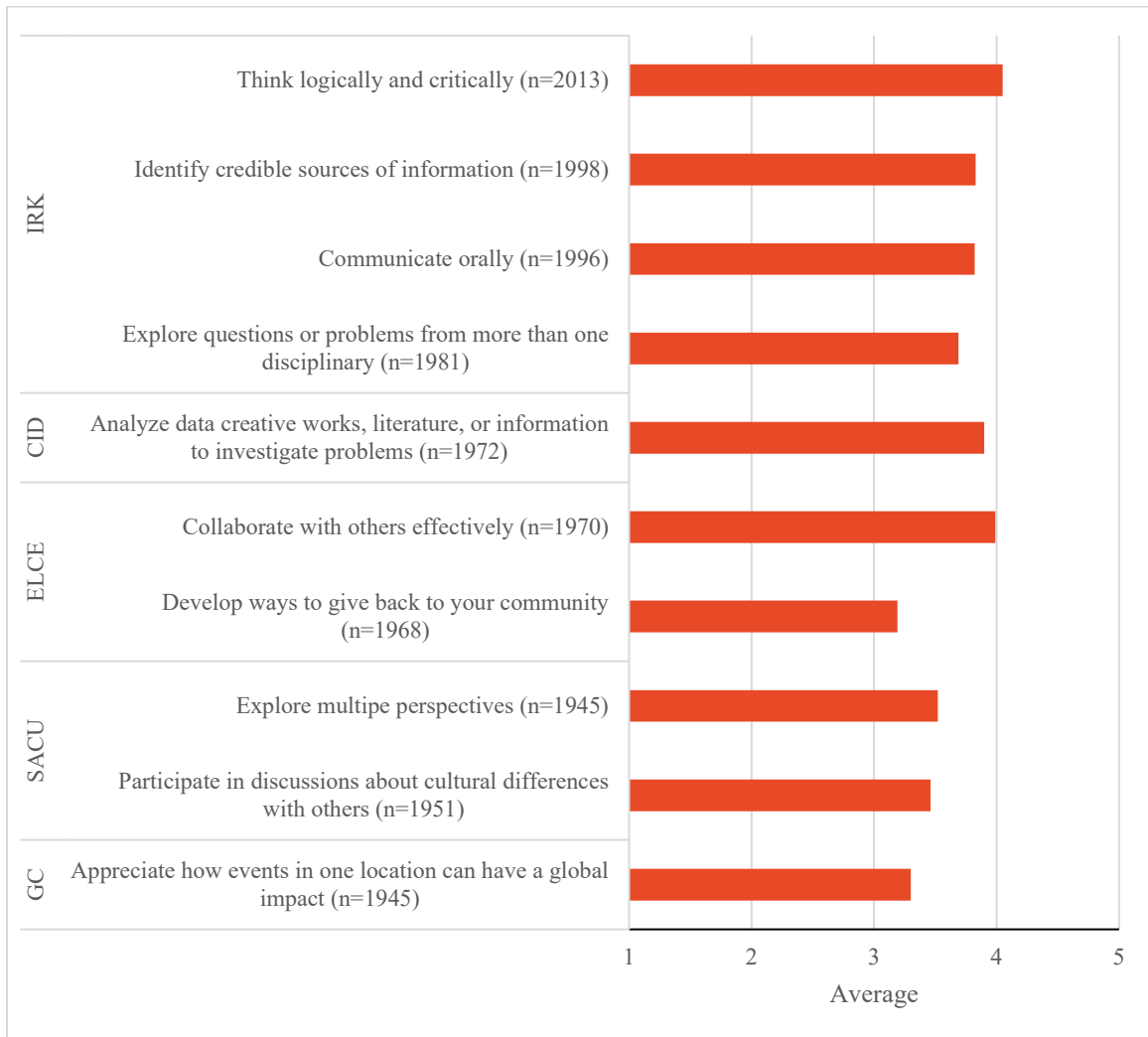
Two indicators of Social Awareness and Cultural Understanding (SACU) were included on the survey for AY 2016-2017 (see Table 1). Of these indicators, students perceived the greatest improvement in their ability to explore multiple perspectives; however, students' perceived improvement in their ability to participate in discussions about cultural differences with others was comparable (see Figure 3). 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 (see Figure 4). Overall, informal interactions with other students and other campus-related activities were the most influential in improving students' abilities across all indicators of social awareness and cultural understanding.

Global Consciousness

Definition: 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.

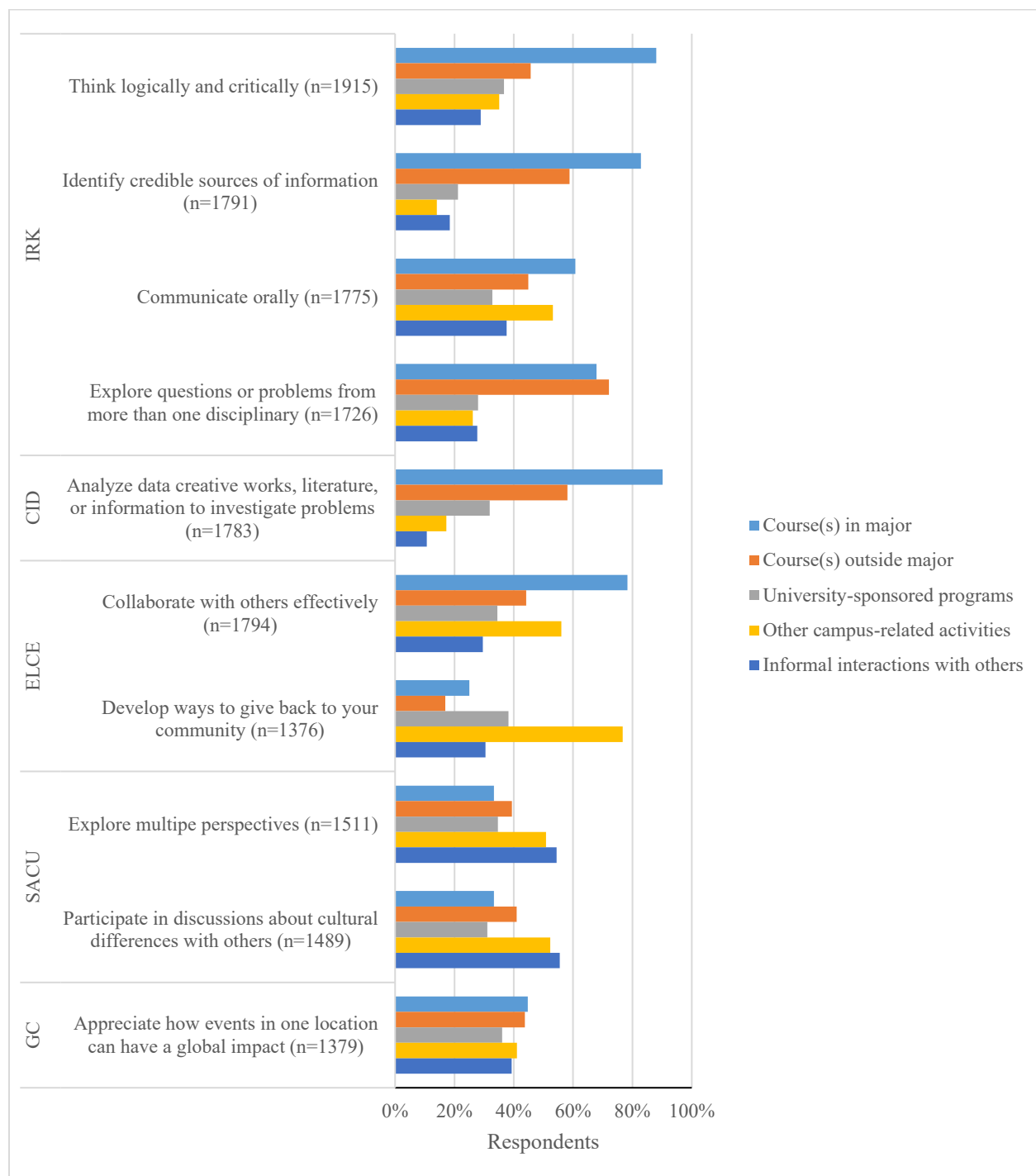
One indicator of Global Consciousness (GC) was included on the survey for AY 2016-2017 (see Table 1). On average, students' perceived improvement in their ability to appreciate how events in one location can have a global impact, ranged from moderately to very well (see Figure 3). Although 45% of students 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 (see Figure 4).

Figure 3. Perceived improvement across indicators of Illinois student learning outcomes.



Note. Students responded to the question, “Thinking back on your academic experience at Illinois, how well have you improved your ability to...?” Response options were: (1) Not at all, (2) A little, (3) Moderately, (4) Very well, (5) Extremely well. IRK = Intellectual Reasoning and Knowledge, CID = Creative Inquiry and Discovery, ELCE = Effective Leadership and Community Engagement, SACU = Social Awareness and Cultural Understanding, and GC = Global Consciousness.

Figure 4. Most influential experiences across indicators of Illinois student learning outcomes.



Note. Students responded to the question, “Which part of your Illinois experience were most influential in improving your ability to...?” Students were allowed to choose up to three options for each indicator. “Other source” option is not displayed, but ranged from .3% to 2.4% across all indicators. IRK = Intellectual Reasoning and Knowledge, CID = Creative Inquiry and Discovery, ELCE = Effective Leadership and Community Engagement, SACU = Social Awareness and Cultural Understanding, and GC = Global Consciousness.

Summary of Findings for Student Learning Outcomes

Overall, many students attributed their improvement to courses in their major; however, courses outside their major, other campus related activities, and informal interactions with other students also contributed to student success. For example, courses outside their major were most influential in improving students' ability to explore questions or problems from more than one disciplinary viewpoint. 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 their community. Informal interactions with other students were most influential in improving students' ability to participate in discussions about cultural differences with others and explore multiple perspectives.

Campus Climate

In this section, characteristics of the campus climate are addressed. Survey respondents were asked to rate how welcoming, respectful, inclusive, and supportive faculty are to students and how welcoming, respectful, inclusive, and supportive students are to each other.⁴ Survey respondents were also asked to indicate whether they experienced or observed some kind of bias or discrimination while enrolled at Illinois. The figures below show students' ratings for each characteristic of the campus climate. The remaining figures depict the types of bias students personally experienced or observed, the impact of that bias or discrimination on their academic or personal experiences at Illinois, the sources of support or resolution students pursued after experiencing or observing bias, and the helpfulness of the support or resolution students received after experiencing or observing bias.

Welcoming Climate

Survey respondents were asked to rate how welcoming faculty are to students and how welcoming students are to each other. More than 87% of survey respondents perceived faculty to be welcoming or very welcoming to students, while approximately 73% of the survey respondents perceived students to be welcoming or very welcoming to other students (see Figure 5).

Respectful Climate

Survey respondents were asked to rate how respectful faculty are to students and how respectful students are to each other. Eighty-nine percent of survey respondents perceived faculty to be respectful or very respectful to students, while approximately 69% of the survey respondents perceived students to be respectful or very respectful to other students (see Figure 6).

Inclusive Climate

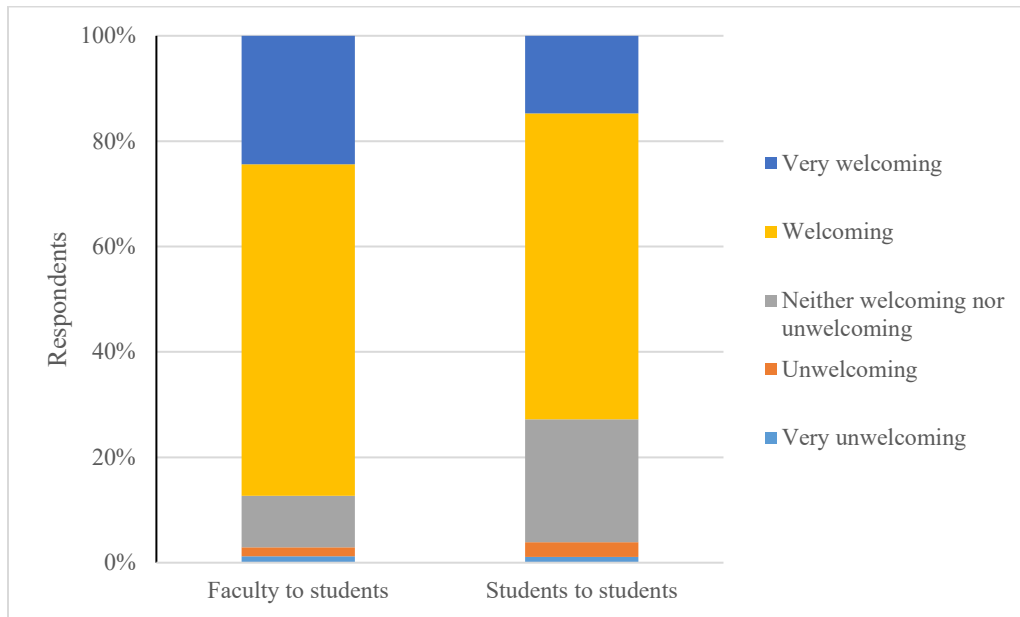
Survey respondents were asked to rate how inclusive faculty are to students on campus and how inclusive students are to each other on campus. More than 99% of survey respondents perceived faculty to be inclusive to students, while more than 97% of the survey respondents perceived students to be inclusive 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 (see Figure 7).

Supportive Climate

Survey respondents were asked to rate how supportive faculty are to students on campus and how supportive students are to one another on campus. Nearly 99% of survey respondents perceived faculty to be supportive to students, while 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 (see Figure 8).

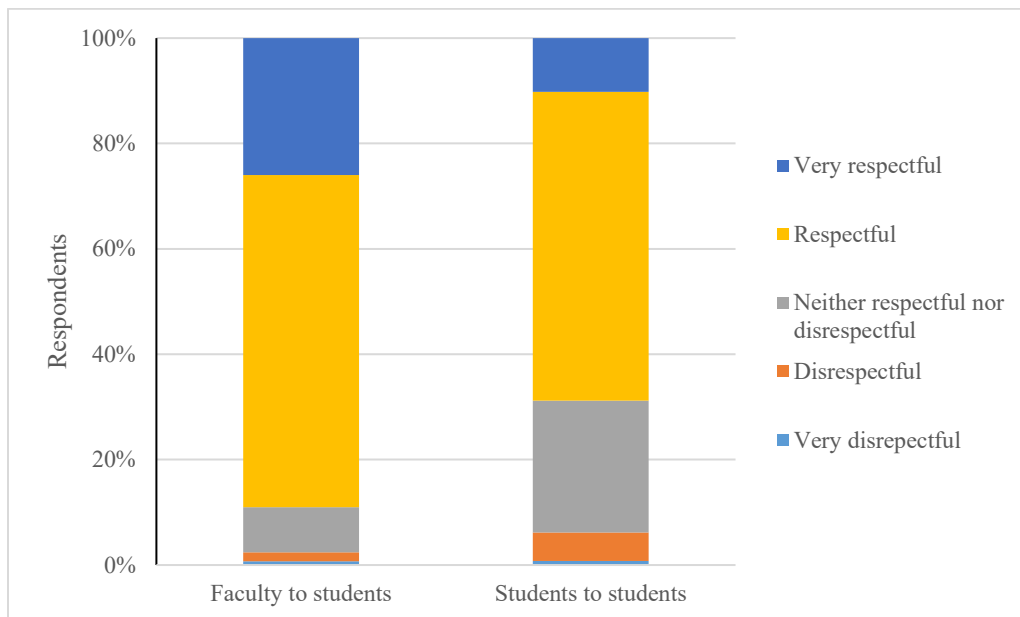
⁴ The welcoming and respectful scales are bipolar, whereas the inclusive and supportive scales are unipolar.

Figure 5. Welcoming faculty and students.



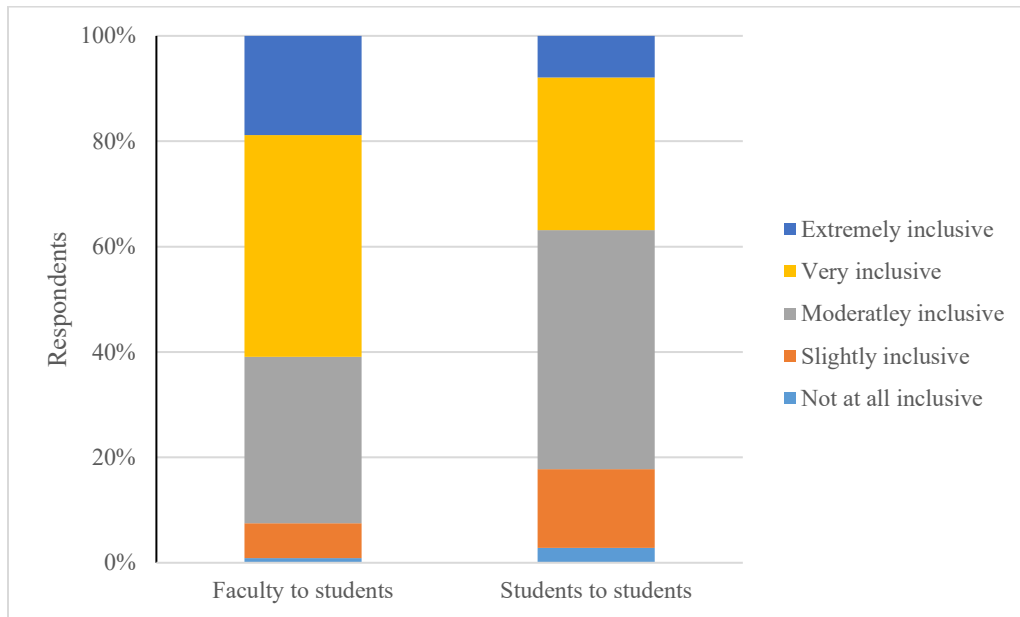
Note. A total of 1,949 students responded to the question, “In general on this campus, how welcoming are faculty to students?” and a total of 1,951 students responded to the question, “How welcoming are students to each other?”

Figure 6. Respectful faculty and students.



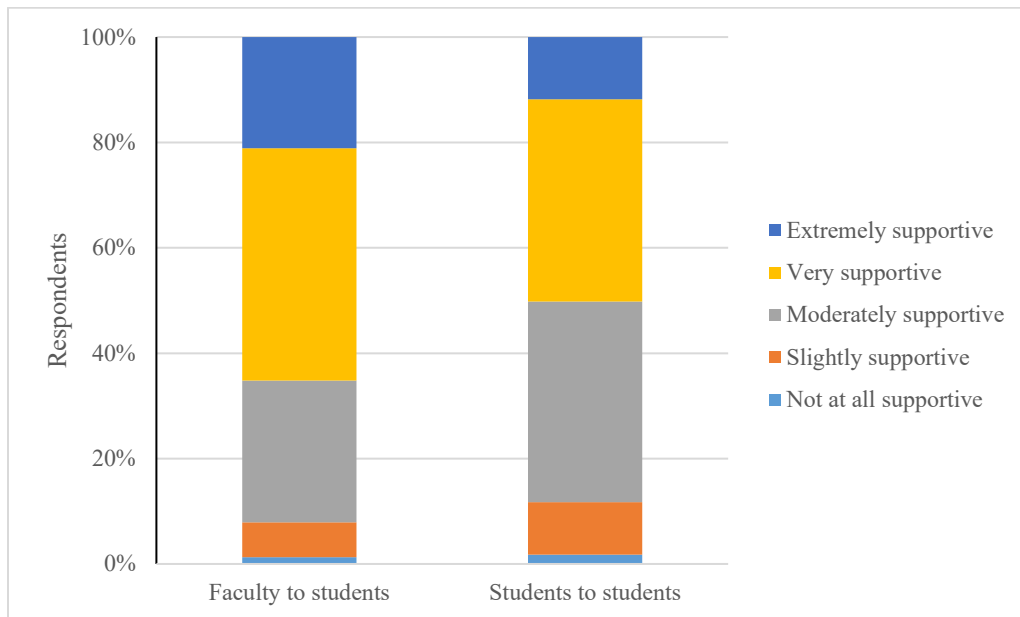
Note. A total of 1,945 students responded to the question “In general on this campus, how respectful are faculty to students?” and a total of 1,949 students responded to the question “How respectful are students to each other?”

Figure 7. Inclusive faculty and students.



Note. A total of 1,948 students responded to the question, “How welcoming are faculty to students?” and a total of 1,950 students responded to the question, “How inclusive are students to each other?”

Figure 8. Supportive faculty and students.

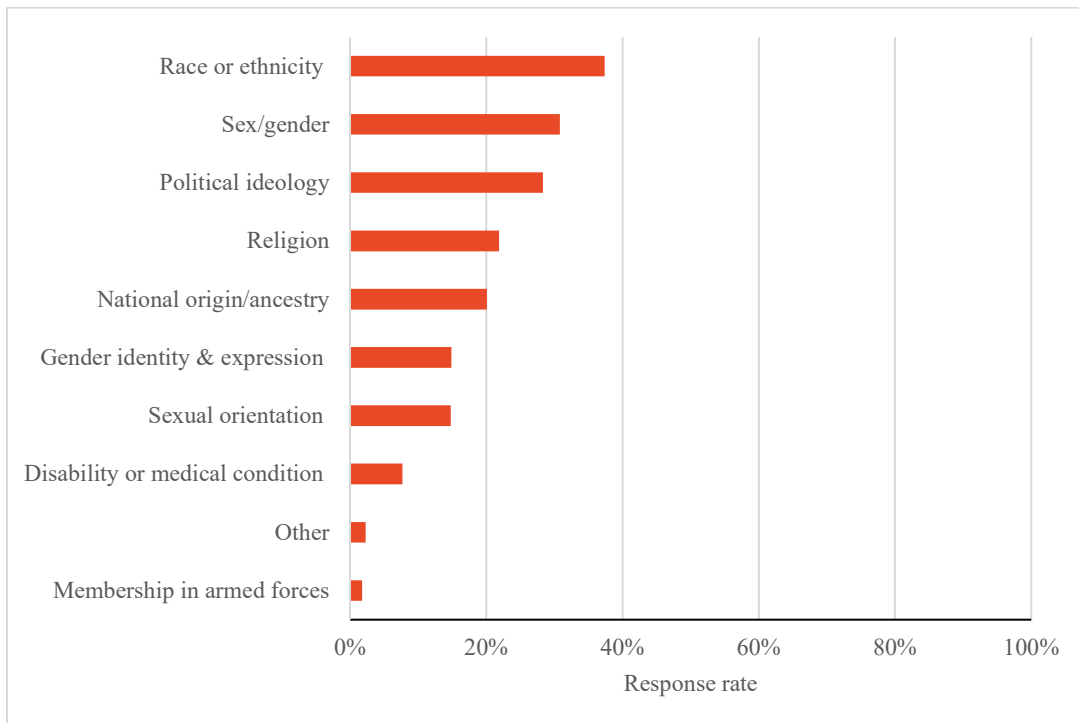


Note. A total of 1,944 students responded to the question “How supportive are faculty to students” and a total of 1,946 students responded to the question “How supportive are students to each other?”

Experience or Observation of Bias or Discrimination

Students were asked to indicate whether they experienced or observed some kind of bias or discrimination while enrolled as a student at Illinois. More than 59% of survey respondents reported experiencing or observing some kind of bias or discrimination. As Figure 9 illustrates, students were more likely to experience or observe racial or ethnic discrimination, sex or gender bias, and discrimination based on political ideology. Students could select multiple responses. Due to the structure of the survey question, we are not able to differentiate between student personal experiences of bias versus their observations of bias. We have since revised the survey question to capture this distinction.

Figure 9. Types of bias or discrimination students personally experienced or observed at Illinois.

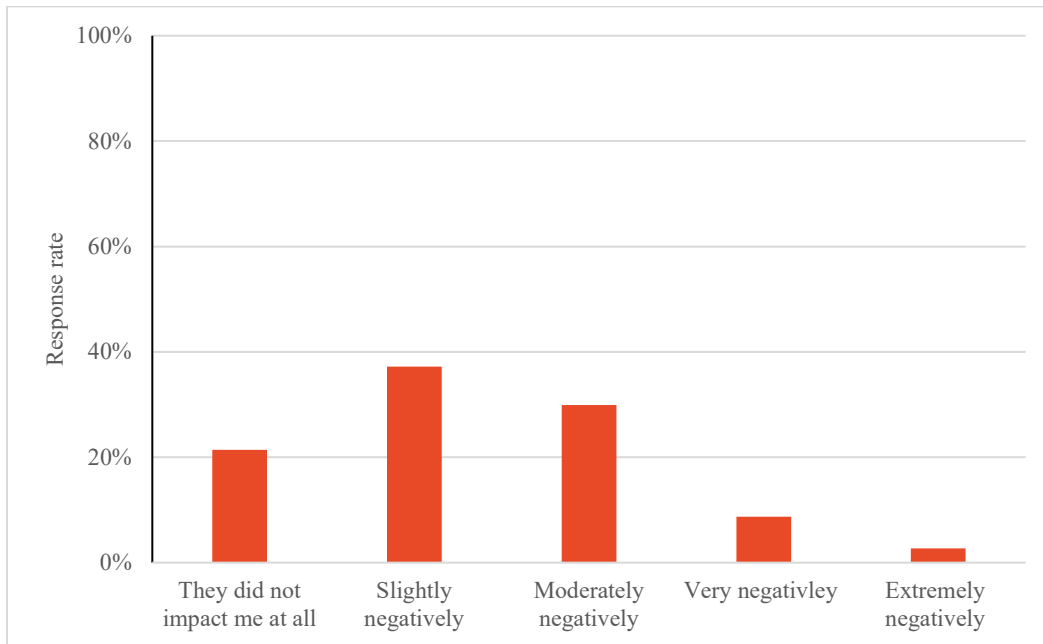


Note. A total of 1,869 students responded to the question, “Have you experienced any of the following while a student at Illinois? These could be events that you personally have experienced or have observed others encounter.” Students were allowed to select more than one option.

Impact of Experiencing Bias or Discrimination

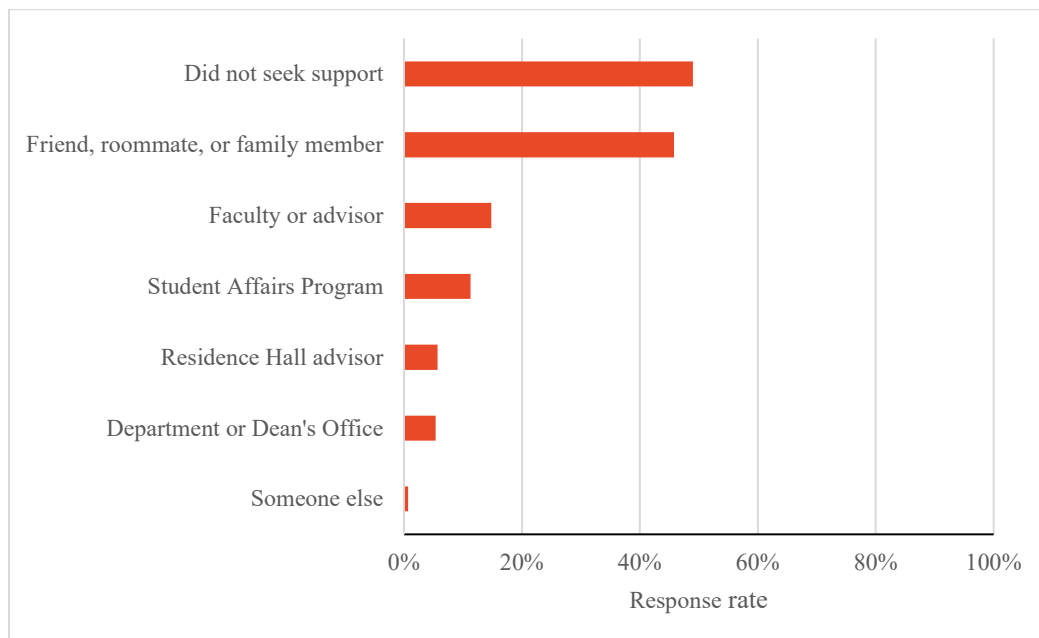
When asked about the impact of experiencing or observing bias or discrimination, more than 78% of respondents indicated that the events negatively impacted their academic or personal experiences at Illinois (see Figure 10). Approximately 46% of students who experienced or observed some type of bias sought 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 (see Figure 11). Among those students who did seek support or a resolution, 74% indicated that the support they received was helpful or very helpful.

Figure 10. Impact of bias or discrimination on students’ academic or personal experiences at Illinois.



Note. Students who experienced bias personally were asked the question, “How did this bias or discrimination impact your academic or personal experience at Illinois?” A total of 1,107 students responded to the question.

Figure 11. Sources from which students sought support or a resolution after experiencing/observing bias.



Note. Students who experienced bias personally were asked the question, “Did you seek support or a resolution to your experience(s) with any of the following?” A total of 1,104 students responded to the question. Respondents were allowed to select more than one response.

Summary of Findings for Campus Climate

Overall, students perceived faculty to be more welcoming and respectful to students than students were to each other. Students perceived faculty to be equally inclusive and supportive to students as students were to each other. More than 59% of survey respondents experienced or observed some kind of bias or discrimination. Students were more likely to experience or observe racial or ethnic discrimination, sex or gender bias, and discrimination based on political ideology. 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. Of those who sought support or a resolution, 74% rated the support they received as helpful or very helpful.

Student Satisfaction

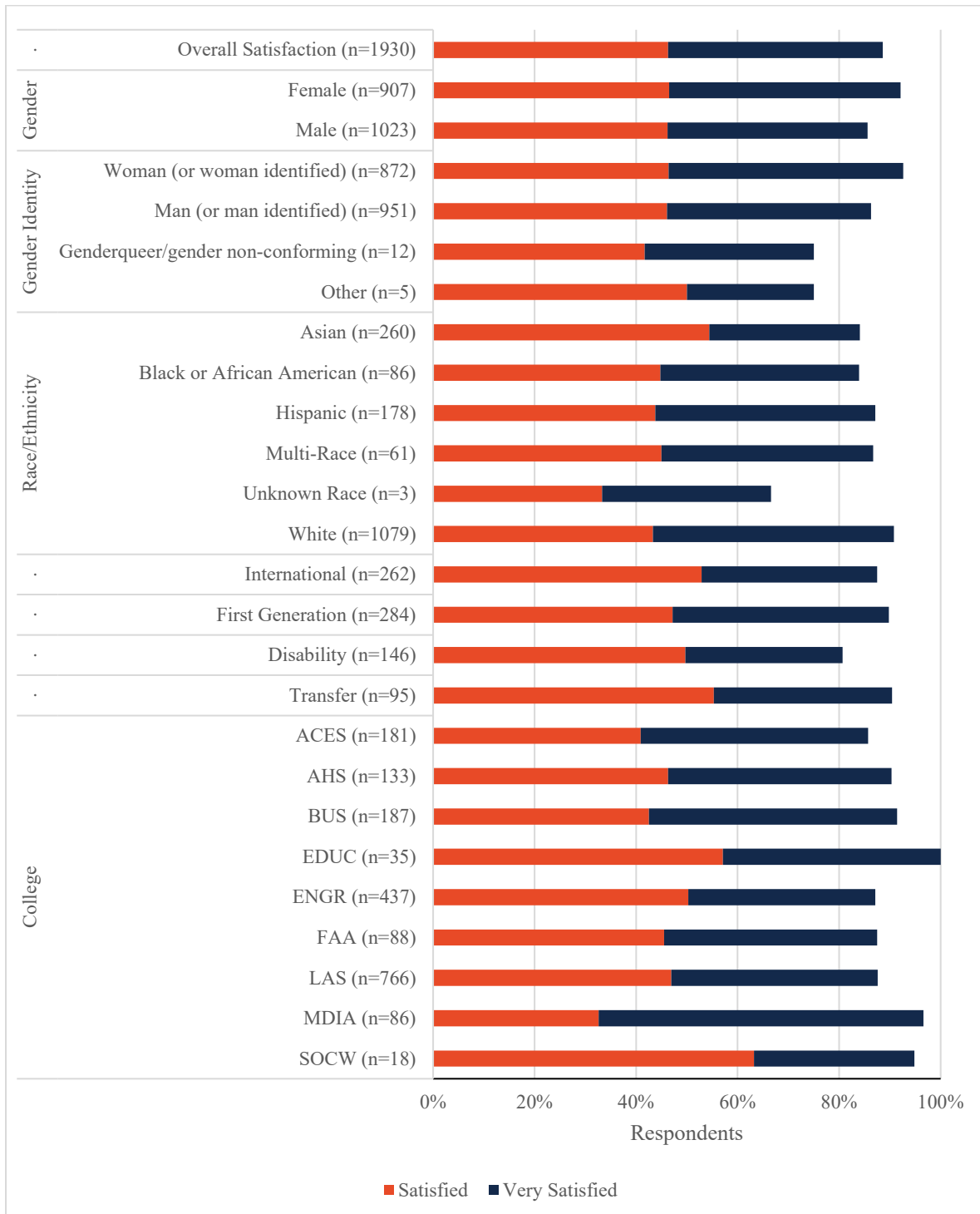
This section shares responses from students on how satisfied they were with the academic experience at Illinois. Figure 12 provides data about student satisfaction by various demographics including college, race or ethnicity, gender, first generation status, transfer student status, international student status, and disability status. Some key findings in each of these categories are listed directly below.

- Overall, approximately 89% of all survey respondents were either satisfied or very satisfied with their academic experience at Illinois.
- More than 92% of female students were satisfied or very satisfied with the academic experience at Illinois.
- Approximately 91% of White students were satisfied or very satisfied with the academic experience at Illinois.
- Almost 88% international students were satisfied or very satisfied with the academic experience at Illinois.
- Nearly 90% of first generation students were satisfied or very satisfied with the academic experience at Illinois.
- Almost 81% students with a disability were satisfied or very satisfied with the academic experience at Illinois.
- More than 84% of the students who registered for disability support services were satisfied or very satisfied with the support services they received.
- More than 90% of transfer students were satisfied or very satisfied with the academic experience at Illinois.
- The College of Education graduates had the highest level of satisfaction. The College of Education represented 2% of the graduating class of 2017, and 2% of the survey respondents were from the College of Education. As Figure 12 indicates, 100% of the graduating seniors from the College of Education were satisfied or very satisfied with the academic experience at Illinois.

Disability Services

Less than 8% of the survey respondents reported a disability that affected their ability to perform as a student (e.g., a mobility, visual, hearing, or psychological impairment; learning disability; or ongoing health impairment). Of the students who reported a disability, 43% registered for disability support services at Illinois. More than 84% of the students who registered for support services were satisfied or very satisfied with the disability support services they received. Students who reported a disability were asked: Were your disability needs unmet in any area? The answer to this question did not vary much by whether or not students had registered for disability support services.

Figure 12. Student satisfaction with the Illinois experience by student characteristics.



Note. Students were asked the question, “How satisfied are you with your academic experience at Illinois?” Response options were: Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, and Very satisfied. Only satisfied and very satisfied are displayed in Figure 12. ACES = Agricultural, Consumer and Environmental Sciences; AHS = Applied Health Sciences; BUS = Gies Business; EDUC = Education; ENGR = Grainger Engineering; FAA = Fine and Applied Arts; LAS = Liberal Arts and Sciences; MDIA = Media; SOCW = Social Work. “Other” gender identity includes transman and gender not listed here.

Conclusion

The Chancellor's Senior Survey (CSS) collects information from graduating students about their educational experience at Illinois. Responses are assessed to determine the degree to which educational programs at Illinois 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 results provide insight into the experiences of graduating seniors based on student participation in university-sponsored and other 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.

Data from the CSS can be easily accessed by Illinois faculty and staff via the [Chancellor's Senior Survey Dashboard](#).⁵ Senior Survey data can be used to inform assessment and evaluation efforts at the department, college, and institutional levels. For instance, a unit may want to examine how students engage in high impact practices (e.g., First-Year Seminars, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity or Global Learning, Community-Based Learning, Internships, and Capstone Courses and Projects), which educational research suggests increase rates of student retention and student engagement. Faculty and staff might be interested in utilizing CSS data for self-study purposes, accreditation, learning outcomes assessment, or program review. In this manner, data from this CSS may be used to target specific areas where the unit is doing well or where improvements may be needed.

This summary report shared data from the initial administration of the revised Chancellor's Senior Survey. Summary reports will be provided for each administration of the CSS. The next administration will take place AY 2017-2018. Once sufficient data is collected, trend reports will be provided to highlight the experiences of graduating students overtime. Auxiliary reports focused on campus learning outcomes and open-ended items are forthcoming.

⁵ <https://secure.dmi.illinois.edu/SeniorSurvey/Home/Dashboard>

Appendix A: Methodology

All graduating students receive an initial e-mail invitation to take the survey, and non-respondents are sent up to four reminders via e-mail. In general, students are invited to take the survey midway through the semester they are due to graduate. Students are each assigned their own unique survey link so that we can assure no duplications, calculate accurate response rates, and so that the survey data can be supplemented with data from university administration records at an individual level.

Table A-1. Surveyed populations and response rates.

Graduation Date	Population	Respondents	Response Rate	Incentives Offered	Invitation & Reminders Sent
December 2016	1,375	285	20.7%	None	3
May 2017	6,256	1,878	30.0%	Chance of 1 in 15 sets of VIP seating, 1 in 5 \$25 Amazon gift cards, 1 picture frame, 1 in 5 cap and gown rentals	5
Total for this report	7,631	2,163	28.3%		

Because of differential response rates between demographic subgroups of the population (most notably between men and women), we calculated post-stratification non-response weights to adjust survey demographic percentages to align more closely with population percentages. The characteristics used to calculate the weights are: 1) graduation cohort, 2) gender (Male or Female), 3) under-represented minority status (American Indian or Alaska Native, Black, Hispanic, or Native Hawaiian or Pacific Islander domestic students vs. others), and 4) college.

Appendix B: Overview of the 2016-2017 Survey Respondents

This section of the report shares demographic characteristics of the survey respondents. Table B-1 compares survey respondents to the graduating student population on various demographics. Additional respondent characteristics are presented in Table B-2. Survey respondents present a picture of a traditional student body, with a large majority enrolling as freshmen and completing a bachelor’s degree in four years. Some of the key findings are listed directly below.

- A majority of the respondents were White (57%) and female (56%) female. Compared to the graduating senior population, both White students and female students were overrepresented (see Table B-1).
- The College of Liberal Arts and Sciences (LAS) had the largest representation (35.1%), followed by the Grainger College of Engineering (ENGR, 23.3%), and the Gies College of Business (BUS, 10.9%). Compared to the graduating senior population, both ENGR and BUS were overrepresented, while LAS was underrepresented (see Table B-1).
- International students represented more than 13% of the respondents, compared to 16.2% of the graduating senior population.
- The majority of respondents were heterosexual or straight (see Table B-2).
- More than 44% of the respondents had no religious affiliation. Among the respondents who did belong to a religion, 45.9% of them belonged to Christianity (see Table B-2).

Table B-1. Respondent characteristics (unweighted and weighted) compared to graduating senior population.

Gender	Graduating Senior Population	Unweighted Respondents	Weighted Respondents
Female	47.1%	55.8%	47.4%
Male	52.9%	44.2%	52.6%
Ethnicity			
American Indian or Alaska Native	0.03%	0.05%	0.04%
Asian	16.0%	14.2%	13.8%
Black or African American	5.2%	4.5%	5.0%
Hispanic	9.0%	8.5%	9.2%
International	16.2%	13.1%	13.4%
Multi-race	3.0%	3.0%	2.9%
Native Hawaiian or Pacific Islander	0.1%	0.05%	.1 %
Unknown	0.3%	0.1%	.1%
White	50.2%	56.5%	55.5%
Underrepresented Minority (URM)	14.3%	13.0%	14.2%
College			
Agricultural, Consumer and Environmental Sciences	9.3%	10.7%	9.4%
Allied Health Sciences	7.2%	7.9%	7.1%
Gies Business	9.8%	10.9%	9.7%
Media	4.5%	4.5%	4.5%
Education	2.0%	2.0%	2.0%
Grainger Engineering	22.3%	23.3%	22.2%
Fine and Applied Arts	4.7%	4.2%	4.6%
Liberal Arts and Sciences	39.4%	35.1%	39.4%
Social Work	.9%	1.4%	1.0%

Table B-2. Additional respondent characteristics (unweighted).

Gender Identity	Unweighted Respondents
Man (or man identified)	43.2%
Woman (or woman identified)	55.9%
Transgender/genderqueer/gender non-conforming	0.9%
Sexual Orientation	
Heterosexual/Straight	87.1%
Bisexual	4.8%
Asexual	3.9%
Gay	2.1%
Lesbian	0.9%
Queer	0.8%
Pansexual	0.2%
Other	0.2%
Religion	
No religion	44.5%
Christianity	45.9%
Judaism	3.6%
Islam	2.2%
Hinduism	2.0%
Buddhism	1.0%
Other	0.5%
Sikhism	0.1%
Unitarian Universalist	0.1%
Spiritualist	0.1%
Baha'i	0.1%