

I ILLINOIS

Chancellor's Senior Survey

AY 2019-2020 EXECUTIVE SUMMARY



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 revised survey in Fall 2016. After a few additional changes to the survey, the May 2017 graduating seniors were invited to complete the survey in Spring 2017. The CSS is currently administered on a two-year cycle with a gap year between each cycle to accommodate for the administration of the National Survey of Student Engagement (NSSE).

This report focuses on surveys administered during the 2019-2020 academic year. A total of 1,563 graduating seniors across nine academic colleges completed the survey, leading to a response rate of nearly 21%. 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, capstone courses or senior projects), more students participated in work-related experiences (e.g., internships, practicums, multi-week field experiences, or co-ops). Internship experiences were ranked most valuable overall; however, students reported that international experiences were 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, health, fitness or wellness programs), more students participated in student organizations (e.g., RSO, Greek life, professional clubs). Compared to all other campus-related activities, students ranked student organizations as the most valuable overall and the most valuable/meaningful to their personal or professional development.

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) 2019-2020. Of these indicators, students perceived the most improvement in their ability to think logically and critically. Almost 86% of students who indicated 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.

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 2019-2020. On average, students perceived that they improved moderately/very well in their ability to analyze data, creative works, literature, or information to investigate problems. More than 83% of students who indicated improvement in their ability to analyze data, creative works, literature, or information to investigate problems 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 2019-2020. Of these indicators, students perceived the greatest improvement in their ability to collaborate with others effectively. Approximately 74% of students attributed this improvement to courses in their major.

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 2019-2020. Of these indicators, students perceived the greatest improvement in their ability to explore multiple perspectives; however, students perceived that they improved comparably in their ability to participate in discussions about cultural differences with others. Almost 47% of students who indicated improvements in their ability to explore multiple perspectives attributed this improvement to other campus-related activities (e.g., RSOs, professional organizations, volunteer experiences, residence hall programs, Greek system), while more than 44% of students who indicated improvements in their ability to participate in discussions about cultural differences with others attributed this improvement to courses outside their major.

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.

- Only one indicator of Global Consciousness (GC) was included on the survey for AY 2019-2020. On average, students perceived that they improved moderately/very well in their ability to appreciate how events in one location can have a global impact. Approximately 49% of students attributed this improvement to courses in their major.

Campus Climate

- Welcoming: More than 82% of students perceived faculty to be welcoming or very welcoming to students, almost 66% of the survey respondents perceived students to be welcoming or very welcoming to other students.

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- Respectful: More than 85% of students perceived faculty to be respectful or very respectful to students, while almost 73% of the survey respondents perceived students to be respectful or very respectful to other students.
- Inclusive: More than 98% of students 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: Almost 99% of students perceived faculty to be supportive to students, and almost 99% 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 54% of survey respondents experienced some kind of bias or discrimination, while almost 81% observed some kind of bias or discrimination. Students were more likely to experience and observe bias or discrimination based upon sex/gender, race/ethnicity, and political ideology.
 - Seventy-nine percent of respondents who personally experienced bias or discrimination indicated that the events negatively impacted their academic or personal experiences at Illinois.
 - More than 46% of students who personally experienced bias or discrimination sought support or a resolution to their experience(s) with a friend, roommate, or family member, while more than 47% 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 86% of all survey respondents were either satisfied or very satisfied with their academic experience at Illinois.
- More than 73% of the students who registered for disability support services were satisfied or very satisfied with the support services they received.