

I ILLINOIS

Chancellor's Senior Survey

AY 2017-2018 EXECUTIVE SUMMARY



University of Illinois at Urbana-Champaign

July 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 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.

This report focuses on surveys administered during the 2017-2018 academic year. A total of 2,191 graduating seniors across nine academic colleges completed the survey, leading to a response rate of nearly 27%. 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 experiences (e.g., internships, practicums, multi-week field experiences, or co-ops). International experiences (e.g., study abroad or survey abroad) and work-related experiences were equally 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, and health, fitness or wellness programs), more students participated in student organizations (e.g., RSO, Greek life, and professional clubs). Students also ranked student organizations as the most valuable campus-related activity overall. On average, students reported that student organizations were more meaningful to their 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) 2017-2018. Of these indicators, students perceived the most improvement (on average) in their ability to deeply understand their chosen field of study. Moreover, more than 96% of students who indicated improvements in their ability to deeply understand their chosen field of study 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.

- Two indicators of Creative Inquiry and Discovery (CID) were included on the survey for AY 2017-2018. Students' perceived improvement in their ability to ask compelling questions related to their area of interest or major was comparable to their perceived improvement in their ability to convey new ideas. Approximately 90% of students who indicated improvement in their ability to ask compelling questions related to their area of interest or major attributed this improvement to courses in their major, compared to more than 79% of students who indicated improvements in their ability to convey new ideas.

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.

- One indicator of Effective Leadership and Community Engagement (ELCE) was included on the survey for AY 2017-2018. On average, students' perceived improvement in their ability to consider a variety of perspectives when making decisions as a group ranged from moderately to very well. More than 61% 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 2017-2018. Of these indicators, students perceived the greatest improvement in their ability to work in diverse teams; however, students' perceived improvement in their ability to have a deeper understanding of different social and cultural groups was comparable. More than 67% of students who indicated improvements in their ability to work in diverse teams attributed this improvement to courses in their major, while more than 52% of students who indicated improvements in their ability to have a deeper understanding of different social and cultural groups attributed this improvement to informal interactions with others.

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 2017-2018. On average, students' perceived improvement in their ability to identify factors that make a difference in how communities around the world operate, ranged from moderately to very well. Forty-nine percent of students attributed this improvement to courses outside their major and approximately 44% 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, while almost 66% of the survey respondents perceived students to be welcoming or very welcoming to other students.

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- Respectful: Nearly 85% of students perceived faculty to be respectful or very respectful to students, while more than 67% 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 almost 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 98% of students perceived faculty to be supportive to students, and 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 57% of survey respondents experienced some kind of bias or discrimination, while almost 82% observed some kind of bias or discrimination. Students were more likely to experience and observe bias or discrimination based upon sex/gender and race/ethnicity.
 - Seventy-six percent of respondents who personally experienced bias or discrimination indicated that the events negatively impacted their academic or personal experiences at Illinois.
 - Approximately 50% 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 41% of students did not seek support or a resolution at all. Among those students who did seek support or a resolution, about 71% rated the help they received as helpful or very helpful.

Student Satisfaction

- Approximately 84% of all survey respondents were either satisfied or very satisfied with their academic experience at Illinois.
- More than 62% of the students who registered for disability support services were satisfied or very satisfied with the support services they received.