

I ILLINOIS

Chancellor's Senior Survey

AY 2019-2020 FULL REPORT



University of Illinois at Urbana-Champaign

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Table of Contents

Executive Summary 1

List of Tables and Figures..... 4

Introduction..... 5

 History 5

 Current Report 5

Student Participation..... 6

 University-Sponsored Activities..... 6

 Campus-Related Activities 6

Illinois Student Learning Outcomes 10

 Intellectual Reasoning and Knowledge..... 10

 Creative Inquiry and Discovery 11

 Effective Leadership and Community Engagement 11

 Social Awareness and Cultural Understanding..... 11

 Global Consciousness 11

 Summary of Findings for Student Learning Outcomes 14

Campus Climate..... 15

 Welcoming Climate 15

 Respectful Climate..... 15

 Inclusive Climate 15

 Supportive Climate 15

 Experience or Observation of Bias or Discrimination 18

 Impact of Experiencing Bias or Discrimination 19

 Summary of Findings for Campus Climate 20

Student Satisfaction 21

 Disability Services 21

Conclusion 23

Appendix A: Methodology 24

Appendix B: Overview of the 2019-2020 Survey Respondents 25

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.

Chancellor's Senior Survey Summary Report: AY 2019-2020

- 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.

List of Tables and Figures

Tables

Table 1. [Indicators of Illinois student learning outcomes for AY 2019-2020.](#)

Table A-1. [Surveyed populations and response rates.](#)

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

Table B-2. [Additional respondent characteristics \(unweighted and weighted\).](#)

Figures

Figure 1. [Participation in university-sponsored and campus-related activities.](#)

Figure 2. [Most valuable university-sponsored and campus-related activities.](#)

Figure 3. [Personal and professional value of university-sponsored and campus related activities.](#)

Figure 4. [Perceived improvement across indicators of Illinois student learning outcomes.](#)

Figure 5. [Most influential experiences across indicators of Illinois student learning outcomes.](#)

Figure 6. [Welcoming faculty and students.](#)

Figure 7. [Respectful faculty and students.](#)

Figure 8. [Inclusive faculty and students.](#)

Figure 9. [Supportive faculty and students.](#)

Figure 10. [Types of bias or discrimination students personally experienced or observed at Illinois.](#)

Figure 11. [Impact of bias or discrimination on students' academic or personal experiences at Illinois.](#)

Figure 12. [Sources from which students sought support or a resolution after experiencing or observing bias.](#)

Figure 13. [Student satisfaction with the Illinois experience by student characteristics.](#)

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 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 2019-2020 academic year. Of the 7,479 graduating students that were invited to take the survey, a total of 1,563 graduating seniors across nine academic colleges in the graduating classes of December 2019 and May 2020 responded to the survey. An overview of the 2019-2020 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, capstone courses or senior projects) and campus-related activities (e.g., career development programs or services, volunteer or community services, 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 university-sponsored activities and campus-related activities students found most valuable overall, and the average value rating for each university-sponsored activity and campus-related activity.

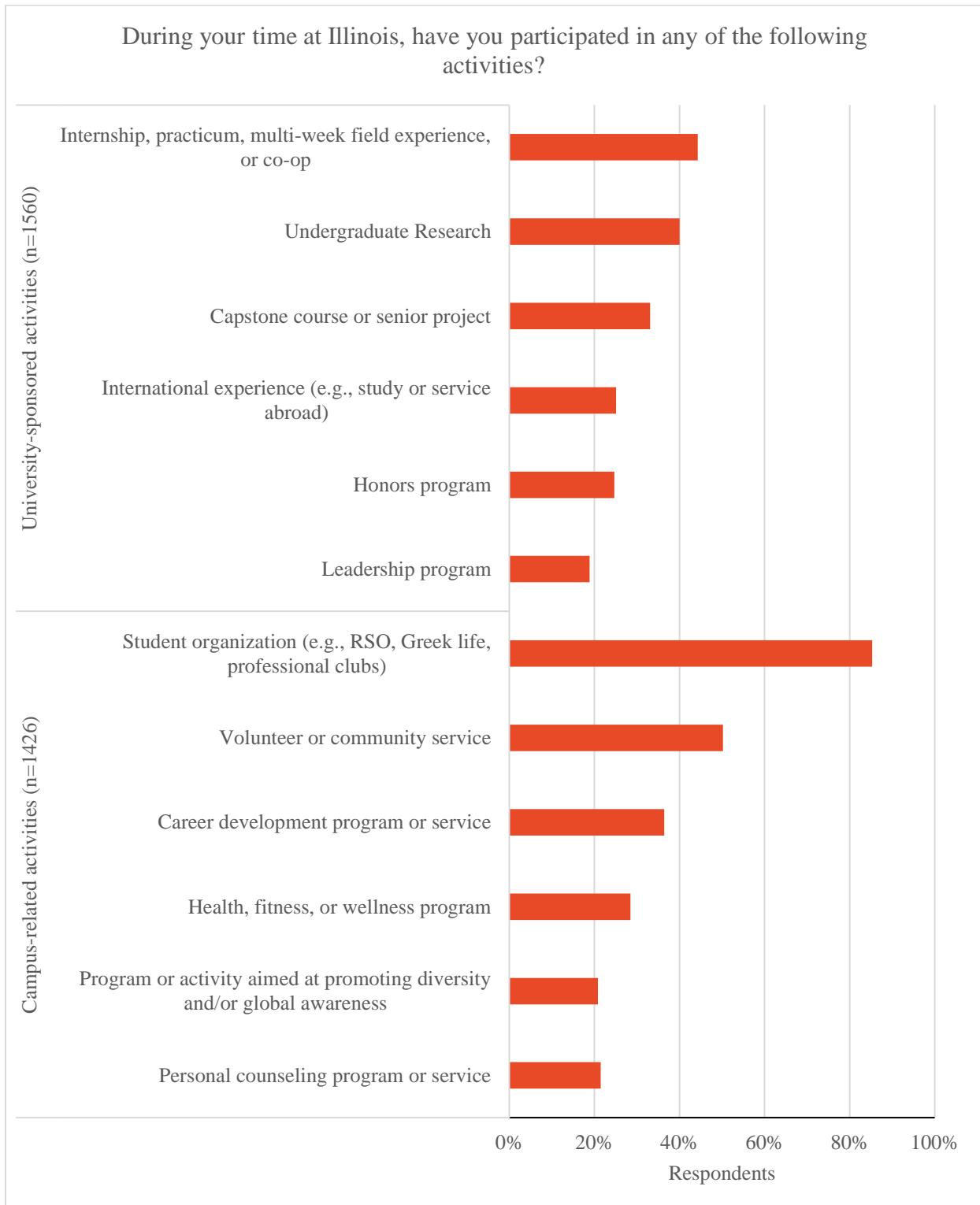
University-Sponsored Activities

As Figure 1 illustrates, work related experiences (i.e., internships, practicums, multi-week field experiences, or co-ops) were the top university-sponsored activities students participated in during their time at Illinois, followed by undergraduate research, and capstone courses or senior projects. Internship experiences were ranked most valuable overall (see Figure 2); however, students reported that international experiences were more meaningful to their personal or professional development than any other university-sponsored activity (see Figure 3).

Campus-Related Activities

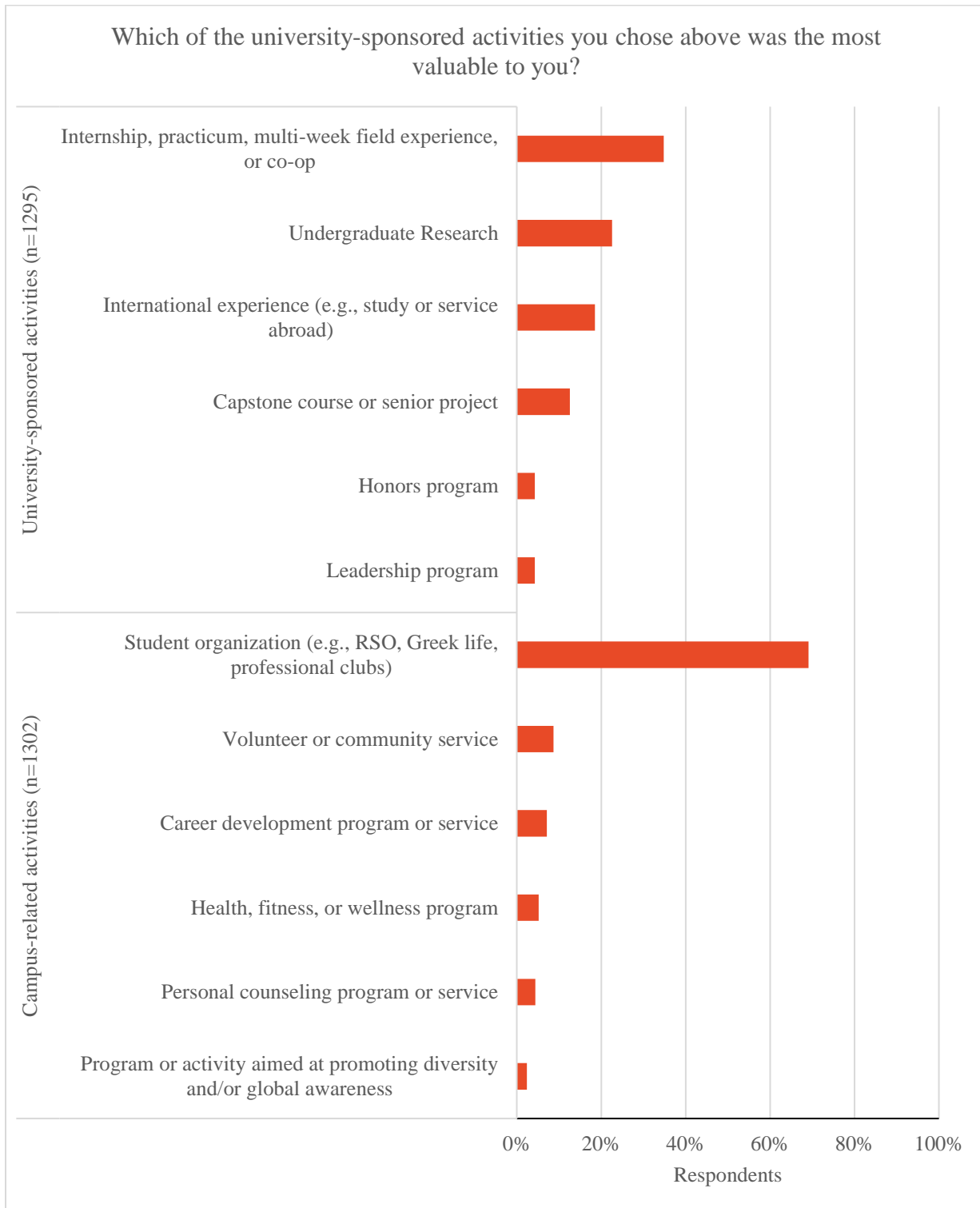
Figure 1 also shows that student organizations (e.g., RSO, Greek life, professional clubs) were the top campus-related activities students participated in during their time at Illinois, followed by volunteer or community service, and career development programs or services. Compared to all other campus-related activities, students ranked student organizations as the most valuable overall (see Figure 2) and the most valuable/meaningful to their personal or professional development (see Figure 3).

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



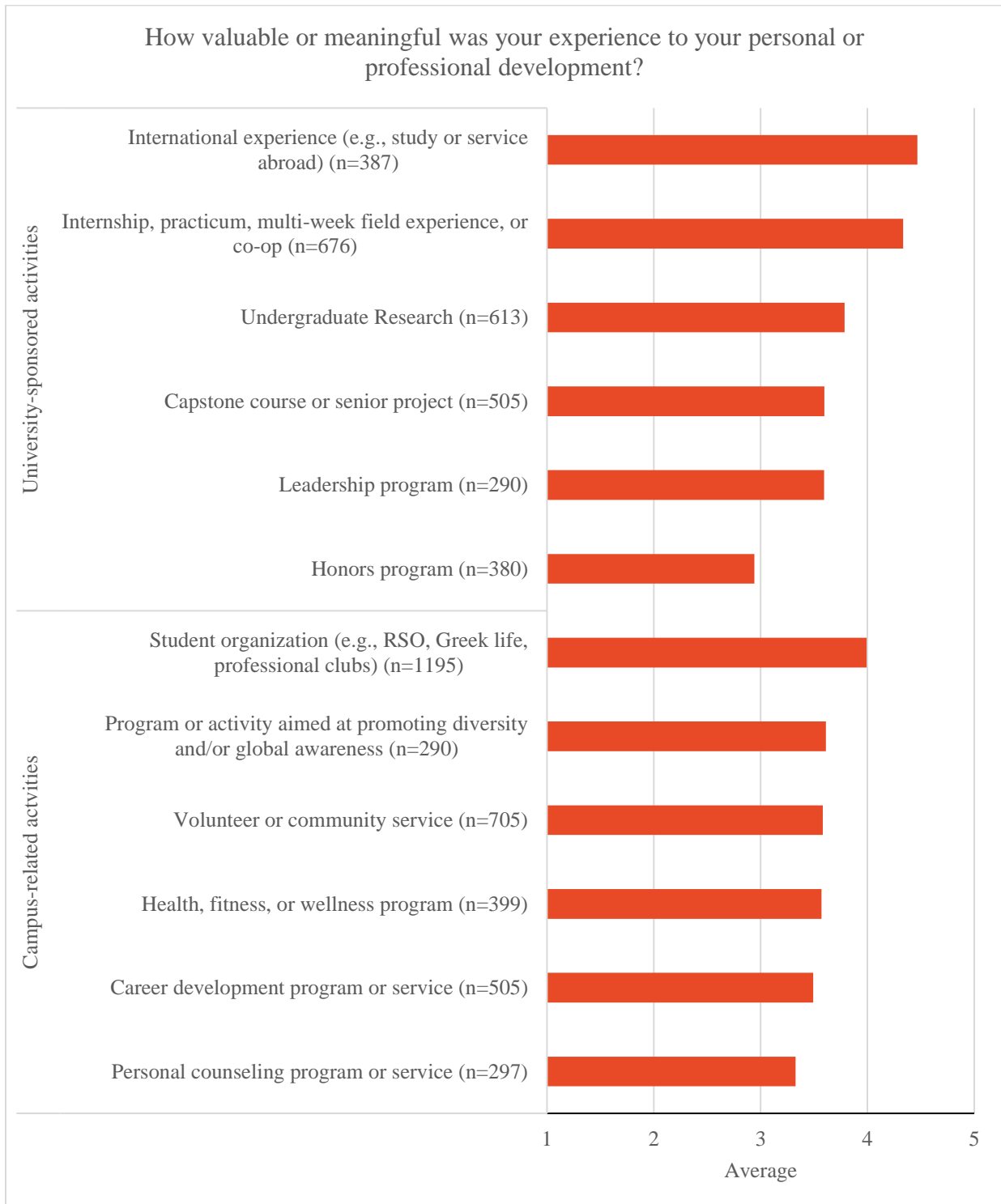
Note. Students were allowed to select more than one activity.

Figure 2. Most valuable university-sponsored and campus-related activities.



Note: Only the activities students participated in were listed as possible choices.

Figure 3. Personal and professional value of university-sponsored and campus related activities.



Note. Only the activities students participated in were listed as possible choices. 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. Students were allowed to choose up to three options. 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 2019-2020.

Illinois Student Learning Outcomes	Indicators for AY 2019-2020
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	Explore multiple perspectives Participate in discussions about cultural differences with others
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) 2019-2020 (see Table 1). Of these indicators, students perceived that they improved the most in their ability to think logically and critically (see Figure 4). Almost 86% of students who indicated improvements in their ability to think logically and critically attributed this improvement to courses in their major (see Figure 5). Courses within students’ major were the most influential in improving students’ abilities across all indicators of IRK.

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.

Only one indicator of Creative Inquiry and Discovery (CID) was included on the survey for AY 2019-2020 (see Table 1). On average, students perceived that they improved moderately to very well in their ability to analyze data, creative works, literature, or information to investigate problems (see Figure 4). 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 (see figure 5).

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 2019-2020 (see Table 1). Of these indicators, students perceived the greatest improvement in their ability to collaborate with others effectively (see Figure 4). Approximately 74% of students attributed this improvement to courses in their major (see Figure 5).

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.

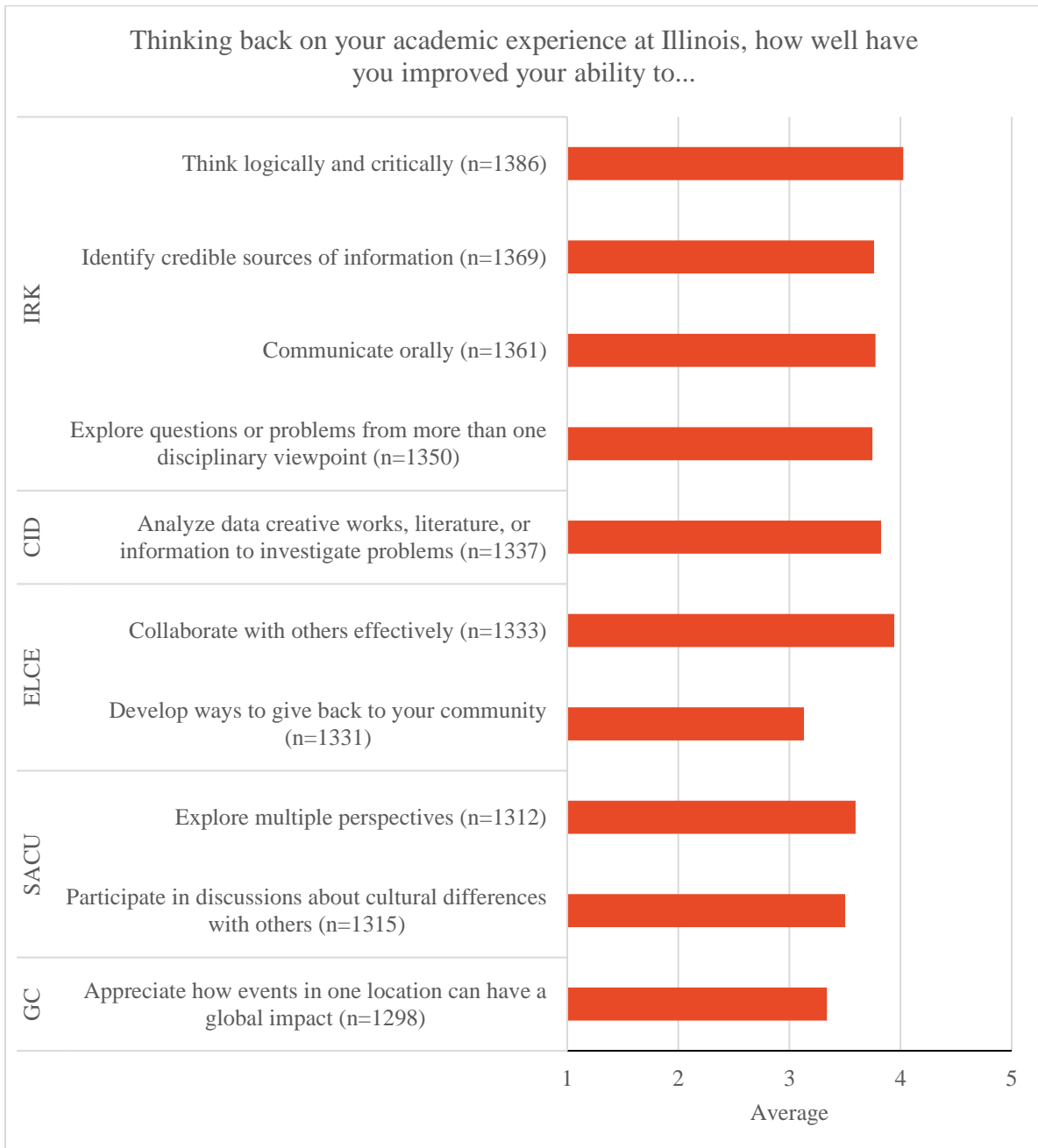
Two indicators of Social Awareness and Cultural Understanding (SACU) were included on the survey for AY 2019-2020 (see Table 1). Of these indicators, students perceived the greatest improvement in their ability to explore multiple perspectives; however, students perceived that they improved comparably in their ability to participate in discussions about cultural differences with others (see Figure 4). 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 (see figure 5).

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.

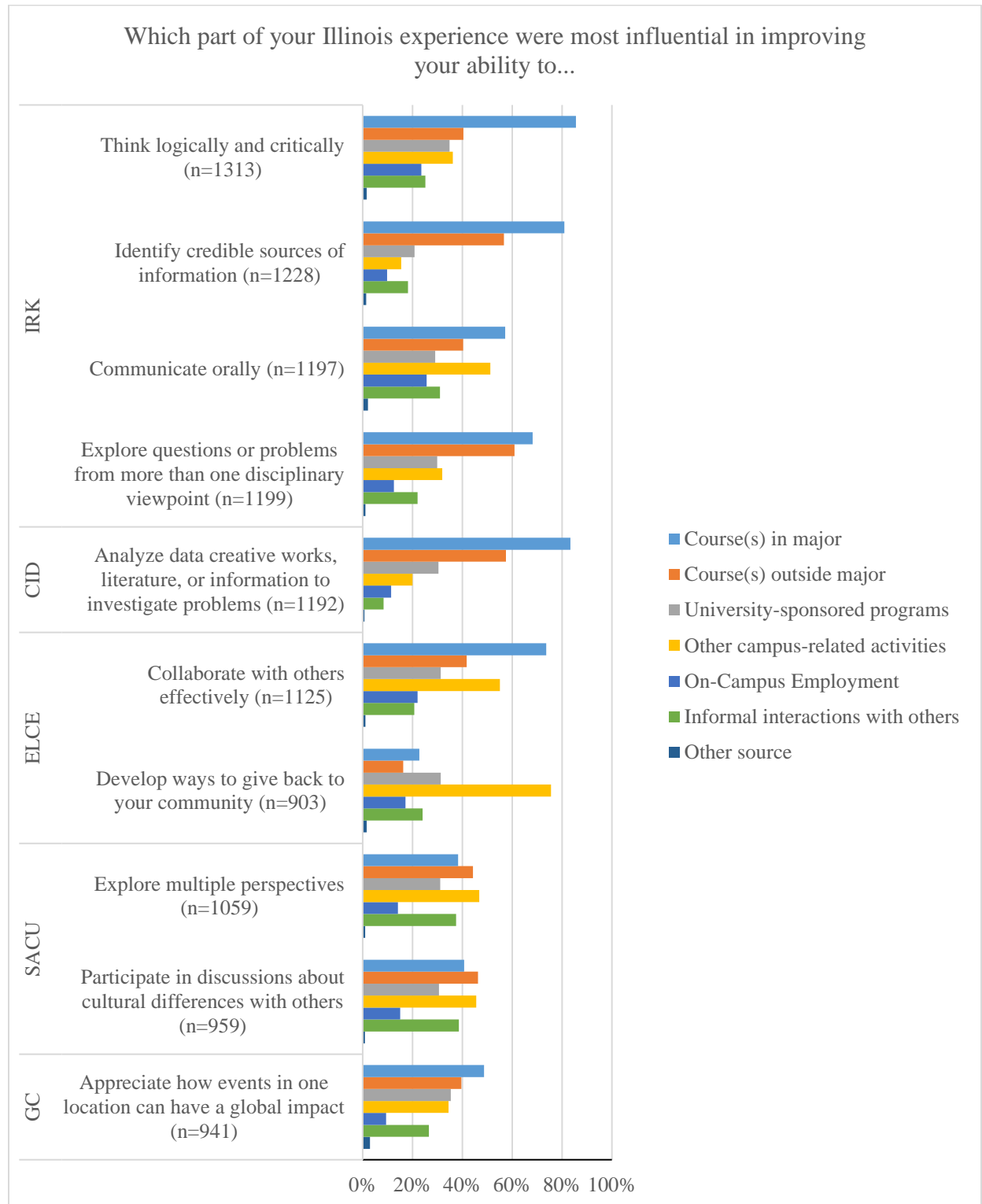
Only one indicator of Global Consciousness (GC) was included on the survey for AY 2019-2020 (see Table 1). On average, students perceived that they improved moderately to very well in their ability to appreciate how events in one location can have a global impact (see Figure 4). Approximately 49% of students attributed this improvement to courses in their major (see Figure 5).

Figure 4. Perceived improvement across indicators of Illinois student learning outcomes.



Note. 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 5. Most influential experiences across indicators of Illinois student learning outcomes.



Note. Students were allowed to choose up to three options for each indicator. 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 and other campus-related activities (e.g., RSOs, professional organizations, volunteer experiences, residence hall programs, Greek system) also contributed to student success. For example, courses outside their major were most influential in improving students' ability to participate in discussions about cultural differences with others. Other campus-related activities were most influential in improving students' ability to develop ways to give back to your community and to 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, and the sources of support or resolution students pursued 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. On average, students perceived faculty to be more welcoming to students, than students were to other students. 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 (see Figure 6).

Respectful Climate

Survey respondents were asked to rate how respectful faculty are to students and how respectful students are to each other. On average, students perceived faculty to be more respectful to students, than students were to other students. 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 (see Figure 7).

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 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 (see Figure 8).

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. 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 (see Figure 9).

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

Figure 6. Welcoming faculty and students.

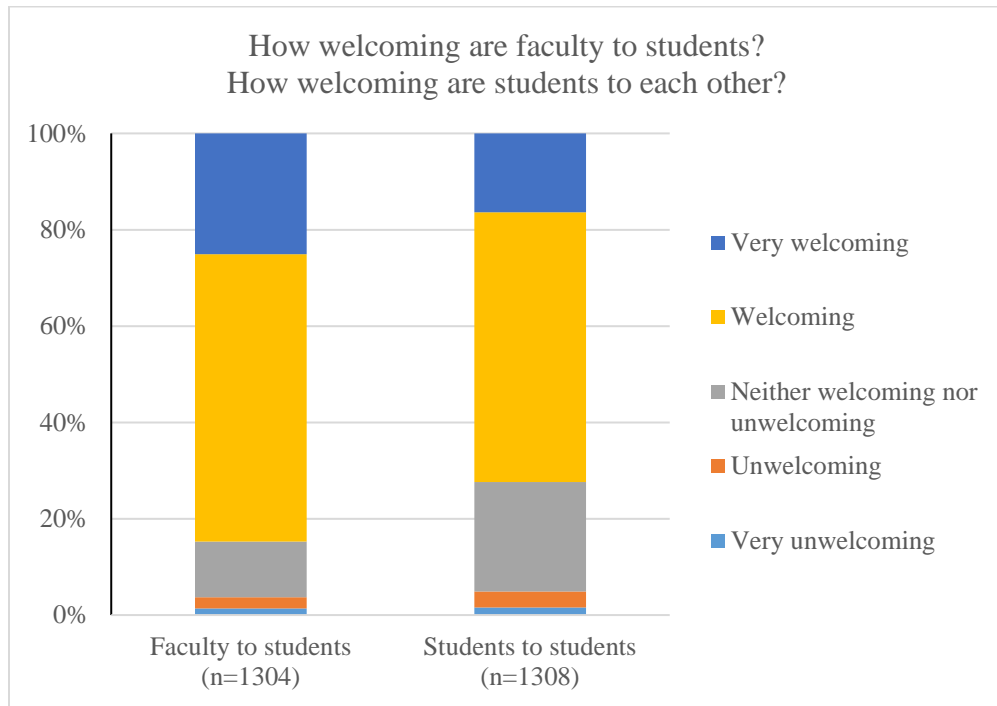


Figure 7. Respectful faculty and students.

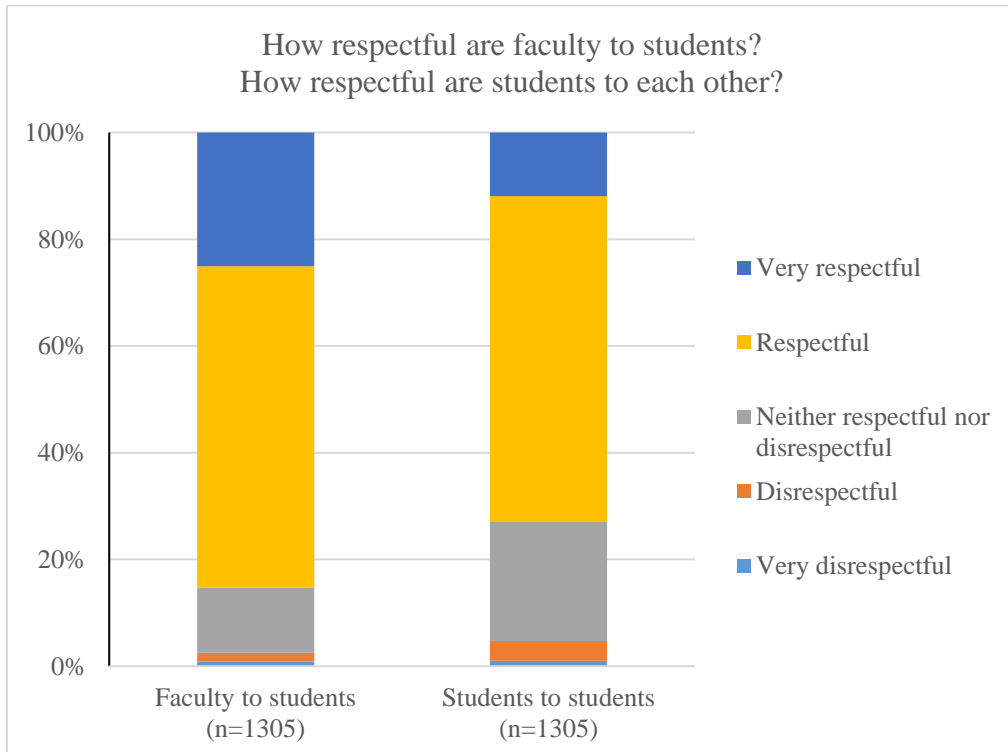


Figure 8. Inclusive faculty and students.

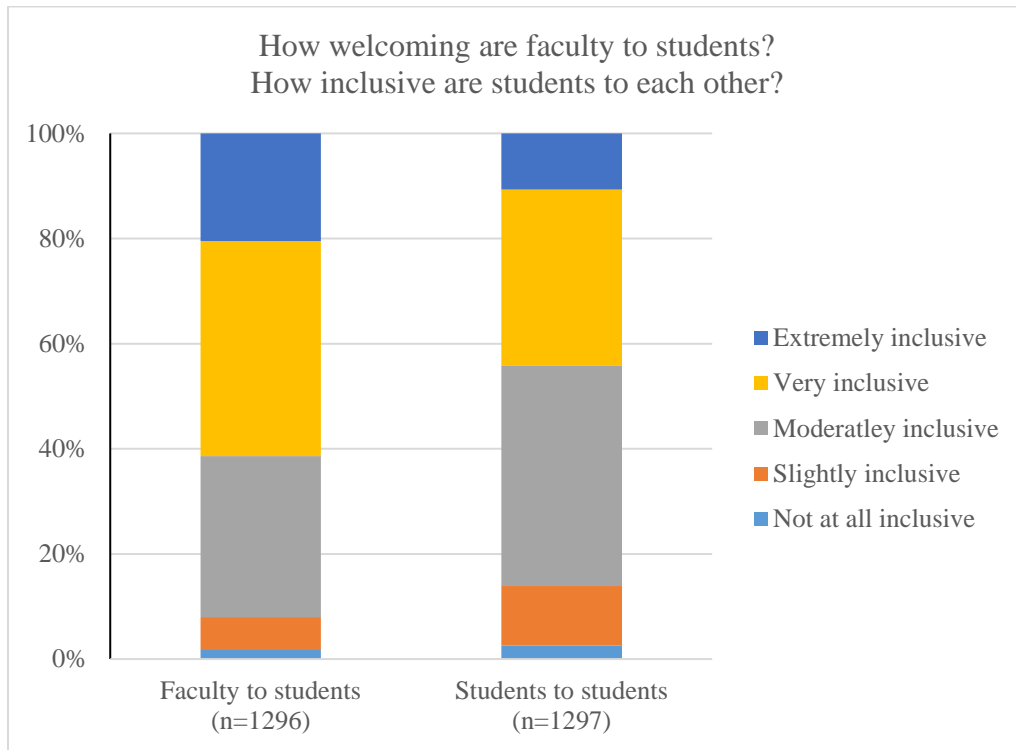
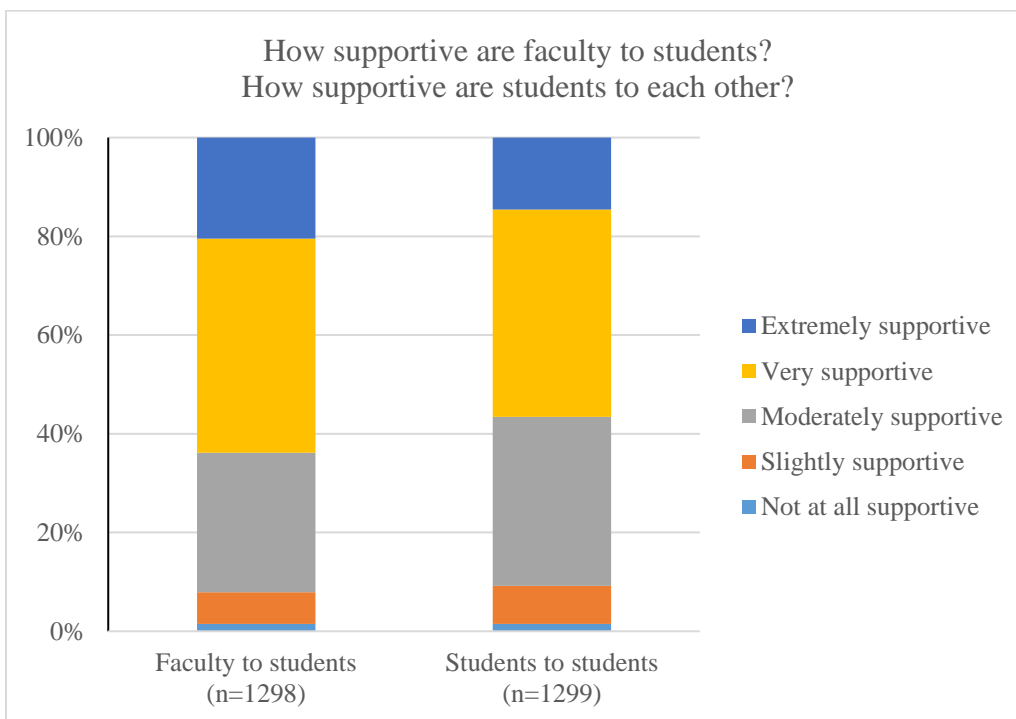


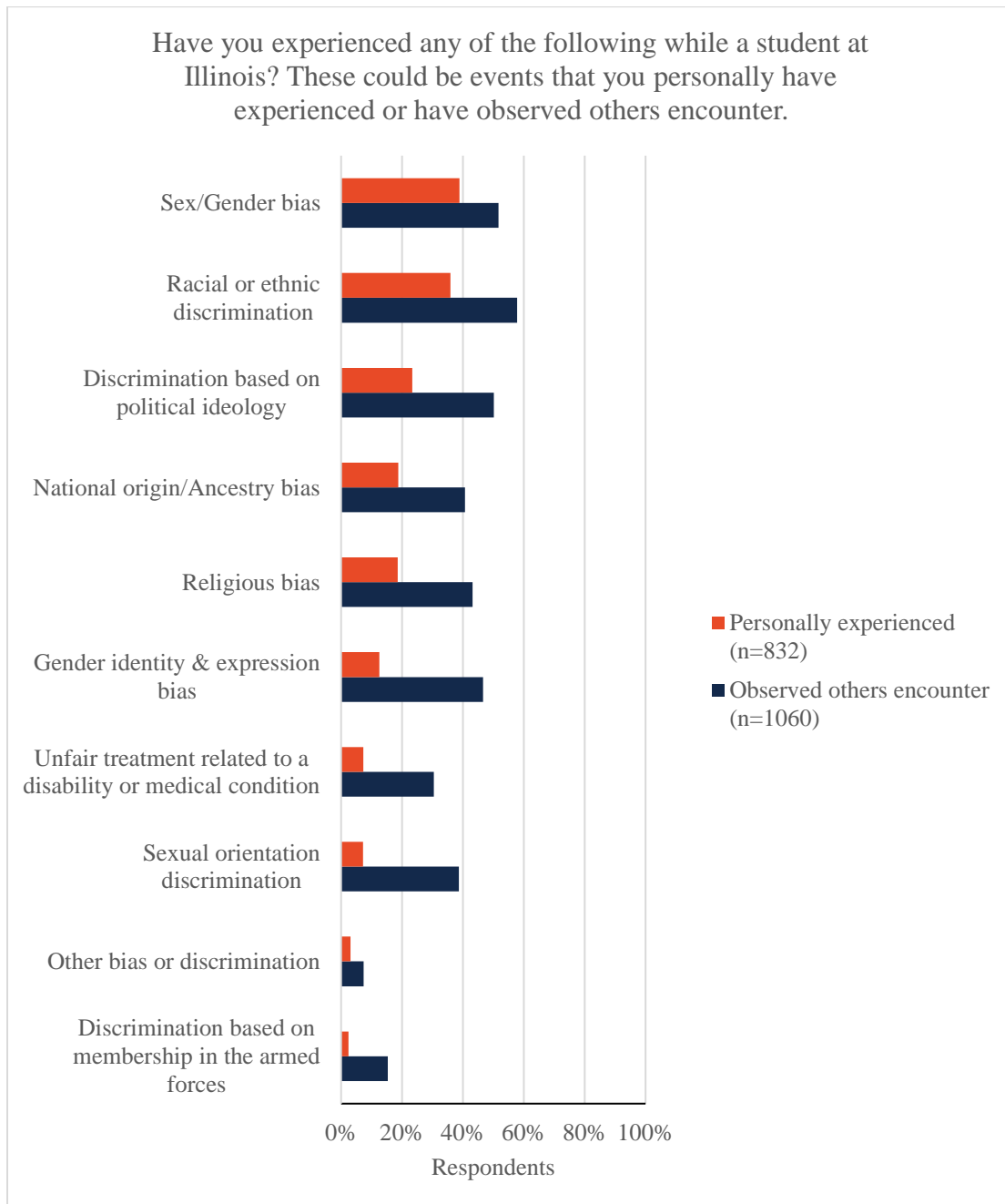
Figure 9. Supportive faculty and students.



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 at Illinois. More than 54% of survey respondents experienced some kind of bias or discrimination, while almost 81% observed some kind of bias or discrimination. As Figure 10 illustrates, students were more likely to experience and observe bias or discrimination based upon sex/gender, race/ethnicity, and political ideology.

Figure 10. Types of bias or discrimination students personally experienced or observed at Illinois.

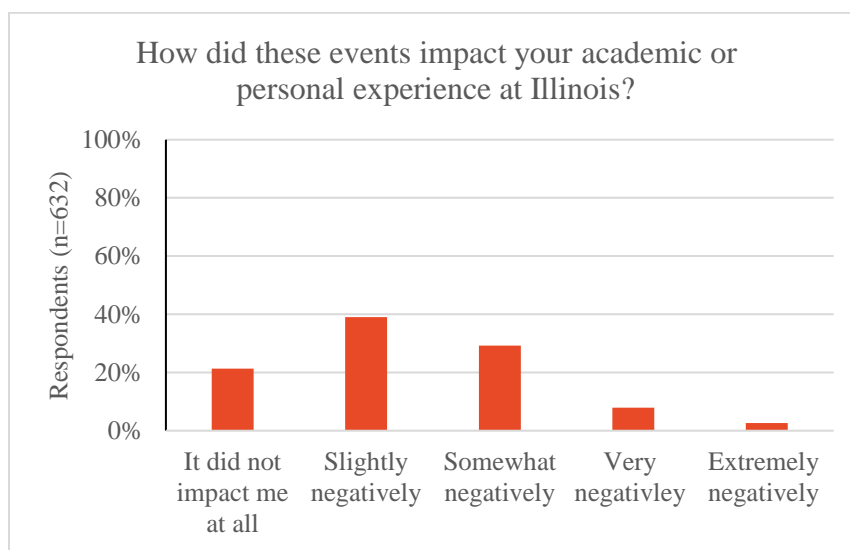


Note. Students were allowed to select more than one option.

Impact of Experiencing Bias or Discrimination

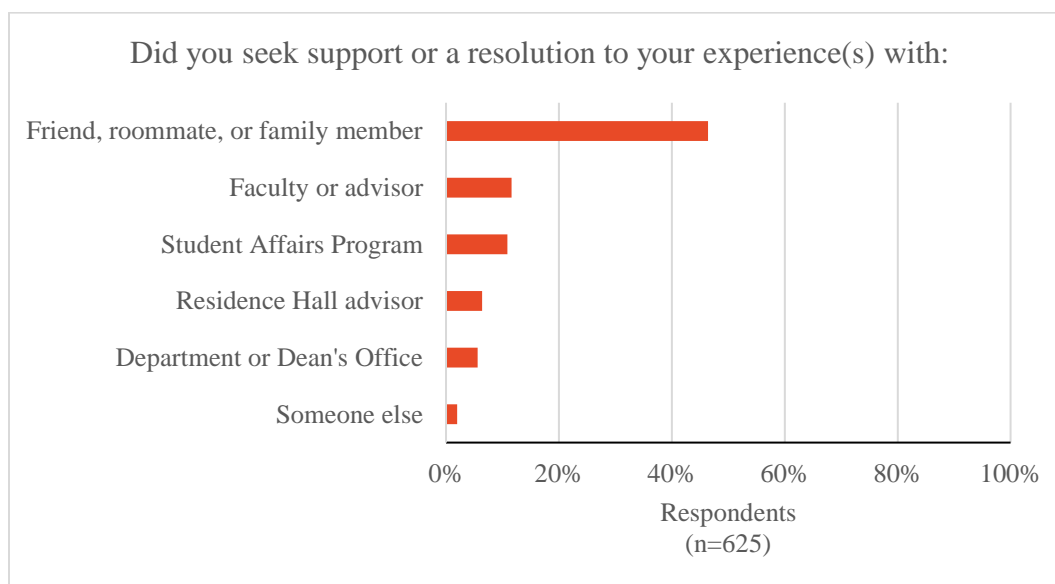
When asked about the impact of experiencing bias or discrimination, 79% of respondents indicated that the events negatively impacted their academic or personal experiences at Illinois, with a majority of the responses falling under “slightly negatively or somewhat negatively” (see Figure 11). More than 46% of students who experienced some type of bias 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 (see Figure 12). Among those students who did seek support or a resolution, about 74% indicated that the support they received was helpful or very helpful.

Figure 11. Impact of bias or discrimination on students’ academic or personal experiences at Illinois.



Note. Only students who experienced bias personally responded to this item.

Figure 12. Sources from which students sought support or a resolution after experiencing/observing bias.



Note. Only students who experienced bias personally responded to this item. Respondents were allowed to select more than one response.

Summary of Findings for Campus Climate

Overall, students perceived faculty to be more welcoming, respectful, inclusive, and supportive to students than students were to each other. 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 experienced bias or discrimination sought support or a resolution to their experience(s) with a friend, roommate, or family member. Of those who sought support or a resolution, nearly 74% rated the support they received as helpful or very helpful.

Student Satisfaction

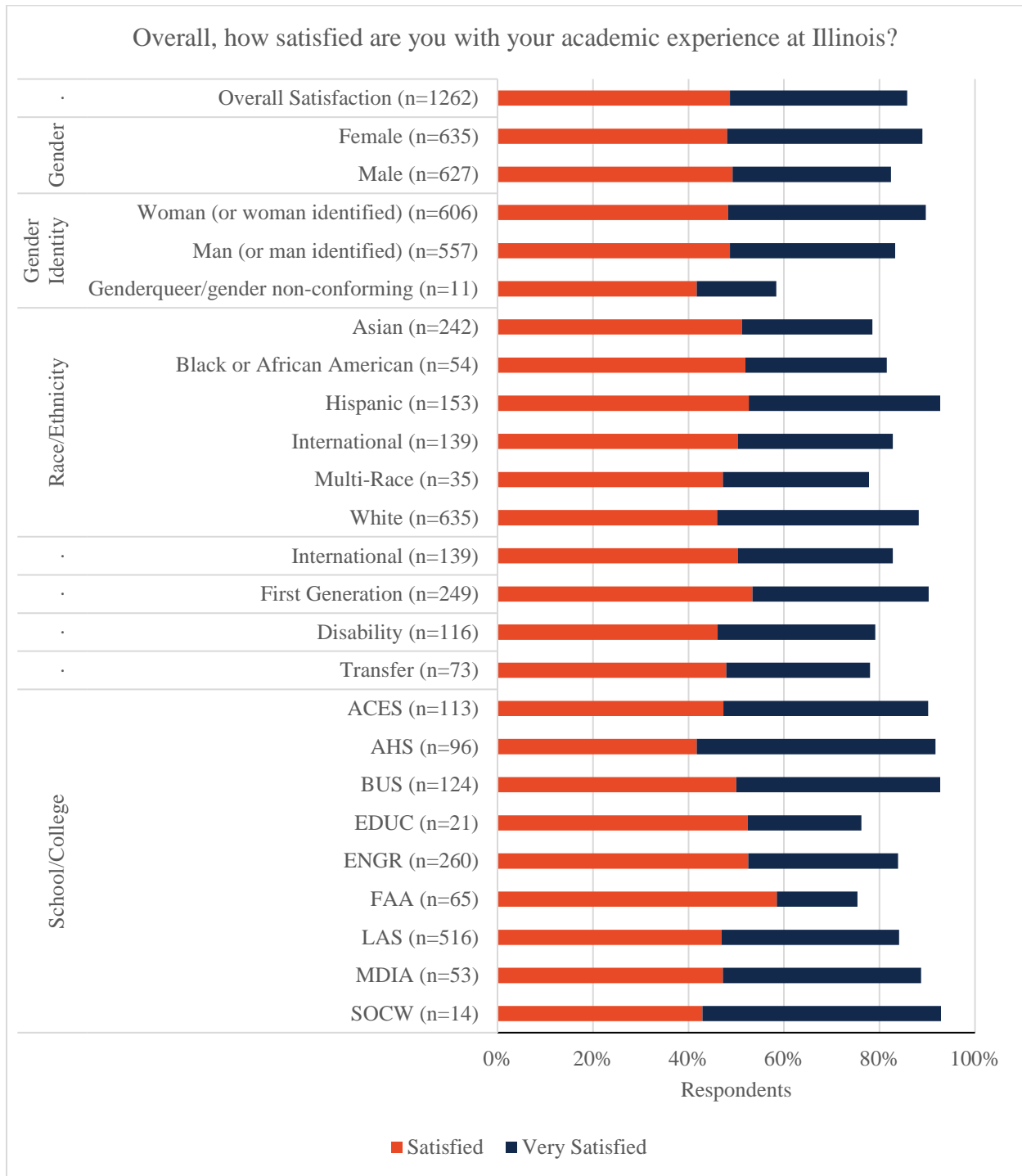
This section examines responses from students on how satisfied they were with the academic experience at Illinois. Figure 13 provides data about student satisfaction by various categories including gender, race or ethnicity, international student status, first generation status, disability status, transfer student status, and college affiliation. Some key findings in each of these categories are listed directly below.

- Overall, almost 86% of all survey respondents were either satisfied or very satisfied with the academic experience at Illinois.
- More than 89% of female students were satisfied or very satisfied with the academic experience at Illinois.
- Almost 93% of Hispanic students were satisfied or very satisfied with the academic experience at Illinois, the highest among all racial or ethnic groups.
- Approximately 83% of international students were satisfied or very satisfied with the academic experience at Illinois.
- More than 90% of first-generation students were satisfied or very satisfied with the academic experience at Illinois.
- More than 79% of students with a disability were satisfied or very satisfied with the academic experience at Illinois.
- Nearly 73% of the students who registered for disability support services were satisfied or very satisfied with the support services they received.
- Seventy-eight percent of transfer students were satisfied or very satisfied with the academic experience at Illinois.
- Almost 93% of the graduating seniors from Social Work (SOCW) and Business (BUS), roughly 92% from Allied Health Sciences (AHS), and more than 90% from Agricultural, Consumer and Environmental Sciences (ACES), were satisfied or very satisfied with the academic experience at Illinois.

Disability Services

Approximately 9% 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, more than 53% registered for disability support services at Illinois. Almost 73% of the students who registered for support services were satisfied or very satisfied with the disability support services they received. Approximately 26% of students who reported a disability indicated that their disability needs were not met in any area.

Figure 13. Student satisfaction with the Illinois experience by student characteristics.



Note. Response options were: Very dissatisfied, Dissatisfied, Neither satisfied nor dissatisfied, Satisfied, and Very satisfied. Only “Satisfied” and “Very Satisfied” are displayed. 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. “Unknown Race”, “Transman”, and “Gender Not Listed” are not displayed because there are fewer than 10 responses in each category.

Conclusion

The Chancellor's Senior Survey (CSS) collects information from graduating students about their educational experience at Illinois. Responses were 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, 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 survey administration for AY 2019-2020. Summary reports will be provided for each administration of the CSS. The next administration will take place AY 2020-2021. 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](#) are now available. Auxiliary reports focused on the open-ended CSS 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 three reminders via e-mail. 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 2019	1,407	218	15.5%	Chance to win 1 of 15 \$15 Amazon gift cards	4
May 2020	6,072	1,345	22.2%	Chance to win 1 of 100 \$15 Amazon gift cards	4
Total for this report	7,479	1,563	20.9%		

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 2019-2020 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 (51%) and female (62%). Compared to the graduating senior population, both White students and female students were overrepresented (see Table B-1).
- The College Liberal Arts and Sciences (LAS) had the largest representation (34%), followed by the Grainger College of Engineering (ENGR, 21%). Compared to the graduating senior population, LAS was underrepresented (see Table B-1).
- International students represented almost 11% of the respondents, compared to 16% of the graduating senior population (see Table B-1).
- The majority of respondents were heterosexual/straight (see Table B-2).
- More than 46% of the respondents had no religious affiliation. Among the respondents who did identify with a religion, almost 79% of them identified with 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	48.6%	62.1%	49.0%
Male	51.4%	37.9%	51.0%
Ethnicity			
American Indian or Alaska Native	0.03%	0.0%	0.0%
Asian	19.0%	19.6%	19.7%
Black or African American	5.7%	4.3%	4.4%
Hispanic	10.5%	11.1%	11.6%
International	15.9%	10.9%	11.4%
Multi-race	3.1%	2.8%	2.8%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
Unknown	0.3%	0.1%	0.1%
White	45.4%	51.1%	49.8%
Underrepresented Minority (URM)	16.4%	15.4%	16.2%
College/School			
Agricultural, Consumer and Environmental Sciences	8.6%	10.2%	8.7%
Applied Health Sciences	7.7%	9.3%	7.8%
Gies Business	10.0%	11.1%	10.1%
Media	4.3%	4.6%	4.3%
Education	1.6%	2.3%	1.7%
Grainger Engineering	20.8%	20.9%	20.8%
Fine and Applied Arts	4.9%	5.8%	4.9%
Liberal Arts and Sciences	40.9%	33.9%	40.8%
Social Work	1.1%	1.9%	1.1%
Information Sciences	0.0%	0.0%	0.0%

Table B-2. Additional respondent characteristics.

Gender Identity (n=1206)	Unweighted	Weighted
Man (or man identified)	34.7%	47%
Woman (or woman identified)	63.8%	51.2%
Transgender/genderqueer/gender non-conforming	1.4%	1.7%
Sexual Orientation (n=1193)		
Heterosexual/Straight	84.9%	85.6%
Bisexual	6.5%	5.7%
Asexual	2.9%	2.5%
Gay	1.8%	2.6%
Pansexual	1.3%	1.2%
Queer	1.3%	1.3%
Lesbian	.7%	.6%
Other	.6%	.6%
Religion (n=639)		
Christianity	79.2%	78.8%
Hinduism	8.6%	9.4%
Judaism	5.8%	5.5%
Islam	4.1%	4.1%
Buddhism	.8%	.7%
Spiritualist	.8%	.7%
Unitarian Universalist	.2%	.1%
Sikhism	.2%	.1%
Wiccan/Pagan/Druid	.2%	.3%
Jainism	.2%	.1%
Other	.2%	.2%