Introduction

The Illini Success initiative was launched in August 2014 to gather career-related information about the next steps of bachelor’s degree recipients at the University of Illinois at Urbana-Champaign. The project was designed to tell the Illinois story with high quality information, updated annually.

This report focuses on the 2016-2017 bachelor’s degree graduates from the College of Engineering, sharing what they are doing with their Illinois degrees. Information is also provided about learning opportunities Illinois students pursue outside of the classroom to support their career goals. The report includes those who graduated in August 2016, December 2016, and May 2017.

The data came from several verifiable sources. The vast majority (83%) of data came from the campus-wide survey, which invited graduates to provide information about their post-graduation status at regular intervals for six months following their graduation. In addition to the survey, data were also gathered from college reports and a limited use of graduates’ LinkedIn profiles. More details on how data were collected and analyzed are available in the methods section at the end of this report.

Table of Contents

Section I: Overview of the 2016-2017 Graduating Class ........... 1
Section II: Graduate Outcomes ........................................ 4
Section III: Employment .................................................. 7
Section IV: Continuing Education ....................................... 12
Section V: Experiential Learning ........................................ 15
About Our Graduate Outcomes Data Collection .................. 18

Acknowledgments

The Illini Success project is a joint collaboration among the Office of the Provost, The Career Center, the College of Engineering, and the Division of Management Information. Thanks are extended to the following groups at the University of Illinois who have supported this initiative since its development, including the: Council of Undergraduate Deans, Career Services Council, Office of the Registrar, Institutional Review Board, Illini Union Marketing Team, College of Engineering Web Services Team, Center for Innovation in Teaching and Learning, Illini Success Advisory Group Members, University Chief Communications Officers, University Foundation and Alumni Relations, and countless others.
Overview of 2016-2017
Section I: Overview of the 2016-2017 Graduating Class

We reached out to 1,690 bachelor’s degree recipients in the College of Engineering graduating classes of August 2016, December 2016, and May 2017. After following this group for six months, we learned about the outcomes of 1,273 of our graduates – a 75% knowledge rate.

This section of the report shares demographic characteristics of the respondents. Respondents were representative of the College of Engineering bachelor’s degree recipients on key characteristics such as academic majors, gender, ethnicity, and residency. Note that percentages on graphs of respondents by major can exceed 100% because graduates can receive dual degrees from multiple majors.

Survey Respondents by Major

Aerospace Engineering 6%
Agricultural & Biological Engineering 1%
Bioengineering 3%
Civil Engineering 13%
Computer Engineering 13%
Computer Science 13%
Electrical Engineering 14%
Industrial Engineering 14%
Materials Science & Engineering 4%
Mechanical Science & Engineering* 6%
Nuclear, Plasma, & Radiological Engineering 2%
Physics* 5%
Systems Engineering & Design* 3%

PERCENTAGE OF SURVEY RESPONDENTS
N = 1,273 Respondents

*See Table M1 in the Methods Section (page 19) for notes on this major.

75% of College of Engineering graduates shared information about their post-graduation destinations
Respondents by Gender

Male Respondents: 81%
Female Respondents: 19%

N = 1,273

Respondents by Ethnicity

- White: 46%
- Asian: 22%
- Black/African American: 1%
- Hispanic: 5%
- Multi-Race: 4%
- Other: <1%
- International: 22%

N = 1,273

14% of respondents self-identified as first generation college students.

First generation college students are the first in their families to earn a bachelor's degree.

N = 1,273

Respondents by Residency

- Illinois Respondents: 58%
- Other U.S. Respondents: 22%
- International Respondents: 20%

N = 1,273
Section II: Graduate Outcomes

Where did College of Engineering graduates go? This section provides a broad picture of the types of destinations that our graduates secured.

Graduates who "secured a destination" included those who were employed (including military service), enrolled in a continuing education program, or serving in a volunteer organization. Other possible statuses for graduates included seeking employment, seeking education, and other (as defined by the graduate).

Graduates were invited to select multiple statuses to best represent their post-graduation activities. They were also asked to select one primary status. Unless otherwise noted, primary status is used to group respondents throughout the report.

Primary Status after Graduation

- Employed: 66%
- Continuing Education: 26%
- Seeking Education: 5%
- Seeking Employment: 2%
- Volunteer/Service: <1%
- Other: 1%

92% of College of Engineering graduates indicated having secured a first destination

N = 1,272

Multiple Statuses after Graduation - Select All that Apply

- Employed: 73%
- Continuing Education: 27%
- Volunteer/Service: 1%
- Seeking Employment: 6%
- Seeking Education: 4%
- Other: 1%

Please note that individuals could select multiple statuses. Percentages exceed 100%. N = 1,272, 1,429 responses
All majors demonstrated strong graduation outcomes, with 84% to 97% of respondents reporting secured first destinations. Some differences were apparent in the types of destinations selected by graduates when compared by major. For example, a larger percentage of graduates reported securing employment from Computer Science (88%) as compared to other majors, while a larger percentage of graduates reporting enrolling in continuing education from Physics (51%) as compared to other majors.

<table>
<thead>
<tr>
<th>Major</th>
<th>Employed</th>
<th>Continuing Education</th>
<th>Volunteer/Service</th>
<th>Seeking Employment</th>
<th>Seeking Education</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering</td>
<td>70</td>
<td>57%</td>
<td>32%</td>
<td>0%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Agricultural &amp; Biological Engineering</td>
<td>19</td>
<td>63%</td>
<td>21%</td>
<td>0%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Bioengineering</td>
<td>44</td>
<td>64%</td>
<td>27%</td>
<td>2%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>160</td>
<td>58%</td>
<td>37%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>203</td>
<td>73%</td>
<td>18%</td>
<td>0%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>165</td>
<td>88%</td>
<td>9%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>177</td>
<td>54%</td>
<td>35%</td>
<td>0%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>55</td>
<td>78%</td>
<td>16%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Materials Science &amp; Engineering</td>
<td>70</td>
<td>56%</td>
<td>34%</td>
<td>0%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Mechanical Science &amp; Engineering*</td>
<td>183</td>
<td>73%</td>
<td>20%</td>
<td>0%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Nuclear, Plasma, &amp; Radiological Engineering</td>
<td>27</td>
<td>56%</td>
<td>37%</td>
<td>0%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>Physics*</td>
<td>63</td>
<td>35%</td>
<td>51%</td>
<td>0%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Systems Engineering &amp; Design*</td>
<td>36</td>
<td>75%</td>
<td>17%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Blue columns denote those who have secured a first destination. * See Table M1 in the Methods Section (page 19) for notes on this major.

International and domestic students secured first destinations at a similar rates (89% and 93%, respectively). However, these graduates took different paths, with international students enrolling in continuing education at higher rates than domestic students (53% and 18%, respectively).
Section III: Employment

This section draws from the 916 College of Engineering graduates who shared employment information, offering insights on their job search activities, employment industries, geographic locations, employers, salaries, and bonuses.

Traditional work environments employed the majority of 2016-2017 College of Engineering bachelor’s degree graduates (93%), with 4% identifying entrepreneurial or transitional work environments.
The lists on this page provide insights into select employment industries and employers that hired 2016-2017 College of Engineering graduates. Please keep in mind that these lists are not exhaustive. The lists focus on the employers and industries that hired the greatest number of College of Engineering graduates, based on data reported by our graduates. A representative sampling of employer names was used when space limitations prevented display of the full list.

More information on the breadth of employers that hire Illinois graduates is available through the Illini Success website.

Select Employment Industries

**Employed more than 75 graduates**
- Engineering
- Software Development

**Employed more than 40 graduates**
- Aerospace & Aviation
- Construction
- Consulting

**Employed more than 20 graduates**
- Automotive
- Electronics & Electronic Manufacturing
- Healthcare Services & Hospitals
- High Tech / Information Technology
- Higher Education
- Manufacturing

**Employed more than 10 graduates**
- Banking & Financial Services
- Food & Beverage
- Internet
- Investment & Finance
- Utilities and Renewable Energy

**Employed more than 5 graduates**
- Accounting
- Advertising, PR & Marketing
- Agriculture & Agri-Business
- Biotechnology & Life Sciences
- Communication Services
- Consumer Services & Products
- E-Commerce
- Insurance
- Military & Defense
- Oil & Gas
- Pharmaceuticals
- Research & Science
- Telecommunications
- Transportation & Logistics

Select Employers

**Employed more than 20 graduates**
- Amazon
- Microsoft

**Employed more than 10 graduates**
- Boeing
- Google
- Motorola Solutions
- Northrop Grumman

**Employed more than 5 graduates**
- Apple
- Bain & Company
- Capital One
- Epic Systems
- Facebook
- Ford Motor Company
- Intel
- John Deere
- Navistar
- Qualcomm
- Salesforce.com
- Texas Instruments
- Turner Construction Company
- ViaSat
- West Monroe Partners

**Employed graduates**
- Abbott
- AbbVie
- Accenture
- AIG
- Allstate
- Amazon Web Services
- Burns & McDonnell
- Caterpillar
- Cisco
- CME Group
- Cognizant
- Conversant
- Cummins
- Dropbox
- DRW Trading
- Exelon
- EY
- General Electric
- GoDaddy
- Honeywell Aerospace
- Honeywell FM&T
- IBM
- Illinois Department of Transportation
- IMC Financial Markets
- JPMorgan Chase
- Kiewit

**Employed more than 5 graduates**
- LGS Innovations
- Medline Industries
- Molex
- NAVAIR
- Newell Brands
- Nvidia
- One North Interactive
- OSF Healthcare
- Path Construction Company
- PepsiCo
- Power Construction
- PricewaterhouseCoopers (PwC)
- Procter & Gamble
- Qualtrics
- Rolls-Royce
- SapienRazorfish
- SpaceX
- Sprite Robotics
- Tableau Software
- Target
- U.S. Army Construction Engineering Research Laboratory
- UTC Aerospace Systems
- Veeva Systems
- VMware
- Yahoo!
- Yelp
Geographic Locations of Employment

Just over half of College of Engineering graduates who secured employment after graduation chose to stay in Illinois (54%). Western states (24%) were also popular locations, particularly the states of California (14%) and Washington (7%). A few graduates even traveled internationally, stretching Illinois’ impact to countries including China, India, Indonesia, Japan, South Korea, Uganda, United Kingdom, and Vietnam.

24% are in the West
6% are in the South
4% are in the Northeast
2% are International

N = 815
### Annual Salary of Full-Time Employed Graduates by Major

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Graduates Full-Time Employed</th>
<th>Number of Full-Time Employed Graduates Reporting Salaries</th>
<th>Average Salary</th>
<th>25th Percentile</th>
<th>50th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering</td>
<td>38</td>
<td>29</td>
<td>$69,180</td>
<td>$65,000</td>
<td>$68,000</td>
<td>$72,000</td>
</tr>
<tr>
<td>Agricultural &amp; Biological Engineering</td>
<td>12</td>
<td>4</td>
<td>$60,875</td>
<td>$50,250</td>
<td>$60,500</td>
<td>$71,500</td>
</tr>
<tr>
<td>Bioengineering</td>
<td>28</td>
<td>17</td>
<td>$65,374</td>
<td>$60,000</td>
<td>$68,250</td>
<td>$71,000</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>88</td>
<td>61</td>
<td>$61,063</td>
<td>$55,840</td>
<td>$60,888</td>
<td>$65,000</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>147</td>
<td>114</td>
<td>$88,369</td>
<td>$72,500</td>
<td>$88,000</td>
<td>$104,000</td>
</tr>
<tr>
<td>Computer Science</td>
<td>145</td>
<td>103</td>
<td>$96,518</td>
<td>$80,000</td>
<td>$103,500</td>
<td>$110,000</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>93</td>
<td>75</td>
<td>$71,166</td>
<td>$65,000</td>
<td>$70,000</td>
<td>$74,000</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>42</td>
<td>34</td>
<td>$61,540</td>
<td>$55,000</td>
<td>$63,250</td>
<td>$66,000</td>
</tr>
<tr>
<td>Materials Science &amp; Engineering</td>
<td>39</td>
<td>24</td>
<td>$68,225</td>
<td>$58,500</td>
<td>$68,500</td>
<td>$75,500</td>
</tr>
<tr>
<td>Mechanical Science &amp; Engineering*</td>
<td>128</td>
<td>93</td>
<td>$65,570</td>
<td>$60,000</td>
<td>$65,000</td>
<td>$70,000</td>
</tr>
<tr>
<td>Nuclear, Plasma, &amp; Radiological Engineering</td>
<td>13</td>
<td>10</td>
<td>$61,750</td>
<td>$50,000</td>
<td>$69,000</td>
<td>$70,000</td>
</tr>
<tr>
<td>Physics*</td>
<td>21</td>
<td>13</td>
<td>$66,990</td>
<td>$60,000</td>
<td>$68,000</td>
<td>$75,000</td>
</tr>
<tr>
<td>Systems Engineering &amp; Design*</td>
<td>25</td>
<td>15</td>
<td>$63,927</td>
<td>$58,000</td>
<td>$62,500</td>
<td>$68,000</td>
</tr>
<tr>
<td><strong>ALL ENGINEERING</strong></td>
<td><strong>819</strong></td>
<td><strong>592</strong></td>
<td><strong>$75,450</strong></td>
<td><strong>$63,000</strong></td>
<td><strong>$70,000</strong></td>
<td><strong>$85,000</strong></td>
</tr>
</tbody>
</table>

* See Table M1 in the Methods Section (page 19) for notes on this major.

72% of full-time employed College of Engineering graduates reported salaries, averaging $75,450. In addition, 40% reported signing bonuses, averaging $9,616. Bonuses in the 25th percentile were $3,000, while those in the 75th percentile were $12,500.

40% of graduates reported receiving a signing bonus of an average of $9,616.
Section IV: Continuing Education

This section draws from the 349 graduates who shared information on the continuing education programs that they were enrolled in, offering insights on the types of degrees sought, areas of study, graduate schools selected, and geographic locations.

The lists on this page provide insights into select areas of study and graduate and professional schools that have enrolled 2016-2017 College of Engineering graduates. Please keep in mind that these lists are not exhaustive. The lists focus on institutions and areas of study that enrolled the greatest number of College of Engineering graduates, based on data reported by our graduates. A representative sampling of institution names was used when space limitations prevented display of the full list. More information on the breadth of institutions that enroll Illinois graduates is available on the Illini Success website.

Select Graduate and Professional Schools

**Enrolled more than 100 graduates**
University of Illinois at Urbana-Champaign

**Enrolled more than 10 graduates**
Stanford University
University of California, Berkeley
University of California, Los Angeles

**Enrolled more than 5 graduates**
Carnegie Mellon University
Columbia University
Georgia Institute of Technology
Massachusetts Institute of Technology
Northwestern University

**Enrolled graduates**
Arizona State University
Brown University

**Enrolled more than 100 graduates**
California Institute of Technology
Case Western Reserve University
Cornell Tech
Cornell University
Delft University of Technology
DePaul University
Duke University
Harvard University
Illinois Institute of Technology
Johns Hopkins University
London School of Economics and Political Science
New York University
Northeastern University
Notre Dame
Purdue University
Southern Illinois University Carbondale
The Ohio State University, College of Medicine
University of California, Irvine

**Enrolled more than 10 graduates**
University of California, San Diego
University of California, Santa Barbara
University of Chicago
University of Illinois at Chicago
University of Illinois at Springfield
University of Illinois, College of Medicine at Peoria
University of Iowa, Carver College of Medicine
University of Michigan
University of Minnesota
University of Pennsylvania
University of Rochester
University of Texas at Austin
University of Washington-Seattle
University of Wisconsin-Madison
Virginia Polytechnic Institute and State University
Washington University in St. Louis

**Enrolled more than 40 graduates**
Aerospace, Materials, & Mechanical Engineering
Civil, Environmental, & Industrial Engineering
Computer & Electrical Engineering
Computer & Information Sciences

**Enrolled more than 10 graduates**
Agricultural, Biological, & Chemical Engineering
Physical Sciences

**Enrolled more than 5 graduates**
Business, Management, & Marketing Engineering & Science Technologies
Nuclear Engineering & Physics

**Enrolled graduates**
Biological & Biomedical Sciences
Data Science & Informatics
Education & Teaching
Environment & Natural Resources
Financial Engineering
Health Professions & Sciences
Mathematics & Statistics
The majority of College of Engineering graduates who shared their degree programs were seeking master’s degrees (72%), followed by PhD degrees (21%).

N = 309

Remaining in Illinois was a common choice for graduate and professional school among College of Engineering graduates (51%). Out-of-state and international choices were located across the map, with common choices including California (17%), New York (6%), Pennsylvania (4%), and Massachusetts (4%). International locations for continuing education included Canada, Germany, the Netherlands, South Korea, and the United Kingdom.
Section V: Experiential Learning

Experiential learning activities connect classroom knowledge to the world in which students live and work. These experiences help students explore career and personal interests, develop transferable skills, expand networks and references, and strengthen their portfolios as they prepare to transition beyond their bachelor’s degrees.

All survey respondents were asked to indicate what type of experiential learning activities they engaged in during their time at Illinois. A total of 1,028 survey respondents from the College of Engineering (81% of the total respondents) answered the experiential learning questions.

Experiential Learning Participation and Outcomes

<table>
<thead>
<tr>
<th>Experiential Learning Activity</th>
<th>Number of Respondents Who Completed</th>
<th>Percent of Respondents Who Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>717</td>
<td>70%</td>
</tr>
<tr>
<td>Assistantship (research, teaching, etc.)</td>
<td>309</td>
<td>30%</td>
</tr>
<tr>
<td>Study abroad with internship or practicum component</td>
<td>95</td>
<td>9%</td>
</tr>
<tr>
<td>Service learning / volunteering</td>
<td>89</td>
<td>9%</td>
</tr>
<tr>
<td>Student teaching</td>
<td>74</td>
<td>7%</td>
</tr>
<tr>
<td>Co-op</td>
<td>69</td>
<td>7%</td>
</tr>
<tr>
<td>Field experience / practicum</td>
<td>40</td>
<td>4%</td>
</tr>
<tr>
<td>Clinical experience</td>
<td>16</td>
<td>2%</td>
</tr>
<tr>
<td>No, I did not complete any of the above</td>
<td>93</td>
<td>9%</td>
</tr>
<tr>
<td>I’d rather not answer</td>
<td>25</td>
<td>2%</td>
</tr>
</tbody>
</table>

N = 1,028

89% of College of Engineering graduates participated in one or more experiential learning activities
Internships were particularly common among College of Engineering bachelor’s degree graduates (70%). When respondents indicated participating in an experiential learning activity, they received follow-up questions about whether the activity led to a full-time job offer. Note that 45% of those who completed an experiential learning activity indicated they received a full-time job offer as a result.

45% of College of Engineering graduates who participated in experiential learning activities received a full-time job offer as a result

Select Employers Extending Full-Time Job Offers

**Employed more than 10 graduates**
- Amazon
- University of Illinois at Urbana-Champaign

**Employed more than 5 graduates**
- Caterpillar
- Ford Motor Company
- Google
- Intel
- John Deere
- Microsoft
- Texas Instruments

**Employed graduates**
- AbbVie
- Akuna Capital
- Apple
- Boeing
- Capital One
- Cummins
- ExxonMobil
- Facebook
- General Electric
- IMC Financial Markets
- Johns Hopkins University, Applied Physics Laboratory
- Johnson Space Center
- JPMorgan Chase
- Kimberly-Clark
- LyondellBasell
- Motorola Solutions
- Nestlé
- NextCapital
- Northrop Grumman
- PepsiCo
- Power Construction
- PricewaterhouseCoopers (PwC)
- Qualcomm
- Rolls-Royce
- Salesforce.com
- State Farm Insurance
- Target
- Textron
- Turner Construction Company
- United Launch Alliance
- UTC Aerospace Systems
- ViaSat
- Walsh Construction
- Wayfair
- West Monroe Partners
- Whirlpool Corporation

This list includes select employers who extended full-time job offers to 2016-2017 College of Engineering graduates after working with them in experiential learning opportunities. Please keep in mind that this list is not exhaustive. The list focuses on those who extended the greatest number of full-time job offers, based on data reported by our graduates. A representative sampling of employer names was used when space limitations prevented display of the full list. More information on the breadth of employers that hire Illinois graduates is available on the Illini Success website.
Methods

The Illini Success initiative documents the post-graduate outcomes of bachelor’s degree recipients from the University of Illinois at Urbana-Champaign. This report focuses on experiences of College of Engineering students who graduated during the 2016-2017 academic year, including August 2016, December 2016, and May 2017 graduation cohorts. Lists of graduates were initially drawn from University records during the semester of graduation, and were finalized 10 weeks after graduation to represent an accurate picture of the graduating class for each cohort.

**College of Engineering Graduates**

Within this report, College of Engineering graduates are presented within their academic majors. Note that the academic majors of (1) Engineering Mechanics and (2) Mechanical Engineering were combined into their academic department (Mechanical Science and Engineering). This was due to a small number of Engineering Mechanics graduates making it difficult to protect the confidentiality of respondents (see section below titled “Privacy and Confidentiality”). Also note that the major category of Systems Engineering and Design contains both the majors of (1) Systems Engineering and Design, and (2) General Engineering. This is done to represent the updated major and department name within the College.

Finally, due to strong cross-campus partnerships and overlaps in course offerings between Engineering Physics (in the College of Engineering) and Physics (in the College of Liberal Arts and Sciences) these two majors are presented together in the Illini Success college-level reports as “Physics.”

Table M1 shows the major categories represented in the College of Engineering report, noting both where Engineering majors are combined and where the College of Liberal Arts and Sciences Physics majors are included.

<table>
<thead>
<tr>
<th>Major Category</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering</td>
<td></td>
</tr>
<tr>
<td>Agricultural &amp; Biological Engineering</td>
<td></td>
</tr>
<tr>
<td>Bioengineering</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td></td>
</tr>
<tr>
<td>Computer Engineering</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td></td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td></td>
</tr>
<tr>
<td>Materials Science &amp; Engineering</td>
<td></td>
</tr>
<tr>
<td>Mechanical Science &amp; Engineering</td>
<td>Includes two majors: (1) Engineering Mechanics, and (2) Mechanical Engineering</td>
</tr>
<tr>
<td>Nuclear, Plasma, &amp; Radiological Engineering</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Includes Engineering Physics (College of Engineering) and Physics (College of Liberal Arts and Sciences)</td>
</tr>
<tr>
<td>Systems Engineering &amp; Design</td>
<td>Includes two majors: (1) Systems Engineering and Design, and (2) General Engineering</td>
</tr>
</tbody>
</table>

**Data Collection**

The primary method for collecting graduate outcomes data was an online survey. In 2016-2017, The University of Illinois at Urbana-Champaign used The Outcomes Survey, a nationally standardized survey powered by GradLeaders, as the foundation for our data collection process. Several strategies were used to distribute the survey including: centralized emails, college-specific emails, requests during cap and gown distribution for commencement events, and visits to capstone classes and college events. Requests to complete the survey were sent approximately 1 month before graduation, at graduation, 3-months post-graduation, 6-months post-graduation, and 12-months post-graduation. Paper versions of the survey were also available for graduates who had difficulty accessing the online survey.
Methods cont’d...

Direct surveys of graduates were our primary and preferred source of data. However, when survey data were not available, other sources of information were considered. For example, verifiable graduate outcomes reported by employers or gathered by colleges were accepted into the data set. Finally, we incorporated a very limited use of LinkedIn profiles after a careful study of the quality of this data. We used the HEPData CareerAppend service to gather graduate information from publicly available online sources six months after each cohort’s graduation. We incorporated this data for only those graduates who: (a) did not have survey responses, employer reports, or college reports of their outcomes, (b) had employment or graduate school data from a LinkedIn website, and (c) posted the start-date for their most current position at least one month after their graduation month.

The rationale for these decisions came from a study conducted by the research team at The Career Center. Findings of that study are available by request. The majority of the data for this report came from survey responses (83%), while a much smaller amount came from secondary sources (17%). In total, we have knowledge of the outcomes of 75% of 2016-2017 College of Engineering bachelor’s degree graduates from Illinois. (See Table M2.).

**Table M2. Sources of Graduate Outcomes Data for College of Engineering Graduates.**

<table>
<thead>
<tr>
<th>Graduate Outcomes Source</th>
<th>Number of Graduates</th>
<th>Percent of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Source</td>
<td>1,055</td>
<td>62%</td>
</tr>
<tr>
<td>Survey</td>
<td>946</td>
<td>56%</td>
</tr>
<tr>
<td>Survey + Secondary Source</td>
<td>109</td>
<td>6%</td>
</tr>
<tr>
<td>Secondary Source</td>
<td>218</td>
<td>13%</td>
</tr>
<tr>
<td>College Report</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Social Media</td>
<td>218</td>
<td>13%</td>
</tr>
<tr>
<td>No Response</td>
<td>417</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total Knowledge Rate</strong></td>
<td><strong>1,273</strong></td>
<td><strong>75%</strong></td>
</tr>
</tbody>
</table>

We collected data for six months past the May 2017 graduation date, closing data collection at the end of November 2017. For August and December 2016 graduates, we accepted information through November 2017, but did not rigorously pursue responses after their initial six-month time periods. Graduate numbers and knowledge rates by cohort can be seen in Table M3.

**Table M3. Numbers of Graduates and Knowledge Rates by Graduate Cohort for College of Engineering Graduates.**

<table>
<thead>
<tr>
<th>Graduation Cohort</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Graduates</td>
<td>Number of Respondents</td>
<td>Knowledge Rate by Cohort</td>
<td>Percent of Total Graduates</td>
<td>Percent of Total Knowledge Rate</td>
</tr>
<tr>
<td>August 2016</td>
<td>56</td>
<td>32</td>
<td>57%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>December 2016</td>
<td>330</td>
<td>248</td>
<td>75%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>May 2017</td>
<td>1,304</td>
<td>993</td>
<td>76%</td>
<td>77%</td>
<td>78%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,690</strong></td>
<td><strong>1,273</strong></td>
<td><strong>75%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definitions:</td>
<td>(by rows, B / A)</td>
<td>(by columns, Row A / Total A)</td>
<td>(by columns, Row B / Total B)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Methods cont’d...

Privacy and Confidentiality

The privacy and confidentiality of Illinois graduates is highly respected and protected throughout the Illini Success initiative. We greatly appreciate the willingness of Illinois graduates to share their outcomes information, and make every effort to ensure their comfort and confidence at every stage of participation. All data efforts related to the Illini Success initiative are approved by the University of Illinois Institutional Review Board. A limited number of research team members are granted access to the data. All personally identifying information is removed from presentations of data. To further protect confidentiality, outcomes data is only reported in aggregate, for groups of 10 graduates or more.

Illini Success projects only identify graduates when they give permission to share their information or likeness. When they do so, graduates state specifically what they want to share, and nothing beyond this is released. For example, the Illini Success website presents graduate success stories with photographs and personalized narratives. Being highlighted on the website is voluntary and individuals sign a talent release form to participate.

Terms and Categories

To understand analyses in this report, it is helpful to understand some key terminology that is used to define outcomes and categorize variables.

When completing the online survey, Illinois graduates were asked about their plans following graduation and were given the following response options: working full-time, working part-time, engaged in military service, engaged in volunteer service, seeking employment, enrolling in continuing education, seeking continuing education, unemployed and not seeking, and I’d rather not answer. For ease of interpretation in this overview report, we combine these nine response options into the following six categories:

- **Employed**, which includes: (a) working full-time, (b) working part-time, and (c) engaged in military service
- **Continuing education**
- **Volunteer / service**
- **Seeking employment**
- **Seeking education**
- **Other**, which includes: (a) unemployed and not seeking and (b) I’d rather not answer

Little detail was lost in combining groups. In the employment section, small percentages of respondents pursued military careers (<1%) or part-time employment (1%). Similarly, small percentages of respondents indicated that they were “unemployed and not seeking” (<1%) or indicated “I’d rather not answer” (1%).

Graduates were invited to select responses regarding their post-graduation plans in two ways. First, they selected all statuses that applied to them, referred to as **multiple status** in this report. For example, a graduate may report both working full-time and being engaged in volunteer work in the community. Second, graduates were asked to select one **primary status** that best represents their main focus after graduation. Continuing our example, the graduate may identify working full-time as a primary status.

Further, this report identifies graduates who have “secured a first destination” following graduation. We define “securing a first destination” as obtaining employment, enrolling in a continuing education program, and/or engaging in volunteer service as a primary status after graduation.

Data Analysis and Presentation

Analyses in this report were informed by standards and guidelines set by the National Center for Education Statistics (NCES, 2012). Unless otherwise noted, findings are presented by unique graduates without duplication. A few tables present results by academic major. In these tables, duplicate counts exist because graduates can receive dual degrees from more than one major. When a graduate received degrees from more than one major, they were counted in both majors.

To support ease of reading for various audiences, we excluded non-respondents from each graph, table, and data point (rather than including sections of non-respondents with each question). This decision was made because respondent numbers change throughout the report as different graduates had access to different survey questions. For example, graduates who selected “continuing education” as their primary status did not receive survey questions about “employment.” Throughout the report, the number of respondents (N) is provided with the data for each survey question.
For Additional Information

For additional information on this report or the Illini Success initiative, please contact the Illini Success team at illinisuccess@illinois.edu or (217) 333-0820.

References