ILLINI SUCCESS
Individual achievements. Global impact. Experience our points of pride.

2014-2015

COLLEGE OF ENGINEERING Report
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 2014-2015 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 2014, December 2014, and May 2015.

The data came from several verifiable sources. The vast majority (92%) of data came from the campus-wide online survey, which invited graduates to provide information about their post-graduation status at regular intervals throughout their first year after graduation. In addition to the survey, data were also gathered from employer 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.

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Acknowledgments

The Illini Success project is a joint collaboration among the Office of the Provost, The Career Center, College of Engineering, and 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: Council of Undergraduate Deans, Career Services Council, Office of the Registrar, Institutional Review Board, Illini Union Marketing Team, Illini Success Advisory Group Members, University Chief Communications Officers, University Foundation and Alumni Relations, and countless others.
Section I: Overview of the 2014-2015 Graduating Class

In our first year of collecting campus-wide graduate outcomes data, we reached out to 1,788 bachelor’s degree recipients in the College of Engineering. After following this group for six months, we learned about the outcomes of 1,406 of our graduates – a 79% knowledge rate for the class of 2014-2015.

As can be seen in this report section, respondents are fairly representative of the majors within the college. A variety of important demographic characteristics of respondents are also shared.

Survey Respondents by Major

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

79% of College of Engineering graduates shared information about their post-graduation destinations
First generation college students are the first in their families to earn a bachelor’s degree.

10% of respondents self-identified as first generation college students.

Respondents by Gender

- Male Respondents: 81%
- Female Respondents: 19%

Respondents by Ethnicity

- White: 54%
- Asian: 18%
- Black/African American: 1%
- Hispanic: 5%
- International: 19%
- Multi-Race: 2%
- Other: <1%

N = 1,406
Graduates who are international students were invited to share their work authorization status in their online surveys. Most respondents fell into two categories at the time of their survey response: having a non-permanent work authorization (49%) or having no work authorization (26%). A smaller percentage reported being uncertain or unwilling to share their status (21%).
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

88% of College of Engineering graduates indicate having secured a first destination

N = 1,399

Multiple Statuses after Graduation - Select All that Apply

Employed 75%
Continuing Education 22%
Seeking Employment 9%
Seeking Education 5%
Volunteer/Service 1%
Other 3%

Please note that individuals could select multiple statuses. Percentages exceed 100.
N = 1,399; 1,602 responses
All majors demonstrated strong graduation outcomes, with 78% 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, larger percentages of graduates pursued continuing education from Bioengineering (49%) and Engineering Physics and Physics (44%) compared to other majors. On the other hand, larger percentages of Computer Science (83%), Agricultural & Biological Engineering (82%), and General Engineering (81%) majors reported securing employment.

### Primary Status after Graduation by Major

<table>
<thead>
<tr>
<th>Major</th>
<th>N</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>65</td>
<td>63%</td>
<td>20%</td>
<td>0%</td>
<td>14%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Agricultural &amp; Biological Engineering</td>
<td>39</td>
<td>82%</td>
<td>15%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Bioengineering</td>
<td>47</td>
<td>43%</td>
<td>49%</td>
<td>0%</td>
<td>6%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Chemical Engineering*</td>
<td>131</td>
<td>77%</td>
<td>5%</td>
<td>0%</td>
<td>15%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>168</td>
<td>60%</td>
<td>30%</td>
<td>0%</td>
<td>7%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>134</td>
<td>78%</td>
<td>14%</td>
<td>0%</td>
<td>6%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>186</td>
<td>83%</td>
<td>10%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>183</td>
<td>58%</td>
<td>26%</td>
<td>0%</td>
<td>8%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Engineering Physics &amp; Physics*</td>
<td>84</td>
<td>42%</td>
<td>44%</td>
<td>0%</td>
<td>7%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>General Engineering</td>
<td>54</td>
<td>81%</td>
<td>4%</td>
<td>2%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>55</td>
<td>69%</td>
<td>9%</td>
<td>0%</td>
<td>11%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Material Science &amp; Engineering</td>
<td>75</td>
<td>55%</td>
<td>31%</td>
<td>0%</td>
<td>9%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Mechanical Science &amp; Engineering*</td>
<td>178</td>
<td>74%</td>
<td>15%</td>
<td>0%</td>
<td>6%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Nuclear, Plasma, &amp; Radiologic Engineering</td>
<td>19</td>
<td>58%</td>
<td>37%</td>
<td>0%</td>
<td>5%</td>
<td>0%</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 20) for notes on this major.

All majors demonstrated strong graduation outcomes, with 78% 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, larger percentages of graduates pursued continuing education from Bioengineering (49%) and Engineering Physics and Physics (44%) compared to other majors. On the other hand, larger percentages of Computer Science (83%), Agricultural & Biological Engineering (82%), and General Engineering (81%) majors reported securing employment.

### Primary Status after Graduation by Citizenship

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>N</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>Domestic</td>
<td>1,128</td>
<td>73%</td>
<td>16%</td>
<td>&lt;1%</td>
<td>8%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>International</td>
<td>271</td>
<td>48%</td>
<td>38%</td>
<td>0%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Orange columns denote those who have secured a first destination.

Note that both international and domestic students reported securing first destinations at similar rates (86% and 89%, respectively). However, these graduates took different paths, with international students enrolling in continuing education at higher rates than domestic students (38% and 16%, respectively).
This section focuses on the 891 College of Engineering graduates who shared employment information, offering insights into their job search activities, employment industries, geographic locations, employers, salaries, and bonuses.

### Section III: Employment

<table>
<thead>
<tr>
<th>Type of Employment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>88%</td>
</tr>
<tr>
<td>Transient</td>
<td>7%</td>
</tr>
<tr>
<td>Entrepreneurial</td>
<td>1%</td>
</tr>
</tbody>
</table>

#### Traditional
- Employed by an organization
- Military service

#### Transient
- Employed in a temporary/contract work assignment
- Employed in a postgraduate internship/fellowship

#### Entrepreneurial
- Engaged in an entrepreneurial/start-up effort as an owner
- Employed freelance
- Self-employed (other than above)

1% other work category
2% rather not answer

N = 828

Traditional work environments employed the majority of 2014-2015 College of Engineering bachelor’s degree graduates (88%), with approximately 7% identifying transitional environments, and 1% in entrepreneurial or start-up efforts.
Select Employment Industries

Employed more than 100 graduates
Engineering
High Tech / Information Technology

Employed more than 40 graduates
Aerospace & Aviation
Computer & Electronic Products
Consulting

Employed more than 20 graduates
Construction
Electronics & Electronic Manufacturing
Financial Services

Employed more than 10 graduates
Agriculture & Agri-Business
Automotive/Mechanical Equipment
Banking
Biotechnology & Pharmaceuticals
Chemicals
Consumer Services & Products

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

Select Employers

Hired more than 10 graduates
Boeing
Capital One
Caterpillar
Epic Systems
Google
Microsoft
University of Illinois at Urbana-Champaign

Hired more than 5 graduates
Accenture
Amazon
Deloitte
Ford Motor Company
IBM
Intel
PricewaterhouseCoopers
Rockwell Collins
Sargent & Lundy

Hired graduates
Abbott
Adobe
Airwatch By VMware
Amped I
Anheuser-Busch InBev
Apple

Astro Wave Systems
Bechtel Corporation
BMW
BNSF Railway
Burns & McDonnell
Cisco
Citadel LLC
Citrix
Cognizant Technology Solutions
Cummins
Dunn Solutions Group
Eli Lilly & Co.
Ernst & Young
Exelon
Exxon Mobil
Facebook
FH Paschen
Fiat Chrysler Automobiles (FCA)
FMC Technologies
G&W Electric
Garmin
General Electric
Goldman Sachs
HBK Engineering
Honeywell
Indeed
John Deere

JPMorgan Chase Bank
LinkedIn
Lockheed Martin
Manhard Consulting
Mu Sigma
National Academy of Sciences
NAVAIR
Northrop Grumman
NTN Bearing Corporation
Orbital - ATK
PepsiCo
Pure Storage
Qualcomm
Raytheon
Rolls-Royce
SAMSUNG
Schneider Electric
Starfire Industries
Tesla Motors
Texas Instruments
Turner Construction
US Navy
UTC Aerospace Systems
Whirlpool Corporation
Wolfram Alpha
Wolverine Trading
Yahoo
**Geographic Locations of Employment**

The footprint of the 2014-2015 College of Engineering graduating class reached across the world! Respondents reported working in the following countries: Bahamas, Canada, China, Croatia, India, Indonesia, Japan, Korea, Norway, Romania, Thailand.

- 6% are in the Northeast
- 12% are in the South
- 16% are in the West
- 1% are international

**Military Service by Branch**

From the College of Engineering, 14 graduates identified that they were engaged in military service after graduation, with the Air Force and Navy the most common service branches identified by respondents.

- Air Force: 36%
- Navy: 36%
- No Response: 14%
- I’d Rather Not Answer: 14%
- Army: 0%
- Coast Guard: 0%
- Marines: 0%

N = 14

**15%** indicated that they are in the Midwest (excluding Illinois)

- 6% are in the Northeast
- 12% are in the South
- 16% are in the West
- 1% are international

N = 862
74% of full-time employed College of Engineering respondents reported salaries, averaging $69,627. In addition, 36% reported signing bonuses, averaging $6,407. Bonuses in the 25th percentile were $3,000, while those in the 75th percentile were $9,000.

<table>
<thead>
<tr>
<th>Major</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>30</td>
<td>$62,933</td>
<td>$60,000</td>
<td>$65,000</td>
<td>$67,000</td>
</tr>
<tr>
<td>Agricultural &amp; Biological Engineering</td>
<td>29</td>
<td>15</td>
<td>$58,147</td>
<td>$55,000</td>
<td>$60,000</td>
<td>$65,000</td>
</tr>
<tr>
<td>Bioengineering</td>
<td>20</td>
<td>17</td>
<td>$62,338</td>
<td>$62,800</td>
<td>$63,000</td>
<td>$70,000</td>
</tr>
<tr>
<td>Chemical Engineering*</td>
<td>98</td>
<td>75</td>
<td>$73,668</td>
<td>$64,000</td>
<td>$70,000</td>
<td>$84,000</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>96</td>
<td>76</td>
<td>$58,787</td>
<td>$54,600</td>
<td>$58,000</td>
<td>$60,000</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>103</td>
<td>72</td>
<td>$81,748</td>
<td>$70,000</td>
<td>$84,250</td>
<td>$92,500</td>
</tr>
<tr>
<td>Computer Science</td>
<td>152</td>
<td>102</td>
<td>$85,027</td>
<td>$72,000</td>
<td>$85,000</td>
<td>$100,000</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>105</td>
<td>78</td>
<td>$68,392</td>
<td>$62,000</td>
<td>$67,000</td>
<td>$72,000</td>
</tr>
<tr>
<td>Engineering Physics &amp; Physics*</td>
<td>31</td>
<td>20</td>
<td>$62,042</td>
<td>$50,000</td>
<td>$65,300</td>
<td>$70,154</td>
</tr>
<tr>
<td>General Engineering</td>
<td>41</td>
<td>35</td>
<td>$62,721</td>
<td>$56,000</td>
<td>$63,000</td>
<td>$68,500</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>38</td>
<td>27</td>
<td>$63,328</td>
<td>$60,000</td>
<td>$65,000</td>
<td>$68,000</td>
</tr>
<tr>
<td>Material Science &amp; Engineering</td>
<td>40</td>
<td>32</td>
<td>$60,910</td>
<td>$58,000</td>
<td>$62,500</td>
<td>$65,000</td>
</tr>
<tr>
<td>Mechanical Science &amp; Engineering*</td>
<td>125</td>
<td>98</td>
<td>$66,127</td>
<td>$60,000</td>
<td>$65,000</td>
<td>$70,000</td>
</tr>
<tr>
<td>Nuclear, Plasma, &amp; Radiologic Engineering</td>
<td>11</td>
<td>8</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td><strong>All Respondents</strong></td>
<td><strong>927</strong></td>
<td><strong>685</strong></td>
<td><strong>$69,627</strong></td>
<td><strong>$60,000</strong></td>
<td><strong>$67,000</strong></td>
<td><strong>$75,000</strong></td>
</tr>
</tbody>
</table>

* See Table M1 in the Methods Section (page 20) for notes on this major.
**Too few full-time employed graduates in this category to aggregate data. Our Institutional Review Board requires at least 20 graduates in the sample to protect confidentiality. If small numbers persist, we may combine some 2014-15 and 2015-16 data in next year’s report to describe outcomes.

336 College of Engineering graduates reported receiving a signing bonus of an average $6,407
Section IV: Continuing Education

This section focuses on the 281 College of Engineering graduates who shared information on the continuing education programs that they were enrolled, offering insights on their types of degrees sought, areas of study, graduate schools selected, and geographic locations.

22% of College of Engineering graduates who secured a first destination are pursuing continued education.

Select Graduate and Professional Schools

**Enrolled more than 100 graduates**
- University of Illinois at Urbana-Champaign
- Columbia University
- Dartmouth College
- Delft University of Technology
- Duke University
- Georgetown University
- Harvard University
- IIT Chicago-Kent Law School
- Johns Hopkins University
- London Business School
- Loyola University Chicago
- Medical College of Wisconsin
- Michigan State University
- New Jersey Institute of Technology
- New York University
- North Carolina State University
- Northern Illinois University
- Oregon State University
- Pennsylvania State University
- Princeton University
- Purdue University
- Rice University
- Texas A&M University
- University of Bristol
- University of California, Davis
- University of California, Los Angeles
- University of Chicago
- University of Illinois at Chicago
- University of Iowa
- University of Iowa, Carver College of Medicine
- University of Maryland, College Park
- University of Minnesota-Twin Cities
- University of Rochester
- University of Southern California
- University of Texas at Austin
- University of Washington-Seattle
- University of Wisconsin-Madison

**Enrolled more than 20 graduates**
- Stanford University
- Cornell University
- Georgia Institute of Technology (Georgia Tech)
- Massachusetts Institute of Technology (MIT)
- Northwestern University
- University of California, Berkeley
- University of California, San Diego
- University of Pennsylvania

**Enrolled more than 5 graduates**
- Carnegie Mellon University
- University of California, Davis
- University of California, Los Angeles
- University of Chicago
- University of Illinois at Urbana-Champaign
- University of Iowa
- University of Iowa, Carver College of Medicine
- University of Maryland, College Park
- University of Minnesota-Twin Cities
- University of Rochester
- University of Southern California
- University of Texas at Austin
- University of Washington-Seattle
- University of Wisconsin-Madison

**Enrolled graduates**
- Boston University
- California Institute of Technology (Caltech)
- Carnegie Mellon University
- Columbia University
- Dartmouth College
- Delft University of Technology
- Duke University
- Georgetown University
- Harvard University
- IIT Chicago-Kent Law School
- Johns Hopkins University
- London Business School
- Loyola University Chicago
- Medical College of Wisconsin
- Michigan State University
- New Jersey Institute of Technology
- New York University
- North Carolina State University
- Northern Illinois University
- Oregon State University
- Pennsylvania State University
- Princeton University
- Purdue University
- Rice University
- Texas A&M University
- University of Bristol
- University of California, Davis
- University of California, Los Angeles
- University of Chicago
- University of Illinois at Chicago
- University of Iowa
- University of Iowa, Carver College of Medicine
- University of Maryland, College Park
- University of Minnesota-Twin Cities
- University of Rochester
- University of Southern California
- University of Texas at Austin
- University of Washington-Seattle
- University of Wisconsin-Madison

Select Areas of Study

Health Professions & Sciences  Engineering & Science Technologies
Liberal Arts & Sciences / Humanities  Business, Management, & Marketing
Physical Sciences  Education
Engineering
Mathematics & Statistics
Computer & Information Sciences
Legal Professions & Studies

The list and word cloud on this page provide insights into select areas of study and graduate and professional schools that have enrolled 2014-2015 College of Engineering graduates. Please keep in mind that these resources are based on data provided by our graduates and are not exhaustive.
The majority of Engineering graduates who shared their degree programs sought master’s degrees (65%), particularly Master of Science degrees. Doctoral degrees were also quite common in this group (26%).

Geographic Locations of Graduate and Professional Schools

51% of graduates who were continuing their education indicated they were studying in Illinois

5% of graduates indicated they were in the Midwest (excluding Illinois)

14% are in the Northeast
8% are in the South
18% are in the West
3% are international
N = 278

Remaining in Illinois was a common choice for graduate and professional school among College of Engineering graduates (51%). Popular out-of-state choices reached from California (17%) to Massachusetts (6%) and New York (5%). The footprint of the 2014-2015 College of Engineering graduating class also reached across the world! Respondents reported studying in the following countries: Germany, Hong Kong, the Netherlands, Saudi Arabia, and the United Kingdom.
Experiential Learning
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 1,216 College of Engineering survey respondents (86% of the total) 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 Graduates Who Completed</th>
<th>Percent Offered Full-Time Job as a Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>854</td>
<td>70%</td>
<td>52%</td>
</tr>
<tr>
<td>Assistantship (research, teaching, etc.)</td>
<td>307</td>
<td>25%</td>
<td>6%</td>
</tr>
<tr>
<td>Study Abroad with internship or practicum component</td>
<td>135</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Service learning / volunteering</td>
<td>107</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>Student teaching</td>
<td>95</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>Co-op</td>
<td>65</td>
<td>5%</td>
<td>40%</td>
</tr>
<tr>
<td>Field experience / practicum</td>
<td>55</td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td>Clinical experience</td>
<td>15</td>
<td>1%</td>
<td>7%</td>
</tr>
<tr>
<td>No, I did not complete any of the above</td>
<td>132</td>
<td>11%</td>
<td>n/a</td>
</tr>
<tr>
<td>I’d rather not answer</td>
<td>59</td>
<td>5%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

N = 1,216

This table shows the experiential learning activities most commonly completed by bachelor’s degree students. Internships (70%) and Assistantships (25%) were particularly common among College of Engineering graduates.

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 52% of students who completed an internship and 40% of students who completed a Co-op indicated they received a full-time job offer as a result.

84% of College of Engineering graduates participated in one or more experiential learning activities
For each experiential learning activity completed, respondents reflected on how helpful the activity was to their career preparation, ranging from 1 (very unhelpful) to 5 (very helpful). Apart from student teaching experiences which were perceived as moderately helpful (3.88), all other types of experiential learning activities were perceived as “helpful” to “very helpful” by College of Engineering graduates, ranging on average from 4.00 to 4.62.

This list includes select employers who extended full-time job offers to 2014-2015 College of Engineering graduates after working with them in experiential learning activities. 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. More information on the breadth of employers that hire Illinois graduates will be available through 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 2014-2015 academic year, including August 2014, December 2014, and May 2015 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. In one case, two academic majors (Engineering Mechanics and Mechanical Engineering) were combined into their academic department (Mechanical Science and Engineering). This was due to a small number of Engineering Mechanics graduates (less than 20) making it difficult to protect the confidentiality of respondents (see section below titled “Privacy and Confidentiality”).

Also note that two majors that reside in the College of Liberal Arts and Sciences were included within this report: Chemical Engineering and Physics. This decision was made for two reasons. First, there exists some overlap in course offerings between the two colleges. Second, particularly in the case of Chemical Engineering, some audiences who are not aware of the academic structure of the University of Illinois at Urbana-Champaign may look for information on these majors in the College of Engineering report. Rather than for readers to assume that Illinois does not offer a Chemical Engineering degree, the institution thought that it was better to represent this major in both reports and then to direct readers to the College of Liberal Arts and Sciences for more information on that major.

Table M1 shows the major categories represented in the College of Engineering report, noting both where majors are combined and where the College of Liberal Arts and Sciences 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>Chemical Engineering</td>
<td>Major located in the College of Liberal Arts and Sciences</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>Engineering Physics &amp; Physics</td>
<td>2 Majors, Physics major located in the College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>General Engineering</td>
<td></td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td></td>
</tr>
<tr>
<td>Material Science &amp; Engineering</td>
<td></td>
</tr>
<tr>
<td>Mechanical Science &amp; Engineering</td>
<td>Department with 2 Majors: Engineering Mechanics and Mechanical Engineering</td>
</tr>
<tr>
<td>Nuclear, Plasma, &amp; Radiologic Engineering</td>
<td></td>
</tr>
</tbody>
</table>
Methods cont’d...

Data Collection

The primary method for collecting graduate outcomes data was an online survey. In 2014-2015, 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.

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 dataset. Finally, we incorporated a very limited use of LinkedIn profiles after a careful study of the quality of this data. We used the HEP Data Career Append service to gather graduate information from publically 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.

As can be seen in Table M2, the majority of the data for this report came from survey responses (72%), while a much smaller amount came from secondary sources (7%). In total, we have knowledge of the outcomes of 79% of 2014-2015 College of Engineering bachelor’s degree graduates from Illinois.

<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>1,291</td>
<td>72%</td>
</tr>
<tr>
<td>Survey</td>
<td>1,253</td>
<td>70%</td>
</tr>
<tr>
<td>Survey + Secondary Source</td>
<td>38</td>
<td>2%</td>
</tr>
<tr>
<td>Secondary Source</td>
<td>115</td>
<td>7%</td>
</tr>
<tr>
<td>Employer Report</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>College Report</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Social Media</td>
<td>114</td>
<td>7%</td>
</tr>
<tr>
<td>No Response</td>
<td>382</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Total Knowledge Rate</strong></td>
<td><strong>1,406</strong></td>
<td><strong>79%</strong></td>
</tr>
</tbody>
</table>

We collected data for six months past the May 2015 graduation date, closing data collection at the end of November 2015. For August and December 2014 graduates, we accepted information through November 2015, 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.
### 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 20 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, a very small percent of respondents indicated that they were “unemployed and not seeking” (<1%).
Methods cont’d...

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 statuses** 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 majors. 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 categories.

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**