

# UIC Project CEO Registered Student Organization Executive Board Member Survey Results-2017

CENTER FOR STUDENT INVOLVEMENT  
STUDENT AFFAIRS PLANNING & ASSESSMENT

This report contains survey results for the pilot survey Project CEO administered in spring 2017. Executive board leaders from various student organizations from the University of Illinois at Chicago (UIC) were part of this survey. This survey administration is a collaboration between staff in Student Affairs Planning & Assessment and the Center for Student Involvement.

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## Project CEO

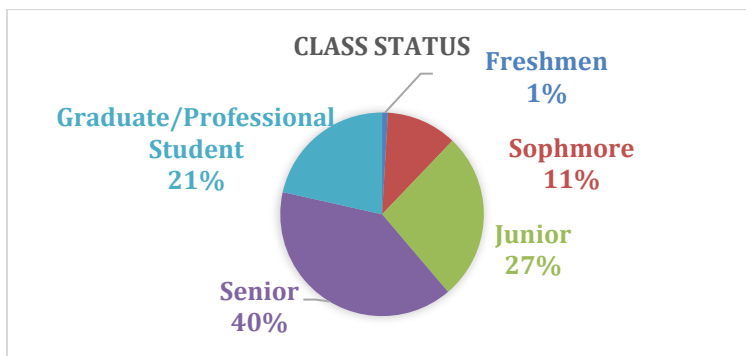
Project CEO derived from a survey developed by National Association of Colleges and Employers (NACE) where employers identified ten most desirable skills when hiring recent college graduates. The first iteration of Project CEO was created at Stephen F. Austin State University where students reported the extent to which they had acquired these skills (beginner, developing, competent, advanced, and expert). A later version added a new skill as well as student experiences that helped promote these skills (i.e. classes, internships, co-curricular activities and events, on-campus employment, and off-campus employment). Subsequently, the University developed a partnership with Campus Labs (online assessment platform) to offer this benchmarking survey to other Campus Labs institutions. In 2015, 40 colleges were able to gain insight on their students' self-perceptions as well as comparative data from other institutions.

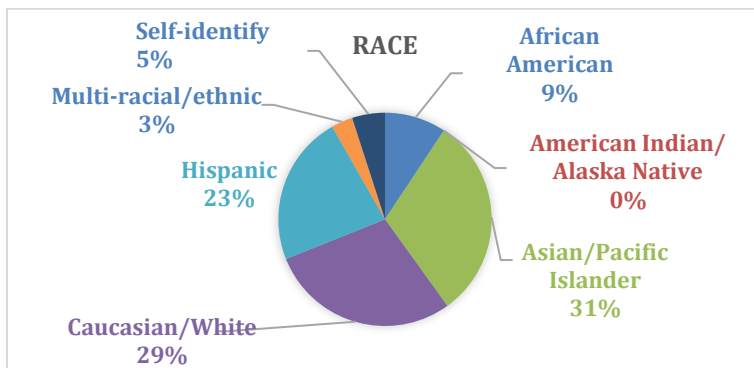
The survey contains 51 questions. Two commitment/satisfaction related items, 5 items related to demographic information, 14 items related to student participation/involvement, 15 items on self-ratings on ability, 15 items on identifying experiences that helped participants gain skills. Ten of the 51 survey items were created specifically for the University of Illinois at Chicago (UIC).

In spring 2017, Student Affairs Planning & Assessment in partnership with the Center for Student Involvement surveyed student executive board leaders on campus. UIC decided to administer a localized pilot version of Project CEO, focusing only on student organization executive board leadership, rather than a random sample of students, therefore the results were not part of the national study. The survey was sent to 743 executive board members of registered student organizations in 2016-2017. A total of four communications were sent to the survey population. The survey was open for four weeks toward the end of spring semester. To incentivize voluntary participation, three prizes (a pair of Cubs/Sox Crosstown Classic tickets, a student organization table cover and banner, and a pair of VIP Spark in the Park tickets) were offered via a drawing of completed responses.

## Participants

A total of 214 student executive board leaders (28.8%) participated in the survey during the 2017 spring semester. The highest number of participants identified as female (71%), Asian/Pacific Islander (31%), and as a senior (40%) (Tables 1-3).





In the current year, 97% participants stated they were involved in co-curricular activities and 44% considered themselves “very involved in multiple organizations” on campus (Table 5). Others had specifically participated as advisors on the Greek Programming Board/Greek Councils (13%), Student Activities Board (6%), and Resident Hall Advisor-RHA (6%) although most did not participate in advised co-curricular roles (56%) (Table 6). Participants reported on internships/practical experiences and if they worked on or off campus. This year 52% said they did not have an internship while 48% did. However, 73% of participants had internships or practical experiences. About 48% of participants worked on campus and 44% worked off campus (Tables 7 and 8).

## Key Findings

### *Expert and Advance Skills*

Participants rated themselves as having both “expert” and “advanced” skills in their ability to “work in teams” and “solve problems.” Thirty two percent of participants rated themselves as having expertise in their ability to “plan, organize, and prioritize work” and 49% felt “advanced” in their ability to “work in teams.” Participants seem to have a higher percentage of rating their abilities as “advanced” rather than “expert” (Tables 13, 14 and 15). Conversely, participants rated themselves lowest on “their ability to influence, achieve buy in from, or sell to others” and their ability “to identify ways to navigate systems of power to increase your own ability to affect change” (Table 13).

### *Class and Co-curricular Experiences*

The top five skills developed through class experience were technical rather than interpersonal skills gained through co-curricular activities (Tables 16, 17, and 18). Forty percent considered that co-curricular activities helped in developing skills when “working in teams” and 37% developed skills in “identifying ways to navigate systems of power to increase ability to affect change” (Tables 16, 18). The top five skills developed in class were; the ability to analyze quantitative data, create and/or edit reports, proficiency with computer software programs, knowledge to your future career, and the ability to obtain and process information. The top five skills developed through co-curricular activities were; working in teams, identify to navigate systems of power to increase own ability to affect change, the ability to influence, achieve, buy in from, or sell to others, ability to make decisions, and articulate concepts/ideas succinctly to a target audience.

## **Overall**

It is important to mention that 97% of participants “had been an officer or leader in co-curricular activities” on campus. While participants rated themselves as “experts” in some areas, they indicated difficulty in their ability to influence, achieve buy in from, or sell to others. Moreover, 14% reported they “had not learned this skill in college” (Table 16). Primarily, participants considered that co-curricular activities and classes helped them acquire these skills. Ten out of 15 skills were predominately obtained through co-curricular activities. Five out of 15 skills were gained through classes (Table 16). Overall, UIC student leaders were “extremely” or “very satisfied” and 98% felt “very committed to graduating” (Tables 19 and 20).

For more information about this survey or data within this report please contact Mark Manderino, Director, Student Affairs Planning & Assessment at [mmanderi@uic.edu](mailto:mmanderi@uic.edu), or Joy Vergara, Executive Director, Center for Student Involvement at [rvergara@uic.edu](mailto:rvergara@uic.edu).

## Survey Results

The following tables contain percentage responses to items from the survey. Items are categorized by demographic information, involvement/participation, self-ratings on ability, and experiences.

### Demographic Information

TABLE 1: GENDER	
MALE	28.50%
FEMALE	70.56%
TRANSGENDER	0.47%
SELF-IDENTIFY (PLEASE SPECIFY)	0.47%

TABLE 2: RACE	
AFRICAN AMERICAN/BLACK	9.35%
AMERICAN INDIAN/ALASKA NATIVE	0.00%
ASIAN/PACIFIC ISLANDER	30.84%
CAUCASIAN/WHITE	28.97%
HISPANIC	22.90%
MULTI-RACIAL/ETHNIC	3.27%
SELF-IDENTIFY (PLEASE SPECIFY)	4.67%

TABLE 3: CLASS	
FRESHMAN	0.93%
SOPHOMORE	11.21%
JUNIOR	26.64%
SENIOR	39.72%
GRADUATE/PROFESSIONAL STUDENT	21.50%

TABLE 4: PARENT/GUADIAN EDUCATION	HIGHEST LEVEL OF EDUCATION COMPLETED BY YOUR FIRST PARENT/MOTHER/GUARDIAN?	HIGHEST LEVEL OF EDUCATION COMPLETED BY YOUR SECOND PARENT/ FATHER/GUARDIAN?
DID NOT COMPLETE HIGH SCHOOL	11.21%	14.49%
HIGH SCHOOL/GED	30.84%	25.70%
ASSOCIATES DEGREE	11.68%	10.75%
BACHELOR'S DEGREE	25.70%	28.97%
MASTER'S DEGREE	12.62%	9.35%
DOCTORATE	6.07%	5.14%
UNKNOWN	1.87%	5.61%

## Involvement/Participation

TABLE 5: ORGANIZATIONS/INVOLVEMENT	
VERY INVOLVED IN MULTIPLE ORGANIZATIONS	44.12%
SOMEWHAT INVOLVED IN MULTIPLE ORGANIZATIONS	9.31%
VERY INVOLVED IN A SINGLE ORGANIZATION	28.43%
SOMEWHAT INVOLVED IN SINGLE ORGANIZATIONS	2.94%
VERY INVOLVED IN AT LEAST ONE ORGANIZATION/SOMEWHAT INVOLVED IN OTHERS	15.20%
NOT INVOLVED AT ALL	0.00%

*TABLE 6: ADVISED CO-CURRICULAR EXPERIENCES	
UNDERGRADUATE STUDENT GOVERNMENT	5.45%
STUDENT ACTIVITIES BOARD	6.82%
UIC RADIO	1.82%
GREEK PROGRAMMING BOARD / GREEK COUNCILS	12.73%
UNIVERSITY AMBASSADORS	4.09%
RESIDENT HALL ADVISOR (RHA)	6.36%
CAMPUS HOUSING RAS / CAMPUS HOUSING PEER MENTORS	4.09%
ORIENTATION LEADERS	2.73%
NOT APPLICABLE- I DID NOT PARTICIPATE IN ANY OF THE ABOVE	55.91%

\*University specific items

TABLE 7: INTERNSHIPS	THIS YEAR	PREVIOUSLY
YES	48.28%	73.47%
NO	51.72%	26.53%

TABLE 8: EMPLOYMENT	ON CAMPUS	OFF CAMPUS
YES	47.78%	44.33%
NO	52.22%	55.67%

<b>TABLE 9: YEARS OF EMPLOYMENT</b>	<b>HOW MANY YEARS HAVE YOU WORKED AS A STUDENT EMPLOYEE ON CAMPUS?</b>	<b>HOW MANY YEARS HAVE YOU WORKED AS AN EMPLOYEE OFF CAMPUS?</b>
<b>THIS YEAR ONLY</b>	35.05%	26.67%
<b>TWO YEARS</b>	28.87%	27.78%
<b>THREE YEARS</b>	19.59%	12.22%
<b>FOUR YEARS</b>	13.40%	11.11%
<b>MORE THAN FOUR YEARS</b>	3.09%	22.22%

<b>TABLE 10: YEARS OF PARTICIPATION</b>	<b>HOW MANY YEARS HAVE YOU PARTICIPATED IN COCURRICULAR ACTIVITIES AT THIS INSTITUTION?</b>	<b>HOW MANY YEARS HAVE YOU BEEN AN OFFICER/LEADER IN ANY COCURRICULAR ACTIVITIES AT THIS INSTITUTION?</b>
<b>THIS YEAR ONLY</b>	11.27%	38.22%
<b>TWO YEARS</b>	35.29%	41.88%
<b>THREE YEARS</b>	32.35%	16.23%
<b>FOUR YEARS</b>	18.14%	3.14%
<b>MORE THAN FOUR YEARS</b>	2.94%	0.52%

<b>TABLE 11: FROM THE LIST BELOW, MARK ALL OF THE PROGRAMS IN WHICH YOU HAVE PARTICIPATED: (CHECK ALL THAT APPLY)</b>	
<b>LEADERSHAPE INSTITUTE</b>	3.25%
<b>STUDENT ORGANIZATION CONFERENCE</b>	26.83%
<b>IGNITE</b>	15.04%
<b>FLASHPOINT</b>	2.03%
<b>BLAZE</b>	0.81%
<b>CATALYST</b>	1.63%
<b>WOMEN 2 WOMEN</b>	4.07%
<b>BLACK TECH SCHOLARS</b>	0.41%
<b>IFIT</b>	0.81%
<b>NONE OF THE ABOVE</b>	45.12%

<b>TABLE 12: ABOUT HOW MANY HOURS PER WEEK DO YOU SPEND PARTICIPATING IN CO-CURRICULAR ACTIVITIES (ORGANIZATIONS, CAMPUS PUBLICATIONS, STUDENT GOVERNMENT, FRATERNITY OR SORORITY, INTERCOLLEGIATE OR INTRAMURAL SPORTS, OR ACADEMIC GROUPS OR HONOR SOCIETIES)?</b>	
<b>ZERO</b>	0.50%
<b>LESS THAN AN HOUR</b>	5.03%
<b>1-5 HOURS</b>	32.66%
<b>6-10 HOURS</b>	31.16%
<b>11-15 HOURS</b>	14.07%
<b>16-20 HOURS</b>	10.05%
<b>21-25 HOURS</b>	5.03%
<b>26-30 HOURS</b>	0.00%
<b>MORE THAN 30 HOURS</b>	1.51%

### Self-ratings on Ability

<b>TABLE 13: HOW WOULD YOU RATE YOUR ABILITY TO</b>	<i>EXPERT - OTHERS LOOK TO ME TO TEACH THEM THIS SKILL</i>	<i>ADVANCED - I AM ABOVE AVERAGE AT THIS SKILL</i>	<i>COMPETENT - I DO THIS SKILL PRETTY WELL</i>	<i>DEVELOPING - I AM IMPROVING IN THIS AREA</i>	<i>BEGINNER - I AM JUST NOW BEGINNING TO ACQUIRE THIS SKILL</i>	<i>I HAVE NOT LEARNED THIS SKILL IN COLLEGE</i>
<b>WORK IN TEAMS</b>	23.27%	48.02%	23.76%	4.46%	0.00%	0.50%
<b>COMMUNICATE VERBALLY</b>	24.75%	32.18%	35.64%	6.44%	0.00%	0.99%
<b>MAKE DECISIONS</b>	15.42%	38.31%	33.83%	10.95%	1.49%	0.00%
<b>SOLVE PROBLEMS</b>	22.00%	41.00%	31.00%	5.00%	0.50%	0.50%
<b>OBTAIN AND PROCESS INFORMATION</b>	21.50%	45.50%	27.00%	5.50%	0.50%	0.00%
<b>PLAN, ORGANIZE, AND PRIORITIZE WORK</b>	31.50%	36.00%	23.00%	8.00%	1.00%	0.50%
<b>ANALYZE QUANTITATIVE DATA</b>	12.50%	32.50%	35.00%	17.50%	1.50%	1.00%
<b>KNOWLEDGE RELATED TO YOUR FUTURE CAREER</b>	12.00%	35.00%	32.50%	18.50%	2.00%	0.00%
<b>PROFICIENCY WITH COMPUTER SOFTWARE PROGRAMS</b>	10.05%	20.60%	35.68%	23.62%	6.53%	3.52%
<b>CREATE AND/OR EDIT WRITTEN REPORTS</b>	14.14%	31.31%	36.87%	14.65%	1.52%	1.52%
<b>INFLUENCE, ACHIEVE BUY IN FROM, OR SELL TO OTHERS</b>	6.60%	18.27%	30.46%	25.89%	5.08%	13.71%
<b>*ARTICULATE YOUR CONCEPTS/IDEAS SUCCINCTLY TO A TARGET AUDIENCE</b>	12.18%	37.56%	35.53%	14.21%	0.51%	0.00%
<b>*DEMONSTRATE TIME MANAGEMENT SKILLS BY SETTING DEADLINES, PRIORITIZING TASKS, DELEGATING RESPONSIBILITIES, ETC.</b>	23.35%	38.07%	25.89%	11.17%	1.02%	0.51%
<b>*IDENTIFY OR CLARIFY YOUR PERSONAL VALUES</b>	20.41%	39.80%	31.12%	7.65%	0.51%	0.51%
<b>*IDENTIFY WAYS TO NAVIGATE SYSTEMS OF POWER TO INCREASE YOUR OWN ABILITY TO AFFECT CHANGE</b>	7.65%	27.55%	29.59%	25.51%	4.08%	5.61%

\*University specific items

<b>TABLE 14: TOP FIVE SKILLS RATED AS "EXPERT"</b>	<b>EXPERT</b>
<b>HOW WOULD YOU RATE YOUR ABILITY TO :</b>	
<b>1. PLAN, ORGANIZE, AND PRIORITIZE WORK</b>	31.50%
<b>2. COMMUNICATE VERBALLY</b>	24.75%
<b>3. *DEMONSTRATE TIME MANAGEMENT SKILLS BY SETTING DEADLINES, PRIORITIZING TASKS, DELEGATING RESPONSIBILITIES, ETC.</b>	23.35%
<b>4. WORK IN TEAMS</b>	23.27%
<b>5. SOLVE PROBLEMS</b>	22.00%

<b>TABLE 15: TOP FIVE SKILLS RATED AS "ADVANCED"</b>	<b>ADVANCED</b>
<b>HOW WOULD YOU RATE YOUR ABILITY TO :</b>	
<b>1. WORK IN TEAMS</b>	48.02%
<b>2. OBTAIN AND PROCESS INFORMATION</b>	45.50%
<b>3. SOLVE PROBLEMS</b>	41.00%
<b>4. IDENTIFY OR CLARIFY YOUR PERSONAL VALUES</b>	39.80%
<b>5. MAKE DECISIONS</b>	38.31%



## Experiences

<b>TABLE 16: WHAT EXPERIENCES AT THIS INSTITUTION HAVE HELPED YOU MOST TO DEVELOP</b>	<b>MY CLASSES (OTHER THAN INTERNSHIPS OR PRACTICAL EXPERIENCES)</b>	<b>INTERNSHIPS/PRACTICAL EXPERIENCES</b>	<b>COCURRICULAR ACTIVITIES</b>	<b>MY JOB ON CAMPUS</b>	<b>MY JOB OFF CAMPUS (OTHER THAN INTERNSHIPS OR PRACTICAL EXPERIENCES)</b>	<b>I HAVE NOT HAD THE OPPORTUNITY TO DEVELOP THIS SKILL AT THIS INSTITUTION</b>
THE SKILL OF WORKING IN TEAMS	23.33%	14.47%	39.96%	10.15%	11.45%	0.65%
TO COMMUNICATE VERBALLY	25.58%	16.15%	33.46%	12.88%	11.35%	0.58%
THE ABILITY TO MAKE DECISIONS	22.86%	15.60%	35.04%	12.18%	11.97%	2.35%
THE ABILITY TO SOLVE PROBLEMS	27.80%	15.64%	31.27%	12.16%	12.55%	0.58%
THE ABILITY TO OBTAIN AND PROCESS INFORMATION	34.83%	15.60%	26.07%	12.18%	10.68%	0.64%
THE ABILITY TO PLAN, ORGANIZE, AND PRIORITIZE WORK	28.77%	15.26%	32.68%	11.15%	11.35%	0.78%
THE ABILITY TO ANALYZE QUANTITATIVE DATA	48.52%	19.53%	13.31%	12.13%	5.62%	0.89%
KNOWLEDGE RELATED TO YOUR FUTURE CAREER	35.06%	19.51%	25.68%	8.89%	9.63%	1.23%
PROFICIENCY WITH COMPUTER SOFTWARE PROGRAMS	40.63%	18.73%	12.06%	13.65%	7.94%	6.98%
THE ABILITY TO CREATE AND/OR EDIT WRITTEN REPORTS	45.13%	18.11%	19.78%	11.14%	4.74%	1.11%
THE ABILITY TO INFLUENCE, ACHIEVE, BUY IN FROM, OR SELL TO OTHERS	17.88%	14.96%	35.40%	6.57%	16.79%	8.39%
*TO ARTICULATE YOUR CONCEPTS/IDEAS SUCCINCTLY TO A TARGET AUDIENCE	28.37%	16.08%	34.04%	9.69%	10.17%	1.65%
*TIME MANAGEMENT SKILLS BY SETTING DEADLINES, PRIORITIZING TASKS, DELEGATING RESPONSIBILITIES, ETC.	29.72%	15.55%	31.69%	11.22%	10.83%	0.98%
*TO IDENTIFY OR CLARIFY YOUR PERSONAL VALUES	22.28%	14.67%	33.70%	8.15%	12.77%	8.42%
*IDENTIFY WAYS TO NAVIGATE SYSTEMS OF POWER TO INCREASE YOUR OWN ABILITY TO AFFECT CHANGE	23.82%	15.59%	36.76%	9.41%	10.29%	4.12%

<b>TABLE 17: TOP FIVE EXPERIENCES DEVELOPED IN CLASS: WHAT EXPERIENCES AT THIS INSTITUTION HAVE HELPED YOU MOST TO DEVELOP</b>	<b>MY CLASSES (OTHER THAN INTERNSHIPS OR PRACTICAL EXPERIENCES)</b>
1. THE ABILITY TO ANALYZE QUANTITATIVE DATA	48.52%
2. THE ABILITY TO CREATE AND/OR EDIT WRITTEN REPORTS	45.13%
3. PROFICIENCY WITH COMPUTER SOFTWARE PROGRAMS	40.63%
4. KNOWLEDGE RELATED TO YOUR FUTURE CAREER	35.06%
5. THE ABILITY TO OBTAIN AND PROCESS INFORMATION	34.83%

<b>TABLE 18: TOP FIVE EXPERIENCES DEVELOPED THROUGH CO-CURRICULAR ACTIVITIES: WHAT EXPERIENCES AT THIS INSTITUTION HAVE HELPED YOU MOST TO DEVELOP</b>	<b>CO-CURRICULAR ACTIVITIES</b>
1. THE SKILL OF WORKING IN TEAMS	39.96%
2. IDENTIFY WAYS TO NAVIGATE SYSTEMS OF POWER TO INCREASE YOUR OWN ABILITY TO AFFECT CHANGE	36.76%
3. THE ABILITY TO INFLUENCE, ACHIEVE, BUY IN FROM, OR SELL TO OTHERS	35.40%
4. THE ABILITY TO MAKE DECISIONS	35.04%
5. TO ARTICULATE YOUR CONCEPTS/IDEAS SUCCINCTLY TO A TARGET AUDIENCE	34.04%

## Commitment/ Satisfaction

<b>TABLE 19: HOW COMMITTED ARE YOU TO GRADUATING FROM YOUR INSTITUTION (THE COLLEGE OR UNIVERSITY YOU CURRENTLY ATTEND)?</b>	
<b>I AM VERY COMMITTED TO GRADUATING FROM MY INSTITUTION</b>	98.48%
<b>I AM SOMEWHAT COMMITTED TO GRADUATING FROM MY INSTITUTION</b>	1.52%
<b>I AM NOT VERY COMMITTED TO GRADUATING FROM MY INSTITUTION</b>	0.00%
<b>MY COMMITMENT TO GRADUATE FROM MY INSTITUTION IS VERY LOW</b>	0.00%

<b>TABLE 20: PLEASE RATE YOUR OVERALL SATISFACTION WITH UIC</b>	
<b>NOT AT ALL SATISFIED</b>	0.51%
<b>SLIGHTLY SATISFIED</b>	7.65%
<b>MODERATELY SATISFIED</b>	31.12%
<b>VERY SATISFIED</b>	46.43%
<b>EXTREMELY SATISFIED</b>	14.29%