Supporting Graduate Student Success from Orientation to Graduation

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Assistant Dean for Career & Professional Development

Graduate College
Promoting Diversity and Inclusion in Graduate Education
Support & Ideas at the Recruitment Stage
PROMOTING DIVERSITY AND INCLUSION IN GRADUATE EDUCATION

Recruitment Ideas

REACH OUT TO POTENTIAL APPLICANTS

Develop relationships with faculty at minority-serving institutions (MSIs) and with students from populations underrepresented in graduate education.

- Initiate conversations at professional conferences (e.g., visit poster sessions).
- Present at conferences targeting underrepresented students, such as McNair conferences or the Society for the Advancement of Chicanos and Native Americans in the Sciences.
- Visit minority-serving institutions (MSIs) and talk with faculty and students about your research and opportunities at U of I. (You may apply for Broadening Participation in Graduate Education funds from the Graduate College).
- Participate in the Illinois Partners for Diversity Summit.

Call prospective students and personally encourage them to apply to your program. Convey confidence in their ability to thrive in the program, explain why the program is a good fit (e.g., specify projects, faculty, and courses of interest), and outline funding opportunities. Alert Ph.D. and MFA students about application fee waivers.

Serve as a summer mentor to students in the SROP, REU, or McNair programs.

https://grad.illinois.edu/faculty/promoting-diversity
Holistic Review in Graduate Admissions
Support & Ideas at the Application Stage
Graduate College Holistic Admissions Toolkit

What are the Goals and Objectives for Holistic Review?
National momentum around holistic review in admissions has prompted conversations about alternative predictors of success and implementation of holistic application review practices. The Council of Graduate Schools’ Holistic Review in Graduate Admissions provides guidance, principles, promising practices, and resources to institutions and programs aiming to strengthen their programs through thoughtful processes, which identify a talented and diverse cohort of students and align with their mission and goals.

Holistic review considers both quantitative data and qualitative indicators to obtain a full picture of each applicant’s attributes and potential — both cognitive and non-cognitive — to thrive as graduate students at Illinois. This practice increases access to higher education of underrepresented and non-traditional students and facilitates the admission of a diverse student body that reflects a wide range of experiences, backgrounds, and perspectives. The University of Illinois strives to cultivate students and future alumni to be responsible citizens and leaders who value knowledge, creativity, global awareness, and social and cultural understanding. Our vision, as part of the university’s strategic priorities, is to create “an institution committed to excellence in discovery, teaching, and research, and a climate where all can achieve their highest aspirations in a safe and welcoming environment.”

To support programs as they admit the graduate students that make up our vibrant educational community, the Graduate College has developed this holistic admissions review toolkit. For each stage of the admissions process, this toolkit offers questions to ask, actions to consider, and resources to support your work.

Holistic Review Resources

- Equity in Graduate Education Resource Center
- NAGAP Webinar: Reviewer Diligence and Responsibility in the Graduate Admissions Process. This webinar (see below) produced by NAGAP and ETS discusses the purpose and benefits of various components of the application packet, as well as strategies for mitigating drawbacks of each component to create a holistic, equitable process. Caution: The rubric presented at time stamp14:00 is only a sample and has the drawback of equating the maximum combined rubric total for the GRE (pts total for Q, V, AW) with the maximum research score (6 pts).

Ready to Get Started?
For each stage of the admissions process, this toolkit offers questions to ask, steps to consider, and tools to support your work.

Click on each stage below to get started.

Self Assessment
Application Design
Application Review
Selection
Offers & Funding
Support & Evaluation

https://grad.illinois.edu/faculty-staff/toolkits/holistic-review
Orientation Toolkit
Graduate College Resources

REQUEST A PRESENTATION FROM THE GRADUATE COLLEGE

A member of the Graduate College staff can join departments, research groups, or student organization meetings to welcome our new graduate students and share tips to help them get off to a good start at Illinois. Sessions are 15 minutes and can be incorporated into departmental orientation sessions either at the beginning of the year or at some point in the first semester of the program. These presentations will be available either in person or online.

REQUEST A PRESENTATION

TIPS FROM STUDENTS AND STAFF ON ORIENTING NEW GRADUATE STUDENTS

Are you looking for creative ideas to incorporate into your orientation? We can help! Two of our Graduate College committees—SAGE (comprised of current graduate students) and AAG (graduate program contacts)—have compiled a list of ideas you might consider. A PDF of these tips is included in this Box folder.

https://grad.illinois.edu/faculty-staff/toolkits/orientation-guide
Student Portal &
Degree Audit Tool
### Graduate Degree Audit Tool/uAchieve for Staff & Faculty

#### DEGREE COMPLETION

As you prepare for graduation, remember to respond to the surveys from your department and the university. This information is very helpful to us and the students who come after you!

2) Approved Design Studio Electives

8 hours, see your advisor for approvals.

**Note:** AC - Dept allowed ARTD 492

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#### PRELIMINARY EXAMINATION

Students must be enrolled for the entire academic term in which the preliminary exam occurs.

If more than five years elapse between a doctoral student's Prelim and Final examinations, the student is required to pass a second Prelim.

PRELIM PASSED: 4-0-2010

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#### MASTER'S WITH THESIS

Students must complete the required coursework plus a master's thesis and must deposit the thesis with the Graduate College.

<table>
<thead>
<tr>
<th>Earned</th>
<th>Needs</th>
<th>Sub-Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.0 hours</td>
<td>7.0 hours</td>
<td>4</td>
</tr>
</tbody>
</table>

1) Four hours chosen from the Biology Courses List

- **Needs:** 4.0 hours
- **Selected from:** ANSC 441, 444, 448, BROP 491, 500, CPSC 452, 485, 553, 554, 565, MCB 409, MCB 450, 501, 502

- **SP19**
  - CS 498 B4
  - 4.0 A-

2) Four hours chosen from the Fundamental Bioinformatics Courses List

- **4.0 hours added**

- **SP19**
  - CS 411 N4
  - 4.0 A-

3) Four hours chosen from the Computer Science and Informatics Courses List

- **4.0 hours added**

4) Seminar: 1 per semester

- **3 courses taken**
- **Hours do not count toward program requirements**

- **Fall 2016**
  - CPSC 598 GE1
  - 1.0 S - R
  - CPSC 598 GE1
  - 1.0 B - R
  - CPSC 598 GE1
  - 1.0 IP - R

5) Electives:

- **13.0 hours added**

- **Fall 2018**
  - CPSC 541 AL
  - 5.0 A
  - CPSC 554 ONL
  - 1.0 S

- **Spring 2018**
  - CS 498 ANL
  - 3.0 A
  - CS 598 BS
  - 4.0 IP - R

6) Thesis Research:

- **16.0 hours taken**

- **Fall 2018**
  - CPSC 599 MEH
  - 5.0 DF - R

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!!! ATTENTION!!! THIS STUDENT IS ON THE FALL DEGREE LIST!!!
Graduate Degree Audit Tool/uAchieve for Students

For videos and FAQs: https://grad.illinois.edu/academic/audit-tool

For audit: https://go.grad.illinois.edu/degree-audit
Two Data Sources

• Doctoral Data via Academic Analytics
• Master’s Data via Illini Success

https://grad.illinois.edu/faculty-staff/toolkits/outcomes
Doctoral Outcomes

INDUSTRIES OF EMPLOYMENT

Academia: 4,092
For-Profit: 2,620
Government: 365
Nonprofit: 276

Examples: All Alumni

INDUSTRY CLASSIFICATIONS

LIMIT DASHBOARD TO AAUDE INDUSTRY

(All)
# Doctoral Outcomes

<table>
<thead>
<tr>
<th>NAME</th>
<th>EMPLOYER</th>
<th>JOB TITLE</th>
<th>US METRO AREA</th>
<th>COUNTRY</th>
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<tbody>
<tr>
<td>ADAMOVICZ, LAURA</td>
<td>University of Illinois at Urbana-Champaign</td>
<td>Assistant Professor</td>
<td>Champaign-Urbana, IL</td>
<td>United States</td>
</tr>
<tr>
<td>ALLENDER, MATTHEW C</td>
<td>Amgen, Inc.</td>
<td>Senior Scientist</td>
<td>Washington-Arlington</td>
<td>France</td>
</tr>
<tr>
<td>ARCHAMBEAULT, DENISE RENEE</td>
<td>Covance</td>
<td>Director</td>
<td>Alexandria, DC-VA-MD-WV</td>
<td>Italy</td>
</tr>
<tr>
<td>BALACHANDRAN, REKHA C</td>
<td>University of California, Los Angeles</td>
<td>Lecturer</td>
<td>Athens-Clarke County, GA</td>
<td>New Zealand</td>
</tr>
<tr>
<td>BASAVARAJAPPA, MALLIKARJUNA SHIVAPURA</td>
<td>University of Florida</td>
<td>Post-doctoral researcher</td>
<td>Boston-Cambridge-Nashua, MA-NH</td>
<td>Unknown</td>
</tr>
<tr>
<td>CACIOPOPO, JOSEPH A</td>
<td></td>
<td>Postdoctoral Research Fellow</td>
<td>Chicago-Naperville-Egin, IL-IN-WI</td>
<td></td>
</tr>
<tr>
<td>CAPORALI, EVELYN HASEGAWA GONCALVES</td>
<td>University of Georgia</td>
<td>Research Scientist</td>
<td>Gainesville, FL</td>
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</tr>
</tbody>
</table>

Example: VetMed
Master’s Outcomes

<table>
<thead>
<tr>
<th>PRIMARY POST-GRAD STATUS</th>
<th># RESPONDENTS</th>
<th>% RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaged in military service</td>
<td>13</td>
<td>0.2%</td>
</tr>
<tr>
<td>Engaged in volunteer service</td>
<td>4</td>
<td>0.1%</td>
</tr>
<tr>
<td>Enrolling in additional education</td>
<td>1729</td>
<td>21.7%</td>
</tr>
<tr>
<td>I’d rather not answer</td>
<td>33</td>
<td>0.4%</td>
</tr>
<tr>
<td>Not seeking employment or additional education at this time</td>
<td>24</td>
<td>0.3%</td>
</tr>
<tr>
<td>Seeking additional education</td>
<td>55</td>
<td>0.7%</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>486</td>
<td>6.1%</td>
</tr>
<tr>
<td>Working full-time</td>
<td>5466</td>
<td>68.5%</td>
</tr>
<tr>
<td>Working part-time</td>
<td>166</td>
<td>2.1%</td>
</tr>
<tr>
<td><strong>Total respondents for this question</strong></td>
<td>7976</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Examples: All Alumni
# Master’s Outcomes

<table>
<thead>
<tr>
<th>Employer Name</th>
<th>* Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Illinois Urbana-Champaign</td>
<td>165+</td>
</tr>
<tr>
<td>PricewaterhouseCoopers (PwC)</td>
<td>100+</td>
</tr>
<tr>
<td>Deloitte</td>
<td>90+</td>
</tr>
<tr>
<td>Amazon</td>
<td>80+</td>
</tr>
<tr>
<td>EY</td>
<td>80+</td>
</tr>
<tr>
<td>Google</td>
<td>80+</td>
</tr>
<tr>
<td>KPMG</td>
<td>75+</td>
</tr>
<tr>
<td>Facebook</td>
<td>65+</td>
</tr>
<tr>
<td>Microsoft</td>
<td>55+</td>
</tr>
<tr>
<td>Apple</td>
<td>40+</td>
</tr>
<tr>
<td>Boeing</td>
<td>30+</td>
</tr>
<tr>
<td>Intel</td>
<td>25+</td>
</tr>
<tr>
<td>RSM</td>
<td>25+</td>
</tr>
</tbody>
</table>

Examples: All Alumni
What tools do you need to support student success?