

-----Focus Topics-----

Organization of the Focus Topics

For this year's report, institutions are required to indicate strengths and weaknesses with respect to the following ten informational areas:

- ❑ Demographic Information
- ❑ Institutional Attractiveness (Factors Influencing Decision to Attend Your Institution)
- ❑ Institutional Attractiveness (Factors Influencing Decision to Stay at Your Institution)
- ❑ Faculty and Classroom Behavior
- ❑ Student Needs and Concerns
- ❑ Institutional Responsiveness
- ❑ Student Racial Climate
- ❑ Institutional Racial Climate
- ❑ Student Life
- ❑ Racial Relations

Demographic Information

In 1989, a taskforce appointed by the Chancellor created a questionnaire to be administered to all graduating seniors at the University of Illinois at Urbana-Champaign. The results are used in responding to requests regarding how students feel about their undergraduate educational experience and to identify problems on campus that need attention. In March 2001, the Senior Survey was sent to all seniors on the May graduation list. Of the 4,462 seniors, 2,587, or approximately 58% responded. 54% who responded were females, and 46% were males; which included 77.7% Caucasian, 3.2% Hispanic, 3.5% African-American, 12.1% Asian/Pacific Islander, 0.1% American Indian/Alaskan Native, and 3.3% unknown.

The Cooperative Institutional Research Program (CIRP) aims to show how the attitudes and aspirations of college freshmen change over time and is usually conducted during freshman orientation and the first week of classes, to reflect the students' expectations for college. Of the 5,620 students, 75.3% were Caucasian, 6.8% were African-American, 1.1% were American Indian, 14.0% were Asian/Pacific Islander, 6.2% were Hispanic, and 1.6% were other.

Institutional Attractiveness

(Factors Influencing Decision to Attend the University of Illinois at Urbana-Champaign)

On the CIRP Survey, students were asked the "*Reasons noted as very important in selecting this college.*" The top three answers for American Indian/Alaskan Native, Caucasian, African-American, Asian/Pacific Islander, and Hispanic were:

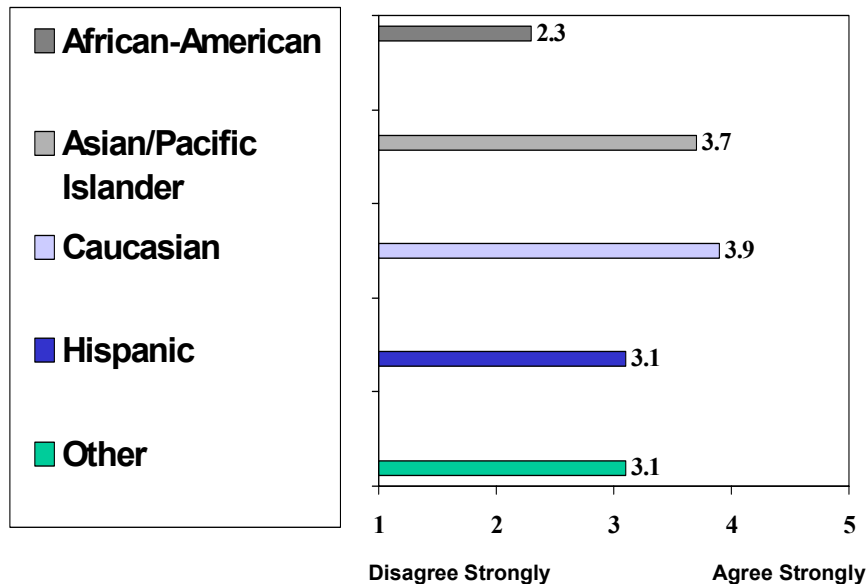
- “The University of Illinois at Urbana-Champaign has a good academic reputation.”
- “The University of Illinois at Urbana-Champaign graduates go to top grad schools.”
- “The University of Illinois at Urbana-Champaign graduates get good jobs.”

Founded more than 130 years ago, the University of Illinois is regarded as one of the premier universities in the world. The University has long been heralded for its accomplishments in graduate education and research with ten doctoral programs, recently ranked in the nation’s top 10 by the National Research Council. The outstanding reputation of UIUC is the direct result of the dedicated efforts of administrators, faculty, staff, and students. The University attracts students who want a good education that will lead to excellent opportunities after they graduate.

Institutional Attractiveness
(Factors Influencing Decision to Stay at the University of Illinois at Urbana-Champaign)

The representation of racial/ethnic groups on campus is an important issue for students. On the Senior Survey, students were asked to describe the racial/ethnic diversity of faculty. The responses were as follows:

There were faculty of different racial/ethnic groups.



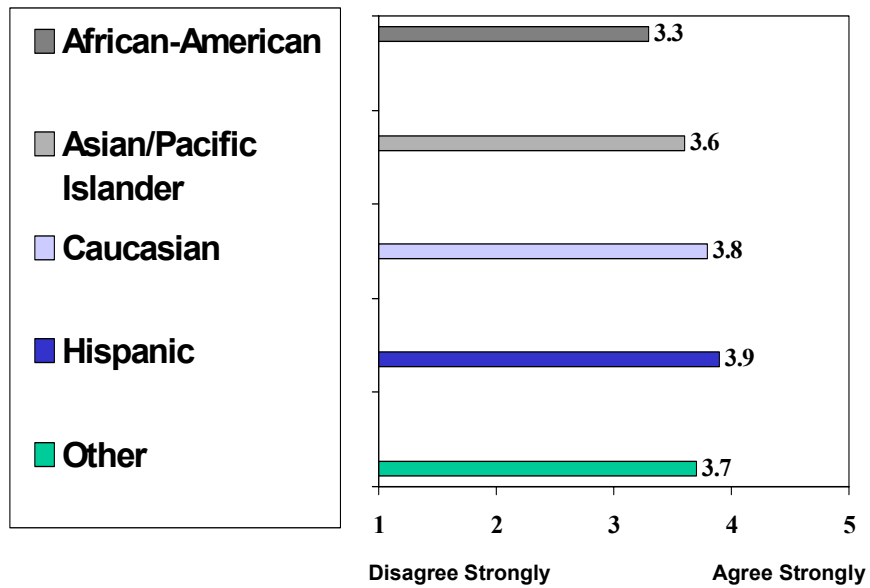
The survey indicated that students of Asian/Pacific Islander, Caucasian, Hispanic, and Other racial/ethnic groups were satisfied with the diversity of faculty. African-American students were not as satisfied, which could be

because the number of African-American faculty was less than the number of other racial/ethnic faculty they had as professors.

Treatment of Students at the University of Illinois at Urbana-Champaign

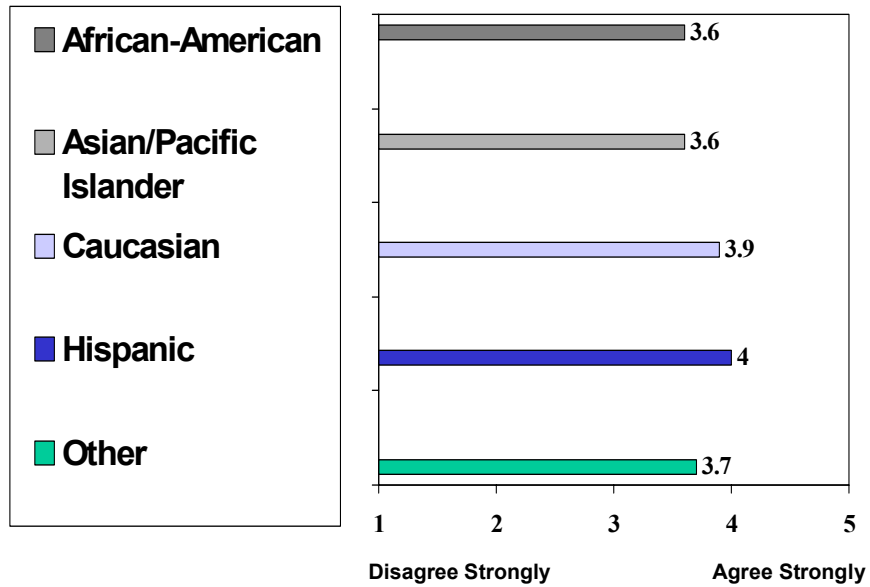
The students were asked to rate the following on the Senior Survey:

Fairness of student performance evaluation procedures.



As shown, all groups seem fairly confident that their performance was evaluated fairly.

Accessibility of faculty in general.

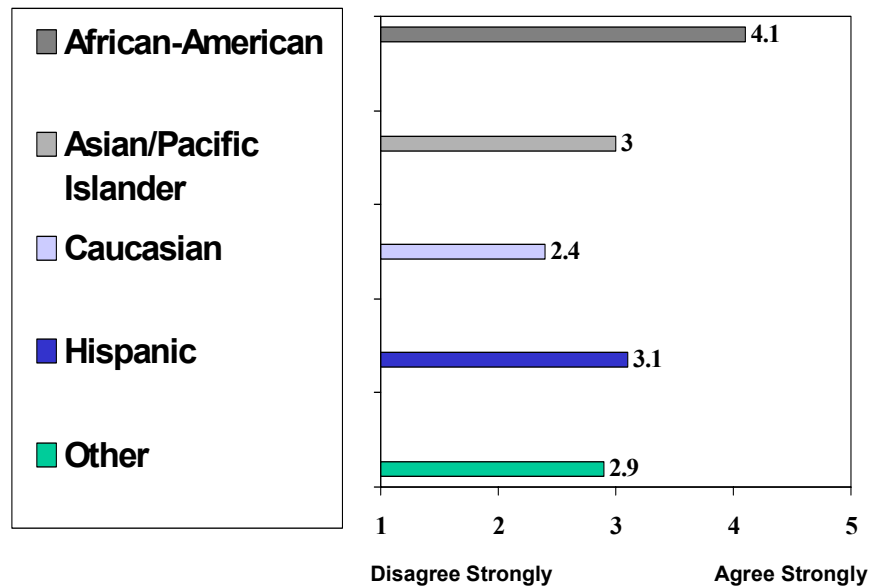


Students, regardless of ethnic origin, perform better in classrooms if they have contact with or access to their instructors. As shown, Hispanic and Caucasian students were more satisfied with faculty accessibility compared to African-Americans and Asian/Pacific Islanders who felt faculty were less accessible.

Student Needs and Concerns at the University of Illinois at Urbana-Champaign

The following statistics are from the 2001 Senior Survey:

How valuable was the existence of race/ethnic specific academic programs?



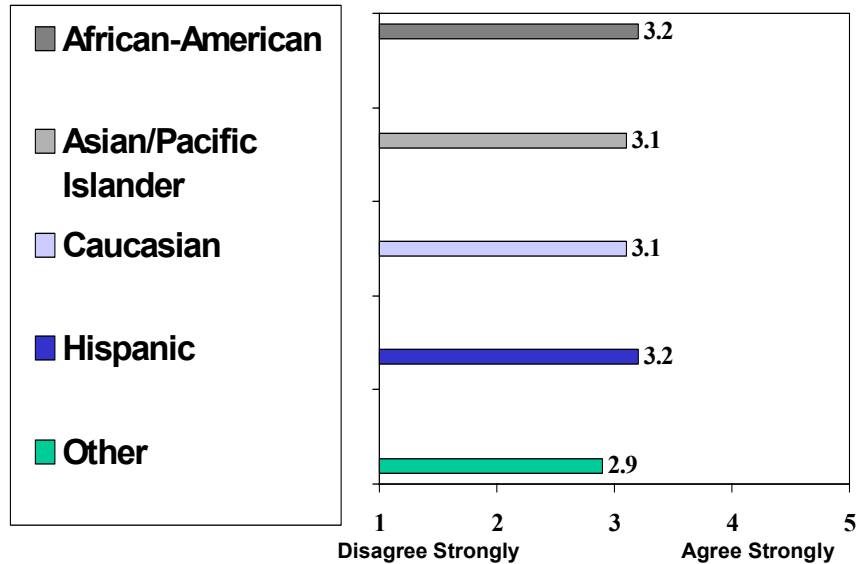
African-American, Asian/Pacific Islander, Hispanic, and Other students felt that there was a good existence of race/ethnic specific academic programs as opposed to Caucasians. This may be that Caucasian students do not feel that there are specific academic programs that target their race/ethnic group. The University of Illinois at Urbana-Champaign offers several race/ethnic specific academic programs. Some of the programs include:

- Afro-American Studies
- Asian American Studies
- Center for African Studies
- East Asian & Pacific Studies
- East Asian Languages & Cultures
- International Programs and Studies
- Latin American & Caribbean Studies
- Latina/Latino Studies Program
- Program for the Study of Religion
- Program in South Asian & Middle Eastern Studies
- Russian and East European Center

Institutional Responsiveness

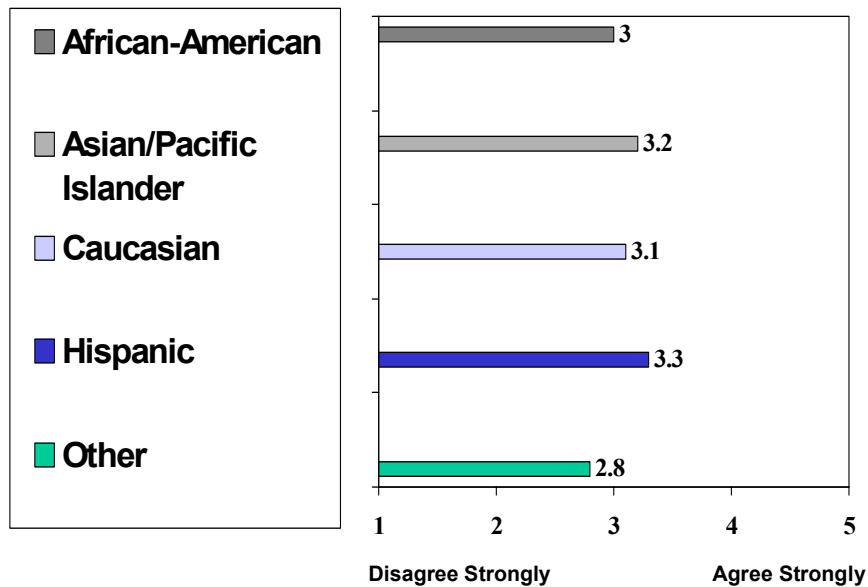
To gauge student satisfaction, the following were asked on the Senior Survey:

Are you satisfied with the quality of academic program advising and information?



Each racial/ethnic group rated the quality of academic program advising and information almost equally. The Office of the Provost has a website designed for undergraduate advising which contains links to the colleges' advising websites.

Are you satisfied with the quality of career advising and information?

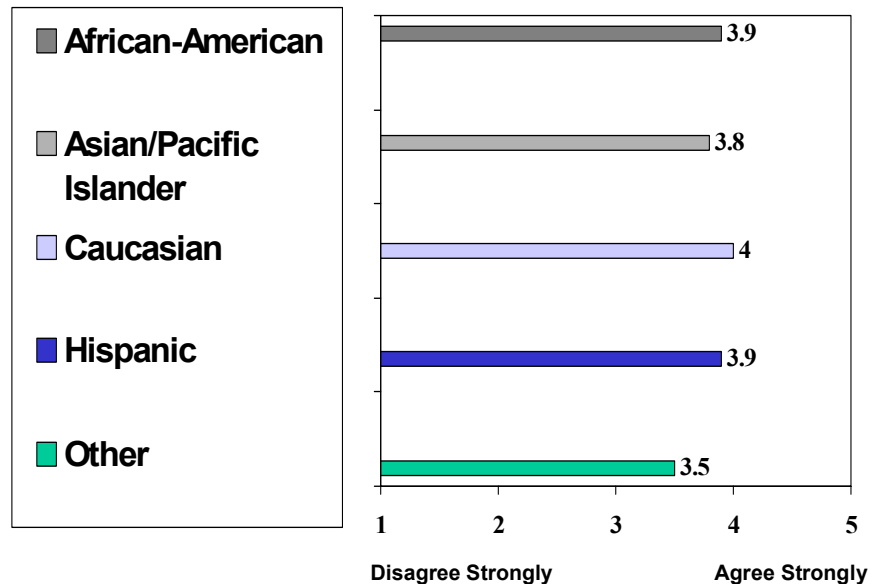


Regardless of race, most students were satisfied with the quality of career advising and information at the University. The Career Center helps address specific career questions, assesses interests, discusses the link between majors and careers, and explores career options. During the academic school year, a daily Resume Review walk-in service is offered; this is a good opportunity for students to receive professional feedback on the content of their resumes and is free to UIUC students and alumni. Students participating in the Resume Referral Service can submit their resumes for direct referral to employers seeking to hire UIUC graduates. Students may have their resumes listed for referral in five occupational areas of interest. Employers then request resumes of students from occupational areas corresponding with the hiring needs of their organizations. The Career Center also invites students to a Mock Interview Program.

Student Racial Climate

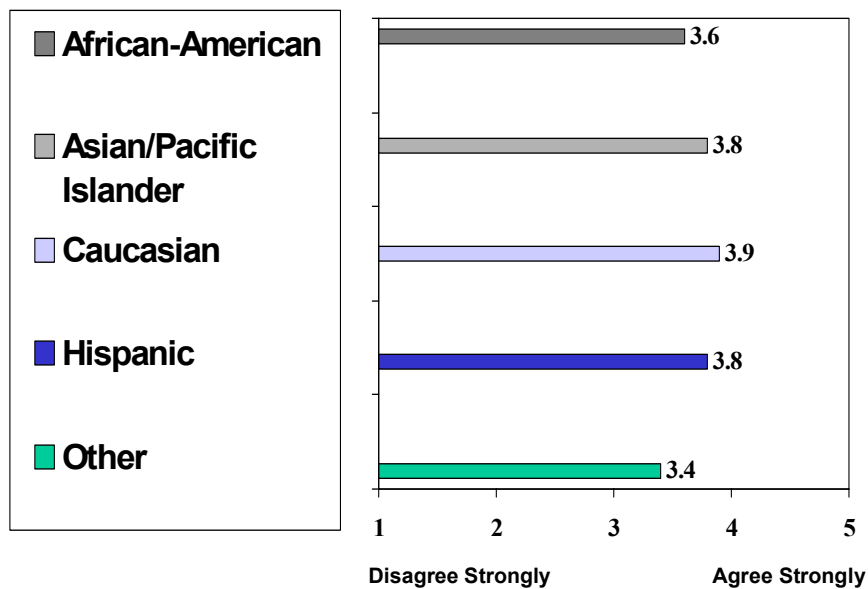
The students were asked to rate the following from the Senior Survey:

It was easy to get involved in student groups and activities.



Most students at UIUC agreed that it was easy to get involved in student groups and activities. The Illini Union carries out two of its most important functions in the Student Programs and Activities Office: creating programs for the University and encouraging student involvement in campus life. The Student Programs and Activities Office is thousands of square feet of student programming space, resources, and activities designed to enhance the overall educational experience of students. In order to provide students, faculty, staff, alumni and guests of the University with the best possible programs and services, the Office offers a wide variety of opportunities.

There were exposure to different student backgrounds and cultures.



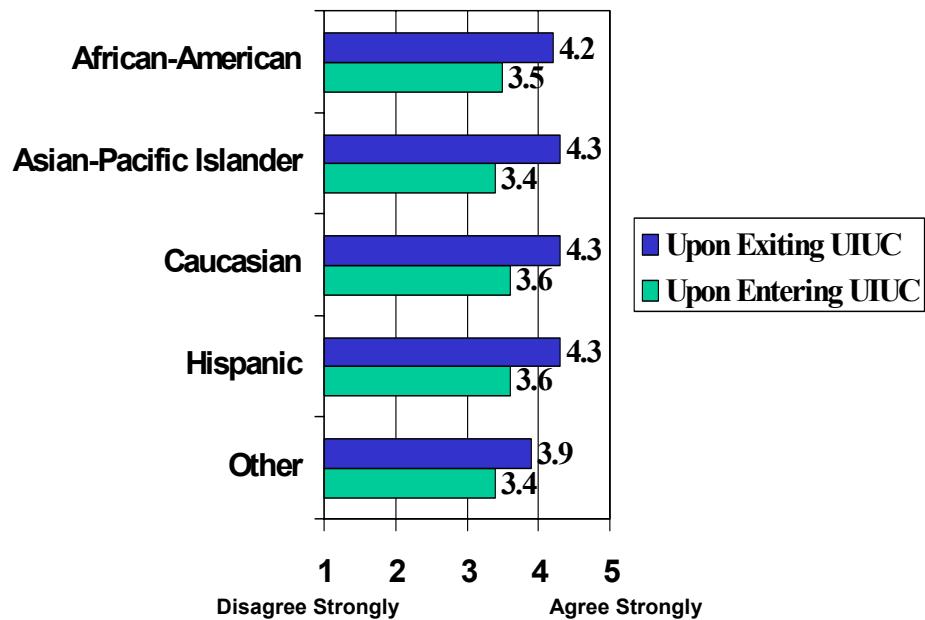
African-American, Asian/Pacific Islander, Caucasian, and Hispanic students believed that there was exposure to different backgrounds and cultures while attending the University. UIUC has many opportunities for students to learn about different cultures. They include:

- African-American Cultural Program
- Afro-American Studies and Research Program
- Asian American Studies Committee
- Central Black Student Union
- Center for African Studies
- Center for East Asian and Pacific Studies
- Drobny Program in Jewish Cultures Society
- East Asian Languages and Culture Department
- International Programs and Studies
- La Casa Cultural Latina
- Latin American and Caribbean Studies Program
- Native American Students for Progress and Alliance of Indigenous People
- Program for the Study of Religion
- Russian and East European Center
- South Asian and Middle Eastern Studies Program

Institutional Racial Climate

The students were asked to rate the following on the Senior Survey:

Work cooperatively in groups.

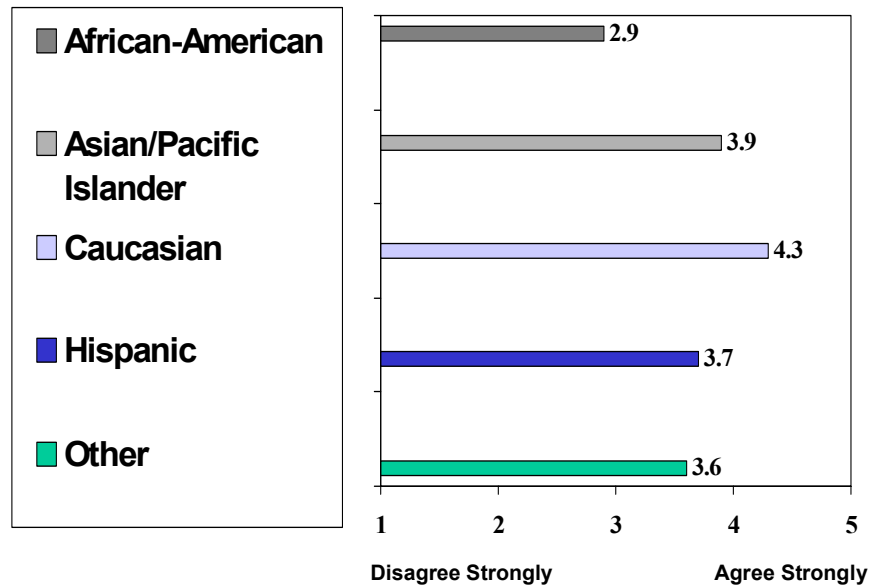


The Survey shows the different opinions of students upon entering and exiting the University. The survey indicated that each demographic category vastly improved its ability to work in groups while at UIUC. This could be attributed to the University's emphasis on team activities and group projects within the classroom.

Student Life

The following question was taken from the Senior Survey:

The classroom environment was free from racist behavior.

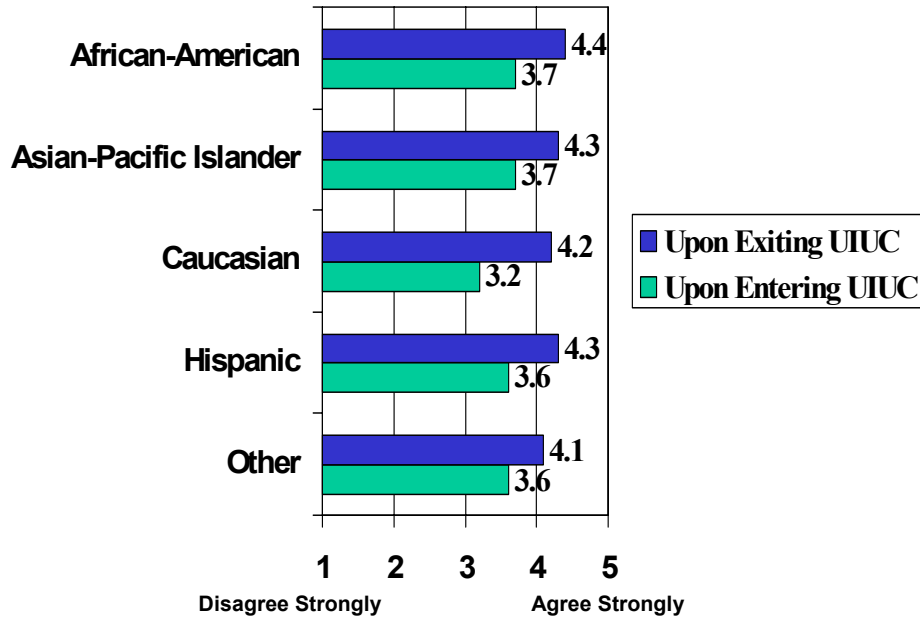


As shown, Caucasians felt that the classroom environment was free from racist behavior more than other ethnic groups. This could be attributed to the underrepresented number of students in those ethnic groups.

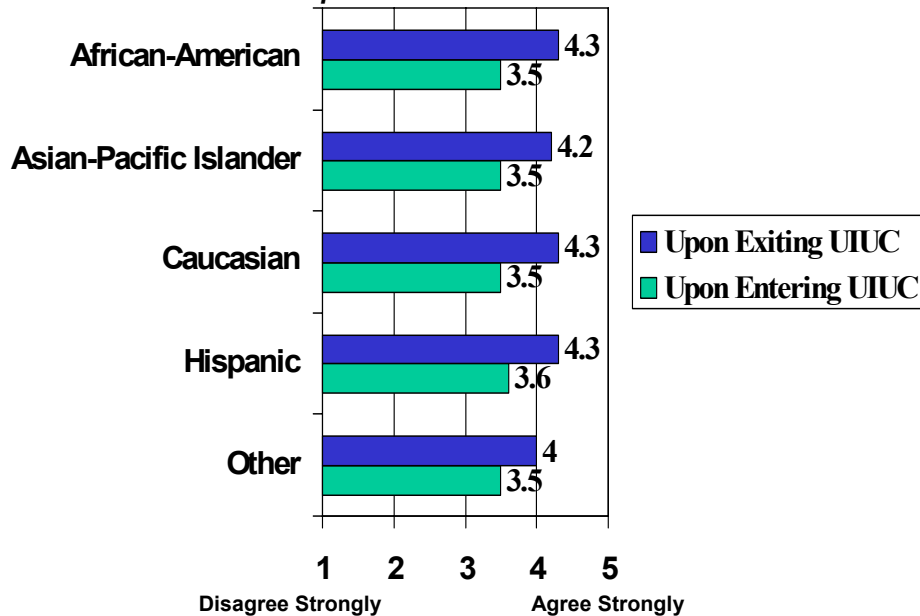
Racial Relations

The following questions are from the Senior Survey and show the differences of students upon entering and exiting the University of Illinois at Urbana-Champaign.

Understand & appreciate cultural and ethnic differences.



Get along with people whose attitudes and opinions are different.



At UIUC, students gained a better understanding and appreciation of cultural and ethnic differences and improved their interaction with people whose attitudes and opinions were different from their own. The University offers classes that cover topics such as class and gender differences within groups, relations with the dominant culture and between ethnic groups, myths of origin, and also experiences of various ethnic minorities in the United States. Further, the experience varies little from one race/ethnic group to the next, or all show about the same starting and exiting point in the introduction question. On the other hand, Caucasian students showed the most gain in learning to appreciate people of other cultures and ethnicities. This provides evidence that the programs and experiences work.