October 27 GAC Highlights

At-a-glance deadlines:

- Friday, December 11 – Block Grant
- Friday, January 29 – Sherry Queener Award nominations

Upcoming Events

- November 4, Wednesday – Midday Mentoring Dialogue
- November 11, Wednesday – Grad Parent Network
- November 12, Thursday – Geek Night
- November 19, Thursday – PFFP Pathways Conference and 3-Minute Thesis Competition
- November 19, Thursday – Graduate Recruitment Council meeting

Associate Dean’s Report

The Lilly Family School of Philanthropy recently submitted a 4+1 degree with Butler. If you are interested in doing something similar, we have a document that will help guide you through the process and will give you important information to consider (See attached IUPUI-accelerated-dual-degree-programs-with-external-partners.pdf)

Next month we will have Michele Hansen, AVC Institutional Research and Decision Support, along with Caleb Keith and Robbie Janik, come to discuss the two attached surveys (See student-covid-19-check-in-survey-graduate.pdf and 2019-Alumni-GRAD-Report.pdf)

Assistant Dean’s Report

UPnGO and CAPs are continuing to sponsor Midweek Mindfulness sessions via zoom [https://iu-baa.zoom.us/j/95117023035](https://iu-baa.zoom.us/j/95117023035) every other Wednesday.

Our Grad parent network, for graduate students who are parents, will meet again in Nov. 11 from 12-1pm via zoom and will continue to meet monthly through the fall via zoom [https://iu.zoom.us/j/94049855513](https://iu.zoom.us/j/94049855513)

The PFFP Pathways conference and 3 Minute Thesis competition which will be Nov. 19th 2020. This will be a virtual event. Click here to register. This year the 1st place winner can win $500 for a 3-minute presentation. We also have our 3Min pitch which is for Masters and Professional students the winner there will receive $300. Please see attached flyer (3mt flyer.pdf) and share the information with your students.

November 12 we will be cosponsoring with our UGS colleagues in Bloomington an event we're calling Geek Night from 7-8pm [Zoom registration link](https://iu.zoom.us/j/94049855513) this month will be an open mic night where folks can share, raps, songs, art, memes, pets etc. this is a social event and is meant to be a fun opportunity for students and postdocs.

If your students or post docs are looking for professional development opportunities remind them that our PFFP program is free and only requires a short application and letter of rec to get started. Apply here [https://iu.co1.qualtrics.com/jfe/form/SV_3jxMSZQsveC7NmB](https://iu.co1.qualtrics.com/jfe/form/SV_3jxMSZQsveC7NmB)

If you and your school have school specific health and wellness resources, peer mediators, programming etc. please let me know.

IUPUI Graduate Mentoring Center

On Wednesday, November 4 from 12-1 on Zoom we will hold a Midday Mentoring Dialogue for all graduate students. We will have a panel of graduate students address the topic “Making the most of your time in grad school.” Please have students visit the IUPUI GMC webpage at [https://graduate.iupui.edu/support/gmc/index.html](https://graduate.iupui.edu/support/gmc/index.html) to register.
**Graduate Office Report**

We have a new IU Admissions Coordinator – Kim McCain. Please route admissions questions to gapiupui@iupui.edu.

A reminder of our on-campus office hours. Currently we are open 9 – 4 PM, Monday – Thursday, however we may be scaling back our hours leading up to Nov. 20th. Our phone hours are 8 AM – 5 PM, and 9 – 4 PM Fridays.

The UPUI Graduate Office fall workshops slides can be found on our website https://graduate.iupui.edu/faculty-staff/guides.html.

The Accelerated Degrees Best Practices Slides can be found in MS Teams GAC folder.

**IU Graduate CAS Update:**

PLEASE ensure your admissions staff are using the correct CAS Cycle application link in their communication with prospective students. Alternatively, route applicants to our How-to-apply website https://graduate.iupui.edu/admissions/apply.html.

2019 – 2020 Application will close next week on Friday, October 30 – a handful of applications are still open for Fall 2020 – those programs have been notified.

2021 – 2022 Prelaunch coming up - School / program reps will have 3 months to edit their 2022 applications (+ winter ‘21) in the pre-launch configuration portal. From early November – to early February.

**Salesforce CRM Graduate Pillar Service Center – Realignment.** Leadership from the IUPUI Graduate Office and Office for Enrollment Strategy and Insights met and adopted a new, standardized model of an initial Salesforce adoption that includes two clearly defined parts. Graduate Partners already working with the Service Center should have received an email with more details from Mark Belloni.

1. The regular upload of prospect student data into Salesforce CRM via Convergence Cloud.
2. The creation of a baseline prospect recruitment email journey for these prospects to enter.

**Committee Reports**

**Fellowship**

The Block Grant Announcement went out last week, Submit to Katina Reedy reedyk@iu.edu as one (1) PDF no later than 5 PM on Friday, December 11, 2020.

The Subcommittee proposed a reallocation of block grant funding – all deans have been notified of this:

- Proposed to recouped 10% from those schools who received over $100,000 last year. Those funds would be available to reallocate to schools who receive less.
- Justification section of the Block Grant application – schools must petition for this additional funding and make it clear that it would be used to support PhD students.

Dependent on our 21-22 Budget, which we won’t know confidently until July 2021.

**Sherry Queener Award Announcement** was sent out last week:

- 1 enrolled master’s student AND 1 doctoral or professional student
- Deadline Jan 29, 2021 at 3 p.m. - sent electronically to Monica Henry (mlhenry@iupui.edu)
- Nominees must attend the Chancellor’s Academic Honors Convocation on Friday, April 16, 2021.
- Candidates will be evaluated on:
  - Graduate school accomplishments including GPA, academic awards, service learning, internships, research and educational presentations on and off campus, and if relevant, overseas study while in training at IUPUI.
  - Co-curricular accomplishments such as campus and community service, mentoring, memberships in campus, community or professional organizations, and other relevant educational and work activities.
Evidence of a plan for post-graduate scholarly and/or creative activities.

Graduate Recruitment Council

Dr. Hardy and I have attended several virtual fairs including Hanover, DePauw, LSAMP, IU-College of Arts & Sciences, Grand Valley State University and SACNAS. We have invited department representatives to join us for most of these but still have not had many interactions with prospective students. Upcoming fairs/conferences include the I-74 Corridor fair, Sigma Xi Scientific Research Honor Society Conference/Fair and ABRCMS.

We are hosting Graduate School Admissions Boot Camp for prospective students on Thursday, November 5 (virtual). This event has a focus on personal statements with presentations by Dr. Sherry Queener, Dr. Randal Roper, and Dr. Hardy. To date, we have 95 people signed up!

The next Graduate Recruitment Council meeting, which is open to anyone interested in recruitment, will be held Thursday, November 19 from 2:30-4 p.m. via Zoom: https://iu.zoom.us/j/94338766399

The following are attachments to the October 2020 Highlights:

- Accelerated programs: 5-year bachelor/master's degrees with partners outside IUPUI
- Student COVID-19 Check-In Survey Graduate/Professional Students
- 2019 Alumni Graduate Student Survey
- Three Minute Thesis Competition flyer
Accelerated programs: 5-year bachelor/master's degrees with partners outside IUPUI

Goal => Explore questions surrounding the following accelerated degree agreements with external, domestic higher education institutions to establish guidelines for the campus relating to these partnerships.

Accelerated (or dual) degrees involving IUPUI and an outside institution must undergo routing via two linked pathways for approval. Please review all the instructions below during the development of your proposal and MOU with your partner institution. The proposal must conform to policies at each institution and should be approved by the relevant academic offices on each campus. For IUPUI, proposals should be reviewed by the home department and school, following which the approved proposal is submitted to the IUPUI Graduate Office for review via the same process as other new accelerated or dual degrees. If the proposal is approved by the Graduate Affairs Committee and the IUPUI Graduate Office representing the campus, the document will be submitted for the next level of review.

For programs involving IU degrees the accelerated (dual) degree will be sent for review to the IU Technical Committee, Academic Leadership Council (ALC, IU system approval) and then to the IU Board of Trustees. In parallel, the sponsoring school at IUPUI must establish an MOU between the institutions which has been reviewed and approved by the appropriate individuals at each institution. The final signed MOU should be sent to the IUPUI Graduate Office and will be forwarded to the ALC and Board of Trustees.

For Purdue programs, following IUPUI campus approval the proposal will be sent to the Purdue University Graduate School at West Lafayette. The sponsoring school at IUPUI should develop an MOU between the partner institutions involved in the accelerated or dual degree. This MOU should be reviewed and approved by the appropriate individuals at each institution. The signed MOU should be shared with the IUPUI Graduate Office and Purdue University Graduate School.

Approvals/Authorizations

MOU standards must be in place to ensure these programs are addressing administrative and academic considerations.

- Institutional signatures from each campus will be required, as well as an administrative review and a signature from the Treasurer of the undergraduate institution if there are tuition or fee transfers. For IUPUI, Kathy Johnson signs as the Chief Academic Officer and Don Lukes signs on behalf of the IU Trustees. Please ensure IU Legal reviews your MOU documents before signature. Guidance on MOU format can be found at: https://vpgc.iu.edu/forms/index.html
- If Purdue graduate programs wish to participate in this type of accelerated or dual degree, approvals or authorizations from Purdue University will also be required.

IUPUI Registrar Actions

- The Registrar will need to be able to document some sort of approval/authorization in APPEAR (or other future system) in order to create academic structure in the SIS tables to track enrollment in the new program.
- Unique academic structure will also need to be established to differentiate programs that might partner with multiple external institutions.

Admissions

Students may take ~12 credit hours of graduate level coursework that will apply to undergraduate credential at home school. Maximum number of shared credits will be determined by current IUPUI guidelines for each school.

- Undergraduate, degree-seeking students from these external institutions should initially be admitted to IUPUI as UGRD NON-DEGREE
- Matches internal practice for IUPUI accelerated programs of allowing for enrollment in few GRAD courses while still pursuing UGRD credential & double-counting of courses
- Allow student to be billed at UGRD tuition rates for these 12 credits
- Student retains eligibility for UGRD aid at home school but will NOT be eligible for aid at IUPUI
• School must set admission criteria higher or equal to required GPA for admission to master’s program – typically > 3.0 at time of enrolling in UG ND courses. If non-US resident and attending classes at IUPUI, any visa restrictions must be confirmed with OIA

• Schools should consider setting a limit to the number of semesters the student can remain as UGRD non-degree. Does the student need to complete all 12 credits within a specific timeframe to continue with the program? This should be defined in the proposal and be consistent with timely degree completion. The state of Indiana does regularly review the time of graduate degree completion.

External credit/Transfer Articulation from home institution to IUPUI
• Undergraduate Admissions does not articulate transfer credit for non-degree students
• When student is admitted into the graduate program/career, any appropriate transfer articulation will follow standard business processes used by UGS or academic program

Student will apply to graduate program at IUPUI during senior year (while also enrolled as UGRD non-degree at IUPUI) but close monitoring of student performance will determine continued participation in graduate degree
• Admission to degree-seeking program contingent upon verification of program requirements, any GPA considerations, and conferral of UGRD degree by home school. Monitoring responsibility will be on IUPUI academic unit.
• Letter of admission must clearly spell out requirements and advising structure for enrolled students
• This is in alignment with UGS policy on needing to have UGRD degree to continue enrollment at graduate level
  o The academic unit/program must have a clear plan in cases where the student does not meet the requirements as outlined or if the home-campus undergrad degree is not conferred
• Must establish process to ensure students apply to the correct/appropriate graduate program (admissions audit to ensure placed into appropriate program/plan codes)
• Remainder of IUPUI courses/enrollment will be at graduate tuition rates
• Student will be degree-seeking at IUPUI for graduate credential
• Would be eligible for graduate-level financial aid

Financial Aid & Scholarships
Financial Aid will need to come through the student’s home campus during first term(s) of attendance (as UGRD non-degree)
• Home campus will need to establish process for verifying enrollment at IUPUI for aid purposes through a consortium form process where IUPUI certifies course enrollment and costs
• Home school advisor should determine that IUPUI courses apply toward home school UGRD program requirements
• Home campus will also need to ask for cost component so they can build a budget

IUPUI Financial Aid has responsibility of monitoring attendance and notifying home campus if student withdrawals/drops courses while UGRD non-degree

As graduate degree-seeking student, will follow standard FA process at IUPUI for aid eligibility.

Tuition/Fees
Bursar: There is always an option to find a unique rate. But details need to be worked out.
• Students pay UGRD tuition at IUPUI for up to 12 graduate credit hours while still pursuing UGRD credential at their home school.
• The students will be charged tuition based on the career/program/plan. If the student is enrolled as undergraduate non-degree, then they will pay undergraduate rates
• Student will be billed and must pay IUPUI directly for all associated costs.
Residency classification for students must still follow Board of Trustee policy at IUPUI in terms of resident vs. non-resident tuition and fees.

- If a school may wish to provide applicants with a ‘scholarship’ that would provide remission to students equivalent to paying resident tuition rates, then individuals once enrolled will remain coded as nonresident within SIS system.
- Student could get fee remission at IUPUI as UGRD nondegree AND get federal aid at their home campus but home campus may reduce their FA if they find out student is getting a remission. *Transparency in advising by IUPUI and UG institution is required to avoid student owing $ back at home campus. Ensure students meet with FA officers on their UG campus to confirm eligibility.*

Can these programs participate in MSEP?
- 100% online programs are not eligible for MSEP.
- *Who determines eligibility in MSEP for non-degree enrollment?*

**Enrollment/Registration**

*Are students enrolling at IUPUI + external school during the same terms?*

- Expectation should be clearly outlined as this will impact advising, enrollment reporting, etc.
- Campus and online fees should also be mentioned.

Set maximum enrollment limits (while UGRD non-degree) at 12 graduate-level credit hours.

- There are no restrictions in place that would prohibit student from enrolling in other UGRD courses while UGRD non-degree. If this is a concern to units, should be discussed.

Purdue & IU graduate policies on double counting (# credits; applicability towards requirements of the bachelor’s degree) require that MOU must be in place to allow for an exception to this policy for these programs.

Need to verify how enrollment reporting will look with National Student Clearinghouse.

**Academic Statistics/Transcripts**

May need to explore use of transcript text to explain why coursework/statistics is divided between careers (especially in cases where student has attended IUPUI only to participate in this program)

**Other Considerations**

**Distance Education/Online Program Compliance**

- MOU will need Office of Online Education approval. *At what point does this need to occur?*
- SIS coding will require DE notation and will therefore fall under compliance reporting

**Office of International Affairs**

- Concurrent study across institutions is permitted, and the home institution maintains the student visa record (the institution offering the bachelor’s degree for Year 4);
- There are strict restrictions as to how much online study can be permitted to count towards satisfying full-time enrollment requirements. F-1 students (the most common visa) are allowed to count only one online course of up to 3 credit hours toward their full-time enrollment requirement each semester, so they would need to consult very carefully with their undergraduate (site of bachelor’s enrollment) school international student office to make sure they are maintaining their visa status. J-1 students (less common) cannot count any online courses toward their enrollment requirements; these students would have to be full time enrolled at their home institution without counting these courses in any way to maintain visa compliance.
- If the program model is flexible, and allows participation while completing fewer than 12 IUPUI hours, it may be more accessible to international students.
- If this program model could be implemented with commuting distance schools in conjunction with F2F or hybrid enrollment, international students could certainly participate.
Additional areas that should be addressed as part of these partnerships

❖ Programs should have clearly outlined plans of study
❖ Process for periodic review of admissions and degree requirements, program learning outcomes, assessments, and plan of study to ensure the quality, consistency, and accuracy of the program and the attainment of its goals. Each institution shall designate a representative to manage program planning and serve as a liaison.
❖ Expectations regarding orientation, advising, and registration (as both UGRD non-degree and once grad degree-seeking)
❖ Grades, Grade Reports, and Academic Transcripts (transfer of information between campuses). Must receive official university transcript from accredited university.
Student COVID-19 Check-In Survey
Graduate/Professional Students
Fall 2020
Welcome to the Fall 2020 IUPUI Student COVID-19 Check-In Survey

The Student COVID-19 Check-In Survey was designed to help faculty members, advisors, staff member, and campus leaders understand the needs of students related to learning during the COVID-19 pandemic. Individual level responses were made available for school and unit professionals who wish to reach out to students directly. The survey was administered to all IUPUI graduate/professional students enrolled in fall 2020. The survey launched on September 22 in an effort to gain an understanding of what struggles or advantages students were experiencing during the first half of the Fall 2020 semester. The study was IRB approved (Exempt) and respondents were entered into a drawing to win 1 of 10 Amazon ecards valued at $100 each. The survey was sent out under Chancellor Nasser Paydar's signature.

Key Highlights Overall

- A total of 1,599 IUPUI Indianapolis graduate and professional students responded to the survey (response rate = 21.7%).
- Survey respondents were representative of the overall IUPUI graduate/professional population with regard to Indiana residency, ethnicity, school, income level (the percentages that received Federal Pell Grant and levels of unmet need were similar), first-generation status, and academic performance. The only differences between the survey respondents and the overall IUPUI population were respondents were more likely to be women and slightly younger.
- Students were asked to describe their primary course modality for the Fall 2020 semester. The vast majority of the students reported all of their courses are online (53%) or most of their courses are online, but some are face-to-face (24%). Only 75 student respondents (5%) reported all of their courses are face-to-face.
- An analyses was conducted to determine if there were significant satisfaction mean differences based on course modality. Although ANOVA with post-hoc procedures suggested significant differences between groups, it is difficult to make valid statistical conclusions due to the small samples sizes in some groups and the imbalance of sample sizes between groups. Results suggest students whose courses are all or mostly face-to-face and all online courses were more satisfied in the following areas compared to the other modalities: opportunities to accomplish learning goals, quality of interactions with instructors in and outside of the course, and quality of communications and updates from IUPUI. These results are somewhat surprising and may reflect that students in 100% online courses adjusted their expectations and, as a result, were more satisfied with their experiences. Also, students in mostly online courses, but some face-to-face may have had the opportunity to benchmark their experiences between face-to-face courses and online, and found this impacted their overall satisfaction with experiences. Students with more face-to-face courses were more satisfied with opportunities to engage in hands-on learning.
- Almost all of the students reported they plan to finish the semester at IUPUI (98.7%) or reenroll at IUPUI next semester (91.8%). The primary reasons, in rank order, why students reported being unsure or not planning to enroll at IUPUI next semester were as follows: 1) Unhappy with online format, 2) mental health issues/stress, and 3) COVID/pandemic reasons, and work/life balance.
- Students were asked to rate their level of satisfaction with various aspects of their IUPUI experiences. The following areas were rated the highest with the vast majority of the students either rating satisfied or very satisfied: 1) quality of communications and updates from IUPUI (82%); 2) frequency of communications and updates from IUPUI (80%); 3) general helpfulness of IUPUI staff (79%); 4) IUPUI's ability to meet expectations for providing the best academic/learning experiences possible.
given the circumstances (77%); and 5) overall quality of instruction (76%). Results suggest campus leadership and staff members have been responsive to students’ needs expressed in previous surveys and have effectively allocated resources to address these expressed needs. Additionally, instructors have been successful in meeting students’ learning expectations.

- The following areas were rated lowest in terms of satisfaction with many students either rating dissatisfied or very dissatisfied (ranked ordered by mean lowest satisfaction rating): 1) opportunities to form close friendships with other students attending IUPUI (27%); 2) ongoing ability to afford college (24%); 3) quality of food options on campus (9%); 4) feeling a sense of belonging at IUPUI (20%); and 5) IUPUI sponsored events and activities (11%). Results suggest many students are feeling disconnected from other students, are struggling financially, and are not having ideal social experiences.

- When students were asked to describe the most valuable IUPUI experience thus far this semester, many students reported their in-person classes were the most valuable experience. Students reported: “Having even a few in-person classes has been really good, and having the opportunity to interact with my classmates. Starting a study group has been the most helpful” and “Still having in-person classes. In-person classes foster so much more discussion than online classes in my experience. I love taking classes in person because I actually get to do what I’m at IUPUI for: to learn.”

- Many students also reported positive experiences with their online courses. The following is an example of this theme: “Despite in-class courses being preferred, the online asynchronous courses are done well and very accessible/easy to understand how to complete.” Another student reported: “What I have valued most this semester as a first-year graduate student has been the education I am receiving. Most of my classes are online; however, I do not think that this has taken away from what I would have learned otherwise in-person. I still feel like education I am creating and relationships I am forming with peers and instructors is wonderful for the circumstances given.”

- Students also reported having positive experiences with accommodating and supportive instructors and access to clinicals or labs. As examples of this theme, students reported: “the amazing professors!” and “professors are very engaging and clearly understand their topics. Makes understanding them easy.”

- When asked to describe what have been their least valuable experiences thus far this semester, many students reported various issues associated with online learning such as not feeling valued or getting quality instruction with online learning, not having technology needed for courses, instructors not knowing how to use Zoom, labs not being open in schools like Dentistry to allow for practice, and feeling like online learning is not worth costs of tuition and fees. The results regarding technology issues were varied.

- Students also reported having negative experiences with communication (instructors not responding, being inundated with emails with repetitive information, instructors not communicating well in terms of course content and processes, professors not communicating frequently enough and providing feedback, students not being able to engage deeply or effectively with instructors due to online formats).

- Many students reported not feeling motivated, feeling disconnected from instructors and other students, difficulties with learning content in the online formats, and an overall atmosphere of the pandemic being depressing. Many students also reported having meaningless or “busy work” assignments. Students reported “instructors giving busy work and making the workload more than if we were in class and we aren’t even really learning anything” and “my classes require copious amounts of busy work that keep me from completing worthwhile work. It’s near impossible to keep up now.”
## STUDENT COVID-19 CHECK-IN SURVEY RESPONDENTS

### DEMOGRAPHICS

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<th>Residency</th>
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#### DEMOGRAPHICS

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<td>165</td>
<td>10.3%</td>
</tr>
<tr>
<td>3.5 &amp; Above</td>
<td>785</td>
<td>49.1%</td>
</tr>
<tr>
<td>Unknown/NA</td>
<td>572</td>
<td>35.8%</td>
</tr>
</tbody>
</table>

#### First Generation Student

<table>
<thead>
<tr>
<th></th>
<th>Survey Responders</th>
<th>Overall Sample Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>308</td>
<td>19.3%</td>
</tr>
<tr>
<td>No</td>
<td>1,291</td>
<td>80.7%</td>
</tr>
</tbody>
</table>

#### Unmet Financial Need

<table>
<thead>
<tr>
<th></th>
<th>Survey Responders</th>
<th>Overall Sample Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>50</td>
<td>3.1%</td>
</tr>
<tr>
<td>$1-$999</td>
<td>4</td>
<td>0.3%</td>
</tr>
<tr>
<td>$1K-$2,499</td>
<td>9</td>
<td>0.6%</td>
</tr>
<tr>
<td>$2,500-$4,999</td>
<td>14</td>
<td>0.9%</td>
</tr>
<tr>
<td>$5K-$7,499</td>
<td>18</td>
<td>1.1%</td>
</tr>
<tr>
<td>$7,500-$9,999</td>
<td>15</td>
<td>0.9%</td>
</tr>
<tr>
<td>$10K-$24,999</td>
<td>295</td>
<td>18.4%</td>
</tr>
<tr>
<td>$25K-$49,999</td>
<td>370</td>
<td>23.1%</td>
</tr>
<tr>
<td>$50K+</td>
<td>138</td>
<td>8.6%</td>
</tr>
<tr>
<td>No FAFSA on File</td>
<td>686</td>
<td>42.9%</td>
</tr>
</tbody>
</table>

**TOTAL**        | 1,599 |            | 7,361  |            |
PRIMARY COURSE MODALITY

Which of the following best describes how you are taking courses this semester?

- All of my courses are online (53%)
- Most of my courses are online, but some are face-to-face (24%)
- About half of my courses are face-to-face and half are online (12%)
- Most of my courses are face-to-face, but some are online (6%)
- All of my courses are face-to-face (5%)

n=1,594

Mean Satisfaction Differences by Course Modality

Note 1: Statistical conclusions regarding differences between groups are limited due to the imbalance between groups in terms of sample size and low Ns. Noteworthy differences are shown.
Note 2: Response scale 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied.
PLANS FOR END OF FALL & NEXT SEMESTER

I plan to finish this semester at IUPUI.

No 0.7%
Not Sure 0.6%
Yes 98.7%

n = 1,596

Do you plan to reenroll at IUPUI next semester?

Yes 91.8%
No, Graduating 5.6%
Not Sure 1.9%
No 0.7%

n = 1,599

No/Not Sure Finishing the Semester Major Themes
Total comments = 12

1. Mental health reasons/Stress (5 total comments)
   - Overwhelmed between school, work, election, and pandemic stress.
   - Burnout, stress, external needs, its literally making me choose between education and health.
   - Mental health concerns

2. COVID/Pandemic reasons (3 comments)
   - Pandemic has affected my timing of financial aid.
   - Mental stress due to instability caused by COVID-19

3. Unhappy with online format (2 comments)
   - The courses I enrolled for should have been face-to-face. By transitioning them to online, they became less feasible. I'm
   - The virtual is not cutting it.
No/Not Sure Enrolling Next Semester Major Themes
Total comments = 30

1. **Unhappy with online format (9 total comments)**
   - I do not like on line classes and I prefer face to face.
   - Because I feel like I am having to teach myself
   - The work load is much heavier now that the graduate nursing classes are forced to be online.
   - Very unhappy with the quality of education I am getting with these online law school classes.
   - I am not really interested in in online education and may wait until classes are in person.

2. **Mental health/Stress (7 comments)**
   - Due to the stress of my family suffering from COVID my grades dropped. I now cannot have financial aid.
   - The stress of dealing with all the tech problems is adding too much press and taking too much time.
   - Class workload, work, and family life are too taxing right now.
   - If I keep my sanity this semester, then I'll move forward next semester. If I end up seriously sick over school, I'm done with it.

3. **COVID/Pandemic reasons (6 comments)**
   - Classes are not accounting for the disruption to daily life in their expectations of deliverables, and are massively increasing their expectation of deliverables to where it is unrealistic and contrary to learning the information.
   - I have a disability which is impacted by mask wearing and the school's violation of the ADA regarding disabilities has severally impacted my health and attending classes.
   - While there has been an acknowledgement that we are in the midst of a global pandemic, there has been no adjustment to workload. I'm working 12-14 hours per day, every day and barely getting my work done. That doesn't take into account research papers and project work.

4. **Work/life balance (6 comments)**
   - I'm in part time master's program; difficult to juggle online school, work, and home life.
   - I work full time and the course load is challenging to keep up with while working
   - The work load is extremely overwhelming with having children at home all the time and still working full time.

**No, Transferring (Why? And Where?)**
- No respondents indicated that they were planning on transferring to another University.
SATISFACTION WHILE AT IUPUI

Please focus on your experiences THIS FALL 2020 SEMESTER ONLY. Please rate your level of satisfaction with the following (for many questions we realize you have more than one class or instructor, so we are asking for your overall experiences):

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of communications and updates from IUPUI</td>
<td>1,494</td>
<td>4.06</td>
<td>1.1</td>
<td>3.4</td>
<td>14.0</td>
<td>51.0</td>
<td>30.5</td>
<td></td>
</tr>
<tr>
<td>Frequency of communications and updates from IUPUI</td>
<td>1,495</td>
<td>4.01</td>
<td>1.5</td>
<td>4.4</td>
<td>14.6</td>
<td>50.6</td>
<td>28.8</td>
<td></td>
</tr>
<tr>
<td>General helpfulness of IUPUI staff</td>
<td>1,491</td>
<td>3.97</td>
<td>1.2</td>
<td>3.2</td>
<td>19.7</td>
<td>49.6</td>
<td>26.3</td>
<td></td>
</tr>
<tr>
<td>IUPUI’s ability to meet your expectations for providing the best academic/learning experiences possible given the circumstances</td>
<td>1,510</td>
<td>3.93</td>
<td>1.7</td>
<td>6.4</td>
<td>15.2</td>
<td>50.9</td>
<td>25.8</td>
<td></td>
</tr>
<tr>
<td>Overall quality of instruction</td>
<td>1,507</td>
<td>3.92</td>
<td>1.3</td>
<td>7.2</td>
<td>15.7</td>
<td>49.8</td>
<td>26.0</td>
<td></td>
</tr>
<tr>
<td>Opportunities to accomplish your learning goals</td>
<td>1,507</td>
<td>3.81</td>
<td>2.0</td>
<td>7.6</td>
<td>19.6</td>
<td>48.8</td>
<td>22.0</td>
<td></td>
</tr>
<tr>
<td>Quality of technology to promote learning in your classes</td>
<td>1,490</td>
<td>3.76</td>
<td>2.3</td>
<td>7.7</td>
<td>22.6</td>
<td>46.4</td>
<td>21.1</td>
<td></td>
</tr>
<tr>
<td>Level of meaningful work and assignments (e.g., no busy work)</td>
<td>1,508</td>
<td>3.75</td>
<td>3.2</td>
<td>10.4</td>
<td>18.8</td>
<td>43.8</td>
<td>23.9</td>
<td></td>
</tr>
<tr>
<td>Access to high speed internet on campus</td>
<td>1,467</td>
<td>3.71</td>
<td>0.9</td>
<td>3.3</td>
<td>42.1</td>
<td>31.6</td>
<td>22.1</td>
<td></td>
</tr>
<tr>
<td>Feeling that IUPUI is a great for me</td>
<td>1,506</td>
<td>3.69</td>
<td>3.1</td>
<td>6.0</td>
<td>30.5</td>
<td>39.6</td>
<td>20.7</td>
<td></td>
</tr>
<tr>
<td>Having places that value me as a whole person and affirm my cultural background(s)</td>
<td>1,506</td>
<td>3.65</td>
<td>3.1</td>
<td>5.1</td>
<td>33.6</td>
<td>39.6</td>
<td>18.5</td>
<td></td>
</tr>
<tr>
<td>Feeling a sense of welcoming and inclusiveness</td>
<td>1,507</td>
<td>3.63</td>
<td>3.5</td>
<td>6.8</td>
<td>30.5</td>
<td>41.1</td>
<td>18.1</td>
<td></td>
</tr>
<tr>
<td>Academic advising experiences</td>
<td>1,492</td>
<td>3.61</td>
<td>3.7</td>
<td>8.2</td>
<td>31.8</td>
<td>36.1</td>
<td>20.2</td>
<td></td>
</tr>
<tr>
<td>Academic support services (e.g., coaching, tutoring, peer mentoring, and other)</td>
<td>1,490</td>
<td>3.59</td>
<td>2.4</td>
<td>5.4</td>
<td>40.5</td>
<td>34.2</td>
<td>17.5</td>
<td></td>
</tr>
<tr>
<td>Opportunities to engage in quality interaction with instructors in and outside of your classes</td>
<td>1,508</td>
<td>3.52</td>
<td>3.8</td>
<td>13.3</td>
<td>27.1</td>
<td>38.9</td>
<td>16.9</td>
<td></td>
</tr>
<tr>
<td>Access to computers or laptops on campus</td>
<td>1,466</td>
<td>3.46</td>
<td>1.1</td>
<td>3.2</td>
<td>58.3</td>
<td>23.7</td>
<td>13.8</td>
<td></td>
</tr>
</tbody>
</table>

1=Very Dissatisfied, 2=Dis satisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied
### SATISFACTION WHILE AT IUPUI CONT.

Please focus on your experiences THIS FALL 2020 SEMESTER ONLY. Please rate your level of satisfaction with the following (for many questions we realize you have more than one class or instructor, so we are asking for your overall experiences):

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities to join clubs/organizations</td>
<td>1,482</td>
<td>3.43</td>
<td>2.2</td>
<td>9.4</td>
<td>44.5</td>
<td>30.7</td>
<td>13.2</td>
</tr>
<tr>
<td>Opportunities to engage in quality interaction with other students in your classes</td>
<td>1,507</td>
<td>3.43</td>
<td>4.0</td>
<td>17.1</td>
<td>25.4</td>
<td>38.7</td>
<td>14.7</td>
</tr>
<tr>
<td>IUPUI's ability to meet your expectations for providing the best social experiences possible given the circumstances</td>
<td>1,507</td>
<td>3.40</td>
<td>3.1</td>
<td>11.2</td>
<td>41.4</td>
<td>30.9</td>
<td>13.3</td>
</tr>
<tr>
<td>Opportunities to engage in hands-on learning experiences</td>
<td>1,508</td>
<td>3.40</td>
<td>4.8</td>
<td>14.5</td>
<td>32.6</td>
<td>32.2</td>
<td>15.9</td>
</tr>
<tr>
<td>IUPUI sponsored activities and events</td>
<td>1,484</td>
<td>3.39</td>
<td>2.4</td>
<td>8.3</td>
<td>49.2</td>
<td>28.4</td>
<td>11.7</td>
</tr>
<tr>
<td>Feeling a sense of belonging at IUPUI</td>
<td>1,509</td>
<td>3.34</td>
<td>5.5</td>
<td>14.3</td>
<td>35.9</td>
<td>29.2</td>
<td>15.1</td>
</tr>
<tr>
<td>Quality of food options on campus</td>
<td>1,465</td>
<td>3.24</td>
<td>2.3</td>
<td>6.2</td>
<td>64.8</td>
<td>18.4</td>
<td>8.2</td>
</tr>
<tr>
<td>Your ongoing ability to afford college</td>
<td>1,479</td>
<td>3.23</td>
<td>8.7</td>
<td>15.3</td>
<td>33.5</td>
<td>29.2</td>
<td>13.3</td>
</tr>
<tr>
<td>Opportunities to form close friendships with other students attending IUPUI</td>
<td>1,507</td>
<td>3.13</td>
<td>8.1</td>
<td>18.4</td>
<td>36.7</td>
<td>26.0</td>
<td>10.8</td>
</tr>
</tbody>
</table>

1=Very Dissatisfied, 2=Disatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied
OPEN ENDED ANALYSIS

Please describe the most valuable aspect of your IUPUI experience thus far this semester:

1. **In-Person Classes**

   - Two of my classes being in person and forcing me to go to campus and enforce a disciplined schedule.
   - Professors value the benefit of having in person classes.
   - I’m just glad that I am still able to have some in class learning during COVID. I am at IU McKinney but still feel like I am getting a lot out of all of my classes and that IUPUI is doing all that they can to ensure student safety
   - Having even a few in-person classes has been really good, and having the opportunity to interact with my classmates. Starting a study group has been the most helpful
   - Still having in-person classes. In-person classes foster so much more discussion than online classes in my experience. I love taking classes in person because I actually get to do what I’m at IUPUI for: to learn.
   - I liked how the face-to-face classes are divided into many sections to avoid crowdy classrooms. Also, the distribution of face-masks, availability of sanitizers almost everywhere, and more
   - Being invited to an in person class, even just once a week, has proven the most valuable experience alongside the creation of a study group for one of my online synchronous courses. These two in person educational opportunities create personal accountability alongside the opportunity to enjoy social learning.

2. **Online Classes**

   - Despite in-class courses being preferred, the online asynchronous courses are done well and very accessible/easy to understand how to complete.
   - Zoom breakout rooms have been a good way to continue to learn while being able to meet other students in a smaller setting.
   - What I have valued most this semester as a first-year graduate student has been the education I am receiving. Most of my classes are online; however, I do not think that this has taken away from what I would have learned otherwise in-person. I still feel like education I am creating and relationships I am forming with peers and instructors is wonderful for the circumstances given.
   - Two of my professors are using voice thread for their online lectures. I really like the voice thread technology and it makes it really easy to learn in the online format.
   - The most valuable aspect of my experience thus far is the ability to connect with students and faculty digitally through zoom. I would be lost without that.
   - The ability to take more classes online to graduate earlier. Previously I would have had to extend my stay for an extra semester until all my classes went online.
   - My statistics class changing from in-person lectures to zoom lectures during the class period. I don’t feel anxious to go to class but I am still learning statistics, which is difficult for me. I was nervous about changing the format.
   - It’s way too convenient with classes being online. No need to waste time commuting, just straight to business.
   - I have been deeply appreciative that all of my classes have been offered in completely online formats. I would not feel comfortable attending class in person - even in a hybrid model - this semester (nor next semester, frankly), and the shift that the University and professors did has enabled me to continue pursuing my degree even in the midst of this pandemic.

3. **Accommodating/Supportive Instructors**

   - I really enjoyed learning from the staff lecturers and physicians about various aspects of medicine and how their experiences shaped their practice.
   - Right now, my IUPUI experience has been valuable in understanding our current political climate. My professors try to integrate current events into our learning.
   - The amazing professors!
   - Professors are very engaging and clearly understand their topics. Makes understanding them easy.
   - IU McKinney has been open about its decision-making process.
   - I have some professors who really go out of their way to meet with me on zoom and provide additional help.
   - The professors are VERY cognizant of what is happening in the world right now, between COVID, BLM, and politics. They do their best to support us through these difficult times, checking in with us frequently. They also are understandable and a little more flexible with assignments if needed.
   - The quality of instructors who keep the learning experience optimal, regardless of the situation. I have been having a great semester in learning.
   - The willingness of staff and professors to really help students through all of these changes. My professors and TA’s have really made it apparent that they want the best for their students.
• The understanding and accommodations of the teachers. They know everyone is busy and show some lenience to an extent, which shows empathy towards the student and makes the overall learning experience better.
• The professors have been really aware that none of us signed up for online classes and we are in a challenging new world. They have been good about providing reminders about tasks and flexible about answering questions. They have also been really honest about the challenges of working remotely, and that has made them so relatable! COVID has made being a human more challenging, so having our professors express empathy and show solidarity have been really helpful.
• My professors in the school of Social Work have put an emphasis on cultural competency and diversity which makes me feel welcome. The first time I stepped foot on IUPUI's campus this semester I saw the large “Black Lives Matter” sign and felt safe. This is the first time in my academic career where I have felt welcome, safe and loved. I cannot overstate how important it is for me to know where my school stands on social issues and human rights, and IUPUI has made their stance known. For that, I am grateful.

4. Access to Clinicals or Labs

• Clinical time in medical school has been very valuable to me.
• I’m still involved in my internship, which allows me the opportunity to be onsite at a local school, the interaction with students is virtual but will progress to a hybrid format next month.
• Our cadaver lab being in person. Good balance between online and in person
• The first practicum placement has been the most valuable aspect thus far this semester. Being a fully online student, I really appreciate the in-person, hands-on experience that the internship provides.
• I’m in the Physical Therapy program and the fact that some of our classes have been able to continue with lab activities is hugely beneficial to our learning. We could not get by without it.
• My graduate level forensic biology laboratory course is in person. I am very grateful this lab is in person as opposed to online, as it is teaching me the exact skills I need for my desired career!
• Just trying to push through all of this. This semester has become very challenging, I’m now in my final year of grad school and finally in clinicals, so I guess that is the most valuable aspect of my experience.
• Even though we are online 98% of the semester, I appreciate the ability to be able to have lab within the physician assistant suit where we are able to learn valuable skills that we will be using in future practice. I don’t see how we could have learned these skills properly without the in person instruction from the professors. It is an uplifting experience every couple of weeks where we get to see just a few of our instructors and class mates. I know I, and many others, look forward to those days and appreciate IUPUI’s decision on allowing this to happen for us.
Please describe the least valuable aspect of your IUPUI experience this semester thus far this semester:

1. **Online Learning/Technology**
   - Dental school labs aren't open to allow for adequate practice.
   - Some teachers do not know how to use Zoom.
   - Online learning presents barriers to nurturing supportive peer relations and hinders truly connecting with my professors. I detest online learning.
   - Some instructors didn't take advantage of the training offered by IUPUI over the summer, and it's showing in some of my classes; the transition to virtual education was rocky and the use of technology to support my learning is inconsistent.
   - I didn't have the technology I needed for online learning.
   - I do not like the asynchronous online format. It is hard to read through all of the modules and discussion forum/board posting in conjunction with textbook reading, and have little to no interaction with my instructors and fellow students. I do not feel I am learning/growing through discussion forum posts, it feels like busy work. As a graduate student, this is a major disappointment. It feels like I am isolated and self-led learning, but I specifically decided against an online only MSW program, so again this is frustrating.
   - I feel I am not getting with I paid for with online learning.
   - I feel like I am teaching myself with online learning. I do not have contact with professors other than through e-mail. I do not feel like I am valued or that I am getting the best quality instruction.

2. **Communication**
   - So, So, So many emails. I feel inundated with information and often skip reading them because there are too many.
   - Some lack of communication from professors about when meetings are occurring.
   - Difficult to interact directly with other students in class.
   - Some of professors are difficult to get in touch with--it can take several days. But, I also understand that this time is difficult for them.
   - Way too much email communication from support staff. Sometimes different people duplicate emails to the law college on the same day.
   - Difficult to have in depth conversations with faculty, comparatively. When on campus in the past, they could be found around the school and talked to one-on-one without scheduling an appointment or being limited to email. I understand though, it is a necessary change right now.
   - Lack of faculty feedback and communication.
   - My classes only meet once per month on zoom which has resulted in a lack of communication from professor to students causing a lot of confusion in one of my classes. I feel like I'm not learning to the best of my ability, almost like I'm teaching myself. I'm also in front of the screen most of the day with classes online, working from home, and practicum from home which is causing screen fatigue.
   - No communication regarding scholarship opportunities for grad students, other financial aid information, or any communication from any other departments on campus other than the general chancellor emails and from the MLIS department.
   - Professors that upload everything for the semester and do not provide updates and communicate very infrequently.

3. **Motivation/Morale**
   - I fear that IUPUI is not taking into account the mental toll of having primarily online classes. Student morale is low and the isolation is not conductive to a good learning environment.
   - Getting yelled at by the school for any social gathering at all.
   - I'm feeling a little lonely and I'm tired of wearing a mask all the time and feeling like I have to justify why I took my mask off to get a drink of water. Not that this has anything to do with IUPUI, but I feel a little worn down when I'm on campus and see how so much has changed.
   - Subtle Racism and lack of support.
   - The least valuable aspect is the lack of support for staff-student members of IUPUI.
   - COVID pandemic in general, nothing specific with regards to what IUPUI can control.
   - The least valuable aspect is the challenges associated with online learning. It is hard to stay focused, motivated, and truly feel as though I am retaining the information being taught.
   - I don't feel as motivated this semester.
   - For someone who needs social interaction and a sense of belonging in a community, having to do school mostly on zoom has been very difficult and challenging. It is tough to stay motivated when you feel so distant.
   - The overall atmosphere of fear and paranoia and surveillance, not seeing faces and distancing is too depressing.
I am very upset with how my particular school has been handling diversity and inclusion issues. It makes me feel a lack of pride in the institution and I can't wait to be done with my program and put it behind me.

4. Community/Socialization

- I do not feel like part of the family or that I am attending university at all. I feel shunned from campus because there is no one around, no events to attend, and no communication allowed by my program outside of the school.
- As a new student, I feel like it is hard to make friends, between masks, 6ft of distance, and discouraged from “hanging around” after class."
- I miss seeing my friends, wearing masks all day is uncomfortable (but I know it’s important) and the college cafeteria (in Law school) is still closed.
- Feeling somewhat disconnected from my peers and the IUPUI community.
- I do not have as many opportunities to have face-to-face social communication and participation which I feel is hindering some of my academic work and focus in class.
- Inability to meet with peers face to face and have discussions. In my field, learning how to communicate with people effectively is important and I am missing that aspect.
- Lack of student socials even on Zoom
- Unable to do social gathering, meet with friends
- I have found it really hard to meet people and make new friends because of the social distancing policies in place and shorter time on campus. While I understand being cautious, I wish there was some way for us to connect in smaller groups via Zoom, etc. I have found ways to make friends but it just feels like it has taken longer to do so than in traditional times.
- The lack of ability to engage with other students. I can have an in-person class of fifty people (masked and socially distanced of course) but we can’t have an outdoor socially distanced smaller event? I think there should have been an effort at the beginning of the school year to try and promote student engagement.

5. Busy Work

- Busy work and no zoom instructions; unclear due dates and expectations form some assignments. I feel like I’m teaching myself and I’m not sure if I’m getting the correct information out of the work. I only know once I receive my grade....I’d like to discuss important topics or be taught these items by someone who has already mastered these things.
- Busy work. I know it’s a struggle for all and a huge adjustment, but education is a huge investment. I poured my life savings into this degree and trying to better myself. I just don’t like to do work that doesn’t have meaning to the overall objective. It’s frustrating! Having incomplete and ever changing syllabus is also frustrating.
- I don’t know who had the stupid idea to increase the busy work on already busy full-time working students by mandating huge amounts of online discussion posts rather than having the instructors actually teach via zoom lectures or videos.
- Instructors giving busy work and making the workload more than if we were in class and we aren’t even really learning anything
- My classes require copious amounts of busy work that keep me from completing worthwhile work. It’s near impossible to keep up now.
- No change in tuition despite not getting the experience one might expect. Internship experience was ruined and now I am forced to do useless busy work just to try and meet my hours on top of my full-time work.
- Some of the online courses continue to push busy work in place of attendance, most of which is a waste of time why not just offer a weekly discussion question?
- The coursework is way too much in my opinion. It either feels like busy work or something that is way over my head. I’ve got enough to worry about it I don’t know why I can’t be trusted to learn the material without being tested with an assignment or discussion post every single week for every concept. And now with no fall break, it feels like there is no end in sight. I have multiple assignments due every single week until December 11. It is too much.
- The fact we pay the same amount while in the midst of a pandemic and receive all online education as well as an unjust amount of busy work while expected to do a practicum, 2 other classes, and afford school. Unrealistic expectations for a human being to put up with on top of all the other things happening in the world.
Other comments or things that you think are important to share about your IUPUI experience thus far this semester:

1. Financial Concerns/Tuition
   - Financial grace should extended by the university for all students as this is a difficult time.
   - Considering the fact that I only have to be on class for one of my classes and even then, that is a hybrid option, I think that the parking fees charged were too high considering the value that I am receiving in exchange.
   - I appreciate all your hardworking. I think it is better to think about the financial situation of students more and maybe facilitate the process of getting fund.
   - I don't have too many other comments. I've struggled to find employment, and so I'm feeling the financial toll of paying out-of-state tuition very keenly.
   - I'm worried about my ability to continue to balance full-time work and school, but if I drop either the financial complications seem insurmountable.
   - I understand IUPUI is doing the best they can right now. I just wish classes weren't so expensive, given that all of mine are 100% online and I don't get to interact with people face-to-face.
   - And why did I have to pay the full parking pass fee when I am only on campus twice a week and won't be back after Thanksgiving?
   - Since we are not on campus everyday finding a better way to pay for parking.
   - Student parking should be made free of charge during the current circumstances.
   - Don't I pay enough in tuition to have to pay for parking too?
   - Not pleased with IUPUI financial aid office experiences overall.
   - too expensive, payment plan processor is heartless and unforgiving and does not at all allow for any flexibility for unique situations.

2. Gratitude for Faculty and Staff
   - I grateful to those faculty and staff that trying to do their job better to raise school ranking up but there is some other things that that need to be done to get that goal.
   - I've been an online-only student all along, but I also work at a competing university - IU does a much better job of communicating in an inclusive, honest manner and making the upheaval with the world right now seem just a bit more tolerable. Thanks for caring about the students!
   - Thanks to everyone who has worked to help us graduate on time during the "plague!"
   - I did not expect to enjoy my classes nearly as much as I do. The law professors are wonderful at keeping me engaged and explaining the material. I am more than grateful that I chose IU McKinney to study law.
   - Overall, I am grateful for the efforts being made by the university to utilize every tool available in order to continue curriculum for students.
   - I appreciate IUPUI's effort in mitigation testing and its effort to keep students/staff/faculty safe. Other universities are struggling with this, and IUPUI is doing a pretty great job.
   - My hands-on learning is incredible. Professors and my hands-on supervisor are all amazing.
   - Over all, professors have been understanding about the impact that a pandemic can have on students. Most of them have gone above expectations to be considerate.
   - Thank you for all the tremendous work you do to offer students and faculty a platform to explore and continue their professional development.

3. Stressors
   - Doing online classes for me is very difficult and isolating and causes more stress and disconnect. Professors need to include 'people tabs' so we know who else we can connect if we want to contact a student about a question or communicate about classes.
   - So far, for me, the cure has been worse for me. I have not bonded well with classmates or felt a sense of belonging due to all the changes at campus. It is a dull environment and I feel I am still paying for things I can't use.
   - Instructors need to understand the emotional effort it takes sometimes to be organized and ready during this time period, but so far my instructors have been for the most part.
   - IUPUI does not acknowledge my struggle as a Black student, but only cares that I pay for tuition.
   - I’m struggling significantly, & it doesn’t seem like there’s any clear-cut way to get assistance or modify AES accommodations.
   - Do more for student's mental health. All of my friends attend IUPUI or other universities around Indy and we are all struggling. Struggling to keep up. Struggling with home life. Struggling to balance work and school. Losing our minds over a pandemic. None of us are in a good place, and schools and professors need to do better at making sure people are okay. Because we’re not
I’m struggling to be able to afford everything. I really need a new computer and I can’t afford to get a new one at this time. It’s becoming overwhelming and stressful, I never know if my computer will breakdown this week or make it another week.

I feel like I’m having to teach myself 4 grad classes right now and it is very stressful and overwhelming.

4. Instructor Concerns

- I think that the administration at IUSD has been very negative in their talks to students. Literally mentioning that I have mortgaged my future by attending the school, and threatening our class over lack of lab access.
- When will professors be asked to remain professional and politically neutral?
- I would encourage instructors to not just provide zoom sessions for questions but to also take that time to make sure students are grasping the concepts sent out in each Module.
- It is exceedingly clear that some professors are more technologically-capable than others. Also, Kaltura is unreservedly awful. It fails to work far more often than it should and is generally slow and unpleasant to use.
- My asynchronous class is disorganized and terrible at communicating with students.
- One thing I find important to mention is the lack of instruction. Instructors have mentioned their frustration. That aspect can’t be helped, however, learning is up to the students and this is unacceptable as the value of the program is affected. I have looked into attending other colleges because of this.
- Please investigate some of the attention that instructors give to courses. They cannot simply grade papers with docked points, if unclear communication is the cause of these errors.
- Some professors need more training on how to facilitate online courses.
2020 Student COVID-19 Check-In Survey

By
Institutional Research and Decision Support
2019 Alumni Graduate Student Survey

Institutional Research and Decision Support
Institutional Effectiveness and Survey Research Office
August 2020
Purpose: To measure indicators related to current alumni employment, satisfaction with experiences at IUPUI, effectiveness of IUPUI on learning, further education, and connection to IUPUI.

Methods: Survey administered to graduate student alumni who graduated within the 2014 and 2016 cohorts, using contact information from the Student Information System and Office of Alumni Relations.
Respondent Characteristics

<table>
<thead>
<tr>
<th></th>
<th>All Respondents</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>60.1%</td>
<td>57.1%</td>
</tr>
<tr>
<td>Male</td>
<td>39.9%</td>
<td>42.9%</td>
</tr>
<tr>
<td>White</td>
<td>68.8%</td>
<td>65.8%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>6.7%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2.7%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.2%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
<td>0.2%</td>
</tr>
<tr>
<td>International</td>
<td>15.4%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Refused/Unknown</td>
<td>1.2%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Medicine</td>
<td>14.5%</td>
<td>16.3%</td>
</tr>
<tr>
<td>Law</td>
<td>13.0%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Informatics</td>
<td>9.4%</td>
<td>6.0%</td>
</tr>
<tr>
<td>SPEA</td>
<td>9.0%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Social Work</td>
<td>8.1%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>6.9%</td>
<td>4.7%</td>
</tr>
<tr>
<td>Science</td>
<td>5.7%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Business</td>
<td>5.7%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Dentistry</td>
<td>5.1%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Nursing</td>
<td>4.5%</td>
<td>5.8%</td>
</tr>
<tr>
<td>ENGT</td>
<td>4.2%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Public Health</td>
<td>3.7%</td>
<td>3.4%</td>
</tr>
<tr>
<td>SHHS</td>
<td>3.7%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Education</td>
<td>3.1%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Philanthropy</td>
<td>2.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Herron</td>
<td>1.2%</td>
<td>1.0%</td>
</tr>
<tr>
<td>N</td>
<td>670</td>
<td>3936</td>
</tr>
<tr>
<td>Response Rate</td>
<td>17%</td>
<td></td>
</tr>
</tbody>
</table>

- Under 20% of graduate student alumni contacted completed the survey.
- The gender of respondents is comparable to the gender split of the sample contacted.
- Almost all schools are similarly represented in the percentage of survey responses compared to the sample. There is a slight overrepresentation of Informatics alumni but the difference is only 3.4%.
- 13% of respondents also attended IUPUI for their undergraduate degree.
Executive Summary

Current Employment and Student Debt
- 89% of graduate student alumni respondents reported full-time employment. 85% of those currently employed full- or part-time say their job offers opportunities they were seeking and options for future growth.
- The most prominent places of employment include educational institutions (29%), healthcare organizations (25%), and large corporations (15%).
- 90% of graduate alumni respondents reported their current job is at least somewhat related to their major at IUPUI; 68% reported their current job is directly related to their major.
- 46% of respondents reported having no student loan debt related to their graduate degree, while 31% of graduate student alumni respondents have accrued at least $50,000 of debt related to their graduate degree.

IUPUI Experience
- 92% of respondents are satisfied or very satisfied with their overall academic experiences at IUPUI.
- Respondents indicated low levels of satisfaction related to the quality of advising or mentorship, as well as the opportunity to participate in faculty members’ research. 33% of all respondents reported being dissatisfied or very dissatisfied with advising/mentorship. 34% of all respondents reported being dissatisfied or very dissatisfied with opportunities to participate in faculty research.
- 33% of graduate alumni respondents reported being dissatisfied or very dissatisfied with opportunities for career development (externship, job shadowing, career workshops, internships, etc.).
- 82% of respondents reported they would either probably or definitely choose IUPUI if they could repeat their graduate student career. 83% also responded being likely or very likely to refer friends, family or colleagues to IUPUI for graduate and professional studies.

Knowledge and Skills Gained at IUPUI
- 94% of graduate alumni respondents rated themselves as effective or very effective in behaving in an ethical way and 91% said the same in regards to conducting research in an ethical manner.
- 89% of respondents reported being effective or very effective at applying good judgement in both professional and personal situations.
- 12% of respondents rated themselves as “not at all effective” in the ability to market themselves effectively.

Further Education
- 66% of graduate alumni respondents consider themselves to be finished with their academic careers.
- 50% of respondents currently pursuing another degree are doing so at an IU institution.

Connection to School/Program & IUPUI
- 55% of alumni respondents that obtain information regarding their specific School/department do so by email.
- Most respondents reported feeling either some (44%) or very little (30%) connection to IUPUI.
Section 1: Employment

Approximately 95% of all graduate student alumni reported working either full-time or part-time; the vast majority (89%) reported full-time employment.

Less than two-thirds (59%) of those who reported currently working are employed in Indiana.
Slightly more than half (54%) of all graduate student alumni respondents reported working for either an educational institution or a healthcare organization.

68% reported that their current job is “directly related” to their major at IUPUI and the large majority (90%) said it is at least “somewhat related”.

85% graduate student alumni agreed or strongly agreed with the statement, “My current job position offers me the opportunities I was seeking and options for future growth.”

48% of respondents reported that their IUPUI education prepared them “very well” for their current job and 87% reported at least “somewhat” being prepared.

50% indicated their IUPUI education enhanced their prospects for career advancement “very well” and 90% said the same at least “somewhat”
Section 2: Student Loan Debt

Figure 3
Student Loan Debt (from all sources)

N=467

- 63% of all respondents reported having no debt related to their undergraduate degree, while the same is true for just under half (46%) of alumni regarding their graduate degree.
- The percentage of graduate student respondents who reported student loan debt up to $24,999 and between $25,000 and $49,999 are very similar.
- 31% of respondents reported student loan debt $50,000 or more for their graduate degree, while only 12% reported student loan debt greater than $50,000 for their undergraduate degree.
- 36% of all respondents stated that they are “not at all confident” that they will be able to pay off their student loans in a reasonable time.
- 52% graduate student alumni reported being at least somewhat confident they will be able to pay off their student loans in a reasonable time.
## Table 1

### Satisfaction with Academics, Instruction, and the Learning Environment

<table>
<thead>
<tr>
<th>Category</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Mean</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of your academic experiences at IUPUI</td>
<td>3%</td>
<td>6%</td>
<td>48%</td>
<td>44%</td>
<td>3.32</td>
<td>613</td>
</tr>
<tr>
<td>Quality of teaching by faculty in your major area</td>
<td>3%</td>
<td>10%</td>
<td>43%</td>
<td>44%</td>
<td>3.29</td>
<td>612</td>
</tr>
<tr>
<td>Program communication on degree requirements and policies</td>
<td>4%</td>
<td>8%</td>
<td>47%</td>
<td>41%</td>
<td>3.26</td>
<td>611</td>
</tr>
<tr>
<td>General helpfulness of faculty</td>
<td>4%</td>
<td>7%</td>
<td>49%</td>
<td>41%</td>
<td>3.26</td>
<td>544</td>
</tr>
<tr>
<td>Quality of courses in your major area</td>
<td>3%</td>
<td>11%</td>
<td>46%</td>
<td>40%</td>
<td>3.24</td>
<td>605</td>
</tr>
<tr>
<td>Communication with faculty and staff in your program</td>
<td>4%</td>
<td>10%</td>
<td>45%</td>
<td>41%</td>
<td>3.23</td>
<td>613</td>
</tr>
<tr>
<td>Opportunities for collaborative/team projects</td>
<td>3%</td>
<td>8%</td>
<td>56%</td>
<td>33%</td>
<td>3.20</td>
<td>513</td>
</tr>
<tr>
<td>Collegiality/interactions with other students</td>
<td>2%</td>
<td>10%</td>
<td>54%</td>
<td>34%</td>
<td>3.20</td>
<td>600</td>
</tr>
<tr>
<td>Use of technology in the classroom</td>
<td>2%</td>
<td>9%</td>
<td>60%</td>
<td>29%</td>
<td>3.15</td>
<td>516</td>
</tr>
<tr>
<td>The extent to which faculty and staff helped you become oriented to your program</td>
<td>5%</td>
<td>13%</td>
<td>50%</td>
<td>33%</td>
<td>3.11</td>
<td>536</td>
</tr>
<tr>
<td>Personal attention from those in your major department</td>
<td>6%</td>
<td>14%</td>
<td>44%</td>
<td>36%</td>
<td>3.10</td>
<td>601</td>
</tr>
<tr>
<td>Faculty guidance on thesis, dissertation, or creative project</td>
<td>6%</td>
<td>14%</td>
<td>46%</td>
<td>34%</td>
<td>3.07</td>
<td>505</td>
</tr>
<tr>
<td>Overall satisfaction with campus climate/culture</td>
<td>3%</td>
<td>13%</td>
<td>58%</td>
<td>26%</td>
<td>3.07</td>
<td>565</td>
</tr>
<tr>
<td>Access to studios, shops, and labs</td>
<td>6%</td>
<td>11%</td>
<td>54%</td>
<td>29%</td>
<td>3.04</td>
<td>365</td>
</tr>
<tr>
<td>Your social experiences at IUPUI</td>
<td>3%</td>
<td>15%</td>
<td>60%</td>
<td>22%</td>
<td>3.01</td>
<td>548</td>
</tr>
<tr>
<td>Tutoring and other academic support services</td>
<td>6%</td>
<td>15%</td>
<td>52%</td>
<td>27%</td>
<td>3.00</td>
<td>385</td>
</tr>
<tr>
<td>Opportunities to participate in self-directed research</td>
<td>5%</td>
<td>19%</td>
<td>50%</td>
<td>26%</td>
<td>2.97</td>
<td>478</td>
</tr>
<tr>
<td>Quality of advising or mentorship</td>
<td>10%</td>
<td>22%</td>
<td>38%</td>
<td>30%</td>
<td>2.88</td>
<td>593</td>
</tr>
<tr>
<td>The extent to which faculty and staff helped orient you to Indianapolis</td>
<td>10%</td>
<td>16%</td>
<td>49%</td>
<td>25%</td>
<td>2.88</td>
<td>337</td>
</tr>
<tr>
<td>Opportunities to participate in faculty members’ research</td>
<td>9%</td>
<td>25%</td>
<td>40%</td>
<td>26%</td>
<td>2.82</td>
<td>455</td>
</tr>
</tbody>
</table>

*1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Satisfied, 4 = Very Satisfied*
• 91% of graduate student alumni respondents reported being satisfied or very satisfied with the overall quality of their academic experiences.

• The lowest satisfaction is in regards to quality of advising or mentorship as well as the opportunity to participate in faculty members’ research. Approximately one-third of all respondents reported being dissatisfied or very dissatisfied with these aspects of their academic experience (32% and 34%, respectively).

Table 2
Satisfaction with Co-Curricular Experiences and Other Services

<table>
<thead>
<tr>
<th>Please indicate how satisfied you are with each of the following aspects of your IUPUI experience.</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Mean</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities to develop appreciation for diversity (outside speakers, programs, films, book discussions, etc.)</td>
<td>6%</td>
<td>14%</td>
<td>51%</td>
<td>29%</td>
<td>3.04</td>
<td>483</td>
</tr>
<tr>
<td>Opportunities for community engagement (projects, research, exhibitions, etc.)</td>
<td>5%</td>
<td>17%</td>
<td>47%</td>
<td>31%</td>
<td>3.03</td>
<td>545</td>
</tr>
<tr>
<td>Opportunities to develop leadership skills (in class)</td>
<td>4%</td>
<td>20%</td>
<td>49%</td>
<td>27%</td>
<td>2.99</td>
<td>511</td>
</tr>
<tr>
<td>Opportunities to develop leadership skills (outside the classroom)</td>
<td>5%</td>
<td>23%</td>
<td>45%</td>
<td>26%</td>
<td>2.93</td>
<td>473</td>
</tr>
<tr>
<td>Opportunities for career development (externship, job shadowing, career workshops, internships, etc.)</td>
<td>10%</td>
<td>23%</td>
<td>38%</td>
<td>29%</td>
<td>2.86</td>
<td>480</td>
</tr>
<tr>
<td>Opportunities to participate in international activities on campus (participating in courses or programs with international students, using the global classroom, etc.)</td>
<td>9%</td>
<td>20%</td>
<td>49%</td>
<td>23%</td>
<td>2.86</td>
<td>362</td>
</tr>
<tr>
<td>Career development activities</td>
<td>10%</td>
<td>25%</td>
<td>43%</td>
<td>22%</td>
<td>2.77</td>
<td>490</td>
</tr>
</tbody>
</table>

*a = Very Dissatisfied, 2 = Dissatisfied, 3 = Satisfied, 4 = Very Satisfied

• Overall, respondents are satisfied with the co-curricular experience at IUPUI.

• Graduate student alumni reported more dissatisfaction with current opportunities for career development as well as opportunities to participate in international activities on campus.

• 29% of respondents report being dissatisfied or very dissatisfied with opportunities to participate in international activities and a third of respondents were dissatisfied/very dissatisfied with opportunities for career development (33%) as well as career development activities (35%).
Section 3: IUPUI Experience

N=670
- 82% of alumni respondents would either probably or definitely attend IUPUI if they had an opportunity to start over again.

Figure 4
If You Could Start Over Again, Would You Go To IUPUI?

- Definitely Yes: 37%
- Probably Yes: 45%
- Probably No: 12%
- Definitely No: 6%

N=471
- 83% of alumni respondents stated they would be likely or very likely to recommend IUPUI for graduate/professional studies.

Figure 5
How likely are you to refer friends, family or colleagues to IUPUI for graduate and professional studies?

- Very likely: 37%
- Likely: 46%
- Unlikely: 10%
- Very unlikely: 7%
Section 3: IUPUI Experience

Table 3
Satisfaction with Assistantships & Internships/Externships

<table>
<thead>
<tr>
<th>Percentage who are very satisfied/satisfied with…</th>
<th>Teaching Assistantship</th>
<th>Research Assistantship</th>
<th>Graduate Assistantship</th>
<th>Internship/Externship</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which it complemented your coursework</td>
<td>98%</td>
<td>96%</td>
<td>83%</td>
<td>90%</td>
</tr>
<tr>
<td>The extent to which it corresponded to your career goals</td>
<td>94%</td>
<td>91%</td>
<td>77%</td>
<td>89%</td>
</tr>
<tr>
<td>The extent to which it prepared you for the job market</td>
<td>85%</td>
<td>81%</td>
<td>77%</td>
<td>82%</td>
</tr>
<tr>
<td>The extent to which you were mentored/supervised</td>
<td>90%</td>
<td>88%</td>
<td>76%</td>
<td>81%</td>
</tr>
<tr>
<td>N</td>
<td>50</td>
<td>60</td>
<td>58</td>
<td>205</td>
</tr>
</tbody>
</table>

*1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Satisfied, 4 = Very Satisfied

- 38% of all respondents completed an internship or externship while at IUPUI, while slightly more than one-quarter (27%) of graduate student alumni had an assistantship while in school.
- Among respondents who did not have an assistantship, most did not desire one, but there were some who wanted an assistantship but their department did not offer them (18%) or they did not receive one from their department (6%).
- The majority of respondents reported satisfaction with how assistantships (88%) and internships/externships (76%) are assigned.
- 41% of respondents reported their assistantship lead to a publication or presentation at a meeting; the same is true for 33% of respondents that completed an internship/externship.
- A quarter of alumni respondents stated that their internship/externship turned into full-time employment and another 13% said they were offered a position but turned it down.
Table 4
Knowledge and Skills \(^a\)

<table>
<thead>
<tr>
<th>Please indicate your level of effectiveness in each of the following skills/abilities.</th>
<th>Not at all Effective</th>
<th>Somewhat Effective</th>
<th>Effective</th>
<th>Very Effective</th>
<th>Mean</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaving in an ethical way</td>
<td>2%</td>
<td>4%</td>
<td>35%</td>
<td>59%</td>
<td>3.51</td>
<td>492</td>
</tr>
<tr>
<td>Conducting research in an ethical manner</td>
<td>3%</td>
<td>10%</td>
<td>39%</td>
<td>48%</td>
<td>3.33</td>
<td>486</td>
</tr>
<tr>
<td>Thinking critically</td>
<td>2%</td>
<td>7%</td>
<td>43%</td>
<td>48%</td>
<td>3.38</td>
<td>508</td>
</tr>
<tr>
<td>Applying good judgement in both professional and personal situations</td>
<td>2%</td>
<td>9%</td>
<td>44%</td>
<td>45%</td>
<td>3.32</td>
<td>492</td>
</tr>
<tr>
<td>Solving problems in your discipline</td>
<td>2%</td>
<td>11%</td>
<td>42%</td>
<td>45%</td>
<td>3.29</td>
<td>492</td>
</tr>
<tr>
<td>Working collaboratively or in teams</td>
<td>2%</td>
<td>12%</td>
<td>46%</td>
<td>40%</td>
<td>3.23</td>
<td>489</td>
</tr>
<tr>
<td>Acquiring in-depth knowledge in your discipline</td>
<td>2%</td>
<td>14%</td>
<td>45%</td>
<td>39%</td>
<td>3.21</td>
<td>508</td>
</tr>
<tr>
<td>Communicating effectively with others in your discipline</td>
<td>2%</td>
<td>13%</td>
<td>47%</td>
<td>38%</td>
<td>3.21</td>
<td>509</td>
</tr>
<tr>
<td>Thinking creatively</td>
<td>3%</td>
<td>14%</td>
<td>47%</td>
<td>37%</td>
<td>3.18</td>
<td>506</td>
</tr>
<tr>
<td>Communicating effectively with the general public</td>
<td>3%</td>
<td>15%</td>
<td>49%</td>
<td>33%</td>
<td>3.13</td>
<td>508</td>
</tr>
<tr>
<td>Understanding contemporary social issues</td>
<td>3%</td>
<td>17%</td>
<td>43%</td>
<td>37%</td>
<td>3.13</td>
<td>487</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>4%</td>
<td>19%</td>
<td>44%</td>
<td>33%</td>
<td>3.06</td>
<td>487</td>
</tr>
<tr>
<td>Using the knowledge gained in college to address social issues or problems</td>
<td>5%</td>
<td>19%</td>
<td>43%</td>
<td>33%</td>
<td>3.04</td>
<td>489</td>
</tr>
<tr>
<td>Exercising your responsibilities as a citizen (e.g. voting, actively participating in community and political issues)</td>
<td>8%</td>
<td>16%</td>
<td>42%</td>
<td>34%</td>
<td>3.03</td>
<td>487</td>
</tr>
<tr>
<td>Understanding global issues, multicultural and worldviews</td>
<td>5%</td>
<td>20%</td>
<td>44%</td>
<td>31%</td>
<td>3.00</td>
<td>489</td>
</tr>
<tr>
<td>Understanding research/scholarship in your discipline</td>
<td>4%</td>
<td>22%</td>
<td>46%</td>
<td>28%</td>
<td>2.98</td>
<td>507</td>
</tr>
<tr>
<td>Conducting original research and scholarship</td>
<td>11%</td>
<td>28%</td>
<td>39%</td>
<td>22%</td>
<td>2.72</td>
<td>505</td>
</tr>
<tr>
<td>Marketing yourself effectively</td>
<td>12%</td>
<td>30%</td>
<td>38%</td>
<td>20%</td>
<td>2.65</td>
<td>487</td>
</tr>
</tbody>
</table>

\(^a\) 1 = Not at all Effective, 2 = Somewhat Effective, 3 = Effective, 4 = Very Effective

- Respondents rated themselves highest on the skills/abilities of behaving in an ethical way (94%) and thinking critically (91%), where the vast majority believe they are either effective or very effective.
- Graduate student alumni rated themselves lowest regarding marketing themselves effectively and conducting original research. However, the majority rate themselves as at least somewhat effective on these two skills/abilities.
- In regards to current involvement in their community, 84% of alumni reported they are at least somewhat active within the community. However, just under one-quarter of respondents state that educational activities through IUPUI contributed quite a bit (15%) or very much (7%) to their current involvement.
Section 5: Further Education

Figure 6
Which of the following best describes your current educational status?

- 66% of respondents reported not being currently enrolled in an institution and consider themselves as done with their studies.
- Only 13% of respondents are currently enrolled in classes leading to another degree. Of those that are enrolled, 50% are enrolled in an IU program.
- More than half (60%) believe their IUPUI education prepared them very well to pursue their new degree, while the large majority (88%) report that it prepared them at least somewhat.
- Of those alumni who are enrolled in an institution leading to another degree, 80% were accepted to their 1st choice school and 95% were admitted to at least their 2nd choice.
The majority (80%) of graduate student alumni respondents obtain information about their school or program. The most common method of obtaining information is email (55%), followed by school/program website (21%) and social media (20%).

13% of respondents reported feeling a very strong connection toward IUPUI.

The majority of alumni reported feeling either some (44%) or very little (30%) of a connection to their specific School.
From the perspective you have gained since graduation, what has been the greatest value of earning your graduate degree at your School? (249 comments)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Preparation</td>
<td>70</td>
</tr>
<tr>
<td>Networking Opportunities</td>
<td>44</td>
</tr>
<tr>
<td>Job Opportunities or Advancement</td>
<td>33</td>
</tr>
<tr>
<td>Having a Marketable Degree</td>
<td>26</td>
</tr>
<tr>
<td>Had no Value</td>
<td>22</td>
</tr>
<tr>
<td>The Ability to Research</td>
<td>16</td>
</tr>
<tr>
<td>Internships and Externships</td>
<td>13</td>
</tr>
<tr>
<td>Personal Growth and Confidence</td>
<td>13</td>
</tr>
</tbody>
</table>

Job Preparation (70)

- Gaining practical, applied skills and knowledge about my field.
- I appreciate training in a very different setting than my work setting to increase the variety of experience I’ve had.
- It was very applicable to my former career with a non-profit in regards to managing volunteers, making effective policies, and even financial responsibility. I still use these skills but only on a volunteer basis and I find them very useful.
- Gaining a more in-depth knowledge of my profession, as opposed to my on-the-job learning
- My certificate gave me a great overview of expectations of the role of a practitioner in the nonprofit sector. It enhanced my understanding of how to best support the fundraiser’s in my current role as a data manager.
- Technical background, theory, greater understanding of business disciplines, local business community, tremendous faculty and classmate relationships
- The greatest value that occurred for me as a result of earning my degree has been to expand my spirit of inquiry and knowledge for enhancing the nursing profession.
- The professors were all very competent in conveying real-world knowledge needed for the field.
- Working across disciplines on real life projects
Responses to Open Ended Questions

Networking Opportunities (44)

- The degree exposed me to peers and resources that have continued to enhance my knowledge of my work.
- Building a professional network in Indiana.
- Getting connected to the community that I would eventually work in. Public Health is extremely community-oriented, so having the opportunity build my network while obtaining my degree really helped me in my career overall.
- I appreciated the opportunity to view professional content through an academic lens. I also found value in connecting with classmates who were mostly also in the nonprofit sector.
- I have made many wonderful contacts, and there are always opportunities to be a part of projects, adjunct classes, or take on independent work.
- Networking with other classmates, especially those of various experience and backgrounds that a more traditional campus may not have.
- The network of students in graduate school are the connections I know have in the hallways of the General Assembly, in city-county government and the non-profit world in Indianapolis. IUPUI is a spring-board for those working in their field to advance to the next level of professional growth!
- Working collaboratively with others on projects in health care. Being involved in health care politics - locally and statewide.

Job Opportunities/Advancement (33)

- Greatest value is being in a higher category for pay rates.
- Having an advanced degree has certainly been able to get me to where I am today in my career. It has given me that slight edge needed in career advancement.
- I am certain having my graduate degree gave me a leg up on the other applicants that were applying to my doctorate program. Since this was only one of two programs in the state and both are highly selective, being able to stand out academically was essential.
- I wouldn’t have the job I hold without the degree. But I’ve learned a lot more on the job than I did in Grad school. Maybe that’s normal for Teaching/Library.
- It was a stepping stone to my first full time job, which in turn was a stepping stone to getting admitted to a highly ranked PhD program.
- My graduate internships at the Indianapolis Museum of Art and Indiana Historical Society gave me the necessary hands-on experience to get a job following graduation.
- The ability to move up in my current field.
- The Public Management Certificate gave me a better appreciation for the tough decisions leaders must make and helped me get a lateral job promotion.
Having a Marketable Degree (26)

- I also believe that having the graduate school experience on my resume enhances it for first time meetings and interactions with possible clients.
- Earned an MBA. The greatest value is in a 'credential' sense. i.e. various management jobs are now potentially available which may not have been before.
- Gaining a quality degree from a well known school for a reasonable cost and close to home.
- good medical understanding, but also good name recognition
- IU isn't one of those fly by night, get your degree online in 2 years and never sit in a class room or see a faculty member. It makes me feel it is a real University, well known and reputable. Its not Ivy League but as close as I can get.
- Marketability in my field of working in philanthropy
- Recognition of obtaining DNP at IU School of Nursing
- The school has a great reputation, which makes me marketable.
- Three letters after my name: MBA.

Had no Value (22)

- After being unemployed for 2 years it's difficult to find value in my graduate degree.
- I do not use my graduate degree, thus I do not feel like it was a good value. Mostly a huge debt with a very large financial burden I have that will never be paid off.
- It is a graduate degree. IUPUI did not offer anything unique. It would have been better to have a cohort that you went through the program with together. That was not the way the program was structured. Seems like a missed opportunity.
- IUPUI has hardly any recognition among employers and employers are unimpressed by an IUPUI degree and this becomes truer when you are an international student who will eventually require work visa sponsorship. You cannot use IUPUI education to impress your employers enough that they will consider you to be valuable enough and worthy of a work visa sponsorship.
- None. People don't care about a MFA degree. It's more of a liability as I look overeducated for what I apply to but under-experienced for anything else.
- Not much compared to other medical schools. IU medical school (at least when I was there) was very disinterested in truly helping students get to where they need to go. The Dean at that time was only interested in the states agenda of funneling students to primary care and was not interested in helping students get to a residency of their choosing, particularly if it was specialty.
- Nothing and I wish I could get a refund. This “value” was a complete waste of my time and money and I am going to be paying for it for years to come which is preventing me from owning my own home and starting a family.
- There is no great thing to be associated with IUPUI.
Responses to Open Ended Questions

Ability to Research (16)

- General sense and ability in conducting high quality research.
- Amazingly enhancing my analytical skills.
- The sharpening of my research and writing skills has been helpful in my post-grad school employment.
- The greatest value I got was an enhanced ability to research and write on complex financial topics.
- Applying research skills that I learned in the PhD program have led me to deeper insight and opportunities to contribute to evidence-based practice derived from rigorous research findings.
- The knowledge of conducting research, statistics and application.
- The opportunity for independent research and support for attending/participating in research conferences.
- Working with international staff and faculty, learning about qual/quant analysis, time/work management.

Internships/Externships (13)

- Experience during my internship and the practical skills gained during classes.
- Helping prepare me for a doctoral degree and gain internship experience in the mental health profession.
- The experience I gained through my internship/externship at the Marion County Prosecutor’s Office.
- The internships and practicum experiences helped prepare me to apply what I learned in grad school to my current job.
- The real world experience offered through internships and the financial support that came with along with a strong foundation of public history knowledge and how to apply it.
- The research assistantship was the single greatest thing. I am so lucky to have obtained that position.

Personal Growth and Confidence (13)

- Helps me feel more confident when listing my attributes/achievements on a resume or bio.
- Honestly, proving I can do anything if I put my mind to it. It took me a while to graduate, but I still reached my end goal and that's all that matters.
- I feel better about myself as a person, and I am able to work at a job I love, even if it is only part-time.
- It opened doors for my career path and taught me that continuing education, self-direction, and profound sense of personal responsibility are what will advance ones professional and personal growth.
- It pushed me outside of my comfort zone and taught me how to fend for myself in a new city at a new school. It also taught me how to prioritize to meet many, many conflicting deadlines.
- The confidence to learn most skills and work with most people.
- The greatest value is an active awareness of what I do not know.
THREE MINUTE THESIS COMPETITION
(For Ph.D. students only)
3MT Winner: $500, Registration & represent IUPUI at MAGS, Spotlight in GradJag- IUPUI’s Graduate Student Newsletter

THREE MINUTE PITCH COMPETITION
(For ALL Graduate & Professional students)
3MP Winner: $300, Spotlight in GradJag- IUPUI’s Graduate Student Newsletter

3MT/3MP People’s Choice Award: $200

November 19, 2020
12:00 PM – 1:00 PM
During the PFFP Pathways Conference Zoom

Last Day to Register: November 12

For more information visit https://graduate.iupui.edu/support/pffp/3mt.html