IUPUI
2019 Master's Student Survey

Overview of Findings

May 2019

Institutional Research and Decision Support
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PURPOSE: To measure indicators related to student satisfaction, satisfaction with advising and services, and support to better understand the Master's student experience at IUPUI.

METHODS: In 2018, Institutional Effectiveness and Survey Research, an office within Institutional Research and Decision Support, was charged with conducting a survey of Master's students at IUPUI. The survey was administered to current students enrolled with a master's status in spring 2019.

RESPONDENT CHARACTERISTICS:

	Master's Student Respondents	Master's Students Invited
Female	68.8%	64.2%
Male	31.2%	35.8%
White	61.2%	63.9%
Asian	2.9%	4.1%
Black/African-American	6.6%	8.2%
Two or more races	3.0%	2.6%
Hispanic/Latinx	3.8%	3.8%
Native Hawaiian/Pacific Islander	0.0%	.03%
American Indian/Alaska Native	0.1%	.07%
International	22.5%	16.7%
Refused/N/A	0.2%	0.5%
Online Only	15.9%	16.9%
50% Online/80% Online	1.5%	2.9%
On campus	82.6%	80.2%
Business	5.4% (n=62)	9.9%
Dentistry	0.8% (n=9)	2.2%
Education	3.1% (n=35)	5.1%
Engineering & Technology	13.9% (n=159)	10.2%
Health & Rehab Sciences	3.2% (n=37)	3.7%
Herron School of Art and Design	1.3% (n=15)	.9%
Informatics	8.7% (n=100)	6.4%
Law	2.4% (n=27)	1.5%
Liberal Arts	5.9% (n=68)	3.9%
Library & Information Science	6.8% (n=78)	6.9%
Medicine	3.4% (n=39)	3.5%
Philanthropy	2.8% (n=32)	2.5%
Nursing	5.9% (n=68)	8.6%
Public & Environmental Affairs	4.2% (n=48)	3.5%
Public Health	7.7% (n=88)	6.3%
Science	7.6% (n=87)	5.2%
Social Work	16.9% (n=193)	18.2%
N	**1145**	**3846**
Response Rate	**29.8%**	

Recommend current program?

	Frequency
Definitely yes	44.9%
Probably yes	37.2%
Undecided	9.1%
Probably no	6.8%
Definitely no	2.0%
Overall Mean	4.16

1=definitely no, 2=probably no, 3=undecided, 4=probably yes, 5=definitely yes

- Responses largely favor recommending their current program to another individual, with 82% of responses indicating "definitely" or "probably" yes.
- The schools with the highest responses of "definitely" or "probably" YES include Dentistry (100%), Education (92%), Law (93%), Philanthropy (91%), Business (87%), and Medicine (87%).
- The schools with the highest responses for "definitely" or "probably" No include Informatics (16%), Public Health (14%), and School of Social Work (14%).

Has your Master's program taken longer to complete than expected?

	Frequency
Yes	13.4%
No	74.9%
Not sure	11.7%

- The large majority of response (75%) claim the program has not taken longer than expected compared to 13% saying it has, and 12% reporting uncertainty.

Why do you feel it has taken longer?

All respondents who indicated that completing their degree has taken longer than originally expected were asked a follow-up why they feel it has taken longer. 197 comments were made. Responses were coded into themes and the most prominent are displayed below along with supporting quotes. The table displays the number of participants who comment on each theme in their response.

Work/life/family balance	Scheduling	Coursework	Part-time status	Thesis
51	30	21	19	10

Work/life/family balance
- "Decided to only take one class a semester. Working full-time and family duties limited time to fully commit to program. Although it has taken longer, I feel it was the right time line for me."

- "Working for DCS, I have a lot of responsibility; as a single parent, I also have a lot of responsibility. Travel to IUPUI from the county, study time, Practicum hours, each takes all of my time. I had thought I was in a part time program and feel like it I was more full time."
- "Work and other time constraints have influenced the course load that I have been able to take on a per semester basis."

Scheduling
- "The classes I required for my specialization were not offered in the semesters needed to graduate when I had originally planned."
- "Classes are not offered consistently in fall, spring, and summer classes. Degree requirements have changed since I initially enrolled, requiring fewer credits but also appears that classes are offered less frequent. Scheduling courses has been frustrating at times and resulted in an unbalanced schedule due to lack of availability."
- "Unavailability of many classes during certain semesters. I also work, so it would help to have more class availability."

Coursework
- "The level of work in the classes, combined with increased employment workload...if I were a full time student, then it would be no problem, but I'm a working adult."
- "It was harder than I thought it would be."
- "The number of credit hours did not accurately represent the amount of work expected of me, which made it difficult to plan."

Part-time status
- "I changed my status from full time to part time and currently do not know when my expected graduation date is."
- "I attend part time, one class at a time and I had hoped to take more summer courses."
- "I am a Part time student and some of the courses are not offered at a convenient time for working students."

Thesis
- "I chose to extend it by completing a more in depth MA Thesis because I did not feel the coursework adequately prepared me. My thesis chair/adviser has provider more adept learning experiences."
- "If I am not able to finish all the aspects of my thesis on time I will need to hang around for a while longer."
- "Professors seem to be unwilling to include new graduate students with thesis option in their research so thesis option takes too long to complete masters."

Post Master's Plan

	Frequency
Seek employment	64.8%
Return to an existing/current job	21.3%
Pursue additional graduate or professional school education	13.8%

- Overall most individuals report wanting to enter the workforce after their Master's (65%), followed by returning to an existing job (21%), and pursuing additional education (14%).
- Online students (34%) have a much higher response rate of returning to an existing job compared to non-online students (19%).
- International students (75%) are more likely to seek employment compared to students who are residents (62%).
- Respondents from the School of Business (52% vs 20%) are significantly more likely to be returning to an existing or current job after finishing their degree, while School of Science students (8% vs 22%) are significantly less likely to be returning to an existing or current job after finishing their degree.
- Almost all respondents from the School of Nursing (94%) plan to seek employment upon finishing their degree.

All participants were asked which of the following was offered by their program with the opportunity to check all that applied.

Advising Services Offered

	Frequency
Handbook or policy document for students	54.7%
Regular advising appointments	47.8%
Drop-in advising or mentoring	44.7%
Faculty mentors who regularly meet with students	39.0%
Online advising	35.0%
Career guidance or placement	32.4%
A team or committee of faculty members that guide and review your progress in your Master's program	27.2%

Students were able to select all services that applied

- The most selected service offered is the handbook or policy document for students (568), followed by regular advising appointments (55%).
- The least reported service offered is a committee progress review (27%).
- Participants from the School of Public and Environmental Affairs (91%) are much more likely to report having regular advising appointments compared to other participants (46%).
- School of Business respondents (74%) are more likely to indicate they have access to career guidance or placement compared to other Schools (30%).

Primary Advisor: Who are they?

	Frequency
Academic advisor/program staff	50.3%
Faculty member in your graduate program	36.9%
Thesis/dissertation chair	5.5%
Other	3.4%
Principal investigator on a research project	2.8%
Faculty member in a graduate program other than your own	1.0%

- 17 of the "other" responses indicate that they do not know who their primary advisor is.
- A majority of the responses describing respondents' primary advisor referred to the academic advisor/program staff (50%) or faculty member in the graduate program (37%).
- Of those who report some form of advising offered, online students more often describe their primary advisor as a faculty member in their graduate program than students on campus (52% vs. 34%).

Primary Advisor: Satisfaction

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean
My advisor is well informed about graduation requirements	4.9%	3.6%	12.5%	29.7%	49.3%	4.2
My advisor is available to give me constructive feedback in a timely manner	6.0%	4.7%	12.1%	32.2%	45.0%	4.1
I have received adequate advice on the standards for academic writing in my field	7.1%	9.1%	20.2%	32.9%	30.7%	3.7
I have received adequate advice on appropriate career choices available to me	6.8%	11.8%	25.8%	30.3%	25.4%	3.6

Scale: 1 = Very unsatisfied; 2 = Unsatisfied; 3 = Neither; 4 = Satisfied; 5 = Very satisfied

- While positive overall for all respondents, Liberal Arts majors (92% vs. 76%) are more likely to agree their advisor is available to give constructive feedback in a timely manner while those from Social Work (60% vs. 81%) are less likely to agree compared to other Schools.

- Male respondents more often report that they "agree" or "strongly agree" across all questions compared to females
    - Advisor is well informed about graduation requirements (85% vs. 76%)
    - Advisor is able to give constructive feedback (86 vs. 73%)
    - Received adequate advice on academic writing (70% vs. 61%)
    - Received adequate advice on career choices (65% vs. 51%)

Had an Assistantship in Current Academic Year

	Frequency
Teaching Assistantship	8.8%
Research Assistantship	8.8%
Scholarship/fellowship	7.0%
General Graduate Assistantship	6.3%
No Assistantship	73.6%

Students could select all that apply

- Of those who list one or more types of assistantships in the current academic year, 35% are teaching, 35% are research, 24% are general, and 27% are scholarship/fellowship.
- Females held about 67% of teaching assistantships, 64% of research assistantships, 60% of general assistantships, and 72% of scholarship/fellowships compared to males.
- International student participants make up almost half of all teaching assistantships (49%) and research assistantships (48%) during the current academic year.
- For both teaching and research assistantships, 65% of respondents who participated in each were from 3 schools of Engineering & Technology, Science, and Informatics.

Working for Pay (not including assistantship)

	Frequency
Yes	66.0%
No	34.0%

- International students (40%) are less likely to be working for pay not including an assistantship compared to other participants (73%).
- Nursing (86%), Business (83%), Public health (84%), and Public and environmental affairs (83%) are the most likely schools to have students working for pay outside of an assistantship.
- Informatics (48%), Law (11/26, 42%), and Medicine (44%) are among the lowest frequencies for students who are working for pay.

Respondents who indicate working for pay outside of an assistantship were asked follow up questions including hours working per week and employer support.

Hours Worked Per Week (for non-assistantship jobs)

	Frequency
1-10	9.4%
11-20	20.4%
21-30	13.0%
31-40	42.0%
More than 40	15.2%

- The majority of Master's students who report working for pay other than an assistantship are employed more than 30 hours a week (57%).
- International students are more likely to be working 1-20 hours (82%) compared to students who are U.S. residents (22%).
- Online students (74%) are more likely to be working more than 30 hours compared to students attending classes on campus (53%).

Current Job Experience

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean
My employer is very supportive of my studies	1.3%	2.3%	10.8%	32.0%	53.5%	4.3
My employer gives me the flexibility I need in my work schedule to be able to attend classes, take exams, and otherwise pay sufficient attention to my studies	1.9%	5.6%	11.4%	32.3%	48.8%	4.2
My current job is closely related to my intended degree	12.0%	10.1%	11.0%	25.9%	41.0%	3.7
I would not be able to afford to take classes if I worked any fewer hours per week	10.8%	17.6%	12.7%	27.7%	31.1%	3.5
My job helps me stay focused on succeeding academically	6.2%	13.4%	26.9%	33.2%	20.2%	3.5
Because of my work schedule, I've had to limit the number of classes I take	18.5%	25.7%	9.2%	23.8%	22.7%	3.1

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

- Besides the statement regarding work schedules affecting the number of classes students can take, the majority of the responses are in agreement with the given statement.
- Female respondents are more likely to say that they would not be able to afford classes if they worked fewer hours compared to male responses (64% vs. 48%).
- International students are less likely to agree that their current job is related to their degree (40% vs. 71%), they would not be able to afford classes if they worked fewer hours (32% vs. 63%), and that their work schedule has limited the amount of classes they can take (17% vs. 51%) compared to students who are U.S. residents.
- Students in the School of Social Work are more likely to agree that would not be able to afford classes if they worked fewer hours (73% vs. 56%).

Participation in Activities

	Do not plan to do	Have not decided	Plan to do	In progress	Done
Conducting my own research project	39.6%	21.7%	18.5%	14.3%	5.9%
Assisting in faculty research	43.7%	20.4%	16.8%	12.0%	7.1%
Career fair	37.1%	18.4%	29.6%	3.6%	11.2%
Capstone Experience	46.6%	19.0%	20.4%	11.4%	2.5%
Professional development workshops	28.8%	20.5%	36.5%	4.4%	9.9%
Volunteer opportunities through my school or IUPUI	45.9%	19.9%	20.5%	5.7%	8.0%
Student-led organization	58.9%	18.9%	10.7%	8.2%	3.3%
Social, religious, or cultural organization	66.4%	17.0%	7.6%	5.7%	3.4%
Work study	67.9%	14.2%	10.4%	5.8%	1.6%
Teaching a course	59.9%	20.3%	12.5%	2.7%	4.6%
Overseas travel as part of a degree program	68.4%	17.1%	11.0%	0.9%	2.7%

- Most responses fall in the categories of "do not plan to do" and "have not decided" across all participation items.
- Liberal Arts respondents are more likely to select "in progress" or "done" in regards to volunteer opportunities through the School or IUPUI (30% vs. 13%) and professional development workshops (29% vs. 13%) compared to respondents from other Schools.
- International students more often respond "in progress" or "done" to statements regarding participation in work study (18% vs. 5%), career fairs (41% vs. 8%), assisting in faculty research (29% vs. 16%), conducting my own research (29% vs. 18%), and career fairs (22% vs. 12%).

Resources and Services

	Never[a]	Seldom	Often	Very often	Not aware[b]
IUPUI University Library	20.8%	25.6%	28.4%	25.2%	*1.8%*
Financial Aid through my school or program	54.2%	19.9%	17.3%	8.7%	*6.2%*
IUPUI Office of Financial Aid	50.2%	29.2%	15.7%	5.0%	*3.7%*
Social events through my program or school	50.7%	29.2%	15.2%	4.9%	*7.2%*
Career development through my program or school	60.1%	23.4%	13.1%	3.4%	*17.8%*
Social events through the Graduate Office	64.8%	21.5%	10.8%	2.9%	*9.7%*
Office of International Affairs	73.7%	10.4%	11.3%	4.6%	*9.5%*
Career development through the Graduate Office	72.1%	15.5%	11.0%	1.5%	*19.9%*
IUPUI Student Health Services	66.6%	21.8%	9.5%	2.2%	*6.8%*
Writing services through my program or school	75.8%	15.5%	7.0%	1.7%	*19.9%*
IUPUI Writing Center	77.4%	15.2%	5.5%	1.9%	*12.9%*
Counseling and Psychological Services	86.2%	7.6%	4.0%	2.3%	*9.3%*
Center for Teaching and Learning	85.7%	9.3%	4.5%	0.6%	*13.0%*
IUPUI GradGrants Center	86.6%	8.8%	3.7%	0.9%	*23.8%*
Adaptive Educational Services	87.6%	7.7%	3.3%	1.4%	*16.2%*
Vice Chancellor for Research Office (grant writing and project development)	91.8%	5.8%	1.7%	0.6%	*21.1%*

Scale: 1 = Never, 2 = Seldom, 3 = Often, 4 = Very often, 5 = Not aware

[a]Percentages calculated after removing the "Not Aware" category [b]Percentages calculated using all respondents

- The resources and services reported by students as being used "often" or "very often" include IUPUI University Library (54%) and financial aid through programs or schools (26%).
- International students are more likely to respond "often" or "very often" to several items including using career development through their program or school (30% vs. 9%), career development through the Graduate Office (30% vs. 5%), social events through their program or school (42% vs. 13%) social events through the Graduate Office (40% vs. 5%), IUPUI Student Health Services (33% vs. 5%), and IUPUI University Library (76% vs. 47%).
- Online students (4%) are less likely to indicate using career development services through their program or school compared to on-campus participants (19%).

Master's student experience

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean
I have been treated with dignity and respect by the IUPUI staff	1.4%	2.3%	11.2%	50.2%	34.9%	4.2
I have been treated with dignity and respect by other IUPUI students	.6%	1.3%	12.5%	55.8%	29.8%	4.1
I have been treated with dignity and respect by IUPUI faculty	1.4%	3.1%	11.3%	49.7%	34.5%	4.1
I feel valued as an individual at IUPUI	3.9%	9.6%	33.7%	39.7%	13.1%	3.5
I am seldom on campus except to attend class	12.8%	12.7%	18.1%	27.8%	28.5%	3.5
I feel like I am part of IUPUI	4.4%	12.0%	33.2%	39.3%	11.0%	3.4
I believe that the graduate students have an adequate voice in campus policies that affect them	3.0%	8.9%	47.4%	29.7%	10.9%	3.4
It is easy to get involved in organizations at IUPUI	4.6%	13.0%	44.3%	29.4%	8.7%	3.3
I feel safe on campus at night	3.6%	14.5%	38.7%	33.0%	10.3%	3.3
I know where to find information about how my student fees are used	11.8%	28.3%	21.5%	30.6%	7.8%	3.0
I am satisfied with the amount I am paying in student fees	17.7%	25.2%	32.2%	20.3%	4.6%	2.7

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

- The statements that students most often "agree" or "strongly agree" with refer to being treated with dignity and respect by other IUPUI students (86%), staff (85%), and faculty (84%). The statements least likely to receive an "agree" or "strongly agree" are being satisfied with amount in student fees (25%) and finding information about student fees (38%).
- International students are more likely to agree they feel like they are a part of IUPUI (74% vs. 44%), feel valued as an individual (74% vs. 48%), it being easy to get involved in organizations (63% vs. 32%), believing they have adequate voice in campus policies (66% vs. 34%), and feeling safe on campus at night (67% vs. 37%).
- Male students are more likely to agree or strongly agree that they feel like a part of IUPUI (58% vs. 47%), it is easy to get involved in organizations (46% vs. 34%), and feel safe on campus at night (64% vs. 34%) compared to female students.

- Online only students (43%) are less likely to agree that they feel valued as an individual at IUPUI compared to on campus participants (55%).
- Students in the School of Social Work are less likely to feel like they are a part of IUPUI (38% vs. 53%), believe that graduate students have adequate voice in policies (27% vs. 43%), and are more likely to agree or strongly agree that they are seldom on campus except for class (72% vs. 53%) compared to students in other schools.
- School of Science students are more likely to agree that they have adequate voice in policies that affect them (55% vs. 39%) and are satisfied with the amount they are paying in student fees (36% vs. 24%) compared to students other schools.

Obstacles

	Not an obstacle	A minor obstacle	A moderate obstacle	A serious obstacle	Mean
Work obligations	28.7%	29.6%	28.8%	12.9%	2.3
Time management/balancing obligations	25.6%	38.3%	26.7%	9.4%	2.2
Insufficient financial support	35.5%	29.5%	21.6%	13.4%	2.1
Family obligations	42.0%	26.7%	22.4%	9.0%	2.0
Completing an internship, practicum, or other program requirements	53.0%	19.5%	16.6%	10.9%	1.9
Lack of jobs in my field of interest	56.2%	22.7%	14.8%	6.3%	1.7
Course scheduling	53.8%	27.1%	13.0%	6.1%	1.7
Insufficient access to advising	65.5%	19.3%	10.4%	4.9%	1.6
Availability of faculty	61.6%	25.0%	10.2%	3.2%	1.6
Difficulty of academic courses	53.0%	33.3%	11.7%	2.1%	1.6
Immigration laws/regulations	84.6%	6.3%	4.7%	4.5%	1.3
Availability of study or workspace	78.9%	13.9%	5.7%	1.5%	1.3
Access to quality housing	85.9%	8.6%	3.9%	1.6%	1.2
Access to quality child care	87.0%	5.7%	4.6%	2.7%	1.2

Scale: 1 = Not an obstacle, 2 = A minor obstacle, 3 = A moderate obstacle, 4 = A serious obstacle

- Most responses fall between "not an obstacle" and "a minor obstacle," with the lowest frequencies of a "moderate" or "serious" obstacle occurring for access to quality housing (6%), access to quality child care (7%), and availability of study or workspace (7%).
- School of Social Work students are more likely to say that completing an internship or practicum (58% vs. 21%) is a moderate or serious obstacle, and less likely to report a lack of jobs (8% vs. 24%) as a moderate or serious obstacle.
- International students are more likely to say that lack of jobs (46% vs. 15%) and insufficient financial support (46% vs. 32%) are moderate or serious obstacles.

Overall, how would you rate your experience as a Master's student at IUPUI?

	Frequency
Excellent	31.5%
Good	48.6%
Fair	16.2%
Poor	3.7%

- The majority of respondents respond that their overall experience in their Master's program has been "good" or "excellent" (80%).
- There are no substantial differences between gender, international status, schools, or online programs on ratings of overall experience.

Finally, all respondents were asked to describe what has been their greatest challenge in completing their degree as well as the most valuable aspect of their Master's program. 712 comments were made regarding challenges and 670 detailing the most valuable aspect of their program. Responses were coded into themes and the most prominent are displayed below along with supporting quotes. The tables display the number of participants who comment on each theme in their response.

Greatest Challenges

Work/life/family balance	Cost	Internship/Practicum	Scheduling	Course load	Advising
293	88	59	56	56	48

Work/life/family balance

- "Time management, unable to find part time work, my time off from work is the same time my young kids are home- so don't time/space to study. The amount of reading is staggering. There are not enough hours in the day for anything. I feel like I am doing a terrible job at everything."
- "The balance of working a full time job and being a part-time graduate student. If my employer wasn't so flexible, my ability to make it to the scheduled classes would be limited as they are not often offered at convenient or varying times throughout the year."
- "Time management and self-care in balancing doing my job for 30 hours per week, my practicum for 20 hours per week, and four classes at a time. It has been difficult to incorporate time for myself with friends and family outside of these obligations as well as doing thing to take care of myself well."
- "Balancing working full-time and attending school part time. The program does not allow much flexibility and my work has to be a priority."
- "Family obligations make it difficult to take more than one course at a time. Travel is enough of a time constraint (travel time/class 5pm-9:45) that I couldn't consider doing that twice a week while balancing current obligations."

Cost

- "Finance. It is expensive to have to pay the Master's program out of my own pocket without accruing student loan debt in addition to my undergraduate debt. While I work at IU and IU pays for $1,600 per semester for tuition benefit, I still have to pay close to $2000/ semester and sometimes $4000/ semester out of my own pocket. I wish there are more Scholarships in my degree or program to help balance the cost."
- "I am an out of state student and with little to no funding/scholarship/fellowship etc. from my program I have essentially DOUBLED my student loans (I'm sitting on $80,000 of debt) and going into a non-profit field, I am extremely concerned about being able to pay off my debt in a timely manner."
- "Living off of the stipend I'm given. We are told we can't work outside of being grad students, but it's super difficult to live in downtown Indianapolis on 20k a year. I had to take out loans to be able to be pay for living expenses this past year."
- "I have been seeking for scholarship/ Assistant-ship since last semester but I was not able to get any of these. Paying my tuition fees is a major challenge for me."

Internship/Practicum

- "The practicum department in my program has been lacking in professionalism and also in listening to the student when things occur. They seem more concerned about fostering a relationship with a site instead of listening to the concerns of the student. All my issues to date have been with the practicum staff and not the faculty of my program."
- "There is no serious attempt from IUPUI in inviting Companies who are willing to recruit/provide internship opportunities to international students. In a career fair of 50-60 companies hardly 2-3 companies are even willing to talk to international students. They see the face and say we do not have anything for international students. There is not even a chance to explain ourselves."
- "Finding time to do an internship (required) while already working a full time job. I don't really feel that it is feasible and it isn't fair to expect students to quit their job to do an internship! Many of us can't afford to do that, and working full time while doing an internship will leave you with no time to take care of other things in your life. Please consider alternate options. I know many people who have expressed similar frustrations."

Scheduling

- "As a student that would like to come in and get out, the biggest obstacle has been the way classes rotate. Another is taking classes that I have already taken as an undergrad from a different university (Research Methods, a 12 week internship). It feels like I am wasting my time and hard earned money."
- "Course scheduling - I have had to delay taking an important course in my program because it is offered during the day and I cannot leave work."
- "Not all classes are offered every semester which is difficult for working students that have limited availability

Course load

- "2018 Fall semester I averaged 40 hours per week outside of classes working on assignments. This was incredibly stressful. Projects with external 'mentors' are embarrassing. The one I participated in our abilities were oversold and had no relation to the course it was a part of."
- "Managing the course load and retaining the information."
- "The busywork & group work we have been assigned in our classes. I do not feel like I am treated like a graduate student. We've had assignments to take notes on the weekly readings & submit them- why is this even an assignment? We should be trusted to do the readings ourselves."

Advising

- "Emailed my adviser when I first started the program, but never heard from her; and have never heard from her while completing this program. I just recently heard received an email from her about completing my portfolio. I've never heard from her the entire time I've been taking LIS classes, except for the one email concerning my portfolio which was just recently."
- "My academic advisor and professors in my dual degree programs do not know any of the courses that I need to complete part of my dual degree program and consistently misinform me about the requirements or do not respond to questions."
- "My faculty advisor does not follow up with me or anyone in our program very disorganized. No accountability"

Most Valuable Aspects

Education quality	Faculty/staff support	Applied Skills	Teaching	Peer interaction
182	88	79	70	63

Education quality

- "I appreciate the course content and the insight from the real-life clinical experience the professors can offer."
- "The knowledge I have gained, the people I have met along the way, and the amazing faculty at IU McKinney. It has been one of the best, most fulfilling experiences of my life."
- "I have expanded my academic horizons and feel more comfortable with research."
- "Learning how to be professional in a field where I was previously a client. Learning theories and evidence-based practices to utilize with clients."
- "Quality readings, assignments and overall curriculum have been valuable so far (at the half way mark)."

Faculty/staff support

- "Apparent desire of faculty for me to succeed and availability of support."
- "Availability of faculty to assist with coursework issues."
- "I enjoy how open faculty members and how they are always willing to take the time to discuss academics and future career opportunities."
- "All of my instructors have been super supportive and caring, and are so knowledgeable and open. I feel very lucky to be in the program."

Applied skills

- "I've learned some been skills that have been applicable to and beneficial in my current position."
- "Hands-on research experience in the lab, including responsibilities to teach and mentor undergraduates in research techniques."
- "I learned a lot of practical knowledge that exactly fit the job requirement in the market."
- "The applications to real work experiences, programs, and stress of importance of internships"

Teaching

- "The most valuable aspect has been the instructors. While there has been some variance, overall the dedication and expertise of the instructors has been evident and given me confidence as I prepare for practice."
- "The professors have been great and very diverse."
- "The professors that teach the courses in the masters program and how the classes are structured."
- "The quality and care of the instructors has been fantastic. They've made my experience beyond what I could've asked for."

Peer interaction

- "The most valuable aspect has been meeting other students in my program that I can relate to and being able to utilize them as supports and help."
- "Primarily the other students and their diverse ways of thinking"
- "I have really enjoyed getting to know my peers as well as the Kelley faculty. I'm around really great people who all want to learn and get better and I feel I am making long term relationships."
- "Connection to other grad students already working in the field to network and help each other serve clients."