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Graduate Student Exit Survey Report, 2003 – 2004

I. Introduction

The 2003-2004 Graduate Student Exit Survey reflects the work of the Graduate Student Assessment Committee, organized by the Office of Institutional Assessment and comprised of faculty from a variety of disciplines. The survey includes most of the questions in the 2002-2003 survey with some slight modifications.

George Mason University awarded 2,322 graduate and law degrees to 2,318 graduates in 2003-2004. Eighty-four percent of the graduates (n=1,947) completed the 2003-2004 Graduate Student Exit Survey. Table One compares the demographic characteristics of ALL 2003-04 post-baccalaureate graduates with the survey respondents. It shows that the survey respondents are representative of the 2004 graduating class in sex, racial ethnicity and age composition.

This *In-Focus* reports the University-level results from the survey. It categorizes students into three groups, master's, doctoral, and law students, and compares student responses accordingly. Detailed information on college/program level results is available at <http://assessment.gmu.edu>.

<Percentages throughout this report may not sum to 100% due to rounding.>

*This survey is geared toward graduate students and may not be the optimal instrument for assessing the experiences of law students. Although we found that law students are less satisfied than master's and doctoral students, George Mason law students are actually **more** satisfied than their peers at other law schools (see the text-box at bottom of page six, which refers to the Law School Survey of Student Engagement). Mason Law School has already taken some actions to increase student satisfaction.*

| Table 1. Demographic Characteristics | ALL Post-baccalaureate Graduates (2001-2004) | | | | 03-04 Survey Respondents (N=1,947) |
|--------------------------------------|--|-----------|-----------|-----------|------------------------------------|
| | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | |
| Sex | | | | | |
| Female | 59% | 59% | 57% | 58% | 59% |
| Male | 41% | 41% | 43% | 42% | 41% |
| Racial Ethnicity | | | | | |
| African American | 6% | 6% | 8% | 8% | 8% |
| Asian American | 7% | 7% | 6% | 8% | 8% |
| Hispanic American | 4% | 3% | 3% | 3% | 3% |
| Native American | 0.4% | 0.3% | 0.2% | 0.2% | 0.3% |
| Non-Resident Alien | 9% | 13% | 13% | 13% | 13% |
| Other/Not specified | 3% | 4% | 4% | 4% | 4% |
| White American | 70% | 67% | 67% | 63% | 64% |
| Age | | | | | |
| 26 or lower | 15% | 15% | 18% | 20% | 21% |
| 27-34 | 43% | 46% | 43% | 44% | 42% |
| 35+ | 42% | 39% | 39% | 36% | 37% |

II. Graduate Program

Graduate students were asked to indicate the extent to which they agreed with 21 statements regarding their graduate programs. Student responses to these statements remain at the same level since 2001. Therefore, in Table 2 and Table 3, only the latest data are reported. More than 45% of the respondents “strongly agree” with the following three statements:

- I have learned a great deal as a student in the department/program (50% of the respondents “strongly agree”).
- I would recommend my graduate program to prospective students (48%).
- Faculty members were well qualified to teach their courses (46%).

For three years since 2002, two statements keep receiving the lowest level of agreement:

- Courses listed in the catalog are offered frequently enough for timely completion of the degree requirements (24%).
- There are many opportunities outside the classroom for interaction between students and faculty (25%).

1. Faculty

On most of the statements regarding faculty in their academic program, the responses of law students are substantially different from those of master’s and doctoral students. As Table 2 shows, on seven out of ten statements, law students rate their faculty considerably lower than master’s and doctoral students do. Lower level of agreement from law students is particularly notable on the statements regarding faculty-student interaction, such as:

- There are many opportunities outside the classroom for interaction between students and faculty.
- There is good communication between faculty and students regarding student needs, concerns, and suggestions.

Comparing master’s and doctoral students, the master’s students are more likely to agree that:

- Interactions among students and faculty are characterized by mutual respect.
- There is good communication between faculty and students regarding student needs, concerns, and suggestions.

Doctoral students are more likely to report that:

- My advisor and I met at appropriate intervals to discuss my program of study.
- There are many opportunities outside the classroom for interaction between students and faculty.

Table 2. To what extent do you agree/disagree with the following statements about your graduate program (rated on 1-4 scale:

4=strongly agree, 1=strongly disagree)^a

| | University Average | | | Program Mean Comparison | | |
|---|--------------------|-------|------|-------------------------|------------------|--------------------------|
| | strongly agree | agree | Mean | Master’s (n=1682) | Doctoral (n=143) | Law (n=122) |
| Faculty | | | | | | |
| 1. Faculty members were well qualified to teach their courses. | 46% | 50% | 3.41 | 3.40 | 3.49 | 3.44 |
| 2. ^b ***Interactions among students and faculty are characterized by mutual respect. | 42% | 54% | 3.37 | 3.40 | 3.28 | 3.12 |
| 3. Faculty members prepare carefully for their graduate courses. | 36% | 58% | 3.31 | 3.31 | 3.28 | 3.27 |
| 4. ***Faculty in my department were interested in the welfare and professional development of graduate students. | 39% | 51% | 3.28 | 3.30 | 3.22 | 3.04 |
| 5. ***Faculty in my department work together to achieve program goals. | 35% | 57% | 3.27 | 3.28 | 3.23 | 3.03 |
| 6. *The courses I took were well taught. | 32% | 60% | 3.22 | 3.23 | 3.23 | 3.08 |
| 7. ***There is good communication between faculty and students regarding student needs, concerns and suggestions. | 35% | 51% | 3.19 | 3.23 | 3.14 | 2.78 |
| 8. My department was helpful and supportive in my search for professional employment. | 31% | 44% | 3.01 | 3.02 | 3.07 | 2.90 |
| 9. ***My advisor and I met at appropriate intervals to discuss my program of study. | 34% | 39% | 2.97 | 2.95 | 3.48 | 2.14 ^c |
| 10. **There are many opportunities outside the classroom for interaction between students and faculty. | 25% | 48% | 2.94 | 2.94 | 3.07 | 2.73 |

^a Percentages and mean values were calculated EXCLUDING “Not applicable” and “Don’t know” categories.

^b Some items are marked with asterisks to indicate the differences in mean values across degree programs are statistically significant at the following levels: “*” = $p < .05$; “**” = $p < .01$; “***” = $p < .001$.

^c Sixty percent of the law respondents selected either “not applicable” or “don’t know;” therefore, the result on law students should be interpreted with caution.

2. Students and Academic Program

Forty-three percent of law students “strongly agree” that “The intellectual caliber of students in the program is high,” compared with 32% of master’s students and 30% of doctoral students (see Table 3). Students across degree programs agree they have learned a great deal from their graduate study at Mason .

Between 43% and 44% of doctoral and master’s students “strongly agree” that the courses they took were valuable to them, compared with 32% of law students. Fewer law students (17%) “strongly agree” that courses are offered frequently enough for timely completion of the degree requirements than master’s students (25%) and doctoral students (30%). About 87% of master’s and doctoral students “strongly agree” or “agree” that they are part of a graduate university learning community, 13 percentage points higher than law students.

Table 3. To what extent do you agree/disagree with the following statements about your graduate program (rated on 1-4 scale: 4=strongly agree, 1=strongly disagree) ^a

| | University Average | | | Program Mean Comparison | | |
|---|--------------------|-------|------|-------------------------|-------------|-------------|
| | strongly agree | agree | Mean | Master’s | Doctoral | Law |
| Students | | | | | | |
| 11. I have learned a great deal as a student in the department/program. | 50% | 46% | 3.45 | 3.45 | 3.50 | 3.43 |
| 12. ^b *The intellectual caliber of students in the program is high. | 32% | 59% | 3.22 | 3.21 | 3.22 | 3.38 |
| Academic Program | | | | | | |
| 13. I would recommend my graduate program to prospective students. | 48% | 45% | 3.39 | 3.39 | 3.40 | 3.41 |
| 14. My program was intellectually challenging and stimulating. | 44% | 51% | 3.37 | 3.37 | 3.44 | 3.40 |
| 15. *The courses I took were valuable for me. | 43% | 53% | 3.37 | 3.38 | 3.40 | 3.23 |
| 16. My graduate school experiences (courses, internships, projects) were very relevant to my career goals and directions. | 40% | 53% | 3.32 | 3.33 | 3.33 | 3.21 |
| 17. I believe that my program provided me with a good preparation for my future career. | 40% | 52% | 3.31 | 3.31 | 3.36 | 3.29 |
| 18. If I were starting over, I would enroll in this program again. | 44% | 44% | 3.29 | 3.29 | 3.32 | 3.29 |
| 19. My program provided me with a good preparation for my future personal and civic life. | 34% | 53% | 3.18 | 3.19 | 3.20 | 3.04 |
| 20. *I feel that I am part of a graduate university learning community. | 34% | 51% | 3.17 | 3.18 | 3.19 | 2.99 |
| 21. ***Courses listed in the catalog are offered frequently enough for timely completion of the degree requirements. | 24% | 51% | 2.94 | 2.95 | 3.13 | 2.60 |

^a Percentages and mean values were calculated EXCLUDING “Not applicable” and “Don’t know” categories.

^b Some items are marked with asterisks to indicate the differences in mean values across degree programs are statistically significant at the following levels: “*” = $p < .05$; “**” = $p < .01$; “***” = $p < .001$.

3. Trend Analysis

In the past three years, there are increasing numbers of students who “strongly agree” with five survey items as shown in Table 4. In 2004, 39% of students “strongly agree” that faculty in their department were interested in the welfare and professional development of graduate students, an increase of seven percentage points over the year 2002; 34% of students “strongly agree” they are part of a graduate university learning community, eight percentage points higher than 2002.

Table 4. Changes in Student Assessment of their Academic Programs (2002 – 2004)

| | % strongly agree | | | % change 2002 to 2004 |
|---|------------------|---------|---------|-----------------------|
| | 2001-02 | 2002-03 | 2003-04 | |
| Faculty in my department were interested in the welfare and professional development of graduate students. | 32% | 35% | 39% | +7% |
| There are many opportunities outside the classroom for interaction between students and faculty. | 19% | 20% | 25% | +6% |
| There is good communication between faculty and students regarding student needs, concerns and suggestions. | 30% | 32% | 35% | +5% |
| I feel that I am part of a graduate university learning community. | 26% | 27% | 34% | +8% |
| I would recommend my graduate program to prospective students. | 42% | 44% | 48% | +6% |

III. Enriching Educational Experiences

The questions on student engagement with diverse educational experiences always have lower response rates due to different program requirements and emphases. For instance, about 50% of master's students and law students found the question on assistantship opportunities not applicable to them, twice as high as doctoral students. Over 70% of law students checked "not applicable" or "don't know" for the questions on "grant writing" and "presenting conference papers." Students who selected "not applicable" or "don't know" for these items were EXCLUDED from our analysis.

Compared with the 2002-2003 cohort, the 2003-2004 cohort responded to these questions almost the same way. As Table 5 shows, doctoral students rate these questions much higher than master's students and law students. Doctoral students think they have sufficient opportunities to be involved in quality research, to attend seminars or see professionals in their field, to obtain assistantships and to present conference papers. The lowest level of agreement is found on the question about "grant writing": only 57% of doctoral student either "strongly agree" or "agree" they have sufficient opportunities.

Table 5. I had sufficient opportunities to participate in the following experiences (rated on 1-4 scale: 4=strongly agree, 1=strongly disagree) ^a

| | University Average | | | Program Mean Comparison | | |
|---|--------------------|-------|------|-------------------------|-------------|-------------|
| | Strongly agree | Agree | Mean | Master's | Doctoral | Law |
| ^b **Quality research | 36% | 52% | 3.21 | 3.20 | 3.38 | 3.10 |
| **Performing or otherwise displaying my talents | 27% | 60% | 3.11 | 3.11 | 3.27 | 2.93 |
| ***Attending seminars or seeing professionals in my field | 28% | 56% | 3.09 | 3.07 | 3.34 | 3.09 |
| Internships ^c | 31% | 46% | 3.04 | 3.02 | 3.13 | 3.17 |
| **Taking related courses outside my major ^c | 26% | 52% | 3.00 | 3.00 | 3.19 | 2.81 |
| ***Assistantships ^c | 26% | 39% | 2.86 | 2.80 | 3.32 | 2.81 |
| ***Presenting conference papers ^c | 22% | 44% | 2.85 | 2.81 | 3.32 | 2.38 |
| Taking unrelated courses outside my major ^c | 14% | 39% | 2.60 | 2.58 | 2.78 | 2.65 |
| *Grant writing ^c | 12% | 30% | 2.46 | 2.43 | 2.70 | 2.37 |

^a Percentages and mean values were calculated EXCLUDING "Not applicable" and "Don't know" categories.

^b Some items are marked with asterisks to indicate the differences in mean values across degree programs are statistically significant at the following levels: "*" = $p < .05$; "***" = $p < .01$; "****" = $p < .001$.

^c After excluding "not applicable" and "don't know" responses, the response rates on these items are between 44% - 69%. Interpret results with caution. The remaining items in this table have response rates between 81% and 85%.

Students were also asked to rate to what extent an assistantship and an internship had contributed to their professional preparation if they had one. Of those who responded to these questions, 22% have had an assistantship and 37% had an internship – exactly the same as last year's figures. This year, slightly more students think that an assistantship or an internship has contributed "very much" to their professional preparation (an increase of six and four percentage points respectively). Doctoral students are more likely to find an assistantship being very helpful and law students are more likely to find an internship being very helpful.

Table 6. Contribution of an assistantship /internship to one's professional preparation

| | University Average | | Program Comparison (2004) | | |
|----------------------|--------------------|------|---------------------------|----------|-----|
| | 2004 | 2003 | Master's | Doctoral | Law |
| Assistantship | | | | | |
| very much | 61% | 54% | 60% | 68% | --* |
| somewhat | 26% | 32% | 29% | 19% | -- |
| a little | 8% | 9% | 6% | 11% | -- |
| not at all | 5% | 5% | 6% | 1% | -- |
| Internship | | | | | |
| very much | 71% | 67% | 69% | 67% | 84% |
| somewhat | 20% | 23% | 21% | 23% | 11% |
| a little | 5% | 7% | 5% | 9% | 3% |
| not at all | 4% | 4% | 5% | 2% | 2% |

* Very few students from the Law School responded to this question.

IV. Resources

Over 90% of students think Mason has “very adequate” or “adequate” library equipment and technology, on-campus computer network and information resources, and student admissions, counseling and health services. Ninety-seven percent of law students at the Arlington campus think their on-campus IT resources are adequate, significantly higher than the master’s students (90%) and doctoral students (88%) at the Fairfax and Prince William campuses. However, only 38% of law students feel the Arlington campus has sufficient campus services such as a bookstore, parking and lounge facilities, significantly lower than the master’s and doctoral students on the other two campuses (80%).

Law students at the Arlington campus are particularly dissatisfied with the following services:

- **The bookstore – operating hours and textbook availability:** “The book store was almost never open when I [an evening student] could access it, especially prior to each semester.” “The bookstore needs to be prepared at the start of the semester with sufficient quantities of materials for all courses.” “It [the bookstore] is unresponsive, late with books, and overcharges students.”
- **Parking facilities:** “Parking at the Arlington campus is a huge problem and GMU is slow to make changes.” “Parking is currently unacceptable at the Arlington campus for evening classes.”
- **Cafeteria – better food and longer hours:** “Cafeteria needs better hours for evening students; better food (i.e., no more burgers that sit under heat lamps until sold); coffee dispensers are empty far too often.”
- **Lounge facilities:** “Our limited lounge facilities made the campus feel like a commuter school.”

Students at the Fairfax campus are also dissatisfied with the parking situation and call for improvement. Overall, student ratings on campus resources and services in 2004 are not different from those of 2003 in terms of mean values and percentage distribution.

Table 7. How adequate did you find the following services for meeting your needs? (rated on 1-4 scales: 4=very adequate, 1=very inadequate)^a

| | University Average | | | Program Mean Comparison | | |
|--|--------------------|----------|------|-------------------------|-------------|-------------|
| | Very adequate | Adequate | Mean | Master's | Doctoral | Law |
| Library equipment/technology | 34% | 60% | 3.24 | 3.23 | 3.31 | 3.30 |
| ^b *On-campus computer network and IT resources | 34% | 57% | 3.22 | 3.21 | 3.22 | 3.40 |
| Student services (e.g., admissions, counseling, health services) | 27% | 66% | 3.18 | 3.18 | 3.21 | 3.16 |
| Library holdings for my field/area of study | 28% | 61% | 3.15 | 3.14 | 3.17 | 3.21 |
| Financial assistance | 29% | 51% | 3.03 | 3.04 | 3.05 | 2.96 |
| ***Campus services (e.g., bookstore, parking, lounge facilities) | 19% | 58% | 2.91 | 2.95 | 2.96 | 2.26 |

^a Percentages and mean values were calculated EXCLUDING “Not applicable” and “Don’t know” categories.

^b Some items are marked with asterisks to indicate the differences in mean values across degree programs are statistically significant at the following levels: “*” = $p < .05$; “**” = $p < .01$; “***” = $p < .001$.

V. Student Satisfaction

1. Satisfaction with Academic Support

Student satisfaction with five areas of academic support remains at a consistent level since 2002. Except for a question on departmental resources and support, student satisfaction varies by degree program. Doctoral students are most satisfied with advising, mentoring, and departmental support on evaluating their progress towards completing the degree. Master’s students are most satisfied with the communication about academic policies and procedures. Law students are the least satisfied with academic support.

Table 8. How satisfied are you with the following in your department? (rated on 1-4 scales: 4=very satisfied, 1=very dissatisfied)^a

| | University Average | | | Program Mean Comparison | | |
|---|--------------------|-----------|------|-------------------------|-------------|-------------|
| | Very satisfied | Satisfied | Mean | Master's | Doctoral | Law |
| ^b *** Evaluation of your degree progress | 31% | 56% | 3.16 | 3.18 | 3.18 | 2.80 |
| *** Advising | 32% | 50% | 3.10 | 3.12 | 3.23 | 2.53 |
| * Communication about academic policies/procedures | 27% | 59% | 3.10 | 3.11 | 3.06 | 2.92 |
| Adequacy of departmental resources/support | 26% | 59% | 3.08 | 3.09 | 3.07 | 2.96 |
| *** Mentoring | 30% | 48% | 3.03 | 3.06 | 3.16 | 2.41 |

As Figure One shows, less than 15% of law students are “very satisfied” with these five areas, much lower than the university average (26%-32%). Some law students explained their dissatisfaction as follows:

- **Lack of academic advising:** “Mason Law [School] needs some type of academic advising department and especially more information/planning for students as they progress through school. For example, it would have been very helpful during first year to have an overview of our entire three years so that we could have understood what was expected of us at various points.” “I was never sure where to go for general guidance regarding my course selections, and relied primarily on the experiences of other students.”

- **Lack of career counseling and mentoring:** “By far the weakest aspect of the law school is the Career Services Office. They do not give realistic assessments to students who are not in the top 10% of the class about obtaining employment at law firms either during the summer or long-term. It might be helpful for every student to be assigned to one career counselor as well as one 3rd year student mentor who could answer questions about the job search.”

2. Overall Satisfaction with Mason

Forty-four percent of the 2004 post-baccalaureate graduates are “very satisfied” with their overall experiences at Mason, and the level of satisfaction does not vary by degree level. Comparing the 2004 cohort with the 1999, 2000, and 2001 cohorts, fewer students from the 2004 cohort selected “very satisfied” for their overall experiences but more selected “satisfied.”

Table 10. Overall Satisfaction

| | University | Master's | Doctoral | Law |
|-------------------|------------|----------|----------|-----|
| Very satisfied | 44% | 43% | 50% | 44% |
| Satisfied | 51% | 52% | 46% | 51% |
| Dissatisfied | 4% | 4% | 3% | 3% |
| Very Dissatisfied | 1% | 1% | 1% | 2% |

Figure 1. Percentage of Students who are “Very Satisfied” with Academic Support (Law Students vs. University Average)

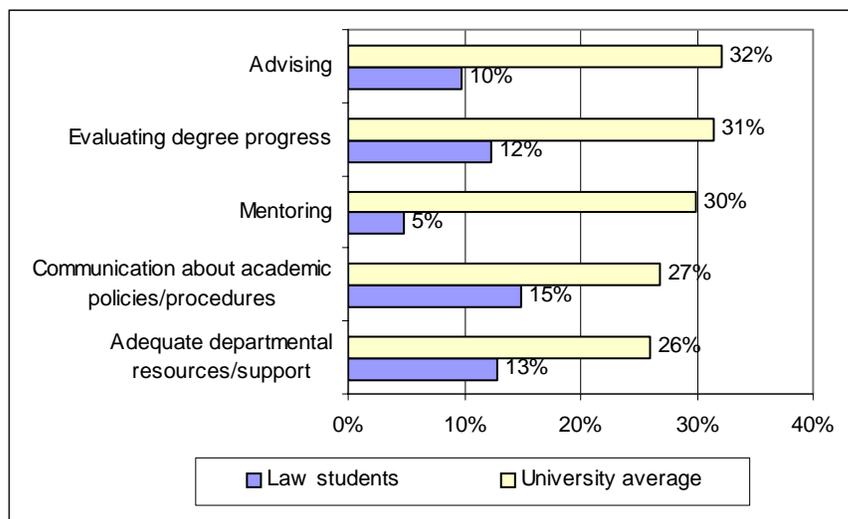
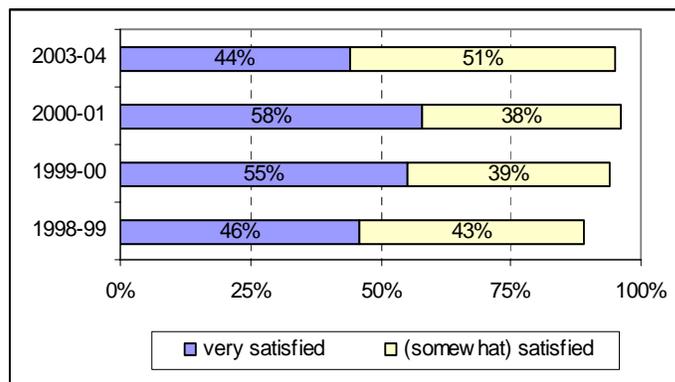


Figure 2. Overall Satisfaction – Trend Analysis



* Prior to 2003-04, the second choice was “somewhat satisfied”. Over the years the same 1-4 scale was used.

The 2004 Law School Survey of Student Engagement (LSSSE 2004) found that law students across the nation were most “satisfied” or “very satisfied” with library assistance (94%), computing technology (78%) and financial aid advising (70%). In comparison, 95% of Mason law students are satisfied (combining both “satisfied” and “very satisfied”) with library holdings and technology, 97% are satisfied with on campus IT technology and 84% are satisfied with financial assistance – all these figures are much higher than the national average.

Nationwide, law students were dissatisfied (“unsatisfactory” or “very unsatisfactory”) with job search help (51%), career counseling (49%) and personal counseling (43%). At Mason, 78% of law students either “agree” or “strongly agree” that their department was helpful and supportive in their search for professional employment.

Eighty-two percent of law students in the country rated their law school experience “good” or “excellent,” compared with 95% of Mason law students who are “satisfied” or “very satisfied” with their Mason experience.

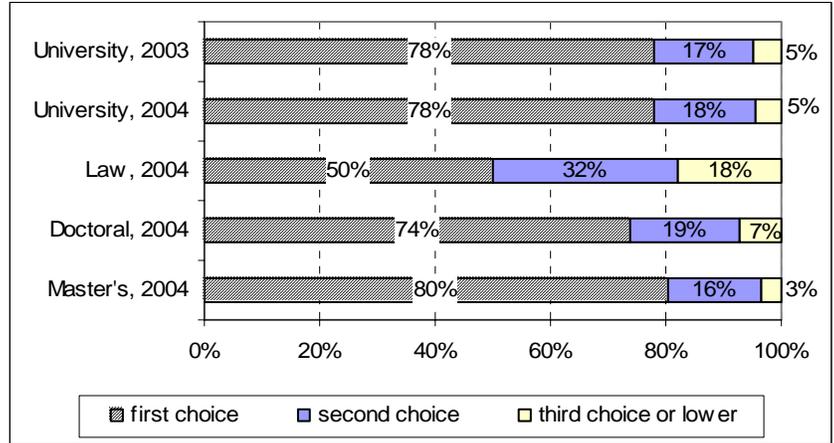
VI. Background Information

1. College Choice

In recent years, 78% of graduate students said Mason was their first choice school among all the graduate schools they had considered for enrollment (see Figure 3). Another 17% said Mason was their second choice school. In 2004, only 50% of law students said Mason was their first choice, 30 percentage points lower than master's students and 24 percentage points lower than doctoral students.

As Table 11 shows, most students across degree program identified "relatively low cost of Mason" as the most significant reason for them to choose Mason. Especially among law students, one of four is enrolled at Mason, at least in part, due to lower costs. "Financial aid or assistantship" is a strong draw for master's and doctoral students – it is rated as the second most important reason. Recommendation from friends is the third most important reason for master's students. For doctoral students, the third top choice is "Employee reasons": their employers may have special relationships with Mason or provide them with financial support for attending Mason. For law students, the second and third most important reasons are "academic program quality/reputation" and "convenient location."

Figure 3. Among the graduate schools you considered, GMU was your:



"Financial aid or assistantship" is a strong draw for master's and doctoral students – it is rated as the second most important reason. Recommendation from friends is the third most important reason for master's students. For doctoral students, the third top choice is "Employee reasons": their employers may have special relationships with Mason or provide them with financial support for attending Mason. For law students, the second and third most important reasons are "academic program quality/reputation" and "convenient location."

Table 11. Most Significant Reasons for Choosing Mason*

| | University | Master's | Doctoral | Law |
|--|--------------|------------|------------|------------|
| Relatively low cost of Mason | 20%** | 20% | 19% | 25% |
| Financial aid/assistantship | 19% | 20% | 22% | 7% |
| Friends attend/recommended | 18% | 19% | 18% | 10% |
| Employer reasons – finances/support/relationships w. Mason | 16% | 17% | 20% | 6% |
| Desirable location near the Nation's capitol | 15% | 15% | 17% | 11% |
| Academic program quality/reputation | 14% | 14% | 15% | 17% |
| Convenient location – Northern VA | 14% | 14% | 17% | 14% |
| Academic program flexibility | 12% | 12% | 11% | 10% |
| George Mason reputation | 11% | 11% | 12% | 11% |
| Admissions requirements | 9% | 9% | 4% | 7% |
| Academic program availability | 8% | 8% | 10% | 8% |

*Although the question directed the respondents to mark three most important reasons for choosing Mason and rank them, most students rated every item listed under this question. Therefore, the percentages in each column do not add up to 100%.

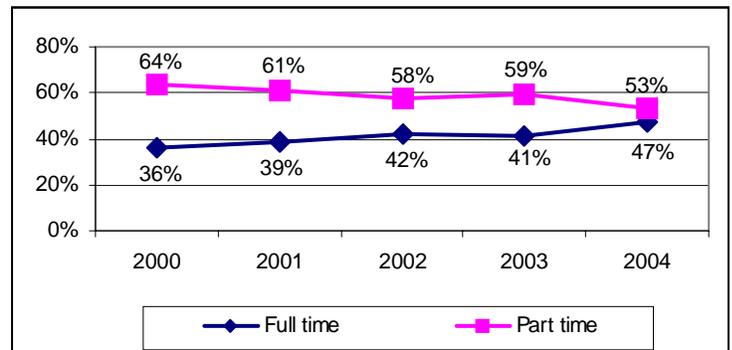
** The top three reasons for each group of students are indicated by using emboldened italic characters.

2. Primary Enrollment and Employment Status during Graduate School

As Figure 4 shows, over a five year period from 2000 to 2004, the percentage of students who primarily enrolled full-time kept increasing from 36% in 2000 to 47% in 2004.

In 2004, the percentage of full-time students is highest in law school (66%), followed by doctoral degree programs (58%) and master's programs (44%).

Figure 4. Primary Enrollment Status at Graduate School, 2000-04



As Table 12 shows, during most of their graduate education, 63% of students had a full-time job, 20% had a part-time job and the remaining 17% worked occasionally or did not work at all. Two thirds of master's students worked full-time, compared with half of doctoral students and one third of law students. Twenty-nine percent of law students worked occasionally or did not work, compared with 21% of doctoral students and 15% of master's students.

| | University | Master's | Doctoral | Law |
|----------------------------------|------------|----------|----------|-----|
| Full-time job | 63% | 67% | 50% | 34% |
| Part-time job | 20% | 18% | 29% | 38% |
| Worked occasionally/did not work | 17% | 15% | 21% | 29% |

3. Educational Debt

The level of student educational debt upon graduation has changed little since 2002 (see Table 13). In 2004, about 45% of students graduated with no debt and 14% with debt over \$20,000. However, students with the highest educational debt are disproportionately from the Mason Law School – about 69% of its graduates had a debt over \$20,000.

| | University Trend | | | Program Comparison (2004) | | |
|-------------------|------------------|------|------|---------------------------|----------|-----|
| | 2004 | 2003 | 2002 | Master's | Doctoral | Law |
| none | 45% | 46% | 44% | 46% | 50% | 13% |
| \$5,000 or less | 13% | 13% | 15% | 14% | 8% | 2% |
| \$5,001 - 10,000 | 13% | 16% | 15% | 14% | 10% | 3% |
| \$10,001 - 15,000 | 9% | 8% | 6% | 9% | 8% | 4% |
| \$15,001 - 20,000 | 7% | 4% | 5% | 7% | 4% | 8% |
| \$20,001 or more | 14% | 13% | 14% | 9% | 20% | 69% |

4. Employment Plans after Graduation

Forty percent of our graduates will be looking for a new position after graduation – the figure is slightly higher among law students (44%). Most of them (55%) will continue with their current employer in a current or a new position. Law students are more likely to continue with their current employer in a *new* position (29%), 13 percentage points higher than master's and doctoral students. Another 10% of law students will return to their previous employers – eight percentage points higher than the university average.

| | University Trend | | | Program Comparison (2004) | | |
|--|------------------|------|------|---------------------------|----------|-----|
| | 2004 | 2003 | 2002 | Master's | Doctoral | Law |
| Looking for a new position | 40% | 36% | 40% | 40% | 41% | 44% |
| Continue with current employer in current position | 38% | 41% | 39% | 40% | 37% | 15% |
| Continue with current employer in new position | 17% | 18% | 17% | 16% | 16% | 29% |
| Return to previous employer in a new or previous position | 2% | 3% | 2% | 2% | 4% | 10% |
| Not looking for employment | 3% | 2% | 2% | 3% | 2% | 2% |

Students were given space to add any comments they wished. The great majority of these were about their individual programs. These verbatim responses can be found for each program at

<http://assessment.gmu.edu/results/index.shtml>

This *In Focus* and earlier issues of this publication can be found at our website.

Also available on the website are reports for each degree program.

<http://assessment.gmu.edu>

George Mason University