



GMU Korea Graduating Senior Survey Highlights

The 2019 -20 Academic Year

GMU Korea graduating seniors were invited to participate in the GMU Korea Graduating Senior Survey during the semester of their intended graduation. The survey was open throughout the academic year and students who filed their intent to graduate received survey reminders. For the academic year of 2020 (summer and fall 2019, spring 2020), a total of 59 GMU Korea seniors earned their degree and 28 of them responded to the survey, yielding a 47% response rate.

The survey included questions about enrollment and employment history, education in major, co-curricular activities, academic advising, and satisfaction. Students were asked to answer the questionnaire reflecting on their entire Mason experience studying at both GMU Korea and GMU Fairfax campuses. This report presents the highlights of the survey results.

STUDENT PROFILE

Mason Korea awarded 59 undergraduate degrees in 2020. Table 1 displays the number of graduates by admitted term and Table 2 displays the number of graduates by academic major.

Table 1. GMUK Graduates by Admitted Term

		Graduated			Total
		Summer 2019	Fall 2019	Spring 2020	
Admitted	Spring 2014		4		4
	Fall 2014	1		3	4
	Spring 2015	1	2		3
	Fall 2015		4	7	11
	Spring 2016	1	9	4	14
	Fall 2016	1	4	10	15
	Spring 2017			3	3
	Fall 2017		1	3	4
	Spring 2018			1	1
	Total	4	24	31	59

Table 2. GMUK Graduates by Major

	Graduated			Total	
	Summer 2019	Fall 2019	Spring 2020		
Accounting		2	4	6	
Conflict Analysis & Resolution	1	4	2	7	
Economics		3	2	5	
Foreign Languages		1		1	
Global Affairs		6	10	16	
Information Systems & Operations Management			1	1	
Management	3	8	12	23	
	Total	4	24	31	59

SURVEY RESULTS

Of the 59 graduates listed in Tables 1 and 2, 28 students responded to the survey. The results below summarize their responses. All respondents were native Korean speakers except one.

Employment History

Nearly one half of the respondents (43%) worked for pay while in college. Among those who worked:

- 83% worked on-campus part-time most or a few semesters
- 33% worked on-campus full-time a few semesters
- While 100% worked off-campus part-time most or a few semesters, only 20% worked off-campus full-time a few semesters

At the time of the graduation, 18% of the respondents were employed full-time or part-time, 7% were planning to continue education but had not yet enrolled, and 61% were seeking employment.

Education in Major and Competency

83% of respondents agreed or strongly agreed that their program prepared them well to pursue their chosen profession.

The overwhelming majority of the respondents reported that their major contributed a great deal or a fair amount to their competency in the following areas:

- Critical thinking and analysis (100%)
- Conducting research within their field/major (100%)
- Identifying and assessing the validity of assumptions within your field/major (100%)
- Writing within their field/major in English (100%)
- Connecting concepts across disciplines (96%)
- Communicating with others in personal and professional contexts in English (oral communication only) (96%)
- Identifying, locating, evaluating and managing information resources within your field/major (87%)
- Applying ethics within your field/major (83%)
- Communicating with others in personal and professional contexts in your native language (oral communication only) (82%)

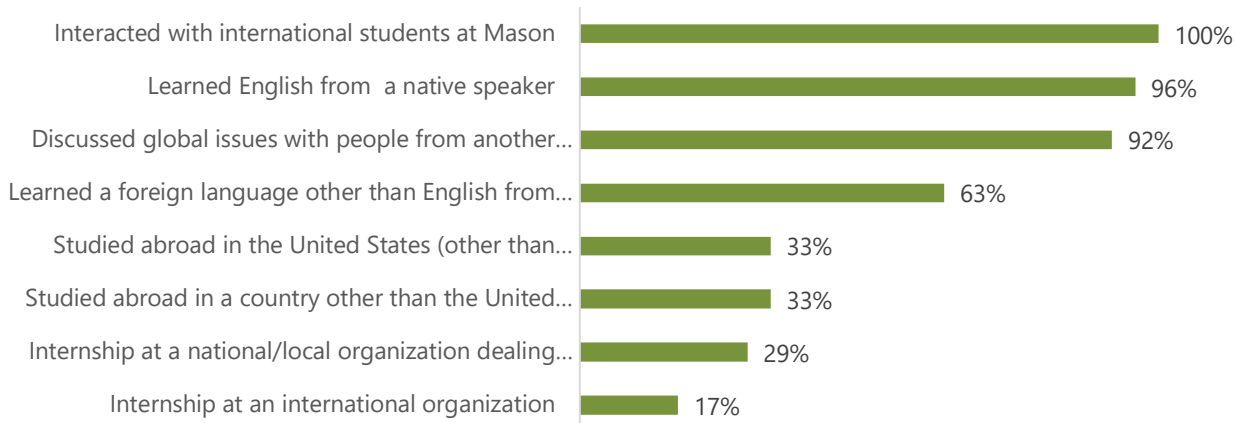
On the other hand, some respondents indicated that their major contributed a little or none to their competency in the following areas:

- Applying the ideas of your field/major outside of the classroom or university (22%)
- Ability to engage in civic activities (e.g., be involved in political systems or process, identify and address issues of public/community concerns) (21%)

Co-Curricular Activities

- All respondents had interacted with international students at Mason and most had learned English from a native speaker (96%) or discussed global issues with people from another country (92%). (Figure 1)
- While one-third had also studied abroad either in US (other than GMU Fairfax campus) or another country, fewer respondents had experience participating in an internship with an international organization or an organization that deals with international issues (17% and 29%, respectively).

Figure 1. Percentage of respondents with Global Experience



Students were also asked if they participated in any experiential learning activities. Their responses were summarized below:

- 64% of the respondents completed capstone or culminating design course(s).
- 59% of the respondents participated in a research activity such as working on their own research projects or faculty research projects under the supervision of faculty, volunteering as a research assistant, or presented/co-presented at a conference or professional meeting.
- 36% of the respondents completed either paid or unpaid non-credit internship(s).
- 23% of the respondents took a student leadership role on campus.
- 9% of the respondents presented or exhibited their work (either scholarly or creative work) at a professional meeting or an event.

In addition to global experience and experiential learning, over two-thirds of the respondents (73%) also indicated that they were involved in one or more community-engaged learning activities while at Mason. The top three community-engaged learning events that respondents participated in were community service club or organization at Mason, community service or volunteer work, and community-engaged practicum, internship, or field experience (55%, 46%, 46%, respectively). (Figure 2)

Figure 2. Percentage of Respondents with Community-Engaged Learning Experience



Academic Advising

- Nearly two-thirds of the respondents received academic advising from the faculty advisor(s) at Mason Korea (64%). Respondents also received advising support from faculty advisors at Mason Fairfax, undergraduate advisor(s) at Mason Fairfax (both at 39%), and/or chief academic advisors at Mason Korea (36%). (Figure 3)
- Consistent with their behavior, 35% of the respondents (by far the largest group) considered a faculty advisor at Mason Korea as their primary academic advisor, followed by the undergraduate advisor at the Fairfax campus (25%). (Figure 4)
- In terms of frequency, 60% of the respondents met with an academic advisor at least 5 times in person during their time at Mason; 70% of the respondents also consulted with an academic advisor at least 3 times by phone, email or Skype.

Figure 3. Which academic advisor did you meet while at Mason?

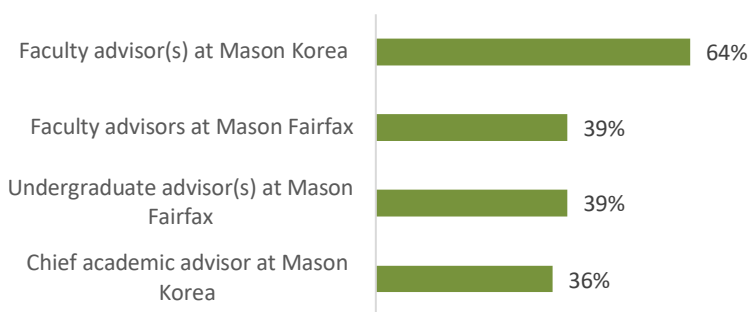
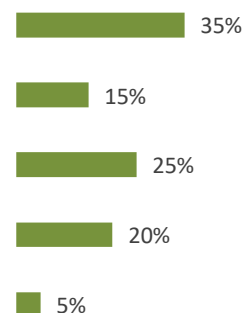


Figure 4. Who do you think of as your primary academic advisor?

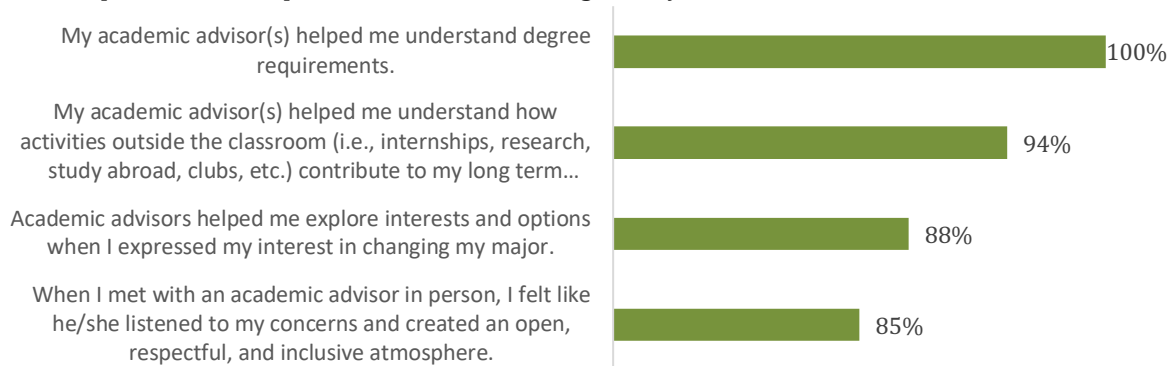


The figures display the percentages of respondents who selected the response options.

When asked to reflect on their overall academic advising experience at both campuses:

- All of the respondents agreed or strongly agreed that their academic advisor(s) helped them understand degree requirements. (Figure 5)
- 94% also agreed or strongly agreed that their academic advisor(s) helped them understand how activities outside the classroom contribute to long term academic and career goals. (Figure 5)

Figure 5. Respondents' Perception of Academic Advising Quality

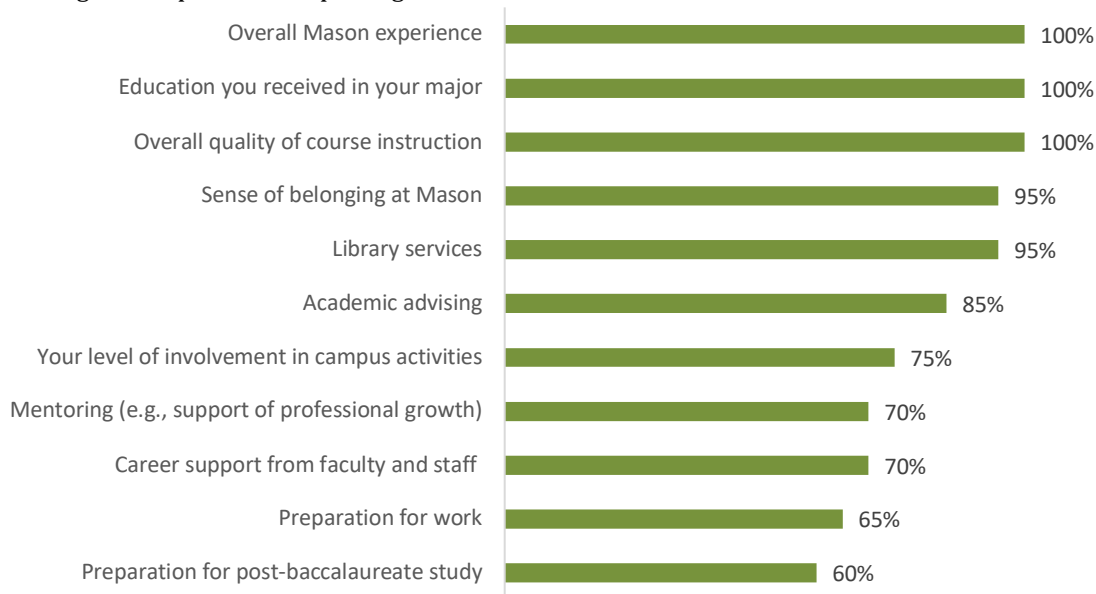


The percentages are for "Agree" and "Strongly Agree" combined. "NA or Don't Know" were excluded from the analysis.

Satisfaction

- All respondents were happy with the overall Mason experience, education received in their major, and overall quality of course instruction. (Figure 6)
- Over 80% of the respondents were also satisfied or very satisfied with their sense of belonging at Mason, library services (both at 95%), and academic advising (85%).
- On the other hand, respondents were less satisfied with preparation for work and preparation for post-baccalaureate education (65% and 60%, respectively), suggesting that graduates would have welcome more support to help them transition into the post-Mason life.

Figure 6. Percentage of Respondents Reporting Satisfaction



The percentages are for "Satisfied" and "Very Satisfied" combined.

FINAL THOUGHTS

Students' responses to the survey items and their written comments confirmed that they very much appreciated the diversity and education experience at both Korea and Fairfax campuses despite the onset of the pandemic in spring 2020. Listed below are areas needing faculty and staff's attention for improvement.

- **Connection to the Real World:** Respondents reported that education in their major contributed less to their ability to apply the ideas of their field/major outside of the classroom. Written comments further revealed that students would have valued more opportunities to do research with faculty while at Mason.
- **Preparation for Work and Further Study:** Respondents reported less satisfaction with the preparation for work and post-baccalaureate study compared to other aspects of their Mason education. Their participation in internships was also relatively lower compared to other co-curricular activities. These findings underscore the importance of integrating career support and mentoring into Mason education.