

# School of Law Exit Survey Trend Report: 2014 and 2015

Office of Institutional Assessment  
George Mason University  
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The Office of Institutional Assessment (OIA) has administered the Law Student Exit Survey since 2005. The survey collects information in the following areas: a) background information, b) law program evaluation, c) enriching educational experiences, d) student satisfaction, e) employment plans post-graduation, and f) comments. All George Mason University School of Law (Mason Law) graduates are required to take the survey online during the semester prior to their graduation. Previous reports and searchable survey results can be found on the OIA website at <https://assessment.gmu.edu>.

This report provides trend analyses of the survey data from 2014 and 2015. During the 2013-14 academic year, Mason Law awarded 186 degrees (185 JD and 2 LLM). Of these 187 graduates, 182 (all JD) responded to the survey, yielding a response rate of 98%. During the 2014-15 academic year, 158 degrees (154 JD and 4 LLM) were awarded with 145 (all JD) of the graduates responding to the survey for a response rate of 93%. This report is based on the results from the survey respondents.

## Important Notes

- Data previously reported from the 2010 Survey of Law School students is included in this report for comparison.
- Percentages may not add to 100% due to rounding.
- Frequencies exclude “don’t know” and “not applicable” responses.
- “Native students” refers to graduates who started law school at Mason; “transfer students” refers to graduates who started at another institution and transferred to Mason Law.
- The number of respondents (N) is omitted from tables and charts when the N varies for each survey item due to the exclusion of missing data.

## HIGHLIGHTS

### Student Demographics and Background

- Nearly half of the 2014 and 2015 graduates (44% and 47%, respectively) reported that Mason Law was their first choice, compared to 39% in 2010.
- The percentage of graduates who began law school at Mason was 88% in 2015.
- Consistently since 2010, over two-thirds of those who began at Mason Law completed their degree in three years.
- Full-time enrollment in 2015 was down by six percentage points from 2010 to 74%, while part-time enrollment increased to 26%.
- Consistently since 2010, the majority of part-time students (at least 79%) reported having a full-time job while attending Mason Law. In contrast, approximately one-third of full-time students did not work.
- University scholarships were a major source of financial support. The percentage of graduates who received a university scholarship has increased to 27% in the past two years compared to 18% in 2010.
- The percentage of full-time graduates with educational debt in excess of \$60,000 has decreased over the past few years, reaching 68% in 2015. Among part-time graduates, despite a downward trend in recent years, the percentage carrying an educational debt over \$60,000 (61%-65%) was still higher compared to the 57% reported in 2010.

## Law Program Evaluation

- Most respondents (97%-98%) in 2014 and 2015 reported that courses were well taught, and faculty were willing to meet to discuss their academic performance (94%-97%). The majority (77%-84%) also agreed that there was good communication between faculty and students regarding student needs, concerns, and suggestions. The 2015 percentages were significantly higher compared to 2010.
- The majority of respondents (over 90%) agreed that the intellectual caliber of students in the program was high, a consistent finding since 2010.
- Consistently since 2010, over 90% of respondents agreed that the law program was intellectually challenging, whereas only around half (47%-59%) agreed that there was a wide range of courses to choose from. Compared to 2010, positive ratings in 2015 were significantly higher on all measures related to academic experiences.

## Educational Experiences

- In both 2014 and 2015, full-time students participated in enriching educational experiences at a significantly higher rate than part-time students, specifically, completing a clinical internship/externship (70% vs. 30%, respectively).
- Among part-time students, the most common enriching educational experience was participating in law student organizations (about 70% in both years).

## Satisfaction

- Overall, 2014 and 2015 respondents reported the most satisfaction with academic advising (88%-91%) and career counseling (62%-80%). The 2015 satisfaction rates were significantly higher than in 2010.
- Regarding services/facilities, 2015 graduates reported a significantly higher level of satisfaction on most measures (e.g., law school library, law school computing resources, and campus bookstore, 87%-99%) compared to their 2010 counterparts (46%-89%). In contrast, campus food services received lower ratings than before (8%-15% for 2014 and 2015 vs. 27% in 2010).
- Overall satisfaction among Mason Law graduates has been increasing since 2010, reaching an all time high of 93% in 2014.
- Compared to 2010, a higher percentage of 2014 and 2015 graduates reported that they would recommend Mason Law to prospective students (90%-93%), and that they would enroll again if they were starting over (84%-90%). The 2015 ratings were significantly higher than in 2010.

## RESPONDENT DEMOGRAPHICS AND BACKGROUND INFORMATION

### Respondent Demographics

Table 1 summarizes demographic information for the 2010, 2014, and 2015 graduating classes. The following are noteworthy about changes over time:

- Degrees granted have decreased significantly since 2010, from 226 in 2010 to 158 in 2015.
- The percentage of white graduates has increased by eight percentage points since 2010, reaching 75% in 2015.
- Since 2010, over half of graduates have been age 27 or younger. The percentage of graduates age 35 or older has doubled from 2010 to 8% in 2015.
- The percentage of native students has decreased, declining to 88% in 2015, a ten-percentage-point drop since 2010.
- Over time, more law students are graduating with GPAs over 3.5: nearly 30% in the past two years compared to 11% in 2010.
- Full-time enrollment declined slightly, falling to 74% in 2015 compared to 80% in 2010.

**Table I.** Respondent Demographics

	<b>2010</b>	<b>2014</b>	<b>2015</b>
<b>Respondents (N)</b>	222	182	145
<b>Response Rate</b>	99%	98%	93%
<b>Gender<sup>1</sup></b>			
Female	45%	50%	46%
<b>Race/Ethnicity<sup>1</sup></b>			
African American/Black	5%	3%	5%
American Indian/Alaskan Native	1%	1%	0%
Asian	10%	11%	8%
Hispanic	6%	4%	6%
White	67%	76%	75%
Two or more	0%	3%	3%
Other/Unknown	11%	3%	3%
<b>Age<sup>1</sup></b>			
27 or younger	59%	64%	61%
28-30	29%	25%	19%
31-34	9%	8%	13%
35 or older	4%	3%	8%
<b>In-State Residents<sup>1</sup></b>			
<b>Native Students</b>	98%	92%	88%
<b>Final Grade Point Average<sup>1</sup></b>			
3.501-4.000	11%	29%	27%
3.000-3.500	41%	53%	55%
Less than 3.000	47%	18%	18%
<b>Enrollment Status</b>			
Full-Time	80%	81%	74%
Part-Time	20%	19%	26%

<sup>1</sup>Based on institutional data.

### Time to Degree among Native Students

**Table 2.** Time to Degree among Native Students

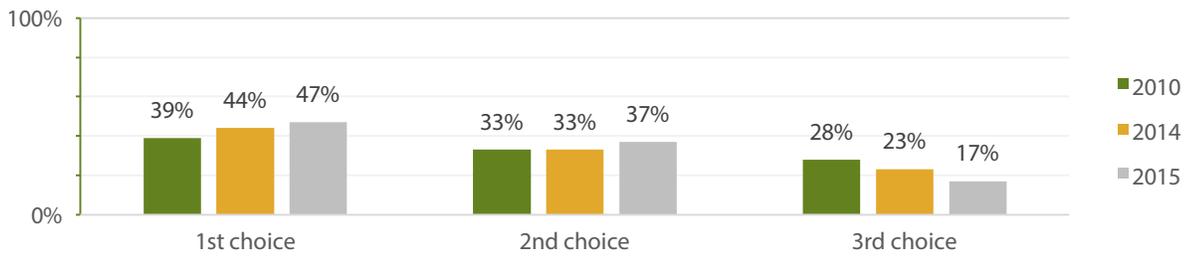
	<b>2010</b>	<b>2014</b>	<b>2015</b>
<b>Respondents (N)</b>	215	166	128
Less than 3 years	1%	<1%	0%
3 years	76%	75%	75%
4 or more years	22%	25%	25%

Note: Based on self-reported data in which graduates indicated the year they started at Mason.

- Table 2 shows that 75% of the 2014 and 2015 graduates who started at Mason obtained their law degree in three years, a rate comparable to 2010.

## Choice of Law School

**Figure 1.** Choice of Mason



- Figure 1 shows an upward trend for Mason Law as students' first choice over the past five years. In 2015, 47% of respondents reported that Mason School of Law was their first choice.

## Employment Status

**Table 3.** Employment Status by Enrollment Status

	Full-Time Enrollment			Part-Time Enrollment		
	2010	2014	2015	2010	2014	2015
<b>Respondents (N)</b>	176	147	107	44	34	38
Full-time job	1%	0%	3%	86%	82%	79%
Part-time legal job	28%	25%	23%	7%	15%	18%
Part-time non-legal job	9%	7%	6%	5%	0%	0%
Worked occasionally	27%	37%	27%	0%	3%	0%
Did not work	36%	31%	41%	2%	0%	3%

*Note: Based on students who reported working.*

- Results in Table 3 show that full-time students were most likely to have worked occasionally while in school (27%-37%), or have had a part-time legal job (23%-28%).
- Among part-time students, about 80% had a full-time job. The percentage with a part-time legal job has more than doubled since 2010 reaching 18% in 2015.

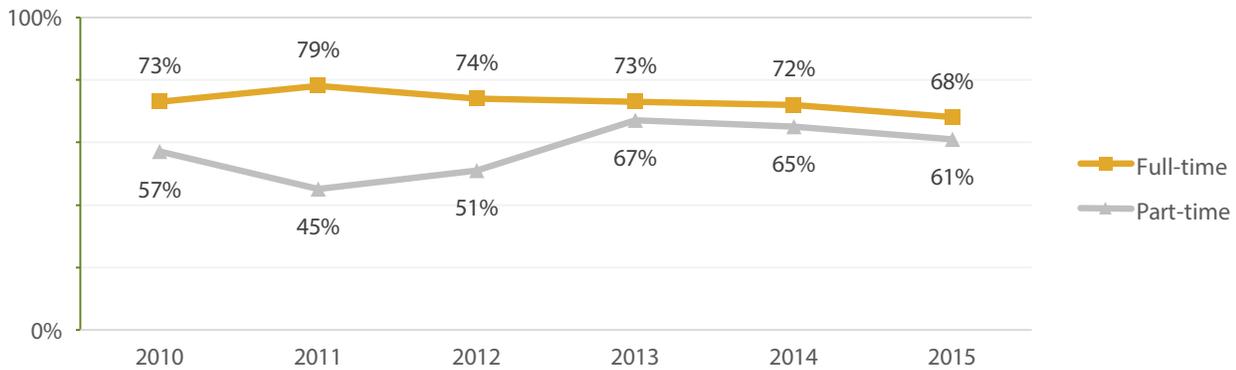
## Financial Support and Educational Debt

Respondents were asked if they received financial support that does not have to be repaid upon graduation. Forty-two percent of the 2014 respondents and 45% of 2015 respondents indicated that they received some form of financial support, a notable increase compared to 31% in 2010 (not shown in Table 4).

**Table 4.** Financial Support without Obligation to Repay

	2010	2014	2015
<b>Respondents (N)</b>	219	178	145
University scholarship	18%	27%	27%
Other (e.g., private fellowship)	5%	6%	13%
Employment benefit (e.g., tuition assistance)	5%	3%	5%
Non-University scholarship	4%	4%	3%
Research assistantship or equivalent	2%	7%	6%
Teaching assistantship (e.g., legal writing fellow)	1%	2%	1%

**Figure 2.** Anticipated Educational Debt over \$60,000 by Enrollment Status



Within the past two years, the percentage of full-time and part-time students with anticipated debt over \$60,000 has slightly decreased to 68% and 61%, respectively. Nevertheless, the 61% for part-time students in 2015 is still four percentage points higher in 2015 than in 2010.

## LAW PROGRAM EVALUATION

Graduates were asked a set of questions regarding their perceptions of faculty, students, and academic experiences, along with information about their participation in other enriching educational activities.

### Student Perceptions of Faculty

**Table 5.** Student Perceptions of Faculty

	2010	2014	2015
The courses I took were well taught.	88%	98%	97% **
Faculty were willing to meet with me to discuss my academic performance.	91%	94%	97% *
Faculty in the Law School were interested in the professional development of students.	77%	84%	85%
There is good communication between faculty and students regarding student needs, concerns, and suggestions.	68%	84%	77% **
There are many opportunities outside the classroom for interaction between students and faculty.	64%	63%	66%

Percentages are for "strongly agree" and "agree" combined

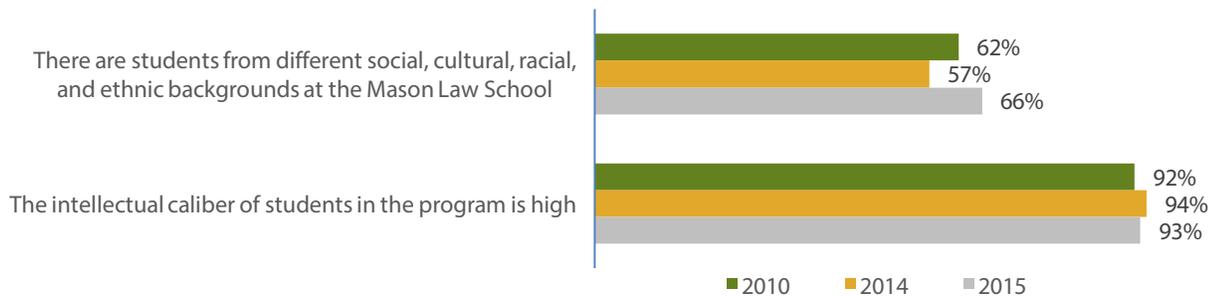
\*  $p < .05$ , \*\*  $p < .01$ , t-test (2-tailed) to indicate significant differences between 2010 and 2015

- Results in Table 5 show that, compared to 2010, a higher percentage of graduates in 2015 reported positive perceptions of faculty, most notably for courses well taught, faculty willingness to meet with students to discuss their academic performance (both at 97% in 2015 compared to around 90% in 2010), and good communication between faculty and students (77% in 2015 compared to 68% in 2010).
- Consistently since 2010, about two-thirds of the students (63%-66%) agreed that there were many opportunities for interactions between students and faculty outside the classroom.

### Student Perceptions of Peers

Over 90% of survey respondents agreed that the intellectual caliber of students in the law program was high, a consistent finding since 2010 (see Figure 3). Additionally, the percentage of graduates who agreed that there were students from different social, cultural, racial, and ethnic backgrounds at Mason Law has increased by a small margin since 2010, reaching 66% in 2015.

**Figure 3.** Student Perceptions of Peers



Percentages are for “strongly agree” and “agree” combined

### Student Perceptions of Academic Experiences

**Table 6.** Student Perceptions of Academic Experiences

	2010	2014	2015
My program was intellectually challenging and stimulating	94%	97%	94%*
My program prepared me well for my profession	77%	86%	88%*
Courses listed in the catalog are offered frequently enough for timely completion of the degree requirements	52%	66%	69%**
There is a wide range of courses to choose from	47%	51%	59%**
The writing program has helped me to improve my legal writing skills	75%	85%	85%**
The Law School encourages the ethical practice of the law	95%	98%	98%*
The Law School has given me sufficient support to succeed academically	79%	88%	91%**

Percentages are for “strongly agree” and “agree” combined

\*  $p < .05$ , \*\*  $p < .01$ , t-test (2-tailed) to indicate significant differences between 2010 and 2015

- Table 6 shows that, consistently over the years, a high percentage of graduates agreed that their program was intellectually challenging and stimulating (94%-97%), and that the law school encourages the ethical practice of the law (95%-98%).
- Compared to 2010, a significantly higher percentage of graduates in 2015 gave positive ratings for their academic experiences across the board.
- About half of respondents (47%-59%) said that there was a wide range of courses to choose from.

## EDUCATIONAL EXPERIENCES

**Table 7.** Participation in Enriching Educational Activities

	2014		2015	
	Full-time	Part-time	Full-time	Part-time
Complete a clinical internship or externship	79%***	31%	71%**	38%
Volunteer or do pro bono work	61%*	38%	41%	26%
Serve on a student-faculty committee	9%	3%	10%	13%
Work on a legal research project with a faculty member outside of course or program requirements	37%**	9%	37%	18%
Serve on the George Mason Law Review/other law journal	69%*	44%	68%	47%
Serve on a moot court team	31%	25%	27%	31%
Be a legal writing fellow	11%	16%	11%	14%
Participate in other law student organizations	86%	69%	74%	74%

Percentages are for "have done" and "currently doing" combined

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , t-test (two-tailed) to indicate significant differences between full-time and part-time students

- Table 7 reveals that full-time students participated in enriching educational activities (e.g., completing a clinical internship/externship, serving on the Mason Law Review/other law journal) at a higher rate than part-time students, a consistent finding in both 2014 and 2015.
- Among part-time students, the most common enriching educational activity was participating in "other law student organizations" (69% and 74% for 2014 and 2015, respectively).

## SATISFACTION

### Student Satisfaction with Advising and Support

**Table 8.** Student Satisfaction with Advising and Support

	Full-time			Part-time			Overall		
	2010	2014	2015	2010	2014	2015	2010	2014	2015
Academic Advising	67%	91%	91%***	59%	90%	79%*	66%	91%	88%***
Career Counseling	70%	62%	79%	51%	64%	81%*	67%	62%	80%*
Mentoring	52%	56%	63%	54%	65%	53%	53%	58%	60%
Level of Financial Support	35%	45%	50%	52%	52%	50%	38%	46%	50%

Percentages are for "very satisfied" and "satisfied" combined

\*  $p < .05$ , \*\*\*  $p < .001$ , t-test (two-tailed) to indicate significant differences between 2010 and 2015

- Respondents in both 2014 and 2015 were most satisfied with academic advising (88%-91%) and least satisfied with level of financial support (46%-50%).
- Over time, the satisfaction rates have increased in most cases, particularly with regard to academic advising (e.g., overall with a significant 22-percentage-point increase between 2010 and 2015), and career counseling (e.g., overall with a significant 13-percentage-point increase between 2010 and 2015).
- Regardless of enrollment status, the satisfaction rate for academic advising in 2015 was significantly higher than in 2010. Among part-time students, 81% in 2015 reported satisfaction with career counseling, a significantly higher rate compared to 51% in 2010.

## Student Satisfaction with Services/Facilities

**Table 9.** Student Satisfaction with Services/Facilities on the Arlington Campus

	2010	2014	2015
Law School Library	89%	89%	99%***
Law School Computing Resources	85%	86%	89%*
Campus Lounge Facilities	49%	62%	65%**
Campus Bookstore	46%	85%	87%***
Campus Food Services	27%**	8%	15%
Campus Parking	22%	67%	71%***

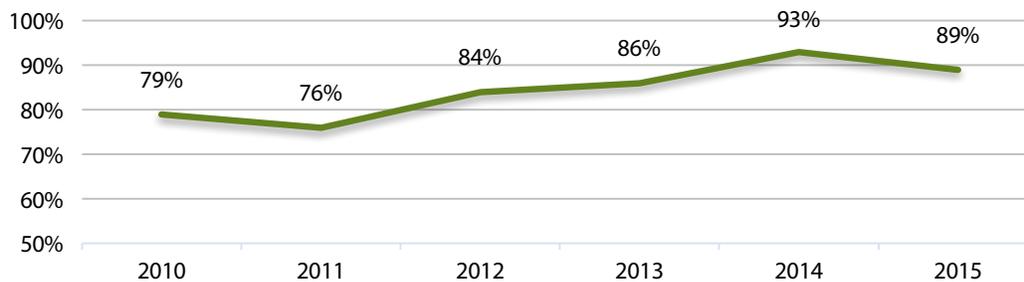
Percentages are for "very satisfied" and "satisfied" combined

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ , t-test (two-tailed) to indicate significant differences tween 2010 and 2015

- Table 9 shows that respondents have been most satisfied with the law school library (89%-99%) and law school computing resources (85%-89%), and least satisfied with food service (15%-27%).
- In comparison to 2010, graduates' satisfaction level has increased significantly in five of the six areas, with the biggest increase in campus parking (71% in 2015 compared 22% in 2010) and campus bookstore (87% in 2015 compared 46% in 2010).
- Overall satisfaction with the School of Law has been increasing in the past few years, reaching an all time high of 93% in 2014 (Figure 4).

## Overall Satisfaction

**Figure 4.** Overall Student Satisfaction



Percentages are for "very satisfied" and "satisfied" combined

**Table 10.** Overall Student Satisfaction

	Full-time			Part-time			Overall		
	2010	2014	2015	2010	2014	2015	2010	2014	2015
Overall, I have a strong sense of belonging to the Mason Law School	46%	73%	74%***	44%	65%	68%	46%	71%	72%***
I would recommend the Mason Law School to prospective students	74%	90%	91%***	85%	88%	97%	76%	90%	93%***
If I were starting over, I would enroll at the Mason Law School again	60%	84%	87%***	81%	87%	97%	65%	84%	90%***

Percentages are for "strongly agree" and "agree" combined

\*\*\*  $p < .001$ , t-test (two-tailed) to indicate significant differences between 2010 and 2015

- Table 10 shows that, compared to 2010, significantly more recent graduates reported that they had a strong sense of belonging to Mason Law (overall 26% increase), would recommend Mason Law to prospective students (overall 17% increase), and would enroll again if starting over (overall 25% increase).

- By enrollment status, the increase in satisfaction from 2010 to 2015 was more noticeable among full-time students (significant in all three areas) than among part-time students.
- Consistently over the five years, more part-time graduates reported that they would enroll at Mason Law again if starting over than their full-time counterparts (81%-97% and 60%-87%, respectively).

## FUTURE PLANS

When asked about their plans for after graduation, about one-third of 2015 respondents indicated that they would look for employment, and 63% were planning to begin a new position or continue in an existing position (Table 11). Consistently, only a small percentage of graduates (up to 3%) reported that they expected to be self-employed or unemployed post-graduation.

**Table 11.** Employment Plans After Graduation

	2010	2014	2015
<b>Respondents (N)</b>	218	182	144
I will look for employment	36%	50%	35%
I will begin a new position with a new employer	25%	16%	24%
I expect to continue with my current employer in a new position	16%	12%	17%
I expect to continue with my current employer in my current position	11%	15%	15%
I expect to return to a previous employer in a new or previous position	7%	4%	7%
I will be self-employed	3%	2%	0%
I will not be employed	2%	2%	2%

**Table 12.** Expected Employer Post-Graduation

	2010	2014	2015
<b>Respondents (N)</b>	216	180	144
Law Firm	38%	46%	40%
Government (federal, state, or local)	30%	18%	23%
Judicial Clerkship	9%	8%	11%
Business Industry	8%	11%	10%
Other	7%	6%	6%
Other Non-Profit Organizations	3%	4%	1%
Trade Association or Lobbying Firm	2%	4%	4%
Military	2%	2%	4%
Academic Institution	1%	<1%	1%

- Respondents were most likely to expect to work for law firms (38%-46%), followed by government (federal, state, or local) (18%-30%).
- Only a small percentage of respondents expected to work in an academic institution (up to 1%), military, trade association or lobbying firm, and other non-profit organizations (up to 4% each). These patterns hold true despite minor variations over time.

## STUDENT COMMENTS, RECOMMENDATIONS, AND OBSERVATIONS

Graduates were asked to provide comments about their experiences, and suggestions for improvements to enhance the experience for future students. There were a total of 342 comments—186 from 2014 and 156 from 2015. The following section provides a summary of salient themes and sample comments from the 2014 and 2015 surveys. To read all of the comments, please visit the Reports and Data page at <https://assessment.gmu.edu>.

### Law Program Evaluation

#### Faculty

Overall, respondents had mixed reactions about the faculty and quality of instruction. While most students were impressed with the knowledge of the faculty, quite a few respondents voiced their concerns with the inconsistency in quality of instruction among both full-time and adjunct professors.

- *“There is a lack of consistency among professors: one can gauge a student's knowledge of a subject as full and comprehensive while another disagrees completely. That shouldn't be allowed. Instructors should not be playing games with students and hiding the ball.”*
- *“I had some absolutely wonderful professors, but I had a couple terrible ones too... I wish student evaluations of professors were taken more seriously.”*
- *“While I found the full-time faculty to be very strong in general, the adjunct faculty was very much hit or miss. Given the number of courses taught by adjuncts, and the number of those courses that expand the school's pedagogy beyond its core interests in property and law and economics, this can be problematic and disappointing for students trying to create a comprehensive course sequence for their own professional development.”*

Graduates also commented on the lack of diversity and practitioner experience among the faculty. There were a number of students who voiced their concerns that the political views of the faculty are overwhelmingly conservative and not sufficiently diverse. Respondents mentioned that they would like to see more faculty with practical experience.

- *“I feel the student body is much more liberal than the faculty; I wish the faculty was more balanced.”*
- *“Mason could certainly use some a wider diversity of views in its faculty.”*
- *“I've really enjoyed my last two years at Mason, in large part due to seminar courses I've taken and the quality of the adjunct professors that have taught them. It's been great to learn from people who are actually practicing in th[e] area of law that they're discussing.”*

#### Students

Most of the comments related to students and the student body pertained to the lack of diversity. Respondents noted their desire for a more diverse student population.

- *“I strongly believe that my experience at GMU would have been much better if there was a diverse student population. My first year at GMU was quite awful mostly because I felt alone and felt like I had no support. Moving across the country to attend a law school was not easy to begin with. Realizing that I was one of only a few Hispanic students made me very uncomfortable and made me doubt myself at times.”*
- *“There needs to be a greater diversity of background and experience at GMUSL A diversity of background and experience would likely have a positive and long-lasting impact on all GMUSL students (networking, wider perspectives on the law and policy, greater access to more diverse jobs).”*

#### Academic Experiences

Academics was one of the most cited topic areas in the open-ended responses. Several themes emerged from students' comments and most pertained to the legal writing program, course selection and offerings, course credit offerings, and grading.

**Legal Writing Program.** The quality of the legal writing program was a commonly cited issue among respondents. Most comments were related to students' dissatisfaction with program quality and with receiving grades and feedback from the writing fellows.

- *"The writing fellows, especially for the first-year classes, often only provided general comments on why points were deducted, instead of explaining what was wrong, why it was wrong, and how to fix it in future assignments."*
- *"But one suggestion I'd like to make is that, although Mason students are generally known to have strong writing abilities, it would've been much more beneficial for students if first year LRWA is taught primarily by faculties, rather than writing fellows. I believe that writing fellows could provide helpful comments and research tips, but do not have the level of expertise to teach fundamentals of LRWA."*

**Grading and feedback.** Overwhelmingly, respondents voiced their concerns with the quality of feedback, and the length of time it takes to receive grades from professors. Respondents mentioned that delayed grade and rank submissions may potentially impact their job search progress.

- *"Students should not be penalized by having to wait for grades, and in this job market we absolutely are harmed by not having grades and ranks in a reasonable time. This particularly applies to 1Ls who have no rank to put on applications, which are often rolling hires, that require them. We have to try hard to compete with the UVAs, Georgetowns, and GWs of the world. Don't let this be one more thing that keeps us from being competitive with them."*
- *"Feedback is a critical part of learning and there isn't enough of any substantive type."*

**Course offerings.** Some graduates commented that courses should be offered more frequently. A few respondents mentioned that there should be more courses offered during the day while others would like to see more courses offered more than once per year.

- *"Certain important classes (especially classes helpful for the bar exam, like Virginia Practice) should be offered both semesters. The school should offer more government contract law courses."*
- *"Difficult to complete a concentration because several requirements will be offered on same day and time. I knew students that visited other schools simply to take better classes."*

**Course credit.** A number of students voiced their dissatisfaction with the lack of three and four credit courses and the disproportionate higher number of two credit courses that are offered.

- *"There were too few courses offered that varied. The number of credits for these courses was dismal, as many two credit offerings had just as much work as three credit courses. There should be a larger selection of three credit courses."*
- *"It's been said over and over that the availability of higher credit classes has been a point of contention for many years...It's infuriating to have to pick through a sea of two-credit classe[s] just to build a schedule that keeps you on track."*

### **Enriching Educational Experiences**

**Employment.** Graduates would like to see the law school better prepare students for employment. There were mixed reactions about career advising from CAAS and the faculty's willingness to help students with the job search process.

- *"In today's legal environment, it should be the primary goal--on par with providing an excellent legal education--to get students employed in the surrounding legal community. There is little to no motivation among the faculty of GMUSL to do this."*
- *"Overall, the majority of the instructors I had first year were not helpful or engaged in investing in students personally outside the classroom. They did not seem to want to help students get summer jobs or help students network to find them."*
- *Professor Wright has done such an incredible job at helping students, particularly his research assistants, find jobs. He takes an extremely active role in their job search--asking how its going, setting up meetings with former research assistants. While I know that he is a gem, I think that more teachers should strive to do the same.*

- “I was also very satisfied with the career counseling that Mason offered; everyone at CAAS was very involved and caring & provide all the resources and valuable insights I needed.”
- “I felt the career services advising was lacking. Compared to schools of comparable size in the DC area, Mason’s On Campus Interview opportunities were very minimal. Also, they were often focused on the top 5% of the class that is likely to obtain the job anyway. I also felt there was little help for student not interested in going into a traditional big law firm environment.”

**Mentoring.** There were mixed reactions about graduates’ mentoring experiences. While most of the respondents were satisfied with their mentoring experiences, there was feedback related to improving the mentoring program.

- “I have never been more happy with advising and mentoring than I was at GMU. Everyone at CAAS did a great job and teachers gave wonderful advice as well.”
- “There are a handful of professors that are true mentors and have genuine interest in their students’ success beyond law school. These are the professors that are difference makers in the GMUSL community. Hire more professors like them.”
- “Please develop a better or at least more coherent mentoring program. Being the first member of my family to pursue the legal profession made for an unreasonably steep learning curve in some instances.”

### Overall Student Satisfaction

**Sense of community.** Respondents commented on the campus environment within the law school. Graduates reported a lack of sense of community, feeling detached from the Mason community, and not being heard.

- “The biggest problem with this school is that there is no real identity. There is absolutely no connection to the Undergrad, no sense of community, and no presence of out-of-school options.”
- “Bottom line is this stuff hasn’t changed, has been complained about in past years and ignored and once I graduate I’ll just pass the terrible experience on to someone else...”

**Services and facilities.** Several comments pertain to food, parking, and recreation facilities as synthesized below:

- A number of students commented on the lack of choices and quality of food available on campus, which makes it difficult for part-time students who commute from work every day to eat dinner prior to class.
- Overall, respondents were dissatisfied with the on-campus parking. Specific issues cited included lack of parking space and cost.
- Most of the services and recreation comments were related to graduates’ desire to have a campus gym, a place where they could de-stress and stay healthy.



**Office of Institutional Assessment • George Mason University • 703.993.8834 • [assessment@gmu.edu](mailto:assessment@gmu.edu) • <https://assessment.gmu.edu>**

Stephanie Hazel	Acting Director, Institutional Assessment	shazel@gmu.edu	703.993.5106
Zhicheng Zhang	Associate Director, Institutional Assessment	zzhang11@gmu.edu	703.993.5104
Rawa Jassem	Applications Analyst & Web Developer	rjassem1@gmu.edu	703.993.8876
Eunyoung Park	Assessment Analyst	epark21@gmu.edu	703.993.4267
Karen Manley	Administrative & Communications Coordinator	kmanley@gmu.edu	703.993.8834