

Graduate Student Exit Survey Report, 2004-2005

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I. Introduction

George Mason University awarded 2,648 graduate and law degrees to 2,644 graduates in 2004-2005. Eighty-two percent of the graduates (n=2,175) completed the 2004-2005 Graduate Student Exit Survey when they applied for graduation. Among the respondents:

- 1,946 received a master's degree (for a response rate of 87%)
- 138 received a doctoral degree (for a response rate of 83%)
- 95 received a law degree (for a response rate of 41%)

Four respondents received both a master's and a doctoral degree.

The survey respondents are representative of the 2005 graduating class in sex, ethnicity and age composition. The Survey includes four sections: *academic program evaluation*, *degree emphases*, *student satisfaction*, and *student background information*. This *In-Focus* reports the University-level results from the Survey, including a three-year trend analysis. Like the 2003-2004 Graduate Student Exit Survey Report, it categorizes respondents into three groups, master's, doctoral, and law students, and compares student responses accordingly. Detailed information on college and 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. The results about law students should be interpreted with caution! A new exit survey for law students has been developed by the Office of Institutional Assessment and the Mason Law School. We are currently collecting data from the 2005-2006 law graduates and will report the results in early 2007.

II. Highlights***Academic Program Emphasis***

- Significant differences exist between what students say is the emphasis of their degree programs and what they think should be emphasized. Specifically, students want a greater emphasis placed on "connections between ideas and practices" and "applied research." Master's and doctoral students indicate that their programs already place a high emphasis on making "connections between ideas and practices," but they feel it should be emphasized even more.
- The Survey used an adaptation of Bloom's Taxonomy of Educational Objectives. Master's, doctoral and law students all put "memorization" as the least emphasized in their coursework and "analysis" as the most emphasized. Doctoral students say "synthesis" is emphasized as much as "analysis." (See the last page of this report for a list of educational objectives created by Bloom, et al., 1984.)

Satisfaction

- Doctoral students are the most satisfied with advising and with mentoring, law students the least.
- Nearly all students are satisfied or very satisfied with their overall Mason experience.

Choice of Graduate School

- Master's students are most likely to say that Mason was their first choice institution; law students the least.

Enrollment, Working and Debt

- Since 2000, full-time post-baccalaureate student enrollment has steadily increased. In 2005, however, the proportion who attended full-time dropped 8 percentage points.
- Compared to the 2004 cohort, more students of the 2005 cohort were employed, either full-time or part-time, during graduate education. One apparent consequence of this is that a smaller proportion of students in 2005 had educational debt over \$20,000.
- Law students consistently have much higher debt levels at graduation than other students.
- 95% of students are satisfied or very satisfied with their overall Mason experiences, and levels of satisfaction do not vary by degree type.
- Student satisfaction with advising has been decreasing since 2003.

III. Academic Program

Graduate and law students were asked to indicate the extent to which they agreed with 21 statements regarding their graduate programs (see Table 1). The following section summarizes student responses by degree type.

1. Comparison by Degree Type

Faculty and Teaching

Positive statements about faculty teaching received high levels of agreement across all degree types. Most students think that Mason faculty are well qualified to teach their graduate courses, they prepare carefully for their courses and the courses are well taught.

For six out of nine statements about faculty in the program, the responses of law students are substantially different from those of master's and doctoral students. Insufficient communication and interaction between law faculty and students was reported in the 2003-04 Graduate Exit Survey Report and remains an issue in the 2004-05 Survey. For two years, the items receiving the *lowest* level of agreement from most law students are:

- 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.

Compared with master's students, doctoral students are significantly more likely to agree with the following statement about their faculty:

- My advisor and I met at appropriate intervals to discuss my program of study.

Students and the Academic Program

Overall, 91% of Mason students agreed that the intellectual caliber of students in the program is high. It is especially true with law students: 99% of them either "agreed" or "strongly agreed" with this statement. Students across all degree types agreed that they have learned a great deal as a student in the department/program.

Ninety-two percent of students would recommend their graduate program to prospective students; 88% would enroll in their programs again if they were to start all over; about 90% think their programs have prepared them well for future career and for personal and civic life. No statistically significant difference on these items is found across degree type.

Doctoral students, followed by law students, are more likely than master's students to say their program was intellectually challenging and stimulating. Doctoral and master's students are significantly more likely than law students to agree with the following statements:

- The courses I took were valuable to me.
- My graduate school experiences were very relevant to my career goals and directions.
- I feel that I am part of a graduate university learning community.
- Courses listed in the catalog are offered frequently enough for timely completion of the degree requirements.

Table 1. Faculty, Students, and the Academic Program, 2005

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	Frequency – 2005		Mean Comparison by Degree Type – 2005			
	strongly agree	agree	master's (n=1946)	doctoral (n=138)	law (n=95)	Total (n=2175)
Faculty						
1. ^b ***Interactions among students and faculty are characterized by mutual respect.	44%	52%	3.41	3.38	3.13	3.40
2. Faculty members were well qualified to teach their courses.	44%	51%	3.39	3.51	3.34	3.40
3. Faculty members prepare carefully for their graduate courses.	37%	58%	3.32	3.35	3.33	3.32
4. ***Faculty in my department work together to achieve program goals.	38%	56%	3.31	3.28	2.96	3.30
5. ***Faculty in my department were interested in the welfare and professional development of graduate students.	39%	52%	3.28	3.35	2.94	3.28
6. The courses I took were well taught.	31%	61%	3.23	3.27	3.12	3.23
7. ***There is good communication between faculty and students regarding student needs, concerns and suggestions.	34%	51%	3.20	3.18	2.70	3.18
8. *There are many opportunities outside the classroom for interaction between students and faculty.	25%	49%	2.95	3.03	2.76	2.95
9. ^c ***My advisor and I met at appropriate intervals to discuss my program of study.	33%	38%	2.89	3.46	---	2.92
Students						
10. I have learned a great deal as a student in the department/program.	48%	48%	3.43	3.53	3.43	3.43
11. **The intellectual caliber of students in the program is high.	31%	60%	3.19	3.22	3.42	3.21
Academic Program						
12. I would recommend my graduate program to prospective students.	46%	46%	3.36	3.47	3.23	3.36
13. **My program was intellectually challenging and stimulating.	43%	52%	3.34	3.52	3.47	3.36
14. **The courses I took were valuable for me.	40%	56%	3.36	3.43	3.18	3.35
15. ***My graduate school experiences (courses, internships, projects) were very relevant to my career goals and directions.	38%	56%	3.31	3.41	3.05	3.31
16. I believe that my program provided me with a good preparation for my future career.	39%	53%	3.30	3.39	3.19	3.30
17. If I were starting over, I would enroll in this program again.	43%	45%	3.28	3.30	3.18	3.28
18. My program provided me with a good preparation for my future personal and civic life.	35%	53%	3.22	3.25	3.05	3.21
19. **I feel that I am part of a graduate university learning community.	34%	52%	3.18	3.31	2.93	3.18
20. My department was helpful and supportive in my search for professional employment.	30%	46%	3.01	3.06	2.81	3.01
21. ***Courses listed in the catalog are offered frequently enough for timely completion of the degree requirements.	25%	53%	2.99	3.12	2.65	2.98

^a Percentages and mean values were calculated excluding “not applicable” and “don’t know” categories.

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

^c For this item, 60% of the law respondents selected either “not applicable” or “don’t know;” therefore, we are not reporting the result here.

2. Three-Year Trend Analysis

When comparing student ratings over the past three years, we found statistically significant differences (mostly significant *increases*) in mean ratings on seven statements (shown in Table 2). Compared with the 2003 graduates, the 2004 and 2005 graduates are more likely to agree that faculty were interested in their welfare and professional development and that they had many opportunities outside of the classroom to interact with faculty. The 2004 and 2005 graduates are also more likely to say that they have learned a great deal, the courses they took were valuable, and they are part of a graduate university learning community.

Table 2. Level of Agreement – Trend Analysis, 2003-2005

Mean Comparison	2003	2004	2005	Sig.*
Faculty				
Faculty in my department were interested in the welfare and professional development of graduate students.	3.21	3.28	3.28	0.007
There are many opportunities outside of the classroom for interaction between students and faculty.	2.85	2.94	2.95	0.000
Students				
I have learned a great deal as a student in the department/program.	3.39	3.45	3.43	0.007
Academic Program				
I would recommend my graduate program to prospective students.	3.33	3.39	3.36	0.031
The courses I took were valuable to me.	3.31	3.37	3.35	0.008
My program provided me with a good preparation for my future personal and civic life.	3.15	3.18	3.21	0.037
I feel I am part of a graduate university learning community.	3.11	3.17	3.18	0.006

* This column shows the test results from Analysis of Variance (ANOVA). A result $< .05$ indicates that the mean values are significantly different across three years.

IV. Academic Program Emphases

In the 2004-05 Survey, we included a new set of questions asking students what their academic program emphasizes and what their coursework emphasizes. Since the programs at different degree levels have different learning goals and emphasize different learning experiences, we report the results by degree type.

1. Master's Programs

About 94-95% of master's students say their academic programs emphasize theoretical knowledge and connections between ideas and practices. About 86-87% of them say their programs emphasize research and applied research. When asked what their programs *should* emphasize, connections between ideas and practices received the highest level of agreement, followed by applied research, theoretical knowledge and research. When comparing student ratings on *perceived* emphases and *desired* emphases, we found students would like to see *more* emphasis on applied research, connections between ideas and practices, and research in their degree programs.

When asked about their coursework emphases, about 50% of master's students said their coursework emphasized analysis, synthesis, application and making judgments "very much." Very little memorization is emphasized.

Table 3. Master's-Level Program Emphases

Master's Students (N=1,946)	my program emphasizes		should emphasize		Mean Difference	Sig.*
	Agree/Strongly Agree	Mean	Agree/Strongly Agree	Mean		
Connections between ideas and practices	94%	3.38	98%	3.55	0.17	.000
Theoretical knowledge	95%	3.35	95%	3.33	-0.02	NS
Research	87%	3.24	91%	3.31	0.07	.000
Applied Research	86%	3.20	93%	3.39	0.19	.000

* This column indicates the test result when comparing two means on the same item. "NS" means not significant.

Table 4. Master's-Level Coursework Emphases

	very much	quite a bit	some	very little	Mean
Memorization	8%	18%	38%	37%	1.97
Application	50%	34%	13%	3%	3.31
Analysis	50%	39%	10%	1%	3.38
Synthesis	51%	35%	11%	2%	3.36
Making judgments	46%	37%	14%	4%	3.26

2. Doctoral Programs

Almost all doctoral students say their programs emphasize research, theoretical knowledge and connections between ideas and practices. Applied research has a relatively lower rating as a *perceived* emphasis but was rated the highest as a *desired* emphasis. Students want *more* emphasis on applied research and on connections between ideas and practices in their programs. Doctoral students reported a strong emphasis on analysis, synthesis and making judgments in their coursework and little emphasis on memorization.

Table 5. Doctoral-Level Program Emphases

Doctoral Students (N=138)	my program emphasizes		should emphasize		Mean Difference	Sig.*
	Agree/Strongly Agree	Mean	Agree/Strongly Agree	Mean		
Connections between ideas and practices	97%	3.40	98%	3.51	0.11	.042
Theoretical knowledge	98%	3.46	98%	3.45	-0.01	NS
Research	98%	3.54	98%	3.48	-0.06	NS
Applied Research	89%	3.34	97%	3.51	0.18	.012

* This column indicates the test result when comparing two means on the same item. "NS" means not significant.

Table 6. Doctoral-Level Coursework Emphases

	very much	quite a bit	some	very little	Mean
Memorization	11%	20%	39%	30%	2.12
Application	43%	45%	10%	2%	3.29
Analysis	52%	41%	7%	-	3.45
Synthesis	54%	39%	5%	2%	3.45
Making judgments	50%	42%	7%	1%	3.39

3. The Law School

Respondents from the Law School think their program emphasizes theoretical knowledge, more than it should. Generally, they would like the Mason Law School to put *more* emphasis on connections between ideas and practices and applied research, and *reduce* its emphasis on theoretical knowledge. Law students reported strong coursework emphasis on analysis, synthesis and application, and some emphasis on memorization.

Table 7. Law School Emphases

Law Students (N=95)	my program emphasizes		should emphasize		Mean Difference	Sig.*
	Agree/Strongly Agree	Mean	Agree/Strongly Agree	Mean		
Connections between ideas and practices	78%	2.87	96%	3.45	0.58	.000
Theoretical knowledge	95%	3.26	85%	3.06	-0.20	.035
Research	81%	3.00	92%	3.18	0.18	NS
Applied Research	80%	2.97	89%	3.33	0.36	.000

* This column indicates the test result when comparing two means on the same item. "NS" means not significant.

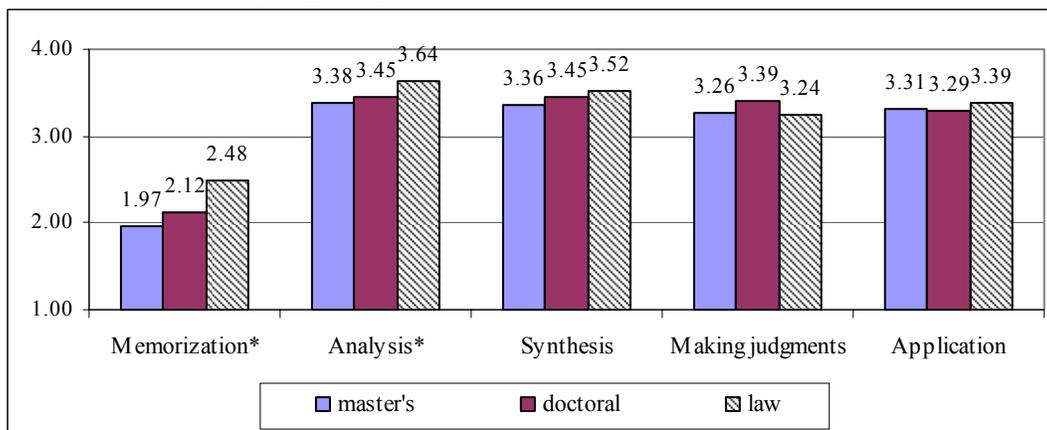
Table 8. Law School Coursework Emphases

	very much	quite a bit	some	very little	Mean
Memorization	15%	36%	33%	17%	2.48
Application	56%	31%	11%	3%	3.39
Analysis	71%	23%	6%	0%	3.64
Synthesis	60%	33%	6%	1%	3.52
Making judgments	49%	29%	20%	2%	3.24

4. Comparison by Degree Type

Comparing coursework emphases by degree type, we found *almost equal* levels of reported emphasis on synthesis, making judgments and application across three types of degrees. Different levels of emphases are found on memorization and analysis, both of which the Law School is perceived to stress more.

Figure 1. Coursework Emphases by Degree Type



* Indicate statistically significant difference in coursework emphases by degree type at the level of $p < .05$.

V. Student Satisfaction

1. Student Satisfaction with their Departments

2005 Results by Degree Type

Students were asked about their satisfaction with five aspects of support in their departments. Except for one item on departmental resources and support, student satisfaction varies significantly by degree type. Doctoral students are the *most satisfied* and law students are the *least satisfied* with four areas: evaluation of your progress towards completing the degree, communication about academic policies and procedures, advising, and mentoring. Although master's students are more satisfied than law students, they are less satisfied than doctoral students in the same four areas.

Table 9. Student Satisfaction with their Departments

How satisfied are you with the following in your department? (Rated on 1-4 scale: 4=very satisfied, 1=very dissatisfied) ^a	Frequency - 2005		Mean Comparison by Degree Type – 2005			
	very satisfied	satisfied	master's	doctoral	law	Total
^b ***Evaluation of your progress towards completing the degree	30%	58%	3.15	3.28	2.66	3.14
Adequacy of departmental resources and support	28%	57%	3.09	3.09	2.97	3.09
***Communication about academic policies and procedures	27%	58%	3.10	3.19	2.70	3.08
***Advising	30%	50%	3.04	3.33	2.32	3.03
***Mentoring	28%	51%	3.03	3.34	2.38	3.02

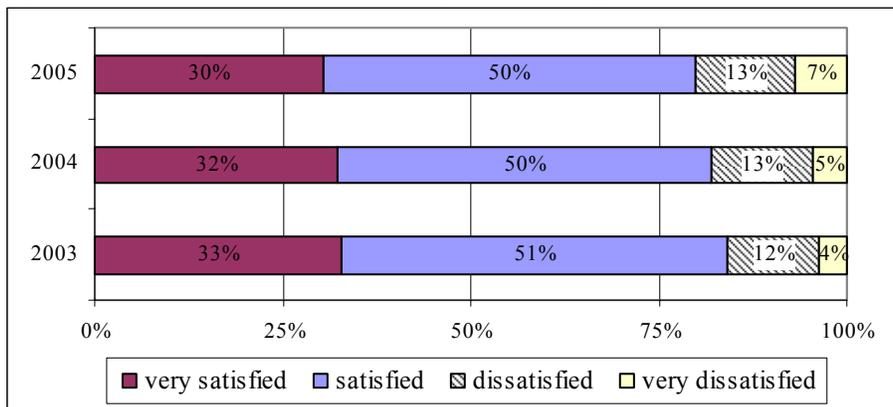
^a Percentages and mean values were calculated excluding “not applicable” and “don’t know” categories.

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

Three-Year Trend Analysis

Since 2003, student satisfaction with four of the above areas has been consistent: evaluation of one’s progress towards completing the degree, adequacy of departmental resources and support, communication about academic policies and procedures, and mentoring. Satisfaction with advising, however, has slightly, but steadily dropped since 2003. The percentage of 2005 students who are “very satisfied” with advising dropped by 3 percentage points compared with 2003 and those who are “very dissatisfied” increased by 3 percentage points. This difference made the mean level of satisfaction significantly lower in 2005, compared with 2003.

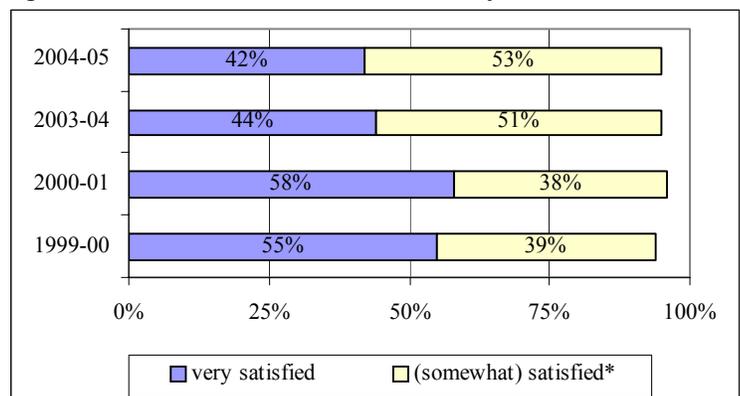
Figure 2. Three-Year Satisfaction Ratings on Advising, 2003-2005



2. Overall Satisfaction with the Mason Experience

Forty-two percent of the 2005 graduates are “very satisfied” and 53% are “satisfied” with their overall Mason experience. Only 5% selected “dissatisfied” or “very dissatisfied.” Levels of satisfaction do not vary by degree type. Figure 3 compares levels of satisfaction of four cohorts of graduates since 2000. The 2004 and 2005 cohorts are less satisfied with their overall Mason experience in comparison with the earlier two cohorts. There is a significant decrease in the percentage of students who are “very satisfied” with Mason experiences since 2001.

Figure 3. Overall Satisfaction – Trend Analysis



*After 2000-01, the 2nd response category was changed to “satisfied” in place of “somewhat satisfied.”

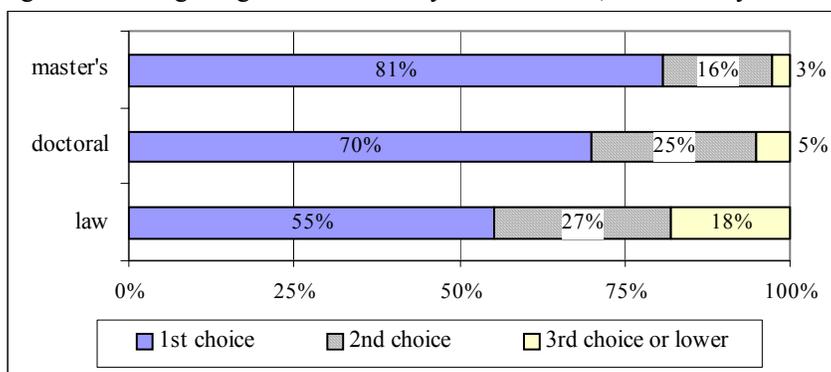
VI. Background Information

1. Choice of Graduate School

Since 2003, about 78-79% of students say Mason was their first choice among all the graduate schools they had considered. Another 17% said Mason was their second choice.

Master's students are mostly likely to say Mason was their first choice (81%) (see Figure 4); and law students are the least likely to say so (55%). The same difference by degree type was reported in the 2004 Graduate Exit Survey Report.

Figure 4. Among the graduate schools you considered, GMU was your:

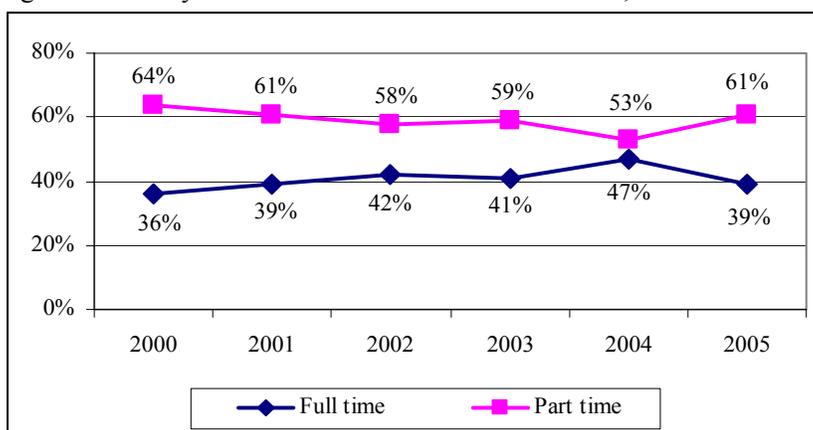


2. Primary Enrollment Status during Graduate School

The year 2005 saw a drop in the percentage of students who said they pursued their graduate degrees primarily full-time. Thirty-nine percent of graduates studied primarily full-time, a drop of eight percentage points from the all time high of 47% in 2004.

The decrease in percentage of full-time students occurred across all degree types. In Law School, 61% of the 2005 cohort studied primarily full-time, a drop of 5 percentage points from 2004; for doctoral programs, 52% of the 2005 students said full-time, a drop of 6 percentage points; and for master's programs, 37% were primarily full-time students, a drop of 7 percentage points.

Figure 5. Primary Enrollment Status at Graduate School, 2000-2005

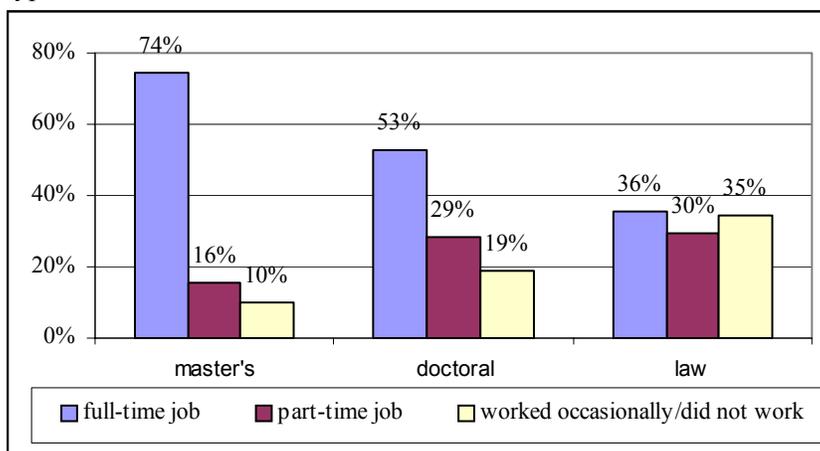


3. Primary Employment Status during Graduate School

More 2005 graduates worked full-time during most of their graduate education than the 2004 graduates did. Not surprisingly, a higher percentage of the 2005 graduates enrolled primarily part-time. Overall, 71% worked full-time, 17% worked part-time, and 12% worked occasionally or did not work – a drop of 5 percentage points from 2004.

About one third of the 2005 law respondents worked primarily full-time for most of their law education (36%); one third worked part-time (30%); and the remaining one third worked occasionally or did not work. For doctoral degree recipients, 53% worked full-time and 29% worked part-time. For master's degree recipients, 74% worked full-time and 16% worked part-time during their graduate education.

Figure 6. Primary Employment Status during Graduate School, by Degree Type



4. Educational Debt

The level of student educational debt upon graduation has changed slightly since 2002 with a smaller percentage of students indicating a high level of debt (see Table 10). Overall, only 11% of graduates had a debt over \$20,000, but 63% of law students had that high a debt. Forty-five percent of students graduated with no debt and 13% had a debt lower than \$5,000. Doctoral students are most likely to graduate with no debt (60%).

Table 10. Educational Debt, 2002-2005

	University Trend				Degree Comparison (2005)		
	2002	2003	2004	2005	Master's	Doctoral	Law
none	44%	46%	45%	45%	45%	60%	20%
\$5,000 or less	15%	13%	13%	13%	14%	13%	2%
\$5,001 - 10,000	15%	16%	13%	16%	17%	7%	6%
\$10,001 - 15,000	6%	8%	9%	9%	10%	4%	3%
\$15,001 - 20,000	5%	4%	7%	6%	7%	4%	5%
\$20,001 or more	14%	13%	14%	11%	8%	12%	63%

5. Employment Plans after Graduation

Thirty-five percent of the 2005 graduates will be looking for a new position upon graduation, five percentage points lower than 2004. Forty-four percent will continue with their current employers in their current positions, an increase of six percentage points over 2004.

A higher percentage of law students will be on the job market upon graduation – 54%; another 23% will continue with their current employers in a *new* position. Forty-four percent of doctoral students will be looking for a job and 33% will continue working in their current positions. Relatively fewer master's students (33%) will search for a job; almost half of them (47%) will continue working in their current positions, a reflection of the large proportion who work full-time while in graduate school.

Table 14. Employment Plans after Graduation

	University Trend				Program Comparison (2005)		
	2005	2004	2003	2002	Master's	Doctoral	Law
Looking for a new position	35%	40%	36%	40%	33%	44%	54%
Continue with current employer in current position	44%	38%	41%	39%	47%	33%	14%
Continue with current employer in new position	16%	17%	18%	17%	16%	18%	23%
Return to previous employer in a new or previous position	2%	2%	3%	2%	2%	2%	6%
Not looking for employment	2%	3%	2%	2%	2%	3%	2%

VII. Student Verbatim Comments on Dissatisfactory Experiences at Mason

Students were given a chance to write down the reasons when they checked “dissatisfied” or “very dissatisfied” with any of the following five areas: advising, mentoring, evaluation of academic progress, adequacy of departmental resources and support, and communication about academic policies and procedures. The following sample of citations came directly from students. Please visit the following website for more student comments *by academic program* on both positive and negative aspects of their Mason experiences:

<http://www.assessment.gmu.edu/Results/GraduatingGrad/2005/index.cfm>.

Advising:

- When I first enrolled, my letter of acceptance said I needed to contact my advisor to discuss my courses. After two weeks I was finally able to reach the person who told me it made no difference and we did not need to meet. I never tried to contact my advisor again. There seemed little point! However, my individual professors were excellent and always helpful.
- While my advisor met with me frequently to discuss my program of study, there was little guidance at these meetings.
- This law school is in desperate need of academic advisors to help first and second year students plan coursework that is relevant, and fits within the academic requirements of the school. The course descriptions on line often bear very little resemblance to the actual course offered, and so many many students end up taking classes that they have no interest in, or are not what they signed up for. Academic advisors, with full knowledge of the curriculum, to help plot the course for students going through law school would be an invaluable resource for many students. Additionally, there is a dearth of meaningful mentoring in the law school. Professors are usually available to discuss their classes, but most (not all) have little interest in mentoring students to assist them in reaching their career goals.

Mentoring:

- Those who work for the professors or who have the time to spend in the department during the day receive the attention. Those of us who must work to pay bills while attending school are not able to attend the departmental functions, thus do not have the opportunity to build the relationships with the faculty that afford mentoring opportunities.
- There was very little in terms of mentoring or guidance in gaining professional competencies and status.
- There is a need for more professional mentoring and professional networking in the program. The students need to be connected to the professional network of the professors/staff.

Evaluation of Academic Progress

- There is no advising or mentoring at all for law students. We get maybe one or two notices about our progress towards our degree but no guidance on what this means or maybe what we should consider doing or taking. Often times we would receive notice about registering for classes only 24 hours in advance with no advance notice on what classes may be available so we can plan better.
- There really wasn't any evaluation of my progress toward completing my degree, and I felt very confused about the core option that I chose. Although my advisor is doing a good job of helping me with the final aspects of the core project now, the definition of policies were vague and my advisor couldn't really help me on that in the beginning and getting through the papers.
- There was very little guidance on academic requirements, progress towards degree completion, with direction provided by only some of the faculty.

Adequacy of Departmental Resources and Support

- There are not enough computer-based resources available for students at GMU. Particularly, all classrooms should have wireless internet access. At the least, all classrooms should allow students to plug their laptops into the Internet via an Ethernet cable. Many classrooms do not. Those that do often have instructors who frown upon the use of technology in the classroom. This is a tremendous source of frustration for students who are trying to access materials such as lecture notes which are posted on line.
- There was not enough monetary support to live in the Washington, DC area. I realize this is a university wide policy, but in order to attract the caliber of students this department wants, it needs to be more competitive in its stipend arrangements. Also, the cap on tuition waivers makes it EXTREMELY difficult to people in the sciences to take more than 1 class at a time (which is needed to graduate in a timely manner). Also, health insurance should be made more readily available... Not many graduate students can afford to pay up front for health insurance (one lump sum), therefore, the university should offer some sort of payment plan.
- There is no space for [program name deleted] grad students anywhere in the department -- no office space at all, not even a temporary green room/lounge. We sit at the bottom of the rung as far as assistantships or other monies are concerned. Any funding for projects or scholarships is our individual effort/concern.

Communication about Academic Policies and Procedures

- There is almost zero guidance as to courses and requirements; it is actually difficult to find all requirements in one place - the website has some requirements in one place, others in another, and still others nowhere to be found but on hand-written notes in the records office (specifically - what counts for in- and out-of-class credits).
- There were some inconsistencies in things I was told about requirements, policies, etc...which was frustrating. This was mostly related to the practicum and internship, which was probably due to the fact that the requirements changed, creating a lot of confusion. This was not very well communicated to students.

Career Help

- There is a complete lack of help securing jobs after graduation. I had anticipated some form of assistance, in the form of alumni contacts or leads from professors or department staff. There was no help at all. I was completely on my own. I am incredibly disappointed with the lack of career development support that I have received. Professors are unable to help, and help from department staff is a joke. I thoroughly enjoyed my classes and schoolwork, but the lack of support ruined my overall experience.
- There are no programs to prepare you for finding a job in this profession or how to make yourself marketable.
- The program offers very little services outside the classroom. There is little interaction or proactive guidance from the program's director and no career services of any value.

Other Dissatisfaction

- There is not enough funding. The TA positions in the program allow those students to obtain a very different education from non-TA students. The lack of a useful degree progress system is a hindrance, which is more reassuring than a sheet of paper the student completes alone. There is very little in the way of real-life skills emphasized in this program. This program would be improved if it emphasized some real-life scenarios and skills in addition to the creative act.
- I was technically a "graduate teaching assistant" but I served as the full instructor for many courses. Because of my designation as GTA, I was unable to access many of the supports available to professors, e.g. checking video material out of the library for use in class. I think that there needs to be a way to note on a student's account that they are a professor for a course so that they can take advantage of these services.

At the end of the Survey, 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://www.assessment.gmu.edu/Results/GraduatingGrad/2005/index.cfm>

Appendix One: Bloom's Taxonomy

This table presents Bloom's levels of educational objectives with examples of corresponding verbs from simple to complex.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Describe	Explain	Solve	Organize	Design	Evaluate
List	Summarize	Calculate	Contrast	Hypothesize	Judge
Name	Differentiate	Interpret	Distinguish	Justify	Critique
Memorize	Classify	Modify	Analyze	Create	Defend

For more on Bloom's Taxonomy, go to <http://assessment.gmu.edu/AssessmentLinks/Guide.html>

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