



Sloan Master's Survey
Databook (Revised N=57)
August 2003

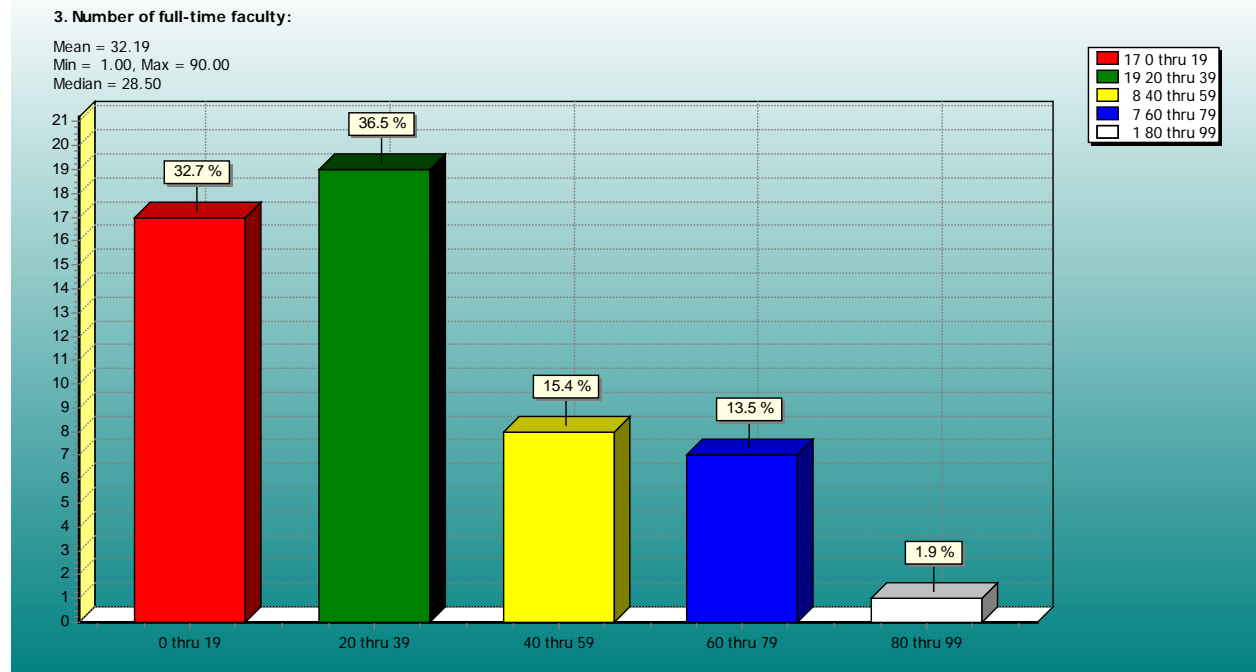
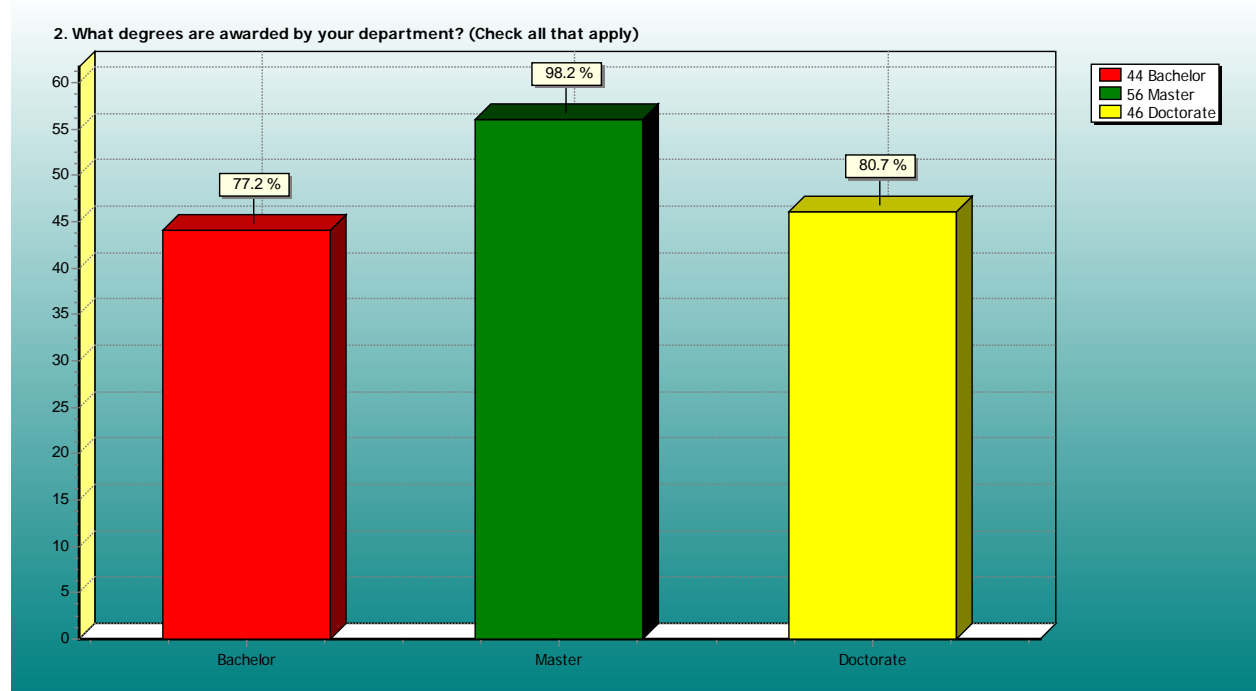
**Marketing
Partners** Inc.

2919 Division Street, St. Joseph, MI 49085
VOICE: (269) 983-0016 FAX: (269) 983-3442
E-MAIL: hq@mpicompanies.com

Table of Contents

| | |
|---|----|
| A. Department Information | 1 |
| B. Student Demographics | 2 |
| C. Master's Program Information | 13 |
| D. Program History | 25 |
| E. Program Specifics | 28 |
| F. Student/Program Outcomes | 33 |
| G. Impressions | 39 |
| H. Future Changes | 44 |

A. Department Information



(1674 total faculty)

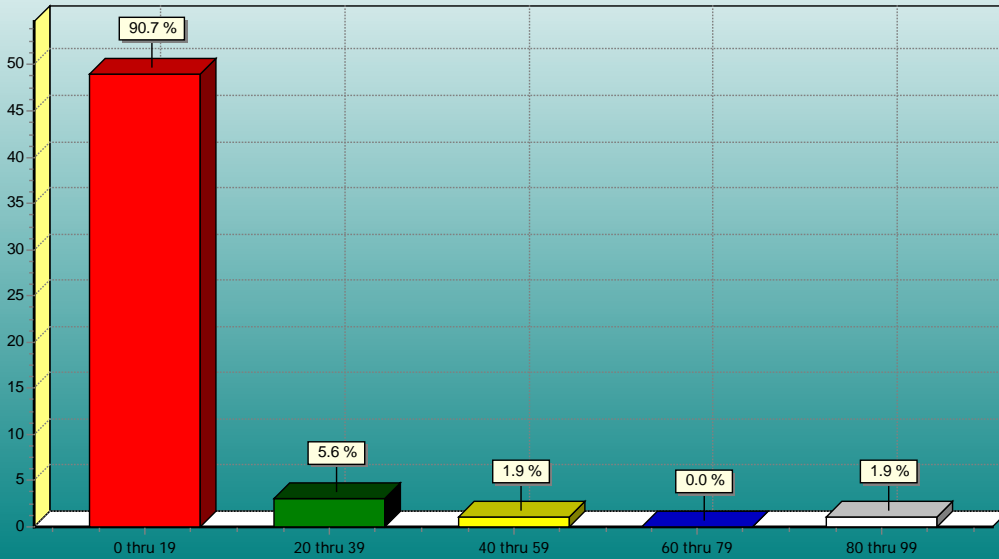
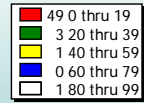
B. Student Demographics

1. How many master's graduates in this program:

| a. Did you have last year? | b. Do you expect this year? | c. Do you expect next year? | |
|----------------------------|-----------------------------|-----------------------------|-----|
| 40 | 45 | 40 | |
| 1 | 2 | 3 | |
| 3 | 4 | 4 | |
| 8 | 8 | 8 | |
| 5 | 7 | 6 | |
| 5 | 12 | 13 | |
| 3 | 4 | 4 | |
| 0 | 0 | 2 | |
| 3 | 2 | 4 | |
| 10 | 8 | 14 | |
| 11 | 28 | 20 | |
| 5 | 6 | 5 | |
| 6 | 8 | 8 | |
| 5 | 3 | 3 | |
| 21 | | | |
| 2 | 2 | 3 | |
| 80 | 80 | 85 | |
| 6 | 9 | 12 | |
| 11 | 9 | 9 | |
| 5 | 4 | 5 | |
| 5 | 4 | 6 | |
| 5 | 5 | 5 | |
| 5 | 5 | 8 | |
| 17 | 13 | 15 | |
| 6 | 7 | 8 | |
| 7 | 6 | 7 | |
| 5 | 5 | 5 | |
| 0 | 0 | 4 | |
| 15 | 13 | 15 | |
| 19 | 8 | 8 | |
| 9 | 8 | 6 | |
| 5 | 2 | 5 | |
| 6 | 6 | 6 | |
| 10 | 10 | 10 | |
| 2 | 2 | 2 | |
| 2 | 0 | 0 | |
| 0 | 2 | 5 | |
| 6 | 9 | | |
| 0 | 1 | 2 | |
| 2 | 0 | 2 | |
| 10 | 15 | 13 | |
| 5 | 4 | 5 | |
| 2 | | | |
| 20 | 20 | 16 | |
| 1 | 3 | 4 | |
| 9 | 9 | 14 | |
| 8 | 11 | 19 | |
| 0 | 0 | 4 | |
| 0 | 7 | 10 | |
| 0 | 3 | 5 | |
| 10 | 12 | 13 | |
| 20 | 18 | 22 | |
| 0 | 0 | 7 | |
| 0 | 3 | 3 | |
| | | | |
| Total | 441 | 452 | 502 |
| Mean | 8.2 | 8.7 | 9.8 |
| Median | 5 | 6 | 6 |

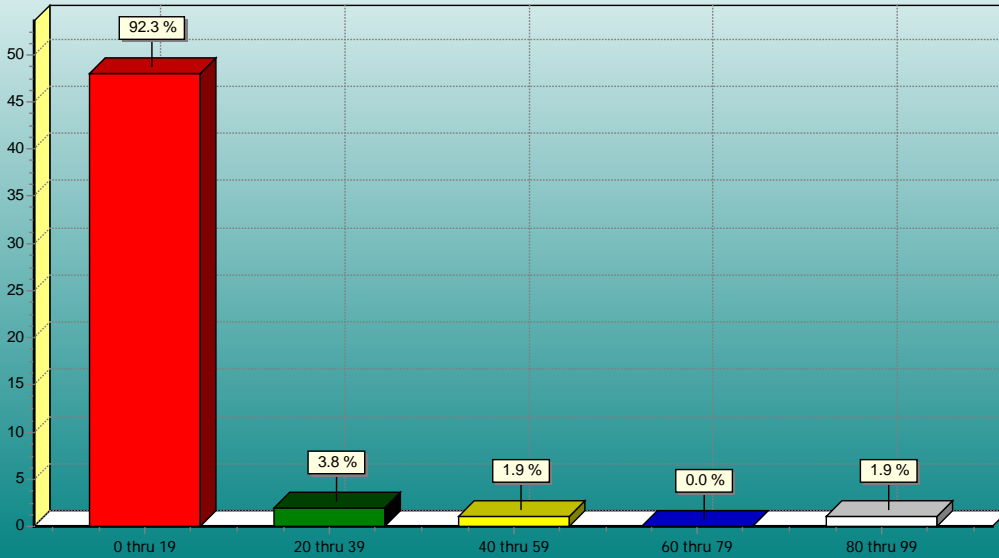
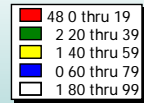
a. Did you have last year?

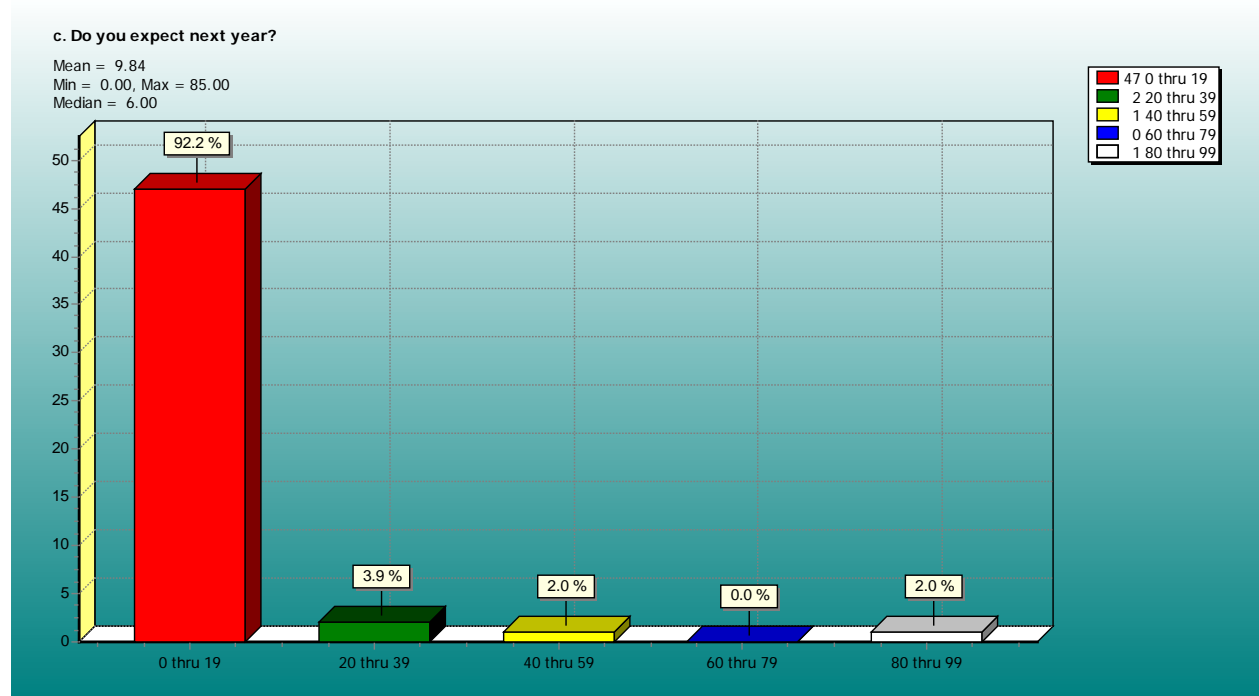
Mean = 8.17
 Min = 0.00, Max = 80.00
 Median = 5.00



b. Do you expect this year?

Mean = 8.69
 Min = 0.00, Max = 80.00
 Median = 6.00



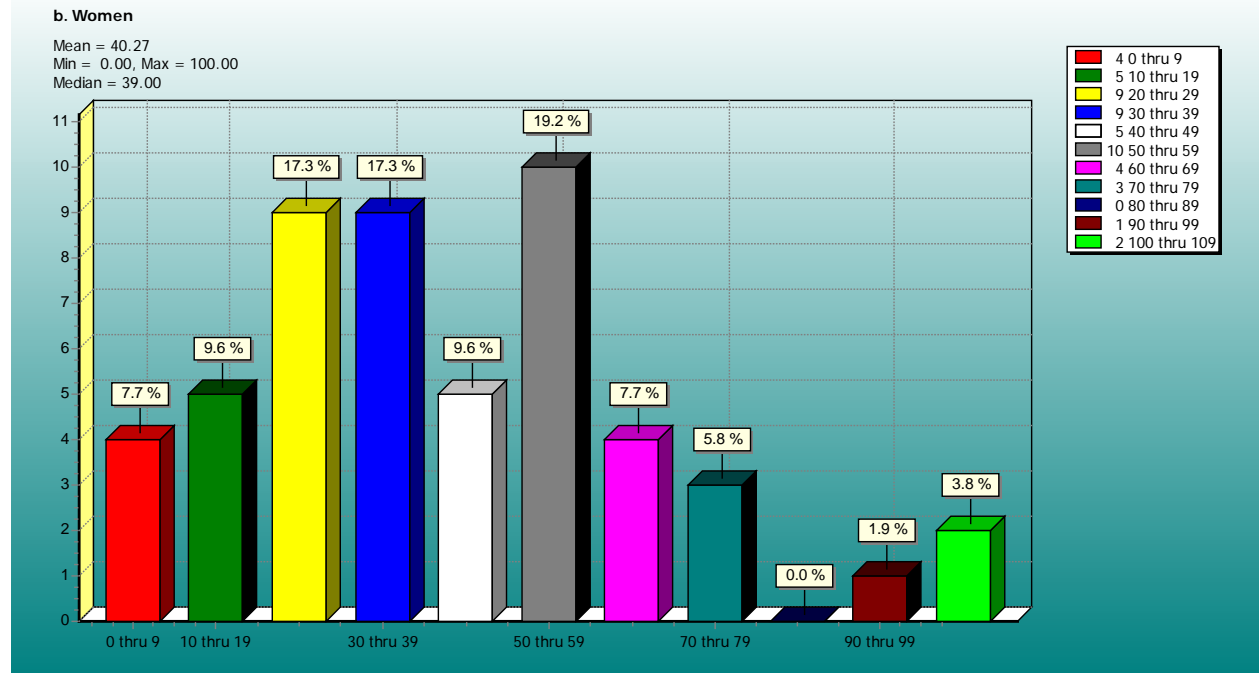
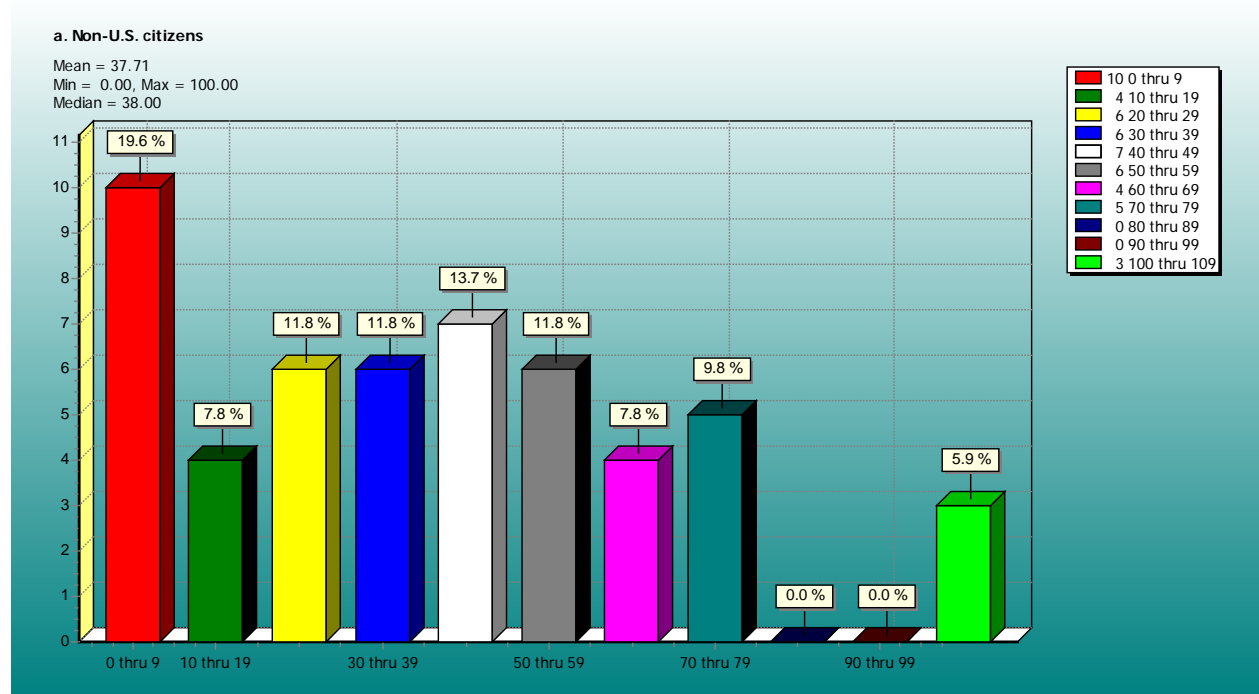


2. How many master's students in this program:

| | a. Last year | b. This year | c. Next year |
|-------------|--------------|--------------|---------------|
| | 100 | 90 | 80 |
| | 15 | 15 | 15 |
| | 16 | 16 | 16 |
| | 8 | 9 | 10 |
| | 18 | 12 | 14 |
| | 6 | 9 | 8 |
| | 21 | 30 | 45 |
| | 4 | 4 | 6 |
| | 22 | 28 | 25 |
| | 24 | 45 | 40 |
| | 8 | 9 | 9 |
| | 50 | 60 | 65 |
| | 8 | 6 | 6 |
| | 5 | 5 | 6 |
| | 220 | 190 | 190 |
| | 16 | 21 | 20 |
| | 22 | 21 | 16 |
| | 20 | 18 | 20 |
| | 11 | 20 | 20 |
| | 10 | 10 | 10 |
| | 12 | 16 | 16 |
| | 17 | 13 | 10 |
| | 6 | 7 | 5 |
| | 25 | 25 | 28 |
| | 10 | 10 | 10 |
| | 0 | 5 | 10 |
| | 35 | 38 | 40 |
| | 9 | 12 | 17 |
| | 29 | 20 | 20 |
| | 10 | 10 | 10 |
| | 6 | 6 | 6 |
| | 25 | 25 | 5 |
| | 6 | 3 | 3 |
| | 2 | 0 | 0 |
| | 3 | 6 | 8 |
| | 8 | 11 | 12 |
| | 8 | 8 | 12 |
| | 16 | 18 | 20 |
| | 13 | 15 | 18 |
| | 58 | 56 | 16 |
| | 4 | 5 | 6 |
| | 17 | 34 | 37 |
| | 32 | 40 | 40 |
| | 0 | 4 | 10 |
| | 7 | 19 | 19 |
| | 3 | 3 | 8 |
| | 12 | 10 | 8 |
| | 25 | 23 | 27 |
| | 0 | 1 | 6 |
| | 3 | 3 | 5 |
| Total | 1005 | 1064 | 1047 |
| Mean/Median | 20.10 / 12 | 21.28 / 14 | 21.06 / 14.50 |

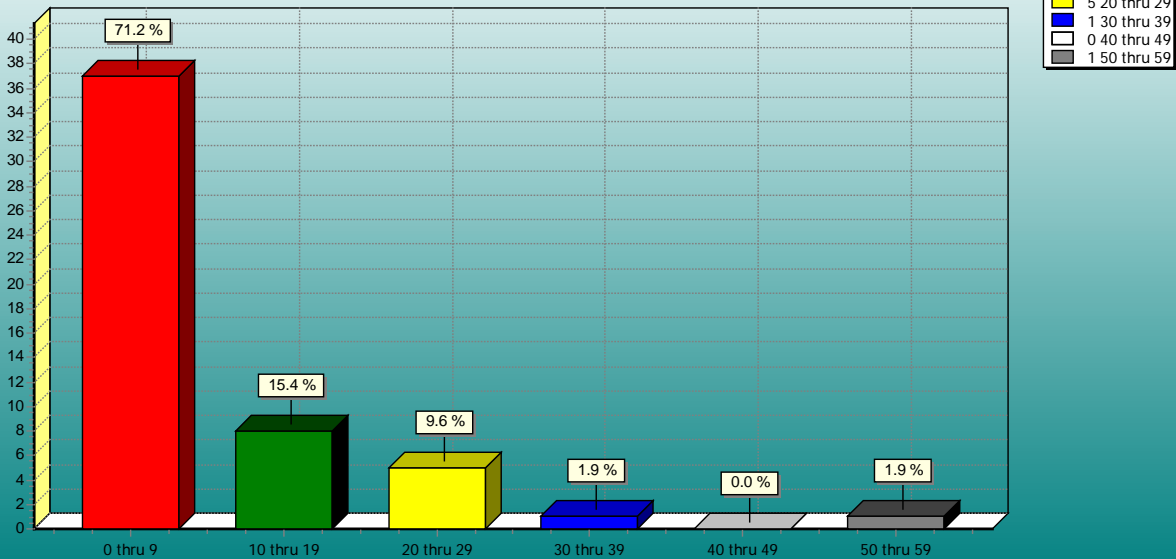
3. What percentage of the students in the master's program are...?

| | a. Non-U.S. citizens | b. Women | c. Under-represented minorities | d. Returned to school five or more years |
|--------|----------------------|----------|---------------------------------|--|
| | 75 | 50 | 8 | 4 |
| | 0 | 40 | 20 | 50 |
| | 30 | 45 | 5 | 10 |
| | 44 | 33 | 22 | |
| | 42 | 66 | 8 | |
| | 50 | 50 | 10 | 0 |
| | 10 | 45 | 5 | 65 |
| | 50 | 25 | 25 | 0 |
| | 20 | 50 | 10 | 20 |
| | 19 | 44 | 7 | 0 |
| | 60 | 30 | 0 | 0 |
| | 10 | 30 | 20 | 50 |
| | 0 | 67 | 0 | 17 |
| | 76 | 38 | 4 | 0 |
| | 2 | 2 | 0 | 2 |
| | 37 | 11 | 6 | 45 |
| | 50 | 25 | 0 | 25 |
| | 38 | 19 | 5 | 7 |
| | 60 | 60 | 5 | 5 |
| | 45 | 55 | 0 | 5 |
| | 60 | 20 | 0 | 10 |
| | 100 | 50 | 0 | 0 |
| | 30 | 76 | 1 | 30 |
| | 1 | 71 | 1 | 57 |
| | 24 | 36 | 4 | 0 |
| | 50 | 50 | 25 | 20 |
| | 100 | 20 | 0 | 20 |
| | 79 | 53 | 0.5 | 0.5 |
| | 67 | 58 | 8 | 0 |
| | 35 | 20 | 10 | 0 |
| | 0 | 90 | 10 | 50 |
| | 15 | 50 | 33 | 0 |
| | 20 | 40 | 4 | 10 |
| | 37 | 20 | 0 | 0 |
| | 100 | 0 | 0 | 0 |
| | 50 | 16 | 0 | 0 |
| | 40 | 30 | 10 | |
| | 0 | 55 | 0 | 11 |
| | 20 | 35 | 0 | 20 |
| | 77 | 28 | 0 | 23 |
| | 0 | 13 | 0 | 40 |
| | | 77 | 50 | |
| | 75 | 25 | 0 | 0 |
| | 23 | 18 | 2 | 1 |
| | 50 | 63 | 10 | 5 |
| | 25 | 0 | 0 | 25 |
| | 47 | 37 | 0.05 | 21 |
| | 0 | 33 | 0 | 33 |
| | 40 | 20 | 10 | 5 |
| | 40 | 5 | 5 | 10 |
| | 0 | 100 | 0 | 0 |
| | 0 | 100 | 15 | 15 |
| | | | | |
| Mean | 37.7 | 40.2 | 6.9 | 14.8 |
| Median | 38 | 39 | 4.5 | 10 |



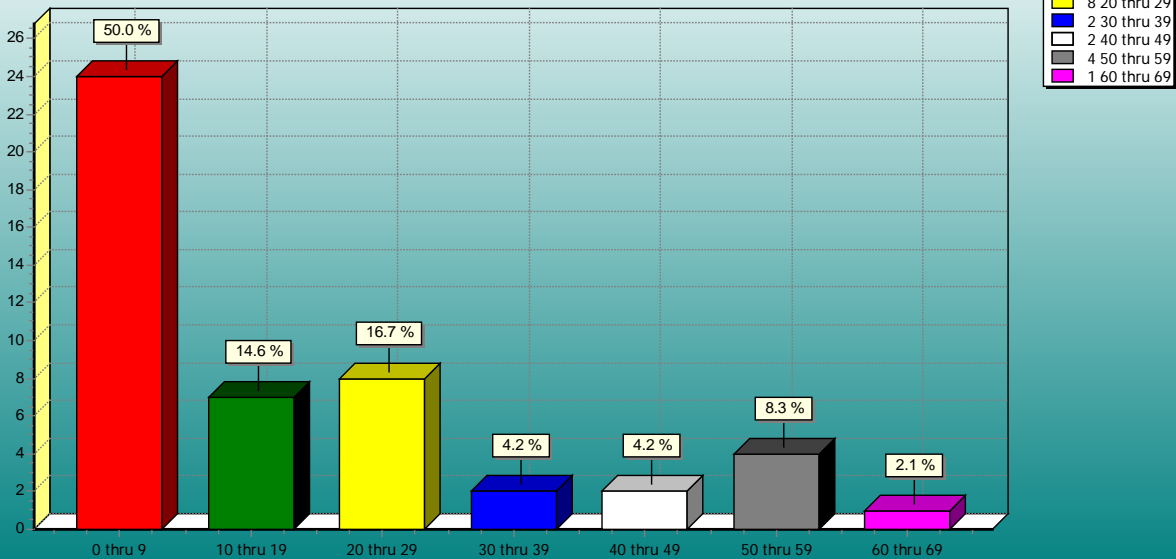
c. Under-represented minorities (African American, Latino and/or Native American)

Mean = 6.90
 Min = 0.00, Max = 50.00
 Median = 4.50



d. Returned to school five or more years after receipt of their undergraduate degree

Mean = 14.82
 Min = 0.00, Max = 65.00
 Median = 10.00

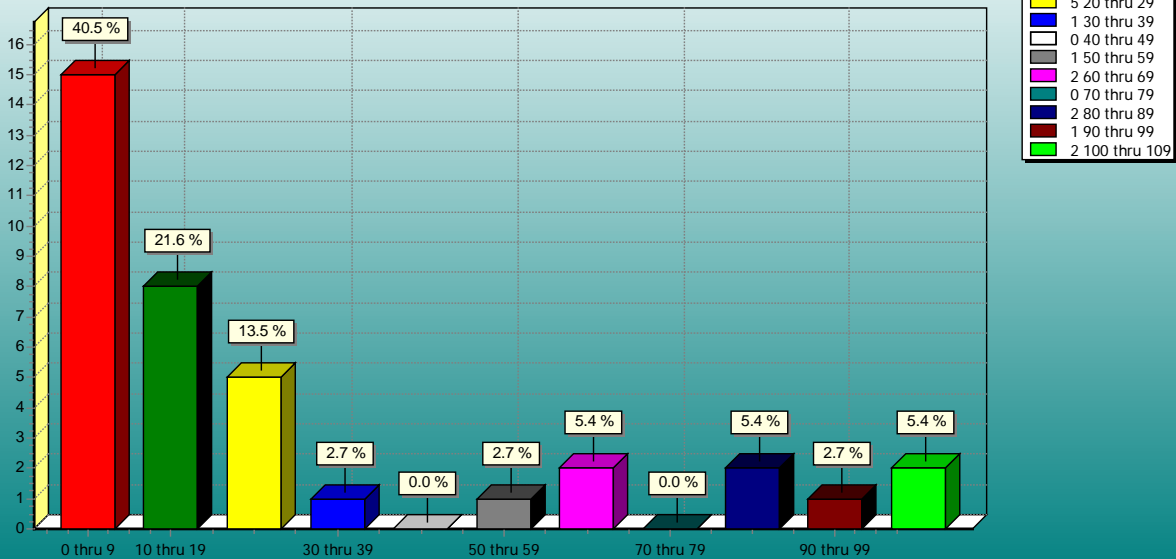


4. What percentage of the students in the master's program are supported by...?

| a. Employer | b. Fellow- ships | c. Personal resources | d. Research assists. | e. Teaching assists. | f. Other | g. Specify other here: |
|----------------|------------------------|-----------------------------|----------------------------|----------------------------|-------------|------------------------------|
| 10 | 5 | 15 | 30 | 40 | | |
| 80 | | 10 | | 10 | | |
| 20 | | 20 | | 60 | | |
| | | 78 | | 22 | | |
| | | 92 | | 8 | | |
| 0 | 0 | 0 | 0 | 100 | | |
| 95 | 0 | 0 | 0 | 5 | | |
| | | 25 | | 75 | | |
| | 15 | 10 | 15 | 60 | | |
| | 11 | | 7 | 80 | 2 | Home govt. support |
| 0 | 15 | 0 | 15 | 70 | | |
| 80 | | 20 | | | | |
| | | | | 100 | | |
| | | | | 100 | | |
| 1 | | | | 4 | | |
| 32 | | 58 | | 10 | | |
| 0 | 0 | 0 | 0 | 100 | | |
| 10 | 10 | 5 | 5 | 47 | 23 | Dual MS students |
| | 11 | 89 | 5 | 22 | | |
| | | | 10 | 85 | 5 | Part-time instructor |
| 0 | 10 | 0 | 10 | 80 | | |
| 0 | 20 | 80 | 0 | 0 | 50 | Marking & Demonstration |
| 61 | 0 | 39 | 0 | 0 | | |
| 58 | 0 | 42 | 0 | 0 | | |
| 10 | 0 | 20 | 20 | 40 | 10 | Hourly wages |
| 20 | 100 | 50 | | | | |
| 0 | | 80 | | 20 | | |
| 0 | 3 | 39 | 42 | 16 | | |
| 0 | 0 | 8 | 8 | 75 | | |
| | | | 5 | 95 | | |
| 0 | 10 | 90 | 0 | 0 | | |
| 0 | 0 | 0 | 0 | 100 | | |
| | | | 8 | 92 | | |
| | 20 | | 30 | 50 | | |
| 0 | 0 | 100 | 0 | 0 | | |
| 0 | 0 | 0 | 0 | 100 | | |
| 66 | 0 | 34 | 0 | 0 | | |
| 10 | 0 | 40 | 0 | 50 | | |
| 11 | 6 | 78 | 5 | 0 | | |
| 27 | 0 | 46 | 0 | 27 | | |
| 25 | 0 | 0 | 0 | 75 | | |
| 0 | 0 | 30 | 0 | 70 | 0 | |
| 0 | 0 | 90 | 10 | | | |
| 25 | 0 | 0 | 0 | 75 | 0 | |
| 10.5 | 0 | 57.9 | | 26.3 | 5.3 | overseas government |
| | | | | 100 | | |
| 10 | 0 | 90 | 0 | 0 | 0 | |
| 10 | 0 | 90 | 0 | 0 | 0 | |
| 100 | | | | | | |
| 100 | 50 | | | | | |
| Mean | 23.5 | 8.4 | 39.1 | 6.6 | 46.4 | 4.3 |
| Median | 10 | 0 | 34 | 2.5 | 47 | 0 |

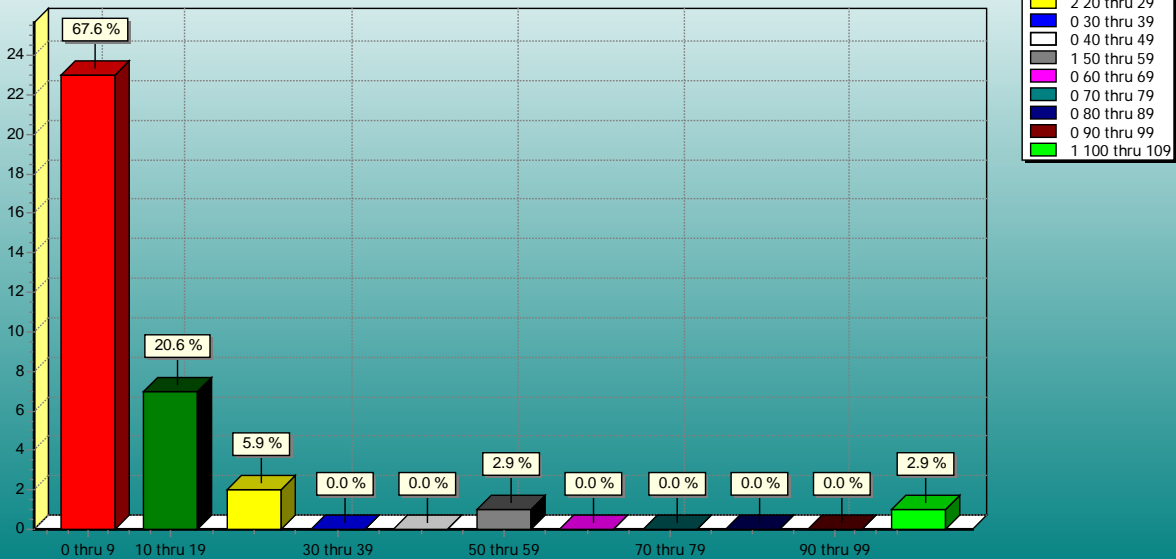
a. Employer

Mean = 23.55
 Min = 0.00, Max = 100.00
 Median = 10.00



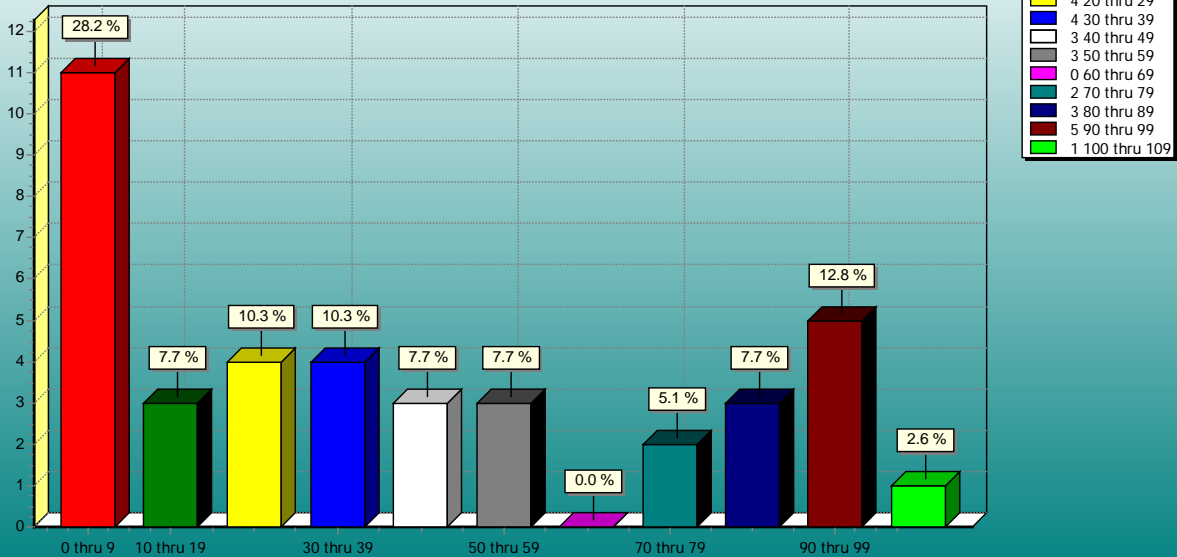
b. Fellowships

Mean = 8.41
 Min = 0.00, Max = 100.00
 Median = 0.00



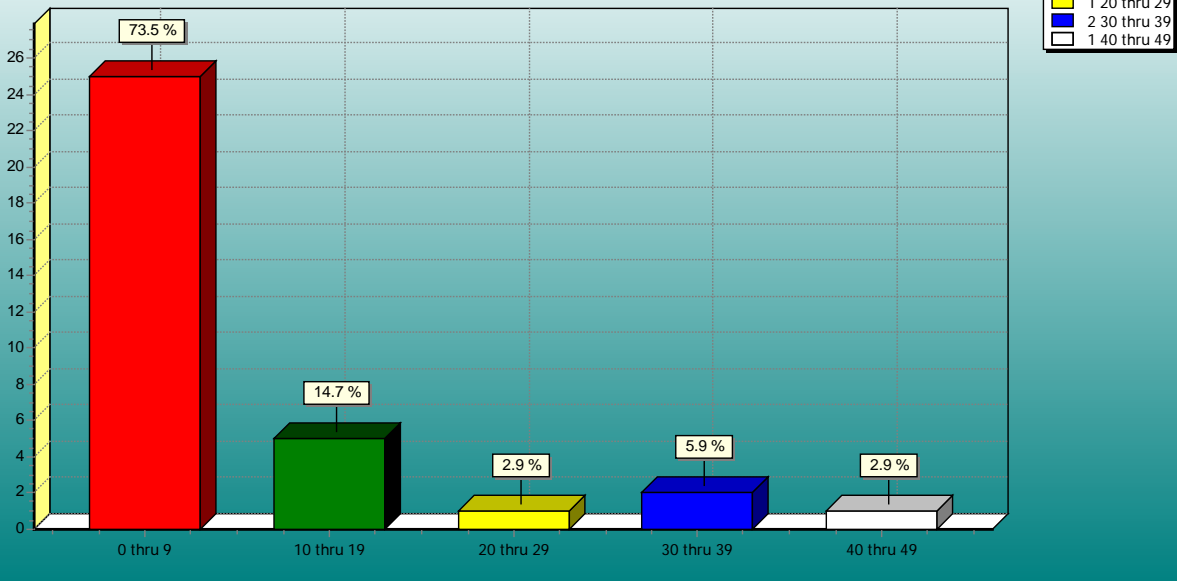
c. Personal resources

Mean = 39.13
 Min = 0.00, Max = 100.00
 Median = 34.00



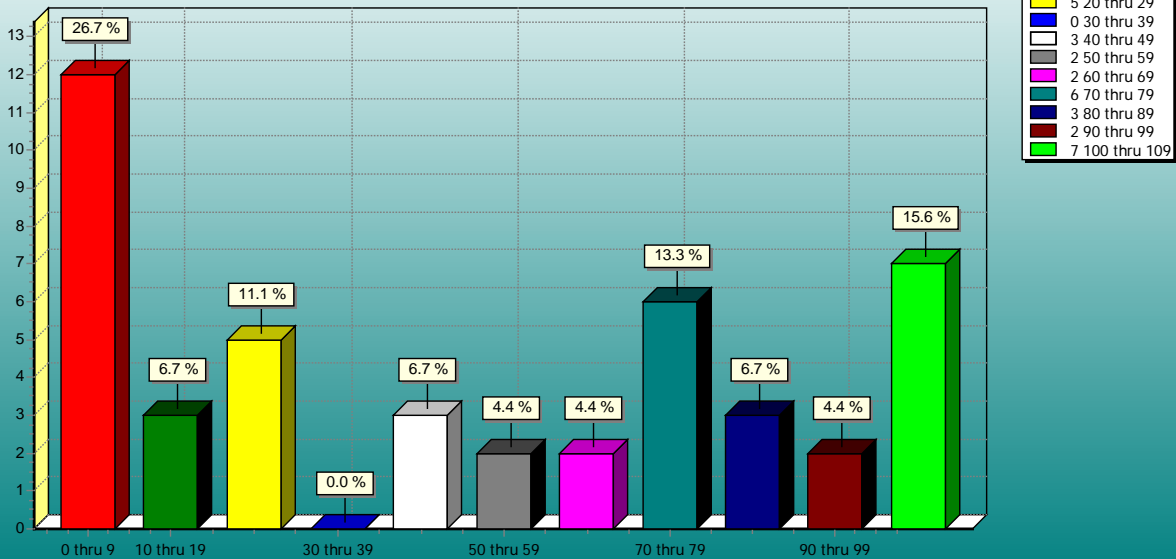
d. Research assistantships

Mean = 6.62
 Min = 0.00, Max = 42.00
 Median = 2.50



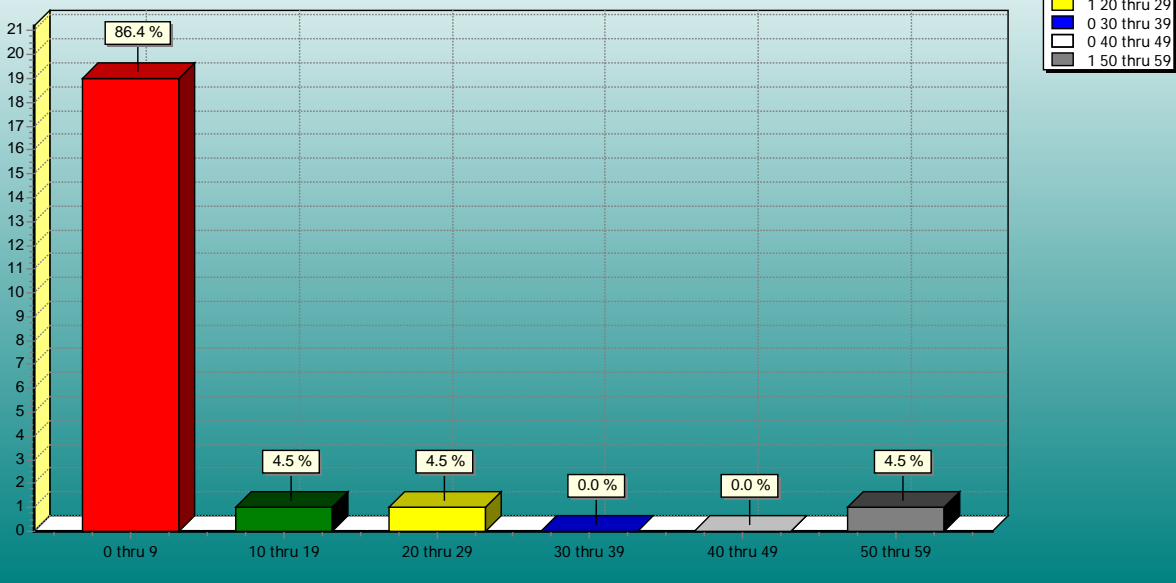
e. Teaching assistantships

Mean = 46.43
 Min = 0.00, Max = 100.00
 Median = 47.00



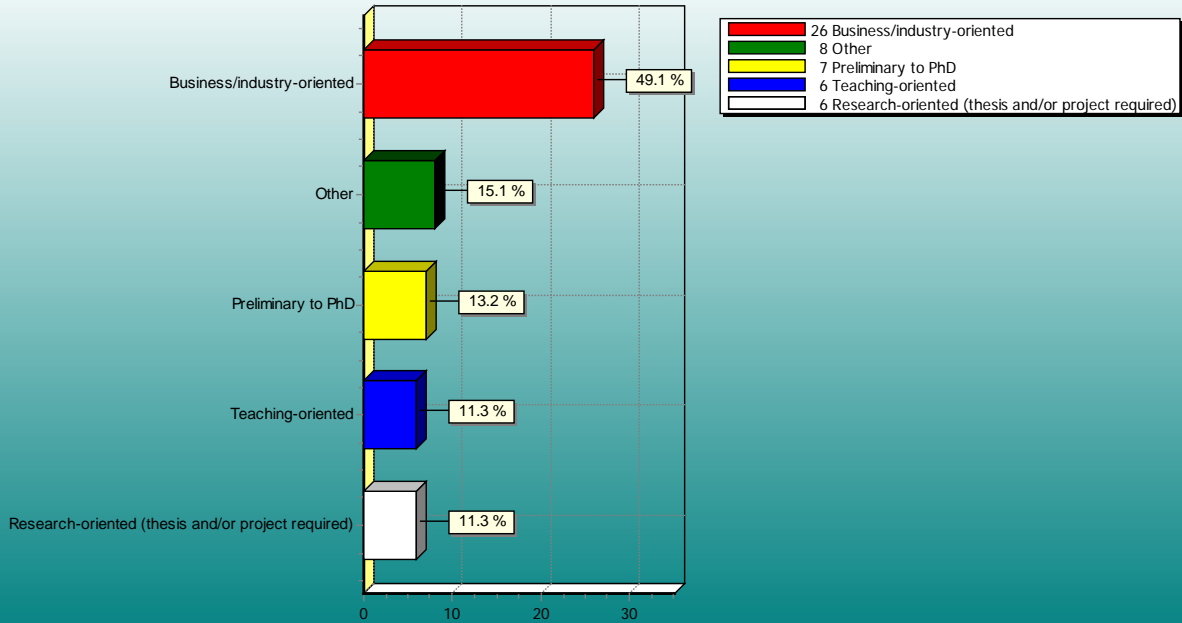
f. Other

Mean = 4.33
 Min = 0.00, Max = 50.00
 Median = 0.00

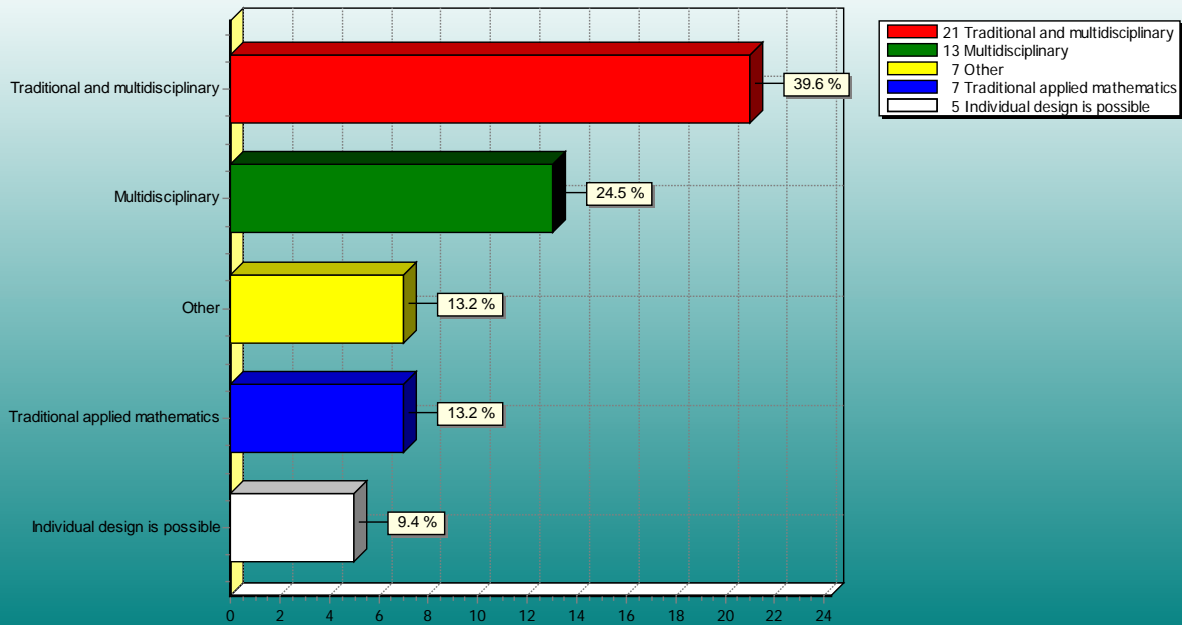


C. Master's Program Information

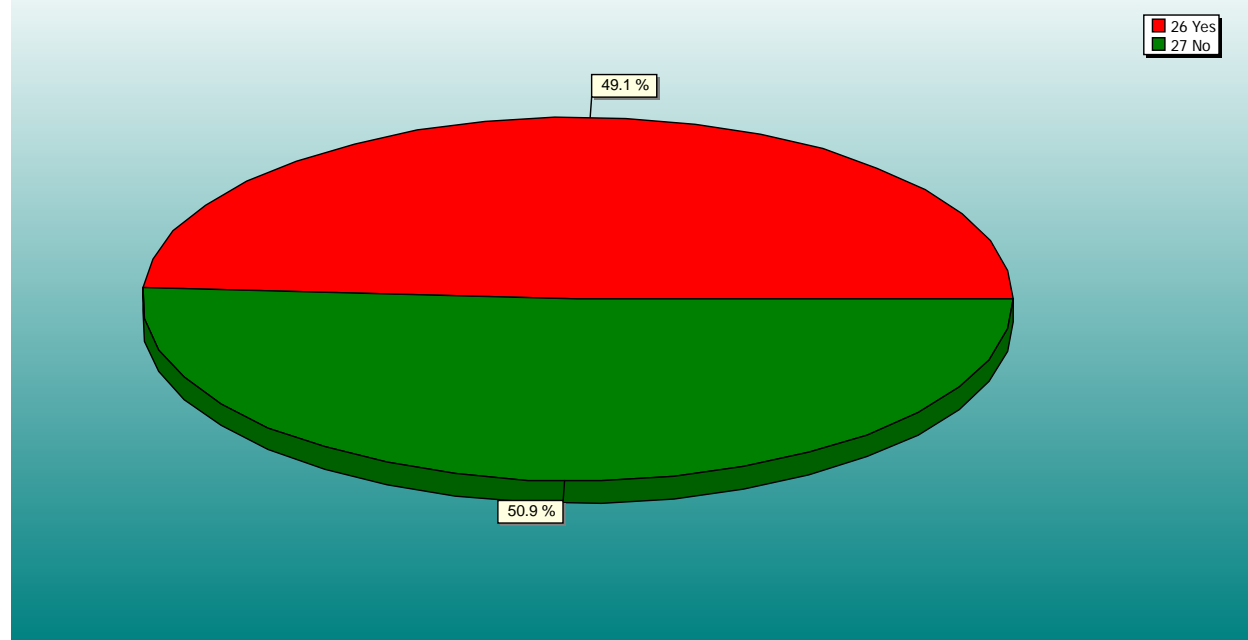
1. Is your master's degree program primarily:



2. Is your master's degree program curriculum primarily:



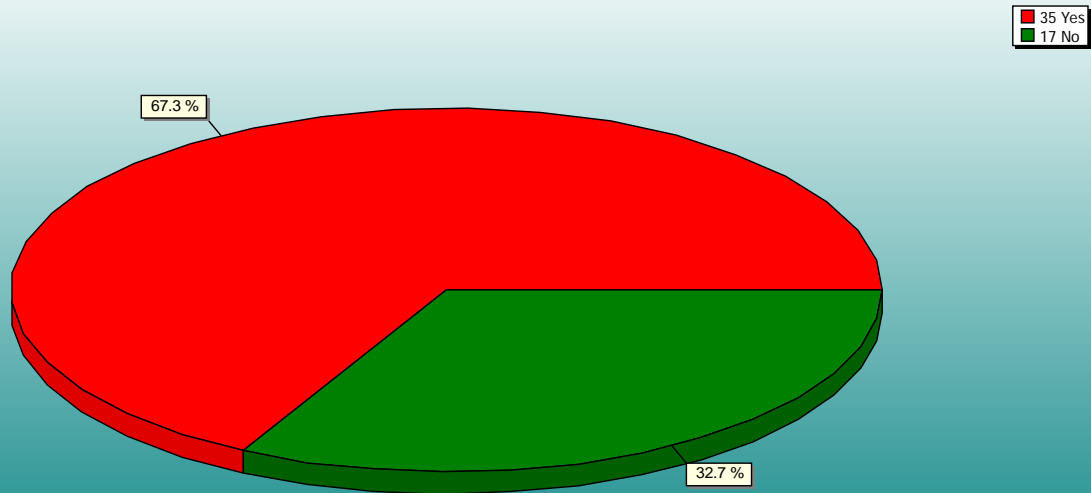
3. Have any courses outside of applied mathematics been specifically designed/required for your master's degree program?



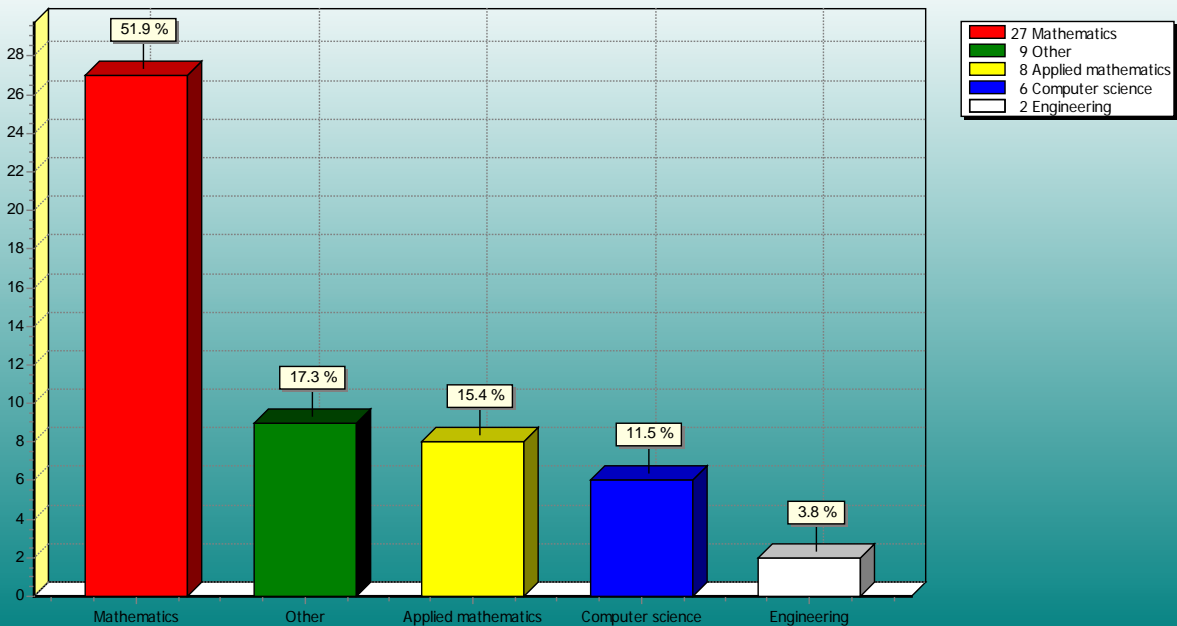
3b. Please specify the courses outside the applied mathematics that have been specifically designed/required for your master's degree program.

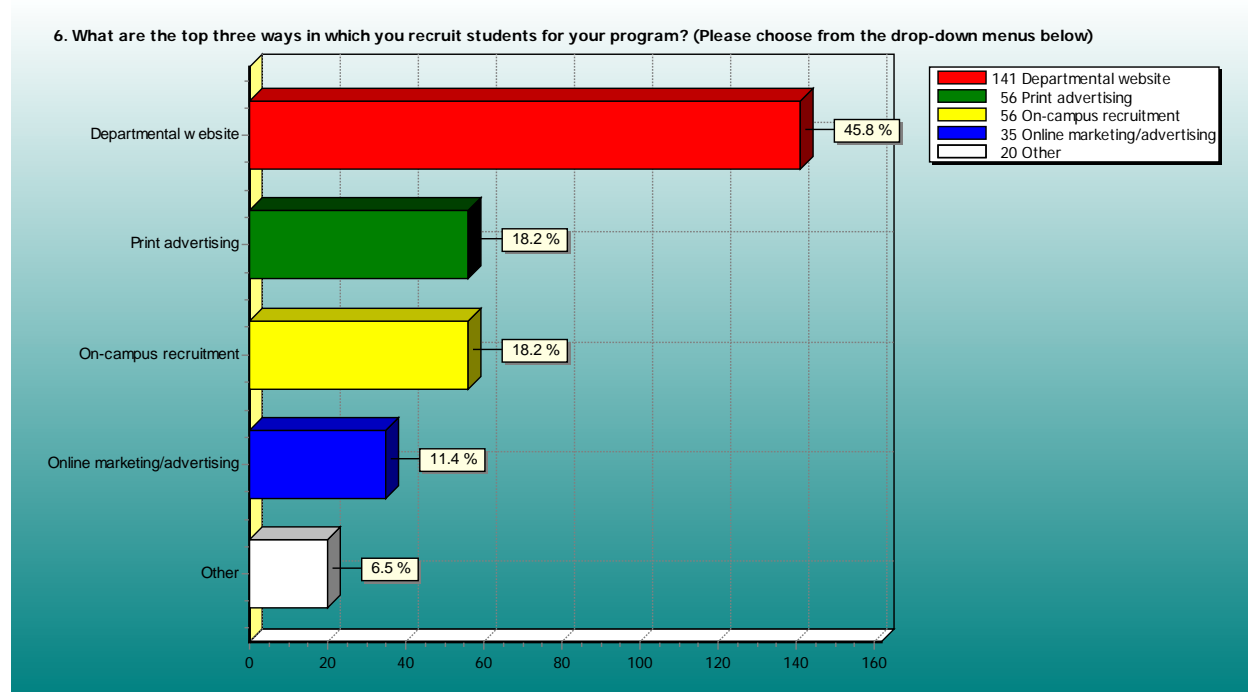
| |
|--|
| Most of them are software development oriented. Please see our web site: www.cs.uwlax.edu |
| Some traditional pure math topics are included (e.g. topology) |
| Financial engineering, financial economics |
| Stochastic optimization and control, Simulation and Monte Carlo |
| Education Courses |
| MBA courses for Engineering Management option |
| Public Health Core Courses in Epidemiology, human health and disease, behavior, management, environmental health sciences |
| Computer science courses. |
| Probability and statistics (this is a department of "statistics") |
| Statistical Computing |
| All courses are outside of formal applied math dept. courses. Math department has special grad classes for elem. and secondary teachers, Teaching and Teacher Education has mathematics education courses that include, curriculum, technology and diagnosis |
| Any two courses, subject to department's approval. |
| 2 courses at the graduate level outside of mathematics must be taken, area depends on specialty |
| Finance in the School of Business and courses in economics from the Department of Economics |
| There is as big variety of courses form Physics, Engineering, Economics, Computer Science, Business students can choose from. |
| Statistical Quality Control, Design of Experiment |
| Curriculum & Instruction: 'The Computer and Mathematics Education' |
| Curriculum & Instruction: 'Trends and Issues in Mathematics Education' |
| MCS 504 MISI Industrial Workshop, MCS 507 MISI Software for Industry, Fin 551 Financial Decision Making, Math 586 Computational Finance |
| 2 courses in statistics, 4 in engineering or economics or supply chain management |
| CS for Bioinformatics, Intro to Databases, Prokaryotic Molecular Genetics, Eukaryotic Molecular Genetics, Bioinformatics, Genomics |
| Asset Pricing (Economics), Computational Finance |
| MBA Essentials, Statistics (elective), Economics (elective) |
| MST 6010- Business Fundamentals for Scientists, MST 6020- Management Fundamentals for Scientists, MST 6500- Scientific Reasoning |
| Entrepreneurship |

4. Is a flexible schedule of classes offered for your students?



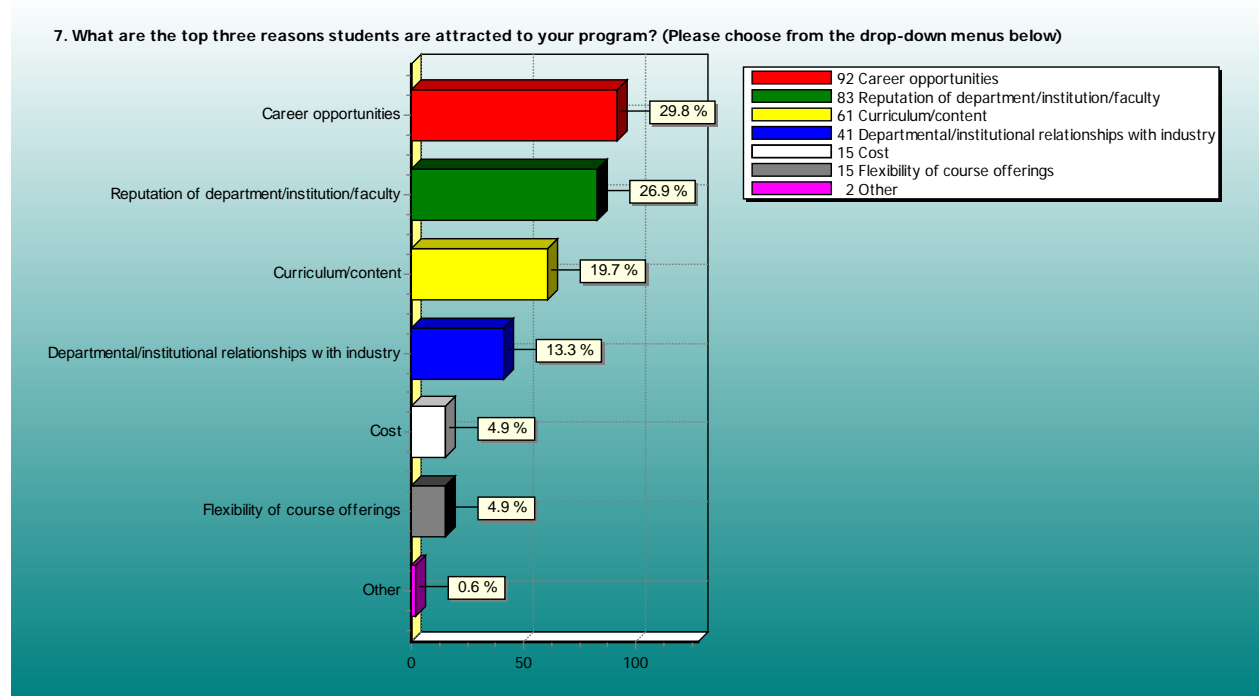
5. Where do your master's students primarily come from?





6b. Please specify other ways in which you recruit students for your program.

| |
|--|
| Direct mailing to colleges |
| Undergrad poster sessions etc. at meetings, REUs |
| Fields institute meetings |
| Recommendations from faculty at other colleges, participation in U/G math conferences, REU program on campus, visits to other campuses |
| Word of mouth, brochures |
| Referral from faculty and students |
| Word of mouth by teachers in the local schools |
| Mailings to nearby departments |
| Personal contact via available mediums of communication (i.e.: email, telephone. personal contact |
| We write all who take the GRE and express an interest in mathematics study |
| Reputation of faculty |
| Personal contacts |

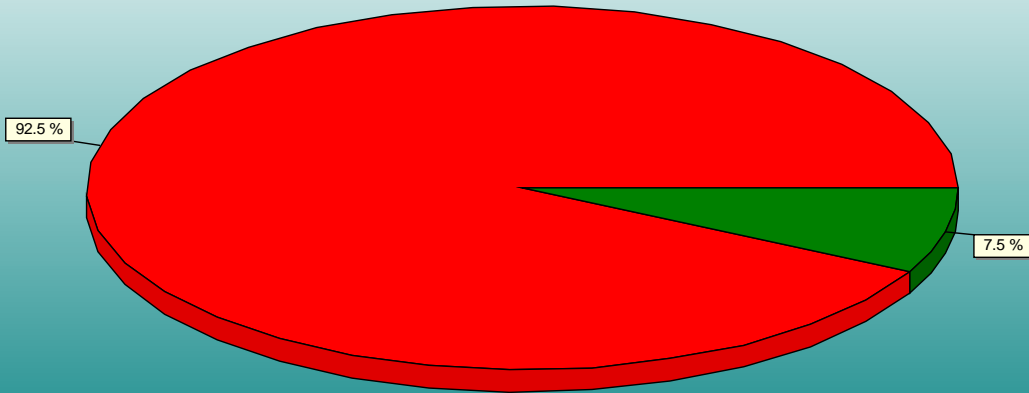


7b. Please specify other reasons students are attracted to your program.

Location in Dallas

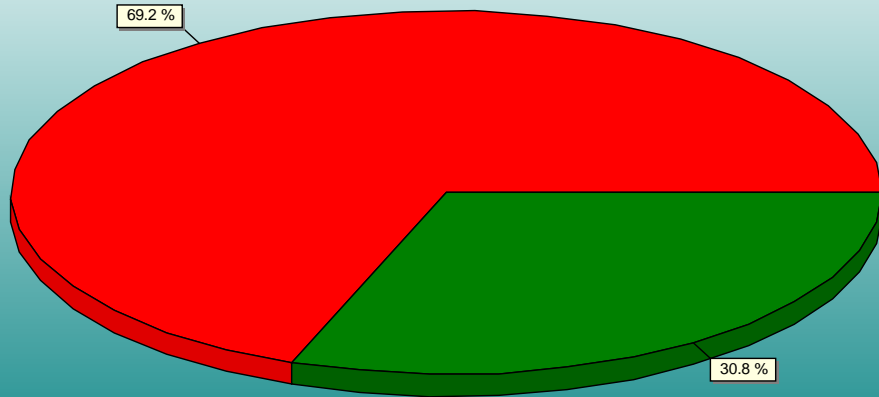
8. Is your department interested in attracting more master's students?

49 Yes
4 No



9. Would you characterize your master's degree program as "professional," i.e., a program designed specifically to prepare students for careers in either business or industry?

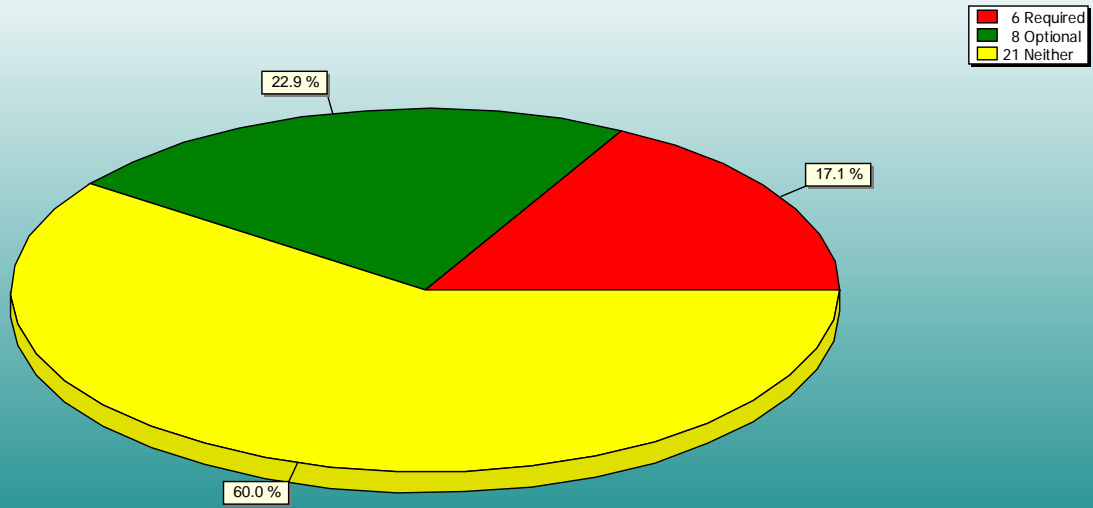
36 Yes
16 No



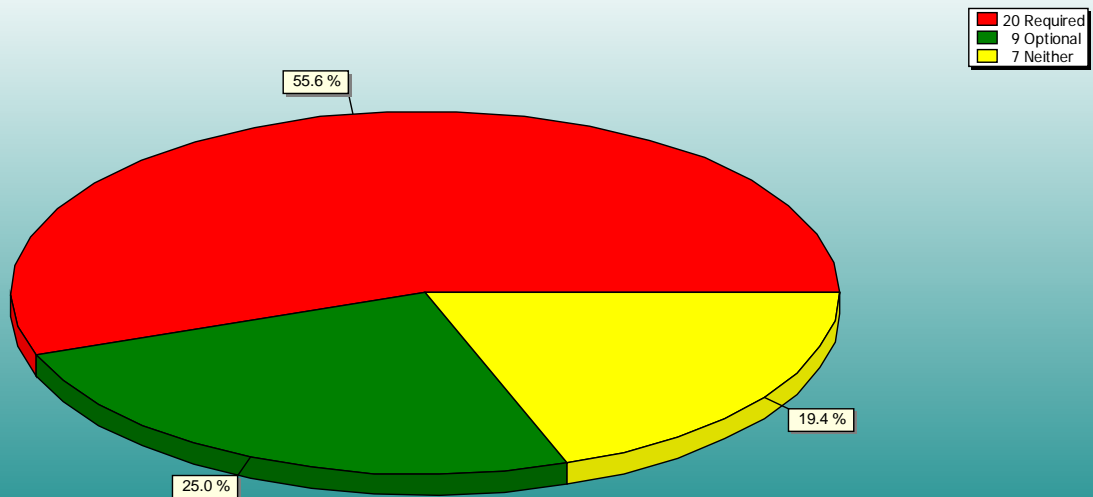
10. For this professional degree...

| | Required | Optional | Neither |
|--------------------------------------|----------|----------|---------|
| 10a. Is a thesis...? | 17.1% | 22.9% | 60% |
| 10b. Is a report or project...? | 55.6% | 25% | 19.4% |
| 10c. Is research experience...? | 12.1% | 48.5% | 39.4% |
| 10d. Is an off-campus internship...? | 20.6% | 44.1% | 35.3% |

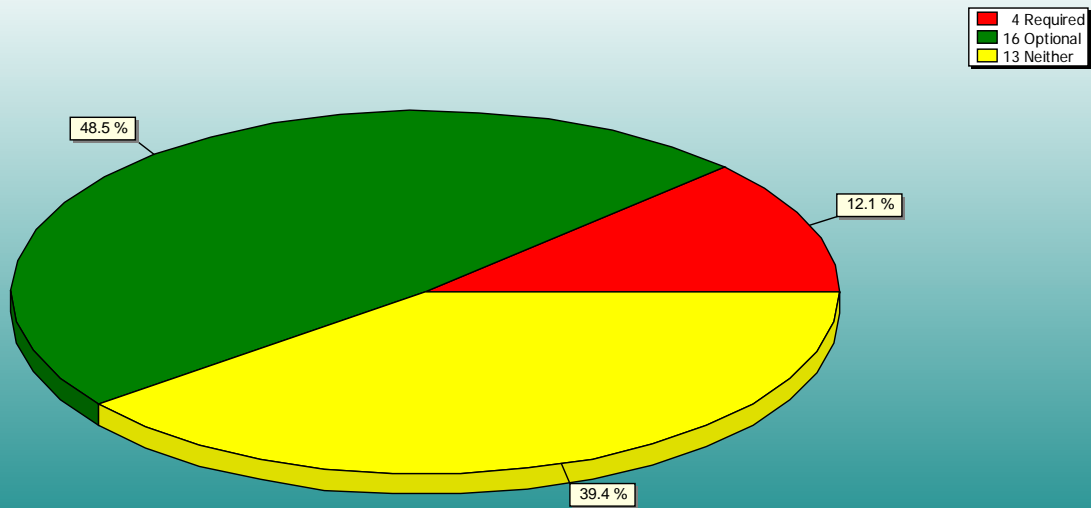
Q10. For this professional degree... - 10a. Is a thesis...?



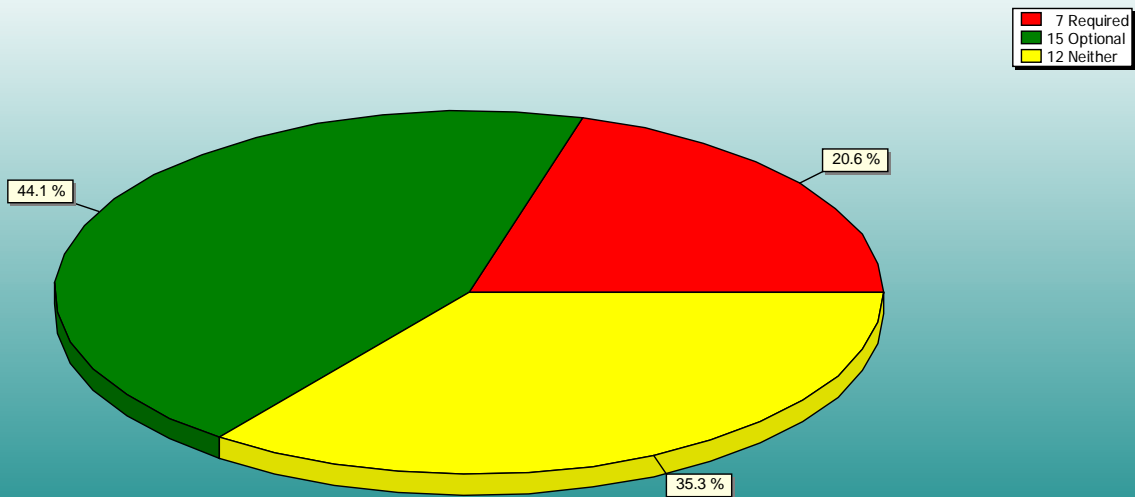
Q10. For this professional degree... - 10b. Is a report or project...?



Q10. For this professional degree... - 10c. Is research experience...?



Q10. For this professional degree... - 10d. Is an off-campus internship...?

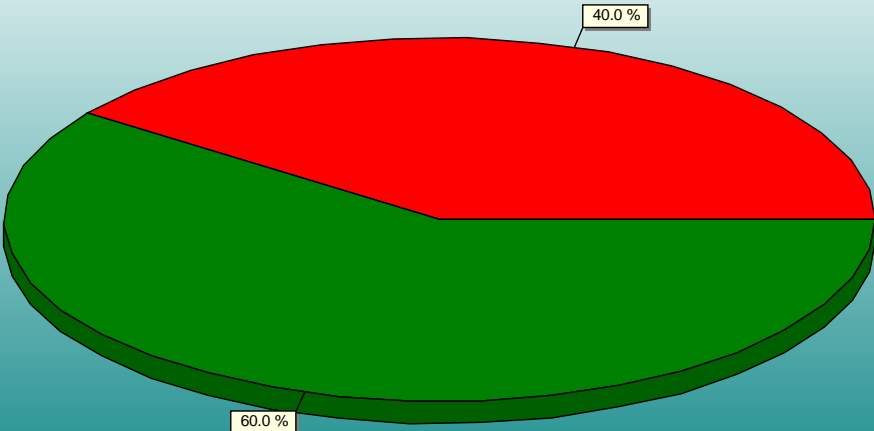


11. Do the students in the "professional" master's degree program:

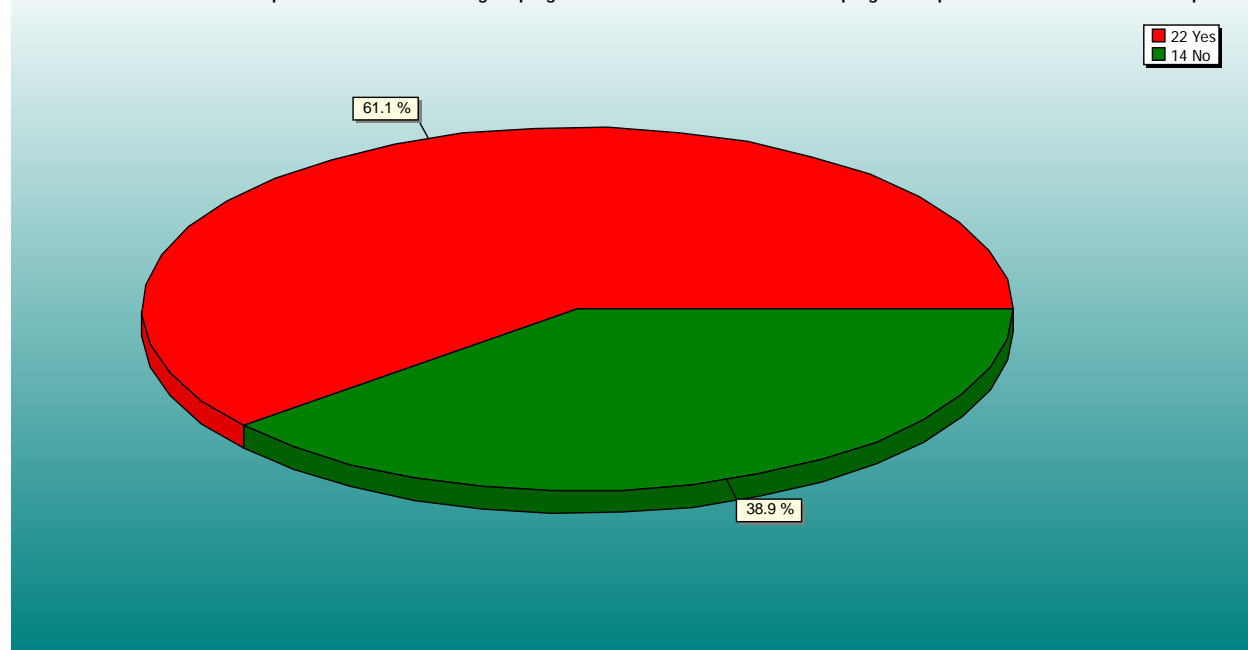
| | Yes | No |
|---|-------|-------|
| 11a. Have their own orientation activities? | 40% | 60% |
| 11b. Have formal or informal program requirements such as seminars or presentations of internship projects? | 61.1% | 38.9% |

11. Do the students in the "professional" master's degree program: - 11a. Have their own orientation activities?

14 Yes
21 No



11. Do the students in the "professional" master's degree program: - 11b. Have formal or informal program requirements such as seminars or presentations



11c. Please describe the formal or informal program requirements (such as seminars or presentations of internship projects):

| |
|---|
| The students need to present the project proposal to get approval from the committee. They also need to present the final product, demonstrate the product at the end. |
| Formulate coherent course of study with faculty adviser meeting general requirements, but suiting individual's interests. Summer industrial internship. |
| Weekly computational finance seminars; weekly Computation Science & Engineering program seminars. |
| Students are required to attend and participate in an AIM Seminar each week. The students are then required to produce a written report/summary of the topics discussed. |
| Final industry related project |
| There is a group project. We work on a problem and write a report. |
| Master's students participate in the math clinic, which works with business, industry, and government sponsors to solve challenging, real problems in engineering and applied mathematics, as well as some of the sciences. Members of the clinic must work as a team, interface with the sponsor, and give oral and written presentations on their work. |
| Seminars on current topics in Financial Math |
| Two semesters of consulting practica, special problem project, seminar |
| Attending seminars and giving presentations |
| One summer internship that supports the project, 1 semester each year of seminar series (weekly), one conference presentation of work (poster, usually) |
| Students present results of projects in a class setting. |
| Students are encouraged to attend weekly seminars presented by the department. They are also required to do a 20-minute presentation as a part of a course as well as present a Master's Paper as part |

| |
|--|
| of their degree requirements. |
| They must successfully orally defend their portfolio of projects to graduate |
| Either research or an industry internship |
| A weekly seminar organized by a TA to the program. |
| The formal requirement is a written comprehensive project that is derived from a core course on Statistical Consulting Practicum. |
| In the first semester of the program we host an orientation for the students in the Math Finance program, separate from the orientation to the larger Graduate School of Arts and Science. |
| Computational Science is one of the three tracks within the professional Master of Science and Technology program at the University of Utah. |

D. Program History

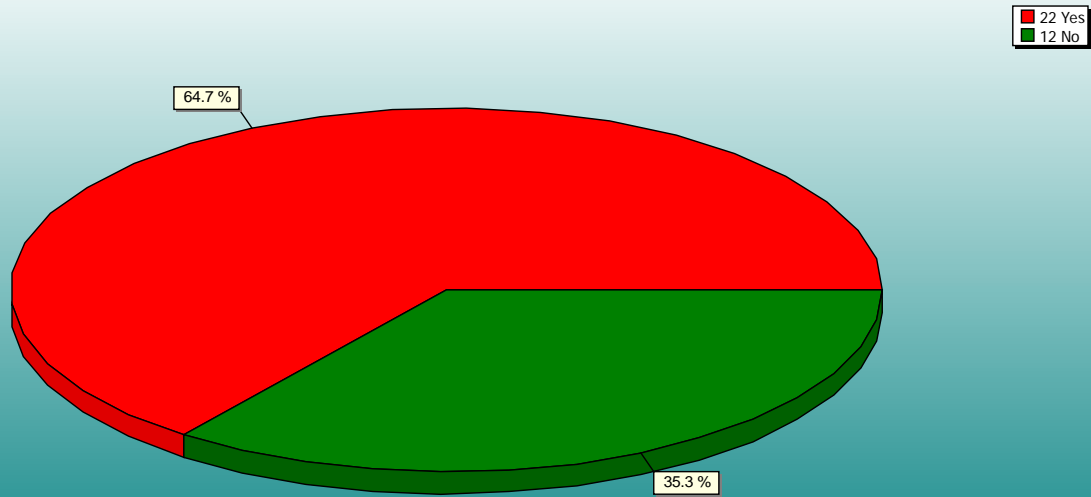
1. In what year was the "professional" master's program established?

| Program Name: | Department Name: | Institution Name: | Year |
|--|--|--|------|
| Master's of Industrial Statistics | Department of Statistics | University of South Carolina | 1996 |
| Applied Statistics | Mathematical Sciences | NJ Institute of Technology | 1999 |
| Master of Software Engineering (MSE) | Computer Science | University of Wisconsin-La Crosse | 2001 |
| Master's in Mathematical Sciences | Mathematical Sciences | Clemson University | 1975 |
| IT | School of Mathematics | University of Minnesota | 1992 |
| Part-Time Engineering Program | Applied and Computational Mathematics Program | The Johns Hopkins University | 1970 |
| IT | School of Mathematics | University of Minnesota | 1993 |
| Master of Science | Mathematics | Purdue University | 1946 |
| Applied and Interdisciplinary Mathematics | Mathematics | University of Michigan | 2000 |
| MS/ME | Industrial & Systems Engineering | University of Florida | 1996 |
| Applied Mathematics/Mathematics | Mathematical Sciences | Rensselaer Polytechnic Institute | 1975 |
| Master's program in applied math | Mathematics and statistics | University of Massachusetts | 1990 |
| Biostatistics | Department of Biostatistics | Emory University | 1960 |
| Public Health Informatics | Department of Biostatistics | Emory University | 2001 |
| School of Mathematical Sciences | Mathematics | Claremont Graduate University | 1990 |
| Applied Financial Mathematics | Mathematics | University of Connecticut | 2002 |
| Applied Statistics | Experimental Statistics | Louisiana State University | 1974 |
| Master's | Statistics | University of Illinois at Urbana-Champaign | 1985 |
| Industrial Mathematics | Mathematics and Statistics | Utah State University | 1999 |
| Master's in Mathematical Finance | Department of Mathematics | Indiana University | 2000 |
| Master of Science in Applied and Computational Mathematics | Mathematics and Statistics | University of Michigan - Dearborn | 2000 |
| M.S. with a major in Mathematics and/or Option in Applied Math | Mathematical Sciences | Indiana University - Purdue University at Fort Wayne | 1980 |
| | Biostatistics | UNC Chapel Hill School of Public Health | 1949 |
| Mathematics and Information Sciences for Industry | Mathematics, Statistics, and Computer Science | University of Illinois at Chicago | 2001 |
| Professional Masters in Industrial Mathematics | Department of Mathematics | Michigan State University | 1999 |
| MS Bioinformatics | School of Biology | Georgia Tech | 1999 |
| Masters of Financial Mathematics | Not a department | NC State University | 2002 |
| Master of Applied Statistics | Statistics Department | The Penn State University | 2001 |
| Professional Science Master's Program (PSM) | Mathematics | University of Pittsburgh | 2003 |
| Mathematics in Finance | Mathematics | Courant Institute of Mathematical Sciences | 1998 |
| Master of Science and Technology | Mathematics, Geology and Geophysics, and Physics | University of Utah | 2002 |
| Master of Science in Statistics-Entrepreneurial Track | Department of Statistics | Case Western Reserve University | 2001 |

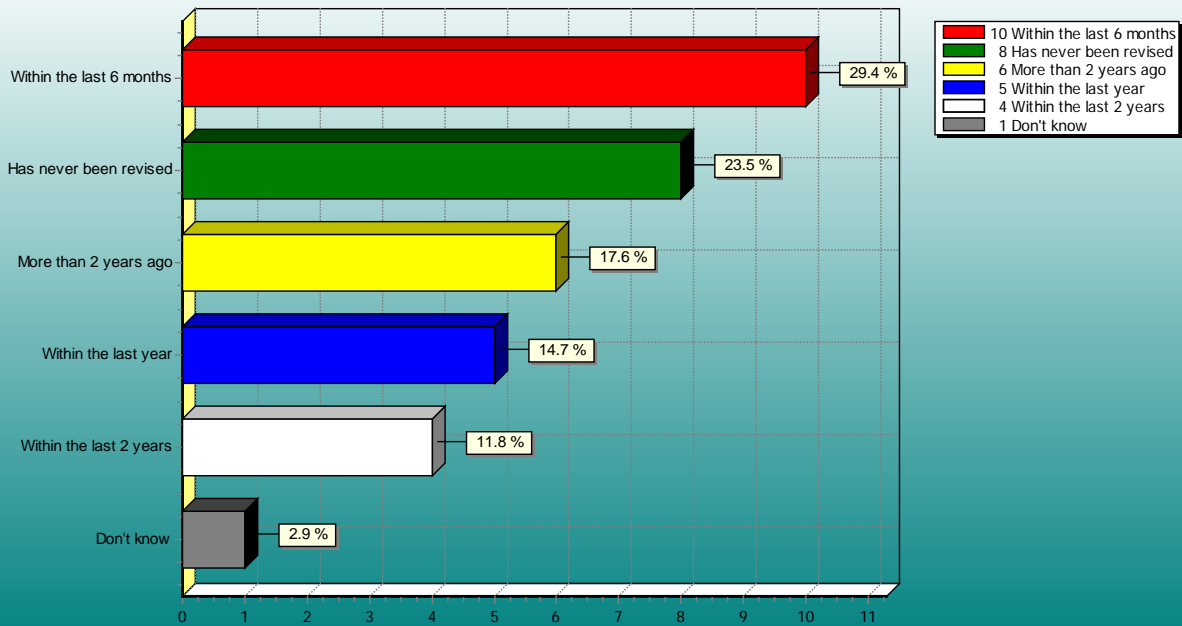
2. Why was the program established?

| |
|---|
| There was a need. |
| To better serve the needs of our students and prepare them for advanced study & careers in mathematics. |
| To better serve the needs of our students and prepare them for advanced degrees and careers. |
| It best suits the needs of the community and the nation as a whole. |
| Not established as a "professional" program -- it has evolved into that |
| Response to demand from nonacademic employers for broadly trained graduates. |
| Broaden scope of mathematics; increase career opportunities for students. |
| To answer a need for local employers |
| To broaden our general program. Improve K-12 education in MN. |
| To address the interest and need for higher education in Applied Mathematics |
| To meet industry needs in Florida |
| Introduce professional MS in Applied Mathematics. Strengthen overall department graduate program. Attract more graduate students to department. |
| Core discipline in Public Health |
| To give students who have math training the opportunity to get training to work in industry. |
| School of Medicine saw a need for a department with this specialty. |
| Industry need. |
| Primarily, to serve business and industry needs for well-trained applied mathematicians, secondarily, to generate revenue for the math department. We are independent of any undergraduate programs, so we must balance our budgets based strictly on tuition and research revenue. |
| We had the expertise to offer a degree in Financial Mathematics and were awarded a Sloan Foundation Grant to help us do so. |
| Need and demand for statistical consultants. |
| Department of Statistics was established in 1985. |
| To attract quality applied math students and give them a unique training to enhance their career options |
| Student need and faculty interests. |
| The applied mathematics faculty in the department wanted to establish a program of this nature. |
| Perceived need of more options in applied math for our students. |
| MISI was established to properly prepare students to work in industry since many of our Master's Degree students were going to industry anyway. |
| To provide a visible attractive career path for students of mathematics |
| To meet anticipate need for bioinformatics professionals in industry and academia. |
| Demand from students and industry. Existing resources on campus |
| The program was made possible by the support of Sloan grant for Professional Masters. However, our department had long been aware of the need of such a program. |
| We notices many students were coming to Courant's applied Math courses in the evening to assist them in their work on Wall Street. |
| The MST program was established as a result of funding from the Sloan Foundation to offer a 2-year professional degree in science. |

3. Were any internal or external ties set up to serve the program?



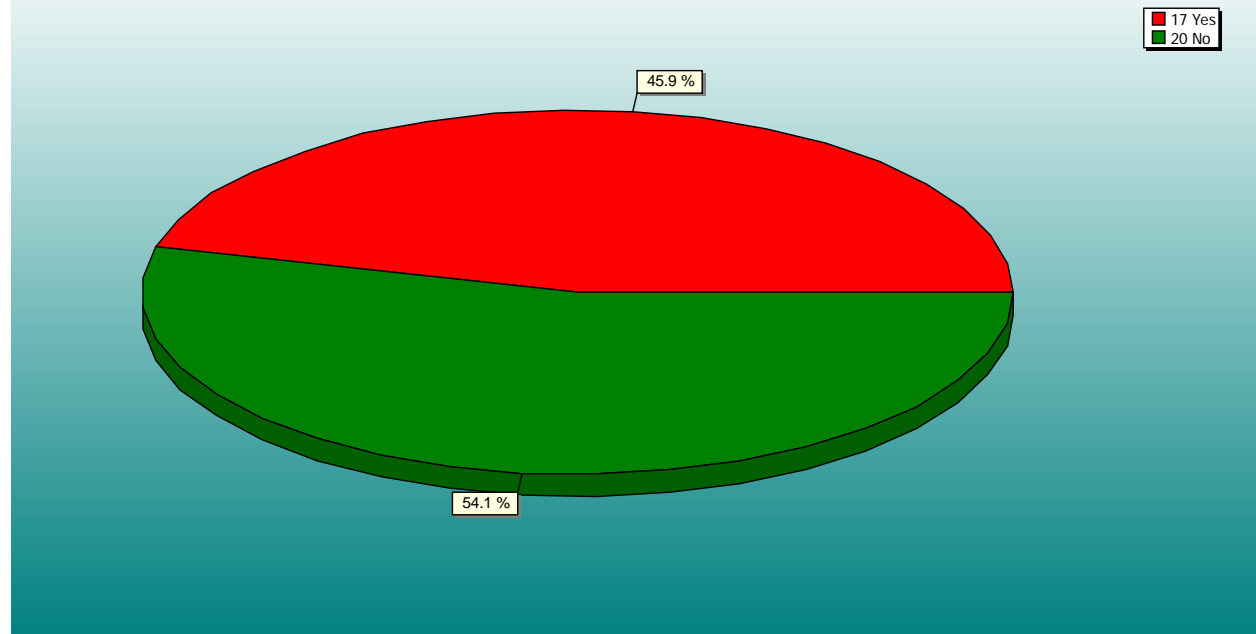
4. When was the last time, if ever, your program was revised?



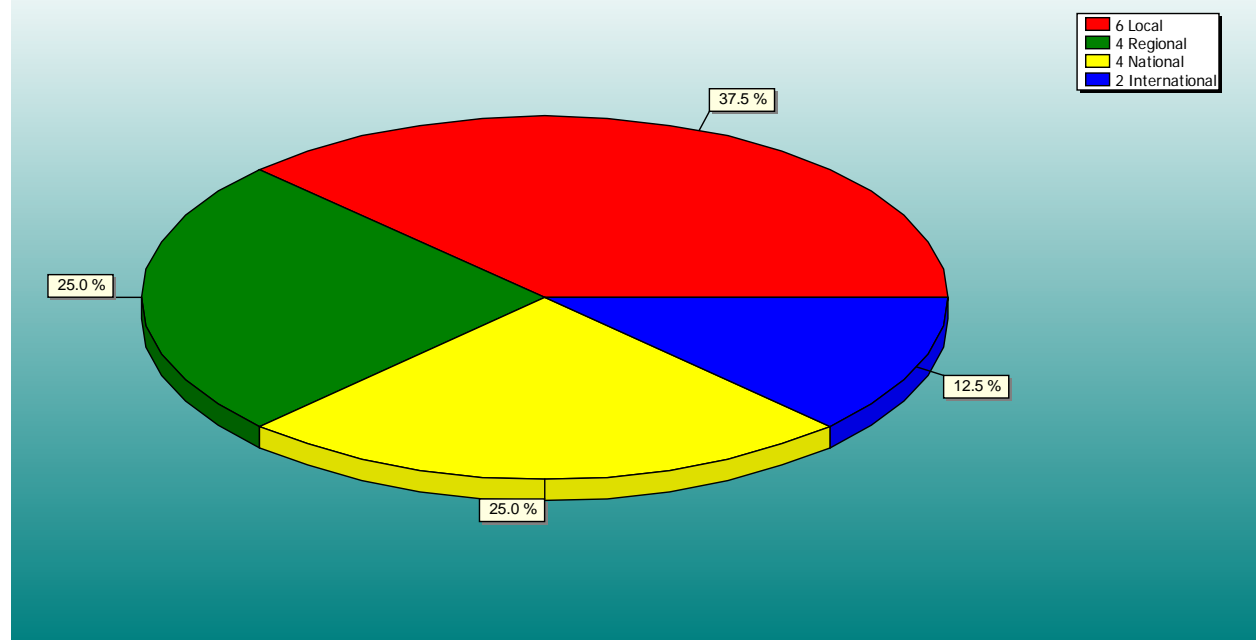
E. Program Specifics

1. What percent of your program is funded...?

2. Is there an external advisory group in place for your master's degree program?



2b. Is the external advisory group...



3. How many members of your advisory group are...

| Technical professionals | Business professionals | Academics | Other |
|-------------------------|------------------------|-----------|-------|
| 7 | 3 | 7 | |
| 4 | | 2 | |
| 5 | 5 | | |
| 5 | 2 | 6 | |
| 3 | 2 | 2 | |
| | 5 | 1 | |
| 12 | | | |
| 2 | 1 | 2 | |
| 1 | 2 | | |
| 4 | | | |
| 4 | 2 | 6 | 1 |
| 1 | 2 | 3 | |

Total*

| | | | |
|----|----|----|---|
| 48 | 24 | 29 | 1 |
|----|----|----|---|

Mean

| | | | |
|-----|-----|-----|--|
| 4.3 | 2.6 | 3.6 | |
|-----|-----|-----|--|

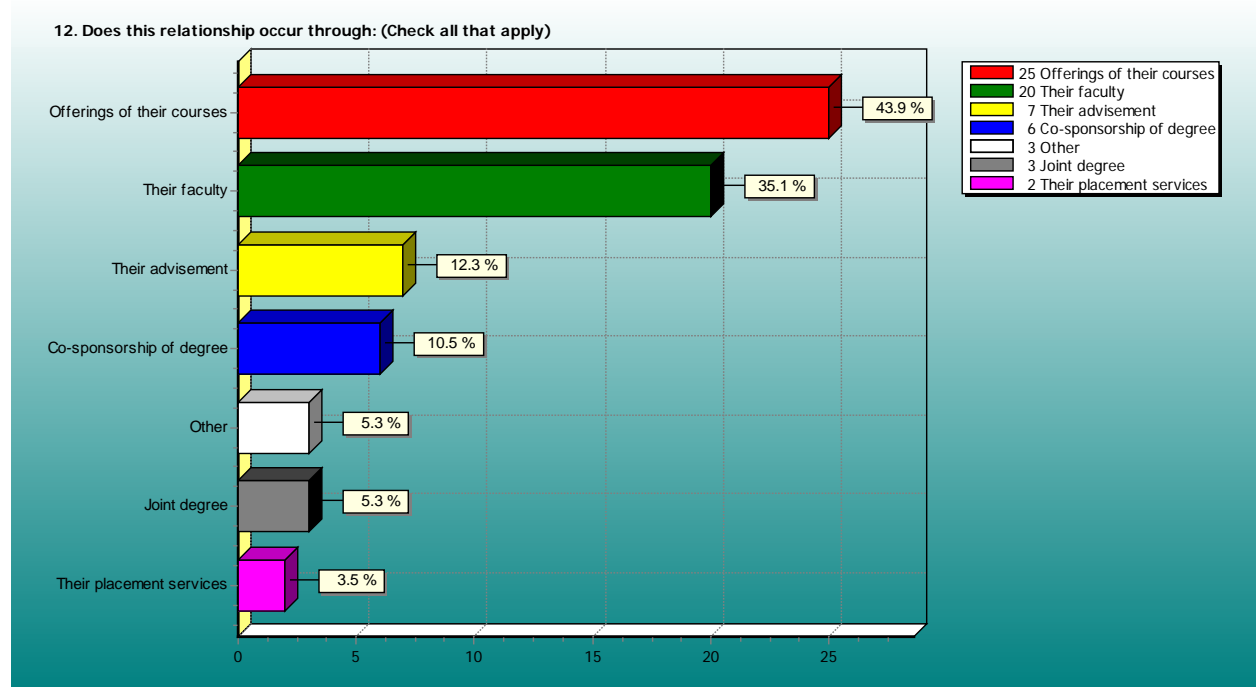
*Three responses were identified as % and thus deleted from data.

4-10. Does this advisory group...

| | Yes | No |
|---|--------|-------|
| 4. Provide input into the program curriculum? | 100.0% | 0.0% |
| 5. Meet regularly with faculty? | 68.8% | 31.3% |
| 6. Provide assistance with internships? | 68.8% | 31.3% |
| 7. Provide assistance with placement? | 68.8% | 31.3% |
| 8. Send their own employees to the program? | 37.5% | 62.5% |
| 9. Consider themselves potential consumers of the technical and workforce outputs of the program? | 87.5% | 12.5% |
| 10. Contribute support to the program? | 75.0% | 25.0% |

11. Does your master's program have relationships with other departments and/or schools on campus (e.g., business school, law school, management)?

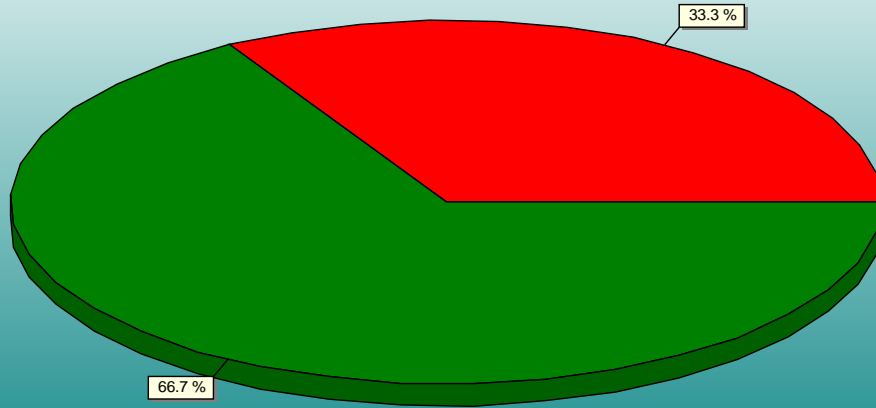
| | Count | Percent |
|----------------------------|-------|---------|
| Yes-formal relationships | 13 | 36.1% |
| Yes-informal relationships | 17 | 47.2% |
| No | 6 | 16.7% |



*Skip in question number due to skip pattern.

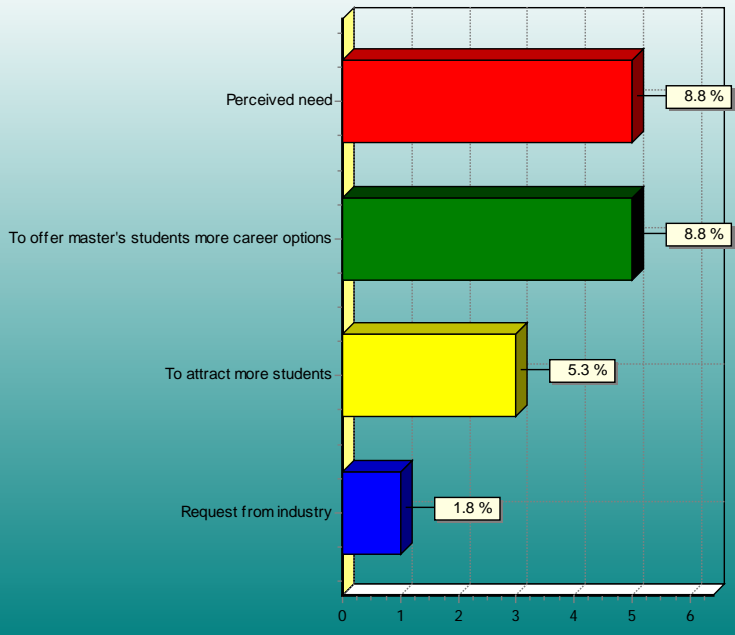
15. If your department does NOT now have a "professional" master's program, are you considering developing one?

5 Yes
10 No



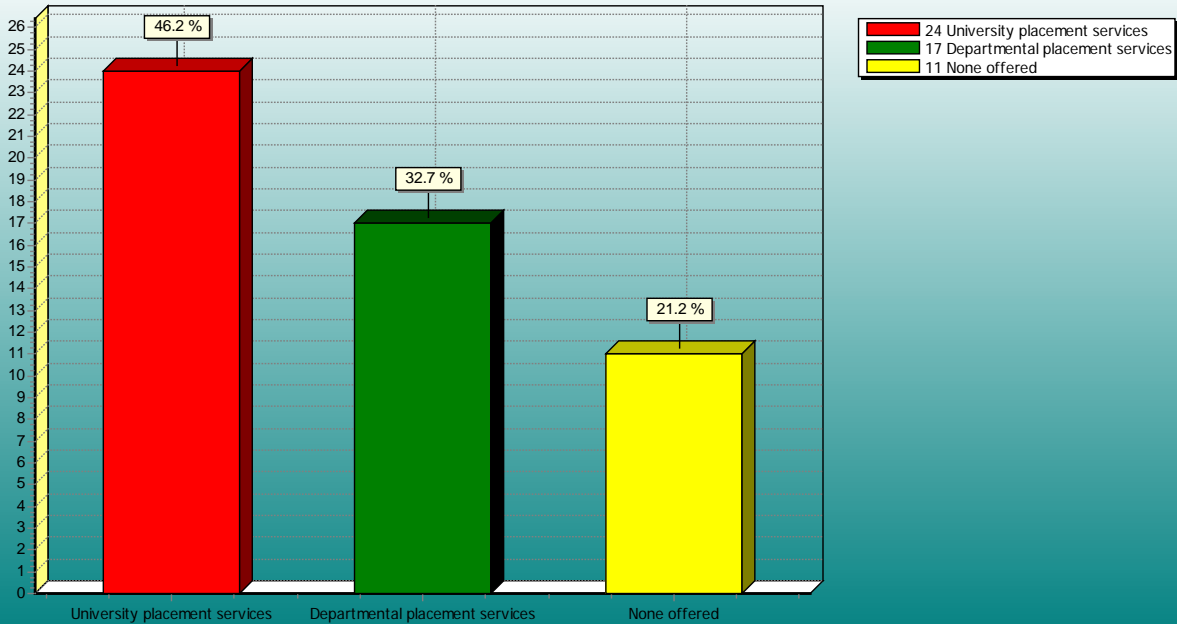
15b. If yes, why? (Please check all that apply)

5 Perceived need
5 To offer master's students more career options
3 To attract more students
1 Request from industry

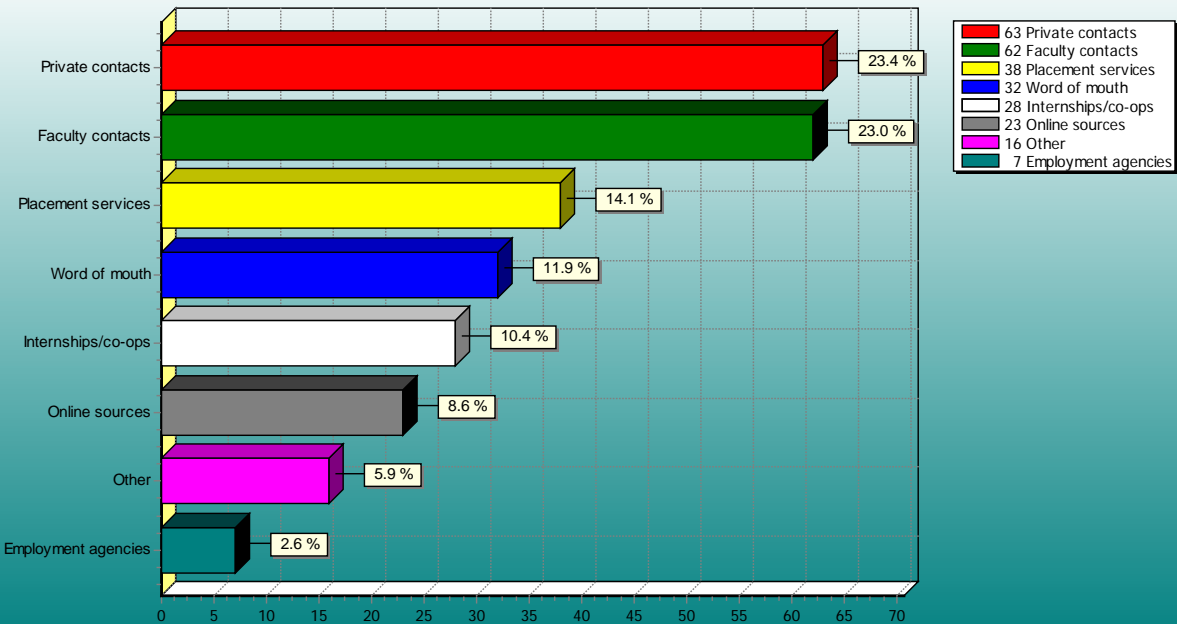


F. Student/Program Outcomes

1. Are placement services offered to your master's students primarily via...?

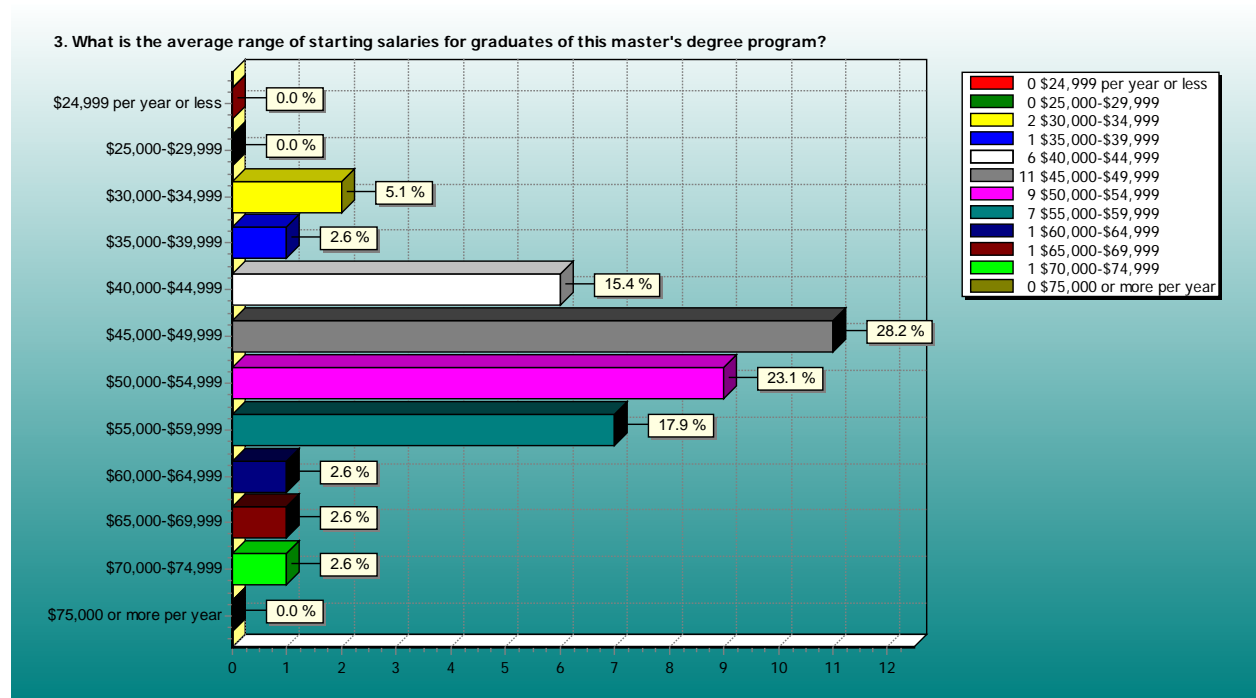


2. What are the top three ways in which graduates of your program have been placed? (Please choose from the drop-down menus below)

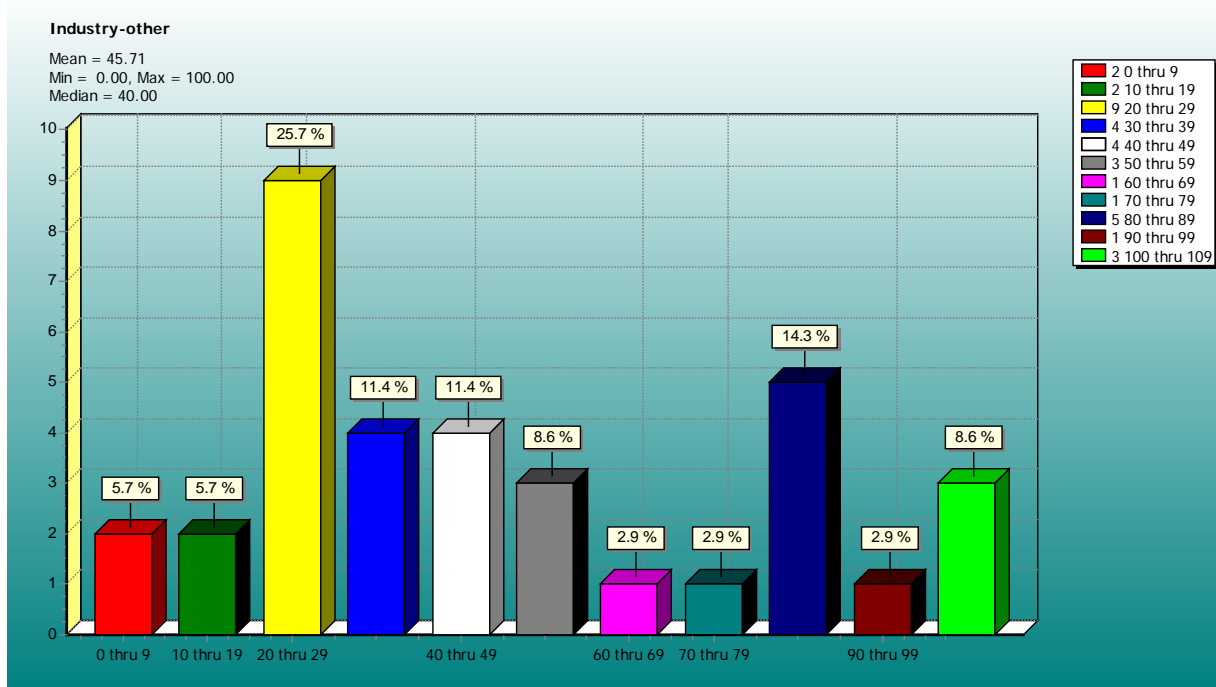
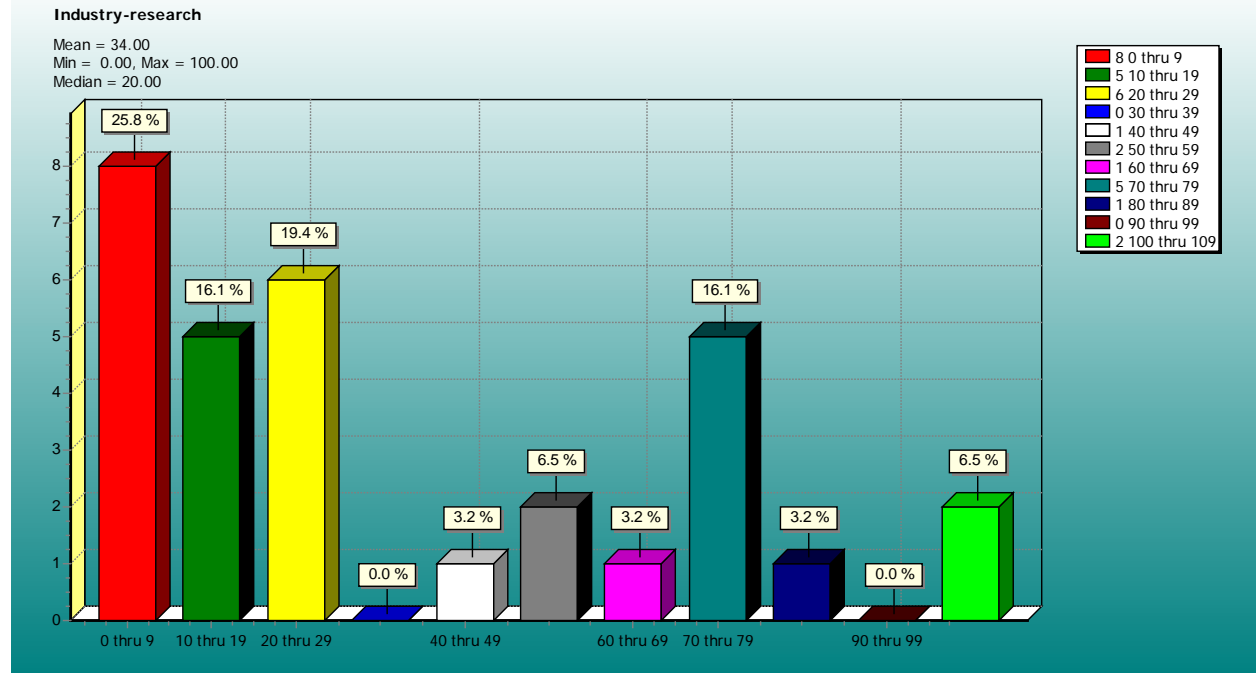


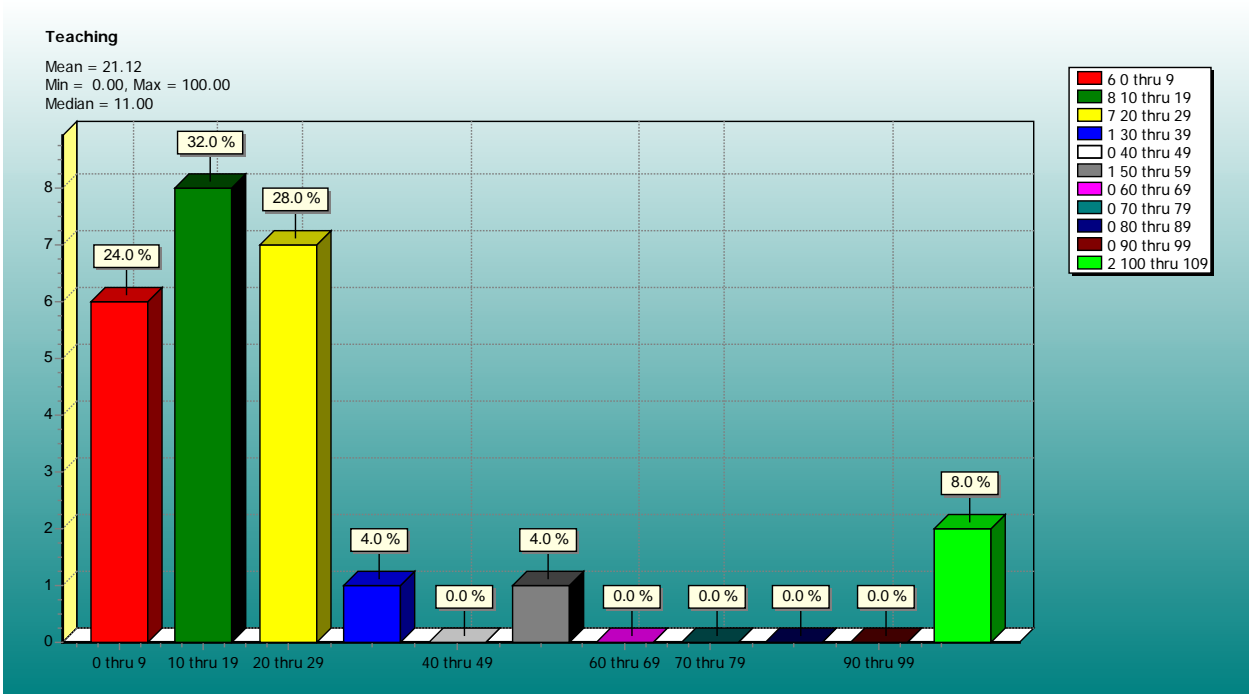
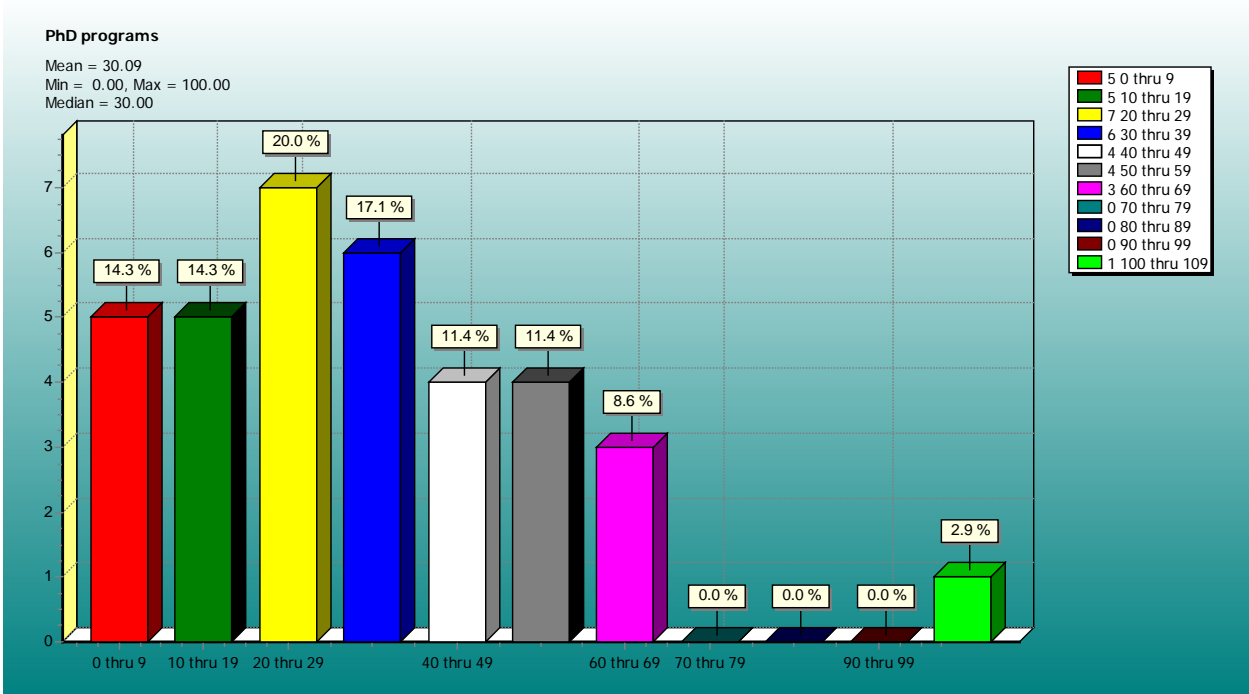
2b. Please specify the other way in which graduates of your program have been placed:

| |
|--|
| Almost all the students in the MIS program have jobs. |
| Regular job applications |
| Students are currently employed when entering program and are not really looking for a job |
| We don't have any graduates yet |

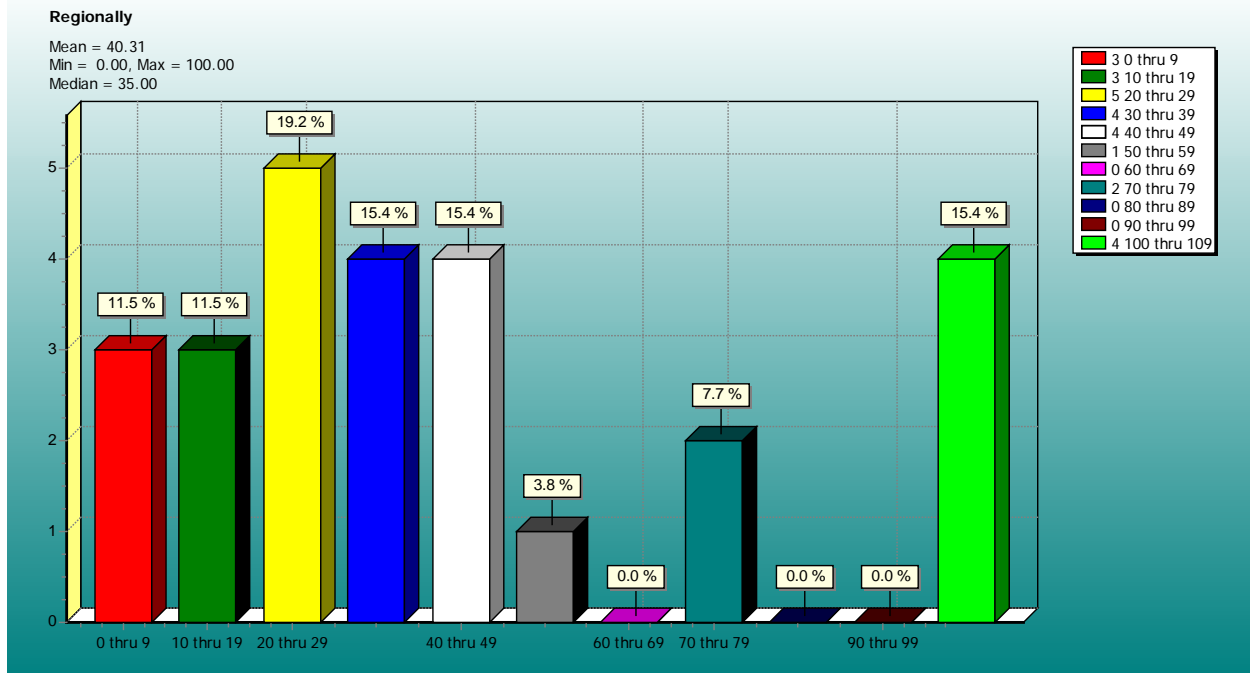
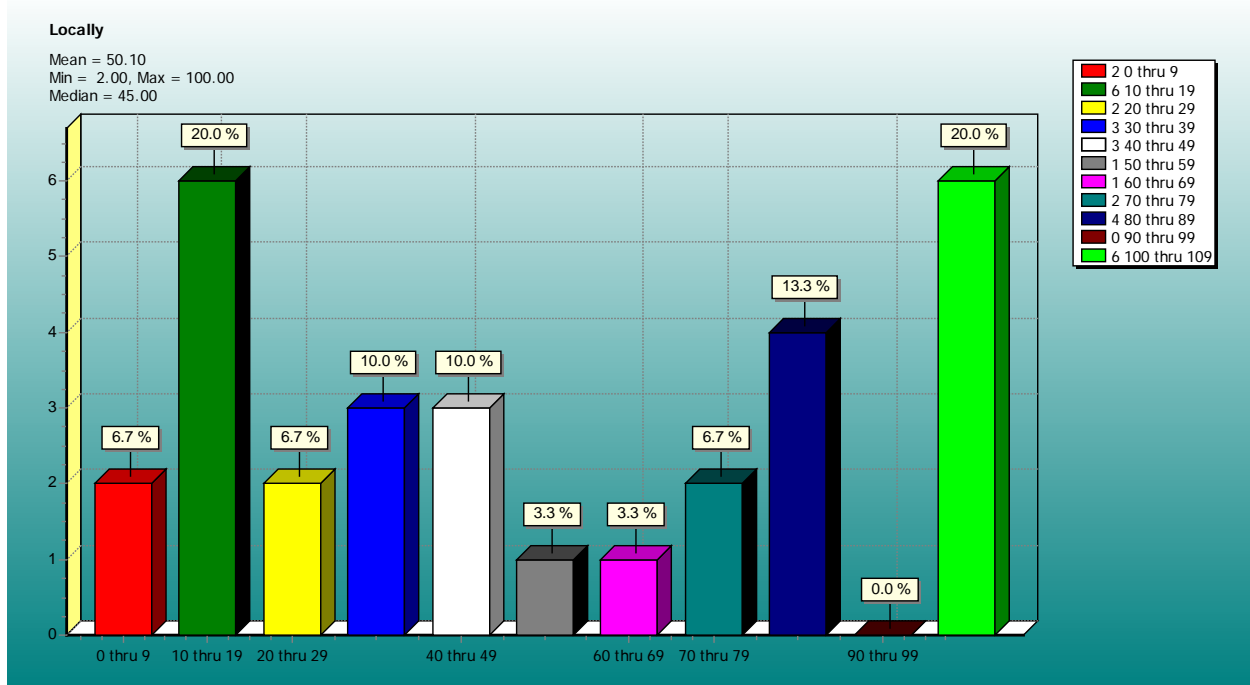


4. What percentages of the graduates of your master's programs go into:

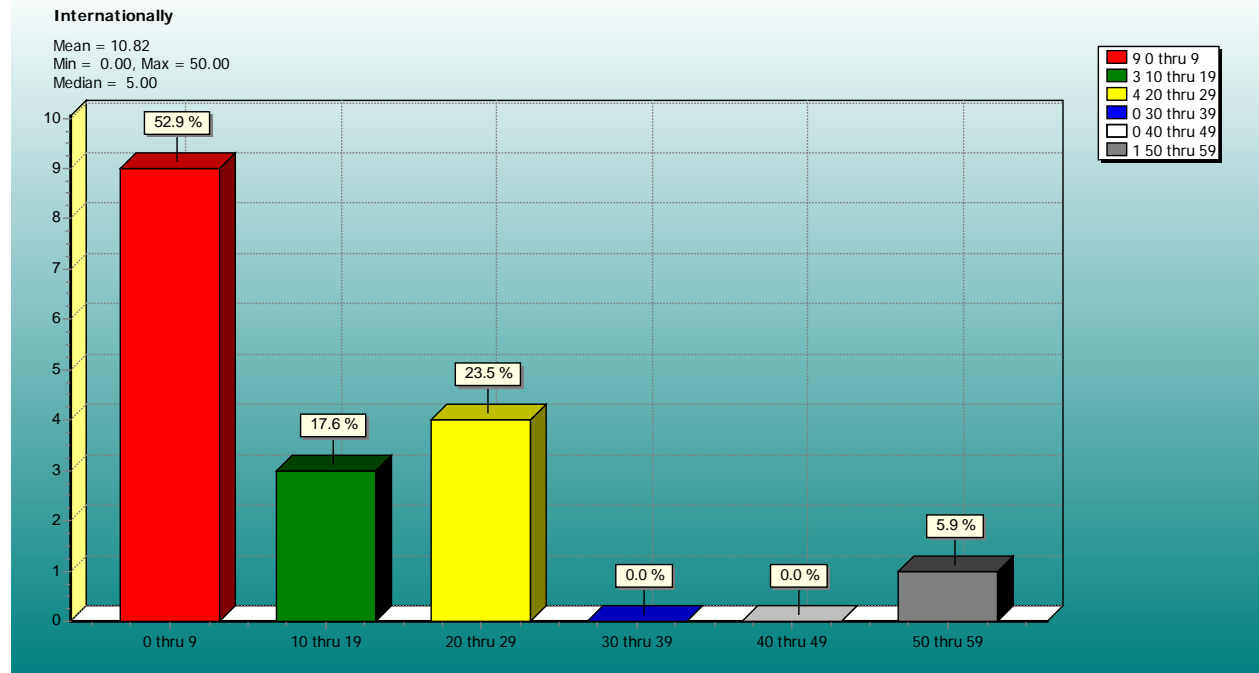
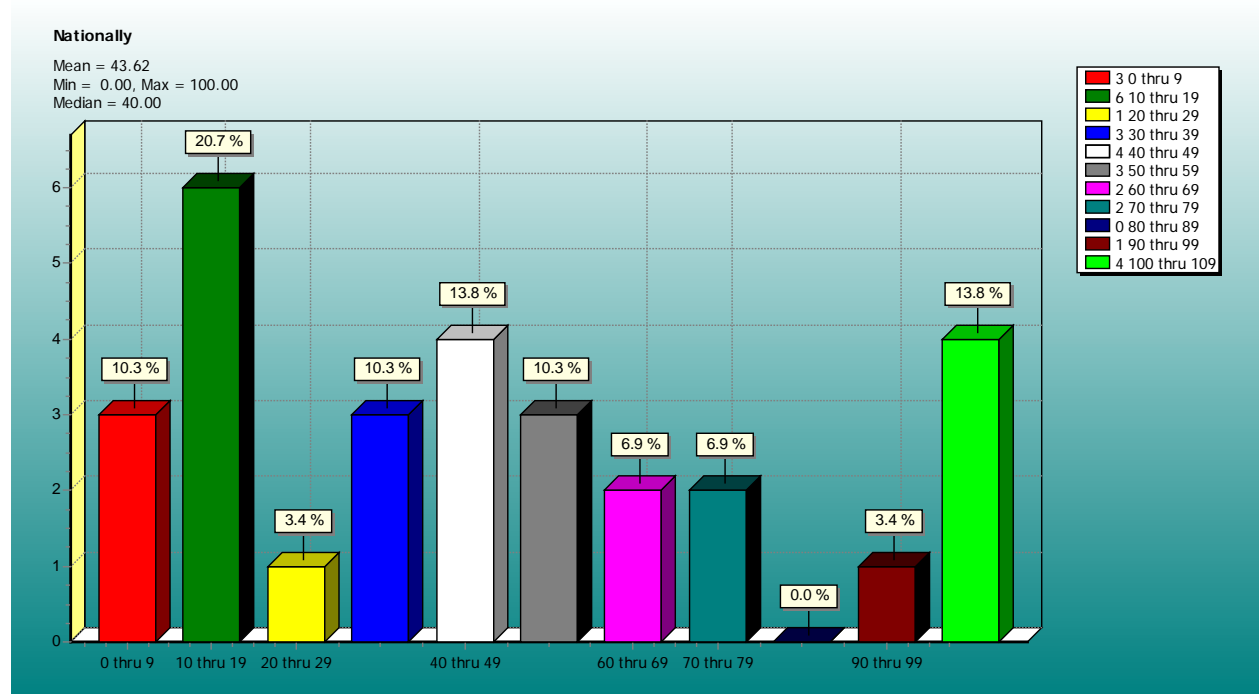




5. What percentages of the graduates of your master's program are getting employed...?



SIAM 2003 Sloan Master's Survey Databook — Revised May



G. Impressions

1. What aspects of the master's program are most satisfying to students?

| |
|--|
| The students see the many applications of statistical thinking and hence see many job opportunities. |
| Many are finding that they have immediate applications of what they learn to the work environment. |
| Enjoy the program and the faculty |
| Practicality |
| The contents of the course and how the contents help them in their work. |
| Applicability, interdisciplinary nature |
| Seeing math and stat used to solve real problems; employment prospects; learning new mathematics |
| Breadth as well as depth requirements; accessibility of faculty; applied nature of master's program |
| Internship and job placement |
| Course offerings and schedule in afternoons and evenings |
| Hands' on experience; Employment contract |
| Courses & training |
| Contact with faculty, both within Mathematics & the partner disciplines; course content; funding packages |
| Courses offered; Job prospects |
| Flexibility of offerings |
| Opportunity to see real-world problems, seeing solutions applied; Academically strong applied mathematics program; Variety of course offerings; Faculty approachable & willing to provide assistance. |
| Close contact with faculty; Diversity of research programs |
| Rigorous academic program relevant to current applications in industry and research; opportunities exist for flexibility in choosing career-specific curriculum |
| The flexibility and the group project |
| General training |
| The close mentor relationship that results from our student-teacher ratio. Also, the opportunities for Public Health that abound in Atlanta, GA |
| Hands on work with professional in the public health field. |
| Real projects offered in the clinic, and timeliness / relevance of the curricula |
| Use of mathematics in financial situations. |
| Data analysis and practical training, consulting, computing -- applied activities. |
| Recently introduced no-thesis option; Diverse ways of obtaining Master's degree |
| The program contains graduate courses in mathematics education and mathematics with some courses especially designed for elementary for secondary teachers. |
| Internship experience and project |
| Courses and faculty interest in them |
| Specialization in their interest; No exams or thesis required. |
| No exams or thesis required. |
| Late afternoon and evening classes. Faculty is very interested in the program and easy to talk to. Classes are relevant to industrial work. |
| Small classes, easy interaction with teachers. |
| Small classes, program flexibility, individual attention by the instructor, convenient schedules for currently employed students, faculty availability for research projects and independent studies, faculty involvement in research and professionalism. |
| Teaching their own classes; No exams or thesis required. |
| MISI Workshop, MISI Software and Computational Finance |

SIAM 2003 Sloan Master's Survey Databook — Revised May

| |
|--|
| Contact with industry via industrial projects with local industry. Cognate in engineering or economics. |
| Curriculum, research or internship experience. |
| Content |
| The flexibility of the program and the curriculum that fit the need of the industry. |
| Preparation for PhD studies |
| The close contact with well respected industry professionals |
| Students really enjoy the cohort experience of the MST program. They also enjoy extracurricular activities that involve them with business and industry leaders in the community, such as our fall reception and spring banquet. |

2. What aspects of the master's program are most satisfying to faculty?

| |
|---|
| They see students become better problem solvers. |
| Exposure to students who are actually working on statistical applications. |
| Interactions with the students, direction of theses. |
| Its design |
| Several new students to the department. Several new courses, a lot to teach and learn. |
| Computational science, interdisciplinary |
| Seeing students complete and become employed in discipline related work; teaching newer areas of math to students; having good research results come out of the research project |
| Diverse backgrounds of students; master's projects |
| Students get very practical training. |
| Ability of working professionals to teach generally capable students |
| Sense of purpose |
| Program leads to new employment opportunities for the students |
| Opportunity to interact with students of Applied Mathematics |
| Source for some PhD students; Working with students in industry |
| Able students |
| Project research with students; Possibility of encouraging students to PhD study. |
| Diversity of students; Eagerness of students |
| Rigorous academic program relevant to current applications in industry and research |
| The opportunity to be creative. |
| General training |
| Quality of students. |
| Contact with outside agencies in placements of students and opportunities for other collaboration. |
| Opportunity to teach a broad range of courses, ease of introducing new subjects into the curriculum |
| Employability of graduates |
| Development of statistical consultants that are effective immediately upon entering the job market. Development of ideas surrounding faculty research interests. |
| Ability to graduate students in two years or less |
| Assisting good teachers in developing additional knowledge in mathematics education that then provides the foundation for them becoming curriculum leaders in the schools in which they teach and important voices in school district committees involved with matters of mathematics curriculum. |
| Projects |
| Students |
| Variety of students with different backgrounds. |
| Opportunity to teach more advanced classes. |
| Some very good students. |
| High-level teaching content, small classes, mature students, ability to incorporate own research. |
| MISI Workshop, MISI Software and Computational Finance |
| Serving as facilitators of the student industrial project teams |
| Highly talented students. |
| Multidisciplinary aspect |
| The students in this degree have a variety of background and they provide new angles and perspectives in classroom discussions, etc. |

3. What aspects of the master's program are least satisfying to students?

| |
|--|
| They tend to dislike the theory part of the curriculum. |
| Juggling a job and school. |
| Some of their work on consulting projects can be rather tedious. |
| Heavy computational requirements |
| Cost |
| Doing courses they don't see the need for and don't wish to take; the initial stages of research problem formulation |
| Breadth requirements; effort required to complete master's project |
| Cost |
| Spread between Math department and education department |
| Although many of our students are able to complete the program in 1-2 years, the strict course requirements do not allow students who wish to finish in that time frame the ability to take many elective courses not included in the program. |
| Course requirements |
| Project results may not necessarily lead into further work. |
| Lack of funding |
| Rigorous academic program |
| I am not sure. |
| Research |
| The amount of debt they incur. |
| The relative newness of the field. It's lack of definition in the employment arena. |
| Tuition costs, frustration with prerequisite knowledge (since students do not always come from math undergraduate programs) |
| They often perceive a disconnect between the theory and applied courses. This may be in part due to the large number of non-majors in the applied courses that instructors must also satisfy. |
| Qualifying exams |
| Unknown |
| Not known |
| Not much financial aid. |
| Few peers. Little direct contact with industry. |
| Not a lot of courses to choose from, especially for less traditional (e.g. industry oriented or teaching oriented) students. Sometimes courses get cancelled for low enrollment. |
| Minor core requirements |
| Difficulty in enrolling in high-demand cognate courses outside the department. |
| Tough job market in the last two years. |
| Difficulty |
| The program is so new that there is no established tradition to follow. |

4. What aspects of the master's program are least satisfying to faculty?

| |
|--|
| We have too many students and the advising can be burdensome. Each MS student writes a paper so the advising takes time. |
| Distance courses are a lot of work. |
| Distance courses. |
| Student preparation |
| Workload |
| Students who are in program to get a "ticket" to a good job |
| Time spent advising master's projects, which is generally not adequately recognized by administration |
| None |
| Only see students for one year. |
| Recognition that some of the course requirements hinder the students' opportunities to formally take courses outside of the AIM program requirements. |
| None |
| Time commitment away from PhD students and other research. |
| None |
| Having to think of a new project each year. |
| Research |
| The small number of students that enter each year. |
| Limited funding and students for the opportunities that abound. |
| Students with weak math preparation |
| Most students enter the program with little statistical training, and so it is late in a student's program before they begin to show some maturity in applied statistics. Thus, students need a fair degree of guidance with projects. |
| Quality of students; Qualifying exams |
| Limited resources |
| Lack of more faculty interested in the program |
| Teaching evening classes that meet once a week. Most faculty would prefer to teach daytime classes that meet 2 or 3 times a week. |
| Few students. |
| Classes don't always make it due to small numbers, for some the late evening scheduling. Poor preparation of some students who return to school after many years. |
| Minor core requirements |
| That the pro-MSc students appear to be taking Teaching Assistant slots that could be awarded to PhD students. (In actuality, PhD students would not fill these slots). |
| Tough job market in the last two years. |
| Level of students (based on four students during the first year) |
| Some students are so busy that it is hard to communicate to them. |

H. Future Changes

What kinds of improvements to your master's program would you like to see?

| |
|--|
| We would like to have stronger students who would be more likely to continue for the PhD. |
| Better support of distance ed by the University. |
| Have the incoming students better prepared computationally. |
| More industrially-oriented activities |
| Need a lot of support from university administration |
| Increased emphasis on Computational Science and Engineering and multidisciplinary projects |
| Move to a more professional program |
| Inclusion of a more formal track in financial mathematics and in mathematics education. |
| Continued modification and updating of courses |
| Change to offer more interdisciplinary opportunities |
| Increased enrollment into program; increased faculty participation in the program. |
| Higher quality students which we are getting by raising admission requirements |
| Joint offerings with engineering school |
| More external funding for M.S. students. |
| Increased funding to attract more students |
| Greater breadth in course offerings and interdisciplinary ties |
| Implement more presentations. |
| More balanced approach |
| The curriculum will be reviewed and modified as needed. We will also attempt to attract more students to the program. |
| More definition and standardization of the field. Increased visibility of our program. |
| I would like to see a more generous attitude from organizations like Sloan and other foundations towards private schools like CGU in awarding tuition fellowship grants for worthwhile programs like ours. In many ways, our program (and the math clinic) set the standards for professional programs in mathematics, yet we are continually snubbed for funding. |
| First, we want the program to grow. Then we'll see what improvements we need. |
| Implementation of a funded consulting laboratory, development of a PhD program in Applied Statistics, additional course offerings, additional and enhanced stipends, and additional faculty to work with students. |
| Growth of the curriculum with increased funding for instruction. |
| Reduced time to degree; More funding for students |
| More opportunities for internships |
| Increased faculty numbers, increased recruitment, increased documentation of placement and career paths of students |
| More internships and more course options. |
| Offer a 'professional' MS degree. |
| More students in the program. Funds for financial aid. Internships and/or projects with industry. |
| More students, more faculty with applied math interests, more relation with local engineering and technical firms. |
| We recently improved this program. |

SIAM 2003 Sloan Master's Survey Databook — Revised May

| |
|---|
| <p>We would like to see an enrollment increase, both to stabilize course offerings and to be able to offer a more diverse curriculum which fits the growing number of high-tech employers in the area (e.g. courses such as financial mathematics, scientific computation and stochastic processes). We would like a more effective way of advertising our program and increase our visibility. We would like more assistantships carrying significantly higher stipends, in order to be able to recruit competitively at the national level.</p> |
| <p>The principal improvement would be establishing the most successful of the industrial tracks, the MISI Computational Finance Track, with its own program with an official Ph.D. degree. Computational Finance is now informally run as a Master's and Ph.D. "program" in a joint collaboration with our Applied Math Area, the computational science's component of our Mathematical Computer Science Area, and the Department of Finance.</p> |
| <p>More industrial support to defray student and department expenses. These students are heavily subsidized in comparison to ordinary MSc students.</p> |
| <p>Increased participation and financial support from industry partners.</p> |
| <p>Quality of students, more computational courses</p> |
| <p>We would like to see more financial support to the students in the program.</p> |