

EXECUTIVE SUMMARY

Every Fall semester, Marymount’s Office of Planning and Institutional Effectiveness conducts a survey of Marymount’s alumni from the first year following graduation and the fifth year following graduation. The survey asks alumni to evaluate their experiences at Marymount and to report professional and educational achievements since graduation. Survey results are used to examine Marymount’s effectiveness in providing its students with a quality educational experience and to identify where to make improvements.

Survey Administration and Response Rate

In Fall 2016, an invitation with a link to an online survey was emailed to Marymount alumni who graduated in 2010-2011 and 2014-2015¹. Paper surveys were mailed only to those without email addresses rather than to the entire survey population. Of the 1,858 alumni who were contacted, 651 responded, for an overall response rate of 37%. Thirty-six percent (36%) of the undergraduate cohort contacted responded, as did 39% of the graduate cohort.

Total alumni in survey population (excluding accelerated second degree nursing students):	1858
Emails failed/bounced:	106
Valid responses:	651
Response rate:	37%

Key Findings

Overall Ratings of Marymount Experience

- Marymount's overall experience, academic quality, and majors and programs received the highest ratings by both undergraduate and graduate alumni.
 - Eighty-six (86%) of undergraduate and 89% of graduate alumni respondents rate their overall experience at Marymount as “good” or “excellent”.
 - Eighty-five percent (85%) of both undergraduate and graduate alumni respondents rate Marymount’s academic quality as “good” or “excellent”.
- Academic advising and Marymount's academic reputation received the lowest ratings: 66% of undergraduate and 69% of graduate alumni respondents rate Marymount’s academic advising as “good” or “excellent”. First-year undergraduate alumni report a drop in satisfaction with academic advising, from 71% satisfied in 2012-2013 to 65% satisfied in 2014-2015.
- Seventy-four percent (74%) of both undergraduate and graduate alumni respondents rate Marymount’s academic reputation as “good” or “excellent.” This rating was echoed later in the survey with 78% of undergraduate and 76% of graduation alumni respondents agreeing with the statement “Marymount has a good reputation.”
- There continues to be a difference in responses of undergraduate and graduate alumni to the statement, “If I could start over, I would choose Marymount again,” with 64% of undergraduate and 77% of graduate alumni respondents agreeing with the statement.
- In response to the open-ended questions concluding the survey, both undergraduate and graduate alumni once again responded that they felt that Marymount’s greatest strength was its faculty. Both groups also felt that improvements need to be made in the curriculum and rigor, campus resources and facilities, the quality of faculty and advisors, and for undergraduates, preparation for life after graduation.

Contribution to Personal Development

- Ninety-one percent (91%) of undergraduates reported that their education at Marymount contributed to an openness to new experiences. Nearly 60% reported that their education contributed to their development of spirituality; while low, this represents a significant improvement over last year’s result of less than 40%.

¹ Undergraduate students enrolled in the Nursing as a Second-Degree option were sent a modified survey, and their responses are not included in this overall report.

- Eighty-eight (88%) of graduate respondents reported that their education at Marymount contributed to interest in lifelong learning and openness to new experiences while 37% reported that it contributed to their development of spirituality.

Education Preparation

- More than 75% of undergraduates reported that their education prepared them well to evaluate the quality of information, find appropriate sources of information, apply knowledge to new situations, solve problems in their field, understand the major ethical dilemmas in their field, determine the most ethically appropriate response to a situation, and deliver a coherent oral presentation, and. Similar to the result in last year's survey, the skill receiving the lowest rating was "find a job in your field."
- Graduate respondents rated their preparation in ethics highest among the skills included in the question. More than 75% of graduate respondents reported that their education prepared them well to understand the major ethical dilemmas in their field, determine the most ethically appropriate response to a situation, apply knowledge and skills to new situations, solve problems using knowledge and skills, find appropriate sources of information, evaluate the quality of information and deliver coherent written arguments and oral presentations. The skill receiving the lowest rating was "conduct research to support a position."
- More than 90% of undergraduates and 70% of graduates reported participating in an internship or other experiential learning. For undergraduates, the most frequently cited outcomes were "explore career interests" and "improve understanding of responsibilities required in the profession." For graduates, the most frequently cited outcomes were "improve understanding of responsibilities required in the profession" and "apply critical thinking skills."

Service

- Thirty-nine percent (39%) of undergraduate and 21% of graduate respondents report participating in Marymount University service opportunities.

Career and Employment Information

- Seventy-seven percent (77%) of undergraduate and 87% of graduate alumni respondents reported that they were currently employed full-time. If adjustment is made to remove those who are not employed but not looking for work, the percentage of alumni employed full-time rises to 82% for undergraduates and 90% for graduates.
- Sixty-five (65%) percent of undergraduate and 86% of graduate alumni respondents were employed within six months of graduation.
- The first job after graduation was directly related to their studies for 47% of undergraduate and 65% of graduate alumni respondents.
- Forty-four percent (44%) of undergraduate respondents and 19% of graduate respondents have pursued further education since completing their degree at Marymount.

Relationship to the University

- Eighty-one percent (81%) of undergraduate and 77% of graduate respondents felt proud of being a Marymount alumnus/a.
- Fifty percent (50%) of undergraduate alumni and 40% of graduate respondents agreed that they feel connected to the university. Less than 50% of both undergraduate and graduate alumni report being well informed about alumni activities.
- Twenty-eight percent (28%) of undergraduate and 24% of graduate alumni respondents would consider financially supporting Marymount.

UNDERGRADUATE ALUMNI

Demographics

Table 1: Student Demographic Data

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
What degree did you receive?						
Associates	0	0.0	0	0.0	0	0.0
Bachelors	116	99.1	206	98.5	322	98.8
Certificate	1	0.9	3	1.5	4	1.2
What school did you belong to?						
Arts and Sciences	65	55.6	84	40.2	149	45.7
Business Administration	28	23.9	58	27.8	86	26.4
Education and Human Services	17	14.5	30	14.4	47	14.4
Health Professions	7	6.0	37	17.7	44	13.5
Gender:						
Female	92	78.6	159	76.1	251	77.0
Male	25	21.4	50	23.9	75	23.0
At which location did you take the majority of your classes?						
Main Campus	92	79.3	137	66.2	229	70.9
Ballston/4040 Fairfax	23	19.8	64	30.9	87	26.9
Reston	0	0.0	1	0.5	1	0.3
Online	1	0.9	3	1.4	4	1.2
Other	0	0.0	2	1.0	2	0.6
What was your primary enrollment status?						
Full-time	105	89.7	196	93.8	301	92.3
Part-time	12	10.3	13	6.2	25	7.7
Which of the following statements describes your start at MU?						
Marymount was the first college or university I attended.	73	62.4	105	50.2	178	54.6
I transferred into Marymount from a community college or four-year college or university.	42	35.9	90	43.1	132	40.5
I earned a degree from another college or university prior to enrolling at Marymount.	2	1.7	14	6.7	16	4.9
Were you employed while attending classes?						
Employed full-time	31	26.5	40	19.1	71	21.8
Employed part-time	67	57.3	129	61.7	196	60.1
Not employed	19	16.2	40	19.1	59	18.1
If you were employed, did you work on campus?						
Yes	43	44.3	69	40.8	112	42.1
No	54	55.7	100	59.2	154	57.9
How many years did you live on campus or in university housing?						
None	59	50.4	116	55.5	175	53.7
Less than 1 year	3	2.6	5	2.4	8	2.5
1 to 2 years	18	15.4	19	9.1	37	11.3
3 or more years	37	31.6	69	33.0	106	32.5

Table 2: Program/Major

	Five Years (2010-2011)	One Year (2014-2015)	Total
	Count		
School of Arts and Sciences			
Art	1	3	4
Biology	9	6	15
Communication	8	10	18
English	2	5	7
Fashion Design	6	4	10
Fashion Merchandising	5	14	19
Graphic Design	9	6	15
History	5	3	8
Interior Design	7	9	16
Liberal Studies	7	9	16
Math	1	1	2
Multidisciplinary Studies	0	3	3
Philosophy	1	1	2
Politics	4	9	13
Theology and Religious Studies	0	1	1
School of Business Administration			
Business Administration	22	37	59
Economics	1	4	5
Information Technology	4	16	20
Paralegal Studies	1	1	2
School of Education and Human Services			
Criminal Justice	5	4	9
Criminal Justice: Emphasis in Forensic Science	0	2	2
Psychology	11	22	33
Sociology	1	2	3
Malek School of Health Professions			
Health Sciences	3	24	27
Nursing	4	13	17
Total	117	206	323

The Marymount Experience

Table 3: Responses to “From your experience at MU, how would you rate each of the following?” (Scale: 1 = “Poor”, 5 = “Excellent”)

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
Overall Experience	323	0.3%	4.6%	9.3%	53.3%	32.5%	4.13	0.785
Five Years (2010-2011)	115	0.0%	3.5%	7.8%	53.0%	35.7%	4.21	0.731
One Year (2014-2015)	208	0.5%	5.3%	10.1%	53.4%	30.8%	4.09	0.812
Academic Quality	322	0.3%	3.7%	11.2%	45.7%	39.1%	4.20	0.802
Five Years (2010-2011)	115	0.0%	2.6%	13.0%	43.5%	40.9%	4.23	0.773
One Year (2014-2015)	207	0.5%	4.3%	10.1%	46.9%	38.2%	4.18	0.820
Major or Program	323	1.2%	5.6%	11.5%	40.2%	41.5%	4.15	0.918
Five Years (2010-2011)	115	0.9%	8.7%	11.3%	40.9%	38.3%	4.07	0.962
One Year (2014-2015)	208	1.4%	3.8%	11.5%	39.9%	43.3%	4.20	0.893
Academic Advising	323	2.8%	11.8%	19.5%	30.0%	35.9%	3.85	1.120
Five Years (2010-2011)	115	1.7%	13.0%	17.4%	32.2%	35.7%	3.87	1.096
One Year (2014-2015)	208	3.4%	11.1%	20.7%	28.8%	36.1%	3.83	1.136
Academic Reputation	322	1.6%	6.5%	18.3%	48.4%	25.2%	3.89	0.909
Five Years (2010-2011)	114	0.0%	4.4%	20.2%	50.0%	25.4%	3.96	0.797
One Year (2014-2015)	208	2.4%	7.7%	17.3%	47.6%	25.0%	3.85	0.964
Library and Learning Services	321	1.6%	3.4%	18.4%	41.4%	35.2%	4.05	0.902
Five Years (2010-2011)	114	0.0%	6.1%	18.4%	43.0%	32.5%	4.02	0.872
One Year (2014-2015)	207	2.4%	1.9%	18.4%	40.6%	36.7%	4.07	0.919

Chart 1: Percentage of Undergraduate Alumni Responding "Good" or "Excellent" to “From your experience at MU, how would you rate each of the following?”



Table 4: **Trend Snapshot:** Overall Quality, Undergraduate Alumni Responses of “Good” or “Excellent to “From your experience at MU, how would you rate each of the following?”, 2008-2015

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall experience	90	78.9	98	78.6	115	88.7	136	78.7	159	83.0	208	84.2
Academic quality	90	80.0	98	82.6	115	84.4	136	80.9	159	82.4	207	85.1
Major department or academic program	90	75.6	98	82.6	115	79.2	136	80.1	159	84.3	208	83.2
Academic advising	90	57.8	96	67.7	115	67.9	136	70.6	157	67.6	208	64.9
Marymount’s academic reputation	90	65.6	98	70.5	114	75.4	136	69.2	158	72.1	208	72.6
Library and Learning Services	89	69.7	98	77.6	114	75.5	135	77.0	159	77.4	207	77.3

Table 5: Responses to “For each of the following skills, please indicate how well you believe your education prepared you to:” (Scale: 1 = “Poor”, 5 = “Excellent”)

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
Find a job in your field	309	9.1%	18.1%	22.7%	32.4%	17.8%	3.32	1.218
Five Years (2010-2011)	110	11.8%	14.5%	24.5%	35.5%	13.6%	3.25	1.213
One Year (2014-2015)	199	7.5%	20.1%	21.6%	30.7%	20.1%	3.36	1.222
Pursue more education in your field	308	3.2%	11.0%	24.0%	38.6%	23.1%	3.67	1.049
Five Years (2010-2011)	109	4.6%	10.1%	26.6%	35.8%	22.9%	3.62	1.087
One Year (2014-2015)	199	2.5%	11.6%	22.6%	40.2%	23.1%	3.70	1.030
Conduct research to support a position	303	2.6%	11.2%	23.1%	38.9%	24.1%	3.71	1.037
Five Years (2010-2011)	109	4.6%	9.2%	26.6%	36.7%	22.9%	3.64	1.076
One Year (2014-2015)	194	1.5%	12.4%	21.1%	40.2%	24.7%	3.74	1.016
Develop a coherent written argument	307	1.0%	5.2%	23.1%	40.4%	30.3%	3.94	0.911
Five Years (2010-2011)	110	1.8%	3.6%	27.3%	32.7%	34.5%	3.95	0.966
One Year (2014-2015)	197	0.5%	6.1%	20.8%	44.7%	27.9%	3.93	0.881
Deliver a coherent oral presentation	307	0.0%	4.6%	19.9%	44.6%	30.9%	4.02	0.832
Five Years (2010-2011)	109	0.0%	4.6%	22.9%	38.5%	33.9%	4.02	0.871
One Year (2014-2015)	198	0.0%	4.5%	18.2%	48.0%	29.3%	4.02	0.812
Use quantitative/qualitative techniques within your professional field	307	2.9%	5.5%	21.5%	50.5%	19.5%	3.78	0.922
Five Years (2010-2011)	109	2.8%	4.6%	19.3%	56.0%	17.4%	3.81	0.876

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
One Year (2014-2015)	198	3.0%	6.1%	22.7%	47.5%	20.7%	3.77	0.949
Use technology effectively in a workplace environment	308	2.3%	8.1%	16.2%	40.9%	32.5%	3.93	1.007
Five Years (2010-2011)	110	2.7%	9.1%	15.5%	43.6%	29.1%	3.87	1.024
One Year (2014-2015)	198	2.0%	7.6%	16.7%	39.4%	34.3%	3.96	0.999
Apply knowledge and skills to new situations	308	1.0%	3.6%	14.9%	51.0%	29.5%	4.05	0.822
Five Years (2010-2011)	110	0.9%	1.8%	16.4%	53.6%	27.3%	4.05	0.771
One Year (2014-2015)	198	1.0%	4.5%	14.1%	49.5%	30.8%	4.05	0.851
Solve problems in your field using your knowledge and skills	308	1.0%	4.9%	15.9%	51.6%	26.6%	3.98	0.842
Five Years (2010-2011)	110	0.0%	2.7%	15.5%	56.4%	25.5%	4.05	0.722
One Year (2014-2015)	198	1.5%	6.1%	16.2%	49.0%	27.3%	3.94	0.902
Find appropriate sources of information	305	1.0%	3.9%	12.5%	49.5%	33.1%	4.10	0.833
Five Years (2010-2011)	110	0.0%	3.6%	10.9%	50.0%	35.5%	4.17	0.765
One Year (2014-2015)	195	1.5%	4.1%	13.3%	49.2%	31.8%	4.06	0.869
Evaluate the quality of information (e.g. scholarly articles, newspapers)	308	1.0%	3.9%	12.0%	47.7%	35.4%	4.13	0.839
Five Years (2010-2011)	110	0.0%	4.5%	14.5%	48.2%	32.7%	4.09	0.808
One Year (2014-2015)	198	1.5%	3.5%	10.6%	47.5%	36.9%	4.15	0.857
Understand the major ethical dilemmas in your field	308	1.6%	4.9%	16.6%	46.1%	30.8%	4.00	0.904
Five Years (2010-2011)	110	0.9%	4.5%	17.3%	47.3%	30.0%	4.01	0.862
One Year (2014-2015)	198	2.0%	5.1%	16.2%	45.5%	31.3%	3.99	0.929
Determine the most ethically appropriate response to a situation	305	1.0%	4.6%	18.0%	47.5%	28.9%	3.99	0.862
Five Years (2010-2011)	109	0.9%	2.8%	16.5%	50.5%	29.4%	4.05	0.809
One Year (2014-2015)	196	1.0%	5.6%	18.9%	45.9%	28.6%	3.95	0.890

Chart 2: Percentage of Undergraduate Alumni Responding "Good" or "Excellent" to "For each of the following skills, please indicate how well you believe your education prepared you to:" (Scale: 1 = "Poor", 5 = "Excellent")



Table 6: **Trend Snapshot:** Undergraduate Alumni Responses of "Good" or "Excellent" to "For each of the following skills, please indicate how well you believe your education prepared you to", 2008-2015

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
Find a job in your field	87	43.6	94	51.0	110	49.1	134	50.8	154	52.0	199	50.2
Pursue more education in your field	88	47.7	93	52.7	109	58.7	133	63.2	154	61.1	199	63.3
Conduct research to support a position	87	43.6	93	59.1	109	59.6	133	56.3	153	67.3	194	64.9
Develop a coherent written argument	88	60.3	93	67.7	110	67.3	133	67.0	154	76.0	197	72.6
Deliver a coherent oral presentation	88	61.3	93	76.4	109	72.5	134	69.4	154	81.1	198	77.3
Use quantitative/ qualitative techniques within your professional field	88	54.6	94	64.9	109	73.4	133	59.4	154	68.9	198	68.2
Use technology effectively in a workplace environment	88	58.0	94	68.0	110	72.7	134	64.9	154	64.3	198	73.7
Apply knowledge and skills to new situations	88	63.7	93	74.2	110	80.9	134	73.9	154	78.0	198	80.3
Solve problems in your field using your knowledge and skills	88	61.4	94	72.3	110	81.8	134	70.9	153	78.4	198	76.3

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
Find appropriate sources of information	88	65.9	93	76.3	110	85.5	134	76.1	153	80.4	195	81.0
Evaluate the quality of information (e.g. scholarly articles, newspapers)	88	65.9	94	72.3	110	80.9	134	73.2	154	76.7	198	84.3
Understand the major ethical dilemmas in your field	88	53.4	94	67.0	110	77.3	134	74.6	154	76.6	198	76.8
Determine the most ethically appropriate response to a situation	88	59.1	94	70.3	109	79.8	134	50.8	154	52.0	196	74.5

Table 7: Responses to “Please indicate how much your education at MU contributed to the development of” (Scale: 1 = “Not at All”, 4 = “To a Great Extent”)

	N	Not at All	Very Little	Somewhat	To a Great Extent	Mean	SD
Interest in lifelong learning	309	2.6%	10.4%	39.8%	47.2%	3.32	0.762
Five Years (2010-2011)	110	2.7%	10.9%	42.7%	43.6%	3.27	0.765
One Year (2014-2015)	199	2.5%	10.1%	38.2%	49.2%	3.34	0.761
Awareness of global issues	309	3.9%	13.9%	43.7%	38.5%	3.17	0.808
Five Years (2010-2011)	110	0.9%	12.7%	54.5%	31.8%	3.17	0.675
One Year (2014-2015)	199	5.5%	14.6%	37.7%	42.2%	3.17	0.875
Self-confidence	308	4.2%	9.7%	44.5%	41.6%	3.23	0.793
Five Years (2010-2011)	110	2.7%	10.0%	45.5%	41.8%	3.26	0.750
One Year (2014-2015)	198	5.1%	9.6%	43.9%	41.4%	3.22	0.818
Openness to new experiences	309	2.6%	6.5%	39.5%	51.5%	3.40	0.725
Five Years (2010-2011)	110	0.9%	7.3%	39.1%	52.7%	3.44	0.671
One Year (2014-2015)	199	3.5%	6.0%	39.7%	50.8%	3.38	0.755
Interest in cultures different from your own	309	4.5%	7.8%	35.9%	51.8%	3.35	0.810
Five Years (2010-2011)	110	2.7%	7.3%	35.5%	54.5%	3.42	0.747
One Year (2014-2015)	199	5.5%	8.0%	36.2%	50.3%	3.31	0.843
Leadership skills	309	4.2%	8.7%	44.0%	43.0%	3.26	0.788
Five Years (2010-2011)	110	0.9%	9.1%	48.2%	41.8%	3.31	0.674
One Year (2014-2015)	199	6.0%	8.5%	41.7%	43.7%	3.23	0.845
Spirituality	282	21.6%	19.1%	35.1%	24.1%	2.62	1.075
Five Years (2010-2011)	91	19.8%	15.4%	35.2%	29.7%	2.75	1.091
One Year (2014-2015)	191	22.5%	20.9%	35.1%	21.5%	2.55	1.064

Table 8: **Trend Snapshot:** Undergraduate Alumni Responses of “Somewhat” or “To a Great Extent” to “Please indicate how much your education at MU contributed to the development of...,”2008-2015

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Interest in life-long learning	87	83.9	94	88.3	110	86.3	87	91.9	134	91.1	199	87.4
Awareness of global issues	87	74.7	94	79.8	110	86.3	88	82.9	134	81.4	199	79.9
Self-confidence	87	77.0	93	84.9	110	87.3	87	86.2	134	91.0	198	85.3
Openness to new experiences	87	80.4	94	87.3	110	91.8	88	93.5	134	92.5	199	90.5
Interest in cultures different from your own	87	79.3	93	82.8	110	90.0	87	86.2	134	92.5	199	86.5
Leadership skills	87	75.8	94	87.2	110	90.0	88	85.2	134	84.4	199	85.4
Spirituality	87	42.5	94	57.5	91	64.9	88	56.8	134	61.9	191	56.6

Table 9: Undergraduate alumni responses to “Did your education at Marymount include an internship?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Total	%
Yes	102	88.7	190	91.3	292	90.4
No	13	11.3	18	8.7	31	9.6

Chart 3: Responses to “If yes, please check if the experience allowed you to do any of the following (check all that apply)” (Count of alumni responses)

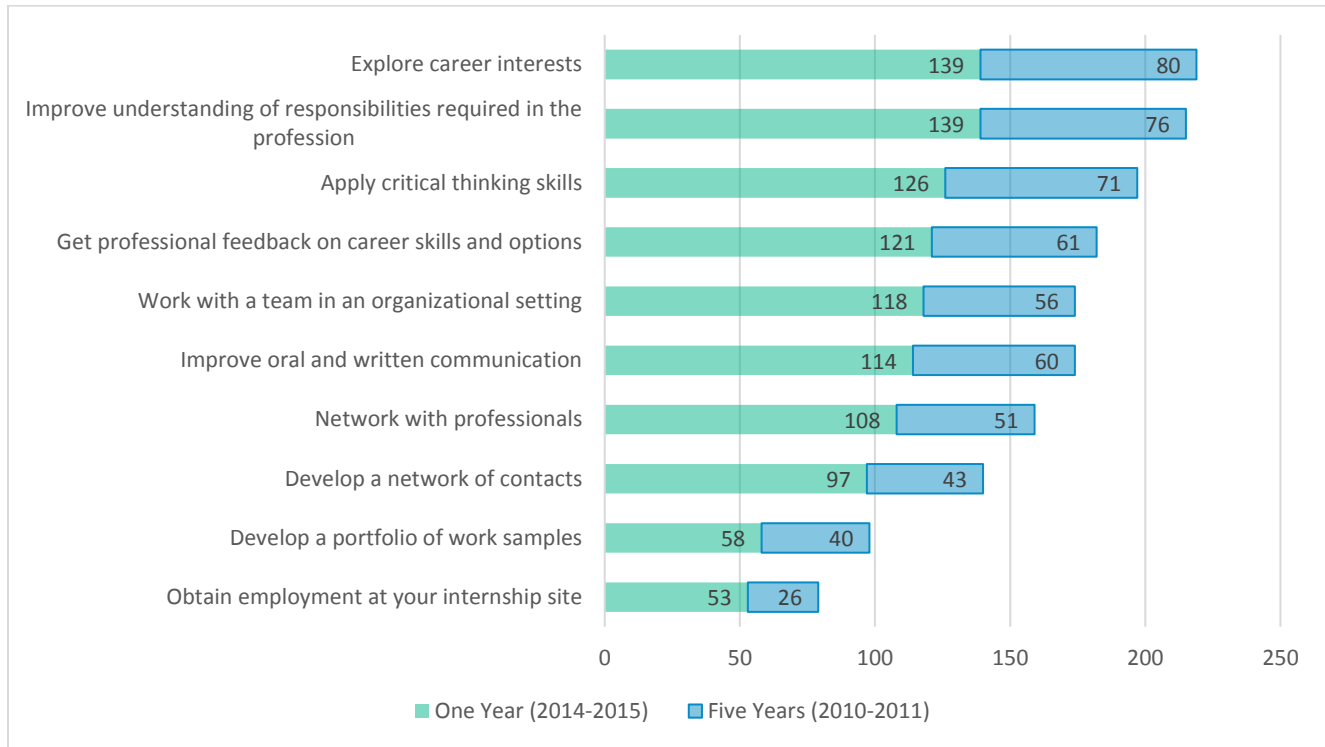


Table 10: Undergraduate alumni responses to “Please indicate how strongly you agree with each of the following statements” (Scale: 1 = “Strongly Disagree”, 5 = “Strongly Agree”)

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
I am in contact with friends and fellow students from Marymount.	323	4.6%	11.5%	8.0%	40.9%	35.0%	3.90	1.140
Five Years (2010-2011)	115	1.7%	13.9%	7.8%	41.7%	34.8%	3.94	1.070
One Year (2014-2015)	208	6.3%	10.1%	8.2%	40.4%	35.1%	3.88	1.180
I am still in touch with faculty and advisors.	322	11.8%	29.2%	14.3%	33.5%	11.2%	3.03	1.245
Five Years (2010-2011)	114	13.2%	32.5%	14.9%	30.7%	8.8%	2.89	1.229
One Year (2014-2015)	208	11.1%	27.4%	13.9%	35.1%	12.5%	3.11	1.250
I feel connected to Marymount.	322	8.7%	17.1%	23.0%	38.8%	12.4%	3.29	1.150
Five Years (2010-2011)	115	8.7%	21.7%	20.9%	40.9%	7.8%	3.17	1.126
One Year (2014-2015)	207	8.7%	14.5%	24.2%	37.7%	15.0%	3.36	1.161
I am well informed about activities for alumni.	322	11.8%	23.6%	20.8%	32.9%	10.9%	3.07	1.213
Five Years (2010-2011)	115	13.0%	30.4%	20.0%	30.4%	6.1%	2.86	1.169
One Year (2014-2015)	207	11.1%	19.8%	21.3%	34.3%	13.5%	3.19	1.223
I am interested in remaining involved with Marymount.	323	3.7%	6.2%	29.1%	43.3%	17.6%	3.65	0.964

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
Five Years (2010-2011)	115	2.6%	7.8%	27.8%	43.5%	18.3%	3.67	0.953
One Year (2014-2015)	208	4.3%	5.3%	29.8%	43.3%	17.3%	3.64	0.973
I would consider financially supporting Marymount.	323	13.0%	20.4%	38.4%	21.7%	6.5%	2.88	1.091
Five Years (2010-2011)	115	9.6%	25.2%	31.3%	26.1%	7.8%	2.97	1.104
One Year (2014-2015)	208	14.9%	17.8%	42.3%	19.2%	5.8%	2.83	1.084
Marymount has a good reputation.	323	1.9%	4.3%	15.5%	56.7%	21.7%	3.92	0.841
Five Years (2010-2011)	115	0.0%	6.1%	10.4%	63.5%	20.0%	3.97	0.743
One Year (2014-2015)	208	2.9%	3.4%	18.3%	52.9%	22.6%	3.89	0.891
If I could start over, I would choose Marymount again.	322	5.0%	11.2%	19.9%	36.3%	27.6%	3.70	1.134
Five Years (2010-2011)	115	4.3%	14.8%	15.7%	38.3%	27.0%	3.69	1.150
One Year (2014-2015)	207	5.3%	9.2%	22.2%	35.3%	28.0%	3.71	1.128
I would recommend Marymount to a friend or family member.	323	3.1%	4.6%	12.1%	48.6%	31.6%	4.01	0.951
Five Years (2010-2011)	115	2.6%	6.1%	7.0%	50.4%	33.9%	4.07	0.943
One Year (2014-2015)	208	3.4%	3.8%	14.9%	47.6%	30.3%	3.98	0.955
My Marymount education was worth the expense.	322	7.8%	14.9%	21.1%	37.9%	18.3%	3.44	1.175
Five Years (2010-2011)	115	7.0%	13.9%	21.7%	34.8%	22.6%	3.52	1.187
One Year (2014-2015)	207	8.2%	15.5%	20.8%	39.6%	15.9%	3.40	1.169
I am proud of being a Marymount alumnus/a.	322	2.2%	1.9%	15.2%	47.5%	33.2%	4.08	0.867
Five Years (2010-2011)	114	0.9%	2.6%	14.0%	47.4%	35.1%	4.13	0.815
One Year (2014-2015)	208	2.9%	1.4%	15.9%	47.6%	32.2%	4.05	0.894
My professional colleagues have heard of Marymount.	323	5.0%	15.8%	12.4%	43.7%	23.2%	3.64	1.145
Five Years (2010-2011)	115	3.5%	22.6%	10.4%	47.8%	15.7%	3.50	1.111
One Year (2014-2015)	208	5.8%	12.0%	13.5%	41.3%	27.4%	3.73	1.158

Table 11: **Trend Snapshot:** Undergraduate Alumni Responses of “Agree” or “Strongly Agree” to “Please indicate how strongly you agree with each of the following statements”, 2008-2015

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
I am in contact with friends and fellow students from Marymount.	90	65.5	97	72.1	115	76.5	136	73.5	160	77.5	208	75.5
I am still in touch with faculty and advisors.	89	32.6	97	25.7	114	39.5	136	50.8	160	44.4	208	47.6

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
I feel connected to Marymount.	90	38.9	98	36.7	115	48.7	136	50.0	160	53.1	207	52.7
I am well informed about activities for alumni.	90	51.1	98	54.1	115	36.5	135	49.7	160	60.0	207	47.8
I am interested in remaining involved with Marymount.	90	52.2	98	51.1	115	61.7	136	64.8	160	65.0	208	60.6
I would consider financially supporting Marymount University.	89	24.7	98	21.5	115	33.9	136	27.2	160	29.4	208	25.0
Marymount has a good reputation.	90	66.6	98	76.5	115	83.5	136	76.5	160	78.1	208	75.5
If I could start over, I would choose Marymount again.	90	51.1	98	65.3	115	65.2	136	57.3	158	64.5	207	63.3
I would recommend Marymount to a friend or family member.	90	65.6	98	73.5	115	84.3	136	74.3	160	77.6	208	77.9
My Marymount education was worth the expense.	90	52.2	98	66.2	115	57.4	136	60.3	160	59.4	207	55.6
I am proud of being a Marymount alumnus.	90	75.6	98	77.6	114	82.5	136	79.4	160	80.7	208	79.8
My professional colleagues have heard of Marymount.	90	56.7	98	61.2	115	63.5	136	63.9	160	61.9	208	68.8

Table 12: Undergraduate Alumni Responses to “Please indicate if you participated in or used the following while attending Marymount”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count (Yes)	%	Count (Yes)	%	Count (Yes)	%
Student clubs	68	59.1	113	54.6	181	56.2
Career Center	47	41.6	128	61.8	175	54.7
Cultural activities	49	43.8	94	45.9	143	45.1
Research projects	46	40.4	100	49.0	146	45.9
MU service opportunities	42	36.8	82	40.0	124	38.9
MU spiritual development activities	36	31.6	46	22.3	82	25.6
Study abroad program	21	18.8	54	26.2	75	23.6
Intercollegiate athletics	20	17.5	32	15.8	52	16.4
Intramural athletics	19	16.5	23	11.4	42	13.3

Table 13: **Trend Snapshot:** Undergraduate Alumni Responses of “Yes” to “Please indicate if you participated in or used the following while attending Marymount”, 2008-2015

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
MU spiritual development activities	87	26.4	96	21.9	114	31.6	134	32.8	159	28.9	206	22.3
MU service opportunities	87	35.6	96	33.3	114	36.8	135	40.0	158	36.1	205	40.0
Student clubs	88	58.0	97	58.8	115	59.1	134	64.2	159	59.7	207	54.6
Cultural activities	86	39.5	94	42.6	112	43.8	135	41.5	157	43.9	205	45.9
Intramural athletics	86	24.4	95	18.9	115	16.5	133	14.3	156	16.0	201	11.4
Intercollegiate athletics	87	24.1	95	14.7	114	17.5	132	17.4	156	16.7	203	15.8
Career Center	88	54.5	96	43.8	113	41.6	133	57.9	159	64.2	207	61.8
Study abroad program	87	16.1	96	18.8	112	18.8	133	22.6	156	25.6	206	26.2
Research Projects	87	29.9	96	38.5	114	40.4	134	45.5	158	38.6	204	49.0

Occupational Experiences Since Leaving Marymount

Table 14: Undergraduate alumni responses to “Relative to completing your degree, when did you find your first professional experience?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Continued a position held while attending school	15	13.6	21	10.5	36	11.6
Found a new position prior to graduation	18	16.4	31	15.5	49	15.8
0-3 months	30	27.3	53	26.5	83	26.8
4-6 months	10	9.1	23	11.5	33	10.6
7-12 months	9	8.2	18	9.0	27	8.7
More than 12 months	22	20.0	19	9.5	41	13.2
Have not yet entered professional position since graduation	6	5.5	35	17.5	41	13.2

Table 15: Responses to “Was the position full-time?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Yes	89	85.6	139	84.2	228	84.8
No	15	14.4	26	15.8	41	15.2

Table 16: Responses to “How closely related was your college major/specialization to your first position?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Directly related	48	46.2	79	47.9	127	47.2
Somewhat related	39	37.5	60	36.4	99	36.8
Not related	17	16.3	26	15.8	43	16.0

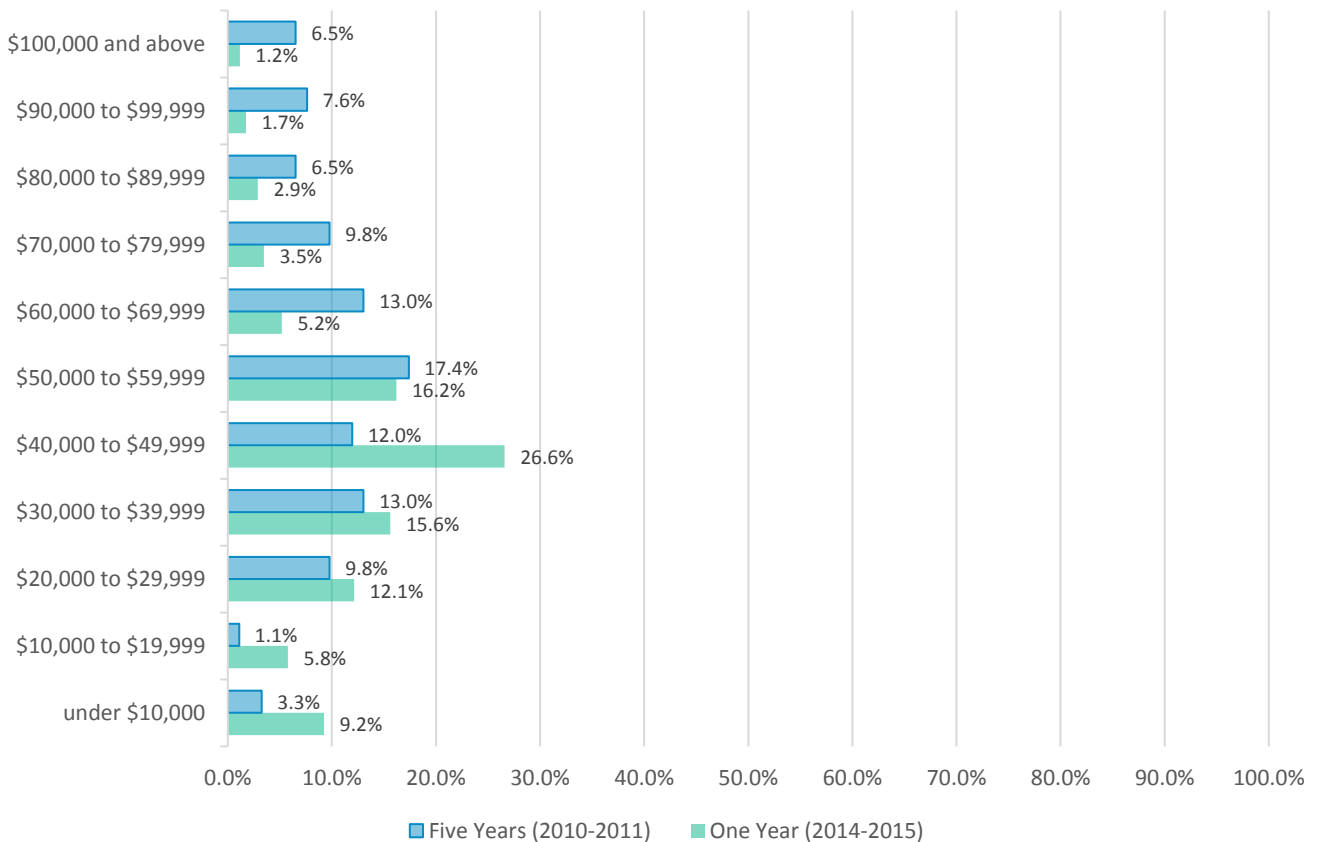
Table 17: Responses to “Which of the following best describes your current employment status?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Employed full-time	91	82.7	147	73.9	238	77.0
Employed part-time	5	4.5	30	15.1	35	11.3
Not employed, but seeking employment	5	4.5	11	5.5	16	5.2
Not employed, and not looking	9	8.2	11	5.5	20	6.5

Table 18: Responses to “What is your current salary range?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
under \$10,000	3	3.3	16	9.2	19	7.2
\$10,000 to \$19,999	1	1.1	10	5.8	11	4.2
\$20,000 to \$29,999	9	9.8	21	12.1	30	11.3
\$30,000 to \$39,999	12	13.0	27	15.6	39	14.7
\$40,000 to \$49,999	11	12.0	46	26.6	57	21.5
\$50,000 to \$59,999	16	17.4	28	16.2	44	16.6
\$60,000 to \$69,999	12	13.0	9	5.2	21	7.9
\$70,000 to \$79,999	9	9.8	6	3.5	15	5.7
\$80,000 to \$89,999	6	6.5	5	2.9	11	4.2
\$90,000 to \$99,999	7	7.6	3	1.7	10	3.8
\$100,000 and above	6	6.5	2	1.2	8	3.0

Chart 4: Responses to “What is your current salary range?”



Current Employer:

2U Inc.	DPS	Medstar Washington Hospital Center
AARP	DVRP	Mercy High School
Abraham Academy	Epic Brands	Mercy Medical Center
Accenture	Evoke Consulting	MI Painting Services
Acuity Systems, LLC	Fairfax County Government	MZ Physical Therapy
Administrative Children Services	Fairfax County Health Department	National Alliance on Mental Illness
AECOM International Development	Fairfax County Public Schools	National Council on Aging
Allen ISD	Fairfax Juvenile Detention Center	National MS Society
Altasage	FDIC	Navy Mutual Aid Assoc.
American Association of Collegiate Registrars & Admissions Officers	Federal Emergency Management Agency (FEMA)	Nestle Nespresso
American City Business Journals	Federal Highways Administration	NGA
American Diabetes Association	Firuze	Novant Health UVA Health System
American Red Cross	FloorandDecor	Office of the Capital Defender
Analytical Services	Food Marketing Institute	On-Board PMO
Ann Taylor	Framebridge	One Blood
Arlington County Cultural Affairs	Freddie Mac	Otolaryngology Associates, PC
Arlington Public Schools	Freelance	PAE
Audi of America	Gallen Insurance	Paragon Systems Inc.
Bacharach Institute of Rehabilitation	Gannett / USA TODAY Network	Pivot Physical Therapy
Baltimore Office of Promotion & Arts	GEICO	Polycom
Banfield Pet Hospital	General Services Corporation	Powercomm Construction Inc.
BCBG MAX AZRIA	George Mason Mortgage	PPC
Becker, Kellogg & Berry	Get Real Health	Pressley Ridge
Booz, Allen, & Hamilton	Giant Food, LLC	Prince William County DSS
Boston College	H&M	Prince William County Schools
Broward Design Center	Hackensack Meridian Health	Prove Biosciences
Cardinal Bank	Harford County Public Schools	RD Jones & Associates
CDA	Harris Corporation	Reconstructed Fitness & Athletics
CDM Smith	Harvard Graduate School of Education	RedPeg Marketing
Centers for Advanced Orthopedics	HealthSprout	Robert Half
CGI Federal	HNTB	Rotonda Condominiums Unit Owners Association
Chain Bridge Bank	Home Care	Sacred Heart School
Changing Turn	Hospital	SAIC
Chasenboscolo	Howard County General Hospital	Saint Martha Catholic School
Children's National Health System	Idessert	Samaritan Ministry
Cody Child Development Center	IMS	Saudi Health Mission
Connectiva	INOVA	Scout Bags
Cotton & Co.	Interior Concepts, Inc.	Shopbop
County of Orange Health Care Agency	Interior Solutions	Sonic Automotive
Crown Consulting, Inc.	Ironbow Technologies	St. Aloysius Academy
Customs and Border Protection	Ivymount School and Programs	St. John's Parish Day School
CVS Health	JP Morgan	St. Maurice Parish
CVS Pharmacy	Kastle Systems International	State Department
Davis Carter Scott, LTD	Le Hair & Nails	State of Texas Dept. of Public Safety
Deitek	Lebanese Taverna	Studio Say So
Delta-T Group	Leidos	Subway
Department of Defense (DoD)	Lessard Design, Inc.	Systems Planning and Analysis, Inc.
Department of State	Levick Strategic Communications, LLC	The Boston Consulting Group
Department of the Army's Child, Youth and School Services	Logical Paradigm	The Carlyle Group
Department of Veteran Affairs	Long & Foster Real Estate	The Chronicle
Department of the Navy	Lucky's Market	The Designory
Direct Holdings Global	Lululemon Athletica	The Fount Group
Dolben Co.	Margaret Carter	The Limited
Dominion Enterprises	Marin General Hospital	Thrive Behavioral Health, LLC
	Marymount University	TOBE Design Group

Total Wine & More
Trader joes
Transportation Communications
Union/IAM
U.S. Conference of Catholic Bishops
Under Armour
United States Department of
Agriculture
United States Marine Corps
University of Manchester

University of Maryland
University of North Dakota School of
Medicine and Health Sciences
University of Virginia Health System
US Senate
USCCB
Vencore Inc.
Verizon Wireless
Virginia Hospital Center
Waggy Walkys

Walsingham Academy
Washington Hospital Center
WealthEngine
WEConnect International
Wells Fargo
Williams Mullen
Wolf Furniture
WSP Parsons Brinckerhoff

Educational Experiences Since Graduation

Table 19: Responses to “Have you pursued further education since completing your degree at MU?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Yes	59	55.1	74	37.6	133	43.8
No	48	44.9	123	62.4	171	56.3

Table 20: Responses to “If you are working toward or have completed another degree, please indicate your level of degree.”

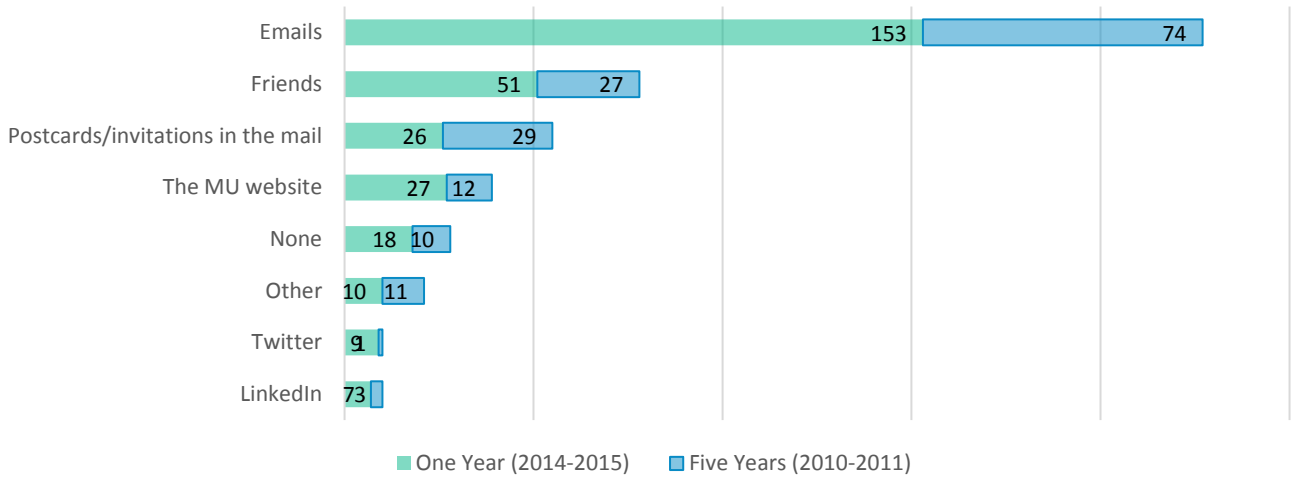
	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Associates	1	2.0	1	1.8	2	1.8
Bachelors	0	0.0	2	3.5	2	1.8
Masters	35	70.0	40	70.2	75	4.5
Doctorate	2	4.0	3	5.3	5	70.3
Professional	6	12.0	4	7.0	10	9.0
Other	6	12.0	7	12.3	13	12.6

College/University Attended/Currently Attending:

ACCT	Hood College	Towson University
Aerosim Flight Academy	J. Sargent Reynolds Comm.	Loyola
American School of Professional Psychology at Argosy University	Johns Hopkins University	UNDSMHS
American University	Liberty University	University of Illinois at Chicago
Bentley University	Logan College of Chiropractic	University of Maryland Baltimore County
Boston College	Marymount University	University of Maryland University College
Bridgeport	Mean University	University of Michigan
Cabrini University	Michigan State University	University of Pennsylvania
Catholic University of America	Mt. St. Mary's	University of South Carolina
Cleveland State University	National Chengchi University (Taiwan)	University of South Florida
Colorado Tech	New York Institute of Art & Design	University of the Incarnate Word
CUA	NOVA	University of Virginia
Defense Acquisition University	NOVA NSU Florida	University of York
ECPI	Old Dominion University	Villanova University
Elon University School of Law	Penn Foster	Virginia Commonwealth University
George Mason University	Pepperdine University	Virginia Tech
George Washington University	Queen Mary University of London	Walden University
Georgetown	Southern New Hampshire University	Wilmington University
Harvard Graduate School of Education	St. Mary's Seminary and University	
	The University of Oklahoma	

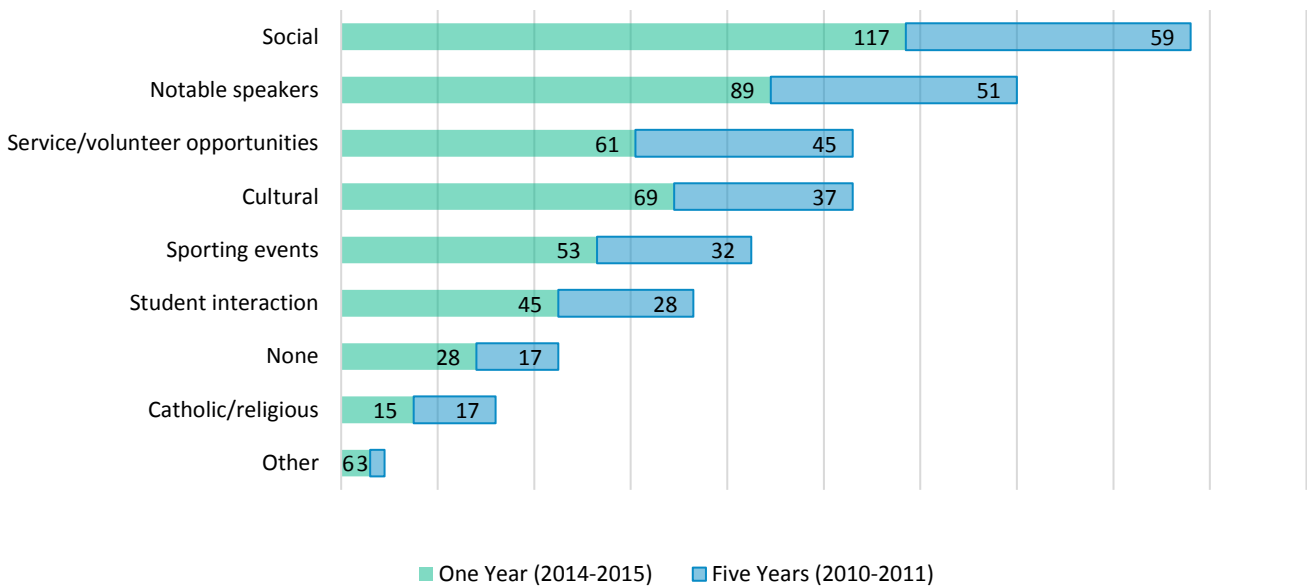
Alumni Relations

Chart 5: Responses to “How do you typically find out about Marymount’s alumni events?” (Count of alumni responses)



Other: Facebook, Instagram, Anna Sody, Dad, IG, Lacrosse coaches, team and athletics, professor emails me.

Chart 6: Responses to “What types of events would you like to attend?” (Count of alumni responses)



Other: Alumni study abroad events, art exhibits, employment mixers, field/major related, out of town, Portfolio in Motion, technical/learning, professional development, travel

Table 21: Undergraduate Responses to “Have you attended an alumni event over the last two years?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Yes	18	16.7	56	28.7	74	24.4
No	90	83.3	139	71.3	229	75.6

If you have not attended an event over the last 2 years, why not?

Theme 1: Too Busy/Inconvenient Timing (N = 73)

The majority of alumni indicated they did not attend an alumni event because they were too busy for a variety of reasons, or the events were scheduled at inconvenient times. Of those who were busy, many indicated they did not attend due to work, school, children, or a combination of everything. Some alumni indicated that the timing of the events were poor or inconvenient due to prior commitments or the commute.

Example Responses:

- “Dates have conflicted with work travel dates.”*
- “Currently working full time and attending school full time.”*
- “It is difficult to find time and the commute is not favorable.”*

Theme 2: Distance/Location (N = 51)

Many alumni stated distance as a barrier to attending events. They indicated they did not live in the area, moved out of state, or currently lived outside of the country.

Example Responses:

- “Do not live locally.”*
- “I am no longer in Virginia.”*
- “I currently live out of the country...”*

Theme 3: Uninformed/Informed Too Late (N = 40)

A number of alumni stated they did not attend alumni events because they were not made aware of them at all. While many others said they did not receive notices or emails with enough time to plan a visit.

Example Responses:

- “Have not been made aware.”*
- “I don’t always receive information or read it in time via email.”*
- “Only ever hear about Homecoming one week before, and no other events.”*

Theme 4: No Interest (N = 36)

A number of alumni stated they did not attend an event due to a lack of interest. Some respondents indicated the events themselves were not interesting or relevant to their life and/or careers, while others stated they were not interested in any event regardless.

Example Responses:

- “None of the events have really interested me.”*
- “Not interested. I see the people I want to see outside of alumni events.”*
- “I have no interest in connecting with people I do not already contact from MU.”*

Theme 5: No Connection to MU (N = 6)

Some alumni indicated they did not feel connected to MU either while they were students or since they have graduated and thus do not wish to attend an alumni event.

Example Responses:

- “I do not feel connected to the Marymount community.”*
- “Didn’t have a longstanding social impact from Marymount.”*
- “I was not that involved in school activities during my time in Marymount.”*

Theme 6: Miscellaneous Reasons (N = 5)

There were a variety of other reasons given by alumni for not attending an event in the past two years. Some of these reasons

included not being able to financially afford to attend, personal reasons, or they genuinely do not know why they did not attend.

Example Responses:

"Not sure why."

"Unable to afford the various events due to student loan debts."

What were the strongest aspects of your Marymount education?

Theme 1: Quality of Professors/Faculty/Staff/Advisors (N = 118)

The vast majority of comments related to the high quality of professors, faculty, staff, and/or advisors. A number of specific individuals were pointed out in this section, but more generally alumni indicated this group was helpful and knowledgeable in their respective areas of expertise. Many alumni also stated one of the strongest aspects of their Marymount education was the passion of the faculty and accessibility of their advisors.

Example Responses:

"Personalized attention; ability to develop close-working relationships with professors."

"Professors increased my intellectuality curiosity. Displayed awareness of current events in a global sense."

"The greatest asset that Marymount will ever have are the professors. You also have AMAZING adjuncts!!"

"My advisor and the full-time faculty members in my major. They pushed me in the classroom and were role models for me outside of the classroom."

Theme 2: Program/Courses/Skills Developed (N = 49)

A number of alumni indicated their program, courses, and skills developed as a strength in their education. Many stated they enjoyed the courses they took for their specific majors/programs as well as the core classes. Others made mention of specific skills they developed such as critical thinking, oral presentation, and writing skills.

Example Responses:

"My accounting classes that prepared me to enter in the work force as well as grad school."

"Critical thinking, forming thesis/analysis, researching techniques and tools, being able to work in smaller groups/classes."

"The psych department! The family-like feeling I got! And just the fact that I learned to love learning and continue to go to school today."

Theme 3: Class/School Size (N = 47)

A number of alumni stated one of the strongest aspects of their Marymount education was the small school and class sizes. Many indicated the small size made it easier to learn, allowed for better communication among classmates and professors, and promoted individual attention.

Example Responses:

"Small class size allowed me to better interact with my professors. They helped me a lot and made a great difference in my education and life."

"Enjoyed the classes and the professors and how Marymount was a community as a whole. It was a small campus so people got to know you well."

"I loved the class size, it was so nice to have about 25-30 kids per class. This allowed me to make friends and become close with my professors, some of which I am still in contact with almost a year after graduation."

Theme 4: Overall Education/Experience (N = 34)

A handful of alumni indicated that their education and overall experience at Marymount was one of the strongest aspects of their time here. These often included broad comments about the quality of the education and dedication to the students.

Example Responses:

"Everything around the education is what made it strong."

"I can't say enough about what a great place Marymount is."

"MU is incredibly student focused and they help you achieve your full potential. I had no trouble getting into graduate school because of experiences I had at Marymount."

Theme 5: Classmates (N = 30)

Interactions with fellow classmates was also viewed as a strength of alumni's Marymount education. Alumni indicated they enjoyed being exposed to classmates of different perspectives and cultures. They also stated they enjoyed the bonds created with classmates outside of the classroom.

Example Responses:

"The connections I've made with classmates and alumni."

"Meeting people from diverse backgrounds from all over the world."

"The strongest aspect of my MU degree was the global perspective and diverse cultural interaction."

Theme 6: Internships/Study Abroad (N = 27)

Alumni indicated their internships or study abroad experiences were valuable components of their education at MU. These opportunities provided an applied, hands-on aspect to their respective programs.

Example Responses:

"Great internship opportunities."

"Student teaching and being able to experience a real classroom."

"Deciding to pursue study abroad was probably the best decision I made while at MU. I was able to complete my internship through the program and gained great insight into the fashion industry but also learned so much about myself while abroad."

Theme 7: Campus Resources (N = 21)

Alumni indicated the types of campus resources offered as a strength of their education. Some of these resources included athletics, campus ministry, student access services, and other extracurricular involvement.

Example Responses:

"Cultural events."

"Opportunity for leadership positions on campus."

"Much of my development happened outside of the classroom - in Athletics, on Alternative Spring Break trips, as a student leader in multiple departments, and surrounded by people of varying backgrounds and cultures."

Theme 8: Miscellaneous Strengths (N = 12)

There were a variety of other strengths proposed by Marymount alumni. These included Marymount's sense of community, the Catholic Identity, and the location of the school.

Example Responses:

"I was able to still get a full college experience, while still having the comforts of home close by."

"I also impressed and comforted by the support for all religions. For this reason, I chose the school, and continue to respect it."

"The convenient location and class times also allowed me to pursue my career prior to graduation which really helped me get a head start. It's a huge part of why I am where I am today."

What aspects of your Marymount education need the most improvement?

Theme 1: Program/Courses/Skills Developed (N = 72)

The majority of alumni indicated improvements needed to be made to certain programs and courses in terms of rigor and transferable skills. Often, they indicated programs needed to expand upon certain topics or completely renovate the program overall.

Example Responses:

"I wasn't challenged enough in my major."

"More course options/diversity within my major, more versatile/interesting course options within my major."

"My actual program needed a lot of improvement. Unfortunately, the system may have worked in the past but it had not been updated for a very long time."

"The academic level of the classes were on par with all my high school courses up until my Senior year. This made college relatively easy but makes it really hard to see the price tag of my diploma as worthwhile."

Theme 2: Campus Resources/Facilities (N = 40)

A number of alumni indicated certain facilities and student resources offered by the university needed improvement. They indicated that the buildings and technology was out-of-date and in need of modernization, while other alum commented on specific offices or parking being less than adequate.

Example Responses:

"Career and resume building; Working with students to be MAKE SURE they know how to find a specialty in their major."

"Campus living. There is not much of a community support around campus living. Need to have more activities, dining hall hours need to be extended. More of an active campus life style."

"Being involved in more activities/clubs would have been nice. I lived off-campus and there was no social aspect to the university for commuter students. Because of this I find myself not in touch with any of my peers and feel distant from the university as an alumnus."

Theme 3: Quality of Professors/Faculty/Staff/Advisors (N = 39)

Many alumni indicated professors and academic advising needs great improvements. Many stated that they felt unprepared leaving MU due to the lack of proper guidance. According to some alum, the advisors seemed to have little knowledge and did not adequately guide them in choosing the appropriate academic path.

Example Responses:

"Some professors should actually teach. Listen to your students."

"Advising: I was misadvised on more than one occasion resulting in taking unneeded classes."

"I would have liked more full-time professors in my major department and the diversity/range of classes offered in that program."

Theme 4: Preparation for Future (N = 28)

Alumni indicated that preparation for life after Marymount needed improvement. They commented that they wish they had "real-life" experiences and had little job searching support, and had hoped for more assistance in determining what jobs to apply for in their respective fields.

Example Responses:

"Preparation for life after graduation."

"Application of concepts in real world."

"I did not feel adequately prepared to find a job or to develop professional skills needed in interviews and in the workplace. There were many Career Center events that appeared helpful, but I do remember being unable to attend them because of their timing in the day-time/afternoon. It was difficult to balance extra opportunities with work."

Theme 5: Overall Education (N = 15)

Alumni commented that their overall quality of education was poor and was in need of improvement. A number commented that courses could have been more rigorous and the academics more challenging. Additionally, many wished to see a greater availability of courses.

Example Responses:

"I was very disappointed with the quality of education during my time at Marymount. I was able to make the best of it during my last two years, but the first two years I was torn between staying and transferring."

"I really do not feel like I got a good education at Marymount. Everything was pretty basic, and I feel like we never got below the surface. Having in-depth or spiritual conversations in class was not a thing, and I feel that I never got the opportunity to explore myself in the class room."

Theme 6: Cost and Reputation (N = 13)

Alumni indicated that receiving an education at Marymount was too expensive. They also stated the reputation of Marymount needs some improvement within the community and outwards.

Example Responses:

"Cost of tuition, it is too expensive."

"The bad reputation of the school (academically) continues to effect its students."

"Financially, it's way too expensive and the debt I'll be in forever will always make me bitter about it."

Theme 7: Internships/Research Opportunities (N = 12)

Some alumni indicated they would have liked to have seen more internship, clinical, and research opportunities and assistance.

Example Responses:

"Clinical experience in the field."

"More opportunities for research with professors"

"Requiring students to complete an internship is not a bad thing, but it can often become a burden to students who have families, and full time employment. There should be some alternative program or option developed for people in those situations."

Theme 8: Miscellaneous (N = 19)

Alumni listed a variety of other areas of Marymount that needed improvement. Some were specific to the individual's situation, while others were more general such as the availability of commuter resources and connectedness, Catholic Identity, and general student involvement.

Example Responses:

"Parking was a nightmare!"

"Catholic identity; connections to legal community and academia."

"The bridging between Ballston and Main campus sense of community."

"Better things for commuters. And more parking or at least lower the prices of parking passes."

If you have any other comments regarding your Marymount education, please provide them here.

Theme 1: Overall Education/Experience (N = 40)

The majority of alumni made broad comments about their overall experience and education at Marymount University. The vast majority of these comments were positive, as many stated they had a great experience and enjoyed their time at MU.

Example Responses:

"Best four years of education; great learning experience!"

"I am so grateful I went to Marymount University. I'd do it again in a heartbeat."

"I cherish the experiences I had at, and through, Marymount. Marymount provided me with more than I could have ever imagined a college experience would be. Marymount was very effective for me."

Theme 2: Quality of Professors/Faculty/Staff/Advisors (N = 19)

Overall, comments were positive in this section with many alumni emphasized particular professors who were of high quality as well as the general excellence of faculty and staff. However, some also indicated issues with some professors being outdated or disengaged.

Example Responses:

"My professors were rigorous and had high expectations which prepared me for a successful professional career and to achieve successful a graduate education. Thank you MU!"

"The faculty are truly one of a kind because they truly care and will go the extra mile to help their students. Once I entered the workforce I truly felt prepared and equipped to do my job!"

"To be improve the MU experience, professors should engage with students (without being bias and judgmental), the school should hire experienced professors..."

Theme 3: Cost and Campus Living (N = 12)

Alumni stated Marymount was too expensive and had debt due to student loans. Some indicated that it was not beneficial to their career to attend MU, and even said they wished they had attended a different university.

Example Responses:

"I wish tuition was affordable so I could continue my education."

"Include the Ballston campus with more events. It is not the students fault that if they have business classes they miss out in all the fun activities that happen on main campus."

"I can't say I'd recommend Marymount. I won't ever donate. It's sad, but true."

Theme 4: Course and Program Specific Statements/Curriculum (N = 9)

Some alumni listed aspects they liked and disliked about certain courses and programs at Marymount. Many alumni stated a number of courses and/or programs needed improvement.

Example Responses:

"More rigor and critical thinking should be applied in courses."

"Some aspects that can be improved are how the skills from the curriculum can translate to employment; what exactly will be useful in the workforce."

"The school needs to focus on academic performance, in courses. Some classes aren't serious at all, nor are they fun. More class auditing is needed, and not of the type available to former/current students."

Theme 5: Preparation for Future (N = 4)

Alumni indicated they did not feel prepared for finding a job after college. Many wished there had been better career resources and in-class preparation for securing post-college employment.

Example Responses:

"Get Marymount's name out there more to employers. I had struggled with explaining to employers in even Arlington where Marymount is and how good the program is..."

"MU help make it a smoother transition to find jobs after graduation. Finding jobs is difficult especially in fashion."

Theme 6: Miscellaneous (N = 10)

Alumni made a few additional comments on a variety of topics. For example, alumni stated that parking was less than acceptable, students were not supported by faculty, and more events should be held on-campus.

Example Responses:

"Please keep expanding parking."

"Learn to be supportive of all your students."

“Maybe once a year host an alumni event where those who participated in a travel abroad program while enrolled might still have the opportunity to travel abroad with a group of alumni in another country. This would allow for re connection, and continual learning.”

GRADUATE ALUMNI

Student Demographic Data

Table 22: Demographics

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
What degree did you receive?						
Certificate	4	2.9	6	3.2	10	3.0
Doctorate	13	9.4	20	10.7	33	10.2
Masters	121	87.7	161	86.1	282	86.7
What school did you belong to?						
Arts and Sciences	7	5.1	7	3.7	14	4.3
Business Administration	43	31.2	52	27.8	95	29.2
Education and Human Services	62	44.9	97	51.9	159	48.9
Health Professions	26	18.8	31	16.6	57	17.5
Gender:						
Female	114	82.6	141	75.4	255	78.5
Male	24	17.4	46	24.6	70	21.5
At which location did you take the majority of your classes?						
Main Campus	30	21.7	44	23.7	74	22.8
Ballston	92	66.7	117	62.9	209	64.5
Reston	10	7.2	15	8.1	25	7.7
Online	4	2.9	5	2.7	9	2.8
Other	2	1.4	5	2.7	7	2.2
What was your primary enrollment status?						
Full-time	78	56.9	120	64.9	198	61.5
Part-time	59	43.1	65	35.1	124	38.5
Which of the following statements describes your start at MU?						
Marymount was the first college or university I attended.	7	5.1	12	6.5	19	5.9
I transferred into Marymount from a community college or four-year college or university.	9	6.6	4	2.2	13	4.0
I earned a degree from another college or university prior to enrolling at Marymount.	121	88.3	170	91.4	291	90.1
Were you employed, while attending classes?						
Employed full-time	72	52.2	99	53.5	171	52.9
Employed part-time	50	36.2	55	29.7	105	32.5
Not employed	16	11.6	31	16.8	47	14.6
If you were employed did you work on campus?						
Yes	17	13.9	20	13.1	37	13.5
No	105	86.1	133	86.9	238	86.5
How many years did you live on campus or in university housing?						
None	130	94.2	175	94.6	305	94.4
Less than 1 year	0	0.0	6	3.2	6	1.9
1 to 2 years	4	2.9	4	2.2	8	2.5
3 or more years	4	2.9	0	0.0	4	1.2

Table 23: Programs

	Five Years (2010-2011)	One Year (2014-2015)	Total
Count			
Arts and Sciences			
English and Humanities	3	1	4
Interior Design	4	6	10
Business Administration			
Business Administration (MBA)	19	21	40
Health Care Management	10	6	16
Human Resource Management	5	10	15
Human Resource Management -- Graduate Certificate	2	2	4
Information Technology	5	8	13
Leadership and Management	0	3	3
Legal Administration	1	1	2
Management	1	1	2
Education and Human Services			
Counseling	11	25	36
Forensic and Legal Psychology	28	38	66
Education: Administration and Supervision of PK-12	6	7	13
Education: English As a Second Language	3	3	6
Education: PK-6	7	11	18
Education: Professional Studies	1	7	8
Education: Secondary	4	3	7
Education: Special Education, General Curriculum K-12	2	3	5
Health Professions			
Health Education and Promotion	8	5	13
Nursing	5	6	11
Physical Therapy (DPT)	13	20	33
Total	139	187	325

The Marymount Experience

Table 24: Responses to “From your experience at MU, how would you rate each of the following?” (Scale: 1 = “Poor”, 5 = “Excellent”)

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
Overall experience	319	0.0	2.8	8.5	47.0	41.7	4.28	0.735
Five Years (2010-2011)	136	0.0	2.2	10.3	42.6	44.9	4.30	0.744
One Year (2014-2015)	183	0.0	3.3	7.1	50.3	39.3	4.26	0.730
Academic quality	318	0.0	4.1	10.7	44.7	40.6	4.22	0.794
Five Years (2010-2011)	136	0.0	4.4	8.8	44.9	41.9	4.24	0.793
One Year (2014-2015)	182	0.0	3.8	12.1	44.5	39.6	4.20	0.797
Major or program	319	0.3	3.4	8.8	37.9	49.5	4.33	0.802
Five Years (2010-2011)	136	0.0	5.1	6.6	36.8	51.5	4.35	0.820
One Year (2014-2015)	183	0.5	2.2	10.4	38.8	48.1	4.32	0.790
Academic advising	316	1.3	9.2	20.6	38.0	31.0	3.88	0.993
Five Years (2010-2011)	135	0.7	8.9	17.8	40.0	32.6	3.95	0.964
One Year (2014-2015)	181	1.7	9.4	22.7	36.5	29.8	3.83	1.014
Marymount’s academic reputation	316	0.9	4.1	20.6	44.9	29.4	3.98	0.867
Five Years (2010-2011)	135	0.0	4.4	22.2	43.7	29.6	3.99	0.837
One Year (2014-2015)	181	1.7	3.9	19.3	45.9	29.3	3.97	0.891
Library and Learning Service	317	0.0	1.9	23.3	48.6	26.2	3.99	0.757
Five Years (2010-2011)	134	0.0	2.2	29.1	41.8	26.9	3.93	0.806
One Year (2014-2015)	183	0.0	1.6	19.1	53.6	25.7	4.03	0.718

Chart 7: Percentage of Graduate Alumni Responding "Good" or "Excellent" to “From your experience at MU, how would you rate each of the following?”



Table 25: **Trend Snapshot:** Overall Quality, Graduate Alumni Responses of “Good” or “Excellent to “From your experience at MU, how would you rate each of the following?,” 2008 – 2015

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall experience	119	78.9	99	73.8	136	87.5	190	78.7	135	88.9	183	89.6
Academic quality	119	80.0	100	76.0	136	86.8	190	80.9	134	84.3	182	84.1
Major department or academic program	118	75.6	99	77.8	136	88.2	188	80.1	135	85.9	183	86.9
Academic advising	117	57.8	99	61.6	135	72.6	189	70.6	135	60.0	181	66.3
Marymount’s academic reputation	118	65.6	99	66.7	135	73.3	190	69.2	135	75.5	181	75.1
Library and Learning Services	118	76.3	99	67.7	134	68.7	190	73.2	134	67.9	183	79.2

Table 26: Responses to “For each of the following skills, please indicate how well you believe your education prepared you to” (Scale: 1 = “Poor”, 5 = “Excellent”)

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
Find a job in your field	308	5.2	9.4	16.6	33.4	35.4	3.84	1.159
Five Years (2010-2011)	131	6.9	10.7	16.0	32.1	34.4	3.76	1.227
One Year (2014-2015)	177	4.0	8.5	16.9	34.5	36.2	3.90	1.106
Pursue more education in your field	306	2.0	4.2	25.2	47.1	21.6	3.82	0.885
Five Years (2010-2011)	129	3.9	6.2	26.4	41.1	22.5	3.72	1.008
One Year (2014-2015)	177	0.6	2.8	24.3	51.4	20.9	3.89	0.780
Conduct research to support a position	307	2.3	9.4	25.4	43.3	19.5	3.68	0.967
Five Years (2010-2011)	130	3.8	12.3	27.7	33.8	22.3	3.58	1.084
One Year (2014-2015)	177	1.1	7.3	23.7	50.3	17.5	3.76	0.868
Develop a coherent written argument	307	1.3	3.9	17.3	49.8	27.7	3.99	0.852
Five Years (2010-2011)	130	2.3	3.8	23.1	43.1	27.7	3.90	0.931
One Year (2014-2015)	177	0.6	4.0	13.0	54.8	27.7	4.05	0.785
Deliver a coherent oral presentation	306	1.3	2.0	18.0	46.7	32.0	4.06	0.833
Five Years (2010-2011)	130	2.3	2.3	25.4	39.2	30.8	3.94	0.930
One Year (2014-2015)	176	0.6	1.7	12.5	52.3	33.0	4.15	0.744
Use quantitative/qualitative techniques within your professional field	306	1.6	4.9	21.6	46.4	25.5	3.89	0.897
Five Years (2010-2011)	130	2.3	3.1	24.6	43.1	26.9	3.89	0.917
One Year (2014-2015)	176	1.1	6.3	19.3	48.9	24.4	3.89	0.885
Use technology effectively in a workplace environment	306	1.6	5.9	23.9	43.5	25.2	3.85	0.923
Five Years (2010-2011)	130	2.3	5.4	28.5	38.5	25.4	3.79	0.962
One Year (2014-2015)	176	1.1	6.3	20.5	47.2	25.0	3.89	0.894
Apply knowledge and skills to new situations	305	1.0	1.0	13.1	51.5	33.4	4.15	0.756
Five Years (2010-2011)	130	0.8	1.5	18.5	47.7	31.5	4.08	0.794

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
One Year (2014-2015)	175	1.1	0.6	9.1	54.3	34.9	4.21	0.724
Solve problems in your field using your knowledge and skills	304	1.0	1.6	12.8	51.3	33.2	4.14	0.773
Five Years (2010-2011)	129	0.8	1.6	17.8	47.3	32.6	4.09	0.795
One Year (2014-2015)	175	1.1	1.7	9.1	54.3	33.7	4.18	0.756
Find appropriate sources of information	305	0.7	2.3	14.1	49.8	33.1	4.12	0.781
Five Years (2010-2011)	129	0.8	1.6	19.4	49.6	28.7	4.04	0.785
One Year (2014-2015)	176	0.6	2.8	10.2	50.0	36.4	4.19	0.774
Evaluate the quality of information (e.g. scholarly articles, newspapers)	306	0.7	2.6	17.0	44.1	35.6	4.11	0.824
Five Years (2010-2011)	130	0.8	3.1	22.3	43.1	30.8	4.00	0.854
One Year (2014-2015)	176	0.6	2.3	13.1	44.9	39.2	4.20	0.793
Understand the major ethical dilemmas in your field	306	0.7	1.3	11.1	51.0	35.9	4.20	0.736
Five Years (2010-2011)	130	0.8	2.3	16.2	50.0	30.8	4.08	0.794
One Year (2014-2015)	176	0.6	0.6	7.4	51.7	39.8	4.30	0.679
Determine the most ethically appropriate response to a situation	306	1.0	1.6	12.1	51.0	34.3	4.16	0.771
Five Years (2010-2011)	130	1.5	2.3	16.2	48.5	31.5	4.06	0.842
One Year (2014-2015)	176	0.6	1.1	9.1	52.8	36.4	4.23	0.707

Chart 8: Percentage of Graduate Respondents “Somewhat” or “To a Great Extent” to “Please indicate how much your education at MU contributed to the development of”

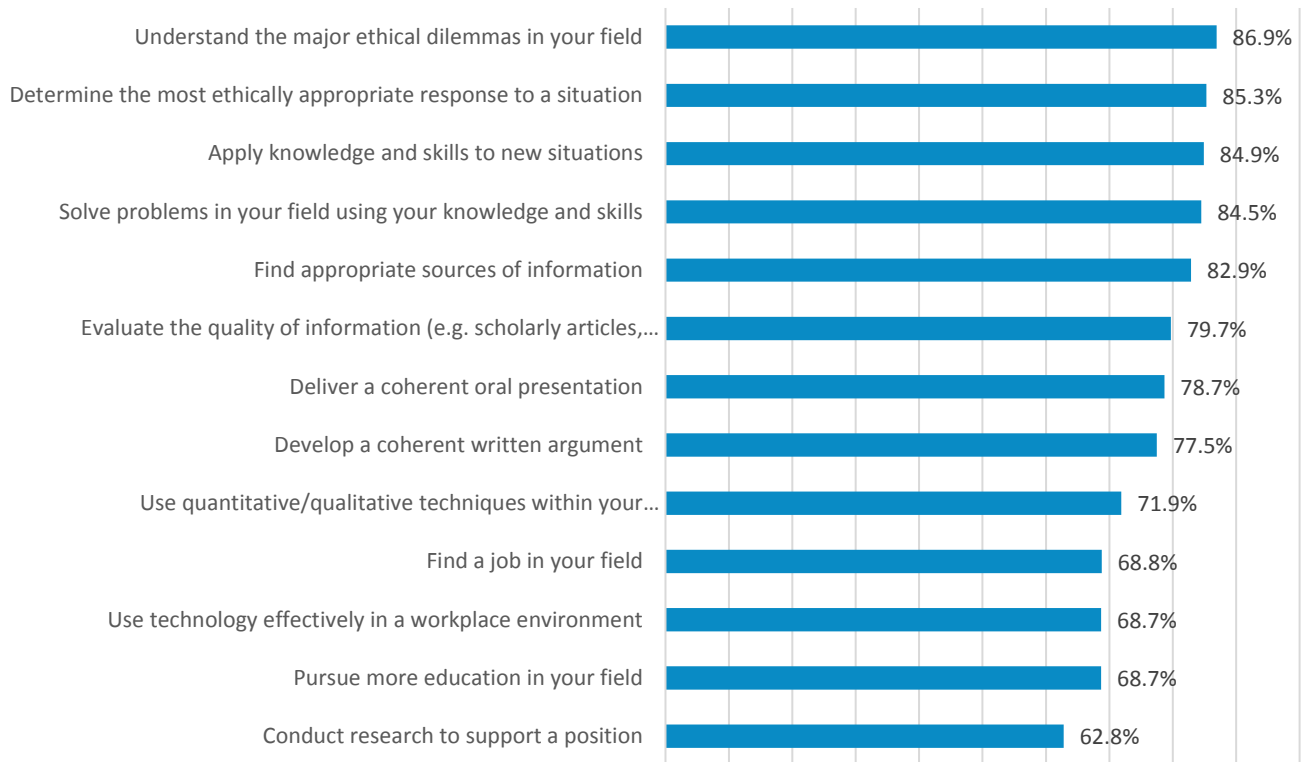


Table 27: **Trend Snapshot:** Graduate Alumni Responses of “Good” or “Excellent” to “For each of the following skills, please indicate how well you believe your education prepared you to”, 2008-2015

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Find a job in your field	119	78.2	99	58.6	131	66.4	183	64.5	133	63.9	177	70.6
Pursue more education in your field	119	74.0	99	58.6	129	63.6	182	74.2	133	67.7	177	72.3
Conduct research to support a position	118	60.1	99	59.6	130	56.2	182	67.6	133	68.5	177	67.8
Develop a coherent written argument	119	76.5	99	73.7	130	70.8	183	78.2	133	74.5	177	82.5
Deliver a coherent oral presentation	119	78.2	99	71.7	130	70.0	183	82.0	132	81.1	176	85.2
Use quantitative/ qualitative techniques within your professional field	119	75.4	99	64.7	130	70.0	184	70.1	133	67.7	176	73.3
Use technology effectively in a workplace environment	119	71.4	99	59.6	130	63.8	184	73.9	133	66.9	176	72.2

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Apply knowledge and skills to new situations	119	89.9	99	76.8	130	79.2	183	84.2	133	84.9	175	89.1
Solve problems in your field using your knowledge and skills	118	85.5	98	75.5	129	79.8	184	87.5	132	83.3	175	88.0
Find appropriate sources of information	118	84.8	97	80.4	129	78.3	184	87.0	133	84.2	176	86.4
Evaluate the quality of information (e.g. scholarly articles, newspapers)	116	82.8	99	78.7	130	73.8	182	80.8	133	80.5	176	84.1
Understand the major ethical dilemmas in your field	116	83.6	99	77.7	130	80.8	184	85.9	133	86.5	176	91.5
Determine the most ethically appropriate response to a situation	114	85.1	99	71.7	130	80.0	183	83.1	133	84.9	176	89.2

Table 28: Graduate responses to “Please indicate how much your education at MU contributed to the development of” (Scale: 1 = “Not at All”, 4 = “To a Great Extent”)

	N	Not at All	Very Little	Somewhat	To a Great Extent	Mean	SD
Interest in lifelong learning	306	2.9	9.2	42.8	45.1	3.30	0.756
Five Years (2010-2011)	131	3.8	11.5	44.3	40.5	3.21	0.794
One Year (2014-2015)	175	2.3	7.4	41.7	48.6	3.37	0.722
Awareness of global issues	306	4.2	17.0	47.7	31.0	3.06	0.806
Five Years (2010-2011)	130	5.4	20.8	48.5	25.4	2.94	0.824
One Year (2014-2015)	176	3.4	14.2	47.2	35.2	3.14	0.784
Self-confidence	307	3.6	10.1	39.1	47.2	3.30	0.793
Five Years (2010-2011)	131	3.8	9.2	42.0	45.0	3.27	0.812
One Year (2014-2015)	176	3.4	9.1	39.2	48.3	3.32	0.780
Openness to new experiences	307	2.6	9.4	41.0	46.9	3.32	0.752
Five Years (2010-2011)	131	3.8	9.2	42.0	45.0	3.28	0.787
One Year (2014-2015)	176	1.7	9.7	40.3	48.3	3.35	0.726
Interest in cultures different from your own	307	2.6	18.9	40.1	38.4	3.14	0.812
Five Years (2010-2011)	131	3.8	19.8	38.9	37.4	3.10	0.849
One Year (2014-2015)	176	1.7	18.2	40.9	39.2	3.18	0.784
Leadership skills	306	2.3	10.5	43.1	44.1	3.29	0.745
Five Years (2010-2011)	131	3.1	11.5	46.6	38.9	3.21	0.765
One Year (2014-2015)	175	1.7	9.7	40.6	48.0	3.35	0.726
Spirituality	267	35.6	27.3	21.7	15.4	2.17	1.079

	N	Not at All	Very Little	Somewhat	To a Great Extent	Mean	SD
Five Years (2010-2011)	109	37.6	24.8	18.3	19.3	2.19	1.142
One Year (2014-2015)	158	34.2	29.1	24.1	12.7	2.15	1.036

Table 29: **Trend Snapshot:** Graduate Alumni Responses of “Somewhat” or “To a Great Extent” to “Please indicate how much your education at MU contributed to the development of”, 2008-2015

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Interest in life-long learning	119	93.2	99	86.9	131	84.8	184	94.0	133	87.2	175	90.3
Awareness of global issues	119	73.1	99	69.7	130	73.9	184	76.1	133	83.5	176	82.4
Self-confidence	118	90.7	98	83.7	131	84.7	184	88.1	132	88.6	176	87.5
Openness to new experiences	118	89.0	99	87.8	131	87.0	184	93.0	133	91.0	176	88.6
Interest in cultures different from your own	118	72.9	99	71.7	131	76.3	183	88.8	132	83.3	176	80.1
Leadership skills	119	86.6	99	76.8	131	85.5	184	87.0	132	83.4	175	88.6
Spirituality	119	32.8	98	36.7	109	37.6	184	39.2	133	35.3	158	36.8

Table 30: Graduate Alumni Responses to “Did your education at Marymount include an internship?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Total	%
Yes	92	68.1	130	71.4	222	70.0
No	43	31.9	52	28.6	95	30.0

Chart 9: Graduate Responses to “If yes, please check if the experience allowed you to do any of the following (check all that apply)” (Count of alumni responses)

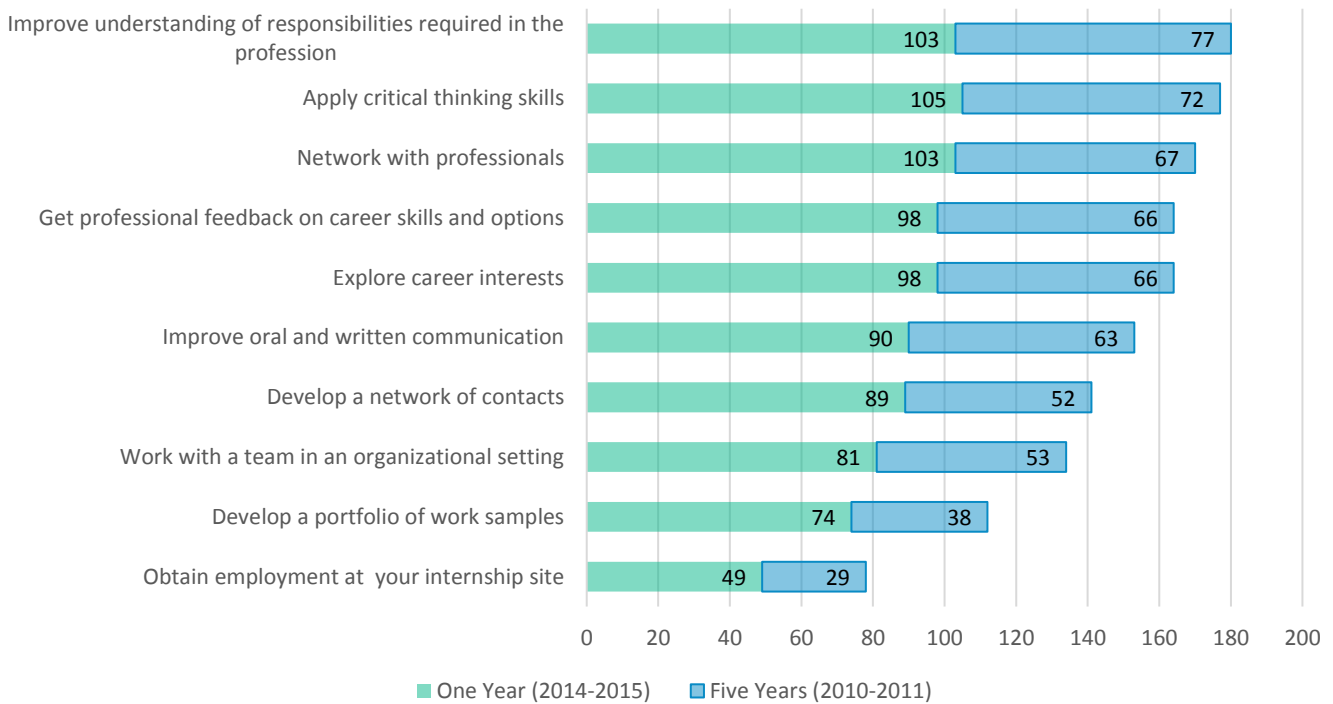


Table 31: Graduate Alumni Responses to “Please indicate how strongly you agree with each of the following statements” (Scale: 1 = “Strongly Disagree”, 5 = “Strongly Agree”)

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
I am in contact with friends and fellow students from Marymount.	319	4.7	15.0	7.8	44.2	28.2	3.76	1.155
Five Years (2010-2011)	136	8.1	16.9	11.0	41.2	22.8	3.54	1.241
One Year (2014-2015)	183	2.2	13.7	5.5	46.4	32.2	3.93	1.059
I am still in touch with faculty and advisors.	319	11.0	33.9	14.7	29.8	10.7	2.95	1.226
Five Years (2010-2011)	136	14.7	37.5	16.9	21.3	9.6	2.74	1.225
One Year (2014-2015)	183	8.2	31.1	13.1	36.1	11.5	3.11	1.206
I feel connected to Marymount.	317	7.3	27.8	24.6	31.2	9.1	3.07	1.116
Five Years (2010-2011)	135	11.1	31.1	27.4	22.2	8.1	2.85	1.136
One Year (2014-2015)	182	4.4	25.3	22.5	37.9	9.9	3.24	1.074
I am well informed about activities for alumni.	318	7.9	24.5	20.1	40.6	6.9	3.14	1.107
Five Years (2010-2011)	135	7.4	24.4	25.9	37.0	5.2	3.08	1.058
One Year (2014-2015)	183	8.2	24.6	15.8	43.2	8.2	3.19	1.143
I am interested in remaining involved with Marymount.	318	3.5	8.8	37.1	38.7	11.9	3.47	0.935
Five Years (2010-2011)	136	3.7	12.5	39.0	36.8	8.1	3.33	0.927

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
One Year (2014-2015)	182	3.3	6.0	35.7	40.1	14.8	3.57	0.930
I would consider financially supporting Marymount.	319	10.3	25.1	40.4	19.4	4.7	2.83	1.011
Five Years (2010-2011)	136	9.6	24.3	43.4	18.4	4.4	2.84	0.983
One Year (2014-2015)	183	10.9	25.7	38.3	20.2	4.9	2.83	1.034
Marymount has a good reputation.	319	0.6	3.1	19.7	54.5	21.9	3.94	0.773
Five Years (2010-2011)	136	0.0	3.7	19.9	57.4	19.1	3.92	0.731
One Year (2014-2015)	183	1.1	2.7	19.7	52.5	24.0	3.96	0.804
If I could start over, I would choose Marymount again.	318	1.9	6.3	15.1	45.9	30.8	3.97	0.939
Five Years (2010-2011)	136	2.9	8.1	14.7	48.5	25.7	3.86	0.990
One Year (2014-2015)	182	1.1	4.9	15.4	44.0	34.6	4.06	0.893
I would recommend Marymount to a friend or family member.	319	1.6	4.1	13.5	47.3	33.5	4.07	0.878
Five Years (2010-2011)	136	1.5	5.9	8.8	58.8	25.0	4.00	0.843
One Year (2014-2015)	183	1.6	2.7	16.9	38.8	39.9	4.13	0.902
My Marymount education was worth the expense.	319	3.8	10.7	16.6	45.1	23.8	3.75	1.053
Five Years (2010-2011)	136	5.1	9.6	12.5	52.9	19.9	3.73	1.050
One Year (2014-2015)	183	2.7	11.5	19.7	39.3	26.8	3.76	1.057
I am proud of being a Marymount alumnus/a.	319	0.9	2.5	19.1	47.3	30.1	4.03	0.824
Five Years (2010-2011)	136	0.0	4.4	18.4	52.9	24.3	3.97	0.779
One Year (2014-2015)	183	1.6	1.1	19.7	43.2	34.4	4.08	0.855
My professional colleagues have heard of Marymount.	318	3.1	12.6	10.7	44.0	29.6	3.84	1.081
Five Years (2010-2011)	136	2.9	13.2	13.2	46.3	24.3	3.76	1.058
One Year (2014-2015)	182	3.3	12.1	8.8	42.3	33.5	3.91	1.096

Table 32: **Trend Snapshot:** Graduate Alumni Responses of “Agree” or “Strongly Agree” to “Please indicate how strongly you agree with each of the following statements”, 2008-2015

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
I am in contact with friends and fellow students from Marymount.	119	62.2	101	66.3	136	64.0	190	75.3	136	78.7	183	78.7
I am still in touch with faculty and advisors.	119	32.8	101	34.7	136	30.9	190	50.6	136	44.1	183	47.5
I feel connected to Marymount.	119	36.9	101	31.7	135	30.4	190	44.7	136	39.0	182	47.8

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
I am well informed about activities for alumni.	119	47.0	100	60.0	135	42.2	190	49.5	136	52.2	183	51.4
I am interested in remaining involved with Marymount.	119	50.4	101	49.5	136	44.9	188	48.9	136	52.2	182	54.9
I would consider financially supporting Marymount University.	119	25.2	101	29.7	136	22.8	189	23.3	136	22.8	183	25.1
Marymount has a good reputation.	119	77.3	100	71.0	136	76.5	189	74.6	135	85.2	183	76.5
If I could start over, I would choose Marymount again.	119	78.2	101	66.3	136	74.3	188	76.1	135	71.8	182	78.6
I would recommend Marymount to a friend or family member.	119	88.1	101	69.3	136	83.8	189	81.5	135	78.6	183	78.7
My Marymount education was worth the expense.	119	73.7	101	62.4	136	72.8	189	64.5	135	63.7	183	66.1
I am proud of being a Marymount alumnus.	119	79.9	101	67.3	136	77.2	189	77.8	135	79.3	183	77.6
My professional colleagues have heard of Marymount.	119	76.5	101	59.4	136	70.6	189	74.1	135	68.8	182	75.8

Table 33: Graduate Alumni Responses to “Please indicate if you participated in or used the following while attending Marymount”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count (Yes)	%	Count (Yes)	%	Count (Yes)	%
Career Center	42	31.1	57	31.3	99	31.2
Research projects	49	36.3	71	39.0	120	37.9
MU service opportunities	23	17.0	42	23.1	65	20.5
Student clubs	16	11.9	31	17.0	47	14.9
Cultural activities	16	11.9	21	11.6	37	11.7
Study abroad program	29	21.5	26	14.3	55	17.4
MU spiritual development activities	14	10.4	11	6.0	25	7.9
Intramural athletics	7	5.2	3	1.7	10	3.2
Intercollegiate athletics	5	3.7	4	2.2	9	2.8

Table 34: **Trend Snapshot:** Graduate Alumni Responses of “Yes” to “Please indicate if you participated in or used the following while attending Marymount”, 2008-2015

	Fifth-Year Alumni						First-Year Alumni					
	2008-09		2009-2010		2010-11		2012-13		2013-14		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%
MU spiritual development activities	119	10.9	100	11.0	135	10.4	190	11.6	135	8.9	182	6.0
MU service opportunities	119	11.8	100	11.0	135	17.0	189	15.9	135	19.3	182	23.1
Student clubs	119	11.8	100	12.0	134	11.9	190	18.9	135	17.0	182	17.0
Cultural activities	119	12.6	100	15.0	134	11.9	188	13.8	134	11.9	181	11.6
Intramural athletics	119	0.0	99	2.0	135	5.2	190	2.1	135	3.0	180	1.7
Intercollegiate athletics	119	0.0	100	2.0	135	3.7	188	1.6	135	1.5	182	2.2
Career Center	119	26.1	99	35.4	135	31.1	190	33.2	135	39.3	182	31.3
Study abroad program	119	5.0	99	10.1	135	21.5	188	11.2	135	13.3	182	14.3
Research Projects	119	34.5	101	32.7	135	36.3	189	35.4	135	38.5	182	39.0

Occupational Experiences Since Leaving Marymount

Table 35: Graduate Responses to “Relative to completing your degree, when did you find your first professional experience?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Continued a position held while attending school	44	33.8	53	29.8	97	31.5
Found a new position prior to graduation	24	18.5	46	25.8	70	22.7
0-3 months	33	25.4	44	24.7	77	25.0
4-6 months	8	6.2	13	7.3	21	6.8
7-12 months	8	6.2	8	4.5	16	5.2
More than 12 months	9	6.9	7	3.9	16	5.2
Have not yet entered professional position since graduation	4	3.1	7	3.9	11	3.6

Table 36: Graduate Responses to “Was the position full-time?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Yes	107	84.9	158	92.9	265	89.5
No	19	15.1	12	7.1	31	10.5

Table 37: Graduate Responses to “How closely related was your college major/specialization to your first position?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Directly related	75	59.1	117	68.8	192	64.6
Somewhat related	34	26.8	35	20.6	69	23.2
Not related	18	14.2	18	10.6	36	12.1

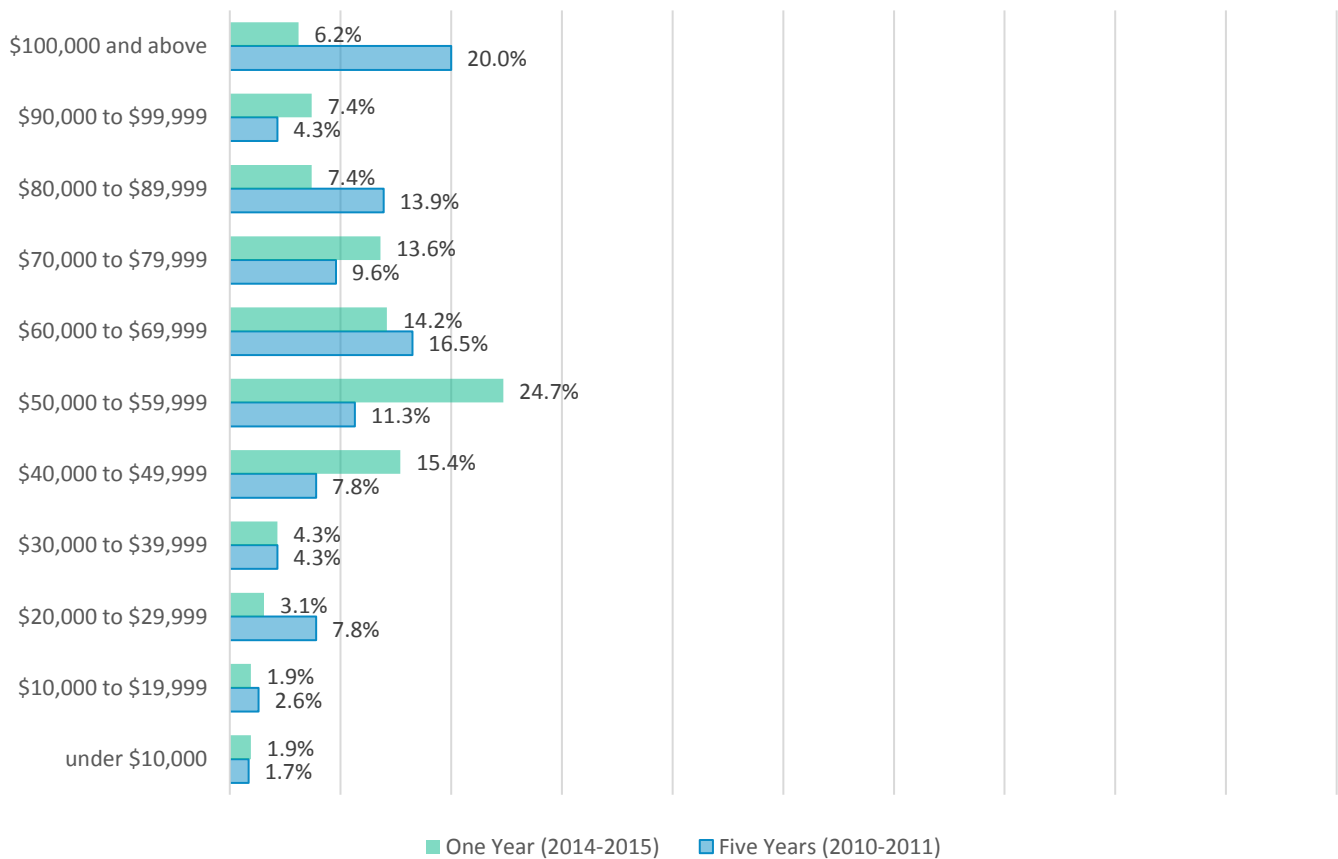
Table 38: Graduate Responses to “Which of the following best describes your current employment status?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Employed full-time	108	82.4	159	89.8	267	86.7
Employed part-time	11	8.4	9	5.1	20	6.5
Not employed, but seeking employment	4	3.1	5	2.8	9	2.9
Not employed, and not looking	8	6.1	4	2.3	12	3.9

Table 39: Responses to “What is your current salary range?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
under \$10,000	2	1.7	3	1.9	5	1.8
\$10,000 to \$19,999	3	2.6	3	1.9	6	2.2
\$20,000 to \$29,999	9	7.8	5	3.1	14	5.1
\$30,000 to \$39,999	5	4.3	7	4.3	12	4.3
\$40,000 to \$49,999	9	7.8	25	15.4	34	12.3
\$50,000 to \$59,999	13	11.3	40	24.7	53	19.1
\$60,000 to \$69,999	19	16.5	23	14.2	42	15.2
\$70,000 to \$79,999	11	9.6	22	13.6	33	11.9
\$80,000 to \$89,999	16	13.9	12	7.4	28	10.1
\$90,000 to \$99,999	5	4.3	12	7.4	17	6.1
\$100,000 and above	23	20.0	10	6.2	33	11.9

Chart 10: Current Salary Range



Current Employer:

AcademyHealth
Administrative Office of the US Courts
Albany Medical Center
Amazon
American Society of Hematology
American Systems
Annapolis Family Medicine
Apple FW
Arlington County CSB
Arlington Public Schools
ASRC Federal DNC
ATF
Athletico
ATI Physical Therapy
B.F. Saul Company & Affiliates
Back in Motion Physical Therapy
Best Value Technology, Inc.
Better Health Medical Clinic
Booz, Allen, & Hamilton
Braswell Design + Build
Brookdale Senior Living
Brookwood Florida
C2 Solutions Group, Inc.
Carolinas Healthcare System-Levines
Children's Hospital
Catholic Diocese of Arlington
Center for Children
Centers for Advanced Orthopedics
Chesterfield County Community
Corrections Services
Child Advocacy Center of Niagara
Children's National Health System
CIA
Collaborative Solutions for
Communities
Colorado Department of Corrections
Community Counseling and Mentoring
Services
Community Solutions
Corporate Fitness Works - Novant
Health
Crossroads Counseling Center
CSRA
Culpeper Health and Rehab Center
CVS Minute Clinic
DC Metropolitan Police Department
Delaware Valley University
Deloitte
Department of Defense
Department of the Navy
Department of Veterans Affairs -
Veterans Health Administration
Diverse Systems Group, LLC
DLT Solutions
Druid Ridge Cemetery
E3 Federal Solutions
East Carolina University
Eastern Virginia Medical School
E.B. Cohen and Associates
Emmes Coporation
Evolent Health
Fairfax County Public Schools
Fairfax-Falls Church CSB
Family Insight
Federal Bureau of Investigation
Federal Government
FHPA
Flatiron Health
Fleurir Chocolates
Flint Hill School
Forfeiture Support Associates
Friends of Guest House
FSA, LLC
FurnitureSpeak
Gannett
GDIT
George Mason University
Georgetown University
Georgia State University
Global Connections to Employment
Greater PW Community Health Center
Gruver Cooley
Hanoi University
HDR, Inc.
Holy Family Catholic School
HOPE in Northern VA, Inc.
Howard University
ICF International
Infinity Technology LLC
InitialView
INOVA Health Systems
Johns Hopkins Medicine
Kindred at Home
Kolmac
KPMG, LLP
LakeHaven Recovery Center
Lanmark Technology, Inc.
Leidos Digital Solutions
LexisNexis
Liberty Middle School
Little Lukes
LMI
Lord Fairfax Community College
Loudoun County Government
Loudoun County Public Schools
Marsabit County Assembly
Marymount University
MassMutual
Maximus Federal
Medstar Georgetown University
Hospital
Medstar National Rehabilitation
Network
Memorial Baptist Church
Metropolitan Police Department
Microsoft
MicroStrategy
MITRE Corporation
Montefiore medical center
Mosaic Community Services, Inc.
MSLGROUP
Multicultural Clinical Center
Municipal Securities Rulemaking Board
(MSRB)
NACS
NASPA: Student Affairs Administrators
in Higher Education
National Center for Missing and
Exploited Children
National Center for Victims of Crime
National Consortium for the Study of
Terrorism and Responses to
Terrorism
National Stone Sand and Gravel
Association
NCIS
New York State Department of
Corrections and Community Services
Northeast High School
Northrop Grumman Corporation
NVCC
Oakland Unified School District
Office of the Federal Public Defender,
Eastern District of VA
Open Arms Ashburn
ORISE
Orthopaedic Medicine and Surgery
Pathways to Housing
Paul VI Catholic High School
Physiotherapy associates
Pivot PT
PK Move, Inc.
Police Executive Research Forum
Portsmouth Catholic Regional School
Potomac River Running
Price Benowitz, LLP
Prince of Peace Catholic School
Prince William County Schools
Progressus
Project Support Services
PSI
Rachel Carson Middle School
Richland County Sheriff's Department
Riverbed Technology, Inc.
Riverside Health Systems
Safe Shores

Saint John Paul the Great Catholic High School
SAPSN2
Select Medical
Sentara Health Care
Shelters to Shutters
Sibley Memorial Hospital/Johns Hopkins Medicine
Sisters of the Immaculate Heart of Mary
Slalom Consulting
Software Catalysts, LLC
Sports Physical Therapy
St. Elizabeth Healthcare
St. Mark Catholic School
State of Wisconsin, DCF, DMCP

Stout and Teague Management Corp.
Sunstone Counseling
Sysconop Corporation
Teamhealth
TechnoServe, Inc.
The Howard Gardner School
The Moss Group, Inc.
The Woods Academy
Theralution
Therapeutic Alliance
TogoRun
Touchstone Mental Health
United States Postal Service
United States Public Health Service
University of Notre Dame du Lac
U.S. Military

U.S. Navy
U.S. Patent and Trademark Office
VA Health Care System (MIRECC)
Valens Physical Therapy
Virginia Hospital Center
Visionworks
VMSI
Volkswagen
Walgreens Health Care Clinic
Weld School District 6 - Franklin Middle School
Whitman-Walker Health
WV Division of Rehabilitation Services
YMCA

Educational Experiences Since Graduation

Table 40: Responses to “Have you pursued further education since completing your degree at MU?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Yes	35	27.6	22	12.5	57	18.8
No	92	72.4	154	87.5	246	81.2

Table 41: Responses to “If you are working toward or have completed another degree, please indicate your level of degree.”

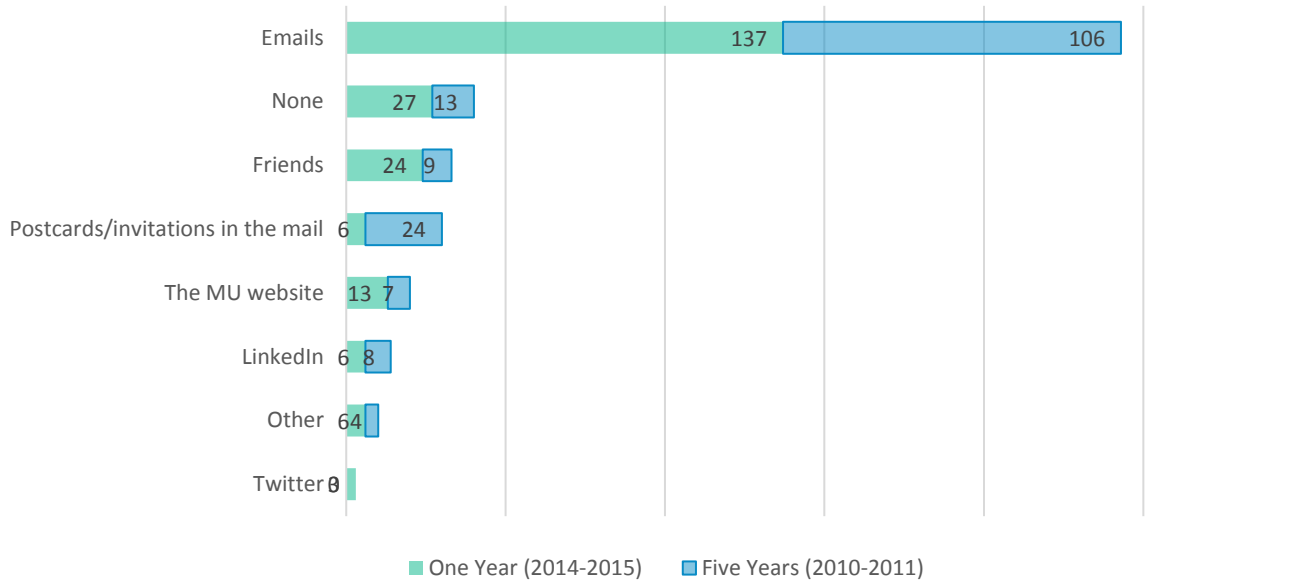
	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Associates	1	5.6	0	0.0	1	3.4
Bachelors	1	5.6	1	9.1	2	6.9
Doctorate	5	27.8	3	27.3	8	27.6
Masters	7	38.9	4	36.4	11	37.9
Professional	2	11.1	2	18.2	4	13.8
Other	2	11.1	1	9.1	3	10.3

College/University Attended/Currently Attending:

Brandman University	Howard	Sam Houston State University
Clemson University	Indiana State University	Southern New Hampshire University
Duinom Tech CC	James Madison University	Syracuse
Einstein College of Medicine	L'Academie de Cuisine	UMBC
George Mason University	Marymount University	University of North Carolina
George Washington	Naval War College	University of Notre Dame du Lac
Georgetown	Penn State	University of Southern Mississippi

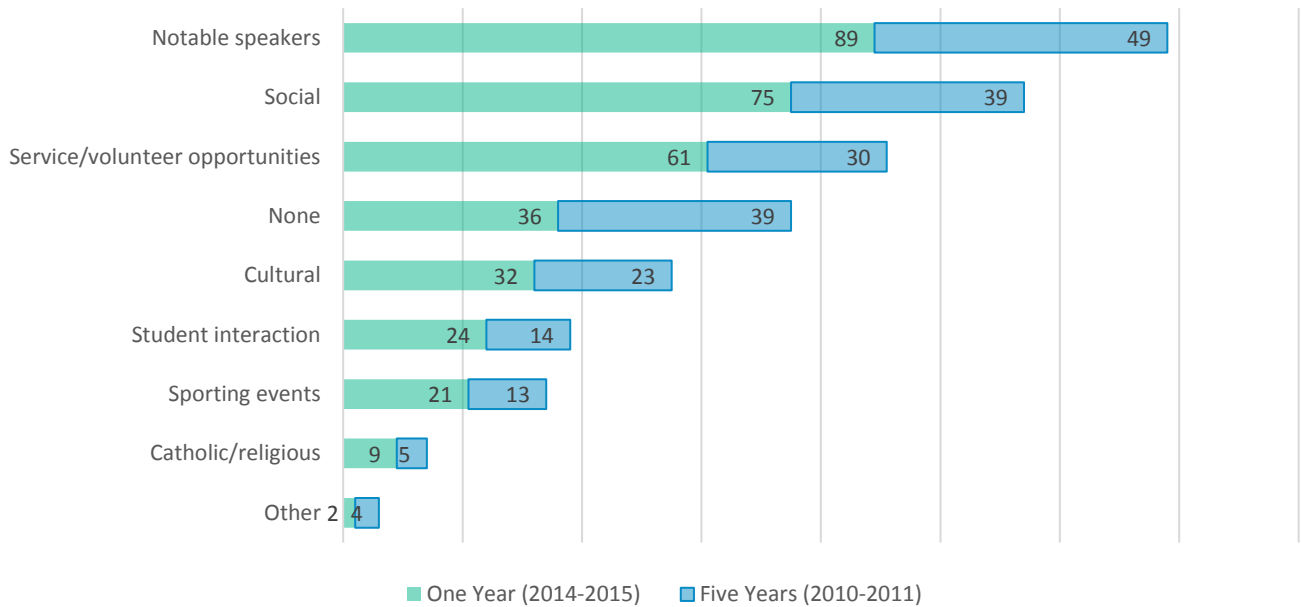
Alumni Relations

Chart 11: Graduate Alumni Responses to “How do you typically find out about Marymount’s alumni events?” (Count of alumni responses)



Other: Facebook, DPT, Snapchat

Chart 12: Graduate Alumni Responses to “What types of events would you like to attend?” (Count of alumni responses)



Other: Job fairs, first-time homebuyer/life skills, networking, related to Cybersecurity

Table 42: Graduate Alumni Responses to “Have you attended an alumni event over the last two years?”

	Five Years (2010-2011)		One Year (2014-2015)		Total	
	Count	%	Count	%	Count	%
Yes	8	6.3	31	17.6	39	12.8
No	120	93.8	145	82.4	265	87.2

If you have not attended an event over the last 2 years, why not?

Theme 1: Too Busy/Inconvenient Timing (N = 81)

The majority of alumni indicated they did not attend an event because they were busy for a variety of reasons or the events were scheduled at inconvenient times. Of those who were busy, many indicated they did not attend due scheduling conflicts with family, school, or work-related obligations. Some alumni indicated that the timing of the event was poor or inconvenient, while others stated the timing often conflicted with work schedules.

Example Responses:

“Three jobs and school and volunteer work!”

“I haven't been available at the times the events were being held.”

“I work full time and I have twins/a family to take care of, not much free time to attend events at this point in my life.”

Theme 2: Distance/Location (N = 59)

A number of alumni stated distance as a barrier to attending events, indicating they did not live in the area, moved out of state, or currently lived outside of the country.

Example Responses:

“Out of country.”

“None in the area in which I have lived/am living.”

“I am currently living in a state other than Virginia.”

Theme 3: No Interest (N = 41)

A number of alumni stated they did not attend an event due to a lack of interest. Some respondents indicated the events themselves were not interesting or relevant to their life and/or careers, while others stated they were not interested in general.

Example Responses:

“Haven't been interested in topics.”

“Not overly familiar with the events, and the few I have seen did not interest me.”

“Would be more interested if they were HCM program specific.”

Theme 4: Uninformed/Informed too Late (N = 34)

Alumni stated they did not attend events because they were not aware of the events. Many others specifically said they did not receive notice in time to plan to attend the events.

Example Responses:

“I have not heard anything about alumni events.”

“Found out about the events too late.”

“I have found out about the event too late or the event was held during the time I'd be at work.”

Theme 5: No Connection to MU (N = 7)

A number of alumni indicated they did not feel connected to MU either while they were studying here or since they have graduated.

Example Responses:

“I don't feel a connection to Marymount. I was a part-time graduate student.”

“I do not feel strong ties to Marymount. I was in a cohort of 12 people; those are the people I would be interested in seeing. I only attended for 1 year.”

“I did not develop a connection that is more than an academic one with the university.”

Theme 6: Miscellaneous Reasons (N = 7)

There were a variety of other reasons given by alumni for not attending an event in the past two years. Some of these reasons

included not being able to financially afford to attend, events were not catered to graduate students, or other personal reasons.

Example Responses:

"Financial limitations for travel."

"Travel expenses."

"Waiting on class reunion."

What were the strongest aspects of your Marymount Education?

Theme 1: Quality of Professors/Faculty/Staff/Advisors (N = 131)

The vast majority of comments related to the high quality of professors, mentors, faculty, staff, and advisors. A number of specific individuals were pointed out in this section, but more generally alumni indicated this group was helpful and knowledgeable in their respective areas of expertise. Many alumni also stated one of the strongest aspects of their Marymount education was the instructors' real world experience. They felt the faculty were caring and wanted their students to succeed.

Example Responses:

"The professors were OUTSTANDING."

"Faculty was dedicated and knowledgeable."

"I liked the instructors and professors, they are well educated and experienced."

"The strongest aspects of the MU education in which I benefited were the relationships I developed with the professors throughout the process. Their passion and devotion ... was apparent and translated through their teachings."

Theme 2: Courses/Curriculum (N = 45)

A number of alumni indicated the courses and curriculum as a strength in their education. Many stated they enjoyed the elective courses they took as well as the core classes for their respective programs. Others indicated they liked the structure of the curriculum.

Example Responses:

"Content and structure of course prepared me for my current professional role."

"The classes offered within my program, and the depth of information provided in some of them."

"My classes were always offered at times that made it possible to work part time and go to school."

Theme 3: Internships/Study Abroad/Networking Opportunities (N = 39)

Alumni indicated their internships, study abroad, or networking opportunities were valuable components of their education at MU. These opportunities provided an applied, hands-on aspect to their respective programs that impacted their lives and current careers.

Example Responses:

"Good opportunities to network with local professionals."

"Other strengths included an opportunity to travel abroad for a service trip."

"Internships were the strongest aspect of my education while at Marymount. Excellent opportunity to network and gain a better understanding of my field of study."

Theme 4: Classmates (N = 30)

Interactions with fellow classmates was also viewed as a strength of Marymount education. Alumni indicated they enjoyed the cohort experience, the friendships that developed, and/or the general diversity of their peers.

Example Responses:

"Diversity of student body."

"Engagement with other students."

"Collaboration with fellow students."

Theme 5: Program/Course Specific (N = 19)

A number of alumni identified unique specific programs or courses as the strongest aspects of their Marymount education. Alumni also indicated that the content of the particular program or course helped prepare them for the real-world or supplemented their current career.

Example Responses:

"Program accreditation."

"MU school ... reputation."

"The opportunity to obtain a dual degree along with a masters."

"Learning new information within a major that I wanted to be a part of."

Theme 6: Skills Learned (N = 18)

Many alumni stated the skills they gained from their time at Marymount was one of the strongest aspects of their education. Some skills referenced in this section included writing, public speaking skills, research techniques, critical thinking skills, and analytical skills.

Example Responses:

"Research, writing, and presentations."

"Useful feedback helped me hone writing and speaking skills as well as critical thinking ability."

"The on hands application of knowledge areas. Learning concepts and applying them to develop a business plan."

Theme 7: Class/School Size (N = 16)

Alumni also stated one of the strongest aspects of their Marymount education was the small class sizes and small school overall. Many indicated the small size made it easier to learn and facilitated better access to faculty as well as fellow classmates.

Example Responses:

"The small classroom size and relationships with the teachers."

"The student to teacher ratio and the ability to work with professors when needed."

"The small size of the graduate program allowed students to form meaningful connections with classmates and teachers."

Theme 8: Overall Education (N = 13)

A handful of alumni indicated that their education as a whole was one of the strongest aspects of their experience at Marymount. These often included broad comments about the high quality of the education.

Example Responses:

"Rigorous academic standards. Comprehensive, specialized knowledge from professors."

"Strong academics and high expectations prepared students for issues relevant to education administration."

"The education I gained from my professors was amazing. It helped me in my career and I am hoping to continue my own education."

Theme 9: Miscellaneous Strengths (N = 15)

There were a variety of other strengths proposed by Marymount alumni. These included Marymount's Catholic identity, location, and the ability to obtain a job post-graduation. There was also a small subset that could not think of the strongest aspects or said that there were none.

Example Responses:

"Obtaining a job."

"Catholic identity was strong."

"It was a great location for my field."

What aspects of your Marymount education need the most improvement?

Theme 1: Courses/Curriculum (N = 59)

Alumni commented that courses and curriculum needed improvement more generally. A number commented that courses could have been more rigorous and the academics more challenging. Additionally, others wished to see a greater availability of courses, the elimination of certain courses, and the addition of certain content.

Example Responses:

"Connecting content in class to real teaching experiences."

"I don't feel like I learned very much at Marymount and it was a waste of my time and money."

"I can remember that a lot of the classes covered the same basic material and seemed repetitive. It seemed like the curriculum needed to be mapped out to make sure so much over-lap wasn't happening."

Theme 2: Quality of Professors/Faculty/Staff/Advisors (N = 46)

Many alumni indicated that the quality of professors, faculty, staff, and advisors needed improvement. Some stated both full-time and adjunct professors were poor and some were unhelpful and under qualified. Advising, in general, was also seen as a weakness of MU.

Example Responses:

"Consistency in the academic advising process."

"I had a handful of professors who were simply awful and ruined my experience at Marymount."

"Having qualified faculty who are prepared to teach a graduate level course. Many professors seemed like they were 'winging' classes."

Theme 3: Preparation for Future (N = 30)

A number of alumni indicated that preparation for life after Marymount needed improvement. They commented that they had wanted better assistance finding a job post-graduation and better preparation for further education. Additionally, alumni wished they could have had better education on what types of careers are available to them.

Example Responses:

*"Better networking opportunities. Maybe career fairs for new grads."
"Looking for a job in my field after graduation and some counseling on this."
"Could be stronger connection between classroom study and career opportunities."*

Theme 4: Course/Program Specific (N = 29)

Many alumni indicated improvements needed to be made to certain courses within their respective programs. Often, they indicated programs need to expand upon certain topics or add content.

Example Responses:

*"Need more academic rigor, opportunities for more clinical education."
"The academic portion was really weak. I needed more courses taught by people who have recently been in the classroom. So much was theoretical or outdated."
"I believe the program needs to be more specific, and require a thesis, as I believe I lose credibility coming from a program that didn't require one and had a lax in academic requirements."*

Theme 5: Facilities/Parking/Technology/Upgrades (N = 24)

Alumni stated that the facilities were in need of great improvements. Further, they indicated classroom space and overall environment was out-of-date and there were limited library resources

Example Responses:

*"The library could use a major refresh and made more modern. On campus dining options needs to be improved."
"I felt no connection to the main campus. Other than to buy books and pay tuition, I don't think I ever went to the main campus."
"Some of the facilities could be spruced up given it is the Interior Design department, but I believe that is currently happening. It will help attract new students and inspire current students."*

Theme 6: Internships, Research Opportunities, and Skills Development (N = 22)

Respondents indicated they would have liked to see more research opportunities available and the option to develop and campus resources. Other alumni expressed frustration with internship requirements as well as the lack of community service options.

Example Responses:

*"Increased internship support, more real world job options and preparation."
"My internship site didn't know what to do with me and stuck me sitting with their assistant whenever I was there. Study abroad was very fun, but I didn't take away any new skills from the experience."
"I feel that the MU could use more development with the internship program. It would be helpful to the students to provide them with matches that are well suited for their intended interests and futures once leaving the program."*

Theme 7: Reputation and Cost (N = 14)

Alumni indicated that receiving an education at Marymount was too expensive and that not many people knew about the university.

Example Responses:

*"Better academic reputation."
"Not everyone can attend MU for financial reasons."*

Theme 8: Miscellaneous (N = 8)

Alumni listed a variety of other areas of Marymount that needed improvement. Some indicated Catholic Identity needed to be emphasized, alumni outreach was poor, or there was a lack of connection to MU.

Example Responses:

*"Spiritual formation."
"Integrating technology more."
"To get more socially involved to take the name out to the community."*

If you have any other comments regarding your Marymount education, please provide them here.

Theme 1: Course and Program Specific Statements/Curriculum (N = 20)

A number of alumni listed aspects they liked and disliked about certain courses and programs at Marymount. While alumni indicated they generally liked courses/programs, they did state that some programs needed improvement.

Example Responses:

"I wish the class selection would have been better without having to substitute classes so often because of class cancellations."

"It was a solid place to do a master's, and allowed me the flexibility to pursue coaching and special education work during my course work."

"I really enjoyed the flexibility of classes in the multiple campuses. As I work full time, I only took one course a semester - I never had a problem finding a class that was required for my program."

Theme 2: Overall Education/Experience (N = 19)

Many alumni made broad comments about their overall experience and education at Marymount University. In general, alumni stated they had a great education and were happy they attended MU.

Example Responses:

"Truly enjoyed my experience at Marymount!"

"I love MU and continue to recommend the school."

"Attending Marymount was a fantastic experience that got me the job I wanted."

Theme 2: Quality of Professors/Faculty/Staff/Advisors (N = 19)

Overall, comments were positive in this section. Many alumni emphasized particular professors who were of high quality as well as the general excellence of faculty and staff.

Example Responses:

"Great professors that really care about helping prepare students for their future."

"The professors were phenomenal and caring. They strive for excellence through the students."

"There needs to be more advising from professors that actually know you and classes need to be available."

Theme 3: Cost, Campus Resources, and Facilities/Parking (N = 6)

Alumni stated Marymount was too expensive and certain spaces needed to be updated. A number of campus offices were described as out-of-date, and parking was difficult.

Example Responses:

"The trip to a Belize I took with the nursing department was WONDERFUL."

"If not done already, MU needs to figure out a way to give interior design students access to computer labs with drafting software 24/7."

"I would have benefit from having another internship opportunity. One that was mandatory for the program was great, but I think having a second would have really set me up for success."

Theme 4: Miscellaneous (N = 4)

Alumni made a number of other additional comments on a variety of topics. For example, alumni stated that there should more guest speakers in lectures and/or more application of real world problems in the classroom.

Example Responses:

"I enjoyed when we had speakers at our classes."

"I would be interested in attending guest lectures open to alumni."

RESPONSE RATES

	Number Sent ²	Number Received ³	Response Rate
By Level			
Undergraduate	912	326	36%
Graduate	840	325	39%
Total	1752	651	37%
By Cohort			
Year One Alumni	936	396	42%
Year Five Alumni	816	255	31%
Total	1752	651	37%
By School			
Arts and Sciences	435	163	37%
Business Administration	543	181	33%
Education and Human Services	522	206	39%
Malek School of Health Professions	252	101	40%
Total	1752	651	37%
By Level and Cohort			
Undergraduate			
Year One Alumni	531	209	39%
Year Five Alumni	381	117	31%
Graduate			
Year One Alumni	405	187	46%
Year Five Alumni	435	138	32%
Total	1752	651	37%
By School and Level			
Arts and Sciences			
Undergraduate	405	149	37%
Graduate	30	14	47%
Business Administration			
Undergraduate	273	86	32%
Graduate	270	95	35%
Education and Human Services			
Undergraduate	114	47	41%
Graduate	408	159	39%
Malek School of Health Professions			
Undergraduate	120	44	37%
Graduate	132	57	43%
Total	1752	651	37%

² These numbers exclude alumni with emails that bounced and accelerated second-degree nursing program alumni.

³ These numbers exclude responses from accelerated second-degree undergraduate nursing program alumni. Those results are reported separately.

	Number Sent ⁴	Number Received ⁵	Response Rate
By School and Cohort			
Arts and Sciences			
Year One Alumni	228	91	40%
Year Five Alumni	207	72	35%
Business Administration			
Year One Alumni	280	110	39%
Year Five Alumni	263	71	27%
Education and Human Services			
Year One Alumni	272	127	47%
Year Five Alumni	250	79	32%
Malek School of Health Professions			
Year One Alumni	156	68	44%
Year Five Alumni	96	33	34%
Total	1752	651	37%

⁴ These numbers exclude alumni with emails that bounced and accelerated second-degree nursing program alumni.

⁵ These numbers exclude responses from accelerated second-degree undergraduate nursing program alumni. Those results are reported separately.