



## 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 2017, an invitation with a link to an online survey was emailed to Marymount alumni who graduated in 2011-2012 and 2015-2016<sup>1</sup>. Paper surveys were mailed only to those without email addresses rather than to the entire survey population. Of the 1,520 alumni who were contacted, 544 responded, for an overall response rate of 36%. Thirty-four percent (34%) of the undergraduate cohort contacted responded, as did 38% of the graduate cohort.

Total alumni in survey population (excluding accelerated second degree nursing students):	1,774
Emails failed/bounced:	254
Valid responses:	544
Response rate:	36%

### 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-three (83%) of undergraduate and 86% of graduate alumni respondents rate their overall experience at Marymount as “good” or “excellent”.
  - Eighty-seven percent (87%) of undergraduate and 86% graduate alumni respondents rate Marymount’s academic quality as “good” or “excellent”.
- Academic advising received the lowest ratings: 70% of undergraduate and 68% of graduate alumni respondents rate Marymount’s academic advising as “good” or “excellent”.
- Seventy-five percent (75%) of undergraduate and 73% graduate alumni respondents rate Marymount’s academic reputation as “good” or “excellent.” This rating was echoed later in the survey with 79% of undergraduate and 77% 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 62% of undergraduate and 71% 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 percent (90%) of undergraduates reported that their education at Marymount contributed to an openness to new experiences. Sixty percent (60%) reported that their education contributed to their development of spirituality.

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<sup>1</sup> 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.

- Roughly 90% of graduate respondents reported that their education at Marymount contributed to interest in lifelong learning and openness to new experiences while 43% reported that it contributed to their development of spirituality.

### ***Education Preparation***

- Eighty percent (80%) or more of undergraduates reported that their education prepared them well to work collaboratively with people from diverse backgrounds, find appropriate sources of information, deliver a coherent oral presentation, solve problems in their field using their knowledge and skills, apply knowledge and skills to new situations, and apply their education to serve others in their community. 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 solving problems in their field using their knowledge and skills the highest. More than 75% of graduate respondents reported that their education prepared them well to work collaboratively with people from diverse backgrounds, apply knowledge and skills to new situations, find appropriate sources of information, understand the major ethical dilemmas in your field, evaluate the quality of information, determine the most ethically appropriate response to a situation, deliver a coherent oral presentation, and apply education to serve others in their community. The skills receiving the lowest ratings were "find a job in your field" and "conduct research to support a position."
- More than 90% if undergraduates and 70% of graduates reported participating in an internship or other experiential learning. For undergraduates, the most frequently cited outcomes were "apply critical thinking skills" and "explore career interests." For graduates, the most frequently cited outcomes were "apply critical thinking skills" and "improve understanding of responsibilities required in the profession."

### ***Service***

- Forty-five percent (45%) of undergraduate and 21% of graduate respondents report participating in Marymount University service opportunities.
- Seventy-nine percent (79%) of undergraduate and 70% of graduate respondents report that their education contributed to their development of a commitment to service.
- Eighty-seven percent (87%) of both undergraduate and graduate respondents report agree that they believe they have the knowledge and skills necessary to effectively service their community.
- Eighty-four percent (84%) of undergraduate and 87% of graduate respondents agree that they feel a sense of commitment to serve others throughout their lifetime.

### ***Career and Employment Information***

- Seventy-eight percent (78%) of undergraduate and 84% 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 80% for undergraduates and 88% for graduates.
- Sixty-seven (67%) percent of undergraduate and 84% of graduate alumni respondents were employed within six months of graduation.
- The first job after graduation was directly related to their studies for 52% of undergraduate and 64% of graduate alumni respondents.
- Thirty-one percent (31%) of undergraduate respondents and 18% of graduate respondents have pursued further education since completing their degree at Marymount.

### ***Relationship to the University***

- Eighty-three percent (83%) of undergraduate and 73% of graduate respondents felt proud of being a Marymount alumnus/a.
- Forty-nine percent (49%) of undergraduate alumni and 35% 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-seven percent (27%) of undergraduate and 19% of graduate alumni respondents would consider financially supporting Marymount.

# UNDERGRADUATE ALUMNI

## Demographics

Table 1: Student Demographic Data

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
<b>What degree did you receive?</b>						
Bachelors	105	100.0	155	100.0	260	100.0
Certificate	0	0.0	0	0.0	0	0.0
<b>What school did you belong to?</b>						
Arts and Sciences	49	46.7	67	43.2	116	44.6
Business Administration	28	26.7	35	22.6	63	24.2
Education and Human Services	19	18.1	23	14.8	42	16.2
Health Professions	9	8.6	30	19.4	39	15.0
<b>Gender:</b>						
Female	83	79.0	123	79.4	206	79.2
Male	22	21.0	32	20.6	54	20.8
<b>At which location did you take the majority of your classes?</b>						
Main Campus	76	72.4	119	76.8	195	75.0
Ballston/4040 Fairfax	24	22.9	34	21.9	58	22.3
Reston	0	0.0	1	0.6	1	0.4
Online	2	1.9	0	0.0	2	0.8
Other	3	2.9	1	0.6	4	1.5
<b>What was your primary enrollment status?</b>						
Full-time	99	94.3	152	98.1	251	96.5
Part-time	6	5.7	3	1.9	9	3.6
<b>Which of the following statements describes your start at MU?</b>						
Marymount was the first college or university I attended.	53	50.5	82	52.9	135	51.9
I transferred into Marymount from a community college or four-year college or university.	47	44.8	65	41.9	112	43.1
I earned a degree from another college or university prior to enrolling at Marymount.	5	4.8	8	5.2	13	5.0
<b>Were you employed while attending classes?</b>						
Employed full-time	24	22.9	21	13.5	45	17.3
Employed part-time	69	65.7	92	59.4	161	61.9
Not employed	12	11.4	42	27.1	54	20.8
<b>If you were employed, did you work on campus?</b>						
Yes	41	44.1	51	45.1	92	44.7
No	52	55.9	62	54.9	114	55.3
<b>How many years did you live on campus or in university housing?</b>						
None	58	55.2	76	49.0	134	51.5
Less than 1 year	3	2.9	1	0.6	4	1.5
1 to 2 years	15	14.3	24	15.5	39	15.0
3 or more years	29	27.6	54	34.8	83	31.9

Table 2: Program/Major

	Five Years (2011-2012)	One Year (2015-2016)	Total
	Count		
<b>School of Arts and Sciences</b>			
Art	3	1	4
Biology	7	12	19
Communication	9	10	19
English	1	8	9
Fashion Design	1	2	3
Fashion Merchandising	7	6	13
Graphic Design	3	4	7
History	0	4	4
Interior Design	6	9	15
Liberal Studies	8	5	13
Math	2	0	2
Multidisciplinary Studies	1	2	3
Philosophy	0	1	1
Politics	1	3	4
Theology and Religious Studies	0	0	0
<b>School of Business Administration</b>			
Business Administration	23	20	43
Economics	1	1	2
Health Information Management	0	3	3
Information Technology	3	7	10
Paralegal Studies	1	4	5
<b>School of Education and Human Services</b>			
Criminal Justice	8	6	14
Criminal Justice: Emphasis in Forensic Science	2	3	5
Psychology	8	12	20
Sociology	1	2	3
<b>Malek School of Health Professions</b>			
Health Sciences	2	16	18
Nursing	7	14	21
<b>Total</b>	<b>105</b>	<b>155</b>	<b>260</b>

## 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
<b>Overall Experience</b>	<b>258</b>	<b>1.9%</b>	<b>3.9%</b>	<b>10.9%</b>	<b>43.4%</b>	<b>39.9%</b>	<b>4.16</b>	<b>0.904</b>
Five Years (2011-2012)	105	1.9%	1.0%	10.5%	41.9%	44.8%	4.27	0.835
One Year (2015-2016)	153	2.0%	5.9%	11.1%	44.4%	36.6%	4.08	0.943
<b>Academic Quality</b>	<b>259</b>	<b>0.8%</b>	<b>2.3%</b>	<b>10.0%</b>	<b>43.6%</b>	<b>43.2%</b>	<b>4.26</b>	<b>0.793</b>
Five Years (2011-2012)	104	1.9%	1.0%	10.6%	47.1%	39.4%	4.21	0.821
One Year (2015-2016)	155	0.0%	3.2%	9.7%	41.3%	45.8%	4.30	0.774
<b>Major or Program</b>	<b>260</b>	<b>1.5%</b>	<b>3.5%</b>	<b>11.2%</b>	<b>34.2%</b>	<b>49.6%</b>	<b>4.27</b>	<b>0.903</b>
Five Years (2011-2012)	105	1.9%	1.9%	12.4%	40.0%	43.8%	4.22	0.877
One Year (2015-2016)	155	1.3%	4.5%	10.3%	30.3%	53.5%	4.30	0.921
<b>Academic Advising</b>	<b>259</b>	<b>3.9%</b>	<b>9.7%</b>	<b>16.2%</b>	<b>30.5%</b>	<b>39.8%</b>	<b>3.93</b>	<b>1.137</b>
Five Years (2011-2012)	105	2.9%	8.6%	15.2%	40.0%	33.3%	3.92	1.044
One Year (2015-2016)	154	4.5%	10.4%	16.9%	24.0%	44.2%	3.93	1.200
<b>Academic Reputation</b>	<b>259</b>	<b>0.8%</b>	<b>7.7%</b>	<b>16.2%</b>	<b>41.7%</b>	<b>33.6%</b>	<b>4.00</b>	<b>0.938</b>
Five Years (2011-2012)	104	1.0%	5.8%	15.4%	42.3%	35.6%	4.06	0.912
One Year (2015-2016)	155	0.6%	9.0%	16.8%	41.3%	32.3%	3.95	0.956
<b>Library and Learning Services</b>	<b>259</b>	<b>1.2%</b>	<b>3.5%</b>	<b>18.1%</b>	<b>44.0%</b>	<b>33.2%</b>	<b>4.05</b>	<b>0.870</b>
Five Years (2011-2012)	105	1.0%	3.8%	19.0%	46.7%	29.5%	4.00	0.855
One Year (2015-2016)	154	1.3%	3.2%	17.5%	42.2%	35.7%	4.08	0.882

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

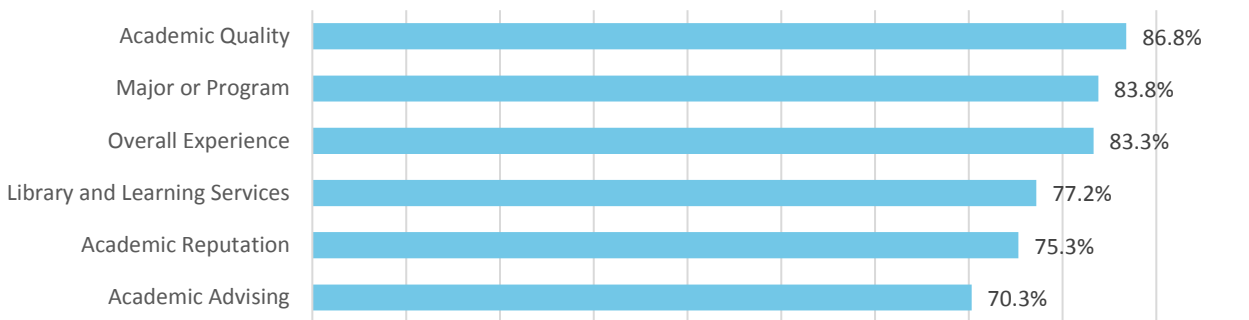


Table 4: **Trend Snapshot:** Overall Quality, Undergraduate Alumni Responses of “Good” or “Excellent to “From your experience at MU, how would you rate each of the following?”, 2009-2016

	Fifth-Year Alumni						First-Year Alumni					
	2009-10		2010-11		2011-12		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall experience	98	<b>78.6</b>	115	<b>88.7</b>	105	<b>86.7</b>	159	<b>83.0</b>	208	<b>84.2</b>	153	<b>81.0</b>
Academic quality	98	<b>82.6</b>	115	<b>84.4</b>	104	<b>86.5</b>	159	<b>82.4</b>	207	<b>85.1</b>	155	<b>87.1</b>
Major department or academic program	98	<b>82.6</b>	115	<b>79.2</b>	105	<b>83.8</b>	159	<b>84.3</b>	208	<b>83.2</b>	155	<b>83.8</b>
Academic advising	96	<b>67.7</b>	115	<b>67.9</b>	105	<b>73.3</b>	157	<b>67.6</b>	208	<b>64.9</b>	154	<b>68.2</b>
Marymount’s academic reputation	98	<b>70.5</b>	114	<b>75.4</b>	104	<b>77.9</b>	158	<b>72.1</b>	208	<b>72.6</b>	155	<b>73.6</b>
Library and Learning Services	98	<b>77.6</b>	114	<b>75.5</b>	105	<b>76.2</b>	159	<b>77.4</b>	207	<b>77.3</b>	154	<b>77.9</b>

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
<b>Find a job in your field</b>	<b>251</b>	<b>8.8%</b>	<b>15.9%</b>	<b>21.1%</b>	<b>32.3%</b>	<b>21.9%</b>	<b>3.43</b>	<b>1.238</b>
Five Years (2011-2012)	101	8.9%	9.9%	23.8%	37.6%	19.8%	3.50	1.180
One Year (2015-2016)	150	8.7%	20.0%	19.3%	28.7%	23.3%	3.38	1.278
<b>Pursue more education in your field</b>	<b>251</b>	<b>5.2%</b>	<b>9.2%</b>	<b>23.1%</b>	<b>39.8%</b>	<b>22.7%</b>	<b>3.66</b>	<b>1.085</b>
Five Years (2011-2012)	102	3.9%	10.8%	26.5%	36.3%	22.5%	3.63	1.071
One Year (2015-2016)	149	6.0%	8.1%	20.8%	42.3%	22.8%	3.68	1.098
<b>Conduct research to support a position</b>	<b>249</b>	<b>3.6%</b>	<b>10.0%</b>	<b>20.5%</b>	<b>45.4%</b>	<b>20.5%</b>	<b>3.69</b>	<b>1.022</b>
Five Years (2011-2012)	101	4.0%	9.9%	24.8%	46.5%	14.9%	3.58	0.993
One Year (2015-2016)	148	3.4%	10.1%	17.6%	44.6%	24.3%	3.76	1.039
<b>Develop a coherent written argument</b>	<b>252</b>	<b>2.8%</b>	<b>3.2%</b>	<b>17.9%</b>	<b>46.8%</b>	<b>29.4%</b>	<b>3.97</b>	<b>0.923</b>
Five Years (2011-2012)	102	2.0%	2.0%	23.5%	49.0%	23.5%	3.90	0.850
One Year (2015-2016)	150	3.3%	4.0%	14.0%	45.3%	33.3%	4.01	0.969
<b>Deliver a coherent oral presentation</b>	<b>252</b>	<b>3.2%</b>	<b>1.6%</b>	<b>11.5%</b>	<b>51.2%</b>	<b>32.5%</b>	<b>4.08</b>	<b>0.886</b>
Five Years (2011-2012)	102	2.9%	1.0%	17.6%	51.0%	27.5%	3.99	0.873
One Year (2015-2016)	150	3.3%	2.0%	7.3%	51.3%	36.0%	4.15	0.893
<b>Use quantitative/qualitative techniques within your professional field</b>	<b>250</b>	<b>2.8%</b>	<b>4.8%</b>	<b>20.0%</b>	<b>45.6%</b>	<b>26.8%</b>	<b>3.89</b>	<b>0.950</b>
Five Years (2011-2012)	101	2.0%	5.0%	26.7%	45.5%	20.8%	3.78	0.901

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
One Year (2015-2016)	149	3.4%	4.7%	15.4%	45.6%	30.9%	3.96	0.979
<b>Use technology effectively in a workplace environment</b>	<b>251</b>	<b>1.6%</b>	<b>6.8%</b>	<b>14.3%</b>	<b>43.8%</b>	<b>33.5%</b>	<b>4.01</b>	<b>0.947</b>
Five Years (2011-2012)	102	1.0%	8.8%	17.6%	40.2%	32.4%	3.94	0.973
One Year (2015-2016)	149	2.0%	5.4%	12.1%	46.3%	34.2%	4.05	0.928
<b>Apply knowledge and skills to new situations</b>	<b>250</b>	<b>2.0%</b>	<b>2.0%</b>	<b>12.4%</b>	<b>48.0%</b>	<b>35.6%</b>	<b>4.13</b>	<b>0.852</b>
Five Years (2011-2012)	102	1.0%	2.9%	18.6%	47.1%	30.4%	4.03	0.838
One Year (2015-2016)	148	2.7%	1.4%	8.1%	48.6%	39.2%	4.20	0.857
<b>Solve problems in your field using your knowledge and skills</b>	<b>250</b>	<b>2.8%</b>	<b>2.4%</b>	<b>11.2%</b>	<b>50.8%</b>	<b>32.8%</b>	<b>4.08</b>	<b>0.885</b>
Five Years (2011-2012)	102	2.0%	1.0%	12.7%	56.9%	27.5%	4.07	0.787
One Year (2015-2016)	148	3.4%	3.4%	10.1%	46.6%	36.5%	4.09	0.950
<b>Find appropriate sources of information</b>	<b>249</b>	<b>2.4%</b>	<b>2.0%</b>	<b>9.6%</b>	<b>46.6%</b>	<b>39.4%</b>	<b>4.18</b>	<b>0.870</b>
Five Years (2011-2012)	101	2.0%	1.0%	12.9%	51.5%	32.7%	4.12	0.816
One Year (2015-2016)	148	2.7%	2.7%	7.4%	43.2%	43.9%	4.23	0.904
<b>Evaluate the quality of information (e.g. scholarly articles, newspapers)</b>	<b>251</b>	<b>2.8%</b>	<b>3.2%</b>	<b>14.7%</b>	<b>41.4%</b>	<b>37.8%</b>	<b>4.08</b>	<b>0.949</b>
Five Years (2011-2012)	102	2.9%	2.0%	21.6%	45.1%	28.4%	3.94	0.921
One Year (2015-2016)	149	2.7%	4.0%	10.1%	38.9%	44.3%	4.18	0.959
<b>Understand the major ethical dilemmas in your field</b>	<b>252</b>	<b>3.2%</b>	<b>6.0%</b>	<b>16.7%</b>	<b>37.7%</b>	<b>36.5%</b>	<b>3.98</b>	<b>1.029</b>
Five Years (2011-2012)	102	2.0%	4.9%	24.5%	38.2%	30.4%	3.90	0.960
One Year (2015-2016)	150	4.0%	6.7%	11.3%	37.3%	40.7%	4.04	1.074
<b>Determine the most ethically appropriate response to a situation</b>	<b>252</b>	<b>2.4%</b>	<b>4.8%</b>	<b>16.3%</b>	<b>44.8%</b>	<b>31.7%</b>	<b>3.99</b>	<b>0.942</b>
Five Years (2011-2012)	102	2.0%	5.9%	18.6%	49.0%	24.5%	3.88	0.915
One Year (2015-2016)	150	2.7%	4.0%	14.7%	42.0%	36.7%	4.06	0.957
<b>Work collaboratively with people from diverse backgrounds</b>	<b>252</b>	<b>2.0%</b>	<b>3.2%</b>	<b>7.1%</b>	<b>39.7%</b>	<b>48.0%</b>	<b>4.29</b>	<b>0.882</b>
Five Years (2011-2012)	102	2.0%	3.9%	14.7%	41.2%	38.2%	4.10	0.928
One Year (2015-2016)	150	2.0%	2.7%	2.0%	38.7%	54.7%	4.41	0.829
<b>Apply education to serve others in your community</b>	<b>249</b>	<b>2.4%</b>	<b>3.2%</b>	<b>14.5%</b>	<b>46.6%</b>	<b>33.3%</b>	<b>4.05</b>	<b>0.908</b>
Five Years (2011-2012)	102	2.0%	3.9%	15.7%	51.0%	27.5%	3.98	0.879
One Year (2015-2016)	147	2.7%	2.7%	13.6%	43.5%	37.4%	4.10	0.927



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")

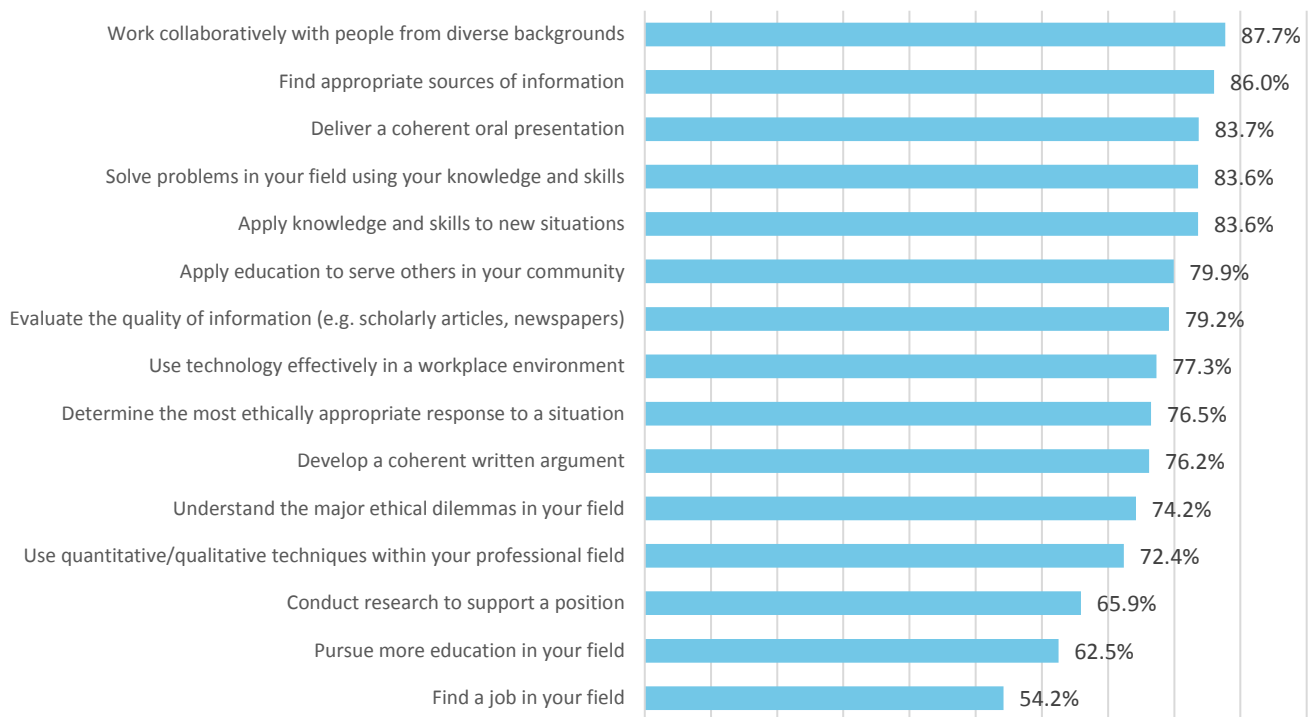


Table 6: **Trend Snapshot:** Undergraduate Alumni Responses of "Good" or "Excellent" to "For each of the following skills, please indicate how well you believe your education prepared you to", 2009-2016

	Fifth-Year Alumni							First-Year Alumni					
	2009-10		2010-11		2011-12			2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%	
Find a job in your field	94	51.0	110	49.1	101	57.4	154	52.0	199	50.2	150	52.0	
Pursue more education in your field	93	52.7	109	58.7	102	58.8	154	61.1	199	63.3	149	65.1	
Conduct research to support a position	93	59.1	109	59.6	101	61.4	153	67.3	194	64.9	148	68.9	
Develop a coherent written argument	93	67.7	110	67.3	102	72.5	154	76.0	197	72.6	150	78.6	
Deliver a coherent oral presentation	93	76.4	109	72.5	102	78.5	154	81.1	198	77.3	150	87.3	
Use quantitative/ qualitative techniques within your professional field	94	64.9	109	73.4	101	66.3	154	68.9	198	68.2	149	76.5	
Use technology effectively in a workplace environment	94	68.0	110	72.7	102	72.6	154	64.3	198	73.7	149	80.5	
Apply knowledge and skills to new situations	93	74.2	110	80.9	102	77.5	154	78.0	198	80.3	148	87.8	
Solve problems in your field using your knowledge and skills	94	72.3	110	81.8	102	84.4	153	78.4	198	76.3	148	83.1	

	Fifth-Year Alumni						First-Year Alumni					
	2009-10		2010-11		2011-12		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
Find appropriate sources of information	93	76.3	110	85.5	101	84.2	153	80.4	195	81.0	148	87.1
Evaluate the quality of information (e.g. scholarly articles, newspapers)	94	72.3	110	80.9	102	73.5	154	76.7	198	84.3	149	83.2
Understand the major ethical dilemmas in your field	94	67.0	110	77.3	102	68.6	154	76.6	198	76.8	150	78.0
Determine the most ethically appropriate response to a situation	94	70.3	109	79.8	102	73.5	154	52.0	196	74.5	150	78.7
Work collaboratively with people from diverse backgrounds	--	--	--	--	102	79.4	--	--	--	--	150	93.4
Apply education to serve others in your community	--	--	--	--	102	78.5	--	--	--	--	147	80.9

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
<b>Interest in lifelong learning</b>	<b>250</b>	<b>4.0%</b>	<b>7.2%</b>	<b>46.4%</b>	<b>42.4%</b>	<b>3.27</b>	<b>0.764</b>
Five Years (2011-2012)	100	0.0%	8.0%	50.0%	42.0%	3.34	0.623
One Year (2015-2016)	150	6.7%	6.7%	44.0%	42.7%	3.23	0.845
<b>Awareness of global issues</b>	<b>249</b>	<b>2.0%</b>	<b>13.3%</b>	<b>52.2%</b>	<b>32.5%</b>	<b>3.15</b>	<b>0.719</b>
Five Years (2011-2012)	100	1.0%	16.0%	52.0%	31.0%	3.13	0.706
One Year (2015-2016)	149	2.7%	11.4%	52.3%	33.6%	3.17	0.730
<b>Self-confidence</b>	<b>250</b>	<b>4.4%</b>	<b>9.6%</b>	<b>38.8%</b>	<b>47.2%</b>	<b>3.29</b>	<b>0.815</b>
Five Years (2011-2012)	100	1.0%	8.0%	42.0%	49.0%	3.39	0.680
One Year (2015-2016)	150	6.7%	10.7%	36.7%	46.0%	3.22	0.889
<b>Openness to new experiences</b>	<b>250</b>	<b>2.4%</b>	<b>7.2%</b>	<b>36.4%</b>	<b>54.0%</b>	<b>3.42</b>	<b>0.731</b>
Five Years (2011-2012)	100	1.0%	8.0%	39.0%	52.0%	3.42	0.684
One Year (2015-2016)	150	3.3%	6.7%	34.7%	55.3%	3.42	0.762
<b>Interest in cultures different from your own</b>	<b>249</b>	<b>2.8%</b>	<b>7.2%</b>	<b>32.5%</b>	<b>57.4%</b>	<b>3.45</b>	<b>0.750</b>
Five Years (2011-2012)	100	1.0%	8.0%	36.0%	55.0%	3.45	0.687
One Year (2015-2016)	149	4.0%	6.7%	30.2%	59.1%	3.44	0.792
<b>Leadership skills</b>	<b>250</b>	<b>3.6%</b>	<b>9.6%</b>	<b>36.0%</b>	<b>50.8%</b>	<b>3.34</b>	<b>0.797</b>
Five Years (2011-2012)	100	1.0%	10.0%	37.0%	52.0%	3.40	0.711
One Year (2015-2016)	150	5.3%	9.3%	35.3%	50.0%	3.30	0.849

	N	Not at All	Very Little	Somewhat	To a Great Extent	Mean	SD
<b>Spirituality</b>	<b>250</b>	<b>16.8%</b>	<b>23.2%</b>	<b>31.2%</b>	<b>28.8%</b>	<b>2.72</b>	<b>1.057</b>
Five Years (2011-2012)	100	10.0%	28.0%	36.0%	26.0%	2.78	0.949
One Year (2015-2016)	150	21.3%	20.0%	28.0%	30.7%	2.68	1.125
<b>A commitment to service</b>	<b>249</b>	<b>5.6%</b>	<b>15.3%</b>	<b>39.8%</b>	<b>39.4%</b>	<b>3.13</b>	<b>0.870</b>
Five Years (2011-2012)	100	3.0%	16.0%	43.0%	38.0%	3.16	0.801
One Year (2015-2016)	149	7.4%	14.8%	37.6%	40.3%	3.11	0.916

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...,” 2009-2016

	Fifth-Year Alumni						First-Year Alumni					
	2009-10		2010-11		2011-12		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
Interest in life-long learning	94	<b>88.3</b>	110	<b>86.3</b>	100	<b>92.0</b>	134	<b>91.1</b>	199	<b>87.4</b>	150	<b>86.7</b>
Awareness of global issues	94	<b>79.8</b>	110	<b>86.3</b>	100	<b>83.0</b>	134	<b>81.4</b>	199	<b>79.9</b>	149	<b>85.9</b>
Self-confidence	93	<b>84.9</b>	110	<b>87.3</b>	100	<b>91.0</b>	134	<b>91.0</b>	198	<b>85.3</b>	150	<b>82.7</b>
Openness to new experiences	94	<b>87.3</b>	110	<b>91.8</b>	100	<b>91.0</b>	134	<b>92.5</b>	199	<b>90.5</b>	150	<b>90.0</b>
Interest in cultures different from your own	93	<b>82.8</b>	110	<b>90.0</b>	100	<b>91.0</b>	134	<b>92.5</b>	199	<b>86.5</b>	149	<b>89.3</b>
Leadership skills	94	<b>87.2</b>	110	<b>90.0</b>	100	<b>89.0</b>	134	<b>84.4</b>	199	<b>85.4</b>	150	<b>85.3</b>
Spirituality	94	<b>57.5</b>	91	<b>64.9</b>	100	<b>62.0</b>	134	<b>61.9</b>	191	<b>56.6</b>	150	<b>58.7</b>
A commitment to service	--	--	--	--	100	<b>81.0</b>	--	--	--	--	149	<b>77.9</b>

Table 9: Responses to “Please indicate your level of agreement with the following statements” (Scale: 1 = “Strongly Disagree”, 5 = “Strongly Agree”)

	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	SD
<b>I believe I have the knowledge and skills necessary to effectively serve my community.</b>	<b>250</b>	<b>1.2%</b>	<b>1.6%</b>	<b>10.4%</b>	<b>48.8%</b>	<b>38.0%</b>	<b>4.21</b>	<b>0.784</b>
Five Years (2011-2012)	100	0.0%	1.0%	11.0%	46.0%	42.0%	4.29	0.701
One Year (2015-2016)	150	2.0%	2.0%	10.0%	50.7%	35.3%	4.15	0.833
<b>I’m confident in my ability to work collaboratively with people of diverse backgrounds and experiences.</b>	<b>247</b>	<b>0.8%</b>	<b>0.8%</b>	<b>1.6%</b>	<b>30.8%</b>	<b>66.0%</b>	<b>4.60</b>	<b>0.647</b>
Five Years (2011-2012)	100	1.0%	0.0%	3.0%	27.0%	69.0%	4.63	0.646
One Year (2015-2016)	147	0.7%	1.4%	0.7%	33.3%	63.9%	4.59	0.650

	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	SD
<b>I feel a sense of commitment to serve others throughout my lifetime.</b>	<b>247</b>	<b>0.8%</b>	<b>0.8%</b>	<b>14.6%</b>	<b>38.5%</b>	<b>45.3%</b>	<b>4.27</b>	<b>0.797</b>
Five Years (2011-2012)	100	0.0%	0.0%	15.0%	35.0%	50.0%	4.35	0.730
One Year (2015-2016)	147	1.4%	1.4%	14.3%	40.8%	42.2%	4.21	0.838

Table 10: Undergraduate alumni responses to “Did your education at Marymount include an internship?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Total	%
Yes	94	89.5	142	91.6	<b>236</b>	<b>90.8</b>
No	11	10.5	13	8.4	<b>24</b>	<b>9.2</b>

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)

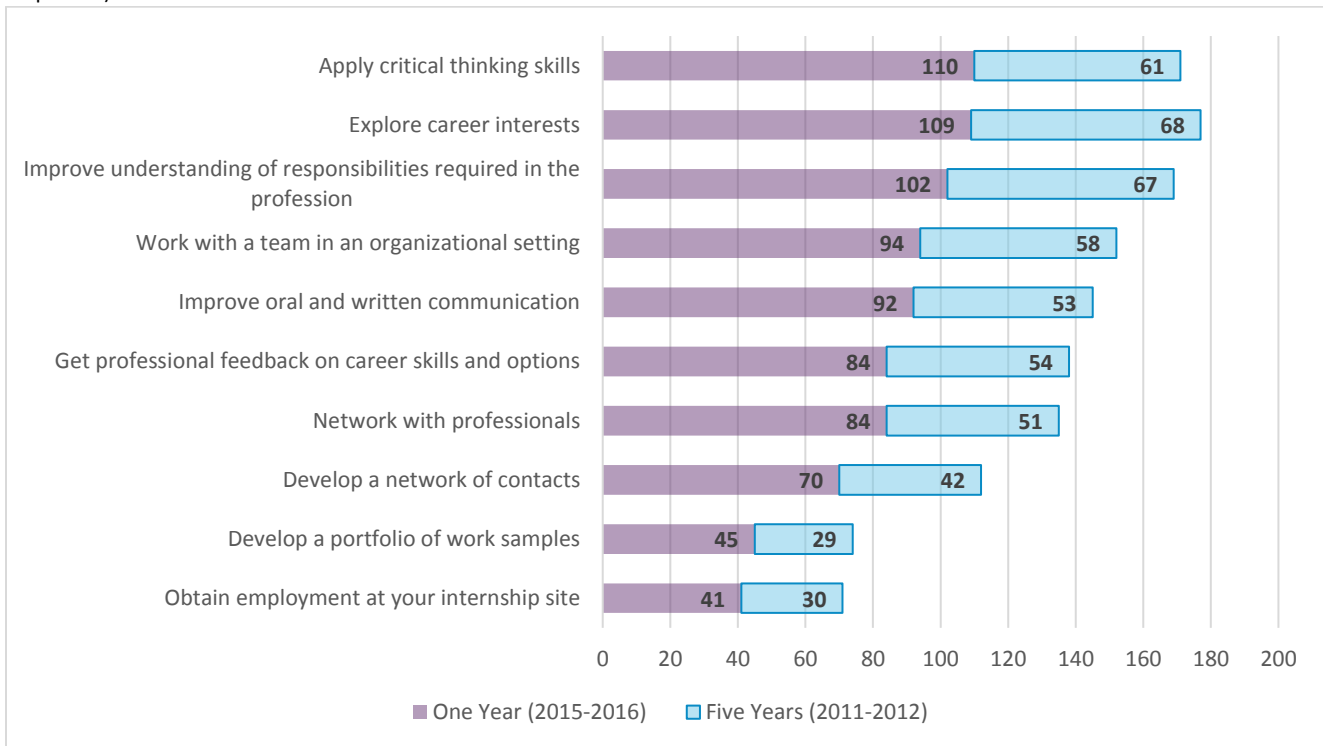


Table 11: Undergraduate alumni responses to “Please indicate how strongly you agree with each of the following statements” (Scale: 1 = “Strongly Disagree”, 5 = “Strongly Agree”)

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
<b>I am in contact with friends and fellow students from Marymount.</b>	<b>260</b>	<b>8.1%</b>	<b>11.2%</b>	<b>5.4%</b>	<b>40.4%</b>	<b>35.0%</b>	<b>3.83</b>	<b>1.247</b>
Five Years (2011-2012)	105	9.5%	14.3%	7.6%	39.0%	29.5%	3.65	1.301
One Year (2015-2016)	155	7.1%	9.0%	3.9%	41.3%	38.7%	3.95	1.197
<b>I am still in touch with faculty and advisors.</b>	<b>259</b>	<b>16.2%</b>	<b>25.9%</b>	<b>15.4%</b>	<b>28.6%</b>	<b>13.9%</b>	<b>2.98</b>	<b>1.325</b>
Five Years (2011-2012)	105	18.1%	31.4%	17.1%	22.9%	10.5%	2.76	1.282
One Year (2015-2016)	154	14.9%	22.1%	14.3%	32.5%	16.2%	3.13	1.337
<b>I feel connected to Marymount.</b>	<b>258</b>	<b>11.6%</b>	<b>20.5%</b>	<b>19.0%</b>	<b>34.9%</b>	<b>14.0%</b>	<b>3.19</b>	<b>1.244</b>
Five Years (2011-2012)	105	13.3%	19.0%	24.8%	34.3%	8.6%	3.06	1.192
One Year (2015-2016)	153	10.5%	21.6%	15.0%	35.3%	17.6%	3.28	1.275
<b>I am well informed about activities for alumni.</b>	<b>259</b>	<b>10.8%</b>	<b>27.0%</b>	<b>20.5%</b>	<b>32.0%</b>	<b>9.7%</b>	<b>3.03</b>	<b>1.189</b>
Five Years (2011-2012)	104	10.6%	24.0%	25.0%	32.7%	7.7%	3.03	1.144
One Year (2015-2016)	155	11.0%	29.0%	17.4%	31.6%	11.0%	3.03	1.222
<b>I am interested in remaining involved with Marymount.</b>	<b>260</b>	<b>5.4%</b>	<b>7.3%</b>	<b>26.5%</b>	<b>42.7%</b>	<b>18.1%</b>	<b>3.61</b>	<b>1.036</b>
Five Years (2011-2012)	105	2.9%	6.7%	29.5%	46.7%	14.3%	3.63	0.912
One Year (2015-2016)	155	7.1%	7.7%	24.5%	40.0%	20.6%	3.59	1.115
<b>I would consider financially supporting Marymount.</b>	<b>259</b>	<b>15.8%</b>	<b>16.2%</b>	<b>41.3%</b>	<b>18.5%</b>	<b>8.1%</b>	<b>2.87</b>	<b>1.137</b>
Five Years (2011-2012)	105	15.2%	13.3%	43.8%	18.1%	9.5%	2.93	1.146
One Year (2015-2016)	154	16.2%	18.2%	39.6%	18.8%	7.1%	2.82	1.133
<b>Marymount has a good reputation.</b>	<b>259</b>	<b>1.2%</b>	<b>3.5%</b>	<b>16.2%</b>	<b>55.2%</b>	<b>23.9%</b>	<b>3.97</b>	<b>0.804</b>
Five Years (2011-2012)	104	0.0%	2.9%	14.4%	55.8%	26.9%	4.07	0.728
One Year (2015-2016)	155	1.9%	3.9%	17.4%	54.8%	21.9%	3.91	0.848
<b>If I could start over, I would choose Marymount again.</b>	<b>259</b>	<b>6.6%</b>	<b>10.0%</b>	<b>21.2%</b>	<b>32.4%</b>	<b>29.7%</b>	<b>3.69</b>	<b>1.187</b>
Five Years (2011-2012)	104	3.8%	6.7%	23.1%	41.3%	25.0%	3.77	1.026
One Year (2015-2016)	155	8.4%	12.3%	20.0%	26.5%	32.9%	3.63	1.284
<b>I would recommend Marymount to a friend or family member.</b>	<b>260</b>	<b>2.7%</b>	<b>5.8%</b>	<b>15.8%</b>	<b>40.8%</b>	<b>35.0%</b>	<b>4.00</b>	<b>0.992</b>
Five Years (2011-2012)	105	1.9%	1.9%	13.3%	49.5%	33.3%	4.10	0.843
One Year (2015-2016)	155	3.2%	8.4%	17.4%	34.8%	36.1%	3.92	1.078
<b>My Marymount education was worth the expense.</b>	<b>260</b>	<b>7.3%</b>	<b>16.9%</b>	<b>19.2%</b>	<b>30.0%</b>	<b>26.5%</b>	<b>3.52</b>	<b>1.250</b>
Five Years (2011-2012)	105	7.6%	9.5%	21.0%	39.0%	22.9%	3.60	1.165
One Year (2015-2016)	155	7.1%	21.9%	18.1%	23.9%	29.0%	3.46	1.306

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
<b>I am proud of being a Marymount alumnus/a.</b>	<b>260</b>	<b>1.9%</b>	<b>3.5%</b>	<b>11.9%</b>	<b>45.8%</b>	<b>36.9%</b>	<b>4.12</b>	<b>0.888</b>
Five Years (2011-2012)	105	1.0%	2.9%	11.4%	50.5%	34.3%	4.14	0.802
One Year (2015-2016)	155	2.6%	3.9%	12.3%	42.6%	38.7%	4.11	0.944
<b>My professional colleagues have heard of Marymount.</b>	<b>260</b>	<b>2.3%</b>	<b>14.6%</b>	<b>14.2%</b>	<b>41.5%</b>	<b>27.3%</b>	<b>3.77</b>	<b>1.077</b>
Five Years (2011-2012)	105	1.9%	10.5%	14.3%	44.8%	28.6%	3.88	1.007
One Year (2015-2016)	155	2.6%	17.4%	14.2%	39.4%	26.5%	3.70	1.119

Table 12: **Trend Snapshot:** Undergraduate Alumni Responses of “Agree” or “Strongly Agree” to “Please indicate how strongly you agree with each of the following statements”, 2009-2016

	Fifth-Year Alumni						First-Year Alumni					
	2009-10		2010-11		2011-12		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
I am in contact with friends and fellow students from Marymount.	97	72.1	115	76.5	105	68.5	160	77.5	208	75.5	155	80.0
I am still in touch with faculty and advisors.	97	25.7	114	39.5	105	33.4	160	44.4	208	47.6	154	48.7
I feel connected to Marymount.	98	36.7	115	48.7	105	42.9	160	53.1	207	52.7	153	52.9
I am well informed about activities for alumni.	98	54.1	115	36.5	104	40.4	160	60.0	207	47.8	155	42.6
I am interested in remaining involved with Marymount.	98	51.1	115	61.7	105	61.0	160	65.0	208	60.6	155	60.6
I would consider financially supporting Marymount University.	98	21.5	115	33.9	105	27.6	160	29.4	208	25.0	154	25.9
Marymount has a good reputation.	98	76.5	115	83.5	104	82.7	160	78.1	208	75.5	155	76.7
If I could start over, I would choose Marymount again.	98	65.3	115	65.2	104	66.3	158	64.5	207	63.3	155	59.4
I would recommend Marymount to a friend of family member.	98	73.5	115	84.3	105	82.8	160	77.6	208	77.9	155	70.9
My Marymount education was worth the expense.	98	66.2	115	57.4	105	61.9	160	59.4	207	55.6	155	52.9
I am proud of being a Marymount alumnus.	98	77.6	114	82.5	105	84.8	160	80.7	208	79.8	155	81.3
My professional colleagues have heard of Marymount.	98	61.2	115	63.5	105	73.4	160	61.9	208	68.8	155	65.9

Table 13: Undergraduate Alumni Responses to “Please indicate if you participated in or used the following while attending Marymount”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count (Yes)	%	Count (Yes)	%	Count (Yes)	%
Student clubs	58	55.2	84	55.3	142	55.3
Career Center	34	32.4	92	59.7	126	48.6
Cultural activities	46	43.8	72	47.1	118	45.7
Research projects	38	36.2	73	48.0	111	43.2
MU service opportunities	42	40.0	73	48.0	115	44.7
MU spiritual development activities	26	24.8	38	24.8	64	24.8
Study abroad program	16	15.2	48	31.2	64	24.7
Intercollegiate athletics	19	18.3	23	15.0	42	16.3
Intramural athletics	16	15.2	14	9.2	30	11.6

Table 14: **Trend Snapshot:** Undergraduate Alumni Responses of “Yes” to “Please indicate if you participated in or used the following while attending Marymount”, 2009-2016

	Fifth-Year Alumni						First-Year Alumni					
	2009-10		2010-11		2011-12		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
MU spiritual development activities	96	21.9	114	31.6	105	24.8	159	28.9	206	22.3	153	24.8
MU service opportunities	96	33.3	114	36.8	105	40.0	158	36.1	205	40.0	152	48.0
Student clubs	97	58.8	115	59.1	105	55.2	159	59.7	207	54.6	152	55.3
Cultural activities	94	42.6	112	43.8	105	43.8	157	43.9	205	45.9	153	47.1
Intramural athletics	95	18.9	115	16.5	105	15.2	156	16.0	201	11.4	153	9.2
Intercollegiate athletics	95	14.7	114	17.5	104	18.3	156	16.7	203	15.8	153	15.0
Career Center	96	43.8	113	41.6	105	32.4	159	64.2	207	61.8	154	59.7
Study abroad program	96	18.8	112	18.8	105	15.2	156	25.6	206	26.2	154	31.2
Research Projects	96	38.5	114	40.4	105	36.2	158	38.6	204	49.0	152	48.0

## Occupational Experiences Since Leaving Marymount

Table 15: Undergraduate alumni responses to “Relative to completing your degree, when did you find your first professional experience?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Continued a position held while attending school	14	14.0	17	11.3	31	12.4
Found a new position prior to graduation	18	18.0	30	20.0	48	19.2
0-3 months	22	22.0	37	24.7	59	23.6
4-6 months	15	15.0	15	10.0	30	12.0
7-12 months	14	14.0	18	12.0	32	12.8
More than 12 months	13	13.0	9	6.0	22	8.8
Have not yet entered professional position since graduation	4	4.0	24	16.0	28	11.2

Table 16: Responses to “Was the position full-time?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Yes	82	85.4	107	84.9	189	85.1
No	14	14.6	19	15.1	33	14.9

Table 17: Responses to “How closely related was your college major/specialization to your first position?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Directly related	54	56.3	61	48.8	115	52.0
Somewhat related	26	27.1	45	36.0	71	32.1
Not related	16	16.7	19	15.2	35	15.8

Table 18: Responses to “Which of the following best describes your current employment status?”

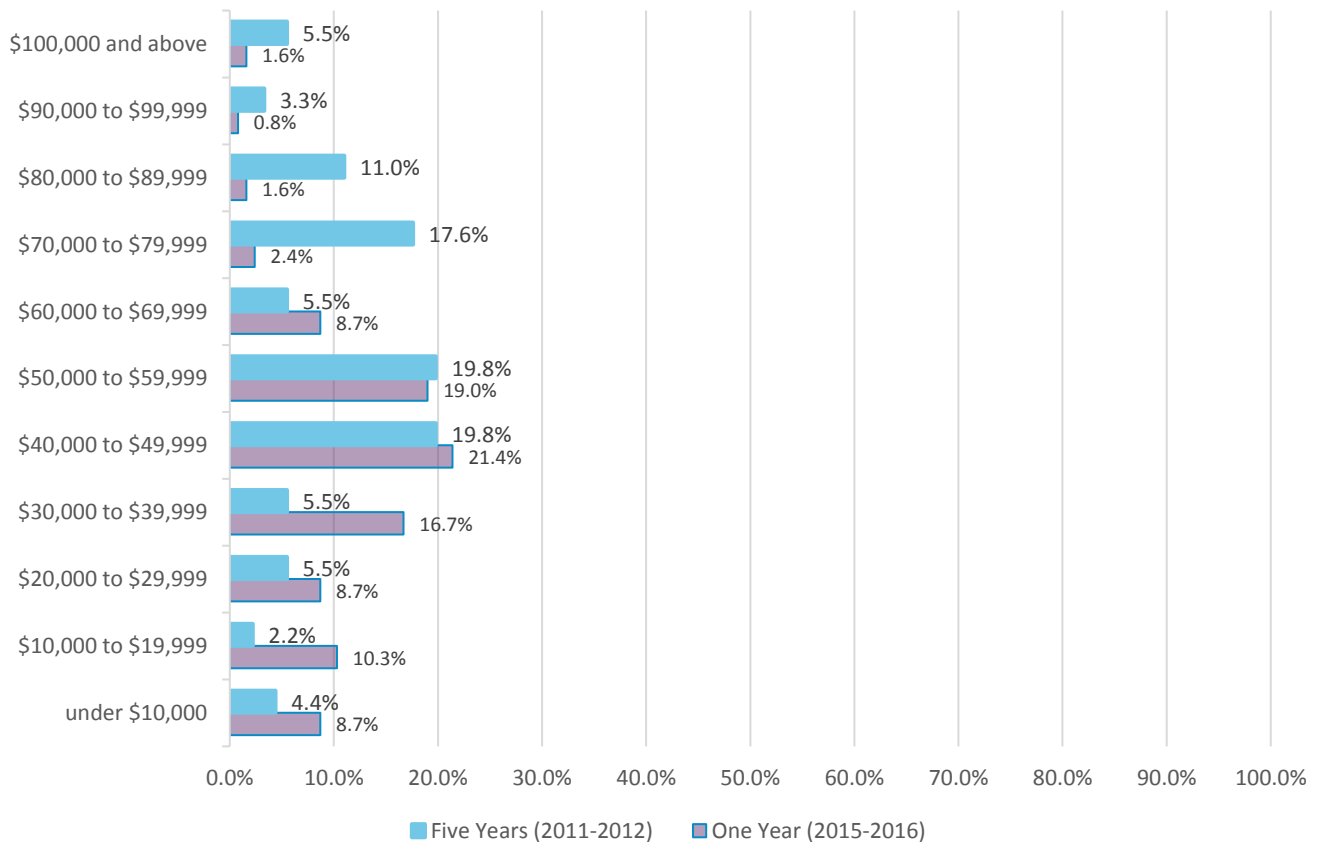
	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Employed full-time	85	85.0	108	72.5	193	77.5
Employed part-time	8	8.0	20	13.4	28	11.2
Not employed, but seeking employment	4	4.0	15	10.1	19	7.6
Not employed, and not looking	3	3.0	6	4.0	9	3.6



Table 19: Responses to “What is your current salary range?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
under \$10,000	4	4.4	11	8.7	15	6.9
\$10,000 to \$19,999	2	2.2	13	10.3	15	6.9
\$20,000 to \$29,999	5	5.5	11	8.7	16	7.4
\$30,000 to \$39,999	5	5.5	21	16.7	26	12.0
\$40,000 to \$49,999	18	19.8	27	21.4	45	20.7
\$50,000 to \$59,999	18	19.8	24	19.0	42	19.4
\$60,000 to \$69,999	5	5.5	11	8.7	16	7.4
\$70,000 to \$79,999	16	17.6	3	2.4	19	8.8
\$80,000 to \$89,999	10	11.0	2	1.6	12	5.5
\$90,000 to \$99,999	3	3.3	1	0.8	4	1.8
\$100,000 and above	5	5.5	2	1.6	7	3.2

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



Current Employer:

AAFMAA	Freedom Physical Therapy	Office of the Chief Medical Examiner,
Airbeat Inc.	FSA, LLC	Dept. of Health
All Saints Preschool	GANV	Office of the State Superintendent of
Amazon	George Washington University Hospital	Education
American Association for the	German International School	OPM OIG
Advancement of Science	Washington, Suburban Hospital	OTO Development
Amoos Restaurant	GLIDE	Patient First
Arlington County Public Schools	Government of the District of Columbia	PricewaterhouseCoopers
Associated Insurance Management	Gunnison Consulting Group, Inc.	Prince William County Public Library
AtlantiCare Regional Medical Center	Harris Corporation	System
Becker, Kellogg, & Berry	Harvey and Binnall	PRS
Bethesda Lutheran Communities	Healthtrust Supply Chain	Quality Printers
Blackstream International Real Estate	Henrico County Public Schools	Raffa, PC
BLÉN, Inc.	Henry M. Jackson Foundation for the	Raytheon Solipsys
Bloo Dental	Advancement of Military Medicine	Red3 Display
Booz Allen Hamilton	Holy Cross Hospital	Round Rock ISD
BWW Law Group	Holy Name Medical Center Emergency	Saint Louis School
Capital Laser and Skin Care	Honda Canada	Saudi Telecom Company
Carroll County Public Library	iHeartMedia	Securly, Inc.
Charles County Public Schools	Imagine Milling Technologies	Shen Milsom & Wilke
Ciudad Nueva Community	IMF	South Moon Under
Outreach/EPISD	INOVA Health Systems	Stafford County Public Schools
Cloudera	Intercontinental Hotels	Starbucks
Club Pilates	J. Crew	Stella Maris Mtwara University College
Comcast	Jazan University	SunTrust Bank
Crown Bound Pageant Consulting	JMT	T. Rowe Price
Cultural Awareness International	John Moriarty and Associates	TAA Services, Ltd.
Defense Contract Audit Agency	Johns Hopkins Hospital	Talula's
Department of Emergency	Kaiser Permanente	Target
Communications	Kate Spade	The Mental Health Association of NYC
Department of Justice	Keller Williams	The Motley Fool
Department of Texas	Kreiger Eye Institute	The New YCAPP
Design Works Interiors	Lansinoh Laboratories	Thermo Fisher Scientific
Diocese of Arlington	Leadership Center for Excellence	THIS for Diplomats
Discovery Communications, Inc.	Learning Rx	Thomas Jefferson University Hospital
DoDEA	Leo A. Daly	TOMI Environmental Solutions
Eaman Physical Therapy	Linowes and Blocher, LLP	U.S. Department of State
Eighth Day Design	Magnolias at the Mill	UDR
Ellie's Bridal Boutique	Mars Wrigley Confectionery	Unisys
Encore Stage & Studio	Marymount University	University of Texas at Austin
ER Williams	Massa MultiMedia Architects	Urban Alliance
Ethos Group	Medstar Georgetown University	US House of Representatives, Office of
Fairfax City Police Department	Hospital	Congressman Don Beyer
Fairfax County Fire Department	Meekly Yours	US OPM
Fairfax County Government	Mercy Medical Center	USA Loan
Fairfax County Public Schools	MGMA	Valerie M Interiors
Fanelli McClain	Morgan Stanley	VHC
FBI	MWHC	Virginia Department of Labor & Industry
FCPS	National Rifle Association	Virginia Hospital Center
Federal Aviation Administration (FAA)	National Science Foundation	Volunteers of America
Federal Government	Nava Health and Vitality	Williams & Connolly, LLP
Federal Reserve	Naval Air Systems Command	Woofs! Dog Training Center
Fitness 24 Seven	Navy Federal Credit Union	WUSA9 (Tegna)
Flyadeal	NES Associates, LLC	Yoga Alliance
Food Allergy Research and Education	New Horizons Dental Center	Zelos, LLC
Freddie Mac	Next Steps Behavioral Centers	Zirtual

## Educational Experiences Since Graduation

Table 20: Responses to “Have you pursued further education since completing your degree at MU?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Yes	34	34.7	42	28.2	<b>76</b>	<b>30.8</b>
No	64	65.3	107	71.8	<b>171</b>	<b>69.2</b>

Table 21: Responses to “If you are working toward or have completed another degree, please indicate your level of degree.”

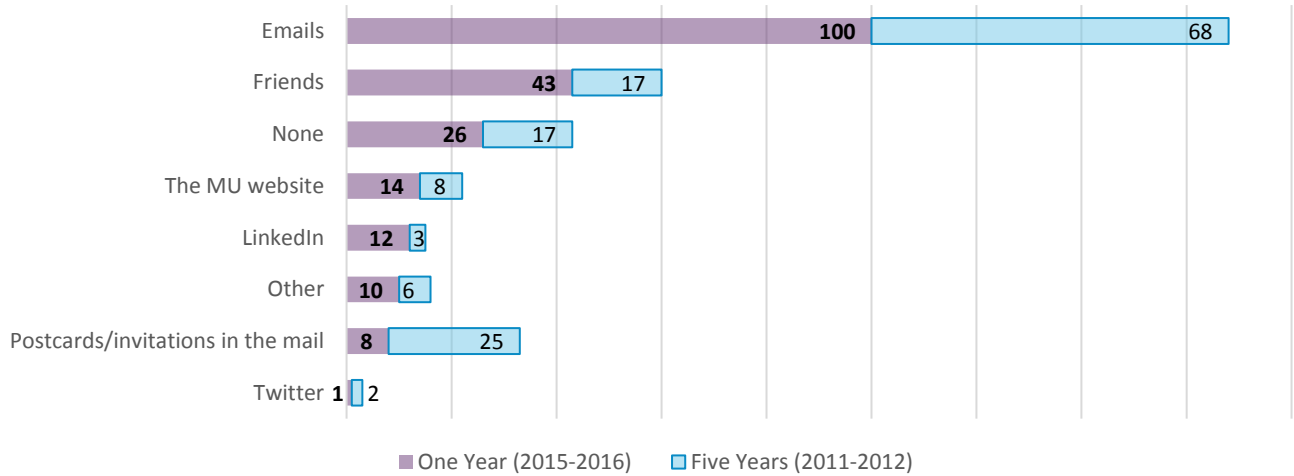
	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Associates	2	7.1	0	0.0	<b>2</b>	<b>3.2</b>
Bachelors	0	0.0	2	5.9	<b>2</b>	<b>3.2</b>
Masters	23	82.1	19	55.9	<b>42</b>	<b>67.7</b>
Doctorate	4	10.7	8	23.5	<b>11</b>	<b>17.7</b>
Other	0	0.0	5	14.7	<b>5</b>	<b>8.1</b>

### College/University Attended/Currently Attending:

Alliant International University	J. Sergeant Reynolds	University of Florida
American University	James Madison University	University of Maryland
Ashford	Lake Erie College of Osteopathic	University of Maryland University
Boston University	Medicine	College
Chicago School of Professional	Marymount University	University of St. Augustine
Psychology	NOVA	University of Texas at El Paso/Reformed
Clemson	Old Dominion University	Theological Seminary
Columbia University	Penn State	University of Virginia
Devry University, Keller School of	Radford University	USAT
Management	SCAD	VCCC
Florida A&M University	Southern New Hampshire University	Virginia State University
George Mason University	St. Augustine University of Tanzania	Virginia Theological Seminary
George Washington University	(SAUT) Mwanza	Walden University
Georgetown University	Trinity Washington University	West Texas A&M University
Grand Canyon	TU Braunschweig (Germany)	
Howard University	UDC	

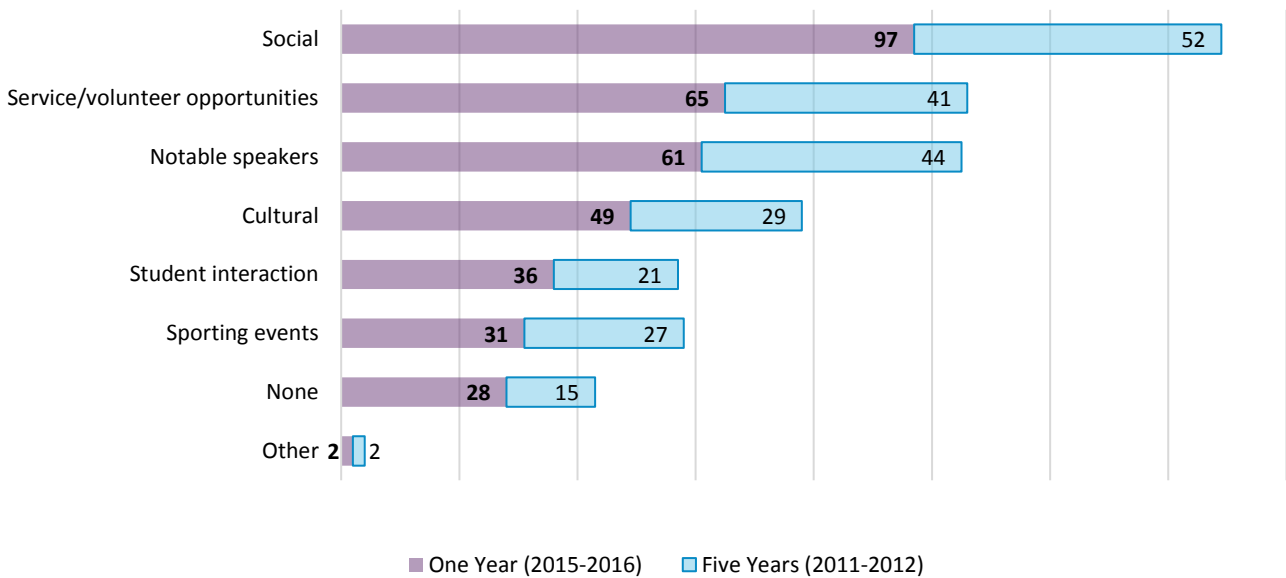
## Alumni Relations

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



Other: Facebook, Instagram, Social Media, Staff

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



Other: Job opportunities, Trips

Table 22: Undergraduate Responses to “Have you attended an alumni event over the last two years?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Yes	18	18.4	37	25.0	55	22.4
No	80	81.6	111	75.0	191	77.6

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

**Theme 1: Distance/Location (N = 51)**

The majority of 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 in the area.”*

*“I’m an international student and I moved back to my home country.”*

*“I would like to, but I live in NYC now. What would be really fantastic is if there was a weekend or a 2-day alumni event that focused on academics.”*

**Theme 2: Too Busy/Inconvenient Timing (N = 48)**

Many 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:**

*“Due to work schedule I just haven’t had a chance.”*

*“I was going to attend this weekend but something came up.”*

*“I have a full time busy schedule; difficult to get out to an event.”*

**Theme 3: Uninformed/Informed Too Late (N = 44)**

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:**

*“I have not heard of any events taking place.”*

*“I did not know what events were available to alumni.”*

*“I don’t know they are happening until after they happen.”*

*“I don’t know much about the events. I would like to stay connected.”*

**Theme 4: No Interest (N = 16)**

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:**

*“Limited events of interest.”*

*“Have not made it a priority.”*

*“Lack of interest - don’t wish to return to campus.”*

**Theme 5: No Connection to MU (N = 9)**

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:**

*“Don’t feel a connection to MU that would warrant making the visit.”*

*"No reason to since I don't actually have any friends from Marymount."*

*"I have never felt a part of the community there and have no real desire to hang out with fellow alumni."*

#### **Theme 6: Miscellaneous Reasons (N = 6)**

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:**

*"Need more information about event."*

*"The events are too expensive or too far."*

What were the strongest aspects of your Marymount education?

#### **Theme 1: Quality of Professors/Faculty/Staff/Advisors (N = 79)**

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:**

*"The professors that led my courses were an invaluable asset, both as mentors and figures of guidance."*

*"The best part of Marymount was the caring atmosphere, created by close interaction between staff, faculty and students."*

*"I believe staff and faculty was the strongest aspect of my MU education. They were all supportive and kind and caring and I felt they all had goal of my success in the future."*

#### **Theme 2: Program/Courses/Skills Developed (N = 35)**

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 strongest aspects were research based and writing assignments."*

*"Holding a major and a minor; graduating with a vast variety of skillsets/knowledge."*

*"My academic program was very interdisciplinary, which has been incredibly helpful in my continuing education."*

*"I enjoyed the liberal arts component, learning new things not just about my career choice but the world as a whole. The focus on being a global citizen was great."*

#### **Theme 3: Internships/Study Abroad (N = 29)**

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:**

*"The clinical experience from my nursing program."*

*"The internship program was very integral in obtaining a job upon graduation."*

*"The strongest aspects of my education was definitely while traveling abroad. I was able to see firsthand what I had learned about in art history class and that was the most enjoyable to me. It created a strong bond between classmates and an eagerness for learning."*

#### **Theme 4: Classmates (N = 27)**

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 group of peers I met and have kept in touch with."*

*"The cultural diversity in general at Marymount helped to create a very large amount of education for me."*

*"The diversity of the university, being able to live among so many people from around the world and from different back grounds was truly eye opening and inspiring."*

**Theme 5: Class/School Size (N = 26)**

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:**

*"Hands on learning experience in small class size."*

*"Small campus, you knew everyone, loved being involved."*

*"Tiny campus, intimate lecture rooms make it impossible not to learn!"*

**Theme 6: Overall Education/Experience (N = 18)**

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:**

*"Felt like home."*

*"I had a sense of pride and truly loved getting a Marymount Education."*

*"Marymount is a place to grow, and develop as a person, and a student."*

*"It prepared me for a career in education. It taught me to be a self-advocate for my needs, to question, and to be innovative. I gained a self confidence in my abilities and a love of learning."*

**Theme 7: Campus Resources (N = 11)**

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:**

*"Student leadership is without a doubt the most impactful part of my Marymount education."*

*"The library, support academically (tutoring free) was great. Students were given chances to pass the class and love the student #'s in each class."*

*"The student events. I was heavily involved in the International Student Services (ISS), and I have developed great relationships with my peers there and with the staff."*

**Theme 8: Miscellaneous Strengths (N = 6)**

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:**

*"The proximity to events in DC."*

*"Ability to take evening classes so I could pursue an education while working full-time."*

What aspects of your Marymount education need the most improvement?

**Theme 1: Program/Courses/Skills Developed (N = 44)**

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 would have liked a wider variety of classes."*

*"Students should get more hands-on experience and learn skills that can actually be used."*

*"Consistency of the quality of education across programs. Within my major, I felt reasonably sure and secure in the education I was receiving."*

**Theme 2: Campus Resources/Facilities (N = 38)**

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:**

*"Events and social gatherings."*

*"Have more events or activities for commuter students, keeping in mind that most of them have full-time jobs during the day."*

*"Campus life. The university needs to have a complete overhaul. The library should be open 24/7. The roads around the main campus should be removed. It's an eye sore. The class rooms must be refurbished. Marymount needs to make better use of its funding."*

**Theme 3: Quality of Professors/Faculty/Staff/Advisors (N = 27)**

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:**

*"Courses outside of my major were fine, but the professors didn't seem as invested in students who were not in their specific program."*

*"There were some professors/advisors that could have done a better job of advising, but sometimes it's completely up to the student."*

**Theme 4: Preparation for Future (N = 24)**

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:**

*"Preparing students for grad school applications as early as sophomore year."*

*"Job placement after graduation. It was very difficult to get a job once I graduated."*

*"I believe help in finding a career. I am happy where I am but it took a while to find something close to what I studied. I enjoy working with people so customer service is great. But I haven't found a position in mental health like I have applied for."*

**Theme 5: Internships/Research Opportunities (N = 11)**

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

**Example Responses:**

*"Career development/internship opportunities."*

*"More assistance seeking and obtaining an internship would have been helpful."*

*"For science major, I would have like more opportunities to assist in research projects."*

**Theme 6: Cost and Reputation (N = 10)**

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:**

*"More financial aid options would have been helpful."*

*"Tuition is too high, even for those who have financial aid."*



**Theme 7: Overall Education (N = 10)**

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:**

*"Quality of the education."*

*"More challenging academic environment."*

**Theme 8: Miscellaneous (N = 7)**

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:**

*"Diversity with helping out the African American community."*

*"Parking is the worst issue at MU, it hinders commuters in a variety of ways."*

*"As a practicing Catholic I was appalled at the lack of Christ in my education. I attended Catholic school my entire life and have experienced a real Catholic education. Marymount is no."*

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

**Theme 1: Overall Education/Experience (N = 30)**

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:**

*"#OnceASaintAlwaysASaint"*

*"I LOVE Marymount and I am proud to have been a part of it."*

*"Attending Marymount University was a blessing. I thank God for allowing me to attend classes with wonderful students and the engaged professors. I wish I had the means to attend again. But for now I am just grateful for the experience."*

**Theme 2: Quality of Professors/Faculty/Staff/Advisors (N = 8)**

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:**

*"I can't stress enough how great my professors were. They were kind, helpful, open, and encouraging. They made the difference."*

*"The teachers are phenomenal. They actually care about the growth of their students even if the students don't. It's the one component that kept me in the university."*

**Theme 3: Cost and Campus Living (N = 7)**

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:**

*"Marymount changed my life but it was too expensive for what we got out of actually living there and seeing the spaces we existed in."*

*"Please be a school that works for the success of each student, rather than a school that uses students to make money. Please make the success and well-being of the students the first priority at Marymount University!"*

**Theme 4: Course and Program Specific Statements/Curriculum (N = 7)**

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:**

*"I wish there were more classes offered online to accommodate the working adult."*

**Theme 5: Preparation for Future (N = 6)**

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:**

*"I do not feel that the experiences and courses at MU prepared me for the working world."*

*"MU should strive to prepare students for the professional world through better internship programs."*

*"Assisting further in job search. I had wished there were on-campus career fairs. One or two companies every couple months in the stairwell of the cafeteria does not help, especially if you attend the Ballston campus."*

**Theme 6: Miscellaneous (N = 6)**

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:**

*"More healthier food options."*

*"I wish there were more grants/scholarship opportunities."*

*"Overall it was good, it was hard to live in DC and not have easy accessibility to campus."*

## GRADUATE ALUMNI

### Student Demographic Data

Table 23: Demographics

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
<b>What degree did you receive?</b>						
Certificate	5	3.9	3	2.0	8	2.8
Doctorate	10	7.6	19	11.3	29	10.2
Masters	117	88.7	130	85.5	247	87.0
<b>What school did you belong to?</b>						
Arts and Sciences	5	3.8	7	4.6	12	4.2
Business Administration	44	33.3	35	23.0	79	27.8
Education and Human Services	61	46.2	84	55.3	145	51.1
Health Professions	22	16.7	26	17.1	48	16.9
<b>Gender:</b>						
Female	105	79.5	119	78.3	224	78.9
Male	26	19.7	33	21.7	59	20.8
<b>At which location did you take the majority of your classes?</b>						
Main Campus	25	19.1	34	22.8	59	21.1
4040 Fairfax/Ballston	81	61.8	91	61.1	172	61.4
Reston	11	8.4	10	6.7	21	7.5
Online	2	1.5	14	9.4	16	5.7
Other	12	9.2	0	0.0	12	4.3
<b>What was your primary enrollment status?</b>						
Full-time	80	61.1	108	71.5	188	66.7
Part-time	51	38.9	43	28.5	94	33.3
<b>Which of the following statements describes your start at MU?</b>						
Marymount was the first college or university I attended.	7	5.4	12	7.9	19	6.8
I transferred into Marymount from a community college or four-year college or university.	3	2.3	6	4.0	9	3.2
I earned a degree from another college or university prior to enrolling at Marymount.	120	92.3	133	88.1	253	90.0
<b>Were you employed, while attending classes?</b>						
Employed full-time	69	53.1	68	45.0	137	48.8
Employed part-time	41	31.5	54	35.8	95	33.8
Not employed	20	15.4	29	19.2	49	17.4
<b>If you were employed did you work on campus?</b>						
Yes	17	15.6	19	15.4	36	15.5
No	92	84.4	104	84.6	196	84.5
<b>How many years did you live on campus or in university housing?</b>						
None	121	93.1	130	86.1	251	89.3
Less than 1 year	1	0.8	8	5.3	9	3.2
1 to 2 years	7	5.4	10	6.6	17	6.0
3 or more years	1	0.8	3	2.0	4	1.4

Table 24: Programs

	Five Years (2011-2012)	One Year (2015-2016)	Total
<b>Count</b>			
<b>Arts and Sciences</b>			
English and Humanities (M.A.)	2	3	5
Interior Design (M.A.)	3	4	7
<b>Business Administration</b>			
Business Administration (M.B.A.)	21	10	31
Cybersecurity (M.S.)	0	7	7
Health Care Management (M.S.)	7	6	13
Human Resource Management (M.A.)	6	4	10
Human Resource Management (Graduate Certificate)	1	0	1
Information Technology (M.S.)	4	4	8
Information Technology (Graduate Certificate)	1	1	2
IT Project Management and Technology Leadership (Graduate Certificate)	1	0	1
Leadership and Management (M.S.)	2	2	4
Organizational Development (Graduate Certificate)	1	1	2
<b>Education and Human Services</b>			
Counseling (M.A.)	19	13	32
Counselor Education and Supervision (Ed.D.)	0	3	3
Forensic and Legal Psychology (M.A.)	23	32	55
Education: Administration and Supervision of PK-12 (M.Ed.)	3	15	18
Education: English As a Second Language (M.Ed.)	4	1	5
Education: Elementary Education PK-6 (M.Ed.)	6	7	13
Education: Professional Studies (M.Ed.)	1	5	6
Education: Secondary (M.Ed.)	5	6	11
Education: Special Education, General Curriculum K-12 (M.Ed.)	0	2	2
<b>Health Professions</b>			
Family Nurse Practitioner (Graduate Certificate)	1	1	2
Health Education and Promotion (M.S.)	7	5	12
Nursing (M.S.N.)	4	4	8
Nursing (D.N.P.)	0	1	1
Physical Therapy (D.P.T.)	10	15	25
<b>Total</b>	<b>132</b>	<b>152</b>	<b>284</b>

## The Marymount Experience

Table 25: 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
<b>Overall experience</b>	<b>282</b>	<b>1.1%</b>	<b>1.8%</b>	<b>11.3%</b>	<b>49.3%</b>	<b>36.5%</b>	<b>4.18</b>	<b>0.783</b>
Five Years (2011-2012)	132	0.0%	2.3%	14.4%	49.2%	34.1%	4.15	0.746
One Year (2015-2016)	150	2.0%	1.3%	8.7%	49.3%	38.7%	4.21	0.816
<b>Academic quality</b>	<b>283</b>	<b>0.4%</b>	<b>3.9%</b>	<b>9.5%</b>	<b>42.4%</b>	<b>43.8%</b>	<b>4.25</b>	<b>0.811</b>
Five Years (2011-2012)	132	0.8%	3.8%	11.4%	44.7%	39.4%	4.18	0.836
One Year (2015-2016)	151	0.0%	4.0%	7.9%	40.4%	47.7%	4.32	0.786
<b>Major or program</b>	<b>283</b>	<b>0.7%</b>	<b>3.2%</b>	<b>8.1%</b>	<b>39.2%</b>	<b>48.8%</b>	<b>4.32</b>	<b>0.812</b>
Five Years (2011-2012)	132	0.8%	3.8%	9.1%	40.2%	46.2%	4.27	0.839
One Year (2015-2016)	151	0.7%	2.6%	7.3%	38.4%	51.0%	4.36	0.787
<b>Academic advising</b>	<b>282</b>	<b>4.3%</b>	<b>8.2%</b>	<b>19.1%</b>	<b>36.5%</b>	<b>31.9%</b>	<b>3.84</b>	<b>1.094</b>
Five Years (2011-2012)	132	2.3%	7.6%	22.0%	37.1%	31.1%	3.87	1.014
One Year (2015-2016)	150	6.0%	8.7%	16.7%	36.0%	32.7%	3.81	1.163
<b>Marymount’s academic reputation</b>	<b>282</b>	<b>0.7%</b>	<b>7.8%</b>	<b>18.4%</b>	<b>45.4%</b>	<b>27.7%</b>	<b>3.91</b>	<b>0.912</b>
Five Years (2011-2012)	132	0.0%	10.6%	19.7%	45.5%	24.2%	3.83	0.918
One Year (2015-2016)	150	1.3%	5.3%	17.3%	45.3%	30.7%	3.99	0.905
<b>Library and Learning Services</b>	<b>281</b>	<b>0.4%</b>	<b>3.6%</b>	<b>24.2%</b>	<b>45.2%</b>	<b>26.7%</b>	<b>3.94</b>	<b>0.826</b>
Five Years (2011-2012)	132	0.8%	3.1%	32.1%	42.0%	22.1%	3.82	0.839
One Year (2015-2016)	150	0.0%	4.0%	17.3%	48.0%	30.7%	4.05	0.801

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

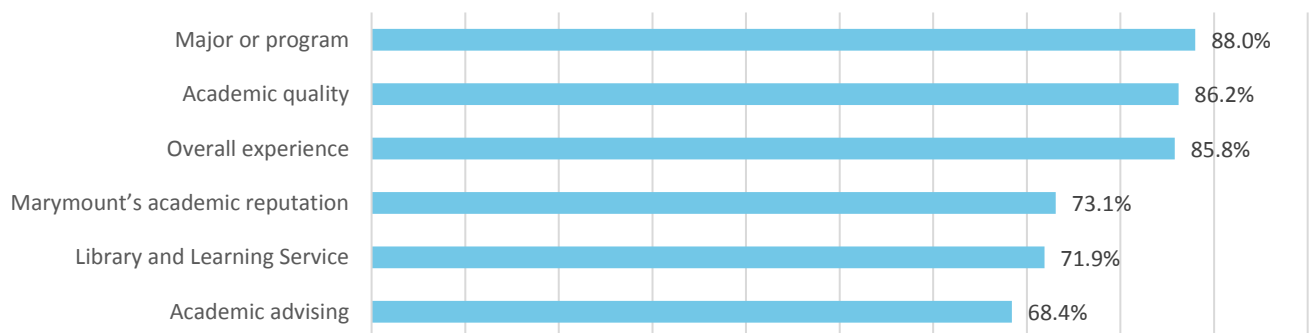


Table 26: **Trend Snapshot:** Overall Quality, Graduate Alumni Responses of “Good” or “Excellent to “From your experience at MU, how would you rate each of the following?,” 2009 – 2016

	Fifth-Year Alumni						First-Year Alumni					
	2009-10		2010-11		2011-12		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall experience	99	<b>73.8</b>	136	<b>87.5</b>	132	<b>83.3</b>	135	<b>88.9</b>	183	<b>89.6</b>	150	<b>88.0</b>
Academic quality	100	<b>76.0</b>	136	<b>86.8</b>	132	<b>84.1</b>	134	<b>84.3</b>	182	<b>84.1</b>	151	<b>88.1</b>
Major department or academic program	99	<b>77.8</b>	136	<b>88.2</b>	132	<b>86.4</b>	135	<b>85.9</b>	183	<b>86.9</b>	151	<b>89.4</b>
Academic advising	99	<b>61.6</b>	135	<b>72.6</b>	132	<b>68.2</b>	135	<b>60.0</b>	181	<b>66.3</b>	150	<b>68.7</b>
Marymount’s academic reputation	99	<b>66.7</b>	135	<b>73.3</b>	132	<b>69.7</b>	135	<b>75.5</b>	181	<b>75.1</b>	150	<b>76.0</b>
Library and Learning Services	99	<b>67.7</b>	134	<b>68.7</b>	132	<b>64.1</b>	134	<b>67.9</b>	183	<b>79.2</b>	150	<b>78.7</b>

Table 27: 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
<b>Find a job in your field</b>	<b>277</b>	<b>2.5%</b>	<b>11.6%</b>	<b>17.3%</b>	<b>35.7%</b>	<b>32.9%</b>	<b>3.85</b>	<b>1.083</b>
Five Years (2011-2012)	129	3.1%	9.3%	17.8%	34.1%	35.7%	3.90	1.089
One Year (2015-2016)	148	2.0%	13.5%	16.9%	37.2%	30.4%	3.80	1.080
<b>Pursue more education in your field</b>	<b>275</b>	<b>0.7%</b>	<b>6.9%</b>	<b>21.8%</b>	<b>42.5%</b>	<b>28.0%</b>	<b>3.90</b>	<b>0.913</b>
Five Years (2011-2012)	127	1.6%	5.5%	26.0%	38.6%	28.3%	3.87	0.946
One Year (2015-2016)	148	0.0%	8.1%	18.2%	45.9%	27.7%	3.93	0.886
<b>Conduct research to support a position</b>	<b>274</b>	<b>1.8%</b>	<b>9.1%</b>	<b>24.8%</b>	<b>43.8%</b>	<b>20.4%</b>	<b>3.72</b>	<b>0.952</b>
Five Years (2011-2012)	128	2.3%	6.3%	26.6%	45.3%	19.5%	3.73	0.926
One Year (2015-2016)	146	1.4%	11.6%	23.3%	42.5%	21.2%	3.71	0.977
<b>Develop a coherent written argument</b>	<b>276</b>	<b>1.1%</b>	<b>4.7%</b>	<b>19.2%</b>	<b>49.3%</b>	<b>25.7%</b>	<b>3.94</b>	<b>0.857</b>
Five Years (2011-2012)	129	0.8%	5.4%	21.7%	48.8%	23.3%	3.88	0.854
One Year (2015-2016)	147	1.4%	4.1%	17.0%	49.7%	27.9%	3.99	0.860
<b>Deliver a coherent oral presentation</b>	<b>277</b>	<b>0.7%</b>	<b>2.5%</b>	<b>17.0%</b>	<b>51.6%</b>	<b>28.2%</b>	<b>4.04</b>	<b>0.786</b>
Five Years (2011-2012)	129	0.8%	2.3%	18.6%	55.0%	23.3%	3.98	0.765
One Year (2015-2016)	148	0.7%	2.7%	15.5%	48.6%	32.4%	4.09	0.803
<b>Use quantitative/qualitative techniques within your professional field</b>	<b>277</b>	<b>0.7%</b>	<b>8.3%</b>	<b>19.9%</b>	<b>47.3%</b>	<b>23.8%</b>	<b>3.85</b>	<b>0.903</b>
Five Years (2011-2012)	129	0.0%	6.2%	26.4%	43.4%	24.0%	3.85	0.858
One Year (2015-2016)	148	1.4%	10.1%	14.2%	50.7%	23.6%	3.85	0.943
<b>Use technology effectively in a workplace environment</b>	<b>276</b>	<b>0.7%</b>	<b>8.7%</b>	<b>20.3%</b>	<b>45.3%</b>	<b>25.0%</b>	<b>3.85</b>	<b>0.920</b>
Five Years (2011-2012)	129	0.8%	10.9%	24.0%	41.9%	22.5%	3.74	0.954
One Year (2015-2016)	147	0.7%	6.8%	17.0%	48.3%	27.2%	3.95	0.882
<b>Apply knowledge and skills to new situations</b>	<b>277</b>	<b>0.0%</b>	<b>2.5%</b>	<b>14.1%</b>	<b>47.7%</b>	<b>35.7%</b>	<b>4.17</b>	<b>0.757</b>

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
Five Years (2011-2012)	129	0.0%	1.6%	15.5%	48.1%	34.9%	4.16	0.737
One Year (2015-2016)	148	0.0%	3.4%	12.8%	47.3%	36.5%	4.17	0.777
<b>Solve problems in your field using your knowledge and skills</b>	<b>276</b>	<b>0.7%</b>	<b>2.5%</b>	<b>10.5%</b>	<b>48.9%</b>	<b>37.3%</b>	<b>4.20</b>	<b>0.780</b>
Five Years (2011-2012)	128	0.8%	1.6%	11.7%	50.8%	35.2%	4.18	0.757
One Year (2015-2016)	148	0.7%	3.4%	9.5%	47.3%	39.2%	4.21	0.802
<b>Find appropriate sources of information</b>	<b>276</b>	<b>0.0%</b>	<b>2.9%</b>	<b>14.1%</b>	<b>45.7%</b>	<b>37.3%</b>	<b>4.17</b>	<b>0.776</b>
Five Years (2011-2012)	129	0.0%	1.6%	17.1%	45.7%	35.7%	4.16	0.755
One Year (2015-2016)	147	0.0%	4.1%	11.6%	45.6%	38.8%	4.19	0.797
<b>Evaluate the quality of information (e.g. scholarly articles, newspapers)</b>	<b>275</b>	<b>1.1%</b>	<b>2.5%</b>	<b>15.3%</b>	<b>45.5%</b>	<b>35.6%</b>	<b>4.12</b>	<b>0.835</b>
Five Years (2011-2012)	129	0.8%	3.1%	20.9%	42.6%	32.6%	4.03	0.856
One Year (2015-2016)	146	1.4%	2.1%	10.3%	47.9%	38.4%	4.20	0.810
<b>Understand the major ethical dilemmas in your field</b>	<b>277</b>	<b>0.7%</b>	<b>1.4%</b>	<b>15.2%</b>	<b>42.2%</b>	<b>40.4%</b>	<b>4.20</b>	<b>0.800</b>
Five Years (2011-2012)	129	0.0%	0.8%	17.1%	43.4%	38.8%	4.20	0.744
One Year (2015-2016)	148	1.4%	2.0%	13.5%	41.2%	41.9%	4.20	0.849
<b>Determine the most ethically appropriate response to a situation</b>	<b>276</b>	<b>0.4%</b>	<b>3.6%</b>	<b>15.2%</b>	<b>40.2%</b>	<b>40.6%</b>	<b>4.17</b>	<b>0.842</b>
Five Years (2011-2012)	129	0.0%	4.7%	17.1%	37.2%	41.1%	4.15	0.867
One Year (2015-2016)	147	0.7%	2.7%	13.6%	42.9%	40.1%	4.19	0.822
<b>Work collaboratively with people from diverse backgrounds</b>	<b>277</b>	<b>1.1%</b>	<b>2.5%</b>	<b>11.2%</b>	<b>39.0%</b>	<b>46.2%</b>	<b>4.27</b>	<b>0.839</b>
Five Years (2011-2012)	129	0.8%	2.3%	15.5%	37.2%	44.2%	4.22	0.847
One Year (2015-2016)	148	1.4%	2.7%	7.4%	40.5%	48.0%	4.31	0.832
<b>Apply education to serve others in your community</b>	<b>274</b>	<b>0.4%</b>	<b>5.5%</b>	<b>15.7%</b>	<b>40.5%</b>	<b>38.0%</b>	<b>4.10</b>	<b>0.884</b>
Five Years (2011-2012)	127	0.0%	6.3%	17.3%	39.4%	37.0%	4.07	0.892
One Year (2015-2016)	147	0.7%	4.8%	14.3%	41.5%	38.8%	4.13	0.878

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”

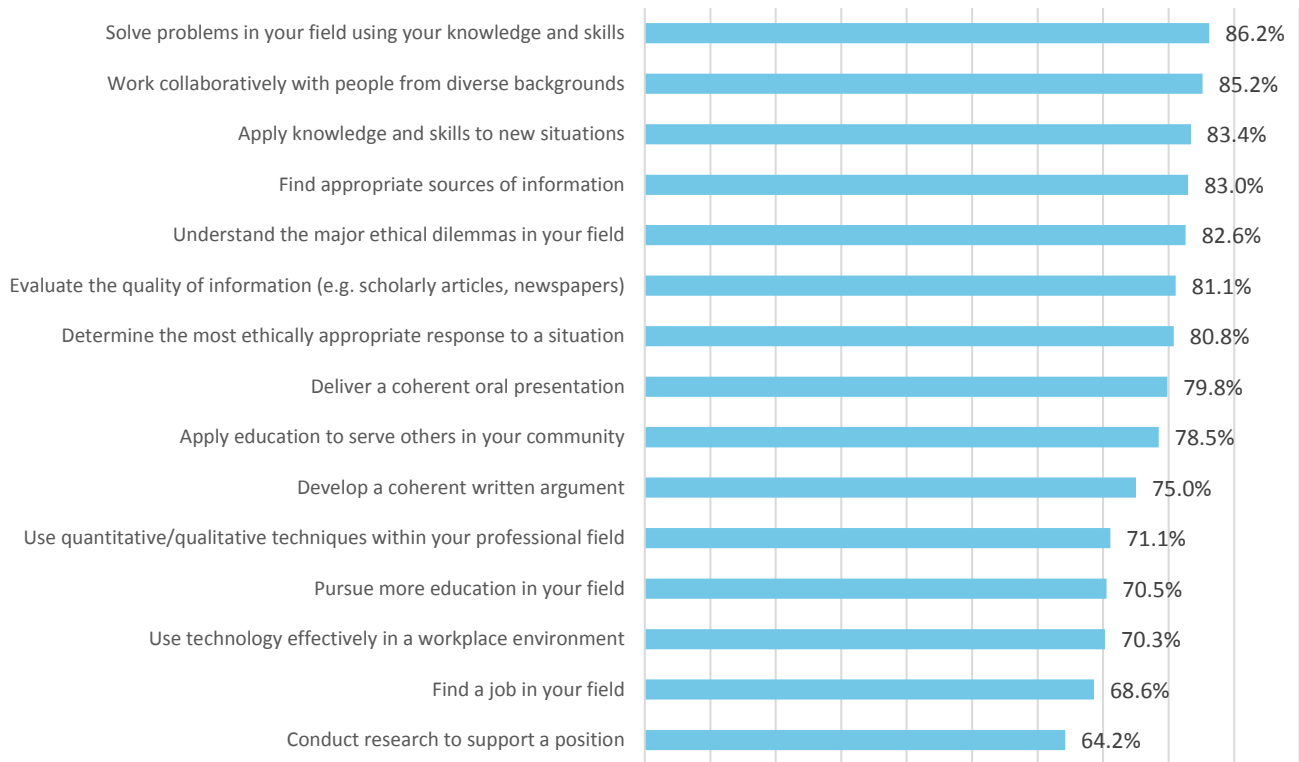


Table 28: **Trend Snapshot:** Graduate Alumni Responses of “Good” or “Excellent” to “For each of the following skills, please indicate how well you believe your education prepared you to”, 2009-2016

	Fifth-Year Alumni						First-Year Alumni					
	2009-10		2010-11		2011-12		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
Find a job in your field	99	58.6	131	66.4	129	69.8	133	63.9	177	70.6	148	67.6
Pursue more education in your field	99	58.6	129	63.6	127	66.9	133	67.7	177	72.3	148	73.6
Conduct research to support a position	99	59.6	130	56.2	128	64.8	133	68.5	177	67.8	146	63.7
Develop a coherent written argument	99	73.7	130	70.8	129	72.1	133	74.5	177	82.5	147	77.6
Deliver a coherent oral presentation	99	71.7	130	70.0	129	78.3	132	81.1	176	85.2	148	81.0
Use quantitative/qualitative techniques within your professional field	99	64.7	130	70.0	129	67.4	133	67.7	176	73.3	148	74.3
Use technology effectively in a workplace environment	99	59.6	130	63.8	129	64.4	133	66.9	176	72.2	147	75.5



	Fifth-Year Alumni						First-Year Alumni					
	2009-10		2010-11		2011-12		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
Apply knowledge and skills to new situations	99	76.8	130	79.2	129	83.0	133	84.9	175	89.1	148	83.8
Solve problems in your field using your knowledge and skills	98	75.5	129	79.8	128	86.0	132	83.3	175	88.0	148	86.5
Find appropriate sources of information	97	80.4	129	78.3	129	81.4	133	84.2	176	86.4	147	84.4
Evaluate the quality of information (e.g. scholarly articles, newspapers)	99	78.7	130	73.8	129	75.2	133	80.5	176	84.1	146	86.3
Understand the major ethical dilemmas in your field	99	77.7	130	80.8	129	82.2	133	86.5	176	91.5	148	83.1
Determine the most ethically appropriate response to a situation	99	71.7	130	80.0	129	78.3	133	84.9	176	89.2	147	83.0
Work collaboratively with people from diverse backgrounds	--	--	--	--	129	81.4	--	--	--	--	148	88.5
Apply education to serve others in your community	--	--	--	--	127	76.4	--	--	--	--	147	80.3

Table 29: 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
<b>Interest in lifelong learning</b>	<b>276</b>	<b>2.9%</b>	<b>7.6%</b>	<b>40.2%</b>	<b>49.3%</b>	<b>3.36</b>	<b>0.747</b>
Five Years (2011-2012)	129	3.9%	7.8%	45.0%	43.4%	3.28	0.770
One Year (2015-2016)	147	2.0%	7.5%	36.1%	54.4%	3.43	0.721
<b>Awareness of global issues</b>	<b>276</b>	<b>3.3%</b>	<b>13.4%</b>	<b>50.7%</b>	<b>32.6%</b>	<b>3.13</b>	<b>0.759</b>
Five Years (2011-2012)	129	3.9%	17.1%	50.4%	28.7%	3.04	0.785
One Year (2015-2016)	147	2.7%	10.2%	51.0%	36.1%	3.20	0.730
<b>Self-confidence</b>	<b>275</b>	<b>1.8%</b>	<b>9.5%</b>	<b>44.0%</b>	<b>44.7%</b>	<b>3.32</b>	<b>0.719</b>
Five Years (2011-2012)	129	2.3%	10.1%	48.1%	39.5%	3.25	0.729
One Year (2015-2016)	146	1.4%	8.9%	40.4%	49.3%	3.38	0.706
<b>Openness to new experiences</b>	<b>276</b>	<b>2.2%</b>	<b>7.2%</b>	<b>40.2%</b>	<b>50.4%</b>	<b>3.39</b>	<b>0.717</b>
Five Years (2011-2012)	129	2.3%	9.3%	42.6%	45.7%	3.32	0.739
One Year (2015-2016)	147	2.0%	5.4%	38.1%	54.4%	3.45	0.694
<b>Interest in cultures different from your own</b>	<b>275</b>	<b>5.8%</b>	<b>14.2%</b>	<b>38.2%</b>	<b>41.8%</b>	<b>3.16</b>	<b>0.877</b>
Five Years (2011-2012)	129	4.7%	15.5%	36.4%	43.4%	3.19	0.864

	N	Not at All	Very Little	Somewhat	To a Great Extent	Mean	SD
One Year (2015-2016)	146	6.8%	13.0%	39.7%	40.4%	3.14	0.892
<b>Leadership skills</b>	<b>275</b>	<b>3.6%</b>	<b>10.5%</b>	<b>44.4%</b>	<b>41.5%</b>	<b>3.24</b>	<b>0.782</b>
Five Years (2011-2012)	129	3.9%	12.4%	48.8%	34.9%	3.15	0.782
One Year (2015-2016)	146	3.4%	8.9%	40.4%	47.3%	3.32	0.777
<b>Spirituality</b>	<b>275</b>	<b>35.3%</b>	<b>21.8%</b>	<b>28.4%</b>	<b>14.5%</b>	<b>2.22</b>	<b>1.083</b>
Five Years (2011-2012)	129	41.9%	22.5%	26.4%	9.3%	2.03	1.030
One Year (2015-2016)	146	29.5%	21.2%	30.1%	19.2%	2.39	1.104
<b>A commitment to service</b>	<b>277</b>	<b>12.6%</b>	<b>17.3%</b>	<b>43.3%</b>	<b>26.7%</b>	<b>2.84</b>	<b>0.961</b>
Five Years (2011-2012)	129	13.2%	23.3%	40.3%	23.3%	2.74	0.964
One Year (2015-2016)	148	12.2%	12.2%	45.9%	29.7%	2.93	0.952

Table 30: **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”, 2009-2016

	Fifth-Year Alumni						First-Year Alumni					
	2009-10		2010-11		2011-12		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
Interest in life-long learning	99	86.9	131	84.8	129	88.4	133	87.2	175	90.3	147	90.5
Awareness of global issues	99	69.7	130	73.9	129	79.1	133	83.5	176	82.4	147	87.1
Self-confidence	98	83.7	131	84.7	129	87.6	132	88.6	176	87.5	146	89.7
Openness to new experiences	99	87.8	131	87.0	129	88.3	133	91.0	176	88.6	147	92.5
Interest in cultures different from your own	99	71.7	131	76.3	129	79.8	132	83.3	176	80.1	146	80.1
Leadership skills	99	76.8	131	85.5	129	83.7	132	83.4	175	88.6	146	87.7
Spirituality	98	36.7	109	37.6	129	35.7	133	35.3	158	36.8	146	49.3
A commitment to service	--	--	--	--	129	63.6	--	--	--	--	148	75.6

Table 31: Responses to “Please indicate your level of agreement with the following statements” (Scale: 1 = “Strongly Disagree”, 5 = “Strongly Agree”)

	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	SD
<b>I believe I have the knowledge and skills necessary to effectively serve my community.</b>	<b>277</b>	<b>1.8%</b>	<b>0.4%</b>	<b>10.5%</b>	<b>40.1%</b>	<b>47.3%</b>	<b>4.31</b>	<b>0.814</b>
Five Years (2011-2012)	129	1.6%	0.0%	13.2%	40.3%	45.0%	4.27	0.808
One Year (2015-2016)	148	2.0%	0.7%	8.1%	39.9%	49.3%	4.34	0.821

	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	SD
<b>I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.</b>	<b>276</b>	<b>2.2%</b>	<b>0.4%</b>	<b>3.6%</b>	<b>33.0%</b>	<b>60.9%</b>	<b>4.50</b>	<b>0.779</b>
Five Years (2011-2012)	129	0.8%	0.8%	4.7%	33.3%	60.5%	4.52	0.697
One Year (2015-2016)	147	3.4%	0.0%	2.7%	32.7%	61.2%	4.48	0.847
<b>I feel a sense of commitment to serve others throughout my lifetime.</b>	<b>277</b>	<b>1.4%</b>	<b>1.4%</b>	<b>9.7%</b>	<b>35.7%</b>	<b>51.6%</b>	<b>4.35</b>	<b>0.827</b>
Five Years (2011-2012)	129	0.8%	2.3%	10.1%	36.4%	50.4%	4.33	0.813
One Year (2015-2016)	148	2.0%	0.7%	9.5%	35.1%	52.7%	4.36	0.841

Table 32: Graduate Alumni Responses to “Did your education at Marymount include an internship?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Total	%
Yes	88	66.7	119	78.8	<b>207</b>	<b>73.1</b>
No	44	33.3	32	21.1	<b>76</b>	<b>26.9</b>

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)

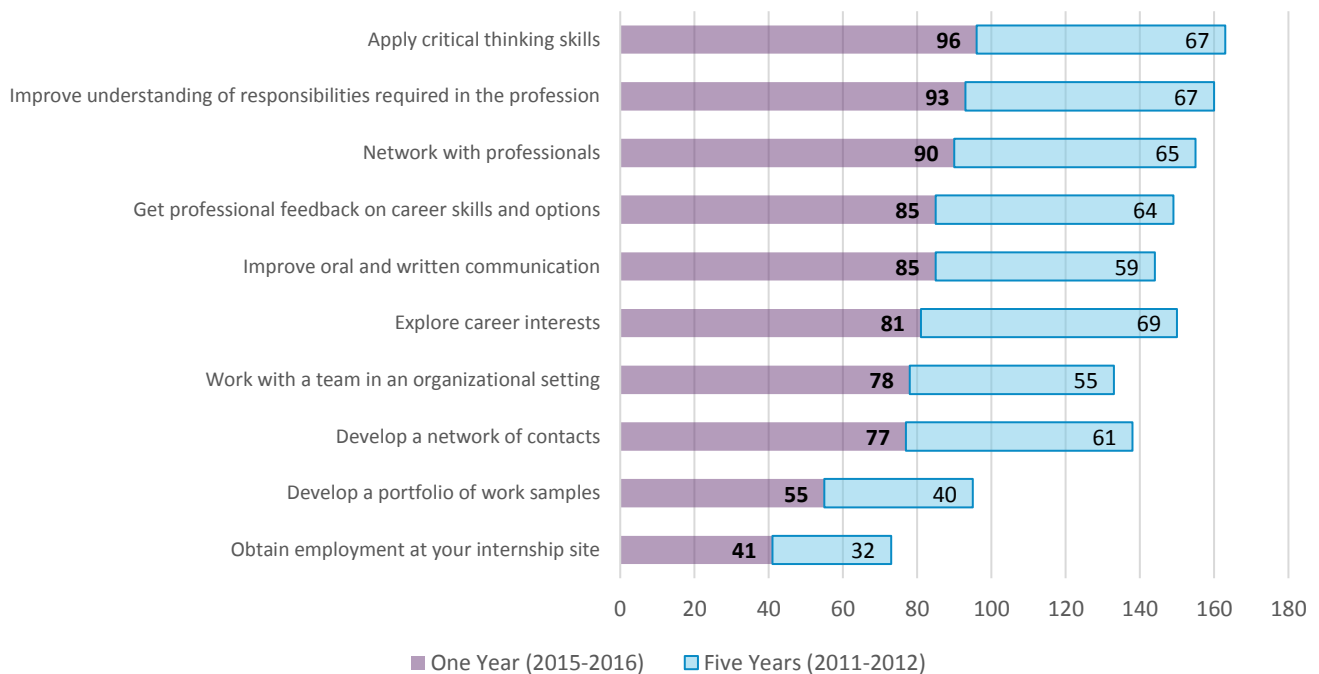


Table 33: Graduate Alumni Responses to “Please indicate how strongly you agree with each of the following statements” (Scale: 1 = “Strongly Disagree”, 5 = “Strongly Agree”)

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
<b>I am in contact with friends and fellow students from Marymount.</b>	<b>283</b>	<b>9.9%</b>	<b>18.7%</b>	<b>9.2%</b>	<b>43.5%</b>	<b>18.7%</b>	<b>3.42</b>	<b>1.262</b>
Five Years (2011-2012)	131	9.9%	22.9%	14.5%	38.9%	13.7%	3.24	1.233
One Year (2015-2016)	152	9.9%	15.1%	4.6%	47.4%	23.0%	3.59	1.268
<b>I am still in touch with faculty and advisors.</b>	<b>284</b>	<b>13.0%</b>	<b>32.4%</b>	<b>12.3%</b>	<b>32.0%</b>	<b>10.2%</b>	<b>2.94</b>	<b>1.255</b>
Five Years (2011-2012)	132	18.9%	37.1%	9.8%	26.5%	7.6%	2.67	1.264
One Year (2015-2016)	152	7.9%	28.3%	14.5%	36.8%	12.5%	3.18	1.202
<b>I feel connected to Marymount.</b>	<b>284</b>	<b>11.3%</b>	<b>27.5%</b>	<b>26.8%</b>	<b>25.4%</b>	<b>9.2%</b>	<b>2.94</b>	<b>1.160</b>
Five Years (2011-2012)	132	15.9%	29.5%	25.0%	22.7%	6.8%	2.75	1.175
One Year (2015-2016)	152	7.2%	25.7%	28.3%	27.6%	11.2%	3.10	1.126
<b>I am well informed about activities for alumni.</b>	<b>283</b>	<b>10.6%</b>	<b>28.6%</b>	<b>25.4%</b>	<b>30.0%</b>	<b>5.3%</b>	<b>2.91</b>	<b>1.104</b>
Five Years (2011-2012)	132	12.9%	26.5%	25.0%	30.3%	5.3%	2.89	1.137
One Year (2015-2016)	151	8.6%	30.5%	25.8%	29.8%	5.3%	2.93	1.078
<b>I am interested in remaining involved with Marymount.</b>	<b>284</b>	<b>5.3%</b>	<b>13.7%</b>	<b>33.5%</b>	<b>35.6%</b>	<b>12.0%</b>	<b>3.35</b>	<b>1.031</b>
Five Years (2011-2012)	132	7.6%	14.4%	36.4%	28.0%	13.6%	3.26	1.103
One Year (2015-2016)	152	3.3%	13.2%	30.9%	42.1%	10.5%	3.43	0.961
<b>I would consider financially supporting Marymount.</b>	<b>284</b>	<b>14.1%</b>	<b>24.3%</b>	<b>43.0%</b>	<b>15.8%</b>	<b>2.8%</b>	<b>2.69</b>	<b>0.992</b>
Five Years (2011-2012)	132	17.4%	23.5%	42.4%	12.9%	3.8%	2.62	1.038
One Year (2015-2016)	152	11.2%	25.0%	43.4%	18.4%	2.0%	2.75	0.951
<b>Marymount has a good reputation.</b>	<b>284</b>	<b>1.1%</b>	<b>4.2%</b>	<b>18.0%</b>	<b>57.4%</b>	<b>19.4%</b>	<b>3.90</b>	<b>0.793</b>
Five Years (2011-2012)	132	0.0%	4.5%	23.5%	53.8%	18.2%	3.86	0.763
One Year (2015-2016)	152	2.0%	3.9%	13.2%	60.5%	20.4%	3.93	0.819
<b>If I could start over, I would choose Marymount again.</b>	<b>283</b>	<b>3.5%</b>	<b>7.1%</b>	<b>18.7%</b>	<b>45.2%</b>	<b>25.4%</b>	<b>3.82</b>	<b>1.007</b>
Five Years (2011-2012)	131	3.1%	8.4%	22.1%	42.0%	24.4%	3.76	1.014
One Year (2015-2016)	152	3.9%	5.9%	15.8%	48.0%	26.3%	3.87	1.001
<b>I would recommend Marymount to a friend or family member.</b>	<b>284</b>	<b>3.2%</b>	<b>3.5%</b>	<b>11.6%</b>	<b>54.2%</b>	<b>27.5%</b>	<b>3.99</b>	<b>0.905</b>
Five Years (2011-2012)	132	3.0%	3.0%	14.4%	53.8%	25.8%	3.96	0.894
One Year (2015-2016)	152	3.3%	3.9%	9.2%	54.6%	28.9%	4.02	0.917
<b>My Marymount education was worth the expense.</b>	<b>283</b>	<b>3.5%</b>	<b>14.5%</b>	<b>17.7%</b>	<b>40.6%</b>	<b>23.7%</b>	<b>3.66</b>	<b>1.097</b>
Five Years (2011-2012)	132	3.0%	10.6%	22.0%	41.7%	22.7%	3.70	1.032
One Year (2015-2016)	151	4.0%	17.9%	13.9%	39.7%	24.5%	3.63	1.152

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
<b>I am proud of being a Marymount alumnus/a.</b>	<b>284</b>	<b>2.1%</b>	<b>4.6%</b>	<b>20.8%</b>	<b>45.4%</b>	<b>27.1%</b>	<b>3.91</b>	<b>0.920</b>
Five Years (2011-2012)	132	0.8%	6.8%	22.7%	42.4%	27.3%	3.89	0.913
One Year (2015-2016)	152	3.3%	2.6%	19.1%	48.0%	27.0%	3.93	0.929
<b>My professional colleagues have heard of Marymount.</b>	<b>284</b>	<b>2.8%</b>	<b>9.5%</b>	<b>15.5%</b>	<b>46.5%</b>	<b>25.7%</b>	<b>3.83</b>	<b>1.010</b>
Five Years (2011-2012)	132	3.0%	12.9%	15.9%	45.5%	22.7%	3.72	1.051
One Year (2015-2016)	152	2.6%	6.6%	15.1%	47.4%	28.3%	3.92	0.967

Table 34: **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					
	2009-10		2010-11		2011-12		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
I am in contact with friends and fellow students from Marymount.	101	66.3	136	64.0	131	52.6	136	78.7	183	78.7	152	70.4
I am still in touch with faculty and advisors.	101	34.7	136	30.9	132	34.1	136	44.1	183	47.5	152	49.3
I feel connected to Marymount.	101	31.7	135	30.4	132	29.5	136	39.0	182	47.8	152	38.8
I am well informed about activities for alumni.	100	60.0	135	42.2	132	35.6	136	52.2	183	51.4	151	35.1
I am interested in remaining involved with Marymount.	101	49.5	136	44.9	132	41.6	136	52.2	182	54.9	152	52.6
I would consider financially supporting Marymount University.	101	29.7	136	22.8	132	16.7	136	22.8	183	25.1	152	20.4
Marymount has a good reputation.	100	71.0	136	76.5	132	72.0	135	85.2	183	76.5	152	80.9
If I could start over, I would choose Marymount again.	101	66.3	136	74.3	131	66.4	135	71.8	182	78.6	152	74.3
I would recommend Marymount to a friend of family member.	101	69.3	136	83.8	132	79.6	135	78.6	183	78.7	152	83.5
My Marymount education was worth the expense.	101	62.4	136	72.8	132	64.4	135	63.7	183	66.1	151	64.2
I am proud of being a Marymount alumnus.	101	67.3	136	77.2	132	69.7	135	79.3	183	77.6	152	75.0
My professional colleagues have heard of Marymount.	101	59.4	136	70.6	132	68.2	135	68.8	182	75.8	152	75.7

Table 35: Graduate Alumni Responses to “Please indicate if you participated in or used the following while attending Marymount”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count (Yes)	%	Count (Yes)	%	Count (Yes)	%
Career Center	27	20.9	31	20.8	58	20.9
Research projects	37	28.0	60	40.3	97	34.5
MU service opportunities	20	15.3	39	26.2	59	21.1
Student clubs	13	10.1	24	16.0	37	13.3
Cultural activities	13	9.9	19	12.8	32	11.4
Study abroad program	15	11.5	28	18.5	43	15.2
MU spiritual development activities	8	6.1	18	12.1	26	9.3
Intramural athletics	1	0.8	3	2.0	4	1.4
Intercollegiate athletics	3	2.3	2	1.4	5	1.8

Table 36: **Trend Snapshot:** Graduate Alumni Responses of “Yes” to “Please indicate if you participated in or used the following while attending Marymount”, 2009-2016

	Fifth-Year Alumni						First-Year Alumni					
	2009-2010		2010-11		2011-12		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%	N	%
MU spiritual development activities	100	11.0	135	10.4	131	6.1	135	8.9	182	6.0	149	12.1
MU service opportunities	100	11.0	135	17.0	131	15.3	135	19.3	182	23.1	149	26.2
Student clubs	100	12.0	134	11.9	129	10.1	135	17.0	182	17.0	150	16.0
Cultural activities	100	15.0	134	11.9	131	9.9	134	11.9	181	11.6	149	12.8
Intramural athletics	99	2.0	135	5.2	131	0.8	135	3.0	180	1.7	148	2.0
Intercollegiate athletics	100	2.0	135	3.7	130	2.3	135	1.5	182	2.2	148	1.4
Career Center	99	35.4	135	31.1	129	20.9	135	39.3	182	31.3	149	20.8
Study abroad program	99	10.1	135	21.5	131	11.5	135	13.3	182	14.3	151	18.5
Research Projects	101	32.7	135	36.3	132	28.0	135	38.5	182	39.0	149	40.3

## Occupational Experiences Since Leaving Marymount

Table 37: Graduate Responses to “Relative to completing your degree, when did you find your first professional experience?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Continued a position held while attending school	44	34.4	44	29.7	88	31.9
Found a new position prior to graduation	21	16.4	29	19.6	50	18.1
0-3 months	30	23.4	34	23.0	64	23.2
4-6 months	12	9.4	17	11.5	29	10.5
7-12 months	9	7.0	5	3.4	14	5.1
More than 12 months	6	4.7	9	6.1	15	5.4
Have not yet entered professional position since graduation	6	4.7	10	6.8	16	5.8

Table 38: Graduate Responses to “Was the position full-time?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Yes	110	90.9	123	89.1	233	90.0
No	11	9.1	15	10.9	26	10.0

Table 39: Graduate Responses to “How closely related was your college major/specialization to your first position?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Directly related	72	58.5	96	69.6	168	64.4
Somewhat related	33	26.8	35	25.4	68	26.1
Not related	18	14.6	7	5.1	25	9.6

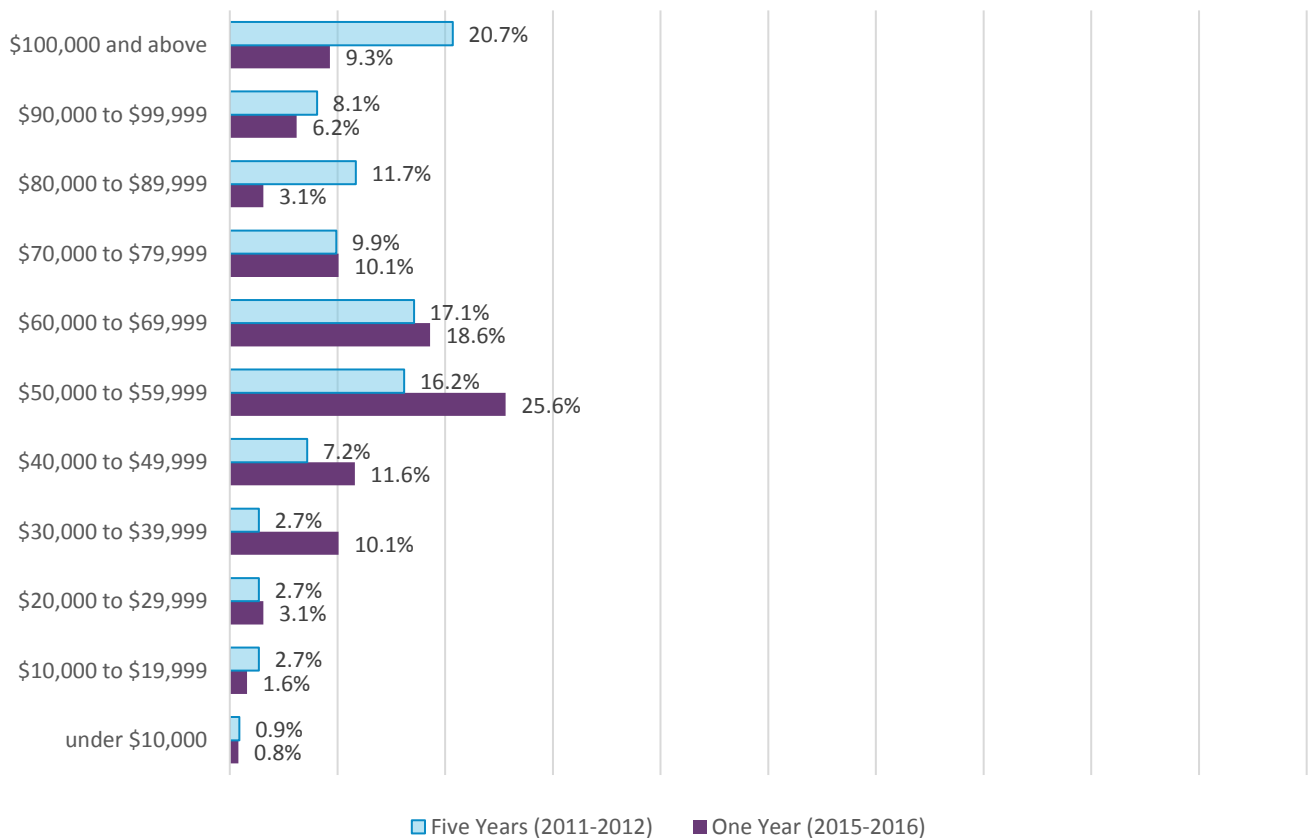
Table 40: Graduate Responses to “Which of the following best describes your current employment status?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Employed full-time	107	82.9	124	84.9	231	84.0
Employed part-time	11	8.5	5	3.4	16	5.8
Not employed, but seeking employment	5	3.9	11	7.5	16	5.8
Not employed, and not looking	6	4.7	6	4.1	12	4.4

Table 41: Responses to “What is your current salary range?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
under \$10,000	1	0.9	1	0.8	2	0.8
\$10,000 to \$19,999	3	2.7	2	1.6	5	2.1
\$20,000 to \$29,999	3	2.7	4	3.1	7	2.9
\$30,000 to \$39,999	3	2.7	13	10.1	16	6.7
\$40,000 to \$49,999	8	7.2	15	11.6	23	9.6
\$50,000 to \$59,999	18	16.2	33	25.6	51	21.3
\$60,000 to \$69,999	19	17.1	24	18.6	43	17.9
\$70,000 to \$79,999	11	9.9	13	10.1	24	10.0
\$80,000 to \$89,999	13	11.7	4	3.1	17	7.1
\$90,000 to \$99,999	9	8.1	8	6.2	17	7.1
\$100,000 and above	23	20.7	12	9.3	35	14.6

Chart 10: Current Salary Range





Current Employer:

Academy of the Holy Cross	Friends of Guest House, Inc.	Providence Academy
Accenture Federal Services	FSA	Pulse Healthcare, Inc.
AcqCentric	GCL Psych Services	Rankin County School District
Advanced Behavioral Health, Inc.	George Washington University	Raytheon Company
AEGIS.net	Georgia Capital Defender	Reach Fitness
AES Corporation	GH Engineering	RediClinic
American College of Surgeons	Goldman Group, Inc.	SC Department of Mental Health
Anthem, Inc.	GW Medical Faculty Associates	SCL Health
Arlington Community Federal Credit Union	Holton Arms	Seed Public Charter School
Arlington Partnership for Affordable Housing	Holy Cross Health	Sidwell Friends School
Arlington Public Schools	Humanscale	Signature Physical Therapy
Aurora International School	Infinite Computer Solutions	Sisters, Servants of the Immaculate Heart of Mary
Booz Allen Hamilton	INOVA Fairfax Hospital	Smith Midland Corporation
CACI, Inc.	Ivymount School	Social Solutions International
Capital One	J. Jill	Solicitor's Office
Cavalier Healthcare Svc	Jack Kent Cooke Foundation	St. Ambrose school
Center For Discovery	Johns Hopkins University	St. John Academy
CHKD	Justice Related Services	St. Matthew Catholic School
Chrysalis, Inc.	K. R. Peters Security, LLC	St. Veronica Catholic School
CNMC	Kindred at Home	St. Thomas More Catholic School
Community Public Charter School	King George County Schools	Suburban Hospital
Compass Homeschool Enrichment	Lake Ridge Physical Therapy	Sunstone Counseling
Connelly School of the Holy Child	LCPS	The Dermatology Center
Correct Care Recovery Solutions	LMI	The Therapy Network
C-SPAN	Lord Fairfax Community College	The Woods Academy
CSRA (Contractor for OPM)	Loudoun County Public Schools	Therapy Specialists
Cvent, Inc.	Maryland Treatment Centers	Trinity Washington University
DBI	Marymount University	TrueCommerce
DECA, Inc.	Maxim Staffing	United States Postal Service
Defense Logistics Agency	Medstar Georgetown University Hospital	Unity Health Care
Deloitte	Mid Atlantic Sport Therapy and Rehab	University of Maryland
Department of Defense	Midland Judicial District Community Supervision and Corrections Dept.	University of Maryland Medical System
Department of Justice	MSA - The Child and Adolescent Center	University of MD Rehab & Orthopedic institute
Department of Navy	Muhlenberg School District	University of North Texas
Diocese of Birmingham	MWH	University of Pittsburgh
Doorways for Women and Families	National Center for Missing & Exploited Children	University of Vermont
DRT Strategies	National Counseling Group	US Customs
EAB   Royall & Company	Navy Federal Credit Union	US Department of Health and Human Services
Elizabeth City State University	NCI Information Systems	US Navy
Ernst and Young	NDI	US Postal Service
Evicare	Northrop Grumman Corporation	US Secret Service
Evolent Health	NSA	UVA Health System
Evolution Psychological Services	Oakland Unified School District	VA Pulmonary and Critical Care Group
Fairfax County Government	Our Lady of Good Counsel	Virginia Hospital Center
Fairfax County Parks and Recreation	Panera Bread	Virginia Therapy and Fitness Center
Fairfax-Falls Church, CSB	Paul VI Catholic High School	Visa, Inc.
Fannie Mae	Playa Hotels & Resorts	Wake County Public School System
Fauquier County Public Schools	PNU	Washington Adventist University
Federal Bureau of Investigation	Primary Medical Associates	West Florida Rehabilitation Institute
Federal Government	Prime Source Technologies, LLC	Westbrook Wellness Psychotherapy & Consultation
FedInsider	Prince William County Schools	
Flint Hill School	Project Remand	
Forensic Mental Health Services	Proven Strength and Conditioning	
Franciscan Health Crown Point		

## Educational Experiences Since Graduation

Table 42: Responses to “Have you pursued further education since completing your degree at MU?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Yes	32	25.4	17	11.5	49	17.9
No	94	74.6	131	88.5	225	82.1

Table 43: Responses to “If you are working toward or have completed another degree, please indicate your level of degree.”

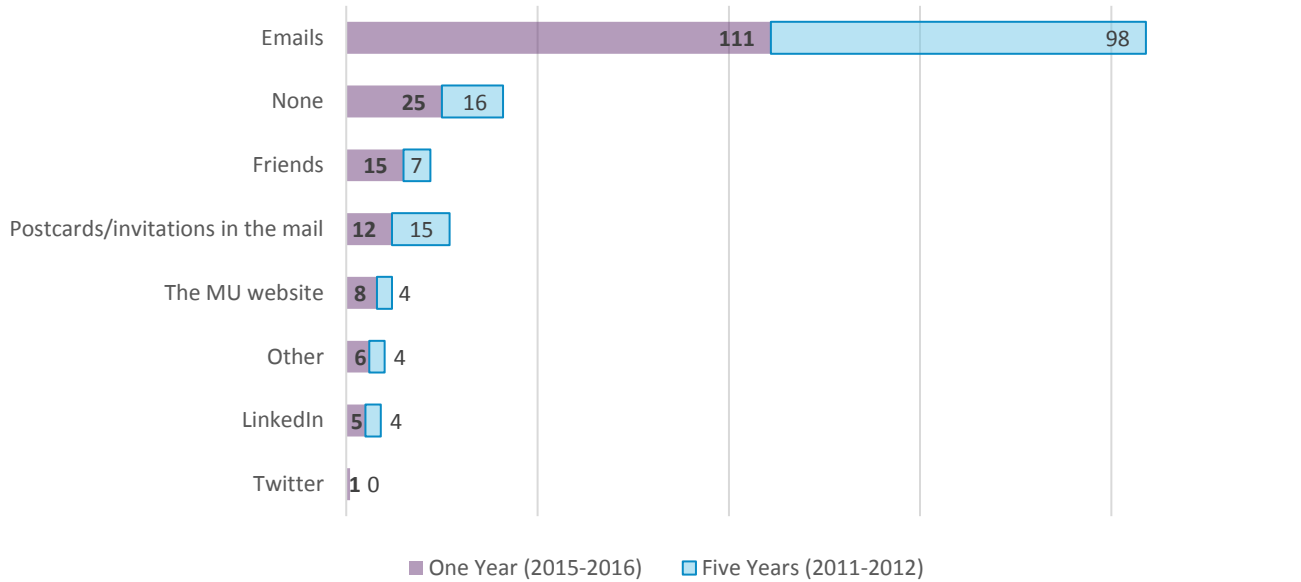
	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Bachelors	1	4.8	0	0.0	1	2.9
Doctorate	7	33.3	8	57.1	15	42.9
Masters	8	38.1	5	35.7	13	37.1
Other	7	23.8	1	7.1	6	17.1

### College/University Attended/Currently Attending:

ASPP - Argosy Northern VA	Grand Canyon University	The University of Alabama
Capella	Marymount University	Thomas Jefferson School of Law
Chestnut Hill College	Mercer University	University of North Carolina - Charlotte
Colorado Christian University	Naval War College	University of North Texas
Dakota State University	Nova Southeastern University	University of Vermont
ESI	Palo Alto University	University of Virginia
Florida Institute of Technology	Prairie View A&M	Washington School of Psychiatry
George Mason University	Regent University	
George Washington University	Southern New Hampshire University	

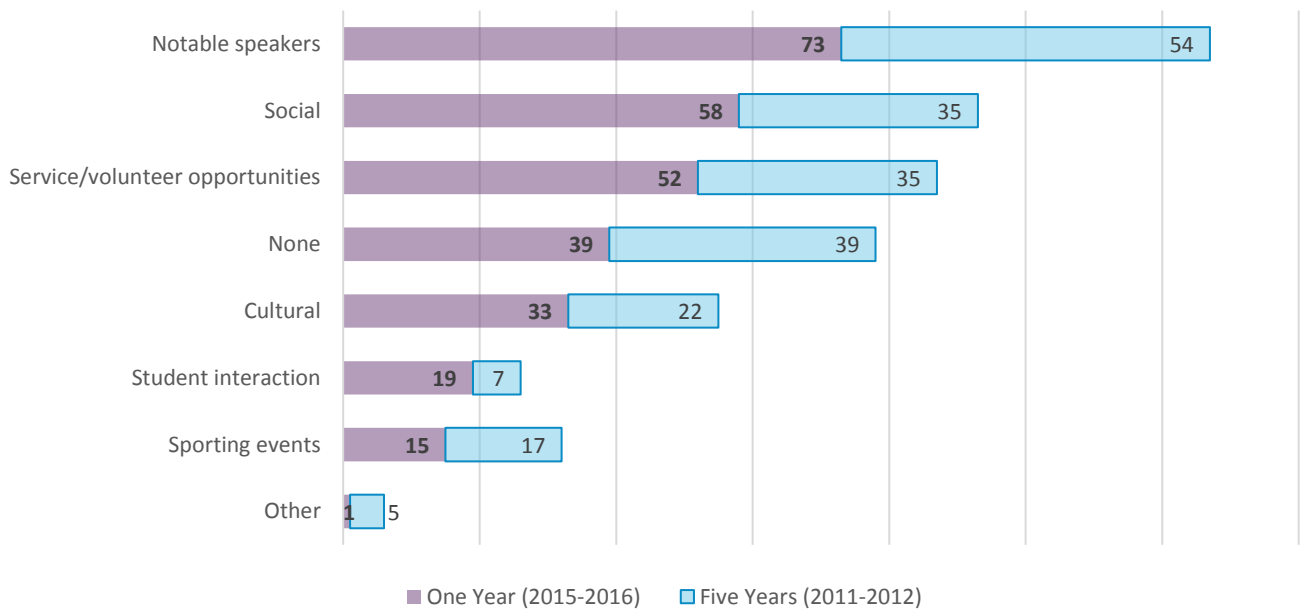
## Alumni Relations

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



Other: Facebook, Instagram, Professor

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



Other: Arts, Alumni Networking, Study Abroad, Wine Festival

Table 44: Graduate Alumni Responses to “Have you attended an alumni event over the last two years?”

	Five Years (2011-2012)		One Year (2015-2016)		Total	
	Count	%	Count	%	Count	%
Yes	17	13.5	14	9.5	31	11.4
No	109	86.5	133	90.5	242	88.6

## GRADUATES

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

### Theme 1: Distance/Location (N = 65)

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:

*“I live out of the area.”*

*“I have moved out of state.”*

*“I don't live close to campus anymore and events are difficult to fit in my schedule.”*

### Theme 2: Too Busy/Inconvenient Timing (N = 57)

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:

*“Busy working! Also volunteer already, so that fills my spare time.”*

*“I have had plans or do not keep in touch with many people I went to school with.”*

*“I have not received any notice for an event that applies to me or fits my schedule.”*

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

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 do not recall being made aware of alumni events.”*

*“Received few notifications/reminders for attending.”*

*“The events I would have liked to attend or speak at I was unaware of.”*

### Theme 4: No Interest (N = 38)

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:

*“Have not been interested in any events held thus far.”*

*“Did not enjoy the school and not interested in being involved at all.”*

*“I haven't found on that has interested me to clear my work schedule.”*

### Theme 5: No Connection to MU (N = 15)

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:**

*"Did not feel that my classmates attended the events or the audience attending I felt did not relate to my graduate program."*

*"I felt extremely disconnected to Marymount during my time there. I received my master's degree but did not know where buildings were on campus, where I should park, etc."*

*"I feel very connected to my program specifically, but not the school as a whole. I would love to see my classmates and professors again, but I really don't need an MU event to do that. I have all the love in the world for clinical mental health program, but when I think about Marymount University I just think about how much I owe now in student loans."*

**Theme 6: Miscellaneous Reasons (N = 3)**

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:**

*"Events for Alumni that I tend to be interested in are generally much more expensive than it would be if I were a student, and I don't make that much money."*

*"I felt like it was an expensive way to check some professional boxes. I also felt concerned that there was a greater concern for making money than giving honest feedback. Some of my peers were hardly literate and are now teaching in area public schools. I understand that Marymount has to look out for the bottom line and that these people were likely to find a school that would take their money, but I just found it disappointing."*

Question: What were the strongest aspects of your Marymount Education?

**Theme 1: Quality of Professors/Faculty/Staff/Advisors (N = 103)**

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:**

*"My academic advisor and the Department of Physical Therapy staff."*

*"I felt my professors knew what they were talking about, as they were all (or had been) practicing counselors. I especially loved \_\_\_\_\_; she was just such a calming presence."*

*"\_\_\_\_\_ was the best professor I had during my time in the program. Her courses were thoughtful and cutting edge. She also held her students to a true graduate school standard for our work."*

**Theme 2: Internships/Study Abroad/Networking Opportunities (N = 34)**

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:**

*"The yearlong internship experience prepared me for my current work as a counselor."*

*"The internships - through my internship I was able to network and found help in securing full time employment."*

*"Being able to travel to Cambodia and study the effects of sex trafficking on victims and on the country as a whole. This was an amazing educational experience that I still tell people about to this day."*

**Theme 3: Program/Course Specific (N = 25)**

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:**

*"The faculty and CACREP accreditation."*

*"Healthcare program was nationally renowned."*

*"The quality of the program and the caliber of knowledge of all of our professors."*

**Theme 4: Classmates (N = 20)**

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:**

*"Diverse community which taught different life perspectives."*

*"The faculty was awesome and the students were a broad mix of varied backgrounds that added to the experience."*

*"The community and learning family I built with my classmates and peers and professional passionate and compassionate teachers."*

**Theme 5: Courses/Curriculum (N = 16)**

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:**

*"Wide variety of courses."*

*"Some classes were well thought out and very beneficial."*

*"Being able to take classes through consortium to get a variety of classroom experience."*

**Theme 6: Skills Learned (N = 16)**

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:**

*"Being prepared - well researched, organized, confident, poised."*

*"I was able to become more confident when giving presentations and strengthened my leadership skills."*

*"Getting effective feedback on written and oral assignments, learning about ethical dilemmas in our field."*

**Theme 7: Overall Education (N = 14)**

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:**

*"Excellent staff, excellent education and I felt well prepared after graduation."*

*"It is a wonderful program that prepared me well for my admin career that I am currently in."*

*"Overall, my entire graduate experience was rewarding. I loved it and definitely miss the time in the classroom. I've recommended the program to several others."*

**Theme 8: Class/School Size (N = 13)**

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:**

*"Smaller classroom sizes; ability to interact with professors one-on-one with professors."*

*"The intimacy and size of the classes. I was able to closely engage with my classmates and also the professors."*

*"The small classes allowed me to connect with my professors and classmates. It made it a much better learning environment."*

**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:**

*"Faith, teamwork, research."*

*"Convenience/location to my office."*

*"Support, dedication and love of Catholic Nuns and Sisters."*

Question: What aspects of your Marymount education need the most improvement?

**Theme 1: Quality of Professors/Faculty/Staff/Advisors (N = 38)**

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:**

*"I remember that not being able to retain talented educators was a detriment to my education program."*

*"Professors should not be just reading from PowerPoints that have ALL of the info on them and their class activities should be relevant to the topics discussed in class."*

*"Increased relationships between students and their advisers would be beneficial. If I had a greater relationship with my advisers, I hope he would have encouraged me to pursue the dual master's program."*

**Theme 2: Courses/Curriculum (N = 31)**

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:**

*"I would have liked to see a more diverse set of courses available."*

*"There should be a wider variety of electives so that people don't get stuck taking intelligence classes since the few other class options filled up."*

*"I also believe some of the curriculum was not at a graduate level. There was limited structured during the class and no information was presented that I hadn't learned during undergrad."*

**Theme 3: Internships, Research Opportunities, and Skills Development (N = 24)**

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:**

*"I feel there needs to be more hands on experience and research projects."*

*"I believe I would have benefitted from a more involved matching system for the internship requirement of the program."*

*"Program did not set students up well to enter the highly competitive job market. Could offer more opportunities to add resume items (research, publications, etc.)."*

**Theme 4: Facilities/Parking/Technology/Upgrades (N = 20)**

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:**

*"Library & external resources."*

*"Main campus buildings need updating."*

*"Hands-on tech lab availability. Increased resources for advanced research and exploration."*

**Theme 5: Course/Program Specific (N = 16)**

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:**

*"The program was terrible."*

*"More specific teaching techniques (technology/pedagogy/etc.) in my particular field."*

*"The MBA program should be less leadership focused (unless you choose that route) and more routed into specialties. So a person can gain further finance experience, etc."*

**Theme 6: Preparation for Future (N = 15)**

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:**

*"Giving me the education and tools necessary to find a career more in my field."*

*"Assistance and preparation with the job search after graduation. Networking for soon to be graduates and recent grads."*

*"Understanding what career opportunities are available in my field, how I could use the skills I learned in a relevant job at home in Tennessee."*

**Theme 7: Reputation and Cost (N = 15)**

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

**Example Responses:**

*"More affordable tuition."*

*"Cost is certainly a factor, as most grad programs don't have much assistance, the student loan debt post-graduation can be overwhelming."*

**Theme 8: Miscellaneous (N = 19)**

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:**

*"I think the program I was in would benefit from more diversity."*

*"Making the Catholic community feel welcomed. As a Catholic I did not feel like I attended a Catholic university. That aspect was extremely disappointing."*

*"As a commuter student, I never really felt included in the campus life. I would often not know about events until I saw moon bounces going up on the lawn. There was no real place to hang out with other students and few opportunities outside of the classroom to meet and get to know people."*

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

**Theme 1: Overall Education/Experience (N = 15)**

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:**

*"My experience at MU was a positive one and I highly recommend the university to others. I wish I could maintain more of a connection from a distance."*

*"I had a great experience at MU. Professors were excellent. Loved how close the Reston campus was to my work. The classrooms and computer equipment at Reston were great."*



*“Overall my experience at Marymount was positive. I think students would benefit from more practical experiences in their field and from research based projects that pertain to their major.”*

#### **Theme 2: Course and Program Specific Statements/Curriculum (N = 11)**

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 enjoyed the program and it fulfilled all my expectations. Thank you!”*

*“The program as it is designed is very intensive. I found it to be extremely demanding while working full time. Taking two courses per semester seemed impossible, so I decided to take only one course per semester.”*

*“I would recommend incorporating a thesis into the program as that was a barrier for me when I was working in the field overseas. Incorporating a thesis would allow for more opportunity and increase the value of the degree globally.”*

#### **Theme 3: Quality of Professors/Faculty/Staff/Advisors (N = 12)**

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:**

*“\_\_\_\_\_ is a saint!!!! I love and respect him.”*

*“I'm sure it must be tough finding great professors, but it's so worth it.”*

*“\_\_\_\_\_ played a critical role in my development in becoming a well-rounded student. Besides the academic advising, she assisted with numerous components of my educational experience, and personal endeavors while exposing me to things I would have otherwise not had the opportunity to experience.”*

#### **Theme 4: Cost, Campus Resources, and Facilities/Parking (N = 12)**

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:**

*“Too expensive for what it's worth.”*

*“It was pretty harsh that we had no support at our graduation. Meanwhile, all the other schools had their favorite professors around, notes written to them located inside an envelope, etc.”*

#### **Theme 5: Miscellaneous (N = 7)**

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

##### **Example Responses:**

*“We have really great industries in this area, I would like to see the school form partnerships with those companies and form an internship program.”*

*“Continue finding ways to stay in touch with alumni. Also, make it more possible for students who were in the same year or within a year or 2 of each other to keep in touch or have events to catch up.”*

## RESPONSE RATES

	Number Sent <sup>2</sup>	Number Received <sup>3</sup>	Response Rate
<b>By Level</b>			
Undergraduate	764	260	34%
Graduate	756	284	38%
<b>Total</b>	<b>1520</b>	<b>544</b>	<b>36%</b>
<b>By Cohort</b>			
Year One Alumni	812	307	38%
Year Five Alumni	708	237	33%
<b>Total</b>	<b>1520</b>	<b>544</b>	<b>36%</b>
<b>By School</b>			
Arts and Sciences	340	128	38%
Business Administration	468	142	30%
Education and Human Services	468	187	40%
Malek School of Health Professions	244	87	37%
<b>Total</b>	<b>1520</b>	<b>544</b>	<b>36%</b>
<b>By Level and Cohort</b>			
<b>Undergraduate</b>			
Year One Alumni	445	155	35%
Year Five Alumni	319	105	33%
<b>Graduate</b>			
Year One Alumni	367	152	41%
Year Five Alumni	389	132	34%
<b>Total</b>	<b>1520</b>	<b>544</b>	<b>36%</b>
<b>By School and Level</b>			
<b>Arts and Sciences</b>			
Undergraduate	310	116	37%
Graduate	30	12	40%
<b>Business Administration</b>			
Undergraduate	223	63	28%
Graduate	245	79	32%
<b>Education and Human Services</b>			
Undergraduate	103	42	41%
Graduate	365	145	40%
<b>Malek School of Health Professions</b>			
Undergraduate	128	39	30%
Graduate	116	48	41%
<b>Total</b>	<b>1520</b>	<b>544</b>	<b>36%</b>

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

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

	Number Sent <sup>4</sup>	Number Received <sup>5</sup>	Response Rate
<b>By School and Cohort</b>			
<b>Arts and Sciences</b>			
Year One Alumni	192	74	39%
Year Five Alumni	148	54	36%
<b>Business Administration</b>			
Year One Alumni	236	70	30%
Year Five Alumni	232	72	31%
<b>Education and Human Services</b>			
Year One Alumni	244	107	44%
Year Five Alumni	224	80	36%
<b>Malek School of Health Professions</b>			
Year One Alumni	140	56	40%
Year Five Alumni	104	31	30%
<b>Total</b>	<b>1520</b>	<b>544</b>	<b>36%</b>

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

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