MARYMOUNT UNIVERSITY

Report on the Results of the **Alumni Survey, Fall 2018**

Undergraduate alumni responses to the question: "What were the strongest aspects of your MU education?"

Prepared by the Office of Planning and Institutional Effectiveness (PIE)
Marymount University

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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 2018, an invitation with a link to an online survey was emailed to Marymount alumni who graduated in 2012-2013 and 2016-2017[1]. Paper surveys were mailed only to those who had not yet responded by the midpoint of the survey period. Of the 1,811 alumni who were contacted, 477 responded, for an overall response rate of 26%. Twenty-two percent (22%) of the undergraduate cohort contacted responded, as did 31% of the graduate cohort.

Total alumni in survey population (excluding accelerated second degree nursing students):	1,811
Valid responses:	477
Response rate:	26%

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.
    - Seventy-eight (78%) of undergraduate and 84% of graduate alumni respondents rate their overall experience at Marymount as "good" or "excellent". Ratings of overall experience have decreased each of the past three years.
    - Eighty percent (80%) of undergraduate and 86% of graduate alumni respondents rate Marymount's academic quality as "good" or "excellent".
- Graduate alumni respondents gave the lowest overall rating to academic advising, with 64% rating Marymount's academic advising as "good" or "excellent."
- Undergraduates gave their lowest overall rating to academic reputation. Sixty-seven percent (67%) of undergraduate and 74% of graduate alumni respondents rate Marymount's academic reputation as "good" or "excellent." This rating was echoed later in the survey with 72% of undergraduate and 77% of graduate alumni respondents agreeing with the statement "Marymount has a good reputation."
- Sixty-one percent (61%) of undergraduate and 74% of graduate alumni respondents agree with the statement, "If I could start over, I would choose Marymount again."
- 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, followed by specific programs. Both groups also felt that improvements need to be made in the curriculum and academic rigor, campus resources and facilities, the quality of faculty and advisors, and for undergraduates, and preparation for life after graduation.

Contribution to Personal Development

- Eighty-nine percent (89%) of undergraduate alumni respondents reported that their education at Marymount contributed to an openness to new experiences. Sixty-one percent (61%) reported that their education contributed to their development of spirituality.

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

- Eighty-eight percent (88%) of graduate respondents reported that their education at Marymount contributed to interest in lifelong learning and openness to new experiences while 36% reported that it contributed to their development of spirituality.

Education Preparation

- Both graduate (83%) and undergraduate (87%) respondents reported that their education prepared them best to "work collaboratively with people from diverse backgrounds. More than 80% of both graduates and undergraduates reported that their education at Marymount prepared them well to "find appropriate sources of information," "solve problems in your field using your knowledge and skills," and "apply knowledge and skills to new situations." Similar to the result in last year's survey, "find a job in your field" received some of the lowest ratings, at 51% for undergraduates and 66% for graduates. Graduate respondents gave their lowest rating to "conduct research to support a position" (65% reporting "good" or "excellent").
- Eighty-seven percent (87%) of undergraduate and 70% of graduate respondents reported participating in an internship or other experiential learning. For undergraduate alumni, the most frequently cited outcomes were "apply critical thinking skills" and "explore career interests." For graduate alumni, the most frequently cited outcomes were "apply critical thinking skills" and "improve understanding of responsibilities required in the profession."

Service

- Forty-six percent (46%) of undergraduate and 16% of graduate respondents reported participating in Marymount University service opportunities.
- Seventy percent (70%) of undergraduate and 64% of graduate respondents report that their education contributed to their development of a commitment to service.
- Seventy-four percent (74%) of undergraduate and 78% of graduate respondents report that their education prepared them well to apply their education to serve others in their community.
- Eighty-six percent (86%) of undergraduate and 89% of graduate respondents agreed that they believe they have the knowledge and skills necessary to effectively serve their community.
- Eighty-one percent (81%) of undergraduate and 90% of graduate respondents agreed that they feel a sense of commitment to serve others throughout their lifetime.
- Ninety-two percent (92%) of undergraduate and 96% of graduate respondents agreed that they are confident in their ability to work collaboratively with people of diverse backgrounds and experiences.

Career and Employment Information

- Seventy-eight percent (78%) of undergraduate and 85% 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 83% for undergraduates and 88% for graduates.
- The first job after graduation was directly related to their studies for 49% of undergraduate and 61% of graduate alumni respondents.
- Forty-two percent (42%) of undergraduate respondents and 18% of graduate respondents have pursued further education since completing their degree at Marymount.

Relationship to the University

- Seventy-three percent (73%) of undergraduate and 76% of graduate respondents felt proud of being a Marymount alumnus/a.
- Forty-seven percent (47%) of undergraduate alumni and 38% of graduate respondents agreed that they feel connected to the university. Less than 50% of both undergraduate and graduate alumni respondents report being well informed about alumni activities.
- Twenty-two percent (22%) of undergraduate and 15% of graduate alumni respondents would consider financially supporting Marymount.

UNDERGRADUATE ALUMNI

Demographics

Table 1: Student Demographic Data

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Count	%
What degree did you receive?						
Bachelors	86	98.9	128	99.2	**214**	**99.1**
Certificate	1	1.1	0	0.0	**1**	**0.5**
N/A			1	0.8	**1**	**0.5**
What school did you belong to?						
Design, Arts, and Humanities	29	33.3	42	32.6	**71**	**32.9**
Business and Technology	24	27.6	36	27.9	**60**	**27.8**
Sciences, Mathematics, and Education	22	25.3	38	29.5	**56**	**27.8**
Health Professions	12	13.8	12	9.3	**24**	**11.1**
Gender:						
Female	62	72.1	96	73.3	**158**	**72.9**
Male	24	27.9	34	26.0	**58**	**26.6**
At which location did you take the majority of your classes?						
Main Campus	61	70.9	91	70.5	**152**	**70.7**
Ballston/4040 Fairfax	23	26.7	38	29.5	**61**	**28.4**
Reston	0	0.0	0	0.0	**0**	**0.0**
Online	1	1.2	0	0.0	**1**	**0.5**
Other	1	1.2	0	0.0	**1**	**0.5**
What was your primary enrollment status?						
Full-time	81	93.1	121	93.8	**202**	**93.5**
Part-time	6	6.9	8	6.2	**14**	**6.5**
Which of the following statements describes your start at MU?						
Marymount was the first college or university I attended.	45	51.7	67	51.9	**112**	**51.9**
I transferred into Marymount from a community college or four-year college or university.	38	43.7	55	42.6	**93**	**43.1**
I earned a degree from another college or university prior to enrolling at Marymount.	4	4.6	7	5.4	**11**	**5.1**
Were you employed while attending classes?						
Employed full-time	19	21.8	18	14.0	**37**	**17.1**
Employed part-time	48	55.2	78	60.5	**126**	**58.3**
Not employed	20	23.0	33	25.6	**53**	**24.5**
If you were employed, did you work on campus?						
Yes	28	42.4	41	42.7	**69**	**42.6**
No	38	57.6	55	57.3	**93**	**57.4**
How many years did you live on campus or in university housing?						
None	52	59.8	62	48.1	**114**	**52.8**
Less than 1 year	0	0.0	1	0.8	**1**	**0.5**
1 to 2 years	4	4.6	15	11.6	**19**	**8.8**
3 or more years	31	35.6	51	39.5	**82**	**38.0**

Table 2: Program/Major

	Five Years (2012-2013)	One Year (2016-2017)	Total
		Count	
School of Design, Arts, and Humanities			
Art	1	2	**3**
Communication	3	3	**6**
English	2	3	**5**
Fashion Design	4	2	**6**
Fashion Merchandising	4	7	**11**
Graphic Design	2	1	**3**
History	4	3	**7**
Interior Design	1	7	**8**
Liberal Studies	4	3	**7**
Philosophy	0	0	**0**
Politics	2	5	**7**
Theology and Religious Studies	1	0	**1**
Web Design (Certificate)	1	0	**1**
School of Business and Technology			
Business Administration	19	28	**47**
Economics	1	0	**1**
Health Information Management	0	1	**1**
Information Technology	4	7	**11**
Paralegal Studies	0	0	**0**
School of Sciences, Mathematics, and Education			
Biochemistry	0	6	**6**
Biology	6	11	**17**
Criminal Justice	4	9	**13**
Criminal Justice: Emphasis in Forensic Science	1	0	**1**
Math	2	2	**4**
Multidisciplinary Studies	3	1	**4**
Psychology	4	14	**18**
Sociology	2	1	**3**
Malek School of Health Professions			
Health Sciences	5	7	**12**
Nursing	7	5	**12**
Total	**87**	**129**	**216**

The Marymount Experience

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

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
Overall Experience	**215**	**3.7%**	**4.2%**	**14.4%**	**40.0%**	**37.7%**	**4.04**	**1.013**
Five Years (2012-2013)	87	3.4%	2.3%	12.6%	41.4%	40.2%	4.13	0.962
One Year (2016-2017)	128	3.9%	5.5%	15.6%	39.1%	35.9%	3.98	1.046
Academic Quality	**215**	**1.4%**	**4.2%**	**14.4%**	**42.3%**	**37.7%**	**4.11**	**0.898**
Five Years (2012-2013)	87	0.0%	4.6%	10.3%	46.0%	39.1%	4.20	0.805
One Year (2016-2017)	128	2.3%	3.9%	17.2%	39.8%	36.7%	4.05	0.955
Major or Program	**215**	**0.9%**	**7.4%**	**10.2%**	**40.0%**	**41.4%**	**4.13**	**0.940**
Five Years (2012-2013)	87	0.0%	8.0%	10.3%	37.9%	43.7%	4.17	0.918
One Year (2016-2017)	128	1.6%	7.0%	10.2%	41.4%	39.8%	4.11	0.958
Academic Advising	**214**	**5.1%**	**11.2%**	**10.7%**	**35.0%**	**37.9%**	**3.89**	**1.180**
Five Years (2012-2013)	86	3.5%	9.3%	11.6%	39.5%	36.0%	3.95	1.084
One Year (2016-2017)	128	6.3%	12.5%	10.2%	32.0%	39.1%	3.85	1.243
Academic Reputation	**215**	**2.8%**	**8.8%**	**20.9%**	**41.4%**	**26.0%**	**3.79**	**1.018**
Five Years (2012-2013)	87	2.3%	9.2%	17.2%	43.7%	27.6%	3.85	1.006
One Year (2016-2017)	128	3.1%	8.6%	23.4%	39.8%	25.0%	3.75	1.027
Library and Learning Services	**214**	**1.4%**	**4.2%**	**21.0%**	**41.1%**	**32.2%**	**3.99**	**0.911**
Five Years (2012-2013)	87	1.1%	4.6%	18.4%	39.1%	36.8%	4.06	0.920
One Year (2016-2017)	127	1.6%	3.9%	22.8%	42.5%	29.1%	3.94	0.906

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

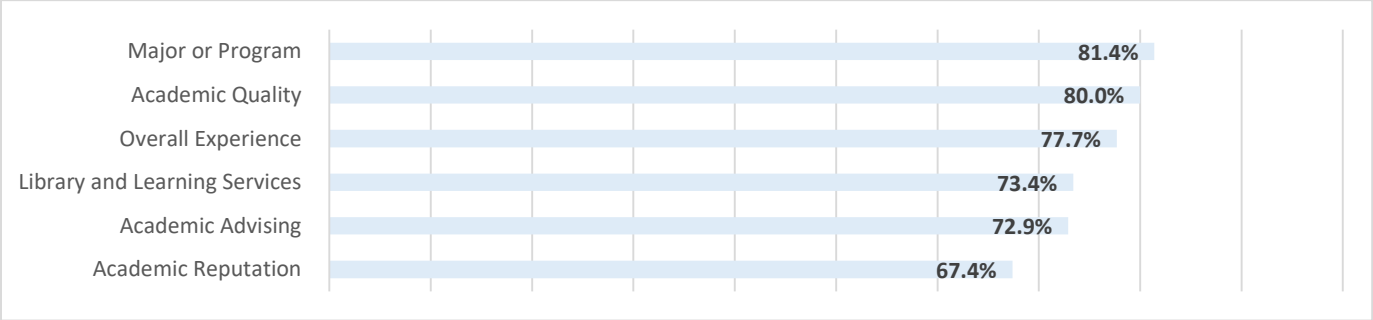


Table 4: **Trend Snapshot:** Overall Quality, Undergraduate Alumni Responses of "Good" or "Excellent to *"From your experience at MU, how would you rate each of the following?"* 2010-2017

	Fifth-Year Alumni						First-Year Alumni					
	2010-11		2011-12		2012-13		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall experience	115	**88.7**	105	**86.7**	71	**81.6**	208	**84.2**	153	**81.0**	96	**75.0**
Academic quality	115	**84.4**	104	**86.5**	74	**85.1**	207	**85.1**	155	**87.1**	98	**76.6**
Major department or academic program	115	**79.2**	105	**83.8**	71	**81.6**	208	**83.2**	155	**83.8**	104	**81.3**
Academic advising	115	**67.9**	105	**73.3**	65	**75.6**	208	**64.9**	154	**68.2**	91	**71.1**
Marymount's academic reputation	114	**75.4**	104	**77.9**	62	**71.3**	208	**72.6**	155	**73.6**	83	**64.8**
Library and Learning Services	114	**75.5**	105	**76.2**	66	**75.9**	207	**77.3**	154	**77.9**	91	**71.7**

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

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
Find a job in your field	**208**	**12.0%**	**13.5%**	**23.1%**	**34.6%**	**16.8%**	**3.31**	**1.244**
Five Years (2012-2013)	84	11.9%	13.1%	22.6%	35.7%	16.7%	3.32	1.243
One Year (2016-2017)	124	12.1%	13.7%	23.4%	33.9%	16.9%	3.30	1.249
Pursue more education in your field	**208**	**8.2%**	**10.1%**	**25.5%**	**37.0%**	**19.2%**	**3.49**	**1.155**
Five Years (2012-2013)	83	9.6%	9.6%	34.9%	31.3%	14.5%	3.31	1.136
One Year (2016-2017)	125	7.2%	10.4%	19.2%	40.8%	22.4%	3.61	1.156
Conduct research to support a position	**208**	**5.8%**	**10.1%**	**26.0%**	**38.0%**	**20.2%**	**3.57**	**1.097**
Five Years (2012-2013)	84	6.0%	10.7%	28.6%	38.1%	16.7%	3.49	1.081
One Year (2016-2017)	124	5.6%	9.7%	24.2%	37.9%	22.6%	3.62	1.109
Develop a coherent written argument	**208**	**2.9%**	**3.4%**	**15.9%**	**46.6%**	**31.3%**	**4.00**	**0.933**
Five Years (2012-2013)	84	2.4%	3.6%	15.5%	50.0%	28.6%	3.99	0.898
One Year (2016-2017)	124	3.2%	3.2%	16.1%	44.4%	33.1%	4.01	0.958
Deliver a coherent oral presentation	**206**	**1.9%**	**4.4%**	**16.0%**	**44.2%**	**33.5%**	**4.03**	**0.921**
Five Years (2012-2013)	82	1.2%	4.9%	15.9%	51.2%	26.8%	3.98	0.860
One Year (2016-2017)	124	2.4%	4.0%	16.1%	39.5%	37.9%	4.06	0.961
Use quantitative/qualitative techniques within your professional field	**207**	**3.9%**	**8.2%**	**18.8%**	**46.9%**	**22.2%**	**3.75**	**1.015**
Five Years (2012-2013)	83	**2.4%**	**10.8%**	**20.5%**	**47.0%**	**19.3%**	3.70	0.984

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
One Year (2016-2017)	124	4.8%	6.5%	17.7%	46.8%	24.2%	3.79	1.038
Use technology effectively in a workplace environment	**207**	**5.3%**	**7.7%**	**19.3%**	**44.9%**	**22.7%**	**3.72**	**1.065**
Five Years (2012-2013)	83	2.4%	9.6%	20.5%	45.8%	21.7%	3.75	0.986
One Year (2016-2017)	124	7.3%	6.5%	18.5%	44.4%	23.4%	3.70	1.119
Apply knowledge and skills to new situations	**206**	**2.4%**	**5.8%**	**13.6%**	**50.5%**	**27.7%**	**3.95**	**0.931**
Five Years (2012-2013)	83	0.0%	6.0%	16.9%	51.8%	25.3%	3.96	0.818
One Year (2016-2017)	123	4.1%	5.7%	11.4%	49.6%	29.3%	3.94	1.002
Solve problems in your field using your knowledge and skills	**206**	**2.4%**	**6.3%**	**12.6%**	**50.0%**	**28.6%**	**3.96**	**0.941**
Five Years (2012-2013)	83	2.4%	4.8%	13.3%	51.8%	27.7%	3.98	0.910
One Year (2016-2017)	123	2.4%	7.3%	12.2%	48.8%	29.3%	3.95	0.965
Find appropriate sources of information	**206**	**2.9%**	**2.9%**	**12.6%**	**48.5%**	**33.0%**	**4.06**	**0.914**
Five Years (2012-2013)	83	2.4%	4.8%	13.3%	50.6%	28.9%	3.99	0.917
One Year (2016-2017)	123	3.3%	1.6%	12.2%	47.2%	35.8%	4.11	0.913
Evaluate the quality of information (e.g. scholarly articles, newspapers)	**207**	**2.9%**	**3.9%**	**14.5%**	**42.5%**	**36.2%**	**4.05**	**0.961**
Five Years (2012-2013)	83	3.6%	4.8%	15.7%	47.0%	28.9%	3.93	0.985
One Year (2016-2017)	124	2.4%	3.2%	13.7%	39.5%	41.1%	4.14	0.940
Understand the major ethical dilemmas in your field	**208**	**3.4%**	**5.8%**	**14.9%**	**43.3%**	**32.7%**	**3.96**	**1.006**
Five Years (2012-2013)	84	3.6%	8.3%	11.9%	45.2%	31.0%	3.92	1.044
One Year (2016-2017)	124	3.2%	4.0%	16.9%	41.9%	33.9%	3.99	0.984
Determine the most ethically appropriate response to a situation	**207**	**3.4%**	**5.3%**	**13.5%**	**46.9%**	**30.9%**	**3.97**	**0.982**
Five Years (2012-2013)	83	4.8%	3.6%	15.7%	45.8%	30.1%	3.93	1.022
One Year (2016-2017)	124	2.4%	6.5%	12.1%	47.6%	31.5%	3.99	0.958
Work collaboratively with people from diverse backgrounds	**208**	**2.4%**	**2.4%**	**8.7%**	**36.5%**	**50.0%**	**4.29**	**0.904**
Five Years (2012-2013)	84	2.4%	2.4%	10.7%	40.5%	44.0%	4.21	0.906
One Year (2016-2017)	124	2.4%	2.4%	7.3%	33.9%	54.0%	4.35	0.902
Apply education to serve others in your community	**208**	**3.8%**	**6.3%**	**16.3%**	**38.5%**	**35.1%**	**3.95**	**1.055**
Five Years (2012-2013)	84	2.4%	6.0%	17.9%	40.5%	33.3%	3.96	0.987
One Year (2016-2017)	124	4.8%	6.5%	15.3%	37.1%	36.3%	3.94	1.102

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")

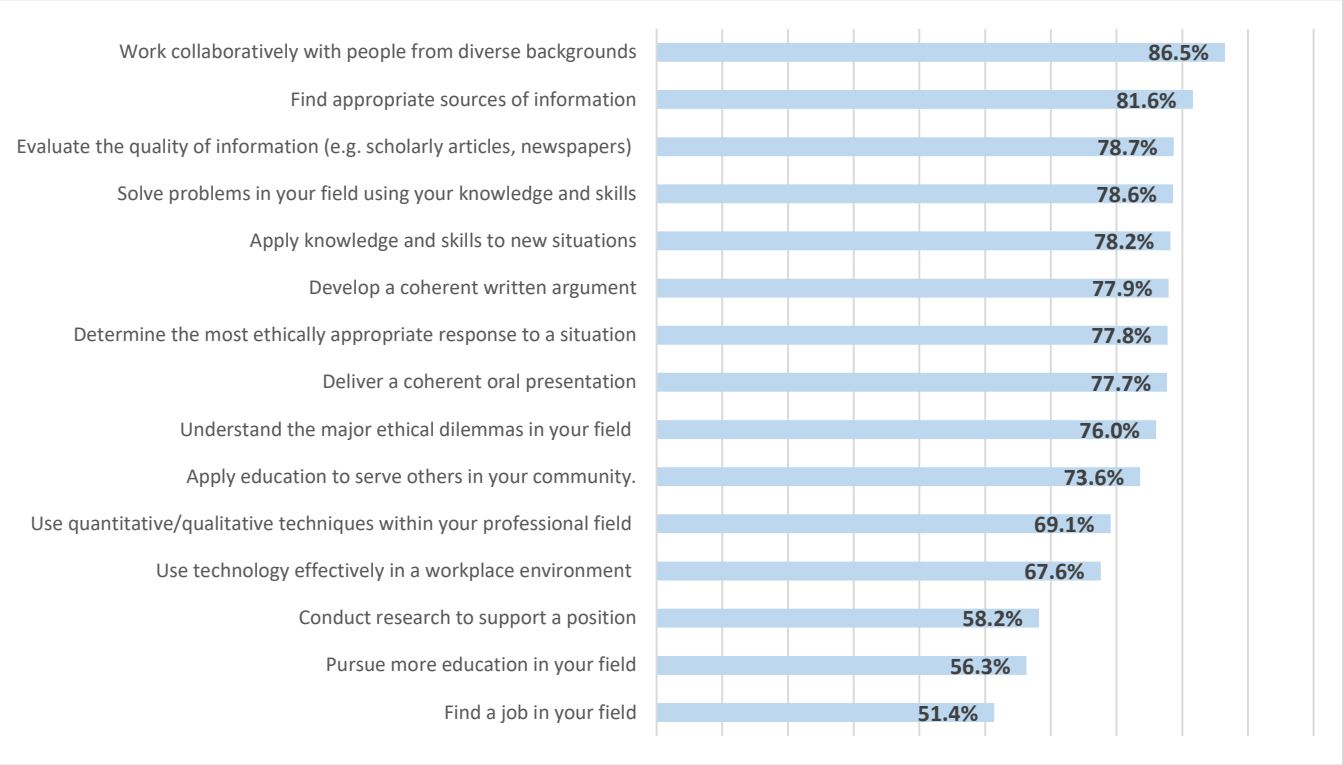


Table 6: **Trend Snapshot:** Undergraduate Alumni Responses of "Good" or "Excellent to *"For each of the following skills, please indicate how well you believe your education prepared you to",* 2010-2017

	Fifth-Year Alumni						First-Year Alumni					
	2010-11		2011-12		2012-13		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%	N	%
Find a job in your field	110	**49.1**	101	**57.4**	44	**52.4**	199	**50.2**	150	**52.0**	63	**50.8**
Pursue more education in your field	109	**58.7**	102	**58.8**	38	**45.8**	199	**63.3**	149	**65.1**	79	**63.2**
Conduct research to support a position	109	**59.6**	101	**61.4**	46	**54.8**	194	**64.9**	148	**68.9**	75	**60.5**
Develop a coherent written argument	110	**67.3**	102	**72.5**	66	**78.6**	197	**72.6**	150	**78.6**	96	**77.4**
Deliver a coherent oral presentation	109	**72.5**	102	**78.5**	64	**78.0**	198	**77.3**	150	**87.3**	96	**77.4**
Use quantitative/ qualitative techniques within your professional field	109	**73.4**	101	**66.3**	55	**66.3**	198	**68.2**	149	**76.5**	88	**71.0**
Use technology effectively in a workplace environment	110	**72.7**	102	**72.6**	56	**67.5**	198	**73.7**	149	**80.5**	84	**67.7**
Apply knowledge and skills to new situations	110	**80.9**	102	**77.5**	64	**77.1**	198	**80.3**	148	**87.8**	97	**78.9**
Solve problems in your field using your knowledge and skills	110	**81.8**	102	**84.4**	66	**79.5**	198	**76.3**	148	**83.1**	96	**78.0**

	Fifth-Year Alumni						First-Year Alumni					
	2010-11		2011-12		2012-13		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%	N	%
Find appropriate sources of information	110	**85.5**	101	**84.2**	66	**79.5**	195	**81.0**	148	**87.1**	102	**82.9**
Evaluate the quality of information (e.g. scholarly articles, newspapers)	110	**80.9**	102	**73.5**	63	**75.9**	198	**84.3**	149	**83.2**	100	**80.6**
Understand the major ethical dilemmas in your field	110	**77.3**	102	**68.6**	64	**76.2**	198	**76.8**	150	**78.0**	94	**75.8**
Determine the most ethically appropriate response to a situation	109	**79.8**	102	**73.5**	63	**75.9**	196	**74.5**	150	**78.7**	98	**79.0**
Work collaboratively with people from diverse backgrounds	--	**--**	102	**79.4**	71	**84.5**	--	**--**	150	**93.4**	109	**87.9**
Apply education to serve others in your community	--	**--**	102	**78.5**	62	**73.8**	--	**--**	147	**80.9**	91	**73.4**

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

	N	Not at All	Very Little	Somewhat	To a Great Extent	Mean	SD
Interest in lifelong learning	**206**	**6.3%**	**11.7%**	**38.3%**	**43.7%**	**3.19**	**0.879**
Five Years (2012-2013)	84	4.8%	10.7%	46.4%	38.1%	3.18	0.809
One Year (2016-2017)	122	7.4%	12.3%	32.8%	47.5%	3.20	0.927
Awareness of global issues	**206**	**5.8%**	**14.6%**	**40.3%**	**39.3%**	**3.13**	**0.871**
Five Years (2012-2013)	84	3.6%	16.7%	46.4%	33.3%	3.10	0.801
One Year (2016-2017)	122	7.4%	13.1%	36.1%	43.4%	3.16	0.918
Self-confidence	**206**	**6.8%**	**4.9%**	**46.1%**	**42.2%**	**3.24**	**0.830**
Five Years (2012-2013)	84	4.8%	3.6%	42.9%	48.8%	3.36	0.771
One Year (2016-2017)	122	8.2%	5.7%	48.4%	37.7%	3.16	0.863
Openness to new experiences	**204**	**3.9%**	**7.4%**	**30.9%**	**57.8%**	**3.43**	**0.794**
Five Years (2012-2013)	84	4.8%	9.5%	33.3%	52.4%	3.33	0.841
One Year (2016-2017)	120	**3.3%**	5.8%	29.2%	61.7%	3.49	0.756
Interest in cultures different from your own	**205**	**5.9%**	**8.8%**	**26.3%**	**59.0%**	**3.39**	**0.876**
Five Years (2012-2013)	84	4.8%	9.5%	32.1%	53.6%	3.35	0.843
One Year (2016-2017)	121	6.6%	8.3%	22.3%	62.8%	3.41	0.901
Leadership skills	**206**	**5.3%**	**12.1%**	**37.9%**	**44.7%**	**3.22**	**0.859**
Five Years (2012-2013)	84	2.4%	9.5%	41.7%	46.4%	3.32	0.747
One Year (2016-2017)	122	7.4%	13.9%	35.2%	43.4%	3.15	0.924

	N	Not at All	Very Little	Somewhat	To a Great Extent	Mean	SD
Spirituality	**205**	**24.9%**	**14.6%**	**35.1%**	**25.4%**	**2.61**	**1.118**
Five Years (2012-2013)	84	22.6%	13.1%	39.3%	25.0%	2.67	1.090
One Year (2016-2017)	121	26.4%	15.7%	32.2%	25.6%	2.57	1.139
A commitment to service	**205**	**9.8%**	**20.0%**	**37.1%**	**33.2%**	**2.94**	**0.960**
Five Years (2012-2013)	84	10.7%	19.0%	33.3%	36.9%	2.96	0.999
One Year (2016-2017)	121	9.1%	20.7%	39.7%	30.6%	2.92	0.936

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…,"*2010-2017

	Fifth-Year Alumni						First-Year Alumni					
	2010-11		2011-12		2012-13		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%	N	%
Interest in life-long learning	110	**86.3**	100	**92.0**	71	**84.5**	199	**87.4**	150	**86.7**	98	**80.3**
Awareness of global issues	110	**86.3**	100	**83.0**	67	**79.8**	199	**79.9**	149	**85.9**	97	**79.5**
Self-confidence	110	**87.3**	100	**91.0**	77	**91.7**	198	**85.3**	150	**82.7**	105	**86.1**
Openness to new experiences	110	**91.8**	100	**91.0**	72	**85.7**	199	**90.5**	150	**90.0**	109	**90.8**
Interest in cultures different from your own	110	**90.0**	100	**91.0**	72	**85.7**	199	**86.5**	149	**89.3**	103	**85.1**
Leadership skills	110	**90.0**	100	**89.0**	74	**88.1**	199	**85.4**	150	**85.3**	96	**78.7**
Spirituality	91	**64.9**	100	**62.0**	54	**64.3**	191	**56.6**	150	**58.7**	70	**57.9**
A commitment to service	--	--	100	**81.0**	59	**70.2**	--	--	149	**77.9**	85	**70.2**

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
I believe I have the knowledge and skills necessary to effectively serve my community.	**204**	**3.9%**	**1.5%**	**8.8%**	**48.0%**	**37.7%**	**4.14**	**0.928**
Five Years (2012-2013)	83	4.8%	0.0%	9.6%	44.6%	41.0%	4.17	0.960
One Year (2016-2017)	121	3.3%	2.5%	8.3%	50.4%	35.5%	4.12	0.909
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	**205**	**3.9%**	**0.5%**	**3.9%**	**29.8%**	**62.0%**	**4.45**	**0.910**
Five Years (2012-2013)	84	4.8%	0.0%	4.8%	27.4%	63.1%	4.44	0.961
One Year (2016-2017)	121	3.3%	0.8%	3.3%	31.4%	61.2%	4.46	0.876

	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	SD
I feel a sense of commitment to serve others throughout my lifetime.	**205**	**4.4%**	**3.4%**	**11.7%**	**41.5%**	**39.0%**	**4.07**	**1.019**
Five Years (2012-2013)	84	6.0%	4.8%	9.5%	42.9%	36.9%	4.00	1.098
One Year (2016-2017)	121	3.3%	2.5%	13.2%	40.5%	40.5%	4.12	0.962

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

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Total	%
Yes	75	86.2	110	87.3	**185**	**86.9**
No	12	13.8	16	12.7	**28**	**13.1**

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)

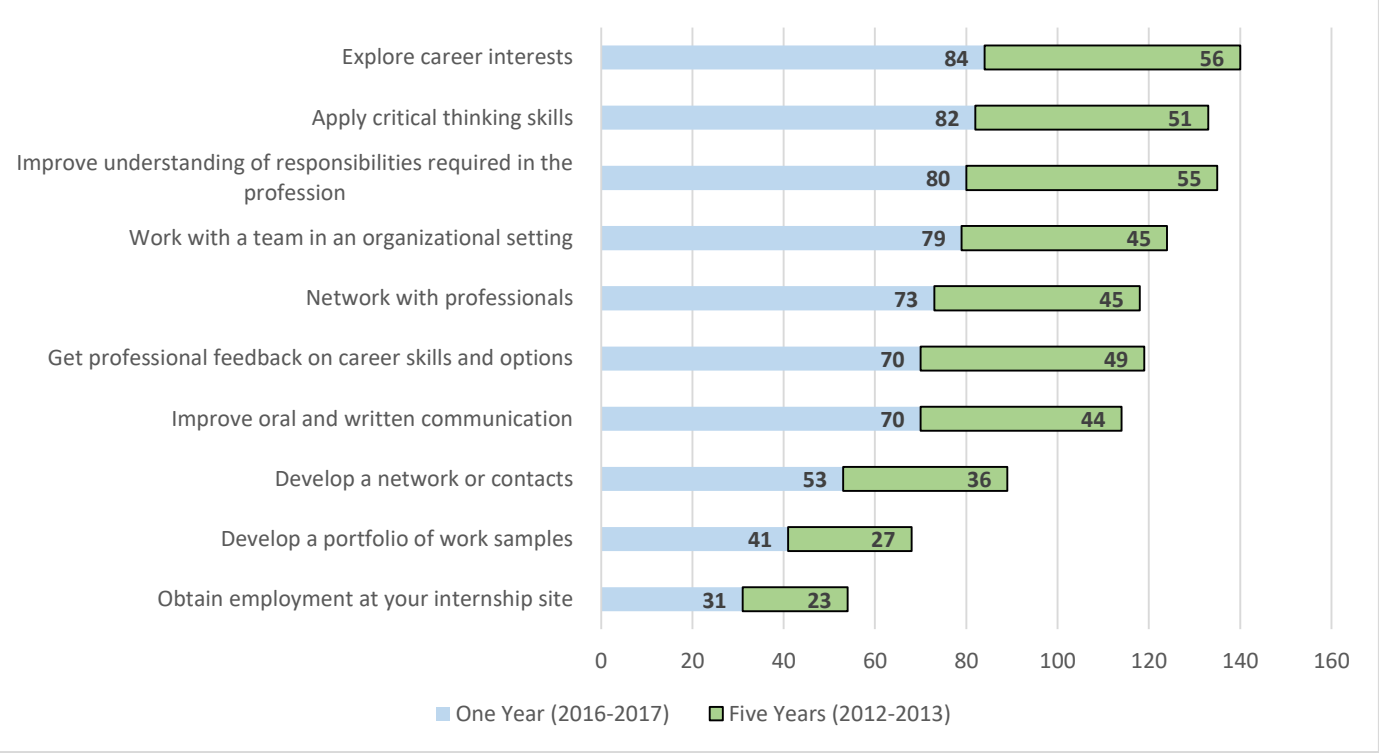


Table 11: Undergraduate alumni responses to *"Please indicate how strongly you agree with each of the following statements"* (Scale: 1 = "Strongly Disagree", 5 = "Strongly Agree")

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
I am in contact with friends and fellow students from Marymount.	**216**	**9.3%**	**16.2%**	**10.6%**	**31.5%**	**32.4%**	**3.62**	**1.331**
Five Years (2012-2013)	87	8.0%	21.8%	16.1%	33.3%	20.7%	3.37	1.259
One Year (2016-2017)	129	10.1%	12.4%	7.0%	30.2%	40.3%	3.78	1.358
I am still in touch with faculty and advisors.	**216**	**18.5%**	**25.9%**	**14.8%**	**28.2%**	**12.5%**	**2.90**	**1.335**
Five Years (2012-2013)	87	18.4%	36.8%	17.2%	21.8%	5.7%	2.60	1.186
One Year (2016-2017)	129	18.6%	18.6%	13.2%	32.6%	17.1%	3.11	1.393
I feel connected to Marymount.	**214**	**15.9%**	**17.8%**	**19.6%**	**31.8%**	**15.0%**	**3.12**	**1.312**
Five Years (2012-2013)	86	16.3%	19.8%	25.6%	30.2%	8.1%	2.94	1.221
One Year (2016-2017)	128	15.6%	16.4%	15.6%	32.8%	19.5%	3.24	1.362
I am well informed about activities for alumni.	**216**	**15.7%**	**24.5%**	**21.8%**	**28.2%**	**9.7%**	**2.92**	**1.244**
Five Years (2012-2013)	87	12.6%	16.1%	26.4%	39.1%	5.7%	3.09	1.137
One Year (2016-2017)	129	17.8%	30.2%	18.6%	20.9%	12.4%	2.80	1.301
I am interested in remaining involved with Marymount.	**216**	**8.3%**	**9.3%**	**25.9%**	**37.5%**	**19.0%**	**3.50**	**1.149**
Five Years (2012-2013)	87	12.6%	6.9%	27.6%	35.6%	17.2%	3.38	1.222
One Year (2016-2017)	129	5.4%	10.9%	24.8%	38.8%	20.2%	3.57	1.095
I would consider financially supporting Marymount.	**215**	**22.3%**	**17.2%**	**38.6%**	**15.8%**	**6.0%**	**2.66**	**1.165**
Five Years (2012-2013)	86	25.6%	18.6%	39.5%	10.5%	5.8%	2.52	1.155
One Year (2016-2017)	129	20.2%	16.3%	38.0%	19.4%	6.2%	2.75	1.166
Marymount has a good reputation.	**214**	**3.3%**	**5.6%**	**19.2%**	**51.9%**	**20.1%**	**3.80**	**0.935**
Five Years (2012-2013)	86	2.3%	5.8%	19.8%	48.8%	23.3%	3.85	0.927
One Year (2016-2017)	128	3.9%	5.5%	18.8%	53.9%	18.0%	3.77	0.943
If I could start over, I would choose Marymount again.	**216**	**7.9%**	**10.6%**	**20.8%**	**31.9%**	**28.7%**	**3.63**	**1.224**
Five Years (2012-2013)	87	6.9%	10.3%	18.4%	35.6%	28.7%	3.69	1.194
One Year (2016-2017)	129	8.5%	10.9%	22.5%	29.5%	28.7%	3.59	1.248
I would recommend Marymount to a friend or family member.	**216**	**6.9%**	**7.4%**	**13.0%**	**45.4%**	**27.3%**	**3.79**	**1.133**
Five Years (2012-2013)	87	6.9%	5.7%	12.6%	43.7%	31.0%	3.86	1.133
One Year (2016-2017)	129	7.0%	8.5%	13.2%	46.5%	24.8%	3.74	1.136
My Marymount education was worth the expense.	**215**	**10.7%**	**14.0%**	**20.5%**	**34.0%**	**20.9%**	**3.40**	**1.260**
Five Years (2012-2013)	86	7.0%	14.0%	20.9%	32.6%	25.6%	3.56	1.214
One Year (2016-2017)	129	13.2%	14.0%	20.2%	34.9%	17.8%	3.30	1.285

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
I am proud of being a Marymount alumnus/a.	**214**	**3.3%**	**5.1%**	**18.2%**	**42.1%**	**31.3%**	**3.93**	**0.998**
Five Years (2012-2013)	86	4.7%	5.8%	15.1%	43.0%	31.4%	3.91	1.059
One Year (2016-2017)	128	2.3%	4.7%	20.3%	41.4%	31.3%	3.95	0.958
My professional colleagues have heard of Marymount.	**214**	**9.3%**	**14.5%**	**15.9%**	**40.2%**	**20.1%**	**3.47**	**1.228**
Five Years (2012-2013)	85	8.2%	12.9%	17.6%	40.0%	21.2%	3.53	1.201
One Year (2016-2017)	129	10.1%	15.5%	14.7%	40.3%	19.4%	3.43	1.249

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",* 2010-2017

	Fifth-Year Alumni						First-Year Alumni					
	2010-11		2011-12		2012-13		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%	N	%
I am in contact with friends and fellow students from Marymount.	115	**76.5**	105	**68.5**	47	**54.0**	208	**75.5**	155	**80.0**	91	**70.5**
I am still in touch with faculty and advisors.	114	**39.5**	105	**33.4**	24	**27.6**	208	**47.6**	154	**48.7**	64	**49.6**
I feel connected to Marymount.	115	**48.7**	105	**42.9**	33	**38.4**	207	**52.7**	153	**52.9**	67	**52.3**
I am well informed about activities for alumni.	115	**36.5**	104	**40.4**	39	**44.8**	207	**47.8**	155	**42.6**	43	**33.3**
I am interested in remaining involved with Marymount.	115	**61.7**	105	**61.0**	46	**52.9**	208	**60.6**	155	**60.6**	76	**58.9**
I would consider financially supporting Marymount University.	115	**33.9**	105	**27.6**	14	**16.3**	208	**25.0**	154	**25.9**	33	**25.6**
Marymount has a good reputation.	115	**83.5**	104	**82.7**	62	**72.1**	208	**75.5**	155	**76.7**	92	**71.9**
If I could start over, I would choose Marymount again.	115	**65.2**	104	**66.3**	56	**64.4**	207	**63.3**	155	**59.4**	75	**58.1**
I would recommend Marymount to a friend of family member.	115	**84.3**	105	**82.8**	65	**74.7**	208	**77.9**	155	**70.9**	92	**71.3**
My Marymount education was worth the expense.	115	**57.4**	105	**61.9**	50	**58.1**	207	**55.6**	155	**52.9**	68	**52.7**
I am proud of being a Marymount alumnus.	114	**82.5**	105	**84.8**	64	**74.4**	208	**79.8**	155	**81.3**	93	**72.7**
My professional colleagues have heard of Marymount.	115	**63.5**	105	**73.4**	52	**61.2**	208	**68.8**	155	**65.9**	77	**59.7**

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

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count (Yes)	%	Count (Yes)	%	Count (Yes)	%
Student clubs	39	45.3	72	57.1	**111**	**52.4**
Career Center	41	47.7	66	52.4	**107**	**50.5**
Cultural activities	38	44.2	59	46.8	**97**	**45.8**
Research projects	35	40.2	60	48.4	**95**	**45.0**
MU service opportunities	38	44.2	59	47.2	**97**	**46.0**
MU spiritual development activities	26	29.9	35	27.8	**61**	**28.6**
Study abroad program	21	24.1	51	41.5	**72**	**34.3**
Intercollegiate athletics	16	18.6	24	19.2	**40**	**19.0**
Intramural athletics	16	18.6	21	16.8	**37**	**17.5**

Table 14: **Trend Snapshot:** Undergraduate Alumni Responses of "Yes" to *"Please indicate if you participated in or used the following while attending Marymount",* 2010-2017

	Fifth-Year Alumni						First-Year Alumni					
	2010-11		2011-12		2012-13		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%	N	%
MU spiritual development activities	114	**31.6**	105	**24.8**	26	**29.9**	206	**22.3**	153	**24.8**	35	**27.8**
MU service opportunities	114	**36.8**	105	**40.0**	38	**44.2**	205	**40.0**	152	**48.0**	59	**47.2**
Student clubs	115	**59.1**	105	**55.2**	39	**45.3**	207	**54.6**	152	**55.3**	72	**57.1**
Cultural activities	112	**43.8**	105	**43.8**	38	**44.2**	205	**45.9**	153	**47.1**	59	**46.8**
Intramural athletics	115	**16.5**	105	**15.2**	16	**18.6**	201	**11.4**	153	**9.2**	21	**16.8**
Intercollegiate athletics	114	**17.5**	104	**18.3**	16	**18.6**	203	**15.8**	153	**15.0**	24	**19.2**
Career Center	113	**41.6**	105	**32.4**	41	**47.7**	207	**61.8**	154	**59.7**	66	**52.4**
Study abroad program	112	**18.8**	105	**15.2**	21	**24.1**	206	**26.2**	154	**31.2**	51	**41.5**
Research Projects	114	**40.4**	105	**36.2**	35	**40.2**	204	**49.0**	152	**48.0**	60	**48.4**

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 (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Count	%
Continued a position held while attending school	18	21.4	15	12.5	**33**	**16.2**
Found a new position prior to graduation	13	15.5	23	19.2	**36**	**17.6**
0-3 months	19	22.6	31	25.8	**50**	**24.5**
4-6 months	13	15.5	8	6.7	**21**	**10.3**
7-12 months	7	8.3	8	6.7	**15**	**7.4**
More than 12 months	12	14.3	5	4.2	**17**	**8.3**
Have not yet entered professional position since graduation	2	2.4	30	25.0	**32**	**15.7**

Table 16: Responses to *"Was the position full-time?"*

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Count	%
Yes	66	80.5	77	83.7	**143**	**82.2**
No	16	19.5	15	16.3	**31**	**17.8**

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

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Count	%
Directly related	42	51.2	42	47.7	**84**	**49.4**
Somewhat related	26	31.7	34	38.6	**60**	**35.3**
Not related	14	17.1	12	13.6	**26**	**15.3**

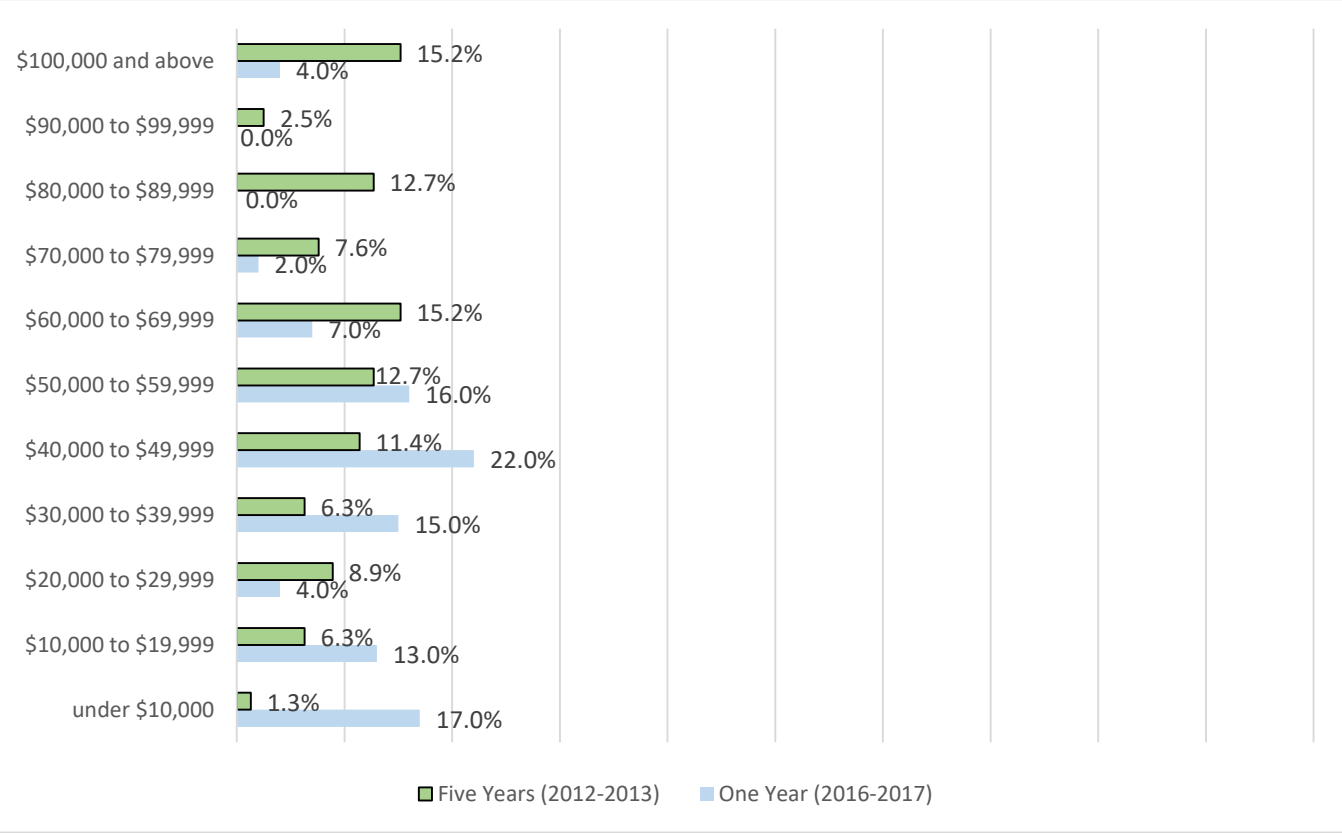
Table 18: Responses to *"Which of the following best describes your current employment status?"*

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Count	%
Employed full-time	74	89.2	84	70.0	**158**	**77.8**
Employed part-time	6	7.2	18	15.0	**24**	**11.8**
Not employed, but seeking employment	3	3.6	8	6.7	**11**	**5.4**
Not employed, and not looking	0	0.0	10	8.3	**10**	**4.9**

Table 19: Responses to *"What is your current salary range?"*

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	**%**	**Count**	**%**	**Count**	**%**
under $10,000	1	1.3	17	17.0	**18**	**10.1**
$10,000 to $19,999	5	6.3	13	13.0	**18**	**10.1**
$20,000 to $29,999	7	8.9	4	4.0	**11**	**6.1**
$30,000 to $39,999	5	6.3	15	15.0	**20**	**11.2**
$40,000 to $49,999	9	11.4	22	22.0	**31**	**17.3**
$50,000 to $59,999	10	12.7	16	16.0	**26**	**14.5**
$60,000 to $69,999	12	15.2	7	7.0	**19**	**10.6**
$70,000 to $79,999	6	7.6	2	2.0	**8**	**4.5**
$80,000 to $89,999	10	12.7	0	0.0	**10**	**5.6**
$90,000 to $99,999	2	2.5	0	0.0	**2**	**1.1**
$100,000 and above	12	15.2	4	4.0	**16**	**8.9**

Chart 4: Responses to *"What is your current salary range?"*



Current Employer:

Aerotek, Inc.
Abercrombie & Fitch
AbleVets
Allied Telecom Group
Ann Inc.
Arlington County Sheriff's Office
Baker Tilly
BID Plymouth ER
Bizagi
Bloomingdales
Booz Allen Hamilton
Branch Builds
Bryan L. Grimmer, DDS
Canvas Home Interiors
Capitol Counsel LLC
CARE
Case Design
Catholic Diocese of Richmond
Cherry Tree Neuropsychology
Cherrydale Veterinary Clinic
Clarendon Animal Care
Coast Guard
Compass Coffee
Cornerstone Recruiting
CyberBalance LLC
DC Government
Dell
Deltek, Inc.
DHI Mortgage
Dignity Health - St. Mary Medical Center
District of Columbia Public Schools
DLT Solutions, LLC
Eastern University
ECS Federal
Enterprise Rent A Car
eviCore
Fairfax County
Fairfax County Public Schools
FBI
FCPS
FDNY
FM Studios
Freddie Mac
Gartner
GAZT
GDIT
GEICO
General Dynamics Information Technology
Greenberg Traurig
Halah
Hallie Burrier, Relish Decor and Treaty General Store
HCM Strategists LLC
Herman Kay
Holy Cross Hospital
Holy Spirit Catholic Church
Honest Soul Yoga
IBI Group
Influents
INOVA
Inova Fairfax Hospital
Inova Health System
Inova Physical Therapy
Institute for In Vitro Sciences
IOMAXIS
Jefferson
Kaiser Permanente
Kaiser South Sacramento Hospital
Kate Spade New York
KeyW Corporation
KPMG LLP
Kvs
LasikPlus
Lenscrafters
Live Nation Entertainment
Marymount University
MCIT
McLean Project for the Arts
Medstar and Inova
Medstar Washington Hospital Center
Mercado Consultants, Inc.
Money 20/20
MorganFranklin Consulting
NASA Goddard Space Flight Center
NASEM
National Cancer Institute
National Center for Missing & Exploited Children
National MS Society
Navy Federal Credit Union
Netcentics Corporation
NIH
NO
Nordstrom
Northern Virginia Fine Arts Association
Nova Salud, Inc.
NovaCare Rehabilitation
Opus Inspection Inc.
Palm Beach Tan
Penn State University
plt various
Prince William County Police
Privia Health
Whole Foods Market
Wyndham
Youth Apostles

Educational Experiences Since Graduation

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

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	**%**	**Count**	**%**	**Count**	**%**
Yes	37	44.6	48	39.3	**85**	**41.5**
No	46	55.4	74	60.7	**120**	**58.5**

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

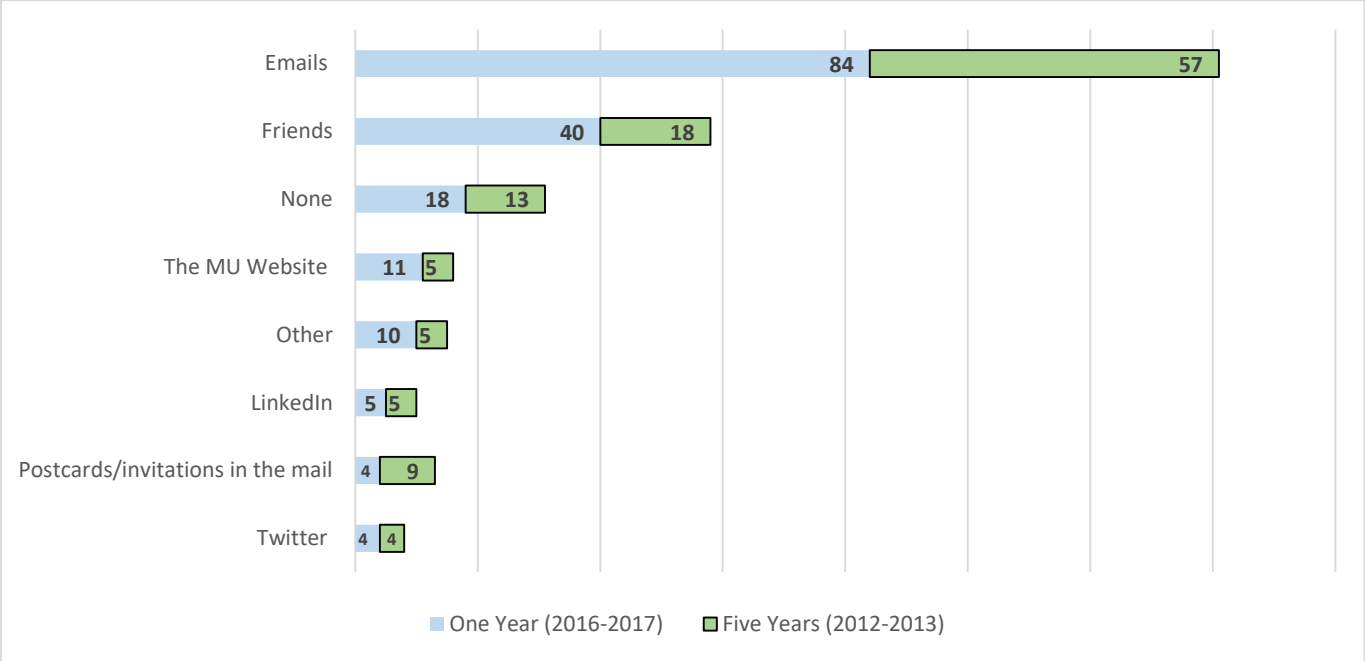
	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	**%**	**Count**	**%**	**Count**	**%**
Associates	0	0.0	0	0.0	**0**	**0.0**
Bachelors	3	3.4	1	0.8	**4**	**1.9**
Masters	25	28.7	31	24.0	**56**	**25.9**
Doctorate	2	2.3	4	3.1	**6**	**2.8**
Other	1	1.1	2	1.6	**3**	**1.4**

College/University Attended/Currently Attending:

American Military University
American University
Brandeis University
Catholic University of America
Chamberlain
Concordia University Irvine
Eastern University
Framingham state University
George Mason University
George Washington University
Georgetown University
INCAE Business School
John Hopkins University
Liberty University
Marymount University
Argosy University
Maryville University
Montgomery College
Mount Kenya
National Intelligence University
North Carolina State University
Pennsylvania State
Purdue University
Reformed Theological Seminary
Saint Joseph College
SHRM
SRH Hochschule Heidelberg
Strayer University
Thomas Jefferson University
UMUC
University of California, Berkeley Law School
University of Maryland
University of Nevada, Reno
University of the District of Columbia
USC
UVA
VCU
Walden University

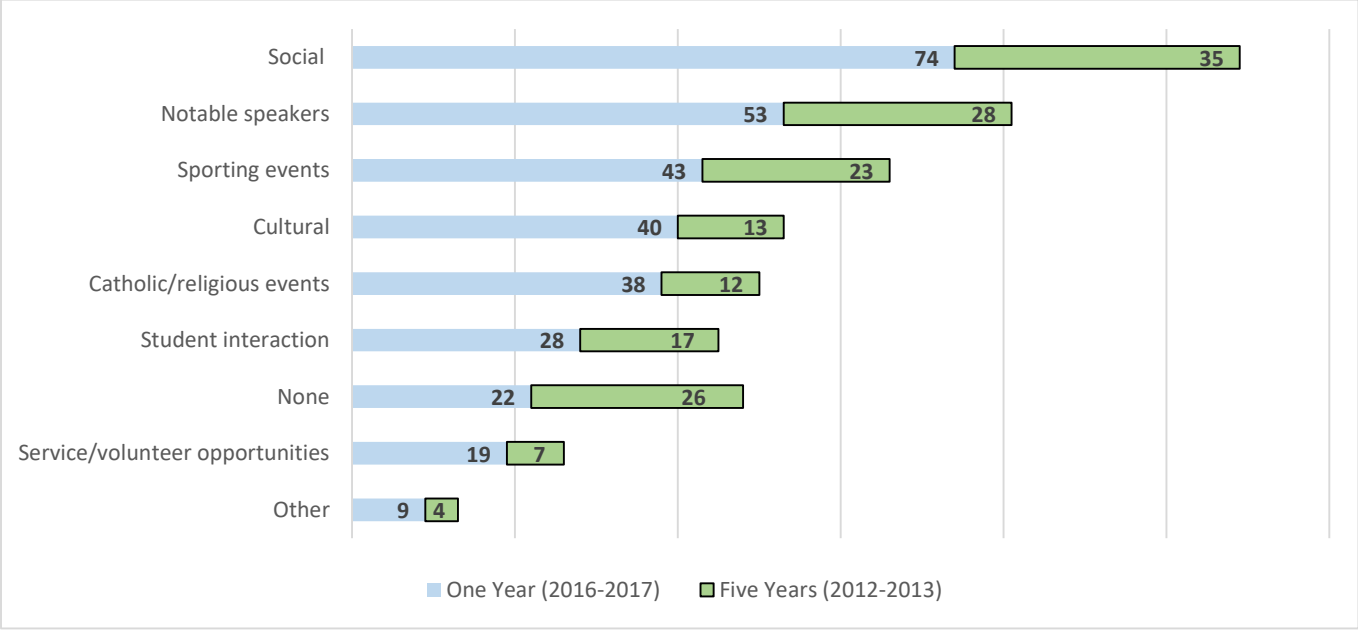
Alumni Relations

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 (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Count	%
Yes	14	16.7	45	37.5	**59**	**28.9**
No	70	83.3	75	62.5	**145**	**71.1**

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

Theme 1: Too Busy/Inconvenient Timing (N = 33)
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:

"I was out of town for the alumni event during homecoming week. I believe that was the first alumni event I was informed of since graduating in Spring 2017."
"No time. I'm working to pay student loan."
"Too busy with work and life commitments."

Theme 2: Distance/Location (N = 32)
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 was expensive to travel for events.

Example Responses:

"I am trying to pursue a career outside of the states. It's hard to attend when you're not anywhere near the event."
"I currently do not live in Arlington, VA so it is very hard for me to get over there whenever the event is happening."
"I live far (so expensive to attend)."

Theme 3: No Interest (N = 22)
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:

"There has not been an event that I have been 100% interested in."
"I was only aware of homecoming, which I had little interest in."
"I haven't had any interest of any events that had been planned."

Theme 4: Uninformed/Informed Too Late (N = 20)
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:

"Because I have received no communication from Marymount in regards to an alumni events."
"I didn't know in time to attend."
"Not notified of any events unless it's trying to persuade me to obtain a new degree."

Theme 5: Miscellaneous Reasons (N = 9)
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 no longer keeping in contact with people from the university, personal reasons, or the events did not cater to alumni of all ages.

Example Responses:

"I keep in touch with the people I want to outside of events and associations."
"Haven't had the chance, nor has one caught my eye. Wanted to participate in the Alumni soccer game but details around it weren't fluid as it changed recently from April to October."
"I keep in touch and live 10 minutes away. I use the library and visit with faculty. I feel like the other events are geared more towards really young alums. I'm 37 and some of the bars MU sets up are young bars with not the best reputations. Great if you're 22-24."

Theme 6: No Connection to MU (N = 5)
Some alumni indicated they did not feel connected to MU either while they were students or since they have graduated and thus do not wish to attend an alumni event.
Example Responses:
"I was an older transfer student and wasn't in search of a strong social connection."
"Online learning does not make you feel like you are attached to the school to participate."
"I was at Marymount for only 2 years. While I respect and loved Marymount for helping me accomplish my goal of graduating, I had come in already having a long college trajectory so I was exhausted with schooling and had tunnel vision on the degree. That's why I didn't connect with the Marymount environment enough to where I am really involved in the culture of alumni events. I feel if I was there all 4 years I would feel different. Regardless, I recommend Marymount to anyone I speak to."

What were the strongest aspects of your Marymount education?

Theme 1: Quality of Professors/Faculty/Staff/Advisors (N = 68)
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 impact of their advisors.
Example Responses:
"I think that people in Student Affairs and those who work in leadership development/service made the biggest impact in my life at MU. I think the leaders they worked with made an impact on my life in my early years, and I hope I was able to do the same as I progressed through MU.
"Great professors who cared about you and your future."
"The strongest aspects of my MU education were from being supported by my professors and friends from MU. The close knit support from MU is what got me through most of my education. It was important for me to be supported, especially since I was coming from California and was not essentially from the area. I am grateful to all the friendships and contacts I have made throughout my MU career."
"Close relationship to professors and advisors, ability to build strong connections with staff and faculty."

Theme 2: Program/Courses/Skills Developed (N = 50)
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:
"Marymount, the fashion program specifically, encouraged students to take responsibility for their education. We had the creative freedom to express ourselves exactly the way we wanted to. Portfolio in Motion allows students the opportunity to learn a countless array of skills that I am confident have served me well into my professional life. Public speaking, leadership, management skills, working together with people from different backgrounds, cultures, and working styles, attention to detail, creative problem solving, multitasking, and time management. The fashion program encourages students to take their ideas and put them into reality. The people I learned from and worked with during my time at MU truly shaped who I am today. The professors and staff at MU truly care about their students and care about their success - relationships I have made there are some of the strongest in my life."

"Writing, Critical thinking, Hard work ethics, Team work, and Love sharing to all I meet."
"The diverse classes and the specialty upper level classes that really tapped into unique curriculums."
"I love that we are encouraged to learn more about both religion and philosophy and various subjects in general."

Theme 3: Class/School Size (N = 22)
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:

"The small class sizes within my major were a huge reason why I loved the education I obtained at Marymount. With smaller class sizes, I was able to know the professors personally and felt supported by both the students and staff in my major."
"Because of its small community, was able to get more of a one-one education."
"I love that Marymount has smaller classrooms that are more interactive. I learn by engaging with my professor and sitting up front and asking a lot of questions. I thrived in that kind of learning environment."
"I enjoyed the small class room sizes and personalized learning environment."

Theme 4: Overall Education/Experience (N = 21)
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:

"Volunteering, being engaged in student leadership/activities, and being active in the classroom helped provide a more well-rounded and successful experience for me in my education."
"MU gave many opportunities to grow as more than just a student and it was definitely up to the student to take advantage of those opportunities and I was extremely happy I did. Some of the strongest aspects of my education would be the location of MU and its proximity to DC, being encouraged and oftentimes forced (for very good reasons) to work with others on projects and assignments, exploring classes outside of my major, studying abroad, and campus ministry were some of the strongest aspects."
"Spiritual development through Campus Ministry, research and academic curiosity through the Honors Program, and learning about other cultures and appreciating diversity."
"The community to support and encourage me in my education and spiritual development."
"Great community, creating leadership skills, giving opportunities to grow."

Theme 5: Internships/Study Abroad (N = 17)
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:

"Being forced to purse an internship that lead to a full time position."
"Study abroad, and access to opportunities off campus."
"Strong network between Marymount University and hospitals in the region provided excellent clinical experiences."
"I thought the short-term study abroad opportunities were incredible."

Theme 6: Campus Resources (N = 15)
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:

"Education/disabilities access department that allowed me extra time & quiet place for tests."
"The CTL was also an invaluable resource for my MU education."
"Excellent resources for outside the classroom (library, CTL, career services, counseling services, and Catholic chapel)."

"Campus ministry was huge for me, helping me to hone leadership skills and build community with other students of faith. Also, being a player on the women's soccer team educated me in discipline and perseverance. Finally, the Fashion program, particularly the challenge and opportunity my senior year to hold a leadership position for Portfolio in Motion's production was huge in helping me to put learned skills into practice."
"The student leadership involvement."

Theme 7: Classmates (N = 12)
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 nursing community. My peers and the faculty were amazing. Very supportive and passionate."
"My relationships and friendships. (Married my MU sweetheart)."
"I also made most of my closest friends through the program & still stay in contact with a few of my honors professors."
"Getting to work with students from different backgrounds."

Theme 8: Miscellaneous Strengths (N = 11)
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:
"Pretty campus. Nice neighborhood."
"Convenient location."
"Marymount was highly regarded when applying for jobs."
"Adequately prepared me for grad school."

What aspects of your Marymount education need the most improvement?

Theme 1: Program/Courses/Skills Developed (N = 45)
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:
"An optional 1 credit prep class for GRE/ MCAT/ PCAT/ LSAT just for the students to get thinking about graduate school. That would ensure that people who want to do further study have a faculty member to ask questions or rely on."
"More freedom to focus on classes that pertained to my major and interests and less on core classes that took away from my time. I would've benefited much better from being able to have a more open schedule to choose classes that interested me rather than ones to fulfill so many different categories."
"Work on necessary life skills needed to survive life."

Theme 2: Campus Resources/Facilities (N = 27)
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:
"For commuting students, needed better study spots and food options."
"The library hours are TERRIBLE. There are very few other areas to study on campus other than a dorm room. It is generally not healthy to study in the same place one is supposed to sleep/relax. It is also very hard to study with the distractions of roommates. The library should be open 24/7."

"Quality of events is very notable compared to other universities. This doesn't allow school spirit to rise. Andy Grammar concert was highlight and I was an alumni at the time."

Theme 3: Quality of Professors/Faculty/Staff/Advisors (N = 18)

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:

"Administrative organization and helpfulness could be improved. I have had to fight against administrative mistakes on multiple occasions."

"Getting more professors for all majors because learning from different professors every year is beneficial. Some professors teach too many courses in one individual's major leaving no room for learning from different perspectives."

"Guidance counselors. I believe there should be more of them who are familiar with the degree plans in conjunction with mandatory scheduled visits multiple times a semester. Missing a pre-requisite or classes not transferring appropriately can cause huge amounts of stress when trying to graduate within a specific time frame. A simple mistake can cause another semester of classes and frustration."

Theme 4: Preparation for Future (N = 16)

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:

"I think MU should work closely with companies and laboratories in D.C./Arlington to build relationships and facilitate student internships and job-search for people of all majors. Also, as a Biochemistry major, I received little to no advising for graduate education, more specifically medical school. There should definitely be improvement in that aspect of future advising."

"Transitioning the skills learned into the real world. How to use what we learned to get a job."

"Planning for life after graduation; budgeting/financial planning, etc."

Theme 5: Internships/Research Opportunities (N = 15)

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

Example Responses:

"An aspect of my MU education that could use some improvement is the process for the required internships. At times the process was very tedious and I felt like there where a lot hoops to jump through."

"Networking & job hunting skills in the research field for science."

"Undergraduate Internship program for full time employees in school part time was challenging; advisor was ill-equipped for non-traditional students."

Theme 6: Cost and Reputation (N = 6)

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

Example Responses:

"Cost per semester."

"Assistance for tuition."

Theme 7: Overall Education (N = 6)

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

Example Responses:

"I think the one thing that really bothered me at MU was the acceptance of mediocracy. I think the school culture at MU is very lenient on those who do not put in the effort or perform quality work. Many of my classmates, more in my core requirement classes, were satisfied with receiving a C. I do realize that the students are adults and they are responsible for their own success. However, I think that MU can start instilling a different academic quality vibe through revising admission criteria/the desired student profile for example. I think that this is probably one of the downfalls of MU (and may be part of the retention rate problem). The overall academic school culture is alright with letting people just "get by". I think that a little more rigor and strictness on academic excellence is important as it may change the whole quality and culture for students and could result in a better college experience."
"I think MU can improve in educating the students about the value in being involved and taking on the leadership roles. This experience not only enrich their campus life but this also helps them in the professional life after graduation."

Theme 8: Miscellaneous (N = 6)
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:

"I think service still needs improvement. I also think the support of the school to established programs would help to make the MU experience more welcoming. Things like the MaryTHON, Volunteer Service Day, Pink Dinner, Voyage, & the PT 5K service day are things that MU has the capacity to do amazing things."
"Need more student engagement."
"I believe that MU needs to be more open to diversity beyond just the dominant nationalities in the community. I also felt like shuttle experience rapidly declined after FY 2013."

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

Theme 1: Overall Education/Experience (N = 19)
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:

"I loved the diversity of the school, but it came at the cost of completely losing the point behind being a Catholic education school. We became so diverse that we watered down the whole mission statement/namesake of the school!"
"I loved being an athlete at MU but both sports I participated in (Swimming & Cross Country) had little to no support by MU, especially Cross Country. MU should focus more on building the programs they already have rather than adding more sports. I came down from New York to go to Marymount and it was one of the best decisions I have made. I had a slightly different background with going to Community College while still in High School and was therefore was a bit ahead in my program and my main regret in my undergrad was to not proactively looking into my options while at school. For instance, I had plenty of time to complete a double major comfortably in 4 years and I pursued Economics with my Business degree but ended with a minor because the program was fairly young and there was a lack of cohesion with the intro courses and the advanced courses. This is why I marked advisement as needs improvement because I was hoping an advisor could have directed me a little more to be more prepared and take better advantage of my education. Also a discussion into grad school options would've been nice, not for right after undergrad but for a few years out of college. Overall, Marymount is a great school with great people and I'm proud to be an alumni."
"I think my education at Marymount lives up to any level of education anyone might learn at another larger school; I am proud to say I graduated from Marymount. Professors really care about you there and it's always evident."

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

"It was a good experience but it would be nice if we had a pre-med committee to write the letter of recommendations."
"More evening classes should be made available to accommodate working folks."
"Please continue the spring break fashion trips to London!! That was the best week ever!"

Theme 3: Quality of Professors/Faculty/Staff/Advisors (N = 4)
Overall, comments were positive in this section with many alumni naming 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 am grateful to my professors for guiding me along the way."
"I just want to thank all of the professors within the health science program, they were the best part of my major, they offered interesting classes and the content was always up to my standards and engaging."

Theme 4: Cost and Campus Living (N = 4)
Alumni stated Marymount was too expensive and had debt due to student loans. Some indicated that it was not beneficial to their career to attend MU, and even said they wished they had attended a different university.
Example Responses:
"I think that for the price of the education I should have gone to a school that was possibly more expensive but had a way better reputation and alumni network/had more student or merit based aide. I think I would have done better at a larger school such as Georgetown. That being said, I became very complacent at Marymount and the onus for that is on me."
"Marymount needs to pursue a more diverse student population. It is too homogenous in terms of color and socioeconomic background."

Theme 5: Preparation for Future (N = 3)
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:
"Classes should include more real life functionality and not just serve to get good grades."
"Make the pre-PT program more rigorous and better in line with the doctorate program and what it teaches."

Theme 6: Miscellaneous (N = 8)
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:
"Alumni events are lacking. For example, it seems as if homecoming is severely under-planned. There is also VERY LITTLE advertising. The only reason why most alumni know about the event is through people that are still on campus. There should be more events for alumni to connect with professors and fellow students, and maybe even current students that are looking for professional connections! Furthermore, there should be better food during the homecoming festivities; I graduated, please stop feeding me Sodexo."
"The student health center should really look into hiring nursing students as student workers to maximize the hours that the health center can be open. We advertise Marymount as having one of the best nursing programs on the East Coast and yet we don't trust nursing students enough to employ them ourselves, and therefore have an entire university trying to use a health center that isn't open outside of business hours."
"I am concerned that the offices across campus do not do an effective job at communicating with such other, regarding events and issues going on around campus. There needs to be a better way for communication and continuity amongst campus offices."

GRADUATE ALUMNI

Student Demographic Data

Table 23: Demographics

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Count	%
What degree did you receive?						
Certificate	11	8.5	1	0.8	**12**	**4.6**
Doctorate	9	7.0	12	9.1	**21**	**8.0**
Masters	109	84.5	119	90.2	**228**	**87.4**
What school did you belong to?						
Arts and Sciences	6	4.7	4	3.0	**10**	**3.8**
Business Administration	42	32.6	37	28.0	**79**	**30.3**
Education and Human Services	63	48.8	73	55.3	**136**	**52.1**
Health Professions	18	14.0	18	13.6	**36**	**13.8**
Gender:						
Female	100	79.4	112	82.4	**212**	**81.2**
Male	26	20.6	24	17.6	**50**	**18.8**
At which location did you take the majority of your classes?						
Main Campus	42	32.6	28	21.2	**70**	**26.8**
4040 Fairfax/Ballston	70	54.3	87	65.9	**157**	**60.2**
Reston	13	10.1	6	4.5	**19**	**7.3**
Online	1	0.8	7	5.3	**8**	**3.1**
Other	3	2.3	4	3.0	**7**	**2.7**
What was your primary enrollment status?						
Full-time	76	59.4	86	65.2	**162**	**62.3**
Part-time	52	40.6	46	34.8	**98**	**37.7**
Which of the following statements describes your start at MU?						
Marymount was the first college or university I attended.	7	5.4	6	4.6	**13**	**5.0**
I transferred into Marymount from a community college or four-year college or university.	4	3.1	4	3.1	**8**	**3.1**
I earned a degree from another college or university prior to enrolling at Marymount.	118	91.5	121	92.4	**239**	**91.9**
Were you employed, while attending classes?						
Employed full-time	68	53.1	69	52.3	**137**	**52.7**
Employed part-time	38	29.7	36	27.3	**74**	**28.5**
Not employed	22	17.2	27	20.5	**49**	**18.8**
If you were employed did you work on campus?						
Yes	19	17.9	15	14.4	**34**	**16.2**
No	87	82.1	89	85.6	**176**	**83.8**
How many years did you live on campus or in university housing?						
None	117	91.4	118	89.4	**235**	**90.4**
Less than 1 year	4	3.1	6	4.5	**10**	**3.8**
1 to 2 years	5	3.9	6	4.5	**11**	**4.2**
3 or more years	2	1.6	2	1.5	**4**	**1.5**

Table 24: Programs

	Five Years (2012-2013)	One Year (2016-2017)	Total
	Count		
Arts and Sciences			
English and Humanities (M.A.)	3	1	**4**
Interior Design (M.A.)	3	3	**6**
Business Administration			
Business Administration (M.B.A.)	12	15	**27**
Cybersecurity (M.S.)	0	5	**5**
Health Care Management (M.S.)	1	1	**2**
Human Resource Management (Graduate Certificate)	2	1	**3**
Human Resource Management (M.A.)	7	10	**17**
Information Technology (M.S.)	7	3	**10**
Leadership and Management (M.S.)	4	2	**6**
Legal Administration (M.A.)	3	0	**3**
Organizational Development (Graduate Certificate)	1	0	**1**
Paralegal Studies (Graduate Certificate)	3	0	**3**
Leadership (Graduate Certificate)	2	0	**2**
Education and Human Services			
Community Counseling (Post-Master's Certificate)	1	0	**1**
Counseling (M.A.)	7	16	**23**
Forensic and Legal Psychology (M.A.)	22	30	**52**
Education: Administration and Supervision of PK-12 (M.Ed.)	4	7	**11**
Education: Elementary Education, PK-6 (M.Ed.)	14	8	**22**
Education: English As a Second Language (M.Ed.)	5	4	**9**
Education: Professional Studies (M.Ed.)	3	6	**9**
Education: Secondary Education, 6-12 (M.Ed.)	5	2	**7**
Education: Special Education, General Curriculum K-12 (M.Ed.)	2	0	**2**
Health Professions			
Health Education and Promotion (M.S.)	3	2	**5**
Nursing Education (M.S.N.)	1	0	**1**
Nursing -- Family Nurse Practitioner (M.S.N.)	5	4	**9**
Nursing (D.N.P.)	2	0	**2**
Physical Therapy (D.P.T.)	7	12	**19**
Total	**129**	**132**	**261**

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
Overall experience	**261**	**0.8%**	**4.2%**	**11.1%**	**49.0%**	**34.9%**	**4.13**	**0.826**
Five Years (2012-2013)	129	0.8%	3.9%	7.8%	50.4%	37.2%	4.19	0.801
One Year (2016-2017)	132	0.8%	4.5%	14.4%	47.7%	32.6%	4.07	0.849
Academic quality	**261**	**0.0%**	**3.8%**	**10.3%**	**43.7%**	**42.1%**	**4.24**	**0.789**
Five Years (2012-2013)	129	0.0%	2.3%	10.1%	45.0%	42.6%	4.28	0.739
One Year (2016-2017)	132	0.0%	5.3%	10.6%	42.4%	41.7%	4.20	0.836
Major or program	**261**	**0.4%**	**4.2%**	**8.8%**	**41.0%**	**45.6%**	**4.27**	**0.822**
Five Years (2012-2013)	129	0.8%	1.6%	9.3%	42.6%	45.7%	4.31	0.769
One Year (2016-2017)	132	0.0%	6.8%	8.3%	39.4%	45.5%	4.23	0.872
Academic advising	**260**	**5.4%**	**8.1%**	**23.1%**	**33.5%**	**30.0%**	**3.75**	**1.131**
Five Years (2012-2013)	129	5.4%	7.0%	20.2%	38.8%	28.7%	3.78	1.104
One Year (2016-2017)	131	5.3%	9.2%	26.0%	28.2%	31.3%	3.71	1.160
Marymount's academic reputation	**260**	**0.4%**	**5.8%**	**19.6%**	**48.1%**	**26.2%**	**3.94**	**0.850**
Five Years (2012-2013)	128	0.0%	6.3%	20.3%	48.4%	25.0%	3.92	0.838
One Year (2016-2017)	132	0.8%	5.3%	18.9%	47.7%	27.3%	3.95	.864
Library and Learning Services	**259**	**0.4%**	**1.9%**	**15.8%**	**51.4%**	**30.5%**	**4.10**	**0.754**
Five Years (2012-2013)	128	0.8%	2.3%	18.8%	50.0%	28.1%	4.02	0.798
One Year (2016-2017)	131	0.0%	1.5%	13.0%	52.7%	32.8%	4.17	0.703

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

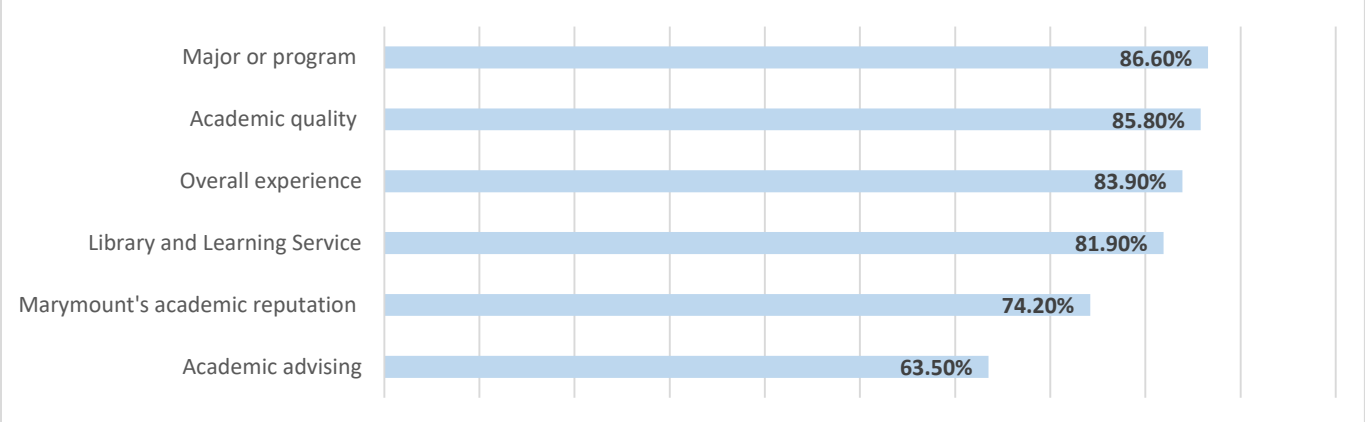


Table 26: **Trend Snapshot:** Overall Quality, Graduate Alumni Responses of "Good" or "Excellent to *"From your experience at MU, how would you rate each of the following?,"* 2010 – 2017

	Fifth-Year Alumni							First-Year Alumni					
	2010-11		2011-12		2012-13			2014-15		2015-16		2016-17	
	N	%	N	%	N	%		N	%	N	%	N	%
Overall experience	99	**73.8**	136	**87.5**	113	**87.6**		135	**88.9**	183	**89.6**	106	**80.3**
Academic quality	100	**76.0**	136	**86.8**	113	**84.1**		134	**84.3**	182	**84.1**	111	**84.1**
Major department or academic program	99	**77.8**	136	**88.2**	114	**88.4**		135	**85.9**	183	**86.9**	112	**84.8**
Academic advising	99	**61.6**	135	**72.6**	87	**67.4**		135	**60.0**	181	**66.3**	78	**59.5**
Marymount's academic reputation	99	**66.7**	135	**73.3**	94	**73.4**		135	**75.5**	181	**75.1**	99	**75.0**
Library and Learning Services	99	**67.7**	134	**68.7**	100	**78.1**		134	**67.9**	183	**79.2**	112	**85.5**

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
Find a job in your field	**257**	**7.0%**	**12.1%**	**15.2%**	**32.3%**	**33.5%**	**3.73**	**1.238**
Five Years (2012-2013)	129	7.8%	10.9%	14.0%	34.1%	33.3%	3.74	1.245
One Year (2016-2017)	128	6.3%	13.3%	16.4%	30.5%	33.6%	3.72	1.236
Pursue more education in your field	**257**	**3.5%**	**6.2%**	**23.3%**	**39.7%**	**27.2%**	**3.81**	**1.019**
Five Years (2012-2013)	129	3.9%	2.3%	20.2%	42.6%	31.0%	3.95	0.979
One Year (2016-2017)	128	3.1%	10.2%	26.6%	36.7%	23.4%	3.67	1.043
Conduct research to support a position	**257**	**3.9%**	**6.2%**	**24.5%**	**40.5%**	**24.9%**	**3.76**	**1.020**
Five Years (2012-2013)	129	4.7%	**5.4%**	26.4%	42.6%	20.9%	3.70	1.012
One Year (2016-2017)	128	3.1%	7.0%	22.7%	38.3%	28.9%	3.83	1.028
Develop a coherent written argument	**257**	**2.3%**	**2.7%**	**21.8%**	**41.2%**	**31.9%**	**3.98**	**0.927**
Five Years (2012-2013)	129	3.1%	2.3%	24.0%	42.6%	27.9%	3.90	0.942
One Year (2016-2017)	128	1.6%	3.1%	19.5%	39.8%	35.9%	4.05	0.908
Deliver a coherent oral presentation	**256**	**1.6%**	**3.5%**	**16.0%**	**44.5%**	**34.4%**	**4.07**	**0.885**
Five Years (2012-2013)	129	1.6%	4.7%	19.4%	43.4%	31.0%	3.98	0.914
One Year (2016-2017)	127	1.6%	2.4%	12.6%	45.7%	37.8%	4.16	0.849
Use quantitative/qualitative techniques within your professional field	**256**	**2.3%**	**6.6%**	**18.0%**	**43.8%**	**29.3%**	**3.91**	**0.972**
Five Years (2012-2013)	129	3.1%	8.5%	17.8%	44.2%	26.4%	3.82	1.019
One Year (2016-2017)	127	1.6%	4.7%	18.1%	43.3%	32.3%	4.00	0.917
Use technology effectively in a workplace environment	**257**	**3.1%**	**5.8%**	**19.5%**	**42.8%**	**28.8%**	**3.88**	**0.993**
Five Years (2012-2013)	129	3.9%	7.0%	17.8%	41.1%	30.2%	3.87	1.049
One Year (2016-2017)	128	2.3%	4.7%	21.1%	44.5%	27.3%	3.90	0.938
Apply knowledge and skills to new situations	**257**	**1.6%**	**3.1%**	**13.2%**	**44.7%**	**37.4%**	**4.13**	**0.869**

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
Five Years (2012-2013)	129	3.1%	3.1%	13.2%	45.7%	34.9%	4.06	0.942
One Year (2016-2017)	128	0.0%	3.1%	13.3%	43.8%	39.8%	4.20	0.787
Solve problems in your field using your knowledge and skills	**257**	**1.6%**	**3.9%**	**12.5%**	**44.0%**	**38.1%**	**4.13**	**0.887**
Five Years (2012-2013)	129	3.1%	4.7%	10.9%	43.4%	38.0%	4.09	0.977
One Year (2016-2017)	128	0.0%	3.1%	14.1%	44.5%	38.3%	4.18	0.788
Find appropriate sources of information	**257**	**1.2%**	**2.3%**	**14.4%**	**45.9%**	**36.2%**	**4.14**	**0.830**
Five Years (2012-2013)	129	2.3%	1.6%	15.5%	45.7%	34.9%	4.09	0.879
One Year (2016-2017)	128	0.0%	3.1%	13.3%	46.1%	37.5%	4.18	0.778
Evaluate the quality of information (e.g. scholarly articles, newspapers)	**257**	**1.2%**	**3.1%**	**17.1%**	**41.6%**	**37.0%**	**4.10**	**0.874**
Five Years (2012-2013)	129	2.3%	2.3%	20.2%	40.3%	34.9%	4.03	0.927
One Year (2016-2017)	128	0.0%	3.9%	14.1%	43.0%	39.1%	4.17	0.814
Understand the major ethical dilemmas in your field	**256**	**1.2%**	**3.5%**	**15.6%**	**38.7%**	**41.0%**	**4.15**	**0.891**
Five Years (2012-2013)	128	2.3%	3.1%	18.0%	40.6%	35.9%	4.05	0.938
One Year (2016-2017)	128	0.0%	3.9%	13.3%	36.7%	46.1%	4.25	0.832
Determine the most ethically appropriate response to a situation	**257**	**1.2%**	**5.1%**	**15.6%**	**43.2%**	**35.0%**	**4.06**	**0.902**
Five Years (2012-2013)	129	2.3%	5.4%	19.4%	41.9%	31.0%	3.94	0.966
One Year (2016-2017)	128	0.0%	4.7%	11.7%	44.5%	39.1%	4.18	0.817
Work collaboratively with people from diverse backgrounds	**256**	**1.2%**	**3.1%**	**12.9%**	**37.5%**	**45.3%**	**4.23**	**0.874**
Five Years (2012-2013)	129	1.6%	2.3%	12.4%	38.0%	45.7%	4.24	0.873
One Year (2016-2017)	127	0.8%	3.9%	13.4%	37.0%	44.9%	4.21	0.879
Apply education to serve others in your community	**257**	**1.9%**	**4.3%**	**16.0%**	**39.3%**	**38.5%**	**4.08**	**0.942**
Five Years (2012-2013)	129	3.1%	5.4%	17.1%	38.8%	35.7%	3.98	1.015
One Year (2016-2017)	128	0.8%	3.1%	14.8%	39.8%	41.4%	4.18	0.855

Chart 8: Percentage of Graduate Responses of "Good" or "Excellent" to *"Please indicate how much your education at MU contributed to the development of…"*

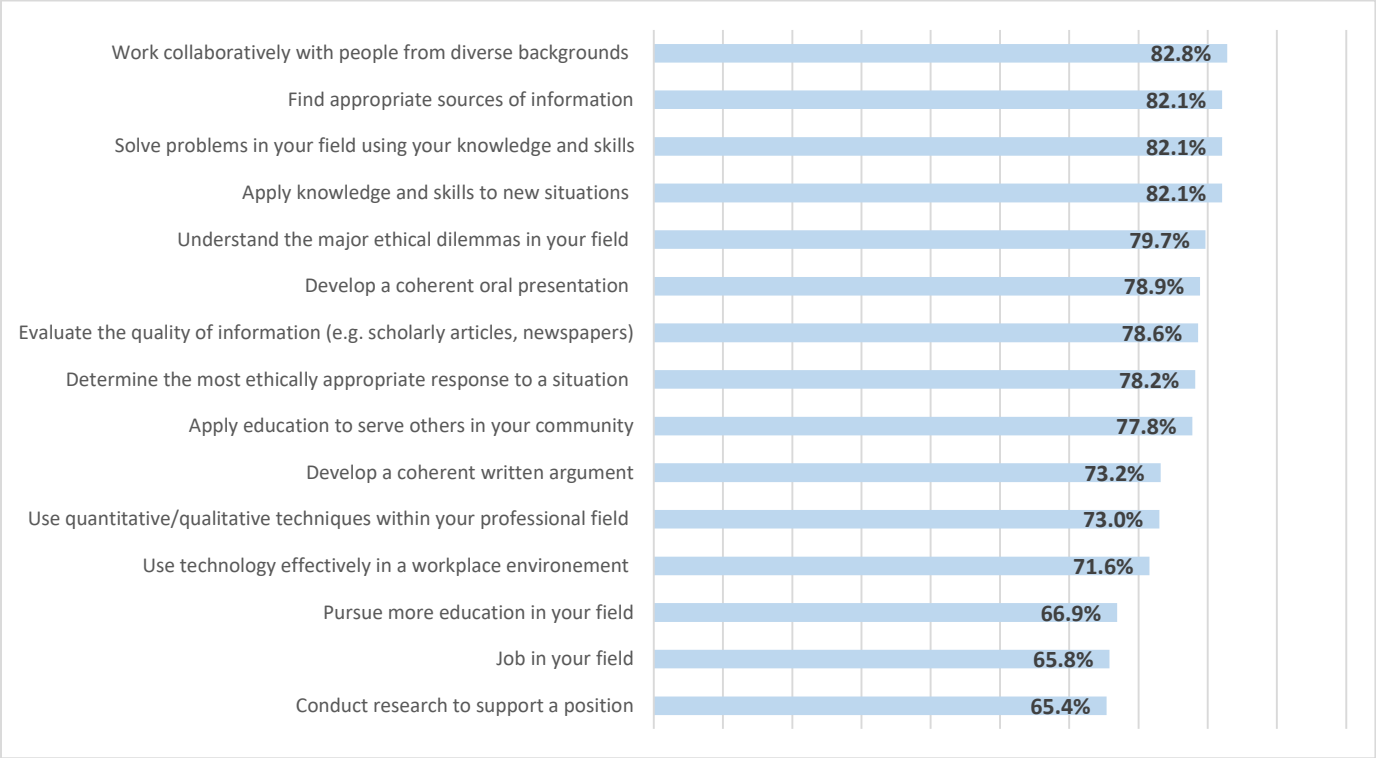


Table 28: **Trend Snapshot:** Graduate Alumni Responses of "Good" or "Excellent to *"For each of the following skills, please indicate how well you believe your education prepared you to",* 2010-2017

	Fifth-Year Alumni						First-Year Alumni					
	2010-11		2011-12		2012-13		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%	N	%
Find a job in your field	99	**58.6**	131	**66.4**	87	**67.4**	133	**63.9**	177	**70.6**	82	**64.1**
Pursue more education in your field	99	**58.6**	129	**63.6**	95	**73.6**	133	**67.7**	177	**72.3**	77	**60.2**
Conduct research to support a position	99	**59.6**	130	**56.2**	82	**63.6**	133	**68.5**	177	**67.8**	86	**67.2**
Develop a coherent written argument	99	**73.7**	130	**70.8**	91	**70.5**	133	**74.5**	177	**82.5**	97	**75.8**
Deliver a coherent oral presentation	99	**71.7**	130	**70.0**	96	**74.4**	132	**81.1**	176	**85.2**	106	**83.5**
Use quantitative/ qualitative techniques within your professional field	99	**64.7**	130	**70.0**	91	**70.5**	133	**67.7**	176	**73.3**	96	**75.6**
Use technology effectively in a workplace environment	99	**59.6**	130	**63.8**	92	**71.3**	133	**66.9**	176	**72.2**	92	**71.9**
Apply knowledge and skills to new situations	99	**76.8**	130	**79.2**	104	**80.6**	133	**84.9**	175	**89.1**	107	**83.6**

	Fifth-Year Alumni						First-Year Alumni					
	2010-11		2011-12		2012-13		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%	N	%
Solve problems in your field using your knowledge and skills	98	**75.5**	129	**79.8**	105	**81.4**	132	**83.3**	175	**88.0**	106	**82.8**
Find appropriate sources of information	97	**80.4**	129	**78.3**	104	**80.6**	133	**84.2**	176	**86.4**	107	**83.6**
Evaluate the quality of information (e.g. scholarly articles, newspapers)	99	**78.7**	130	**73.8**	97	**75.2**	133	**80.5**	176	**84.1**	105	**82.0**
Understand the major ethical dilemmas in your field	99	**77.7**	130	**80.8**	98	**76.6**	133	**86.5**	176	**91.5**	106	**82.8**
Determine the most ethically appropriate response to a situation	99	**71.7**	130	**80.0**	94	**72.9**	133	**84.9**	176	**89.2**	107	**83.6**
Work collaboratively with people from diverse backgrounds	--	**--**	--	**--**	108	**83.7**	--	**--**	--	**--**	104	**81.9**
Apply education to serve others in your community	--	**--**	--	**--**	96	**74.4**	--	**--**	--	**--**	104	**81.3**

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
Interest in lifelong learning	**256**	**4.3%**	**7.8%**	**44.9%**	**43.0%**	**3.27**	**0.782**
Five Years (2012-2013)	129	4.7%	6.2%	45.7%	43.4%	3.28	0.780
One Year (2016-2017)	127	3.9%	9.4%	44.1%	42.5%	3.25	0.786
Awareness of global issues	**256**	**6.3%**	**15.6%**	**49.6%**	**28.5%**	**3.00**	**0.833**
Five Years (2012-2013)	129	7.0%	17.8%	48.8%	26.4%	2.95	0.851
One Year (2016-2017)	127	5.5%	13.4%	50.4%	30.7%	3.06	0.814
Self-confidence	**255**	**4.3%**	**9.8%**	**43.5%**	**42.4%**	**3.24**	**0.800**
Five Years (2012-2013)	129	4.7%	10.9%	45.0%	39.5%	3.19	0.811
One Year (2016-2017)	126	4.0%	8.7%	42.1%	45.2%	3.29	0.788
Openness to new experiences	**256**	**3.1%**	**9.0%**	**42.2%**	**45.7%**	**3.30**	**0.762**
Five Years (2012-2013)	129	3.1%	8.5%	45.0%	43.4%	3.29	0.752
One Year (2016-2017)	127	3.1%	9.4%	39.4%	48.0%	3.32	0.775
Interest in cultures different from your own	**256**	**5.9%**	**15.2%**	**41.8%**	**37.1%**	**3.10**	**0.866**
Five Years (2012-2013)	129	5.4%	17.8%	41.1%	35.7%	3.07	0.868
One Year (2016-2017)	**127**	6.3%	12.6%	42.5%	38.6%	3.13	0.867
Leadership skills	**255**	**4.7%**	**11.0%**	**42.0%**	**42.4%**	**3.22**	**0.822**

	N	Not at All	Very Little	Somewhat	To a Great Extent	Mean	SD
Five Years (2012-2013)	128	3.1%	16.4%	41.4%	39.1%	3.16	0.811
One Year (2016-2017)	127	6.3%	5.5%	42.5%	45.7%	3.28	0.833
Spirituality	**256**	**31.6%**	**32.0%**	**22.7%**	**13.7%**	**2.18**	**1.030**
Five Years (2012-2013)	129	29.5%	31.8%	26.4%	12.4%	2.22	1.007
One Year (2016-2017)	127	33.9%	32.3%	18.9%	15.0%	2.15	1.055
A commitment to service	**256**	**12.9%**	**22.7%**	**40.6%**	**23.8%**	**2.75**	**0.961**
Five Years (2012-2013)	129	11.6%	26.4%	41.1%	20.9%	2.71	0.929
One Year (2016-2017)	127	14.2%	18.9%	40.2%	26.8%	2.80	0.995

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",* 2010-2017

	Fifth-Year Alumni						First-Year Alumni					
	2010-11		2011-12		2012-13		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%	N	%
Interest in life-long learning	99	**86.9**	131	**84.8**	115	**89.2**	133	**87.2**	175	**90.3**	110	**86.6**
Awareness of global issues	99	**69.7**	130	**73.9**	97	**75.2**	133	**83.5**	176	**82.4**	103	**81.1**
Self-confidence	98	**83.7**	131	**84.7**	109	**84.5**	132	**88.6**	176	**87.5**	110	**87.3**
Openness to new experiences	99	**87.8**	131	**87.0**	114	**88.4**	133	**91.0**	176	**88.6**	111	**87.4**
Interest in cultures different from your own	99	**71.7**	131	**76.3**	99	**76.7**	132	**83.3**	176	**80.1**	103	**81.1**
Leadership skills	99	**76.8**	131	**85.5**	103	**80.5**	132	**83.4**	175	**88.6**	112	**88.2**
Spirituality	98	**36.7**	109	**37.6**	50	**38.8**	133	**35.3**	158	**36.8**	43	**33.9**
A commitment to service	--	--	--	--	80	**62.0**	--	--	--	--	85	**66.9**

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
I believe I have the knowledge and skills necessary to effectively serve my community.	**256**	**1.2%**	**1.2%**	**9.0%**	**44.9%**	**43.8%**	**4.29**	**0.774**
Five Years (2011-2012)	129	0.8%	0.0%	7.8%	48.8%	42.6%	4.33	0.687
One Year (2015-2016)	127	1.6%	2.4%	10.2%	40.9%	44.9%	4.25	0.854
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	**256**	**0.8%**	**0.4%**	**3.1%**	**35.2%**	**60.5%**	**4.54**	**0.655**

	N	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Mean	SD
Five Years (2012-2013)	129	0.0%	0.8%	3.1%	32.6%	63.6%	4.59	0.594
One Year (2016-2017)	127	1.6%	0.0%	3.1%	37.8%	57.5%	4.50	0.711
I feel a sense of commitment to serve others throughout my lifetime.	**256**	**0.4%**	**0.4%**	**9.8%**	**39.1%**	**50.4%**	**4.39**	**0.710**
Five Years (2012-2013)	129	0.0%	0.0%	10.1%	41.9%	48.1%	4.38	0.664
One Year (2016-2017)	127	0.8%	0.8%	9.4%	36.2%	52.8%	4.39	0.758

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

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Total	%
Yes	90	70.3	91	69.5	**181**	**69.9**
No	38	29.7	40	30.5	**78**	**30.1**

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)

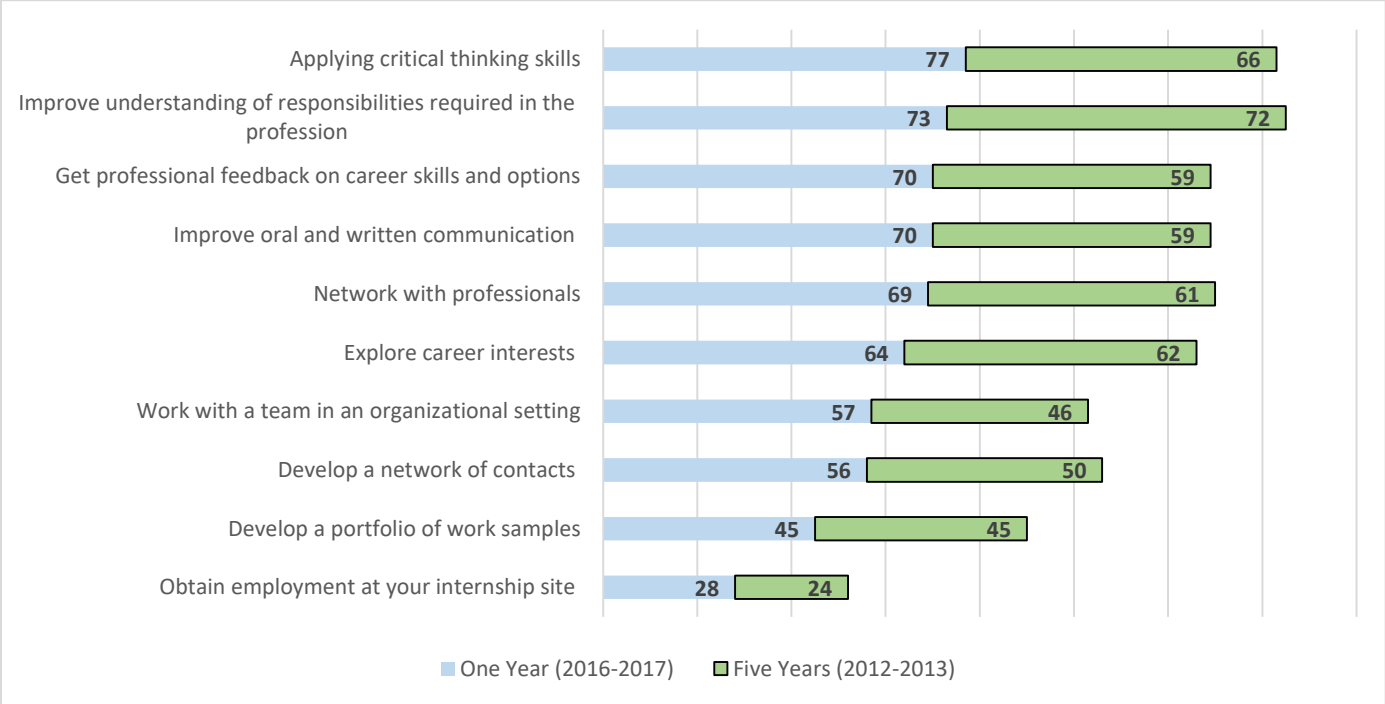


Table 33: Graduate Alumni Responses to "*Please indicate how strongly you agree with each of the following statements*" (Scale: 1 = "Strongly Disagree", 5 = "Strongly Agree")

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
I am in contact with friends and fellow students from Marymount.	**261**	**8.4%**	**14.6%**	**7.7%**	**43.3%**	**26.1%**	**3.64**	**1.247**
Five Years (2012-2013)	129	12.4%	14.7%	7.0%	46.5%	19.4%	3.46	1.299
One Year (2016-2017)	132	4.5%	14.4%	8.3%	40.2%	32.6%	3.82	1.171
I am still in touch with faculty and advisors.	**261**	**14.9%**	**28.7%**	**14.6%**	**32.2%**	**9.6%**	**2.93**	**1.261**
Five Years (2012-2013)	129	19.4%	31.8%	12.4%	27.9%	8.5%	2.74	1.289
One Year (2016-2017)	132	10.6%	25.8%	16.7%	36.4%	10.6%	3.11	1.212
I feel connected to Marymount.	**261**	**12.6%**	**24.1%**	**25.7%**	**30.3%**	**7.3%**	**2.95**	**1.159**
Five Years (2012-2013)	129	14.7%	26.4%	24.0%	30.2%	4.7%	2.84	1.151
One Year (2016-2017)	132	10.6%	22.0%	27.3%	30.3%	9.8%	3.07	1.160
I am well informed about activities for alumni.	**261**	**10.3%**	**21.8%**	**22.6%**	**38.3%**	**6.9%**	**3.10**	**1.134**
Five Years (2012-2013)	129	11.6%	20.9%	23.3%	41.1%	3.1%	3.03	1.104
One Year (2016-2017)	132	9.1%	22.7%	22.0%	35.6%	10.6%	3.16	1.165
I am interested in remaining involved with Marymount.	**259**	**4.2%**	**11.6%**	**32.0%**	**42.5%**	**9.7%**	**3.42**	**0.962**
Five Years (2012-2013)	128	5.5%	9.4%	39.1%	40.6%	5.5%	3.31	0.920
One Year (2016-2017)	131	3.1%	13.7%	25.2%	44.3%	13.7%	3.52	0.995
I would consider financially supporting Marymount.	**260**	**16.5%**	**25.0%**	**43.1%**	**13.5%**	**1.9%**	**2.59**	**0.980**
Five Years (2012-2013)	129	13.2%	26.4%	48.8%	9.3%	2.3%	2.61	0.913
One Year (2016-2017)	131	19.8%	23.7%	37.4%	17.6%	1.5%	2.57	1.045
Marymount has a good reputation.	**261**	**0.4%**	**5.4%**	**17.2%**	**55.9%**	**21.1%**	**3.92**	**0.793**
Five Years (2012-2013)	129	0.0%	3.1%	18.6%	58.9%	19.4%	3.95	0.711
One Year (2016-2017)	132	0.8%	7.6%	15.9%	53.0%	22.7%	3.89	0.867
If I could start over, I would choose Marymount again.	**261**	**3.8%**	**8.4%**	**13.4%**	**46.7%**	**27.6%**	**3.86**	**1.037**
Five Years (2012-2013)	129	4.7%	7.0%	14.7%	48.1%	25.6%	3.83	1.039
One Year (2016-2017)	132	3.0%	9.8%	12.1%	45.5%	29.5%	3.89	1.039
I would recommend Marymount to a friend or family member.	**261**	**2.3%**	**6.9%**	**10.7%**	**50.6%**	**29.5%**	**3.98**	**0.942**
Five Years (2012-2013)	129	2.3%	7.8%	8.5%	54.3%	27.1%	3.96	0.939
One Year (2016-2017)	132	2.3%	6.1%	12.9%	47.0%	31.8%	4.00	0.949
My Marymount education was worth the expense.	**261**	**6.5%**	**10.7%**	**16.1%**	**41.4%**	**25.3%**	**3.68**	**1.155**
Five Years (2012-2013)	129	5.4%	10.9%	16.3%	41.9%	25.6%	3.71	1.126
One Year (2016-2017)	132	7.6%	10.6%	15.9%	40.9%	25.0%	3.65	1.185
I am proud of being a Marymount alumnus/a.	**261**	**1.9%**	**4.2%**	**17.6%**	**44.4%**	**31.8%**	**4.00**	**0.916**
Five Years (2012-2013)	129	1.6%	3.9%	14.0%	53.5%	27.1%	4.01	0.843

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
One Year (2016-2017)	132	2.3%	4.5%	21.2%	35.6%	36.4%	3.99	0.985
My professional colleagues have heard of Marymount.	**260**	**3.1%**	**13.1%**	**12.3%**	**49.2%**	**22.3%**	**3.75**	**1.042**
Five Years (2012-2013)	129	2.3%	17.8%	11.6%	48.1%	20.2%	3.66	1.064
One Year (2016-2017)	131	3.8%	8.4%	13.0%	50.4%	24.4%	3.83	1.016

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					
	2010-11		2011-12		2012-13		2014-15		2015-16		2016-17	
	N	%	N	%	N	%	N	%	N	%	N	%
I am in contact with friends and fellow students from Marymount.	101	**66.3**	136	**64.0**	85	**65.9**	136	**78.7**	183	**78.7**	96	**72.7**
I am still in touch with faculty and advisors.	101	**34.7**	136	**30.9**	47	**36.4**	136	**44.1**	183	**47.5**	62	**47.0**
I feel connected to Marymount.	101	**31.7**	135	**30.4**	45	**34.9**	136	**39.0**	182	**47.8**	53	**40.2**
I am well informed about activities for alumni.	100	**60.0**	135	**42.2**	57	**44.2**	136	**52.2**	183	**51.4**	61	**46.2**
I am interested in remaining involved with Marymount.	101	**49.5**	136	**44.9**	59	**46.1**	136	**52.2**	182	**54.9**	76	**58.0**
I would consider financially supporting Marymount University.	101	**29.7**	136	**22.8**	15	**11.6**	136	**22.8**	183	**25.1**	25	**19.1**
Marymount has a good reputation.	100	**71.0**	136	**76.5**	101	**78.3**	135	**85.2**	183	**76.5**	100	**75.8**
If I could start over, I would choose Marymount again.	101	**66.3**	136	**74.3**	95	**73.6**	135	**71.8**	182	**78.6**	99	**75.0**
I would recommend Marymount to a friend of family member.	101	**69.3**	136	**83.8**	105	**81.4**	135	**78.6**	183	**78.7**	104	**78.8**
My Marymount education was worth the expense.	101	**62.4**	136	**72.8**	87	**67.4**	135	**63.7**	183	**66.1**	87	**65.9**
I am proud of being a Marymount alumnus.	101	**67.3**	136	**77.2**	104	**80.6**	135	**79.3**	183	**77.6**	95	**72.0**
My professional colleagues have heard of Marymount.	101	**59.4**	136	**70.6**	88	**68.2**	135	**68.8**	182	**75.8**	98	**74.8**

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

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count (Yes)	%	Count (Yes)	%	Count (Yes)	%
Career Center	31	24.2	27	20.6	**58**	**22.4**
Research projects	44	35.2	48	36.6	**92**	**35.9**
MU service opportunities	20	15.7	22	16.8	**42**	**16.3**
Student clubs	20	15.9	21	15.9	**41**	**15.9**
Cultural activities	21	16.5	9	6.8	**30**	**11.6**
Study abroad program	14	11.2	23	17.7	**37**	**14.5**
MU spiritual development activities	12	9.4	5	3.8	**17**	**6.6**
Intramural athletics	1	0.8	4	3.0	**5**	**2.0**
Intercollegiate athletics	2	1.6	4	3.1	**6**	**2.3**

Table 36: **Trend Snapshot:** Graduate Alumni Responses of "Yes" to *"Please indicate if you participated in or used the following while attending Marymount",* 2010-2017

	Fifth-Year Alumni							First-Year Alumni					
	2010-2011		2011-12		2012-13			2014-15		2015-16		2016-17	
	N	%	N	%	N	%		N	%	N	%	N	%
MU spiritual development activities	100	**11.0**	135	**10.4**	12	**9.4**		135	**8.9**	182	**6.0**	5	**3.8**
MU service opportunities	100	**11.0**	135	**17.0**	20	**15.7**		135	**19.3**	182	**23.1**	22	**16.8**
Student clubs	100	**12.0**	134	**11.9**	20	**15.9**		135	**17.0**	182	**17.0**	21	**15.9**
Cultural activities	100	**15.0**	134	**11.9**	21	**16.5**		134	**11.9**	181	**11.6**	9	**6.8**
Intramural athletics	99	**2.0**	135	**5.2**	1	**0.8**		135	**3.0**	180	**1.7**	4	**3.0**
Intercollegiate athletics	100	**2.0**	135	**3.7**	2	**1.6**		135	**1.5**	182	**2.2**	4	**3.1**
Career Center	99	**35.4**	135	**31.1**	31	**24.2**		135	**39.3**	182	**31.3**	27	**20.6**
Study abroad program	99	**10.1**	135	**21.5**	14	**11.2**		135	**13.3**	182	**14.3**	23	**17.7**
Research Projects	101	**32.7**	135	**36.3**	44	**35.2**		135	**38.5**	182	**39.0**	48	**36.6**

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 (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Count	%
Continued a position held while attending school	41	31.8	44	34.6	**85**	**33.2**
Found a new position prior to graduation	22	17.1	27	21.3	**49**	**19.1**
0-3 months	30	23.3	25	19.7	**55**	**21.5**
4-6 months	12	9.3	14	11.0	**26**	**10.2**
7-12 months	5	3.9	8	6.3	**13**	**5.1**
More than 12 months	9	7.0	3	2.4	**12**	**4.7**
Have not yet entered professional position since graduation	10	7.8	6	4.7	**16**	**6.3**

Table 38: Graduate Responses to *"Was the position full-time?"*

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Count	%
Yes	109	92.4	105	87.5	**214**	**89.9**
No	9	7.6	15	12.5	**24**	**10.1**

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

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Count	%
Directly related	75	63.0	71	59.2	**146**	**61.1**
Somewhat related	35	29.4	39	32.5	**74**	**31.0**
Not related	9	7.6	10	8.3	**19**	**7.9**

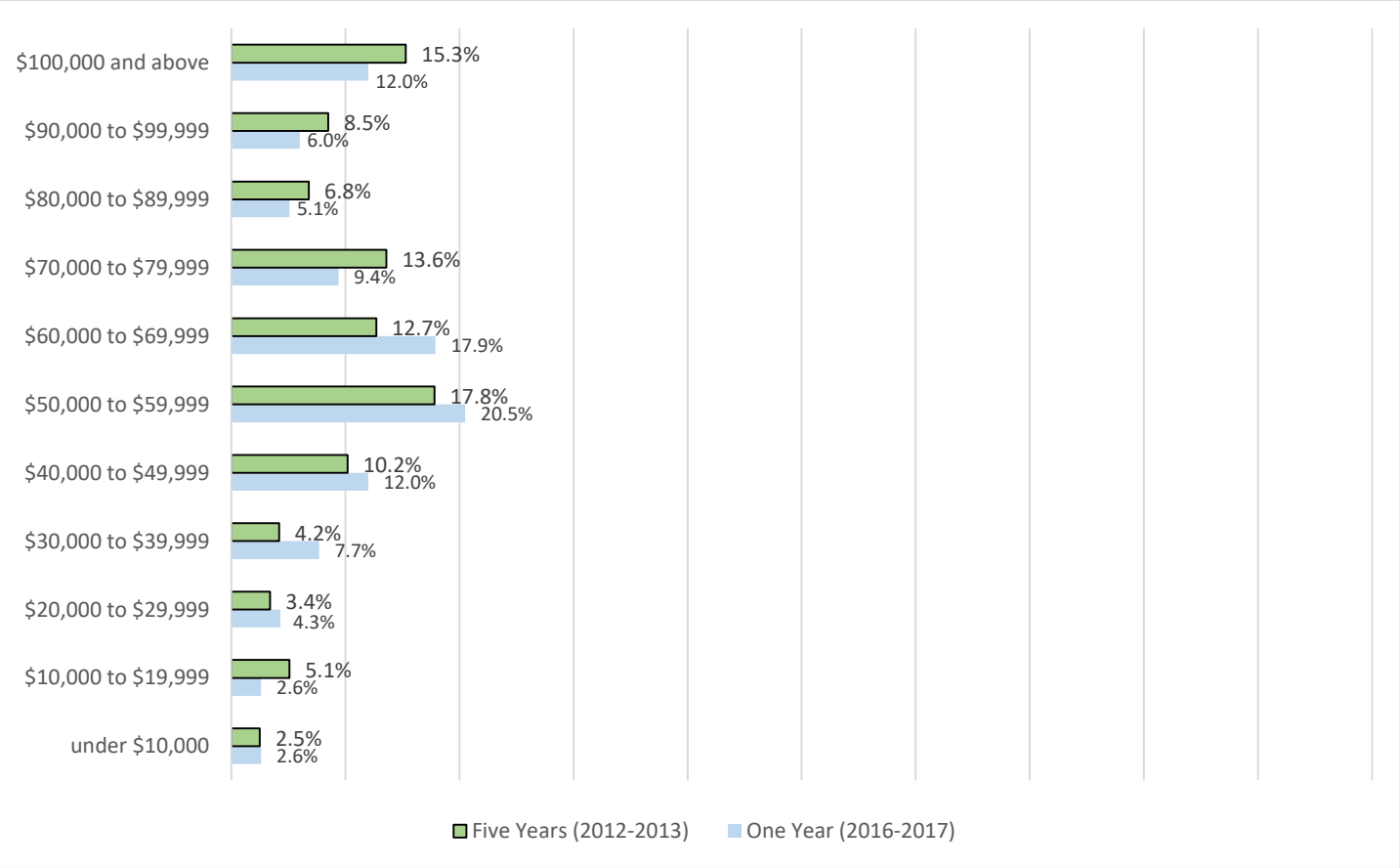
Table 40: Graduate Responses to *"Which of the following best describes your current employment status?"*

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Count	%
Employed full-time	106	82.8	109	86.5	**215**	**84.6**
Employed part-time	14	10.9	11	8.7	**25**	**9.8**
Not employed, but seeking employment	4	3.1	3	2.4	**7**	**2.8**
Not employed, and not looking	4	3.1	3	2.4	**7**	**2.8**

Table 41: Responses to *"What is your current salary range?"*

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	%	Count	%	Count	%
under $10,000	3	2.5	3	2.6	**6**	**2.6**
$10,000 to $19,999	6	5.1	3	2.6	**9**	**3.8**
$20,000 to $29,999	4	3.4	5	4.3	**9**	**3.8**
$30,000 to $39,999	5	4.2	9	7.7	**14**	**6.0**
$40,000 to $49,999	12	10.2	14	12.0	**26**	**11.1**
$50,000 to $59,999	21	17.8	24	20.5	**45**	**19.1**
$60,000 to $69,999	15	12.7	21	17.9	**36**	**15.3**
$70,000 to $79,999	16	13.6	11	9.4	**27**	**11.5**
$80,000 to $89,999	8	6.8	6	5.1	**14**	**6.0**
$90,000 to $99,999	10	8.5	7	6.0	**17**	**7.2**
$100,000 and above	18	15.3	14	12.0	**32**	**13.6**

Chart 10: Current Salary Range



Current Employer:

AAMC
Accenture Federal Services
Addiction Rehab Centers
Akima
Alasala Colleges
Alternatives Counseling, Inc.
American Association of Suicidology
AnthroTronix
Archdiocese of Washington
Arlington Public Schools
Ashland PT
Aspire Health Partners
Atlantic Counseling Group
Augusta Health
AutoLoop
Axis Management Group
Back in Motion Physical Therapy
Bishop O'Connell High School
BMW (Pixida)
Booz Allen Hamilton
Bowman Williams Consulting
CACI International
Capital Digestive Care
CARFAX
Carlyn and Company Interiors + Design
Catholic Diocese of Jackson
Center for Clinical and Forensic Services
CGI
CISVA - ACRSS
City of Alexandria
City of Durham
Coastal Rehabilitation
Community Health Care
CONFIDENTIAL
Cotton & Co
Coverent
Crime Victims Council of the Lehigh Valley
DC Courts
Deci Digital
Deloitte Consulting
Department of Commerce - Bureau of Economic Analysis
Department of Defense
Department of Homeland Security
Department of Interior
Department of Justice
Department of Juvenile Justice
Department of State
Dogwood ES
E3 Federal Solutions
Eastland food Corp
Economic Systems
Eddy Homes
Encompass Health
ESS
Everwatch Corp
Excel Rehabilitation
Expresscare
Fairfax County
Fairfax County CSB
Fairfax County Public Schools
Federal Bureau of Investigation
Federal Bureau of Prisons
Finra
Freddie Mac
General Dynamics Information Technology
George Mason University
Gesher Jewish Day School
Goldberg Segalla
Granato Group
Harris Corporation
Haven NH
Holy Spirit Catholic School
Homesite Insurance
IBA
ICF International
Inova Fairfax Hospital - CATS Inpatient Unit
Insurance Company Part time
IntelliWare
International Organization for Migration
Iowa State University
Jasmine Nejat Counseling Services LLC
Johns Hopkins
Kansas Department for Children and Families
Kinesis PT
King Abdullah University of Science & Technology (KAUST) The KAUST School
King Saud Medical City
Lancaster County Public Schools
Lennar
Long and Foster Companies
Loudoun County Public Schools
Loudoun County Sheriff's Office
Manassas Park City Schools
Mary Washington healthcare
MAXIMUS
Medstar Georgetown University Hospital
Metropolitan Police Department
MHM Services
Motiv8d Trainer, LLC
Mount Carmel
Multnomah County Sheriff's Office
National Center for Missing & Exploited Children
National Endowment for Democracy
National Institutes of Health
Navy
Navy Federal
New England Rehabilitation Hospital
NRECA
NVRDC
OTJ Architects
Our Lady of Good Counsel School
Panhandle Orthopedics
PBS
Perspecta
Pivot Physical Therapy
Playa
PNC Bank
Prince William Family Counseling
PsychExperts & Associates
PT Solutions
PWCS —Hylton HS
Radstock
Regional Conflict Counsel (Public Defender)
Reignite Psychology
Robinson Secondary School
Rockland Public Schools
Saint Louis University School of Nursing
Securities and Exchange Commission
Security Shield LLC
Self employed
SFUSD
Solanco School District
Southwest Virginia Capital Defender Office
Spaulding Rehabilitation Network
St. Agnes Catholic School
St. Anne Catholic School
St. Anthony School
St. Joseph School

St. Veronica Catholic School
Stafford County Public Schools
Stuttgart Child Development Center
Sunstone Counseling
Synopsys, Inc.
System High Corporation
TAA Services Ltd
Target
Texas Department of Family and Protective Services
The Bureau of Consumer Financial Protection
The Carlyle Group
The Dominion School
The Key Center
The Women's Center
Thompson Creek Window Company
Transitions Academy
U.S. Customs and Border Protection
UNCF
United States Postal Service
University of Maryland University College
University of Virginia
US Department of Health
Virginia Hospital Center
Visa Inc.
Walla Walla Public School District
Washington Improv Theater
Washington Orthopedic Sports Medicine
Westmoreland Davis Memorial Foundation
WNC Health Network
WRNMMC

Educational Experiences Since Graduation

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

	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	**%**	**Count**	**%**	**Count**	**%**
Yes	33	25.6	12	9.5	**45**	**17.6**
No	96	74.4	114	90.5	**210**	**82.4**

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

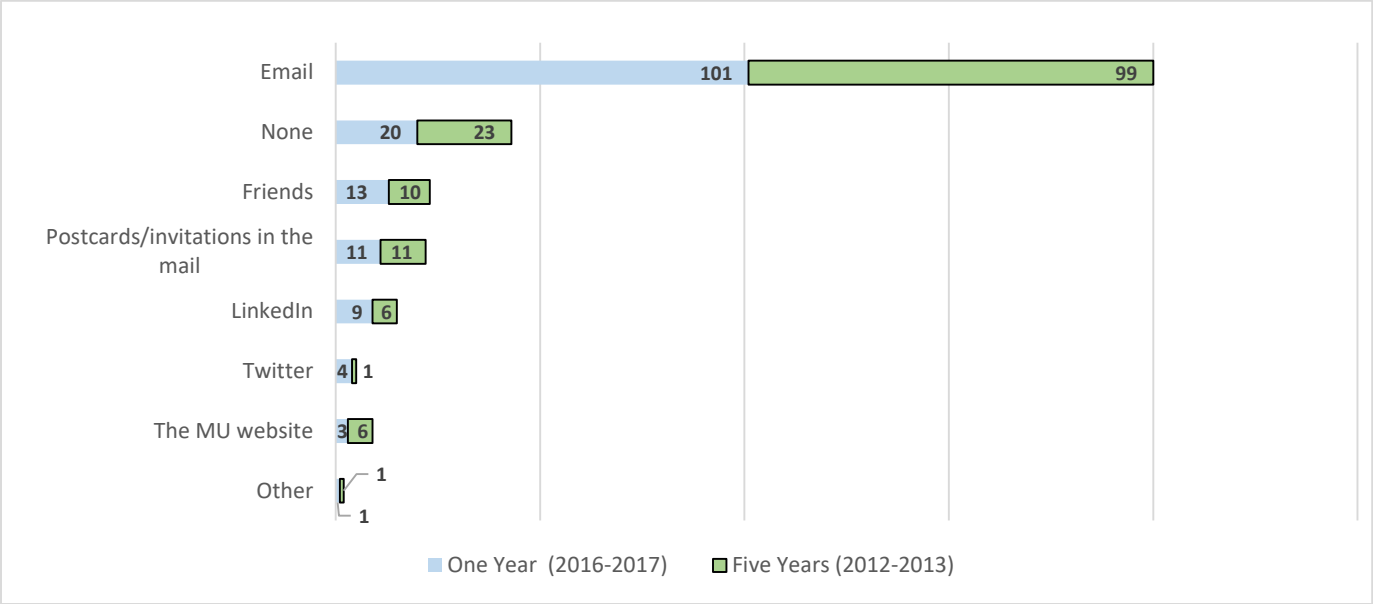
	Five Years (2012-2013)		One Year (2016-2017)		Total	
	Count	**%**	**Count**	**%**	**Count**	**%**
Bachelors	0	0.0	0	0.0	**0**	**0.0**
Doctorate	9	7.0	2	1.5	**11**	**4.2**
Masters	6	4.7	0	0.0	**6**	**2.3**
Other	10	7.8	2	1.5	**12**	**4.6**

College/University Attended/Currently Attending:

Argosy University
Brandeis University
Catholic University
Duke University
George Mason University
George Washington University
James Madison University
Loyola University Maryland
Marymount University
Millersville University
Northern Virginia Community College
Palo Alto University
Rutgers University
Saint Louis University
Sam Houston State University
Southern Illinois University Edwardsville
University of Maryland-University College
University of New Hampshire
University of North Texas Dallas
University of Virginia
Virginia Commonwealth University

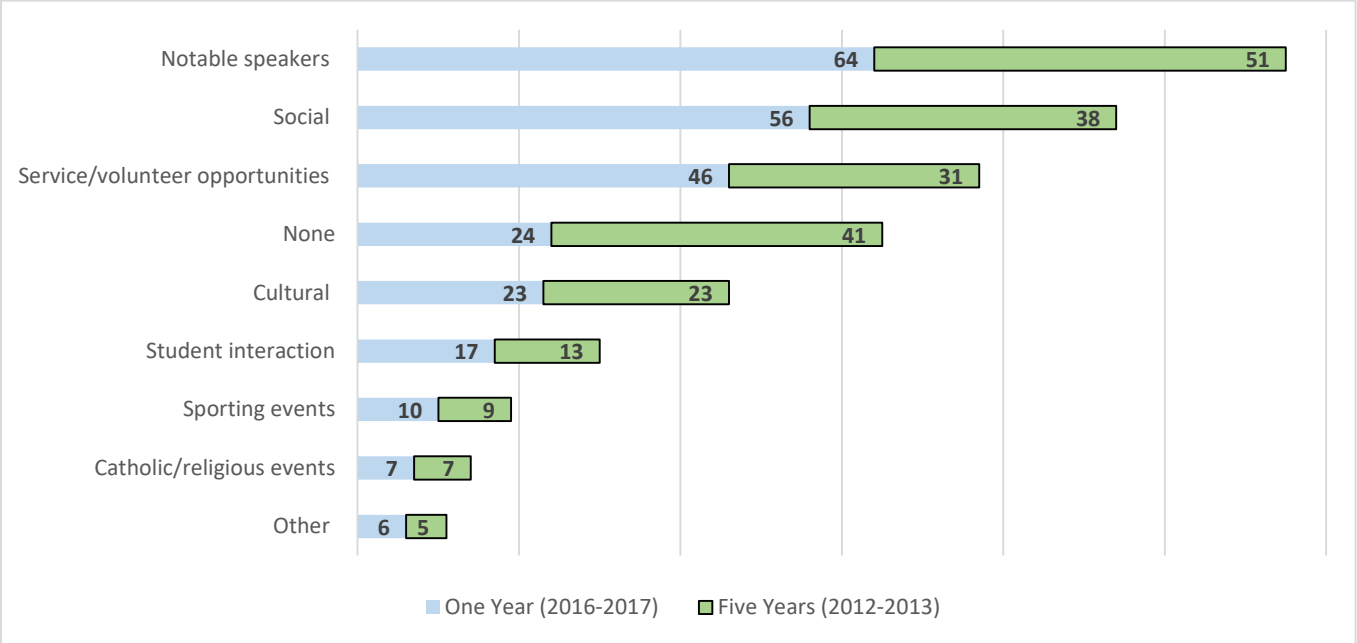
Alumni Relations

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 (2012-2013)		One Year (2016-2017)		Total	
	Count	**%**	**Count**	**%**	**Count**	**%**
Yes	11	8.5	12	9.6	**23**	**9.1**
No	118	91.5	113	90.4	**231**	**90.9**

GRADUATES

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

Theme 1: Distance/Location (N = 67)
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:
"Many of the events are in Arlington which is not close to where I live or work."
"I live in another country, and mostly did distance education."
"Long distance to travel."

Theme 2: Too Busy/Inconvenient Timing (N = 54)
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:
"My schedule has not allowed for it as they are usually during the week."
"Family commitments."
"Work priorities."

Theme 3: No Interest (N = 41)
A number of alumni stated they did not attend an event due to a lack of interest. Some respondents indicated the events themselves were not interesting or relevant to their life and/or careers, while others stated they were not interested in general.
Example Responses:
"No motivation to attend something, lost contact with local MU friends."
"Non where relevant to me or my major."
"I have no interest in attending any event at Marymount."

Theme 4: Uninformed/Informed too Late (N = 25)
Alumni stated they did not attend events because they were not aware of the events. Many others specifically said they did not receive notice in time to plan to attend the events.
Example Responses:
"I have not heard about them until it was too late."
"The events are not well advertised."
"I have not been made aware of any alumni events since I graduated."

Theme 5: No Connection to MU (N = 5)
A number of alumni indicated they did not feel connected to MU either while they were studying here or since they have graduated.

Example Responses:

"I don't have a connection to the university, and my experience wasn't that positive, so I'm not interested in attending events."

"Limited connectivity with the school since I was commuter."

"I don't feel connected to the school, and do not feel like my degree was helpful."

Theme 6: Miscellaneous Reasons (N = 17)

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, working in their career field, or other personal reasons.

Example Responses:

"I have the opportunity to connect with my MU cohort-mates outside of school without needing to attend an event."

"Haven't been able to access my MU email. Can't access since MU update email/MU pins."

"I have been working on getting myself established in my career field."

"I don't have the income to attend events. You usually have to pay. Also, most events are not appropriate for children and I do not have a stable, consistency baby sitter."

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

Theme 1: Quality of Professors/Faculty/Staff/Advisors (N = 105)

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

Example Responses:

"The thought the faculty was excellent. Very knowledgeable and attentive. Due to the encouragement of the faculty, my public speaking skills improved, and I have more confidence speaking in public."

"The personal connection I was able to make with my faculty members."

"The strength and commitment within the DPT faculty. They were strongly dedicated to our academic, professional and personal development while at Marymount."

"Seasoned, professional faculty who are experts and still well-immersed in their fields."

Theme 2: Courses/Curriculum (N = 32)

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:

"My time at Marymount directly influenced my career in educational administration in many ways. First, the outstanding curriculum provided in Administration and Supervision in the Catholic Leadership Program strengthened my foundation in education and leadership. Second, the personal counseling by Sr. Patricia and the Catholic Leadership Faculty helped to encourage and develop self-confidence. Finally, the collaborative nature of the program enabled me to establish professional relationships and to feel comfortable seeking advice from members of my cohort and from professors in the program. This was one of the most positive educational experiences of my life."

"Class content was what drew me to the Forensic Psych degree."

"I really enjoyed the commentary of the on-site classes; it provided an extra level of learning that does not come with doing online classes."

Theme 3: Classmates (N = 25)

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:

"The cohort Master's program I attended helped me gain support from my peers and I felt and still do feel like they are my second family"

"The close bonds and professional relationships I gained with my fellow colleagues."

"I believe that the strongest aspects of my MU education would have to be the friends that I have made as it poses an opportunity to network within the field, if ever I return to the east coast."

Theme 4: Program/Course Specific (N = 21)

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:

"I loved the community that developed among my cohort and the fantastic program in which I was enrolled. As far as I know it is the best in the nation (CSLP)."

"Quality instruction, good course material, effective learning environment."

"I went through the 3 year Doctor of Physical Therapy Program at Marymount and had a great experience. The faculty/staff during my time there were awesome. They helped prepare me for my career and I cannot thank them enough. I still keep in contact with many classmates from my time there."

Theme 5: Skills Learned (N = 19)

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:

"I became a better writer and learned to write about issues I wasn't previously interested in (philosophy, theology). Networking opportunities were abundant, and the academic support system / community was great. By far, the best experience I had was research. I was specifically hired by my company because I published research in my junior year at Marymount and because I was getting my Master's degree. Because of that opportunity, as well as my efforts after graduation, I was able to move up to a position where I make $150k per year and I'm still in my 20s. Thanks Marymount!"

"Presentation Skills and working collaboratively in teams."

"Confidence, research & writing, organizing."

Theme 6: Internships/Study Abroad/Networking Opportunities (N = 18)

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 opportunity I had to work at the capital defender's office during internship."

"Global studies opportunity."

"Preparation for job and networking with other professionals."

Theme 7: 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:

"I LOVED the small class sizes. It really gave me a chance to get comfortable with my peers and engage is healthy debates I may not have been comfortable with. It also greatly improved my public speaking ability."

"Working in an intimate classroom setting where I could get to know other students and professors."

"Small instructor to student class size resulted in optimal learning."

Theme 8: Overall Education (N = 10)
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 preparation for new counselors, academically/practically -sense of community, making new friends/colleagues -working at the university through grad assistantship helped me so much financially."
"Quality of the education I received. I loved my classes, had phenomenal professors, and confirmed upon entering my career field that Marymount prepared me very well."
"Excellent reputation of education program. I was hired before graduation."

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:

"Preparation for the business world."
"Diversity of student body."
"Convenient location (D.C. Metro area)."

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

Theme 1: Course/Program Specific (N = 47)
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:

"More hands on experience. Have class time designed to use Excel and Microsoft Project Server, especially for the MBA program. Learn advanced skill sets, like pivot tables, micro and macros, generate a project schedule, etc."
"Practicing real day to day scenarios in counseling- how to deescalate irate patients, how to practice writing notes after session."
"Structure the program to consider full time employed students who may need to complete coursework at a slower pace. I couldn't take multiple classes at a time and quickly fell behind the cohort with whom I entered the program."
"My program needs to evolve with other programs to be more competitive and up to par with similar programs in the area."

Theme 2: Quality of Professors/Faculty/Staff/Advisors (N = 26)
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:

"Some faculty members were not interested in or devoted to give feedbacks."
"Communication and organization of administrative personnel to help students with problems rather than creating more issues."
"More guidance in early years in what classes will be needed."
"Advisors should have more time for students to meet with them."

Theme 3: Preparation for Future (N = 25)
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:

"Help finding employment after graduation."
"Job networking for graduate students, especially those that commute."
"Interview help."

Theme 4: Facilities/Parking/Technology/Upgrades (N = 18)
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:
"Evening speakers. Most of the additional speakers and events that I would be interested in attending occur during the work day, which makes it difficult for me to attend because I work full time."
"The emphasis on technology was very light, and there wasn't a sense of community fostered between students outside of class."
"Services available to graduate students. For example, the library was not always open when we were having classes during the summer."

Theme 5: Courses/Curriculum (N = 15)
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:
"Planning ahead coursework w/academic advisors. Many classes needed are offered during times that overlap. Makes scheduling difficult."
"Classes offered to alumni."
"Relevance of classes to real world experience."

Theme 6: Internships, Research Opportunities, and Skills Development (N = 15)
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:
"Lack of practical application or practice outside of clinical internships."
"The internship program/coordination."
"I would have liked to have the option to write a thesis as a part of my Master's program. In addition, I wish there were more research opportunities for students on campus."

Theme 7: Reputation and Cost (N = 8)
Alumni indicated that receiving an education at Marymount was too expensive and that not many people knew about the university.
Example Responses:
"The financial burden."
"Range of scholarship availability."
"A lot of the books that were "required" for the classes were never used and they cost close to $300 per. If the books won't be used in the course then we shouldn't have to buy them."

Theme 8: Miscellaneous (N = 8)
Alumni listed a variety of other areas of Marymount that needed improvement. Some indicated Catholic Identity needed to be emphasized, alumni outreach was poor, or there was a lack of connection to MU.
Example Responses:
"I wish they had more events to connect me with alumni from across the country before I graduated."
"Loved the whole experience."
"I did not feel connected to the university, rather I felt a great deal of connection to the program within Marymount University."

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

Theme 1: Course and Program Specific Statements/Curriculum (N = 17)

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 really enjoyed my program while I was enrolled!"

"My degree is HRM has allowed me to have a foundational understanding of the subject and I am now considered a SME in my field of employment."

"I think critical thinking integrated in all classes is instrumental in making good leaders/managers and business analysts. Keep focusing on critical thinking!"

"My program required an internship instead of a thesis for graduation. However, I already had a full time job in my required field that did not allow me further outside employment. The internship I was required to do ended up being not beneficial to my education or career. I would have preferred an alternative assignment like a research project with a professor."

Theme 2: Overall Education/Experience (N = 14)

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 certificate from MU helped me find a job very quickly in the UK. My US education is highly regarded in the UK for which I consider myself very lucky. Thanks to MU and special thanks to Ms. Pramila Rao who provided me with an amazing recommendation letter which helped me a lot here."

"I was impressed with the quality of education and teacher involvement."

"I liked that I was able to take a class at American U. as part of the consortium. It allowed me to graduate on schedule, as well as meet new people & hear different perspectives. In my program at MU you tend to wind up in classes with the same people since we're all pursuing the same degree."

Theme 3: Quality of Professors/Faculty/Staff/Advisors (N = 10)

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:

"IT department was really excellent from the department dean Dr. Murphy advising in every step of the way until we graduated. Throughout, our stay, she open her door at any time without any appointment for that I do really appreciated for the help we have had. It was great. Thank you again."

"I really enjoyed my time at Marymount and many of my achievements have been because the time each Professor took to ensure I was able to truly benefit as a professional."

"The best professors were those that had reliant field experience."

Theme 4: Cost, Campus Resources, and Facilities/Parking (N = 9)

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:

"More involvement fir graduated students in social and service activities that don't have any classes on main campus and offering scholarships and more grants."

"Though I enjoyed my time at Marymount, I feel that the amount of money spent there is not at all equal to the amount of opportunity after graduation. Meaning there are very few opportunities in this field without a clinical degree unless law enforcement is the objective, which in my case was not."

"You have a LARGE contingent of MU alumni outside of Arlington (Reston/Tysons). It would make sense to have some alumni events to be held in Reston/Tysons area."

Theme 5: Miscellaneous (N = 6)

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

Example Responses:

"Wonderful student body. we all worked together."

"Perhaps some more real-world applications could be used as a student experience."

"Many missed opportunities. But because I am older was probably able to get more out of it."

RESPONSE RATES

	Number Sent[2]	Number Received[3]	Response Rate
By Level			
Undergraduate	962	216	22%
Graduate	849	261	31%
Total	**1811**	**477**	**26%**
By Cohort			
Year One Alumni	872	261	30%
Year Five Alumni	939	216	23%
Total	**1811**	**477**	**26%**
By School			
Design, Arts, and Humanities	303	75	25%
Business and Technology	575	139	24%
Sciences, Mathematics, and Education	650	202	31%
Malek School of Health Professions	283	60	21%
N/A		1	
Total	**1811**	**477**	**26%**
By Level and Cohort			
Undergraduate			
Year One Alumni	496	129	26%
Year Five Alumni	466	87	19%
Graduate			
Year One Alumni	376	132	35%
Year Five Alumni	473	129	27%
Total	**1811**	**477**	**26%**
By School and Level			
Design, Arts, and Humanities			
Undergraduate	265	65	25%
Graduate	38	10	26%
Business and Technology			
Undergraduate	308	60	19%
Graduate	267	79	30%
Sciences, Mathematics, and Education			
Undergraduate	250	66	26%
Graduate	400	136	34%
Malek School of Health Professions			
Undergraduate	139	24	17%
Graduate	144	36	25%
N/A			
Undergraduate		1	
Total	**1811**	**477**	**26%**

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

	Number Sent[4]	Number Received[5]	Response Rate
By School and Cohort			
Design, Arts, and Humanities			
Year One Alumni	125	40	32%
Year Five Alumni	178	35	20%
Business and Technology			
Year One Alumni	277	73	26%
Year Five Alumni	298	66	22%
Sciences, Mathematics, and Education			
Year One Alumni	337	117	35%
Year Five Alumni	313	85	27%
Malek School of Health Professions			
Year One Alumni	133	30	23%
Year Five Alumni	150	30	20%
N/A			
Year One Alumni		1	
Total	**1811**	**477**	**26%**

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