



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 2019, an invitation with a link to an online survey was emailed to Marymount alumni who graduated in 2008-2009, 2013-2014 and 2017-2018¹. This year, Marymount included alumni ten years post-graduation. Of the 1,936 alumni who were contacted, 515 responded, for an overall response rate of 27%. Twenty-five percent (25%) of the undergraduate cohort contacted responded, as did 29% of the graduate cohort.

Total alumni in survey population (excluding accelerated second degree nursing students):	1,936
Valid responses:	515
Response rate:	27%

Key Findings

Overall Ratings of Marymount Experience

- Marymount's academic quality, majors and programs as well as overall experience received the highest ratings by both undergraduate and graduate alumni.
 - Eighty percent (80%) of undergraduate and 87% of graduate alumni respondents rate Marymount's academic quality as "good" or "excellent".
 - Seventy-nine (79%) of undergraduate and 87% of graduate alumni respondents rate their majors and programs as "good" or "excellent".
 - Seventy-eight (78%) of undergraduate and 85% 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.
- Both undergraduate and graduate alumni respondents gave the lowest overall rating to academic advising.
 - Sixty-one (61%) of undergraduate and 66% of graduate alumni respondents rate Marymount's academic advising as "good" or "excellent."
- Sixty-three (63%) of undergraduate and 72% of graduate alumni respondents rate Marymount's academic reputation as "good" or "excellent." This rating was echoed later in the survey with 67% of undergraduate and 79% of graduate alumni respondents agreeing with the statement "Marymount has a good reputation."
- Sixty-one percent (61%) of undergraduate and 77% 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 as well as preparation for life after graduation. Undergraduates more often discussed improvement of campus resources and facilities, while graduates discussed quality of professors.

Contribution to Personal Development

- Eighty-six percent (86%) of undergraduate alumni respondents reported that their education at Marymount contributed to an openness to new experiences. Fifty-eight percent (58%) 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-four percent (84%) of graduate respondents reported that their education at Marymount contributed to interest in lifelong learning, while 39% reported that it contributed to their development of spirituality.

Education Preparation

- Both graduate (86%) and undergraduate (79%) respondents reported that their education prepared them best to “work collaboratively with people from diverse backgrounds. More than 70% 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 49% for undergraduates and 66% for graduates. Graduate respondents gave their lowest rating to “conduct research to support a position” (58% reporting “good” or “excellent”).
- Eighty-seven percent (87%) of undergraduate and 66% 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-eight percent (48%) of undergraduate and 20% of graduate respondents reported participating in Marymount University service opportunities.
- Seventy-one percent (71%) of undergraduate and 62% of graduate respondents report that their education contributed to their development of a commitment to service.
- Seventy percent (70%) 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-seven percent (87%) of undergraduate and 91% of graduate respondents agreed that they believe they have the knowledge and skills necessary to effectively serve their community.
- Eighty-four percent (84%) of undergraduate and 86% of graduate respondents agreed that they feel a sense of commitment to serve others throughout their lifetime.
- Ninety-four percent (94%) of undergraduate and 95% 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 84% of graduate alumni respondents reported that they were currently employed full-time. If adjustment is made to remove those who are not employed but not looking for work, the percentage of alumni employed full-time rises to 85% for undergraduates and 87% for graduates.
- The first job after graduation was directly related to their studies for 51% of undergraduate and 59% of graduate alumni respondents.
- Forty-four percent (44%) of undergraduate respondents and 21% of graduate respondents have pursued further education since completing their degree at Marymount.

Relationship to the University

- Seventy-three percent (73%) of undergraduate and 74% of graduate respondents felt proud of being a Marymount alumnus/a.
- Forty-one percent (41%) of undergraduate alumni and 40% of graduate respondents agreed that they feel connected to the university. Less than 40% of both undergraduate and graduate alumni respondents report being well informed about alumni activities.
- Twenty-four percent (24%) of undergraduate and 21% of graduate alumni respondents would consider financially supporting Marymount.

UNDERGRADUATE ALUMNI

Demographics

Table 1: Student Demographic Data

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
What degree did you receive?								
Bachelors	66	100	91	100	108	100	265	100
Certificate	--	--	--	--	--	--	--	--
N/A	--	--	--	--	--	--	--	--
What school did you belong to?								
Design, Arts, and Humanities	34	51.5	42	46.2	37	34.3	113	42.6
Business and Technology	11	16.7	24	26.4	31	28.7	66	24.9
Sciences, Mathematics, and Education	11	16.7	13	14.3	21	19.4	45	17.0
Health Professions	10	15.2	12	13.2	19	17.6	41	15.5
Gender:								
Female	55	83.3	67	73.6	78	72.2	200	75.5
Male	11	16.7	24	26.4	30	27.8	65	24.5
At which location did you take the majority of your classes								
Main Campus	55	84.6	69	76.7	71	65.7	195	74.1
Ballston/4040 Fairfax	9	13.8	20	22.2	36	33.3	65	24.7
Reston	--	--	--	--	--	--	--	--
Online	0	0.0	0	0.0	1	0.9	1	0.4
Other	1	1.5	1	1.1	0	0.0	2	0.8
What was your primary enrollment status?								
Full-time	60	90.9	87	95.6	107	99.1	254	95.8
Part-time	6	9.1	4	4.4	1	0.9	11	4.2
Which of the following statements describes your start at MU?								
Marymount was the first college or university I attended.	35	53.8	52	57.1	59	54.6	146	55.3
I transferred into Marymount from a community college or four-year college or university.	29	44.6	39	42.9	49	45.4	117	44.3
I earned a degree from another college or university prior to enrolling at Marymount.	1	1.5	0	0.0	0	0.0	1	0.4
Were you employed while attending classes?								
Employed full-time	14	21.5	10	11.0	14	13.0	38	14.4
Employed part-time	33	50.8	64	70.3	62	57.4	159	60.2
Not employed	18	27.7	17	18.7	32	29.6	67	25.4
If you were employed, did you work on campus?								
Yes	20	43.5	43	58.1	37	48.7	100	51.0
No	26	56.5	31	41.9	39	51.3	96	49.0
How many years did you live on campus or in university housing?								

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
None	30	45.5	49	53.8	62	57.4	141	53.2
Less than 1 year	2	3.0	3	3.3	1	0.9	6	2.3
1 to 2 years	14	21.2	6	6.6	19	17.6	39	14.7
3 or more years	20	30.3	33	36.3	26	24.1	79	29.8

Table 2: Program/Major

	Ten Years (2008-2009)	Five Years (2013-2014)	One Year (2017-2018)	Total
Count				
School of Design, Arts, and Humanities				
Art	1	1	1	3
Communication	4	5	2	11
English	1	2	1	4
Fashion Design	2	0	1	3
Fashion Merchandising	4	7	3	14
Graphic Design	1	1	3	5
History	1	6	2	9
Interior Design	2	8	5	15
Liberal Studies	7	4	3	14
Philosophy	--	--	--	--
Politics	5	1	3	9
Theology and Religious Studies	1	0	1	2
Web Design (Certificate)	--	--	--	--
School of Business and Technology				
Business Administration	8	17	14	39
Economics	1	0	7	8
Health Information Management	0	1	0	1
Information Technology	2	3	10	15
Paralegal Studies	1	3	0	4
School of Sciences, Mathematics, and Education				
Biochemistry	--	--	--	--
Biology	3	1	9	13
Criminal Justice	4	4	6	14
Criminal Justice: Emphasis in Forensic Science	1	0	0	1
Math	0	2	1	3
Multidisciplinary Studies	0	4	3	7
Psychology	5	9	13	27
Sociology	1	0	1	2
Malek School of Health Professions				
Health Sciences	5	7	9	21
Nursing	5	5	10	20
Total	66	91	108	265

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	255	1.2%	5.9%	15.3%	44.7%	32.9%	4.02	.909
Ten Years (2008-2009)	64	0.0%	6.3%	17.2%	51.6%	25.0%	3.95	.825
Five Years (2013-2014)	87	0.0%	4.6%	17.2%	47.1%	31.0%	4.05	.820
One Year (2017-2018)	104	2.9%	6.7%	12.5%	38.5%	39.4%	4.05	1.028
Academic Quality	255	--	3.9%	16.5%	47.5%	32.2%	4.08	.800
Ten Years (2008-2009)	64	--	6.3%	15.6%	50.0%	28.1%	4.00	.836
Five Years (2013-2014)	87	--	4.6%	14.9%	50.6%	29.9%	4.06	.798
One Year (2017-2018)	104	--	1.9%	18.3%	43.3%	36.5%	4.14	.781
Major or Program	256	0.8%	6.3%	14.5%	37.1%	41.4%	4.12	.931
Ten Years (2008-2009)	64	0.0%	9.4%	12.5%	40.6%	37.5%	4.06	.941
Five Years (2013-2014)	87	0.0%	5.7%	17.2%	37.9%	39.1%	4.10	.890
One Year (2017-2018)	105	1.9%	4.8%	13.3%	34.3%	45.7%	4.17	.965
Academic Advising	256	3.9%	14.5%	20.3%	32.8%	28.5%	3.68	1.148
Ten Years (2008-2009)	64	0.0%	17.2%	23.4%	32.8%	26.6%	3.69	1.052
Five Years (2013-2014)	87	3.4%	16.1%	18.4%	37.9%	24.1%	3.63	1.122
One Year (2017-2018)	105	6.7%	11.4%	20.0%	28.6%	33.3%	3.70	1.232
Academic Reputation	254	--	9.4%	27.6%	40.6%	22.4%	3.76	.907
Ten Years (2008-2009)	64	--	9.4%	34.4%	37.5%	18.8%	3.66	.895
Five Years (2013-2014)	86	--	10.5%	27.9%	43.0%	18.6%	3.70	.895
One Year (2017-2018)	104	--	8.7%	23.1%	40.4%	27.9%	3.88	.921
Library and Learning Services	255	1.2%	5.1%	20.4%	41.2%	32.2%	3.98	.916
Ten Years (2008-2009)	64	1.6%	4.7%	18.8%	42.2%	32.8%	4.00	.926
Five Years (2013-2014)	87	0.0%	6.9%	20.7%	42.5%	29.9%	3.95	.888
One Year (2017-2018)	104	1.9%	3.8%	21.2%	39.4%	33.7%	3.99	.940

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

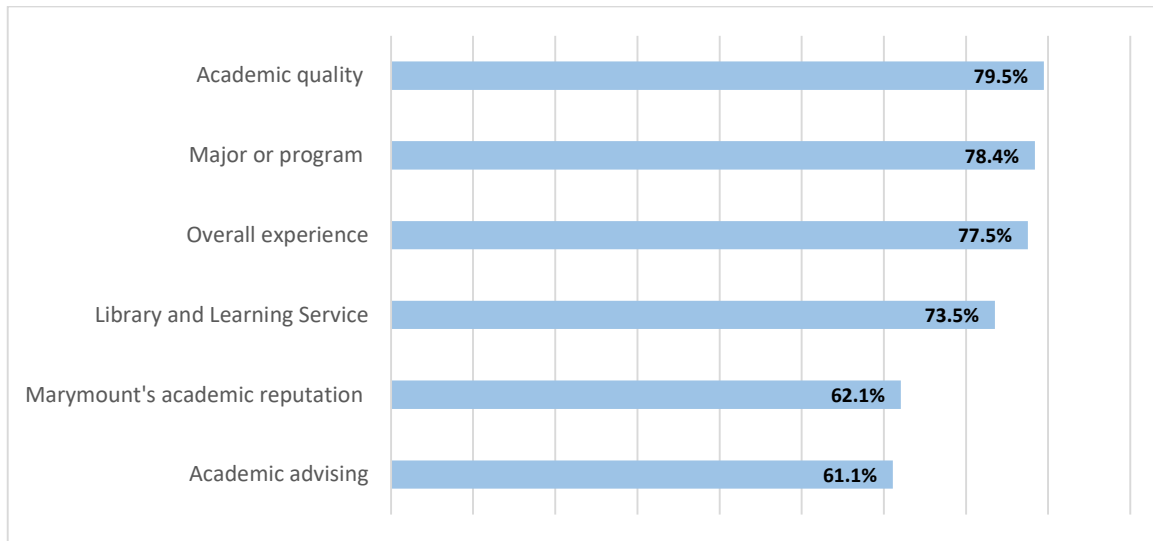


Table 4: **Trend Snapshot:** Overall Quality, Undergraduate Alumni Responses of "Good" or "Excellent" to "From your experience at MU, how would you rate each of the following?" 2011-2018

	Fifth-Year Alumni						First-Year Alumni					
	2011-12		2012-13		2013-14		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall experience	105	86.7	71	81.6	68	78.1	153	81.0	96	75.0	81	77.9
Academic quality	104	86.5	74	85.1	70	80.5	155	87.1	98	76.6	83	79.8
Major department or academic program	105	83.8	71	81.6	67	77.0	155	83.8	104	81.3	84	80.0
Academic advising	105	73.3	65	75.6	54	62.0	154	68.2	91	71.1	65	61.9
Marymount's academic reputation	104	77.9	62	71.3	53	61.6	155	73.6	83	64.8	71	68.3
Library and Learning Services	105	76.2	66	75.9	63	72.4	154	77.9	91	71.7	76	73.1

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	252	9.9%	13.1%	27.4%	31.3%	18.3%	3.35	1.206
Ten Years (2008-2009)	62	9.7%	17.7%	29.0%	25.8%	17.7%	3.24	1.224
Five Years (2013-2014)	85	8.2%	16.5%	29.4%	28.2%	17.6%	3.31	1.185
One Year (2017-2018)	105	11.4%	7.6%	24.8%	37.1%	19.0%	3.45	1.217
Pursue more education in your field	250	7.2%	10.8%	26.8%	33.2%	22.0%	3.52	1.159

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
Ten Years (2008-2009)	61	8.2%	18.0%	27.9%	32.8%	13.1%	3.25	1.150
Five Years (2013-2014)	85	5.9%	10.6%	32.9%	32.9%	17.6%	3.46	1.086
One Year (2017-2018)	104	7.7%	6.7%	21.2%	33.7%	30.8%	3.73	1.192
Conduct research to support a position	248	5.6%	10.1%	29.8%	32.3%	22.2%	3.55	1.112
Ten Years (2008-2009)	61	8.2%	8.2%	34.4%	27.9%	21.3%	3.46	1.163
Five Years (2013-2014)	85	2.4%	10.6%	35.3%	35.3%	16.5%	3.53	.971
One Year (2017-2018)	102	6.9%	10.8%	22.5%	32.4%	27.5%	3.63	1.193
Develop a coherent written argument	251	3.6%	8.0%	19.1%	39.4%	29.9%	3.84	1.054
Ten Years (2008-2009)	62	4.8%	11.3%	21.0%	37.1%	25.8%	3.68	1.128
Five Years (2013-2014)	85	1.2%	7.1%	24.7%	41.2%	25.9%	3.84	.937
One Year (2017-2018)	104	4.8%	6.7%	13.5%	39.4%	35.6%	3.94	1.096
Deliver a coherent oral presentation	250	4.4%	4.8%	19.6%	38.8%	32.4%	3.90	1.050
Ten Years (2008-2009)	62	4.8%	8.1%	21.0%	37.1%	29.0%	3.77	1.108
Five Years (2013-2014)	85	1.2%	5.9%	22.4%	38.8%	31.8%	3.94	.943
One Year (2017-2018)	103	6.8%	1.9%	16.5%	39.8%	35.0%	3.94	1.101
Use quantitative/qualitative techniques within your professional field	251	4.0%	4.8%	26.7%	38.6%	25.9%	3.78	1.015
Ten Years (2008-2009)	62	9.7%	8.1%	21.0%	37.1%	24.2%	3.58	1.222
Five Years (2013-2014)	85	2.4%	3.5%	29.4%	43.5%	21.2%	3.78	.905
One Year (2017-2018)	104	1.9%	3.8%	27.9%	35.6%	30.8%	3.89	.954
Use technology effectively in a workplace environment	251	5.6%	6.0%	24.7%	39.8%	23.9%	3.71	1.070
Ten Years (2008-2009)	62	11.3%	6.5%	22.6%	37.1%	22.6%	3.53	1.238
Five Years (2013-2014)	85	4.7%	4.7%	25.9%	41.2%	23.5%	3.74	1.025
One Year (2017-2018)	104	2.9%	6.7%	25.0%	40.4%	25.0%	3.78	.995
Apply knowledge and skills to new situations	247	2.4%	5.8%	13.6%	50.5%	27.7%	3.94	.974
Ten Years (2008-2009)	62	6.5%	8.1%	12.9%	40.3%	32.3%	3.84	1.162
Five Years (2013-2014)	84	1.2%	4.8%	21.4%	44.0%	28.6%	3.94	.896
One Year (2017-2018)	101	1.0%	5.9%	16.8%	43.6%	32.7%	4.01	.911
Solve problems in your field using your knowledge and skills	250	3.6%	5.2%	19.2%	42.0%	30.0%	3.90	1.009
Ten Years (2008-2009)	62	9.7%	6.5%	12.9%	40.3%	30.6%	3.76	1.237
Five Years (2013-2014)	84	2.4%	2.4%	21.4%	47.6%	26.2%	3.93	.889
One Year (2017-2018)	104	1.0%	6.7%	21.2%	38.5%	32.7%	3.95	.949

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
Find appropriate sources of information	251	3.6%	4.4%	16.7%	41.4%	33.9%	3.98	1.004
Ten Years (2008-2009)	62	8.1%	9.7%	14.5%	38.7%	29.0%	3.71	1.220
Five Years (2013-2014)	85	2.4%	2.4%	20.0%	47.1%	28.2%	3.96	.892
One Year (2017-2018)	104	1.9%	2.9%	15.4%	38.5%	41.3%	4.14	.918
Evaluate the quality of information (e.g. scholarly articles, newspapers)	250	3.2%	3.2%	19.6%	36.4%	37.6%	4.02	.996
Ten Years (2008-2009)	62	8.1%	1.6%	19.4%	37.1%	33.9%	3.87	1.152
Five Years (2013-2014)	85	1.2%	3.5%	23.5%	40.0%	31.8%	3.98	.899
One Year (2017-2018)	103	1.9%	3.9%	16.5%	33.0%	44.7%	4.15	.964
Understand the major ethical dilemmas in your field	251	4.0%	6.8%	21.1%	37.8%	30.3%	3.84	1.059
Ten Years (2008-2009)	62	9.7%	8.1%	21.0%	35.5%	25.8%	3.60	1.234
Five Years (2013-2014)	85	1.2%	1.2%	24.7%	43.5%	29.4%	3.99	.838
One Year (2017-2018)	104	2.9%	10.6%	18.3%	34.6%	33.7%	3.86	1.092
Determine the most ethically appropriate response to a situation	251	3.6%	6.4%	20.3%	39.0%	30.7%	3.87	1.037
Ten Years (2008-2009)	62	8.1%	8.1%	22.6%	37.1%	24.2%	3.61	1.178
Five Years (2013-2014)	85	1.2%	3.5%	22.4%	43.5%	29.4%	3.96	.879
One Year (2017-2018)	104	2.9%	7.7%	17.3%	36.5%	35.6%	3.94	1.050
Work collaboratively with people from diverse backgrounds	251	2.8%	2.8%	15.9%	35.9%	42.6%	4.13	.967
Ten Years (2008-2009)	62	6.5%	3.2%	19.4%	41.9%	29.0%	3.84	1.089
Five Years (2013-2014)	85	0.0%	3.5%	17.6%	34.1%	44.7%	4.20	.856
One Year (2017-2018)	104	2.9%	1.9%	12.5%	33.7%	49.0%	4.24	.950
Apply education to serve others in your community	250	3.6%	5.2%	21.6%	40.4%	29.2%	3.86	1.013
Ten Years (2008-2009)	62	8.1%	6.5%	22.6%	40.3%	22.6%	3.63	1.149
Five Years (2013-2014)	84	1.2%	4.8%	26.2%	42.9%	25.0%	3.86	.894
One Year (2017-2018)	104	2.9%	4.8%	17.3%	38.5%	36.5%	4.01	1.000

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")

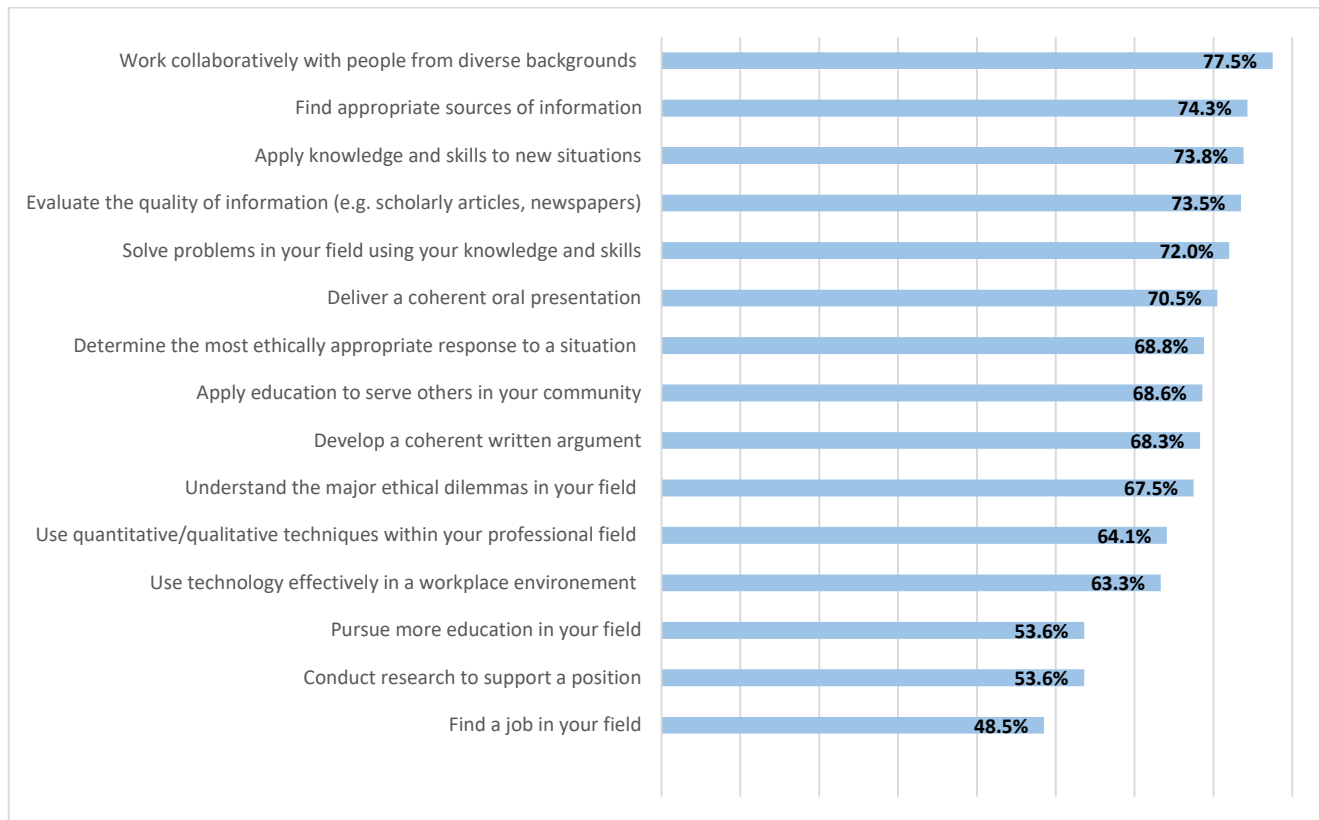


Table 6: **Trend Snapshot:** Undergraduate Alumni Responses of "Good" or "Excellent" to "For each of the following skills, please indicate how well you believe your education prepared you to" 2011-2018

	Fifth-Year Alumni						First-Year Alumni					
	2011-12		2012-13		2013-14		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%	N	%
Find a job in your field	101	57.4	44	52.4	39	45.8	150	52.0	63	50.8	59	56.1
Pursue more education in your field	102	58.8	38	45.8	43	50.5	149	65.1	79	63.2	67	64.5
Conduct research to support a position	101	61.4	46	54.8	44	51.8	148	68.9	75	60.5	61	59.9
Develop a coherent written argument	102	72.5	66	78.6	57	67.1	150	78.6	96	77.4	78	75.0
Deliver a coherent oral presentation	102	78.5	64	78.0	60	70.6	150	87.3	96	77.4	77	74.8
Use quantitative/ qualitative techniques within your professional field	101	66.3	55	66.3	55	64.7	149	76.5	88	71.0	69	66.4
Use technology effectively in a workplace environment	102	72.6	56	67.5	55	64.7	149	80.5	84	67.7	68	65.4
Apply knowledge and skills to new situations	102	77.5	64	77.1	61	72.6	148	87.8	97	78.9	77	76.3

Fifth-Year Alumni							First-Year Alumni						
2011-12		2012-13		2013-14			2015-16		2016-17		2017-18		
	N	%	N	%	N		%	N	%	N	%	N	%
Solve problems in your field using your knowledge and skills	102	84.4	66	79.5	62		73.8	148	83.1	96	78.0	74	71.2
Find appropriate sources of information	101	84.2	66	79.5	64		75.3	148	87.1	102	82.9	83	79.8
Evaluate the quality of information (e.g. scholarly articles, newspapers)	102	73.5	63	75.9	61		71.8	149	83.2	100	80.6	80	77.7
Understand the major ethical dilemmas in your field	102	68.6	64	76.2	62		72.9	150	78.0	94	75.8	71	68.3
Determine the most ethically appropriate response to a situation	102	73.5	63	75.9	62		72.9	150	78.7	98	79.0	75	72.1
Work collaboratively with people from diverse backgrounds	102	79.4	71	84.5	67		78.8	150	93.4	109	87.9	86	82.7
Apply education to serve others in your community	102	78.5	62	73.8	57	67.9	147	80.9	91	73.4	78	75.0	

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	242	5.4%	9.1%	46.7%	38.8%	3.19	.813
Ten Years (2008-2009)	61	9.8%	14.8%	49.2%	26.2%	2.92	.900
Five Years (2013-2014)	81	6.2%	4.9%	56.8%	32.1%	3.15	.776
One Year (2017-2018)	100	2.0%	9.0%	37.0%	52.0%	3.39	.737
Awareness of global issues	244	7.4%	16.0%	41.0%	35.7%	3.05	.901
Ten Years (2008-2009)	61	13.1%	24.6%	34.4%	27.9%	2.77	1.007
Five Years (2013-2014)	82	7.3%	17.1%	43.9%	31.7%	3.00	.889
One Year (2017-2018)	101	4.0%	9.9%	42.6%	43.6%	3.26	.796
Self-confidence	243	4.9%	14.8%	42.0%	38.3%	3.14	.844
Ten Years (2008-2009)	60	6.7%	16.7%	45.0%	31.7%	3.02	.873
Five Years (2013-2014)	81	3.7%	13.6%	45.7%	37.0%	3.16	.798
One Year (2017-2018)	102	4.9%	14.7%	37.3%	43.1%	3.19	.864
Openness to new experiences	243	4.1%	9.9%	35.0%	51.0%	3.33	.817
Ten Years (2008-2009)	60	8.3%	15.0%	40.0%	36.7%	3.05	.928
Five Years (2013-2014)	82	3.7%	7.3%	39.0%	50.0%	3.35	.776
One Year (2017-2018)	101	2.0%	8.9%	28.7%	60.4%	3.48	.743
Interest in cultures different from your own	245	4.5%	9.0%	37.6%	49.0%	3.31	.816

	N	Not at All	Very Little	Somewhat	To a Great Extent	Mean	SD
Ten Years (2008-2009)	61	8.2%	11.5%	49.2%	31.1%	3.03	.875
Five Years (2013-2014)	82	4.9%	6.1%	36.6%	52.4%	3.37	.809
One Year (2017-2018)	102	2.0%	9.8%	31.4%	56.9%	3.43	.751
Leadership skills	243	5.8%	10.7%	40.7%	42.8%	3.21	.852
Ten Years (2008-2009)	61	9.8%	11.5%	41.0%	37.7%	3.07	.946
Five Years (2013-2014)	82	7.3%	11.0%	41.5%	40.2%	3.15	.891
One Year (2017-2018)	100	2.0%	10.0%	40.0%	48.0%	3.34	.742
Spirituality	244	23.0%	18.9%	36.5%	21.7%	2.57	1.069
Ten Years (2008-2009)	61	29.5%	19.7%	37.7%	13.1%	2.34	1.047
Five Years (2013-2014)	81	23.5%	17.3%	38.3%	21.0%	2.57	1.072
One Year (2017-2018)	102	18.6%	19.6%	34.3%	27.5%	2.71	1.068
A commitment to service	243	10.7%	18.1%	38.7%	32.5%	2.93	.966
Ten Years (2008-2009)	61	14.8%	21.3%	41.0%	23.0%	2.72	.985
Five Years (2013-2014)	82	9.8%	17.1%	43.9%	29.3%	2.93	.927
One Year (2017-2018)	100	9.0%	17.0%	33.0%	41.0%	3.06	.973

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...,” 2011-2018

Fifth-Year Alumni								First-Year Alumni					
2011-12		2012-13		2013-14		2015-16		2016-17		2017-18			
	N	%	N	%	N	%		N	%	N	%	N	%
Interest in life-long learning	100	92.0	71	84.5	72	88.9		150	86.7	98	80.3	89	89.0
Awareness of global issues	100	83.0	67	79.8	62	75.6		149	85.9	97	79.5	87	86.2
Self-confidence	100	91.0	77	91.7	67	82.7		150	82.7	105	86.1	82	80.4
Openness to new experiences	100	91.0	72	85.7	73	89.0		150	90.0	109	90.8	90	89.1
Interest in cultures different from your own	100	91.0	72	85.7	73	89.0		149	89.3	103	85.1	90	88.3
Leadership skills	100	89.0	74	88.1	67	81.7		150	85.3	96	78.7	88	88.0
Spirituality	100	62.0	54	64.3	48	59.3		150	58.7	70	57.9	63	61.8
A commitment to service	100	81.0	59	70.2	60	73.2	149	77.9	85	70.2	74	74.0	

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.	245	2.4%	2.4%	8.2%	49.4%	37.6%	4.17	.866
Ten Years (2008-2009)	61	4.9%	0.0%	8.2%	50.8%	36.1%	4.13	.939
Five Years (2013-2014)	82	0.0%	3.7%	9.8%	52.4%	34.1%	4.17	.750
One Year (2017-2018)	102	2.9%	2.9%	6.9%	46.1%	41.2%	4.20	.912
I’m confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	243	1.2%	1.2%	3.3%	38.7%	55.6%	4.46	.734
Ten Years (2008-2009)	60	1.7%	0.0%	5.0%	48.3%	45.0%	4.35	.732
Five Years (2013-2014)	82	0.0%	1.2%	2.4%	34.1%	62.2%	4.57	.609
One Year (2017-2018)	101	2.0%	2.0%	3.0%	36.6%	56.4%	4.44	.818
I feel a sense of commitment to serve others throughout my lifetime.	244	1.6%	1.2%	12.7%	45.5%	38.9%	4.19	.825
Ten Years (2008-2009)	61	3.3%	0.0%	16.4%	44.3%	36.1%	4.10	.907
Five Years (2013-2014)	82	0.0%	1.2%	11.0%	50.0%	37.8%	4.24	.695
One Year (2017-2018)	101	2.0%	2.0%	11.9%	42.6%	41.6%	4.20	.872

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Total	%
Yes	52	81.3	73	83.9	98	92.5	223	86.8
No	12	18.8	14	16.1	8	7.5	34	13.2

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)

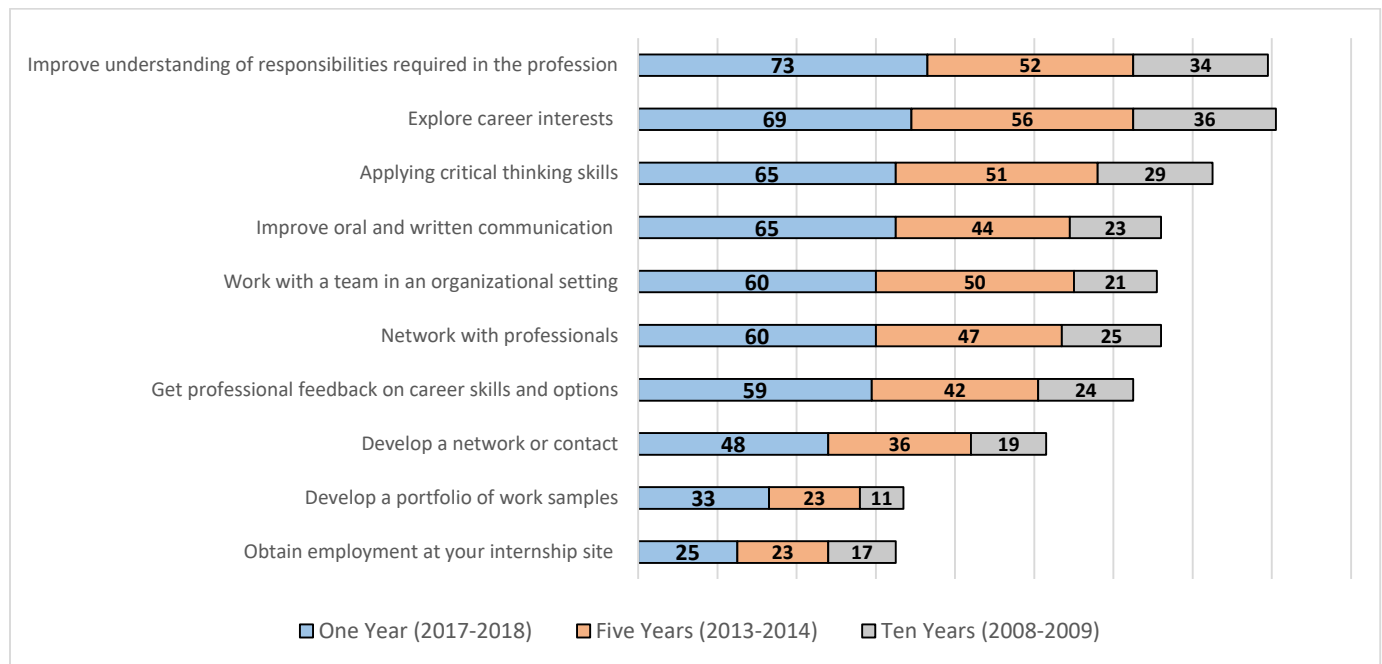


Table 11: Undergraduate alumni responses to “Please indicate how strongly you agree with each of the following statements” (Scale: 1 = “Strongly Disagree”, 5 = “Strongly Agree”)

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
I am in contact with friends and fellow students from Marymount.	257	8.6%	17.1%	7.4%	36.2%	30.7%	3.63	1.307
Ten Years (2008-2009)	64	12.5%	18.8%	3.1%	43.8%	21.9%	3.44	1.355
Five Years (2013-2014)	87	11.5%	16.1%	8.0%	34.5%	29.9%	3.55	1.370
One Year (2017-2018)	106	3.8%	17.0%	9.4%	33.0%	36.8%	3.82	1.209
I am still in touch with faculty and advisors.	257	16.7%	32.7%	14.4%	26.8%	9.3%	2.79	1.266
Ten Years (2008-2009)	64	23.4%	42.2%	9.4%	21.9%	3.1%	2.39	1.163
Five Years (2013-2014)	87	18.4%	36.8%	17.2%	20.7%	6.9%	2.61	1.204
One Year (2017-2018)	106	11.3%	23.6%	15.1%	34.9%	15.1%	3.19	1.273
I feel connected to Marymount.	257	16.0%	22.2%	21.0%	29.6%	11.3%	2.98	1.270
Ten Years (2008-2009)	64	29.7%	25.0%	20.3%	17.2%	7.8%	2.48	1.297
Five Years (2013-2014)	87	13.8%	24.1%	25.3%	28.7%	8.0%	2.93	1.189
One Year (2017-2018)	106	9.4%	18.9%	17.9%	37.7%	16.0%	3.32	1.223
I am well informed about activities for alumni.	257	12.8%	30.7%	17.1%	27.6%	11.7%	2.95	1.252
Ten Years (2008-2009)	64	14.1%	39.1%	18.8%	21.9%	6.3%	2.67	1.155
Five Years (2013-2014)	87	10.3%	27.6%	21.8%	28.7%	11.5%	3.03	1.205

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
One Year (2017-2018)	106	14.2%	28.3%	12.3%	30.2%	15.1%	3.04	1.330
I am interested in remaining involved with Marymount.	257	5.1%	7.4%	26.5%	40.9%	20.2%	3.64	1.045
Ten Years (2008-2009)	64	10.9%	6.3%	28.1%	40.6%	14.1%	3.41	1.151
Five Years (2013-2014)	87	1.1%	10.3%	29.9%	42.5%	16.1%	3.62	.918
One Year (2017-2018)	106	4.7%	5.7%	22.6%	39.6%	27.4%	3.79	1.058
I would consider financially supporting Marymount.	257	20.6%	20.6%	35.0%	16.0%	7.8%	2.70	1.190
Ten Years (2008-2009)	64	25.0%	20.3%	37.5%	12.5%	4.7%	2.52	1.141
Five Years (2013-2014)	87	20.7%	19.5%	39.1%	17.2%	3.4%	2.63	1.101
One Year (2017-2018)	106	17.9%	21.7%	30.2%	17.0%	13.2%	2.86	1.276
Marymount has a good reputation.	256	0.8%	7.4%	24.6%	46.9%	20.3%	3.79	.879
Ten Years (2008-2009)	64	0.0%	10.9%	26.6%	46.9%	15.6%	3.67	.874
Five Years (2013-2014)	86	0.0%	7.0%	22.1%	52.3%	18.6%	3.83	.814
One Year (2017-2018)	106	1.9%	5.7%	25.5%	42.5%	24.5%	3.82	.934
If I could start over, I would choose Marymount again.	257	7.9%	10.6%	20.8%	31.9%	28.7%	3.51	1.193
Ten Years (2008-2009)	64	12.5%	17.2%	23.4%	28.1%	18.8%	3.23	1.294
Five Years (2013-2014)	87	2.3%	17.2%	26.4%	26.4%	27.6%	3.60	1.136
One Year (2017-2018)	106	5.7%	11.3%	25.5%	31.1%	26.4%	3.61	1.159
I would recommend Marymount to a friend or family member.	256	4.3%	6.6%	17.6%	43.8%	27.7%	3.84	1.041
Ten Years (2008-2009)	63	9.5%	6.3%	14.3%	49.2%	20.6%	3.65	1.166
Five Years (2013-2014)	87	0.0%	6.9%	20.7%	44.8%	27.6%	3.93	.873
One Year (2017-2018)	106	4.7%	6.6%	17.0%	39.6%	32.1%	3.88	1.084
My Marymount education was worth the expense.	257	10.5%	16.7%	21.4%	32.7%	18.7%	3.32	1.250
Ten Years (2008-2009)	64	12.5%	18.8%	21.9%	31.3%	15.6%	3.19	1.271
Five Years (2013-2014)	87	10.3%	16.1%	24.1%	33.3%	16.1%	3.29	1.219
One Year (2017-2018)	106	9.4%	16.0%	18.9%	33.0%	22.6%	3.43	1.265
I am proud of being a Marymount alumnus/a.	257	3.3%	5.1%	18.2%	42.1%	31.3%	3.91	.994
Ten Years (2008-2009)	64	4.7%	7.8%	20.3%	43.8%	23.4%	3.73	1.058
Five Years (2013-2014)	87	1.1%	4.6%	20.7%	43.7%	29.9%	3.97	.895
One Year (2017-2018)	106	5.7%	0.9%	17.0%	43.4%	33.0%	3.97	1.028
My professional colleagues have heard of Marymount.	255	7.8%	17.6%	16.9%	35.3%	22.4%	3.47	1.235
Ten Years (2008-2009)	64	12.5%	20.3%	17.2%	32.8%	17.2%	3.22	1.303
Five Years (2013-2014)	87	4.6%	19.5%	17.2%	37.9%	20.7%	3.51	1.160

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
One Year (2017-2018)	104	7.7%	14.4%	16.3%	34.6%	26.9%	3.59	1.243

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”, 2011-2018

Fifth-Year Alumni								First-Year Alumni					
								2015-16		2016-17		2017-18	
	N	%	N	%	N	%		N	%	N	%		
I am in contact with friends and fellow students from Marymount.	105	68.5	47	54.0	56	64.4		155	80.0	91	70.5	74	69.8
I am still in touch with faculty and advisors.	105	33.4	24	27.6	24	27.6		154	48.7	64	49.6	53	50.0
I feel connected to Marymount.	105	42.9	33	38.4	32	36.7		153	52.9	67	52.3	57	53.7
I am well informed about activities for alumni.	104	40.4	39	44.8	35	40.2		155	42.6	43	33.3	48	45.3
I am interested in remaining involved with Marymount.	105	61.0	46	52.9	51	58.6		155	60.6	76	58.9	71	67.0
I would consider financially supporting Marymount University.	105	27.6	14	16.3	18	20.6		154	25.9	33	25.6	32	30.2
Marymount has a good reputation.	104	82.7	62	72.1	61	70.9		155	76.7	92	71.9	71	67.0
If I could start over, I would choose Marymount again.	104	66.3	56	64.4	47	54.0	155	59.4	75	58.1	61	57.5	
I would recommend Marymount to a friend of family member.	105	82.8	65	74.7	63	72.4	155	70.9	92	71.3	76	71.7	
My Marymount education was worth the expense.	105	61.9	50	58.1	43	49.4	155	52.9	68	52.7	59	55.6	
I am proud of being a Marymount alumnus.	105	84.8	64	74.4	64	73.6	155	81.3	93	72.7	81	76.4	
My professional colleagues have heard of Marymount.	105	73.4	52	61.2	51	58.6	155	65.9	77	59.7	64	61.5	

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count (Yes)	%	Count (Yes)	%	Count (Yes)	%	Count (Yes)	%
Student clubs	36	56.3	49	57.0	52	49.1	137	53.5
Career Center	26	41.9	44	51.2	59	56.2	129	51.0
Cultural activities	28	44.4	35	40.7	47	44.8	110	43.3
Research projects	22	34.9	35	41.7	47	45.2	104	41.4
MU service opportunities	21	32.8	40	47.6	61	58.1	122	48.2
MU spiritual development activities	18	28.1	22	26.2	35	33.0	75	29.5
Study abroad program	10	16.1	19	22.6	38	35.8	67	26.6
Intercollegiate athletics	12	19.4	15	18.1	24	22.9	51	20.4
Intramural athletics	16	26.2	18	21.4	16	15.4	50	20.1

Table 14: **Trend Snapshot:** Undergraduate Alumni Responses of “Yes” to “Please indicate if you participated in or used the following while attending Marymount”, 2011-2018

	Fifth-Year Alumni						First-Year Alumni					
	2011-12		2012-13		2013-14		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%	N	%
MU spiritual development activities	105	24.8	26	29.9	22	26.2	153	24.8	35	27.8	35	33.0
MU service opportunities	105	40.0	38	44.2	40	47.6	152	48.0	59	47.2	61	58.1
Student clubs	105	55.2	39	45.3	49	57.0	152	55.3	72	57.1	52	49.1
Cultural activities	105	43.8	38	44.2	35	40.7	153	47.1	59	46.8	47	44.8
Intramural athletics	105	15.2	16	18.6	18	21.4	153	9.2	21	16.8	16	15.4
Intercollegiate athletics	104	18.3	16	18.6	15	18.1	153	15.0	24	19.2	24	22.9
Career Center	105	32.4	41	47.7	44	51.2	154	59.7	66	52.4	59	56.2
Study abroad program	105	15.2	21	24.1	19	22.6	154	31.2	51	41.5	38	35.8
Research Projects	105	36.2	35	40.2	35	41.7	152	48.0	60	48.4	47	45.2

Occupational Experiences Since Leaving Marymount

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Continued a position held while attending school	14	23.0	10	12.0	10	9.8	34	13.8
Found a new position prior to graduation	12	19.7	19	22.9	17	16.7	48	19.5
0-3 months	13	21.3	18	21.7	25	24.5	56	22.8
4-6 months	4	6.6	9	10.8	13	12.7	26	10.6
7-12 months	6	9.8	8	9.6	12	11.8	26	10.6
More than 12 months	9	14.8	14	16.9	3	2.9	26	10.6
Have not yet entered professional position since graduation	3	4.9	5	6.0	22	21.6	30	12.2

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	47	82.5	64	83.1	69	86.3	180	84.1
No	10	17.5	13	16.9	11	13.8	34	15.9

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Directly related	25	43.9	39	50.6	44	55.7	108	50.7
Somewhat related	19	33.3	21	27.3	21	26.6	61	28.6
Not related	13	22.8	17	22.1	14	17.7	44	20.7

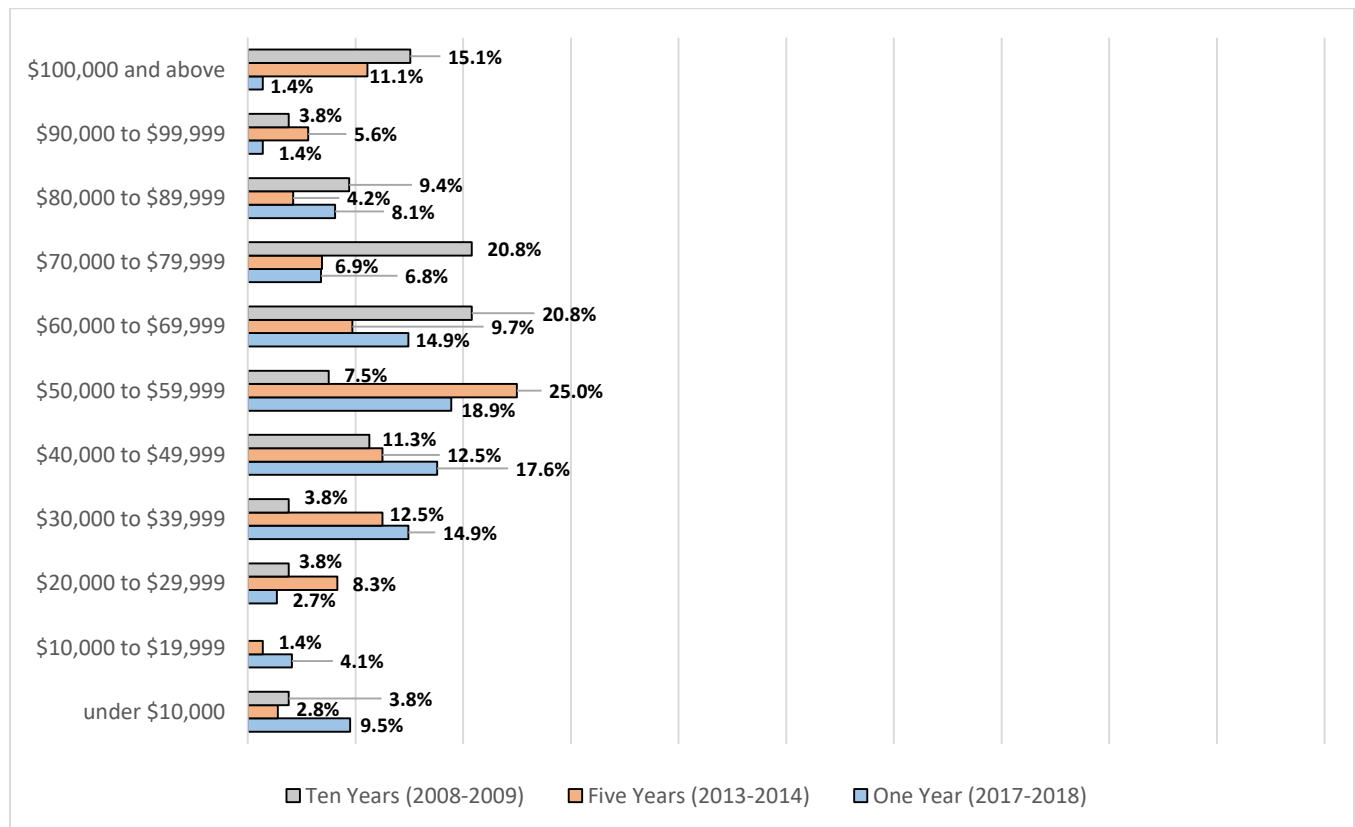
Table 18: Responses to “Which of the following best describes your current employment status?”

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Employed full-time	51	86.4	71	87.7	66	66.0	188	78.3
Employed part-time	4	6.8	3	3.7	8	8.0	15	6.3
Not employed, but seeking employment	0	0.0	4	4.9	14	14.0	18	7.5
Not employed, and not looking	4	6.8	3	3.7	12	12.0	19	7.9

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Under \$10,000	2	3.8	2	2.8	7	9.5	11	5.5
\$10,000 to \$19,999	0	0.0	1	1.4	3	4.1	4	2.0
\$20,000 to \$29,999	2	3.8	6	8.3	2	2.7	10	5.0
\$30,000 to \$39,999	2	3.8	9	12.5	11	14.9	22	11.1
\$40,000 to \$49,999	6	11.3	9	12.5	13	17.6	28	14.1
\$50,000 to \$59,999	4	7.5	18	25.0	14	18.9	36	18.1
\$60,000 to \$69,999	11	20.8	7	9.7	11	14.9	29	14.6
\$70,000 to \$79,999	11	20.8	5	6.9	5	6.8	21	10.6
\$80,000 to \$89,999	5	9.4	3	4.2	6	8.1	14	7.0
\$90,000 to \$99,999	2	3.8	4	5.6	1	1.4	7	3.5
\$100,000 and above	8	15.1	8	11.1	1	1.4	17	8.5

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



Current Employer:

Al Rajhi Bank
 Aramark
 Aramco Chemicals Company
 Arlington Public Schools
 Aspire
 AstraZeneca
 ATD
 ATF
 Atkin's Realty
 Atlas Air Worldwide Holdings
 Banfield Pet Hospital
 Behavioral Health Partners
 Blue Valley School District
 Bohler Engineering
 Booz Allen Hamilton
 Boscov's Department Store
 Bucks County Drug & Alcohol Commission, Inc.
 C&G Consulting
 Carrier
 Catherine Olivar
 Catholic Diocese of Arlington
 Census Bureau
 Cerebral Palsy of North Jersey
 Children's National Medical Center
 Children's Hospital of Pittsburgh
 Children's National
 Columbia Books Inc
 Confidential
 Costar Group
 Cox Health
 CVS Pharmacy
 D.C. United
 Dawson
 Daycare
 Diamond Resorts
 Dorothy Durbin Interior Design
 Drug Enforcement Administration
 E3 Sentinel
 Edwardsville School District
 EQUITONE
 Evolent
 Express
 Fairfax County
 Fairfax County Government
 Fairfax County Public Schools
 Falls Church City Public Schools
 Fauquier County Sheriff's office
 FBI
 FCPS
 Federal Government
 Fidelity Investments
 FLAVIA WATKINS PHOTO AND VIDEO
 FM Studios
 Fox Rehabilitation
 Fresenius Kidney Care
 Friends Committee on National Legislation

Gap Solutions, Inc.
 Genedx
 Government
 GPRS
 Henry Ford Hospital
 His Place Ministries
 Holland Country Day School
 Holy Cross Hospital
 IBI Group
 Ibss
 ICF
 INOVA
 INOVA Fairfax
 INOVA Fairfax Hospital
 INOVA Health Systems
 Integrity Management Consulting
 James Monroe High School
 K12, Inc
 Kelly Guzzo, PLC
 Loudoun County Public Schools
 Marsabit County - Governor's Office
 Marymount University
 Medstar
 MedStar Georgetown University Hospital
 MedStar SITES
 Meriden Board of Education
 MGMA
 Mid Atlantic Builders
 Mission Group
 National Association of Home Builders
 National Cancer Institute
 Network Building & Consulting
 New Jersey Economic Development Authority
 New Mexico State Legislature
 NFCU
 NORC at the University of Chicago
 Northside Hospital
 Nova
 Ntrepid Corporation
 PegaSystems
 Play To Win, LLC
 Plus One Health Management
 POMS Corporation
 Porcelanosa
 Preferred Systems Solutions
 Privia Health
 Pro-Sphere Tek.
 Promontory Fulfillment Services
 PwC
 RAM Logistics LLC
 Randstad Technology contractor for the World Bank
 Group
 RavenTek Business Solutions
 Reading SD
 Real Split
 Republic Airways

Reston Hospital
 Robert Half
 SafeSpot Children's Advocacy Center
 Saints Neumann Goretti High School
 ScienceLogic
 SCIS
 SCORE
 Scribe America
 SEC
 Self Employed
 Sentara
 Set Physical Therapy
 Sodexo
 Solutions Physical therapy
 Southern Illinois University Edwardsville
 Stand Together
 Stand Together Chamber of Commerce
 State Department (contractor)
 State Farm
 State Policy Network
 Steele Strategies
 Stream Logistics
 Streetsense
 Student
 Summit Consulting, LLC
 Tfc consulting
 The Franklin Institute
 The George Washington University
 The Nature Conservancy

Treasure House
 U.S. Department of Justice
 UCSF
 Unanet
 University of Iowa
 University of Maryland Athletics
 University of Maryland Global Campus
 University of Virginia
 URAC
 US Government
 US Holocaust Memorial Museum
 USAF
 Virginia Hospital Center
 VW Credit Inc.
 Weatherby healthcare
 Willowcreek Academy
 Wilmot Sanz
 Xavier High School
 Zimmerman and Associates

Educational Experiences Since Graduation

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	34	56.7	35	43.2	37	36.6	106	43.8
No	26	43.3	46	56.8	64	63.4	136	56.2

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Associates	0	0	0	0.0	0	0.0	0	0.0
Bachelors	1	1.5	2	2.2	0	0.0	3	1.1
Masters	19	28.8	17	18.7	25	23.1	61	23.0
Doctorate	3	4.5	8	8.8	6	5.6	17	6.4
Other	3	4.5	1	1.1	0	0.0	4	1.5

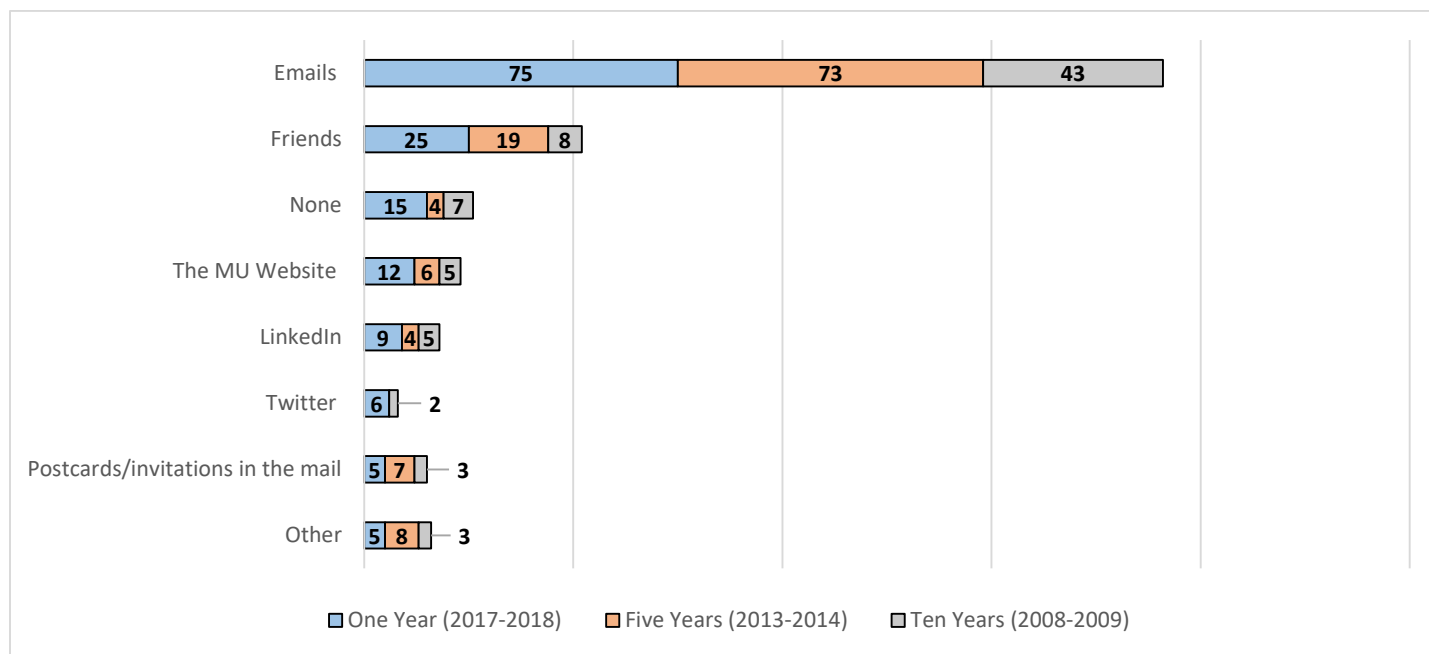
College/University Attended/Currently Attending:

A&M at Galveston
 ADELAIDE CENTER FOR CREATIVE PHOTOGRAPHY
 American Military
 American University
 American University Washington College of Law
 Catholic Theological Union
 Clarkson College
 Currently choosing between Shenandoah and AACC/UMB
 DeSales University
 Durham University
 Eastern Michigan
 Elmhurst College
 Embry-Riddle Aeronautical University
 Florida Atlantic
 FLORIDA State University
 Fort Hays State University
 George Mason University
 Georgetown University
 Hagerstown CC/Frostburg State
 HTW Berlin
 Kutztown
 Liberty University
 Mary Baldwin University
 Maryland Institute College of Art
 Marymount University

Montclair State University
 New York University School of Medicine
 Pittsburg state university
 Prince Mohammad bin Fahad
 Sacred Heart University
 Saint Joseph's University
 Shenandoah University
 Southern New Hampshire University
 Southwestern Law School
 Stevens Institute of Technology
 Stevenson University
 Temple University
 THE CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY
 The George Washington University
 Trident University International
 University of Cincinnati
 University of Iowa
 University of Maryland Global Campus
 University of Maryland, Baltimore
 University of Miami
 University of Pittsburgh
 USD
 Virginia Commonwealth University
 William Paterson University

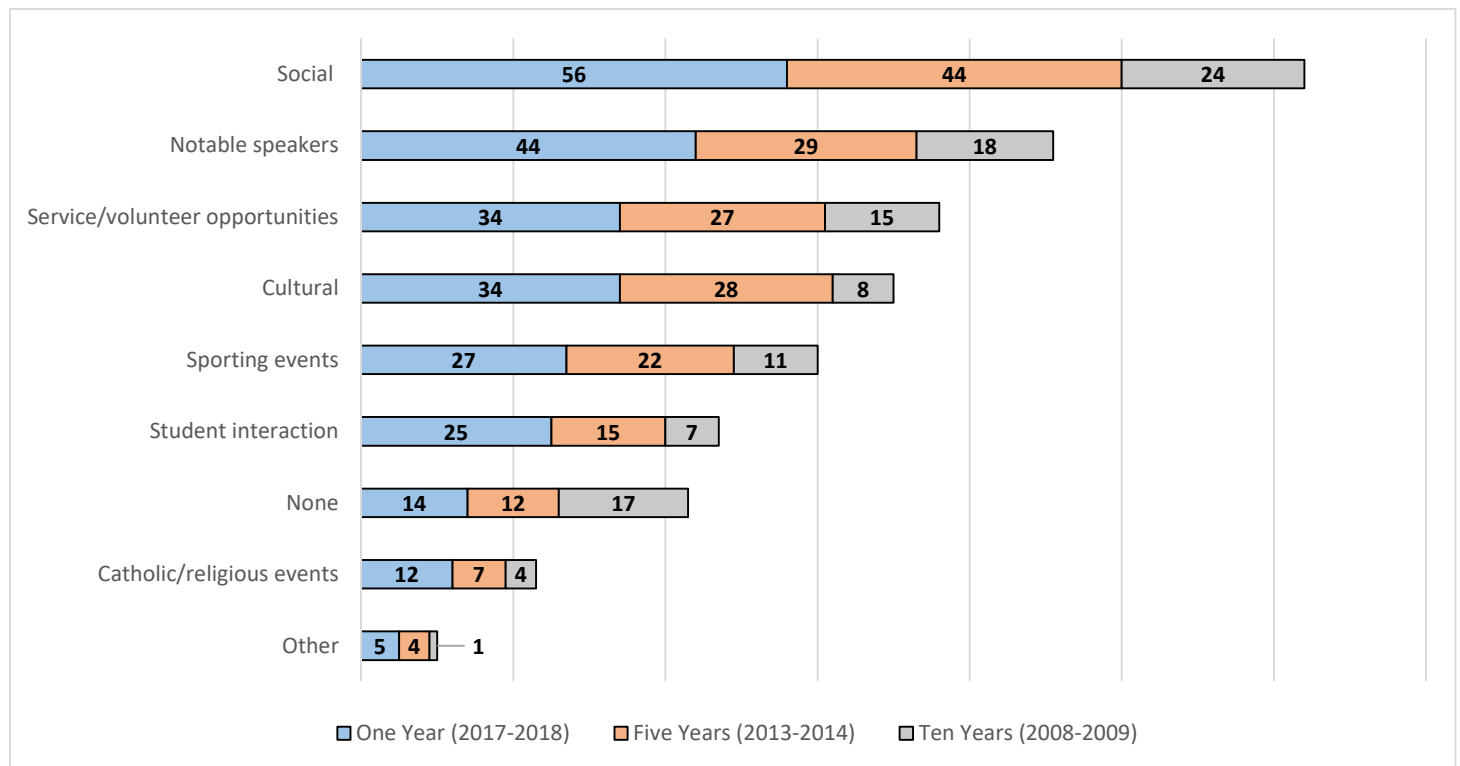
Alumni Relations

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?”

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	4	6.7	11	13.6	30	29.4	45	18.5
No	56	93.3	70	86.4	72	70.6	198	81.5

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

Theme 1: Too Busy/Inconvenient Timing (N = 50)

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 was poor or inconvenient due to prior commitments or the commute.

Example Responses:

“Events often take place during the work week, and I do not have a job flexible enough to take time off to attend.”

“Moved further out of the area, had 2 kids, limited time to drive into Arlington/DC for events.”

“Busy with work/school.”

Theme 2: Distance/Location (N = 48)

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 live out of state. Was not convenient to travel when events were being held."

"Time and financial constraints to travel."

"Too far of a commute."

Theme 3: Uninformed/Informed Too Late (N = 29)

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

Example Responses:

"I've received notification of alumni events at the last minute (within 48 hours of the event)."

"I never knew about them far enough in advance."

"I don't hear about them at all."

Theme 4: No Interest (N = 27)

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:

"Nothing has sparked my interest to justify the commute. Not convenient."

"Nothing of interest to me has been offered."

"Not interested in alumni events."

Theme 5: No Connection to MU (N = 12)

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 did not feel a strong sense of community, perhaps due to my status as a commuter student while I attended Marymount. Therefore, I do not have a connection that would bring me back for an event."

"Marymount has stopped trying to reach out to alumni. Under the last president, they dismantled their alumni relations office and program. I am very disappointed that as a major donor and young alumni, I am basically ignored by the school."

"I do not feel a connection with Marymount."

Theme 6: Miscellaneous Reasons (N = 7)

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

Example Responses:

"I do not have dependable transportation."

"No, because I work here Monday through Friday."

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

Theme 1: Quality of Professors/Faculty/Staff/Advisors (N = 64)

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:

"The personal education, attention, and opportunities provided by the professors, faculty, and staff."

"The professors. They were incredibly knowledgeable and it was obvious that many were passionate."

"The faculty at MU made my experience great. They really care and have a passion for what they do. I enjoyed going to classes and learning. They provided me with information of the work field I was interested in pursuing. My adviser was also the best. She guided me in what I needed to do to graduate and helped me when issues occurred with my degree."

Theme 2: Program/Courses/Skills Developed (N = 48)

A number of alumni indicated their program, courses, and the skills they 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 oral presentation and software skills.

Example Responses:

"MU has prepared me for my field in Presentations, Research, and software skills."

"Marymount provided me with a lot of skills and opportunities that I am learning are not made readily available to those seeking the same degree. The focus on service I believe has benefited my career as a nurse."

"The instructors for the Paralegal Studies program were excellent. The best IT professors are Dr. Nathan Green, Mr. Andrew Darling, and Mr. Hossein Beyzavi, due to their ability to apply their real-world experience to a classroom setting."

Theme 3: Class/School Size (N = 18)

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:

"I found the smaller class sizes to be a strong benefit of MU."

"I never wanted to go to a small school, but it's what made MU such a great experience."

"The small classes were great for me and my professors in the business school were eager to help with all aspects of educational and career development."

"Small class sizes and professors who cared. The opportunity to have a 1:1 attention with the professor and learn more."

Theme 4: 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:

"Internship was a big help with getting a job."

"The study abroad programs both short-term and long-term made one of the biggest impacts on me. One of the reasons I have my current position is through my cultural experience."

"Having the internship as a requirement for graduation was a plus for me. At my current job, I was better suited for the position because I had the experience during my time at MU instead of learning while on the job. The global education office was also one of my highlights of attending the university. I got to travel to Germany and Italy, my junior and senior years, and get a real global perspective in the world, which is very important nowadays."

"Completing an internship in order to graduate. I believe it forces students to utilize their education."

Theme 5: Overall Education/Experience (N = 16)

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:

"The well-rounded approach to education. Information about all topics, not just my major."

"Diverse student body, access to Washington, DC and all it has to offer in terms of job opportunities, events, things to do, etc. Small class size."

"The friends I met, the lacrosse community, the kind and hands-on faculty in the psychology department, the research opportunities, the familiar faces I saw every day on the campus that was my home away from home, the proximity to DC, the diverse student body, and more."

Theme 6: Campus Resources (N = 9)

Alumni indicated the types of campus resources offered as a strength of their education. Some of these resources included student organizations and other extracurricular involvement.

Example Responses:

"I was given the opportunity to get involved on campus as a student leader. Those leadership/club/organization experiences helped prepare me to work in a professional environment."

"The best learning was done through my experiences outside of the classroom. I was a member of the Fashion Club, and I found it amazing to put what I learned into motion. I was also able to develop many social and professional skills, especially networking with fashion professionals, entrepreneurs, and aficionados in the DMV area."

Theme 7: Classmates (N = 9)

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:

"Interaction from different cultures."

"The diversity at marymount made every experience there more enriching."

"Having the opportunity of studying at a higher education in a specialized program. The people I met I'm still good friends with to this day. The diversity of the campus is an excellent conduit into the background and cultures of fellow students."

Theme 8: Miscellaneous Strengths (N = 8)

There were other strengths proposed by Marymount alumni, many of which included Marymount's community.

Example Responses:

"People"

"Social"

"Teamwork"

Question: What aspects of your Marymount education need the most improvement?**Theme 1: Program/Courses/Skills Developed (N = 42)**

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:

"Everything. More cultural options for courses and diversity in your history staff. It really turns my gears that we didn't have any permanent black history professors, or Asian or Hispanic. Anyone of color was always adjunct and never to be seen again after 1 or 2 semesters. I wish we had more female history professors too. And the lack of choices in the history department was so annoying 80% of my history courses where white American history, yet we only account for about 500 years of impact in comparison to Asian and African cultures which have thousands upon thousands."

"Some of my studio art courses did not feel very strong. Learning was self guided, and I would have preferred more lessons and learning techniques."

"I would have like to be prepared for analytics and working with large data sets. Having an econometrics class or even degree would have made me see a greater value to the education I received."

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 were out-of-date and in need of modernization, while other alumni commented on specific offices.

Example Responses:

"The safety and quality of life of students on campus is severely lacking."

"Organization of school. Admissions was a mess in losing applications, transcripts, etc."

"Campus life and living on campus need the most improvement. There were a lot of internal issues that I dealt with as a student leader and it was hard to see such a quality education be stunted by poor living conditions."

"Housing. Butler Hall was disgusting and instead of buying the Rixey, main campus should have been updated. Student life."

Theme 3: Preparation for Future (N = 25)

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:

"MU needs to assist students with gaining employment and experience. This includes on campus volunteer work and internships. MU also needs to expand their degree offerings, such as offering a master's in library/archival and Information science and workshops/assistance with transferring to independent adult life. Please do not assume that our parents could or would teach us these things."

"Marymount had no network to help prepare you for a career. As an alumni, the school has done nothing to connect me to current students. This is a major gap in helping students move from school to work."

"I felt it was not made clear to me the career opportunities with my degree, the different type of degrees and how they are viewed in the industries."

Theme 4: Miscellaneous (N = 15)

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:

"Marymount is a 'catholic' school in name only. While I understand that cultivating a welcoming educational community is one of Marymount's charisms, the university has lost its Catholic identity in the process which I found extremely disappointing. Professors are not versed in Catholic tradition and theology at the most rudimentary level. Ethics and Morality is not integrated in curriculum or content; in fact, immoral and unethical ideas are widely accepted or at least treated with indifference and nonchalant attitudes. I strongly encourage the school to look to the source of its wisdom and knowledge and go back the roots from which it came: The Catholic Faith!!"

"Marymount should work on improving its interaction with commuter students. As a commuter student, I often felt very disconnected and also did not feel like the student body that did reside on campus was connected either."

"Retention of students, find reasons why many students do not come back and address those issues. Keeping alumni in touch with the school."

Theme 5: Quality of Professors/Faculty/Staff/Advisors (N = 13)

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 alums, the advisors seemed to have little knowledge and did not adequately guide them in choosing the appropriate academic path.

Example Responses:

"The relationship between faculty and students is poor. There is little to any support, and there are a lot of professors who may be educated and qualified, but are not people who should be professors."

"The faculty and their awareness of the industry. During my time at the University, many of the faculty were not aware of the impact social media was beginning to have on the industry. They often misunderstood our approach to various research papers, designs, and assignments simply because they did not know the slightest bit about Millennials and our culture. Also, if I had solely relied on academic advisors, I would've been there for way more than four years. Academic advisors should be far more accessible."

"My academic advisor changed pretty frequently when I was in undergrad which made it a little confusing as to who I should speak with regarding my classes."

Theme 6: Cost and Reputation (N = 12)

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:

"The price of housing specifically is too high. While I understand that Arlington is an expensive area, there has to be a way to offer students more affordable on-campus housing."

"The reputation of the school to those outside the school community."

"The price."

Theme 7: Overall Education (N = 10)

Alumni commented that their overall quality of education was poor and was in need of improvement. A number commented on improving communication between student and administrators.

Example Responses:

"Non major level of professors/ Horrible administration and organization. Highly unorganized. Need more voice from students to board members when making decisions. Need more transparency when making decisions."

"More attention to smaller programs, full time professors instead of adjuncts, speaker series, partnerships with DC businesses, technology class requirements for all majors."

"Administration of the university and at the degree program levels need improvement in coordination from conceptual ideas to how it interfaces with students."

Theme 8: Internships/Research Opportunities (N = 6)

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

Example Responses:

"Assistance with finding internships that are required in order to graduate. The list of possible places that was given to us when I was there hadn't been updated in years!"

"Internship and studying abroad."

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

Theme 1: Overall Education/Experience (N = 20)

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:

"Overall, it was a great experience, and from discussing my nursing education with other colleagues that went to George Mason, MU was/is hands down much better than GM."

"I tell people all the time that the education I received at Marymount was the best education and I regret not attending sooner."

"I received a quality education at Marymount University. The reason why I transferred here was to be challenged and I was. I have become a stronger, more confident and intelligent person through attending this university and I am grateful."

Theme 2: Miscellaneous (N = 8)

Alumni made a few additional comments on a variety of topics. For example, the availability of professional services for students and the reestablishment of previous campus locations.

Example Responses:

"Providing more professional services for students who have mental disorders like anxiety, stress, depression, etc."

"Re-open the Reston campus. You have a lot more people from that side of VA."

Theme 3: Course and Program Specific Statements/Curriculum (N = 7)

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

Example Responses:

"Studying abroad made such an impact on me and I wish Marymount would promote it more. About 10 people studied abroad at the same time I did and wish there was a bigger push to promote this opportunity."

"The global classroom experience was amazing, however, the staff that went with my professor on the trip was immature and I still recall the experience negatively and would not recommend that that staff member be allowed on trips. Not to mention that after having written a letter to the global studies department no one reached out about the staff members unethical and unprofessional behavior."

"More coding classes offered."

Theme 4: Cost and Campus Living (N = 7)

Alumni stated Marymount was too expensive and had debt due to student loans. Some indicated that though their MU education was beneficial, the expense was unjustifiable and detrimental.

Example Responses:

"The expenses are astronomical which have been a large detriment to my financial success. Despite my successful career I am left with a substantial debt which causes me to negatively reflect on my college experience."

"Although I value the education that I obtained while attending Marymount University, I do believe that tuition has unjustifiably increased without significant improvement to the program itself. Seemed like we were paying more to fund projects that we wouldn't have been able to take advantage of during our tenure at MU."

"Make it more affordable."

Theme 5: Preparation for Future (N = 6)

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

Example Responses:

"In the beginning of the program, it would be fantastic to have guidance on opportunities inside on how to develop a career path in the fashion industry. Outline different opportunities or career paths you may be able to take. I think that would help on the Fashion Merch end. Also promoting more marketing and business courses, which would be very applicable to roles in the outside world. One of my Marketing classes that was held at Ballston was one of my favorite classes. Although not directly related to my major, some of the viewpoints and teachings still resonate and apply to my current role today."

"I had many valuable lessons at Marymount and I enjoyed many of the classes there, but I wished that I got more help with getting employment from them, especially considering the amount of tuition it cost to attend."

"Providing more career resource to prepare for employment seeking after graduation."

Theme 6: Quality of Professors/Faculty/Staff/Advisors (N = 2)

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 struggled with social aspect of the university and found the professors in my department played favoritism with students, especially around group projects and the annual fashion show. It was frustrating and badly tarnished my experience at MU. I would have chosen a different university and/or transferred if I could go back...."

GRADUATE ALUMNI

Student Demographic Data

Table 23: Demographics

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%		%	Count	%	Count	%
What degree did you receive?								
Certificate	2	3.3	2	3.0	4	3.3	8	3.2
Doctorate	11	18.0	5	7.5	18	14.8	34	13.6
Masters	48	78.7	60	89.6	100	82.0	208	83.2
What school did you belong to?								
Arts and Sciences	3	4.9	2	3.0	4	3.3	9	3.6
Business Administration	16	26.2	22	32.8	38	31.1	76	30.4
Education and Human Services	27	44.3	37	55.2	58	47.5	122	48.8
Health Professions	15	24.6	6	9.0	22	18.0	43	17.2
Gender:								
Female	47	77.0	52	77.6	96	78.7	195	78.0
Male	14	23.0	15	22.4	26	21.3	55	22.0
At which location did you take the majority of your classes?								
Main Campus	17	28.3	7	10.4	23	19.0	47	19.0
4040 Fairfax/Ballston	26	43.3	54	80.6	90	74.4	170	68.5
Reston	5	8.3	4	6.0	2	1.7	11	4.4
Online	7	11.7	0	0.0	5	4.1	12	4.8
Other	5	8.3	2	3.0	1	0.8	8	3.2
What was your primary enrollment status?								
Full-time	36	59.0	44	65.7	88	72.1	168	67.2
Part-time	35	41.0	23	34.3	34	27.9	82	32.8
Which of the following statements describes your start at MU?								
Marymount was the first college or university I attended.	3	5.0	4	6.1	7	5.8	14	5.7
I transferred into Marymount from a community college or four-year college or university.	1	1.7	2	3.0	4	3.3	7	2.8
I earned a degree from another college or university prior to enrolling at Marymount.	56	93.3	60	90.9	110	90.9	226	91.5
Were you employed, while attending classes?								
Employed full-time	33	54.1	28	41.8	68	55.7	129	51.6
Employed part-time	24	39.3	25	37.3	32	26.2	81	32.4
Not employed	4	6.6	14	20.9	22	18.0	40	16.0
If you were employed did you work on campus?								
Yes	10	17.5	9	17.0	19	19.0	38	18.1
No	47	82.5	44	83.0	81	81.0	172	81.9
How many years did you live on campus or in university housing?								
None	59	96.7	59	88.1	118	96.7	236	94.4

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
Less than 1 year	0	0.0	2	3.0	3	2.5	5	2.0
1 to 2 years	2	3.3	6	9.0	0	0.0	8	3.2
3 or more years	0	0.0	0	0.0	1	0.8	1	0.4

Table 24: Programs

	Ten Years (2008-2009)	Five Years (2013-2014)	One Year (2017-2018)	Total
Count				
Arts and Sciences				
English and Humanities (M.A.)	0	0	1	1
Interior Design (M.A.)	3	2	3	8
Business Administration				
Association and Non-Profit Management (Graduate Certificate)	0	0	1	1
Business Administration (M.B.A.)	5	11	11	27
Cybersecurity (M.S.)	0	0	7	7
Health Care Management (M.S.)	3	1	3	7
Human Resource Management (Graduate Certificate)	--	--	--	--
Human Resource Management (M.A.)	1	3	6	10
Information Technology (M.S.)	3	4	9	16
Information Technology (Graduate Certificate)	1	0	0	1
IT Project Management and Technology Leadership (Graduate Certificate)	0	2	0	2
Leadership (Graduate Certificate)	1	0	0	1
Leadership and Management (M.S.)	1	0	0	1
Legal Administration (M.A.)	1	1	0	2
Organizational Development (Graduate Certificate)	0	0	1	1
Paralegal Studies (Graduate Certificate)	--	--	--	--
Education and Human Services				
Community Counseling (Post-Master’s Certificate)				
Counseling (M.A.)	6	15	13	34
Counselor Education and Supervision (Ed.D.)	0	0	1	1
Curriculum and Instruction (M.Ed.)	0	0	2	2
Forensic and Legal Psychology (M.A.)	12	16	27	55
Education: Administration and Supervision of PK- 12 (M.Ed.)	1	1	4	6
Education: Elementary Education, PK-6 (M.Ed.)	5	2	1	8
Education: English As a Second Language (M.Ed.)	--	--	--	--
Education: Professional Studies (M.Ed.)	1	2	1	4
Education: Secondary Education, 6-12 (M.Ed.)	2	0	5	7
Education: Special Education, General Curriculum K-12 (M.Ed.)	0	1	2	3
Education: Special Education (Graduate Certificate)	0	0	2	2

	Ten Years (2008-2009)	Five Years (2013-2014)	One Year (2017-2018)	Total
Health Professions				
Health Education and Promotion (M.S.)	1	1	1	3
Nursing Education (M.S.N.)	1	0	0	1
Nursing -- Family Nurse Practitioner (M.S.N.)	2	0	4	6
Nursing (D.N.P.)	0	0	4	4
Physical Therapy (D.P.T.)	11	5	13	29
Total	61	67	122	250

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	242	1.2%	2.9%	11.2%	42.1%	42.6%	4.22	.848
Ten Years (2008-2009)	60	3.3%	1.7%	3.3%	50.0%	41.7%	4.25	.876
Five Years (2013-2014)	64	1.6%	4.7%	15.6%	40.6%	37.5%	4.08	.931
One Year (2017-2018)	118	0.0%	2.5%	12.7%	39.0%	45.8%	4.28	.783
Academic quality	242	1.7%	3.3%	8.3%	40.1%	46.7%	4.27	.873
Ten Years (2008-2009)	60	3.3%	1.7%	5.0%	45.0%	45.0%	4.27	.899
Five Years (2013-2014)	64	1.6%	7.8%	9.4%	34.4%	46.9%	4.17	1.001
One Year (2017-2018)	118	0.8%	1.7%	9.3%	40.7%	47.5%	4.32	.783
Major or program	242	0.4%	5.4%	7.0%	34.3%	52.9%	4.34	.860
Ten Years (2008-2009)	60	1.7%	1.7%	6.7%	38.3%	51.7%	4.37	.823
Five Years (2013-2014)	64	0.0%	9.4%	7.8%	31.3%	51.6%	4.25	.959
One Year (2017-2018)	118	0.0%	5.1%	6.8%	33.9%	54.2%	4.37	.825
Academic advising	241	4.1%	10.8%	19.1%	32.8%	33.2%	3.80	1.137
Ten Years (2008-2009)	60	5.0%	5.0%	16.7%	38.3%	35.0%	3.93	1.087
Five Years (2013-2014)	64	3.1%	21.9%	25.0%	23.4%	26.6%	3.48	1.195
One Year (2017-2018)	117	4.3%	7.7%	17.1%	35.0%	35.9%	3.91	1.106
Marymount’s academic reputation	235	1.7%	4.7%	21.7%	40.9%	31.1%	3.95	.932
Ten Years (2008-2009)	60	3.3%	0.0%	25.0%	48.3%	23.3%	3.88	.885
Five Years (2013-2014)	61	1.6%	8.2%	19.7%	44.3%	26.2%	3.85	.963
One Year (2017-2018)	114	0.9%	5.3%	21.1%	35.1%	37.7%	4.04	.940
Library and Learning Services	240	0.8%	3.8%	19.2%	42.5%	33.8%	4.05	.869
Ten Years (2008-2009)	58	1.7%	3.4%	19.0%	44.8%	31.0%	4.00	.898
Five Years (2013-2014)	64	0.0%	6.3%	26.6%	37.5%	29.7%	3.91	.904

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
One Year (2017-2018)	118	0.8%	2.5%	15.3%	44.1%	37.3%	4.14	.830

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

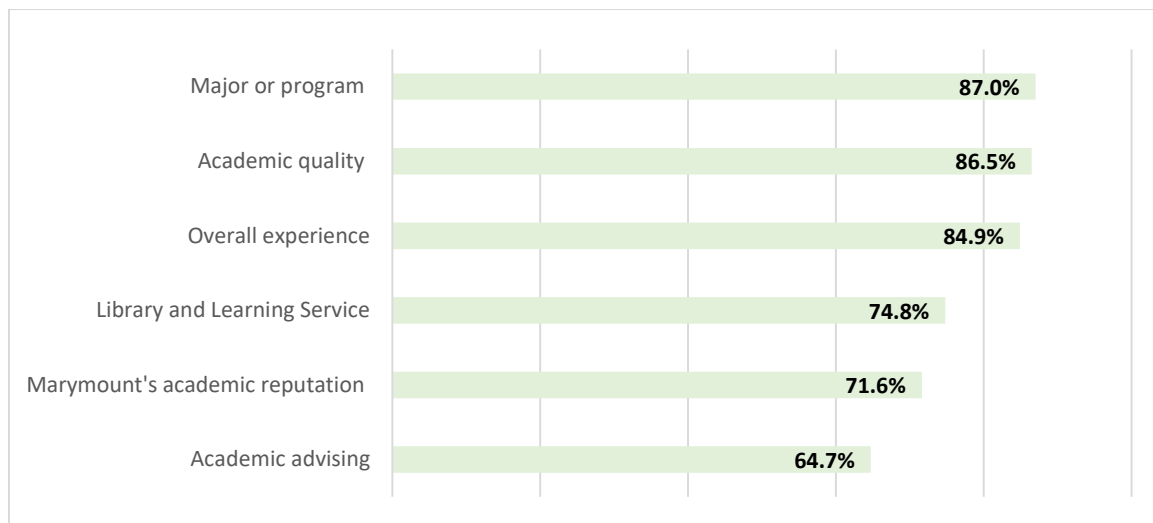


Table 26: **Trend Snapshot:** Overall Quality, Graduate Alumni Responses of "Good" or "Excellent" to "From your experience at MU, how would you rate each of the following?" 2011-2018

	Fifth-Year Alumni						First-Year Alumni					
	2011-12		2012-13		2013-14		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall experience	136	87.5	113	87.6	50	78.1	183	89.6	106	80.3	100	84.8
Academic quality	136	86.8	113	84.1	52	81.3	182	84.1	111	84.1	104	88.2
Major department or academic program	136	88.2	114	88.4	53	82.9	183	86.9	112	84.8	104	88.1
Academic advising	135	72.6	87	67.4	32	50.0	181	66.3	78	59.5	83	70.9
Marymount's academic reputation	135	73.3	94	73.4	43	70.5	181	75.1	99	75.0	83	72.8
Library and Learning Services	134	68.7	100	78.1	43	67.2	183	79.2	112	85.5	96	81.4

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	229	1.7%	11.8%	20.1%	34.5%	31.9%	3.83	1.060
Ten Years (2008-2009)	56	3.6%	7.1%	21.4%	35.7%	32.1%	3.86	1.069
Five Years (2013-2014)	61	3.3%	18.0%	24.6%	29.5%	24.6%	3.54	1.149
One Year (2017-2018)	112	0.0%	10.7%	17.0%	36.6%	35.7%	3.97	.981
Pursue more education in your field	227	1.8%	7.5%	23.3%	39.2%	28.2%	3.85	.977
Ten Years (2008-2009)	55	5.5%	0.0%	25.5%	40.0%	29.1%	3.87	1.019
Five Years (2013-2014)	60	1.7%	15.0%	28.3%	33.3%	21.7%	3.58	1.046
One Year (2017-2018)	112	0.0%	7.1%	19.6%	42.0%	31.3%	3.97	.895
Conduct research to support a position	227	2.6%	10.1%	29.1%	38.3%	19.8%	3.63	.998
Ten Years (2008-2009)	56	5.4%	10.7%	32.1%	35.7%	16.1%	3.46	1.061
Five Years (2013-2014)	60	1.7%	15.0%	38.3%	30.0%	15.0%	3.42	.979
One Year (2017-2018)	111	1.8%	7.2%	22.5%	44.1%	24.3%	3.82	.946
Develop a coherent written argument	228	1.8%	4.8%	16.2%	47.8%	29.4%	3.98	.900
Ten Years (2008-2009)	56	5.4%	5.4%	12.5%	51.8%	25.0%	3.86	1.034
Five Years (2013-2014)	60	0.0%	8.3%	25.0%	45.0%	21.7%	3.80	.879
One Year (2017-2018)	112	0.9%	2.7%	13.4%	47.3%	35.7%	4.14	.815
Deliver a coherent oral presentation	228	1.8%	3.5%	16.7%	46.5%	31.6%	4.03	.885
Ten Years (2008-2009)	56	5.4%	3.6%	17.9%	53.6%	19.6%	3.79	.986
Five Years (2013-2014)	60	1.7%	5.0%	23.3%	46.7%	23.3%	3.85	.899
One Year (2017-2018)	112	0.0%	2.7%	12.5%	42.9%	42.0%	4.24	.774
Use quantitative/qualitative techniques within your professional field	228	3.9%	7.0%	18.0%	44.7%	26.3%	3.82	1.026
Ten Years (2008-2009)	56	3.6%	5.4%	17.9%	51.8%	21.4%	3.82	.956
Five Years (2013-2014)	60	5.0%	10.0%	21.7%	38.3%	25.0%	3.68	1.112
One Year (2017-2018)	112	3.6%	6.3%	16.1%	44.6%	29.5%	3.90	1.013
Use technology effectively in a workplace environment	228	3.1%	7.5%	19.3%	43.9%	26.3%	3.83	1.003
Ten Years (2008-2009)	56	7.1%	3.6%	16.1%	50.0%	23.2%	3.79	1.074
Five Years (2013-2014)	60	3.3%	10.0%	26.7%	35.0%	25.0%	3.68	1.066
One Year (2017-2018)	112	0.9%	8.0%	17.0%	45.5%	28.6%	3.93	.927
Apply knowledge and skills to new situations	228	1.6%	3.1%	13.2%	44.7%	37.4%	4.18	.817
Ten Years (2008-2009)	56	5.4%	0.0%	7.1%	60.7%	26.8%	4.04	.914
Five Years (2013-2014)	60	0.0%	5.0%	18.3%	40.0%	36.7%	4.08	.869
One Year (2017-2018)	112	0.0%	1.8%	9.8%	44.6%	43.8%	4.30	.721
Solve problems in your field using your knowledge and skills	226	0.9%	4.4%	11.5%	45.1%	38.1%	4.15	.856
Ten Years (2008-2009)	55	3.6%	3.6%	7.3%	54.5%	30.9%	4.05	.931
Five Years (2013-2014)	60	0.0%	10.0%	16.7%	35.0%	38.3%	4.02	.983
One Year (2017-2018)	111	0.0%	1.8%	10.8%	45.9%	41.4%	4.27	.725
Find appropriate sources of information	227	0.9%	3.5%	11.5%	47.6%	36.6%	4.15	.824

	N	Poor	Needs to be Improved	Adequate	Good	Excellent	Mean	SD
Ten Years (2008-2009)	55	3.6%	1.8%	10.9%	60.0%	23.6%	3.98	.871
Five Years (2013-2014)	60	0.0%	6.7%	18.3%	38.3%	36.7%	4.05	.910
One Year (2017-2018)	112	0.0%	2.7%	8.0%	46.4%	42.9%	4.29	.731
Evaluate the quality of information (e.g. scholarly articles, newspapers)	229	1.7%	3.1%	13.1%	46.3%	35.8%	4.11	.871
Ten Years (2008-2009)	56	3.6%	1.8%	14.3%	42.9%	37.5%	4.09	.959
Five Years (2013-2014)	60	1.7%	6.7%	16.7%	38.3%	36.7%	4.02	.983
One Year (2017-2018)	113	0.9%	1.8%	10.6%	52.2%	34.5%	4.18	.759
Understand the major ethical dilemmas in your field	229	2.2%	3.9%	11.4%	42.4%	40.2%	4.14	.923
Ten Years (2008-2009)	56	7.1%	5.4%	8.9%	48.2%	30.4%	3.89	1.123
Five Years (2013-2014)	60	1.7%	6.7%	15.0%	36.7%	40.0%	4.07	.989
One Year (2017-2018)	113	0.0%	1.8%	10.6%	42.5%	45.1%	4.31	.733
Determine the most ethically appropriate response to a situation	229	1.7%	4.4%	11.8%	44.5%	37.6%	4.12	.903
Ten Years (2008-2009)	56	5.4%	5.4%	12.5%	42.9%	33.9%	3.95	1.086
Five Years (2013-2014)	60	1.7%	3.3%	18.3%	36.7%	40.0%	4.10	.933
One Year (2017-2018)	113	0.0%	4.4%	8.0%	49.6%	38.1%	4.21	.773
Work collaboratively with people from diverse backgrounds	229	1.3%	1.3%	10.9%	41.9%	44.5%	4.27	.809
Ten Years (2008-2009)	56	3.6%	1.8%	10.7%	48.2%	35.7%	4.11	.928
Five Years (2013-2014)	60	1.7%	0.0%	13.3%	36.7%	48.3%	4.30	.830
One Year (2017-2018)	113	0.0%	1.8%	9.7%	41.6%	46.9%	4.34	.727
Apply education to serve others in your community	228	1.9%	4.3%	16.0%	39.3%	38.5%	4.08	.902
Ten Years (2008-2009)	55	3.6%	1.8%	21.8%	41.8%	30.9%	3.95	.970
Five Years (2013-2014)	60	0.0%	10.0%	15.0%	36.7%	38.3%	4.03	.974
One Year (2017-2018)	113	0.9%	1.8%	15.9%	42.5%	38.9%	4.17	.823

Chart 8: Percentage of Graduate Responses of “Good” or “Excellent” to “Please indicate how much your education at MU contributed to the development of...”

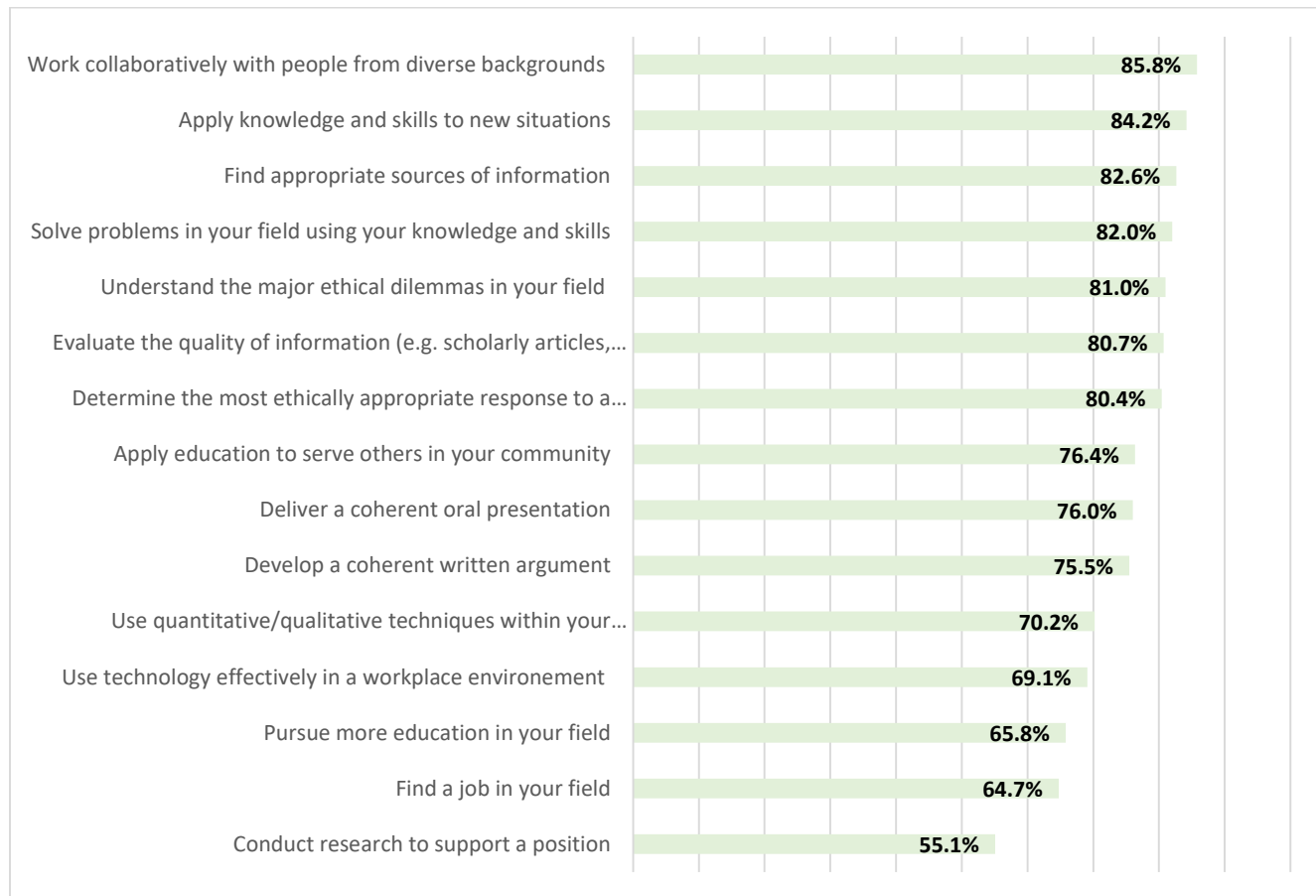


Table 28: **Trend Snapshot:** Graduate Alumni Responses of “Good” or “Excellent” to “For each of the following skills, please indicate how well you believe your education prepared you to” 2011-2018

	Fifth-Year Alumni						First-Year Alumni					
	2011-12		2012-13		2013-14		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%	N	%
Find a job in your field	131	66.4	87	67.4	33	54.1	177	70.6	82	64.1	81	72.3
Pursue more education in your field	129	63.6	95	73.6	33	55.0	177	72.3	77	60.2	82	73.3
Conduct research to support a position	130	56.2	82	63.6	27	45.0	177	67.8	86	67.2	76	68.4
Develop a coherent written argument	130	70.8	91	70.5	40	66.7	177	82.5	97	75.8	93	83.0
Deliver a coherent oral presentation	130	70.0	96	74.4	42	70.0	176	85.2	106	83.5	95	84.9
Use quantitative/qualitative techniques within your professional field	130	70.0	91	70.5	38	63.3	176	73.3	96	75.6	83	74.1

	Fifth-Year Alumni						First-Year Alumni					
	2011-12		2012-13		2013-14		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%	N	%
Use technology effectively in a workplace environment	130	63.8	92	71.3	36	60.0	176	72.2	92	71.9	83	74.1
Apply knowledge and skills to new situations	130	79.2	104	80.6	46	76.7	175	89.1	107	83.6	99	88.4
Solve problems in your field using your knowledge and skills	129	79.8	105	81.4	44	73.3	175	88.0	106	82.8	97	87.3
Find appropriate sources of information	129	78.3	104	80.6	45	75.0	176	86.4	107	83.6	100	89.3
Evaluate the quality of information (e.g. scholarly articles, newspapers)	130	73.8	97	75.2	45	75.0	176	84.1	105	82.0	98	86.7
Understand the major ethical dilemmas in your field	130	80.8	98	76.6	46	76.7	176	91.5	106	82.8	99	87.6
Determine the most ethically appropriate response to a situation	130	80.0	94	72.9	46	76.7	176	89.2	107	83.6	99	87.7
Work collaboratively with people from diverse backgrounds	--	--	108	83.7	51	85.0	--	--	104	81.9	100	88.5
Apply education to serve others in your community	--	--	96	74.4	45	75.0	--	--	104	81.3	92	81.4

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	225	5.3%	8.0%	39.6%	47.1%	3.28	.829
Ten Years (2008-2009)	55	5.5%	5.5%	41.8%	47.3%	3.31	.814
Five Years (2013-2014)	60	6.7%	13.3%	40.0%	40.0%	3.13	.892
One Year (2017-2018)	110	4.5%	6.4%	38.2%	50.9%	3.35	.797
Awareness of global issues	225	7.1%	17.8%	44.4%	30.7%	2.99	.879
Ten Years (2008-2009)	55	7.3%	23.6%	45.5%	23.6%	2.85	.870
Five Years (2013-2014)	60	6.7%	25.0%	35.0%	33.3%	2.95	.928
One Year (2017-2018)	110	7.3%	10.9%	49.1%	32.7%	3.07	.854
Self-confidence	225	4.9%	7.1%	42.2%	45.8%	3.29	.802
Ten Years (2008-2009)	55	5.5%	5.5%	49.1%	40.0%	3.24	.793
Five Years (2013-2014)	60	5.0%	8.3%	40.0%	46.7%	3.28	.825
One Year (2017-2018)	110	4.5%	7.3%	40.0%	48.2%	3.32	.801
Openness to new experiences	225	4.9%	11.1%	35.6%	48.4%	3.28	.848

	N	Not at All	Very Little	Somewhat	To a Great Extent	Mean	SD
Ten Years (2008-2009)	55	5.5%	5.5%	41.8%	47.3%	3.31	.814
Five Years (2013-2014)	60	3.3%	16.7%	33.3%	46.7%	3.23	.851
One Year (2017-2018)	110	5.5%	10.9%	33.6%	50.0%	3.28	.869
Interest in cultures different from your own	225	5.3%	13.8%	41.8%	39.1%	3.15	.851
Ten Years (2008-2009)	55	7.3%	14.5%	47.3%	30.9%	3.02	.871
Five Years (2013-2014)	60	5.0%	16.7%	40.0%	38.3%	3.12	.865
One Year (2017-2018)	110	4.5%	11.8%	40.0%	43.6%	3.23	.831
Leadership skills	225	7.1%	15.6%	37.8 %	39.6%	3.10	.911
Ten Years (2008-2009)	55	5.5%	14.5%	43.6%	36.4%	3.11	.854
Five Years (2013-2014)	60	8.3%	26.7%	33.3%	31.7%	2.88	.958
One Year (2017-2018)	110	7.3%	10.0%	37.3%	45.5%	3.21	.899
Spirituality	225	33.3%	28.0%	25.8%	12.9%	2.18	1.038
Ten Years (2008-2009)	55	32.7%	36.4%	20.0%	10.9%	2.09	.986
Five Years (2013-2014)	60	35.0%	28.3%	26.7%	10.0%	2.12	1.010
One Year (2017-2018)	110	32.7%	23.6%	28.2%	15.5%	2.26	1.081
A commitment to service	226	15.9%	22.6%	38.1%	23.5%	2.69	1.003
Ten Years (2008-2009)	55	18.2%	29.1%	30.9%	21.8%	2.56	1.032
Five Years (2013-2014)	60	18.3%	23.3%	41.7%	16.7%	2.57	.981
One Year (2017-2018)	111	13.5%	18.9%	39.6%	27.9%	2.82	.993

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” 2011-2018

	Fifth-Year Alumni						First-Year Alumni					
	2011-12		2012-13		2013-14		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%	N	%
Interest in life-long learning	131	84.8	115	89.2	48	80.0	175	90.3	110	86.6	98	89.1
Awareness of global issues	130	73.9	97	75.2	41	68.3	176	82.4	103	81.1	90	81.8
Self-confidence	131	84.7	109	84.5	52	86.7	176	87.5	110	87.3	97	88.2
Openness to new experiences	131	87.0	114	88.4	48	80.0	176	88.6	111	87.4	92	83.6
Interest in cultures different from your own	131	76.3	99	76.7	47	78.3	176	80.1	103	81.1	92	83.6
Leadership skills	131	85.5	103	80.5	39	65.0	175	88.6	112	88.2	91	82.8
Spirituality	109	37.6	50	38.8	22	36.7	158	36.8	43	33.9	48	43.7
A commitment to service	--	--	80	62.0	35	58.4	--	--	85	66.9	75	67.5

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.	228	2.6%	0.0%	6.6%	40.8%	50.0%	4.36	.824
Ten Years (2008-2009)	56	5.4%	0.0%	12.5%	51.8%	30.4%	4.02	.963
Five Years (2013-2014)	60	1.7%	0.0%	3.3%	36.7%	58.3%	4.50	.725
One Year (2017-2018)	112	1.8%	0.0%	5.5%	37.5%	55.4%	4.45	.757
I’m confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	226	2.2%	0.0%	2.7%	29.2%	65.9%	4.57	.753
Ten Years (2008-2009)	55	7.3%	0.0%	5.5%	36.4%	50.9%	4.24	1.088
Five Years (2013-2014)	60	1.7%	0.0%	0.0%	26.7%	71.7%	4.67	.655
One Year (2017-2018)	111	0.0%	0.0%	2.7%	27.0%	70.3%	4.68	.525
I feel a sense of commitment to serve others throughout my lifetime.	228	2.6%	0.0%	11.0%	30.7%	55.7%	4.37	.878
Ten Years (2008-2009)	56	5.4%	0.0%	16.1%	39.3%	39.3%	4.07	1.024
Five Years (2013-2014)	60	1.7%	0.0%	13.3%	25.0%	60.0%	4.42	.850
One Year (2017-2018)	112	1.8%	0.0%	7.1%	29.5%	61.6%	4.49	.783

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Total	%
Yes	32	53.3	45	70.3	82	69.5	159	65.7
No	28	46.7	19	29.7	36	30.5	83	34.3

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)

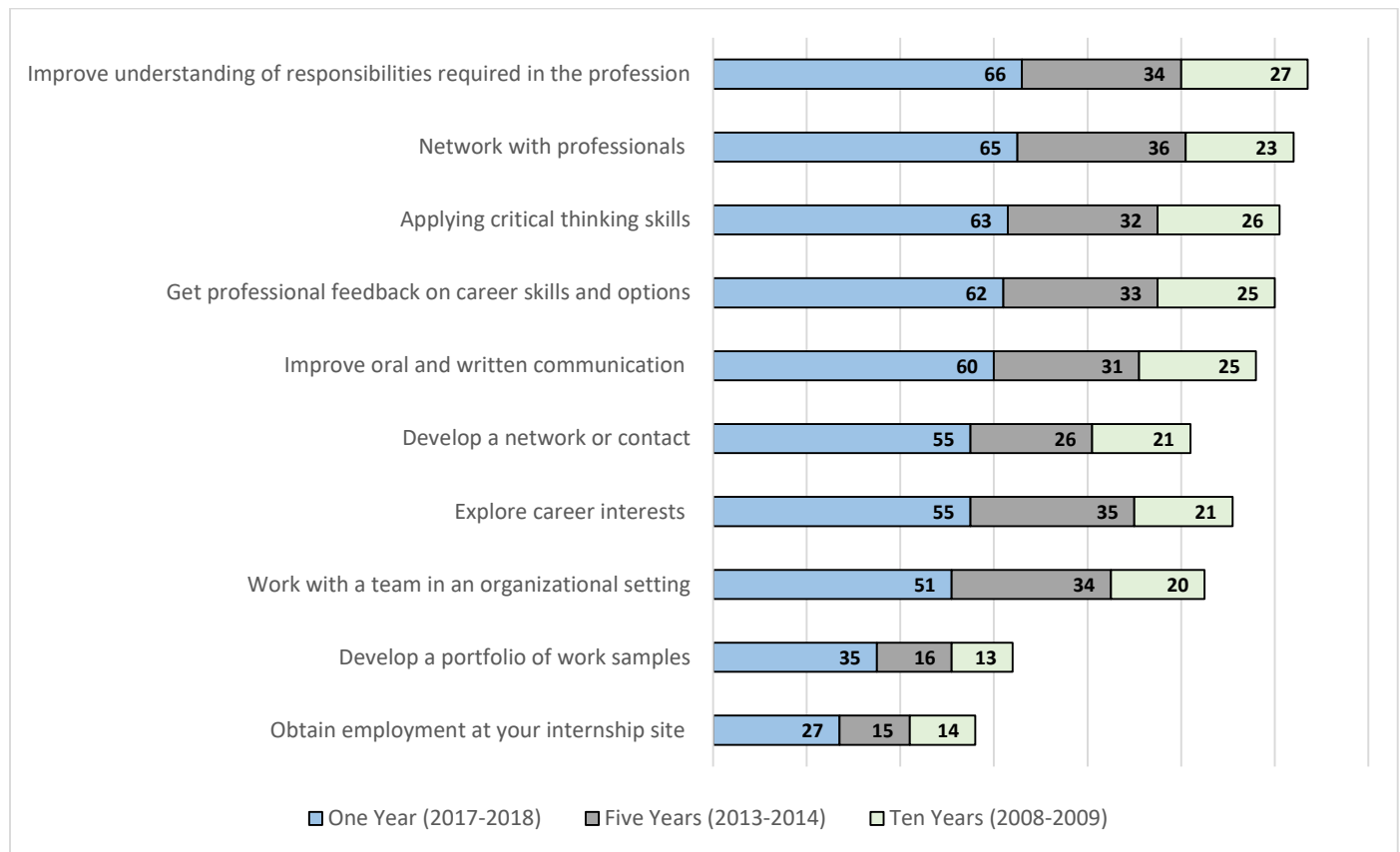


Table 33: Graduate Alumni Responses to “Please indicate how strongly you agree with each of the following statements” (Scale: 1 = “Strongly Disagree”, 5 = “Strongly Agree”)

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
I am in contact with friends and fellow students from Marymount.	243	9.5%	20.2%	6.2%	38.7%	25.5%	3.51	1.319
Ten Years (2008-2009)	60	13.3%	33.3%	6.7%	28.3%	18.3%	3.05	1.383
Five Years (2013-2014)	65	13.8%	26.2%	4.6%	38.5%	16.9%	3.18	1.368
One Year (2017-2018)	118	5.1%	10.2%	6.8%	44.1%	33.9%	3.92	1.129
I am still in touch with faculty and advisors.	243	15.2%	33.7%	9.1%	29.2%	12.8%	2.91	1.322
Ten Years (2008-2009)	60	16.7%	56.7%	13.3%	13.3%	0.0%	2.23	.890
Five Years (2013-2014)	65	23.1%	41.5%	3.1%	21.5%	10.8%	2.55	1.347
One Year (2017-2018)	118	10.2%	17.8%	10.2%	41.5%	20.3%	3.44	1.278
I feel connected to Marymount.	243	13.6%	21.8%	25.1%	29.2%	10.3%	3.01	1.213
Ten Years (2008-2009)	60	13.3%	25.0%	30.0%	28.3%	3.3%	2.83	1.092
Five Years (2013-2014)	65	20.0%	30.8%	21.5%	20.0%	7.7%	2.65	1.230

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
One Year (2017-2018)	118	10.2%	15.3%	24.6%	34.7%	15.3%	3.30	1.200
I am well informed about activities for alumni.	242	13.2%	24.8%	22.3%	30.6%	9.1%	2.98	1.205
Ten Years (2008-2009)	60	10.0%	18.3%	28.3%	35.0%	8.3%	3.13	1.127
Five Years (2013-2014)	65	12.3%	21.5%	30.8%	26.2%	9.2%	2.98	1.166
One Year (2017-2018)	117	15.4%	29.9%	14.5%	30.8%	9.4%	2.89	1.265
I am interested in remaining involved with Marymount.	241	5.4%	12.4%	24.9%	41.5%	15.8%	3.50	1.069
Ten Years (2008-2009)	59	5.1%	20.3%	32.2%	37.3%	5.1%	3.17	.985
Five Years (2013-2014)	65	9.2%	10.8%	29.2%	36.9%	13.8%	3.35	1.138
One Year (2017-2018)	117	3.4%	9.4%	18.8%	46.2%	22.2%	3.74	1.018
I would consider financially supporting Marymount.	241	16.6%	23.2%	39.0%	17.4%	3.7%	2.68	1.061
Ten Years (2008-2009)	59	11.9%	28.8%	40.7%	15.3%	3.4%	2.69	.987
Five Years (2013-2014)	65	21.5%	27.7%	33.8%	12.3%	4.6%	2.51	1.106
One Year (2017-2018)	117	16.2%	17.9%	41.0%	21.4%	3.4%	2.78	1.068
Marymount has a good reputation.	241	2.5%	3.3%	15.4%	53.1%	25.7%	3.96	.877
Ten Years (2008-2009)	60	3.3%	0.0%	11.7%	65.0%	20.0%	3.98	.792
Five Years (2013-2014)	65	3.1%	6.2%	21.5%	46.2%	23.1%	3.80	.971
One Year (2017-2018)	116	1.7%	3.4%	13.8%	50.9%	30.2%	4.04	.859
If I could start over, I would choose Marymount again.	242	2.5%	5.4%	15.7%	40.5%	36.0%	4.02	.979
Ten Years (2008-2009)	60	3.3%	0.0%	15.0%	51.7%	30.0%	4.05	.872
Five Years (2013-2014)	65	4.6%	6.2%	18.5%	36.9%	33.8%	3.89	1.091
One Year (2017-2018)	117	0.9%	7.7%	14.5%	36.8%	40.2%	4.08	.966
I would recommend Marymount to a friend or family member.	242	2.9%	4.1%	10.7%	45.9%	36.4%	4.09	.945
Ten Years (2008-2009)	60	3.3%	0.0%	10.0%	55.0%	31.7%	4.12	.846
Five Years (2013-2014)	65	4.6%	4.6%	15.4%	44.6%	30.8%	3.92	1.035
One Year (2017-2018)	117	1.7%	6.0%	8.5%	41.9%	41.9%	4.16	.937
My Marymount education was worth the expense.	242	4.1%	11.6%	16.1%	38.8%	29.3%	3.78	1.116
Ten Years (2008-2009)	60	3.3%	6.7%	11.7%	51.7%	26.7%	3.92	.979
Five Years (2013-2014)	65	7.7%	10.8%	21.5%	36.9%	23.1%	3.57	1.185
One Year (2017-2018)	117	2.6%	14.5%	15.4%	33.3%	34.2%	3.82	1.134
I am proud of being a Marymount alumnus/a.	242	2.5%	1.7%	21.5%	37.6%	36.8%	4.05	.935
Ten Years (2008-2009)	60	3.3%	0.0%	21.7%	45.0%	30.0%	3.98	.911
Five Years (2013-2014)	65	3.1%	6.2%	24.6%	35.4%	30.8%	3.85	1.034

	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Mean	SD
One Year (2017-2018)	117	1.7%	0.0%	19.7%	35.0%	43.6%	4.19	.870
My professional colleagues have heard of Marymount.	242	3.3%	13.6%	13.2%	39.7%	30.2%	3.80	1.114
Ten Years (2008-2009)	60	3.3%	20.0%	13.3%	31.7%	31.7%	3.68	1.214
Five Years (2013-2014)	65	6.2%	16.9%	23.1%	27.7%	26.2%	3.51	1.226
One Year (2017-2018)	117	1.7%	8.5%	7.7%	50.4%	31.6%	4.02	.947

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” 2011-2018

	Fifth-Year Alumni						First-Year Alumni					
	2011-12		2012-13		2013-14		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%	N	%
I am in contact with friends and fellow students from Marymount.	136	64.0	85	65.9	36	55.4	183	78.7	96	72.7	92	78.0
I am still in touch with faculty and advisors.	136	30.9	47	36.4	21	32.3	183	47.5	62	47.0	73	61.8
I feel connected to Marymount.	135	30.4	45	34.9	18	27.7	182	47.8	53	40.2	59	50.0
I am well informed about activities for alumni.	135	42.2	57	44.2	23	35.4	183	51.4	61	46.2	47	40.2
I am interested in remaining involved with Marymount.	136	44.9	59	46.1	33	50.7	182	54.9	76	58.0	80	68.4
I would consider financially supporting Marymount University.	136	22.8	15	11.6	11	16.9	183	25.1	25	19.1	29	24.8
Marymount has a good reputation.	136	76.5	101	78.3	45	69.3	183	76.5	100	75.8	94	81.1
If I could start over, I would choose Marymount again.	136	74.3	95	73.6	46	70.7	182	78.6	99	75.0	90	77.0
I would recommend Marymount to a friend of family member.	136	83.8	105	81.4	49	75.4	183	78.7	104	78.8	98	83.8
My Marymount education was worth the expense.	136	72.8	87	67.4	39	60.0	183	66.1	87	65.9	79	67.5
I am proud of being a Marymount alumnus.	136	77.2	104	80.6	43	66.2	183	77.6	95	72.0	92	78.6
My professional colleagues have heard of Marymount.	136	70.6	88	68.2	35	53.9	182	75.8	98	74.8	96	82.0

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count (Yes)	%	Count (Yes)	%	Count (Yes)	%	Count (Yes)	%
Career Center	7	11.9	23	36.5	15	12.7	45	18.8
Research projects	15	25.4	22	34.9	49	41.5	86	35.8
MU service opportunities	5	8.5	11	17.2	31	26.3	47	19.5
Student clubs	7	11.9	7	11.1	20	16.9	34	14.2
Cultural activities	8	13.6	7	11.1	14	11.9	29	12.1
Study abroad program	6	10.2	10	15.6	21	17.8	37	15.4
MU spiritual development activities	3	5.1	3	4.8	9	7.6	15	6.3
Intramural athletics	1	1.7	0	0.0	7	5.9	8	3.3
Intercollegiate athletics	0	0.0	0	0.0	2	1.7	2	0.8

Table 36: **Trend Snapshot:** Graduate Alumni Responses of “Yes” to “Please indicate if you participated in or used the following while attending Marymount” 2011-2018

	Fifth-Year Alumni						First-Year Alumni					
	2011-12		2012-13		2013-14		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%	N	%
MU spiritual development activities	135	10.4	12	9.4	3	4.8	182	6.0	5	3.8	9	7.6
MU service opportunities	135	17.0	20	15.7	11	17.2	182	23.1	22	16.8	31	26.3
Student clubs	134	11.9	20	15.9	7	11.1	182	17.0	21	15.9	20	16.9
Cultural activities	134	11.9	21	16.5	7	11.1	181	11.6	9	6.8	14	11.9
Intramural athletics	135	5.2	1	0.8	0	0.0	180	1.7	4	3.0	7	5.9
Intercollegiate athletics	135	3.7	2	1.6	0	0.0	182	2.2	4	3.1	2	1.7
Career Center	135	31.1	31	24.2	23	36.5	182	31.3	27	20.6	15	12.7
Study abroad program	135	21.5	14	11.2	10	15.6	182	14.3	23	17.7	21	17.8
Research Projects	135	36.3	44	35.2	22	34.9	182	39.0	48	36.6	49	41.5

Occupational Experiences Since Leaving Marymount

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Continued a position held while attending school	25	44.6	20	33.3	36	31.9	81	35.4
Found a new position prior to graduation	10	17.9	9	15.0	18	15.9	37	16.2
0-3 months	9	16.1	18	30.0	24	21.2	51	22.3
4-6 months	3	5.4	3	5.0	13	11.5	19	8.3
7-12 months	3	5.4	2	3.3	7	6.2	12	5.2
More than 12 months	6	10.7	6	10.0	5	4.4	17	7.4
Have not yet entered professional position since graduation	0	0.0	2	3.3	10	8.8	12	5.2

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	53	94.6	51	87.9	93	90.3	197	90.8
No	3	5.4	7	12.1	10	9.7	20	9.2

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Directly related	36	64.3	33	56.9	59	57.8	128	59.3
Somewhat related	15	26.8	18	31.0	29	28.4	62	28.7
Not related	5	8.9	7	12.1	14	13.7	26	12.0

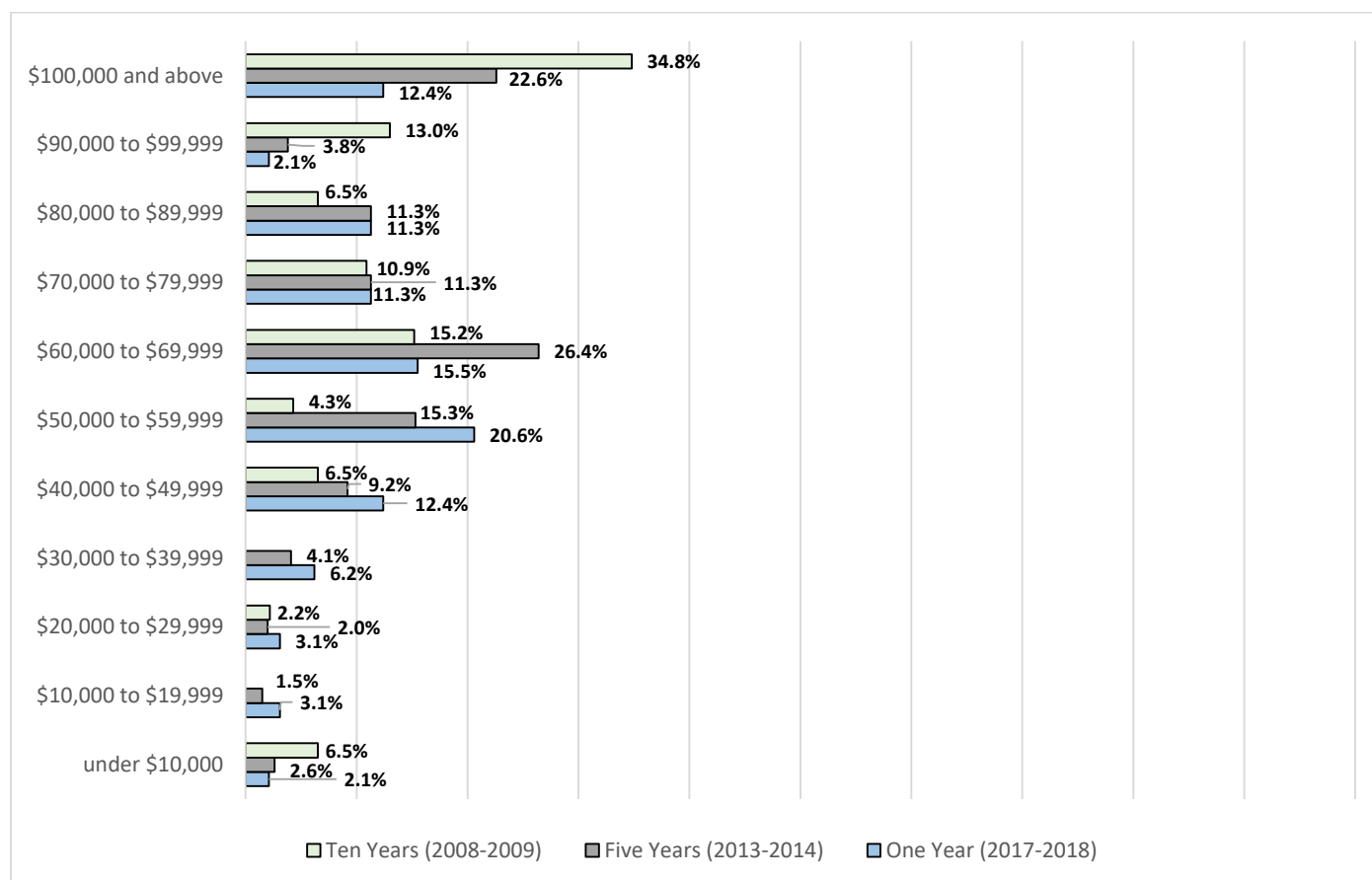
Table 40: Graduate Responses to “Which of the following best describes your current employment status?”

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Employed full-time	43	76.8	51	85.0	97	86.6	191	83.8
Employed part-time	7	12.5	3	5.0	5	4.5	15	6.6
Not employed, but seeking employment	3	5.4	4	6.7	7	6.3	14	6.1
Not employed, and not looking	3	5.4	2	3.3	3	2.7	8	3.5

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Under \$10,000	3	6.5	0	0.0	2	2.1	5	2.6
\$10,000 to \$19,999	0	0.0	0	0.0	3	3.1	3	1.5
\$20,000 to \$29,999	1	2.2	0	0.0	3	3.1	4	2.0
\$30,000 to \$39,999	0	0.0	2	3.8	6	6.2	8	4.1
\$40,000 to \$49,999	3	6.5	3	5.7	12	12.4	18	9.2
\$50,000 to \$59,999	2	4.3	8	15.1	20	20.6	30	15.3
\$60,000 to \$69,999	7	15.2	14	26.4	15	15.5	36	18.4
\$70,000 to \$79,999	5	10.9	6	11.3	11	11.3	22	11.2
\$80,000 to \$89,999	3	6.5	6	11.3	11	11.3	20	10.2
\$90,000 to \$99,999	6	13.0	2	3.8	2	2.1	10	5.1
\$100,000 and above	16	34.8	12	22.6	12	12.4	40	20.4

Chart 10: Current Salary Range



Current Employer:

A-SPAN

Abode Services

AdCare Criminal Justice Services

Advocate Aurora Health

Alchemy Coaching

Amber Hill Physical Therapy

Amelia Heart & Vascular Center

Anne Arundel Medical Center

Architecture, Incorporated

Arlington Public Schools

ASRC Federal Company

Aveshka

BAE Systems

Bishop O'Connell High School

Booz Allen

Brandman University

Brent International School Manila

Capital One

CDW

Center for Pastoral Counseling of Virginia

Centers for Medicare and Medicaid Services

Charter Oak Health Center

Children's National Hospital

Cincinnati Children's Hospital

Clarien Bank

Congressional Budget Office

County of Suffolk

CSOSA

CWS

Delta College

Department of Defense

Department of Energy

Department of the Navy

Diocese of Arlington Catholic Schools

Dunecrest American School

Elior North America

Elizabeth Vaughan Elementary School

Evolent Health

FAA

Fair Oaks Orthopedics

Fairfax County

Fairfax County Public Schools

FCPS

Federal Bureau of Investigation

Federal Government

Federal Government - DEA

Flint Hill School

Foley Hoag LLP

Frankfurt International School

Freddie Mac

FSA

GEICO

George Mason University

Georgetown Dermatology

Global Risk Advisors

Greater Pittsburgh Community Food Bank

Guidehouse

Halfaker & Associates, LLC

Hanson Professional Services Inc.

HDR

Headquarters Therapy Services

Health Connect America

Henrico County Mental Health

Holy Cross Health

Holy Cross Hospital

Homeland Security Investigations/Immigration and

Customs Enforcement

ICF

Illinois Department of Correction- Sheridan Correction Center

Inova Health System

Internal Revenue Service

Ivy Rehab

Jacobs

Jennifer L. Johnson LLC.

Lane

LMI

Lord Fairfax Community College

Magellan

Magna Legal Services

Major Health Partners

ManTech

Maricopa County Attorney's Office

Marymount University

MedStar Health

Mental Health Partners

MHS

Mortgage Bankers Association

MyEyeDr

National Center for Missing & Exploited Children

National Fish and Wildlife Foundation

National Institutes of Health

Naval Submarine League

Newport Academy

Northern Virginia Community College

Northrop Grumman

Northwest Center Kids, Early Intervention

NOVA

Office of Defense Services

Ogden Police Department

ORISE

Our Lady of Sorrows Catholic School

Pacific Rehabilitation and Sports Therapy	Sunrise Senior Living
PAHO	Tacombi
Pathway Homes	The Boeing Company
Patriot LLC. Contractor at Department of Education	The Chicago School of Professional Psychology
Pegasystems	The Johns Hopkins Hospital
PenFed Credit Union	The Women's Center
Performance Physical Therapy	TNTP
Perspecta	U.S. District Court of SD
Pivot Physical Therapy	United Medical Center
Practically Organized, LLC	United States Federal Government
Prince William County Government	United States Navy
Prism Health	United States Secret Service
Public Defender	University of Maryland
PWCS	University of Tennessee Medical Center
Rehab and Revive PT	US Patent and Trademark Office
SAIC	ViON
Saint Elizabeth's Hospital	Virginia Center for Behavioral Rehabilitation
Saint John Paul the Great Catholic H.S.	Virginia Hospital Center
Self-Employed	Virginia Hospital Center
Sentara Healthcare	Washington-Latin Public Charter School
Sidwell Friends School	Webster University
Sitel	Wellpath Recovery Solutions
SNVC, LC	Wireless Media Consulting
Spotsylvania County Public Schools	Woodbine Rehabilitation
St. Agnes Catholic School	Youth for Tomorrow
Starbucks	

Educational Experiences Since Graduation

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

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	16	29.6	13	21.7	18	16.4	47	21.0
No	38	70.4	47	78.3	92	83.6	177	79.0

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

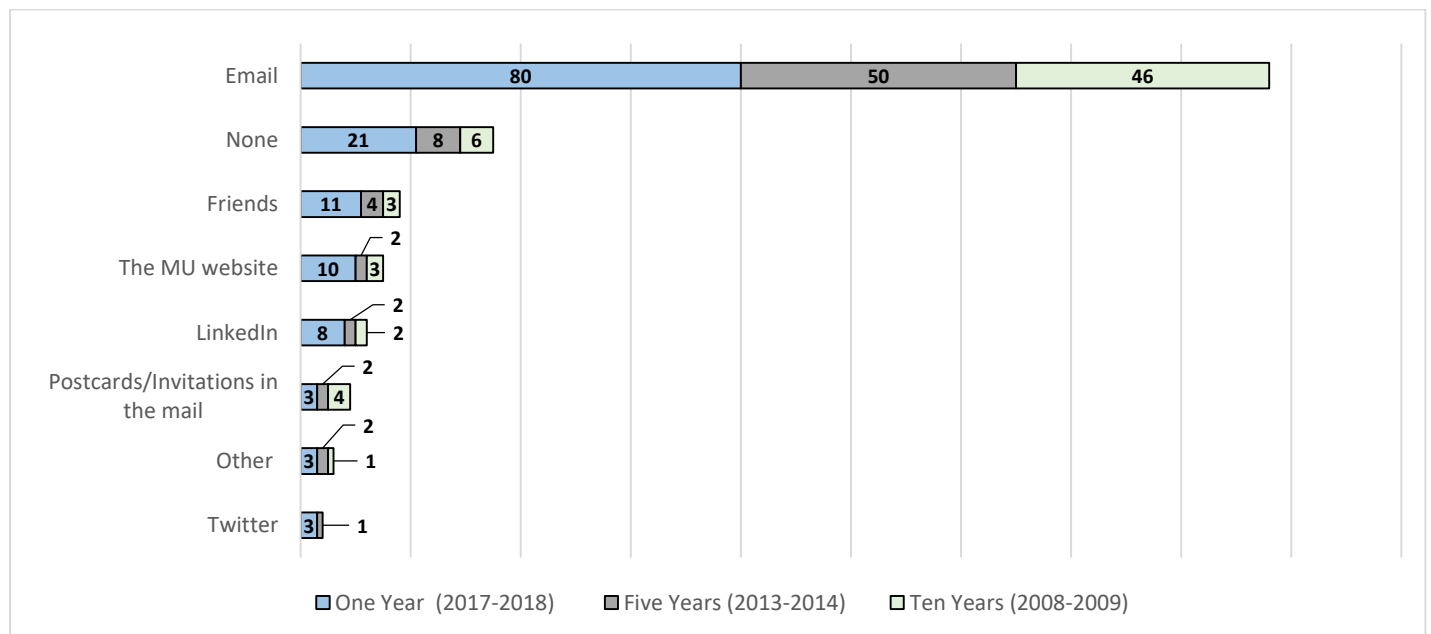
	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Bachelors	1	1.6	0	0	0	0	1	0.4
Doctorate	2	3.3	1	1.5	6	4.9	9	3.6
Masters	6	9.8	0	0.0	4	3.3	10	4.0
Other	0	0.0	1	1.5	0	0.0	1	0.4

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
 Millersville University
 Northern Virginia Community College
 Palo Alto University
 Rutgers University
 Saint Louis University
 Sam Houston State University
 Southern Illinois University Edwardsville
 University of New Hampshire
 University of North Texas Dallas
 University of Virginia
 Virginia Commonwealth University

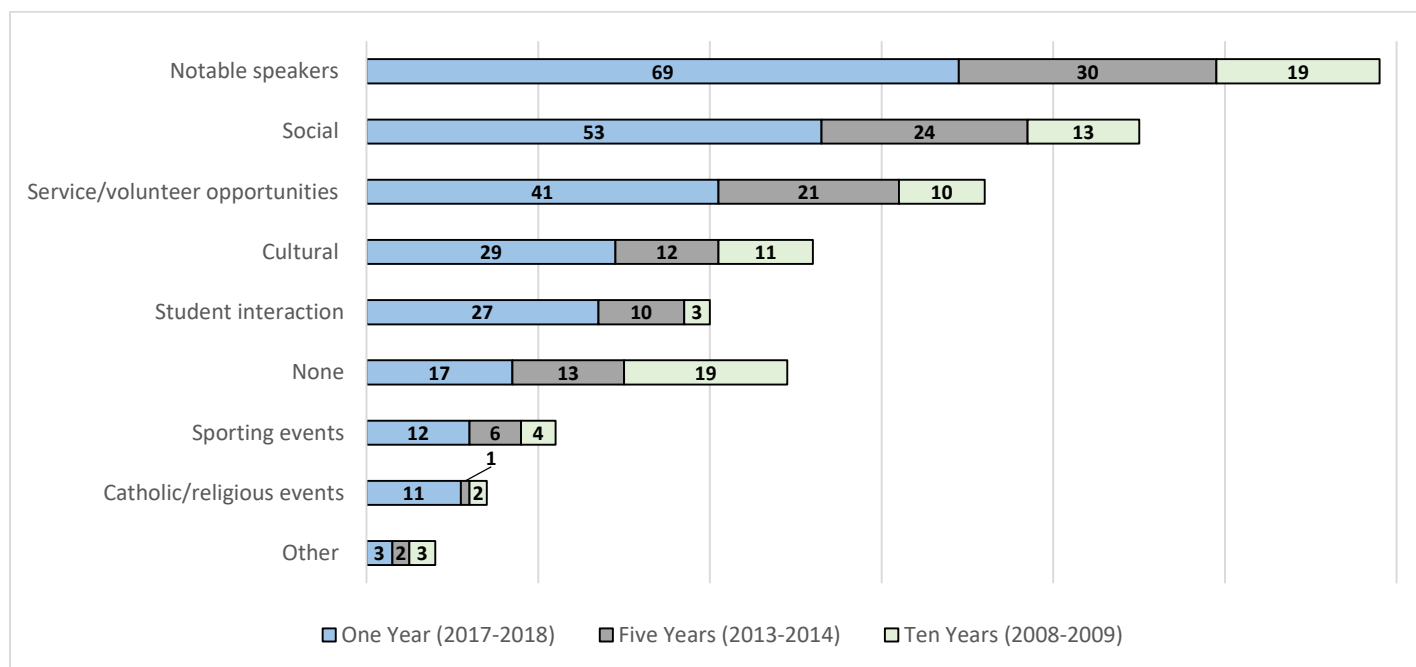
Alumni Relations

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?”

	Ten Years (2008-2009)		Five Years (2013-2014)		One Year (2017-2018)		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	2	3.6	9	15.0	26	23.6	37	16.4
No	53	96.4	51	85.0	84	76.4	188	83.6

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

Theme 1: Distance/Location (N = 51)

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

Example Responses:

“I live too far away and they’re not held at convenient times. If it were a Webex I’d participate.”

“I have been living overseas for the past two years.”

“Relocated out of the Arlington area.”

Theme 2: Too Busy/Inconvenient Timing (N = 40)

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:

“Was busy with school and working, had little personal time.”

“Busy with family- related matters.”

“Interfered with work schedule.”

Theme 3: Uninformed/Informed too Late (N = 33)

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 received notifications regarding alumni events since graduation."

"Events seem to be rarely advertised. Not enough notice."

"Did not receive notifications regarding events."

Theme 4: No Interest (N = 29)

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:

"Because I was a commuter student and master's student, I do not feel the desire to attend alumni events, unless they are directly related to my program."

"Little relevant to work I am doing."

"Nothing of interest offered."

Theme 5: No Connection to MU (N = 8)

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:

"Don't feel connected to Marymount. I was in a small 6-person cohort for my masters, so I just meet up with those women, and not at the school."

"I do not live in the area, and I never felt a part of the broader school community outside of my cohort."

"No lasting connections from Marymount."

Theme 6: Miscellaneous Reasons (N = 5)

There were a variety of other reasons given by alumni for not attending an event in the past two years. Some of these reasons included not being able to financially afford to attend or other personal reasons.

Example Responses:

"I don't usually attend social events."

"My friends were not attending."

"Financially unable."

Question: What were the strongest aspects of your Marymount Education?**Theme 1: Quality of Professors/Faculty/Staff/Advisors (N = 37)**

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

Example Responses:

"My advisor Dr. Louise Marshall was extremely helpful, responsive and hands on throughout my experience. It truly personalized my experience as a commuter student. I also really respected the knowledge and time of most of my professors."

"The professors I got to work with in my program. The skills and knowledge they had and were able to teach us was phenomenal."

"My professors were all very experienced educators who were able to concisely distill their experiences and share them with us."

"The faculty in my department were very strong and the speakers they enlisted were absolutely excellent."

Theme 2: Courses/Curriculum (N = 16)

A number of alumni indicated the courses and curriculum as a strength in their education. Many stated they enjoyed the courses of their respective programs as well as the structure of the curriculum.

Example Responses:

"I received personalized attention in most of my classes. The constant teamwork enhanced my ability to collaborate with others and challenged my ability to persuade."

"Affordable, notable degree. Classes were interactive and directly related to the "working force."

"Courses directly related to career goals. Fantastic faculty."

Theme 3: Program/Course Specific (N = 15)

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:

"Applied approach to the HRM program was critical to my decision to do my masters at MU given my many years of experience in the field. Having faculty who have worked in the field is a very strong draw. This bridges over into the work products expected in the classroom experience, which helps both experienced and inexperienced students. The practical projects that we did were imperative to the skill development of most of my classmates and to some extent mine (as a long-time practitioner). Flexibility was also strong. Classes at Reston and Ballston made options available. Continuing to experiment with blended classes - online and in person will also be helpful. Also, the ability to take courses in Bus Comms and Proj Management were very valuable - though I am not sure this is as available now."

"Amazing faculty, awesome internship opportunities, the location, the speakers and guest lecturers are amazing with the FLP program."

"Learning lots of different aspects about cybersecurity and information technology."

Theme 4: Overall Education (N = 13)

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

Example Responses:

"The quality of the education experience which was enhanced by the class size and the passion of the instructor."

"I appreciated the diverse professors and their backgrounds, location, proximity to metro, flexible schedule, and the ability to take weekday AND weekend classes."

"Academic advising, small class sizes, opportunity for graduate assistantship."

Theme 5: Skills Learned (N = 11)

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 include presentation skills, public speaking skills, teaching skills and technical skills.

Example Responses:

"Presentations and my ability to do public speaking increased substantially. Also real on the job related projects helped tap into my skill set and understand connecting the different parts of the program to on the job work."

"Improving my teaching skills. Practicing different teaching methods. - Cooperative learning. - Sharing experiences."

"Technical experience and exposure to tools. Learning to code as well."

Theme 6: Classmates (N = 10)

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 professors and their kindness, along with the curriculum taught. Additionally, the people whom I have met, who are friends of mine to this day."

"The relationship I was able to form with my professors and classmates and the content of my classes prepared me extremely well for my profession"

"Learning with diverse crowd and their experiences."

Theme 7: Internships/Study Abroad/Networking Opportunities (N = 9)

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 Digital integration course on integrating technology into teaching was very practical and useful. The student internship played an excellent part in preparing us for the real world."

"Exposure to professional associations, networking related to my degree."

"The study abroad opportunities in Glasgow, Scotland, and London, England."

Theme 8: Class/School Size (N = 4)

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

Example Responses:

"The small classroom size. It made it easy for a student to ask the professor any questions that they might have."

"Small class sizes more one on one attention. I was a transfer student from the Corcoran / GW mess and was pleasantly surprised at MU's pro student approach = focus on the student and their success."

"Small classes allowed for a lot more participation and interaction with professors"

Theme 9: Miscellaneous Strengths (N = 4)

There were a variety of other strengths proposed by Marymount alumni. These included Marymount's reputation and affiliations. There was also a small subset that could not think of the strongest aspects or said that there were none.

Example Responses:

"The connection between Fairfax County Public Schools and Marymount University."

"Well reputation in area."

Question: What aspects of your Marymount education need the most improvement?**Theme 1: Courses/Curriculum (N = 30)**

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:

"Class availability. Many classes I really wanted to take were not available each year and conflicted with one of the required classes (also not available every year). Also I took a class I was very interested in, but it was only five days long, right before the actual semester began. Trying to cram in information and assignments into a short time period made it difficult to ask questions and learn from the professor. Also having notable speakers. Three years of education, and there was only one speaker who I was informed of and went to see speak during my last year."

"Classes needs to be more focused at master's level rather than being basic knowledge."

"The use of technology. It should be a requirement for students to either test or take a Microsoft class (Word, excel, PPT, project, etc.)."
"More online offerings please."

Theme 2: Course/Program Specific (N = 24)

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

Example Responses:

"The MA program needs to be revised entirely - a thesis or research should be a requirement. PhD programs are reluctant to accept MAs into their programs who have not written a thesis, and this program did not have this."
"The counseling program needs to educate the counselors-in-training about documentation as it is an essential component to our job and it was not taught or even discussed."
"Don't think that I walked away with a good grasp of the fledging issues and challenges in the HR field and also how to best address organizational design, coaching, and workforce planning areas."

Theme 3: Quality of Professors/Faculty/Staff/Advisors (N = 22)

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

Example Responses:

"I barely had an academic advisor. I remember trying to contact him once about a serious question and it never got answered and I had to seek the answer elsewhere. During that process I applied to another school and got accepted and was very close to switching I was so annoyed."
"A few of the professors lacked compassion and understanding of the situation at hand and made the journey difficult, rather than helpful, as a student who needed support."
"I had a few professors who need more guidance on how to teach graduate students."
"More specialty classes offered - More teachers needed who work in the field and are not directly out of the program themselves."

Theme 4: Preparation for Future (N = 20)

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:

"It was very difficult for me to find employment after graduation. I stayed down here because I worked crazy hours and networked with people I met through various jobs. A lot of my friends I went to college with left because they couldn't find work or couldn't afford it. Perhaps better help and attention paid to finding jobs after graduation."
"Additional information on the residency process and getting licensed."
"Job support and placement. Resume support for specific positions."
"Connecting students to professions in the field."

Theme 5: Facilities/Parking/Technology/Upgrades (N = 16)

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:

"There needs to be more resources for grad students. The career center is only undergrad focused. Online classes needed to be more involved than just doing discussion boards and papers."
"The facilities for the Interior Design program are below industry standards. The classrooms are too small."
"Technology issues were frustrating and are an area that can definitely be improved."
"Library services were lacking. Did not feel that online databases and library had enough resources that I needed in order to complete papers, projects, etc."

Theme 6: Internships, Research Opportunities, and Skills Development (N = 13)

Respondents indicated they would have liked to see more research opportunities available; while other alumni expressed frustration with internship requirements.

Example Responses:

"The adjunct classes and professors. The research opportunities and ability to conduct real quantitative and qualitative research. Also the pre-reqs for the internship class when I was in school were annoying. I had already interned and obtained a full time job by the time I was able to sign up for the internship class. I was luckily able to count my job as my "internship" but it would have been better to use one of the ones I had done previously, but couldn't because I wasn't qualified for the class yet."

"I think that there needs to be more research required in the program. I also think that student would benefit from a thesis or something similar."

"More guidance and support on dissertation research."

Theme 7: Miscellaneous (N = 8)

Alumni listed a variety of other areas of Marymount that needed improvement. However, there was a general consensus of a lack of connection to MU.

Example Responses:

"The culture and environment need improvement. Services are present and have a good backbone yet people implementing them seem worn. The staff and faculty work hard to teach and encourage students yet do not seem supported and treated well. Morale appears to be an issue and it is evident despite how hard employees seem to work. Leadership seems to disregard ownership in this issue and it impacts students through red tape and frustration. The environment could lend to great innovation and creativity if given trust and respect. As an alum, I see this as one of MU's greatest challenges as I believe whole-heartedly that the university's asset is its people and this capital has not been cultivated well. The university may continue to survive but student connection and love for MU may not improve if leadership neglect the needs of the workforce that interact and impact students most."

"Connection to the University as someone who lived off campus and attended part time, I never generated a connection to the school itself, just my program."

"I'd like to have felt closer to MU somehow - been more involved with the school. We weren't really encouraged to come to anything at the school itself."

Theme 8: Reputation and Cost (N = 6)

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

Example Responses:

"The only thing I would say needs improvement is how much it costs to attend."

"Being better known nationwide."

"Mu is over priced."

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

Theme 1: 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:

"I enjoyed Marymount and I'm grateful I had the opportunity to pursue my education here."

"I'm so grateful to have earned my Master's Degree from Marymount University."

"I miss it!! Thank you for the great few years of grad school!"

Theme 2: Course and Program Specific Statements/Curriculum (N = 13)

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 know many people encountered graduation issues when it came to classes that counted for graduation (Dual Degree Programs), better advising and communication would probably fix this problem. Stricter requirements for entry into the Dual MBA/MS (HC Management) program...many students had zero experience in the real world so classes had to start with the most basic info on working in a hospital etc. I also witnessed many students who def did NOT deserve to graduate based on their work/attitude/abilities!"

"I really think MBA program needs to be more diverse as in tailored toward multiple disciplines. I thought that most of the classes we took was very basic knowledge for lot of people who did accounting, finance etc. For me it was new concept but I would want it to be more rigorous."

"Overall, my MU education was a good experience. I learned a lot and I was given opportunities to gain more experience in my field of study. I also received licensure and certification. I greatly appreciated the support of Dr. Lisa Jackson-Cherry throughout my EdD program."

Theme 3: Quality of Professors/Faculty/Staff/Advisors (N = 8)

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:

"Thank you Dr. Bianco-Mathis and Dr. Russo, specifically! Thank you to the other professors as well. MU was a great experience for me overall."

"I absolutely loved MU, and am so appreciative of the faculty and staff for their continued support!"

"My English professors made my experience simply incredible. Their support and expertise is something I will never forget."

Theme 4: Miscellaneous (N = 4)

Alumni made a number of other additional comments on a variety of topics. For example, alumni stated their attempts to connect to the University were unanswered. Others provided suggestions for improving the overall campus design.

Example Responses:

"New non-profit center has not responded to my outreach offers."

"Better campus lighting."

Theme 5: Cost, Campus Resources, and Facilities/Parking (N = 3)

Alumni stated Marymount was too expensive for the limited class scheduling offered. Others suggested discounts for MU alumni at university events.

Example Responses:

"With the amount of loans I took out to pay for my MU education, I don't feel the classes that were offered and that I took was worth it. Some required classes weren't available often enough, and when they were they clashed with elective courses that were only offered in one, sometimes two, time slots."

"Please offer discounts for MU alum for MU hosted events."

RESPONSE RATES

	Number Sent ²	Number Received ³	Response Rate
By Level			
Undergraduate	1012	250	25%
Graduate	924	265	29%
Total	1936	515	27%
By Cohort			
Year One Alumni	520	230	44%
Year Five Alumni	803	158	20%
Year Ten Alumni	613	127	21%
Total	1936	515	27%
By School			
Design, Arts, and Humanities	439	112	26%
Business and Technology	565	142	25%
Sciences, Mathematics, and Education	609	167	27%
Malek School of Health Professions	322	84	26%
N/A	1		
Total	1936	515	27%
By Level and Cohort			
Undergraduate			
Year One Alumni	268	108	40%
Year Five Alumni	414	91	22%
Year Ten Alumni	242	66	27%
Graduate			
Year One Alumni	252	122	48%
Year Five Alumni	389	67	17%
Year Ten Alumni	371	61	16%
Total	1936	515	27%
By School and Level			
Design, Arts, and Humanities			
Undergraduate	402	113	28%
Graduate	37	9	24%
Business and Technology			
Undergraduate	250	66	26%
Graduate	315	76	24%
Sciences, Mathematics, and Education			
Undergraduate	140	45	32%
Graduate	469	122	26%
Malek School of Health Professions			
Undergraduate	131	41	31%
Graduate	191	43	23%
N/A			
Undergraduate	1		

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 ²	Number Received ³	Response Rate
Total	1936	515	27%

	Number Sent ⁴	Number Received ⁵	Response Rate
By School and Cohort			
Design, Arts, and Humanities			
Year One Alumni	107	41	38%
Year Five Alumni	194	44	23%
Year Ten Alumni	138	37	27%
Business and Technology			
Year One Alumni	155	69	45%
Year Five Alumni	258	46	18%
Year Ten Alumni	152	27	18%
Sciences, Mathematics, and Education			
Year One Alumni	163	79	48%
Year Five Alumni	249	50	20%
Year Ten Alumni	197	38	19%
Malek School of Health Professions			
Year One Alumni	95	41	43%
Year Five Alumni	101	18	18%
Year Ten Alumni	126	25	20%
N/A			
Year One Alumni	1		
Total	1936	515	27%

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.