

EXECUTIVE SUMMARY

Each Spring semester, Marymount's Office of Planning and Institutional Effectiveness (PIE) administers a survey to the university's graduating students to evaluate their experiences at Marymount and to explore their plans for future careers and further education. Survey results are used to examine Marymount's effectiveness in providing students with a quality educational experience and to identify where to make improvements.

Survey Administration and Response Rates

In Spring 2016, an invitation with a link to an online survey was sent to all graduating students, at both undergraduate and graduate levels. In addition, paper surveys were provided to Student Affairs to allow undergraduates who had not completed the survey online an opportunity to complete the survey. Undergraduates were required to complete the survey as a condition for receiving graduation tickets. The survey was optional for graduate students. Non-responders received periodic reminder emails. Of the 1,038 graduating students who were contacted, 607 students responded, for an overall response rate of 58%. Sixty-three (63%) percent of the undergraduate graduating class responded and 50% of the graduate-level graduating students.

Response Rates by School and Level

	Number Sent	Number Received	Response Rate
School of Arts and Sciences			
Undergraduate	221	163	74%
Graduate	11	5	45%
School of Business Administration			
Undergraduate	164	101	62%
Graduate	94	52	55%
School of Education and Human Services			
Undergraduate	81	57	70%
Graduate	192	82	43%
Malek School of Health Professions			
Undergraduate	207	104	50%
Graduate	68	43	63%
Total			
Undergraduate	673	425	63%
Graduate	365	182	50%

Key Findings

Academic Experience

Overall

- Both undergraduates and graduates give their highest ratings to the overall quality of the academic experience at Marymount, the university's welcoming environment, and the supportive nature of the university's staff.
 - Eighty-nine percent (89%) of the undergraduate graduating class and 95% of the graduate graduating students agreed that Marymount provides a high quality academic experience overall.
 - Eighty-nine percent (89%) of undergraduate and 95% of graduate respondents agreed that Marymount has a welcoming environment.
 - Eighty-eight percent (88%) of undergraduate and 94% of graduate respondents agreed that staff were supportive of students achieving their goals.

- Eighty-five (85%) of both undergraduate and graduate respondents agreed that their courses were academically challenging.
- A higher percentage of graduates (80%) than undergraduates (66%) agreed that they would choose Marymount again, if they were starting over.
- Both undergraduates and graduates cited the quality of Marymount’s faculty and curriculum as well as small class sizes as strengths. Undergraduates noted that areas needing improvement include the need to update the curriculum, increase opportunities for experiential learning, strengthen academic rigor, upgrade campus facilities, and expand student life. Graduates made many program-specific suggestions and noted the need to increase university administrative support for field experiences.

Faculty and Advisors

- Both undergraduates and graduates reported strong levels of satisfaction with faculty. They agreed less strongly with statements about their academic advisors.
 - Eighty-six percent (86%) of undergraduate graduating students and 97% of graduates agreed that faculty members were approachable. Eighty-six percent (86%) of undergraduates and 97% of graduate respondents agreed that faculty members had a high level of expertise in their fields.
 - Undergraduate respondents agreed that advisors were available at convenient times (74%), knowledgeable (79%), and helpful (73%), while a lesser percentage agreed that they discussed future education options (63%) or career options (64%). Graduate-level graduating students agreed that advisors were knowledgeable about degree requirements (78%) and available (77%) but fewer felt they were helpful (62%) or agreed that they discussed future education options (60%) or career options (62%).

Courses

- Students agreed most strongly with statements related to classes in the major and reported lower satisfaction with electives.
 - Eighty-seven percent (87%) of undergraduates agreed that classes in their majors challenged them to apply knowledge in new ways and felt their classes were academically challenging. The least agreement occurred with statements related to scheduling: 67% agreed that electives were offered at convenient times and that sufficient electives were offered, and 68% agreed that classes in the major were offered at convenient times.
 - Graduate-level graduating students reported similar results. Ninety percent (90%) agreed that classes in their major challenged them to apply knowledge in new ways and 85% agreed that they were academically challenging. Unlike undergraduates, 84% percent agreed that classes in their major were offered at convenient times. Graduates reported less satisfaction with electives: 54% agreed that electives were available during the semesters they need them, that sufficient electives were offered (55%) and that electives were offered at convenient times (59%).

Educational Outcomes

- The majority of students cited the preparation Marymount gave them as “good” or “excellent” relevant to all educational outcomes listed.
 - Undergraduate graduating students rated their preparation highest for:
 - “find appropriate sources of information” (85%)
 - “evaluate the quality of information” (84%)
 - “work as part of an effective team” (84%)
 - Those outcomes rated at lower levels primarily related to job preparation and included:
 - “pursue more education in your field” (75%)
 - “find a job in your field” (72%)

- “attain a promotion within your existing employment field” (67%).
- Graduate graduating students reported similar results, agreeing that Marymount prepared them well to:
 - “find appropriate sources of information” (89%)
 - “evaluate the quality of information” (88%)
 - “solve problem in your field using your knowledge and skills (87%)
- They reported less confidence in their preparation to:
 - “conduct research to support a position” (73%)
 - “find a job in your field” (73%)
 - “attain a promotion within your existing employment field” (69%).
- Undergraduates also rated their education highly in its contribution to various other factors including their “openness to new experience” (94%), “interest in lifelong learning” (92%), and “self-confidence” (92%).
- Graduate graduating students similarly agreed that Marymount contributed to their development of their “openness to new experience” (96%), “interest in lifelong learning” (95%), and “self-confidence” (92%).
- Students were asked for the first time in this survey to rate their development of “commitment to service.” Eighty-eight percent (88%) of undergraduates and 85% of graduate students agreed that Marymount had contributed to the development of this skill.

Co-curricular Activities

- Undergraduates most frequently cited participating in MU service opportunities, and graduate student respondents most frequently cited participating in independent research, followed by participation in service. Nearly all undergraduates reported participating in internships, as did nearly three-quarters of graduate student respondents.
 - Fifty-two percent (52%) of Marymount undergraduate respondents participated in an MU service opportunity. The least percentage of students reported participating in student government (12%).
 - Ninety-two percent (92%) of undergraduate respondents reported participating in an internship or other field experience; the most frequently cited outcomes of that experience were that it allowed students to “improve understanding of responsibilities required in the profession”, “explore career interests”, and “apply critical thinking skills.”
 - Fifty-six percent (56%) of graduate student respondents reported participating in an independent research project, and 43% reported participating in MU service opportunities. The least frequently cited activity was participation in intercollegiate athletics (1%).
 - Seventy-one percent (71%) of graduate respondents reported participating in a field experience. The most frequently cited outcomes were “apply critical thinking skills”, “improve understanding of responsibilities required in the profession”, and “network with professionals.”

University Facilities

- Overall undergraduate graduating student satisfaction with campus facilities was 70%. Respondents were most satisfied with computer labs (82%) and the library (77%) and least satisfied with dining facilities (46%) and residence halls (51%).
- Overall graduate-level graduating student satisfaction with campus facilities was 86%. Graduate students were most satisfied with classrooms (88%) and with the library (76%) and were least satisfied with residence halls (39%) and studios (41%). Fifty-five percent (55%) of graduate student respondents reported satisfaction with dining facilities.

Student Services

- Seventy-seven percent (77%) of undergraduate graduating students reported overall satisfaction with student services.
 - The highest satisfaction was with library resources and services (84%) followed by computer equipment and resources (80%).
 - The least satisfaction was with campus social life (60%), Office of Parking Services (61%), and disability support services (61%).
- Eighty-three percent (83%) of graduate respondents reported overall satisfaction with student services.
 - The highest satisfaction was with library services (90%) and computer equipment and resources (87%).
 - The least satisfaction was with disability support services (42%), Campus Ministry (53%) and campus social life (58%).

Education and Employment Goals

- Most students plan to obtain full-time positions after graduation. Fifty-four percent (54%) of undergraduate respondents and 53% of graduate respondents were employed either full- or part-time at the time they took the survey.
- Forty-three percent (43%) of undergraduate and 19% of graduate respondents plan to continue their education.

UNDERGRADUATES

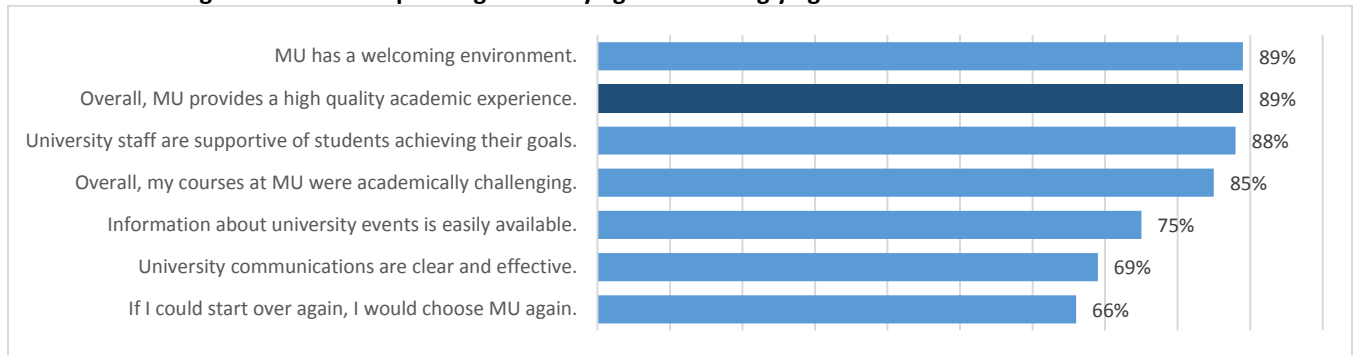
ACADEMIC EXPERIENCE

Overall

Please indicate your agreement with each of the following statements. (1= "Strongly disagree", 2= "Disagree", 3= "No opinion", 4= "Agree", and 5= "Strongly agree")

	Mean	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Overall, MU provides a high quality academic experience.	4.1	425	3.1%	2.4%	5.4%	57.6%	31.5%
MU has a welcoming environment.	4.2	423	2.1%	2.6%	6.4%	48.5%	40.4%
University staff are supportive of students achieving their goals.	4.2	423	2.8%	3.5%	5.9%	49.2%	38.3%
University communications are clear and effective.	3.7	424	5.4%	10.4%	15.6%	43.6%	25.0%
Information about university events is easily available.	3.8	424	5.4%	7.3%	12.0%	48.0%	27.1%
Overall, my courses at MU were academically challenging.	4.1	424	2.1%	3.1%	9.7%	56.6%	28.5%
If I could start over again, I would choose MU again.	3.7	423	6.1%	9.5%	18.7%	38.5%	27.2%

Chart 1: Percentage of students responding that they agree or strongly agree with statements.

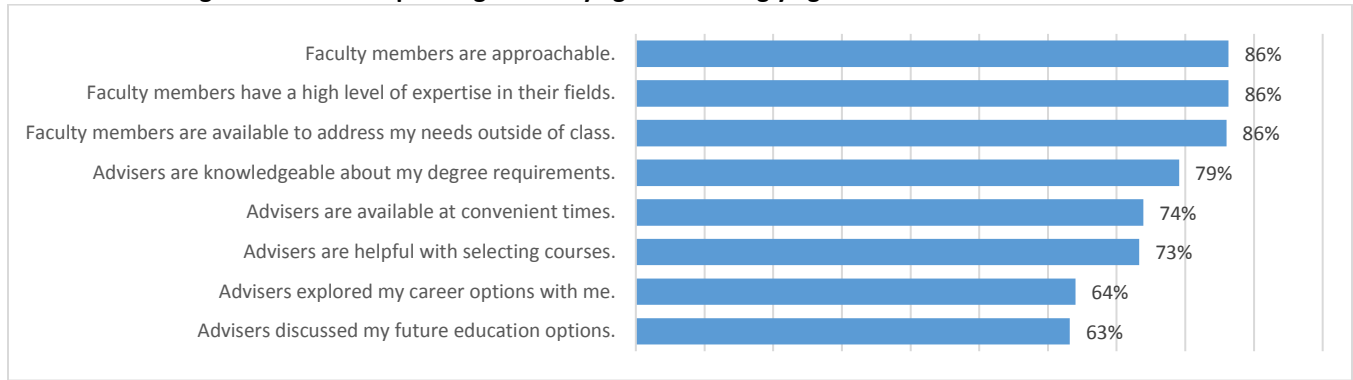


Faculty and Advisors

Please indicate your agreement with each of the following statements. (1= "Strongly disagree", 2= "Disagree", 3= "No opinion", 4= "Agree", and 5= "Strongly agree")

	Mean	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Faculty members have a high level of expertise in their fields.	4.1	423	2.4%	2.8%	8.5%	52.5%	33.8%
Faculty members are approachable.	4.2	422	2.1%	2.4%	8.3%	52.5%	33.8%
Faculty members are available to address my needs outside of class.	4.1	422	1.9%	2.6%	9.5%	53.8%	32.2%
Advisers are available at convenient times.	3.9	421	3.1%	8.8%	14.3%	44.9%	29.0%
Advisers are helpful with selecting courses.	3.9	423	5.2%	6.9%	14.7%	42.1%	31.2%
Advisers are knowledgeable about my degree requirements.	4.0	422	4.7%	6.6%	9.5%	45.5%	33.6%
Advisers explored my career options with me.	3.7	422	7.1%	10.9%	18.0%	36.7%	27.3%
Advisers discussed my future education options.	3.6	421	6.4%	14.3%	16.2%	37.5%	25.7%

Chart 2: Percentage of students responding that they agree or strongly agree with statements.

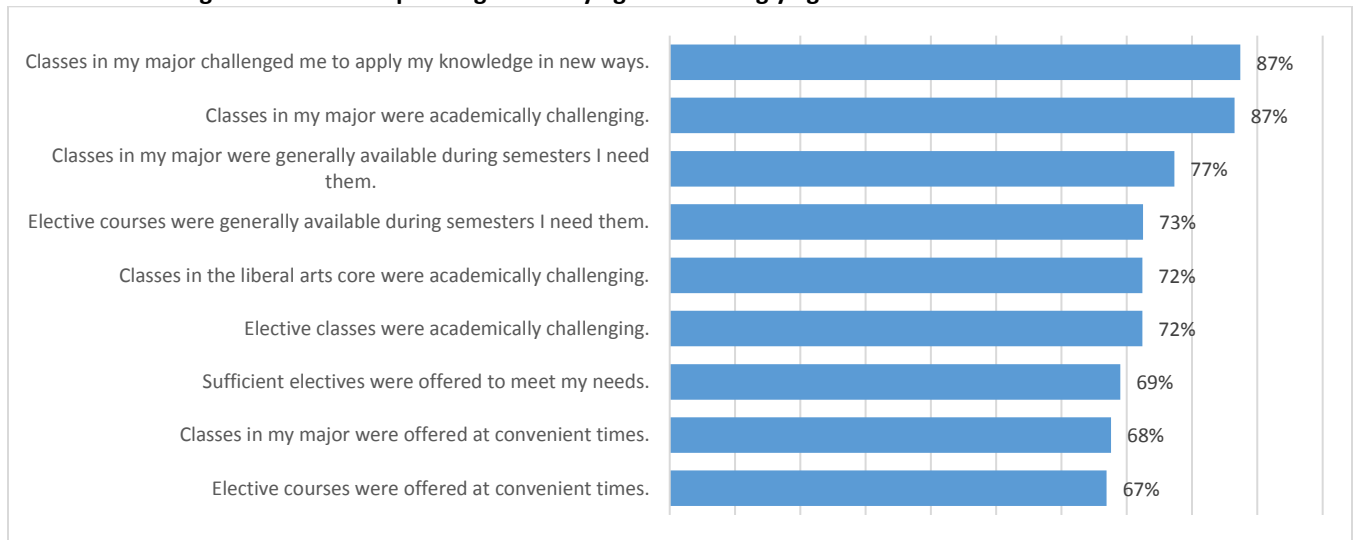


Courses

Please indicate your agreement with each of the following statements. (1= "Strongly disagree", 2= "Disagree", 3= "No opinion", 4= "Agree", and 5= "Strongly agree")

	Mean	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Classes in my major were generally available during semesters I need them.	3.8	423	4.7%	11.8%	6.1%	51.1%	26.2%
Classes in my major were offered at convenient times.	3.6	423	5.7%	16.8%	9.9%	46.1%	21.5%
Classes in my major challenged me to apply my knowledge in new ways.	4.1	421	1.2%	3.8%	7.6%	54.6%	32.8%
Classes in my major were academically challenging.	4.2	422	0.9%	4.3%	8.3%	50.7%	35.8%
Elective courses were generally available during semesters I need them.	3.8	421	2.9%	10.5%	14.3%	48.5%	24.0%
Elective courses were offered at convenient times.	3.7	423	3.3%	12.5%	17.3%	44.4%	22.5%
Sufficient electives were offered to meet my needs.	3.8	423	2.6%	11.1%	17.3%	44.7%	24.3%
Elective classes were academically challenging.	3.9	423	3.5%	4.0%	20.1%	47.8%	24.6%
Classes in the liberal arts core were academically challenging.	3.9	421	2.9%	6.2%	16.9%	47.8%	24.6%

Chart 3: Percentage of students responding that they agree or strongly agree with statements.

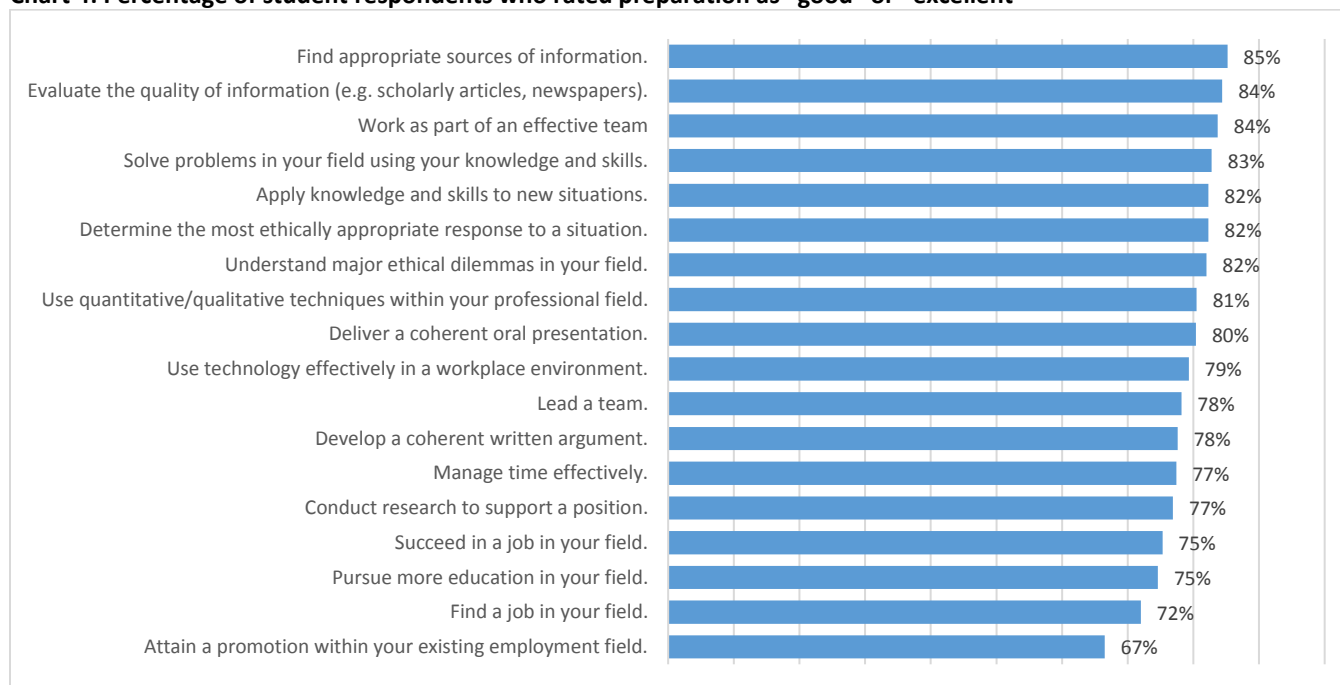


Educational Outcomes

For each of the following skills, please indicate how well you believe your education prepared you to: (1= "Poor", 2= "Needs Improvement", 3= "Adequate", 4= "Good", and 5= "Excellent")

	Mean	N	Poor	Needs Improvement	Adequate	Good	Excellent
Find a job in your field.	3.9	422	2.8%	9.0%	16.1%	43.1%	28.9%
Succeed in a job in your field.	4.0	420	2.9%	5.2%	16.7%	42.9%	32.4%
Attain a promotion within your existing employment field.	3.8	419	3.1%	8.1%	22.2%	39.1%	27.4%
Pursue more education in your field.	4.0	421	2.6%	5.7%	17.1%	41.6%	33.0%
Conduct research to support a position.	4.0	420	2.4%	4.8%	16.0%	43.1%	33.8%
Develop a coherent written argument.	4.1	416	1.7%	5.0%	15.6%	42.3%	35.3%
Deliver a coherent oral presentation.	4.1	423	1.4%	2.4%	15.8%	44.9%	35.5%
Use quantitative/qualitative techniques within your professional field.	4.1	422	0.9%	3.3%	15.2%	49.5%	31.0%
Determine the most ethically appropriate response to a situation.	4.1	424	0.9%	2.1%	14.6%	48.8%	33.5%
Understand major ethical dilemmas in your field.	4.2	422	0.9%	2.1%	14.9%	44.3%	37.7%
Work as part of an effective team	4.2	424	1.4%	1.9%	13.0%	45.0%	38.7%
Lead a team.	4.1	422	1.7%	4.3%	15.9%	42.9%	35.3%
Manage time effectively.	4.0	425	2.1%	5.4%	15.1%	43.3%	34.1%
Use technology effectively in a workplace environment.	4.1	425	2.4%	4.5%	13.9%	43.1%	36.2%
Apply knowledge and skills to new situations.	4.2	423	1.4%	2.4%	13.9%	44.7%	37.6%
Solve problems in your field using your knowledge and skills.	4.2	423	1.4%	2.6%	13.2%	45.2%	37.6%
Find appropriate sources of information.	4.2	425	1.2%	2.4%	11.3%	46.1%	39.1%
Evaluate the quality of information (e.g. scholarly articles, newspapers).	4.2	424	1.2%	2.4%	12.0%	44.1%	40.3%

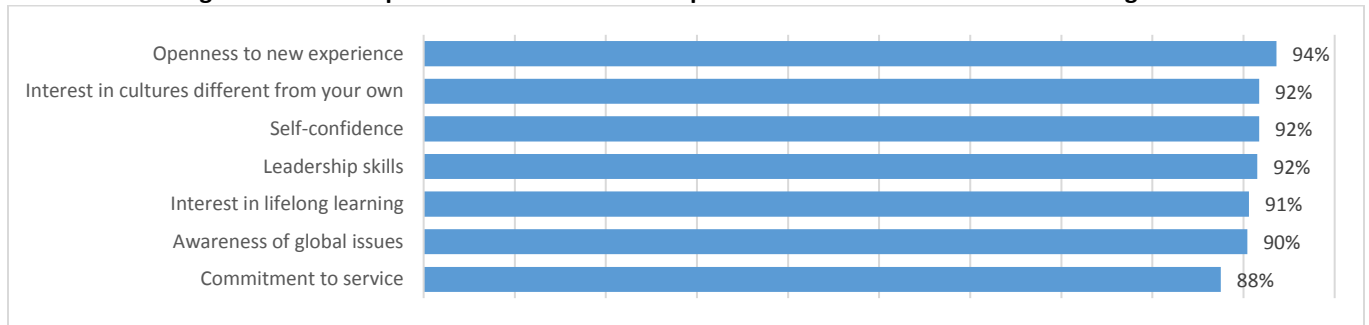
Chart 4: Percentage of student respondents who rated preparation as "good" or "excellent"



Please indicate how much your education at MU contributed to the development of: (1= “Not at all”, 2= “Very little”, 3= “Somewhat”, and 4= “To a great extent”).

	Mean	N	Not at All	Very Little	Somewhat	To a Great Extent
Interest in lifelong learning	3.42	424	2.1%	7.3%	36.6%	54.0%
Awareness of global issues	3.37	424	2.8%	6.8%	41.3%	49.1%
Self-confidence	3.40	421	4.0%	4.3%	39.0%	52.7%
Openness to new experience	3.54	422	1.9%	4.5%	31.8%	61.8%
Interest in cultures different from your own	3.49	423	2.4%	5.9%	32.4%	59.3%
Leadership skills	3.41	424	3.5%	5.0%	38.9%	52.6%
Commitment to service	3.32	424	4.2%	8.3%	38.9%	48.6%

Chart 5: Percentage of student respondents who rated development of skills as “somewhat” or “to a great extent”

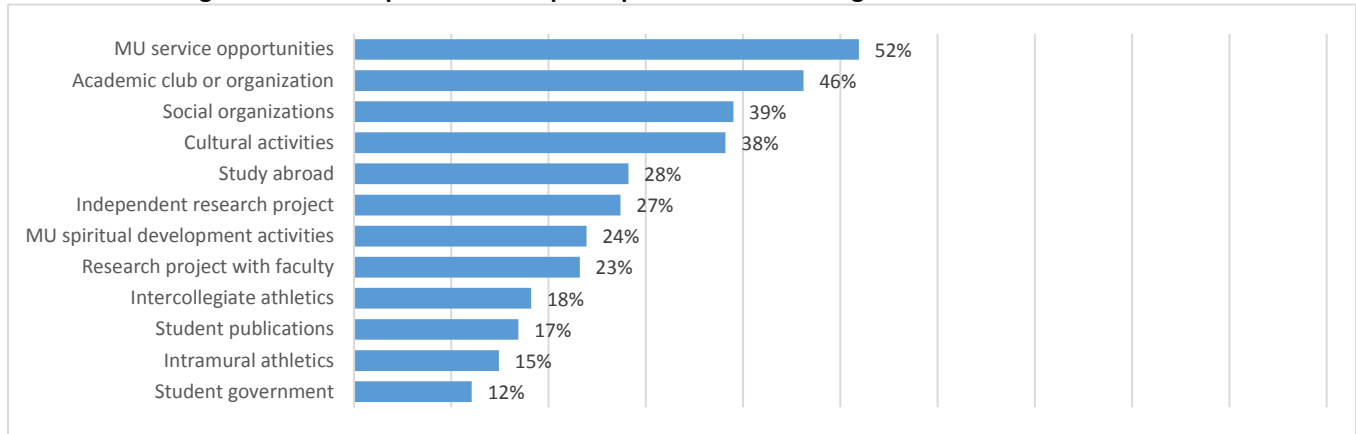


Co-Curricular Activities

Please indicate if you participated in the following activities at MU:

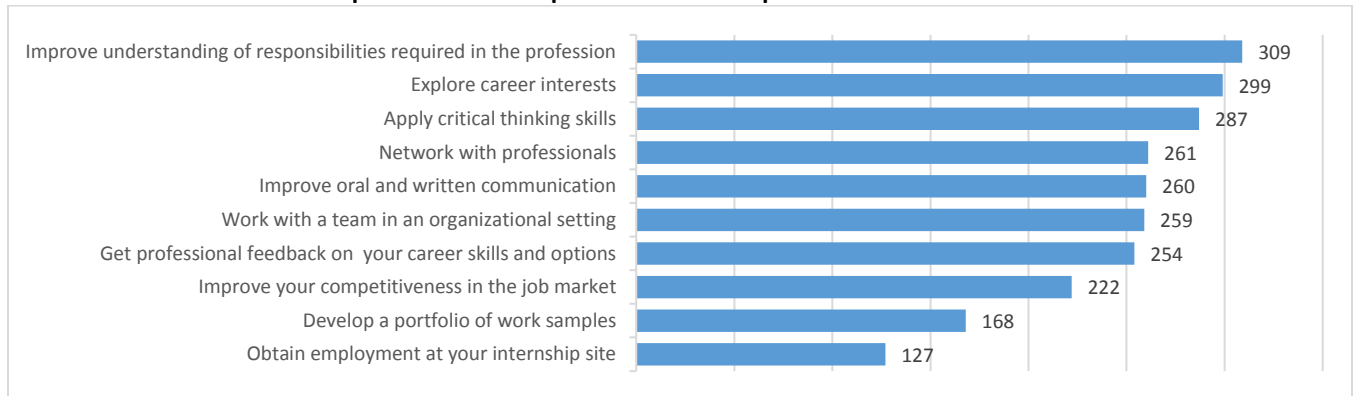
	Respondents	No	Yes
MU spiritual development activities	423	76.1%	23.9%
MU service opportunities (e.g. with clubs, as part of a course, with a faculty member, etc.)	422	48.1%	51.9%
Academic club or organization	424	53.8%	46.2%
Social organizations	421	61.0%	39.0%
Cultural activities	424	61.8%	38.2%
Student government	421	87.9%	12.1%
Intramural athletics	422	85.1%	14.9%
Intercollegiate athletics	422	81.8%	18.2%
Study abroad	422	71.8%	28.2%
Student publications	421	83.1%	16.9%
Independent research project	424	72.6%	27.4%
Research project with faculty	422	76.8%	23.2%

Chart 6: Percentage of student respondents who participated in the following activities:



	Respondents	No	Yes
Did your education at MU include an internship, clinical, or other student teaching experience?	425	8.0%	92.0%

Chart 7: Number of student respondents who responded that the experience allowed them to:

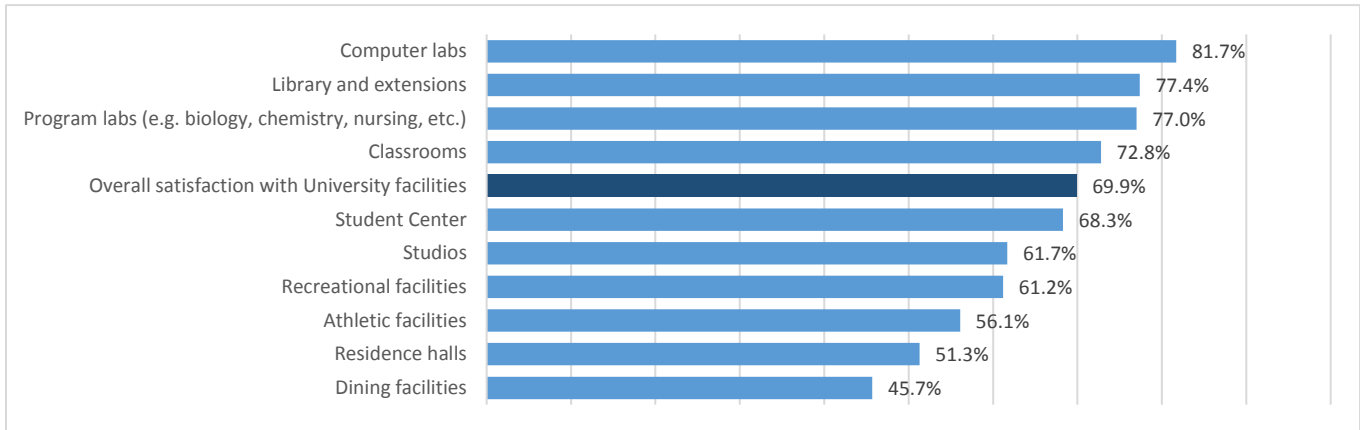


UNIVERSITY FACILITIES

Please indicate your level of satisfaction with the university’s facilities: (1= “Very Dissatisfied”, 2= “Dissatisfied”, 3= “No Opinion”, 4= “Satisfied”, and 5= “Very Satisfied”)

	Mean	N	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Overall satisfaction with University facilities	3.8	424	2.4%	8.9%	18.8%	47.2%	22.7%
Classrooms	3.9	424	2.1%	7.4%	17.7%	48.0%	24.8%
Computer labs	4.1	421	1.3%	4.0%	13.1%	47.5%	34.2%
Program labs (e.g. biology, chemistry, nursing, etc.)	4.0	420	2.0%	3.4%	17.6%	44.9%	32.1%
Library and extensions	4.0	425	2.4%	6.1%	14.1%	45.9%	31.5%
Student Center	3.8	423	2.8%	6.9%	22.0%	42.7%	25.6%
Recreational facilities	3.7	423	2.9%	11.9%	24.1%	37.7%	23.5%
Athletic facilities	3.6	423	4.1%	11.9%	27.9%	36.7%	19.4%
Residence halls	3.4	422	7.8%	12.7%	28.1%	35.9%	15.4%
Dining facilities	3.2	425	11.6%	21.2%	21.5%	30.4%	15.3%
Studios	3.8	424	2.3%	5.7%	30.2%	37.9%	23.8%

Chart 8: Percentage of student respondents who responded that they were “satisfied” or “very satisfied” with MU facilities

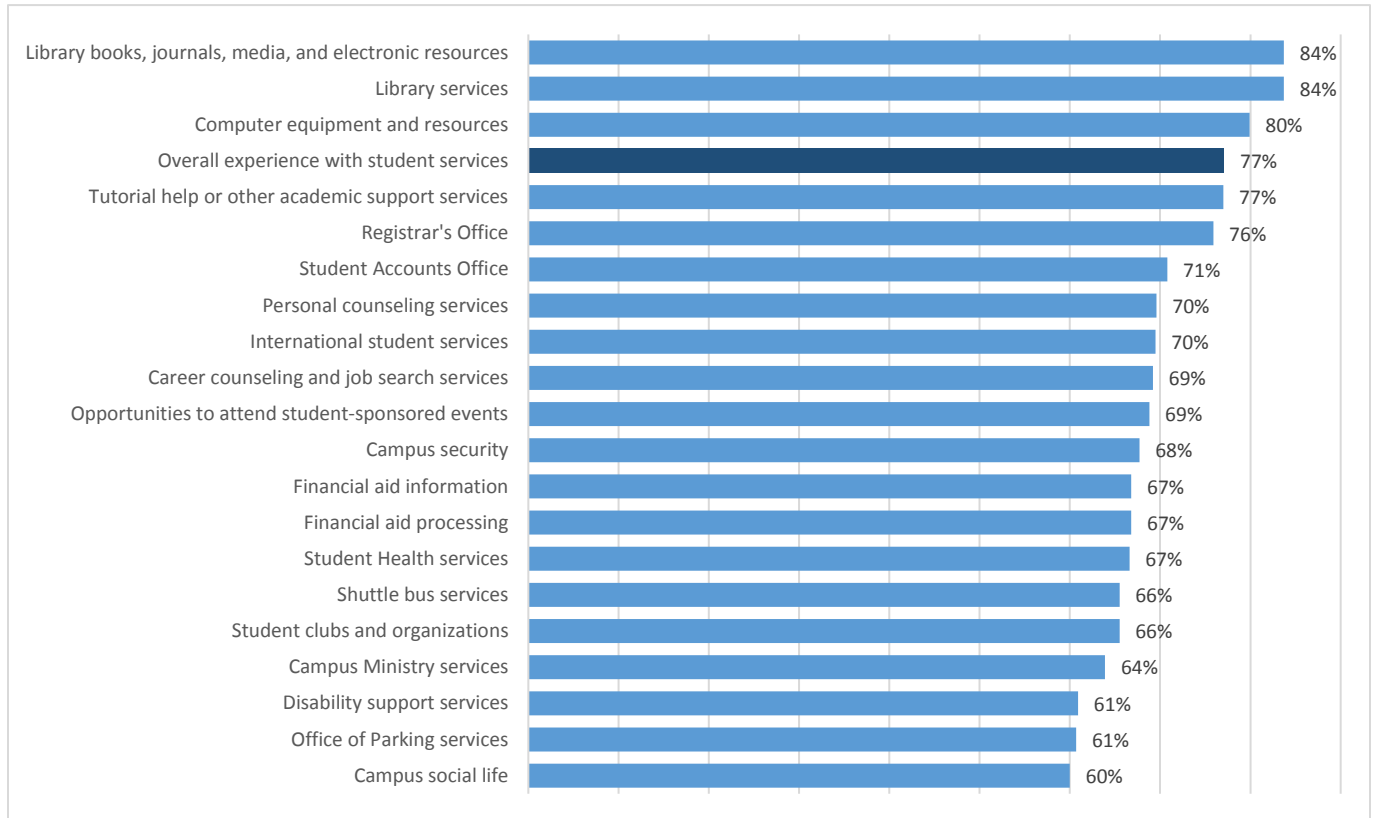


STUDENT SERVICES

Please indicate your level of satisfaction with the university’s services: (1= “Very Dissatisfied”, 2= “Dissatisfied”, 3= “No Opinion”, 4= “Satisfied”, and 5= “Very Satisfied”)

	Mean	N	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Overall experience with student services	3.9	402	2.5%	2.7%	17.7%	52.5%	24.6%
Registrar’s Office	3.9	416	2.2%	4.8%	17.1%	50.7%	25.2%
Student Accounts Office	3.8	419	5.0%	6.7%	17.4%	48.4%	22.4%
Library services	4.2	410	1.2%	1.5%	13.7%	46.6%	37.1%
Computer equipment and resources	4.0	403	1.5%	2.7%	15.9%	49.9%	30.0%
Tutorial help or other academic support services	4.0	348	1.7%	4.0%	17.2%	47.4%	29.6%
Campus social life	3.6	375	3.7%	10.1%	26.1%	39.7%	20.3%
Student clubs and organizations	3.8	354	2.0%	5.4%	27.1%	46.6%	18.9%
Opportunities to attend student-sponsored events	3.8	375	1.9%	5.6%	23.7%	48.3%	20.5%
Career counseling and job search services	3.8	363	3.0%	7.2%	20.7%	44.4%	24.8%
Personal counseling services	3.9	286	1.7%	5.2%	23.4%	39.9%	29.7%
Campus Ministry services	3.8	266	0.8%	4.1%	31.2%	39.1%	24.8%
Student Health services	3.8	335	4.2%	7.2%	22.1%	42.1%	24.5%
Office of Parking services	3.5	367	10.4%	9.5%	19.3%	40.3%	20.4%
Campus security	3.8	369	3.8%	6.8%	21.7%	43.6%	24.1%
Shuttle bus services	3.7	391	5.4%	9.5%	19.7%	42.5%	23.0%
Disability support services	3.8	230	2.6%	3.0%	33.5%	37.4%	23.5%
International student services	4.0	236	1.7%	1.7%	27.1%	39.0%	30.5%
Financial aid information	3.7	382	3.4%	9.4%	20.4%	44.0%	22.8%
Financial aid processing	3.7	382	3.7%	10.2%	19.4%	42.7%	24.1%
Library books, journals, media, and electronic resources for your academic needs	4.2	406	1.2%	2.5%	12.6%	48.0%	35.7%

Chart 9: Percentage of student respondents who responded that they were “satisfied” or “very satisfied” with MU services



EDUCATION AND EMPLOYMENT GOALS

What is your current employment status?

	Respondents	Percent
Employed full-time	84	19.9
Employed part-time	146	34.5
Not employed, but looking	166	39.2
Not employed, not looking	27	6.4
Total	423	100.0

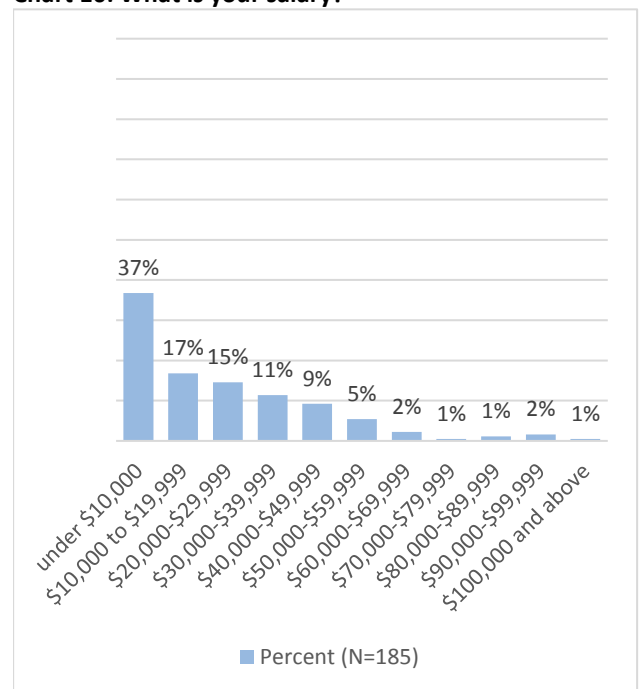
Is your current position related to your field of study at MU?

	Respondents	Percent
Directly related	76	34.2
Somewhat related	73	32.9
Not at all related	73	32.9
Total	222	100.0

Which sector best describes your job?

	Respondents	Percent
Commercial or for-profit	132	64.4
Not-for-profit	47	22.9
Government	26	12.7
Total	205	100.0

Chart 10: What is your salary?



What are your employment plans after graduation? Please check all that apply.

	Respondents
Obtain a full-time position	325
Obtain a part-time position	10
Continue in the same position	33
None	14
Other	31

Other: Begin internships, continue in the same position OR obtain part-time position related to field, get a fulltime job, get a job at my internship, get a job related to CJ, go to graduate school, graduate school, graduate school, I finished in December, so I have this full time job still, internship, Internship Full Time, master's, master's program, medical, medical school, move into a different position or a different company, move into my degree field, Navy Officer Candidate School, obtain a full-time position in a job in my field, obtain a post-bac position, open a business, OPT, OPT (maybe), pursue teaching license, RN at same hospital, school and work?, take a break to travel then start work in the fall, unplanned yet, work while applying to med school, year of service

Do you plan to continue your education formally after graduation?

	Respondents	Percent
Yes	180	42.6
Maybe	188	44.4
No	55	13
Total	423	100

If you are planning to return to school, when you do plan to return?

	Respondents	Percent
Within the next year	106	29.4
Within two to three years	97	26.9
More than three years from now	25	6.9
Unsure about when	132	36.7
Total	360	100

What degree do you plan to pursue?

	Respondents	Percent
Masters	289	79.6
Doctorate	40	11
MD	7	1.9
JD	10	2.8
Other (please specify)	17	4.7
Total	363	100

Other: AANP, FNP, or Masters or Doctorate in Nursing, B.S. of Nursing, CFA, CFP, CPA, Culinary Degree, DDS, Doctorate or an MD, Masters and then Doctorate, Masters or a Doctorate, NA, NP, Nursing, OTA, Project management certificate

OVERALL EVALUATIONS

What are the strongest aspects of your MU education?

Theme 1: Quality of Faculty/Staff/Advising/Education (N = 171)

The overwhelming majority of strengths cited by students related to the quality of the faculty as well as the quality of the curriculum, teaching, and overall education offered at Marymount. In particular, students noted the passion their professors had for the subject material that engaged and encouraged them to learn. Students felt that they had a strong support system and were confident in their future based off of their educational experience at MU.

Example Responses:

- *"The professors have made all the difference for me. Most of them are very passionate about that they teach and that has in turn made me very passionate about what I have learned. The Marymount community as a whole has really shaped me and helped me grow as an individual and through that I have taken advantage of opportunities that I don't think I would have taken under different circumstances."*
- *"Above all, what made Marymount an amazing experience, both academically and psychologically, were the willingness of my professors to engage with me and thoughtful efforts they made to instruct and encourage me."*
- *"Being taught by professors who have been out in the field because they were very helpful when talking about course material and about my future plans."*
- *"The strong support network between advisors, teachers and students. It felt like we were all on the same team, working towards the same goal."*
- *"Marymount provided a strong basis for ethical decision making, teamwork, strong research skills, and effective professional communication."*

Theme 2: Small Class Size (N = 27)

Many of the students cited the impact of small class sizes on the quality of their education. They noted that small class sizes enabled students to have personalized attention from the professors and an overall good learning experience.

Example responses:

- *"The strongest aspects, and the willingness to pay almost \$30,000 a year stem from the atmosphere at the University. Small class sizes and personalized attention are the cornerstones of this school."*
- *"Small classroom settings allowed for more attention from professors when I needed help."*
- *"The small classroom size makes for a good learning experience."*

Theme 3: Global Education/Diversity (N = 25)

Students cited the opportunities for study abroad and the global classroom as well as the opportunities for learning provided by the diversity of the campus community.

Example Responses:

- *"Diversity. I got in touch with different people."*
- *"Global education, learning about different cultures, exposure to different cultures"*
- *"MU opened my eyes to other cultures and I liked the sense of family and connectedness the school has"*
- *"The diversity, everyone had a different point of view that they were happy to share."*

Theme 4: Experiential Learning (N = 15)

Students praised the opportunities for experiential learning at Marymount, such as clinical rotations, field experiences, and internships.

Example Responses:

- *"Clinical and labs; I learn better with hands on experience."*
- *"The strongest aspects were gaining the experience in the field and practicing."*
- *"Clinicals helped my education; my internship helped my education and piece it all together"*

Theme 5: Campus Atmosphere, Campus Culture, and Social Environment (N = 14)

Students also lauded the university's sense of community and the friendships they were able to form during their time at Marymount.

Example Responses:

- *"The people with which one gets to learn and learn from. The outside the classroom opportunities to further one's education."*
- *"The strongest aspect of my Marymount Education was the welcoming and friendly atmosphere found at Marymount. This environment allows me to grow spiritually, as well as intellectually. MU's campus ministry allows me to express my faith, and strengthen my bonds with my fellow students."*
- *"The MU community was strong and I thought that they really tried to provide events for students. I like how MU focused on serving others."*

Theme 6: Individual Learning Outcomes (N = 10)

Some students noted their individual achievement of certain skills that will aid their future as a strength of MU.

Example Responses:

- *“The strongest aspects of my MU education is that it expose me to broader issues that directly affect the Nursing profession and it honed my researching skills.”*
- *“The real world applications were very helpful to ensure my success in future endeavors.”*

Theme 7: Co-Curricular Activities (N = 5)

A few students stated that Marymount’s greatest strength was the opportunity to participate in co-curricular activities, which provided students to develop both personally and professionally.

Example Responses:

- *“The faculty members at Marymount have been incredibly supportive of the work I've done, and departmental events and other academic opportunities on campus have given me the opportunity to learn and apply new skills like leadership, event-planning, PR, and more.”*
- *“The Center for Global Education had a plethora of short-term and long-term programs. I was fortunate to participate in a few programs with their assistance and expand my global perspective.”*

Theme 8: Other (N = 43)

Students also cited Marymount’s location, the university’s relationship and network with the surrounding community, courses, and the overall experience as the university’s greatest strengths.

Example Responses:

- *“The fact that there is a campus located at Reston is very useful for people who lives over there.”*
- *“How much they care about giving back to the community, locally and globally.”*
- *“Many courses offered”*
- *“The college experience itself allowed me to drastically improve my previously pitiful self-esteem and develop myself mentally. I was also able to learn how to formulate ideas and arguments and apply them to written and/oral assessments, a very useful life skill.”*

What aspects of your Marymount education need the most improvement?

Theme 1: Academics/Program Quality/Liberal Arts Core (N = 50)

The majority of responses to this question centered on issues related to academic quality and the curriculum of programs or the Liberal Arts Core. Students had many suggestions about individual programs, but a commonly expressed thought was that, in many programs, courses need to be updated or expanded to reflect the demands of the profession, as well as made more challenging. Students expressed a desire for more experiential learning opportunities as well as additional electives and assistance in locating internships. They also expressed some frustration with the necessity of liberal arts requirements.

Example Responses:

- *“Education as it pertains to the real world.”*
- *“The courses, making sure that they are able to compete with other universities. This will ensure that students have the same opportunities and experiences as other college students when applying for jobs and internships.”*
- *“The liberal classes, the amount should be cut down by some. Many of the teachers that I had for my non-major classes often did not teach very well, and expected work and graduate level knowledge almost from people who just needed to fill a requirement.”*
- *“Getting rid of busy work and getting more hands on experience for nursing.”*

Theme 2: Faculty (N = 41)

Many students commented on the need to improve the quality of professors overall, and the need to ensure that faculty members remain active and up to date in their profession. Students noted frustrations with having to retake a course due to the inability of certain professors to teach.

Example Responses:

- *“I think the terrible teachers need to be weeded out. I have had more than a few teachers that weren't regulated and it made learning very difficult to the point of needing to retake the class and get a tutor. If I am paying to learn and the teacher doesn't truly care or is not a good teacher it left me feeling helpless and then I would have to go get extra help when if they were a better teacher I wouldn't have had to spend so much extra time studying the material.”*
- *“The faculty, there are some changes that must be made to improve the departments including teachers qualified to teach certain subjects.”*

- *“The quality of teachers and advisors. Just because a teacher has been here 35+ years, does not mean they are good. Take evaluations seriously and consider who should actually be teaching classes.”*

Theme 3: Campus Facilities and Resources (N = 38)

Students expressed frustration with campus facilities that they feel need updating and maintenance to support the academic mission of the university. They particularly noted the studios, classrooms, student residences, and dining facilities on campus.

Example Responses:

- *“Older buildings are gross. Parking is ridiculous, especially when paying for it but never has space. We pay too much for that.”*
- *“As a fine arts major I would have to say that the tools and materials which are made available by the school for the studio classes could use the most improvement. There were often times where projects and assignments called for very specific tools and materials which were either outdated or the school just simply did not have them.”*
- *“Facilities, making the environment a better place for learning.”*

Theme 4: Administration and Student Life (N = 35)

Students cited the “Marymount Shuffle”, a lack of communication between offices on campus and between the university and students, and poor customer service as areas needing improvement. Students noted the absence of an active campus life or campus culture, a lack of activities and social gatherings accommodating commuter students, problems with parking and the shuttle service, and complaints about a lack of respect in interactions with staff.

Example Responses:

- *“communication between faculty, staff, administration, etc. to decrease the 'Marymount shuffle' effect”*
- *“Student accounts, shuttles, and perhaps commuter activities rather than just on campus activities.”*
- *“My education doesn't need improvements but as a commuter the parking situation is abhorrent. We pay for our parking passes, we should be guaranteed parking as a commuter.”*
- *“I wish Marymount was bigger to expand on the social aspect. I love the friendships that I have made but Marymount's campus is quite boring at times.”*

Theme 5: Course Scheduling (N = 19)

Students noted difficulty in scheduling their courses, stating that the availability of classes needed improvement. Students suggested that sections need to be offered every semester, that there needs to be a greater variety of offerings, and that there needs to be more attention paid to offering classes at times convenient to students who work full-time. Several students suggested making more classes available online.

Example Responses:

- *“There needs to be more opportunities for certain classes to be taken throughout the year--failure could push some students back an entire year.”*
- *“Offer more classes each semester.”*
- *“The time of day for classes didn't work well for someone who needs a full time job.”*

Theme 6: Advising (N = 11)

Student respondents cited academic advising as an area needing improvement. They stated that guidance from advisors is a problem, as is communication between advisors and university offices. Students asked that advisors need to have an in-depth understanding of the major.

Example Responses:

- *“In the 4 years that I have been at Marymount I have had 5 different advisors. Only two of those advisors worked for the school of business. The other three were professors from other schools that didn't know the curriculum and were not helpful at all in getting me the help I needed.”*
- *“more support and guidance about job searching and career searching especially for nursing.”*

Theme 7: Other (N = 62)

Students expressed interest in having the opportunity to improve their time management and presentation/public speaking skills. They cited the tuition and lack of sufficient financial aid as problem areas. They also suggested increased accommodations across campus for the needs of commuter students.

Example Responses:

- *“Improvement in presentation and time management.”*

- *“Requiring students who are already employed full-time to pay Marymount over \$2,000 to do an internship is a terrible policy. I have worked for more than fifteen years & now have to worry about fulfilling an internship requirement whilst working from 6 AM to 6 PM. I find it hard to believe that no exceptions have been made. As a non-traditional student, this was one policy that nearly moved me to transfer to another institution.”*
- *“Access to the university especially during early and late hours was poor, could not access buildings nor parking garages before 7am with ID card in order to perform school work and research. Parking was poor, many reserved spots for faculty, but they parked in regular (student) parking spaces, which took away space for students and left many reserved spots empty.”*

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

Theme 1: Great Experience (N = 21)

Overall, students praised and thanked the university for their overall learning experience.

Example Responses:

- *“I’ve seen Marymount grow a lot in my admittedly long stay of 6 years with a break in between. All of this growth has certainly been for the better, and I hope this progress continues well into the future.”*
- *“Overall, I have enjoyed my time at Marymount immensely. The small size of the class allowed me to have time for individual instruction with most of my professors.”*
- *“My entire education at Marymount was definitely the best I could ever have received from anywhere in the world. I am elated that I had the greatest opportunity of my lifetime to have attended this very prestigious institution.”*

Theme 2: Academics/Advising (N = 18)

Students suggested that the university make additional help available to students, such as reconsidering internship requirements, not requiring certain courses, and exposing them to a greater number of internships.

Example Responses:

- *“I would encourage MU administrators to reconsider the internship requirement for adults & non-traditional students working full-time. Where am I possibly going to work as a student intern? Who will hire a student after 6 PM?”*
- *“Will be good if they provided non-degree program and extra help with writing classes especially for international student only to be stronger when do paper of their classes. This program will be more helpful for students who are studying abroad.”*
- *“I did not feel that I was exposed to all the possible internship opportunities around the area as I should have been.”*

Theme 3: Faculty (N = 13)

Students varied in their views of the university’s faculty. Some noting that some faculty members are not very approachable or respectful to students, while others viewed faculty members as one of the best parts of their MU experience.

Example Responses:

- *“I am an international student, and have suffered with discrimination and racism at least one class every semester. Please lecture or train faculty members to not see American students as superior and International students as weak.”*
- *“The faculty was amazing and wanted every student to succeed.”*

Theme 4: Course Scheduling (N = 4)

Students repeated the need for additional sections of specific courses or a wider selection of electives.

Example Responses:

- *“More class options would be nice. And various electives/time slots would be good.”*
- *“I wish Marymount offered a wider selection of M.Eds.”*

Theme 5: Facilities (N=4)

Students reiterated the need to upgrade facilities, including the commuter lounge, recreational facilities, cafeteria, and classrooms. Several students cited shuttle services and the need to improve the food served in the campus food outlets.

Example Responses:

- *“Commuter lounge should be a priority and communication with commuters.”*

- *“Athletic and recreational facilities could use improvement.”*
- *“No healthy food, no good cafes”*

Theme 6: Student Life (N = 4)

Students requested that Marymount consider expanding activities related to Student Life and to take the time to instill pride in their students.

Example Responses:

- *“Marymount should offer more recreational activities for students. Also Marymount should have deals with places in the Arlington / DC area so students are more inclined to go out and use there ID for discounts as an incentive.”*
- *“I wish you could give dance team more funding. As a previous captain I worked very hard to develop a better dance team, we won major competitions. But we could never get the funding we needed.”*
- *“I wish that MU imparted more of a sense of pride in its students. There really needs to be more organizations that students, especially those who commute, want to be a part in. I think MU tries very hard to do that, but it could be a bit better.”*

Theme 7: Other (N = 20)

Students also commented on how much they enjoyed the Global Education program. In addition, students were concerned about tuition and how certain internship requirements are too difficult to complete for those who work full-time.

Example Responses:

- *“The Global Education experience is wonderful! I think every MU student should take advantage of it.”*
- *“I wish I could see more where is the money spent. The school is very expensive yet looks cheap.”*
- *“I have a great portfolio to show but I do not have any residential projects to show.”*
- *“Give credit to those students who work full time so they can do less hours of internship.”*

DEMOGRAPHICS

What was your primary enrollment status during your program?

	Respondents	Percent
Full-time	409	96.9
Part-time	13	3.1
Total	422	100.0

How many years did you live on campus?

	Respondents	Percent
Never lived on campus	236	55.7
Less than 1 year	5	1.2
1 to 2 years	54	12.7
3 or more years	129	30.4
Total	424	100.0

What degree are you receiving?

	Respondents	Percent
Bachelor of Arts	189	44.5
Bachelor of Business Administration	62	14.6
Bachelor of Science	108	25.4
Bachelor of Science in Nursing	66	15.5
Total	425	100.0

What school do you belong to?

	Respondents	Percent
School of Arts and Sciences	163	38.4
School of Business Administration	101	23.8
School of Education and Human Services	57	13.4
Malek School of Health Professions	104	24.5
Total	425	100.0

What is your major?

		Respondents	Percent
School of Arts and Sciences	Art	4	0.9
	Biochemistry	1	0.2
	Biology	28	6.6
	Communication	21	4.9
	English	16	3.8
	Fashion Design	3	0.7
	Fashion Merchandising	15	3.5
	Graphic Design	9	2.1
	History	7	1.6
	Interior Design	21	4.9
	Liberal Studies	16	3.8
	Mathematics	1	0.2
	Multidisciplinary Studies	10	2.4
	Philosophy	2	0.5
	Politics	9	2.1
Theology and Religious Studies	0	0.0	
School of Business Administration	Business Administration	61	14.4
	Economics	1	0.2
	Health Information Management	6	1.4
	Information Technology	27	6.4
	Paralegal Studies	6	1.4
	Criminal Justice	32	7.5

		Respondents	Percent
School of Education and Human Services	Psychology	21	4.9
	Sociology	4	0.9
Malek School of Health Professions	Health Sciences	38	8.9
	Nursing	66	15.5
Total		425	100.0

Which of the following statements describes your employment status while you attended school?

	Respondents	Percent
Not employed during education	101	23.8
Employed full-time	67	15.8
Employed part-time on campus	112	26.4
Employed part-time off campus	145	34.1
Total	425	100.0

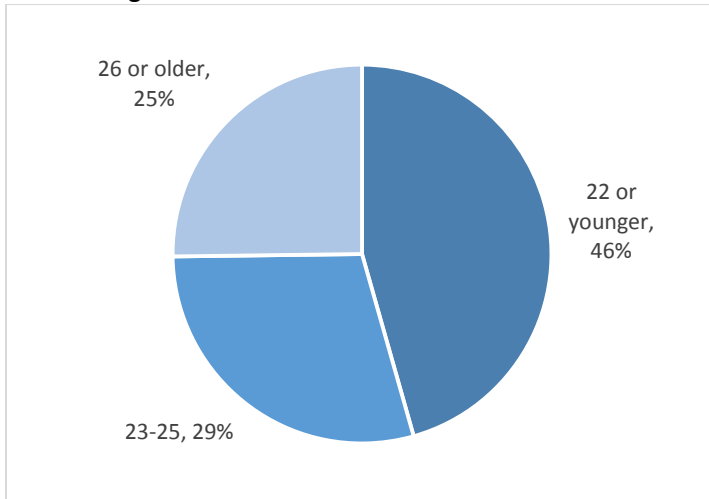
If you were employed, were you employed in a position related to your field of study?

	Respondents	Percent
Yes	130	40.8
No	189	59.2
Total	319	100.0

Which of the following describes your start at MU?

	Respondents	Percent
MU is the only college or university I have attended.	213	50.1
I transferred into MU from a community college, four-year college, or university.	172	40.5
I earned a degree from another college or university prior to enrolling at MU.	40	9.4
Total	425	100.0

Chart 11: Age



At which location did you take the majority of your classes?

	Respondents	Percent
Main Campus	303	71.3
Ballston/4040 Center	106	24.9
Reston Center	6	1.4
Other (please specify)	7	1.6
Online	3	.7
Total	425	100.0

Other: Equally between Ballston and main campus, Main campus & Ballston/4040, Main Campus/4040 depending on the semester

GRADUATES

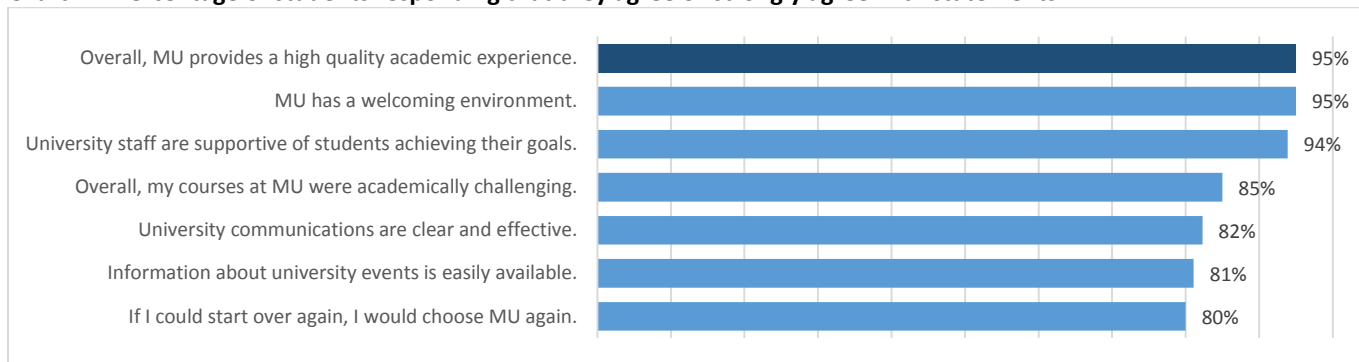
ACADEMIC EXPERIENCE

Overall

Please indicate your agreement with each of the following statements. (1=“Strongly disagree”, 2=“Disagree”, 3= “No opinion”, 4= “Agree”, and 5= “Strongly agree”)

	Mean	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Overall, MU provides a high quality academic experience.	4.3	180	0.0%	3.9%	1.1%	54.4%	40.6%
MU has a welcoming environment.	4.4	180	0.0%	0.6%	4.4%	48.3%	46.7%
University staff are supportive of students achieving their goals.	4.4	180	0.0%	0.0%	6.1%	46.7%	47.2%
University communications are clear and effective.	4.1	180	1.1%	6.7%	10.0%	45.6%	36.7%
Information about university events is easily available.	4.1	180	0.0%	6.1%	12.8%	41.7%	39.4%
Overall, my courses at MU were academically challenging.	4.1	180	2.2%	8.3%	4.4%	48.3%	36.7%
If I could start over again, I would choose MU again.	4.1	180	2.2%	3.9%	13.9%	43.3%	36.7%

Chart 12: Percentage of students responding that they agree or strongly agree with statements.

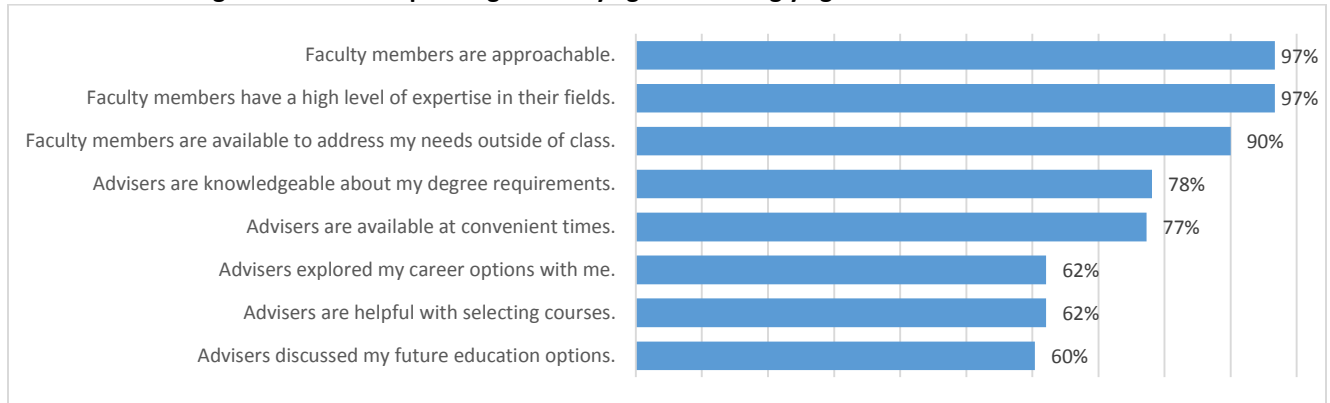


Faculty and Advisors

Please indicate your agreement with each of the following statements. (1=“Strongly disagree”, 2=“Disagree”, 3= “No opinion”, 4= “Agree”, and 5= “Strongly agree”)

	Mean	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Faculty members have a high level of expertise in their fields.	4.5	182	0.5%	0.5%	2.2%	37.4%	59.3%
Faculty members are approachable.	4.5	182	0.5%	1.1%	1.6%	44.0%	52.7%
Faculty members are available to address my needs outside of class.	4.3	180	0.6%	2.8%	6.7%	42.8%	47.2%
Advisers are available at convenient times.	4.1	180	2.2%	2.2%	18.3%	36.7%	40.6%
Advisers are helpful with selecting courses.	3.8	182	6.0%	8.8%	23.1%	22.0%	40.1%
Advisers are knowledgeable about my degree requirements.	4.1	182	3.8%	3.3%	14.8%	31.9%	46.2%
Advisers explored my career options with me.	3.7	182	9.3%	9.9%	18.7%	23.6%	38.5%
Advisers discussed my future education options.	3.7	182	8.8%	10.4%	20.3%	22.5%	37.9%

Chart 13: Percentage of students responding that they agree or strongly agree with statements.

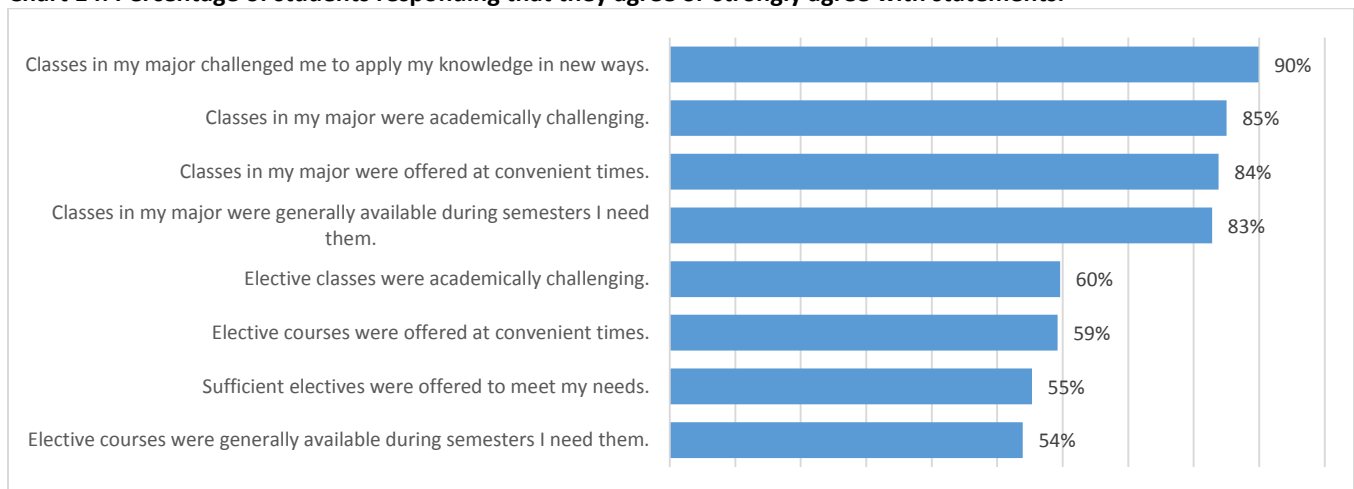


Courses

Please indicate your agreement with each of the following statements. (1=“Strongly disagree”, 2=“Disagree”, 3= “No opinion”, 4= “Agree”, and 5= “Strongly agree”)

	Mean	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Classes in my major were generally available during semesters I need them.	4.1	180	1.7%	6.7%	8.9%	43.9%	38.9%
Classes in my major were offered at convenient times.	4.1	180	2.2%	8.3%	5.6%	44.4%	39.4%
Classes in my major challenged me to apply my knowledge in new ways.	4.3	179	1.1%	5.0%	3.9%	44.1%	45.8%
Classes in my major were academically challenging.	4.2	179	1.1%	8.9%	5.0%	42.5%	42.5%
Elective courses were generally available during semesters I need them.	3.6	180	5.6%	8.3%	32.2%	26.1%	27.8%
Elective courses were offered at convenient times.	3.7	179	3.4%	8.9%	28.5%	31.8%	27.4%
Sufficient electives were offered to meet my needs.	3.6	179	5.0%	8.9%	30.7%	30.2%	25.1%
Elective classes were academically challenging.	3.7	178	3.4%	7.3%	29.8%	30.9%	28.7%

Chart 14: Percentage of students responding that they agree or strongly agree with statements.

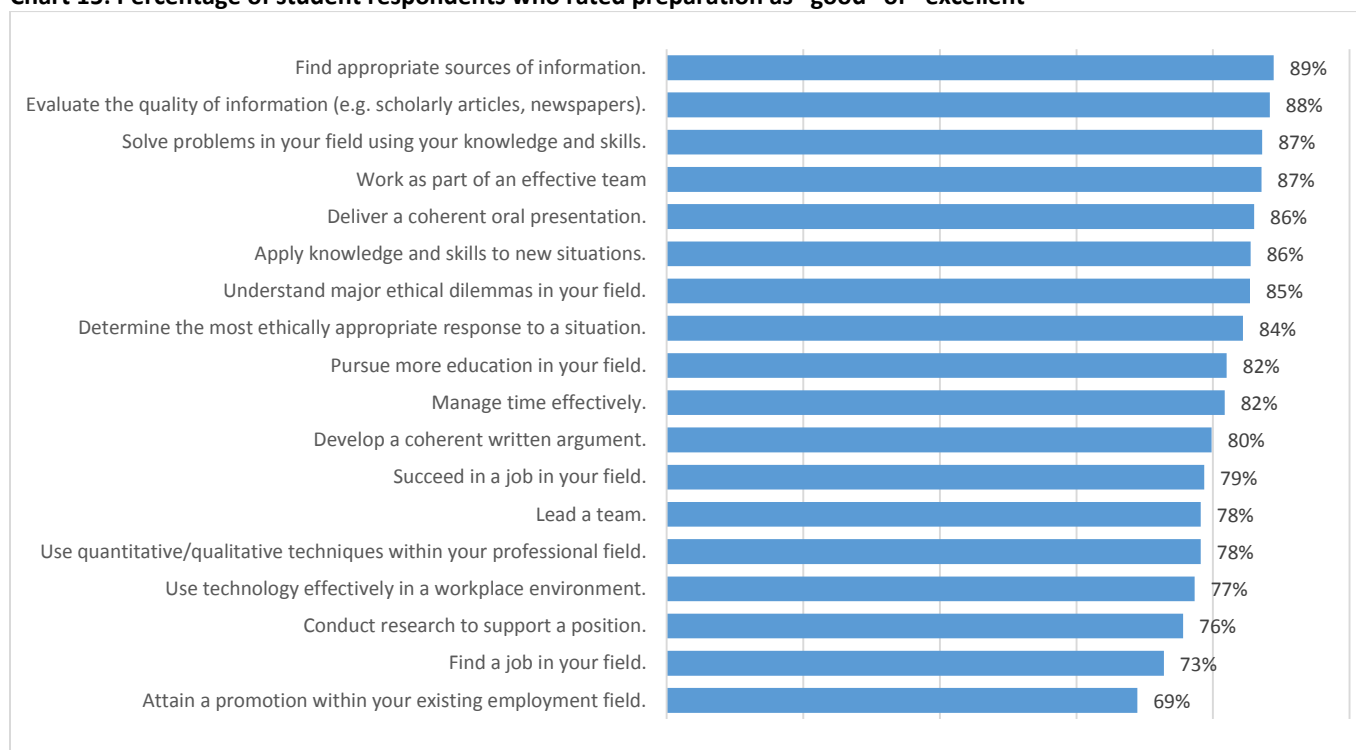


Educational Outcomes

For each of the following skills, please indicate how well you believe your education prepared you to: (1= "Poor", 2= "Needs Improvement", 3= "Adequate", 4= "Good", and 5= "Excellent")

	Mean	N	Poor	Needs Improvement	Adequate	Good	Excellent
Find a job in your field.	3.95	180	2.2%	10.6%	14.4%	35.6%	37.2%
Succeed in a job in your field.	4.10	178	1.1%	7.9%	12.4%	37.1%	41.6%
Attain a promotion within your existing employment field.	3.89	177	4.0%	7.3%	19.8%	33.9%	35.0%
Pursue more education in your field.	4.17	178	2.2%	2.8%	12.9%	39.3%	42.7%
Conduct research to support a position.	4.04	180	3.9%	4.4%	16.1%	35.0%	40.6%
Develop a coherent written argument.	4.20	178	1.1%	3.4%	15.7%	34.3%	45.5%
Deliver a coherent oral presentation.	4.30	179	0.6%	2.2%	11.2%	39.1%	46.9%
Use quantitative/qualitative techniques within your professional field.	4.09	179	2.2%	8.4%	11.2%	34.1%	44.1%
Determine the most ethically appropriate response to a situation.	4.34	179	0.0%	3.4%	12.3%	31.3%	53.1%
Understand major ethical dilemmas in your field.	4.34	179	0.0%	5.0%	9.5%	31.8%	53.6%
Work as part of an effective team	4.34	179	0.0%	2.8%	10.1%	37.4%	49.7%
Lead a team.	4.16	179	0.6%	5.6%	15.6%	34.1%	44.1%
Manage time effectively.	4.17	180	1.1%	5.0%	12.2%	38.9%	42.8%
Use technology effectively in a workplace environment.	4.06	180	2.2%	8.3%	12.2%	35.6%	41.7%
Apply knowledge and skills to new situations.	4.31	180	0.6%	2.2%	11.7%	37.2%	48.3%
Solve problems in your field using your knowledge and skills.	4.32	180	0.6%	2.2%	10.0%	39.4%	47.8%
Find appropriate sources of information.	4.37	179	0.0%	1.1%	10.1%	39.7%	49.2%
Evaluate the quality of information (e.g. scholarly articles, newspapers).	4.33	180	0.6%	2.8%	8.3%	39.4%	48.9%

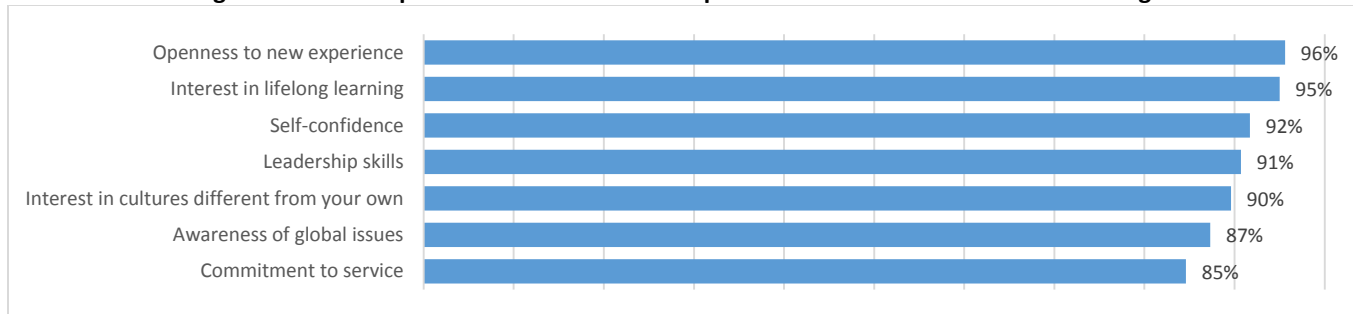
Chart 15: Percentage of student respondents who rated preparation as "good" or "excellent"



Please indicate how much your education at MU contributed to the development of: (1= "Not at all", 2= "Very little", 3= "Somewhat", and 4= "To a great extent").

	Mean	N	Not at All	Very Little	Somewhat	To a Great Extent
Interest in lifelong learning	3.6	182	1.6%	3.3%	32.4%	62.6%
Awareness of global issues	3.4	182	1.1%	11.5%	36.8%	50.5%
Self-confidence	3.5	182	1.1%	7.1%	35.7%	56.0%
Openness to new experience	3.6	182	0.5%	3.8%	28.0%	67.6%
Interest in cultures different from your own	3.5	182	2.2%	8.2%	29.7%	59.9%
Leadership skills	3.5	182	0.5%	8.8%	35.2%	55.5%
Commitment to service	3.4	182	3.8%	11.5%	24.2%	60.4%

Chart 16: Percentage of student respondents who rated development of skills as "somewhat" or "to a great extent"

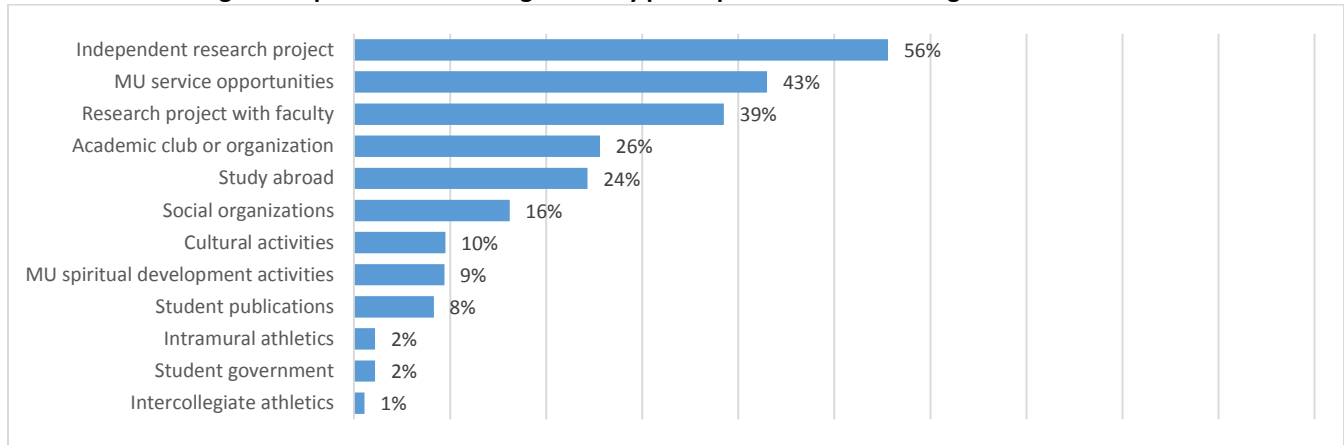


Co-Curricular Activities

Please indicate if you participated in the following activities at MU:

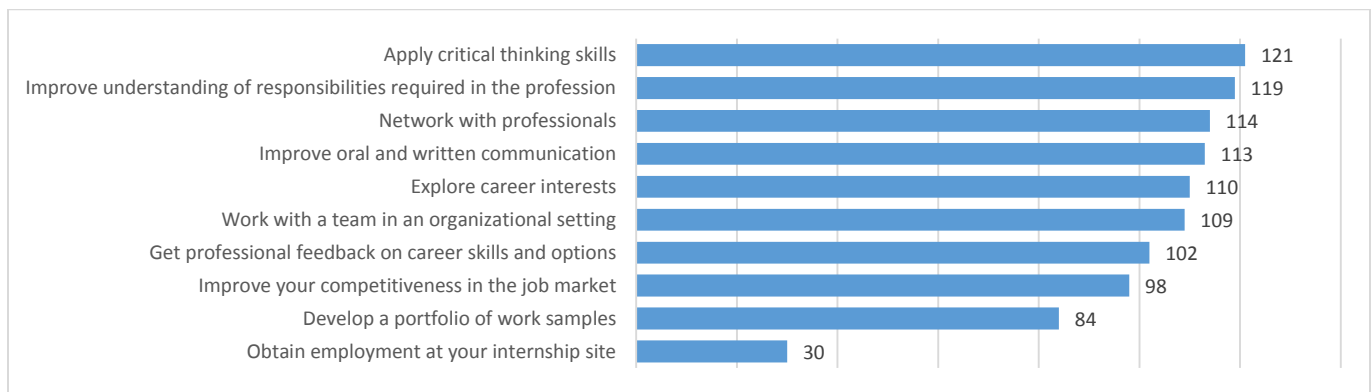
	Respondents	No	Yes
Study abroad	181	75.7%	24.3%
Independent research project	178	44.4%	55.6%
Research project with faculty	179	61.5%	38.5%
MU spiritual development activities	180	90.6%	9.4%
MU service opportunities (e.g. as part of a course, with a faculty member, with student clubs, etc.)	179	57.0%	43.0%
Academic club or organization	180	74.4%	25.6%
Social organizations	179	83.8%	16.2%
Cultural activities	179	90.5%	9.5%
Student government	180	97.8%	2.2%
Intramural athletics	179	97.8%	2.2%
Intercollegiate athletics	180	98.9%	1.1%
Student publications	180	91.7%	8.3%

Chart 17: Percentage of respondents indicating that they participated in the following activities at MU



	Respondents	No	Yes
Did your education at MU include an internship, clinical, or other student teaching experience?	182	29.1	70.9%

Chart 18: Number of student respondents who responded that the experience allowed them to:

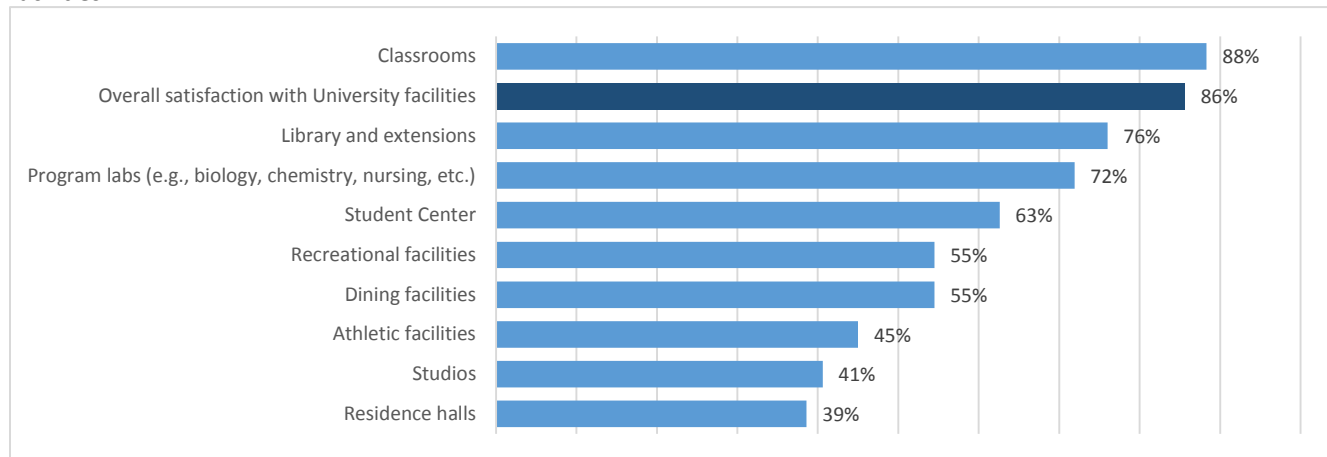


UNIVERSITY FACILITIES

Please indicate your level of satisfaction with the university’s facilities: (1= “Very Dissatisfied”, 2= “Dissatisfied”, 3= “No Opinion”, 4= “Satisfied”, and 5= “Very Satisfied”)

	Mean	N	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Overall satisfaction with University facilities	4.1	173	1.2%	4.0%	9.2%	50.3%	35.3%
Classrooms	4.2	179	1.1%	2.8%	7.8%	47.5%	40.8%
Program labs (e.g., biology, chemistry, nursing, etc.)	4.1	107	0.9%	0.9%	26.2%	35.5%	36.4%
Library and extensions	4.0	171	1.2%	4.7%	18.1%	43.3%	32.7%
Dining facilities	3.6	132	3.8%	10.6%	31.1%	30.3%	24.2%
Student Center	3.9	107	2.8%	2.8%	31.8%	31.8%	30.8%
Recreational facilities	3.6	101	4.0%	5.9%	35.6%	34.7%	19.8%
Athletic facilities	3.5	89	3.4%	9.0%	42.7%	27.0%	18.0%
Residence halls	3.5	70	1.4%	4.3%	55.7%	18.6%	20.0%
Studios	3.5	64	1.6%	1.6%	56.3%	23.4%	17.2%

Chart 19: Percentage of student respondents who responded that they were “satisfied” or “very satisfied” with MU facilities

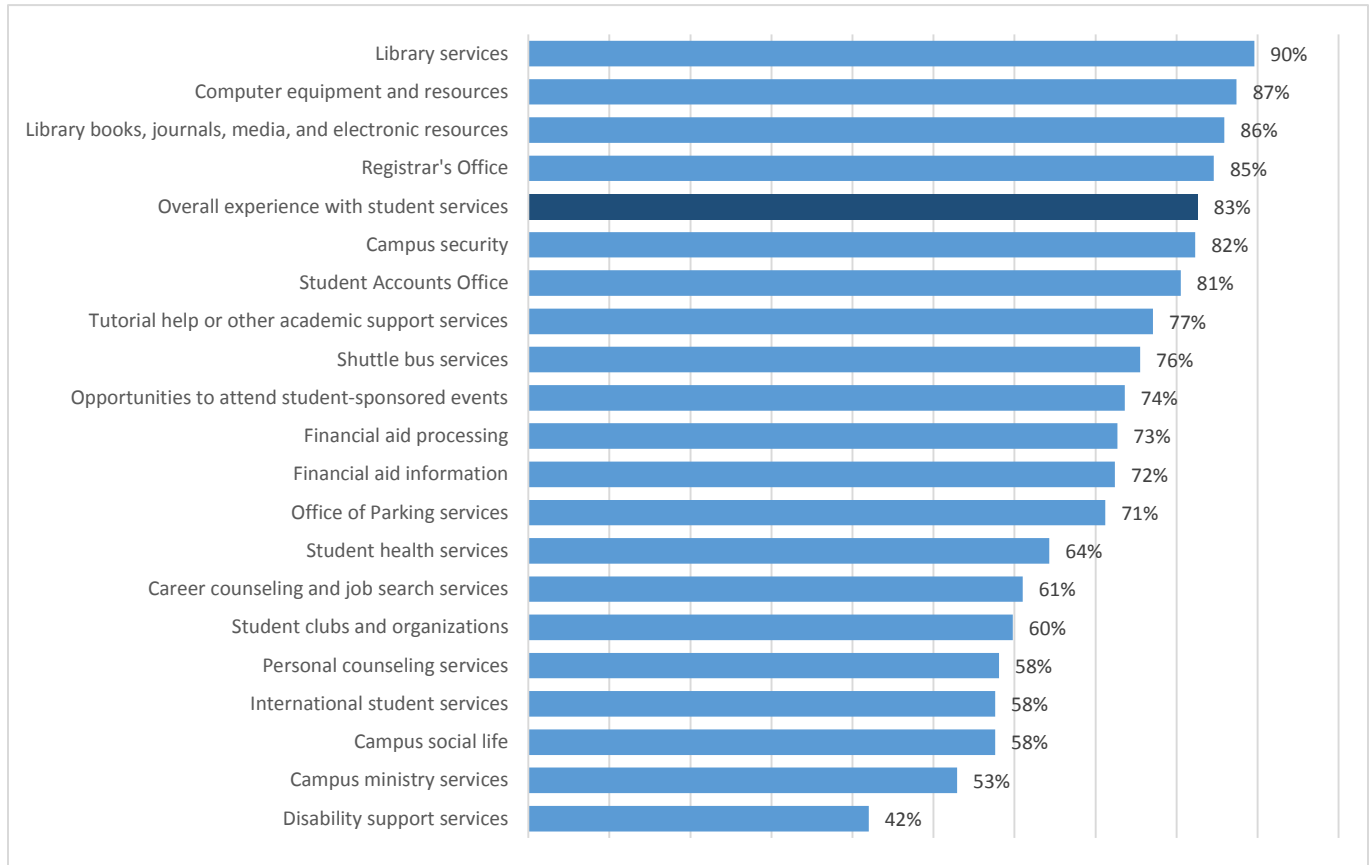


STUDENT SERVICES

Please indicate your level of satisfaction with the university’s services: (1= “Very Dissatisfied”, 2= “Dissatisfied”, 3= “No Opinion”, 4= “Satisfied”, and 5= “Very Satisfied”)

	Mean	N	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Overall experience with student services	4.12	155	1.3%	0.6%	15.5%	50.3%	32.3%
Registrar's Office	4.08	169	0.6%	4.1%	10.7%	55.6%	29.0%
Student Accounts Office	3.97	169	4.1%	4.1%	11.2%	51.5%	29.0%
Computer equipment and resources	4.19	150	0.7%	0.0%	12.0%	54.7%	32.7%
Career counseling and job search services	3.70	100	3.0%	6.0%	30.0%	40.0%	21.0%
Office of Parking services	3.89	149	1.3%	7.4%	20.1%	43.0%	28.2%
Campus security	4.18	141	0.7%	2.1%	14.9%	42.6%	39.7%
Financial aid information	3.90	134	3.7%	6.0%	17.9%	41.8%	30.6%
Financial aid processing	3.94	132	3.8%	5.3%	18.2%	38.6%	34.1%
Library books, journals, media, and electronic resources for your academic needs	4.29	163	0.6%	3.1%	10.4%	38.7%	47.2%
Library services	4.37	163	0.6%	0.0%	9.8%	41.1%	48.5%
Tutorial help or other academic support services	4.13	96	2.1%	1.0%	19.8%	36.5%	40.6%
Campus social life	3.75	92	2.2%	4.3%	35.9%	31.5%	26.1%
Student clubs and organizations	3.71	82	2.4%	6.1%	31.7%	37.8%	22.0%
Opportunities to attend student-sponsored events	3.90	110	1.8%	1.8%	22.7%	51.8%	21.8%
Personal counseling services	3.81	74	2.7%	1.4%	37.8%	28.4%	29.7%
Campus ministry services	3.69	68	2.9%	1.5%	42.6%	29.4%	23.5%
Student health services	3.94	84	1.2%	3.6%	31.0%	28.6%	35.7%
Shuttle bus services	4.01	114	1.8%	7.0%	15.8%	39.5%	36.0%
Disability support services	3.50	50	2.0%	2.0%	54.0%	28.0%	14.0%
International student services	3.83	59	3.4%	1.7%	37.3%	23.7%	33.9%

Chart 20: Percentage of student respondents who responded that they were “satisfied” or “very satisfied” with MU services



EDUCATION AND EMPLOYMENT GOALS

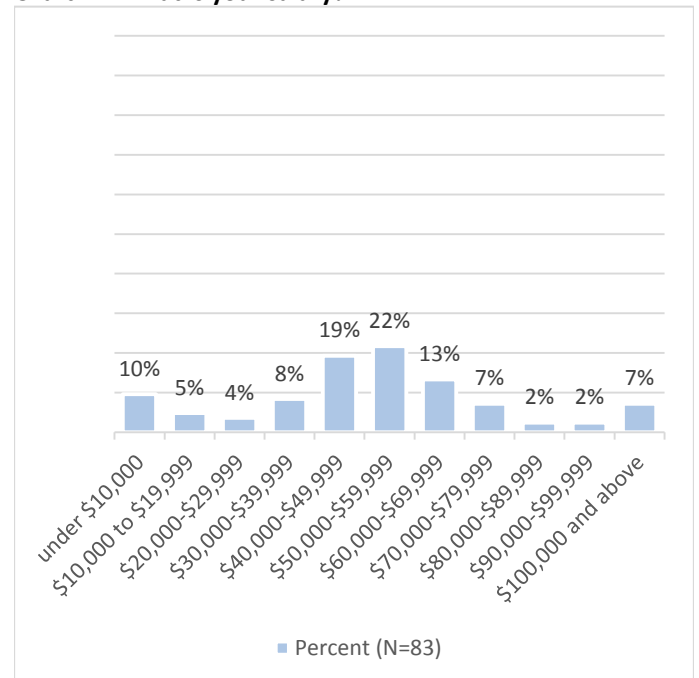
What is your current employment status?

	Respondents	Percent
Employed full-time	70	38.5
Employed part-time	26	14.3
Not employed, but looking	79	43.4
Not employed, not looking	7	3.8
Total	182	100.0

Is your current position related to your field of study at MU?

	Respondents	Percent
Directly related	52	54.7
Somewhat related	25	26.3
Not at all related	18	18.9
Total	95	100.0

Chart 21: What is your salary?



Which sector best describes your job?

	Respondents	Percent
Commercial or for-profit	43	46.2
Not-for-profit	29	31.2
Government	21	22.6
Total	93	100.0

What are your employment plans after graduation? Please check all that apply.

	Respondents
Obtain a full-time position	117
Obtain a part-time position	3
Continue in the same position	38
None	2
Other	21
Total	181

Other: Advancement in my field (become an educational administrator), Continuing on for my PsyD in Clinical Psychology, Doctoral program, Find a position more related to Information Security, Full time PT, Management, Managing my own business, Np position, obtain a full-time position in field of study, Obtain a full-time position within a couple of years, Obtain a higher paying position, Obtain a Teaching Position, Officer US Navy, opt, Promoted to IT Management Position, Promotion or raise, Promotion/career advancement, Seek career opportunities in the Cybersecurity/Information Security, Seeking a related yet more challenging position/promotion, Start Business

Do you plan to continue your education formally after graduation?

	Respondents	Percent
Yes	35	19.2
Maybe	83	45.6
No	64	35.2
Total	182	100.0

If you are planning to return to school, when you do plan to return?

	Respondents	Percent
Within the next year	20	16.9
Within two to three years	36	30.5
More than three years from now	13	11.0
Unsure about when	49	41.5
Total	118	100.0

What degree do you plan to pursue?

	Respondents	Percent
Masters	14	12.4
Doctorate	77	68.1
MD	0	0.0
JD	1	0.9
Other (please specify)	21	18.6
Total	113	100.0

Other:

BCBA course sequence toward licensure and certification, CPA certificate, Doctorate, EdD, Fellowship, MBA, N/A, Not planning to pursue a specific degree, other graduate classes, phd, Phd, Residency or fellowship, Residency program, Special certification, Specialization within PT - e.g. residency program, Specialize within Physical Therapy, Specialty, Will seek job related certifications

OVERALL EVALUATIONS***What are the strongest aspects of your MU education?*****Theme 1: Faculty (N = 67)**

The quality of Marymount's faculty was most frequently cited as the strongest aspect of the MU education. Students praised their professors' knowledge, qualifications, passion for their subject, experience in the field, and their teaching skill.

Example Responses:

- *"The quality of education from the knowledge and experience of our DPT department faculty."*
- *"I love the Professors. I think they are highly qualified. I also love the Marymount community. Very, very welcoming!"*
- *"I truly believe the professors care about their students and are very knowledgeable about their subject matter."*
- *"I truly enjoyed the classes and the professors. I loved the fact that most were practitioners in the field."*

Theme 2: Curriculum/Coursework/Learning Outcomes (N = 43)

Many students praised the curriculum and the variety of courses, teaching methods, and the skills they gained from their coursework. They noted the opportunities for internships and experiential learning, the opportunities to study abroad and take dual degrees.

Example Responses:

- *"The core classes for the program. The professors in the program work in the field and are apply to provide examples of the "real world" while also offering possibilities for application assignments."*
- *"I really liked how Marymount offered the cohort program which allowed me to attend classes on the weekend while working full-time. I also liked the small size of the cohort program. I loved the emphasis on hands-on learning and all of the opportunities provided for professional development especially by Dr. _____."*
- *"Learning more about the field overall and narrowing down fields within forensic and legal psychology that are of interest to me for long-term employment."*

Theme 3: Peers/Small Class Size (N = 19)

Students noted their engagement from their peers as highly valuable and appreciated Marymount's small class size, which they felt made for more personal attention from the professor.

Example Responses:

- *"The personal attention that the small class size gives as well as the interest that the professors take in my education and doing well."*
- *"The University is small, which emphasized on the more individual attention to the students."*
- *"The small classes allowed for better engagement with my peers and my professors. The environment itself is what led to a richer education."*

Theme 4: Individual Skills (N = 9)

Students noted that the achievement of individual skill was the strongest aspect of their MU education. Specifically citing critical thinking skills as well as research, clinical, and writing skills.

Example Responses:

- *"Knowledge and critical thinking skills specific to forensic psychology"*
- *"Teaching us how to critically think, be resourceful with limited resources, and be flexible"*
- *"My academic paper writing abilities improved greatly due to all the many research papers and critical analysis papers I was expected to write in my courses."*

Theme 5: Other (N = 13)

Some graduate students noted MU's mission of faith as well as the Global Experience as strongest aspects of their Marymount experience.

Example Responses:

- *"The faith components that were consistently present throughout"*
- *"International opportunities for the students"*

What aspects of your Marymount education need the most improvement?**Theme 1: Program-Specific (N = 52)**

Students made many program-specific suggestions for improvement. These generally related to additional coursework in areas that would improve timing, coordination, or the curriculum in general.

Example Responses:

- *"The timing of the program and having a 12-week clinical following graduation in May. Most PT programs have it organized so that when you graduate you are completely done with the program."*
- *"Coordination between degrees for dual-degree students. Advising was very weak and caused problems as I reached the end of my program."*
- *"Curriculum could use some restructuring to better meet students' needs at different points in the program, more flexibility on the part of the staff for change, better communication between staff and students about expectations, less politics within the program among the students and faculty"*

Theme 2: Professors/Advisors/Courses (N = 16)

Students cited problems with their advisors, professors, or specific class timing and availability.

Example Responses:

- *"I shouldn't have had to jump three hoops to learn who my advisor was or what my advisor can do for me. In fact, I'm still not entirely sure what my relationship with my advisor should be because they never advised me or made contact with me beyond the classes I was taking with them."*
- *"Some of the teachers could demonstrate neutrality towards students (versus favorites) thus creating an atmosphere of inclusiveness and approachability."*
- *"The online classes are not challenging, and it was hard to learn anything. What makes Marymount great is the professors and spending time with them in class is where we learn the most."*
- *"I think some classes could be more challenging. A couple of classes were not challenging enough,"*

Theme 3: Facilities (N = 15)

Some students cited the need for the university to improve its facilities. They requested specifically that the library, classrooms, and recreational facilities needed the most improvement.

Example Responses:

- *"I think the availability of library services in Ballston could improve. The hours were limited in comparison to the need."*
- *"Class room facilities could use improvement, but I am aware that Marymount is building a brand new School of Business building that will likely have updated facilities in it."*
- *"Main campus gym & workout classes"*

Theme 4: Internships/Clinicals/Practicum/Field Experience (N = 11)

Students noted that there was a lack of university support for placement for field experience. Students stated that they need additional assistance to be placed and there needs to be new and improved requirements that reflect the profession and competence level.

Example Responses:

- *"The practicum/internship site process requires significantly better management. It is the only class I have ever taken where I felt LESS competent after the class than I did before. The experience has also put me off research for life."*
- *"The 20 hour research requirement for the forensic and legal psychology program is not enough research experience. Students should be asked to complete at least 20 hours each year of the program. Also, I feel as though there should be a mandatory thesis students must write in this Master's program."*

Theme 5: Other (N = 11)

Students asked for additional opportunities to network with MU alumni and other groups as well as other current students. They reported feeling isolated from the rest of campus and requested additional teaching methods and communication of degree requirements.

Example Responses:

- *“Getting students more involved.”*
- *“Standard conventional teaching methods need improvement. Something outside of the classroom.”*
- *“Communication of requirements to the student body (i.e. when research hours are due, when CD portfolio is due, and if a student has been approved for graduation)”*

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

Theme 1: Overall Experience (N = 27)

Student comments on their overall experience at Marymount were generally very positive. Several students noted experiences that had a large impact on their overall impression of the university.

Example Responses:

- *“Overall I am glad to have received the education and to MU for facilitating this opportunity, but was disappointed in the lack of rigor in the program for students, the inconsistent quality of the classes, and a somewhat distanced manner of teaching from number of faculty.”*
- *“Very dedicated faculty staff. They cared about the students. They believe in us and develop our abilities and talent.”*
- *“Overall the majority of the faculty were really excellent. A chronological cohort class to go through the program, with classes introduced at appropriate learning times, would improve this course significantly.”*
- *“I couldn't have asked for a better graduate program!”*
- *“I think the professors are caring, considerate, and highly effective. The Education Department is fantastic, and I would recommend it to anyone interested in a graduate program.”*

Theme 2: Other (N = 30)

Students reiterated recommended improvements needed in specific programs as well as clinical experiences, internships, administrative offices, and courses. While some students commented on their favorite professor as well.

Example Responses:

- *“The MBA program could use a business class as an intro class that focuses more on teaching generic business skills to its students.”*
- *“I feel like students would benefit from having clinic experiences earlier on (fall of first year instead of waiting til spring of first year).”*
- *“Many things were difficult to attend as a graduate student working almost full time. And it was very unfortunate that the 4040 cafe never stayed open late enough for breaks during evening classes.”*
- *“A leadership course should be added to the HR curriculum. I think this would be far more useful to most than a global HR course. The global should be an elective.”*
- *“Dr. _____ is the undisputed best.”*

DEMOGRAPHICS

What degree are you receiving?

	Respondents	Percent
Doctorate of Physical Therapy (DPT)	34	18.7
Doctorate of Education (EdD)	1	0.5
Master of Arts (MA)	62	34.1
Master of Business Administration (MBA)	16	8.8
Master of Education (MEd)	32	17.6
Master of Science (MS)	31	17.0
Master of Science in Nursing (MSN)	6	3.3
Total	182	100.0

What school do you belong to?

	Respondents	Percent
School of Arts and Sciences	5	2.7
School of Business Administration	52	28.6
School of Education and Human Services	82	45.1
Malek School of Health Professions	43	23.6
Total	182	100.0

What is your program?

		Respondents	Percent
School of Arts and Sciences	English and the Humanities	2	1.1
	Interior Design	3	1.6
School of Business Administration	Business Administration	16	8.8
	Cybersecurity	7	3.3
	Health Care Management	8	4.4
	Human Resource Management	6	3.3
	Information Technology	14	7.7
	Leadership and Management	2	1.1
School of Education and Human Services	Clinical Mental Health Counseling	2	1.1
	Community Counseling	1	0.5
	Counseling	11	6.0
	Counselor Education and Supervision (EdD)	1	0.5
	Education: Administration and Supervision of PK-12	11	6.0
	Education: Elementary Education	7	3.8
	Education: English as a Second Language	1	0.5
	Education: Professional Studies	6	3.3
	Education: Secondary Education	5	2.7
	Education: Special Education, General Curriculum	2	1.1
	Forensic and Legal Psychology	33	18.1
	Forensic and Legal Psychology: Intelligence Studies	1	0.5
Forensic Psychology	1	0.5	
Malek School of Health Professions	Health Education and Promotion	3	1.6
	Nursing: Family Nurse Practitioner	6	3.3
	Physical Therapy (DPT)	34	18.7
Total		182	100.0

What was your primary enrollment status during your program?

	Respondents	Percent
Full-time	140	76.9
Part-time	42	23.1

Total		182		100.0
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Which of the following statements describes your employment status while you attended school?

	Respondents	Percent
Not employed during education	48	26.4
Employed full-time	73	40.1
Employed part-time on campus	14	7.7
Employed part-time off campus	47	25.8
Total	182	100.0

If you were employed, were you employed in a position related to your field of study?

	Respondents	Percent
Yes	85	63.4
No	49	36.6
Total	134	100.0