Report on the Results of the
Graduating Student Survey, Spring 2017

Undergraduate-level graduating students' responses to the question: "What were the strongest aspects of your MU education?"

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

June 13, 2017

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 2017, 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 1,029 graduating students who were contacted, 673 students responded, for an overall response rate of 65%. Sixty-six (68%) percent of the undergraduate graduating class responded as well as 60% of the graduate-level graduating students.

Response Rates by School and Level

	Number Sent	Number Received	Response Rate
School of Arts and Sciences			
Undergraduate	195	156	80%
Graduate	16	11	69%
School of Business Administration			
Undergraduate	187	137	73%
Graduate	110	67	61%
School of Education and Human Services			
Undergraduate	90	74	82%
Graduate	187	118	63%
Malek School of Health Professions			
Undergraduate	177	77	44%
Graduate	67	33	49%
Total			
Undergraduate	**649**	**444**	**68%**
Graduate	**380**	**229**	**60%**

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-eight percent (88%) of undergraduate and graduate graduating students agreed that Marymount provides a high quality academic experience overall.
    - Ninety percent (90%) of undergraduate and 93% of graduate respondents agreed that Marymount has a welcoming environment.
    - Eighty-six percent (86%) of undergraduate and 90% of graduate respondents agreed that staff were supportive of students achieving their goals.
    - Eighty-five percent (85%) of undergraduate and 82% of graduate respondents agreed that their courses were academically challenging.

- A higher percentage of graduates (69%) than undergraduates (63%) 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 issues related to academic quality: the need to update the curriculum, increase opportunities for experiential learning, strengthen academic rigor, and ensure faculty remain active in their professions. Additionally, they commented on the need to 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-seven percent (87%) of undergraduate graduating students and 94% of graduates agreed that faculty members were approachable. Eighty-seven percent (87%) of undergraduates and 92% of graduate respondents agreed that faculty members had a high level of expertise in their fields.
    - Undergraduate respondents agreed that advisors were knowledgeable (81%), available at convenient times (80%), and helpful (77%), while a lesser percentage agreed that they discussed future education options (63%) or career options (62%). Graduate-level graduating students agreed that advisors were knowledgeable about degree requirements (72%) and available (72%) but fewer felt they were helpful (54%) or agreed that they discussed future education options (50%) or career options (49%).

Courses

- Students agreed most strongly with statements related to classes in the major and reported lower satisfaction with electives.
    - Eighty-nine percent (89%) of undergraduates agreed that their courses were academically challenging and that classes in their majors challenged them to apply knowledge in new ways. The least agreement occurred with statements related to scheduling: 72% agreed that classes in the major were offered at convenient times, 69% agreed that sufficient electives were offered, and 67% agreed that electives were offered at convenient times.
    - Graduate-level graduating students reported similar results. Eighty-nine percent (89%) agreed that classes in their major challenged them to apply knowledge in new ways and 86% agreed that they were academically challenging. Unlike undergraduates, 80% percent agreed that classes in their major were offered at convenient times. Graduates reported less satisfaction with electives: 59% agreed that electives were offered at convenient times, 56% agreed that electives were available during the semesters they need them, and that sufficient electives were offered (53%).

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%)
        - "work as part of an effective team" (85%)
        - "evaluate the quality of information" (83%)
        - "apply knowledge and skills to new situations" (82%)
    - Those outcomes rated at lower levels primarily related to job preparation and included:
        - "succeed in a job in your field" (71%)

        - "find a job in your field" (64%)
        - "attain a promotion within your existing employment field" (61%).
    - Graduate graduating students reported similar results, agreeing that Marymount prepared them well to:
        - "solve problem in your field using your knowledge and skills (89%)
        - "deliver a coherent oral presentation" (88%)
        - "apply knowledge and skills to new situations" (88%)
    - They reported less confidence in their preparation to:
        - "conduct research to support a position" (68%)
        - "find a job in your field" (70%)
        - "pursue more education in your field" (68%)
        - "attain a promotion within your existing employment field" (64%).
- Undergraduates also rated their education highly in its contribution to various other factors including their "ability to collaborate with others from different backgrounds and experiences" (95%), "openness to new experience" (95%), and "interest in cultures different from your own" (93%).
- Graduate graduating students similarly agreed that Marymount contributed to their development of their "ability to collaborate with others from different backgrounds and experiences" (95%), "interest in lifelong learning" (93%), and "openness to new experience" (93%).
- Eighty-nine percent (89%) of undergraduates and 85% of graduate students agreed that Marymount had contributed to their development of "commitment to service."
- The majority of both undergrad and graduate graduating students expressed confidence in their knowledge, skills, and abilities related to serving the community and working with a diverse population.
    - Eighty-seven (88%) of undergraduates and 95% of graduates agreed that they believe they have the knowledge and skills to make positive changes in their community.
    - Ninety-two (92%) of undergraduates and 98% of graduates agreed that they are confident to work with people of diverse backgrounds and experiences.
    - Eighty-seven percent (87%) of undergraduates and 97% of graduates agreed that they feel a sense of commitment to serve others throughout their lifetime.
    - When asked to reflect on what they had gained from their service experiences at Marymount, both undergraduates and graduates cited the development of skills and abilities, particularly leadership, communication, flexibility, self-awareness, the need to listen to others, and the ability to work with people from different cultures and backgrounds. Additionally, undergraduates cited their development of a commitment to serve others throughout their lifetime, an awareness of the importance of giving back to their communities. Undergraduate respondents also cited that the experience gave them an increased sense of community at Marymount and enhanced their overall academic experience.

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 a large majority of graduate student respondents.
    - Fifty-four percent (54%) of Marymount undergraduate respondents participated in an MU service opportunity. The least percentage of students reported participating in student government (11%).
    - Ninety percent (90%) 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."

- Thirty-four percent (34%) of graduate student respondents reported participating in an independent research project, and 32% reported participating in MU service opportunities. The least frequently cited activity was participation in intercollegiate athletics (1%).
- Seventy-three (73%) of graduate respondents reported participating in a 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."

University Facilities

- Overall, undergraduate graduating student satisfaction with campus facilities was 67%. Respondents were most satisfied with computer labs (78%) and the library (76%) and least satisfied with dining facilities (41%) and residence halls (43%).
- Overall, graduate-level graduating student satisfaction with campus facilities was 78%. Graduate students were most satisfied with classrooms (87%) and with the library (79%) and were least satisfied with residence halls (33%) and studios (34%).

Student Services

- Seventy-two percent (72%) of undergraduate graduating students reported overall satisfaction with student services.
  - The highest satisfaction was with library services (85%) followed by computer equipment and resources (78%).
  - The least satisfaction was with the Office of Parking Services (49%) and disability support services (53%).
- Seventy-five percent (75%) of graduate respondents reported overall satisfaction with student services.
  - The highest satisfaction was with library resources and services (88%) and computer equipment and resources (86%).
  - The least satisfaction was with disability support services (48%) and campus ministry (55%)

Education and Employment Goals

- Most students plan to obtain full-time positions after graduation. Fifty-five percent (55%) of undergraduate respondents and 68% of graduate respondents were employed either full- or part-time at the time they took the survey.
- Fifty-two (52%) of undergraduate and 17% of graduate respondents plan to continue their education.

UNDERGRADUATES

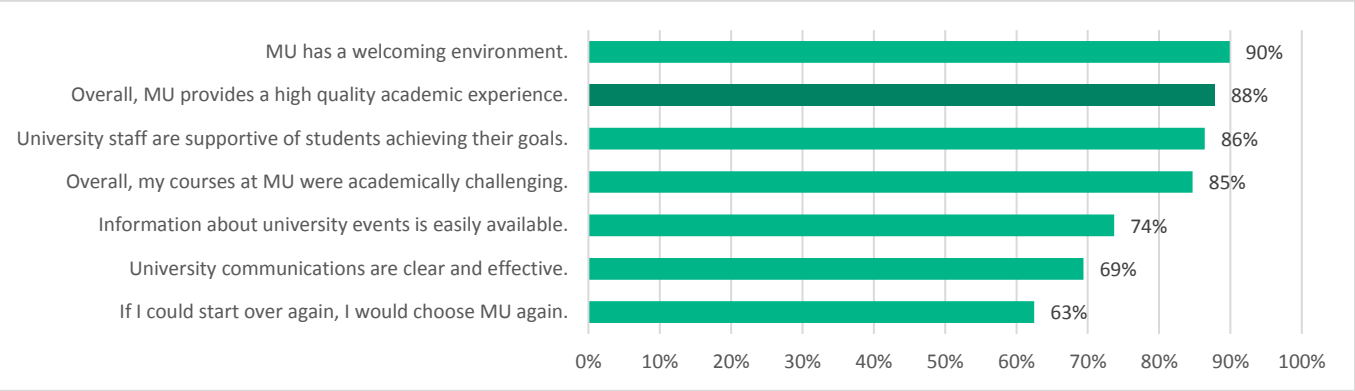
ACADEMIC EXPERIENCE

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.	4.09	443	2.0%	4.7%	5.4%	58.0%	29.8%
MU has a welcoming environment.	4.23	442	1.6%	2.3%	6.3%	51.4%	38.5%
University staff are supportive of students achieving their goals.	4.17	442	2.5%	3.6%	7.5%	47.7%	38.7%
University communications are clear and effective.	3.65	441	6.1%	15.2%	9.3%	46.7%	22.7%
Information about university events is easily available.	3.81	442	2.0%	14.0%	10.2%	48.4%	25.3%
Overall, my courses at MU were academically challenging.	4.05	443	1.6%	3.8%	9.9%	57.6%	27.1%
If I could start over again, I would choose MU again.	3.68	443	6.3%	10.8%	20.3%	33.2%	29.3%

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

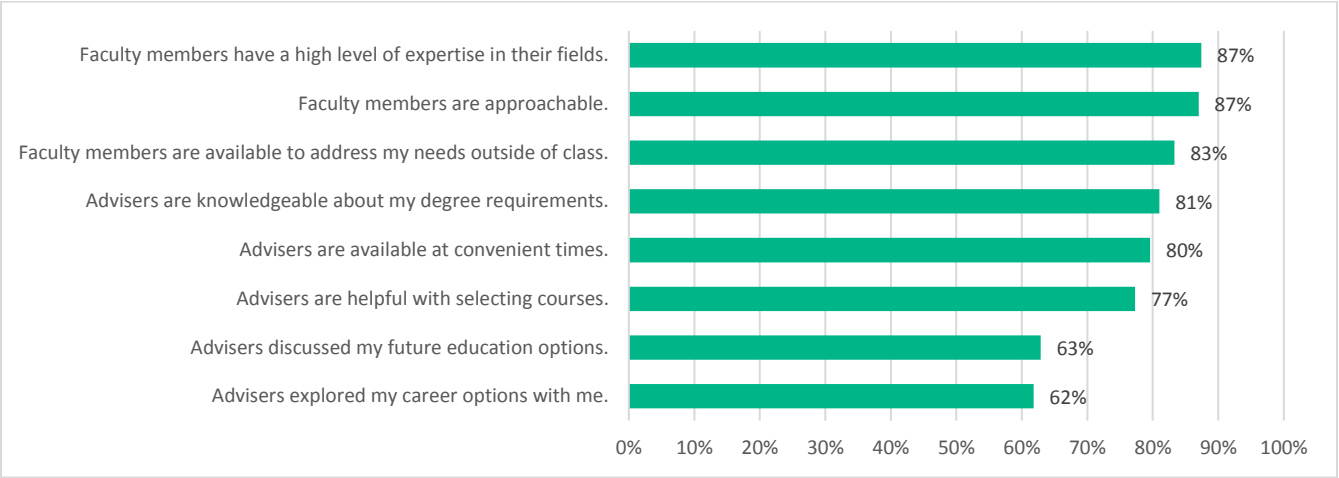


Faculty and Advisors

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.	4.16	437	0.5%	3.4%	8.7%	54.0%	33.4%
Faculty members are approachable.	4.19	437	0.5%	4.1%	8.5%	49.9%	37.1%
Faculty members are available to address my needs outside of class.	4.13	436	0.7%	4.1%	11.9%	48.2%	35.1%
Advisers are available at convenient times.	3.97	438	3.2%	7.8%	9.4%	47.9%	31.7%
Advisers are helpful with selecting courses.	3.96	437	4.8%	5.9%	11.9%	43.2%	34.1%
Advisers are knowledgeable about my degree requirements.	4.05	437	3.7%	6.4%	8.9%	43.7%	37.3%
Advisers explored my career options with me.	3.59	437	7.3%	13.3%	17.6%	36.4%	25.4%
Advisers discussed my future education options.	3.62	437	7.3%	13.7%	16.0%	35.7%	27.2%

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

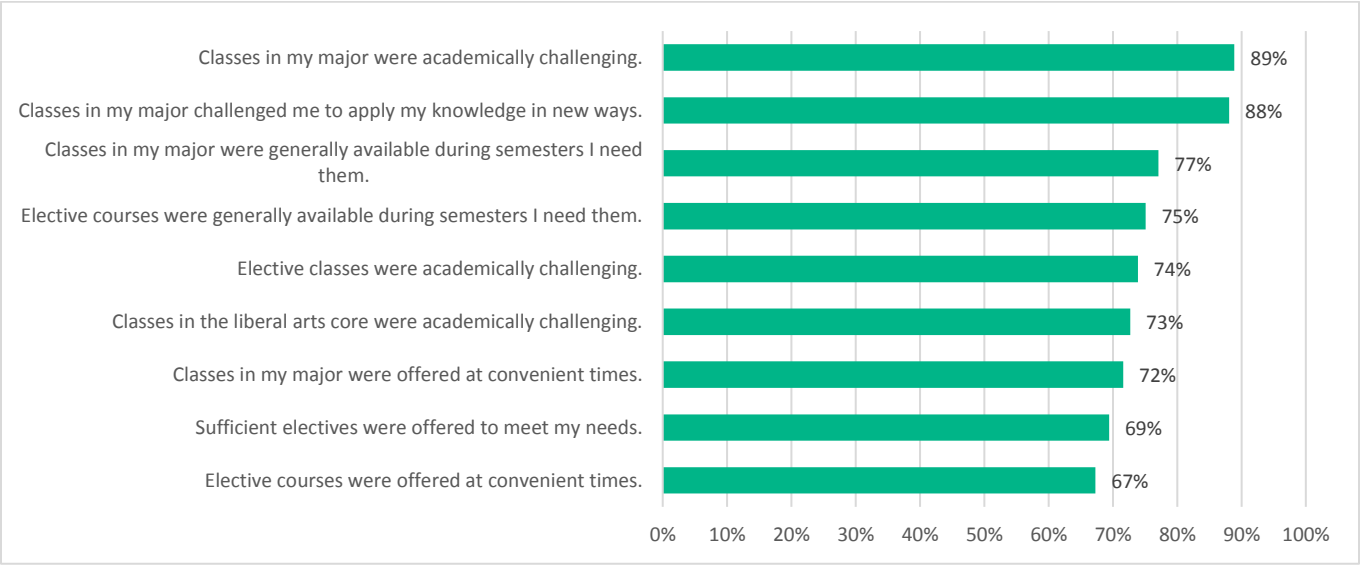


Courses

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.	3.81	437	3.0%	14.6%	5.3%	53.1%	24.0%
Classes in my major were offered at convenient times.	3.68	437	3.7%	16.9%	7.8%	51.5%	20.1%
Classes in my major challenged me to apply my knowledge in new ways.	4.15	436	0.7%	5.0%	6.2%	54.6%	33.5%
Classes in my major were academically challenging.	4.18	436	0.9%	3.2%	6.9%	55.0%	33.9%
Elective courses were generally available during semesters I need them.	3.79	437	2.5%	10.5%	11.9%	55.6%	19.5%
Elective courses were offered at convenient times.	3.64	437	2.3%	15.8%	14.6%	50.1%	17.2%
Sufficient electives were offered to meet my needs.	3.67	438	3.4%	12.6%	14.6%	52.3%	17.1%
Elective classes were academically challenging.	3.83	436	2.8%	5.0%	18.3%	54.4%	19.5%
Classes in the liberal arts core were academically challenging.	3.84	437	2.1%	5.7%	19.5%	51.9%	20.8%

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")

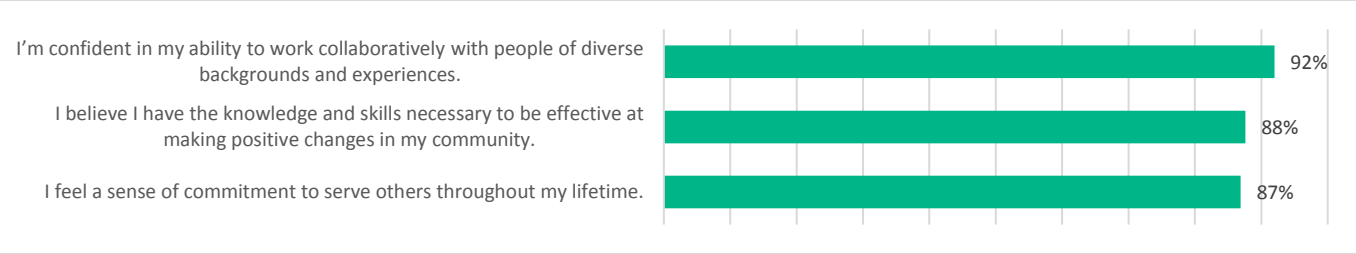
	Mean	N	Poor	Needs Improvement	Adequate	Good	Excellent
Find a job in your field.	3.73	436	3.4%	9.6%	22.9%	38.5%	25.5%
Succeed in a job in your field.	3.86	435	2.1%	9.2%	17.9%	42.8%	28.0%
Attain a promotion within your existing employment field.	3.67	435	4.1%	9.9%	24.8%	37.5%	23.7%
Pursue more education in your field.	3.97	436	2.1%	7.8%	16.5%	38.3%	35.3%
Conduct research to support a position.	3.92	436	2.1%	7.3%	19.0%	39.9%	31.7%
Develop a coherent written argument.	4.03	436	0.9%	3.7%	18.8%	45.2%	31.4%
Deliver a coherent oral presentation.	4.12	437	0.7%	3.7%	14.6%	44.9%	36.2%
Use quantitative/qualitative techniques within your professional field.	4.07	436	0.7%	4.1%	16.1%	45.6%	33.5%
Determine the most ethically appropriate response to a situation.	4.10	435	0.5%	5.1%	14.9%	43.2%	36.3%
Understand major ethical dilemmas in your field.	4.12	437	0.9%	5.3%	12.6%	43.0%	38.2%
Work as part of an effective team	4.22	436	0.5%	4.6%	10.1%	42.2%	42.7%
Lead a team.	4.09	435	1.4%	5.1%	15.9%	38.6%	39.1%
Manage time effectively.	4.04	436	1.1%	4.6%	16.7%	44.0%	33.5%
Use technology effectively in a workplace environment.	4.00	437	1.4%	6.6%	14.9%	44.6%	32.5%
Apply knowledge and skills to new situations.	4.16	438	0.5%	3.7%	13.5%	44.7%	37.7%
Solve problems in your field using your knowledge and skills.	4.13	436	0.7%	3.4%	14.7%	44.3%	36.9%
Find appropriate sources of information.	4.20	437	0.7%	3.2%	11.4%	44.9%	39.8%
Evaluate the quality of information (e.g. scholarly articles, newspapers).	4.19	436	0.9%	3.0%	13.5%	41.3%	41.3%

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

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
I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.	4.25	436	0.0%	1.6%	10.8%	49.1%	38.5%
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	4.39	436	0.0%	1.1%	6.9%	43.6%	48.4%
I feel a sense of commitment to serve others throughout my lifetime.	4.30	435	0.2%	1.1%	11.7%	42.1%	44.8%

Chart 5: Percentage of students responding that they agree or strongly agree with statements.



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	3.39	438	1.6%	7.1%	42.2%	49.1%
Awareness of global issues	3.36	436	1.1%	9.6%	41.1%	48.2%
Self-confidence	3.38	436	2.3%	7.6%	39.7%	50.5%
Openness to new experience	3.56	435	0.5%	4.8%	33.3%	61.4%
Interest in cultures different from your own	3.52	437	1.4%	5.3%	33.0%	60.4%
Leadership skills	3.40	436	1.6%	8.0%	39.4%	50.9%
Commitment to service	3.32	437	2.5%	8.7%	42.6%	46.2%
The ability to collaborate with others from different backgrounds and experiences	3.56	435	1.8%	3.0%	32.4%	62.8%

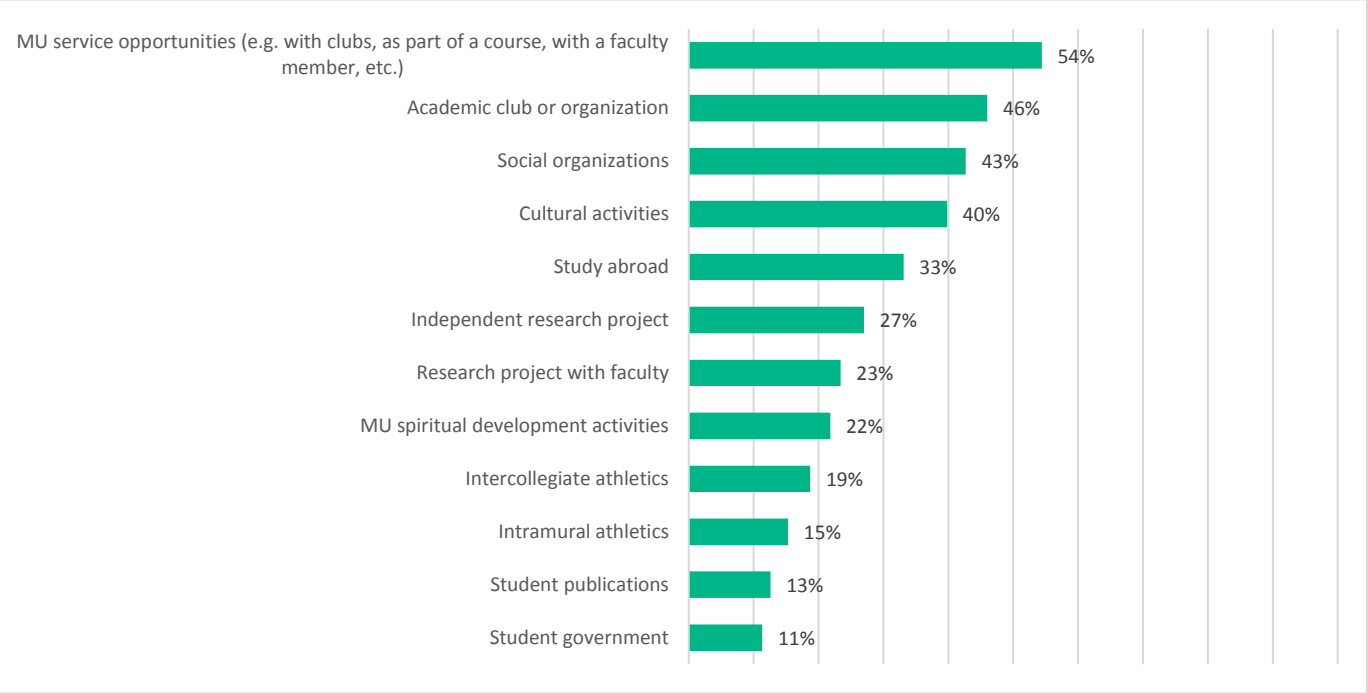
Chart 6: Percentage of student respondents who rated development of skills as "somewhat" or "to a great extent"

Co-Curricular Activities

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

	Respondents	No	Yes
MU spiritual development activities	436	78.2%	21.8%
MU service opportunities (e.g. with clubs, as part of a course, with a faculty member, etc.)	434	45.6%	54.4%
Academic club or organization	435	54.0%	46.0%
Social organizations	431	57.3%	42.7%
Cultural activities	435	60.2%	39.8%
Student government	433	88.7%	11.3%
Intramural athletics	431	84.7%	15.3%
Intercollegiate athletics	428	81.3%	18.7%
Study abroad	435	66.9%	33.1%
Student publications	437	87.4%	12.6%
Independent research project	433	73.0%	27.0%
Research project with faculty	436	76.6%	23.4%

Chart 7: 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?	439	9.6%	90.4%

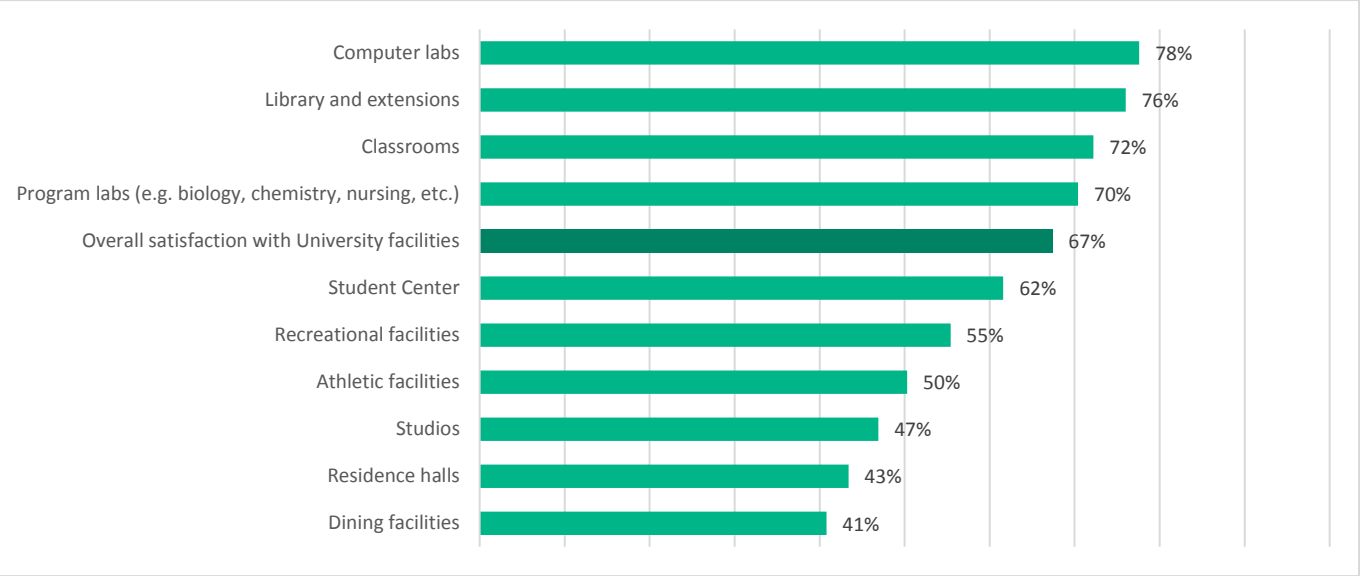
Chart 8: Number of student respondents who responded that the experience allowed them to:

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	3.75	432	1.9%	9.7%	21.1%	46.8%	20.6%
Classrooms	3.87	432	1.2%	6.7%	19.9%	48.6%	23.6%
Computer labs	4.06	415	1.0%	3.4%	18.1%	43.6%	34.0%
Program labs (e.g. biology, chemistry, nursing, etc.)	3.93	365	0.8%	3.3%	25.5%	43.0%	27.4%
Library and extensions	3.95	422	1.7%	6.9%	15.4%	46.9%	29.1%
Student Center	3.71	386	2.1%	7.5%	28.8%	40.9%	20.7%
Recreational facilities	3.51	359	3.9%	14.2%	26.5%	37.6%	17.8%
Athletic facilities	3.45	334	3.9%	14.7%	31.1%	32.9%	17.4%
Residence halls	3.25	323	5.3%	19.2%	32.2%	31.6%	11.8%
Dining facilities	3.12	380	9.7%	21.8%	27.6%	27.9%	12.9%
Studios	3.51	290	2.8%	7.6%	42.8%	29.7%	17.2%

Chart 9: Percentage of student respondents who responded that they were "satisfied" or "very satisfied" with MU facilities

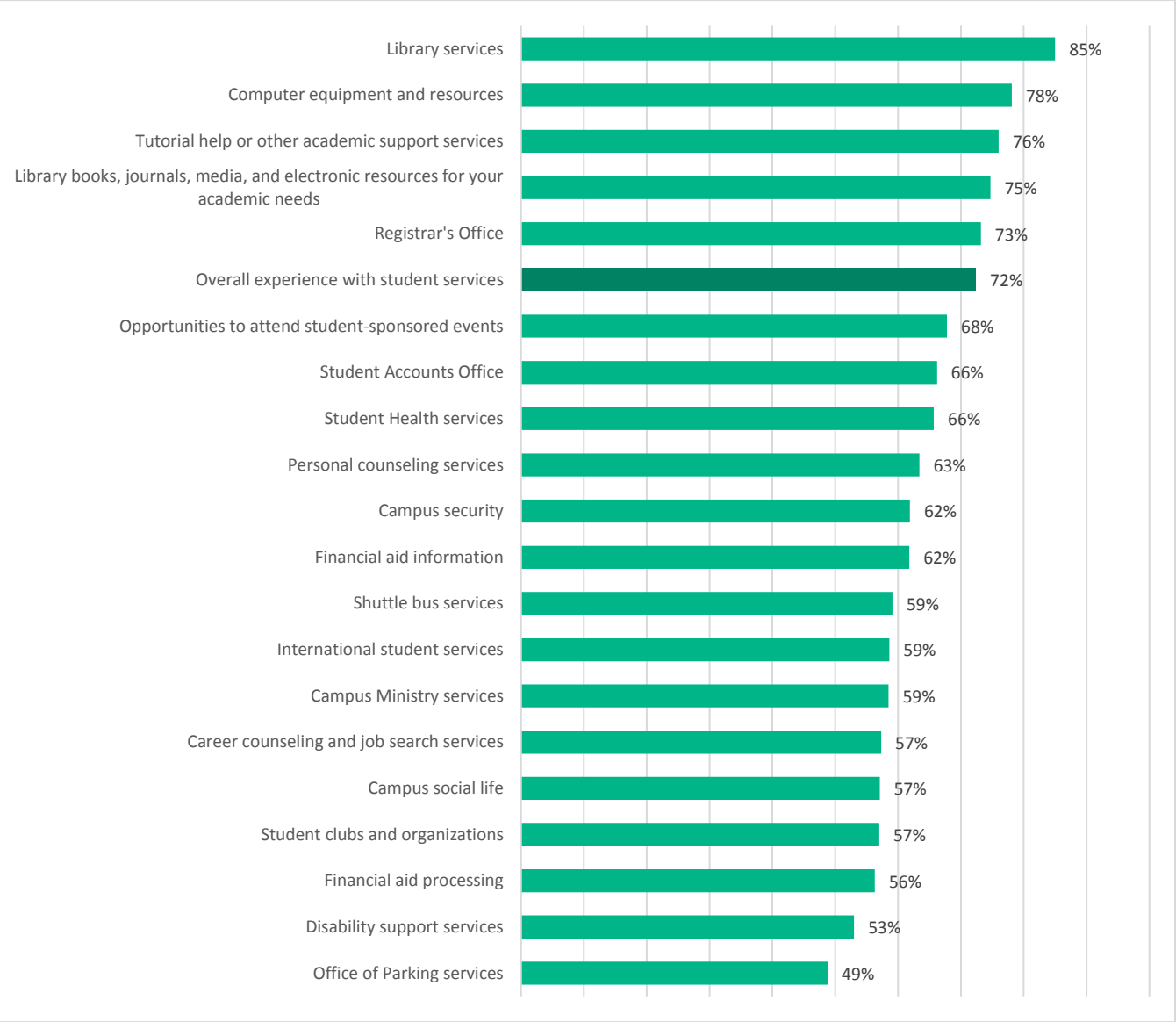


STUDENT SERVICES

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	3.86	416	1.4%	6.0%	20.2%	50.0%	22.4%
Registrar's Office	3.89	429	3.0%	6.1%	17.7%	45.5%	27.7%
Student Accounts Office	3.63	433	8.1%	9.7%	15.9%	43.6%	22.6%
Library services	4.18	420	0.5%	0.7%	13.8%	50.7%	34.3%
Computer equipment and resources	3.99	414	1.7%	4.3%	15.9%	49.8%	28.3%
Tutorial help or other academic support services	4.01	357	1.4%	2.8%	19.9%	45.7%	30.3%
Campus social life	3.50	382	5.8%	11.3%	25.9%	41.4%	15.7%
Student clubs and organizations	3.61	356	2.8%	9.3%	30.9%	38.5%	18.5%
Opportunities to attend student-sponsored events	3.79	385	2.6%	6.5%	23.1%	44.7%	23.1%
Career counseling and job search services	3.56	372	5.4%	10.8%	26.6%	37.1%	20.2%
Personal counseling services	3.79	295	1.7%	5.8%	29.2%	39.0%	24.4%
Campus Ministry services	3.74	258	3.9%	3.5%	34.1%	31.4%	27.1%
Student Health services	3.79	332	1.8%	7.5%	25.0%	41.0%	24.7%
Office of Parking services	3.23	385	14.0%	13.2%	23.9%	33.5%	15.3%
Campus security	3.64	396	6.1%	7.6%	24.5%	40.2%	21.7%
Shuttle bus services	3.57	394	4.3%	14.0%	22.6%	38.8%	20.3%
Disability support services	3.71	213	0.5%	2.3%	44.1%	31.9%	21.1%
International student services	3.91	222	0.0%	0.9%	40.5%	24.8%	33.8%
Financial aid information	3.64	395	5.8%	7.8%	24.6%	40.5%	21.3%
Financial aid processing	3.50	393	7.9%	10.4%	25.4%	35.9%	20.4%
Library books, journals, media, and electronic resources for your academic needs	4.03	423	0.9%	3.3%	21.0%	41.1%	33.6%

Chart 10: 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	94	21.4
Employed part-time	149	33.9
Not employed, but looking	156	35.5
Not employed, not looking	40	9.1
Total	**439**	**100.0**

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

	Respondents	Percent
Directly related	84	36.5
Somewhat related	73	31.7
Not at all related	73	31.7
Total	**230**	**100.0**

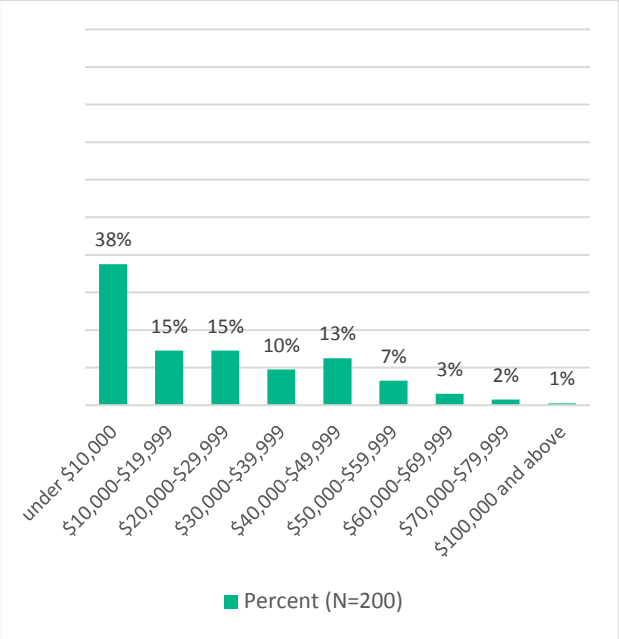
Which sector best describes your job?

	Respondents	Percent
Commercial or for-profit	161	70.9
Not-for-profit	36	15.9
Government	30	13.2
Total	**227**	**100.0**

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

	Respondents
Obtain a full-time position	307
Obtain a part-time position	26
Continue in the same position	37
None	19
Other	37

Chart 11: What is your salary?



Other: Already obtained a full-time position before graduating, Already obtained a position as a registered nurse at INOVA Fairfax Hospital in their Trauma Acute Care Surgery Department, Apply for seminary in the Catholic priesthood, Apply to medical school, Attend seminary, Continue my position and get another part-time job, Create my own business, Go to graduate school, Have a job offer after graduation, Hoping to get full-time position or new position, to continue education I was hired full time for after graduation, I'm starting full-time at my internship, Law School, Military, Obtain a full-time position in a different company, OPT, Professional triathlon, Stick with this position until Med School, This job is for internship only, Veterinary school, Work in a lab while continuing school.

Do you plan to continue your education formally after graduation?

	Respondents	Percent
Yes	230	52.4
Maybe	163	37.1
No	46	10.5
Total	**439**	**100.0**

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

	Respondents	Percent
Within the next year	139	36.1
Within two to three years	104	27.0
More than three years from now	23	6.0
Unsure about when	119	30.9
Total	**385**	**100.0**

What degree do you plan to pursue?

	Respondents	Percent
Masters	307	79.7
Doctorate	39	10.1
MD	17	4.4
JD	9	2.3
Other (please specify)	13	3.4
Total	**385**	**100.0**

Other: Accelerated Nursing, BSN, Certified Meeting Professional Certification, DNP, DPT, Not decided between a Masters or Doctorate, Industry Certifications, M.S. then Ph.D., NP, Psy.D.

OVERALL EVALUATIONS

What are the strongest aspects of your MU education?

Theme 1: Quality of Faculty/Staff/Advising/Education (N = 182)
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:

- *"Excellent professors with challenging course material and thought-provoking content."*
- *"Learning! Marymount is a challenging school with very highly skilled professionals and teachers that are wise about the field they studied."*
- *"Overall, the faculty was really great and very helpful. I was certainly encouraged to seek out answers for myself and work hard to obtain great results."*
- *"One of the strongest aspects from MU is how well all the classes taught me how to be a better a leader. Each class provided a very well foundation of being a better business person/leader."*

Theme 2: Individual Learning Outcomes (N = 35)
Some students noted their individual achievement of certain skills that will aid their future as a strength of MU.
Example Responses:

- *"Gaining an ability to present an oral presentation and speak to a diverse group of individuals comfortably."*
- *"Learning how to be even more independent, be sure of my own decisions and making my own choices. Personal growth, as well as professional growth."*
- *"I became my own person; a confident sure of herself educated person. I was able to blossom and bloom through my Marymount education and will be able to apply everything I have learned at this university to the real world."*

Theme 3: Small Class Size (N = 33)
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 class size was small and it made the environment personal and easy for me to learn and know my professors and the content."*
- *"Small and personal sized areas give comfortable feeling. Professors being able to communicate one-on-one is great and I loved going here."*
- *"I enjoyed the small classroom setting at MU. This made it easier for me and my professors to have a professional relationship and be able to discuss my work without them forgetting about me."*

Theme 4: Co-Curricular Activities (N = 31)
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 organizations and events, along with the student lounges. They were so engaging and allowed me to feel comforted being at a new school."*
- *"My ability to exceed in my studies while at the same time participate in many events and programs and travel opportunities MU had to offer."*
- *"Many of the best experiences I gained was from activities I volunteered for, such as extracurricular clubs… I think the strongest aspects of my education itself was the experience working in groups and the IT Seminars, which provided insight into future careers and how to pursue them."*

Theme 5: Global Education/Diversity (N = 23)
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:

- *"Challenged me to think differently about the world."*
- *"The people I met all had various backgrounds and it encouraged us all to be more open minded."*
- *"My strongest aspects at Marymount university is to learn how to work with diverse people. Improving my skills and open to new ideas."*

Theme 6: 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:

- *"Sense of belonging and understanding amongst other commuter peers."*
- *"The total inclusiveness of the faculty and the students. It feels like a big family! Promotes one to do their best and achieve greatness."*
- *"The strong community and support, the faculty pushed me to do my best in all fields, and I made lifelong friends."*

Theme 7: Experiential Learning (N = 13)
Students praised the opportunities for experiential learning at Marymount, such as clinical rotations, field experiences, and internships.
Example Responses:

- *"I believe I had a lot of opportunity to get hands on experience in my clinicals."*
- *"There was a variety of fields to explore within criminal justice. I really liked the hands-on experience because it gave a feel for what the real job would be like."*
- *"While it was difficult to find my internship, and it required a lot of work, I feel that it was very beneficial to me. I believe that my work was improved and refined in a way that it had not been previously, due to being at Marymount."*

Theme 8: Other (N = 8)
Students also cited Marymount's location, the university's relationship and network with the surrounding community, resources, and the overall experience as the university's greatest strengths.
Example Responses:

- *"Being able to have places to study and get work done."*
- *"Being close to Washington, DC and having opportunities because of the location."*

What aspects of your Marymount education need the most improvement?

Theme 1: Academics/Program Quality/Specific Skills (N = 103)
The majority of responses to this question centered on issues related to academic quality. 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.
Example Responses:

- *"I could've used more classes to excel in my field. There aren't enough major related classes. Lack of electives within the fashion degrees. Some skills that are required in the field were not obtained."*

- *"I think that the curriculum and stigma academically needs to be more challenging or improved. When coming into Marymount although I may not have tested the best, I felt that I was more academically challenged in high school."*
- *"How challenging classes are. Many professors could have pushed me further than they did. Oftentimes classes would be too slow and too general. Even advanced classes. Something MU could also improve on is how exclusive certain leadership roles and jobs on campus are."*
- *"I think there needs to be more classes that prepare you for working in the real world. I went into my internships knowing nothing about what I had to do. Marymount prepares you through theories and concepts, but I didn't learn how to apply them until I was able to go into my internship."*

Theme 2: Faculty (N = 54)

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:

- *"The staff need to learn how to support students and their growth and development as leaders."*
- *"The school should check all the professor of their teaching because there some professor their teaching is very unorganized and not useful at all."*
- *"The biggest issue with this university is that it hires work professionals and never look at their ability to teach. Just because a person has experience doesn't make them a good teacher."*

Theme 3: Campus Facilities and Resources (N = 46)

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, parking, and dining facilities on campus.

Example Responses:

- *"Needs new supplies and updated supplies for the students in the design department."*
- *"Classrooms are abysmal. There's a room in Gailhac that has a lamp that a student brought in because the overhead lights don't work properly."*
- *"I believe MU should work on making parking garages bigger because this was stressful to find a spot, even if I came early prior to my class time. I also believe the library is rather small compared to amount of students' university has."*

Theme 4: Advising (N = 28)

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:

- *"More career exploration while still in school and guidance on choosing a career related to field of study."*
- *"Advisors did not communicate well with me regarding assistance with organization of classes I needed to take to graduate in 4 years instead of 5."*
- *"MU needs more improvement on hiring new advisors, because sometimes professors have so much on their hands that it is difficult to just focus on advising."*

Theme 5: Course Scheduling (N = 25)

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 as well.

Example Responses:

- *"More variety of classes; different types of classes."*
- *"Class time availability. I have been a full-time student with a full-time job 3 out of the 4 years I was at MU. Many classes don't cater to these types of students."*
- *"Class availability for upper level classes. As an athlete, it was hard to make a decent class schedule planned out around practices when there was only one-time slot in which a class was offered."*

Theme 6: Other (N = 12)
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:

- *"Possibly more financial help."*
- *"More nursing lab practice, more clinical hours for internship."*

If you participated in MU service opportunities (e.g. with clubs, as part of a course, with a faculty member, etc.), please take a moment to reflect on them. What did you learn from these experiences? Have you been able to apply what you learned to your life?

Theme 1: Developed Leadership Skills/Communication Skills (N = 47)
Most student respondents stated how, as a result of their services experiences, they have gained skills applicable to the workplace and beyond.
Example Responses:

- *"I was leader of a group and gained leadership skills, as well as learning what not to do when leading a group of individuals."*
- *"Inspiration to become a writer from the publications I've had with Marymount. I wouldn't have been as successful as a writer without Marymount."*
- *"I learned how to get engaged with different people in a short time and work effectively with them. Also, I gained experience on how to manage events and use social media effectively."*

Theme 2: Passion to Learn/Passion to Serve (N = 33)
Other students stated their service experiences have taught them the overall importance of giving back to the community and they strive to learn and volunteer more in the future.
Example Responses:

- *"I learned that I want to continue a lifelong pursuit of helping others gaining invaluable experiences that will help mold me into a better citizen and individual."*
- *"I feel that these experiences provided ways for me to grow closer with the MU and surrounding communities. I will continue to serve whatever community I'm apart of for the rest of my life."*
- *"I also have learned to listen and understand other people on why they think a certain way. This club should definitely keep growing and helping other Latinos to understand that we can make a difference in our world. I would love to keep helping even after graduation because it makes a positive change."*

Theme 3: Experience of Helping Others (N = 22)
Some students recognized the importance of helping others and appreciated the experience for the community membership and the rewarding feeling they had afterwards.
Example Responses:

- *"I learned a lot about how we can give back as a community to our fellow MU community and the society."*
- *"I enjoyed the service opportunities, it was a great way for the university to come together and give back to the community collectively."*
- *"It was a really rewarding experience that taught me about the value of giving back to the community and being a part of something greater than myself."*

Theme 4: Enhanced MU Experience (N = 11)
A handful of students stated that their service involvement greatly improved their Marymount experience, and brought them closer to other students and the University.
Example Responses:

- *"The service events I have participated in at MU have been some of my best memories here."*
- *"I feel that these experiences provided ways for me to grow closer with the MU and surrounding communities."*
- *"Participating in on-campus service events has brought me closer with my Marymount community and allowed me to give back to the surrounding off-campus community."*

Theme 5: Gained Friendships (N = 8)
Some students mentioned gaining new friends through their service involvement was the most valued benefit from their service involvement.
Example Responses:

- *"I enjoyed being a tutor here at MU. It definitely increased my interaction with people, while helping better my peers and myself."*
- *"Everybody who's involved in those clubs helped each other out. You meet exciting new people and they try their best to bring in new people at each event."*
- *"This helped me develop friendships in the school which made my last year experience at Marymount much more involved. I think it is important to develop a sense of community at the University."*

Theme 6: Other (N = 14)
There was also a handful of students that either did not participate in service through Marymount or participated and did not learn from the experience.
Example Responses:

- *"I didn't."*
- *"Tried to participate in a club but it was disorganized and ironically exclusive after I joined."*
- *"I thought it was an alright experience, could be a lot better. They need to connect with the faculty more - and the faculty needs to reach out more and be more supportive."*

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

Theme 1: Great Experience (N = 29)
Overall, students praised and thanked the university for their overall learning experience.
Example Responses:

- *"It has been a great experience and involved much academic and personal growth!"*
- *"It always feels like home whenever I am on campus I will never forget the experiences and opportunities that I have had."*
- *"MU is my favorite university and I will definitely recommend this school to everyone! It is a small university but it has an amazing soul!"*

Theme 2: Academics/Advising (N = 21)
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 think there should be more help by advisers to guide students towards internships and jobs that they know about because students have to do it all on their own."*
- *"MU needs to readjust their attitude about having closed programs. Students who are unsure of their major lose the opportunity to try things if MU continues with closed programs."*
- *"Advisors are too busy to ever meet. Mine was not familiar with my major so I almost took classes I didn't need and luckily _____ caught it."*

Theme 3: Faculty (N = 15)
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 really appreciate the education because we had one on one time with professors so I built relationships from that."*
- *"MU seem to fully ignore and not care about student feedback and instructor evaluations. I have an instructor that treated me and my classmates very poorly and was very rude and hostile, but MU ignored all of our feedback for years about this instructor.*

- *"I would like to recommend Marymount to hire teachers that love to educate rather than indoctrinate students. I think if the university can hire Professors that teach without a single biased comment, they will allow students to make their decisions on issues."*

Theme 4: Student Life (N = 13)
Students requested that Marymount consider expanding activities related to Student Life and to take the time to instill pride in their students.
Example Responses:

- *"I wish there was more excitement on campus and field trips through classes to learn the area."*
- *"Give clubs in need more money and quit making it too hard to get SFR's. Students want events and events can't happen if there's no money to sponsor them."*
- *"Many of the commuters, including myself, felt as though the commuter board was more focused on non-working students. I appreciate the effort that was made, but I often felt as though I was left out because of having to work."*

Theme 5: Specific Courses (N = 5)
Students repeated the need for additional sections of specific courses, a wider selection of electives, or more updated content within certain courses.
Example Responses:

- *"Everything I know in the industry was from work experience, not classes. If anything classes were outdated and I took a step back."*
- *"I think that there should be a greater variety of courses, particularly in theology, fine arts, and communication/media design. Also offering classes at different times during different semesters would be helpful."*

Theme 6: Other (N = 11)
Students also commented on how the parking situation continuing to be an issue and the cost of tuition being too high with limited scholarship opportunities.
Example Responses:

- *"We need more classrooms, more professors, and more parking spaces! Especially for commuters."*
- *"Please help the students who sacrifice and pay up front to have more scholarships to help with tuition."*
- *"Please do something about parking. There is never any available and it is a stressor for all students to be significantly late to class even though you arrive early to find a spot. It's awful."*

DEMOGRAPHICS

What was your primary enrollment status during your program?

	Respondents	Percent
Full-time	431	97.1
Part-time	13	2.9
Total	**444**	**100.0**

How many years did you live on campus?

	Respondents	Percent
Never lived on campus	227	51.2
Less than 1 year	13	2.9
1 to 2 years	75	16.9
3 or more years	128	28.9
Total	**443**	**100.0**

What degree are you receiving?

	Respondents	Percent
Bachelor of Arts	186	41.9
Bachelor of Business Administration	82	18.5
Bachelor of Science	129	29.1
Bachelor of Science in Nursing	47	10.6
Total	**444**	**100.0**

What school do you belong to?

	Respondents	Percent
School of Arts and Sciences	156	35.1
School of Business Administration	137	30.9
School of Education and Human Services	74	16.7
Malek School of Health Professions	77	17.3
Total	**444**	**100.0**

What is your major?

		Respondents	Percent
School of Arts and Sciences	Art	3	0.7
	Biochemistry	12	2.7
	Biology	35	7.9
	Communication	17	3.8
	English	5	1.1
	Fashion Design	3	0.7
	Fashion Merchandising	16	3.6
	Graphic Design	4	0.9
	History	9	2.0
	Interior Design	13	2.9
	Liberal Studies	9	2.0
	Mathematics	2	0.5
	Multidisciplinary Studies	13	2.9
	Philosophy	0	0.0
	Politics	14	3.2
	Theology and Religious Studies	1	0.2
School of Business Administration	Business Administration	82	18.5
	Economics	6	1.4
	Health Information Management	2	0.5
	Information Technology	47	10.6
	Paralegal Studies	0	0.0
School of Education and Human Services	Criminal Justice	28	6.3
	Psychology	42	9.5
	Sociology	4	0.9
Malek School of Health Professions	Health Sciences	30	6.8
	Nursing	47	10.6
	Total	**444**	**100.0**

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

	Respondents	Percent
Not employed during education	105	23.6
Employed full-time	65	14.6
Employed part-time on campus	104	23.4
Employed part-time off campus	170	38.3
Total	**444**	**100.0**

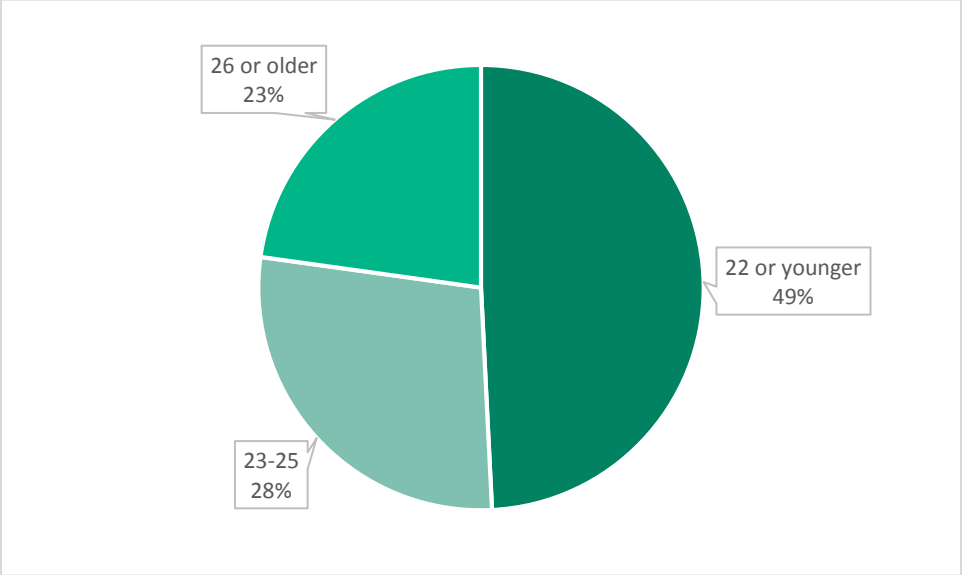
If you were employed, were you employed in a position related to your field of study?

	Respondents	Percent
Yes	147	45.5
No	176	54.5
Total	**323**	**100.0**

Which of the following describes your start at MU?

	Respondents	Percent
MU is the only college or university I have attended.	227	51.2
I transferred into MU from a community college, four-year college, or university.	179	40.4
I earned a degree from another college or university prior to enrolling at MU.	37	8.4
Total	**443**	**100.0**

Chart 12: Age



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

	Respondents	Percent
Main Campus	282	63.7
Ballston/4040 Center	153	34.5
Reston Center	0	0.0
Other (please specify)	8	1.8
Online	0	0.0
Total	**443**	**100.0**

Other: Equally between Ballston/4040 and main campus**,** main campus, Ballston/4040, and online.

GRADUATES

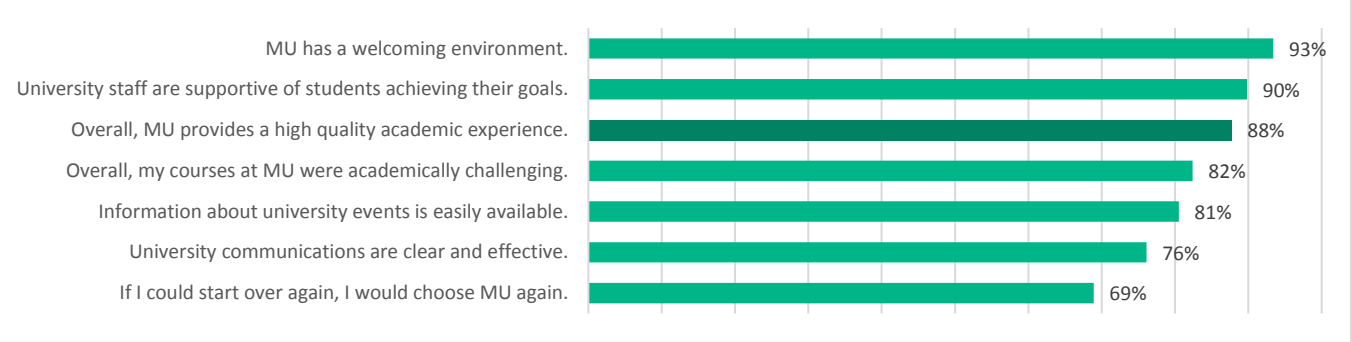
ACADEMIC EXPERIENCE

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.	4.11	227	0.4%	7.0%	4.8%	56.4%	31.3%
MU has a welcoming environment.	4.33	226	0.0%	3.1%	3.5%	50.9%	42.5%
University staff are supportive of students achieving their goals.	4.22	225	0.4%	5.3%	4.4%	51.1%	38.7%
University communications are clear and effective.	3.84	226	3.1%	11.9%	8.8%	50.0%	26.1%
Information about university events is easily available.	4.01	226	0.4%	7.1%	11.9%	52.2%	28.3%
Overall, my courses at MU were academically challenging.	4.04	227	1.3%	9.7%	6.6%	48.5%	33.9%
If I could start over again, I would choose MU again.	3.79	228	4.4%	12.7%	14.0%	37.3%	31.6%

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

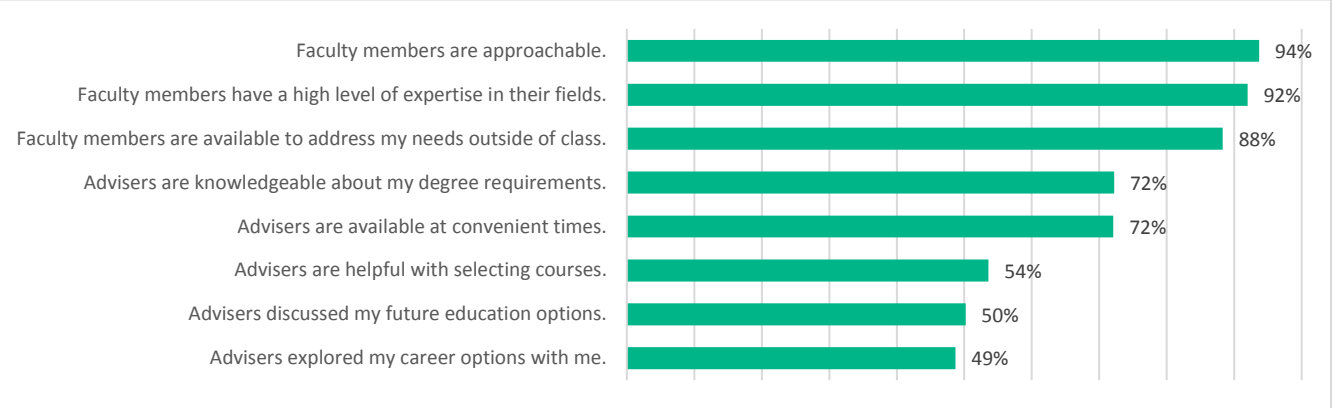


Faculty and Advisors

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.	4.26	223	0.9%	4.0%	3.1%	52.5%	39.5%
Faculty members are approachable.	4.24	222	0.5%	4.1%	1.8%	58.1%	35.6%
Faculty members are available to address my needs outside of class.	4.17	222	0.5%	4.5%	6.8%	54.1%	34.2%
Advisers are available at convenient times.	3.86	222	3.2%	7.7%	17.1%	43.7%	28.4%
Advisers are helpful with selecting courses.	3.55	222	7.2%	6.8%	32.4%	31.1%	22.5%
Advisers are knowledgeable about my degree requirements.	3.91	223	4.0%	4.0%	19.7%	41.7%	30.5%
Advisers explored my career options with me.	3.40	222	11.7%	6.3%	33.3%	27.5%	21.2%
Advisers discussed my future education options.	3.42	2223	11.2%	8.1%	30.5%	27.8%	22.4%

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

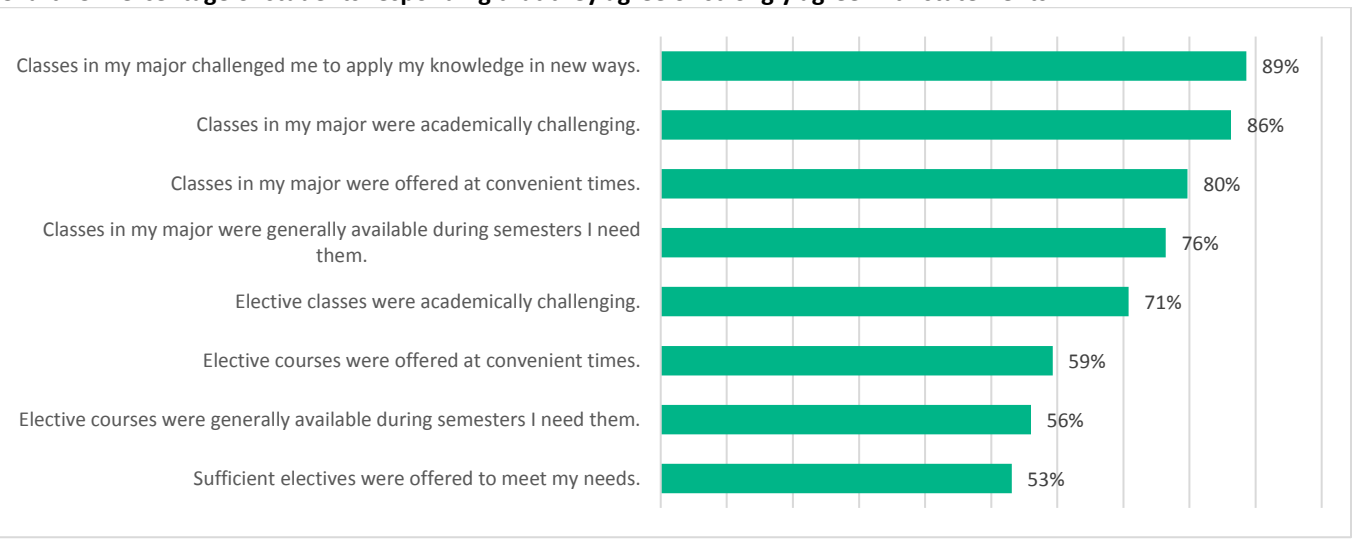


Courses

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.	3.81	212	3.3%	17.0%	3.3%	48.1%	28.3%
Classes in my major were offered at convenient times.	3.91	212	3.3%	11.8%	5.2%	50.5%	29.2%
Classes in my major challenged me to apply my knowledge in new ways.	4.14	211	1.9%	4.7%	4.7%	54.5%	34.1%
Classes in my major were academically challenging.	4.11	212	2.8%	5.2%	5.7%	50.9%	35.4%
Elective courses were generally available during semesters I need them.	3.43	209	9.1%	15.8%	19.1%	34.9%	21.1%
Elective courses were offered at convenient times.	3.53	211	6.2%	13.3%	21.3%	40.3%	19.0%
Sufficient electives were offered to meet my needs.	3.38	211	9.0%	13.7%	24.2%	36.0%	17.1%
Elective classes were academically challenging.	3.87	209	1.0%	4.3%	23.9%	48.3%	22.5%

Chart 15: 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")

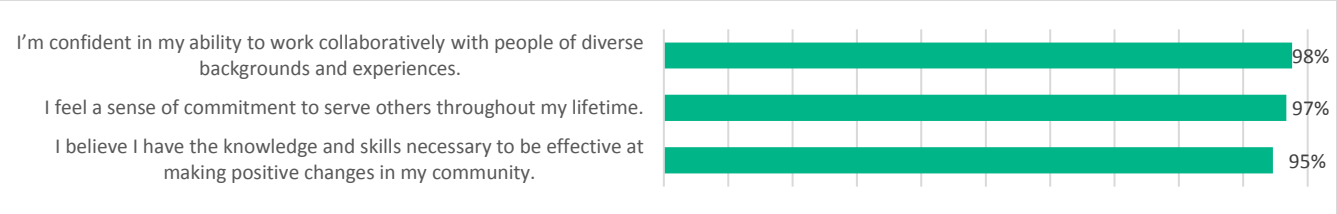
	Mean	N	Poor	Needs Improvement	Adequate	Good	Excellent
Find a job in your field.	3.93	215	2.3%	8.8%	19.1%	33.5%	36.3%
Succeed in a job in your field.	4.07	214	0.9%	7.0%	14.5%	39.7%	37.9%
Attain a promotion within your existing employment field.	3.80	215	1.4%	9.8%	24.7%	35.8%	28.4%
Pursue more education in your field.	3.86	215	2.8%	4.7%	24.2%	40.5%	27.9%
Conduct research to support a position.	3.82	215	5.1%	6.0%	20.5%	38.6%	29.8%
Develop a coherent written argument.	4.14	214	0.9%	3.3%	15.4%	42.1%	38.3%
Deliver a coherent presentation.	4.30	215	0.0%	1.4%	10.2%	45.1%	43.3%
Use quantitative/qualitative techniques within your professional field.	4.06	214	0.9%	3.7%	16.4%	46.3%	32.7%
Determine the most ethically appropriate response to a situation.	4.32	214	0.0%	2.8%	9.3%	41.1%	46.7%
Understand major ethical dilemmas in your field.	4.30	214	0.0%	3.7%	9.8%	39.3%	47.2%
Work as part of an effective team	4.32	214	0.9%	1.9%	11.2%	36.0%	50.0%
Lead a team.	4.14	214	1.4%	3.3%	13.1%	43.9%	38.3%
Manage time effectively.	4.18	213	1.9%	2.3%	13.6%	40.4%	41.8%
Use technology effectively in a workplace environment.	4.03	212	2.4%	2.8%	19.3%	40.1%	35.4%
Apply knowledge and skills to new situations.	4.30	214	0.5%	0.9%	10.3%	44.4%	43.9%
Solve problems in your field using your knowledge and skills.	4.32	214	0.9%	0.0%	10.3%	43.5%	45.3%
Find appropriate sources of information.	4.28	213	0.0%	0.9%	13.1%	42.7%	43.2%
Evaluate the quality of information (e.g. scholarly articles, newspapers).	4.31	213	0.5%	0.5%	12.2%	41.3%	45.5%

Chart 16: Percentage of student respondents who rated preparation as "good" or "excellent"

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
I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.	4.61	207	0.5%	0.0%	4.8%	27.5%	67.1%
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	4.77	207	0.0%	0.0%	2.4%	18.4%	79.2%
I feel a sense of commitment to serve others throughout my lifetime.	4.73	207	0.5%	0.5%	2.4%	18.4%	78.3%

Chart 17: Percentage of students responding that they agree or strongly agree with statements.



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	3.50	207	1.4%	5.3%	35.3%	58.0%
Awareness of global issues	3.35	206	2.4%	8.3%	41.3%	48.1%
Self-confidence	3.47	206	1.5%	8.3%	32.0%	58.3%
Openness to new experience	3.55	205	1.0%	5.9%	30.2%	62.9%
Interest in cultures different from your own	3.40	207	2.9%	8.2%	35.3%	53.6%
Leadership skills	3.39	206	1.0%	8.7%	40.3%	50.0%
Commitment to service	3.35	207	1.4%	13.5%	33.8%	51.2%
The ability to collaborate with others from different backgrounds and experiences	3.53	207	1.0%	4.3%	35.3%	59.4%

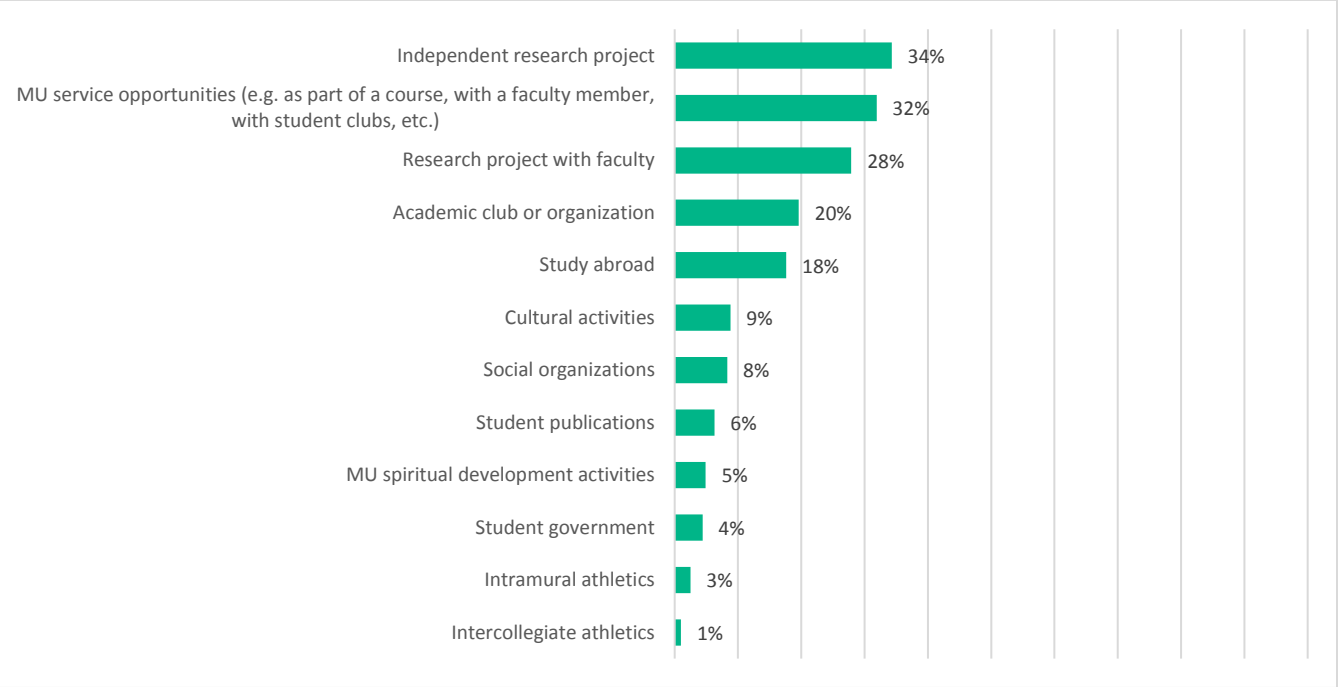
Chart 18: Percentage of student respondents who rated development of skills as "somewhat" or "to a great extent"

Co-Curricular Activities

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

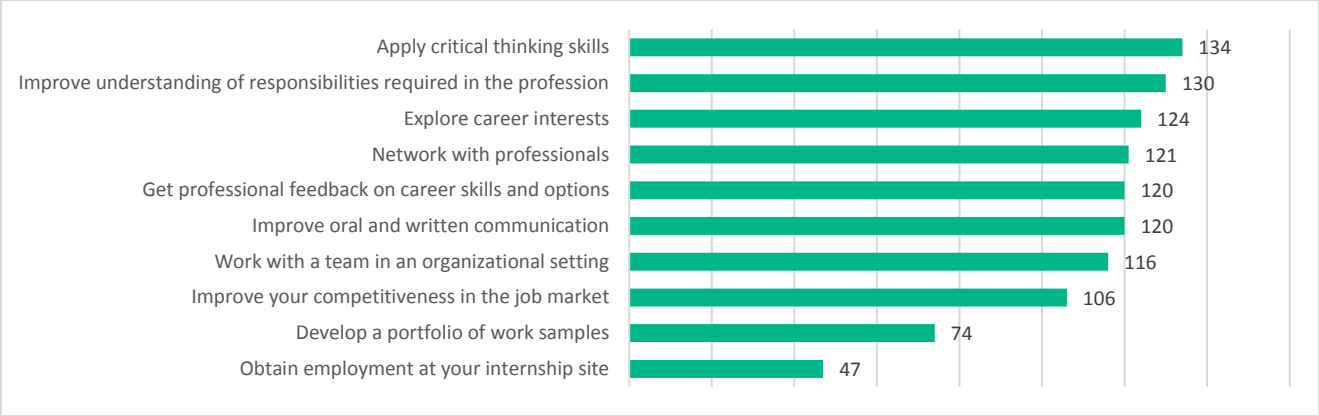
	Respondents	No	Yes
Study abroad	205	82.4%	17.6%
Independent research project	204	65.7%	34.3%
Research project with faculty	204	72.1%	27.9%
MU spiritual development activities	205	95.1%	4.9%
MU service opportunities (e.g. as part of a course, with a faculty member, with student clubs, etc.)	204	68.1%	31.9%
Academic club or organization	204	80.4%	19.6%
Social organizations	204	91.7%	8.3%
Cultural activities	204	91.2%	8.8%
Student government	205	95.6%	4.4%
Intramural athletics	204	97.5%	2.5%
Intercollegiate athletics	205	99.0%	1.0%
Student publications	205	93.7%	6.3%

Chart 19: 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?	205	27.3%	72.7%

Chart 20: Number of student respondents who responded that the experience allowed them to:

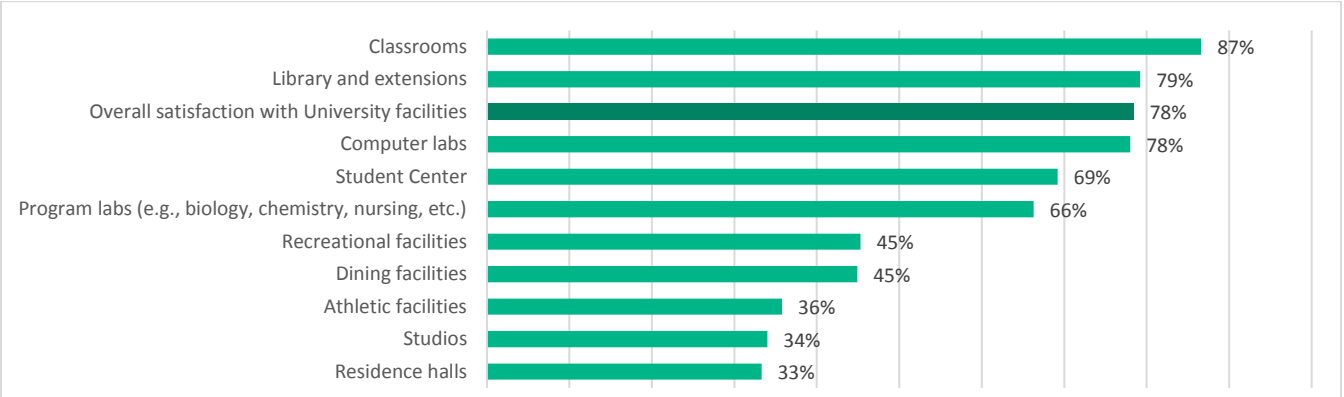


UNIVERSITY FACILITIES

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	4.02	218	0.9%	3.7%	17.0%	49.5%	28.9%
Classrooms	4.16	224	1.3%	4.0%	8.0%	50.4%	36.2%
Program labs (e.g., biology, chemistry, nursing, etc.)	3.92	95	0.0%	2.1%	31.6%	38.9%	27.4%
Library and extensions	4.10	202	0.5%	5.4%	14.9%	41.6%	37.6%
Dining facilities	3.46	107	0.9%	12.1%	42.1%	29.9%	15.0%
Student Center	3.91	107	0.9%	2.8%	27.1%	43.0%	26.2%
Recreational facilities	3.47	75	1.3%	12.0%	41.3%	29.3%	16.0%
Athletic facilities	3.31	70	2.9%	11.4%	50.0%	22.9%	12.9%
Residence halls	3.37	57	0.0%	7.0%	59.6%	22.8%	10.5%
Studios	3.42	53	1.9%	1.9%	62.3%	20.8%	13.2%
Computer labs	4.04	191	1.0%	3.7%	17.3%	46.6%	31.4%

Chart 21: Percentage of student respondents who responded that they were "satisfied" or "very satisfied" with MU facilities

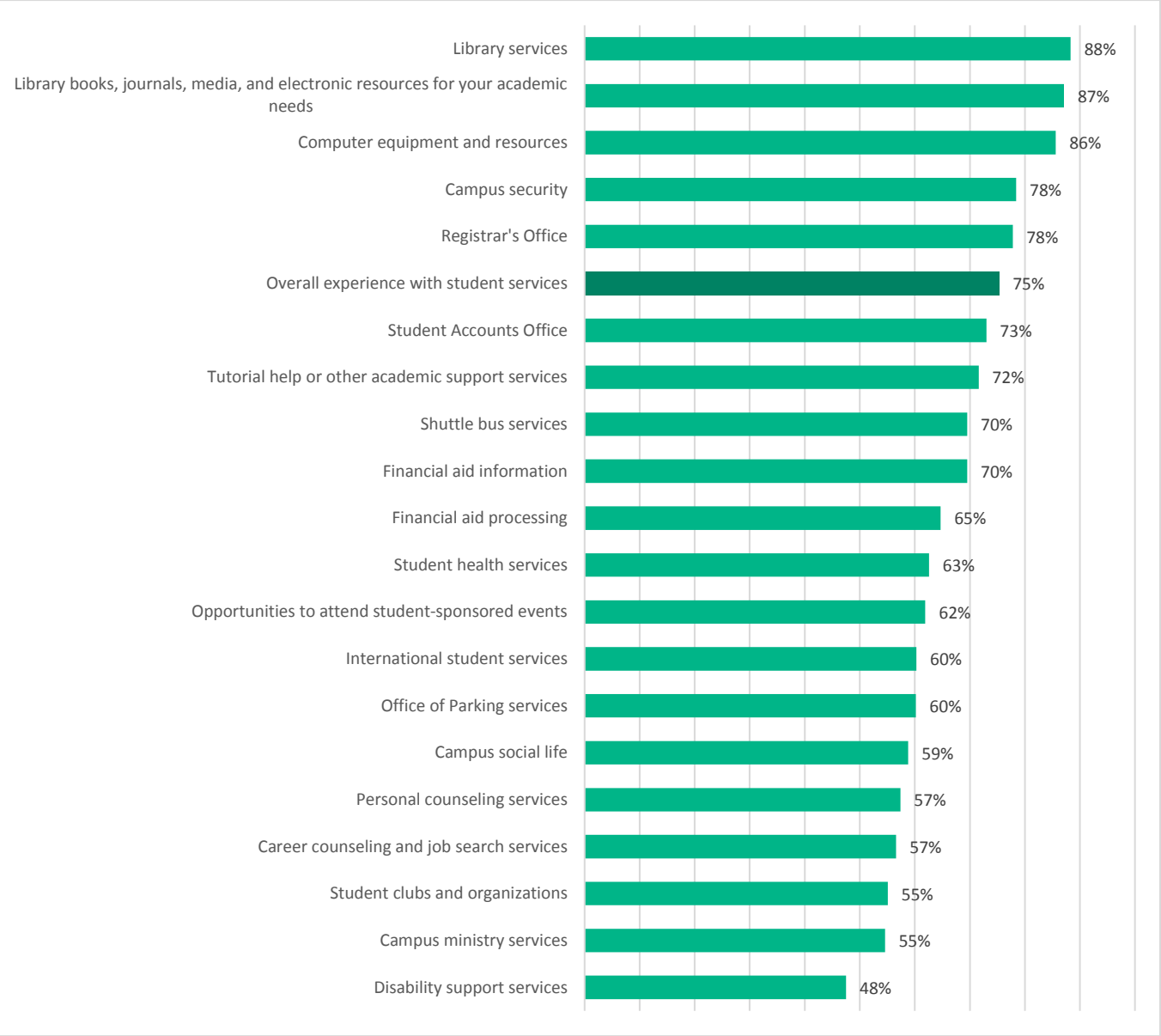


STUDENT SERVICES

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	3.97	182	1.6%	4.4%	18.7%	46.2%	29.1%
Registrar's Office	3.99	216	1.4%	9.3%	11.6%	44.9%	32.9%
Student Accounts Office	3.89	211	3.8%	10.4%	12.8%	38.9%	34.1%
Computer equipment and resources	4.14	188	0.5%	2.7%	11.2%	53.7%	31.9%
Career counseling and job search services	3.60	83	3.6%	14.5%	25.3%	31.3%	25.3%
Office of Parking services	3.49	153	5.9%	12.4%	21.6%	47.1%	13.1%
Campus security	4.04	130	1.5%	5.4%	14.6%	44.6%	33.8%
Financial aid information	3.74	157	2.5%	12.1%	15.9%	47.8%	21.7%
Financial aid processing	3.67	153	3.9%	12.4%	19.0%	42.5%	22.2%
Library books, journals, media, and electronic resources for your academic needs	4.26	203	0.5%	3.4%	8.9%	43.8%	43.3%
Library services	4.32	206	0.5%	1.5%	9.7%	42.7%	45.6%
Tutorial help or other academic support services	3.95	95	1.1%	5.3%	22.1%	41.1%	30.5%
Campus social life	3.71	85	0.0%	7.1%	34.1%	40.0%	18.8%
Student clubs and organizations	3.59	69	0.0%	10.1%	34.8%	40.6%	14.5%
Opportunities to attend student-sponsored events	3.71	105	1.9%	8.6%	27.6%	40.0%	21.9%
Personal counseling services	3.66	61	3.3%	8.2%	31.1%	34.4%	23.0%
Campus ministry services	3.73	44	0.0%	2.3%	43.2%	34.1%	20.5%
Student health services	3.75	75	2.7%	8.0%	26.7%	37.3%	25.3%
Shuttle bus services	3.81	121	3.3%	5.8%	21.5%	45.5%	24.0%
Disability support services	3.70	40	0.0%	0.0%	52.5%	25.0%	22.5%
International student services	3.94	53	0.0%	1.9%	37.7%	24.5%	35.8%

Chart 22: 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	96	46.8
Employed part-time	44	21.5
Not employed, but looking	55	26.8
Not employed, not looking	10	4.9
Total	**205**	**100.0**

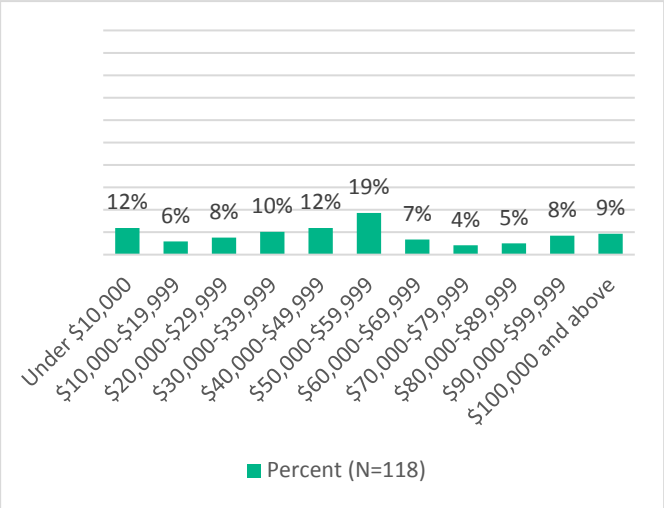
Is your current position related to your field of study at MU?

	Respondents	Percent
Directly related	72	52.6
Somewhat related	43	31.4
Not at all related	22	16.1
Total	**137**	**100.0**

Which sector best describes your job?

	Respondents	Percent
Commercial or for-profit	51	38.6
Not-for-profit	35	26.5
Government	46	34.8
Total	**132**	**100.0**

Chart 23: What is your salary?



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

	Respondents
Obtain a full-time position	125
Obtain a part-time position	6
Continue in the same position	55
None	2
Other	14
Total	**202**

Other: Apply for a different position outside my company, Being moved to full-time at current position, Explore new opportunities, Have not found another opportunity, Too underqualified, Move to teaching in Fairfax County, New full-time position, Obtain a teaching position, Promoted to higher position once degree obtained, Pursue employment in industry of study, Pursue license and work in group practice rather than agency, Seek higher salary in current position and take on more responsibilities, Work two jobs (one in the field, and my current position)

Do you plan to continue your education formally after graduation?

	Respondents	Percent
Yes	34	16.7
Maybe	101	49.5
No	69	33.8
Total	**204**	**100.0**

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

	Respondents	Percent
Within the next year	20	14.9
Within two to three years	35	26.1
More than three years from now	16	11.9
Unsure about when	63	47.0
Total	**142**	**100.0**

What degree do you plan to pursue?

	Respondents	Percent
Masters	13	10.5
Doctorate	89	71.8
MD	0	0.0
JD	3	2.4
Other (please specify)	19	15.3
Total	**132**	**100.0**

Other: A degree that will offer licensure, Certificates, Fellowship or residency for specialization, Language and extra programming courses, License in a specialty counseling field, Ph.D., PHRM, PMP, Post graduate studies or Ph.D., Specialist, Specialized training, Masters certificate, Teacher licensure

OVERALL EVALUATIONS

What are the strongest aspects of your MU education?

Theme 1: Faculty (N = 68)
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:

- *"All the faculty are warm and approachable and helpful when it comes to career and internship opportunities."*
- *"The professors in my area of study are top notch and most of them expanded my knowledge of the field and helped hone my skills."*
- *"The faculty were incredibly knowledgeable and influential in my education experience at MU. They were very supportive and were always there to help students, even if it was with an issue that was not related to school or class."*
- *"The support received from the faculty who went above and beyond to demonstrate a level of dedication to the unwavering success of their students. They fostered a nurturing environment where learning and growing for all levels of learners was peaceful and enjoyable rather than stressful."*

Theme 2: Curriculum/Coursework/Learning Outcomes (N = 50)
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 to take dual degrees.
Example Responses:

- *"The opportunity to know my personal strengths and weaknesses and obtaining the resources to employ or address them."*
- *"My MU education was extremely challenging academically, which has helped me grow as a student and future health care professional."*

- *"Majority of the work I had to complete applied directly to my field experience. It was wonderful that that happened because I was able to use real-life experiences within the job I wish to obtain to utilize the skills I am learning."*

Theme 3: Peers/Small Class Size (N = 21)
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:
- *"Small class size which makes the student-teacher ratio perfect as the professor can give time to each student."*
- *"The other students. They all bring something different to the table which creates depth in class discussions."*
- *"With smaller groups in the classroom, there is a more intimate learning experiences involved. I have found that this is an important aspect and helps the group learn and understand the intricacies of the subject matter."*

Theme 4: Individual Skills (N = 14)
Students noted that the achievement of individual skill was the strongest aspect of their MU education. Specifically citing critical thinking skills as well as leadership, communication, and writing skills.
Example Responses:
- *"My writing abilities have improved significantly."*
- *"I think that the elements of my classes that I appreciated the most were the parts that made me think critically about ethical issues."*
- *"I have gained important field-related skills and skills that will help me in the real-world, like leadership and group communication."*

Theme 5: Other (N = 9)
Some graduate students noted MU's mission of faith as well as the Global Experience as strongest aspects of their Marymount experience.
Example Responses:
- *"Internship and study abroad."*
- *"The locations and the comfort with discussing the importance of spirituality in life."*
- *"Getting to know other people and the resources available on campus. Having the chance to teach aboard at a fair price."*

What aspects of your Marymount education need the most improvement?

Theme 1: Program-Specific (N = 49)
Students made many program-specific suggestions for improvement. These generally related to additional coursework in areas that would improve rigor and the curriculum in general.
Example Responses:
- *"All of them. The classes, the curriculum, the professors, the class structures."*
- *"More practical assignments similar to the work environment opposed to generalized discussion boards."*
- *"The courses need to be more challenging. I did not feel like I was in a graduate program but rather my undergrad was far more challenging."*

Theme 2: Professors/Advisors/Courses (N = 43)
Students cited problems with their advisors, professors, or specific class timing and availability.
Example Responses:
- *"Professors with more hands-on experience, rather than just textbook knowledge."*
- *"Integration of more stable teachers - some of the best teachers I've had to date have left the program."*
- *"Adjunct professors change quickly; need more vetting before they are brought on as professors. They don't understand the needs of the students. Also, students who have no work experience don't bring much to the table in terms of providing valuable experiences or examples for other students to learn from."*
- *"The advising aspect of education was very poor as I met with my advisor only once throughout my time at MU and then he retired. However, once he retired, I was never told who my new advisor was nor did my new advisor reach out to me."*

Theme 3: Internships/Clinicals/Practicum/Field Experience (N = 24)
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:

- *"Research hour opportunities are limited."*
- *"Clinical placement was very frustrating especially since it is part of our tuition fee."*
- *"Career counseling, more advising in post-graduate career moves, more assistance in taking the next steps."*

Theme 4: Facilities (N = 4)
Some students cited the need for the university to improve its facilities. They requested specifically that the library, classrooms, and parking situations needed the most improvement.
Example Responses:

- *"The classrooms were NOT conducive to learning, at all."*
- *"Main campus parking for off campus or commuter students, found that to be the biggest hurdle when picking up Student Loan refund checks or trying to purchase books at the bookstore."*

Theme 5: Other (N = 9)
Students reported feeling isolated from the rest of campus and requested additional teaching methods and communication of degree requirements.
Example Responses:

- *"Social life."*
- *"Equal treatment of students."*
- *"Better communication and clarity in communications."*

If you participated in MU service opportunities (e.g. with clubs, as part of a course, with a faculty member, etc.), please take a moment to reflect on them. What did you learn from these experiences? Have you been able to apply what you learned to your life?

Theme 1: Experience of Helping Others (N = 13)
Some students recognized the importance of helping others and appreciated the experience for the community membership and the rewarding feeling they had afterwards.
Example Responses:

- *"Service to others ins important for self-fulfillment and to improve the condition of self."*
- *"I was able to volunteer for an after-school program for one of my courses. This allowed me to work with young students which was an amazing experience in itself as I learned a great deal from them."*

Theme 2: Developed Leadership Skills/Communication Skills (N = 6)
Some graduate student respondents stated how as a result of their services experiences, they have gained lifelong skills applicable to the workplace and beyond.
Example Responses:

- *"Taught me more about leadership, delegation, and time management instead of working together."*
- *"I learned about different cultures and backgrounds, how to work with a team of students and faculty members, how to be flexible, and more about what I like to teach and what I do not like to teach."*

Theme 3: Other (N = 4)
There was also a handful of students that either did not participate in service through Marymount, or participated and did not learn from the experience.
Example Responses:

- *"Did not participate. I am involved with service outside of MU."*

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

Theme 1: Overall Experience (N = 30)
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:

- *"I truly enjoyed being a graduate student at Marymount. Thank you for the great learning experience!"*
- *"It has been a great experience, met some wonderful people, look forward to running into my peers and professors at IT conferences/meetups in the area."*
- *"I want to say thank you to all the faculty members for putting such an incredible effort to create a positive experience for every student. I will miss MU, especially people who I worked and studied with."*

Theme 2: Other (N = 22)
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 courses do need to be more challenging. Only a few classes met my graduate school expectations."*
- *"I feel that the registration process is disorganized and the classes that I needed were not available when I needed them."*
- *"Communication amongst campus is fairly bad. When I had questions or concerns it would take multiple phone calls and emails to address it because different programs and services don't communicate with one another."*

DEMOGRAPHICS

What degree are you receiving?

	Respondents	Percent
Certificate	5	2.2
Doctorate of Physical Therapy (DPT)	21	9.2
Doctorate of Education (EdD)	2	0.9
Master of Arts (MA)	103	45.0
Master of Business Administration (MBA)	29	12.7
Master of Education (MEd)	36	15.7
Master of Science (MS)	24	10.5
Master of Science in Nursing (MSN)	9	3.9
Total	**229**	**100.0**

What school do you belong to?

	Respondents	Percent
School of Arts and Sciences	11	4.8
School of Business Administration	67	29.3
School of Education and Human Services	118	51.5
Malek School of Health Professions	33	14.4
Total	**229**	**100.0**

Primary Program:

		Respondents	Percent
School of Arts and Sciences	English and the Humanities	3	1.3
	Interior Design	8	3.5
School of Business Administration	Business Administration	26	11.4
	Cybersecurity	10	4.4
	Health Care Management	6	2.6
	Human Resource Management	12	5.2

		Respondents	Percent
	Human Resource Management Graduate Certificate	1	0.4
	Information Technology	7	3.1
	Leadership and Management	3	1.3
	Organization Development Graduate Certificate	2	0.9
School of Education and Human Services	Counseling	26	11.3
	Counselor Education and Supervision (EdD)	2	0.9
	Education: Administration and Supervision of PK-12	8	3.5
	Education: Elementary Education	10	4.4
	Education: English as a Second Language	7	3.1
	Education: Professional Studies	8	3.5
	Education: Secondary Education	3	1.3
	Forensic and Legal Psychology	49	21.4
	Forensic and Legal Psychology: Intelligence Studies	5	2.2
Malek School of Health Professions	Health Education and Promotion	2	0.9
	Nursing: Family Nurse Practitioner	9	3.9
	Nursing: Family Nurse Practitioner Post-Master's Certificate	1	0.4
	Physical Therapy (DPT)	21	9.2
	Total	**229**	**100.0**

Did you attend Marymount as an undergraduate?

	Respondents	Percent
Yes	17	7.4
No	212	92.6
Total	**229**	**100.0**

What was your primary enrollment status during your program?

	Respondents	Percent
Full-time	164	71.6
Part-time	65	28.4
Total	**229**	**100.0**

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

	Respondents	Percent
Not employed during education	38	16.6
Employed full-time	104	45.4
Employed part-time on campus	16	7.0
Employed part-time off campus	71	31.0
Total	**229**	**100.0**

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

	Respondents	Percent
Yes	116	60.7
No	75	39.3
Total	**191**	**100.0**