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

June 15, 2018

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 2018, 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 950 graduating students who were contacted, 601 students responded, for an overall response rate of 63%. Sixty-six (66%) percent of the undergraduate graduating class responded as well as 59% of the graduate-level graduating students.

Response Rates by School and Level

	Number Sent	Number Received	Response Rate
School of Arts and Sciences			
Undergraduate	163	134	82%
Graduate	15	7	47%
School of Business Administration			
Undergraduate	165	102	62%
Graduate	131	69	53%
School of Education and Human Services			
Undergraduate	68	52	76%
Graduate	171	113	66%
Malek School of Health Professions			
Undergraduate	167	84	50%
Graduate	70	40	57%
Total			
Undergraduate	563	372	66%
Graduate	387	229	59%

Key Findings

Academic Experience

Overall

- Undergraduate graduating students give their highest ratings to the overall quality of the academic experience at Marymount, the university's welcoming environment, and the level of academic challenge. Graduating graduate students agreed and gave their highest rating to the welcoming environment and the overall quality of the academic experience and added the supportive nature of the university's staff.
 - Eighty-four percent (84%) of undergraduate and 91% of graduate graduating students agreed that Marymount provides a high quality academic experience overall.
 - Eighty-four percent (84%) of undergraduate and 95% of graduate respondents agreed that Marymount has a welcoming environment.
 - Eighty-one percent (81%) of undergraduate and 92% of graduate respondents agreed that staff were supportive of students achieving their goals.

- Eighty-three percent (83%) of undergraduate and 88% of graduate respondents agreed that their courses were academically challenging.
- A higher percentage of graduates (75%) than undergraduates (58%) 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, in particular improve parking on campus and campus dining services, and expand student life.
 - Graduates made many program-specific suggestions, frequently citing the need to ensure that programs prepare students with the specific skills needed to equip them for the current job market, and noted the need to increase experiential learning and faculty and staff support for field experiences, internships, and career preparation.

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-five percent (85%) of undergraduate graduating students and 95% of graduates agreed that faculty members were approachable. Eighty-four percent (84%) of undergraduates and 93% of graduate respondents agreed that faculty members had a high level of expertise in their fields.
 - Undergraduate respondents agreed that advisors were knowledgeable (77%), available at convenient times (76%), and helpful (77%), while a lesser percentage agreed that they discussed future education options (62%) or career options (61%). Graduate-level graduating students agreed that advisors were knowledgeable about degree requirements (79%) and available (78%) but fewer felt they were helpful (64%) or agreed that they discussed future education options (57%) or career options (55%).

Courses

- Students agreed most strongly with statements related to classes in the major and reported lower satisfaction with electives.
 - Eighty-eight percent (88%) of undergraduates agreed that their courses were academically challenging and 87% that classes in their majors challenged them to apply knowledge in new ways. The least agreement occurred with statements related to electives: 69% agreed that electives were academically challenging, and 67% that electives 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 86% agreed that they were academically challenging. Unlike undergraduates, 88% percent agreed that classes in their major were available and offered at convenient times. Graduates reported less satisfaction with electives: 69% agreed that electives were offered at convenient times, 63% agreed that electives were available during the semesters they need them, and that sufficient electives were offered (60%).

Educational Outcomes

- The majority of students cited the preparation Marymount gave them as "good" or "excellent" for all educational outcomes listed.
 - Undergraduate graduating students rated their preparation highest for:

- “find appropriate sources of information” (84%)
 - “work as part of an effective team” (84%)
 - “solve problems in your field using your knowledge and skills” (83%)
 - “apply knowledge and skills to new situations” (83%)
- 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” (65%)
 - “attain a promotion within your existing employment field” (65%).
- Undergraduate graduating students also rated “conduct research to support a position” (70%) and “pursue more education in your field” (71%) in the lower-end of the list of outcomes.
- Graduate graduating students reported similar results, agreeing that Marymount prepared them well to:
 - “find appropriate sources of information (90%)
 - “apply knowledge and skills to new situations” (89%)
 - “understand major ethical dilemmas in your field” (88%)
 - “solve problem in your field using your knowledge and skills (88%)
- They reported less confidence in their preparation to:
 - “conduct research to support a position” (75%)
 - “find a job in your field” (74%)
 - “attain a promotion within your existing employment field” (74%)
 - “use quantitative/qualitative techniques within your professional field” (79%)
- Undergraduates also agreed that they've achieved outcomes related to their ability to effectively serve their communities: their “ability to collaborate with others from different backgrounds and experiences” (93%), “knowledge and skills necessary to be effective at making positive changes” in their communities (89%), “commitment to serve others” (87%), and awareness of how to apply what they've learned to serve others (85%).
- Graduate graduating students similarly responded that they've achieved outcomes related to their ability to effectively serve their communities: a commitment to serve others (95%), confidence in their abilities to work with people of diverse backgrounds and experiences (95%), how to apply what they've learned to serve their communities (95%), and the knowledge and skills needed to effect positive change (92%).
- Eighty-eight percent (89%) of undergraduates and 86% of graduate students agreed that Marymount had contributed to their development of “commitment to service.”
- Ninety-five percent (95%) of undergraduate graduating students agreed that Marymount had contributed to their development of “openness to new experience” and the “ability to collaborate” with diverse others. More than 80% of undergraduate respondents agreed that Marymount had contributed to their development of all traits that make up this question. Similarly, more than 86% of graduate students agreed that Marymount had contributed to their development of all traits in the question, particularly the ability to collaborate with diverse others (92%), openness to new experience (90%), and interest in lifelong learning (90%)

Co-curricular Activities

- Both undergraduates and graduate graduating students most frequently cited participating in MU service opportunities. Nearly all undergraduates reported participating in internships or field experience, as did a large majority of graduate student respondents.
 - Fifty-three percent (53%) of Marymount undergraduate respondents participated in an MU service opportunity. The least percentage of students reported participating in student government (10%).
 - Ninety-five percent (95%) 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-eight percent (38%) of graduate student respondents reported participating in an independent research project, and 38% reported participating in a research project with faculty; 42% reported participating in MU service opportunities. The least frequently cited activity was participation in intercollegiate athletics (2%).
- Sixty-eight percent (68%) 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 (82%) and the library (75%) and least satisfied with dining facilities (34%) and residence halls (39%).
- Overall, graduate-level graduating student satisfaction with campus facilities was 85%. Graduate students were most satisfied with classrooms (84%) and with the library (78%) and were least satisfied with residence halls (25%) and studios (25%).

Student Services

- Sixty-nine percent (69%) of undergraduate graduating students reported overall satisfaction with student services.
 - The highest satisfaction was with library books and other resources (80%) and library services (79%) followed by computer equipment and resources (77%).
 - The least satisfaction was with the student clubs and organizations (52%) and disability support services (51%).
- Eighty-two percent (82%) of graduate respondents reported overall satisfaction with student services.
 - The highest satisfaction was with library services (89%) and resources (85%) followed by the Registrar's Office (84%).
 - The least satisfaction was with disability support services (37%) and campus ministry (46%).

Education and Employment Goals

- Most students plan to obtain full-time positions after graduation. Fifty-two percent (52%) of undergraduate respondents and 67% of graduate respondents were employed either full- or part-time at the time they took the survey.
- Forty-seven percent (47%) of undergraduate and 20% of graduate respondents plan to continue their education.

UNDERGRADUATES

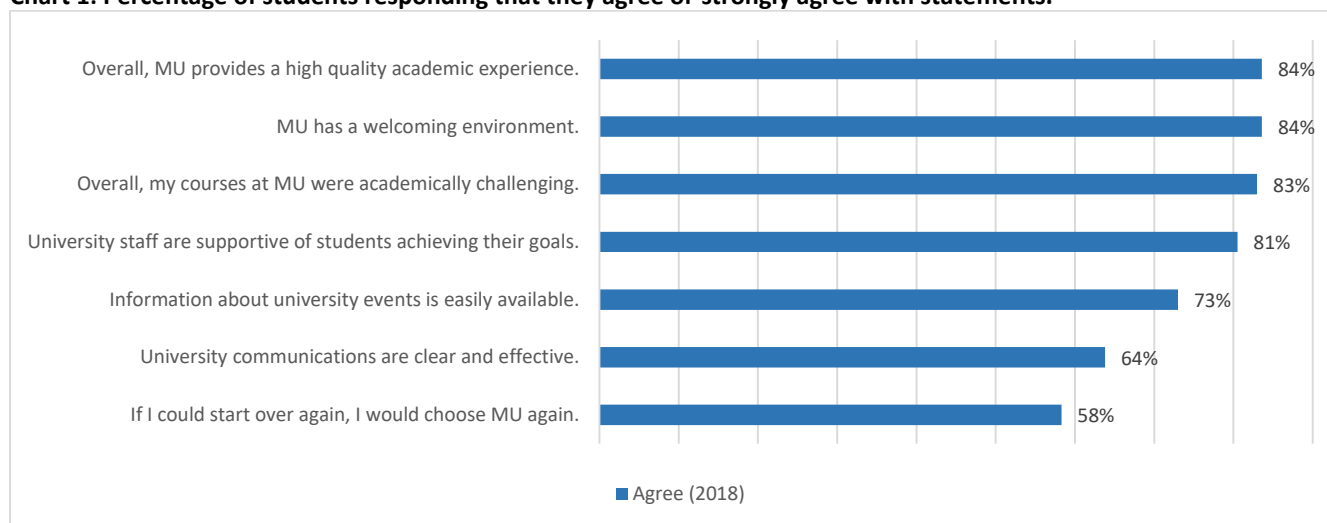
ACADEMIC EXPERIENCE

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.	4.01	372	4.3%	4.0%	8.1%	54.0%	29.6%
MU has a welcoming environment.	4.05	372	4.3%	4.0%	8.1%	49.5%	34.1%
University staff are supportive of students achieving their goals.	4.01	372	5.1%	5.6%	8.6%	44.5%	36.0%
University communications are clear and effective.	3.59	370	7.8%	13.5%	14.9%	39.5%	24.3%
Information about university events is easily available.	3.77	371	4.3%	11.6%	11.1%	48.5%	24.5%
Overall, my courses at MU were academically challenging.	3.98	371	3.0%	3.2%	10.8%	58.5%	24.5%
If I could start over again, I would choose MU again.	3.55	372	10.2%	10.5%	21.0%	30.9%	27.4%

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

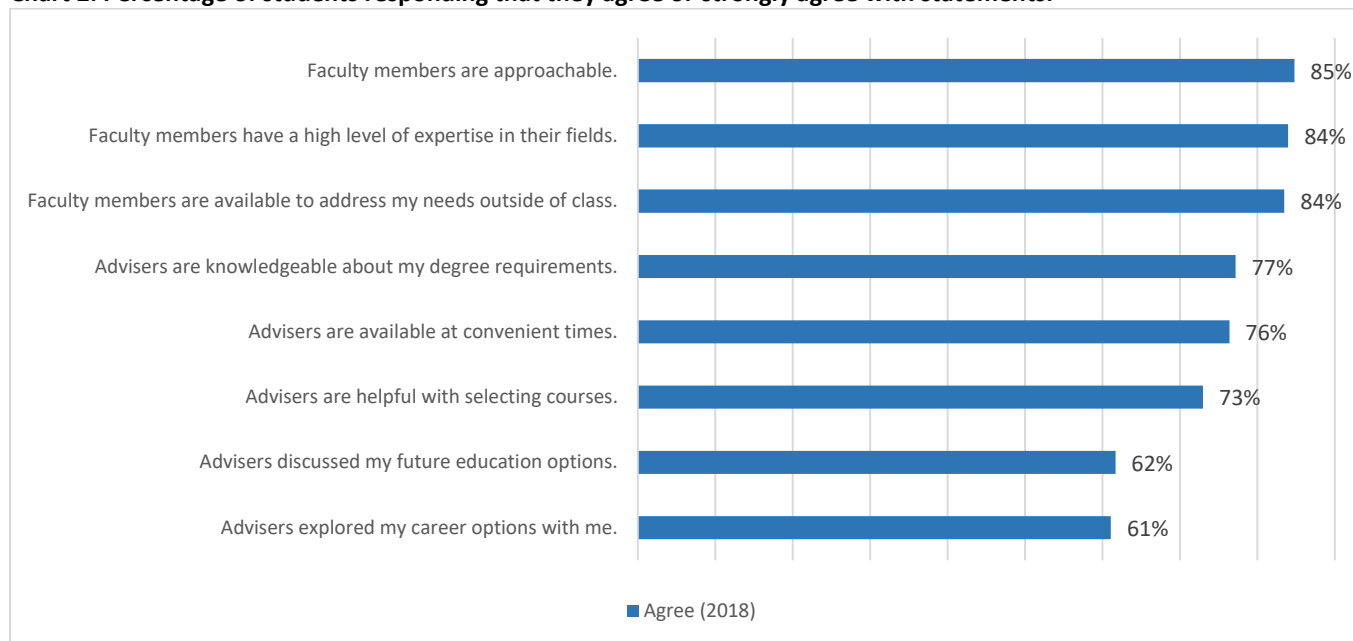


Faculty and Advisors

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.	4.06	368	0.8%	5.7%	9.5%	54.9%	29.1%
Faculty members are approachable.	4.08	368	0.8%	6.0%	8.4%	53.5%	31.3%
Faculty members are available to address my needs outside of class.	4.06	368	0.5%	4.3%	11.7%	55.2%	28.3%
Advisers are available at convenient times.	3.89	368	3.8%	7.1%	12.8%	49.2%	27.2%
Advisers are helpful with selecting courses.	3.82	367	4.9%	9.8%	12.3%	44.4%	28.6%
Advisers are knowledgeable about my degree requirements.	3.90	367	4.4%	10.1%	8.4%	45.0%	32.2%
Advisers explored my career options with me.	3.54	367	7.9%	15.5%	15.5%	36.8%	24.3%
Advisers discussed my future education options.	3.56	366	7.4%	15.6%	15.3%	37.4%	24.3%

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

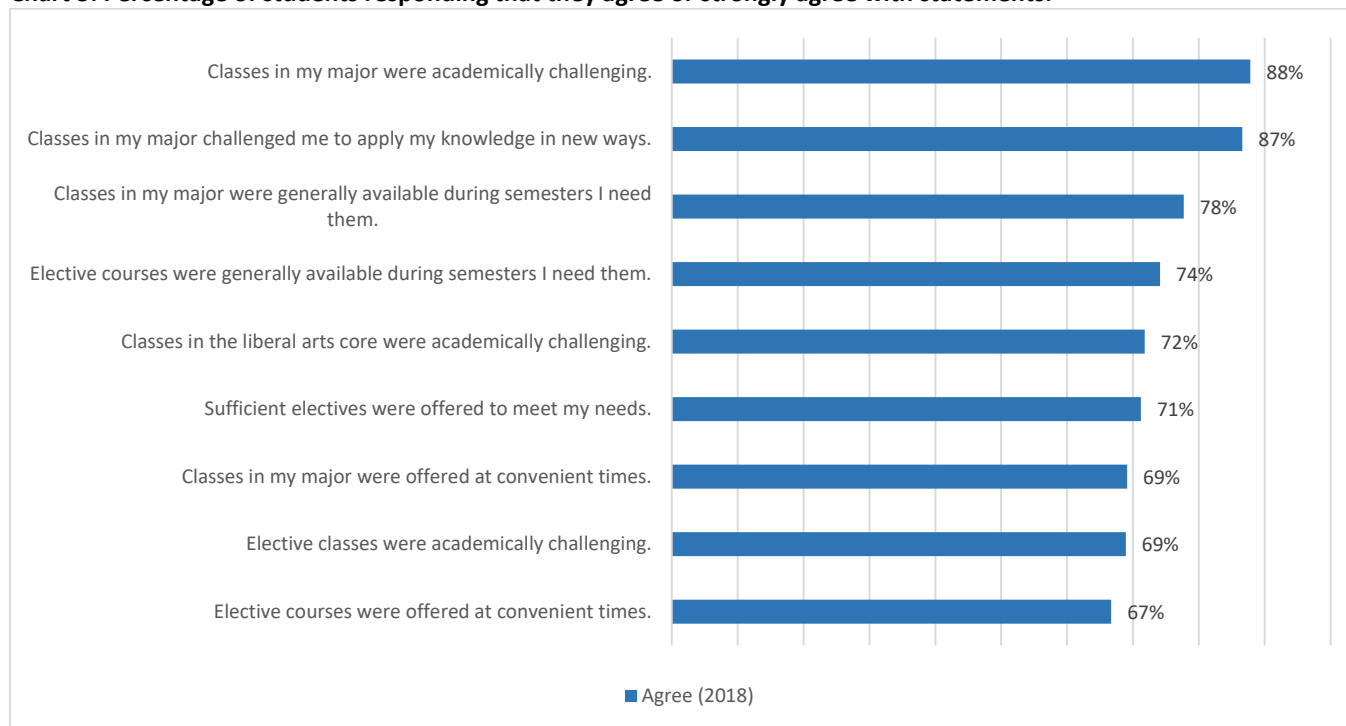


Courses

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.	3.82	368	3.5%	13.0%	5.7%	53.5%	24.2%
Classes in my major were offered at convenient times.	3.64	368	3.0%	17.4%	10.6%	50.3%	18.8%
Classes in my major challenged me to apply my knowledge in new ways.	4.09	366	1.6%	4.4%	7.4%	56.3%	30.3%
Classes in my major were academically challenging.	4.11	368	1.1%	38%	7.3%	59.0%	28.8%
Elective courses were generally available during semesters I need them.	3.80	367	2.5%	10.1%	13.4%	53.1%	21.0%
Elective courses were offered at convenient times.	3.66	366	2.5%	14.2%	16.7%	48.4%	18.3%
Sufficient electives were offered to meet my needs.	3.72	368	2.4%	13.0%	13.3%	52.7%	18.5%
Elective classes were academically challenging.	3.77	367	0.5%	9.0%	21.5%	51.2%	17.7%
Classes in the liberal arts core were academically challenging.	3.82	366	1.4%	7.4%	19.4%	51.6%	20.2%

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

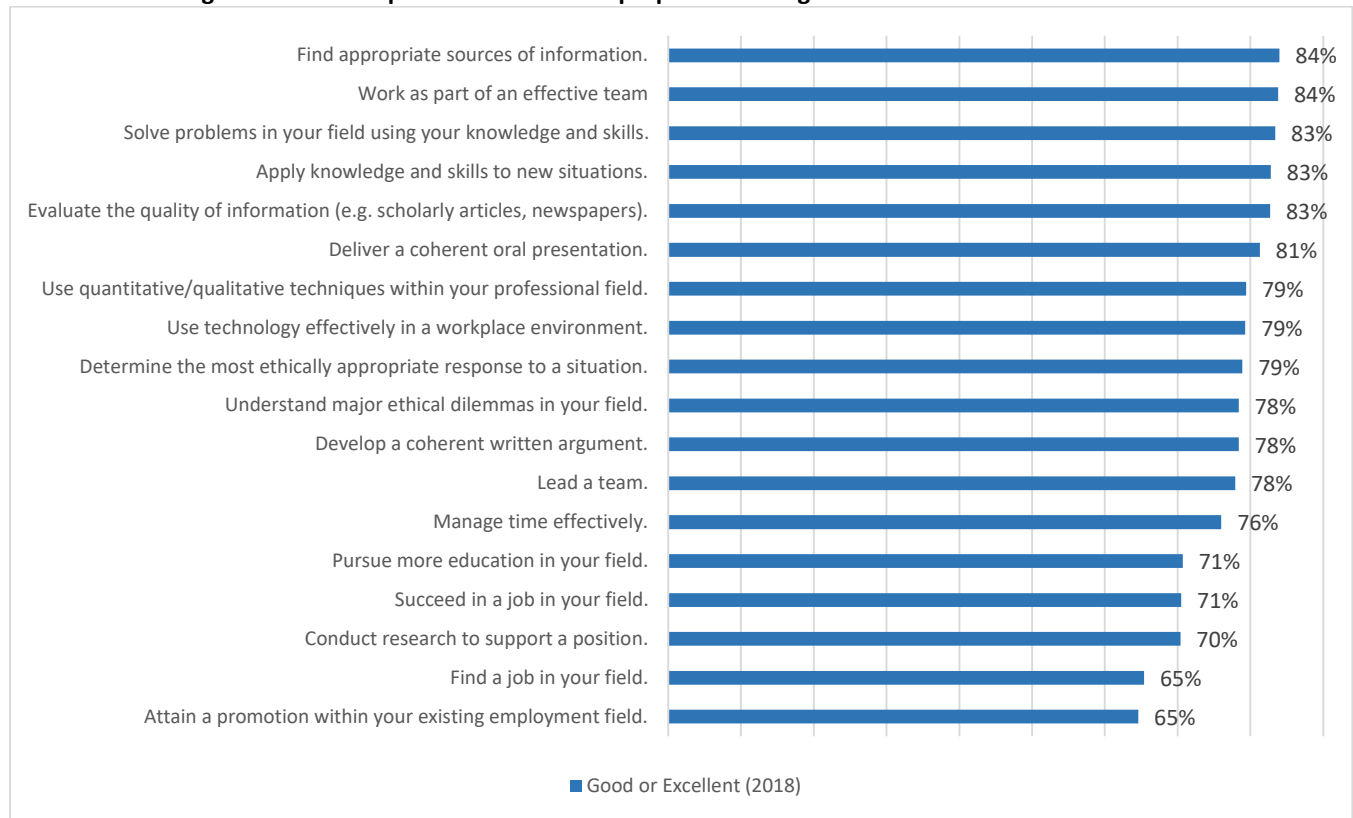


Educational Outcomes

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.	3.72	367	4.4%	11.4%	18.8%	38.7%	26.7%
Succeed in a job in your field.	3.86	367	4.1%	8.2%	17.2%	39.2%	31.3%
Attain a promotion within your existing employment field.	3.69	364	4.7%	11.0%	19.8%	39.6%	25.0%
Pursue more education in your field.	3.91	365	3.8%	6.6%	18.9%	36.2%	34.5%
Conduct research to support a position.	3.90	365	3.0%	6.0%	20.5%	39.2%	31.2%
Develop a coherent written argument.	4.05	366	2.2%	3.6%	15.8%	43.7%	34.7%
Deliver a coherent oral presentation.	4.16	364	0.8%	2.7%	15.1%	42.6%	38.7%
Use quantitative/qualitative techniques within your professional field.	4.07	364	1.9%	4.1%	14.6%	43.7%	35.7%
Determine the most ethically appropriate response to a situation.	4.10	366	0.8%	3.3%	16.9%	43.4%	35.5%
Understand major ethical dilemmas in your field.	4.09	365	1.1%	3.0%	17.5%	42.2%	36.2%
Work as part of an effective team	4.18	365	1.4%	3.3%	11.5%	43.3%	40.5%
Lead a team.	4.08	363	1.4%	4.1%	16.5%	41.3%	36.6%
Manage time effectively.	4.02	367	1.4%	4.9%	17.7%	42.2%	33.8%
Use technology effectively in a workplace environment.	4.04	367	3.0%	5.2%	12.5%	43.1%	36.2%
Apply knowledge and skills to new situations.	4.15	367	1.4%	3.0%	12.8%	44.7%	38.1%
Solve problems in your field using your knowledge and skills.	4.14	366	2.2%	3.0%	11.5%	45.1%	38.3%
Find appropriate sources of information.	4.19	367	1.4%	2.7%	12.0%	43.1%	40.9%
Evaluate the quality of information (e.g. scholarly articles, newspapers).	4.20	365	0.8%	2.7%	13.7%	40.8%	41.9%

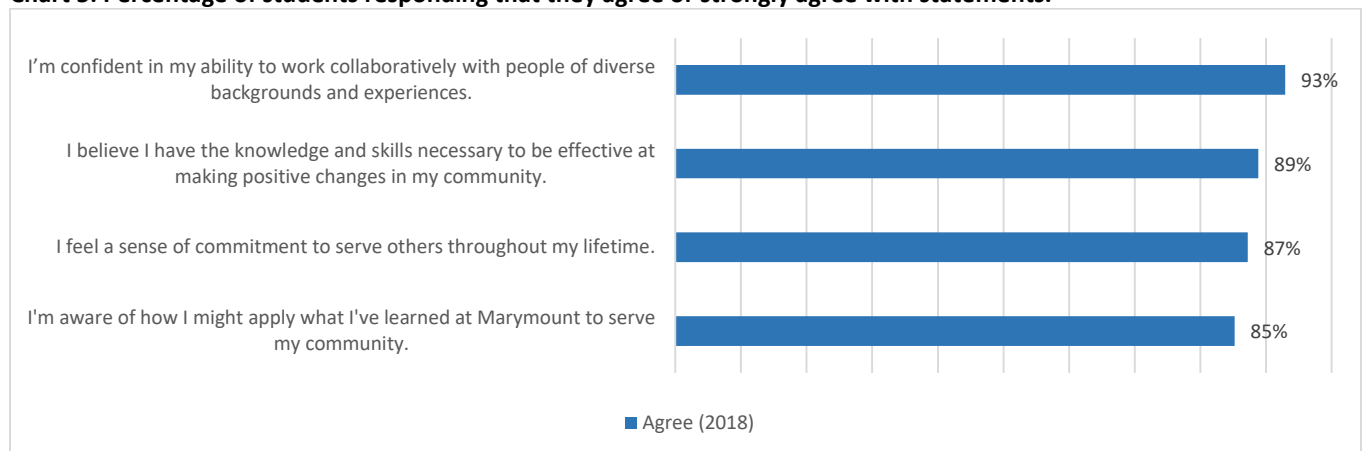
Chart 4: Percentage of student respondents who rated preparation as “good” or “excellent”



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.	4.22	366	0.5%	1.4%	9.3%	53.3%	35.5%
I’m confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	4.38	367	0.3%	1.1%	5.7%	46.0%	46.9%
I feel a sense of commitment to serve others throughout my lifetime.	4.23	367	0.5%	1.1%	11.2%	49.3%	37.9%
I'm aware of how I might apply what I've learned at Marymount to serve my community.	4.15	366	0.8%	1.9%	12.0%	51.6%	33.6%

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	3.32	365	3.0%	6.8%	45.8%	44.4%
Awareness of global issues	3.32	364	1.9%	9.1%	44.2%	44.8%
Self-confidence	3.26	362	5.5%	7.5%	42.3%	44.8%
Openness to new experience	3.48	365	1.9%	3.3%	40.0%	54.8%
Interest in cultures different from your own	3.50	363	1.7%	4.4%	36.6%	57.3%
Leadership skills	3.40	364	1.6%	6.6%	41.5%	50.3%
Commitment to service	3.29	363	4.1%	8.3%	42.4%	45.2%
The ability to collaborate with others from different backgrounds and experiences	3.55	365	1.6%	3.6%	33.4%	61.4%

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



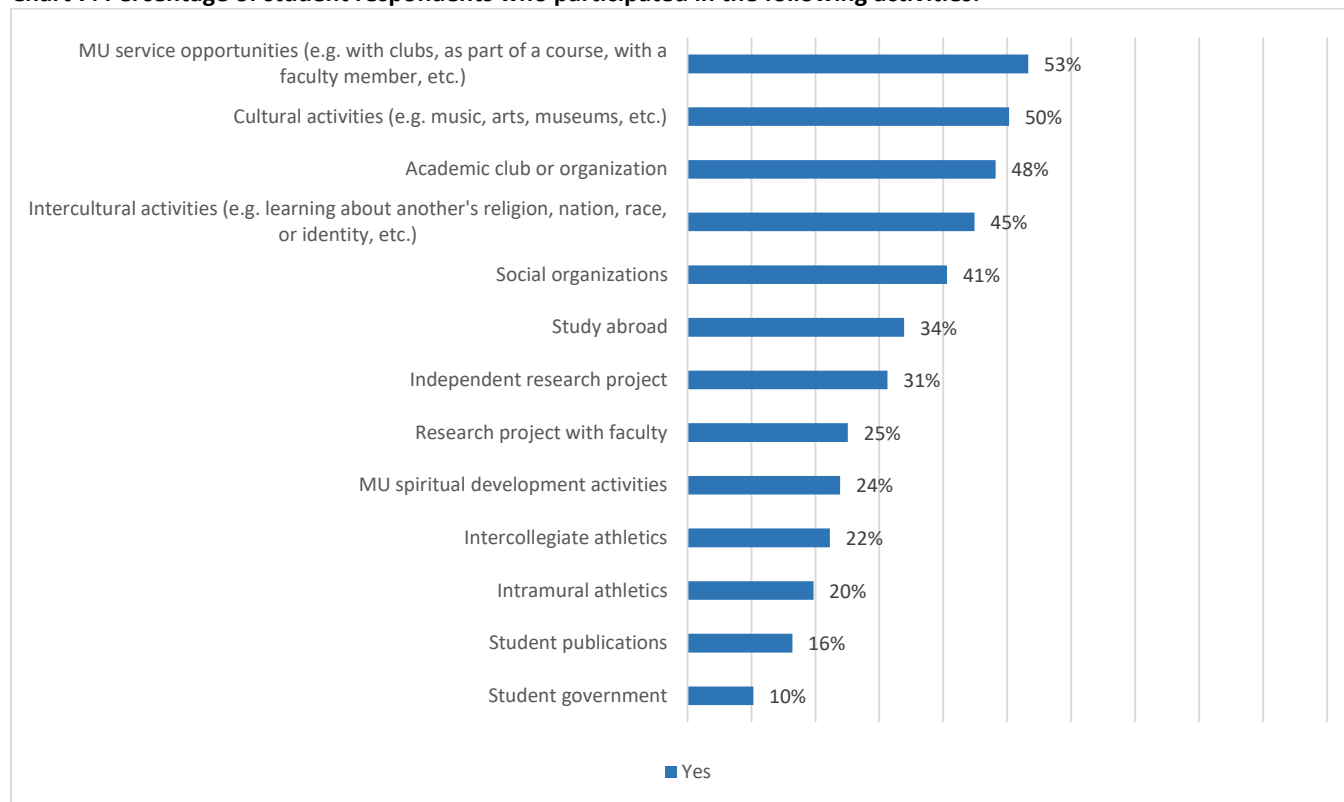
Co-Curricular Activities

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

	Respondents	No	Yes
MU spiritual development activities	364	76.1%	23.9%
MU service opportunities (e.g. with clubs, as part of a course, with a faculty member, etc.)	364	46.7%	53.3%
Academic club or organization	363	51.8%	48.2%
Social organizations	362	59.4%	40.6%
Student government	360	89.7%	10.3%
Cultural activities (e.g. music, arts, museums, etc.)	366	49.7%	50.3%
Intercultural activities (e.g. learning about another's religion, nation, race, or identity, etc.)	361	55.1%	44.9%
Intramural athletics	361	80.3%	19.7%
Intercollegiate athletics	363	77.7%	22.3%
Study abroad	357	66.1%	33.9%
Student publications	359	83.6%	16.4%
Independent research project	361	68.7%	31.3%

	Respondents	No	Yes
Research project with faculty	362	74.9%	25.1%

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?	369	4.6%	95.4%

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

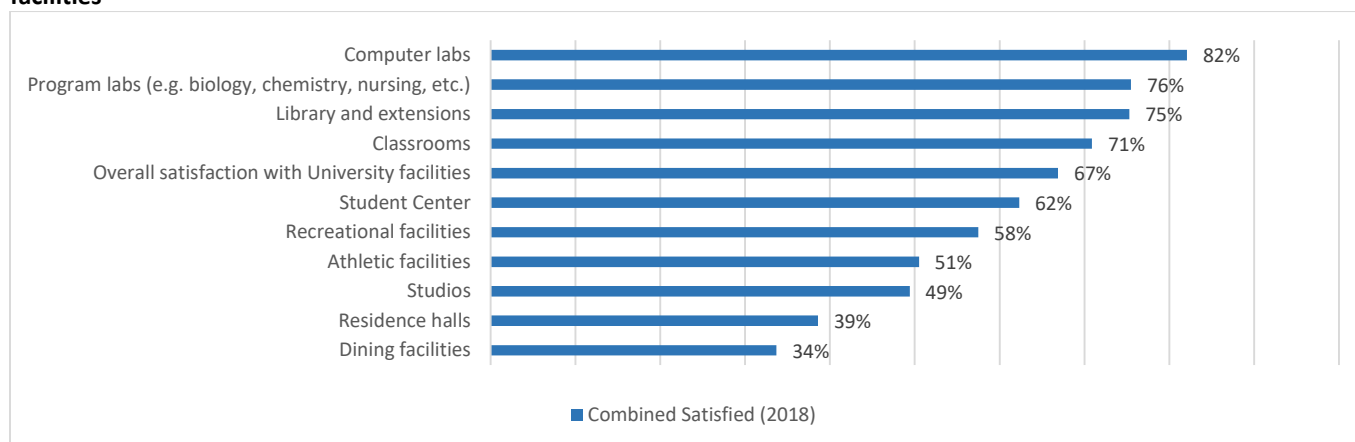


UNIVERSITY FACILITIES

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	3.70	368	2.7%	12.0%	18.5%	46.5%	20.4%
Classrooms	3.82	368	1.6%	9.2%	18.2%	47.0%	23.9%
Computer labs	4.13	356	0.3%	2.8%	14.9%	47.8%	34.3%
Program labs (e.g. biology, chemistry, nursing, etc.)	4.02	310	1.3%	2.3%	21.0%	44.2%	31.3%
Library and extensions	4.01	361	1.7%	4.2%	18.8%	42.1%	33.2%
Student Center	3.72	326	4.0%	4.9%	28.8%	39.9%	22.4%
Recreational facilities	3.59	315	4.4%	9.2%	28.9%	37.8%	19.7%
Athletic facilities	3.48	291	4.5%	9.6%	35.4%	34.7%	15.8%
Residence halls	3.19	280	6.4%	17.9%	37.1%	27.5%	11.1%
Dining facilities	2.96	326	12.6%	22.4%	31.3%	24.2%	9.5%
Studios	3.52	253	3.2%	6.7%	40.7%	33.6%	15.8%

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



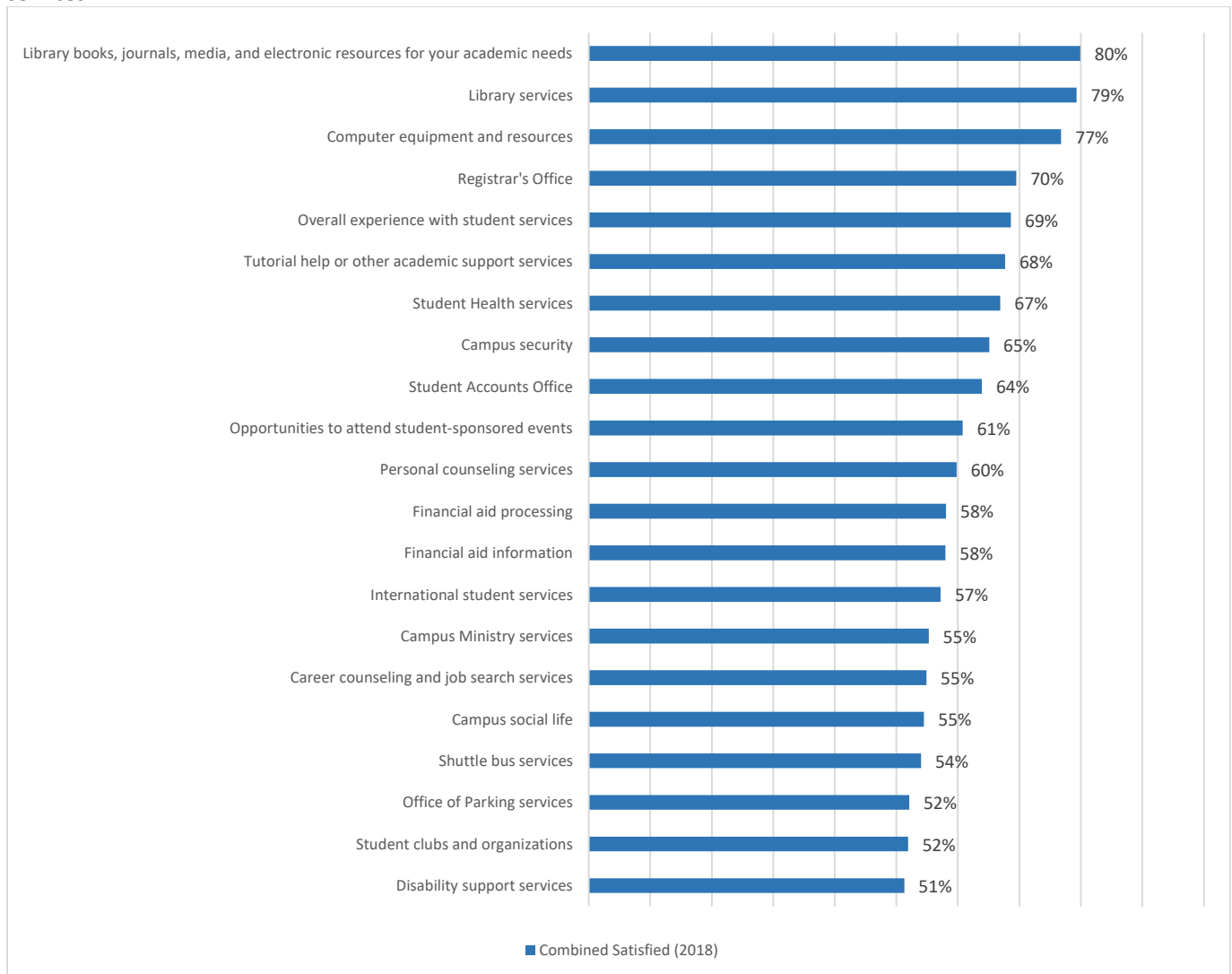
STUDENT SERVICES

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	3.82	354	1.4%	6.2%	23.7%	46.6%	22.0%
Registrar's Office	3.81	361	2.5%	6.4%	21.6%	46.8%	22.7%
Student Accounts Office	3.67	363	5.0%	9.6%	21.5%	40.8%	23.1%
Library services	4.09	358	0.3%	3.1%	17.3%	46.1%	33.2%
Computer equipment and resources	3.99	357	0.8%	3.1%	19.3%	49.9%	26.9%
Tutorial help or other academic support services	3.87	306	1.0%	4.6%	26.8%	42.2%	25.5%
Campus social life	3.54	327	4.3%	11.6%	29.7%	34.9%	19.6%
Student clubs and organizations	3.51	316	3.5%	12.0%	32.6%	34.2%	17.7%

	Mean	N	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Opportunities to attend student-sponsored events	3.70	329	2.7%	6.7%	29.8%	39.8%	21.0%
Career counseling and job search services	3.49	319	7.2%	9.4%	28.5%	37.0%	17.9%
Personal counseling services	3.66	266	4.9%	7.1%	28.2%	36.5%	23.3%
Campus Ministry services	3.66	244	3.3%	4.9%	36.5%	32.8%	22.5%
Student Health services	3.86	290	2.1%	5.5%	25.5%	37.9%	29.0%
Office of Parking services	3.36	332	8.1%	16.0%	23.8%	35.8%	16.3%
Campus security	3.72	332	4.8%	8.1%	22.0%	40.7%	24.4%
Shuttle bus services	3.47	339	5.9%	12.4%	27.7%	37.2%	16.8%
Disability support services	3.59	191	5.8%	2.1%	40.8%	30.4%	20.9%
International student services	3.79	215	0.9%	3.3%	38.6%	30.2%	27.0%
Financial aid information	3.59	329	4.0%	9.7%	28.3%	39.8%	18.2%
Financial aid processing	3.58	327	3.7%	11.9%	26.3%	39.1%	19.0%
Library books, journals, media, and electronic resources for your academic needs	4.06	357	0.3%	3.1%	16.8%	49.6%	30.3%

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	68	18.5
Employed part-time	121	33.0
Not employed, but looking	138	37.6
Not employed, not looking	40	10.9
Total	367	100.0

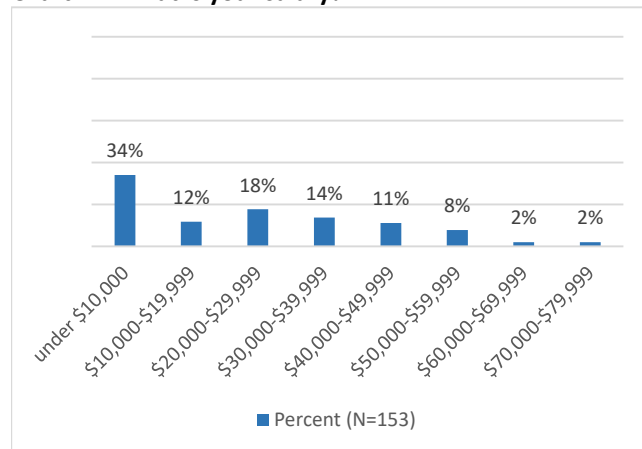
Is your current position related to your field of study at MU?

	Respondents	Percent
Directly related	63	34.2
Somewhat related	61	33.2
Not at all related	60	32.6
Total	184	100.0

Which sector best describes your job?

	Respondents	Percent
Commercial or for-profit	110	62.9
Not-for-profit	41	23.4
Government	24	13.7
Total	175	100.0

Chart 11: What is your salary?



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

	Respondents
Obtain a full-time position	268
Obtain a part-time position	25
Continue in the same position	25
None	16
Other	26

Other:

A different internship, advance in current company with degree, already employed, already graduated, continue at same place but in a full-time position, continue with the job I have been selected for, doctorate school, DPT program at MU, DPT School, either go back to the internship or work someplace else in the federal government, employed full time at health care agency, find a job more towards my degree, graduate school (x4), I'd like to expand my role in the position, as I now manage the DSA brand, internship (x2), Master of Fine Arts, military, pursue my master's degree in MBA, same part-time and full time in my career, in order to pay off student bills, work abroad, most likely Vietnam.

Do you plan to continue your education formally after graduation?

	Respondents	Percent
Yes	171	46.5
Maybe	151	41.1
No	46	12.5
Total	368	100.0

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

	Respondents	Percent
Within the next year	106	33.7
Within two to three years	87	27.6
More than three years from now	11	3.5
Unsure about when	111	35.2
Total	315	100.0

What degree do you plan to pursue?

	Respondents	Percent
Masters	262	82.4
Doctorate	33	10.4
MD	10	3.1
JD	5	1.6
Other (please specify)	8	2.5
Total	318	100.0

Other: BSN, don't know, I want to see if I can enroll in a doctoral program without my master's, Master of Fine Arts, MDiv, NP (master's) or CRNA

OVERALL EVALUATIONS

What are the strongest aspects of your MU education?

Theme 1: Quality of Faculty/Staff/Advising (N = 106)

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:

- *"Access to teachers and their willingness to provide guidance and feedback. Availability of staff."*
- *"Having the ability to have a lot of communication with my professors, being challenged to understand the criminal justice field and to explore different job opportunities and being given challenging course work that provided an idea of the type of work I may come across in the criminal justice field."*
- *"Every professor I had was so driven to help me get the best education I possibly could. They went above and beyond. I was really pushed to see different sides and perspective to ideas and concepts I thought I already had a grasp on. I loved being able to learn and debate and come to solutions to real-life ethical problems."*
- *"The close relationship with faculty was a major asset during college, normally I felt like I could reach them if I needed help. The human health and performance professors were well qualified, organized and extremely knowledgeable in their field. Professor ---, Dr. ---, Dr. --- - ---, and Dr. --- are fantastic professors who are well known in their field."*
- *"The ability to rely on professors, advisors, coaches to help you learn, hold you accountable, and develop strong academic and interpersonal skills."*

Theme 2: Individual Learning Outcomes/Programs (N = 62)

Some students noted their individual achievement of certain skills that will aid their future.

Example Responses:

- *"Having the opportunity to study fashion, & the community that comes with MU. MU has a very good fashion program and I feel as if it really provided me with a strong academic experience that will help me with my future career."*
- *"Learning to work with diverse teams, helped also with my leadership abilities."*

- *"I learned how to write papers effectively and give presentations in a clear and professional way. I learned in my liberal arts courses how to defend a thesis and defend an argument. I learned how to think and analyze material critically. My education gave me a global perspective in my learning."*
- *"Learning new things. Applying what I learned to real world issues."*

Theme 3: Small Class Sizes (N = 36)

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:

- *"Being a small school allows for more one on one between students and faculty."*
- *"I love the small community feel of Marymount. Coming from a school with around 20,000 students to a school around 3,000 has given me better opportunities to make lifelong friendships. I also loved the fact I could study abroad on the Global Classroom series. Those trips were incredible and I have made friendships because of those trips."*
- *"Most of the professors here are amazing. Being in a small classroom environment really allowed me to create a bond and connection with a few of the professors. They did more for me than just stand in front of a 100+ person classroom and lecture (like in other universities), they were actually there helping me and creating conversation within the classrooms and students. Those classroom discussions were my more cherished parts of my education."*

Theme 4: Global Education/Diversity (N = 19)

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, openness to other cultures. Balanced education among science, philosophy, and religion."*
- *"Global awareness, interest in your community, networking."*
- *"Opportunities to work with faculty and study abroad opportunities."*

Theme 5: Other (N = 18)

Students also cited Marymount's extracurricular activities, 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 work with my professor as an on-campus job allowed me to learn in and out of the classroom."*
- *"MU provided me with a high quality experience of education. Good experience, prepared me with the knowledge that I need to be successful."*
- *"Learning about myself & where I fit, challenging myself with new experiences, networking, getting extra one-on-one attention with professors/advisors, participating in events within the fashion department such as PIM."*

Theme 6: Campus Atmosphere, Campus Culture, and Social Environment (N = 17)

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

Example Responses:

- *"Close community and always willing help and understand everyone's needs."*
- *"Our RA's were lifesavers. --- saved me repeatedly. My study abroad experience changed my life."*
- *"The knowledge that people in academia care about your struggles and those can help you in dealing with others in similar situations."*

Theme 7: Experiential Learning (N = 15)

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

Example Responses:

- *"Being part of Campus Ministry gave me leadership, public speaking, and interpersonal skills that I didn't/wouldn't have gotten elsewhere. In terms of academics - studying abroad and my internship were the highlights/best learning experiences. I need to be hands on to learn, so I struggled in my lecture based classes."*

- *"I think the strongest aspects involved working on the production of Portfolio in Motion, getting to work with many different types of people, and the small class sizes. I also valued being able to learn about different opportunities in my major, and the things I liked and disliked."*
- *"The knowledge of many job, internship, and study abroad opportunities."*
- *"My major had so many opportunities for hands-on learning and experiences I would not have been able to have otherwise."*

Theme 8: Co-Curricular Activities (N = 10)

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:

- *"Honestly, student affairs and those staff members are really what taught me leadership, communications, and all skills needed for the real world. The classes taught me some knowledge for the professional world but mostly how to work out."*
- *"Campus Ministry was also another highlight of my time at Marymount. The staff in Campus Ministry was extremely welcoming and I felt a part of a family. I was able to get involved with service opportunities that lead me to the decision of where I wanted to go after graduation."*

Theme 9: Facilities and Academic Support (N = 7)

Students praised the support from the administration along with great facilities available on campus.

Example Responses:

- *"Nursing school, academics, campus resources, library services, support."*
- *"Staff was always willing to help and the university provided me with lots of resources to succeed."*
- *"The library is great, they're organized and do a fantastic job; however, I wish the hours were opened later."*

What aspects of your Marymount education need the most improvement?

Theme 1: Academics/Program Quality/Specific Skills (N = 105)

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.

Example Responses:

- *"A lecture or class on time management in the first semester, along with how to answer NCLEX style questions would have helped my grades if I knew everything I know now from the beginning."*
- *"Classes should be more hands on/have different aspects for different styles of learning."*
- *"Education around industry standard tools and challenging students to think outside the box."*
- *"Could have used more challenging specialty courses that helped to understand more of what goes on in my field."*
- *"In my major, we needed to learn more about e-commerce and the modern digital fashion industry. The program is a bit outdated. The fashion program needs to be revitalized a little."*

Theme 2: Campus Facilities and Resources (N = 50)

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. Parking, in particular, was a source of frustration.

Example Responses:

- *"Communication and availability of resources such as WiFi."*
- *"Facilities, facilities, facilities. I like the new building and shows your commitment to improving the facilities. But the human health and performance labs are too small. The physical plant is disorganized and unresponsive. The Lee Center is ran extremely poor, broken mirror glass has been there for 2 years, takes them 2 years to fix a leg extension machine, equipment is falling apart. The Lee Center and exercise facilities must be improved."*
- *"The parking situation. Holy moly is the parking at Marymount terrible! I'd really like to know where the contracted security guards park their personal vehicles and if they pay for parking passes. And also, why so many parking passes are sold for so few spots."*

- *"Finally, PLEASE change the cafeteria menu. WE REALLY NEED TO IMPROVE THIS. I can't believe that we are having the same food for the entire week? There is not too many options in terms of food."*

Theme 3: Faculty and Staff (N = 33)

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:

- *"Program isn't up-to-date. Not current. Professors have been teaching for years and don't have current field experience. So we're learning based on outdated experiences. Not enough hands-on experiences for students to understand what they are learning. People learn in different ways."*
- *"Administrative staff can be more supportive of student requests instead of responding 'it's the policy' or 'it's how it is.'"*
- *"Coordination between departmental chairs, faculty and students."*
- *"Science faculty should engage students in more research opportunities (rather selective process), and support student's long term goals, senior exit exam for science majors (needs to share importance of exam and how to better prepare with students - exam not an accurate portrayal of student knowledge and abilities)."*

Theme 4: Career Prep/Internships (N = 29)

Students noted that there was a lack of university preparation for placement for internships. Students expressed a desire for more experiential learning opportunities as well as additional electives and assistance in locating internships. Students stated that they need additional assistance ensuring they have the practical skills required to find jobs in their professions and more practical experience in their field of study.

Example Responses:

- *"Career development, fully explain options moving forward and the reality of getting the career you want."*
- *"Field experience is sometimes difficult to complete during being a full time student and working part time during a semester. Though necessary, the required hours were difficult to complete."*
- *"More hands on practical experience or lab work in classes that would prepare students for employment in specific field of study."*

Theme 5: Other (N = 26)

Students expressed the need for improved communication on campus and for more social media presence on campus events.

Example Responses:

- *"A better way to communicate when events/sport games are happening. If you don't follow Marymount on twitter or any other social media then it's difficult to know what's going on. Not every student passes by every area and it's possible to miss small flyers that are stapled on some random wall."*
- *"Co-Curricular Counsel. It needs to be changed the most. It is not organized and communication is terrible. There are several clubs (like dance and cheer) that have an open coaching position that hasn't been filled in over a year and it is affecting their ability to be an active club. It was a battle to get anything accomplished."*
- *"Factors that are geared towards the modern day workplace. I.e. social media branding."*

Theme 6: Advising (N = 15)

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:

- *"Advisors need to take more time to guide students through their courses. Courses should also be available every semester because it holds students back having to wait a full semester to take classes."*
- *"Coordination between academic advisors of my major and minor curriculums"*
- *"I found myself extremely unsupported by my adviser and the upper level administrators in my program. They are extremely unsympathetic towards students who have to hold on campus jobs for financial reasons. They are unwilling to assist students. They do not promote success for the students, rather at the first sign of faltering, they encourage students to leave the program. They do not work to help students. Without the belief of individual faculty members, upper administrators would not have allowed my success in the program."*

Theme 7: Course Scheduling (N = 15)

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:

- *"Availability of classes. I felt the program was only outlined for students who lived in campus and had no other responsibilities. It was not structured in a way to benefit someone who is returning to school at a later age."*
- *"Greater need for more sections of certain courses to allow working students the ability to work and attend class. Lab practicality and course selection."*
- *"More teachers to teach at flexible times. MU has a lot of working adult students that can mostly only take classes at night."*

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

Theme 1: Academics/Advising (N = 19)

Student respondents cited academic advising as an area lacking in satisfaction. 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. Also, students praised the benefit of small class sizes for student/professor relationships.

Example Responses:

- *"I felt a lot of the staff were unapproachable and not advocates for their students. The program was unorganized at times. The school is extremely expensive and did not offer enough scholarship options."*
- *"My education at MU has been great however, the most frustrating part of my education has been dealing with the SBA and Graduate admissions. You have to keep following up with departments and people to get one task completed."*
- *"The best part about being a student at MU is the small classes. After being in your program for at least a semester, you will start to get to know everyone and vice versa. All of your professors and advisors know your name, who you are, and what you are about. This to me is the best part about going to MU. I worked harder and never quit because I had teachers that cared about me and my education. This is very much appreciate and I would recommend this school to everyone."*

Theme 2: Great Experience (N = 17)

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

Example Responses:

- *"Dr. --- gave me the skills and confidence to leave Marymount and feel that I can join the IT industry and be successful to the highest extent. Ms. --- (Financial Aid) is such an awesome employee and made my experience at Marymount so worthwhile and I truly credit my ability to stay in college to her because she constantly gave me hope in knowing that I always had financial options and she consistently worked with me in picking the right options."*
- *"I have enjoyed my time here overall, however, the lack of support from the department really did put a sourness on my time here. I do feel I am largely prepared for the workforce which is ultimately the goal."*
- *"I like that MU has small classes since the professors can get to know us. The courses were academically challenging and has made me learn much more. I am glad I came to Marymount and I know I made the right decision in attending Marymount."*
- *"I really liked that MU teachers always had their doors open in case I needed to talk to them without an appointment. I think it showed that they care, that they're down to earth and willing to help. I felt so welcomed in my first semester here when staff would pass me in the hallways and make eye contact, smile, and say hello."*

Theme 3: Specific Courses (N = 16)

Students repeated the need for additional sections of specific courses, a wider selection of electives, or more updated content within certain courses.

Example Responses:

- *"Community Clinical does not need to be full semester."*

- *"Lack of equality in the program. Same opportunities aren't available or offered to others of the same qualifications as others, especially in regards to the end of the year fashion show and fashion club."*
- *"Look at the AAS Cyber Security program offered at the Northern Virginia Community College Alexandria and Woodbridge campuses as a starting point for the difficulty of the BS IT program."*

Theme 4: Student Life/Facilities (N = 15)

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

Example Responses:

- *"Education is great but the employees not related to teaching need plenty of improvement. Such as orientation for smooth transferring: bus locations, dining halls, where to meet for boot camps. I feel lost when I first transferred to the school. I did not know what room 4040 is, where and when to find the bus, how to get into the library, navigating through the school, etc."*
- *"School events are generally disorganized, and shuttles and campus security need to have communication."*
- *"The food could be better. Parking has improved over the years. The shuttle service for the 2017 - 2018 school year was confusing and inconvenient compared to prior years."*

Theme 5: Faculty/Staff (N = 14)

Students varied in their views of the university's faculty. Some noted that certain 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:

- *"Dr. --- ---and Dr. --- --- were the best professors and mentors I had in the sociology program and we're a big part of my decision to change my major from interior design to sociology."*
- *"My courses were challenging yet still doable. I felt that with time and attentiveness I was able to excel. It was also great having small classes and having professors get to know you. I learned a lot and grew through my experience here."*
- *"The combination of ---, ---, and --- were perfect. A perfect combination of seriousness, strictness, and silliness, while still being extremely educational."*

Theme 6: Financial Aid (N = 11)

Students were frustrated with the cost of tuition being too high with limited scholarship opportunities.

Example Responses:

- *"I feel that I did not get the education I paid for when I mentioned this to professor and my advisors they mentioned that I could've tailored my classes and electives to provide me the analytical and critical thinking skills that would be necessary in the work place. While this is true this seems unrealistic since most students starting out at Marymount or any university have no idea what they'll be doing after school or what they should need to know to perform certain jobs. One would think that in contracting Marymount for a degree, the degree would be able to meet the standards of education provided by other local universities."*
- *"I feel well prepared academically however there was no financial education or support regarding loans. Please reassess the financial aid office and student account office. They are incredibly rude and lack the fundamental knowledge to help with major financial decisions."*
- *"There needs to be a more thorough explanation of the options a student has before having them pay for 4+ years of a high tuition to ultimately leave with a degree that still has not given fruition."*

Theme 7: Other (N = 7)

Students also commented on how their Catholic identity was lacking and unfair distribution of resources for MU programs.

Example Responses:

- *"I sought after a Catholic institution hoping for spiritual formation congruent with an education aligned with the Catholic Church. Marymount claims to be a Catholic institution, but my experience was quite secular. Sure there is campus ministry, but every college/university offers something of the like. In my time at Marymount I was never approached by campus ministry. Perhaps the most disappointing aspect of my experience at Marymount was that some of the curriculum absolutely opposed Catholic Social Teaching. I suppose I should have researched Marymount's reputation more thoroughly. Or maybe Marymount shouldn't just distance themselves from Catholic Tradition, but completely cut ties with the church."*

- “There are a great number of resources available for MU programs, however it becomes very obvious to the students and faculty which specific programs are preferred by the university in terms of the distribution of resources. It is understandable that the program with the largest number of students will get more resources and attention, however that does not make it acceptable to disregard smaller programs simply because it is smaller. They should still get the attention and resources required to make it a highly successful program or simply do not offer it.”
- “There definitely needs to be more of an emphasis along with a helping hand on gaining EXPERIENCE in fields and not just studying. Maybe there could also be some assistance if the only way to get an internship is to temporarily move out of state. Many students cannot the experience they need because they are not able to relocate.”

DEMOGRAPHICS

What was your primary enrollment status during your program?

	Respondents	Percent
Full-time	362	97.6
Part-time	9	2.4
Total	371	100.0

How many years did you live on campus?

	Respondents	Percent
Never lived on campus	199	53.6
Less than 1 year	21	5.7
1 to 2 years	55	14.8
3 or more years	96	25.9
Total	371	100.0

What degree are you receiving?

	Respondents	Percent
Bachelor of Arts	168	45.2
Bachelor of Business Administration	58	15.6
Bachelor of Science	96	25.8
Bachelor of Science in Nursing	50	13.4
Total	372	100.0

What school do you belong to?

	Respondents	Percent
School of Arts and Sciences	134	36.0
School of Business Administration	102	27.4
School of Education and Human Services	52	14.0
Malek School of Health Professions	84	22.6
Total	372	100.0

What is your major?

What is your major?		Respondents	Percent
School of Arts and Sciences	Art	3	0.8
	Biochemistry	1	0.3
	Biology	25	6.7
	Communication	7	1.9
	English	7	1.9
	Fashion Design	5	1.3
	Fashion Merchandising	18	4.8
	Graphic Design	6	1.6
	History	3	0.8
	Interior Design	19	5.1
	Liberal Studies	10	2.7
	Mathematics	2	0.5

		Respondents	Percent
	Media Design	1	0.3
	Multidisciplinary Studies	11	3.0
	Philosophy	1	0.3
	Politics	14	3.8
	Theology and Religious Studies	1	0.3
School of Business Administration	Business Administration	58	15.6
	Economics	10	2.7
	Information Technology	34	9.1
School of Education and Human Services	Criminal Justice	17	4.6
	Psychology	42	9.5
	Sociology	4	0.9
Malek School of Health Professions	Health Sciences	34	9.1
	Nursing	50	13.4
	Total	372	100.0

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

	Respondents	Percent
Not employed during education	89	23.9
Employed full-time	48	12.9
Employed part-time on campus	79	21.2
Employed part-time off campus	156	41.9
Total	372	100.0

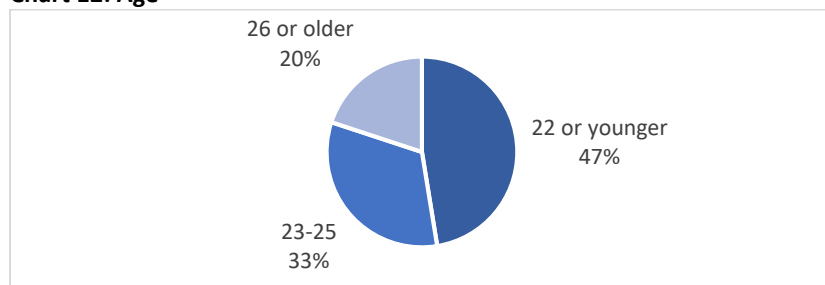
If you were employed, were you employed in a position related to your field of study?

	Respondents	Percent
Yes	110	39.1
No	171	60.9
Total	281	100.0

Which of the following describes your start at MU?

	Respondents	Percent
MU is the only college or university I have attended.	184	49.5
I transferred into MU from a community college, four-year college, or university.	163	43.8
I earned a degree from another college or university prior to enrolling at MU.	25	6.7
Total	372	100.0

Chart 12: Age



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

	Respondents	Percent
Main Campus	245	65.9
Ballston/4040 Center	124	33.3
Reston Center	0	0.0
Other (please specify)	3	0.8
Online	0	0.0
Total	372	100.0

Other: Main Campus and Ballston equally (x3)

GRADUATES

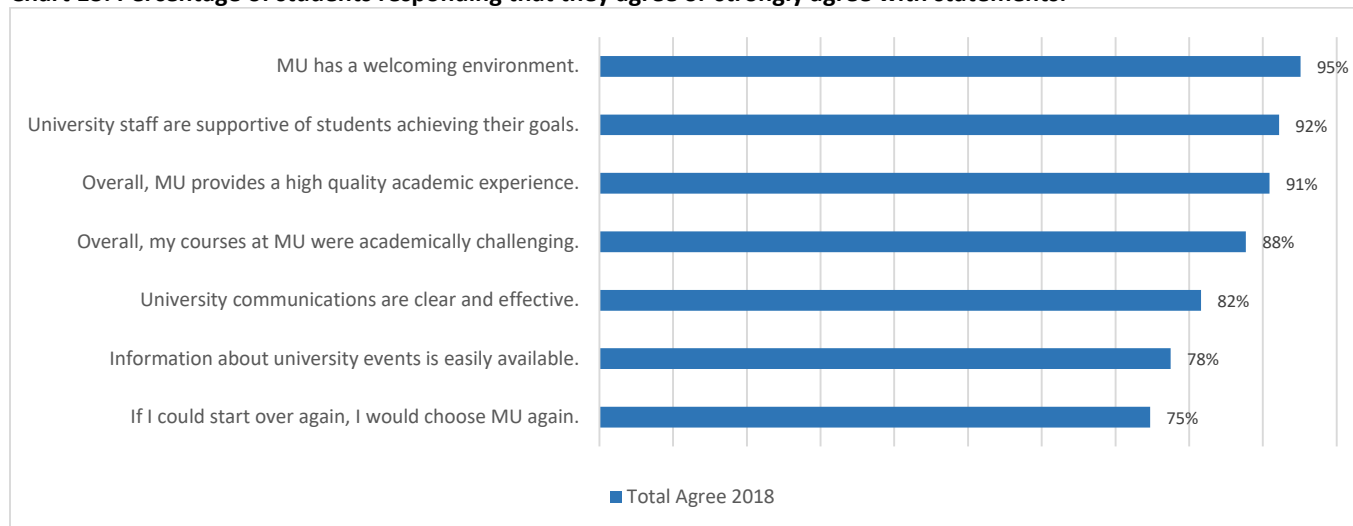
ACADEMIC EXPERIENCE

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.	4.25	229	0.4%	7.4%	1.3%	48.5%	42.4%
MU has a welcoming environment.	4.46	228	1.3%	0.9%	2.6%	41.2%	53.9%
University staff are supportive of students achieving their goals.	4.42	229	0.9%	2.6%	4.4%	37.6%	54.6%
University communications are clear and effective.	4.00	228	2.6%	8.8%	7.0%	49.1%	32.5%
Information about university events is easily available.	4.00	227	2.2%	6.6%	13.7%	44.5%	33.0%
Overall, my courses at MU were academically challenging.	4.23	229	1.3%	5.7%	5.2%	44.5%	43.2%
If I could start over again, I would choose MU again.	4.02	229	2.2%	7.0%	16.2%	35.8%	38.9%

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

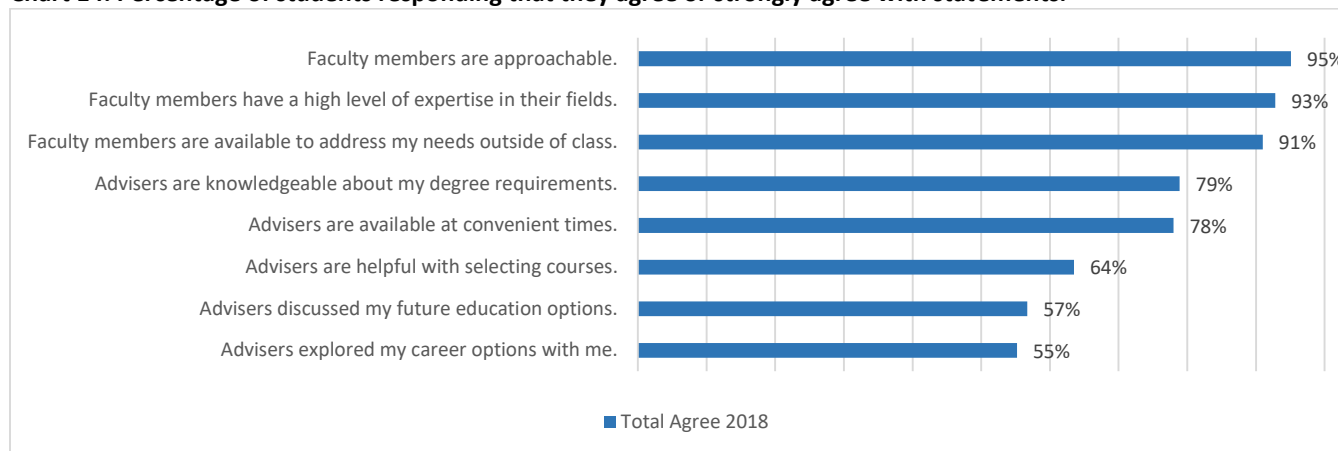


Faculty and Advisors

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.	4.42	222	0.9%	3.2%	3.2%	38.7%	54.1%
Faculty members are approachable.	4.48	223	0.4%	0.4%	4.0%	40.8%	54.3%
Faculty members are available to address my needs outside of class.	4.40	222	0.5%	1.8%	6.8%	39.6%	51.4%
Advisers are available at convenient times.	4.10	223	2.2%	6.3%	13.5%	35.4%	42.6%
Advisers are helpful with selecting courses.	3.88	222	2.7%	6.8%	27.0%	26.6%	36.9%
Advisers are knowledgeable about my degree requirements.	4.13	223	1.8%	4.9%	14.3%	35.9%	43.0%
Advisers explored my career options with me.	3.67	221	6.3%	7.2%	31.2%	24.0%	31.2%
Advisers discussed my future education options.	3.68	222	6.8%	8.1%	28.4%	23.4%	33.3%

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

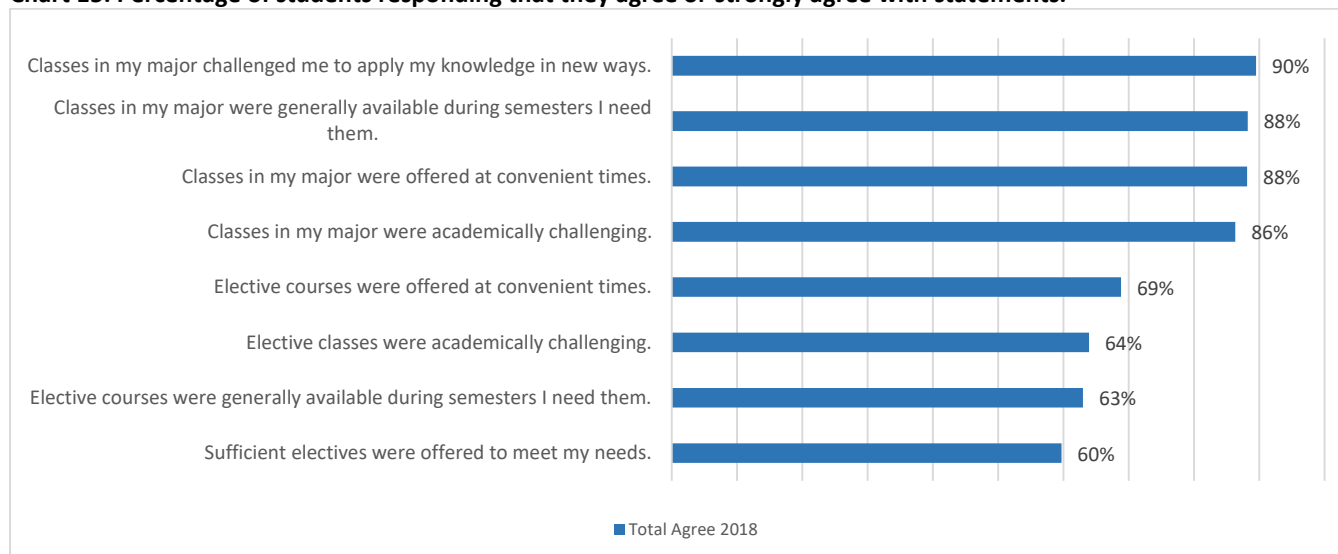


Courses

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.	4.19	220	2.3%	7.3%	2.3%	45.5%	42.7%
Classes in my major were offered at convenient times.	4.20	218	1.4%	5.5%	5.0%	48.2%	39.9%
Classes in my major challenged me to apply my knowledge in new ways.	4.30	219	0.5%	4.1%	5.9%	43.8%	45.7%
Classes in my major were academically challenging.	4.22	218	1.4%	5.0%	7.3%	42.7%	43.6%
Elective courses were generally available during semesters I need them.	3.71	219	3.7%	11.9%	21.5%	35.6%	27.4%
Elective courses were offered at convenient times.	3.86	218	2.8%	4.6%	23.9%	41.7%	27.1%
Sufficient electives were offered to meet my needs.	3.67	218	2.3%	12.8%	25.2%	34.9%	24.8%
Elective classes were academically challenging.	3.83	219	1.4%	5.9%	28.8%	36.5%	27.4%

Chart 15: Percentage of students responding that they agree or strongly agree with statements.

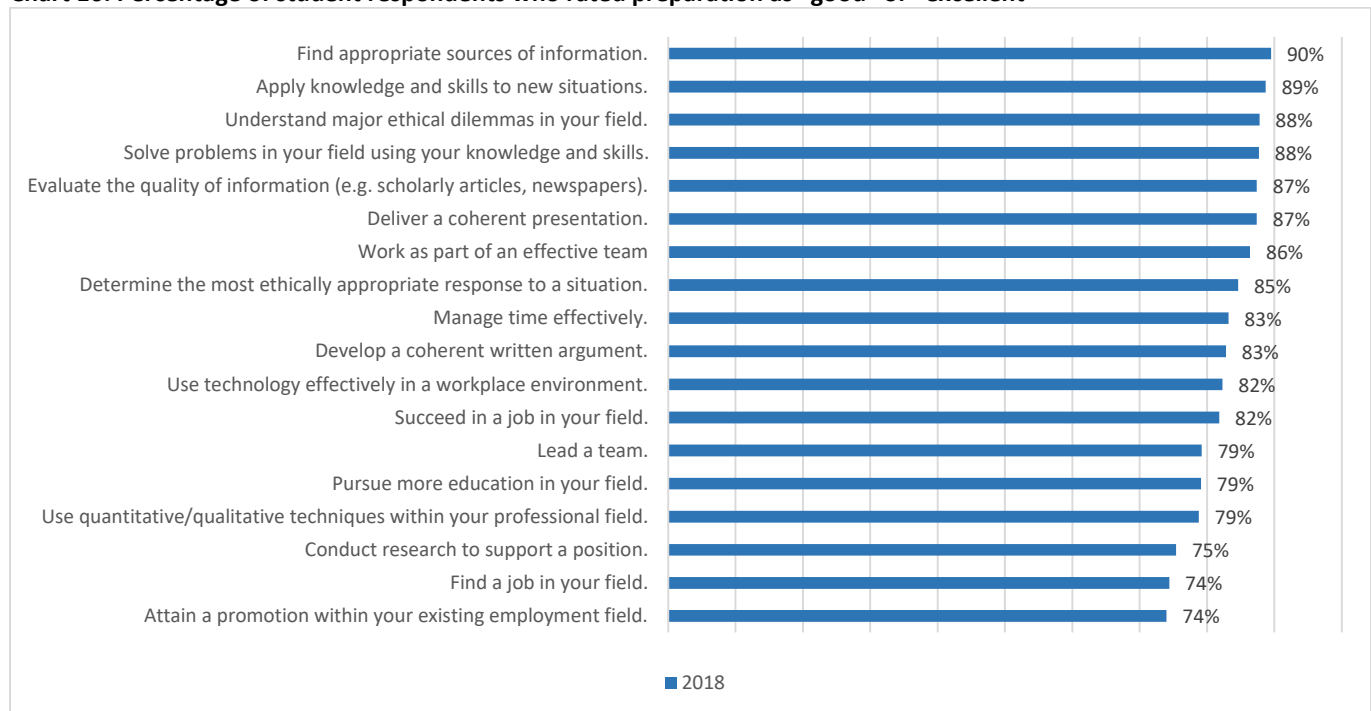


Educational Outcomes

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.	4.07	219	3.2%	5.9%	16.4%	29.7%	44.7%
Succeed in a job in your field.	4.27	220	0.9%	5.0%	12.3%	30.0%	51.8%
Attain a promotion within your existing employment field.	3.99	219	4.1%	4.6%	17.4%	36.1%	37.9%
Pursue more education in your field.	4.13	220	0.9%	5.9%	14.1%	37.7%	41.4%
Conduct research to support a position.	4.01	220	2.3%	5.9%	16.4%	39.5%	35.9%
Develop a coherent written argument.	4.18	221	0.9%	4.1%	12.2%	42.1%	40.7%
Deliver a coherent presentation.	4.37	221	0.5%	0.5%	11.8%	36.7%	50.7%
Use quantitative/qualitative techniques within your professional field.	4.10	221	1.8%	4.1%	15.4%	40.3%	38.5%
Determine the most ethically appropriate response to a situation.	4.30	220	0.9%	0.9%	13.6%	36.4%	48.2%
Understand major ethical dilemmas in your field.	4.35	221	0.9%	1.4%	10.0%	37.1%	50.7%
Work as part of an effective team	4.39	221	0.0%	0.9%	12.7%	32.6%	53.8%
Lead a team.	4.21	221	1.4%	4.1%	15.4%	30.8%	48.4%
Manage time effectively.	4.24	220	0.9%	2.3%	13.6%	38.2%	45.0%
Use technology effectively in a workplace environment.	4.20	220	0.5%	3.2%	14.1%	40.9%	41.4%
Apply knowledge and skills to new situations.	4.34	221	0.0%	2.3%	9.0%	41.2%	47.5%
Solve problems in your field using your knowledge and skills.	4.34	220	0.5%	3.6%	8.2%	36.8%	50.9%
Find appropriate sources of information.	4.43	221	0.0%	0.9%	9.5%	35.7%	53.8%
Evaluate the quality of information (e.g. scholarly articles, newspapers).	4.41	221	0.0%	1.4%	11.3%	32.6%	54.8%

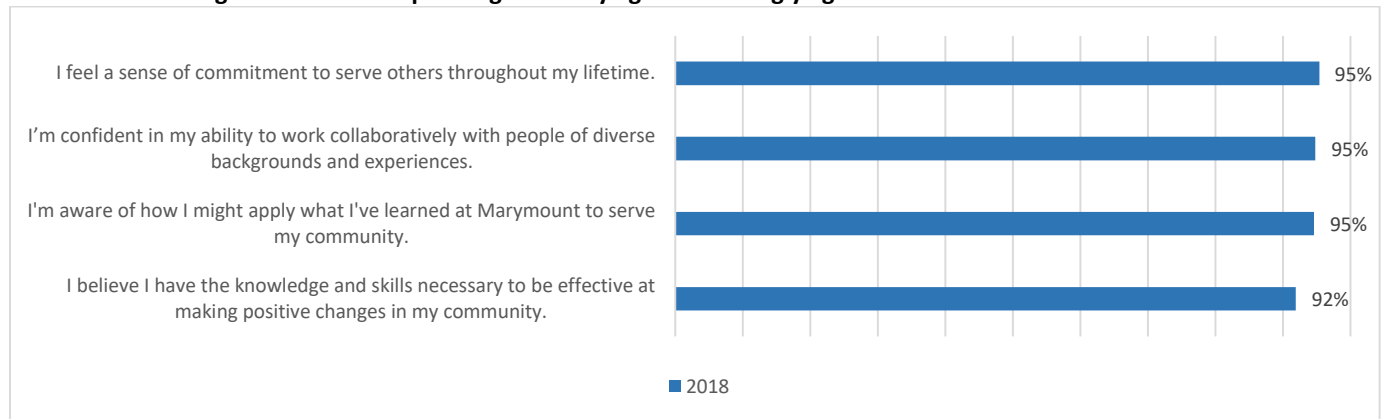
Chart 16: Percentage of student respondents who rated preparation as "good" or "excellent"



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.	4.67	221	0.5%	1.8%	5.9%	13.6%	78.3%
I’m confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	4.83	221	0.5%	1.8%	11.8%	18.4%	86.0%
I feel a sense of commitment to serve others throughout my lifetime.	4.74	221	0.5%	0.5%	3.6%	15.8%	79.6%
I’m aware of how I might apply what I’ve learned at Marymount to serve my community.	4.68	220	0.5%	1.8%	3.2%	18.2%	76.4%

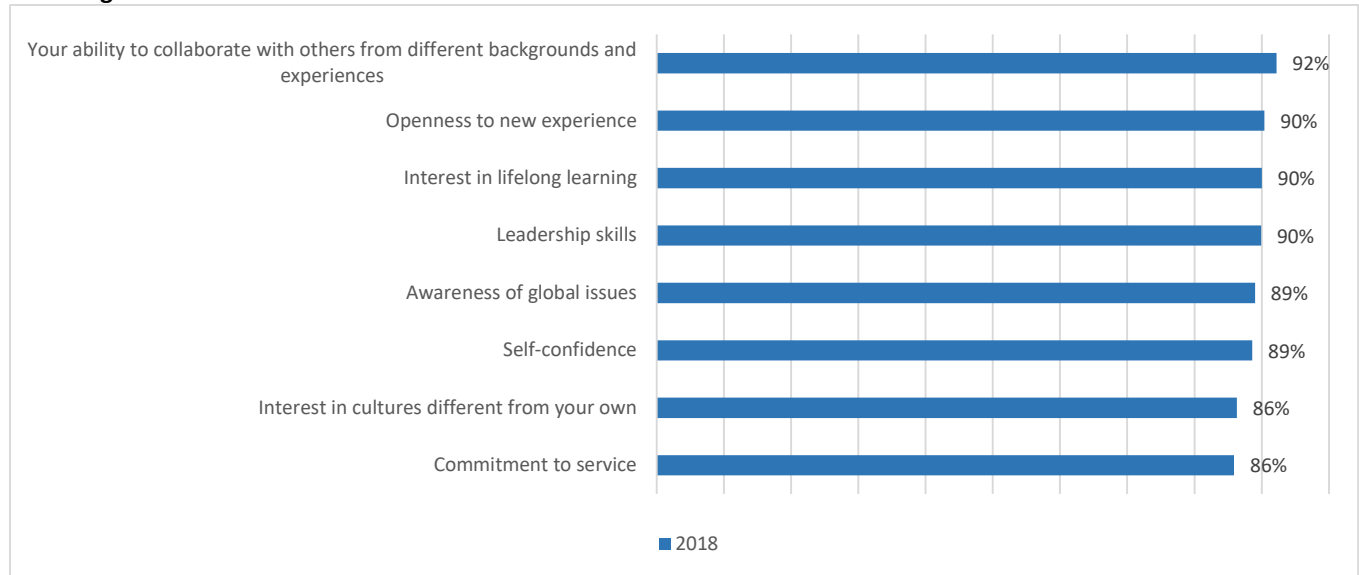
Chart 17: Percentage of students responding that they agree or strongly agree with statements.



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	3.52	219	3.2%	6.8%	24.7%	65.3%
Awareness of global issues	3.37	219	3.7%	7.3%	37.4%	51.6%
Self-confidence	3.43	219	2.7%	8.7%	31.1%	57.5%
Openness to new experience	3.54	218	2.3%	7.3%	24.3%	66.1%
Interest in cultures different from your own	3.41	219	5.5%	8.2%	26.0%	60.3%
Leadership skills	3.43	218	3.2%	6.9%	33.9%	56.0%
Commitment to service	3.35	219	6.4%	7.8%	30.6%	55.3%
Your ability to collaborate with others from different backgrounds and experiences	3.59	219	2.3%	5.5%	22.8%	69.4%

Chart 18: Percentage of student respondents who rated MU's contribution to their development of skills as “somewhat” or “to a great extent”

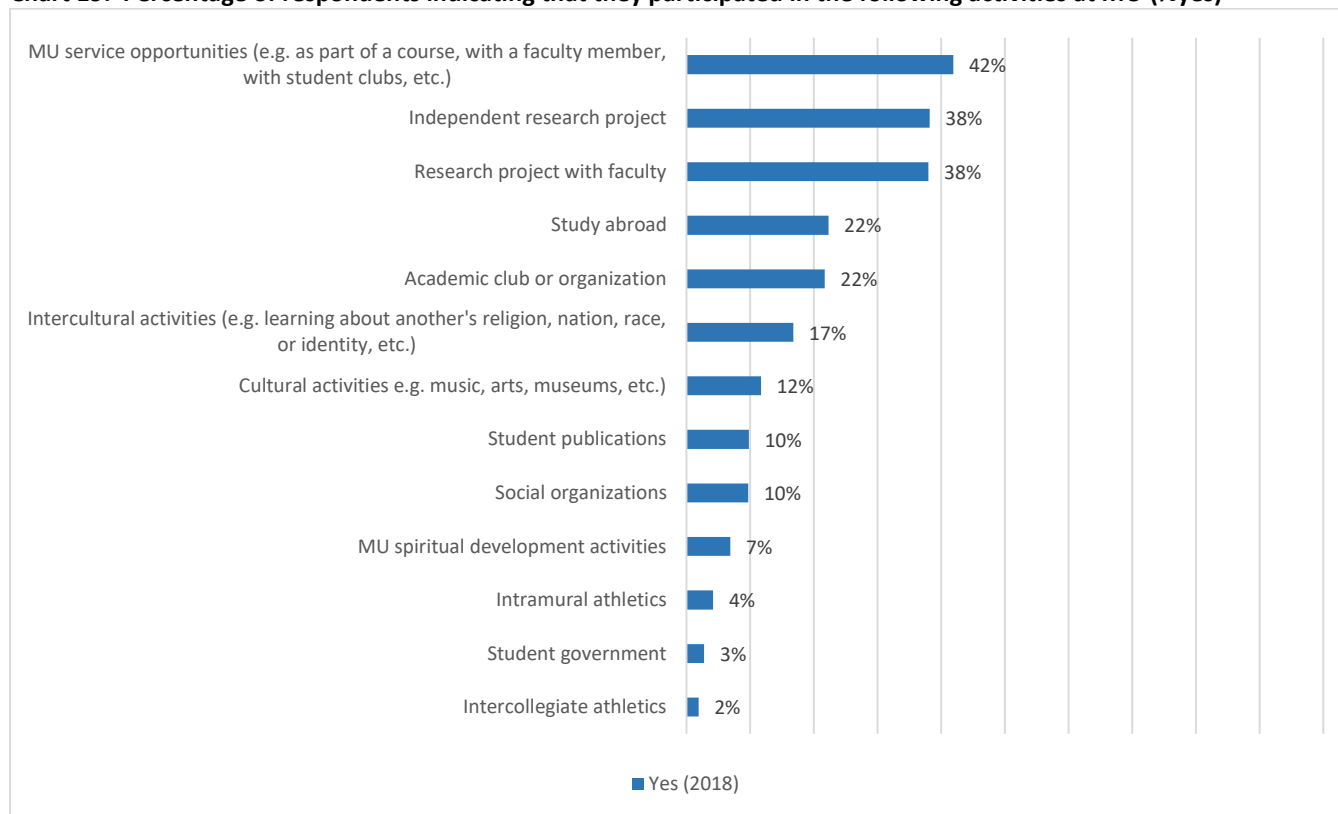


Co-Curricular Activities

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

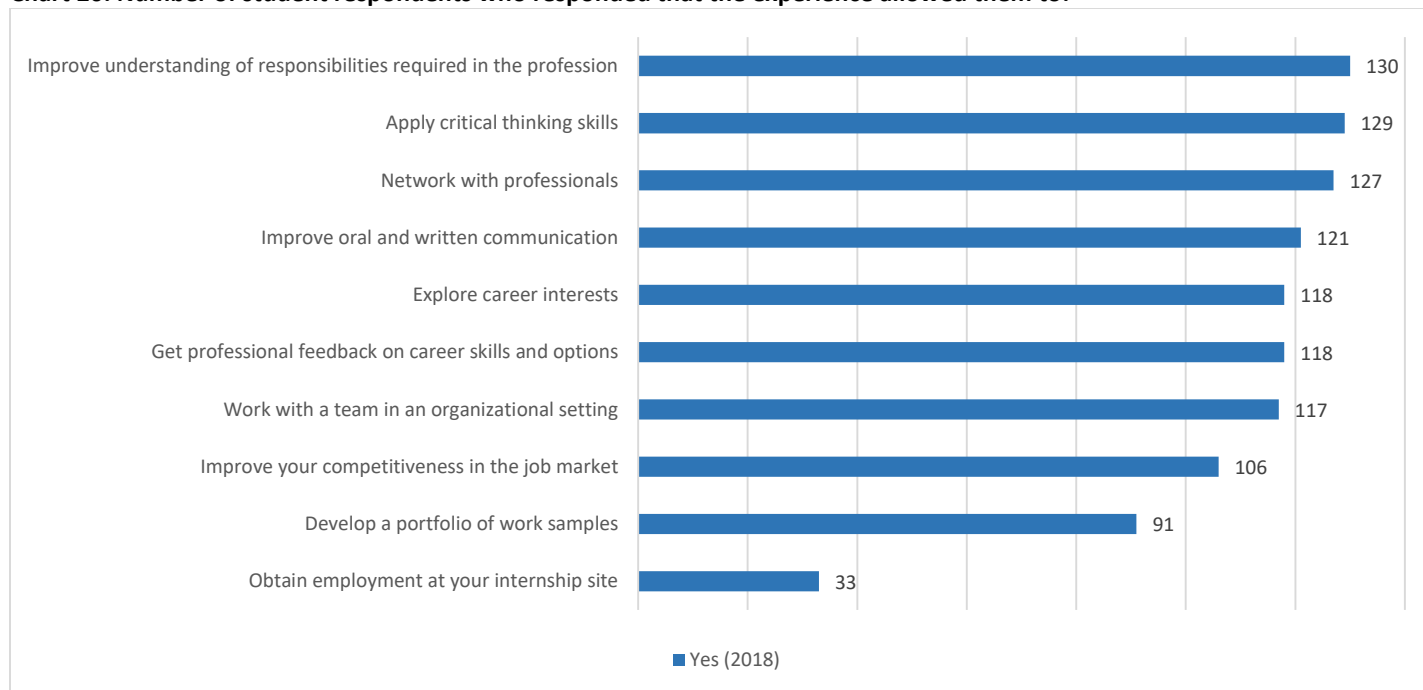
	Respondents	No	Yes
Intercollegiate athletics	216	98.1%	1.9%
Student government	215	97.2%	2.8%
Intramural athletics	215	95.8%	4.2%
MU spiritual development activities	216	93.1%	6.9%
Social organizations	216	90.3%	9.7%
Student publications	215	90.2%	9.8%
Cultural activities e.g. music, arts, museums, etc.)	214	88.3%	11.7%
Intercultural activities (e.g. learning about another's religion, nation, race, or identity, etc.)	215	81.4%	16.8%
Academic club or organization	217	78.3%	21.7%
Study abroad	215	77.7%	22.3%
Research project with faculty	216	62.0%	38.0%
Independent research project	217	61.8%	38.2%
MU service opportunities (e.g. as part of a course, with a faculty member, with student clubs, etc.)	217	58.1%	41.9%

Chart 19: Percentage of respondents indicating that they participated in the following activities at MU (%yes)



	Respondents	No	Yes
Did your education at MU include an internship, clinical, or student teaching experience?	220	32.3%	67.7%

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

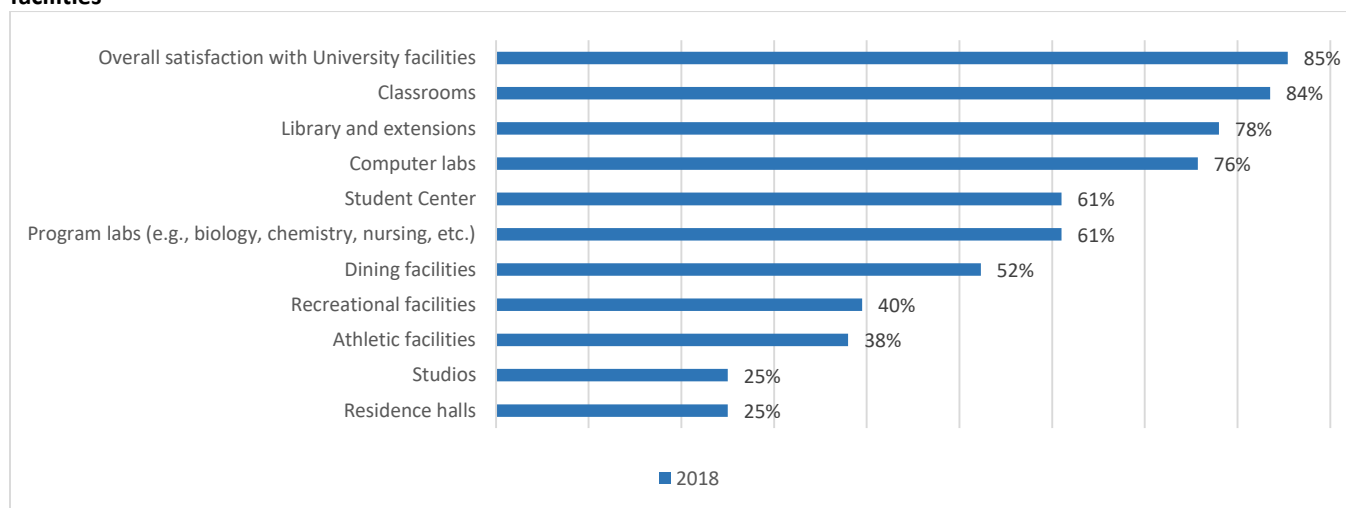


UNIVERSITY FACILITIES

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	4.17	220	2.3%	5.0%	7.3%	44.5%	40.9%
Classrooms	4.17	223	1.8%	4.0%	10.8%	42.2%	41.3%
Computer labs	4.08	161	0.6%	3.1%	20.5%	39.1%	36.6%
Program labs (e.g., biology, chemistry, nursing, etc.)	3.88	100	2.0%	1.0%	36.0%	29.0%	32.0%
Library and extensions	4.05	195	1.0%	5.1%	15.9%	43.6%	34.4%
Dining facilities	3.61	130	3.8%	7.7%	36.2%	28.5%	23.8%
Student Center	3.79	118	1.7%	5.9%	31.4%	33.9%	27.1%
Recreational facilities	3.40	81	3.7%	7.4%	49.4%	24.7%	14.8%
Athletic facilities	3.42	79	2.5%	7.6%	51.9%	21.5%	16.5%
Residence halls	3.30	60	1.7%	5.0%	68.3%	11.7%	13.3%
Studios	3.33	60	1.7%	3.3%	70.0%	10.0%	15.0%

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



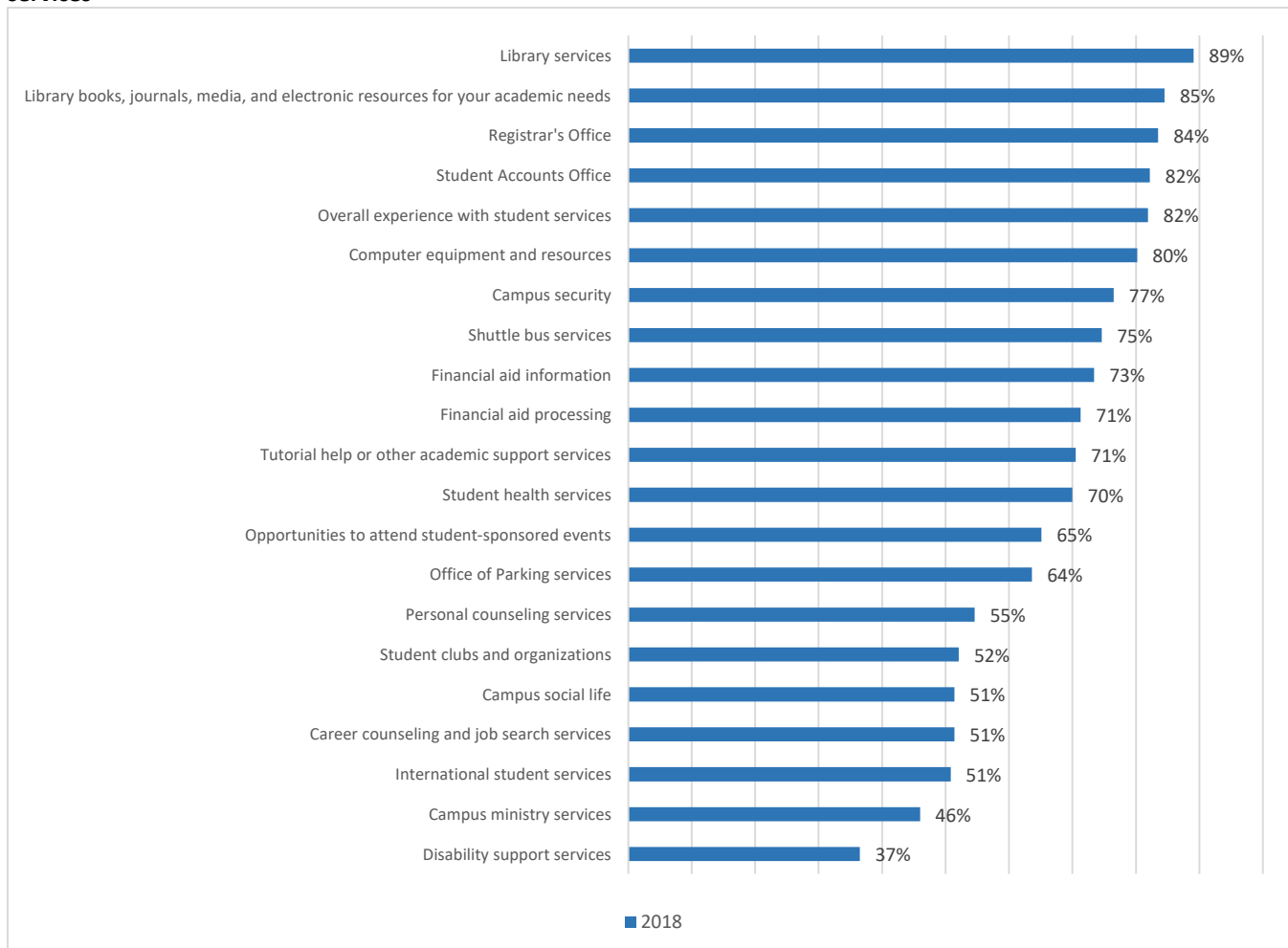
STUDENT SERVICES

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	4.08	183	1.6%	2.2%	14.2%	50.8%	31.1%
Registrar's Office	4.19	206	1.5%	3.9%	11.2%	40.8%	42.7%
Student Accounts Office	4.10	214	0.9%	5.6%	11.2%	47.2%	35.0%
Computer equipment and resources	4.06	176	0.6%	5.7%	13.6%	47.2%	33.0%
Career counseling and job search services	3.53	107	6.5%	7.5%	34.6%	29.0%	22.4%
Office of Parking services	3.66	173	4.6%	9.8%	22.0%	41.6%	22.0%

	Mean	N	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Campus security	4.07	149	2.0%	0.7%	20.8%	40.9%	35.6%
Financial aid information	3.91	169	3.0%	5.9%	17.8%	44.4%	29.0%
Financial aid processing	3.91	171	3.5%	7.6%	17.5%	37.4%	33.9%
Library books, journals, media, and electronic resources for your academic needs	4.23	206	1.0%	2.4%	12.1%	41.3%	43.2%
Library services	4.30	201	0.5%	1.0%	9.5%	45.8%	43.3%
Tutorial help or other academic support services	4.03	98	2.0%	1.0%	26.5%	32.7%	37.8%
Campus social life	3.59	105	1.9%	6.7%	40.0%	33.3%	18.1%
Student clubs and organizations	3.65	94	2.1%	5.3%	40.4%	29.8%	22.3%
Opportunities to attend student-sponsored events	3.86	123	2.4%	4.1%	28.5%	35.0%	30.1%
Personal counseling services	3.70	77	3.9%	6.5%	35.1%	24.7%	29.9%
Campus ministry services	3.62	61	1.6%	3.3%	49.2%	23.0%	23.0%
Student health services	3.90	100	2.0%	2.0%	26.0%	44.0%	26.0%
Shuttle bus services	4.02	130	1.5%	2.3%	21.5%	42.3%	32.3%
Disability support services	3.50	52	1.9%	1.9%	59.6%	17.3%	19.2%
International student services	3.70	67	3.0%	4.5%	41.8%	20.9%	29.9%

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	117	53.2
Employed part-time	31	14.1
Not employed, but looking	61	27.7
Not employed, not looking	11	5.0
Total	220	100.0

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

	Respondents	Percent
Directly related	19	13.0
Somewhat related	34	23.3
Not at all related	93	63.7
Total	146	100.0

Which sector best describes your job?

	Respondents	Percent
Commercial or for-profit	49	34.5
Not-for-profit	53	37.3
Government	40	28.2
Total	142	100.0

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

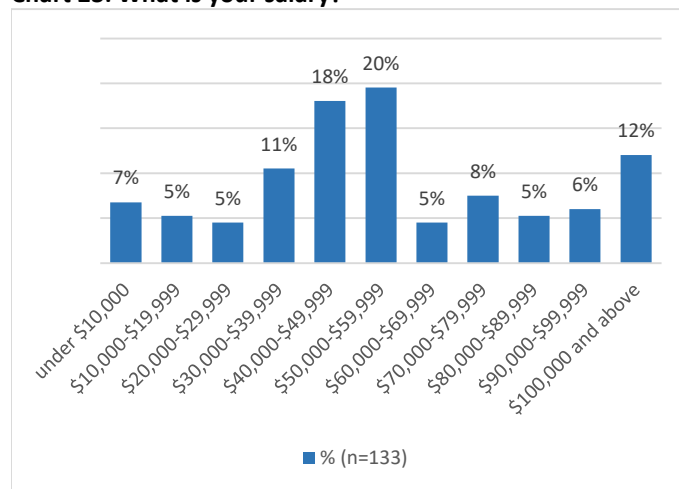
	Respondents
Obtain a full-time position	123
Obtain a part-time position	2
Continue in the same position	62
None	2
Other	19
Total	218

Other: cont. same, but advance in future, decide on a leadership directly related or indirectly related to education, doctoral program, find something more in my field, focus on technical certs, get certs, get commissioned in the Navy, look for a higher pay, new Field, obtain a position in a government insider threat program, obtain a promotion with my new skillset, part/full time employment, relocate and obtain full time work, residency, transition within organization, vacation, work in directly in my field of study.

Do you plan to continue your education formally after graduation?

	Respondents	Percent
Yes	44	20.0
Maybe	95	43.2
No	81	36.8
Total	220	100.0

Chart 23: What is your salary?



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

	Respondents	Percent
Within the next year	23	16.7
Within two to three years	43	31.2
More than three years from now	16	11.6
Unsure about when	56	40.6
Total	138	100.0

What degree do you plan to pursue?

	Respondents	Percent
Masters	12	9.0
Doctorate	94	70.7
MD	0	0.0
JD	2	1.5
Other (please specify)	25	18.8
Total	133	100.0

Other: Certificates, certification, certifications/fellowship, doctorate, nursing degree, masters, maybe MD, endorsements for teaching license, graduate certificate from SANs, just take classes that interest me/not necessarily get another degree, maybe a doctorate, not currently aware of specific degree to pursue, not sure whether doctorate or JD, ongoing certifications, maybe CSCS and OCS or SCS; alternatively GCS, PhD (x3), PhD/JD, residency, SHRM Certification, wish MU had the prep-course instead of having to go to a who new institution, specialization in a specific field within PT, specialty certifications, technical certifications, unsure if I will pursuing another degree, I might just take courses for fun.

OVERALL EVALUATIONS

What are the strongest aspects of your MU education?

Theme 1: Faculty/Advisors/Mentors (N = 80)

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

Example Responses:

- "Being part of a tight cohort and having the support from old cohorts as well. Marymount has a strong alumni family and I think we tend to help each other out in the field, I hope so as I'm searching for jobs."
- "Dr. ---, Dr. ---, Dr. ---, and Dr. --- absolutely "made" my experience at MU. I have never encountered such caring, knowledgeable, and helpful professors anywhere else. I am proud to be able to say that I was one of their students."
- "I really appreciated the support of the faculty and their willingness to work with me while I juggled work, school and home life. It made obtaining my education a lot less complicated and more enjoyable. I also enjoyed the different backgrounds of each professor and the experience that they brought to the table. I also believe that not having online courses (only instructor led) was very useful - it forced me to focus on the class."

Theme 2: Curriculum/Coursework/Learning Outcomes (N = 47)

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:

- "Classes like Requirements Engineering IT510 and IT governance (IT610) were very empowering. Professor --- inspired a class of 'higher order thinkers'. I believe I am far better able to think about and analyze any future

professional situation I am faced with. In addition, the flexibility of the learning environment in my program as a whole created a comfortable environment conducive of innovation and expanded thinking."

- *"I feel the most prepared with my ability to critically think and apply what I've learned. I feel well prepared to enter the PT workforce and have a great understanding of the foundational skills of a physical therapist. I really liked how Marymount planned their courses - it felt like we weren't exposed to a topic only once, but rather we were constantly exposed and the information we were taught was built on over the three years."*
- *"The application process and the academic advising for the graduate program was very smooth. The advisor is very professional and approachable, recommends the course sequence for the endorsement area and licensure requirements."*

Theme 3: Experiential Learning (N = 24)

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

Example Responses:

- *"Honestly, compiling my portfolio in my final semester has been amazing, probably the strongest aspect of my education."*
- *"I was able to obtain a job through my internship, which I was able to obtain with the help of faculty."*
- *"The faculty and staff in the PT program are phenomenal. Every single one of them has made a huge impact on my life and I hope to continue having open communication with them following graduation. Another asset to this program is the evidence based learned component found within the tutorials. The group tutorials greatly improved our knowledge base and understanding in all of our courses and assist in our ability to succeed out in the clinic. One last strength of the program is the service learning trip abroad. The trip changed my life and I came back with a new appreciation and understanding of physical therapy and how important it is to treat and help the underserved community."*

Theme 4: Career Preparation (N = 18)

Students noted that their academic program well prepared them for their career paths.

Example Responses:

- *"Ability to be mentored by current and former graduate students. Events hosted by ID department that showcase the industry and provide networking opportunities. Study abroad opportunities and foundation courses that introduce the importance of design fundamentals."*
- *"I really appreciated learning about the field of forensic psychology from professors who hold positions in the field themselves. The anecdotal evidence that they bring to the course is invaluable. I also like the fact that an internship is required. In an area with so much opportunity for this field, my internship was important to getting me the job I'm in today."*
- *"My Marymount education helped me take the next step in my career as a teacher. The program was convenient to my work schedule, as well as rigorous and challenging. I know I'm a better teacher because of Marymount's program."*

Theme 5: Campus Culture and Environment (N = 16)

Students cited Marymount's location, the university's relationship and network with the surrounding community, resources, and diversity as the university's greatest strengths.

Example Responses:

- *"Critical thinking and interacting with students of different cultural backgrounds."*
- *"Marymount's location allows it to be connected with great opportunities throughout the greater DC area, especially for candidates who have an interest in forensic counseling. MU is also CACREP accredited which makes it one of the best universities for counseling."*
- *"The best part of this program is the location near all of the federal government agencies. This allows the students of the FLP program to obtain internships that are essential to finding jobs after graduation."*

Theme 6: Small Class Size (N = 9)

Students noted their engagement with 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:

- *"Marymount University promotes collaboration and a feeling of community among its students. The experience I have had building relationships with my colleagues has been invaluable. Additionally, within the Interior Design department, faculty remains in constant contact with alumni and surrounding businesses and facilitates abundant opportunities to network with professionals, bring in guest speakers, and take "field trips" to relevant firms and manufacturers within the industry. The department is also small enough that there is a good teacher to student ratio and faculty makes the effort to assist students in finding internships and jobs within the industry."*
- *"The cohort I was a part of was very supportive. I appreciate the small cohort and small class sizes. My professors were all outstanding."*
- *"The staff and the professors really care, really want you to succeed, and work with you to get a job. The employment rate upon graduation within my program is phenomenal and one of the things that drew me to Marymount. The class sizes are excellent and the availability of the professors is exceptional."*

Theme 7: Other (N = 6)

Some graduate students noted MU's education as a whole as well as essential skills they learned as strongest aspects of their Marymount experience.

Example Responses:

- *"Partnering with fellow students working in your area of study."*
- *"Ability to remain objective and open-minded."*

What aspects of your Marymount education need the most improvement?

Theme 1: Program-Specific (N = 56)

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:

- *"I would like to learn more in healthcare finance, grant writing and managing a research portfolio. The application of academic material to practical application in a real world scenario."*
- *"While the classes were interesting, I would not call them particularly challenging. They most definitely helped me change my perspective on some issues and made me think critically in ways that I hadn't before. However, I believe that my undergraduate psychology program was much more challenging than this program."*
- *"I would recommend shifting the course schedule around so that student course load is lighter in the last semester to make room for the additional time required to do a job search."*
- *"I wish the curriculum were more dictated, rather than having to choose myself. If the former were the situation, I would have more confidence in the program itself; however, I understand the limitations of the latter as well. Both options have their benefits."*
- *"This program was not nearly as academically rigorous as I anticipated. Standards were relatively low (almost everyone got an A on every assignment), and several professors spent more time watching us present PowerPoints than they did teaching. The quality of instruction was disappointing, with a few exceptions."*

Theme 2: Experiential Learning and Career Preparation (N = 32)

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. Students were disappointed with the faculty' and staffs' guidance in obtaining field experiences and internships and preparation for job fairs.

Example Responses:

- *"Classroom curriculums. There is a great need for more hands-on learning, especially in the Cybersecurity Master's program. This could be accomplished by implementing more computer labs, hardware engineering and reverse engineering, computing language courses, etc. There is too much reliance on cybersecurity theory and publications to teach graduate students."*
- *"Support from faculty and staff regarding job searches, internship opportunities, fellowships, pursuing a higher level of education. None of this was truly done throughout the program and has left many students frustrated and disappointed."*
- *"More help and organization with clinical placements is needed. There was little guidance, or available help, with finding practicum/internship sites."*

Theme 3: Faculty/Advisors/Staff (N = 26)

Students cited problems with their advisors, professors, or staff.

Example Responses:

- *"I think that the advisors needs to be more involved in the class selection process. During my time, I've only met with my advisor once and that was because I reached out. I think advisors should reach out when students hit the halfway mark."*
- *"Student-faculty relationships. Over the course of 3 years and seeing each other on a daily basis, it's hard to avoid an inherent bias towards a peer, colleague, or student. However, that is no excuse to give preferential treatment to one student over another. In addition, the communication between faculty and students must improve. More times than I can count, high priority events have been announced to the students within 72 hours of the event setting. This is extremely inconvenient to lots of class members especially those traveling in daily from Baltimore, Rockville, Gainesville, Springfield, etc. Many of these "high priority events" have been meetings that have been repeats (Clinical Practicum meetings) and could have easily been addressed via email or directly after a class instead of requiring us to come in on an "off day."*
- *"Most of my studios were taught by adjunct faculty members who were not familiar with the trajectory of the program and had no consistent understanding of the curriculum. Part of the reason I chose Marymount for my graduate education in Interior Design was because of the great reputation of the faculty. However, I feel that I had a less than adequate experience in those classes and I did not receive the education that I paid high dollar to receive. These classes did not successfully meet course goals and objectives as they were listed in the syllabus. --- --- is one of the most incredible professors that I have ever had, --- --- literally "wrote the book" in his field and I am pleased to have had them both as instructors. I wish I could say the same about the other faculty and adjunct staff that I had in my time at Marymount. I cannot stress enough that I feel that I was short-changed in my education because of these experiences with adjunct professors, some of whom have not been asked back to teach since."*
- *"The professors should be professionals in the field with more experience. Some of the adjuncts had very little experience and had just graduated with their masters, and so their classes were far too easy."*

Theme 4: Campus Culture and Environment (N = 22)

Some students cited the need for the university to improve an equal focus on undergraduate and graduates, as well as commuter and resident students.

Example Responses:

- *"Ballston campus activities. Everything is at the main campus which I understand why; however, graduate students gets left behind, especially when the event hours are at 2-3pm and no one can attend because people would be at work."*
- *"MU focus on resident students and little focus on commuters (and demographic differences)."*
Recognition of industry certifications for transferring students so they are not repeating course work.
- *"As a commuter attending classes at Ballston and 4040 for my program, it was hard to get to main campus for things like parking passes or upcoming graduation tickets. I wish there would have been something in place so that I did not have to travel to main campus for those things and that I could have done them where I took classes."*

Theme 5: Other (N = 11)

Students requested additional times and availability for courses.

Example Responses:

- *"Variety of clinical affiliation placements for full-time clinical experiences. No student should have three affiliations in the same type of setting for all three."*
- *"Although this is an adjunct issue...if there was a way to make electives available more than once a year."*
- *"I personally do not think any aspect of my education at Marymount needs improvement. I got exactly what I needed!"*

Theme 6: Tuition/Finances (N = 7)

Students cited the high cost of tuition and lack of sufficient financial aid as problem areas.

Example Responses:

- *"MU also needs to offer more GA positions or scholarships. The program is expensive and unless you're guaranteed to get a good job after, it's a huge burden on student loans."*

- *"The cost. The amount of debt to income to attain a DPT is ridiculous and not sustainable over the long term. Granted this problem exists nationwide but I have a feeling the DPT program is a serious money maker and my return on investment isn't quite what I had hoped. At the absolute least, students should have access to the databases of scholarly articles (i.e. Pubmed, Dynamed, etc.) 5 years after graduation."*
- *"Financial aid office - really messed my plans up last summer. Forced me to push back my graduation to Summer 2018 instead of spring 2018."*

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

Theme 1: Overall Experience (N = 21)

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've loved my time at Marymount. I like the community feel - not everyone likes a small school but I do. I got very individualized attention, which I needed, that helped guide me through my program. I can't say enough wonderful things about Marymount. It was a great experience and I miss it already."*
- *it was an amazing experience having done the public school for undergraduate and then the private school for graduate I see the different and the benefits of going smaller I think it was also one of the big reasons why i found getting employment for next year to easy there was lots of chances for networking and i felt prepared during my interviews."*
- *"Thank you for a terrific educational, personal and spiritual experience. May God continue to bless Marymount University. I am so grateful for my soon to be alma mater."*
- *"I have thoroughly enjoyed studying at Marymount and will recommend this program to anyone. The balance of Catholic education and academic knowledge was phenomenal! The affordability of tuition made this life changing experience possible for me! Thank you to Sr. ---, and to the professors!"*
- *"I thoroughly enjoyed the rigorous course work and the challenging curriculum. As a Marymount Graduate, I will be a critical thinker, effective practitioner, and caring professional who will exhibit a love of teaching, appreciation of diversity, and respect for all persons in the educational setting."*

Theme 2: Program-Specific (N = 19)

Students reiterated recommended improvements needed in specific programs as well as courses.

Example Responses:

- *"When I came to Marymount it was on the strength of the reputation that proceeded from the undergrad school. The program could be better. I think this needs to be explained more as an extension MBA. I was looking for more or a cohort experience with opportunities that would go past the MBA program. There needs to be a strong focus on getting more resources to the grad students especially when it comes to the job search."*
- *"Due to the lack of the hands-on learning within the Cybersecurity MS program, I feel as if I am not equipped or qualified for jobs in the cybersecurity and information technology fields, even at the entry level. I was taught a lot about Cybersecurity theory, standards, domains, etc., through verbal teaching. However, I believe it is crucial to pair these lectures with applicable lab courses that illustrate how such topics appear in a workplace setting. Similarly, there were also courses that were solely lab-based that lacked the proper explanation of what actions students were performing. Because of this there was a great gap between lecture and application. As a result, when I am applying to job openings I am extremely discouraged by the amount of required skills that I cannot confidently perform."*
- *"I think there needs to be a single course on writing using the APA format. I also think it would be beneficial if there could be more discussion regarding the different options for career paths (especially regarding intelligence)."*

Theme 3: Faculty/Peers (N = 11)

Students varied in their views of the university's faculty. Some noting that some faculty members are not very experienced, while others viewed faculty members as one of the best parts of their MU experience.

Example Responses:

- *"I appreciate the flexibility and support of the Professors who taught me."*
- *"It's one of the best decisions ever made. I had great faculty, and student peers."*

- *"Please do not allow new professors teach Masters Programs. Some of the instructors I had were very inexperienced in teaching and caused lots of headache."*

Theme 4: Facilities (N = 11)

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 classrooms, student residences, dining and library facilities on campus.

Example Responses:

- *"The housing department was really inadequate."*
- *"Library services at Ballston Center are terrible. It is a huge disappointment to have all of my classes there in nights and Saturdays and not be able to get a book without having to go to main campus. I think there needs to be half day library hours on Saturday starting before classes or running after classes. For the few weeks this existed last semester I was in there every Saturday."*
- *"Very disappointed in the changes from the Reston campus and moving courses to Ballston in the middle of our programs. Big inconvenience." Cafeteria- for commuters there are limited options in the evenings and Saturday courses. Snack machine is not healthy. Also, food service needs to be more aware of food allergies, safe handling and offer alternatives. The questions on this survey related to community, etc. are applicable for continuing the values of the University, but I rated the questions low or not applicable because MU didn't provide me with those values, I had them already."*

Theme 5: Other (N = 11)

Students also cited Marymount's graduation process, the university's disorganization with certain programs, and academic activities across campus.

Example Responses:

- *"Late graduation application should be able to be completed online not via paper. With such a short time period for short applications, it makes it very difficult for students who do not live near or on campus."*
- *"Many of the students I talked to have discussed the disorganization with the university. In our program we have a high turnover rate for professors. With regards to Intelligence Analysis 1 and 2 my fellow students and I have all had different professors and vastly different experiences/skills learned. It's frustrating to see others in the same program, taking the "same" classes, have more skills and knowledge because they had a better/more involved professor than I did. I've had some amazing experiences at Marymount, but I've also had some major headaches."*
- *"The university needs to encourage students to get more involved in academic activities outside the course work. Sometimes people do not know when events are happening."*

Theme 6: Career Preparation (N = 7)

Students repeated their need for additional resources to become successful individuals upon graduation with an overall better career approach. Students also urged for better communication among the administration and students.

Example Responses:

- *"Better communication among school dean/ administration with current students, specifically when deciding to close a program. It does impact the credibility of my doctorate degree, when employers or other individuals in the field become aware that the program closed within 4 years. I honestly would have chosen a different university especially since I paid for my doctorate education."*
- *"Overall I have had a great experience and feel that MU has prepared me for my career as a physical therapist."*
- *"There should be arrangements between Marymount and companies to be able to find more internships and work after finishing a program. Also, there are a lot of international students in my program and very few of them have found a job. It is very difficult for us to find a job with an F1 Visa, and there is very few support for Marymount in that matter."*

DEMOGRAPHICS

What degree are you receiving?

	Respondents	Percent
Certificate	2	0.8
Doctorate of Nursing Practice	5	2.2
Doctorate of Physical Therapy (DPT)	25	10.9
Doctorate of Education (EdD)	5	2.2
Master of Arts (MA)	81	35.4
Master of Business Administration (MBA)	21	8.2
Master of Education (MEd)	42	18.3
Master of Science (MS)	40	17.5
Master of Science in Nursing (MSN)	8	3.5
Total	229	100.0

What school do you belong to?

	Respondents	Percent
School of Arts and Sciences	7	3.1
School of Business Administration	69	30.1
School of Education and Human Services	113	49.3
Malek School of Health Professions	40	17.5
Total	229	100.0

Primary Program:

		Respondents	Percent
School of Arts and Sciences	English and the Humanities	2	0.9
	Interior Design	5	2.1
School of Business Administration	Business Administration	21	9.2
	Cybersecurity	20	8.7
	Health Care Management	4	1.7
	Human Resource Management	8	3.5
	Human Resource Management Graduate Certificate	1	0.4
	Information Technology	14	6.1
	Leadership and Management	1	0.4
School of Education and Human Services	Counseling	27	11.8
	Counselor Education and Supervision (EdD)	5	2.2
	Education: Administration and Supervision of PK-12	8	3.5
	Education: Curriculum and Instruction	2	0.9
	Education: Elementary Education	10	4.4
	Education: Professional Studies	6	2.6
	Education: Secondary Education	10	4.4
	Education: Special Education: General Curriculum, K-12	6	2.6
	Forensic and Legal Psychology	36	15.7
	Forensic and Legal Psychology: Intelligence Studies	2	0.9
Malek School of Health Professions	Health Education and Promotion	1	0.4
	Nursing: Doctorate of Nursing Practice	5	2.2
	Nursing: Family Nurse Practitioner	8	3.5
	Nursing: Family Nurse Practitioner Post-Master's Certificate	1	0.4
	Physical Therapy (DPT)	25	10.9
	Total	229	100.0

Did you attend Marymount as an undergraduate?

	Respondents	Percent
Yes	21	9.2
No	207	90.8
Total	229	100.0

What was your primary enrollment status during your program?

	Respondents	Percent
Full-time	168	73.4
Part-time	61	26.6
Total	229	100.0

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

	Respondents	Percent
Not employed during education	41	17.9
Employed full-time	108	47.2
Employed part-time on campus	14	6.1
Employed part-time off campus	66	28.8
Total	229	100.0

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

	Respondents	Percent
Yes	126	67.4
No	61	32.6
Total	187	100.0

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

	Respondents	Percent
Main Campus	53	23.1
Ballston/4040 Center	161	70.3
Reston Center	7	3.1
Online	8	3.5
Total	229	100.0