Report on the Results of the
Graduating Student Survey, Spring 2019

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

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

June 20, 2019

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 2019, an invitation with a link to an online survey was sent to all graduating students, at both undergraduate and graduate levels. In addition, paper surveys were provided to Student Affairs to allow undergraduates who had not completed the survey online an opportunity to complete the survey. Undergraduates were required to complete the survey as a condition for receiving graduation tickets. The survey was optional for graduate students. Non-responders received periodic reminder emails. Of the 1,014 graduating students who were contacted, 600 students responded, for an overall response rate of 59%. Sixty-eight (68%) percent of the undergraduate graduating class responded as well as 45% of the graduate-level graduating students.

Response Rates by School and Level

	Number Sent	Number Received	Response Rate
Malek School of Health Professions			
Undergraduate	195	98	50%
Graduate	75	30	40%
School of Business and Technology			
Undergraduate	187	131	70%
Graduate	99	37	37%
School of Design, Arts, and Humanities			
Undergraduate	127	104	82%
Graduate	32	14	44%
School of Sciences, Mathematics, and Education			
Undergraduate	111	90	81%
Graduate	188	95	51%
Total			
Undergraduate	**620**	**424**	**68%**
Graduate	**394**	**176**	**45%**

Key Findings

Academic Experience
- Undergraduate graduating students give their highest ratings to the overall quality of the academic experience at Marymount, the university's staff support of students achieving their goals, and the level of academic challenge. Graduating graduate students agreed and gave their highest rating to the overall quality of the academic experience and Marymount's welcoming environment.
  - Eighty-four percent (84%) of undergraduate and 92% of graduate graduating students agreed that Marymount provides a high quality academic experience overall.
  - Eighty-one percent (83%) of undergraduate and 89% 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.
- Undergraduates (56%) were least likely to agree with the statement that they would choose Marymount again, if starting over. A higher percentage of graduates (71%) agreed with the statement.

- 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-six percent (86%) of undergraduate graduating students and 92% of graduates agreed that faculty members were approachable. Eighty-four percent (84%) of undergraduates and 94% of graduate respondents agreed that faculty members had a high level of expertise in their fields.
    - Undergraduate respondents agreed that advisors were knowledgeable (73%), available at convenient times (72%), and helpful (69%), while a lesser percentage agreed that they discussed future education options (56%) or career options (57%). Graduate-level graduating students agreed that advisors were knowledgeable about degree requirements (81%) and available (75%) but fewer felt they were helpful (62%) or agreed that they discussed future education options (48%) or career options (48%).

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 86% that classes in their majors challenged them to apply knowledge in new ways. The least agreement occurred with statements related to the scheduling of electives: 63% agreed that sufficient electives were available to meet their needs, and 60% that electives were offered at convenient times.
    - Graduate-level graduating students reported similar results. Ninety percent (93%) agreed that classes in their major challenged them to apply knowledge in new ways and 90% agreed that they were academically challenging. Eighty percent (80%) agreed that classes in their major offered at convenient times. Like undergraduates, graduates reported less satisfaction with electives: 61% agreed that electives were offered at convenient times, and 57% agreed that electives were available during the semesters they need them.

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:
        - "work as part of an effective team" (84%)
        - "solve problems in your field using your knowledge and skills" (84%)
        - "evaluate the quality of information" (83%)
        - "find appropriate sources of information" (83%)
    - Those outcomes rated at lower levels primarily related to job preparation and included:

- - "succeed in a job in your field" (69%)
    - "attain a promotion within your existing employment field" (65%)
    - "find a job in your field" (64%).
  - Graduate graduating students reported similar results, agreeing that Marymount prepared them well to:
    - "understand major ethical dilemmas in your field" (86%)
    - "deliver a coherent presentation" (85%)
    - "solve problem in your field using your knowledge and skills" (85%)
    - "evaluate the quality of information" (85%)
  - Similar to last year, they reported less confidence in their preparation to:
    - "conduct research to support a position" (71%)
    - "find a job in your field" (67%)
    - "attain a promotion within your existing employment field" (59%)
- Most undergraduate (greater than 90%) of undergraduate and more than 80% of graduate respondents say that Marymount contributed to the development of skills in collaboration, interest in lifelong learning, leadership, self-confidence, openness to new experiences and cultures, and awareness of global issues. Nearly 90% of undergraduate and more than 80% of graduate respondents agreed that Marymount contributed to their commitment to service.

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-nine percent (59%) of Marymount undergraduate respondents participated in an MU service opportunity. The least percentage of students reported participating in student government (10%).
  - Ninety-one percent (91%) of undergraduate respondents reported participating in an internship or other field experience.
  - Thirty-six percent (36%) of graduate student respondents reported participating in a research project with faculty and another (33%) in an independent research project;
  - Less than 30% of graduate respondents reported participating in MU service opportunities, a significant decrease from 42% the year before. The least frequently cited activity was participation in intramural athletics (1%).
  - Seventy-two percent (72%) of graduate respondents reported participating in a field experience.
  - With both undergraduate and graduate students, the most frequently cited outcomes of field experiences 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 decreased this year to 60%, from 67% the previous year. Respondents were most satisfied with computer labs (76%) and program labs (74%) and least satisfied with dining facilities (30%) and residence halls (25%).

Student Services
- Sixty-three percent (63%) of undergraduate graduating students reported overall satisfaction with student services, a drop from 69% in 2018. Seventy-nine percent (79%) of graduate respondents reported overall satisfaction.
  - Student Affairs:
    - For services related to Student Affairs, undergraduates reported the highest satisfaction with Student Health Services (64%) and opportunities to attend student-sponsored

events (63%). Undergraduates reported the least satisfaction with career counseling (50%) and Campus Ministry services (48%).
- Graduate students reported the highest satisfaction with campus security (74%) and student health services (65%); they reported the least satisfaction with Campus Ministry (40%) and campus social life (51%).
  - o Academic Affairs:
    - For services related to Academic Affairs, undergraduates reported the highest satisfaction with the library resources (75%) and services (78%). Undergraduates reported the least satisfaction with tutorial help (67%) and disability support services (41%).
    - Like undergraduates, graduate respondents reported the highest satisfaction with the library resources (86%) and services (85%). They reported the least satisfaction with tutorial help (67%) and disability support services (32%).
  - o Financial Affairs and Other Services:
    - For services related to Financial Affairs and Marketing and Enrollment Management, undergraduates reported the highest satisfaction with computer equipment and resources (76%) and the least satisfaction with the Office of Parking Services (43%).
    - Graduate respondents reported the highest satisfaction with the Student Accounts Office (76%) and computer equipment and resources (76%) and the least satisfaction with the Office of Parking Services, which dropped to 50% satisfaction from 64% in 2018.

Education and Employment Goals
- Most students plan to obtain full-time positions after graduation. Fifty-two percent (52%) of undergraduate respondents and 61% of graduate respondents were employed either full- or part-time at the time they took the survey.
- Forty-eight percent (48%) of undergraduate and 15% 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.	4.03	422	2.1%	5.5%	8.1%	56.4%	28.0%
MU has a welcoming environment.	4.05	423	1.7%	5.4%	11.8%	48.5%	32.6%
University staff are supportive of students achieving their goals.	4.10	421	2.4%	5.9%	8.6%	45.8%	37.3%
University communications are clear and effective.	3.56	422	7.6%	18.2%	10.2%	38.9%	25.1%
Information about university events is easily available.	3.85	424	3.8%	10.1%	10.6%	48.3%	27.1%
Overall, my courses at MU were academically challenging.	4.00	424	2.4%	3.3%	11.8%	57.1%	25.5%
If I could start over again, I would choose MU again.	3.51	421	8.6%	12.1%	23.8%	31.1%	24.5%

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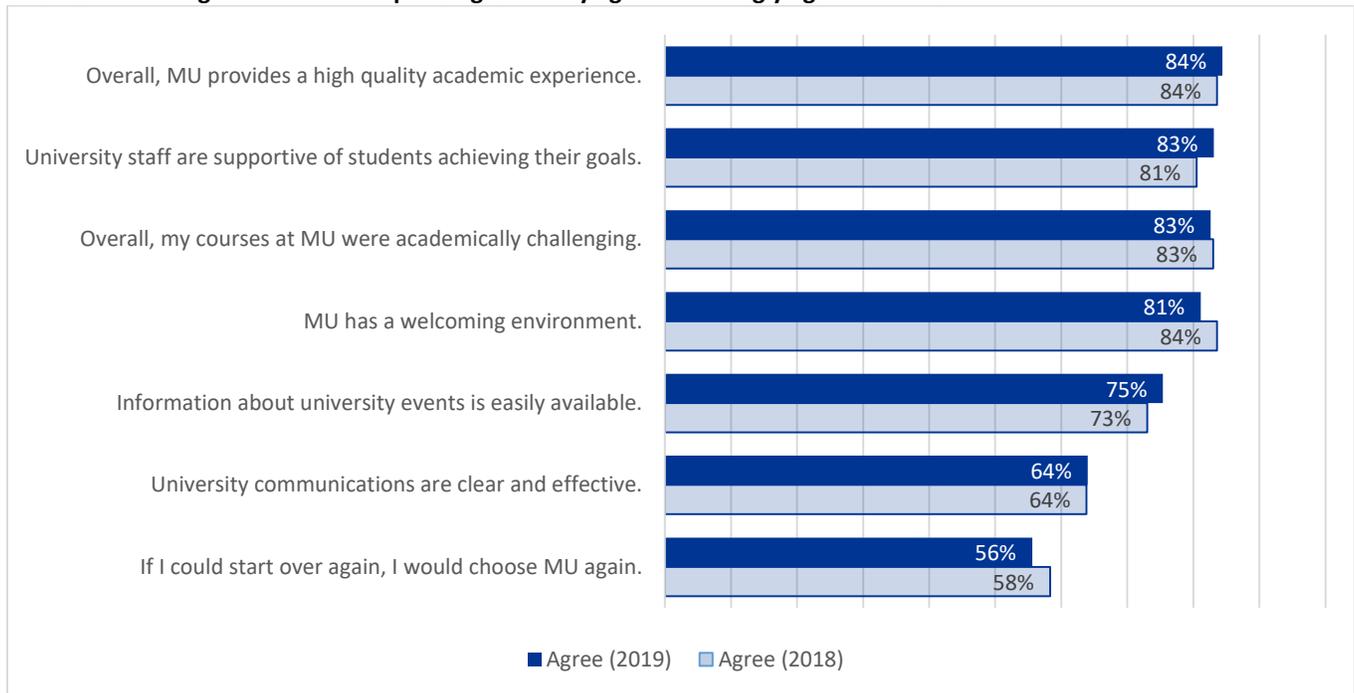
Faculty and Advisors

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.	4.08	419	1.2%	4.5%	10.3%	53.2%	30.8%
Faculty members are approachable.	4.12	416	1.0%	4.3%	9.1%	52.6%	32.9%
Faculty members are available to address my needs outside of class.	4.07	419	1.4%	3.6%	11.0%	54.4%	29.6%
Advisers are available at convenient times.	3.79	420	3.8%	10.7%	14.0%	45.5%	26.0%
Advisers are helpful with selecting courses.	3.71	419	7.2%	10.3%	13.8%	41.5%	27.2%
Advisers are knowledgeable about my degree requirements.	3.82	419	5.7%	9.3%	11.9%	43.4%	29.6%
Advisers explored my career options with me.	3.43	419	10.3%	15.5%	17.2%	35.3%	21.7%
Advisers discussed my future education options.	3.40	418	9.8%	16.5%	17.7%	35.9%	20.1%

Chart 2: Percentage of students responding that they agree or strongly agree with statements.
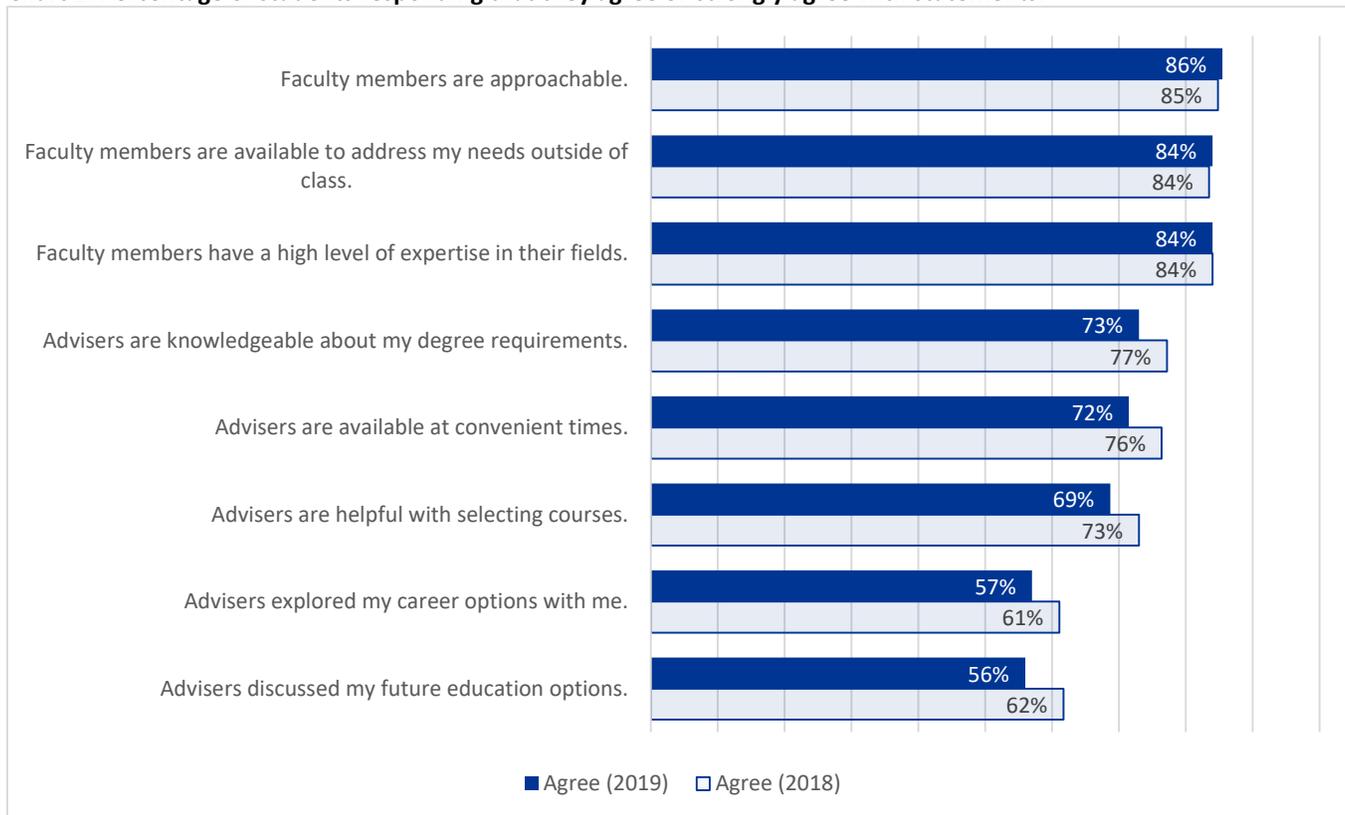
Faculty members are approachable. — Agree (2019): 86%, Agree (2018): 85%

Faculty members are available to address my needs outside of class. — Agree (2019): 84%, Agree (2018): 84%

Faculty members have a high level of expertise in their fields. — Agree (2019): 84%, Agree (2018): 84%

Advisers are knowledgeable about my degree requirements. — Agree (2019): 73%, Agree (2018): 77%

Advisers are available at convenient times. — Agree (2019): 72%, Agree (2018): 76%

Advisers are helpful with selecting courses. — Agree (2019): 69%, Agree (2018): 73%

Advisers explored my career options with me. — Agree (2019): 57%, Agree (2018): 61%

Advisers discussed my future education options. — Agree (2019): 56%, Agree (2018): 62%

■ Agree (2019)   ☐ Agree (2018)

Courses

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

	Mean	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Classes in my major were generally available during semesters I need them.	3.81	413	4.6%	11.4%	7.3%	51.6%	24.9%
Classes in my major were offered at convenient times.	3.63	414	6.3%	13.5%	10.4%	51.0%	18.8%
Classes in my major challenged me to apply my knowledge in new ways.	4.10	414	1.2%	3.9%	9.2%	55.6%	30.2%
Classes in my major were academically challenging.	4.17	414	0.7%	3.4%	8.2%	53.1%	34.5%
Elective courses were generally available during semesters I need them.	3.64	414	4.6%	13.0%	15.0%	48.8%	18.6%
Elective courses were offered at convenient times.	3.51	415	4.6%	14.2%	21.2%	45.5%	14.5%
Sufficient electives were offered to meet my needs.	3.55	414	4.8%	11.4%	21.3%	49.3%	13.3%
Elective classes were academically challenging.	3.76	413	1.7%	7.3%	19.9%	55.9%	15.3%
Classes in the liberal arts core were academically challenging.	3.79	412	2.9%	6.6%	18.7%	52.2%	19.7%

Chart 3: Percentage of students responding that they agree or strongly agree with statements.
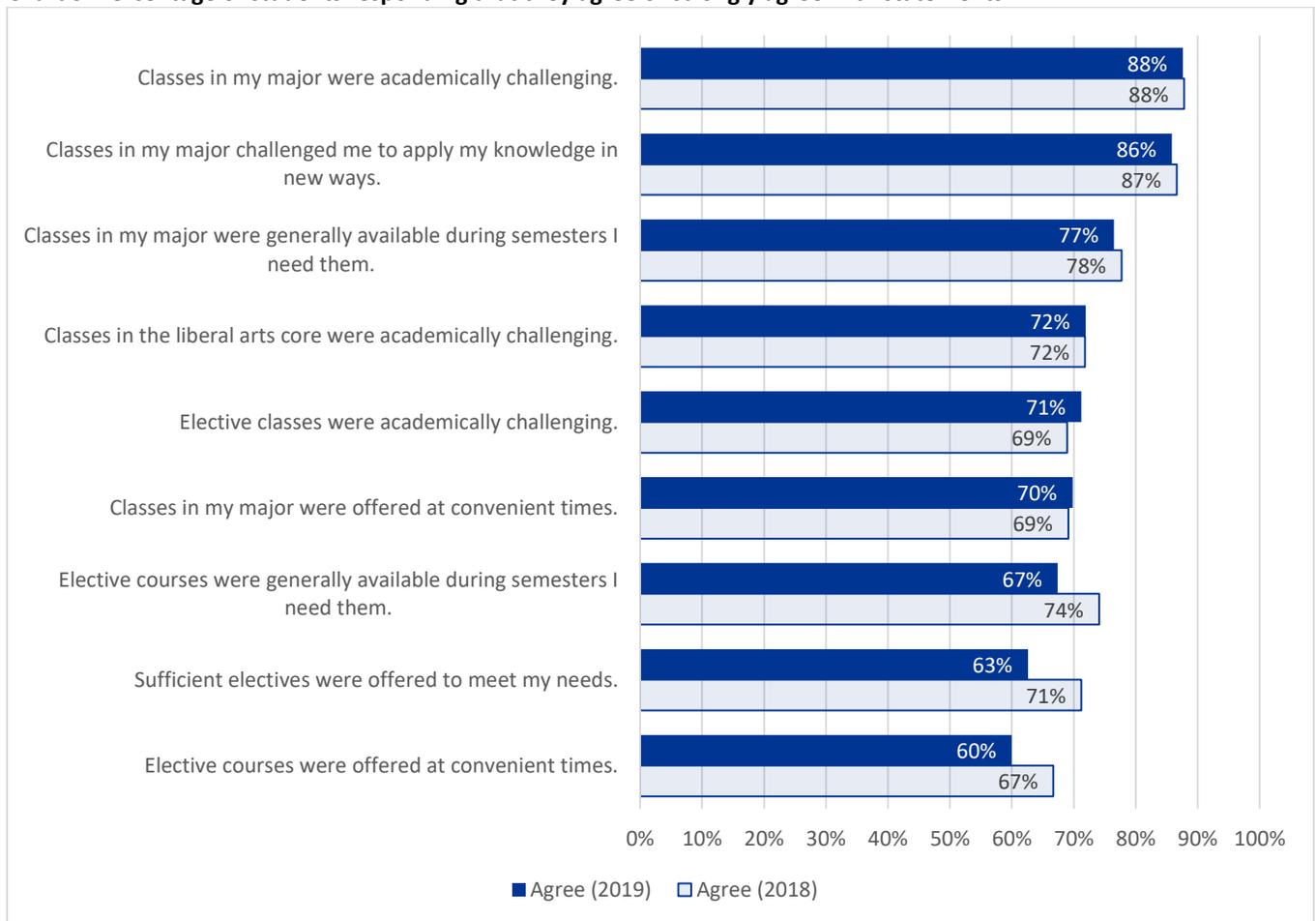
Statement	Agree (2019)	Agree (2018)
Classes in my major were academically challenging.	88%	88%
Classes in my major challenged me to apply my knowledge in new ways.	86%	87%
Classes in my major were generally available during semesters I need them.	77%	78%
Classes in the liberal arts core were academically challenging.	72%	72%
Elective classes were academically challenging.	71%	69%
Classes in my major were offered at convenient times.	70%	69%
Elective courses were generally available during semesters I need them.	67%	74%
Sufficient electives were offered to meet my needs.	63%	71%
Elective courses were offered at convenient times.	60%	67%

■ Agree (2019)   □ Agree (2018)

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	414	2.4%	11.6%	22.0%	39.4%	24.6%
Succeed in a job in your field.	3.86	414	1.9%	8.2%	20.5%	40.6%	28.7%
Attain a promotion within your existing employment field.	3.73	412	1.9%	9.7%	23.3%	43.4%	21.6%
Pursue more education in your field.	3.99	413	1.2%	7.3%	17.7%	39.2%	34.6%
Conduct research to support a position.	3.96	411	1.0%	7.3%	16.5%	45.0%	30.2%
Develop a coherent written argument.	4.07	410	0.5%	4.6%	17.3%	42.7%	34.9%
Deliver a coherent oral presentation.	4.14	412	1.0%	3.4%	13.8%	44.4%	37.4%
Use quantitative/qualitative techniques within your professional field.	4.10	412	1.0%	5.6%	12.4%	44.4%	36.7%
Determine the most ethically appropriate response to a situation.	4.14	412	0.2%	3.6%	13.6%	46.6%	35.9%
Understand major ethical dilemmas in your field.	4.17	413	0.2%	4.8%	12.3%	43.1%	39.5%
Work as part of an effective team	4.23	412	0.5%	4.1%	11.2%	40.8%	43.4%
Lead a team.	4.15	412	0.5%	4.6%	13.6%	41.7%	39.6%
Manage time effectively.	4.12	413	0.5%	4.4%	13.3%	46.7%	35.1%
Use technology effectively in a workplace environment.	4.12	412	1.2%	5.1%	11.7%	44.4%	37.6%
Apply knowledge and skills to new situations.	4.16	412	0.5%	2.7%	13.8%	46.1%	36.9%
Solve problems in your field using your knowledge and skills.	4.17	411	1.0%	1.9%	13.4%	46.5%	37.2%
Find appropriate sources of information.	4.22	410	0.5%	1.7%	14.6%	41.7%	41.5%
Evaluate the quality of information (e.g. scholarly articles, newspapers).	4.21	413	0.5%	2.9%	13.3%	41.6%	41.6%

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.	4.23	414	0.2%	1.4%	8.9%	53.4%	36.0%
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	4.38	414	0.2%	0.7%	5.6%	47.3%	46.1%
I feel a sense of commitment to serve others throughout my lifetime.	4.28	414	0.2%	0.7%	10.9%	46.9%	41.3%
I'm aware of how I might apply what I've learned at Marymount to serve my community.	4.19	414	0.7%	2.4%	10.4%	50.2%	36.2%

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

Category	Good or Excellent (2019)	Good or Excellent (2018)
Work as part of an effective team	84%	84%
Solve problems in your field using your knowledge and skills.	84%	83%
Evaluate the quality of information	83%	83%
Find appropriate sources of information.	83%	84%
Apply knowledge and skills to new situations.	83%	83%
Understand major ethical dilemmas in your field.	83%	78%
Determine the most ethically appropriate response to a situation.	83%	79%
Use technology effectively in a workplace environment.	82%	79%
Manage time effectively.	82%	76%
Deliver a coherent oral presentation.	82%	81%
Lead a team.	81%	78%
Use quantitative/qualitative techniques within your professional field.	81%	79%
Develop a coherent written argument.	78%	78%
Conduct research to support a position.	75%	70%
Pursue more education in your field.	74%	71%
Succeed in a job in your field.	69%	71%
Attain a promotion within your existing employment field.	65%	65%
Find a job in your field.	64%	65%

■ Good or Excellent (2019) □ Good or Excellent (2018)

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

Statement	Agree (2019)	Agree (2018)
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	93%	93%
I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.	89%	89%
I feel a sense of commitment to serve others throughout my lifetime.	88%	87%
I'm aware of how I might apply what I've learned at Marymount to serve my community.	86%	85%

■ Agree (2019) □ Agree (2018)

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

	Mean	N	Not at All	Very Little	Somewhat	To a Great Extent
Interest in lifelong learning	3.42	413	1.7%	4.4%	44.3%	49.6%
Awareness of global issues	3.34	414	3.4%	5.6%	44.4%	46.6%
Self-confidence	3.39	410	2.9%	5.9%	40.2%	51.0%
Openness to new experience	3.52	414	1.0%	3.1%	38.4%	57.5%
Interest in cultures different from your own	3.52	413	1.5%	4.4%	34.6%	59.6%
Leadership skills	3.41	413	1.7%	6.3%	40.9%	51.1%
Commitment to service	3.34	414	3.9%	8.2%	38.4%	49.5%
Your ability to collaborate with others from different backgrounds and experiences	3.57	411	1.5%	3.2%	32.6%	62.8%

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

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

	Somewhat or To a Great Extent (2019)	Somewhat or To a Great Extent (2018)
Openness to new experience	96%	95%
The ability to collaborate with others from different backgrounds and experiences	95%	95%
Interest in cultures different from your own	94%	94%
Interest in lifelong learning	94%	90%
Leadership skills	92%	92%
Self-confidence	91%	87%
Awareness of global issues	91%	89%
Commitment to service	88%	88%

Co-Curricular Activities

Chart 7: Percentage of student respondents who participated in the following activities:

Activity	Yes (2019)	Yes (2018)
MU service opportunities (e.g. with clubs, as part of a course, with a faculty member, etc.)	59%	53%
Academic club or organization	50%	48%
Cultural activities (e.g. music, arts, museums, etc.)	49%	50%
Intercultural activities (e.g. learning about another's religion, nation, race, or identity, etc.)	48%	45%
Social organizations	43%	41%
Independent research project	33%	31%
Study abroad	28%	34%
MU spiritual development activities	25%	24%
Intercollegiate athletics	25%	22%
Research project with faculty	24%	25%
Intramural athletics	18%	20%
Student publications	16%	16%
Student government	10%	10%

■ Yes (2019)   □ Yes (2018)

	Yes (2018) [n=369]	Yes (2019) [n=419]
Did your education at MU include an internship, clinical, or other student teaching experience?	95.4%	91.4%

Chart 8: Number of student respondents who responded that the experience allowed them to:
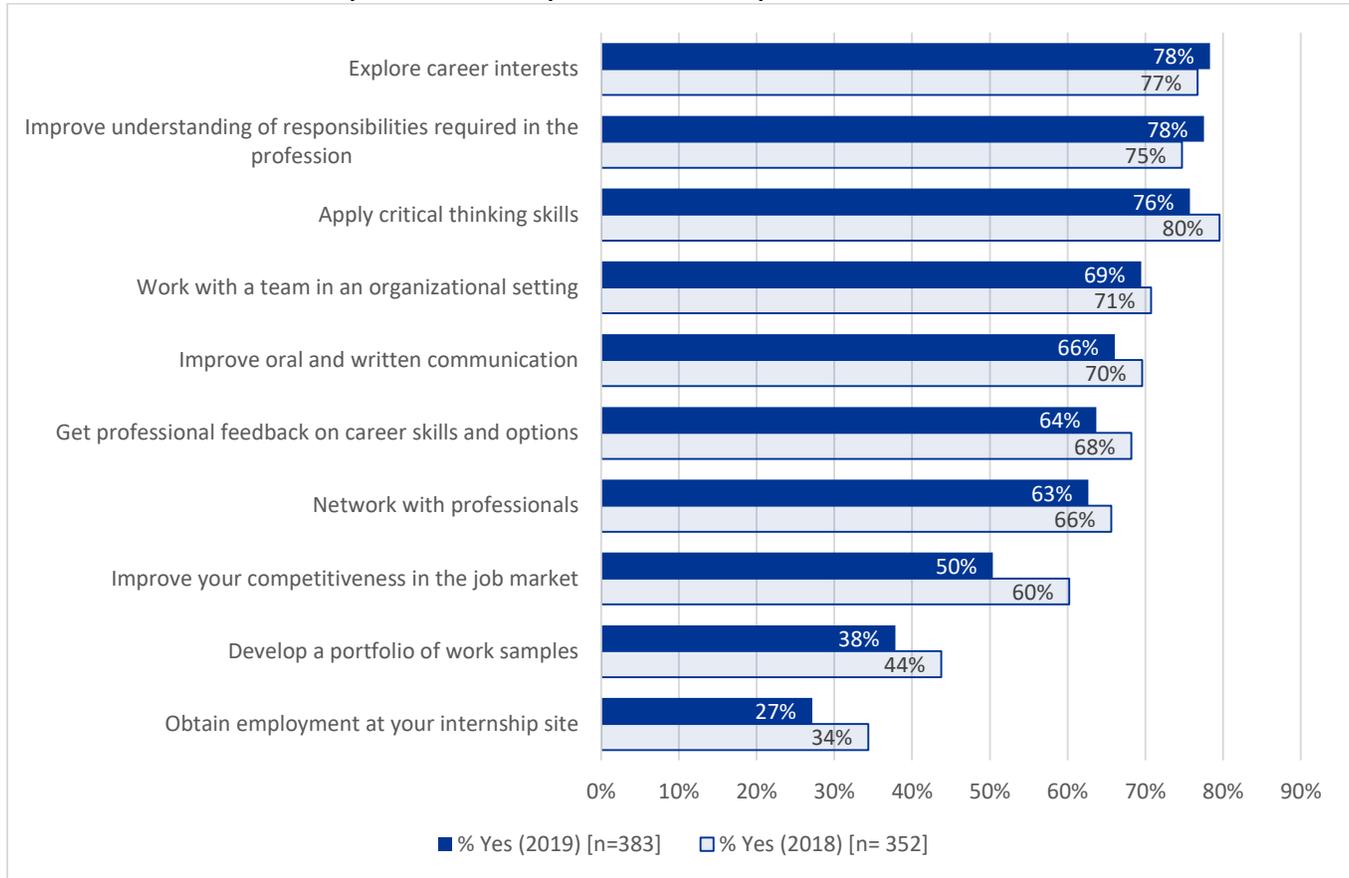
Chart showing % Yes responses for 2019 (n=383, dark blue) and 2018 (n=352, light blue):

Experience	% Yes (2019)	% Yes (2018)
Explore career interests	78%	77%
Improve understanding of responsibilities required in the profession	78%	75%
Apply critical thinking skills	76%	80%
Work with a team in an organizational setting	69%	71%
Improve oral and written communication	66%	70%
Get professional feedback on career skills and options	64%	68%
Network with professionals	63%	66%
Improve your competitiveness in the job market	50%	60%
Develop a portfolio of work samples	38%	44%
Obtain employment at your internship site	27%	34%

■ % Yes (2019) [n=383] □ % Yes (2018) [n= 352]

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	3.61	415	3.9%	12.0%	23.9%	40.0%	20.2%
Classrooms	3.84	419	1.7%	7.2%	22.4%	43.2%	25.5%
Computer labs	3.96	399	1.8%	4.3%	18.5%	47.4%	28.1%
Program labs (e.g. biology, chemistry, nursing, etc.)	3.96	361	1.1%	3.9%	21.3%	45.4%	28.3%
Library and extensions	3.92	412	2.2%	6.1%	19.7%	42.2%	29.9%
Student Center	3.50	368	5.2%	10.9%	30.7%	35.3%	17.9%
Recreational facilities	3.37	343	4.4%	16.0%	31.5%	34.1%	14.0%
Athletic facilities	3.33	319	5.3%	13.5%	35.4%	31.0%	13.8%
Residence halls	2.84	307	11.7%	24.8%	38.8%	16.9%	7.8%
Dining facilities	2.74	360	19.7%	23.3%	27.5%	21.7%	7.8%
Studios	3.30	296	4.1%	10.5%	48.6%	25.3%	11.5%

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

Facility	Satisfied (2019)	Satisfied (2018)
Computer labs	76%	82%
Program labs (e.g. biology, chemistry, nursing, etc.)	74%	76%
Library and extensions	72%	75%
Classrooms	69%	71%
Overall satisfaction with University facilities	60%	67%
Student Center	53%	62%
Recreational facilities	48%	58%
Athletic facilities	45%	51%
Studios	37%	49%
Dining facilities	30%	34%
Residence halls	25%	39%

■ Satisfied (2019)   □ Satisfied (2018)
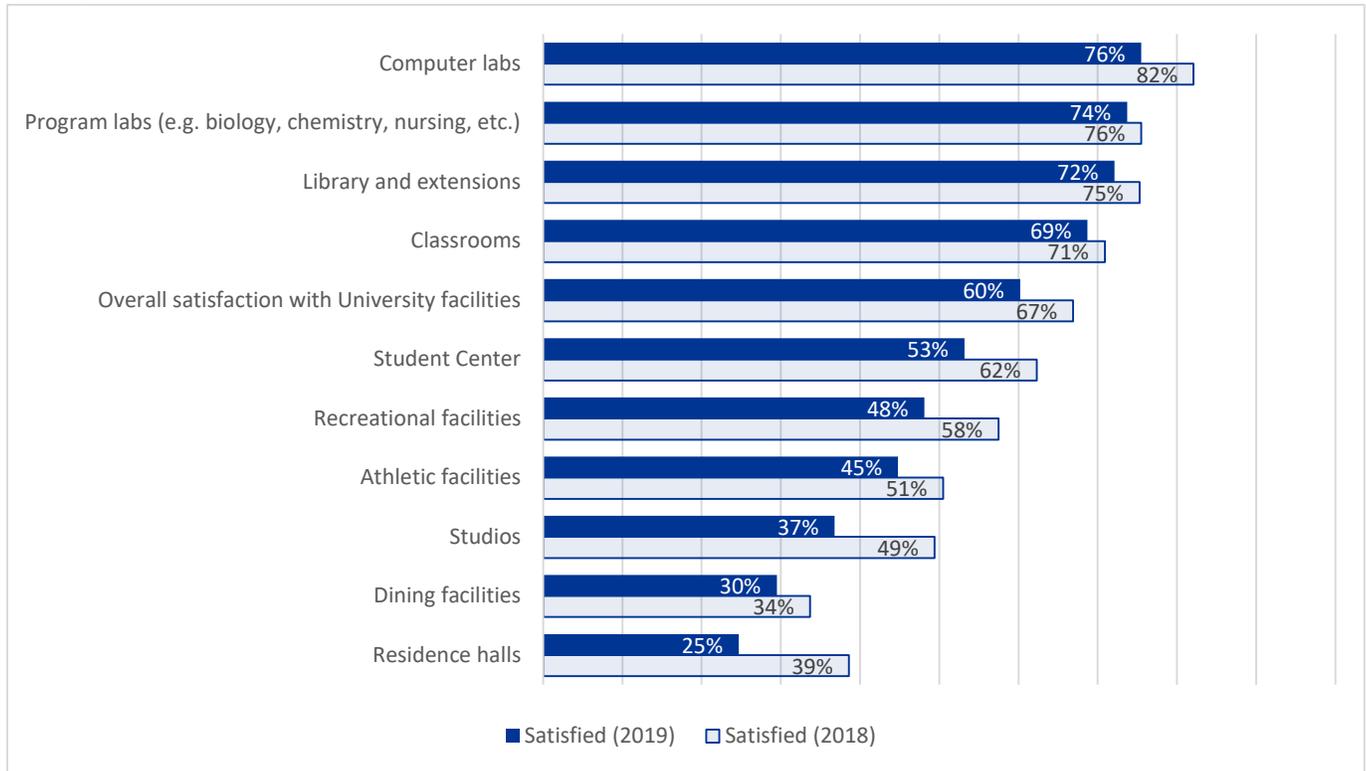
STUDENT SERVICES

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	3.70	402	2.7%	7.7%	26.9%	42.0%	20.6%

Chart 10: Percentage of student respondents who responded that they were "satisfied" or "very satisfied"

	2019	2018
Overall experience with student services	63%	69%
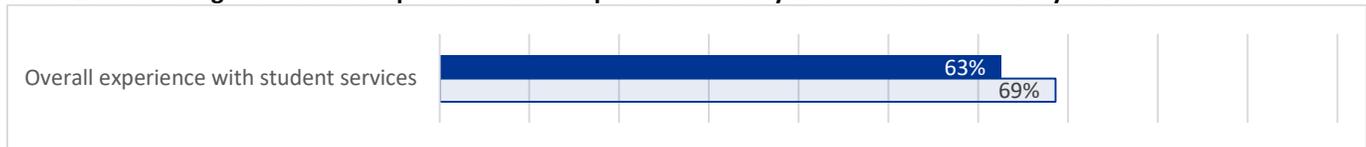
Student Affairs	Mean	N	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Campus social life	3.37	382	6.8%	13.1%	29.1%	38.0%	13.1%
Student clubs and organizations	3.47	357	4.2%	12.9%	30.3%	37.0%	15.7%
Opportunities to attend student-sponsored events	3.67	369	2.7%	7.3%	27.1%	45.5%	17.3%
Career counseling and job search services	3.43	369	7.0%	13.0%	30.4%	28.7%	20.9%
Personal counseling services	3.68	304	3.0%	6.9%	33.6%	31.9%	24.7%
Campus Ministry services	3.56	265	5.3%	0.8%	46.4%	27.5%	20.0%
Student Health services	3.81	326	1.8%	4.6%	29.4%	38.7%	25.5%
Campus security	3.68	378	3.2%	8.2%	29.6%	35.4%	23.5%
International student services	3.72	252	2.0%	2.4%	42.1%	29.0%	24.6%

Chart 11: Percentage of student respondents who responded that they were "satisfied" or "very satisfied"

	Satisfied (2019)	Satisfied (2018)
Student Health services	64%	67%
Opportunities to attend student-sponsored events	63%	61%
Campus security	59%	65%
Personal counseling services	57%	60%
International student services	54%	57%
Student clubs and organizations	53%	52%
Campus social life	51%	55%
Career counseling and job search services	50%	55%
Campus Ministry services	48%	55%
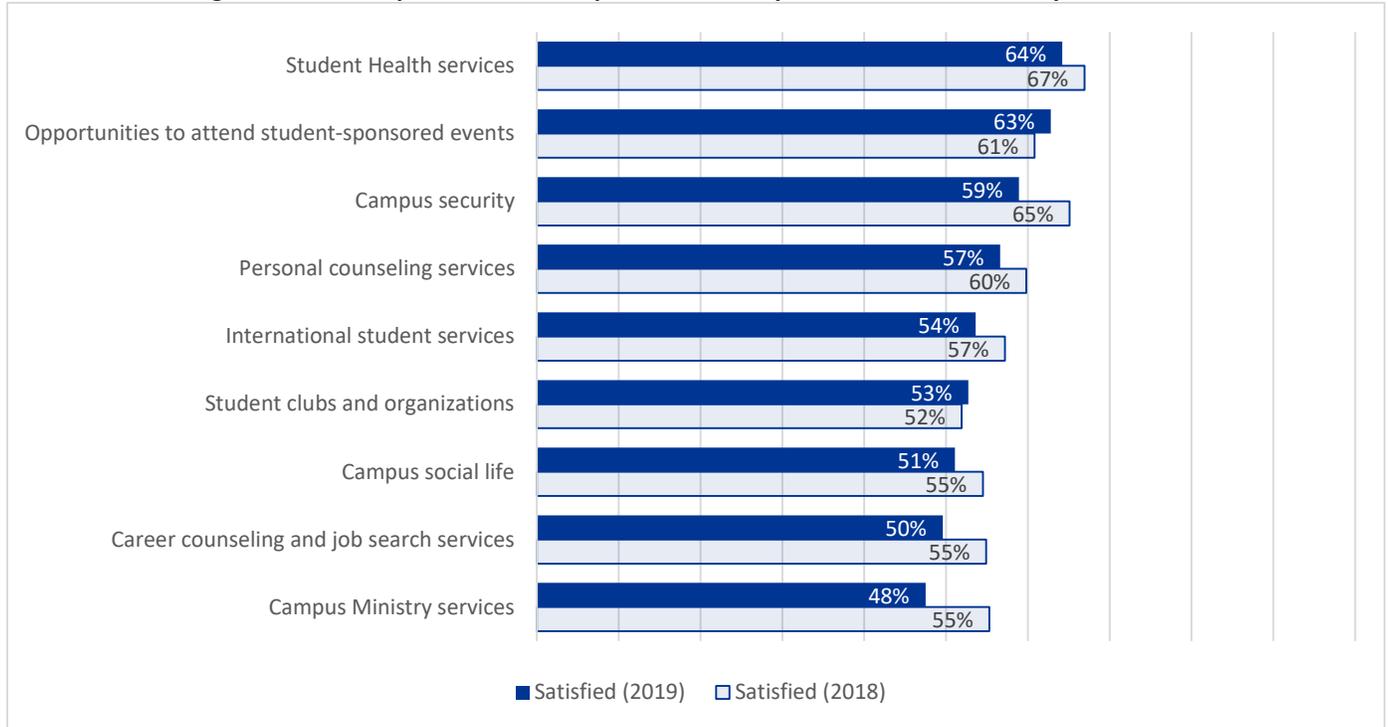
Academic Affairs	Mean	N	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Registrar's Office	3.78	415	2.7%	6.7%	22.7%	45.5%	22.4%
Library services	4.13	409	1.0%	1.7%	18.8%	40.3%	38.1%
Library books, journals, media, and electronic resources for your academic needs	4.02	401	1.2%	2.7%	20.7%	43.1%	32.2%
Tutorial help or other academic support services	3.84	346	2.3%	3.8%	26.9%	41.6%	25.4%
Disability support services	3.43	224	5.4%	4.9%	48.7%	23.2%	17.9%

Chart 12: Percentage of student respondents who responded that they were "satisfied" or "very satisfied"

	Satisfied (2019)	Satisfied (2018)
Library services	78%	79%
Library books, journals, media, and electronic resources for your academic needs	75%	80%
Registrar's Office	68%	70%
Tutorial help or other academic support services	67%	68%
Disability support services	41%	51%
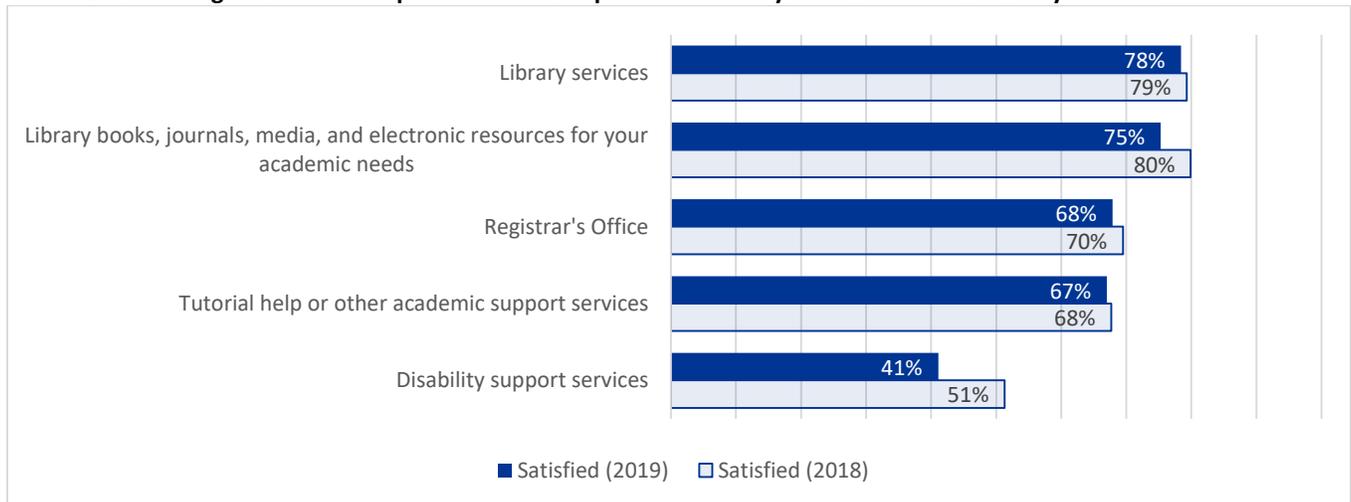
Financial Affairs and Other Services	Mean	N	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Student Accounts Office	3.65	414	4.6%	11.4%	21.7%	39.4%	22.9%
Computer equipment and resources	3.99	395	2.0%	2.3%	20.0%	46.1%	29.6%
Office of Parking services	3.13	363	13.2%	17.6%	26.4%	28.7%	14.0%
Shuttle bus services	3.47	382	5.5%	13.9%	27.2%	34.8%	18.6%
Financial aid information	3.49	378	6.1%	11.6%	29.1%	33.6%	19.6%
Financial aid processing	3.43	375	7.2%	11.7%	30.4%	32.0%	18.7%

Chart 13: Percentage of student respondents who responded that they were "satisfied" or "very satisfied"
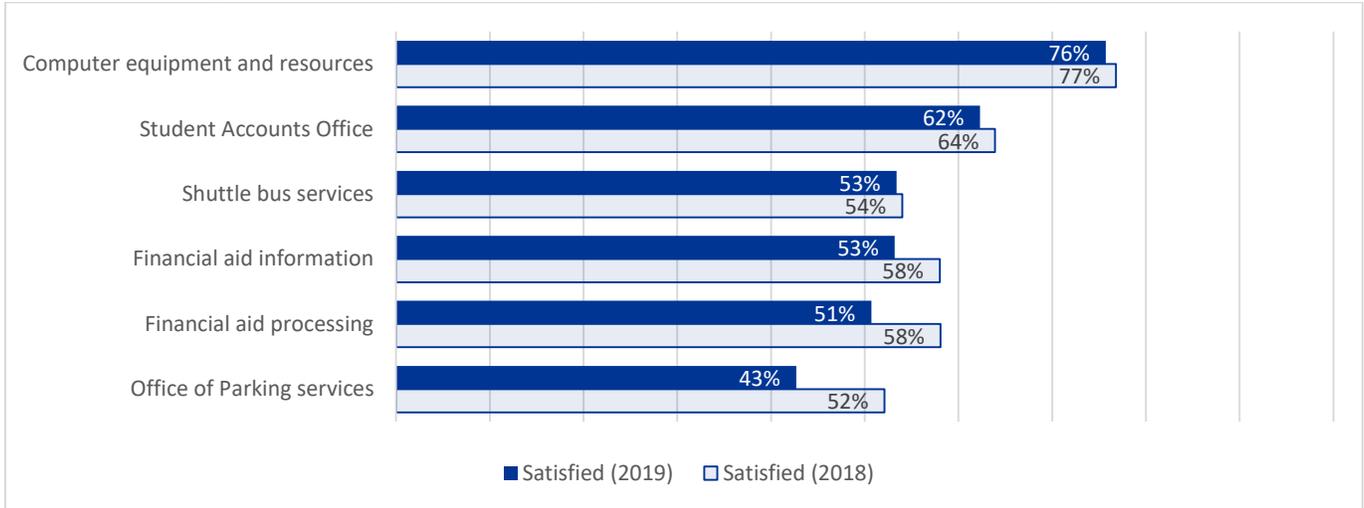
EDUCATION AND EMPLOYMENT GOALS

What is your current employment status?

	Respondents	Percent
Employed full-time	74	17.7
Employed part-time	143	34.1
Not employed, but looking	160	38.2
Not employed, not looking	42	10.0
Total	**419**	**100.0**

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

	Respondents	Percent
Directly related	77	36.3
Somewhat related	68	32.1
Not at all related	67	31.6
Total	**212**	**100.0**

Which sector best describes your job?

	Respondents	Percent
Commercial or for-profit	147	71.4
Not-for-profit	40	19.4
Government	19	9.2
Total	**206**	**100.0**

Chart 11: What is your salary? (n=181)
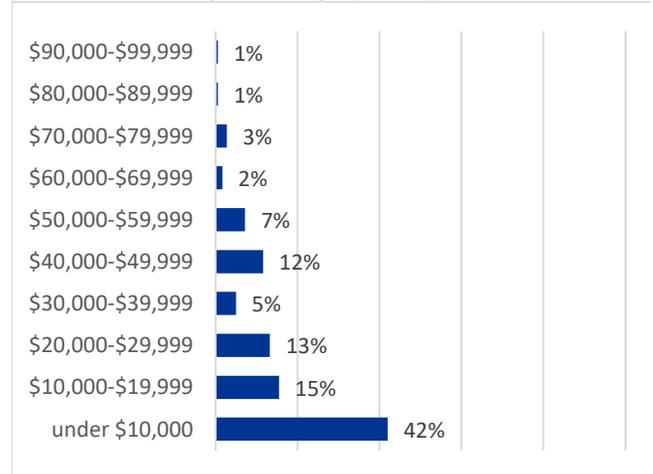
What are your employment plans after graduation? Please check all that apply.

	Respondents
Obtain a full-time position	290
Obtain a part-time position	33
Continue in the same position	31
None	29
Other	31

Other:
All of the above was checked except for none, Army; deciding whether to continue schooling after graduation MU or going into the workforce; either full-time or part-time depending on whether job helps with finances for future education; get into the fashion industry full time; go abroad; grad School; grad school- then get job; graduate assistantship; graduate school; graduate School; have been offered a position; health related field; I am a nanny and I plan to continue that until I finish with my master's degree; I don't know yet; I have a job; I have a job that starts upon graduation from MU; I have already graduated; I have already graduated; I have retired; internship; law school; law School; medical school; new position; obtain a part time job while participating in a fellows program at Mclean Presbyterian; PURSUING A MBA

Do you plan to continue your education formally after graduation?

	Respondents	Percent
Yes	202	48.3
Maybe	160	38.3
No	56	13.4
Total	**418**	**100.0**

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

	Respondents	Percent
Within the next year	133	36.8
Within two to three years	86	23.8
More than three years from now	17	4.7
Unsure about when	125	34.6
Total	**361**	**100.0**

What degree do you plan to pursue?

	Respondents	Percent
Masters	280	77.8
Doctorate	47	13.1
MD	10	2.8
JD	7	1.9
Other (please specify)	16	4.4
Total	**360**	**100.0**

Other: Bachelor of Nursing (x5); DPT; finish my A.A. in Business and eventually a master's degree; idk man; master's, doctorate, MD; master's or paralegal certificate; NP, nurse anesthetist, PA

<u>**OVERALL EVALUATIONS**</u>

What are the strongest aspects of your MU education?

Theme 1: Quality of Faculty/Staff/Advising (N = 116)

The overwhelming majority of strengths cited by students related to the quality of the faculty 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:

- *"I had some fantastic professors who really taught and loved what they taught which helped me understand my course material better. I also had professors who understand students had personal lives or work and that kind of understand really makes a student feel like they are cared about like their education is worth something to someone whether or not they do well."*

- *"The strongest part of my MU education has been professors. I have never met more dedicated and passionate people, they truly want to see their students succeed in the field."*

- *" I would have to say that the availability of my professors really helped me succeed at MU. Knowing that I had the opportunity to pop in their office and address any confusion or concerns that I had really helped me elevate my abilities in the classroom. I would also have to say the professionalism of the professors helped me out a lot as well because it made the classroom experience better, as I felt I was learning from people qualified to teach me."*

Theme 2: Individual Learning Outcomes/Programs (N = 60)

Students noted the quality of individual academic programs and/or the Liberal Arts Core or cited the development of individual skill sets.

Example Responses:

- *"The close-knit community within the Biology department. The faculty knew most of the students and most of the students knew each other. The department's ability to give us students advice, career options, internship opportunities in other biology-related fields rivaled career services, who did not help students within the field as much as many would have hoped."*

- *"I really enjoyed my liberal arts core classes. They were challenging and also extremely interesting to me. I loved having a chance to study history, ethics and philosophy alongside my major classes. I think we have really great faculty in these as well. Some standout teachers I had in my core classes we Professor _____ in English, Professor ____ in Microeconomics and Professor ____ in Western Civ. I really felt like my tuition was going towards qualified professionals in this case."*

- *"Holistic IT degree; not just technical, but also the business, financial and ethical subjects surrounding the IT field which really gave me a competitive edge in the consulting/business IT job market"*

Theme 3: Campus Location, Culture, and Environment (N=46)

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

Example Responses:

- *"Being such a small school there was a great sense of family and being close with certain groups of people. - As far as events, it's easy to know who came to what and how to get people to come to events. - I have become bff's with my freshman friend group."*

- *"I was lucky to study something of which I had great interest in, so my experience at MU was overall a very positive one, however, I feel that a lot of this was also due to the people I was surrounded by. The community at Marymount was very welcoming and familial."*

- *"Community. This is/was/will be the foundation of this school. It does not matter how nice the facilities are, or how great an image Marymount has. Many of the facilities on main campus are old/in disrepair/ are misused. But that was never the strong-point of Marymount. I chose this school because the faculty and staff and the students treated me as an equal, not as a number. My second home is the commuter lounge that is slowly falling apart, and the Lodge that has a buckling floor. Students don't come here for amenities; they come for the sense of belonging."*

Theme 5: Experiential Learning and Career Preparation (N = 31)
Students praised the opportunities for experiential learning at Marymount, such as clinical rotations, field experiences, and internships, and opportunities to engage in networking, building portfolios, and other preparation for careers after graduation.
Example Responses:
- *"The internship program was one of the strongest aspects for me because it reaffirmed to me that I am truly passionate of the career that I am pursuing."*
- *"Internship and job opportunities are also incredible considering our proximity to DC."*
- *"Professors in the Business Department have a core value of preparing the student for the professional atmosphere in the business world."*

Theme 4: Small Class Sizes (N = 30)
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 engage more fully in the learning experience and make personalized connections with both professors and peers.
Example responses:
- *"I really liked the small class sizes and how the professors seem to actually care about the success of their students. I went to a larger 4-year university before transferring to MU and the difference between the two schools is tremendous. I went from having a 2.0 GPA at my old university to a 3.74 GPA at Marymount - all because I was given more individualized attention, feedback from my professors, and felt as if I was put in an environment where I could actually thrive as a student."*
- *"Getting to know our professors and fellow classmates really helped me to be comfortable and actually be engaged in my education and learn the most that I could."*
- *"I really loved the class sizes! Everyone was super approachable and the teachers were helpful."*

Theme 6: Global Education/Diversity (N = 27)
Students cited the opportunities for learning provided by the diversity of the campus community and the benefits of studying abroad.
Example Responses:
- *"The challenge to meet, learn, and work with students of different backgrounds. It provided me with a lot of practice to maintaining communication when modes of communication are hard to come by, especially with language barriers."*
- *"Studying abroad and expanding my horizons. I had the opportunity to experience new cultures, and apply all the knowledge I've gained in the classroom on my day to day life."*
- *"Great learning environment. Particularly enjoyed learning in such a diverse environment and make friends from different cultures and backgrounds."*

Theme 5: Other (N = 15)
Students also cited Marymount's academic support resources, student activities, Athletics, the Honors Program, and other university offerings as strengths.
Example Responses:
- *"I really enjoyed the clubs and organizations on campus. They helped me to make a lot of friends and become more confident. I also really enjoyed living on campus it helped me connect with people outside of my major but was also convenient."*
- *"Leadership opportunities and extracurricular. So many opportunities to get involved in so many areas.*
- *"The strongest aspects of my MU education are learning in a welcoming and open-minded environment. I was able to participate by sharing my opinion and gaining knowledge from others. I was able to thoroughly learn from my professors and saw them as mentors for professional advice and admirable skills I was inspired by. I was blessed to have been a part of Marymount's fashion club."*

What aspects of your Marymount education need the most improvement?

Theme 1: Academics/Program Quality/Specific Skills (N = 65)
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:
- *"The biology department focuses a lot on medical professions and I wish Marymount had more environmental type classes."*
- *"The Economics program should better prepare students for the workforce by including some quantitative courses, talking more about job opportunities/future education, and possibly including a senior seminar to help students."*
- *"I think the Fashion Merchandising department needs to be brought into the 21st century. We do not have enough faculty and classes to prepare us for the current state of the industry. Gailhac needs to be revamped."*

Theme 2: Campus Facilities (N = 41)
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. Dining Services, in particular, was a source of frustration, and one student noted problems with accessibility.
Example Responses:
- *"The Disability Center wanted it to be my responsibility to report to them anytime a handicap door didn't work etc. As a student, that is not my job. It should be the job of the school to stay on top of things like this, not me. The school is also not very ADA compliant when it comes to Rowley/Berg Hills, the accessible button outside of Rowley G1, and Rowley G209. This is only a few concerns I have raised and no one has done anything. I was unable to access many of the classrooms in other buildings. I also tried to start a club for disabled individuals, but because I could not get to the building that lets you send mass emails, this club never happened and I worked incredibly hard on it. Can you see the pattern here?"*
- *"Food on campus is a disappointment. Get some better ingredients. (Is it Sodexo? It tastes like Sodexo.) Also get some things you can sell super cheap. We're students. $2 sandwiches would be crazy popular."*
- *"In addition, something needs to be done about Ireton Hall. Refurbish it, re-build from the ground up, something other than a waste of space that it is in the middle of the entire campus. It should turn into a student center; a center like that is sorely missing from campus. Adding couches to the Lee Center Atrium will not help anyone. If anything, add an awning in the Rowley back patio so that students can use it more often."*

Theme 3: Career Prep/Internships (N = 33)
Students noted a desire for more experiential learning opportunities: real-world applications, more support for internships and research, additional career fairs, more networking opportunities, and more involvement from the Center for Career Services. 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:
- *"I think the internship process should be given more attention. I know that it has changed in the last year but during my years here it was very up in the air."*
- *"I feel like what I need improvement is more on-hands experience based, putting what I learned into action."*
- *"Transferring to MU from a different college gave me the perspective of what other schools have to offer and I would say that MU stacks up quite competitively with other universities. The only improvement that really stands out to me is that there needs to be more of a push to help students find a career after graduating school."*

Theme 4: Faculty (N = 31)
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.
Example Responses:
- *"Some administrative faculty lacked understanding that students are also humans. We have limitations and personal lives that don't stop. Sometimes we have to address what's going on in our personal lives and faculty needs to respect this and see how they can assist the student academically. Instructors should collaborate. Having*

> *multiple exams on the same day makes the student chose priority over the two instead of having the ability to actually learn all of the information and perform well."*

- *"One of the biggest problems in my opinion, is that there are certain professors that should not be teaching! Although most if not all professors may have the correct credentials does it mean have the gift or the ability to teach students affectively."*
- *"The connection with professors. They need to be a bit more approachable. Some need the vocation to teach, I've had professors that have walked in the classroom expressing how they did not know the topic that they were going to teach in, and that they did not care."*

Theme 5: Student Life (N = 27)
Students expressed frustration with the lack of sufficient student activities, clubs, and organizations.
Example Responses:
- *"Student involvement in campus activities. I feel like the clubs and organizations host events that they think students would like to see, instead of what the students actually want."*
- *"Social life - need more activities on campus for students to have fun together."*
- *"Co-curriculars are dying! The university is not utilizing OrgSync. Additionally, there is no school spirit or clear sense of identity.***"***

Theme 6: Campus Culture (N=26)
Students noted problems with communication on campus, particularly between the administration and students, and also issues related to transparency and a lack of campus identity.
Example Responses:
- *"Communication within different offices, such as financial aid, housing, and tuition office"*
- *"The community aspect. We are a small school that should be able to come together to serve each other and our community as the women of the RSHM set out for us to do. I did not feel a strong commitment from my community to work together in service and inclusion of all."*
- *"There's always a lack of communication of these changes as well as the shuttle schedule during holidays, dining hall hours, and many deadlines. There are services in the university that I have never learned about until recently."*

Theme 7: Course Scheduling (N=21)
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.
Example Responses:
- *"Schedule flexibility. Many classes are ONLY available specific semesters and are ONLY available at a specific time and day and fill up very quickly."*
- *"Offering more classes at more times. It's impossible to schedule your next four years if you end up changing your major and the one or two classes you need are only offered once every two years."*
- *"I think being able to schedule courses became difficult at point throughout my MU experience. Having certain sections offered during limited times or limited semesters made it difficult."*

Theme 8: Advising (N=21)
Student respondents cited academic advising as an area needing improvement, including first-year advisors and advising for internships and preparation for careers. Students specifically noted that advisors should have an in-depth knowledge of the course schedule and the semesters that individual courses are offered when planning schedules.
Example Responses:
- *"I think that the aspect of my personal MU education that needs the most improvement is the help of direct advisors from the first day a student meets with them. I know that I, along with a lot of my friends at MU have had a lot of issues with their advisors not being as helpful that they could have been. In saying that I mean that the advisor needs to ensure they he/she is setting the student up for success. A lot of times advisors I think don't realize that students really want to finish in four years, so they don't fully plan out schedules and in seniors that semester something comes up and they can't take a class to graduate on time."*
- *"The advising team needs to be significantly improved."*
- *"I feel like the academic advising could have used improvement, but I am aware that MU is in the process of hiring professional academic advisors. I could have graduated a semester earlier if I had known that HPR 410 was only*

offered in the fall and was a prerequisite for HPR 415, which is only offered in the spring. But since I was never told that information by my advisor, I am now graduating a semester later than originally planned."

Theme 9: Administrative Services (N=19)
Students noted problems with service quality in administrative units, particularly financial aid, student accounts, and housing.
Example Responses:
- *"Financial Aid/ Billing/ Student Accounts. Never did not have a problem with them. Communication between different offices is awful."*
- *"A lot of the areas in Academic and Financial support.... The websites and programs are prone to crashing and are somewhat archaic. The Student Accounts and Financial Aid Services were difficult to work with, and failed to answer emails or help me out with every semester."*
- *"The services. Make everything more modern."*

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

Theme 1: Overall Experience (N = 19)
Students praised and thanked the university for their overall learning experience.
Example Responses:
- *"My education at Marymount gave me the time of my life. I had originally not planned on attending college at all but cannot imagine my life if I had not. These past four years have changed every aspect of my life for the better."*
- *"I love MU! It's a great school, with a welcoming atmosphere for international students! I hope in the future the infrastructure keeps improving, because it's a great location to take advantage of."*
- *"I am returning to MU in the fall for a graduate program because I genuinely appreciated the education that I received at MU. I am very thankful for the opportunity to have earned my degree at this school and look forward to earning a graduate level degree from MU when I complete my next program of study."*

Theme 2: Student Life/Facilities (N = 18)
Student cited the need to upgrade facilities and improve the quality of campus dining options, residence halls, parking, shuttles, student activities, and other facilities and services.
Example Responses:
- *"Resident halls need great deal of improvement and the food is sub par at best. "*
- *"The campus shuttles need to be either faster, or have more running. I left campus 30 mins before class, and was still late."*
- *"Parking; why am I paying money to never find a parking spot on campus. 50% of your student population consists of commuters. Fix that. Improve buildings already on campus. Some buildings smell, don't have good AC/heat, and have mold. But thank god we have a gray basketball court and bought the Rixey!"*

Theme 3: Faculty, Advising, and Course Scheduling (N = 17)
Students offered both praise and suggestions related to faculty and noted ongoing concerns about academic advising.
Example Responses:
- *"Most health science professors were knowledgeable and made class a joy to attend."*
- *Overall my professors and faculty members I came I contact with were amazing. They helped me these past 4 years keeping it together, pushing forward and believing in."*
- *"I went through a very difficult time on personal matters my freshman to junior year, and my advisors were never understanding or helpful. I felt so alone a majority of the period of time and struggled with grades even though I had made Deans List for so many semesters when I started to struggle, no professor nor my advisors, were helpful during the time. I think the level of care needs to be understood. It isn't high school and we are all independent, but we are also people who up and moved our lives from other countries or states to be here and it is like it is focused on the aspect that the majority of students are MD or VA students."*

Theme 4: Academics (N = 14)
Students had both praise and suggestions for specific academic programs, including the need to upgrade program labs and facilities.
Example Responses:

- *"Overall my experience could have been a lot better. There are no presser foots or needles on any of the sewing machines. Funding is extremely limited in the department. They barley let you know of any scholarship opportunities. This is why many students leave. The hidden cost when enrolling in program needs to be known to students for example outside materials needed to produce garments for classes. This can easily add up to well over a thousand dollars for each studio class. Sometimes the teachers leave you hanging and you end up teaching yourself. If I could choose to do this all over again. I would not have chosen Marymount."*
- *"I've been lucky to meet amazing professors in this major that have help me to become a better student and i feel like i have accomplished a lot."*
- *"I would suggest adding more classes that only focus on current issues. This will allow the students to enter a political career with the ability to develop opinions and conversations with others."*

Theme 7: Other (N = 18)

Students commented on a number of issues, including campus culture, service quality, and Marymount's future plans. Students asked Marymount to work harder to support first-generation college students, acknowledged the university's efforts to support DACA recipients, and work to better serve students with disabilities. Students also noted increased incidences of racism on campus and expressed the desire to have more of a voice in campus governance. Students also noted the need to continue to focus on service quality and to be aware of the impact of inadequate staffing.

Example Responses:
- *"Please work to better serve the community of people with social and intellectual disabilities."*
- *"Stop asking SGA & clubs for their input on important issues only. They do not represent the whole student body, therefore, you're missing out on opinions and experiences of students from many different backgrounds. If the necessary time and effort was taken to ask more than a handful of students what the administration can do to improve the campus, more reasonable results would be brought forward."*
- *"need more resources spent on larger classrooms, more professors and staff, and more available types of courses for biology and more space to have them. this also concerns other departments such as the registrar, student accounts and finances. most offices need more full time staff instead of students because one there are not enough people to take care of all the documents and processing or to know enough information for any questions for students coming into the offices. so not much help when one needs assistance for specific issues."*

DEMOGRAPHICS

What was your primary enrollment status during your program?

	Respondents	Percent
Full-time	412	97.9
Part-time	9	2.1
Total	**421**	**100.0**

How many years did you live on campus?

	Respondents	Percent
Never lived on campus	239	56.4
Less than 1 year	7	1.7
1 to 2 years	67	15.8
3 or more years	111	26.2
Total	**424**	**100.0**

What degree are you receiving?

	Respondents	Percent
Bachelor of Arts	174	41.0
Bachelor of Business Administration	81	19.1
Bachelor of Science	123	29.0
Bachelor of Science in Nursing	45	10.6
Unknown	1	0.2
Total	**424**	**100.0**

What school do you belong to?

	Respondents	Percent
Malek School of Health Professions	98	23.1
School of Business and Technology	131	30.9
School of Design, Arts, and Humanities	104	24.5
School of Sciences, Mathematics, and Education	90	21.2
Total	**424**	**100.0**

What is your major?

		Respondents	Percent
Malek School of Health Professions	Health Sciences (B.S.)	53	12.5
	Nursing (B.S.N.)	45	10.6
School of Business Administration	Business Administration (B.B.A.)	81	19.1
	Economics (B.A.)	11	2.6
	Information Technology (B.S.)	39	9.2
School of Design, Arts, and Humanities	Art (B.A.)	1	0.2
	Communication (B.A.)	14	3.3
	English (B.A.)	3	0.7
	Fashion Design (B.A.)	8	1.9
	Fashion Merchandising (B.A.)	14	3.3
	Graphic Design (B.A.)	2	0.5
	History (B.A.)	5	1.2
	Interior Design (B.A.)	22	5.2
	Liberal Studies (B.A.)	12	2.8
	Media Design (B.A.)	7	1.7
	Philosophy (B.A.)	1	0.2
	Politics (B.A.)	15	3.5
	Theology and Religious Studies	1	0.3
	Biochemistry (B.S.)	9	2.1
	Biology (B.A.)	3	0.7

		Respondents	Percent
School of Sciences, Mathematics, and Education	Biology (B.S.)	20	4.7
	Criminal Justice	19	4.5
	Mathematics (B.S.)	2	0.5
	Multidisciplinary Studies (B.A.)	8	1.9
	Psychology (B.A.)	24	5.7
	Sociology (B.A.)	5	1.2
	Total	**424**	**100.0**

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

	Respondents	Percent
Not employed during education	123	29.0
Employed full-time	44	10.4
Employed part-time on campus	95	22.4
Employed part-time off campus	162	38.2
Total	**424**	**100.0**

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

	Respondents	Percent
Yes	124	42.0
No	171	58.0
Total	**295**	**100.0**

Which of the following describes your start at MU?

	Respondents	Percent
MU is the only college or university I have attended.	234	55.2
I transferred into MU from a community college, four-year college, or university.	161	38.0
I earned a degree from another college or university prior to enrolling at MU.	29	6.8
Total	**424**	**100.0**

Chart 14: Age
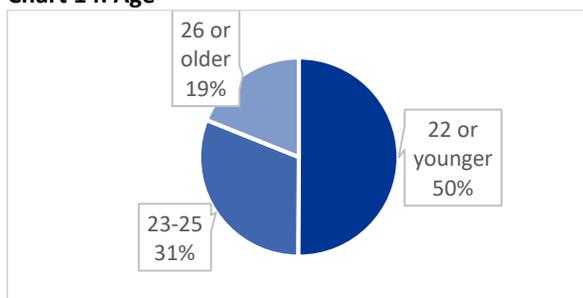
At which location did you take the majority of your classes?

	Respondents	Percent
Main Campus	255	60.3
Ballston Center/4040 Fairfax	166	39.2
Reston Center	0	0.0
Other (please specify)	2	0.5
Online	0	0.0
Total	**423**	**100.0**

Other: Both Main Campus & Ballston, even split between Main Campus and Ballston Center/4040 Fairfax

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.	4.20	176	1.7%	2.8%	3.4%	58.0%	34.1%
MU has a welcoming environment.	4.31	176	0.6%	1.7%	6.3%	48.9%	42.6%
University staff are supportive of students achieving their goals.	4.27	176	0.6%	2.8%	8.0%	46.6%	42.0%
University communications are clear and effective.	3.87	176	2.3%	9.7%	13.1%	48.9%	26.1%
Information about university events is easily available.	4.01	176	0.6%	5.1%	12.5%	56.8%	25.0%
Overall, my courses at MU were academically challenging.	4.19	175	1.1%	4.6%	6.9%	48.6%	38.9%
If I could start over again, I would choose MU again.	3.82	176	4.5%	9.1%	15.3%	42.0%	29.0%

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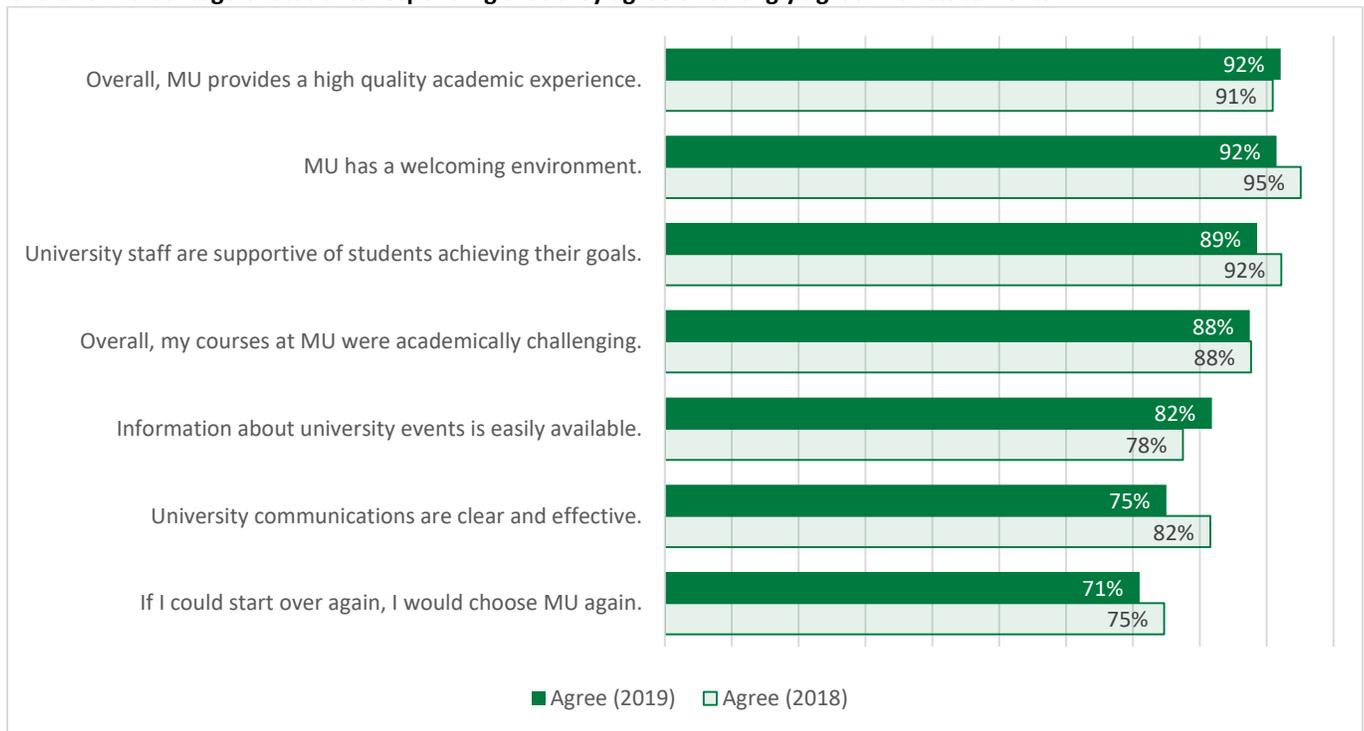
Faculty and Advisors

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.	4.35	170	0.6%	2.9%	2.9%	48.2%	45.3%
Faculty members are approachable.	4.32	168	1.2%	5.4%	1.2%	44.6%	47.6%
Faculty members are available to address my needs outside of class.	4.17	170	1.2%	5.9%	4.1%	52.4%	36.5%

	Mean	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
Advisers are available at convenient times.	3.89	170	2.9%	8.2%	14.1%	46.5%	28.2%
Advisers are helpful with selecting courses.	3.73	170	4.1%	7.6%	26.5%	34.7%	27.1%
Advisers are knowledgeable about my degree requirements.	4.13	170	2.4%	2.9%	13.5%	41.8%	39.4%
Advisers explored my career options with me.	3.36	170	8.8%	15.9%	27.1%	26.5%	21.8%
Advisers discussed my future education options.	3.37	170	8.2%	15.3%	28.8%	26.5%	21.1%

Chart 16: Percentage of students responding that they agree or strongly agree with statements.
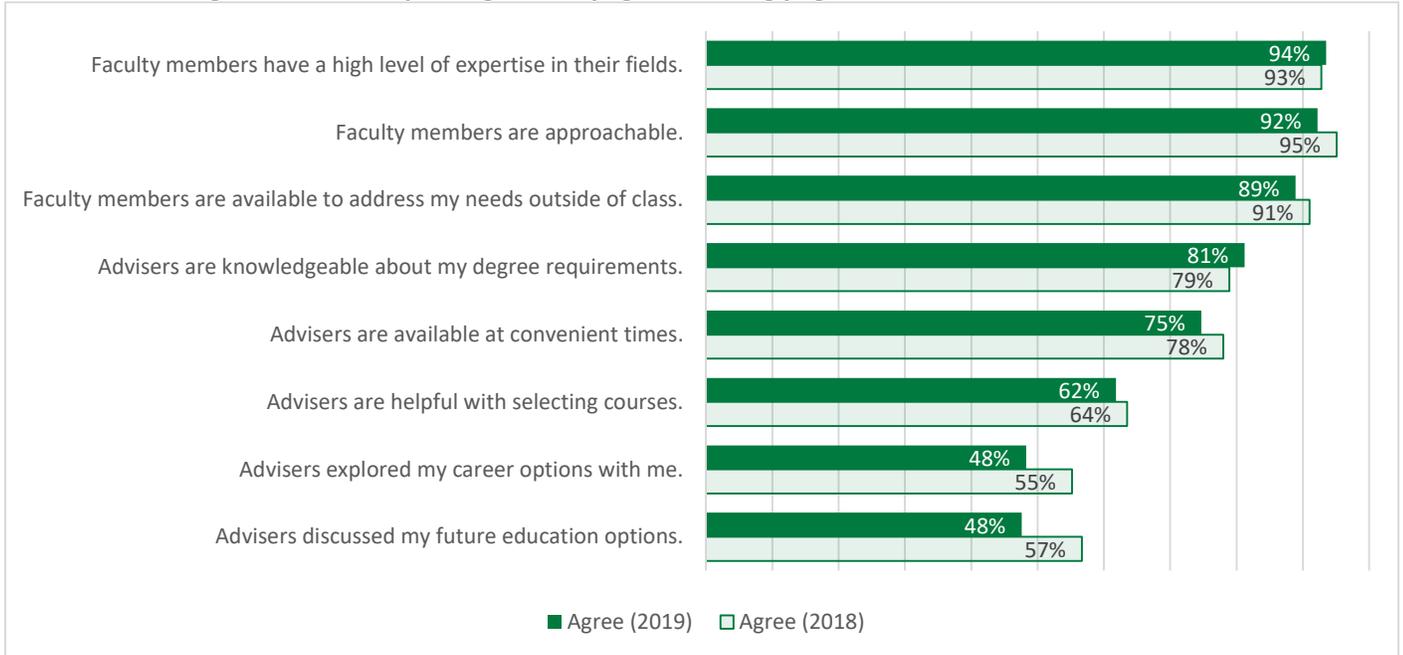
Legend: ■ Agree (2019) □ Agree (2018)

Faculty members have a high level of expertise in their fields. — 94% / 93%
Faculty members are approachable. — 92% / 95%
Faculty members are available to address my needs outside of class. — 89% / 91%
Advisers are knowledgeable about my degree requirements. — 81% / 79%
Advisers are available at convenient times. — 75% / 78%
Advisers are helpful with selecting courses. — 62% / 64%
Advisers explored my career options with me. — 48% / 55%
Advisers discussed my future education options. — 48% / 57%

## 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.	3.86	169	6.5%	12.4%	3.6%	43.2%	34.3%
Classes in my major were offered at convenient times.	3.91	169	2.4%	12.4%	5.3%	52.1%	27.8%
Classes in my major challenged me to apply my knowledge in new ways.	4.29	167	1.2%	1.8%	3.6%	53.9%	39.5%
Classes in my major were academically challenging.	4.20	169	1.8%	3.6%	4.7%	53.3%	36.7%
Elective courses were generally available during semesters I need them.	3.43	169	5.3%	17.8%	20.1%	42.6%	14.2%
Elective courses were offered at convenient times.	3.56	169	4.7%	12.4%	21.9%	43.8%	17.2%
Sufficient electives were offered to meet my needs.	3.55	169	4.1%	13.6%	22.5%	42.6%	17.2%
Elective classes were academically challenging.	3.83	169	1.8%	4.1%	23.1%	50.9%	20.1%

Chart 17: Percentage of students responding that they agree or strongly agree with statements.
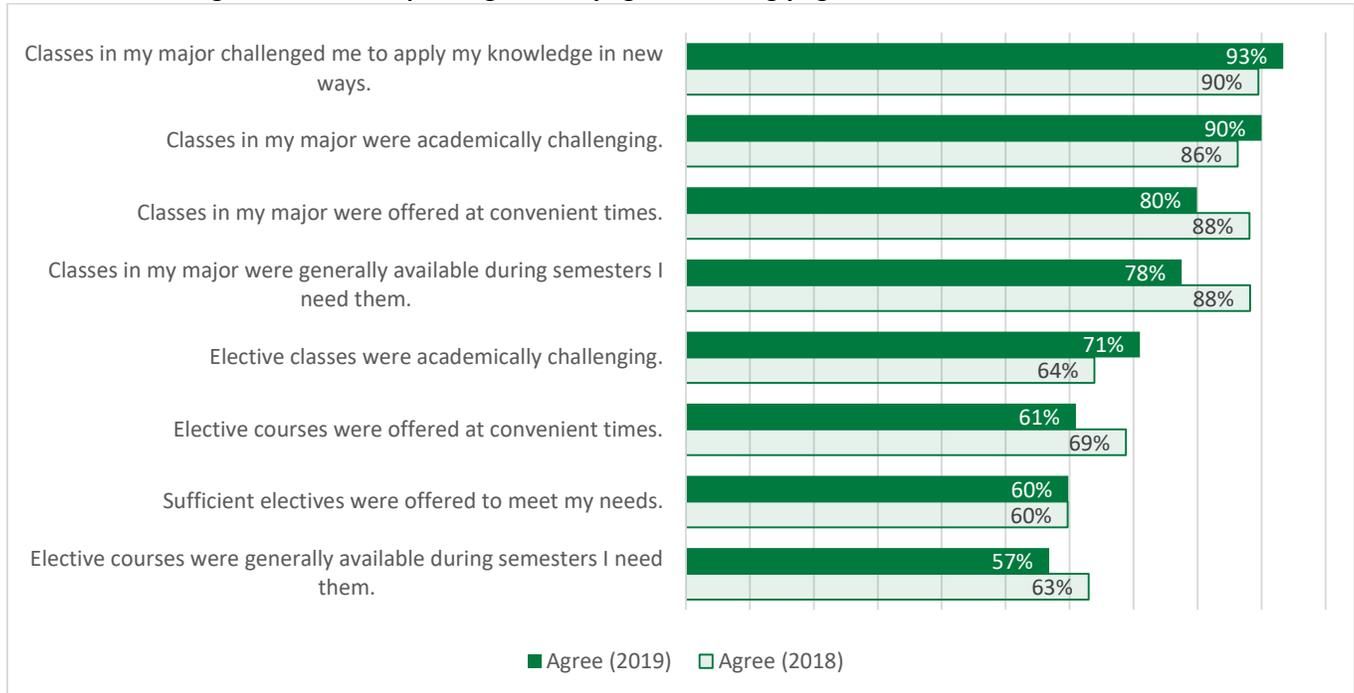
| Statement	Agree (2019)	Agree (2018)
Classes in my major challenged me to apply my knowledge in new ways.	93%	90%
Classes in my major were academically challenging.	90%	86%
Classes in my major were offered at convenient times.	80%	88%
Classes in my major were generally available during semesters I need them.	78%	88%
Elective classes were academically challenging.	71%	64%
Elective courses were offered at convenient times.	61%	69%
Sufficient electives were offered to meet my needs.	60%	60%
Elective courses were generally available during semesters I need them.	57%	63%

■ Agree (2019) □ Agree (2018)

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.	3.78	168	4.8%	11.3%	16.7%	35.7%	31.5%
Succeed in a job in your field.	3.99	168	4.2%	4.2%	15.5%	41.1%	35.1%
Attain a promotion within your existing employment field.	3.68	167	6.0%	7.2%	27.5%	31.1%	28.1%
Pursue more education in your field.	3.94	168	3.0%	6.0%	17.9%	40.5%	32.7%
Conduct research to support a position.	3.84	167	4.8%	7.8%	16.8%	39.5%	31.1%
Develop a coherent written argument.	4.10	168	2.4%	4.8%	11.3%	44.0%	37.5%
Deliver a coherent presentation.	4.24	168	1.2%	1.2%	12.5%	42.3%	42.9%
Use quantitative/qualitative techniques within your professional field.	3.98	168	2.4%	7.1%	17.3%	36.9%	36.3%
Determine the most ethically appropriate response to a situation.	4.24	168	1.2%	3.0%	11.3%	39.9%	44.6%
Understand major ethical dilemmas in your field.	4.27	167	1.2%	2.4%	10.2%	40.7%	45.5%
Work as part of an effective team	4.23	168	1.2%	1.8%	13.7%	39.9%	43.5%
Lead a team.	4.08	168	1.2%	4.8%	16.7%	39.9%	37.5%
Manage time effectively.	4.08	168	1.8%	4.8%	13.7%	43.5%	36.3%
Use technology effectively in a workplace environment.	3.92	168	2.4%	9.5%	16.7%	36.9%	34.5%
Apply knowledge and skills to new situations.	4.18	168	1.8%	3.0%	10.7%	44.6%	39.9%
Solve problems in your field using your knowledge and skills.	4.15	168	1.8%	4.8%	8.3%	46.4%	38.7%
Find appropriate sources of information.	4.23	168	0.6%	3.0%	12.5%	40.5%	43.5%
Evaluate the quality of information (e.g. scholarly articles, newspapers).	4.24	168	1.2%	3.0%	11.3%	39.9%	44.6%

Chart 18: Percentage of student respondents who rated preparation as "good" or "excellent"

Category	2019	2018
Understand major ethical dilemmas in your field.	86%	88%
Deliver a coherent presentation.	85%	87%
Solve problems in your field using your knowledge and skills.	85%	88%
Evaluate the quality of information (e.g. scholarly articles, newspapers).	85%	87%
Apply knowledge and skills to new situations.	85%	89%
Determine the most ethically appropriate response to a situation.	85%	85%
Find appropriate sources of information.	84%	90%
Work as part of an effective team	83%	86%
Develop a coherent written argument.	82%	83%
Manage time effectively.	80%	83%
Lead a team.	77%	79%
Succeed in a job in your field.	76%	82%
Use quantitative/qualitative techniques within your professional field.	73%	79%
Pursue more education in your field.	73%	79%
Use technology effectively in a workplace environment.	71%	82%
Conduct research to support a position.	71%	75%
Find a job in your field.	67%	74%
Attain a promotion within your existing employment field.	59%	74%

■ Good or Excellent (2019)　□ Good or Excellent (2018)

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

	Mean	N	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.	4.61	161	0.6%	2.5%	5.0%	18.6%	73.0%
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	4.79	163	0.6%	0.6%	2.5%	12.3%	84.0%
I feel a sense of commitment to serve others throughout my lifetime.	4.72	163	0.6%	0.6%	3.1%	17.2%	78.5%
I'm aware of how I might apply what I've learned at Marymount to serve my community.	4.57	163	1.8%	1.2%	8.0%	16.0%	73.0%

Chart 19: Percentage of students responding that they agree or strongly agree with statements.
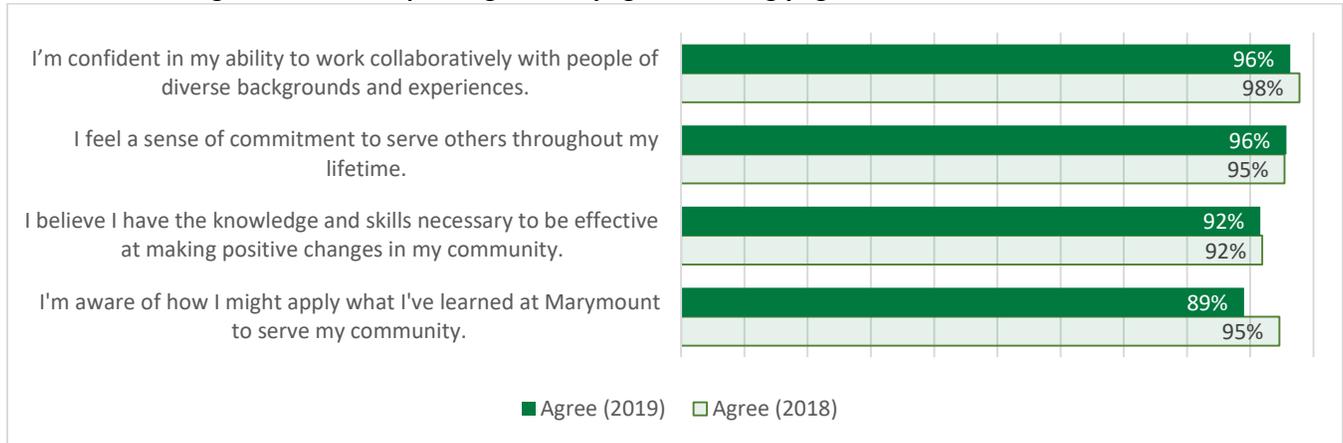
	Agree (2019)	Agree (2018)
I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences.	96%	98%
I feel a sense of commitment to serve others throughout my lifetime.	96%	95%
I believe I have the knowledge and skills necessary to be effective at making positive changes in my community.	92%	92%
I'm aware of how I might apply what I've learned at Marymount to serve my community.	89%	95%

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	3.47	163	2.5%	4.3%	36.8%	56.4%
Awareness of global issues	3.23	163	4.3%	10.4%	42.9%	42.3%
Self-confidence	3.28	164	3.0%	11.0%	40.9%	45.1%
Openness to new experience	3.47	163	2.5%	7.4%	31.3%	58.9%
Interest in cultures different from your own	3.35	164	3.7%	10.4%	32.9%	53.0%
Leadership skills	3.31	163	3.1%	9.8%	40.5%	46.6%
Commitment to service	3.23	163	4.9%	12.9%	36.2%	46.0%
Your ability to collaborate with others from different backgrounds and experiences	3.50	164	1.2%	8.5%	29.3%	61.0%

Chart 20: Percentage of student respondents who rated MU's contribution to their development of skills as "somewhat" or "to a great extent"


	Somewhat or To a Great Extent (2019)	Somewhat or To a Great Extent (2018)
Interest in lifelong learning	93%	90%
Your ability to collaborate with others from different backgrounds and experiences	90%	92%
Openness to new experience	90%	90%
Leadership skills	87%	90%
Self-confidence	86%	89%
Interest in cultures different from your own	86%	86%
Awareness of global issues	85%	89%
Commitment to service	82%	86%
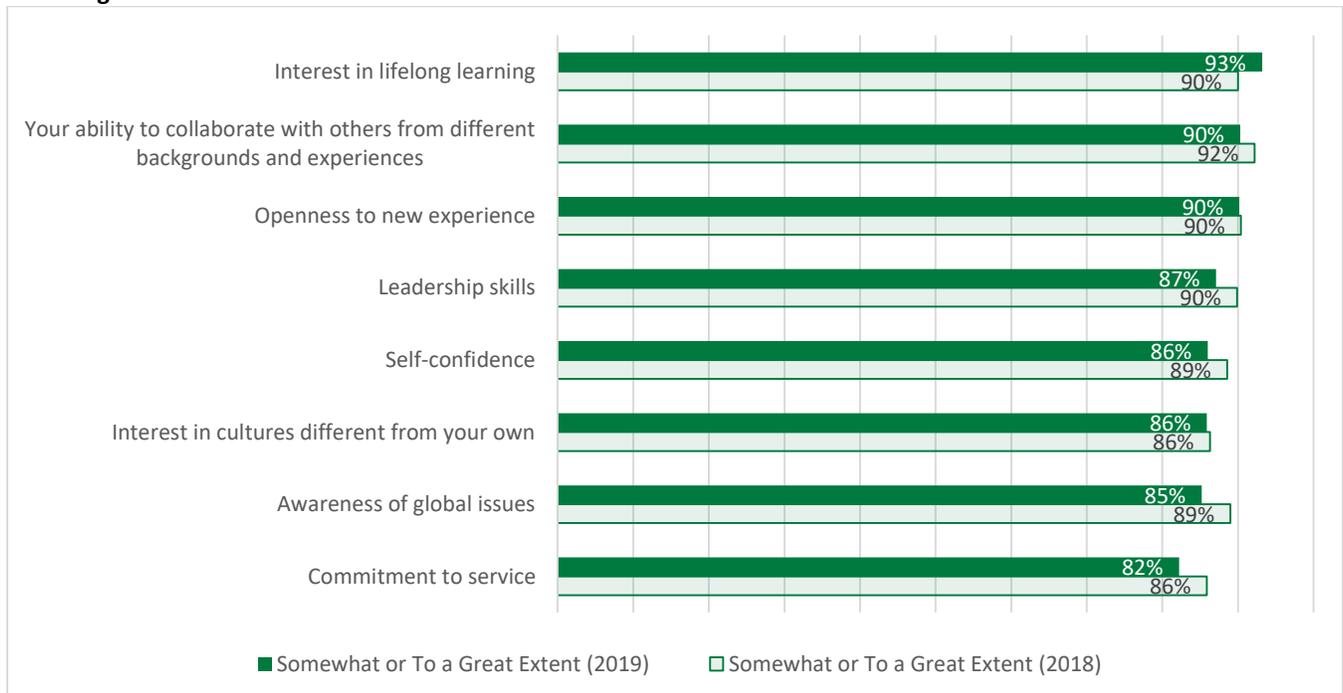
Co-Curricular Activities

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

	Respondents	No	Yes
Intercollegiate athletics	164	97.0%	3.0%
Intramural athletics	163	98.8%	1.2%
Student government	164	96.3%	3.7%
MU spiritual development activities	164	93.3%	6.7%
Student publications	164	92.7%	7.3%
Social organizations	164	96.3%	3.7%
Cultural activities	164	86.6%	13.4%
Study abroad	162	72.2%	27.8%
Academic club or organization	163	79.8%	20.2%
Research project with faculty	163	64.4%	35.6%
MU service opportunities (e.g. as part of a course, with a faculty member, with student clubs, etc.)	164	72.0%	28.0%
Independent research project	162	66.7%	33.3%
Intercultural activities	164	83.5%	16.5%

Chart 21: Percentage of respondents indicating that they participated in the following activities at MU (%yes)

Activity	Yes (2019)	Yes (2018)
Research project with faculty	36%	38%
Independent research project	33%	38%
MU service opportunities (e.g. as part of a course, with a faculty member, with student clubs, etc.)	28%	42%
Study abroad	28%	22%
Academic club or organization	20%	22%
Intercultural activities	17%	19%
Cultural activities	13%	12%
Student publications	7%	10%
MU spiritual development activities	7%	7%
Social organizations	4%	10%
Student government	4%	3%
Intercollegiate athletics	3%	2%
Intramural athletics	1%	4%

	Yes (2018) [n=220]	Yes (2019) [n=165]
Did your education at MU include an internship, clinical, or student teaching experience?	67.7%	72.1%

**Chart 22: Number of student respondents who responded that the experience allowed them to:**
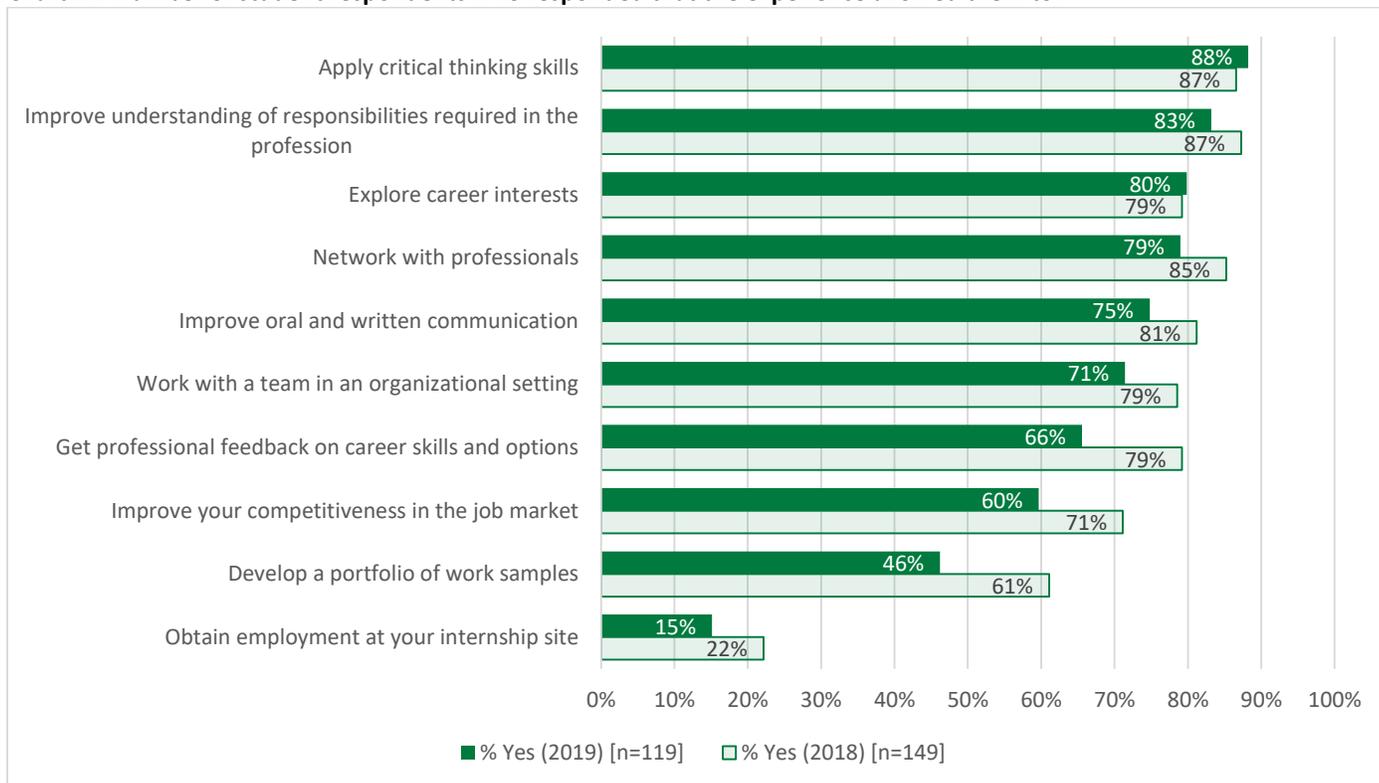
Apply critical thinking skills: 88% / 87%
Improve understanding of responsibilities required in the profession: 83% / 87%
Explore career interests: 80% / 79%
Network with professionals: 79% / 85%
Improve oral and written communication: 75% / 81%
Work with a team in an organizational setting: 71% / 79%
Get professional feedback on career skills and options: 66% / 79%
Improve your competitiveness in the job market: 60% / 71%
Develop a portfolio of work samples: 46% / 61%
Obtain employment at your internship site: 15% / 22%

■ % Yes (2019) [n=119] □ % Yes (2018) [n=149]

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	4.06	166	1.2%	2.4%	18.1%	45.8%	32.5%
Classrooms	4.18	173	0.6%	5.2%	8.7%	46.2%	39.3%
Computer labs	3.91	130	3.8%	7.7%	14.6%	41.5%	32.3%
Program labs (e.g., biology, chemistry, nursing, etc.)	3.88	81	0.0%	4.9%	33.3%	30.9%	30.9%
Library and extensions	3.97	153	2.0%	9.8%	12.4%	40.5%	35.3%
Dining facilities	3.51	89	3.4%	12.4%	31.5%	36.0%	16.9%
Student Center	3.67	90	3.3%	10.0%	27.8%	34.4%	24.4%
Recreational facilities	3.38	66	9.1%	6.1%	39.4%	28.8%	16.7%
Athletic facilities	3.35	57	7.0%	7.0%	43.9%	28.1%	14.0%
Residence halls	3.48	46	4.3%	6.5%	47.8%	19.6%	21.7%
Studios	3.45	47	4.3%	4.3%	48.9%	27.7%	14.9%

Chart 23: Percentage of student respondents who responded that they were "satisfied" or "very satisfied" with MU facilities

Facility	Satisfied (2019)	Satisfied (2018)
Classrooms	86%	84%
Overall satisfaction with University facilities	78%	85%
Library and extensions	76%	78%
Computer labs	74%	76%
Program labs (e.g., biology, chemistry, nursing, etc.)	62%	61%
Student Center	59%	61%
Dining facilities	53%	52%
Recreational facilities	46%	40%
Studios	43%	25%
Athletic facilities	42%	38%
Residence halls	41%	25%

■ Satisfied (2019) ☐ Satisfied (2018)
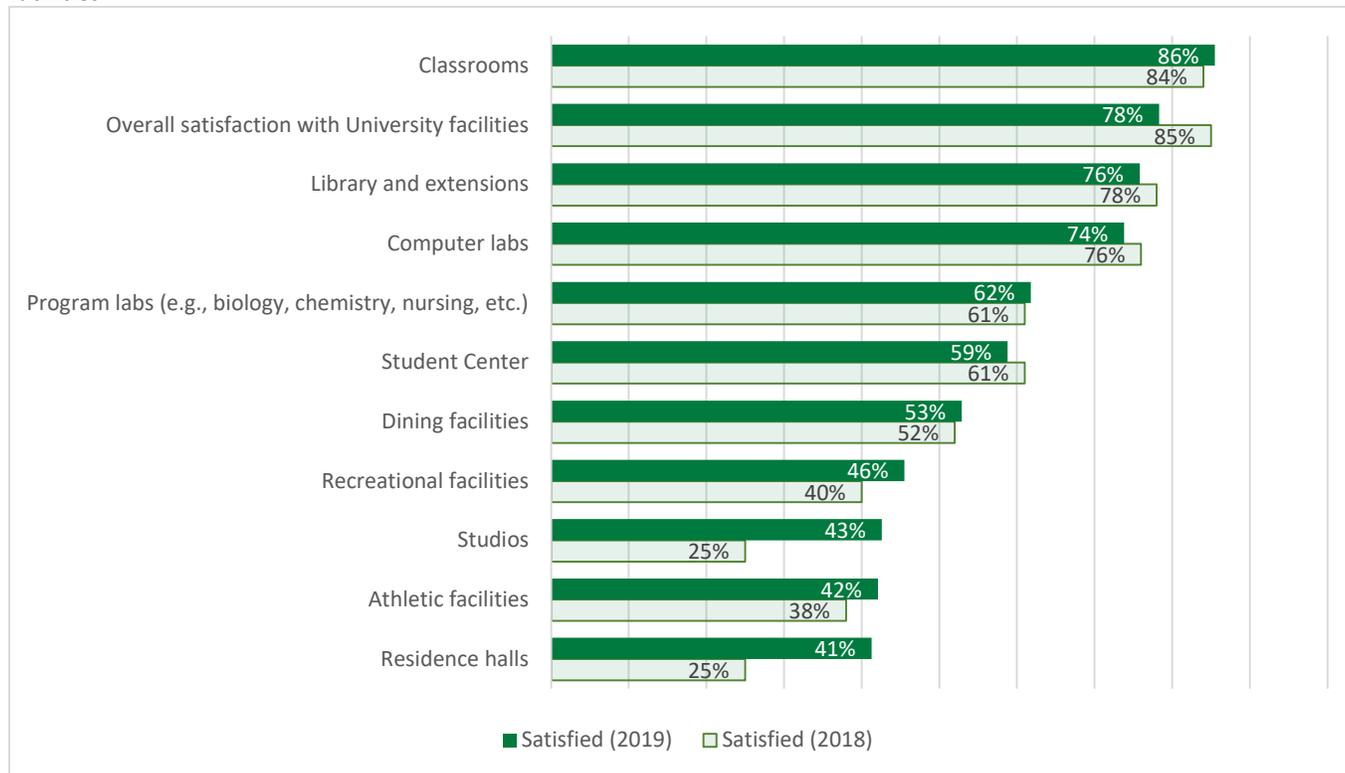
STUDENT SERVICES

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	4.00	145	.7%	2.8%	17.2%	54.5%	24.8%

Chart 24: Percentage of student respondents who responded that they were "satisfied" or "very satisfied"

	2019	2018
Overall experience with student services	79%	82%

Student Affairs	Mean	N	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Career counseling and job search services	3.36	67	6.0%	11.9%	37.3%	29.9%	14.9%
Campus security	3.95	106	0%	3.8%	22.6%	48.1%	25.5%
Campus social life	3.21	66	6.1%	10.6%	51.5%	19.7%	12.1%
Student clubs and organizations	3.32	57	7.0%	8.8%	42.1%	29.8%	12.3%
Opportunities to attend student-sponsored events	3.61	82	4.9%	3.7%	34.1%	40.2%	17.1%
Personal counseling services	3.52	46	4.3%	4.3%	47.8%	21.7%	21.7%
Campus ministry services	3.48	40	2.5%	7.5%	50.0%	20.0%	20.0%
Student health services	3.87	63	0%	4.8%	30.2%	38.1%	27.0%
International student services	3.76	49	0%	8.2%	40.8%	18.4%	32.7%

Chart 25: Percentage of student respondents who responded that they were "satisfied" or "very satisfied"

Campus security	74% / 77%
Student health services	65% / 70%
Opportunities to attend student-sponsored events	57% / 65%
International student services	51% / 51%
Career counseling and job search services	45% / 51%
Personal counseling services	43% / 55%
Student clubs and organizations	42% / 52%
Campus ministry services	40% / 46%
Campus social life	32% / 51%

■ Satisfied (2019) □ Satisfied (2018)
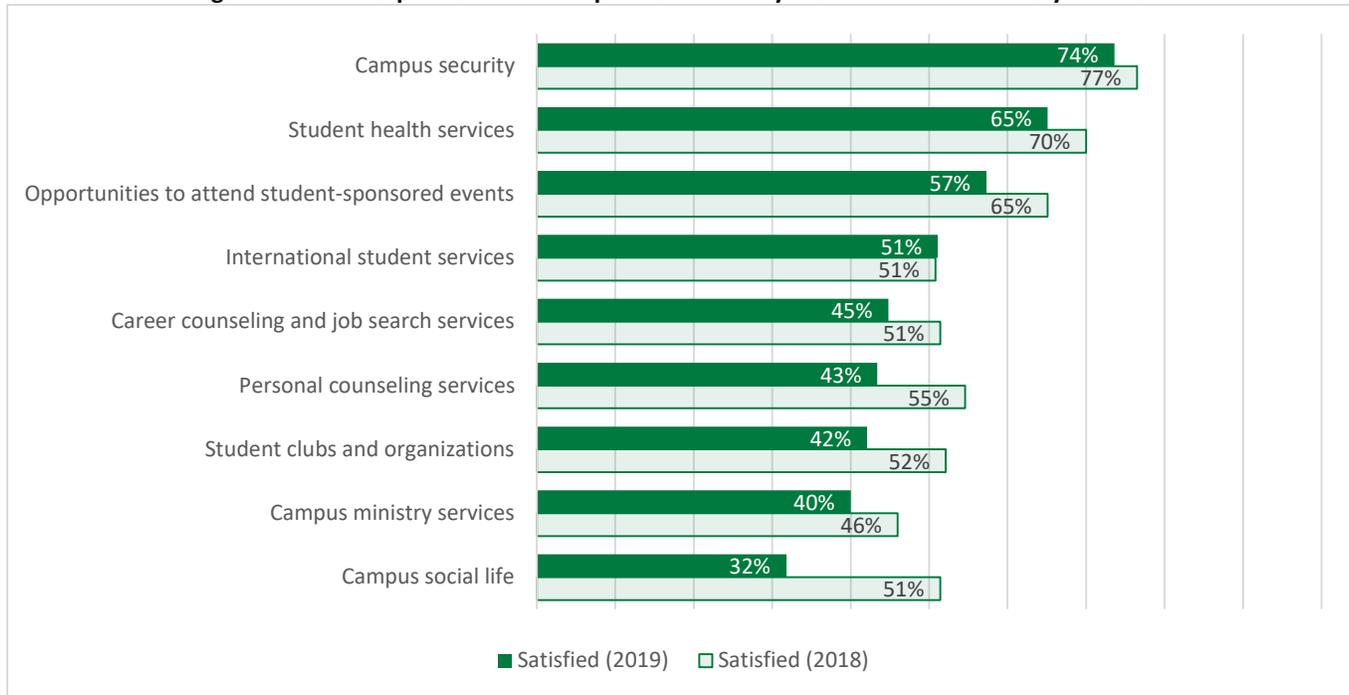
Academic Affairs	Mean	N	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Registrar's Office	3.97	163	1.2%	5.5%	16.6%	48.5%	28.2%
Library books, journals, media, and electronic resources for your academic needs	4.17	151	2.0%	6.0%	6.0%	45.0%	41.1%
Library services	4.17	152	0.7%	5.9%	8.6%	45.4%	39.5%
Tutorial help or other academic support services	3.83	64	3.1%	12.5%	17.2%	32.8%	34.4%
Disability support services	3.43	37	2.7%	5.4%	59.5%	10.8%	21.6%

Chart 26: Percentage of student respondents who responded that they were "satisfied" or "very satisfied"

Library books, journals, media, and electronic resources for your academic needs	86% / 85%
Library services	85% / 89%
Registrar's Office	77% / 84%
Tutorial help or other academic support services	67% / 71%
Disability support services	32% / 37%

■ Satisfied (2019) □ Satisfied (2018)
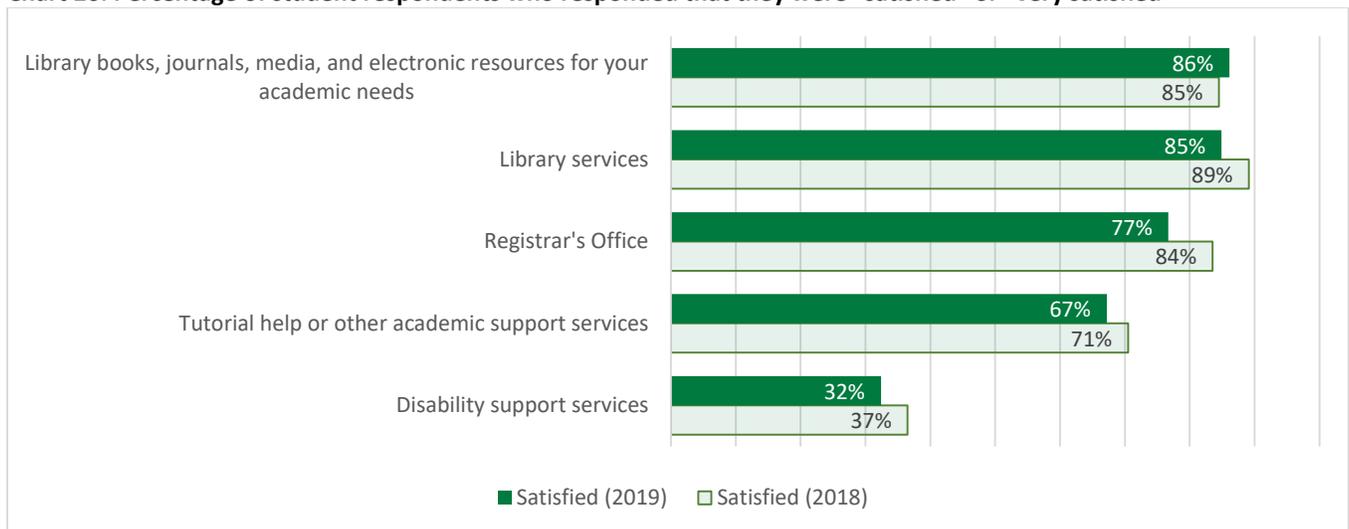
Financial Affairs and Other Services	Mean	N	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
Student Accounts Office	3.95	162	2.5%	3.7%	17.9%	48.1%	27.8%
Computer equipment and resources	3.98	131	1.5%	5.3%	17.6%	44.3%	31.3%
Office of Parking services	3.36	126	6.3%	19.8%	23.8%	31.7%	18.3%
Financial aid information	3.73	117	3.4%	10.3%	18.8%	45.3%	22.2%
Financial aid processing	3.72	117	4.3%	8.5%	20.5%	44.4%	22.2%
Shuttle bus services	3.81	86	1.2%	9.3%	23.3%	39.5%	26.7%

Chart 27: Percentage of student respondents who responded that they were "satisfied" or "very satisfied" with MU services
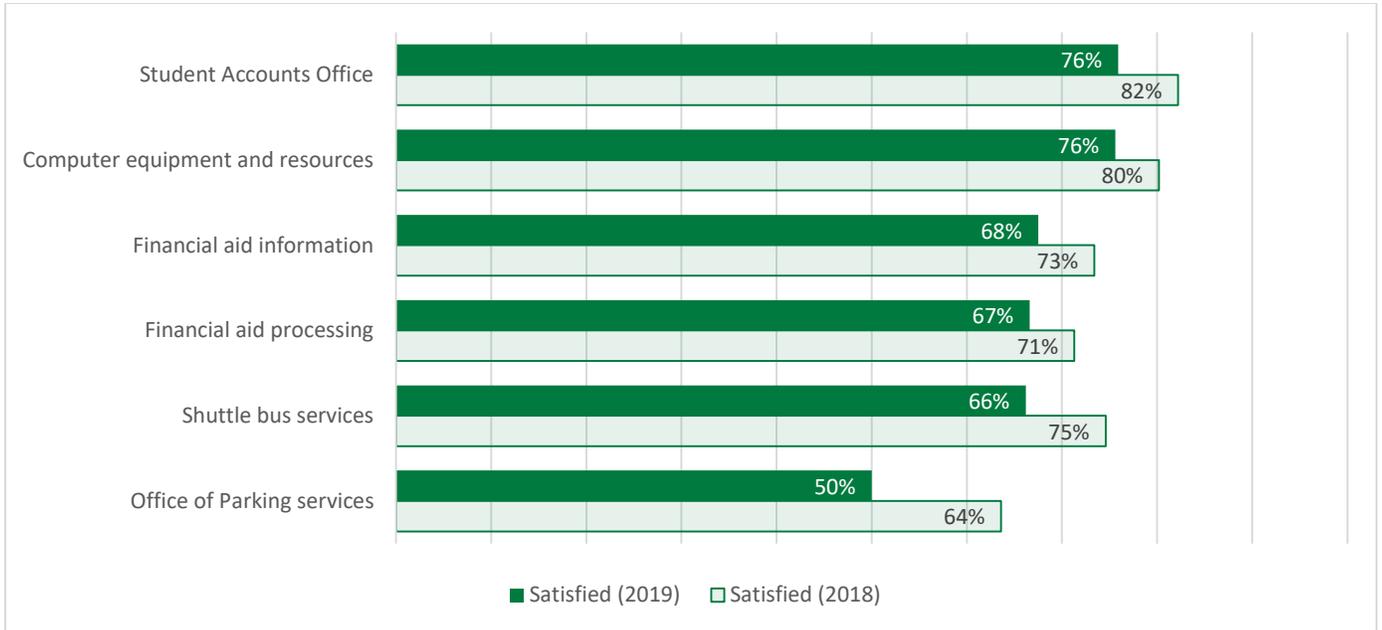
EDUCATION AND EMPLOYMENT GOALS

What is your current employment status?

	Respondents	Percent
Employed full-time	75	45.5
Employed part-time	25	15.2
Not employed, but looking	58	35.2
Not employed, not looking	7	4.2
Total	**165**	**100.0**

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

	Respondents	Percent
Directly related	53	54.6
Somewhat related	23	23.7
Not at all related	21	21.6
Total	**146**	**100.0**

Chart 28: What is your salary? (n=85)
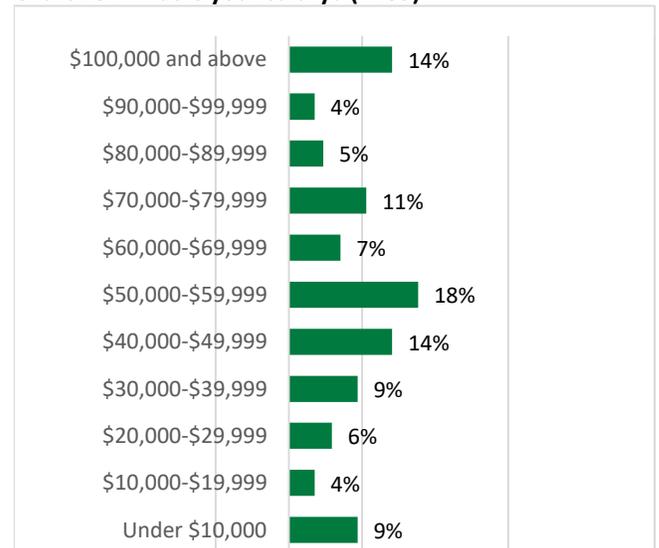
Which sector best describes your job?

	Respondents	Percent
Commercial or for-profit	28	29.8
Not-for-profit	34	36.2
Government	32	34.0
Total	**94**	**100.0**

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

	Respondents
Obtain a full-time position	109
Obtain a part-time position	6
Continue in the same position	39
Other	10
Total	**164**

Other: have child (maternity leave), have already accepted a full-time position in LCPS, promotion, full-time position starting Aug 1 in field, part time (in field) in addition to FT, continuing education, get a job in my field, move to a more technical position, gain employment as nursing faculty at the university/college level, find new job as FNP.

Do you plan to continue your education formally after graduation?

	Respondents	Percent
Yes	25	15.2
Maybe	79	47.9
No	61	37.0
Total	**165**	**100.0**

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

	Respondents	Percent
Within the next year	18	17.3
Within two to three years	21	20.2
More than three years from now	15	14.4
Unsure about when	50	48.1
Total	**104**	**100.0**

What degree do you plan to pursue?

	Respondents	Percent
Masters	7	6.9
Doctorate	77	76.2
MD	0	0.0
JD	2	2.0
Other (please specify)	15	14.9
Total	**133**	**100.0**

Other: LPC, possibly another masters in a certificate program for Art Therapy, certification, this is my fourth degree, and I have never directly planned one during another, or second Masters, some classes, certificate in specialized programs, PhD, Doctorate or Certificate,

audit graduate level classes to remain knowledgeable in leadership and nonprofit management, specialization in pediatrics, residency, certifications, fellowship.

OVERALL EVALUATIONS

What are the strongest aspects of your MU education?

Theme 1: Schools/Programs/Faculty (N = 73)
Students noted the quality of Marymount's faculty, specialized accreditation of programs, cohort models, and the quality of program curricula.
Example Responses:
- *"The professors were great. The hands-on experiences were very useful. The classes that were mixed with the school counselors, clinical mental health counselors, pastoral counselors and forensic psychologists were great. Everyone brought in a different perspective."*
- *"Marymount's strength is being able to draw upon a highly educated, local student population and deliver a very personable, individualized program where the professors and advisors know who you are and are accessible and helpful throughout the process."*
- *"I found that professors were very knowledgeable in their fields and passionate about sharing that knowledge. Professors made time to discuss academic progress and provide feedback on assignments. Most courses were thorough and well-designed."*

Theme 1: Overall Experience (N = 13)
Students commented on the quality of the overall Marymount experience.
Example Responses:
- *"It is a very accepting community and allows you to grow and achieve great potential. I learned a lot and am glad for the time I spent here."*
- *"I found the cohort model to be incredibly beneficial as it created a network of support beyond the professors, who were wonderfully supportive as well. Additionally, I appreciated that my program brought the Catholic education lens to all discussions making them relevant and immediately applicable."*
- *"I loved everything about my time at Marymount!"*

Theme 2: Experiential Learning (N = 11)
Students praised the opportunities for experiential learning at Marymount, such as clinical rotations, study abroad, field experiences, and internships.
Example Responses:
- *"Learning and practicing latest advances in management and leadership with hands-on practical exercises, discussions and research."*
- *"Knowledgeable and helpful faculty, "real life" experience applicable to my field, study abroad opportunities."*
- *"Wonderful professors, I loved the hands-on experience with both my practicum and internship!"*

Theme 4: Small Class Size (N = 4)
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:
- *"1. Small campus atmosphere. For the most part, the professors remember who you are by name. No overwhelmingly large class sizes."*
- *"The strongest aspects of my MU education was the professor to student relationships and small classroom sizes."*
- *"Team work Cohort like atmosphere Small classes. Great advisors."*

Theme 7: Other (N = 11)
Some graduate students noted career preparation, advising, student life, access to guest speakers, and other aspects of an MU education as strengths.

- *"2. Familiar faces each semester. 3. So far, I feel Marymount has overly prepared me for my future career endeavors as an FNP after graduation which is a good thing."*
- *"Catholic identity"*
- *"access to interesting guest speakers"*

What aspects of your Marymount education need the most improvement?

Theme 1: Schools/Programs/Faculty (N = 54)
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. Students also cited problems with their advisors, professors, or staff.
Example Responses:
- *"More research oriented courses and more courses inclusive of statistics and coding. A majority of the courses were very non-challenging. I believe as though this program needs to adopt the "science-practitioner" Model, as opposed to solely operating off of the practitioner model."*
- *"I do not learn best in isolation. I learn best in a classroom, surrounded by others, and in a lecture format. I appreciated the summer classes, but found the online classes very challenging. I learn best by listening and seeing, not by reading. I would have greatly appreciated having classes I could attend in a classroom throughout the year. In education we learned about the importance of differentiation, but offering only online classes is not differentiating."*
- *"I feel that not all professors take the courses or assignments seriously, because they grade the assignments so quickly and almost everyone gets an A. While the all the students may have earned an A, this seems unlikely. I believe the professors in this program are too busy with other jobs and obligations to dedicate more time to students and to class."*

Theme 2: Advising and Course Scheduling (N = 20)
Students requested additional times and availability for courses.
Example Responses:
- *"I enjoyed electives for study abroad, but there were not many electives offered outside of the schedule of other core classes. More electives offered at a variety of times, especially not during times when core courses are scheduled, would be very helpful."*
- *"Availability of classes, technical problems during registration, ridiculousness of midnight registration and limited counseling which potentially lead to huge delays in graduation."*
- *"The majority of the classes shouldn't be offered on the same day at the same time; there were electives I wanted to take but were unable to because of class-schedule conflicts."*

Theme 3: Experiential Learning and Career Preparation (N = 15)
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:
- *"HELP US FIND JOBS. The FLP website boasts that 85% of students graduate with a job in the field, if that were true then I just so happen to be friends with all of that 15% that do not have jobs in the field upon graduation. However, I find that to be unlikely."*
- *"Job search and internship opportunities. More connections to employers.*
- *"1. Clinical placements for the FNP program. Marymount told us they would help us find placements during our graduate interviews, which they do; however, you often do not get your placements in a timely manner. There have been several times where I have felt panicked because I have had no consistent updates of a definitive clinical site even after telling our professors months in advance that I was having trouble finding a clinical site. I'm sure part of the problem is lack of preceptors in the area and many competing schools; however, with the Marymount tuition costs and paying clinical placement fees, this definitely needs to be improved. Clinical site placements need to be provided earlier, before or during the first week of the start of the semester, not weeks into the semesters.*

Regular communication with us students on updates regarding the status of possible clinical sites also need to be provided. This topic has caused many of us extra unnecessary stress throughout every semester that clinical sites are needed. 2. More opportunities to get specialty clinical hours such as infectious disease, dermatology, oncology, etc. Unless you have connections through your job or people you know, which many of us do not, it is very difficult to get clinical placements in general but also specialty areas. Looking back, I feel some disappointment that I was not able to have more of a variety of clinical experiences than what I have had. It makes you feel less prepared in a way, especially when other students are luckily enough to get these opportunities."

Theme 5: Student Life/Student Services (N = 8)
Students noted the lack of student activities for graduate students.
Example Responses:
- *"For graduate students it would be nice if we had access to an open computer lab at Ballston. Seems like most of the resources go to the undergrads. Social mixers for grad students would be nice. Some of the different dept. can do projects together, e.g. school counseling and education or IT and MBA... How about a job fair only for graduate students? Financial aid for grad students? Scholarships and grants?"*
- *"The fitness facility needs to be divided from the athletes and the students. Many times I would go to the gym and it would be closed due to a team working out."*
- *" The housing department's communications with graduate students my first year was essentially non-existent, and it let to more added stress that was completely unnecessary."*

Theme 5: Other (N = 11)
Students commented on the lack of a feeling of community on campus, parking, and communication on campus.
Example Responses:
- *"Parking is insane at Ballston. Renting out to the public while students are paying a huge amount to possibly not get a parking spot there is ridiculous and borderline unethical. Which is equally ridiculous for a university that prides itself on ethics."*
- *"Parking"*
- *"Communication"*

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

Theme 1: Overall Experience/Programs/Faculty (N = 22)
Student comments on their overall experience at Marymount were both positive and negative. Students reiterated recommended improvements needed in specific programs and program faculty as well as courses.
Example Responses:
- *"Though the campus may not be aesthetically impressive, the experience and quality of education is excellent."*
- *"The experience at Marymount has been great. I feel prepared going forward, and I'm glad I chose the smaller atmosphere versus attending a larger school like UVA. However, I can't stress enough how much the clinical site placement issues need to be investigated. Again, students need and deserve to feel well-prepared and supported in all aspects regarding clinical hours, especially with the costs involved and pursuing an advanced career that involves more responsibility. It has been my main source of concern regarding the program.*
- *"Overall good experience, but definitely needs some restructuring to help support greater student success in future. More consistent faculty and curriculum in early stages would have made a big difference in how prepared I was in the later stages of degree."*

Theme 2: Advising and Course Scheduling (N = 10)
Students expressed frustration advising and course scheduling and noted the difficulty in managing course loads with full-time work schedules.
Example Responses:
- *"This program is false advertising. They do not gear the program to working adults at all. I had to quit my job in order to go through the program. They cater to those who have recently graduated undergrad and have little to no work experience and that is how they should market the program. I will not recommend this program to anyone, it was frustrating to say the least to be in this program."*

- *"The majority of my experience with faculty was wonderful, however, my advising experience was dismal. Coordination of the dual degree was disorganized, contradictory, and difficult - I was left to figure things out on my own, educate faculty and administrators about the dual degree program, and coordinate course planning on my own (save a select one or two faculty members who went above and beyond to help me)."*
- *"I think it's important for them to assign advisors within each specialty and major but along with that give the opportunity for students to provide feedback about their advisors. I came across with advisors that NEVER reached out to me to discuss my academic plans or even try to meet with me. My resolution for this problem was to reach out to other faculty members in order to get advising."*

Theme 3: Career Preparation (N = 5)
Students repeated their need for additional resources to become successful individuals upon graduation with an overall better career approach.
Example Responses:
- *"Overall good experience. The webinars from Career Services were good. Hopefully they will continue. How about targeted webinars: 'Finding a job in Education' 'Counseling' 'IT' 'Business'. Graduate panels are good too.*
- *"I believe that the MA in clinical counseling is a great program. It has helped me develop professional and personal skills that I would not have otherwise obtained. With that said, I believe the program has a lot of improvement to be made. The best part of my education was Dr___ offering help and resources to me, as well as other fellow students. People like Dr.___ make a program like this much more meaningful. I believe if MU puts more resources into helping students find practicum and internship, as well as different electives and more opportunities to advance professional for counseling students this program could be one of the best in the world."*
- *"I appreciate MU's program and how that has developed me personally, but myself and many others I know have been left still without jobs/opportunities that we were initially promised coming into the program. I know this is difficult to fix, as there are just not many jobs, but then the University should be more honest about that with people--even if you work hard, you are not guaranteed a job relevant to your field of study, and even with a Masters you will be taking low-paying entry-level positions."*

Theme 5: Other (N = 9)
Students also cited a lack of connection to the university and improvements needed with facilities and student services.
Example Responses:
- *"I enjoyed my course work at Marymount, however, I felt no connection to my peers or the university. I understand part of that is being off campus and a graduate student however students came from all different parts of the world which made it difficult to connect to peers. As for connection to the university I felt as though grad students were left on their own to figure things out rather than have resources that celebrated being a part of Marymount or that encouraged us to be more engaged with the university."*
- *"Improved access to research databases...I found it limiting when I tried to access articles, I often used a friends account at GWU, John Hopkins and Inova. - Better software download accessibility for students - e.g. spss, GIS, or other potential tools*
- *"The Ballston Center needs to stay open later during midterms and finals weeks."*

DEMOGRAPHICS

What degree are you receiving?

	Respondents	Percent
Certificate		
Doctorate of Nursing Practice	2	1.1
Doctorate of Physical Therapy (DPT)	8	4.5
Doctorate of Education (EdD)		
Master of Arts (MA)	82	46.6
Master of Business Administration (MBA)	6	3.4
Master of Education (MEd)	29	16.5
Master of Science (MS)	37	21.0
Master of Science in Nursing (MSN)	12	6.8
Total	**176**	**100.0**

What school do you belong to?

	Respondents	Percent
School of Arts and Sciences	14	8.0
School of Business Administration	37	21.0
School of Education and Human Services	95	54.0
Malek School of Health Professions	30	17.0
Total	**176**	**100.0**

Primary Program:

		Respondents	Percent
School of Design, Arts, and Humanities	English and the Humanities (M.A.)	5	2.8
	Interior Design (M.A.)	9	5.1
School of Business and Technology	Business Administration (M.B.A)	6	3.4
	Cybersecurity (M.S.)	14	8.0
	Health Care Management (M.S.)	4	2.3
	Human Resource Management (M.A.)	2	1.1
	Information Technology (M.S.)	5	2.8
	Leadership and Management (M.S.)	6	3.4
School of Science, Mathematics, and Education	Counseling (M.A.)	21	11.9
	Education: Administration and Supervision of PK-12 (M.Ed)	10	5.7
	Education: Curriculum and Instruction (M.Ed.)	6	3.4
	Education: Elementary Education (M.Ed.)	7	4.0
	Education: Professional Studies (M.Ed.)	1	0.6
	Education: Secondary Education (M.Ed)	3	1.7
	Education: Special Education: General Curriculum, K-12 (M.Ed)	2	1.1
	Forensic and Legal Psychology	45	25.6
Malek School of Health Professions	Health Education and Promotion (M.S.)	8	4.5
	Nursing (D.N.P.)	2	1.1
	Nursing: Family Nurse Practitioner (M.S.N.)	12	6.8
	Physical Therapy (DPT)	8	4.5
	Total	**176**	**100.0**

What was your primary enrollment status during your program?

	Respondents	Percent
Full-time	131	74.4
Part-time	45	25.6
Total	**176**	**100.0**

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

	Respondents	Percent
Not employed during education	28	15.9
Employed full-time	82	46.6
Employed part-time on campus	22	12.5
Employed part-time off campus	44	25.0
Total	**176**	**100.0**

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

	Respondents	Percent
Yes	84	56.8
No	64	43.2
Total	**148**	**100.0**

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

	Respondents	Percent
Main Campus	45	25.6
Ballston/4040 Center	111	63.1
Reston Center	4	2.3
Online	13	7.4
Other	3	1.7
Total	**176**	**100.0**