

# Marymount at Your Service Survey Report

## *Campus Climate Results*

### Office of Planning and Institutional Effectiveness

June 2016

In spring 2016, Marymount's Office of Planning and Institutional Effectiveness conducted the third Marymount at Your Service Survey of undergraduate and graduate students. The online survey, initially launched in 2012, is composed of two parts: questions related to campus climate and a series of questions related to service quality. The results of each section are reported separately.

The survey is administered every two years. Campus climate questions were substantially revised following the initial launch in 2012, so comparisons are made only with the 2014 and 2016 administrations.

<u>Year</u>	<u>No. of Respondents</u>	<u>Response Rate</u>
2014	993	31%
2016	949	29%

Throughout this survey, results are interpreted using a performance benchmark of 4.0, although slightly lower results (3.5 on a five point scale) would still indicate agreement with the statement.

### Overall Results

**Academic Rigor:** There is a strong correlation between statements related to the level of academic challenge, agreement that substantial studying is needed to receive good grades, and agreement that Marymount encourages intellectual curiosity.

Both undergraduate and graduate students agreed with statements related to academic rigor. Students were most likely to agree that:

1. *Classes require students to do a substantial amount of studying to receive good grades.*
2. *Students feel academically challenged by their coursework at Marymount.*
3. *Coursework at Marymount places an emphasis on ethics.*

Graduate students were more likely to agree than undergraduates that they feel academically challenged by their coursework, their intellectual curiosity is encouraged, coursework places an emphasis on ethics, and they have opportunities for networking in their field.

Students living off-campus were more likely to agree that they feel academically challenged than those living on-campus. Transfer students were more likely than first-college students to agree that they were required to do substantial studying and that coursework emphasized ethics.

There were few differences between freshmen and senior responses to these questions, although seniors agreed more strongly than freshmen that their coursework emphasized ethics.

Compared to results from 2014, 2016 graduate students were more likely to agree that Marymount encourages intellectual curiosity. Undergraduates were more likely to agree that coursework emphasized ethics.

**Connectedness:** Both graduate and undergraduates were least likely to agree with questions related to connectedness. Students are least likely to agree that:

1. *They will participate in alumni activities after graduation.*
2. *Marymount is well thought of by friends outside of school.*
3. *They feel connected to the Marymount community.*
4. *There are sufficient opportunities to participate in health and wellness programs.*

Undergraduates were more likely to agree that they feel connected to the Marymount community, and graduate students are more likely to agree that Marymount is well thought of by friends outside of school. Undergraduates living on campus were more likely to agree with feeling connected to the community and with the intent to participate in alumni activities post-graduation.

Transfer students were more likely than first-college students to agree that Marymount was well thought of by friends outside of school. They were less likely to feel connected and to intend to participate in alumni activities.

Compared to the results from the 2014 survey, both graduates and undergraduates were less likely to agree that there were sufficient opportunities to participate in health and wellness programming. Graduates are less likely than undergraduates to agree that there are sufficient opportunities to participate in health and wellness programs. Ratings from both graduates and undergraduates failed to meet the 4.0 threshold.

**Service:** There was no significant difference between graduates and undergraduates in their ratings on the statements related to service. Undergraduate ratings on the emphasis on service at Marymount fall below the 4.0 threshold, and graduate ratings on the availability of service opportunities fall below the threshold.

For both graduates and undergraduates, agreement that Marymount emphasizes service to other is strongly correlated with agreement that Marymount offers opportunities to participate in service and with the statement that Marymount encourages intellectual curiosity. Agreement about opportunities to participate in service is also strongly correlated with agreement with the statement on feeling connected to the university.

**Global Perspective:** Both undergraduate and graduate students agreed that Marymount offers opportunities to travel abroad connected to majors and programs and that coursework emphasized different world views, with no significant difference in agreement between the two levels of students.

Undergraduate agreement that coursework emphasized different world views fell below the 4.0 benchmark. Compared to results from 2014, both undergraduate and graduate students were more likely to agree that Marymount offers opportunities to travel abroad.

Both undergraduates and graduate respondents agreed strongly that Marymount is welcoming to people of all faiths. There was no significant difference between graduates and undergraduates and undergraduate class ranks, although undergraduates living off-campus agreed more strongly with the statement than those living on-campus, as did transfer students when compared to first-college students. In addition, undergraduates agreed more strongly with the statement in 2016 than they did in 2014.

There is a strong correlation between agreement with statements related to Marymount emphasizing different world views and MU coursework emphasizing ethics.

## RESULTS BY CLASS LEVEL

### Academics

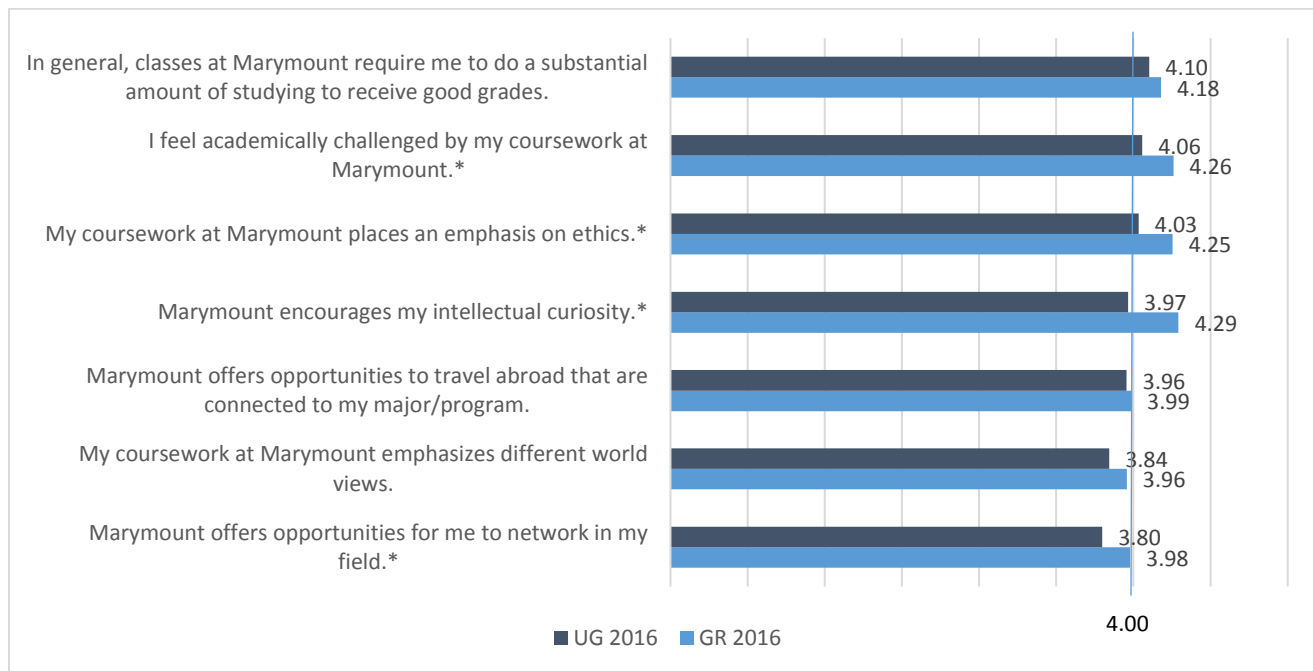
Undergraduates report the strongest level of agreement with statements related to academic challenge and the connection between studying and good grades. Graduate students agree most strongly with the statements related to intellectual curiosity and the level of academic challenge.

Graduates report significantly stronger agreement than undergraduates with the following statements:

- *I feel academically challenged by my coursework at Marymount.*
- *Marymount encourages my intellectual curiosity.*
- *My coursework at Marymount places and emphasis on ethics.*
- *Marymount offers opportunities for me to network in my field.*

Statements falling significantly below the performance benchmark of 4.0 for undergraduates include those relating to coursework that emphasizes different world views and opportunities to network. None of the graduate student ratings fell significantly below the benchmark, and ratings on academic challenge, the amount of studying required, the emphasis on ethics, and encouraging intellectual curiosity fell significantly above the 4.0 benchmark.

Chart 1: Ratings on Questions Related to Academics, by Level



\*Indicates that there is a significant difference between UG and GR ratings, measured using an independent samples t-test with  $p < .05$ .

Table 1: Significance of Difference between Ratings and Benchmark

	GR	Sig.	UG	Sig.
In general, classes at Marymount require me to do a substantial amount of studying to receive good grades.	4.18	*	4.10	*
I feel academically challenged by my coursework at Marymount.	4.26	*	4.06	
My coursework at Marymount places an emphasis on ethics.	4.25	*	4.03	
Marymount encourages my intellectual curiosity.	4.29	*	3.97	
Marymount offers opportunities to travel abroad that are connected to my major/program.	3.99		3.96	
My coursework at Marymount emphasizes different world views.	3.96		3.84	*

Marymount offers opportunities for me to network in my field.	3.98	3.80	*
---	------	------	---

\*Indicates that there is a significant difference between rating and benchmark of 4.0, measured using a one-sample t-test with  $p < .05$ .

## Service

There is no significant difference between graduate students and undergraduates in their agreement with questions related to service. Undergraduate agreement with the statement that the importance of service is emphasized at Marymount falls below the 4.0 threshold, while graduate agreement with the statement relating to the availability of service opportunities at Marymount falls below 4.0.

Chart 2: Ratings on Questions Related to Service, by Level

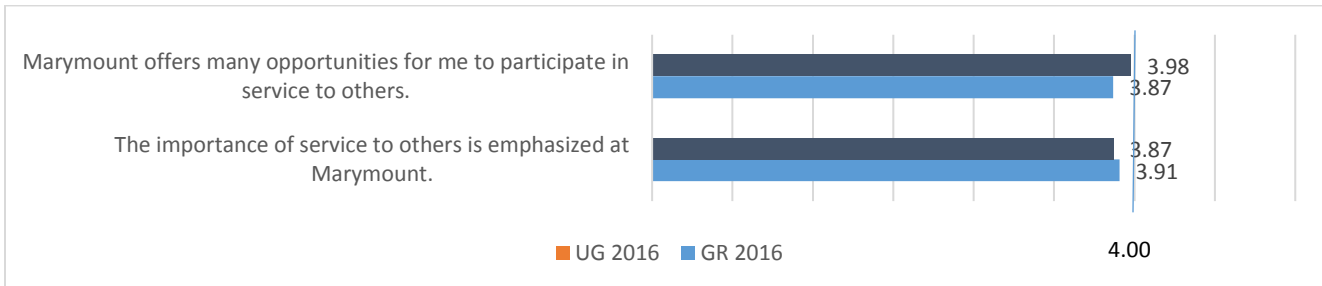


Table 2: Significance of Difference between Ratings and Benchmark

	GR	Sig.	UG	Sig.
Marymount offers many opportunities for me to participate in service to others.	3.87	*	3.98	
The importance of service to others is emphasized at Marymount.	3.91		3.87	*

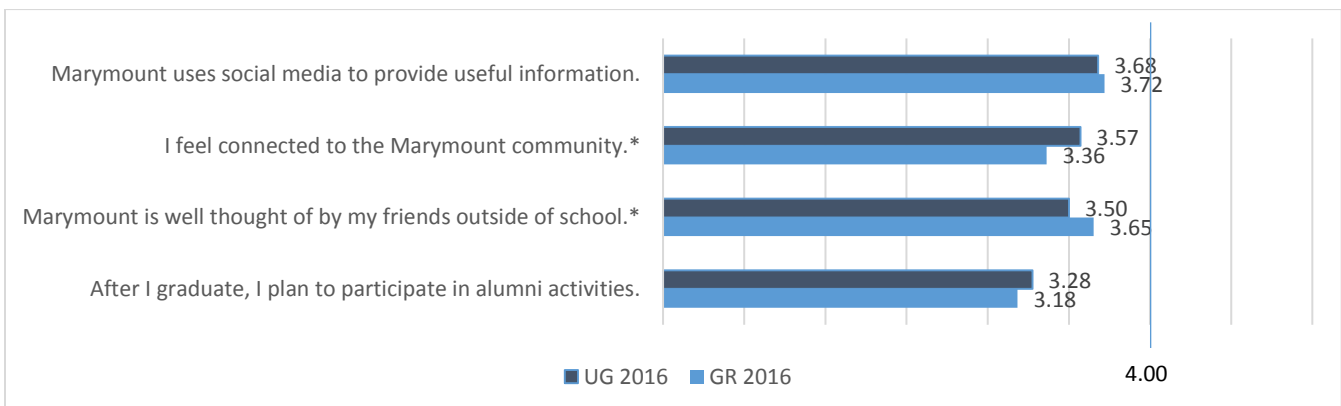
\*Indicates that there is a significant difference between rating and benchmark of 4.0, measured using a one-sample t-test with  $p < .05$ .

## Connectedness

Both undergraduate and graduate student agreement with these statements fail to meet the threshold of 4.0.

Undergraduate students feel significantly more connected to the Marymount community than graduate student respondents. Graduate students agree significantly more strongly than undergraduates that Marymount is well thought of by friends outside of school.

Chart 3: Ratings on Questions Related to Connectedness, by Level



\*Indicates that there is a significant difference between UG and GR ratings, measured using an independent samples t-test with  $p < .05$ .

Table 3: Significance of Difference between Ratings and Benchmark

	GR	Sig.	UG	Sig.
Marymount uses social media to provide useful information.	3.72	*	3.68	*
I feel connected to the Marymount community.	3.36	*	3.57	*
Marymount is well thought of by my friends outside of school.	3.65	*	3.50	*
After I graduate, I plan to participate in alumni activities.	3.18	*	3.28	*

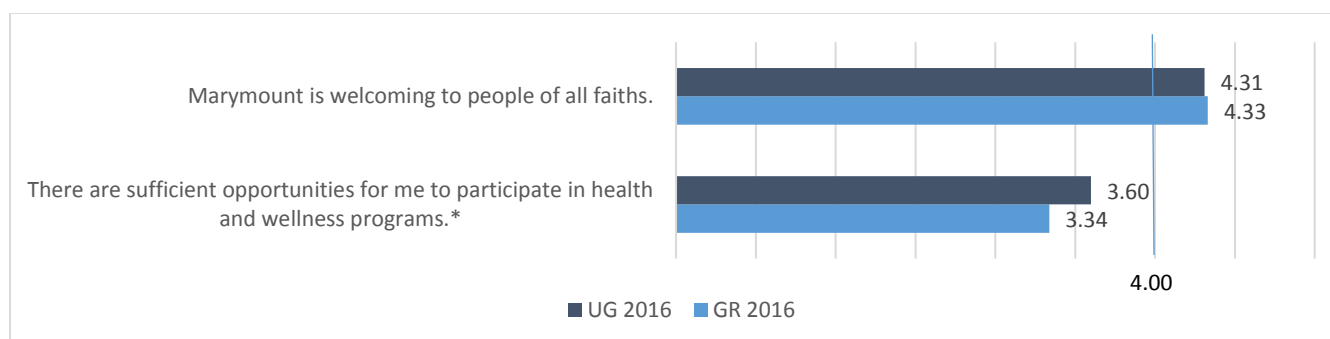
\*Indicates that there is a significant difference between rating and benchmark of 4.0, measured using a one-sample t-test with  $p < .05$ .

For undergraduates, the statement most highly correlated with feeling connected to the Marymount community is “Marymount offers many opportunities for me to participate in service to others” (.535<sup>1</sup>).

## Other

Both undergraduate and graduate students report strong levels of agreement that Marymount is welcoming to people of all faiths, significantly about the 4.0 benchmark. Graduate students report significantly less agreement than undergraduates with the statement that there are sufficient opportunities to participate in health and wellness programs, and the level of agreement with this statement is below the 4.0 benchmark.

Chart 4: Ratings on Questions, by Level



\*Indicates that there is a significant difference between UG and GR ratings, measured using an independent samples t-test with  $p < .05$ .

Table 4: Significance of Difference between Ratings and Benchmark

	GR	Sig.	UG	Sig.
There are sufficient opportunities for me to participate in health and wellness programs.	3.34	*	3.60	*
Marymount is welcoming to people of all faiths.	4.33	*	4.31	*

\*Indicates that there is a significant difference between rating and benchmark of 4.0, measured using a one-sample t-test with  $p < .05$ .

## 2016 Results by Class

Student ratings on each statement were generally similar across class levels. There were no statistically significant differences between responses from freshmen, sophomores, juniors, and seniors on each statement, with the exception of the statement related to ethics: seniors reported significantly more agreement that their coursework emphasized ethics than did freshmen respondents.

<sup>1</sup> Correlation is significant at the 0.01 level (2-tailed).

Table 5: Undergraduate Results by Class

	FR	SO	JR	SR
I feel academically challenged by my coursework at Marymount.	4.04	4.00	4.04	4.11
In general, classes at Marymount require me to do a substantial amount of studying to receive good grades.	4.04	4.09	4.12	4.15
The importance of service to others is emphasized at Marymount.	3.79	3.92	3.90	3.88
Marymount encourages my intellectual curiosity.	3.92	3.88	4.03	3.99
Marymount offers opportunities to travel abroad that are connected to my major/program.	4.09	3.86	3.89	3.95
My coursework at Marymount emphasizes different world views.	3.78	3.81	3.83	3.92
Marymount is welcoming to people of all faiths.	4.25	4.37	4.31	4.33
My coursework at Marymount places an emphasis on ethics.*	<b>3.86</b>	4.01	4.05	<b>4.17</b>
Marymount offers many opportunities for me to participate in service to others.	3.92	3.85	4.05	4.03
I feel connected to the Marymount community.	3.55	3.65	3.60	3.53
After I graduate, I plan to participate in alumni activities.	3.22	3.43	3.28	3.25
There are sufficient opportunities for me to participate in health and wellness programs.	3.62	3.58	3.65	3.54
Marymount is well thought of by my friends outside of school.	3.36	3.41	3.52	3.63
Marymount offers opportunities for me to network in my field.	3.81	3.87	3.86	3.71
Marymount uses social media to provide useful information.	3.77	3.74	3.64	3.62

\*Indicates that there is a significant difference between class ratings, measured using one-way ANOVA with  $p < .05$ .

## RESULTS BY RESIDENCE STATUS

Undergraduates living off-campus agree more strongly than undergraduates living on-campus that they are academically challenged, are required to do a substantial amount of studying to receive good grades, and that Marymount encourages their intellectual curiosity. They also report more agreement that Marymount is welcoming to people of all faiths, that coursework places emphasis on ethics, and that the university is well thought of by friends outside of school.

Undergraduates living on campus report a greater sense of connectedness and stronger likelihood of participating in alumni activities after graduation than undergraduates living off campus.

Table 6: Undergraduate Results by Residence Status

Undergraduates	Where do you live?		
	On-campus	Off-campus	Sig.*
I feel academically challenged by my coursework at Marymount.	3.99	4.11	*
In general, classes at Marymount require me to do a substantial amount of studying to receive good grades.	3.99	4.19	*
The importance of service to others is emphasized at Marymount.	3.80	3.92	
Marymount encourages my intellectual curiosity.	3.88	4.03	*
Marymount offers opportunities to travel abroad that are connected to my major/program.	3.97	3.95	
My coursework at Marymount emphasizes different world views.	3.78	3.90	
Marymount is welcoming to people of all faiths.	4.22	4.38	*
My coursework at Marymount places an emphasis on ethics.	3.93	4.12	*

Undergraduates	Where do you live?		
	On-campus	Off-campus	Sig.*
Marymount offers many opportunities for me to participate in service to others.	3.91	4.03	
I feel connected to the Marymount community.	3.74	3.45	*
After I graduate, I plan to participate in alumni activities.	3.38	3.20	*
There are sufficient opportunities for me to participate in health and wellness programs.	3.61	3.59	
Marymount is well thought of by my friends outside of school.	3.29	3.66	*
Marymount offers opportunities for me to network in my field.	3.79	3.81	
Marymount uses social media to provide useful information.	3.63	3.72	

\*Indicates that there is a significant difference between 2014 and 2016 ratings, measured using an independent samples t-test with  $p < .05$ .

## RESULTS BY ADMIT STATUS

Undergraduates admitted as first-college students report feeling more strongly connected to the MU community than transfer students and agree more strongly that they plan to participate in alumni activities following graduation.

Transfer students agree more strongly than first-college undergraduates that classes at Marymount require a substantial amount of studying, that Marymount is welcoming to people of all faiths, that coursework places an emphasis on ethics, and that Marymount is well thought of by friends outside of school.

Table 7: Undergraduate Results by Admit Status

Undergraduates	First-College	Transfer	Sig.*
I feel academically challenged by my coursework at Marymount.	4.03	4.10	
In general, classes at Marymount require me to do a substantial amount of studying to receive good grades.	4.02	4.23	*
The importance of service to others is emphasized at Marymount.	3.85	3.91	
Marymount encourages my intellectual curiosity.	3.92	4.03	
Marymount offers opportunities to travel abroad that are connected to my major/program.	3.99	3.92	
My coursework at Marymount emphasizes different world views.	3.81	3.90	
Marymount is welcoming to people of all faiths.	4.26	4.39	*
My coursework at Marymount places an emphasis on ethics.	3.97	4.14	*
Marymount offers many opportunities for me to participate in service to others.	3.95	4.02	
I feel connected to the Marymount community.	3.67	3.43	*
After I graduate, I plan to participate in alumni activities.	3.34	3.18	*
There are sufficient opportunities for me to participate in health and wellness programs.	3.61	3.58	
Marymount is well thought of by my friends outside of school.	3.36	3.70	*
Marymount offers opportunities for me to network in my field.	3.83	3.76	
Marymount uses social media to provide useful information.	3.68	3.70	

\*Indicates that there is a significant difference between 2014 and 2016 ratings, measured using an independent samples t-test with  $p < .05$ .

## CHANGES BETWEEN 2014 AND 2016

In general, there have been increases in ratings on all statements, with the exception of opportunities to participate in health and wellness programs.

Undergraduates increasingly agree that Marymount offers opportunities to travel abroad, welcomed people of all faiths, and emphasized ethics in coursework. Graduates increasingly agree that Marymount encourages intellectual curiosity and offers opportunities to travel abroad connected to their programs.

Fewer undergraduate and graduate respondents agreed that the university offered sufficient health and wellness programming/

Table 8: Changes in Ratings, 2014-2016, by Class Level

	GR		UG	
	2014	2016	2014	2016
I feel academically challenged by my coursework at Marymount.	4.18	4.26	4.00	4.06
In general, classes at Marymount require me to do a substantial amount of studying to receive good grades.	4.13	4.18	4.07	4.10
The importance of service to others is emphasized at Marymount.	3.88	3.91	3.86	3.87
Marymount encourages my intellectual curiosity.	4.11	<b>4.29*</b>	3.90	3.97
Marymount offers opportunities to travel abroad that are connected to my major/program.	3.79	<b>3.99*</b>	3.64	<b>3.96*</b>
My coursework at Marymount emphasizes different world views.	3.93	3.96	3.78	3.84
Marymount is welcoming to people of all faiths.	4.31	4.33	4.22	<b>4.31*</b>
My coursework at Marymount places an emphasis on ethics.	4.27	4.25	3.94	<b>4.03*</b>
Marymount offers many opportunities for me to participate in service to others.	3.88	3.87	3.97	3.98
I feel connected to the Marymount community.	3.32	3.36	3.50	3.57
After I graduate, I plan to participate in alumni activities.	3.20	3.18	3.22	3.28
There are sufficient opportunities for me to participate in health and wellness programs.	3.61	<b>3.34*</b>	3.72	<b>3.60*</b>
Marymount is well thought of by my friends outside of school.	3.64	3.65	3.48	3.50
Marymount offers opportunities for me to network in my field.	3.87	3.98	3.73	3.80
Marymount uses social media to provide useful information.	3.63	3.72	3.69	3.68

\*Indicates that there is a significant difference between 2014 and 2016 ratings, measured using an independent samples t-test with  $p < .05$ .

Freshmen in 2016 indicated stronger agreement with the statement related to academic challenge than did freshmen in 2014, and freshmen, juniors, and sophomores agreed more strongly with the statement related to opportunities to travel abroad that are connected to majors and programs. Seniors in 2016 expressed significantly greater agreement than their peers in 2014 with the statement related to the emphasis on ethics in Marymount coursework and will opportunities to participate in health and wellness programs.

Table 9: Changes in Ratings 2014-2016, Undergraduates by Class

	Freshman		Sophomore		Junior		Senior	
	2014	2016	2014	2016	2014	2016	2014	2016
I feel academically challenged by my coursework at Marymount.	3.81	<b>4.04*</b>	3.92	4.00	4.04	4.04	4.11	4.11
In general, classes at Marymount require me to do a substantial amount of studying to receive good grades.	3.93	4.04	4.07	4.09	4.07	4.12	4.14	4.15
The importance of service to others is emphasized at Marymount.	3.81	3.79	3.86	3.92	3.89	3.90	3.87	3.88
Marymount encourages my intellectual curiosity.	3.81	3.92	3.82	3.88	3.95	4.03	3.95	3.99
Marymount offers opportunities to travel abroad that are connected to my major/program.	3.66	<b>4.09*</b>	3.71	3.86	3.65	<b>3.89*</b>	3.60	<b>3.95*</b>



	Freshman		Sophomore		Junior		Senior	
	2014	2016	2014	2016	2014	2016	2014	2016
My coursework at Marymount emphasizes different world views.	3.65	3.78	3.79	3.81	3.70	3.83	3.89	3.92
Marymount is welcoming to people of all faiths.	4.14	4.25	4.34	4.37	4.20	4.31	4.21	4.33
My coursework at Marymount places an emphasis on ethics.	3.79	3.86	3.98	4.01	3.90	4.05	4.02	<b>4.17*</b>
Marymount offers many opportunities for me to participate in service to others.	4.01	3.92	3.96	3.85	3.93	4.05	3.99	4.03
I feel connected to the Marymount community.	3.56	3.55	3.52	3.65	3.48	3.60	3.48	3.53
After I graduate, I plan to participate in alumni activities.	3.24	3.22	3.21	3.43	3.19	3.28	3.22	3.25
There are sufficient opportunities for me to participate in health and wellness programs.	3.74	3.62	3.73	3.58	3.65	3.65	3.75	<b>3.54*</b>
Marymount is well thought of by my friends outside of school.	3.35	3.36	3.52	3.41	3.51	3.52	3.51	3.63
Marymount offers opportunities for me to network in my field.	3.79	3.81	3.89	3.87	3.69	3.86	3.67	3.71
Marymount uses social media to provide useful information.	3.84	3.77	3.82	3.74	3.73	3.64	3.55	3.62

\*Indicates that there is a significant difference between 2014 and 2016 ratings, measured using an independent samples t-test with  $p < .05$ .

## Relationship between Statements, 2014-2016

Bivariate correlation analysis is used to examine the relationships between responses to the fifteen statements on the 2014 and 2016 surveys; all statements were positively correlated with each other at both the undergraduate and graduate level.

Among undergraduate respondents, there were strong relationships between the following statements:

- Feeling academically challenged, agreement that substantial studying is needed to receive good grades, and agreement that Marymount encourages intellectual curiosity.
- Agreement that Marymount encourages intellectual curiosity and agreement that MU courses emphasizes different world views.
- Agreement that Marymount emphasizes different world views and agreement that MU coursework emphasizes ethics.
- Agreement that service to others is emphasized at Marymount and agreement that MU encourages intellectual curiosity.
- Agreement that service to others is emphasized at Marymount and agreement that MU offers many opportunities to participate in service to others.
- Agreement that MU offers many service opportunities and feelings of connectedness to the university.
- Feeling connected to the university and intent to participate in alumni activities
- Agreement that MU offers opportunities to network and agreement that MU uses social media to provide useful information.

Table 11: Correlation between Statements, Undergraduate Responses

	1	2	3	4	5.	6	7	8	9	10	11	12	13	14	15
1. I feel academically challenged by my coursework at Marymount.		<b>.635***</b>	.384**	<b>.500***</b>	.158*	.317**	.253*	.274*	.290*	.249*	.237*	.251*	.263*	.269*	.211*
2. In general, classes at Marymount require me to do a substantial amount of studying to receive good grades.	<b>.635***</b>		.374**	.466**	.137*	.285*	.269*	.316**	.292*	.194*	.220*	.229*	.280*	.211*	.195*
3. The importance of service to others is emphasized at Marymount.	.384**	.374**		<b>.608***</b>	.275*	.441**	.350**	.427**	<b>.567**</b>	.454**	.392**	.363**	.382**	.359**	.345**
4. Marymount encourages my intellectual curiosity.	<b>.500**</b>	.466**	<b>.608**</b>		.288*	<b>.526**</b>	.403**	.465**	.477**	.428**	.368**	.419**	.398**	.368**	.376**
5. Marymount offers opportunities to travel abroad that are connected to my major/program.	.158*	.137*	.275*	.288*		.307**	.303**	.229*	.340**	.265*	.247*	.257*	.239*	.357**	.258*
6. My coursework at Marymount emphasizes different world views.	.317**	.285*	.441**	<b>.526**</b>	.307**		.439**	<b>.524**</b>	.474**	.419**	.356**	.347**	.396**	.343**	.320**
7. Marymount is welcoming to people of all faiths.	.253*	.269*	.350**	.403**	.303**	.439**		.451**	.440**	.361**	.332**	.299*	.345**	.374**	.300**
8. My coursework at Marymount places an emphasis on ethics.	.274*	.316**	.427**	.465**	.229*	<b>.524***</b>	.451**		.477**	.361**	.286*	.324**	.350**	.295*	.280*
9. Marymount offers many opportunities for me to participate in service to others.	.290*	.292*	<b>.567**</b>	.477**	.340**	.474**	.440**	.477**		<b>.526***</b>	.353**	.476**	.412**	.452**	.407**
10. I feel connected to the Marymount community.	.249*	.194*	.454**	.428**	.265*	.419**	.361**	.361**	<b>.526***</b>		<b>.548***</b>	.449**	.423**	.448**	.429**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
11. After I graduate, I plan to participate in alumni activities.	.237*	.220*	.392**	.368**	.247*	.356**	.332**	.286*	.353**	<b>.548***</b>		.460**	.451**	.367**	.403**
12. There are sufficient opportunities for me to participate in health and wellness programs.	.251*	.229*	.363**	.419**	.257*	.347**	.299*	.324**	.476**	.449**	.460**		.483**	.470**	.480**
13. Marymount is well thought of by my friends outside of school.	.263*	.280*	.382**	.398**	.239*	.396**	.345**	.350**	.412**	.423**	.451**	.483**		.449**	.462**
14. Marymount offers opportunities for me to network in my field.	.269*	.211*	.359**	.368**	.357**	.343**	.374**	.295*	.452**	.448**	.367**	.470**	.449**		<b>.572***</b>
15. Marymount uses social media to provide useful information.	.211*	.195*	.345**	.376**	.258*	.320**	.300**	.280*	.407**	.429**	.403**	.480**	.462**	<b>.572***</b>	

Value of Strength of Relationship

***	Strong	0.50 – 1.00
**	Moderate	0.30 – 0.49
*	Weak	0.10 – 0.29
-	None or very weak	0.00 – 0.09

Among graduate respondents, there were strong relationships between the following statements:

- Feeling academically challenged, agreement that substantial studying is needed to receive good grades, and agreement that Marymount encourages intellectual curiosity.
- Agreement that service to others is emphasized at Marymount and agreement that MU encourages intellectual curiosity.
- Agreement that service to others is emphasized at Marymount and agreement that MU offers many opportunities to participate in service to others.
- Agreement that MU offers many service opportunities and feelings of connectedness to the university.
- Feeling connected to the university and intent to participate in alumni activities

Table 11: Correlation between Statements, Graduate Responses

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. I feel academically challenged by my coursework at Marymount.		<b>.659***</b>	.359**	<b>.588***</b>	.240*	.328**	.279*	.306**	.374**	.286*	.243*	.245*	.337**	.244**	.284**
2. In general, classes at Marymount require me to do a substantial amount of studying to receive good grades.	<b>.659***</b>		.388**	<b>.554***</b>	.133*	.271*	.251*	.271*	.311**	.301**	.281*	.162*	.298*	.133**	.242*
3. The importance of service to others is emphasized at Marymount.	.359**	.388**		<b>.555***</b>	.298*	.361**	.330**	.301**	<b>.623***</b>	.455**	.389**	.344**	.283*	.314**	.365**
4. Marymount encourages my intellectual curiosity.	<b>.588***</b>	<b>.554***</b>	<b>.555***</b>		.237*	.421**	.352**	.334**	.435**	.359**	.374**	.260*	.394**	.344**	.365**
5. Marymount offers opportunities to travel abroad that are connected to my major/program.	.240*	.133**	.298*	.237*		.125*	.130*	.172*	.289*	.166**	.096*	.235*	.189*	.267*	.203*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
6. My coursework at Marymount emphasizes different world views.	.328**	.271*	.361**	.421**	.125*		.430**	.384**	.407**	.382**	.360**	.309**	.358**	.304**	.299*
7. Marymount is welcoming to people of all faiths.	.279*	.251*	.330**	.352**	.130*	.430**		.447**	.365**	.352**	.298*	.195*	.350**	.266*	.301**
8. My coursework at Marymount places an emphasis on ethics.	.306**	.271*	.301**	.334**	.172*	.384**	.447**		.418**	.318**	.254*	.209*	.336**	.226*	.276*
9. Marymount offers many opportunities for me to participate in service to others.	.374**	.311**	<b>.623***</b>	.435**	.289*	.407**	.365**	.418**		<b>.502***</b>	.385**	.426**	.309**	.321**	.372**
10. I feel connected to the Marymount community.	.286*	.301**	.455**	.359**	.166*	.382**	.352**	.318**	<b>.502***</b>		<b>.528***</b>	.451**	.397**	.264*	.301**
11. After I graduate, I plan to participate in alumni activities.	.243*	.281*	.389**	.374**	.096*	.360**	.298*	.254*	.385**	<b>.528***</b>		.333**	.427**	.243*	.359**
12. There are sufficient opportunities for me to participate in health and wellness programs.	.245*	.162*	.344**	.260*	.235*	.309**	.195**	.209*	.426**	.451**	.333**		.342**	.341**	.342**
13. Marymount is well thought of by my friends outside of school.	.337**	.298*	.283*	.394**	.189*	.358**	.350**	.336**	.309**	.397**	.427**	.342**		.368**	.389**
14. Marymount offers opportunities for me to network in my field.	.244*	.133*	.314**	.344**	.267*	.304**	.266*	.226*	.321**	.264*	.243*	.341**	.368**		.481**
15. Marymount uses social media to provide useful information.	.284*	.242*	.365**	.365**	.203*	.299*	.301**	.276*	.372**	.301**	.359**	.342**	.389**	.481**	

Value of Strength of Relationship

***	Strong	0.50 – 1.00
**	Moderate	0.30 – 0.49
*	Weak	0.10 – 0.29
-	None or very weak	0.00 – 0.09