



Suffolk
University

2014 Graduate Student Exit Survey

Office of Institutional Research and Assessment

Prepared by Megan Daley

Office of Institutional Research and Assessment:

Melanie P. Jenkins

*Associate Provost for Institutional Research and Assessment
Office of the Provost
mjenkins@suffolk.edu*

Jake Deehan

*Associate Director for Institutional Research and Assessment
Office of Institutional Research and Assessment
jdeehan@suffolk.edu*

Megan Daley

*Research Associate for Institutional Research and Assessment
Office of Institutional Research and Assessment
mdaley@suffolk.edu*

Kristin Serowik

*Graduate Fellow – Research Assistant
Office of Institutional Research and Assessment*

Spring 2014 Graduate Student Exit Survey

Table of Contents

Executive Summary.....	i
All Respondents Results.....	1-8
CAS Respondents Results.....	9-16
SBS Respondents Results	17-24
Appendix A.....	A-1
Appendix B.....	B-1
Appendix C.....	C-1
Appendix D.....	D-1
Appendix E.....	E-1
Appendix F.....	F-1
Survey Instrument.....	G-1

Executive Summary – 2014 Graduate Student Exit Survey – 322 Respondents

Academic Experience

- Seventy-eight percent of respondents said they were “Satisfied” or “Somewhat Satisfied” with the variety of required courses.
- The majority of respondents said they were “Satisfied” or “Somewhat Satisfied” with the relevance of the required courses to their intended career (89%).
- Sixty-nine percent of respondents said they were “Satisfied” or “Somewhat Satisfied” with the variety of elective courses, but a majority of respondents said they were “Satisfied” or “Somewhat Satisfied” with the skills learned from elective course (85%).

Faculty and Academic Advising

- When asked if the faculty in their major program set high expectations, 84% of respondents indicated that they “Strongly Agree” or “Agree”.
- Eighty percent of respondents said that they “Strongly Agree” or “Agree” that the faculty gave frequent feedback.
- Seventy-nine percent of respondents said that they “Strongly Agree” or “Agree” that the materials presented had a global perspective.

University and Student Services

- When asked about their satisfaction with University Services, respondents indicated they were “Satisfied” or “Somewhat Satisfied” with Sawyer Library (73%) and Computer Labs (61%).
- Students were also asked about their satisfaction with offices on campus. Respondents indicated they were “Satisfied” or “Somewhat Satisfied” with the Financial Aid Office (57%) , and Student Accounts Office (63%), and Registrars Office (75%).
- Seventy-one percent of students said that they “Did not use/No Opinion” of the Off-Campus Housing Office.

Extracurricular and Non-Academic Experience

- When asked if they participated in any extracurricular activities; 24% indicated that they participated in an internship program while at Suffolk, while 23% said they participated in student ran clubs.
- A minority of respondents were “Satisfied” or “Somewhat Satisfied” with campus social events and activities (45%) and with networking opportunities (49%).

Post-Graduation Plans

- 85% of respondents indicated that they plan to be working full-time in the fall of 2014
 - Of those respondents, 58% said that they have already accepted an employment position with a large majority indicating the position was “Directly” or “Somewhat” relevant to their degree/major field (91%).

Overall Assessment of Suffolk University

- If they could do it all over again, 83% of survey respondents would still choose to enroll in Suffolk University.
- The majority of respondents said they were “Very satisfied” or “Somewhat Satisfied” with their overall college experience (89%).

**2014 Graduate Exit Survey
(N= 322)**



Office of Institutional Research and Assessment

Academic Experience

To what extent did your Suffolk University course work enhance your skills in:

	To a Great Extent	To Some Extent	To a Little Extent	To No Extent at All	No Opinion	N	Mean
Writing effectively	34.6%	46.4%	10.0%	7.2%	1.9%	321	3.1
Listening comprehension	34.4%	47.2%	10.0%	6.3%	2.2%	320	3.12
Reading comprehension	30.7%	48.3%	11.9%	6.9%	2.2%	319	3.05
Public speaking	41.6%	42.9%	10.9%	3.7%	0.9%	322	3.24
Thinking analytically	47.8%	46.0%	4.7%	0.9%	0.6%	322	3.42
Critical thinking	48.4%	43.5%	5.0%	1.9%	1.2%	322	3.4
Problem Solving	41.7%	47.0%	7.8%	1.9%	1.6%	321	3.31
Mathematics	11.8%	33.6%	24.0%	18.7%	11.8%	321	2.44
Using computer technology	19.9%	35.7%	24.5%	14.0%	5.9%	322	2.65
Working in a group	44.1%	38.8%	10.6%	5.0%	1.6%	322	3.24

Mean Scale: To a Great Extent = 4, To Some Extent = 3, To a Little Extent = 2, To No Extent at All = 1

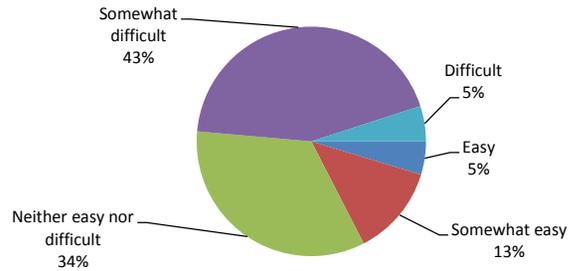
Please rate your level of satisfaction with the following with regard to REQUIRED courses.

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	38.8%	39.1%	9.0%	8.4%	3.1%	1.6%	322	4.04
Number of electives offered	28.8%	39.7%	10.3%	12.5%	5.9%	2.8%	320	3.75
Class size	60.1%	27.1%	5.0%	4.4%	2.5%	0.9%	321	4.39
Quality of instruction	40.1%	45.3%	6.5%	6.5%	0.9%	0.6%	322	4.18
Knowledge gained from courses	47.2%	41.6%	4.7%	5.6%	0.3%	0.6%	322	4.31
Relevance of courses to your intended career	51.4%	37.7%	5.3%	3.7%	0.9%	0.9%	321	4.36
Skills learned	43.6%	45.8%	7.2%	1.9%	0.9%	0.6%	321	4.3
Opportunities for interaction with other students	50.9%	35.1%	9.3%	3.1%	0.6%	0.9%	322	4.34
Opportunities for interaction with teaching faculty	50.2%	36.1%	8.4%	3.7%	0.0%	1.6%	321	4.35

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

2014 Graduate Exit Survey
(N= 322)

Overall, how easy or difficult were REQUIRED courses? (N= 321)



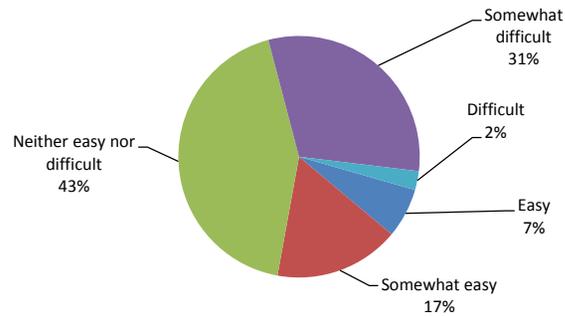
Please rate your satisfaction with the following as applied to ELECTIVE courses:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	32.7%	36.5%	7.9%	12.6%	7.2%	3.1%	318	3.77
Number of electives offered	26.6%	38.6%	8.9%	14.9%	7.6%	3.5%	316	3.64
Class size	53.8%	29.6%	6.9%	4.1%	2.2%	3.5%	318	4.33
Quality of instruction	44.0%	41.8%	8.2%	2.5%	0.6%	2.8%	318	4.3
Knowledge gained from courses	46.5%	42.8%	5.7%	1.9%	0.3%	2.8%	318	4.37
Skills learned	41.3%	43.8%	10.1%	1.6%	0.3%	2.8%	317	4.28
Opportunities for interaction with other students	48.7%	33.6%	10.4%	3.1%	0.9%	3.1%	318	4.3
Opportunities for interaction with teaching faculty	49.1%	36.1%	9.2%	2.2%	0.3%	3.2%	316	4.36

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

2014 Graduate Exit Survey
(N= 322)

Overall, how easy or difficult were ELECTIVE courses? (N= 316)



How successful do you feel you were at:

	Successful	Somewhat Successful	Neither Successful nor Unsuccessful	Somewhat Unsuccessful	Unsuccessful	No Opinion	N	Mean
Meeting academic expectations	64.2%	30.2%	4.4%	0.6%	0.0%	0.6%	321	4.59
Developing effective study skills	51.9%	37.8%	7.5%	1.3%	0.0%	1.6%	320	4.43
Managing your time effectively	50.8%	38.6%	7.5%	1.3%	0.6%	1.3%	319	4.39
Getting to know the faculty	40.9%	39.4%	15.0%	3.1%	0.0%	1.6%	320	4.2

Mean Scale: Successful = 4, Somewhat Successful = 3, Neither Successful nor Unsuccessful = 2, Unsuccessful = 1

To what extent did your Suffolk University education help improve your ability to:

	To a Great Extent	To Some Extent	To a Little Extent	To No Extent at All	No Opinion	N	Mean
Function effectively as a member of a team	40.2%	44.2%	9.3%	3.7%	2.5%	321	3.24
Function independently without supervision	45.6%	38.4%	7.5%	6.6%	1.9%	320	3.25
Relate to people of different backgrounds	50.2%	33.3%	9.3%	4.4%	2.8%	321	3.33
Be innovative	34.1%	43.4%	15.0%	5.6%	1.9%	320	3.08
Be open to innovation from others	43.0%	40.8%	9.0%	5.3%	1.9%	321	3.24
Identify ethical issues	41.6%	40.0%	10.0%	5.3%	3.1%	320	3.22
Resolve ethical issues	36.4%	40.1%	13.5%	6.0%	4.1%	319	3.11

Mean Scale: To a Great Extent = 4, To Some Extent = 3, To a Little Extent = 2, To No Extent at All = 1

2014 Graduate Exit Survey
(N= 322)



Office of Institutional Research and Assessment

Faculty

Please indicate your level of agreement with the following about faculty in your major program.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Opinion	N	Mean
Set high expectations for learning	36.3%	47.8%	10.9%	3.8%	0.9%	0.3%	320	4.15
Respect diverse ways of learning	39.2%	42.3%	12.9%	4.7%	0.6%	0.3%	319	4.15
Encourage active involvement in the classroom	47.8%	43.8%	6.3%	1.6%	0.3%	0.3%	320	4.38
Promote student-faculty interaction	38.6%	44.5%	14.1%	1.9%	0.6%	0.3%	319	4.19
Give frequent feedback	34.1%	45.6%	14.4%	3.8%	1.9%	0.3%	320	4.07
Create ways for you to work cooperatively with other stud	38.4%	45.6%	10.0%	3.8%	1.3%	0.9%	320	4.17
Present material with a global perspective	37.0%	42.3%	14.1%	3.8%	1.3%	1.6%	319	4.12

Mean Scale: Strongly Agree = 5, Agree = 4, Neither Agree nor Disagree = 3, Disagree = 2, Strongly Disagree = 1

**2014 Graduate Exit Survey
(N= 322)**



Office of Institutional Research and Assessment

University and Student Services

Please rate your satisfaction with each of the following facilities and centers:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Sawyer Library	47.2%	25.9%	7.9%	4.7%	4.1%	10.1%	316	4.19
NESAD Library	13.2%	13.2%	6.9%	1.9%	0.3%	64.5%	318	4.04
Computer Labs	30.0%	31.5%	6.3%	5.4%	5.4%	21.5%	317	3.96
Interfaith Center/Campus Minisries	10.1%	7.9%	6.3%	0.3%	0.3%	75.2%	318	4.09
Health and Wellness	17.9%	13.2%	7.2%	1.3%	2.2%	58.2%	318	4.04
Counseling Center	14.2%	10.7%	5.7%	1.6%	1.6%	66.2%	317	4.02

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

Please rate your satisfaction with each of the following offices:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Financial Aid Office	32.5%	24.9%	8.5%	6.0%	1.9%	26.2%	317	4.09
Student Accounts Office	39.1%	24.0%	9.1%	3.2%	1.6%	23.0%	317	4.25
Registrars Office	47.0%	28.1%	10.1%	2.8%	1.6%	10.4%	317	4.3
Off-Campus Housing Office	10.7%	11.0%	6.6%	0.3%	0.3%	71.0%	317	4.09
Student Activities Office	15.2%	11.7%	5.4%	0.6%	0.9%	66.1%	316	4.17
CIPS/Study Abroad Office	11.4%	10.1%	5.0%	0.9%	0.3%	72.2%	317	4.13
CIPS/International Student Services	18.6%	9.5%	3.8%	0.6%	0.0%	67.5%	317	4.42
Dean of Students Office	19.6%	12.9%	6.9%	0.9%	0.9%	58.7%	317	4.19

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

Please rate your satisfaction with each of the following Academic Success services:

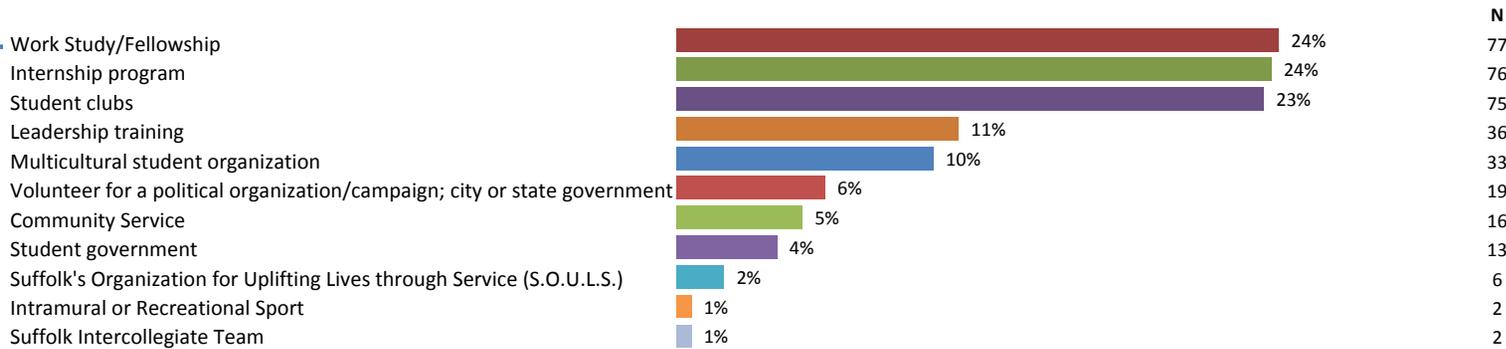
	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Office of Diversity Services	12.0%	11.7%	4.7%	0.9%	0.3%	70.3%	317	4.15
CLAS/Study Groups	9.4%	7.9%	4.7%	0.6%	0.6%	76.7%	318	4.07
CLAS/Math Tutoring	8.2%	7.3%	5.0%	0.3%	0.6%	78.5%	317	4.03
CLAS/English Tutoring	8.8%	7.9%	5.3%	0.3%	0.9%	76.7%	318	4.0
CLAS/Writing Tutoring	11.9%	9.1%	4.7%	0.9%	1.3%	72.1%	319	4.06
Office of Disability Services	7.3%	7.9%	5.4%	0.0%	0.6%	78.8%	316	4.0
Center for Academic Opportunity (CAAO)	6.9%	7.9%	4.4%	0.9%	0.6%	79.2%	317	3.94
Career Development Center	15.7%	16.7%	6.9%	3.1%	4.7%	52.8%	318	3.75

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

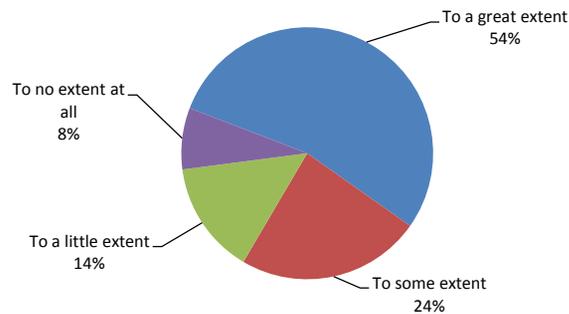
2014 Graduate Exit Survey
(N= 322)

Extracurricular and Non-Academic Experience

While at Suffolk University, did you participate in any of the following? Please select all that apply.



During your work study/fellowship experience to what extent did your the department/office staff give academic support? (N= 76)



Please rate your satisfaction with the following:

	Satisfied	Somewhat Satisfied	Neither satisfied nor dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	Total Responses	Mean
Campus social events & activities	19.4%	25.4%	11.9%	4.4%	3.1%	35.7%	319	3.83
Opportunities to participate in civic engagement	12.9%	16.4%	15.1%	2.2%	1.9%	51.6%	318	3.75
Opportunities to participate in community service	14.8%	15.4%	13.5%	3.8%	2.8%	49.7%	318	3.71
Exposure to student clubs/organizations	16.7%	20.4%	11.9%	6.0%	4.1%	40.9%	318	3.67
Networking opportunities (i.e., job fairs, meet-ups)	20.2%	29.0%	12.3%	7.9%	5.7%	24.9%	317	3.67

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

2014 Graduate Exit Survey (N= 322)

Post-Graduation Plans

Please indicate your immediate and future plans after graduation.

	This Fall		In Five Years	
	N	%	N	%
Attend graduate/professional school	21	6.5%	26	8.1%
Work full-time	273	84.8%	128	39.8%
Work part-time	28	8.7%	5	1.6%
Participate in community service organization(s)	48	14.9%	42	13.0%
Serve in Armed Forces/Peace Corp	1	0.3%	5	1.6%
Travel	119	37.0%	98	30.4%
Doing volunteer work	67	20.8%	56	17.4%
Stay at home to be with or start a family	17	5.3%	46	14.3%
Other*	8	2.5%	5	1.6%
Not sure	11	3.4%	11	3.4%

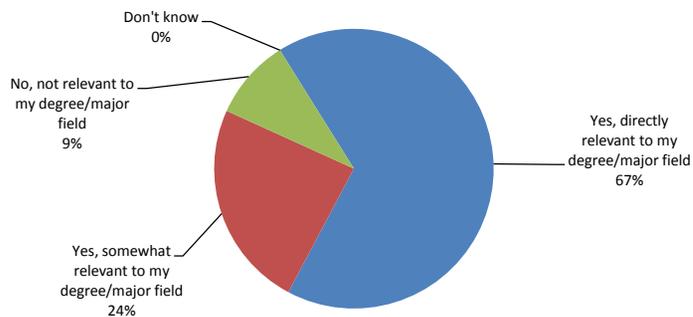
Other - See Appendix A

→ What is the name of the Institution you will be attending and your field of study? - See Appendix B

→ Have you currently accepted an employment position? (N= 130)

	%	N
Yes	57.7%	75
No	42.3%	55

Is this position relevant to your degree/major field? (N= 75)



→ Please provide us some basic information about your employer- See Appendix C

2014 Graduate Exit Survey
(N= 322)

Overall Assessment of the Suffolk Experience

What are the three greatest strengths of your degree program? - Appendix D

What do you think are three weaknesses that need to be improved in your degree program? -See Appendix E

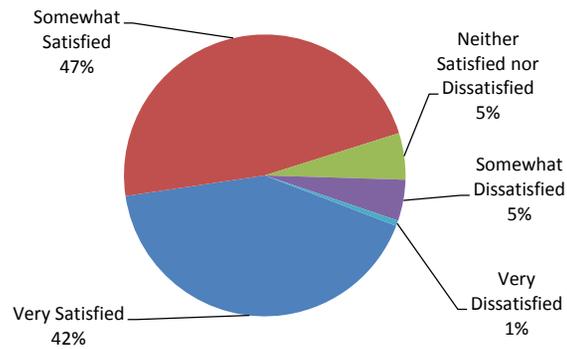
If you could do it all over again, would you still choose to enroll in your degree program? (N= 262)

	%	N
Yes	89.7%	235
No	10.3%	27

If you could do it all over again, would you still choose to attend Suffolk University? (N= 221)

	%	N
Yes	83.3%	184
No	16.7%	37

Overall, how satisfied are you with your Suffolk University education? (N= 318)



Please provide any additional comments about your experience at Suffolk University. - See Appendix F

**2014 Graduate Exit Survey
- College of Arts and Sciences -
(N= 118)**



Office of Institutional Research and Assessment

Academic Experience

To what extent did your Suffolk University course work enhance your skills in:

	To a Great Extent	To Some Extent	To a Little Extent	To No Extent at All	No Opinion	N	Mean
Writing effectively	39.8%	36.4%	12.7%	8.5%	2.5%	118	3.1
Listening comprehension	34.7%	42.4%	9.3%	10.2%	3.4%	118	3.05
Reading comprehension	31.6%	40.2%	14.5%	11.1%	2.6%	117	2.95
Public speaking	47.5%	31.4%	14.4%	5.1%	1.7%	118	3.23
Thinking analytically	50.8%	41.5%	5.1%	1.7%	0.8%	118	3.43
Critical thinking	53.4%	37.3%	5.1%	1.7%	2.5%	118	3.46
Problem Solving	44.4%	38.5%	12.0%	1.7%	3.4%	117	3.3
Mathematics	7.6%	18.6%	20.3%	28.8%	24.6%	118	2.07
Using computer technology	24.6%	32.2%	18.6%	14.4%	10.2%	118	2.75
Working in a group	43.2%	33.1%	12.7%	8.5%	2.5%	118	3.14

Mean Scale: To a Great Extent = 4, To Some Extent = 3, To a Little Extent = 2, To No Extent at All = 1

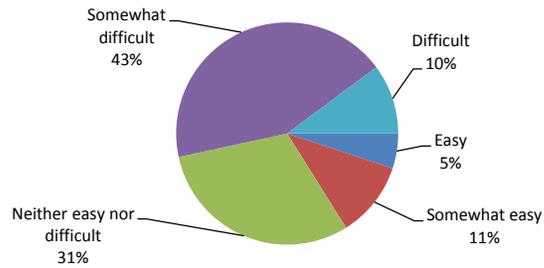
Please rate your level of satisfaction with the following with regard to REQUIRED courses.

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	28.8%	40.7%	11.0%	12.7%	5.1%	1.7%	118	3.77
Number of electives offered	18.8%	41.9%	10.3%	19.7%	7.7%	1.7%	117	3.45
Class size	60.7%	19.7%	6.0%	7.7%	5.1%	0.9%	117	4.24
Quality of instruction	39.0%	39.8%	8.5%	11.9%	0.0%	0.8%	118	4.07
Knowledge gained from courses	51.7%	34.7%	6.8%	5.9%	0.0%	0.8%	118	4.33
Relevance of courses to your intended career	55.1%	34.7%	4.2%	5.1%	0.0%	0.8%	118	4.41
Skills learned	48.7%	39.3%	7.7%	3.4%	0.0%	0.9%	117	4.34
Opportunities for interaction with other students	49.2%	31.4%	12.7%	5.1%	0.8%	0.8%	118	4.24
Opportunities for interaction with teaching faculty	52.5%	28.8%	11.0%	5.9%	0.0%	1.7%	118	4.3

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

**2014 Graduate Exit Survey
- College of Arts and Sciences -
(N= 118)**

Overall, how easy or difficult were REQUIRED courses? (N= 118)



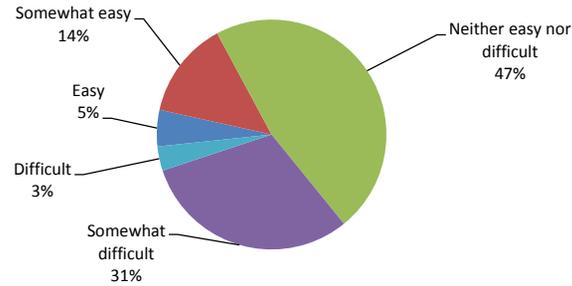
Please rate your satisfaction with the following as applied to ELECTIVE courses:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	23.7%	37.3%	5.1%	17.8%	14.4%	1.7%	118	3.39
Number of electives offered	18.6%	34.7%	9.3%	22.0%	13.6%	1.7%	118	3.23
Class size	51.7%	24.6%	8.5%	8.5%	4.2%	2.5%	118	4.14
Quality of instruction	43.2%	39.8%	11.9%	3.4%	0.0%	1.7%	118	4.25
Knowledge gained from courses	44.1%	47.5%	5.1%	1.7%	0.0%	1.7%	118	4.36
Skills learned	41.5%	46.6%	8.5%	1.7%	0.0%	1.7%	118	4.3
Opportunities for interaction with other students	47.5%	29.7%	15.3%	4.2%	1.7%	1.7%	118	4.19
Opportunities for interaction with teaching faculty	47.0%	35.0%	13.7%	2.6%	0.0%	1.7%	117	4.29

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

**2014 Graduate Exit Survey
- College of Arts and Sciences -
(N= 118)**

Overall, how easy or difficult were ELECTIVE courses? (N= 117)



How successful do you feel you were at:

	Successful	Somewhat Successful	Neither Successful nor Unsuccessful	Somewhat Unsuccessful	Unsuccessful	No Opinion	N	Mean
Meeting academic expectations	66.1%	29.7%	1.7%	1.7%	0.0%	0.8%	118	4.62
Developing effective study skills	51.3%	36.8%	6.8%	2.6%	0.0%	2.6%	117	4.4
Managing your time effectively	50.4%	35.0%	9.4%	2.6%	0.9%	1.7%	117	4.34
Getting to know the faculty	52.5%	33.1%	12.7%	0.0%	0.0%	1.7%	118	4.41

Mean Scale: Successful = 4, Somewhat Successful = 3, Neither Successful nor Unsuccessful = 2, Unsuccessful = 1

To what extent did your Suffolk University education help improve your ability to:

	To a Great Extent	To Some Extent	To a Little Extent	To No Extent at All	No Opinion	N	Mean
Function effectively as a member of a team	32.2%	47.5%	9.3%	6.8%	4.2%	118	3.1
Function independently without supervision	45.8%	38.1%	7.6%	6.8%	1.7%	118	3.25
Relate to people of different backgrounds	48.3%	33.9%	6.8%	7.6%	3.4%	118	3.27
Be innovative	38.1%	42.4%	9.3%	7.6%	2.5%	118	3.14
Be open to innovation from others	44.1%	38.1%	5.9%	8.5%	3.4%	118	3.22
Identify ethical issues	41.5%	34.7%	8.5%	9.3%	5.9%	118	3.15
Resolve ethical issues	35.0%	34.2%	13.7%	9.4%	7.7%	117	3.03

Mean Scale: To a Great Extent = 4, To Some Extent = 3, To a Little Extent = 2, To No Extent at All = 1

**2014 Graduate Exit Survey
- College of Arts and Sciences -
(N= 118)**

Faculty

Please indicate your level of agreement with the following about faculty in your major program.

	Strongly Agree		Neither Agree nor Disagree		Strongly Disagree		No Opinion	N	Mean
	Agree	Agree	Disagree	Disagree	Disagree	Disagree			
Set high expectations for learning	39.8%	39.8%	13.6%	4.2%	1.7%	0.8%	118	4.13	
Respect diverse ways of learning	39.3%	39.3%	11.1%	8.5%	0.9%	0.9%	117	4.09	
Encourage active involvement in the classroom	50.0%	39.0%	7.6%	1.7%	0.8%	0.8%	118	4.37	
Promote student-faculty interaction	45.3%	37.6%	12.0%	2.6%	1.7%	0.9%	117	4.23	
Give frequent feedback	43.2%	39.8%	11.0%	3.4%	1.7%	0.8%	118	4.21	
Create ways for you to work cooperatively with other stud	38.1%	39.0%	11.9%	5.9%	2.5%	2.5%	118	4.07	
Present material with a global perspective	34.2%	35.0%	19.7%	4.3%	3.4%	3.4%	117	3.96	

Mean Scale: Strongly Agree = 5, Agree = 4, Neither Agree nor Disagree = 3, Disagree = 2, Strongly Disagree = 1

**2014 Graduate Exit Survey
- College of Arts and Sciences -
(N= 118)**



Office of Institutional Research and Assessment

University and Student Services

Please rate your satisfaction with each of the following facilities and centers:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Sawyer Library	39.7%	29.3%	7.8%	4.3%	1.7%	17.2%	116	4.22
NESAD Library	11.0%	16.9%	9.3%	4.2%	0.8%	57.6%	118	3.78
Computer Labs	22.2%	38.5%	5.1%	6.0%	6.8%	21.4%	117	3.8
Interfaith Center/Campus Ministries	7.6%	5.1%	6.8%	0.8%	0.8%	78.8%	118	3.84
Health and Wellness	17.8%	11.9%	9.3%	2.5%	0.8%	57.6%	118	4.02
Counseling Center	14.5%	7.7%	6.0%	2.6%	2.6%	66.7%	117	3.87

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

Please rate your satisfaction with each of the following offices:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Financial Aid Office	35.9%	21.4%	8.5%	6.8%	2.6%	24.8%	117	4.08
Student Accounts Office	39.3%	22.2%	10.3%	4.3%	0.9%	23.1%	117	4.23
Registrars Office	52.1%	23.9%	11.1%	1.7%	0.9%	10.3%	117	4.39
Off-Campus Housing Office	10.3%	7.7%	6.0%	0.9%	0.0%	75.2%	117	4.1
Student Activities Office	17.1%	7.7%	6.8%	0.9%	0.9%	66.7%	117	4.18
CIPS/Study Abroad Office	6.8%	6.8%	5.1%	0.9%	0.9%	79.5%	117	3.88
CIPS/International Student Services	15.4%	6.8%	3.4%	0.9%	0.0%	73.5%	117	4.39
Dean of Students Office	18.8%	6.0%	6.8%	0.9%	1.7%	65.8%	117	4.15

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

Please rate your satisfaction with each of the following Academic Success services:

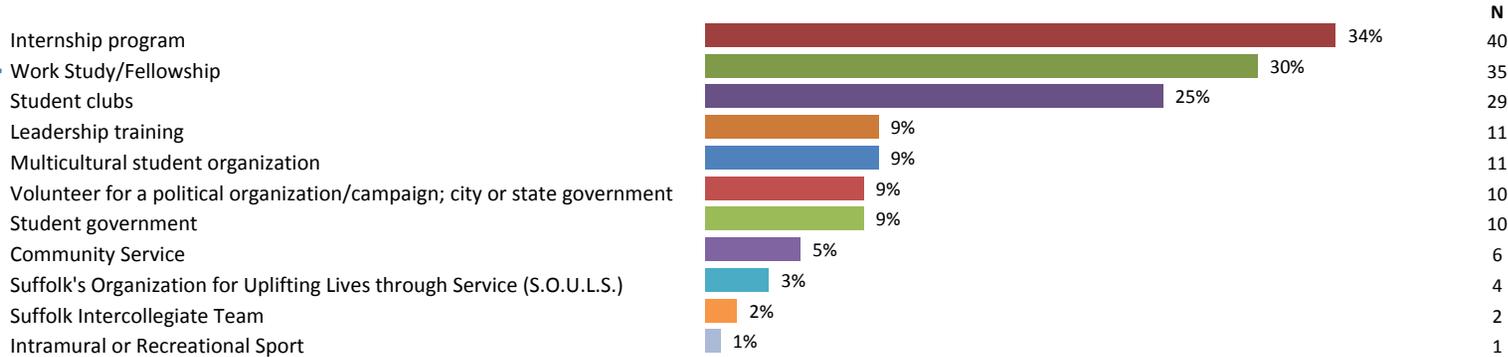
	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Office of Diversity Services	13.7%	9.4%	5.1%	1.7%	0.9%	69.2%	117	4.08
CLAS/Study Groups	6.0%	8.5%	3.4%	0.9%	0.9%	80.3%	117	3.91
CLAS/Math Tutoring	5.2%	6.0%	4.3%	0.9%	0.9%	82.8%	116	3.8
CLAS/English Tutoring	6.0%	7.8%	3.4%	0.9%	1.7%	80.2%	116	3.78
CLAS/Writing Tutoring	11.1%	7.7%	3.4%	1.7%	1.7%	74.4%	117	3.97
Office of Disability Services	6.9%	6.9%	5.2%	0.0%	0.9%	80.2%	116	3.96
Center for Academic Access Opportunity (CAAO)	4.3%	6.8%	3.4%	1.7%	0.9%	82.9%	117	3.7
Career Development Center	18.1%	14.7%	6.9%	1.7%	2.6%	56.0%	116	4.0

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

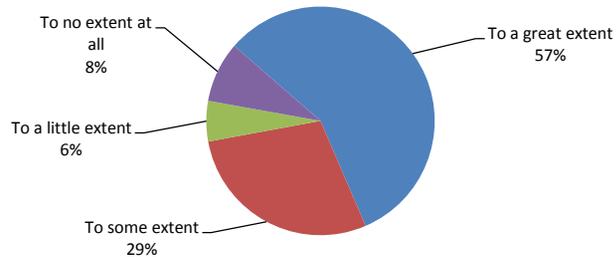
**2014 Graduate Exit Survey
- College of Arts and Sciences -
(N= 118)**

Extracurricular and Non-Academic Experience

While at Suffolk University, did you participate in any of the following? Please select all that apply.



During your work study/fellowship experience to what extent did your the department/office staff give academic support? (N= 35)



Please rate your satisfaction with the following:

	Satisfied	Somewhat Satisfied	Neither satisfied nor dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	Total Responses	Mean
Campus social events & activities	16.1%	23.7%	11.0%	5.9%	2.5%	40.7%	118	3.76
Opportunities to participate in civic engagement	13.6%	14.4%	10.2%	3.4%	2.5%	55.9%	118	3.75
Opportunities to participate in community service	13.7%	13.7%	10.3%	5.1%	4.3%	53.0%	117	3.58
Exposure to student clubs/organizations	13.6%	18.6%	9.3%	4.2%	5.9%	48.3%	118	3.57
Networking opportunities (i.e., job fairs, meet-ups)	17.1%	25.6%	8.5%	7.7%	8.5%	32.5%	117	3.52

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

**2014 Graduate Exit Survey
- College of Arts and Sciences -
(N= 118)**

Post-Graduation Plans

Please indicate your immediate and future plans after graduation,

	This Fall		In Five Years	
	N	%	N	%
Attend graduate/professional school	12	10.2%	13	11.0%
Work full-time	92	78.0%	51	43.2%
Work part-time	21	17.8%	1	0.8%
Participate in community service organization(s)	17	14.4%	12	10.2%
Serve in Armed Forces/Peace Corp	0	0.0%	3	2.5%
Travel	46	39.0%	39	33.1%
Doing volunteer work	29	24.6%	20	16.9%
Stay at home to be with or start a family	9	7.6%	25	21.2%
Other*	3	2.5%	1	0.8%
Not sure	9	7.6%	4	3.4%

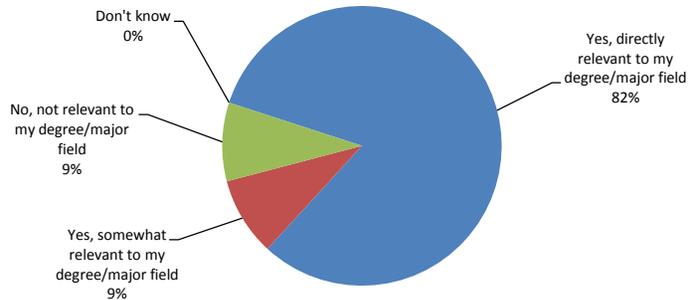
Other- See Appendix A

What is the name of the Institution you will be attending and your field of study? - See Appendix B

Have you currently accepted an employment position? (N= 52)

	%	N
Yes	42.3%	22
No	57.7%	30

Is this position relevant to your degree/major field? (N= 22)



Please provide us some basic information about your employer- See Appendix C

2014 Graduate Exit Survey
- College of Arts and Sciences -
(N= 118)

Overall Assessment of the Suffolk Experience

What are the three greatest strengths of your degree program? - Appendix D

What do you think are three weaknesses that need to be improved in your degree program? -See Appendix E

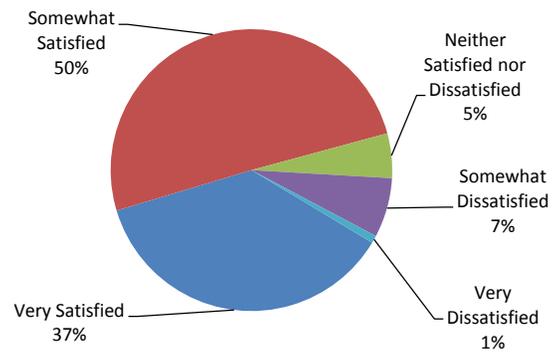
If you could do it all over again, would you still choose to enroll in your degree program? (N= 93)

	%	N
Yes	83.9%	78
No	16.1%	15

If you could do it all over again, would you still choose to attend Suffolk University? (N= 80)

	%	N
Yes	76.3%	61
No	23.8%	19

Overall, how satisfied are you with your Suffolk University education? (N= 117)



Please provide any additional comments about your experience at Suffolk University. - See Appendix F

**2014 Graduate Exit Survey
-Sawyer Business School-
(N= 204)**

Academic Experience

To what extent did your Suffolk University course work enhance your skills in:

	To a Great Extent	To Some Extent	To a Little Extent	To No Extent at All	No Opinion	N	Mean
Writing effectively	31.5%	52.2%	8.4%	6.4%	1.5%	203	3.11
Listening comprehension	34.2%	50.0%	10.4%	4.0%	1.5%	202	3.16
Reading comprehension	30.2%	53.0%	10.4%	4.5%	2.0%	202	3.11
Public speaking	38.2%	49.5%	8.8%	2.9%	0.5%	204	3.24
Thinking analytically	46.1%	48.5%	4.4%	0.5%	0.5%	204	3.41
Critical thinking	45.6%	47.1%	4.9%	2.0%	0.5%	204	3.37
Problem Solving	40.2%	52.0%	5.4%	2.0%	0.5%	204	3.31
Mathematics	14.3%	42.4%	26.1%	12.8%	4.4%	203	2.61
Using computer technology	17.2%	37.7%	27.9%	13.7%	3.4%	204	2.6
Working in a group	44.6%	42.2%	9.3%	2.9%	1.0%	204	3.3

Mean Scale: To a Great Extent = 4, To Some Extent = 3, To a Little Extent = 2, To No Extent at All = 1

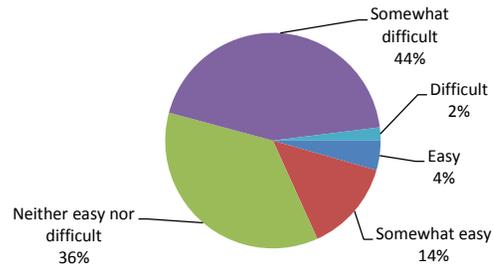
Please rate your level of satisfaction with the following with regard to REQUIRED courses.

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	44.6%	38.2%	7.8%	5.9%	2.0%	1.5%	204	4.19
Number of electives offered	34.5%	38.4%	10.3%	8.4%	4.9%	3.4%	203	3.92
Class size	59.8%	31.4%	4.4%	2.5%	1.0%	1.0%	204	4.48
Quality of instruction	40.7%	48.5%	5.4%	3.4%	1.5%	0.5%	204	4.24
Knowledge gained from courses	44.6%	45.6%	3.4%	5.4%	0.5%	0.5%	204	4.29
Relevance of courses to your intended career	49.3%	39.4%	5.9%	3.0%	1.5%	1.0%	203	4.33
Skills learned	40.7%	49.5%	6.9%	1.0%	1.5%	0.5%	204	4.28
Opportunities for interaction with other students	52.0%	37.3%	7.4%	2.0%	0.5%	1.0%	204	4.4
Opportunities for interaction with teaching faculty	48.8%	40.4%	6.9%	2.5%	0.0%	1.5%	203	4.38

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

**2014 Graduate Exit Survey
-Sawyer Business School-
(N= 204)**

Overall, how easy or difficult were REQUIRED courses? (N= 203)



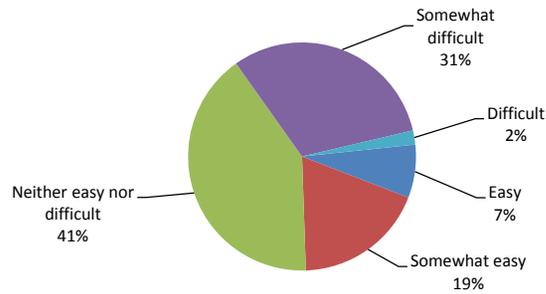
Please rate your satisfaction with the following as applied to ELECTIVE courses:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	38.0%	36.0%	9.5%	9.5%	3.0%	4.0%	200	4.01
Number of electives offered	31.3%	40.9%	8.6%	10.6%	4.0%	4.5%	198	3.89
Class size	55.0%	32.5%	6.0%	1.5%	1.0%	4.0%	200	4.45
Quality of instruction	44.5%	43.0%	6.0%	2.0%	1.0%	3.5%	200	4.33
Knowledge gained from courses	48.0%	40.0%	6.0%	2.0%	0.5%	3.5%	200	4.38
Skills learned	41.2%	42.2%	11.1%	1.5%	0.5%	3.5%	199	4.27
Opportunities for interaction with other students	49.5%	36.0%	7.5%	2.5%	0.5%	4.0%	200	4.37
Opportunities for interaction with teaching faculty	50.3%	36.7%	6.5%	2.0%	0.5%	4.0%	199	4.4

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

**2014 Graduate Exit Survey
-Sawyer Business School-
(N= 204)**

Overall, how easy or difficult were ELECTIVE courses? (N= 199)



How successful do you feel you were at:

	Successful	Somewhat Successful	Neither Successful nor Unsuccessful	Somewhat Unsuccessful	Unsuccessful	No Opinion	N	Mean
Meeting academic expectations	63.1%	30.5%	5.9%	0.0%	0.0%	0.5%	203	4.57
Developing effective study skills	52.2%	38.4%	7.9%	0.5%	0.0%	1.0%	203	4.44
Managing your time effectively	51.0%	40.6%	6.4%	0.5%	0.5%	1.0%	202	4.43
Getting to know the faculty	34.2%	43.1%	16.3%	5.0%	0.0%	1.5%	202	4.08

Mean Scale: Successful = 4, Somewhat Successful = 3, Neither Successful nor Unsuccessful = 2, Unsuccessful = 1

To what extent did your Suffolk University education help improve your ability to:

	To a Great Extent	To Some Extent	To a Little Extent	To No Extent at All	No Opinion	N	Mean
Function effectively as a member of a team	44.8%	42.4%	9.4%	2.0%	1.5%	203	3.32
Function independently without supervision	45.5%	38.6%	7.4%	6.4%	2.0%	202	3.26
Relate to people of different backgrounds	51.2%	33.0%	10.8%	2.5%	2.5%	203	3.36
Be innovative	31.7%	44.1%	18.3%	4.5%	1.5%	202	3.05
Be open to innovation from others	42.4%	42.4%	10.8%	3.4%	1.0%	203	3.25
Identify ethical issues	41.6%	43.1%	10.9%	3.0%	1.5%	202	3.25
Resolve ethical issues	37.1%	43.6%	13.4%	4.0%	2.0%	202	3.16

Mean Scale: To a Great Extent = 4, To Some Extent = 3, To a Little Extent = 2, To No Extent at All = 1

**2014 Graduate Exit Survey
-Sawyer Business School-
(N= 204)**

Faculty

Please indicate your level of agreement with the following about faculty in your major program.

	Strongly		Neither Agree nor		Strongly		No Opinion	N	Mean
	Agree	Agree	Disagree	Disagree	Disagree	Disagree			
Set high expectations for learning	34.2%	52.5%	9.4%	3.5%	0.5%	0.0%	202	4.16	
Respect diverse ways of learning	39.1%	44.1%	13.9%	2.5%	0.5%	0.0%	202	4.19	
Encourage active involvement in the classroom	46.5%	46.5%	5.4%	1.5%	0.0%	0.0%	202	4.38	
Promote student-faculty interaction	34.7%	48.5%	15.3%	1.5%	0.0%	0.0%	202	4.16	
Give frequent feedback	28.7%	49.0%	16.3%	4.0%	2.0%	0.0%	202	3.99	
Create ways for you to work cooperatively with other stud	38.6%	49.5%	8.9%	2.5%	0.5%	0.0%	202	4.23	
Present material with a global perspective	38.6%	46.5%	10.9%	3.5%	0.0%	0.5%	202	4.21	

Mean Scale: Strongly Agree = 5, Agree = 4, Neither Agree nor Disagree = 3, Disagree = 2, Strongly Disagree = 1

**2014 Graduate Exit Survey
-Sawyer Business School-
(N= 204)**



Office of Institutional Research and Assessment

University and Student Services

Please rate your satisfaction with each of the following facilities and centers:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Sawyer Library	51.5%	24.0%	8.0%	5.0%	5.5%	6.0%	200	4.18
NESAD Library	14.5%	11.0%	5.5%	0.5%	0.0%	68.5%	200	4.25
Computer Labs	34.5%	27.5%	7.0%	5.0%	4.5%	21.5%	200	4.05
Interfaith Center/Campus Ministries	11.5%	9.5%	6.0%	0.0%	0.0%	73.0%	200	4.2
Health and Wellness	18.0%	14.0%	6.0%	0.5%	3.0%	58.5%	200	4.05
Counseling Center	14.0%	12.5%	5.5%	1.0%	1.0%	66.0%	200	4.1

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

Please rate your satisfaction with each of the following offices:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Financial Aid Office	30.5%	27.0%	8.5%	5.5%	1.5%	27.0%	200	4.09
Student Accounts Office	39.0%	25.0%	8.5%	2.5%	2.0%	23.0%	200	4.25
Registrars Office	44.0%	30.5%	9.5%	3.5%	2.0%	10.5%	200	4.24
Off-Campus Housing Office	11.0%	13.0%	7.0%	0.0%	0.5%	68.5%	200	4.08
Student Activities Office	14.1%	14.1%	4.5%	0.5%	1.0%	65.8%	199	4.16
CIPS/Study Abroad Office	14.0%	12.0%	5.0%	1.0%	0.0%	68.0%	200	4.22
CIPS/International Student Services	20.5%	11.0%	4.0%	0.5%	0.0%	64.0%	200	4.43
Dean of Students Office	20.0%	17.0%	7.0%	1.0%	0.5%	54.5%	200	4.21

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

Please rate your satisfaction with each of the following Academic Success services:

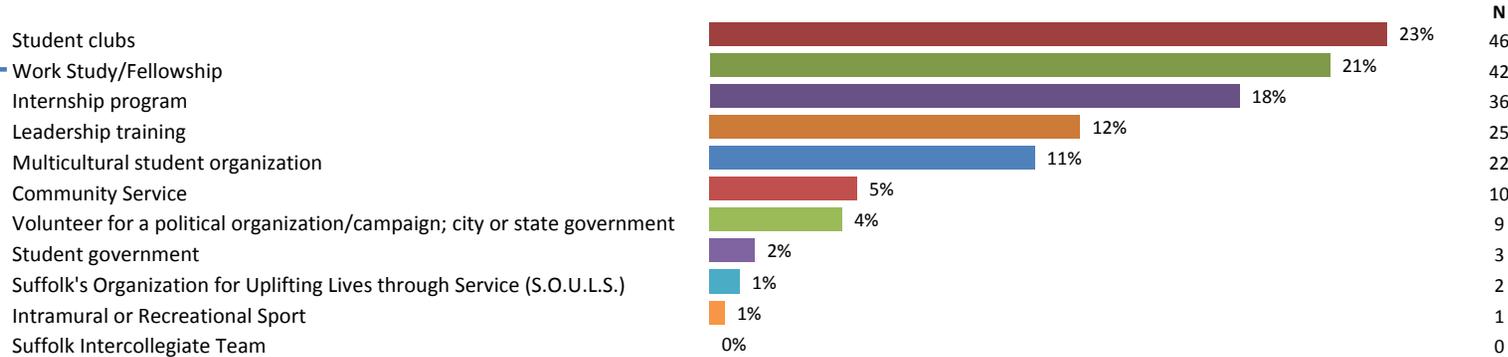
	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Office of Diversity Services	11.0%	13.0%	4.5%	0.5%	0.0%	71.0%	200	4.19
CLAS/Study Groups	11.4%	7.5%	5.5%	0.5%	0.5%	74.6%	201	4.14
CLAS/Math Tutoring	10.0%	8.0%	5.5%	0.0%	0.5%	76.1%	201	4.13
CLAS/English Tutoring	10.4%	7.9%	6.4%	0.0%	0.5%	74.8%	202	4.1
CLAS/Writing Tutoring	12.4%	9.9%	5.4%	0.5%	1.0%	70.8%	202	4.1
Office of Disability Services	7.5%	8.5%	5.5%	0.0%	0.5%	78.0%	200	4.02
Center for Academic Access Opportunity (CAAO)	8.5%	8.5%	5.0%	0.5%	0.5%	77.0%	200	4.04
Career Development Center	14.4%	17.8%	6.9%	4.0%	5.9%	51.0%	202	3.63

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

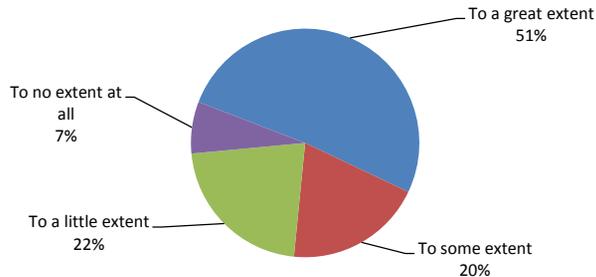
**2014 Graduate Exit Survey
-Sawyer Business School-
(N= 204)**

Extracurricular and Non-Academic Experience

While at Suffolk University, did you participate in any of the following? Please select all that apply.



During your work study/fellowship experience to what extent did your the department/office staff give academic support? (N= 41)



Please rate your satisfaction with the following:

	Satisfied	Somewhat Satisfied	Neither satisfied nor dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	Total Responses	Mean
Campus social events & activities	21.4%	26.4%	12.4%	3.5%	3.5%	32.8%	201	3.87
Opportunities to participate in civic engagement	12.5%	17.5%	18.0%	1.5%	1.5%	49.0%	200	3.75
Opportunities to participate in community service	15.4%	16.4%	15.4%	3.0%	2.0%	47.8%	201	3.77
Exposure to student clubs/organizations	18.5%	21.5%	13.5%	7.0%	3.0%	36.5%	200	3.72
Networking opportunities (i.e., job fairs, meet-ups)	22.0%	31.0%	14.5%	8.0%	4.0%	20.5%	200	3.74

Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

**2014 Graduate Exit Survey
-Sawyer Business School-
(N= 204)**

Post-Graduation Plans

Please indicate your immediate and future plans after graduation.

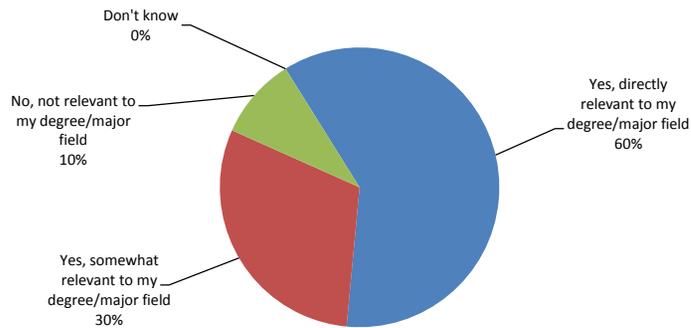
	This Fall		In Five Years	
	N	%	N	%
Attend graduate/professional school	9	4.4%	13	6.4%
Work full-time	181	88.7%	77	37.7%
Work part-time	7	3.4%	4	2.0%
Participate in community service organization(s)	31	15.2%	30	14.7%
Serve in Armed Forces/Peace Corp	1	0.5%	2	1.0%
Travel	73	35.8%	59	28.9%
Doing volunteer work	38	18.6%	36	17.6%
Stay at home to be with or start a family	8	3.9%	21	10.3%
Other*	5	2.5%	4	2.0%
Not sure	2	1.0%	7	3.4%

Other- See Appendix A

Have you currently accepted an employment position? (N= 78)

	%	N
Yes	67.9%	53
No	32.1%	25

Is this position relevant to your degree/major field? (N= 53)



Please provide us some basic information about your employer- See Appendix C

2014 Graduate Exit Survey
-Sawyer Business School-
(N= 204)

Overall Assessment of the Suffolk Experience

What are the three greatest strengths of your degree program? - Appendix D

What do you think are three weaknesses that need to be improved in your degree program? -See Appendix E

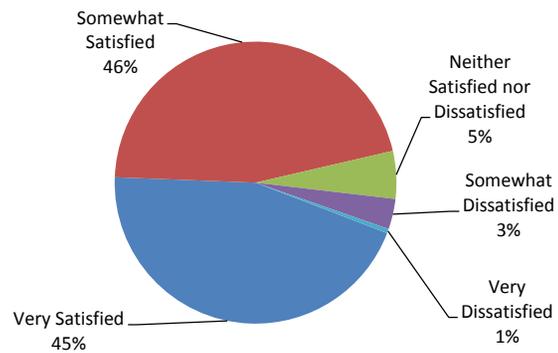
If you could do it all over again, would you still choose to enroll in your degree program? (N= 169)

	%	N
Yes	92.9%	157
No	7.1%	12

If you could do it all over again, would you still choose to attend Suffolk University? (N= 141)

	%	N
Yes	87.2%	123
No	12.8%	18

Overall, how satisfied are you with your Suffolk University education? (N= 201)



Please provide any additional comments about your experience at Suffolk University. - See Appendix F

-Appendix A-

Please indicate your immediate and future plans after graduation. - OTHER

- Already working full time (2)
- Complete a CAGS
- Continue to Work full-time (2)
- CPA (2)
- Get Married/Family
- Graduate Fellowship
- Law School
- PhD
- Start up a business
- Still not planned
- Work full time back home and start a family

-Appendix B-

What is the name of the institution you will be attending and your field of study?

Name of institution:	State where located:	Field of Study (i.e., Law, MBA, Education):	Degree (i.e., BA, MA, PhD, MD):
Boston University	MA	Political Science	MA
Boston university	Boston	MBA	MA
Do not know yet	Do not yet know which country	Law, policy or operation management	PhD
Hacettepe University	Ankara Turkey	International Relations	MA
Northeastern University	Massachusetts	Higher Education Administration	EdD
Stanford University	CA	Executive Education	non degree
Suffolk University	MA	Taxation	MS
TBD	MA	Physician Assistant Studies	Masters
University of Pennsylvania	PA	MBA (Finance)	MBA
	Massachusetts	Law	JD

-Appendix C-

Please let us know some basic information about your new/current employer?

Name of employer	Industry	Job Title	Where located
90+ Cellars	Beverage Industry	Designer	MA
Bank of New York Mellon	Finance	Officer	MA
Beauchemin Grassl Interiors	Interior Design	Design Assistant	MA
Blue Cross Blue Shield of Massachusetts	Health care	Performance Consultant	MA
BOSE	Audio	MBA Intern	MA
Boston Children's Hospital	Healthcare	Administrative Coordinator	MA
Boston Medical Center	Medical	Pharm Tech	MA
Boston VA	Psychology	Postdoctoral fellow	MA
Bove & Langa, P.C.	Law	Attorney	MA
Bridgewell	Counseling	Outpatient Therapist	Lowell, MA
Brown Brothers Harriman	Financial Services	Vice President	MA
Chang & Deka, LLC.	Accounting	Accounting Assistant	MA
Children's Hospital Los Angeles	Mental Health	Postdoctoral Fellow	CA
Columbia Management	Finance	Trader	Boston
Commonwealth of Massachusetts	Social Work	BERS A/B	MA
Cummings School of Veterinary Medicine at Tufts University	Development and Alumni Relations	Director of Annual Giving	MA
Dan	Digital Marketing	Social Media Intern	MA
De Legibus Consulting	Finance	CFO	Albania
Deloitte			
Ernst and Young	Accounting	Audit Associate	MA
Fund Wisdom	Finance and Technology	President	MA
General Services Administration	Government	Program Manager	MA
GEOS Language Institute	Education	ESL Teacher	MA
GMO	Investment	Legal & Compliance	MA
JEOL USA	Scientific Instruments	Technical Engineer	MA
MAPC	Planning	Government Affairs Specialist	Boston, MA
Massachusetts General Hospital	Medicine/Health	Clinical and Research Postdoctoral Fellow	MA
Massachusetts General Hospital	Finance	Manager	MA
Massachusetts Municipal Association	Non Profit	Member Services Coordinator	MA
McLean Hospital	Psychiatric Hospital	Postdoctoral Fellow	MA
Melcher Street LLP	Real Estate Development	Partner	MA
MGH	Healthcare	Project Manager	MA
National Brain Tumor Society	Non Profit	Accounting Manager	MA
New England Baptist Hospital	Medical	Medical Technician	MA
Next Step Living	Renewable Energy	Consultant	MA

Nizhoni Health Systems	Health Care	Executive Operations Manager	MA
Northeast Arc	Human services	COO	MA
NTT West	Telecommunications / IT Service	Associate Manager	Japan
Payette	Architecture	interior designer	MA
Peabody and Arnold	Law	Junior Staff Accountant	MA
Phillips Design	Residential Interior Design	Showroom Assistant	MA
PlatformQ	Online Media	Marketing Manager	MA
PricewaterhouseCoopers	Asset Management	Assurance Associate	MA
PricewaterhouseCoopers	Accounting	Tax Associate	MA
PricewaterhouseCoopers	Tax	Tax Associate	MA
Roxbury Youthworks Inc	Human Services	Resource Specialist	MA
Sensitech Inc.	Commercial, Cold Chain Solutions	Import/Export Compliance Specialist	MA
Setmeup Inc	mobile app	marketing associate intern	MA
Sladen Feinstein	Architectural Lighting	Lighting Designer	Boston
State Street Corporation	Financial Services	Financial Analyst	MA
State Street Corporation	Finance	Leveraged Loans Officer	MA
State Street Corporation	Financial Services	Risk Analyst	MA
Steve Kerrigan for Lieutenant Governor	Political Organization	Deputy Finance Director	MA
Suffolk Construction	Construction Management	Project Controller	MA
Suffolk University	Higher Ed	Office Coordinator	MA
SUNERA, LLC	Consulting	Senior Consultant	MA
Symmons Industries	Manufacturing	Customer/Channel Marketing Manager	MA
TREND Saudi Arabia	Trade	CFO	Saudi Arabia
Tufts Medical Center	Healthcare	Practice Team Lead	MA
Wyman Gordon	Forged manufacturing	Accountant	MA
	Government	Manager	MA
	Human Resources		MA
	Benz in China	Logistic engineer	
	Health Care		

- Appendix D -

What do you think are the three greatest strengths of your degree program?

Department	Count
Accounting	
Academics	1
Accounting knowledge	1
Analytical skills	1
Analytical Thinking	1
Availability of faculty	1
Career Fair	1
Challenging	1
Class Content	1
Class size	1
Classes offered	1
Classwork and homework was challenging enough to help me learn.	1
Communication skill	2
Course	1
Course design	1
Course materials are relevant to the intended major	1
Course related to CPA exam	1
CPA related	1
Critical thinking	2
Current	1
Degree	1
Degree knowledge	1
Difficult courses	1
Difficulty	1
Diversity	4
Don't really know	1
Elective course is good	1
Electives	1
Encourage teamwork	1
Enhance oral communication skills	1
Enhance writing skills	1
Excellent professors, often with current work experience in their field, and the ability to give feedback at the end of the semester	1
Expectations set on students	1
Expertise	1

Faculty	5
Feel accomplished	1
Fellowship	1
Flexibility	2
Flexible course time	1
Global perspective	1
Globalize vision	1
Good course design	1
Good faculty	1
Good location	2
Good mix of courses.	1
Grade	1
Great profs	1
Growth Potential	1
Highly knowledgeable professors	1
Innovative	1
Instructors are very helpful and dedicated	1
International student atmosphere	1
Interpersonal skills	1
Job fair opportunity	1
Job Market	1
Knowledge	1
Knowledge of professors	1
Knowledge to prepare for CPA	1
Knowledge/skills	1
Location	2
Lucrative Field	1
Many good teachers	1
Multiple courses	1
N/A	2
Networking	4
Nice professor	1
Night classes	1
Night classes offered	1
Offers a lot of knowledge	1
Opportunity	1
Practical skill	1
Pragmatic knowledge	1
Problem solving skills	1
Professional	2

Professors	4
Professors have significant work experience that can be applied to the classroom	1
Professors Knowledge Base	1
Professors with good industry connections	1
Relations with faculty	1
Relatively competitive to find a job	1
Relevant	1
Reputation	2
School recognition	1
Short	1
Short program	1
Skills	1
Small Class Size	2
Specific professor	1
Strong accounting classes	1
Technical Skills	1
The major is practical	1
The professors were well versed in their fields.	1
Time Management	2
Timing of classes and opportunities to take them	1
Variety	2
Variety of students	1
Writing exercise	1
Communication and Journalism	
Academic Growth	1
Bringing in experts in area	1
Curriculum applies to anyone who plans on working with people or managing people no matter what the industry	1
Collaboration	1
Communicating	1
Convenience	1
Core Classes	1
Courses that were career relevant	1
Direct application	1
Diversity	1
Electives	1
English improved	1
Experienced Faculty	2
Faculty	3
Group work	1

Helpful professors	1
Helps learners understand how to be a successful lifelong learner	1
Ideas	1
Incorporating job	1
Interaction with students	1
Interesting	1
Leadership	1
Network	2
Passion of students	1
PR and Advertising concentration	1
Practical	1
Presenting	1
Professors	2
Public Speaking	1
Reading	1
Skillful	1
Small Classes	1
Specific professor	1
Student Diversity	1
Supportive faculty	1
The Coursework	1
The intensity which has related to real world experience	1
Thinking	1
Up to date	1
Use of growing social media/technology applications with field of study	1
Using real life examples	1
Variety of courses	1
Writing	2
Writing Skills	1
EC	
Convenience	1
Faculty	1
Faculty in terms of ability	1
Faculty in terms of relating to students	1
Flexibility for part time students	1
Location	1
Small Class Size	1
Specific professor	1
The handful of professors who genuinely helped me become a better scholar	1
The opportunity to gain teaching experience	1

The physical space that allowed for interaction with students and faculty	1
Higher Education Studies	
Challenging coursework	1
Knowledge of professors	1
Networking opportunity	1
Finance	
Analytical Thinking	1
Course structure	1
Critical Thinking	1
Curriculum	1
Diverse students and professors	1
Diversity	1
Diversity of Faculty	1
Diversity of people	1
Flexible	1
Grate instructors	1
High income if find a job	1
I like Finance	1
Prepare you for CFA	1
Problem Solving	1
Professors	1
Quantitative Focus	1
Real life examples	1
Relevance to world of financial services	1
Specific professor	2
Strategic thinking	1
teamwork	1
Theory and practice	1
Understanding of cash flows	1
Variety of courses offered	1
Well diversified	1
Global MBA	
Career improving	1
Diverse Student Body	1
Diversity of students	1
Faculty	2
Global Outlook	3
Global Seminar	1
Good student body	1
Interactive	1

International Business/Global Perspective	1
International exposure	1
International focus	2
Internship Program	1
Professors	1
Promoting to study	1
Public Speaking Practice	1
Quality of Tenured Professors	1
Strong Business knowledge overall	1
Strong faculty	1
Student Diversity	1
Theory Application	1
Government	
Alumni network	1
Applicable and clinical experience	1
Application to real life	1
Broad vision of world politics	1
Civic rights	1
Class discussions	1
Communication	1
Consistent work load	1
Diverse material	1
Diversity	1
Faculty	1
Government	1
Interesting classes	1
International issues	1
International relation	1
Internship	1
Kind of Classes offered	1
Knowledge of public service	1
Knowledge of world politics	1
Knowledgeable professors	1
Leadership skill building	1
Length	1
Networking Opportunities	1
Organization	1
Outside knowledge of professors	1
Professors	1
Public Speaking	1

Students	1
The class readings	1
The classes	1
The support of the Department	1
Theoretical	1
MBA	
Ability to finish part time degree quickly	1
Academics	1
Academic excellence	1
Actively	1
Adjunct Faculty	1
Afternoon Hours	1
Analytical skills	1
Analyze	1
Applicable to the working world	1
Balance	1
Boston provided great resources and speakers/events for additional learning opportunities.	1
Breadth of knowledge able to be gained	1
Cases and articles vs. textbooks	1
Challenging Work	1
Class size	1
Classes that were mid-sized and full of people from different backgrounds. This helped to learn how to work with people from other cultures.	1
Classes with faculty with solid work experience in the subject made my level of learning greater.	1
Close to financial district	1
Collaboration	3
Combine business with health administration	1
Communication	1
Communication skills	1
Communications	1
Convenience	2
Convenience/Scheduling	1
Convenient location	2
Courses apply global matters	1
Cultures	1
Curriculum	1
Diverse classroom	1
Diversity	7
Diversity of student experiences	1
Effective communication	2

Engaging Courses	1
Enhance and improve on my skills and knowledge	1
Excellent faculties	1
Excellent professors	1
Excellent students	1
Experiences	1
Exposure	1
Exposure to professional opportunities	1
Exposure to diversity	1
Exposure to students and faculty from different cultures	1
Faculty	3
Feeds personal growth	1
Financial Analytics	1
Flexibility	4
Flexibility for Graduate Students	1
Flexibility of the program	1
Friendly	1
Getting Networking, but not sure for the career	1
Global aspects of courses	1
Global Initiatives	1
global perspective	5
Global perspective with teachers that have real life experiences	1
Globally thinking	1
Good communication	1
Good faculty	1
Good professors	1
Great courses	1
Great variety of students	1
Greater exposure to job opportunities	1
Group work	4
Growth	1
Guest lecturers	1
Health Administration	1
High level of Instruction from professors	1
Increases professional status	1
Innovative	1
Inspired me to own a business	1
Instructors	1
Instructors with life experience	1
Intensive course option	1

interactive learning	1
Intercultural Emersion	1
Interesting Professors	1
International footprint	1
international student perspectives	1
Interpersonal skills	1
Knowledgeable faculty	1
Knowledge	1
Leadership	2
Learning to do Adjunct teaching, as I enjoy academia	1
Learned useful business skills	1
Learning	1
Length of the program	1
Life experiences	1
Live business examples are being used in the classroom	1
Location	2
Location of the School	1
MBA	1
MBA professors	1
Meeting New People	1
Met great people (professors and students)	1
Multiple cultural experience	1
Networking Opportunities	7
On hands projects with diverse groups	1
Online	1
Open door to do Phd. if I decide to	1
Open Learning	1
Operations	1
Opportunities to work in groups	4
Out-of-the-box thinking	1
Overall business skills	1
Overview of all aspects of business	1
Part-time students	1
Peers	1
PM skills	1
Possibility to take online classes	1
Presentation experience	2
Presentation experience and group work	1
Presentations, learn from other students	1
Prioritize	1

Proactive and critical thinking	1
Professors	1
Professors that care	1
Professors with field experience	1
Public Speaking	1
Public speaking/communication	1
Real Life Experience	1
Relevant and meaningful curriculum	1
Saturday class time	1
Schedule	1
Set myself up to earn more money	1
Skills learned	1
Small Classes	5
Some great courses	1
Some great professors	1
Some of the faculty	1
Some professors	1
Specific professor	1
Strategic analysis	1
Strategic Intent	1
Strong global focus	1
Strong Professors	1
Student Interaction	1
Student Networking	1
Students with diverse backgrounds	1
Study Abroad	1
Studying in Graduate level	1
Summer sessions were helpful to make program quicker	1
Teachers	1
Team work	1
The core MBA courses were excellent. They gave you a test for everything so you can become well rounded.	1
The professional adjuncts were amazing. They explained how to use material in real life situations and brought their work experience to the class. These educators were far better than most of the professors.	1
Think critically	1
Thinking	1
Thinking outside the box.	1
Time Intensive	1
Time Management	2

Time schedule, in term of section	1
To learn accounting and finance	1
Travel seminar	1
Use of Harvard cases	1
Variety of courses	1
Master of Healthcare Administration	
Ability to work and attend school	1
Activities	1
Alumni	1
Alumni connections	1
Being in Boston	2
Career trajectory	1
Connections to Hospitals	1
Courses are covering all aspects of healthcare administration	1
Coursework	1
Culture	1
Current State of Healthcare in the U.S.	1
Curriculum	1
Diverse Student Body	1
Diversity	1
Experienced Faculty	1
Exposure to many opportunities	1
Faculty	3
Faculty have real experience in the field and their majors	1
Flexibility	1
Great professors	1
Higher salary	1
Internships	5
Involvement	1
Job opportunities	1
Leadership skills	1
Location	2
Master's level degree	1
Mentor program	1
Networking Opportunities	5
Professional Network of Faculty	1
Professors	3
Program director	1
Reading material	1
Relevance	1

Skills learned in class that I apply at work	1
Specialized classes	1
Students	1
Suffolk Name	1
Support	2
The class size	1
The knowledge of our professors	1
Variety of courses	1
Working in groups	1
Yellow ribbon program	1
NESAD	
International experience	1
Accreditation	1
Analyzing	1
Architectural planning	1
Boston location	1
Collaborative with people	1
Computer skills	1
Concept building	1
Creating innovative solutions	1
Creativity	1
Critical thinking	1
Details	1
Directly applicable to the profession	1
Diverse background of faculty	1
Diverse students	1
Diversity	1
Diversity of Faculty	1
Ease of use with Blackboard/My Suffolk	1
Emphasis on fine arts	1
Emphasis on learning computer rendering skills	1
Encouragement of practice	1
Encouraging atmosphere	1
Excellent computer/software resources and training	1
Firm trips	1
Flexibility	1
Freedom to take creative risks	1
Good students	1
Good teacher (few)	1
Graphical design	1

Growth in market	1
Have in-depth awareness about the subject matter	1
Having an open mind	1
Having many choices after graduation in the field you'd like to focus on	1
Incorporating codes and construction into the program	1
Model making	1
Most required	1
Networking within the field	1
One of few accredited schools for Interior Architecture	1
Other students	1
Professional skills	1
Professors	2
Professors pushing you to go above and beyond your comfort zone	1
Professors willing to help outside of class	1
Professor's willingness to communicate in and out of class	1
Program	1
Relatively short program length	1
Reputation	1
Rigor of coursework	1
Size of program	1
Small class sizes	1
Small program size means more one-on-one time with faculty	1
Small scale	1
Small student to teacher ratio	1
Software	1
Some wonderful faculty and adjuncts	1
Stresses the design process	1
Supportiveness of other students	1
Teachers	1
Teaching industry trends	1
Technology/learning design programs (although not consistent enough)	1
The creative part	1
Universal design	1
Public Administration	
Ability to cross-register in two MBA courses as an MPA student	1
Accessibility of faculty	1
Broad application in the workforce	1
Class schedule	1
Comprehensive curriculum	1
Confidence	1

Coordination among faculty on curriculum development	1
Course content	1
Course	1
Course readings	1
Diversity of students	1
Electives offered	1
Engaged faculty	1
Ethical responsibilities	1
Excellent professors	1
Faculty	4
Faculty- experience and knowledge	1
Faculty with practical on the job experience	1
Focus on leadership	1
Knowledge	1
Location	2
Location of campus	1
Material	1
Meaning of Public Value	1
Mentoring/internships	1
More understanding of network characteristics	1
Networking Opportunities	3
Networking with other students	1
Networking/friends	1
Organization Networks	1
People	1
Performance Measurement	1
Professional Professors	1
Professors	1
Reading	1
Respected School	1
Size of the program	1
Specific professor	2
The network I've built	1
Understanding ethical practice	1
University reputation	1
Writing	1
Philosophy	
Attention to students	1
Brilliant Professors	1
Classroom size	1

Cohort	1
Course variety	1
Critical thinking	1
Faculty	2
Faculty availability	1
Flexibility	3
Good community	1
Great participation	1
Incredibly Supportive Professors	1
Network	1
Niche Skills	1
Opportunities for application	1
Practicum	1
Practicum/required internship	1
Professors	1
Range of electives offered	1
Reading	1
Relevance	1
Required internship	1
Short program (pro and con)	1
Small Classes	2
small cohort	1
Small size	1
Specific professor	1
Speech	1
Strong Alumni Base	1
Time classes are offered	1
Variety of courses	3
Psychology	
Access to community based training sites	1
Accessibility of faculty	1
APA accredited	1
Availability of professors	1
Class size	1
Clinical Opportunities	2
Clinical placements	1
Clinical training	3
Clinical/research balance	1
Collaboration with other students	1
College Admissions Certificate	1

Counseling Skills Class	1
Courses offered	1
Dedication	1
Empathy	1
Emphasis on ethics	1
Encouragement	1
Excellent faculty	1
Excellent faculty (some)	1
Experience of faculty	1
Exposure to Real World Experience	1
Faculty	4
Faculty interaction	1
Faculty support	2
Field work	1
Focus on diversity	1
Good faculty team	1
Internship	2
Learning through experience in field	1
Location	1
Mentorship	1
Most of the teachers were good	1
Mostly effective teachers	1
Neuropsychology concentration	1
Nice range of core courses and electives	1
Practicum	2
Practicum/Internship	2
Preparation for after degree	1
Professors	1
Professor's diverse foci	1
Program Requirements	1
Promotion of discussion	1
Quality of Teaching	1
Relevant courses	1
Research opportunities	1
Research training	1
Responsive, supportive faculty	1
School Counseling Practicum	1
Small class sizes	3
Small size	1
Support	1

Support for academic advisor	1
Supportive faculty	1
Teaching training	1
The classes provided me with what I needed to know for my profession	1
Understanding faculty	1
Usefulness of courses	1
Sociology	
Diverse perspectives by professors, that made me look at things differently.	1
Governance	1
Great professors in all courses	1
Integrity	1
Joint degrees	1
Level of education	1
My degree is broad	1
My degree is wanted in many fields	1
Networking	1
Support	1
Unbiased teaching	1
Understanding	1

- Appendix E -

What do you think are three weaknesses that need to be improved in your degree program?

Department	Count
Accounting	
A little costly	1
Accounting skill course not enough	1
Advising	1
Class availability	1
Class format is a little bit boring.	1
Class participation	1
Classes only offered one semester	1
Classes that run through 10pm.	1
Classes, while providing a good foundation of accounting knowledge, do not include ANY of the actual work done at an accounting firm- there should be a class that simulates the work environment by putting together work papers, preparing an audit or tax return, etc. so that students entering the work environment understand the actual process of working as well as having the raw accounting knowledge to do the work	1
Computer Skills	1
Constant group work- there should be more of a mix of individual and group work allowing more scheduling flexibility	1
Cost	1
Course quality	1
Course selection	1
Course which allows you to work on gift, estate and income tax returns	1
Courses not technical enough	1
Direction as to how the program works	1
Faculty	1
Few classmate interaction	1
Financial aid availability	1
Flexibility	1
Grammar	1
Have homework be graded to encourage it being done (provide more of an incentive) and submitted through blackboard (for automatic/easy of grading for faculty)	1
Helping place their students in accounting positions after graduation	1
Job fair scale	1
Lack of activities after class	1
Lack of electives offered that I already haven't taken	1
Lack of immediate course that combine easy and difficult ones	1
Lack of Job\Internship connection with firms	1

Lack of real work/intern experience	1
Language	1
Learned little from some required classes	1
Limited amount of stuff learned	1
Limited course offered	1
Little attention to details	1
Little electives	1
Make up on Friday	1
More courses should be set to solve accounting problems	1
More electives	1
More practical things	1
More Research	1
More Writing Classes	1
Mostly International	1
N/A	3
N/A - Completely Satisfied	3
Name recognition	1
Need to take classes in order	1
Network	1
Networking is weak	1
Night classes	2
No internship	1
No morning classes	1
Not enough career guide at the beginning	1
Not enough support for student job searching	1
Not focus on CPA	1
Not much electives	1
Not very practical	1
Opportunity	1
Opportunity to internship	1
Practical knowledge	1
Professors do not seem to be interested in students	1
Professors too busy at times	1
Program scale	1
Public Speaking	1
Real world application	1
Realistic Expectations	1
Redundant	1
Should make acct803 a mandatory course	1
Should include more accounting classes instead of some course like acct861	1

Small program; not enough students (MST)	1
Some classes require excessive group works! These are not necessary!	1
Some course have too much paper	1
Some instructors hard to understand	1
Some not related to real world issues	1
Some professors are irresponsible, teaching for money only!	1
Some professors not very professional	1
Sometimes, too much focus on the CPA	1
Suggested Electives	1
Tax classes in the spring semester.	1
Teaching to the CPA	1
Textbooks	1
Too easy	3
Too little flexibility with due dates for people that travel	1
Too much group work, not enough individual work	1
Tuition	1
Way too many group projects for people that work	1
Weak alumni network	1
Weak career service	1
Workload	1
Writing skill	3
Communication and Journalism	
Applicable Projects	1
Availability of courses in general, specifically electives	1
Class offerings- need to be more consistent	1
Cohort	1
Concise writing	1
Consistency of course offerings	1
Courses offered	1
Difficulties	1
Facilities	1
Faculty	1
Instructor selection	1
Less variety	1
Level of difficulty of courses (felt more like an undergraduate program)	1
Liberties	1
Materials	1
More collaboration with professors	1
More creative assignments	1
More diverse courses	1

More electives	1
More interaction with faculty	1
More opportunity for internships	1
More Options for classes	1
N/A	1
Not a lot of elective options applicable within Sawyer Business School	1
Not being offered anymore!	1
Not enough English language support for international students	1
Not enough graduate program community - mix of full time and part time	1
Professionalism of program directors	1
Program eliminated	1
Public Speaking	1
Repetition with some undergrad courses	1
Social	1
Some courses I did not learn much new material	1
Some courses were far too easy for graduate level	1
Speaking	1
Students with lack of work experience	1
Technology	1
Times of classes	1
Variety of electives	1
Writing	1
Economics	
A handful of professors (most of whom were denied tenure and left)	1
Administration's withdraw of support more generally	1
Classes that start at 7:30 p.m.	1
Faculty were cut in large numbers and not replaced	1
Few opportunities to interact with other students	1
Have more elective courses	1
Having classes with PhD students	1
PhD program was cancelled	1
Program Was Closed	1
Resources were cut	1
Shutting the program down was a mistake	1
Very late classes 7-10 p.m	1
Higher Education Studies	3
Course work more specific to job market	1
More opportunities to intern	1
Relevance to job market	1
Finance	

A few professors were low quality	1
Electives available more often	1
Extra Curricular Activities	1
Guests Speaking	1
Internships	1
Lack of academic counseling	1
Lack of international exposure	1
Lack of introductory courses	1
Mentor program	1
More electives	1
More examples in class rather than concepts	1
More organized	1
More summer classes	1
Not easy to find a job	1
Not much analytics	1
Only night classes	1
Quality of relation with faculty	1
Real life examples in class	1
Some electives not satisfactory	1
Stressful in work	1
To many group projects	1
We need more communal engagement	1
Global MBA	20
Class sizes are sometimes a little larger than I would like	1
Core Requirements are repeated classes from undergrad program, did not learn too much new in the course, it was more of a refresher. I wish there were more electives and less core.	1
Dean involvement	1
Difficult	1
Global Internship	1
Lack of "Business writing" courses, particularly in marketing	1
Lack of choice in electives	1
Low quality of some adjunct professors	1
More flexibility. I am a GMBA and wish that I had more freedom in choosing my classes. Every class I took was predetermined and I had no say other than the travel abroad seminar location. If given the option, I would have loved to have taken 2 seminars or even done a semester abroad.	1
More Global Seminar	1
More International Classes	1
More Work experience for GMBAs	1
Networking/Employment Opportunities	1
No providing Internship opportunities	1

Professors- adjunct	1
Quantitative Skills Exposure	1
Repetitive content/overlap between courses	1
Some too crowded/ambitious curriculums -- especially noticeable in summer courses	1
Students who do not belong in an MBA program (anywhere)	1
There is no time for social activities	1
Government	
3 hours classes need breaks	1
Available electives	1
Class length	1
Core courses are not diverse enough	1
Group projects	1
informative	1
It needs to be advertised more	1
Lack of diverse electives in federal, state, and local management	1
Lack of leadership courses	1
Limited areas of International relations	1
More classes	1
More classes should bring in guest speakers from the field	1
More electives	1
More internships under professor supervision	1
More professors in IR and Middle East track	1
More research projects to attract degree seekers	1
N/A	3
No connections with people	1
Not enough electives in GVT	1
Not much interaction between students of diverse backgrounds	1
Not much practical training	1
Not Practical	1
Old professors	1
Some classes that are electives should be required	1
TA opportunities	1
Theoretical work	1
Undergrads in class	1
Variety	1
MBA	
Academic ability of some students admitted to program	1
Academic Advisors	2
Academic counseling should be directed towards honestly directing students in the right path.	1
Advisor was not active unless asked	1

All night classes	1
Alumni engagement	1
Attendance...why? (no need in grad school)	1
Behind technology - should teach digital media analytics	1
Being mixed with undergraduates for electives	1
Better access to faculty	1
Better selections for elective courses	1
Blackboard is not fully integrated in all courses	1
Blackboard technical issues	1
Business relationships	1
Career services	1
Certain Faculty Members	1
Class Hours	1
Class offering schedule - core and electives	1
Class size	1
Class time flexibility	1
Classes building out of date	1
Classrooms are outdated for cost of tuition	1
Communication	2
Communication between schools	1
Computer Lab	1
Consistency between professors for same classes (one professor teaches the same class radically different than another)	1
Could be better organized	1
Course time	1
Courses could be more challenging	1
Curriculum	2
Deans office needs to set a priority on safety of students. After a student threatens another student, they should be immediately removed from the graduate program and not allowed to stay just because they are wealthy.	1
Degree to which it is blended with undergraduates. Case in point: this questionnaire	1
Did not learn nearly enough to justify the cost. But I did complete a lot of busy work assignments.	1
disparity amongst faculty	1
Elective Courses	1
Entrepreneurial	1
Events	2
Expense of study abroad programs	1
Expensive	1
Extra curriculum activities	1
Extracurricular activities	1

Facilities	3
Faculty	2
Faculty Interaction (Some classes)	1
Faculty w/ limited work background in healthcare	1
Few electives	1
Filter emails to graduate students	1
Finance electives	1
Finance is very important course but the professor couldn't explain it very well, so we need some professor not only who have the knowledge in specific field but who are able to deliver that, IT also is very important and we needed actually to learn the concepts before analyzing cases.	1
Flexibility of scheduling	1
for some cases in some courses they will ask for case analysis but before asking students to submit papers, we should have to learn a specific way of doing that, I feel that is very important	1
Foreign students with very limited English hindered learning experiences of a few of my classes (mostly MBA cores)	1
Full time Faculty	1
Help with jobs	1
Higher level or course work	1
Implement and foster diversity	1
Inconsistent quality of professors	1
Increase North Campus presence	1
Increased detail orientation	1
Internship opportunities	2
Job Fairs	1
Jobs post grad	1
Lack of Ability to take classes in other schools at Suffolk	1
Lack of career guidance for those who need it	1
Lack of group work	1
Lack of Networking Events	1
Lack of non-finance / marketing class offerings	1
Learn More	1
Less diversity	1
Less online learning	1
Limited core classes availability per semester	1
Limited Electives	1
Little/ no social life	1
Logistical info confusing, delayed	1
Low quality students from easy admissions	1
Low, if any, expectations set by Professors	1
MBA program's Advisor	1
Meet More People	1

More activity	1
More after work opportunities for networking	1
More classes for advanced executives	1
More cohesion btw full and part time	1
More cultures	1
More edge events for students that work full time, more excel courses	1
More electives	1
More events for older students	1
More flexible class schedule	1
More internships/jobs opportunity	1
More opportunity to meet people in the field	1
More programs for part time students to get to know fellow students	1
More projects and work that can be applied to actual jobs vs. reading out of a text book	1
More Social	1
More team projects	1
More value for older students	1
most of our classmates are part-time students and that can reduce the availability of meeting after or before classes	1
N/A	5
Need more networking	3
No Innovation	1
No sense of community	1
No third weakness-excellent program	1
Not competitive	1
Not enough electives to choose from...there's a long list of electives that are never offered or only sometimes offered...it's misleading	1
Not much variety of courses opening each semester in the same concentration	1
Out dated computer equipment	1
Parking for class	1
Professors relaying current methodologies and information	1
Professors that did not keep up to date or attempt to make material current	1
Professors who were not prepared	1
Program Experiential should span 2 semesters-too hard to complete in one semester	1
Publicize the MBA program more. Boston in a competitive place.	1
Quality of assignments	1
Quality of faculty	1
Quality of students	1
Real projects	1
Redundant	1
Redundant classes, discussed same topics in every required class. Very frustrating from a	1

tuition standpoint.	
Repeating many information especially in health courses	1
Reputation	1
Sawyer's Facilities	2
Self confidence	1
Services to evening students	1
Similar courses as undergrad	1
Slightly lower quality cohort	1
Some classrooms at Sawyer are too small for 20 person	1
Some of the faculty	1
Some professor are not a grad teaching level	1
Some professors	1
Some profs lectured, rather than facilitated	1
Some teachers are bad	1
Stress management	1
Student selection and their professional background	1
Student's activity	1
Summer offerings	1
Supporting students	1
Technical skills	1
Technology	1
Textbooks... (too many mandatory texts that don't get used)	1
The chair for the healthcare department made it clear to MBA/Health students that his focus was on MPA and that MBA/Health students should contact the MBA program with questions and as a source of assistance.	1
The lack of connections for job placement. Instead of being told to change your resume 40 times, maybe have more mentors and connections to get our foot in the door.	1
The lack of networking events held to connect grad students and alum for potential jobs	1
The minimum credit hours for full-time students (international students) is too much (12) should be 9	1
There could be more electives offered with time that work for full time working students	1
Timeliness of grading	1
Too much group work	2
Travel arrangements-did not get enough notice or changed plans at last minute(hotel, etc)	1
Travel seminars need to have more funding options...i couldn't go because it was too expensive	1
Variations in the quality of professors	1
Variety of classes	1
Visit healthcare organizations	1
Way, way, way, too easy	1
Weak Faculty	1
Work/life balance	1

Workload from class to class; currently uneven	1
Master of Healthcare Administration	
A lot of group projects	1
Allow more opportunity for electives	1
Caliber of students needs improvement	1
Class size	1
Class times are not geared toward working professionals	1
Course choices	1
Courses covered in a highly repetitive way and most of them in theoretical ways	1
Electives offered	1
Electives offered, few choices	1
Heavy work load	1
Hours of classes	1
Increase Student Interaction	1
Lack in courses that offer a different perspective of healthcare management	1
Lack of consistent standard required by faculty	1
Lack of diverse coursework	1
Lack of networking event	1
Length of the program	1
Managerial experience	1
More computer based courses	1
More course options	1
More elective courses offered	1
More narrowly focused, specific course topics/areas	1
Need more student input into classes	1
No attention to student progress level	1
No designed for those with many years of healthcare experience	1
No late night classes - difficult for working professionals	1
None	1
Not enough electives	1
Not flexible	1
Price	1
Repetitive materials	1
Rigor of other program candidates	1
Silly 1 1/2 credit courses	1
Some weak professors	1
Teaching techniques and methods	1
The course content - many courses have overlap and content is outdated	1
Time at which classes are offered	1
Time of classes (too early)	1

Times classes were offered	1
Too Boston Focused	2
Too many papers to write	1
NESAD	
Ballooning class sizes...it is clear SU does not care about NESAD	1
Be more careful who you let into the program. It is unfair to have hard working, talented students in classrooms with students that's abilities are not where they need to be for a graduate level	1
Building	1
Busy schedule and deadlines	1
Change NESAD building it is very not a school building	1
Class size too big	1
Class sizes	1
Classes are disorganized	1
Confusion in communication of expectations from different professors and admin	1
Consistency in thesis reviews	1
Course content update	1
Courses offered/structure/organization & facilities inadequate	1
Day and night classes, there should be two types of shifts for students that offer all classes at both times. At least the DAY shift	1
Degree curriculum is not well organized from the day you enter school until graduation because of lack of courses offered each semester, which affected my work standards on other classes.	1
Degree identity problems	1
Disconnect between class expectations, feedback, and grades	1
Disorganized	1
Facilities	2
Fourth floor gallery space is inadequate for professional presentations	1
Inaccessible faculty	1
Inconsistency of requirements for different students	1
Indiscriminate admission	1
Instructors	1
Interaction with other majors/departments	1
It's not an MFA	1
Lack of consistency	1
Lack of professionalism among faculty--late for meetings, poor communication	1
Lack of qualified professors	1
Less pay	1
Limited school hours	1
Little contact between NESAD and international office	1
More classes	1
More focus on quality of work, less on quantity	1

Need a student center	1
Needs better organization and structure within programmatic requirements	1
NESAD feels completely disconnected from Suffolk	1
No rhyme or reason to how and when classes are offered, no base skill set developed to leverage	1
No self growth from certain point	1
No weed-out process. If you make it into NESAD you graduate from NESAD, even if your work does not meet program requirements.	1
Not a great variety of courses	1
Not enough full-time faculty.	1
Not enough funds given to the program to support activities or adjunct faculty - who are the most IMPORTANT instructors with real world experience	1
Not enough professors	1
Not enough resources for the number of students enrolled	1
Not enough staff	1
Not enough working space	1
Outside interaction	1
Overall poorly organized	1
Overall quality of faculty/ teaching skills	1
Pressure	1
PRINTING FEES!!!!	1
Professor's with limited real world experience	1
Program focused more on production than design development	1
Provide more analytical courses	1
Sequencing and available classes - would have been better to take 3d vis and universal earlier in the program, for example	1
Studio facilities accesses	1
Sustainability and LEED certification is not discussed enough	1
Takes so much time and pressure to work on th the projects	1
Teachers do not support using technology they are not comfortable with	1
Too many weak students admitted to the program	1
Too subjective	1
Unnecessary elective courses	1
Unstructured timeline for program. Can take classes randomly, with no order. Everyone is on a different path to the same degree.	1
Wide range of competency in teachers	1
Public Administration	
Adjunct professors	1
Better advising access	1
Career Search support	1
Class discussions could be more structured by professors	1
Communication between CAS and SBS regarding dual degree candidates	1

Concrete skills took back seat to academia	1
Cost	2
Could increase academic rigor	1
Have a welcome event for new mpa students	1
Inconsistent course expectations	1
Left-wing fanaticism on part of some professors in class / prejudice against conservatives	1
More electives	1
More guest speakers	1
More networking opportunities	2
More useful/relevant course work	1
My CAS counseling advisor was not helpful in working toward my progress between CAS and SBS. I proactively sat with him when I started the dual degree program. His lack of ability to advise me appropriately caused my progress in the counseling program to be delayed a year. Due to my current life outside of school, I had to withdraw from CAS because of this misunderstanding. I would think that it is in the best interest of Suffolk University to retain students who are in good standing and help them finish the degree(s) they were accepted to pursue.	1
N/A	4
Networking Events	1
None	1
Participation from students	1
Presentation	1
Presentation Feedback	1
Professors that refuse to learn students' names (especially harder-to-pronounce names of international students) and still maintain tenure	1
Recruit stronger students	1
Statistics	1
Subjectivity of Statistics grading	1
Talking in public	1
Writing skills	1
Philosophy	
Accountability	1
Choice of courses	1
Class selection	1
Classes with Undergrads	1
Diversity of Skills	1
Employment opportunity	1
Heavy emphasis on theory, not enough on practice	1
I think the practicum requirement should be optional or lessened for people who work full-time in a relevant position they're happy with.	1
I would have preferred more individual projects instead of having to do so many group projects, which I learn a lot less from.	1

Lack of elective courses offered	1
Lack of Organization	1
Lack of professors	1
Length of program	1
Limited Faculty	1
Limited summer courses	1
More faculty	1
Niche Skills	1
None	3
Not enough courses offered	1
Not enough electives	1
Not enough variety of professors	1
Overlap in course content	1
Overlapping themes in many of the courses	1
Paying for practicum/internship	1
Quality of Classes	1
Specific professor	1
Touch with real life	1
Variety	1
Year and a half	1
Psychology	
Adjunct professors	1
After school employment assistance	1
Availability of electives	1
Bland elective teachers	1
Certain applications to real life	1
Course content	1
Course selection	1
Diversity of students and faculty	1
Encourage sharing of research through a program conference	1
Faculty communication	1
Few electives	1
Few full time faculty	1
Financial assistance	1
Funding	1
Greater integration of research/collaborations	1
Greater organization of practicum process and options	1
Inability to take electives outside of counseling program	1
Lack of assistance in practicum placement	1
Lack of funding	1

Lack of funding for doctoral students	2
Lack of guidance for selecting practicum sites	2
Lack of resources	1
Lack of support in dealing with problematic faculty relationships	1
Lack of unity	1
Length of program	1
Limited child-specific training/coursework	1
Limited course offerings	5
M.Ed School Counseling has been discontinued	3
More classes offered	1
More internship opportunities	1
More student community outside the classroom	1
More varied elective courses	1
Neuropsychology is not well emphasized	1
No on campus training clinic	1
No resources for faculty research	1
No resources for student research	1
Not enough classes, I had to take classes I had no interest in	1
Quality of Classes	1
Redundant coursework	1
Research	1
Research methods irrelevant	1
Resources	1
Schedule of courses	1
Small department	1
Some teaching	1
The program director isn't really involved in the profession of the program	1
They are getting rid of it	1
Too small	1
Unnecessary electives	1
Variety of electives	1
Waive the Research requirement for students who are proficient OR offer more advanced research class	1
Sociology	
Experience	1
Job Security	1
Late classes	1
Limited course offering for summers.	1
More involvement	1
No help finding practicums	1
No other weaknesses.	1

No practicum/internship coordinator.	1
No real advising for scheduling	1
Not enough class selection	1
Not worth the price	1
Outside experience needed from industry	1
Practical	1

- Appendix F -

Please provide any additional comments about your experience at Suffolk University.

- Although NESAD is a small school, there is a lack of connectedness between students, faculty and programs that should come with such an intimate environment. A handful of early/mid degree elective classes related to the program do not feel necessary for learning the required degree, and a large majority of the student body here feels that they required simply for the school to extend the degree time and max out class sizes in order for the school to profit. This is a pervasive attitude; I learned a lot about myself and the field during my time here, but I believe in order for the program to gain the standing it is aiming for, these should be taken into consideration for future students to thrive and succeed.
- As an older student returning to school to advance my career, Suffolk was excellent as was the MPA program truly strengthened my skills and increased my confidence. Overall very positive experience.
- Cancelling the PhD program in economics was a big mistake. The faculty is world class and the PhD students are fantastic. As an MA candidate, I was able to attend many seminars and presentations by the PhD students, which greatly enhanced my experience. Very sad that this won't be available for others in the future.
- Cant wait to walk across that stage I worked hard for 4 years part time while starting a family and having a baby I feel very proud to be completed.
- Compared to similar programs at different schools in the Boston area, the MHA program is the only program that offers classes from 4:30-7:10 & 7:15-10:00. This should be changed from possibly 5:30-8:10 or 6-9. Suffolk markets the program to "working adults", but what "working adult" doesn't work from 9-5? It makes getting to class stressful and kept me from getting a few new 9-5 jobs! Plus being in class until 10 when you have to be up early the second day to get to class is even worse. Either stop advertising your program as one for working adults or make it more flexible!
- Enjoyed my part time study over 2 years very much. Enjoyed learning from faculty members and a very diverse student base. Program gave me the confidence to fulfil my potential in my career in accounting.
- Even though some professors may be professional in their fields in the real world, they should enhance their teaching methods and classes formats. They should also use more real world cases or examples in class.
- Good university overall. Because we learn from students just as professors, I hope that student acceptance meets a high criteria on the profession side.
- Great.

- Great experience from the Dakar Campus to the U.S. this school is an important part of us. It is not perfect for sure; but if I had to do it over: I would happily go for another ride. Thanks Suffolk. Go Ram.
- Great Faculty and staff, since I decided to enroll in this program at Suffolk university, I have been treated very well from all staff. Starting from registration to professors. And this is in my opinion what makes Suffolk different than other universities. They understand that some process are difficult for some students especially for international and they don't hesitate to help. Academic Adviser has helped me a lot during my program and also the International Office. I consider my journey at Suffolk is very valuable and my great gratitude to all wonderful people there.
- Happy with individual mentorship within the Psych Dept, although, very dissatisfied with the university's ability to support a research oriented PhD Program.
- I am a somewhat satisfied graduate, on a scale. The program was very expensive, especially for MBA/Health or MHA students who have very limited tuition reimbursement through hospitals. The curriculum for the healthcare component of my MBA was very redundant. I think faculty needs to collaborate to make sure they aren't covering the same topics over and over again. The MBA courses, though expensive, I could justify the tuition to a greater extent. I also found the faculty brought more to the table with their work experience. My healthcare classes I feel were so redundant, that I was spending money to learn the same thing over and over. The curriculum needs to be more skill-specific. I feel unprepared with regards to information systems in healthcare and things like data analysis and reporting which is really important skill in healthcare today. The Sawyer Business School facilities could use updating, for the cost of tuition it would have been nice to benefit from a nicer environment. The faculty and staff really care about the students, which I found to be really nice.
- I appreciate the scale of Suffolk. Suffolk tried its best to build up networking opportunities for students. I wish some part time professor could reply emails more efficiently.

- I attended Suffolk Law School from Fall 2011-Summer 2012. For a number of personal and professional reasons, my grades suffered and I was academically dismissed. I took some time to adjust my life, and then applied to the MPA program at the Sawyer School as a CAPS student in Spring 2013. I was then formally accepted as a matriculated student thereafter. I remain very grateful for the "second chance" that the Sawyer School gave me. I went from a 1.953 GPA in law school to a 3.963 in the MPA program, and was just invited to join Pi Alpha Alpha. I believe this fact reflects what a poor fit law school was for me, and how right the MPA program was. When future Veterans apply to a program (such as the MPA) with an anomalous black mark on their record, please give them a chance, as you did for me. Veterans rarely make the same mistakes twice. I am very proud to be graduating with my MPA, and to have had the opportunity to learn from some very dedicated professors--and to redeem myself and my GPA. Thanks to student accounts as well for making the whole GI Bill process VERY stress-free. They handled 99% of the work. I used to work many years ago in the Facilities Dept. at a competitor of Suffolk's in Boston. In saying that, the facilities response at Suffolk is horrible. I emailed several people about flickering/distracting light fixtures in Suffolk classrooms many times...only for them to still be flickering/unaddressed 8-10 months later. Please outsource the facilities process to a call center that can aggregate student/faculty complaints and assign job numbers to the complaints. In class, we learn about the role that accountability plays in the public sector, yet when (paying) students speak up, they have no expectation the university will be accountable for fixing something as simple as a flickering light. This presents an unfortunate conflict with the actual lessons being taught in class. Please address this. Keep up the global travel seminars as well. Specific professor is an amazing asset! Thank you for your time.
- I believe that the school, overall, has a lot to offer to their students. Professors can offer a lot to the group as a whole, but do need to be mindful that some students work full time and have very busy schedules. Consideration should be towards keeping full time students at the earlier class sessions, since then group work would then be with students who are PT and have a lot on their plate, thus leading to better understanding of expectations and schedules when completing projects. Facilities, like the Sawyer computer lab, should have longer hours so that the PT night students can utilize the rooms right before their classes. Those professors who go out of their way to help their students (I know of a few) should be celebrated. It is rare to not only find good professors, but to find those who really want to help their students succeed.
- I believe the MHA program is still in its infancy. Its lack of CAHME accreditation put a burden on my future plans to get certified and licensed in my home country. Also, some classes that were very good were only 1.5 credits and should be full semester classes. Many classes were very repetitive as well.

- I believe there needs to be more communication between schools for those students that are pursuing a dual degree program. I thought I found the perfect fit for my future career in the MPA and Masters in counseling dual degree program. To clarify, my experience in the MPA program was both eye opening and a terrific asset to my career in the non-profit sector. However, I was significantly disappointed in the lack of transparency in the CAS counseling program. I made a substantial effort to sit down with my adviser at the beginning of the counseling program and map out how to pursue that portion of my degree as a part-time student. My adviser did not understand that I was a part-time graduate student in both programs even though I provided this information upon our first meeting. He went on to advise me to take psychological diagnosis in the Spring 2013 semester when I should have taken a prerequisite class (only offered during Spring semesters which was also not clarified in our first meeting) to allow me to pursue my counseling internship in Fall 2013. This oversight caused my timetable to be pushed back one year and inevitably made me make the decision to withdraw from the counseling program due to the extent of the post-graduate work that was also required for my licensure (also not explained to me during the two Suffolk University Graduate open houses I attended). In summary, it would be in the best interest of the university and prospective students to have representatives for both schools at the open house events and properly explain what is required to pursue each degree program and what is required after graduating the program if further schooling is required. It may also be to a future student's advantage to have each dual degree program have a liaison between schools to keep track of students who pursue dual degrees so they don't fall through the cracks as I feel that I did. Thank you.
- I came to Suffolk to work with a specific faculty member who I am very happy with. My department was supportive and helpful. The school as a whole was less helpful; the administration's decision to weaken and ultimately close my program made life difficult (especially for those students who entered after me) and was ill advised.
- I did like attending Suffolk University and believe the professors who really cared about the students and making connections with them were the best part of the program. Specific professors made this experience very worth while. They cared about connecting course content to real life applications as well as took time to get to know students and took an interest in their lives.
- I did my undergraduate degree at Suffolk, too, and I really love the university. It's been my home since 2008, but I was really disappointed with the program overall. I didn't think that the program really did the field of Higher Education justice, and I wish that it was two years (although having a year and a half does save tuition money). I think that the program needs to be restructured and that the required courses need to be changed - it should be a requirement for all students to take College Student Development Theory in order to be successful in the field. Overall, I think it is a good program, it just needs some work.
- I do like most of professors in the university. But some of them are far behind the average and it is a common sense among my classmates. We expressed our opinions in the evaluations and cannot get any responses about that.

- I don't think that a MBA degree at Suffolk will enhance my career a little bit because there is no reputation outside Boston. But I learned a lot at Suffolk, especially how to work with team mates who have different background. I appreciate people who I have met here.
- I enjoyed my Suffolk experience. As a commuter student I wish that there were more events and programs targets at us (i.e. not events in the middle of the day when it is difficult for us to arrive on campus). I truly enjoyed the networking socials and found that they were a great way to meet other students.
- I feel like the only reason I had a good experience here at Suffolk was due to my own intellectual abilities and personal drive. There are a few good professors whom show that they truly care about their students, but overall there is too much focus on quantity of courses and how many students you can cram into each classroom, rather than the qualitative experience. I attended business school prior to NESAD and it was of the same nature, but better equipped to deal with high numbers of students and the course offerings were more thoroughly detailed and thoughtfully prepared for. Professors need to keep up with technology and current "goings-on" in the world. It is not fair to students whom are paying a lot of money to attend classes, only to find out that they are better equipped to teach the class than the professor. It is important that professors attend seminars and allow time in their schedule to stay up to date on current products and design trends in the marketplace. If you are teaching a sustainable design studio, be sure that it is sustainable. Otherwise do not advertise it as such, that is false advertising. You cannot solicit students to take courses pertaining to different subjects and then once the students are present not follow through on what you said was offered in the course. It truly makes students feel like they are wasting their (or the government's!) money. You are not running a BUSINESS when you are running an educational facility. Your sole purpose is to educate students, not increase enrollment and thereby, profits. I understand that this is America, but if you want your school to be highly reputable, I would be more careful and thoughtful when accepting applicants into the program. It is insulting to hard working, intelligent and thoughtful students when they are in classes with students whose intellectual abilities (ie. ability to retain knowledge and think critically) are not at the level of advancement that a graduate program should require.
- I feel that I received a good education. I definitely learned more than I expected to. I wish the program had more networking events that encouraged the part-time grad students to attend. These part-time grad students work in the Boston area and provide a great source for networking. Due to the high amount of international students in the program, the opportunities to network among full-time students are more limited. The location of the university is ideal and unique. I had a bad experience with a tenured finance professor. Through reading reviews, and talking with students both past and present apparently I am not alone.

- I felt that the Group Projects were a very unfair aspect of this school. Professors selected team members, however, with every group project, I did all of the work. My classmates did not do anything, and I was forced to do entire projects by myself throughout the year. Even when you talk to professors about this group aspect, nothing was done, and it was simply unfair. This was with about every group I have had throughout the year, not just in one class. Also, I think the Sawyer Library is crowded, loud, and too small for the magnitude of students that attend this school. It is nearly impossible to get work done as it is so loud (even in the quiet floor). At times, it is nearly impossible to find a seat. I think the Graduate Lounge on 4th floor Sawyer needs improvement. It is very small, and recently, they have gotten rid of the tables. Now, there is no place to work, and one cannot go to that room to study.
- I got much more out of my undergraduate experience from Suffolk.
- I had a fantastic experience at Suffolk. Both the faculty and students were great. I learned a lot and immensely improved my professional skills. My big complaint is that there were not enough networking events. I did not feel the bond with fellow classmates that my other friends (who attended different MBA programs) felt. I wish there were more opportunities to create professional relationships.
- I had a wonderful experience in the School Counseling program!! It is sad to see this program go.
- I had an excellent experience in my degree program, the faculty is superb, the diversity of the student body was extraordinary and the global perspective invaluable. The University's lack of focus on career services is a real problem for students. Suffolk needs to build strong relationships with businesses and alumni. Had I known the lack of support I would receive from career services, I would have chosen another University.
- I have enjoyed being both an undergraduate and graduate student at Suffolk. Leaving this time is bittersweet considering it is my last time ever coming to campus.

- I love Suffolk and really enjoyed my time here. I'd suggest informing graduate students a little more during orientation about how things operate (cards, lockers, graduate lounges etc). I would have also really liked to have known what student clubs were available to join at the graduate level when I first arrived. These clubs provided great networking and helped me to make friends here on campus (especially because I'm not from here and am a full time student). I would not have repeated the MBA/Health concentration. The MBA section was great, and it contributed greatly to my learning. However, the Health part severely lacked in helping me to grow. As an MBA/H student I had to formally submit a request to me added to the Healthcare emails and BlackBoard group. Had I been added to this at the start, I would have known when to sign up for an internship and what classes I should be taking. Furthermore, when other students and myself asked the chair for assistance, we were told to ask specific professor as we are MBA students and ultimately not his concern (his main concern is the MHA program, as he has told us). SO, who do the MBA/H students turn to for guidance? While a few of the Health professors and adjuncts are very good and always helpful, I was disappointed with the lack of interest in my program and the lack of guidance. Lastly, as an MBA/H student I would have loved to have learned what opportunities in the work force there are for me. The MHA program pushes for Hospital careers and that is their only connection. Why don't they have connections with pharma companies, ACO's, senior care facilities etc?
- I love Suffolk University and am incredibly grateful for the education I have received while in graduate school. I am privileged to continue my education at Suffolk next year for an additional graduate degree.
- I loved my experience at Suffolk. As much as I enjoyed my CAS classes I realized I enjoyed the Business school just as much. I do wish CAS offered a better variety. Also better planning needs to be done to make sure classes are offered at least once a year. I had a few classmates who had problems getting requirement courses because they weren't offered for Fall or Spring semester.
- I really enjoyed some of my professors and their teaching methods. I loved being able to take various electives that interested me. I also loved the diversity of my classmates. Some items that would have drastically improved my experience are: the guest speakers and opportunities for professional photos, interview practices, etc were all during the day. None of these were really available for evening students. Also, my advisor was very responsive to me questions, but never proactive about providing information or offerings. Finally, the state of the Sawyer Building is terrible compared to the other buildings and classrooms. Its crazy considering the amount of tuition that is paid that the classrooms could look so run down.
- I started in the executive program and finished on my own. There was no follow up after I had to withdraw from the executive program for health reasons. If I had not been motivated to finish on my own it would have been easy to never finish. I connected with specific professors and they helped me through the remainder of my degree requirements. I truly appreciate their dedication to the students.
- I started the program with a goal of growing my core capabilities and I have grown more than my expectations. I was fortunate to start the program with specific professor in the north campus. Suffolk is fortunate to have her in their employ. I preferred the atmosphere of Merrimack College over the new north campus.

- I strongly suggest the career service be improved and enhanced to a great extent. It is the most dissatisfied thing I experienced at Suffolk.
- I think overall, Suffolk is a good school. But there are still some professors not having enough professional knowledge. I hope the future accounting program can have more courses focus even closer to CPA exam.
- I think the Integrated Marketing Communication program needs more challenging required courses. Courses such as New Media and New Markets, and Social Media were far too easy for the graduate level, and I did not learn much new material from them. I also think there need to be more courses available, especially the elective courses in the SBS, which I found the most valuable.
- I understand that the school is in downtown Boston but the price is considerably higher than other graduate programs. My work started to pay for the school and when they decided they were not going to pay for employees anymore it would have been more work for me to transfer and start over. If I had known that my work would no longer pay for the program I would have gone to a school that was half the cost.
- I was hoping to have a better experience and support from the faculty. I was put in different unprofessional situations.
- I will remember this experience for the rest of my life. It was not easy, it was challenging, but I enjoyed it so much. I like the person I am today because of this challenging experience. Thank you!
- I wish Suffolk can improve its ranking both in US and international. I love Suffolk!
- I wish there were more about crime in my program. More police agency activities would have been very useful. Felt it was more about theories and ideal situations rather than real work/world experience.
- I wish there were more freedom in the GMBA course selection. I wish the core requirements had more options or alternatives. I wish that there were more events for students in terms of networking and socializing.

- I would love to be contacted in person about this. Where should I start? There is a constant feeling the Suffolk does not care or want the NESAD community. The restricted access to the facility - nights and weekends - makes it difficult for many students to complete to work on time. This is one of the few design schools in the nation that does not provide 24/7 studio access. Cost cutting measures has decreased the quality of education. With the structure of studio classes, I would only have 20 minutes of interaction with a professor weekly, but pay to be in class working alone for six hours. Increasing class size is not the answer - technology is. Providing computer labs for all of the students should not be a requirement. Once again, this is something that Suffolk is in the minority nation wide. Why not require students to have their own computers? That will eliminate the need for three IT people and will allow students to work at any hour, not needing the 24/7 access. Lastly, an Interior Architecture program should not be run by an Interior Designer. They have very different roles in the design world and their personal agendas are being pushed onto the students. I never would have come to this school if the program was advertised for what it really is, not what it is suppose to be. There are some serious problems with the management of NESAD and Suffolk's attitude. If you want this top ranking program to remain on top and to grow, you need to look to other schools and reevaluate the leadership. There are a lot of good things about this program, but unless the issues are addressed, I will have no problem telling prospective students my honest opinion. Please feel free to contact me to speak about the potential of this school and its future.
- I would recommend the school to anyone.
- I'm satisfied with the overall education/program & was given some fantastic opportunities. However, there should be improvements made to the following: 1.The waiver system. I understand that this is an incentive to attract students, but it's out of hand & not doing them any favors in the long-term. I've had students in 800-level classes who can't accurately read a financial report, do not speak in class & do not understand basic business principles either out of lack of prior coursework or lack of professional experience. You're giving these students MBAs. It's scary. 2. The communication system. I receive Suffolk e-mails every day on subjects that don't pertain to me, yet don't receive crucial ones or receive them hours before an event (ex: financial aid information, graduation information, guest speakers). It all becomes white noise & is ineffective. 3. The career services office/networking events. You basically have one person (who anyone knows of) handling this for both undergraduates & graduates. I'm not expecting to have my hand held into employment, but for a business school in downtown Boston there should be a relationship with more than just a few companies (this relates to #1 as well).
- It has been such a great experience at Suffolk University. I am well pleased to be a part of the community. It has been such a wonderful experience to meet some of my Professors who have a great experience in the field and have impacted their knowledge in me.
- It has been such a great experience at Suffolk University. I am well pleased to be a part of the community. It has been such a wonderful experience to meet some of my Professors who have a great experience in the field and have impacted their knowledge in me.
- It was a great experience for me. I cherished that experience.
- It was a great experience. Totally different from what I had earlier in my undergraduate.

- It was fun, I did my undergraduate here as well, so I know what the experience was to be expected.
- It was great to have a choice of obtaining my degree fully online. I love Suffolk's Global Seminars as I think it is a great way to learn about cultures and businesses across the world. All instructors that I had have great personal and professional experience and were willing to share all they can with their students. As I took some online classes I wish I had a better experience with Blackboard. Many times it was not working or some files have been deleted, so there were some technical difficulties that interrupted courses and class sessions.
- It's a great school I really enjoyed being part of it. I am very glad that I got the chance to do my undergrad and grad degrees at Suffolk! Very proud to be part of this community! I just love it!
- It's been a great experience and I couldn't be happier with my decision to attend Suffolk. I landed a very satisfying full-time job in my field of study before graduating, so everything has worked out as well as I could have hoped.
- It's been really great experience, the professors were really helpful and nice.
- It's great that NESAD's graduate program accepts people who are changing careers, but they need to develop a better system for helping us learn the programs and design basics before trying to teach about conceptual design.
- It's very hard to say how satisfied I am with the degree at this time because it's not yet finished. In one year, if and when I have a better job or position and the pace of my life is more normal I will know how effective the EMBA program has been.
- Level of expertise varied greatly between professors. Some classes were great, some were a flat out waste of time and money. Some professors were very unresponsive. Course load varied greatly between classes. Some classes offered 4+ hours of homework, others far less or even no out of school work. Some classes ran late every week. Other classes let out early every week. No apparent continuity of operations. This was very disappointing. Why are midterms and finals necessary in an MBA program. Found they offered little to no gauge of success or supplement to learning. Far too many foreign students allowed to enter program without command of English language. There were many, great Foreign students, however, those that were not able to communicate effectively greatly diminished my level of learning and added to a growing number of frustrations. Part time MBA advisor was marginal at best. Offered little to no advising and often missed appointments. Most professors were pretty understanding of working students regarding their schedule.
- Much has been said about promoting diversity at Suffolk University. It's just talk but no action. Even some of the professors fail to acknowledge or provide opportunity for minority students to express and/share their opinions during class discussions. This should not be the case, especially in this time and age.
- NESAD needs more support from the University - it has such amazing potential. It is nationally recognized yet barely acknowledged by Suffolk. This is lost business potential!

- No where in the Executive MBA program did we specifically learn to write a business plan! We should have had a specific hands on time do include this in one of the classes.
- Offer more challenging courses and more varied courses. When students have a "core" course waived it's not possible to register for any other classes online - you always have to call the registrar - that's ridiculous. Get on the same calendar as the Law School so JD/MBA students aren't scheduled to be in two places at once during holiday weeks. Teach Professors to stop grading for completion and instead grade for quality of content. Busy work (summarizing articles, regurgitating theories, etc.) doesn't teach anything but it gives students something silly to waste their time on as "homework" every week. Teach business writing - throughout the entire program I did not have one Professor offer constructive criticism of my writing style or ability to synthesize facts into a memo useful for someone unfamiliar with the situation. This is the most important skill employers are looking for and not a single Professor could be bothered with it. I can't say this enough: Up the academic rigor. Currently, a Suffolk MBA is something you "earn" by showing up, sitting through classes, and paying your bill on time. It offers little to no value to students other than the ability to say they have an MBA.
- Overall good experience.
- Overall, good experience, but I was only here for one year. I think Suffolk does a better job of assisting their undergrads in finding jobs before graduation than they do with their graduate students though. Often I would find out about a job fair, etc. only via email, my professors never mentioned them or gave employment advice.
- Professors and visiting faculty are really nice and cooperative. They know where to hit and how to shake student's brain. The services provided in the university (printing and all other stationary) is really good. I also appreciate the environment where all the designers work together and learn something from all fields. I truly encourage people to take one or two electives in which you will be working with some other profession major. All over I had a very unique experience at Suffolk University.
- Professors are master's of their field and are really helpful in and outside of the classroom. I had such a great experience at Suffolk, I am really disappointed that it is ending so soon.
- Requiring an enrollment of 10 people to offer a class is absolutely ridiculous when you need to account for a PhD program that can only accept 7-11 people each year. My cohort has 7 people in it, and the limited classes offered because of this "rule of 10" is compromising my education, and contributes to my telling future graduate students to specifically NOT attend Suffolk.
- Some classes were very challenging and others were not as challenging. I wish some of my professors pushed me harder to do more projects that I could apply to the "real world", in the moment it can be frustrating when you take hard classes but it benefits you more in the end.
- Some required courses are very boring and useless.

- Something needs to change. The school fees need to reflect the quality of education and not the real estate liability for having a campus in Downtown Boston.
- Somewhat satisfied because the semester that I enrolled, my program was phased out. And the second program that I was enrolled into was also phased out. I felt as though I did not have as many options for classes as I should have and felt as though I could not select the classes I wanted.
- Specific professor is awesome!
- Specific professor leaving was a great loss to the Global MBA program. I am not sure I would have chosen it again if I was just starting out. That being said, I really hope the program improves because I want people to be as excited about it as I was when I started. Hopefully something changes.
- Suffolk gives you the opportunity to apply what you learn to real life while learning about different cultures and different career fields.
- Suffolk provided me with what I needed to graduate and feel confident about entering into my career path. A large part of the knowledge I gained, however, was self-driven. Although some classes were helpful, others seemed less structured and disorganized. The professors are knowledgeable, but the structure of the entire program needs a lot of work.
- Suffolk should be the premier business school in Boston (discounting Harvard and MIT) with an emphasis on international business. However the university does a terrible job promoting the MBA program, ironic given the high caliber of the marketing professors. Externally, by virtue of location alone, Suffolk has a huge advantage over some of the other ranked schools. But it doesn't seem like the current administration is capable of even taking simple, virtually cost-free, actions such as setting up a solid LinkedIn presence or encouraging students to take part in area events such as international conferences hosted by Harvard Business School. Internally Suffolk does a very poor job differentiating its graduate programs from that of the undergraduate, which is mind boggling given how much the graduate business program has going for it. Perhaps most frustrating is the very poor communication from the Dean's office. Even when there is a good networking event hosted by Suffolk the announcement is usually so poorly conveyed (Suffolk email) and timed (day before in some cases) that attendance is subpar. Why not use MySuffolk and LinkedIn? On the positive side I was able to meet a number of students from around the world and foster life long connections. Also the wide variety of electives were of great quality (with one or two exceptions).
- Suffolk University is such a great university. Thanks for this great opportunity; I truly obtained substantial of information in my (OLD) Program. Unfortunately, this program is soon ending... Thank You.

- Suffolk was a perfect fit for me at this point in my life. The location, flexibility, culture, and offerings were exactly the mix I needed while I worked a full time job. I was able to see a transformation in Suffolk from when I started in 2010, mostly for the good. Some of the faculty I encountered at Suffolk are A+, are inspiring, and really care about student learning. There were a few I encountered that picked the wrong profession. In one case I brought the issue to the Dean and a solution was proposed, making good out of a disappointing experience. I had the opportunity to use both the North campus as well as Boston. While they are very different in some ways, the flexibility they offered helped me greatly. Suffolk should consider how it can expand the North campus. Living on the North shore, there is opportunity here to gain a stronger recognition among potential MBA candidates.
- Thank you!
- Thanks for giving me excellent education. Great time and opportunities. Great professors.
- The brand equity is appalling and the curriculum needs an overhaul--less academic groupthink and more practical group application. Maybe Suffolk should only offer a part-time, commuter MBA program because in terms of what it brings to someone changing pathways and looking to be enveloped by a full-time experience, it is fairly disorganized, unimpressive, and unable to deliver what it should. I wasn't looking to increase my listening or reading comprehension; I wanted to gain a business/marketing skill set that I could then leverage, along with my MFA, to gain employment. I'm basically making the same argument to interviewers as I did two years ago. The Boston market is way too competitive for Suffolk. Either man up or give up because the brand is hurting.
- The degree to which the Office of the Dean and the new president literally lied to the students in the economics PhD program regarding the status of the program, the closure of the program and the commitment of resources to the program is astonishing. After clearly deciding to close the program students were still admitted to the program. About half of the faculty were let go from the department, via denial of tenure, and none were replaced. Students had to be taught my unqualified part time faculty and there were no resources left in terms of faculty to advise dissertations. It is hard to believe that a university could do so much to abandon its graduate students. My experience at Suffolk was characterized by a complete breach of trust and implicit breach commitment by the administration.
- The experience at Suffolk was great; however, my program was eliminated which was very disappointing as it limited the types of courses I could take and forced me to double up on classes to get through the program before it was eliminated. Very unfortunate.
- The facilities in the Sawyer building were horrific. Most of my classes were in windowless classrooms with too many students squished in. Some of my electives had undergraduates in. In many instances, severe language barriers stood in the way of my learning from class interactions. Some faculty, especially for electives were subpar.
- The Global Travel Seminar and the Capstone Course (MBA 800) both with specific professor, and also MBA 780 with specific professor are the best courses I have EVER been a part of.

- The GMBA program is a great asset to Suffolk. It was the reason why I choose Suffolk to pursue my MBA. The education you receive in this program is very transferable to people in global positions. I will highly recommend the Global MBA to anyone seeking higher education looking work in the international Global marketplace. Thanks for the great adventure!
- The interior design program at NESAD is rapidly degrading. I value my education there immensely but am not certain I would want to hire a NESAD grad 5 years from now. The increasing class sizes, over-extended faculty, excessive amount of weak students admitted to the program, and lack of professionalism among faculty (thesis reviews running late, lack of external critics invited to reviews, lack of basic communication skills on the part of certain faculty members) are all extremely problematic. The lack of connection of the faculty to the Boston design community is also palpable and frustrating. Recommended: new chairperson. Hire 1-2 new FT faculty to replace those who have departed. Stricter admissions standards. rehaul of the thesis sequence. Increase thesis research and studio to 6 credits each to ease burden on international students who are required to carry 12 credits. Increase standards for professionalism among faculty. Suffolk needs to decide whether it is going to continue to starve NESAD and this formerly top-ranked program of oxygen or let it thrive. It is not on a good trajectory right now.
- The last two years of my life at Suffolk were with no doubt the best in my life (so far). Thank you for a great atmosphere, thank you for an amazing location and thank you for a wonderful community.
- The professors in the MPA program are fantastic. Two areas for improvement are in statistical analysis and the ability to calculate statistics w/o spss and outside the MPA program, the writing lab should allow graduate more time with writing instructors.
- The program is not very well organized since students are not provided with an introductory class which could prepare them for the demanding classes in Finance. Also they should consider the pressure group projects put on students (many students pass the class on their team members work). I personally understand the concept and the need for students to work in a group in order to prepare for real life work, however, sometimes I had to work 3 times harder because my team members did not do their job. When they did, I always had to take additional time to verify if they have plagiarized. (many send they work as a copy & paste of web pages...therefore I had to do their part as well and the stress level was big). I am tired, frustrated, but happy of my development and achievements.
- There are many times during the course of my study when I was in class or doing homework at home that I thought: "This is worth every penny; I really made the right choice by choosing the GMBA." I especially appreciated the breadth and the depth of knowledge of the teaching staff in the field of marketing and communications. I wish I was more drilled in some of the professional areas I was particularly weak in -- i.e. number crunching. That said, the area of statistical analysis is perhaps the one where I grew the most. Looking back on the curriculum, I found some serious overlap in terms of content between some courses. Also, I found myself wishing that I took certain courses in reverse order -- for example I wish I had taken Mktng Research for Managers, before taking Global Marketing Consulting.

- There aren't enough resources dedicated to NESAD to make the interior design program as strong as it should be. Some teachers are great while others are ineffective. Class sizes are too big for studio classes where we depend on feedback and critiques as there isn't enough time to get around to everyone. Class availability and sequencing is limited and challenging--I wish I had taken Universal Design and 3d Vis earlier in the program rather than the last two semesters since it would have helped inform a lot of my other classes. Thesis was a great project, especially with a great advisor, but it is too long (thesis design in the fall) with the presentation extending through the break and into the first week of the spring semester. It is not only exhausting, but puts us behind in our classes in the spring. Would be better to do final presentation after construction documents are completed, then be finished with thesis entirely.
- There was one section that I did not complete (plans after graduation) as there was nothing applicable for part time graduate students.
- There wasn't a lot of opportunity to build a graduate school network, outside of joining LinkedIn groups. There also wasn't a lot of guidance provided as a new graduate student - I had to do a lot of asking around and trying to figure things out on my own. I wish there was a checklist for new graduate students to find out about applying for fellowships or when to register, get books, etc. I do appreciate how the programs recognize its students. I enjoyed my time at Suffolk, especially through the co-op position gained while studying at Suffolk as it has helped me with my career path and development. I enjoyed my professors and classes.
- This was mostly redundant compared to my undergrad experience at Stonehill College.
- When I originally considered Suffolk University I was thinking about concentrating in entrepreneurship due to all the electives offered in that area. Unfortunately once I enrolled, I realized that the list of all the electives (for several concentrations) are not offered or only rarely offered. Had I know this I probably would've gone somewhere else and it contributed to the fact that I didn't get to concentrate in the area I wanted to, and the last entrepreneurship class I wanted to take in my last semester was cancelled and I ended up taking an elective I didn't care about just so I could get my credits, which isn't something I care to do at the graduate level. There are so many adjunct professors and some don't really care about students learning. There are several classes that don't follow the same format depending on who you take. I think this is a huge problem, there should be a consistent format for all professors to follow especially for core classes (and especially because there are so many adjunct professors). It's completely unfair that my learning experience in an MBA core class is totally different than someone else's because we either covered different information or the class was set up differently. I understand there will always be some differences in how things are taught but I think the program can really benefit from a standardized curriculum.
- While I had some exceptional teachers at Suffolk, they were few and far between. Adjunct faculty generally had a tenuous grasp on their subject matter, and while they may have been professionals in their field, it didn't necessarily make them good teachers, or even exceptional enough in their field to teach others.

- Wish that the university placed more importance and time towards bettering NESAD. The interior design program consistently ranks in the top 10 nationally, and it is very respected in the Boston community. There need to be more funds towards the facility as well as hiring more faculty.
- N/A (2)

- Appendix G - 2014 Graduate Student Exit Survey

Welcome to the Graduating Graduate Student Survey. This survey is required for picking up your commencement packet. The survey is divided into five sections and should take you about 20 minutes to complete. Thank you.

Academic Experience

1. To what extent did your Suffolk University course work enhance your skills in:

	To a Great Extent	To Some Extent	To a Little Extent	To No Extent at All	No Opinion
Writing effectively	<input type="radio"/>				
Listening comprehension	<input type="radio"/>				
Reading comprehension	<input type="radio"/>				
Public speaking	<input type="radio"/>				
Thinking analytically	<input type="radio"/>				
Critical thinking	<input type="radio"/>				
Problem Solving	<input type="radio"/>				
Mathematics	<input type="radio"/>				
Using computer technology	<input type="radio"/>				
Working in a group	<input type="radio"/>				

2. Please rate your level of satisfaction with the following with regard to REQUIRED courses.

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion
Variety of courses offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of electives offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge gained from courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of courses to your intended career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for interaction with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for interaction with teaching faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Overall, how easy or difficult were REQUIRED courses?

- Easy
- Somewhat easy
- Neither easy nor difficult
- Somewhat difficult
- Difficult

4. Please rate your satisfaction with the following as applied to ELECTIVE courses.

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion
Variety of courses offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of electives offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge gained from courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for interaction with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for interaction with teaching faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Overall, how easy or difficult were ELECTIVE courses?

- Easy
- Somewhat easy
- Neither easy nor difficult
- Somewhat difficult
- Difficult

6. How successful do you feel you were at:

	Successful	Somewhat Successful	Neither Successful nor Unsuccessful	Somewhat Unsuccessful	Unsuccessful	No Opinion
Meeting academic expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing your time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting to know the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. To what extent did your Suffolk University education help improve your ability to:

	To a Great Extent	To Some Extent	To a Little Extent	To No Extent at All	No Opinion
Function effectively as a member of a team	<input type="radio"/>				
Function independently without supervision	<input type="radio"/>				
Relate to people of different backgrounds	<input type="radio"/>				
Be innovative	<input type="radio"/>				
Be open to innovation from others	<input type="radio"/>				
Identify ethical issues	<input type="radio"/>				
Resolve ethical issues	<input type="radio"/>				

Faculty

8. Please indicate your level of agreement with the following about faculty in your major program.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Opinion
Set high expectations for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect diverse ways of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage active involvement in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote student-faculty interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give frequent feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create ways for you to work cooperatively with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present material with a global perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

University and Student Services

9. Please rate your satisfaction with each of the following facilities and centers:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/No Opinion
Sawyer Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NESAD Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interfaith Center/Campus Ministries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health and Wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please rate your satisfaction with each of the following offices:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/No Opinion
Financial Aid Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Accounts Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registrars Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-Campus Housing Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CIPS/Study Abroad Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CIPS/International Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean of Students Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please rate your satisfaction with each of the following Academic Success services:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/No Opinion
CLAS/Study Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLAS/Math Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLAS/English Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CLAS/Writing Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Disability Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Academic Access Opportunity (CAAO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Development Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Extracurricular and Non-Academic Experience

12. While at Suffolk University, did you participate in any of the following? Please select all that apply.

- Leadership training
- Student government
- Student clubs
- Multicultural student organization
- Intramural or recreational sport
- Suffolk intercollegiate team
- Suffolk's Organization for Uplifting Lives through Service (S.O.U.L.S.)
- Community service
- Internship program
- Work study/Fellowship
- Volunteer for a political organization/campaign; city or state government

In question 12, if "Work study/Fellowship" option is checked, question 12a is shown. Otherwise continue to 13.

12a. During your work study/fellowship experience to what extent did the department/office staff give academic support?

- To a great extent
- To some extent
- To a little extent
- To no extent at all

13. Please rate your satisfaction with the following:

	Satisfied	Somewhat Satisfied	Neither satisfied nor dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion
Campus social events & activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to participate in civic engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to participate in community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to student clubs/organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking opportunities (i.e., job fairs, meet-ups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Post-Graduation Plans

14. Please indicate your immediate and future plans after graduation.

	This Fall	In Five Years
	2014	In 2019
Attend graduate/professional school	<input type="checkbox"/>	<input type="checkbox"/>
Work full-time	<input type="checkbox"/>	<input type="checkbox"/>
Work part-time	<input type="checkbox"/>	<input type="checkbox"/>
Participate in community service organization(s)	<input type="checkbox"/>	<input type="checkbox"/>
Serve in Armed Forces/Peace Corp	<input type="checkbox"/>	<input type="checkbox"/>
Travel	<input type="checkbox"/>	<input type="checkbox"/>
Doing volunteer work	<input type="checkbox"/>	<input type="checkbox"/>
Stay at home to be with or start a family	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>

If in Question 14, for Fall 2014, “Attend graduate/professional school” is checked, survey shows 14a.

14a. What is the name of the institution you will be attending and your field of study?

Name of institution:

State where located:

Field of Study (i.e., Law, MBA, Education):

Degree (i.e., BA, MA, PhD, MD):

If in Question 14, for Fall 2014, either “Work full-time” or “Work part-time” is checked, survey shows 14b.

14b. Have you currently accepted an employment position?

Yes

No

If in Question 14b “Yes” is checked, survey shows 14c. and 14d.

14c. Is this position relevant to your degree/major field?

Yes, directly relevant to my degree/major field

Yes, somewhat relevant to my degree/major field

No, not relevant to my degree/major field

Don't know

14d. Please let us know some basic information about your new/current employer.

Name of employer:

Industry:

Job Title:

State located:

Overall Assessment of the Suffolk Experience

15. What do you think are the three greatest strengths of your degree program?

Strength One:

Strength Two:

Strength Three:

16. What do you think are three weaknesses that need to be improved in your degree program?

Weakness One:

Weakness Two:

Weakness Three:

17. If you could do it all over again, would you still choose to enroll in your degree program?

Yes

No

Don't know

18. If you could do it all over again, would you still choose to attend Suffolk University?

Yes

No

Don't know

19. Overall, how satisfied are you with your Suffolk University education?

Very Satisfied

Somewhat Satisfied

Neither Satisfied nor Dissatisfied

Somewhat Dissatisfied

Very Dissatisfied

20. Please provide any additional comments about your experience at Suffolk University.

Contact Information

21. Please enter your preferred email address below. This will help us keep you connected to all Alumni news and events.

Preferred Email:

Thank you! Clicking on the arrow will submit your survey. Congratulations on your commencement.