



**Suffolk**  
University

# 2014 Senior 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](mailto:mjenkins@suffolk.edu)*

## **Jake Deehan**

*Associate Director for Institutional Research and Assessment  
Office of Institutional Research and Assessment  
[jdeehan@suffolk.edu](mailto:jdeehan@suffolk.edu)*

## **Megan Daley**

*Research Associate for Institutional Research and Assessment  
Office of Institutional Research and Assessment  
[mdaley@suffolk.edu](mailto:mdaley@suffolk.edu)*

## **Kristin Serowik**

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

# Spring 2014 Senior Exit Survey

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## **Executive Summary – 2014 Graduating Senior Exit Survey – 926 Respondents**

### ***Academic Experience***

- Seventy-eight percent of respondents said they were “Satisfied” or “Somewhat Satisfied” with the variety of courses offered in their major.
- The majority of respondents (82%) said they were “Satisfied” or “Somewhat Satisfied” with the relevance of the courses in their major to their intended career.
- Respondents frequently said they were “Satisfied” or “Somewhat Satisfied” with the variety of courses offered NOT in their major (72%) as well as with the skills learned from courses NOT in their major (74%).

### ***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”.
- Seventy-four percent of respondents said that they “Strongly Agree” or “Agree” that the faculty gave frequent feedback.
- Seventy-three percent of respondents said that they “Strongly Agree” or “Agree” that they had sufficient access to their faculty advisor.
- Sixty-eight percent of respondents said that they “Strongly Agree” or “Agree” that their faculty advisor always cared about their academic success.

### ***University and Student Services***

- When asked about their satisfaction with the University and Student Service respondents indicated they were “Satisfied” or “Somewhat Satisfied” with Sawyer Library (84%) and the Computer Labs (74%).
- Students were also asked about their satisfaction with offices on campus
  - Sixty-eight percent indicated they were “Satisfied” or “Somewhat Satisfied” with the Registrars Office.
  - Half of respondents reported that they “Did not use or No Opinion” of the Off-Campus Housing Office (50%).

***Extracurricular and Non-Academic Experience***

- When asked if they participated in any extracurricular activities; 43% indicated that they participated in and Intramural or Recreational Sport at Suffolk, while 39% said they participated in a Work Study or Fellowship program.
- Fifty percent of respondents were “Satisfied” or “Somewhat Satisfied” with campus social events and activities, and 52% with exposure to student clubs or organizations.

***Post-Graduation Plans***

- When asked about post-graduation plans, 73% of respondents indicated that they plan to be working full-time in the fall of 2014.
  - Of those respondents, 21% said that they have already accepted an employment position with the majority indicating that the position was “Directly” or “Somewhat” relevant to their degree or major field (79%).
- Seventeen percent of undergraduate respondents indicated that they plan to attend graduate or professional school in the fall of 2013.

***Overall Assessment of Suffolk University***

- If they could do it all over again, 77% of survey would still choose to enroll in Suffolk University.
- The majority of survey respondents said they were “Very satisfied” or “Somewhat Satisfied” with their overall college experience (55%).

# 2014 Senior Exit Survey (N= 926)

## 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	44.2%	43.4%	9.4%	1.6%	1.4%	925	3.32
Listening comprehension	35.3%	48.1%	11.8%	2.8%	2.0%	923	3.18
Reading comprehension	34.4%	44.9%	15.1%	3.5%	2.1%	919	3.13
Public speaking	48.6%	34.5%	11.7%	3.7%	1.5%	924	3.3
Thinking analytically	51.6%	38.2%	6.9%	1.6%	1.7%	925	3.42
Critical thinking	52.1%	38.2%	6.2%	1.7%	1.7%	921	3.43
Problem Solving	46.7%	39.9%	9.2%	2.2%	2.0%	919	3.34
Mathematics	18.3%	31.3%	29.5%	15.9%	5.0%	923	2.55
Using computer technology	28.8%	33.6%	23.3%	10.7%	3.6%	919	2.84
Working in a group	48.1%	33.4%	12.8%	3.5%	2.2%	919	3.29

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

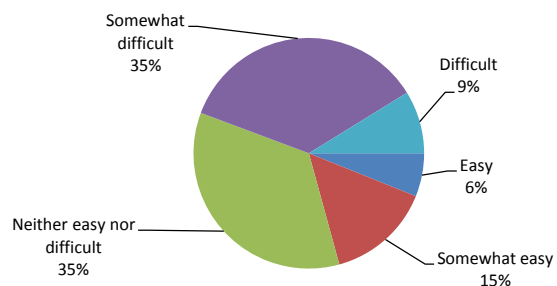
Please rate your level of satisfaction with the following with regard to courses IN YOUR MAJOR.

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	38.0%	39.8%	6.9%	9.8%	4.0%	1.4%	921	3.99
Number of electives offered	32.1%	37.6%	11.6%	12.1%	4.7%	1.8%	919	3.82
Class size	70.0%	21.0%	5.1%	1.4%	1.1%	1.4%	919	4.6
Quality of instruction	43.4%	38.7%	10.6%	5.1%	1.0%	1.2%	917	4.2
Knowledge gained from courses	49.1%	40.6%	5.1%	2.9%	1.1%	1.1%	918	4.35
Relevance of courses to your intended career	46.3%	35.4%	7.7%	5.5%	3.0%	2.0%	920	4.19
Skills learned	49.2%	38.5%	7.1%	2.7%	1.1%	1.4%	915	4.34
Opportunities for interaction with other students	51.4%	32.3%	9.5%	3.0%	1.8%	2.0%	919	4.31
Opportunities for interaction with teaching faculty	54.3%	29.8%	10.2%	3.3%	0.8%	1.6%	915	4.36

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

# 2014 Senior Exit Survey (N= 926)

Overall, how easy or difficult were courses taken in YOUR MAJOR? (N= 921)



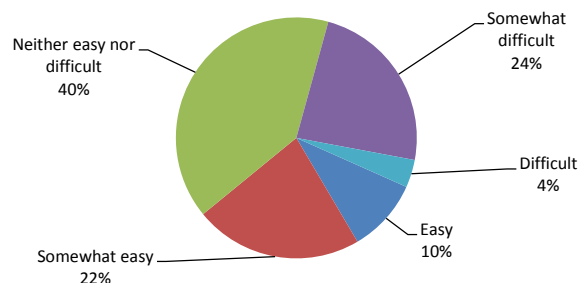
Please rate your satisfaction with the following as applied to courses NOT IN YOUR MAJOR:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	34.3%	37.9%	14.6%	5.6%	4.2%	3.4%	915	3.96
Number of electives offered	32.9%	35.5%	16.4%	6.7%	5.0%	3.5%	911	3.88
Class size	51.8%	27.2%	12.0%	3.5%	2.2%	3.3%	911	4.27
Quality of instruction	34.3%	39.9%	15.0%	5.0%	3.2%	2.6%	909	4.0
Knowledge gained from courses	36.3%	39.2%	16.2%	3.7%	2.1%	2.5%	914	4.07
Skills learned	34.6%	39.3%	17.6%	2.9%	2.5%	3.1%	916	4.04
Opportunities for interaction with other students	41.5%	33.0%	16.2%	2.5%	3.2%	3.6%	913	4.11
Opportunities for interaction with teaching faculty	38.7%	34.9%	17.2%	3.2%	2.9%	3.2%	909	4.07

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

# 2014 Senior Exit Survey (N= 926)

Overall, how easy or difficult were courses taken in your NOT IN YOUR MAJOR? (N= 913)



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	53.7%	37.4%	5.3%	1.9%	0.4%	1.2%	916	4.44
Developing effective study skills	45.0%	38.0%	10.6%	3.6%	1.1%	1.7%	916	4.24
Managing your time effectively	44.3%	36.9%	11.5%	3.7%	2.1%	1.5%	915	4.19
Getting to know the faculty	41.3%	34.6%	14.9%	5.9%	1.5%	1.8%	913	4.1

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	46.3%	40.9%	8.9%	2.0%	2.0%	921	3.34
Function independently without supervision	56.4%	33.6%	6.0%	1.8%	2.2%	919	3.48
Relate to people of different backgrounds	60.0%	30.1%	5.9%	1.9%	2.2%	917	3.52
Be innovative	46.7%	37.5%	10.2%	3.6%	2.1%	915	3.3
Be open to innovation from others	49.6%	38.1%	7.3%	2.3%	2.7%	918	3.39
Identify ethical issues	52.9%	33.7%	7.5%	2.6%	3.3%	918	3.42
Resolve ethical issues	48.1%	35.7%	9.1%	3.2%	3.9%	916	3.34

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



# 2014 Senior Exit Survey (N= 926)

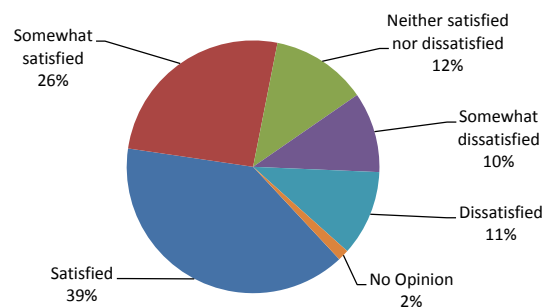
## Faculty and Academic Advising

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	37.4%	46.2%	11.6%	2.6%	1.1%	1.1%	915	4.17
Respect diverse ways of learning	38.1%	40.6%	14.1%	4.6%	1.0%	1.6%	916	4.12
Encourage active involvement in the classroom	42.8%	41.2%	11.6%	2.5%	0.9%	1.1%	916	4.24
Promote student-faculty interaction	38.6%	39.3%	15.5%	3.9%	1.2%	1.4%	916	4.12
Give frequent feedback	34.4%	39.9%	18.0%	5.0%	1.2%	1.4%	912	4.03
Create ways for you to work cooperatively with other stud	36.6%	42.0%	15.2%	3.6%	1.1%	1.5%	915	4.11
Provide opportunities for learning beyond the classroom. (	34.7%	37.8%	14.7%	8.2%	3.0%	1.6%	919	3.94
Present material with a global perspective	35.4%	40.3%	16.6%	4.6%	1.2%	1.9%	915	4.06

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

Overall, how satisfied are you with your academic advising? (N= 904)



Please indicate your level of agreement with the following about experience with your faculty adviser.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Opinion	N	Mean
Sufficient access to faculty adviser	37.3%	35.8%	15.0%	6.7%	3.6%	1.6%	916	3.98
Sufficient time with faculty adviser	36.6%	32.0%	15.7%	10.1%	4.1%	1.4%	917	3.88
Always cared about your academic success	39.0%	29.1%	17.8%	7.0%	5.2%	2.0%	918	3.91
Always cared about your welfare	37.0%	28.7%	20.2%	6.0%	5.0%	3.1%	913	3.89
Provided accurate information about registration & deadli	38.3%	30.8%	16.0%	7.1%	5.6%	2.2%	918	3.91
Provided accurate information about degree requirements	40.2%	31.1%	13.0%	7.7%	6.1%	1.9%	915	3.93
Provided guidance about post-graduation plans	30.3%	21.2%	18.9%	14.3%	11.9%	3.5%	917	3.45
Knowledge of campus policies	31.9%	28.6%	21.7%	6.3%	5.7%	5.8%	916	3.79

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

# 2014 Senior Exit Survey (N= 926)

## 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	55.0%	29.1%	5.9%	4.2%	2.2%	3.7%	915	4.36
NESAD Library	12.8%	8.3%	10.5%	1.1%	1.5%	65.7%	913	3.87
Computer Labs	42.2%	31.9%	10.5%	5.8%	2.6%	7.0%	915	4.13
Interfaith Center/Campus Ministries	13.3%	9.8%	10.5%	1.0%	1.3%	64.1%	912	3.91
Health and Wellness	29.2%	20.4%	12.8%	4.2%	3.6%	29.8%	915	3.96
Counseling Center	20.7%	12.2%	10.7%	2.3%	2.9%	51.3%	910	3.93

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	28.4%	24.9%	16.5%	5.4%	5.5%	19.3%	908	3.81
Student Accounts Office	30.1%	24.5%	17.1%	3.0%	4.9%	20.4%	905	3.9
Registrars Office	37.7%	30.7%	15.6%	5.5%	5.1%	5.3%	902	3.95
Residential Life Office	20.0%	17.4%	15.6%	3.5%	4.6%	38.9%	906	3.73
Off-Campus Housing Office	15.7%	12.8%	12.5%	3.9%	5.2%	49.8%	903	3.6
Student Activities Office	20.4%	17.2%	13.2%	1.4%	1.6%	46.3%	903	3.99
CIPS/Study Abroad Office	17.7%	11.9%	12.6%	2.8%	2.8%	52.2%	904	3.82
CIPS/International Student Services	16.7%	10.3%	11.7%	0.3%	1.8%	59.2%	905	3.98
Dean of Students Office	23.4%	18.6%	11.7%	2.2%	3.0%	41.1%	907	3.97

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:

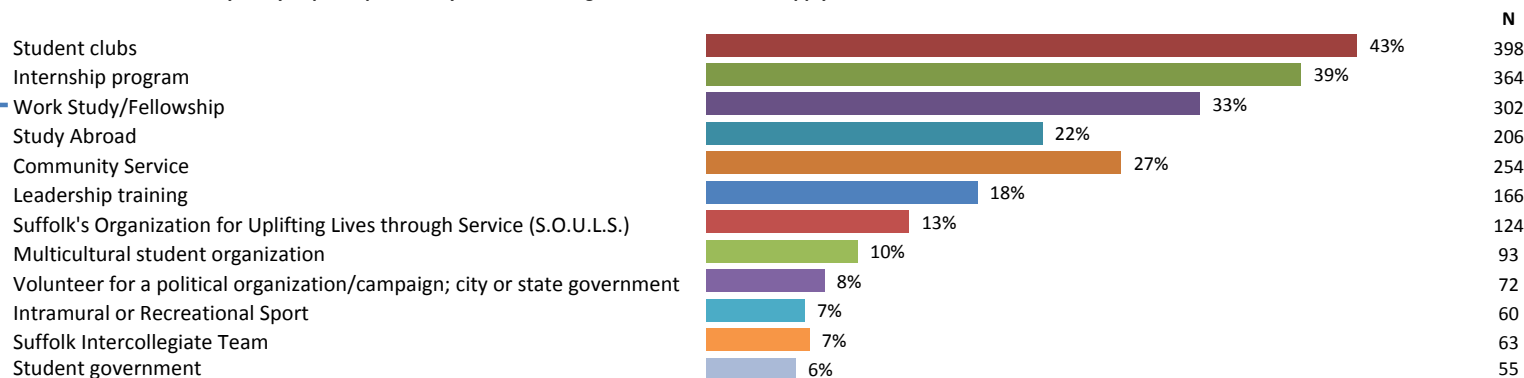
	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Office of Diversity Services	20.2%	12.3%	10.4%	0.4%	1.1%	55.5%	901	4.12
CLAS/Study Groups	17.1%	11.2%	10.1%	1.3%	0.9%	59.5%	913	4.04
CLAS/Math Tutoring	19.7%	11.4%	9.0%	1.5%	2.0%	56.5%	915	4.04
CLAS/English Tutoring	13.5%	8.3%	9.6%	1.1%	1.0%	66.6%	909	3.96
CLAS/Writing Tutoring	17.2%	9.8%	9.6%	1.4%	1.1%	60.9%	912	4.04
Office of Disability Services	12.5%	5.5%	10.9%	0.7%	1.0%	69.4%	912	3.91
Undergraduate Academic Advising Center	25.1%	16.0%	12.2%	1.2%	3.3%	42.2%	915	4.01
Center for Academic Access Opportunity (CAAO)	12.4%	6.6%	10.9%	1.1%	1.6%	67.4%	911	3.83
Career Development Center	17.5%	15.6%	12.0%	5.4%	6.8%	42.8%	912	3.55

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

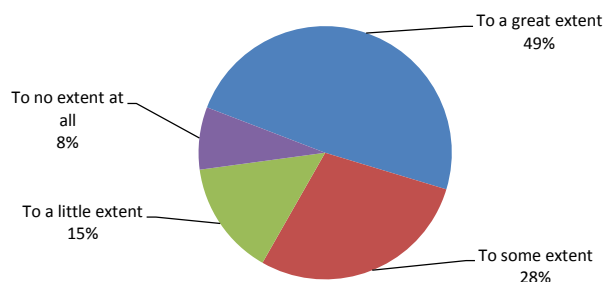
# 2014 Senior Exit Survey (N= 926)

## 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= 301)



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	25.3%	25.1%	17.4%	7.3%	6.5%	18.5%	909	3.68
Opportunities to participate in civic engagement	21.2%	17.8%	19.5%	4.0%	3.6%	34.0%	910	3.74
Opportunities to participate in community service	29.8%	20.3%	17.0%	3.4%	2.9%	26.5%	905	3.96
Exposure to student clubs/organizations	28.1%	23.8%	17.8%	6.4%	6.1%	17.9%	909	3.75
Networking opportunities (i.e., job fairs, meet-ups)	26.5%	24.0%	16.2%	9.0%	7.8%	16.5%	909	3.63

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

## 2014 Senior Exit Survey (N= 926)

### Post-Graduation Plans

Please indicate your immediate and future plans after graduation (N= 926)

	This Fall		In Five Years	
	N	%	N	%
Attend graduate/professional school	153	16.5%	451	48.7%
Work full-time	674	72.8%	298	32.2%
Work part-time	287	31.0%	56	6.0%
Participate in community service organization(s)	231	24.9%	130	14.0%
Serve in Armed Forces/Peace Corp	19	2.1%	50	5.4%
Travel	443	47.8%	353	38.1%
Doing volunteer work	273	29.5%	153	16.5%
Stay at home to be with or start a family	46	5.0%	144	15.6%
Other*	24	2.6%	8	0.9%
Not sure	115	48.7%	80	8.6%

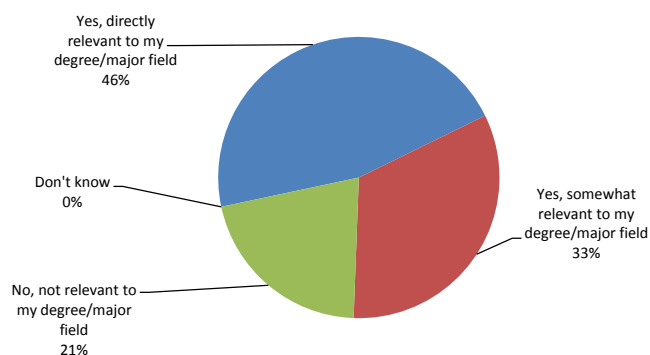
Other- See Appendix A

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= 785)

	%	N
Yes	26.1%	205
No	73.9%	580

Is this position relevant to your degree/major field? (N= 204)



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

2014 Senior Exit Survey  
(N= 926)

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

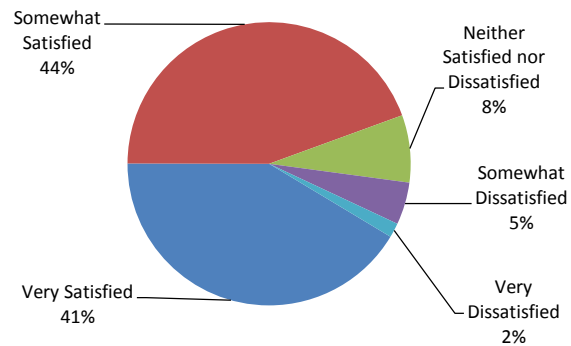
If you could do it all over again, would you still choose to enroll in your degree program? (N= 766)

	%	N
Yes	84.3%	646
No	15.7%	120

If you could do it all over again, would you still choose to attend Suffolk University? (N= 665)

	%	N
Yes	76.5%	509
No	23.5%	156

Overall, how satisfied are you with your Suffolk University education? (N= 910)



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

**2014 Senior Exit Survey**  
**-College of Arts and Sciences-**  
**(N= 572)**

**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	44.9%	43.2%	8.9%	1.4%	1.6%	572	3.34
Listening comprehension	32.3%	49.6%	11.8%	3.7%	2.6%	569	3.14
Reading comprehension	33.7%	44.5%	15.2%	3.9%	2.7%	566	3.11
Public speaking	40.8%	37.3%	14.7%	5.4%	1.8%	571	3.16
Thinking analytically	49.2%	38.7%	8.4%	1.6%	2.1%	571	3.38
Critical thinking	50.0%	39.5%	6.8%	1.8%	1.9%	570	3.4
Problem Solving	42.7%	41.6%	10.8%	2.5%	2.5%	565	3.28
Mathematics	11.2%	26.7%	34.4%	20.5%	7.2%	570	2.31
Using computer technology	22.0%	29.8%	28.0%	15.2%	4.9%	567	2.62
Working in a group	34.5%	38.4%	19.4%	4.9%	2.8%	568	3.05

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

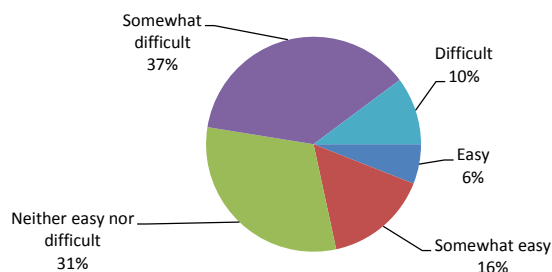
**Please rate your level of satisfaction with the following with regard to courses IN YOUR MAJOR.**

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	36.4%	37.5%	7.4%	11.4%	5.5%	1.8%	568	3.9
Number of electives offered	31.2%	35.6%	10.9%	14.1%	6.0%	2.1%	567	3.74
Class size	69.9%	20.1%	5.8%	1.4%	1.4%	1.4%	568	4.58
Quality of instruction	46.5%	34.9%	9.9%	6.2%	1.2%	1.2%	564	4.21
Knowledge gained from courses	51.6%	38.7%	4.8%	2.7%	1.2%	1.1%	566	4.38
Relevance of courses to your intended career	47.1%	31.6%	8.6%	7.1%	3.5%	2.1%	567	4.14
Skills learned	49.7%	37.3%	7.6%	2.8%	1.2%	1.2%	563	4.33
Opportunities for interaction with other students	49.9%	30.9%	11.3%	3.2%	2.3%	2.5%	567	4.26
Opportunities for interaction with teaching faculty	56.1%	26.3%	11.2%	3.9%	0.5%	2.0%	563	4.36

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

**2014 Senior Exit Survey**  
**-College of Arts and Sciences-**  
**(N= 572)**

**Overall, how easy or difficult were courses taken in YOUR MAJOR? (N= 569)**



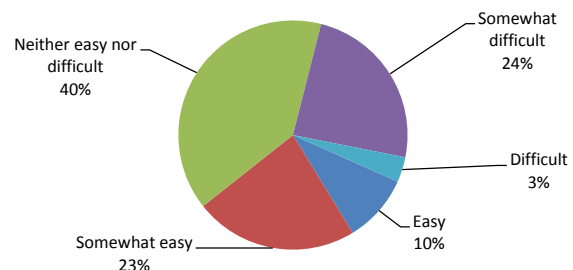
**Please rate your satisfaction with the following as applied to courses NOT IN YOUR MAJOR:**

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	34.5%	35.3%	15.5%	6.2%	4.4%	4.1%	566	3.93
Number of electives offered	33.7%	31.4%	17.1%	7.5%	5.9%	4.4%	563	3.83
Class size	50.3%	26.5%	13.1%	3.7%	2.3%	4.1%	565	4.24
Quality of instruction	33.3%	39.2%	15.8%	4.6%	3.7%	3.4%	564	3.97
Knowledge gained from courses	36.6%	36.6%	17.8%	3.5%	2.3%	3.2%	566	4.05
Skills learned	34.6%	36.7%	19.8%	2.3%	3.0%	3.7%	567	4.01
Opportunities for interaction with other students	38.6%	32.4%	17.5%	2.8%	3.9%	4.8%	566	4.04
Opportunities for interaction with teaching faculty	36.7%	33.5%	19.0%	3.4%	3.4%	4.1%	564	4.01

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

**2014 Senior Exit Survey  
-College of Arts and Sciences-  
(N= 572)**

**Overall, how easy or difficult were courses taken in your NOT IN YOUR MAJOR? (N= 563)**



**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	56.3%	34.9%	4.9%	2.1%	0.5%	1.2%	568	4.46
Developing effective study skills	44.6%	38.4%	10.1%	3.5%	1.2%	2.1%	567	4.24
Managing your time effectively	42.7%	36.5%	12.2%	4.8%	2.1%	1.8%	567	4.15
Getting to know the faculty	41.9%	33.4%	15.2%	5.5%	1.9%	2.1%	566	4.1

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	39.0%	43.8%	12.1%	2.5%	2.6%	569	3.23
Function independently without supervision	56.8%	32.5%	5.6%	2.3%	2.8%	567	3.48
Relate to people of different backgrounds	58.1%	29.2%	7.9%	1.9%	2.8%	568	3.48
Be innovative	45.6%	36.7%	10.4%	4.6%	2.7%	566	3.27
Be open to innovation from others	47.3%	38.3%	8.3%	2.6%	3.5%	567	3.35
Identify ethical issues	51.1%	31.7%	9.3%	3.5%	4.2%	567	3.36
Resolve ethical issues	44.4%	34.9%	11.1%	4.4%	5.1%	567	3.26

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



**2014 Senior Exit Survey  
-College of Arts and Sciences-  
(N= 572)**

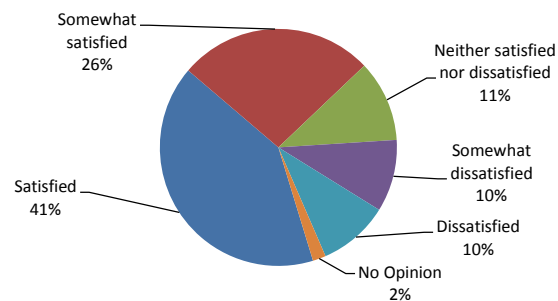
Faculty

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	39.3%	45.3%	10.3%	3.0%	1.2%	0.9%	563	4.19
Respect diverse ways of learning	39.6%	38.9%	13.8%	5.0%	1.1%	1.6%	565	4.13
Encourage active involvement in the classroom	44.0%	41.0%	10.5%	3.0%	0.7%	0.9%	564	4.26
Promote student-faculty interaction	40.2%	37.3%	15.8%	4.1%	1.2%	1.4%	565	4.13
Give frequent feedback	35.0%	40.9%	17.4%	4.3%	1.4%	1.1%	563	4.05
Create ways for you to work cooperatively with other stud	34.4%	42.2%	16.7%	3.9%	1.2%	1.6%	564	4.06
Provide opportunities for learning beyond the classroom. (	35.4%	39.2%	13.1%	8.5%	2.6%	1.2%	567	3.98
Present material with a global perspective	34.7%	38.4%	17.7%	5.8%	1.6%	1.8%	565	4.01

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

Overall, how satisfied are you with your academic advising? (N= 559)



Please indicate your level of agreement with the following about experience with your faculty adviser.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Opinion	N	Mean
Sufficient access to faculty adviser	40.3%	35.3%	14.3%	6.2%	2.5%	1.4%	566	4.06
Sufficient time with faculty adviser	39.6%	31.6%	14.7%	9.9%	3.0%	1.2%	566	3.96
Always cared about your academic success	42.3%	30.3%	14.8%	6.0%	4.9%	1.6%	567	4.01
Always cared about your welfare	41.2%	28.0%	17.0%	6.4%	4.2%	3.2%	565	3.99
Provided accurate information about registration & deadli	40.0%	32.0%	14.6%	6.3%	5.1%	1.9%	568	3.97
Provided accurate information about degree requirements	40.9%	33.2%	12.2%	6.5%	5.6%	1.6%	567	3.99
Provided guidance about post-graduation plans	31.2%	20.8%	18.8%	13.9%	11.8%	3.5%	568	3.47
Knowledge of campus policies	33.6%	27.9%	21.4%	5.8%	5.5%	5.8%	566	3.83

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

**2014 Senior Exit Survey**  
**-College of Arts and Sciences-**  
**(N= 572)**

**University and Student Services**

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

	<b>Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neither Satisfied nor Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Dissatisfied</b>	<b>Did not use/ No Opinion</b>	<b>Total Responses</b>	<b>Mean</b>
Sawyer Library	53.0%	28.4%	6.4%	4.6%	2.3%	5.3%	564	4.32
NESAD Library	11.0%	6.4%	7.5%	1.4%	2.0%	71.8%	564	3.82
Computer Labs	38.6%	31.2%	11.2%	7.3%	3.0%	8.8%	565	4.04
Interfaith Center/Campus Ministries	10.3%	7.8%	8.2%	1.1%	1.6%	71.0%	563	3.83
Health and Wellness	27.6%	20.5%	10.8%	5.3%	4.6%	31.2%	565	3.89
Counseling Center	21.4%	9.8%	8.7%	3.2%	3.2%	53.7%	561	3.93

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:**

	<b>Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neither Satisfied nor Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Dissatisfied</b>	<b>Did not use/ No Opinion</b>	<b>Total Responses</b>	<b>Mean</b>
Financial Aid Office	29.4%	24.0%	17.6%	7.3%	6.0%	15.7%	562	3.75
Student Accounts Office	27.5%	22.5%	17.7%	3.8%	5.2%	23.4%	560	3.83
Registrars Office	36.0%	30.1%	15.4%	7.3%	5.2%	5.9%	558	3.9
Residential Life Office	19.6%	16.8%	15.0%	4.3%	5.2%	39.1%	560	3.68
Off-Campus Housing Office	15.5%	11.1%	11.4%	4.3%	6.3%	51.4%	560	3.52
Student Activities Office	20.0%	15.9%	12.3%	1.4%	1.3%	49.0%	559	4.02
CIPS/Study Abroad Office	17.9%	10.4%	11.1%	3.4%	2.5%	54.7%	559	3.83
CIPS/International Student Services	13.2%	8.8%	9.8%	0.5%	1.4%	66.2%	559	3.94
Dean of Students Office	22.2%	19.9%	10.9%	2.8%	3.2%	40.9%	562	3.93

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:**

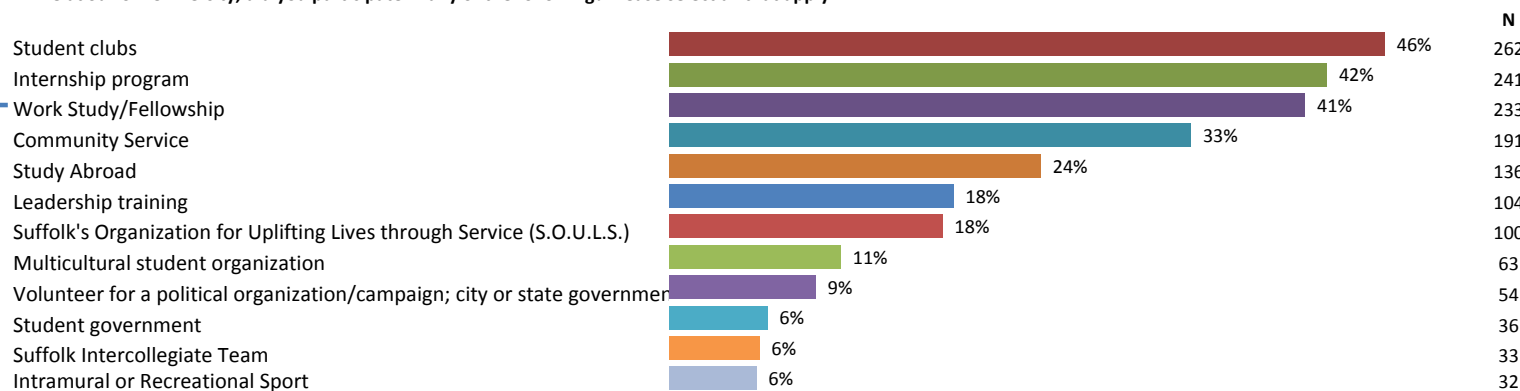
	<b>Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neither Satisfied nor Dissatisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Dissatisfied</b>	<b>Did not use/ No Opinion</b>	<b>Total Responses</b>	<b>Mean</b>
Office of Diversity Services	20.4%	11.6%	9.3%	0.4%	0.7%	57.6%	559	4.19
CLAS/Study Groups	13.9%	10.0%	7.8%	1.1%	0.9%	66.4%	562	4.04
CLAS/Math Tutoring	18.1%	9.4%	7.4%	1.2%	2.3%	61.5%	564	4.03
CLAS/English Tutoring	11.9%	6.8%	7.3%	0.5%	1.1%	72.4%	561	4.01
CLAS/Writing Tutoring	16.2%	7.7%	7.7%	1.1%	0.9%	66.5%	562	4.11
Office of Disability Services	11.2%	3.9%	8.4%	0.5%	1.2%	74.7%	561	3.92
Undergraduate Academic Advising Center	21.2%	12.2%	9.7%	0.9%	2.8%	53.1%	565	4.03
Center for Academic Access Opportunity (CAAO)	11.5%	4.1%	8.7%	1.4%	1.8%	72.5%	563	3.81
Career Development Center	17.7%	13.5%	9.8%	4.6%	5.7%	48.8%	564	3.64

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

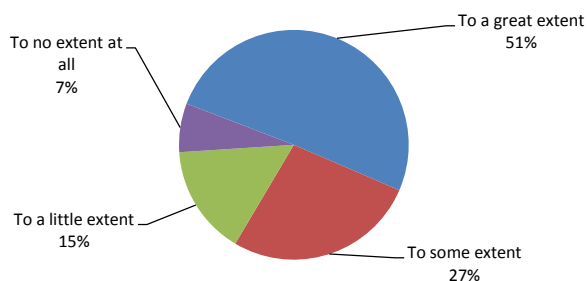
**2014 Senior Exit Survey  
-College of Arts and Sciences-  
(N= 572)**

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= 233)



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	24.6%	23.0%	17.4%	8.2%	7.7%	19.2%	562	3.6
Opportunities to participate in civic engagement	22.2%	16.5%	18.3%	4.8%	3.6%	34.5%	562	3.75
Opportunities to participate in community service	33.1%	20.2%	15.9%	3.6%	2.3%	24.9%	559	4.04
Exposure to student clubs/organizations	28.9%	23.0%	16.6%	7.3%	6.4%	17.8%	561	3.74
Networking opportunities (i.e., job fairs, meet-ups)	23.6%	20.7%	16.6%	10.0%	8.9%	20.2%	560	3.5

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

**2014 Senior Exit Survey  
-College of Arts and Sciences-  
(N= 572)**

Post-Graduation Plans

Please indicate your immediate and future plans after graduation (N= 573)

	This Fall		In Five Years	
	N	%	N	%
Attend graduate/professional school	93	16.3%	277	48.4%
Work full-time	400	69.9%	187	32.7%
Work part-time	191	33.4%	42	7.3%
Participate in community service organization(s)	158	27.6%	79	13.8%
Serve in Armed Forces/Peace Corp	15	2.6%	28	4.9%
Travel	278	48.6%	230	40.2%
Doing volunteer work	189	33.0%	94	16.4%
Stay at home to be with or start a family	27	4.7%	89	15.6%
Other*	15	2.6%	4	0.7%
Not sure	85	14.9%	55	9.6%

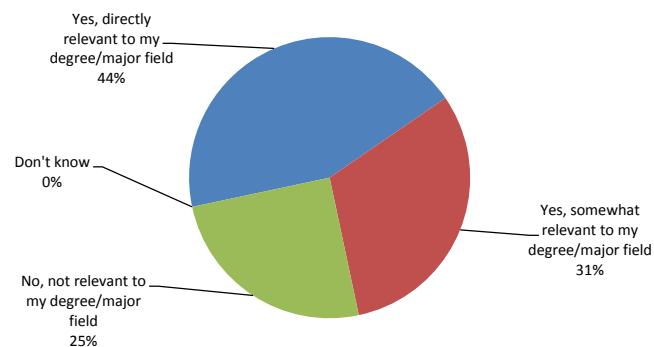
Other- See Appendix A

→ 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= 478)

	%	N
Yes	23.4%	112
No	76.6%	366

← Is this position relevant to your degree/major field? (N= 112)



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

**2014 Senior Exit Survey  
-College of Arts and Sciences-  
(N= 572)**

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

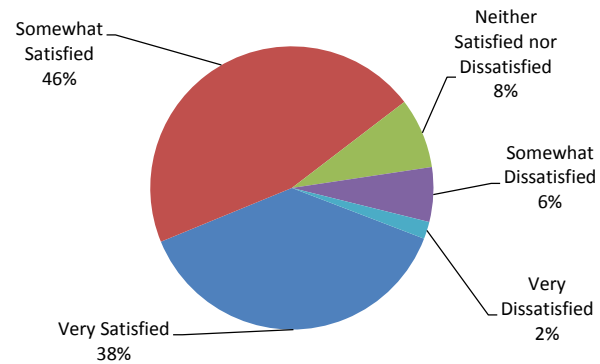
If you could do it all over again, would you still choose to enroll in your degree program? (N= 476)

	%	N
Yes	82.6%	393
No	17.4%	83

If you could do it all over again, would you still choose to attend Suffolk University? (N= 404)

	%	N
Yes	71.5%	289
No	28.5%	115

Overall, how satisfied are you with your Suffolk University education? (N= 561)



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

**2014 Senior Exit Survey  
-Sawyer Business School-  
(N= 352)**

**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	43.3%	43.9%	10.0%	2.0%	0.9%	351	3.3
Listening comprehension	40.3%	45.7%	11.9%	1.4%	0.6%	352	3.26
Reading comprehension	35.6%	45.6%	15.1%	2.8%	0.9%	351	3.15
Public speaking	61.3%	30.2%	6.8%	0.9%	0.9%	351	3.53
Thinking analytically	55.7%	37.5%	4.3%	1.7%	0.9%	352	3.48
Critical thinking	55.9%	36.1%	5.2%	1.7%	1.1%	349	3.48
Problem Solving	53.4%	37.5%	6.5%	1.7%	0.9%	352	3.44
Mathematics	29.9%	39.0%	21.7%	8.3%	1.1%	351	2.92
Using computer technology	40.0%	40.0%	15.7%	3.1%	1.1%	350	3.18
Working in a group	70.2%	25.5%	2.3%	1.1%	0.9%	349	3.66

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

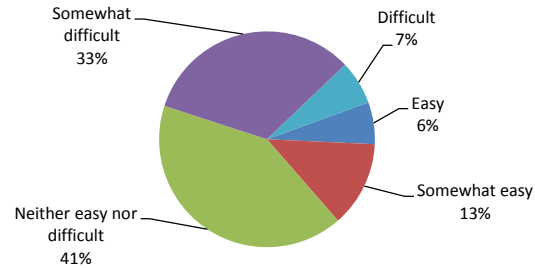
**Please rate your level of satisfaction with the following with regard to courses IN YOUR MAJOR.**

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	40.7%	43.9%	6.0%	7.1%	1.7%	0.6%	351	4.15
Number of electives offered	33.7%	41.1%	12.6%	8.9%	2.6%	1.1%	350	3.96
Class size	70.5%	22.3%	4.0%	1.4%	0.6%	1.1%	349	4.63
Quality of instruction	38.7%	44.7%	11.7%	3.4%	0.6%	0.9%	351	4.19
Knowledge gained from courses	45.4%	44.0%	5.4%	3.4%	0.9%	0.9%	350	4.31
Relevance of courses to your intended career	45.3%	41.9%	6.0%	3.1%	2.3%	1.4%	351	4.27
Skills learned	48.6%	40.3%	6.3%	2.6%	0.9%	1.4%	350	4.35
Opportunities for interaction with other students	54.0%	34.6%	6.6%	2.9%	1.1%	0.9%	350	4.39
Opportunities for interaction with teaching faculty	51.7%	35.4%	8.6%	2.3%	1.1%	0.9%	350	4.35

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

**2014 Senior Exit Survey  
-Sawyer Business School-  
(N= 352)**

**Overall, how easy or difficult were courses taken in YOUR MAJOR? (N= 350)**



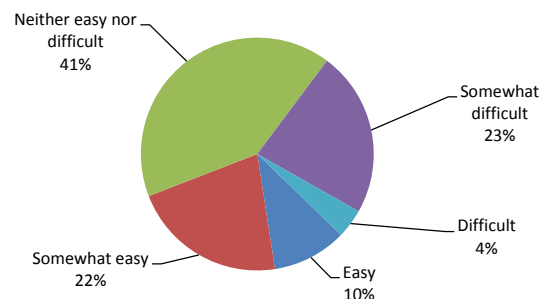
**Please rate your satisfaction with the following as applied to courses NOT IN YOUR MAJOR:**

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	34.3%	42.1%	13.3%	4.6%	3.7%	2.0%	347	4.01
Number of electives offered	31.8%	42.2%	15.0%	5.5%	3.8%	1.7%	346	3.94
Class size	54.7%	28.2%	10.2%	3.2%	2.0%	1.7%	344	4.33
Quality of instruction	36.2%	41.4%	13.4%	5.5%	2.3%	1.2%	343	4.05
Knowledge gained from courses	36.1%	43.4%	13.6%	4.0%	1.7%	1.2%	346	4.09
Skills learned	34.9%	43.5%	14.1%	4.0%	1.7%	1.7%	347	4.08
Opportunities for interaction with other students	46.5%	33.8%	14.2%	2.0%	2.0%	1.4%	346	4.23
Opportunities for interaction with teaching faculty	42.3%	37.0%	14.3%	2.9%	2.0%	1.5%	343	4.16

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

**2014 Senior Exit Survey  
-Sawyer Business School-  
(N= 352)**

**Overall, how easy or difficult were courses taken in your NOT IN YOUR MAJOR? (N= 348)**



**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	49.7%	41.6%	6.1%	1.4%	0.3%	0.9%	346	4.4
Developing effective study skills	45.8%	37.2%	11.5%	3.7%	0.9%	0.9%	347	4.24
Managing your time effectively	47.1%	37.6%	10.4%	2.0%	2.0%	0.9%	346	4.27
Getting to know the faculty	40.6%	36.5%	14.5%	6.7%	0.9%	0.9%	345	4.1

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	58.3%	36.6%	3.4%	1.1%	0.6%	350	3.53
Function independently without supervision	56.0%	35.7%	6.3%	1.1%	0.9%	350	3.48
Relate to people of different backgrounds	63.4%	31.4%	2.6%	1.7%	0.9%	347	3.58
Be innovative	48.7%	38.6%	9.8%	2.0%	0.9%	347	3.35
Be open to innovation from others	53.6%	37.8%	5.7%	1.7%	1.1%	349	3.45
Identify ethical issues	56.2%	37.0%	4.3%	1.1%	1.4%	349	3.5
Resolve ethical issues	54.5%	37.2%	5.5%	1.2%	1.7%	347	3.48

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



**2014 Senior Exit Survey  
-Sawyer Business School-  
(N= 352)**

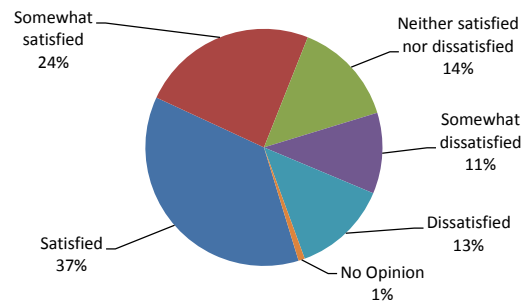
Faculty

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	34.6%	47.7%	13.7%	2.0%	0.9%	1.1%	350	4.14
Respect diverse ways of learning	35.8%	43.3%	14.6%	4.0%	0.9%	1.4%	349	4.11
Encourage active involvement in the classroom	41.1%	41.4%	13.4%	1.7%	1.1%	1.1%	350	4.21
Promote student-faculty interaction	36.4%	42.7%	14.9%	3.7%	1.1%	1.1%	349	4.11
Give frequent feedback	33.7%	38.6%	18.7%	6.3%	0.9%	1.7%	347	4.0
Create ways for you to work cooperatively with other stud	40.4%	41.5%	12.9%	3.2%	0.9%	1.1%	349	4.19
Provide opportunities for learning beyond the classroom. (	33.7%	35.7%	17.1%	7.7%	3.7%	2.0%	350	3.9
Present material with a global perspective	36.8%	43.4%	14.9%	2.6%	0.6%	1.7%	348	4.15

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

Overall, how satisfied are you with your academic advising? (N= 344)



Please indicate your level of agreement with the following about experience with your faculty adviser.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Opinion	N	Mean
Sufficient access to faculty adviser	32.8%	36.5%	16.1%	7.5%	5.5%	1.7%	348	3.85
Sufficient time with faculty adviser	32.1%	32.4%	17.5%	10.6%	6.0%	1.4%	349	3.75
Always cared about your academic success	33.8%	27.2%	22.3%	8.6%	5.7%	2.3%	349	3.77
Always cared about your welfare	30.3%	30.1%	25.1%	5.5%	6.4%	2.6%	346	3.74
Provided accurate information about registration & deadli	35.9%	28.7%	18.4%	8.3%	6.3%	2.3%	348	3.81
Provided accurate information about degree requirements	39.3%	27.7%	14.5%	9.5%	6.9%	2.0%	346	3.85
Provided guidance about post-graduation plans	29.1%	21.6%	19.0%	15.0%	12.1%	3.2%	347	3.42
Knowledge of campus policies	29.3%	29.9%	22.1%	7.2%	6.0%	5.5%	348	3.73

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

**2014 Senior Exit Survey  
-Sawyer Business School-  
(N= 352)**

**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	58.2%	30.4%	5.2%	3.4%	2.0%	0.9%	349	4.4
NESAD Library	15.8%	11.5%	15.5%	0.3%	0.9%	56.0%	348	3.93
Computer Labs	48.3%	33.0%	9.5%	3.4%	2.0%	3.7%	348	4.27
Interfaith Center/Campus Ministries	18.2%	12.7%	14.4%	0.9%	0.9%	53.0%	347	3.99
Health and Wellness	31.9%	20.4%	15.8%	2.3%	2.0%	27.6%	348	4.08
Counseling Center	19.6%	16.1%	13.5%	0.9%	2.3%	47.6%	347	3.95

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	26.7%	26.5%	14.8%	2.3%	4.7%	25.0%	344	3.91
Student Accounts Office	34.1%	28.0%	16.3%	1.7%	4.4%	15.5%	343	4.01
Registrars Office	40.4%	31.9%	16.1%	2.6%	5.0%	4.1%	342	4.04
Residential Life Office	20.6%	18.6%	16.6%	2.3%	3.5%	38.4%	344	3.82
Off-Campus Housing Office	16.1%	15.5%	14.4%	3.2%	3.5%	47.2%	341	3.71
Student Activities Office	21.1%	19.3%	14.3%	1.5%	2.0%	41.8%	342	3.96
CIPS/Study Abroad Office	17.5%	14.6%	14.9%	1.7%	3.2%	48.1%	343	3.8
CIPS/International Student Services	22.4%	12.8%	14.5%	0.0%	2.3%	48.0%	344	4.02
Dean of Students Office	25.4%	16.6%	12.8%	1.2%	2.6%	41.4%	343	4.04

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:

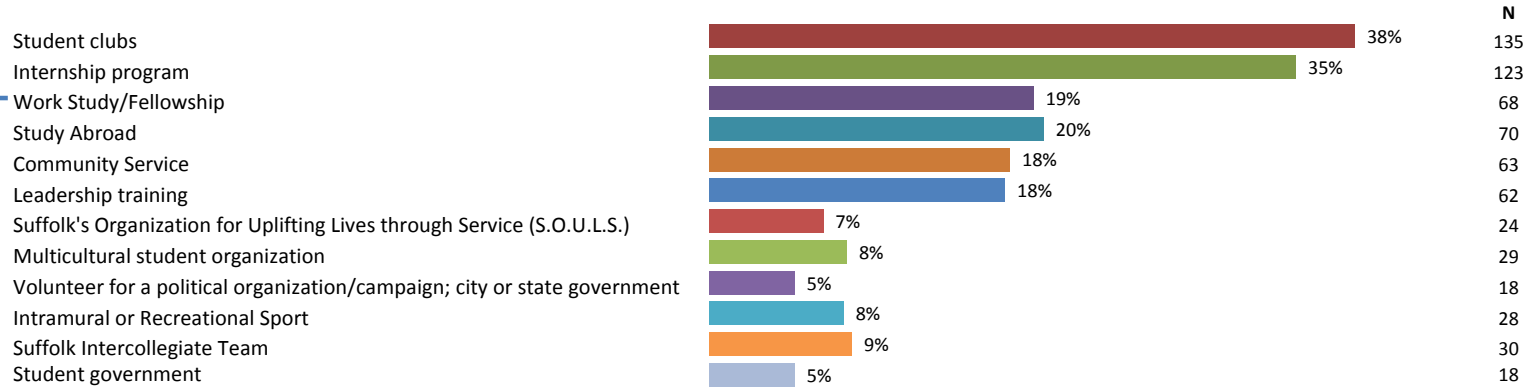
	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Office of Diversity Services	19.7%	13.5%	12.4%	0.6%	1.8%	52.1%	340	4.02
CLAS/Study Groups	22.3%	12.9%	13.8%	1.7%	0.9%	48.4%	349	4.05
CLAS/Math Tutoring	22.3%	14.6%	11.2%	2.0%	1.4%	48.4%	349	4.06
CLAS/English Tutoring	16.2%	10.7%	13.0%	2.0%	0.9%	57.2%	346	3.92
CLAS/Writing Tutoring	19.0%	12.9%	12.9%	2.0%	1.4%	51.7%	348	3.95
Office of Disability Services	14.6%	7.7%	14.9%	0.9%	0.6%	61.3%	349	3.9
Undergraduate Academic Advising Center	31.6%	22.1%	16.1%	1.7%	4.0%	24.4%	348	4.0
Center for Academic Access Opportunity (CAAO)	13.9%	10.4%	14.5%	0.6%	1.4%	59.2%	346	3.85
Career Development Center	17.3%	19.1%	15.3%	6.6%	8.7%	32.9%	346	3.44

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

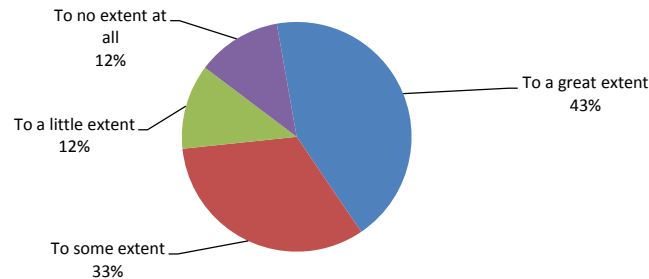
**2014 Senior Exit Survey  
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Extracurricular and Non-Academic Experience

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= 67)



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	26.7%	28.4%	17.4%	5.8%	4.6%	17.1%	345	3.8
Opportunities to participate in civic engagement	19.7%	19.7%	21.4%	2.6%	3.8%	32.9%	346	3.73
Opportunities to participate in community service	24.4%	20.6%	18.9%	3.2%	3.8%	29.1%	344	3.83
Exposure to student clubs/organizations	26.9%	24.9%	19.9%	4.9%	5.5%	17.9%	346	3.76
Networking opportunities (i.e., job fairs, meet-ups)	31.4%	29.1%	15.6%	7.5%	6.1%	10.4%	347	3.81

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

**2014 Senior Exit Survey  
-Sawyer Business School-  
(N= 352)**

Post-Graduation Plans

Please indicate your immediate and future plans after graduation (N= 352)

	This Fall		In Five Years	
	N	%	N	%
Attend graduate/professional school	60	17.0%	174	49.4%
Work full-time	273	77.6%	111	31.5%
Work part-time	95	27.0%	14	4.0%
Participate in community service organization(s)	72	20.5%	51	14.5%
Serve in Armed Forces/Peace Corp	4	1.1%	22	6.3%
Travel	164	46.6%	122	34.7%
Doing volunteer work	84	23.9%	59	16.8%
Stay at home to be with or start a family	19	5.4%	54	15.3%
Other*	9	2.6%	4	1.1%
Not sure	29	8.2%	24	6.8%

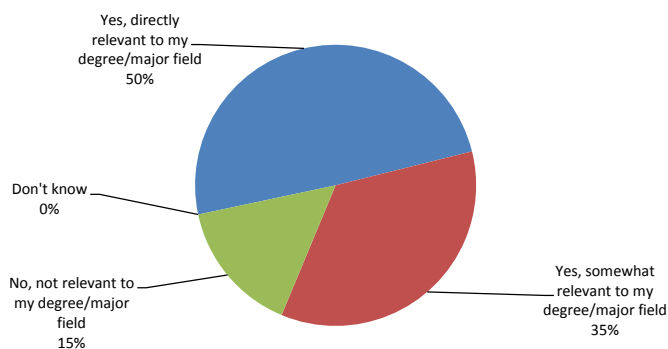
Other- See Appendix A

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= 306)

	%	N
Yes	30.1%	92
No	69.9%	214

Is this position relevant to your degree/major field? (N= 91)



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

**2014 Senior Exit Survey  
-Sawyer Business School-  
(N= 352)**

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

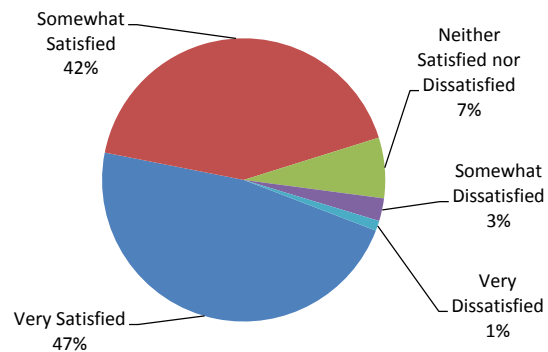
If you could do it all over again, would you still choose to enroll in your degree program? (N= 289)

	%	N
Yes	87.5%	253
No	12.5%	36

If you could do it all over again, would you still choose to attend Suffolk University? (N= 261)

	%	N
Yes	84.3%	220
No	15.7%	41

Overall, how satisfied are you with your Suffolk University education? (N= 347)



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**

- Apply to grad school (2)
- Conquer My DREAMS!
- Continue Semi-Pro Baseball
- CPA (2)
- Currently working OPT
- Fulbright scholarship
- Get Married
- Graduate summer publishing institute
- Homeless
- hopefully get a job
- I hate Suffolk
- Internship
- Internship then graduate school in the fall
- Medical School
- More classes
- No plans
- Nothing is set in stone
- Post-Bacc program
- Regretting Suffolk
- Run for office
- Starting a Business
- Study for the LSAT
- Take MCAT
- Teach For America
- Work Abroad
- Working for Americorps

## - Appendix B -

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

<b>Name of institution:</b>	<b>State where located:</b>	<b>Field of Study (i.e., Law, MBA, Education):</b>	<b>Degree (i.e., BA, MA, PhD, MD):</b>
<b>American University</b>	DC	Law	JD
<b>Ango-American University</b>	Prague	Law	MA
<b>Australian National University</b>		MBA	MA
<b>Baruch College</b>	NY	International Business	MBA
<b>Binghamton University</b>	NY	MBA	MA
<b>Boston College</b>	MA	Higher Education	MA
<b>Boston University</b>	MA	Actuarial Science	MS
<b>Boston University</b>	MA	Education	MA
<b>Boston University</b>	MA	MATH	MA
<b>Boston University</b>	MA	Project Management	MBA
<b>Brandeis University</b>	MA	Math	
<b>Brandeis University</b>	MA	MBA	MA
<b>Bridgewater State University</b>	MA	Athletic Training	MS
<b>Bridgewater State University</b>	MA	Mental Health Counseling	MEd
<b>Case Western Reserve University School of Law</b>	OH	International Law	JD
<b>Columbia University</b>	NY	Communications – Communication Practice	MS
<b>Emerson</b>	MA	Theatre Education	MA
<b>ESADE</b>	Barcelona	Management	Masters
<b>Florida International University</b>	FL	Public Health	MPH
<b>Frances Marion University</b>	SC	Education	MA
<b>Harvard University</b>	MA	Computer science	Master
<b>Keller Graduate School of Management</b>	TX	MBA Business Intelligence	Masters
<b>Lesley University</b>	MA	Education	MEd
<b>London School of Economics</b>	England	Accounting	MSc
<b>London School Of Economics</b>	London, England	Economics & Risk	MA
<b>Massachusetts School of Professional Psychology</b>	MA	Clinical Psychology	PsyD
<b>Mercer University Law School</b>	GA	Law	JD
<b>Merrimack College</b>	MA	Higher Ed	MED
<b>New England School of Art and Design at Suffolk University</b>	MA	Graphic Design	MA

<b>New England School of Art and Design at Suffolk University</b>	MA	Interior Architecture	MA
<b>New England School of Art and Design at Suffolk University</b>	MA	Interior Design	BA
<b>New England School of Law Boston</b>	MA	Law	JD (2)
<b>New School</b>	NY	Drama	MFA
<b>New York University</b>	NY	Environmental Medicine	MA
<b>New York University</b>	NY	Social Work	MSW
<b>Northeastern University</b>			
<b>Northeastern University</b>	MA	Masters Science in Finance	MA
<b>Northeastern University</b>	MA	Public Administration	MPA
<b>Penn State</b>	PA	Criminal Justice	MA
<b>possibly - University of Michigan</b>	MI	Biomedical Engineering	M.S.
<b>Rivier University</b>	NH	Mental Health Counseling	MA
<b>Shenzhen University</b>	China	Language	
<b>Simmons College</b>	MA	Archives Management and History	MS and MA (Dual-Degree)
<b>Simmons College</b>	MA	Nursing	MS
<b>Simmons College</b>	MA	Social work	MSW (2)
<b>Southern New Hampshire University</b>	NH	MBA	MA
<b>Suffolk University</b>	MA	Accounting	MSA (4)
<b>Suffolk University</b>	MA	Entrepreneurship	MBA
<b>Suffolk University</b>	MA	Finance	MSF (4)
<b>Suffolk University</b>	MA	Higher Education	Med
<b>Suffolk University</b>	MA	MBA	MBA (7)
<b>Suffolk University</b>	MA	Public Relations and Advertising	MA
<b>Suffolk University</b>	MA	Public Service/Business	MPA
<b>Suffolk University</b>	MA	Taxation	MST (6)
<b>Suffolk University Law School</b>	MA	Law	LLM
<b>Suffolk University Law School</b>	MA	Law	JD (7)
<b>Teacher's College Columbia University</b>	NY	Anthropology and Education	MA
<b>Texas Christian University</b>	TX	Physics	PhD
<b>UConn School of Law</b>	CT	Law	JD
<b>UM or FIU</b>	FL	Int. Affairs	MA or PhD
<b>UMass Boston</b>	MA	American Studies	Masters
<b>UMass Boston</b>	MA	Computer Science	BA
<b>UMass Boston</b>	MA	Teaching	MA



<b>UMass Dartmouth</b>	MA	Law	JD
<b>UMass Lowell</b>	MA	Law	JD
<b>Undecided</b>	Undecided	Journalism School	MA or MS
<b>Undecided</b>	Undecided	Law	JD (2)
<b>United Nations University</b>	Tokyo	Sustainability	MS
<b>University of Maryland</b>	MD	MBA	MA
<b>University of Massachusetts</b>	MA	Criminal Justice	MA
<b>University of Miami</b>	FL	Business	BA
<b>University of New Hampshire</b>	NH	Writing	MFA
<b>University of Rhode Island</b>	RI	Experimental Psychology	PhD
<b>University of York</b>	United Kingdom	Forensic Psychology	MA
<b>Vermont College of Fine Arts</b>	VT	Poetry – MFA in creative writing	MFA
<b>Washington University in St. Louis</b>	MO	MS in Accounting	MS
<b>New England School of Law</b>	MA	Law	JD
			BA
	MA	Counseling	MA
	MA	Law	JD (2)
		MBA	MA

## -Appendix C-

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

Name of employer	Industry	Job Title	Where located
<b>Accenture</b>	Management Consulting	Business Analyst	DC
<b>AMC Theatres</b>	Assembly Row 12	Film Crew	MA
<b>American Tower</b>	Telecommunications	Staff Accountant	FL
<b>Aquidneck Legal Center</b>	Firm	Paralegal	RI
<b>Atrium</b>	Staffing	Staffing Consultant	MA
<b>Ayantek</b>	Digital Market	Solutions Analyst	MA
<b>Banco Santa Cruz</b>	Banking & Financial Services	Management Electronic Products Department	Dominican Republic
<b>Blue Man Group</b>	Theatre Arts	Assistant House Manager	MA
<b>Boston College</b>	Higher Education	Grad Staff Assistant	MA
<b>Boston Community Collaborative</b>	Arts Education	Lead Dance Instructor	MA
<b>Boston School Of Modern Languages</b>	Education	Student Support Specialist	MA
<b>Boston Tea Party Ships &amp; Museum</b>	Museum/Education	Actor	MA
<b>Boston Tea Party Ships and Museum</b>	Museum	Actor/ Tour Guide	MA
<b>Boston Uncharted</b>	Advertising	President	MA
<b>Brigham and Women's Hospital</b>		Neurology Medical Assistant	Boston, MA
<b>Brigham and Women's Hospital</b>	Medical - Radiation Oncology	Radiation therapist Clinical Assistant	MA
<b>Brightcove</b>	SSAS Technology	CSR Team Lead	MA
<b>Buker Hill Community College</b>		Clerk V	MA
<b>Cantella</b>	Finance	Marketing Assistant	MA
<b>Captiva Containers</b>	Manufacturing	Management Director	FL
<b>Carl Amino</b>	Education	Program Manager	MA
<b>Cbiz Tofias</b>	Audit and Assurance	Junior Audit Associate	MA
<b>CBRE</b>	Global Corporate Services	Contract - Operations Administrator	MA
<b>CBT Architects</b>	Interior Design	Junior Designer	MA
<b>Center for Autism and Related Disorders</b>	Human services	Therapist	MA
<b>Chad Tennis</b>	Tennis	Tennis Instructor	MA
<b>Chimney Corners Camp</b>	Summer Camp	Aides Director	MA
<b>CIEE</b>	Teaching	English Teacher	Madrid, Spain
<b>City of Lowell</b>	Middlesex Community College	Secretary- Enrollment Communication Office	MA
<b>City Year</b>	Education	City Year Corp Member	MA
<b>Clark and Elbing</b>	Law	Assistant	MA
<b>Commonwealth of MA</b>	Marketing/IT	Social Media	MA

<b>CommonWealth Purchasing Group</b>	Health Care	Marketing and Communications Specialist	MA
<b>Communispace</b>	Marketing	Consumer and Client Services Intern	MA
<b>Consultores Convixon</b>	Consulting	Analyst	Mexico City
<b>Craft Brewers</b>	Alcohol Sales	Sales Rep	MA
<b>Credentials Title and Escrow</b>	Real Estate Law	Paralegal	MA
<b>CVS</b>	CVS	Cashier	MA
<b>Dana Farber Cancer Institute</b>	Research	Lab Assistant I	MA
<b>Dana Farber Cancer Institute</b>	Research	Research Technician	MA
<b>Deloitte &amp; Touche LLP</b>	Accounting	Auditor	NY
<b>Disney World</b>	College Program	Attractions	FL (5)
<b>Disney World</b>	Entertainment	Hostess	FL
<b>DOR</b>	Government	Intern, Office of Tax Policy Analysis	MA
<b>Education First</b>	Education/Travel	Activities Intern	MA
<b>EnerNOC</b>	Energy Management SAAS	CRM Systems Analyst	MA
<b>Ernst &amp; Young, LLC</b>	Taxation	Associate	MA
<b>Family Independence Initiative</b>	Non-profit	Family Liaison	MA
<b>Fidelity Investments</b>	IT	System Analysis	New England
<b>Fleetmatics</b>	Computer Science	Software Engineer	MA
<b>Forest Travel</b>	Aviation	Junior Partner	FL
<b>Fragomen</b>	Corporate Immigration Law	Paralegal	Boston
<b>Franciscan Hospital for Children</b>	Mental Health/Social Work	Residential Consoler	MA
<b>French Government (TAPIF)</b>	Education	Assistant English Teacher, elementary level	Paris, France
<b>GEOS Language Institute Plus</b>	Academia	Financial Assistant & Program Coordinator	MA
<b>GSR &amp; Associates</b>	Accounting	Administrative Assistant	NY
<b>Hachette Book Group</b>	Publishing	Order Fulfillment Representative	MA
<b>Halaby Law Group</b>	Legal Services	Paralegal	MA
<b>Hanover Insurance</b>	Insurance	User Experience Analyst	MA
<b>Harvard Pilgrim Health Care Institute</b>	Population Research	Research Assistant/Phlebotomist	MA
<b>Hill Holliday</b>	Advertising	Media Planner	MA
<b>Hill Holliday</b>	Advertising	Assistant Media Planner	MA
<b>Hospifarmacia</b>	Medical	Human Resources	Guatemala
<b>Hsk Technology Co</b>	LED Lighting Manufacture		China
<b>iRealty</b>	Real Estate	Marketing Director	MA
<b>Ivy Street School</b>	Psychology/Social Work	Teaching Assistant/Behavioral Aide	MA
<b>Ivy Street School</b>	Special Education	Relief Teacher's Assistant	MA
<b>Jedwards International, Inc.</b>	Bulk distribution	Project Manager, Systems Admin	MA
<b>Jobspring</b>	IT Recruiting	IT Recruiter	MA

<b>John Hancock</b>	Financial Services		MA
<b>KinderCare Learning Center</b>	Education	Teacher Assistant	MA
<b>Kitsy Lane</b>	E-Commerce	Marketing Assistant	Boston, MA
<b>Kpmg</b>	Accounting	Audit Associate	MA
<b>Kristen Rivoli Interior Design</b>	Interior Design	Interior Designer	MA
<b>LAZ Parking</b>	Parking	Manager	MA
<b>LCU</b>	Banking	Compliance	MA
<b>Legal Sea Foods</b>	Restaurant	Host	MA
<b>Leostream</b>	IT	Channel Sales	MA
<b>Libratone Inc</b>	Consumer Electronics	Finance and Operations Specialist, North America	MA
<b>Liss Law</b>	Law Office	Paralegal	MA
<b>Louis Boston</b>	Fashion Retail	Menswear Sales Consultant	MA
<b>Macy's</b>	Retail	Executive Developmental program	MA
<b>Mass General Hospital</b>	Health Care	EMD Coordinator	MA
<b>Massachusetts Attorney General's Office</b>	Law	Paralegal	MA
<b>Massachusetts General Hospital</b>	Health Care	Clinical Assistant	MA
<b>May Institute</b>	Mental Health	Direct Behavioral Therapist	MA
<b>McLean Hospital</b>			MA
<b>MDC Associates LLC</b>	Medical	Technician/Trainer	MA
<b>Merrill Lynch</b>	Finance	Client Associate	MA (2)
<b>MFS Investment Management</b>	Financial Services	Associate Treasury Operations Analyst	MA
<b>Microsoft</b>	Research	Business Operations Associate	MA
<b>Ministry of Interior</b>	Police	First Lieutenant	
<b>Mission Realty Advisors</b>	Real Estate	Sales	MA
<b>National Park Service</b>		VSA	Boston, MA
<b>New England Financial</b>	Finance	Financial Advisor	CT
<b>North Suffolk Mental Health Association</b>		Case Manager	MA
<b>Northwestern Mutual</b>	Financial Services	Financial Advisor	MA
<b>Oakley USA</b>	Textile	Merchandising	CA
<b>Online Computers and Communication</b>	IT	Help Desk Technician	NJ
<b>OTTO Pizza</b>	Food	Assistant Store Manager	Boston
<b>Parker Torres Design</b>	Interior Design	Interior Designer	MA
<b>Parker-Torres Design</b>	Interior Design	Junior Designer	MA
<b>Plymouth Rock Assurance Corporation</b>	Insurance	Senior Accountant	Boston
<b>Prezza</b>	Valet	Valet manager	MA
<b>Pro Print</b>	Printing/Graphic Design	Graphic Designer	MA
<b>Progress Software</b>	Computer Software	Tax Intern	MA
<b>Project 351</b>	Non Profit	Civic Engagement Manager	MA
<b>Promo</b>	Export	Business Development	Florida

<b>Property Marketing Team</b>	Real Estate	Director of Marketing	FL
<b>PricewaterhouseCooper</b>	Public Accounting	Tax Associate	MA
<b>Ramirez Loyalty</b>	Accounting	Accounting assistant	MA
<b>Reebok International</b>	Clothing	Graphics	MA
<b>Reed Krakoff</b>	Retail	Sales Associate	MA
<b>Regan &amp; Kiely, LLP</b>	Legal	Paralegal	MA
<b>Regan Communications</b>	Public Relations	Internship	MA
<b>Rob and Shaheen Parks</b>		Nanny	MA
<b>Rory Dillon</b>	Life Alive	Employee	MA
<b>RSA</b>	IT Security; Computer Network Security	Marketing Coordinator	MA
<b>Saher Macarius</b>	Law	Attorney	MA
<b>Saks Fifth Avenue</b>	Facilities Management	Facilities Coordinator	MA
<b>Salus Capital Partners</b>		Financial Services	MA
<b>SAO</b>	Government	Co-op/Intern	MA
<b>Sephora</b>	Beauty		MA
<b>Shinhan Bank Vietnam</b>	Banking	Contract Staff	Hanoi Vietnam
<b>Shoot To Score Hockey</b>	Ice Hockey	Shooting Instructor	MA
<b>Solesqua Solar Solutions</b>	Solar Thermal	Sales Rep/Cert Installer	MA
<b>Spreadshirt Inc.</b>		Account Manager	Boston, MA
<b>State Street Corporation</b>	Financial Service	Securities Finance Operations Specialist	MA
<b>State Street Global Markets</b>	Finance	Client Services	MA
<b>State Street Global Markets</b>	Investment Banking	Foreign Exchange Trading Operations Analyst	MA
<b>Steward Medical</b>	Healthcare Billing	Denial Prevention Analyst	MA
<b>Suffolk University</b>	English Department	Teaching Assistant	MA (2)
<b>Sullivan Properties</b>	Real Estate Development	Project Lead	MA
<b>Sweet Indulgence LLC</b>	Food	Shift Leader	NH
<b>TAPIF</b>	French Government	Teaching Assistant	Provence, France
<b>Teach for America</b>	Education	Teacher	MA
<b>Teach For America</b>	Education	Corps Member- Teacher	SC
<b>Teamworks</b>	Sports Facility	Office Worker/Camp Counselor	MA
<b>The Charlie Horse</b>		Waitress	MA
<b>T-Mobile</b>	Retail	Sales Associate	MA
<b>Town of Bridgewater</b>	Government	Assistant Town Accountant	MA
<b>TPS</b>	Armoring	Representative of General Manager	Nuevo Leon
<b>TRiO Upward Bound</b>	Education	Residential Staff	MN
<b>Uhaul</b>	Ground Logistics/Truck Rental	TBD	MA
<b>United States Marine Corps</b>	Armed Forces	PFC	SC
<b>USACE</b>	Civil Engineering	Contracting Specialist	MA

<b>VACAP SA</b>	Hotels	Manager	Dakar, Senegal
<b>Viola Lovely</b>	Fashion	Stylist/ PR consultant	MA
<b>Vlora Bar &amp; Restaurant</b>	Restaurant	Manager	MA
<b>Wagner Law Group</b>	Legal	Legal Assistant	MA
<b>WBBJ-TV</b>	Television News	Reporter	TN
<b>Whirlpool</b>	Sales	Sales Development Representative	MI
<b>Wizeo</b>	Technology	Digital Marketing Coordinator	MA
<b>World Vision International</b>	International Development	Child Well-Being Research Intern	Washington, DC
<b>YMCA Boston</b>	Not-for-profit Organization	Preschool Teacher	MA
<b>YMCA of Greater Boston</b>	Accounting	Accounting Consultant	MA
<b>Zik Energy Points, Inc</b>	Green Tech	Office Manager	MA
	Information Technology	Business Application Development Engineer	MA
	Real Estate Investment	Admin	MA
	ESL	English Teacher	Korea
	Travel	Public Relations Associate	MA
	Nanny	Nanny	MA
	Commercial Real Estate	Project Manager	MA
	Finance/Accounting		MA
	Technology	Business Development	MA

## - Appendix D -

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

Department	Count
<b>Accounting</b>	
AACSB accreditation	1
Accounting	3
Adapting to Learning Environment	1
Alpha Beta Psi	1
Analysis	1
Analytical Skills	3
Appropriate class range	1
Attention to details	1
Availability	1
Blackboard	1
Books	1
BPA	1
Career Preparation	1
Challenging Coursework	1
Class materials are very relevant to the real world	1
Class sizes were just right.	1
Classes are not too crowded	1
Competent instructors	1
Course availability	1
Course content	1
Course Diversity (BSBA Courses include science, etc.)	1
Course load	1
Courses	1
coursework	1
Credibility	1
Critical Thinking	9
Cultural Diversity (eg . in Presentation groups)	1
Demanding	1
Difficulty	1
Enable me to sit for the CPA exam	1
Enhanced my skills in accounting	1
Experience	2
Experience of professors	2
Experienced staff	1

Faculty	2
Financial Analysis	1
Flexible schedule	1
Future-Oriented	1
Good advice from professors	1
Good faculty team	1
Good Reputation	1
Great professors	1
Groundwork for future employment	1
Group projects	1
Helps solve ethical issues	1
Improved Writing Skills	1
Improvement of writing	1
In-Class Experience	1
Independency	1
Innovative	1
Instructors	1
Internship	1
Internship requirement	1
Jobs	1
Know accounting well	1
Knowledge	1
Knowledge base	2
Leadership	2
Learned a lot	1
Legal Awareness	1
Listening	1
Location	1
Material Covered	1
Material was covered effectively.	1
Meet the Firms	1
Multidimensional	1
My professors	2
Necessity	1
Networking	3
Networking with professors	1
Opportunity of networking	1
Practical	1
Prep for CPA	1
Presentation skills	1



Professors	8
Professors knowledge	1
Promotes creative thinking	1
Quick learner	1
Real estate	1
Related to my future work	1
Relevant courses	1
Reputation	1
Security in job	1
Size of class	1
Speaking	1
Specific	1
Specific Professor	2
Strong faculty	1
Strong willed professors	1
Students	1
Suffolk's downtown location	1
Teachers were good.	1
Team work	2
The course materials	1
The Material and the Text Book	1
The material learned	1
The network that was provided by Suffolk	1
Theory	1
Thorough	1
Useful degree for future	1
Variety of classes offered	1
Varying course structure	1
Well Structured	1
Wide field	1
Working hard	1
Working with other	1
Writing	6
Writing skills	2
N/A	2
<b>Art History</b>	
The classroom environment always feels collaborative because the department is so small that professors and students know each other well	1
The professors are always incredibly knowledgeable and the assignments are both challenging and engaging	1

<b>Biology</b>		
Access to faculty		1
Access to professors		1
Adaptability		1
Analysis		1
Analytical Comprehension		1
Availability outside of class		1
Cell culture		1
Challenging		1
Challenging courses		1
Class offerings		1
Class size		3
Critical Thinking		2
Determination		1
Develop theories		1
Development of perseverance		1
Diversity		1
Diversity of classes		1
Experiment/ Practical		1
Exposure		1
Faculty		3
Familiar faces in multiple classes		1
Field Station		5
Gained a lot of knowledge		1
Good interaction with teachers		1
Good networking options		1
Good teachers		1
Hands on classes		1
Hands on experience		1
Help people		1
High expectations		1
Independent		1
Innovation		1
Inspiring Staff		1
Interest		2
Interest in subject		1
Interesting Topics		1
Involving the real world		1
Knowledge		3
Knowledgeable faculty		2

Labs/field station	1
Modern	1
More opportunities for group study sessions	1
Networking	1
Networking in Boston	1
Networking with local industries	1
Overall Comprehension	1
Overall knowledge	1
Professors	2
Realism	1
Research	1
Research opportunities	1
Science	1
Skills learned	1
Small class sizes	6
Some professors	2
Strong faculty	1
Teacher-student interaction	1
Teacher-Student interactions	1
Textbooks	1
Working with peers	1
None	2
N/A	4
<b>Chemistry</b>	
Advanced	1
Boston area	1
BPD staff teaching forensic classes	1
Caring, dedicated and intelligent faculty	1
Classroom size	1
Closeness to BPD	1
Complexity	1
Connection to Boston Crime Lab	1
Enough chemistry courses	1
Faculty	1
Good basic courses	1
Great teachers	1
Half of the professors are extremely dedicated and effective at teaching subject matter	1
Knowledgeable faculty	1
Laboratory	1
Network	1

Opportunities to conduct research with faculty	1
Research with professors	1
Small classes	2
Some labs are interesting	1
Student collaboration	1
Students get to participate in different projects of professors	1
The opportunity to engage with faculty members	1
<b>Communications and Journalism</b>	
A special skill	1
Ability to be creative when choosing news stories to produce	1
Ability to communicate with others	1
able to work on real life campaigns	1
Accommodating Class Sizes	1
Accuracy - in the information being provided to print journalism students	1
Advertising	2
Advisor presence	1
Applicability	2
Applicable information	1
Applicable Topics	1
Appreciating diversity	1
Assigned projects	1
Attention to Detail	1
Avid	1
Awareness	1
Be able to use my writing skills	1
Bettering time management	1
Books	1
Broad, general	1
Business oriented	1
Capstone experiences	1
Career oriented	1
Challenging	2
Class options	1
Class sizes	4
Class times convenient	1
Classes	1
Classes give broad spectrum of advertising	1
Cohesiveness throughout the department	1
Comfort	1
Communication	2

Communication skills	4
Communication to different groups	1
Communication with Faculty	1
Community	1
Commutation Theory	1
Confidence	1
Connections	1
Connections in the field	1
Consistency - in the format and order that students engage in their journalism studies	1
Core requirements allowed me to ascertain what my focus should be almost immediately--did not have to spend any undue time floating in the field.	1
Course offerings	1
Creative	3
Creative opportunity	1
Creative problem solving	1
Creativity	4
Critical thinking	1
Current	1
Dedicated faculty members	1
Design	1
Did some great/challenging group projects	1
Diverse faculty	1
Diverse group of people to work with	1
Diverse knowledge	1
Diversity	5
Diversity of core courses	1
Editing programs like Avid/ the media lab	1
Education	1
Educative	1
Electives	1
Electives for print journalism concentration	1
Encourage	1
Encouragement	1
Enhances Public Speaking	1
Equipment	1
Equipment is available for free	1
Event Planning	1
Events	1
Excellent courses pertaining to communication	1
Excellent professors	1

Expansion on PR knowledge	1
Experience	5
Experience of professors	1
Expertise	1
Facilities	1
Faculty	8
Fellow Students	1
Film Adaptation	1
Film Criticism	1
Flexibility	2
Focus on operating equipment	1
Focus on social media/ telecommunications	1
Focusing on both theory and production	1
Friendly and personable staff	1
Gaining unique perspectives	1
Good class size	1
Good classes	1
Good information	1
Good professors	1
Good teachers	1
Great connections through professors	1
Great equipment	1
Great Faculty	2
Great professors	3
Group Projects	1
Group work	5
Had interesting professors with real-life experience	1
Hands On Learning	4
Helps create a base understanding of human interaction	1
Huge focus on film history	1
I can immediately apply skills I have improved and learned	1
Impact of Media on Society	1
Informative	1
Innovative	1
inspiration	1
Instructors	1
Intelligent and caring professors	1
Interesting	2
Interesting Classes	1
Interesting material	1

International	1
Internship Opportunities	5
Internship requirement	1
Internships	1
Involvement	1
Involvement with outside organizations	1
Job opportunity	1
Journalism classes	1
Journalism writing	1
Keen focus on priorities	1
Knowledge	2
Knowledge of faculty with Communications/PR	1
Learning about current events	1
Learning about what's trending	1
Learning how to interview	1
Location	2
Location is in the city	1
Lots of group involvement intended to simulate real-world jobs	1
Lots of interesting classes	1
Made for a very specific profession	1
Marketing	2
Material	1
Media lab is well organized	1
Media planning	1
Meeting a variety of individuals while conducting news interviews	1
Micro Elements of Film	1
Most of the professors are wonderful	1
Most faculty are smart, helpful, and friendly	1
Multi-faceted	1
My ability to teach myself certain things based off of what I learned in school	1
My Advisor	1
My analysis skills have greatly improved	1
My experience from my major classes	1
My internships	1
Myself	1
Necessary for any job	1
Needed	1
Networking	7
Opportunities	5
Out of class requirement	1

Passionate Professors	1
People skills	1
People who have or still work in the field	1
Personality	1
Persuasion	1
Positive, engaging learning environment	1
PR Curriculum	1
Practicum requirement	1
Presentation skills	2
Problem Solving	1
Professional Writing	1
Professionals in the field are the professors	1
Professors	14
Professors from the field	1
Professors that understand the troubles with CAS vs. SBS	1
Projects representing real world situations	1
Public speaking	6
Public Speaking Skills	2
Qualified faculty	1
Rammys	1
Real life work experience	2
Relativity	1
Relevance of courses	1
Resources	2
Satisfaction	1
Sharp critical thinking skills	1
Size of Major	1
Skill	1
Skills based	1
Small classes	3
Small knit student group	1
Social media	1
Social media training	1
Social skills	1
Solid classes	1
Some professors were exceptional	1
Some teachers	1
Speaking	1
Speaking skills	1
Specific professor	8



Strategizing/Brainstorming	1
Strengthened my writing	1
Strong communication skills	2
Strong public interaction	1
Strong writing skills	1
Student activities/clubs (Suffolk Journal, Venture)	1
Students	1
Students community	1
Studio 73	3
Suffolk in the city	1
Suffolk Journal	1
Suffolk u news	1
Support of faculty and fellow students	1
Taught different ways to be successful	1
Taught essential tools	1
Teachers	4
Team Building nature of the curriculum helped prepare for real world situations	1
Teamwork	4
Technique	1
Tell the news	1
The ability to transfer school work onto a resume	1
The Copy Editing course	1
The internship requirement	1
There is always someone to help you when you have a question	1
Understanding - the field & what journalism is.	1
Unique	1
Universal	1
Unknown	3
Up and coming	1
Use of technology	1
Using Computer Programs	1
Valuable skills and knowledge taught	1
Variety	6
Variety of careers/fields you could go into with this degree	1
Variety of classes offered	3
Versatility	1
Wide	1
With the same people in class	1
Work experience	1
Work in many different paths	1

Working in groups	4
Working with clients	1
Working with faculty	1
Working with groups and problem solving	1
Writing	4
Writing Classes	1
Writing emphasis	1
Writing experience	1
Writing skills	2
N/A	1
<b>Computer Science</b>	
High demand	1
High salary	1
Logical	1
<b>Economics</b>	
Confidence	1
Faculty	3
Good teachers	1
Great for jobs	1
Great professors	2
Material of study	1
Methodology	1
Motivation	1
Positivity	1
Relevance	1
Tangibility	1
Useful	1
Work environment	1
<b>Engineering</b>	
Community	1
Rigor	1
Students	1
Teachers	1
<b>English</b>	
Ability to be a better learner	1
Ability to greatly improve writing skills (especially through Gateway 301 class)	1
Advisers	1
Amazing Faculty	1
Analysis	1
Analytical	1

Analytical and writing skill development	1
Analytical techniques	1
Applicability	2
Campus events	1
Caring, Supportive, and Available Faculty	1
Class size	1
Close-knit relationship between all English majors	1
Communication	1
Communication skills	2
Comprehension	1
Confidence with Communication	1
Connections with professional writers	1
Course material	1
Courses	1
Creative problem solving	1
Critical	1
Critical thinking	3
Cultural comprehension	1
Current	1
Developing writing skills	1
Discipline	1
Diversity	2
Diversity of Classes Provided	1
Enhanced critical thinking skills	1
Expanding my horizons	1
Faculty	6
Friendly staff	1
Good professors	4
Great academic advising	1
Great advising	1
Great creative writing community with plenty of opportunities to connect with other writers	1
Great Faculty	1
Great professors	1
Interest of class	1
Interesting Books and Textbooks	1
Interesting courses	1
Knowledge	1
Knowledgeable Professors	1
Knowledgeable staff	1
Literacy	1

Modernization	1
Necessary	1
Passionate students	1
Positive Learning Environments	1
Preparedness for field	1
Problem Solving	1
Reading	2
Relationships with professors	1
Relevance to field	1
Small interactive classes	1
Strong Student/faculty relationships	1
Supportive and encouraging faculty	1
Teacher/Student relations	1
Teachers	1
Understanding	1
Upper level classes (and how knowledgeable the professor are about the material at that level)	1
Useful skills	1
Work ethic	1
Workshops	1
Writing	4
Writing and Reading	1
Writing skills	3
Writing Workshops	1
N/A	3
<b>Environmental Studies</b>	
Analyzing	1
Emerging Field of interest	1
Environmental connections that they provide	1
Environmental Knowledge	2
Exposure to different global issues	1
Faculty have current experience in field they were teaching	1
Innovative peers	1
Interdisciplinary	1
Learn from different perspectives	1
Opportunity to take classes in a broad range of subjects	1
Outside Classroom experience	1
Passion of Professors	1
Political knowledge	1
Pursuit	1
Rising degree of study at Suffolk University	1

Small Program	1
Variety	1
Variety of Courses Offered	1
Wonderful and knowledgeable adjunct professors	1
<b>Entrepreneurship</b>	
Academic standards	1
Accreditations and size of classes	1
Building yourself	1
Business plan	1
Celtics/Sports marketing connection	1
Class size	1
Classes offered	1
Collaboration	2
Connections professors have	1
Course offerings	1
Creative	2
Creative thinking	1
Creativity	2
Creativity/innovative ideas	1
Critical thinking	2
Curriculum	1
Determining opportunity feasibility	1
Diversity	2
Encourages creativity	1
Entrepreneurship skills	1
Excellent groundwork	1
Excellent professors	2
Experiential Learning	1
Exposed to possibilities	1
Exposure to knowledge	1
Exposure to resources	1
Faculty	1
Faculty interaction	2
Good class size	1
Good professors	2
Good students	1
Good teachers	1
Group Projects	3
Hands on	2
Hard	1

Innovation amongst students	1
Innovative	3
Innovative Thinking	1
Leadership	3
Learning experience	1
Located near all the top ad agencies	1
Location of Suffolk University	1
Management	1
Networking	4
Observing for opportunities	1
Opportunity	1
Opportunity Recognition	1
Pragmatic Planning	1
Presentations	1
Problem Solving	1
Professionalism	1
Program has leadership and a vision of being great	1
Projects	1
Projects are very engaging and challenging	1
Public speaking	1
Quality of Classes offered	1
Quality of Department Heads	1
Real life experiences	1
Real life lessons	1
Real world examples	1
Real-life experience in capstone projects	1
Resources	1
Risk -taking	1
Self-led	1
Skills	1
Some great professors	1
Specific professor	1
Strategic	1
Strong	1
Student Diversity	1
Students in the major	1
Students involved in it	1
Taking control of a group	1
Taking initiative	1
Teachers	1

Thinking out of the box	1
Time Management	1
Universal Applications	1
Well rounded	1
<b>Environmental Science</b>	
Connections	1
Great economics faculties	1
Multidisciplinary	1
Professors	1
<b>Finance</b>	
A lot of professors	1
Ability to learn	1
Able to forecast the future	1
Academic Advising	1
Acceptance Rate	1
Analysis	1
Analytic	1
Analyzing	1
Applicable learning experiences	1
Availability to succeed	1
Bloomberg terminal	1
Broad degree	1
Budgeting	1
Challenging	4
Class size	3
Class Structure	1
Communication skills	1
Competitive	2
Comprehensive practical learning	1
Computer	1
Computer skill	1
Confidence	2
Connections	1
Content	1
Core Concepts	1
Cost	1
Courses	1
Courses Selection	1
creativity	2
Critical thinking	1

Database	1
Diverse classes	1
Diversity	1
Employment rate	1
English speaking	1
Excellent professors	1
Experienced faculty	1
Exposure	1
Faculty	2
Fast	1
Finance	1
Financial Data	1
Financial knowledge	1
Financials	1
Fiscal Responsibility	1
Foundation	1
Friendship	1
Global	1
Good minor programs	1
Good number of electives	1
Great teachers	1
Great training	1
High analysis	1
Innovation	1
Investment Analysis	1
Job market	1
Knowing how to manage finance	1
Knowing more about finance	1
Knowledge	5
Leadership	1
Location	3
Management	2
Managing	1
Material	2
Math	1
Multitasking	1
Net working	4
Open to new logic	1
Opportunities	1
Patience	1



Personal skills	1
Popular	1
Potential Job	1
Practical	1
Preparation for real world	1
Presentations	2
Problem Solving	3
Professors	5
Provides us strong analytical tools	1
Provides us with real world examples.	1
Provides us with strong analytical skills	1
Public speaking	1
Quick learner	1
Relevant	1
Reputation	1
Requires student to gain experience in order to graduate	1
Research	1
Skills	2
Social skill	1
Some of the teachers	1
Students	1
Teachers	1
Teaching	1
Team building	1
Team skills	1
Teams	1
Teamwork	1
There are a variety of concentrations	1
Thinking out of the box	1
Time Management	1
Understanding	1
Understanding of Concepts	1
Understanding of global economics	1
Unique	1
Usability	1
Useful	1
Value	1
Variety of opportunities	1
Wide variety of jobs	1
Will teach what you want, situational	1

Work ethic	1
Worked hard	1
Writing	1
N/A	3
<b>Global Business</b>	
A growing field	1
Able to utilize each major in workforce	1
Analytical skills	1
Basic knowledge	1
Business skill experience	1
Case studies	1
Challenging	1
Challenging (certain classes)	1
Chillin	3
Communication skills	1
Courses	1
Creativity	1
Curriculum	1
Determination	1
Discipline	1
Diverse	1
Diverse Student Body	1
Diversity	3
Do not know	1
Double Major	1
Double majors	1
Engaging	1
Experience	1
Exposure	1
Faculty	1
Faculty guidance	1
Fun	1
Global	1
Global Perspective	6
Great location	1
Great real world experiences (Sib-419, study abroad)	1
Group work	1
Group working experience	1
Have two major	1
Honors Program	1

Improved my profession background by staying updating with all the financial/economical news	1
Improved working in group skills	1
International business	1
Investment knowledge	1
Involvement	1
Knowledge	2
Knowledge from teachers	1
Knowledgeable staff	1
Language	1
Language Requirement	1
Lecturer's from field	1
Linked together	1
Marketing Analytics	1
Multi-perspective Profs	1
Necessary	1
Network	1
Networking	2
Nine	1
None	3
Opportunity for Internship	1
Opportunity to travel	1
Overall diversity	1
Peers	1
People skills	1
PhD professors	1
Popularity	1
Practice	1
Presentation	1
Project based courses	1
Public speaking	1
Public speaking skill	1
Required classes	1
Small Classroom Sizes	1
Strong analytical skills	1
Strong math	1
Study Abroad	2
Study Abroad Requirement	1
Suffolk name	1
Taught me a lot about financial terms	1
TD trading	1

Teamwork	3
The job opportunities	1
The opportunity to work with companies	1
Time management	1
Workload	1
N/A	1
<b>Government</b>	
ABA approved	1
Access to Beacon Hill	1
Access to professors	1
Adjunct Faculty	1
Amount/quality of readings	1
Analytical Skills	1
Analytical Thinking	1
Applicable to life	1
Attention to Detail	1
Availability	1
Being exposed to some of worldwide problems and the organizations that operates to resolve problems.	1
Being prepared to work in a law office	1
Big picture	1
Books	1
Broad coverage of topics	1
Business classes	1
Career focused	1
Career Opportunities	1
Case Briefs	1
Challenging	2
Class content	1
Class size	1
Classes	1
Communication skills	1
communications	1
Community and networking	1
Competence of Faculty	1
Comprehending	1
Connections	1
Core classes	1
Core government classes	1
Corporate and intro to law	1

Course diversity	1
Courses	1
Coursework	1
Covers all types	1
Critical analysis	1
Critical thinking	2
Current events and historical perspectives	1
Curriculum	1
Customization	1
Direct Connection to Industry	1
Diverse	1
Diverse Perspectives	1
Electives	1
Engaging staff	1
Experienced professors	1
Exposure to different points of views	1
Facilitates strong analytical thought process	1
Facilitates strong communication/professional/academic skills	1
Facilitates strong written skills	1
Faculty	6
Full understanding	1
Gaining experience	1
Global perspective	2
Good information	1
Good networking	1
Good Reputation	1
Good teachers	1
Government involvement	1
Great applicable skills	1
Great Faculty	1
Great Professors	2
GVT 110	1
Hand on Assignments	1
Help with course	1
Importance	2
Information	1
Innovative	1
Interaction with other students	1
Interactions	1
Interesting Content	2

International exposure	1
Internship experience	1
Internship Opportunities	3
Internships	2
Interview skills	1
Job opportunity	1
Knowledge achieved from the legal classes	1
Knowledge of industry	1
Knowledgeable Professors	2
Learned a little bit of everything	1
Learning Skills	1
Legal knowledge	1
Legal research	2
Legal research and writing	1
Legal training	1
Legal Writing	2
Listening	1
Local elections	1
Located right next to state house	1
Lots of Class Options	1
LRW Classes	1
Material	1
Materials taught in depth	1
Multicultural	1
Multiple opportunities for out-of-class experiences	1
My advisors	1
Opportunities for class discussions and debate	1
Opportunities to build resume	1
Opportunity to get to know professors very well	1
Opportunity to Intern in DC	1
Opportunity to travel	1
Organizational skills	1
Organized	1
Plenty of work but not over whelming	1
Political knowledge	2
Practical Skills	1
Preparation for Law School	1
Prestigious	1
Problem-solving skills	2
Professors	12

Professors from different parts of the world	1
Public and private sectors	1
Public speaking	1
Quality	1
Readiness	1
Reading	2
Reading and analyzing	1
Relevance	1
Relevant material	1
Relevant professional experience	1
Relevant studies	1
Requirement of out-of-class experience	1
Research	1
Research and writing	1
Research skills	2
Researching	1
Respect for diversity	1
Short time to complete	1
Skill set	1
Skills based	1
Social	1
Social understanding	1
Some professors	1
Specific courses taught by specific professors	1
Specific professor	4
Staff	1
Staff knowledge	1
Strong professors	1
Student organizations	1
Student Research Conference	1
Students	3
Study skills	1
Support	1
Teacher experience	1
Teachers	1
Teachers way of making class exciting	1
Teaching writing skills	1
The curriculum	1
The few conferences/panels organized	1
The location of school	1

The opportunity to study abroad.	1
The Professors	3
Time	1
UN Seminar	1
Understand the laws	1
Understanding key phenomena in International Relation.	1
Understanding of complex political and cultural issues	1
Updated	1
Variety	1
Variety of classes	5
Variety of Course Options	1
Variety of legal classes offered	1
Versatile	1
Well educated professors	1
Writing	3
Writing skills	1
<b>History</b>	
Ability to reason	1
Accessible Professors	1
Analyzing	2
Being surrounded by History	1
Critical thinking	3
Discussion	1
Educational	1
Enthusiasm of professors	1
Faculty	4
Great Courses offered	1
Great Faculty, very helpful	1
Great teachers	1
Highly Intelligent/Passionate Professors	1
Interpretation	2
Knowledge	1
Knowledgeable staff	1
Leadership	1
Opportunity for growth	1
Passion	2
Professors	2
Reading	2
Reading analysis	1
Research	3



Research skills	1
Rigorous (mostly)	1
Small classrooms	1
Stimulating subject matter	1
Support	1
The ability to learn important skills such as research, critical writing, and precision, in a fascinating topic, and then the ability to utilize those skills in real-world fields.	1
The classes	1
The faculty are fantastic, smart, caring, and love their field.	1
The involvement Suffolk has in history	1
The sense of community	1
The uniqueness of each class	1
Thorough	1
Variety	2
Variety of classes	2
We are right in the heart of Boston, with history all around us.	1
Well-staffed	1
Writing	1
<b>Humanities</b>	
A foundation for life	1
Close guidance in studies and future plans	1
Contains teachings that will last a lifetime	1
Excellent study abroad programs	1
Forces you to do in depth research and actually learn the material	1
Levels of challenge for classes	1
Liberal Arts	1
People who are actually interested in ARH	1
Small classes	2
Substantial to students of African descent to learn about their history	1
Teacher student communication	1
Time options for the classes	1
N/A	3
<b>Information Systems and Operations Management</b>	
Analytical	1
Basic knowledge of coding languages	1
Business	1
Business based	1
Classroom size	1
Collaboration between students	1
Critical thinking	1

Diverse	1
Dynamism	1
Group focus	1
Growing industry	1
Hands on work	1
Information Systems Club	1
Innovativeness	1
Job Opportunities	2
Logic way of thinking	1
Material	1
Operations Management	1
Presentation	1
Problem Solving	1
Relatively new	1
Security & Privacy	1
Selection Offered	1
Skills learned	1
Soft skill development	1
Specific professor	4
Structured Programming	1
Teachers	1
Technical foundation	1
Technology	2
The Professors	1
The SBS Core Courses	1
The support from Faculty	1
Touches upon many technical areas	1
Variety of Major Electives	1
Variety of Non-Major Electives	1
<b>Math</b>	
Challenging material	1
Class size	2
Data analysis	1
Faculty	1
Independence	1
Small classes	1
<b>Management</b>	
Ability to learn vital skills	1
Ability to work with a client	1
Analytical Thinking	3

Analytics	1
Analyzing issues/creating solutions	1
Applicability	1
Applicable to many jobs	1
Assuming responsibility	1
Breadth of knowledge	1
Can get any job	1
Challenging courses	1
Challenging Curriculum	1
Class size	1
Classroom size	1
Collaboration	3
Communication	1
Computer skills	1
Confidence	1
Consistent	1
Consulting	1
Cooperation	1
Core Competencies	1
Creativity	1
Critical thinking	4
Cross-culture	1
Data analysis	1
Debate	1
Developing Presentation Skills	1
Developing work relationships	1
Development of ethical thinking skills	1
Diverse Experienced Faculty	1
Diversity	2
Diversity of courses	1
Easy	1
Effective Management	1
Engagement with the professor/class	1
Exposure to a wide range of business activities	1
Faculty	2
Faculty Experience	1
Fair grading	1
First-hand experience	1
Flexibility	2
Flexible to multiple areas	1

Freedom	1
General	1
Good classes	1
Good communication	1
Good staff	1
Group work	6
Improving ability to work in teams	1
Innovation	1
Interesting	1
Interesting Classes	1
International	1
International exposure	1
Interpersonal skill building	1
Interpersonal skills	1
Knowledgeable professors	1
Leadership	12
Leadership development	1
Listening	1
Managing Change	2
Many free electives	1
Material and Faculty	1
Negotiation	1
Networking	1
Opportunity feasibility	1
Opportunity recognition	1
Organization	1
Planning	1
Presentation skills	2
Presentations	3
Presentations/Public Speaking	1
Problem solving	1
Professional professors	1
Professor/student interaction	1
Professors	2
Professors with high level experience in the work place.	1
Projects	1
Public speaking	1
Public Speaking Skills	1
Quality of Coursework	1
Real example	1

Real World application	2
Real world experiences	2
Relevancy	1
Reliability	1
Solving	1
Some classes relevant to the major	1
Some excellent faculty	1
Some of the course work	1
Speech	1
SPSS	1
Strong material	1
Student Interaction	1
Suffolk is well known	1
Teachers	1
Team building	2
Team work	5
The education I received	1
Theoretical learning	1
Time management	1
Unique course offerings	1
Use of Microsoft Office	1
Usefulness	1
Wide range of course topics	1
Working in groups	4
Writing	1
Writing skills	1
<b>Marketing</b>	
A lot of opportunities	1
Activities	1
Administration with connections	1
Advertising	2
Analytical Thinking	1
Business Concepts	1
Case studies	1
Class offerings	3
Class size	1
Classes	1
Classes Available	2
Communication	2
Communication skills	1

Community	1
Connection	1
Connection to jobs	1
Consistency	1
Content	1
Course seating	1
Course Variety	1
Creative thinking	1
Creativity	3
Critical thinking	1
Depth	1
Difficulty	1
Diversification	1
Diversity	3
Diversity of curriculum	1
Educated Professors	1
E-marketing	1
Engagement	1
Experience	2
Experience with real companies	1
Experienced faculty	1
Faculty	4
Funny	1
Global Perspective	1
Globalization approach	1
Good business skills	1
Good grades	1
Good professors	1
Good school	1
Good teachers	1
Great classroom and professor	1
Great honors classes	1
Great professors	4
Group Projects	4
Group work	6
Hard projects	1
I have two mayors	1
Informational	1
Innovation	1
Intelligence	1

Interactive	1
Interesting	1
Interesting material	1
Internship possibilities	1
Internship Program	1
Job opportunities	1
Knowledge	4
Leadership	3
Leadership skills	1
Learning	1
Listening	1
Load of information	1
Location	1
Management	1
Many international students	1
Marketing	2
Marketing Department	1
Marketing Foundation concepts	1
Material	3
Math-based skills	1
Most professors are willing to help you as long as you ask for help	1
My minor	1
My strengths lie from connections i created on my own	1
Networking	7
Networking opportunities	3
Opportunities	1
Organization	1
Other students	1
Out going	1
Pace	1
Passion	1
Planning	1
Presentation	2
Presenting Skills	1
Problem Solving	2
Professional development	1
Professor insight	1
Professor Knowledge	1
Professors	12
Professors with experience in the field	1

Professors with industry experience	1
Programs	1
Projects	1
Public speaking	2
Reading Financials	1
Real world cases	1
Real world experience	1
Real world oriented	1
Real-World Business Problems	1
Relationships	1
Relationships and access to local businesses	1
Requirements	1
Skilled/educated staff	1
Social	1
Specific professor	1
Student Interaction	1
Student success is emphasized	1
Study Abroad	1
Teachers	1
Teaching me the science of marketing	1
Team building	1
Teams	1
Teamwork	4
Time management	2
Understanding of marketing field	1
Understanding of Materials	1
Work hard	1
Work load	1
Working with commuters	1
Writing	1
<b>NESAD</b>	
Adjunct Faculty	1
Available material for design	1
Class size	2
Community	2
Computer aided design	1
Constructive Criticism	2
Creative Encouragement	1
Creative thinking	1
Creativity	2



Current	1
Design	1
Designing for the future	1
Diversity of classes	1
Exposure to real world professionals	1
Faculty to student relationship	1
Flexible schedule	1
Foundation	1
Good course content	1
Great Faculty	1
Great professors	1
High levels of teacher-student interaction	1
I enjoy it	1
In depth critiques	1
Individual attention	2
Innovative	2
Instructors	1
Knowledge gained	1
Listening skills	1
Location	1
NESAD is awesome	1
Networking	1
Nice faculty	1
One on one help with professors	1
One-on-one time with professor	1
Out-of-classroom work encouraged strongly	1
Planning	1
Portfolio Reviews every semester to help prepare us for the real world	1
Pro Practice	1
Problem solving for a better life for all to prosper	1
Professors	3
Professors with real world experience	1
Professors= friends	1
Programs	1
Projects chosen	1
Public speaking and presentations	1
Rendering techniques	1
Research	1
Skills/knowledge	1
Small class size	3

Some faculty	1
Specific professor	5
Structural detail	1
Teachers	1
Technical skills	1
Technical skills taught	1
The head design teachers	1
The NESAD staff	1
The only advisor we should have should be (specific advisor).	1
Time management	1
Tours	1
Variety of projects	1
Variety of relevant classes	1
Variety/liberal arts	1
Well placed alumni (professionally)	1
You can do a lot with it	1
<b>Philosophy</b>	
Approachable	1
Asian studies: use of multi-media to make subjects attainable	1
Classes	1
Cohort	1
Comprehensive	1
Critical thinking	1
Engaging teachers	1
Faculty	1
Focused	1
Great classes	1
Great Faculty	1
Persuasiveness	1
Push research and writing development	1
Talking	1
Thinking	1
<b>Physics</b>	
Able to accomplish what needs to be done	1
Challenging	1
Classroom size	1
Clinical experience	1
Clinical Internships help to network	1
Clinical Site Rotations	1
Courses	1

Demand	1
Desire work ethic	1
Difficult	1
Education	1
Encourage teamwork	1
Encouraging in the completing of the students goals	1
Field	1
Good bio background	1
Good prep of general requirements	1
Great career path	1
Great professors	1
Hands on experience	1
Hard work	1
Helps to keep the students on track	1
Hospitals we get to rotate at	1
Insightful professors	1
Interesting	1
Learn a lot	1
Lots of experience with patients	1
Lots of information	1
Networking	1
Office hours	1
Prepare you for the field	1
Prepares you for a career	1
Program Advisor is very knowledgeable	1
Provide real life experiences	1
Small class size	1
The opportunities I had from my major	1
The students in my major	1
The teachers	1
Unique program	1
Well prepared	1
Working with a team/ group	1
<b>Psychology</b>	
A lot of different classes	1
Ability to reach out	1
Abstract concepts	1
Advising	1
Advisors	1
Allows for multiple work positions	1

Availability by the teachers	1
Being in the city	1
Broad career options after undergrad	1
Broad range of classes	1
Can be applied to many aspects of life	1
Career flexibility	2
Class size	4
Class variety	1
Classes	2
Classes can be very knowledgeable	1
Classes offered	2
Classes taken are very relevant to what I want to do	1
Clinical training	1
Community	1
Community involvement	1
Community service learning	1
Community service opportunities	1
Concentrations	1
Connections made	1
Counseling skills	1
Course content	1
Course material was globalized	1
Current material	1
Desire to help	1
Diverse classes	1
Diversity	1
Diversity of courses	1
Diversity of fields	1
Diversity of professor	1
Employers love it	1
Established program	1
Excellent Internship opportunities	1
Expectations	1
Explores many ways of thinking	1
Faculty	6
Faculty that works in the field	1
Field is growing	1
Flexibility	1
Focus on community	1
Focus on research	1

Focus on workforce	1
Future opportunities	1
Good professors	1
Good teachers	1
Great Faculty	3
Great networking if you put in the effort to meet people	1
Great professors	4
Great relationships	1
Great small department	1
Great staff	1
Great, passionate professors	1
Hands on	1
Helpful Professors	1
Helpful teacher assistants	1
Helping Skills	1
High expectations	1
Human behavior	1
Independence	1
Independent study opportunity	1
Informative	1
Inhibits social interaction	1
Innovative	1
Installations	1
Interaction with graduate students	1
Interesting and challenging classes	1
Interesting course offerings	1
Interesting courses	4
Interesting Topics	1
Internship	3
Internship class	2
Internship Opportunities	2
Intro to Counseling Class	1
I've gained insight into the human mind	1
Knowledge gained	1
Knowledge of people	1
Knowledge of psychology	1
Knowledge of the material by the faculty	1
Knowledge of the program	1
Knowledgeable and well-connected professors	1
Knowledgeable Professors	1

Knowledgeable Professors	1
Knowledgeable staff	1
Large knowledge base presented	1
Learning new skills	1
Listening skill	1
Many different courses offered	1
Many events/panels	1
Material	1
Meeting people	1
Most of faculty	2
Most of the professors genuinely want to see their students succeed	1
Mostly good teachers	1
My Advisor/professors	1
Networking	1
Networking opportunities	1
Networking with professors	1
Office hours	1
Open-minded discussions	1
Opportunities	2
Opportunities to participate in research	1
Opportunities to work in labs	1
Options	1
Organization	1
Peer interaction	1
Presentations	1
Problems solving	1
Professors	7
Professors always available	1
Professors are very helpful	1
Professors challenging me	1
Professors who have real world experience	1
Public speaking	1
Quick	1
Range of classes offered	1
Relaxed around people	1
Relevance	1
Research	1
Research opportunities	2
See things through a psychological perspective	1
Sense of community	1

Service learning opportunities	1
Small classes	2
Some faculty	1
Some professors	1
Specific professors	3
Strength of the academics	1
Strong focus on working as a group	1
Structure	1
Student organizations	1
Study Groups	1
The curriculum	1
The Internship course that is offered	1
The Psych dept. teaching Staff	1
The support/understanding of the professors	1
Thought-provoking	1
Types of classes offered	1
Understanding others	1
Useful	1
Valuable Tools	1
Variety of courses	2
Versatile	1
Very Fair	1
Well developed	1
Wide array of classes to talk within major	1
Wide array of job choices	1
Working in groups	2
World-views	1
<b>Sociology</b>	
A handful of different topics	1
Abstract thinking	1
Accessibility	1
Advising	1
Analytic skills	1
Analytical Thinking	1
Analyzing	1
Application to real world experiences	1
Being Active	1
Being in the city	1
Broad generalizability	1
Career services	1

Caring	1
Class content	1
Class topics	1
Classes	4
Commitment to social justice	1
Communication	1
Community involved	1
Content	2
Course selection	1
Credibility	1
Diverse branches	1
Diverse selection of classes	1
Diversity	2
Diversity of Class Selection	1
Educated Professors	1
Electives	1
Employment opportunities	1
Engaging events	1
Expanded class room options	1
Faculty	6
Faculty advisors	1
Faculty experience/knowledge	1
Faculty Outreach	1
Field work assignments	1
Good class selection	1
Good learning environment	1
Good professors	1
Great professors	1
Group dynamics	1
Group work and future career planning in senior seminar class	1
Hard working	1
Helpful	1
Industry professionals as professors	1
Insightful	1
Interesting	2
Interesting class topics	1
Interesting Classes	1
Interesting Curriculum	1
Interesting material	1
Interesting Topics	1



Internship Opportunities	2
Interpersonal skills	1
Invested professors	1
Kind professors	1
Knowledge	2
Knowledgeable and qualified professors	1
Knowledgeable Professors	1
Listening	2
Networks	1
Open to multiple areas	1
Opportunities	1
Opportunities for field work	1
Opportunities outside the classroom	1
Problem Solving	1
Problem solving skills	1
Professor knowledge/experience	1
Professors	5
Professors understand diversity and ethics	1
Professors with prior work in field	1
Punctual	1
Reliable	1
Reputation	1
Research	1
Research skills	1
Service Learning	1
Small class sizes	3
Small community	1
Social Justice Awareness	1
Some professors love of teaching	1
Some strong professors	1
Strengthening problem solving skills and critical thinking skills	1
Support	1
Teacher availability	1
Teacher feedback	1
The classes offered	1
The knowledge	1
The teachers	1
There are some interesting courses	1
Thinking critically	1
Understanding of diversity	1

Variety	2
We have some really great teachers	1
Well rounded classes	1
Working in groups	1
<b>Theatre</b>	
Ability to start working professionally in field while still in school	1
Caring professors	1
Comforting and helpful environment	1
Communication	1
Courses	1
Creative Environment	1
Design Training	1
Diversity of knowledge in topic	1
Faculty	5
Great interaction with faculty and students	1
How involved and close the students and professors become	1
Improv Training	1
Internship Connections	1
Job opportunities	1
Learned by doing	1
Networking contacts	1
Opportunities	1
Out of classroom experience the professors have	1
Quality of staff	1
Real world experience in my field	1
Small class sizes	2
Small size of classrooms	1
Supportive Arts Collaboration	1
The professors' support	1
The Student Body	1
The Theatres	1
The way the classes challenge you to try new things	1
Unique	1
Versatility	1
Very hands on faculty	1
<b>Unknown</b>	
Knowing business	1
Working in a team	1
Working with others	1

## - Appendix E –

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

Department	Count
<b>Accounting</b>	
Academic advising	1
Academic skills	1
Accounting curriculum had very little real world application and set a very small picture for what the accounting world and professional world is like	1
Accounting theory should have a book	1
Big 4 firms positions	1
Biology	1
Business writing class	1
Career	1
Class availability	2
Class times	2
Cohesion	1
Communication	1
Cost Accounting teacher was not very knowledgeable	1
Easiness	1
Emphasis on "Big Four" by faculty upon completion of schooling	1
Emphasis on 4+1 graduate track by faculty	1
Experience	1
Exposure to other students	1
Hands on experience in the field of study	1
Harder Intermediate Accounting classes	1
Have better career resources	1
Help in finding an internship	1
Initiate learning	1
Instructors assigning groups instead of instructing	3
Internationality	1
Internship help	1
It should provide a CPA review course as an accounting elective	1
Lack of flexibility	1
Lack of specialization	1
Language	1
Learn from your debits and credits	1
Limited case studies	1

Limited current events	1
Loop Hole in Online HW	1
Math	1
More available class times	2
More courses	1
More field exposure	1
More group work	1
More help finding an internship	1
More networking	1
More one-on-one(or group) meetings between the professor and students to check if everyone is understanding the material	1
More teachers for classes	1
More writing assignments	1
Multiple Choice tests	1
My ability of learning was not too great	1
Need more practical knowledge	1
Needs to be more interactive	1
Networking opportunities	1
Never accept pabulum	1
Not enough electives	1
Offer more related courses in the field	1
Only had one Bloomberg terminal.	1
Opportunity for experience	1
Opportunity to find an intern job to graduate	1
Possibly update course catalog with newer classes that are relevant to current business world.	1
Practical training	1
Presentation	2
Professors	1
Provide better advising	1
Public speaking	1
Quality of professors	1
Reading	1
Real World Examples	1
Relating to other fields besides CPA track	1
Selection of electives	1
Self studying	1
So much to cover within the semester	1
Some professor need to put more efforts into teaching	1
Some professors should be evaluated	1

Suggestions by students to professors regarding the pace of the class	1
Taxation	1
Teachers	1
Team Work	1
Technical	3
Tenured professors who are terrible at teaching (specific professor)	1
Time management	1
Variety of courses	1
Work too hard	1
Workload pace	1
Writing	2
None	1
N/A	4
<b>Art History</b>	
I wish that more classes would focus on modern museum practices/museum studies	
I've always wished that we could have a gallery space to curate/put together student exhibitions (maybe with NESAD as the artists?), since a lot of ARH majors pursue that career path	
Limited number of course choices	
<b>Biology</b>	
Access to internships	1
Advising for class schedule	1
Availability	1
Availability of jobs	1
Bad class times	1
Better outside internship opportunities	1
Better teachers	1
Budget	1
Career help	1
Collaboration	1
Course offerings	1
Curriculum depending on career path	1
Develop relationships with Boston area companies for co-ops/internships	1
Difficulty	1
Diversity of courses available	1
Fast pace	1
Funding	1
Grading	1
Half of the biology faculty should be fired	1
Improve facilities	1

Improve quality of BIO 111 & 114	1
In depth	1
Increase budget	1
Insufficient electives choices	1
It seems that the department is only great for marine biology and it need a lot more diversity	1
Lab equipment	2
Lab supplies	1
Laboratory state	1
Lack of career development	1
Lack of classes	4
Lack of mentoring for grad/professional schools	1
Lack of networking opportunities	1
Lack of resources	1
More class selection	1
More class variety	1
More competitive	1
More diverse professors in specialized areas to guide students to different positions	1
More electives	1
More guidance and opportunities for pre-health students	1
More help with finding a career	1
More internships	2
More marine biology courses	1
More professors	1
More research opportunities	1
More resources	1
Need more concentrations	1
Needs more group projects	1
Networking	1
Not enough sections per class	2
Not enough teachers	1
Old equipment	3
Old facilities (lab)	1
Older technology	1
Opportunities for medical internships	1
Outdated facility	1
Outdated professors	1
Outdated resources used by professors	1
Plasticity	1
Pre-med/Healthcare advising	1

Professor Equality	1
Program	1
Real-life relevance of course material	1
Research position diversity	1
Return graded assignments faster	1
Some professors who don't connect with students	1
Specific professor	1
Students need to be more aware of opportunities on and off campus	1
Study sessions	1
Teachers	1
The department need to have more event to talk about post graduation, the next step, with maybe relevant networking panels as the ASBMB club did this year	1
The whole biology department needs improvement	1
Updated Supplies	1
N/A	1
<b>Chemistry</b>	
Better communication between professors and students	1
Class relevancy	1
Fast pace work	1
Focus more on helping students find internship	1
Hard classes	1
Internship opportunities	1
Lab equipment	1
Labs and instruments are outdated	1
Lack of core classes like Adv. Organic Chem, Environmental Chem	1
Lack of electives	1
Make internships a requirement that count as an actual class	1
More forensic science classes	2
More variety of courses	1
Narrow field	1
No exposure to business	1
No internship help	1
Not enough bio electives	1
Not enough focus on Forensic courses	1
Other labs dull	1
Resources	1
Summer courses	1
The forensic science program	1
The other half of the teachers who seemingly have better things to do than teach	1

<b>Communication and Journalism</b>	
A lot of group work	1
A lot of members	1
A more inclusive major	1
Ability to make decisions	1
Ability to take classes before other courses	1
Access to certain professors	1
Accountability of some adjunct staff	1
Actually writing press releases. Students are graduating without confidence in their ability to write press releases.	1
Ad campaigns curriculum	1
Advertise the CJN electives better. There are interesting things to do, but they get overlooked because no one knows about them.	1
Advising	6
Advising is antiquated and ineffective.	1
Advising was really terrible. Didn't do me any favors.	1
After college ideas	1
An emphasis on encouraging feedback	1
Analytical skills	1
Applicability	1
Applicable knowledge not gained from Suffolk. Gained from outside experiences I acquired on my own.	1
Assigned advisors	1
Assigned groups	1
Assignment due dates	1
Availability of classes	1
Availability of equipment	1
Bad entry level positions	1
Being in time with what journalism is-more multi-media	1
Better clients in PR classes	1
Better discussions	1
Better event planning	1
Better job options and advice	1
Better structure	1
Big Market	1
Can't double concentrate	1
Can't double major or minor in another communications field if you are already majoring in a communications field. This is a major problem, in my opinion	1
Career help	1
Changing nature of advertising limits how much traditional classes may teach i.e., advent of technology, hybridization of roles, etc.	1



CJN professors should be working in the field they are teaching	1
Class requirements and limitations	1
Class selection and options	1
Class size	1
Class variety	1
Classes	1
Classes available each semester	1
Classes in camerawork	1
Classes often gave no benefit if you otherwise kept up on work	1
Classes on avid editing	1
Classes on screen presence	1
Classes very easy	1
Communication	1
Communication with students	1
Compromising	1
Connection to career exploration	1
Connections	1
Correct assignments in timely manner	1
Counseling	1
Course descriptions did not always match	1
Course options	1
Cover more aspects	1
Critical skills	1
Cultural studies	1
Curriculum and technology seem a little out-dated	1
Curriculum could be more specific	1
Definitive lack of Taco Tuesdays which flies directly in the face of every request I've put on every course evaluation since I enrolled. Taco Tuesdays people. Would change the campus.	1
Did not get to know my professors	1
Did not learn about Ps Id Ai to the extent I wish I had	1
Did not set me up for any sort of future beyond undergrad	1
Disorganized	1
Distant advisors	1
Diversity of classes	1
Diversity within professors	1
Early meeting times	1
Easier access to media lab	1
Easy classes. not challenging	1
Editing software	1

Engagement	1
Facilities used to teach / classrooms	1
Faculty advising	1
Faculty needs to be more proactive with students	1
Fast paced	1
Few chances to prove your strengths/weaknesses and improve in the courses	1
Financial aid office is hard to get in touch with, and many of the students working there have no working knowledge of the office.	1
Focus more on particulars	1
Functionality	1
General lack of resources for our department	1
Graphic design instructors	1
Group projects	1
Group work could be encouraged more	1
Guidance	1
Having to switch between software programs	1
Having to take bio	1
Helpfulness	1
I have no idea how to get a job in my desired field	1
Improperly trained	1
Information repeated in some classes	1
Internship importance	1
Internship requirements	1
Knowledge	1
Lack of attention to big technological changes that have dramatically changed our work field	1
Lack of diversity (race, gender, ethnicity, etc) of professors	1
Lack of editing computers	1
Lack of Interest - by many students. Journalism students should be required to write for the Suffolk Journal or Voice.	1
Lack of space when renting out equipment/the media lab	1
Lack of training	1
Learned same stuff in every course	1
Least funded by school	1
Less group work	1
Less independent study	1
Less required classes	1
Limitation	1
Limited	1
Limited Course Selection	1

Limited Persuasive Assignments	1
Limited Public Speaking Opportunities	1
Limited Resources	1
Little equipment selection	1
Make internship requirements more clear. No one knows if they really need one, and how that goes. Encourage internships from freshman year or else you are setting students up to have a very difficult time finding employment after graduation.	1
Making me pay \$3200 for 4 credits while I do an internship but take no classes	3
Many of the communication courses were often too easy going in terms of assigning regular homework, which leaves room for students to lose sight of the class schedule/priorities	1
Marketing	1
Math	1
Math & Science requirements completely set me back and discouraged me as a student.	1
Maybe offer more sections of specific professor Media Criticism course/have other people teach it as well.	1
Media lab not being open after hours for students who work during the day	1
Meeting with a different advisor each session was not helpful. I never had an advisor who knew me.	1
More 400-level courses	1
More career preparation	1
More career related courses/experience	1
More choice of teachers	1
More class selection	1
More classes	3
More Classes related to major	1
More clients	1
More editing computers	1
More elective classes	2
More feedback	1
More funding	1
More hands on activities	2
More opportunities	1
More outside projects	1
More prep for job hunt	1
More press release writing	1
More professors	2
More projects	1
More public speaking training	1
More real-world application and better faculty advising	1
More work in field	1
More writing	1
More writing practice	1

Need more choices for electives	1
Need more media labs	1
Need more writing related classes	1
Needs to be more difficult	1
NESAD needs love!!	1
Networking	1
Never represented at career fairs	1
Newsroom technology	1
No Career advice	1
No clear focus	1
No Creative Challenge	1
No focus on writing	1
No help finding internships/jobs or real world professional training	1
No internship/co-op opportunities	1
No math	1
No newsroom software	1
No practical experience in the film program	1
No real world experience	1
No specialization is created (creative v. media planning v. account management, etc.)	1
Not as many courses as I would like	1
Not business oriented - more creative	1
Not challenging	1
Not enough class variety	1
Not enough classes	2
Not enough editing labs	1
Not enough electives	1
Not enough emphasis on writing. I utilized my extracurriculars to enhance my writing skills. Perhaps more of a personal opinion, but a copywriter should be able to change his or her voice appropriately and nothing will teach that save writing courses.	1
Not enough equipment	2
Not enough help with internships	1
Not enough help with resume/after graduation plans	1
Not enough knowledge	1
Not enough major specific courses	1
Not enough materials (cameras, computers with the correct software,...)	1
Not enough of a basic/general pr foundation	1
Not enough practice	1
Not enough public speaking practice	1
Not enough variety of classes (sports classes within CJN)	1

Not enough writing courses	1
Not guaranteed immediate job	1
Not intellectually stimulating	1
Not knowing when to advise students to switch from CAS to SBS	1
Not many class times	2
Not repetitive	1
Number of spots in required classes	1
Old technology	1
On hands experience with a newspaper: tour or something	1
One of the professor in the communication department is a bad representation to the university	1
Only one professor teaching one required class versus too many students needing that class	1
Outside Learning Experiences	1
Over saturated	1
Professor communication	1
Professors	3
Professors who may work with people with disabilities	1
Provide more equipment/better modes of transportation for media equipment	1
Public speaking	1
Relevancy - many professors miss a lot of information on modern day type journalism.	1
Relied on heavily on books	1
Repetitive courses	1
Repetitive information	1
Requirements - of AP Style should always be required in all classes. no exception.	1
Research	1
Resourcefulness	1
Ridgeway is from the Stone Age	1
Screenwriting	1
Should be divided among different fields	1
Small space to work on projects	1
Social media classes	1
Some are too easy	1
Some are too hard	1
Some courses are a little too similar	1
Some courses are irrelevant	1
Some of the course curriculum was broad	1
Some teachers	1
Some teachers are awful	1
Sometimes incredibly boring	1
Space for working	1

Specific professor	4
Staff should work together on a similar plan for teaching PR	1
Stronger students	1
Structure	1
Teach online journalism	1
Teacher enthusiasm	1
Teachers get off topic	1
Teachers' subjectivity	1
Teaching the importance of group work early on	1
Technology	1
The department is incredibly disorganized when it comes to answering questions (especially about advising as each professor will give a different answer)	1
The department will only offer one section, once a year of a major requirement	1
The program is out dated, needs social media class etc	1
The work is not very relevant to real world advertising	1
There should be classes that integrated with nesad to do group projects	1
Time	1
Time Management	2
Too broad	1
Too few Broadcast professors	1
Too few sections offered	1
Too small Media Lab with too little computers	1
Unknowledgeable professors who should no longer teach	1
Unknown	3
Unsure	1
Use of multiple choice exams created a focus on memorization rather than legitimate learning of some of the course material	1
Variety in Material	1
Variety of Class Styles	1
Variety of classes offered for my major	1
Variety of courses	2
Very little classes offered for advertising	1
Video Equipment	1
Virtually nothing outside of classroom	1
We NEED better equipment in the studio	1
We need more elective classes that have to do with broadcast	1
We need more professors for the communication department	1
We need more room for our computer labs	1
Work with students on public speaking skills	1

Writing	1
None	3
N/A	3
<b>Economics</b>	
Being open to other schools of thought	1
Better access to teachers	1
Career Advising	1
Hands on practice	1
I believe others easily	1
Impatient	1
More applicable hw	1
Preparation for Grad School	1
Prerequisites for Grad schools	1
Senior Capstone	1
Shy	1
Younger Faculty	1
<b>Engineering</b>	
Graduate school connections	1
Industry connections	1
Lack of Facilities	1
Lack of interesting opportunities	1
Lack of respect	1
More than one specialization area	1
<b>English</b>	
A variety of courses	1
A wider variety of class offerings	1
Application Outside of Major	1
As an Ed Licensure Student, there were not a lot of options that would help me TEACH English	1
Better publicity for the program	1
Careers	1
Choice of classes	1
Class Length	1
Class Originality	1
Class size	1
Classes	2
Classes offerings	1
Community among English majors	1
Course options each semester	1
Cover letters	1

Curriculum	1
Did not reach out to students	1
Encourage more students to explore career possibilities outside of major	1
Focus on Grammar	1
Graduating with department honors without writing an honors thesis	1
Heaviness of Workloads All Coincide	1
Help for future careers	1
Homework	1
I don't know, I love the english department	1
Job search	3
Keep class size small	1
Lack of Internships worth credit	1
Language department needs support from above	1
Less academic writing and more experience with creative writing is an absolute must. I was dissatisfied with how little of my own creative work I have generated over the course of four years.	1
Less Reading	1
Little contact with field professionals	1
More class options	1
More classes	3
More classes in the middle: not super easy or super hard	1
More contemporary literary material	1
More courses for how to use skills in the job market	1
More Diversity of Classes	1
More electives	1
More hands-on work should be required.	1
More minors should be available	1
More money	1
More opportunities for out of classroom experiences	1
More resources for the office	1
More teachers	1
More Variety	1
Needs more variety in classes	1
Needs younger teachers	1
No direct job track after school	1
Not enough events	1
Not necessarily completely applicable	1
Number of classes	1
Number/variety of classes	1
Outside opportunities	1



Peer to Peer Relations	1
Quality of adjunct professors	1
Require creative writing course for all English majors	1
Societal Perception	1
Some degree requirements only offer one class a semester	1
Teacher availability	1
Teachers	1
Undervalued by administration	1
Unprofessionalism	1
Variety of classes	2
None	1
N/A	6
<b>Environmental Studies</b>	
Advisers need to become more knowledgeable about policies and classes	1
Bigger classrooms	1
Economic knowledge of issue	1
Job opportunities or search tools need to be improved	1
Large group work	1
More class options	1
More classes offered	1
More internship options	1
More policy classes	1
More Professors to teach classes	1
More volunteering options	1
Need for Pro-active advisors	1
Not a focused major	1
Not challenging	1
Not focusing deeply on one subject	1
Public speaking	1
Writing	1
<b>Entrepreneurship</b>	
Accounting- elective choices were so boring	1
Apathy	1
Attendance	1
Being an entrepreneur in corporate setting	1
Capstone	1
Certain Faculty	1
Classes	1
Classes can be too similar at times	1

Communication	1
Computer skills	1
Data and Analysis	1
Electives	1
ENT coursework repetitive	1
Every teacher has a different direction	1
Every tells you to write a business plan but none show you how to	1
Exams	1
Experiential Learning	1
Faculty	1
Faculty apathy	1
Fast workload	1
Flexibility	1
Group projects	1
Helpful if more real life entrepreneurs came in	1
Hybrid Classes	1
Hybrid style	1
Incentives to participate	1
Interaction with real companies	1
ISOM requirements	1
Job placement	1
Lack of classes	1
Lack of common areas	1
Lack of communication	1
Lack of faculty experience	1
Lack of real life experience	1
Lacks diversity	1
Lazy teachers	1
Long class period	1
Many classes are similar	1
Mathematics Skills	1
More female professors	1
More guidance launching a business	1
More out of the school experience	1
More studying	1
Motivate students to be creative	1
Much more help with SPSS	1
Need more connection to professors	1
Needs more opportunities	1

No textbook for courses	1
Not enough major electives	1
Not hands on enough	1
Only 5 classes required	1
Only two electives	1
Public speaking	1
Quality of some classes	1
Quality of some teachers	1
Redundant classes	1
Relevant employment	1
Research Skills	1
Scratched the surfaces starting own business	1
Some weak professors (some professors seemed to have little entrepreneurial experience themselves,	1
Somehow easy	1
Specific professor is a really bright and well meaning guy. That said I believe he is given too much responsibility and thus is often spread too thin.	1
Student Work Ethic	1
Students' motives to join	1
Teachers	1
Technological Knowledge	1
Technology	1
The lack of hands on experience	1
Too many presentations	1
Too much group work	2
Too much repetition	2
Too much repetition (i.e. writing a business plan)	1
Too much theory	1
Unnecessary Repetition of content	1
Work	1
Workload	1
Writing	1
None	1
N/A	1
<b>Environmental Science</b>	
Courses offered	1
Field Trips	1
I wish there were more environmental courses	1
Program of Evaluation	1
<b>Finance</b>	

Advising	2
Analytical	1
Attention to detail	1
Books	1
Boring professors	1
Broad understanding, not too specific	1
Career opportunities	1
Class room size	1
Communication	3
Company relations	1
Competitive	1
Comprehension	1
Confidence	1
Confusing	1
Connection to employers	1
Consistency	1
Content	1
Cross class overlap/repetitive	1
Customer service skill	1
Defining the goal of getting a degree	1
Difficult	1
Difficult to understand professors	1
English writing	1
Excel lessons	1
Faculty availability	1
Group Work	2
Highly competitive	1
Idea developments	1
Impatience	1
Improve the education	1
In depth info	1
Interaction with real world	1
Internships	1
Investments	1
Lack of career advising	1
Lack of training for certificates required to work in Banking sector	1
Language	1
Leadership	1
Learn other languages	1

Limited course offerings/times	1
Little demand	1
Little exposure to excel	1
Materials	1
Math	1
More connection with other universities	1
More course options	1
More group project	1
More sources	1
More transition from class to employment	1
More vibrant finance club	1
Need more courses for investment concentration	1
Networking	3
New topics to introduced by instructors	1
No Campus	1
No Food	1
No Job helping find job	1
No real life experience	1
Offer more career opportunities	1
Offer more classes	1
Opportunity	1
Personal finance	1
Poor assignments that are relevant to the subject matter	1
Poor concept grasping	1
Poor Teaching Techniques	1
Practicing	1
Presentations	4
Professor should make class more interesting	1
Professors	2
Professors are not in accordance with what the students should learn	1
Public speak	1
Ranking	1
Reading	1
Realistic	1
Recruiting	1
Reputation	1
Resources	1
Schedule	1
Some professors	1

Speaking	1
Start learning about major too late	1
Students	1
Teachers don't speak English	1
Team Work	1
Textbooks	1
Thinking	1
Time management	1
Times	1
Too many people in finance today	1
Trade experience	1
Use really money to trade stock	1
Useless required classes	1
Variety	1
Work load	1
Writing	2
None	1
N/A	8
<b>Global Business</b>	
Administration	1
Advising	1
All work is at the end of the semester	1
Apply theory to practice	1
Bad books	2
Class variety	1
Curriculum	1
Do not know	2
Early major courses are too broad and general in scope	1
Easiness	1
Encouraging more extra curricular activities	1
Everything	1
Foreign students who don't do work because they have a family business back home and assume other students will make up the work	1
Global perspective	1
Independent work	1
ISOM	1
Lack of competitiveness	1
Lack of internships	1
Lack of practical knowledge	1

Lack of prestige	1
Lack of programming languages	1
Lack of social networking event	1
Less team work	1
More Advertising and PR Discussions/ Course Offerings for Business Students	1
More classes that have a focus within global business (risk management)	1
More Electives	1
More Involved in Marketing Techniques, not so much theory	1
More job opportunities	1
More relevant classes	1
More variety in electives	1
Name Recognition	1
Need have more experience on global organization	1
Need have more real case to do	1
Need to have class on international policy	1
Network	1
Not enough electives	1
Not enough reading	1
Popular degree	1
Professor	1
Real life client	1
Some professors	2
Some professors are awful. Specific professor was the biggest waste of time and money	1
Standards of accepted students	1
Teaching staff	2
Teamwork	1
The actual knowledge	1
The career services	1
The knowledge of some professors	1
There was no coop program	1
Too much group work	1
Too much Shark Tank	1
Tuition	1
Uneven course loads between classes	1
University image	1
Very broad	1
None	1
N/A	4
<b>Government</b>	

Ability for students to contact faculty	1
Academics	1
Adjunct faculty	2
Administrative Support	1
Advising	3
Alumni support in major	1
Amount of elective	1
Bad professors	1
Badly taught classes	1
Be able to take more credits at once	1
Be more oriented in the field	1
Better internships	1
Better/Strong professors in the field that can actually teach. Offer more courses and not be limited to the same professor teaching 4 mandatory courses.	1
Bias Faculty	1
Career Services	1
CAS buildings	1
CAS technology	1
Centralized, American Focus	1
Class material	1
Class offerings	1
Class times	1
Consistency of faculty	1
Continuation	1
Co-op program	1
Coordination between sections of required courses	1
Core requirements abroad	1
Didn't learn much in class	1
Didn't teach course well	1
Different core classes	1
Econ requirement	1
Everyone should have to take one civics course	1
Expand office hours of major professors	1
Extra help	1
Finding a job	1
Gender/IR based courses	1
Government track	1
Greater class variety	1
Have mandatory internship	1



Homework assignments	1
How to excel	1
Hybrid classes with useless work	1
I feel like my major did not provide me with a lot of knowledge about the realm of International Affairs. I didn't learn as much as I expected.	1
Internship support	1
internships	3
Job Fairs	1
Knowledge of Specific Case Law	1
Lack of full-time faculty - or strong adjunct faculty	1
Lack of jobs in major	1
Lack of syllabus	1
Leveling financially jobs	1
Limited courses on Africa and Asia-Pacific	1
Longevity	1
Mandatory thesis	1
Math Requirement	1
More assistance in obtaining internships	1
More basic courses	1
More class sections opened	1
More class times	1
More evening courses	1
More Experience	1
More flexibility w/ course structure	1
More funding	2
More hands-on training	1
More help in career development	1
More help in job search	1
More honors courses	1
More jobs	1
More real world application	1
More research work	1
More resources	1
More rigorous academics	1
More types of courses	1
More variety in time the classes are offered	1
More volunteer opportunity	1
Need More Courses available online	1
Needs more class sections	1

No field trips or opportunities to learn outside of the classroom	1
No hands on experience	1
No internship	1
No out of School experience	1
Not a lot of interaction with students within the same major	1
Not enough area specific courses for International Relations	1
Not enough choices	1
Not enough class options	1
Not enough classes	3
not enough classes toward senior year	1
Not enough electives	4
Not enough funding	1
Not enough honors classes	1
Not enough math	1
Not enough space	1
Not enough student involvement	1
Not enough teachers	1
Not everything offered	1
Not hands on enough	1
Not in touch with real life	1
Not many options	1
Number of Classes	1
offering electives in government	1
Organization	3
Out-of-date program forms	1
Paralegal Internship Course	1
Policy classes	1
Post Graduation Job Help	1
Public speaking	2
Quality professors that are engaged in research and/or interested in engaging students more in their work and futures	1
Research Skills	1
Research Skills needs to be enhanced more throughout the four years, not just the one course freshman year; likewise, professional development has no space in any year except for the Washington Center	1
Return to smaller class sizes	1
Rigor	1
Should offer more classes	1
Similar Courses	1
Smaller class sizes	1

Solely based on business	1
Some professors weren't good	1
Some required classes were irrelevant	1
Sometimes disorganized	1
Specialization in certain government branch	1
Subject variety	1
Talk more about post-grad preparation in the field	1
There needs to be more electives	1
They need more classes regarding the middle eastern conflict	1
Time Management	2
Times	1
Too many electives	1
Travel abroad	1
Trips to government institutions	1
Variety	4
Work studies	1
Writing Skills	1
None	8
N/A	5
<b>History</b>	
A way to unite degree program students other than through classes	1
Being Social	1
Bigger selection of class choices	1
Easy	3
Faculty	1
Flexibility	1
Gear somewhat to education studies as well	1
Getting material to be interesting	1
I never saw any Roman history courses available!	1
Interaction on campus	1
Internships	1
Job opportunities/job fair options	1
Lack of Community	1
Learn citations	1
More American history	1
More elaborate history 200	1
More required classes to sync up students in degree program	1
More soda	1
Needs more exciting ways to promote itself	1

No prerequisites	1
Not enough class options	2
Not enough electives/options for requirements	1
Not enough European electives	1
Not enough instruction and help is given for writing research papers	1
Not quite challenging enough	1
Passion	1
Some classes need less lecture and more discussion (and activities)	1
There could be a wider range of courses to choose from	1
Variety	1
Working in groups	1
None	3
N/A	2
<b>Humanities</b>	
100 level courses are challenging	1
Hard to meet others in the major	1
Interaction	1
Internship	1
More interdisciplinary classes	1
No course variety	1
No group work/projects	1
People who are only taking it for a requirement and don't really care/don't do the work	1
Specific professor	2
Teaching for certain courses	1
None	2
N/A	3
<b>Information Systems and Operations Management</b>	
Better Technology	1
Bigger projects	1
Collaboration	1
Communication	1
Courses offered	1
Internships	1
Less lecturing	1
More hands on work	1
More relevant classes	1
Needs improvement	1
Needs more innovation	1
Not enough analytical courses	1

Not enough coding	1
Object Oriented Programming	1
Organization	1
Outdated information	1
Poor professors	1
Professors	1
Size of the program	1
Some courses are a little out dated	1
Some courses are not in depth enough	1
SQL	2
Systems Prototype	1
Technology	1
The depth	1
Too many PhDs	1
Too technical	1
Tying the courses together	1
Us into outdated technology	1
Web Design	1
Work on more relevant material	1
N/A	3
<b>Math</b>	
Class offering	2
Limited classes	1
No research opportunity	1
Presentation	1
Professors who have a background in teaching	1
Small size	1
Speaking	1
<b>Management</b>	
Academics	1
Advising	4
All over the place	1
Amount of homework	1
Capstone project development	1
Career help	1
Challenging	1
Class curriculum	1
Class diversification	1
Class size	1

Classes	1
Cohesiveness	1
Common	1
Communication Skills of Certain Faculty	1
Complications with group projects	1
Compromises	1
Course Offerings/Availability	1
Decision making	1
Difficulty	2
Diverse	1
Ease of Materials	1
Easy grading	1
Easy to get confused	1
Essay Writing	1
Expansion of courses	1
Faculty	1
Faculty communication skills	1
Few guest speakers	1
Focus	1
Good class programs are not always constant	1
Group projects	1
Having to take too many CAS classes	1
Inability to meet outside with a class is difficult and time to work with group in class is limited	1
Innovation	1
Interest	1
International	1
Job search	1
Lack of honor courses for management majors	1
Lectures	1
Less formal guidance for capstone project	1
Level of work	1
Limited	1
Mandatory participation in clubs	1
Mathematics	1
MGT 419 is too late to be learning how to do a proper business report/writing	1
MGT 419 is too late to have a large research based project of that caliber	1
More accountability from students	1
More challenging	2
More classes for my major	1

More computer work	1
More electives	1
More engaged program	1
More free elective options	1
More on field exposure	1
More personal engagement opposed to online	1
More purpose in each course. Too many assignments just to have assignments	1
More work with what it's like to actually manage	1
No exposure to SAS	1
No hands on business experience	1
No relationship	1
Not a lot classes offer	1
Not challenging enough	1
Not enough access to real life resources, speakers, client focused projects	1
Not enough time	1
Not experienced	1
One-sided views by each professor. Would be nice to see professors more open to different ways of learning.	1
Online homework assignments were not effective	1
Opportunities	1
Options offered	1
Power point too long	1
Prerequisites	1
Presentation	1
Professors can be influenced by students pretty easily	1
Public speaking	3
Repetitive	1
Reputation	1
Research	1
Slow classwork progress	1
Some classes	1
Some classes are useless	1
Some courses are boring	1
Some professors don't care about student	1
Some professors specifically ones that teach math in other languages is difficult to understand	1
Some syllabi	1
Sometimes too much group work	1
Specified types of management programs where classes can build off each other more (ex: Sports, Operational, etc.)	1

Strategic management course	1
Students aren't retaining important concept	1
Students lack of basic foundation	1
Teaching Computer skills	1
Teaching math related topics	1
Teamwork	1
Text books	1
These need to improve	1
Too broad	2
Too much text book information	1
Too much theory	1
Variety	1
Variety of classes	1
Variety of electives	1
Would like even more course topic choices more specific to fields	1
Writing	2
None	4
N/A	2
<b>Marketing</b>	
Accounting	2
Activities	1
Advising	3
Almost all marketing classes focus on the 4p's of marketing and such similar marketing tactics, need to teach and incorporate more diverse subjects	1
Apply to real world	1
Business Opportunities	1
Career Services	2
Choice of classes	1
Consistency	1
Content is out of date	1
Course workload	1
Courses	1
Courses need to be looked at and changes need to be made	1
Did not learn necessary skills	1
Difficult	1
Difficulty level	1
Diversity of course offerings, classes that are innovative and out of the norm	1
Easy	1
Economics	1



Exams	1
Experience	1
Extracurriculars	1
Finance	2
Global Perspective	1
Grading	1
Groups	1
High percentage of our grades depending on group projects.	1
Honors vs. Non-honors students	1
information given	1
Interaction between students	1
Involvement	1
Job Fairs	1
Job Recommendations	1
Job search	1
Lack of COOP	1
Lack of effort	1
Lack of Electives available	1
Lack of honors classes	1
Lack of mandatory internship	1
Large group projects	1
Less ISOM classes necessary	1
Less projects	1
Marketing Research	1
Material	2
More academic advising	1
More available extra help hours	1
More comprehensive	1
More courses	2
More Creative Projects	1
More Digital Marketing	1
More electives	1
More emphasis on design/branding	1
More future plans advising for seniors	1
More guest speakers	1
More hands on	1
More informed advisors	1
More learning	1
More life skills	1

More Math	1
More options	1
More outside experience	1
More papers	1
More papers/projects	1
More real world insight	1
More real world professors	1
More realistic application	1
More relevant classes to today's marketing industry	1
More social media classes	1
More technology	1
Narrow	1
Need more digital marketing classes with knowledgeable professors	1
Networking	2
No interaction with outside companies	1
Non honors classes were a joke	1
Not enough class options	1
Not enough variety in electives	1
Number of courses for each elective	1
Number of electives	1
Number of honors electives	1
Options of classes	1
organization	1
Outdated	1
Participation	1
Patience	1
Professor evaluation	1
Professors	4
Ranking	1
Real world experiences	4
Repetitive	2
Repetitive course material	1
Same content being taught in several classes	1
School Perception to outsiders	1
Small job opportunity	1
Smaller class size	2
Some classes don't seem relevant	1
Some classes too easy	1
Some courses very similar	1

Some professors really should not be teaching.	1
Some unsatisfied professors	1
Sometimes the professors	1
Somewhat un-challenging	1
Speakers and field trips	1
Sports management	1
Strategies	1
Student Teacher Interaction	1
Taking accounting	1
Teachers	1
Textbooks	3
Too many group projects	1
Too much group work	1
Type of Work	1
Up to date class offerings	1
Up to date lectures and content	1
Variety	1
Volunteer work	1
Weak text content	1
None	5
N/A	4
<b>NESAD</b>	
2 semesters for revit	1
Ability to really listen to students respectfully	1
Advising	2
Better facility	1
Better printers	1
Better resources	1
Better technology/resources	1
Bigger library	1
Classes are too big	1
Closer location to the main campus	1
Computers	1
Connection to the main campus	1
Facilities	4
Group work	1
Hours	1
I feel like I should be a lot more familiar with the creative suite programs	1
I feel totally unprepared/at a lower level graduating compared to graduates from other institutions	1

I'm a Graphic Design taking a 400 art history class in order to graduate. Even though I planned my schedule 2 years in advance. Thanks Suffolk.	1
Increase in class sizes	1
Integration	1
Interior Design Program/The Arts are quickly outgrowing 75 Arlington.	1
Involvement on campus	1
Job market right now for Graphic Design	1
Knowledge of main campus events/standards	1
Language	1
Location	1
Location to campus	2
Low standards and expectations of the students by the teachers	1
Main faculty are outdated and don't know what they're doing	1
Materials	1
More amazing teachers	1
More opportunities for internships/networking with working professionals	1
More real-world correlation in program	1
More time with materials	1
More web design needs to be taught	1
Moving forward I believe that class sizes need to become smaller like when I started my education at Suffolk University in 2010	1
Needs more residential design studios	1
NESAD library	1
No food Suffolk food at NESAD	1
Not enough design courses offered that are specialized	1
Not enough time	1
Number of courses offered	1
Old printers	1
Plotters always broken	1
Printers	3
Printing problems	2
Professors are not up-to-date on technological aspects of design	1
Recognition by the main campus	1
Resources/facilities	1
Scheduling	1
Separation from the business school	1
Some faculty	1
Student interaction	1
Suffolk University doesn't care about NESAD students. We have the worst schedules ever.	1

Suffolk University treats NESAD poorly	1
Teachers who are stuck in the 1900s in regards to the challenges of a graphic designer	1
Teachers with more modern experience	1
Tech	1
The disconnect between the campuses	1
The New England School of Art & Design lack of classrooms	1
The recognition that collaboration between NESAD and the other departments Suffolk has to offer will strengthen the educational experience	1
The relationship of NESAD to Suffolk	1
There are at least 5 classes I want a refund for because I learned nothing	1
Time constraints	1
Understaffed	1
Web Design	1
Work/students need to be held to higher caliber. Not everyone is great at this	1
N/A	2
<b>Philosophy</b>	
Adjuncts	1
Arrogant students	1
Business	1
Competitive edge	1
Lack of eastern philosophy courses	1
Some incompetent faculty members	1
Spelling	1
Variety of courses	1
None	3
N/A	3
<b>Physics</b>	
Advising	2
Amount of credits	1
E-value	1
Hours spent in clinic	1
Internships	1
Major electives availability	1
More information needed on what you can do with degree	1
More radiation involved classes	1
More time to allow the students to get what they need done. Its hard when the information is given at the last minute.	1
Need to be more aware of what's going on with the programs that are being involved so they can better inform the students.	1
No internships opportunities provided by Suffolk	1

No opportunities for non clinical	1
No practical job skills in non clinical major	1
No resources or job fairs applicable	1
Not be so interactive online. It is beneficial to some extent, however, somethings are better on paper	1
Not enough board prep	1
Not enough employment opportunities	1
Not many people know about it	1
Organization	1
Patience	1
Practice prior to rotations in clinic	1
Professionalism	1
Professors teaching	1
Radiation safety	1
Scheduling	1
Size of major	1
Some of the teachers	1
Somewhat unorganized	1
Teaching staff	1
Time management	1
Too much expectation	1
Work opportunity	1
None	2
<b>Psychology</b>	
"blow off classes"	1
Advising	7
Availability in the department of sociology	1
Better student demographic	1
Better summer class options	1
Can be tough	1
Clarity of credits/ requirements for graduation	1
Classroom quality	1
Communication	1
Course content	1
Course offerings	5
Course quality and options	1
Course variety	1
Deeply thinking	1
Diversity of Courses	1
Do not allow TA to teach classes	1

Electives	1
English speaking teachers for math and science	1
Expose students to more career options/grad school options	1
Grad students as professors	1
Grading by teachers	1
Guidance	1
Hands on learning	1
Higher standards	1
How to get into grad school	1
I didn't get a minor	1
Instructor help	1
Instructor quality	1
Job Fairs	1
Knowledge early on about psych careers	1
Knowledge of disorders	1
Lack of one on one experience	1
Lack of variety	1
Less core classes needed	1
Less expensive books required	1
Less general requirements	1
Less grad students teaching classes	1
Limited to a specific area of work	1
Low budget from administration	1
Mentor mentee program	1
More advisors	1
More availability of Abnormal Psych	1
More class availability days	1
More class seats/extra sets of the same classes so you don't need to wait until senior year to take classes because you can't get into them	1
More classes	1
More concentrations	1
More course options	3
More Diversity in Courses	1
More elective and times	1
More electives	2
More emphasis on working with staff in research	1
More faculty interactions early on should be enforced	1
More faculty should be working in the field	1
More field work	1

More guidance about future careers or education paths	1
More insight if you do not plan on getting a phd degree	1
More knowledge early on importance to grad school	1
More opportunities for internship	2
More opportunities to connect to community through classes	1
More real-world applications	1
More sections of classes need to be offered	1
More study group resources	1
More support and connection with psychology club	1
More than one professor for a course offered a semester	1
More times	1
Need more counseling classes	2
Need more electives offered at a time	1
Need to offer some of the courses every semester	1
Needs more internships	1
No focus on mental health/school counseling, etc.	1
No idea of business	1
Not catered to	2
Not enough classes	2
Not enough classes for individual courses offered	1
Not enough classes related to major	1
Not enough courses taught during semester	1
Not enough electives	1
Not enough faculty-student time	1
Not enough focus on clinical psych/counseling	1
Not enough guidance on graduating	1
Not enough hands on experience	1
Not enough professional development opportunities	1
Not enough resources	1
Not enough room for electives	1
Not enough teaching on DSM	1
Not enough times for courses	1
Not enough variety	1
Not many opportunities on the field offered from school	1
Not many psychology area specific course	1
Not sure	1
Offer more classes!	1
Offer more Psych Courses	1
Offer more required classes	1



Organization	1
Post-grad variety	1
Professors	1
Professors assigning work that will not help you learn more in the course.	1
Professors do not highlight anything about getting into graduate programs	1
Professors need to vary their teach methods. Reading off powerpoints and lecturing can get dry.	1
Professors outside of the classroom availability	1
Public speaking	1
Recently, limited classes offered	1
Reevaluate some of the staff. I took a few classes that were confusing and essentially pointless.	1
Requirements that don't match future plans	1
Research opportunities need to be advertised	1
Scatterbrained professors	1
Senior Seminar	1
Small staff	1
Some Advisors do not work well. Example, specific professor	1
Some faculty are extremely disorganized	1
Some of the professors don't want to hear their students opinions	1
Some professors	2
Some professors need improvement	1
Some teachers in the sociology department are a little miss guided with how they speak in class	1
Space in classes	1
Stats/Research methods should be done freshmen year	1
Surveys	1
Teaching styles	1
Textbooks are expensive	1
There are many subfields but none go into much depth	1
There needs to be a class in your freshman year on how to succeed and get a job after graduation. It needs to be on how to write your cover letter, how to make a resume, how to interview and when you should start applying for internships.	1
Time offered	1
Too broad	1
Too expensive	1
Too many service hours required for community psychology class	1
Too much focus on clinical	1
Too much Neuroscience	1
Too research based	1
Too science based	1
Unavailability of different courses/ strong focus on clinical rather than other forms of psychology	1

Unrealistic real world focus	1
Unsupportive grad students teaching or being TAs	1
Variety of classes	1
Variety of Times of classes	1
Where do I go next?	1
Writing skill	1
None	4
N/A	1
<b>Sociology</b>	
A lot of courses that seem repetitive	1
A lot of work	1
Accommodations to different learning styles	1
Advisor	1
Anxiety	1
Being more open minded	1
Biology aspect	1
Class offerings	1
Classmate interaction	1
Clearer standards between professors	1
Communication classes	1
Co-Op	1
Courses related to police work	1
Did not focus on vocab that was required for some courses	1
Did not learn too much	1
Electives	1
Employment Opportunities	1
Expand variety of courses	1
Expensive books and to many of them	1
Focus	1
Internship opportunities	1
Lack of Field work	1
Lecture only classes	1
Limited classes	1
Mathematics	1
More classes	1
More community involvement	1
More course offerings	1
More ECR related programs	1
More electives	1

More engaging classes	1
More focus on policing	1
More focus on protecting the public	1
More focused coursework	1
More interaction with professors	1
More internship opportunities would be helpful	1
More job fairs for criminal justice/law enforcement tracks	1
More of a focus on crime and justice rather than sociology	1
More opportunities for civic engagement within parameters of program	1
More research opportunities	1
More specialization	1
More support for jobs	1
Most professors not approachable	1
Narrow minded professors	1
Needs better class topics	1
Needs to be a little more rigorous	1
Networking	1
No outside learning opportunities	1
No real CJ program	1
Not a lot of options for the spring semester	1
Not enough career focus	1
Not enough classes	4
Not enough courses that focus on a specific topic	1
Not enough Criminal Justice Courses	1
Not enough opportunities for working students to intern	1
Not offering required classes every semester/ academic year	1
Number of adjunct Profs	1
Opportunity to do real research	1
Post civil service exam dates	1
Post out of state (new england) job/exam listings	1
Professionalism	1
Professors too liberal	1
Promote tutoring more	1
Public speaking	1
Reaching out	1
Requirements	1
Senior seminar	3
Shrinking number of classes	1
Some material did not pertain to the course	1

Some professors	2
Some professors are not good	1
Some repetitiveness in course	1
Some teachers were awful	1
Sometimes not challenging enough	1
Somewhat easy	1
Somewhat repetitive	1
Specific professor	1
Taking classes not relevant to my degree	1
There are few internships	1
There are jobs available that don't pay a good amount for those who have said degree	1
Too much sociology rather than criminal justice	1
Unorganized	1
Vagueness	1
Variety of classes each semester	1
Variety of Course	1
Variety of course subjects	1
Work applicable learning/assignment	1
Work load	1
Writing skills	1
None	4
N/A	3
<b>Theatre</b>	
"Everyone is a winner" stance	1
Could use even more networking outlets	1
Create a negative environment	1
High School Politics	1
I wish the class attendance when deciding if classes get cancelled for the semester was more consistent.	1
Lack of Facilities	1
Lack of Quality Students	1
Location	1
Long classes	1
Low Funding	1
More class options	1
More feedback in class	1
More productions if possible	1
More space	1
Need a Shakespeare Course	1
Needs more full blown productions	1

No performance opportunities	1
People become favorites not giving others a chance until they have left	1
Poorly Chosen Shows	1
Production Practicum	1
Slim selection of acting classes	1
Sometimes lack of communication	1
Students need to take Stage Management	1
The head of the department is unorganized and shouldn't be in charge	1
There needs to be more of a constructive criticism portion from the professors, some of the classes were too lenient, I felt, even though I learned a great deal.	1
There should be a limit on how many projects/what position a student takes, or a time to set aside each week if a student is in a work-heavy internship or position in a production (i.e. stage manager)	1
Very small classes, difficulty registering	1
Would love even more acting classes	1
<b>Unknown</b>	
Make it more appealing	1
Make it more hands on earlier on.	1
Make it more interesting	1

## - Appendix F -

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

- \$40K a year and this computer took 15 minutes to start up. I graduated summa cum laude and can honestly say I didn't try very hard in my classes as most of my professors did not foster the kind of environment where you had to put your best foot forward. There are exceptions. Specific professor in the math department and specific professor from black studies were phenomenal. I have been denied from almost every internship I have applied to and my "career advisor" barely responds to emails. As a communications major, I feel that I don't have an advisor at all who cares for me, my schooling, my goals and eventually my career as the system is a complete free for all where you see whoever is available rather than having a set person. Suffolk pushes you through the system, rather than working to build thoughtful, passionate and competent professionals.
- A campus type environment is essential to students. Please think about implementing this in the future.
- Add book prices in tuition.
- After spending the last year being a writing tutor at the new center, I can say with confidence that merging all of the centers together does not work. It creates disorganization, conflicts, and in the end they are so focused on policies and tasks that we have lost the true meaning of tutoring. However, even though there are many things that I did not like about Suffolk, I received an excellent education from my department. The English department's professors are fantastic and incredibly intelligent in their field. They have taught me so many valuable life skills. Though I will say the only downside to my department is that they do not offer enough classes.
- Alternative Spring Break and Alternative Winter Break were the programs that made my Suffolk experience the most rewarding and enjoyable. Definitely the highlight of my 4 years here at Suffolk.
- Alternative Spring Break and studying abroad were the biggest influences on my time here at Suffolk. As a commuter student and a transfer student I did not know anyone despite a handful of students that reached out to me to join clubs. These 2 programs, ASB and study abroad not only allowed me to meet new people, but allowed me to step out of my comfort zone and get to know the world around me. Both experiences allowed me to grow as a person and empowered me to take risks in life.
- Although my major was Advertising and I was part of the Communications and Journalism Department, I learned more from and felt more at home with the Theatre Department (my minor). The professors really cared about their students, they were willing to help, they wanted you to learn, they knew every student's name, and this department became my family. The Communications and Journalism Department was not as welcoming and the professors did not put in the effort to get to know their students. I even tried to be part of the Speech Team at the Communications Department in order to be more involved with them, but I did not feel welcomed instead isolated by them and so returned back to the Theatre Department. I was very disappointed with my majors department and if it weren't for the Theatre Department I most

definitely would have transferred from Suffolk. Although, I feel like my experience with my degree in the Communication and Journalism Department has been robbed, I am very thankful and happy for my experience with Suffolk's Theatre Department and that has made up for the Communication Department lacking.

- Although this is a city/commuter school and it is difficult to achieve, I felt a huge lack of unity in the university. As Psychology Club president I found it EXTREMELY difficult to find people to participate and take interest in our club. Only when in personal, one on one conversations was I able to find interested individuals who would have liked to be a part of the club. I did not feel a lot of support from our department when it came to planning events. On another note, I felt jealous of my friends in other Boston universities who had more of a united community and many friends from their own school. Diversity is a benefit Suffolk has. It is great to have so many people from different parts of the world in one institution, however it is also difficult to find similar interests for all. New ideas need to be implemented for creating events and things of this sort that will unify all the students.
- Amazing experience- Amazing people- Beautiful rememberings.
- An incredible experience. So happy with the major I chose, the CAS Honors Program, the relationships I was able to develop with faculty, and opportunities I may have in the future. Thank you!

- As a NESAD student, I feel that I have gotten a great education from COURSES IN MY MAJOR and all of the wonderful professors at NESAD. All of the classes that we are required to take at Suffolk really lacked the one on one time with professors and content of the courses that we receive from our courses. There seems to be an extreme misbalance of professors for classes at Suffolk (not NESAD) as well. I know this because while some students work extremely hard for the classes that HAVE NOTHING TO DO WITH OUT MAJORS OR FUTURES, other students seem to be able to get away with doing nothing for the same class but a different professor. I now understand that I attended a university that required me to take those types of classes but typically BFA students are not required to take "filler" classes like social sciences, literature and psychology. I wish that on the initial tour that it was made more apparent that we would be involved in classes like that. I understand that is part of Suffolk's way to get students to be more well rounded but honestly, as a NESAD student, classes like literature and microeconomics, biology, etc, really just wasted our times. Especially when we could be applying ourselves to create better and more relevant skills to the fields we would be going into. The students that I have met over the past four years at NESAD are extremely talented, we all have amazing skills and if we got more time to work on them they could be even better. NESAD is a really well developed and handled school and while I do think that it is necessary to take basically classes like Freshman English and our math requirement of Programming (which is actually really helpful) it really isn't helpful for the other classes that we take. I think maybe Suffolk could make it more creative and related to our majors for the future NESAD students. For example, art has a lot of different forms and instead of taking a Biology 101 class that we will never touch or think about again, Suffolk could in turn create a more fun and scientific course like the chemistry found in art. Or instead of taking psychology courses at Suffolk you could offer an Art Therapy course or something similar at Suffolk. That also helps to solve the problem of campus involvement because I am more than positive people from Suffolk would sign up for more classes at NESAD if they were interesting. Now I realize that some of this sounds a little negative, and I mean no harm. I enjoyed my time and Suffolk and I liked all of my professors and classes that a took, give or take a few. I just think that it is important that you really unite NESAD into Suffolk and stop making us seem like aliens to the school. You should take a survey (I'm serious) to see how many Suffolk students know that NESAD exist because anytime I told people about it they never even knew we had an art school. Lastly, I completely disagree with Suffolk's decision to merge our logo into the College of Arts & Science. We deserve our own, and our own color.
- As a top ranking student at Suffolk, my greatest disappointment came from feeling that Suffolk is not a student first school, specifically with advising, registration, preparing for after graduation. But I will be forever indebted to the professors specifically in my major and minor. Both the Film and the Theater Department are extremely underutilized.
- As a transfer student I found it harder to make friends. Since there is no actual campus it's hard to meet students outside of class. I wish they had an overnight orientation for transfer students, the entire orientation was financial aid, and registering for classes, it was hard to meet anyone during that time period. I absolutely loved my experience at Suffolk but it's sad to see the amount of students who don't attend campus events.



- As much as I appreciate the education, that I put the work in to acquire. It was in no way worth the ludicrous amount of money being charged by your institution. It is not worth half of what I was provided. I would have been provided an equally adequate education at Worcester State, but picked Suffolk because I expected more I guess. I am disappointed to say the very least, but couldn't be more excited to be finished racking up absurd debt for an overpriced education like this. Now I'll slave away for ten years for you the Executive Board of this "fine" University by giving you more of my money then you should be taking credit for. Thanks. It's been real.
- At Suffolk there seems to be a situation where students feel a sense of entitlement and professors and faculty seem almost happy to comply with this attitude. An institution should not support young students who feel they automatically deserve outstanding grades and constant hand-holding throughout their collegiate careers simply because they (or really their parents) have paid a handsome price to attend that institution. That, I feel, is exactly what Suffolk does. Suffolk University provides many connections, this is true, but it does not provide a wealthy education. There are very little standards at Suffolk University, which was extremely disappointing for me. Even my high school expected more of teenage students than most of my professors expected from their adult students. Suffolk spends so much time trying to adjust and manicure its aesthetic image that it forgets that the first goal of any university should be to provide an excellent, challenging education. Though Suffolk has this troubling problem, at least it can promise the small class sizes that it so fervently advertises, which, most certainly, is a wonderful quality. Another thing I cannot wrap my head around is why a student cannot pay for their transcript and pick it up on campus - why it absolutely must be sent via ground mail. That is absurd and at other universities this policy would be laughable. Overall, I was very much dissatisfied with my experience at Suffolk University and hope it strives to improve in the future.
- Attending NESAD really impacted my education in the most positive ways, if I could have attended NESAD without affiliation with Suffolk University, I would.
- Awesome
- Be less expensive.
- Being a transfer student and commuter student coming all the way from Lowell, it was really tough to make friends BUT thanks to all the clubs at Suffolk and small classes I was able to make new friends in no time. I also had a hard time because my dad got laid off not once but twice while at Suffolk and the financial aid office was amazing! They worked so hard to see in what ways they could help my family and I achieve easier ways to pay for college! I am very happy I chose to come to Suffolk University after getting my associates at Middlesex Community College thank you for all the help!
- Best decision to transfer to Suffolk as an undergrad. Excited to continue my education here as a graduate student.
- BEST YEARS OF MY LIFE... SO FAR
- Came in as a transfer student who was an average 4 years older then everyone in my class that had to work to support myself through school. I was unable to join any groups, clubs, or teams since I had no real free time, but I found that my experience was still something memorable.

- Charging a student that is working full time to try and support himself while taking classes full time \$3200 for 4 credits is an absolute joke. Also I didn't really see much of an effort from any faculty to try and help get me a job out of school or the internship that I got on my own. But again I was charged \$3200 while not even stepping foot on campus. Those reasons and the fact that no one stayed up to date throughout the duration of my internship to remind me of deadlines or anything like that bugged me. Maybe I would have gotten more involved on campus but its tough when I work constantly to pay for my extremely overpriced education. I did like almost all of my professors and the advisors were always helpful.
- CJN advisors are awful. They never know what they are talking about or aren't available to talk at all. As for promoting anything on campus I never found out information from my advisor or school. Always found out from peers in other majors. Especially about graduation. Horrible job at letting us know what to do for graduation including cap and gown, application deadline and information about tickets and ceremony. The advisors did not help with this information either.
- CJN needs more professors and more professors who teach in Broadcast, specifically 1 & 2.
- Classes can be pretty easy at times, but this was the right school for me.
- Classes were not challenging enough. Professors were too liberal.
- Coming to Suffolk changed my life. I never thought I was going to finish my undergrad degree but I did. I got to experience people, a culture and knowledge I never knew existed. When I came here, I had an idea and a plan of what I wanted my life to be. Being a student here has taught me exactly what I need to do to accomplish this. I learned so much about myself and my strengths and weaknesses. I got to see how I need to improve in order to be successful. I am so motivated to go forward and achieve my goals and dreams. The teachers are excellent, the courses are structured well and I feel like I got a priceless education because I learned not only from book but from life experience.

- Communication with students needs to be improved dramatically. Most students are forced to turn to each other for information, rather than being able to rely on the institution to tell them important dates and opportunities. The administration needs to create a stronger bond with the State House as it is a great resource for students both for internships and experience. Furthermore, when it comes to students majoring in Public Relations, as mentioned earlier, they need more practice when it comes to press releases. This is a vital part in our future careers, and yet it is one of the most under-utilized writing practices at Suffolk. Also, a list of where available computer labs are for students would dramatically increase the number of students who use the facilities. Again, this falls back on communication from the university as students are left to stumble across these vital labs and hope that they are available. It also wouldn't hurt to have the staff better trained in these labs. Perhaps focus it per major and have the student worker a senior in that degree program as a form of on-site tutoring. Lastly, class sizes need to be reigned in. With how much students are paying to attend your institution, it should not be unreasonable to expect that classes never exceed 10-15 students per class. Any larger than that, the teachers seem to struggle with returning work on time, and there is very little chance for personal interaction. The absolute best classes I attended were the smaller ones. I was more confident in asking the teachers questions, and in turn the teachers were better able to adjust the class structure based on interactions with the class. Class size is the first thing that pops in my mind when I am deciding whether or not to recommend Suffolk to graduating seniors in high school. And with the news that the brand-new building we've all been promised has classrooms set up to handle 90-student classes? I no longer recommend Suffolk and suggest that they find a smaller institution where students can be heard by their instructors and are able to make an impression that leads to more effective learning. Thank you for your time.
- Communication!!! Many of issues myself and other students faces could have wailer been shocked with simple communication. Please see specific professor of the transition program for a full list.
- Considering the amount of money we, as students, pay for tuition to attend Suffolk, I feel the university should be more involved in the internship placing for the degrees that it is required for. There are many state and public universities that personally find an internship for their students and the amount those students pay for tuition compared to what we pay here can't even be compared.
- Constant administrative changes can create a rift in students appreciation and attachment to their school. A more stable administration team and school image would help cultivate student pride in the university as opposed to a constantly shifting landscape that provokes anxiety in many students and faculty. Also stop shrinking the college of arts and sciences it is demoralizing to students and the world does not need another business school. The university is minimizing what set it apart from other schools in the first place.

- Did not clearly specify requirements/credits. Amazing professors both in psychology department and philosophy department. Too much of a focus on clinical psychology, not enough on different sub forms such as organizational, global, community and classes are too full for affective learning especially in majors (for example I had 25 students in a 400 level Japanese history course and I could have learned much more if they would have taken other classes for a history credit instead of wasting my class time trying to scrape though simple history concepts). Also for a school so expensive you should really step up your game, specifically in enrollment as a good amount of your students should not be in college in the first place. Math shop 000? Seriously. If they can't add fractions they shouldn't be in higher education. Give a explicative about your school reputation. For the price of what you are charging you are giving a subpar education and saturating your classes with students who are simply there because they paid for it. This is not to say I am not happy with my education but honestly I kind of floated through these last couple years and was not decently challenged beyond any extent I was in high school. I will say both the departments I was in were much better organized and of better quality than most though. Seriously, Start acting like a school that cost \$50 grand a year, not a community college with dorms. Thank you, really.
- Do not hire professors with very limited English, unless they provide something special.
- Education wise, I didn't feel any of the classes I took really challenge me... Suffolk offers a great student life experience but I'm afraid it fails to help students to prepare for graduate school by making the classes offer too easy and not very challenging. Suffolk also needs to offer more merit based scholarships for international students.
- Exactly where I wanted to come and be for my undergraduate! Suffolk wasn't just about what I learned in the classroom but the people, the locations, and the experiences!
- Faculty was overall incredible. Dealing with the administration was a nightmare, and the way this school addressed problems I had was pretty upsetting. Didn't have a single year without an issue.
- Focus on the programs that you are/want to be good, and fund them properly. Reallocate resources adequately on the most demanded programs, and on the ones Suffolk has strong departments, and cut those that do not have high demand. Being competitive is not offering the most degrees, it is being really good at the degrees you can offer. Suffolk's physical capital (buildings, classrooms) does not allow you to increase population size dramatically, and your commitment to be tuition based while offering an inexpensive education is admirable, but since you are offering more things that what can be funded, then some programs are mediocre. I suffered that at Suffolk, my program is highly demanded in the Government Department (half of the students are Int. Relations), yet the programs has less professors than other programs (it has the same amount of full time professors than Spanish... for instance). I am leaving Suffolk and there are only 4 International Relations professors.

- Found problems with tying topics together. Business needs all the working parts but the departments are incredibly divided. No connection or ties to other business classes. More communication and effective communication like signifying the importance of emails (this survey). Internet problems and technology problems were prevalent throughout my Suffolk career. Suffolk is great for collaboration and team building. Some faculty are willing and ready to help out students no matter what it takes in order to see the student succeed.
- From the professors, diversity of students, and overall acceptance to the community of the university, Suffolk has truly been able to not only enhance my educational experience but also develop my own personal skills and training.
- Gave me the opportunity to complete one of the highest I set for myself; graduate with a college degree. School leading up to college was a struggle for me. I had to work very hard to get where I am academic wise. I cannot wait to walk at graduation, it will be the best day of my entire life. Thank you.
- Getting an education at Suffolk University is what you make it. If you go above and beyond to seek guidance and build professional relationships with your professors then there is no reason to be worried about the future of your career.
- Getting involved was the key to my success and happiness at Suffolk; without Venture, my work study, being a Writing Tutor, being an SU 101 TA, and being a Study Abroad Peer mentor my experience would have been a very different one. Suffolk needs to find a way to get students involved since we do not have a traditional college campus. Additionally, having worked at both the Writing Center and CLAS, I would like to emphasize that although being a tutor has been one of the highlights of my Suffolk experience, if I were not graduating I would still not be returning to work at CLAS. The work environment is awful, there is no communication among the staff and between the staff and student employees, and it is very easy for tutors to feel neglected (as hardly any of the staff answers emails in a timely manner or at all, leaving potentially important questions or concerns unanswered). Going into the transition between The Writing Center/Ballotti/Math Center and CLAS, I knew that it was going to be difficult, but it was handled very unprofessionally, and again, as much as it pains me to say this, I would not be returning as a tutor if I were not graduating.
- GO RAMS!
- Great and Awesome experience! It was Worth the 4 years. As a transfer student from the defunct Dakar campus, I can say Suffolk has been a huge part of my life for these 4-5 Years. Hopefully May or May not come back!
- Great experience! Like anything or anywhere there are some flaws but I will truly miss Suffolk .
- Great location!
- Great professors in the crime and justice major who expose the flaws of the system, and who also have experience in the work field.

- Great school. Very different but the experience gained is much more than many other universities with real life experience.
- Had a great time at Suffolk. Got along great with students and teachers.
- Having small classes and getting to know my phenomenal teachers made the entire experience worthwhile.
- History and Philosophy departments are amazing.
- Honestly I learned so much from Suffolk to which I hope to bring with me as I become a lawyer in the future.
- I always knew I wanted to attend Suffolk University and I knew it was the right place for me. Four years later, I can still say the same. I enjoyed all of my professors, and I learned a great deal. It definitely prepared me for the real world and the education is something I will always be grateful for.
- I am fortunate to be part of the government department which compared to other majors has strong professors, lots of class options, and opportunities to build my resume. Had I been part of another major I would not have had the great educational experience I did have.
- I am grateful for the people (staff) who have helped me during my time at Suffolk University. However, there was a lot of added stress brought on by a lack of community, financial hardships, and degree requirements that I feel could have been avoided (or dealt with better). It is a good school, but it has the potential to be much better and I think that was what made my last 4 years here difficult.

- I am not going to say that I hated my experience at Suffolk but I was very close to that. The library is so small that sometimes, especially during exams you might end up sitting on the floor to study. Sometimes, we go to the law school to find some spots because there are not that many students there. However, the access to the classroom is forbidden to us. I know it is the Law school but it is also called SUFFOLK, isn't it. One of the things I was very disappointed was the athletic department. As a student athlete, I was very unhappy with the fact that our field was in Sommerville while Colleges like Emerson for example have their field very close. I would lose 4 to 6 hours per day just for Soccer practice. The only reason that kept me going was my love for soccer. That's it! Another problem was the fact that you made your student-athletes buy their own warm ups when they represent the University in the Northeast region. I think it is just a shame to do such thing. I don't think that you can pretend to be or want to be an example of a University with those problems. If you cannot at least offer those little thing to students, then close the athletic department. Suffolk has many international students who love sport. Unfortunately, the University does not have adequate infrastructure (pool, indoor soccer field) or close infrastructures. The gym has the size of my apartment. I do not know whether I should laugh or cry. I also know some international students who had some financial issues but were unable to find a job at school because there were not sufficient funds for "us". You could of course get a job sometimes, but only if you knew someone. Just so you know, many people I met were planning to leave the university and go to Northeastern or UMASS because of those issues. I was really disappointed to attend Suffolk and think if I had to chose again I would go to Iowa State who also accepted me. I just hope that I did not waste my time giving you some information that you could use to make some improvements because I am not the only one who thinks like that. I graduated with very good grades, met some great people, but I don't think that I would have made the choice of attending Suffolk if given the opportunity again. Especially when I turn down the offer from some at least good Universities such as Iowa State. Thanks!
- I am very happy I attended Suffolk University and was accepted into the Radiation Therapy program. I do wish that the dorm living was better my freshman year but overall I had a great experience.
- I am very happy that I attended Suffolk University. I am thankful of great instruction provided by my teachers, and the excellent resources available to me. The people at career resources were very helpful to my overall success, therefore I would like to see that this department continues receive more funding by the University. I utilized the Bloomberg terminal in the Sawyer computer lounge very often and would like to see more advertising of this excellent tool. I am glad that the University has decided to continue to invest in the facilities in and around the campus. Regarding tuition, I hope education costs at Suffolk could decrease for all future students, in an effort to increase educational opportunities to more students. Thank you Suffolk University for giving me this wonderful opportunity to become my family's first college graduate in the United States!

- I am very satisfied with the skills I obtained through my experience within the business school and the relationships I developed. However, I am dissatisfied with the number of faculty who developed courses without the goal in mind of teaching us how to be successful as students developing skills for the professional world. The "end goal" for many, many faculty was to teach us items in a textbook without any further insight or development. As a student in higher education, I am not only attending classes to acquire skills in a specific field, but to learn how to use these skills to become more efficient in solving real world problems that I will face post-graduation. I am disappointed that some faculty do not see the bigger picture outside of the classroom. Each student sitting in front of them has the potential to change the world and the classroom is the perfect setting to give each student the skills needed to understand the changing world we live in today and become self-confident leaders.
- I attended multiple schools and Suffolk handled the transfer best, and has some of the most engaged professors in my opinion.
- I believe Suffolk University is a great institution and offers a great education. I enjoyed my years here. And feel as though I have gained many of the skills necessary for the "real world".
- I can't overstate how pleasantly surprised I was by my four-year experience at Suffolk University. As a broadcast journalism major, I was able to amass 4 internships; one gave me the opportunity to interview star athletes across Boston, another sent me to South Korea for a summer, the third gave me the opportunity to go live on air as a reporter for New England Cable News, and the latest one gave me an all-expenses paid trip to Las Vegas to cover technology news. Going to Suffolk University was the best decision I could have possibly made. I'm thrilled with my last four years and very sad to be saying goodbye. A special thank you to specific professor, who above anyone and anything else made my experience here worthwhile. He brought out the best in me as a student, a journalist, and a person, and this school is extremely lucky to have him, as was I. If this school can continue to provide a wealth of internship opportunities, talented professors, and continue to reward the students who strive for excellence in their field of choice, then it will be my pleasure to recommend and support Suffolk University in whatever way I can in the future. Thank you for giving me four of the greatest years of my life, and the knowledge to make the rest of my life equally as rewarding, exciting, and successful.
- I chose "very satisfied" because the professors, here, really make that difference for me. Where the issues lie is with the administration and the administrative offices (student accounts, financial aid, dean's, etc.). Things can be disorganized and people can be less than knowledgeable and unhelpful. There is not that "personal" level that there should be...we are all paying students (whether subsidized by the government or paying out of pocket) and deserve respect and consideration. There is a professionalism that is missing from these offices. The professors here have shaped my experience the most. We've got some of the best professors...never before have I sat in classes, so enthralled in what I was hearing, and really THOUGHT about the topics at hand, whether it was science, law, ethics, or Aristotle's interpretation of happiness. The professors I have had have been engaging and have taught me things that I could never put a price on. I'd say if there is any "gem" to be found, here at Suffolk, it is the professors and the unique influence each one brings to our lives.



- I dealt with a very personal and emotional issue sophomore year and I feel that it all happened the way it did because Suffolk dropped the ball and let one of my roommates fall through the cracks.
- I decided to go to Suffolk over going to a great school in CT because I received more financial aid and scholarship money from Suffolk. I loved Suffolk because it was in the city, close to home, and offered a variety of majors. I loved the variety of the clubs, groups, and programs on campus, and made sure to take advantage of them. I made excellent relationships with faculty, and most of my classes were great and beneficial to my future plans and goals. I do think most of my classes were very easy. I think the work in most classes was very similar- group projects, group projects, group projects. There can only be so many a semester until it goes from being beneficial and a learning experience, to a task that just needs to be checked off and out of the way. I would have liked more of a variety of teaching techniques. I would have liked to have seen more of a community center in Sawyer for kids to hangout in. I definitely wish there was a fitness center on campus- this is HUGE, especially for commuter students. I am bitter sweet about Suffolk. I have some great memories and have enjoyed the majority of my education there. However, there are times where I wish I was challenged more, and had more of a college campus.
- I didn't learn anything other than how to write a killer last minute essay. I also learned that Suffolk University as an institution doesn't give a explicative about its students.
- I enjoyed my time at Suffolk I like the small classes and being able to really get to know my peers and professors. I believe it is an amazing school and I wish I attended all four years here.
- I enjoyed the classroom size of all the courses (about 30 seats) at Suffolk University. Students are able to effectively communicate with professors that way.

- I feel as though many of the classes I have taken throughout my four years at Suffolk have been an incredibly ineffective use of my time. The quality of the classes that I did find useful was wonderful, and I have often found myself wondering why I am not getting more of that. I cannot stress enough how much more satisfied I would have been with my education if I could have used the time I spent sitting through completely irrelevant classes to focus on something that would truly benefit my end goal of becoming a writer. I chose to study Creative Writing, and yet I found myself doing very little of that. We need more workshops offered to us; simply reading another writer's work and then regurgitating that writer's intentions for us has taught me very little about being a writer, or how to exercise my creativity. A university like this one is certainly the perfect place for academic writing, and it would be ignorant of me to tell you that I was upset that I needed to do that; I'm not. I simply feel as though I only ended up with just a small piece of what I was looking for. I wish that I had been able to fill my time with generating my own work, which was my initial expectation, rather than sitting through recycled information from my high school career that I will never use. The work I did manage to create is good and I am happy with it, but it is so little, especially considering how much time and money has been funneled into this whole experience. I got what I wanted, but only a fragment of it. In that sense, I feel dissatisfied. Had I been given the opportunity to use my time effectively and fill it with learning what is relevant to what I chose to attend Suffolk for, I would have been much more academically successful and overall, more satisfied with my experience. I am sure that you receive this sort of feedback fairly often, as many of my classmates have expressed similar feelings, but it is important to me as a part of the Suffolk community that I share my feelings on this with you. Thank you.
- I feel as though Suffolk did not provide me with the education that I expected. The highlight of my education was studying at the Madrid campus for 2 years.
- I feel I was never challenged during my time at Suffolk. I had difficulty dealing with certain members in SLI (even after holding an executive position on Program Council). I wish I knew about other degrees and programs that were being offered. I wish I had switched majors. I enjoyed my professors in CAS/CJN, but wish I had switched to SBS. The politics between SBS and CAS, could have prevented the switch. Student Alumni Association should be more recognized on campus.
- I felt that my extracurricular experience at Suffolk was lacking, and there should have been more events. I know at other universities, they have a friendly dodgeball tournament every semester, free bake sales for club donations every month, and affordable New York trips every semester. It would have been nice to have similar events at Suffolk that occur more than once every semester. That way, it encourages students to come together and make new friends, rather than just networking for a business purpose.
- I found the administrative side of Suffolk to be very hard to work with. There is a lack of communication between departments, making students feel overwhelmed and as if they are left alone to fend for themselves. Secondly OCHO was a major struggle to work with, for a school which does not provide housing for upperclassmen the office was not very helpful, the housing fairs were target towards students with high incomes, instead the office should focus more on assisting students to find apartments with a student's budget in mind.

- I had a great experience at Suffolk University. I grew academically and socially. While there were some things that I was frustrated with, I could not have asked for a better college experience.
- I had a positive experience at Suffolk. It was perfect for where I was in my life, being a commuter and working full time.
- I had a very good experience and I enjoyed learning.
- I hate economics and this course should NOT BE A REQUIREMENT FOR PR STUDENTS.
- I hate Residential Life.
- I have a lot of issues with the logistics of the corporation of our University, but I really do love it.
- I have always dreamed about coming to Suffolk University. My experience at SU was satisfying to some extent. I understand that nothing is perfect, and I think it was an OK experience. I was able to make strong friendships, network, learn from the few professors that I had that actually taught beyond the SLIDESHOW. I am happy I came to Suffolk University, but it wasn't what I have expected. I wasn't expecting to have a limited number of professors teaching the same courses all over again. From the four professors I had for my International Affairs program, I can say that only one was able to teach and to bring important issues to the table. I honestly cannot understand how Suffolk University still has professors that are not able to teach higher education appropriately. As an institution that it is, I believe that SU should pay close attention to teaching staff. We are paying so much money, and I felt like I wasn't getting anything back. Our professor evaluations are not taken serious, and it should. I am a strong believer that any and every school should have strong professors, especially when you are paying more than \$30,000. In regards to program advisors, I believe that it should also be taken serious. My first adviser was clueless (not only in advising, but also in class). My second program advisor did not know much about me, and then I was automatically switched to my third advisor. I am not complaining about changing in advisors, because you can get different points-of-view, but 3 changes for me is overwhelming. Also, if you depend on these people's signatures in order to register for classes, then these people should take their role seriously. They should know what they are doing, and what is best for the student. I do not have to explain to a person that has access to my information, and I should not feel like the person is useless. Career services office: I have been to the career services office a couple of times. My first meeting was with specific person. He is a great person, and knows what he is doing. But, my second experience was not the best. I had an appointment with a specific person, and she helped me fix my resume, etc, but at the same time she wasn't much of a motivator. Instead, she is capable of putting one down more than it is needed; since the experience I had with her I haven't gone back.

- I have enjoyed my years at Suffolk and have learned a good deal about communications and journalism. I am somewhat satisfied, but I don't feel that I was challenged enough overall. There were challenging courses, but the majority were not particularly challenging. I was also somewhat dissatisfied with Suffolk's student support and services. I never really felt like Suffolk cared about me, and I never really got the recognition I deserved as an Honors student and an involved member of the Suffolk community. Not enough attention was paid to helping me prepare for the future and succeed not just in the journalism field, but in the general work force. I was very disappointed with Suffolk's Career Services. The only help they gave me was slightly revising my cover letter and resume and telling me to go on the Experience site to find internships and jobs. The Experience site itself is not useful. There are not nearly enough jobs or internships listed on the site and the ones that are listed are very limited. In general, Career Services did not prepare me for getting a job and did not help me get a job. Another issue is the fact that a student majoring in a communications field cannot double major or minor in a separate communications field. As a print journalism major, I could not minor in PR. The fields are completely different, but I was unable to take up the minor because both are in the communications department. This does not seem logical to me. I understand that there is probably a sufficient reason for this rule, but I still find it troublesome. Fields like PR and journalism, though somewhat related, are completely separate. In regards to the CAS Honors Program, I am somewhat dissatisfied with my experience. Freshman year the program was small and intimate. More personal attention was paid to honors students. Then the program invited double the amount of students to join, decreasing the standards and taking away the feeling of personal attention. Over the years, the program has not received enough funding and has been very disorganized. The CAS Honors Program is in need of significant improvement. If a school does not take care of their best students, that school is doing something wrong. Overall, I found Suffolk University to be disordered and in need of improvement. That being said, I am still partially satisfied with my education. I did learn, and that is what college is all about. I loved nearly all of my professors and I am glad that I got to meet the people that I met.
- I have had very poor english and physics instructors here at Suffolk...I think they need to be screened better.
- I have never met with my assigned advisor because she never reached out to me. Specific person in undergrad advising has been my go-to person here, he has been amazing in helping me pick classes and directing me in general. I am truly thankful that someone like him exists and was at Suffolk. Also, the Financial Aid office AMAZING PEOPLE! Specific person in the registrar's office has helped me on a regular basis as well. Specific professors in the Marketing Department are doing an outstanding job. It has been a pleasure being a part of specific professor's class who is a wonderful individual and a great professor! These people have helped me when I was almost about to break whether it be because of financial problems or just social and academic pressures and I will forever be thankful to them! I have chosen "somewhat satisfied" because of professors who have shown a lack of general human interaction skills and have absolutely no interest in helping their students or making their classroom the kind of environment where you want to be. Also I wish more night classes and weekend classes were available - it has been really tough for me to try to manage school and work with the classes that are offered currently. Please consider adding more options.
- I have truly enjoyed my time at Suffolk. I believe that if a student takes advantage of all the things our university has to offer then they will have an amazing undergraduate experience.

- I highly enjoyed my time at Suffolk however I think it would be really helpful if there was a little more feedback on what we as Psychology majors can achieve with a Bachelors degree. I know that for further job opportunities you really need a masters or even a PhD. But there are still plenty of options for those of us who want to work first and then continue on to grad school so a little more focus on the different fields that we can work in with our Bachelors degree would help because it would make us feel empowered verses slightly despaired over the idea that in order to go anywhere in this field we have to go to Grad school. Just teaching us about the options that are available to us upon graduation.
- I joke that Suffolk is poor man's BU. But my time with the English Department has been fantastic and I have no regrets coming to Suffolk because the English professors and peers are all amazing. I feel confident that my career will be successful because of my time as a Suffolk University English Major.
- I knew I wanted to attend Suffolk freshman year of high school. I was ecstatic when I was accepted, and now words cannot describe how I feel to be graduating from this institution. Thank you Suffolk, you changed me in ways I would have never imagined 4 years ago.
- I largely felt like I was not challenged during my four years at Suffolk. It is well known that Suffolk isn't very selective when it comes to the acceptance rate of students and this largely affects the quality of the education here. Class discussions are dull, and in my experience have largely been based off of feelings rather than facts, the textbooks, current events, or any other relevant piece of information, leading a great deal of time being spent listening to pointless, anecdotal stories. Professors have simply realized that most students simply don't put in much effort, and it seems most professors are okay with this. It is very easy to not do readings, put little effort into homework, projects, and exams, and receive high marks. Be more selective accepting students. Change the expectations professors have of their students.
- I learned a great deal and became a better writer.
- I learned a lot in Suffolk. I gain confidence and real world knowledge which would help me in future.
- I learned a lot of various types of skills, but efforts in job searching never worked in the Boston area.
- I learned a vast amount through my degree, but I think I learned more about writing through clubs and my internship. I wish some of my degree classes were more challenging.
- I learned quite a bit from my program but the hard part was to meet with students from here. I also wished that my program stays relevant and that it gets improved with the years. However as a student from the Dakar campus, I felt like having a grant was blocking me from having any other advantage as a student, even if I worked hard to keep a GPA higher than 3.5/4.
- I like the program that Suffolk had offers me. Some of the teachers are friendly and very helpful. I also meet a lot of any new friends from the other part of the world that I never meet before.

- I liked it. (2)
- I love all the professors and faculty at the Government Department! Some other departments may need improvements but overall my professors and friends at the Government Department have made my college experience amazing by always supporting and believing in me.
- I love Suffolk University, and I love the location in downtown.
- I love the New England School of Art and Design. I always felt connected to my professors and classmates as well as the students in the other majors provided at NESAD. There exists a strong disconnect between the Design school and Suffolk's "main campus." I know it is getting a little bit better, but getting the integration or collaboration of the design programs with other programs is struggling. It is partially the fault of administrators and faculty and partially due to lack of enthusiasm of the students. Clubs were tried and outreach was attempted but in my 4 years nothing has really taken off. I am not sure what the remedy is to this problem. But I do know that I love NESAD but as for the "main campus" and facilities of Suffolk, I never really found my place. NESAD has offered me so many opportunities and I have had the chance to enter in and even win a few design awards. I will look back fondly on my memories of The New England School of Art and Design, but still remain unsure of what my experience with Suffolk's main body was. Overall, I feel prepared for the future and that I learned a great deal, made many professional and personal relationships and I look forward to graduating and moving onto the next stage in life. I may even go on to get my masters in a related study. Thank You.
- I love this school!!
- I loved attending Suffolk. For improvement, I think that taking all these surveys as a senior should not be mandatory for graduation. It is easy to miss in an email and then not be eligible for our commencement packets. I should not be forced to voice my opinion.
- I loved coming to Suffolk but the essential courses in my major were difficult and I didn't get much help from my professors or outside help which in the end hurt my gpa.
- I loved every minute of being here at Suffolk University. This institution has made me into a well rounded individual, prepared for this world. I am very honored to say that I attended this school and will proudly wear my alumni gear and participate in alumni events. I have been involved in almost every office on campus and I got to know a lot of wonderful people and for that I am thankful. I would never change a thing about this school and my time here. It was amazing.

- I loved every minute of my experience at Suffolk University. The key to enjoying your time here is getting involved! I tell everyone that. Take advantage of every opportunity and don't put off things like studying abroad because you think it's the wrong time. I was very pleased with the education I have received especially in my major. Specific professor is a great mentor and teacher to have in the broadcast journalism department. My three favorite things about Suffolk are Suffolk U News, studying abroad at the Madrid campus and getting involved in the Journey Leadership Program. Thank you Suffolk.
- I loved it here! I just don't know why we got 50 emails about senior portraits but only receive one, maybe two, of very important graduation and registration information.
- I loved Suffolk because it was close to home and easy to get to. I loved my major and the ability Suffolk gave me to be in this field and gain the opportunities and knowledge I have today.
- I loved Suffolk University.
- I loved Suffolk, and all that it had to offer however it was hard that it was a commuter school. As a commuter I joined greek life trying to get to know people, but my senior year was too late. As a third year transfer student from Bridgewater State University, I was excited to be in the city. However I mostly went to class and left campus. I hope that for future students, there are more opportunities for students to get to know each other and spend time with their faculty.
- I loved Suffolk. I would recommend this university to anyone. I have learned so much since being at Suffolk. The professors are AMAZING and living in Boston is unreal. I am very satisfied and I would not change a thing.
- I loved working in an environment where students had much more independence and more going on than just school. Suffolk helped me mature as a person and become more independent and confidence in the person I am and the work I do.
- I mainly came to Suffolk because they offered me the largest scholarship of all the schools I applied to. I also realized I could graduate a year early at the Suffolk program, saving more money and time to start the next step. I regret choosing my undergraduate field of study, but appreciate the learning opportunity...meaning being able to figure out what I don't want to do, so I can try something else for grad school.
- I met some amazing people at Suffolk that have changed my life for the better. The four years flew by at this school.
- I really enjoy my experience at Suffolk University. I would like to see more inclusiveness in the student body, and in my degree (Finance), to see some of the certificates required in the banking sector, offered.
- I really enjoyed my time here. The people who cannot say that are the people who did not get involved beyond going to classes. The Suffolk community is full of amazing people and these people are all the types to get involved so if someone comes here and gets involved in anything they are going to have a great experience.

- I really love Suffolk University because the school have great professors and advisors that always pushed me to do more than what I am capable of. I will definitely recommend Suffolk University to my brothers and friends.
- I shouldn't be forced to voice my opinion and take a survey to pick up my commencement packet.
- I think professors need to be examined closer. Some professors do not care how they spend the class time and it is frankly a waste of our time and money as students. I think something needs to be done in regards to internship experience. Suffolk should encourage/require internship experience for maybe a semester or a summer but it would be very beneficial to have that under students' belts before senior year. Suffolk needs to have more connections with firms and companies in the Boston area so they can recruit students. The study abroad program was by far one of the best experiences OF MY LIFE. Suffolk did an incredible job.
- I think Suffolk offers their students an experience that cannot be compared to other colleges and universities.
- I think Suffolk truly hires faculty and staff that CARE about students and want to help them succeed. No matter what the situation, there has always been someone here that I can turn to for help and guidance!
- I think the criminal justice major needs to be enhanced with more classes related to policing and other major aspects of the criminal justice profession.
- I think the money and time needs to be spent on developing the academic side of things, such as not making every professor an adjunct, because their lack of commitment to Suffolk (because this is basically a part-time job for them and they work elsewhere) shows in their office hours (or lack thereof). So, maybe instead of building a new building, we need to invest resources in making faculty and students more committed to academics. I also think there should be higher standards for students in terms of grades. Some requirement classes (101 classes etc) are extremely easy and mostly a waste of time.
- I think you should make students attend job fairs for classes etc. To help them find jobs. You have to push some students.
- I transferred into Suffolk Spring of 2012 and I have been very grateful and impressed with my experience here. Specific professors of the History Department were highly helpful during my orientation and devising and way for me to graduate in 1 1/2 - 2 years. After hearing mixed comments about Suffolk prior to enrolling there, I was pleasantly impressed with everything offered at Suffolk. I only wish there was a more united Campus life between all the different residencies. I felt that living in Miller ostracized me from the rest of the student population, especially as a transfer student.



- I truly enjoyed my experience at Suffolk University. I really love this school but I was disappointed to see many of my friends unhappy with this school. There is a strong perception among students that Suffolk 'doesn't care' about its students. I think this comes from the lack of a student center. The 4th floor of Donahue is way too small to accommodate all students and with no campus, Suffolk needs a place for students to build relationships. Many of my friends were jaded by the lack of school spirit and felt that they were not part of a Suffolk community.
- I was a student who commuted, for students who have to commute Suffolk should allow commuters a higher discount on commuting experiences.
- I was able to learn a sufficient amount that will enable me to pursue a career that I enjoy.
- I was enrolled since Fall-2011 and overall I like school and my classmates. I think its good that students have opportunity to meet different people from different countries.
- I was hoping that the film program would involve more media production courses, not as much theory and just simply watching movies. I thought I was going to have more resources available and more challenging projects that would translate into the real world. During one semester at work study in studio 73, I was working with cameras and doing a show and I was banned from the Studio by the head of the studio and not allowed to return because I worked all night editing for a show I was putting together with a group of students. That being said, I recognize that I may have abused my privileges by staying all night editing, but I wanted to take advantage of what Suffolk had to offer for a limited period of time.
- I was very disappointed with the lack of integration between NESAD and the rest of the campus. I was unable to attend job fairs or join clubs on campus because they were scheduled at the exact time of NESAD classes. There are also an unnecessary amount of classes that I have taken as a requirement for my major that I have learned almost nothing in. One professor was even fired at the end of the semester for going against her approved syllabus.... Another one of my classes was merged with another class by the random choice of the professor and I received zero attention and was called by the wrong name for the entire semester. When on a tour of NESAD, we were promised printing on site and small classes and I feel I was stripped of both too many times over my four years at Suffolk. Just when I think I'm about to be free of broken promises, I am told two weeks before graduation that I am short 4 credits. I now have to pay \$3000 out of pocket for a summer course that I could have taken this semester under financial aid.... I also feel like as a Graphic Design major, I know little to nothing about photoshop which scares me entering the real world. Overall, I am happy with the size of the classes (when they aren't "merged") and the professors who clearly know what they are doing. Sorry to sound rude, but I'm just being completely honest.
- I was very happy with such courses as Managing the Family Business, Green and Sustainable Business, and Negotiations and felt these were all very applicable for my Management major. I liked that they have more specific topics and would like to see more of this, such as applicability to specific industries. I think these types of classes are more interesting than some of the more general topics although those are just as important.
- I wish I had been advised to explore my interests more instead of just take classes to fulfill requirements. My senior year (when it was too late to enroll in any more classes) I noticed

flyers for certain government classes that would have been way more appealing to me had I known about them in comparison to the basic credit-filling courses I was told to take. I certainly would have learned more content because I would have been more interested in these required courses, and maybe I would have learned a little more about myself and what I like, too. I think it is essential to spend time not only exploring career interests, but life interests as well. Education does not capitalize enough on personal success (exploring your interests). It encourages "success" in the form of becoming stable with a job and money, which usually comes with a suggested timeline. I wish I had been told it was okay to explore and not make decisions immediately. I think I would have still ended up okay if I didn't feel so tied down to a timeline of deciding what I want to do with my life, what I should major in, and fulfilling courses. Because I'm a graduating senior, with a full time job pertinent to my field, and I still don't feel like I know who I am.

- I wish I majored in business!
- I wish students had the chance for more hands on learning in the field of their major.
- I would have changed to a Business major.
- I would have like to see more on campus employment opportunities for students who did not receive work-study financial aid funding. I also found it extremely limiting that all organizations met during the same times at activities periods and I had to pick one club over all the others or limit my involvement on campus. Other evening events conflicted with classes. It was difficult as a transfer student to feel fully incorporated into campus life because I felt the transfer orientation did not do a very good job of introducing us to the various offices on campus and the opportunities they provided. Most of my fondest experiences I had to seek out independently from the university with very little guidance from faculty. I hope in the future there is more guidance offered to graduating students on how the alumni process works, and what benefits we receive as alumni.
- I would recommend Suffolk to anyone. Please unite similar programs to give more resources and funding to highest achieving departments. Also financial aid, bursars, and registrar offices are absurd and awful. Fix them.
- If not for the Theatre Department, I would have left this institution my freshman year.
- I'll miss the environment and the people in Suffolk.
- I'm actually very aggravated by my education at Suffolk. There shouldn't even be a film studies department because I have had no assistance getting anywhere after school. I've had to do everything on my own and I'm leaving school with no experience and no direction even though I've tried talking with faculty. I'm very displeased overall.
- Improve the Athletics Department.
- In all honesty, I loved Suffolk University. The only things I didn't like was the fact there was too many students in my classes that were incapable of learning a lot of the work. There were a lot of cases where the class process was too slow to keep up with those students. Also, my major

GPA was literally a 3.9 because of the knowledge I had to begin with, and I ended up with a 3.3 overall because of the CAS classes I needed to take which I was completely useless to me. In regards to the professors in the Business school, all of them were established individuals and knew what they were doing, I loved that most of all. I was able to start my own consultant business because of that.

- In the past year I've noticed a lot of changes at Suffolk University. I think Suffolk is really going in the right direction with the school it's trying to become. It's a shame I didn't get to experience these things earlier in my Suffolk career. Suffolk needs to remember that it is a commuter school, so it's so important to find a way to get students involved.
- Incredible experience at this school thanks to the people I met. I hope and wish Suffolk can achieve higher academic standards in the near future as Suffolk is more or less the school other "better" schools make fun of - including students at Suffolk making fun of it. The culture at Suffolk will need to change basically. Otherwise I am very thankful for this opportunity!
- It did not feel like a community, building are everywhere, it gets hard to go to a classroom because of the weather, there could be a shuttle as a solution! Not all professors at NESAD are good!
- It is difficult for students to succeed when they have professors who are unwilling to apply feedbacks they have been given by their students. Stubbornness on the way to approach teaching a particular subject makes it difficult for students to become passionate about the subject much less care for it beyond that it is just a requirement.
- It should be noted that specific professor has been my advisor for my three years here at Suffolk, though this has never been changed on my.suffolk. He is deeply deserving of his position, if not full tenure. He is a valuable resource both as a Professor and as an academic advisor. I would also like to note that the Performing Arts Office is also worthy of merit, they are incredibly well-organized and help to create a comfortable community for performers here at Suffolk.
- It was a good school to go to. I got a lot out of it. There were some ups and downs and certain hardships but in the end I did receive a good education. Suffolk does teach you to solve your own problems, that things won't be handed to you. That you have to reach for them.
- It was an amazing experience. The opportunities I have today would not have been possible without Suffolk. Coming from Africa and the Dakar campus, my dream came to reality because of Suffolk. And the personal growth I have gained is beyond amazing and it's all because of the leadership training and involvement that made it possible. Now it's time to pay back to the Suffolk community and give opportunity to people who need it the same way Suffolk gave me the opportunity.
- It's a great experience. I love everything in Suffolk and I am going to miss the great moments that I had as an undergrad student. It gives me a new perspective and I love it.
- It's not really a commuter friendly school, could get better professors and for what I pay for in tuition is not worth for what I receive as a commuter. They can do so much better.

- I've loved every second of the eight years (on and off) I've spent at Suffolk. I'm not sure what my future holds, but I feel very prepared!
- Lack of information concerning radiation bio major. Not informed of addition time for clinical experience or limit to students admitted. No preparation available to students graduating non clinical, available job fairs do not fit the experience, only for traditional bio majors.
- Learned a lot, the teachers in my major were great. Loved specific professor and learned a lot from her.
- Let me start by saying that the faculty and courses that I took at Suffolk were awesome. However, I transferred to Suffolk because of it's location in Boston. My hope was that the location would allow for greater networking opportunities and co-op job opportunities. As I progressed at Suffolk I had encountered a problem, I was unable to intern with any relevant companies while here. This was a multi-pronged issue, first the co-op/internships available made available to me were all non-paid. I'm a college aged student with mounting loans, and come from a split household. Not getting paid for the work I did was out of the question. Second, upon realizing the internships/co-ops were all unpaid, I was unable to be redirected towards any that would allow for some payment. While learning hands on is nice, the idea that I wouldn't be paid was too great to overlook. I could've gone to a school such as Northeastern, got a paid co-op, and have networked within the city. The other problem I have encountered while at Suffolk is my frustration with my major. This is not my professor's fault, or Suffolk's fault, rather a failure of my previous institutions for not informing of the limitations of seeking a Sociology degree. This leads me to my third issue, after four years at Suffolk I no longer want anything to do with the field that my major pertains to. I'm sure this response, will cause every word I type before and after to be deemed irrelevant because I just said I don't like my major. I do not blame my professors, or Suffolk, for this, it is a result of my learning here. The Criminal Justice system is broken, and I don't want to be a part of it. That is nobody at Suffolk's fault, just my observation, and conclusion. Overall, I have appreciated my time at Suffolk. I have learned from some truly amazing professors, and made some great friends. However, Suffolk has been a letdown as far as linking students with the city. I'm not sure who's fault this is, but this has been my feeling, and the feeling of my peers, whom I've discussed this with. Suffolk lacks a community feel. There are students who genuinely care and try to do something to promote events and raise awareness for great causes, but their words often are met with silence. This is not their fault, this is Suffolk's fault. The university doesn't give the students anything to unite around, or to be "proud" of. Many schools use athletics as a rallying cry, and athletics can give students something to collectively get behind. There are some amazing people at the university that work in athletics, and care about the athletics programs. However, as long as the university continues to choke off the athletic programs, and keep them scattered across the Boston area, there will never be a real sense of community, or a rallying cry for Suffolk students. Unify, highlight, promote athletics with the rest of the university, and the students will respond, and support them. So really I conclude my time by asking Suffolk, what will you do? Is it enough to just continue to collect paychecks and rely on amazing faculty to bring kids here? Or will the administration create a school, campus, and environment that becomes a beacon on the hill? I would love to know the answer.
- Loved it.

- Many of the professors at Suffolk University are very supportive of student learning. One in particular that helped me beyond my expectations was specific professor. Despite his lack of classes, he has proved to be a very dedicated professor who truly wants to help students. Overall, Suffolk has been great, despite some of the professors that should not be teaching. Hopefully, Suffolk will get rid of the not-so-great professors and find better ones that consistently perform and show that they care for the students and their futures.
- Many students, including myself has had trouble with the financial aid office's communication to students. I understand it is a stressful and hard job however I think Suffolk should require more education about the financial aid requirements and eligibility so that students can have an easier time adjusting to college expenses.
- Meeting and studying with a great faculty specific professor completely reshaped my career plans. I believe he is the best Suffolk can offer.
- Met many great people from all around the world here which was great, made relationships with several faculty members to help enhance my knowledge towards my career but many other faculty members seemed to be lacking the drive or pride of being a professor at Suffolk University. Ideal for future students I believe it would be more beneficial to hold more student activities to collaborate interaction between the student population.
- Most of the adjunct professors are useless because they are either not properly compensated or they are extremely foreign and difficult to understand (except for specific professor). Even the major professors in the finance department seemed to care little for their students or were just plain jerks, with the exception of specific professors. In addition, the minor programs I am involved in (real estate and legal studies) are far more challenging and rewarding then my major, especially the classes taught by specific professors. Create a business law and/or a real estate major, please.
- Most of the teachers have great real world experience. Some of them need to take control of the class more, and not let students walk over them. Opens a person's eyes to different cultures around the world. Suffolk has a lot of international student which gives students the opportunity to mingle with other cultures and make friends around the world.
- Most students either transfer out or transfer in to the school, so maybe making courses easier to match up for students who transfer in. For core courses, it would seem as if SU offered a lot, but when it comes down to it, most are hardly offered. If a class is going to be popular, have enough seats or multiple sections to account for the large number of students that will want to take it. Internships should be required for most majors, but students shouldn't have to pay to take an internship because then we're just losing money. Financially, most students are already struggling as is.
- My adviser misled me many times. The professors certainly didn't engage me or make me feel welcome. Few interesting projects with real world applications. I had no help finding or applying to my job. The accreditation of the program is a joke. I feel like I need to spend the next year teaching myself more information just to have the skills to stand out in the job market.

- My advising experience was very difficult, crucial aspects of my graduation were overlooked, I was working against my advisor to get most things done, and through 3 years of this she never remembered my name. The Dean was incredibly helpful though. The standards set for the students in the Graphic Design program at NESAD are shamefully low, both in terms of productivity and quality. The printing set up at NESAD is dismal as well, few computers are linked up to the important printers when there is no reason for all of them to not be hooked up, the printers are very often out of order and while the IT people try valiantly to fix the issues, things are bottlenecked anyway because of how few printers there are available.
- My English minor has added so much more depth and meaning to my education.
- My experience at Suffolk has been nothing less than amazing. I have grown and done more than I would have ever thought possible. I am excited to transition into the working world with all of the skills and lessons that Suffolk has taught me.
- My experience at Suffolk University has exceeding my expectations. Four years ago I applied to many schools in the Boston area. Although Suffolk wasn't the largest, or most popular, I knew I belonged as soon as I took a private tour of the campus. My professors have been amazing - They teach ethically and they have always been motivators. I couldn't feel more confident or ready for life after the experience I've had. Suffolk has given me the skills I need to succeed in life and I am forever thankful I found such a diverse and intriguing environment to learn and play. The beauty of Beacon Hill drew me in initially, but the professors are what kept me at Suffolk for four years. I know the end of four years isn't goodbye, but it was a privilege to have so many wonderful mentors.
- My experience at Suffolk University helped me mature as a gentleman. When going in to Suffolk University, I had no idea of what my eyes were going to be open to or they experience in which I would gain. After the first year, I started seeing the countless opportunities as well as the faculty that I could talk to and pick their minds. The faculty that I had throughout my four years were phenomenal. Specific professors were my favorite three teachers and they helped me develop not only as a student, but as a gentleman ready to enter the workforce and contribute to something larger than myself.
- My experience at Suffolk University was fun due to the clubs and student organizations that I joined.
- My experience at Suffolk was great. I believe if Suffolk could make more a campus vibe it would be beneficial to recruiting more students.
- My experience at Suffolk's Madrid Campus were enlightening and challenging. However, I found in Suffolk Boston a nightmare of badly taught classes, meandering professors, and a completely unresponsive and confused support system. The administration was constantly bouncing me around, failing to notify me about important information, and keeping my financial information updated.

- My faculty advisor within my major was not helpful and really had no guidance or clue what to do. I continued to seek out my undergrad advisor, specific professor, who was amazing! I wish I knew more about the classes Suffolk offered. Now, that I am graduating, I find out that Suffolk offers a number of courses that I would have liked to have taken.
- My GPA was always 3.5 or above and I never received any scholarships from Suffolk. Even after I went to the Financial Aid office to ask if I qualify for any scholarship, they said no even though they never asked for my ID so they can check my GPA. They never told me if there is anybody else I can talk to, who can help me out. Other schools reward their students better.
- My overall academic experience was only somewhat satisfying, as I did not find that many of the departments and offices in the University were truly geared towards the growth and success of the students. I put that I was very satisfied because of the History department. Both the array of classes, as well as the stellar staff of tenured and adjunct professors help hone my skills for analytical thought, inter personal communication, written communication as well as shape me as an academic. Every History professor I have had has put a large amount of effort and passion into the curriculum as well as the students in their classes. They are, along with the Interfuture program, and the Office of Community Engagement what kept me from transferring from the University after my freshman year. In my experience it would be wise for the University to recognize that these are the strengths of the institution, and realign the University's goals towards that rather than creating a for profit institution.
- My professors in the History Department were great but my science professors were less than. It seemed to me that my economics professor could care less about the class's actual progress because he had tenure. This angered me because I am paying for this education and he gave me less than his best. Another thing that was kind of surprising is that there were no emails notifying seniors about registering for graduation. Some of us were more observant and figured it out on our own, but we had to spread the word to others since the school did not. Other than that, I truly enjoyed my time at Suffolk and hope that it only gets better from here.
- My professors lie on two extremes, either absolutely amazing and life changing or the worst teachers I have ever had. A more intense vetting process should be put in place to ensure the quality of the educators at this institution.
- My Suffolk University experience is extremely valuable because my education extends far beyond the classroom. By attending Suffolk, I've gained knowledge through classroom instruction, professional internships, and life experiences in the City of Boston. I've cherished my time here and I highly recommend Suffolk University to all students looking to make the most of the college experience.
- My time at Suffolk Madrid was incredible. The professors there are great, and there is a sense of community among everyone at the campus. My time at Suffolk Boston has been less satisfying. Classes at the Boston campus are, in comparison, too easy. Moreover, many of the professors in the government department all teach from the same perspective (or so it seems). There should be a greater variety of viewpoints considered.
- Need more community events.



- Need to make Suffolk have more of a campus feeling.
- Needed: Bigger gym, bigger library, a cafe for student other than the basement in the D build, math teachers that can speak English, smoking areas.
- Nesad and the main Campus should be more closely integrated. As a NESAD student, I felt like I was attending a completely different school that is not part of Suffolk University. It was both a bitter/sweet experience. We never heard of the events that would go on in the main campus and that's unfortunate especially as a senior. I was also surprised that most of the students from the main campus had no idea what or where NESAD was. I think one way of integrating NESAD to the main campus is bringing NESAD closer to the main campus and also maybe hiring NESAD students to do some of the posters or Design of Suffolk University. There is a lot to gain from that because NESAD is truly a great school.
- No Comments, best University and professors.
- Not a good school to go to if you want to make friends and have a real college experience the locations great and it prepares you to be independent in the real world but definitely not a crazy wild fun college experience.
- One of my main issues with Suffolk is the emphasis on group work. Of course group work is important for real work experience, but Suffolk over does this. It is not necessary to have a group project in every course. Some courses need to challenge the individual to go off and do the work themselves, rather than to rely on other people. Toward the end of my Suffolk career, group projects became too much and the purpose of them seemed to dwindle. I honestly believe Suffolk should tone this down and be more careful with choosing which courses should have group projects.
- One of the professors in the broadcast journalism department is a very poor representation of what the university stands for. He has caused multiple issues for several students. I am very disappointed in the University for letting a professor continue working at Suffolk.
- Overall it was ok but there needs to be improvement. Faculty is good and they have made this experience great.
- Overall my experience at Suffolk was good. However, there are many things that need to be improved. More psychology classes should be offered and multiple required courses should be offered. Many times I found it stressful/extremely difficult to get into required classes because they were full. Also, advisors need to be better trained. I had to switch advisors over 3 times because they were irresponsible (eg. not releasing me to register for classes when we had met already, not getting back to me after sending multiple emails, giving me wrong information, and not showing up to appointments). Also, teacher assistants should not be teaching classes. A few of my professors would use TA's to teach labs and the teachers and TA's expectations were not compatible which made it impossible to do well in class.



- Overall Suffolk was a great school to attend. My only request going forward for the school is to lower the acceptance rate dramatically. Basically I think there are a lot of kids who don't care about their education here, many of them being foreign students who are here to experience Boston but not worry about academics. This affects other students like me when working in groups who end up paying the price. Raising standards would increase the overall product being put out by Suffolk.
- Overall, full time professors are amazing and well-knowledgeable in both theory and practical matter. Although it is challenging to study with a hard and tough teachers, I learn a lot from them. However, some of the part-time teachers were not as knowledgeable and sometimes careless about student's learning incentives. I would highly recommend Suffolk to be seriously considering the standard of hiring part-time teachers to increase the level of lessons for students. Also, I think the school should provide more on-hand experience for students especially Finance students because we study a really relevant and current program compare to the economy. Suffolk should have the tours to explore the real trading exchange through or to meet and discuss with real brokers. That would be really helpful in my opinion.
- Overall, I can't complain: I am graduating with a job offer from top accounting firm. I met many great Accounting faculty members, who truly cared about my welfare. But I feel like I was always smart enough to get an A. Studying at Suffolk was rarely challenging. Overall, students have very low standards of learning, what upset me many times. Of course, I am going to stand for Suffolk throughout my successful career, but I would like to choose a different school for my Masters.
- Overall, I really did enjoy my time at Suffolk. Looking back, what I'll remember most was the diversity. I didn't realize coming in how diverse the school is. I've made life long friends from all over the world which was an unexpected, but welcomed outcome. Being an ENT student, I felt that the program had some great aspects, but also many drawbacks. My two major issues would be the repetition of the course content (i.e. writing a business plan over and over again) as well as the quality of some professors, which I've noted elsewhere in this survey. Another issue that comes to mind about Suffolk is its lack of unity. The school feels very disconnected and lacks a unified school spirit. I believe more unification between schools would help create a more traditional "campus" vibe. Lastly, I'd like to note the performance of one professor in particular. Specific professor's passion for learning, the students, and changing Suffolk for the better is without a doubt unmatched at this University, rivaled only by that of another specific professor, who also deserves an honorable mention. Give these two men a raise!
- Please extend more partnerships with local hospitals for internships for students in science related majors!!! Create volunteer trips to different places/countries for global health initiatives that some students are interested in, like Alternative Spring/Winter Break!!
- Professor should not cancel class too much time.
- Psych program need more counseling and clinical courses.
- Raising the price of tuition during my first year here caused a dramatic scare in whether I would be able to continue school or not. I only wish Suffolk had more ways of helping people like me, those who are poor.

- Something that I think would be very helpful to commuters (I'm also a commuter), would be to get some sort of parking area. Obviously due to our location building a parking lot can't happen, but maybe renting out a floor or two of a garage? I personally would park my car there, and I know many other commuters who would love to park their cars in Boston but don't have a spot to put their car. Another thing, "operation papercut" is ridiculous. I understand that the university doesn't want students printing off hundreds of pages, but we pay enough to go to school here, I shouldn't be charged to print off my homework, too. Lastly, I don't know if Sodexo controls the price of food or the university, but it's way too expensive. I once paid \$4 for a small orange juice and a granola bar. That's outrageous. Please lower the food costs, the quality does not match the price anyways.
- Specific professor is an amazing professor as well as specific professor!
- Specific professor is ruthless and clearly doesn't care about students at all. Bring this up to her and I bet she will go into some story about how she actually does care but in reality all she cares about is her job. Nothing else. Selfish woman.
- Specific professor is your BEST psych professor. She helped me develop not only as a student but also as a young adult trying to navigate this world. Her classes were always the best!
- Specific professor needs to go.
- Specific professor needs to retire and new professors need to be added to the Art History department. Specific professor was supposed to be my "advisor" and blatantly wanted to see me fail. He always had a disdainful, unhelpful attitude. He did absolutely nothing to help me plan for graduation and made it clear that he did not want to help me. What type of so called "advisor" simply says, "That's Impossible. You couldn't be graduating. I don't know what you think you've cooked up but it won't work." I finally had to seek out specific professor's help for advising and am graduating in May as planned. All other experiences I've had with Suffolk University professors have been extremely professional and they actively want to help you. Specific professor was the exact opposite and I was sincerely disappointed to have him as one of the two people running the ARH dept.
- Specific professors have been the greatest and most influential professors that I have been lucky enough to learn from. They made their classes interesting, applicable outside of the classroom, and their classes made you think, rather than memorize text. I thoroughly enjoyed their classes and would recommend them highly.
- Specific professors were excellent! They were very hands-on, and were able to effectively relay the information using anecdotes from their own experience. They made class content interesting and fun to learn, and were very knowledgeable, helpful and approachable. They really care about the students.
- Stop hash-tagging your acceptance letters.
- Student teaching through Suffolk University was the best experience I had in the four years I attended. The program has been cut but students should be able to participate in such an empowering experience even if it is a small program.

- Studying abroad was great and getting full tuition through the honors was my main reason for picking Suffolk over Babson.
- Succeeded in my department after two years of doing very little with my major. Was failing at first due to lack of interest/ poor professors/ personal issues. Now succeeding/ working for the department Fall 15.
- Suffolk allowed me to gain vital skills that I am currently implementing at my job and also gave me the opportunity to learn with an international perspective.
- Suffolk gave me the opportunity and resource to be successful through the benefits of the honors program, access to employers, and confidence it gave me along the way.
- Suffolk gave me the opportunity to grow and mature in wonderful ways through studying abroad and having a leading role in student groups. However, only a select few of my courses here were excellent, most of them did not seem fitting for a university. In fact, some of them were shamefully and insultingly easy. I truly believe in Suffolk as an institution where students who traditionally could not get an education can go and thrive, but not at the expense of challenging students and engaging them at a higher level. Suffolk needs to step up the intensity of courses, but other programs at the school are great.
- Suffolk generated a productive environment that provided the correct resources for me start my own venture. The SBS professors are phenomenal. My only concern is that the PHD professors lack the real word experience to prepare students for it. There needs to be a major upgrade of technology within Suffolk. The registrar's office uses rudimentary processes.
- Suffolk has done a poor job of networking and student involvement. They did not organize enough events or requirements to full meet other students and have a friend database.
- Suffolk has given me a chance and lots of opportunities. Thank you.
- Suffolk has improved a lot in many aspects since I first started here, but it must improve its academic ranking and reputation. The acceptance rate is also quite high and needs to be more strict to be a more competitive school. It is still a 2nd or 3rd tier school in comparison to most Boston area schools.
- Suffolk has opened doors for me and I will do everything to carry the school's name with the highest regard.
- Suffolk is a great school as there are so many opportunities to grow as a student and to become an active agent of change. I felt as though there were many services and resources on campus that helped push my success as a student. I do wish that I was challenged more in my major.
- Suffolk is fine, but I should have bought a motorcycle instead.
- Suffolk is truly the school with a heart in the heart of the city!

- Suffolk is trying to improve, which is a good thing. They recognize some areas need to be improved. I think that a modernized science department will be a great plus. We have some amazing science professors and if Suffolk could meet those standards it will be a great school. Please provide better opportunities for science majors!
- Suffolk is very well come and professional school.
- Suffolk is what you make of it. I had an overall great time.
- Suffolk needs to do three things in order to be an elite school within Boston. First figure out a way to get an actual gym facility that can also be used as a "meet up place" for students. More students will want to come to Suffolk, which will hopefully see an increase in sports activity which will also bring in more students (moving up in division would make a huge difference). Make it more difficult for students to get in. I feel as if my freshman year I heard so many stories from students themselves saying they got in with horrible GPA's or students that would constantly flunk but have no repercussions besides having to do another semester/year. Lowers the feeling of achieving a diploma. Finally more alumni relationships with students.
- Suffolk saved my life. I transferred to Suffolk in 2010 after I flunked out of Pharmacy school. I used to be an honors student in high school with a 3.9 GPA but flunked out of Pharmacy school with a 1.9 GPA. Not knowing what I wanted to do, I fell into ISOM and became President of the Information Systems Club and Public Relations Officer of the Management Association. I made the best group of friends and now ISOM has a big reputation at Suffolk. My passion for technology was brought out because of Suffolk and now my life is on the best track ever. I love my job and I love Suffolk. I wouldn't be where I am without Suffolk.
- Suffolk should offer more online courses. More time slots for classes and be more considerate of commuter students during the winter.
- Suffolk University gave me the chance to learn how to study, while learning in a great environment. There are some teachers that are jewels in these schools, and you couldn't stop learning from them. Unfortunately there are some others, that make studying a waste of time.
- Suffolk University has provided me with a great and satisfactory education. Anything that I wish I could do over, or wish to change would only be because of the decisions I have made personally.
- Suffolk University is a great choice. You should fix your reputation because it is an amazing academic institution.
- Suffolk University is a great college for students who love the city and don't mind the weather changes. I learned to use all the resources we have Freshmen Year-Worked to benefit me immensely. I am graduating a year earlier than expected, while working full-time at a medical company. I had an amazing advisor who always was efficient with me and made sure my plans were in place. I think getting to know professors you have is extremely important - I've had professors judge me first glance but once they get to know me as a student and individual have a different perception of me.

- Suffolk University is an overpriced, overrated school which seems to only cater to the privileged, international and ethnic students. Many of the classes required are very repetitive and cover simple concepts learned in high school classes. Books are far too expensive and never used in the classroom, plus new "Suffolk" editions come out every semester and cannot be resold. Everything is exponentially more difficult at Suffolk. People are not helpful. Facilities are mediocre. Faculty has a huge discrepancy between amazing and horrendous teachers. No freedom to choose classes. Plus, holding a graduation packet hostage for a satisfaction survey, which one should be able to opt out of, seems extreme.
- Suffolk University is great to be at. Being in the city is awesome. Everyone is very active and there are always people around to help. If there are things that you have questions about, just ask around, I'm sure for a fact that anyone will help you answer your question. There are some great academic programs that have great professors, and some programs that aren't so great. Overall, Suffolk University is a good place to be at to meet new people around the world.
- Suffolk University is really a good school. However, if we can have campus or more buildings, it will better help students to stay around campus and have more events and activities. Also, if the ranking can improve that will be great.
- Suffolk University is University with a lot of potential to be among the Top US Universities, but it needs to improve in a lot of stuff: Some professors are very good and others very bad. Most classes extremely easy and don't challenge. Not a competitive climate, only accept students willing to pay. Sucks at sports. And the most important stuff... NOT ENOUGH READING. Book selection by the professors are very bad. Text books are obsolete (you can get that info online). Students are not forced to read.
- Suffolk University needs better professors that require discipline from students like specific professor from ISOM. Professors that make students work hard.
- Suffolk University provided a wonderful learning experience, inside and outside the classroom.
- Suffolk University provides a really good learning environment for students and also there are so many students that come from different countries, this let students can learn more different cultures from them and know to respect each other.
- Suffolk was great.
- Suffolk was like a second home. I'm leaving with memories that will last a life time.
- Suffolk was my top choice, and I was thrilled to come here. I have loved my experience here and love Boston as my home. While there were occasional difficulties with loan proceedings and such, I feel my experience was very satisfactory.
- Suffolk was the school that chose me. Before I came here, I had no idea what I wanted to do with my life. Thanks to Suffolk, I realized what I wanted to do in life through exciting & fun classes & programs and friendly and caring staff. Like all college students, I had my share of college-related stress, but through the determination I got from Suffolk, I was able to push through and succeed. Thank you, Suffolk for five great years.

- Support music!!
- Thank you for valuing my opinion. As you see from my responses, I love my Suffolk Experience. Advising Section- My assigned advisor was the chair of finance. Throughout my finance classes I may have seen him once. I based my answers solely on our limited interaction. I will say I had the pleasure of meeting him my freshman year at the interfaith center, really nice person. Our interaction was limited due to our schedules, but I always had specific professor, the wonderful secretaries and most recently specific professor to advise me along the way. Specific professor is Great and represents Suffolk very well. Overall I made it through that experience, I am worried about the other students who haven't yet learned how to be resourceful. Or about the students that accept No as face value- as an upperclassmen it is required that we speak with an advisor from Finance, and I am certain the first 3 or 4 times they tried to send me away. Also - I was once a member of The Journey. At some point between freshmen year and sophomore year, I no longer was on their list. I notified the SLI office at a minimum of 4+ times. I am disappointed and hope that doesn't happen to anyone else. None the less I always told students to get involved and hope that the journey didn't lose them along the way.
- Thank you to everyone at Suffolk who helped me get where I am today.
- Thank you very much for the wonderful college life here in Suffolk!
- The advertising program needs more classes. I felt that most of the classes I took were electives and not targeted to my advertising major.
- The assistant Dean of Student Affairs should be more interested in Student Affairs and should be interested and willing to listen to student complaints and concerns. Have more opportunities for student employment on campus for international students and students without financial aid/work study.
- The atmosphere and diverse student body has been a great experience and most of the professors that I had were always bringing students to class, because they themselves enjoy it.
- The best part of being at Suffolk was the connections I made through the Center for Community Engagement.
- The Board of Trustees needs to stay out of the business of everyday affairs. They do not care about the needs of students and aren't aware of how a University functions on the lower tiers of the pedestal they sit atop. They muck up affairs and make decisions that are detrimental to the entire thing.
- The Chemistry Labs, engineering labs, and physics labs at this current time are horrid. I appreciate the teachers knowledge of the issues being addressed but being unable to practice them first hand really takes away from the experience and retention of the information. I hope the new building being built will improve this situation for future students.

- The Entrepreneurship Department is excellent and specific professor is one of the best teachers at Suffolk. The classes I took for my major were my favorite and most ISOM classes were my least favorite. The classes in the ISOM Department can be very important to learn, but some of the faculty hold it back. ISOM 310 was a complete waste of time with specific professor, but ISOM 201 was one of the best classes I have taken. Specific professor is one of the best teachers and expects much from his students. If all teachers taught their classes the way specific professor does, Suffolk would be up there with BU/BC/Northeastern. I learned much in his class and enjoy being challenged. I would like to see Suffolk employ more faculty who really challenge their students. Some classes I have taken would have been much more beneficial to me if the Professor actually wanted us to learn instead of making it too easy and simply wanting everyone to get a good grade.
- The experience was remarkable in which I met people from all walks of life and from all around the world. I would never change it for the world!
- The film students need a better place to work. There should be more prominent events for them on campus. Some of the film professors don't motivate students to want to do their best. Some are unprepared for class. Everyone needs to work hand in hand to make Suffolk better, because every aspect of the school needs help. Now that I am graduating is when I am finding out about things on campus that could've been valuable to my growth. Graduating students also had little guidance on what we need to do. The school sends so many emails that most students are used to deleting them instead of reading them. Most of us found out about this survey through word of mouth, which is scary considering graduating is a major deal so you would want to make sure every student is prepared. Two of best opportunities this school offers is studying abroad and alternative spring break. I hope with the new building things will get better for all.
- The finance major must have a capstone class (like ENT-419 for the entrepreneurship major). It will add valuable feature to the program. Career services need improvements. A LOT.
- The food sucks.
- The Government Department at Suffolk is great. The main professors there are awesome always trying to help the students out with advice, and the fact that you can get to know the professor's very well is great too. That way they can write recommendations for you and better advise you. I like that Suffolk is easily accessible if you're a commuter student. Also the fact that students have plenty of opportunity to join clubs and get involved on campus. The SOULS office is great too with their ASB Trips. Overall Suffolk was great.



- The history dept. faculty (including my advisor) are great. I would really like to stress how intelligent and helpful the professors are here. My experience as an editor for the Suffolk Journal was also fantastic, and helped me realize the career goals I want to pursue. Outside of those two points, I was disappointed in my Suffolk experience. While in the dorms, and even today with my own money, the food here is horrible, and even more horribly overpriced. Dealing with the "bureaucracy" at this school is a nightmare. I cannot even recall how many times I've been redirected from office to office while on the phone, or ran back and forth from office to office, all in the pursuit of the answer to a simple question. I was also forced to take a few classes outside of my major that really dragged down my overall GPA. I understand the need for "well rounded students," but in plain words it absolutely silly to make a European history major suffer through math and chemistry. At the very least, create "social sciences" math and science courses for students studying things like history, english, sociology, etc., that will be more relevant and engaging to the students. Which brings me to my final point. I still need to take Math 130 to graduate, and I have registered to take it over the summer. I wanted to take it somewhere else because I cannot afford 2,600 dollars for a single class. My father recently lost his job of 25 years, and that coupled with the fact he has already accrued massive debt for co-signing two children through college, has made it near impossible for us to take out a loan. But Suffolk didn't give a explicative. I was told I could not take the class anywhere but here, and that financial aid is not available for summer courses. Only an "academic hardship" would qualify me for taking the class elsewhere. I talked to the Dean, who, while sympathetic, was also incredibly rude at times and told me she could not do anything to help me. I then went to my financial aid advisor (which, by the way, I never even knew I had until 2 weeks before graduation), who was even ruder. In her response to my email she did not even address my request to meet in person and discuss my situation, and told me there was nothing I could do except take out private loans. When I explained to her that was not possible, her reply was even ruder and shorter than the first. If you are going to force the students to take the course here, it is not fair that financial aid is not offered. That is a blatant money trap. I would at this point also like to make whoever is reading this aware of this fact: I knew someone freshman year who was kicked out of the dorms for going through Beacon Hill and Back Bay, breaking into cars and stealing electronic devices. He kept them in his room, where they were discovered by SUPD. He was expelled and also faced legal repercussion. However, he spent a year at a different school, kissed somebody in the administration's explicative, and was allowed back to Suffolk our junior year, along with transferring all of his credits over from the other school. To me, this is an absolute disgrace. For four years, I have been a loyal and disciplined student at Suffolk. I have never been disciplined by the administration for any action, have never been on academic probation, and have never once missed or made a late payment. To accept this student's transfer credits, after he was expelled for BREAKING THE LAW, and not allow me to take a simple core requirement class (that I shouldn't even have to take in the first place) elsewhere because my family is hurting for money, is just insulting. It has left me feeling as though I am worth nothing to the administration except for my money that lines their pockets. It is a deep institutional flaw that needs correcting. This entire situation has left me leaving Suffolk on a horribly bitter note. I may have even shrugged off some of the smaller things I mentioned earlier if this particular situation hadn't left me feeling so incensed. I will not once recommend this school to anyone, ever. I hope the administration enjoys and appreciates the 2,600 dollars I am putting in their pocket. My family sure could have used it.



- The honors program scholarship is the reason I can to Suffolk and I am very appreciative of it to this day. However when I started here there were only 20 of us in the honors program and throughout the four years it seemed that half the business school was in it, which was confusing and made it less valuable as a resource.
- The location of Suffolk University gave me a once in a lifetime experience, and for that I am grateful.
- The only real redeemable quality of Suffolk University, for me was NESAD, which is almost counter intuitive because most everyone at the main campus has no idea the art school even exists. Besides that I found that most of the programs were poorly planned and the support given to help students with jobs after college was greatly exaggerated.
- The professors of the Suffolk University Theatre Department are the most caring, professional, and helpful human beings I have ever had the honor to meet. Each of them push you to make you a better person in your field and wouldn't be where I am today, or have as much confidence in myself as I do because of their dedication to teaching students to do the best work they can do.
- The professors were probably the best part of my education. Whether in my major, or in my work study, or my minors, they are all very motivated and caring about all of their students.
- The psychology professors that I had the opportunity to interact with are amazing. I wish that more sections of classes were offered, or at least offered both semesters. Never got the opportunity to meet some staff and/or take classes I really would have liked to be a part of. Making connections in the department can be somewhat hard.
- The Sawyer business school is a great school. I learned a lot about myself, the business world, and working with others. If there is one thing that should be immersed into the Sawyer program, it would be to have more hands on classes (such as specific professor's capstone ENT class). There is nothing like the experience to help a student learn about the business world.
- The school should provide more helps to foreign students in terms of work study, internship.
- The science requirement for business students is a WASTE OF MY MONEY. Not only was it a waste of my time, I did not learn anything that I can use for future or in life, as well as it brought my GPA down. The built world class was beyond frustrating and I hated every minute in that class. I strongly urge for this to be eliminated from business students requirements. Especially since while I am sitting in this class & I was thinking is that I could be taking an elective class that pertains to my major or in life in general. Overall, the science requirement/Built World absolutely worst part of my education here at Suffolk University.
- The Suffolk student body is a low-initiative group of people. I felt little to no connection to many of the students here. It seemed to be an extension of high-school rather than a full-fledged university experience. Suffolk needs to better rally their student body around an identity. I felt so disconnected from Suffolk I might as well have gone to a community college. The type of education I got was satisfactory. I don't believe Suffolk is a bad school by any means. But frankly, most people who go here (at least in m programs) don't give a damn about the school the community or anything beyond their own personal lives.

- The teachers and students I worked with were really encouraging, and very supportive. The class discussions were vibrant, full of diversity and support for the student's opinions, and thinking critically was encouraged at all times. Reading assignments were fun and very engaging to talk about, and the classes were overall intellectually stimulating. Current events were emphasized, along with some historical context to provide valuable insight into present day issues.
- The Theatre Department was the best thing about Suffolk for me.
- The tuition is very expensive.
- There is no sense of together-ness at Suffolk. There are no networking with alumni events or effort towards bringing a graduate to his career. I wanted to go into management consulting and career services undergraduate or MBA level could not help me, and said good luck.
- There is poor communication to the students on many occasions, and there are issues not signifying the importance of certain things (such as this survey). Many times there are important deadlines that Suffolk only notifies of us once in a generic email with no indication of its importance. As far as my specific department (biochemistry and chemistry) overall I was somewhat satisfied. There were certain faculty that stood out as being huge influences and helping me every step of the way, but there were other faculty that almost hindered me. A lot of the opportunities I had were a result of me being independent and applying myself. This is a good thing, but Suffolk offered me no help whatsoever with finding an internship for example, while other schools such as Northeastern have Co-op programs. In addition, the two schools are completely separated. This is terrible for students entering the work force who aren't exposed to diverse courses in science and business. Overall though, I received a good education and do not regret my decision to come here.
- There really should be more of a campus, or more pressure to attend events there is no sense of community. Classes are very textbook and rarely discussion based or make you think critically.
- There should be more class options for accounting electives. Students should be able to take accounting classes sooner than sophomore year. There should be more internships available for Suffolk students. If an internship is required the departments should have opportunities for many students, instead of telling them they should go look for internships on their own. Career services and Suffolk experience should have more job postings.

- There was one particularly grey afternoon a few semesters ago in which I sat inside of a classroom waiting to hear from specific professor. He was running a few minutes late, as he was apt to do, but our class always stayed until he showed arrived--not out of habit but from a preferential respect for the man. He blustered in, scarf in tow a foot behind him, and slammed his briefcase onto the table in the center of the room. The thick lenses he wore magnified his eyes in almost a comical sense as he looked up at us. "Never be late," he said while unwrapping the scarf that had surreptitiously wound its way around his neck. "Not here, not anywhere." He then began one of his famous tirades that usually jetted off into the stratosphere of digression, yet as he spoke we all sensed that he was teaching us not about Public Relations--as was our class--but of the world around us. He ended his daily speech that day with the words that catalyzed my love for Suffolk University. He said: "This is not Boston College. This is not Harvard, nor is it MIT. There are no endowments here, and daddy isn't paying for every single little thing. No one here is on a free ride. Suffolk University is for work horses--you, are work horses. Utilize your time here, acknowledge that we, the professors, are accomplished in our field and bring our knowledge here to pass onto you. Don't waste my time and don't waste yours." I found out later that students generally hated that professor. I loved him.
- There was so many things I did get out of Suffolk that were great. I was a clueless freshman coming in and my advisor did NOT ADVISE ME to the options I had. She told me to only take few classes at the beginning and then I was screwed senior year taking 6 classes and summer course. If I had known I would not have done that. I also would have minored in entrepreneurship but she advised me against that and never even gave me the options to think about. I was rushed in and out of the door and had 5 to ten minutes for her to just jot down classes and sign something NOBODY EVER TOOK THE TIME TO ASK ME WHAT I WANTED OUT OF MY COLLEGE LIFE and guess what it screwed me over. The advisors are supposed to help you along the way figure out what path to take but my advisor did nothing of the sort. I felt like she was a robot and didn't even ask me what I wanted to do. She said she was so busy with so many students that's why she rushed and ON MULTIPLE OCCASIONS SHE ADVISED ME TO TAKE A CLASS I COULDN'T EVEN TAKE because she didn't see that I had not taken the required courses before! Isn't that the whole point of the appointment? Anyways the rest of Suffolk was pretty good but you need more FUN free electives, like does everything have to be so boring!???? I want to take ONE explicative FUN CLASS just one like is that too hard to ask? I pay so much money for this damn school. I just wanted some options like I wanted to take a womans health class but it wasnt offered at all... so guess what I wont be complaining anymore but do me a favor and help the next kids coming into Suffolk have a better chance of not getting screwed over with advising.
- These 4 years have been the best years of my life and I am grateful for everything Suffolk has done for me. As an international student I would like to say that international student advisor specific professor is the best and she always made me feel at home here at Suffolk. Suffolk and Boston will always be my second home.
- This school gave me academic success. I love what this school has done for me in the past 4 years. It's made me a mature and bright person!

- This school lacks the administrative leadership that other universities in Boston offer. The lack of structure has left me unsure of the kinds of people that run this institution. It's important for the students to have a relationship with the EMPLOYEES that run this school. Suffolk University has a bright future but you guys need to brush up on how to connect with your students. Sometimes it feels like you guys only care about the tuition money that's delivered to your accounts...every semester. Please, connect with students. This school with the right leadership could be a Boston Educational powerhouse. The location is perfect, the students are driven, most professors are knowledgeable. This school is yearning to explode onto the national scale, I just feel the members at the top of the chain are weighing it down. Good luck, I wish this University the best future possible.
- This University could care less about its students than anything else. Because of my hard work and even because of my stubbornness I'm graduating in September. Thank you Suffolk University for putting every single obstacle you could in my way. Thank you for making me take a 400 Art history class in my Senior year because there was no other Art history elective that could fit in my schedule. Thank you Suffolk University for lying to me, for offering me a brand new in order to get me to choose this school (NESAD) and giving it to the science people. Thank you Suffolk University for making my 5 years as a student a living hell. Thank you for making me feel unworthy just because I'm a creative instead of a scientist, or a lawyer, or a business woman. Thank you Suffolk University.
- Though I received great support from professors and am grateful for everything I have achieved at Suffolk, the school itself was not to the standard that I expected of a private university. Our non-major requirements are ridiculous, and even in my major/minor requirements the material had to be dumbed down for the people who decided to stroll into 300 levels without prerequisites and had no idea what they were doing. The quality of my education could have been much better, as many of the courses were so unchallenging that I almost left the school. By the end, I became disinterested. It seems that Suffolk University is becoming more about the "college experience" than the actual reason for being in school, which is to learn. However, I have made great friends during my work study and wonderful connections for a future career. Because the campus is so small, I was made to find opportunities for work experience outside of the school and to explore the city. That is Suffolk's advantage over other universities.
- To give this survey some context, I transferred in from WPI.
- Too expensive.
- Transferred here and so glad I did. Went to St. Anselm college for 2 years, and there was no diversity.
- Treat transfer students with the same treatment as original students.
- Unfortunately, I wasn't guided that well with my Advisor freshman and sophomore year and that hurt me badly because I was taking classes I wasn't ready for, but told to take. Later, when I got a new advisor, he guided me so much better and I was able to finish strong junior and senior year.
- Very pleased with my higher education at Suffolk University and hope to finish for my graduate degree in the near future.

- We're pretty much on our own. There is a lot of miscommunication between faculty and students.
- When hiring new professors, there should be an evaluation halfway through the semester. There should also be peer monitoring by other professors to ensure that students are getting something out of the class.
- When I got to Suffolk University, the whole system was new to me, and I got used to it with time. Overall it was a good experience, but it's only as a senior that I realize how much this experience could have been better if I was better or more directed at the beginning.
- While Suffolk University is a great school and provides ample services to its students and faculty it was not the right fit for me. I should have attended a school with an actual campus with more community and outreach. I would have majored in information systems instead of accounting. But by the time I realized that, it was already too late. This is not to say I did not enjoy my time here I had a wonderful time and made great friends. I found value in the classes and learned a lot. Thank you.
- Wish people didn't take this school as a joke.
- Wish there had been a Statistics Minor/Major available.
- Wish there was more of a campus/community life at Suffolk.
- Would recommend to any friends.
- You get out of Suffolk University what you put into it. I would choose my academic path again if I could start over, but wish I would had taken advantage of more resources and student programs like studying abroad. I did not plan far enough ahead to fulfill my double minor reqs and also study abroad. The student career center website has been very helpful.
- You get what you give....
- You need to provide more career development resources for the students, more/updated materials for the laboratories (science, computer, etc), more research assistant positions.
- You should not allow students to smoke cigarettes outside of school buildings. It is disgusting and harmful to students who want to be healthy.
- None (2)
- N/A (2)

## -Appendix G-

### 2014 Graduating Senior Exit Survey

Welcome to the Graduating Senior 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computer technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

##### 2. Please rate your level of satisfaction with the following with regard to courses IN YOUR MAJOR.

	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 courses taken in YOUR MAJOR?

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

**4. Please rate your satisfaction with the following as applied to courses NOT IN YOUR MAJOR:**

	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 courses taken in your NOT IN YOUR MAJOR?**

- ☐ 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Function independently without supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate to people of different backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be innovative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be open to innovation from others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify ethical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolve ethical issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Faculty and Academic Advising

### 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"/>
Provide opportunities for learning beyond the classroom. (i.e., research projects, field trips)	<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"/>

### 9. Overall, how satisfied are you with your academic advising?

- ☐ Satisfied  
☐ Somewhat satisfied  
☐ Neither satisfied nor dissatisfied  
☐ Somewhat dissatisfied  
☐ Dissatisfied  
☐ No Opinion

### 10. Please indicate your level of agreement with the following about experience with your faculty adviser.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Opinion
Sufficient access to faculty adviser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient time with faculty adviser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always cared about your academic success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Always cared about your welfare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided accurate information about registration & deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided accurate information about degree requirements (i.e., course offerings, course sequences, deadlines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided guidance about post-graduation plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of campus policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## University and Student Services

### 11. 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"/>

### 12. 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"/>
Residential Life 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"/>

### 13. 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"/>
Undergraduate Academic Advising Center	<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

**14. 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
- ☐ Study abroad
- ☐ Internship program
- ☐ Work study/Fellowship
- ☐ Volunteer for a political organization/campaign; city or state government

In question 14, if "Work study/Fellowship" is checked, question 14a is shown. Otherwise continue to 15.

**14a. 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

**15. 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

### 16. Please indicate your immediate and future plans after graduation.

	This fall	In five years
	In 2014	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 16, Fall 2014 “Attend graduate/professional school” is checked, 16a is shown.

#### 16a. 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 16, Fall 2014 “Work full-time” or “Work part-time” is checked, 16b is shown.

#### 16b Have you currently accepted an employment position?

☐ Yes

☐ No

If in Question 16b, “Yes” is checked, 16c and 16d are shown.

#### 16c 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

#### 16d. 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

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

Strength One:

Strength Two:

Strength Three:

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

Weakness One:

Weakness Two:

Weakness Three:

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

☐ Yes

☐ No

☐ Don't know

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

☐ Yes

☐ No

☐ Don't know

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

☐ Very Satisfied

☐ Somewhat Satisfied

☐ Neither Satisfied nor Dissatisfied

☐ Somewhat Dissatisfied

☐ Very Dissatisfied

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

## Contact Information

**23. 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.**