

## 2016 Graduate Exit Survey (N= 394)



Office of Institutional Research and Assessment

### Academic Experience

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

	To a Great Extent	To Some Extent	To a Little Extent	To No Extent at All	No Opinion	N	Mean
Writing effectively	38.5%	42.1%	12.5%	4.6%	2.3%	392	3.17
Listening comprehension	36.8%	45.2%	12.1%	4.1%	1.8%	389	3.17
Reading comprehension	35.8%	41.0%	14.9%	5.4%	2.8%	388	3.1
Public speaking	47.3%	37.9%	10.4%	2.3%	2.0%	393	3.33
Critical thinking	54.9%	35.8%	7.7%	0.8%	0.8%	388	3.46
Problem Solving	49.4%	38.3%	10.0%	1.3%	1.0%	389	3.37
Mathematics	20.3%	29.5%	19.0%	12.8%	18.5%	390	2.7
Using computer technology	29.0%	33.3%	20.4%	8.1%	9.2%	393	2.92
Working in a group	50.9%	33.1%	12.0%	2.5%	1.5%	393	3.34

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

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

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	39.7%	36.1%	9.9%	10.7%	3.3%	0.3%	393	3.98
Number of sections offered	31.8%	29.0%	15.3%	16.5%	5.1%	2.3%	393	3.67
Class size	60.3%	27.7%	8.7%	2.0%	1.0%	0.3%	393	4.45
Quality of instruction	48.2%	39.3%	5.6%	4.6%	2.0%	0.3%	392	4.27
Knowledge gained from courses	53.4%	35.9%	5.9%	3.8%	0.8%	0.3%	393	4.38
Relevance of courses to your intended career	50.9%	36.6%	7.9%	2.5%	1.5%	0.5%	393	4.34
Skills learned	49.0%	39.3%	7.9%	2.8%	0.8%	0.3%	392	4.33
Opportunities for interaction with other students	58.3%	33.2%	6.4%	1.0%	0.5%	0.5%	391	4.49
Opportunities for interaction with teaching faculty	55.9%	32.4%	8.9%	1.5%	1.0%	0.3%	392	4.41

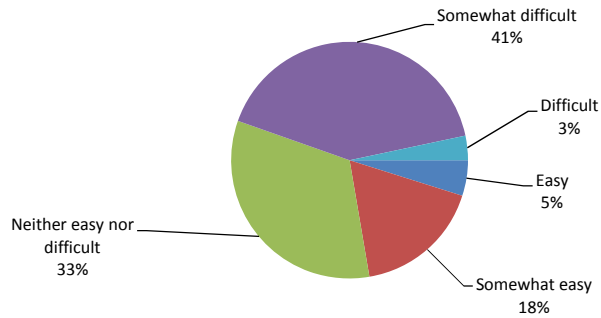
Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

## 2016 Graduate Exit Survey (N= 394)



Office of Institutional Research and Assessment

Overall, how easy or difficult were REQUIRED courses? (N=390 )



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

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	31.6%	34.2%	13.3%	11.2%	7.4%	2.3%	392	3.73
Number of electives offered	28.1%	33.0%	12.3%	14.6%	9.7%	2.3%	391	3.57
Class size	56.7%	30.3%	7.9%	2.1%	0.5%	2.6%	390	4.44
Quality of instruction	47.6%	37.1%	7.7%	3.6%	1.8%	2.3%	391	4.28
Knowledge gained from courses	49.7%	35.2%	9.4%	2.0%	1.3%	2.3%	392	4.33
Skills learned	44.4%	41.0%	8.7%	3.1%	0.8%	2.1%	390	4.28
Opportunities for interaction with other students	52.1%	35.4%	7.4%	2.1%	0.5%	2.6%	390	4.4
Opportunities for interaction with teaching faculty	52.3%	31.8%	10.8%	1.5%	1.0%	2.6%	390	4.36

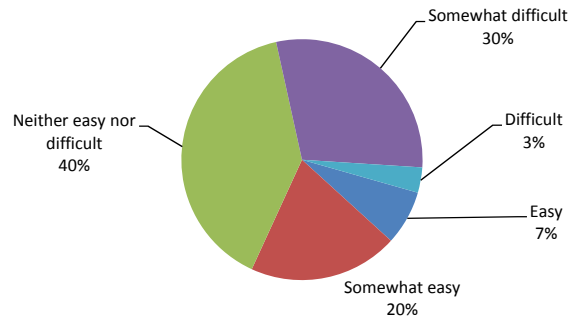
Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

## 2016 Graduate Exit Survey (N= 394)



Office of Institutional Research and Assessment

Overall, how easy or difficult were ELECTIVE courses? (N= 383 )



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	62.8%	29.7%	4.4%	1.3%	1.5%	0.3%	390	4.5
Developing effective study skills	53.7%	32.5%	9.7%	1.3%	1.0%	1.8%	391	4.31
Managing your time effectively	54.0%	34.8%	7.2%	2.0%	1.0%	1.0%	391	4.36
Getting to know the faculty	44.6%	36.7%	11.8%	5.4%	1.0%	0.5%	390	4.17

Mean Scale: Successful = 5, Somewhat Successful = 4, Neither Successful nor Unsuccessful = 3, Somewhat 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	45.5%	42.5%	8.4%	2.3%	1.3%	391	3.33
Function independently without supervision	49.2%	35.5%	9.9%	4.3%	1.0%	392	3.31
Relate to people of different backgrounds	57.5%	30.9%	7.7%	2.3%	1.5%	391	3.46
Be innovative	44.6%	34.7%	15.1%	3.6%	2.0%	392	3.23
Be open to innovation from others	50.0%	34.7%	9.9%	3.3%	2.0%	392	3.34
Identify ethical issues	49.5%	33.4%	10.5%	4.6%	2.0%	392	3.3
Resolve ethical issues	45.8%	34.5%	12.0%	4.6%	3.1%	391	3.25

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

## 2016 Graduate Exit Survey (N= 394)



Office of Institutional Research and Assessment

### Faculty

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

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion</b>	<b>N</b>	<b>Mean</b>
Set high expectations for learning	43.5%	41.9%	9.5%	3.1%	1.3%	0.8%	391	4.21
Respect diverse ways of learning	46.2%	40.3%	4.9%	3.1%	1.3%	1.3%	392	4.23
Encourage active involvement in the classroom	53.7%	36.1%	7.2%	1.3%	1.0%	0.8%	391	4.38
Promote student-faculty interaction	48.2%	37.0%	10.5%	2.3%	1.3%	0.8%	392	4.26
Give frequent feedback	37.5%	40.1%	15.1%	5.1%	1.5%	0.8%	392	4.05
Create ways for you to work cooperatively with other students	46.9%	39.8%	9.9%	1.0%	0.8%	1.5%	392	4.27
Present material with a global perspective	47.4%	35.4%	10.8%	2.8%	2.3%	1.3%	390	4.19

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

## 2016 Graduate Exit Survey (N= 394)



Office of Institutional Research and Assessment

### University and Student Services

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

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Sawyer Library	48.8%	26.9%	8.3%	2.1%	1.6%	12.4%	387	4.36
NESAD Library	16.0%	11.1%	9.0%	2.3%	1.0%	60.6%	388	3.98
Computer Labs	35.2%	23.1%	11.4%	3.1%	2.3%	24.9%	386	4.14
Interfaith Center/Campus Minisries	13.1%	10.6%	8.0%	1.0%	0.5%	66.8%	388	4.05
Health and Wellness	20.1%	12.9%	9.5%	1.8%	0.8%	54.9%	388	4.1
Counseling Center	16.8%	11.9%	7.8%	0.5%	0.3%	62.8%	387	4.19
Career Development Center	16.8%	14.7%	10.6%	5.2%	7.2%	45.6%	388	3.53
Center for Community Engagement (formerly SOULS)	13.7%	9.1%	8.5%	1.0%	0.3%	67.4%	386	4.07

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	36.3%	26.3%	12.5%	3.3%	1.5%	19.9%	391	4.16
Student Accounts Office	35.6%	24.1%	14.4%	2.1%	1.3%	22.6%	390	4.17
Registrars Office	45.4%	28.2%	13.8%	3.6%	1.8%	7.2%	390	4.2
Off-Campus Housing Office	12.4%	10.8%	8.8%	0.8%	1.0%	66.2%	388	3.97
Student Activities Office	18.3%	11.1%	7.7%	0.5%	0.5%	61.9%	388	4.21
CIPS/Study Abroad Office	13.4%	10.8%	8.5%	0.0%	0.3%	67.1%	389	4.13
CIPS/International Student Services	16.7%	12.3%	7.2%	0.3%	0.5%	63.1%	390	4.2
Dean of Students Office	17.8%	13.4%	8.3%	1.6%	0.8%	58.1%	387	4.1
Office of Diversity Services	15.4%	11.3%	8.2%	0.3%	0.3%	64.5%	389	4.17
Student Leadership and Invovlement Office	17.0%	10.8%	7.0%	0.5%	0.5%	64.2%	388	4.21

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

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

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
CLAS/Study Groups	13.1%	10.0%	6.2%	0.8%	0.0%	69.9%	272	4.18
CLAS/Math Tutoring	10.8%	8.7%	6.7%	0.0%	0.3%	73.5%	389	4.13
CLAS/English Tutoring	12.6%	8.8%	6.7%	0.0%	0.3%	71.6%	388	4.18
CLAS/Writing Tutoring	13.9%	11.1%	7.2%	0.3%	1.3%	66.3%	389	4.07
Office of Disability Services	11.0%	8.0%	7.2%	0.3%	0.0%	73.6%	387	4.12
Center for Academic Opportunity (CAAO)	11.6%	7.7%	7.2%	0.0%	0.3%	73.3%	389	4.13

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

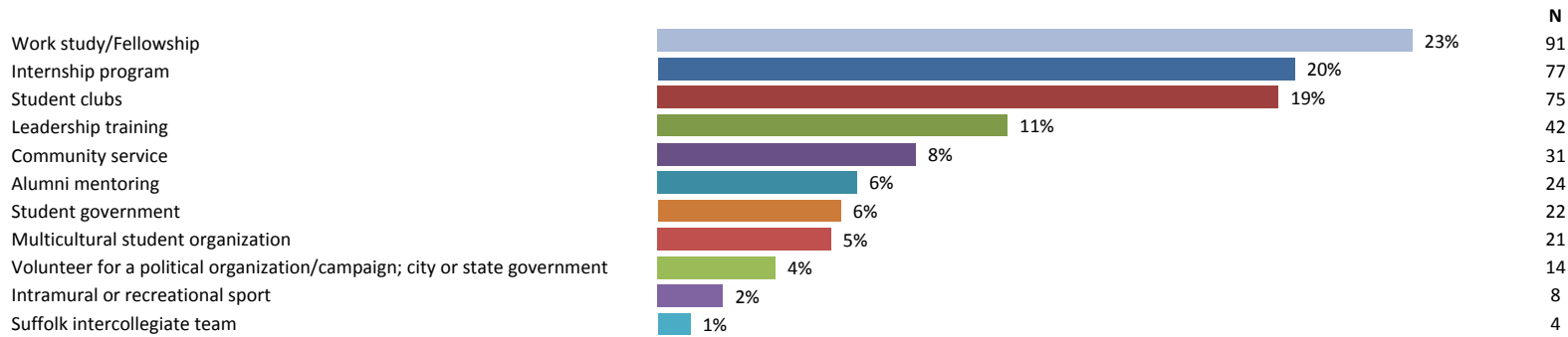
## 2016 Graduate Exit Survey (N= 394)



Office of Institutional Research and Assessment

### Extracurricular and Non-Academic Experience

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



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	26.3%	22.4%	9.4%	5.4%	0.5%	36.0%	392	4.07
Opportunities for community/political engagement	17.9%	14.8%	11.7%	4.6%	1.8%	49.2%	392	3.83
Opportunities to participate in community service	18.2%	16.2%	9.2%	4.6%	2.1%	49.7%	390	3.87
Opportunities to participate in student clubs/organizations	22.8%	20.2%	10.7%	3.1%	0.8%	42.5%	391	4.06
Networking opportunities (i.e., job fairs, meet-ups)	26.3%	27.0%	10.2%	5.6%	5.4%	25.5%	392	3.85

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

## 2016 Graduate Exit Survey (N= 394)



Office of Institutional Research and Assessment

### Post Graduation Plans

Please indicate your immediate and future plans after graduation. (Please check all that apply)

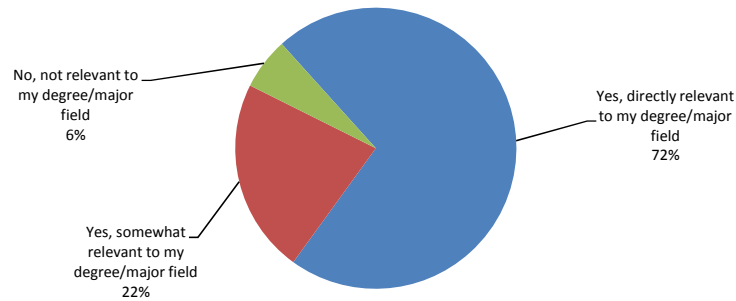
	This Fall		In Five Years	
	N	%	N	%
Attend graduate/professional school	37	9.4%	88	22.3%
Work full-time	354	89.8%	131	33.2%
Work part-time	37	9.4%	8	2.0%
Participate in community service organization(s)	83	21.1%	70	17.8%
Serve in Armed Forces/National Guard	6	1.5%	5	1.3%
Travel	158	40.1%	124	31.5%
Doing volunteer work	123	31.2%	94	23.9%
Stay at home to be with or start a family	29	7.4%	48	12.2%
Start own business	31	7.9%	81	20.6%
Not sure	18	4.6%	12	3.0%
Other - See Appendix A	10	2.5%	5	1.3%

→ 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= 359)

	%	N
Yes	56.3%	202
No	43.7%	157

Is this position relevant to your degree/major field? (N= 201)



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

**2016 Graduate Exit Survey  
(N= 394)**



Office of Institutional Research and Assessment

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

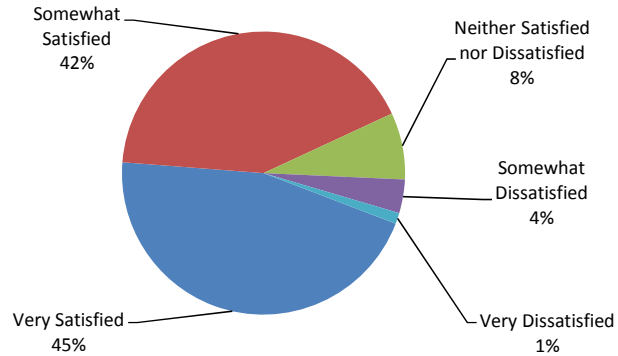
If you could do it all over again, would you still choose to enroll in your degree program? (N=392 )

	%	N
Yes	74.2%	291
No	8.7%	34
Don't Know	17.1%	67

If you could do it all over again, would you still choose to attend Suffolk University? (N=393 )

	%	N
Yes	65.4%	257
No	9.4%	37
Don't Know	25.2%	99

Overall, how satisfied are you with your Suffolk University education? (N= 392)



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



**2016 Graduate Exit Survey**  
**-College of Art and Science Respondents-**  
**(N= 122)**



Office of Institutional Research and Assessment

Academic Experience

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

	To a Great Extent	To Some Extent	To a Little Extent	To No Extent at All	No Opinion	N	Mean
Writing effectively	35.5%	47.9%	9.1%	5.0%	2.5%	121	3.18
Listening comprehension	29.8%	52.1%	10.7%	5.8%	1.7%	121	3.08
Reading comprehension	29.8%	41.3%	18.2%	5.8%	5.0%	121	3.01
Public speaking	41.0%	42.6%	10.7%	3.3%	2.5%	122	3.25
Critical thinking	59.7%	31.9%	6.7%	0.8%	0.8%	119	3.52
Problem Solving	51.6%	32.8%	12.3%	0.8%	2.5%	122	3.39
Mathematics	14.2%	12.5%	13.3%	20.0%	40.0%	120	2.37
Using computer technology	36.1%	20.5%	17.2%	8.2%	18.0%	122	3.04
Working in a group	35.2%	40.2%	18.0%	4.9%	1.6%	122	3.08

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

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

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	30.3%	39.3%	7.4%	18.9%	4.1%	0.0%	122	3.74
Number of sections offered	29.5%	23.8%	18.9%	15.6%	8.2%	4.1%	122	3.54
Class size	64.8%	18.0%	12.3%	2.5%	2.5%	0.0%	122	4.41
Quality of instruction	47.9%	34.0%	6.6%	8.3%	2.5%	0.0%	121	4.18
Knowledge gained from courses	51.6%	32.8%	9.0%	4.9%	1.6%	0.0%	122	4.28
Relevance of courses to your intended career	52.5%	35.2%	8.2%	0.8%	3.3%	0.0%	122	4.33
Skills learned	53.3%	31.1%	11.5%	2.5%	1.6%	0.0%	122	4.33
Opportunities for interaction with other students	58.2%	31.1%	9.0%	0.8%	0.8%	0.0%	122	4.46
Opportunities for interaction with teaching faculty	55.7%	27.0%	13.1%	1.6%	2.5%	0.0%	122	4.33

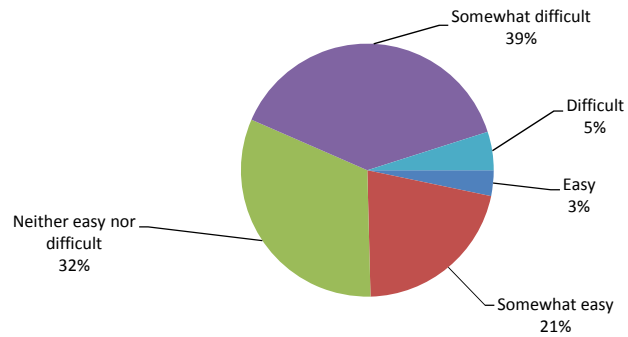
Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

**2016 Graduate Exit Survey  
-College of Art and Science Respondents-  
(N= 122)**



Office of Institutional Research and Assessment

Overall, how easy or difficult were REQUIRED courses? (N=122 )



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

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	27.3%	30.6%	14.9%	19.0%	7.4%	0.8%	121	3.53
Number of electives offered	25.6%	28.1%	10.7%	22.3%	12.4%	0.8%	121	3.34
Class size	60.3%	27.3%	7.4%	2.5%	0.8%	1.7%	121	4.47
Quality of instruction	49.6%	37.2%	5.8%	5.0%	1.7%	0.8%	121	4.3
Knowledge gained from courses	57.0%	27.3%	9.9%	3.3%	1.7%	0.8%	121	4.36
Skills learned	53.3%	31.7%	8.3%	5.8%	0.8%	0.0%	120	4.31
Opportunities for interaction with other students	55.4%	32.2%	7.4%	3.3%	0.8%	0.8%	121	4.4
Opportunities for interaction with teaching faculty	56.2%	25.6%	11.6%	1.7%	3.3%	1.7%	121	4.33

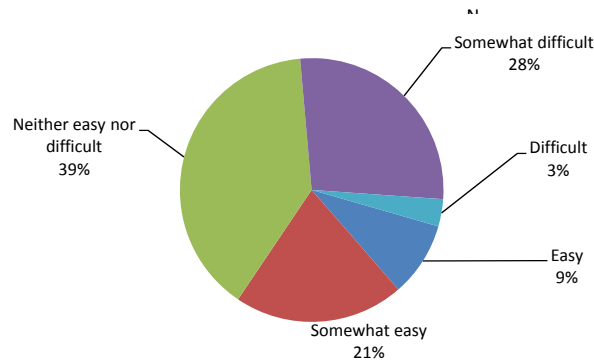
Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

**2016 Graduate Exit Survey  
-College of Art and Science Respondents-  
(N= 122)**



Office of Institutional Research and Assessment

Overall, how easy or difficult were ELECTIVE courses? (N= 120 )



How successful do you feel you were at:

	Successful	Somewhat Successful	Neither Successful nor Unsuccessful	Somewhat Unsuccessful	Unsuccessful	No Opinion	N	Mean
Meeting academic expectations	63.9%	27.9%	4.1%	2.5%	1.6%	0.0%	122	4.5
Developing effective study skills	53.3%	30.3%	9.0%	1.6%	1.6%	4.1%	122	4.2
Managing your time effectively	51.6%	36.9%	4.9%	3.3%	0.8%	2.5%	122	4.28
Getting to know the faculty	50.0%	36.1%	7.4%	4.9%	1.6%	0.0%	122	4.28

Mean Scale: Successful = 5, Somewhat Successful = 4, Neither Successful nor Unsuccessful = 3, Somewhat 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	36.9%	45.1%	13.9%	2.5%	1.6%	122	3.19
Function independently without supervision	51.6%	32.8%	12.3%	2.5%	0.8%	122	3.35
Relate to people of different backgrounds	55.7%	32.0%	9.0%	0.8%	2.5%	122	3.47
Be innovative	45.9%	32.8%	14.8%	3.3%	3.3%	122	3.26
Be open to innovation from others	47.5%	35.2%	10.7%	3.3%	3.3%	122	3.32
Identify ethical issues	50.0%	30.3%	11.5%	5.7%	2.5%	122	3.28
Resolve ethical issues	47.1%	28.1%	14.0%	5.8%	5.0%	121	3.23

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

**2016 Graduate Exit Survey  
-College of Art and Science Respondents-  
(N= 122)**



Office of Institutional Research and Assessment

**Faculty**

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

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion</b>	<b>N</b>	<b>Mean</b>
Set high expectations for learning	41.3%	42.1%	12.4%	0.8%	3.3%	0.0%	121	4.18
Respect diverse ways of learning	44.6%	39.7%	6.6%	5.0%	3.3%	0.8%	121	4.16
Encourage active involvement in the classroom	50.4%	35.5%	9.9%	1.7%	2.5%	0.0%	121	4.3
Promote student-faculty interaction	43.8%	41.3%	9.9%	1.7%	3.3%	0.0%	121	4.21
Give frequent feedback	37.2%	38.8%	14.0%	6.6%	3.3%	0.0%	121	4.01
Create ways for you to work cooperatively with other students	46.3%	37.2%	11.6%	1.7%	1.7%	1.7%	121	4.2
Present material with a global perspective	39.5%	37.8%	10.1%	5.9%	5.0%	1.7%	119	3.97

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

**2016 Graduate Exit Survey**  
**-College of Art and Science Respondents-**  
**(N= 122)**



Office of Institutional Research and Assessment

**University and Student Services**

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

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Sawyer Library	45.4%	25.2%	11.8%	0.8%	0.0%	16.8%	119	4.38
NESAD Library	13.2%	9.1%	9.1%	6.6%	2.5%	59.5%	121	3.59
Computer Labs	28.8%	20.3%	16.9%	5.1%	4.2%	24.6%	118	3.86
Interfaith Center/Campus Minisries	10.8%	6.7%	5.0%	2.5%	1.7%	73.3%	120	3.84
Health and Wellness	20.8%	14.2%	7.5%	1.7%	0.8%	55.0%	120	4.18
Counseling Center	15.8%	10.8%	5.0%	0.0%	0.8%	67.5%	120	4.28
Career Development Center	13.3%	9.2%	12.5%	5.0%	5.8%	54.2%	120	3.45
Center for Community Engagement (formerly SOULS)	9.3%	7.6%	6.8%	0.8%	0.8%	74.6%	118	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 offices:

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Financial Aid Office	31.1%	29.5%	15.6%	3.3%	0.8%	19.7%	122	4.08
Student Accounts Office	29.5%	25.4%	12.3%	2.5%	0.8%	29.5%	122	4.15
Registrars Office	43.8%	28.9%	16.5%	2.5%	4.1%	4.1%	121	4.11
Off-Campus Housing Office	6.7%	11.7%	10.8%	1.7%	0.8%	68.3%	120	3.68
Student Activities Office	14.9%	8.3%	7.4%	0.8%	0.0%	68.6%	121	4.21
CIPS/Study Abroad Office	9.9%	7.4%	7.4%	0.0%	0.0%	75.2%	121	4.1
CIPS/International Student Services	14.8%	11.5%	6.6%	0.8%	0.0%	66.4%	122	4.2
Dean of Students Office	15.8%	9.2%	5.8%	3.3%	0.8%	65.0%	120	4.05
Office of Diversity Services	10.7%	8.3%	8.3%	0.8%	0.0%	71.9%	121	4.03
Student Leadership and Invovlement Office	14.0%	9.9%	6.6%	0.0%	1.7%	67.8%	121	4.1

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

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

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
CLAS/Study Groups	7.4%	7.4%	6.6%	1.7%	0.0%	76.9%	121	3.89
CLAS/Math Tutoring	5.0%	5.0%	6.7%	0.0%	0.8%	82.5%	120	3.76
CLAS/English Tutoring	8.4%	5.0%	6.7%	0.0%	0.0%	79.8%	119	4.08
CLAS/Writing Tutoring	9.2%	7.5%	10.0%	0.0%	1.7%	71.7%	120	3.79
Office of Disability Services	6.7%	5.0%	7.5%	0.8%	0.0%	80.0%	120	3.88
Center for Academic Opportunity (CAAO)	8.3%	5.0%	7.5%	0.0%	0.8%	78.3%	120	3.92

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

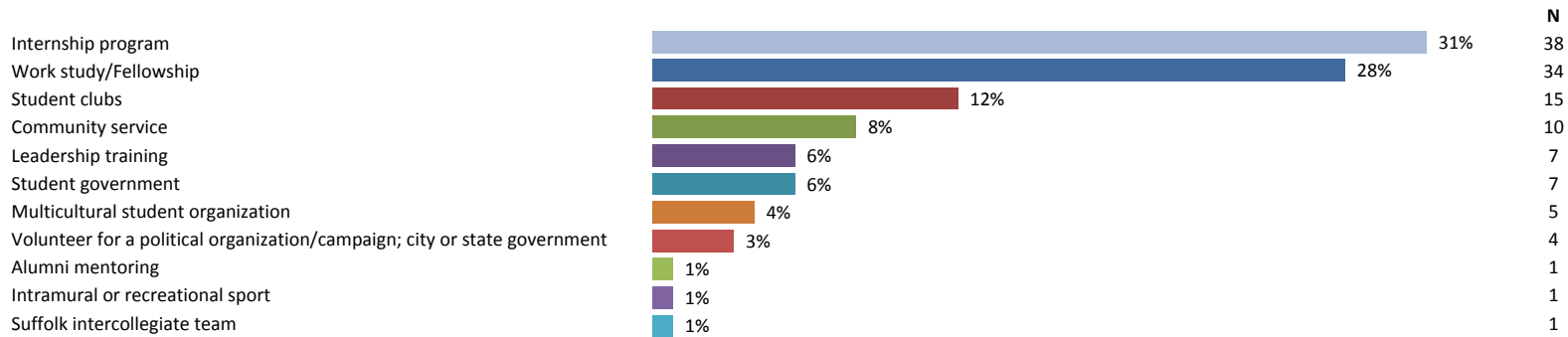
**2016 Graduate Exit Survey**  
**-College of Art and Science Respondents-**  
**(N= 122)**



Office of Institutional Research and Assessment

Extracurricular and Non-Academic Experience

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



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	13.9%	23.0%	12.3%	4.1%	1.6%	45.1%	123	3.81
Opportunities for community/political engagement	9.8%	10.7%	13.9%	0.8%	2.5%	62.3%	122	3.68
Opportunities to participate in community service	12.3%	13.1%	9.0%	1.6%	3.0%	60.7%	122	3.78
Opportunities to participate in student clubs/organizations	14.8%	17.2%	9.8%	2.5%	0.8%	54.9%	122	3.96
Networking opportunities (i.e., job fairs, meet-ups)	14.8%	25.4%	12.3%	6.6%	4.9%	36.1%	122	3.62

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

**2016 Graduate Exit Survey  
-College of Art and Science Respondents-  
(N= 122)**

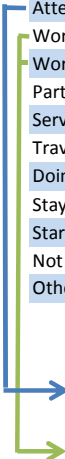


Office of Institutional Research and Assessment

**Post Graduation Plans**

Please indicate your immediate and future plans after graduation. (Please check all that apply)

	This Fall		In Five Years	
	N	%	N	%
Attend graduate/professional school	16	13.1%	27	22.1%
Work full-time	106	86.9%	47	38.5%
Work part-time	19	15.6%	4	3.3%
Participate in community service organization(s)	16	13.1%	23	18.9%
Serve in Armed Forces/National Guard	0	0.0%	1	0.8%
Travel	43	35.2%	46	37.7%
Doing volunteer work	33	27.0%	33	27.0%
Stay at home to be with or start a family	8	6.6%	16	13.1%
Start own business	5	4.1%	10	8.2%
Not sure	4	3.3%	3	2.5%
Other - See Appendix A	0	0.0%	1	0.8%

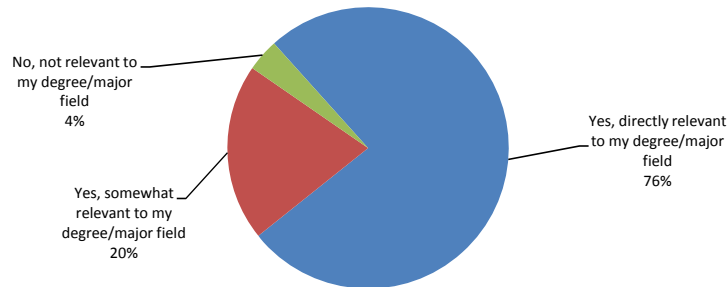


What is the name of the Institution you will be attending and your field of study? - See Appendix B

Have you currently accepted an employment position? (N= 111)

	%	N
Yes	45.1%	55
No	45.9%	56

Is this position relevant to your degree/major field? (N= 54)



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

**2016 Graduate Exit Survey  
-College of Art and Science Respondents-  
(N= 122)**



Office of Institutional Research and Assessment

Overall Assessment of the Suffolk Exerience

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

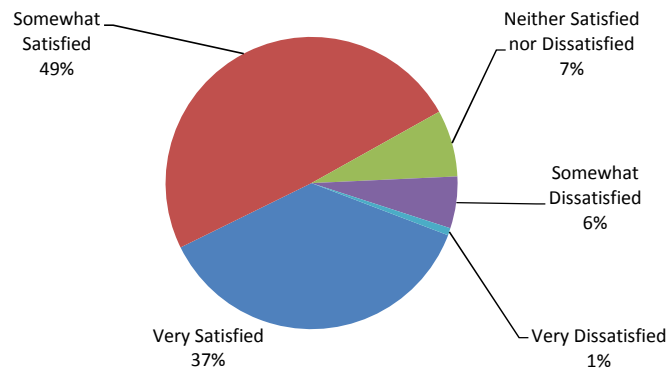
If you could do it all over again, would you still choose to enroll in your degree program? (N=122)

	%	N
Yes	68.9%	84
No	12.3%	15
Don't Know	18.9%	23

If you could do it all over again, would you still choose to attend Suffolk University? (N=122)

	%	N
Yes	32.0%	73
No	8.2%	10
Don't Know	59.8%	39

Overall, how satisfied are you with your Suffolk University education? (N= 122)



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



**2016 Graduate Exit Survey  
-Sawyer School of Business Respondents-  
(N= 272)**



Office of Institutional Research and Assessment

**Academic Experience**

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

	To a Great Extent	To Some Extent	To a Little Extent	To No Extent at All	No Opinion	N	Mean
Writing effectively	39.9%	39.5%	14.0%	4.4%	2.2%	271	3.17
Listening comprehension	39.9%	42.2%	12.7%	3.4%	1.9%	268	3.21
Reading comprehension	38.6%	40.8%	13.5%	5.2%	1.9%	267	3.15
Public speaking	50.2%	35.8%	10.3%	1.8%	1.8%	271	3.37
Critical thinking	52.8%	37.5%	8.2%	0.7%	0.7%	269	3.44
Problem Solving	48.3%	40.8%	9.0%	1.5%	0.4%	267	3.37
Mathematics	23.0%	37.0%	21.5%	9.6%	8.9%	270	2.8
Using computer technology	25.8%	39.1%	21.8%	8.1%	5.2%	271	2.87
Working in a group	57.9%	29.9%	9.2%	1.5%	1.5%	271	3.47

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

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

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	43.9%	34.7%	11.1%	7.0%	3.0%	0.4%	271	4.1
Number of sections offered	32.8%	31.4%	13.7%	17.0%	3.7%	1.5%	271	3.74
Class size	58.3%	32.1%	7.0%	1.8%	0.4%	0.4%	271	4.47
Quality of instruction	48.3%	41.3%	5.2%	3.0%	1.8%	0.4%	271	4.32
Knowledge gained from courses	54.2%	37.3%	4.4%	3.3%	0.4%	0.4%	271	4.43
Relevance of courses to your intended career	50.2%	37.3%	7.7%	3.3%	0.7%	0.7%	271	4.34
Skills learned	47.0%	43.0%	6.3%	3.0%	0.4%	0.4%	270	4.34
Opportunities for interaction with other students	58.4%	34.2%	5.2%	1.1%	0.4%	0.7%	269	4.5
Opportunities for interaction with teaching faculty	55.9%	34.8%	7.0%	1.5%	0.4%	0.4%	270	4.45

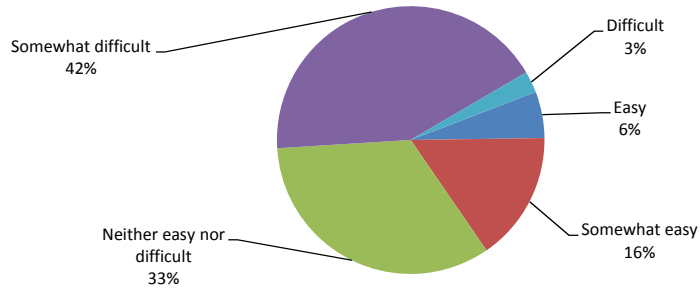
Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

**2016 Graduate Exit Survey  
-Sawyer School of Business Respondents-  
(N= 272)**



Office of Institutional Research and Assessment

Overall, how easy or difficult were REQUIRED courses? (N=268 )



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

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	No Opinion	N	Mean
Variety of courses offered	33.6%	35.8%	12.5%	7.7%	7.4%	3.0%	270	3.82
Number of electives offered	29.3%	35.2%	13.0%	11.1%	8.5%	3.0%	270	3.67
Class size	55.0%	31.6%	8.2%	1.9%	0.4%	3.0%	269	4.43
Quality of instruction	46.7%	37.0%	8.5%	3.0%	1.9%	3.0%	270	4.27
Knowledge gained from courses	46.5%	38.7%	9.2%	1.5%	1.1%	3.0%	271	4.32
Skills learned	40.4%	45.2%	8.9%	1.9%	0.7%	3.0%	270	4.26
Opportunities for interaction with other students	50.6%	36.8%	7.4%	1.5%	0.4%	3.3%	269	4.4
Opportunities for interaction with teaching faculty	50.6%	34.6%	10.4%	1.5%	0.0%	3.0%	269	4.38

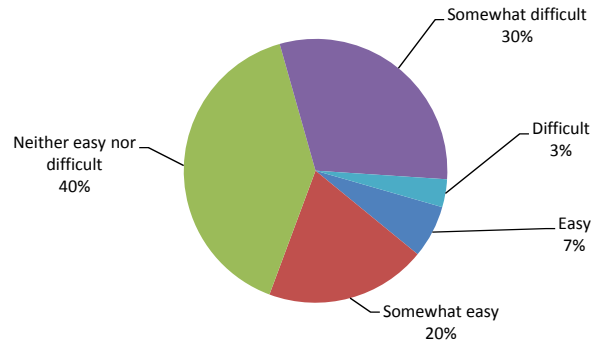
Mean Scale: Satisfied = 5, Somewhat Satisfied = 4, Neither Satisfied nor Dissatisfied = 3, Somewhat Dissatisfied = 2, Dissatisfied = 1

**2016 Graduate Exit Survey  
-Sawyer School of Business Respondents-  
(N= 272)**



Office of Institutional Research and Assessment

Overall, how easy or difficult were ELECTIVE courses? (N= 263)



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	62.3%	30.6%	4.5%	0.7%	1.5%	0.4%	268	4.5
Developing effective study skills	53.9%	33.5%	10.0%	1.1%	0.7%	0.7%	269	4.37
Managing your time effectively	55.0%	33.8%	8.2%	1.5%	1.1%	0.4%	269	4.39
Getting to know the faculty	42.2%	36.9%	13.8%	5.6%	0.7%	0.7%	268	4.11

Mean Scale: Successful = 5, Somewhat Successful = 4, Neither Successful nor Unsuccessful = 3, Somewhat 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	49.4%	41.3%	5.9%	2.2%	1.1%	269	3.39
Function independently without supervision	48.1%	36.7%	8.9%	5.2%	1.1%	270	3.29
Relate to people of different backgrounds	58.4%	30.5%	7.1%	3.0%	1.1%	269	3.46
Be innovative	44.1%	35.6%	15.2%	3.7%	1.5%	270	3.22
Be open to innovation from others	51.1%	34.4%	9.6%	3.3%	1.5%	270	3.35
Identify ethical issues	49.3%	34.8%	10.0%	4.1%	1.9%	270	3.32
Resolve ethical issues	45.2%	37.4%	11.1%	4.1%	2.2%	270	3.27

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

**2016 Graduate Exit Survey  
-Sawyer School of Business Respondents-  
(N= 272)**



Office of Institutional Research and Assessment

**Faculty**

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

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion</b>	<b>N</b>	<b>Mean</b>
Set high expectations for learning	44.4%	41.9%	8.1%	4.1%	0.4%	1.1%	270	4.22
Respect diverse ways of learning	46.9%	40.9%	8.5%	2.2%	0.4%	1.5%	271	4.27
Encourage active involvement in the classroom	55.2%	36.3%	5.9%	1.1%	0.4%	1.1%	270	4.41
Promote student-faculty interaction	50.2%	35.1%	10.7%	2.6%	0.4%	1.1%	271	4.29
Give frequent feedback	37.6%	40.6%	15.5%	4.4%	0.7%	1.1%	271	4.06
Create ways for you to work cooperatively with other students	47.2%	41.0%	9.2%	70.0%	0.4%	1.5%	271	4.29
Present material with a global perspective	50.9%	34.3%	11.1%	1.5%	1.1%	1.1%	271	4.29

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

**2016 Graduate Exit Survey**  
**-Sawyer School of Business Respondents-**  
**(N= 272)**



Office of Institutional Research and Assessment

**University and Student Services**

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

	Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Dissatisfied	Did not use/ No Opinion	Total Responses	Mean
Sawyer Library	50.4%	27.6%	6.7%	2.6%	2.2%	10.4%	268	4.36
NESAD Library	17.2%	12.0%	9.0%	0.4%	0.4%	61.0%	267	4.16
Computer Labs	38.1%	24.3%	9.0%	2.2%	1.5%	25.0%	268	4.27
Interfaith Center/Campus Minisries	14.2%	12.3%	9.3%	0.4%	0.0%	63.8%	268	4.11
Health and Wellness	19.8%	12.3%	10.4%	1.9%	0.7%	54.9%	268	4.07
Counseling Center	17.2%	12.4%	9.0%	7.0%	0.0%	60.7%	267	4.17
Career Development Center	18.3%	17.2%	9.7%	5.2%	7.8%	41.8%	268	3.57
Center for Community Engagement (formerly SOULS)	15.7%	9.7%	93.0%	1.1%	0.0%	64.2%	268	4.11

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	38.7%	24.9%	11.2%	3.3%	1.9%	20.1%	269	4.2
Student Accounts Office	38.4%	23.5%	15.3%	1.9%	1.5%	19.4%	268	4.18
Registrars Office	46.1%	27.9%	12.6%	4.1%	0.7%	8.6%	269	4.26
Off-Campus Housing Office	14.9%	10.4%	7.8%	0.4%	1.1%	65.3%	268	4.09
Student Activities Office	19.9%	12.4%	7.9%	0.4%	0.7%	58.8%	267	4.21
CIPS/Study Abroad Office	14.9%	12.3%	9.0%	0.0%	0.4%	63.4%	268	4.13
CIPS/International Student Services	17.5%	12.7%	7.5%	0.0%	0.7%	61.6%	268	4.2
Dean of Students Office	18.7%	15.4%	9.4%	0.7%	0.7%	55.1%	267	4.12
Office of Diversity Services	17.5%	12.7%	8.2%	0.0%	0.4%	61.2%	268	4.21
Student Leadership and Invovlement Office	18.4%	11.2%	7.1%	0.7%	0.0%	62.5%	267	4.25

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
CLAS/Study Groups	15.7%	11.2%	6.0%	0.4%	0.0%	66.8%	268	4.27
CLAS/Math Tutoring	13.4%	10.4%	6.7%	0.0%	0.0%	69.5%	269	4.22
CLAS/English Tutoring	14.5%	10.4%	6.7%	0.0%	0.4%	68.0%	269	4.21
CLAS/Writing Tutoring	16.0%	12.6%	5.9%	0.4%	1.1%	63.9%	269	4.16
Office of Disability Services	12.7%	9.4%	7.1%	0.0%	0.0%	70.8%	267	4.19
Center for Academic Opportunity (CAAO)	13.0%	8.9%	7.1%	0.0%	0.0%	71.0%	269	4.21

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

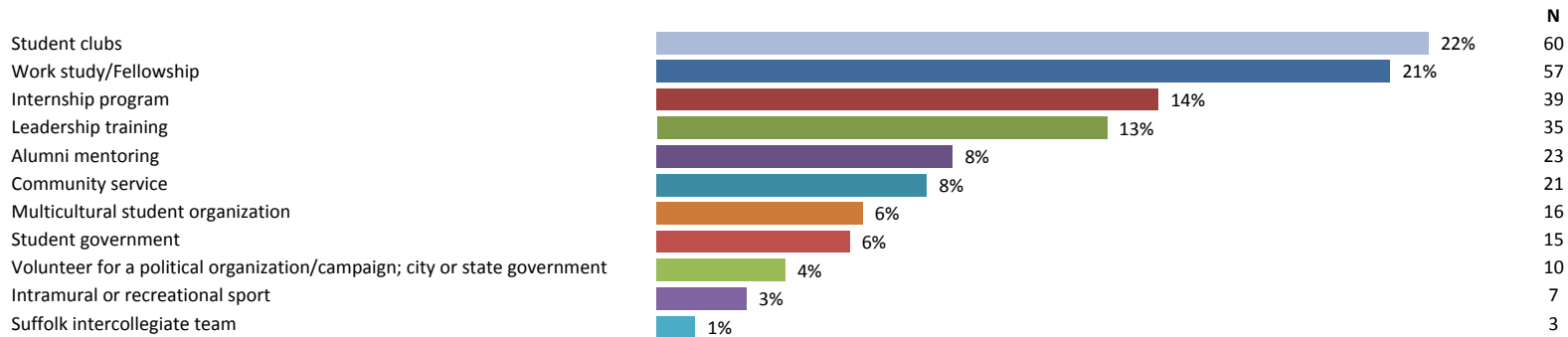
**2016 Graduate Exit Survey  
-Sawyer School of Business Respondents-  
(N= 272)**



Office of Institutional Research and Assessment

Extracurricular and Non-Academic Experience

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



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	31.9%	22.2%	8.1%	5.9%	0.0%	31.9%	270	4.17
Opportunities for community/political engagement	21.5%	16.7%	10.7%	6.3%	1.5%	43.3%	270	3.88
Opportunities to participate in community service	20.9%	17.5%	9.3%	6.0%	1.5%	44.8%	268	3.9
Opportunities to participate in student clubs/organizations	26.4%	21.6%	11.2%	3.3%	0.7%	36.8%	269	4.09
Networking opportunities (i.e., job fairs, meet-ups)	31.5%	27.8%	9.3%	5.2%	5.6%	20.7%	270	3.94

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

## 2016 Graduate Exit Survey -Sawyer School of Business Respondents- (N= 272)

### Post Graduation Plans

Please indicate your immediate and future plans after graduation. (Please check all that apply)

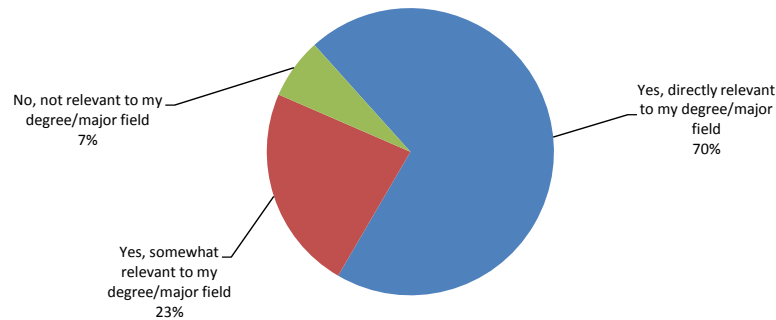
	This Fall		In Five Years	
	N	%	N	%
Attend graduate/professional school	21	7.7%	61	22.4%
Work full-time	248	91.2%	84	30.9%
Work part-time	18	6.6%	4	1.5%
Participate in community service organization(s)	67	24.6%	47	17.3%
Serve in Armed Forces/National Guard	6	2.2%	4	1.5%
Travel	115	42.3%	78	28.7%
Doing volunteer work	90	33.1%	61	22.4%
Stay at home to be with or start a family	21	7.7%	32	11.8%
Start own business	26	9.6%	71	26.1%
Not sure	14	5.1%	9	3.3%
Other - See Appendix A	10	3.7%	4	1.5%

→ 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= 248)

	%	N
Yes	54.0%	147
No	37.1%	101

Is this position relevant to your degree/major field? (N= 147)



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

**2016 Graduate Exit Survey  
-Sawyer School of Business Respondents-  
(N= 272)**



Office of Institutional Research and Assessment

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

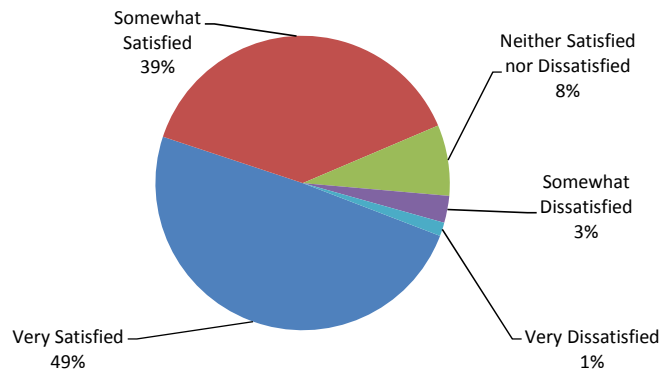
If you could do it all over again, would you still choose to enroll in your degree program? (N=270 )

	%	N
Yes	76.7%	207
No	7.0%	19
Don't Know	16.3%	44

If you could do it all over again, would you still choose to attend Suffolk University? (N=271 )

	%	N
Yes	68.1%	184
No	10.0%	27
Don't Know	22.2%	60

Overall, how satisfied are you with your Suffolk University education? (N= 270)



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



## - Appendix A -

Please indicate your immediate and future plans after graduation - Other

- Already Employed
- Continue to grow my businesses
- Continue Working Full Time
- Find a new career
- Get career certifications
- Get CPA license
- I'd like to be involved in building Suffolk University. I think it has a great deal of potential to be one of the top schools in Massachusetts.
- Prepare for the CPA exam
- Relocate
- Study for CPA
- Study for CPA exam
- Take CMA Exam
- take CPA
- Take CPA exam
- Become Licensed



**- 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>Bay Path University</b>	MA	Business	DBA
<b>Becker School</b>	MA	CPA Review course	CPA
<b>Boston University</b>	MA	Law	LLM
<b>Boston U: Henry M Goldman School of Dental Medicine</b>	MA	Dentistry	DMD
<b>Boston University</b>	MA	Data Analytics	
<b>Cambridge Health Alliance</b>	MA	Health	
<b>Massachusetts Institute of Technology</b>	MA	Real estate finance and development	Professional Certificate
<b>Not sure yet</b>	MA		MA or PhD
<b>Suffolk University</b>	MA	MBA	
<b>Suffolk University</b>	MA	Mental Health	CAGS
<b>Suffolk University</b>	MA	MS	MA
<b>Suffolk University</b>	MA	MSF	MSF
<b>Suffolk University</b>	MA	MBA	MBA
<b>Suffolk University</b>	MA	Accounting	MSA
<b>Suffolk University</b>	MA	Clinical Psychology	PhD (2)
<b>Suffolk University</b>	MA	Counseling	CAGS
<b>Suffolk University</b>	MA	Mental Health Counseling	CAGS
<b>Suffolk University Law School</b>	MA	Law	JD (2)
<b>University at Buffalo, College of Law</b>	NY	Law	JD

### -Appendix C-

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

Name of employer	Industry	Job Title	Where located
<b>AAFCPAs</b>	Accounting	Accounting Associate	MA
<b>Avoulafia Kote Nole, LLC</b>	Accounting	Full-time Accountant	NY
<b>Akami Technologies, Inc.</b>	Technology	Tax analyst	MA
<b>Anheuser Busch</b>	CPG	Marketing Director	CO
<b>Aspen Technology</b>	Software	Associate Financial Analyst	MA
<b>Babson Capital Management LLC</b>	Financial Services	Director of Financial Reporting	MA
<b>BDO USA, LLP</b>	Accounting	Senior Associate	MA
<b>Bentley University</b>	Higher Education	Program Coordinator	MA
<b>Berkley College of Music</b>	Higher Education	Residence Hall Director	MA
<b>Beth Israel Deaconess Medical Center</b>	Healthcare	Practice Administrator	MA
<b>Beth Israel Deaconess Medical Center</b>	Healthcare	Program Manager	MA
<b>Beverly Public Schools</b>	Education	Launch Program Director	MA
<b>Biocair Inc.</b>	Logistics	Billing and Pricing Coordinator	MA
<b>Boston Medical Center</b>	Healthcare	Project Manager	MA
<b>Boston Public Health Commission</b>	Public Health	Manager	MA
<b>Boston Senior Home Care</b>	Government	Case manager	MA
<b>Boston University</b>	Higher Education	Assistant Director of On Campus Recruitment	MA
<b>Boston VA Research Institute</b>	VAMC	Post-doctoral Fellow	MA
<b>Bridgewell</b>	Human Services	Residential Supervisor	MA
<b>Brigham and Women's Hospital</b>	Healthcare	Clinical Fellow	MA
<b>Brodeur Partners</b>	Public Relations	Senior Account Executive	MA
<b>Brown Brothers Harriman</b>	Finance	Senior Operational Specialist	MA
<b>Boston University</b>	Research Administration	Analyst	MA
<b>Bullhorn</b>	Technology	Project Manager	MA
<b>Burke &amp; Raphael LLC</b>	CPA	Staff Accountant	MA
<b>Cannon Design</b>	Design	Electrical Engineering Technical Intern	MA
<b>CareerArc</b>	HR Technology	Senior Manager, Client Success	MA
<b>CHA</b>	Health		
<b>Christopher Newport University</b>	Higher Education	Lecturer	VA
<b>Citizens Bank</b>	Banking	Retail Branch Manager	MA
<b>Citizens Financial Group</b>	Banking	Quantitative Analyst	MA
<b>City of Boston</b>	Government	Commissioner	MA
<b>CloudHealth Technologies</b>	Software	Technical Account Manager	MA



<b>Commonwealth of Massachusetts</b>	Government Administration	Legislative Aide	MA
<b>Commonwealth of Massachusetts</b>	Legal	Paralegal	MA
<b>Commonwealth of Massachusetts</b>	State Government	Property Tax Appraiser/Field Advisor	MA
<b>Community Substance Abuse Treatment</b>	Human Services/Substance Abuse Treatment	Substance Abuse Counselor	MA
<b>Consolidated Marketing Services</b>	Marketing	Business Analyst	MA
<b>Constantino, Richards, Rizzo, LLP</b>	Accounting/Auditing Services	Staff Accountant	MA
<b>CRJ</b>		Intake/Release Administrative Assistant	MA
<b>Cube 3 Studio</b>	Interior Design	Project Coordinator	MA
<b>Cynosure Inc.</b>	Medical Device	Product Manger	MA
<b>Dan Evans Consulting Partners</b>	Marketing	Marketing Coordinator	NH
<b>Dana Farber</b>	Healthcare	HR	MA
<b>David M. Pinkham, CPA, LLC</b>	Accounting	Staff Accountant	MA
<b>Deloitte</b>	Assurance	Audit associate	MA
<b>Deloitte</b>	FSI	Tax Manager	MA
<b>Delta Projects, Inc.</b>	Non Profit Human Services	Chief Operating Officer	MA
<b>Department of Correction</b>	Public Safety	Superintendent	MA
<b>DOJ</b>	Government	OST	MA
<b>Drummond CPL LLC</b>	Accounting and Tax professional services	Accounting associate	MA
<b>Easter Seals</b>	Human Services	Manager	MA
<b>Eaton Vance</b>	Investment Management	Investment Tax	MA
<b>Edelstein &amp; Company LP</b>	Accounting/Tax	Tax Associate	MA
<b>Education First</b>	Education	Account Coordinator	MA
<b>Eliot CHS</b>	Human Service	Team Leader	MA
<b>EMC</b>	High-Tech	Marketing Communications Specialist	MA
<b>EMC Company</b>	Technology	University Relations	MA
<b>Emmanuel College</b>	Higher Education	Assistant Director of Student Involvement and Leadership Development	MA
<b>Ernst &amp; Young</b>	Financial Services	Assurance Associate	MA
<b>Ernst &amp; Young</b>	Public Accounting	Audit Staff	MA
<b>Ernst &amp; Young</b>	Financial Services	Tax Staff	MA
<b>EY</b>	Accounting	Assurance Associate	MA
<b>EY</b>	Accounting	Auditor	MA
<b>EY</b>	Accounting	FSO Auditor	MA
<b>EY</b>	Accounting	Audit Associate	MA
<b>EY</b>	Accounting	Tax Staff	MA



<b>FamilyAid</b>	Non-Profit	Housing Specialist	MA
<b>Fidelity Investments</b>	Investment	Financial Analyst Associate	MA
<b>First American Group of Company</b>	Financial/Insurance	Internal Auditor	CA
<b>Fisher College</b>	Higher Education	Assistant Director of Admissions	MA
<b>FMI</b>	Biotechnology/Diagnostics	Accessioning Supervisor	MA
<b>Forrester Research</b>	Market Research	Program Coordinator	MA
<b>Forrester Research</b>	Market Research	Account Development Manager	MA
<b>Frontier Enterprises</b>	Real Estate	Real Estate Financial Analyst	MA
<b>Harrington Law Group</b>	Law Firm	Intern	
<b>Hildebrand</b>	Nonprofit	Resident Assistant	MA
<b>HomeBinder</b>	Real Estate	VP Partner Engagement	MA
<b>IA Interior Architects</b>	Architecture/Interior Design	Junior Designer	MA
<b>JACOBS</b>	Architecture & Design	Interior Designer	MA
<b>Jeff Ornstein</b>	Design	Interior Designer	MA
<b>Jen Bateman</b>	Healthcare	Team Lead	MA
<b>Joe Stromer</b>	Architect	Project Intern	MA
<b>John Hancock</b>	Financial Services	Sr. Financial Associate	MA
<b>John Hancock</b>	Insurance	Sr. Financial Analyst	MA
<b>Joslin Diabetes Center</b>	Healthcare	Practice Coordinator	MA
<b>Katz, Nannis + Solomon, PC</b>	Public Accounting	Supervisor	MA
<b>Katz, Nannis + Solomon, PC</b>	Accounting	Staff Accountant	MA
<b>Kore Wireless</b>	Tech	HR Manager	MA
<b>KPMG</b>	Accounting	Audit	MA
<b>KRFS</b>	Finance	Fund Accountant	MA
<b>Kronos</b>	Software	Information Security Analyst	MA
<b>Lasell College</b>	Higher Education	Area Coordinator	MA
<b>Liberty Mutual</b>	Finance	Senior Financial Analyst	MA
<b>Liberty Mutual</b>	Insurance Accounting	Senior Accountant	MA
<b>Liberty Mutual Insurance</b>	Insurance	Lead Financial Analyst	MA
<b>Liberty Mutual Investments</b>	Financial Services	Director of Accounting Policy	MA
<b>Lili Liu</b>	AISSC	Accountant	MA
<b>Limited Brands</b>	Fashion & Retail	Support Generalist	FL
<b>Loomis Sayles</b>	Finance	Pricing Analyst	MA
<b>Lynch, Malloy, Marini CPAS LLP</b>	CPA/Accounting/Municipal Audits	Staff Accountant	MA
<b>Mass. General Hospital</b>	Healthcare	Sr. Admin Manager	MA
<b>Massachusetts College of Pharmacy and Health Sciences</b>	Education	Marketing and Events Assistant	MA
<b>Massachusetts General Hospital</b>	Healthcare	Administrative Assistant	MA
<b>Massachusetts General Hospital</b>	Healthcare	Education Program Coordinator	MA
<b>Massachusetts General Hospital</b>	Healthcare	Senior Project Specialist	MA
<b>Massachusetts General Hospital</b>	Healthcare	Project Manager	MA
<b>MassDOT</b>	Transportation	IT Manager	MA
<b>McLean Hospital</b>	Clinical Psychology	Postdoctoral Fellow/Therapist	MA



<b>MCPHS University</b>	Higher Education	Associate Registrar	MA
<b>Medtronic</b>	Healthcare	Senior Hernia Specialist/Field Sales Trainer	NH/MA
<b>Meketa Investment Group</b>	Investment Firm	Paralegal	MA
<b>Milano Software</b>	Software Industry	Graphic Designer	Canada
<b>Massachusetts Institute of Technology</b>	Development/Fundraising	Development Associate	MA
<b>Massachusetts Institute of Technology</b>	Media	Media Relations Assistant	MA
<b>Modelo</b>	Tech/Startup	Content Marketer	MA
<b>Mount Auburn Hospital</b>	Healthcare	Laboratory Client Services Representative	MA
<b>Mullen Lowe</b>	Advertising	Digital Producer	MA
<b>National Bank of Abu Dhabi</b>	Commercial Banking		
<b>New Horizons Promotion</b>		Marketing Specialist	MA
<b>New York Life</b>	Finance	Financial Services Professional	MA
<b>North Suffolk Mental Health Association</b>	Mental Health	Recovery Support Specialist	MA
<b>Northwestern Memorial Hospital</b>	Healthcare	Finance Manager	IL
<b>Nouria Energy Corporation</b>	Retail	Executive Vice President	MA
<b>NTT</b>	Telecommunication	Manager	Japan
<b>Outcome Capital</b>	Investment Banking	Analyst	MA
<b>Parker Torres Design</b>	Interior Design	Intern	MA
<b>Partners Healthcare</b>	Healthcare	Financial/Budget Analyst	MA
<b>Partners Healthcare</b>	Healthcare	Project Analyst	MA
<b>Partners Healthcare</b>	Healthcare/Finance	Team Lead	MA
<b>Partners Healthcare</b>	Healthcare	Business Analyst	MA
<b>Perkins School for the Blind</b>	Accounting/Finance	Budget & Finance Manager	MA
<b>Plymouth Industrial REIT, Inc.</b>	Commercial Real Estate	Vice President/Director of Accounting	MA
<b>Pricewaterhouse Coopers</b>	Accounting	Tax Associate	MA
<b>Pricewaterhouse Coopers</b>	Accounting	Tax Associate	MA
<b>Pricewaterhouse Coopers</b>	Public Accounting	Tax Associate	MA
<b>Randstand</b>	Pharmaceuticals	Manger	MA
<b>Rawan Hammad</b>	Academia	Graphic Design Instructor	Saudi Arabia
<b>Resolute Management Inc.</b>	Insurance	Paralegal II	MA
<b>Roman Music Therapy Services</b>	Health and Human Services	Executive Director/Founder	MA
<b>Safety Insurance</b>	Insurance	Underwriter	MA
<b>SharkNinja</b>	Consumer Goods	Account Manager	MA
<b>Spectrum Health Systems</b>	Substance Abuse Counseling	Counselor II	MA
<b>State Street Bank</b>	Finance	Fund Administrator	MA
<b>State Street Bank</b>	Finance	Trader	MA
<b>State Street Corporation</b>	Finance	Pricing Specialist	MA
<b>State Street Corporation</b>	Financial Services	Vice President	MA



<b>State Street Global Advisors</b>	Asset Management	Executive Assistant	MA
<b>Stonehill College</b>	Education	Residence Director	MA
<b>Suffolk University</b>	Education	Associate Director	MA
<b>Suffolk University</b>	Education	Office Coordinator	MA
<b>Suffolk University</b>	Higher Education	Assistant Bursar	MA
<b>Suffolk University</b>	Higher Education	Clinical Staff Assistant	MA
<b>Suffolk University</b>	Higher Education	International Student and Study Abroad Advisor	MA
<b>Suffolk University</b>	Higher Education	Sr. Assistant Director of Admission	MA
<b>Suffolk University</b>	Higher Education	VBU Advisor	MA
<b>TD Bank</b>	Corporate Banking	Analyst	MA
<b>Tencent</b>	Internet	Product Manager	
<b>The Boston Home, Inc.</b>	Healthcare	Accountant	MA
<b>The Silent Partner Marketing</b>	Advertising/Marketing	Creative Designer/Brand Manager	CT
<b>Town of Boxford</b>	Government	Assistant to the Town Administrator	MA
<b>Town of Upton</b>	Government	Director of Public Works	MA
<b>Town of Wenham</b>	Public Service	Permitting Coordinator and Special Projects Assistant	MA
<b>Tufts Medical Center</b>	Healthcare	Business Operations Manager	MA
<b>Tufts Medical Center</b>	Healthcare	Operations Supervisor	MA
<b>Tufts Medical Center</b>	Healthcare	Project Manager	MA
<b>Tufts University</b>	Higher Education	Assistant Bursar	MA
<b>University of Maryland</b>	Psychology	Postdoctoral Fellow	MD
<b>US Army</b>	Military	Human Resources Officer	MI
<b>US Trust</b>	Wealth Management	Wealth Solutions Analyst	MA
<b>VA Boston Healthcare System</b>	Psychology	Postdoctoral Fellow	MA
<b>Vector</b>	Marketing	Receptionist	MA
<b>Vertex Pharmaceuticals</b>	Healthcare	Associate Case Manager	MA
<b>Veterans Administration</b>	Research	RACC	MA
<b>Vinfen</b>	Nonprofit	Divisional Operations Administrator	MA
<b>Walden Behavioral Care</b>		Adolescent Clinician	MA
<b>WCI – Work, Community, Independence</b>	Nonprofit	Vice President of Operations	MA
<b>WCRIBMA</b>	Insurance	Director of Administration & Finance	MA
<b>Wellist</b>	Health and Wellness	Communication Assistant	MA
	Healthcare	Project Manager	MA



- Appendix D -

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

Department	Count
<b>Accelerated MBA</b>	
Faculty	1
Manageable workload while fully employed	1
Online Classes	1
<b>Accounting Concentration</b>	
Attention to Detail	1
Communication	1
Good Judgement	1
Great professors	1
Great program	1
Learning	1
Relevance	1
Rigor	1
Work/Life Balance	1
<b>Admin of Higher Ed</b>	
[Specific Professor]	4
3 semester length	1
Ability to network with other current and future professionals in my field	1
Class size	1
Convenience of evening classes	1
Dialogue Based	1
Director of the program	1
Diversity in student body	1
Experience	1
Exposure to student development theory	1
Faculty	4
Financial and Legal Aspects- very practical	1
Great faculty	1
Interactive learning	1
Knowledgeable professors	1
Learning in the environment that I work in	1
Location	2
Material	1
Meeting other AHE Students	1
Networking with alums from program	1
Other Students	1
Practical skills learning	1
Practical use/experience	1
Practicum	2





<b>Admin of Higher Ed (continued)</b>	
Practicum Course	1
Practicum requirement, [Specific Professor] was an amazing professor	1
Professors	1
Required Courses	1
Research	1
Research skills	1
Small Classes	4
Small Faculty	1
Small Program	1
Strong alumni base in the Boston area	1
Strong connection between theoretical and practical	1
Strong variety between two main instructors	1
Student Affairs Centered	1
Students	1
Theory to practice exercises	1
Understanding different perspectives	1
<b>Advanced Certificate in Tax</b>	
Faculty Knowledge	1
Practicality	1
Professional Convenience	1
<b>BS/MSPS IR</b>	
Facilities	1
Specific classes	1
Teachers	1
<b>Business Administration</b>	
Ability to think outside the box	1
Administration	1
All fields	1
Boots on the ground approach to learning	1
Boston Location	1
Caliber of adjunct faculty	1
Case studies	1
Cost	1
Course Variation	1
Date oriented classes	1
Diverse Student Body	1
Electives are good	1
Entrepreneurship	1
Experiences Professors	1
FIN	1
Grade	1
Group work helped me to become better at public speaking	1
Information system	1



<b>Business Administration (continued)</b>	
Instructors with work experience	1
International perspective of business	1
Introduction to broad managerial topics	1
Learning	1
Learning from the experience of students and faculty	1
Local Connections	1
Location	3
Management	1
Many concentrations	1
Multidimensional perspective	1
Network	2
Networking with likeminded students and faculty	1
New graduate lounge	1
Online MBA was only option for me, thank you for offering it	1
OP	1
Professors	1
Quality professors with business experience	1
Reading/viewing regular global material and discussing in class	1
Really good professors (mostly)	1
Relate to international matters/students	1
Relevant Information related to my program of study	1
Supply chain	1
Take some of everything	1
Variety of courses/electives	1
Waiving GMAT/GRE for work experience	1
Willingness of professors to assist with career advice	1
<b>Business Intelligence Concentration</b>	
Diverse professors	1
Multiple backgrounds to work with	1
Software available	1
<b>Communication Studies</b>	
Class size	1
Faculty	1
Global Peers	1
Location	1
Professor	1
Support	1
<b>Communication &amp; Journalism</b>	
Coursework	1
Diversity of Peers	1
Professors	1
<b>Entrepreneurship Concentration</b>	
[Specific Professor]	1



<b>Entrepreneurship Concentration (continued)</b>	
Administration receptiveness	1
Communication	1
Convenience	1
Curriculum	1
Fellow Classmates	1
Leadership	1
Location	2
Managerial skills	1
Organizational understanding	1
Professors with Real-world Experience	1
Teambuilding	1
Understanding of finance	1
<b>Executive MBA</b>	
Accelerated	1
Analytical thinking	1
Cohort experience	1
Cohort interaction	1
Cohort System	1
Content relating to each other from course to course.	1
EMBA Format	1
Experienced faculty.	1
Faculty	1
Financial credentials	1
Global perspective	1
Group interactions	1
Group Work	1
Industry experience of professor	1
Leadership skills	1
Length of program	1
Presentations	1
Schedule	1
Small Class	1
Strategic analysis	1
Strong faculty	1
Student participation, engagement	1
Travel	1
Variety of classes relevant to my profession	1
<b>Finance Concentration</b>	
Analysis	1
Applied Skillsets	1
Convenience of classes	1
Diverse Cultural Perspective	1
Diversity of students	1



<b>Finance Concentration (continued)</b>	
Faculty	2
Feedback	1
Global perspective	1
Great diversity of students	1
Great faculties	1
Group presentation	1
Group Work	2
It is taught 5 minutes away from the heart of the financial district in Boston	1
Location	1
Offer online with a variety ranges of date and time	1
Public Speaking	1
Some professors	1
Some professors have working experience of the subjects they teach so their classes are relevant to the job market	1
Student body	1
The diversity of the student population	1
Time management	1
Variety of classes	1
<b>Global MBA Int'l Marketing</b>	
Case study emphasis	1
Connected to downtown	1
Global	1
International focus	1
Location	1
Professors	1
<b>Health Concentration</b>	
Teacher Involvement	1
<b>Healthcare Administration</b>	
Access to faculty	1
Alumni network	1
Amazing faculty	1
Caring professors	1
Challenging classes	1
Class schedules are convenient	1
Class size	2
Commitment of faculty to learning and the healthcare field	1
Communication	1
Contacts	1
Convenience	1
Course Material	1
Courses	2
Courses are relatable to the real healthcare world	1
Critical Thinking	1



<b>Healthcare Administration (continued)</b>	
Curriculum	1
Dedicated alumni	1
Discussion about real cases	1
Diversity	1
Diversity of students	1
Diversity within our program	1
Engagement with professors	1
Facilities	1
Faculty	4
Faculty encourage student participation in class	1
Faculty Knowledge	1
Good faculty	1
Good guest speakers	1
Good mentors	1
Good professors	1
Great faculty members who truly care about healthcare	1
Guest speakers	1
Helpful faculty	1
Helpful, dedicated and friendly faculty	1
Innovation	1
Interaction	1
Internship	1
Internship opportunity	1
Internship, mentoring, and networking opportunities	1
Intimate learning environment	1
Invited people for class	1
Knowledge	2
Leadership Skills	1
Learn	1
Material	1
Networking	2
Networking events, connecting to professionals in the field	1
Networking opportunities	1
One of the several in the country	1
Opportunities	1
Overall enthusiasm of program	1
Professors	5
Professors are knowledgeable and supportive	1
Professor's knowledge	1
Program structure is fantastic	1
Relevant, current material	1
Skills	1
Small classes	1



<b>Healthcare Administration (continued)</b>	
Strong connections of program to healthcare community in Boston	1
Student Diversity	1
Students	1
Study aboard	1
Study with full-time workers, get different perspectives from them	1
Supportive faculty of student learning and life circumstances	1
Teach	1
Teachers	1
Team approach to assignments	1
Teamwork is encouraged	1
Teamwork/group assignment	1
Up to date on current events and thinking	1
Variety of classes	2
Work	1
Writing	1
<b>Integrated Marketing</b>	
[Specific Professor]	1
Class size	1
Collaboration	1
Communication skills	1
Creativity	1
Diverse	1
Flexibility	1
Life-experience-learned (marketing courses)	1
Mentoring [Specific Professor]	1
Variety	1
<b>Int'l Business Concentration</b>	
Accessible	1
Business oriented	1
Diverse	2
Flexibility	1
Flexible online courses	1
Global approach and diversity	2
Graphic Design	1
Great professors	1
Innovation and innovative thinking that is taught	1
International business	1
Marketing	1
Quality of students	1
Teaching students to be leaders	1
<b>MA Graphic Design</b>	
Accessibility of graduate labs and printers	1
Adobe suits	1



<b>MA Graphic Design (continued)</b>	
Challenging	1
Communication	1
Concept Building	1
Craft	1
Creativity	1
Critical thinking	2
Deadlines	1
Friends	1
HTML CSS JAVASCRIPT	1
Innovation	1
NESAD Community	1
NESAD Curriculum	1
Professors	2
Resources	1
Student diversity	1
Team Work	1
Technical Skills	1
The courses offered	1
Time management	1
Wood shop, laser cutter fabric printing	1
<b>MA Interior Architecture</b>	
[Specific Professor]	1
Accreditation	1
Alumni network	1
Basics	1
Being independent	1
CIDA accreditation	1
CLAS	1
Computer skills	1
Concept development	1
Creative thinking	1
Creativity	3
Critics	1
Depth of learning	1
Diversity in incoming students	1
Diversity of student background	3
Faculty	1
Field trip	1
Getting a degree	1
Group project	1
Group work	2
History and theory	1
Independent work	1



<b>MA Interior Architecture (continued)</b>	
Innovation	3
Instruction	1
Interaction with community	1
Internship	1
Job placement	1
Keeping my sanity	1
Location of NESAD	2
Open to new ideas from students	1
Overall coverage	1
Practicing prof	1
Presentation	1
Process	1
Professors are engaging	1
Programming	1
Rendering	1
Research	1
Small group for individualized attention	1
Software	1
Some excellent faculty	2
Studio courses	1
Teamwork	1
Technology	1
The Name	1
The students working together	1
Training	1
Variety of projects	1
Visiting Faculty	1
Well planned	1
Workshop	1
You learn how you as a person works	1
<b>Marketing Concentration</b>	
Commitment	1
Diversity	4
Education	1
Experience	1
Flexibility	1
Focus on group work/presentations	1
Global Focus	1
Global Perspective	1
Great Faculty	1
Group work	2
Leadership	1
Marketing faculty quality	1





<b>Marketing Concentration (continued)</b>	
Network	1
Place of campus	1
Practical Application	1
Problem Solving	1
Quality of students	1
Real Life Examples	1
Relevant to Current Trends	1
Understanding	1
Variety	1
<b>MBA Non-Profit Management Concentration</b>	
Challenge from select faculty	1
Diverse experiences of faculty	1
Multiple electives allowed	1
Professors with direct experience	1
<b>MBA/GDPA</b>	
Professional knowledge	1
Relevance	1
Support	1
<b>MBA/Health Administration</b>	
Content	1
Faculty	1
Guest speakers and class trips	1
Latest relevant material	1
Location	2
Management skills	1
Networking	1
Professors	1
Program type	1
School recognition	1
Small class size	1
Team projects	1
Understanding and engaging faculty	1
<b>MBA/JD</b>	
Adjunct professors with real-world experience	1
Availability of on-campus or online classes	1
Case studies and in class discussions	1
I learned a lot	1
Networked through group work.	1
Saturday class schedules were very helpful to finish on time while working full time.	1
<b>MBA/MSA</b>	
Confidence	1
Experience	1
Faculty	1



<b>MBA/MSA (continued)</b>	
Flexibility	1
Great Materials	1
Involving	1
Knowledge	1
Location	1
Networking	1
Professors	1
Quality Instructors	1
Students	1
Team work	2
<b>MBA/MSF</b>	
Diversity	1
Rigorous	1
Well trained profs	1
<b>MBA/MST</b>	
Direct Applicability	1
Diversification of classes	1
Relevant Information	1
<b>MBA/Non-Profit</b>	
Coursework was appropriate for people who have been out of undergraduate school for a long time.	1
Flexibility	1
Realistic homework expectations for full-time workers.	1
Teachers	1
Topics Offered	1
<b>MPA/Non-Profit Management</b>	
Ability to be flexible and work with students schedules	1
Relevant subject matter covered in classes	1
Skilled professionals as professors	1
<b>MPA/MS/Mental Health</b>	
Diversity	1
Faculty Experience	1
Opportunity for experience	1
<b>MS Accounting</b>	
[Specific Professors] are the key components of this program	1
AACSB accredited	1
Ability to enter without prior undergraduate experience in business/accounting	1
Able to communicate effectively with others	1
Able to understand the concepts for my degree	1
Able to work well in a team	1
Acceptance	1
Accounting	1
Advanced skills and knowledge	1
All professors in the accounting department act as a mentor to each student	1



<b>MS Accounting (continued)</b>	
All students in the department are supportive and helpful to each other	1
Big four	1
Challenging	1
Close to market	1
Communication	1
Communication with students	1
Comprehensive	1
Content	1
Courses	1
CPA material	1
CPA Preparation	2
Demanding accounting classes	1
Diverse classes	1
Diversity	2
Diversity of Students	1
Ease of getting a job	1
Easy to access professors	1
Efficient	1
Faculty	3
Faculty Diversity	1
Faculty Knowledge	1
Faculty support	1
Fellowship program	1
Flexibility	1
Global Awareness	1
Goal- orientated	1
Good money	1
Good preparation for CPA exam	1
Good resources	1
Great faculty in accounting	1
Group work	1
Growing demand for accountants	1
Hardworking	1
Information	1
Instructors	1
Internships	1
Job availability	1
Job placement	1
Jobs	1
Knowledgeable Faculty	1
Leadership	1
Leadership Skills	1
Location	2



<b>MS Accounting (continued)</b>	
Mastering Complex Transactions	1
Material	2
Most of the accounting faculty	1
Networking opportunities	2
None	1
Online Platform	1
Opportunities	1
Options	1
Options for electives	1
Organization	1
Potential to grow	1
Practical	1
Practice	1
Preparation for CPA	2
Prepare for/qualify for CPA exam	2
Professional	1
Professional Experience of Instructors	1
Professors	3
Program curriculum	1
Real world lessons	1
Recruiting from big 4	1
Relevance of course material	1
Schedule	1
School recognized by most employers in MA	1
Skill requirements	1
Some faculties are excellent	1
Some teachers are qualified	1
Student Diversity	1
Students	1
Study body	1
Tax	2
Taxation courses and Financial analysis	1
Teachers	1
Team work	1
The department dedicates itself to helping students qualify and place into great job opportunities	1
Up to date with new regulations/job requirements	1
Well educated	1
Well prepared for the CPA	1
Well organized	1
<b>MS Taxation</b>	
Attention to detail	1
Classmates	1
Course Offerings	1



<b>MS Taxation (continued)</b>	
Courses	1
Depth of study	1
Diverse core course requirement.	1
Diversity	1
Faculty	2
Flexibility	2
Helps to advance my career	1
Job Availability	2
Mandatory for people	1
Math skills	1
Meets the MA CPA qualification	1
Practical application	1
Professors	1
Quality of professors	1
Research class	1
Resources	1
Salary	1
Small Classes	1
Unsure	3
Very practical	1
<b>MS Crime &amp; Justice Studies</b>	
Adjunct faculty	1
Alumni	1
Can be used in some places	1
Caring Faculty	1
Class size	1
Content	1
Diversity	1
Experience	1
Faculty	2
Feedback	1
Friends I've made	1
Full background	1
Good professors	1
Interesting	1
Interesting and engaging curriculum	1
Length of program	1
Maturity	1
Networking	2
Passionate professors	1
Peers/networking	1
Practicum Experience	1
Professionalism	1



<b>MS Crime &amp; Justice Studies (continued)</b>	
Professors	1
Promote different opinions	1
Real World Skills	1
Skills	1
Small class sizes/personal	3
Social justice	1
Students	1
Ties to other fields	1
Workload	1
<b>MS Ethics &amp; Public Policy</b>	
Course diversity	1
Course requirements	1
Faculty	1
Instructors	1
Personalization	1
Required courses	1
<b>MS in Finance</b>	
[Specific Professor]	1
Analysis	1
Analytics	1
Attention	1
Career opportunity	1
CFA exam	1
CFA related courses	1
Competent in handling market data	1
Confidence	1
Cooperation among students	1
Cost	1
Course contents	1
Creative	1
Depth	1
Detail	1
Determined	1
Disciplined	1
Diverse cultural	1
Enhance public presentations skills	1
Find a job	1
Flexibility	1
Focus	1
Forecast	1
Good Professors	1
Good structure	1
GPA	1



<b>MS in Finance (continued)</b>	
Growth	1
Incentive	1
Innovation	1
Instructors	1
Interaction	1
Interaction with other students	1
International Backgrounds	1
International school culture	1
Knowledge	1
Knowledgeable Professors	1
Leadership	1
Library/materials	1
Location	1
Major	1
Modeling	1
N/A	3
Opportunity	1
Preparation for CFA	1
Professional professors	1
Professor's experience	1
Public Speaking	1
Quick	1
Security Knowledge	1
Strong interpersonal skills	1
Team oriented	1
Team projects	1
Team work	1
Theoretical Finance	1
Thinking	1
USA	1
<b>MS Mental Health Counseling</b>	
[Specific Professors] are extremely interesting and really passionate about students doing well	1
Class size	1
Class times	1
Clinical instruction	1
Clinical Training	1
Diverse course offerings	1
Faculty	3
Faculty easy to talk to and access	1
Faculty mentoring	1
Field Experience	1
Great classes	1
Great professors	1



<b>MS Mental Health Counseling (continued)</b>	
Internship opportunities	1
Location	1
Peer interaction activities	1
Practicum getting real experience	1
Professors	3
Quality of instruction	1
Resource	1
Small class sizes	1
Staff	1
Tutoring center	1
<b>MSCJS/Mental Health Counseling</b>	
Class size	1
Ease of coursework	1
Faculty	1
<b>MS Financial Services and Banking</b>	
Amazing faculty	1
Application	1
Communication	1
Great Courses	1
Knowledgeable	1
Leadership	1
Learnable	1
Networking opportunities	3
Not sure	1
Problem solving	2
Time management	1
Useful	1
<b>MSPS in Professional Politics</b>	
Balance of required and elective courses	1
Good professors	1
Human Rights	1
Student to professor ratio	1
<b>MSPS/International Affairs</b>	
Foreign Policy	1
International relations	1
<b>MST for CPA's</b>	
[Specific Professor]	1
Curriculum	1
Early evening classes	1
Faculty	1
Some good adjunct professors	1
<b>MST/GDPA</b>	
[Specific Professor]	1





<b>MST/GDPA (continued)</b>	
ACCT 801 & 802	1
Required tax class	1
<b>Organizational Behavior</b>	
Flexibility	1
The MGOB classes	1
<b>PhD Clinical Psychology</b>	
Clinical work opportunities	2
Connection with practicum sites	1
Importance of research-clinical balance	1
Location in Boston	1
My experience with my research mentor	1
Program Chair, DCT, and Administrators are Excellent	1
Program Culture and Supportiveness	1
Scientific writing course	1
Small class size	2
Supportive faculty	1
Tailored Clinical/Education Experiences	1
Variety of clinical placements	1
<b>PhD Economics</b>	
Great connections within the industry	1
Great faculty	1
Quantitative focus	1
<b>Politic Law &amp; Court</b>	
Connections	1
Job opportunities	1
Wide range of knowledge	1
<b>Public Administration</b>	
[Specific Professor]	2
Budgeting	1
Caliber of students in the program, high networkability	1
Classmates have firsthand experience	1
Collaboration	2
Conducting research to help draw conclusions	1
Critical Thinking	2
Curriculum	1
Diverse Class Selections	1
Diverse students	1
Diversity	4
Ease of schedule	1
Empathy	1
Expertise	1
Faculty	2
Faculty is engaging	1



<b>Public Administration (continued)</b>	
Financial/budgeting literacy	1
Global perspective	1
Greater public speaking confidence	1
Identifying problems and how to solve them	1
Increase knowledge	1
Instructors	1
instructors understanding of full time working students	1
Knowledge	2
Knowledge base of Public Administration Practice	1
Knowledge of Instructors	1
Knowledgeable faculty	1
Leadership	1
Learning from other mid-career classmates	1
Length of time it took to complete	1
Lots of Strong Professors who have 1st hand knowledge in the public sector	1
Mission	1
Network	1
Network of Local Professional Alumni	1
Networking	3
Networking Opportunities	2
Networking with other students	1
Non Profit Management	1
Opportunities to meet/talk with faculty	1
Organizational Change	1
Professional Community	1
Professors	4
Professors who are experts in their field and have real world experience	1
Promote ADR	1
Public Service	1
Relevance to work	1
Saturday Classes	1
Strategic Management	1
Strong alumni base	1
Student/teacher interactions	1
Team Building	1
Team work	1
That it's in my field	1
The connections that can be made within the program	1
The great professors	1
Travel classes provide valuable learning experience and are taken by a high number of students	1
University prestige	1
Well-tailored to working professionals	1
Writing skills	1



<b>Public Relations/Advertising</b>	
Accessibility	1
Available professors	1
Classes were small	1
Community	1
Content	1
Convenient Time Schedule	1
Diversity	1
Global perspective	1
International Opportunity	1
Location	2
Professors	1
Reflective course structure	1
Teachers	1
Teachers were very helpful	1
Time of Classes	1
Work was useful to real life	1
<b>Strategic Management Concentration</b>	
Diversity of everything	1
Faculty	1
Location of school	1
<b>Supply Chain Management Concentration</b>	
Help leverage my work experience	1
Keep me distinct from others	1
New opportunities are coming up	1
<b>Taxation Concentration</b>	
Review of technical/academic business information	1
Skillset building	1
Time management	1

## - Appendix E –

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

Department	Count
<b>Accelerated MBA</b>	
Cost	1
Variety of classes	1
<b>Accounting Concentration</b>	
Availability	1
Better tools	1
Listening	1
Mentoring	1
N/A	1
Patience	1
Quick Jump to Conclusion	1
Software	1
Technology	1
Website	1
<b>Admin of Higher Ed</b>	
[Specific Professor]	1
AHE program is geared towards full-time students	1
Courses - offer more variety	1
Difficulty reaching one of the professors	1
Encouraging students to take related courses outside of mental health program	1
Faculty	1
Faculty do not offer feedback	1
Faculty take over months to return graded papers/projects	1
Faculty use old material	1
Feedback on final papers for every semester were never found	1
Few electives offered	2
Few opportunities to meet other students, network with other higher ed institutions and professionals (despite proximity in Boston!)	1
It does not have a variety of specializations or track. As a student you are stuck on what you want to focus on. It would have been great if it allowed concentration in online learning, team building.	1
It is centered completely on student's affairs. A student who does not want to go into student affairs is stuck with taking courses gears towards that discipline.	1
Lack of career fairs offered for students graduates going into higher ed	1
Lack of different professors	1
Length of program- should be 2 full years	1
Length of the program (not conducive to typical job search in the field)	1
Little Variety of Professors	1
More classes offered	1
More elective options need to be available.	1



<b>Admin of Higher Ed (continued)</b>	
More electives that are not counseling classes	1
More practical electives	1
More than 2 professors needed	1
N/A	1
Narrow variety of course offerings	1
Need a wider variety of classes	1
Need AHE event	1
Needs to be focused on Education Professionals	1
No practicum class, just have required hours for practicum	1
No Summer Courses	1
Not enough Higher Ed Finance coursework	1
Number of courses offered	1
Number of full time faculty	1
Only two full time professors in the program (while they are both wonderful and I learned a lot from their courses it is nice to have different perspectives as well as course offerings for electives related to the field of study)	1
Practicum - Understand for FT grad course load, but difficult for PT course load and FT work	1
Practicum in the summer option	1
Practicum requirement for part-time students who work full-time is very difficult to handle and could be changed	1
Prior to this semester, the program did not help students locate practicums	1
Program ends in December	1
Should require diversity course	1
The required classes are redundant to those with experience in the field.	1
There is a lack of progression in the program. A student can start with taking electives and before any of the core. The RESEARCH class should be the first class that students take or at least take it in their first semester.	1
Too basic, not complex enough in analysis	1
Too focused on Student Affairs	1
Too light on homework -- it was too easy to get away with not doing readings.	1
Understaffed	1
Unprepared classes	1
Varying class offerings	1
<b>Advanced Certificate in Tax</b>	
Should make tax software available through library	1
Should require mandatory tax return exercise in any class where possible	1
<b>BS/MSPS IR</b>	
Coordination	1
More student teacher interaction	1
Other teachers (I made clear on evaluations)	1
<b>Business Administration</b>	
A lot of students had very weak written skills	1
Academic advising is atrocious - worst experience I have ever had with an institution	1
Accounting	4



<b>Business Administration (continued)</b>	
Allowing MBA students to enter without any work experience	1
Alumni participation	1
Classes offered	1
Classes on budgeting or with that focus added	1
Classrooms in Sawyer building	1
Connections to employment opportunities	1
Cost	1
Could be more open to other programs in SBS	1
Course grading	1
Course offerings	1
Degree value	1
Difficulty in the courses	1
Ethics	1
Faculty	1
Finance	1
Higher expectations and standards	1
I choose Suffolk because I would be able to waive core classes that I already took and focus on taking electives in subject matter I was not exposed to during undergraduate. However, the majority of electives listed on the website were NEVER offered. Ever	1
International students dilute strength of overall student population	1
Low admissions standards	1
Minimal electives offered - very little choice for part-time (night class) students	1
More electives	1
More regional approach (i.e. issues impacting New England as a whole)	1
Most courses were not challenging.	1
Needs more focus to business operations components	1
No classes focusing on HR aspect of business. Future managers will hire and fire people. They should know something in this area	1
Noticeable decline in quality of students in my classes in 2016, not sure what is going on with enrollment.	1
Online elective offerings are still not as robust as I would have liked	1
Quality of applicants	1
Quality of instruction	1
Reputation is good, but not excellent	1
Require every student to pass excel and PowerPoint exams	1
Required Courses are repetitive with undergrad	1
Some instructors were disorganized	1
Some Professors are not so great- just because they have a lot of knowledge in their field doesn't mean that they are good at teaching	1
Student Body	1
Students with similar levels of education	1
There needs to be a MUCH MORE rigorous curriculum. As a student with a bachelor's degree in business administration, I do not feel that I learned anything new. My 780 class was equivalent to a business 101 class for a freshman.	1



<b>Business Administration (continued)</b>	
There seems to be a lot of contention within Suffolk (leadership wise) that could be hindering progress	1
Too broad	1
Too easy	1
Too few course offerings	1
Variety of classes offered	2
Variety of concentrations offered	1
<b>Business Intelligence Concentration</b>	
Cost of attendance	1
Group projects are difficult for coordination with online only students	1
Level of concepts learned	1
<b>Communication Studies</b>	
Commuter Experience	1
Major	1
Unmotivated Tenured Faculty	1
<b>Communication &amp; Journalism</b>	
Electives taught by non-regular staff need to be screened better. Some electives were great, others were awful.	1
More distinction between grad/undergrad combo classes	1
More variety/times offered each semester	1
<b>Entrepreneurship Concentration</b>	
Attendance of some staff members	1
Career services	1
Cost of books that were not used	1
Course availability	1
Cross disciplinary engagement	1
Knowledge of programs by professors when using programs	1
Online Classes	1
Orientation ineffectiveness	1
Required courses not being taken seriously	1
Types of courses available	1
<b>Executive MBA</b>	
A lot of credits for the degree	1
Access to each course's syllabus needs to be available at least two weeks ahead of first day.	1
Capstone Program	1
Communication could be improved	1
EMBA is too intense. Should be redesign.	1
Fee structure is too high and out of reach for common and middle class income groups.	1
Global Travel Seminar	1
Grading feedback prior to end of semester	1
Grading needs to be timelier.	1
Grading system should be strict and centralized. Discrimination in grading is possible with decentralized grading system (i.e. Professors who are teaching are grading). Professors should not grade the students and needs to be graded by other professors.	1



<b>Executive MBA (continued)</b>	
Logistical information with respect to the program provided more timely and accurately.	1
Need better organization	1
Need better use of technology	1
Pace of workload	1
Program Itinerary	1
Quality of Professors	1
Resources for students	1
Some faculty had industry experience but were not proficient teachers.	1
Structured international program	1
The capstone program needs to be better coordinated- the professors were all over the place.	1
The program coordinator was notoriously hard to get a hold of.	1
<b>Finance Concentration</b>	
Course material	1
Help	1
I'm all about taking a chance on people but I think since Suffolk is known to just accept anyone who applies, it lowers the value of their education	1
In class work that relates to real life.	1
Lack of caring when pre-paid international students cheat blatantly.	1
Monitor Required text closely so student's don't waste money	1
More company recruiting	1
More real work examples	1
No networking opportunities	1
Offer more elective classes	1
Places to study and hours (most of us work and need to study after work when things are not closed)	1
Price	1
Require guest speaker for each class	1
Required Courses (core courses)	1
Some faculty are flat out terrible. [Names specific professor]	1
Some professors	1
Structure of courses	1
The career services doesn't do a good job of preparing students for the job market through internships	1
The companies that come for the job fairs are not proportional to the degrees offered. There's barely any financial services companies there. As an ambitious individual I feel Suffolk didn't come close to offering opportunities that let my ambitions come	1
Time of Classes	2
Too much Reading	1
Unnecessary books	1
<b>Global MBA Int'l Marketing</b>	
1 Elective	1
Classmates that are not at MBA level	1
Easy A's, especially in online	1
Flexibility	1
Some weak professors	1





<b>Global MBA Int'l Marketing (continued)</b>	
Tenure	1
<b>Health Concentration</b>	
Individual Liability	1
<b>Healthcare Administration</b>	
Almost all the courses focused on healthcare organizations in Boston.	1
Alumni	1
Better alignment/match of internship goals, facility, more demanding	1
Better mentorship alignment programs, lack of involvement from the mentor	1
Certain classes should be combined	1
Certain classes should be expanded to full semester courses	1
Classes not being offered often enough	1
Classroom size too large	1
Consistency in the level of challenge between classes	1
Course offerings	2
Difficulty level high	1
Electives	2
Engagement	1
Expensive	1
Frequent meetings with advisors	1
I think it would be beneficial to have more classes that focused on financial management/budgeting for healthcare.	1
I think that it would be beneficial to require all students to have experience in the field prior to entry into the program.	1
Large number of credits	1
Limited focus in terms of classes	1
Limited focus on payer segment of healthcare	1
Limited online course offerings	1
More courses dedicated to advanced excel and data visualization	1
More data courses provided	1
More elective options	1
More electives that teach students Access and Excel	1
More finance and accounting electives would be beneficial	1
More networking opportunities	1
More opportunities for job placement and awareness from the faculty ( in my short time of year and a half only several positions were posted for opportunity to work and apply for the MHA department	1
More options for electives during the summer session	1
More speakers in MHA careers	1
More student involvement through healthcare club	1
N/A	5
Network Opportunity	1
Not a lot of elective courses	2
Not enough electives	1
Not enough electives (too many core courses)	1
Not enough of a variety of electives offered in summer	1



<b>Healthcare Administration (continued)</b>	
Not enough operations-based coursework	1
Not enough times provided	1
Not interesting elective courses	1
Not open to possibilities outside of Boston	1
Offering additional course sections	1
Office hours not accommodating to working students	1
Poor courses structure	1
Preparedness of some students for graduate work (ability to write in particular)	1
Professors	1
Professors not knowledgeable about international students' needs	1
Program events/involvement	1
Provide different time for full-time students	1
Repetitive	1
Returning graded assignments timely and with valuable feedback	1
Schedule for classes	1
Scholarship opportunities for students who need it	1
Should have elective courses that focus on resume building and mock interviewing	1
Too focused on hospitals	1
Too many group project assignments	1
Too much to read	1
Unaccredited	1
<b>Integrated Marketing</b>	
[Specific Professor]	1
18 months is too short for international students	1
Communication related courses are outdated	1
Courses that get in way of one another due to scheduling conflicts.	1
Finding voice	1
Lack of learning software	1
Lack of mentorship	1
Need more hands on real work for company (i.e. work together with small agency and let student solve their problem)	1
Needs copywriting or creative writing course	1
Not practical	1
Some professors taught out dated material	1
Too general ( a little bit of everything)	1
Variety of courses offered	1
Wide variety of start times for classes	1
<b>Int'l Business Concentration</b>	
A few professors were good not great	1
Course offerings	1
Digital Marketing	1
Elective schedule needs to be updated so students have a more accurate picture of which electives still exist in the program	1



<b>Int'l Business Concentration (continued)</b>	
Electives are not offered consistently	1
I would have liked more structure around courses offered	1
Lack of electives offered	1
Marketing Software	1
More international professors	1
Should allow for more major courses/less core	1
Social Media	1
Some courses irrelevant to career	1
The study abroad component when I was going through the program is not cheap which unfortunately discouraged participating. I know that is changing with the new curriculum.	1
Unorganized	1
Workload varies greatly from course to course. Not sure what to expect	1
<b>MA Graphic Design</b>	
Career Building Opportunities	1
Collaboration	1
Communication	1
Exposure	1
Facilities	1
Graduate electives are very few there is are few options only	1
Infrastructure	1
Knowledge of current working field	1
Lack of confrontation	1
Methods	1
NESAD campus is far from the other campuses which were a lot more active	1
Over Work	1
Professionalism	1
Public speaking	1
Resources for making, ex. printers & supplies	1
Sleep Deprivation	1
Suffolk doesn't know anything about NESAD so they can't ever help	1
Team work	1
There wasn't photography classes offered by the time I attended Suffolk	1
Timing	1
Unfulfilled promises for Master's program, no resources to meet the needs of the program, like gallery space or budget, class size limits gets many important classes cancelled since our program is small	1
<b>MA Interior Architecture</b>	
Administrative issues/disorganization	1
Advising	1
Building closes too early	1
Building-hours open and facility	1
Communication- a lot of the time I felt like I had no one to go to for answers	1
Communication between faculty and students	1
Computer should be faster	1



<b>MA Interior Architecture (continued)</b>	
Different opinions	1
Disorganization/miscommunication	1
Distance	1
Environment	1
Equipment, facilities, campus comfort, technology	1
Faculty liking to work with each other	1
Graphics	1
Group work	1
Involvement in university activities	1
Job	1
Lack of Inconsistent information given to students	1
Less interaction with the main university	1
Little flexibility in required courses/scheduling	1
Lounge	1
Male diversity	1
Material selection	1
More collaboration with prof.	1
N/A	1
Need out of the box thinking for design school	1
No job fairs for interior design programs for full time job offers	1
No place to engage design with the world	1
Not enough focus on architecture, how things are built	1
Organization	1
Overall classroom experience	1
Poor administration	1
Poor building interior/learning environment	1
Presentation	2
Pressure	1
Professors	1
Professors could be more informed about the program requirements	1
Professors don't teach they demand and you spend the majority of the time teaching yourself	1
Program could be run/managed better	1
Program direction	1
Race respect	1
RCP	1
Requires a complete change of curriculum to satisfy the needs of the professional world	1
Scheduling	1
School hours	1
Some Not up-to-date faculty, lack of innovation and coordination	1
Stressing importance of revit	1
Student - professor relationships	1
Student activity	1
Systematic problem at NESAD	1



<b>MA Interior Architecture (continued)</b>	
Technology is behind somewhat	1
The professors do not know how to critique people and when they do it's personal and not about what is on the board. Dynamic of space	1
Thesis class size and organization	1
Thesis is a major problem that needs to be addressed	1
Thesis Studio class should be worth 6 credits - the work load does not justify it being availed for only 3	1
Thesis system	1
Time management	2
Too many students per class	1
Variety of courses offered and time offered- very hard to find night courses	1
<b>Marketing Concentration</b>	
Amount of Courses Offered	1
Better career services	1
Better teachers	1
Career Center	1
Classes offered- especially in concentrations	1
Core course talent	1
Easy Classes	1
Faculty	1
Feedback from Professors	1
Grade inflation	1
Interaction	1
Internship Program needs Improvement	1
More electives	1
More global classes	1
N/A	1
Need more courses on software used in the workforce	1
Network	2
Number of electives offered	1
Quality of library	1
Scheduling of classes	1
School Ranking	2
<b>MBA Non-Profit Management Concentration</b>	
Limited accelerated weekend options (i.e. Saturday options 9-5pm or 9-1pm)	1
Limited class time offerings	1
We need to have access to windows in our classrooms and get out of the basement at 8 Ashburton. It's sooooo depressing.	1
<b>MBA/GDPA</b>	
None	3
<b>MBA/Health Administration</b>	
Class time	1
Difficult for commuters	1
Early courses 4:30 pm	1



<b>MBA/Health Administration (continued)</b>	
Faculty	1
Felt more like a public health program than a healthcare admin program	1
Improve the number of Networking events	1
Increase the number of networking events	1
Lack of electives	1
More Job Affairs	1
Offer certification courses like six sigma	1
Too much emphasis on papers and not enough on exams, etc.	1
Variety of courses offered was minimal	1
<b>MBA/JD</b>	
Assistance for graduating students to find employment	1
Expensive, still not sure why dual degrees cost more per credit without any cohesion between the programs	1
Joint degree programs are disconnected and disorganized	1
Lack of career guidance	1
Lack of networking opportunities	1
Not enough cross discipline studying for joint degree students	1
<b>MBA/MSA</b>	
Career opportunity	1
Many Required Courses	1
More engaging	1
More events/activities	1
Not enough alumni presence	1
Not enough volunteer opportunities	1
Part time students	1
Students indolent	1
The GSA should meet after 7pm	1
Times classes were offered, we need more 1pm classes	1
Timing of social activities	1
<b>MBA/MSF</b>	
Hands on training	1
Internships	1
Networking	1
<b>MBA/MST</b>	
Class times/availability	1
Diversification is good...but many students weren't qualified.	1
Group projects are good, but part-time night classes make this difficult	1
<b>MBA/Non-Profit</b>	
Price, especially having to buy e-books for the webinar courses in addition to the webinar course fee and not even using the books.	1
There were no real-life lessons taught, like how to create a budget or business plan.	1
Times Electives are Offered	1



<b>MPA/MS/Mental Health</b>	
Lack of healthcare focus	1
<b>MS Accounting</b>	
Academic advisors needs to follow up with their students and give right information when asked	1
Advanced accounting was unavailable, which is a heavily tested subject on the CPA	1
All classes online	1
Boring	1
Career development	1
Class times	3
Classes filled up so fast, there's the need for courses to have two sections	1
Classes offered on weekends	1
Community service	1
Connection with employers needs to be improved	1
CPA	1
CPA excel	1
CPA Prep	1
CPA Prep beyond the classroom	1
Curriculum	1
Curriculum - I am glad to see they are revising	1
Different class times	1
Easy grading	1
Elusive	1
Ensure some professors do not waste time. Mba780 & mba622	1
Facilities	1
Faculty	1
Group project	1
Group Work (a good deal of unqualified students seemed to be passing through the program)	1
How grading is done with teamwork because sometimes there are groups where only a couple people do all the work but everyone gets the same grade	1
I think presences needs to be given to students in their last semester when it comes to course selection	1
Internship	1
Job fair	1
Just a few selective courses	1
Lack of prestige of the school	1
Length	1
Less communication	1
More electives	1
More study abroad options	1
Need time to process	1
None	8
Nonprofit/govt. accounting was unavailable and is heavily tested on the CPA	1
Not a lot of options for classes	1
Not enough accounting courses	1



<b>MS Accounting (continued)</b>	
Online Classes	1
Online course - did not meet expectations	1
Online-courses are hard	1
Only one tax elective option	1
Options	1
Organization	1
Public Speaking	1
Quality of the students and some instructors is not impressive	1
Research depth	1
Some courses are not useful	1
Some courses lack of depth	1
Some Full Time Instructors were not qualified (no real world application)	1
Some of the faculty	1
Stronger relationships with firms	1
Student Involvement	1
Students Skating by	1
Suffolk University is like a free market. Many students just come and purchase courses without thinking about building long term relationship with their classmate. For what we pay for this program, Suffolk should do the best to enhance relationship.	1
Suffolk University should hire more qualified teachers with some experience in the research and the real world. Sometimes when I watch the same free courses online from Wharton or MIT, I feel I just received the minimum from many teachers.	1
The books need to be easier to understand	1
To work on real world problems instead of clean cut book problems	1
Too many irrelevant classes for an accounting degree	1
Too many irrelevant courses	1
Unlike [Specific Professor] who believes that students should find jobs after their graduation, many teachers focus just on their salary. They do not assist students beyond the scope of the program	1
Well-known	1
Writing	2
<b>MS Taxation</b>	
A lot of classes get cancelled	1
Course availability	1
Critical thinking skills	1
Death by PowerPoint	1
Engagement	1
Familiarity of software in the workplace including Excel, Profx Tax and Engagement.	1
Flexibility - Classes only offered in the summer is difficult to manage as a part time student. No aid offered sours the value, too.	1
Lack of classes	1
Limited number of classes	1
Need to have more variety of tax courses	1
Prerequisites not required	1
Scheduling of classes	1





<b>MS Taxation (continued)</b>	
Some courses only offered once a year	1
Summer classes	1
Technology	1
Unsure	3
<b>MS Crime &amp; Justice Studies</b>	
Can be restricting	1
Fast completion time	1
Gearing program to those who work full-time	1
Help with practicum placements for those who work full-time	1
Lack of courses	1
Less connectivity	1
Limited class time offerings	1
Limited sections	1
Many classes are similar	1
More challenging courses	1
More class options	4
More focuses need to be offered	1
More interesting courses	1
More police oriented classes/view point	2
More policing courses less anti police	1
More professors	1
No options on class choice	1
Not enough elective courses	1
Not related to some fields	1
Professors and program deserve more funding	1
Schedule of Classes	1
Too broad	1
<b>MS Ethics &amp; Public Policy</b>	
Combination of undergraduates with grad students	1
Small program	1
<b>MS in Finance</b>	
7pm classes	1
Activity	1
Balancing the needs of part time and full time students	1
Career consulting	1
Computer Software use	1
Connection	1
Experience	1
Exposure	1
Fairness	1
Group projects enabled some students to pass classes who didn't understand the material	1
Holding the Students to a higher standard	1
Inpatient	1



<b>MS in Finance (continued)</b>	
Internship/co-op	1
Introduction of real world aspects of finance	1
Lack of Innovation	1
Limited elective courses	1
More classes	1
More interactive	1
N/A	8
Need more courses	1
Networking	1
Not many opportunities for international students	1
Not much interaction with real life technology	1
Plan	1
Should use the computer Lab	1
Skill	1
Slow	1
Some professors too lenient	1
Systematic	1
Teamwork	1
Technology	1
Time management	1
Timings	1
<b>MS Mental Health Counseling</b>	
Amount of group projects	1
Class size	1
Classroom too noisy	1
Course times/interferences	1
Course track	1
Doesn't provide many choices for electives	1
Licensure track	1
Limited course offerings per semester	1
Limited selection of class	1
Minimal help with securing practicum/ internship placements	1
More classes to be available during summer term	1
More help finding an internship!	1
More times to pick from for classes - too many clashes	1
Not a lot of elective offerings	1
Not enough variety of classes offered	1
Not much guidance when looking for internship sites, Coordinator didn't have time to meet with me in person when I was looking for a practicum	1
Opportunities for Research study	1
Presentation components	1
Scheduling	1



<b>MSCJS/Mental Health Counseling</b>	
Competence of students	1
Course offerings	1
Professors' engagement	1
Sections offered	1
Variety	1
<b>MS Financial Services and Banking</b>	
Better organization for travel seminar	1
Capital budgeting faculty	1
Easy	1
International Student support	1
Job placement during academic year for resume building and experience	1
No Computer programming courses for finance	1
Recruiting program with firms for Finance Students	1
Some courses	1
Some Professors	1
<b>MSPS in Professional Politics</b>	
Academic advising	1
Career counseling	1
More courses offered	1
<b>MSPS/International Relations</b>	
Direct connection with the political entities	1
Diverse courses	1
Political elite guests	1
<b>MST for CPA's</b>	
Curriculum	1
Some not so good adjunct professors	1
<b>MST/GDPA</b>	
More tax electives	1
Needs a class on accounting for trusts	1
Needs MA State Income Tax Class	1
<b>Organizational Behavior</b>	
Advising	1
Being able to plan out your schedule for the whole program (classes, etc.)	1
Classes offered	1
<b>PhD Clinical Psychology</b>	
Financial demands	1
Financial Support and Research Grant Support	1
Handful of Professors in Department not Skilled Teachers	1
High tuition	1
Lack of fellowship opportunities to reduce tuition	1
Lack of funding for full tuition remission/stipends	1
Lack of resources for research	1
Low funding	1



<b>PhD Clinical Psychology (continued)</b>	
Research mentor support (not mine, but others in the program)	1
TA requirement	1
Too many requirements that distract from research	1
Variability in faculty quality	1
<b>Politic Law &amp; Court</b>	
More extra-curricular	1
Too long	1
Too many requirements	1
<b>Public Administration</b>	
Adjunct professor not vetted or prepared to teach at the graduate level	1
Adjunct professors for electives	1
Availability of electives	1
Being sure professors give feedback on papers and assignments	1
Class Scheduling	1
Computer Skills used in the field. Technology a huge part of the workplace now.	1
Cost	1
Course work not challenging enough	1
Diversity of electives	1
Employment/Career Development	1
Finance/Budgeting of Non-profits/Governments	1
Grant Writing	1
Lack of consideration for those working full time and commuting into Boston	1
Lack of diverse professors	1
Lack of help for commuter students	1
Level of academic rigor was very low	1
Lots of practitioners who aren't necessarily good teachers	1
Low barrier to entry	1
Missing "insurance management" from the course selections for Public Managers	1
More classes on Saturdays	1
More contact is needed from individuals in the field. Though I think some classes do a good job in inviting outside employers to come speak to students.	1
More data analysis	1
More financial courses	1
More guest speakers	1
More local government courses	1
More MPA student events	1
More online options for those commuting over 4 hours a day between work and school	1
More panels, workshops	1
More project based approaches	1
More virtual ways to connect with other students and alumni - networking events aren't usually at convenient times for me	1
MPASA lack of funding	1
Networking	1



<b>Public Administration (continued)</b>	
None	2
Not enough Professors with more expertise in nonprofits to teach electives in nonprofit concentration	1
Opportunities	1
Organization and communication with students w financial aid needs	1
Performance management statistics	1
Political Environment	1
Poor teaching skills	1
Racially just framework	1
Recruitment	1
Remote opportunities is local communities	1
Speak more about race and class	1
summer course offerings	1
Teaching Students to sell their ideas	1
Weaker Elective Professors on Saturday offerings	1
Would like to see more emphasis on fundraising and funding	1
<b>Public Relations/Advertising</b>	
Awareness of the program was weak	1
Cost	1
Easy for graduate level	1
Lack of local students	1
More course options	1
More Elective Options	1
More opportunity for students working full time	1
Networking	1
No option for day classes	1
Not enough Advertising projects	1
Not many classes to choose from	1
Up to Date Books	1
Very little PR projects	1
<b>Strategic Management Concentration</b>	
12 hours per semester too many	1
Parking	1
<b>Supply Chain Management Concentration</b>	
More associations to be created for ISOM concentration students	1
More options for electives	1
More technical aspects to be incorporated	1

## - Appendix F -

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

- [Specific Administrator] was a compassionate, knowledgeable, and qualified academic advisor. The university is fortunate to have his commitment and passion for teaching.
- [Specific Professor] and the rest of the MHA faculty have been instrumental in my experience over the past 3 years at Suffolk. They are passionate about healthcare and it's contagious.
- [Specific Professor] is a phenomenal teacher. Direct, eloquent, and open to having difficult conversations responsibly. / [SP] is great. She is empowering, informative, and invested in her students. / [SP] is terrible. She has inequitable teaching practices, created an unsafe learning environment, and is unkind. / [SP] is terrible. I felt unsafe, unheard, and concerned for my classmates that are students of color.
- [Specific Professor] was a great tutor, learned a lot from her. / One thing I wasn't crazy about was that the elective classes offered for the MSA program weren't offered often enough, or whenever they were offered, they were on campus and not online. Ideally, all classes would be offered online to help manage work/family balance.
- As a full-time working professional accountant (MSA, CPA), I think that the ACT program offers a great opportunity to further specialize in tax in a way to complement other graduate accounting degrees. Although initially I thought that Tax Research class was unnecessary because of my background, my academic advisor (Specific Professor) highly emphasized the class and he was right: when taking the class, I realized how critically important and useful this key (mandatory) course is. [Specific Professor] was the most responsive teacher I ever had (replying to students with feedback almost 24/7). // Thank you for offering the program. It enhanced my confidence and broadened my knowledge. /
- As a part time graduate student, I found that I wasn't privy to pertinent information to have a comfortable experience. I often found myself saying, wow, I didn't know that.

For instance, a coworker who had previously attended Suffolk informed me that I should be eligible for a book voucher, and where to go to apply for one. I also didn't know I needed a school id to secure a study room at the library and where to obtain one. I had been at the school for two years at that point. I feel like Suffolk overlooks the small things that could better prepare PT student for life at the school.

- Being an international student, Suffolk University has been a perfect home away from home. The biggest strength of this institution is its location in the heart of Boston city, which opens windows of opportunities for students and faculty. I have been very lucky to pursue graduate program here, and I am thankful to the healthcare department and the business school for such an unforgettable and experience. These 2 years will be cherished for life.
- Communication was my biggest issue. I had a few professors (as well as my academic advisor) who I had to chase down to get responses from.
- Doctoral students have incredibly limited resources for dissertation work. This makes Suffolk students less competitive overall as we tend to have less (if any) publications.
- Grading system needs to be improved. It should be strict, impartial and decentralized. Professors are grading students and Students are grading professors. It seems to be like give and take relationship with which it affects the quality of education. / In my opinion, Students should evaluate the professors where the professors will be alert and improve on their weakness. / Whereas, Students grading should be centralized. For example, Professor A has conducted the course X and has provided the assignments, write-ups or exams. Professor B needs to evaluate those assignments, write-ups and exams. During this process students identity should be hidden in order to have fair grades without partiality. / /
- Great professors and instructors, cool courses, but really bad (even no) career service.
- Great year at Suffolk!

- I am an international and the professors did not help me in any way. / I will not advice any international student to go to Suffolk. / The school did not help me with the internship and it was a different agreement on my first semester. / The professors that were handling the internship program told me that I am not qualified to do an internship and represent Suffolk. / I got an internship by myself at Massachusetts General Hospital and I work for them since then. /
- I appreciate how flexible and accessible the school is. It was very easy to attend courses on campus and I really liked having the option to take online courses as well. I liked the fact that I could take two classes on campus in one night if I wanted to. I also appreciated that Suffolk let me waive out of three courses because of what I had taken in undergrad. Overall, I enjoyed my experience at Suffolk while working full-time.
- I appreciate the demanding accounting courses, especially coming into the school with no business undergraduate experience. It is a shame the school didn't require advanced accounting and not for profit/government accounting, which caused the courses to either be dropped because of lack of signups or not offer it altogether. Instead, I was required to sit through "leadership for accounting professionals", "organizational behavior" and "international business" classes, just to name some, that have absolutely zero contribution to preparing me for my career. I'm sure MBAs would appreciate those, but as an MSA I felt they were a waste of money. / / Before my enrollment, I was lured by the "CPA track" and its wide assortment of CPA-related classes, but it turns out (1) my program of study was filled with required non-essential classes or (2) classes were dropped. From my experience, I cannot recommend Suffolk to anyone looking for a comprehensive master's degree in accounting.
- I believe this is a great value and Suffolk does a terrific job at providing programs and opportunities to network.
- I can't thank the Suffolk University Committee and its high end instructors who devote their own time in meeting our needs. Many professors if not all are committed to



excellence which provides us with necessary tools to improve our personal and professional skills. / I congratulate the university in general and the MSF program in particular for the success they have accomplished throughout these years. I truly enjoyed my time at Suffolk and I am recommending the university to my wife, friends and my coworkers. /

- I couldn't help but notice a decline in the quality of students in my MBA classes from late 2015 through 2016. I worked with students that had poor written and verbal communication skills and the work they provided for group assignments bordered on plagiarism. My concern is that this is diluting the integrity of the Suffolk MBA name. As an online MBA student I wished there were more opportunities for networking with other online MBA students.
- I currently encourage a friend of mine to apply and she was just accepted to the MPA program
- I did the 4+1 program and there definitely needs to be some improvements with cross-department communication. The past three years I have been calling and emailing people constantly trying to explain my credits and eligibility to graduate (both times.) I love Suffolk, and I'm grateful for the opportunity this program provided, but it should not have been this stressful for me to make sure everything went smoothly.
- I enjoyed my experience a lot! However, I think some classes should focus on the managerial aspect of business as well. I most likely would have come to Suffolk if I had to do this program over again. Most staff and professors are extremely helpful and encouraging. However, I would have also considered some other options as well.
- I found that I did not learn a great deal which was mainly on me as a student. I believe Suffolk is in it somewhat for the money and thus makes the program easy to get through. I do feel that if I spent more time and took a greater interest I was given the tools to learn more
- I gain a lot of inspiration from the faculties and other classmates

- I had a good experience at Suffolk. Overall, I liked my classes and found most of the Professors very knowledgeable, supportive, and excited to teach. However, I do think that the classes aren't very challenging, and I think that this may affect the reputation of the university. While Suffolk has a good reputation, it's not as high as I think it could be (or as I would like it to be.)
- I had an excellent experience at Suffolk. The engagement of the faculty was fantastic, and I can thank Suffolk's connections to my initial (and current) roles in the healthcare system. While at times the program seemed like it was not quite as challenging as I had hoped for, I learned an enormous amount, and feel that I am not only prepared to have a career as a professional in healthcare, but that I can also stay in touch with the professors for continuing career advice.
- I have enjoyed getting to know my cohort and learning from their experiences as well as the curriculum.
- I have enjoyed my time at Suffolk University. I will truly miss all the professors and classmates. I enjoyed all the guest speakers in the MHA program.
- I have had a truly fantastic experience with the Suffolk MPA program. I am especially grateful for the opportunity to combine my learning with the LEND Fellowship through UMass Medical School. I would have never considered an MPA at Suffolk if it weren't for that Fellowship and I am extremely happy with my graduate learning. I look forward to implementing all that I've learned in the years ahead. /
- I like all the networking events, preparation for work and outside world, contacts to the Big 4 and other great firms, CPA club etc.
- I like the new changes that are being implemented where the business school is focusing on specific industries. I wish that was done when I was starting. I feel that Suffolk does a horrible job at helping students get jobs-you don't build relationships with alumni's who could help connect the school with the companies they work for. I think it's disgraceful that for a school that boasts to be in the heart of Boston-literally 5

minutes away from the financial district, you are not a force to be reckoned with in some of the big companies there. With that being said I see a lot of potential in this school and I'd like to be involved in the growth I see coming for it.

- I liked my program a lot, but I worry about the value of my degree considering all of the Board/President issues that have gone on in the past year. I do not regret coming to Suffolk, but I do wish I had known how silted it can be, especially when trying to find a sense of community to take part in.
- I loved the MPA program at Suffolk. The professors are amazing and I wish it hadn't gone by so quickly.
- I personally felt that the graduate program at NESAD is excellent - in terms of what is taught and interactions with the professors. However, not all faculty are forthcoming - some don't even reply to emails about coursework or academic schedules. And that's not professional at all. / I would like to see a better interaction of NESAD with the Suffolk community - which I think even though efforts have been made, is still very lacking. / With regards to career development and placement at the time of graduation, I feel that for students at NESAD, there's no guidance. Especially having such a large international student enrollment, there is no facilitation of networking within the school/university for the Design Dept.
- I really enjoyed the MSF program. I have learned so much and developed so many new skills. The faculty was amazing, they were very passionate about the courses they taught. It is clear that the faculty and entire finance department want the students to succeed. To be honest, I feel quiet sad that my time in the program has gone by so fast.
- I think my education from Suffolk was valuable in some ways. // I think it was valuable in expanding my network. Classes at Suffolk were made up of a diverse collection of students in various careers. This not only contributed to learning by providing various views on classroom topics, but it also provides students with a valuable group of contacts to network with outside of the classroom. I think Suffolk did a tremendous job

of selecting a diverse and well-rounded student group in the MPA program. // I also think the Professors at Suffolk were, for the most part, very knowledgeable and great at teaching the necessary concepts. Overall the professors at Suffolk did an admirable job at teaching a curriculum while inspiring the input of students, which is not always easy to do. // However, I do think some items in the MPA degree can be improved. // though I feel like the degree provided a great deal of soft skills, the classes offered little in the way of hard skills. Very few classes used technology which is essential in the current work environment. In addition, little knowledge was provided in the area of finance & budget which is significant in any field of management today. // I also think the degree was a little too easy. There were a number of A's given out in all of my classes, and although this may not be seen as a bad thing to some, I do think it takes away from the value of my degree. If everyone is graduating with or near a 4.0, I think it suggests that the degree is not challenging students enough. I think I would've benefited a little more if the difficulty in some classes was amped up slightly. Not sure how this is done, but I don't know if I felt challenged in all my classes and I do think that contributed to me "slacking off" in a few of them. // Overall I am happy with my degree. Although I am not sure if all 14 classes were particularly knowledgeable or helpful for my future career, I do think most of the classroom studies were valuable for anyone pursuing a career in non-profit or public management. Furthermore, the contacts I have made, and my experiences (specifically in the travel classes) have been memorable and important to my learning. /

- I think the MAIA needs to really be looked at in the perspective of the deans. There are far too many issues that are being left unaddressed. I had a great time here at Suffolk University in my fellowship and involvement with the some graduate groups however my master's program has been a waste of my Time and put more mental stress than it should. My program has been horrible. The professors are rude, gossipy and really need a better evaluation. The thesis program should really be a 12 credit class.

- I thought the program was okay but I cannot really say if I really did learn more than I had a basic understanding of through work and undergraduate school.
- I want to see the MBA program become more exclusive and grow in its ranking
- I will choose Suffolk University for my next level education.
- I will say my experience at Suffolk was overall a good one, except for the fact that I think academic advisors are not really doing their job. Beginning of spring semester I met with my advisor who told me I needed 6 courses to complete my program, 2 core and 4 elective courses. Given this information I decided to register for four in the spring and leave two for the summer knowing that one can only get financial aid for 6 or more credits. After apply to graduate in May and my academic evaluation, I was told I needed 3 electives not 4. This now leaves me with just one course in the summer and financial dilemma of how I'm going to pay for the class as I need financial aid to be able to take that course. Apart from my experience, other classmates have also complained about their academic advisor not following up with their academics and how their studies are going on.
- I wish I had tried to override prerequisites so that I started my program earlier. // Overall I am satisfied with courses and professors. Good program.
- I wish more core and electives were offered in the summer. I wish there were more company recruiting throughout the year. Suffolk is surrounded by many companies located in the downtown area. I wish more recruiters would visit on campus. More industry guest speakers.
- I would like to thank [Specific Professor] for what he did for many students throughout the program by assisting them during the class and in their job search process. I also identified [Specific Professor] teacher with a huge potential. I suggest that Suffolk University Hire a lot of teacher with a real world experience. Also, rather than limiting the focus on CPA preparation, Suffolk should continue to provide accounting students with some practical tools they can use in the real world.

- I would recommend this program to my friends and family.
- If I were able to afford or if I had had better undergrad grades, I might have applied elsewhere for more of a challenge. However, I did thoroughly enjoy the M.Ed. program, its cohesiveness, and the practical skills I've learned. The timing of the courses worked well while working full time too. / [Specific Professor] was exceptionally excellent and I'm glad he is now program director. I think I would have given a "Very Satisfied" rating, and enjoyed the higher ed. classes more if all the classes were at the same level of academic rigor as his classes. I read, wrote, and learned the most from his classes and hope that he continues to propel the program forward!!
- I'm a second time Masters graduate and have been working for 30 years so many of the introductory questions regarding writing and study skills simply do not apply to me. I came into the program already having strong skills so it is not that Suffolk did nothing to improve them.
- I'm an international students. I didn't see much collaboration between my program and the international office. The international office doesn't know how the program requirement could be interfering with the international students' status; the degree program doesn't know anything about how to work with international students or any requirement that international students need to fulfill. Hope two departments or offices can collaborate more in sharing information and provide the best education for international students, especially when we paid so much money.
- I'm glad I made it through so that I can say I have a master's degree for the rest of my life. And I made some good friends. // Other than that, everything at NESAD needs to change. Thesis was terrible.
- I'm not sure the program was anywhere near worth the cost of attending. I'm not sure I couldn't have gotten the same, or higher level of education at a less expensive school.
- In general, it was a good experience. However I would not recommend anyone to attend Suffolk. Some faculty members should be removed because they do not deliver proper

learning experience and because they're on tenure, student reviews mean nothing and have no weight. Second, other faculty members do not accommodate students in any way. I had to pay extra money because the program coordinator refused to help me find any alternative course to the one I missed while on maternity. I attended other schools in Boston, mainly Northeastern University, and I can tell the difference.

- In my industry having the skill set to know and know well varies computer programs is critical. I wish NESAD had successful technology classes focusing on these computer programs. Most of my computer learning came from YouTube.
- It was a great experience at Suffolk. Besides the cost of tuition, I would come back or recommend it for friends and family. / Some of the courses covered in my program (the electives) can either be replaced or modified. For example, we spent less time on project management which is a very important class to be an entire course. The IT course on its own can be broken down and taught in other classes; besides everything about IT was repeated in all the other courses. / The professors tried to relate with the students but sometimes I felt they were being "forced" to build that "relationship". / The course evaluations given at the last day of the class, to me personally was not worth it. Midway through the course, there should be evaluations so that the professor can amend or make changes. Moreover how do I benefit from the changes assuming it was done for the following semester or year? / Grading. Professors very long time in grading. This impacted my final grades because I didn't know the level at which I was. / / in regards to the Suffolk environment, the sanitation is very poor at Suffolk University. The bathrooms were always dirty regardless of the time of day. The classrooms; tables were always messy. Maybe the undergrads were to be blamed but something can be done about that. Keep graduates classes at a separate location. Smoking should be banned at the entrances. Students smoke right in front of the door and it is a health concern to me and other students with asthma and other related issues. Scholarship opportunities are very limited. Students should be reevaluated at the end of the

semester for scholarship needs. For students who travel long distances to school at least three days a week, travelling expenses and parking added extra cost to fees. In regards to parking, there were many times I couldn't pay attention in class because I had to go out to check on the status of my car. // I will end here by saying, great school but could be greater. / thank you for accepting me as a student and to become a member of the Suffolk Family.

- It's been a great journey at Suffolk, met diverse group of people and learned how to respect every community.
- It's difficult to do your best work at studies while also working full-time. So my lack of 100% + satisfaction can also be attributed to my participation.
- More coursework or projects involving real clients, and a proper mix of independent and group work.
- My biggest problem with the program relates to the classes offered- particularly with regards to marketing concentrations. There were very few marketing classes offered, and none of them focused on software/programs commonly used in the workforce. Additionally, it was extremely frustrating that as a full-time day student I was constantly forced to take evening classes.
- My experience at Suffolk University was everything that I could have hoped for as an out of state student. The small class sizes created a comfortable environment that allowed me to quickly make connections with professors and other students. The passion that each professor has about what they are teaching makes it easy for students to be engaged and develop a deep passion for the material as well. I believe that each course I had the opportunity to take provided me with new knowledge that I will take into the real world.
- My experience at Suffolk University was very great. Well qualified faculty members and Administrative staff. Suffolk University is ideally located and very easy to locate. Suffolk curriculum for its MBA & MSA programs are very effective.



- My experience was amazing. As a correctional professional the experience at Suffolk enhanced my perspective as a Public Administrator. I was challenged by the course work and expectations of the Professors. The selection of courses and electives was great. Networking with my colleagues and gaining their perspective was very beneficial. I enjoyed every aspect of my experience. Thank you so very much for a wonderful experience.
- My F/T attendance over the last 2 years was interesting. Being in the minority as only one of a handful of MBA/Non-profit degree program students was challenging and frustrating, as not many of the electives originally noted in the curriculum were being offered on campus or even at all. I think the same curriculum is still posted on line. There were very limited options. Thus I had to change from the degree to a concentration in nonprofit mgt. Many MBA core classes (outside of Ethics, and Organizational Behavior, Info Mg for Competitive Advantage) rarely addressed ethics. While I understand these "core" courses are just that- "core", I also understand that something is very wrong when more than half of my ethics class agrees that women with children should be fired if there are scheduling conflicts, or that child labor in other countries is ok. / The program is not perfect, but neither am I. I decided to pursue an MBA because I needed more business skills and while I am a non-profit girl, I also have an entrepreneurial spirit. Now that I've completed the program, I think the MPA degree would have been a better fit. I adored all my MPA courses and learned so much from my classmates in various fields, as they tended to be older and more experienced. Nevertheless all \$50,000+ loans and scholarship funds will not go to waste. / thank you for giving me the opportunity. / /
- My final goal of getting relevant industry knowledge and getting a full time position at a good firm - is achieved. (I don't know whom the credit goes here - to me or to school. but I think we both did well) getting a job in the end is what makes my experience complete and satisfied. // NESAD needs support of the university, it's a great program

with some wonderful faculty members, but the program and the facility needs development. Certain things are just out of date, technology and equipment, social places, galleries, places of interaction with the city and communities all need to be developed.

- My MST courses were helpful...my MBA was somewhat a waste of time. If I wasn't able to put the three letters behind my name, then I would be very dissatisfied.
- My program was incredible. I really have no complaints with that. However, Suffolk University is an absolute mess of a university. As educational it is for a Higher Ed program, it is unfortunate that we can use this particular institution as a "What not to do" for almost every scenario in a case study. I was in my program for a year and a half, and there were 2 presidents within this span, and one that left a week before I began school. This imbalance of power effects all aspects of the institution and every office. The salary freeze takes a toll on the employees, and they can sure take it out on the students. It was rare that I had a great interaction with a staff member outside of the Division of Student Affairs.
- Need more networking opportunities / need more money for clubs (like NAWMBA) to do those networking opportunities / -make it easier for students to reserve study rooms in sergeant / 73 Tremont is a horrible study atmosphere for graduate level students
- Overall the morale at Suffolk about Suffolk across both the student body and staff is very low. It is hard to be encouraged about my school (especially as an international student) when fellow students and staff members think it is not that great a school or take things seriously. This is obviously enhanced by the changes going on at the moment with the president but has been low throughout all my two years here. // Specific to my program it would be handy if there were more classes available. This is in variety, class time (too many clashes), and adding more classes to summer terms would be helpful. // I appreciate being able to have a fellowship. Not only has it helped me with living costs but also enabled me to meet students outside of my program. I wish that

there were more activities/events at times that graduate students could attend. Most events are during the day or during class time focused towards undergrads. // I also think that the international students office could be a lot more positive. While they were helpful during my transition while I was still in my home country, I could have used a lot more advice. Such as helping find resources for a job or about my lease etc. There was an OPT summit but I was told there would be no employers for the mental health field so it was useless for myself and 3 of my international classmates. / I appreciated the OPT workshop I attended however the morale there was a little negative. Instead of it being seen as an exciting time with some challenges that need to be dealt with, the lecture/workshop was given as, "this is going to be very hard for you and I don't envy your position". To be fair I did not seek the office out for OPT advice but this is due to past experiences which were not that useful. // I really appreciated the health and wellness center. Being international I do not have a doctor here, however I have a chronic illness and going to the doctor at Suffolk was easy and took a lot of stress off my mind

- Overall the professors were great and applied what we learned in class to current events which made the classes more interesting.
- Overall, I enjoyed my experience at Suffolk but as time went on, its shortcomings did stick out, particularly as a full-time student. The variety and availability of course was lacking and frustrating. Even something as simple as the time between classes - it's not realistic to have a class end at 7:10 and another begin at 7:15, even within the same building. Facilities are lackluster - most of my classes were in the outdated Sawyer building, even after Somerset and 73 Tremont were opened. Forget about wanting to get a snack on campus after 7:30pm - the only option is the vending machine in the basement of Somerset. Outside of finance and accounting, I did not encounter any viable connections to career opportunities via the school. The alumni networking event at the end of the semester was a step in the right direction but would like to see more

concrete ways that Suffolk is connected to the business world in Boston. More variety and substance offered by the EDGE events would be nice as well (do I need another Excel workshop?) // what did stick out in a positive way was the faculty. Aside from some dinosaurs left over in the core curriculum, I felt a genuine connection and commitment from all of my professors. I learned a lot and they will be the long-term value that I take with me.

- small class is good
- Stricter bans on smoking, particularly outside of sawyer would be great. Also, the campus is covered in litter, undergrads leave trash everywhere.
- Students learn a lot at Suffolk and gain real skills, but it will also be a great addition if our MSF/MSFSB programs, like many other school programs in Boston, were affiliated to some companies' recruiting programs. This students -who desire or need experience - can participate in internships or full time employments during academic years and hence better attack the job market upon graduation. / Many former Suffolk students currently have high ranked positions in major firms in Boston, but most of these alumni had to use a different network from Suffolk to get their feet through those companies door. / I think what will be considerably better than asking alumni for financial donation, would be to have them help improve Suffolk's students placement, by helping each of the school's programs create quality and long lasting bond with companies' recruiting program managers.
- Suffolk University MSA Program was amazing and I have advanced in my career and become a director due to my education at Suffolk. Thank you!
- Suffolk University needs to improve its technology infrastructure. For example blackboard is outdated, and not all of its features work on Suffolk's system (i.e. the add comment section when submitting assignments). Additionally on Suffolk's website there is conflicting information given, depending on how one accesses information. (I.e.

through blackboard or through the regular website). / Suffolk is way behind other university's technology capabilities, and it's embarrassing.

- Suffolk University NESAD - I think it was the worse program I have ever attended especially when you are doing your thesis design. Taking this class for two semester wasn't ideal, I didn't received as much help as I need. The professor doesn't know how to teach a class. Lack of understanding what students need. Do not help students when they need help. I feel like I waste my parents' money just to attend a class that I didn't learn anything.
- Suffolk University offer me great chance to gain variety experience and skills which are useful in work and life. The great location provides chances to study and reach out job opportunities.
- Suffolk University surpassed my expectations. A wonderful experience! I would happily recommend the program and university!
- Suffolk was great to me and I learned a lot during my stay here. I cannot say anything bad about the staff or the school in general. However, I disliked that opportunities for work in the country are limited for international students.
- Thank you so much!
- Thank you!
- The Administration in Higher Education program is a great program but it lacks variety and it should not be just about student affairs. Administration of Higher Education should include "academic affairs". Not everyone wants to work with the undergraduate population. It needs to provide students with more option than just a few concentrations in Critical Issues, Diversity or Leadership. There are students like myself who work exclusively with graduate students and this should also be part of the program. Also, having other faculty perspective beside [Specific Professors]. They are both great faculty member, but they also taught most of the core and elective classes. A

different perspective would have been great. But overall, I am happy I enrolled and am graduating from the program.

- The design school requires a complete restructure of its curriculum. The faculty needs to be more open minded in design. The visiting faculty we have are very helpful, being they come from the professional world that actually helps us. The course needs to be more practical and orientated to the professional world and not an undergraduate student like, as a master's degree I expected a lot and unfortunately I don't think I'm leaving with much. Design needs to be experienced in the real world and not sitting at a desk. We should also have more courses in software's, not basic ones but more advanced classes, maybe divided into 2 parts since learning a software in one semester is almost impossible. The computers desperately need to be updated, they almost always crash when we're rendering. There needs to be more social interaction with organizations that will help us professionally. Lastly, thesis was a nightmare for all the students. Received no help from the administration even after the entire class was made to repeat a semester which I was told, was not the first time the visiting faculty section was asked to repeat. Some students wanted a clear justification why we should be repeating the semester and received none from anyone. The entire experience was completely unpleasant. Colleagues who wanted to also pursue their masters didn't even consider NESAD after hearing of the situation here. It creates a negative impact on the university and scars the students emotionally and mentally. Even students who have completed thesis tried to speak to the administration about the problems at the school and they were not taken seriously. Minute improvements are being seen this semester after an entire class was failed and almost every student wanted to drop out of Suffolk University and transfer elsewhere but, these changes do not seem feasible for the future students at Suffolk because this has happened a couple of years ago and is happening again. Students approach professionals to be their advisers and are turned away due to the dissipating reputation of the school. The school desperately needs to

look into the administrative problems before even thinking about a curriculum change. Most students came to this school, specifically this program because it was ranked 5th best in America, it is now nowhere to be seen on any list. All us students are disappointed in the school system that we are spending so much money on, coming from different parts of the world just to learn more things about the field that interests us but, we graduate almost hating something we were once so passionate about which is a sad, sad thing.

- The EMBA program needs a LOT of work.
- The experience could have been better if more classmates were involved with the learning process. Some students overload on classes which reduces their effectiveness to perform and concentrate when working on group projects. They become less involved with doing the work because they have many requirements and many students just look towards getting the degree. Not really wanting to learn more about the class. To some degree, this affects their teammates and the quality of the learning process. // furthermore, the graduate school needs more career resources for students. There needs to be more invested in the career fairs and career focused events. // I've seen a lot of improvement with the school but wish it occurred when I started in 2013.
- The fact that you offer classes on Saturdays was a huge plus for me giving that I work 40 plus hours during the week. The faculty were incredibly helpful and have a sincere interest in seeing student learn and succeed well beyond Suffolk U
- The global program should have had more electives. I would have wanted to take digital marketing classes. Some of the professors are BRILLIANT [Specific Professors], for example. Some were so bad it was painful and a waste of time. [Specific Professor], and [SP] that teacher marketing research. Professors should have one single policy university wide on attendance and there should be a more formal standard for each class. It's like having a brand Suffolk be run by a bunch of off the rails franchises. The University should listen to student's feedback.

- The graduate programs feel very disconnected with much of the university, especially part-time grad students. Had I not previously worked at Suffolk, I would have had no idea most of the services described in this survey even existed. It's hard to know what is really there for you outside of the classroom. // Still, [Specific Professors] do a wonderful job of creating a community within the program. I wish there were a few more opportunities to meet and mingle with other program students, some of my best friends came from here!
- The lack of class choice and inflexibility to work on that issue really played a hamper on people's morale. As well as the fast turnaround of a year at most makes it hard to make real connections.
- The MPA was a great program and provides students with many resources, not just from faculty and staff but also access to alumni networks.
- The one thing that I have found very challenging going through my MBA program is that working full time and going to grad school part-time is a different experience from students who go to school full-time. I have found that the students that attend full-time have a better opportunity to be involved in various programs and participate in the school because their schedule is not dictated by full-time work. I found that I did not get to fully enjoy or experience a lot of programs as a result of trying to balance work and school. While a lot of full time students do work, their schedules are a bit more flexible. /Additionally, from speaking with my peers that also work full-time one of the biggest re-occurring issues or "pet peeves" that arose in group projects were schedule conflicts. Students who went to school full time and thought meeting at 2 in the afternoon on a Tuesday was okay and were rude or unaccommodating/willing to compromise when a students like me could not make that time happen. One thing to consider for the future is making a program for MBA students who work full time (professional MBA?) - To be among peers with experience in the workforce and similar time schedules?



- The professors of NESAD are incredible and would bend over backwards to help students in every way they can. There is a genuine disconnect between NESAD and the rest of the university. People, especially workers in offices, were either completely disinterested in students from the school or seemed to see them as a bother. I had a lot of trouble getting simple paperwork through because of this and often had to repeat processes because my work was pushed aside. // the professors of NESAD were absolutely incredible and completely supportive.
- The Suffolk MPA program was a GREAT experience filled with a diverse student body, a great network of graduates and a caring staff of professors. I am so happy and proud to have been part of the program. The few weaknesses I pointed to are not reflective of an overall feeling, but just the recognition that all great programs continually develop by adding and improving class offerings. Thanks for a wonderful experience!
- The two professors in my program were on opposite sides of the spectrum regarding innovative teaching methods and how much they cared about what they taught. [Specific Professor]'s classes were excellent and challenging; [Specific Professor]'s classes were boring and required almost no effort. I saw the same students in both professors' classes and folks would be sleeping/not talking in one and totally engaged in the other. /
- The University needs direction - from the top with the trustees to the bottom with the facilities. Everywhere you see Suffolk employees you can see the dissatisfaction with how the ship is being steered and it needs to be corrected.
- There are many courses that are not available during spring semesters that should be included / Also, Social media should be included within Marketing studies in addition to including software's. / Digital Marketing should be added to the program. Many courses are just repetitive and waste of time and money
- There are very few professor who treated me unequally. However, the best thing about Suffolk University is that it feels like my second home.

- This MPA is my second degree from Suffolk and I couldn't have chosen a better place to start my career in public service
- This school is a disaster. It is desperately over-administered by a troupe of inept morons.
- Unfortunately I would not recommend Suffolk to a prospective student. To be blunt, I feel that the curriculum was a joke. I do not feel that I learned anything that I had not already learned in undergrad and MBA 780 and 800 were extremely elementary. Knowing what I know now, I would not enroll in Suffolk. The intellectual ability of my classmates I call into question. It feels like Suffolk is more concerned with making money and enrolling any student who wants an MBA rather than selecting competent candidates. In addition, I choose Suffolk over Northeastern, Boston University, etc. because of the robust elective offering. However, the electives were never offered. I am not proud to say I received by MBA from Suffolk and wish I could do it again and pick a different institution.
- Very disappointed in academic advising experience - nearly cost me thousands in improper course selection, and I do not understand why ineptitude in this domain is consistently accepted. Absolutely appalling. Also frustrating to pay full tuition and be seated in classrooms meant to hold 22 students that are instead seating 30+ -- I spent an entire semester in a chair with three legs in a classroom with holes in the walls where I didn't even have a desk or table to write on. "Commuter appreciation events" are held in the middle of the day when commuting students are at work - 10-hour long weekend seminar sessions are held in basement classrooms with Air Conditioning on in January. Staff and faculty have been great overall, but to have earned a business degree from a school that so poorly manages its business discredits the value of the work students are putting in. I am proud of my achievements and degree but embarrassed by its affiliation with Suffolk, which has earned a negative reputation in the past years. I am thankful to be exiting and appreciate all of the efforts and time of the professors that I have had,



many of whom were truly wonderful and brilliant, but would not choose Suffolk for any future graduate programs. I have been disappointed by the direction and priorities of the administration and the treatment of graduate business students.

- Very innovative professors. Great material. I learned a lot
- With my test scores and my work experience, I could have gone to a top business school. However, I chose Suffolk because the price was right and the school's reputation is strong. I got what I paid for and much more. Thank you!

## 2016 Graduate Student Exit Survey

Welcome to the Graduate Student Exit 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"/>
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 REQUIRED courses.

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

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

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

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

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

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

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

6. How successful do you feel you were at:

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

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

	To a Great Extent	To Some Extent	To a Little Extent	To No Extent at All	No Opinion
Function effectively as a member of a team	<input type="radio"/>	<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"/>













## Post Graduation Plans

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

	In five years	This fall
	2021	In 2016
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	<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"/>
Start own business	<input type="checkbox"/>	<input type="checkbox"/>
Not sure	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

Answer If Please indicate your immediate and future plans after graduation Attend graduate/professional school - This fall - In 2016 Is Selected

15. 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):

Answer If Please indicate your immediate and future plans after graduation Work full-time - This fall - In 2016 Is Selected Or Please indicate your immediate and future plans after graduation. Work part-time - This fall - In 2016 Is Selected

16. Have you currently accepted an employment position?

- Yes  
 No

Answer If Have you currently accepted an employment position? Yes Is Selected

17. 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

Answer If Have you currently accepted a position? Yes Is Selected

18. 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

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

Strength One:

Strength Two:

Strength Three:

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

Weakness One:

Weakness Two:

Weakness Three:

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

Yes

No

Don't know

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

Yes

No

Don't know

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

Very Satisfied

Somewhat Satisfied

Neither Satisfied nor Dissatisfied

Somewhat Dissatisfied

Very Dissatisfied

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

Contact Information

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

Preferred Email

Thank you!

Congratulations on your commencement.