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Senior Exit Survey Results
June 2013

Prepared By: Office of Planning & Institutional Research

Methodology

Who	❖ **The survey was distributed to the Class of 2013.**
When	❖ **Data was collected April 22 – May 18, 2013.**
How	❖ **The survey was administered online.** ❖ **Survey question changes and administration procedures were approved by the Stonehill College Institutional Review Board (IRB).** ❖ **Six reminder emails were sent to graduating seniors. Students who did not take the survey by the morning of May 18 were asked to complete it in U-120 after graduation rehearsal.** ❖ **A challenge to surpass the high response rate achieved by the Class of 2012 was issued to the Class of 2013 at graduation rehearsal in an effort to the boost response rate.**
What	❖ **Survey questions focused on the following areas:** 　• **Experiential Learning** 　• **Student Leadership** 　• **First Major, Second Major, Minor Assessment** 　• **Educating the Whole Person** 　• **Religion and Spirituality** 　• **Post-Graduation Placement** 　• **Overall Stonehill Experience**

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Response Rate Comparison

❖ **The 5-year average response rate for the Senior Exit Survey is 95%.**

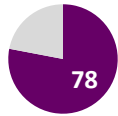|	Total Completes	Total Sample	Response Rate	+/- 5-Year Average
2009	551	576	96%	+2
2010	514	548	94%	0
2011	568	604	94%	0
2012	529	548	97%	+3
2013	598	634	93%	-4
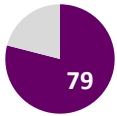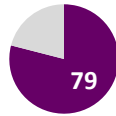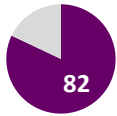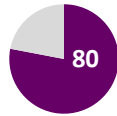
EXPERIENTIAL LEARNING

Experiential Learning Participation By Class Year

	2009	2010	2011	2012	2013
Overall Participation Rate	97%	96%	97%	98%	98%
Internship (Net)	79%	78%	79%	82%	80%
Domestic internship	76	74	75	78	77
International internship	12	9	14	15	15
Community service (Net)	75	79	80	81	81
Community-based learning (course syllabi)	47	58	63	63	62
Community service/outreach (other than ITS Day)	69	69	68	67	71
Short-term travel (Net)	41	34	35	34	33
Domestic short-term travel	26	21	20	19	22
International short-term travel	27	23	23	25	23
Study abroad	39	46	43	42	39
Theatrical, artistic, or musical presentation	26	23	25	28	24
Independent research with faculty member	19	21	29	23	26
High Impact Activity Participation Rate*	91	93	96	97	97

*As defined by AAC&U which includes Domestic internship (credit and no credit), International internship (credit and no credit), Community-based learning (course syllabi), Domestic short-term travel (credit), International short-term travel (credit), Study abroad (credit and no credit), and Independent research with faculty member (credit and no credit).
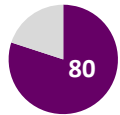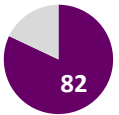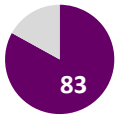Base: Total Respondents 2009 (n=551); 2010 (n=514); 2011 (n=568); 2012 (n=529); 2013 (n=598)

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Internship Experience
By Class Year
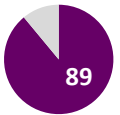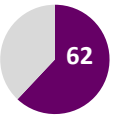
	2009	2010	2011	2012	2013
% Had Internship During Stonehill Education	79	78	79	82	80
Internship Helpful*	%	%	%	%	%
Yes (Net)	**94**	**93**	**96**	**97**	**96**
Led to job offer and accepted	12	7	11	17	13
Led to job offer and declined	5	4	7	4	4
Obtained job offer other firm/org.	9	9	9	11	10
Clarified career goals	55	60	57	53	56
Clarified interest grad/prof. school	13	13	13	13	12
Neither helpful nor unhelpful	**6**	**4**	**2**	**2**	**3**
Unhelpful	**2**	**2**	**2**	**1**	**1**

Base: Total Respondents - 2009 (n=551); 2010 (n=514); 2011 (n=568); 2012 (n=529); 2013 (n=598)
Base: Participated in an internship – 2009 (n=433); 2010 (n=400) ; 2011 (n=448); 2012 (n=433); 2013 (n=476)
* Note: Change in question wording: 2009 (Internship helpful)

↑ 3-year Upward Trend   ↓ 3-year Downward Trend

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Internship Experience
By Academic Discipline

	Total	Business	Liberal Arts	Pre-Professional	Science
% Had Internship During Stonehill Education	80	82	83	89	62
Internship Helpful*	%	%	%	%	%
Yes (Net)	96	98	94	100	94
Led to job offer and accepted	13	25	8	9	15
Led to job offer and declined	4	6	4	4	0
Obtained job offer other firm/org.	10	23	5	9	4
Clarified career goals	56	40	64	77	37
Clarified interest grad/prof. school	12	4	12	2	39
Neither helpful nor unhelpful	3	2	4	0	5
Unhelpful	1	0	2	0	0

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Hours Spent On Activities By Class Of 2013

	None	< 2	3 to 5	6 to 10	11 to 15	16 to 20	> 20
Attending class or labs	1	2	6	25	38	19	9
Studying/preparing for class	1	7	23	33	19	11	6
Working with peers on class work	5	45	32	13	2	1	1
Talking or meeting with faculty	6	65	21	5	2	0	0
Participating in athletics/exercise	20	21	21	19	7	6	5
Participating in clubs or organized groups	21	39	24	10	3	1	2
Volunteering	46	32	15	4	1	1	1
Applying to jobs or school	12	37	32	12	5	1	2
Work for pay	30	8	14	17	14	8	8
Using computer for academics	2	7	23	29	22	9	8
Using computer for entertainment	3	24	28	21	11	5	7
Using computer for social networking	4	25	32	19	10	5	5
Watching TV/playing video games	14	36	24	14	6	2	4
Partying	9	16	28	29	10	4	4
Other socializing with friends	1	8	27	35	14	8	7
Reading for pleasure	39	41	13	4	2	1	0

Base: Total Respondents - 2013 (n=598)

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STUDENT LEADERSHIP

Leadership Activity Participation By Class Year

	2009	2010	2011	2012	2013
Any Leadership Activity (Net)	60%	59%	57%	58%	53%
ACE Mentor	-	-	-	-	1
ACE RA	-	-	-	-	0
Admission Student Ambassador	6	9	7	7	8
ALANA-A Brothers and Sisters Leadership Program (ABS)	-	-	-	-	3
Club/Organization Officer	30	30	28	30	29
First-Year Student Mentor	6	6	3	3	2
ITS or HOPE Leader	6	5	5	4	4
Moreau Student Minister or Retreat Team Leader	-	-	-	-	2
Peer Mentor	-	-	-	-	6
RA/RSA	3	5	5	4	5
ROTC	-	-	-	-	1
Student Alumni Association Leader	3	3	3	1	1
Student Government Committee	9	9	7	5	9
Student Government Officer	6	5	5	5	6
Study Abroad Peer Advisor	2	3	1	2	3
Team Captain	11	11	11	13	10
Other	11	11	7	10	5

ACADEMIC ASSESSMENT

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First Major
By Class Of 2013

Top 3 Majors

Major	%
Psychology	**10**
Accounting	**8**
Communication	**7**
Biology	7
Criminology	7
Education	6
Marketing	6
English	4
Finance	4
Management	4
Neuroscience	3
Interdisciplinary Studies	3
Mathematics	3
Political Science	3
History	3
Healthcare Administration	3
Graphic Design	2

Major	%
Sociology	2
Biochemistry	2
Economics	2
International Business	2
Chemistry	2
Computer Science	1
Environmental Studies	1
Sociology	2
Biochemistry	2
Spanish	1
American Studies	1
Art History	1
Elementary Education	< 1
Philosophy	< 1
Religious Studies	< 1

Base: Total Respondents (n=598)
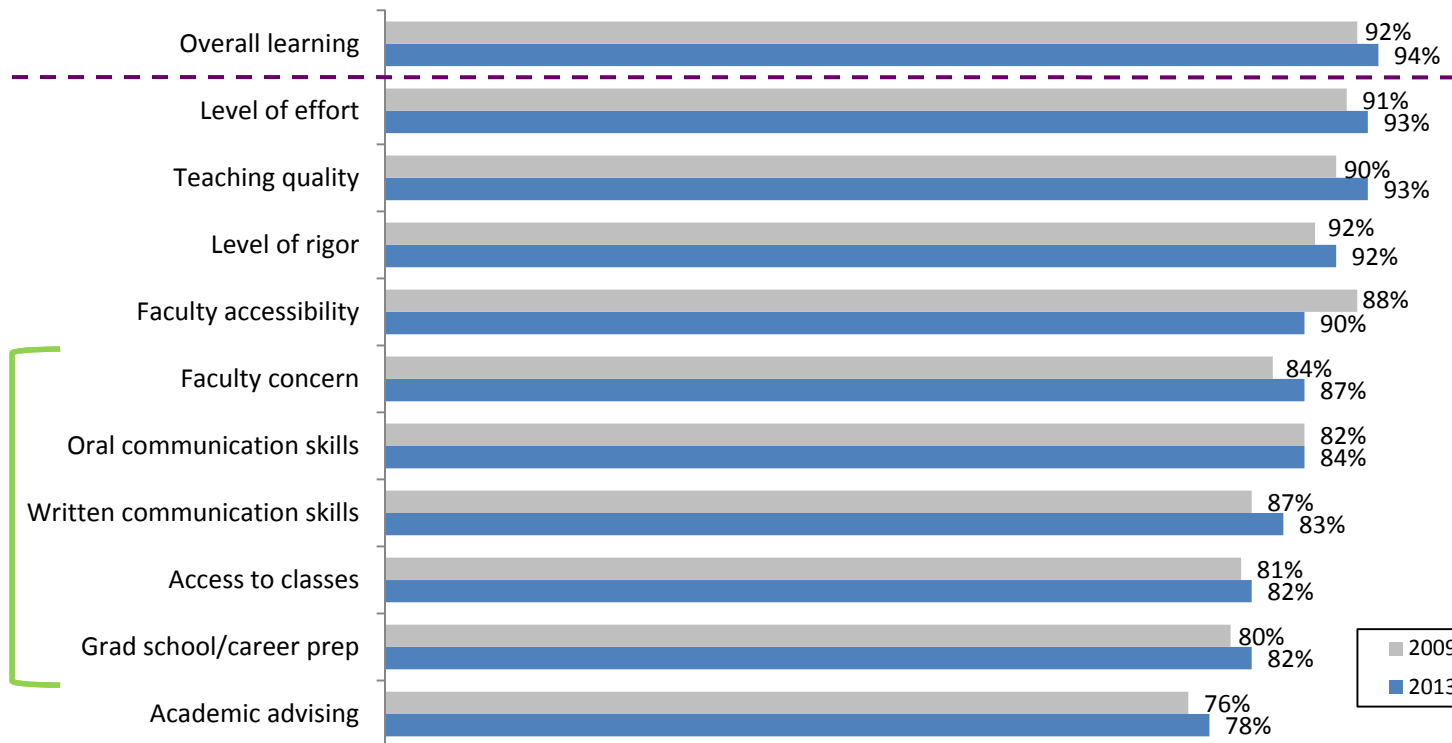
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First Major Satisfaction By Class Year

Very/Somewhat Satisfied

	Mean 2009	Mean 2012
Overall learning — 92% / 94%	4.45	4.53
Level of effort — 91% / 93%	4.40	4.54
Teaching quality — 90% / 93%	4.49	4.48
Level of rigor — 92% / 92%	4.35	4.44
Faculty accessibility — 88% / 90%	4.58	4.61
Faculty concern — 84% / 87%	4.33	4.43
Oral communication skills — 82% / 84%	4.04	4.33
Written communication skills — 87% / 83%	4.30	4.38
Access to classes — 81% / 82%	4.26	4.19
Grad school/career prep — 80% / 82%	4.04	4.24
Academic advising — 76% / 78%	3.97	4.13

Legend: 2009, 2013

Base: Total Respondents - 2009 (n= 551); 2013 (n=598)

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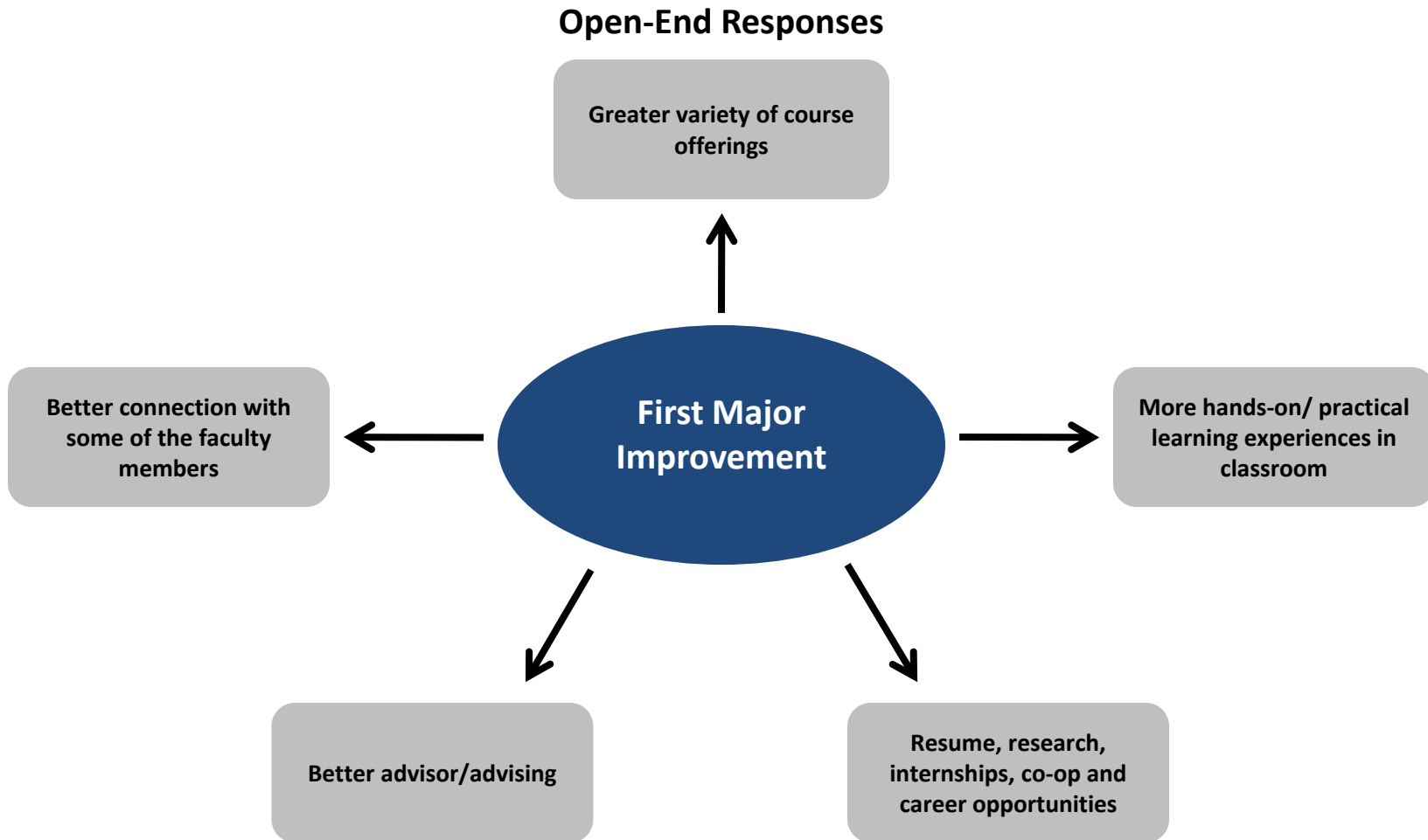# First Major Satisfaction By Academic Discipline

Very/Somewhat Satisfied

	Total	Business	Liberal Arts	Pre-Professional	Science
Overall learning	**94**	**94**	**92**	**91**	**92**
Faculty accessibility	87	94	94	91	95
Level of effort	93	88	93	98	95
Level of rigor	90	89	90	85	94
Teaching quality	93	92	94	89	97
Oral communication skills	87	92	85	89	87
Faculty concern	87	82	88	87	89
Written communication skills	85	81	85	87	87
Access to classes	82	92	80	91	89
Grad school/career prep	82	85	80	85	84
Academic advising	78	82	79	74	78

Base: Total Respondents - Total (n=598); Business (n=141); Liberal Arts (n=317); Pre-Professional (n=53); Science (n=87)
* Caution: Small base size.

Significantly higher than 90% confidence level   Significantly lower than 90% confidence level

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Open-End Responses

Greater variety of course offerings

Better connection with some of the faculty members

First Major Improvement

More hands-on/ practical learning experiences in classroom

Better advisor/advising

Resume, research, internships, co-op and career opportunities

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Second Major
By Class Of 2013

Top 3 Second Majors

Major	%
Psychology	18%
Spanish	11%
Criminology	9%
Political Science	7%
Economics	6%
International Studies	6%
Sociology	6%
Interdisciplinary Studies	5%
Communication	4%
Graphic Design	4%
Visual and Performing Arts	4%
American Studies	3%
English	3%

Major	%
Environmental Studies	3%
Gender and Sexuality Studies	3%
History	3%
Art History	2%
Elementary Education	1%
Finance	1%
Foreign Languages	1%
French	1%
Interdisciplinary studies	1%
Marketing	1%
Mathematics	1%
Physics	1%

Base: Total Respondents With Second Major (n=114)

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Second Major Satisfaction
By Class Year

Very/Somewhat Satisfied

	Mean 2009	Mean 2013
Overall learning — 94 / 89	4.37	4.57
Faculty accessibility — 95 / 91	4.45	4.56
Teaching quality — 94 / 90	4.29	4.49
Level of effort — 94 / 95	4.54	4.55
Level of rigor — 93 / 86	4.33	4.45
Written communication skills — 90 / 83	4.21	4.23
Faculty concern — 87 / 86	4.29	4.49
Access to classes — 84 / 80	4.39	4.43
Oral communication skills — 83 / 82	4.26	4.39
Grad school/career prep — 82 / 77	4.28	4.11
Academic advising — 79 / 80	4.22	4.26

■ 2013
■ 2009

Base: Total Respondents With Second Major – 2009 (n=110); 2013 (n=146)

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Second Major Improvements By Class Of 2013

Open-End Responses

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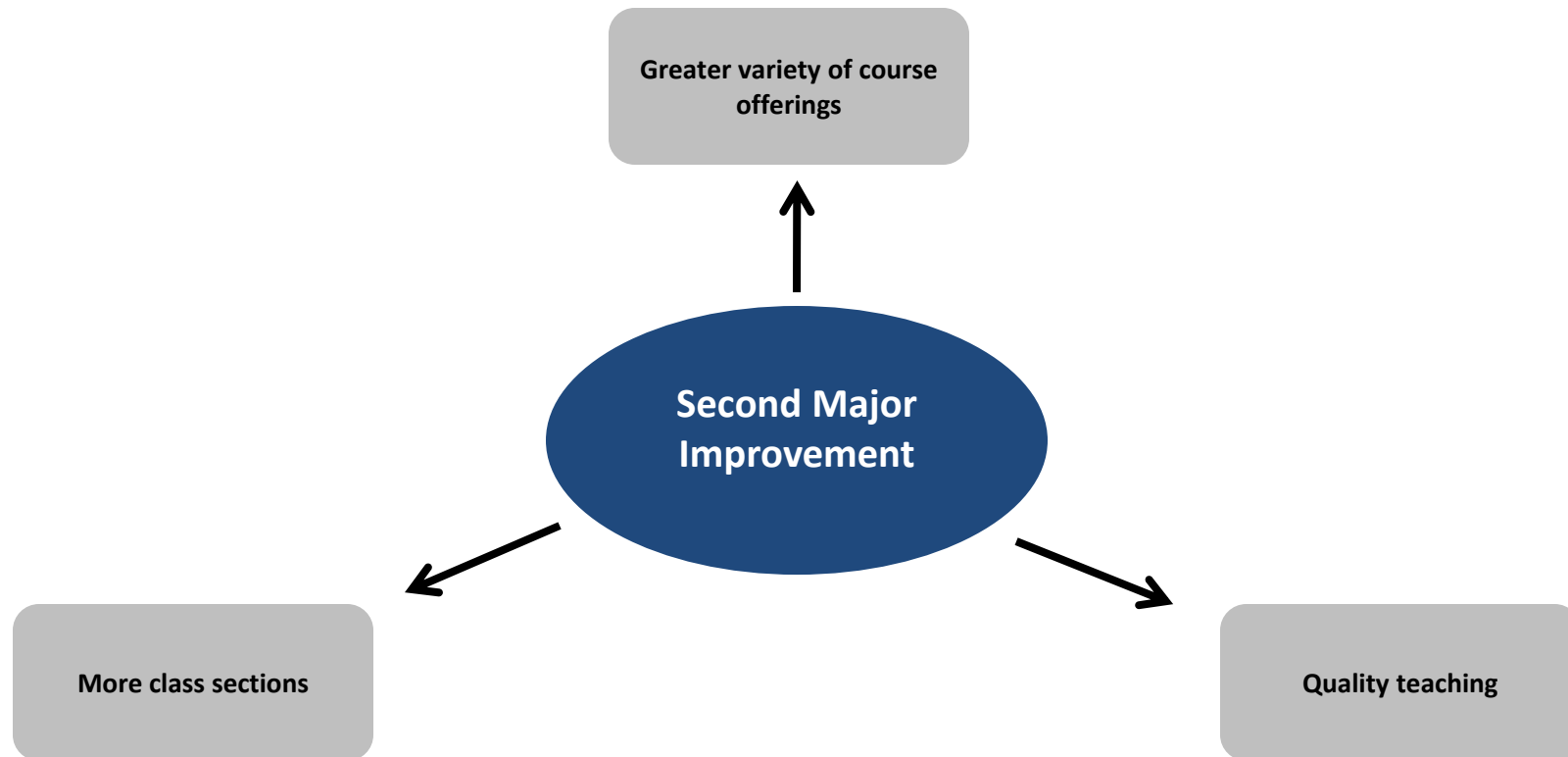
Reasons For Second Major
By Class Of 2013

Open-End Responses

Education major requirement

Expand career options/meet career goals

Increased knowledge/ broadened experiences

Reasons For Having Second Major

Competitive advantage/more marketable

Majors worked well together

Enjoyed the subject/multiple interests
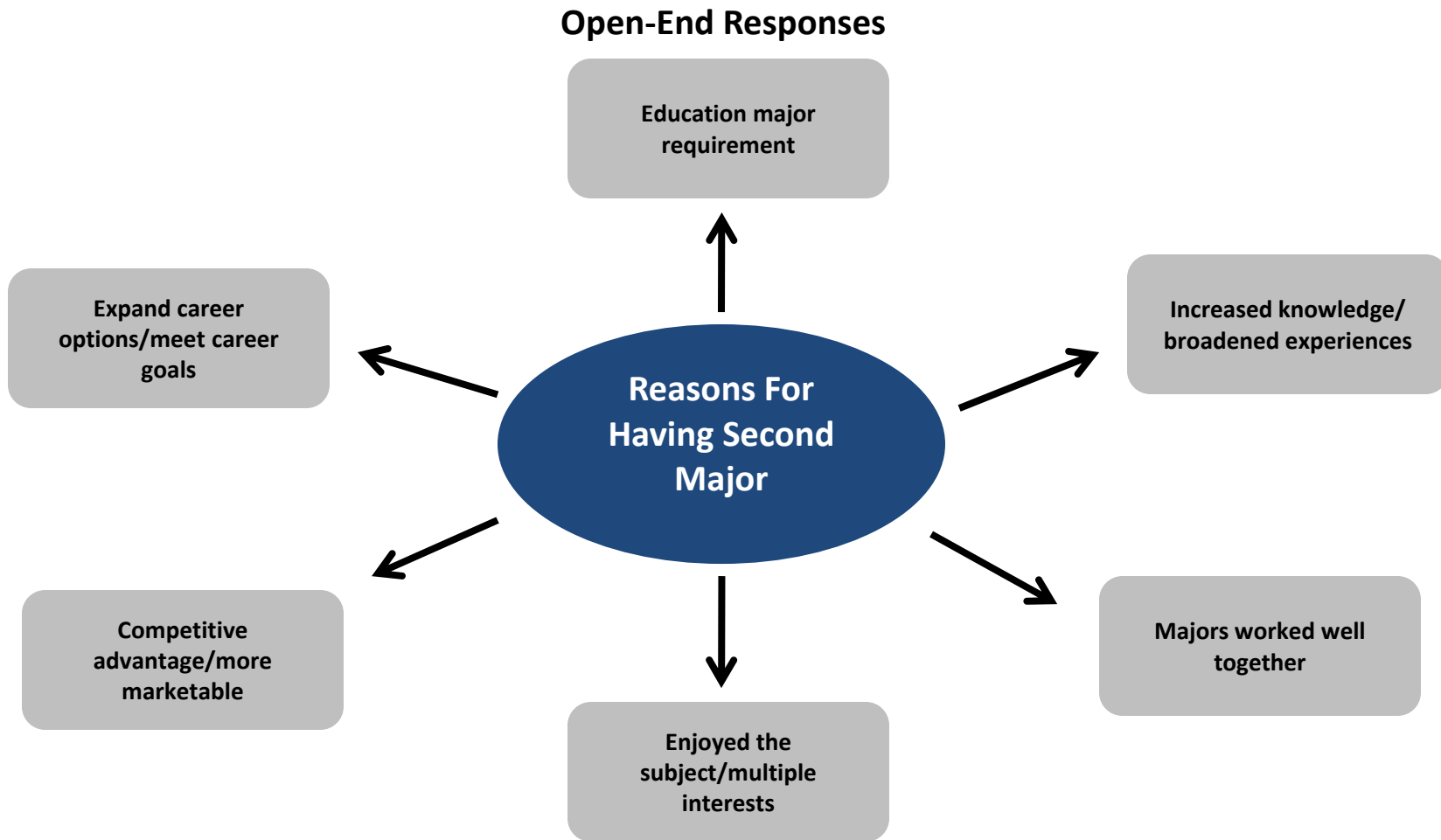
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EDUCATIONAL OUTCOMES

Stonehill Impact On Skill Development By Class Of 2013

	Very High	Very High/High		Mean
Think critically	39%		86%	4.23
Contribute effectively to the work of a group	44%		85%	4.21
Integrate knowledge across disciplines	46%		85%	4.22
Write clearly and effectively	42%		84%	4.19
Lead the work of a group	45%		84%	4.21
Develop effective leadership skills	41%		83%	4.22
Facilitate the work of a group	43%		83%	4.17
Capacity and desire for continued learning	37%		82%	4.14
Read critically	39%		80%	4.08
Make informed decisions about social justice issues	41%		79%	4.07
Explore and develop one's value and worldview	36%		79%	4.09
Breadth of knowledge in liberal arts	41%		78%	4.06
Profound understanding of moral/ethical problems	38%		78%	4.06
Recognize the inherent dignity of all persons	38%		77%	4.07
Speak clearly and effectively in public	38%		76%	4.07
Inquire into all issues/questions without prejudice	34%		75%	3.99
Value the diversity of persons and cultures	32%		73%	3.94
Engage in positive interactions with people culturally...	33%		63%	3.76
Engage in civic life/participatory citizenship	20%		62%	3.71

Base: Total Respondents (n=307)

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Very High/High

	Total	Business	Liberal Arts	Pre-Professional	Science
Think critically	86%	82%	86%	94%	88%
Contribute effectively to the work of a group	85%	84%	86%	93%	79%
Facilitate the work of a group	83%	85%	85%	87%	76%
Write clearly and effectively	84%	77%	87%	93%	81%
Integrate knowledge across disciplines	85%	84%	85%	93%	81%
Lead the work of a group	84%	86%	84%	93%	78%
Breadth of knowledge in liberal arts	78%	70%	84%	87%	74%
Read critically	80%	80%	83%	94%	76%
Develop effective leadership skills	83%	81%	86%	93%	77%
Explore and develop one's value and worldview	78%	71%	82%	93%	72%

Base: Total Respondents - Total (n=598); Business (n=141); Liberal Arts (n=297); Pre-Professional (n=58); Science (n=106)
Significantly higher than 2012 at 90% confidence level   Significantly lower than 2012 at 90% confidence level
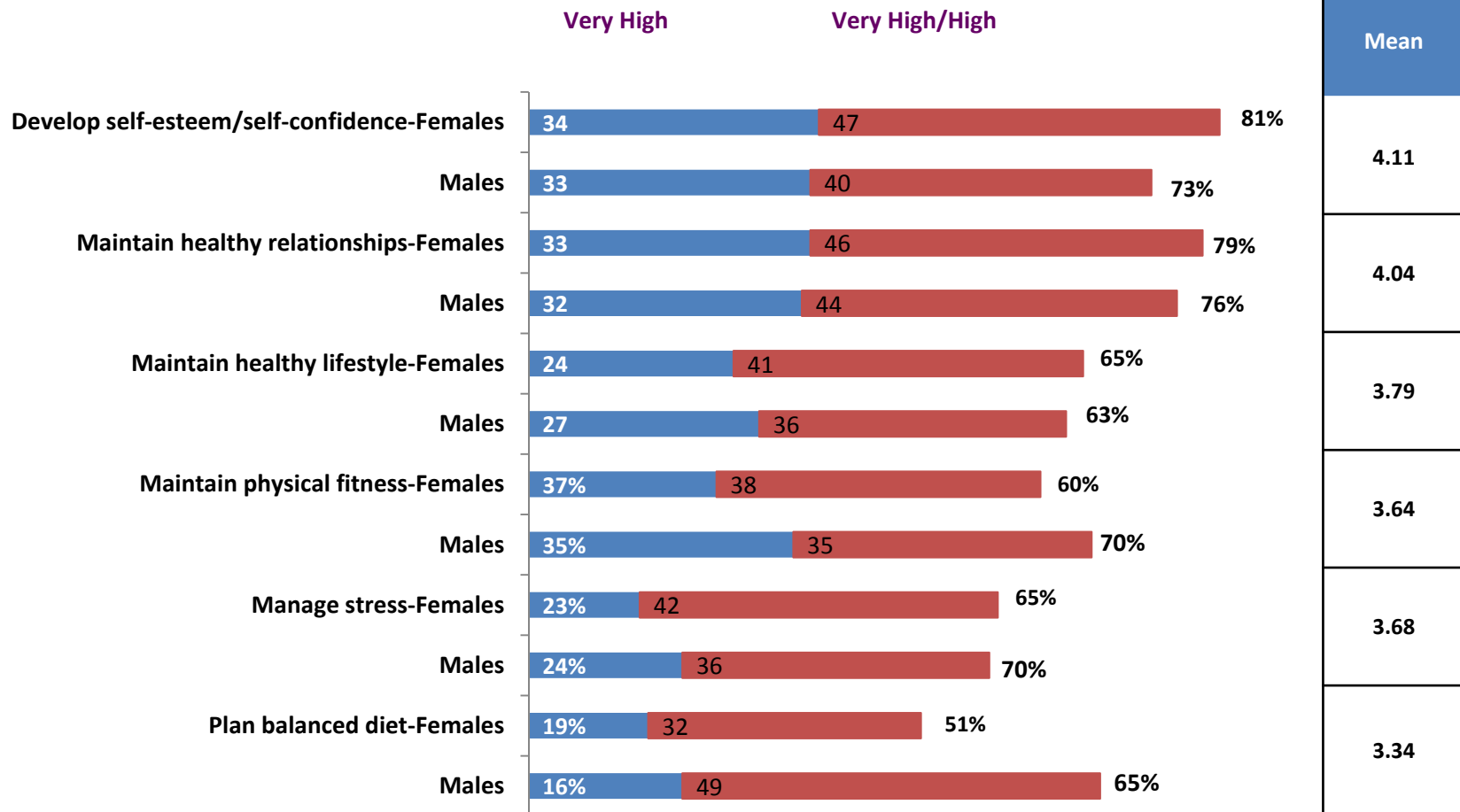
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Very High/High

	Total	Business	Liberal Arts	Pre-Professional	Science
Speak clearly and effectively in public	77%	79%	76%	79%	75%
Capacity and desire for continued learning	82%	73%	84%	96%	80%
Make informed decisions about social justice issues	79%	78%	82%	83%	72%
Recognize the inherent dignity of all persons	77%	72%	79%	93%	73%
Profound understanding of moral/ethical problems	78%	71%	79%	91%	73%
Inquire into all issues/questions without prejudice	75%	74%	82%	83%	71%
Value the diversity of persons and cultures	73%	65%	78%	91%	68%
Engage in civic life/participatory citizenship	62%	79%	74%	77%	70%
Engage in positive interactions with people culturally different from you	63%	68%	68%	72%	65%

Base: Total Respondents - Total (n=598); Business (n=141); Liberal Arts (n=297); Pre-Professional (n=58); Science (n=106)
Significantly higher than 2012 at 90% confidence level   Significantly lower than 2012 at 90% confidence level

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Stonehill Impact On Wellness Development By Class Of 2013

	Mean
Develop self-esteem/self-confidence	4.08
Maintain healthy relationships	4.05
Mainatin healthy lifestyle	3.79
Maintain physical fitness	3.74
Manage stress	3.57
Plan balanced diet	3.39

Develop self-esteem/self-confidence — 36 | 42 | 78%

Maintain healthy relationships — 33 | 45 | 78%

Mainatin healthy lifestyle — 25 | 39 | 64%

Maintain physical fitness — 26 | 37 | 63

Manage stress — 15 | 40 | 55

Plan balanced diet — 16 | 31 | 47

■ Very High
■ Very High/High

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Stonehill Impact On Wellness Development by Gender for Class Of 2013

Very High   **Very High/High**

	Mean
Develop self-esteem/self-confidence-Females 34 47 81%	
Males 33 40 73%	4.11
Maintain healthy relationships-Females 33 46 79%	
Males 32 44 76%	4.04
Maintain healthy lifestyle-Females 24 41 65%	
Males 27 36 63%	3.79
Maintain physical fitness-Females 37% 38 60%	
Males 35% 35 70%	3.64
Manage stress-Females 23% 42 65%	
Males 24% 36 70%	3.68
Plan balanced diet-Females 19% 32 51%	
Males 16% 49 65%	3.34

Base: Total Respondents (n=596); Females (n=363); Males (n=233)

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RELIGION & SPIRITUALITY

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Religion & Spirituality Experience
By Class Of 2013

	2012	2013
How Often Participated in College-Sponsored Activities To…		
Reflect on the meaning of service (Very often/often)	21%	19%
Grow spiritually (Very often/often)	20%	16%
Worship and pray with others (Very often/often)	15%	12%
Sought out and found support/programs to grow in spiritual life/pursue spiritual or religious questions		
Strongly agree/agree	28%	21%
Catholic tradition of Stonehill influenced college experience		
Very/somewhat positive effect	40%	33%

Base: Total Respondents (n= 233)

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POST-GRADUATION PLACEMENT

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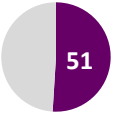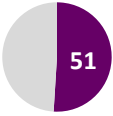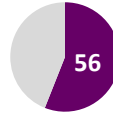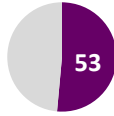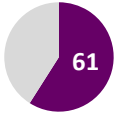
Placement Profile – At Graduation
Class Of 2013

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                    │   Class of 2013 (n=598)   │
                    │       61% Placed          │
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| 50% Employed | 21% Grad School | 8% Service |

| 93% Full-Time | 7% Part-Time | 89% Full-Time | 11% Part-Time | 56% Domestic | 44% International |

| 69% Massachusetts | 31% Other Location | 67% Master's | 28% Doctorate | Stonehill Extension | Teach for America |

| 82% Yes | 18% No | 5% Other Programs | AmeriCorps, Peace Corps, City Year, Brockton Service, JVC & World Teach |

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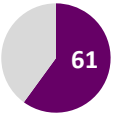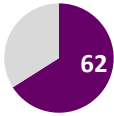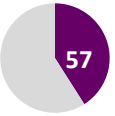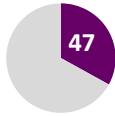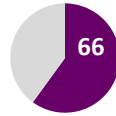
Placement Profile
By Class Year

	2009	2010	2011	2012	2013
% Placed At Graduation	51	51	56	53	61
	%	**%**	**%**	**%**	**%**
Employed	37	38	44	48	50
Post-Graduate School in Fall	23	24	23	22	21
Volunteer Program	3	5	5	4	8

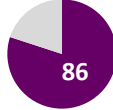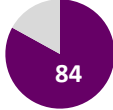*Base: Total Respondents - 2009 (n=551); 2010 (n=514) ; 2011 (n=568); 2012 (n=529); 2013 (n=598)*

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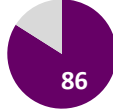
Placement Profile
By Academic Discipline

	Total	Business	Liberal Arts	Pre-Professional	Science
% Placed At Graduation	61	62	57	47	66
	%	%	%	%	%
Employed	50	60	35	26	35
Graduate School in Fall	21	18	19	15	34
Volunteer Program	8	1	10	15	5

Base: Total Respondents - Total (n=598); Business (n=141); Liberal Arts (n= 297); Pre-Professional (n= 53); Science (n=87)
Significantly higher than total at 90% confidence level   Significantly lower than total at 90% confidence level
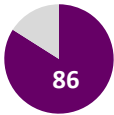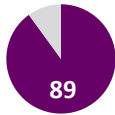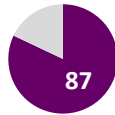
STONEHILL
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Career Service Utilization
By Class Year
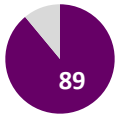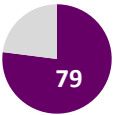
	2009	2010	2011	2012	2013
% Used Career Services	84	86	83	84	86
Type of Service Used	%	%	%	%	%
Resume/cover letter writing	88	92	92	93	92
Fairs (Career/Grad School)	51	60	55	60	52
Help finding/securing internship	40	43	37	41	41
On-Campus Interviews	30	32	28	29	26
Help finding/securing job	36	37	34	40	36
Career panel lunches or workshops	-	-	-	19	32
Help applying to grad school	13	20	15	14	15
Mock interviews	13	17	18	22	20
Satisfaction w/Career Services					
Very/somewhat satisfied	81	86	89	89	87

Base: Total Respondents – 2009 (n=551); 2010 (n=514); 2011 (n =568); 2012 (n=529); 2013 (N=598)
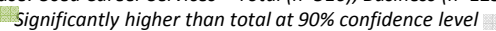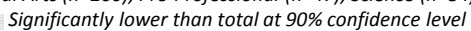Base: Used Career Services – 2009 (n=440); 2010 (n=443) ; 2011 (n =470); 2012 (n=444); 2013 (N=516)
↑ *Upward Trend*

STONEHILL
COLLEGE

Career Service Utilization
By Academic Discipline

Type of Service Used	Total	Business	Liberal Arts	Pre-Professional	Science
% Used Career Services	86	89	87	89	79
Type of Service Used	%	%	%	%	%
Resume/cover letter writing	92	82	80	85	74
Fairs (Career/Grad School)	52	68	41	57	21
Help finding/securing internship	41	53	36	34	11
Help finding/securing job	26	51	26	32	18
On-Campus Interviews	36	48	15	19	9
Career panel lunches or workshops	32	35	30	23	14
Help applying to grad school	15	10	11	10	21
Mock interviews	20	20	14	38	12
Satisfaction w/Career Services					
Very/somewhat satisfied	87	91	86	89	83

Base: Total Respondents – Total (n=598); Business (n=141); Liberal Arts (n=298); Pre-Professional (n=53); Science (n= 106)
Base: Used Career Services – Total (n=516); Business (n=125); Liberal Arts (n=260); Pre-Professional (n=47); Science (n=84)
Significantly higher than total at 90% confidence level   Significantly lower than total at 90% confidence level

STONEHILL
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Year-Long Service Participation
By Class Year

	2009	2010	2011	2012	2013
Participating in volunteer program	3%	5%	5%	4%	8%
Volunteer/Service Program	%	%	%	%	%
AmeriCorps – NCCC/VISTA	11	8	20	28	13
Jesuit Volunteer Corp.	6	8	13	6	4
Peace Corps	11	12	7	0	11
Stonehill International Extension	28	12	26	11	15
Teach for America					17
Other	67	60	34	56	58

Class of 2013 "Other" Volunteer Program Participation
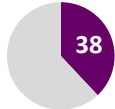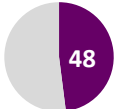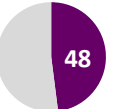
Program/Organization	%
World Teach (China & Equador)	2
2Seeds Network (Tanzania)	1
Associate Missionaries of the Assumption (New Mexico and the Philippines)	1
Augustinian Volunteers	1
Bilingual Education for Central America (Honduras)	1
Francis Corps (Alajuela, Costa Rica)	1
Providence Alliance for Catholic Teachers (PACT)	1
REAL School (Maine)	1
Rostro de Cristo	1
SPIRITUS (Wisconsin)	1

Base: Total Respondents –2009 (n=551); 2010 (n=514); 2011 (n =568); 2012 (n=529); 2013 (n=598);
Base: Participating in Volunteer Program – 2009 (n=16)**; 2010 (n=25)** ;2011 (n=30)**; 2012 (n=18)**, 2013 (n=47)
**Caution: Extremely small base size.

STONEHILL
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Employment Profile
By Class Year

	2009	2010	2011	2012	2013
% Employed At Graduation	37	38	44	48	48
Job Type	%	%	%	%	%
Full-time	80	64	78	86	93
Part-time	20	36	22	14	7
Employer Location					
Massachusetts	78	64	69	70	69
Connecticut	7	4	5	7	7
Rhode Island	2	3	2	3	2
Maine, New Hampshire, Vermont	1	7	5	5	4
New York	3	10	9	6	7
Other	9	11	10	10	11
Job Requires Skills Acquired At Stonehill					
Strongly Agree/Agree	72	65	76	81	84
Job Closely Related To Major					
Yes	67	63	66	81	82

Base: Total Respondents - 2009 (n=551); 2010 (n=514); 2011 (n= 568); 2012 (n=529); 2013 (n=598)
Base: Employed At Graduation –2009 (n=166); 2010 (n=122) ; 2011 (n=174); 2012 (n=156); 2013 (n=240)
* Note: Employment rate calculated by excluding those who are not looking for work   Upward Trend   Downward Trend

STONEHILL
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Top Employers
By Class of 2013

Higher % Employed

Lower % Employed
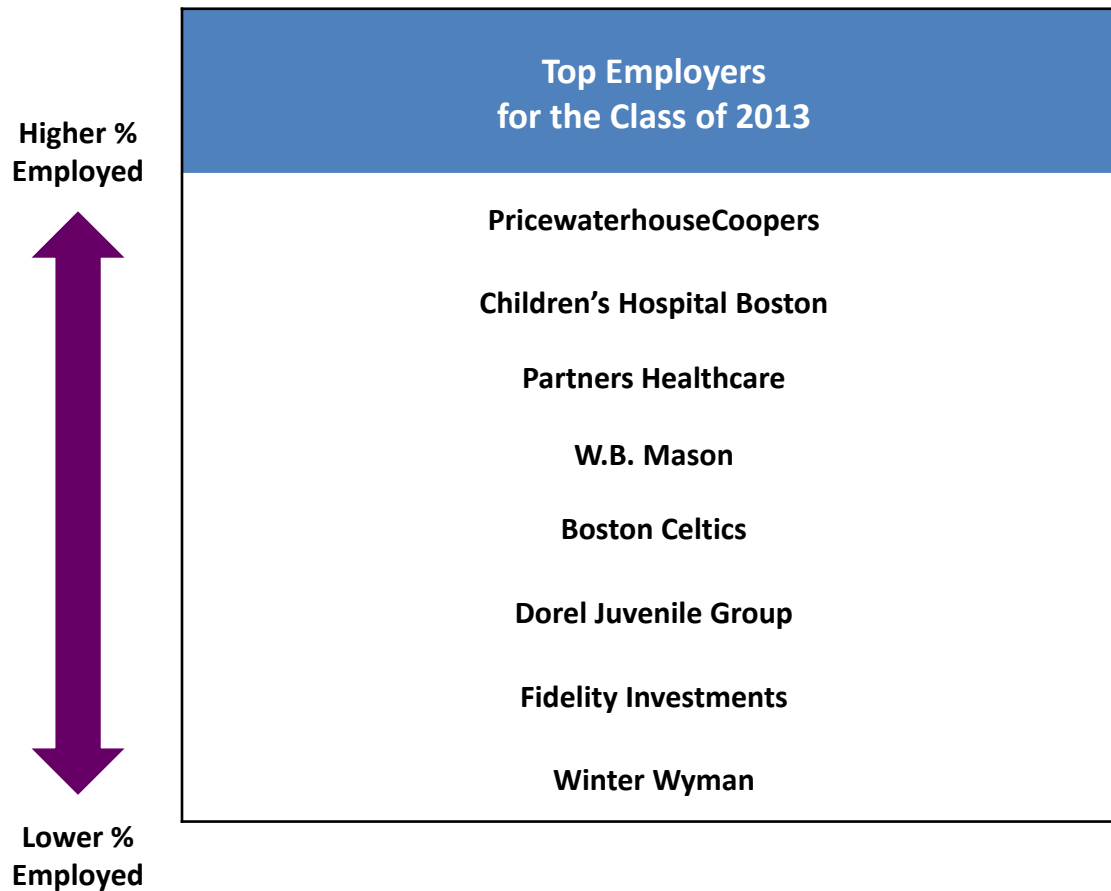
Base: Total Employed (n=240)

Top Employers for the Class of 2013

PricewaterhouseCoopers

Children's Hospital Boston

Partners Healthcare

W.B. Mason

Boston Celtics

Dorel Juvenile Group

Fidelity Investments

Winter Wyman

Employment Profile
By Academic Discipline

Employed At Graduation (%)	Total	Business	Liberal Arts	Pre-Professional	Science
Yes		60	35	26	35
Job Type – Currently Employed (%)					
Full-time	93	99	86	100	95
Part-time	7	1	14	0	5
Employer Location (%)					
Massachusetts	67	77	60	64	66
Connecticut	7	5	10	0	11
Rhode Island	2	2	4	0	0
Maine, New Hampshire, Vermont	4	5	2	9	6
New York	7	7	6	9	6
Other	13	4	18	18	11
Job Requires Skills Acquired At Stonehill (%)					
Strongly Agree/Agree	84	91	74	100	83
Job Closely Related To Major (%)					
Yes	81	95	62	86	86

Base: Total Respondents - Total (n=598); Business (n=141); Liberal Arts (n=298); Pre-Professional (n=53); Science (n=106)
*Base: Employed at graduation – Total (n=239); Business (n=85); Liberal Arts (n=104); Pre-Professional (n=16)**; Science (n=35)***
**Caution: Base size extremely small.

Significantly higher than 90% confidence level   Significantly lower than 90% confidence level

STONEHILL
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Graduate School Profile
By Class Year

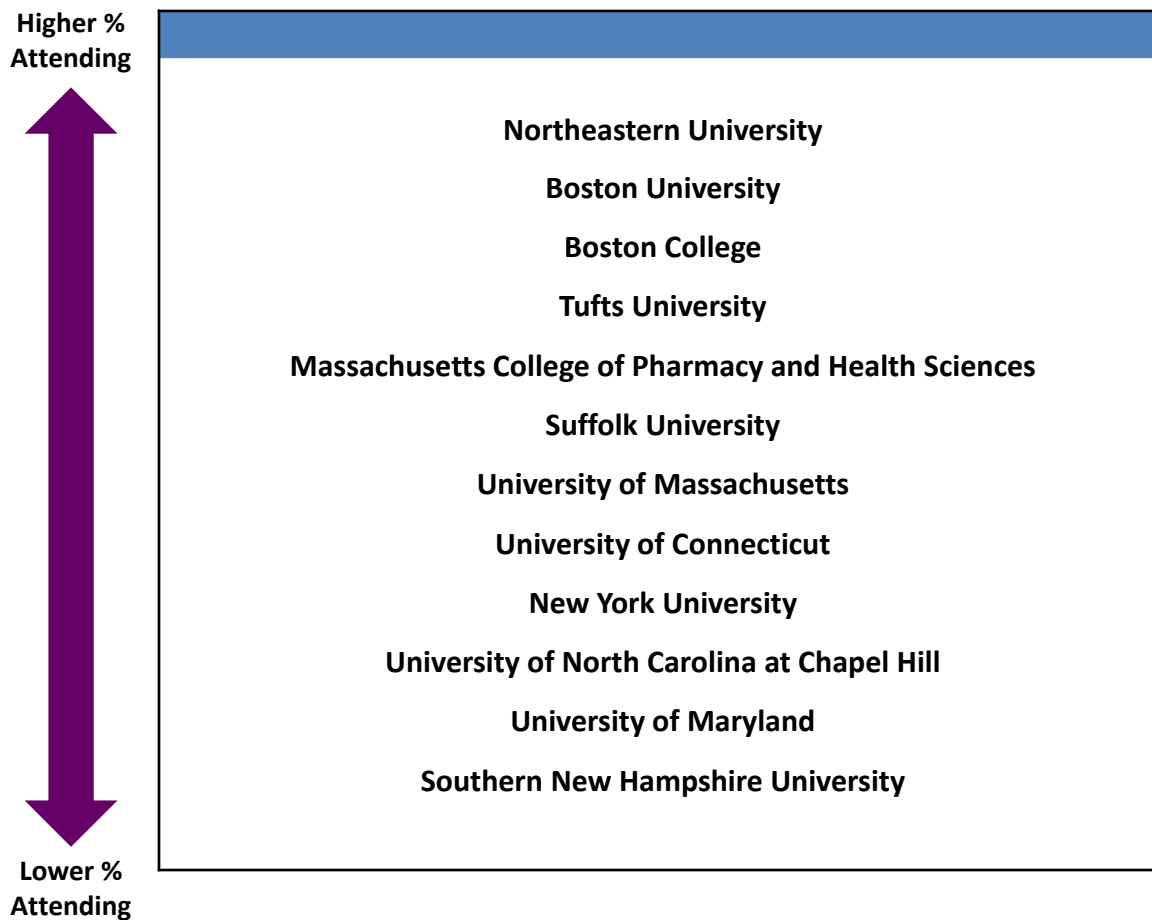| Post-Graduate School Plans (%)*	2009	2010	2011	2012	2013
Yes (Net)	**55**	**58**	**58**	**47**	**55**
Accepted and attending in fall/later date	23	24	23	17	19
Plan on attending in fall – still applying	N/A	3	5	2	5
Intend to apply within next 2 years	32	31	30	28	31
Probably/Maybe (Net)	**32**	**37**	**36**	**36**	**37**
Probably, but not sure when	19	N/A	N/A	N/A	N/A
Maybe, but do not have specific plans	13	37	36	36	37
No plans to enroll	**13**	**6**	**6**	**6**	**7**
Program Type In Fall (%)					
Full-Time	81	76	95	80	93
Part-Time	19	24	5	20	7
Degree of Study In Fall (%)					
MA or MS	41	41	44	46	37
Other Master's Degree	24	20	22	13	27
JD	13	14	17	12	7
Medical Degree (MD, DO, DDS, DVM)	3	1	5	6	3
PhD or Other Doctoral	12	14	9	11	19
Other	6	9	3	12	7

Program Type	
Graduate	88%
Undergrad	4%
Non-Degree	8%

Base: Total Respondents 2009 (n=551); 2010 (n=514); 2011 (n=568); 2012 (n=529); 2013 (n=598);
Base: Attending Graduate/Prof. School Next Fall –Total 2008 (n=120); 2009 (n=128); 2010 (n=123); 2011 (n=133); 2012 (n=98); 2013 (n=122)
Note: Question wording for Graduate/Professional School plans changed in 2010 Senior Exit Survey.
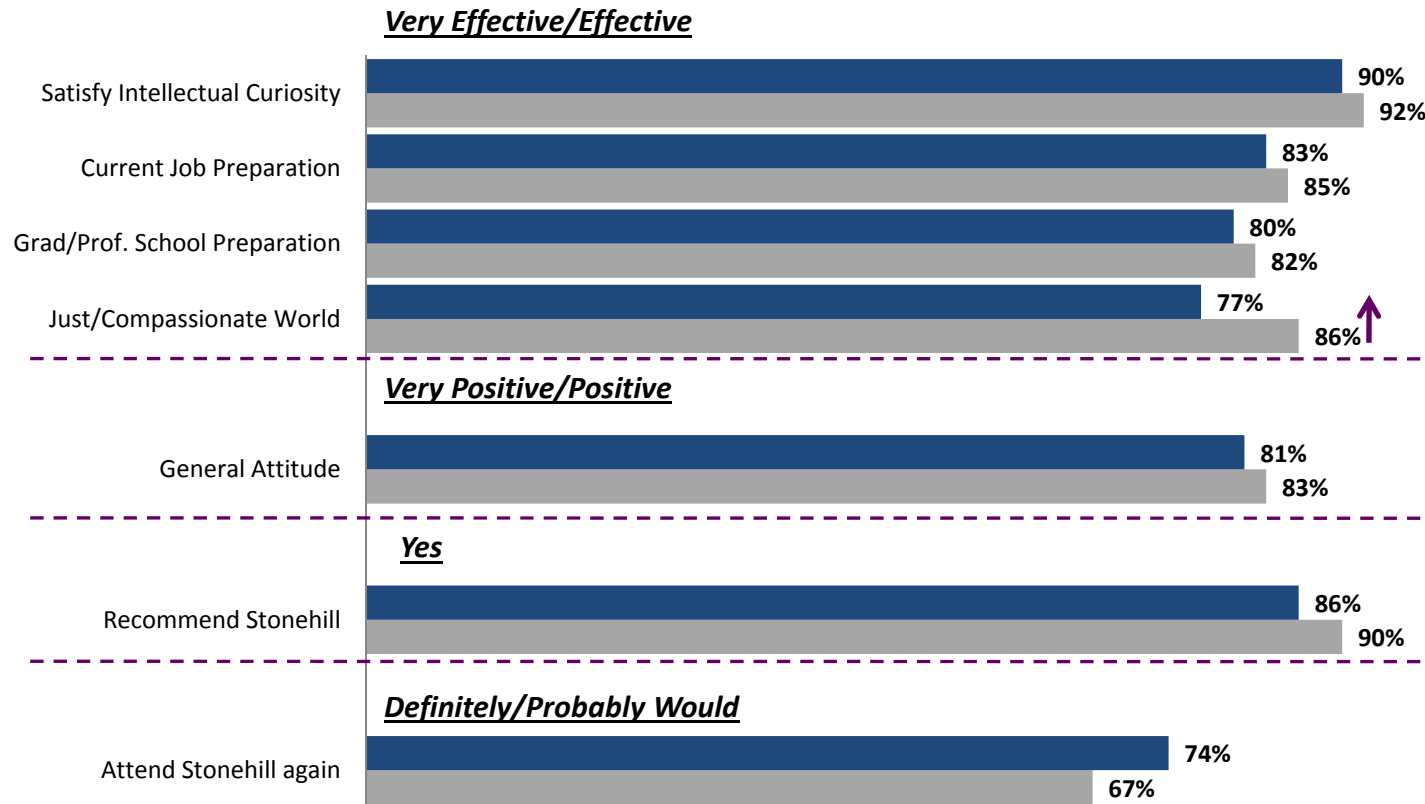
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Top Graduate/Professional Schools
By Class of 2013

**Higher %
Attending**

Northeastern University

Boston University

Boston College

Tufts University

Massachusetts College of Pharmacy and Health Sciences

Suffolk University

University of Massachusetts

University of Connecticut

New York University

University of North Carolina at Chapel Hill

University of Maryland

Southern New Hampshire University

**Lower %
Attending**

Base: Attending Graduate/Prof. School Next Fall (n=122)

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INSTITUTIONAL EFFECTIVENESS

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Stonehill Satisfaction
By Class Year

Very Effective/Effective

	2009	2013
Satisfy Intellectual Curiosity	90%	92%
Current Job Preparation	83%	85%
Grad/Prof. School Preparation	80%	82%
Just/Compassionate World	77%	86% ↑

Very Positive/Positive

	2009	2013
General Attitude	81%	83%

Yes

	2009	2013
Recommend Stonehill	86%	90%

Definitely/Probably Would

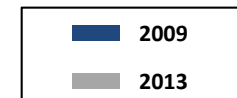|	2009	2013
Attend Stonehill again	74%	67%

Base: Total Respondents – 2009 (n= 551); 2013 (n=598)

Note: "Attend Stonehill Again" was reworded in 2010, therefore, comparative data is unavailable. 2009 answers were "Yes" or "No". 2010 provided "Definitely Not, "Probably Not," "Maybe," "Probably Would," and "Definitely Would."

↑ Upward Trend   ↓ Downward Trend

2009
2013

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Stonehill Satisfaction By Academic Discipline

	Total	Business	Liberal Arts	Pre-Professional	Science
Very Effective/Effective					
Satisfy Intellectual Curiosity	92	87	92	96	94
Current Job Preparation	85	86	82	96	88
Grad/Professional School Preparation	82	77	81	96	85
Just/Compassionate World	86	83	86	93	85
Very Positive/Positive					
General Attitude	83	86	84	91	71
Yes					
Recommend Stonehill	90	89	90	96	90
Definitely/Probably Would					
Attend Stonehill Again	67	65	67	89	61

Base: Total Respondents – 2012 Total (n=529); Business (n=145); Liberal Arts (n=277); Pre-Professional (n=46); Science (n=60)
2013 Total (n=598); Business (n=141); Liberal Arts (n=298); Pre-Professional (n=53); Science (n=106)

*Caution: Small base size

Significantly higher than 90% confidence level   Significantly lower than 90% confidence level

STONEHILL
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A FEW QUOTES ABOUT PSYCHOLOGY FACULTY …

My professor suggested I apply to an university saying they have a great Psychology program. It is because of this I applied which led to my acceptance.

Three professors and an administrative assistant, all encouraged me to go above and beyond what I even thought possible. They are what made Stonehill such an incredible experience for me.

Professor __ served as my mentor for my 4 years at Stonehill. He probably saved my life. Another person helped me realize my worth not just as a student, but as a person. This other person inspired my creativity and helped me articulate my passions in life. One of the Fathers served as a spiritual counselor and close friend throughout my time here.

These were the most difficult four years of my life because of family problems and personal issues, but the support I got from faculty and friends was a tremendous help.

My professor fell ill during Fall of 2012 when I was in his public speaking class, and his experience hit home for me personally. My mom passed away from cancer May 19, 2003 - graduation day, actually. My professor encouraged me, as well as my classmates, that the rest of the semester will be okay, and that he will be okay. I connected with him personally and kept and continue in touch throughout his recovery. I couldn't have been impacted more than I have by him. Another professor in the Psych Dept, there is nothing but fun, positive, and uplifting things to say about him and his presence when he walks into the room. He KNOWS how to interact with his students and be himself around us! I have come to notice that many professors struggle with that for some weird reason.

Professor __ made me passionate and excited about research

I am pleased with my Stonehill experience, and probably would not do anything differently if I could. Overall my courses and professors have been supportive, challenging, and interesting, and I feel well prepared academically for my future. I have made amazing and incredibly meaningful friendships that I will keep for the rest of my life. I have often felt, however, that Stonehill could improve upon its social aspects a bit more. The highlight of my four years was undoubtedly my study abroad experience because of the independence it allowed me and the culture I experienced. Being trapped in the Stonehill "bubble," I think often takes away from this sense of independence and growth as a mature adult.

I could not have enjoyed my Stonehill experience more and I hate to see it come to a close. The resources that have been made available to me have led me one step closer to my career. My time as a student athlete was greatly enjoyed as well. Miniscule comments from living on campus all 4 years that many students share: need more than one washer and dryer into those court houses! Why can't upperclassmen students block?

That is a really difficult question to say yes or no. Stonehill is made for a specific type of student. I do not fit the stonehill student mold. My friends also do not fit this mold and would perhaps look for a school that has more opportunities to join clubs that have a bigger membership count of 7. Kids at stonehill do not seem to be engaged in issues and rarely concern themselves with social justice issues. I don't know why this is. But I wouldn't recommend this school to anyone that wants to become more civically engaged or active within the campus community.

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QUESTIONS?

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Unemployment Profile By Academic Discipline

	Total	Business	Liberal Arts	Pre-Professional	Science
Interview Process (Looking For Job)	%	%	%	%	%
Yes – currently involved with at least 1 interview	59	87	54	54	69
No – not involved in interview process	41	13	46	46	31
Job Search Timeframe (Not Looking)	%	%	%	%	%
After graduate school/year-long service	78	60	77	77	94
After graduation	17	25	18	23	6
Undecided	5	15	5	0	0

Base: Unemployed After Graduation- Total (n=182), Business (n=37)*, Liberal Arts (n=101), Pre-Professional (n= 20)**, Science (n=24)**
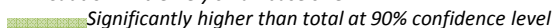Base: Looking For A Job – Total 2012 (n=101), Business (n= 28)*, Liberal Arts (n=49)*, Pre-Professional (n= 10)**, Science (n=14) **
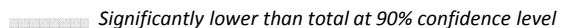Base: Not Looking For A Job – Total (n=81), Business (n=9)**, Liberal Arts (n=52)*, Pre-Professional (n=10)**, Science (n=10)**
Note: Graduates not looking for a job includes those who are attending/applying to graduate school /year-long service, traveling for one year, and have no specific plans after graduation.
*Caution: Small base size.
**Caution: Extremely small base size.
Significantly higher than total at 90% confidence level   Significantly lower than total at 90% confidence level

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