

Student Survey 1999-2000

Task Force on Undergraduate Teaching Excellence Report of the Sub-committee on the Survey of graduating Students

Members

Jamal Abed,
Nisreen Ghaddar,
Fouad Mrad (Chairperson),
Nuhad Yazbek-Dumit,
Rami Zurayk.

The following material was provided by the sub-committee to the Task Force in preparation for the discussion of the questionnaire.

I. Proposed AUB Student Survey Objectives:

The survey is a part of a summative evaluation effort at AUB that should provide a macro view for the purpose of improving teaching, learning, and institutional effectiveness .

1. Assessment of teaching effectiveness in today's AUB practices and identification of desired teaching techniques for effective learning as perceived by students in order to be able to: make comparisons between teacher survey and student survey; understand what is being practiced, effective and desired from the students' point of view.
2. Measurement of students' awareness of, and satisfaction with their undergraduate program objectives.
3. Assessment of outcomes as part of the deployment of TQM higher education.

II. Background:

Background Questions [4,5]:

Assessment of learning outcomes:

How does this survey data improve teaching and ultimately learning?

Congruence of evidence of teaching outcomes with stated purposes and Objectives.

How does the survey make faculty members recognize the connection between the survey and their interests.

The Teaching-Improvement Loop:

"Teaching, learning, outcomes assessment, and improvement may be defined as elements of a feedback loop in which teaching influences learning, and the assessment of learning outcomes is used to improve teaching and, ultimately, learning. If this loop is followed, institutions will achieve effective teaching and curriculum development."

"Student outcomes' assessment is the act of assembling, analyzing, and using both qualitative and quantitative evidence of teaching and learning outcomes, in order to examine their congruence with stated purposes and educational objectives and to provide meaningful feedback that will stimulate self-renewal."

"Student interviews, faculty evaluations, periodic program reviews, opinion surveys, alumni studies, and student test performance, measured over time, all constitute complementary ways of obtaining useful feedback."

"When faculty are assured that assessment will facilitate the improvement of teaching and learning, they can recognize it as connected to their interests, and they are more likely to participate fully."

"Assessment practices should maximize the use of existing data and information."

"The impact that assessment practices have on students?..; on changes that students introduce to their academic and career plans; on decisions about curriculum content and instructional methods; and on academic and public policy."

"Perceptions of student experiences and the impact of those experiences, and reports of current status, activities, and accomplishments."

" What should students learn?
How well are they learning it?
How do we know?
How can this information improve teaching and learning?"

" Student evaluations of course and instructional quality;
Measures of student satisfaction with the quality of the curriculum;
Measures of student personal and affective development;
Measures of student retention, and students' interest in their educational programs;
Measures of students' involvement in academic and co-curricular activities;"

"Skillfully designed survey instruments can accommodate the assessment of a wide range of affective outcomes, including students' personal qualities (interpersonal skills, leadership skills, and self understanding), attitudes (social responsibility, motivation for learning, and understanding diversity), career paths (occupational choice, educational objectives, and the quality of the educational environment)"

III Student Questionnaire

Dear graduating AUB student:

The purpose of this survey is to improve the educational experience of AUB students. As graduating students you are now in a position to look back at your overall educational experiences at AUB. The University values your opinion and advice. Kindly take the time to share your views with us by answering the questions in this survey.

FACULTY:

MAJOR:.....

KINDLY RETURN TO THE SECRETARY OF YOUR DEPARTMENT BY FRIDAY JUNE 9, 2000

In answering the following questions about your learning experiences, consider all of the courses you have taken. Answer according to the following key:

Strongly Agree = SA = 4

Agree = A = 3

Disagree = D = 2

Strongly Disagree = SD = 1

	SA	A	D	SD
1. The objectives of the program I am enrolled in were clear to me				
2. The objectives of the courses that I have taken were clearly stated.				
3. Course syllabi are usually distributed early on in the semester				
4. The syllabi usually included course outcomes				
5. The material covered in class was relevant to stated course objectives				
6. Teachers were usually available to students during office hours.				
7. Recent developments in the field were not discussed in class.				
8. Classroom sessions were often structured to enable student involvement.				
9. Teachers often encouraged problem- solving in class				
10. Course activities often included group work both in and out of class				
11. Teachers usually invited students to relate outside events/activities to subjects covered in the courses				
12. Term papers and other take-home work were designed to encourage students to do independent research.				
13. Teachers clearly explained their grading policy to students at the beginning of courses.				
14. Teachers usually evaluated student performance periodically.				
15. Teachers usually discussed performance and progress with students.				
16. Teachers often used the following types of performance evaluations:				
Objective test				
Subjective test				
Oral test				
Drop quiz				
Take-home test				
Homework assignment				
Individual report				
Group project report				
17. The overall quality of instruction in my program was not good.				
18. The content of required courses in my major were				

adequate.				
19. I found large classes beneficial.				
20. There was no time to cover all of the course topics.				
21. I was motivated to do as well as I could in my classes.				
22. The classes I was enrolled in contributed to my personal growth.				
23. I have heard faculty refer to their research.				
24. I have attended special talks, lectures, or panel discussions held on campus.				
25. I have talked with faculty members about my career plans.				
26. The overall quality of academic advising provided to me was not adequate				
27. I have worked with a faculty member on research projects.				
28. I have taken a course that required accessing information through the internet.				
29. I had access to computers in my department				
30. I have seen students cheat on a test at AUB				
31. I knew AUB students who handed in someone else's work as their own				
32. The program I am enrolled in prepared me to apply my knowledge in my field to solve relevant problems.				
33. I am able to reinforce and support ideas from team members.				
34. I am able to plan work and set goals.				
35. I am able to stay on task toward a timely completion of goals.				
36. I am able to communicate effectively with persons from other disciplines.				
37. My educational experience at AUB enhanced my ability to convince others with my ideas and solutions by effective presentations.				
38. My educational experience at AUB enhanced my ability to convince others with my ideas or solutions to problems by effective written reports.				
39. My educational experience at AUB prepared me to make ethical decisions in my field.				

Kindly Respond to the following:

1. Suggest important changes to teaching practices at AUB.

2. Recommend topics, skills, or concepts that were not covered during your study at AUB that you feel strongly should have been covered.

3. Describe your best learning experience and your worst as well. If necessary use the back of this page.

IV. References

1. The University of Minnesota "1999 Student Experiences Survey."
2. The University of Minnesota "Graduate Survey: assessing the impact of the university on its graduates."
3. Clemson University Employer telephone Survey .
4. Accreditation Board for Engineering and Technology (ABET) Engineering Criteria 2000.
5. "Framework for Outcomes Assessment", Middle States Commission on Higher Education, 1996.

We wanted to make sure that the graduating students will speak out their minds freely and without fear of 'retaliation'. We decided to get their responses after the final grades were reported. One disadvantage of this delay is that we got fewer responses than we might have received had the graduating students been surveyed while they were still going to classes. Although the responses are still being studied, it is already obvious that important conclusions pertaining to teaching and learning at AUB could be drawn on the basis of what the graduating students are telling us. We ought to listen and consider. A final report on this survey, including recommendations, will be issued later.