

College Outcomes Survey Report 2008-9

SUMMARY FOR SECTION II : COLLEGE OUTCOMES

A: IMPORTANCE OF AND PROGRESS TOWARD ATTAINING OUTCOMES AT THIS COLLEGE

1. Importance of Attaining Outcomes

- ✓ Highest ten items. Rankings among importance still same for first three ranks
 - Learning to Think and reason
 - Acquiring knowledge and skills needed for a career
 - Becoming competent in my major
- ✓ Gaining in rank of importance between 2009 and 2007 for following
 - Developing effective Job -seeking Skills
 - Learning about career options
 - Developing problem-solving skills
- ✓ When compared to national norms, **lower** on
 - Becoming competent in my major
 - Appreciating the fine arts, music literature, and the humanities
- ✓ When compared to national norms, **higher** on
 - Learning principles for conserving and improving the global environment
 - Learning about the role of science and technology in society
- ✓ When compared with 2007, generally **lower averages** on most of items (6 of 10)
- ✓ Lowest ten items are nearly the same with minor changes in rank, lowest being
 - Appreciating the fine arts, music literature, and the humanities
 - Understanding and applying math concepts and statistical reasoning
 - Learning principles for conserving and improving the global environment
 - Learning about the role of science and technology in society
- ✓ Lowest items averages are in general higher than national norms except for Appreciating the fine arts, music literature, and the humanities.

2: Progress Made Toward Attaining Outcomes

- ✓ Ranking of top 3 outcomes in which progress was made remains same and they are:
 - Learning to think and reason
 - Listening to and understanding what others say
 - Developing openness to new ideas and practices
- ✓ Outcomes in which **rank improved** were
 - Becoming Competent in my major
 - Developing problem-solving skills
 - Acquiring knowledge and skills needed for a career
- ✓ Outcomes in which **rank went down**
 - Effectively using technology (e.g., computers, high-tech equipment)
 - Thinking objectively about beliefs, attitudes, and values

- ✓ When compared to national norms, most of items were **lower** especially
Learning principles for improving physical and mental health
Appreciating the fine arts, music literature, and the humanities
Developing effective job-seeking skills
Learning about career options
- ✓ When comparing to 2007, most of items were **lower** (6/10) especially
Developing openness to new ideas and practices
- ✓ Ranking of lowest ten items was quite similar with **lowest** four remaining same
Learning principles for conserving and improving the global environment
Learning principles for improving physical and mental health
Appreciating the fine arts, music literature, and the humanities
Developing effective job-seeking skills

B: VIEWS OF REQUIRED COURSES OUTSIDE MAJOR

- ✓ No change in ranking of views of required courses outside major with three highest
Become a more independent and self-directed learner.
Broaden my awareness of diversity among people, their values and cultures.
Develop as a "Whole person."
- ✓ Most of views are **lower than national norms** especially
Build a framework to organize my learning within /across areas of study
Increase my knowledge of the earth and its physical / biological resources
- ✓ Most of views are **lower than 2006-7**, especially
Develop as a "Whole person."
Increase my knowledge of the earth and its physical / biological resources

C: AGREEMENT WITH STATEMENTS ABOUT THIS COLLEGE

- ✓ Most of rankings of statements about college were same with **highest four** being
This college is equally supportive of women and men.
I would recommend this college to others.
This college is equally supportive of all racial/ethnic groups.
My experiences here have helped motivate me to make something of my life.
- ✓ When compared to national norms, views about college were either similar (3/10), lower (5) or higher (1).
AUB **had higher average** on
This college is equally supportive of women and men.

While it had **lower average** on
I am proud of my accomplishments at this college
This college has helped me meet the goals I came here to achieve
This college welcomes/uses feedback from students to improve college
- ✓ When comparing to 2007 averages, there was a **drop in 5 items**, most significantly on
This college welcomes/uses feedback from students to improve college
This college has helped me meet the goals I came here to achieve

D: PERSONAL GROWTH AND COLLEGE CONTRIBUTION TOWARD ATTAINING OUTCOMES

1. Personal Growth Since Entering This College

- ✓ With respect to highest 10 items, ranking of items 1 and 2 are same
Taking responsibility for my own behavior
Interacting well with people from cultures other than my own

However, all other items changed order with following changes in rank position

Increasing my intellectual curiosity (3)
Setting long-term or life goals (6)
Developing productive work relationships with both men and women (6)
Dealing fairly with a wide range of people (3)
Developing self-confidence (-3)
Acquiring a well-rounded General Education (-5)
Becoming Academically competent (7)
Developing a sense of purpose, value and meaning for my life (8)

- ✓ With respect to lowest 10 items, lowest growth was made in
Preparing myself to participate effectively in the electoral process
Gaining insight into human nature through the study of literature, history, and the arts

There were some changes in rank positions of some items, most notably
Becoming more aware of global and international issues (3)

- ✓ When compared to national norms, averages were quite similar with lower
Performance on growth in
Developing my religious values
- ✓ When compared to 2007 results, most of items showed drop in average, in
Particular
Becoming more aware of local/national political/social issues

2. College Contribution to Growth

- ✓ With respect to highest 10 items, ranking of items 1 and 2 are same
Acquiring a well-rounded General Education
Improving my ability to stay with project until they are finished

However, for some other items there were changes in rank position
Becoming academically competent (5)
Increasing my intellectual curiosity (-2)
Dealing fairly with a wide range of people (2)
Becoming more willing to consider opposing points of view (4)
Improving my ability to relate to others (3)

- ✓ With respect to lowest ten items, ranking was quite similar to previous year with changes occurring in following items:
Becoming more aware of local and national political social issues (-7)
Actively participating in volunteer work to support worthwhile causes (5)
Seeking and conveying the spirit of truth (3)
Developing more principles to guide my actions and decisions (-8)

- ✓ When compared to national norms, following items showed higher averages
 - Improving my ability to stay with projects until they are finished
 - Interacting well with people from cultures other than my own
 - Taking responsibility for my own behavior
 - Preparing myself to participate effectively in the electoral process
- While following item showed lower performance than national norms
 - Developing my religious values
- ✓ When compared to 2007, most of averages went down or remained stable.

SUMMARY FOR SECTION III : COLLEGE OUTCOMES

SATISFACTION WITH GIVEN ASPECTS OF THIS COLLEGE

- ✓ With respect to satisfaction with some aspects of university, first 4 items maintained position and they are
 - Personal security / safety on campus
 - Library/learning resources center services
 - Opportunities for involvement in campus activities
 - This college in general
- ✓ Other items **gained importance** (satisfaction)
 - College response to students with special needs (e.g. disabled, handicapped)
 - College response to nontraditional students
- ✓ Others **went down** like
 - New student orientation services (-2)
 - Quality of my program of study (-3)
- ✓ With respect to lowest items of satisfaction, following maintained their lowest position
 - Concern for me as an individual
 - Quality of academic advising
- ✓ Following went down in satisfaction
 - Flexible degree requirements (-6)
 - Financial aid services (-8)
 - Transfer of course credits from other colleges to this college (-2)
 - Services for victims of crime and harassment (-6)
 - Faculty respect for students (-5)
- ✓ Following **went up** in satisfaction
 - Informal contact with faculty in non-academic settings
 - Campus AIDS education program
- ✓ When compared to national norms, items **lower than national norms** include and they were **lower than 2007**.
 - Concern for me as an individual (-.9)
 - Quality of academic advising (-0.8)
 - Faculty respect for students (-0.8)
 - Informal contact with faculty in non-academic settings (-0.7)
 - Flexible degree requirements (-0.6)

Class size (-0.6)
Financial aid services (-0.5)
This college in general (-.2)

- ✓ Largest **positive differences** with national norms include
 - Personal security / safety on campus +0.3
 - College social activities +0.2
 - Opportunities for involvement in campus activities +0.1
 - College response to students with special needs +0.1
 - Rules governing student conduct +0.1

SUMMARY FOR SECTION IV : YOUR EXPERIENCES AT THIS COLLEGE

A: COLLEGE CONTRIBUTION TO GROWTH AND PREPARATION

- ✓ Top ranking areas of growth are still intellectual and social with an average of 4.0 for each.
- ✓ They are followed by personal growth (3.9), preparation for further study (3.8) and then preparation for a career (3.7).
- ✓ In comparison with 2007, social and personal growths have increased from 3.9 to 4.0 and 3.8 to 3.9, respectively. Preparation for further study has gone down from 3.8 to 3.7, while preparation for a career slightly went up from 3.64 to 3.69.

SECTION V: ADDITIONAL QUESTIONS

- ✓ Following were highest rated additional items ≥ 4 .
 - The objectives of the courses that I have taken were clearly stated.
 - Course syllabi are usually distributed early on in the semester.
 - The syllabi usually included course outcomes i.e. the skills that the students ought to acquire by the end of the course.
 - The material covered in class was relevant to stated course objectives
- ✓ In comparison with 2007, **most of items slightly went down**. Most noticeable drop was in
 - Teachers clearly explained their grading policy to students at the beginning of courses.
 - Teachers usually discussed performance and progress with students.
 - I have worked with a faculty member on research projects.
 - Teachers often encouraged problem- solving in class.
 - I have talked with faculty members about my career plans.
- ✓ In comparison with 2007, **few ratings went up** highest was for
 - The syllabi usually included course outcomes i.e. the skills that the students ought to acquire by the end of the course.

COS RESULTS BY GENDER, MAJOR AND GPA

A. GENDER

- ✓ In general, females had higher ratings than male except for agreement on following
 - This college is equally supportive of women and men.
 - College contribution to acquiring a well-rounded General Education
 - Concern for me as an individual

- Quality of academic advising
- Flexible degree requirements (+0.2)
- Financial aid services (+0.3)
- Informal contact with faculty in non-academic settings
- College contribution to Intellectual growth
- College contribution to preparation for further study (+0.2)
- College contribution for career (+0.2)

B. Major

✓ By GPA, there were differences. In general social sciences followed by sciences gave lower ratings. Similarly, business and health science students gave highest ratings.

✓ As to overall growth ratings, differences can be summarized as follows:

Intellectual growth, highest: business, engineering, education, health sciences

lowest: social sciences

Social growth, highest: business

lowest: social sciences

Personal growth, highest: education

lowest: social sciences

Preparation for further study, highest: health sciences

lowest: social sciences

Preparation for Career, highest: health sciences

Lowest: social sciences

C. GPA

✓ In general, students with higher GPA had higher ratings.

✓ Above generalization was not met with overall items as they showed following pattern

Intellectual Growth highest for $GPA \geq 3$

Social Growth highest for $GPA < 2$

Personal Growth highest for $GPA \geq 3$

Preparation for Further Study highest for $GPA < 2$

Preparation for Career, highest for $GPA < 2$.

Conclusion

The above summary presented results of administration of College Outcomes Survey on a representative sample of undergraduate AUB students (n=544), spring 2009. In general, results showed stability of perception when compared to previous administration with a trend for a lower agreement/satisfaction, i.e. rating. Comparisons with national norms were also provided. Areas for improvement were highlighted.