

College Outcomes Survey Report 2009-10

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 (same as previous years):
 - Learning to Think and reason
 - Acquiring knowledge and skills needed for a career
 - Becoming competent in my major
- ✓ Gaining in rank of importance between 2010 and 2009 for following
 - Listening to and understanding what others say
 - Effectively using technology (E.G. , computers, high-tech equipment)
 - Drawing conclusions after weighing evidence, facts, and ideas
 - Developing my creativity, generating original ideas and products
- ✓ When compared to national norms, **lower** on
 - Becoming competent in my major
- ✓ 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
 - Understanding and applying math concepts and statistical reasoning
- ✓ When compared with 2009, generally same scores on most of items
- ✓ 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
 - Learning principles for improving physical and mental health.

2: Progress Made Toward Attaining Outcomes

- ✓ Ranking of **top 2** outcomes in which progress was made remains same and they are:
 - Learning to think and reason
 - Listening to and understanding what others say
- ✓ Outcomes in which **rank improved** were
 - Drawing conclusions after weighing evidence, facts, and ideas
 - Effectively using technology (e.g., computers, high-tech equipment)
 - Thinking objectively about beliefs, attitudes, and values
 - Locating, screening, and organizing information

- ✓ Outcomes in which **rank went down**
 - Developing openness to new ideas and practices
 - Developing problem-solving skills
 - Becoming competent in my major
- ✓ When compared to national norms,
 - most of highest items were same except for
Effectively using technology (e.g., computers, high-tech equipment)
This was higher.
 - With respect to lowest items, most of them were lower than norms especially
Learning principles for improving physical and mental health
Learning about career options
- ✓ When comparing to 2009, most of items **improved (7/10)** or stayed the same.
- ✓ Ranking of lowest ten items was quite similar with **lowest** four remaining same
 - Developing effective job-seeking skills (**deterioration**)
 - Learning principles for conserving and improving the global environment
 - Learning principles for improving physical and mental health
 - Learning about career options

B: VIEWS OF REQUIRED COURSES OUTSIDE MAJOR

- ✓ No major change in ranking of views of required courses outside major with three highest
 - Become a more independent and self-directed learner.
 - Develop as a "Whole person."
 - Broaden my awareness of diversity among people, their values and cultures.
- ✓ Most of views are similar to national or higher than national norms
- ✓ Most of views are **higher than 2009** 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.
 - This college is equally supportive of all racial/ethnic groups.
 - I would recommend this college to others
 - My experiences here have helped motivate me to make something of my life.
- ✓ When compared to national norms, views about college were either similar (2/10), lower (5) or higher (2).
 - AUB **had higher average** on
 - This college is equally supportive of women and men.
 - While it had significantly **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
- ✓ When comparing to 2009 averages, most of items were same with improvement on
 - This college welcomes/uses feedback from students to improve college

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 1-3 nearly same
 - Taking responsibility for my own behavior
 - Increasing my intellectual curiosity
 - Interacting well with people from cultures other than my own

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

- Clarifying my personal values (+13)
- Acquiring a well-rounded General Education (+3)
- Becoming more willing to change and learn new things (+5)

- ✓ With respect to lowest 10 items, **lowest growth** was made in
 - Developing my religious values
 - Preparing myself to participate effectively in the electoral process

There were some changes in rank positions of some items, most notably

- Gaining insight into human nature through the study of literature, history, and the arts (+5)
- Becoming sensitive to moral injustices and ways of avoiding/correcting them (+3)

- ✓ When compared to national norms, averages were quite similar or higher than norms with lower performance on growth in
 - Developing my religious values
- ✓ When compared to 2009 results, most of items were **same or improved** like
 - Becoming more aware of local/national political/social issues
 - Actively participating in volunteer work to support worthwhile causes
 - Recognizing my rights, responsibilities, and privileges as a citizen

2. College Contribution to Growth

- ✓ With respect to highest 10 items, ranking of items 1 is the same
 - Acquiring a well-rounded General Education

However, for some other items there were changes in rank position

- Becoming academically competent (-3)
- Increasing my intellectual curiosity (+4)
- Dealing fairly with a wide range of people (-3)
- Becoming more willing to consider opposing points of view (+9)
- Improving my ability to stay with project until they are finished (-5)
- Setting long-term or 'life' goals (+7)

- ✓ With respect to lowest ten items, ranking was quite similar to previous year with changes occurring in following items:
 - Preparing myself to participate effectively in the electoral process (-3)
 - Becoming more aware of global and international issues and events (-9)
 - Learning how to manage finances (personal, family, or business) (+2)

- ✓ When compared to national norms, following items showed **higher averages**
 - Interacting well with people from cultures other than my own
 - Taking responsibility for my own behavior
 - Becoming more willing to consider opposing points of view
 - Preparing myself to participate effectively in the electoral process
 - Learning how to become a more responsible family member
 - Recognizing my rights, responsibilities, and privileges as a citizen
 - Learning how to manage finances (personal, family, or business)
- ✓ When compared to 2009, most of averages 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)
 - Quality of my program of study (+3)
 - Student access to computer facilities and services (+6)
 - Developmental, remedial, and tutorial services, including writing labs, math labs (+8)
- ✓ Others **went down** like
 - College response to nontraditional students (e.g. older, part-time) (-2)
- ✓ With respect to lowest items of satisfaction, following maintained their **lowest** position
 - Concern for me as an individual
 - Informal contact with faculty in non-academic settings
 - Quality of academic advising
- ✓ Following **went down** in satisfaction
 - Campus aids education program (-6)
 - Informal contact with faculty in non-academic settings (-2)
 - Practical work experiences offered in areas related to my major (-5)
- ✓ Following **went up** in satisfaction
 - Quality of academic advising (+2)
 - Flexible degree requirements (+2)
 - Transfer of course credits from other colleges to this college (+2)
 - Financial aid services (+5)
- ✓ When compared to national norms, items **lower than national norms** include and they were **lower than 2009**.
 - Concern for me as an individual (-.8)
 - Quality of academic advising (-0.6)
 - Faculty respect for students (-0.5)

Informal contact with faculty in non-academic settings (-0.6)
 Flexible degree requirements (-0.5)
 Class size (-0.5)

- ✓ 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
Language development services for students whose first language is NOT English	+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 2009, 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 up to 3.8 from 3.7, while preparation for a career slightly went up from 3.64 to 3.66. So we need to work more on preparation for a career.

SECTION V: ADDITIONAL QUESTIONS

- ✓ Following were **highest rated** additional items ≥ 4 .
 Course syllabi are usually distributed early on in the semester
 The objectives of the courses that I have taken were clearly stated.
 The syllabi usually included course outcomes i.e. the skills that the student acquire by the end of the course.
 The material covered in class was relevant to stated course objectives
 AUB experiences helped me develop as a self learner
 The overall quality of instruction in my program was good
- ✓ In comparison with 2009, **most of items went up**. Most noticeable increase was in
 The material covered in class was relevant to stated course objectives

 In comparison with 2009, none of items went down.

COS RESULTS BY GENDER, MAJOR AND GPA

A. GENDER

- ✓ In general, females had higher ratings than male except for agreement on following
 Concern for me as an individual

B. Major

- ✓ By major, there were differences. In general social sciences, sciences and Business gave lower ratings. Similarly, health science and FAFS students gave highest ratings.
- ✓ As to overall growth ratings, differences can be summarized as

follows:

Intellectual growth, highest: FAFS and sciences
lowest: Business

Social growth, highest :FAFS
lowest: sciences

Personal growth, highest: FHS
lowest: sciences & Business

Preparation for further study, highest: FAFS, Business
lowest: social sciences

Preparation for Career, highest: Engineering, Sciences, FAFS
Lowest: FHS

C. GPA

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

Conclusion

The above summary presented results of administration of College Outcomes Survey on a representative sample of undergraduate AUB students (n=532), spring 2010. In general, results showed stability of perception when compared to previous administration with a trend for a higher agreement/satisfaction, i.e. rating. Comparisons with national norms were also provided. Areas for improvement were highlighted.