

College Outcomes Survey Report 2010-11

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 two ranks (same as previous years):
 - Learning to Think and reason
 - Acquiring knowledge and skills needed for a career
- ✓ Gaining in rank of importance between 2010 and 2011 for following
 - Developing problem-solving skills (3 from 5)
 - Learning about career options** (5 from 11)
 - Developing effective job-seeking skills** (8 from 14)
 - Learning to formulate and re-shape my lifetime goals (9 from 12)
- ✓ When compared to national norms, **lower** on
 - Acquiring knowledge and skills needed for a career
 - Becoming competent in my major
 - Appreciating the fine arts, music literature, and the humanities
- ✓ When compared to national norms, **higher** on
 - Learning about career options
 - Learning principles for conserving and improving the global environment
 - Understanding and applying math concepts and statistical reasoning
- ✓ When compared with 2010, generally same scores on most of items
- ✓ Lowest ten items are nearly the same with minor changes in rank, except for following that significantly went down in rank
 - Broadening my intellectual interests** (5 positions)
 - Applying scientific knowledge and skills (2 positions)
 - Discovering productive and rewarding uses of my talents and leisure time (2 positions)
- ✓ Lowest items are
 - Appreciating the fine arts, music literature, and the humanities (< than norms)
 - Understanding and applying math concepts and statistical reasoning
 - Learning principles for conserving and improving the global environment (> than norms)
 - Learning about the role of science and technology in society
- ✓ Lowest items averages are in general same as norms except mentioned above.

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
 - Improving my writing skills** (from 16 to 9)
 - Acquiring knowledge and skills needed for a career (10 to 6)
 - Developing problem-solving skills (6 to 3)
- ✓ Outcomes in which **rank went down**
 - Drawing conclusions after weighing evidence, facts, and ideas (3 to 7)
- ✓ When compared to national norms,
 - most of highest items were lower especially
 - Developing openness to new ideas and practices
 - Developing problem-solving skills
 - With respect to lowest items, most of them were lower than norms especially
 - Developing effective job-seeking skills
 - Discovering productive & rewarding uses of my talents & leisure time
 - Learning principles for improving physical and mental health
- ✓ When comparing to 2010, there is no trend, some items improved while others stayed same.
- ✓ Ranking of lowest ten items was quite similar with **lowest** four remaining same
 - Developing effective job-seeking skills (still lowest)
 - Learning principles for conserving and improving global environment (improved ranking)
 - Learning principles for improving physical and mental health
 - Learning about career options (improved ranking)

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 this year are lower than national norms, especially
 - Become a more independent and self-directed learner.
 - Think about my major in the context of a larger world view.
 - Build a framework to organize my learning within and across areas of study.
 - Increase my knowledge of the earth and its physical and biological resources.

- ✓ Most of views are **lower than 2010** especially
Become a more independent and self-directed learner.
Think about my major in the context of a larger world view.

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 mostly **lower**,
especially on
My experiences here have helped motivate me to make something of my life.
I am proud of my accomplishments at this college.
This college has helped me meet the goals I came here to achieve.

AUB **had higher average** on
This college is equally supportive of women and men.

- ✓ When comparing to 2010 averages, most of items were lower.

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 1-2 nearly same
Taking responsibility for my own behavior
Interacting well with people from cultures other than my own

However, other items changed order with following **changes in ranking**
Preparing to cope with changes (+15)
Improving my ability to stay with projects until they are finished (+13)
Settling long-time or life goals (+6)
Learning how to become a more responsible family member (+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
Seeking and conveying the spirit of truth (-8)
Learning how to manage finances (personal, family, or business) (+4)
Gaining insight into human nature through the study of literature,
History, & arts (+3).

- ✓ When compared to national norms, averages were quite similar or higher than norms
- ✓ When compared to 2010 results, most of items were **same**.

2. College Contribution to Growth

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

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

Taking responsibility for my own behavior (+3)
 Improving my ability to stay with project until they are finished (+3)
 Becoming more willing to consider opposing points of view (+4)
 Dealing fairly with a wide range of people (+5)
 Interacting well with people from cultures other than my own (-6)
 Becoming more willing to change and learn new things (-3)

- ✓ With respect to lowest ten items, ranking was quite similar to previous year with changes occurring in following items:
 Constructively expressing both emotions and ideas (-6)
 Actively participating in volunteer work to support worthwhile causes (-3).
- ✓ When compared to national norms, following item showed **higher averages**
 Taking responsibility for my own behavior
- ✓ When compared to 2010, most of high items dropped but low items improved.

SUMMARY FOR SECTION III : COLLEGE OUTCOMES

SATISFACTION WITH GIVEN ASPECTS OF THIS COLLEGE

- ✓ With respect to satisfaction with some aspects of university, first 3 items maintained position and they are
 Personal security / safety on campus
 Library/learning resources center services
 Opportunities for involvement in campus activities
- ✓ Other items **gained importance** (satisfaction)
 Freedom from harassment on campus (+16, from 20 to 4)
 New Student Orientation Services (+7, from 15 to 8)
- ✓ With respect to lowest items of satisfaction, following were **lowest**
 Concern for me as an individual
 Quality of academic advising
 Transfer of course credits from other colleges to this college.

- ✓ Following **went down** in satisfaction
 - Variety of courses offered **(-9)**
 - Transfer of course credits from other colleges to this college **(-7)**
 - Faculty respect for students **(-6)**
 - Financial Aid Services **(-4)**

- ✓ When compared to national norms, items **lower than national norms** include and they were **lower than 2009**.
 - Concern for me as an individual **(-.9)**
 - Quality of academic advising **(-0.7)**
 - Faculty respect for students **(-0.7)**
 - Informal contact with faculty in non-academic settings **(-0.6)**
 - Transfer of course credits from other colleges to this college **(-0.6)**
 - Class size **(-0.6)**
 - Financial aid services **(-0.4)**

- ✓ Largest **positive differences** with national norms include
 - Personal security / safety on campus **(+0.2)**
 - Campus AIDS education program **(+0.2)**
 - Job placement services **(+0.1)**
 - College Social Services **(+0.1)**
 - Language development services for students whose first language is NOT English **(+0.1)**

SUMMARY FOR SECTION IV : YOUR EXPERIENCES AT THIS COLLEGE

A: COLLEGE CONTRIBUTION TO GROWTH AND PREPARATION

- ✓ Top ranking areas of growth is still intellectual (4.0) followed by personal (3.9), though previously it was social.
- ✓ They are followed by social growth (3.9, previously 4.0), preparation for further study (3.7 vs. 3.8) and then preparation for a career (3.6 vs. 3.7).

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 students ought to 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
I made a class presentation
I worked with other students on project during class
- ✓ In comparison with 2010, most of items remained stable or slightly improved with a noticeable **decrease in**
Teachers usually evaluated student performance periodically.

COS RESULTS BY GENDER, MAJOR AND GPA

A. GENDER

- ✓ In general, females reported higher growth than males on all aspects, except social where they were equal.

B. Major

- ✓ By major, there were differences. In general social sciences, FAFS, and Business gave higher ratings.
- ✓ As to overall growth ratings, differences can be summarized as follows:
Intellectual growth, highest: Business, FHS and sciences
lowest: Computer Science
Social growth, highest : Computer Science
lowest: sciences
Personal growth, highest: Computer Science
lowest: social sciences
Preparation for further study, highest: FAFS, social sciences
lowest: Sciences
Preparation for Career, highest: social sciences
Lowest: sciences

C. GPA

- ✓ In general, students with higher GPA had higher ratings, except on social growth.

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.