

College Outcomes Survey Report 2011-12

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 4 items ranks (same as previous years):
 - Learning to Think and reason (#1)
 - Acquiring knowledge and skills needed for a career
 - Becoming competent in my major
 - Developing problem-solving skills
- ✓ **Gaining in rank** of importance between 2011 and 2012 for following
 - Broadening my intellectual interests (9 ranks, 18 to 9)
 - Listening to and understanding what others say (5 ranks, from 11-6)
- Went down** in importance between 2011-12
 - Learning about career options (5 ranks, from 5 to 10)
- ✓ 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
- ✓ When compared with 2011, generally same scores on most of items except for
 - Learning principles for conserving and improving the global environment **(+2)**
 - Appreciating arts, music literature, and humanities **(-2)**
- ✓ Lowest ten items are nearly the same with minor changes in rank, except for following that significantly changed
 - Improving writing skills **(- 8 ranks, from 15 to 23)**
 - Discovering productive and rewarding uses of my talents and leisure time **(+3ranks)**
 - Learning about role of science and technology in society **(+3ranks)**
- ✓ 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 (> norms)
 - Improving writing skills
- ✓ Lowest items averages are in general same as norms except mentioned above.

2: Progress Made Toward Attaining Outcomes

- ✓ Ranking of **top** outcome in which progress was made remains same and it is:
Learning to think and reason
- ✓ A good number of outcomes had **rank improvement**
 - Thinking objectively about beliefs, attitudes, and values (+6)
 - Drawing conclusions after weighing evidence, facts, and ideas (+5)
 - Broadening my intellectual skills (+5)
 - Speaking more effectively (+4)
 - Locating and screening information (+3)
 - Further developing my study skills (+3)
- ✓ Outcomes in which **rank went down**
 - Developing problem solving skills (-2)
- ✓ When compared to national norms,
 - most of highest items were **slightly lower** , especially
Developing problem-solving skills (-.2)
 - With respect to lowest items, most of them were lower than norms especially
Developing effective job-seeking skills (-.4)
Learning about career options (-.3)
Discovering productive & rewarding uses of my talents & leisure time (-.3)
Learning principles for improving physical and mental health (-.3)
- ✓ When comparing to 2011, most stayed the 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
 - Learning principles for improving physical and mental health
 - Learning about career options (went down in ranking, -2)

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 **slightly lower** than national norms, especially
 - Build a framework to organize my learning within and across areas of study.
- ✓ Most of views are similar to **2011, except**
 - Become a more independent and self-directed learner (+.2).
 - Increase my knowledge of earth and physical and biological resources (+.2)

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.(+2,
from 4-2)

Rankings were similar for 2011 and 2012, except for
This college has helped me meet the goals I came here to achieve (+2)
In choosing a college, I would choose this one (-2).

- ✓ When compared to national norms, views about college were mostly **lower**,
especially on
This college has helped me meet the goals I came here to achieve (-.6)
I am proud of my accomplishments at this college (-.5)
The college welcomes/uses feedback from students to improve college (-.4)
My experiences here have helped motivate me to make something of my life (-.2).
In choosing a college, I would choose this one (-.2)
- ✓ When comparing to 2011 averages, most of items were similar except for
The college welcomes/uses feedback from students to improve college (-.2)

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**
Developing Leadership skills (+16, from 25 to 9)
Clarifying personal values (+13, from 19 to 3)
Increasing my intellectual curiosity (+5, from 10 to 5)
Settling long-time or life goals (+2, from 6 to 4)
- ✓ With respect to lowest 10 items, little change occurred in scores
- ✓ There were some changes in rank positions of some items, most notably
Constructively expressing both emotions and ideas (-5, from 24-29)
Understanding myself, my talents, my interests (-5, from 22 to 27)
- ✓ When compared to national norms, averages were quite similar to norms
- ✓ When compared to 2011 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
Interacting well with people from cultures other than my own (+7, rank # 2)
Becoming academically competent (+4, # 4)
Becoming an effective team member (+3)
Becoming an effective member in a multi-cultural society (+3)
- ✓ With respect to lowest ten items, there were significant change in rankings as follows
Understanding myself, my talents, and my interests (-10)
Developing more principles to guide my actions and decisions (-8)
Developing a sense of purpose, value, and meaning for my life (-6)
Actively participating in volunteer work to support worthwhile causes (+6).
- ✓ When compared to national norms, following items showed lower averages
Becoming academically competent (-.3)
Developing my religious values (-.2)
- ✓ When compared to 2011, most of high items remained same but some low items dropped.

SUMMARY FOR SECTION III : COLLEGE OUTCOMES

SATISFACTION WITH GIVEN ASPECTS OF THIS COLLEGE

- ✓ With respect to satisfaction with some aspects of university, first 2 items maintained position and they are
Personal security / safety on campus
Library/learning resources center services
- ✓ Other items gained satisfaction
Class size (+7, from 13-6)
Rules governing student conduct (+7, from 14-7)
Informal contact with faculty in non-academic settings (+4, 36-32)
- ✓ With respect to lowest items of satisfaction, following were lowest
Concern for me as an individual
Quality of academic advising
Financial aid services
- ✓ Following went down in satisfaction
Campus Aids education program (-12)

- ✓ When compared to national norms, items **lower than national norms** include and some were **lower than 2011**.
 - Concern for me as an individual (-1.0)
 - Quality of academic advising (-0.8)
 - 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)
 - Financial aid services (-0.5)
 - Flexible degree requirements (-0.5)
 - This college in general (-0.2)
- ✓ Largest **positive differences** with national norms include, these went down from last year.
 - Personal security / safety on campus (+0.1)
 - College Social Services (+0.1)
 - Job placement services (+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 social (3.9), then personal (3.8 vs. 3.9).
- ✓ They are followed by preparation for further study (3.7 vs. 3.7) and then preparation for a career (3.5 vs. 3.6).

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
- ✓ In comparison with 2011, most of items went down (n=18) while 6 remained same. Most noticeable **decrease was in**
 - Teachers clearly explained their grading policy to students at the beginning of Courses (-0.3)
 - I made a class presentation (-0.3).
 - I worked with other students on project during class (-0.3).

COS RESULTS BY GENDER, MAJOR AND GPA

A. GENDER

✓ In general, females reported higher growth than males on all aspects, except preparation for a career where they were lower.

B. Major

✓ By major, there were differences.

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

Intellectual growth, highest: FAFS, math and sciences

Lowest: Business

Social growth, highest : FAFS, Math

lowest: sciences, engineering, social sciences

Personal growth, highest: Math and FAFS

lowest: social sciences, Business

Preparation for further study, highest: Math

lowest: social studies, FAFS

Preparation for Career, highest: Math

Lowest: FAFS, social 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=499), spring 2012. In general, results showed stability of perception when compared to previous administration. Comparisons with national norms were also provided. Areas for improvement were highlighted.