

College Outcomes Survey Report 2014-15

Introduction

The College Outcomes Survey (COS) was conducted in April 2015 to 787 undergraduate students by OIRA staff members in the classrooms. A representative sample of 38 course sections totaling 1161 students was selected. ACT has stopped its surveys but they granted AUB the right to keep using items of the survey. So OIRA staff members developed a revised form that includes items most relevant to AUB needs, and are needed for strategic planning and other assessments, the final version of the form included 113 items.

The sample was composed of 45% and 53% (2% did not specify) males and females, respectively. Breakdown of the sample by class is reported in Table 1:

Table 1. Sample Distribution by Class

Class Level	Number of Students	Percentage
Freshman	28	4
Sophomore	179	23
Graduate	2	0
Special	3	0
Junior	233	30
Senior	274	35
Year 4	45	6
Prospective Graduate	5	1
Missing	18	2
Total	787	100.0

Results

This year's results were, in general, higher than last year and quite similar to previous years. Results are reported by section.

Progress made in Attaining Outcomes

Table 2 reports highest and lowest five items in terms of importance and progress made in attaining outcomes at the University. As evident from the Table, this year's performance showed improvement on most of the items, as last year showed a decline, especially on '*developing problem-solving skills*'. Highest items on which progress was made in last four years were nearly the same: '*learning to think and reason*', '*developing openness to new ideas and practices*' and '*developing problem-solving skills*'. '*Thinking objectively about beliefs, attitudes, and values*' has gained importance in last two years, while '*speaking more effectively*' this year only. With respect to lowest items, it has always been '*developing effective job-seeking skills*' and it is also

lower than norms but have improved from last year. ‘Understanding *and applying math concepts and statistical reasoning*’ has also shown improvement from previous years.

View of the College

Table 3 reports extent of agreement with statements about the college. The top items are the same as in previous years and they reveal quite stable evaluations, with some items showing slight improvement. Highest items are ‘*AUB is equally supportive of women and men*’ and ‘*I would recommend this college to others*’.

Table 2. Progress made in Attaining Outcomes

HIGHEST 5 ITEMS	Mean 14-15	Mean 13-14	Mean 12-13	Mean 11-12	Mean 10-11	Norms 10-11
6. Learning to think and reason	3.8	3.8	3.7	3.9	3.9	4.0
8. Thinking objectively about beliefs, attitudes, and values	3.8	3.7	3.6			3.8
13. Developing openness to new ideas and practices	3.8	3.7	3.7	3.8	3.7	3.8
5. Developing problem-solving skills	3.8	3.6	3.6	3.7	3.7	3.9
11. Speaking more effectively	3.7	3.6	3.6	4.2	4.2	
LOWEST 5 ITEMS	Mean 14-15	Mean 13-14	Mean 12-13	Mean 11-12	Mean 10-11	Norms 10-11
14. Acquiring knowledge and skills needed for a career	3.5	3.4	3.5			
20. Learning about the role of science and technology in society	3.5	3.4	3.3			3.4
21. Understanding and applying math concepts and statistical reasoning	3.5	3.3	3.2			3.4
15. Appreciating the fine arts, music, literature, and the humanities	3.2	3.1	3.2		3.3	3.4
17. Developing effective job-seeking skills (e.g., interviewing, resume construction)	3.2	3.0	3.0	3.1	3.2	3.4

Personal Growth

Table 4 reports highest and lowest items on which personal growth occurred in the past year. In general, there is consistency in areas of growth with top 3 items remaining the same: ‘*taking responsibility for own behavior*’, ‘*interacting well with people from other cultures*’, ‘*becoming more willing to change and learn new things*’. More items showed improvement from last year, highest on ‘*Becoming an effective team or group member*’ followed by ‘*Improving my ability to stay with projects until they are finished*’ and ‘*Clarifying my personal values*’. The lowest items remained the same or slightly improved in level of growth.

Table 3. Views of the College

	Av. 14-15	Av. 13-14	Av. 12-13	Av. 11-12	Av. 10-11	Norms 10-11
82. This college is equally supportive of women and men.	3.9	3.9	3.9	4.1	4.2	4.0
81. I would recommend this college to others.	3.7	3.7	3.7	3.9	3.9	4.1
79. If choosing a college I would choose this one.	3.6	3.6	3.6	3.6	3.7	3.8
80. My experiences here have equipped me to deal with possible career changes.	3.6	3.6	3.5	3.6	3.6	3.8
83. I am proud of my accomplishments at this college.	3.6	3.5	3.6	3.8	3.8	4.3
78. This college has helped me meet the goals I came here to achieve.	3.5	3.4	3.4	3.6	3.6	4.1
84. This college welcomes and uses feedback from students to improve the college.	3.2	3.1	3.2	3.3	3.5	3.8

College Experience

Table 5 reports satisfaction with given aspects of the university, and highest items have been the same in last few years though with most of them showing higher satisfaction. *Security on campus, college in general, and rules governing student conduct* showed highest improvement. With respect to lowest items of satisfaction, ‘*quality of academic advising*’ and ‘*concern for student as individual*’ have been persistently lowest items. In addition, satisfaction *with transfer of course credits from other colleges and residence hall services and programs* have significantly gone down. All the items are significantly lower than the norm on all items.

College Contribution to Growth and Preparation

Table 6 reports overall growth and contribution of college to that growth. Social, personal and intellectual growths are higher than the previous two years, though still lower than the norms, especially on intellectual growth. ‘*Preparation for further study*’ and ‘*Preparation for career*’ remained same as last year though still much lower than other areas of growth. Figure 1 highlights the trend in growth since 2010. All areas of growth are lower than the norms though previously were equal or higher than norms (social growth, for example).

Table 4. Personal Growth

HIGHEST ITEMS	Av. 14-15	Av. 13-14	Av. 12-13	Av. 11-12	Av. 10-11	Norms 10-11
24. Interacting well with people from cultures other than my own	3.9	3.9	3.8	4.1	4.1	3.9
31. Taking responsibility for my own behavior	3.9	3.8	3.9	4.1	4.1	4.1
41. Becoming more willing to change and learn new things	3.8	3.8	3.8	4.0	4.0	4.0
23. Becoming more willing to consider opposing points of view	3.8	3.7	3.7			3.9
32. Clarifying my personal values	3.8	3.6	3.7	4.0		4.0
42. Improving my ability to stay with projects until they are finished	3.8	3.6	3.7	4.0	4.0	4.0
22. Becoming an effective team or group member	3.8	3.5	3.5			3.9
27. Learning to be adaptable, tolerant, and willing to negotiate	3.7	3.7	3.7			3.8
36. Becoming academically competent	3.7	3.6	3.7			4.1
25. Preparing to cope with changes as they occur (e.g., in career, relationships, lifestyle)	3.7	3.6	3.6			4.0
LOWEST 5 ITEMS	Av. 14-15	Av. 13-14	Av. 12-13	Av. 11-12	Av. 10-11	Norms 10-11
38. Constructively expressing both emotions and ideas	3.5	3.4	3.4	3.7		3.9
39. Understanding myself, my talents, and my interests	3.5	3.4	3.5	3.8		4.0
33. Learning how to manage finances (personal, family, or business)	3.5	3.4	3.3	3.7	3.7	3.8
28. Becoming more aware of local and national political and social issues	3.4	3.2	3.4	3.6	3.7	3.6
29. Recognizing my rights, responsibilities, and privileges as a citizen	3.2	3.2	3.2	3.7	3.7	3.7

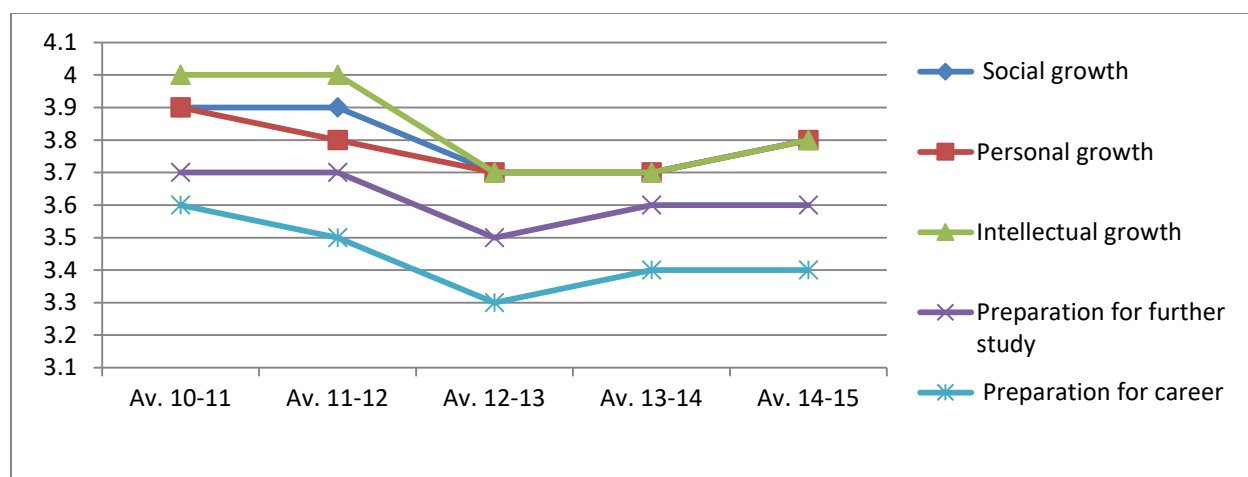
Table 5. College Experience

HIGHEST ITEMS	Av. 14-15	Av. 13-14	Av. 12-13	Av. 11-12	Av. 10-11	Norms 10-11
60. Personal security/safety on campus	3.9	3.6	3.9	3.9	4.0	3.8
77. This college in general	3.8	3.6	3.7	3.8	3.8	4.1
59. Freedom from harassment on campus	3.7	3.7	3.8		3.8	3.8
65. Opportunities for involvement in campus activities	3.7	3.6	3.6	3.7	3.8	3.8
61. Rules governing student conduct	3.7	3.5	3.7	3.7	3.6	
64. College social activities	3.6	3.6	3.7	3.7	3.8	3.7
74. Library /learning resources center services	3.6	3.6	3.6	3.8	3.9	4.0
73. Student access to computer facilities and services	3.6	3.5				
LOWEST ITEMS		Av. 13-14	Av. 12-13	Av. 11-12	Av. 10-11	Norms 10-11
56. Residence hall services and programs	3.2	3.4				
75. Transfer of course credits from other colleges to this college	3.2	3.6				
45. Faculty respect for students	3.2	3.1	3.3	3.4	3.4	4.1
54. Flexible degree requirements	3.1	3.2	3.0	3.2	3.3	3.8
72. Financial aid services	3.1	3.2				
49. Informal contact with faculty in non-academic settings	3.1	3.2	3.1	3.3	3.2	3.9
51. Quality of academic advising	3.0	3.1	2.9	3.1	3.2	3.9
48. Concern for me as an individual	3.0	3.0	2.9	3.0	3.1	3.9

Table 6. College Contribution to Growth and Preparation

	Av. 14-15	Av. 13-14	Av. 12-13	Av. 11-12	Av. 10-11	Norms 10-11
87. Social growth (understanding others and their views, adapting successfully to a variety of social situations)	3.8	3.7	3.7	3.9	3.9	3.8
86. Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	3.8	3.7	3.7	3.8	3.9	3.9
85. Intellectual growth (acquiring knowledge, skills, ideas, concepts, analytical thinking)	3.8	3.7	3.7	4.0	4.0	4.1
88. Preparation for further study	3.6	3.6	3.5	3.7	3.7	4.0
89. Preparation for career	3.4	3.4	3.3	3.5	3.6	3.9

Figure 1. Trend in Growth over 2010-15.



Results by Class Level

Tables 7-12 report results by class level. With respect to progress made, seniors had highest averages on nearly all learning outcomes, with freshmen showing similar progress on learning to think and reason. It is interesting to see progress made by students over their years of study. On nearly every item in Table, there was progress made from sophomore to junior to senior. In general, freshmen/sophomore had lowest scores on most of the items.

With respect to personal growth (Table 8), same trend prevailed seniors making largest progress in this domain and freshmen/sophomore lowest. Such results are expected as this kind of development requires longer time and cumulative experience and we can see that juniors and seniors had significantly higher scores on these outcomes.

The scores within brackets are last year's and we can see changes either positive (😊) or negative (😞). Significant improvement has been made by freshmen/sophomores on 'Interacting well with people from cultures other than my own', and by all levels on 'Improving my ability to stay with projects until they are finished'. Both freshmen and seniors scores significantly went down on 'Becoming academically competent'.

As for satisfaction with University (Table 9), freshmen/sophomore have highest averages on most of items except 'I am proud of my accomplishments at this college' and 'this college helped me meet the goals I came here to achieve' where seniors and juniors had higher scores. Sophomores had lowest scores on 'this college welcomes and uses feedback from students to improve the college'. Comparison with last years' scores reveals that freshmen satisfaction significantly went down on most of the items, seniors on 'I would recommend this college to others' and 'If choosing a college I would choose this one'. There was improvement in sophomore satisfaction on 'I would recommend this college to others' and 'this college is equally supportive of women and men'.

Table 7. Progress Made by Class Level

Highest 5 items in Progress (Total)	Freshman	Sophomore	Junior	Senior	All
6. Learning to think and reason	3.9	3.7	3.8	3.9	3.8
8. Thinking objectively about beliefs, attitudes, and values	3.6	3.6	3.7	3.8	3.8
13. Developing openness to new ideas and practices	3.5	3.7	3.8	4.0	3.8
5. Developing problem-solving skills	3.1	3.7	3.7	3.9	3.8
11. speaking more effectively	3.5	3.6	3.7	3.8	3.7
Lowest 5 Items in Progress	Freshman	Sophomore	Junior	Senior	All
14. Acquiring knowledge and skills needed for a career	3.1	3.3	3.6	3.6	3.5
20. Learning about the role of science and technology in society	3.5	3.3	3.5	3.5	3.5
21. Understanding and applying math concepts and statistical reasoning	2.9	3.4	3.5	3.5	3.5
15. Appreciating the fine arts, music, literature, and the humanities	3.6	2.8	3.2	3.4	3.2
17. Developing effective job-seeking skills (e.g., interviewing, resume construction)	1.9	2.8	3.3	3.4	3.2

With respect to overall growth (Table 10), seniors had highest growth on ‘preparation for a career’, intellectual growth, and social growth (together with juniors), while freshmen had highest scores on personal growth and preparation for further study. Compared to last year, seniors had improved on nearly all areas of growth, while freshmen scores have gone down on social growth and on preparation for further study and for a career.

Table 11 reports satisfaction with certain aspects of the university. Freshmen seem to be most satisfied and higher level students, especially juniors, less so. Of interest is low average of quality of academic advising for freshmen and sophomore, and sophomore dissatisfaction with financial aid and ‘concern for me as an individual’. Juniors seem to be most dissatisfied especially with ‘faculty respect for students’. In comparison with last year’s scores on top items, most have either stayed the same or improved by class, except for freshmen students whose satisfaction went down on more items. Sophomore and junior satisfaction went down on lowest items especially junior satisfaction with residence halls which significantly went down.

Table 8. Personal Growth by Class

Highest 10 items in Personal Growth	Freshman	Sophomore	Junior	Senior	Total
24. Interacting well with people from cultures other than my own	4.0 (3.8) 😊	4.0 (3.8) 😊	3.9 (4)	3.9	3.9
31. Taking responsibility for my own behavior	3.6 (4.2) 😞	3.8 (3.7)	3.8(3.7)	4.0	3.9
41. Becoming more willing to change and learn new things	4	3.6 (3.8) 😞	3.8 (3.7)	3.9 (3.8)	3.8
23. Becoming more willing to consider opposing points of view	3.9	3.7 (3.6)	3.8 (3.7)	3.8	3.8
32. Clarifying my personal values	3.7	3.7	3.7	3.8	3.8
42. Improving my ability to stay with projects until they are finished	3.6	3.8 (3.5) 😊	3.8 (3.6) 😊	3.9(3.7) 😊	3.8
22. Becoming an effective team or group member	3.1	3.6	3.8	3.8	3.8
27. Learning to be adaptable, tolerant, and willing to negotiate	3.5 (3.6)	3.6	3.7	3.8 (3.9)	3.7
36. Becoming academically competent	3.5 (3.8) 😞	3.6 (3.5)	3.6	3.7 (3.9) 😞	3.7
25. Preparing to cope with changes as they occur (e.g., in career, relationships, lifestyle)	3.3 (4) 😞	3.5	3.7 (3.6)	3.8	3.7
Lowest items in Personal Growth	Freshman	Sophomore	Junior	Senior	Total
38. Constructively expressing both emotions and ideas	3.2 (3.3)	3.3	3.4 (3.5)	3.6	3.5
39. Understanding myself, my talents, and my interests	3.4 (3)	3.3 (3.4)	3.5	3.6 (3.4)	3.5
33. Learning how to manage finances (personal, family, or business)	3.0 (3.4) 😞	3.2 (3.3)	3.6(3.4) 😊	3.5	3.5
28. Becoming more aware of local and national political and social issues	3.4 (4.1) 😞	3.2 (3.1)	3.3 (3.2)	3.6(3.4) 😊	3.4
29. Recognizing my rights, responsibilities, and privileges as a citizen	3.6	3.1 (3.2)	3.2 (3.1)	3.4(3.2) 😊	3.2

Table 9. Satisfaction with University by Class

Agreement with Statement about College	Freshman	Sophomore	Junior	Senior	Total
82. This college is equally supportive of women and men.	3.9 (4.5) ☹️	4.2 (3.8) 😊	3.9	3.8	3.9
81. I would recommend this college to others.	4.1 (4.4) ☹️	3.8 (3.6) 😊	3.6	3.7 (3.9) ☹️	3.7
79. If choosing a college I would choose this one.	4.0 (3.8)	3.7 (3.6)	3.6	3.6 (3.8) ☹️	3.6
80. My experiences here have equipped me to deal with possible career changes.	3.5 (3.8) ☹️	3.5	3.6 (3.5)	3.5 (3.6)	3.6
83. I am proud of my accomplishments at this college.	3.5 (3.7) ☹️	3.4	3.5	3.6 (3.5)	3.6
78. This college has helped me meet the goals I came here to achieve.	3.3 (3.7) ☹️	3.4	3.5 (3.4)	3.5 (3.4)	3.5
84. This college welcomes and uses feedback from students to improve the college.	3.6	3.1 (3.0)	3.2	3.2 (3.1)	3.2

Table 10. College Contribution to Growth and Preparation by Class

	Freshman	Sophomore	Junior	Senior	Total
87. Social growth (understanding others and their views, adapting successfully to variety of social situations)	3.7 (3.9) ☹️	3.8 (3.9)	3.9 (3.8)	3.9 (3.5) 😊	3.8
86. Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	4.0 (3.8)	3.7 (3.8)	3.7	3.9 (3.6) 😊	3.8
85. Intellectual growth (acquiring knowledge, skills, ideas, concepts, analytical thinking)	3.8 (3.7)	3.8 (3.6) 😊	3.7	3.9(3.6) 😊	3.8
88. Preparation for further study	3.7 (3.9) ☹️	3.6	3.6 (3.5)	3.6	3.6
89. Preparation for career	3.2 (3.7) ☹️	3.5	3.4 (3.3)	3.5(3.2) 😊	3.4

As for the additional items and supportive classroom practices (Table 12), seniors had highest averages on items like ‘heard and worked with faculty on research’, grading policy, receiving feedback, engaging in community-based projects, etc. Freshmen had highest averages on course design matters, on developing as a self-learner, and on working with Writing Center. Freshmen had lowest on ‘working on a community based project’, received prompt feedback, and ‘teachers discussed performance with students’. They showed lower satisfaction on all grading and evaluation items. Comparing responses on additional items with previous year reveals quite

stable results with significant improvement shown on ‘working with other students on project during class’ and ‘AUB experiences helped me develop as a self-learner’, and significant drop on ‘ contributed to class discussion’.

Table 11. Satisfaction with Aspects by Class

Highest 10 Items	Freshman	Sophomore	Junior	Senior	Total
60. Personal security/safety on campus	4.5 (4.1) 😊	3.9 (3.7) 😊	3.8(3.6) 😊	3.8(3.4) 😊	3.9
77. This college in general	4.2 (4.4) 😞	3.8 (3.6) 😊	3.9(3.5) 😊	3.7(3.6) 😊	3.8
59. Freedom from harassment on campus	4.3 (4.5) 😞	3.8 (3.7)	3.6	3.7(3.5) 😊	3.7
65. Opportunities for involvement in campus activities	3.9 (4.1) 😞	3.8 (3.6) 😊	3.5 (3.6)	3.8(3.5) 😊	3.7
61. Rules governing student conduct	3.9	3.8	3.5	3.6	3.7
64. College social activities	4.0 (3.9)	3.8 (3.5) 😊	3.5	3.6	3.6
74. Library /learning resources center services	4.2 (3.8) 😊	3.7 (3.5) 😊	3.6	3.6 (3.5)	3.6
73. Student access to computer facilities and services	4.0 (3.8) 😊	3.8 (3.4) 😊	3.5(3.7) 😞	3.5(3.3) 😊	3.6
Lowest 10 Items	Freshman	Sophomore	Junior	Senior	Total
56. Residence hall services and programs	3.6 (3.4) 😊	3.1 (3.3) 😞	3.1(3.5) 😞	3.3(3.5) 😞	3.2
75. Transfer of course credits from other colleges to this college	3.3	3.2	3.1	3.3	3.2
45. Faculty respect for students	3.9 (3.8)	3.3 (3.1) 😊	2.9 (3.0)	3.2 (3.1)	3.2
54. Flexible degree requirements	3.2 (3.2)	3.1 (3.3) 😞	3.0(3.2) 😞	3.1	3.1
72. Financial aid services	3.7 (3.1) 😊	2.6 (2.9) 😞	3.1(3.3) 😞	3.3 (3.2)	3.1
49. Informal contact with faculty in non-academic settings	3.6 (3.8) 😞	2.9 (3.3) 😞	3.0(3.2) 😞	3.1	3.1
51. Quality of academic advising	2.9	2.9 (3.3) 😞	3.0	3.1 (3.0)	3.0
48. Concern for me as an individual	3.2	2.8 (3.0) 😞	3.0(2.8) 😊	3.1 (3.0)	3.0

Table 12. Additional Items by Class

Additional Items	Fresh	Soph	Jr.	Sr.	Av.	2014	Diff
91. Course syllabi are usually distributed early on in the semester.	4.3	4.3	4.1	4.0	4.1	4.0	+1
92. The syllabi usually included course outcomes i.e. the skills that the students ought to acquire by the end of course.	4.2	4.1	3.9	3.9	4.0	3.9	+1
102. I made a class presentation	4.1	4.1	4.0	3.9	4.0	3.9	+1
103. I worked with other students on project during class	3.4	4.1	3.9	4.0	4.0	3.8	+2
113. AUB experiences helped me develop as a self-learner.	4.0	3.9	3.7	3.9	3.9	3.7	+2
93. The material covered in class was relevant to stated course objectives	4.2	3.9	3.8	3.9	3.9	3.8	+1
104. I worked with classmates outside class to prepare class assignments	3.4	4.0	3.8	3.8	3.9	3.8	+1
90. The objectives of the courses that I have taken were clearly stated.	4.0	3.8	3.6	3.7	3.7	3.7	-
107. I worked harder than I thought to meet the instructor's standards and expectations	4.0	3.8	3.6	3.7	3.7	3.6	+1
101. I asked questions in class or contributed to class discussions	3.7	3.6	3.6	3.7	3.6	3.8	-2
97. Teachers clearly explained their grading policy to students at the beginning of courses.	3.2	3.6	3.6	3.7	3.6	3.6	-
106. I was motivated to do as well as I could in my classes.	3.3	3.6	3.4	3.7	3.6	3.6	-
95. I often engaged in problem- solving in class.	3.7	3.6	3.4	3.6	3.5	3.5	-
108. Campus environment emphasized time studying and academic work.	3.6	3.6	3.4	3.4	3.5	3.5	-
94. There was adequate time to cover all of the course topics.	3.7	3.3	3.5	3.5	3.5	3.5	-
98. Teachers usually evaluated student performance periodically.	3.1	3.4	3.5	3.5	3.4	3.4	-
112. I am satisfied with the services offered by the Writing Center.	3.7	3.2	3.4	3.3	3.3	3.2	+1
109. I have heard faculty refer to their research.	3.2	3.1	3.3	3.4	3.3	3.3	-
96. Teachers usually invited students to relate outside events/activities to subjects covered in the courses.	3.4	3.1	3.2	3.4	3.3	3.3	-
99. Teachers usually discussed performance and progress with students.	2.6	3.1	3.3	3.3	3.2	3.3	-1
105. I participated in a community-based project as part of a regular course	2.9	2.9	3.2	3.2	3.1	3.2	-1
110. I have talked with faculty members about my career plans.	3.1	2.7	3.2	3.3	3.1	3.1	-
100. I received prompt feedback from faculty on my academic performance (written or oral)	2.7	2.7	2.9	3.3	3.0	3.1	-1
111. I have worked with a faculty member on research projects.	2.4	2.1	3.0	2.9	2.7	2.8	-1

Conclusion.

Administering the College Outcomes Survey (COS) is very useful as it provides at the end of the year student perceptions about the University and areas they believe they have grown and developed in.

This year's results were, in general, better than last year's results on nearly all domains as last year showed a downward trend. In Progress in learning outcomes, *developing effective job seeking skills* has still lowest progress made, while *learning math and science concepts*, though low, showed improvement. Views of the college are the same, similarly for personal growth, except for significant improvement on '*becoming effective team member*', '*improving ability to stay with projects*' and '*clarifying my personal values*'. In evaluating college experience, most of the top items showed higher satisfaction. As for the lowest items, most have gone down especially those related to *residence halls and transfer of credits*. *Academic advising, concern for me as individual and flexible degree requirements* are also among lost areas of satisfaction. With respect to college contribution to growth, items remain same with a slight improvement in intellectual, social and personal growth.

With respect to class differences, newcomers had higher satisfaction with university than seniors, while students in upper grades showed higher progress on most of the outcomes, so need to work on maintaining satisfaction of students as they progress through college.

Comparing responses on additional items with previous year reveals quite stable results with significant improvement shown on '*working with other students on project during class*' and '*AUB experiences helped me develop as a self-learner*', and significant drop on '*contributed to class discussion*'. Freshmen students showed lowest averages on all *grading and evaluation* items and highest on *working with Writing Center, developing as a self-learner* and *course design matters*.