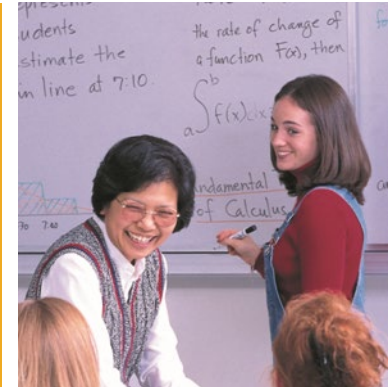
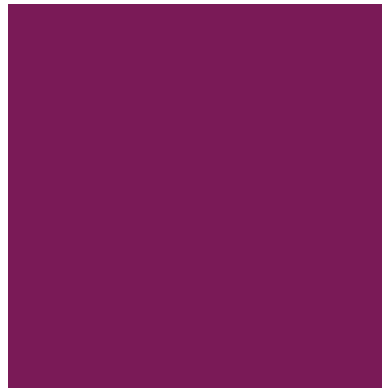




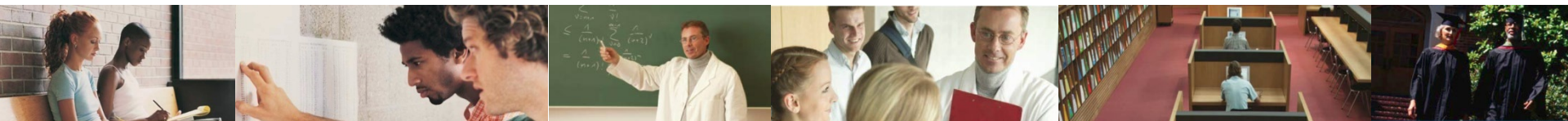
AUB NSSE Report 2016

*K. El Hassan, PhD.
OIRA, AUB.*

Presentation Overview

- 1. NSSE and the Concept of Student Engagement**
- 2. NSSE Results for AUB**
 - a. Respondent Profile
 - b. Engagement in meaningful academic experiences
 - c. Engagement in High Impact Practices
 - d. Student Reactions to College
- 3. Academic Advising Module Results**
- 4. First Year Experience and Senior Transitions Module Results**
- 5. Summary Comments**

NSSE and the Concept of Student Engagement



What is Student Engagement?

What students do –

Time and energy devoted to studies and other educationally purposeful activities

What institutions do –

Using resources and effective educational practices to induce students to do the right things

Educationally effective institutions channel student energy toward the right activities

Seven Principles of Good Practice in Undergraduate Education

Student-faculty contact

Active learning

Prompt feedback

Time on task

High expectations

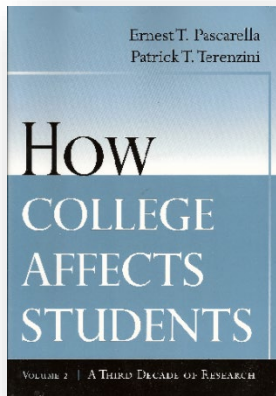
Experiences with diversity

Cooperation among students



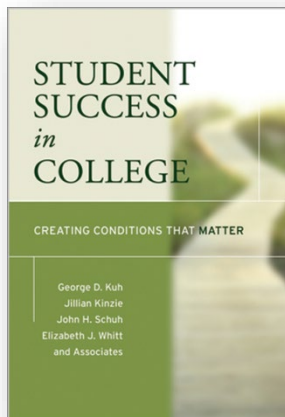
Chickering, A. W. & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education*. AAHE: Bulletin, 39 (7), 3-7.

Other Supporting Literature



After reviewing approximately 2,500 studies on college students from the 1990s, in addition to the more than 2,600 studies from 1970 to 1990, Ernest Pascarella and Patrick Terenzini concluded student engagement is a central component of student learning.

Pascarella, E. & Terenzini, P (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass Publishers.



Presents institutional policies, programs, and practices that promote student success. Provides practical guidance on implementation of effective institutional practice in a variety of contexts.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E.J., & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

NSSE Background

- **Launched with grant from The Pew Charitable Trusts in 1999, supported by institutional participation fees since 2002.**
- **More than 1,600 baccalaureate-granting colleges and universities in the US and Canada have participated to date.**
- **Institution types, sizes, and locations represented in NSSE are largely representative of U.S. baccalaureate institutions.**

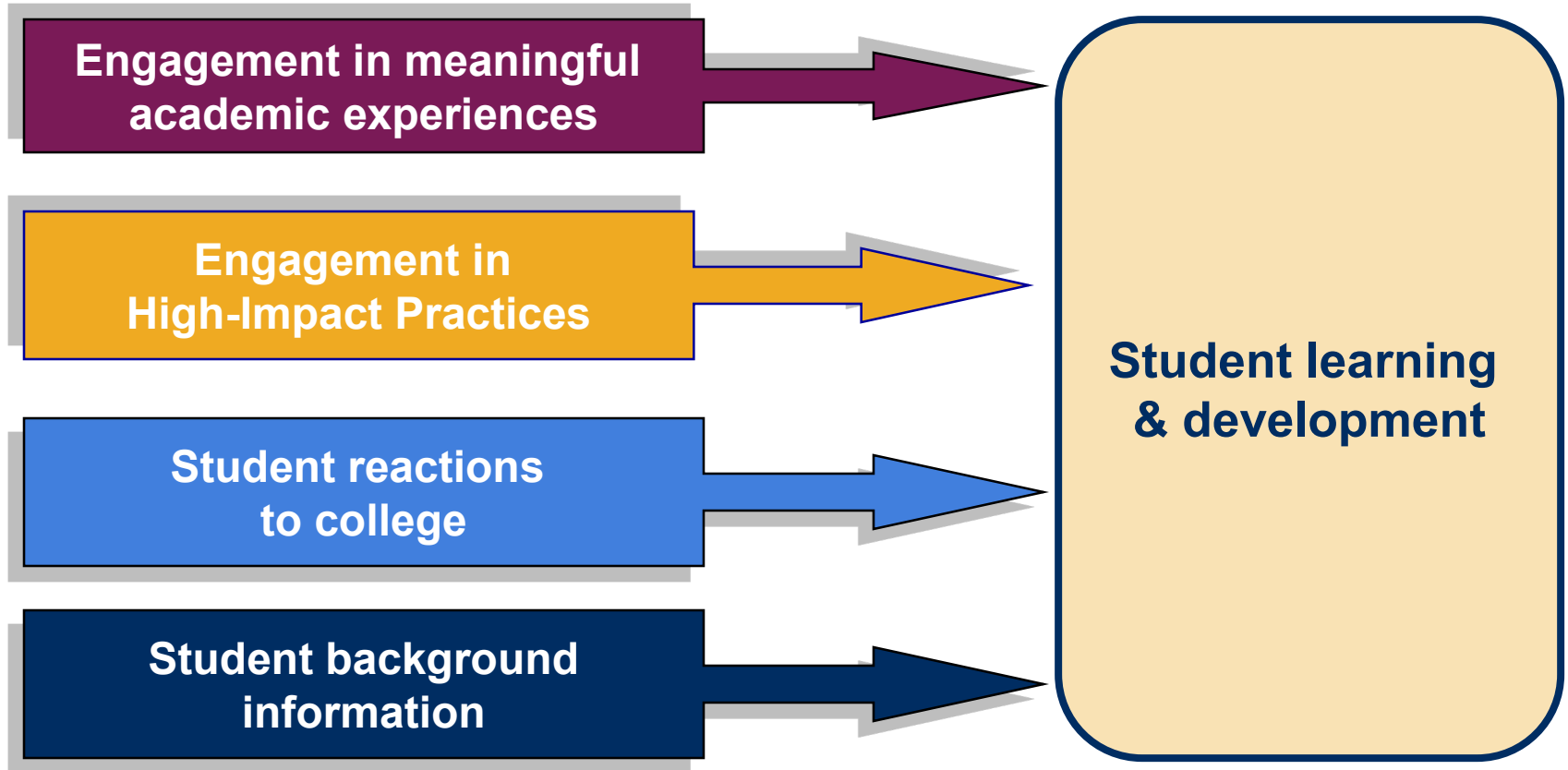
Year	Institutions
2001 thru 2010	1441
2011	754
2012	580
2013	617
2014	713
2015	585
2016	557

Goals of NSSE Project

- Focus conversations on undergraduate quality
- Enhance institutional practice and improvement initiatives
- Foster comparative and consortium activity
- Provide systematic national data on “effective educational practices”



NSSE Survey Content



NSSE Engagement Indicators

Meaningful Academic Engagement Themes

Academic Challenge

Learning with Peers

Experiences with Faculty

Campus Environment

Engagement Indicators

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Collaborative Learning

Discussions with Diverse Others

Student-Faculty Interaction

Effective Teaching Practices

Quality of Interactions

Supportive Environment

Survey Administration

- Census-administered first-year students & seniors
- Spring administration
- Multiple follow-ups to increase response rates
- Topical Modules provide option to delve deeper into the student experience

NSSE national survey of student engagement
THE COLLEGE STUDENT REPORT

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	☐	☐	☐	☐
Prepared two or more drafts of a paper or assignment before turning it in	☐	☐	☐	☐
Come to class without completing readings or assignments	☐	☐	☐	☐
Attended an art exhibit, play or other arts performance (dance, music, etc.)	☐	☐	☐	☐
Asked another student to help you understand course material	☐	☐	☐	☐
Explained course material to one or more students	☐	☐	☐	☐
Prepared for exams by discussing or working through course material with other students	☐	☐	☐	☐
Worked with other students on course projects or assignments	☐	☐	☐	☐
Gave a course presentation	☐	☐	☐	☐

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Combined ideas from different courses when completing assignments	☐	☐	☐	☐
Connected your learning to societal problems or issues	☐	☐	☐	☐
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	☐	☐	☐	☐
Examined the strengths and weaknesses of your own views on a topic or issue	☐	☐	☐	☐
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	☐	☐	☐	☐
Learned something that changed the way you understand an issue or concept	☐	☐	☐	☐
Connected ideas from your courses to your prior experiences and knowledge	☐	☐	☐	☐

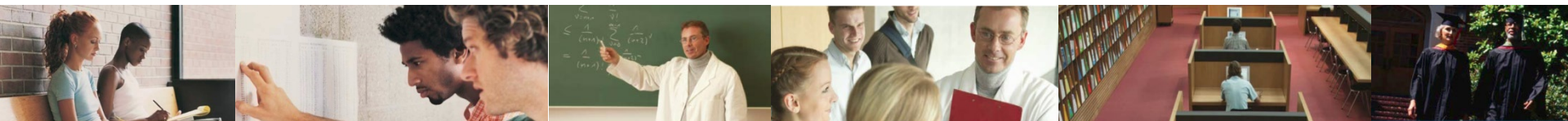
A Commitment to Data Quality

NSSE's Psychometric Portfolio presents evidence of validity, reliability, and other indicators of data quality. It serves higher education leaders, researchers, and professionals who use NSSE.

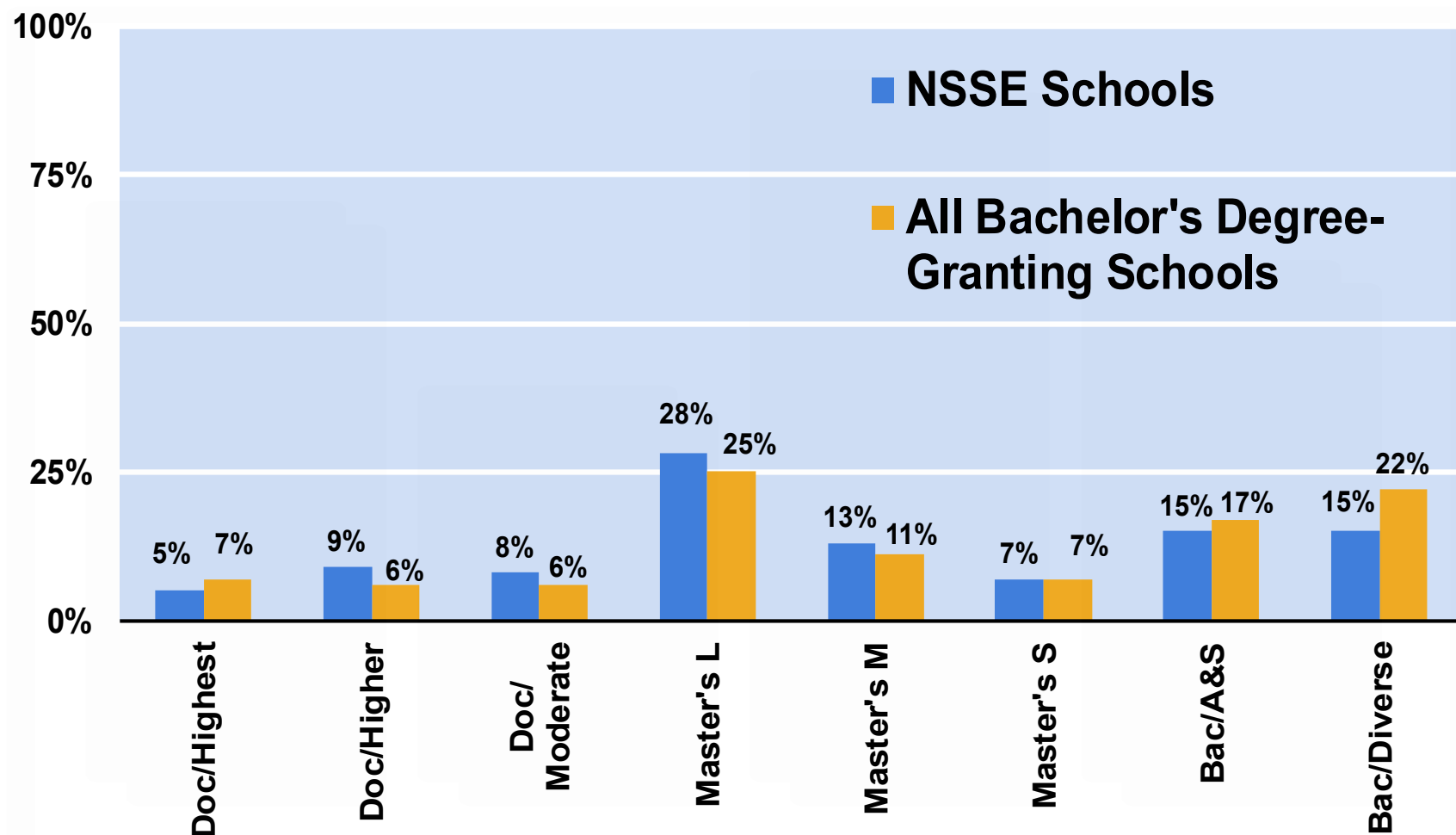
See the Psychometric Portfolio
nsse.indiana.edu/html/psychometric_portfolio.cfm



Selected NSSE Results for **AUB**



NSSE 2016 Institutions by Carnegie Classification



NSSE 2016 Survey

Population and Respondents

- More than 1.3 million students were invited to participate in NSSE 2016, with **311,086** responding from **512** institutions.
- **AUB Comparison Peer Group:**
Boston College , Howard University,
Lehigh University, Pace University ,
Villanova University
- **1,868 AUB** students were invited to participate, with **352** responding, **19%** RR.



NSSE 2016 U.S. Institution Response Rates

**AUB's response rate = 19%, 20% for First
Year students and 17% for Seniors**

All NSSE 2016 institutions = 29%

**NSSE 2016
U.S. Average
Institutional
Response Rates
by Enrollment:**

Undergraduate Enrollment	Number of Institutions	Avg. Institutional Response Rate
2,500 or fewer	242	36%
2,501 to 4,999	96	27%
5,000 to 9,999	85	23%
10,000 or more	89	21%
All institutions	512	29%

Respondent Profile

	First Year %	Senior %
Major		
▪ Arts & Humanities	2	7
▪ Biological Sci., Agriculture, & Natural Resources	7	21
▪ Physical Sci., Mathematics, & Computer Science	6	11
▪ Social Sciences	9	30
▪ Business	10	15
▪ Communications, Media, & Public Relations	2	2
▪ Education	1	7
▪ Engineering	41	1
▪ Health Professions	18	1
▪ Social Service Professions	0	4
▪ All Other	2	0
▪ Undecided, Undeclared	2	0
Gender		
▪ Male	47	34
▪ Female	51	66

NSSE 2016 Results for AUB

Overall results compared to norm group for each Engagement Indicator.

Key:

▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

— No significant difference.

▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	AUB students compared with	
		NSSE 2015 & 2016 First-year	NSSE 2015 & 2016 Senior
Academic Challenge	Higher-Order Learning	▼	—
	Reflective & Integrative Learning	▼	—
	Learning Strategies	▼	—
	Quantitative Reasoning	—	—
Learning with Peers	Collaborative Learning	▼	—
	Discussions with Diverse Others	—	—
Experiences with Faculty	Student-Faculty Interaction	▼	—
	Effective Teaching Practices	▼	—
Campus Environment	Quality of Interactions	▼	▼
	Supportive Environment	▼	—

NSSE 2016 Results for AUB

Highest and lowest performing items compared to norms

First-year

Highest Performing Relative to NSSE 2015 & 2016

Discussions with... People with religious beliefs other than your own^b (DD)

Spent more than 15 hours per week preparing for class

Discussions with... People with political views other than your own^b (DD)

Institution emphasis on studying and academic work^c

Assigned more than 50 pages of writing^g

Lowest Performing Relative to NSSE 2015 & 2016

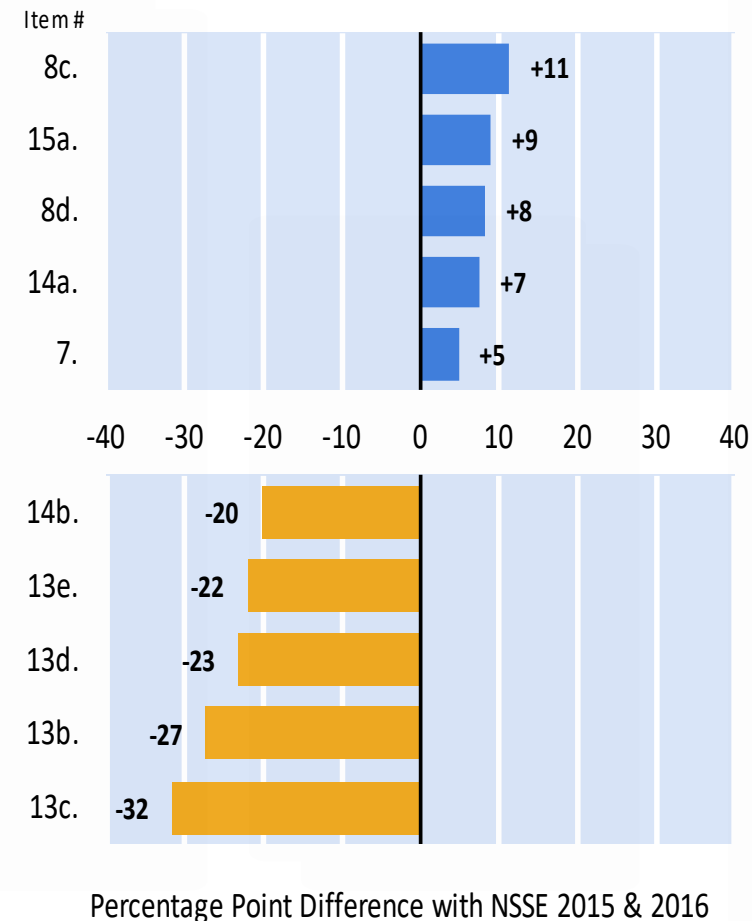
Institution emphasis on providing support to help students succeed academically^c (SE)

Quality of interactions with other administrative staff and offices (...) ^d (QI)

Quality of interactions with student services staff (...) ^d (QI)

Quality of interactions with academic advisors^d (QI)

Quality of interactions with faculty^d (QI)



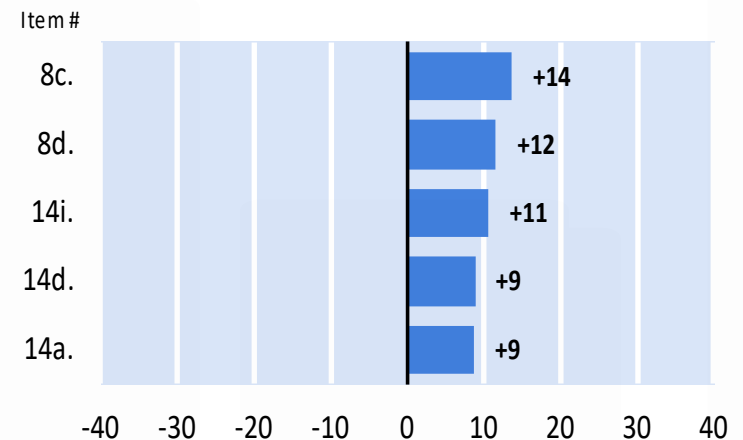
NSSE 2016 Results for AUB

Highest and lowest performing items compared to norms

Senior

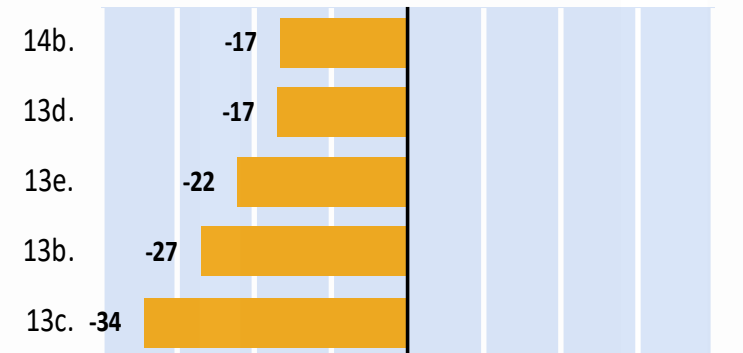
Highest Performing Relative to NSSE 2015 & 2016

- Discussions with... People with religious beliefs other than your own^b (DD)
- Discussions with... People with political views other than your own^b (DD)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
- Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
- Institution emphasis on studying and academic work^c



Lowest Performing Relative to NSSE 2015 & 2016

- Institution emphasis on providing support to help students succeed academically^c (SE)
- Quality of interactions with student services staff (...) ^d (QI)
- Quality of interactions with other administrative staff and offices (...) ^d (QI)
- Quality of interactions with academic advisors^d (QI)
- Quality of interactions with faculty^d (QI)



Percentage Point Difference with NSSE 2015 & 2016

NSSE 2016 Results for AUB

First Conclusion

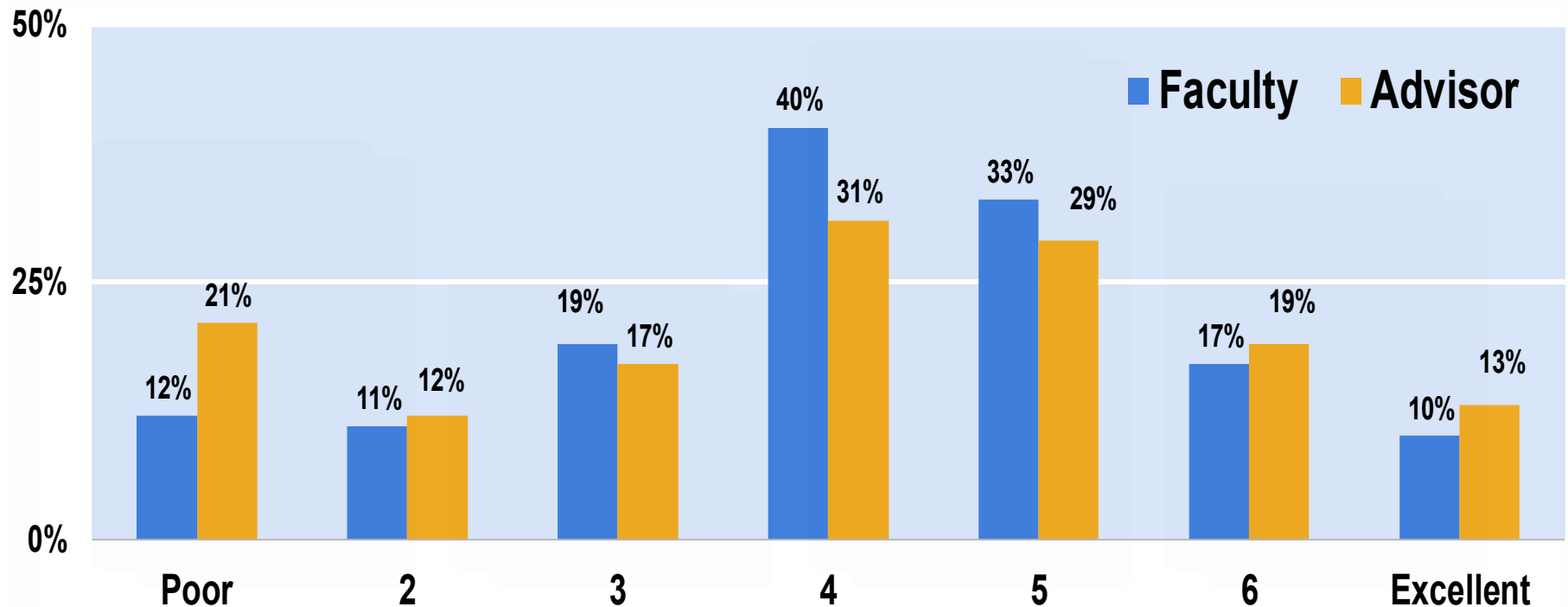
- **First Year** Students are lower than norms on all aspects of Engagement except on *quantitative reasoning* and *discussion with diverse others*.
- **Senior** students are similar to norms on all, except on *faculty interactions* where they are significantly lower.
- AUB's positive differences with norms are in **enhancing diversity** and **emphasis on academic work**, for both first year and senior students.
- AUB's large negative differences are in **quality of interactions** with faculty, advisors and support services.

NSSE 2016 Results for **AUB**:

(First-year students)

Engagement Indicator: Quality of Interactions

- Indicate the quality of your interactions with the following people at your institution.
- Means 4.0 and 4.1 (7point scale), both significantly lower than norms

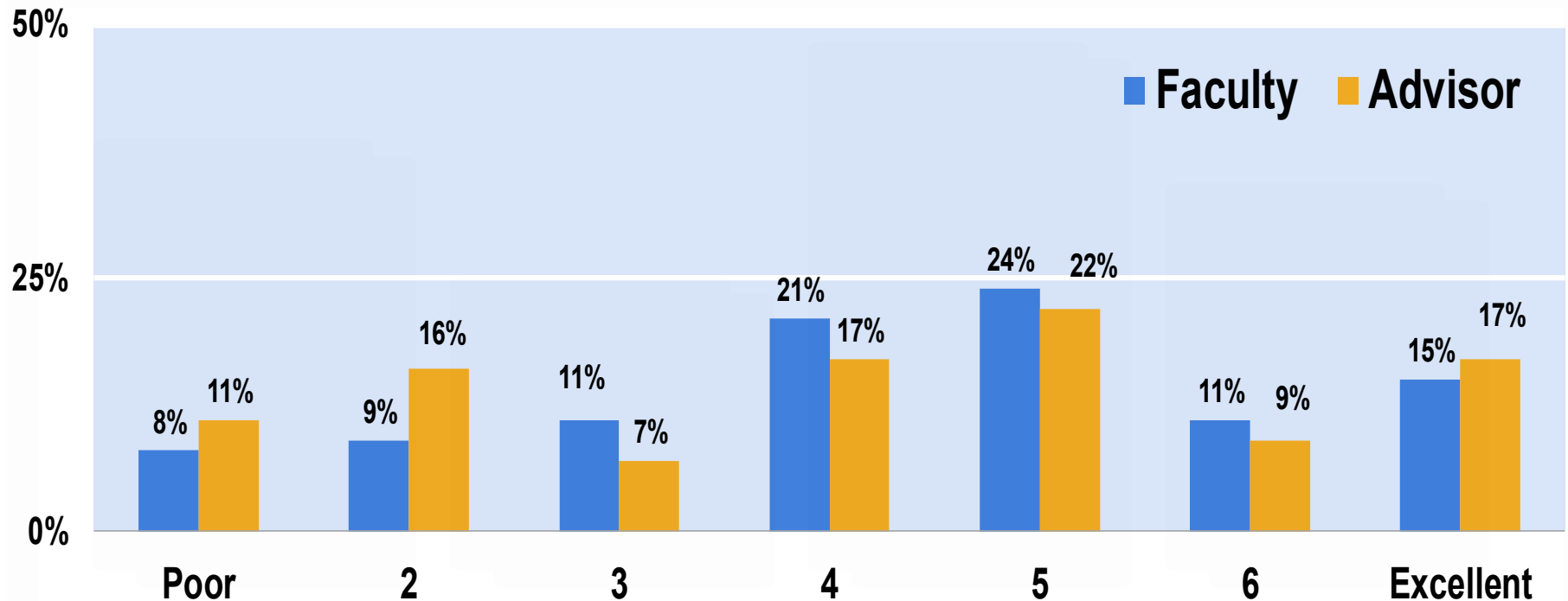


NSSE 2016 Results for **AUB:**

(Seniors)

Engagement Indicator: Quality of Interactions

- Indicate the quality of your interactions with the following people at your institution.
- Means 4.2 and 4.4 (7point scale), both significantly lower than norms



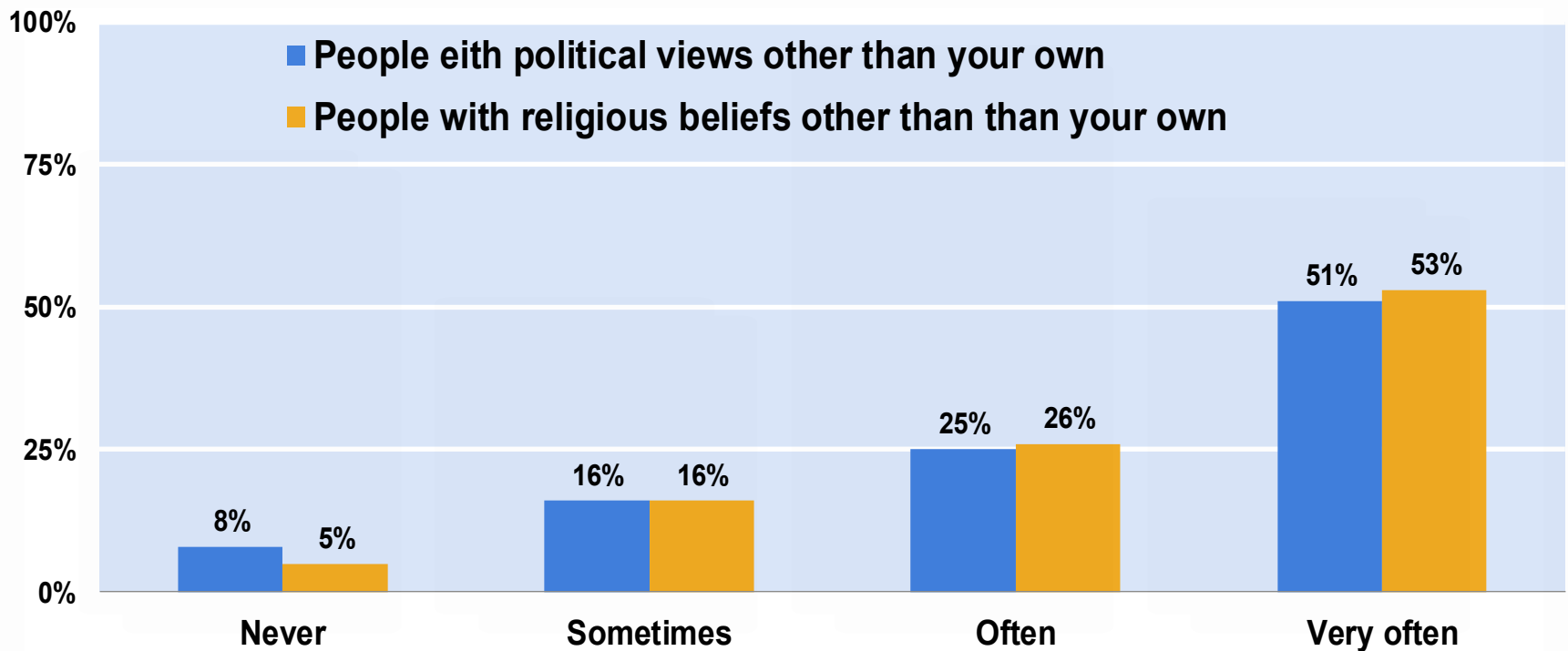
Quality of Interactions <i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	First Year %	Diff. from norms	Seniors %	Diff. from norms
Students	59	+2	54	-8
Academic advisors	23	-27	27	-27
Faculty	19	-32	26	-34
Student services staff(career services, student activities, housing)	22	-23	26	-17
Other administrative staff and offices (registrar, financial aid, etc.)	21	-22	20	-22
Supportive Environment <i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized..</i>				
Providing support to help students succeed academically	58	-20	56	-17
Using learning support services (tutoring services, writing center, etc.)	58	-20	55	-13
Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-8	49	-13
Helping you manage your non-academic responsibilities (work, family, etc.)	37	-7	21	-11

NSSE 2016 Results for **AUB**:

(First-year students)

Engagement Indicator: *Discussions with Diverse Others*

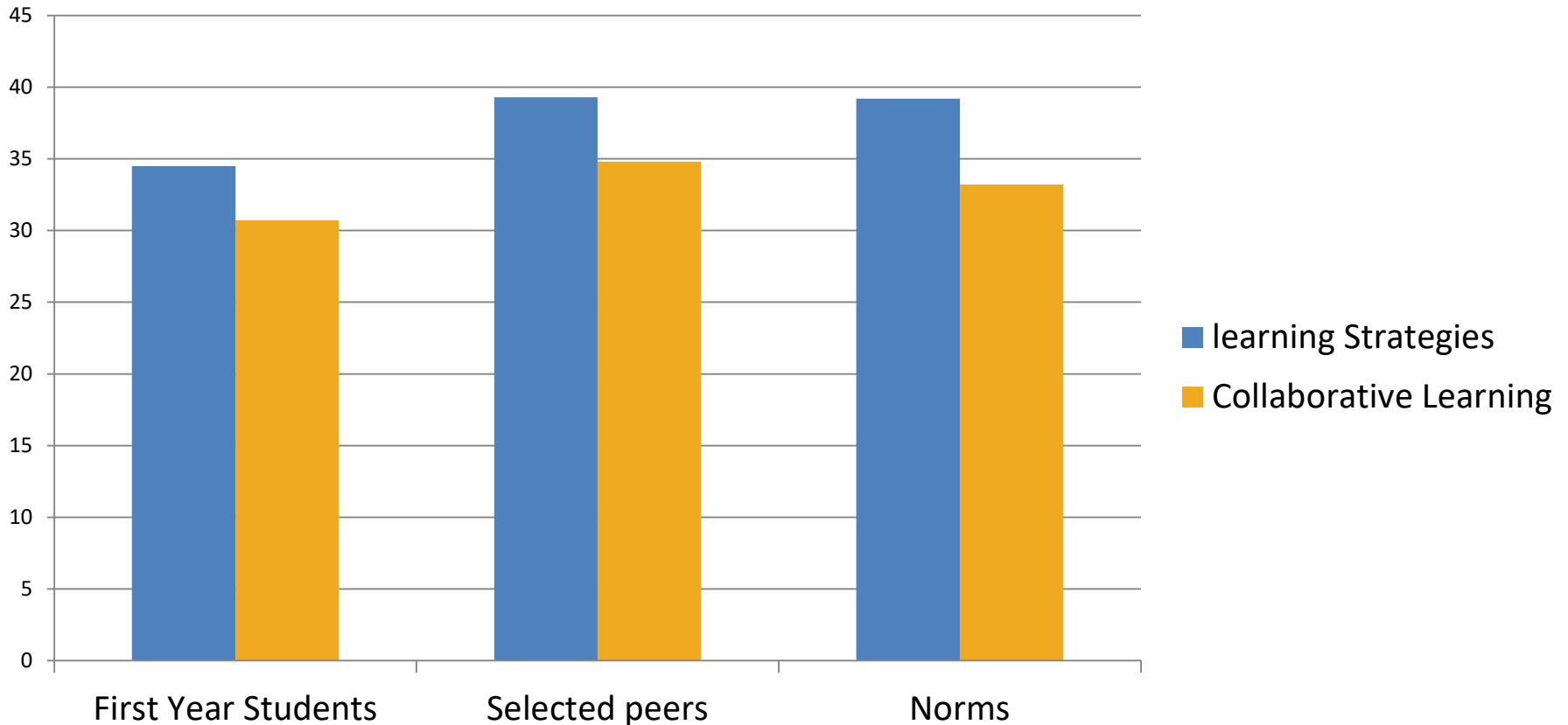
- How often have you had discussions with people from the following groups?
- Means are 3.2 and 3.3 (4 point scale) significantly higher than norms



AUB Comparisons with Selected Peers and Norms: (First-year students)

Engagement Indicators: *Learning Strategies and Collaborative Learning*

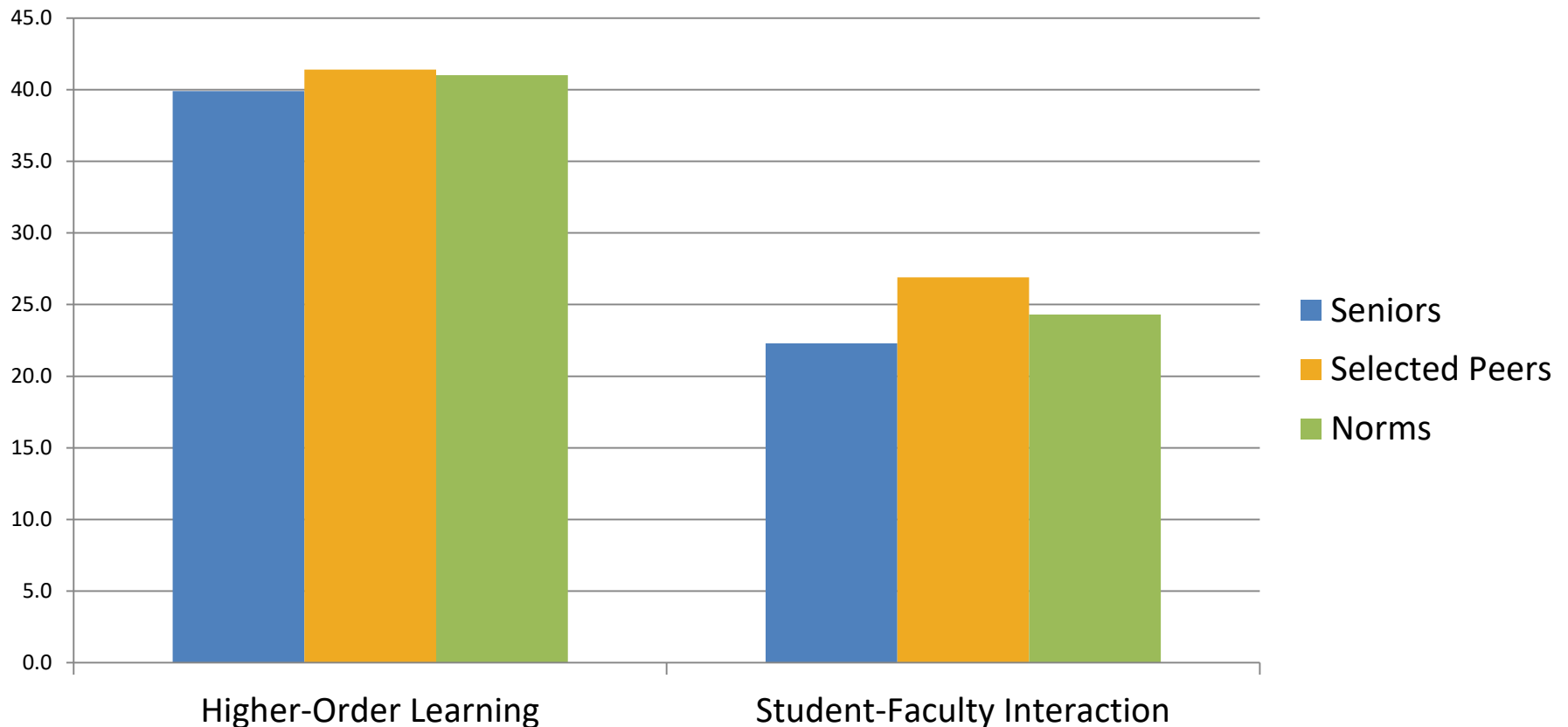
- AUB means *significantly lower* on both



AUB Comparisons with Selected Peers and Norms (Seniors)

Engagement Indicators: *Higher-Order Learning and Student-Faculty Interaction*

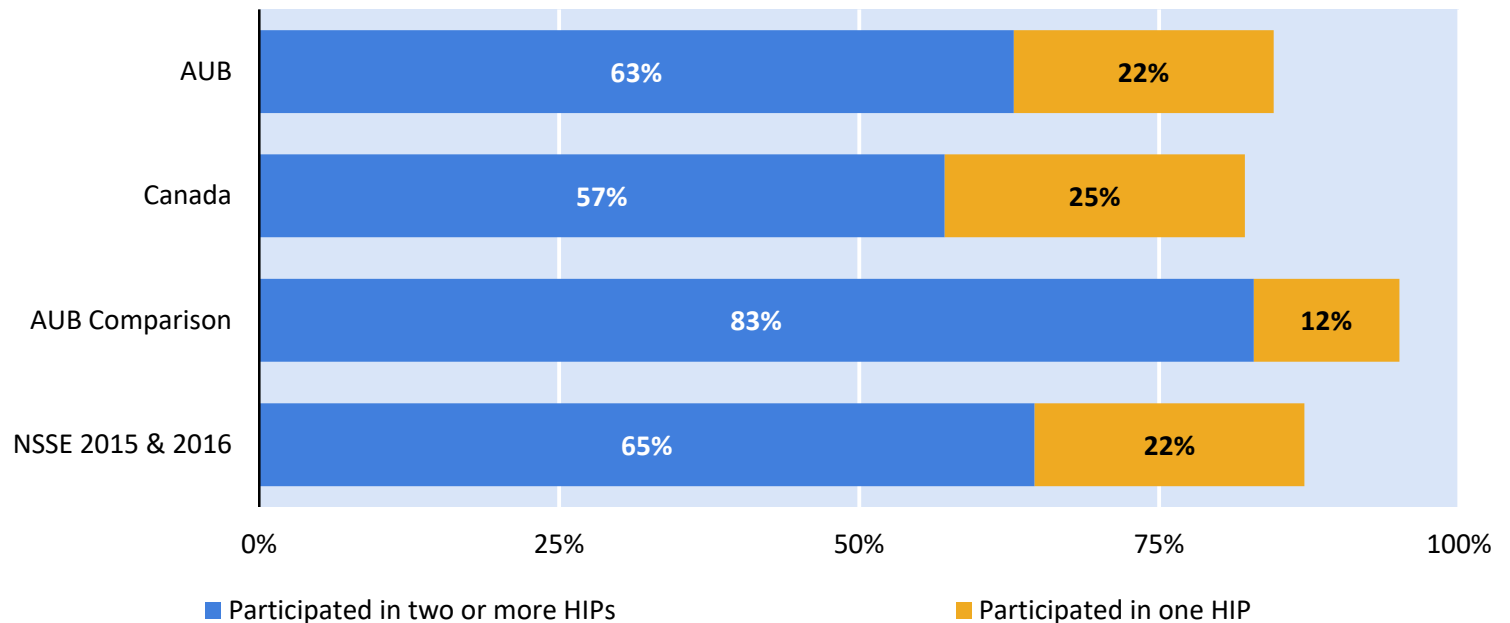
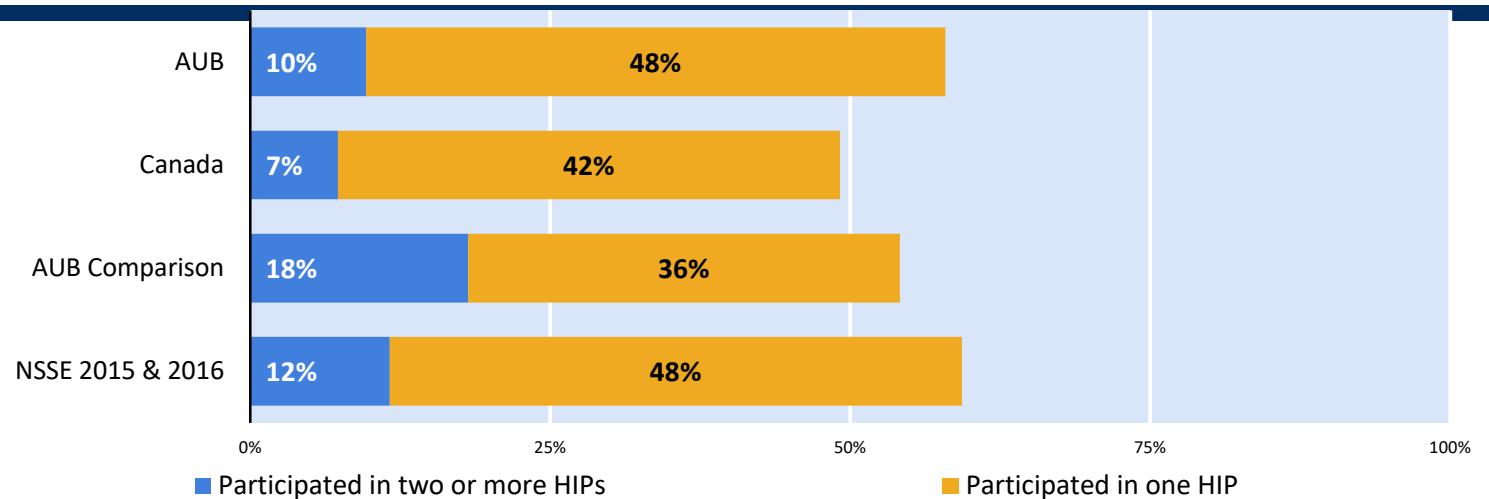
- Significant differences with selected peers on **student faculty interactions** only.



Engagement Indicators Summary

Indicator		First Year	Diff. from norms	Seniors	Diff. from norms
<i>Academic Challenge</i>	Higher-Order Learning	35.8	-.23*	39.9	-.08
	Reflective & Integrative Learning	30.8	-.40*	39.0	.00
	Learning Strategies	34.5	-.34*	37.3	-.17
	Quantitative Reasoning	25.1	-.14	29.5	-.03
<i>Learning with Peers</i>	Collaborative Learning	30.7	-.17*	32.5	-.03
	Discussions with Diverse Others	41.8	.09	43.9	.17
<i>Experiences with Faculty</i>	Student-Faculty Interaction	16.7	-.27**	22.3	-.12
	Effective Teaching Practices	37.2	-.18*	39.7	-.06
<i>ampus Environment</i>	uality of Interactions	33.5	-.70**	33.9	-.76**
	upportive Environment	32.6	-.34**	30.2	-.21

Overall HIP Participation **First Year** and **Seniors**



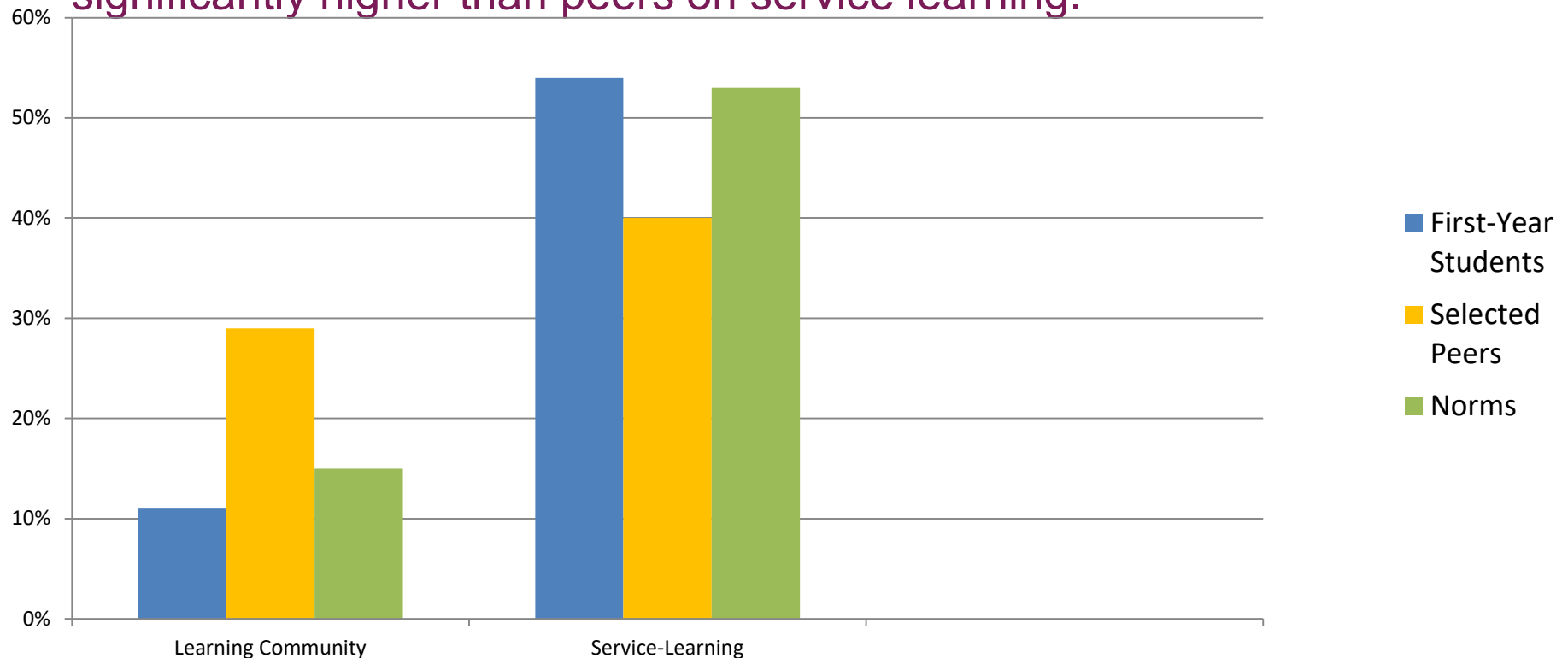
AUB HIP Comparisons with Norms and Selected Peers

<i>First-year</i>	AUB%	Peers %	Norms%
Learning Community	11	29***	15
Service-Learning	54	40**	53
Research with Faculty	6	5	5
Participated in at least one	58	54	59
Participated in two or more	10	18**	12
<i>Senior</i>			
Learning Community	22	36**	26
Service-Learning	63	54	63
Research with Faculty	24	37*	25
Internship or Field Exp.	53	78***	53
Study Abroad	8	39***	16*
Culminating Senior Exp.	40	56**	48
Participated in at least one	85	95***	87
Participated in two or more	63	83***	65

AUB Comparisons with Norms and Selected Peers: (First-year students)

High-Impact Practices

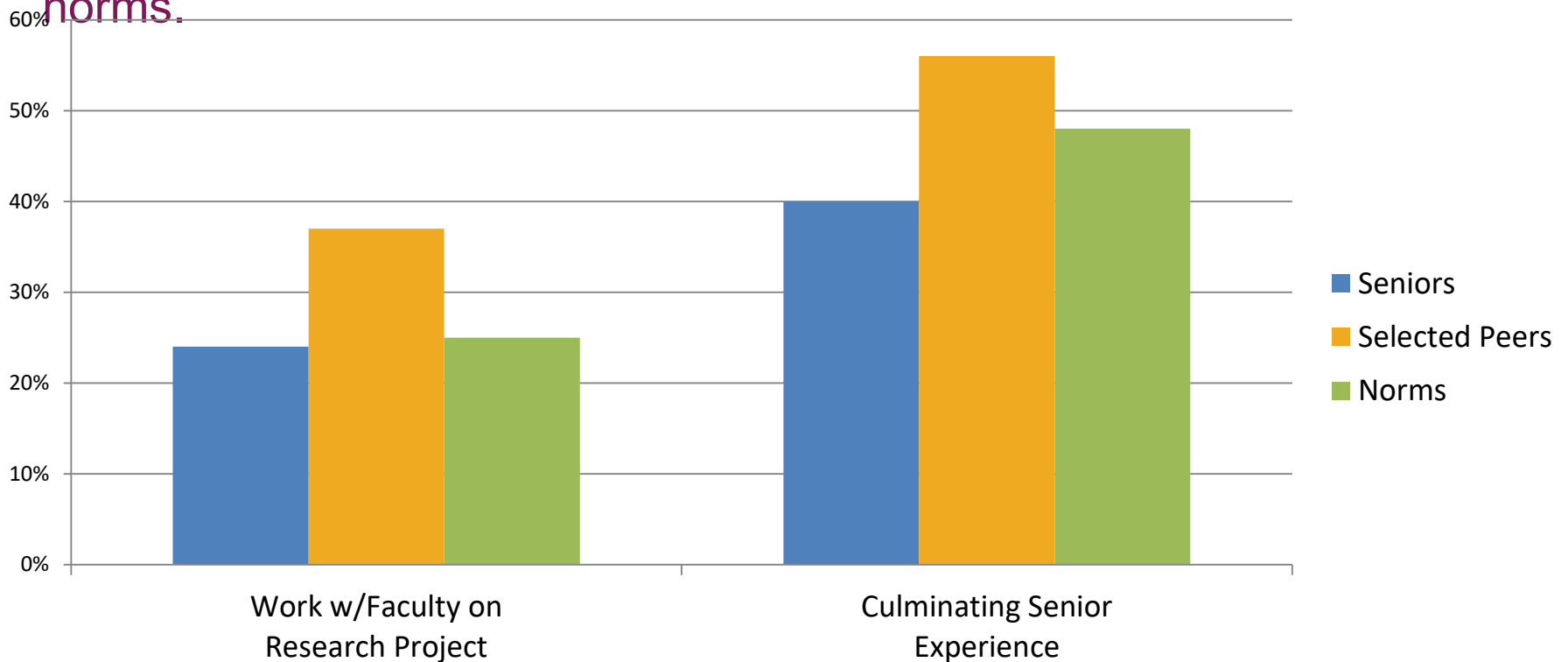
- Percentage of first-year students who participated in a learning community and in course-based service-learning.
- Percentage significantly lower than peers on learning community, and significantly higher than peers on service learning.



AUB Comparisons with Selected Peers and Norms

High-Impact Practices

- Percentage of seniors who worked on a research project with a faculty member, and who did a culminating senior experience.
- AUB %s are significantly lower than selected peers but are similar to the norms.



AUB Comparisons with Selected Peers and Norms

How do students spend their time?

- Percentage spending more than 10 hours per week **preparing for class**
- No significant differences with groups

Class	AUB	Selected Peers	Norms
First-Year	68%	73%	64%
Senior	65%	67%	63%

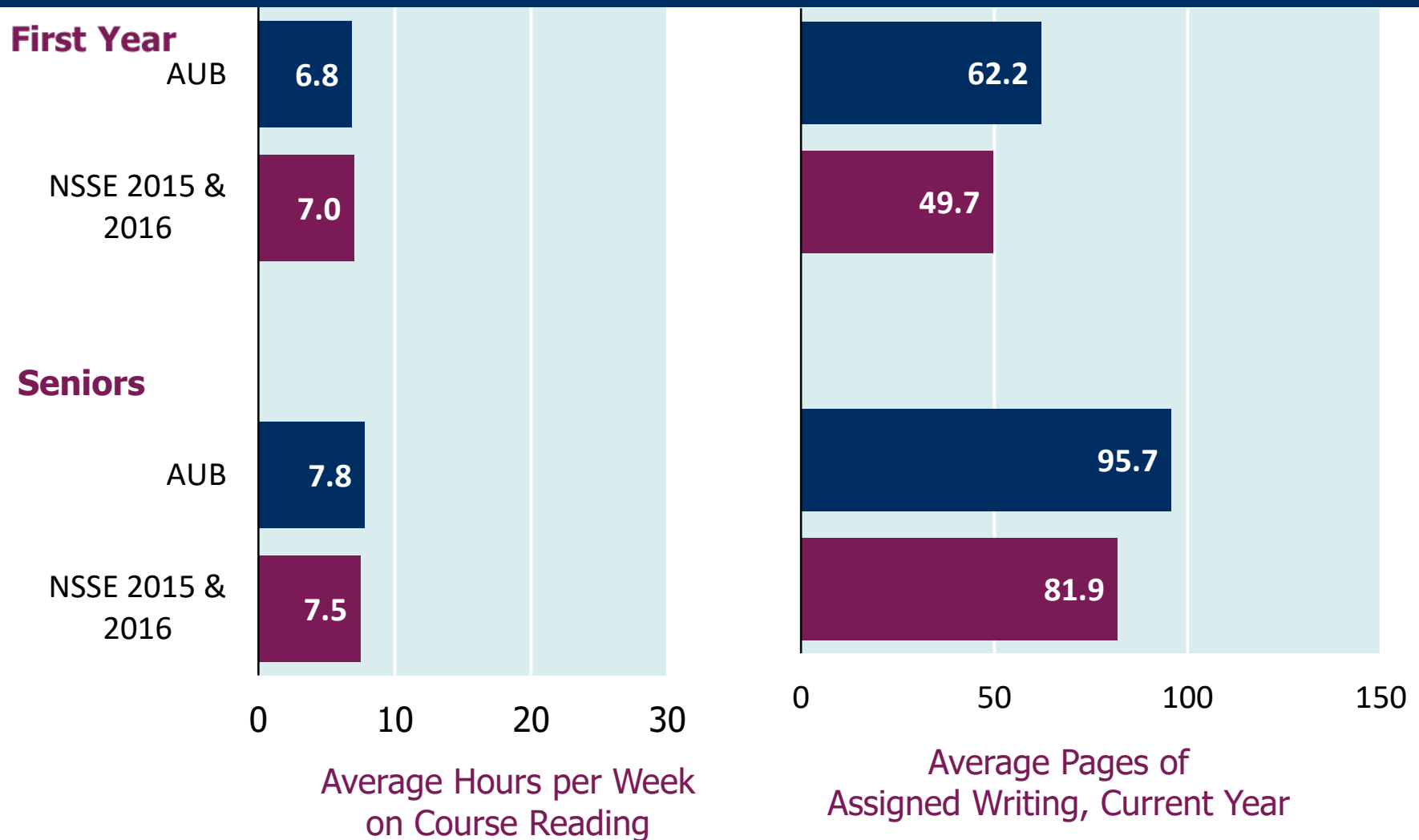
AUB Comparisons with Selected Peers and Norms

How do students spend their time?

- Percentage of students spending more than 5 hours per week **participating in co-curricular activities**
- AUB mean similar to norms but lower than selected peer group

Class	AUB	Selected Peers	Norms
First-Year	33%	49%	35
Senior	35%	49%	30

Academic Challenge: Additional Results

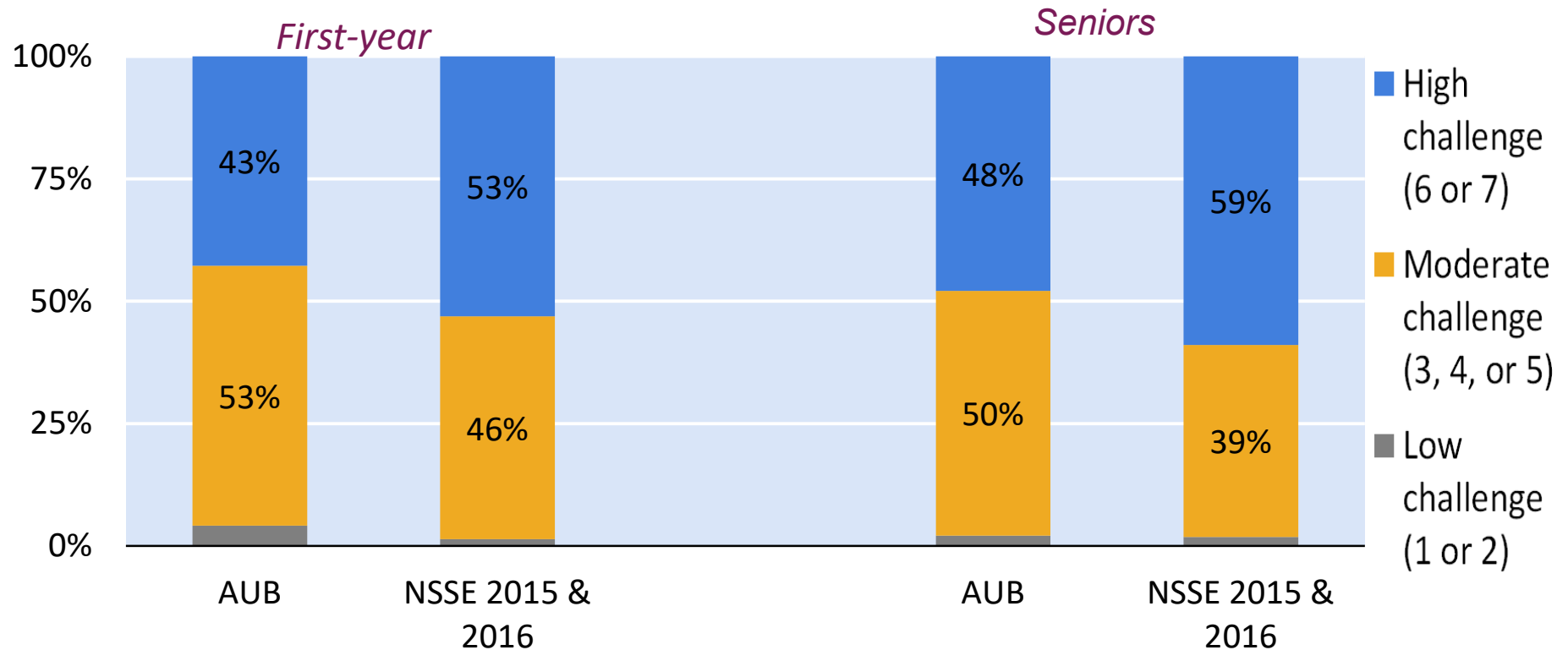


Academic Challenge: Additional Results

Challenging Students to Do Their Best Work

"To what extent did students' courses challenge them to do their best work?"

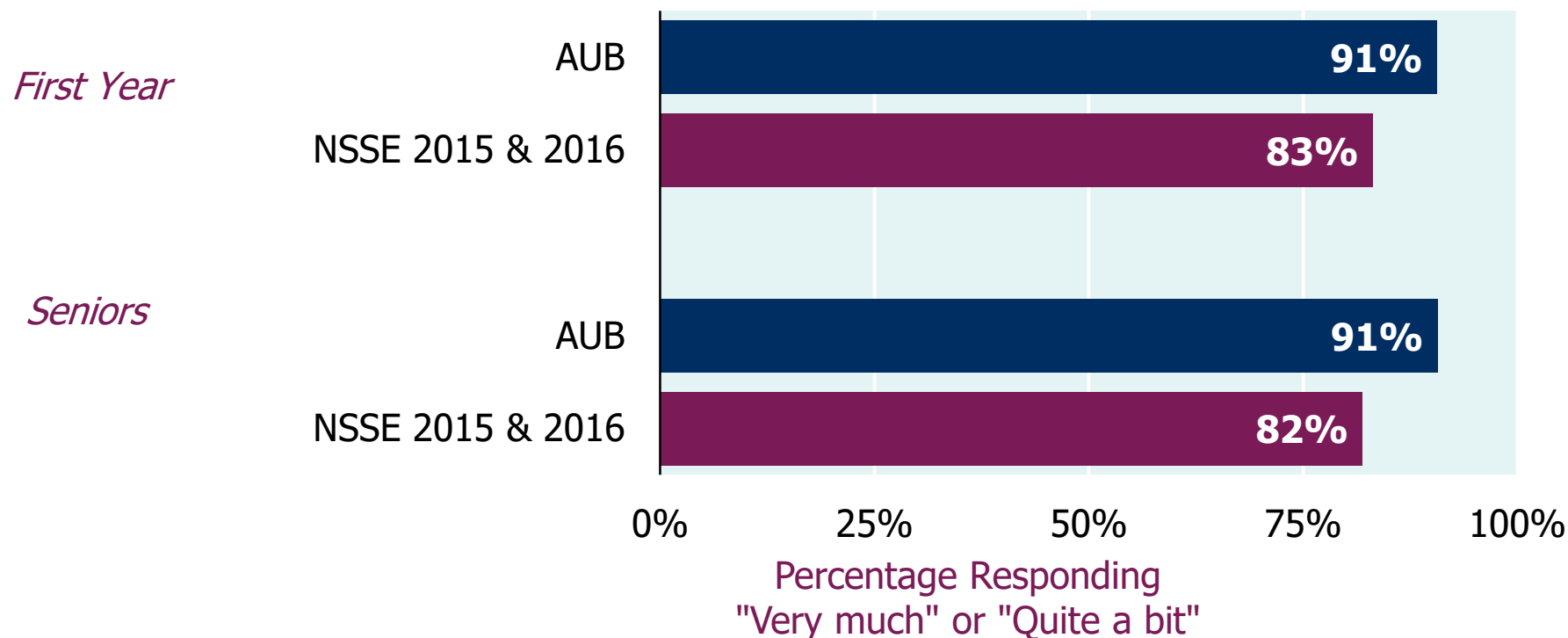
Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Challenge: Additional Results

Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



How Students Assess Their Experience

Perceived Gains Among Seniors

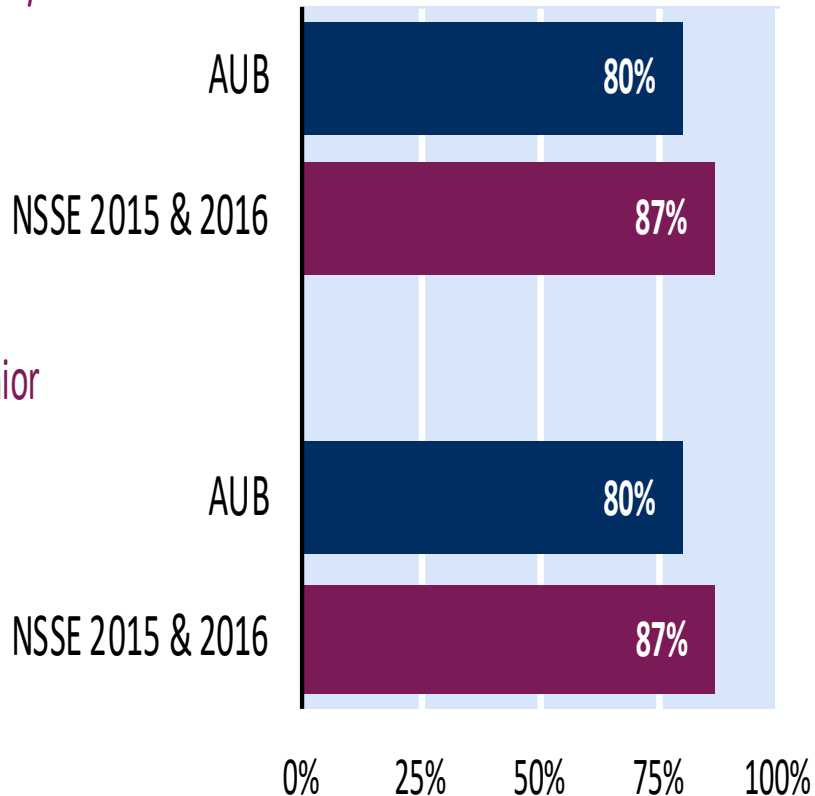
Students reported how much their experience at AUB contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	77% 
Writing clearly and effectively	74% 
Speaking clearly and effectively	74% 
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	70% 
Working effectively with others	70% 
Developing or clarifying a personal code of values and ethics	70% 
Analyzing numerical and statistical information	65% 
Being an informed and active citizen	58% 
Solving complex real-world problems	57% 
Acquiring job- or work-related knowledge and skills	49% 

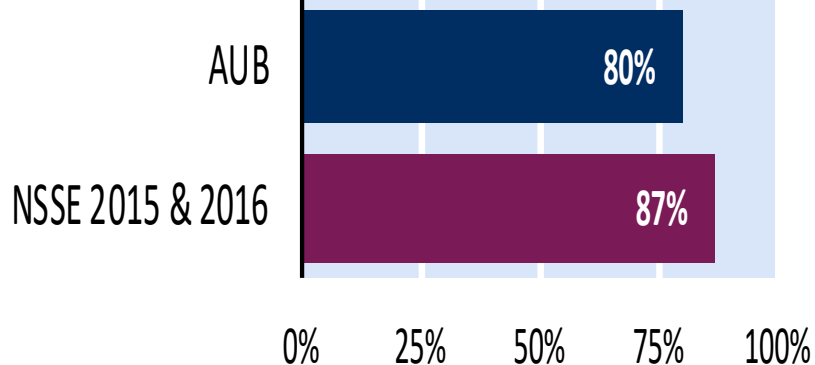
Satisfaction with AUB

Percentage Rating Their Overall Experience
as "Excellent" or "Good"

First-year

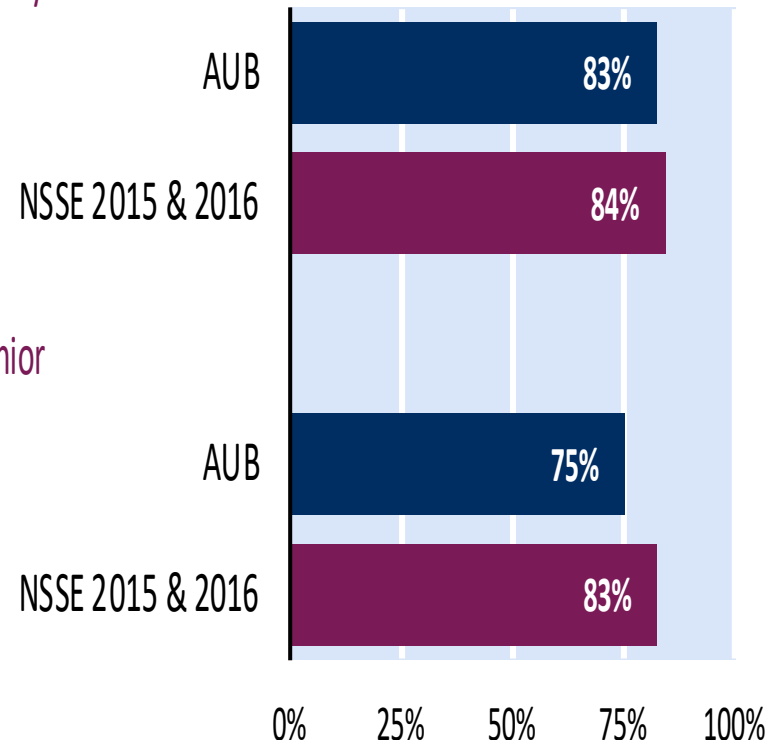


Senior

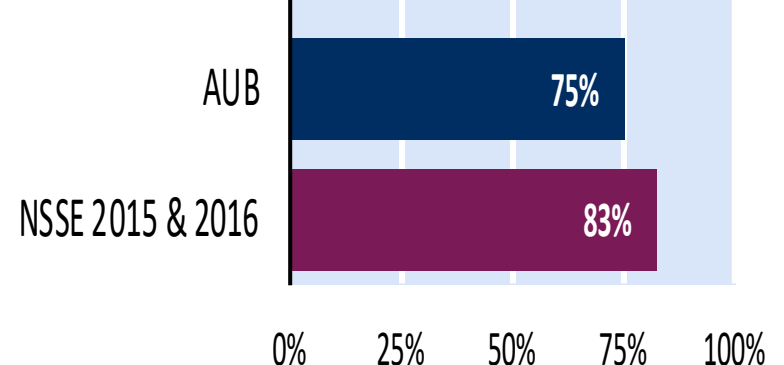


Percentage Who Would "Definitely" or
"Probably" Attend This Institution Again

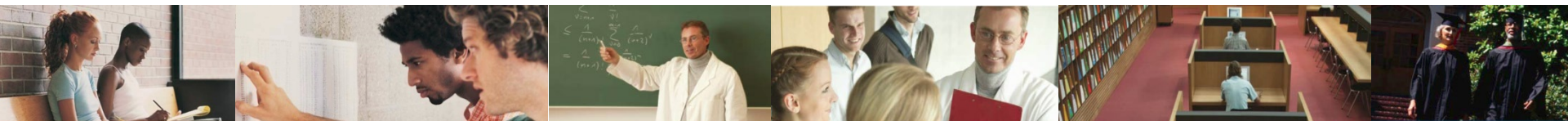
First-year



Senior



Academic Advising Module Results for **AUB**



Academic Advising Module

- **Was answered by 120 First Year Students and 82 Seniors.**
- **Responses compared to students from 307 institutions participating in this module.**
- **On all items FY students were significantly lower than norms.**
- **On most of the items SR students were lower than the norms.**
- **In general, scores for SR and FY students were similar except on few items (3) where FY students had higher scores and one item where SRs had higher score.**

First Year and Senior Results as Compared to Norms

Item	FY Mean	Norms	Diff	SR Mean	Norms
1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance? 7 point scale.	1.8	2.3***	-.40	2.0	2.4
2. During the current school year, to what extent have your academic advisors done the following?					
a. Been available when needed	2.8	3.0***	-.21	2.8	3.0
b. Listened closely to your concerns and questions	2.7	3.0***	-.37	2.8	3.0
c. Informed you of important deadlines	2.4	2.8***	-.43	2.4	2.8*
d. Helped you understand academic rules and policies	2.4	2.8***	-.34	2.4	2.7*
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	2.2	2.8***	-.50	1.9	2.5**
f. Provided useful information about courses	2.4	2.9***	-.48	2.6	2.8**
g. Helped you when you had academic difficulties	2.2	2.7***	-.50	2.1	2.6**
h. Helped you get information on special opportunities (study abroad, internship, research projects, etc.)	2.1	2.6***	-.43	1.9	2.5**
i. Discussed your career interests and post-graduation plans	2.2	2.6***	-.35	2.0	2.5**
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance? (4 point scale)	1.6	1.9***	-.36	1.7	1.9*

FY and SR Frequency Comparisons

During the **current school year**, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance

F	%FY	% SR
0	18	23
1-2	55	44
3	19	17
>3	8	16

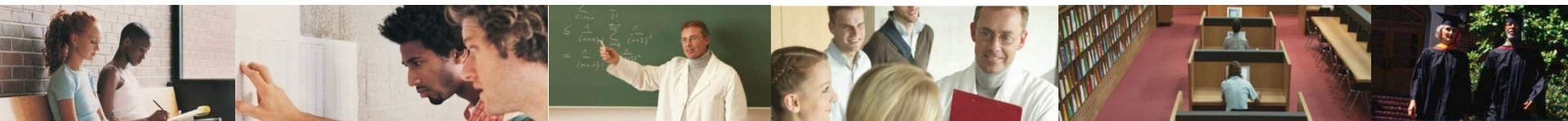
During the current school year, how often have your academic advisors **reached out to you** about your academic progress or performance

FY	Never 63%	Sometimes 18%	Often/v often 18%
SR	Never 61	Sometimes 20	Often/v often 19%

First Year and Senior Results as Compared to Norms

Item	FY %	Norms %	SR %	Norms %
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one.)				
a. "Academic advisor(s) assigned to you"	11	35	15	33
b. "Academic advisor(s) available to any student"	5	8	1	8
c. "Faculty or staff not formally assigned as an advisor"	7	9	13	18
d. "Online advising system (degree progress report, etc.)"	3	3	3	7
e. "Website, catalog, or other published sources"	6	4	4	5
f. Friends or other students	38	16	36	11
g. Family members	21	18	16	9
h. Other, please specify:	0	2	1	2
i. "I did not seek academic advice this year"	10	5	11	7

First Year Experience & Senior Transitions Module Results for **AUB**



First Year Results as Compared to Norms

Item	FY Mean	Norms
1. During the current school year, about how often have you done the following?		
a. Studied when there were other interesting things to do	3.2	2.8***
b. Found additional information for course assignments when you didn't understand the material	2.9	2.9
c. Participated in course discussions, even when you didn't feel like it	2.5	2.7
d. Asked instructors for help when you struggled with course assignments	2.3	2.6***▼
e. Finished something you have started when you encountered challenges	2.9	3.1**▼
f. Stayed positive, even when you did poorly on a test or assignment	2.9	2.9
2. During the current school year, how difficult have the following been for you?		
a. Learning course material	3.4	3.4
b. Managing your time	3.9	3.8
c. Getting help with school work	3.1	2.9
d. Interacting with faculty	2.9	2.8

First Year Results as Compared to Norms

4a. During the current school year, have you seriously considered leaving institution?	27%	33%
4b. [If answered "yes"] Why did you consider leaving?		
a. Academics are too difficult	47	14
b. Academics are too easy	3	7
c. Other academic issues (major not offered, course availability, advising, credit transfer,	33	21
d. Financial concerns (costs or financial aid)	30	45
e. To change your career options (transfer to another school or program, military service, etc.)	7	19
f. Difficulty managing demands of school and work	20	14
g. Too much emphasis on partying	0	6
h. Not enough opportunities to socialize and have fun	30	21
i. Relations with faculty and staff	13	10
j. Relations with other students	13	21
k. Campus climate, location, or culture	3	25
l. Unsafe or hostile environment	0	5
m. Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	10	35
Another reason, please specify:	20	16
5. How important is it to you that you graduate from this institution? (6-point scale)	5.3	5.3

Senior Transitions as compared to Norms

Item	SR %	Norms%
1. After graduation, what best describes your immediate plans?		
a. Full-time employment	31	58
b. Part-time employment	3	4
c. Graduate or professional school	53	23
d. Military service	0	1
e. Service or volunteer activity	0	1
f. Internship (paid or unpaid)	7	4
g. Travel or gap year	0	3
h. No plans at this time	3	3
i. Other, please specify:	4	3
2. If immediate plans included full- or part-time employment Do you already have a job for after graduation?	29	43
3. To what extent have courses in your major(s) prepared you for your post-graduation plans?	2.6	3.0*** ▼
4. Do you intend to work eventually in a field related to your major(s	70%	86%** ▼
5. Do you plan to be self-employed, an independent contractor, or a freelance worker someday	49%	21%** ▲
6. Do you plan to start your own business (nonprofit or for-profit) someday?	45%	24%** ▲

Senior Transitions as compared to Norms

1. How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?		
a. Critical thinking and analysis of arguments and information	3.6	3.5
b. Creative thinking and problem solving	3.5	3.5
c. Research skills	3.3	3.3
d. Clear writing	3.5	3.3△
e. Persuasive speaking	3.3	3.1△
f. Technological skills	3.0	3.1
g. Financial and business management skills	2.4	2.6
h. Entrepreneurial skills	2.4	2.4
i. Leadership skills	3.2	3.3
j. Networking and relationship building	3.0	3.1
2. To what extent has your coursework in your major(s) emphasized following?		
a. Generating new ideas or brainstorming	2.9	3.1*▼
b. Taking risks in your coursework without fear of penalty	2.3	2.5*▼
c. Evaluating multiple approaches to a problem	2.8	3.1*▼
d. Inventing new methods to arrive at unconventional solutions	2.4	2.7**▼

Comments Summary First Year

- Exams, difficult, all same time, need to spread them out, not reflective of material covered, grading system, cheating.
- Lack of parking, enough cafeterias around campus, and library space, upgrading of facilities.
- Too much work is required, academic intensive, draining, anxiety evoking, not enjoying, not focusing on overall growth and development.
- AUB greatly affected by surrounding environment, political parties,
- Way instructors teach reading PowerPoints, not emphasizing thinking, their attitude arrogant, focusing on grades, do not care about students,

Comments Summary First Year

- Knowledgeable advisors needed, their role needs to be clearly defined, health and mental issues not adequately dealt with.
- Experience helped enhance growth, made one a better person.
- Complaints about computer science department and psychology/sociology courses for FY students, registration process, and dormitories.
- Need better preparation for a career, more practical material and case studies.

Comments Summary Seniors

- Anxiety evoking, slow the pace, caring administration needed, over rated, poor advising maybe because of choice of advisors who do not have the skills or who are not fit to advise, obsessed with grades, better grading examinations systems.
- Need to improve graphic design, economics, food science curriculum, architecture way instructors deal with students demotivating leading to low self-esteem.
- Ice results not taken into consideration, more study space at night, more places for students to hang out in.
- More courses in major or at least electives from major, more practical, relate to real life, teach life skills.
- Career counseling, need a course for how to prepare resumes and personal statements, career workshops, jobs of graduates, etc..

Thank You

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