



AUB NSSE 2018 Report

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

Outline

- I. Administration
- II. AUB Engagement and High Impact Practices Results, 2018 and 2016
- III. AUB Engagement and High Impact Practices Results Comparison with Norms
- IV. How students assess their experience
- V. Advising module results
- VI. First-Year Experiences and Senior Transitions
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Administration

- NSSE was administered online in February March 2018 to senior and first year students at AUB.
- Details of sample and response rate are reported in Table

	First Year	Senior	2016
Survey sample	2875	2263	1,868
Total respondents	897	540	352
Response ratio	31%	24%	19%
Female	59%	54%	
Male	41%	46%	
Female 2016	51%	66%	



AUB RESULTS 2018 AND 2016

ENGAGEMENT INDICATORS

COMPARISON 2016-18

	Senior					Freshmen/Sophomore				
		2018		2016		2018			2016	
Academic Challenge	N	Mean	SD	Mean	Sig	N	Mean	SD		Sig
Higher-Order Learning	466	37.9	14	39.9	ns	757	37.6	13	35.8	s
Reflective integrative learning	502	36.4	12	39.0	s	826	34.0	12	30.8	s
Learning Strategies	443	35.3	15	37.3	ns	709	37	14	34.5	s
Quantitative Reasoning	453	30.8	16	29.5	ns	728	25.3	16	25.1	ns
Preparing for Class (hr/wk)	425	16.7	10	15.6	ns	674	16.5	9	16.2	ns
Course Reading (hr/wk)	419	6.8	6	7.8	ns	665	6.9	6.2	6.8	ns
Assigned Writing (#page)	446	140	6	96	s	715	77.9	100	62.2	s
Course Challenge (1-7)	446	5.2	1.4	5.4	ns	715	5.3	1.5	5.2	ns
Academic Emphasis (1-4)	430	3.4	0.7	3.5	ns	689	3.3	0.8	3.4	ns

ENGAGEMENT INDICATORS

COMPARISON 2016-18

	Senior					Freshmen/Sophomore				
		2018		2016		2018		2016		
Learning with Peer										
Collaborative Learning	522	36.8	13	32.5	s	865	33.1	14	30.7	s
Discussions with Diverse Others	449	43.8	15	43.9	ns	717	42.8	15	41.8	ns
Experiences with Faculty										
Student-Faculty Interaction	479	23.0	16	22.3	ns	784	18.8	14	16.7	s
Effective Teaching Practices	469	35.8	14	39.7	s	758	37.2	13	37.2	ns
Campus Environment										
Quality of Interactions	429	35.0	13	33.9	ns	657	34.0	13	33.5	ns
Supportive Environment	428	29.8	15	30.2	ns	680	31.8	14	32.6	ns

HIGH IMPACT PRACTICES COMPARISON

2016 AND 2018

	Senior					Freshmen/Sophomore				
		2018		2016		2018		2016		
	N	Mean	SE	Mean	Sig	N	Mean	SD		Sig
Service-Learning %	437	64	2.3	63	ns	695	55	1.9	54	ns
Learning Community %	444	18	1.8	22	ns	704	10	1	11	ns
Research with Faculty %	443	30	2.2	24	ns	703	6	0.9	6	ns
Internship or Field Experience (plan to Fresh)	448	56	2.3	53	ns	711	69	1.7	83	s
Study Abroad (plan to Fresh)	440	12	1.5	8	ns	697	49	1.9	53	ns
Culminating Senior Experience (plan to Fresh)	443	41	2.3	40	ns	699	53	1.9	51	ns
Participated in one HIP	448	29	2.1	22	s	704	50	1.9	48	ns
Participated in two or more HIPs (plan to Fresh)	448	63	2.3	63	ns	704	10	1.1	10	ns

Engagement Indicators 2018 and 2016

- In general first year (FY) students and in comparison with 2016 showed **improvement** on most of items with significant results on:
 - **Academic Challenge:** Higher-order Learning, Reflective Integrative Learning, learning Strategies, and Assigned Writing.
 - **Learning with Peers:** Collaborative Learning
 - **Experiences with Faculty:** Student-Faculty Interaction
- For Senior students, they either stabilized on these indicators or slightly **went down** with significant drop on
 - **Academic Challenge:** Reflective Integrative Learning
 - **Experiences with Faculty.** Effective Teaching Practices
- Senior students showed significant **improvement** on
 - **Academic Challenge:**Assigned Writing
 - **Learning with Peers:** Collaborative Learning

High Impact Practices (HIP) 2016 and 2018

- In general, no significant differences in percentage of FY and Senior students participating in HIPs.
- For Senior students, a significantly higher percentage (29 vs 22) participated in one HIP.
- For FY students, a significantly lower percentage (69 vs 83) participated or planed to participate in a field experience or internship.



AUB RESULTS COMPARISON WITH NORMS

Engagement Indicators Comparison with Norms

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Selected Peers	Your first-year students compared with Private Non Profit	Your first-year students compared with NSSE 2017 & 2018
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	▼	▼	▼

Engagement Indicators Comparison with Norms

Seniors

Theme	Engagement Indicator	Your seniors compared with Selected Peers	Your seniors compared with Private Non Profit	Your seniors compared with NSSE 2017 & 2018
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	--	▼	▼

Engagement Indicators Comparison with Norms

- In comparison to norms, AUB's weakness is in Campus Environment: Quality of Interactions for both FY and Senior students, followed by Supportive Environment.
- AUB's strength, as compared to norms is in Learning with Peers for both cohorts. Seniors also have a strength in Quantitative Reasoning under Academic Challenge.
- FY students are showing less significant differences from norms than Seniors, especially in Academic Challenge and Effective Teaching Practices.
- In general FY experiences have improved from 2016 and are closer to the norms, while Senior experiences have dropped from 2016 and are lower than norms.

Comparison with Norms: Engagement Indicators

	First Year				Seniors			
	Mean	Diff peers	Diff Private	Diff Norms 17-18	Mean	Diff peers	Diff Private	Diff Norms 17-18
Academic Challenge								
Higher-Order Learning	37.6	39.5***	38.7*	37.6	37.9	38.7	40.4***	39.6**
Reflective & Integrative Learning	34.0	37.1***	36.0***	34.9*	36.4	38.0*	38.9***	37.9**
Learning Strategies	37	38.5**	38.5**	37.6	35.3	36.1	37.9***	37.7***
Quantitative Reasoning	25.3	27.4**	26.8**	26.3	30.8	30.1	29.2*	28.7**
Learning with Peer								
Collaborative Learning	33.1	35.1***	33.8	33.1	36.8	35.4*	33.7***	33.1***
Discussions with Diverse Others	42.8	40.9**	39.6***	39.2***	43.8	40.6***	39.4***	40.1***

Weak Performance on Indicator Items

Higher-Order Learning

- Applying facts, theories, or methods to practical problems or new situations (SR)
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts (SR)
- Evaluating a point of view, decision, or information source (SR)

Reflective & Integrative Learning

1. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments (FY; SR)
2. Examined the strengths and weaknesses of your own views on a topic or issue (FY)
3. Combined ideas from different courses when completing assignments (SR)
4. Connected your learning to societal problems or issues (SR)
5. Connected ideas from your courses to your prior experiences and knowledge (SR).

Learning Strategies

1. Identified key information from reading assignments (SR)
2. Reviewed your notes after class (SR)

Comparison with Norms: Engagement Indicators Cont'd.

	First Year				Seniors			
	Mean	Diff peers	Diff Private	Diff Norms 17-18	Mean	Diff peers	Diff Private	Diff Norms 17-18
Experiences with Faculty								
Student-Faculty Interaction	18.8	21.0 ***	22.4 ***	19.5	23.0	25.2 **	26.7 ***	23.6
Effective Teach. Practices	37.2	37.7	39.4 ***	37.7	35.8	37.0	40.1 ***	38.9 ***
Campus Environment								
Quality of Interactions	34.0	39.2 ***	42.9 ***	41.2***	35.0	38.0 ***	42.7 ***	41.6***
Supportive Environment	31.8	34.4 ***	36.9 ***	35.3***	29.8	29.9	32.8 ***	31.6***

Weak Performance on Indicator Items

Effective Teach. Practices (SR)

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Provided prompt and detailed feedback on tests or completed assignments

Quality of Interactions (SR; FY)

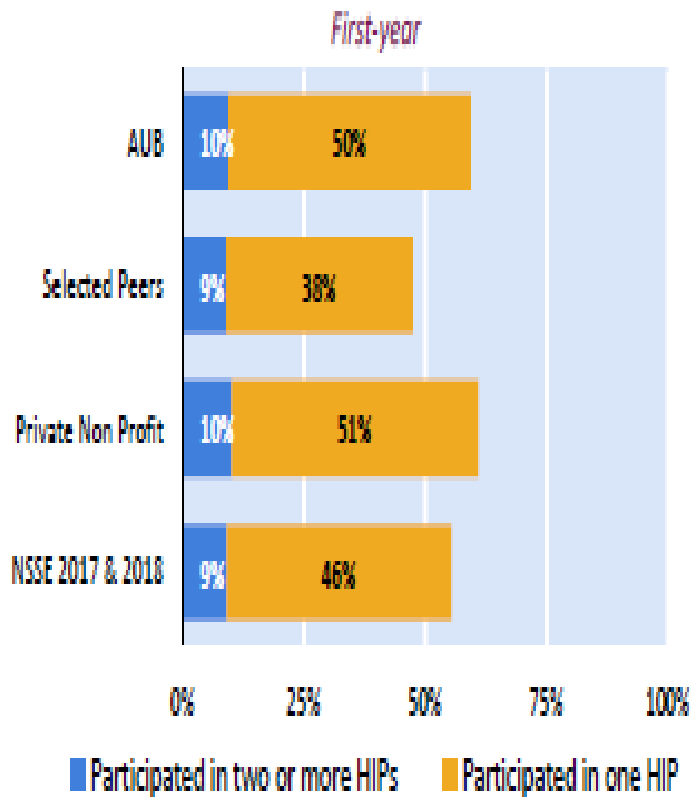
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to "Excellent") with...

- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

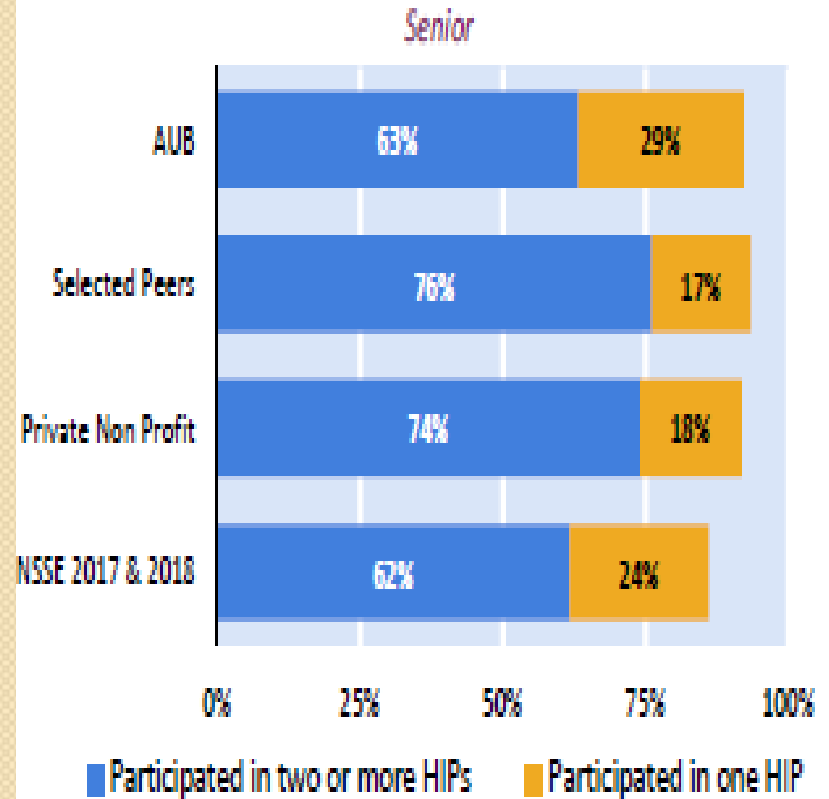
Supportive Environment (SR; FY)

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.) (FY)

Higher than NSSE norms but similar to Private universities



Similar to norms but lower than selected peers and private



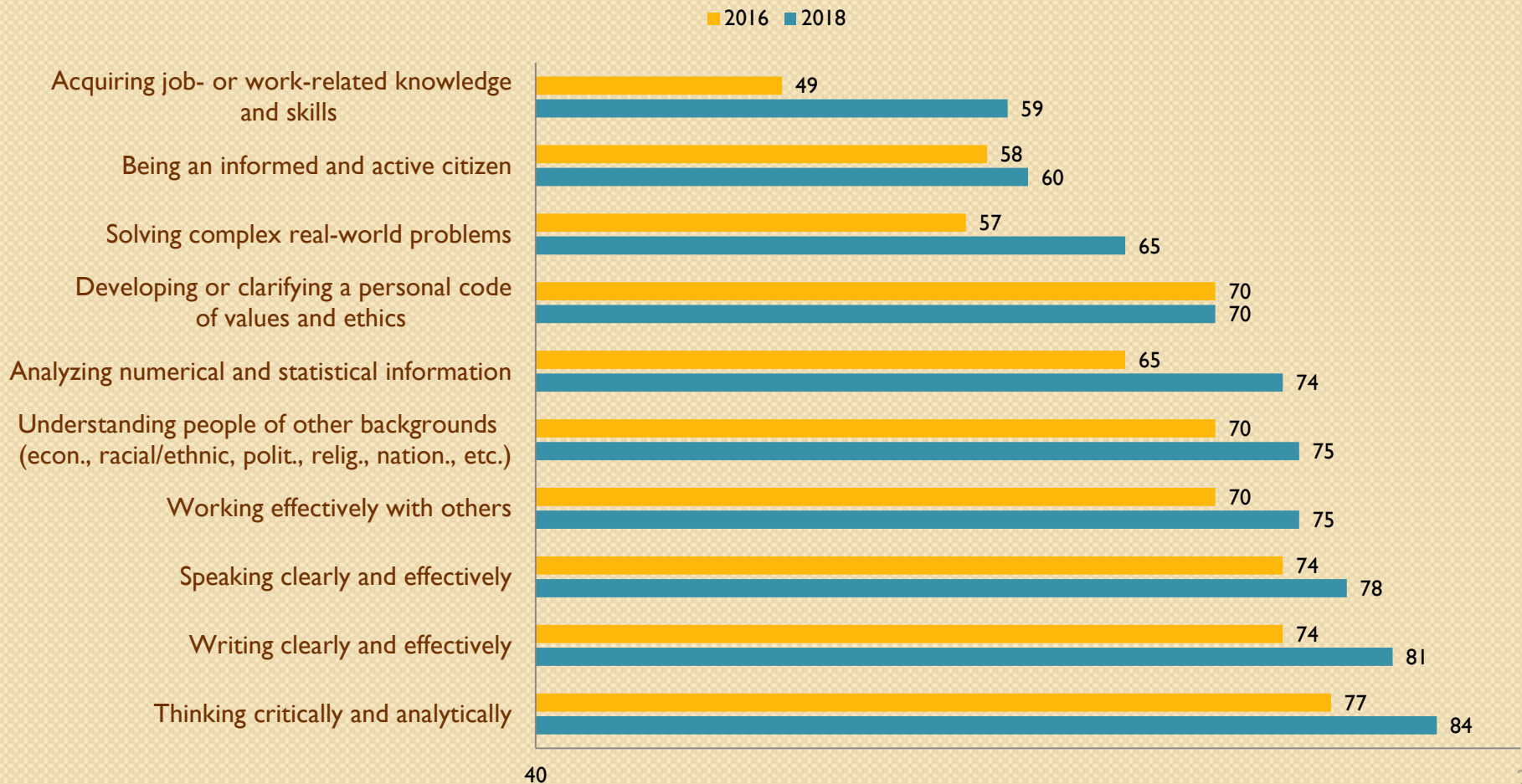
HIP Participation Compared to Norms



HOW STUDENTS ASSESS THEIR EXPERIENCE

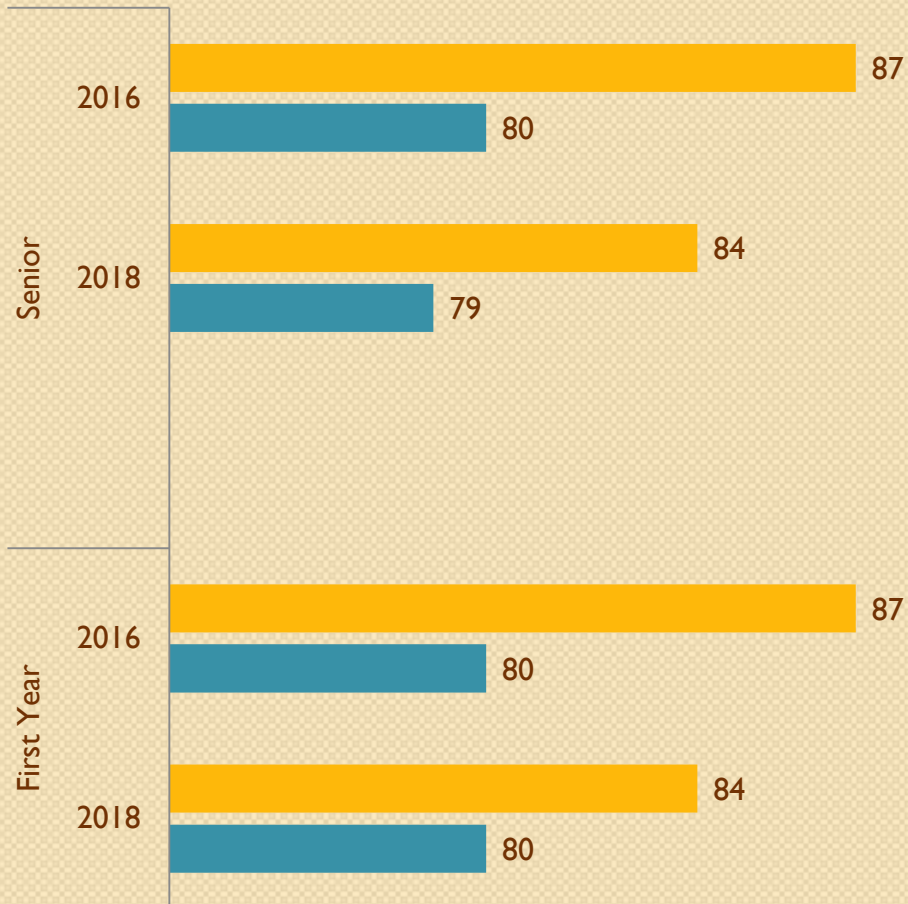
HOW SENIOR STUDENTS ASSESS THEIR EXPERIENCE

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



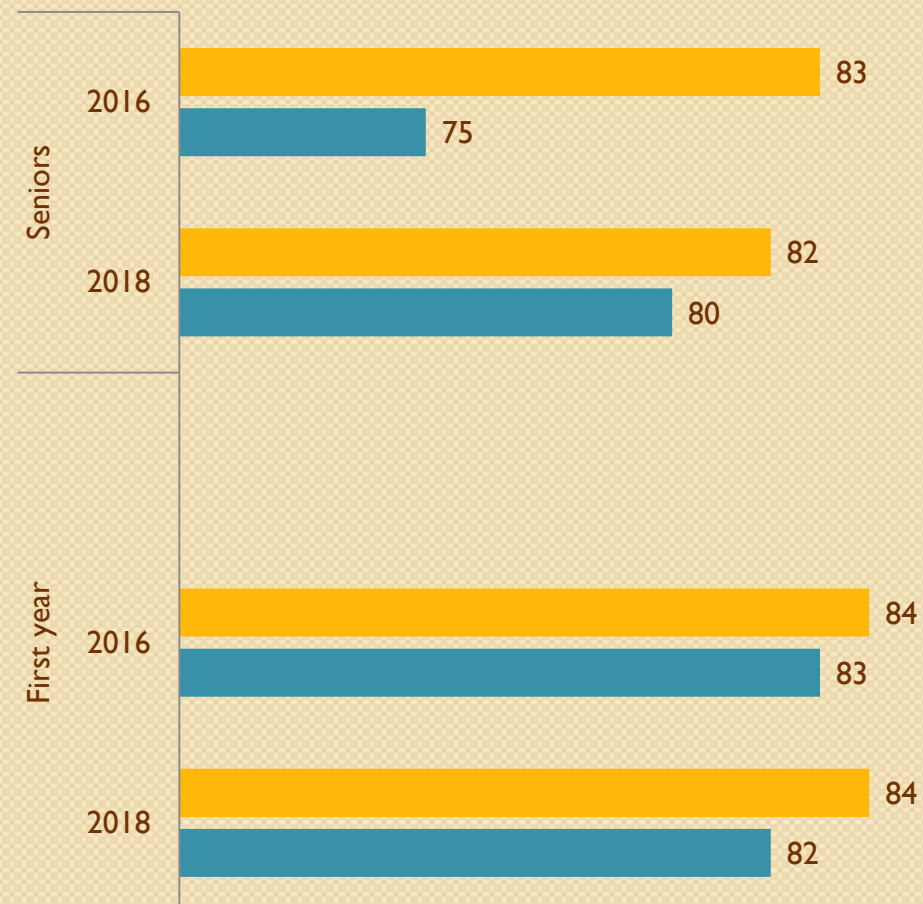
Percentage Rating Overall Experience as Excellent or Good

■ NSSE 17-18 ■ AUB



Percentage who Definitely or Probably attend this institution again

■ NSSE 17-18 ■ AUB



Satisfaction with AUB

Overall Assessment of Experience

- With respect to students' development in important outcomes, AUB senior students showed significant increase from 2016 on most of the outcomes.
- With respect to overall rating of experience, it is same for both FY and Senior students, did not change in 2018 from 2016, and is slightly lower than norms for both cohorts.
- With respect to willingness to attend AUB again, there is an improvement in percentage of seniors (75 to 80%) while FY nearly same of 82%, both slightly lower than norms.



ADVISING MODULE RESULTS

Academic Advising

- Was answered by 636 First Year Students and 395 Seniors.
- Responses compared to students from 313 institutions participating in this module.
- On all items FY and SR students were significantly lower than 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.

Advising

Item	FY Mean	Norms	Effect size	SR Mean	Norms	Effect size
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 (1.8)	2.2***	-.27	1.6 (2.0)	2.2***	-.35
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***	-.18	2.6↓	2.9***	-.33
b. Listened closely to your concerns and questions	2.7	3.0***	-.36	2.6↓	3.0***	-.35
c. Informed you of important deadlines	2.5↑	2.8***	-.34	2.3↓	2.7***	-.40
d. Helped you understand academic rules and policies	2.5↑	2.8***	-.31	2.3↓	2.7***	-.33
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	2.2	2.7***	-.56	2.1↑	2.5***	-.35
f. Provided useful information about courses	2.4	2.9***	-.49	2.4↓	2.7***	-.34
g. Helped you when you had academic difficulties	2.2	2.7***	-.41	2.3↑	2.6***	-.31
h. Helped you get information on special opportunities (study abroad, internship, research projects, etc.)	2.1	2.5***	-.38	2.1↑	2.5***	-.35
i. Discussed your career interests and post-graduation plans	2.2	2.5***	-.37	2.1↑	2.5***	-.30
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)	1.7↑	1.9***	-.29	1.7	1.8***	-.20

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	FY16	% SR	SR%16
0	18	18	37	23
1-2	55	55	35	44
3	15	19	12	17
>3	6	8	16	16

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

FY	Never 57%	Sometimes 25%	Often/v often 18%
SR	Never 61%	Sometimes 19%	Often/v often 20%

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"	19	35	12	31
b. "Academic advisor(s) available to any student"	3	8	4	9
c. "Faculty or staff not formally assigned as an advisor"	8	9	12	16
d. "Online advising system (degree progress report, etc.)"	2	3	2	8
e. "Website, catalog, or other published sources"	5	4	9	5
f. Friends or other students	38	16	37	12
g. Family members	18	18	12	8
h. Other, please specify:	2	2	3	3
i. "I did not seek academic advice this year"	6	5	10	6



FIRST-YEAR EXPERIENCES AND SENIOR TRANSITIONS

First-Year Experiences

Item	FY16 Mean	FY18 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	3.1↓	2.8***
b. Found additional information for course assignments when you didn't understand the material	2.9	3.0↑	2.9***
c. Participated in course discussions, even when you didn't feel like it	2.5	2.6↑	2.5
d. Asked instructors for help when you struggled with course assignments	2.3	2.4↑	2.5**
e. Finished something you have started when you encountered challenges	2.9	3.1↑	3.1**
f. Stayed positive, even when you did poorly on a test or assignment	2.9	2.8↓	2.9
2. During the current school year, how difficult have the following been for you?			
a. Learning course material	3.4	3.4	3.4
b. Managing your time	3.9	4.1↑	3.9***
c. Getting help with school work	3.1	3.2↑	2.9***
d. Interacting with faculty	2.9	3.1↑	2.8***

First-Year Experiences

	FY16 %	FY18 %	Norms
4a. During the current school year, have you seriously considered leaving institution?	27%	29%↑	30%
4b. [If answered "yes"] Why did you consider leaving?			
a. Academics are too difficult	47	41↓	18
b. Academics are too easy	3	1	6
c. Other academic issues (major not offered, course availability, advising, credit transfer,	33	24↓	17
d. Financial concerns (costs or financial aid)	30	40↑	38
e. To change your career options (transfer to another school or program, military service, etc.)	7	21↑	21
f. Difficulty managing demands of school and work	20	19	16
g. Too much emphasis on partying	0	2	6
h. Not enough opportunities to socialize and have fun	30	20↓	19
i. Relations with faculty and staff	13	18↑	10
j. Relations with other students	13	10	19
k. Campus climate, location, or culture	3	11↑	26
l. Unsafe or hostile environment	0	2	6
m. Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	10	19↑	37
n. Another reason, please specify:	20	19	16
5. How important is it to you that you graduate from this institution? (6-point scale)	5.3	5.4	5.0*** 30

First Year Experience

- First Year Experience **improved** on many of the items from 2016 and scores were **even higher than the norms** on several items highlighted in green.
- Item on which they were **lower than norms** was ‘Asked instructors for help when you struggled with course assignment’
- A slightly **higher %** (29 vs 27) considered leaving AUB this year, and main reason was ‘**academics too difficult**’ 41% (higher than norms, lower than 2016), **financial concerns** (went up to 40% from 30%, similar to norms), and **other academic issues** 24% (went down from 2016 but higher than norms). **Relations with faculty and staff** went up too to 18%.

Senior Transitions

Item	SR 16 %	SR18 %	Norms%
1. After graduation, what best describes your immediate plans?			
a. Full-time employment	31	38	57
b. Part-time employment	3	5	5
c. Graduate or professional school	53	41	22
d. Military service	0	0	1
e. Service or volunteer activity	0	0	1
f. Internship (paid or unpaid)	7	7	4
g. Travel or gap year	0	2	4
h. No plans at this time	3	4	4
i. Other, please specify:	4	1	3
2. If immediate plans included full- or part-time employment Do you already have a job for after graduation?	29	38	47
3. To what extent have courses in your major(s) prepared you for your post-graduation plans?	2.6	2.6	3.0*** ▼
4. Do you intend to work eventually in a field related to your major(s)	70%	65%	85%*** ▼
5. Do you plan to be self-employed, an independent contractor, or a freelance worker someday	49%	45%	22%*** ▲
6. Do you plan to start your own business (nonprofit or for-profit) someday?	45%	51%	24%*** ▲

Senior Transitions Cont'd

Item	SR 16 %	SR18 %	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↓	3.4*△
b. Creative thinking and problem solving	3.5	3.5	3.4
c. Research skills	3.3	3.3	3.2*△
d. Clear writing	3.5	3.3↓	3.3
e. Persuasive speaking	3.3	3.1↓	3.0*△
f. Technological skills	3.0	3.1↑	3.0**△
g. Financial and business management skills	2.4	2.6↑	2.5*△
h. Entrepreneurial skills	2.4	2.6↑	2.3***▲
i. Leadership skills	3.2	3.2	3.2
j. Networking and relationship building	3.0	3.0	3.0
2. To what extent has your coursework in your major(s) emphasized following?			
a. Generating new ideas or brainstorming	2.9	3.0↑	3.1*▽
b. Taking risks in your coursework without fear of penalty	2.3	2.5↑	2.5
c. Evaluating multiple approaches to a problem	2.8	3.0↑	3.0
d. Inventing new methods to arrive at unconventional solutions	2.4	2.8↑	2.7

Senior Transitions

- A higher percentage of senior students are going to full-time employment as compared to 2016 (38 vs 31) though still lower than norms of 57%.
- Higher percentage already have a job (38 vs 29%)
- A lower percentage of senior students is going for graduate work (41 vs 53), much higher than norms of 22%.
- As compared to norms, seniors have significantly lower score on 'extent have courses in your major(s) prepared you for your post-graduation plans', but significantly higher percentages going for self-employment and starting their own business.
- AUIB seniors are significantly more confident in their skills than norms on most of the skills and have improved on some skills but scores went down on others.
- In general, coursework taken has emphasized important practices similar to the norms and showed an improvement over 2016.

Comments Summary Seniors

- Curriculum should be less theoretical and have more practical and technical orientation, more internships, field trips. Update curriculum and relate it to societal needs.
- Better advising with clear expectations from advisors and advisee, work on counseling center. Major flaw AUB struggles with.
- Take ICE surveys into consideration.
- Grading system, feedback to students, lower focus on memorization, give more projects.
- Help with getting jobs and more preparation for a career.
- Lab equipment and technical facilities in engineering.
- Too much focus on academia restricting time for extracurricular activities and social life.

Comments Summary First Year

- Evaluation system, grading, fairness, difficult exams, focus on memorization and not critical thinking.
- Faculty and staff attitudes towards students, absence of caring factor, advising, not enough time given by advisors.
- Cost, expensive.
- Emphasis in curriculum on theory and less on practical aspects
- Too much emphasis on academics.
- A good number found experience amazing and rewarding, no discrimination or bullying, and what students study is very challenging.
- Need to give special support to freshmen.



Thank You

For queries contact
Kelhasan@aub.edu.lb