



AUB NSSE 2020 Report

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Outline

- I. Administration
- II. AUB Engagement and High Impact Practices Results, 2018 and 2020
- 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 2020 to senior and first year students at AUB.
- Details of sample and response rate are reported in Table

	2020		2018		2016
	First Year	Senior	First Year	Senior	
Survey sample	1878	1766	2875	2263	1,868
Total respondents	910	500	897	540	352
Response ratio	49%	28%	31%	24%	19%
Female	60%	55%	59%	54%	
Male	40%	45%	41%	46%	
Female 2016			51%	66%	



AUB RESULTS 2020 AND 2018

ENGAGEMENT INDICATORS

COMPARISON 2018-20

	Senior							Freshmen/Sophomore						
	2018			2020				2018			2020			
Academic Challenge	N	Mean	SD	N	Mean	SD	Sig	N	Mean	SD	N	Mean	SD	Sig
Higher-Order Learning	466	37.9	14	380	40	14	S	757	37.6	13	732	37.7	13.5	NS
Reflective integrative learning	502	36.4	12	435	37.9	13.1	NS	826	34	12	801	32.8	11.7	S
Learning Strategies	443	35.3	15	353	39.1	13.8	S	709	37	14	681	39.3	13.7	S
Quantitative Reasoning	453	30.8	16	361	32	15.6	NS	728	25.3	16	692	26	16.1	NS
Preparing for Class (hr/wk)	425	16.7	10	335	16.2	8.9	NS	674	16.5	9	645	16.7	9.1	NS
Course Reading (hr/wk)	419	6.8	6	329	7	6.2	NS	665	6.9	6.2	639	6.9	5.9	NS
Assigned Writing (#page)	446	140	6	349	124	126	S	715	77.9	100	682	68.2	94	NS
Course Challenge (1-7)	446	5.2	1.4	352	5.5	1.4	S	715	5.3	1.5	686	5.3	1.35	NS
Academic Emphasis (1-)	430	3.4	0.7	342	3.4	0.7	NS	689	3.3	0.8	655	3.3	0.8	NS

ENGAGEMENT INDICATORS

COMPARISON 2018-20

	Senior							Freshmen/Sophomore						
	2018			2020				2018			2020			
Learning with Peer Collaborative Learning Discussions with Diverse Others	N	Mean	SD	N	Mean	SD	Sig	N	Mean	SD	N	Mean	SD	Sig
	522	36.8	13	480	36.8	12.9	NS	865	33.1	14	877	31.4	13.1	S
	449	43.8	15	350	44.1	13.1	NS	717	42.8	15	691	41.5	15.4	NS
Experiences with Faculty Student-Faculty Interaction Effective Teaching Practices														
	479	23	16	399	22.6	16.3	NS	784	18.8	14	768	15.9	13.7	S
	469	35.8	14	379	39	14	S	758	37.2	13	727	35.9	14.1	NS
Campus Environment Quality of Interactions Supportive Environment														
	429	35	13	337	36.9	13.3	S	657	34	13	622	35.8	13	S
	428	29.8	15	334	30.2	15.3	NS	680	31.8	14	645	31.2	14.2	NS

HIGH IMPACT PRACTICES COMPARISON

2016 AND 2018

	Senior						Freshmen/Sophomore					
		2018		2020			2018			2020		
	N	Mean	SE	N	Mean	SE	N	Mean	SE	N	Mean	SE
Service-Learning %	437	64	2.3	343	63	.036	695	55	1.9	659	53	.029
Learning Community %	444	18	1.8	346	16	.02	704	10	1	671	7	.010
Research with Faculty %	443	30	2.2	347	25	.023	703	6	0.9	669	3	.009
Internship or Field Experience (plan to Fresh)	448	56	2.3	350	51	.027	711	69	1.7	676	6	.009
Study Abroad (plan to Fresh)	440	12	1.5	347	14	.019	697	49	1.9	667		.005
Culminating Senior Experience (plan to Fresh)	443	41	2.3	347	36	.026	699	53	1.9	664	1	.007
Participated in one HIP	448	29	2.1		90		704	50	1.9		56	
Participated in two or more HIPs (plan to Fresh)	448	63	2.3		61		704	10	1.1		6	

Engagement Indicators 2018 and 2020

- In general first year (FY) students and in comparison, with 2018 showed **stability** on most of items with significant results on:
 - Academic Challenge: **Reflective Integrative Learning** going down while **Learning Strategies**, significantly went up.
 - Learning with Peers: **Collaborative Learning** went down from 2018.
 - Experiences with Faculty: **Student-Faculty Interaction** went down from 2018.
 - Campus Environment. **Quality of Interactions** significantly went up.
- For Senior students, they either stabilized on these indicators or slightly **went up** with significant increase on
 - Academic Challenge: **Higher Order Learning and Learning Strategies**, while **Assigned Writing and Course Challenge** went down.
 - Experiences with Faculty. **Effective Teaching Practices** went up.
 - Campus Environment. **Quality of Interactions** went up.

High Impact Practices (HIP) 2016 and 2018

- In general, lower percentages of FY and Senior students participating in HIPs, probably due to situation in Lebanon since October and the pandemic.
- For Senior students, a significantly higher percentage participated in one HIP.
- For FY students, a significantly lower percentage (6 vs 69) participated or planed to participate in a field experience or internship., due to pandemic.



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 2019 & 2020
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

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Selected Peers	Your seniors compared with Private non Profit	Your seniors compared with NSSE 2019 & 2020
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	▽	▽	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	△	△
<i>Learning with Peers</i>	Collaborative Learning	--	▲	△
	Discussions with Diverse Others	△	▲	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	▽	--
	Effective Teaching Practices	--	▽	--
<i>Campus Environment</i>	Quality of Interactions	▽	▼	▼
	Supportive Environment	--	▽	--

Engagement Indicators Comparison with Norms

- For Academic Challenge, FY students are either same or higher than NSSE norms, except for Reflective & Integrative Learning, (lower) while SR students are either same or higher (Quantitative Reasoning) on all.
- For Learning with Peers, both cohorts are significantly higher on discussion with diverse others, but FY students significantly lower on Collaborative Learning, while SR students are higher than NSSE norms.
- For Experiences with Faculty, FY are significantly lower than NSSE norms while SR are same.
- Campus Environment is weakest for AUB with FY students showing significantly lower means than NSSE Norms, and SR students on Quality of Interactions only while no significant differences on Supportive Environment.
- In general, AUB performance and as compared to private universities and to selected peers is significantly lower for both FY and SR students except for Discussions with Diverse Others and Quantitative Reasoning (SR).

Comparison with Norms: Engagement Indicators

	First Year				Seniors			
	Mean	Diff peers	Diff Private	Diff Norms 19-20	Mean	Diff peers	Diff Private	Diff Norms 19-20
Academic Challenge								
Higher-Order Learning	37.7	40.5***	39.2**	37.8	40.0	40.7	41.0	39.9
Reflective & Integrative Learning	32.8	37.2***	36.3***	35.1***	37.9	40.0**	39.3*	38.2
Learning Strategies	39.3	39.8	39.2	38.0*	39.1	38.6	38.8	38.1
Quantitative Reasoning	26.0	30.1***	27.5*	27.1	32.0	31.6	29.9*	29.4**
Learning with Peer								
Collaborative Learning	31.4	35.9***	33.3***	33.0***	36.8	36.2	32.0***	32.6***
Discussions with Diverse Others	41.5	41.8	39.***	39.3***	44.1	41.8**	39.0***	39.9***

Performance on Engagement Indicators

Higher-Order Learning

- FY and SR NS difference with NSSE norms, but FY significantly lower than private and peer norms

Reflective & Integrative Learning

- Significantly lower FY means but SR means same as NSSE norms but lower than other norms.

Learning Strategies

- FY students significantly higher than NSSE norms but SR NS difference with all norms.

Quantitative Reasoning

- SR students significantly higher than NSSE norms while FR NS difference with NSSE norms but significantly lower than other norms.

Learning with Peers

- FY significantly lower on Collaborative Learning while SR significantly higher. Both are significantly higher on Discussion with Diverse Others.

Comparison with Norms: Engagement Indicators Cont'd.

	First Year				Seniors			
	Mean	Diff peers	Diff Private	Diff Norms 19-20	Mean	Diff peers	Diff Private	Diff Norms 19-20
Experiences with Faculty								
Student-Faculty Interaction	15.9	21.2 ***	22.9 ***	19.7***	22.6	25.3 **	26.6 ***	23.5
Effective Teach. Practices	35.2	39.8 ***	39.8 ***	37.6 **	39.0	39.5	40.9 **	39.2
Campus Environment								
Quality of Interactions	35.8	43.3 ***	44.4 ***	42.6 ***	36.9	39.9 ***	44.0 ***	42.6 ***
Supportive Environment	31.2	35.6 ***	36.9 ***	34.9 ***	30.2	30.6	33.0 **	31.5

Performance on Engagement Indicators

Experiences with faculty

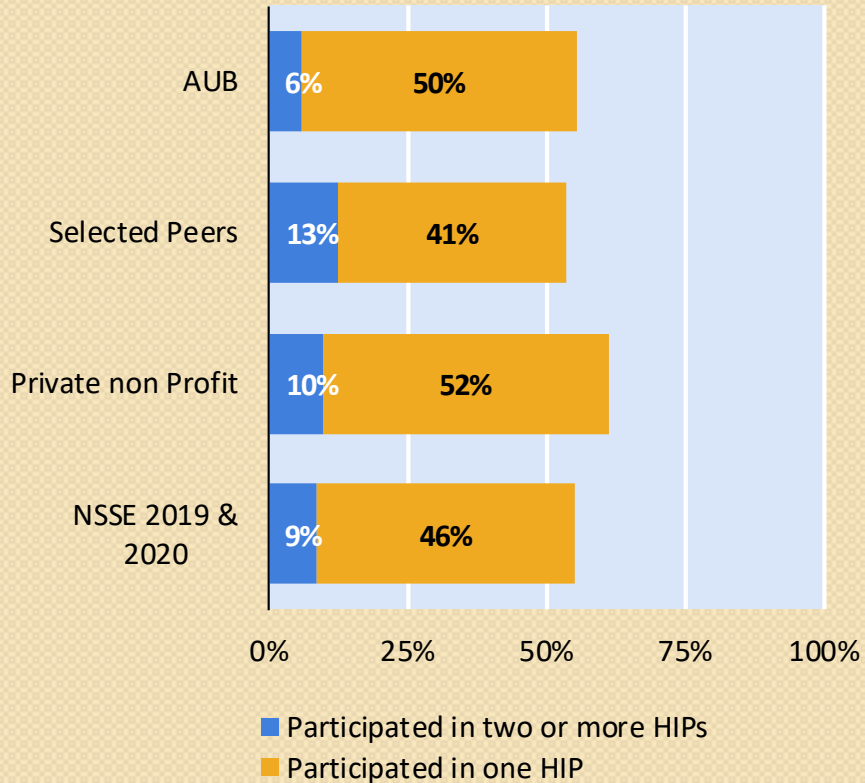
- FY students are significantly lower on both: Student Faculty Interactions and Effective Teaching Practices.
- SR are similar to NSSE norms on both but lower than peers and private universities.
- FY student means are much lower than SR students' means on both scales.

Campus Environment

- FY students are significantly lower on Quality of Interactions and Supportive Environment.
- SR students are significantly lower on Quality of Interactions but NS differences on Supportive Environment.

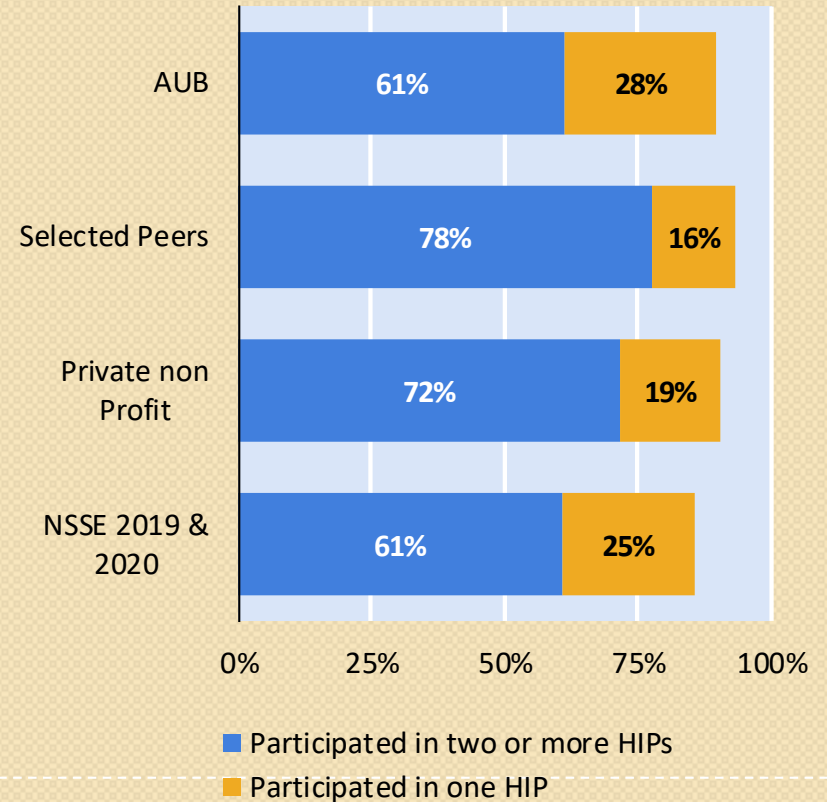
Higher than NSSE norms and selected peers but similar to Private universities

First-year



Similar to norms but lower than selected peers and private

Senior



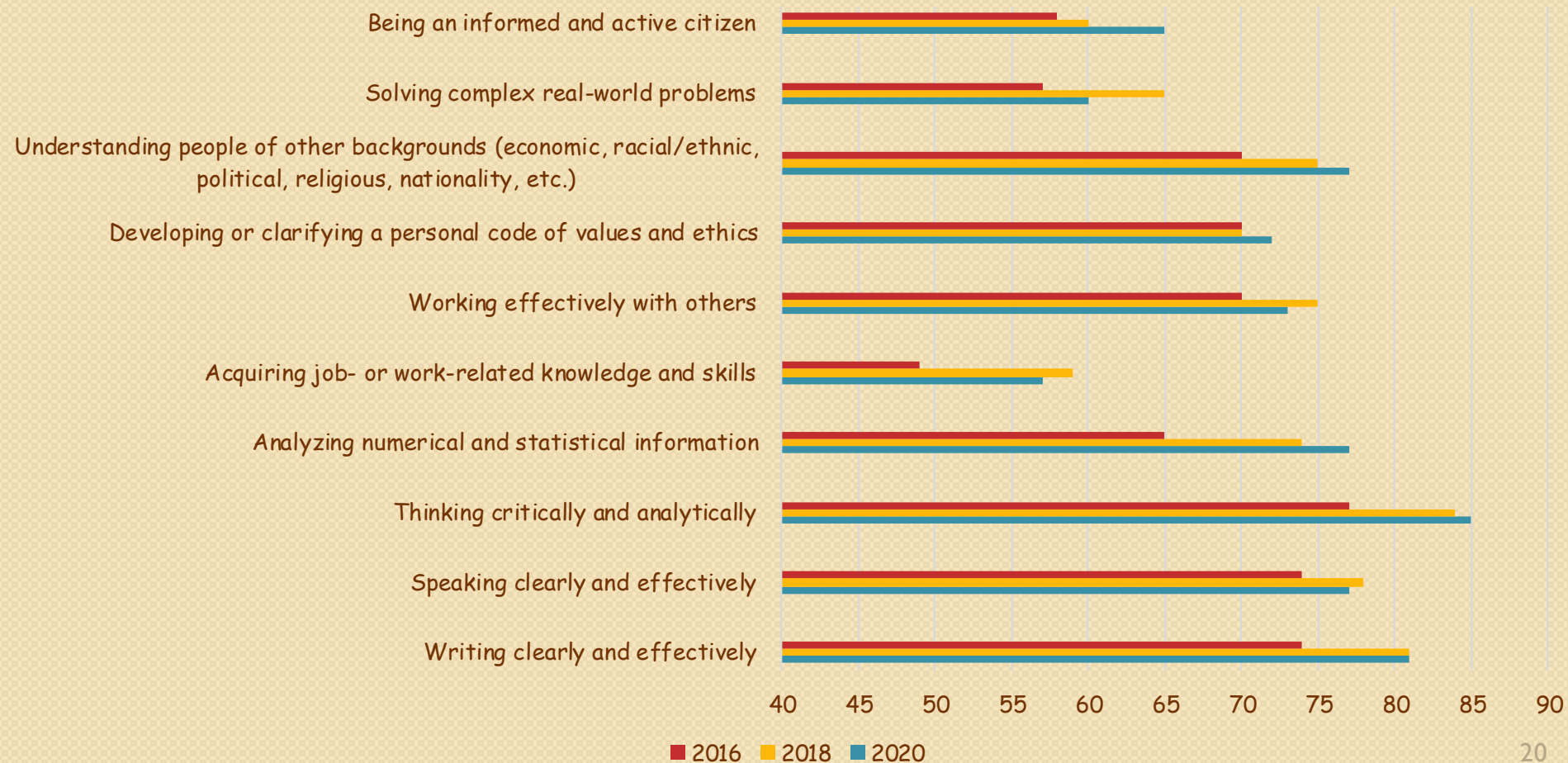
HIP Participation Compared to Norms



HOW STUDENTS ASSESS THEIR EXPERIENCE

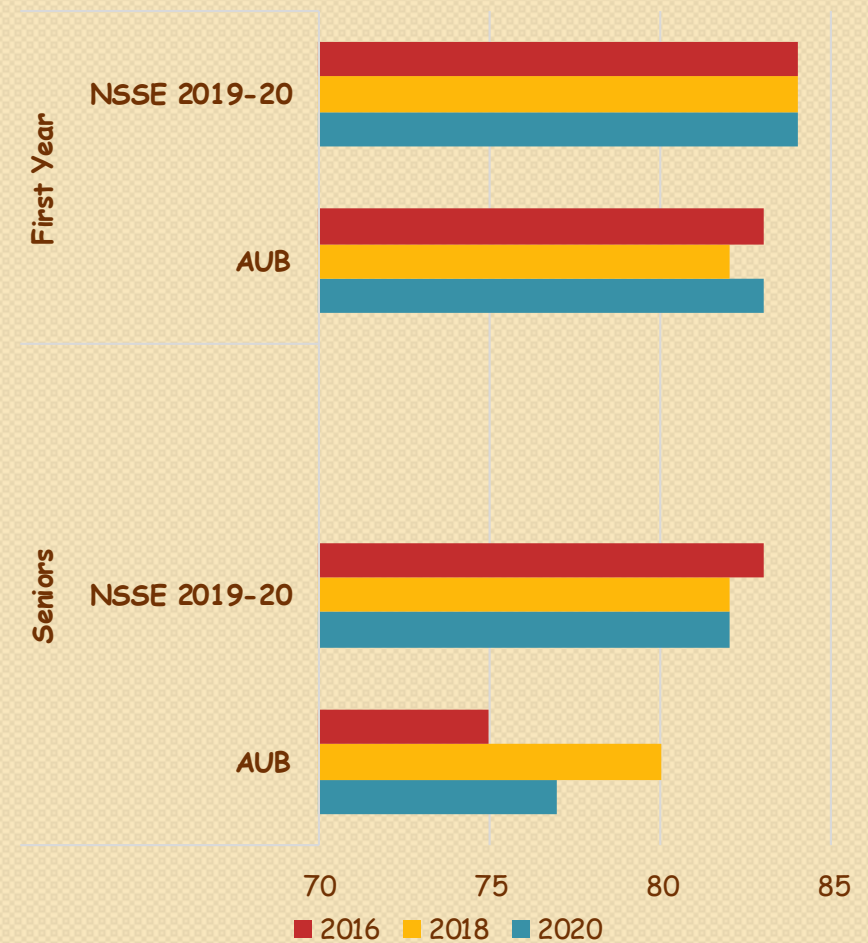
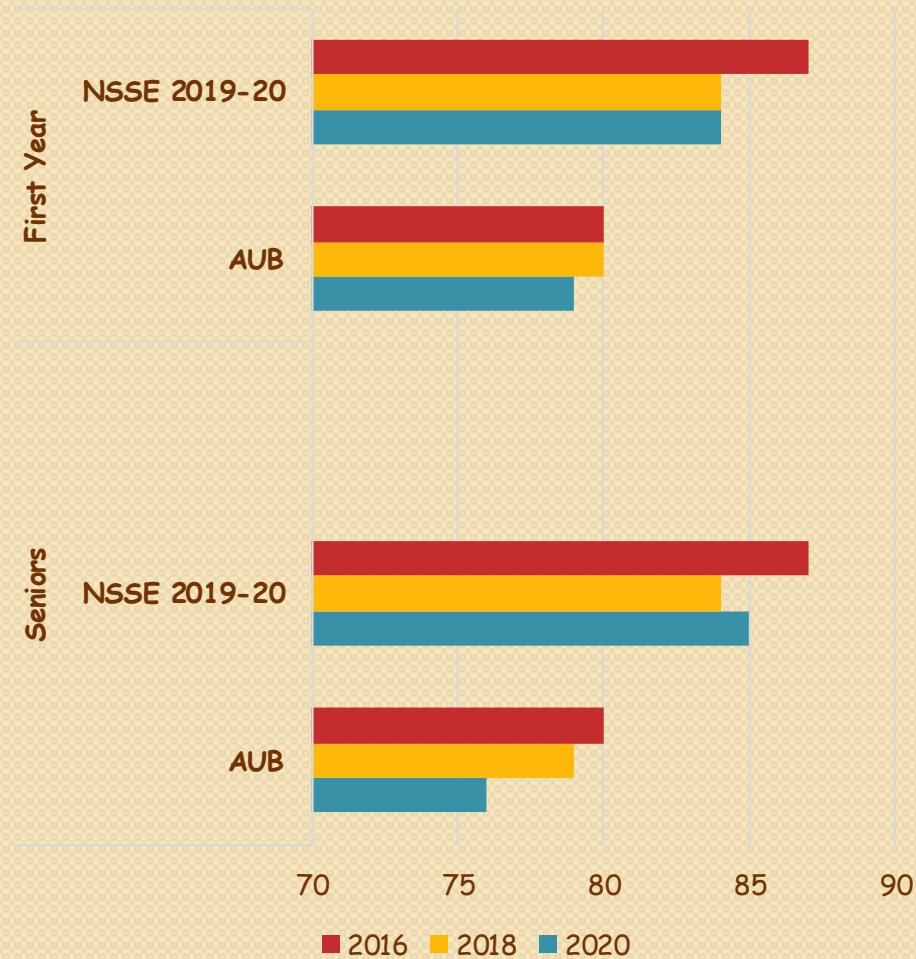
HOW SENIOR STUDENTS ASSESS THEIR EXPERIENCE

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

Percentage who Definitely or Probably attend this institution again



Satisfaction with AUB

Overall Assessment of Experience

- With respect to students' development in important outcomes, AUB senior students and as compared to 2018 showed significant increase or stable performance on most of the outcomes, except for solving real world problems.
- With respect to overall rating of experience, it is slightly higher for FY with 79 vs 76% rating it as Ex/Good, slightly went down from 2018, and is less than norms for both cohorts.
- With respect to willingness to attend AUB again, there is a drop in percentage of seniors (80 to 77%) while FY nearly same of 83%, both slightly lower than norms.



ADVISING MODULE RESULTS

Academic Advising

- Was answered by 598 First Year Students and 309 Seniors.
- Responses compared to students from 217 institutions participating in this module.
- On nearly all items FY and SR students were significantly lower than norms, except on 1 for FY students and 3 for SR students .
- In general, scores for SR and FY students were similar except on few items where FY students had higher scores.
- Some items improved from 2018 for both cohorts (3) while means went down on others.
- Higher means were noted for both cohorts on frequency of academic advisor reaching out to them for discussing progress and academic performance (2.1 from 1.7).

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?	1.7 (1.8)	1.9***	-.16	1.7 (1.6)	2.1***	-.23
2. During the current school year, to what extent have people and resources done the following?						
a. Been available when needed	2.6↓	2.8***	-.23	2.5	2.7***	-.22
b. Listened closely to your concerns and questions	2.4↓	2.7***	-.27	2.4↓	2.6***	-.23
c. Provided prompt and accurate information	2.6↑	2.8***	-.24	2.5↑	2.7**	-.20
d. Notified you of important policies and deadlines	2.8↑	2.8	-.01	2.5↑	2.7*	-.13
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	2.6↑	2.9***	-.35	2.5↑	2.6*	-.12
f. Followed up with you regarding something they recommended*	2.2	2.3	-.06	2.1	2.1	-.02
g. Asked questions about your educational background and needs*	2.0	2.2**	-.14	2.1	2.1	.01
h. Respected your identity and culture*	3.3	3.2*	.11	3.2	3.1	.11
i. Cared about your overall well-being*	2.6	2.9***	-.27	2.5	2.7***	-.27
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)	2.2↑ (1.7)	2.2	-.05	2.1↑ (1.7)	2.1	-.01
*new items						

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	%FY18	FY20	% SR18	SR%20
0	18	18	37	23
1-2	55	56	35	45
3	15	15	12	15
>3	6	9	16	16

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

FY	v. little	29%	Sometimes	28%	quite bit/v much	31%
SR	v. little	33%	Sometimes	26%	quite bit/v much	20%

First Year and Senior Results as Compared to Norms

Item	FY %	Norms %	SR %	Norms %
4. During the current school year, how much each of the following helped you develop your academic goals and future plans? (Quite a bit/v much)				
a. "Academic advisor(s) assigned to you"	29	40	29	41
b. "Academic advisor(s) available to any student"	24	31	21	27
c. "Faculty or staff not formally assigned as an advisor"	21	22	32	31
d. "Online advising system (degree progress report, etc.)"	14	24	13	30
e. "Website, catalog, or other published sources"	29	29	33	29
f. Student services staff	15	21	19	17
g. Friends or other students	62	59	66	59
h. Family members	67	63	58	56
i. Other, please specify:	30	33	51	35



FIRST-YEAR EXPERIENCES AND SENIOR TRANSITIONS

First-Year Experiences

Item	FY20 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	3.0	3.1	2.8***
b. Found additional information for course assignments when you didn't understand the material	3.0	3.0	2.9**
c. Participated in course discussions, even when you didn't feel like it	2.6	2.6	2.5
d. Asked instructors for help when you struggled with course assignments	2.4	2.4	2.5
e. Finished something you have started when you encountered challenges	3.0	3.1	3.1*
f. Stayed positive, even when you did poorly on a test or assignment	2.8	2.8	2.8
2. During the current school year, how difficult have the following been for you?			
a. Learning course material	3.4	3.4	3.5*
b. Managing your time	4.0	4.1	3.9**
c. Getting help with schoolwork	3.1	3.2	3.0
d. Interacting with faculty	3.1	3.1	2.8***

First-Year Experiences

	FY20 %	FY18 %	Norms
4a. During the current school year, have you seriously considered leaving institution?	29%	29%	28%
4b. [If answered "yes"] Why did you consider leaving?			
a. Academics are too difficult	21	41	18
b. Academics are too easy	1	1	6
c. Other academic issues (major not offered, course availability, advising, credit transfer,	15	24	17
d. Financial concerns (costs or financial aid)	46	40	38
e. To change your career options (transfer to another school or program, military service, etc.)	14	21	21
f. Difficulty managing demands of school and work	8	19	16
g. Too much emphasis on partying	1	2	6
h. Not enough opportunities to socialize and have fun	20	20	19
i. Relations with faculty and staff	14	18	10
j. Relations with other students	9	10	19
k. Campus climate, location, or culture	9	11	26
l. Unsafe or hostile environment	11	2	6
m. Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	23	19	37
n. Another reason, please specify:	26	19	16
5. How important is it to you that you graduate from this institution? (6-point scale)	5.4	5.4	5.1*** 30

First Year Experience

- First Year Experience showed stability on many of the items as compared to 2018 and scores were **higher than the** norms on some items highlighted in green.
- Item on which they were **lower than norms** was ‘Asked instructors for help when you struggled with course assignment’
- It was less difficult than norms to learn course material but more difficult to manage their time and to interact with faculty (3.1 vs 2.8).
- Same % 29 considered leaving AUB this year, and main reason was ‘**financial concerns**’ 46% (higher than norms and 2018), personal reasons, 23% (went up from 2018) and other reasons (26%). Difficulty of academics and other academic issues went down to 21% and 15% from 41% and 24% in 2018, respectively.
- Same mean on how important for student to graduate from AUB, 5.4/6 (90%) and it is significantly higher than norm.

Senior Transitions

Item	SR 20 %	SR18 %	Norms%
1. After graduation, what best describes your immediate plans?			
a. Full-time employment	36	38	57
b. Part-time employment	3	5	5
c. Graduate or professional school	37	41	23
d. Military service	0	0	1
e. Service or volunteer activity	0	0	1
f. Internship (paid or unpaid)	14	7	4
g. Travel or gap year	2	2	4
h. No plans at this time	5	4	3
i. Other, please specify:	4	1	2
2. If immediate plans included full- or part-time employment Do you already have a job for after graduation?	33	38	48
3. To what extent have courses in your major(s) prepared you for your post-graduation plans?	2.7	2.6	3.0*** ▼
4. Do you intend to work eventually in a field related to your major(s)	71%	65%	86%*** ▼
5. Do you plan to be self-employed, an independent contractor, or a freelance worker someday	39%	45%	21%*** ▲
6. Do you plan to start your own business (nonprofit or for-profit) someday?	46%	51%	23%*** ▲

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

Senior Transitions

- A lower percentage of senior students are going to full-time employment as compared to 2018 (36 vs 38) though still lower than norms of 57%.
- Lower percentage already have a job (33 vs 38 %).
- A lower percentage of senior students is going for graduate work (37 vs 41), though still much higher than norms of 23%.
- 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 persuasive speaking, entrepreneurial, and financial management skills, and in general their perception of their skills is like last year's.
- In general, coursework taken has emphasized important practices not significantly different from the norms except on 'generating new ideas' which is slightly lower but results similar to 2018.

First Year

Rating			
		Frequency	Valid Percent
	Excellent	65	26
	Good	130	51
	Fair	48	19
	Poor	8	3
	Total	254	100
Gender			
		Frequency	Valid Percent
	Female	168	66
	Male	86	34
	Total	254	100

Seniors

Rating			
		Frequency	Valid Percent
	Excellent	31	30
	Good	40	38
	Fair	21	20
	Poor	9	9
	Total	104	100
Gender			
		Frequency	Valid Percent
	Female	53	51
	Male	51	49
	Total	104	100

Higher percentage of Seniors rate their experience as excellent, but when added with Good First Year students have higher percentage, 77% vs 68%.

Females had higher participation and higher evaluations. 61 -65% of females rated AUB experience as Excellent in both groups.

Comments Summary Most Satisfying

- The beautiful campus, the services provided (library, gym etc.) as well as the wide variety of resources, the extracurricular activities, societies and clubs as well as varsity teams for the exposure they provide.
- The diversity at AUB is also very satisfying, and being exposed to people from different backgrounds, nationalities, religions etc. is something much appreciated from most students; many were very happy because they believe that they ended up making lifetime friends.
- Some professors at AUB are very qualified, high end professors with an outstanding experience, expertise and academic background, they are very talented in transmitting knowledge and information to students.
- AUB taught most students to build their personalities, prove themselves, and work hard to reach their goals. During their academic years they learned to “take initiative, tackle challenges, be resourceful, and embrace hard work in order to figuring one's self”; it taught them to speak out and freely express themselves.
- Some were very grateful they had the chance to participate in multinational workshops, lectures, as well as volunteer work.
- Living in the capital of Lebanon, and the center of Beirut was a very satisfying aspect to many students and getting to live the Lebanese life was something many appreciated despite the political situation that was lately happening.
- Finally, many believe that graduating from one of the top universities in the area gives them a competitive advantage over others in finding jobs and starting a career path they look forward to.

Comments Summary Least Satisfying

- The high stress level that comes out of the big workload and the competitiveness among students, to an extent that some believe it affected their mental health and wellbeing.
- Some students mentioned that the grading system (Especially the new Letter A, B, C) one is unfair.
- Many students mentioned that they were struggling with the registration process and finding capacities in desired courses was a nightmare.
- The expensive tuition fees is something that was brought out by many students as well and the fact that the financial aid/ merit are not fairly and equally provided to students (some descried the FA decision making as a corrupted and politically affiliated one).
- Many students have access to previous exams and that was very disturbing to others who were not “well connected” to do so.
- Many students were not satisfied with the advising process at the university “and how unavailable and unreachable their advisers were”; they said that there is a major lack of “support, guidance, follow up, and advising” from some professors as well as advisors.
- Some buildings, classrooms and labs need major renovation (bio, physics etc.)
- Many students complained about the physics department “From the unbalanced curriculum to professors; a clear lack of communication between professors regarding the material of the courses thought”.
- Many courses are theoretical rather than practical, and for many this is a major disadvantage as it does not prepare students for real life work.
- Few mentioned that parking slots are needed especially since Ras Beirut is a very crowded area.



Thank You

For queries contact
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