

Student Experience Survey 2019 (NSSE)

Introduction

The Student Experience Survey (SES), a revised version of the NSSE, was administered spring 2019 to a representative sample of undergraduate students in a paper version. Since 2016 when AUB started participating in NSSE, the NSSE Survey is administrative in alternate years (2016, 2018) as an online version and the SES (2017, 2019) in paper version. The SES is a shortened version of the NSSE covering challenging areas that AUB needs to collect annual information on. It is made up of 103 items and is administered by OIRA staff members in classrooms.

In 2019, a representative sample of 50 course sections teaching mainly First Year (freshmen, sophomore) and Senior (senior, fourth year) students was selected. Around 550 students filled out the survey broken down by class as follows: First Year 178, Senior Fourth Year 189, and remaining were Juniors.

Results

The following sections will report the results of the 2019 SES and will compare them mostly to the 2017 paper results as items are the same and mode of administration (in class, paper) is the same. In some instances, will compare to 2016 and 2018. Descriptive statistics, frequencies, and percentages will be reported and compared between First Year and Senior students and over the years on various SES scales and indicators.

I. Engagement Indicators

The following tables (A-D) report the means and standards deviations for the various engagement indicators: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. Results are reported for 2017 and 2019 and for each of First Year and Senior students. Real improvement is highlighted in green and drop in red.

A. Academic Challenge.

- First Year students in 2019 find courses less challenging than in 2017 and much less than Senior/fourth Year students. Senior students' score has significantly risen on this indicator.
- With respect to *reflective integrative learning*, it is stable across the years for both groups of students, with First Year students showing lower scores on item # 3 'combining ideas from different courses when completing assignments.
- As for *Quantitative Reasoning*, First Year (FY) students are lower than Seniors(S) on most of the items, while S dropped on item 19 'used numerical info to examine real-world problems' and FY students dropped on item 20 'evaluated what others have concluded from numerical info'.

A. Academic Challenge

	Senior				Freshmen/Sophomore			
	2017 (94)		2019 (188)		2017 (110)		2019 (174)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
53- To what extent have your courses challenged you to do your best work?	4.8	1.57	5.7	1.7	5.0	1.69	4.8	
Academic challenge (1-7)	4.8		5.7		5.0		4.8	
3- Combined ideas from different courses when completing assignments	2.8	0.94	2.8	0.78	2.6	0.95	2.5	0.8
4- Connected your learning to societal problems or issues	2.7	0.79	2.8	0.89	2.6	1.03	2.6	0.9
5- Included diverse perspectives in course discussions or assignments	2.4	0.99	2.5	0.97	2.5	1.01	2.3	1.0
6- Connected ideas from your courses to your prior experiences and knowledge	3.0	0.80	2.9	0.84	3.1	0.87	3.0	0.8
7-Talked about career plans with a faculty member	2.3	1.04	2.2	0.95	2.2	1.06	2.0	1.0
Reflective integrative learning (1-4)	2.6		2.7	0.9	2.6		2.5	0.9
18- Reached conclusions based on your own analysis of numerical information	2.8	0.89	2.7	0.84	2.5	0.99	2.5	1.0
19- Used numerical information to examine a real-world problem or issue	2.5	0.90	2.3	0.96	2.3	1.00	2.2	1.0
20- Evaluated what others have concluded from numerical information	2.3	0.85	2.2	0.91	2.3	0.90	2.0	0.8
Quantitative Reasoning	2.5		2.4		2.35		2.2	

B. Learning with Peers.

- Both groups show stability over the years on learning with peers.
- Quite similar responses by both groups, except on item # 9 ‘prepared 2 or more drafts’ when FY students scored higher, and item # 13 ‘worked with other students’ where S students scored higher and both make sense.

B. Learning with Peers

	Senior				Freshmen/Sophomore			
	2017 (94)		2019 (186)		2017 (111)		2019 (173)	
During current school year, how often have you done following	Mean	SD	Mean	SD	Mean	SD	Mean	SD
8- Asked questions or contributed to course discussions in other ways	2.80	0.83	2.7	0.84	2.7	0.98	2.7	0.90
9- Prepared two or more drafts of a paper or assignment before turning it in	2.3	1.02	2.3	0.95	2.6	1.12	2.5	1.10
10- Asked another student to help you understand course material	2.5	1.02	2.6	0.93	2.60	0.96	2.7	0.96
11- Explained course material to one or more students	3.0	0.74	2.9	0.80	2.9	0.97	2.9	0.86
12- Prepared for exams by discussing or working through course material with other students	2.9	0.91	2.8	0.88	2.8	1.01	2.7	0.97
13- Worked with other students on course projects or assignments	3.3	0.75	3.2	0.77	2.9	0.93	3.0	0.85
Learning with Peers	2.8		2.8		2.7		2.7	

C. Experiences with Faculty

	Senior				Freshmen/Sophomore			
	2017 (94)		2019		2017 (111)		2019	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
14- Talked about career plans with a faculty member	2.2	1.00	2.2	0.98	2.1	0.95	2.0	1.00
15- Worked with a faculty member on activities other than coursework	2.10	1.02	1.9	0.94	1.90	1.07	1.8	0.97
16- Discussed course topics, ideas, or concepts with a faculty member outside of class	2.1	0.80	2.2	0.94	2.4	1.03	2.1	0.95
17- Discussed your academic performance with a faculty member	2.3	0.88	2.1	0.91	2.3	0.96	2.3	0.89
Experience with faculty	2.2		2.1	0.94	2.2		2.06	0.95

C. Experiences with Faculty.

- Both groups showed stable performance over years.
- Seniors have dropped down on item #15 ‘worked with faculty members on activities other than coursework’ and FY have dropped down on item # 16 ‘discussed course topics with a faculty member outside of class’.

D. Campus Environment

	Senior				Freshmen/Sophomore			
	2017 (94)		2019		2017 (107)		2019	
How much does your institution emphasize the following?	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Supportive Environment	2.8		2.7	0.94	2.7		2.8	0.88
22- Providing support to help students succeed academically	2.4	0.99	2.4	0.96	2.3	0.92	2.5	0.92
23- Spending significant amounts of time studying and on academic work	3.2	0.81	3.0	0.92	3.1	1.02	3.1	0.84
Quality of Interactions (1-7)	4.0		3.9	1.68	4.0		4.0	1.73
48- Students	5.3	1.59	5.0	1.65	5.4	1.57	5.0	1.65
49- Academic advisors	3.4	2.06	3.1	1.70	3.7	1.89	3.7	1.82
50- Faculty	4.1	1.77	3.8	1.65	3.7	1.85	3.9	1.67
51- Student services staff	3.7	1.76	3.7	1.70	3.7	1.90	3.5	1.77
52- other administrative staff and offices	3.5	1.74	3.6	1.68	3.7	1.89	3.6	1.75

D. Campus Environment.

- Supportive environment seems to be same for both of groups of students and over the years, with FY students improving on item # 22 ‘providing support to help student succeed academically’.
- Quality of Interactions is low especially with advisors, faculty, and staff for both groups.
- It went down for S students (48-50), FY (48, 51) but improved for FY on item 50 ‘interactions with faculty’.

II. High Impact Practices (HIP)

	Senior		Freshmen/Sophomore	
	2017 (80)	2019 (168)	2017 (106)	2019 (153)
	% Done/ in progress	% Done/ in progress	% Done/ in progress	% Done/ in progress
55- Participate in an internship, co-op, field experience, student teaching, or clinical placement	58	53	29	12
56- Hold a formal leadership role in a student organization or group	39	36	24	11
57- Participate in a learning community or some other formal program where groups of students take two or more classes together	30	27	19	10
58- Participate in a study abroad program	22	20	14	7
59- Work with a faculty member or a research project	29	20	14	10
60- Complete a culminating senior experience	36	43	14	7
61- About how many of your courses at this institution have included a community-based project?	2.2	2.2	2.4	2.2

- Both groups have gone down in 2019 in HIP, except S who have a considerably large percentage completing a culminating senior experience.
- Senior students engage more extensively in HIPs than FY students.
- A lower number of FY courses included community-based projects in 2019 than 2017.

III. Effective Teaching Practices

	Senior				Freshmen/Sophomore			
	2017 (94)		2019 (184)		2017		2019 (171)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
24- Clearly explained course goals and requirements	3.0	0.75	3.0	0.81	3.0	0.87	3.0	0.78
25- Taught course sessions in an organized way	3.0	0.67	2.9	0.77	3.1	0.91	3.0	0.83
26- Used examples or illustrations to explain difficult points	3.1	0.74	3.1	0.80	3.1	0.89	3.2	0.79
27- Provided feedback on a draft or a work in progress	2.6	0.76	2.8	0.86	2.9	0.98	2.8	0.86
28- Provided prompt and detailed feedback on tests or completed assignments	2.6	0.85	2.6	0.90	2.7	1.02	2.7	0.92
Effective Teaching Practice	2.9		2.9		3.0		3.0	

- Stability over the two years for both groups. Seniors went down on item # 27 ‘provided feedback on draft’.
- In general, FY students rated teaching practices slightly higher.

IV. Advising

- FY students advising scores have gone down in 2019 from 2017 on most of the items, while for S students they were more or less stable except for availability of advisor and discussion of career path.
- In general S students’ evaluations of advising are lower than those of FY students except for items related to future plans and special opportunities which are more relevant to graduating students.

V. First Year Experience

- FY students found learning course material and getting help more difficult in 2019 than in 2017 but were more able to manage their time.
- A higher percentage in 2019 considered leaving the university (33 from 22) mainly for academic and financial issues, in addition to changing career options.

First Year and Senior Advising Results as Compared to Norms

Item	FY			SR		
	2019 Mean (166)	2017 Mean	Norms 2018	2019 Mean (176)	2017 Mean (88)	Norms 2018
1. During the current school year, to what extent have your academic advisors done the following?						
a. Been available when needed	2.7	2.8	3.0	2.5	2.7	3.0
b. Listened closely to your concerns and questions	2.6	2.8	3.0	2.5	2.6	3.0
c. Informed you of important deadlines	2.4	2.7	2.8	2.3	2.2	2.8
d. Helped you understand academic rules and policies	2.4	2.6	2.8	2.2	2.2	2.7
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	2.2	2.3	2.7	2.0	2.0	2.5
f. Provided useful information about courses	2.3	2.5	2.9	2.2	2.2	2.7
g. Helped you when you had academic difficulties	2.1	2.3	2.7	2.1	2.2	2.6
h. Helped you get information on special opportunities (study abroad, internship, research projects, etc.)	1.9	1.9	2.5	2.0	2.0	2.5
i. Discussed your career interests and post-graduation plans	1.8	1.9	2.5	1.9	2.1	2.5
Advising Average	2.3	2.4	2.8	2.2	2.2	2.7
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)	1.75	1.7	1.9	1.5	1.5	1.9

First Year Experience

	Freshmen/Sophomore					
	2017			2019		
During the current school year, how difficult have the following been for you	N	Mean	SD	N	Mean	SD
72- Learning course material	94	2.8	1.15	123	3.00	1.11
73- Managing your time	94	3.5	1.43	125	3.3	1.16
74- Getting help with school work	93	2.8	1.31	124	3.0	1.18
75- Interacting with faculty	94	2.7	1.07	124	2.7	1.19
76- During the current school year, have you seriously considered leaving this institution?		24%		122	33%	
If yes, why?		%				
77- Academics are too difficult	40	43.00		59	39	
78- Academics are too easy	36	22.00		55	11	
79- Other academic issues	34	50.00		55	40	
80- Financial concerns	34	44.00		56	43	
81- To change your career options	32	41.00		55	40	
82- Difficulty managing demands of school and work	34	35.00		55	36	
83- Too much emphasis on partying	34	24.00		54	19	
84- Not enough opportunities to socialize and have fun	34	56.00		54	43	
85- Relations with faculty and staff		44.00		53	25	
86- Relations with other students		47.00		53	30	
87- Campus climate, location, or culture		38.00		53	26	
88- Unsafe or hostile environment		16.00		53	19	
89- Personal reasons		48.00		48	23	

VI. Senior Experience

- In terms of preparation in the major, Senior students have improved in research and technological skills in 2019 from 2017 but have reported lower persuasive and financial management skills.

- Their highest scores were in critical thinking, problem solving, research, writing, and technology (3-3.1/4), while lowest were on promoting financial and entrepreneurship skills.

Senior Experience

	Senior					
	2017			2019		
How confident in your ability to perform following tasks?	N	Mean	SD	N	Mean	SD
90- Critical thinking and analysis of arguments and information	52	3.1	0.94	126	3.0	0.88
91- Creative thinking and problem solving	52	3.1	0.97	127	3.1	0.87
92- Research skills	52	2.9	1.02	127	3.1	0.82
93- Clear writing	52	3.1	0.88	126	3.0	0.76
94- Persuasive speaking	52	3.2	0.89	127	2.8	0.90
95- Technological skills	52	2.8	0.89	127	3.0	0.87
96- Financial and business management skills	51	2.6	1.04	126	2.4	1.04
97- Entrepreneurial skills	51	2.5	1.17	125	2.5	1.09
98- Leadership skills	51	2.8	0.99	126	2.8	0.99
99- Networking and relationship building	51	2.9	1.04	126	2.8	0.94
Preparation in Major		2.9			2.8	
To what extent your major emphasized the following?						
100- Generating new ideas or brainstorming	50	3.0	1.01	124	3.0	0.88
101- Taking risks in your course work without fear or penalty	50	2.6	1.14	124	2.6	1.02
102- Evaluating multiple approaches to a problem	50	3.1	0.89	124	3.0	0.88
103- Inventing new methods to arrive at unconventional solutions	46	2.8	0.99	123	2.9	0.98
Emphasis in Major		2.9			2.85	

VII. Perceived Gain from Experience

- For Senior students, there was a slight drop in gain from university experience mainly resulting from a drop in ‘developing personal values’ though other items dropped slightly and were compensated for by items that went up.
- For FY students, no significant change with some items dropping and other going up.

- Highest gain scores for thinking critically, writing and speaking for both groups.
- In general, Seniors reported higher gains on all items.
- Examining Figures 1 and 2 showing trend gains 2016-2019, we can see that 2018 results have been highest on all measures, and when comparing paper-based we can see that in general 2017 results showed slightly higher perceived gains on some measures than 2019.

Perceived Gain from Experience

	Senior				Freshmen/Sophomore			
	2017 (91)		2019 (180)		2017 (106)		2019 (170)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
29- Writing clearly and effectively	3.1	0.88	3.0	0.87	2.8	0.98	2.8	0.83
30- Speaking clearly and effectively	3.1	0.87	3.0	0.87	2.8	1.05	2.8	0.84
31- Thinking critically and analytically	3.2	0.80	3.2	0.82	3.0	0.90	3.0	0.80
32- Analyzing numerical and statistical information	2.9	0.98	2.9	0.87	2.6	1.00	2.7	0.86
33- Acquiring job- or work-related knowledge and skills	2.7	1.02	2.6	1.03	2.4	1.15	2.4	0.98
34- Working effectively with other	3.0	0.87	2.9	0.84	2.8	1.05	2.7	0.90
35- Developing or clarifying a personal code of values and ethics	3.0	0.95	2.80	0.93	2.6	1.03	2.7	0.90
36- Understanding people of other backgrounds	3.0	1.01	3.0	0.94	3.0	0.97	3.0	0.91
37- Solving complex real-world problems	2.8	0.91	2.7	0.95	2.5	1.15	2.4	0.98
38- Being an informed and an active citizen	2.7	1.00	2.7	0.99	2.6	1.15	2.5	0.96
	3.0		2.9		2.7		2.7	

Figure 1. Perceived Gains by Senior Students 2016-19

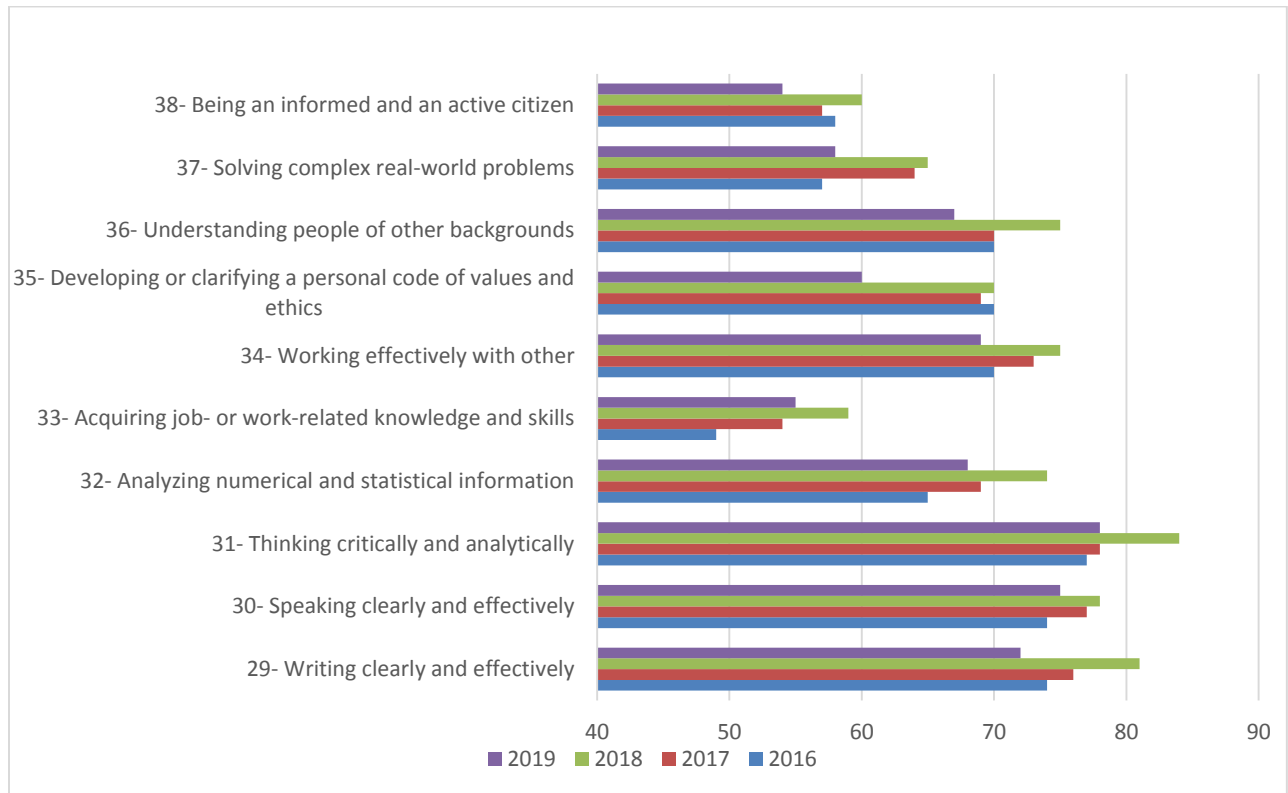
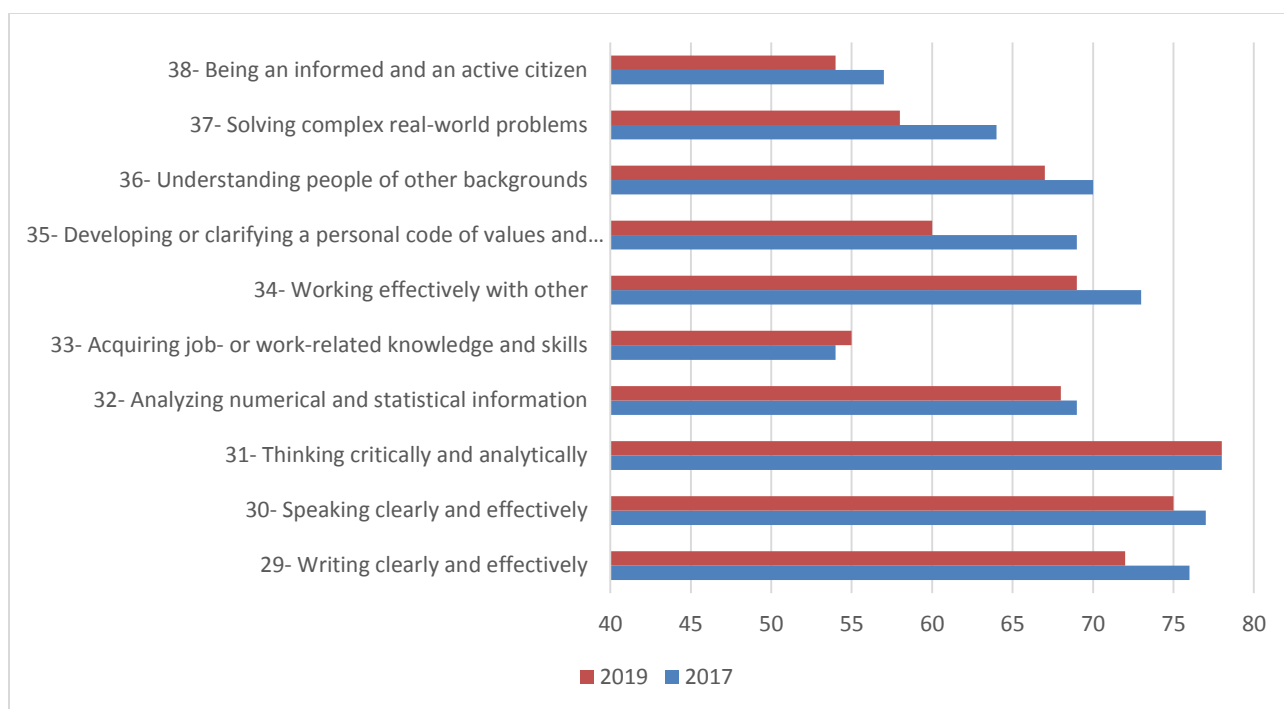


Figure 2. Perceived Gains Senior Students 2017, 2019 (Paper-Based)



Overall Evaluation

	Senior				Freshmen/Sophomore			
	2017 (75)		2019 (171)		2017 (101)		2019 (151)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
62- How would you evaluate your entire educational experience at this institution?	3.0	0.83	3.0	0.90	3.2	0.97	2.9	0.86
63- If you could start over again, would you go to the same institution you are now attending?	3.1	0.94	3.0	1.06	3.3	1.01	3.1	1.05
	3.0		3.0		3.2		3.0	
54- How important is it to you that you graduate from this institution (1-7)			5.7	1.74	6.3	1.53	5.9	1.67

VIII. Overall Evaluation

- Senior students have maintained their overall evaluation of their experience, but FY students' evaluation has gone down in 2019 from 2017.
- In previous years, FY evaluations were higher than Seniors, this year they are nearly same, and it is less important for them to graduate from this institution than in 2017.

Figure 3. Percentage Rating Overall Experience 2016-19

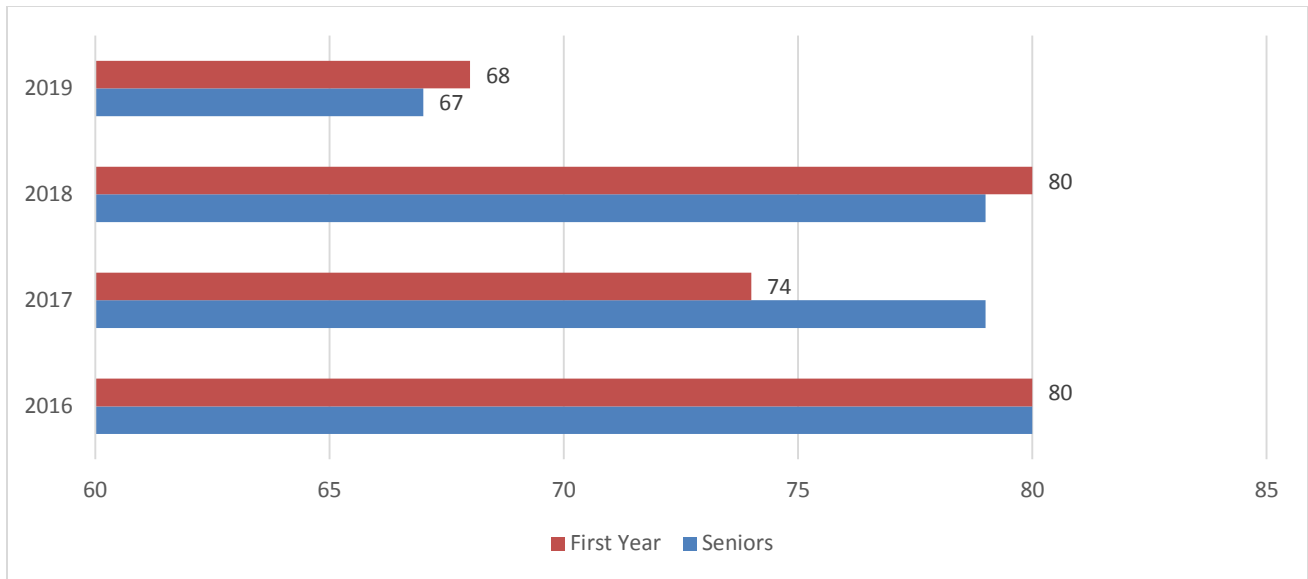
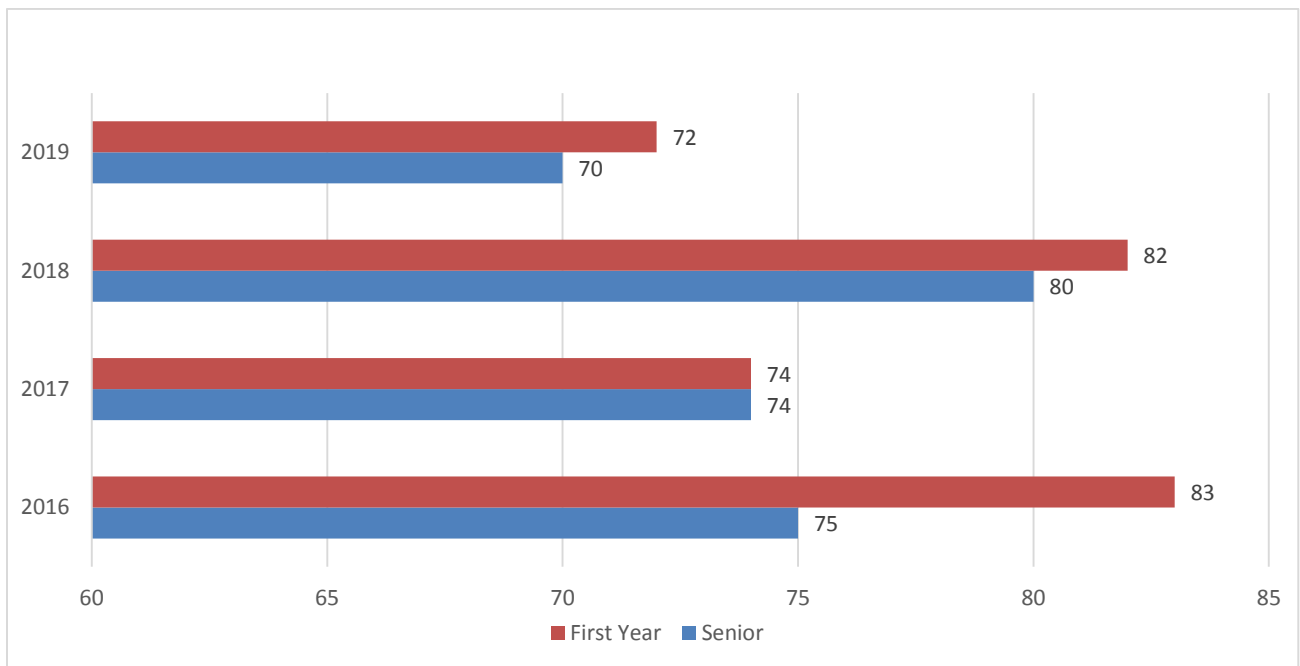


Figure 4. Percentage who Definitely or Probably attend this institution again



IX. Satisfaction with Services

- First Year students are slightly more satisfied with services than Seniors, however Senior student satisfaction improved in 2019 from 2017 especially on residence hall, financial aid, and language development programs. However, their satisfaction went down on job placement services.
- No major change in FY students' satisfaction occurred with some items slightly improving others dropping down.

Satisfaction with Services

	Senior				Freshmen/Sophomore			
	2017 (69)		2019 (162)		2017 (96)		2019 (139)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
64- Residence hall services and programs	2.8	0.93	3.1	0.95	3.0	1.15	3.0	0.91
65- Practical work experiences offered in areas related to my major	2.9	1.15	2.8	1.15	3.1	1.22	3.0	0.99
66- Financial aid services	2.7	1.10	2.9	1.09	2.8	1.20	2.9	1.17
67- Faculty respect for students	3.2	1.10	3.2	1.11	3.3	1.14	3.3	1.10
68- Language development services for students whose first language is NOT English	2.9	0.96	3.1	0.91	3.1	1.05	3.1	0.93
69- Career planning services	3.0	1.08	2.9	1.15	3.1	1.09	3.1	1.02
70- Job placement services	3.0	1.06	2.8	1.08	3.1	1.11	3.0	1.01

71- Personal counseling services	3.00	0.93	2.9	0.99	3.1	1.16	3.0	1.02
Average	2.9		3.0		3.1		3.1	

Summary and Conclusion

The NSSE 2019 Report presented AUB First Year and Senior students' perceptions of their engagement at the institution in terms of academic challenge, learning with peers, experiences with faculty and the campus environment and these are very important predictors of student success in college. In addition, the Report presents extent of student engagement in high impact practices and their exposure to effective teaching practices. Special considerations are also given to particularities of the First Year and Senior experiences and students' perceived gains from these experiences. Finally, students' overall evaluation of their experience is provided together with their satisfaction with various services. Areas of strengths and challenges were identified and comparison with previous results was performed.