

2020 Undergraduate Graduating Student Exit Survey

Prepared by

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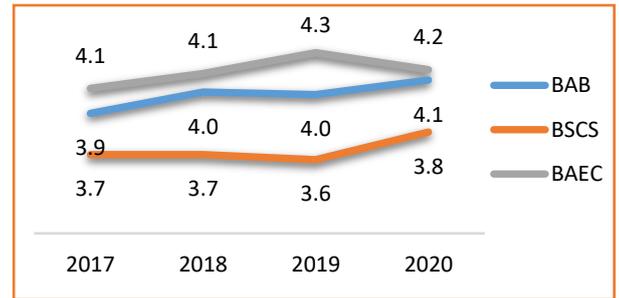
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Table of Contents

Highlights of Survey Findings	3
Respondent Profile	4
Overall satisfaction	5
Workload during undergraduate studies	7
Experiencing difficulties, distraction and stress during undergraduate studies	8
Quality of interaction with different constituencies.....	9
Faculty and Courses.....	10
Satisfaction with Procedures, Services and Resources	12
Answers to Open-Ended Questions (coded)	14
Expectations for after graduation	15
Plans after graduation.	15
Methodology and Background	16

Highlights of Survey Findings

On average rating of **overall educational experience at AUA** is **4.0** out of 5.0 according to 2017-2020 undergraduate graduating exit surveys.



2020 Survey Findings:

83% of respondents rated their overall educational experience at AUA **good/excellent**.

“The overall atmosphere in the university is friendly and motivating. I like the diversity and open mindedness in the university; there are people from many diverse backgrounds...”

85% of respondents are **net promoters of AUA**.

“If I have had 10 other lives to live, I would chose AUA as the only and one University on the Earth for getting EVERYTHING.”

More than half of respondents reported they experienced difficulties with balancing studies, work and home/family life.

“I never had time to participate in extra-curricular activities, even though I really wanted to. However, I'd been working full-time throughout my studies at AUA and didn't have the opportunity to join workshops, activities etc. Nonetheless, I do appreciate the fact that they are being organized constantly, and that they are both for fun and for learning.”

80% of respondents were employed during their undergraduate studies.

More than 60% of respondents agreed/strongly agreed that in general, the **courses they took were all well taught and were intellectually challenging and stimulating**.

“...Most of the courses are designed in a way to promote thinking and analyzing and not just memorizing stuff.”

80% of respondents reported that they experienced **stress regarding their studies**.

“Class size is too big. Moodle is shaky. Financial aid could give more aid and it will not be as much of a burden as it was over the last four years. Registering for the classes was the most stressful thing in my life.”

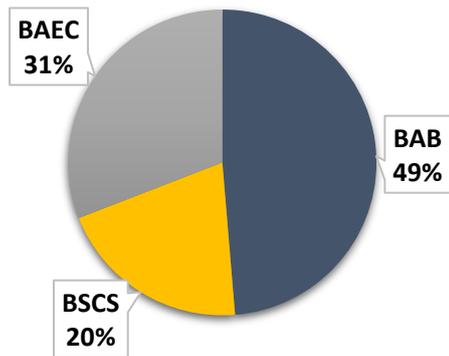
86% of respondents agreed that the **interactions between student and faculty are characterized by mutual respect**.

“I am lucky to say that most of my studies were led by professional and fair professors who know their job well, both in terms of interaction with students as well as experience in the field of their study.”

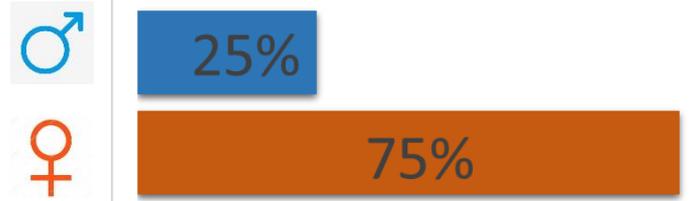
Respondent Profile

Reponse rate is 48.4%.

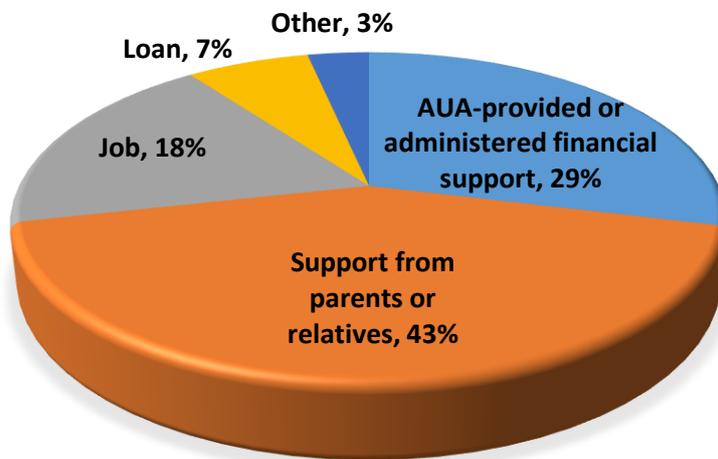
Program of Respondents



Gender of Respondents



How did you pay for your University education?

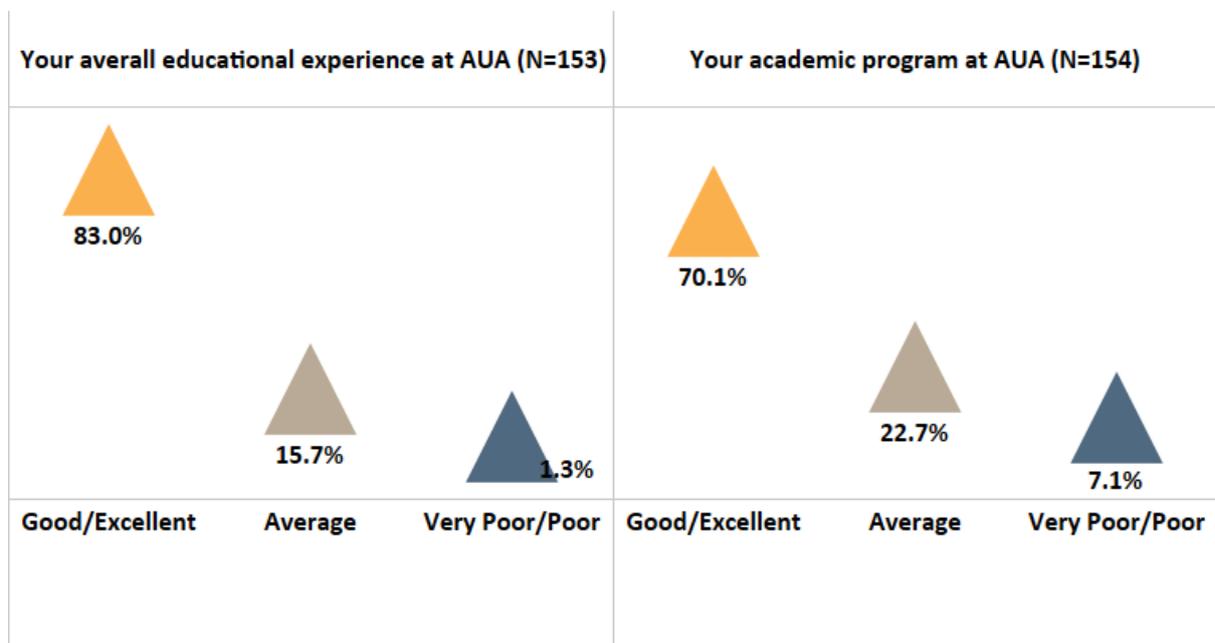


Undergraduate Experience

Overall satisfaction

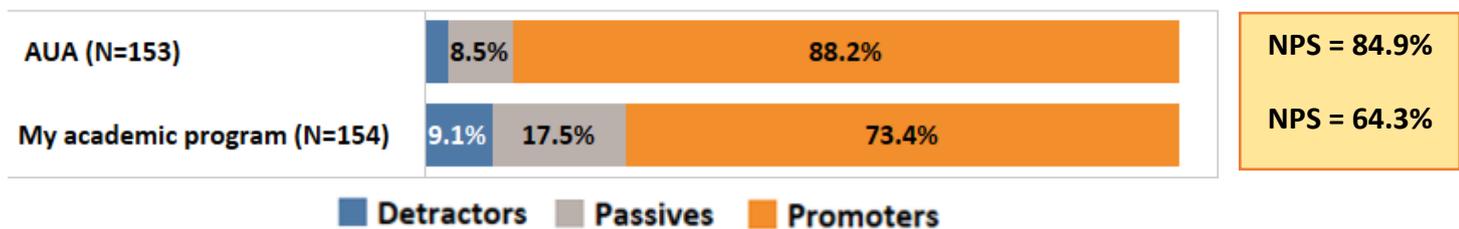
83% of undergraduate graduating students rated **their overall educational experience at AUA good/excellent**. Almost **7%** of them rated **their academic program at AUA poor/very poor**. Approximately **85%** of undergraduate graduating students are **net promoters of AUA¹**.

How would you rate:



To prospective undergraduate students I would recommend¹:

University Wide N=154

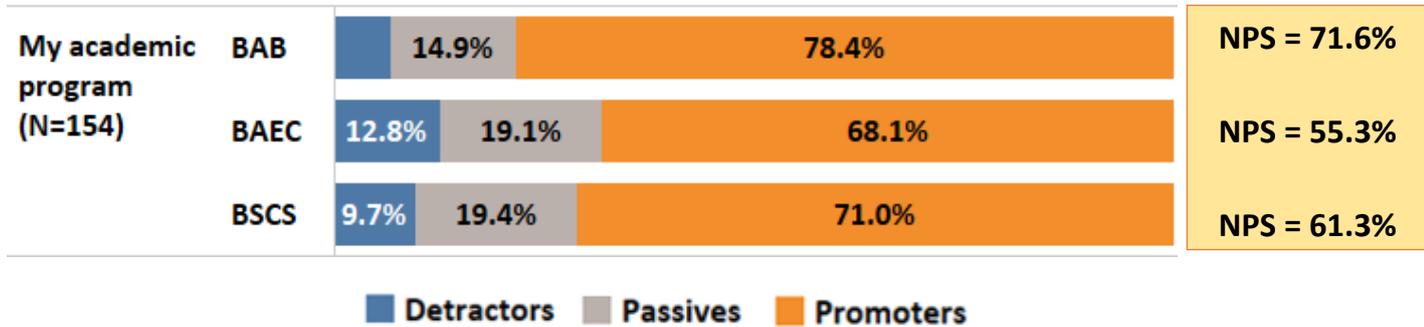


¹ Promoters: responses of strongly agree/agree; Passive: neither agree nor disagree; Detractor: strongly disagree/disagree. Net Promoter Score (NPS) is the difference between the percentage of promoters and detractors.

Approximately **85%** of undergraduate graduating students are net promoters of AUA. Less **BAEC undergraduate graduating students** are net promoters of their programs compared to BAB and BSCS students.

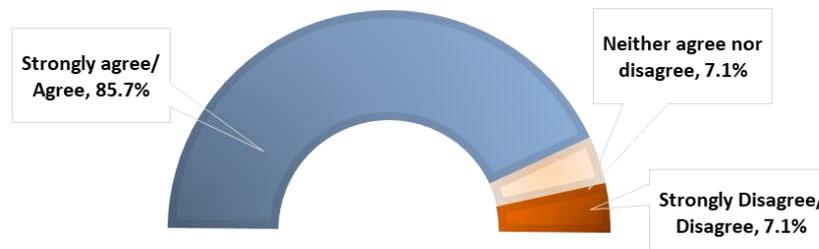
To prospective undergraduate students I would recommend:

BAB N=74, BAEC= 47, BSCS= 31



If I could start all over again, I would want to attend AUA for undergraduate studies.

University Wide N=154



Statistically Significant Differences by Program

Questions	BAB	BSCS	BAEC	University-Wide
How would you rate your overall educational experience at AUA? ² <i>Mean Values (1-Very Poor,...,5-Excellent)</i>	4.1 (SD=0.6)	3.8 (SD=0.7)	4.2 (SD=0.7)	4.1 (SD=0.7)
I would recommend AUA to prospective undergraduate students. ³ <i>Mean Values (1-Strongly Disagree,...,5-Strongly Agree)</i>	4.3 (SD=0.8)	3.9 (SD=1.1)	4.4 (SD=0.6)	4.3 (SD=0.8)
If I could start all over again, I would want to attend AUA for undergraduate studies. ⁴ <i>Mean Values (1-Strongly Disagree,...,5-Strongly Agree)</i>	4.4 (SD=0.9)	3.9 (SD=1.3)	4.4 (SD=0.8)	4.3 (SD=1.0)

² Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in rating the overall academic experience, between those in BSCS and BAB, BSCS and BAEC programs, p<0.05.

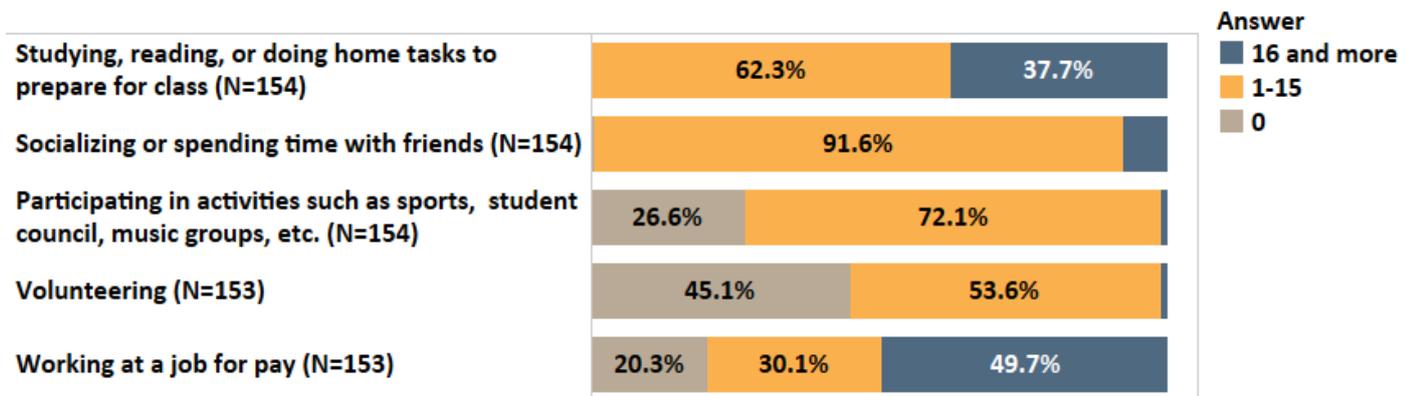
³ Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in recommending AUA to prospective undergraduate students between those in BSCS and BAB, BSCS and BAEC programs, p<0.05.

⁴ Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in the question "If I could start all over again, I would want to attend AUA for undergraduate studies" between those in BSCS and BAB, BSCS and BAEC programs, p<0.05.

Workload during undergraduate studies

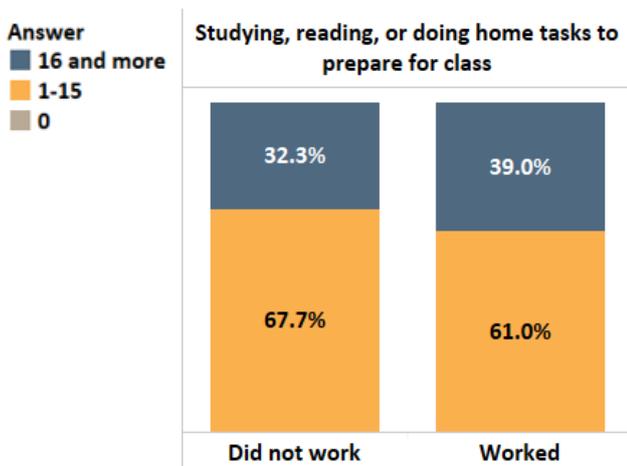
Approximately **half** of the undergraduate graduating students reported that they **spent 16 and more hours per week working at a job for pay** during their undergraduate studies. **68% of students who did not work** and **61% of students who worked** reported they **spent 1-15 hours studying, reading, or doing home tasks to prepare for class**. Besides, students who **worked** participated in any university-sponsored co-curricular activities **less than their folks who did not work**.

Hours spent each week on doing the following:



University Wide N=154

Hours spent on each week on the following depending on the employment status.



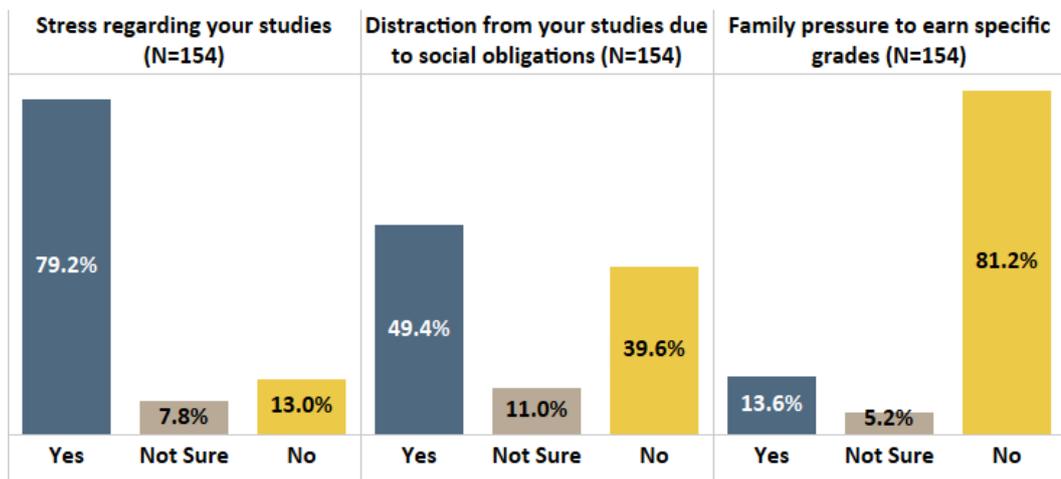
Participation in any university-sponsored co-curricular activities depending on students' employment status.

Participation in any university-sponsored co-curricular activities	Employment Status	
	Did not work	Worked
No	19.4%	26.2%
Yes	80.6%	73.8%

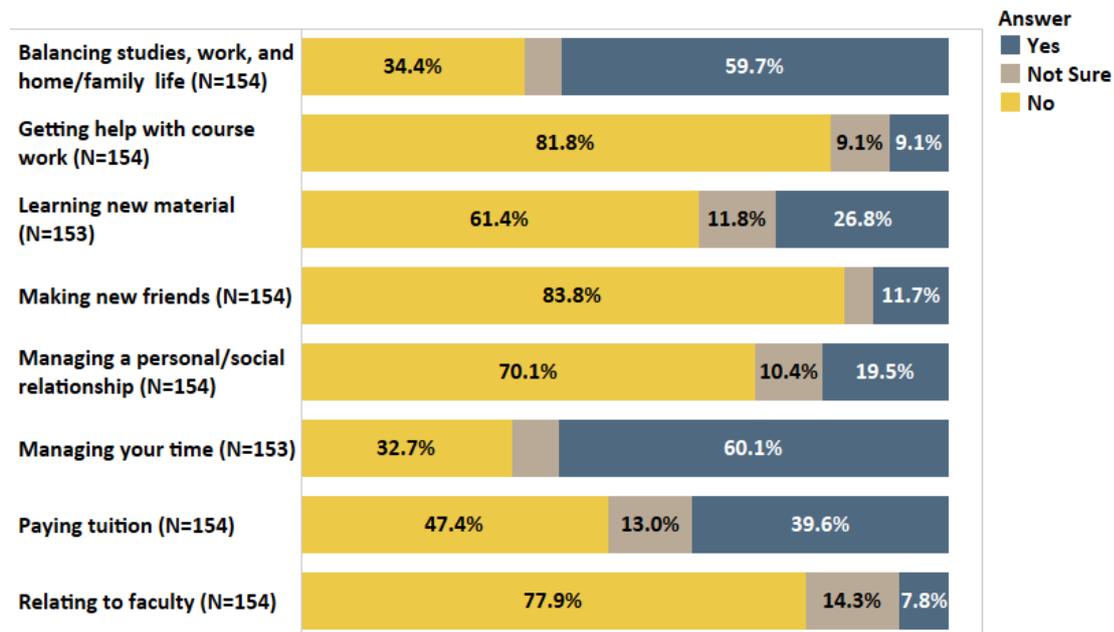
Experiencing difficulties, distraction and stress during undergraduate studies

Nearly 80% of undergraduate graduating students reported they **experienced stress regarding their studies**. The vast majority of students (81%) **did not experience family pressure to earn specific grade**. **More than half** of undergraduate graduating students (59.7%) reported they **experienced difficulties with balancing studies, work and home/family life**. **Approximately 40%** of undergraduate graduating students reported they experienced difficulties with paying tuition.

Did you experience:



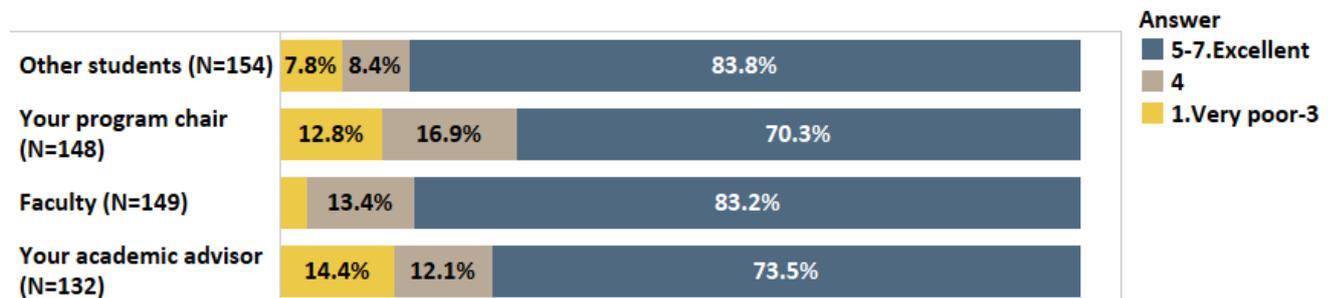
Did you experience difficulty with the following:



Quality of interaction with different constituencies

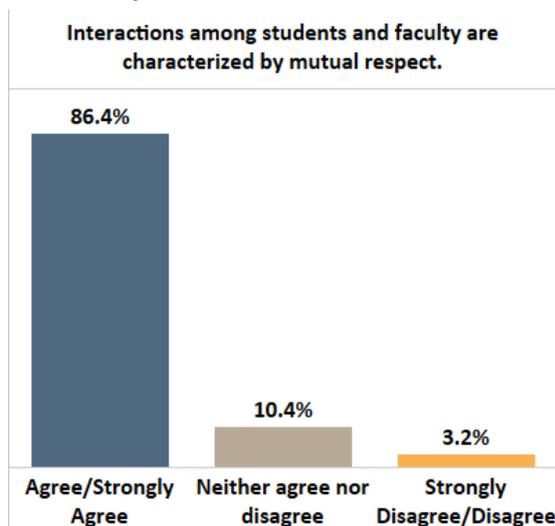
More than 70% of undergraduate graduating students rated the quality of their interaction with the other students, their program chair, faculty and their academic advisor **higher than four out of seven** (1-very poor, 7-excellent). **Vital percentage** of undergraduate graduating students (**86%**) **agreed** that the interactions among student and faculty are characterized by **mutual respect**.

The quality of your interaction with the following:



The level of agreement with the following:

University Wide N=154



Statistically Significant Differences by Program

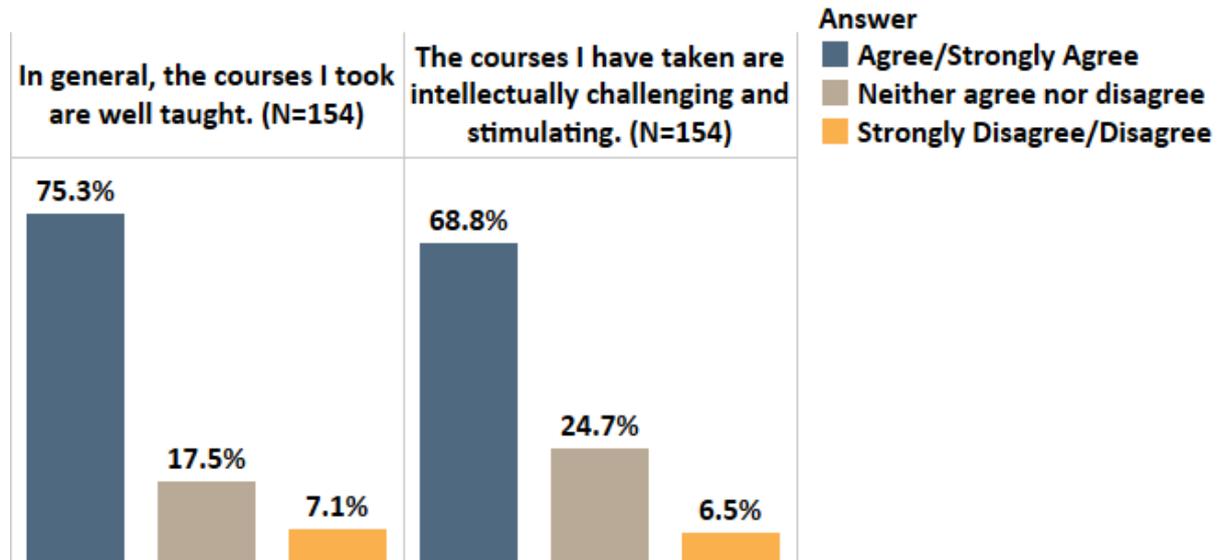
Program	The quality of your interaction with your program chair ⁵ (Mean Values, 1-Very Poor,...,7-Excellent)
BAB	5.0 (SD=1.7)
BSCS	6.1 (SD=1.4)
BAEC	5.3 (SD=1.5)
University-Wide	5.3 (SD=1.6)

⁵ Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in the quality of the interaction with the program chair between those in BSCS and BAB, BSCS and BAEC programs, p<0.05.

Faculty and Courses

More than 60% of undergraduate graduating students **agreed/strongly agreed** that in general, the courses they took were **well taught**⁶ and were **intellectually challenging and stimulating**. Approximately 87% of undergraduate graduating students reported that the courses were **quite a bit/very much** challenging for them.⁷

Courses.The level of agreement with the followings:



University Wide N=154

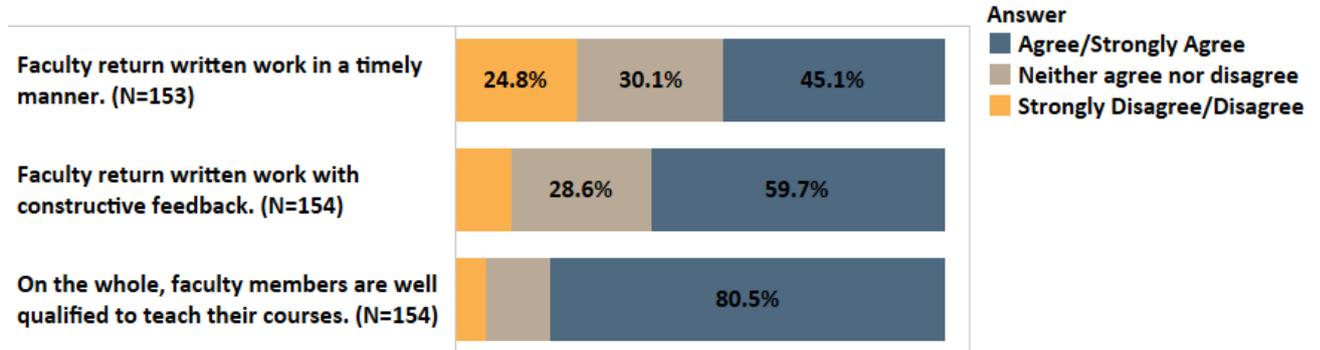


⁶ Significance in independent samples T-test=2.083 testing the difference in perception of in general the courses being well taught, between females (mean is 3.8 out of 5) and males (mean is 3.5 out of 5), p= 0.039.

⁷ Significance in independent samples T-test=2.232 testing the difference in perception about how challenging the courses were between females (mean is 3.9 out of 5) and males (mean is 3.6 out of 5), p=0.027.

The vast majority of students strongly agreed/agreed that on the whole faculty members are well qualified to teach their courses. More than half of undergraduate graduating students strongly disagreed/disagreed/neither agreed nor disagreed that faculty return written work in a timely manner.

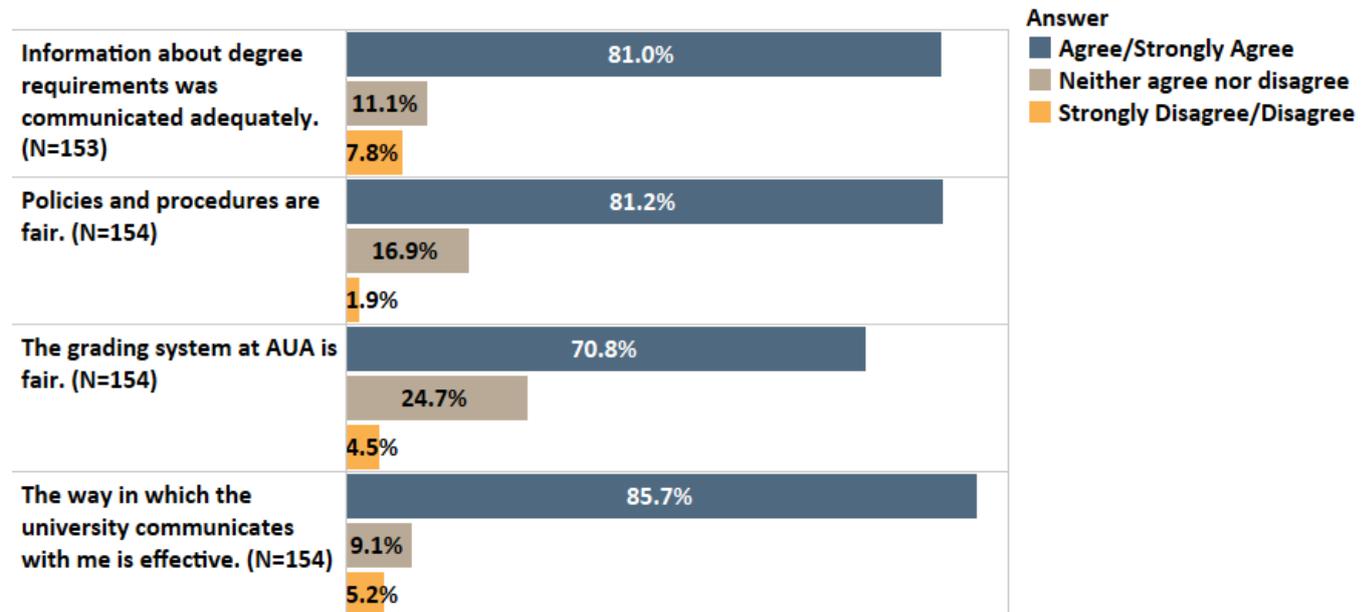
Faculty. The level of agreement with the followings:



Satisfaction with Procedures, Services and Resources

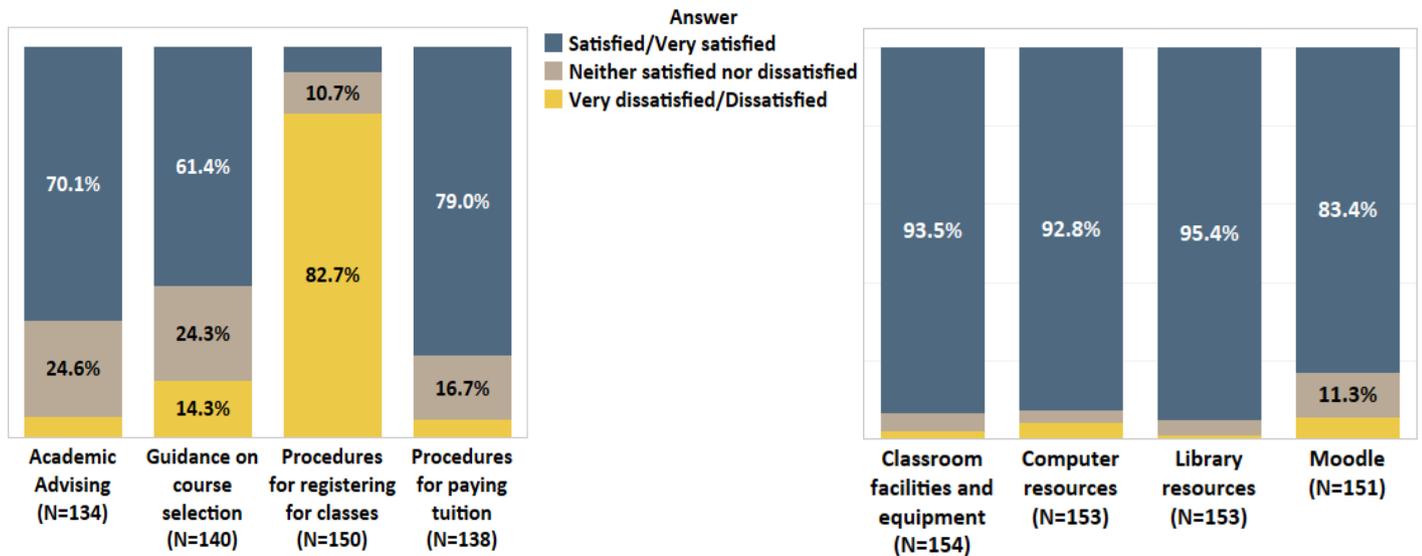
The vast majority of respondents agreed/strongly agreed that **policies and procedures are fair** at AUA. Almost **29%** of undergraduate graduating students **strongly disagreed/disagreed/ neither agreed nor disagreed** that **grading system at AUA is fair**.

Policies and Procedures. The level of agreement with the followings:

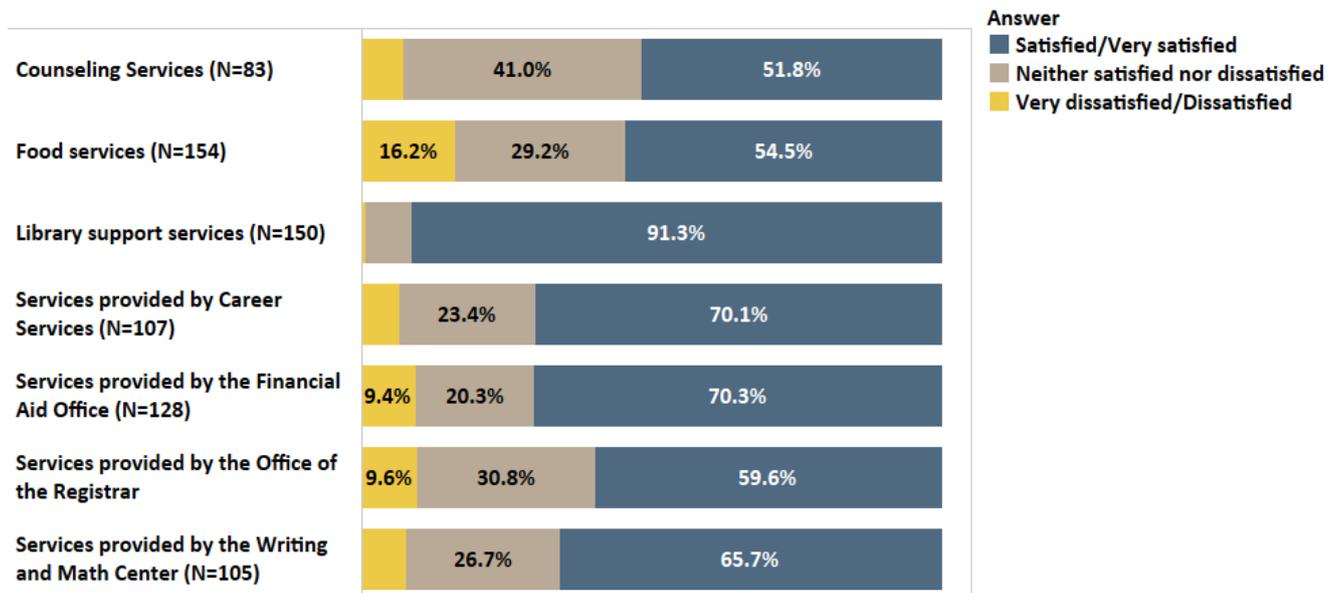


More than half of respondents were **very dissatisfied/dissatisfied** with the **procedures for registering for classes**. The vast majority of undergraduate graduating students (86%) were **very satisfied/satisfied** with the **library resources**.

Procedures and resources. The satisfaction with the following:



Services. The satisfaction with the following⁸:



⁸ Significance in independent samples T-test=-3.036 testing the difference in perception about services provided by the Office of the Registrar, between females (mean is 3.6 out of 5) and males (mean is 4.1 out of 5), p=0.03.

Statistically Significant Differences by Program

Questions	BAB	BSCS	BAEC	University-Wide
The level of satisfaction with the services provided by the Writing and Math Center ⁹ <i>Mean Values (1-Very Dissatisfied,..., 5-Very Satisfied)</i>	3.8 (SD=0.7)	3.4 (SD=0.8)	3.9 (SD=0.9)	3.8 (SD=0.8)

Answers to Open-Ended Questions (coded)¹⁰

Positive highlights

What are the three things that you like most about AUA? (Open-ended, Responses coded)			
N	Response Option	Count	%
1	Overall atmosphere	108	70%
2	Faculty	74	48%
3	Resources	58	38%
4	Faculty - Student Interacti	53	34%
5	Facilities	46	30%
6	Extra-curricular activities	14	9%
7	Other	12	8%
	Total	154	

Suggestions for improvements

What are the three most important things AUA could do to improve the quality of your undergraduate experience?			
N	Response Option	Count	%
1	Curriculum	72	47%
2	Other	70	45%
3	Faculty	44	29%
4	Support Services	38	25%
5	Extra-curricular activities	32	21%
6	Facilities	32	21%
	Total	154	

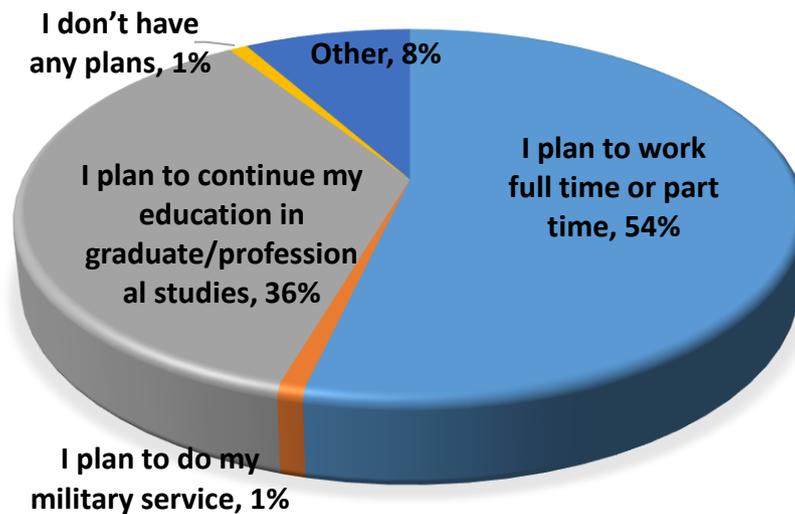
⁹ Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in the level of satisfaction with the services provided by Writing and Math Center between those in BSCS and BAB, BSCS and BAEC programs, $p < 0.05$.

¹⁰ The percent is calculated based on the total number of responses.

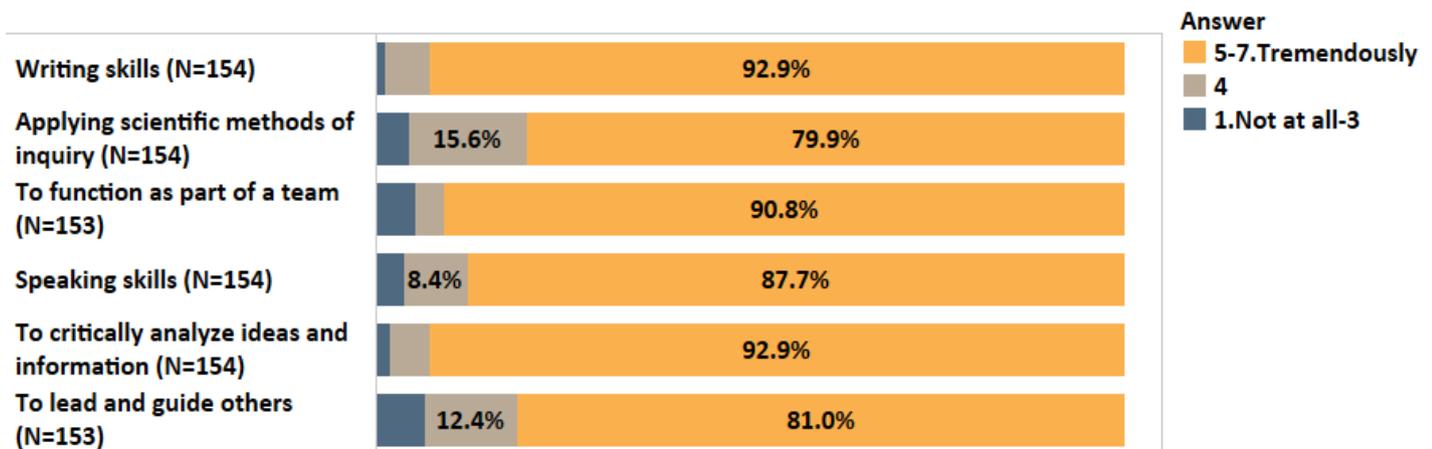
Expectations for after graduation

Plans after graduation.

More than half of undergraduate graduating students plan to work after graduation. All the students rated their preparedness level in speaking skills and ability to critically analyze ideas and information higher than four out of seven (1-not at all, 7-tremendously).



The level of preparedness in the following skills:¹¹



¹¹ Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in the level of preparedness in writing skills between those in BSCS and BAB, BSCS and BAEC programs, $p < 0.05$.
 Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference the difference in the level of preparedness in the skills to lead and guide others between those in BSCS and BAB, BSCS and BAEC programs, $p < 0.05$.

Methodology and Background

Instrument Design and Timeline

The Office of Institutional Research and Assessment administered the University's 2020 Undergraduate Graduating Student Exit Survey from April 16 to April 30, 2020.

The objectives of the survey were to gather information from undergraduate graduating students about their experience during undergraduate studies, the academic environment, extracurricular activities, satisfaction with services provided at the university, and expectations for moving forward, as well as to identify areas of possible improvements.

This report describes the methodology used for the survey and presents the findings in tables.

The survey population included 318 undergraduate graduating students.

Program	Number of eligible respondents	Number of survey respondents	Percent (%) completed
Bachelor of Arts in Business (BAB)	178	74	41.6%
Bachelor of Science in Computer Science (BSCS)	79	31	39.2%
Bachelor of Arts in English and Communications (BAEC)	61	47	77.0%
Missing Values	-	2	
Total	318	154	48.4%

An email was sent from the Provost to all freshman students on April 16 highlighting the importance of the survey, encouraging participation and providing a direct link to the online survey.

In seeking a high response rate, the following course of action was taken:¹²

- Three reminder emails were sent from the Office of Institutional Research and Assessment on April 19, April 23, and April 29.
- Deans, Program Chairs, the Center for Student Success and the Office of the Registrar were asked to promote participation.

A total of **187 (58.8%)** out of **318** undergraduate graduating students participated in the survey. The results of **33** partially completed surveys were excluded from the analyses, thus denoting a response rate of **48.42%**.

To check how well the sample reflected the population with regard to distribution by program and by sex, one-sample chi-square test was conducted. According to the test results¹³, collected data is representative with the corresponding population by program and sex.

Undergraduate graduating students by program and by sex distributions in population and in sample are presented in the tables below.

¹² Due to the fact that the University had transitioned to online teaching and learning due to the worldwide pandemic, fliers were not distributed on campus."

¹³ Program: $\chi^2(1) = 13.573, p = 0.001$; sex: $\chi^2(1) = 0.500, p = 0.479$

Program	Population	Proportion in population	Sample	Proportion in sample
BAB	178	56.0%	74	48.1%
BSCS	61	19.2%	31	20.1%
BAEC	79	24.8%	47	30.5%
Missing Values	-	-	2	1.3%

Sex	Population	Proportion in population	Sample	Proportion in sample
Male	105	33.0%	38	24.7%
Female	213	67.0%	115	74.7%
Missing Values	-	-	1	0.6%

Description

Upon completion of the on-line survey, data was analyzed in SPSS. Descriptive analysis includes frequencies, custom tables by sex and academic program, calculation of mean values for categorical variables with Likert scale type response options, and medians for ordinal categorical variables.

To detect the difference in the mean values of questions and respondents' sex, independent sample t-test was conducted. One-way ANOVA was run to detect the difference in the mean values of questions between academic programs. Post-Hoc tests helped to identify the mean difference between particular academic programs. The significance level used for the statistical tests was 5%. In addition, marginally significant (10%) results were reported for the two-way ANOVA results. The full report for *internal use only* consists of the following main parts: by program and by sex tables for 2020 survey results, answers to open-ended questions for 2020 survey results, and longitudinal dashboard and tables for 2017-2020 survey results.

For statements that have a Not Applicable (N/A) response option, the mean value is calculated without including Not Applicable responses. For informational purposes, statements in which Missing Values in the total population and Not Applicable responses combined comprised more than 10% of total responses are marked in white print on black background.

The numbering of the responses in the full reports corresponds to the numbering in the survey questionnaire.