

2021 Freshman Student Exit Survey

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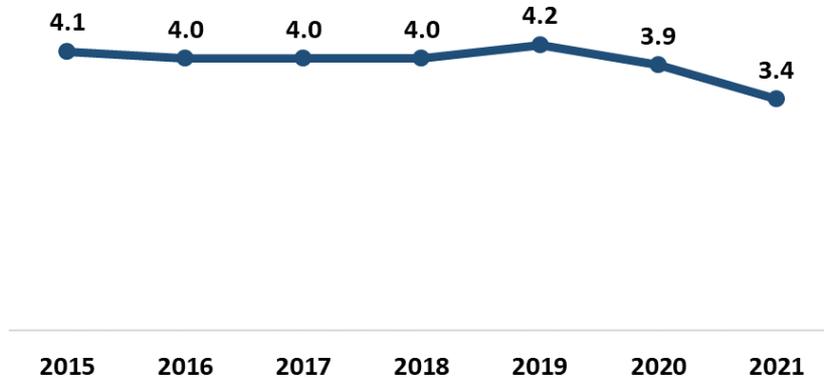
June 2021

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Highlights of Survey Findings

The average rating of **overall educational experience at AUA** for 2015–2021 is **3.9** out of 5.0 according to the freshman student exit surveys.



2021 Survey Findings: (Open-ended comments¹)

52% of respondents rated their overall educational experience at AUA **good/excellent.**

“Although I didn't get the chance to study offline, I could feel that the overall atmosphere of classes at AUA is great and it would be even better when it is offline.”

66% of respondents are **net promoters of AUA.**

“I am very grateful, happy and proud to be a part of an amazing community of AUA!”

75% of respondents agreed/strongly agreed that in general, the **courses they took were all well taught and were intellectually challenging and stimulating.**

“The courses that we take at AUA are very informative and challenging which helps the students to learn a lot of new things and become a better version of themselves.”

87% of respondents reported that they experienced **stress regarding their studies.**

“As a freshman I faced a lot of difficulties in various aspects of my educational process, but, with the help of qualified faculty members, whom I contacted frequently, I was able to overcome those challenges...”

¹ Edited for spelling only

36% of the participants reported that they had a **paid job during** the current academic year.

“It is very hard to maintain good grades with a full time job, and without the job I wouldn’t been able to pay the tuition, hence it would be appreciate to have more flexibility with the grading system for all the students that have full time jobs”

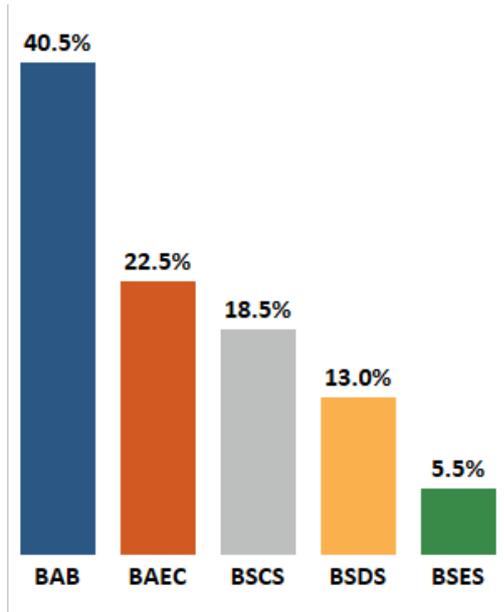
82% of respondents agreed that the **interactions** between **student** and **faculty** are characterized by **mutual respect**.

“This year was quite a challenge for most students, including me. Yet, even during the worst days the faculty members of AUA managed to brighten my day with their optimism and support.”

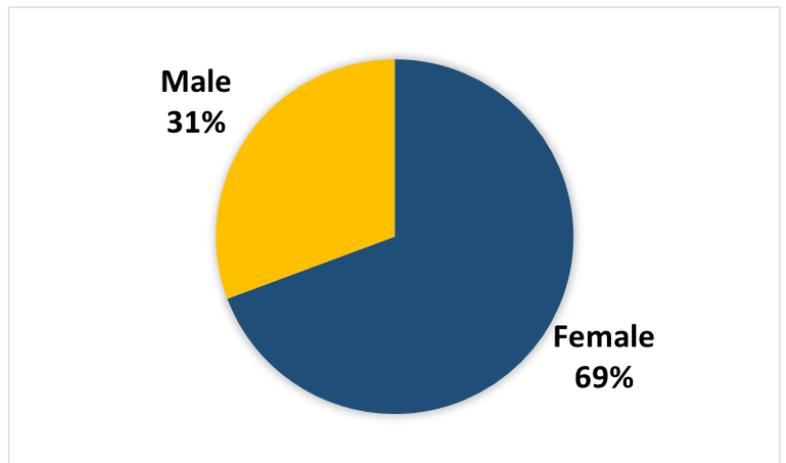
Respondent Profile

Response rate: 43.8%

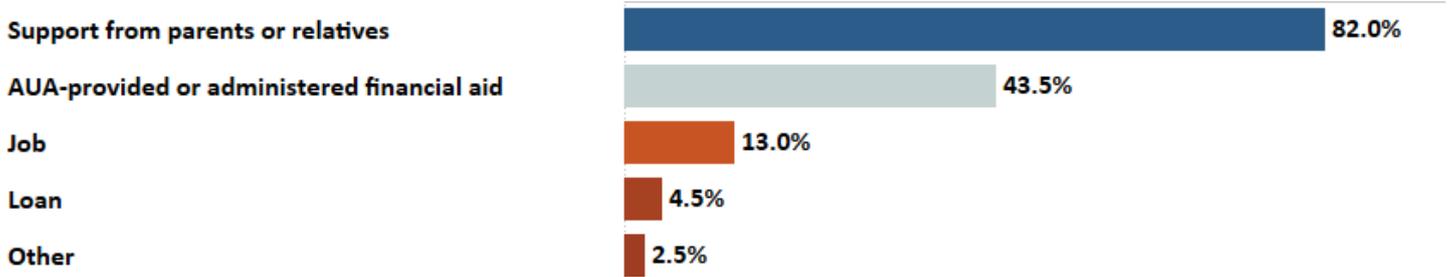
Program of Respondents



Sex of Respondents



How are you paying for your University education*?



* Total is based on the total number of respondents (not responses)

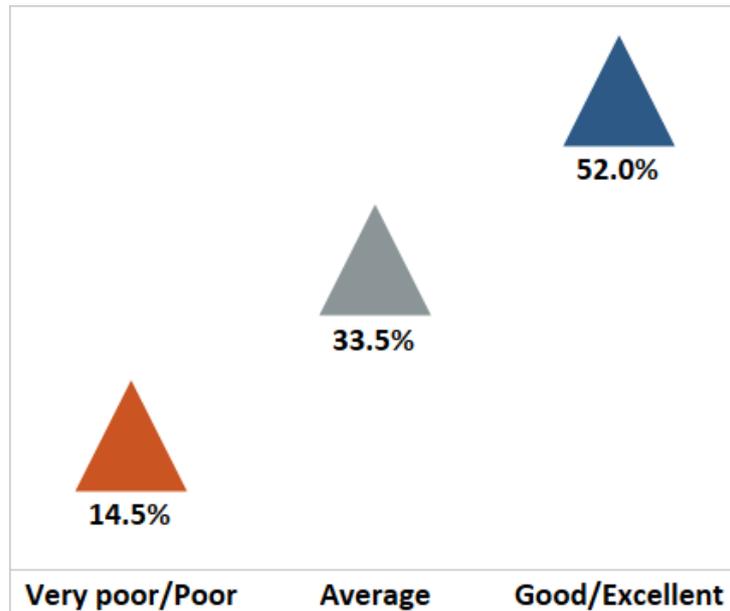
First-Year Experience

Overall satisfaction

52% of freshman students rated **their overall educational experience during the current academic year at AUA as good/excellent**. Approximately **71%** of freshman students are **net promoters of AUA**³.

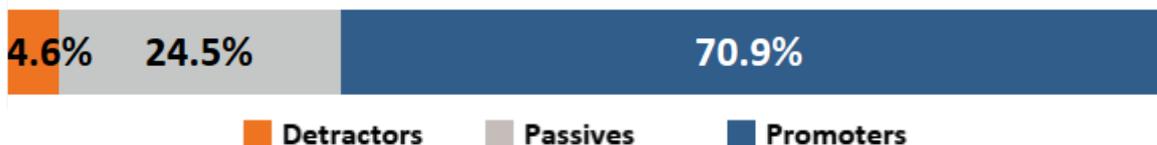
How would you rate your overall educational experience at AUA:

University Wide N=200



Recommending AUA to prospective undergraduate students.

University Wide N=196



Statistically Significant Differences by Sex

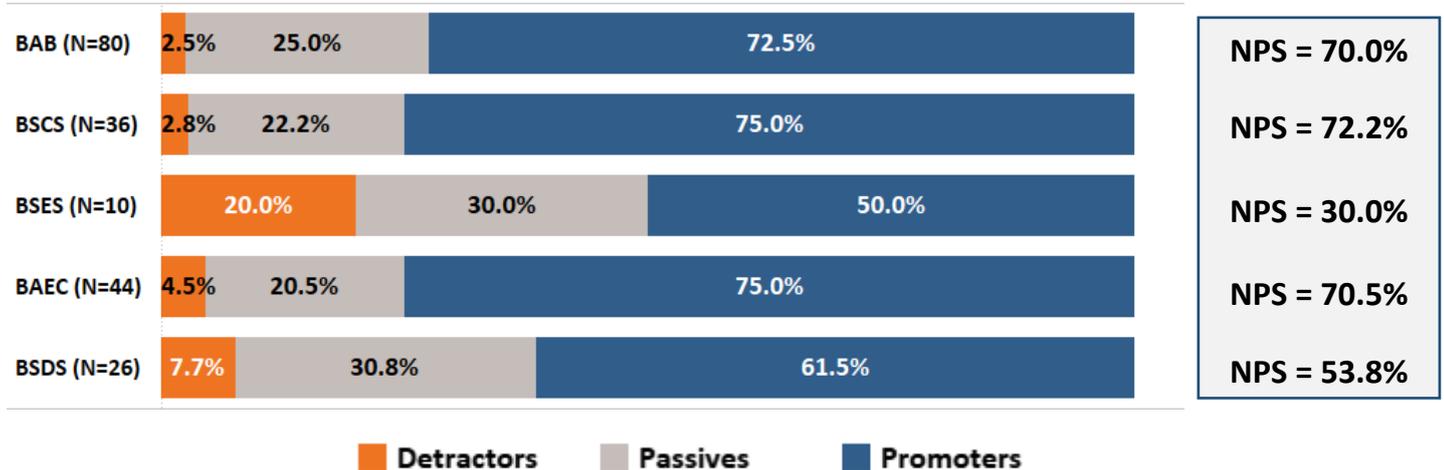
Question	Female	Male	U-wide
How would you rate your overall educational experience at AUA? ⁴ <i>Mean Values (1-Very Poor,...,5-Excellent), N=199</i>	3.5 (SD=0.9)	3.2 (SD=0.9)	3.4 (SD=0.9)

³ 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.

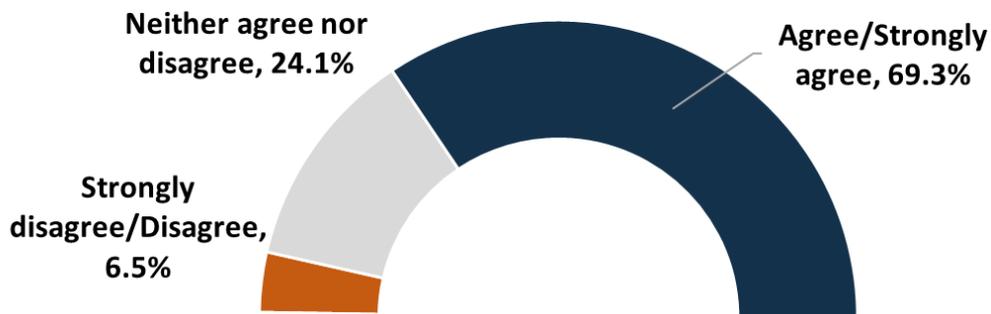
⁴ Significance in independent samples T-test=2.492, testing the difference in rating the overall academic experience between females and males, p=0.014.

Approximately **71%** of freshman students **would recommend AUA to prospective undergraduate students**. Less percentage of **BSES** freshman students are likely to recommend AUA to prospective students than their **BAB, BSCS, BSDS** and **BAEC** classmates. Nearly **69%** of participants reported that if they **could start all over again, they would want to attend AUA**.

To prospective undergraduate students I would recommend:



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



University Wide N=199

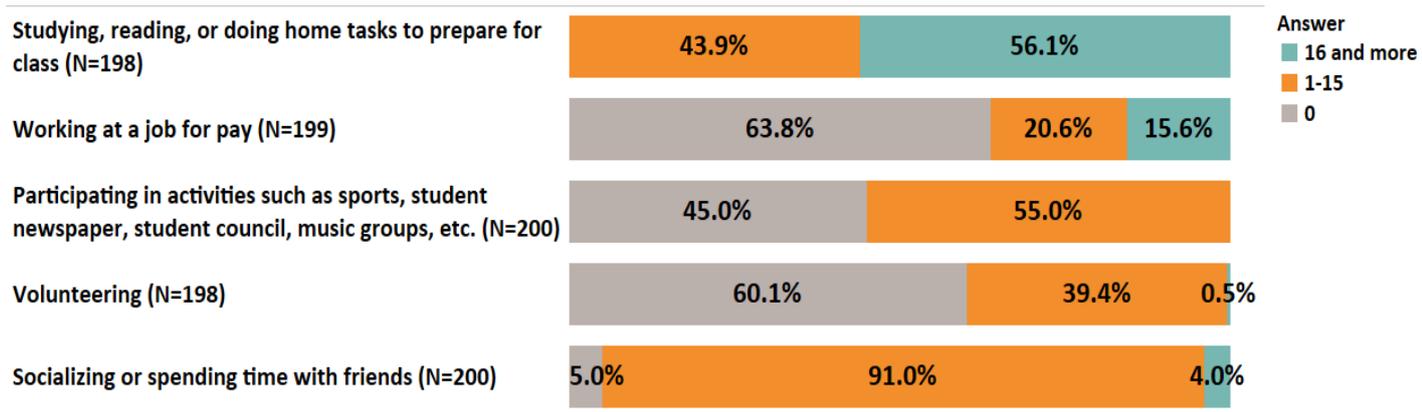
College	If I could start all over again, I would want to attend AUA for undergraduate studies ⁵ (Mean Values, 1-Strongly disagree,...,5-Strongly agree)
CBE	3.9 (SD=0.8)
CSE	3.6 (SD=1.0)
CHSS	4.1 (SD=0.9)
University-Wide	3.8 (SD=0.9)

⁵ 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 CSE and CHSS, CBE and CSE colleges, $p < 0.05$.

Workload during undergraduate studies

36% of the participants reported that they **worked at a job for pay during the current academic year**. Approximately **16%** of students who **did not work** and **13%** of students who **worked** reported that they spent **on average more than 11 hours** on homework on each course in a typical week.

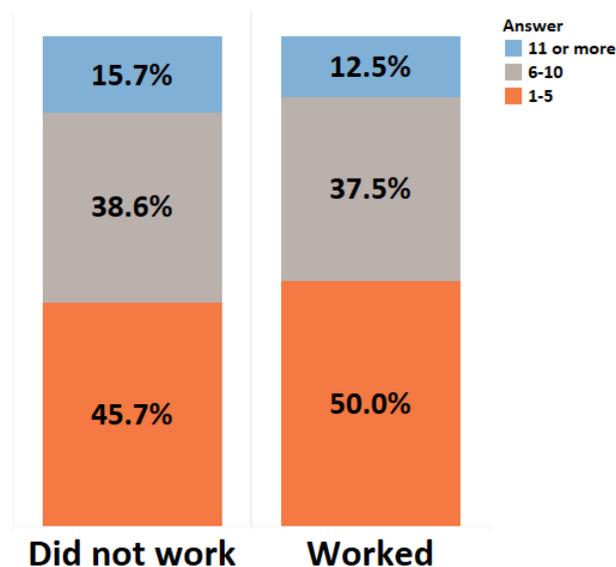
Hours spent each week on doing the following:



During the current academic year on average approximately how many hours did you spend on homework for each course in a typical week?

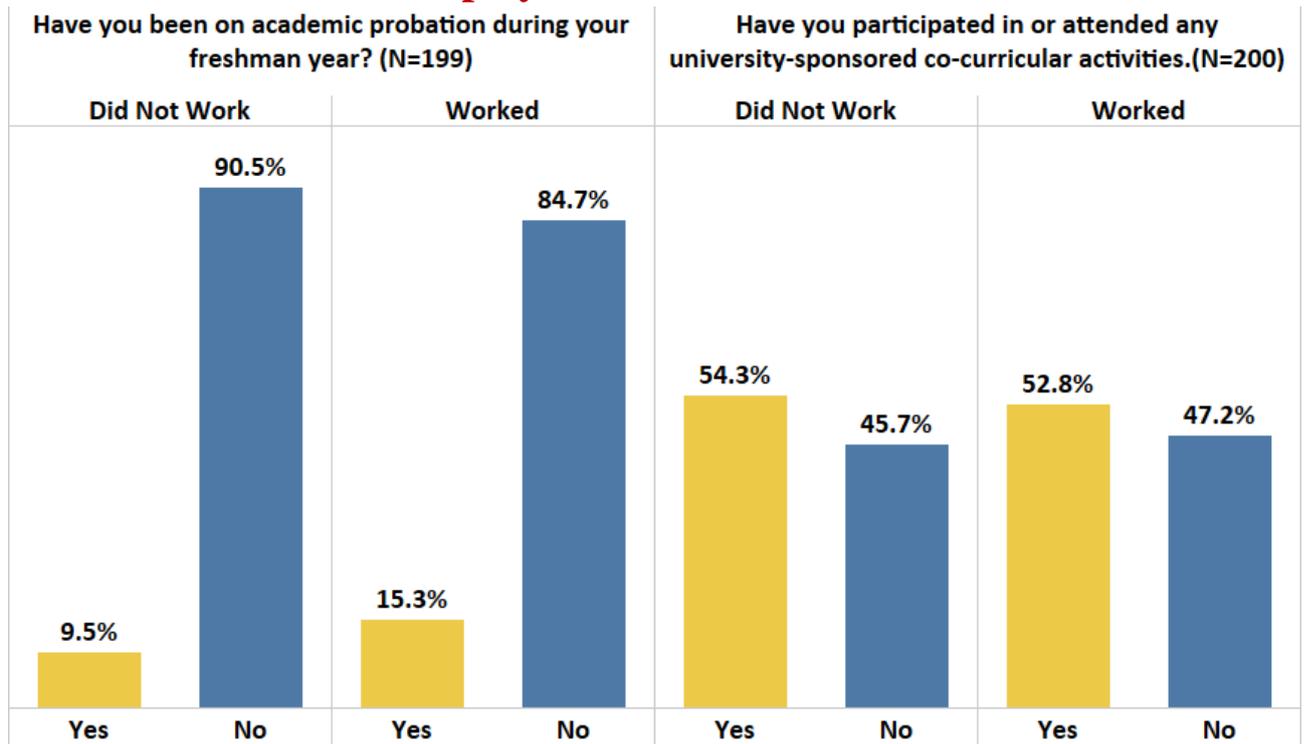
By employment status (worked or did not work at a job for pay)

University Wide N=200



Approximately **15%** of respondents who **worked at a job for pay** have been on **academic probation** during freshman year compared to about **10%** of students who **did not work**. **More** students who **did not work** at a job for pay participated in **university-sponsored co-curricular activities** compared to students who **worked at a job for pay**.

Participation in any university-sponsored co-curricular activities and being on academic probation based on students' employment status.



Statistically Significant Differences by Sex

During the current academic year how often did you do the following:

	Female	Male	U-wide
Finish what you started despite difficulties ⁶ <i>Mean Values (1-Never,...,6-Very often), N=199</i>	5.3 (SD=1.1)	4.8 (SD=1.2)	5.1 (SD=1.1)
Keep working hard even if you received a bad grade on an assignment ⁷ <i>Mean Values (1-Never,...,6-Very often), N= 199</i>	5.1 (SD=1.2)	4.6 (SD=1.4)	4.9 (SD=1.3)

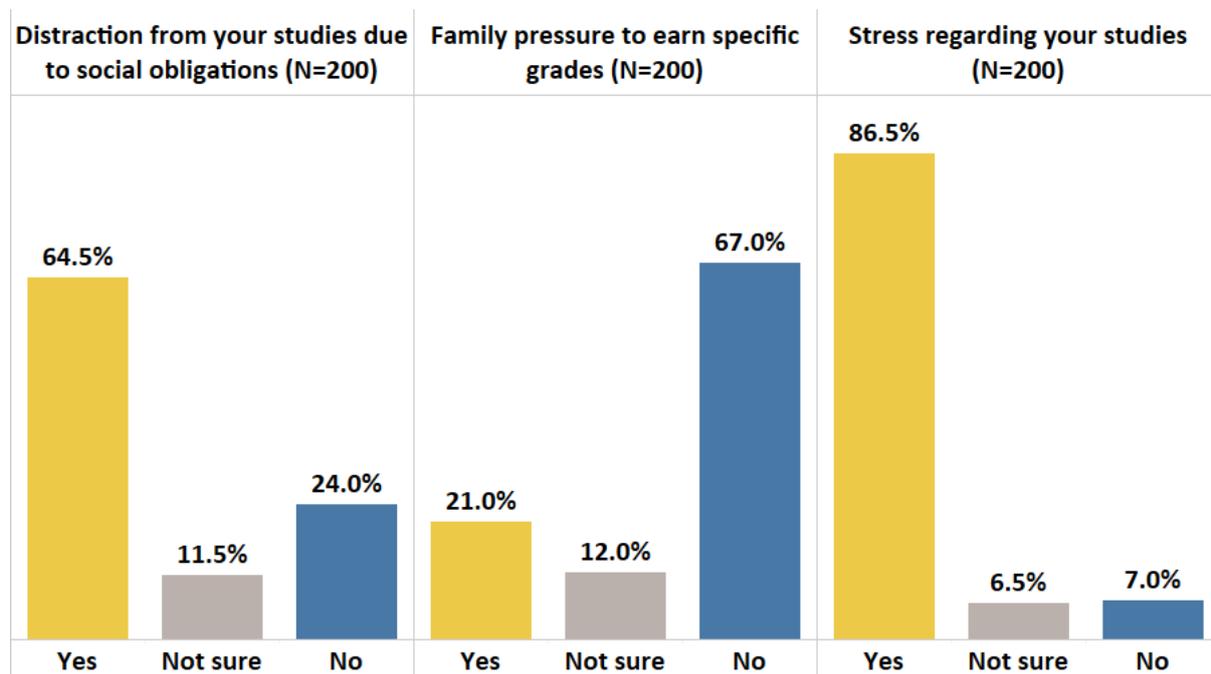
⁶ Significance in independent samples T-test=2.885, testing the difference in perception about how often freshman students finish what they started despite difficulties between females and males, p=0.004.

⁷ Significance in independent samples T-test=2.390, testing the difference in perception about how often freshman students keep working hard even if they receive a bad grade on an assignment between females and males, p=0.028.

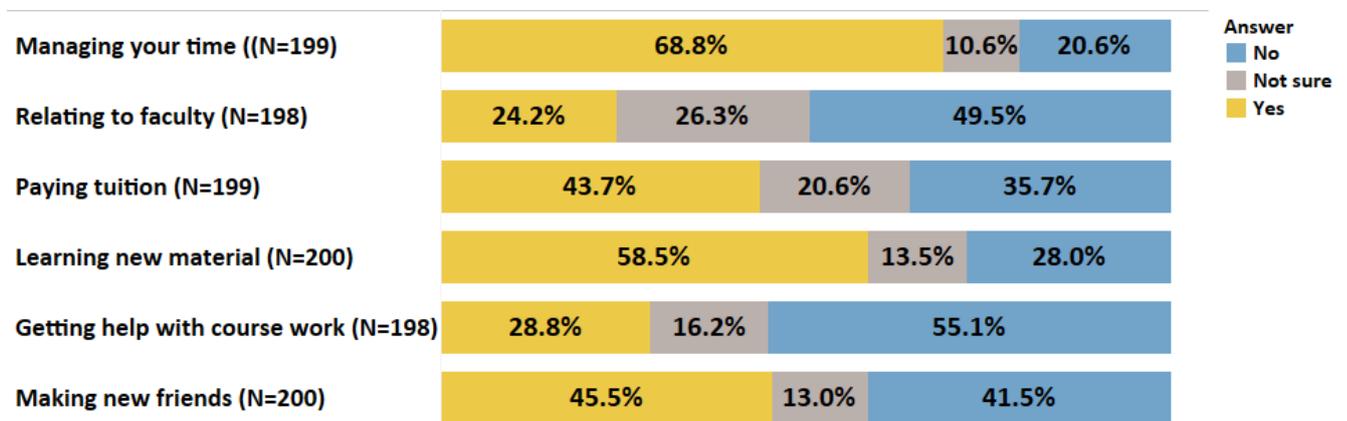
Experiencing difficulties, distraction and stress during undergraduate studies

Approximately **87%** of freshman students reported that they **experienced stress regarding their studies**. **67%** of students reported that they **did not experience family pressure to earn specific grade**. **More than half** of freshman students reported that they **experienced difficulties with managing their time and learning new material**. Approximately **44%** of freshman students reported they **experienced difficulties with paying tuition**.

Did you experience:



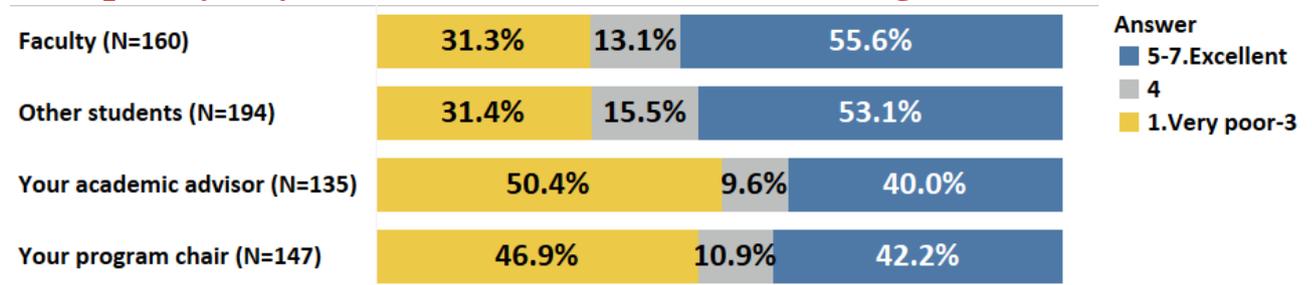
Did you experience difficulty with the following:



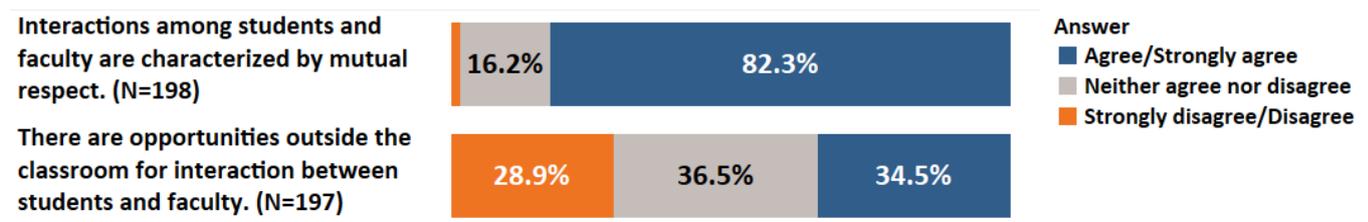
Quality of interaction with different constituencies

More than 40% of freshman students rated the quality of their interaction with other students, their program chair, faculty and their academic advisor higher than four out of seven (1-very poor, 7-excellent). 82% of freshman students agreed that the interactions between student and faculty are characterized by mutual respect. Female students are more likely to finish what they started despite difficulties compared to male students. Approximately one-third of students strongly disagreed/disagreed that there are opportunities outside the classroom for interaction between students and faculty.

The quality of your interaction with the following:



The level of agreement with the following:



Statistically Significant Differences by Sex

The level of agreement with the following:

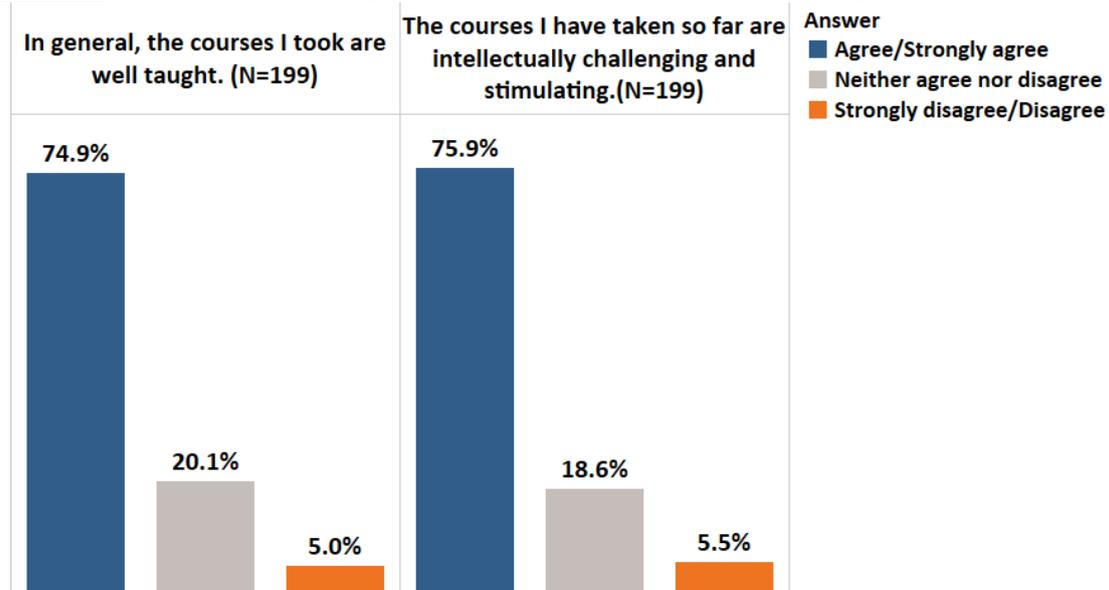
	Female	Male	U-wide
Interactions among students and faculty are characterized by mutual respect. ⁸	4.1	3.8	4.0
<i>Mean Values (1-Strongly disagree,...,5-Strongly agree), N=197</i>	(SD=0.6)	(SD=0.8)	(SD=0.7)

⁸ Significance in independent samples T-test=2.563, testing the difference in agreement with the quality of interaction among students and faculty being characterized by mutual respect between females and males, p=0.011.

Faculty and Courses

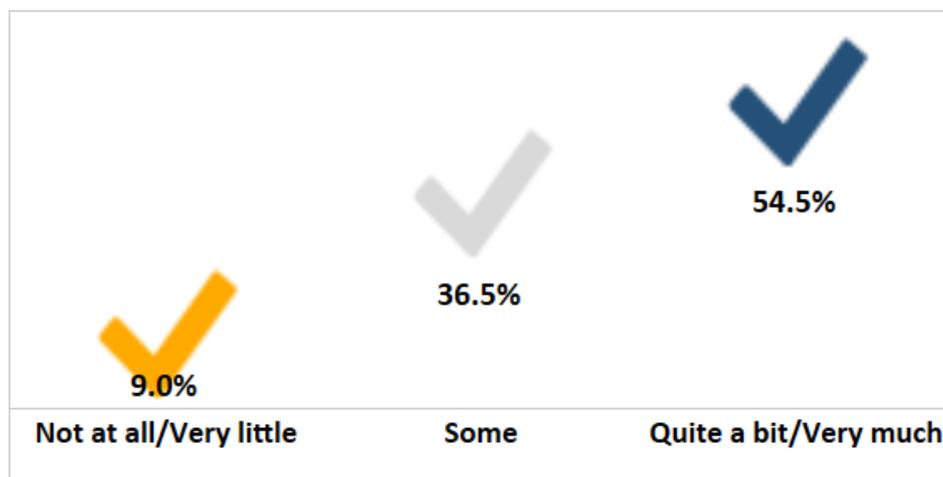
Approximately **75%** of freshman students **agreed/strongly agreed** that in general, **the courses they took were well taught and were intellectually challenging and stimulating**. Nearly **55%** of participants reported that the courses were **quite a bit/very much** challenging for them.

Courses.The level of agreement with the followings:



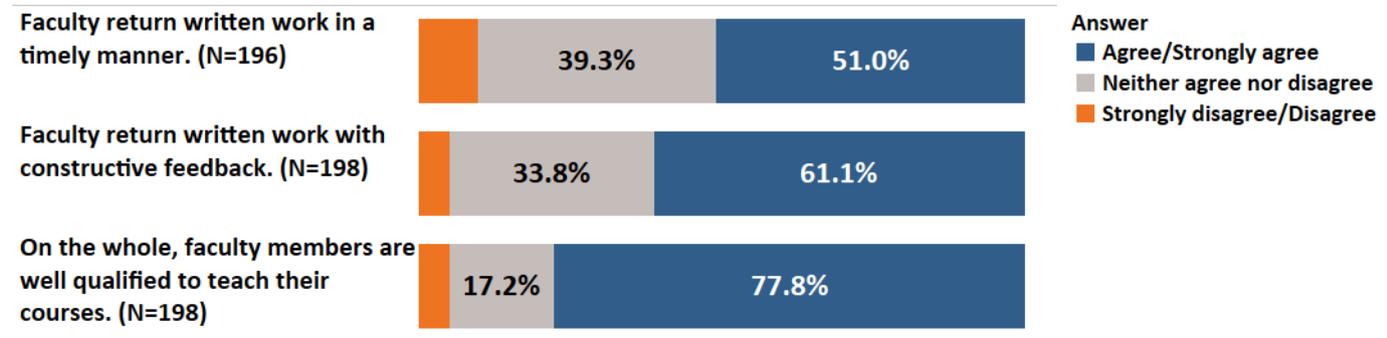
To what extent did your courses challenge you to do your best work during the current academic year?

University Wide N=200



78% of respondents **strongly agreed/agreed** that on the whole **faculty members are well qualified** to teach their courses. **Approximately half** of freshman students **strongly agreed/agreed** that faculty **return written work in a timely manner**.

Faculty. The level of agreement with the followings:



Statistically Significant Differences by Sex

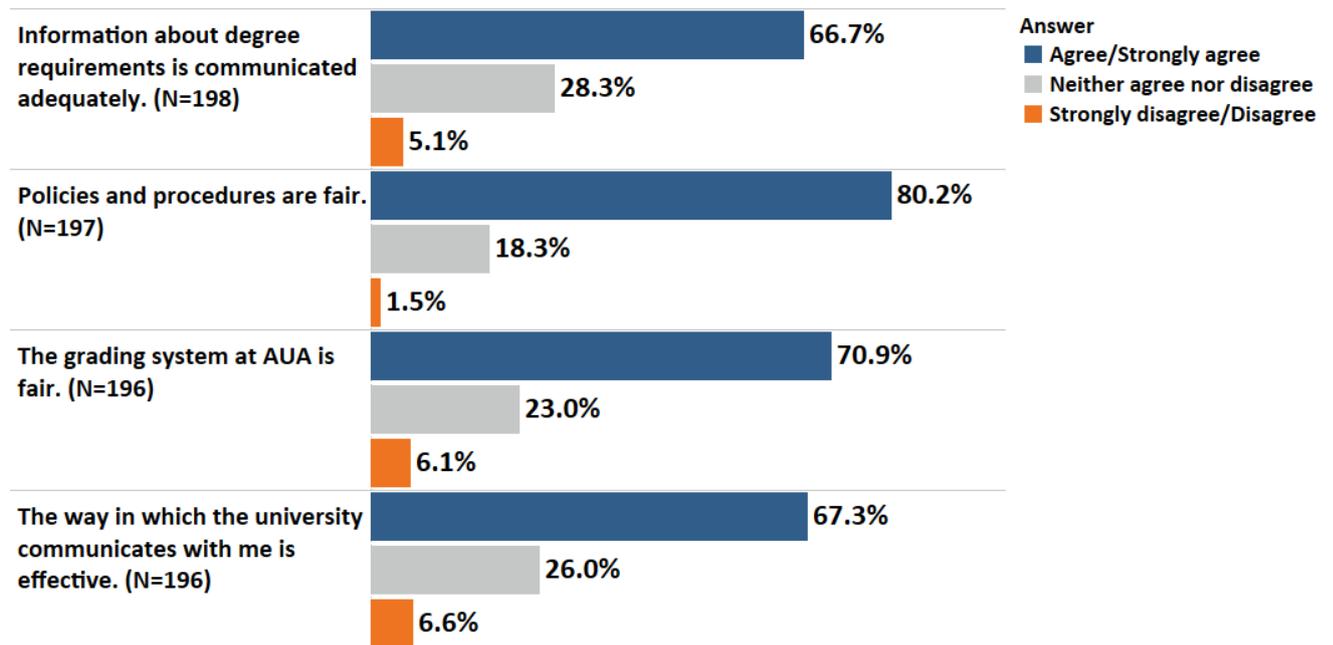
The level of agreement with the following:	Female	Male	U-wide
On the whole, faculty members are well qualified to teach their courses. ⁹ <i>Mean Values (1-Strongly disagree,...,5-Strongly agree), N=197</i>	4.1 (SD=0.8)	3.7 (SD=0.7)	4.0 (SD=0.8)

⁹ Significance in independent samples T-test=2.570, testing the difference in agreement with faculty members being well qualified to teach their courses between females and males, p=0.011.

Satisfaction with Procedures, Services and Resources

The vast majority of respondents (80%) agreed/strongly agreed that **policies and procedures are fair** at AUA. Almost 29% of freshman 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:



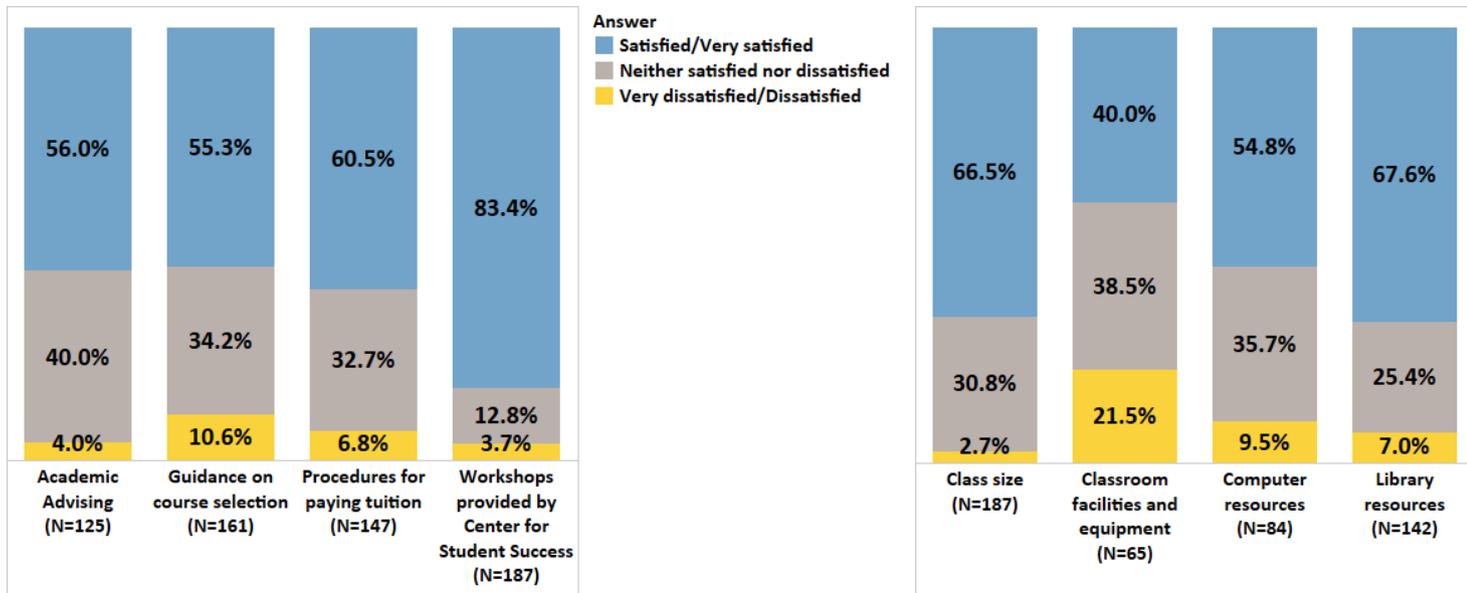
Statistically Significant Differences by Sex

The level of agreement with the following:	Female	Male	U-wide
Policies and procedures are fair. ¹⁰	4.0	3.8	3.9
<i>Mean Values (1-Strongly disagree,...,5-Strongly agree), N=196</i>	(SD=0.6)	(SD=0.7)	(SD=0.6)

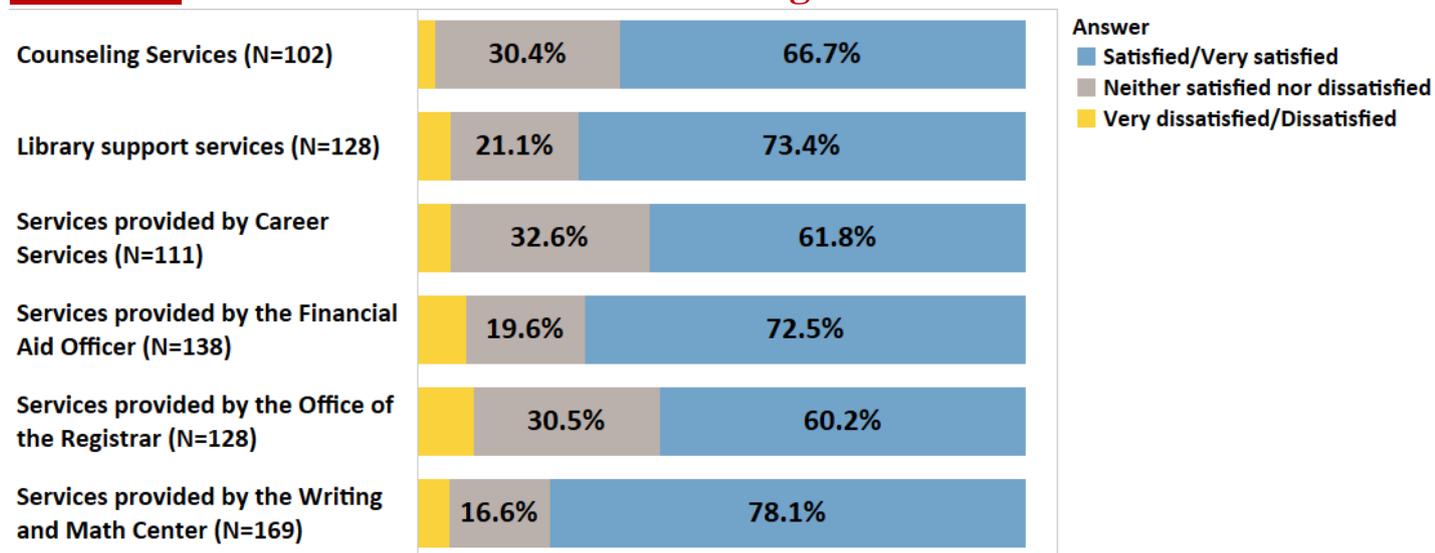
¹⁰ Significance in independent samples T-test=2.556, testing the difference in agreement with the policies and procedures being fair between females and males, p=0.018.

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

Procedures and resources. The satisfaction with the following:



Services. The satisfaction with the following:



Statistically Significant Differences by Sex

The level of satisfaction with the following:

	Female	Male	U-wide
Class size (number of students in a class) ¹¹ <i>Mean Values (1-Very dissatisfied,...,5-Very satisfied), N=181</i>	4.0 (SD=0.8)	3.6 (SD=1.0)	3.9 (SD=0.8)
Workshops provided by Center for Student Success ¹² <i>Mean Values (1-Very dissatisfied,...,5-Very satisfied), N= 186</i>	4.2 (SD=0.8)	3.9 (SD=0.9)	4.1 (SD=0.8)

¹¹ Significance in independent samples T-test=2.508, testing the difference in satisfaction with the class size between females and males, p=0.028.

¹² Significance in independent samples T-test=2.190, testing the difference in satisfaction with workshops provided by Center for Student Success between female and males, p=0.030.

Answers to Open-Ended Questions (coded)¹³:

Positive highlights

What are the THREE things that you like most about AUA? (Open-ended, Responses coded)			
N	Response option	Count	%
1	Overall atmosphere	146	73.0%
2	Faculty	81	40.5%
3	Curriculum	78	39.0%
4	Resources	75	37.5%
5	Faculty - Student Interaction	58	29.0%
6	Extra-curricular activities	45	22.5%
7	Other	32	16.0%
8	Facilities	17	8.5%
	Total	200	

Suggestions for improvements

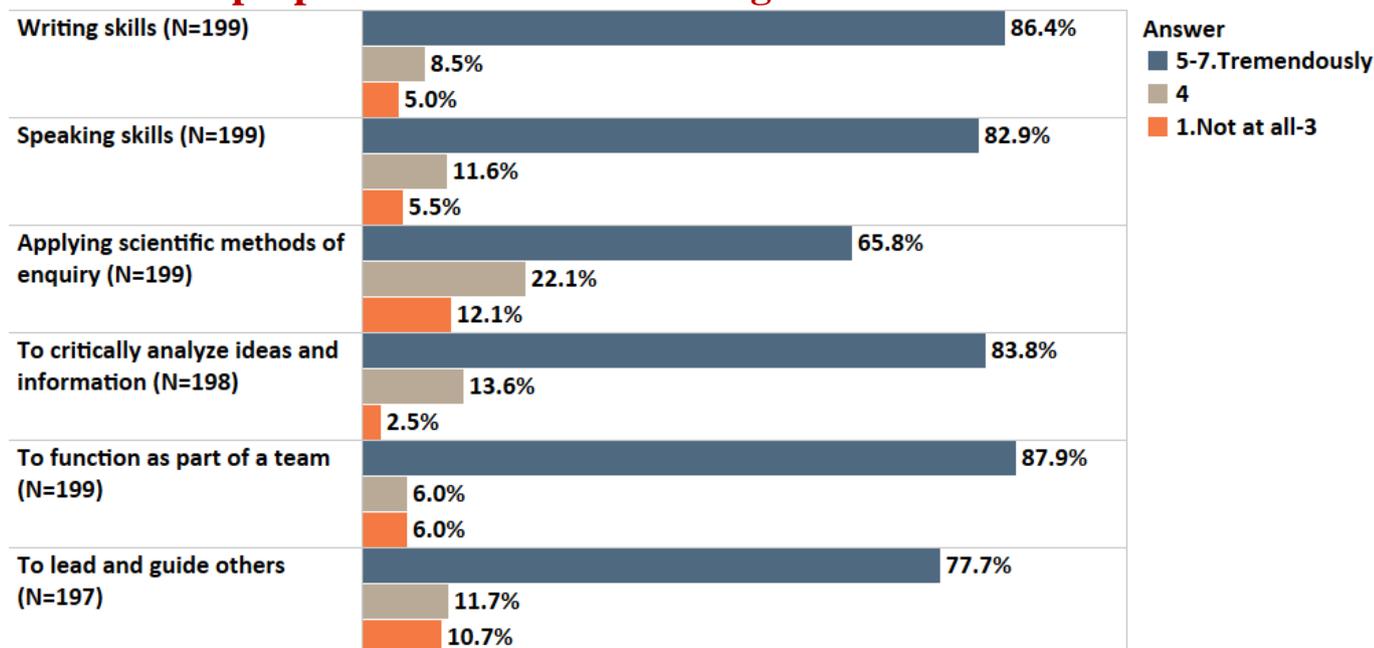
What are the THREE most important things AUA could do to improve the quality of your undergraduate experience?			
N	Response option	Count	%
1	Curriculum	90	45.0%
2	Other	88	44.0%
3	Extra-curricular activities	81	40.5%
4	Faculty	51	25.5%
5	Facilities	44	22.0%
6	Support Services	38	19.0%
	Total	200	

¹³ The percent is calculated based on the total number of responses.

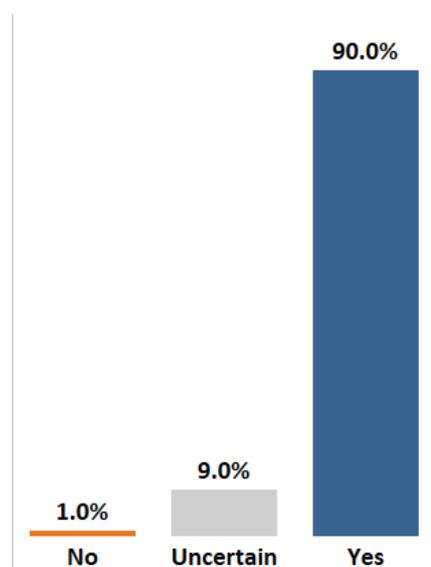
Expectations for Upcoming Academic Years

More than half of freshman students plan to work after graduation. All students rated their preparedness 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:



Expectation to graduate in four years:



Statistically Significant Differences by College

Program	The level of preparedness to lead and guide others ¹⁴ (Mean Values, 1-Not at all,...,7-Very well)
CBE	5.8 (SD=1.2)
CSE	5.0 (SD=1.4)
CHSS	5.0 (SD=1.3)
University-Wide	5.3 (SD=1.4)

¹⁴ 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 CBE and CSE, CBE and CHSS colleges, $p < 0.05$.

Methodology and Background

Instrument Design and Timeline

The Office of Institutional Research and Assessment administered the University's 2021 Freshman Student Exit Survey from April 16 to April 30, 2021.

The objectives of the survey were to gather information from freshman students about their first-year experience, academic environment, extracurricular activities, satisfaction with services provided at the university, and expectations for upcoming academic year, as well as to identify areas of possible improvements.

This report describes the methodology used for the survey.

The survey population included 457 freshman students.

Program	Number of eligible respondents	Number of survey respondents	Percent (%) completed
Bachelor of Arts in Business (BAB)	167	81	48.5%
Bachelor of Science in Computer Science (BSCS)	93	37	39.8%
Bachelor of Science in Data Science (BSDS)	74	26	35.1%
Bachelor of Arts in English and Communications (BAEC)	97	45	46.9%
Bachelor of Science in Engineering Sciences (BSES)	27	11	40.7%
Total	457	200	43.8%

An email was sent from the Interim 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:¹⁵

- Two reminder emails were sent from the Office of Institutional Research and Assessment on April 26, and April 29.
- Program Chairs and the Center for Student Success were asked to promote participation.

A total of **273 (59.7%)** out of **457** freshman students participated in the survey. The results of **73** partially completed surveys were excluded from the analyses, thus denoting a response rate of **43.8%**.

To check how well the sample reflected the population with regard to distribution by College and by sex, one-sample chi-square test was conducted¹⁶. According to the test results¹⁷, collected data is representative with the corresponding population by college.

Freshman students by College and by sex distributions in population and in sample are presented in the tables below.

¹⁵ Due to the fact that the University had administered courses online due to the worldwide pandemic, fliers were not distributed on campus.

¹⁶ Due to the small sample size of programs, tests were conducted by College.

¹⁷ College: $\chi^2(2) = 2.021, p = 0.364$; sex: $\chi^2(1) = 10.329, p = 0.001$

Program	Population	Proportion in population	Sample	Proportion in sample
CBE	167	36.5%	80	40.0%
CSE	194	42.5%	75	37.5%
CHSS	96	21.0%	45	22.5%

Sex	Population	Proportion in population	Sample	Proportion in sample
Male	170	37.2%	62	31.0%
Female	287	62.8%	138	69.0%

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 colleges. Post-Hoc tests helped to identify the mean difference between particular academic colleges. The significance level used for the statistical tests was 5%. The full report for *internal use only* consists of the following main parts: by program and by sex tables for 2021 survey results, answers to open-ended questions for 2021 survey results, and longitudinal dashboard and tables for 2014-2021 survey results.

For statements that have a Not Applicable (N/A) response option, the mean value is calculated without including Not Applicable responses. In the full report, 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.