

2021 Undergraduate Graduating Student Exit Survey

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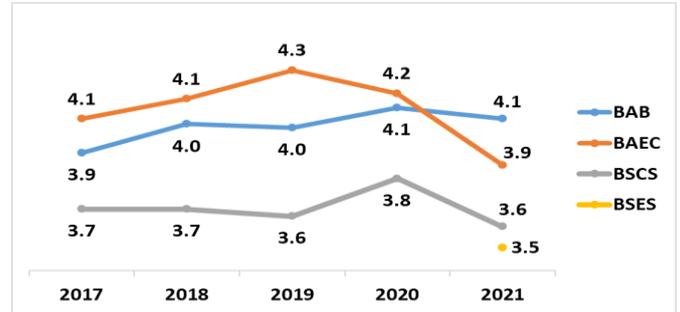
July 2021

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Highlights of Survey Findings

The average rating of **overall educational experience at AUA** is **4.0** out of 5.0 according to 2017-2021 undergraduate graduating exit surveys.



74% of undergraduate graduating students rated their **overall educational experience at AUA good/excellent**

“Friendly and collaborative atmosphere that motivates you to perform at your best.”

71% of respondents are **net promoters of AUA.**

“The overall atmosphere of AUA motivated me to study and achieve my life goals.”

62% of respondents reported they experienced difficulties with **balancing studies, work and home/family life.**

80% of respondents were **employed during their undergraduate studies.**

“I plan to continue my full time job and dig deeper in the science of my major.”

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.**

“A lot of the courses I’ve taken have truly enhanced my perspective and allowed for deeper critical thinking.”

84% of respondents agreed that the **interactions between student and faculty are characterized by mutual respect.**

“Most of the faculty are very open for interaction with students both inside and outside the classroom, even if you have never taken any of their classes.”

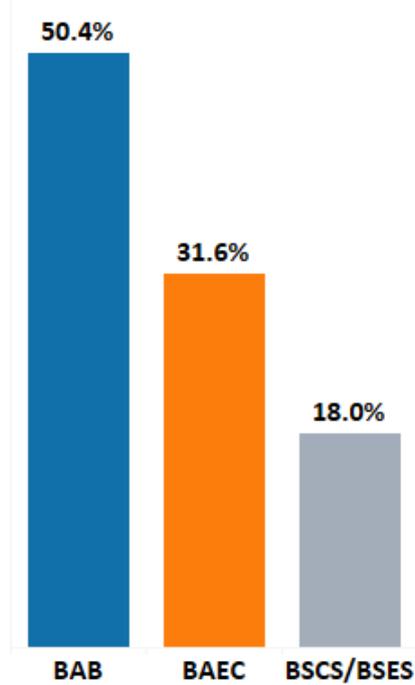
84% of respondents reported that they experienced **stress regarding their studies.**

“Selecting a class is a major issue and creates so much stress and mess.”

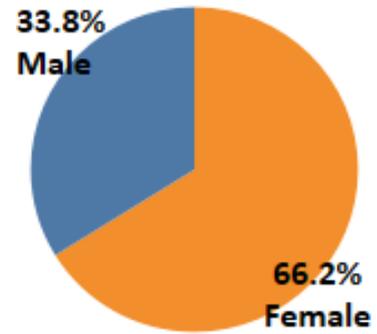
Respondent Profile

Reponse rate is 49.1%.

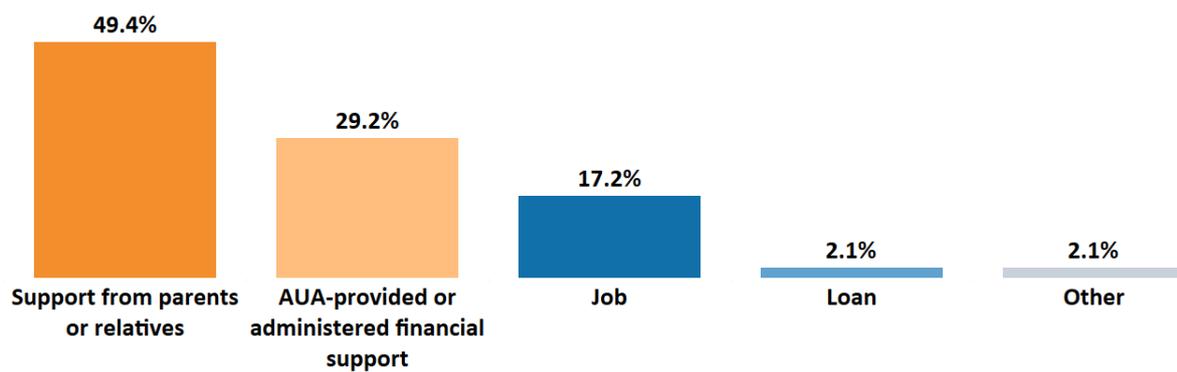
Program of Respondents¹



Sex of Respondents



How did you pay for your University education?



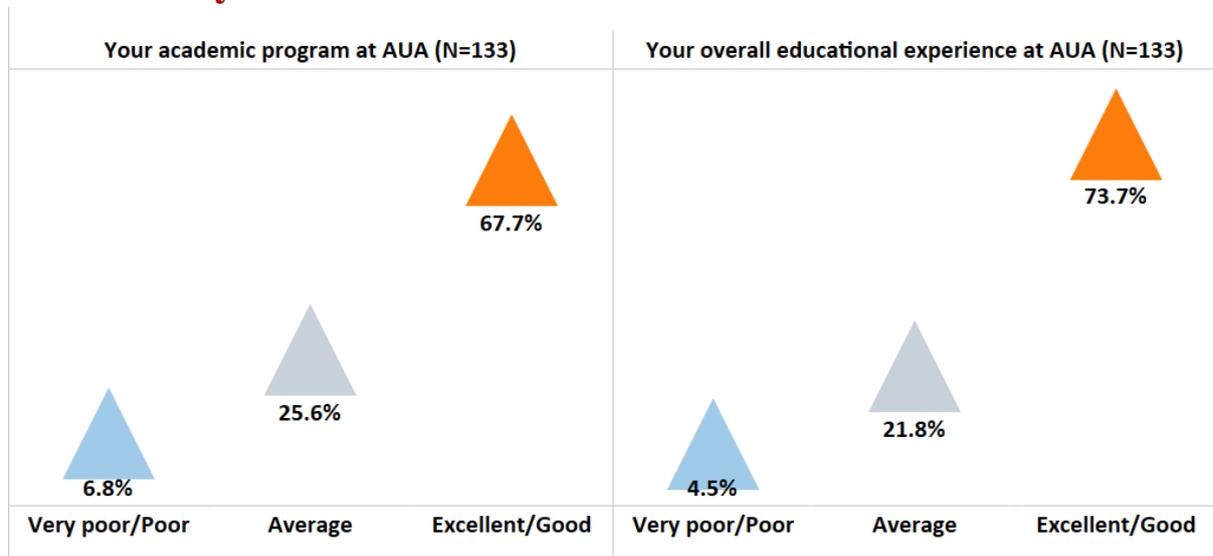
¹ Due to a small sample of BSES respondents (N=2; population=5), BSCS and BSES are visualized together.

Undergraduate Experience

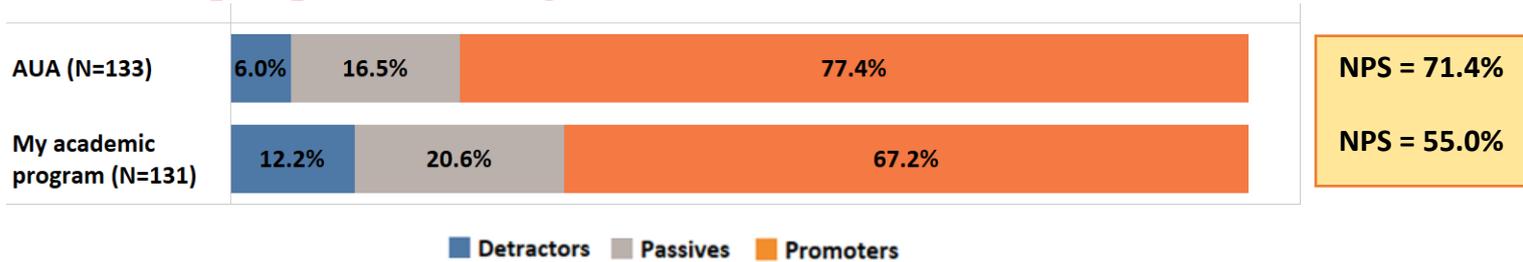
Overall satisfaction

Almost 74% of undergraduate graduating students rated their overall educational experience at AUA good/excellent. Approximately 7% of the respondents rated their academic program at AUA poor/very poor. Approximately 71% of undergraduate graduating students are net promoters of AUA², and about 67% of students are net promoters of their academic program.

How would you rate:³



To prospective undergraduate students I would recommend:

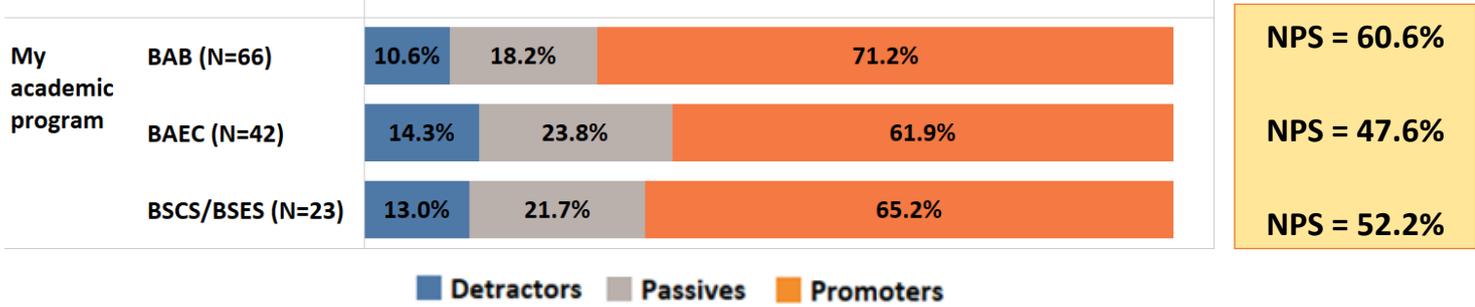


² Promoters: responses of strongly agree/agree; Passive: neither agree nor disagree; Detractor: strongly disagree/disagree. Net Promoter Score (NPS) is the difference between the percentage of promoters and detractors.

³ Significance in independent samples T-test=2.320, testing the difference in rating of the academic program at AUA, between females (mean is 4.0 out of 5) and males (mean is 3.7 out of 5), p= 0.023.

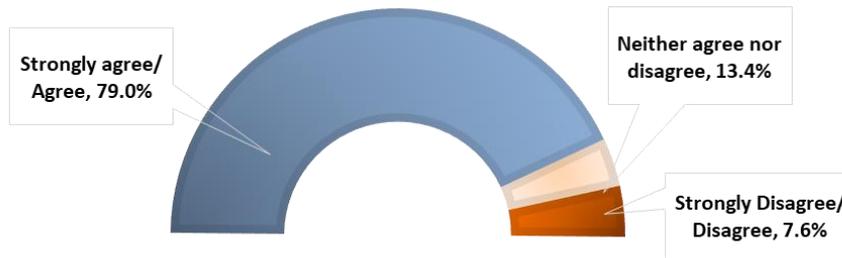
Less **BAEC undergraduate graduating students** are net promoters of their academic program compared to BAB and BSCS/BSES students. **79%** of respondents agreed/strongly agreed that **if they could start all over again, they would want to attend AUA for undergraduate studies.**

To prospective undergraduate students I would recommend:



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

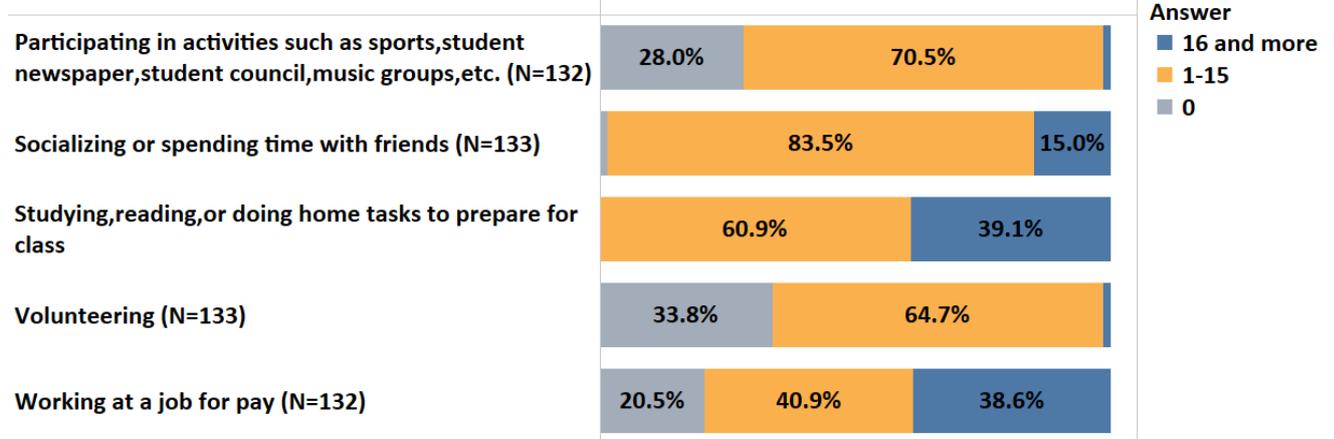
University Wide N=133



Workload during undergraduate studies

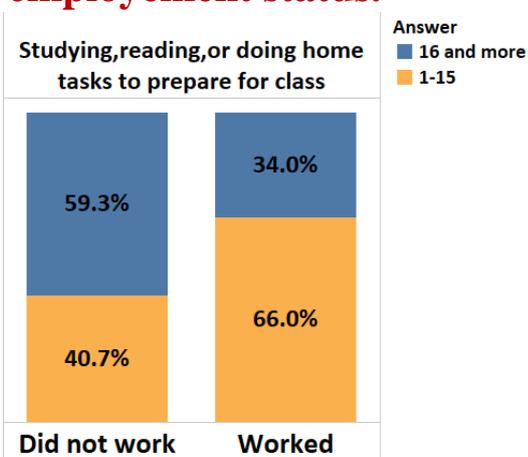
Approximately **80%** of the undergraduate graduating students reported that they **spent one or more hours per week working at a job for pay** during their undergraduate studies. Approximately **59%** of students who did not work and **34%** of students who worked reported they **spent 16 and more hours studying, reading, or doing home tasks to prepare for class**. In addition, about **93%** of students who did not work participated in any university-sponsored co-curricular activities **compared to about 70%** of students who worked.

Hours spent each week on doing the following:

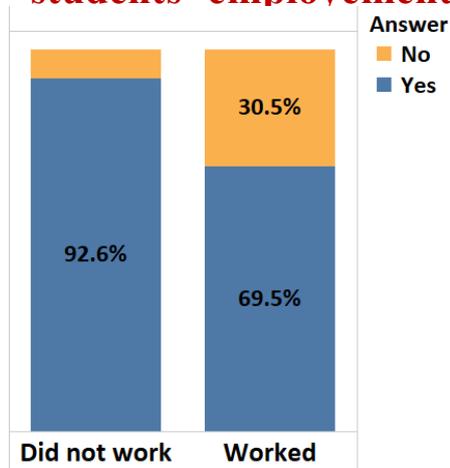


University Wide N=133

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



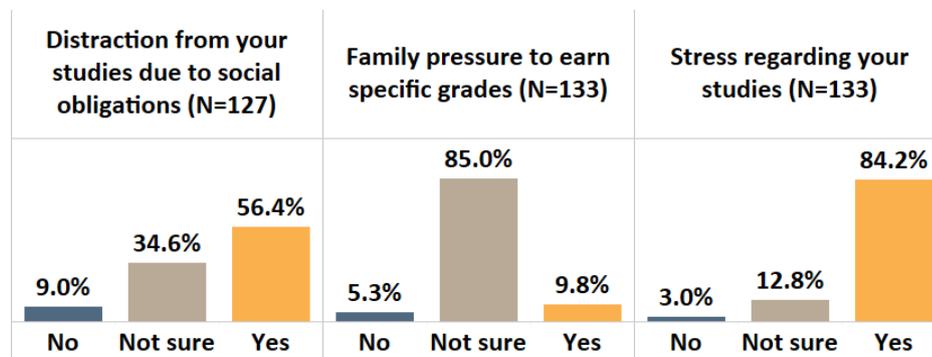
Participation in any university-sponsored co-curricular activities depending on students' employment status.



Experiencing difficulties, distraction and stress during undergraduate studies

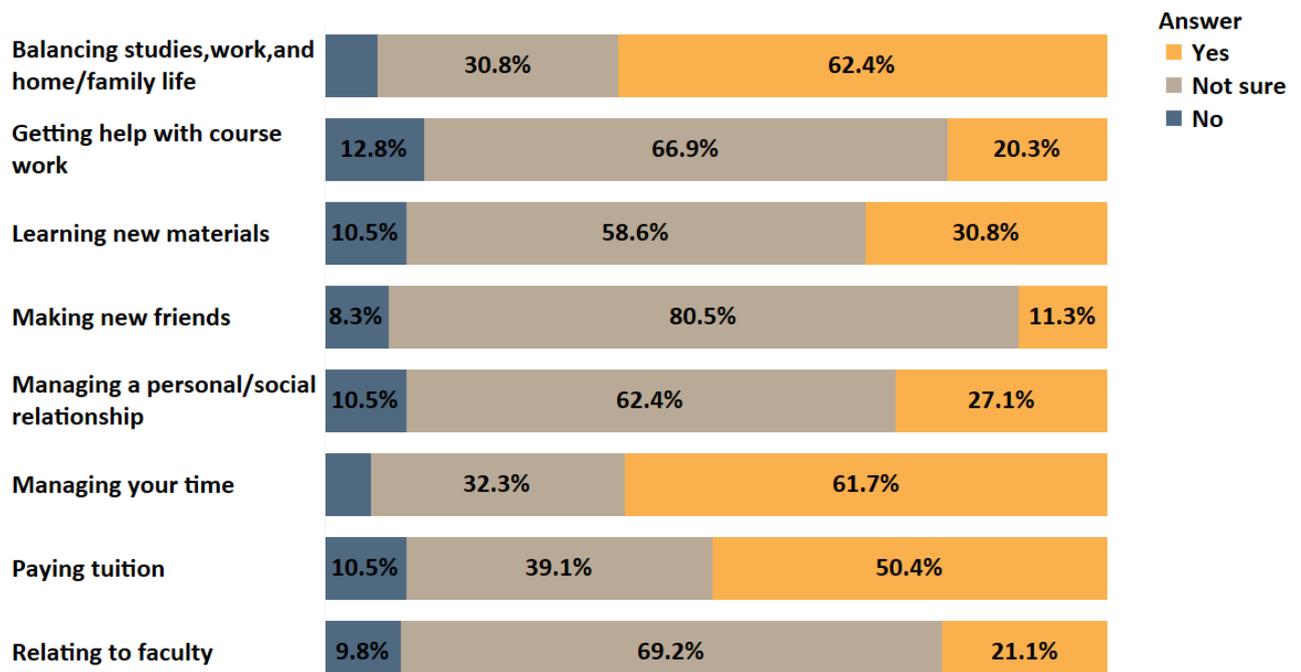
Nearly 84% of undergraduate graduating students reported they **experienced stress regarding their studies**. The vast majority of students (85%) was **not sure if they experienced family pressure to earn specific grades**. More than half of undergraduate graduating students (62%) reported they **experienced difficulties with balancing studies, work and home/family life**. Approximately half of undergraduate graduating students reported that they **experienced difficulties with paying tuition**. More than 60% of respondents reported they **have difficulties managing their time**.

Did you experience:



Did you experience difficulty with the following:

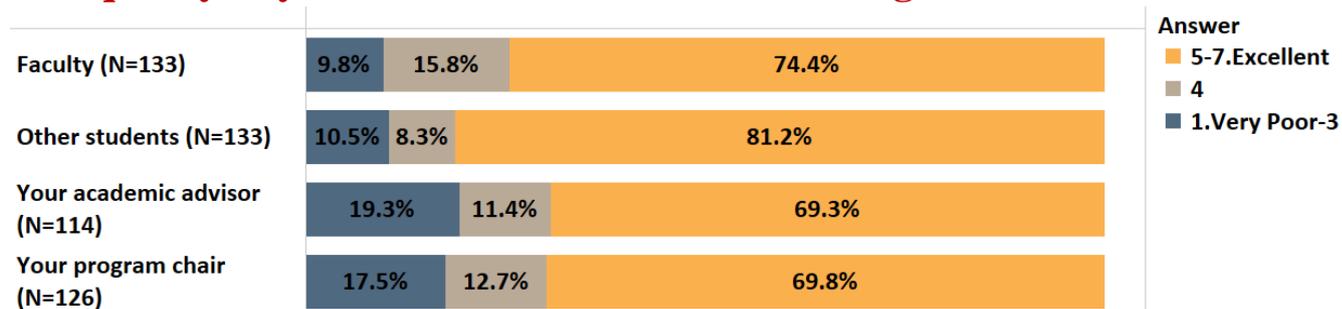
University Wide N=133



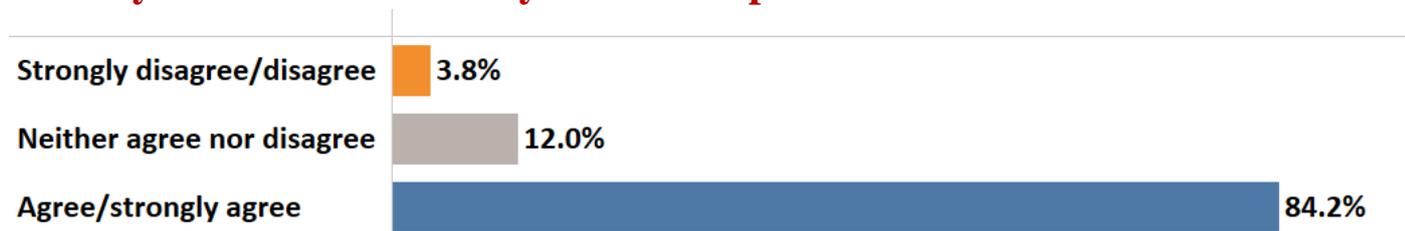
Quality of interaction with different constituencies

More than 70% of undergraduate graduating students rated the quality of their interaction with other students, their program chair, faculty and their academic advisor four and more out of seven (1-very poor, 7-excellent). 84% of undergraduate graduating students agreed that the interactions among students and faculty are characterized by mutual respect.

The quality of your interaction with the following:



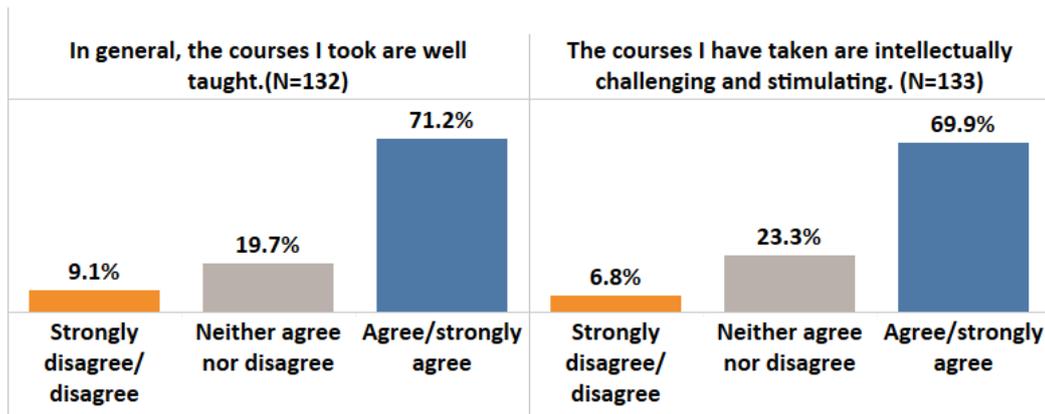
The level of agreement that interactions among students and faculty are characterized by mutual respect:



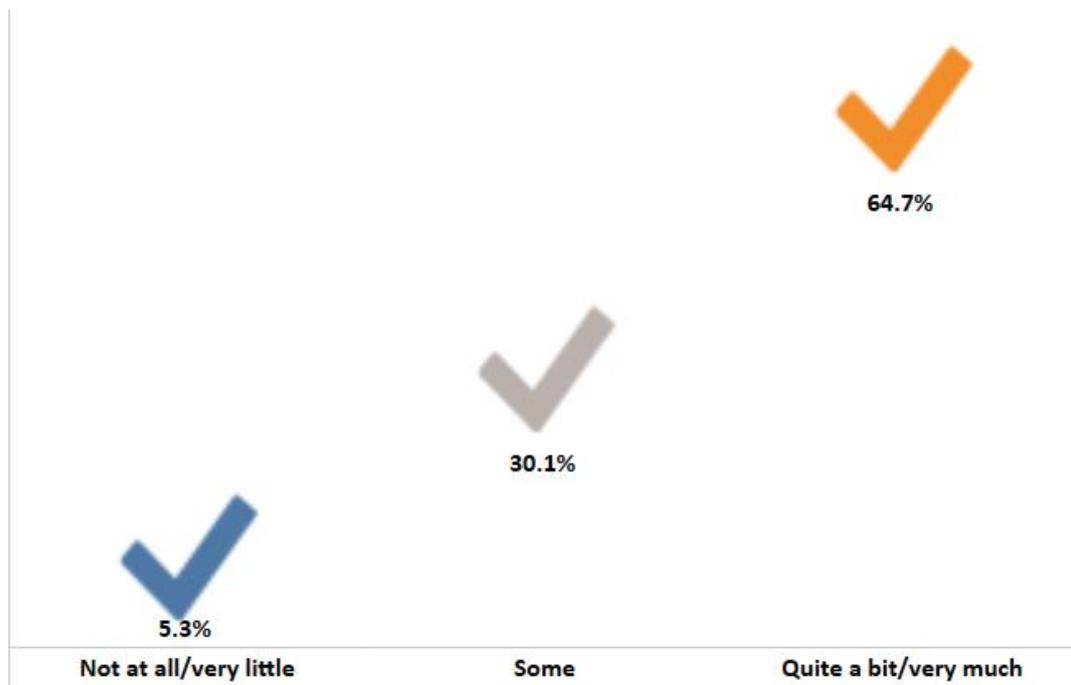
Faculty and Courses

More than 60% of undergraduate graduating students **agreed/strongly agreed** that in general, the courses they took were well taught⁴ and were intellectually challenging and stimulating. Approximately **65%** of undergraduate graduating students reported that the courses were **quite a bit/very much** challenging.

Courses.The level of agreement with the followings:



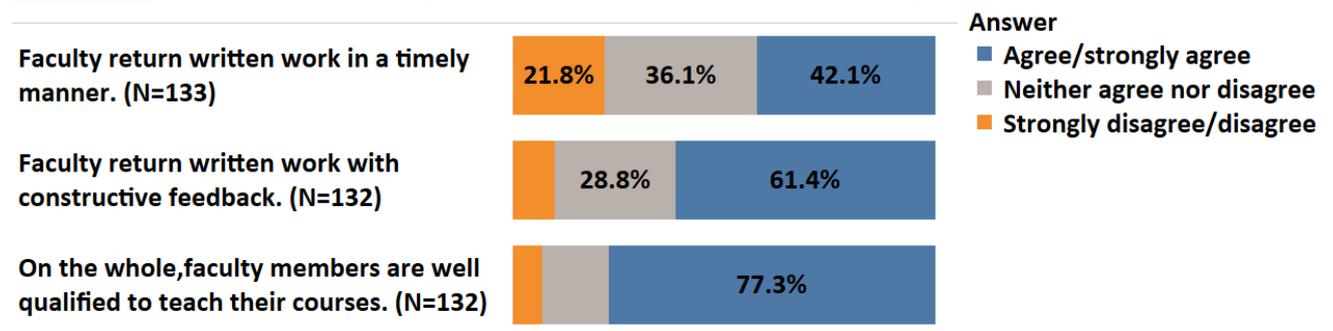
To what extent did your courses challenge you to do your best work during your undergraduate studies? (N=133)



⁴ Significance in independent samples T-test=2.597 testing the difference in perception of in general the courses being well taught, between females (mean is 3.9 out of 5) and males (mean is 3.5 out of 5), p= 0.010.

77% of respondents agreed/strongly agreed that on the whole faculty members are well qualified to teach their courses.⁵ 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:



Statistically Significant Differences by Program⁶

Program	Faculty return written work in a timely manner. <i>Mean Values(1-Strongly disagree, 5-strongly agree)</i>
BAB	3.6 (SD=0.8)
BSCS/BSES	3.5 (SD=0.9)
BAEC	3.8 (SD=0.8)
University-Wide	3.6 (SD=0.8)

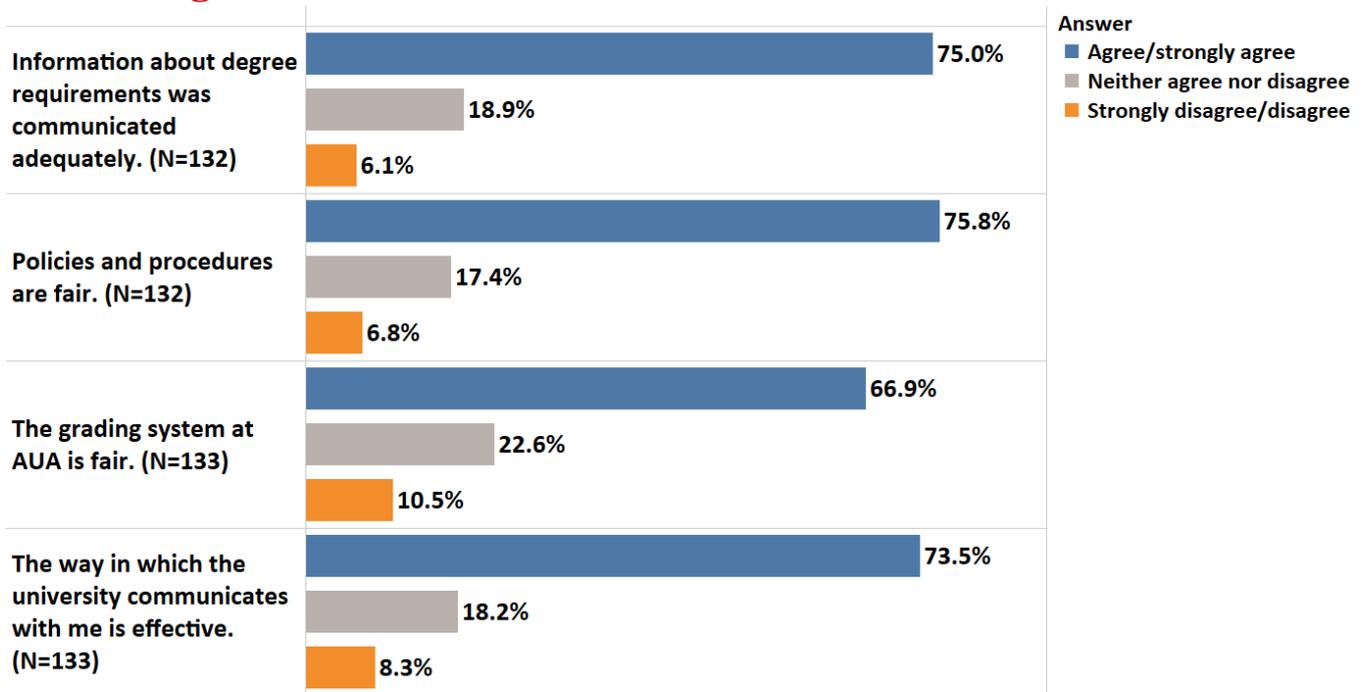
⁵ Significance in independent samples T-test=2.718 testing the difference in the level of agreement that on the whole, faculty members are well qualified to teach their courses, between females (mean is 4.0 out of 5) and males (mean is 3.6 out of 5), p= 0.007.

⁶Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in level of agreement that faculty return written work in a timely manner, between those in BSCS/BSES and BAEC programs, p<0.05

Satisfaction with Procedures, Services and Resources

Approximately 76% of respondents agreed/strongly agreed that **policies and procedures are fair** at AUA. Almost 33% of undergraduate graduating students **strongly disagreed/disagreed/ or neither agreed nor disagreed** that the **grading system at AUA is fair**. 75% of survey respondents **agreed/strongly agreed** that **information about degree requirements was communicated adequately**.⁷

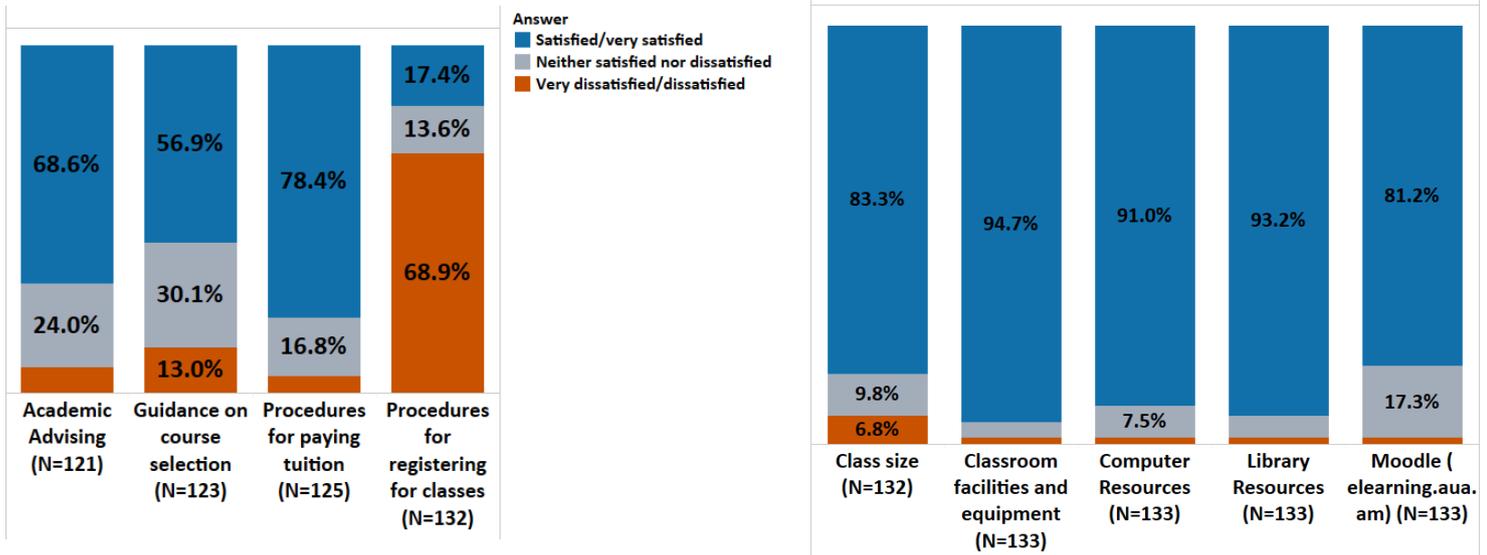
Policies and Procedures. The level of agreement with the followings:



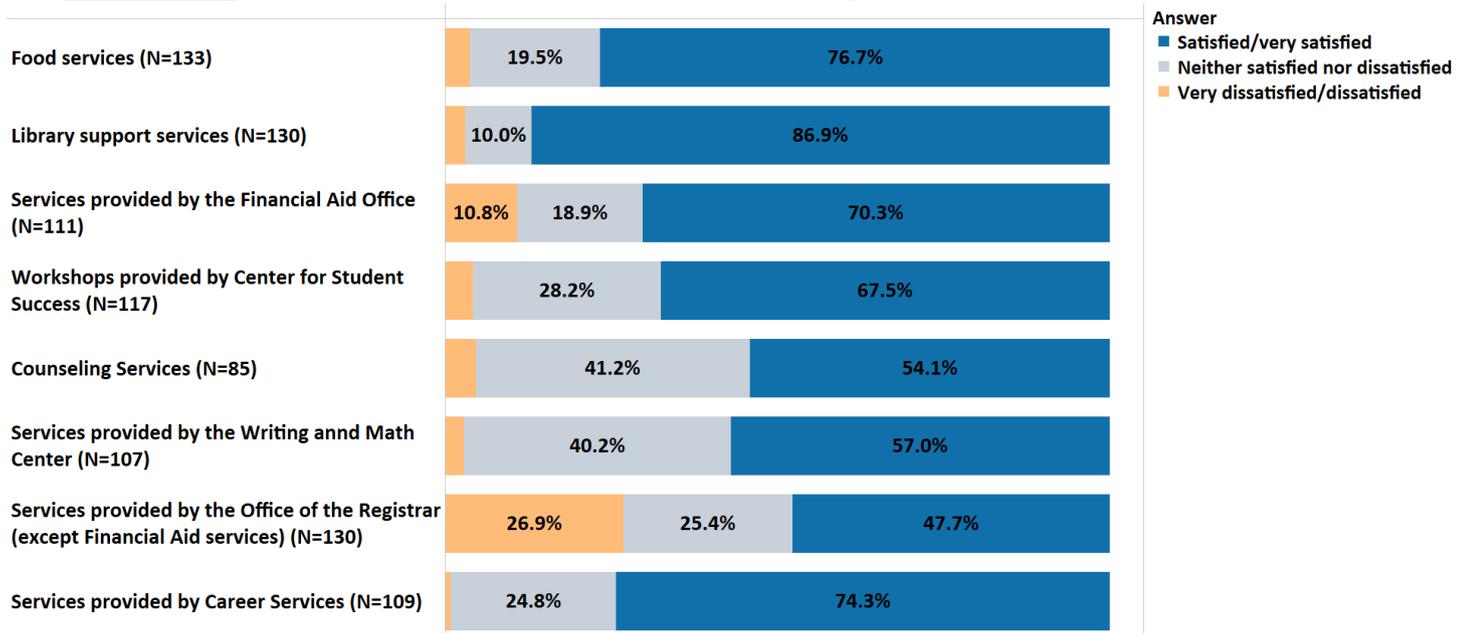
⁷ Significance in independent samples T-test=3.374 testing the difference in perception about how challenging the courses were between females (mean is 4.0 out of 5) and males (mean is 3.5 out of 5), p=0.001.

Almost 69% of respondents were **dissatisfied/very dissatisfied** with the **procedures for registering for classes**. The vast majority of undergraduate graduating students (93%) were **satisfied/very satisfied** with the **library resources**. 54% of respondents were **satisfied/very satisfied** with the **counselling services**⁸ and 74% of respondents were **satisfied/very satisfied** with services provided by Career Services.⁹

Procedures and resources. The satisfaction with the following:



Services. The satisfaction with the following¹⁰:



⁸ Significance in independent samples T-test=2.197 testing the difference in perception about counselling services, between females (mean is 2.4 out of 5) and males (mean is 2.3 out of 5), p=0.031.

⁹ Significance in independent samples T-test=2.924 testing the difference in perception about services provided by Career Services, between females (mean is 4.3 out of 5) and males (mean is 4.4 out of 5), p=0.005.

79% of survey respondents reported that one of the three things that students like most about AUA is the overall atmosphere, after that come faculty (**50%**) and facilities (**41%**). One of the most important thing AUA could do to improve the quality of undergraduate experience is curriculum. (**65%**)

Statistically Significant Differences by Program¹¹

Question <i>Mean Values (1-Very Dissatisfied, 5-Very Satisfied)</i>	BAB	BSCS/BSES	BAEC	University-Wide
The level of satisfaction with the services provided by the Writing and Math Center.	3.3 (SD=1.5)	2.0 (SD=1.7)	3.0 (SD=1.7)	3.0 (SD=1.7)

Answers to Open-Ended Questions (coded)¹²

Positive highlights

What are the three things that you like most about AUA?			
N	Response Option	Count	%
1	Overall atmosphere	105	79%
2	Faculty	66	50%
3	Facilities	54	41%
4	Faculty - Student Interaction	43	32%
5	Resources	36	27%
6	Curriculum	32	24%
7	Extra-curricular activities	16	12%
8	Other	14	11%
	Total	133	

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	86	65%
2	Faculty	59	44%
3	Other	56	42%
4	Support Services	29	22%
5	Facilities	27	20%
6	Extra-curricular activities	26	20%
	Total	133	

¹¹ Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in level of satisfaction with services provided by the Writing and Math Center, between those in BSCS/BSES and BAEC, BSCS/BSES and BAB programs, p<0.05.

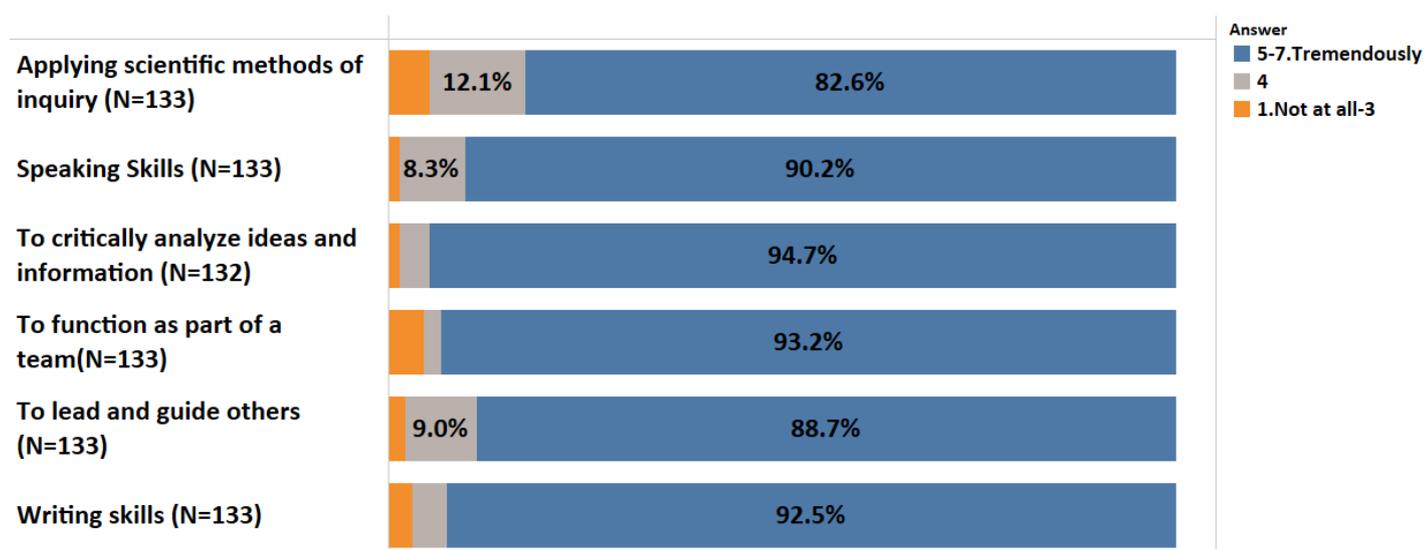
¹² The percent is calculated based on the total number of responses.

Expectations for after graduation

Level of preparedness.

More than 90% rated their preparedness level in speaking skills, ability to function as a part of team and ability to critically analyze ideas and information higher than four out of seven (1-not at all, 7-tremendously). Almost 32% of respondents rated their preparedness level in writing skills higher than four out of seven.¹³

The level of preparedness in the following skills:



Statistically Significant Differences by Program¹⁴

Question Mean Values (1-Not at all, 7-Tremendously)	BAB	BSCS/BSES	BAEC	University-Wide
The level of preparedness in writing skills.	5.8 (SD=0.9)	5.3 (SD=1.1)	6.0 (SD=1.2)	5.8 (SD=1.0)

¹³Significance in independent samples T-test=2.016 testing the difference in level or preparedness in writing skills, between females (mean is 5.9 out of 7) and males (mean is 5.5 out of 7), p=0.047.

¹⁴ Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in level of preparedness in writing skill , between those in BSCS/BSES and BAEC, BSCS/BSES and BAB programs, p<0.05.

Methodology and Background

Instrument Design and Timeline

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

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 271 undergraduate graduating students.

Program	Number of eligible respondents	Number of survey respondents	Percent (%) completed
Bachelor of Arts in Business (BAB)	145	67	46.2%
Bachelor of Science in Computer Science (BSCS)	46	22	47.8%
Bachelor of Science in Engineering Science (BSES)	7	2	28.6%
Bachelor of Arts in English and Communications (BAEC)	73	42	57.5%
Total	271	133	49.1%

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

- Three reminder emails were sent from the Office of Institutional Research and Assessment on April 22, April 26, 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 **166 (61.3%)** out of **271** 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 **49.1%**.

To check how well the sample reflected the population with regard to distribution by collage and by sex, one-sample chi-square test was conducted. According to the test results¹⁶, collected data is representative with the corresponding population by collage and sex.

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

¹⁵ 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.

¹⁶ Collage: $\chi^2(2) = 1.463$, $p = 0.481$; sex: $\chi^2(1) = 0.222$, $p = 0.637$

Collage	Population	Proportion in population	Sample	Proportion in sample
CBE	145	53.5%	67	50.4%
CSE	73	26.9%	42	31.6%
CHSS	53	19.6%	24	18.0%

Sex	Population	Proportion in population	Sample	Proportion in sample
Male	97	35.8%	45	33.8%
Female	174	64.2%	88	66.2%

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 2021 survey results, answers to open-ended questions for 2021 survey results, and longitudinal dashboard and tables for 2017-2021 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.