

**AMERICAN UNIVERSITY OF BEIRUT**  
**TASK FORCE ON UNDERGRADUATE TEACHING EXCELLENCE**

**RESULTS OF STUDENT SURVEY 2000/2001**

# **Results of Student Survey 2000/2001**

## **Executive Summary**

### **Background and Objectives**

During the academic year 1999/2000 a University Task Force on Undergraduate Teaching Excellence (TF) was established. The TF was charged with reviewing current teaching and learning practices at AUB and recommending improvements in undergraduate teaching and learning university wide. One of the activities implemented by the TF was assessing teaching practices from the perspectives of AUB faculty and students. For this purpose two surveys, a faculty survey and a student survey, were developed and administered at the end of the academic year 1999/2000. The objectives of the faculty survey were to map teaching practices at AUB and identify needs and expectations of the Faculty. The objectives of the student survey were to assess teaching practices and students' educational experiences at AUB and evaluate program outcomes. The student survey was modified based on input from a variety of individuals and was administered again at the end of the academic year 2000/2001.

### **Student Survey**

The student survey administered at the end of the academic year 2000/2001 consisted of two parts. The first part contained 36 questions to which students responded using a 4-point Likert type scale (1: Strongly Disagree [SD]; 2: Disagree [D]; 3: Agree [A]; 4: Strongly Agree [SA]). This part of the survey inquired about the clarity of objectives of students' undergraduate programs, courses, and course syllabi. In addition, students were asked about teaching practices, assessment methods, exposure to recent developments in their field of specialization, acquisition of leadership and communication skills, and level of personal growth. The second part of the survey contained five open-ended questions that asked students to suggest changes in teaching practices, recommend topics, skills, and concepts that need to be added to the programs, and propose ways to improve the grading system at AUB. In addition students were asked to describe their best and their worst learning experiences at AUB.

### **Method**

#### **Sample**

The survey was administered to 962 graduating students from all the Faculties of the University during June 2001. However, all the participating students from the Faculty of Medicine came from the School of Nursing because the survey was distributed to undergraduate students only. Four hundred eighty five (485) students returned filled-out surveys resulting in a response rate of 50.40 %.

#### **Distribution**

The surveys were distributed to all the University departments along with a cover letter from Associate Provost Waddah Nasr. Departments were requested to distribute the survey to all the graduating students, collect the completed surveys, and send them to Dr. Nasr's office. The survey took place after the final grades were reported to insure that graduating students would speak out their minds freely, even though earlier administration could have resulted in a higher response rate.

## **Data analysis**

Data from the first part of the survey were coded and analyzed using SPSS for windows. The items in the first part were grouped into 5 categories: Course design, Teaching courses, Student assessment, Program, and Leadership characteristics. Responses to each of the items were collapsed into two categories by adding strongly agree with agree and strongly disagree with disagree. Moreover, because of the small number of respondents from the faculties of Agriculture and Food Sciences, Health Sciences, and Medicine (Limited to students from School of Nursing because the survey was distributed to undergraduate students only), responses from these faculties were added to those of the faculty of engineering and grouped under a category labeled “professional”. This process resulted in three major categories of respondents: Faculty of arts and sciences (FAS), the School of Business (Business), and Professional. The frequencies and percentages of responses were computed and compared across these three categories.

Responses to the second part of the survey, which contained 5 open-ended questions, were analyzed to identify categories in responses to each of the questions which addressed the following themes: Changes in teaching practices at AUB, topics, skills, and concepts that need to be added to the programs at AUB, ways to improve the grading system at AUB, and descriptions of students’ best and worst learning experiences at AUB.

## **Results**

### **Responses of all graduating students**

The results of the student survey indicated that a high percentage of students in all faculties were satisfied with the way the courses were designed and with the leadership skills that they acquired at AUB. However, a lower percentage were satisfied with the way the courses were taught, which was evident from the relatively low percentage who agreed that recent developments in their field were discussed in class and an equally low percentage who said that problem solving was encouraged in class. Moreover, many students thought that teachers did not invite them to relate outside activities to course content and had no time to cover all course topics. Also, many students indicated that teachers did not discuss performance and progress with them and used oral tests, drop quizzes, and take-home exams rarely. Similarly, a relatively low percentage of students found large classes beneficial, knew about faculty research or worked with them on this research, had access to career guidance or had access to good quality academic advising.

### **Responses by category of respondents (FAS, Professional, Business)**

In general, students in all faculties were satisfied with the items in the category of Course design. A high percentage of the students in all faculties agreed that the course objectives were clear and that syllabi were distributed early in the year. However, the percentages of students in all faculties who agreed that syllabi included skills they ought to acquire by the end of the program were relatively low.

When considering the category Teaching courses, a large majority of the students in all faculties agreed that the content covered in class was relevant to stated objectives of courses. Similarly, a high percentage of students agreed that teachers were available during office hours and that they had access to the Internet in their courses. However, many students in all faculties suggested that recent developments in the field were not discussed in class, classroom sessions did not allow for student involvement, and relating outside events to class activities was not done adequately.

Agreement of students from all faculties with most of the items in the category of Student assessment was relatively high. However, there were items on which agreement was

relatively low. These included the items or sub-items that asked about discussing performance or progress with students and the use of oral test, drop quizzes and take-home tests.

When considering the category entitled Program, a relatively high percentage of students agreed that programs prepared them to apply knowledge in their field, quality of instruction in their programs was good, content of courses in their major was adequate, and courses contributed to their personal growth. However, The percentage of students who agreed that they had access to computers varied significantly among the categories of respondents (FAS, Business, and Professional). Moreover, a high percentage of students in all faculties agreed that they had seen students cheating or handing in someone else's work. By contrast, a relatively small number of students in all faculties said that they worked on research projects with faculty members, were aware of faculty research, had access to career guidance, found large classes beneficial, or were satisfied with academic advising. Finally, students in all faculties were satisfied with the leadership skills they acquired at AUB. Comparison of the responses of all graduating students between the academic year 1999/2000 and 2000/2001

In general the responses of graduating students to the items of the category Course design at the end of the academic year 2000/2001 produced a higher rating than those of the academic year 1999/2000. The highest percentage difference was between the responses on the item that asked students about the inclusion in the syllabus of skills that they ought to acquire by the end of the course. However, students' responses to this item were still much lower than the responses to other items in the category of Course design. Another item on which agreement increased was the one that asked about the clarity of objectives of the program.

Students' agreement with the items in the category Teaching courses increased between the academic years 1999/2000 and 2000/2001. The item on which students' agreement increased the most was the one in which students were asked about doing independent research. However, students' responses were consistently low on some of the items such as the ones that asked about discussing recent development in the field, encouraging problem-solving, relating class activities to outside relevant events, and encouraging involvement in classroom sessions. Similarly, students' agreement with the statements in the category Student assessment increased between the academic year 1999/2000 and 2000/2001 except for a few items where agreement was almost the same. The most noteworthy increases were on the items that asked about periodic assessment, use of homework, use of drop quizzes, and use of objective and subjective tests. However, agreement with some of the items was consistently low, such as the items that asked about discussing performance and progress with students and using oral tests, drop quizzes, and take-home tests.

Students' agreement with the items in the category entitled Program was not consistent between the academic years 1999/2000 and 2000/2001. The most significant increase was in the item that asked students if the quality of instruction in their program was good. The increase on the items that asked about adequacy of the content of required courses, contribution of classes to personal growth, access to computers, working with faculty members on research projects, applying acquired knowledge to solve relevant problems, and adequacy of academic advising was low. The most significant decrease in this category was in responses to the item that asked students about having access to career advising. Other items on which there was a decrease in agreement included attending special events held on campus, awareness of faculty research activities, and finding large classes beneficial. In addition, the results showed that students' agreement with the items that asked about cheating, which were already relatively high, increased slightly between the two academic years.

Finally, students' agreement with the items that asked about leadership skills acquired at AUB was consistently high for both academic years. The only significant decrease in agreement was on the item that asked about communicating effectively with persons from other disciplines.

### **Comparison of the responses of all graduating students by category of respondents (FAS, Professional, Business) between the academic year 1999/2000 and 2000/2001**

There were few differences between students' responses in the academic years 1999/2000 and 2000/2001 in FAS in the category entitled Course design. However, students' responses in the "Professional" category and the School of Business showed an increase in their agreement with almost all the items in the category entitled Course design.

Responses of FAS students to the items in the category entitled Teaching courses were not consistent across the academic years 1999/2000 and 2000/2001. The most remarkable increase was on the items that asked the students about doing independent research for term papers and other assignments and accessing information through the Internet. Conversely, the main decrease was on the item that asked students about structuring classroom sessions to encourage students' involvement.

Students' agreement with the items in the "Professional" category increased for almost all the items of the category of Teaching courses. Moreover, Business School students' agreement increased for most of the items on this category, the most notable increase being on the items that asked about being motivated to do well in class and the availability of teachers during office hours. Conversely, the most noteworthy decrease was on the item that asked about access to the Internet. It is important to note that students' agreement with a number of items, while improved from last year, was still around or less than 60% in all faculties, most significant of which were the items that asked about inclusion of recent developments in the field, encouraging problem solving, and relating what is learned in class to outside relevant events.

The most noticeable increase between 1999/2000 and 2000/2001 in the category of Student assessment for FAS students was on the item that asked about the periodic evaluation of student performance followed by the items that asked about using subjective tests and the use of homework assignments. Conversely, the most significant decrease was on the sub-item that asked about using take-home exams. On the other hand, percentage agreement of the students in the "Professional" category showed marked improvements in 2000/2001 in most of the items in this category. The most significant increase was on the item that asked about periodic evaluation of student performance followed by the items or sub-items that asked about discussion of performance and progress, use of drop quizzes, and explaining grading policies. Similar to students in the "Professional" category, percentage agreement of the students of the School of Business increased on almost all the items in this category. The most significant increase was on the item that asked about periodic evaluation of student performance followed by the items or sub-items that asked about drop quizzes, individual reports, homework assignments, and explaining grading policy. It is worth noting that agreement with a number of the items was still below 60%. These items included the ones that asked whether or not teachers discussed performance and progress with students and about using oral tests, drop quizzes, homework assignments (only in FAS), and individual reports.

FAS students' agreement with the items on the "Program" category was not consistent. While there was an increase in agreement on the item that asked about the overall quality of instruction in the program, there was a slight increase on only two other items which asked about cheating and handing in somebody else's work. Conversely, there was a decrease in agreement with all other items in this category, especially on the items that asked about access to career guidance, whether or not the course contributed to students' personal

growth, and whether or not students attended special talks and events. Similar to FAS students, students in the “Professional” category did not have consistent responses to all the items in this category. While there was an increase in agreement on the items which asked about the overall quality of instruction in the program, cheating and handing in someone else’s work, there was a decrease in agreement with the items that asked about having access to career guidance and attending special talks and events. Unlike students in FAS and in the “Professional” category, School of Business students’ agreement increased for most of the items in this category, noting that two of the items where there was increase involved cheating and handing in someone else’s work. The most significant increase was on the items that asked about quality of instruction, contribution of courses to students’ personal growth, applying knowledge to solve relevant problems, awareness of faculty research activities, and adequacy of academic advising. In this category as well, students’ agreement with a number of items was below 60%. These items included the ones that asked about benefits of large classes, attending special talks, having access to career guidance, adequacy of academic advising, and working with faculty members on research projects.

There was a consistent decrease in agreement with the items in the category Leadership characteristics for FAS students. The most evident decrease was on the sub-item that asked about communicating effectively with persons from other disciplines followed by the sub-item that asked about reinforcing and supporting ideas from team members. Similar to FAS students, there was a decrease in agreement with all but one of the items of this category for students in the “Professional” category. The most significant decrease was on the sub-item that asked about the ability to communicate effectively with persons from other disciplines. Unlike students in FAS and in the “professional” category, agreement of School of Business students increased for all but one of the items in this category. This increase was most significant for the item that asked about convincing others by using effective presentations followed the sub-item that asked about reinforcing and supporting ideas from team members followed by the item that asked about convincing others by effective written reports. An observation worth noting here was that students’ agreement with the items in the category of “leadership characteristics” was consistently high across the academic years 1999/2000 and 2000/2001.

### **Responses to the open-ended questions**

Results of analyzing responses to the open-ended questions showed that students were concerned about the quality of courses, faculty members, and teaching, variety and quality of assessment methods, variety of available course offerings, professional relationships between students and faculty members, relating course content to everyday life, currency of information presented in classes, access to and use of the Internet and other technological devices, and class size. More specifically, when asked about their worst teaching experiences at AUB, a large number of responses suggested that courses that were given by faculty members who were perceived to be non-motivating, unqualified, unprepared, disrespectful, out-dated, or biased were their worst experiences at AUB. On the other hand, a large number of students said that their best experience was taking courses with faculty members who were perceived to be qualified and understanding professional teachers.

Evaluation, variety of course offerings, and relationships with faculty members were certainly important issues for students. A significant number of students proposed the use of more diversified evaluation methods and were concerned about the unfairness of evaluation methods and not punishing cheating. In addition, a sizable number of students’ responses included issues related to variety of available course offerings.

Students were concerned with relating course content to everyday life, currency of information presented in classes, access to and use of the Internet and other technological devices, and class size. In particular, many students wanted more emphasis on practical and

real life situations, fieldwork, training, final year projects, and technical skills for problem solving and achieving goals. In addition, a sizeable number of responses emphasized the importance of introducing up-to-date information in courses. Finally, students' responses showed that many of them wanted more stress on the use of technological devices such as audiovisuals, computers, and Internet and smaller and more interactive classes.

### **Conclusions**

The following conclusions can be drawn from the analysis of the students' survey.

1. The majority of students were satisfied with the design of courses. However, they were ambivalent about teaching in these courses. While many students were satisfied with doing independent work and using the Internet, many of them thought that faculty members did not relate course topics to everyday life, did not include recent developments in their courses, did not encourage student involvement, group work, and problem solving, and did not have time to cover course topics. Differences among faculties were significant on some of these issues.

2. The majority of students thought that the quality of instruction was good. However many student from all faculties were not satisfied with career guidance and academic advising, were not aware of or worked with faculty on their research.

3. The majority of students from all faculties said that cheating was widespread. This was the same across faculties and consistent between the academic years 1999/2000 and 2000/2001.

4. The majority of students were satisfied with the leadership characteristics that they acquired as a result of their experience at AUB.

5. In general the responses of graduating students to many of the items that asked about positive subjects or behaviors in the survey at the end of the academic year 2000/2001 were higher than those of the academic year 1999/2000. However, the percentage agreement with a number of items was low across the two academic years. These items included the ones that asked about relating course topics to everyday life, including recent developments in their courses, encouraging student involvement, work in groups, and problem solving. Moreover, students in both academic years thought that faculty members did not have time to cover all course topics.

6. Analysis of the open-ended questions showed that students were concerned about the quality of courses, faculty members, and teaching, variety and quality of assessment methods, variety of available course offerings, professional relationships between students and faculty members, relating course content to everyday life, currency of information presented in classes, access to and use of the Internet and other technological devices, and class size.

# Results of Student Survey 2000/2001

## Background and Objectives

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## Student Survey

The student survey administered at the end of the academic year 2000/2001 consisted of two parts. The first part contained 36 questions to which students responded using a 4-point Likert type scale (1: Strongly Disagree [SD]; 2: Disagree [D]; 3: Agree [A]; 4: Strongly Agree [SA]). This part of the survey inquired about the clarity of objectives of students' undergraduate programs, courses, and course syllabi. In addition, students were asked about teaching practices, assessment methods, exposure to recent developments in their field of specialization, acquisition of leadership and communication skills, and level of personal growth. The second part of the survey contained five open-ended questions that asked students to suggest changes in teaching practices, recommend topics, skills, and concepts that need to be added to the programs, and propose ways to improve the grading system at AUB. In addition students were asked to describe their best and their worst learning experiences at AUB.

## Sample

The survey was administered to 962 graduating students from all the Faculties of the University during June 2001. However, all the participating students from the Faculty of Medicine came from the School of Nursing because the survey was distributed to undergraduate students only. Four hundred eighty five (485) students returned filled-out surveys resulting in a response rate of 50.40 %.

## Distribution

The surveys were distributed to all the University departments along with a cover letter from Associate Provost Waddah Nasr. Departments were requested to distribute the survey to all the graduating students, collect the completed surveys, and send them to Dr. Nasr's office. The survey took place after the final grades were reported to insure that graduating students would speak out their minds freely, even though earlier administration could have resulted in a higher response rate.

## Data analysis

Data from the first part of the survey were coded and analyzed using SPSS for windows. The items in the first part were grouped into 5 categories: Course design (4 items: Items, 1, 2, 3, and 4), Teaching courses (11 items: Items 5, 6, 7, 8, 9, 10,11, 12, 13, 14, and 15), Student assessment (4 items: Items 16, 17, 18, and 19), Program (13 items: Items 20, 21,

22, 23, 24, 25, 26, 27, 28, 29, 30, 31, and 32) and Leadership characteristics (4 items: Items 33, 34, 35, and 36). Responses to each of the items were collapsed into two categories by adding strongly agree with agree and strongly disagree with disagree<sup>1</sup>. Moreover, because of the small number of respondents from the faculties of Agriculture and Food Sciences, Health Sciences, and Medicine (Limited to students from School of Nursing because the survey was distributed to undergraduate students only), responses from these faculties were added to those of the faculty of engineering and grouped under a category labeled “professional”. This process resulted in three major categories of respondents: Faculty of arts and sciences (FAS), the School of Business (Business), and Professional. The frequencies and percentages of responses were computed and compared across these three categories.

Responses to the second part of the survey, which contained 5 open-ended questions, were analyzed to identify categories in responses to each of the questions which addressed the following themes: Changes in teaching practices at AUB, topics, skills, and concepts that need to be added to the programs at AUB, ways to improve the grading system at AUB, and descriptions of students’ best and worst learning experiences at AUB.

## Results

The following sections present the results of data analysis of the 2000/2001 survey. This is followed by the results of comparing students’ responses to the 1999/2000 and 2000/2001 surveys. Since the survey questions were grouped into five categories: course design, teaching courses, student assessment, program, and leadership characteristics, the results are presented using these categories. Moreover, since the respondents were grouped into three major categories: Faculty of arts and sciences (FAS), the School of Business (Business), and Professional Schools (Professional) the results provide a description of the responses of all students followed by a comparison of the responses across the three categories of respondents. Analysis of students’ responses to the open ended questions follow the comparison between the 1999/2000 and 2000/2001 academic years.

### Responses of all graduating students

The percentages of students who agreed with each of the items of the survey are presented in Table 1. These results are detailed in the following paragraphs. Since the survey questions were grouped into five categories: course design, teaching courses, student assessment, program, and Leadership characteristics, the results are presented using these categories

**Course design:** The majority of students were satisfied with the design of courses. Eighty four percent of the Students agreed that objectives of their programs were clear. Moreover, 84% agreed that the objectives were clearly stated and 93% agreed that syllabi were distributed early in the semester. However, only 65% agreed that the syllabi included skills that students ought to acquire by the end of the course.

**Teaching courses:** Percentage agreement with the items in this category ranged from a high of 90% of the respondents agreeing that the material covered in class were relevant to stated course objectives to a low of 54% of the students agreeing that teachers invited students to relate outside events or activities to course content. In addition, 88% of the students said that they did independent work, 87% that teachers were available during office hours, and 83% that they used the Internet in their courses. Finally, 56% of the students agreed that recent developments in their field were discussed in class, 65% that student

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<sup>1</sup> Appendices 1 and 2 contain the responses of students before collapsing the responses into two categories. It should perhaps be indicated that, for the most part, the ratio of SA to A is far greater than the ratio of SD to D. Significant exceptions are questions 22 (large classes) and 27 (academic advising); this deserves to be noted.

involvement was encouraged, 55% that teachers encouraged problem solving, 67% that group work was used, and 67% that students were motivated to perform at their best.

**Student assessment:** The majority of students agreed that teachers used objective and subjective tests, homework assignments, individual reports, and group project reports for evaluation. Also, 75% said that grading policies were explained and 80% said that performance was evaluated periodically. Conversely, only 45% of the students said that drop quizzes were used and 43% agreed that teachers discussed performance with students. Finally, a small minority of the students said that oral tests and take home exams were used in assessment.

**Program:** Approximately 80% said that the quality of instruction was good, that they had access to computers, and that their program prepared them to apply knowledge in solving problems, while 70% agreed that the content of required courses was adequate, 74% said that courses contributed to their personal growth, and 59% said that they had attended special presentations held on campus. An alarming 82 % of the students said that they had seen students cheat and 72% hand-in somebody else’s work as their own. In contrast, 34% of students agreed that large classes were beneficial, 34% said that they had access to career guidance at AUB, while 30% said that they worked with faculty members on a project. Moreover, 41% were aware of faculty research activities and 44% said that academic advising was adequate.

**Leadership characteristics:** In general, students were satisfied with the leadership characteristics that they acquired as a result of their experience at AUB. More than 80% of the students agreed that they learned to work successfully in teams, plan their work and set goals, focus on accomplishing their goals, and communicate effectively with others. Moreover, more than 80% of the students agreed that their educational experience at AUB enhanced their abilities to convince other by using presentations and written reports. Finally, 77% of the students said that their educational experiences at AUB prepared them to make ethical decisions in their field of specialization.

Table 1.

Percentage of students across the University who agreed with the items of the survey.

Students (n= 485)	Agree (%)
<b>Course Design</b>	
1. The objectives of the program I am enrolled in were clear to me.	84 %
2. The objectives of the courses that I have taken were clearly stated.	84%
3. Course syllabi are usually distributed early on in the semester.	93%
4. The syllabi usually included skills that the students ought to acquire by the end of the course.	65%
<b>Teaching the course</b>	
5. The material covered in class was relevant to stated course objectives	90%
6. Recent developments in the field were discussed in class.	56%
7. Classroom sessions were often structured to enable student involvement.	65%
8. Teachers often encouraged problem solving in class.	55%
9. Course activities often included group work both in and out of class.	67%
10. Teachers usually invited students to relate outside relevant events/activities to subjects covered in the courses.	54%
11. I did independent research for term papers and other take-home work.	88%
12. There was <u>no</u> time to cover all of the course topics.	59%
13. I was motivated to do as well as I could in my classes.	67%
14. I have taken a course that required accessing information through the Internet.	83%
15. Teachers were usually available to students during office hours.	87%

Table 1. (Continued)

<b>Student Assessment</b>	<b>Agree %</b>
16. Teachers clearly explained their grading policy to students at the beginning of courses.	75 %
17. Teachers usually evaluated student performance periodically (e.g., examinations, quizzes, assignments, etc.)	80%
18. Teachers usually discussed performance and progress with students.	43%
19. Teachers often used the following types of performance evaluations:	
Objective test	91%
Subjective test	85%
Oral test	22%
Drop quiz	45%
Take-home test	21%
Homework assignment	76%
Individual report	78%
Group project report	86%
<b>Program</b>	
20. The overall quality of instruction in my program was good.	82%
21. The content of required courses in my major were adequate.	70%
22. I found large classes beneficial.	34%
23. The classes I was enrolled in contributed to my personal growth.	74%
24. I am aware of faculty research activities in my program.	41%
25. I have attended special talks, lectures, or panel discussions held on campus.	59%
26. I had access to career guidance at AUB.	34%
27. The overall quality of academic advising provided to me was adequate.	44%
28. I have worked with a faculty member on research projects.	30%
29. I had access to computers in my department.	82%
30. I have seen students cheat on a test at AUB.	82%
31. I knew AUB students who handed in someone else's work as their own.	72%
32. The program I am enrolled in prepared me to apply my knowledge in my field to solve relevant problems.	81%
<b>Leadership Characteristics</b>	
33. At AUB I learned to:	
a. reinforce and support ideas from team members.	82%
b. plan work and set goals.	87%
c. stay on task toward a timely completion of goals.	85%
d. communicate effectively with persons from other disciplines.	80%
34. My educational experience at AUB enhanced my ability to convince others with my ideas and solutions by effective presentations.	84%
35. My educational experience at AUB enhanced my ability to convince others with my ideas or solutions to problems by effective written reports.	85%
36. My educational experience at AUB prepared me to make ethical decisions in my field.	77%

In summary, the results of the student survey indicated that a high percentage of students in all faculties were satisfied with the way the courses were designed and with the leadership skills that they acquired at AUB. However, a lower percentage were satisfied with the way the courses were taught, which was evident from the relatively low percentage who agreed that recent developments in their field were discussed in class and a similar percentage who said that problem solving was encouraged in class. Moreover, many students thought that teachers did not invite them to relate outside activities to course content and had no time to cover all course topics. Also, many students indicated that teachers did not discuss performance and progress with them and used rarely oral tests, drop quizzes, and take-home exams. Similarly, a relatively low percentage of students found large classes beneficial, knew

about faculty research or worked with them on this research, had access to career guidance, or to good quality academic advising.

**Responses by category of respondents (FAS, Professional, Business)**

The number and percentage of students for each of the categories of respondents Faculty of Arts and Sciences (FAS), the School of Business (Business), and Professional Schools (Professional) are presented in Tables 2 – 6. Since the survey questions were grouped into five categories: course design, teaching courses, student assessment, program, and leadership characteristics, the results are presented using these categories.

**Course design:** In general, students in all faculties were satisfied with the items in this category. More than 84% of students in the "Professional" category and the School of Business agreed that their program objectives were clear as compared to 77% for students in the Faculty of Arts and Sciences. Similarly, more than 82% of the students in all faculties agreed that the course objectives were clear and more than 91% agreed that syllabi were distributed early in the year. However, the percentage of students in all faculties who agreed that syllabi included skills they ought to acquire by the end of the program were relatively low and ranged between 58% and 73% (Table 2).

Table 2.

Numbers and percentages of graduating students who agreed with the listed items regarding Course design.

	FAS (n= 112)	Professional* (n= 190)	Business (n=183)	Statistical Significance( $\chi^2$ ) <sup>2</sup>
Items	Agree number and (%)	Agree number and (%)	Agree number and (%)	
1. The objectives of the program I am enrolled in were clear to me.	85 (77)	160 ( 85)	162 (89)	**
2. The objectives of the courses that I have taken were clearly stated.	95 (86)	162 (88)	149 (82)	
3. Course syllabi are usually distributed early on in the semester.	102 (92)	182 (97)	163 (91)	
4. The syllabi usually included skills that the students ought to acquire by the end of the course.	65 (58)	137 (73)	113 (62)	**

\*Professional includes FEA, FAFS, FHS, and School of Nursing

\*\* Significant ( $p \leq 0.05$ )<sup>3</sup>

**Teaching courses:** Approximately 90% of the students in all faculties agreed that the content covered in class was relevant to stated objectives of courses. Similarly, a high percentage of students, ranging from 78% in the School of Business to 96% in the "Professional" category, agreed that teachers were available during office hours and a high percentage said that they had access to the Internet in their courses, ranging from 79% in the

<sup>2</sup> Chi Squared ( $\chi^2$ ) is a test of statistical significance. A significant Chi Squared indicates that two different distributions (of people, texts, whatever) are different enough in some characteristic or aspect of their behavior that we can generalize from our samples that the populations from which our samples are drawn are also different in the behavior or characteristic.

<sup>3</sup>  $p \leq 0.05$  indicates that there is a maximum of 5% error in the conclusions.

School of Business to 90% in Professional Schools. The percentage of students who indicated that recent developments in the field were discussed in class ranged from a low of 54% for students in Professional Schools to a high of 60% for students in the Faculty of Arts and Sciences and the percentage of students who said that classroom sessions allowed for student involvement ranged from 60% for FAS students to 69% of the School of Business students. The lowest percentage for students who said that course activities included group work was in the Faculty of Arts and Sciences (47%), while the students who said that teachers used problem solving ranged from 50% to 61%. Also, the lowest number of students who agreed that teachers invited students to relate outside events to course content was in the Faculty of Arts and science (48%). Furthermore, the lowest percentage of students who said that there was no time to cover all course content were in Professional Schools (48%) with the highest being in the Faculty of Arts and Sciences (72%) (Table 3).

To sum up, agreement of students from all faculties with most of the items in this category was relatively high. However, there were items on which agreement was around or less than 60% for all faculties. These included the items that asked about discussion of recent development in the field, encouraging students' involvement and problem solving, and relating outside events to class activities.

**Table 3.**

Numbers and percentages of graduating students who agreed with the listed items regarding Teaching courses.

	<b>FAS (n= 112)</b>	<b>Professional* (n= 190)</b>	<b>Business (n=183)</b>	<b>Statistical Significance(<math>\chi^2</math>)</b>
<b>Items</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	
5. The material covered in class was relevant to stated course objectives	101 (92)	171 (91)	160 (90)	
6. Recent developments in the field were discussed in class.	66 (60)	102 (54)	102 (56)	
7. Classroom sessions were often structured to enable student involvement.	67 (60)	123 (65)	126 (69)	
8. Teachers often encouraged problem - solving in class.	55(50)	98 (52)	110 (61)	**
9. Course activities often included group work both in and out of class.	50 (47)	135 (72)	135 (75)	**
10. Teachers usually invited students to relate outside relevant events/activities to subjects covered in the courses.	53 (48)	93 (50)	112 (61)	
11. I did independent research for term papers and other take-home work	95 (86)	167 (89)	162 (89)	
12. There was <u>no</u> time to cover all of the course topics.	80 (72)	91 (48)	112 (62)	**
13. I was motivated to do as well as I could in my classes.	73 (65)	114 (61)	132 (73)	
14. I have taken a course that required accessing information through the Internet.	89 (80)	169 (90)	141 (79)	**
15. Teachers were usually available to students during office hours.	93 (84)	181 (96)	141 (78)	**

\* Professional includes FEA, FAFS, FHS, and School of Nursing

\*\* Significant ( $p \leq 0.05$ )

**Student assessment:** A high percentage of students in all faculties agreed that teachers used objective tests, ranging from 85% in the Faculty of Arts and Sciences to 93% in Professional Schools and the School of Business and subjective tests, ranging from 81% in the School of Business to 92% in the Faculty of Arts and Sciences. Conversely, a relatively low percentage of students said that oral and take-home tests were used to evaluate performance, ranging from a low of 17% to a high of 29%. Homework assignments, individual reports, and group projects, however, were determined to be more prevalent by students in the Professional" category and the School of Business. Students who agreed that drop-quizzes were used ranged from 41% in the "Professional" category to 48% in the Faculty of Arts and Sciences. Additionally, students who agreed that grading policies were explained ranged from 70% in the School of Business to 82% of students in the "Professional" category, while those who concurred that teachers evaluated students' performance periodically ranged from 71% for the School of Business to 86% for the Professional Schools. Finally, a surprisingly low percentage of students in the faculty of Arts and Sciences (37%) and the School of Business (37%) agreed that teachers discussed performance and progress with them as compared to 53% of students in the "Professional" category (Table 4).

To summarize, as in the category entitled "Teaching courses", agreement of students from all faculties with most of the items in this category was relatively high. However, there were items on which agreement was relatively low. These included the items or sub-items that asked about discussing performance or progress with students and the use of oral test, drop quizzes and take home tests.

Table 4.

Numbers and percentages of graduating students who agreed with the listed items regarding Student Assessment.

	<b>FAS (n= 112)</b>	<b>Professional* (n= 190)</b>	<b>Business (n=183)</b>	<b>Statistical Significance(<math>\chi^2</math>)</b>
<b>Items</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	
16. Teachers clearly explained their grading policy to students at the beginning of courses.	82 (73)	153 (82)	126 (70)	**
17. Teachers usually evaluated student performance periodically (e.g., examinations, quizzes, assignments, etc.)	93 (83)	161 (86)	130 (71)	**
18. Teachers usually discussed performance and progress with students.	41 (37)	99 (53)	67 (37)	**
19. Teachers often used the following types of performance evaluations:				
Objective test	94 (85)	171 (93)	167 (93)	**
Subjective test	103 (92)	161 (86)	145 (81)	
Oral test	19 (18)	45 (25)	34 (20)	
Drop quiz	51 (48)	74 (41)	83 (47)	
Take-home test	18 (17)	26 (15)	52 (29)	**
Homework assignment	56 (51)	148 (80)	156 (88)	**
Individual report	75 (69)	144 (79)	147 (83)	**
Group project report	67 (61)	172 (93)	167 (95)	**

\* Professional includes FEA, FAFS, FHS, and School of Nursing

\*\* Significant ( $p \leq 0.05$ )

**Program:** A relatively high percentage of students, ranging from 75% to 85%, agreed that the programs prepared them to apply knowledge in their field and that the quality of instruction in their programs was good. In addition, around three quarters of students in all faculties concurred that content of courses in their major was adequate and courses contributed to their personal growth. The percentage of students who agreed that they had access to computers varied significantly among the categories of respondents: While 93% and 85% of the School of Business and "Professional" category respectively said that they had access to computers, only 61% of students of the Faculty of Arts and Sciences said they did. A surprisingly high percentage of students, ranging from 67% to 92%, in all faculties agreed that they had seen students cheating or handing in someone else's work. By contrast, a relatively small number of students, ranging from a low of 26% to a high of 53%, in all faculties said that they worked on research projects with faculty members, were aware of faculty research, had access to career guidance, found large classes beneficial, and were satisfied with academic advising.

In summary, agreement of students from all faculties with the items in this category varied. While agreement was relatively high on seven items, it was relatively low on the remaining six items across faculties. The items on which agreement was low were the ones that dealt with class size, awareness of and involvement in faculty research, attending special talks or activities, having access to career guidance and good academic advising.

Table 5.

Numbers and percentages of graduating students who agreed with the listed items regarding Program.

	FAS (n= 112)	Professional* (n= 190)	Business (n=183)	Statistical Significance( $\chi^2$ )
Items	Agree number and (%)	Agree number and (%)	Agree number and (%)	
20. The overall quality of instruction in my program was good.	91 (81)	152 (80)	154 (85)	
21. The content of required courses in my major were adequate.	75(67)	126 (68)	136 (75)	
22. I found large classes beneficial.	33 (30)	64 (35)	63 (35)	**
23. The classes I was enrolled in contributed to my personal growth.	73 (66)	136 (72)	143 (81)	
24. I am aware of faculty research activities in my program.	43 (39)	72 (39)	81 (45)	
25. I have attended special talks, lectures, or panel discussions held on campus.	56 (51)	119 (64)	105 (58)	
26. I had access to career guidance at AUB.	31 (28)	60 (33)	66 (37)	
27. The overall quality of academic advising provided to me was adequate.	45 (40)	100 (53)	68 (38)	
28. I have worked with a faculty member on research projects.	29 (26)	61 (33)	52 (29)	**
29. I had access to computers in my department.	66 (61)	158 (85)	164 (93)	
30. I have seen students cheat on a test at AUB.	101 (92)	147 (79)	142 (80)	
31. I knew AUB students who handed in someone else's work as their own.	85 (77)	125 (67)	135 (75)	**
32. The program I am enrolled in prepared me to apply my knowledge in my field to solve relevant problems.	83 (75)	151 (81)	149 (84)	

\* Professional includes FEA, FAFS, FHS, and School of Nursing

\*\* Significant ( $p \leq 0.05$ )

**Leadership characteristics:** In general, students in all faculties were satisfied with the leadership skills they acquired at AUB. More than 79% of students in the "Professional" category and the School of Business agreed that they learned to support each other's ideas, plan work, set goals, stay on task toward accomplishing goals, and communicate effectively with persons from other disciplines. However, the percentage of students from the Faculty of Arts and Sciences who agreed with the above was generally lower than other faculties. These percentages ranged from 65% of the students who agreed that they learned to reinforce and support ideas of others to 83% who agreed that they learned to stay on task to accomplish goals. The same pattern as the above holds for the items that asked students whether or not their educational experiences at AUB enhanced their abilities to convince others through the use of presentations and written reports. Specifically, while a relatively high percentage of all students agreed that they learned these skills, a higher percentage of students from the School of Business and the "Professional" category did so than from the Faculty of Arts and Sciences (Table 6).

Table 6.

Numbers and percentages of graduating students who agreed with the listed items regarding leadership characteristics.

	<b>FAS (n= 112)</b>	<b>Professional* (n= 190)</b>	<b>Business (n=183)</b>	<b>Statistical Significance(<math>\chi^2</math>)</b>
<b>Items</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	
33. At AUB I learned to:				
a. reinforce and support ideas from team members.	71 (65)	157 (84)	165 (91)	**
b. plan work and set goals.	90 (83)	163 (87)	161 (89)	
c. stay on task toward a timely completion of goals.	85 (77)	162 (87)	157 (88)	**
d. communicate effectively with persons from other disciplines.	82 (75)	147 (79)	149 (83)	
34. My educational experience at AUB enhanced my ability to convince others with my ideas and solutions by effective presentations.	84 (76)	157 (84)	164 (90)	**
35. My educational experience at AUB enhanced my ability to convince others with my ideas or solutions to problems by effective written reports.	90 (80)	155 (83)	161 (90)	
36. My educational experience at AUB prepared me to make ethical decisions in my field.	76 (69)	147 (78)	143 (79)	

\* Professional includes FEA, FAFS, FHS, and School of Nursing

\*\* Significant ( $p \leq 0.05$ )

### **Comparison of the responses of all graduating students between the academic year 1999/2000 and 2000/2001**

Comparisons between the results of the surveys conducted in academic years 1999/2000 and 2000/2001 were done after matching the questions in the two surveys. This matching was necessary because the question numbers in the 1999/2000 were different from those of the 2000/2001 survey. Consequently, the comparison tables in the following pages depict the questions as they appeared in the 2000/2001 survey.

The following sections present the results. Moreover, since the survey questions were grouped into five categories: course design, teaching courses, student assessment, program, and leadership characteristics, the results are presented using these categories, the results are presented in terms of these categories.

**Course design:** In general the responses of graduating students to the items of this category at the end of the academic year 2000/2001 produced a higher rating than those of the academic year 1999/2000. The highest percentage difference was between the responses to the item that asked students about the inclusion in the syllabus of skills that they ought to acquire by the end of the course (10%). However, students' responses to this item were still much lower than the responses to other items in the category of "Course design". Another item on which agreement increased was the one that asked about the clarity of objectives of the program where the increase was 5%.

**Teaching courses:** Similar to the previous category, students agreement with the items in the category of "Teaching courses" increased between the academic years 1999/2000 and 2000/2001. The item on which students' agreement increased the most was the one in which students were asked about doing independent research, where percentage agreement increased from 69% to 88%. Percentage agreement on the other items increased between 1% and 9%. However, it was evident that students' responses were consistently low on some of the items such as the ones that asked about discussing recent development in the field, encouraging problem-solving, relating class activities to outside relevant events, and encouraging involvement in classroom sessions. It is also noteworthy that almost 60% of the students in both academic years agreed that there was no time to cover all course topics.

**Student assessment:** Students' agreement with the statements in this category increased between the academic year 1999/2000 and 2000/2001 except for a few items where agreement was almost the same. The most noteworthy<sup>4</sup> increases were on the items that asked about periodic evaluations (37% increase), use of homework (15% increase), use of drop quizzes (13% increase), and use of objective and subjective tests (10% increase in each). The percentage increase in the responses to the other items ranged between 7% and 8%. However, agreement with some of the items was consistently low, such as the items that asked about the discussing performance and progress with students, and using oral tests, drop quizzes, and take-home tests.

**Program:** Students agreement with the items in this category was not consistent between the academic years 1999/2000 and 2000/2001. Whereas percentage agreement increased for most of the items, it decreased for others. The most significant increase (18%) was in the item where students were asked if the quality of instruction in their program was good. The increase on the items that asked about adequacy of the content of required courses, contribution of classes to personal growth, access to computers, working with faculty members on research projects, applying acquired knowledge to solve relevant problems, and adequacy of academic advising ranged from 1% to 5%. However, agreement with a number of items in this category was still low, especially the item that asked about academic advising where students' agreement was around 44% in both academic years.

The most significant decrease in this category was in responses to the item that asked students about having access to career advising, on which there was a 19% decrease between 1999/2000 and 2000/2001. Other items on which there was a decrease in agreement included attending special events held on campus (9% decrease), awareness of faculty research activities (7% decrease), and finding large classes beneficial (1% decrease). It is worth mentioning that agreement with the previous items was already low. Specifically, agreement on those items ranged between 35% and 68% during 1999/2000 and between 34% and 59%

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<sup>4</sup> The item on which there was this significant increase was worded negatively in the 1999/2000 student survey.

during 2000/2001. Finally, the results showed that students' agreement with the items that asked about cheating at AUB, which were already relatively high, increased by approximately 3% between the two academic years.

**Leadership characteristics:** Students' agreement with the items that asked about leadership skills acquired at AUB was consistently high for both academic years. The only significant decrease in agreement was on the item that asked about communicating effectively with persons from other disciplines, which decreased by 12% between 1999/2000 and 2000/2001.

Table 7. Percentage of students across the University who agreed with the items of the survey during the academic years 1999/2000 and 2000/2001<sup>5</sup>.

	1999/2000	2000/2001
<b>Course Design</b>	<b>Agree (%)</b>	<b>Agree (%)</b>
1. The objectives of the program I am enrolled in were clear to me.	79	84
2. The objectives of the courses that I have taken were clearly stated.	84	84
3. Course syllabi are usually distributed early on in the semester.	91	93
4. The syllabi usually included skills that the students ought to acquire by the end of the course.	55	65
<b>Teaching the course</b>		
5. The material covered in class was relevant to stated course objectives	86	90
6. Recent developments in the field were discussed in class.**	54	56
7. Classroom sessions were often structured to enable student involvement.	64	65
8. Teachers often encouraged problem solving in class.	50	55
9. Course activities often included group work both in and out of class.	58	67
10. Teachers usually invited students to relate outside relevant events/activities to subjects covered in the courses.	46	54
11. I did independent research for term papers and other take-home work.	69	88
12. There was <u>no</u> time to cover all of the course topics.	57	59
13. I was motivated to do as well as I could in my classes.	59	67
14. I have taken a course that required accessing information through the Internet.	78	83
15. Teachers were usually available to students during office hours.	83	87

<sup>5</sup> The items listed in Table 7 were the ones used in the 2000/2001 survey. Items in the 1999/2000 survey that had different number were compared with similar items in the 2000/2001 surveys. Also, Question 33 with its 4 parts in the 2000/2001 survey was four different questions in the 1999/2000 survey

**Table 7** (Continued).

	1999/2000	2000/2001
<b>Student Assessment</b>	<b>Agree (%)</b>	<b>Agree (%)</b>
16. Teachers clearly explained their grading policy to students at the beginning of courses.	68	75
17. Teachers usually evaluated student performance periodically (e.g., examinations, quizzes, assignments, etc.)	43	80
18. Teachers usually discussed performance and progress with students.	35	43
19. Teachers often used the following types of performance evaluations:		
Objective test	81	91
Subjective test	75	85
Oral test	22	22
Drop quiz	32	45
Take-home test	20	21
Homework assignment	61	76
Individual report	71	78
Group project report	78	86
<b>Course Design</b>		
<b>Program</b>		
20. The overall quality of instruction in my program was good. **	64	82
21. The content of required courses in my major were adequate.	66	70
22. I found large classes beneficial.	35	34
23. The classes I was enrolled in contributed to my personal growth.	73	74
24. I am aware of faculty research activities in my program.	48	41
25. I have attended special talks, lectures, or panel discussions held on campus.	68	59
26. I had access to career guidance at AUB.	53	34
27. The overall quality of academic advising provided to me was adequate. **	43	44
28. I have worked with a faculty member on research projects.	27	30
29. I had access to computers in my department.	77	82
30. I have seen students cheat on a test at AUB.	79	82
31. I knew AUB students who handed in someone else's work as their own.	70	72
32. The program I am enrolled in prepared me to apply my knowledge in my field to solve relevant problems.	77	81
<b>Leadership Characteristics</b>		
33. At AUB I learned to:		
a. reinforce and support ideas from team members.	84	82
b. plan work and set goals.	90	87
c. stay on task toward a timely completion of goals.	86	85
d. communicate effectively with persons from other disciplines.	92	80
34. <u>My educational experience at AUB enhanced my ability to convince others with my ideas and solutions by effective presentations.</u>	84	84
35. <u>My educational experience at AUB enhanced my ability to convince others with my ideas or solutions to problems by effective written reports.</u>	83	85
36. My educational experience at AUB prepared me to make ethical decisions in my field.	78	77

\*\* These items were written in a negative form in the 1999/2000 survey.

### **Comparison of the responses of all graduating students by category of respondents (FAS, Professional, Business) between the academic year 1999/2000 and 2000/2001**

Comparisons between the academic years 1999/2000 and 2000/2001 were done after matching the questions in the two surveys because the questions numbers in the 2000/2001 were different from those of the 2000/2001 survey. Consequently, the comparison tables present the questions as they appeared in the 2000/2001 survey.

Since the survey questions were grouped into five categories: course design, teaching courses, student assessment, program, and Leadership characteristics, the results are presented using these categories.

**Course design:** Results of comparing students' agreement with the items in this category are presented in Table 8. There were few differences between students' responses in the academic years 1999/2000 and 2000/2001 in FAS. The percentage of students who agreed that the objectives of the program were clear, while still high, dropped by a few percentage points. Similarly students' agreement with the item that asked if the objectives were clearly stated dropped by 6 percentage points. Conversely more students agreed that the syllabi included skills that students ought to acquire, even though the percentage agreement was still lower than 60%. Finally a consistently high percentage of students agreed that course syllabi were distributed at the beginning of the academic year.

Students' responses in the “Professional” category and the School of Business showed an increase in their agreement with almost all the items. This increase was 19 percentage points for students in the “Professional” category for the item which asked them about the inclusion in the syllabi of skills that they ought to acquire. Also, there was an increase of 3 percentage points for students in the School of Business on the items that asked about clarity of course objectives and the distribution of the syllabus at the beginning of the semester. The only place where there was no change in students' responses was on the item that asked about the inclusion of skills to be acquired by students at the end of the course. Finally, the results showed that students' agreement with the item which asked about the inclusion of skills to be acquired by students at the end of the course was relatively low for both academic years.

Table 8.

Comparison of the number and (%) of graduating students who agreed with the listed items regarding Course design between 1999/2000 and 2000/2001.

	FAS 1999/2000 (n= 129)	FAS 2000/2001 (n= 112)	Professional* 1999/2000 (n= 169)	Professional* 2000/2001 (n= 190)	Business 1999/2000 (n= 87)	Business 2000/2001 (n=183)
Items	Agree number and (%)	Agree number and (%)	Agree number and (%)	Agree number and (%)	Agree number and (%)	Agree number and (%)
1. The objectives of the program I am enrolled in were clear to me.	102 (80)	85 (77)	133 (79)	160 ( 85)	69 (79)	162 (89)
2. The objectives of the courses that I have taken were clearly stated.	118 (92)	95 (86)	136 (81)	162 (88)	69 (79)	149 (82)
3. Course syllabi are usually distributed early on in the semester.	118 (92)	102 (92)	154 (92)	182 (97)	76 (88)	163 (91)
4. The syllabi usually included skills that the students ought to acquire by the end of the course.	66 (52)	65 (58)	91 (54)	137 (73)	54 (62)	113 (62)

\* Professional includes FEA, FAFS, FHS, and School of Nursing

**Teaching courses:**

Results of comparing students' agreement with the items in this category are presented in Table 9. Responses of students of FAS to the survey were not consistent across the academic years 1999/2000 and 2000/2001. Their agreement increased on a numbers of items (6 items), decreased on others (3 items), and stayed the same in a third group of items (2 items). The most remarkable increase was on the items that asked the students about doing

independent research for term papers and other assignments (15% increase) and about accessing information through the Internet (10% increase). Conversely, the main decrease was on the item that asked students about structuring classroom sessions to encourage students' involvement (8% decrease).

Students' agreement with the items in the "Professional" category increased for almost all the items. The clearest increase was in the item that asked students about doing independent research for term papers and other assignments (27% increase). This was followed by the items that asked about taking a course that required accessing information through the Internet (13% increase) and about the availability of teachers during office hours (9% increase). Increase on 6 other items ranged between 2 and 6%. Students' agreement on the remaining items stayed almost the same between the 1999/2000 and the 2000/2001 academic years. It is noteworthy that students' agreement with a number of items, while improved from last year, was still around or less than 60%.

Business School students' agreement with the items in this category increased on 9 of the 11 items. More specifically, there was an increase of 21 percentage points on the item that asked about being motivated to do well in class and an increase of 13 percentage points on the question about the availability of teacher during office hours. The increase on the other items ranged from a from 1 to 10 percentage points. Conversely, the most noteworthy decrease in this category for students of the School of Business was on the item that asked about access to the Internet (15 percentage points decrease).

It is important to note that students' agreement with a number of items, while improved from last year, was still around or less than 60% in all faculties. Most significant of which were the items that asked about inclusion of recent developments in the field, encouraging problem solving, and relating what is learned in class to outside relevant events. Moreover, there was less than 60% agreement with the item that asked about including group work in FAS, about the unavailability of time to cover all topics in Professional and Business categories, and the lack of motivation to do well in class in the "professional" category. Conversely, Table 9 shows that there was a consistent increase among all faculties on the item that asked about doing independent research for term papers and other assignments.

**Table 9.**

Comparison of the number and (%) of graduating students who agreed with the items about Teaching courses between 1999/2000 and 2000/2001.

	<b>FAS 1999/2000 (n= 129)</b>	<b>FAS 2000/2001 (n= 112)</b>	<b>Professional* 1999/2000 (n= 169)</b>	<b>Professional* 2000/2001 (n= 190)</b>	<b>Business 1999/2000 (n= 87)</b>	<b>Business 2000/2001 (n=183)</b>
<b>Items</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>
5. The material covered in class was relevant to stated course objectives	117 (91)	101(92)	143 (85)	171 (91)	68 (80)	160 (90)
6. Recent developments in the field were discussed in class.	77 (60)	66 (60)	92 (54)	102 (54)	41 (46)	102 (56)
7. Classroom sessions were often structured to enable student involvement.	86 (68)	67 (60)	99 (59)	123 (65)	57 (66)	126 (69)
8. Teachers often encouraged problem solving in class.	60 (47)	55(50)	87 (53)	98 (52)	44 (51)	110 (61)
9. Course activities often included group work both in and out of class.	58 (45)	50 (47)	110 (66)	135 (72)	53 (62)	135 (75)
10. Teachers usually invited students to relate outside relevant events/activities to subjects covered in the courses.	60 (48)	53 (48)	72 (43)	93 (50)	44 (51)	112 (61)
11. I did independent research for term papers and other take-home work.	91 (71)	95 (86)	104 (62)	167 (89)	69 (79)	162 (89)
12. There was <u>no</u> time to cover all of the course topics.	84 (66)	80 (72)	78 (46)	91 (48)	54 (63)	112 (62)
13. I was motivated to do as well as I could in my classes.	90 (70)	73 (65)	91 (55)	114 (61)	45 (52)	132 (73)
14. I have taken a course that required accessing information through the Internet.	90 (70)	89 (80)	130 (77)	169 (90)	73 (94)	141 (79)
15. Teachers were usually available to students during office hours.	114 (89)	93 (84)	146 (87)	181 (96)	56 (65)	141 (78)

\* Professional includes FEA, FAFS, FHS, and School of Nursing

**Student assessment:**

Results of comparing students' agreement with the items in this category are presented in Table 10. The most noticeable increase between 1999/2000 and 2000/2001 in this category for FAS students was on the items that asked about the periodic evaluation of student performance (37% increase). This was followed by an increase of 16% on the items that asked about using subjective tests, a 10% increase on using objective tests, and a 9% increase on the use of homework assignments. The increase on the rest of the items or sub-items ranged from 4% to 6%. Conversely, there was a decrease in agreement with 4 items or sub-

items, the most significant being on the sub-item that asked about using take-home exams (7% decrease). The decrease on the other items ranged between 1 and 5 percentage points.

Percentage agreement of the students in the “Professional” category showed marked improvements in 2000/20001 in most of the items in this category. The most significant increase was on the items that asked about periodic evaluation of student performance (44% increase). This was followed by significant increases on the items or sub-items that asked about discussion of performance and progress (16% increase), drop quizzes (14% increase), and explaining grading policy (13% increase). Increase on other items ranged from 7% to 11%. The only items on which there was a slight decrease of agreement were the ones that inquired about using oral tests and take-home exams.

Similar to students in the “Professional” category, percentage agreement of the students of the School of Business increased on almost all the items in this category. The most significant increase was on the item that asked about periodic evaluation of student performance (33% increase). This was followed by the items or sub-items that asked about drop quizzes (20% increase), individual reports (18% increase), homework assignments (17% increase), and explaining grading policy (13% increase). Increases on the rest of the items ranged between 4% and 9%. The only slight decrease was on the item that asked about using oral tests.

Table 10 shows that students’ agreement with a number of the items was still below 60%. These items included the ones that asked whether or not teachers discussed performance and progress with students and about using oral tests, drop quizzes, homework assignments (only in FAS), and individual reports. However, this same table shows that there was marked improvement in all faculties on the item that asked about periodic evaluation of student performance.

### **Program:**

Results of comparing students’ agreement with the items in this category are presented in Table 11. FAS students’ agreement with the items on the “Program” category was not consistent. While there was an increase in agreement on the item that asked about the overall quality of instruction in the program, there was a slight increase on only two others items which asked about cheating and handing in somebody else’s work. However, there was a decrease in agreement with all other items in this category, especially on the items which asked about access to career guidance (33% decrease), whether or not the course contributed to students’ personal growth, and whether or not students attended special talks and events (14% decrease each). Decrease on other items ranged between 2% and 8% with only one item staying the same.

Similar to FAS students, students in the “Professional” category did not have consistent responses to all the items in this category. While there was an increase in agreement on the item which asked about the overall quality of instruction in the program (13%), the increase on agreement with other items ranged between 1% and 7%, noting that two of the items on which agreement increased involved cheating and handing in someone else’s work. The most significant decrease in agreement in this category was on the items that asked about having access to career guidance (22% decrease), followed by the item that asked about attending special talks and events. Decrease on the other items ranged between 1% and 8%.

Unlike students in FAS and in the “Professional” category, School of Business students’ agreement increased for most of the items in this category, noting that two of the items where there was increase involved cheating and handing in someone else’s work. The most significant increase was on the items that asked about quality of instruction (35% increase), contribution of courses to students’ personal growth (18% increase), applying knowledge to solve relevant problems (17% increase), awareness of faculty research

activities (11% increase), and adequacy of academic advising (10 increase). Increases in other items ranged between 1% and 9%. Note that the only slight decrease was on the item that asked about attending special talks and that agreement with one item stayed the same across the two academic years.

In this category as well, students' agreement with a number of items was below 60%. These items included the ones that asked about benefits of large classes, attending special talks, having access to career guidance, adequacy of academic advising, and working with faculty members on research projects. The consistent increase across faculties involved the item that asked about quality of instruction, and, unfortunately, the two items that asked about cheating and handing in someone else's work. On the contrary, there was consistent decrease in agreement with the items which asked about attending special talks and having access to career guidance.

**Table 10.**

Comparison of the number and (%) of graduating students who agreed with the listed items regarding Student Assessment between 1999/2000 and 2000/2001.

	<b>FAS 1999/2000 (n= 129)</b>	<b>FAS 2000/2001 (n= 112)</b>	<b>Professional* 1999/2000 (n= 169)</b>	<b>Professional* 2000/2001 (n= 190)</b>	<b>Business 1999/2000 (n= 87)</b>	<b>Business 2000/2001 (n=183)</b>
<b>Items</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>
16. Teachers clearly explained their grading policy to students at the beginning of courses.	95 (74)	82 (73)	117 (69)	153 (82)	48 (57)	126 (70)
17. Teachers usually evaluated student performance periodically (e.g., examinations, quizzes, assignments, etc.)	59 (46)	93 (83)	74 (44)	161 (86)	33 (38)	130 (71)
18. Teachers usually discussed performance and progress with students.	43 (34)	41 (37)	61 (37)	99 (53)	28 (33)	67 (37)
19. Teachers often used the following types of performance evaluations:						
Objective test	94 (75)	94 (85)	135 (82)	171 (93)	74 (86)	167 (93)
Subjective test	97 (76)	103 (92)	120 (75)	161 (86)	62 (73)	145 (81)
Oral test	18 (14)	19 (18)	45 (29)	45 (25)	19 (22)	34 (20)
Drop quiz	53 (42)	51 (48)	41 (27)	74 (41)	22 (27)	83 (47)
Take-home test	30 (24)	18 (17)	24 (16)	26 (15)	17 (20)	52 (29)
Homework assignment	53 (42)	56 (51)	112 (71)	148 (80)	60 (71)	156 (88)
Individual report	94 (74)	75 (69)	115 (72)	144 (79)	55 (65)	147 (83)
Group project report	81 (64)	67 (61)	135 (84)	172 (93)	74 (88)	167 (95)

\* Professional includes FEA, FAFS, FHS, and School of Nursing

**Table 11.**

Comparison of the number and (%) of graduating students who agreed with the listed items regarding Program between 1999/2000 and 2000/2001.

	<b>FAS 1999/2000 (n= 129)</b>	<b>FAS 2000/2001 (n= 112)</b>	<b>Professional* 1999/2000 (n= 169)</b>	<b>Professional* 2000/2001 (n= 190)</b>	<b>Business 1999/2000 (n=87)</b>	<b>Business 2000/2001 (n=183)</b>
<b>Items</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>	<b>Agree number and (%)</b>
20. The overall quality of instruction in my program was good.	90 (69)	91 (81)	114 (67)	152 (80)	44 (50)	154 (85)
21. The content of required courses in my major were adequate.	91 (72)	75(67)	109 (65)	126 (68)	51 (61)	136 (75)
22. I found large classes beneficial.	47 (38)	33 (30)	56 (34)	64 (35)	30 (35)	63 (35)
23. The classes I was enrolled in contributed to my personal growth.	102 (80)	73 (66)	124 (73)	136 (72)	54 (63)	143 (81)
24. I am aware of faculty research activities in my program.	56 (41)	43 (39)	80 (47)	72 (39)	29 (34)	81 (45)
25. I have attended special talks, lectures, or panel discussions held on campus.	84 (65)	56 (51)	126 (75)	119 (64)	51 (59)	105 (58)
26. I had access to career guidance at AUB.	78 (61)	31 (28)	92 (55)	60 (33)	31 (36)	66 (37)
27. The overall quality of academic advising provided to me was adequate.	62 (48)	45 (40)	80 (46)	100 (53)	25 (28)	68 (38)
28. I have worked with a faculty member on research projects.	33 (26)	29 (26)	48 (29)	61 (33)	22 (26)	52 (29)
29. I had access to computers in my department.	85 (66)	66 (61)	139 (82)	158 (85)	73 (84)	164 (93)
30. I have seen students cheat on a test at AUB.	112 (88)	101 (92)	123 (75)	147 (79)	63 (72)	142 (80)
31. I knew AUB students who handed in someone else's work as their own.	98 (76)	85 (77)	107 (65)	125 (67)	62 (71)	135 (75)
32. The program I am enrolled in prepared me to apply my knowledge in my field to solve relevant problems.	101 (78)	83 (75)	137 (82)	151 (81)	58 (67)	149 (84)

\* Professional includes FEA, FAFS, FHS, and School of Nursing

### **Leadership characteristics**

Results of comparing students' agreement with the items in this category are presented in Table 12. Table 12 shows that there was a consistent decrease in agreement with the items in this category for FAS students. The most evident was on the sub-item that asked about communicating effectively with persons from other disciplines (19% decrease), followed by a decrease of 17 percentage points on the sub-item that asked about reinforcing and supporting ideas from team members and a 14 percentage points decrease on the item that asked about convincing others by effective written reports. Decrease on agreement with other items ranged between 6 and 10 percentage points.

Similar to FAS students, there was a decrease in agreement with all but one of the items of this category for student in the “Professional” category. The most significant decrease was on the sub-item item that asked about the ability to communicate effectively with persons from other disciplines. Decrease on agreement with other items ranged between 3 and 8 percentage points. The sub-item on which there was no decrease was the one that asked about learning to stay on task to accomplish goals on time, where there was no change in agreement.

Unlike students in FAS and in the “professional” category, agreement of School of Business students increased for all but one of the items in this category. This increase was most significant for the item that asked about convincing others by using effective presentations, followed by a 15% increase in agreement with the sub-item that asked about reinforcing and supporting ideas from team members and a 13% increase on the item that asked about convincing others by effective written reports. The increase in the other items ranged between 3% and 9%. The only sub-item on which agreement decreased was the one that asked about communicating with persons from other disciplines (6% decrease).

An observation worth noting here was that students agreement with the items in the category of “leadership characteristics” was consistently high across the academic years 1999/2000 and 2000/2001, ranging from a low of 65% to a high of 94%.

**Table 12.**

Comparison of the number and (%) of graduating students who agreed with the listed items regarding Leadership Characteristics between 1999/2000 and 2000/2001

	FAS 1999/2000 (n= 129)	FAS 2000/2001 (n= 112)	Professional* 1999/2000 (n= 169)	Professional* 2000/2001 (n= 190)	Business 1999/2000 (n=183)	Business 2000/2001 (n=183)
Items	Agree number and (%)	Agree number and (%)	Agree number and (%)	Agree number and (%)	Agree number and (%)	Agree number and (%)
33. At AUB I learned to:						
a. reinforce and support ideas from team members.	106 (82)	71 (65)	150 (89)	157 (84)	66 (76)	165 (91)
b. plan work and set goals.	115 (90)	90 (83)	156 (93)	163 (87)	74 (86)	161 (89)
c. stay on task toward a timely completion of goals.	111 (87)	85 (77)	146 (87)	162 (87)	69 (80)	157 (88)
d. communicate effectively with persons from other disciplines.	118 (94)	82 (75)	157 (93)	147 (79)	77 (89)	149 (83)
34. My educational experience at AUB enhanced my ability to convince others with my ideas and solutions by effective presentations.	105 (83)	84 (76)	155 (92)	157 (84)	61 (70)	164 (90)
35. My educational experience at AUB enhanced my ability to convince others with my ideas or solutions to problems by effective written reports.	106 (94)	90 (80)	145 (86)	155 (83)	66 (77)	161 (90)
36. My educational experience at AUB prepared me to make ethical decisions in my field.	94 (75)	76 (69)	144 (85)	147 (78)	60 (70)	143 (79)

\* Professional includes FEA, FAFS, FHS, and School of Nursing

**Students’ Responses to the open-ended questions**

Four hundred and fifty six out of the 485 students who responded to the survey (94%) responded to one or more of the open-ended questions. Tables 13 to 17 provide the results of analyzing students’ responses to the open-ended questions in the 2000/2001 survey. The results show that students were concerned about the quality of courses, faculty members, and teaching, variety and quality of assessment methods, variety of available course offerings, professional relationships between students and faculty members, relating course content to everyday life, currency of information presented in classes, access to and use of the Internet and other technological devices, and class size.

More specifically, when asked about their worst teaching experiences at AUB, a large number of responses (Table 16) pointed out that courses that were given by faculty members who were perceived to be non-motivating, unqualified, unprepared, disrespectful, out-dated, or biased were their worst experiences at AUB. On the other hand, a large number of students

(Table 15) said that their best experience was taking courses with faculty members who were perceived to be qualified and understanding professional teachers.

Students' concerns about the quality of teaching methods were evident in their responses to all the open-ended questions. For example, students indicated that faculty members should stress interactive learning by using less memorization and more critical thinking and discussion (Table 13), the use of more presentations, tutorials, research activities, projects, class discussions, case studies, group work/team work, workshops, seminars and practical skills (Table 14), the use of field work, training, and final year projects (Table 15).

Moreover, evaluation, variety of course offerings, and relationships with faculty members were certainly important issues for students. A significant number of students proposed the use of more diversified and fair evaluation methods (Table 13, 16, and 17), and should punish cheating (Table 16). In addition, a sizable number of students' responses included issues related to variety of available course offerings (Tables 13 and 14). Relationships between students and faculty members were important concerns of students. Thus many students recommended more friendly interactions and coordination between students and faculty members (Tables 13 and 15).

Students were concerned with relating course content to everyday life, currency of information presented in classes, access to and use of the Internet and other technological devices, and class size. In particular, many students wanted more emphasis on practical and real life situations (Table 13), fieldwork, training, final year projects (Table 15), and technical skills for problem solving and achieving goals (Table 15). In addition, a sizeable number of responses emphasized the importance of introducing up-to-date information in courses (Table 13). Finally, students' responses showed that many of them wanted more stress on the use of technological devices such as audiovisuals, computers, and Internet (Tables 13 and 14) and smaller and more interactive classes (Tables 13).

Table 13.

Students' responses to the open-ended question that asked about important changes to be introduced.

<b>Teacher Student Relationship</b>	<b>Frequency</b>
• More interaction and communication between students and professors.	95
• More objective, friendly, supportive and respectful relations towards students.	29
• More direct continuous feedback concerning performance.	9
<b>Program: Course, grading and classroom practices</b>	
• More practical and real life situations and less theory.	65
• Stress interactive learning by using less memorization and more critical thinking and discussion.	54
• Introduce up-to-date information in courses.	49
• Cancel CS lectures and replace them with small class discussions.	48
• Increase number of available courses both major and elective.	41
• Keep low number of students in classes.	40
• Use different ways for assessment by rewarding attendance and class participation and using quizzes, drop quizzes, homework, assignments, projects, and research papers.	36

• Use technological devices such as audiovisuals, computers, and Internet.	18
• Emphasize group work and teamwork.	15
• Invite more international visiting professors.	
• Stop using previous quizzes repeatedly every semester.	5
• Introduce a minor-major system.	3
• Extend some programs to 4 years to be able to cover all the needed topics.	3
<b>Quality of Faculty</b>	
• Promote faculty who are specialized, updated, and qualified.	76
• Hire full time faculty members who can provide enough time for their students.	17

Table 14.

Students' responses to the open-ended question that asked about topics, skills, or concepts recommended to be added.

<b>Teaching practices</b>	<b>Frequency</b>
• More variety of major and elective courses: languages, music, art, sports, first aid, human rights, and ethics.	115
• Use more presentations, tutorials, research activities, projects, class discussions, case studies, group work/team work, workshops, seminars and practical skills.	71
• Emphasize better Internet and computer skills.	50
• Training courses should be given credit.	5
• More adequate career counseling.	3
• Have a unified grading system across courses and departments.	1

Table 15.

Students' responses to the open-ended question that asked about best learning experience at AUB.

<b>Teaching practices</b>	<b>Frequency</b>
• Courses with qualified, and understanding professional teachers	200
• Field work, training, final year project, and AREC	57
• Technical skills for problem solving and achieving goals.	12
<b>Social Experiences</b>	
• Coordination and communication with colleagues and professors	33
• Team/group work	27
• Self reliance and tolerance	22
• Involvement in extra curricular activities	8

Table 16.

Students' responses to the open-ended question that asked about worst teaching experience at AUB.

<b>Teaching Practices</b>	<b>Frequency</b>
• Courses that are given by non-motivating, unqualified, unprepared, disrespectful, out-dated, or biased professors.	285
• Unfair evaluation, and unfair jury for final year projects	20
• Not punishing cheating.	9
• Unnecessary courses with repetitive information.	5
• Lack of accessibility to adequate technology such as computers and audiovisual equipments.	3
• Registration and relationship with administration.	3
• Student services.	2

Table 17.

Students' responses to the open-ended question that asked about recommendations to improve the grading system at AUB.

	<b>Frequency</b>
• More diversified evaluation methods: Quizzes, research papers, oral presentations, assignments, projects, and attendance. Tests acquired skills.	146
• Use GPA System	30
• Use a unified grading system, explain it clearly, and follow it	18
• Stop controlled class average and grade push down system	17
• Give grades for internships and training courses.	4
• Use rounding system.	1

## **Conclusions**

The following conclusions can be drawn from the analysis of the students' survey.

1. The majority of students were satisfied with the design of courses. However, they were ambivalent about teaching in these courses. While many students were satisfied with doing independent work and using the Internet, many of them thought that faculty members did not relate course topics to everyday life, did not include recent developments in their courses, did not encourage student involvement, group work, and problem solving, and did not have time to cover course topics. Differences among faculties were significant on some of these issues.

2. The majority of students thought that the quality of instruction was good. However many student from all faculties were not satisfied with career guidance and academic advising, were not aware of or worked with faculty on their research.

3. The majority of students from all faculties said that cheating was widespread. This was the same across faculties and consistent between the academic years 1999/2000 and 2000/2001.

4. The majority of students were satisfied with the leadership characteristics that they acquired as a result of their experience at AUB.

5. In general the responses of graduating students to many of the items that asked about positive subjects or behaviors in the survey at the end of the academic year 2000/2001 were higher than those of the academic year 1999/2000. However, the percentage agreement with a number of items was low in many cases across the two academic years. These items included the ones that asked about relating course topics to everyday life, including recent developments in their courses, encouraging student involvement, work in groups, and problem solving. Moreover, students in both academic years thought that faculty members did not have time to cover all course topics.

6. Analysis of the open-ended questions showed that students were concerned about the quality of courses, faculty members, and teaching, variety and quality of assessment methods, variety of available course offerings, professional relationships between students and faculty members, relating course content to everyday life, currency of information presented in classes, access to and use of the Internet and other technological devices, and class size.

## **Recommendations**

The following recommendations could be made based on the survey results:

1. Since students' responses showed that quality teaching is one of their major concerns, the current efforts to nurture and support quality teaching should continue and develop.
2. Career guidance and academic advising were areas of concern for students who responded to the survey during the 1999/2000 and 2000/2001 academic years. Consequently, these two areas should receive the attention they deserve.
3. Students did not find large classes beneficial. Consequently, attention should be paid to helping faculty members who teach large classes to better manage their classes to make them more interactive and beneficial to students.
4. There is variance in access to computers among the different university faculties. Consequently, the current efforts of increasing the availability of and access to computers should continue. Moreover, computers be made equally accessible to students in all faculties.
5. Cheating seems to be a major problem across the University. Therefore, a concerted effort should be put to address this serious problem through a comprehensive strategy that focuses on educating students and faculty about the perils of cheating, without neglecting the importance of prevention and

enforcement mechanisms for students who do not follow University rules and regulations.

6. Presenters in the Faculty Seminar in University Teaching should be made aware of the survey results in order to emphasize some of the issues raised by students in their presentations. Areas that need special attention include discussing progress with students, including skills that students ought to acquire in syllabi, and making subject matter discussed in class more relevant and meaningful.
7. The Survey results should be made available to widest spectrum of stakeholders on AUB campus (*This is to address Nuhad's recommendation that the results be made available to students*)

#### **Recommendations regarding the survey administration**

The survey seems to provide very useful results. Consequently, it should be administered at the end of every academic year. However, the following actions should be taken in light of the experience of the past two years:

1. Continue to improve the quality of the survey items by adding, deleting and/or changing items. However, the survey should be not be changed radically to provide opportunities to examines trends across a number of years.
2. Use a variety of mechanisms to increase students' response rate to the survey.

## Appendix 1

Percentage of students responding to the survey during the academic year 2000/2001 before collapsing the responses into two categories.

Item	TOTAL %			
	SD*	D	A	SA
Course design				
<b>1. The objectives of the program I am enrolled in were clear to me.</b>	2 %	14 %	65 %	19 %
2. The objectives of the courses that I have taken were clearly stated.	1	15	71	14
3. Course syllabi are usually distributed early on in the semester.	1	6	48	45
4. The syllabi usually included skills that the students ought to acquire by the end of the course.	4	30	51	15
Teaching the course				
<b>5. The material covered in class was relevant to stated course objectives</b>	1	9	76	14
6. Recent developments in the field were discussed in class.	6	37	48	9
7. Classroom sessions were often structured to enable student involvement.	5	30	58	8
8. Teachers often encouraged problem solving in class.	8	37	49	6
9. Course activities often included group work both in and out of class.	4	29	53	14
10. Teachers usually invited students to relate outside relevant events/activities to subjects covered in the courses.	8	38	46	8
11. I did independent research for term papers and other take-home work.	2	10	48	40
12. There was <u>no</u> time to cover all of the course topics.	4	38	41	17
13. I was motivated to do as well as I could in my classes.	5	29	53	14
14. I have taken a course that required accessing information through the internet.	3	14	48	35
15. Teachers were usually available to students during office hours.	2	12	70	16

\*1: Strongly Disagree [SD]; 2: Disagree [D]; 3: Agree [A]; 4: Strongly Agree [SA]

Appendix 1 (Continued)

Student Assessment	SD	D	A	SA
16. Teachers clearly explained their grading policy to students at the beginning of courses.	5%	20%	55%	20%
17. Teachers usually evaluated student performance periodically (e.g., examinations, quizzes, assignments, etc.)	2	19	64	16
18. Teachers usually discussed performance and progress with students.	11	46	38	6
19. Teachers often used the following types of performance evaluations:				
Objective test	2	7	58	33
Subjective test	3	12	65	21
Oral test	42	36	18	4
Drop quiz	16	39	39	6
Take-home test	44	35	18	3
Homework assignment	6	18	58	18
Individual report	7	15	59	19
Group project report	4	10	53	33
Program				
20. The overall quality of instruction in my program was good.	2	16	71	11
21. The content of required courses in my major were adequate.	4	25	59	11
22. I found large classes beneficial.	22	44	28	6
23. The classes I was enrolled in contributed to my personal growth.	5	21	60	14
24. I am aware of faculty research activities in my program.	19	41	35	6
25. I have attended special talks, lectures, or panel discussions held on campus.	7	35	48	11
26. I had access to career guidance at AUB.	23	44	28	5
27. The overall quality of academic advising provided to me was adequate.	24	32	39	5
28. I have worked with a faculty member on research projects.	30	40	22	7
29. I had access to computers in my department.	9	9	47	36
30. I have seen students cheat on a test at AUB.	5	13	39	43
31. I knew AUB students who handed in someone else's work as their own.	8	19	37	35
32. The program I am enrolled in prepared me to apply my knowledge in my field to solve relevant problems.	3	16	67	14

Appendix 1 (Continued)

<b>Leadership Characteristics</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
33. At AUB I learned to:				
a. reinforce and support ideas from team members.	3%	14%	63%	19%
b. plan work and set goals.	2	11	64	23
c. stay on task toward a timely completion of goals.	2	13	62	23
d. communicate effectively with persons from other disciplines.	3	18	56	24
34. My educational experience at AUB enhanced my ability to convince others with my ideas and solutions by <u>effective presentations</u> .	2	14	62	22
35. My educational experience at AUB enhanced my ability to convince others with my ideas or solutions to problems by <u>effective written reports</u> .	2	13	65	20
36. My educational experience at AUB prepared me to make ethical decisions in my field.	5	18	58	19

## Appendix 2

Percentage of students responding to the survey by category of respondents (FAS; Business; Professional) during the academic year 2000/2001 before collapsing the responses into two categories.

Item	FAS (n = 112)				Business (n =183)				Professional (n=190)				TOTAL (n=485)			
	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA
1. <b>The objectives of the program I am enrolled in were clear to me.</b>	5 %	19%	63%	14%	0%	12%	67%	22%	3%	12%	65%	20%	2%	14%	65%	19%
2. The objectives of the courses that I have taken were clearly stated.	3	12	72	14	1	17	70	12	0	14	70	16	1	15	71	14
3. Course syllabi are usually distributed early on in the semester.	2	6	40	52	1	8	49	41	0	3	52	45	1	6	48	45
4. The syllabi usually included skills that the students ought to acquire by the end of the course.	8	34	44	14	6	33	51	10	1	26	54	19	4	30	51	15
5. <b>The material covered in class was relevant to stated course objectives</b>	2	6	76	16	1	10	75	14	0	10	77	13	1	9	76	14
6. Recent developments in the field were discussed in class.	9	32	49	11	4	40	48	8	7	39	46	8	6	37	48	9
7. Classroom sessions were often structured to enable student involvement.	5	35	51	9	3	28	62	7	6	29	57	8	5	30	58	8
8. Teachers often encouraged problem solving in class.	17	33	46	4	6	33	53	8	6	42	47	6	8	37	49	6
9. Course activities often included group work both in and out of class.	9	46	39	5	3	22	56	20	3	25	57	14	4	29	53	14
10. Teachers usually invited students to relate outside relevant events/activities to subjects covered in the courses.	10	42	39	9	6	33	51	10	10	41	44	6	8	38	46	8
11. I did independent research for term papers and other take-home work.	2	13	40	46	2	9	49	40	2	9	53	36	2	10	48	40
12. There was <u>no</u> time to cover all of the course topics.	5	23	52	20	3	36	45	17	4	48	31	17	4	38	41	17
13. I was motivated to do as well as I could in my classes.	6	29	50	15	2	25	58	15	7	32	49	12	5	29	53	14
14. I have taken a course that required accessing information through the internet.	4	17	51	29	5	16	52	27	1	10	42	47	3	14	48	35
15. Teachers were usually available to students during office hours.	2	14	67	17	4	18	69	9	0.5	3	75	22	2	12	70	16

\*1: Strongly Disagree [SD]; 2: Disagree [D]; 3: Agree [A]; 4: Strongly Agree [SA]

Appendix 2 (Continued).

Item	FAS (n = 112)				Business (n = 183)				Professional (n =190)				TOTAL ( n= 485)			
	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA
16. Teachers clearly explained their grading policy to students at the beginning of courses.	6%	21%	55%	18%	5%	25%	56%	14%	3%	15%	54%	28%	5%	20%	55%	20%
17. Teachers usually evaluated student performance periodically (e.g., examinations, quizzes, assignments, etc.)	4	13	65	18	2	27	61	10	0.5	13	65	21	2	19	64	16
18. Teachers usually discussed performance and progress with students.	14	49	34	4	9	54	31	6	11	37	46	6	11	46	38	6
19. Teachers often used the following types of performance evaluations:																
Objective test	7	8	54	31	1	7	64	28	0.5	7	54	39	2	7	58	33
Subjective test	1	7	64	28	3	16	62	19	3	11	67	19	3	12	65	21
Oral test	53	29	15	3	40	40	18	2	37	38	20	5	42	36	18	4
Drop quiz	15	37	39	8	11	42	40	7	22	37	37	4	16	39	39	6
Take-home test	49	34	15	2	40	31	24	6	46	40	14	1	44	35	18	3
Homework assignment	18	30	40	11	1	11	65	23	4	16	62	18	6	18	58	18
Individual report	13	18	47	22	5	12	65	17	5	16	59	20	7	15	59	19
Group project report	11	28	44	17	1	4	55	41	2	5	57	36	4	10	53	33
20. The overall quality of instruction in my program was good.	4	15	70	12	1	14	76	9	3	17	67	14	2	16	71	11
21. The content of required courses in my major were adequate.	6	27	54	13	3	23	64	10	5	27	57	11	4	25	59	11
22. I found large classes beneficial.	27	44	20	10	27	38	30	6	14	51	31	4	22	44	28	6
23. The classes I was enrolled in contributed to my personal growth.	6	28	54	12	2	18	66	15	7	21	57	15	5	21	60	14
24. I am aware of faculty research activities in my program.	21	40	28	11	15	40	41	3	20	41	32	6	19	41	35	6
25. I have attended special talks, lectures, or panel discussions held on campus.	10	39	40	11	5	37	47	11	7	29	54	10	7	35	48	11
26. I had access to career guidance at AUB.	30	41	22	6	20	43	32	5	21	46	29	4	23	44	28	5
27. The overall quality of academic advising provided to me was adequate.	27	33	37	4	33	30	33	5	14	33	46	7	24	32	39	5

Appendix 2 (Continued).

Item	FAS (n= 112)				Business (n = 183)				Professional (n = 190)				TOTAL (n =485)			
	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA	SD	D	A	SA
28. I have worked with a faculty member on research projects.	33%	41%	19%	7%	35%	36%	25%	5%	24%	43%	23%	10%	30%	40%	22%	7%
29. I had access to computers in my department.	20	19	41	19	1	6	53	40	9	6	44	41	9	9	47	36
30. I have seen students cheat on a test at AUB.	2	6	46	46	6	14	34	46	6	16	41	38	5	13	39	43
31. I knew AUB students who handed in someone else's work as their own.	7	16	39	38	8	17	37	38	10	23	37	30	8	19	37	35
32. The program I am enrolled in prepared me to apply my knowledge in my field to solve relevant problems.	5	20	61	14	3	13	70	14	2	17	66	15	3	16	67	14
33. At AUB I learned to:																
a. reinforce and support ideas from team members.	6	30	51	14	2	7	70	21	3	12	65	20	3	14	63	19
b. plan work and set goals.	5	13	58	25	1	9	66	24	1	12	66	21	2	11	64	23
c. stay on task toward a timely completion of goals.	5	18	54	24	1	11	63	25	0.5	13	67	20	2	13	62	23
d. communicate effectively with persons from other disciplines.	3	23	47	27	2	15	58	26	3	18	59	20	3	18	56	24
34. My educational experience at AUB enhanced my ability to convince others with my ideas and solutions by <u>effective presentations</u> .	4	21	54	22	0	10	67	23	3	13	62	22	2	14	62	22
35. My educational experience at AUB enhanced my ability to convince others with my ideas or solutions to problems by <u>effective written reports</u> .	3	17	58	22	1	10	67	24	2	15	67	16	2	13	65	20
36. My educational experience at AUB prepared me to make ethical decisions in my field.	6	25	52	17	4	17	61	18	6	15	57	21	5	18	58	19