

## Faculty Survey 2008

### I. Mission

SCT	QNUM	QDESC	N	Mean	St. Dev	SD	D	N	A	SA	DK	Omit
I	1	I am aware of AUB mission statement.	213	4.5	0.7	1	1	2	43	52	0	1
I	2	The mission statement is clear and transparent in language and content.	214	4.3	0.7	0	3	4	49	44		1
I	3	The mission statement reflects the ideals and values upon which the University	201	4.3	0.7	0	2	8	45	38	6	1
I	4	The mission statement is realistic and achievable.	212	4.0	0.7	0	3	11	61	23	0	1
I	5	The mission statement is shared with and properly communicated to AUB com	205	3.5	0.9	1	13	25	45	10	4	1
I	6	The mission statement reflects AUB's role in the region.	207	4.2	0.8	1	2	10	49	33	3	1
I	7	AUB has been successful in achieving it.	205	3.7	0.8	1	8	17	59	10	4	1
I	8	I participated in the development of the mission statement.	209	2.5	1.3	28	23	22	15	10	1	2

### II. Planning, Resources, and Institutional Renewal

II	9	I am aware of campus-wide goals and objectives.	205	3.4	0.9	2	15	26	44	7	2	3
II	10	I am aware of goals and objectives in my faculty or division (A&S, Human Reso	209	3.9	1.0	3	9	11	49	25	1	2
II	11	I am aware of specific goals and objectives for my department or unit (Geology,	209	4.2	1.0	3	5	9	37	43	1	2
II	12	Campus-wide goals and objectives are clear and well defined.	193	3.4	0.9	2	12	32	38	5	7	3
II	13	Goals and objectives in my faculty or division (A&S, Human Resources etc.) are	204	3.8	0.9	2	9	18	47	19	3	3
II	14	Specific goals and objectives for my department or unit (Geology, OIRA etc.) ar	206	3.9	1.0	2	8	12	44	28	2	3
II	15	I am aware of the content of campus-wide strategic plan.	198	3.0	1.0	6	24	29	28	5	5	4
II	16	I am aware of the content of strategic plan in my faculty or division (A&S, Huma	199	3.6	1.1	2	17	19	37	18	3	5
II	17	I am aware of the content of specific goals and objectives for my department or	205	3.8	1.1	3	10	12	41	28	1	4
II	18	I provided input (advice, data) into campus-wide strategic plan.	202	2.2	1.1	26	35	19	11	3	1	5
II	19	I provided input (advice, data) into strategic plan in my faculty or division (A&S,	202	3.0	1.3	14	23	17	26	14	1	5
II	20	I provided input (advice, data) into strategic plan for my department or unit (Gec	199	3.7	1.3	7	13	11	33	28	2	6
II	21	The process for developing campus-wide strategic plan is clear and well defined	175	3.0	0.9	4	21	31	23	3	14	5
II	22	The process for developing strategic plan in my faculty or division (A&S, Huma	185	3.3	1.1	5	13	26	31	10	8	6
II	23	The process for developing strategic plan for my department or unit (Geology, C	196	3.6	1.0	3	9	21	41	16	4	5
II	24	I am aware of campus-wide operating plan (budget).	198	2.4	1.1	20	34	21	13	3	4	4
II	25	I am aware of operating plan (budget) for my faculty or division (A&S, Human R	199	2.4	1.2	23	30	19	17	4	3	5
II	26	I am aware of operating plan (budget) for my department or unit (Geology, OIRA	198	2.9	1.3	15	26	16	22	12	3	5
II	27	I provided input (advice, data) into campus-wide operating plan (budget).	200	1.8	0.8	38	37	14	3	0	2	6
II	28	I provided input (advice, data) into operating plan (budget) for my faculty or divis	202	2.1	1.1	31	34	16	9	3	1	5
II	29	I provided input (advice, data) into operating plan (budget) for my department or	199	2.6	1.3	22	28	15	18	9	2	6
II	30	Campus-wide plans (budgets) allocate resources that are adequate for the impl	132	2.8	0.8	5	9	40	7	0	32	6
II	31	Plans (budgets) in my faculty or division (A&S, Human Resources etc.) allocate	154	3.0	0.9	4	12	34	19	2	22	6

II	32	Specific plans (budgets) for my department or unit (Geology, OIRA etc.) allocated	162	3.0	1.1	6	15	27	21	5	18	7
II	33	I am aware of performance targets (outcome statements) pertaining to campus	173	2.6	1.0	13	22	29	13	2	12	8
II	34	I am aware of performance targets (outcome statements) pertaining to plans (s	184	3.0	1.2	11	21	21	27	6	7	8
II	35	I am aware of performance targets (outcome statements) pertaining to specific	186	3.3	1.3	11	14	17	30	15	6	8
II	36	Progress towards achieving campus-wide targets (outcome) is regularly monito	116	3.2	0.8	2	6	30	16	1	38	8
II	37	Progress towards achieving targets (outcome) in my faculty or division (A&S, H	140	3.5	0.9	2	6	20	32	5	27	8
II	38	Progress towards achieving specific targets (outcome) for my department or un	156	3.6	1.0	4	7	17	33	12	19	8
II	39	In my unit, human resources are properly utilized to support AUB's mission and	182	3.5	1.1	6	9	21	37	12	8	8
II	40	In my unit, facilities resources are properly utilized to support AUB's mission and	181	3.5	1.1	4	12	18	38	12	8	8
II	41	In my unit, financial resources are properly utilized to support AUB's mission an	168	3.4	1.0	4	8	24	33	9	14	8
II	42	In my unit, technological resources are properly utilized to support AUB's missio	188	3.5	1.0	4	11	18	43	11	5	8
II	43	In my unit, equipment resources are properly utilized to support AUB's mission	184	3.5	1.0	4	10	22	40	9	7	8
II	44	My unit has transparent procedures for allocating human resources.	177	3.4	1.1	5	12	19	33	12	11	7
II	45	My unit has transparent procedures for allocating facilities resources.	179	3.4	1.0	4	11	21	38	9	9	8
II	46	My unit has transparent procedures for allocating financial resources.	178	3.2	1.1	6	15	25	28	9	10	8
II	47	My unit has transparent procedures for allocating technological resources.	183	3.4	1.0	4	12	25	38	7	7	8
II	48	My unit has transparent procedures for allocating equipment resources.	181	3.4	1.0	3	12	25	35	8	8	8
II	49	The effectiveness and efficiency of use of human resources is regularly reviewe	165	3.2	1.1	6	14	21	25	9	15	9
II	50	The effectiveness and efficiency of use of facilities resources is regularly review	161	3.3	1.1	4	14	20	29	7	17	9
II	51	The effectiveness and efficiency of use of financial resources is regularly review	153	3.2	1.0	4	13	23	25	6	20	9
II	52	The effectiveness and efficiency of use of technological resources is regularly r	157	3.3	1.0	3	12	22	29	6	19	8
II	53	The effectiveness and efficiency of use of equipment resources is regularly revi	155	3.3	1.0	3	12	20	32	5	20	8
II	54	AUB is successful in raising funds (donations, grants for research, etc.).	172	3.8	0.9	1	6	14	42	16	12	8
II	55	The fundraising revenues are properly allocated to achieve AUB's mission and	130	3.3	0.9	2	8	24	23	4	31	8
II	56	In my unit, budget allocation for human resources is guided by AUB's mission a	151	3.3	0.9	3	8	26	28	5	22	8
II	57	In my unit, budget allocation for facilities resources is guided by AUB's mission	144	3.4	0.9	1	8	24	28	6	25	8
II	58	In my unit, budget allocation for financial resources is guided by AUB's mission	140	3.4	0.9	1	7	26	25	5	27	8
II	59	In my unit, budget allocation for technological resources is guided by AUB's mis	148	3.5	0.9	1	6	25	30	6	24	8
II	60	In my unit, budget allocation for equipment resources is guided by AUB's missio	151	3.5	0.8	2	6	25	34	4	22	8
II	61	I have witnessed/contributed to efforts for cost reduction / increase in revenues	181	3.1	1.2	12	12	22	27	11	8	8
II	62	I have witnessed/contributed to efforts for improving budget control in my unit d	187	3.1	1.2	12	16	24	25	10	6	8
<b>III. Integrity</b>												
III	63	AUB policies and procedures are properly adhered to.	191	3.5	1.0	3	15	14	48	8	7	5
III	64	AUB policies and procedures are clear and properly disseminated.	199	3.7	0.9	3	10	12	54	14	3	5
III	65	AUB shows impartial practices in admissions.	165	3.8	0.8	1	6	15	43	12	18	6
III	66	AUB shows impartial practices in recruitment.	173	3.4	1.1	6	10	23	32	10	15	5

III	67	AUB shows impartial practices in promotion.	162	3.2	1.1	4	16	20	28	6	20	5
III	68	AUB provides an environment conducive to teaching, learning, and research.	204	3.8	0.9	2	7	17	51	17	0	5
III	69	AUB adequately promotes honesty and transparency in its conduct and commu	197	3.6	1.0	4	9	19	48	11	4	5
III	70	Student concerns (regarding fair academic assessment, student conduct, and a	185	3.8	0.7	0	5	14	57	9	9	5
III	71	AUB effectively assures the academic and intellectual freedom of all its constiti	193	3.7	0.9	1	8	18	48	14	6	5
III	72	AUB adequately protects its members from harassment, inappropriate pressure	180	3.7	0.9	2	8	17	44	12	12	5
III	73	I am aware of a system that allows me to report grievances.	183	3.3	1.1	5	19	14	38	8	10	5
III	74	Grievances are dealt with efficiently.	119	3.3	0.9	2	6	27	17	4	40	5
<b>IV. Governance and Leadership</b>												
IV	75	The BOT and academic administrators acknowledge the importance of shared	135	3.3	1.0	3	8	22	25	4	27	10
IV	76	The university fosters shared governance by maintaining reasonable workloads	163	2.9	1.1	8	21	20	24	2	14	11
IV	77	Faculty members are routinely consulted by the BOT and academic administrat	154	2.8	1.0	7	19	26	16	3	19	10
IV	78	The faculty periodically reviews and proposes changes to the faculty manuals, f	158	3.5	0.8	0	8	22	38	5	17	10
IV	79	Corporate, Senate, and Faculties bylaws are so structured as to foster the deve	145	3.2	0.8	1	12	31	22	2	23	10
IV	80	Faculty members can express dissenting views on governance without intimidat	161	3.0	1.0	6	18	21	28	2	16	10
IV	81	Relationships between the faculty and academic administrators and governing	164	3.2	1.0	4	12	26	30	4	15	9
IV	82	Academic administrators and the BOT respond expeditiously to faculty concern	147	2.9	0.9	4	17	29	16	2	22	10
IV	83	Recommendations of faculty committees largely determine the standards for re	147	3.2	1.0	4	12	20	29	3	22	10
IV	84	Faculty committees largely determine policies and decisions relating to faculty a	142	2.9	1.0	5	21	19	19	2	24	10
IV	85	The faculty has an influential role in ascertaining spending priorities.	145	2.5	1.0	13	23	19	12	0	22	11
IV	86	The faculty has a strong influence on the selection and in the evaluation of acad	153	2.5	1.0	13	27	16	14	0	19	10
IV	87	The university has appropriate procedures to regularly assess administrative an	133	2.9	1.0	6	13	23	18	1	28	10
IV	88	The President and senior administrators are effective in guiding the organizati	166	3.7	0.8	1	6	21	41	8	13	10
IV	89	Issues of transition and delegation of authority are clearly stated in the universit	136	3.5	0.8	1	6	21	30	4	27	10
<b>V. Faculty Roles and Policies</b>												
	<b>QNUM</b>	<b>QDESC</b>	<b>N</b>	<b>Mean</b>	<b>St. Dev</b>	<b>at A</b>	<b>le Ext</b>	<b>me Ext</b>	<b>at Ex</b>	<b>n't Kn</b>	<b>Omit</b>	
V	90	Promotion, re-appointment, and annual performance evaluations adequately ac	163	2.9	0.9	6	19	31	20	16	9	
V	91	Promotion, re-appointment, and annual performance evaluations adequately ac	149	3.4	0.8	3	7	17	43	21	10	
V	92	Promotion, re-appointment, and annual performance evaluations adequately ac	159	2.6	1.0	14	16	29	15	17	9	
V	93	Promotion, re-appointment, and annual performance evaluations adequately ac	127	2.2	1.0	19	15	17	7	31	10	
V	94	I am aware of the promotion policies introduced within the past 5 years.	183	3.3	0.9	6	9	19	50	7	8	
V	95	I am notified in advance on changes in promotion criteria.	160	3.1	1.0	8	9	22	35	18	8	
V	96	Policies and procedures for reappointment and promotion are well explained.	175	3.1	0.9	6	12	28	34	10	9	
V	97	The promotion procedure at AUB is transparent.	160	2.9	1.0	10	15	25	24	18	8	
V	98	The promotion review process is applied fairly	114	2.9	0.9	5	10	22	16	39	8	

V	99	Promotion decisions are consistent across faculties.	88	2.4	1.0	10	12	12	7	51	8	
V	100	Changes in promotion policies have enhanced my research productivity	137	2.5	1.1	19	9	21	13	26	10	
V	101	Changes in promotion policies have enhanced my teaching performance	148	2.0	1.1	33	12	14	10	21	10	
V	102	Having due process monitors in promotion process increases transparency	135	3.3	0.8	1	6	25	30	27	10	
V	103	Having due process monitors in promotion process increases fairness	138	3.3	0.8	3	8	23	30	26	10	
V	104	The chairperson provides advise for my prospective promotion following the an	139	2.9	1.1	12	6	23	24	25	10	
V	105	The feedback from my annual performance evaluation is helpful.	152	2.8	1.1	11	14	23	22	20	10	
V	106	I am aware of the criteria of merit increase in my Faculty.	165	2.0	1.1	33	16	19	8	15	9	
V	107	I am satisfied with the implementation process of merit increases.	114	2.3	1.1	17	10	17	9	38	10	
V	108	Merit increases are determined equitably across the university.	48	2.0	1.1	10	4	5	3	69	9	
V	109	AUB policy for granting a paid maternity leave is satisfactory.	75	3.0	1.0	5	5	11	14	55	10	
<b>SCTQNUM</b>		<b>QDESC</b>	<b>N</b>	<b>Mean</b>	<b>St. Dev</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>DK</b>	<b>Omit</b>
V	111	The policies and practices for the recruitment of faculty improved over the past	124	3.5	1.1	3	7	15	23	9	31	12
V	112	I am aware of the recruitment policies and practices of my Faculty	165	3.9	1.0	2	6	12	35	21	11	13
V	113	The hiring of new faculty members and the introduction of new lines are aligned	161	3.8	1.0	3	5	14	34	19	12	13
V	114	I play an active role in the recruitment plan and decision of my department	183	3.5	1.3	10	10	15	30	20	2	13
V	115	Part-time faculty appointment criteria and procedures assure hiring of qualified	160	3.3	1.2	6	15	14	31	8	13	12
V	116	Part-time faculty frequently participates in academic activities in my department	180	3.1	1.2	10	19	17	28	10	4	13
V	117	The number of graduate assistants is adequate in my department	169	3.1	1.3	11	17	12	28	10	9	13
V	118	Policies governing graduate assistants and graduate research assistants are cle	162	3.5	1.0	4	8	19	33	11	12	13
V	119	My work load with reference to teaching, research, and services is properly mea	178	3.1	1.2	9	21	12	32	8	7	11
V	120	Faculty work load is satisfactory	191	3.0	1.3	13	20	14	32	9	2	10
V	121	Faculty teaching load distribution and course offerings are adequately discusse	184	3.5	1.2	6	12	14	38	14	4	11
V	122	The faculty advising load is properly accounted for	151	2.9	1.2	8	20	19	17	6	19	11
V	123	I understand my student advising role	166	4.0	0.9	0	3	15	33	25	11	12
V	124	Advising load is appropriately distributed in my department	149	3.4	1.1	6	8	15	31	9	20	11
V	125	Administrative support to advising is adequate (student guide, FAQs, updated o	159	3.5	1.0	3	10	18	32	10	15	12
V	126	My administrative workload is acceptable	179	3.3	1.1	5	14	21	34	9	4	13
V	127	Faculty development opportunities available to me are adequate to my teaching	182	3.5	0.9	3	7	25	40	9	4	12
V	128	Faculty development opportunities available to me are adequate to my research	180	3.2	1.0	5	17	22	32	7	5	12
V	129	Faculty development opportunities have significantly improved my research pro	169	3.3	1.0	5	8	27	31	7	9	12
V	130	Faculty development opportunities have significantly improved my teaching	179	3.2	1.0	6	9	32	30	6	6	11
V	131	The current forms of instructor and course evaluation (ICE) provide adequate in	176	2.9	1.2	15	15	17	32	3	8	10
V	132	The students' evaluations are useful for improving my teaching	186	3.4	1.2	8	12	14	41	11	3	11
V	133	Peer evaluation is an essential component of assessment of teaching effectiver	187	3.6	1.1	4	9	23	32	18	3	11
V	134	The teaching tools and equipment (computing, labs, instruments, facilities...) in	191	3.4	1.2	9	14	13	38	13	0	11

V	135	The research tools and equipment (computing, labs, instruments, facilities...) in	181	3.2	1.1	7	20	14	35	7	5	12
V	136	The university responds adequately to my needs with regard to teaching and re	185	3.1	1.0	6	18	26	31	5	3	11
V	137	AUB provides administrative support to secure external funding	161	3.5	1.0	4	5	21	36	8	14	12
V	138	My research productivity has improved with the expansion of the graduate prog	156	3.1	1.0	6	6	38	18	4	14	13
V	139	Faculty members have an effective role in university governance	156	2.9	1.1	9	17	21	21	4	17	11
V	140	I am involved in the process of selecting and ranking of teaching/ research resc	181	2.7	1.1	14	26	22	18	5	4	12
V	141	I am involved in developing academic programs	188	3.8	1.0	4	5	14	44	20	1	12
V	142	I am involved in developing research projects	176	3.8	1.0	3	6	15	39	19	5	14
V	143	I am involved in developing service programs and activities	182	3.4	1.1	7	10	22	34	11	2	13
V	144	I transfer my research findings into classroom/lab practices	173	4.0	0.9	1	6	14	35	25	6	14

### VI. Educational Offerings

SCT	QNUM	QDESC	N	Mean	St. Dev	at A	le	Extme	Extat	Exn't	Kn	Omit
VI	145	Lecturing	183	3.8	0.6	1	1	12	70	4	12	
VI	146	Problem- Based Learning	171	3.0	0.8	5	14	38	22	9	12	
VI	147	Project- Based Learning	173	2.9	0.9	7	15	36	22	8	12	
VI	148	Case -studies -based learning	169	2.7	1.0	12	18	31	18	9	12	
VI	149	Field Experience/Practicum	168	2.6	1.1	17	18	21	22	10	12	
VI	150	Research-based	169	2.7	0.9	9	23	32	14	10	12	
VI	151	Discussions	178	3.3	0.8	2	10	29	41	6	12	
VI	152	Collaborative	163	2.8	0.9	7	17	36	15	12	12	
VI	153	Cooperative learning	152	2.6	0.9	11	18	31	10	17	13	
VI	154	Web-based	169	2.7	0.9	8	20	38	12	10	12	
VI	155	A combination of the above	167	3.3	0.7	1	6	36	35	11	12	
VI	156	Lecturing	160	3.5	0.8	2	6	19	47	11	15	
VI	157	Problem- Based Learning	153	3.1	0.8	4	10	32	25	13	16	
VI	158	Project- Based Learning	155	3.2	0.9	5	8	26	33	12	16	
VI	159	Case -studies -based learning	148	3.2	1.0	7	7	19	35	16	16	
VI	160	Field Experience/Practicum	144	2.7	1.1	13	13	20	20	17	16	
VI	161	Research-based	155	3.2	0.8	2	12	25	32	12	16	
VI	162	Discussions	155	3.5	0.7	0	5	21	45	12	16	
VI	163	Collaborative	148	2.9	0.9	4	18	29	18	16	16	
VI	164	Cooperative learning	133	2.6	0.9	10	15	26	10	21	17	
VI	165	Web-based	144	2.7	0.9	9	14	33	11	17	16	
VI	166	A combination of the above	153	3.4	0.6	1	2	33	35	14	15	
VI	167	Books	187	3.5	0.7	1	7	29	50	2	12	
VI	168	Journals	187	3.4	0.8	2	7	27	50	2	12	

VI	169	Databases	184	3.3	0.8	2	12	26	45	3	12	
VI	170	Computing facilities	188	3.6	0.7	1	4	19	62	3	10	
VI	171	Labs	174	3.2	1.0	8	7	25	40	9	11	
VI	172	Libraries	193	3.6	0.6	0	5	25	58	0	10	
VI	173	Classroom facilities	189	3.4	0.7	1	10	33	44	3	10	
VI	174	I encourage students to use scholarly resources at the AUB libraries.	194	3.6	0.7	2	5	19	63	1	9	
VI	175	I inform students about research assistance services offered at the AUB libraries.	191	3.0	1.0	12	14	28	34	1	10	
VI	176	I think a 100% online course would be beneficial.	183	2.1	1.0	31	21	25	7	5	10	
SCTQNUM		QDESC	N	Mean	St. Dev	SD	D	N	A	SA	DK	Omit
VI	177	I teach students to access research information efficiently in	190	2.8	0.9	5	33	25	25	12		
SCTQNUM		QDESC	N	Mean	St. Dev	SD	D	N	A	SA	DK	Omit
VI	178	How often do you seek assistance from the AUB Libraries?	195	3.1	0.8	2	20	38	30	10		
VI	179	How frequently do you use the libraries' e-resources for teaching purposes?	192	3.1	0.9	7	13	30	39	11		
SCTQNUM		QDESC	N	Mean	St. Dev	SD	D	N	A	SA	DK	Omit
VI	180	How satisfied are you with the libraries' resources?	194	4.2	0.8	0	3	11	43	32	10	
SCTQNUM		QDESC	N	Mean	St. Dev	SD	D	N	A	SA	DK	Omit
VI	181	Rate the libraries on-line tutorials and guides	144	4.3	0.7	0	0	7	28	31	23	10
<b>VII. General Education</b>												
SCTQNUM		QDESC	N	Mean	St. Dev	SD	D	N	A	SA	DK	Omit
VII	182	I consider myself informed about AUB's general education requirements.	185	4.0	0.8	1	4	9	55	17	3	12
VII	183	I implement the general education principles in the courses I teach at AUB.	177	4.1	0.8	0	2	12	44	24	6	12
VII	184	The model of a core of general education courses at AUB is adequately distributed.	143	3.6	0.8	1	6	17	36	6	21	13
VII	185	The number of course outside the major required to fulfill general education are	150	3.5	0.9	1	13	14	36	6	19	12
SCTQNUM		QDESC	N	Mean	St. Dev	SD	D	N	A	SA	DK	Omit
VII	186	Broadening their knowledge	187	4.4	0.7	0	0	4	44	37	1	12
VII	187	Enhancing their understanding of values and ethics	181	3.9	0.9	1	4	13	45	20	4	12
VII	188	Strengthening their sense of civic responsibility and leadership	173	3.7	0.9	1	6	20	38	14	8	12
VII	189	Developing their communication skills	182	4.0	0.8	0	4	8	50	22	4	12
VII	190	Developing their critical analysis	175	3.9	0.8	0	6	11	45	19	7	12
VII	191	Developing their independent judgment	169	4.0	0.8	1	3	12	43	19	10	12
<b>VIII. Learning Outcome Assessment</b>												
SCTQNUM		QDESC	N	Mean	St. Dev	SD	D	N	A	SA	DK	Omit
VIII	192	Develop ability to think critically	187	3.6	0.6	2	1	26	58	2	12	
VIII	193	Develop ability to think creatively	183	3.4	0.7	2	5	40	38	3	12	
VIII	194	Develop communication skills	177	3.2	0.8	3	10	39	30	6	12	

VIII	195	Learn terms, facts, and theories of a particular academic subject	186	3.6	0.6	0	6	24	56	2	12
VIII	196	Develop skill in using materials, tools, and/or technology central to this subject	174	3.3	0.8	4	7	31	38	7	12
VIII	197	Develop an appreciation of the liberal arts	136	2.7	1.1	13	10	20	19	24	13
VIII	198	Develop a commitment to exercise the rights and responsibilities of citizenship	142	2.8	1.0	10	12	27	17	21	13
VIII	199	Develop a lifelong love of learning	183	3.4	0.7	2	8	30	45	3	12
VIII	200	Develop an openness to new ideas and to other cultures	152	3.3	0.9	4	7	21	38	17	13
VIII	201	Develop ability to work productively with others	176	3.2	0.9	6	8	33	35	6	12
VIII	202	Develop leadership skills	142	2.9	1.0	7	12	26	20	21	13
VIII	203	Cultivate an active commitment to honesty	171	3.4	0.7	3	4	30	42	8	13
VIII	204	Develop capacity to think for one's self	178	3.5	0.6	1	1	31	49	5	12
<b>SCTQNUM</b>		<b>QDESC</b>	<b>N</b>	<b>Mean</b>	<b>St. Dev</b>	<b>Yes</b>	<b>No</b>	<b>Omit</b>			
VIII	223	Assessment of student learning (ASL)	178	1.6	0.5	51	31	18			
VIII	224	Instructor course evaluations (ICE)	183	1.8	0.4	69	16	15			
VIII	225	to provide feedback to individual students	131	1.6	0.5	38	23	39			
VIII	226	to modify teaching methods	132	1.9	0.3	56	6	39			
VIII	227	to review evaluation procedures	131	1.7	0.5	44	17	39			
VIII	228	to change content, objectives and syllabi of courses	131	1.8	0.4	48	12	39			
VIII	229	to propose restructuring of existing programs	126	1.7	0.5	38	20	42			
VIII	230	to re-allocate available resources	128	1.5	0.5	31	28	41			
VIII	231	for accreditation purposes	125	1.6	0.5	32	26	42			
VIII	232	for summative personnel evaluation purposes (promotion, tenure)	126	1.5	0.5	31	28	42			
<b>SCTQNUM</b>		<b>QDESC</b>	<b>N</b>	<b>Mean</b>	<b>St. Dev</b>	<b>Yes</b>	<b>No</b>	<b>Omit</b>			
VIII	234	lack of available time	74	1.4	0.5	15	19	66			
VIII	235	lack of available resources	72	1.4	0.5	14	19	67			
VIII	236	lack of appropriate reward system	72	1.5	0.5	18	16	67			
VIII	237	Data does not lend itself (low reliability, not clear, general, etc. )	73	1.6	0.5	22	12	66			
VIII	238	Do not know how data can be made use of	75	1.4	0.5	13	21	65			
VIII	239	to provide feedback to individual students	138	1.4	0.5	26	38	36			
VIII	240	to modify teaching methods	142	2.0	0.2	62	3	34			
VIII	241	to review evaluation procedures	138	1.7	0.5	45	19	36			
VIII	242	to change content, objectives and syllabi of courses	140	1.8	0.4	51	14	35			
VIII	243	to propose restructuring of existing programs	137	1.6	0.5	39	24	37			
VIII	244	to re-allocate available resources	135	1.5	0.5	33	29	38			
VIII	245	for accreditation purposes	129	1.5	0.5	31	28	40			
VIII	246	for summative personnel evaluation purposes (promotion, tenure)	133	1.7	0.4	44	17	38			
<b>SCTQNUM</b>		<b>QDESC</b>	<b>N</b>	<b>Mean</b>	<b>St. Dev</b>	<b>Yes</b>	<b>No</b>	<b>Omit</b>			

VIII	248	lack of available time	52	1.3	0.5	7	17	76				
VIII	249	lack of available resources	51	1.3	0.5	6	17	76				
VIII	250	lack of appropriate reward system	52	1.4	0.5	11	13	76				
VIII	251	Data does not lend itself (low reliability, not clear, general, etc. )	54	1.6	0.5	16	9	75				
VIII	252	Do not know how data can be made use of	52	1.2	0.4	6	19	76				
VIII	253	Do you share and discuss results of student assessments?	175	1.7	0.5	54	27	19				
<b>SCTQNUM</b>		<b>QDESC</b>	<b>N</b>	<b>Mean</b>	<b>St. Dev</b>	<b>Yes</b>	<b>No</b>	<b>Omit</b>				
VIII	255	Do you need other learning outcomes data that is currently not available to help	153	1.2	0.4	11	60	29				







Very helpful														
Very little														
We need a longer time horizon in order to assess the output of g														
will raise the confidence in the quality of faculty members														
<b>VIII. Learning Outcome Assessment</b>														
QSCTN	QNUM	QDESC	than Twice	Twice/Term	Once/Term	Once/Year	None	Omit						
VIII	205	Written obj	25	20	13	7	20	14						
VIII	206	Written sut	24	25	15	5	18	13						
VIII	207	Oral test	11	2	14	8	52	13						
VIII	208	Drop quiz	21	6	8	6	45	14						
VIII	209	Take-home	6	4	10	9	56	15						
VIII	210	Homework	54	6	8	2	16	13						
VIII	211	Observatio	33	6	12	1	34	14						
VIII	212	Student ap	24	5	10	4	42	15						
VIII	213	Oral prese	21	14	31	4	16	13						
VIII	214	Student's c	6	3	64	3	10	14						
VIII	215	Teamwork	12	10	33	6	23	15						
VIII	216	Use of rubr	12	2	13	2	51	20						
VIII	217	Peer stude	9	6	12	5	54	15						
VIII	218	Self-reflect	16	8	19	5	36	15						
VIII	219	Preparation	13	7	16	4	44	16						
VIII	220	Work on a	15	11	34	6	19	15						
VIII	221	Practicum,	12	3	15	6	48	16						
VIII	222	Involvemer	3	6	17	10	47	17						
QSCTN	QNUM	QDESC	omit											
VIII	233	other uses	89											
all the above mentioned														
Comparing Classes averages on different years														
Don't Know														
for research														
modify lecture contents														
most data obtained is of no help														
NA														
no other uses														
NONE														
see below														



Detailed feedback, in addition to the statistical information														
Develop critical knowledge in subject field														
DIRECT MEASUREMENT OF COURSE SPECIFIC LEARNING OUTCOMES														
evaluation after one year of graduation and work														
improved ICE that reflects appropriate criteria for teaching_ cu														
Learning outcomes data should be analyzed and results shared wit														
Modify current ICE format														
NA														
none														
peer evaluation														
Peers attending lectures														
qualitative evaluations of specific courses														
questions about value of what learned, challenges, surveys year														
Student exit survey for the courses														
Students' comments made available, student-written teacher guide														
subjective assessment														
the feedback from the hosting department														
We need more third class or ministry cases in the OPD and in the														
<b>IX. Background Information</b>														
Q S C T N	Q N U M	Q D E S C				1-2	3-5	6-9	> or = 10	Omit				
IX	257	Number of years at AUB				19	21	14	39	6				
Q S C T N	Q N U M	Q D E S C				Lecturer	Instructor	ssstant Profe	ciate Profe	Professor	Other	Omit		
IX	258	Rank				3	18	34	12	25	3	5		
Q S C T N	Q N U M	Q D E S C				MA	PHD	MD	Other	Omit				
IX	259	Degree				17	57	19	4	4				
Q S C T N	Q N U M	Q D E S C				Omit	FAFS	FHS	FAS	OSB	FEA	FM	SNU	OTHERS
IX	260	Faculty				6	5	6	41	9	10	19	2	3
Q S C T N	Q N U M	Q D E S C				Male	Female	Omit						
IX	261	Sex				61	33	6						