# AUC Institutional Surveys NEWSLETTER

Issue #1: July 2018

Office of Strategy Management and Institutional Effectiveness

## WELCOME TO OUR ANNUAL NEWSLETTER

32 SURVEYS

23 EVALUATIONS

The newsletter takes a closer look at the following key surveys administered in 2017 – 2018:

### AUC COMMUNITY SURVEYS

*(STUDENTS, FACULTY, STAFF, PARENTS)*

- Define AUC: Culture & Institutional Effectiveness
- Quality of Education
- Tobacco
- Health
- Carbon Footprint

### STUDENT SURVEYS

- Freshmen
- NSSE
- International students
- Graduate student exit

## What are our surveys telling us?

The Office of Strategy Management and Institutional Effectiveness administered over 32 surveys and 23 performance evaluation surveys, in coordination with many departments and units across campus.

This newsletter provides highlights from some of the key institutional surveys administered at AUC over the past year (2017 – 2018) including proposed recommendations.

*All survey results can be found on the Institutional Surveys webpage @ http://www.aucegypt.edu/about/data-analytics-and-institutional-research/institutional-surveys*

*If you are interested in conducting a survey, please take a look at our survey policy @ https://documents.aucegypt.edu/Docs/Policies/Survey Policy and Procedures.pdf*

# Community Surveys

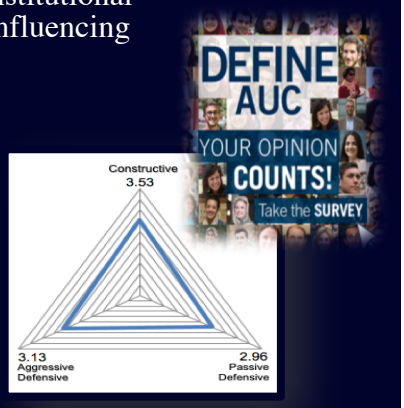
Institutional Strategic KPI for Institutional Effectiveness

*Faculty/Staff Satisfaction*

Current: 72%
Target: 85%

## Define AUC: Exploring AUC's Internal Culture & Institutional Effectiveness

Purpose: To assess the internal culture and institutional effectiveness at AUC by identifying the key influencing factors and outcomes.




**Culture:** AUC has a *low-intensity* (weak) culture. There is low agreement with regards to expected behavior.

**AUC's primary culture style:** Self-actualizing (Constructive)

**AUC's secondary culture style:** Humanistic-encouraging (Constructive)

**71%** Faculty/Acad. Admin Satisfaction

**73%** Staff Satisfaction

## Students

**Culture**: AUC students' primary style is *Self-actualizing* (Constructive), and secondary style is *Humanistic-encouraging* (Constructive)

**Strengths:** Students believe AUC promotes diversity, and that they learn a variety of different skills throughout their educational experience. They feel physically comfortable, in addition to a sense of collaboration at AUC.

**Weaknesses:** Students feel communication is a weakness. They would also like to be more involved in governance. In addition, they believe AUC should improve its adaptability to external change and organizational-level quality.

**Recommendations**: Improve communication channels between administration and students.

## Staff

**Culture**: Primary style is *Self-actualizing* (Constructive) and secondary style is *Affiliative* (Constructive)

**Strengths:** Staff believe their jobs impact others greatly, and that their jobs require a variety of different skills. They feel proud of the quality of their work, and believe that the services they provide are of the highest quality possible.

**Weaknesses:** Staff have expressed concerns with fairness of appraisals, as well as communication. In addition to their belief that AUC's adaptability to external change is relatively low.

**Recommendations**: Improve communication channels with staff; promote transparency; improve fairness of appraisals.

## Faculty

**Culture**: Primary style is *Conventional* (Passive/Defensive), secondary style is *Approval* (Passive/Defensive)

**Strengths:** Faculty view their managers as supportive, and believe their jobs require a variety of different skills in order to perform well. They have a strong sense of pride in their work, and its great significance and impact on others.

**Weaknesses:** Faculty display the lowest scores in the area of mission and strategic direction, stating transparency as a main concern, in addition to communication. They also rate AUC's adaptability to external change relatively low.

**Recommendations**: Promote transparency within the university; improve communication channels with faculty.

## Academic Administrators (Associate Provosts, Deans, Associate Deans, Chairs)

**Culture**: Primary style is *Humanistic-encouraging* (Constructive), secondary style is *Self-actualizing* (Constructive)

**Strengths**: Similarly to staff and faculty, academic administrators believe their jobs have a high impact on others. They also emphasize that their jobs demand a variety of different skills. They believe department-level quality is high and expectations regarding roles are clear.

**Weaknesses**: Academic administrators also believe that communication and transparency could be improved within the university. Similarly to all constituents at AUC, they believe AUC needs to better adapt to external change.

**Recommendations**: Improve communication channels; promote transparency; improve AUC's adaptability to its external environment.

# Community Surveys

Institutional Strategic KPI for Institutional Effectiveness

*Institutional Effectiveness Index*

Current: 70%
Target: 85%

## Define AUC: Exploring AUC's Internal Culture & Institutional Effectiveness (cont'd)

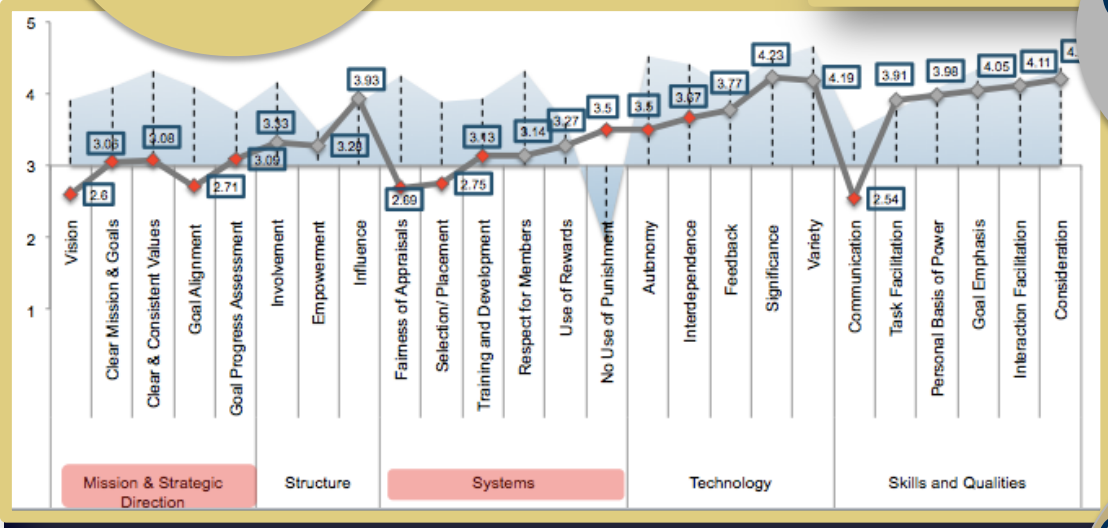
How does AUC compare to other constructive institutions ?
Percentage point differences between AUC and other surveyed institutions found to have a constructive culture

| | | | | | |
|---|---|---|---|---|---|
| **+23%** | Job Security | **+6%** | Cooperation bet. units | **+3%** | Support of Managers |
| **-19%** | Motivation | **-17%** | Organizational-level quality | | |
| **-18%** | External Adaptability | **-15%** | Satisfaction | | |

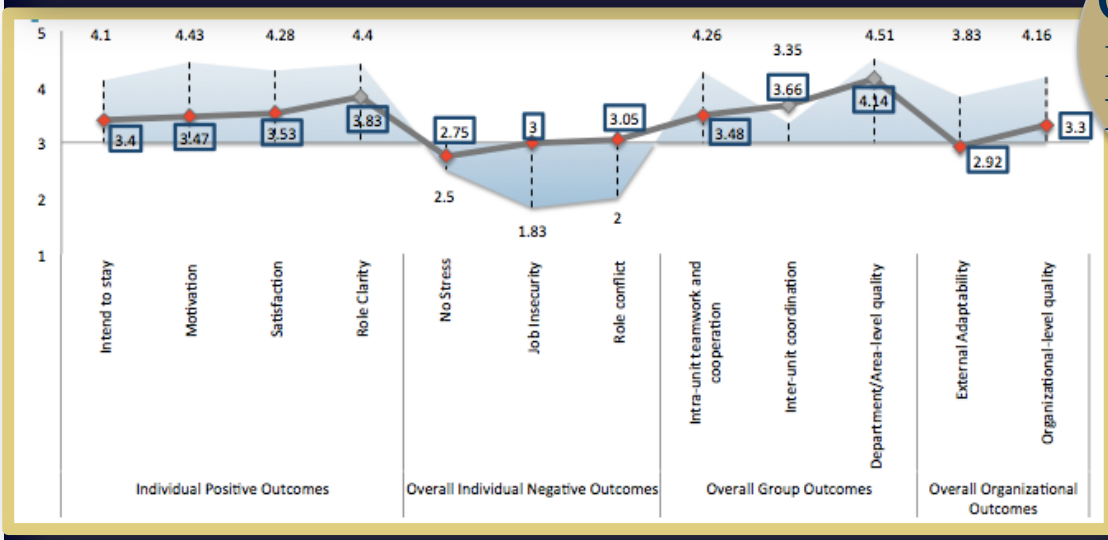
**Recommendations:** Overall satisfaction of AUC experience needs to be improved for all constituents; improve faculty/staff motivation, ensure AUC continues to evolve and adapt; improve AUC reputation and quality of education.

## Gap Analysis

## Causal Factors




## Outcomes Institutional Effectiveness



# Community Surveys

Institutional Strategic KPI for Quality of Education

*Student Satisfaction*

Current: 69%
Target: 80%

## Quality of Education

### Purpose

1) Appraise the quality of education at AUC
2) Devise mechanisms that would enhance and improve teaching practices across departments
3) Develop a comprehensive teaching evaluation process that would include a multifaceted approach

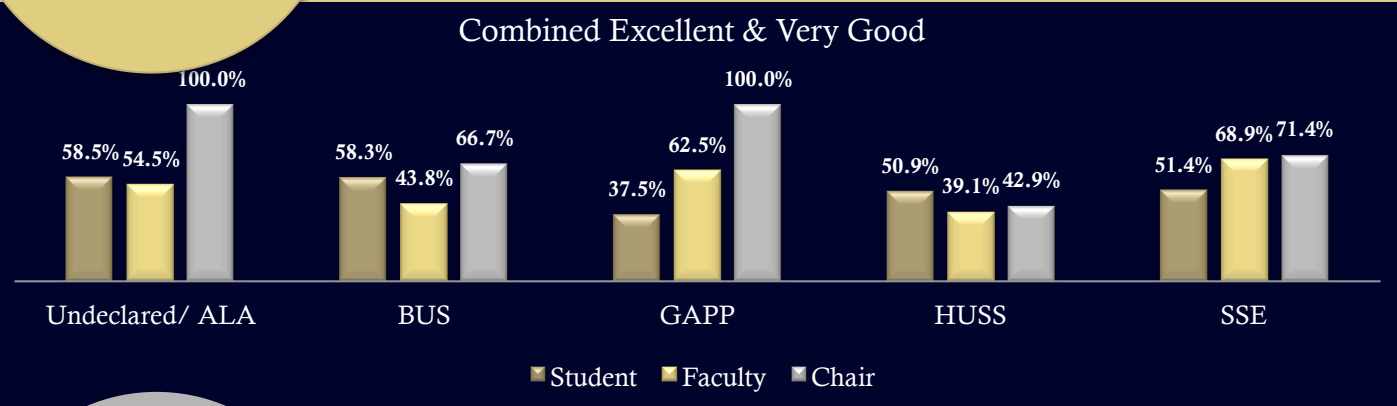
### Highlights

- Both students and parents view AUC as the best university in Egypt with a strong reputation.
- Students believe that the main strengths of AUC are its extra-curricular activities and facilities.
- Seventy percent (70%) of parents view the quality of teaching as very good or excellent.
- Students and faculty agree teacher preparation for courses is the top factor that influences the quality of a course, and all constituents agree that the quality of teaching is the most important factor in the quality of education.

### Recommendations

- Increase real life applications;
- Student evaluations should be taken more seriously;
- Improve quality of teaching;
- Improve quality of teachers, hiring criteria, and skills;
- Use evaluations to promote better teaching;
- Increase programs and schools accreditations; and
- Establish relationships with industry.

## Overall Rating of Quality of Education




## Quality of Education Top Factors

Top factors influencing quality of education:

**Students**

1. Quality of teaching
2. Content of major courses
3. Liberal arts education and core courses content

**Faculty & Parents**

1. Quality of teaching
2. Learning transferrable skills

# Community Surveys

## Tobacco Use Survey

*To understand views on smoking attitudes and behaviors, and views on the smoking policy. Feedback will be used to develop an achievable strategy to effectively transition AUC into a Tobacco Free Campus by our centennial celebration next year.*

### Highlights:

- Second hand smoke is a concern for 43% of the surveyed population.
- 33% of the AUC community smoke.
- 63% believe that AUC should NOT allow smoking everywhere.
- Almost 50% wish that AUC would more strongly enforce its smoking policy.
- 51% have a lack of faith that people will follow the policy and the policy will not be properly enforced.

### Recommendations:

- Raise awareness regarding the smoking policy so that it can be applied strictly and consistently.
- Apply fines or penalties for violating the policy.

## Health Survey

*The purpose of the research is to understand AUC community's views on attitudes and behaviors regarding sleeping habits, physical fitness, stress, relaxation, and nutrition.*

### Highlights:

- 83% worry they don't do enough to stay healthy.
- 26% of community members state they exercise 2-3 days a week, while 22% state they never exercise.
- 77% state that time prevents them from going to the gym, and 78% say they would be interested in joining a motivational fitness program at AUC.
- 35% of community members state they have experienced sleep difficulties, and 32% mention that if given the appropriate space, they would take a nap during assembly.
- Furthermore, 79% strongly agree or agree that they often feel under stress.

### Recommendations:

- Develop a fitness program for AUC members.
- Raise awareness regarding different health problems and how to overcome them.
- Provide workshops to help the AUC community deal with stress.

## Carbon Footprint

*This survey will help the Office of Sustainability in preparing a Carbon Footprint Report that will connect five years' worth of data on AUC's collective carbon emissions. A major portion of our footprint is attributable to transportation to and from campus.*

### Highlights:

- 46% of students, faculty and staff come by personal cars.
- 60% of faculty and staff, and 50% of students come to AUC by bus.
- Students carpool the most (16%), followed by staff (7%) and faculty (4%).
- Faculty believe that convenience is the most important factor when choosing transportation, while staff and students agree that time is the most important factor.

# Student Surveys

**Institutional Strategic KPI for AUC Experience**

*Senior Student Satisfaction*

Current: 85%
Target: 90%

**NSSE** The National Survey for Student Engagement (NSSE) annually collects information from hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

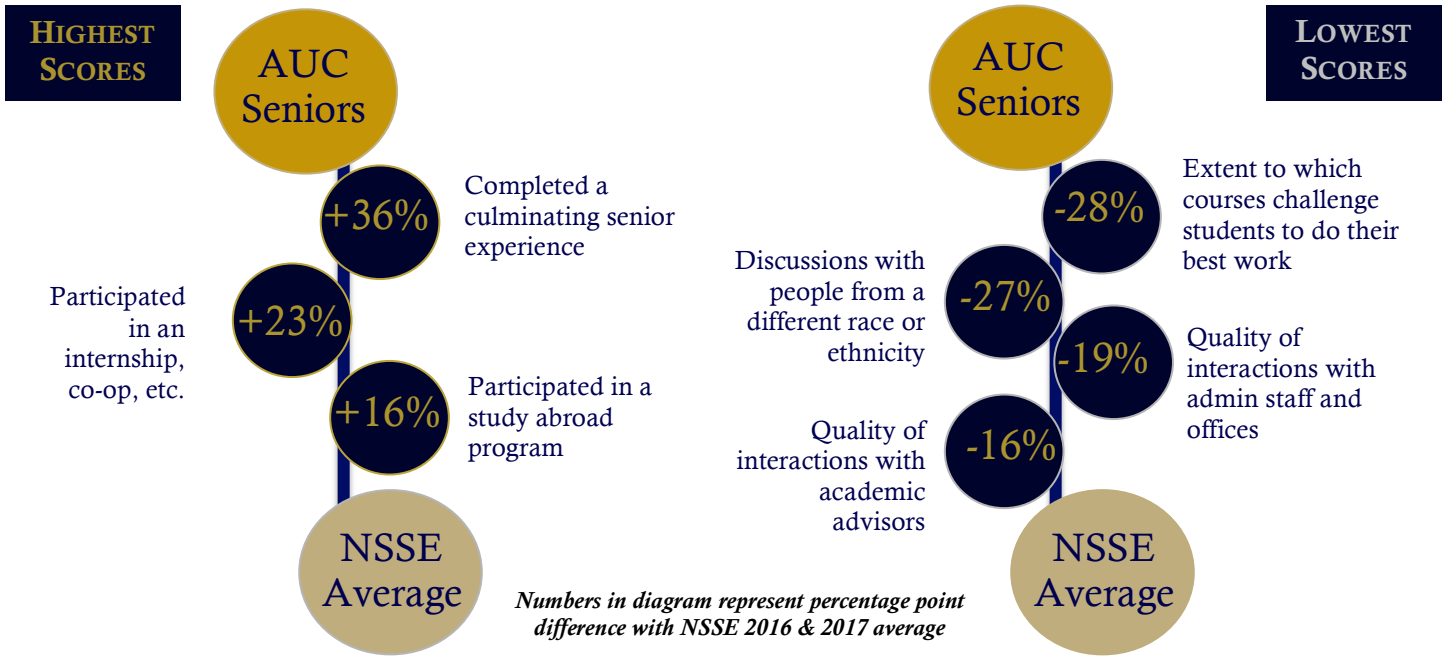
**81%** of First-Years & **85%** of Seniors rated their overall experience at AUC as excellent or good

**73%** of seniors surveyed indicated they would *definitely* or *probably* attend AUC again.

**83%** of seniors participated in two or more High Impact Practices (HIPs)

## How does AUC compare to other institutions ?

*Percentage point differences between AUC and other institutions participating in NSSE*




***Numbers in diagram represent percentage point difference with NSSE 2016 & 2017 average***

**92%** of surveyed seniors indicated they gained critical and analytical skills while at AUC .

**54%** of surveyed seniors indicated they gained real-world problem solving skills while at AUC.

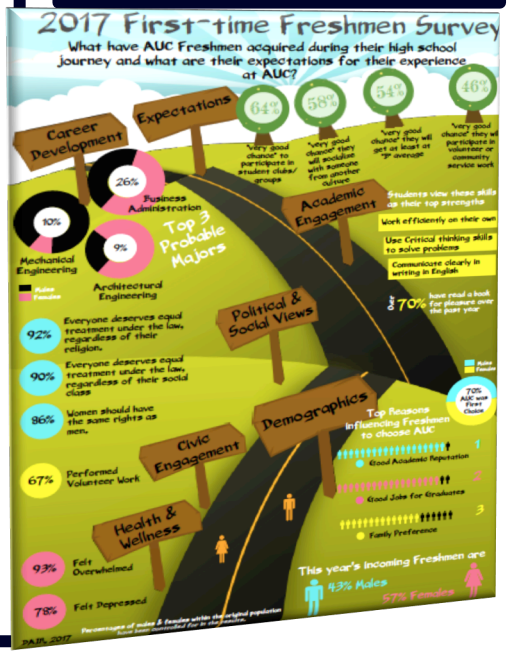
# Student Surveys

## First-time Freshmen

*This survey gives us a better understanding of who our students are before they experience AUC. This will help us better shape programs and services within the university to meet their needs and improve the educational experience at AUC.*

### Highlights

- Highest probable major is Business Administration (26%), followed by Mechanical Engineering (10%), and Architectural Engineering (9%).
- Top reasons for joining AUC are good academic reputation, and employability for AUC graduates.
- For 70% of students, AUC was their first choice.
- 50% say they have been diagnosed with a psychological disorder (depression, etc.).




## Graduate Exit

*This survey assesses opinions of graduate students regarding their experience at AUC.*

### Highlights

- 88% are satisfied with their educational experience at AUC, with over 74% reporting their experience as very good/excellent.
- 62% would definitely recommend AUC to a friend/colleague.
- AUC is identified as the best university in Egypt, offering an excellent environment for learning.
- Listed drawbacks include high tuition, burdensome overall bureaucracy, and inconsistent availability of courses.

### Recommendations

- Offer a broader scope of courses.
- Better maintenance and update of laboratory equipment.
- Enhance social activities for graduate students.

## International Entry/Exit

*These surveys are to assist AUC's internationalization efforts. The entry survey seeks feedback on pre-arrival services and communications received until arrival. The exit survey assesses opinions of international students regarding various aspects of their experience at AUC.*

### Highlights

- Top reasons international students chose to study at AUC are:
  - ✓ future employment (86%)
  - ✓ interest in the region (71%)
  - ✓ personal enrichment (71%).
- 27% of international students use student housing.
- 67% rate quality of faculty as excellent/very good.
- 67% rate quality of courses as excellent/very good.
- 78% would recommend AUC to other students.
- Reported concerns regarding registration, food services, and housing; 48% wanted more chances to experience Egyptian culture.

### Recommendations

- Improve administration services by having clear roles, policies and procedures.
- Improve quality of services in student housing.
- Provide more opportunities to experience the Egyptian culture.