Report on the Results of the Student Accreditation Survey
Fall 2016

Prepared by the Office of Data Analytics and Institutional Research (DAIR)

EXECUTIVE SUMMARY
INTRODUCTION

Every ten years, the University is subject to a review of its accreditation by the Middle States Commission on Higher Education (MSCHE). This will include conducting a basic comprehensive self-study, in which, AUC will evaluate every aspect of its programs and services, governing and supporting structures, resources, and educational outcomes in relation to the institution’s mission and goals. This model will engage the community and will place an emphasis on how institutional goals are aligned with its mission. It will also provide opportunities for institutional improvement based on the ongoing assessment.

This survey was developed by the Office of Data Analytics and Institutional Research (DAIR) in coordination with the Middle States Commission on Higher Education (MSCHE) Accreditation Steering Committee. The MSCHE Accreditation Steering Committee will incorporate the data collected from this survey into the self-study of AUC as part of the MSCHE reaccreditation process.

METHODODOLOGY

The survey instrument was sent out on October 11th, 2016 to all AUC students, both undergraduates and graduates. Three survey email reminders were sent on October 18, 25 and 31, 2016, and the survey remained accessible until Nov 1, 2016. Out of the population sample of six thousand, six hundred and sixty-four (6664), a total of one thousand, two hundred and seventy-three (1273) responses were received, for a participation rate of 19%.
RESULTS

QUESTION 1: STUDENT LEVEL

Please identify yourself.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
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<tbody>
<tr>
<td>Undergraduate Student</td>
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<td>1052</td>
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<tr>
<td>Graduate Student</td>
<td>17.1%</td>
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</table>

answered question 1269
skipped question 0

QUESTION 2: CORE COURSES

What have your core curriculum courses contributed to your educational experience at AUC?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
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<tbody>
<tr>
<td>Improved Critical Thinking, Research, Communicating in English</td>
<td>515</td>
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</table>

answered question 515
skipped question 754

- Increased my research skills.
- Thinking methods and research
- RHET & CORE, Scientific and Philosophical Thinking
- better at searching for information
- Social justice and critical thinking
- Scientific thinking
- Changed my way of thinking
- Alot, especially towards critical thinking skills
- Built my scientific thinking techniques
They have given me the skills and knowledge to tackle and progress in the classes of my degree.

- critical thinking
- They taught me how to reassarxh
- how to do scientific and philosophical thinking and critiquing
- Critical thinking
- It improved my critical skills
- Critical thinking
- How to write find and use referenced material and how to write a research paper
- they enabled me to look to a situation from different perspectives
- General information about different subjects, but what's more important than the information it self is how to get it and evaluate it.
- It contributed to my critical thinking and maturity
- Helped my critical thinking dkills and descision making in life in general.
- enriched innterdisciplinary thinking and analysis
- It irriguates my general knowledge and enhances my critical thinking ability with widening the scope of my perceptions about different concepts and issues
- Developed critical thinking skills and deep analytical abilities
- In a nutshell: changed my perspective as individual in terms of 3 major points: 1- critical thinking, 2-openness to differences, 3- being more aware of what's going on in the world
- It made me think outside the box
- They really help me get a different perspective
- Critical thinking
- Philosophical thinking with Matthew Crippen
- Also taught me yo approach different ways of thinking of the same subject.
- subject and materials in common, mental abilities like more self confedece in presentations research skills wrtting skills etc
- Better research and critical thinking skills
- They stimulated critical thinking and deep analysis in history and characters
- It changed the way i think, present and argue
- Critical thinking
- I definitely know now how to research for a topic and how to write an article and how it should be constructed and I now don't belief everything I read on the internet because I have to know if it fits the scientific checklist or not.
- Improving my verbal skills to express my understandings and what goes through my mind
- It made me gain more presentation skills, leadership skills being in group projects and it widened the scope of my knowledge (i.e. it is not only restricted to engineering subjects)
- improved my writing skills and my public speaking skills
- English,presentations
- Essay writing and analysis
- helped me identify a love for writing that I never knew existed.
- It developed my personal skills, improved my English language
- RHET. Courses really set my writing skills for the rest of my course
- Learning to write academically
- Helped in improving my communication and writing abilities
- They make me think differently
- My Rhet and Core courses are currently helping me in my Marketing courses as we need to write research papers
- Speaking skills
- Writing and public speaking skills
- Cooperation and presentation skills
- Increased comprehension of the subject being taught
• It helped me have a different more powerful way of thinking that would help contribute to my educational experience.
• It helped me write papers in a more professional way.
• and the ability to write various academic papers
• They enhanced my research and writing capabilities while also introducing me to a wider range of topics. However, I think AUC could needs to focus less on the core curriculum and more on strengthening the technical quality of majors.
• Have time managing skills, presentation skills, being able to communicate with different types of people and intuitive skills
• improving my writing skills and reflections
• Better writing skills
• It significantly enhanced the way I think, write and learn
• it helped me in researching, writing, and reading academic resources .
• more open minded, more informed, learned to have different point of views and perspectives.
• It certainly gave me a new perspective on life and taught me that by hard work and good thinking skills success can be reached
• It was something essential for me to learn for personal and social development
• They have improved the basic learning outcomes which are critical reading and thinking and communication skills.
• also has developed my critical thinking skill.
• Philosophical thinking, presentation skills, thinking outside the box, building relations with people outside the major, an easy workload compared to major courses
• Enhanced my way of thinking in various ways
• Improving my writing capabilities
• it added social and critical thinking skills
• Philosophical thinking
• It also added a lot to my critical thinking skills.
• Critical thinking
• Some of them improved my presentation skills and gave me more confidence and some of them taught me some fundamental info. to use in other courses
• critical thinking, think from different perspective
• altered my way of thinking
• made me think outside the box
• They helped in critical thinking and problem solving skills. They helped me learn how to write research papers and cite and reference correctly. We mostly learned important life lessons
• It added alot and shaped alot of aspects in my personality. It taught me critical thinking, problem solving, different ways of thinking, logical analysis in everything around me. It added alot to my knowledge. It's the best experience ever
• and improving critical thinking skills
• contributed in improving my critical thinking
• English

Broadened Worldview
• They have contributed a lot because fill my mind with a variety of studies
• Broadens your perspectives
• More knowledge
• Explore new knowledge in different aspects
• They helped expand my horizons in many ways
• it added a lot to my general knowledge
• Contributed a great deal to my general knowledge
• Broadened my knowledge and allowed me to learn things beyond the scope of my major that will help me in my post-graduate life and career.
• made me think outside the box
• More information about many things in my life even new things that I never known
• Diversity for my intellect
• More knowledge
• General information
• Widened my scope of interests outside my major and helped me discover other passions such as anthropology
• It has helped me gain knowledge about different aspects and subjects, it has been very helpfun
• They represent an important part of my education and general knowledge
• These courses made me more open-minded and self-confident.
• knowledge in many different fields
• A vast of different knowledge
• Exposure to things outside of my major
• broadened my perspective on things
• It has evolved my thoughts and taught me things I would not have learned in my major.
• Helped me learn about different aspects of life example literature and art but also sciences
• broaden my knowledge and view different perspectives
• It has served me with exceptional knowledge outside my field
• It envolved me in a wider knowledge to myself rather than my field
• I stopped being a stick in the mud when it came to humanities so there's that
• it gave me some experience
• They have introduced me to different departments and allowed me to widen my field of study.
• Intro to Psychology and Philosophical thinking
• Diversified knowledge
• A wider pool of knowledge about adverse topics
• Knowledge
• knowledge beyond field of study
• Expanded my knowledge
• It added to my knowledge and allowed me to have a diversified solid background
• Broaden my ideas and limitations
• I learned so much about different cultures like Japanese history, also about space and time. These topics, I would have never discovered on my own.
• Wider spectrum of subjects
• New information about other feilds of education
• CMA
• It contributed alot
• A different ourlook on things around me
• They were kind of added to my general knowledge
• It gave me more insight on diverse topics
• Opens my mind to new thoughts
• Experience
• broadens knowledge
• It gave me a wide view over other courses beside my major which helped me alot
• In-depth understanding of things that I see and deal with on a daily basis
• It made me learn more about different topics.
• An addition to my general knowledge and an exploration to many possibilities that can be further developed.
• Gave me a temporary relief of my major courses
• Eye opener to how different topics tie along somehow
• More depth and understanding of certain topics
• Broadened my knowledge beyond my major.
• It made me think of so many things differently, and question everything around me.
• Knowledge
• really widened my general knowledge and made me think in different various ways. Also related many things together to some extent
• My core curriculum gave me a well rounded perspective of different schools and disciplines. This has enriched my view an scope of while getting deeper into my major courses.
• They were eye opening and mostly very interesting.
• Depth of thinking on major topics outside my major. I got to discover more out-of-field ideas and publications, and to consider a diverse set of perspectives, that duly, affected mine.
• It contributed a lot
• A more well rounded education and it gave me the opportunity to combine my knowledge within my major.
• Aric 1 and 2
• Nothing regarding education. It's all about general knowledge
• They've helped me look at things differently. Made me exposed to the world and its diversity!
• The chance to learn about other topics other than the major courses
• Exposure
• Some of them was really beneficial in terms of gaining general knowledge
• Introduction to Sufism, intro to psychology and biology 104
• It is like a game breaker were i could escape from my burding major
• To a very insightful minor
• Chemistry
• They have brought me closer to m educational goals.
• General knowledge
• I have taken many different courses that increased my knowledge in different fields other than my major and opened my eye to new interests
• More info about different things and new thinking skills
• General knowledge
• Widened scope of knowledge
• I met great, influential professors
• Made me think outside the box
• They have given me a broad perspective of different courses in different specializations and they helped me realize my interest in subjects I never knew I was interested in.
• They have made me learn different things I never thought I would learn
• It adds alot in understanding the world and provides us with knowledge in different subjects not only our major.
• core courses provide a strong foundation of background knowledge that is necessary for those in academia (specifically) and other walks of life
• Wide exposure to diff disciplines
• It coveref topics outside the scope of my major
• The core curriculum has offered me a range of fields and studies that I have always been interested in, but never been able to take until now. After taking core courses, I have a better understanding of other things outside my major.
• Widened scope of understanding beyond my own major.
• Open mindedness
• Broader range of knowledge
• Widened my horizons to a great extent
• Helped me experiencing other aspects of leaning other than the architectural courses learning. ( a wider scope of learning and understanding)
• added to my general knowledge
• broad my horizons, new field of learning
• It helps me to know more information about different subjects rather than my major like psychology
• Wider knowledge
• Interesting
• Equipped me with different knowledge from different fields
• General knowledge
• They were extremely helpful and they helped shape my personality
• I had a lot of information.
• Added useful information to my knowledge
• exposing me to different disciplines
• well-rounded character and knowledge
• Knowledge out of my major
• They have contributed very positively to my educational experience at AUC. They have enriched my thinking & opened my mind to new topics, ideas and techniques. Overall, my core curriculum courses have been quite rewarding.
• Gives me more knowledge about subjects that I had just general information about
• New perspective and general knowledge
• General knowledge
• Being able to take classes outside my major made me explore different mentalities
• They have provided a myriad of different views and opinions in a variety of subjects and have helped my development as a student. Although I do feel like the number of core courses required is a little excessive.
• Gave me a lot of skills and a lot of interesting knowledge
• added to my general knowledge
• They helped me widen my knowledge and get a clear idea of which major I want to pursue
• Knowledge
• provided more insight into more diverse fields
• gave me a background in diverse subjects that was very beneficial and interesting. It added to my knowledge and gave me a new perspective on many things
• Broader horizons
• general knowledge
• They gave me the opportunity to explore different fields without having to go in depth.
• I knew more about other courses unrelated to my major
• They have mostly broadened my view on things and have made me question the things around me more and made me more skeptical about analysing things and more accurate.
• Knowledge that is unrelated to my major.
• Cultural and historical background
• More knowledge in different fields
• Building My Personality and Enhancing my perception for everything around me
• have educated me as expected
• So far my core courses have actually taught me a lot in terms of providing more options and opening my mind to different pathways and career options.
• having a general knowledge on everything!
• Diverse information
• General knowledge in different fields... sometimes they turn out to be useful in unexpected situations
• They have made my mind more open to discussion about certain topics and issues. Moreover, I learn about things which I never thought I’d learn about.
• Aric, sociology, philosophical thinking
• The core courses seem to focus on the same aspects of education, ”Thinking in alternative ways” and the arab islamic region, other than the capstone courses, all core have seem similar to one another some even identical.
• I learnt a lot from the core courses despite the fact that I’m majoring in construction engineering
• Architecture
• Enlightened me
• It made more knowledgeable about topics not related to my major
• Knowledge off my field
The core courses made me explore a wider range of possibilities outside of my major

- Expanded my knowledge
- The build my knowledge and personality
- Enrich my knowledge in different fields
- They have helped me become a more rounded individual with adequate knowledge in various subjects that I would not normally be exposed to
- It has made me more ready to go into all my other courses

- Almost every aspect in my life
- Gave me the opportunity to study other topics than my major which added a huge value to my knowledge
- General Awareness
- Meeting new people, and discovering new topics.
- it helps me in accepting different people. To be able to construct my own opinion concerning any matter
- Economics, Architecture Engineering
- Looking at the world from a different perspective
- Made me well-rounded person and more open minded to new experiences
- Pretty much more than my major courses has ever did.
- More background in different fields, new friends from different majors
- General Awareness
- I think the only positive from the core curriculum is it makes one more knowledgeable
- They have given me a break from the stress of subjects I need to do to declare my major and give me a chance to do other things I enjoy as well.
- for the arab world studies, im definitely getting to know my community, its history and its political structure better.
- General knowledge
- Better understanding of myself
- I have learned about different subjects which made me knowledgable about different things
- I took an Anthropology course that eventually was the reason I studied Anthropology.
- I really learn a lot from the core curriculum, i really love it
- general knowledge outside my major
- More knowledge
- Well roundedness
- The core courses made me explore a wider range of possibilities outside of my major
- Expanded my knowledge
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- It has made me more ready to go into all my other courses
• They have broadened my way of thinking and allowed me to explore aspects of education I would not have explored otherwise.
• I have learned a lot and had more general knowledge
• It makes me familiar with other subjects beside my major
• I feel like I understand the basics of everything around me. It's a wonderful experience.
• Giving me a wider range of learning
• It helped me to discover new things in the world around me that I didn't even recognize
• They've widened my scope and broadened my mind to a variety of issues that I didn't know much about.
• It enriched my knowledge.
• Broaden my perspective and differentiated me from other undergraduates in other universities in Egypt.
• I have become a well-rounded person
• Widened scope of knowledge strong grounding in the traditional liberal arts and sciences.
• It helped me decide which major I want
• During my school years I was only taught about the basics (physics, math etc) but never about things like anthropology Arab civilizations and such however, the core curriculum did expand my horizon and I came to know about other fields.
• Many other skills that will help me in my major.
• They broadened my perspectives
• Just General Knowledge on different fields
• I learned lots of things in different aspects which helped me to gain more knowledge
• Background knowledge
• They are very helpful and I learned a lot from them
• Exposure to different fields and topics
• They gave me knowledge outside my major, and made me love reading such as the seminar 1023 course
• add more to my knowledge, as I'm not just concerned with my major. And it actually made me experience a variety of courses that helped me choose my major and minor.
• Extended my perception and understanding of the people and society around me
• I have gained more general knowledge
• Provided insight into how my major matters to the big picture. Provides a more well-rounded different perspective. A more cultured individual. Better able to link theoretical knowledge to reality.
• They've contributed a bit. I was able to take various different courses and learn about different subjects that I wouldn't have been able to study of scratch the surface of if I had only focused on my intended major.
• Added a lot of general knowledge to me and broadened my view of the world. Opened my mind to the world. They taught me a lot about various topics that are not related to my major... this is a good thing
• It has opened my mind up to more ideas and I am more able to link the business environment to other aspects easily
• Well a lot it expanded my knowledge on every aspect other than my own field
• Better understanding of the world around us
• I got to study very interesting things I did not know about and I wouldn't have if I only took major courses
• They helped me understand different aspects
• A few knowledge
• Unlike a lot of students I actually enjoy core courses. I feel that they contribute to basic general knowledge that I personally believe is crucial and contributes to having a well-rounded graduate community.
• These courses helped me to have wide idea about life, some of these courses was about studies in total different field than my major like Marketing, or Philosophy. Other courses was about psychology, and some of them was in Music. These courses didn't have anything with my major study, but all of them contributed in building my character as human
• ELI
• Expansion of horizon. Opened my eyes to different fields.
• Broader understanding outside scope of major
• General knowledge
• Getting to know different cultures and other useful information that is not related to my field of specialisation
• It has made me a much more knowledgeable and open minded person
• Introduced me to many problems at the local and international society, taught me how to think better
• I gained experience in different fields
• opened my eyes on some surroundings around me in egypt in specific, gave me a good profound background information, and made me read some material I would have never read myself in my own time.
• I haven’t been introduced to lots of core curriculum courses, but what I have taken is quite interesting.
• They have opened up my mind to other fields of study
• Widen my knowledge and developed my critical thinking
• General knowledge
• nothing, it just gave me a wide more network of information
• Engineering
• Different understandings of mixed studies
• Made more knowledgeable in cultural things such as music and philosophy. It made me a more well rounded person
• knowledge
• widened my prospective
• IEP
• To be more open minded about different fields and to appreciate the different education one can have
• It helped broaden my horizon
• It gives me insights about different fields so it broads my horizons
• It's an aid for my major courses and it gives me a wider background
• Diversity
• I've learned a lot about different aspects in life, other than my major.
• Explore some topics other than my major concentration
• They've exposed me to a completely different style of education that I would never have had a chance to explore without them.
• More exposed to a variety of different subjects that does not relate to my major
• Determining my interest on a deeper level, engaging with students from different disciplines, being critical about my chosen discipline and gaining a multidisciplinary interest in it. Adding to that, it gave me the freedom of choice with regard to learning about interesting topics for my own sake.
• It helped me to have more knowledge about certain topics that contributed to my general knowledge
• They made me discover new interests. I have learned about equality very thoroughly. I am now minoring in Philosophy because of a core requirement: Philosophical Thinking; it made me realise I have a passion for something new.
• knowledge in variety of fields
• i experienced a lot about other disciplines
• Explore new knowledge in different aspects
• it has contributed very much and I am glad for taking them, anyone who says they're a waste of time is a failure anyways
• i think core curriculum courses is what differentiate auc from the rest of universities in Egypt as it gives you the chance to know things out of your major and know more about what you like as well as what are you passionate about
• Allowed me to take course that interest me outside my major.
• it helps me gain more knowledge different from my major
• Enhance by critical thinking, the ability to argue and discuss
• Critical thinking skills
• Diversification of fields of study, which has broadened my knowledge base
• Expanded my understanding of the world and got me to change my intended major
• Helped me explore new passions
• Good
• They provided many ideas in various topics to me further than my major studies
• The core courses that I have chosen have managed to complement the required major courses that I simultaneously take. It also broadens my knowledge as a citizen of the world.
• They helped broaden my way of thinking
• They taught me basic and everyday life tips and knowledge
• expanded my knowledge
• opened new horizons to different subjects
• Good
• I got to know about different aspects of knowledge other than my major.
• The rhet courses helped a lot in all the courses im currently taking.
• The widened my knowledge scope on various topics, which help me integrate, connect and correlate different subjects together. it has contributed to my personal growth as a human being.
• They made me think in a different way like sci thinking, exposed me to a great number of info in a lot of discipline outside my major. They are actually among the most interesting courses i've taken so far.
• Vast knowledge in multiple fields other than my own but helps keeping my mind open to multiple ideas and suggestions
• They've allowed me to experience several aspects of knowledge out of my major and exposed me to many topics
• Help guiding me to what career I want pursue and just made me a better well rounded person
• Broadened interests
• General knowledge
• Taught me new skills, widened my horizons at different subjects.
• Taught me how to think artistically and have a different view of the world and different backgrounds and cultures
• Gained knowledge in different subjects, even if minimal. Helped me find my minor.
• The core courses were a great experience at AUC as they help us to know more about the different majors
• Yes
• amazing knowledge
• Made me have a broad way of thinking
• Broadened my horizons
• An Wider perspective

Shaped my degree/ career goals
• being open to the idea of changing my major and encouraged me to take up a minor
• They have helped me reflect on myself and my personality which aided me in choosing the major that suits me and my interests
• It has given me a wider aspect with regards to education, and it also gives me a wider range of abilities and advantages for future career opportunities
• Core curriculum courses helped me get a sense of what I want to do with my life, or what I DO NOT want to do for that matter...
• Broadened my understanding and skills
• It made me have second thoughts about my major, which is a good thing because it offers an unrelated variety of courses
• Showed me what I should major in
• Helped me choose my major and to learn other cool subjects thus enhancing my overall knowledge
• Some have made me take a deeper look into other disciplines so I'd have a better understanding of other majors and made me more certain that the major I chose was the one I love.
• They have helped me broaden my interdisciplinary links as well as help me find a major I am passionate about
• They made me a well-rounded person and exposed me to fields that I eventually ended up minoring in because I discovered that they match my passion.
• it exposed me to different fields of study; in other words, it gave me a chance to rethink on deciding my future major.
• General information about other fields outside my major and encouraged me to complete a minor
• They have outlined my options in majors, gave me a preview of what it could be in other majors.
• They increased certain skills needed in the work environment
• I know how to make a resume and I have scientific background

Depends on the course/ instructor
• Unfortunately it depended on the professor , some core subjects were really inspiring while others were just a waste of time
• Not much. Scientific and philosophical thinking gave me 0 benefits. And SEMR1023 Is a course everyone takes just because it's easy. I have learned a bit in my Aric survey of Araba History course.
• Not all the core added to my education , just few
• The wide range of different courses gives the the opportunity to the student to be more able to decide which major and concentration would the best to continue in and helps the student to build a great knowlegde and background of diversified topics and fields
• A lot, but not thanks to the university; the gpa requirements' inflation made it hard to explore and declare at the same time.
• It depends on what was interesting to me. Some of them were full of interesting facts and information others were useless.
• I got a general idea about certain things such as the history of the Islamic world, but nothing scientific or philosophical was added to my knowlege
• core and rhets have taught me how to write. scientific thinking is useless. LALT was also useless.
• It had widened my scope of thinking and exposing me to other fields. However not all of courses were beneficial and not all professors were too.
• i would have appreciate it, if i had the choice wether to take core courses or not! However, i liked the philosophy and psychology courses only
• This question assumes that the core curriculum actually has contributed to my educational experience. My answer would be yes and no. With some classes, like Rhet 1020, our initial professor left mid-semester and we were left with a professor who taught English 100. Personally, I think this is very unprofessional. Not only was the the replacement professor unqualified, but we also weren't able to receive the full experience of having a Rhet 1020 teach the class.
• some courses are beneficial and others are useless
• I learnt a lot of things form core curriculum and it helped me widen my apprehension of many things. However the instructors are given full authority to grade the students and is no faculty that watches hwh they grade the students; this creates the concept of having what we students call an "easy A" professor or and "avoid" professor, so i think it is better to have a faculty that watches the way of assesment of the students rather than giving the teachers the full authority of grading us.
• I've only benefited from the rhet classes
• Some of them were interesting, they opened my eyes to different perspectives. Others were a complete waste of time and energy.
• They proved to be semi-beneficial. It subjective because for some of us, part of the core curriculum may stimulate our creative minds, but others may mean complete nonsense. Some courses need to be reevaluated.
• Some of the courses benefited me in terms of being a more critical thinker nevertheless, many core courses are reduced to the fact that they are mandatory because they not beneficial for instance taking biology when I am an IMC student.
• Some of them have contributed like rhet and core 110, yet others haven like rhet 1020.
• In my point of view, the core curriculum courses have been somewhat beneficial but often take too much time of the major courses
• It made helped me be a more dynamic person who is more knowledgeable in different topics other than my area of specialties
• Knowledge about topics outside of my major
• Broaden my mind
• They were not that useful, but I got to widen my knowledge
• macroecon gave me a better understanding of the world. scientific thinking i must say was not a pleasant experience at all. the scientific method is the only thing i believe was beneficial to me.
• Some of the courses haven't actually contributed to my education.
• Too much core courses, the basic ones like reht amd sci and philosophical are fine but the others are not worth the time and the money
• Some of them were very helpful because we talked about life in general so they were like classes that takes you out of the stress of your major. But others were just useless.
• Some courses would add an extra workload that is sometimes unnecessary while others are ,i find, intresting and enjoyable to study
• They seem like good opportunity to acquire general knowledge to those who don't have it; that is to those who didn't have a proper secondary education. It wasn't beneficial to me but it could be interesting to others.
• I had a pleasant experience with most of my core curriculum courses, they helped me discover so much about myself and the environment around me; however, some professors who teach these courses are not interesting thus ruin the experience for the students
• half of the core courses I took thus far were great, the other half either didn't contribute much to my education experience or just didn't have a point to it at all. But generally speaking I think they were good.
• Some of them, but some were very useless and uninteresting
• Quite useful in many cases but there are more cases where i had to take away focus from my main studies that is more important to me due to heavy workload from the core curriculum
• The first level was useless since most of the courses required I had already taken at school. The RHET and CORE 1010 were of no use, but the RHET 1020 must have been my most beneficial course from the core curriculum.
• From my point of view, they made me know about some fields of study that I wouldn't have searched and learned about on my own. For example, I love history and I enjoyed taking to history courses about topics which I thought are interesting and I wanted to know more about them. But, I would say that there are some courses in the Core Curriculum that are, from my point of view, not necessary. The problem mainly, for me, was in the enforced courses such as: scientific thinking, philosophical thinking, RHET 1010, 1020, CORE 1010, etc. I don't see it effective to enforce the students to take certain courses that might not be of interest to them. I think Core Curriculum might be of some importance but, all the courses should be selected by the students from some departments defined by the university. There is another dimension to this problem which is financial. I recently considered how much a student pays for all the core curriculum courses and I found that we pay near the 250,000 LE which in my opinion too much for courses that doesn't add directly to your field of study.
• Broadening my scope on other fields and wasting my time sometimes
• As a science engineer, core curricular are mind opening but take most of my time. I don't study science as much as i study for core
• very little contribution, almost nothing except for the scientific thinking course
• Remove the rhetoric courses from the core curriculum or at least have an exemption test. They are pointless.

Not Very Useful
• Nothing waste of time
• Only the Rhet courses have helped a lot with my general knowledge as well as my intended major however the rest actually are a wast of ime
• Basic general knowledge that aren't all applicable to my field of study.
• Nothing
• Common knowledge
• They were of a little contribution to my experience and knowledge
• So far, nothing at all. it is just more work load.
• Nothing to be honest
• They haven't contributed to anything. They are useless and unnecessary.
• Nothing. I wanted to benefit from the credits wasted on the core curriculum and take more courses from my major
• Waste of time
• Nothing
• Nothing new, I forget information which I learned unwillingly.
• Nothing
• Nothing
• No core courses have contributed to my AUC experience. I think they are pointless.
• Not much
• Some have opened my eyes to knew ways of looking at things, while others wasted my time because they were unnecessary in my fied
• Contributed to nothing
• A waste of my time.
• the cultural exploaration and similar courses were a waste of time
• nothing! They shouldnt be forced upon us.
• Not that much, just waste of time and money
• Nothing
• Nothing
• Nothing
• VERY LITTLE
• y
• Nothing
• Zero
• Nothing
• They are too much
• Nothing
• Nothing
• Nothing!
• Too much and I think it is a waste of time especially for science majors
• Nothing
• Nothing
• Nothing
• Nothing
• Nothing
• Nothing
• Nothing
• Nothing
• Nothing
• The core is a waste of my time at AUC.
• so far, nothing. all of my core classes cover things ive studied before
• None
  I learn a lot about lots of irrelevant material, i honestly dont agree with it and i doubt id use this information in the future
• None
• Until now, unfortunately not much.
• Hasn’t added anything since highschool
• The core courses I took didn’t benefit me a lot actually
• Nothing, barely felt its use and i only feel that it only made me late in my studies, especially that this is my third year and I have not declared yet
• Made it more difficult
• Completely nothing, it's a waste of time, I could finish my engineering program in three years if there wasn't the core curriculum
• Nothing. They are a waste of time and effort.
• Nothing major
• More work load
• nothing, it's useless
• Not much
• Nothing
• Nothing
• A waste of time and money. Very useless
• not much
• Nothing
• None
• None, AUC is working by its previous ego
• Nothing
• Nothing really, it would have been better if we only focus on our major courses rather than worrying about subjects that are not going to be really important in our field of study it just affects our GPA negatively.
• Stress
• nothing besides wasting my time and money.
• Nothing, just extra credits taken and breaks from major courses
• Not much
• Nothing
• nothing
• Not much help
• Nothing
• They negatively affected my gap!

Vague, but positive response
• It helped
• I discovered that the core curriculum is very important in building ones character
• Fun
• Yes
• Yes
• Yes
• Alot
• Yes
• Good
• They have helped me and taught me a lot
• They have helped me so much
• Yes
• High development
• Some courses added to my knowledge and some were useless
• Introduction to Psychology and Social Problems of the Middle East

N/A Because I am a Freshman / Transfer/ Not finished
• I am still freshman, and I haven't taken anyone yet
• Freshman
• I'm still taking them
• I'm a freshmen had not yet taken one
• Didn't take one yet
• Im actually a transfer student so I havent taken any core course except for Anthropology and it was a nice class
• Still a Freshman, but they've been really fun. I've made lots of friends and learned how to learn in some ways.
**Question 3: Satisfaction with Academic Resources**

Please indicate your level of satisfaction with the opportunities offered to you (through your course work and other academic resources) to assist in the development of:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>67</td>
<td>100</td>
<td>15</td>
<td>5</td>
<td>9</td>
<td>3.22</td>
<td>196</td>
</tr>
<tr>
<td>Scholarship</td>
<td>51</td>
<td>66</td>
<td>26</td>
<td>11</td>
<td>41</td>
<td>3.02</td>
<td>195</td>
</tr>
<tr>
<td>Independent Thinking</td>
<td>73</td>
<td>99</td>
<td>16</td>
<td>3</td>
<td>5</td>
<td>3.27</td>
<td>196</td>
</tr>
</tbody>
</table>

answered question 196
skipped question 1073

**Satisfaction with Academic Resources**

<table>
<thead>
<tr>
<th>Area</th>
<th>Answer Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Thinking</td>
<td>3.27</td>
</tr>
<tr>
<td>Research</td>
<td>3.22</td>
</tr>
<tr>
<td>Scholarship</td>
<td>3.02</td>
</tr>
</tbody>
</table>

**Question 4: Satisfaction with Services**

Please indicate your level of satisfaction with the following services.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Grants</td>
<td>24</td>
<td>59</td>
<td>26</td>
<td>4</td>
<td>82</td>
<td>2.91</td>
<td>195</td>
</tr>
<tr>
<td>Scholarships</td>
<td>36</td>
<td>55</td>
<td>30</td>
<td>8</td>
<td>63</td>
<td>2.92</td>
<td>192</td>
</tr>
<tr>
<td>Fellowships</td>
<td>53</td>
<td>62</td>
<td>28</td>
<td>9</td>
<td>43</td>
<td>3.05</td>
<td>195</td>
</tr>
<tr>
<td>Orientations</td>
<td>52</td>
<td>102</td>
<td>21</td>
<td>3</td>
<td>17</td>
<td>3.14</td>
<td>195</td>
</tr>
</tbody>
</table>

answered question 195
skipped question 1074
QUESTION 5: FREEDOM OF EXPRESSION

Please state your level of agreement with the following statements:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>My intellectual property is protected and respected at AUC.</td>
<td>281</td>
<td>321</td>
<td>106</td>
<td>16</td>
<td>7</td>
<td>4.17</td>
<td>731</td>
</tr>
<tr>
<td>Within the context of the subject matter of my courses, I am free to express my opinions or beliefs in the classroom.</td>
<td>333</td>
<td>276</td>
<td>83</td>
<td>28</td>
<td>10</td>
<td>4.22</td>
<td>730</td>
</tr>
<tr>
<td>In the context of the subject matter of a course, my professors allow me to pursue any topic of research in the field, including areas that challenge societal norms.</td>
<td>257</td>
<td>291</td>
<td>137</td>
<td>32</td>
<td>11</td>
<td>4.03</td>
<td>728</td>
</tr>
<tr>
<td>I feel respected by all professors for who I am.</td>
<td>291</td>
<td>257</td>
<td>113</td>
<td>44</td>
<td>24</td>
<td>4.02</td>
<td>729</td>
</tr>
<tr>
<td>I respect the rights of my professors and my fellow students in having different opinions and the right to voice these opinions.</td>
<td>526</td>
<td>185</td>
<td>15</td>
<td>3</td>
<td>0</td>
<td>4.69</td>
<td>729</td>
</tr>
</tbody>
</table>
Please state your level of agreement with the following statements:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to express myself verbally on the AUC campus.</td>
<td>299</td>
<td>286</td>
<td>116</td>
<td>19</td>
<td>9</td>
<td>4.16</td>
<td>729</td>
</tr>
<tr>
<td>AUC upholds the Freedom of Expression policy with respect to co and extra-curricular activities on campus.</td>
<td>288</td>
<td>262</td>
<td>149</td>
<td>21</td>
<td>7</td>
<td>4.10</td>
<td>727</td>
</tr>
<tr>
<td>The AUC campus is a tolerant place for all types of students, regardless of background, ideas or perspectives.</td>
<td>353</td>
<td>236</td>
<td>91</td>
<td>36</td>
<td>11</td>
<td>4.22</td>
<td>727</td>
</tr>
</tbody>
</table>

**answered question** 733

**skipped question** 536

### Freedom of Expression

- I respect the rights of my professors and my fellow students: 4.69
- The AUC campus is a tolerant place for all types of students: 4.22
- Within the context of the subject matter of my courses, I feel respected by all my professors for who I am: 4.02
### QUESTION 6: EDUCATIONAL EFFECTIVENESS

Please state your level of agreement with the following statements:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutr al</th>
<th>Disagr ee</th>
<th>Strongly Disagree</th>
<th>Rating Averag e</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I communicate effectively through English writing in my classes.</td>
<td>407</td>
<td>215</td>
<td>49</td>
<td>2</td>
<td>1</td>
<td>4.52</td>
<td>674</td>
</tr>
<tr>
<td>I am able to communicate effectively in English during class discussions and oral presentations.</td>
<td>395</td>
<td>211</td>
<td>49</td>
<td>16</td>
<td>1</td>
<td>4.46</td>
<td>672</td>
</tr>
<tr>
<td>The learning experience at AUC helps prepare students for successful careers.</td>
<td>237</td>
<td>288</td>
<td>107</td>
<td>31</td>
<td>10</td>
<td>4.06</td>
<td>673</td>
</tr>
<tr>
<td>Educational goals/objectives are clearly articulated at the institutional &amp; program level.</td>
<td>207</td>
<td>286</td>
<td>130</td>
<td>33</td>
<td>11</td>
<td>3.97</td>
<td>667</td>
</tr>
<tr>
<td>My capstone course(s) reflect(ed) the integrative experience of my program of study well.</td>
<td>132</td>
<td>211</td>
<td>254</td>
<td>29</td>
<td>13</td>
<td>3.66</td>
<td>639</td>
</tr>
<tr>
<td>I believe that my AUC education provides good value for the cost of tuition.</td>
<td>61</td>
<td>129</td>
<td>170</td>
<td>181</td>
<td>129</td>
<td>2.72</td>
<td>670</td>
</tr>
</tbody>
</table>

answered question 675  
skipped question 594

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### Educational Effectiveness

- I communicate effectively through English writing in my classes. 4.52
- I am able to communicate effectively in English during class discussions and oral presentations. 4.46
- The learning experience at AUC helps prepare students for successful careers. 4.06
- Educational goals/objectives are clearly articulated at the institutional & program level. 3.97
- My capstone course(s) reflect(ed) the integrative experience of my program of study well. 3.66
- I believe that my AUC education provides good value for the cost of tuition. 2.72
**QUESTION 7: DIGITAL LITERACY**

Do you think AUC helps you acquire the digital literacy skills needed to face the challenges of today’s digital world?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79.1%</td>
<td>516</td>
</tr>
<tr>
<td>No</td>
<td>20.9%</td>
<td>136</td>
</tr>
</tbody>
</table>

answered question 652
skipped question 617

**QUESTION 8: DIGITAL PROBLEM SOLVING**

How important do you think it is for AUC students to be able to:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Not important</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find information online and determine its quality and validity</td>
<td>592</td>
<td>59</td>
<td>2</td>
<td>2.90</td>
<td>653</td>
</tr>
<tr>
<td>Analyze a problem and determine which digital tools will be needed to solve it</td>
<td>528</td>
<td>113</td>
<td>10</td>
<td>2.80</td>
<td>651</td>
</tr>
<tr>
<td>Quickly teach themselves new software tools</td>
<td>460</td>
<td>172</td>
<td>20</td>
<td>2.67</td>
<td>652</td>
</tr>
</tbody>
</table>

answered question 653
skipped question 616
**Question 9: Co-Curricular Activities**

Please state your level of agreement with the following statements:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUC provides adequate co-curricular learning opportunities to support academic progress (such as the Common Reading Program, study abroad, internships, and undergraduate and graduate research and conference opportunities).</td>
<td>207</td>
<td>262</td>
<td>104</td>
<td>26</td>
<td>8</td>
<td>26</td>
<td>3.88</td>
<td>633</td>
</tr>
<tr>
<td>Extra-curricular and other non-instructional experiences have contributed to my overall educational experience.</td>
<td>219</td>
<td>188</td>
<td>111</td>
<td>39</td>
<td>16</td>
<td>57</td>
<td>3.61</td>
<td>630</td>
</tr>
</tbody>
</table>

*Answered question* 634

*Skipped question* 635
**Co-Curricular Activities**

AUC provides adequate co-curricular learning opportunities to support academic progress (such as the Common Reading Program, study abroad, internships, and undergraduate and graduate research and conference opportunities).

3.88

Extra-curricular and other non-instructional experiences have contributed to my overall educational experience.

3.61

**QUESTION 10: CHANGES IN MAJOR**

Have you changed your major or a decision about what to major in?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27.5%</td>
<td>168</td>
</tr>
<tr>
<td>No</td>
<td>72.5%</td>
<td>444</td>
</tr>
</tbody>
</table>

answered question 612

skipped question 657

Have you changed your major or a decision about what to major in?

- **Yes**: 27.5%
- **No**: 72.5%
QUESTION 11: REASONS FOR CHANGING MAJOR

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>154</td>
</tr>
<tr>
<td>skipped question</td>
<td>1115</td>
</tr>
</tbody>
</table>

RESPONSES BY STUDENTS:

- because I just found out about that major which I think is the right major for my dream job
- i felt this is what i love the most.
- because I didn't like my previous major in correlation to what the department offer here.
- Indecisive
- My research focus was changed from process control modelling to wireless sensor network design after doing research work for robotics lab
- Because my first major was dull and lifeless
- I loved the introductory CS course so I changed to computer engineering
- I got interested more in the new major after taking a course in it.
- Declaration and core curriculum courses.
- The Business school's professors were not good, and I didn't feel like I was learning in class. Everyone took classes outside of the university just to understand, and I don't think that after all we're paying its fair that we still have to take tutoring classes outside uni to catch up and understand.
- I wasn't interested in my first major neither passionate about it
- Honestly when I first enrolled at AUC I wanted to major in biology, when I took my first course the Professor was fully able to clearly deliver the content, and then I heard from other fellow students that the whole department is not efficient enough to equip me with what I needed to pursue medical studies after.
- I found what I was looking for in another major
- i changed my major in my senior year because from the beginning I wanted that major but I declared another one because of the GPA
- professors within the department were good at what they do in terms of research, but weren't successful at providing a learning experience.
- I did not have enough knowledge about the major I wanted
- Increasing the required GPA each semester and asking students for chasing it seems stupid idea
- Very high GPA required
- from MBA to MPA
- Because it didn't fit me
- It's too late to change now but I wanted to change because the quality of my professors wasn't good enough
- Personal interests and GPA
- I didn't find myself in this course,
- Because I didn't believe it necessary to have such advanced mathematical requirements If I want to specialise in programming. Just because it falls under sciences there are a lot of mandatory courses that are not of much relevance
- Career opportunities
- Change of opinion
- I wasn't passionate about that major
- Didn't like my first decision because I didn't like the courses.
- job opportunities
I want to change my major from electronics to construction engineering because I found my passion in what I wanted, though not without a struggle. Eventually, I got what I wanted, though not without a struggle.

I want to change my major from electronics to construction engineering because I found my passion in construction engineering but because of the GPA I am not able to change my major.
• Didn't enjoy the courses I was taking
• After exploring new options I was interested in a different major
• I did not find what I expected in the major
• Forcefully changed due to constraints.
• Because of the liberal arts program that AUC delivers.
• n/a
• Because I didn't know what I wanted, which wasted so much of my time as I went back to the choice I started with anyway but because of the access to taking whatever courses I desire I am a year late for graduation.
• Because the required GPA for declaring was too high
• I wanted to major in business but the GPA reaching impossible highs such as 3.7 makes impossible for an average student to major in what he wants.
• It wasn't clear for me that my major was too diverse; it just felt like I was taking a bit of everything without delving deeper into those topics
• Parents did not want me to study the major I wanted.
• My intended major is graphic design I am a junior and haven't declared yet as I was rejected for the first interview and now planning to go for the next one as we have two chances. I think that the declaration process for graphic design is unfair as my colleagues and I when we first applied for declaration interview there were no clear guidelines for the portfolio and there weren't any kind of help. We were still new in the university and doesn't know much about the process. Also it's unfair to be judged over 5 pieces chosen by the student who doesn't have any experience to judge their work. That is what actually happened with some students who were accepted later when they showed extra work. For me, the rejection made me work harder and being eager to learn more and improve myself and that is why I am reapplying but it was rejected it's going to be a huge problem as I have no other choices I'll stay extra 2 years in uni to change my major
• I prefer the second major I chose as also the first major was impossible to declare since the department is clearly not prepared and doesn't have enough supplies to support students who want to declare the major. (architecture)
• GPA concerns
• I discovered my passion thanks to the American system that allows you to try all fields
• Because I tried other courses in other majors that I liked more than what I had in mind.
• I changed my major decision because I was pushed away by the head of the department and discouraged
• Not interested in current major
• GPA
• I changed my career preferences
• Didn't believe my old major was going to help me when I graduate. I would waste all this money in an inadequate major
• wasn't sure what is best for me.
• I believe that computer engineering is the future
• taking courses outside of my major helps you widen your scope
• Very high GPA required for business
• Because it is impossible to declare what you actually want to study
• More interested in another field
• I'm still undeclared and decided to major in Graphic design
• because I realized that my intended major was very boring
• Current major better suited for my personality and goals
• What I’d originally intended is different than what I expected
• My declaration for was unaccepted so I changed majors. I wanted to be a psychology major. More than 120 students applied for majors and minors but only 20 of them were accepted, I heard that this was because there was a shortage of instructors, but that’s just a rumour.
• I am not passionate about the first major I picked
• Well didn’t feel well there, so tried a different road
• In major film, the courses are mostly theoretical and the remaining courses are a bit practical. We as students don’t learn any technicalities that we will need on set to apply those theories that we have been studying. I also believe that all the classes I have been taking so far are chapters of the same book. It’s as if I’m repeating this one great course over and over again! I think that in order to prepare a film student to be a successful filmmaker, the film department must restructure the syllabus. Students must have both learnings and different teachings. Also to have internships and introduce us to the industry.
• I found the course interesting as it was part of my core program and decided to pursue the requirements
• Too many and difficult requirements
• Found new interests and discovered more about each major.
• I didn’t like what I was supposed to major in
• I could not declare the major I wanted so I tried more than one major to decide.
• Changed my vision about my major in the future
• Because of insane declaration requirements and the emphasis on money and demand rather than learning when declaring business
• Change of interests
• Changed from graphic design to IMC, as I found that the graphic design program is not well enough, and not that interesting for me
• Finding new interests and passions
• Did not feel like I was being properly taught or prepared for the course, I was expected to produce something without being taught how to do it. Also, the many stressful deadlines killed my passion.
• Declaration requirement (GPA). The registration issue. The low capacity of teaching requirements such as professors or classes in some courses
• Because I was interested to study something that is different from my undergrad study
• Not fully aware of my old major
• I tried a course of what I wanted to major in, and didn’t feel passionate about it. So I changed the major to something I’d like to learn and am passionate about.
• I learned about more about the job through job shadowing and disliked it.
• I had to change by major due to the GPA requirements and the capacity of the department, I wanted to major in architecture but I had to major in construction engineering
• Because I didn’t know about my second major until I was enrolled at AUC
• In the beginning, I chose a major but then I realized I am not interested in it, so I changed it.
• Core courses helped me realize what I’m interested into
• It’s not interesting and the professors don’t explain well. They teach as if we have a background in what they’re teaching. For example in my case it was electronics courses
• GPA and unfairness
• I decided to pursue mass communication after having declared Business Administration because I realized I did not enjoy Business and was more interested in working in the media.
• My preferences changed
• In the first semester, I found out that IMC is not what I would like to study, and so I changed to Graphic Design
• I am still undeclared but I wish to be declared in computer science not computer Engineering
• Because I didn’t find myself in it
• I was not sure what I wanted and I did not know a lot about all the offered fields.
• I didn’t know what I wanted to study at the beginning, but by taking different courses I knew what interests me
• Calculus 2
• The liberal arts make me want to know more about other majors and find out what I’m better in.
• I attended an introductory session by the SU and heard different opinions from different people about the major, so I felt it is not what I am expecting.
• I had a problem with the chair of department.
• No.
• More interesting major.
• Because the core courses I took made me realize that there’s more that I can do.
• At first I didn’t quite understand the fields that I’m going to be working in after choosing this certain major. So, I changed my major depending on the choice of working in the field I vision myself into.
• Diversity of courses I took made me discover that I was not doing what I wanted but what I felt was right, so I changed.
• Because I wasn’t really sure what I wanted to study.
• I was a double major and dropped one of them due to the quality of staff (not all of them provided high level quality of education).
• I joined extracurricular activities that broadened my perspective and that helped me find interest in something new.
• Found myself more interested in.
• Due to self revelations.
• Disrespectful professors. 2. continuously changing requirements (declaration in some departments requires different things each semester).
• Because of some pre-requisites.
• If have come to find that my interest in my first major was unreal.
• I found that I wanted something different than what I had in mind.
• The new major is more tailored to my ideas and the field I like.
• Because of the business declaration high GPA.
• Because I found myself in an artistic major rather than a scientific one like Engineering.
• I felt that I am not quite fit in, after some core courses I finally knew what I want to be.
**Question 12: Understanding of Academic Requirements**

Please state your level of agreement with the following statements:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to understand and follow the requirements of my major and the core</td>
<td>200</td>
<td>254</td>
<td>64</td>
<td>69</td>
<td>21</td>
<td>5</td>
<td>3.86</td>
<td>613</td>
</tr>
<tr>
<td>curriculum, and I know how much time it will take me to complete my studies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe the academic advising process is effective.</td>
<td>82</td>
<td>141</td>
<td>162</td>
<td>124</td>
<td>98</td>
<td>6</td>
<td>2.95</td>
<td>613</td>
</tr>
<tr>
<td>I think the new timing of declaration and registration is more effective.</td>
<td>104</td>
<td>137</td>
<td>190</td>
<td>55</td>
<td>45</td>
<td>79</td>
<td>2.94</td>
<td>610</td>
</tr>
</tbody>
</table>

*answered question 613
skipped question 656*

**Understanding of the Academic Requirement**

- I am able to understand and follow the requirements of my major and the core curriculum, and I know how much time it will take me to complete my studies. (3.86)
- I believe the academic advising process is effective. (2.95)
- I think the new timing of declaration and registration is more effective. (2.94)
### QUESTION 13: GRADUATION REQUIREMENTS

How do you know what the requirements for graduation in your program of study are, i.e., what is your primary source of information?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>486</td>
</tr>
<tr>
<td>skipped question</td>
<td>783</td>
</tr>
</tbody>
</table>

Student Responses:
- Advising Sessions
- I can't actually tell, because the online catalog doesn't really cover all the information needed.
- Friends
- The department
- Internet, and the secretary of the department, Ms. Marwa Sabry.
- Degree Evaluation
- I knew it from introduction to engineering course
- going to the departments and ask because almost 80% of the info isn't updated or missing some crucial info
- "The primary sources for these information are:
  - AUC website
  - The advising of the director of the my graduate study program
  - The advising of my thesis advisers
  - University website
  - Program adviser
  - Website
  - My sister
  - I usually ask friend or students at the uni, however dont think the workers at auc really help
  - website
  - primarily my colleagues
  - Registrar office
  - AUC website
  - Online catalog and the 5-year plan provided by the department
  - Advisor
  - Fellow students, AUC's website, and my major's department. However they all provide inconsistent information.
  - From online website
  - AUC Website
  - Advising which are avsolutely useless and very uncooperative
  - As a graduate student, my advisor provides me with any information I should know. However, I should read the curriculum before asking for his advice.
  - the 5 year outline given to students by the advisers in the major
  - AUC catalogue and the advising sheet, but I faced a lot of problems relying on those two sources as I needed guidance with the minor courses.
  - The online catalog
  - Google
  - The catalog (online)
  - Advising and peers
  - my primary source is AUC Website, then Economic Department - Advising
  - From my advisor, my colleges and e-mails sent to me
  - The graduate advisor
• The department
• My old friends
• My friends because the advisors are useless... And the system is much more stupider
• My courses plan provided by my major or the banner/website
• The department’s four year study plan
• the online catalog, the department coordinator
• The department
• Asking around
• by Advising and emails
• Emails from the relevant department
• From the center where I am doing my graduate studies
• Printed materials and website
• Departments
• Older peers, department, and emails
• Advising sessions and the online study plan
• website, department office
• AUC website, and my advisors
• I catch up with my adviser.
• AUC website
• The department
• Four year plan online
• Four year plan, assistant of chair in the department
• program orientation day
• Online requirements page, degree audit and advisor
• Advising sessions
• Advisors, Catalog and Calendars
• Advisor Department Coordinator
• AUC catalog
• The very confusing website.
• Banner
• Visiting the campus
• The auc website, upperclassmen, and rarely my major department
• university catalog
• AUC’s website for the program which contains all course specifics. It needs updating.
• Auc website and banner self service
• AUC website
• From the AUC's online catalogue
• auc banner and website
• Department website
• Catalog webpage
• Email announcements
• “1. The AUC website
• 2. Emails form my deparment
• 3. Announcements”
• friends and department staff
• The website
• Web/advisor
• Website, Peers, Professors
• Catalog
• My own research on the AUC website and peers from the same major
• The AUC website
• my colleagues.
• "AUC website
• AUC banner"
• AUC Website and department advisor.
• From the Office of Associate Dean for Graduate Studies & Research (by meeting the Graduate Program Manager)
• Advising sheet
• "- My advisor.
  - Website.
  - Orientation."
• Online catalog
• 5 year plan from the department
• Advising
• the program adviser
• The 4-year plan in the department
• Catalog
• Throught the catalogue and the web page of my major on the auc website.
• "The AUC Catalogue and the department secratery. But the core advising center was awful registrar
• The department and my fellow students
• Advising sheet
• Email
• Friends
• My advising sheet
• Advisors
• My peers because they've gone through the process because some professors aren't sure and the registrar doesn't tell you until you actively go and book a degree audit appointment which they don't allow you to do until you're a senior. The online transcript is poorly designed and doesn't reflect transfer credits and courses that double count. Moreover, the course requirement sheet for advising is very vague.
• Advising
• We are provided with a 5 year plan that includes all of the courses that are required.
• Asking in the department
• An AUC graduate student
• Course catalog
• Department and AUC emails
• Study plan ?
• "DEPARTMENT ADVISOR
• Advising Automated sheet
• AUC website
• Online information and advisor
• My colleagues
• Internet or peers.
• Professors Advisors, Academic Core Advisors and Auditing office in registrar.
• Auc website
• Study plan published by the department
• Auc website
• Auc catelege
• The Departmental 5-Year Plan.
• My program advisor
• The staff
- other students
- Idk
- My friends
- The emails sent to me on a saily basis are my main source for updates and information about everything in university.
- Older peers from the same major
- i dont know them
- AUC website
- Website
- Department and my advisor
- Website
department's director and older students
- 4 year plan
- AUC website
- AUC website program catalog
- Word of mouth
- E-mailing the registrar
- The courses plan and the department
- the auc website
- Banner
department
- The program catalog and the orientation session in the beginning of the program
- Colleagues
- From advising, the department of my major, and graduate students.
- Online AUC website and my advisors and fellow students
- Form the auc website
- Asking people older than me
- Peers
- Asking people older than me
- The university catalog
- 5 year detailed curriculum
- Student self banner
- I dont know.. Horrible system.
- The university catalogue and the department mail announcements
- AUC Online Catalog.
- Announcements from the department...
- through the major study plan and from students older than me.
- Auc catalog
- The School of Business and the Grad Office
- The AUC catalog and the department of major
- The online AUC catalogue
- Program director and the registrar's office
- AUC website
- "*The internet info
- *The department"
- Advisor and the AUC catalog
- "From

- My advisor"
- The AUC registrar, followed by the online catalog.
- The programs' catalog on AUC website
• Asking seniors
• The internet
• I don't know
• Department
• AUC website
• The majors departments
• Advisor
• AUC Catalog
• AUC Online Catalog. Department provided no help whatsoever.
• Catalog
• Internet
• A printed paper provided by the department with a list of courses on it.
• "Initially the AUC Website, self-search efforts

• Afterwards the new student orientation"
• The AUC website/catalog
• Circulars and notifications from the school
• The AUC website and handouts through the department
• Curriculum guidelines are listed and you can go to an adviser.
• five year plan online
• AUC website and course catalog
• Normally it depends on the kind of information i need, but mostly i either ask around, go to the registrar, if it's related with my courses i would go to advising.
• 5 year plan, advising doctor, and my elder brother
• Webpage
• Online
• Other students plus my advising sheet sent to me per semester.
• My peers and my adviser
• The advising sheet that is sent every semester.
• Advising sheet
• My unofficial transcript, but sadly after checking with my department the unofficial transcript has some errors.
• Course catalog
• Program office
• The Auc website for major requirements
• From my friends
• There is no primary source of information, communicantion through email is worthless. You have to go ask, and i think auc probably belittle the value of student and their potential
• The AUC online course catalog
• The catalog on the AUC website.
• AUC Website, AUC course catalogue
• AUC website
• AUC website and my academic advisor
• four year plan
• My friends who already graduated or are older than me.
• Department
• Catalogue
• Professors and staff
• Friends and professors
• Auc website
• Director assistant, and program brochure
• Advisor
- AUC Catalog
- Online website
- AUC Catalog
- The department.
- Portal, the Department website and the secretary,
- Other students
- The 'suggested plan' paper i took from the advising center.
- From my advisor.
- Website
- Advising center, auc catalogue and emails sent by portal
- The advising office is not effective actually i took a course that i no longer need because of my advisor. My friends helped me more and made everything clearer to me.
- Department and the registrar
- Auc website or the advisor i work with
- Advisor
- The department of my major
- Older colleagues
- The website
- The AUC catalog
- The AUC Catalog and brochures
- Mechanical engineering 5 year plan
- Email notifications
- through communication with the department/School
- AUC website and reminder-emails
- My advisor and AUC website
- "Website (and catalogue) although it seems to be updated very irregularly and is not easy to use. Also given a form on first day by dept secretary.

- Very confusing that different grad programs have a different number of obligatory classes due to different ways of counting the requirements (e.g. Some depts count thesis as a class, others don't)"
- The plan available online or printed.
- Asking older students and the university website
- a 5 year plan
- I am in the first graduate course, so I am not sure of the answer.
- The auc website
- Advising center
- Auc website
- Auc's website
- The auc website and course catalogue
- Advisor
- The 5-year study plan and my peers
- the 5-year plan
- online catalog
- AUC website
- the 5 year plan and the department itself
- Older students
- I dont know. One of the worst things about AUC is that we arent informed about anything. All i know is that ill get lost once i start asking
- The department assistant staff
- I still don't know; still waiting for the advising session to tell me.
- My primary source is the auc catalog and the academic advisors
- The 5 year plan
• Advising sheet  
• Mainly the major program catalogue and some information from the advisor  
• major department, core department, registrar, advising sheets, online catalog  
• From the school/program management team.  
• Office of Graduate Student Services, AUC Portal and my department of study.  
• The Department  
• Chemistry four year plan and the catalogue  
• My Mechanical Engineering Department five year plan  
• from the five year plan  
• My department advisor  
• Friends  
• Department's Graduate Director  
• Ask advisor  
• Graduates guideline book referring us to informative websites. 2) Syllabus 3) Instructor 4) on-going emails  
• "1-Website.  

• 2-Academic adviser."  
• AUC website  
• FYE and PAL told us basics  
• my student advisor  
• 5 year plan  
• "Banner, degree evaluation

• Degree audit  

• Department, Ms Rabab Engineering advisor"  
• Departmental website, catalog, advisor  
• students who are in the same major as i am but older  
• Banner  
• The AUC website on the core curriculum and on my major, but also from my advisor  
• AUC website  
• AUC Catalog  
• The department secretary and my advisor  
• Initially, calendar online. However, there are several versions online and it is confusing to know which is the most updated version. So now I confirm everything with the the graduate program manager (in person)  
• Whatever i can get from my professors and the website  
• The AUC website  
• Orientation session before registration  
• Advising center, peer advice, AUC online information  
• AUC website then I confirm with the Administrative Assistant of the Department  
• Auc website  
• My colleagues and professors  
• I really am not sure i just check the courses required  
• Portal  
• Department office and my professors, mostly through email  
• "- program manager  

• - registrar"

• Flyers, website and academic advising center  
• Advisor for now because i'm a freshmen  
• Elder students
• Chairman's secretary
• Department organizer
• University catalogue
• Degree audit at registrar
• AUC mail
• Official website.
• A five year plan offered by the architecture department.
• Website
• Department specialist assistant
• the brochure of the film major and with Iman Abaza's great assistance all over the years.
• The department which has my major because when I went to the advising they didn't know and checked the university catalog.
• By email.
• i have no idea.
• Auc website
• Older students who have been in the same process as I am intending
• the head of the department
• The university website
• I don't know
• Department
• Undergraduate advisor and older friends in same major but i can not depend on the advisor
• I ask older students, professors, and refer to the courses in the plan online.
• The catalog online which is incredibly misleading
• Adviser
• Professors and friends in the same major
• AUC catalog
• The Printed papers from my department and from some doctors.
• www.aucegypt.edu, go to academics, undergraduate studies/ programs
• Advising
• Advising office and auc website
• The online catalog, but I always follow up with visits to my advisor in my department. The problem comes when the advisor repeatedly gives me wrong, incomplete, and misleading information.
• Auc course catalogue
• Nothing
• Colleagues
• AUC Online Catalog
• AUC Catalog
• Ask people who graduated already
• Course catalogue
• Banners and advising
• Doctors, elder students or people who graduated.
• asking older students as the advising center are useless
• Major department. Course requirements are clearly stated at the beginning of enrollment in the program
• Auc website
• Catalog
• Major departments
• My elder friends
• Auc catalog
• Internet i.e. AUC website
• Peers
• The AUC Website
• Student catalog, and registrar
• AUC Website; searching for the requirements of my major, knowing what have been completed and what's left
• Auc website
• The Five year plan which can be found at the department.
• Online catalogs
• Friends who already graduated, or other undergraduates who are ahead
• My Advisor and the website
• Ms Rabab office
• Advising sheet
• university catalogs and advisor
• Friends
• Friends
• The website and department of my major
• The university sends emails about such things
• Academic advising
• Kduqq
• Five year plan of course.
• Older students. The department adviser is not helpfull
• My advisor
• The AUC catalog
• The AUC Catalog for Mechanical Engineering and secondly, my major's 5-year plan
• The advising center.
• Auc website
• Friends of mine been through the intended major of mine.
• AUC website, program coordinator and advising
• My advising sheet and the course catalog
• Advising office
• Advisor
• I have to go ask every time I register since the sources online are different depending on when you declared and it is unclear which is which
• The 5 year plan available in the department
• Auc catalog, degree audit...
• Online through the website
• My biology advisor.
• AUC website
• My department
• Online catalog
• The associate chair in my major department and also looking it up online what graduation requirements I need to know before hand
• The 4 years paper and the informations on the auc.com
• University Website
• I don't know anything about that. No one told me anything for that matter
• Online caralogue
• Five year plan
• AUC Catalog
• My Major advisor
• Friends.
• The Catalog
• Online
• The AUC catalog
• Auc website and my department
• Colleagues
• other people in the major
• PAL, advising center
• Banner
• Office of my department
• The university website
• Department plan
• Advising
• Online catalog, and orientation at the beginning of the graduate program
• University website under major requirements
• Degree audit and my department
• Website and advisor
• Online cataloge
• Word of mouth
• online course catalog
• Study plans provided in the departments and office of student services; auc website catalogue
• The AUC website
• I don't know.
• my fellow colleagues.
• The 5-year plan given out
• Catalogue
• Through the advisors and if needed, through the main website.
• "Website

• Professors

• Colleagues"
• Major plans (sometimes not regularly updated!)
• My major’s department
• From the online catalog
• Mostly the AUC website but I also ask my advisor for more specific info.
• The AUC’s academic catalogue website
• "Professor
• Program Coordinator"
• Auc catalog.
• AUC website
• The five year plan from the department
• My degree evaluation on the AUC Banner
• The four year plan available on the AUC website
• Auc course catalog
• The university website, emails , and departments
• Auc catalog or my advisor at the academic advising center
• Auc catalog online
• AUC website
• Auc catalog
• Auc website
• department
• the auc website
• I dont know
• The AUC Website
• The 5 year plan
• The department website, the catalog and if I face any problems or have questions I ask the registrar via appointment
- The AUC website and online catalog
- AUC website
- Emails
- Department.
- auc catalog
- older students
- 5 year plan from the department or major catalogue online
- My major advisor as well as the catalog
- word of mouth
- auc website, peers
- Advising and the 5 year plan
- My department
- Email
- AUC Website
- Department chair, plans, advisors and the registrar.
- AUC online Catalog, My advisor
- My peers and from the student catalogue
- Online website
- The university's website, the department's program director, and the registrar.
- advising
- Advising of course
- My advisor and scholarship focus point
- AUC Catalog, and the Advising Center
- Auc course catalog
- The study plan and syllabuses
- University catalogue
- degree audit
- Department
- AUC website
- Advising
- AUC website
- AUC websites
QUESTION 14: DIVERSITY AT AUC

Please state your level of agreement with the following statements:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student population reflects an admission policy that values diversity.</td>
<td>118</td>
<td>231</td>
<td>158</td>
<td>58</td>
<td>19</td>
<td>3.64</td>
<td>584</td>
</tr>
<tr>
<td>The University’s grievance policy is clearly stated and outlined.</td>
<td>81</td>
<td>179</td>
<td>216</td>
<td>67</td>
<td>27</td>
<td>3.39</td>
<td>570</td>
</tr>
<tr>
<td>Information on institution-wide assessments (such as surveys, etc.) and</td>
<td>117</td>
<td>190</td>
<td>207</td>
<td>49</td>
<td>11</td>
<td>3.61</td>
<td>574</td>
</tr>
<tr>
<td>accreditation reports are fully disclosed to the whole community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am aware of changes in program structure (offering new programs or</td>
<td>107</td>
<td>202</td>
<td>153</td>
<td>98</td>
<td>20</td>
<td>3.48</td>
<td>580</td>
</tr>
<tr>
<td>substantively changing an existing program).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

answered question 584
skipped question 685

Diversity at AUC

The student population reflects an admission policy that values diversity. 3.64
Information on institution-wide assessments (such as surveys, etc.) and accreditation reports are fully disclosed to the whole community. 3.61
I am aware of changes in program structure (offering new programs or substantively changing an existing program). 3.48
The University’s grievance policy is clearly stated and outlined. 3.39