



THE AMERICAN UNIVERSITY IN CAIRO

STUDENT SATISFACTION SURVEY – EXECUTIVE SUMMARY
THE FIRST-YEAR EXPERIENCE PROGRAM
FALL 2007

OFFICE OF INSTITUTIONAL PLANNING, ASSESSMENT, RESEARCH AND TESTING
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Introduction:

The Student Satisfaction Survey is designed to measure the effectiveness of the First-Year Experience Program which is conducted over the course of four days. The Survey is designed to evaluate student satisfaction for each day of the program. Day one is dedicated to Introduction to AUC (8 questions). Day two focuses on Academic and Career Goal-Setting (10 questions). Day three mainly deals with Civic Engagement, Diversity and Student Life (8 questions). As for the fourth day, Academic Integrity, AUC Majors and General Program Items were discussed (16 questions). A survey was conducted later in the year as a follow up to assess the effectiveness of the program (9 questions).

The Student Satisfaction Survey uses a five-point scale for measuring satisfaction. Higher values represent higher levels of satisfaction. The scale used is as follows:

- 1 = Very Dissatisfied
- 2 = Dissatisfied
- 3 = Neutral
- 4 = Satisfied
- 5 = Very Satisfied

A reported mean rating of 3.50 on an item would indicate that the mean of the responses for that item was half-way between the "Neutral" and "Satisfied" points.

The Follow-Up Survey uses a four-point scale for measuring satisfaction. Higher values represent higher levels of satisfaction. The scale used is as follows:

- 1 = Not at all
- 2 = A Little
- 3 = Somewhat
- 4 = Very Much

A reported mean rating of 2.50 on an item would indicate that the mean of the responses for that item was half-way between "A Little" and "Somewhat".

For all of the items that were evaluated on this scale, respondents were instructed, "Indicate with an "X" in the appropriate box your level of satisfaction as to quality and/or usefulness to you for each of the following aspects of the first-year experience program. If any item does not apply to you or if you did not participate in that particular part of the program, put an "X" in the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives."

Summary of Survey Results:

The majority of students responded that they were satisfied or very satisfied on all questions related to the different aspects of the FYE program, from registration and materials to the individual workshops and sessions, with the exception of the campus tour and the events, which received high "does not apply" responses. Each day, highest satisfaction was recorded on the questions relating to satisfaction with the class faculty members and student leaders.

Overall, 78% of students were satisfied or very satisfied with the quality of the FYE program, and 75% were satisfied or very satisfied with the overall value of the FYE program. 92% of students reported being satisfied or very satisfied with the class teacher and 90% with the student leaders. The majority of students were satisfied with the quality of the food and other classrooms. While still positive, students reported somewhat lower levels of satisfaction with the opportunities to get to know new students.

The most frequent comments were:

- Registration needs to be better organized in terms of layout of functions and the process itself.
- The class student leaders and faculty members were very helpful and friendly.

- The gathering and launch of the day's activity took too long and the area was not proper for the purpose (shade, space...)
- Maybe transfer and international students should not have it as mandatory or maybe have a different program.
- The program is great, everybody was helpful, and thanks for putting the efforts to prepare it.
- The program needs better organization.
- The groups should be re-formed every day to improve opportunities to meet new people and make more friends.
- The campus tour needs to be longer and more detailed.
- The program needs revised in terms of agenda and conducted in only two days.
- More snacks and refreshments are needed.
- It was not interesting, especially the class session. The Ewart Hall speech was too long.
- The welcome festival was not interesting and was disorganized, and more choices of music and entertainment should be offered.
- The activity fair was too short.

The full unedited text of the comments is available on pages 14-24.

Mid-year, a follow-up survey was conducted, evaluating students' perception of the value of the FYE program in accomplishing its goals. 63% of students responding to the survey indicated that the program had helped them make a smooth transition from school to AUC. 65% of students indicated that the program had helped them become familiar with AUC programs, offices and services. 68% of students indicated that the program had helped them become familiar with college customs, and 71% indicated that the program had helped them know and practice academic integrity. 73% of students indicated that the program had helped them to make new friends. Finally, 83% of students, the highest positive result, indicated that the program had helped them gain awareness of AUC regulations. The highest negatives were found in the questions relating to the program's value in helping make choices regarding a major (59% responding "a little" or "not at all") and joining an activity (43% responding "a little" or "not at all").

The most frequent comments from the mid-term review were:

- The class student leaders and faculty members were very helpful and friendly
- The program is great, everybody was helpful, and thanks for putting the efforts to prepare it.
- The program needs better organization
- The groups should be re-formed everyday for better chance meeting other people and making more friends.
- The campus tour needs to be longer and detailed.
- The program needs to be revised in terms of agenda and conducted in only two days.
- It was not interesting, especially the class session. The Ewart Hall speech was too long.

Additional suggestions made during the mid-year review include distributing LEAD students throughout classes rather than grouping them together, adding group sports competitions, and providing information about study abroad opportunities.

The full unedited text of the comments is available on pages 26-28.