

Executive Summary

Introduction

The purpose of the Graduate Student Exit Survey is to assess opinions of graduate students about their experience at AUC. The Office of Data Analytics and Institutional Research (DAIR) and the Dean of Graduate Studies developed the Graduate Student Exit Survey.

In May 17, 2014, DAIR emailed survey invitations to 209 graduate students. Two survey email reminders were sent on May 25, 2014, and June 5, 2014, and the survey remained accessible until June 15, 2014. When the survey was closed, **132** students (**63.2%**) had completed the survey.

Methodology and Organization of the Report

It should be noted, as a technical comment, that missing responses were removed from the analysis section and the entire survey was analyzed without missing data.

This report consists of four parts:

Part I: General demographics information is presented as frequencies and as charts.

Part II: Academic experience questions, in addition to the overall students' rating to some academic aspects are given as frequencies and charts.

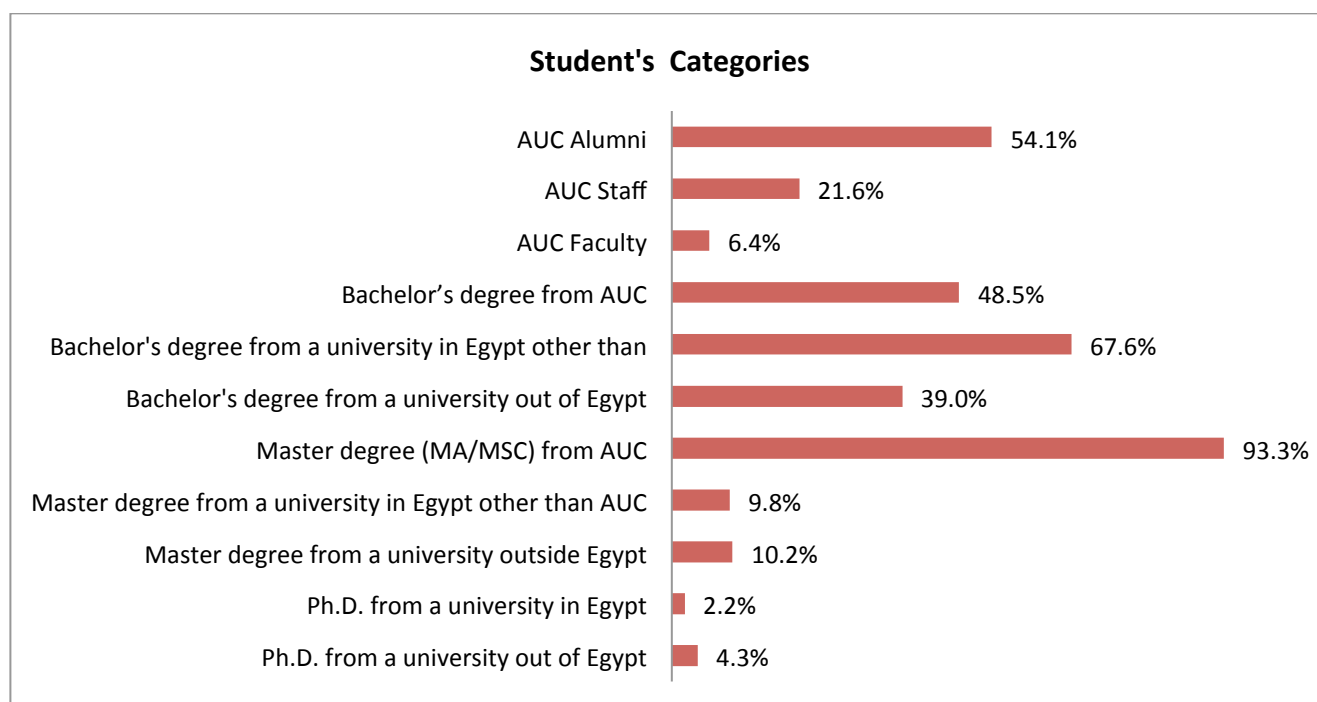
Part III: The non-academic experiences are in frequency tables. Additionally, the overall students' level of satisfaction as a graduate student at AUC is presented in frequency tables.

Part IV: Respondents' comments and suggestions for more improvement are presented.

Part I: General demographic Information

STUDENT CATEGORIES

Student's Categories	Yes	No	Total	Missing
AUC Alumni	40	34	74	58
	54.1%	45.9%	100%	43.9%
AUC Staff	11	40	51	81
	21.6%	78.4%	100%	61.4%
AUC Faculty	3	44	47	85
	6.4%	93.6%	100%	64.4%
Bachelor's degree from AUC	33	35	68	64
	48.5%	51.5%	100%	48.5%
Bachelor's degree from a university in Egypt other than AUC	48	23	71	61
	67.6%	32.4%	100%	46.2%
Bachelor's degree from a university out of Egypt	23	36	59	73
	39.0%	61.0%	100%	55.3%
Master degree (MA/MSc) from AUC	98	7	105	27
	93.3%	6.7%	100%	20.5%
Master degree from a university in Egypt other than AUC	5	46	51	81
	9.8%	90.2%	100%	61.4%
Master degree from a university outside Egypt	5	44	49	83
	10.2%	89.8%	100%	62.9%
Ph.D. from a university in Egypt	1	45	46	86
	2.2%	97.8%	100%	65.2%
Ph.D. from a university out of Egypt	2	44	46	86
	4.3%	95.7%	100%	65.2%

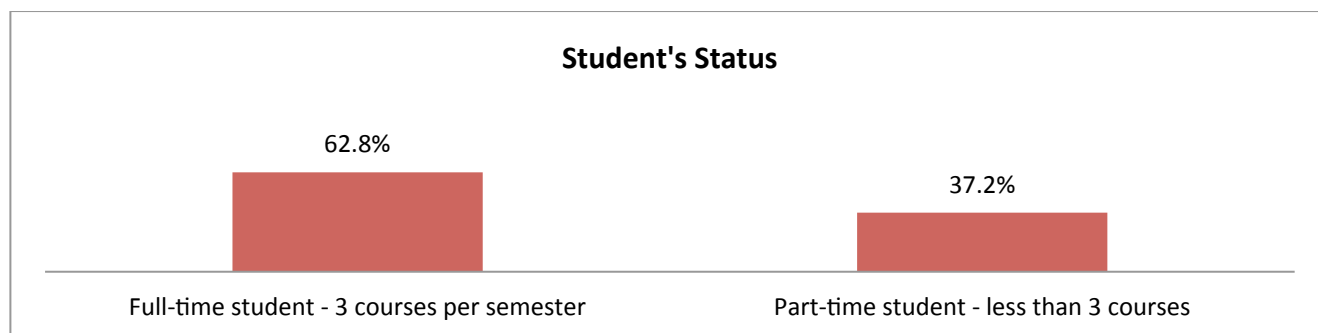


If you are not an AUC alumnus, please specify the name and the location of your undergraduate Institution:

- 1) Ahran Canadian University, at 6th of Oct, Egypt
- 2) Ain Shams University, Cairo, Egypt (repeated 7 times)
- 3) Alexandria University (repeated 3 times)
- 4) Arab Academy for Science and Technology (Cairo Branch)
- 5) Auc and the law faculty of Ain Shams university
- 6) Bethlehem University, Palestine
- 7) British University In Egypt
- 8) Cairo University- Egypt - repeated 6 times)
- 9) Cairo University Faculty of Law (English Section)
- 10) Cairo university, bachelor of Biomedical Engineering
- 11) Cairo University, Credit Hours Program, Construction Engineering and Management Department
- 12) Concordia University Canada
- 13) Faculty of Engineering - Alexandria University
- 14) Faculty of Engineering, Ain Shams University
- 15) Faculty of Mass Communication- Cairo University
- 16) Faculty of Pharmacy Cairo University (repeated 3 times)
- 17) Faculty of Pharmacy, Ain Shams University
- 18) Faculty of Pharmacy, Helwan University
- 19) German University in Cairo (GUC) (2 times)
- 20) Helwan University, Faculty of Commerce and Business Administration
- 21) Indiana University Bloomington
- 22) James Madison University (Harrisonburg, Virginia, USA)
- 23) Kuwait University, Kuwait
- 24) Major Accounting, Business School
- 25) McGill University
- 26) Misr international university (MIU), Egypt
- 27) MSA (2 times)
- 28) New York City College of Technology, CUNY
- 29) October 6 University-Bachelor of Science
- 30) The British University in Egypt (Had a dual Bachelor's degree; one from BUE and one from Loughborough University in UK)
- 31) The College at Brockport; State University of New York
- 32) The Faculty of Arts, Mansoura University
- 33) TU Delft, Netherlands
- 34) Ucsb
- 35) UNIVERSITY OF BUEA, SOUTH WEST PROVINCE, CAMEROON
- 36) University of Colorado at Boulder, Boulder, Colorado
- 37) University of Oklahoma
- 38) University of Texas at San Antonio
- 39) Virginia Polytechnic Institute and State University

FULL-TIME/PART-TIME STUDENTS

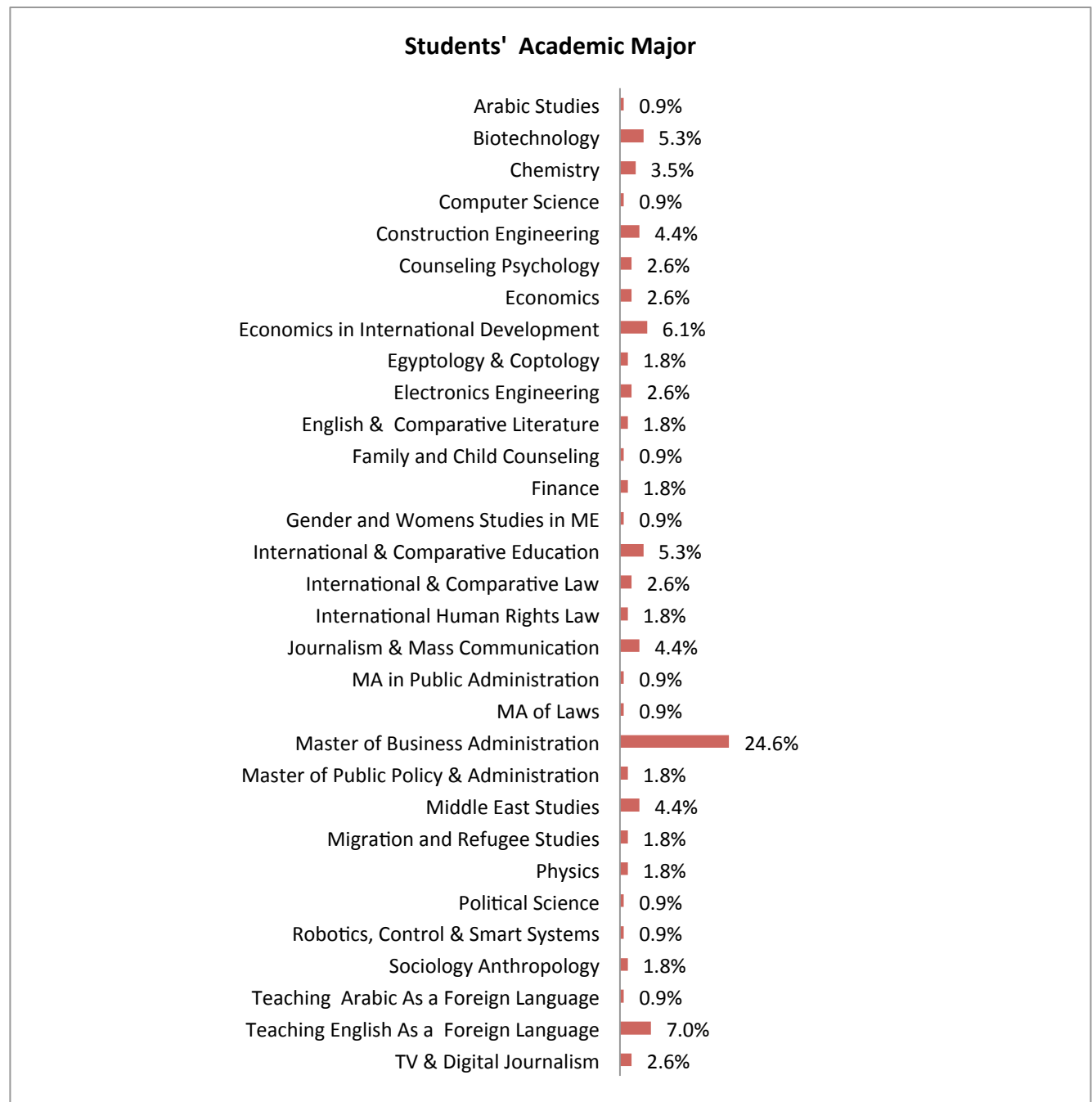
Please check what is applicable for you:	Frequency	Percentage
Full-time student - 3 courses per semester	81	62.8%
Part-time student - less than 3 courses	48	37.2%
Total	129	100%
Missing	3	2.3%



STUDENTS' ACADEMIC PROGRAMS

Academic Program:	Frequency	Percentage
Arabic Studies	1	0.9%
Biotechnology	6	5.3%
Chemistry	4	3.5%
Computer Science	1	0.9%
Construction Engineering	5	4.4%
Counseling Psychology	3	2.6%
Economics	3	2.6%
Economics in International Development	7	6.1%
Egyptology & Coptology	2	1.8%
Electronics Engineering	3	2.6%
English & Comparative Literature	2	1.8%
Family and Child Counseling	1	0.9%
Finance	2	1.8%
Gender and Women's Studies in ME	1	0.9%
International & Comparative Education	6	5.3%
International & Comparative Law	3	2.6%
International Human Rights Law	2	1.8%
Journalism & Mass Communication	5	4.4%
MA in Public Administration	1	0.9%
MA of Laws	1	0.9%
Master of Business Administration	28	24.6%
Master of Public Policy & Administration	2	1.8%
Middle East Studies	5	4.4%
Migration and Refugee Studies	2	1.8%
Physics	2	1.8%

Academic Program:	Frequency	Percentage
Political Science	1	0.9%
Robotics, Control & Smart Systems	1	0.9%
Sociology Anthropology	2	1.8%
Teaching Arabic As a Foreign Language	1	0.9%
Teaching English As a Foreign Language	8	7.0%
TV & Digital Journalism	3	2.6%
Total	114	100%
Missing	18	13.6%

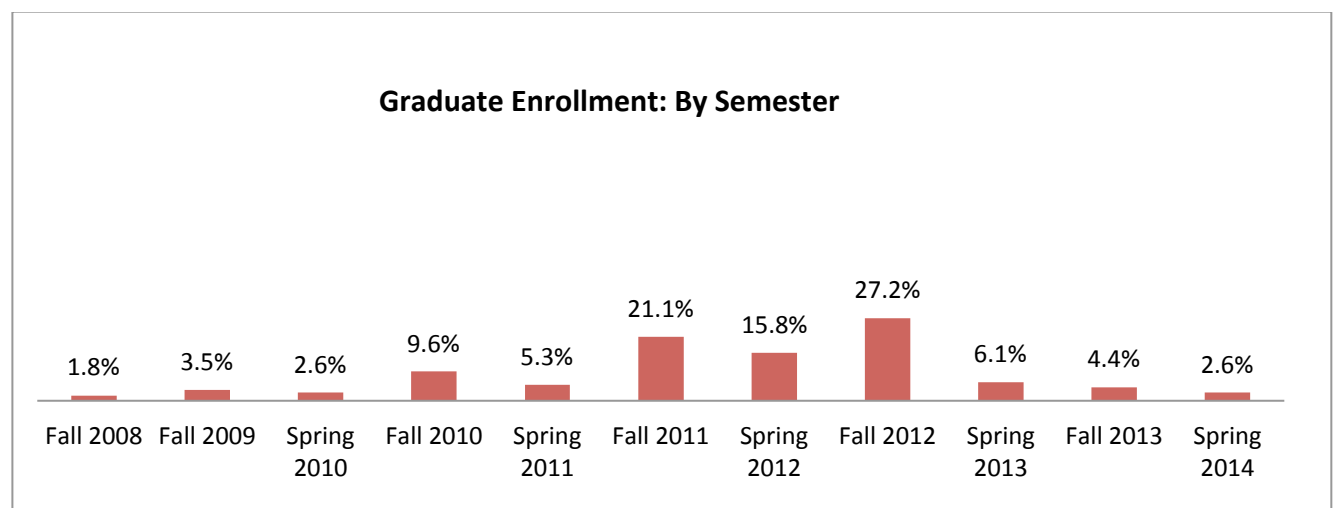


If you are enrolled in a dual degree program, kindly specify second academic program at AUC:

- Respondents reported: 1 student in each of the following programs:
 - Computer Science
 - Construction Engineering
 - International & Comparative Education
 - MA in Public Administration
 - Political Science
 - Teaching Arabic As a Foreign Language

GRADUATE ENROLLMENT BY SEMESTER

Semester:	Frequency	Percentage
Fall 2008	2	1.8%
Fall 2009	4	3.5%
Spring 2010	3	2.6%
Fall 2010	11	9.6%
Spring 2011	6	5.3%
Fall 2011	24	21.1%
Spring 2012	18	15.8%
Fall 2012	31	27.2%
Spring 2013	7	6.1%
Fall 2013	5	4.4%
Spring 2014	3	2.6%
Total	114	100%
Missing	18	13.6%



YEAR AND SEMESTER OF ENROLLMENT AS A GRADUATE STUDENT AT AUC

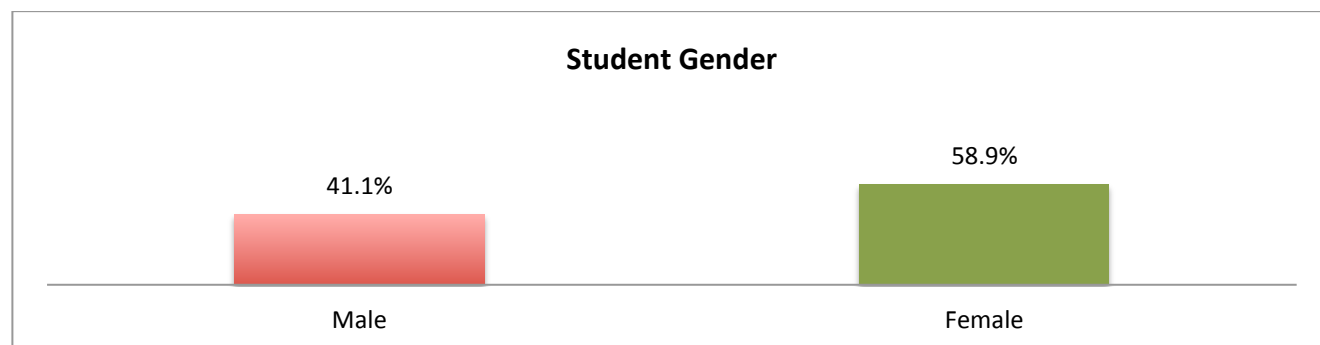
- Fall 2011
- I started the program at Fall 2006, but I was actually enrolled on Fall 2004 and took Intensive English then 6 prerequisite courses
- Fall 2010
- Summer 07
- Spring 2010
- Spring 2012
- 2013
- Fall 2012
- Fall 2006
- Spring 2008

STUDENT NATIONALITY AND COUNTRY OF ORIGIN

	Nationality	Country of Origin
Cameroon	0.8% (1)	0.8% (1)
Canada	1.6% (2)	1.6% (2)
Egypt	79.1% (102)	80.3% (98)
Germany	0.8% (1)	0.8% (1)
Iran	0.0% (0)	0.8% (1)
Iraq	0.0% (0)	0.8% (1)
Italy	0.8% (1)	0.8% (1)
Kenya	0.0% (0)	0.8% (1)
Lebanon	0.0% (0)	0.8% (1)
Netherlands	0.8% (1)	0.0% (0)
Palestine	1.6% (2)	1.6% (2)
Republic of Korea	0.8% (1)	0.0% (0)
United Kingdom of Great Britain and Northern Ireland	1.6% (2)	0.8% (1)
United Republic of Tanzania	0.0% (0)	0.0% (0)
United States of America	12.4% (16)	9.8% (12)
Response	129	122

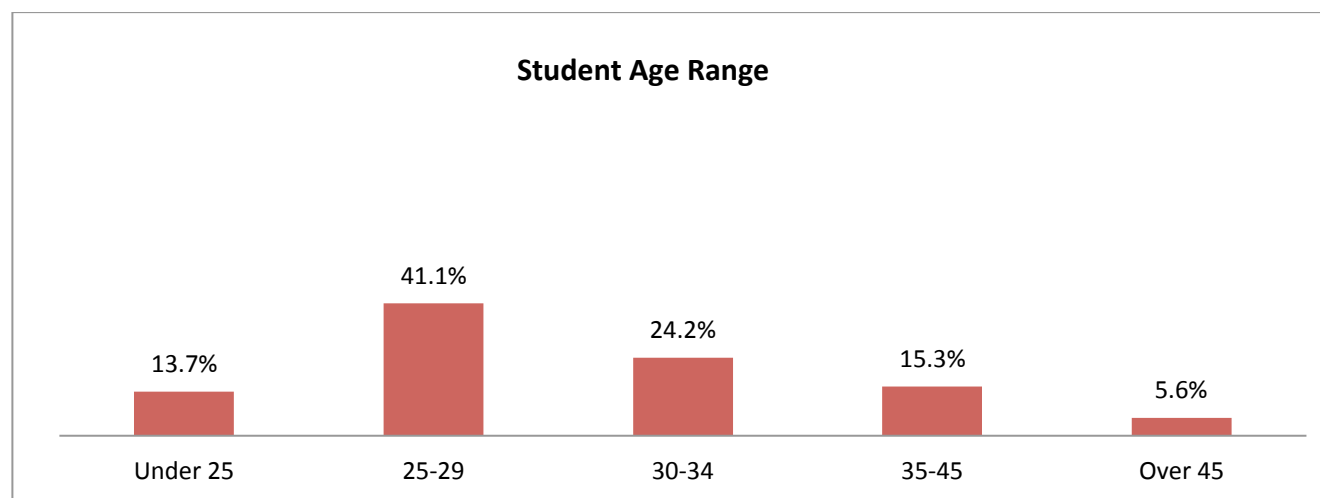
STUDENT GENDER

Gender	Frequency	Percentage
Male	53	41.1%
Female	76	58.9%
Total	129	100%
Missing	3	2.3%



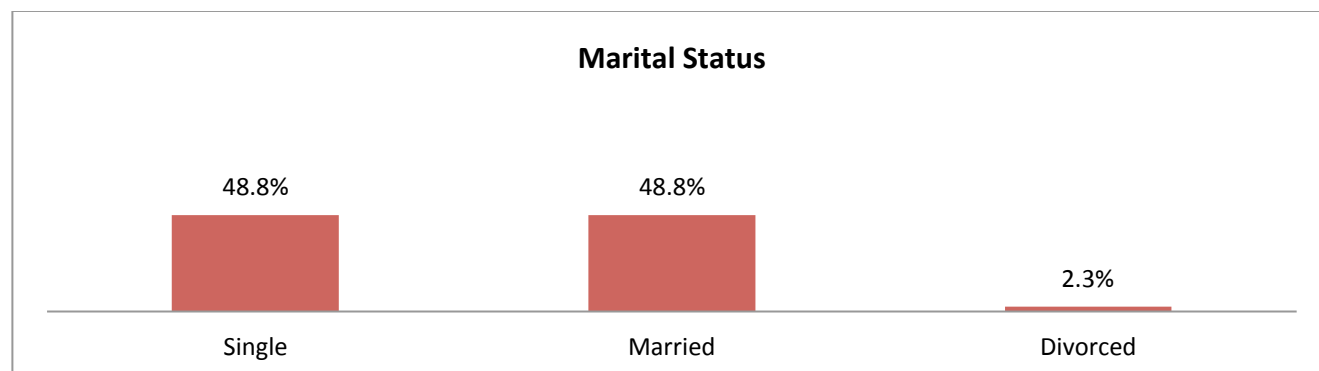
STUDENT AGE RANGE

Age range	Frequency	Percentage
Under 25	17	13.7%
25-29	51	41.1%
30-34	30	24.2%
35-45	19	15.3%
Over 45	7	5.6%
Total	124	100%
Missing	8	6.1%



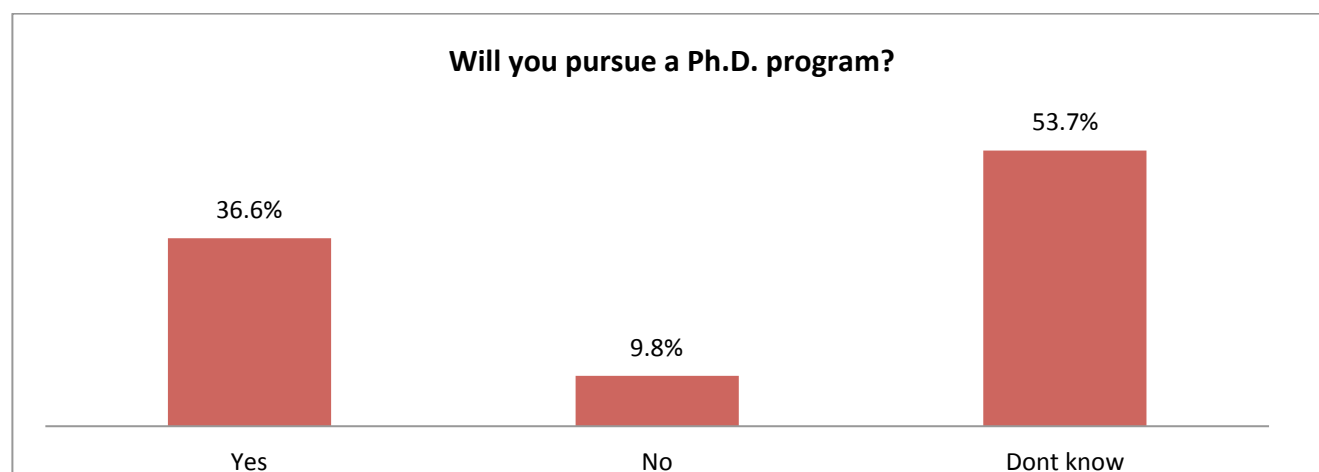
STUDENT MARITAL STATUS

What is your marital status?	Frequency	Percentage
Single	63	48.8%
Married	63	48.8%
Divorced	3	2.3%
Total	129	100%
Missing	3	2.3%



MA/MS STUDENTS AND FUTURE PH.D. ENROLLMENT

Will you pursue a Ph.D. program?	Frequency	Percentage
Yes	45	36.6%
No	12	9.8%
Don't know	66	53.7%
Total	123	100%
Missing	9	6.8%



If your answer is "Yes", which institution(s) and PhD program(s) do you wish to join?

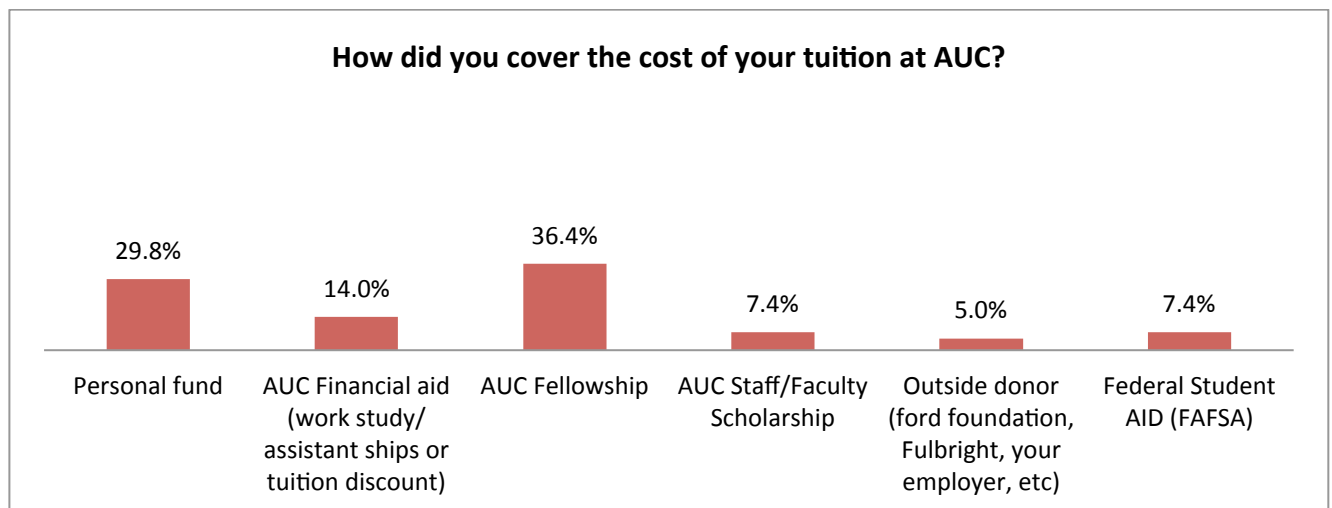
1. Applied linguistics
2. AUC (repeated 2 times)
3. "AUC Applied Sciences
4. Max Planck Institute for Marine Microbiology"
5. Chemical or biomedical Engineering program
6. DBA
7. DBA in a top university
8. Don't Know Yet
9. "George Washington, Harvard"
10. George Washington University, PHD in Economics
11. Gottingen Germany or the United States of America
12. History Department, Columbia University (NYC)
13. I have not decided yet and I have wished if the AUC has a Ph.D. program. Cairo University is an option or a Ph.D. program outside Egypt.
14. I haven't decided yet, but i think maybe Concordia University or any other universities in US or Canada may be the next destination.
15. I still haven't made up my mind yet.
16. I wish AUC could open a PhD program, so until now I am considering Cairo University
17. I wish I could go to LSE in Development Economics
18. I wish to join FUB University in Germany.
19. I wish to join Hertie School of governance in Germany
20. Journalism or any media related PHD program
21. KAUST
22. Looking for a PhD program in Finance at one of the top universities in Canada, USA, or England.
23. Mass communication
24. McGill, Canada
25. McMaster University
26. MIT, UPENN, Virginia Tech,...
27. National Graduate Institute for policy Studies, Japan
28. PhD in Applied Sciences with concentration in Chemistry
29. PhD in Economics
30. PhD in higher education and student affairs
31. PhD program in Computer Science, didn't decided on the universities yet though.
32. Princeton University in New Jersey, USA
33. Sciences Po, comparative politics
34. SOAS in London, Friere in Berlin or somewhere in the states.
35. Still deciding.
36. Uc Irvine. Nyu. U Oregon
37. "UCLA & UNIVERSITY OF NEW YORK, USA
38. UNIVERSITY OF TORONTO & McGill UNIVERSITY, CANADA"
39. University of Illinois - Economics

PH.D. STUDENT ENROLLMENT AT AUC

Are you enrolled in AUC's Ph.D. Program?	Frequency	Percentage
Yes	1	5.9%
No	16	94.1%
Total	17	100%
Missing	115	87.1%

If "Yes", how many years did it take for you to get your Ph.D.?	Frequency	Percentage
3 years	1	100%
Total	1	
Missing	131	

How did you cover the cost of your tuition at AUC?	Frequency	Percentage
Personal fund	36	29.8%
AUC Financial aid (work study/assistant ships or tuition discount)	17	14.0%
AUC Fellowship	44	36.4%
AUC Staff/Faculty Scholarship	9	7.4%
Outside donor (ford foundation, Fulbright, your employer, etc.)	6	5.0%
Federal Student AID (FAFSA)	9	7.4%
Total	121	100%
Missing	11	8.3%

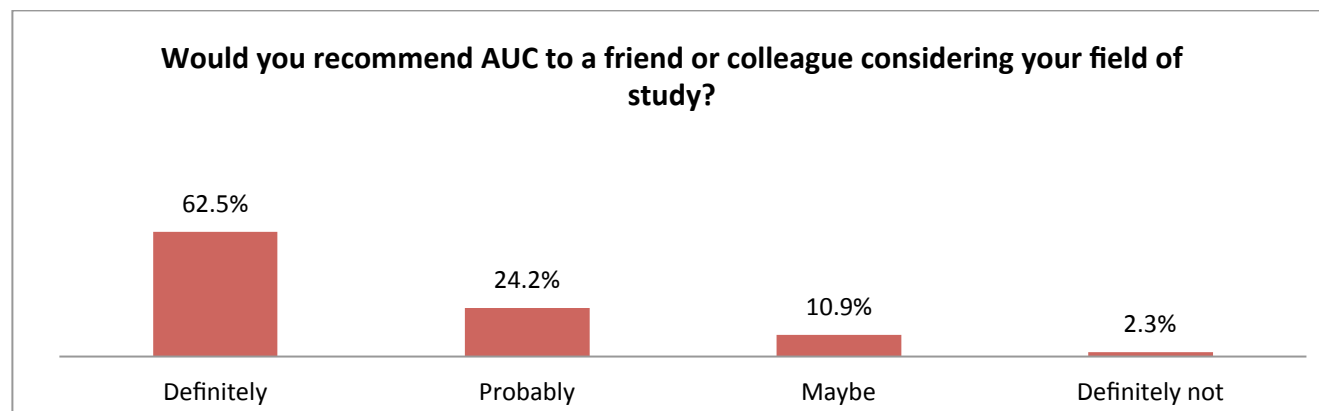


Other (please specify):

- 50% subsidized by my company
- AUC work-study TA for last two semesters
- Financial aid and work-study
- Personal funding. Both
- Personal funds
- The rest not covered I paid
- AUC (half fellowship) and personal fund
- AUC fellowship for the first year then personal money for the rest of the program
- Half courses were personally fund others were fellowship.
- Jameel Fellowship
- Mixture of personal funds and fellowship
- Personal fund and AUC scholarship
- Personal fund in the first semester, then AUC Financial aid, and in the second year I applied for AUC fellow and I got it.
- Personal fund, AUC financial aid and AUC fellowship
- Personal funds + University Fellowship
- Plus personal fund plus work-study discount

GRADUATES RECOMMENDATION OF AUC

Would you recommend AUC to a friend or colleague considering your field of study?	Frequency	Percentage
Definitely	80	62.5%
Probably	31	24.2%
Maybe	14	10.9%
Definitely not	3	2.3%
Total	128	100%
Missing	4	3.0%

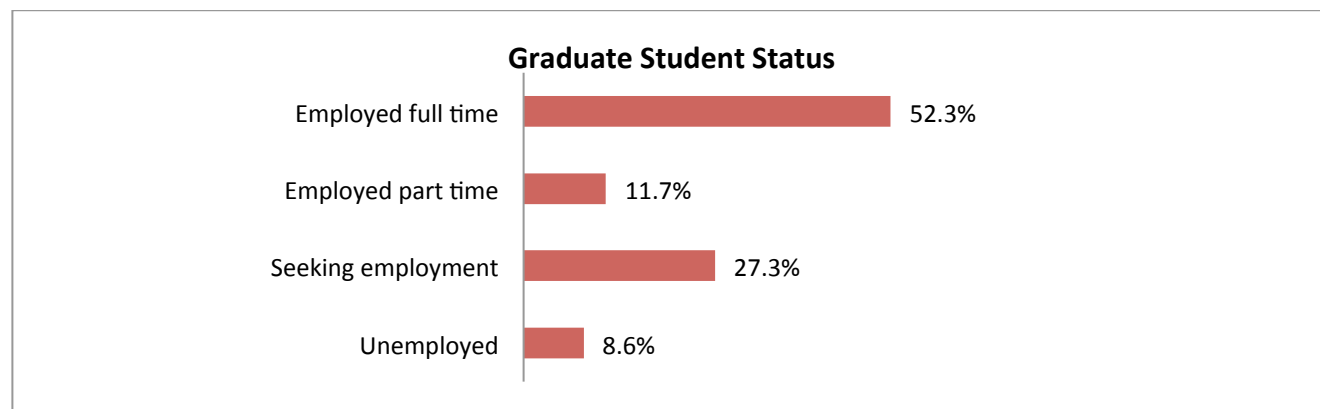


If your answer is "***Definitely not***" or "***Maybe***", please specify:

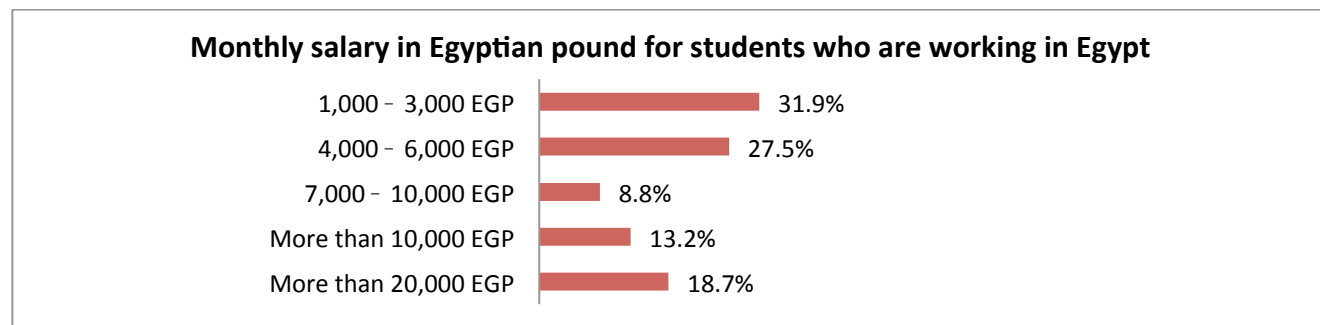
- Depends on what the person wants to study
- I had a bad experience with the AUC faculty members throughout the research. Moreover, I should have graduated two semesters earlier but some of the faculty members caused this delay intentionally. Additionally, the program that I enrolled does not contain many effective courses as I expected.
- Faculty are generally strong, though not always responsive to student needs or able to challenge students of all ability levels. Major drawback is lack of intellectual stimulation from peers. Many students are very weak.
- Depends on the program they'd want to join
- I wouldn't recommend the program. It was not at all what I hoped it would be and I definitely don't feel I learned as much as I thought I would. That said, I wouldn't have chosen anywhere else to do my MA because it was a personal desire of mine to live in Egypt. So if someone is interested in living in Egypt and want an MA credential just to have it, then I would tell them all of the above. The newly redesigned program seems much better than the one I experienced--so I would mention that as well.
- The economics department was too disorganized. My professors were all highly capable people with impressive expertise, but many of them were not committed to their teaching responsibilities. Too often professors gave lectures, which demonstrated minimal preparation.
- EMBA program is already recommended within my company Ericsson
- The fees are extremely expensive. Also, the program is too academic-that is, no practical experience is offered.
- I tell people that studying in a top university abroad should be their target. If that's out of the question, then AUC wouldn't be a bad choice. AUC has certain academic weaknesses in my field (Electronics Engineering) compared to other Egyptian universities, but it is far ahead in terms of providing its students access to a progressive society, as well as essential skills such as presentation skills and academic integrity (and also a pretty nice campus!) ... so it really depends on what the friend in question is looking for.
- In my opinion, the quality of an AUC education has declined so much that once unworthy alternatives should now be under consideration.
- I guess AUC provides quality education in a positive atmosphere that makes education an enjoyable experience.
- The program is very useful
- I will recommend AUC if they cannot do their MBA in the US or Europe.
- AUC provides the best quality education in Egypt with focus on both theoretical as well practical contents needed the real life work experience
- Because I did not learn as much as I wanted to. It's a lot of money and a person can go to a better program and get a scholarship and actual education. At least half of the classes were not of an addition.
- I was exposed to both academic studies beside practical experience, which had a great impact on my understanding.

GRADUATES' CURRENT EMPLOYMENT STATUS & SALARY

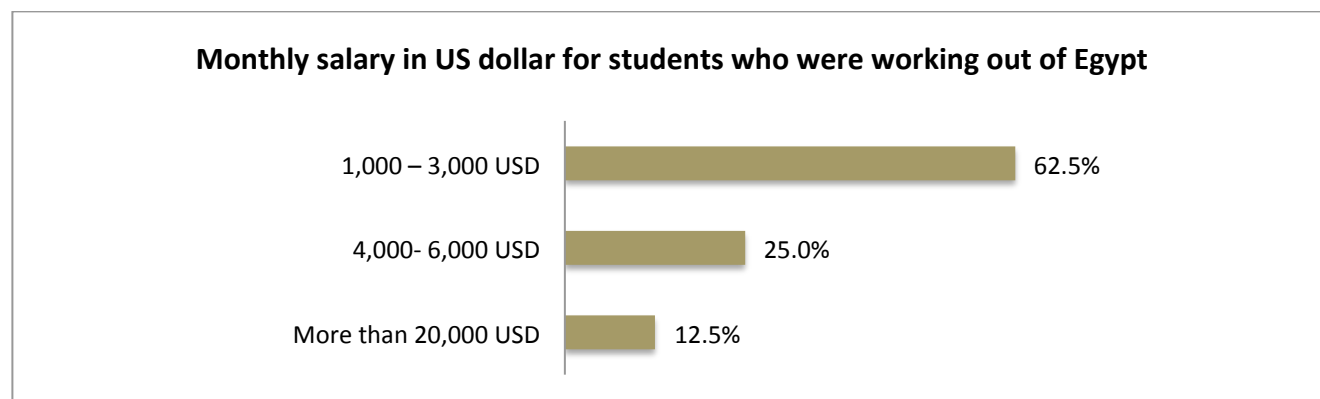
Graduates' current status:	Frequency	Percentage
Employed full time	67	52.3%
Employed part time	15	11.7%
Seeking employment	35	27.3%
Unemployed	11	8.6%
Total	128	100%
Missing	4	3.0%



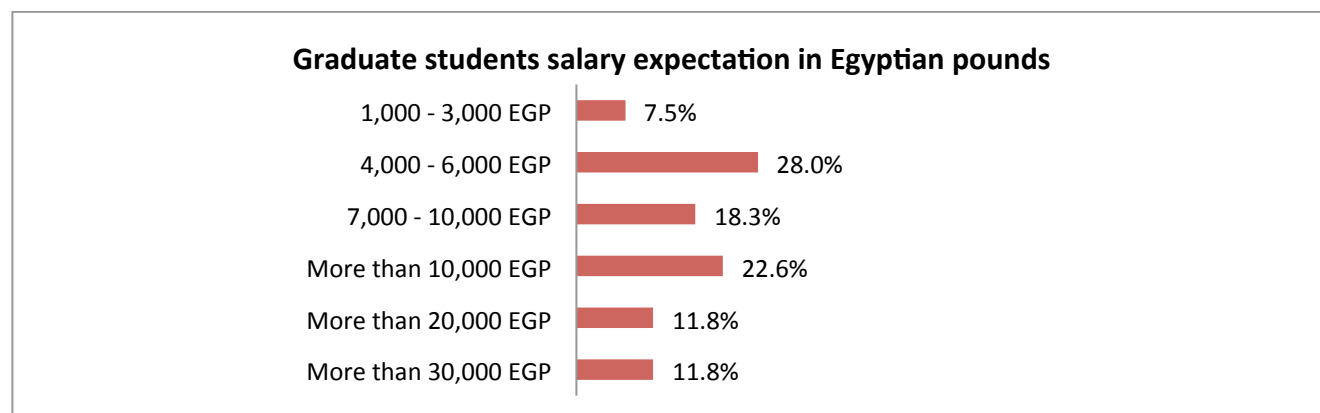
Range of salary in LE to the graduate who are working in Egypt	Frequency	Percentage
1,000 → 3,000 EGP	29	31.9%
4,000 → 6,000 EGP	25	27.5%
7,000 → 10,000 EGP	8	8.8%
More than 10,000 EGP	12	13.2%
More than 20,000 EGP	17	18.7%
Total	91	100%
Missing	41	31.1%



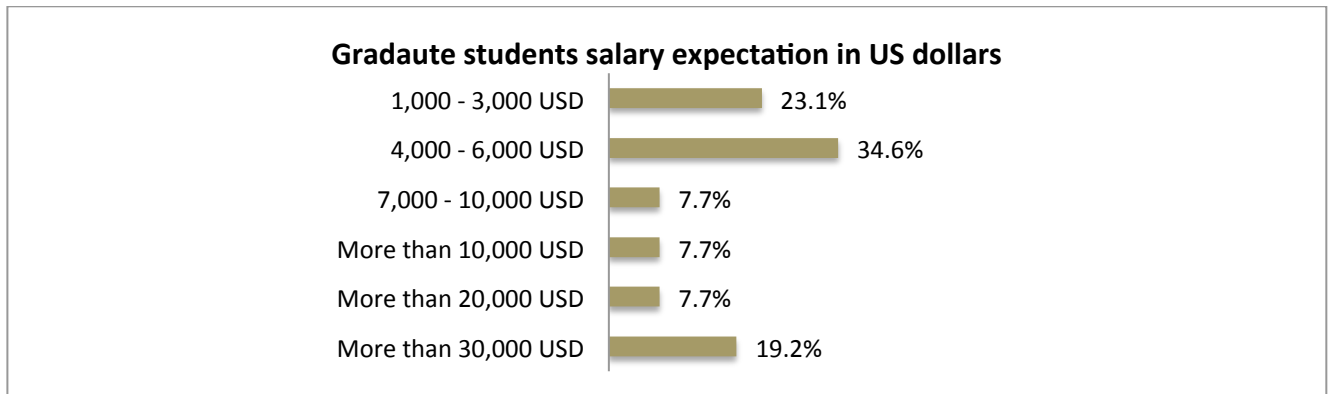
Range of salary in USD to the graduate who were working in Egypt	Frequency	Percentage
1,000 → 3,000 USD	10	62.5%
4,000 → 6,000 USD	4	25.0%
More than 20,000 USD	2	12.5%
Total	16	100%
Missing	116	87.9%



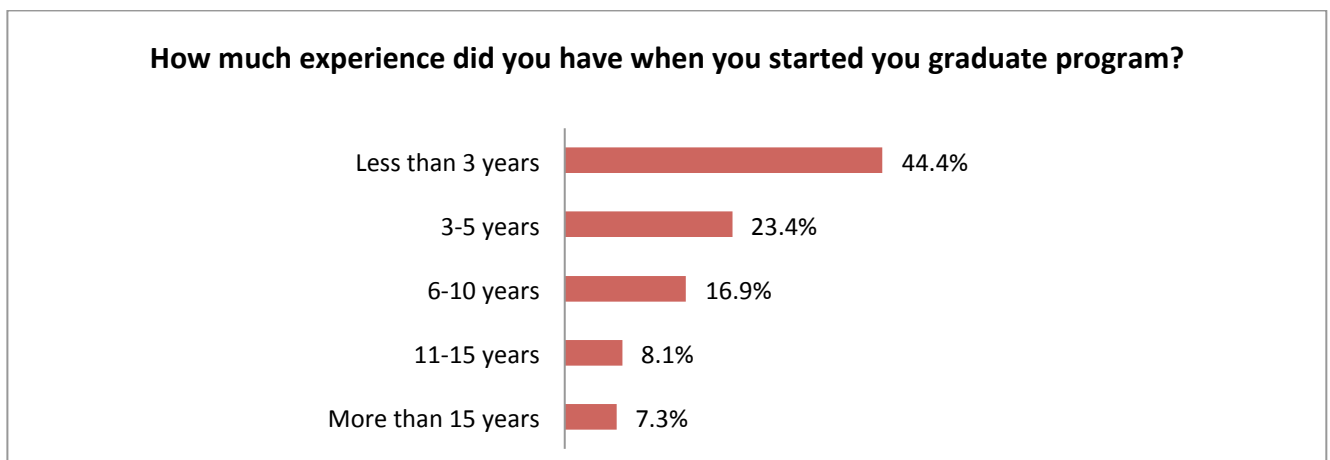
Expected salary in LE after graduating:	Frequency	Percentage
1,000 → 3,000 EGP	7	7.5%
4,000 → 6,000 EGP	26	28.0%
7,000 → 10,000 EGP	17	18.3%
More than 10,000 EGP	21	22.6%
More than 20,000 EGP	11	11.8%
More than 30,000 EGP	11	11.8%
Total	93	100%
Missing	39	29.5%



Expected salary in USD after graduating:	Frequency	Percentage
1,000 → 3,000 USD	6	23.1%
4,000 → 6,000 USD	9	34.6%
7,000 → 10,000 USD	2	7.7%
More than 10,000 USD	2	7.7%
More than 20,000 USD	2	7.7%
More than 30,000 USD	5	19.2%
Total	26	100%
Missing	106	80.3%



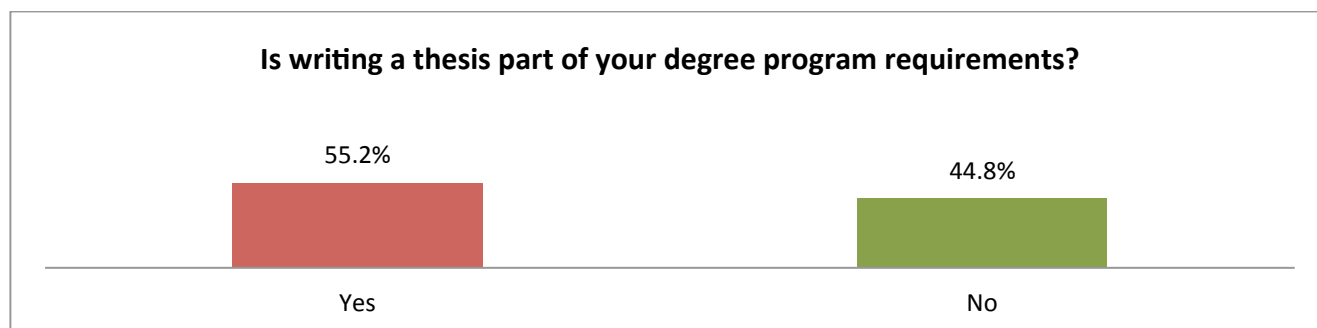
How much work experience did you have when you started your graduate program?	Frequency	Percentage
Less than 3 years	55	44.4%
3-5 years	29	23.4%
6-10 years	21	16.9%
11-15 years	10	8.1%
More than 15 years	9	7.3%
Total	124	100%
Missing	8	6.1%



Part II: Academic Experience

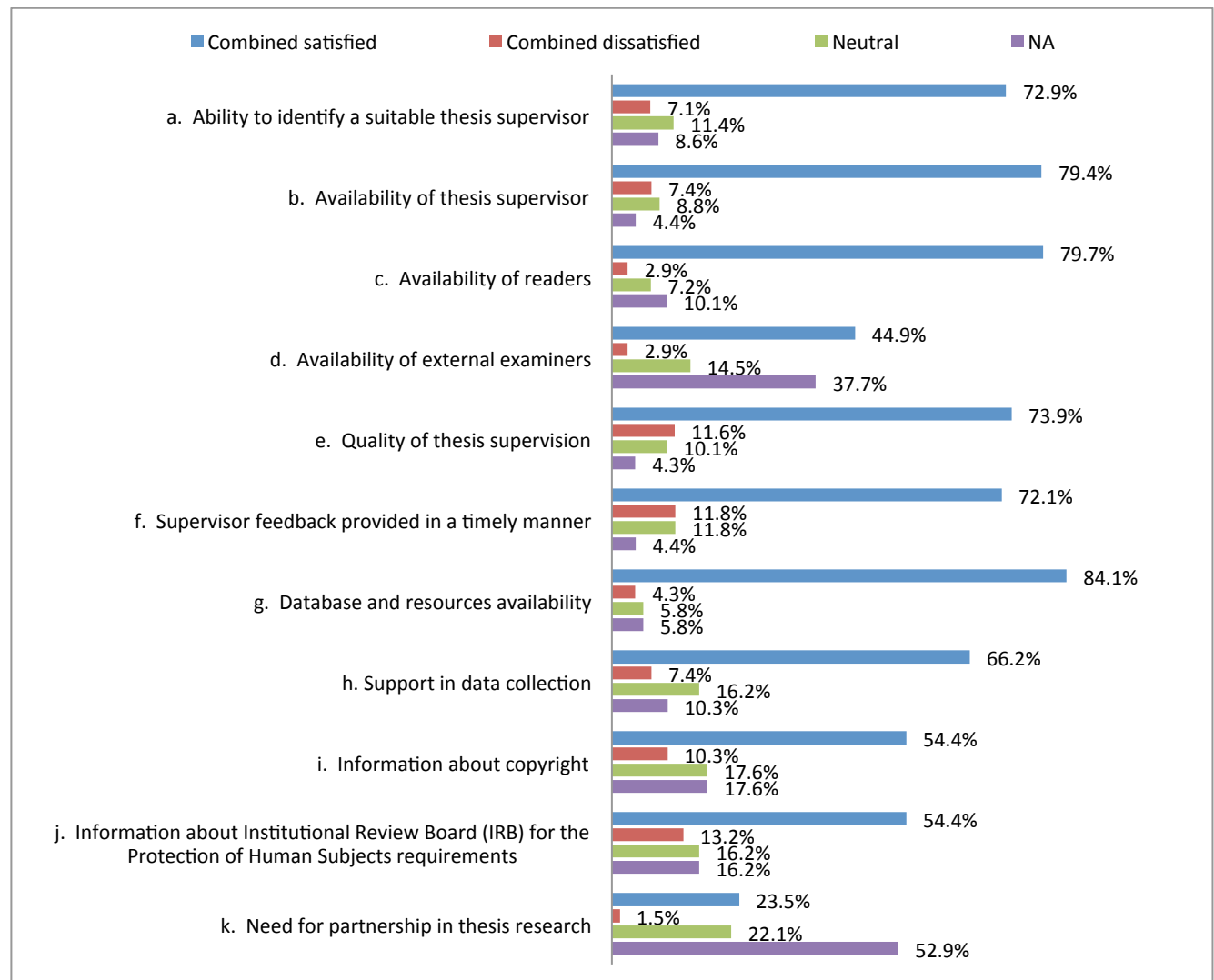
THESES

Is writing a thesis part of your degree program requirements?	Frequency	Percentage
Yes	64	55.2%
No	52	44.8%
Total	116	100%
Missing	16	12.1%

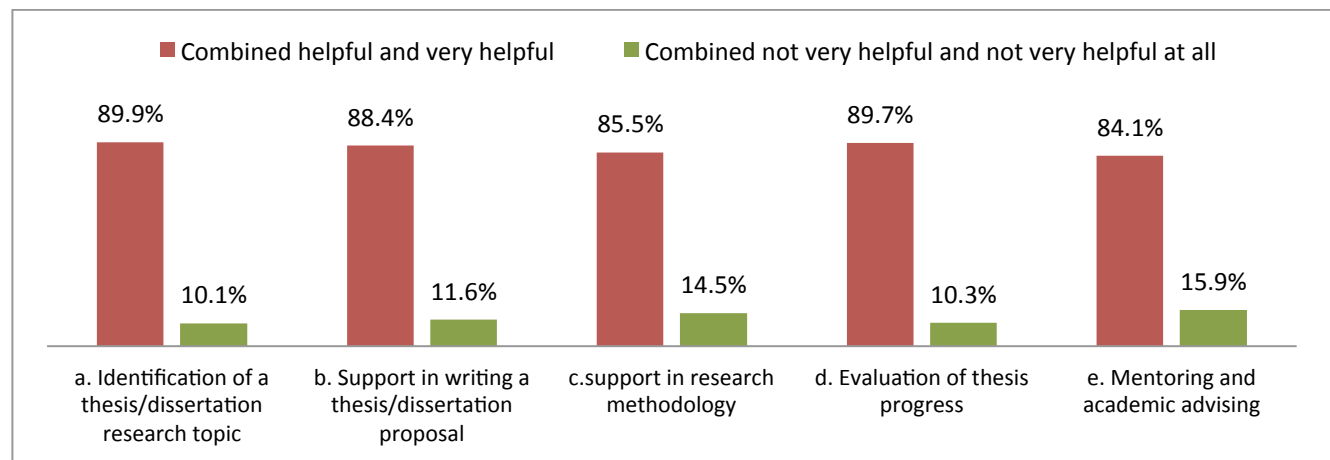


Level of satisfaction with some questions related to students' thesis	Combined Satisfied	Combined Dissatisfied	Neutral	NA	Total	Missing
a. Ability to identify a suitable thesis supervisor	51	5	8	6	70	62
	72.9%	7.1%	11.4%	8.6%	100%	47.0%
b. Availability of thesis supervisor	54	5	6	3	68	64
	79.4%	7.4%	8.8%	4.4%	100%	48.5%
c. Availability of readers	55	2	5	7	69	63
	79.7%	2.9%	7.2%	10.1%	100%	47.7%
d. Availability of external examiners	31	2	10	26	69	63
	44.9%	2.9%	14.5%	37.7%	100%	47.7%
e. Quality of thesis supervision	51	8	7	3	69	63
	73.9%	11.6%	10.1%	4.3%	100%	47.7%
f. Supervisor feedback provided in a timely manner	49	8	8	3	68	64
	72.1%	11.8%	11.8%	4.4%	100%	48.5%
g. Data base and resources availability	58	3	4	4	69	63
	84.1%	4.3%	5.8%	5.8%	100%	47.7%
h. Support in Data collection	45	5	11	7	68	64
	66.2%	7.4%	16.2%	10.3%	100%	48.5%

Level of satisfaction with some questions related to students' thesis	Combined Satisfied	Combined Dissatisfied	Neutral	NA	Total	Missing
i. Information about copyright	37	7	12	12	68	64
	54.4%	10.3%	17.6%	17.6%	100%	48.5%
j. Information about Institutional Review Board (IRB) for the Protection of Human subjects requirements	37	9	11	11	68	64
	54.4%	13.2%	16.2%	16.2%	100%	48.5%
k. Need for partnership in thesis research	16	1	15	36	68	64
	23.5%	1.5%	22.1%	52.9%	100%	48.5%

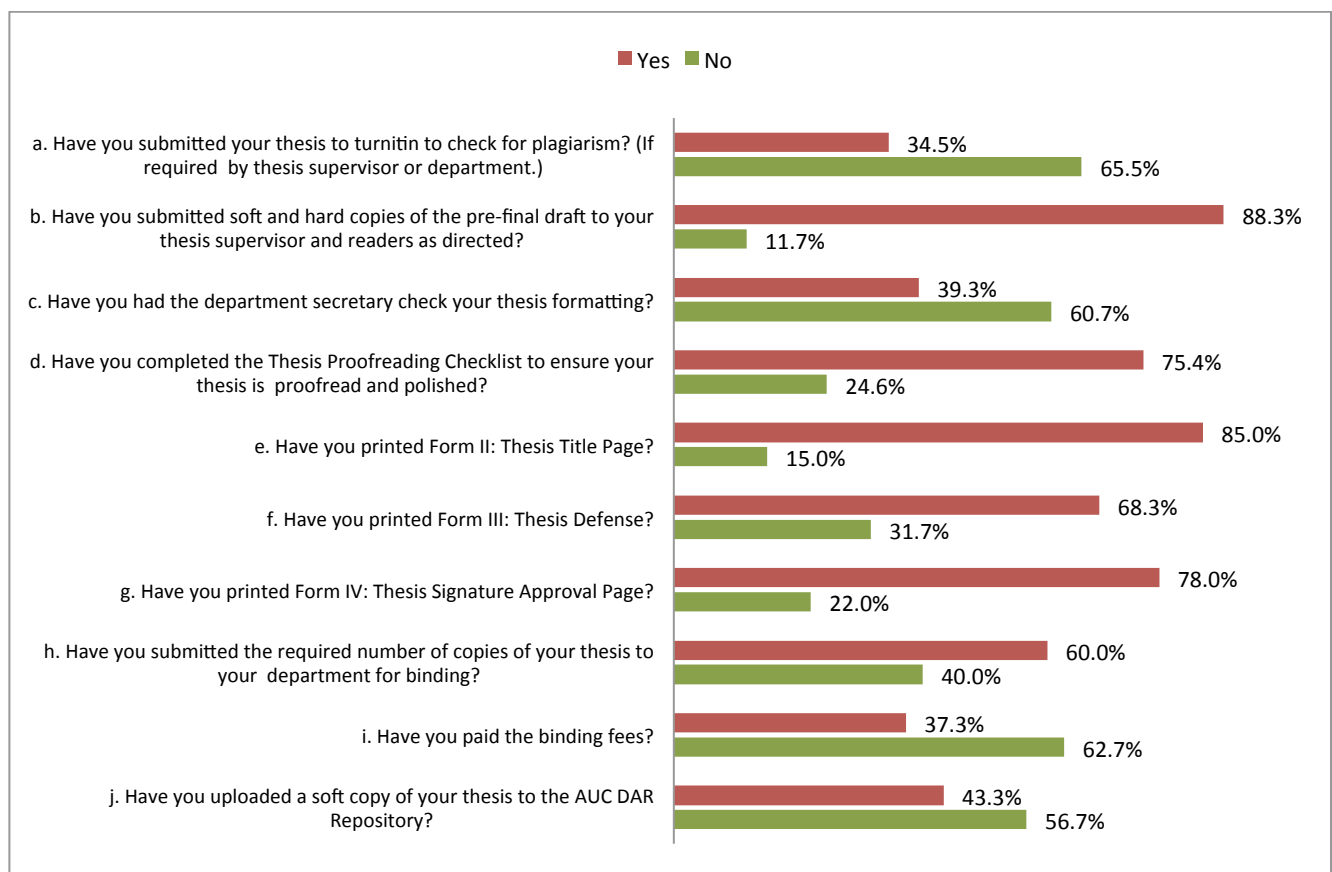


How helpful was/were your supervisor (s) for each of the following activities?	Combined helpful and very helpful	Combined not very helpful and not very helpful at all	Total	Missing
a. Identification of a thesis/dissertation research topic	62	7	69	63
	89.9%	10.1%	100%	47.7%
b. Support in writing a thesis/dissertation proposal	61	8	69	63
	88.4%	11.6%	100%	47.7%
c. Support in research methodology	59	10	69	63
	85.5%	14.5%	100%	47.7%
d. Evaluation of thesis progress	61	7	68	64
	89.7%	10.3%	100%	48.5%
e. Mentoring and academic advising	58	11	69	63
	84.1%	15.9%	100%	47.7%



Graduate student answers to questions related to the Thesis submission support	Yes	No	Total	Missing
a. Have you submitted your thesis to Turnitin to check for plagiarism? (If required by thesis supervisor or department.)	20	38	58	74
	34.5%	65.5%	100%	56.1%
b. Have you submitted soft and hard copies of the pre-final draft to thesis supervisor and readers as directed?	53	7	60	72
	88.3%	11.7%	100%	54.5%
c. Have you had the department secretary check your thesis formatting?	24	37	61	71
	39.3%	60.7%	100%	53.8%

Graduate student answers to questions related to the Thesis submission support	Yes	No	Total	Missing
d. Have you completed the Thesis Proofreading Checklist to ensure your thesis is proofread and polished?	46	15	61	71
	75.4%	24.6%	100%	53.8%
e. Have you printed Form II: Thesis Title Page?	51	9	60	72
	85.0%	15.0%	100%	54.5%
f. Have you printed Form III: Thesis Defense?	41	19	60	72
	68.3%	31.7%	100%	54.5%
g. Have you printed Form IV: Thesis Signature Approval Page?	46	13	59	73
	78.0%	22.0%	100%	55.3%
h. Have you submitted the required number of copies of your thesis to your department for binding?	36	24	60	72
	60.0%	40.0%	100%	54.5%
i. Have you paid the binding fees?	22	37	59	73
	37.3%	62.7%	100%	55.3%
j. Have you uploaded a soft copy of your thesis to the AUC DAR Repository?	26	34	60	72
	43.3%	56.7%	100%	54.5%



GRADUATES' SATISFACTION WITH WORKSHOPS

Graduate students level of satisfaction with workshops	Combined useful and very useful	Combined not useful and not useful at all	NA	Total	Missing
a. Academic integrity and research ethics	52	11	22	85	47
	61.2%	12.9%	25.9%	100%	35.6%
b. Presentation skills	22	2	53	77	55
	28.6%	2.6%	68.8%	100%	41.7%
c. Thesis proposal writing	26	5	44	75	57
	34.7%	6.7%	58.7%	100%	43.2%
d. Research methodology	19	4	52	75	57
	25.3%	5.3%	69.3%	100%	43.2%
e. Literature review and abstract	23	5	46	74	58
	31.1%	6.8%	62.2%	100%	43.9%
f. Library research guidance	43	4	36	83	49
	51.8%	4.8%	43.4%	100%	37.1%
g. Statistical package (SPSS, survey monkey, etc...)	14	3	57	74	58
	18.9%	4.1%	77.0%	100%	43.9%
h. How to apply for Ph.D.	10	3	60	73	59
	13.7%	4.1%	82.2%	100%	44.7%
i. Grant proposal writing	12	3	60	75	57
	16.0%	4.0%	80.0%	100%	43.2%



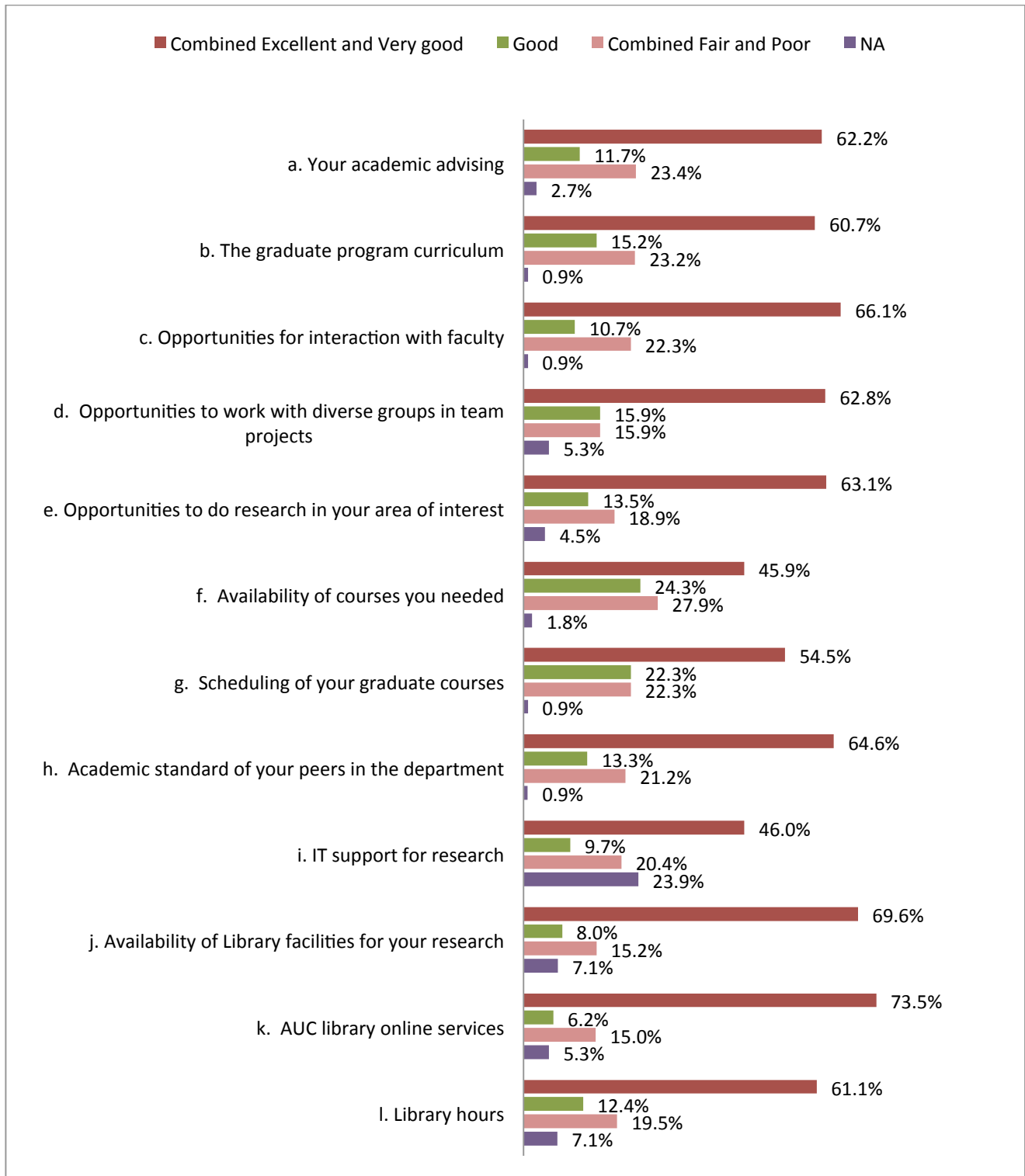
Which of these workshops would you recommend to your fellow colleagues as the most useful?

- Library research guidance
- Thesis Proposal Writing
- Thesis proposal writing and lit review and abstract writing
- Academic integrity and research ethics
- Academic integrity and research ethics
- "1. The graduate workshops should have better schedule that fits working students.
- 2. There should be more practical applications, more examples, and more rich material."
- "Thesis proposal writing
- Literature review and abstract"
- Academic integrity and research ethics
- Presentation skills
- C and d.
- Research methodology
- How to apply for PhD with Dr. Adam Taleb.
- Academic integrity and research ethics
- Grant proposal writing
- Due to work, it was very hard to attend any of the workshops. It would be useful to provide the material provided during these workshops through e-mail to the graduate students.
- Research Methodology, Statistical Package (although I didn't have the chance to attend them)
- Academic Integrity

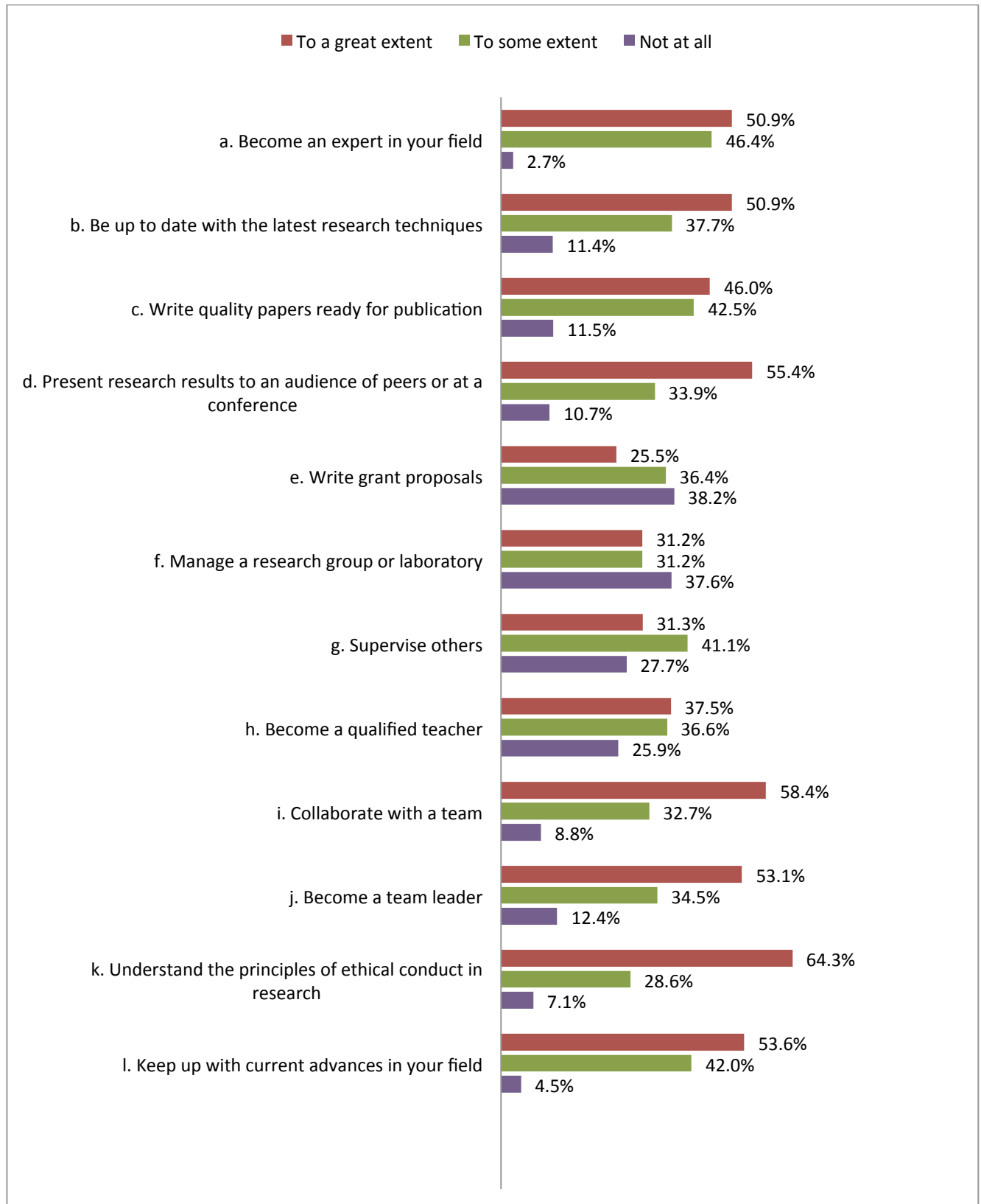
GRADUATES' ACADEMIC EXPERIENCE

Academic Quality	Combined Excellent and Very good	Good	Combined Fair and Poor	NA	Total	Missing
a. Academic advising	69	13	26	3	111	21
	62.2%	11.7%	23.4%	2.7%	100%	15.9%
b. The graduate program curriculum	68	17	26	1	112	20
	60.7%	15.2%	23.2%	0.9%	100%	15.2%
c. Opportunities for interaction with faculty	74	12	25	1	112	20
	66.1%	10.7%	22.3%	0.9%	100%	15.2%
d. Opportunities to work with diverse groups in team projects	71	18	18	6	113	19
	62.8%	15.9%	15.9%	5.3%	100%	14.4%
e. Opportunities to do research in your area of interest	70	15	21	5	111	21
	63.1%	13.5%	18.9%	4.5%	100%	15.9%

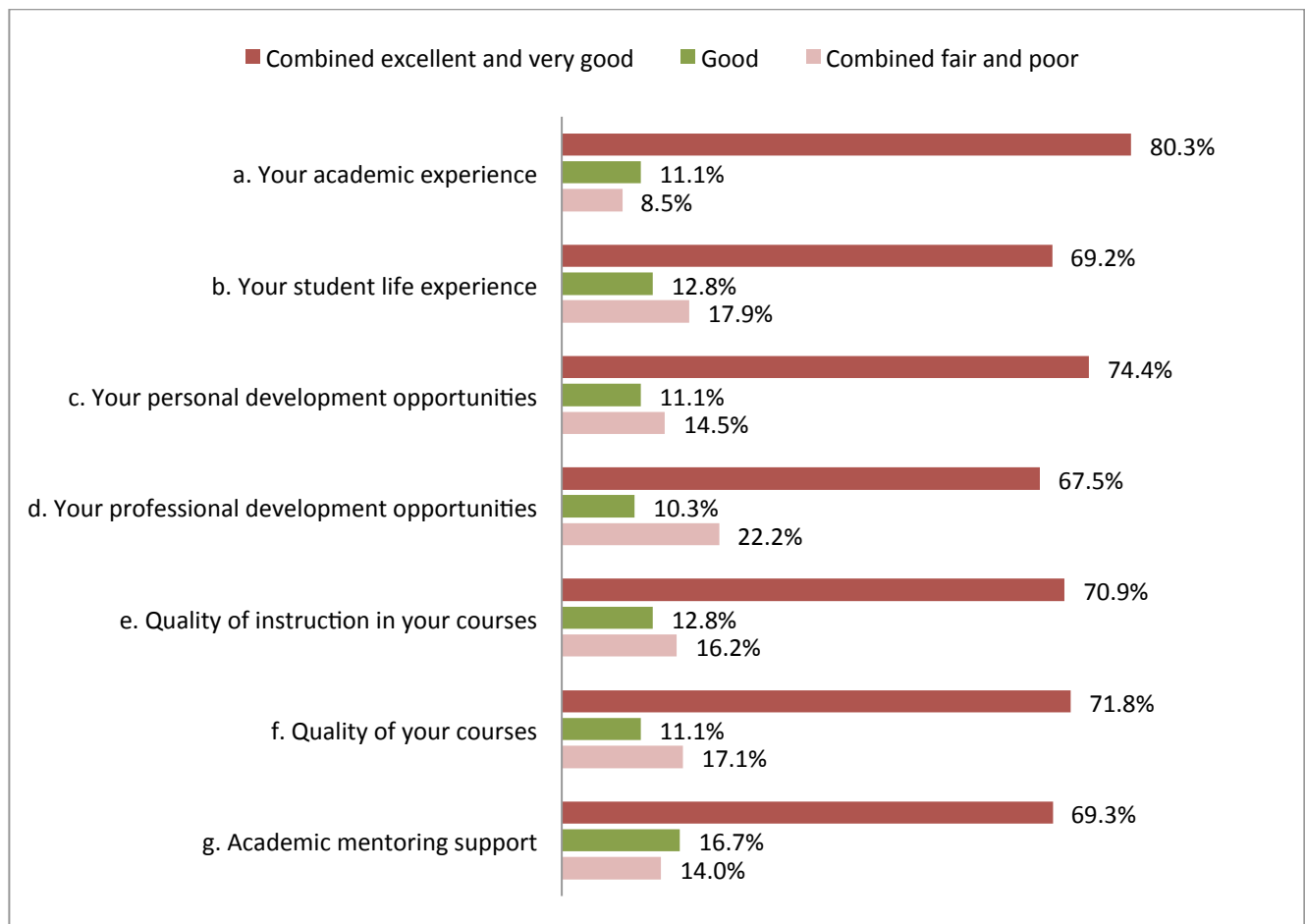
Academic Quality	Combined Excellent and Very good	Good	Combined Fair and Poor	NA	Total	Missing
f. Availability of courses you needed	51	27	31	2	111	21
	45.9%	24.3%	27.9%	1.8%	100%	15.9%
g. Scheduling of your graduate courses	61	25	25	1	112	20
	54.5%	22.3%	22.3%	0.9%	100%	15.2%
h. Academic standard of your peers in the department	73	15	24	1	113	19
	64.6%	13.3%	21.2%	0.9%	100%	14.4%
i. IT support for research	52	11	23	27	113	19
	46.0%	9.7%	20.4%	23.9%	100%	14.4%
j. Availability of Library facilities for your research	78	9	17	8	112	20
	69.6%	8.0%	15.2%	7.1%	100%	15.2%
k. AUC library online services	83	7	17	6	113	19
	73.5%	6.2%	15.0%	5.3%	100%	14.4%
l. Library hours	69	14	22	8	113	19
	61.1%	12.4%	19.5%	7.1%	100%	14.4%



Please indicate the extent to which your graduate education at AUC is enhancing these skills	To a great extent	To some extent	Not at all	Total	Missing
a. Become an expert in your field	57	52	3	112	20
	50.9%	46.4%	2.7%	100%	15.2%
b. Be up to date with the latest research techniques	58	43	13	114	18
	50.9%	37.7%	11.4%	100%	13.6%
c. Write quality papers ready for publication	52	48	13	113	19
	46.0%	42.5%	11.5%	100%	0.0%
d. Present research results to an audience of peers or at a conference	62	38	12	112	20
	55.4%	33.9%	10.7%	100%	15.2%
e. Write grant proposals	28	40	42	110	22
	25.5%	36.4%	38.2%	100%	16.7%
f. Manage a research group or laboratory	34	34	41	109	23
	31.2%	31.2%	37.6%	100%	17.4%
g. Supervise others	35	46	31	112	20
	31.3%	41.1%	27.7%	100%	15.2%
h. Become a qualified teacher	42	41	29	112	20
	37.5%	36.6%	25.9%	100%	15.2%
i. Collaborate with a team	66	37	10	113	19
	58.4%	32.7%	8.8%	100%	14.4%
j. Become a team leader	60	39	14	113	19
	53.1%	34.5%	12.4%	100%	14.4%
k. Understand the principles of ethical conduct in research	72	32	8	112	20
	64.3%	28.6%	7.1%	100%	15.2%
l. Keep up with current advances in your field	60	47	5	112	20
	53.6%	42.0%	4.5%	100%	15.2%

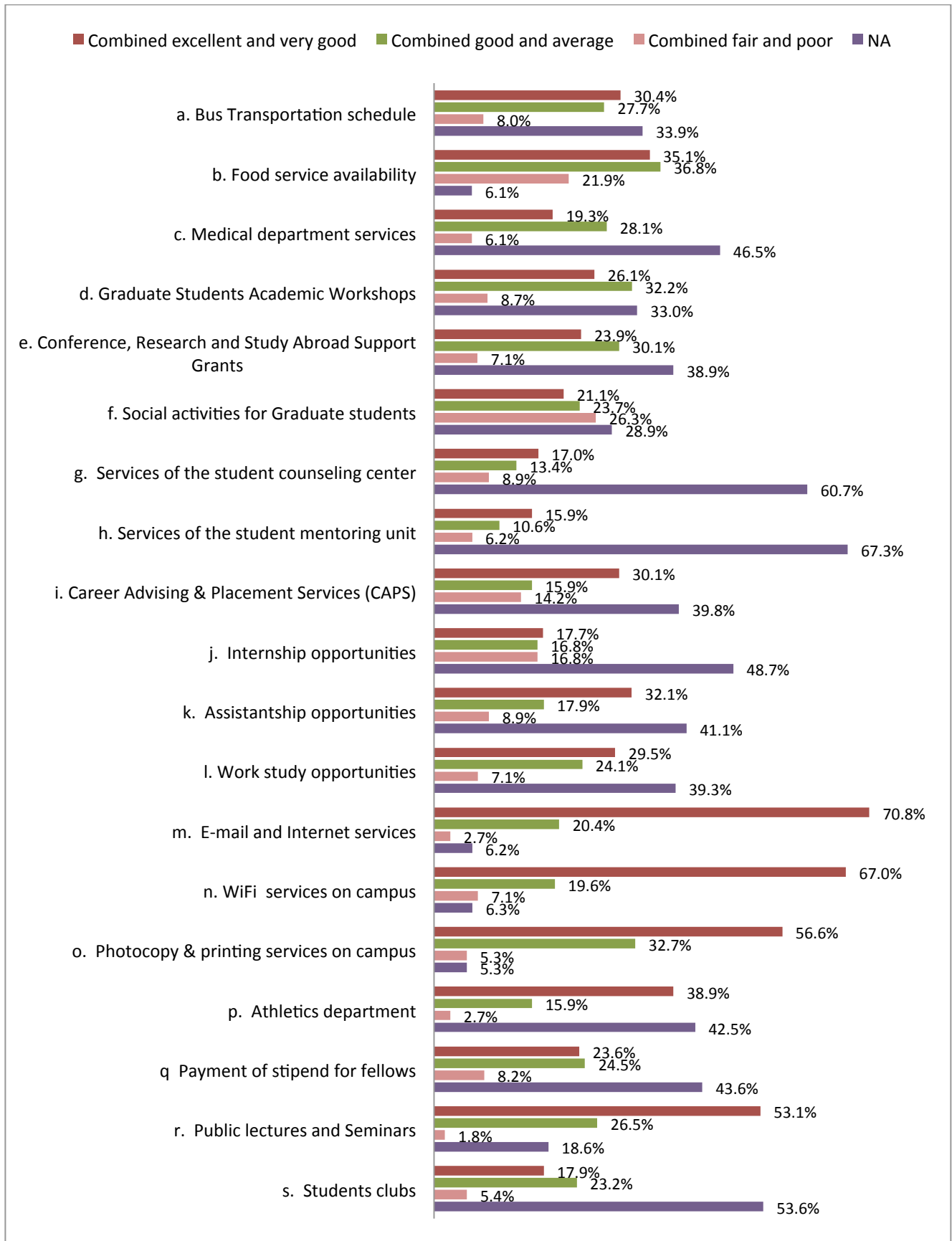


Quality of academic experiences	Combined Excellent and Very good	Good	Combined Fair and Poor	Total	Missing
a. Your academic experience	94	13	10	117	15
	80.3%	11.1%	8.5%	100%	11.4%
b. Your student life experience	81	15	21	117	15
	69.2%	12.8%	17.9%	100%	11.4%
c. Your personal development opportunities	87	13	17	117	15
	74.4%	11.1%	14.5%	100%	11.4%
d. Your professional development opportunities	79	12	26	117	15
	67.5%	10.3%	22.2%	100%	11.4%
e. Quality of instruction in your courses	83	15	19	117	15
	70.9%	12.8%	16.2%	100%	11.4%
f. Quality of your courses	84	13	20	117	15
	71.8%	11.1%	17.1%	100%	11.4%
g. Academic mentoring support	79	19	16	114	18
	69.3%	16.7%	14.0%	100%	13.6%



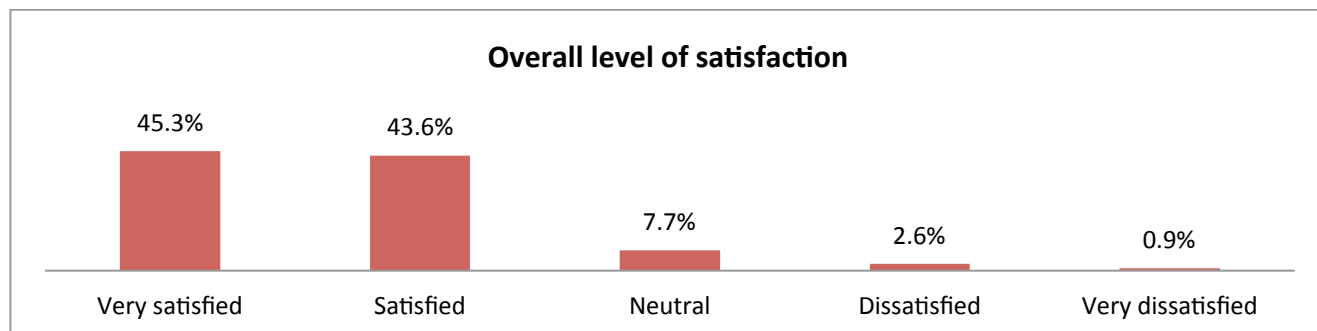
Part III: Non-Academic Experience

Quality of Support Services	Combined Excellent and Very good	Combined Good and Average	Combined Fair and Poor	NA	Total	Missing
a. Bus Transportation schedule	34	31	9	38	112	20
	30.4%	27.7%	8.0%	33.9%	100%	15.2%
b. Food service availability	40	42	25	7	114	18
	35.1%	36.8%	21.9%	6.1%	100%	13.6%
c. Medical department services	22	32	7	53	114	18
	19.3%	28.1%	6.1%	46.5%	100%	13.6%
d. Graduate Students Academic Workshops	30	37	10	38	115	17
	26.1%	32.2%	8.7%	33.0%	100%	12.9%
e. Conference, Research and Study Abroad Support Grants	27	34	8	44	113	19
	23.9%	30.1%	7.1%	38.9%	100%	14.4%
f. Social activities for Graduate students	24	27	30	33	114	18
	21.1%	23.7%	26.3%	28.9%	100%	13.6%
g. Services of the student counseling center	19	15	10	68	112	20
	17.0%	13.4%	8.9%	60.7%	100%	15.2%
h. Services of the student mentoring unit	18	12	7	76	113	19
	15.9%	10.6%	6.2%	67.3%	100%	14.4%
i. Career Advising & Placement Services (CAPS)	34	18	16	45	113	19
	30.1%	15.9%	14.2%	39.8%	100%	14.4%
j. Internship opportunities	20	19	19	55	113	19
	17.7%	16.8%	16.8%	48.7%	100%	14.4%
k. Assistantship opportunities	36	20	10	46	112	20
	32.1%	17.9%	8.9%	41.1%	100%	15.2%
l. Work study opportunities	33	27	8	44	112	20
	29.5%	24.1%	7.1%	39.3%	100%	15.2%
m. E-mail and Internet services	80	23	3	7	113	19
	70.8%	20.4%	2.7%	6.2%	100%	14.4%
n. Wi-Fi services on campus	75	22	8	7	112	20
	67.0%	19.6%	7.1%	6.3%	100%	15.2%
o. Photocopy & printing services on campus	64	37	6	6	113	19
	56.6%	32.7%	5.3%	5.3%	100%	14.4%
p. Athletics department	44	18	3	48	113	19
	38.9%	15.9%	2.7%	42.5%	100%	14.4%
q. Payment of stipend for fellows	26	27	9	48	110	22
	23.6%	24.5%	8.2%	43.6%	100%	16.7%
r. Public lectures and Seminars	60	30	2	21	113	19
	53.1%	26.5%	1.8%	18.6%	100%	14.4%
s. Students clubs	20	26	6	60	112	20
	17.9%	23.2%	5.4%	53.6%	100%	15.2%



GRADUATES' LEVEL OF SATISFACTION

Overall, indicate your level of satisfaction as a graduate student at AUC.	Frequency	Percentage
Very satisfied	53	45.3%
Satisfied	51	43.6%
Neutral	9	7.7%
Dissatisfied	3	2.6%
Very dissatisfied	1	0.9%
Total	117	100%
Missing	15	11.4%



Overall, students' level of satisfaction by academic program				
Academic Program	Combined very satisfied & satisfied	Neutral	Combined very dissatisfied & dissatisfied	Total
Arabic Studies	1	0	0	1
	100%	0.0%	0.0%	100%
Biotechnology	5	0	0	5
	100%	0.0%	0.0%	100%
Chemistry	4	0	0	4
	100%	0.0%	0.0%	100%
Computer Science	1	0	0	1
	100%	0.0%	0.0%	100%
Construction Engineering	5	0	0	5
	100%	0.0%	0.0%	100%
Counseling Psychology	2	0	0	2
	100%	0.0%	0.0%	100%
Economics	2	0	1	3
	66.7%	0.0%	33.3%	100%
Economics in International Development	6	0	1	7
	85.7%	0.0%	14.3%	100%
Egyptology & Coptology	2	0	0	2
	100%	0.0%	0.0%	100%
Electronics Engineering	1	0	0	1
	100%	0.0%	0.0%	100%
English & Comparative Literature	2	0	0	2
	100%	0.0%	0.0%	100%

Overall, students' level of satisfaction by academic program				
Academic Program	Combined very satisfied & satisfied	Neutral	Combined very dissatisfied & dissatisfied	Total
Family and Child Counseling	1	0	0	1
	100%	0.0%	0.0%	100%
Finance	1	0	0	1
	100%	0.0%	0.0%	100%
Gender and Women's Studies in ME	0	0	1	1
	0.0%	0.0%	100%	100%
International & Comparative Education	3	2	0	5
	60.0%	40.0%	0.0%	100%
International & Comparative Law	1	1	0	3
	66.7%	33.3%	0.0%	100%
International Human Rights Law	1	0	0	1
	100%	0.0%	0.0%	100%
Journalism & Mass Communication	4	1	0	5
	80.0%	20.0%	0.0%	100%
MA in Public Administration	1	0	0	1
	100%	0.0%	0.0%	100%
MA of Laws	1	0	0	1
	100%	0.0%	0.0%	100%
Master of Business Administration	28	0	0	28
	100%	0.0%	0.0%	100%
Master of Public Policy & Administration	2	0	0	2
	100%	0.0%	0.0%	100%
Middle East Studies	5	0	0	5
	100%	0.0%	0.0%	100%
Migration and Refugee Studies	0	1	0	1
	0.0%	100%	0.0%	100%
Physics	1	0	0	1
	100%	0.0%	0.0%	100%
Political Science	1	0	0	1
	100%	0.0%	0.0%	100%
Robotics, Control & Smart Systems	0	1	0	1
	0.0%	100%	0.0%	100%
Sociology Anthropology	2	0	0	2
	100%	0.0%	0.0%	100%
Teaching Arabic As a Foreign Language	1	0	0	1
	100%	0.0%	0.0%	100%
Teaching English As a Foreign Language	5	1	1	7
	71.4%	14.3%	14.3%	100%
TV & Digital Journalism	1	1	0	2
	50.0%	50.0%	0.0%	100%
Total	91	8	4	103
	88.3%	7.8%	3.9%	100%

Part IV: General Questions:

WHAT ARE THE STRENGTHS OF YOUR GRADUATE EXPERIENCE AT AUC?

1. "Availability of resources, lectures, seminars, grants' opportunities, caring and professional staff"
2. The quality of most services, being excellent, greatly facilitated all research and writing needs.
3. "Improving personal skills. Understanding other communities, excellent educational skills. Very satisfied and proud"
4. The professors in my department are excellent, and I am proud to have earned this degree from AUC under their tutelage. They are making strong Egyptologists for the future.
5. Very useful courses and flexible professors. Class schedule is great for grad students!
6. Collaboration and interaction between peers and instructors was an enriching experience because of the diversity of the program participants.
7. Professionalism
8. Opportunity to be in Cairo
9. "- Inspiring thesis supervisor - thesis research experience"
10.
 - a. The curriculum.
 - b. The books/course material in general.
 - c. Integrity policies.
 - d. Commitment and care of most faculty members to deliver quality education.
 - e. Qualified faculty members."
11. Corruption. Teachers are not qualified. Oppression, racism. Injury, lack of academic ethics.
12. I learnt a lot from my professors and my classmates as well. It was a blended experience. All the professors extremely understanding, cooperative and very knowledgeable.
13. My department and the faculty working in it
14. Planning, organizational, communication, presentation skills
Ability to carry out extensive and quality research (great research skills)
Instructional/teaching skills
Time management skills
Great interpersonal skills
Excellent analytical and critical thinking skills
Originality
Great writing skills
Open mindedness to different ideas and opinions
Strong work ethics with capability to adapt to challenging work environment with shifting priorities
Excellent leadership and problem solving skills.
15. Exposure to up to date research
Interactions with the professors
Seminars and workshops organized by the faculty
Journal clubs and presentation skills"
16. Being more independent worker
17.
 - a. Construction Management.
 - b. Research in various areas.
 - c. Writing & inspecting Materials report."
18. Library resources
19. "High-quality lecturers. Up to date content. Diverse experience in class. Grading system that drives you to work"
20. Peers
21. Opportunities for non-academic personal growth: internships, volunteering, sports, etc.
22. Liberal education and the exposure to real life examples and the guest speakers.

23. An an EMBA graduate, we have benefited from the whole experience as the first class
24. Hands on experience.
25. Community
26. "Learned something new.
Contributed to research field.
Got to know new people."
27. The setting of Cairo. Great place to learn. Campus is beautiful and has the potential to make a great academic experience, but the economics department is lacking enthusiasm
28. "Strong management tools and techniques
Excellent research tools
Diverse experience of colleagues"
29. Practice Experience was great
30. Diversity, networking
31. "Curricula. Peers"
32. The knowledge you gain from your colleagues and the networking is very useful (EMBA)
33. The law department is excellent, great faculty and classes.
34. Reputation of an AUC MA program
35. The program is highly accredited worldwide and most of the faculty members are excellent in their fields
36. There are a few excellent professors in the GSE - Dr. Nagwa, Dr. Jennifer, Dr. Heba, to some extent.
37. *Experience in the field (Anthropology)
*Cultural experiences
*Knowledgeable, devoted professors
*The library is usually helpful and open.
38. Exposure to latest in the field
"Improve technical experience
Increase research capabilities
Improve personal skills"
39. "1. The diversity of cultures that exist within the AUC community had a positive effect on my personality and way of thinking.
2. Working as a fellow was a great experience as it expanded my knowledge and developed my potential.
3. The many resources provided by the Graduate Student Services office made me feel that I'm being supported as a graduate student by the University. Thank you for all your efforts."
40. "Low student/teacher ratio. The AUC Library. The ability to choose electives outside my major"
41. Education Level
42. The strength of the ECID program is its multidisciplinary approach. It allows you to see the bigger context in which things operate rather than offering specialization in one field only which I think tends to give a limited perspective. Most of the faculty and professors whether in the Economics, Law; Public Policy, or Sociology departments were excellent (with the exception of a few). I have come to learn a great deal because of them.
43. I became more knowledgeable in my field. I acquired different personal and professional skills that helped me improve my performance at work.
44. Having opportunities to participate in conferences, networking with professionals from our field of work, knowing about research studies in our field
45. The amount of resources available (library, printing/photocopying, computer labs, lynda.com)
46. A unique program in the Middle East addressing a niche for "counselors" that does not exist in the region.

47. I learned a lot from my peers, even more from my professors. So, the high standards the university keeps for MBA applicants is really valuable.
48. Night courses
49. Getting in contact with scholars through personal connections with some professors, being accented with bright youth and supportive professors
50. Topics of some MBA courses and expertise and teaching skills of some instructors.
51. Course with actual learning experience. Well-prepared faculty. An entire change in the system of the thesis supervision and submission and actual set deadlines for the faculty so they do not screw up the plans of the students.
52. Makes you learn to be tough and depend on yourself
53. "- Qualified academic staff. Availability of resources needed"
54. *I believe that my AUC experience really contributed to my development on all levels
*I learned for the very first time how to write a paper
*My presentation skills highly improved
*I knew what it means to have very friendly and respectful professors who respect me and encourage me all way long; the total opposite of my experience in the governmental university.
*I had an international experience getting to know students from different parts of the world. I practiced what it means to be in a room with other people whose thinking and beliefs are completely different from mine; yet, civilized conversations and logic arguments used to be the theme of our meetings
It was such an eye opener experience, personally and academically. And I only ask for more from the program because I know better when I joined it."
55. Exposure, personal and career development
56. I feel this program has prepared me and provided me with all the skills I need to be a teacher and a researcher in the field. I'm proud to have finished my MA degree in this reputable university and I believe it deserves this great reputation.
57. It is a very strong program where; i have had such a great academic knowdge in different areas through a highly experienced professors.

WHAT ARE THE WEAKNESSES OF YOUR GRADUATE EXPERIENCE AT AUC?

1. "Monitoring sts could be so extensive that it could get constraining
Administrative staff are professional but they are sometimes cold
Fees are too expensive
Activities fees are obligatory"
2. Commuting of out-of-Cairo residents! . Amazingly high tuition!
3. Schedule and courses offerings in some semesters
4. "Lack of academic support
5. Lack of availability of diverse classes
Administration support for paying tuition (why does AUC require Americans to pay tuition in US dollars especially during the shortage of dollars? It is ridiculous that in this time in technology, students can't pay with a check or electronically but have to pay in stacks of cash. Where can they get stacks of cash or how is it safe for them to carry stacks of cash? I can't afford a driver to carry my money)
Having to go to different offices to get signatures or stamps for a visa. Why can't they automatically look on their computer to see if we are students or we paid tuition?"
6. "Not satisfied with MA program
7. Courses not to the standard of quality I should expect considering high tuition fees
8. Bureaucracy at AUC"

9. Some professors were not focused on their duties as teachers not because they are careless or not qualified but because they are over occupied.
10. Research.
11. "All our group members did not attend a workshop on "Proposal Writing" in the "Research" course, although we were asked to write a proposal and it was part of the schedule!!!! This is because the proposal writing Professor, Mr. Pandelli, came on the decided day but the room was locked! Accordingly, he got upset and never showed up again. There should have been another arrangement with another professor! What happened is that we, the students, paid the price! "Capstone" course was only on paper, as we never attended a session. In one of the courses "Strategic Planning", no assessment, in terms of grades was received. Accordingly, I was shocked to know at the end of the course my grade "B" although I could have easily avoided that had there been any earlier indication! It is very important to have continual assessment, as a core issue in the field of education and we are studying in the Graduate School of Education."
12. Not being able to use the Rare Books Library past 5pm
13. "Some programs that involve different schools are not well coordinated. Some courses were not offered during my graduate experience, although they are part of the program structure. Weak advising services during registration period."
14. "Limited opportunities on campus to interact with students from other nationalities
Workaholic (got involved in a lot of activities)
Too self critical (self critic)"
15. "Lack of elective courses
Traveling of professors during the semester
Frequent postponements of pre-scheduled class activities such as exams and quizzes due to students requests"
16. Not enough qualified programs
17. Caliber of students
18. Low academic level of peers
19. "Some core courses were not necessary, but that was recently changed
Courses availability"
20. Nothing mentions the services AUC offers to it's grad students.
21. The academic program I was in, MA in Economics in Int'l Development and other students.
22. Some overwhelming useless courses' assignments.
23. Bad faculty management
24. "English is not my first language, I want to take more courses in one semester but I cannot because of courses clashing."
25. Many of the courses I took as a graduate student were cross-listed with undergrad students. This sometimes meant that level of engagement and discussions within the class were not at the level I expected.
26. Econ department lacks enthusiasm from faculty.
27. Some instructors don't teach well and feedback is not considered because they are tenured professors
28. Needed more academic and practice learning in assessment related to counseling practice
29. Tight schedule for reading the cases
30. The university as a whole is dysfunctional and frustrating. In a year and a half on fellowship, I only received my correct fellowship stipend, on time, once. Trying to get anything done with the administration is impossible; people are rude, unhelpful, and rarely in their offices. The food is abysmal and the bus schedule does not coincide with class times.
31. "Too academic; no practical experience at all

- no field trips or hands-on experience
 no Key figures from the field to teach courses; the majority of professors are with academic background"
 "Some faculty members were not that good and not teaching according to AUC standards. Sometimes elective courses we want are not offered so we have to take other courses that we don't want / need."
32. "Aside from the three professors mentioned above, the quality of education within the Graduate School of Education is abysmal. ABYSMAL. To the point where it is almost criminal how much money international students are being charged. Peers in my program were less educated than the high school students that I teach. Some of them could read and write English at only a primary school level. Many classes were a complete waste of time. There were no standards adhered to. One professor didn't even use rubrics or adhere to mid-term grades. Grades were fabricated. The department condoned this behavior.
 33. I would NOT recommend this program to colleagues and peers that are American/Western. I have not recommended it and my network of international teachers is extensive. I think I got a decent amount out of this program because I selected excellent professors for most of my classes (Jennifer Skaggs, Nagwa Megahed, for example). Without these two professors, I would have left the program. Advertising this as a Western based program is ridiculous unless the leadership in the department changes and the teaching standards are raised to that of Jennifer and Nagwa. While these two professors are hailed as exceptional - and they are quite good - what they are praised for was simply par for the course at my undergrad institution. The GSE has a long way to go."
 "*Administrative process is a maze of red tape.
 *Professors are often flustered or angry about how they administration treats them.
 *Professors are overworked.
 *Good faculty and staff often leave due to the above reasons.
 *The library often has missing books that the staff are unable to find."
 34. Distance and transportation
 35. Poor time management
 36. "Some professors provide a poor educational experience. Despite this, a student may be forced to take up to 3 different courses with them throughout their studies in order to graduate, which means he or she is forced to take the same poor course under 3 different names.
 Apart from faculty, the quality of staff is also declining (both in terms of proficiency and cooperativeness)."
 Course offerings are limited in some semesters leaving us with a few options to choose from.
 37. There are some lacking courses in my program. More practical opportunities should be incorporated in the MA TESOL program. I wanted to pursue my education and get a PhD, yet this program is not available at the AUC.
 38. Almost nothing
 39. "Main focus on undergraduate students especially by the career center
 Graduate lecture are conducted on unsuitable time (graduate mostly work during the day can't attend a lecture or an even at 3 pm)"
 40. The program is new and not well organized. Courses are not sufficiently integrated to create a logical consequence.
 41. "Graduate student life needs a huge improvement. The program response to complains and feedback about professors must be taken faster"
 42. Some of the professors didn't undergo a fair grading policy
 43. A few courses were a waste of time and effort; a few instructors were not qualified. Not enough food outlets available during graduate class hours.

44. Getting a horrible thesis advisor for the first semester that everyone knew was leaving and hence having to start over the second semester. This made me stay an extra semester and I had to pay and cancel plans. The quality of at least half of the courses was not good and they were not well prepared. I learned from mainly 2 professors only.
"Courses are not that variant and their quality is poor"
45. The money constraints for research play a huge role as well in terms of funding or stipend"
46. My student life at AUC was not as I imagined it would be. I felt that being a graduate student did not position me in the center of all the events that took place on campus; unlike the undergraduate students
47. Stress due to overload of work
48. No weaknesses.
49. "Exchange of ideas
50. More ideas for concentration courses are needed"

SUGGESTIONS FOR IMPROVEMENT

1. "Facilities could be made so that the MA programs could take less time
The workload per course be less so that MA sts. Could finish in about two years without exceptional abilities or overloading themselves"
2. Publicize our department more!
3. Reduce tuition and provide better work opportunities on campus. Money paid for those jobs is so little in comparison to the high amount of tuition. Provide more student exchange programs!
4. Obligatory abroad study tours, or obligatory abroad course to give students a global perspective.
5. " More academic support
Making administration efficient to not go to different offices to get one thing done (i.e. For a visa)
Use technology to make things efficient
Why can't students pay online to get transcripts and/or diplomas mailed to them especially if they live abroad? Why must they have someone fill out a form, then pay in cash for a transcript? We like in 2014!
6. More research opportunities for graduate students needed in cooperation with faculty
6. "1. Workshops and seminars need to be held either in the evenings or on vacation days so working students would be able to attend.
2. Professors should be closely evaluated because though some are great, others are not as good as expected (in terms of delivering course material)
3. On the job training/practical application would be a good way of applying what we learn even if as simulation.
4. Research methodology workshops and courses should be better structured."
7. Observation of teachers to avoid corruption.
8. The bars for selecting students in the MBA program should be higher
9. "The core course entitled ""Research"" shouldn't have been introduced as the very first course in the masters program. This is because those who join the program are still not aware of the research concept. Accordingly, they cannot appreciate it. Actually, All students at that time were advised to start with this course. I would say, had this course been introduced in the second semester, it would have been greatly appreciated by the masters' students.
Another point should be considered, In case a proposal topic in the ""Research"" course is not approved by the professor, a response indicating change of topic should be made in black and white. What happened with me is that I came to know through my professor that I had to change the topic only a few days before ending the course!! This made me suffer a lot in terms of going through other literature reviews and trying to organize my ideas to come up with a proposal. What made it worse is

that I never attended a workshop on proposal writing, due to the reason mentioned above!!!!
Definitely, this affected my scores negatively and caused severe stress that could have been avoided. It is very important to attend capstone course while writing the thesis in the last semester. This will help students to make sure that they are on the right track while writing in terms of all the components required, i.e. methodology, analysis, findings, etc."

10. Their needs to be more work done to improve the quality of making process on campus more easier and condensed. For example, there should be no reason to have to go to multiple offices across campus for one clearance.
11. "Support research activities of students
Provide industry related exposure to students seeking non-academic professional track
Increase research related budget
Maintenance of IT and laboratory equipment
Provide joint soft skills workshops for both professors and students such as in time-management
Endorse some inter-disciplinary research and activities, specially between science and non-science departments"
12.
 1. Courses are so much expensive for a normal Egyptian employee.
 2. The computers are too old at the construction labs and the printers are not always working, you have to print at the architectural lab.
 3. The Graduate lab is not open on Saturday's and it does not have construction software like Primavera.
 4. No Master's Program on-line."
13. Raise the academic standards of AUC. The underachievers who seem to have found their way into the institution really sabotage the educational experience of other motivated students seeking a challenge. Regarding the program I was in: improve the quantitative component and allow more flexibility with the electives. I know one quantitative core has been added. Perhaps add another. If students are not prepared for this, make them take undergraduate prerequisites. With respect to the electives, many of them were never offered in the two years I was a student at AUC. As a result, I was stuck in classes I really did not want to be in because courses outside those listed were not allowed as substitutes. I'm especially relieved that POLS 502, the SOC/ANTH core req, and the MGMT elective group have been removed. I don't oppose MGMT but those offered, as electives were not the most useful for ECID students. Finally, more attention should be paid to the scheduling of classes as well-- oftentimes they overlap and sometimes, because they are only offered once a year, students are forced to wait a year which is especially unacceptable for core courses that technically need to be taken before other requirements, i.e. practicum. It was also quite apparent that the various departments do not communicate well with each other which for a multi-disciplinary program is a drawback particularly when a student is going about course substitutions.
14. Offer more courses
15. More academic and practice learning in assessment related to counseling practice would be beneficial
16. The JRMC program desperately needs revamping. The program is only suitable for a person-seeking career in academia. As a person who works in PR, I can honestly say that my benefit doesn't exceed the minimal level when I joined the program.
17. *Streamline the various student/faculty processes that run through the administration building. Getting signatures from various people (who may or may not exist) in various offices (that may or may not exist) can be a nightmare.
*Reconsider the treatment/expectations of professors. They often struggle to assist me academically under the burden of their administrative frustrations.
*Focus on the library. This building is the center of learning, and thus needs to be given more consideration. For example, there are several important academic book series that are missing only one book. This is not just the result of incompetence, but also lack of training and funding."

18. "Well, I was hoping AUC would start considering having PhD programs in all departments. I would have loved to pursue a PhD degree at AUC right after I'm done with my MA.
I have no other suggestions. But I would like to extend my thanks and appreciation to everyone I dealt with at AUC. You were part of the great experience I had and will never forget.
THANK YOU!"
19. More up-to-date courses in MA TESOL. I strongly recommend the development of a PhD program for Teaching English as a foreign language and linguistics.
20. "Programs, events, courses on Friday & Saturday for graduate students
Offer interaction between graduate students & undergrad, which might convey better work experience due to age proximity
Build an online forum where can students in all section collaborate and share"
21. Change the system of the thesis and put actual supervision from the school over the department because apparently students not finishing on time are not an issue for the faculty of the law department.
22. Extension of the timing of the writing center sessions after 5
23. I believe there should be a brainstorming sessions in which student could share their ideas through.