

2021 Entering Freshman Student Survey

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Table of Contents

Highlights of Survey Findings.....	3
Respondent Profile.....	4
High School Experience.....	6
Expected First Year Experience	10
Comparison of High School and Expected First Year Experiences	15
Methodology and Background.....	17

Highlights of Survey Findings

High School Experience

- **42.5%** of the entering freshman students mentioned that **their courses challenged them very much/quite a bit** to do their best during their last two years of high school.
- Approximately **37%** of the entering freshman students mentioned that they **were engaged in community or volunteer service during high school**, and only **2.1%** mentioned that they **were not engaged in any kind of non-school organized activity**.
- **More than half** of respondents mentioned that they **sometimes did not do their homework during their last two years of high school**.

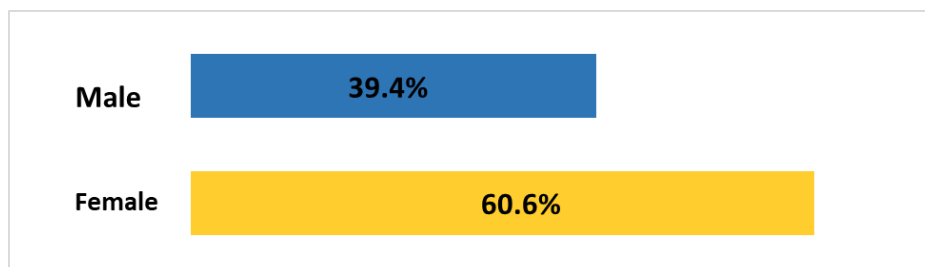
First-year Expectations

- **66%** of respondents reported that they **do not expect to have difficulties with getting help with classes** and **71.6%** of respondents reported **that they do not expect to have difficulties relating to faculty**.
- About **62%** of the entering freshman students reported that **they expect to have difficulties paying tuition**.
- **56%** of the respondents reported that they **expect to have difficulties managing their time**.
- **The vast majority of respondents (94.8%)** reported that **they expect to graduate in 4 years**.
- **56.3%** of the respondents reported they **do not expect to experience distraction from their studies due to the social obligations**.
- About **44.8%** of entering freshman students would like the university to offer **sports-related co-curricular activities**.
- About **50.3%** of entering freshman students **expect to experience stress regarding their studies**.
- **35.7%** of the respondents rated **their level of preparedness in computer skills at less than five** (1-not at all, 7-very well) and approximately **44.2%** of respondents rated their level of preparedness **in applying the scientific method of inquiry as less than five** (1-not at all, 7-very well).
- Approximately **60.1%** of entering freshman students reported that **they expect to work at a job for pay during the first year of their studies**, compared to **31%** of students who reported **that they worked during last two years of high school**.

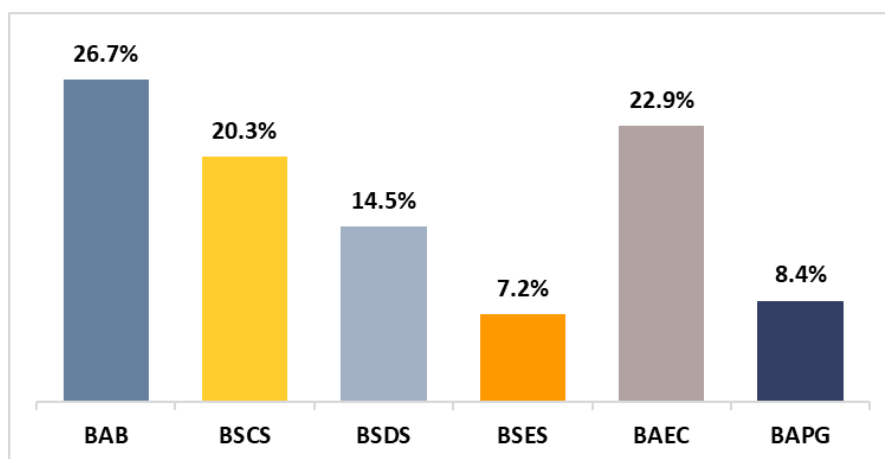
Respondent Profile

Reponse rate is 84.3%

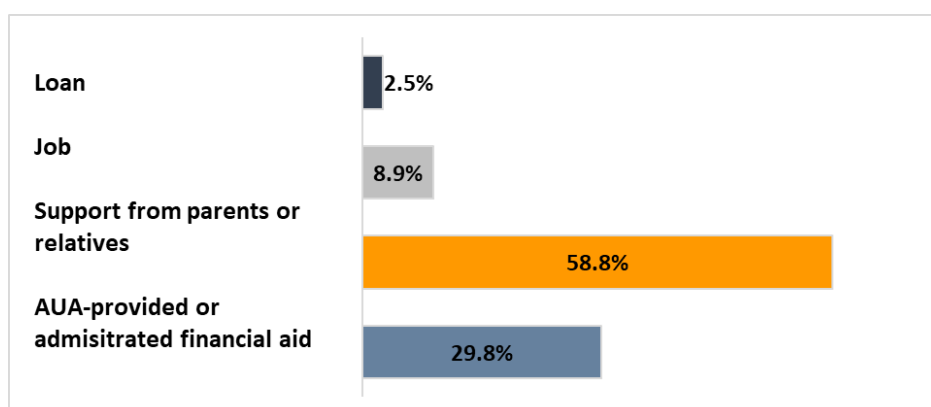
Sex of Respondents (N=420)



Program of Respondents (N=420)

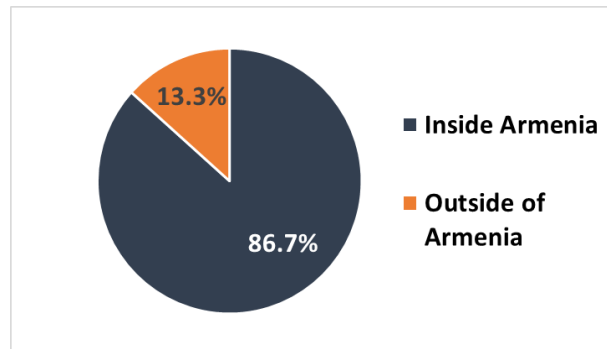


How are you paying for your university education? (N=478¹)

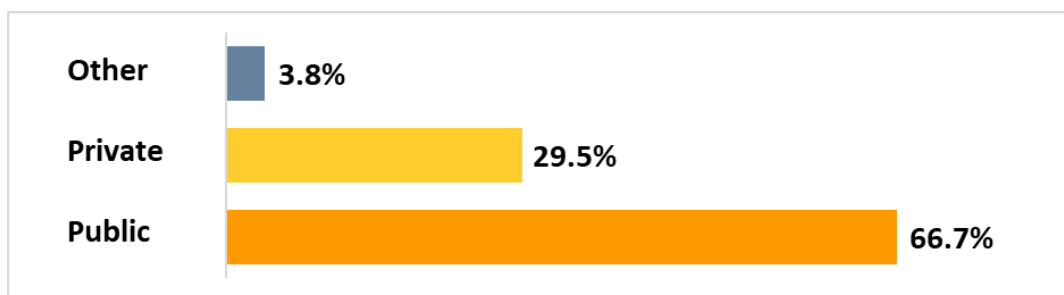


¹ Total is based on the total number of responses for the questions with multiple-choice options.

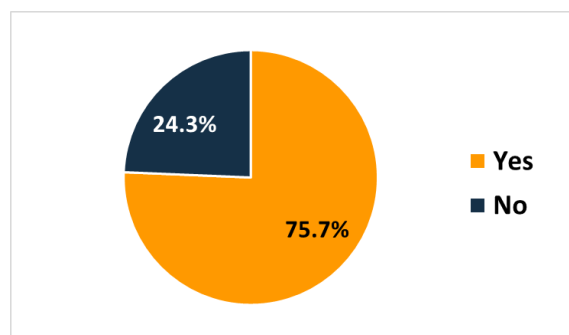
Where did you graduate from high school? (N=420)



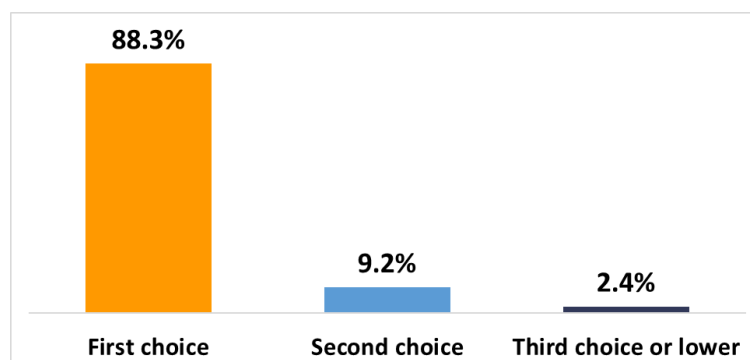
If inside Armenia, which of the following best describes your high school? (N=390)



During your last two years of high school, did you work with a tutor or take individual or group classes outside of high school? (N=378)



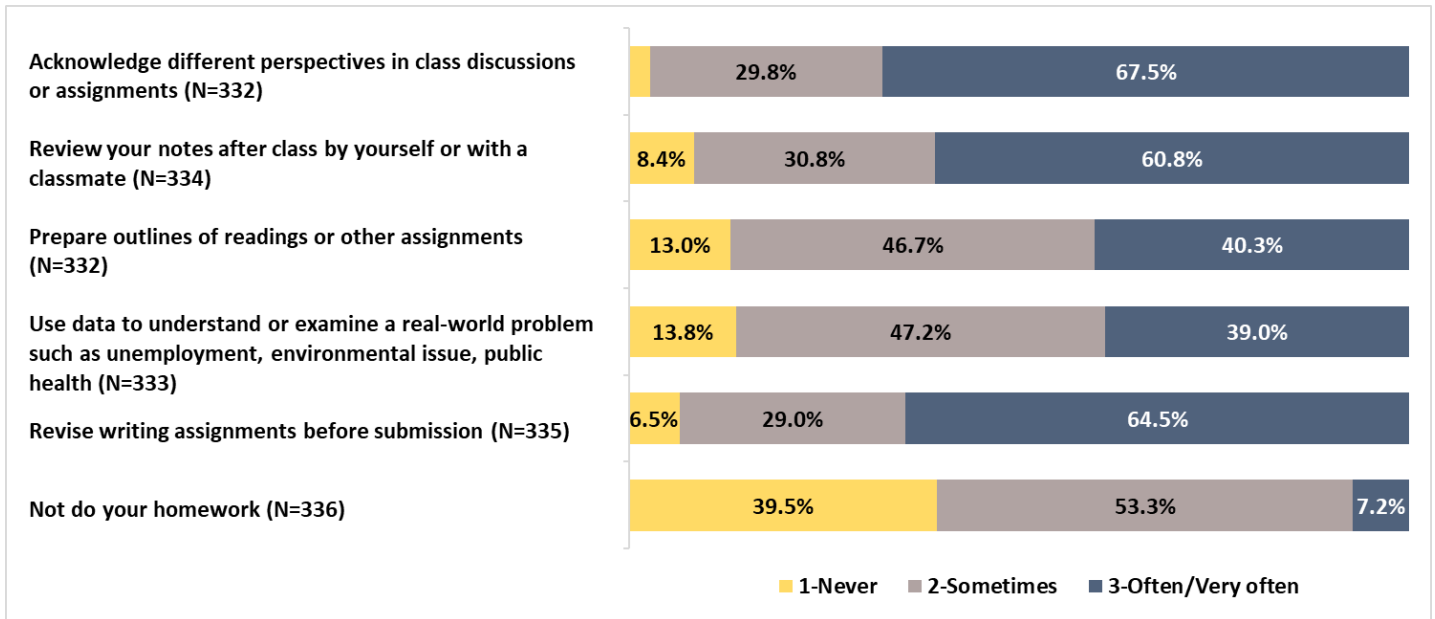
AUA was your:



High School Experience

More than half of respondents (**53.3%**) mentioned that they **sometimes did not do their homework** during their last two years of high school. **13.8%** of respondents reported that they **never use data to understand or examine a real-world problem** during their last two years of high school.

During your last two years of high school, approximately how often did you ...?²



During your last two years of high school, approximately how often did you ...?

Questions	BAB	BSCS	BSDS	BSES	BAEC	BAPG	U-Wide
<i>Mean values (1-Never, 4-Very Often)</i>							
Use data to understand or examine a real-world problem such as unemployment, environmental issue, public health	2.5 (SD=0.8)	2.1 (SD=0.8)	2.2 (SD=0.8)	2.1 (SD=0.9)	2.4 (SD=0.9)	2.8 (SD=0.8)	2.4 (SD=0.8)
Review your notes after class by yourself or with a classmate	2.8 (SD=0.8)	2.6 (SD=0.8)	2.9 (SD=0.9)	2.3 (SD=0.9)	2.7 (SD=0.9)	2.7 (SD=0.9)	2.7 (SD=0.8)

² Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in using data to understand or examine a real-world problem such as unemployment, environmental issue, public health between those in BSCS and BAB, BSCS and BAPG, BSDS and BAPG, BSES and BAPG, BAB and BSDS, BAB and BSES, BSCS and BAEC, BAEC and BAPG programs, $p < 0.05$.
Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in reviewing the notes after class by yourself or with a classmate between those in BSDS and BSES, BSDS and BSCS, BSDS and BSES, BSES and BAB, BSES and BAEC, BSES and BAPG programs, $p < 0.05$.

Statistically Significant Differences by Program:

Questions	Female	Male	Total
<i>Mean values (1-Never, 4-Very Often)</i>			
Not do your homework ³	1.6 (SD=0.7)	1.8 (SD=0.6)	1.7 (SD=0.7)
Revise writing assignments before submission ⁴	2.9 (SD=0.9)	2.7 (SD=0.8)	2.8 (SD=0.9)
Prepare outlines of readings or other assignments ⁵	2.5 (SD=0.8)	2.2 (SD=0.8)	2.4 (SD=0.8)
Review your notes after class by yourself or with a classmate ⁶	2.9 (SD=0.8)	2.5 (SD=0.8)	2.7 (SD=0.8)
Acknowledge different perspectives in class discussions or assignments ⁷	2.9 (SD=0.8)	2.7 (SD=0.8)	2.9 (SD=0.8)

³ Significance in independent samples T-test (df=298.940) = -2.866, p=0.004.

⁴ Significance in independent samples T-test (df=333) = 2.503, p=0.013.

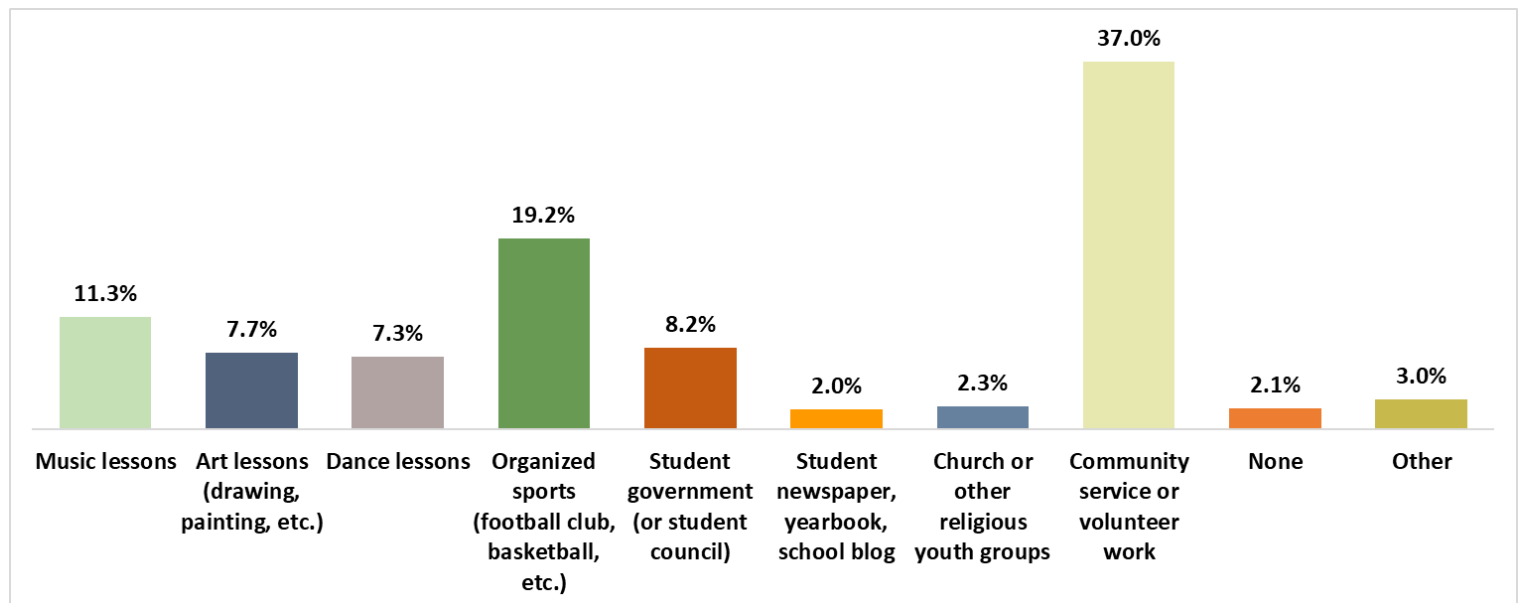
⁵ Significance in independent samples T-test (df=330) = 2.747, p=0.006.

⁶ Significance in independent samples T-test (df=332) = 3.577, p=0.000.

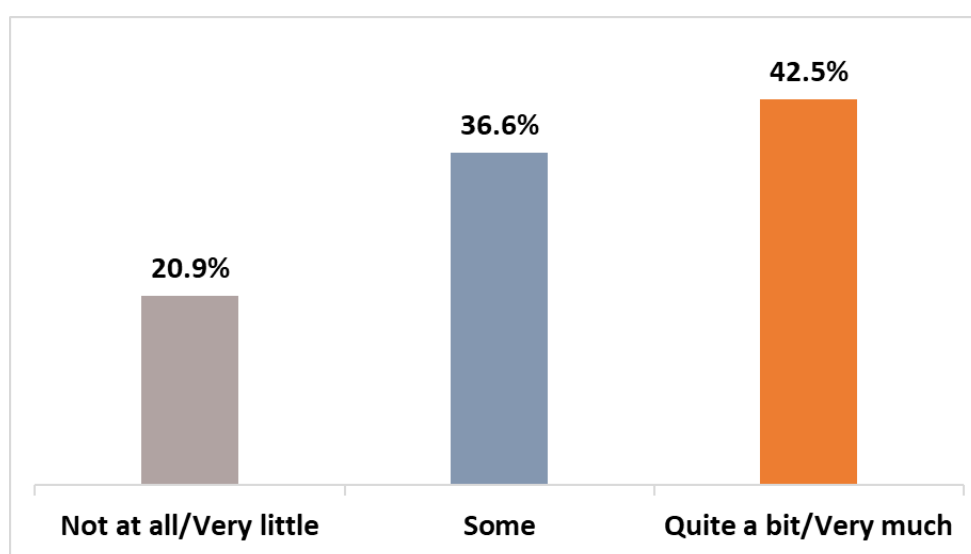
⁷ Significance in independent samples T-test (df=330) = 2.993, p=0.003.

37% of the entering freshman students mentioned that they have been **engaged in community service or volunteer works** during their high school and only **2.1%** mentioned that they have not been engaged in any kind of non-school organized activities. **42.5%** of respondents mentioned that **their courses challenged them very much/quite a bit to do their best** during their last two years of high school.

During high school, what kinds of non-school organized activities did you engage in? (N=722⁸)



During your last two years of high school, to what extent did your courses challenge you to do your best? (N=371)



⁸ Total is based on the total number of responses for the questions with multiple-choice options.

Statistically Significant Differences by Program:

Program	What is your current age? ⁹
BAB	17.74 (SD = 0.9)
BSCS	17.74 (SD = 0.9)
BSDS	17.70 (SD = 0.6)
BSES	18.00 (SD = 1.1)
BAEC	18.10 (SD = 0.9)
BAPG	18.30 (SD = 0.9)
U-wide	17.88 (SD = 0.9)

Program	What is your current age? ¹⁰
<i>Mean Values, (1-Not at all, 5-Very much)</i>	
Female	17.77 (SD = 0.8)
Male	18.06 (SD = 1.1)
Total	17.88 (SD = 0.9)

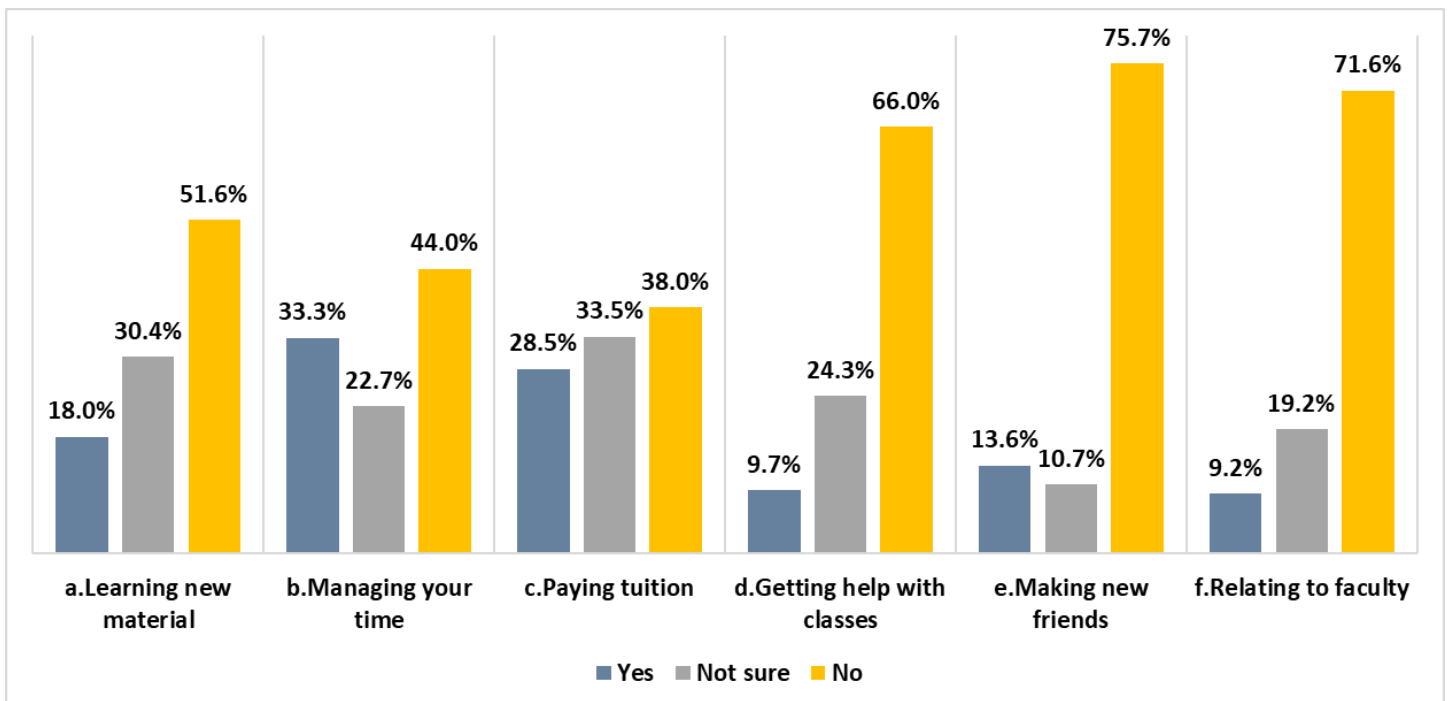
⁹ Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in age between those in BAB and BAEC, BAB and BAPG, BSCS and BAEC, BSCS and BAPG, BSDS and BAEC, BSDS and BAPG programs, $p < 0.05$.

¹⁰ Significance in independent samples T-test ($df=212.792$) = -2.643, $p=0.009$.

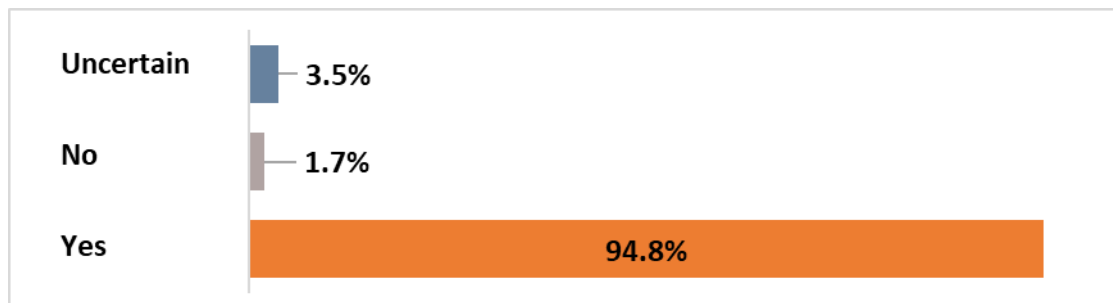
Expected First Year Experience

Approximately 62.0% of entering freshman students reported that they **expect to have difficulties paying tuition**. 66.0% of respondents reported that they **do not expect to have difficulties with getting help with classes** and 71.6% of respondents reported that they **do not expect to have difficulties relating to faculty**. The vast majority of respondents (94.8%) reported that they **expect to graduate in 4 years**.

Do you expect difficulty with the following?

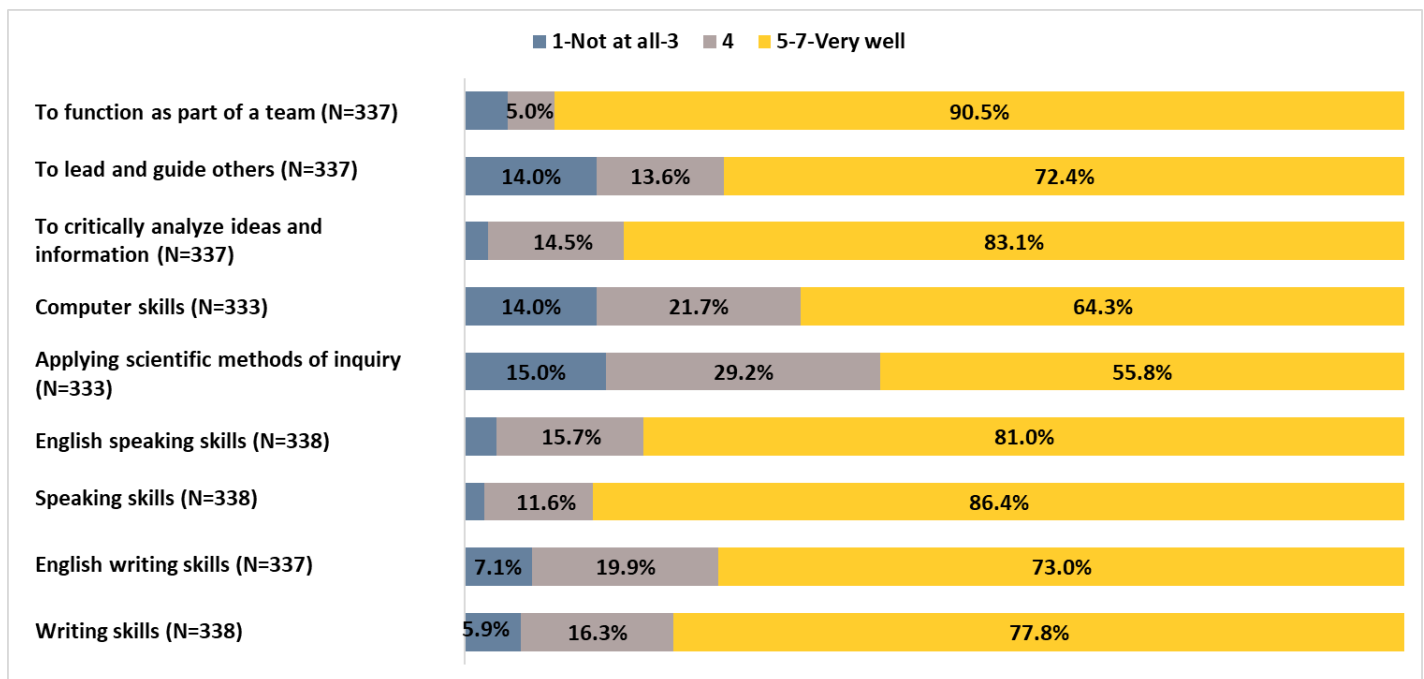


Do you expect to graduate in four years? (N=345)



35.7% of the respondents rated their **level of preparedness in computer skills** as less than five (1-not at all, 7-very well) and about **44.2%** of respondents rated their **level of preparedness in applying the scientific method of inquiry** less than five (1-not at all, 7-very well). **73%** of respondents rated their **level of preparedness in English writing skills** and **81%** in **English speaking skills** as five or more (1-Not at all, 7-Very well)

How well prepared are you in the following skills?¹¹



Statistically Significant Differences by Program

Questions	BAB	BSCS	BSDS	BSES	BAEC	BAPG	U-Wide
<i>Mean values (1-Not at all, 7-Very well)</i>							
Applying scientific methods of inquiry	4.6 (SD=1.2)	4.8 (SD=1.2)	5 (SD=1.0)	4.7 (SD=1.4)	4.2 (SD=1.2)	4.8 (SD=1.2)	4.7 (SD=1.2)
Computer skills	4.7 (SD=1.2)	5.7 (SD=1.2)	5.0 (SD=1.6)	4.9 (SD=1.6)	4.7 (SD=1.3)	4.7 (SD=1.3)	4.9 (SD=1.4)
To lead and guide others	5.6 (SD=1.3)	4.9 (SD=1.6)	5.4 (SD=1.2)	4.7 (SD=1.0)	5.1 (SD=1.3)	5.7 (SD=1.3)	5.3 (SD=1.5)

¹¹ Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in the preparedness in applying the scientific method of inquiry between those in BSCS and BAEC, BSDS and BAEC, BAB and BSDS, BAEC and BAPG programs, $p < 0.05$.

Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in the preparedness in computer skills between those in BSCS and BAB, BSCS and BAEC, BSCS and BSPG, BSCS and BSDS, BSCS and BSES programs, $p < 0.05$.

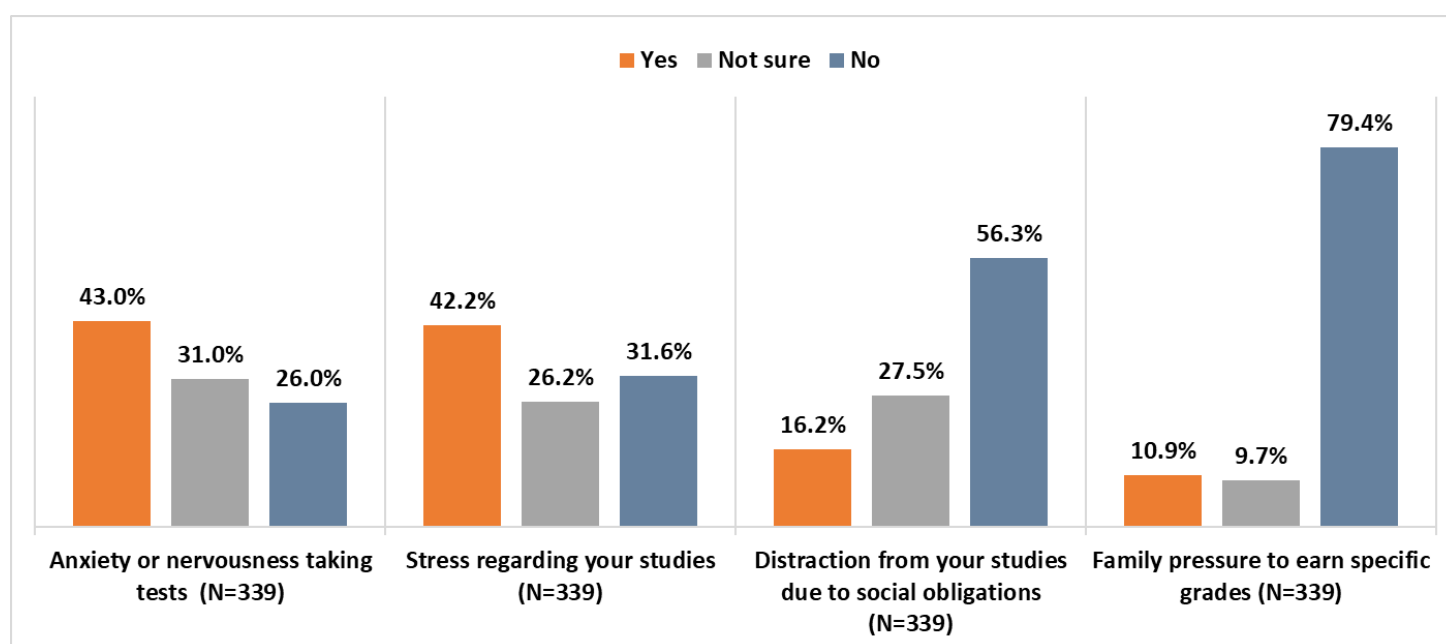
Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in the preparedness to lead and guide others between those in BSCS and BAB, BAB and BSES, BSCS and BAPG, BSES and BAPG programs, $p < 0.05$.

Statistically Significant Differences by Sex

Questions	Female	Male	Total
<i>Mean values (1-Not at all, 7-Very well)</i>			
Computer skills ¹²	4.8 (SD=1.4)	5.2 (SD=1.4)	4.9 (SD=1.4)
To critically analyze ideas and information ¹³	5.5 (SD=1.1)	5.7 (SD=1.0)	5.6 (SD=1.1)
To function as part of a team ¹⁴	6.1 (SD=1.1)	5.8 (SD=1.2)	5.9 (SD=1.2)

79.4% of the survey respondents reported they **do not expect to experience family pressure to earn specific grades**. **56.3%** of the survey respondents reported they **do not expect to experience distraction from their studies due to the social obligations**. Approximately **44.8%** of entering students like to have **sport related co-curricular activities** at the university.

Do you expect to experience the following?



¹² Significance in independent samples T-test (df=334) = -3.136, p=0.002.

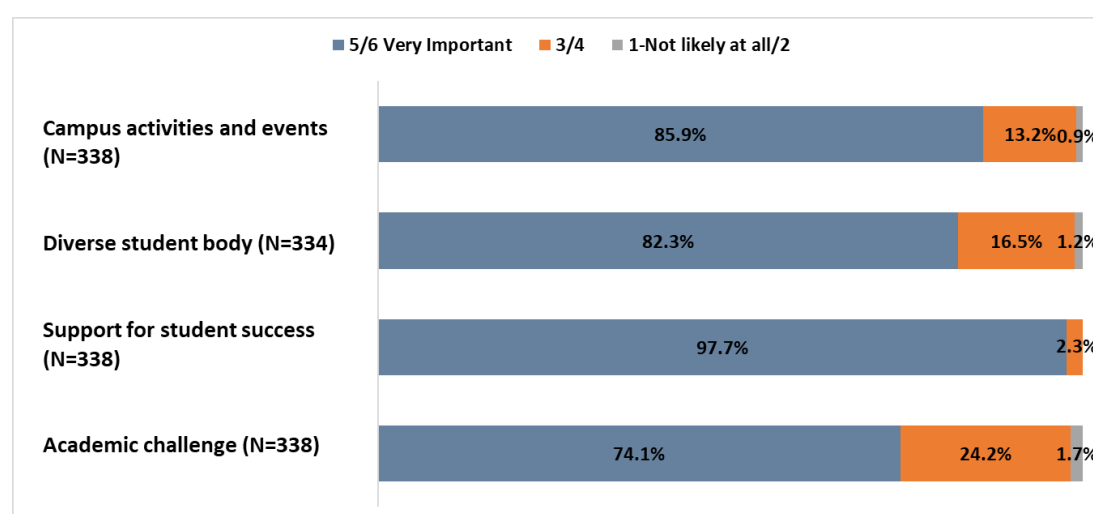
¹³ Significance in independent samples T-test (df=335) = -2.179, p=0.030.

¹⁴ Significance in independent samples T-test (df=335) = 2.512, p=0.012.

What types of co-curricular activities would you like the university to offer (i.e. chess, football, first-aid, hiking, chorus, debate, drama etc.)?

Category	Count	%
Sport	94	44.8%
Art	55	26.2%
Education	38	18.1%
Other	23	11.0%
Total	210	

For you, how important is it that the university provide ...?:¹⁵



Statistically Significant Differences by Program

Questions	BAB	BSCS	BSDS	BSES	BAEC	BAPG	U-Wide
	<i>Mean values (1-Not important, 6-Very important)</i>						
Campus activities and events	5.3 (SD=0.9)	5.0 (SD=1.0)	5.2 (SD=1.0)	4.5 (SD=1.2)	5.3 (SD=0.9)	5.1 (SD=0.8)	5.2 (SD=0.9)

Statistically Significant Differences by Sex

Questions	Female	Male	Total
	<i>Mean values (1-Not important, 6-Very Important)</i>		
Support for student success ¹⁶	5.8 (SD=0.4)	5.7 (SD=0.6)	5.7 (SD=0.5)
Diverse student body ¹⁷	5.2 (SD=1.1)	4.7 (SD=1.3)	4.9 (SD=1.2)
Campus activities and events ¹⁸	5.3 (SD=0.9)	4.9 (SD=1.1)	5.2 (SD=1.0)

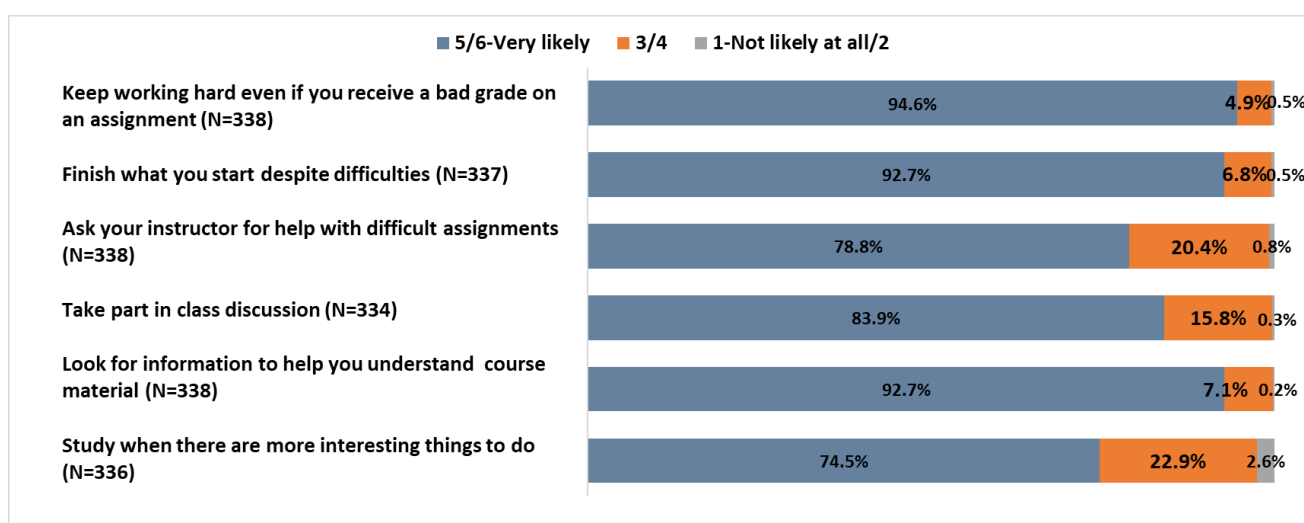
¹⁵ Significance in ANOVA (LSD, Tukey, Bonferroni, Sidak tests) testing the difference in the importance of campus activities and events between those in BAB and BSES, BSES and BAEC, BSES and BSCS, BSES and BSDS, BSES and BAPG programs, $p < 0.05$.

¹⁶ Significance in independent samples T-test ($df=218.619$) = 2.441, $p=0.015$.

¹⁷ Significance in independent samples T-test ($df=245.804$) = 3.674, $p=0.000$.

¹⁸ Significance in independent samples T-test ($df=236.944$) = 3.129, $p=0.002$.

How likely are you to do the following during the academic year?



Statistically Significant Differences by Sex

Questions	Female	Male	Total
<i>Mean values (1-Not likely at all, 6-Very Likely)</i>			
Study when there are more interesting things to do ¹⁹	4.8 (SD=1.2)	4.4 (SD=1.4)	4.7 (SD=1.3)
Look for information to help you understand course material ²⁰	5.6 (SD=0.7)	5.4 (SD=0.9)	5.5 (SD=0.8)
Ask your instructor for help you understand course material ²¹	5.1 (SD=1.0)	4.8 (SD=1.1)	5.0 (SD=1.0)
Finish what you start despite difficulties ²²	5.6 (SD=0.8)	5.3 (SD=1.0)	5.5 (SD=0.9)

¹⁹ Significance in independent samples T-test (df=252.887) = 2.598, p=0.010.

²⁰ Significance in independent samples T-test (df=244.507) = 2.772, p=0.006.

²¹ Significance in independent samples T-test (df=336) = 0.121, p=0.0013.

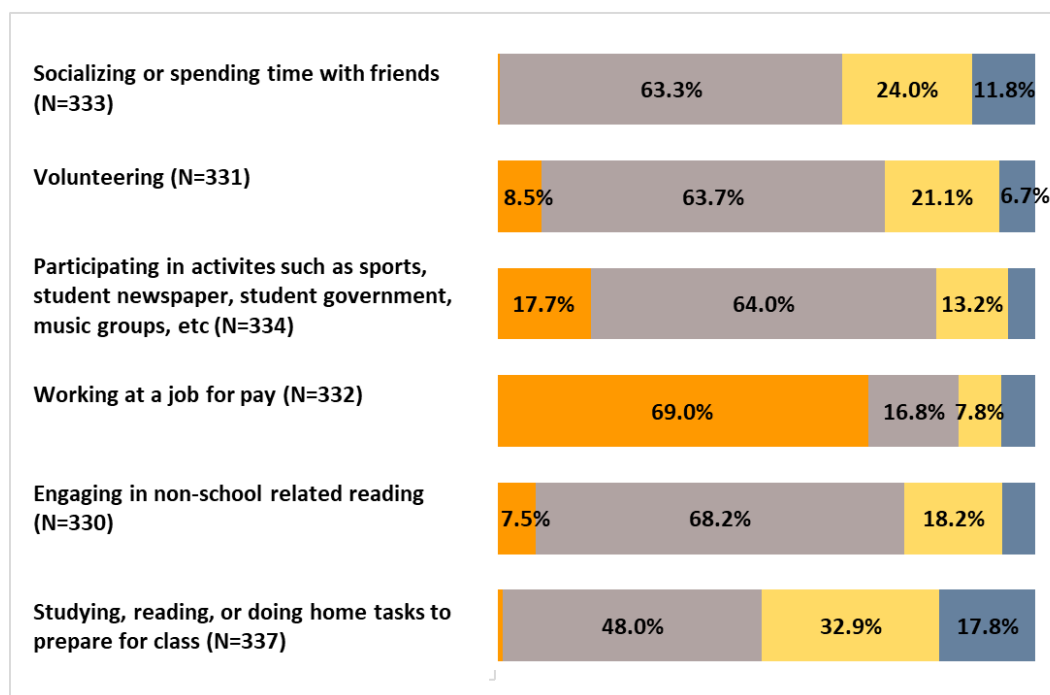
²² Significance in independent samples T-test (df=222.958) = 2.807, p=0.005.

Comparison of High School and Expected First Year Experiences

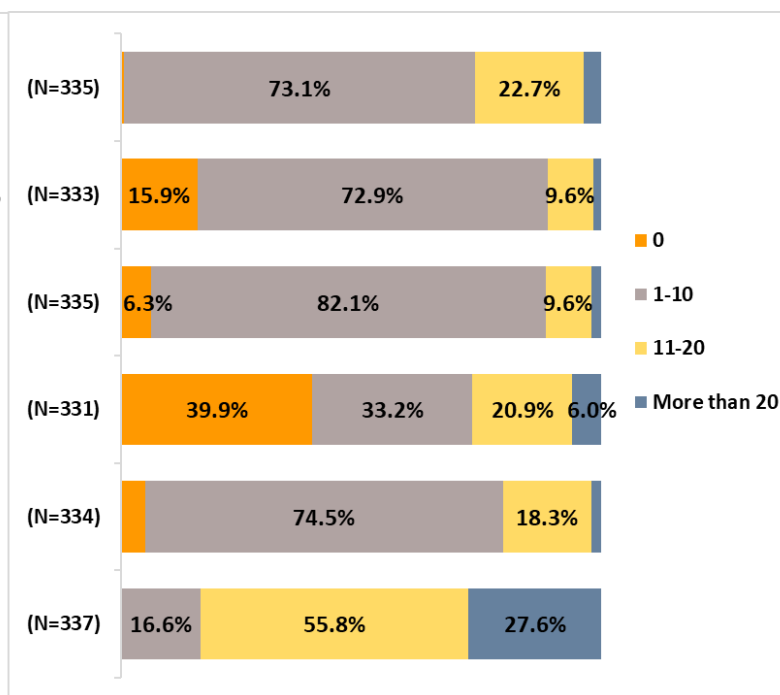
Approximately 60.1% of entering students reported that they expect to work at a job for pay during the first year of their studies, compared to 31.0% of students who reported that they worked during last two years of high school.

During your last two years of high school, approximately how many hours did you spend most weeks doing the following and during the coming academic year, approximately how many hours do you expect to spend each week doing the following?

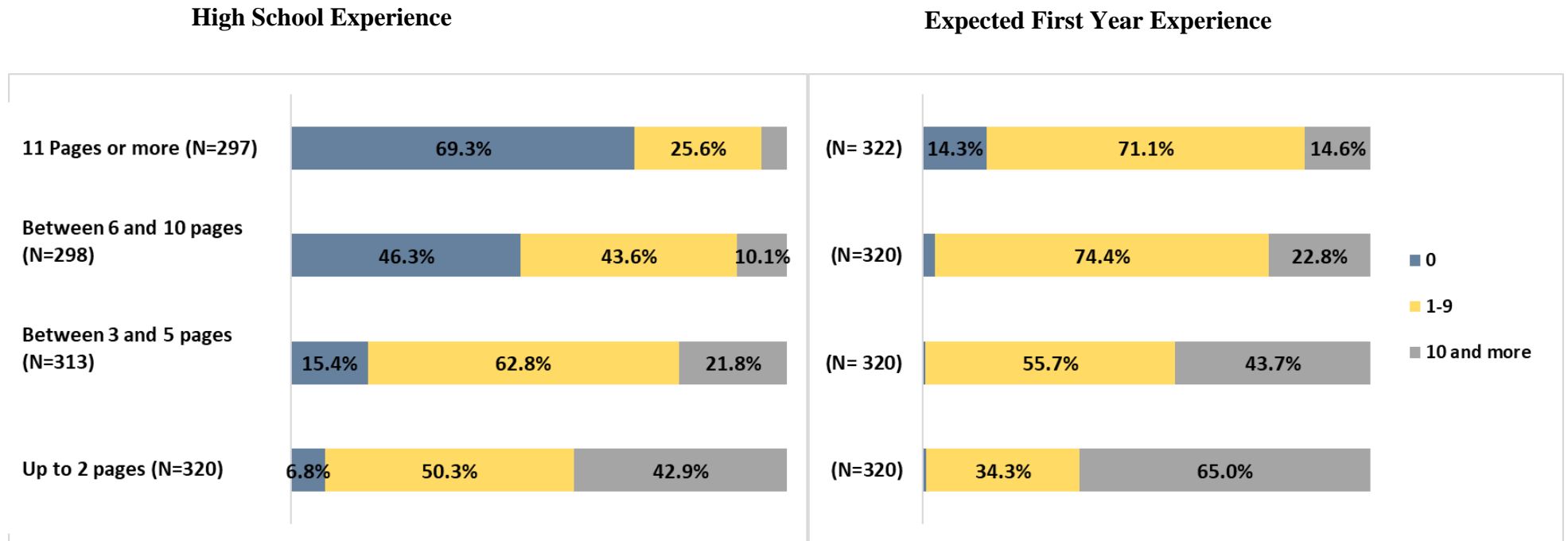
High School Experience



Expected First Year Experience



During your last two years of high school, approximately how many writing assignments (papers, reports, etc.) did you complete of the following length and how many writing assignments of the following lengths do you expect to complete in the coming year?



Methodology and Background

Instrument Design and Timeline

The Office of Institutional Research and Assessment administered the University's 2021 Entering Freshman Student Survey from August 15 to August 27, 2021.

The Entering Freshman Student Survey aims to collect information about entering freshman students' high school experience as well as their expectations for their university academic experience.

This report describes the methodology used for the survey and presents the findings in summary format.

The survey population included 498 entering freshman students.

Program	Number of eligible respondents	Number of survey respondents	Percent (%) completed
Bachelor of Arts in Business (BAB)	161	127	78.9%
Bachelor of Arts in English and Communications (BAEC)	94	86	81.3%
Bachelor of Arts in Politics and Governance (BAPG)	42	34	91.5%
Bachelor of Science in Computer Science (BSCS)	107	87	93.3%
Bachelor of Science in Data Science (BSDS)	64	58	90.6%
Bachelor of Science in Engineering Sciences (BSES)	30	28	81.0%
Total	498	420	84.3%

An email was sent from the Provost to all entering freshman students on August 20 highlighting the importance of the survey, encouraging participation and providing a direct link to the online survey.

In seeking a high response rate, the following course of action was taken:

- Three reminder emails were sent from the Office of Institutional Research and Assessment on August 20, August 24 and August 27, 2020.

A total of **420 (84.3%)** out of **498** entering freshman students participated in the survey.

To check how well the sample reflected the population with regard to distribution by program and by sex, one-sample chi-square test was conducted. According to the test results²³, collected data is representative with the corresponding population by program and sex.

²³ Program: $\chi^2(1) = 1.900$ $p = 0.863$; sex: $\chi^2(1) = 2.487$, $p = 0.115$

Undergraduate graduating students by program and by sex distributions in population and in sample are presented in the tables below.

Program	Population	Proportion in population	Sample	Proportion in sample
BAB	161	32.3%	127	30.2%
BAEC	94	18.9%	86	20.5%
BSCS	107	21.5%	87	20.7%
BSDS	64	12.9%	58	13.8%
BAPG	42	8.4%	34	8.1%
BSES	30	6.0%	28	6.7%
Total	498	100.0%	420	100.0%

Sex	Population	Proportion in population	Sample	Proportion in sample
Male	223	37.1%	172	41.0%
Female	275	62.9%	248	59.0%
Total	498	100.0%	420	100.0%

Description

Upon completion of the on-line survey, data was analyzed in SPSS. Descriptive analysis includes frequencies, custom tables by sex and academic program, calculation of mean values for categorical variables with Likert scale type response options, and medians for ordinal categorical variables.

To detect the difference in the mean values of questions and respondents' sex, independent sample t-test was conducted. One-way ANOVA was run to detect the difference in the mean values of questions between academic programs. Post-Hoc tests helped to identify the mean difference between particular academic programs. The significance level used for the statistical tests was 5%. In addition, marginally significant (10%) results were reported for the two-way ANOVA results. The full report for *internal use only* consists of the following main parts: by program and by sex tables for 2021 survey results, answers to open-ended questions for 2021 survey results, and longitudinal dashboard and tables for 2015-2021 survey results.

For statements that have a Not Applicable (N/A) response option, the mean value is calculated without including Not Applicable responses.

The numbering of the responses in the full reports corresponds to the numbering in the survey questionnaire.