



Department of Institutional Research and Assessment

Graduate Exit Survey AY 2024-2025

Your suggestions and comments are welcomed. For questions or additional queries do not hesitate to contact us by email dira@lau.edu.lb or at extensions 1232, 3906, 2338

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Overview

The 2024 - 2025 Exit Survey was administered to 349 graduate students with the aim of improving LAU's operations and student services. Of the 349 graduates who were invited to participate in the online survey, 209 responded yielding a response rate of 60%.

Respondents' Characteristics

- 47% graduated from the Adnan Kassar School of Business, 30% from the School of Arts & Sciences, 13% from the Gilbert & Rose-Marie Chagoury School of Medicine, 8% from the School of Pharmacy, 2% from the School of Engineering, and 0.5% from the School of Architecture & Design.
- 27% graduated with a Master of Business Administration, 13% with an MD in General Medicine, 7% with an MA in Education, 7% with a Doctor of Pharmacy and 7% with an MS in Biological Sciences, in addition to various degrees offered by the university.
- 60% females, 40% are males.

Summary of Major Findings

- **Student Satisfaction with University Services**

At the institutional level, 80% or more rated the services provided by the Library: Study Space, Online Resources, and Librarian Services, Outdoor Space, their School/Department, Academic Success Center, Classrooms, Office of Graduate Studies & Research, Writing Center, Community Service & Engagement, Admissions Office, International Services, Registrar's Office, Financial Aid & Scholarships Office Services, Business Office, Career Development Services, Residence Halls, Counseling Services and Athletics and Sports Facilities as "Good¹". Between 74% and 77% gave the same rating to Placement Services and Cafeteria. **Figure 1** below depicts the findings by campus.

¹ Includes the responses "Excellent" and "Good"

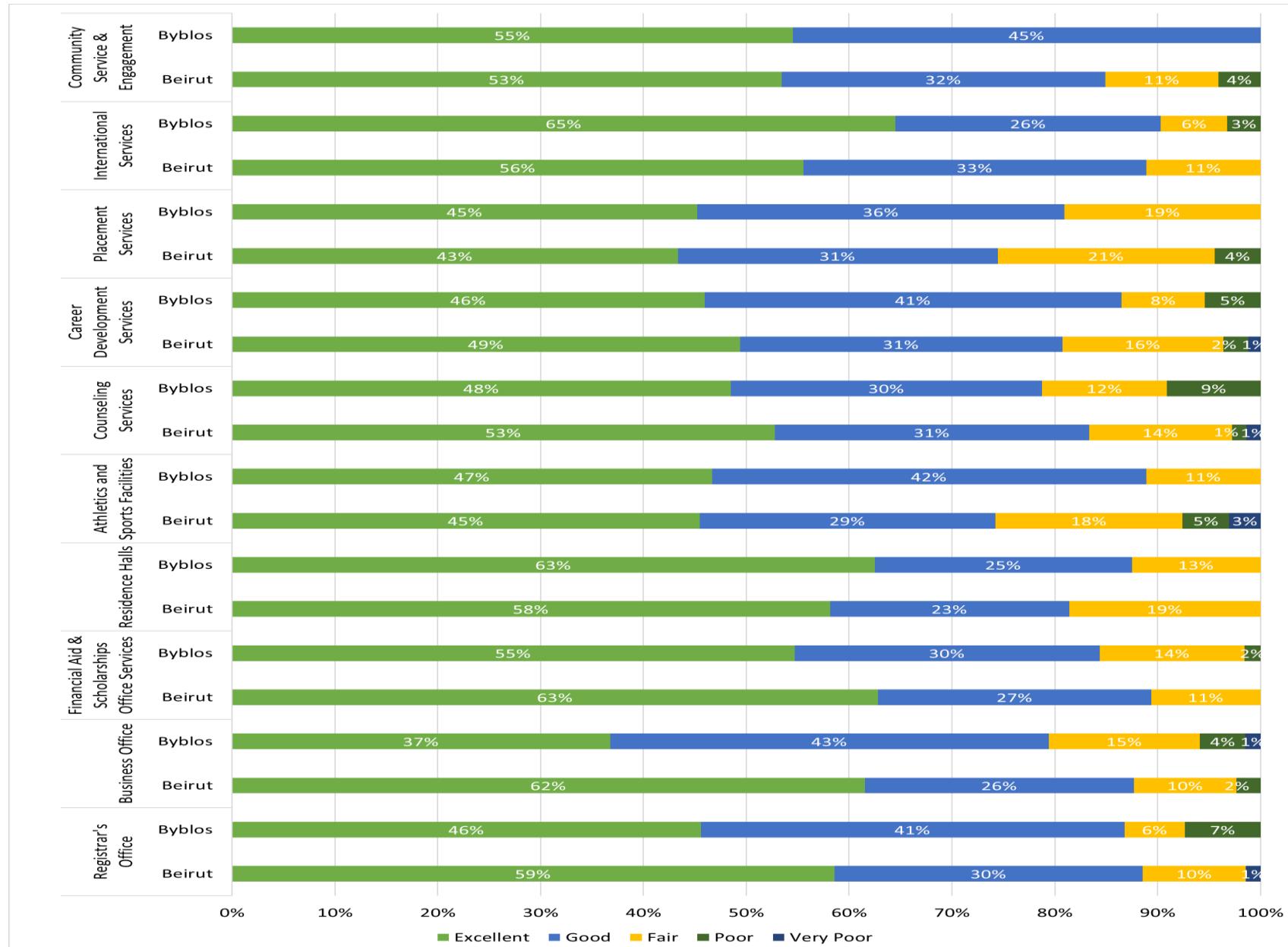


Figure 1: Student satisfaction with university services

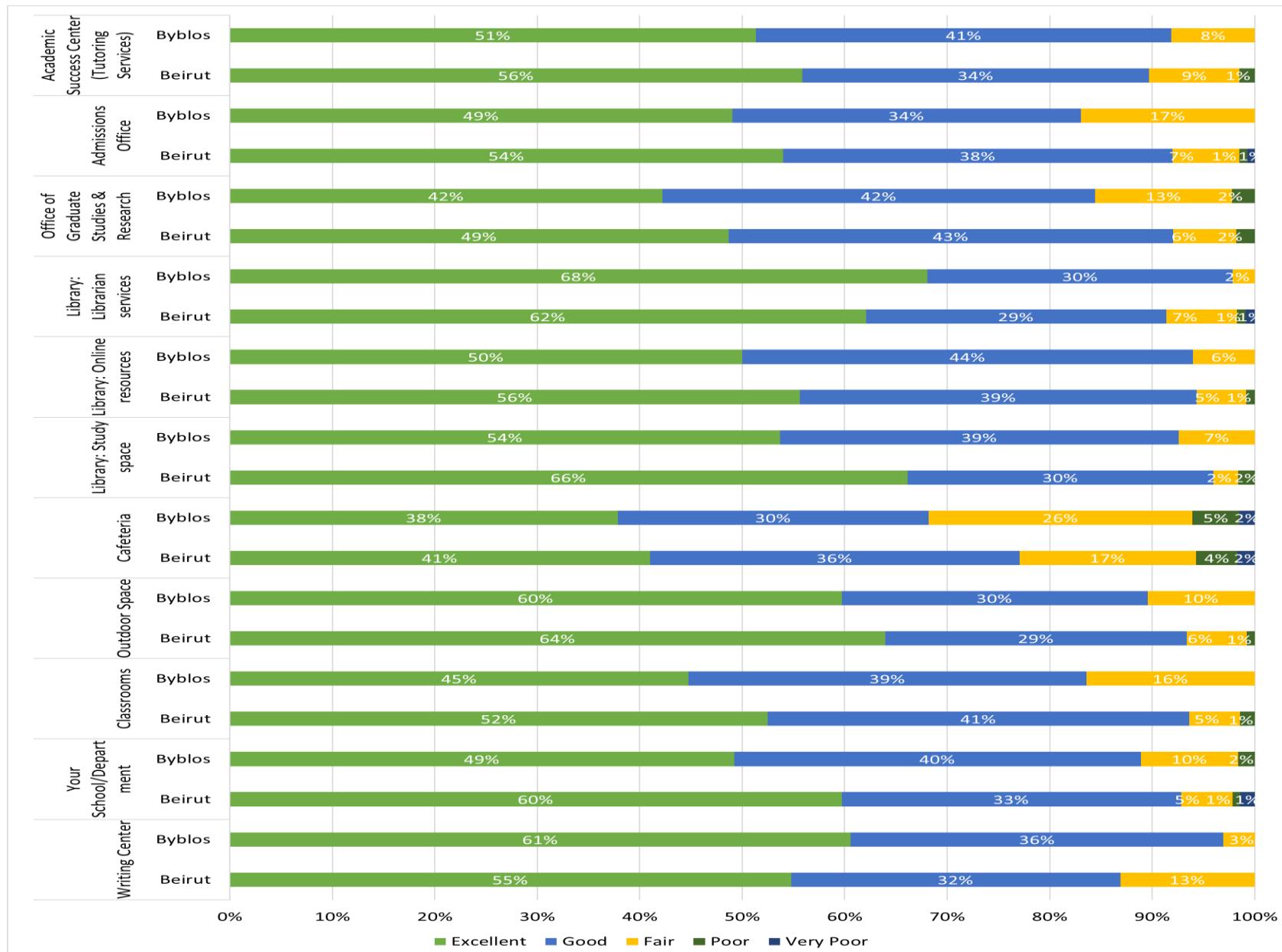


Figure 1: Student satisfaction with university services (continued)

- **Academic Experience**

At the institutional level, the vast majority of respondents ($\geq 85\%$) perceived the quality of advising by staff academic advisors in the Dean of Students' office, faculty command of knowledge, the accessibility of faculty members, the quality of instruction in major courses, the quality of instruction in non-major courses, the use of diverse digital tools, faculty use of innovative teaching methods, the quality of advising of faculty members, the quality of library resources and trainings, the challenge and thoroughness of the curriculum, the workload of the program, the quality of internship experiences, the quality and conditions of computer labs and facilities, the quality of lab experiences and the value of remedial courses to be "Good". 74% gave the same rating to the variety of elective courses offered. **Figure 2** below depicts the findings by campus.

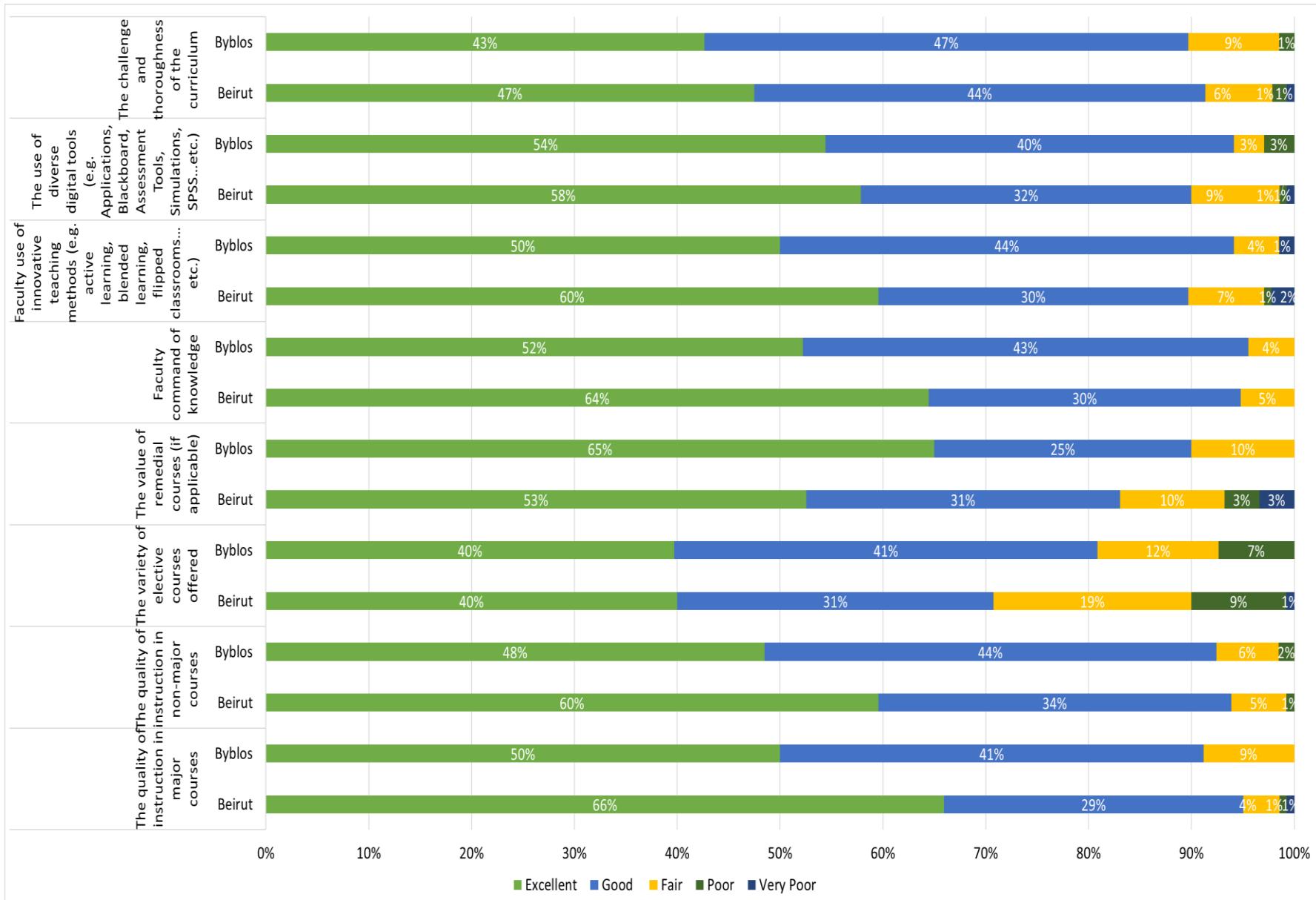


Figure 2: Quality of academic experience

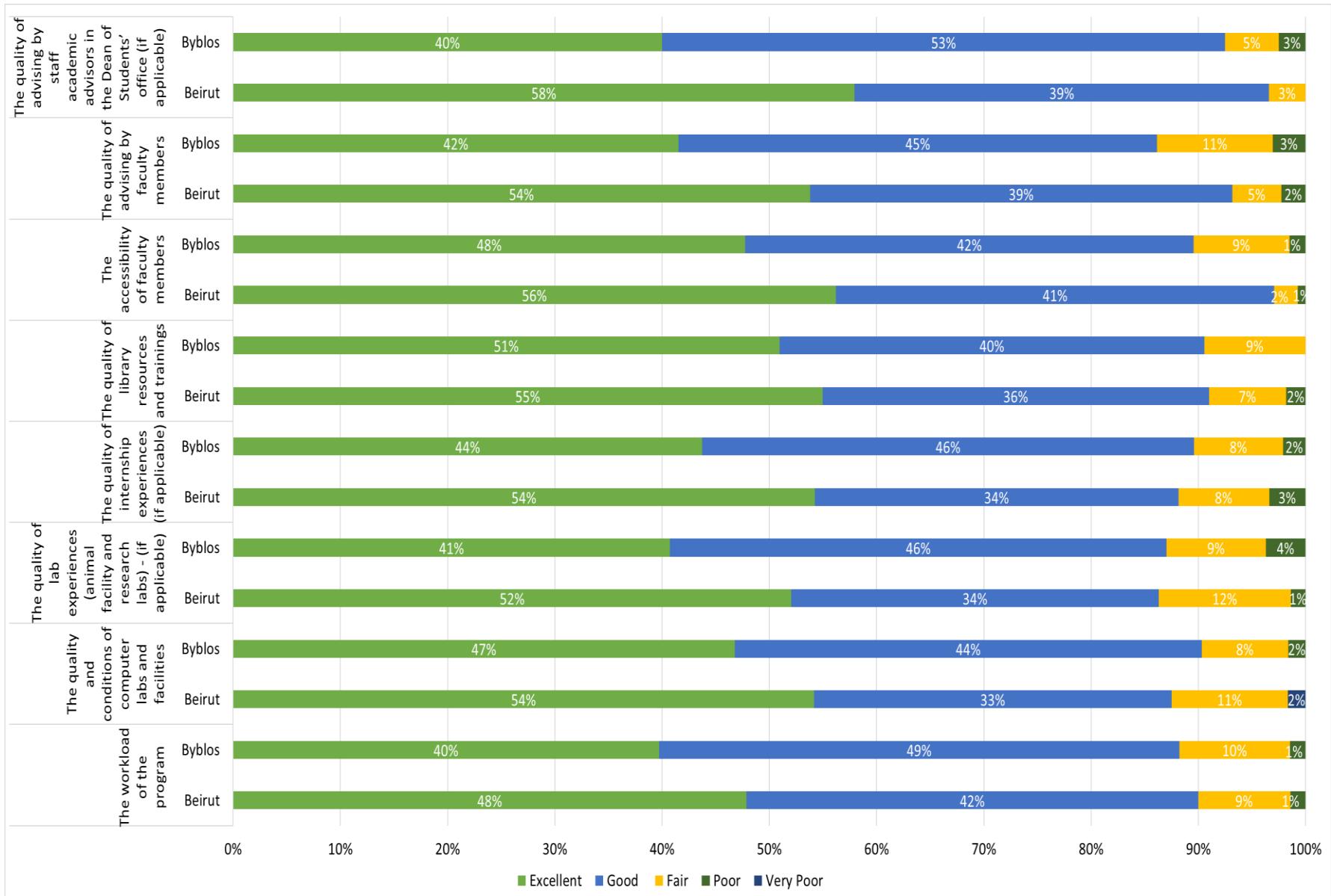


Figure 2: Quality of academic experience (continued)

- **Assessment of Education Quality in Skill Development**

At the institutional level, the vast majority of respondents ($\geq 81\%$) perceived the education they received to be “Good” in developing the following skills and competencies: professionalism, oral and written communication skills, critical thinking, leadership, advocacy, proactivity & responsibility, time management, adaptability and flexibility, cultural sensitivity, decision making, priority setting and planning, problem solving, teamwork and collaboration, social engagement, digital literacy, research skills, lifelong learning, creativity and innovation, applying theoretical knowledge to practical situations, data analysis/quantitative reasoning skills, global perspective, resilience and stress management, emotional intelligence, entrepreneurship, sustainability and environmental awareness and AI literacy. **Figure 3** below depicts the findings by campus.

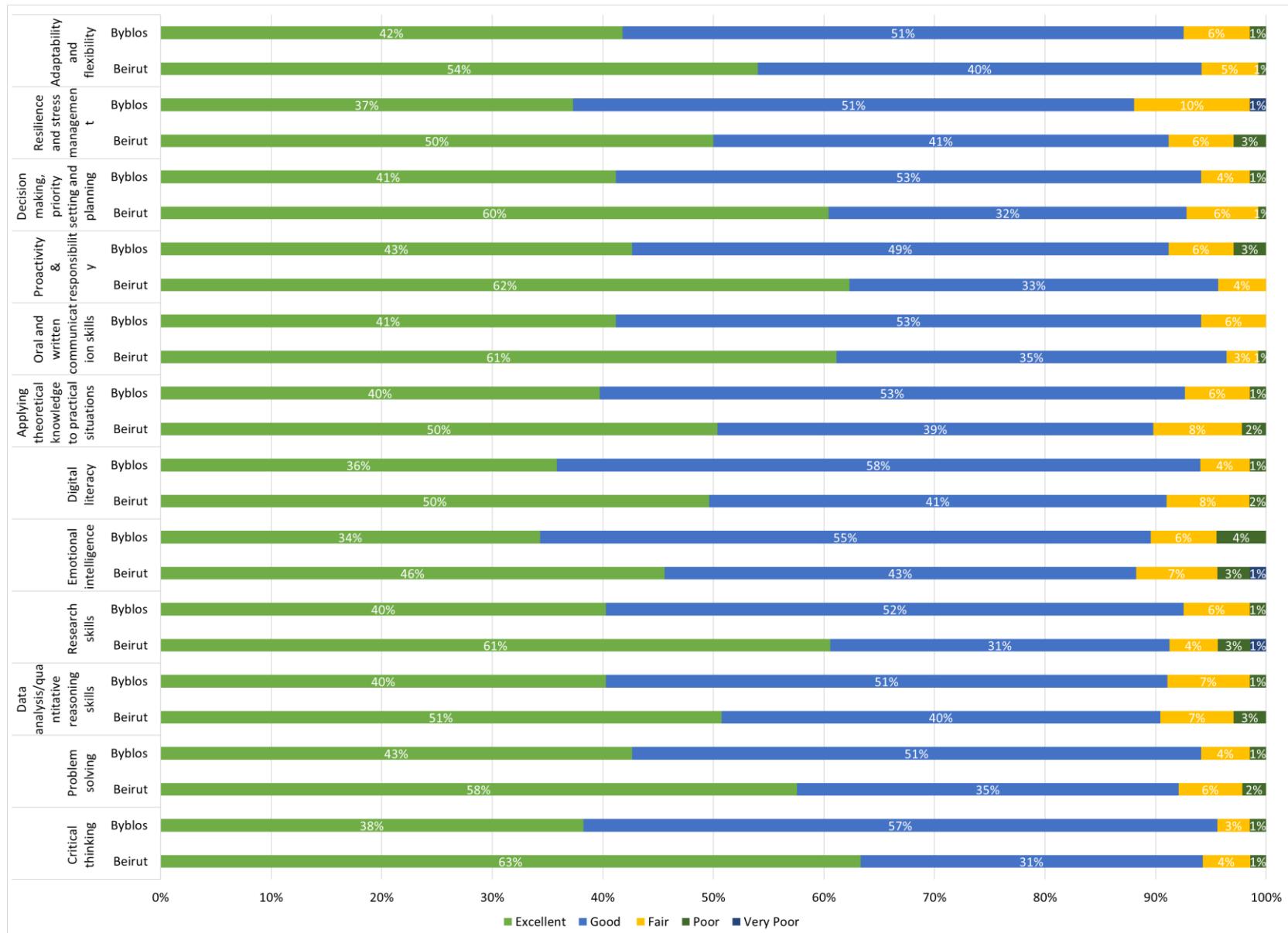


Figure 3: Assessment of Education Quality in Skill Development

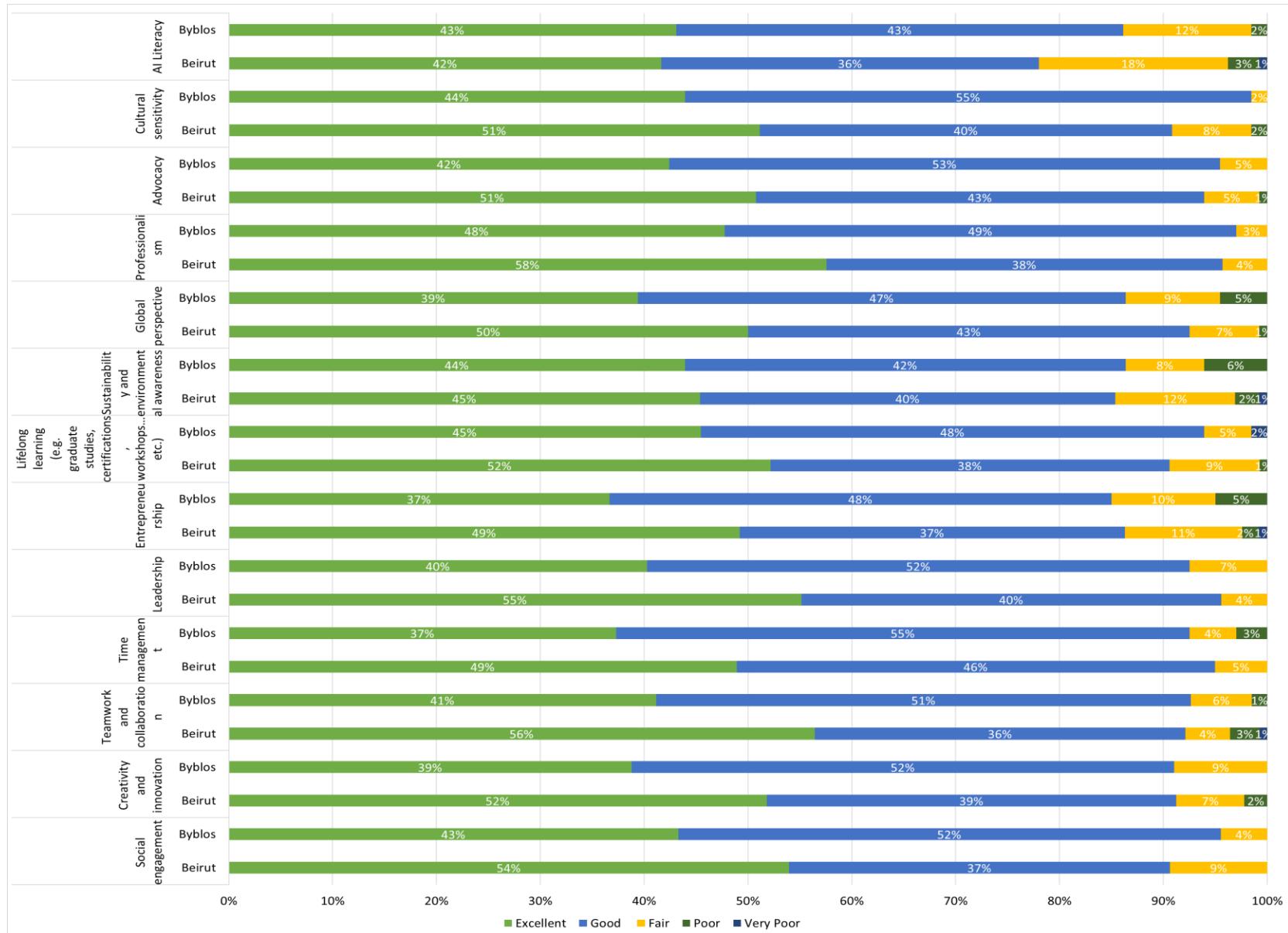


Figure 3: Assessment of Education Quality in Skill Development (continued)

- **Research Impact on Education**

At the institutional level, 64% of respondents completed a thesis/project as part of their degree requirements.

The vast majority of respondents ($\geq 83\%$) perceived the research environment and support they received to be “Good” with respect to the below:

- 90%: The support you received from the advising committee
- 90%: The mentorship of your supervisor/advisor
- 89%: The support you received from the Institutional Review Board (IRB)
- 87%: The availability of research infrastructure and resources (e.g., funding, purchase of reagents, software, etc.)
- 87%: The level of support provided by research personnel (e.g., lab technicians, lab supervisors, staff at animal facilities)
- 86%: The quality of the physical facilities available for research (e.g., laboratories, equipment, animal facility infrastructure)
- 85%: The adequacy of time allotted to complete your thesis/project
- 83%: The relevance and effectiveness of the required CITI training

Figure 4 below depicts the findings by campus.

Additionally, at least 77% agreed² to the below regarding their research experience:

- 84%: Research methods (literature review, data analysis techniques...) were effectively integrated into your studies
- 82%: Faculty advisor(s) allowed you to take ownership of the research process even if that meant making mistakes and learning from them
- 82%: Faculty advisor(s) modeled ethical and effective research practices, creating a positive research environment
- 77%: The thesis/research project you engaged in augmented the graduate experience

Respondents further reported on the tangible outcomes of their graduate research project(s), which were distributed as follows:

- 25%: Paper(s) submitted for publication (under review)
- 18%: Conference presentation(s)
- 17%: Manuscript(s) in progress
- 13%: Published paper(s) in a peer-reviewed journal
- 7%: Other
- 44%: None of the above

² Includes the responses “Strongly Agree” and “Agree”

Fifty-six percent (56%) of respondents reported that they produced these outputs in collaboration with LAU faculty members. In addition, 63% said they were given opportunities to present their research at conferences, symposiums, or university events.

- **Funding and Financial Support During Graduate Studies**

Seventy-nine percent (79%) of respondents reported receiving a graduate assistantship or research scholarship during their graduate studies. Among those recipients, at least 53% indicated that they developed the following skills:

- 72%: Communication skills
- 69%: Research skills
- 63%: Time management skills
- 61%: Teamwork skills
- 58%: Critical thinking skills
- 56%: Organizational skills
- 53%: Professionalism
- 53%: Confidence

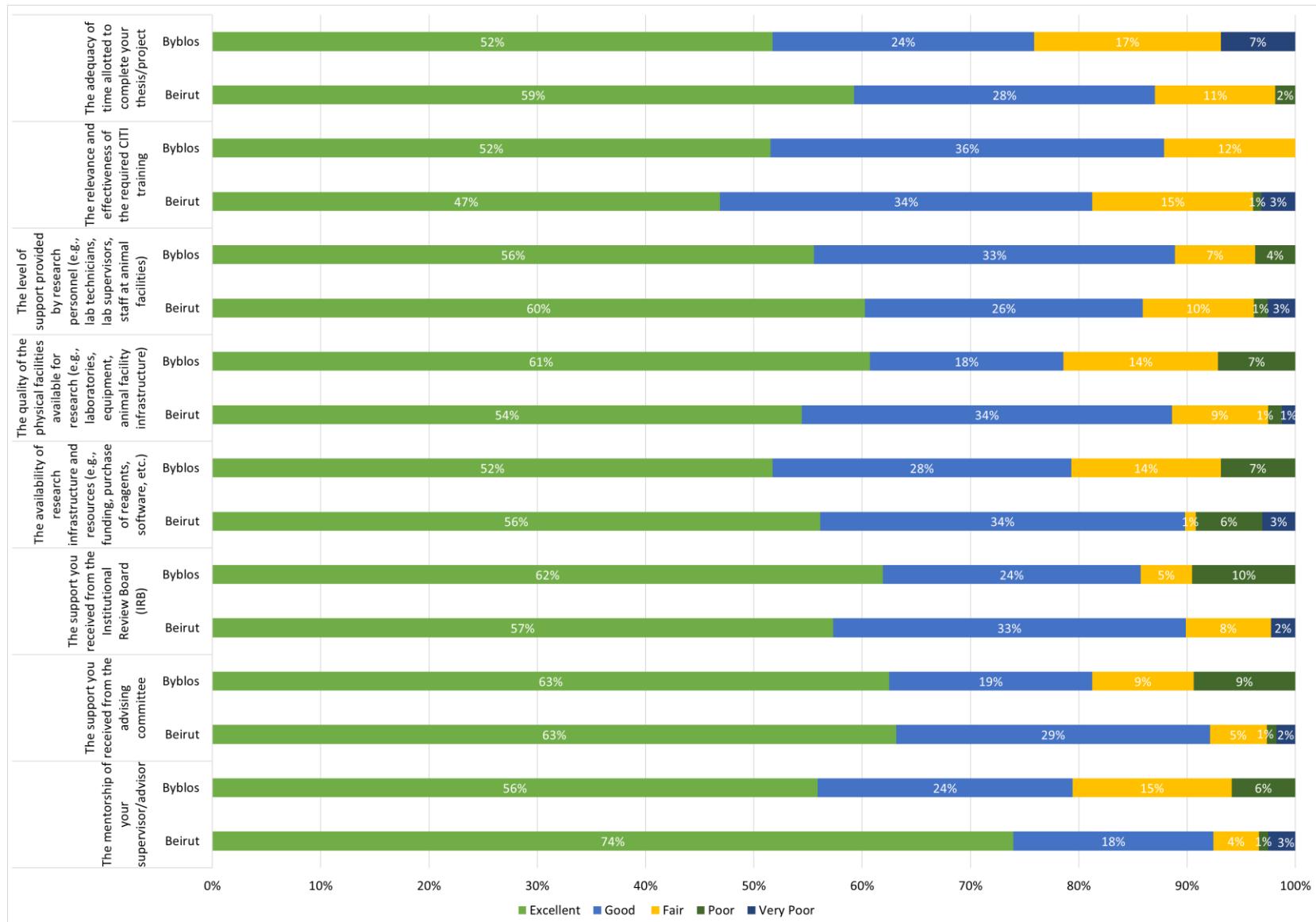


Figure 4: Research Environment and Support

- **Quality of High-Impact Practices**

- 14% of all respondents reported that they were members in clubs during their stay at LAU. 80% of those reported that participating in clubs/activities has to a good extent enhanced their skills and/or abilities. When asked about the kind of skills developed while participating in clubs/activities, between 40% and 67% indicated the following: (1) Teamwork skills, (2) Communication skills, (3) Networking skills, (4) Positive attitude, (5) Confidence, (6) Creative innovation skills and (7) Organizational skills. 80% of club members also reported that participating in clubs/events has helped with their social life on campus. As for the clubs' "Online Activity Form System", 70% of club members rated the system as satisfactory³.
- 11% of all respondents reported that they are members of an NGO or mission related organization.

- **Overall Student Satisfaction**

- The majority of respondents (95%) rated the quality of their overall LAU experience as "Good".
- A vast majority (98%) of respondents would recommend LAU to their friends, while 95% would also recommend the graduate program they competed. Moreover, 81% expressed an interest to join and be an active member of the LAU Alumni Chapters. If the major they require is available at LAU, 81% would continue their graduate studies at the institution.

- **Continuing Education**

- Of the 19% (40) of respondents who applied to a graduate program at LAU, 98% (39) were accepted. Of the 8% (17) of respondents who applied to a graduate program at another university in Lebanon, 71% (12) were accepted. Of the 12% (25) of respondents who applied to a graduate program at a university outside Lebanon, 52% (13) were accepted to at least one graduate program.
- When asked about the reason(s) for choosing another university in Lebanon, between 12% and 18% indicated the following: (1) University ranking, (2) Regional/International reputation, (3) Facilitates finding a job in reputable company and (4) Facilitates finding a well-compensated job. Similarly, when asked about the reason(s) for choosing another university abroad, between 12% and 40% indicated the following: (1) University ranking, (2) Increases possibility of a job promotion, (3) Subject ranking, (4) Facilitates finding a job in reputable company, (5) Regional/International accreditation, (6) Regional/International reputation, (7) Facilitates finding a well-compensated job and (8) On-campus facilities and amenities.
- 46% of graduate respondents indicated that they had an income generating job while studying at LAU. 65% were employed as full-timers outside LAU.

³ Includes the responses "Highly Satisfactory" and "Satisfactory"

- **Career Guidance and Placements**

- During their stay at LAU, 44% of graduate students participated in the career and internship fair, 33% in on-campus and virtual recruitment presentations, and 27% in professional development workshops.
- 49% of graduate students applied to jobs through social media (including LinkedIn), 41% career services/career portals (JobTeaser, Khibra, JobsforLebanon), 40% through company websites, 31% through other sources (other career fairs, other online platforms, ads, etc.), 29% through their family/personal connections, 27% through career and internship fair, 27% through school/ department/faculty, and 19% through on-Campus and Virtual Recruitment Presentation.
- 51% of graduate respondents are already employed, while 13% are unemployed but have received a job offer.
- 72% of currently employed graduates, or those who have recently received a job offer, believe that their graduate or doctoral degree will improve their chances of promotion in their current job.
- In addition, most (87%) of those who are currently employed or have recently received a job offer reported that the job is located in Lebanon whereas 4% reported that the job is located in the United Arab Emirates. Moreover, 3% reported that the job is based in the United States while 2% stated that the job is located in Saudi Arabia.

- **Health and Security**

- 99% of respondents considered respect for environmental issues at LAU to be adequate⁴. Additionally, 98% considered each of LAU's safety measures—including emergency preparedness, fire and life safety, environmental health and safety, disabled access, and training and drills—as well as campus cleanliness to be adequate. Similarly, 97% considered each of LAU's health services (medical and clinical care, urgent care) and security (personal safety on campus, prevention from violence, prevention from substance abuse) to be adequate, while 94% considered the handling of medical emergencies on campus to be adequate. **Figure 5** below depicts the findings by campus.

⁴ Includes the responses "Adequate" and "Somewhat adequate"

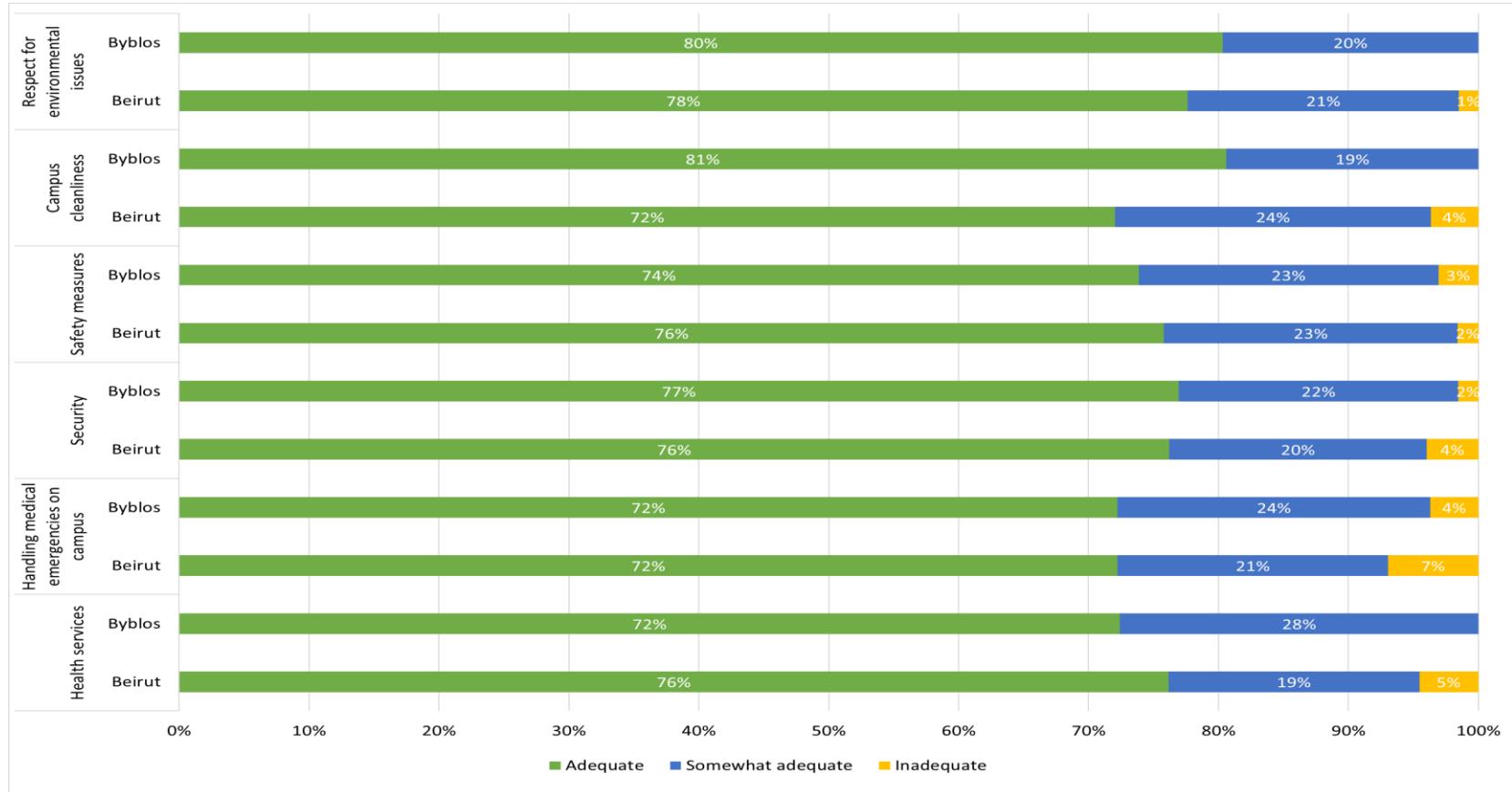


Figure 5: Health and security

- **Institution of Choice - Characteristics**

At the institutional level, the vast majority of respondents ($\geq 89\%$) rated the following features as “Good” in making LAU an institution of choice for prospective students: university reputation & image (98%), institutional and program accreditation (97%), academic Integrity (97%), academic programs, courses and curriculums (96%), advancement of cultural diversity, equity and inclusion (96%), presence of multiple campuses (95%), student-faculty interaction (95%), world and regional rankings (94%), campus life, student clubs and extracurricular activities (93%), availability of financial support (92%), internal processes (91%), student-staff interaction (91%), and student council/governance effectiveness (89%). **Figure 6** below depicts the findings by campus.

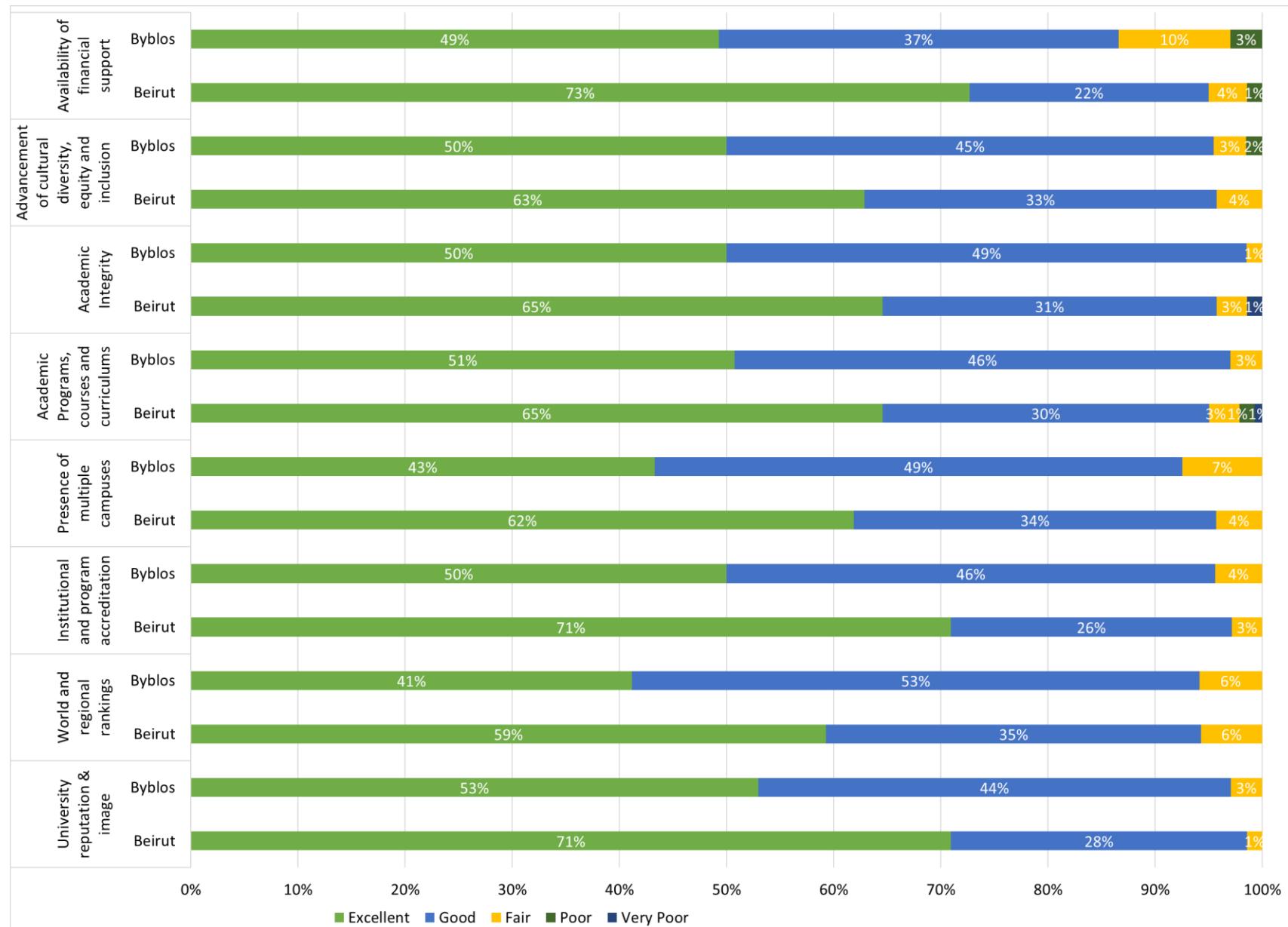


Figure 6: Institution of Choice – Characteristics

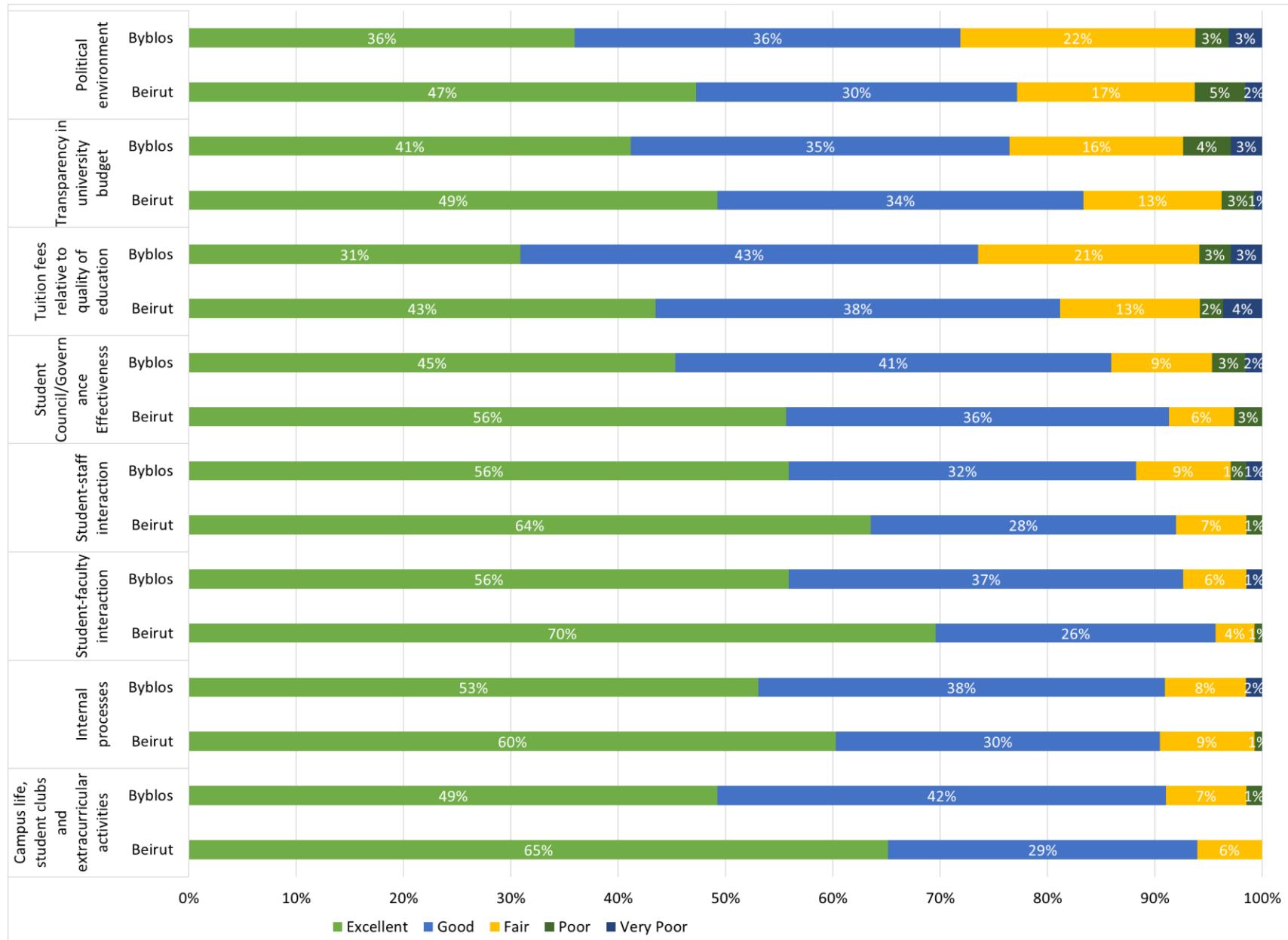


Figure 6: Institution of Choice – Characteristics (continued)