



Department of Institutional Research and Assessment

Undergraduate 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 report is divided into two main sections: an overview that highlights the key findings and a subsequent section that provides a detailed analysis of those findings. In the overview, tables and graphs present responses excluding "NA" (Not Applicable), while the detailed section includes all responses, including "NA." Cross-referencing within the overview facilitates easy navigation between the two sections.

The 2024 - 2025 Exit Survey was administered to 1,998 graduating undergraduate students with the aim of improving LAU's operations and student services. Of the 1,998 undergraduates who were invited to participate in the online survey, 1,809 responded yielding a response rate of 91%.

Respondents' Characteristics

- 42% from the School of Arts & Sciences, 34% graduated from Adnan Kassar School of Business, 12% from the School of Engineering, 7% from the School of Architecture & Design, 3% from the School of Pharmacy, and 2% from the Alice Ramez Chagoury School of Nursing.
- 30% graduated with a BS in Business, 12% with a BS in Computer Science, 10% with a BS in Biology and 7% with a BA in Psychology, in addition to various degrees offered by the university.
- 54% females, 46% 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, Admissions Office, Outdoor Space, Writing Center, Business Office, Academic Success Center, Community Service and Engagement, Registrar's Office and International Services as "Good¹". Between 72% and 79% gave the same rating to their School/Department, Classrooms, Residence Halls, Counseling Services, Career Development Services, Athletics and Sports Facilities, Financial Aid and Scholarships Office Services and Placement Services. **Figure 1** below depicts the findings by campus.

¹ Includes the responses "Excellent" or "Good"

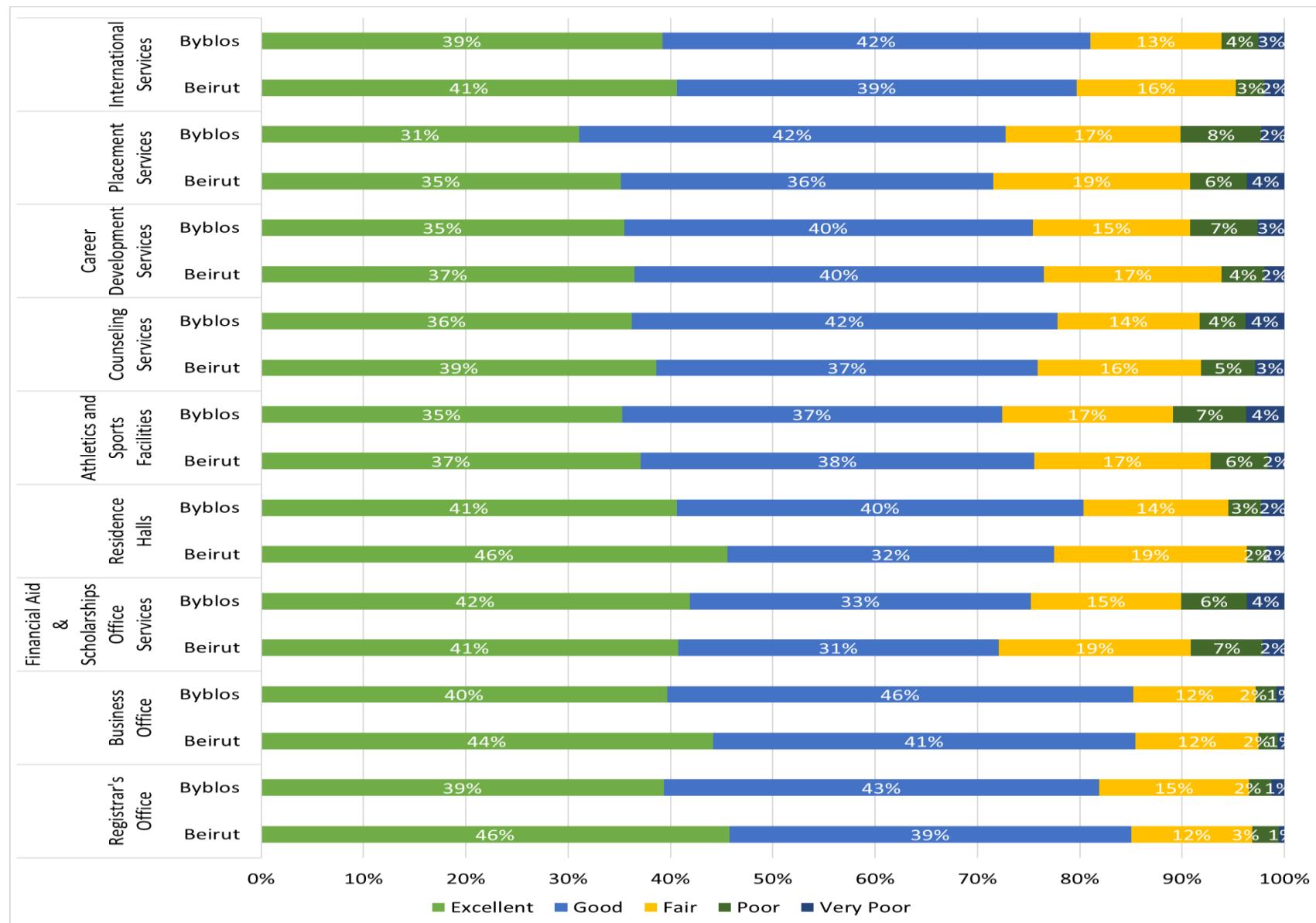


Figure 1: Student satisfaction with university services

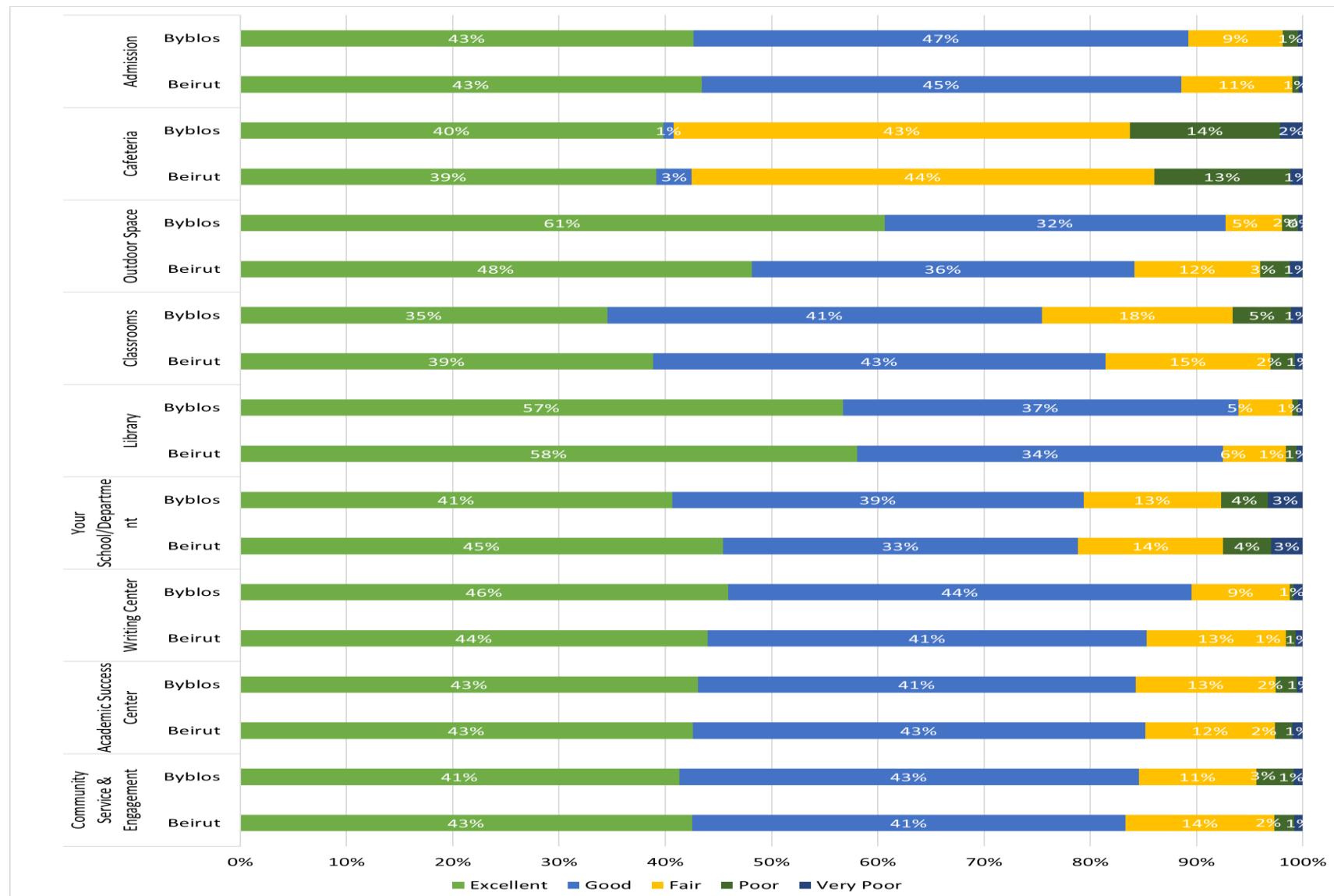


Figure 1: Student satisfaction with university services (continued)

- **Academic Experience**

At the institutional level, the vast majority of respondents ($\geq 80\%$) perceived faculty command of knowledge, the use of diverse digital tools, the quality of instruction in language courses, the quality of instruction in non-major courses, the quality of instruction in major courses, the accessibility of faculty members, faculty use of innovative teaching methods, the quality of advising by staff academic advisors in the Dean of Students' office, the challenge and thoroughness of the curriculum and the quality of advising by faculty members to be "Good". **Figure 2** below depicts the findings by campus.

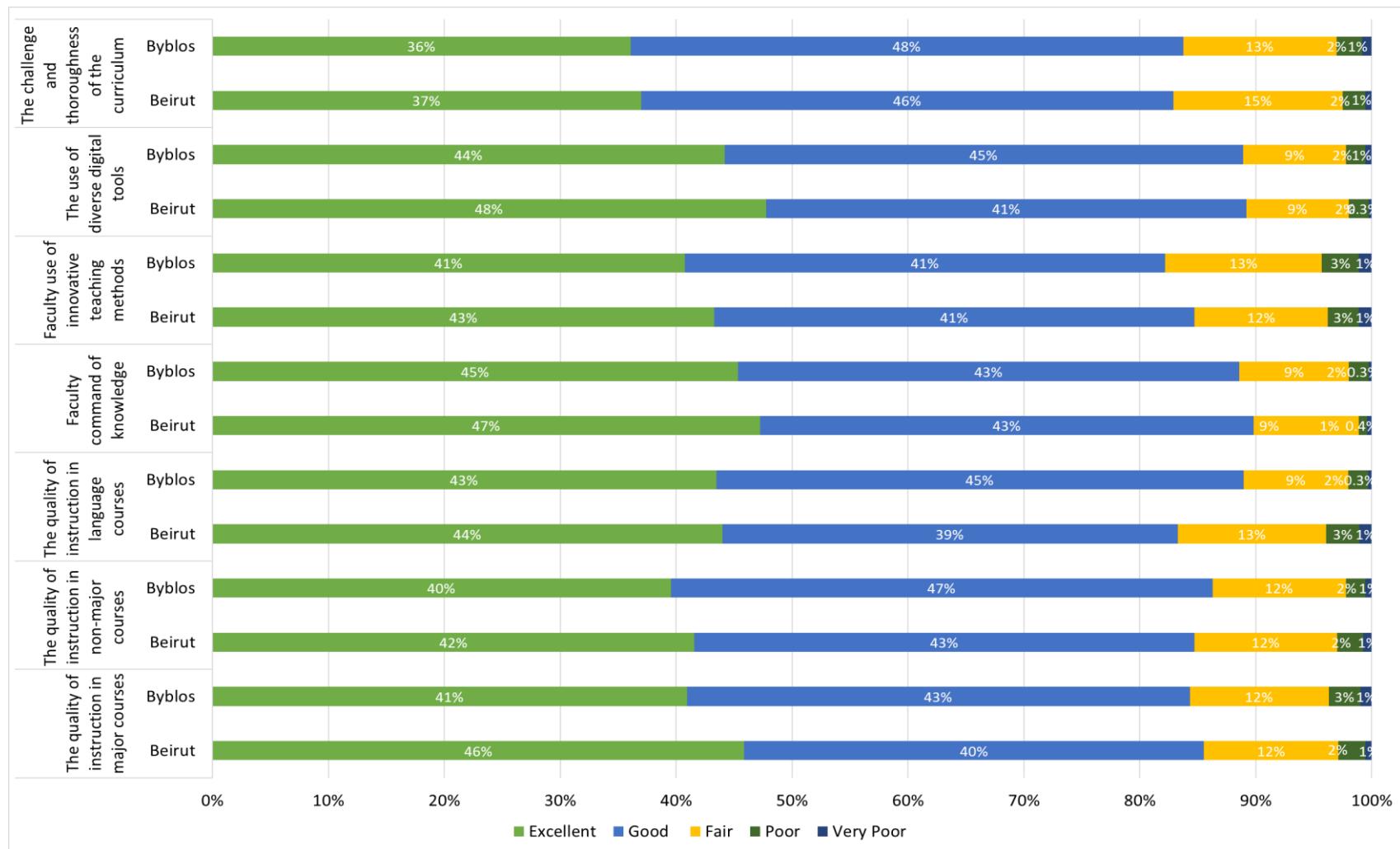


Figure 2: Quality of academic experience

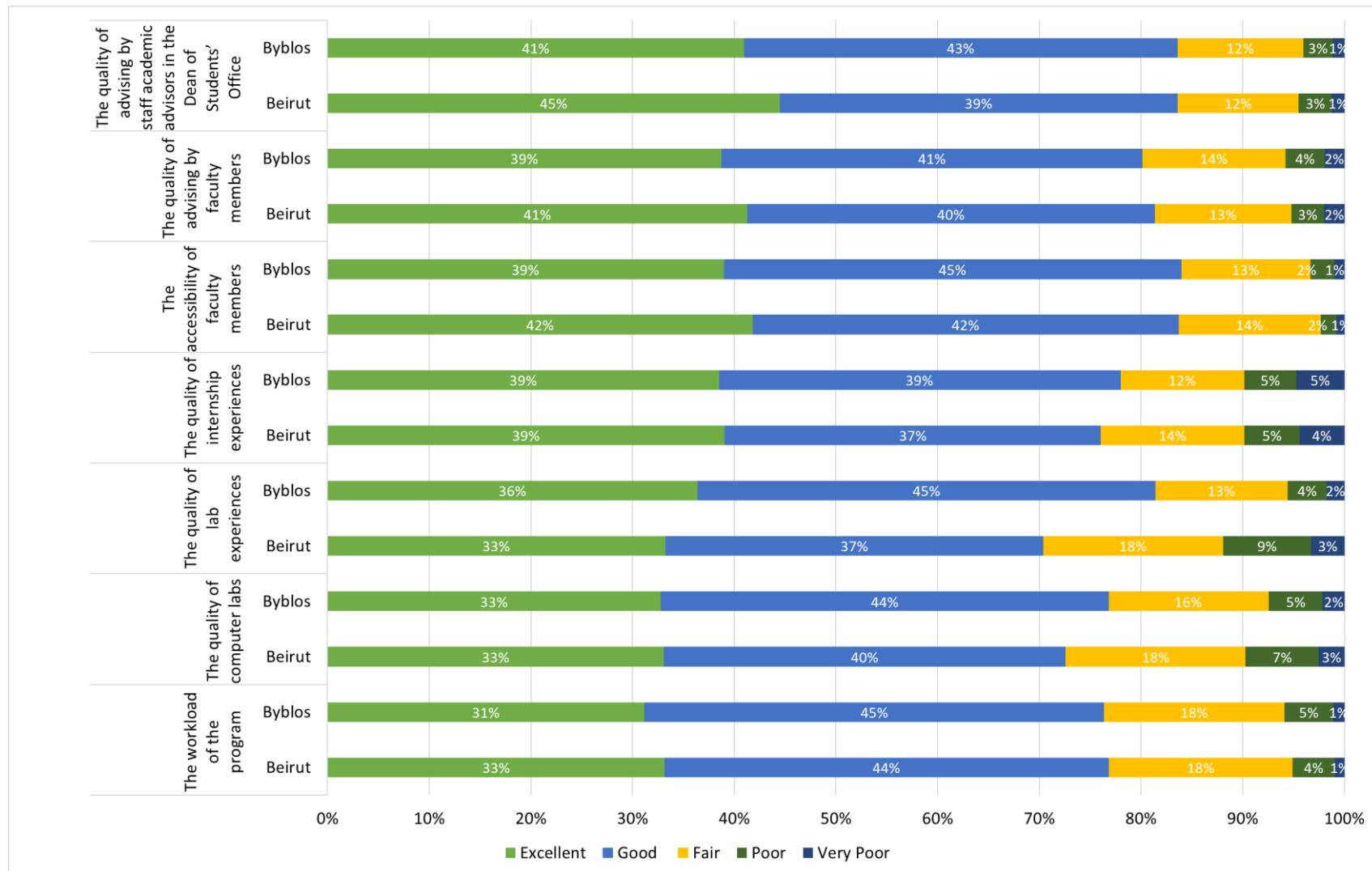


Figure 2: Quality of academic experience (continued)

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

At the institutional level, the vast majority of respondents ($\geq 80\%$) perceived the education they received to be “Good” in developing the following skills and competencies: critical thinking, problem solving, oral and written communication skills, decision making, priority setting and planning, proactivity and responsibility, professionalism, adaptability and flexibility, teamwork and collaboration, leadership, creativity and innovation, advocacy, social engagement, data analysis/quantitative reasoning, digital literacy, cultural sensitivity, time management, lifelong learning, global perspective, sustainability and environmental awareness, research skills, application of theoretical knowledge to practical situations, emotional intelligence and resilience and stress management. **Figure 3** below depicts the findings by campus.

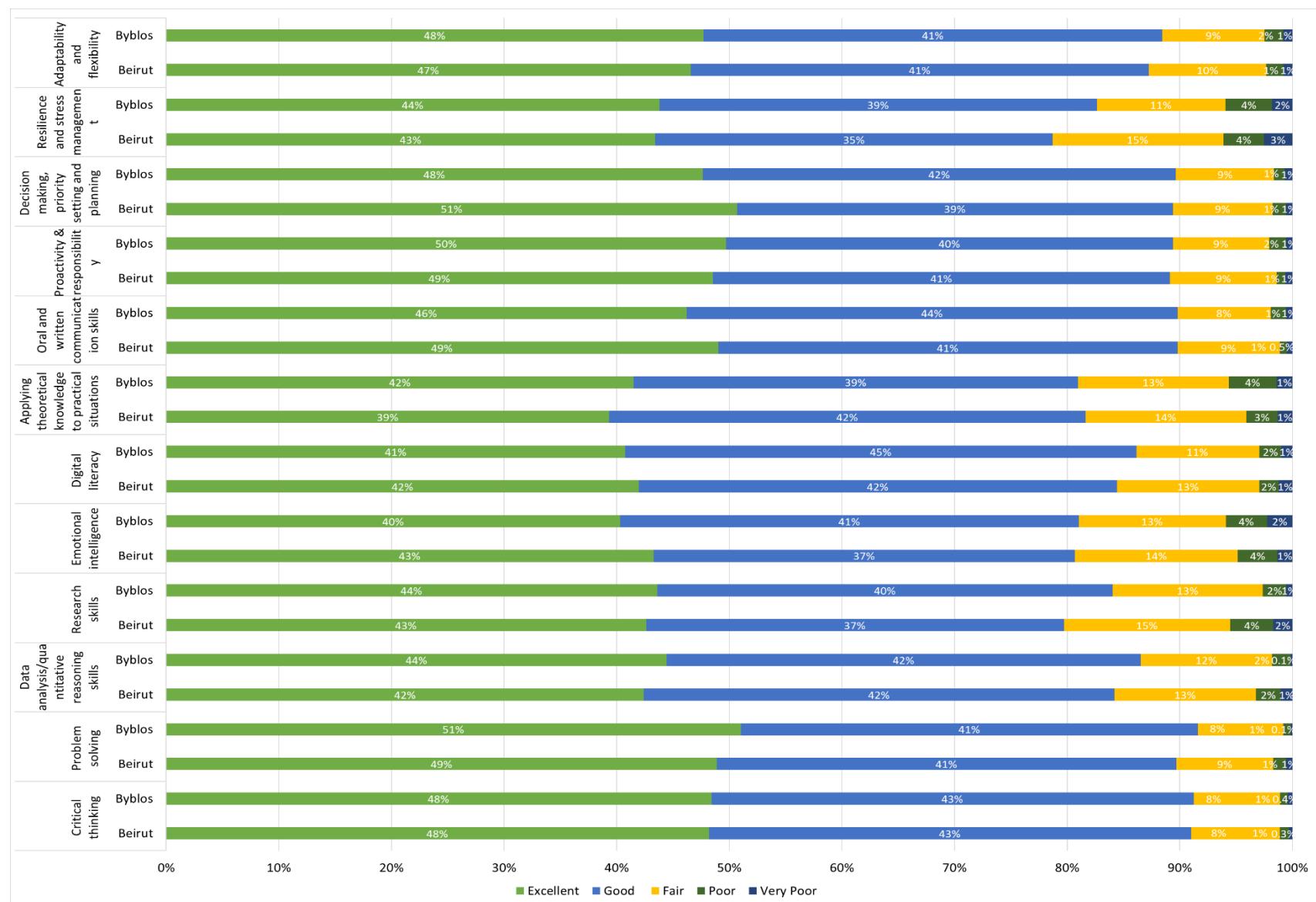


Figure 3: Assessment of Education Quality in Skill Development

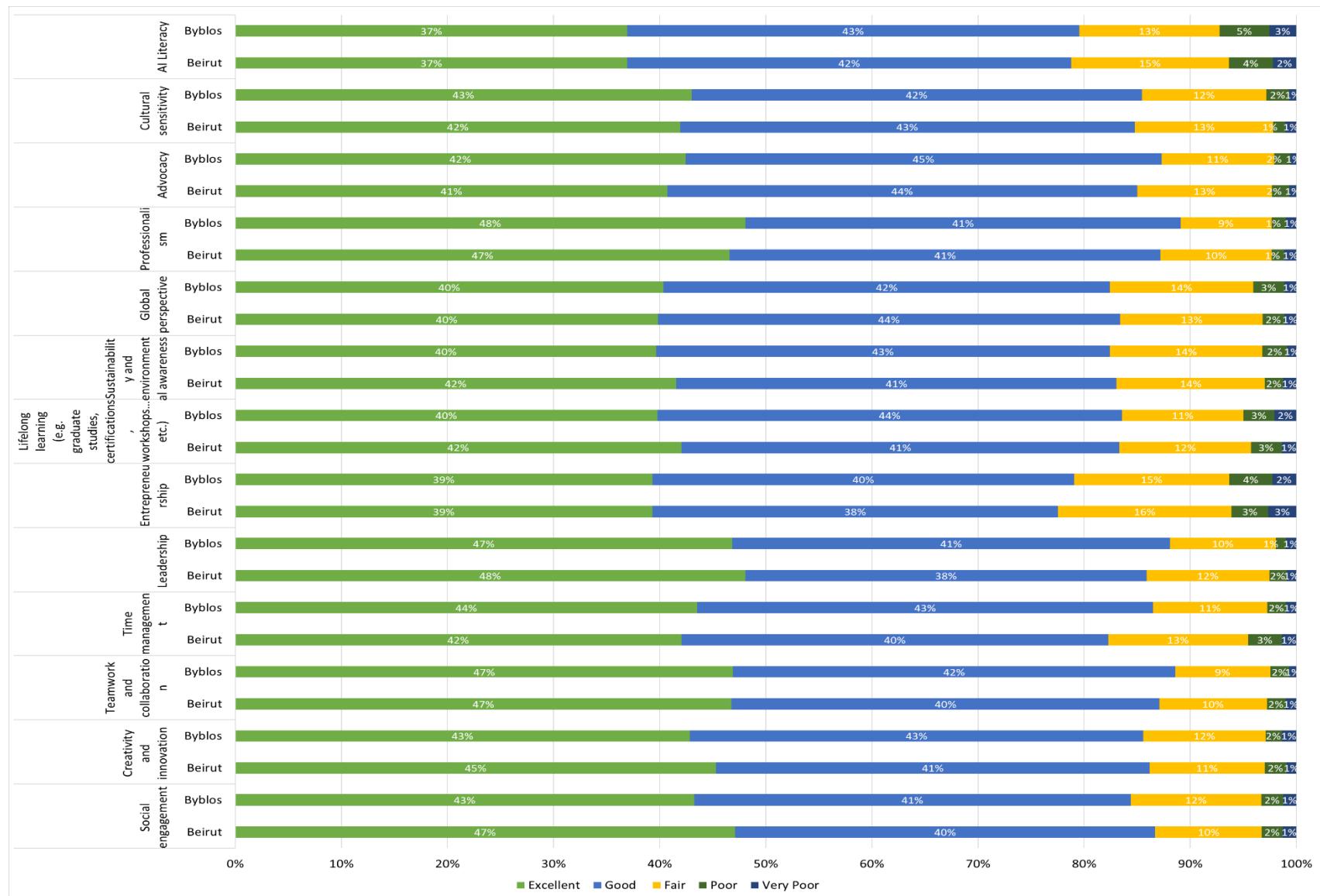


Figure 3: Assessment of Education Quality in Skill Development (continued)

- **Research Impact on Education**

- At the institutional level, the vast majority of respondents ($\geq 80\%$) agreed to a good extent² with the following statements:
 - 98%: It is important and essential to integrate research-based learning experiences into your university education.
 - 92%: Research was effectively integrated into your studies (data analysis techniques, literature review methods,...).
 - 91%: Faculty members exposed you to research findings, either through their own research or by incorporating findings from other researchers, during your university education.

Figure 4 below depicts the findings by campus.

- At the institutional level, 44% of respondents reported that their research project during their undergraduate studies yielded a positive outcome as per the below:
 - 19%: Paper(s) submitted for publication (under review)
 - 16%: Published paper(s) in a peer-reviewed journal
 - 13%: Conference presentation(s)
 - 10%: Manuscript(s) in progress
- At the institutional level, 78% of undergraduate student research outputs were produced in collaboration with LAU faculty members.

² Includes the responses “To a Great Extent” and “Somewhat”

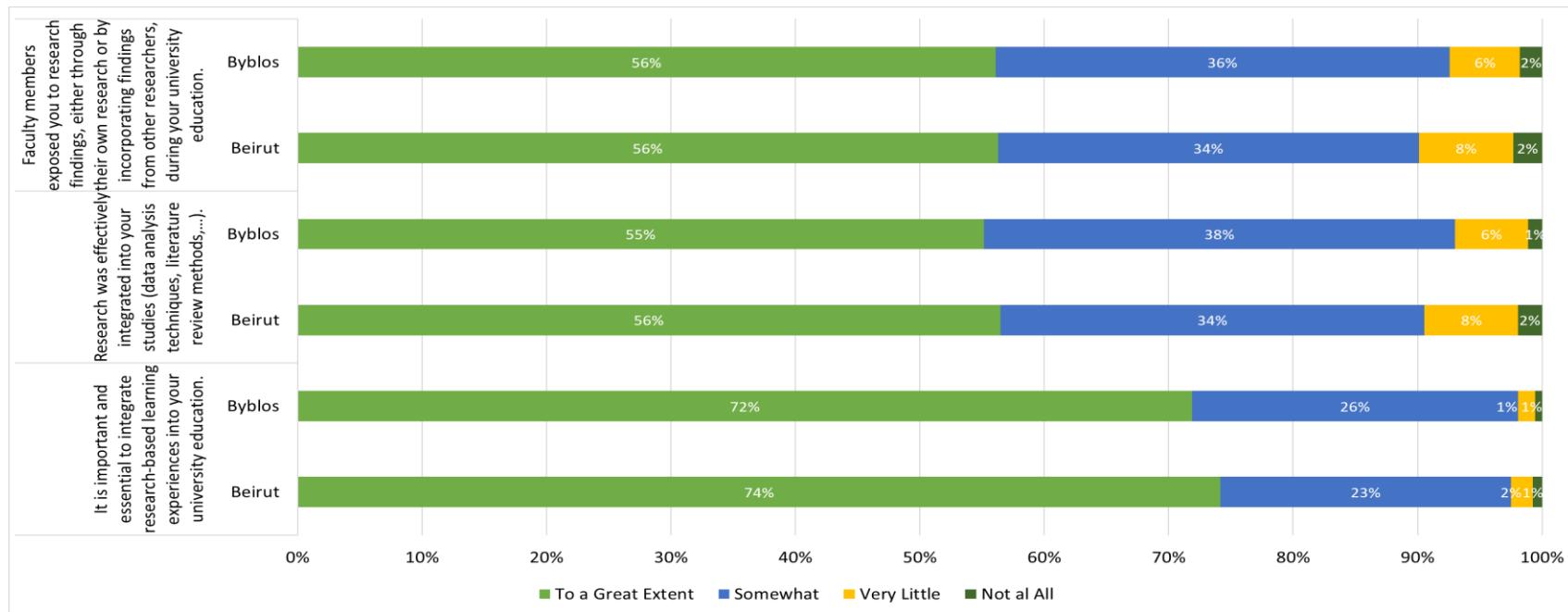


Figure 4: Research Impact on Education

- **Quality of High-Impact Practices**

- While an undergraduate student at LAU, 65% of the respondents on both campuses have had an internship experience while 16% did not have one but indicated that they would have liked to have such an experience. 29% of those internships were paid and 34% of internships led to full-time job offers after the completion of the internship.
- 5% of the undergraduate respondents reported having a study abroad/international exchange experience while 47% did not participate but indicated that they would have liked to have such an experience.
- 59% of all respondents reported that they were members in clubs during their stay at LAU. 81% 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 42% and 74% indicated the following: (1) Communication skills, (2) Teamwork skills, (3) Positive attitude, (4) Networking skills, (5) Confidence and (6) Leadership skills. 81% 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.
- 12% of all respondents reported that they are members of an NGO or mission related organization.

- **Overall Student Satisfaction**

- The majority of respondents (90%) rated the quality of their overall LAU experience as "Good".
- A vast majority (95%) of respondents would recommend LAU to their friends, while 80% expressed an interest to join and be an active member of the LAU Alumni Chapters. If the major they require is available at LAU, 67% would continue their graduate studies at the institution.

- **Continuing Education**

- Of the 21% (371) of respondents who applied to a graduate program at LAU, 67% (247) were accepted. Of the 14% (260) of respondents who applied to a graduate program at another university in Lebanon, 63% (165) were accepted. Of the 18% (332) of respondents who applied to a graduate program at a university outside Lebanon, 80% (267) were accepted to at least one graduate program.
- When asked about the reason(s) for choosing another university in Lebanon, between 22% and 37% indicated the following: (1) University ranking, (2) Academic majors available, (3) Subject ranking, (4) Regional/International accreditation and (5) Regional/International reputation. Similarly, when asked about the reason(s) for choosing another university abroad, between 27% and 58% indicated the following: (1) University ranking, (2) Subject ranking, (3) Regional/International reputation, (4) Regional/International accreditation, (5) Facilitates finding a job in

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

reputable company, (6) Increases possibility of a job promotion, (7) Location, (8) Academic majors available and (9) Facilitates finding a well-compensated job.

- 28% of undergraduate respondents indicated that they had an income generating job while studying at LAU. 52% of those were employed as part-timers outside LAU.

- **Career Guidance and Placements**

- During their stay at LAU, 69% of undergraduate students participated in the career and internship fair, 47% in professional development workshops, and 41% in on-campus and virtual recruitment presentations.

- 57% of undergraduate students applied to jobs through social media (including LinkedIn), 51% through company websites, 48% through their family/personal connections, 44% through career and internship fair, 39% through career services/career portals (JobTeaser, Khibra. JobsforLebanon), 33% through other sources (other career fairs, other online platforms, ads, etc.), 30% through School/ department/faculty and 23% through on-campus and virtual recruitment presentation.

- 37% of undergraduate respondents have already found a job/internship.

- Most respondents found the job through their families/personal connections (51%). In addition, 41% found it through social media (including LinkedIn), 33% through previous internships, 30% through company websites, 22% through other sources (other career fairs, other online platforms, ads, etc.), 19% through their school/department/faculty, 17% through career and internship fair, 16% through career services/career portals (JobTeaser, Khibra.JobsforLebanon) and 14% through on-campus and virtual recruitment presentation.

- In addition, most (82%) of those who found a job/internship reported that the job/internship is located in Lebanon whereas 4% reported that the job/internship is located in the United Arab Emirates, 2% in the United States of America and 2% in Saudi Arabia.

- **Health and Security**

- 98% of respondents found the respect for environmental issues at LAU to be adequate⁴. Similarly, 96% rated both safety measures (emergency preparedness, fire and life safety, environmental health and safety, disabled access, and training and drills...) and campus cleanliness as adequate. In addition, 95% viewed both health services (medical and clinical care, urgent care...) and the handling of medical emergencies on campus as adequate, while 94% considered security (personal safety on campus, prevention from violence, prevention from substance abuse...) at LAU to be adequate. **Figure 5** below depicts the findings by campus.

⁴ Includes the responses “Adequate” and “Somewhat adequate”

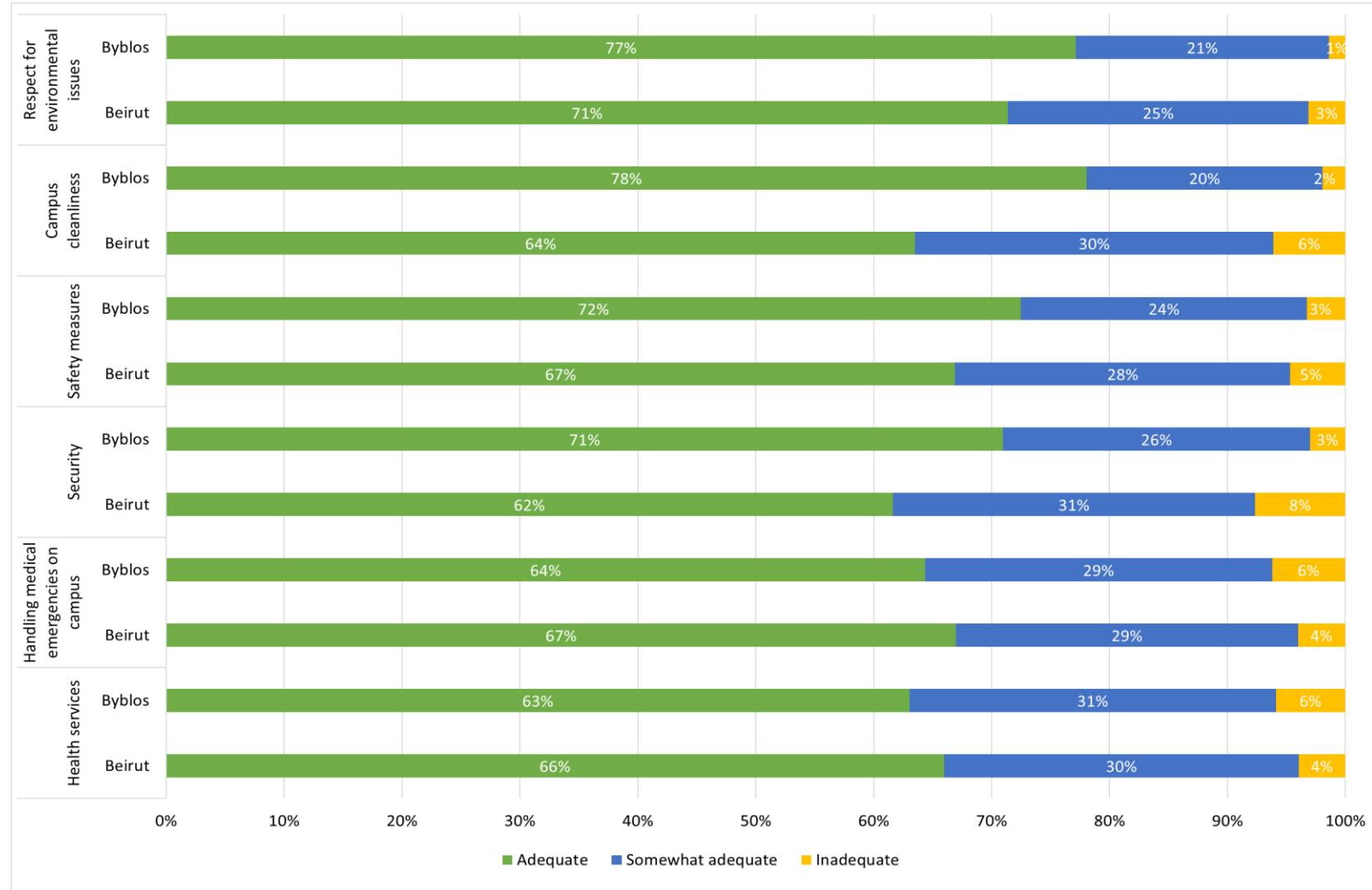


Figure 5: Health and security

- **Institution of Choice - Characteristics**

At the institutional level, the vast majority of respondents ($\geq 80\%$) rated the following features as “Good” in making LAU an institution of choice for prospective students: university reputation & image (94%), institutional and program accreditation (94%), presence of multiple campuses (91%), academic Integrity (90%), campus life, student clubs and extracurricular activities (90%), advancement of cultural diversity, equity and inclusion (89%), academic Programs, courses and curriculums (88%), student-faculty interaction (88%), student-staff interaction (87%), internal processes (86%), world and regional rankings (85%), and availability of financial support (82%) . **Figure 6** below depicts the findings by campus.

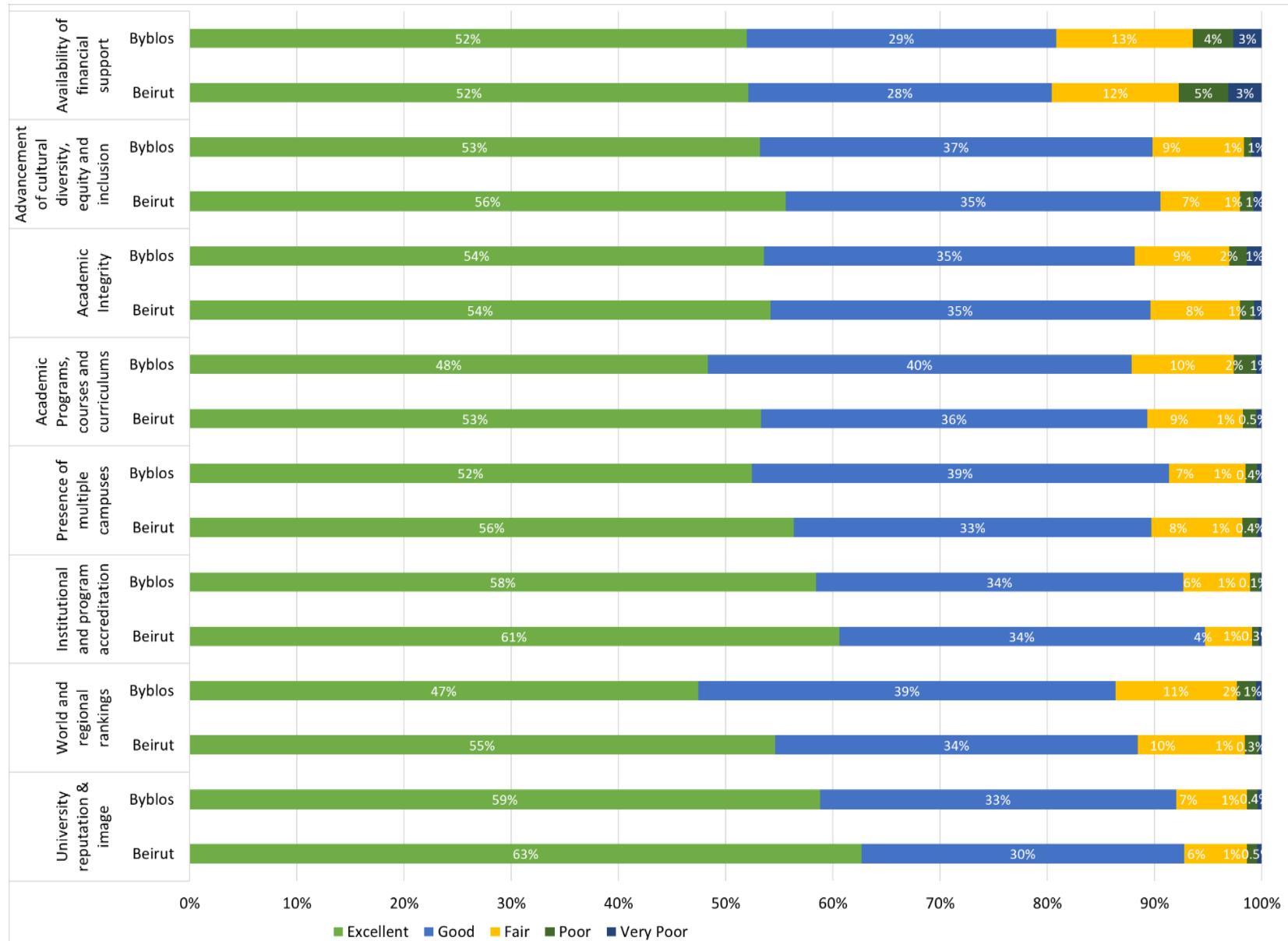


Figure 6: Institution of Choice – Characteristics

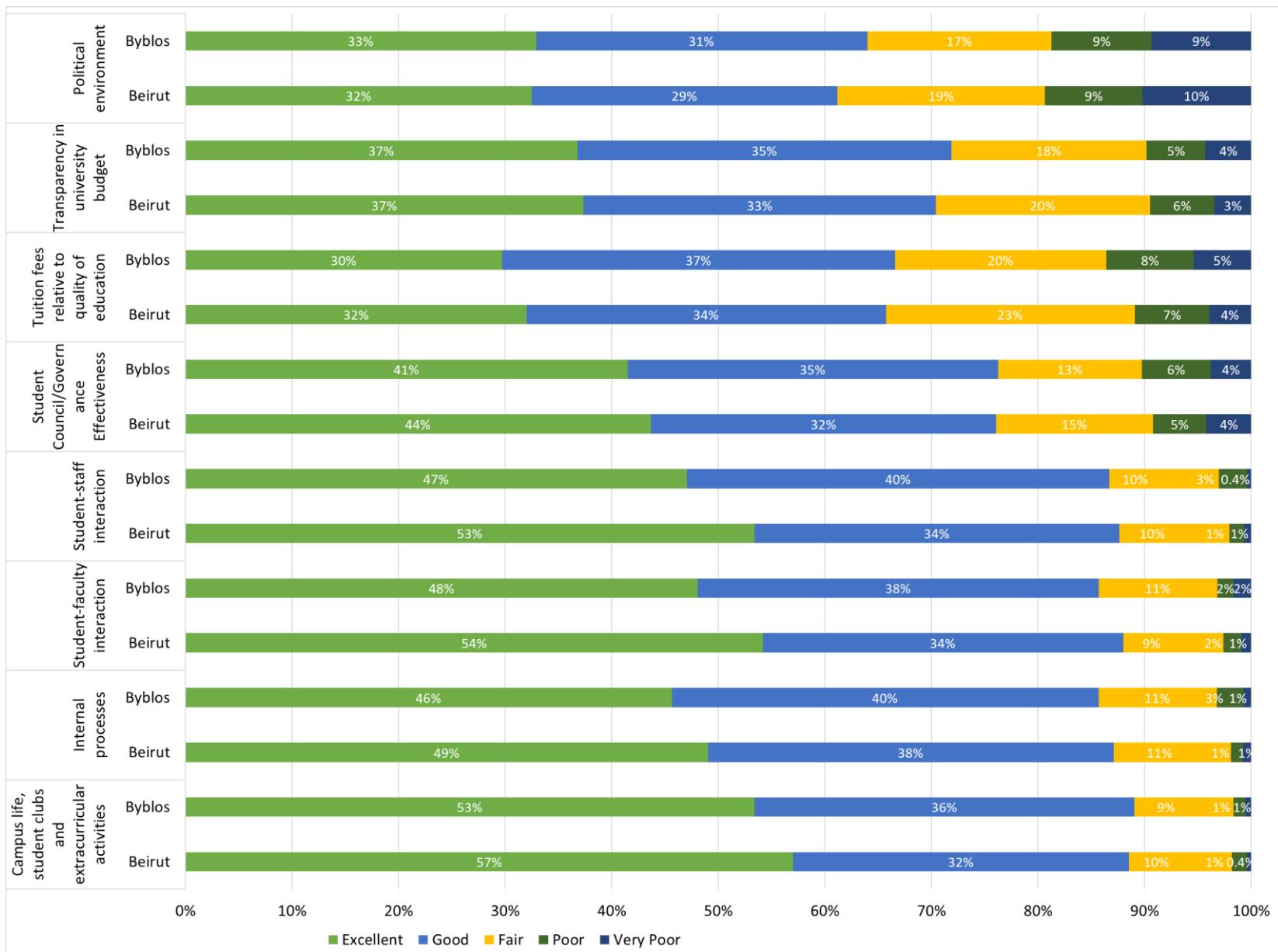


Figure 6: Institution of Choice – Characteristics (continued)