As part of the process improvement initiative, the Office of Institutional Research & Assessment (OIRA) administered in October 2004 a survey that evaluates student satisfaction with the Fall 2004 registration procedure. This report presents a summary of results, in addition to a comparison with the 2002 registration survey results.

**Objectives**
- To measure students’ level of satisfaction with the registration process as a whole, and with its different processes.
- To evaluate the effect of changes initiated this year on student satisfaction with the process.
- To identify existing problems, if any, and recommend changes.
- To identify changes in student satisfaction with various registration processes, as compared with 2002 survey.

**Method**

**Instrument**
The Student Satisfaction Feedback Survey was prepared using, in general, the same guidelines adopted for previous similar surveys (1999-2002, Appendix A). In consultation with the Registrar’s and Admissions Offices and Student Affairs, modifications were introduced to previous survey to reflect changes in the processes. A five-point rating scale was used to assess students satisfaction / dissatisfaction with various phases of the registration process. The Survey included the following components:
- Biographical data. A number of questions requesting information on student background, gender, status, major, etc.
- The nine registration steps: Placement Tests, Pre-registration, New Student Orientation, Academic Advising, On-line Registration, Statement of Fees, ID Card & Renewal of Stickers, and AUB net Account and Drop & Add. Items measuring level of student satisfaction with specific aspects of each phase of the process.
- Global items measuring students’ overall satisfaction with the process, in general, and with specific elements like ambiance, courtesy, instructions given, etc.
- Other related issues like Drop & Add, Financial Aid, etc.
- Comments section at the end of every step and at the end of the Survey to solicit feedback and suggestions.
- Items soliciting student opinion and perception of the quality of AUB programs, classrooms and laboratories were introduced to provide information required by the Balanced Score Card, especially as Entering Student Survey was not conducted this year.

**Sample**
The sample consisted of 982 undergraduate students from all faculties representing 17% of the population. Cluster sampling was used. The sample came from 47 undergraduate classrooms representative of fall undergraduate population. Table 1 provides a list of course sections covered by the Survey. A breakdown of the sample by faculty, gender,
nationality, class, and status is presented in Tables 2 – 6. In addition, these tables provide the population figures for the University on each of these dimensions.

Table 1.
Survey Registration Satisfaction Survey Course Sample, Fall 2004 - 2005

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Table 6
Sample Distribution by Status

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Administration
OIRA staff members administered the Survey just after the Drop & Add. Faculty members concerned were contacted by e-mail a week before the Survey, and arrangements were made so that OIRA staff can administer the Survey. Coding, data entry and analysis followed.

Data Analysis
Frequencies and descriptives were used to report the results for the whole sample and by faculty and class. The Kruskall Wallis Test was used to test for significant differences in responses to different items between faculties and between classes.

Results

Student Satisfaction
Tables 8 and 9 report student mean rating for each registration process, and the percentage of satisfied (those circling satisfied / highly satisfied, i.e. 4 & 5) and dissatisfied (those somewhat dissatisfied / dissatisfied, i.e. 1 & 2) for the whole sample.

The means for the steps ranged between 2.3-4.0 (vs. 2.2-3.8 for 2002), while for the overall ratings between 2.6-3.8 (vs. 2.6-3.5 for 2002). The steps that were most satisfying to students (>60%) were Validation Process, SIS Access on-campus, Net Account Activation, Receiving/Payment of Fees, and Clarity of Deadlines. The most dissatisfying ones were Capacity of Scheduled Courses (60%), SIS access off campus (54%), Id Slot Registration Procedure (43%), and Helpfulness of Advisor (39%). With respect to the overall ratings, the highest satisfactory evaluation went to Campus Security Staff (x = 3.8, 68%), followed by Maps & Handouts (x=3.7, 59%), then AUB Guide Service and New Student Orientation (x = 3.5, 50 and 55%, respectively). The least satisfying were Financial Aid related (X = 2.6-2.8, 27-28%), followed by Bureaucracy (x = 3.0, 27%) and Advising (x = 3.0, 34%).

The tables also provide comparison with 2002 results in terms of difference (Δ) in mean satisfaction on each process. Only four of the 33 items in Table 8 showed a negative change between 2004 and 2002 in favor of 2002, and two items did not show any change. All other items showed improvement in 2004 ranging between 0.1-1.0. Highest improvement (+1.0) concerned validation process followed by orientation activities and information package (+0.5), then by English Placement Test administration, organization of the pre-registration, and availability of advisor (+0.4). Drop & Add process and Helpfulness of Advisors improved by +0.3. The most serious decrease in satisfaction occurred in SIS access off-campus as it went down 0.7 points to 2.4 from 3.1.
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Registration Process Steps / Descriptives for 2002 and 2004

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<td>AUB has high quality academic programs</td>
<td>877</td>
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<td>5</td>
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<td>AUB has high quality classroom &amp; lab facilities</td>
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<td>3.6</td>
<td>14</td>
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</table>

With respect to overall ratings (Table 9), mean satisfaction remained same on 3 items and improved on all other items. Improvement ranging between 0.1-0.5 with Deferred payment improving most (0.5) followed by Dormitory registration and maps and handouts (0.4) New Student Orientation process improved by 0.3, while the overall process improved by 0.1 reaching 3.2.

Other Findings
AUB and Student Choice
AUB 1st choice 81% AUB 2nd choice 15%
AUB 3rd choice 2% AUB 4th or lower 2%
New Student Orientation
Attended: Yes 71% (vs.45% in 02) No 29% (54% in 02)
% is of those who answered item, n=527
Orientation attended: FROP 20% (36%) TOP 73% (64%) ISOP 7%

Advising
Advisor assigned in time for registration: Yes 86% (74%), No 14% (25%)
Met with advisor: Yes 74% (50%)

On-line Registration
-Source of information on on-line registration
Web 82% (77%) Campus Circulars 13.4% (18%) Mail-in Circulars 4.2% (4%)
-SIS access 69% On-campus 47% Off-campus 40% Both
-Internet Provider: Terranet 19% Cyberia 14% Cable 5%
Inconet 13% IDM 20% AUB 13%
Only 207 (21%) provided response to this question, many of them provided more than one choice.
-Difficulty in on-line registration: Yes 73% (63%) No 27% (36%)
-Needed staff support: Yes 56% (47%) No 44% (51%)
-Reason for difficulty:
  6% No. of courses offered. 8% Course sections
  81% Capacity/course/ section 6% Other
-Type of course difficulty found in:
  36% University required courses 25% Upper level courses in major
  18% Lower level courses in major 18% Electives
  3 % Other (outlined in comment section)

Drop & Add
Found needed courses in Drop & Add: Yes 52% (47%) No 48% (49%)

Financial Aid
42% of respondents applied for financial aid

Student Satisfaction by Faculty
Tables 10-11 report mean satisfaction ratings by faculty on the registration steps and on the overall ratings. The Kruskall Wallis Test was used to identify areas where significant differences existed between faculties. The differences were on 15 of the 34 rating items, i.e. 35%. Tables 12 and 13 provide list of items where significant differences existed and the faculties concerned with these differences.
Placement Tests
No significant differences among faculties, though FAS and FEA had higher satisfaction with them.

Pre-registration
No significant differences were noted on organization of the process and staff professionalism, though FAS and FEA had higher satisfaction. Information in admission package and time taken differed significantly among faculties, with FAS and FEA obtaining higher satisfaction.

New Student Orientation
<table>
<thead>
<tr>
<th>Attendance %s:</th>
<th>FAS 85, OSB 59, FHS 65, FEA 77, FAFS 41, SNU 71.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISOP</td>
<td>5% 10%, 8%, 5%, 15%, 10%</td>
</tr>
<tr>
<td>FROP</td>
<td>25% 23%, 13%, 30%</td>
</tr>
<tr>
<td>TOP</td>
<td>70% 67%, 92%, 82%, 85%, 60%</td>
</tr>
</tbody>
</table>

No significant differences in satisfaction with orientation sessions among faculties.

Advising

<table>
<thead>
<tr>
<th>Advisor assigned on time (% Yes)</th>
<th>FAS 89</th>
<th>OSB 83</th>
<th>FHS 88</th>
<th>FEA 88</th>
<th>FAFS 82</th>
<th>SNU 83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met with advisor (% Yes)</td>
<td>87</td>
<td>54</td>
<td>92</td>
<td>73</td>
<td>78</td>
<td>87</td>
</tr>
</tbody>
</table>

Significant differences in satisfaction with advising between faculties. FAS and FHS had highest satisfaction, while OSB had lowest means.

On-line Registration
There were insignificant differences on some items (4) with significant differences noted on: Off-campus registration, fairness of slot, and staff helpfulness and professionalism.

<table>
<thead>
<tr>
<th>Difficulty in on-line registration (%Yes):</th>
<th>68% FAS</th>
<th>79% FEA</th>
<th>58% FAFS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>62% FHS</td>
<td>80% OSB</td>
<td>74% SNU</td>
</tr>
</tbody>
</table>

Needed staff support (%Yes) FAS 46, OSB 62, FHS 73, FEA 54, FAFS 62, SNU 62.

Reasons for difficulty:

<table>
<thead>
<tr>
<th>Reasons for difficulty:</th>
<th>FAS</th>
<th>OSB</th>
<th>FHS</th>
<th>FEA</th>
<th>FAFS</th>
<th>SNU</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of courses offered</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Course sections</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Capacity/course/section</td>
<td>78</td>
<td>81</td>
<td>86</td>
<td>80</td>
<td>85</td>
<td>92</td>
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<tr>
<td>Other</td>
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<td>6</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
Type of course, in which difficulty was found:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>FAS</th>
<th>OSB</th>
<th>FHS</th>
<th>FEA</th>
<th>FAFS</th>
<th>SNU</th>
</tr>
</thead>
<tbody>
<tr>
<td>University required courses</td>
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<td>38</td>
<td>19</td>
<td>36</td>
<td>25</td>
<td>33</td>
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<tr>
<td>Univ. upper level courses in major</td>
<td>23</td>
<td>33</td>
<td>16</td>
<td>23</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Univ. lower level courses in major</td>
<td>18</td>
<td>16</td>
<td>16</td>
<td>12</td>
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<td>30</td>
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<tr>
<td>Electives</td>
<td>17</td>
<td>7</td>
<td>48</td>
<td>28</td>
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<td>Other</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Statement of Fees
Non-significant differences between faculties on items relating to payment of fees.

ID Card & Renewal of stickers
Non-significant differences were found between faculties on items relating to ID Card & Renewal of stickers.

AUB Net Account
Significant differences were found between faculties on items relating to AUB Net Account, with FAS and FEA obtaining highest satisfaction and FHS lowest.

Drop & Add
Significant differences were noted on drop & add, with FHS, FEA and FAFS obtaining highest mean score and OSB lowest.

% Of students who found needed courses at D&A
- FAS 56, OSB 41, FHS 54, FEA 58, FAFS 59, SNU 49.

Financial Aid
Non-significant differences were found between faculties on items relating to financial aid. All had low satisfaction.

Percentage who applied for financial aid
- FAS 42, OSB 38, FHS 48, FEA 42, FAFS 36, SNU 59.

Overall Items
There were significant differences between faculties on five of the 13 overall items, with FAFS and FHS obtaining highest mean satisfaction and OSB lowest. FHS score on Advising was notably higher than others.
<table>
<thead>
<tr>
<th>Process</th>
<th>FAFS</th>
<th>FAS</th>
<th>OSB</th>
<th>FEA</th>
<th>FHS</th>
<th>SN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EPT</strong></td>
<td>22</td>
<td>3.1</td>
<td>97</td>
<td>3.2</td>
<td>85</td>
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<tr>
<td>APT</td>
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<td>97</td>
<td>3.3</td>
<td>95</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Organization of Pre-Regist</strong></td>
<td>41</td>
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<td>131</td>
<td>3.0</td>
<td>127</td>
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<td><strong>Staff Professionalism</strong></td>
<td>40</td>
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<td>126</td>
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<td>127</td>
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<td>2.9</td>
<td>124</td>
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<tr>
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<td>98</td>
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<tr>
<td><strong>Availability of Advisor</strong></td>
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<td>187</td>
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<td>2.9</td>
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<td>185</td>
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<td><strong>SIS access On Campus</strong></td>
<td>46</td>
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<td>Maps and Handouts</td>
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<td>Financial Aid: did you apply</td>
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<td>2.5</td>
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<td>4.0</td>
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<tr>
<td>AUB has high quality classroom &amp; Lab facilities</td>
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<td>3.7</td>
<td>273</td>
<td>3.6</td>
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Table 12.  
Faculty Differences in Registration Satisfaction

<table>
<thead>
<tr>
<th>Item</th>
<th>Significance</th>
<th>Faculty/High</th>
<th>Faculty/low</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Placement Tests (EPT, APT)</strong></td>
<td>NS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Pre-registration (Office of Admissions)</td>
<td></td>
<td>FAS, FEA</td>
<td>FHS</td>
</tr>
<tr>
<td>Organization of the pre-registration process</td>
<td>NS</td>
<td>NS</td>
<td></td>
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<td>Staff Professionalism</td>
<td>NS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information in Admission package supplied</td>
<td>Sig.</td>
<td>FAS, FEA</td>
<td></td>
</tr>
<tr>
<td>Time Taken</td>
<td>Sig.</td>
<td>FAS, FEA</td>
<td></td>
</tr>
<tr>
<td><strong>III. New Student Orientation (Office of Students Affairs)</strong></td>
<td>NS</td>
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<td></td>
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<td>Orientation activities</td>
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<tr>
<td><strong>IV. Academic Advising (Faculties)</strong></td>
<td></td>
<td>FHS, FAS</td>
<td>OSB</td>
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<tr>
<td>Availability of advisor</td>
<td>Sig.</td>
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<tr>
<td>Helpfulness of advisor</td>
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<td>OSB</td>
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<td><strong>V. On-line Registration (Registrar’s Office)</strong></td>
<td></td>
<td>FAS</td>
<td>FHS</td>
</tr>
<tr>
<td>Clarity of deadlines</td>
<td>NS</td>
<td>FHS</td>
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<tr>
<td>SIS access -On-campus</td>
<td>NS</td>
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<td>Off-campus</td>
<td>Sig.</td>
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</tr>
<tr>
<td>Both</td>
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<td></td>
<td></td>
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<tr>
<td>Fairness of registration slot allocation by</td>
<td>Sig.</td>
<td>FHS</td>
<td>OSB, FEA</td>
</tr>
<tr>
<td>faculty/class</td>
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<td>Capacity of scheduled courses</td>
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<td>FHS</td>
<td>OSB</td>
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<td>FAS</td>
<td>OSB</td>
</tr>
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<td>Staff Helpfulness</td>
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<td>FHS</td>
<td>OSB</td>
</tr>
<tr>
<td>Efficiency of on-line registration</td>
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<td></td>
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<td><strong>VI. Statement of Fees (Comptroller’s Office)</strong></td>
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<td>Receiving Statement</td>
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<td></td>
<td></td>
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<tr>
<td>Deferred Payment Application process</td>
<td>NS</td>
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<td></td>
</tr>
<tr>
<td>Payment process</td>
<td>NS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VII. ID Card &amp; Renewal of Stickers (Registrar’s Office)</strong></td>
<td>NS</td>
<td></td>
<td></td>
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<tr>
<td>Validating the AUB ID process at the Office of Registrar</td>
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<tr>
<td><strong>IX. AUBnet Account (Registrar’s Office)</strong></td>
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<td>FEA, FAS</td>
<td>FHS</td>
</tr>
<tr>
<td>Activating AUBnet Account process</td>
<td>Sig.</td>
<td>FEA</td>
<td></td>
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<tr>
<td>Adequacy of instructions</td>
<td>Sig.</td>
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<td><strong>X. Drop &amp; Add (Registrar’s Office)</strong></td>
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<td>FHS, FEA, FAFS</td>
<td>OSB</td>
</tr>
<tr>
<td>Drop &amp; Add process</td>
<td>Sig.</td>
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<tr>
<td><strong>XI. Financial Aid (Financial Aid Office)</strong></td>
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<tr>
<td>Time of Decision</td>
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<td></td>
</tr>
<tr>
<td>Decision</td>
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</tr>
<tr>
<td>Overall process</td>
<td>NS</td>
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### Table 13
Faculty Differences in Satisfaction – Overall Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Significance</th>
<th>Faculty/High</th>
<th>Faculty/low</th>
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</thead>
<tbody>
<tr>
<td>Overall process</td>
<td>Sig.</td>
<td>FAFS, FHS</td>
<td>OSB</td>
</tr>
<tr>
<td>Ambiance</td>
<td>NS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Taken</td>
<td>NS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficiency</td>
<td>Sig.</td>
<td>FAFS, FHS</td>
<td>OSB</td>
</tr>
<tr>
<td>Bureaucracy</td>
<td>Sig.</td>
<td>FAFS</td>
<td>OSB, FEA</td>
</tr>
<tr>
<td>Courtesy</td>
<td>Sig.</td>
<td>FAFS</td>
<td>OSB</td>
</tr>
<tr>
<td>Instruction</td>
<td>NS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUB Student Guide Service</td>
<td>NS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps &amp; Handouts</td>
<td>NS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Security Staff</td>
<td>NS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation (for new students)</td>
<td>NS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising</td>
<td>Sig.</td>
<td>FHS</td>
<td>OSB</td>
</tr>
<tr>
<td>Dormitory Registration</td>
<td>NS</td>
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<td></td>
</tr>
<tr>
<td>College Impressions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUB has high-quality academic programs</td>
<td>NS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUB has high-quality classroom &amp; laboratory facilities</td>
<td>NS</td>
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</table>

### Student Satisfaction by Class
Tables 14-15 report student satisfaction by Class. Kruskall Wallis Test of significance helped to identify areas of significant differences. There were significant differences by class on nearly all of the items, except those related to EPT, Drop & Add, and Time of Financial Aid Decision. The results revealed higher mean ratings and satisfaction for freshmen on most of the steps and processes, with exception of placement testing and pre-registration. Sophomores came next in mean satisfaction with juniors happier in terms of financial aid decision. The same trend prevailed with respect to differences in the overall processes. Tables 14 and 15 highlight highest mean ratings (in green) and weak areas (in yellow) by class.

### Summary of Students' Comments on Registration Steps
Concerning the placement tests, most of the students complained that the APT should be more difficult in order to reveal the real level of the students. According to the students, the pre–registration process was unorganized. Moreover, most of them claimed that the staff should be friendlier, while others considered them very cooperative. In addition, some of the new students considered the student orientation as slightly boring and unorganized while others believed it was great but it needs to be a bit earlier.
Concerning the academic advising, most of the students considered the advisors to be not knowledgeable about their jobs and are inefficient. Moreover, they are always busy, not available, and sometimes abroad. Concerning the on–line registration, the students complained of the following: that it is too slow, errors in the system, time conflict, class restriction, capacities are very limited, lack of computers and unfriendly staff.
Concerning the statement of fees, some students said that the date of payment is too early and the deadlines should be clearer. Moreover, most students regarded ID Card process
as a very speedy, easy, and efficient process. Also, they noted staff friendliness. Regarding the *AUBnet account*, some students considered it too complicated and complained of the conflict of passwords from the registrar’s office. Concerning Drop & Add, most of the students considered the timing to be too early and recommended that it should be the second week after beginning of the semester. And at the same time they considered it as a useless and a hectic process.

The students’ suggestions emphasized the need for car parking and more computers on campus and that renovation is needed, especially in the lower campus. Moreover, they complained that the cooling system turned out to be a freezing system so improving the conditioning system is suggested.

Table 14

<table>
<thead>
<tr>
<th>Process</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td>EPT</td>
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<td>APT</td>
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<td>241</td>
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<td>Organization of Pre-Regist</td>
<td>34</td>
<td>3.2</td>
<td>308</td>
<td>3.5</td>
</tr>
<tr>
<td>Staff Professionalism</td>
<td>36</td>
<td>3.2</td>
<td>310</td>
<td>3.6</td>
</tr>
<tr>
<td>Information in Adm. Pac.</td>
<td>37</td>
<td>3.8</td>
<td>314</td>
<td>4.0</td>
</tr>
<tr>
<td>Time Taken</td>
<td>35</td>
<td>3.2</td>
<td>307</td>
<td>3.4</td>
</tr>
<tr>
<td>New Student Orient Activi</td>
<td>32</td>
<td>3.8</td>
<td>261</td>
<td>3.5</td>
</tr>
<tr>
<td>Availability of Advisor</td>
<td>39</td>
<td>4.3</td>
<td>348</td>
<td>3.4</td>
</tr>
<tr>
<td>Helpfulness of advisor</td>
<td>39</td>
<td>3.5</td>
<td>346</td>
<td>3.1</td>
</tr>
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<td>3.5</td>
<td>350</td>
<td>3.9</td>
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<td>256</td>
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<td>SIS access Off Campus</td>
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<td>3.5</td>
<td>138</td>
<td>2.7</td>
</tr>
<tr>
<td>SID access Both</td>
<td>16</td>
<td>3.8</td>
<td>139</td>
<td>3.7</td>
</tr>
<tr>
<td>Fairness of reg. slots</td>
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<td>3.1</td>
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<tr>
<td>Capacity of courses</td>
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<td>2.7</td>
<td>343</td>
<td>2.3</td>
</tr>
<tr>
<td>Staff: Professionalism</td>
<td>26</td>
<td>3.4</td>
<td>263</td>
<td>3.5</td>
</tr>
<tr>
<td>Staff Helpfulness</td>
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<td>3.6</td>
<td>268</td>
<td>3.3</td>
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<td>Efficiency of on-line reg.</td>
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<td>3.7</td>
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<td>Receiving Statement</td>
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<td>Deferred Payment</td>
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<td>Payment process</td>
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<td>364</td>
<td>3.8</td>
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<tr>
<td>Drop &amp; Add process</td>
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<td>3.2</td>
<td>313</td>
<td>3.2</td>
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</table>
## Table 15
Overall Evaluation of Registration Process by Class

<table>
<thead>
<tr>
<th>Process</th>
<th>Freshman</th>
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<th>Junior</th>
<th>Senior</th>
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<tbody>
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<td>334 3.1</td>
<td>162 3.2</td>
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<td>315 3.0</td>
<td>157 3.0</td>
</tr>
<tr>
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<td>362 2.9</td>
<td>331 2.8</td>
<td>162 3.1</td>
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<td>365 3.3</td>
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<td>315 2.8</td>
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<td>321 3.4</td>
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</tr>
<tr>
<td>Maps and Handouts</td>
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<td>356 4.0</td>
<td>318 3.5</td>
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<td>Campus Security Staff</td>
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<td>313 3.7</td>
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<tr>
<td>AUB has high quality classroom &amp; Lab facilities</td>
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<td>349 3.8</td>
<td>308 3.5</td>
<td>154 3.3</td>
</tr>
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