MES ASMABI COLLEGE

STUDENT SATISFACTION SURVEY

2018-19

AN IQAC INITIATIVE

STUDENT SATISFACTION SURVEY 2018-2019

The student satisfaction survey measures the satisfaction of students regarding educational and service quality. The college uses a standard questionnaire to collect information from the final year students every year. Based on a pilot survey conducted on a small sample of students the difficulty and expectations of students on various facilities were identified. The analysis is given below.

1. How much of the syllabus was covered in the class?

Attributes	Percent	Valid Percent	Cumulative Percent
Below 30%	0.5	0.5	0.5
30 to 52%	4.3	4.3	4.8
53 to 70%	5.7	5.7	10.5
71 to 84%	22.8	22.8	33.3
85 to 100%	**66.7**	**66.7**	**100.0**
Total	100.0	100.0	

A significant portion of the syllabus was thoroughly covered, with approximately 66.7% of the material comprehensively addressed. Additionally, a considerable proportion, constituting 22.8%, fell within the range of 71 to 84%, indicating substantial coverage. Moreover, about 5.7% of the syllabus was covered between 53 to 70%. A minor portion, approximately 4.3%, was covered between 30 to 52%.

2. How well did the teachers prepare for the classes?

Attributes	Percent	Valid Percent	Cumulative Percent
Indifferently	0.8	0.8	0.8
Poorly	4.3	4.3	5.1
Satisfactorily	**66.2**	**66.2**	**71.3**
Thoroughly	28.4	28.4	99.7
Won't teach at all	.3	.3	100.0
Total	100.0	100.0	

As per the perception of the students, teachers' preparation for the classes varied, 66.2% of students felt that the preparation was satisfactory. 28.4 % thought teachers prepared thoroughly, indicating a commendable effort on the part of teachers in ensuring the effectiveness of the lessons. About 4.3 % opined lack of enough preparation, highlighting areas where improvement is needed to enhance the quality of teaching.

3. How well were the teachers able to communicate?

Attributes	Percent	Valid Percent	Cumulative Percent
Generally ineffective	1.2	1.2	1.2
Always effective	**57.7**	**57.7**	**58.9**
Just satisfactorily	9.0	9.0	67.9
Sometimes effective	29.9	29.9	97.8
Very poor communication	2.2	2.2	100.0
Total	**100.0**	**100.0**	

57.7% of students perceived that the teachers' ability to communicate was effective, indicating a strong connection and clarity in conveying information. 29.9% of teachers were deemed sometimes effective, suggesting occasional lapses in communication but still maintaining a reasonable level of effectiveness. 9 %, students perceived it as just satisfactory, indicating areas where improvement in communication skills could enhance the teaching experience. 1.2% felt that teachers were ineffective in communication, while 2.2% thought that teachers lacked communication skills.

4. The teacher's approach to teaching can be described as

Attributes	Percent	Valid Percent	Cumulative Percent
Excellent	**38.2**	**38.2**	**38.2**
Fair	3.5	3.5	41.7
Good	23.7	23.7	65.4
Poor	.6	.6	66.0
Very good	34.0	34.0	100.0
Total	**100.0**	**100.0**	

The teachers' approach to teaching varied among the surveyed participants, with 57.7% students deemed as always effective, reflecting a strong proficiency in conveying information

clearly and comprehensibly. Conversely a smaller percentage, 29.9%, demonstrated only occasional effectiveness.

5. Fairness of the internal evaluation process by the teachers.

Attributes	Percent	Valid Percent	Cumulative Percent
Always fair	49.6	49.6	49.6
Sometimes unfair	9.5	9.5	59.1
Unfair	.3	.3	59.4
Usually Fair	39.5	39.5	98.9
Usually unfair	1.1	1.1	100.0
Total	100.0	100.0	

Nearly half of the respondents 49.6%, consistently regarded internal evaluation process as always fair, suggesting a generally positive perception of the teachers' fairness in assessing student performance. Around 39.5% indicated that the evaluation process was usually fair, highlighting a portion of respondents found the process to be consistently equitable. However, a smaller percentage, comprising 9.5%, felt that the process was sometimes unfair, indicating areas where improvements could be made to ensure complete consistency and impartiality.

6. Was your performance in assignments discussed with you?

Attributes	Percent	Valid Percent	Cumulative Percent
Every time	37.9	37.9	37.9
Never	1.2	1.2	39.1
Occasionally/Sometimes	15.6	15.6	54.7
Rarely	4.3	4.3	59.0
Usually	41.0	41.0	100.0
Total	100.0	100.0	

The discussion of student performance in assignments also varied among respondents, 41 % reported that their performance was usually discussed with them, indicating a proactive approach by teachers in providing feedback and guidance. 38.9% stated that their performance

was discussed every time, suggesting a strong emphasis on regular communication and support regarding assignments. However, a smaller percentage 15.6%, indicated that discussions regarding performance occurred occasionally, highlighting areas where communication between teachers and students could be improved to ensure consistent feedback.

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

Attributes	Percent	Valid Percent	Cumulative Percent
Never	5.2	5.2	5.2
Often	29.6	29.6	34.8
Rarely	8.0	8.0	42.8
Regularly	**36.2**	**36.2**	**79.0**
Sometimes	21.0	21.0	100.0
Total	**100.0**	**100.0**	

The institute's involvement in promoting internship, student exchange, and field visit opportunities for students varied among respondents, 36.2% reported that such opportunities were regularly provided, indicating a proactive approach by the institute in facilitating experiential learning experiences. 29.6% stated that these opportunities were often available, suggesting a frequent commitment to promoting students' engagement beyond the classroom. However, a smaller percentage comprising 21 %, indicated that these opportunities were sometimes available, highlighting areas where consistency could be improved to ensure all students have access to enriching experiences.

8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

Attributes	Percent	Valid Percent	Cumulative Percent
Marginally	3.2	3.2	3.2
Moderately	25.0	25.0	28.2
Not at all	3.3	3.3	31.5
Significantly	25.6	25.6	57.1
Very well	**42.9**	**42.9**	**100.0**
Total	**100.0**	**100.0**	

42.9 % students regarded the teaching and mentoring process within the institution as highly beneficial to students' cognitive, social, and emotional growth. 25.6% reported that the process significantly contributed to their growth, suggesting a strong positive impact on multiple aspects of their personal and academic development.

9. The institution provides multiple opportunities to learn and grow.

Attributes	Percent	Valid Percent	Cumulative Percent
Strongly agree	27.7	27.7	27.7
Agree	**45.0**	**45.0**	**72.7**
Neutral	22.2	22.2	94.9
Strongly disagree	1.6	1.6	96.5
Disagree	3.5	3.5	100
Total	**100.0**	**100.0**	

The institution is widely perceived as providing abundant opportunities for learning and personal growth, with a combined 72.7% of respondents either strongly agreeing or agreeing with this sentiment. 27.7% strongly agreed and 45.0% agreed that the institution offers multiple avenues for learning and growth. 22.2%, remained neutral on the matter, suggesting a segment of respondents require further exploration or clarification regarding available opportunities. 5.1%, expressed disagreement with the statement, with 1.6% strongly disagreeing and 3.5% disagreeing.

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

Attributes	Percent	Valid Percent	Cumulative Percent
Every time	**41.9**	**41.9**	**41.9**
Never	1.3	1.3	43.2
Occasionally/Sometimes	17.1	17.1	60.3
Rarely	3.4	3.4	63.7
Usually	36.3	36.3	100.0
Total	**100.0**	**100.0**	

The communication regarding expected competencies, course outcomes, and program outcomes from teachers to students varied among respondents, with a significant portion, approximately 41.9%, reporting that they were informed every time, indicating a proactive approach by teachers in providing clarity and guidance. Moreover, nearly 36.3% stated that they were usually informed, suggesting a consistent effort by teachers to communicate these important aspects of their education

11. Your mentor does a necessary follow-up with an assigned task to you.

Attributes	Percent	Valid Percent	Cumulative Percent
Every time	42.6	42.6	42.6
I don't have a mentor	1.1	1.1	43.7
Occasionally /Sometimes	14.2	14.2	57.9
Rarely	5.1	5.1	63.0
Usually	37.0	37.0	100.0
Total	100.0	100.0	

The level of follow-up by mentors with assigned tasks varied among respondents. 42.6% of students reported that mentors always did a necessary follow up with an assigned task. 37 % stated that their mentor usually follows up, indicating a consistent effort in providing guidance and support.

12. The teachers illustrate the concepts through examples and applications.

Attributes	Percent	Valid Percent	Cumulative Percent
Every time	45.9	45.9	45.9
Never	.8	.8	46.7
Occasionally/Sometimes	16.0	16.0	62.7
Rarely	3.1	3.1	65.8
Usually	34.2	34.2	100.0
Total	100.0	100.0	

45.9% of students opined that teachers illustrated the concepts through examples and applications. 34.2% reported that examples and applications were usually used, indicating a prevalent practice aimed at providing clarity and context to theoretical concepts.

13. The teachers identify your strengths and encourage you with providing right level of challenges.

Attributes	Percent	Valid Percent	Cumulative Percent
Fully	**37.8**	**37.8**	**37.8**
Partially	20.3	20.3	58.1
Reasonably	33.1	33.1	91.2
Slightly	5.5	5.5	96.7
Unable to	3.3	3.3	100.0
Total	**100.0**	**100.0**	

37.8 % students expressed the opinion that the teachers fully accomplished this task, indicating a high level of attentiveness and personalized support. 33.1% reported that teachers reasonably identified strengths and challenges, suggesting a generally satisfactory effort in tailoring the educational experience. 20.3%, felt that this aspect was only partially achieved, indicating areas where improvements could enhance individualized support.

14. Teachers are able to identify your weaknesses and help you to overcome them.

Attributes	Percent	Valid Percent	Cumulative Percent
Every time	**33.9**	**33.9**	**33.9**
Never	6.6	6.6	40.5
Occasionally/Sometimes	21.5	21.5	62.0
Rarely	8.5	8.5	70.5
Usually	29.5	29.5	100.0
Total	**100.0**	**100.0**	

33.9% students are of the opinion that teachers were able to always identify their weaknesses   suggesting a consistent effort to address areas of improvement. 29.5% reported that teachers usually identified weaknesses and offered support, indicating a prevalent practice aimed at facilitating student growth.

15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

Attributes	Percent	Valid Percent	Cumulative Percent

	Percent	Valid Percent	Cumulative Percent
Strongly agree	27.5	27.5	27.5
Agree	**40.0**	**40.0**	**67.5**
Neutral	26.3	26.3	93.8
Strongly disagree	2.1	2.1	95.9
Disagree	4.1	4.1	100
Total	**100.0**	**100.0**	

The institution's efforts to involve students in monitoring, reviewing, and continuously improving the teaching-learning process received generally positive feedback from respondents, with a combined 67.5% either strongly agreeing or agreeing with this statement. Specifically, 27.5% strongly agreed and 40.0% agreed that the institution actively engages students in these processes, indicating a recognition of students' role in shaping their educational experiences. 26.3%, remained neutral on the matter, suggesting a segment of respondents require further clarity or involvement in these efforts. 6.2%, expressed disagreement with the statement, with 2.1% strongly disagreeing and 4.1% disagreeing with the statement.

16. **The institute/teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences**

Attributes	Percent	Valid Percent	Cumulative Percent
Moderate	**43.5**	**43.5**	**43.5**
Not at all	2.2	2.2	45.7
Somewhat	15.1	15.1	60.8
To a great extent	31.9	31.9	92.7
Very little	7.3	7.3	100.0
Total	**100.0**	**100.0**	

The utilization of student-centric methods, including experiential learning, participative learning, and problem-solving methodologies, by the institute and teachers for enhancing learning experiences varied among respondents. 31.9 % indicated that these methods were employed to a great extent, suggesting a strong commitment to engaging students in active and immersive learning experiences. 43.5%, reported that these methods were used moderately, indicating a prevalent practice aimed at enhancing student involvement and understanding.

17. Teachers encourage you to participate in extracurricular activities

Attributes	Percent	Valid Percent	Cumulative Percent
Strongly agree	36.7	36.7	36.7
Agree	**41.1**	**41.1**	**77.8**
Neutral	17.0	17.0	94.8
Disagree	3.8	3.8	98.6
Strongly disagree	1.4	1.4	100.0
Total	**100.0**	**100.0**	

Teachers' encouragement of student participation in extracurricular activities garnered predominantly positive feedback from respondents, with a combined 77.8% either strongly agreeing or agreeing with this statement. 36.7% strongly agreed and 41.1% agreed that teachers actively encourage participation in extracurricular activities, indicating a supportive environment that values holistic development beyond academics. 17.0%, remained neutral on the matter, suggesting a segment of respondents require further engagement or clarification on the opportunities available. 5.2%, expressed disagreement with the statement, with 3.8% disagreeing and 1.4% strongly disagreeing.

18. Efforts are made by the institute/teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

Attributes	Percent	Valid Percent	Cumulative Percent
Moderate	**40.9**	**40.9**	**40.9**
Not at all	1.2	1.2	42.1
Somewhat	14.3	14.3	56.4
To a great extent	38.0	38.0	94.4
Very little	5.6	5.6	100.0
Total	**100.0**	**100.0**	

Efforts by the institute and teachers to instill soft skills, life skills, and employability skills to prepare students for the world of work received varying levels of acknowledgment from respondents. A significant portion, approximately 38 %, indicated that these efforts were made to a great extent, suggesting a strong commitment to equipping students with the necessary skills for success in the professional sphere. 40.9%, reported that these efforts were moderate, indicating a prevalent practice aimed at enhancing students' readiness for the workforce.

19. **What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. While teaching.**

Attributes	Percent	Valid Percent	Cumulative Percent
Below29%	6.2	6.2	6.2
30-49%	6.1	6.1	12.3
50-69%	13.9	13.9	26.2
70-89%	27.9	27.9	54.1
Above90%	**45.9**	**45.9**	**100**
Total	**100.0**	**100.0**	

45.9%, were reported to use ICT tools such as LCD projectors and multimedia extensively, with their usage exceeding 90% of the time during teaching sessions. 27.9%, utilized these tools between 70-89% of the time, indicating a prevalent integration of technology to enhance instructional delivery. 13.9% of teachers employed ICT tools for approximately half of their teaching sessions (50-69%), demonstrating a moderate level of utilization

20. **The overall quality of teaching-learning process in your institute is very good.**

Attributes	Percent	Valid Percent	Cumulative Percent
Strongly agree	33.0	33.0	33.0
Agree	**46.8**	**46.8**	**79.8**
Neutral	16.6	16.6	96.4
Strongly disagree	1.5	1.5	97.9
Disagree	2.1	2.1	100
Total	**100.0**	**100.0**	

The overall quality of the teaching-learning process in the institute was perceived positively by respondents, with a significant majority expressing agreement with its quality. Approximately 33.0% strongly agreed and 46.8% agreed that the quality of teaching and learning was very good, indicating a widespread satisfaction with the educational experience provided. 16.6%, remained neutral on the matter, suggesting a segment of respondents require

further assessment or clarity regarding the quality of education. 3.6%, expressed disagreement with the statement, with 1.5% strongly disagreeing and 2.1% disagreeing.

Consolidated weighted average = 4.06 out of 5

Majority of the students are of opinion that, the overall satisfaction level of educational experience is above average. From the survey the participants responded that they were satisfied with the services rendered by the college. However, it has been observed that the teachers' imparting of soft skills and employability skills to the students, as well as the use of student-centric teaching methods in the learning process, receive only an average ranking. It was also noted that the teachers class preparation was just satisfactory. With the implementation of the measures for improvement in these areas, better results are expected next year.