STUDENT SATISFACTION SURVEY

AMAL COLLEGE OF ADVANCED STUDIES

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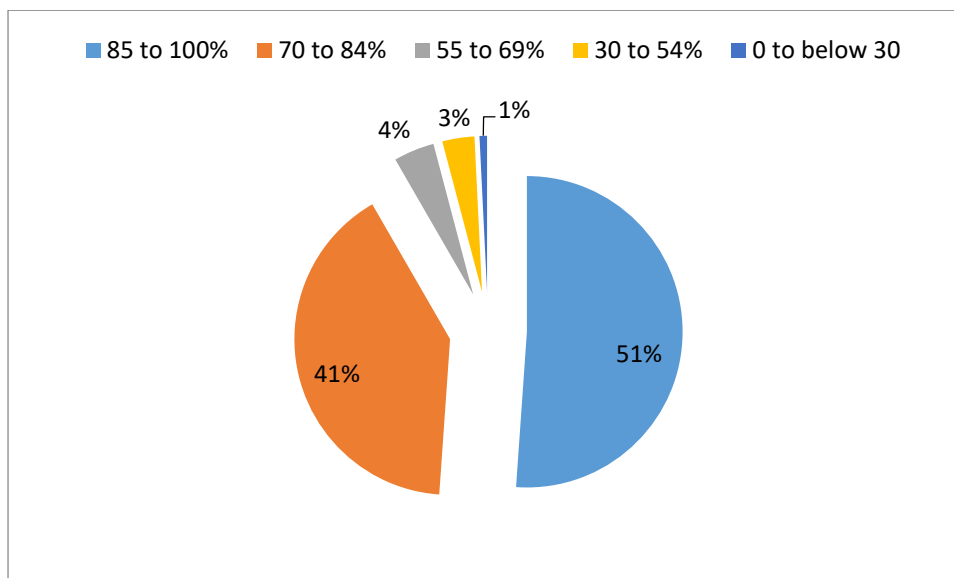
MARCH 2019

Student Satisfaction Survey regarding Teaching – Learning and Evaluation, In order to improve the quality of higher education, Amal College has introduced a comprehensive Student Satisfaction Survey focused on Teaching, Learning, and Evaluation. This survey aims to gather valuable feedback directly from students, which will help refine academic practices, enhance the learning experience, and raise the overall quality of education. Through this initiative, the college is committed to pursuing excellence and continuous improvement in higher education.

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

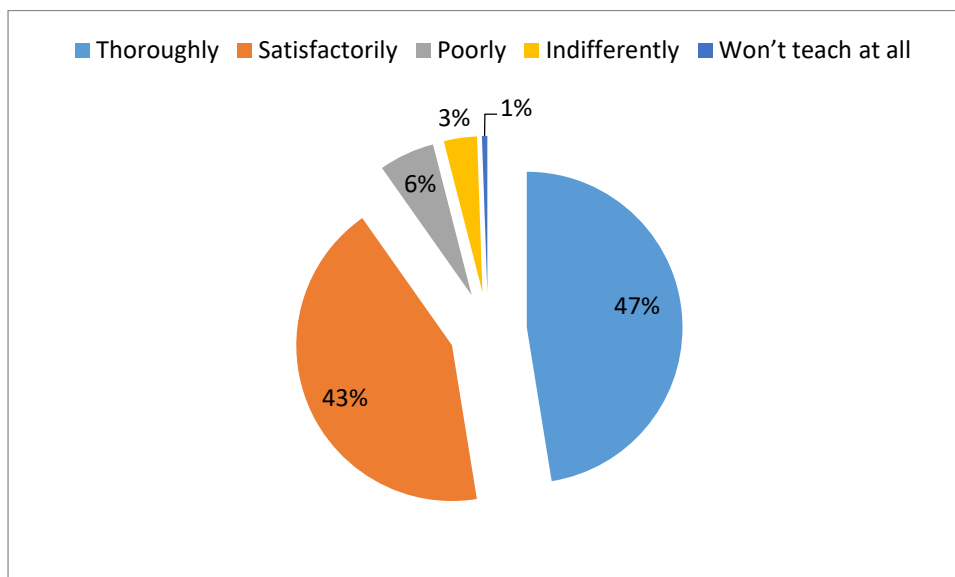|	Frequency	Percent
85 to 100%	460	51.1111111
70 to 84%	365	40.5555556
55 to 69%	38	4.22222222
30 to 54%	30	3.33333333
0 to below 30	7	0.77777778
Total	900	100

The data suggests that a majority of students perceive a satisfactory coverage of the syllabus in the class, indicating that a substantial number of students feel that most of the material was covered, though not entirely.

Only a small percentage of students (4.22%) reported that 55 to 69% of the syllabus was covered, and an even smaller percentage (3.33%) reported that 30 to 54% of the syllabus was covered. This suggests that a minority of students feel that a significant portion of the material was not covered in their class.

Finally, a very small percentage of students (0.78%) reported that 0 to below 30% of the syllabus was covered, indicating that a very small number of students feel that almost none of the material was covered in their class. overall, the data suggests that a majority of students feel that a significant portion of the syllabus was covered in their class, though there are some students who feel that a lesser amount of material was covered.

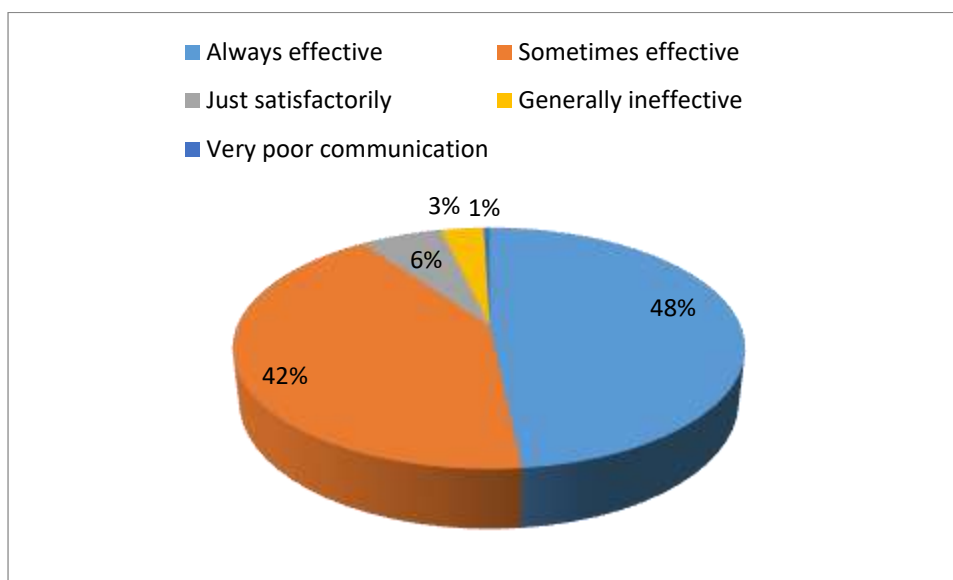2. **How well did the teachers prepare for the classes?**

	Frequency	Percent
Thoroughly	427	47.4444444
Satisfactorily	385	42.7777778
Poorly	52	5.77777778
Indifferently	31	3.44444444
Won't teach at all	5	0.55555556
Total	900	100

The survey offers valuable perspectives on students' perceptions of teacher preparedness for classes. Although a large majority of students appreciate the efforts of teachers in preparing for classes, there are areas that require attention and enhancement. By addressing the concerns raised and promoting a culture of ongoing improvement, the institution can enhance the standards of teaching and create a conducive learning environment for all students.

3. **How well were the teachers able to communicate?**

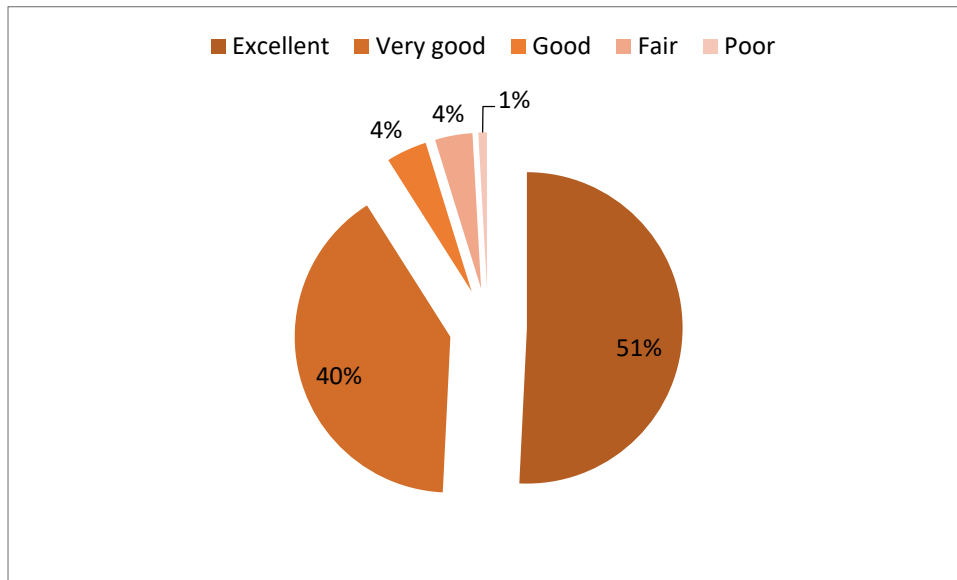|	Frequency	Percent
Always effective	435	48.3333333
Sometimes effective	376	41.7777778
Just satisfactorily	56	6.22222222
Generally ineffective	29	3.22222222
Very poor communication	4	0.44444444
Total	900	100

The survey results provide valuable insights into the perceived effectiveness of teacher communication among students. While a significant majority of students view teacher communication as effective, there remain areas where improvements can be made. Addressing the concerns raised by students and implementing strategies to enhance communication skills among teachers can contribute to creating a more engaging, inclusive, and effective learning environment. Further research and collaboration between educators and students are essential to continuously improve communication practices and promote positive educational outcomes.

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

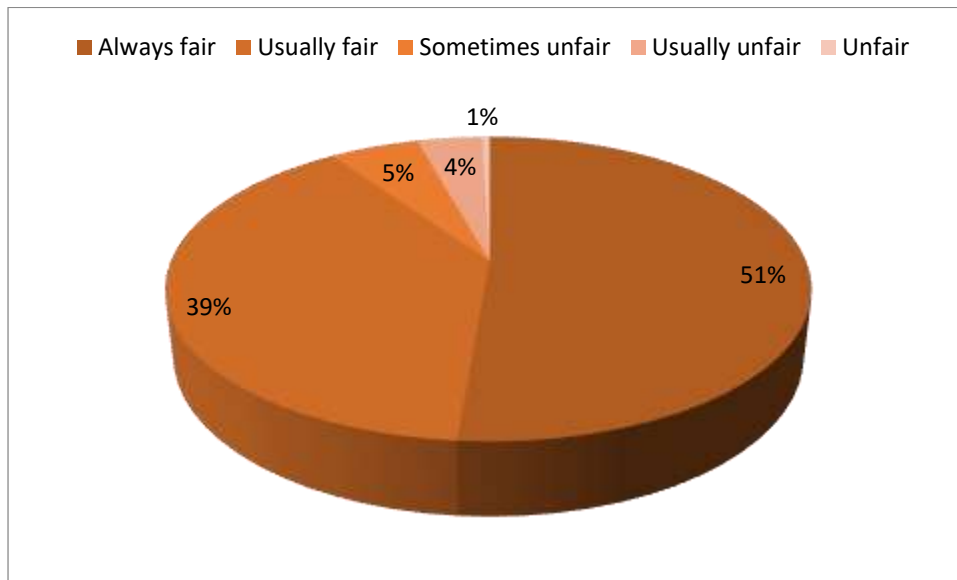|	Frequency	Percent
Excellent	457	50.7777778
Very good	362	40.2222222
Good	38	4.22222222
Fair	35	3.88888889

Poor	8	0.88888889
Total	900	100

The feedback from students provides valuable insights into the teacher's approach to teaching. The majority of students have a highly positive perception, with a significant number rating it as "Excellent" or "Very Good." However, it is crucial to address the feedback from students who rated the teaching approach as "Fair" or "Poor" to ensure continuous improvement and alignment with the educational objectives. By leveraging this feedback, appropriate measures can be implemented to enhance the teaching methodology, address areas of concern, and foster an environment that promotes academic excellence and student success.

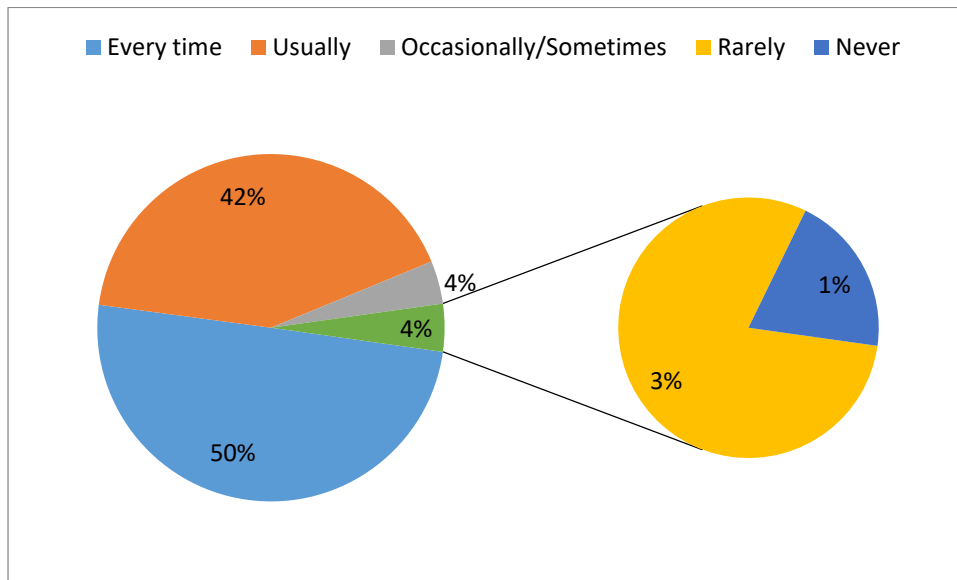5. **Fairness of the internal evaluation process by the teachers.**

	Frequency	Percent
Always fair	462	51.3333333
Usually fair	351	39
Sometimes unfair	48	5.33333333
Usually unfair	35	3.88888889
Unfair	4	0.44444444
Total	900	100

The results of this report highlight the significance of maintaining fairness in teachers' internal evaluation processes. By addressing students' concerns and implementing specific interventions, educational institutions can create an environment that advocates for equity, integrity, and excellence in academic assessment and evaluation. Continuous efforts to enhance the fairness of the evaluation process are vital for upholding students' and stakeholders' trust and confidence in the educational system.

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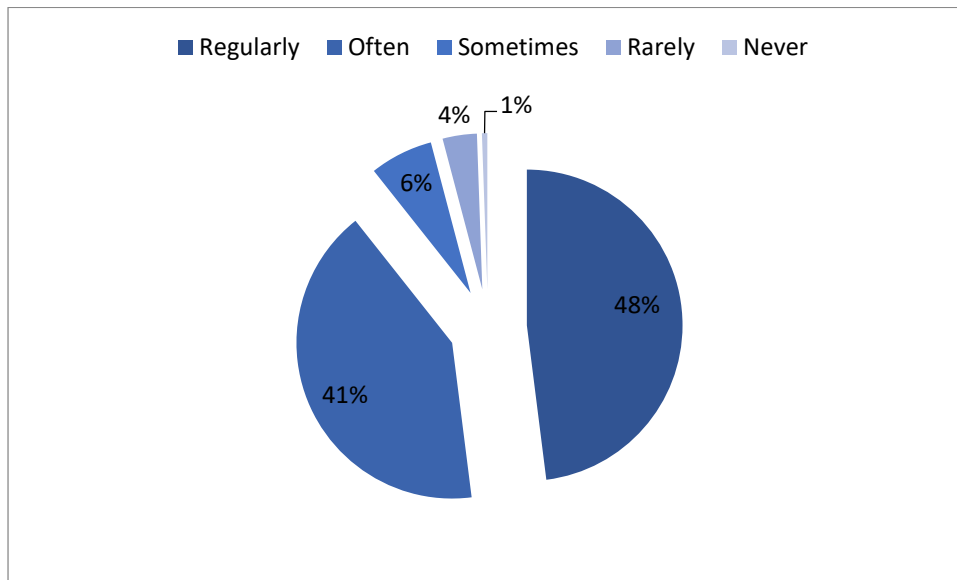**6. Was your performance in assignments discussed with you?**

	Frequency	Percent
Every time	449	49.8888889
Usually	375	41.6666667
Occasionally/Sometimes	36	4
Rarely	32	3.55555556
Never	8	0.88888889
Total	900	100

The data emphasizes the differing levels of engagement and communication between teachers and students regarding assignment performance. Although a majority of students indicated regular discussions about their assignments, there is potential for enhancing consistent feedback and fostering open dialogue. By implementing strategies to improve communication, encourage feedback, and promote active student engagement, the learning experience can be further optimized, leading to academic success.

7. **The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.**
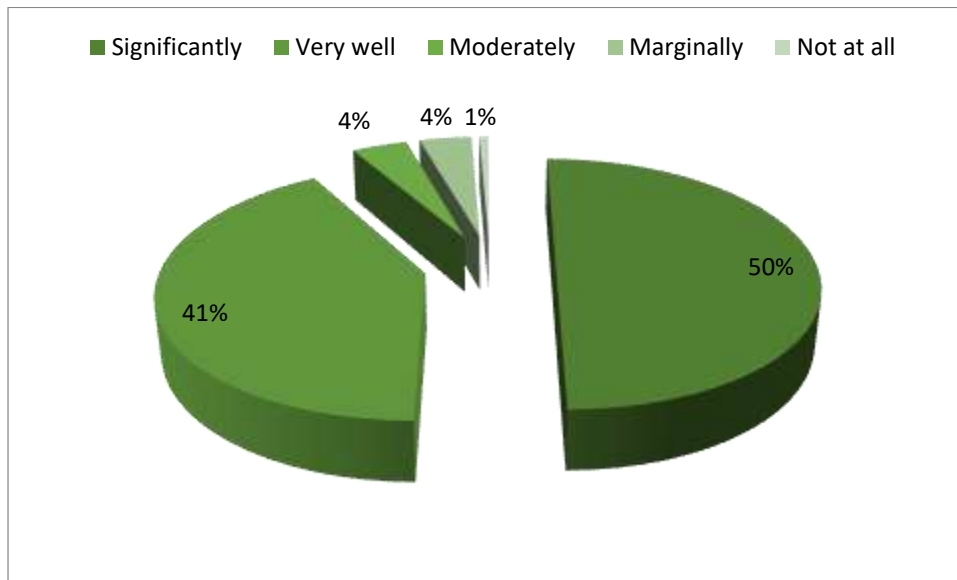
	Frequency	Percent
Regularly	432	48
Often	372	41.3333333
Sometimes	59	6.55555556
Rarely	32	3.55555556
Never	5	0.55555556
Total	900	100

The findings of the survey underscore the institute's commitment to enriching students' academic experience through practical exposure, international collaboration, and immersive learning opportunities. By promoting internships, student exchange programs, and field visits on a regular basis, the institute is equipping students with valuable skills, global perspectives, and industry insights. Moving forward, it is imperative for the institute to continue fostering such initiatives, ensuring that students are well-prepared for the challenges and opportunities of the globalized world.

8. **The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.**
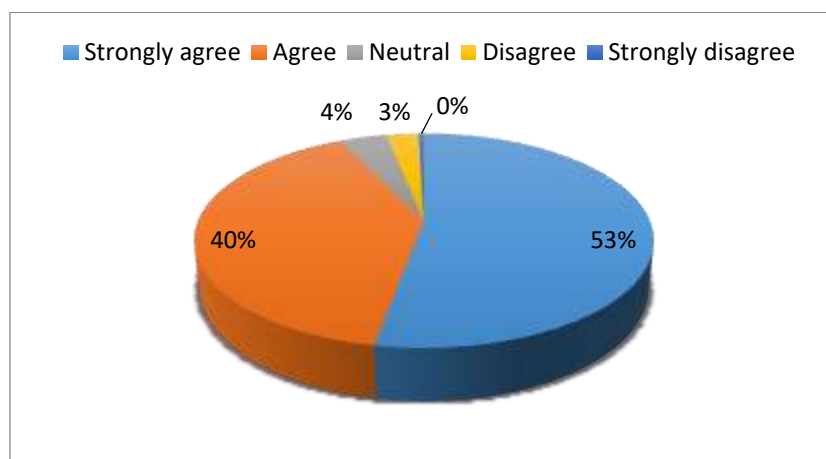
	Frequency	Percent
Significantly	450	50
Very well	374	41.5555556
Moderately	36	4
Marginally	34	3.77777778
Not at all	6	0.66666667
Total	900	100

The teaching and mentoring process at our institution is crucial for fostering holistic development, as a substantial number of students recognize its positive influence on cognitive, social, and emotional growth. By utilizing these insights and addressing areas for improvement, the institution can maintain an environment that empowers students to excel academically, socially, and emotionally.

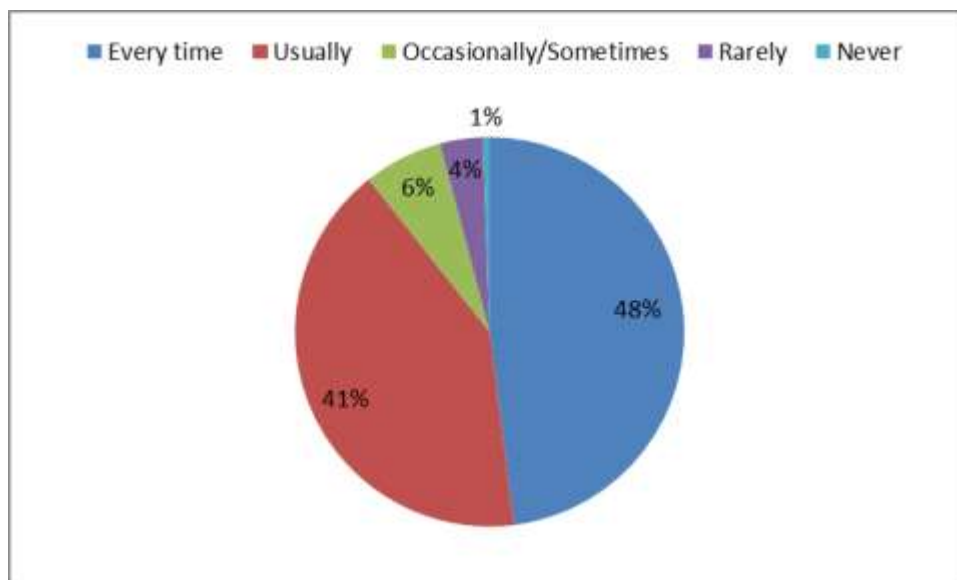9. **The institution provides multiple opportunities to learn and grow.**

	Frequency	Percent
Strongly agree	476	52.8888889
Agree	360	40
Neutral	36	4
Disagree	24	2.66666667
Strongly disagree	4	0.44444444
Total	900	100

The survey data reveals a mainly positive perception among students regarding the institution's provision of opportunities for learning and growth. Although most students feel supported and empowered in their educational journey, there is potential for improvement to address the concerns of those who have expressed neutrality or disagreement. By utilizing these insights and promoting a culture of ongoing improvement, the institution can improve its educational offerings and ensure that every student has the opportunity to flourish and reach their full potential.

10. **Teachers inform you about your expected competencies, course outcomes and program outcomes**
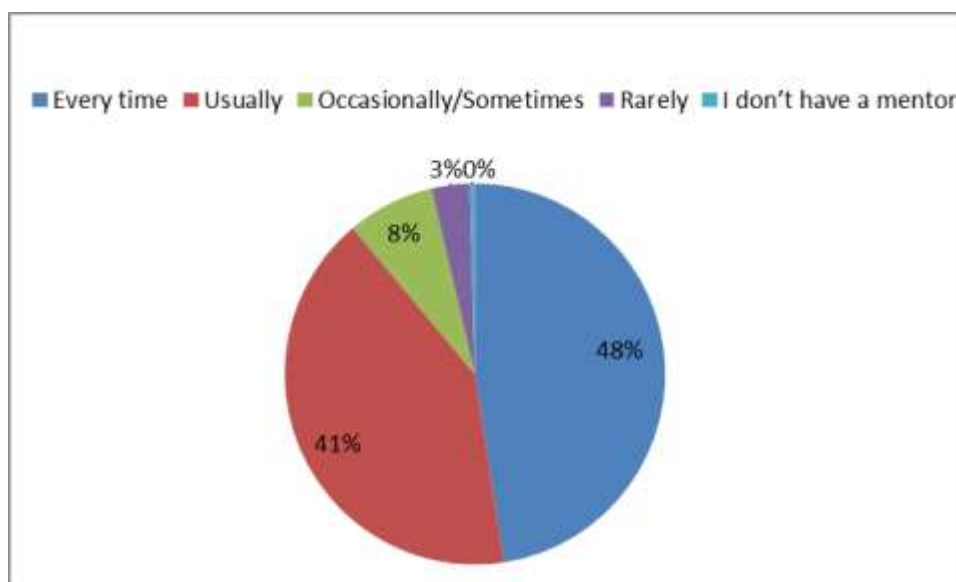
	Frequency	Percent
Every time	432	48
Usually	372	41.3333333
Occasionally/Sometimes	59	6.55555556
Rarely	32	3.55555556
Never	5	0.55555556
Total	900	100

The way teachers communicate expected competencies, course outcomes, and program outcomes is crucial in shaping students' academic experiences and outcomes. While many students report regular communication in this area, occasional lapses and gaps require a renewed focus on improving consistency, transparency, and effectiveness in communication. By addressing these areas, educational institutions can create a more informed, engaged, and empowered student body, which can lead to better learning outcomes and academic success

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

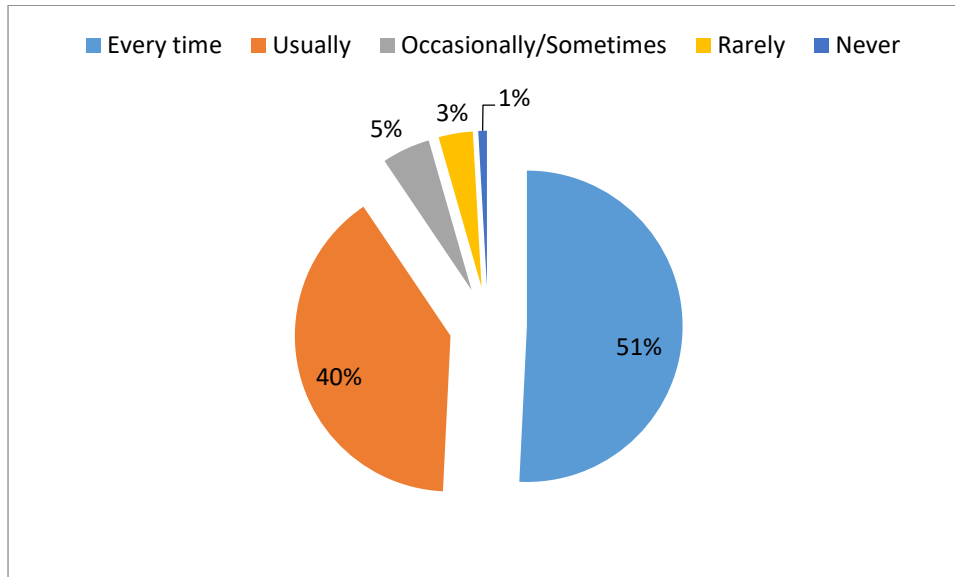|	Frequency	Percent
Every time	428	45.2
Usually	372	38.3
Occasionally/Sometimes	67	7.1
Rarely	29	7.6
I don't have a mentor	4	1.8
Total	900	100

The frequency of mentor follow-up is crucial for the effectiveness of mentorship relationships and the success of mentees. While many individuals report regular follow-up from their mentors, there is a need to address gaps and inconsistencies in mentorship practices. By investing in mentorship programs and prioritizing mentor training and support, organizations and institutions can create a culture of growth, development, and success for all individuals involved.

12. The teachers illustrate the concepts through examples and applications

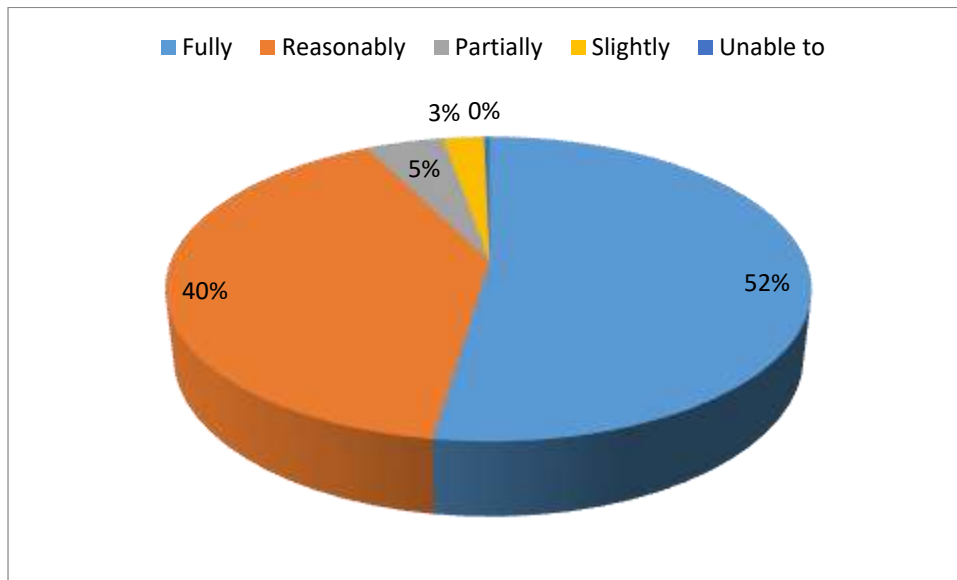|	Frequency	Percent
Every time	457	50.7777778
Usually	358	39.7777778
Occasionally/Sometimes	45	5
Rarely	32	3.55555556

Never	8	0.88888889
Total	900	100

The survey findings indicate that the majority of teachers at the institution frequently use examples and applications in their teaching, reflecting a commitment to effective teaching methodologies. However, the presence of a subset of students who rarely or never experience this approach requires further examination and intervention. Improving the consistency and depth of illustrative teaching practices across all classrooms can enhance student engagement, comprehension, and academic success.

13. The teachers identify your strengths and encourage you with providing right level of challenges.
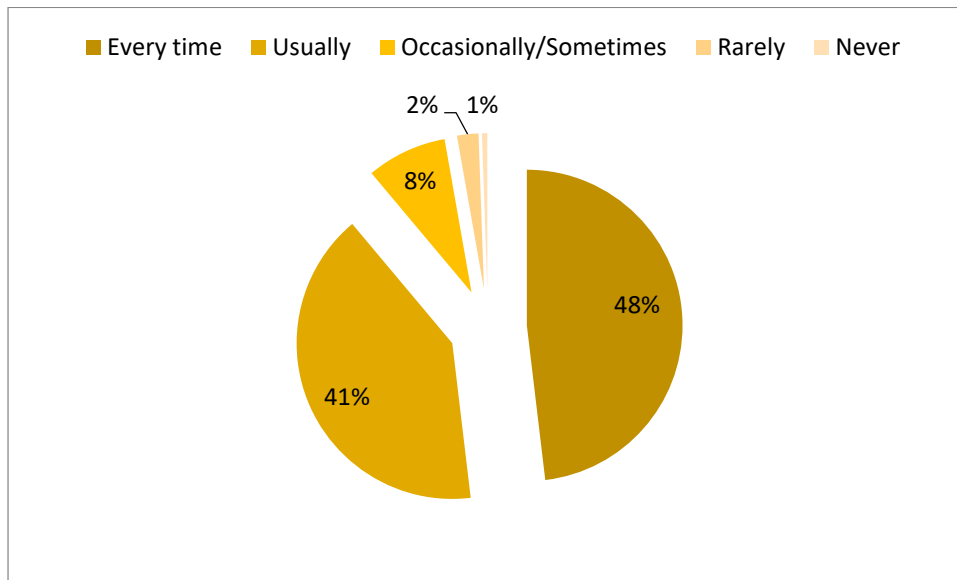
	Frequency	Percent
Fully	459	51
Reasonably	372	41.3333333
Partially	32	3.55555556
Slightly	31	3.44444444
Unable to	6	0.66666667
Total	900	100

The essential role teachers play in identifying students' strengths and offering challenges that promote growth and development. Although most students reported positive experiences, there are areas that need attention to ensure that all students receive personalized support and challenges. It is crucial for educational institutions to invest in professional development programs for teachers, focusing on effective communication, understanding diverse learning needs, and implementing differentiated instruction strategies. By doing so, we can establish a conducive learning environment that empowers every student to reach their full potential.

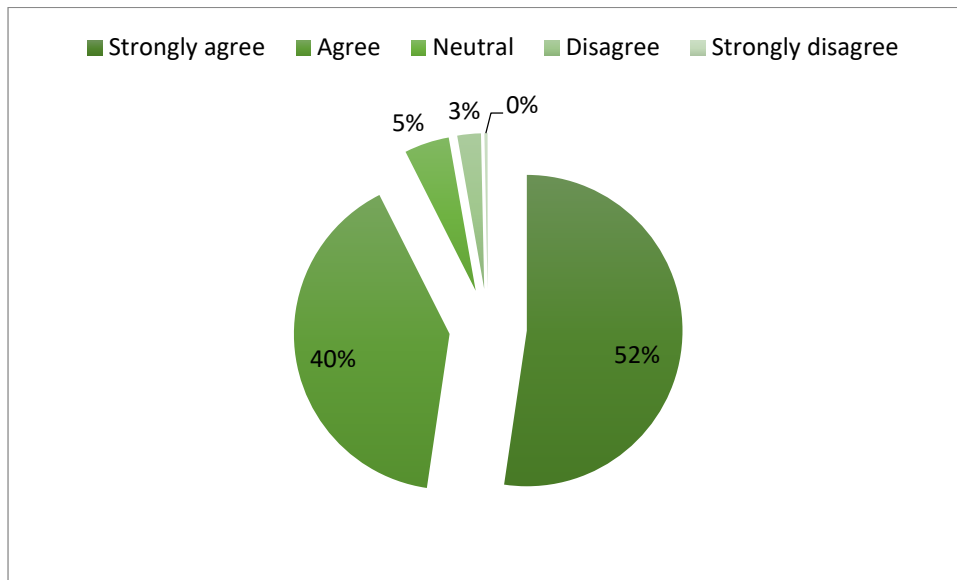**14. Teachers are able to identify your weaknesses and help you to overcome them.**

	Frequency	Percent
Every time	433	45.2
Usually	367	38.3
Occasionally/Sometimes	75	7.1
Rarely	20	7.6
Never	5	1.8
Total	900	100

The role teachers play in identifying students' weaknesses and offering targeted support to help them overcome academic challenges. Although most students expressed satisfaction with their teachers' performance in this area, there is potential for improvement to ensure that all students receive the necessary support to excel academically. Investing in teacher training and promoting a culture of continuous feedback and improvement can enhance teachers' ability to effectively meet the diverse needs of their students.

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

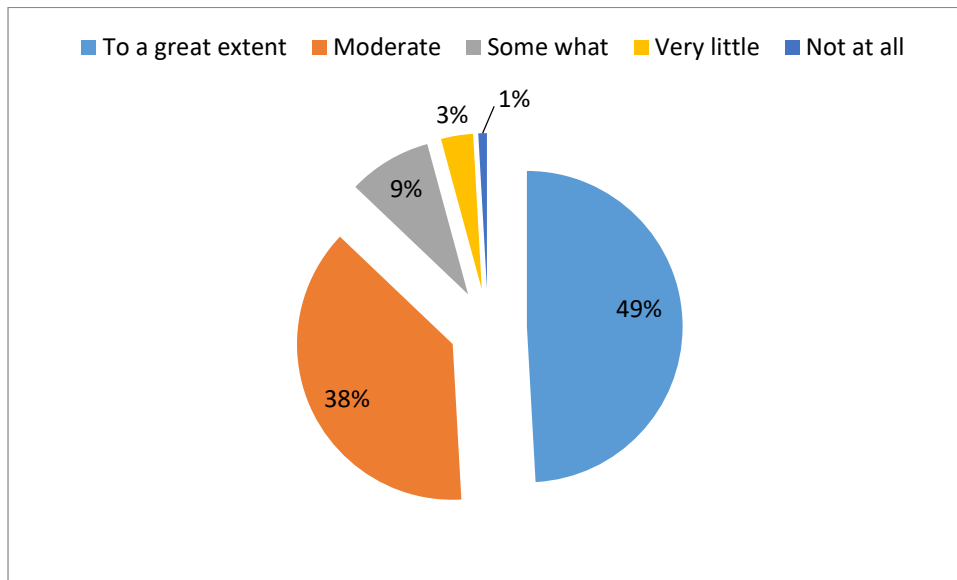|	Frequency	Percent
Strongly agree	471	52.3333333
Agree	362	40.2222222
Neutral	42	4.66666667
Disagree	22	2.44444444
Strongly disagree	3	0.33333333
Total	900	100

According to the survey data, a significant majority of students (92.56%) either strongly agree or agree that the institution makes efforts to engage them in the monitoring, review, and continuous quality improvement of the teaching-learning process. This indicates that students feel their voices are valued and that their feedback is taken into consideration by the institution.

Overall, the data highlights the importance of actively involving students in the monitoring, review, and continuous quality improvement of the teaching-learning process. This can help ensure that the educational experience is responsive to the needs and preferences of students, ultimately contributing to a more effective and satisfying learning environment.

16. The institute/teachers use student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies for enhancing learning experiences.
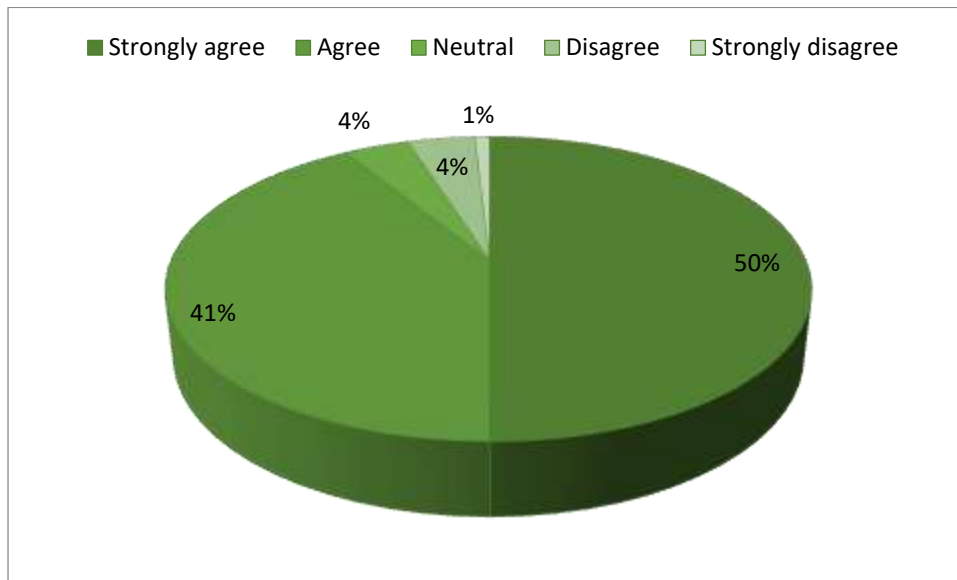
	Frequency	Percent
To a great extent	442	45.2
Moderate	342	38.3
Some what	78	7.1
Very little	30	7.6
Not at all	8	1.8
Total	900	100

The legend at top of chart reads: To a great extent | Moderate | Some what | Very little | Not at all

49% | 38% | 9% | 3% | 1%

The institute and its teachers have made commendable efforts to integrate experiential learning into the curriculum, there is a need for further enhancement and expansion of student-centric methodologies. By addressing the concerns raised by the students and aiming for a more inclusive implementation of these methods, a more enriching and effective learning experience can be achieved for all students. Continuous feedback, reflection, and adaptation are essential in fostering an educational environment that genuinely prioritizes student-centered learning and holistic development.

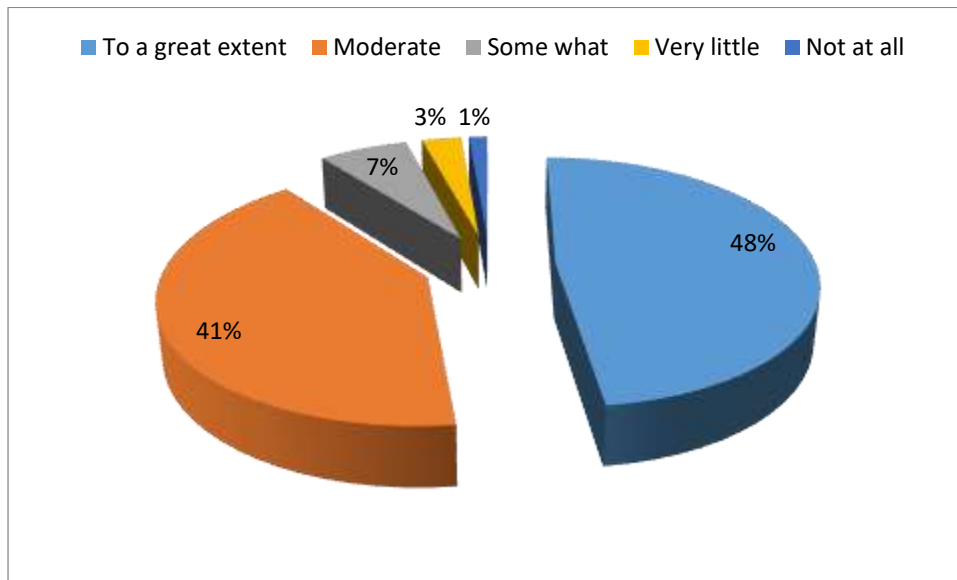**17. Teachers encourage you to participate in extracurricular activities.**

	Frequency	Percent
Strongly agree	450	50
Agree	371	41.2222222
Neutral	35	3.88888889
Disagree	36	4
Strongly disagree	8	0.88888889
Total	900	100

The important role teachers play in motivating students to participate in extracurricular activities. Although most students perceive positive encouragement from their teachers, addressing the concerns of those who feel less supported can enhance the overall educational experience. By fostering a culture of inclusivity and active participation, educational institutions can better equip students with the skills and experiences necessary for success in both academic and extracurricular pursuits.

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
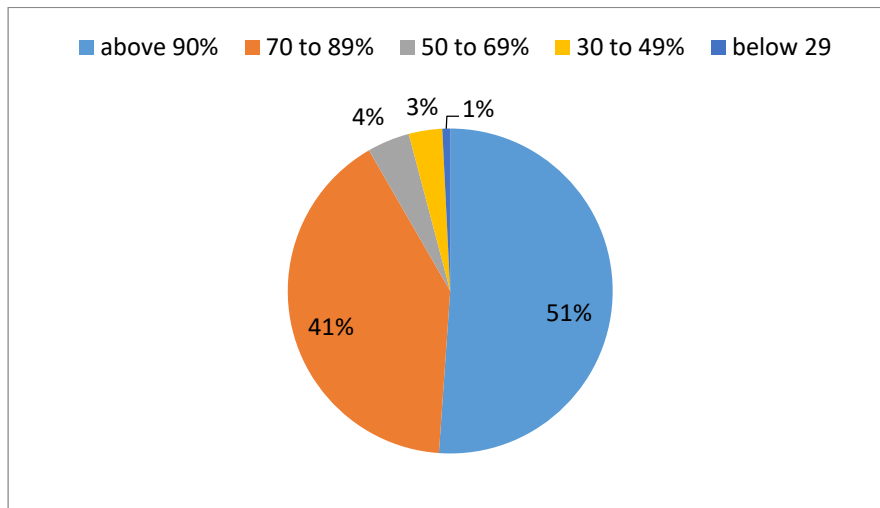
	Frequency	Percent
To a great extent	432	48
Moderate	372	41.3333333
Some what	58	6.44444444
Very little	26	2.88888889
Not at all	12	1.33333333
Total	900	100

the significance of ongoing efforts by academic institutions and teachers to foster soft skills, life skills, and employability skills among students. While many students appreciate the efforts being made, there is a clear indication that more structured and comprehensive initiatives are needed to address the existing gaps and better prepare students for the world of work. It is crucial for institutes to adopt a holistic approach, integrating innovative teaching methodologies, industry collaborations, and personalized guidance to nurture well-rounded individuals capable of thriving in diverse professional environments.

19. **What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching**
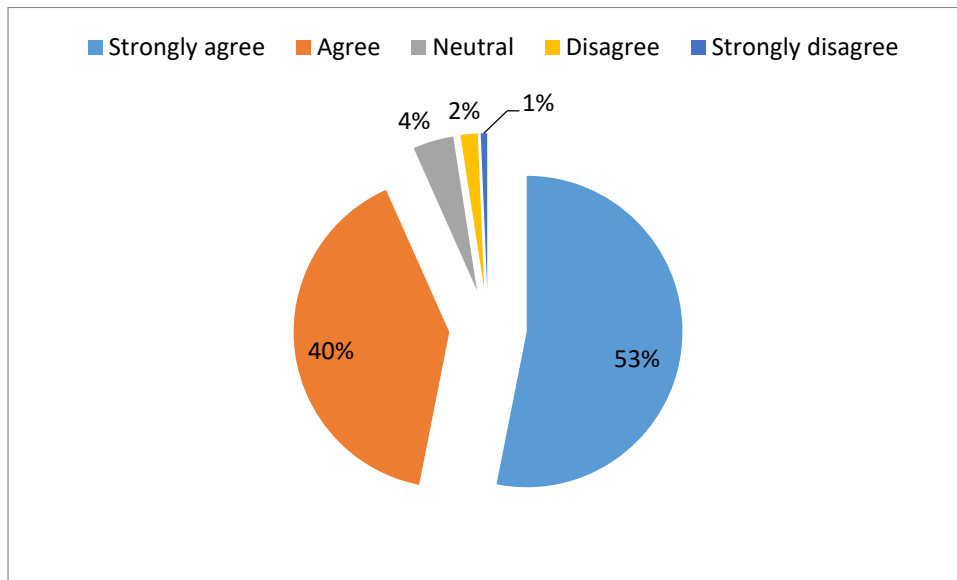
	Frequency	Percent
above 90%	460	51.1111111
70 to 89%	365	40.5555556
50 to 69%	38	4.22222222
30 to 49%	30	3.33333333
below 29	7	0.77777778
Total	900	100

A generally positive trend in the utilization of ICT tools among teachers. However, there are differing levels of adoption across various segments, indicating the necessity for targeted interventions, training programs, and resource allocation to promote the effective integration of ICT tools into teaching practices. By creating a conducive environment that encourages and supports the use of ICT tools, educational institutions can improve the quality of education, encourage innovation, and prepare students for success in the digital age.

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

	Frequency	Percent
Strongly agree	478	53.1111111
Agree	362	40.2222222
Neutral	38	4.22222222
Disagree	16	1.77777778
Strongly disagree	6	0.66666667
Total	900	100

The survey offers valuable insights into the perceptions of the teaching-learning process at the institute. While most respondents acknowledge the quality and effectiveness of the teaching-learning experience, it is important to address the concerns raised by those who have differing opinions and aim for continuous improvement. By promoting a culture of feedback, collaboration, and innovation, the institute can further enhance the teaching-learning process, ensuring a rewarding and enriching educational experience for all stakeholders.

CONCLUSION:

The Student Satisfaction Survey on Teaching – Learning and Evaluation at Amal College is a pivotal aspect of our dedication to achieving excellence in higher education. By valuing and incorporating students' viewpoints, we aim to establish an educational environment that fosters empowerment, nurtures intellectual curiosity, and equips students for success in a rapidly changing global context. Through continuous collaboration, reflection, and refinement, we are committed to raising the standards of higher education and molding the future leaders.