



Student Satisfaction Survey

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Executive Summary

King's College assessed student satisfaction levels across various dimensions of the college experience during Jan - Feb 2023. The total of 171 responses (resulting in a response rate of 24%) were collected using google form. The data collected was analyzed using Excel and SPSS to identify patterns and trends in the responses.

The survey data was analyzed in four dimensions: teaching and learning, belonging, support systems and infrastructure services. The results showed that overall, students were satisfied with the *teaching and learning process, felt a sense of belonging, and were satisfied with the support services* provided by the college. However, there were some areas where improvement was needed, particularly in providing *timely feedback to students, consistent grading deadlines, and treating students fairly*.

The results also showed that students in the BBA program had the highest satisfaction levels, while MBA students had the lowest satisfaction levels in most categories, indicating that students in MBA program may need more support and resources to feel a sense of belonging and pride in their college experience.

The majority of students at Kings College are generally satisfied with their experience, but there are some areas identified for improvement. These areas include internet services, sports facilities, maintenance of classroom, cleanliness of the canteen, air conditioning service, more flexibility with deadlines, and dedicated study spaces.

Introduction

King's College was established in 2003 as a higher secondary school offering the GCE A Levels program and ventured into higher education in 2009 by offering Bachelor's and Master's programs. The college promotes entrepreneurial spirit through progressive education and contributes to the entrepreneurial ecosystem of Nepal. It is located at Babar Mahal, Kathmandu. Affiliated with Westcliff University, California, USA, it offers Bachelor of Science in Information and Technology (BSIT), Bachelors of Business Administration (BBA) and Master of Business Administration (MBA) programs. The Ministry of Education, Science, and Technology (MoEST) approves all the programs offered by the College. Similarly, all the programs are equivalent to Tribhuvan University's undergraduate and graduate programs

Trying to remove the walls between communities and classrooms, the college leads and supports the innovation of communities and visions to build an education ecosystem where communities, industries, students, and educators come together in the learning environment to bring entrepreneurial mindset, co-creation, and co-learning to action. To support its vision, it aims to build a community of entrepreneurs and people who play a vital role in society's development. The College is guided by the philosophy that students learn best when they are connected to the social realities outside the four walls of classrooms. Right from its inception, the college has prioritized crafting and implementing policies, programs, infrastructure, resources, and technologies required to develop, continuously transform, and promote itself as an entrepreneurial higher education institution in the country.

Objective

The rationale behind this study is to understand the level of student satisfaction with the teaching and learning process, support systems, and various services provided by King's College. By collecting data through the survey, the college can identify areas where it is performing well and areas where there is room for improvement.

The purpose of the student satisfaction survey is to examine the level of student satisfaction with the teaching and learning process, support systems, and various services provided by King's College. The survey aims to gather information on various aspects of the college, including communication with professors, motivation to present opinions, support from educational assistants, fairness, relevance of the curriculum, and completion of the course materials by professor within the deadline. It also aims to assess the sense of belonging and pride that students feel towards the college and the effectiveness of the support systems and services provided by the college.

The feedback and opinions of the students can be used to make necessary improvements to enhance the overall student experience. This study can help the college to address the needs and concerns of the students, create a more supportive environment, and promote a sense of belonging and pride among the students. Additionally, this study can help the college to attract and retain students by continuously improving its services and support systems to meet the evolving needs of the students.

Methodology

The survey was conducted by the team of the IQAC Member. The questionnaire was finalized with the university before sending to the students. The questionnaire was developed in the google form. It has covered different aspects of the college, including the teaching and learning process, sense of belonging, support systems, and various services provided by the college.

Teaching and Learning Process: (Five-point Likert Scales- Strongly Agree - Strongly Disagree)

- Most of the professors are open for communicating with students
- Most of the professors motivate students to present their opinions
- Most of the educational assistants are supportive
- Most of the professors are taking care of course quality
- [Most of the professors are completing the curriculum on time
- In most of times, professor/educational assistant meet deadlines
- In most of times, professor/educational assistant give feedback for assessments
- Most of the professors / educational assistants are fair while dealing with students
- Curriculum is relevant to me.

Belonginess (Five-point Likert Scales- Strongly Agree - Strongly Disagree)

- I feel a sense of belonging at King's College
- I am proud of telling others that I am a King's Student
- I would recommend King's to a friend or family member
- King's cares for students as individuals

Support System (Five-point Likert Scales- Strongly Agree - Strongly Disagree)

- Policies, Procedures, Rules and Regulations are clearly publicized and disseminated well.
- The college provides effective support services that meet my needs
- Administrators are approachable to students.
- College is providing a space/platform to express students concern
- Channels are available for providing timely responses to student complaints.

Rate level of Satisfaction ((Five-point Likert Scales- Very Satisfied to Very Dissatisfied)

- Instructions and Regulations
- Schedule of Classes
- Classroom Environment
- Internet Services
- Sanitation Facilities
- Drinking Water Services
- Canteen Services
- Campus Cleanliness
- Library services

The questions were designed to be clear and concise to ensure that the responses are easy to understand and interpret.

The survey has been distributed to all the students through official email and reminder email has been sent through college mobile application. The participation in the survey is voluntary. There are total of 707 students during the survey. A total of 171 responses has been collected.

The data collected from the survey was analyzed by using Excel and SPSS to generate the descriptive analysis and to identify patterns and trends in the responses.

Data Analysis

STUDENT PARTICIPATION

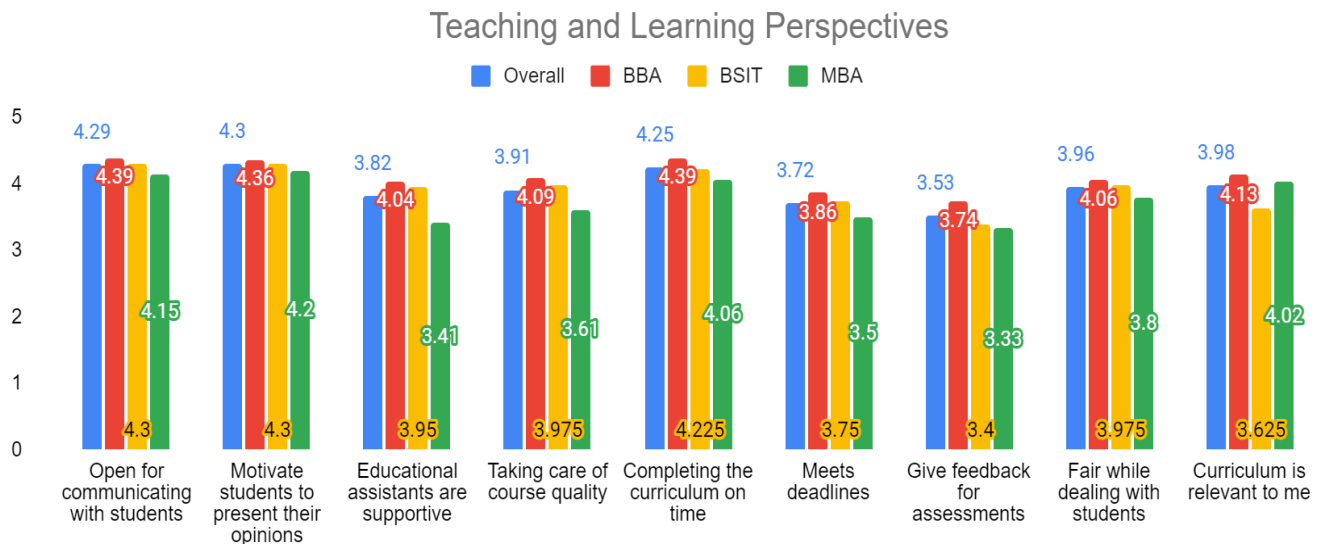
77 
BBA

54 
MBA

40 
BSIT

The survey was distributed to a total of 707 students at King's College, out of which 171 students participated, resulting in a response rate of 24%. Among the respondents, 77 students were from the BBA program, representing a response rate of 37%. Similarly, 54 students from the MBA program participated in the survey, with a response rate of 13%, while 40 students from the BSIT program participated, representing a response rate of 44%. The participation rate was considered sufficient to collect meaningful data and insights regarding student satisfaction with various aspects of the college.

Student Satisfaction on Teaching and Learning Dimension

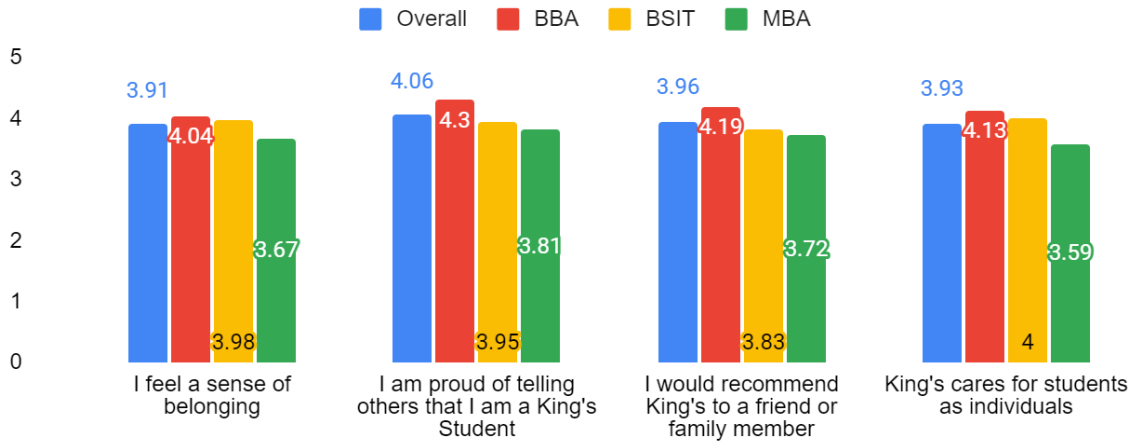


From the figure, it can be seen that overall, the majority of students at King's College are satisfied with the teaching and learning process. The highest satisfaction levels were seen in the categories of "Open for communicating with students" (4.29), "Motivate students to present their opinions" (4.3), and "Completing the curriculum on time" (4.25). These scores suggest that most students feel that professors are approachable and encourage dialogue and feedback.

However, there are some areas where improvement is needed. The categories of "Give feedback for assessments" (3.53) and "Meets deadlines" (3.72) had the lowest satisfaction levels, indicating that students may not be receiving enough timely feedback and that grading / feedback deadlines may not be consistently met. Additionally, the category of "Fair while dealing with students" (3.96) had a moderate satisfaction level, suggesting that some students may feel that the professors or educational assistants are not always treating them fairly.

When analyzing the data by program, it can be seen that the BBA students generally had the highest satisfaction levels, with scores ranging from 4.04 to 4.39, while MBA students had the lowest satisfaction levels in most categories, with scores ranging from 3.33 to 4.2. BSIT students fell somewhere in between, with scores ranging from 3.4 to 4.3. These differences may indicate that certain programs may have unique needs and expectations that should be addressed by the college to improve overall student satisfaction.

Student Satisfaction on Belonging Dimension



Based on the survey results, the overall sense of belonging among students at King's College is high, with an average score of 3.91 out of 5. The MBA program had the lowest score for this measure, with an average score of 3.67, while the BBA program had the highest score of 4.04.

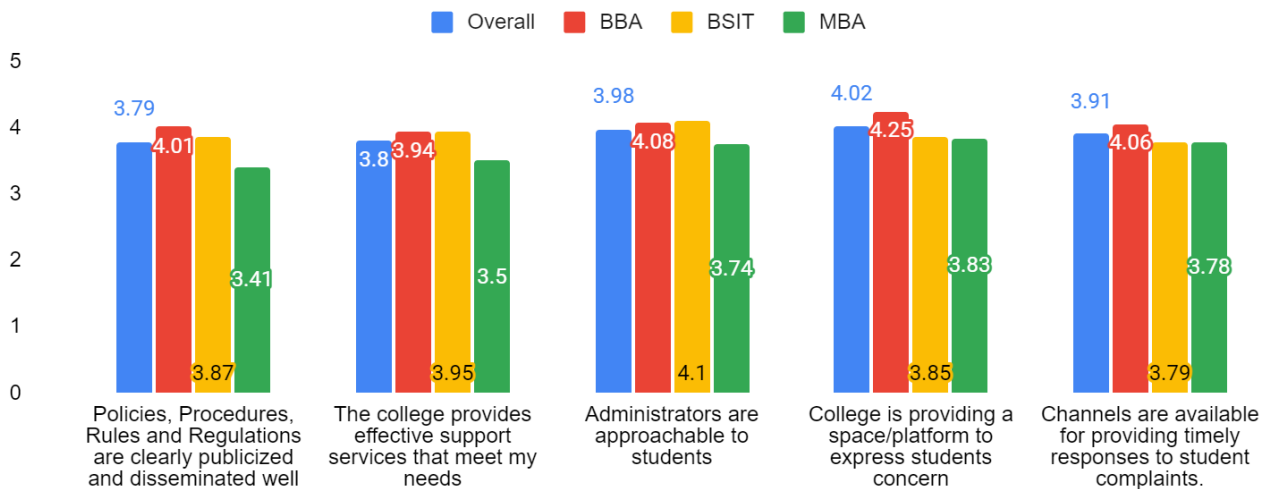
The pride that students feel about being a King's College student is also relatively high, with an average score of 4.06. The BBA program had the highest score of 4.3, while the MBA program had the lowest score of 3.81.

In terms of recommending King's College to others, the average score was 3.96 out of 5. The BBA program had the highest score of 4.19, while the MBA program had the lowest score of 3.72.

The perception of King's College caring for students as individuals had an average score of 3.93 out of 5. The BBA program had the highest score of 4.13, while the MBA program had the lowest score of 3.59.

Overall, the BBA program had the highest scores for all four measures, indicating that students in this program have a stronger connection to the college and a more positive perception of the college's support for students as individuals. The MBA program had the lowest scores for all four measures, indicating that students in this program may need more support and resources to feel a sense of belonging and pride in their college experience. The BSIT program had relatively similar scores to the overall average.

Students Satisfaction on Support System



Based on the survey, it appears that the overall satisfaction level of students with the policies, procedures, rules, and regulations, as well as the support services provided by the college is fairly high. The overall average rating is 3.91 out of 5, which suggests that the majority of students are generally satisfied with these aspects of their college experience.

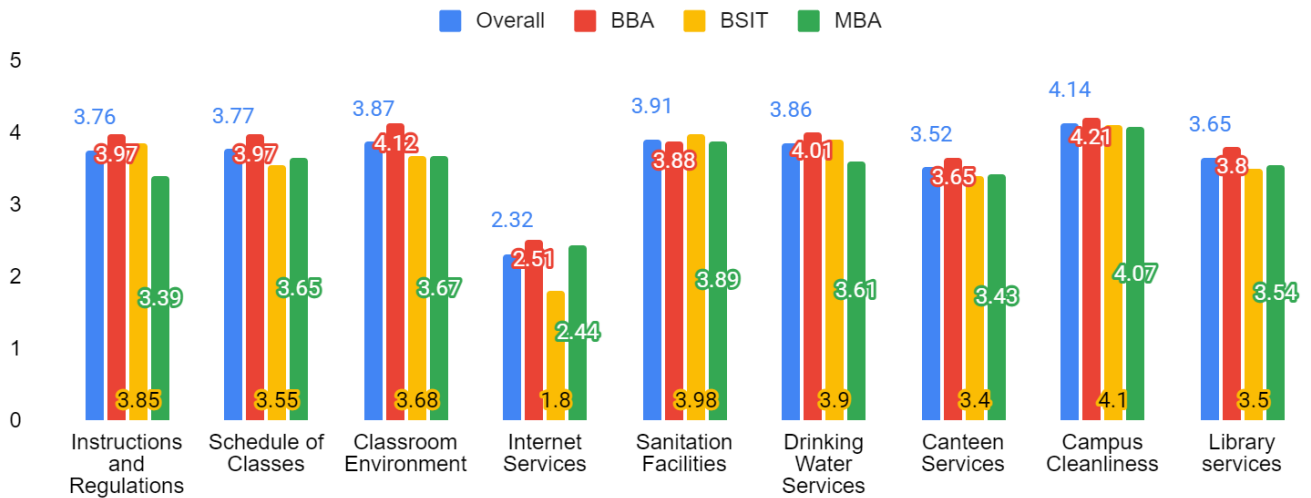
However, when we look at the data broken down by program, we see some interesting differences. The BBA program stands out as having the highest ratings across all categories, with an average rating of 4.06 or higher for each of the five categories. This suggests that students in the BBA program are particularly satisfied with the college's policies, procedures, support services, and administrators.

On the other hand, the MBA program stands out as having the lowest ratings across all categories, with an average rating of 3.41 for policies, 3.5 for support services, 3.74 for approachable administrators, 3.83 for providing a platform for expression, and 3.78 for channels for providing timely responses to complaints. This suggests that students in the MBA program may be less satisfied with these aspects of their college experience compared to students in other programs.

The BSIT program falls somewhere in between the BBA and MBA programs, with relatively high ratings for policies, support services, and providing a platform for expression, but lower ratings for approachable administrators and channels for providing timely responses to complaints.

Overall, this data suggests that there may be important differences in how students across different programs perceive and experience the policies, procedures, support services, and administrators provided by the college. It may be useful for the college to further investigate these differences and explore ways to improve satisfaction levels across all programs.

Satisfaction Level in Different Services



Based on the survey data, we can observe the satisfaction level of students with different services of King's College. The services include instructions and regulations, schedule of classes, classroom environment, internet services, sanitation facilities, drinking water services, canteen services, campus cleanliness, and library services. The satisfaction level is measured on a scale of 1 to 5, with 5 being the highest satisfaction level.

Overall, the highest satisfaction levels were reported for campus cleanliness (4.14), followed by library services (3.65), classroom environment (3.87), canteen services (3.52), instructions and regulations (3.76), drinking water services (3.86), schedule of classes (3.77), sanitation facilities (3.91), and internet services (2.32).

When we compare the satisfaction levels of different programs, we can see that BBA students reported the highest satisfaction levels in almost all categories. They reported the highest satisfaction levels for classroom environment (4.12), canteen services (3.65), library services (3.8), campus cleanliness (4.21), and drinking water services (4.01). BSIT students, on the other hand, reported the lowest satisfaction levels in most categories, particularly in internet services (1.8) and sanitation facilities (3.5).

MBA students reported the lowest satisfaction levels in instructions and regulations (3.39), campus cleanliness (3.43), and drinking water services (3.61), but relatively higher satisfaction levels in schedule of classes (3.65) and library services (3.54).

Overall, these findings suggest that King's College needs to improve its internet services, particularly for BSIT students. Additionally, MBA students seem to have some concerns about instructions and regulations, campus cleanliness, and drinking water services, and improvements in these areas may help increase their satisfaction levels. Finally, it is worth noting that BBA students reported the highest

satisfaction levels in most categories, suggesting that King's College is doing well in providing services to this program.

Is satisfaction level significantly different between the programs.

A one-way ANOVA test has been conducted to test whether the satisfaction level is different among the MBA, BBA and BSIT students. Further Tukey HSD Post-Hoc has been conducted to know which of the specific programs' satisfaction level differed

Teaching and Learning Dimension

As per the One ANOVA Test result; the significance value (or p-value) is .005, which is less than the significance level of .05. This means that there is significant difference between the programs in Teaching and Learning Dimension. Therefore, we can conclude that at least one of the programs differs significantly from the others in terms of Teaching and Learning variable.

To further analyze, Tukey HSD post-hoc test has been conducted, which is a pairwise comparison test used after conducting a one-way ANOVA. From the results, there is a significant mean difference between programs BBA and MBA, with a mean difference of .33232 and a significance level of .004. However, there is no significant mean difference between BBA and BSIT, with a mean difference of -.17388 and a significance level of .26; There is also no significant mean difference between MBA and BSIT, with a mean difference of .15844 and a significance level of .381

Belonging Dimension

As per the One ANOVA Test result; the significance value (or p-value) is .019, which is less than the significance level of .05. This means that there is significant difference between the programs in Belonging Dimension. Therefore, we can conclude that at least one of the programs differs significantly from the others in terms of Belonging variable.

From the Tukey HSD post-hoc test, there are significant differences between BBA and MBA in terms of Belonging Dimension (mean difference of .46651, $p = .014$). However, there is no significant mean difference between BBA and BSIT; and between MBA and BSIT.

Support System

As per the One ANOVA Test result; the significance value (or p-value) is .014, which is less than the significance level of .05. This means that there is significant difference between the programs in Support System. Therefore, we can conclude that at least one of the programs differs significantly from the others in terms of supporting variable.

From the Tukey HSD post-hoc test, there are significant differences between BBA and MBA in terms of Support System (mean difference of .41568, $p = .010$). There are no significant differences between BBA and BSIT and between MBA and BSIT.

Services

As per the One ANOVA Test result; the significance value (or p-value) is .029, which is less than the significance level of .05. This means that there is significant difference between the programs in Support System. Therefore, we can conclude that at least one of the programs differs significantly from the others in terms of Belonging variable.

From the Tukey HSD post-hoc test, there are significant differences between BBA and MBA in terms of various services (mean difference of .27307, $p = .05$). There are no significant differences between BBA and BSIT and between MBA and BSIT.

Overall, this suggests that the differences in all the four dimensions between BBA and MBA are driving the significant result found in the ANOVA result, while BSIT does not differ significantly from either MBA and BBA program.

Is satisfaction level significantly different according to employment status.

A one-way ANOVA test has been conducted to test whether the satisfaction level is different among the MBA, BBA and BSIT students. Further Tukey HSD Post-Hoc has been conducted to know which of the specific programs' satisfaction level differed

Teaching and Learning Dimension

As per the One ANOVA Test result; the significance value (or p-value) is 0.086. Since the p-value is greater than significance level of 0.05, this means that there is no significant difference between the employment status in teaching and learning dimension.

Belonging Dimension

As per the One ANOVA Test result; the significance value (or p-value) is 0.424. Since the p-value is greater than significance level of 0.05, this means that there is no significant difference between the employment status in belonging dimension.

Support System

As per the One ANOVA Test result; the significance value (or p-value) is .035, which is less than the significance level of .05. This means that there is significant difference between the employment status in Support System. Therefore, we can conclude that at least one of the status differs significantly from the others in terms of supporting variable.

From the Tukey HSD post-hoc test, there are significant differences between Employed and Not Employed in terms of Support System (mean difference of $-.34317$, $p = .027$). There are no significant differences between employed and self-employed and between self-employed and not employed students.

Services

As per the One ANOVA Test result; the significance value (or p-value) is .010, which is less than the significance level of .05. This means that there is significant difference between the employment status in various services. Therefore, we can conclude that at least one of the employment statuses differs significantly from the others in terms of services.

From the Tukey HSD post-hoc test, there are significant differences between employed and self-employed in terms of various services (mean difference of $.16266$, $p = .012$). There are no significant differences between self-employed and not employed and between employed and not employed students.

Overall, this suggests that the differences in all the four dimensions between BBA and MBAR are driving the significant result found in the ANOVA result, while BSIT does not differ significantly from either MBA and BBA program

Feedback to College

The feedback received from students regarding their experience at Kings College is generally positive, although there are areas identified as requiring improvement. These areas include internet services, sports facilities, and the maintenance of classroom amenities such as chairs and air conditioning units, as well as the behavior of some instructors and student assistants. Some students have recommended that the syllabus should be revised before it is distributed to students.

Despite these areas for improvement, the majority of student expressed satisfaction with the college and its faculty. Suggestions made by students include improvements to the canteen's cleanliness, increased use of air conditioning in classrooms, more flexibility with deadlines, the hiring of better teachers, and the provision of dedicated spaces for studying and working. Complaints include a lack of notice for class schedules and compulsory modules, slow grading, and poor internet connectivity. Furthermore, students suggest conducting indoor and outdoor seminars and programs, enhancing student interaction, and providing strong internet connections on each floor. Specific suggestions made by individual students include providing sanitary napkins in the washroom and improving communication regarding scholarships and account department interactions.