



TRACER REPORT

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King's College

Executive Summary

This tracer study is carried out to assess the quality of the academic programs of the King's College. This study has been carried out in the year 2023 and included all the graduates from 2015 -2022. According to the data, 59.21% of MBA graduates are currently employed by an organization, whereas only 47.62% of BBA graduates have secured employment. 30.10% of MBA graduates are self-employed, compared to 30.16% of BBA graduates. In terms of unemployment, 10.69% of individuals with an MBA degree are unemployed, while it is notably higher at 22.22% for BBA graduates.

The strengths of the education system, as perceived by graduates, are ranked as follows: teaching/learning environment and teacher-student relationships are rated highest, followed by quality of education imparted, and problem-solving ability. A majority of over 77% of graduates acknowledged that education has improved their problem-solving skills. The students' dissatisfaction is most pronounced with regard to the sports facilities offered by the college, which received the lowest rating. This is followed by extracurricular activities and canteen facilities, which also received relatively low ratings.

Overall, the MBA and BBA programs have contributed significantly to the current jobs of the graduate. MBA students acknowledged that the program has significantly enhanced their academic knowledge, improved problem-solving skills, improved research skills, improved learning efficiency and improved communication skills which has a greater impact on their current jobs. However, both the programs have not able to significantly improve the technological skills of the students. College needs improvement in areas such as extracurricular activities, work placement/internship opportunities, sports, and library facilities.

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Introduction

The main objective of the study was to understand the interface between the programs of the college and the career prospects of the graduates. Information gathered in the report can be used to evaluate the effectiveness of the institution's academic programs and services, as well as to inform future career development and placement services for graduates. This report can also be used to identify areas of improvement in the institution's curriculum and student support services, as well as to inform decisions related to the allocation of resources for the institution.

Overall, the objective of a tracer report is to provide valuable insights into the outcomes and impacts of an institution's academic programs and services on its graduates.

This study comprises of five sections. The first section is an introduction that includes the background information of King's College, the study's objectives and methodology. The second section presents the data collected from graduates, which is analyzed and interpreted. The third section highlights the significant findings of the study. The fourth section outlines the implications for institutional reforms based on the study's results. Lastly, the fifth section provides conclusions and recommendations based on the findings of the study.

Background

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.

King's College values progressive education, multidisciplinary education, experiential learning, "community-as-curriculum," academia-state-industry-community collaboration, and entrepreneurialism. Every member of King's College carries and operates around the college's core values and aims to instill them in its students. It firmly understands and values the significance of developing and promoting relevant organizational culture and functional system practices on quality assurance as an ongoing institutional process to achieve and retain national and international recognition and accreditation of institutional inputs with certified quality outcomes. The working philosophy of the college is always guided by a shared culture that cares for social justice, a sense of innovation, and entrepreneurial thrusts with inclusive, equitable, sustainable, and responsible touch for everything the college serves. This institution's guiding principles are collaboration, accountability, empowerment, and institutional responsiveness.

In an effort 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.

Objectives of the Study

- To understand the effectiveness and relevance of the academic programs to the graduates for their employment and higher study prospects.
- To gather information about the employment status of graduates, including the type of jobs they have and whether they are working in fields related to their degrees.
- To identify areas of improvement in the institution's curriculum, facilities and student support services based on the feedback and experiences of graduates.

Methodology

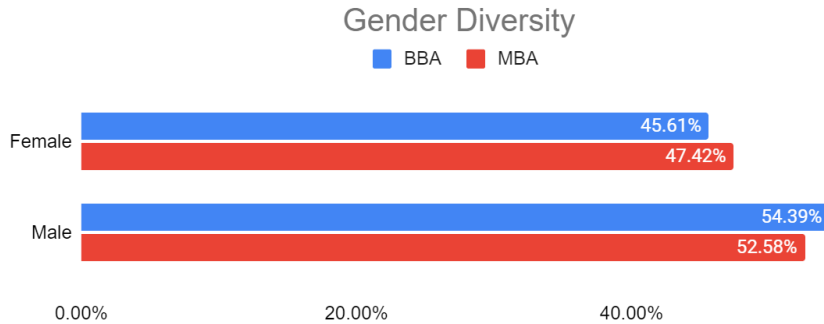
The survey was designed in the google form as per the tracer questionnaire prepared by the University Grants Commission (UGC), Nepal. Additional questions were included and modifications were made to the questionnaire in order to collect more comprehensive information. Questionnaire form was distributed to graduates via both personal and school email. The follow-up was been made through the social media platform and SMS reminders.

The MBA graduate between 2017 - 2022 and BBA graduates between 2019-2022 have been included in the survey. The total response rate from MBA graduates was 74.78% compared to 57% from BBA graduates.

The analysis has been carried out using google excel and SPSS software.

Data Presentation and Analysis

This section includes the study of gender diversity and representation in MBA and BBA programs. It involves examining the graduation rate, proportion of male and female students enrolled and graduated in MBA programs between 2017- 2022.



The data regarding the gender diversity percentages for BBA and MBA graduates' responses is presented below. According to the data, 54.39% of BBA graduates who responded were male, while 45.61% were female. In the case of MBA graduates, 52.58% of the respondents were male, while 47.42% were female. The response distribution from male and female respondents is relatively equal for both programs.

Current Employment Status

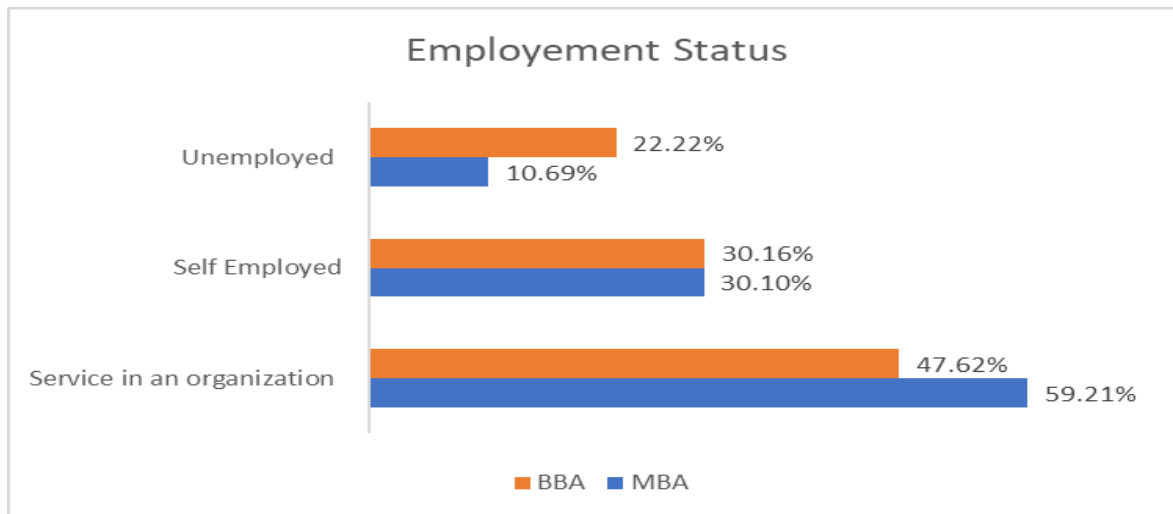


Figure 1 shows the distribution of MBA and BBA graduates across different employment categories. There are three categories listed in the figure. Service in an organization, Self Employed, and Unemployed.

Service in an organization: This category includes graduates who are working in an organization as an employee. As per the figure, 59.21% of MBA graduates are employed in an organization compared to 47.62% of BBA graduates. This suggests that an MBA graduate has higher likelihood of securing an employment in an organization compared to a BBA graduate.

Self Employed: This category includes graduates who are working for themselves, such as entrepreneurs or freelancers. As per the figure, 30.10% of MBA graduates are self-employed compared to 30.16% of BBA graduates.

This indicates that having an MBA degree. This suggests graduates have almost equal chances of being self-employed whether they hold an MBA or a BBA degree.

Unemployed: This category includes graduates who are not currently employed. As per the figure, 10.69% of MBA graduates are unemployed compared to 22.22% BBA graduates. This indicates that having an MBA degree decreases the likelihood of being unemployed.

Service in an Organization

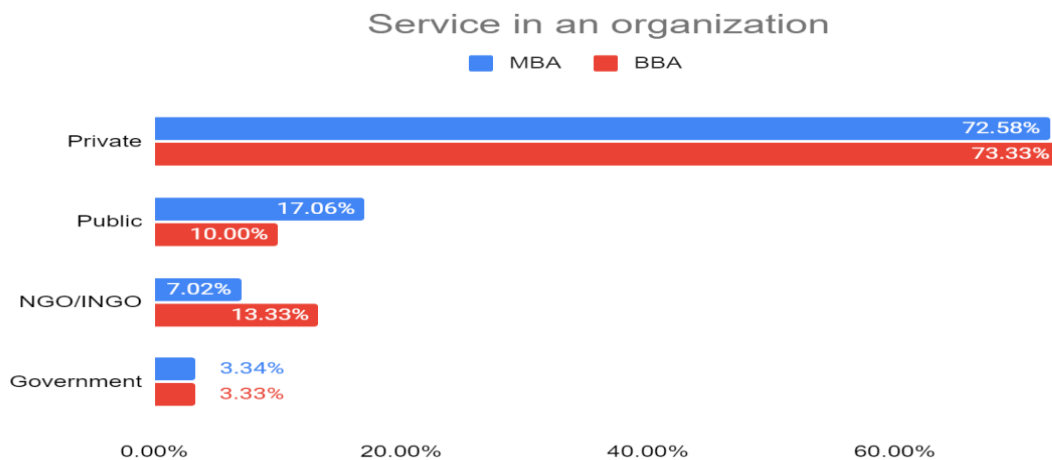


Figure 2 shows the distribution of employed MBA and BBA graduates across different types of organizations. The categories listed are Private, Public, NGO/INGO, and Government. Here's a summary of the data:

Private: This category includes individuals who are employed in privately-owned companies. As per the figure, 72.58% of MBA graduates and 73.33% of BBA graduates are employed in private organizations. This indicates that a majority of individuals with both degrees are employed in the private sector.

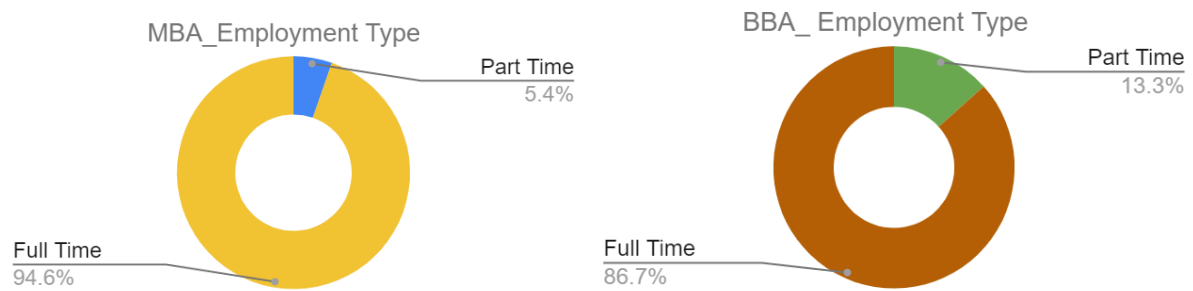
Public: This category includes individuals who are employed in government-owned companies. As per the figure, 17.06% of MBA and 10.00% of BBA graduates are employed in public organizations. This indicates that a smaller percentage of individuals with an MBA degree are employed in the public sector compared to those with a BBA degree.

NGO/INGO: This category includes individuals who are employed in non-governmental organizations or international non-governmental organizations. As per figure, 7.02% of individuals with an MBA degree and 13.33% of individuals with a BBA degree are employed in NGO/INGO organizations.

Government: This category includes individuals who are employed in government agencies. As per the figure, 3.34% of MBA and 3.33% of BBA graduates are employed in government organizations.

Overall, the data suggest that a larger percentage of individuals with both MBA and BBA degrees are employed in the private sector compared to other types of organizations.

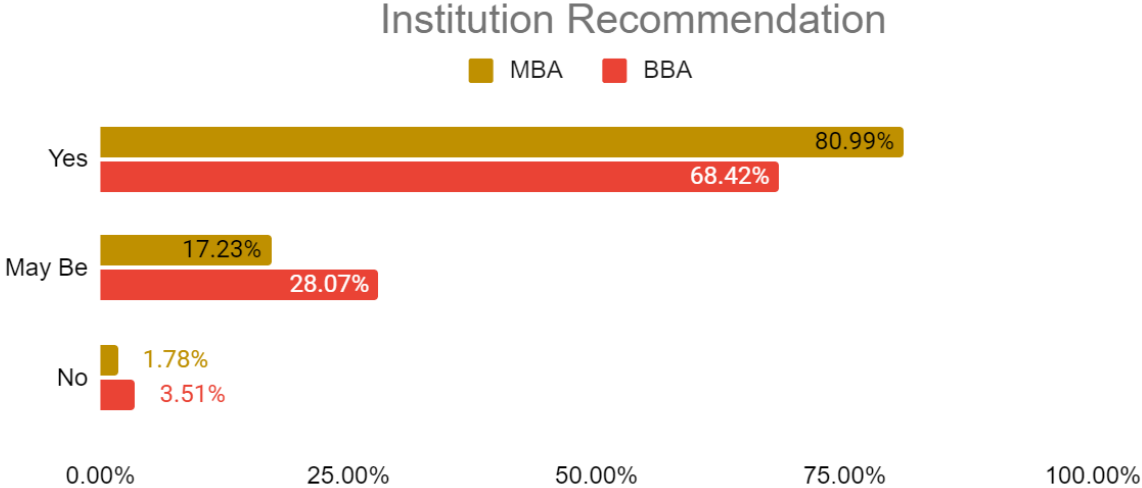
Employment Type



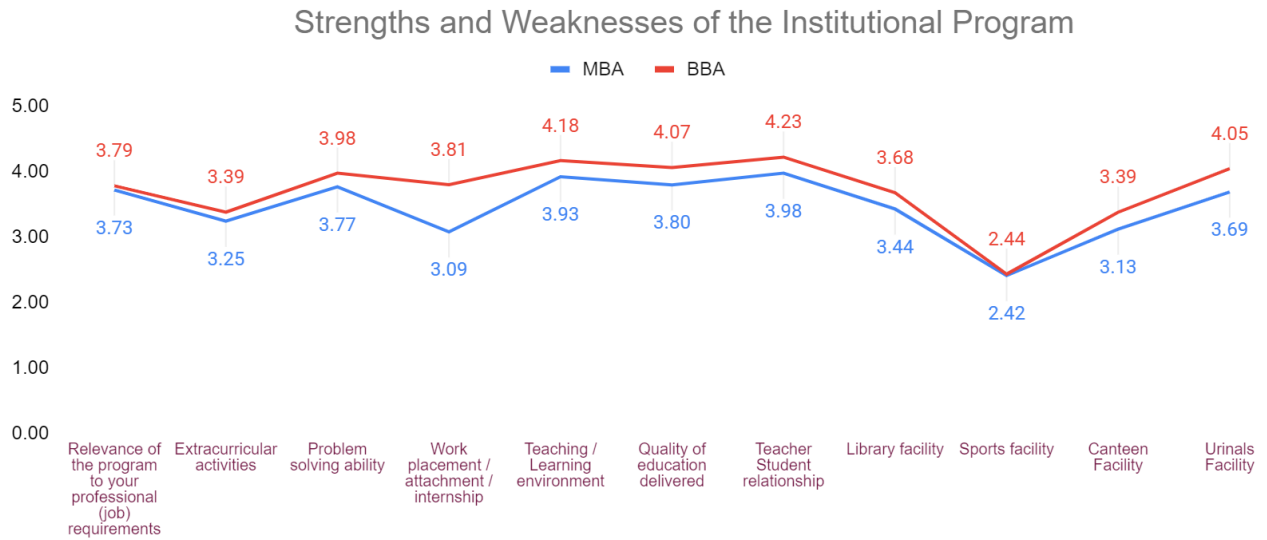
The above figure shows the percentage of MBA and BBA graduates who were employed in different employment types. Among MBA graduates, 94.65% were employed full-time and 5.35% were employed part-time. Among BBA graduates, 86.67% were employed full-time and 13.33% were employed part-time. The data suggests that the majority of MBA and BBA graduates were able to secure full-time employment after completing their degrees.

Institution Recommendation

We requested input on following statement “I would recommend my friends/family for the higher education at this institution” was asked to understand whether alumni will refer the students to the institution or not. A substantial majority of 80.99% of MBA graduates recommend the institution for pursuing an MBA degree. In comparison, 68.42% of BBA alumni recommended it for BBA, with 17.23% indicating a "Maybe" recommendation for MBA and 28.07% for BBA. Only a small proportion of 1.78% of respondents declined to recommend the institution for MBA, and 3.51% for BBA program. Overall, the data suggests a high level of recommendation for the institution for both MBA and BBA program



Major strengths and weaknesses of the institutional program



The figure shows the average of major strengths and weaknesses of the King's MBA and BBA programs under eleven headings. Looking at the comparative analysis of the MBA and BBA programs, it can be observed that both programs share several strengths and weaknesses. Both programs have good problem-solving abilities and provide high-quality education that is relevant to the professional requirements of students. Additionally, both programs foster excellent teacher-student relationships, which can enhance the learning experience for students.

There are opportunities for optimization in both programs that should be considered. Extracurricular activities are rated average for both programs, which suggests that students may not have access to a wide range of activities that can enhance their personal and professional growth. Moreover, both programs need to improve their work placement/internship opportunities to provide students with practical, real-world experiences that can help them build their skills and networks. Additionally, MBA and BBA students rated sports facilities below-average which can affect the overall student experience. Extracurricular activities, work placement/internship opportunities, sports, and library facilities are areas that could be enhanced for greater student satisfaction. Addressing these areas of improvement can improve the overall student experience and prepare students for successful careers in their chosen fields.

A table has been provided to evaluate various aspects of the MBA program, rated on a scale of 0 to 5, where 5 represents excellent and 0 represents very weak.

	0	1	2	3	4	5	EX
Relevance of the program to your professional (job) requirements	0.80	2.8	7.3	23	44.2	21.8	66
Extracurricular activities	4.20	6.3	12.9	28.4	33.5	14.7	48.2
Problem solving ability	0.80	1.8	7.5	21	46.8	22	68.8
Work placement / attachment / internship	5.8	5.6	16.1	31.2	30	11.5	41.5
Teaching / Learning environment	0.60	2.6	6.9	15.3	42.5	32.1	74.6
Quality of education delivered	0.60	1.8	8.9	19.2	44.2	25.2	69.4

Teacher Student relationship	1.20	0.8	7.9	15.5	37.9	36.7	74.6
Library facility	2.80	6	12.5	24	33.3	21.4	54.7
Sports facility	12.10	16.7	19.4	28.6	15.5	7.7	23.2
Canteen Facility	3.40	9.1	15.3	29.2	29.6	13.5	43.1
Urinals Facility	1.20	3.6	10.9	19.4	38.7	26.2	64.9

Teaching and learning environment and teacher student relationship are rated the highest with 74.6%, followed by quality of education delivered at 69.4%, and problem-solving ability at 68.8%. More than 66% of respondents reported that their jobs are related to the college courses.

Students' dissatisfaction was evident in the ratings, with only 23.2% expressing satisfaction with the sports facilities at the college, while work placement/internship opportunities fared slightly better at 41.5%. Similarly other areas college could improve in that were highlighted in the survey were canteen facility, extracurricular activities and library facility. This indicates that these aspects require improvement to provide better student experiences.

A table has been provided to evaluate various aspects of the BBA program, rated on a scale of 0 to 5, where 5 represents excellent and 0 represents very weak.

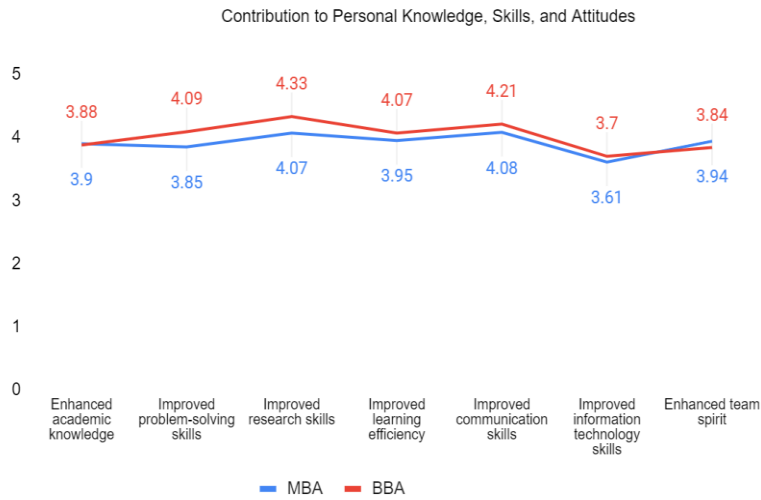
BBA	0.00	1	2	3	4	5	EX
Relevance of the program to your professional (job) requirements			7	28.1	43.9	21.1	65
Extracurricular activities	3.50	7	8.8	29.8	29.8	21.1	50.9
Problem solving ability			5.3	17.5	50.9	26.3	77.2
Work placement / attachment / internship			10.5	26.3	35.1	28.1	63.2
Teaching / Learning environment			3.5	12.3	47.4	36.8	84.2
Quality of education delivered			5.3	14	49.1	31.6	80.7
Teacher Student relationship	1.80		1.8	14	35.1	47.4	82.5
Library facility		5.3	3.5	24.6	50.9	15.8	66.7
Sports facility	17.50	8.8	22.8	19.3	26.3	5.3	31.6
Canteen Facility	1.80	3.5	10.5	33.3	40.4	10.5	50.9
Urinals Facility	1.80	1.8	1.8	14	45.6	35.1	80.7

According to the feedback from BBA graduates, the teaching/learning environment was rated at 84.2%, while the teacher-student relationship was rated at 82.5%. Quality of education delivered and urinal facilities tied at 69.4% and problem-solving ability was rated at 80.7%. These ratings are comparable to those of an MBA program. Majority of graduates at 77% reported that the education has improved their problem-solving capability.

Students have expressed dissatisfaction with the sports facilities available in the college, which has the lowest rating at 31.6%. Similarly, extracurricular activities and canteen facility have also received low ratings at 50.9%, indicating the need for improvement in these aspects to enhance the overall satisfaction of students.

The next question in the survey was contribution of the program of their study at the institution to their personal knowledge, skills and attitudes?

(Give number from the range 0-5) Very much= 5 Not at all= 0



Based on the data provided, it appears that both MBA and BBA programs have contributed positively to students' personal knowledge, skills, and attitudes. On average, students have reported improvements in academic knowledge (MBA-3.9, BBA- 3.88), problem-solving skills (MBA-3.85, BBA- 4.09), learning efficiency (MBA- 3.95, BBA- 4.07), and team spirit (MBA-3.94, BBA- 3.84)

Both MBA and BBA graduates have received higher ratings for improved communication skills (MBA- 4.08, BBA- 4.21 and improved research skills (MBA - 4.07 , BBA 4.33).

Notably, both the program have received a lower rating for improved information technology. In the increasing technology driven market, the college should work on this area. Overall, data suggests that the programs offered by the institution have contributed positively to students' personal development, which is an important aspect of higher education.

	0		1		2		3		4		5		VM	
	MBA	BBA	MBA	BBA	MBA	BBA	MBA	BBA	MBA	BBA	MBA	BBA	MBA	BBA
Enhanced academic knowledge	0.20		1.20		7.10	7.00	15.50	15.80	51.60	59.60	24.40	17.50	76.00	77.10
Improved problem-solving skills	0.60		2.20		7.10	7.00	17.30	8.80	47.60	52.60	25.20	31.60	72.80	84.20
Improved research skills	0.60		1.00		5.60	1.80	12.90	8.80	43.50	43.90	36.50	45.60	80.00	89.50
Improved learning efficiency	0.60		2.00		6.00	5.30	14.50	10.50	46.80	56.10	30.20	28.10	77.00	84.20
Improved communication skills	0.60		0.80		5.40	3.50	14.30	10.50	41.50	47.40	37.50	38.60	79.00	86.00
Improved information technology skills	1.60		3.60	1.80	9.70	10.50	23.80	21.10	40.10	49.10	21.20	17.50	61.30	66.60

Enhanced team spirit	0.80	2.60	3.50	6.70	8.80	15.30	14.00	40.90	47.40	33.70	26.30	74.60	73.70
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The table provides insights into how the MBA and BBA programs at the institution contribute to the development of students' personal knowledge, skills, and attitudes. The ratings were given on a scale of 0 to 5, with 0 indicating no improvement, and 5 indicating significant improvement.

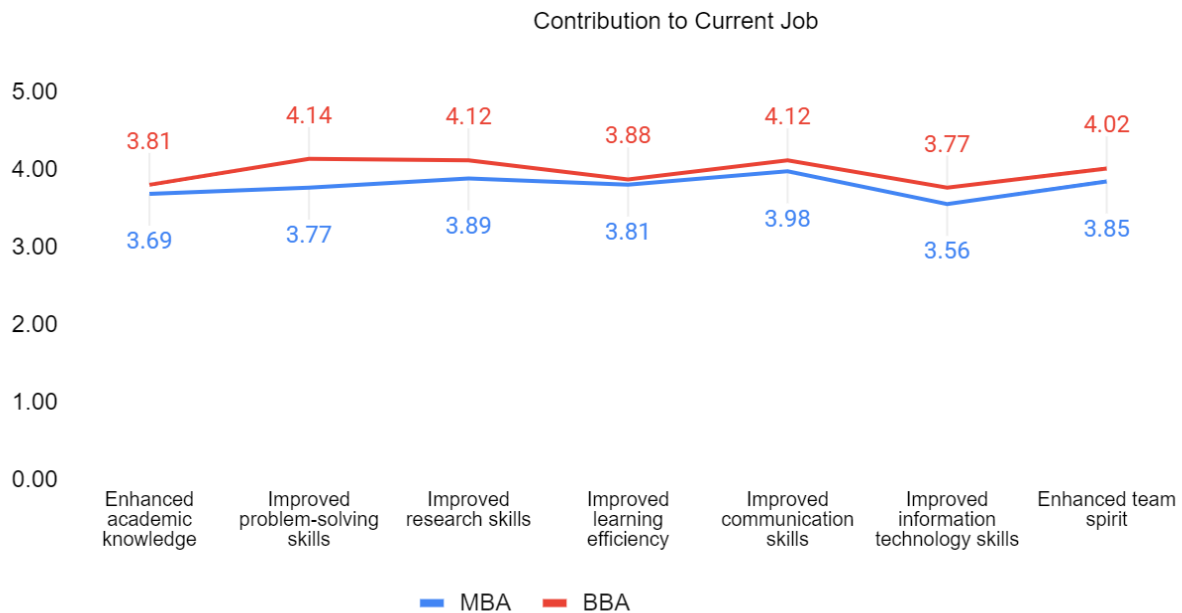
Overall, both programs have contributed significantly to the personal and professional development of students, particularly in enhancing their academic knowledge, problem-solving skills, research skills, learning efficiency and communication skills.

MBA graduates reported highest ratings in the categories such as of improved research skills (80.00%), enhanced academic knowledge (76.00%), and improved communication skills (79%). Similarly, BBA students acknowledged the significant contributions of the program in enhancing their research skills (89.5%), communication skills (86%), as well as learning efficiency and problem-solving skills (84.20%).

It is worth noting that both MBA and BBA students reported significant improvements in all categories, indicating that the program has contributed to their personal development in various ways. However, BBA students generally reported higher improvements, which may be attributed to longer program period (4 years) allowing students to reflect back the learning.

Overall, these findings indicate that both MBA and BBA programs have positively impacted the students' skills and knowledge in various areas, with a particular emphasis on research skills, academic knowledge, communication skills, learning efficiency, and problem-solving skills.

Another question was “was your program of study at the institution relevant to your present job?”



The figure shows the contribution of the program of study at the institution to the current jobs among MBA and BBA students. The ratings were given on a scale of 0 to 5, with 0 indicating not applicable, and 5 indicating significant contribution.

Both MBA and BBA students reported significant improvements in all categories, including enhanced academic knowledge, improved problem-solving skills, research skills, learning efficiency, communication skills, information technology skills, and team spirit.

BBA students reported slightly higher improvements in most categories, particularly in the categories of improved problem-solving skills, improved research skills, improved communication skills, and enhanced team spirit.

Overall, the result suggests that the program of study at the institution has contributed significantly to the current jobs of both MBA and BBA graduates, enhancing their knowledge, skills, and attitudes, and preparedness for success in their respective fields.

Comparing with the contribution of the program of your study at the institution to your personal knowledge, skills and attitudes vs their current jobs, BBA graduates have reported greater contribution of the study in the jobs except for problem-solving skills and team spirit. Whereas MBA graduates have acknowledged significance of contribution of the study in all areas. This concludes that, the MBA and BBA programs have supported graduates in their current jobs.

Next question was about whether their program of study at the institution was relevant to their present job.

	0		1		2		3		4		5		VM	
	MBA	BBA	MBA	BBA	MBA	BBA	MBA	BBA	MBA	BBA	MBA	BBA	MBA	BBA
Enhanced academic knowledge	0.80		2.60	1.8	9.30	7	23.80	22.8	41.50	45.6	22.00	22.8	63.50	44.80
Improved problem-solving skills	0.60		2.60		8.70	5.3	19.60	12.3	44.20	45.6	24.20	36.8	68.40	61.00
Improved research skills	1.00		1.60		6.70	5.3	20.40	10.5	38.50	50.9	31.70	33.3	70.20	65.00
Improved learning efficiency	1.00		2.20		7.50	7	19.80	22.8	43.50	45.6	26.00	24.6	69.50	50.60
Improved communication skills	1.00		1.00		6.70	7	17.30	10.5	38.50	45.6	35.50	36.8	74.00	72.30
Improved information technology skills	2.00		4.00	3.5	9.30	8.8	25.80	21.1	39.10	40.4	19.80	26.3	58.90	46.10
Enhanced team spirit	1.40		2.40		6.90	10.5	18.30	15.8	41.50	35.1	29.60	38.6	71.10	68.20

The table shows the ratings (on a scale of 0-5) of the relevance of the program of study to the current job for MBA and BBA graduates.

Overall, the program has contributed significantly to the current jobs of the graduates in both programs. MBA graduates reported that the program had significantly improved their research skills (70.20%), and communication skills (74.00%) which has a greater impact on their current jobs. Similarly, BBA graduates reported that contributions of the program have significantly improve their communication skills (72.0%), and team spirit (68.20%).

It is worth noting that both MBA and BBA students reported significant improvements in all categories, indicating that the program has contributed to their current jobs in various ways. However, it seems there are a lot of improvements required in the BBA and MBA curriculum. Specifically, the college needs to work on improving

technology skills of the students. Also, for the BBA program, the college needs to act on how to make the program contents and learning relevant to their current jobs and skills required in the market.

