Graduating Survey Report

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Survey of Graduating Students (SGS)   Publications

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Report on the Survey of Graduating Students (SGS): 2021-22

Lahore Leads University, Lahore

As part of Institutional Research for Improving Teaching Quality and Services

Quality Enhancement Cell (QEC)

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بسم الله الرحمن الرحيم

ACKNOWLEDGEMENT

LAHORE LEADS UNIVERSITY AT A GLANCE

LEADS University established in 2011 and was approved by the Board of Governors in the same year. The amended versions have recently been approved by the Academic Council in May 2020 with the vision to bring about a visible change in the society by offering quality education and also to become a leading educational institute of the region. LEADS University takes pride to be the first university in the region and is now the BEST. LEADS University aids students in enlisting for internships or getting job placements to get practical experience. LEADS University with a mission to provide international standard education to the youth of this region has provided modern world facilities, internationally experienced faculty, and best infrastructure to ensure the quality of education for the youth and young professionals of this region.

Methodology:

Survey of Graduating Students (SGS) contains twenty two questions. The survey was carried out from October to December according to the standard procedure: internet-based mode, voluntary approach and in conditions of strict confidentiality.

The Google link was shared to all faculty members through their valid emails and phone numbers. When the survey closed on December, 2022, a total of 127 responses had been received, yielding an overall response rate of 14%, details are available in Table 1.

Faculty's comments/suggestions are decomposed into a number of opinions/messages, which are then compiled up separately for concerned leadership.

Response Rate:

Of the 921distributed to graduate and undergraduate students of the Lahore Leads University, 127 completed questionnaires (or 14%) were received.

Conclusion:

The student feedback processes have shown a positive impact on their overall performance and are an effective mechanism for keeping the university leadership to work for the collective objective towards their achieving objectives.

Key Words:

Survey of Graduating Students (SGS), Quality Enhancement Cell (QEC), Higher Education Commission (HEC).

1. INTRODUCTION

1.1 Background

Survey of Graduating Students (SGS) is one of the feedback mechanisms devised to improve the services for Students. It is a statistical survey of Students from academic departments of the University. The survey attempts to contact all full-time Students of the University. It aims to gather information on the quality of education receiving at Lahore Leads University.

1.2 Motivation

Taking part in the Survey of Graduating Students (SGS) is an essential part of internal reporting about the quality of education. This survey is unique because it takes opinion of Students how can improve the quality of education at Lahore Leads University.

2. QUESTION TEXT AND ID

Each Question (excluding comments) has classified with a unique ID. The ID will be used in the upcoming graphs and tables throughout the report.

| Table.2.1. Showing Question with ID (Question related with comments are not included)	
ID	**Text**
Q1	**I-** The work in the program is too heavy and induces alot of pressure
Q2	**II-** The program is effective in enhancing team-working abilities
Q3	**III-** The program administration is effective in supporting learning
Q4	**IV-** The program is effective in developing analytical and problem solving skills
Q5	**V-** The program is effective in developing written communication skills
Q6	**VI-** The program is effective in developing planning abilities
Q7	**VII-** The objectives of the program have been fully achieved
Q8	**VIII-** Whether the contents of curriculum are advanced and meet program objectives
Q9	**IX-** Faculty was able to meet the program objectives
Q10	**X-** Environment was conducive for learning
Q11	**XI-** Whether the infrastructure of the department was good
Q12	**XII-** Whether the program was comprised of Co-curricular and extra-curricular activities
Q13	**XIII-** Whether scholarships/ grants were available to students in case of hardship
Q14	**XIV-** The internship experience is effective in enhancing the ability to work in team
Q15	**XV-** The internship experience is effective in enhancing the independent thinking
Q16	**XVI-** The internship experience is effective in enhancing the Independent thinking
Q17	**XVII-** The internship experience is effective in enhancing the appreciation of ethical Values
Q18	**XVIII-** The internship experience is effective in enhancing the professional development
Q19	**XIX-** The internship experience is effective in enhancing the time management skills
Q20	**XX-** The internship experience is effective in enhancing the judgment
Q21	**XXI-** The internship experience is effective in enhancing the discipline
Q22	**XXII-** The internship experience is effective in enhancing the link between theory and practice

3. SATISFACTION LEVEL (OVERALL)

SN	Question Text		Very Satisfied		Satisfied		Uncertain		Dissatisfied		Very Dissatisfied
	Table.3.1. Graduating Survey										
	Count, Percentage										
1	The work in the program is too heavy and induces a lot of pressure	32	25%	46	36%	21	17%	23	18%	5	4%
2	The program is effective in enhancing team-working abilities	44	35%	66	52%	11	9%	3	2.3%	3	2.3%
3	The program administration is effective in supporting learning	51	40%	53	42%	10	8%	8	6.2%	5	4%
4	The program is effective in developing analytical and problem solving skills	47	37%	55	43%	16	13%	8	6.2%	1	1%
5	The program is effective in developing written communication skills	53	42%	48	38%	20	16%	4	3.1%	2	2%
6	The program is effective in developing planning abilities	46	36%	53	42%	21	17%	5	13%	2	2%
7	The objectives of the program have been fully achieved	45	35%	54	43%	23	18%	3	2.3%	2	2%
8	Whether the contents of curriculum are advanced and meet program objectives	42	33%	54	4%	21	1.2%	8	0.4%	2	2%
9	Faculty was able to meet the program objectives	49	39%	53	42%	16	13%	6	5%	3	2.3%
10	Environment was conducive for learning	42	33%	54	43%	24	19%	6	5%	1	1%
11	Whether the infrastructure of the department was good	44	35%	55	43%	17	13%	6	5%	5	4%
12	Whether the program was comprised of Co-curricular and extra-curricular activities	8	6.2%	57	45%	15	12%	11	9%	6	5%
13	Whether scholarships/ grants were available to students in case of hardship	35	28%	51	40%	26	20%	4	3.1	11	9%
14	The internship experience is effective in enhancing the ability to work in team	35	28%	48	38%	25	20%	8	6.2%	11	9%
15	The internship experience is effective in enhancing the Independent thinking	53	42%	42	33%	18	14%	5	4%	9	7%

|										
16	The internship experience is effective in enhancing the Independent thinking	50	39%	46	36%	20	16%	1	1%	10	8%
17	The internship experience is effective in enhancing the appreciation of ethical Values	43	34%	51	40%	19	15%	5	4%	9	7%
18	The internship experience is effective in enhancing the professional development	41	32%	49	39%	23	18%	4	3.1%	10	8%
19	The internship experience is effective in enhancing the time management skills	46	36%	46	36%	20	16%	5	4%	10	8%
20	The internship experience is effective in enhancing the judgment	48	38%	51	40%	13	10%	4	3.1%	11	9%
21	The internship experience is effective in enhancing the discipline	40	31%	52	41%	24	19%	1	1%	10	8%
22	The internship experience is effective in enhancing the link between theory and practice	44	35%	49	39%	22	17%	4	3.1%	8	6.2%
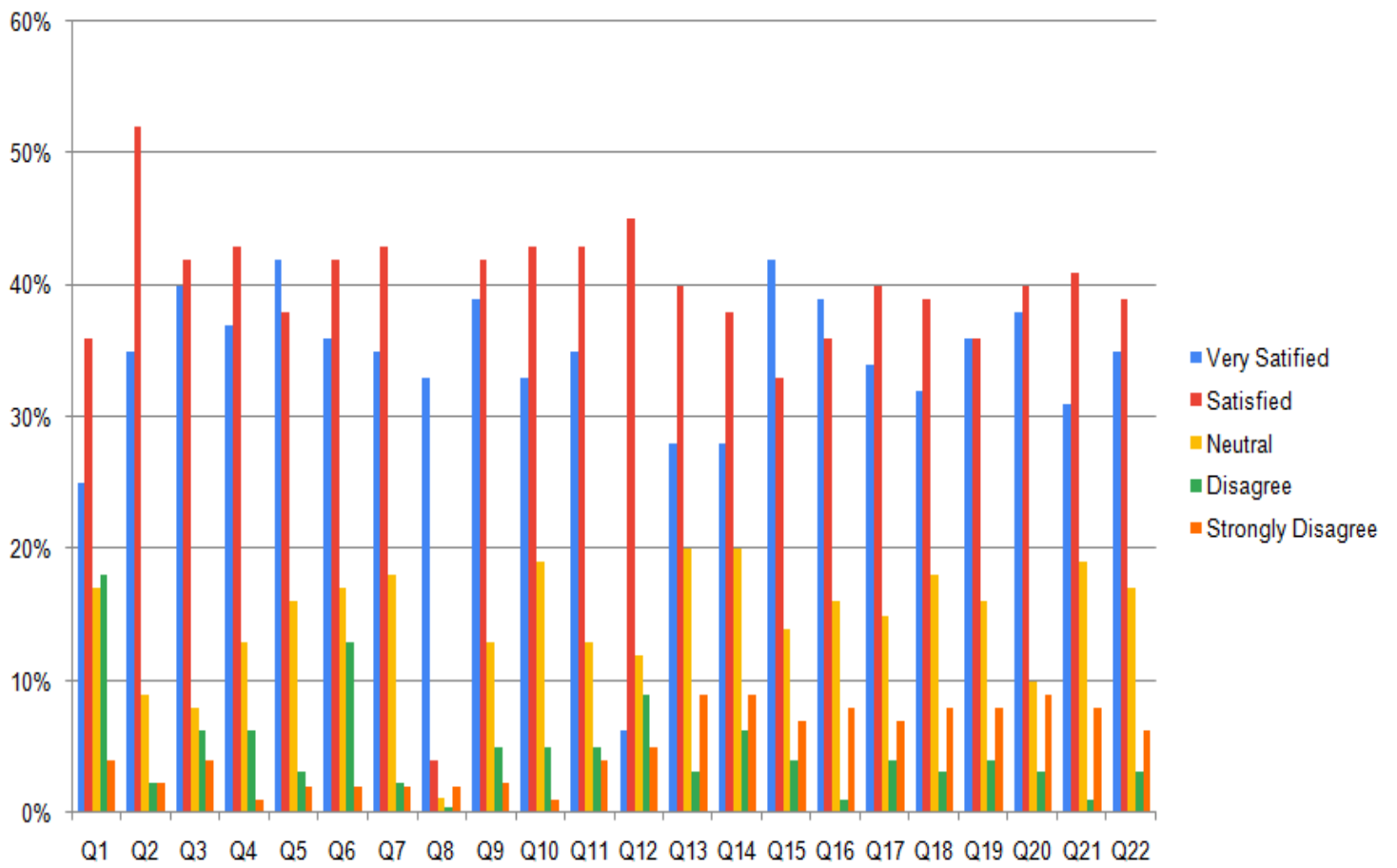
Figure.3.1.Bar Chart Students Feedback (Overall)

4. PART-WISE FEEDBACK

4.1-Program Effectiveness

SN	Question/Responses	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I	The work in the program is too heavy and induces a lot of pressure	25%	36%	17%	18%	4%
II	The program is effective in enhancing team-working abilities	35%	52%	9%	2.30%	2.30%
III	The program administration is effective in supporting learning	40%	42%	8%	6.20%	4%
IV	The program is effective in developing analytical and problem solving skills	37%	53%	13%	6.20%	1%
V	The program is effective in developing written communication skills	42%	38%	16%	3.10%	2%
VI	The program is effective in developing planning abilities	36%	42%	17%	13%	2%
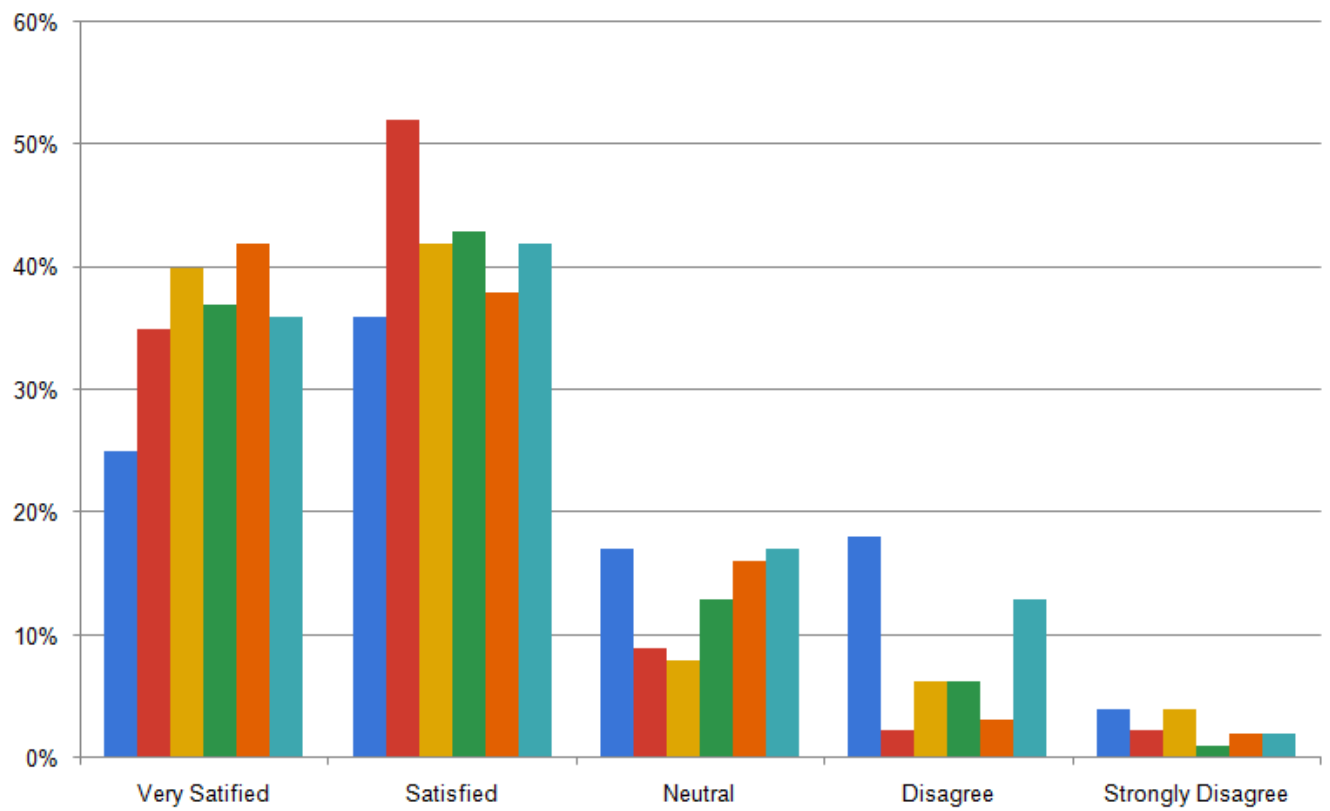
**Figure.4.1. Student feedback on "Program Effectiveness"**

4.2-Program Objectives

SN	Question/Responses	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
VII	The objectives of the program have been fully achieved	35%	43%	18%	2.30%	2%
VIII	Whether the contents of curriculum are advanced and meet program objectives	33%	4%	1.20%	0.40%	2%
IX	Faculty was able to meet the program objectives	39%	42%	13%	5%	2.30%
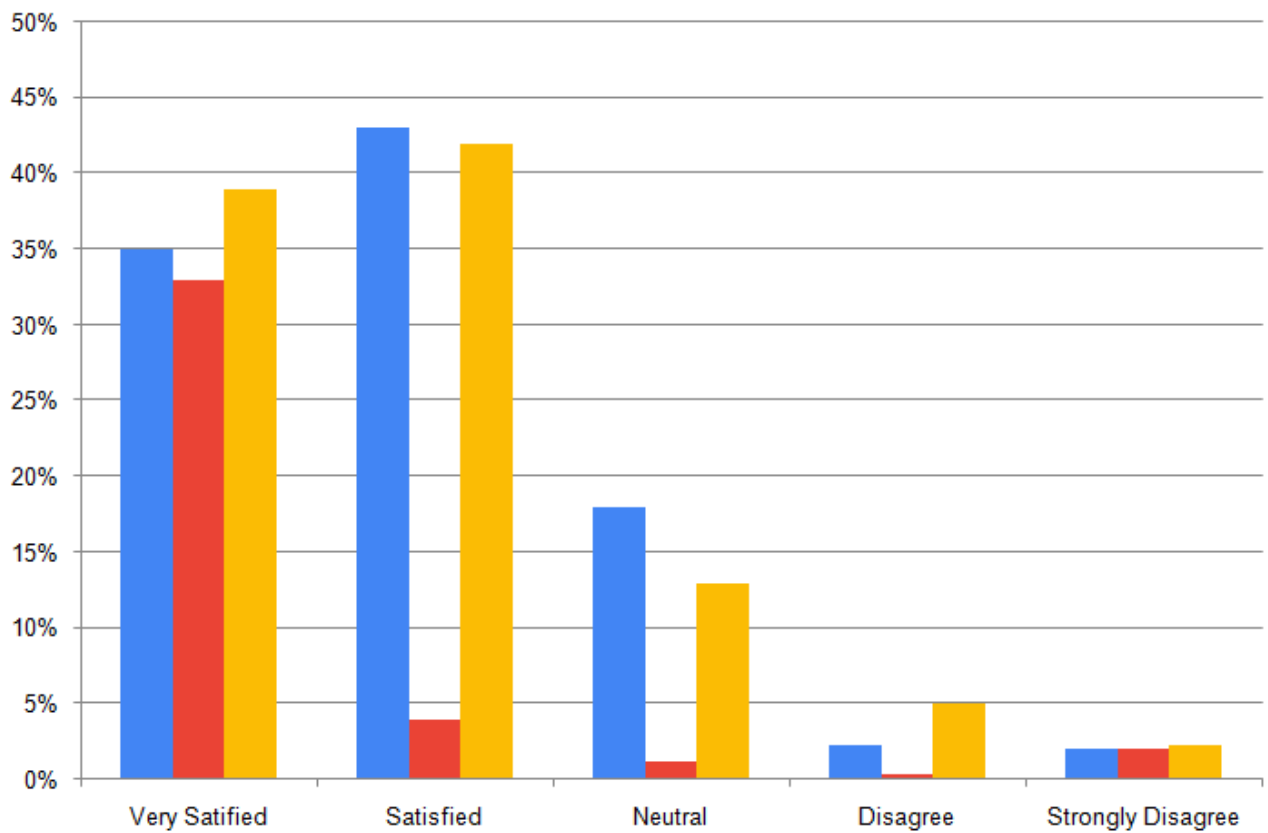
Figure.4.2. Student Feedback on "Program Objectives"

4.3- Infrastructure/Co-curricular Activities

SN	Question/Responses	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
X	Environment was conducive for learning	33%	43%	19%	5%	1%
XI	Whether the infrastructure of the department was good	35%	43%	13%	5%	4%
XII	Whether the program was comprised of Co-curricular and extra-curricular activities	6.20%	45%	12%	9%	5%
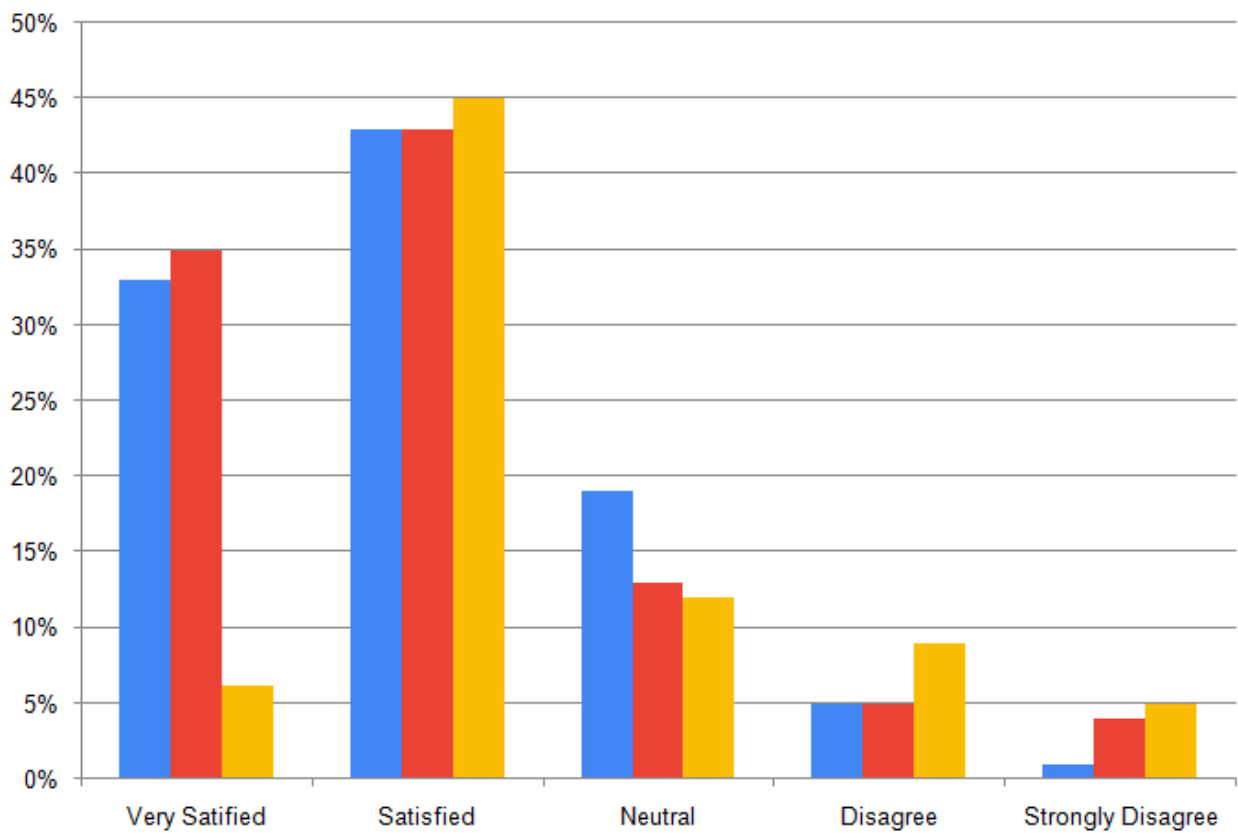
Figure.4.3. Student Feedback on "Infrastructure/Co-curricular Activities"

4.4- Scholarships

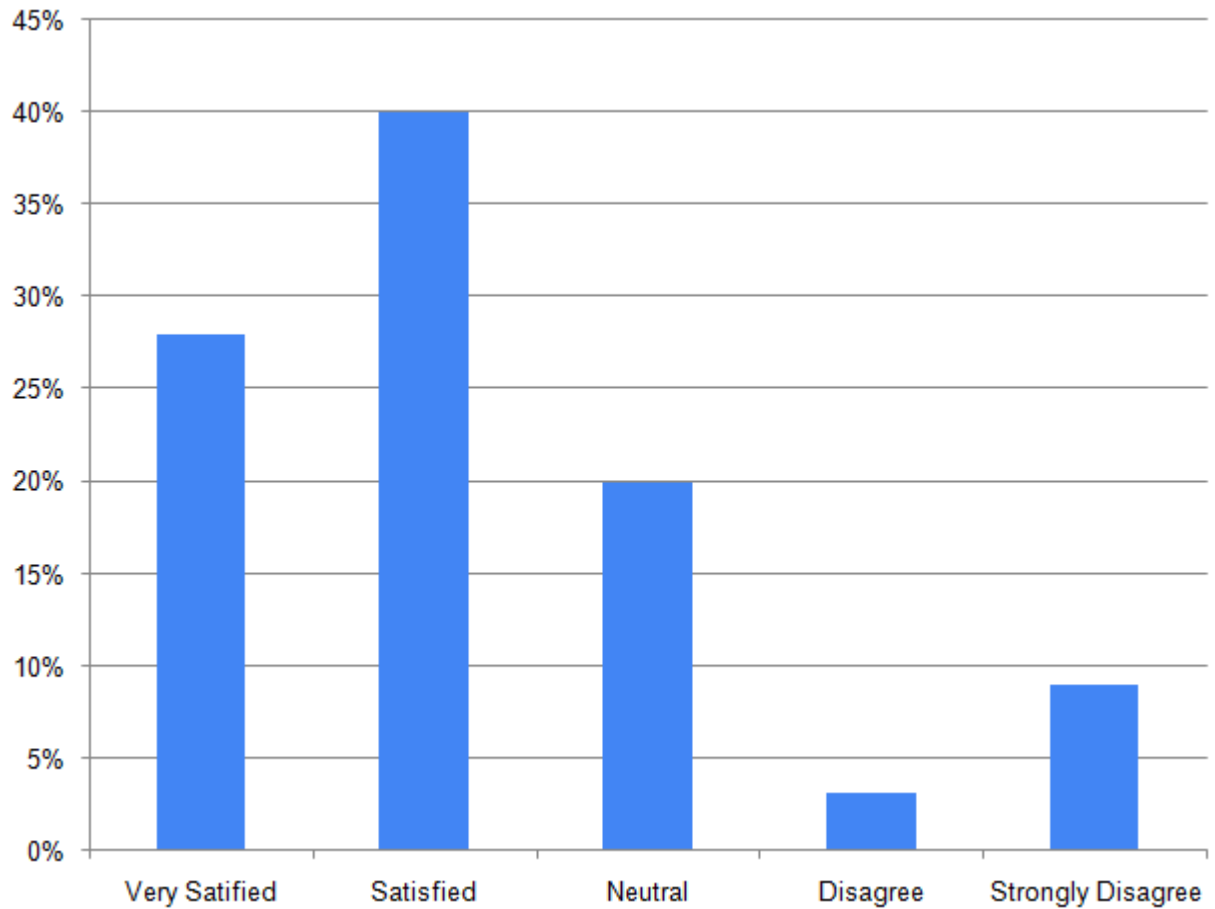| SN	Question/Responses	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
XIII	Whether scholarships/ grants were available to students in case of hardship	28%	40%	20%	3.10%	9%

Figure.4.4. Student Feedback on "Scholarships"

4.5- Internship

SN	Question/Responses	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
XIV	The internship experience is effective in enhancing the ability to work in team	28%	38%	20%	6.20%	9%
XV	The internship experience is effective in enhancing the Independent thinking	42%	33%	14%	4%	7%
XVI	The internship experience is effective in enhancing the Independent thinking	39%	36%	16%	1%	8%
XVII	The internship experience is effective in enhancing the appreciation of ethical Values	34%	40%	15%	45	7%
XVIII	The internship experience is effective in enhancing the professional development	32%	39%	18%	3.10%	8%
XIX	The internship experience is effective in enhancing the time management skills	36%	36%	16%	4%	8%
XX	The internship experience is effective in enhancing the judgment	38%	40%	10%	3.10%	9%
XXI	The internship experience is effective in enhancing the discipline	21%	41%	19%	1%	8%
XXII	The internship experience is effective in enhancing the link between theory and practice	35%	39%	17%	3.10%	6.20%
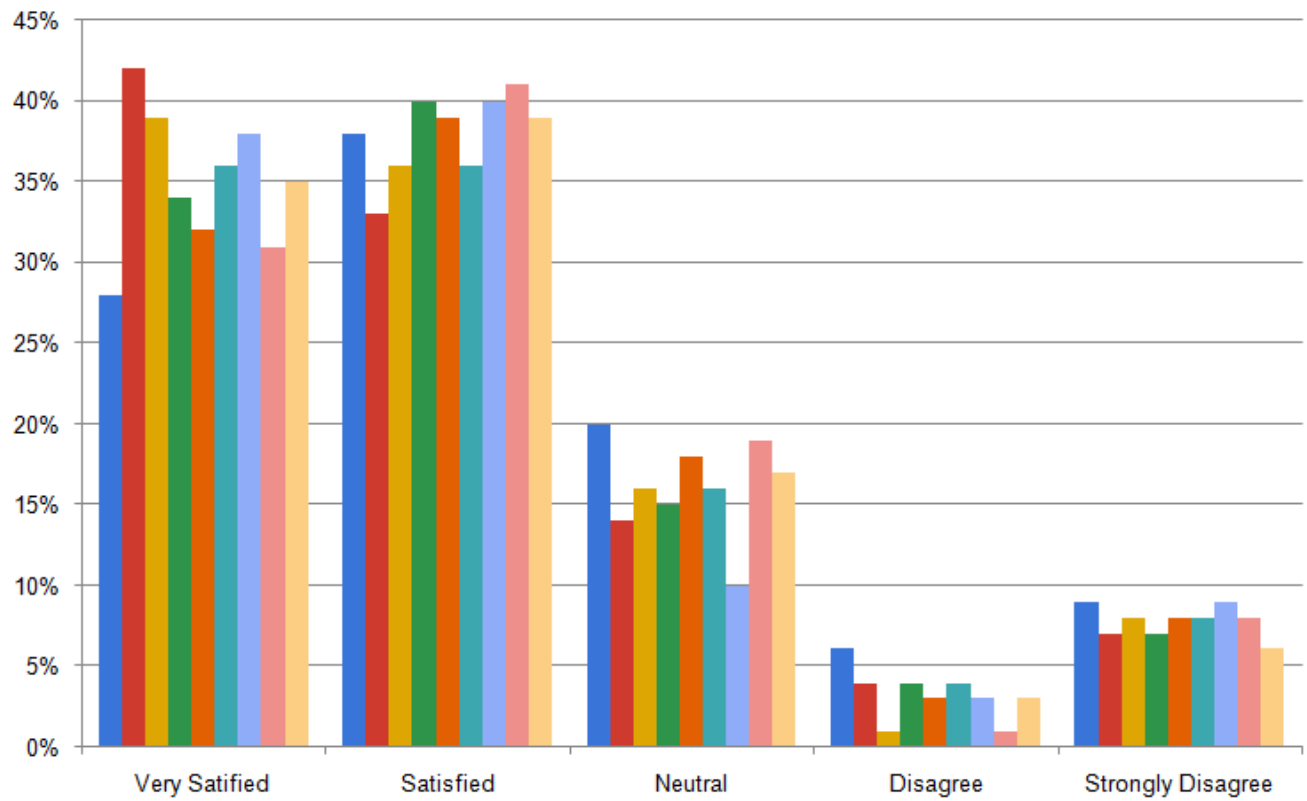
Figure.4.5.Student Feedback on "Internship"

COMMENTS

I-What are the best aspects of your program?

II- What aspects of your program could be improved?

- ➢ We achieve all goals
- ➢ To deal with every aspects of related fields
- ➢ Awareness of IT field
- ➢ Programming skills, development
- ➢ Faculty is good but management is poor
- ➢ More training programming skills and once in a week the students are able to learn more about the practical things.
- ➢ Strict policy about Attendance
- ➢ I want more work in research
- ➢ Internship helps to the student
- ➢ I'm very dissatisfied from the infrastructure of the university no space in library classes and are not well furnished so much suffocation in the classroom projects are not in working condition.
- ➢ There is no lab work no practical work

Mostly Comments are based on suggestions.

THE QUALITY ENHANCEMENT CELL (QEC)

Introduction:

To uphold the quality of higher education, LEADS University instituted The Quality Enhancement Cell (QEC) in 14 July 201 as per orders from Higher Education Commission (HEC). This cell at LEADS University is accountable to develop a methodical and efficient approach to monitor and report the quality of the University's academia. The operational function of this particular cell is to enhance, evaluate and augment the quality of academic core curriculum and learning; research and examination; management and departmental execution. To confront the rising global academic change, QEC aims at adopting the best strategies to convene the international academic standards of higher education. Moreover, it is designed to reinforce the research trends, ethical research module, and internal managerial goals.

Responsibilities of Quality Enhancement Cell (QEC):

• Ensuring improved and safeguarded standards of awarded degrees.

• Reviewing the quality of coaching, teaching, and learning in each subject area.

• To set policy standards to be carried out by each department as a point of reference.

• Setting out the qualification framework (attributes and abilities of students) and curriculum roadmaps for offered programs.

Accreditations & Affiliations

• Higher Education Commission (HEC)

• Punjab Higher Education Commission (PHEC)

• Higher Education Department (HED), Government of the Punjab

• Pakistan Engineering Council (PEC)

• National Computing Education Accreditation Council (NCEAC)

QEC Staff Profiles:

Director:

Dr. Muhammad Afzaal is an Associate Professor and Serving as a director in Quality Enhancement Cell at Lahore Leads University.

Deputy Director

Dr. Hafiz Muhammad Qasim is the Assistant Professor and serving as Deputy Director in Quality Enhancement Cell as he has excellent work experience.

Assistant Director

Miss. Shazia Sarwar Wattoo is MPhil in Chemistry, Forman Christian College (A Chartered University) Lahore. She is currently enrolled in PhD (Chemistry) in Forman Christian College (A Chartered University) Lahore. She has been previously working as visiting lecturer in University of Education and Minhaj University Lahore. She has more than six month of working experience in Quality Enhancement Cell in Forman Christian College (A Chartered University) Lahore.