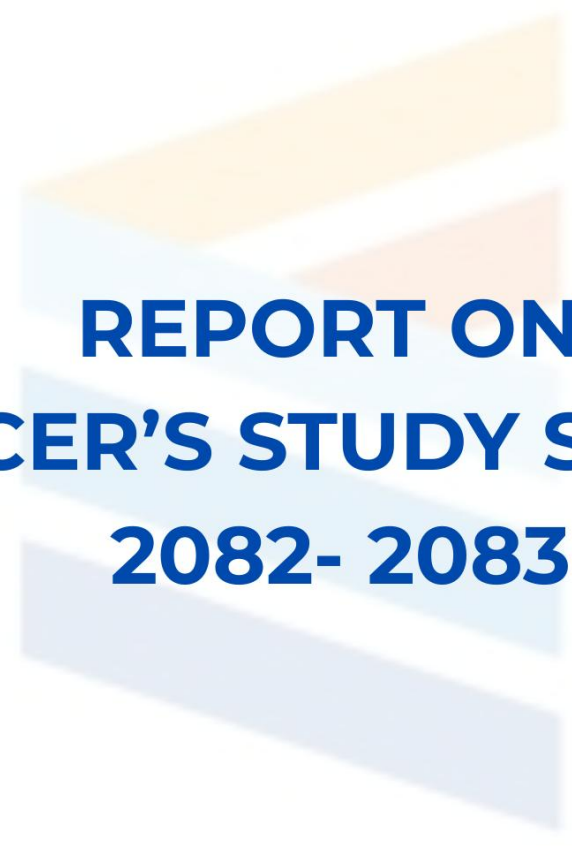




REPORT ON TRACER'S STUDY SURVEY 2082- 2083



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EXECUTIVE SUMMARY

King's College conducts periodic alumni feedback exercises to gather insights from its graduates and support continuous institutional improvement. To strengthen its quality assurance efforts, King's College carried out the Alumni Survey 2026 under its ongoing alumni engagement initiative. The survey provides a systematic mechanism for gathering graduate feedback and identifying areas for improvement across the academic program, campus experience, and career outcomes.

King's College places importance on alumni feedback and uses survey findings to inform institutional planning and improvement initiatives. The feedback provides valuable insights into alumni experiences with program relevance, teaching quality, campus facilities, career preparedness, and their continued relationship with the College.

The Alumni Survey 2026 builds on the College's ongoing quality assurance efforts and seeks to assess graduates' overall experience, identify institutional strengths and areas requiring improvement, and understand alumni interest in re-engaging with the College. The findings are intended to support evidence-based decision-making and guide targeted interventions to enhance program quality, career support, and alumni relations. Through this exercise, King's College remains committed to fostering a responsive, industry-relevant, and alumni-centered institution.

The Alumni Survey 2026 examined graduates' experiences across key dimensions, including program relevance, teaching and learning environment, personal and professional skill development, campus facilities, and career outcomes. Data was collected through a structured questionnaire administered via Google Forms, drawing responses from alumni across the MBA, BBA, and BSIT programs spanning multiple graduating cohorts. The majority of respondents are currently employed in service roles or self-employed as entrepreneurs. The findings indicate that alumni are generally satisfied with their academic experience, with particularly strong ratings for the teacher-student relationship, the teaching and learning environment, and the overall quality of education delivered. Alumni also valued the

program's contribution to their problem-solving ability and its relevance to their professional requirements.

At the same time, the survey identifies several areas requiring further institutional attention. Campus sports facilities emerged as a relatively weaker area, alongside work placement and internship support and extracurricular activities. The open-ended feedback reinforces these findings, with alumni repeatedly calling for stronger industry partnerships, more practical/hands-on learning, expanded internship and placement pipelines, and improved campus infrastructure and recreational space. Alumni also expressed strong interest in giving back offering to mentor students, guest lecture, and provide internships indicating an engaged alumni base that the College has yet to fully mobilize through structured programs.

Alumni sentiment toward King's College remains highly positive, with most respondents willing to recommend the College to friends and family and expressing direct interest in attending alumni events. The findings provide useful direction for strengthening industry exposure, internship placement, campus facilities, and formal alumni engagement structures. Addressing these priorities will contribute to enhanced alumni experience and reinforce the College's commitment to quality enhancement and continuous institutional improvement.

INTRODUCTION

King's College is a private institution of higher education located in Babarmahal, Kathmandu, Nepal. Established in 2003 as an A-Level institute, the college expanded its academic offerings in 2009 to include higher-level programs such as the Bachelor of Business Administration (BBA) and Master of Business Administration (MBA). Today, King's College offers a diverse portfolio of academic programs, including BBA, BSIT, BSCS, MBA, and MSAI, with a strong emphasis on experiential learning, global exposure, entrepreneurship, innovation, and community engagement. These approaches are designed to equip students with practical skills, entrepreneurial capabilities, and competencies relevant to an evolving professional environment.

King's College is affiliated with Westcliff University, California, and the Westcliff University programs offered through King's College are approved by the Ministry of Education, Government of Nepal. King's College itself received accreditation from the University Grants Commission (UGC) of Nepal in 2025.

Beyond its academic programs, King's College has developed an ecosystem that supports research, professional development, entrepreneurship, innovation, and student well-being. Key institutional initiatives and centers include the Finance and Investment Hub, General Services and Logistics Department, Innovation Kitchen, Partnership, Collaboration and Career Services, Professional Development and Career Services, Student Engagement Team, Center for Innovative Pedagogy and Learning (CIPL), Center for Social Emotional Learning (CSEL), Center for Research and Development (CERAD), Learning and Writing Center, Office of Safe and Respectable Learning (OSRL), Communiversity, People and Culture, Academic Programs and Student Support, Marketing, Account and Finance, and Alumni Engagement. These initiatives provide students and faculty with opportunities to strengthen professional competencies, conduct research, develop entrepreneurial ideas, experiment with innovative solutions, and foster social and emotional skills.

As part of its commitment to continuous quality enhancement and long-term engagement with its graduates, King's College conducts an Alumni Tracer Study. Led by the Alumni

Engagement office in coordination with the Internal Quality Assurance Cell (IQAC) and the Center for Research and Development (CERAD), the tracer study gathers direct feedback from graduates on key dimensions of their college experience and post-graduation trajectory, including program relevance, teaching and learning quality, contribution to professional and personal skill development, campus facilities, career outcomes, further education pursuits, and continued engagement with the College. The findings provide the college with systematic evidence to identify institutional strengths, recognize areas requiring improvement, and inform quality enhancement initiatives. By incorporating alumni perspectives into institutional decision-making, the tracer study supports King's College's broader commitment to improving educational quality, strengthening graduate outcomes, and fostering a sustained, mutually beneficial relationship between the College and its growing alumni community.

OBJECTIVES OF THE STUDY

King's College conducts an Alumni Tracer Study to understand graduates' experiences, career trajectories, satisfaction, and expectations. The study provides evidence on the relevance of academic programs, teaching-learning practices, institutional services, and post-graduation outcomes. Following UGC accreditation in 2025, the study also supports the college's commitment to continuous quality enhancement by identifying institutional strengths and areas for improvement. The main objectives of this study are:

1. To understand alumni experiences and satisfaction with teaching-learning practices and institutional services.
2. To assess the relevance of academic programs to graduates' career and professional development.
3. To examine post-graduation outcomes, including employment, entrepreneurship, and further education.
4. To assess alumni engagement and willingness to contribute to the college's development.
5. To use alumni feedback to support continuous quality enhancement and strategic decision-making.

6. To recommend actionable measures for improving education, institutional services, and alumni relations.

METHODOLOGY

The research design employed for the Alumni Tracer Study conducted at King's College is descriptive in nature. To collect data, a structured questionnaire was prepared, covering key dimensions of the alumni experience including program relevance and quality, contribution to personal and professional skill development, relevance of the program to current employment, campus facilities, career and further-study outcomes, and interest in continued alumni engagement.

The questionnaire was administered online through Google Forms, allowing alumni to complete it at their own convenience. The survey was distributed to graduates representing the college's academic programs, including MBA, BBA, and BSIT, covering alumni from multiple graduating cohorts spanning 2015 to 2025.

A total of 110 alumni participated in the survey, forming the basis of the present study. In addition to close-ended rating-scale questions, the questionnaire included open-ended sections allowing alumni to share suggestions for institutional improvement as well as the contributions they would be willing to make toward the college's betterment.

Data analysis was carried out using descriptive analysis techniques. Responses were compiled and analyzed using tables, charts, and average satisfaction scores to present a clear, factual overview of alumni perceptions across each surveyed dimension. This analysis helped identify overall patterns of satisfaction, highlighting areas of strength as well as areas requiring institutional attention. Based on these findings, conclusions were drawn and recommendations were formulated to guide the college management in addressing identified gaps and strengthening alumni relations and institutional quality.

FINDINGS AND ANALYSIS

The findings section of this report presents the results of the Alumni Tracer Study, reflecting the opinions and experiences shared by 110 respondents of King's College, Babarmahal. It begins with an overview of key insights and trends, setting the stage for a more detailed, construct-wise analysis.

The analysis is organized around three key constructs identified in the survey. The first covers Institutional Strengths & Weaknesses, capturing alumni perceptions of the program's relevance to professional requirements, extracurricular activities, problem-solving development, work placement and internship support, the teaching/learning environment, quality of education delivered, the teacher-student relationship, and campus facilities including the library, sports, canteen, and restroom facilities. The second, Contribution to Personal & Professional Development, examines the extent to which the program enhanced alumni's academic knowledge, problem-solving ability, research skills, learning efficiency, communication skills, information technology skills, and team spirit. The third, Relevance to Current Job, reflects the degree to which each of these same competencies, academic knowledge, problem-solving, research, learning efficiency, communication, IT skills, and team spirit — has proven applicable to alumni's present professional roles, offering a comparative view of where the institution's preparation translates most directly into workplace value and where gaps remain. These constructs help identify the institution's key strengths as well as areas requiring improvement, forming the basis for the findings presented in the sections that follow, alongside alumni's career outcomes, further-study pursuits, and interest in continued engagement with the college.

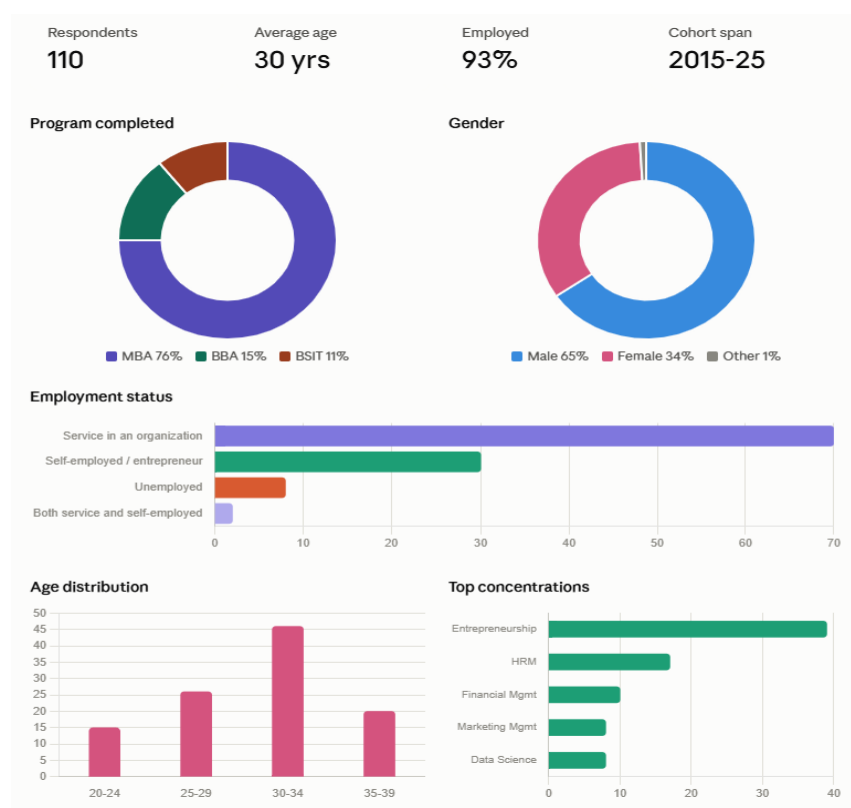
Based on responses from 110 alumni, the survey used a 6-point rating scale (0 = Very Weak/Not at all, 5 = Excellent/Very much) to measure the following constructs:

S.N.	Dimension	No. of Items	Survey Items
1	Institutional Strengths & Weaknesses	11	Program relevance to job requirements; extracurricular activities; problem-solving ability; work placement/internship; teaching/learning environment; quality of education delivered; teacher-student relationship; library facility; sports facility; canteen facility; restroom facility
2	Contribution to Personal & Professional Development	7	Enhanced academic knowledge; improved problem-solving skills; improved research skills; improved learning efficiency; improved communication skills; improved IT skills; enhanced team spirit
3	Relevance to Current Job	7	Academic knowledge; problem-solving skills; research skills; learning efficiency; communication skills; IT skills; team spirit

RESPONDENT DEMOGRAPHICS

The Alumni Tracer Study received responses from 110 alumni representing cohorts from 2015 to 2025, with an average age of 30 years. The respondents represented three academic programs, with MBA graduates comprising the largest share (76%), followed by BBA (15%) and BSIT (11%). In terms of gender distribution, 65% of respondents were male, 34% female, and 1% identified as other. The age distribution shows that the largest proportion of respondents falls within the 30–34 age group, followed by those aged 25–29, 35–39, and 20–24 years. The employment profile of the alumni is particularly encouraging, with 93% reporting that they are currently employed. Among them, 70 respondents are engaged in service within organizations, while 30 are self-employed or entrepreneurs. A smaller proportion reported being unemployed or combining organizational employment with self-employment. This indicates a strong level of market participation and entrepreneurial engagement among the graduates surveyed.

Regarding areas of professional concentration, entrepreneurship emerged as the leading area, followed by Human Resource Management, Financial Management, Marketing Management, and Data Science. These findings demonstrate that alumni are pursuing diverse career pathways across managerial, entrepreneurial, financial, marketing, and technology-related fields. Thus, the findings indicate positive graduate employment outcomes and considerable professional engagement among King's College alumni, while also providing useful insights into alumni demographics, career choices, and areas that can inform future academic and institutional planning.

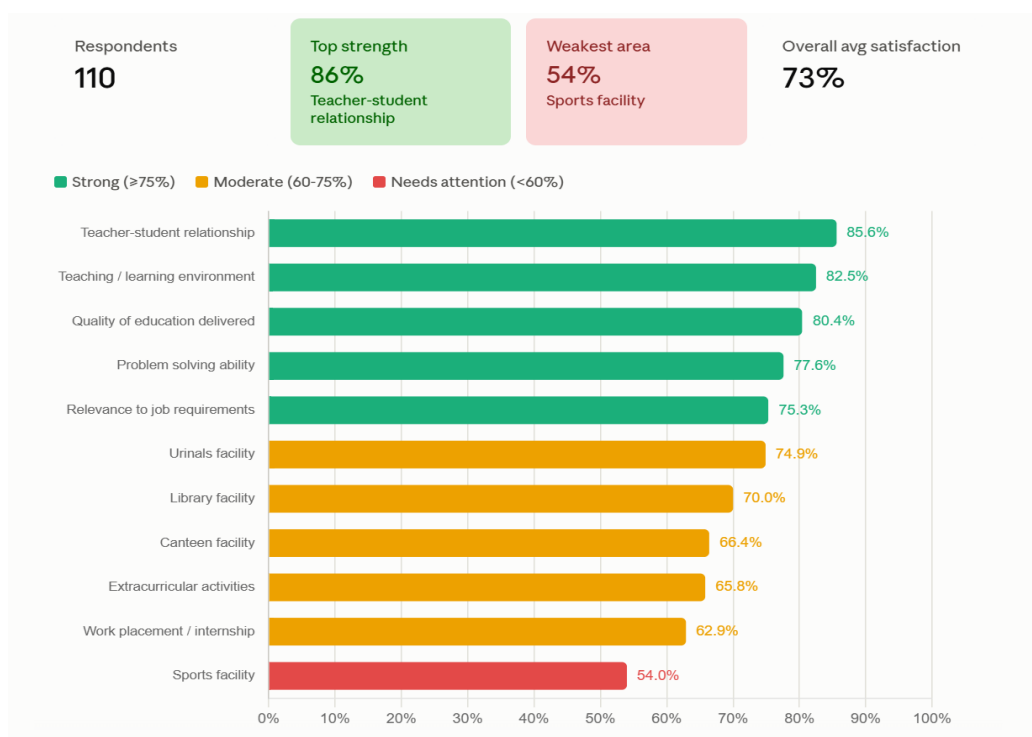


Institutional Strengths & Weaknesses

The alumni feedback indicates an overall satisfaction level of 73%, reflecting a generally positive perception of the institution. The strongest aspects relate primarily to the academic environment and teacher–student interactions, while facilities and certain student-support activities present opportunities for further improvement.

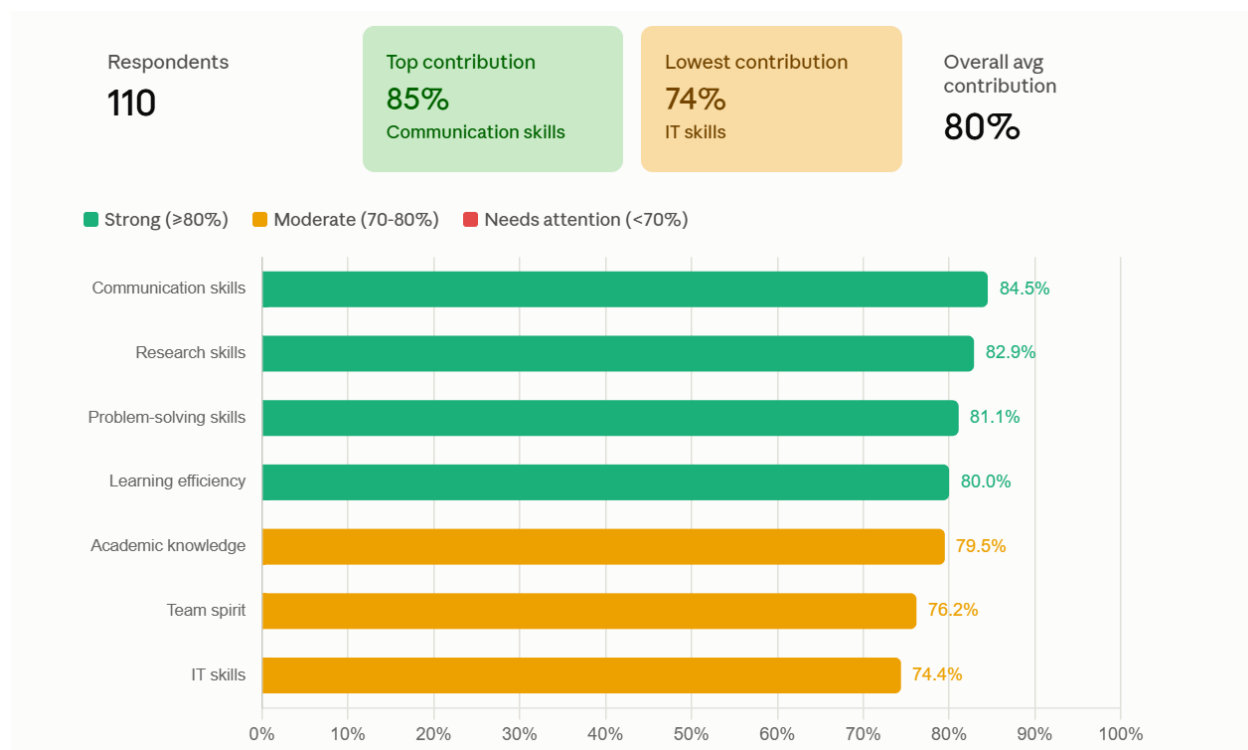
The teacher–student relationship emerged as the strongest institutional attribute, with 85.6% satisfaction, followed by the teaching-learning environment (82.5%) and quality of education delivered (80.4%). Problem-solving ability (77.6%) and relevance of academic programs to job requirements (75.3%) also received strong ratings, indicating that alumni value the quality of instruction and perceive the academic programs as relevant to their professional development. The findings also show moderate satisfaction with several student facilities and developmental opportunities. Urinals/restroom facilities (74.9%) and library facilities (70.0%) received relatively favorable ratings, while satisfaction with canteen facilities (66.4%), extracurricular activities (65.8%), and work placement/internship opportunities (62.9%) were comparatively lower. Sports facilities recorded the lowest satisfaction level at 54.0%, making them the most significant area requiring attention. Improving sports infrastructure and opportunities for student participation could contribute to a more balanced student experience.

The results suggest that academic quality, the teaching-learning environment, and teacher–student relationships are key institutional strengths, while sports facilities, work placement and internship opportunities, extracurricular activities, and selected campus facilities should be prioritized for improvement.



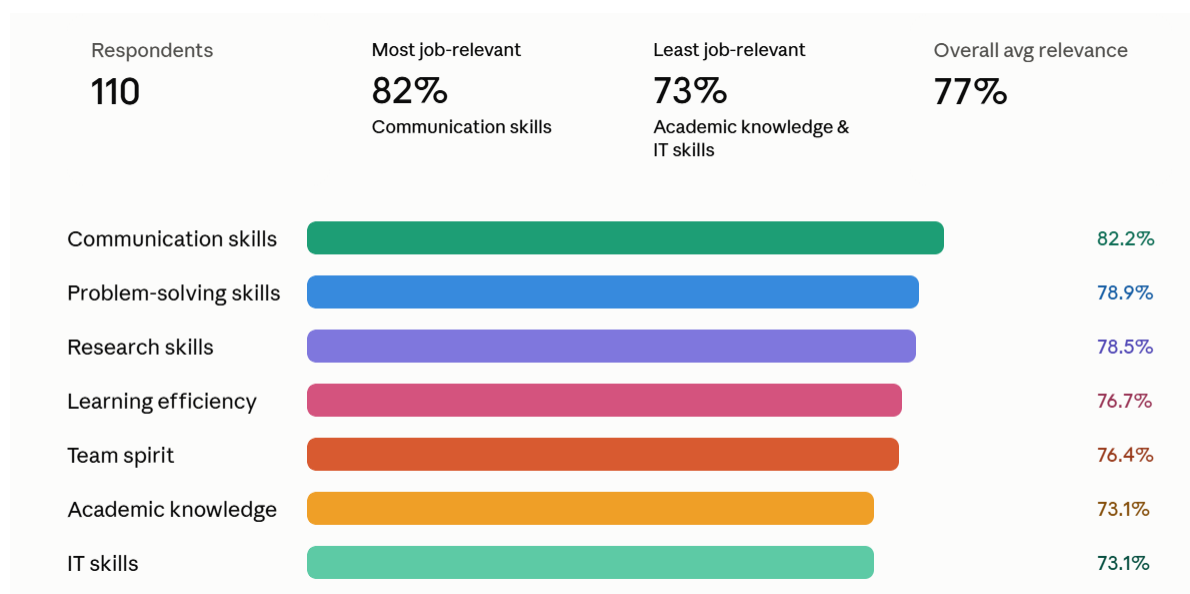
Contribution to Personal & Professional Development

The findings indicate that the program has made a positive contribution to the personal knowledge, skills, and attitudes of the 110 alumni respondents, with an overall average contribution of 80%. Among the different areas assessed, communication skills received the highest rating at 84.5%, followed by research skills (82.9%), problem-solving skills (81.1%), and learning efficiency (80.0%), indicating strong contributions in these areas. Academic knowledge (79.5%), team spirit (76.2%), and IT skills (74.4%) received moderate ratings. Although all areas scored above 70%, the relatively lower ratings for IT skills and team spirit suggest areas where the curriculum could provide greater emphasis and additional opportunities for practical development. Overall, the results demonstrate that the program has been effective in strengthening students' skills and personal development, particularly in communication, research, and problem-solving.



Relevance to Current Job

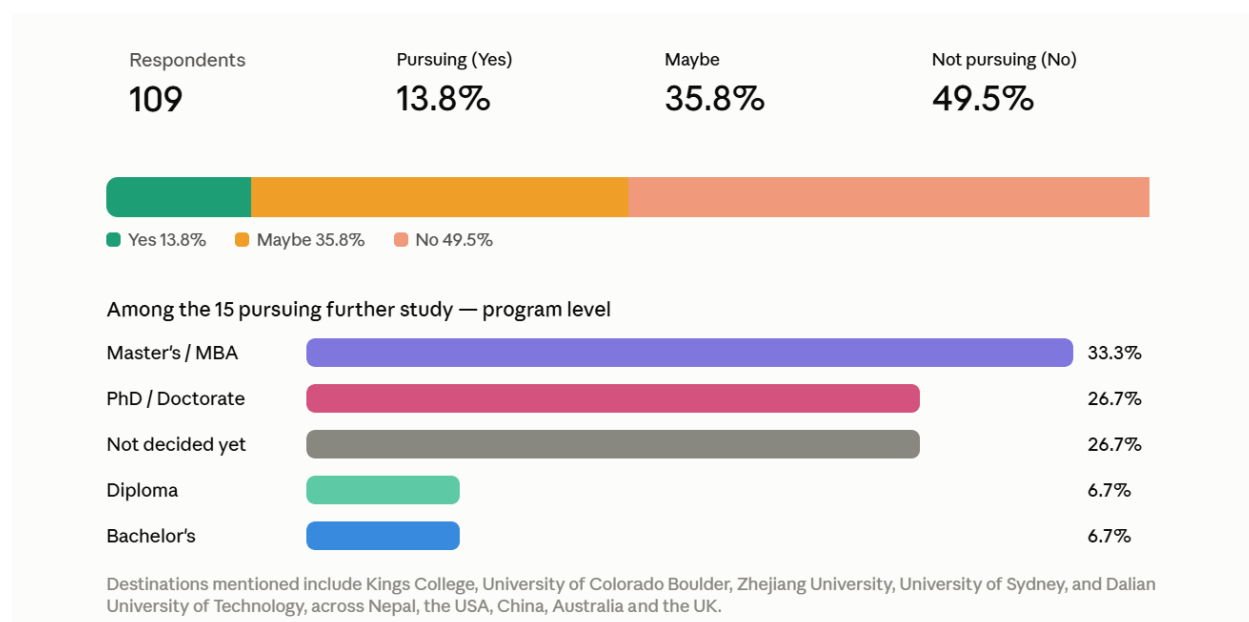
The table shows how relevant alumni consider the program's skills and knowledge to their current jobs, based on responses from 110 respondents. The overall average job relevance is 77%, indicating that most alumni believe the program has provided skills that are useful in their professional work. Communication skills are considered the most job-relevant, with a rating of 82.2%, followed by problem-solving skills (78.9%) and research skills (78.5%). Learning efficiency (76.7%) and team spirit (76.4%) also show relatively good job relevance. In comparison, academic knowledge and IT skills received the lowest ratings, both at 73.1%, suggesting that these areas may be less directly applicable to alumni's current jobs and could benefit from greater practical or workplace-oriented emphasis. The findings suggest that the program is well aligned with workplace requirements, particularly in developing communication, problem-solving, and research skills.



Further Study Plans

The table presents the future study plans of 109 respondents. The results show that 13.8% of respondents are already pursuing further studies, while 35.8% are considering further study, and the largest group, 49.5%, do not currently plan to pursue further education. Among the 15 respondents who are pursuing further studies, the most common choice is a

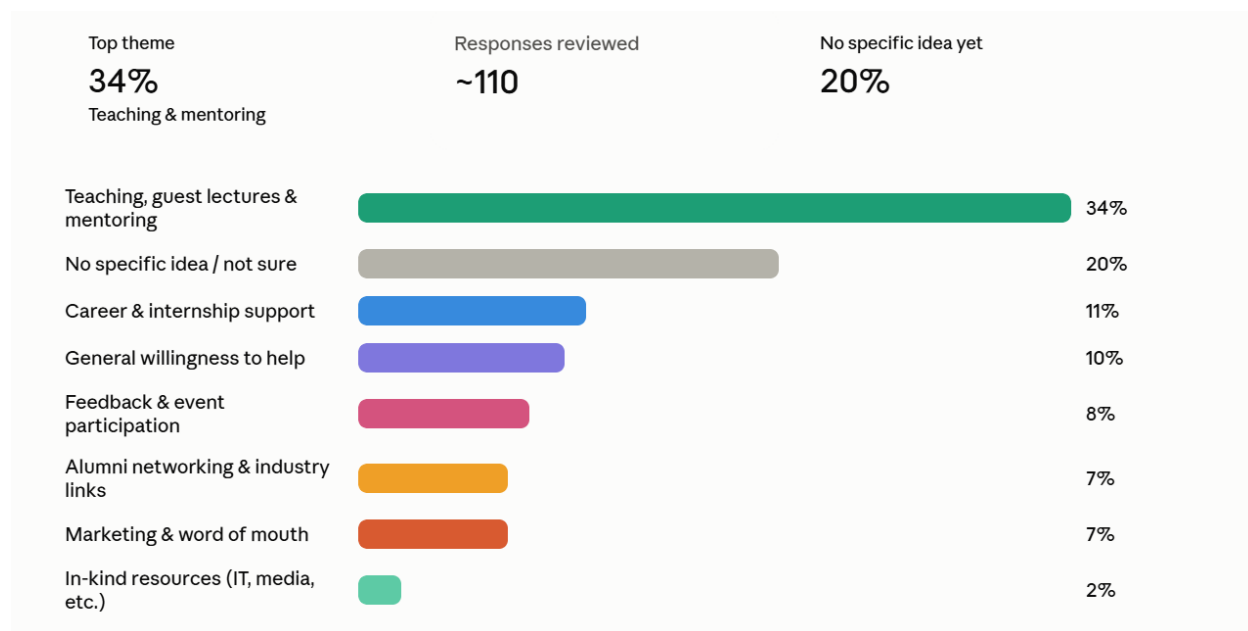
Master's/MBA (33.3%), followed by PhD/Doctorate (26.7%). Another 26.7% have not yet decided on the level of study, while 6.7% are pursuing a Diploma and 6.7% are pursuing another Bachelor's degree. The destinations mentioned include universities in Nepal, the USA, China, Australia, and the UK. The findings indicate that while nearly half of the respondents are not currently planning further study, a considerable proportion are either pursuing or considering higher education, with Master's/MBA programs being the most preferred option.



Alumni Willingness to Support King's College

The findings show that teaching, guest lectures, and mentoring are the most common forms of alumni support, accounting for 34% of responses. This is followed by career and internship support (11%), general willingness to help (10%), and feedback and event participation (8%). Alumni also expressed interest in networking and industry connections (7%) and marketing or word-of-mouth promotion (7%), while 2% offered in-kind resources such as IT or media support. However, 20% of respondents had no specific idea or were unsure about how they could contribute. The findings suggest that alumni have considerable potential to contribute through knowledge sharing, mentoring, career support, and professional networking, which could be further organized through a structured alumni engagement program.

Moreover, results show a strong level of alumni engagement and loyalty. Around 69% are interested in attending alumni events, while another 25% are considering it, indicating good potential for strengthening alumni activities. More importantly, approximately 78% would recommend King's College to their friends or family for higher education, reflecting a generally positive perception of the institution.



KEY RECOMMENDATIONS

The alumni mentioned the following recommendations to further improve the quality and relevance of the programs:

1. **Strengthen industry exposure** – Expand partnerships with companies and organizations to provide students with more internships, industry visits, guest lectures, networking opportunities, and live industry projects, helping them better understand workplace expectations.
2. **Increase practical and experiential learning** – Give greater emphasis to real-world case studies, hands-on assignments, simulations, workshops, and practical projects so that students can apply classroom knowledge to actual business and professional situations.
3. **Update curriculum and strengthen digital skills** – Regularly review courses to ensure they remain aligned with current job-market needs, emerging technologies, and industry trends, while providing more opportunities to develop practical IT and technical skills.
4. **Promote research and innovation** – Provide students with better research resources, mentoring, research-based projects, and opportunities to collaborate with faculty, alumni, industries, and the incubation center to develop innovative and practical ideas.
5. **Enhance alumni and career support** – Develop stronger alumni mentorship and networking programs while improving career counselling, placement support, and connections with potential employers to support students' transition into professional careers.
6. **Improve student engagement and facilities** – Increase opportunities for extracurricular activities, sports, student-led initiatives, and social events, alongside improvements in campus facilities and student well-being to create a more engaging and supportive learning environment.

CONCLUSION

The Alumni Tracer Study findings indicate that King's College has strong academic foundations and positive graduate outcomes. Alumni expressed high satisfaction with the teacher-student relationship, teaching-learning environment, and quality of education, while communication, research, and problem-solving skills were identified as the strongest areas of personal and professional development. The 93% employment rate and 77% rating for job relevance further indicate that the programs provide useful preparation for professional careers.

However, the findings also identify areas that require greater attention to strengthen the student and graduate experience. Sports facilities, work placement and internship opportunities, extracurricular activities, and canteen facilities received comparatively lower ratings. IT skills and team spirit also received relatively lower ratings in personal and professional development, while IT skills and academic knowledge were considered less directly relevant to alumni's current jobs. This suggests a need for stronger industry exposure, practical and experiential learning, digital skills development, career support, and student engagement.

The study further demonstrates that alumni represent an important resource for the continued development of King's College. Their willingness to contribute through teaching, mentoring, guest lectures, career and internship support, networking, and industry connections provides an opportunity to establish stronger and more structured alumni engagement. By building on its academic strengths while improving practical learning, industry linkages, digital competencies, facilities, and career support, King's College can further enhance graduate employability and ensure that its programs remain responsive to the changing needs of students and the professional environment.

