

**REPORT ON
STUDENT SATISFACTION
SURVEY
2082-2083**



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EXECUTIVE SUMMARY

King's College, conducts an annual Student Satisfaction Survey to gather student feedback and support continuous institutional improvement. To support continuous quality enhancement, King's College conducts an annual Student Satisfaction Survey under the leadership of the Internal Quality Assurance Cell (IQAC). The survey provides a systematic mechanism for gathering student feedback and identifying areas for improvement across academic and non-academic dimensions of the student experience.

King's College places importance on student feedback and uses survey findings to inform institutional planning and improvement initiatives. The feedback provides valuable insights into students' experiences with teaching and learning, faculty engagement, student support, campus facilities, and the broader learning environment.

The Student Satisfaction Survey 2082–2083 builds on the College's ongoing quality assurance efforts and seeks to assess students' overall experience, identify institutional strengths and areas requiring improvement, and understand students' needs and expectations. The findings are intended to support evidence-based decision-making and guide targeted interventions to enhance the quality of teaching, learning, student services, and campus life. Through this annual process, King's College remains committed to fostering a responsive, inclusive, and student-centered learning environment. The survey serves as an important component of the College's quality assurance framework and contributes to its broader commitment to continuous improvement and enhancement of the student experience.

The Student Satisfaction Survey 2082–2083 examined students' experiences across key dimensions, including teaching and learning, instructor engagement and feedback, sense of belonging, student support, and campus facilities. Data was collected through a structured questionnaire administered via Google Forms. A total of 362 students participated in the survey across four academic programs: BBA (124), BSCS (95), BSIT (80), and MBA (63). The findings indicate that students are generally satisfied with their academic experience,

instructor engagement, learning environment, and campus facilities. Students particularly valued the accessibility and openness of instructors, opportunities for collaborative learning, campus cleanliness, and the approachability of administrative staff. The findings also reflect a positive sense of belonging, with students expressing pride in their association with the College.

At the same time, the survey identifies several areas requiring further institutional attention. Students highlighted the need for greater opportunities for industry exposure, experiential learning, and extracurricular engagement. Concerns regarding internet connectivity and other campus facilities also indicate areas where infrastructure and student services can be strengthened. In addition, the findings suggest an opportunity to further enhance student-centered support mechanisms and responsiveness to individual student needs. The open-ended feedback reinforces these findings, with students identifying internet connectivity, tuition fees, and limited industry exposure as areas of concern. Students also expressed appreciation for the supportive and approachable nature of faculty members and the overall learning environment at the College.

Therefore, the survey reflects a positive student experience at King's College, particularly in relation to academic delivery, instructor engagement, and the campus environment. The findings provide useful direction for further strengthening industry exposure, extracurricular engagement, digital infrastructure, and student-centered support. Addressing these priorities will contribute to enhanced student 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, 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 student-centered education, King's College conducts an annual Student Satisfaction Survey. Led by the Internal Quality Assurance Cell (IQAC), the survey gathers direct feedback from students on key academic and non-academic dimensions of their college experience, including teaching and learning approaches, instructor performance, student engagement and sense of belonging, institutional support, learning resources, and campus facilities. The findings provide the college with systematic evidence to identify institutional strengths, recognize areas requiring improvement, and inform quality enhancement initiatives. By incorporating student perspectives into institutional decision-making, the survey supports King's College's broader commitment to improving educational quality, strengthening student experience, and fostering an environment conducive to learning, innovation, entrepreneurship, and personal development.

OBJECTIVES OF THE STUDY

King's College, has been conducting a Student Satisfaction Survey to collect feedback and responses from students, helping the college understand student needs, expectations, and concerns. This survey plays a key role in identifying areas for improvement in teaching-learning practices, career-related expectations, and services provided by various departments. Having received QAA accreditation in 2025, the college is committed to maintaining this standard of quality over time. This satisfaction survey helps uncover both the strengths and weaknesses of the institution from multiple perspectives, supporting continuous quality enhancement.

The main objectives of this study are:

1. To understand student needs and preferences to improve teaching-learning practices and support services.
2. To assess student satisfaction levels and identify the institution's strengths and weaknesses.
3. To enhance institutional quality and inform strategic decision-making.

4. To recommend actionable measures to the college management for enhancing the quality of education.

METHODOLOGY

The research design employed for the Student Satisfaction Survey conducted at King's College is descriptive in nature. To collect data, a structured questionnaire was prepared, covering key dimensions of the student experience including learning approach, instructor feedback, sense of belonging, institutional support systems, and satisfaction with campus facilities and services.

The questionnaire was administered online through Google Forms, allowing students to complete it at their own convenience. The survey was distributed to current students representing all four academic programs offered by the college BBA, BSCS, BSIT, and MBA covering students across different stages of their academic journey, from those enrolled for less than six months to those in their final years of study.

A total of 362 students participated in the survey, forming the basis of the present study. In addition to close-ended rating-scale questions, the questionnaire included an open-ended section allowing students to share additional feedback and suggestions directly with the college.

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 student 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 enhancing the overall student experience.

FINDINGS AND ANALYSIS

The findings section of this report presents the results of the Student Satisfaction Survey, reflecting the opinions and experiences shared by 362 respondents at 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 five key constructs identified in the survey. The first covers Learning Approach, capturing students' perceptions of teaching methodology and practical, student-centered learning. The second, Instructor Feedback, examines faculty communication, support, and fairness toward students. The third, Belongingness, reflects students' sense of connection, pride, and identification with the college. The fourth Support System assesses how well the college's policies, procedures, and administrative approachability meet student expectations. The fifth, Facility & Service Satisfaction, presents students' satisfaction levels with campus facilities and services including IT labs, internet services, library, canteen, cleanliness, industry visits, extracurricular opportunities, and parking offering a comparative view of where the institution excels 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.

Based on responses from 362 students, the survey used a **5-point Likert scale** (Strongly Disagree – Strongly Agree, and Very Dissatisfied – Very Satisfied for facility items) to measure the following constructs:

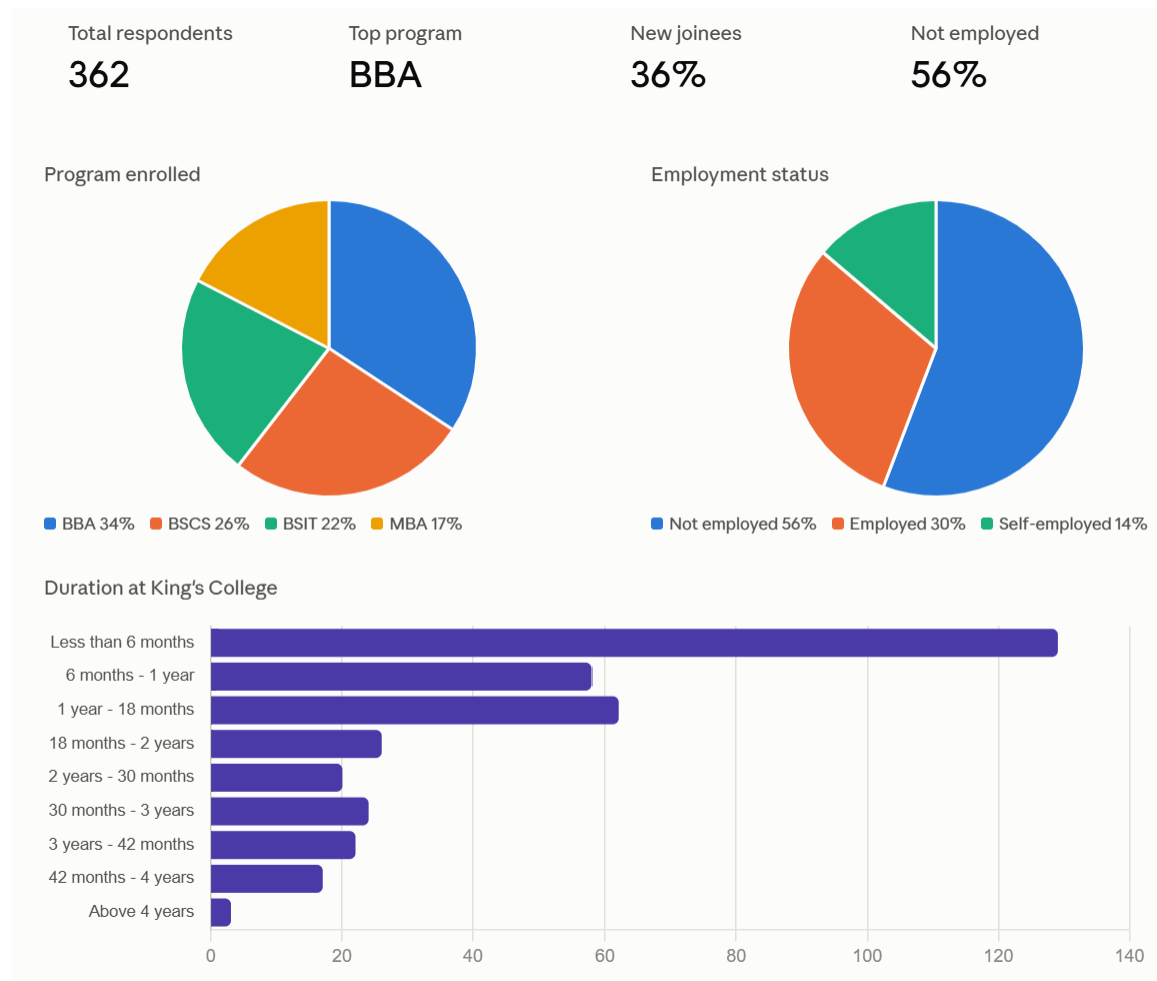
S.N.	Dimension	No. of Items	Survey Items
1	Learning Approach	5	1. King's College effectively promotes learning by doing, allowing students to actively participate in practical activities. 2. Project-based learning helps apply theoretical knowledge to real-world problems.

			3. King's College follows a student-centric approach, addressing individual needs and preferences. 4. King's College encourages collaborative learning, allowing students to work effectively in teams. 5. King's College employs innovative teaching methods that enhance the learning experience.
2	Instructor Feedback	7	1. Professors are open to communicating with students. 2. Professors motivate students to present their opinions. 3. Educational assistants are supportive. 4. Professors complete the curriculum on time. 5. Professors/educational assistants meet deadlines. 6. Professors/educational assistants provide feedback on assessments. 7. Professors/educational assistants are fair in dealing with students.
3	Belongingness	4	1. I feel a sense of belonging at King's College. 2. I am proud to tell others that I am a King's student. 3. I would recommend King's College to a friend or family member. 4. King's College cares for students as individuals.
4	Support System	3	1. Policies, procedures, rules, and regulations are clearly publicized and well disseminated. 2. The college provides effective support services that meet my needs. 3. Administrators are approachable to students.
5	Facility & Service Satisfaction	13	Instructions and Regulations, IT Lab Facilities, Schedule of Classes, Classroom Environment, Internet Services, Sanitation Facilities, Drinking Water Services, Canteen Services, Campus Cleanliness, Library Services, Industry Visits, ECA Activity Opportunities, Parking Facilities
	Total	32 Items	5 + 7 + 4 + 3 + 13 = 32 items

RESPONDENT DEMOGRAPHICS

A total of 362 students participated in the Student Satisfaction Survey, representing all four major academic programs at King's College. BBA students constituted the largest proportion of respondents (34%), followed by BSCS (26%), BSIT (22%), and MBA (17%). In terms of employment status, 56% of respondents were not employed, while 30% were employed and

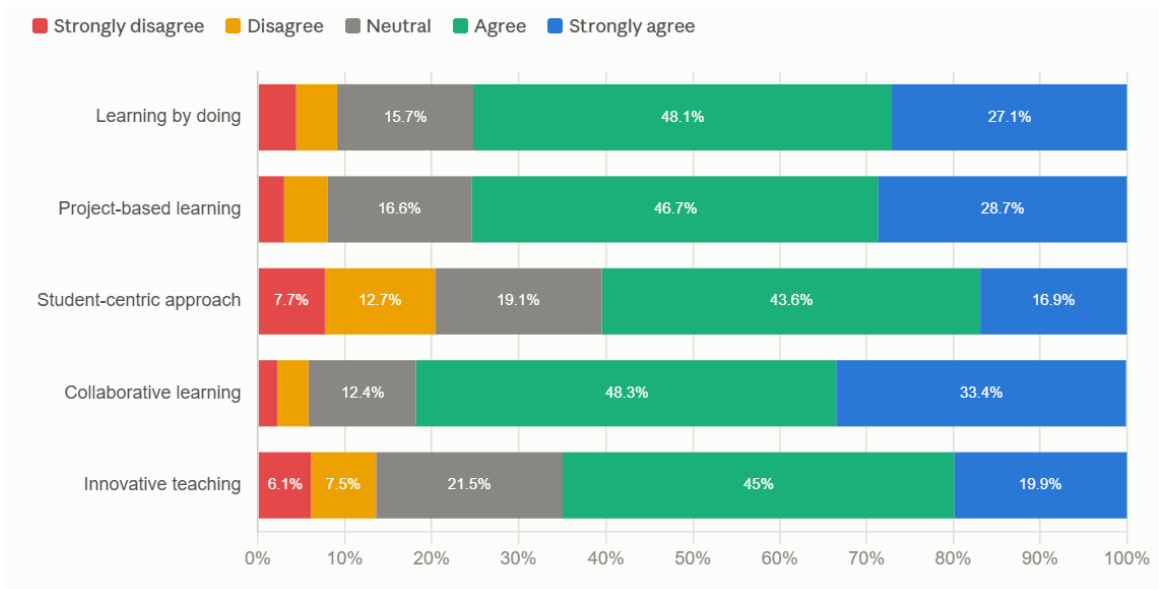
14% were self-employed, indicating that most respondents were still primarily focused on their studies. Regarding their duration at King's College, the largest group (130 respondents; 36%) had been associated with the college for less than six months, followed by those with 6 months–1 year (58%) and 1–18 months (62%) of association. Smaller proportions reported longer durations, with 26 respondents in the 18 months–2 years category, 20 in 2–30 months, 24 in 30 months–3 years, 22 in 3–42 months, 17 in 42 months–4 years, and 3 for more than four years. Thus, the respondent profile reflects participation from students across different academic programs and stages of their college experience, providing a diverse basis for assessing student satisfaction at King's College.



Learning Approach

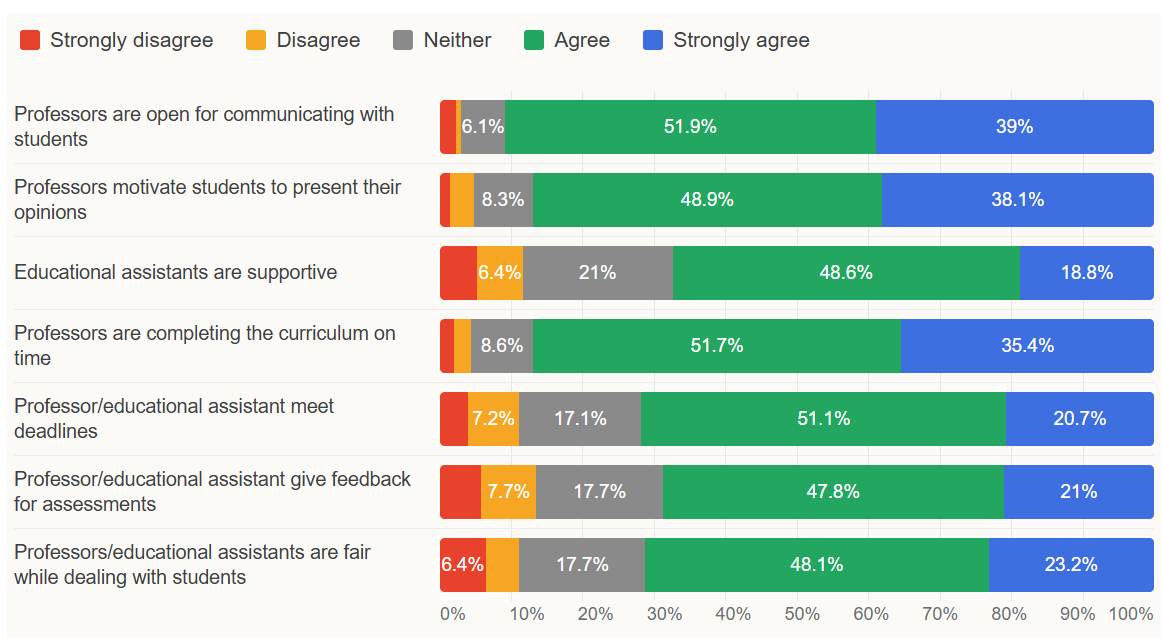
The findings show that students rated collaborative learning most positively, with 81.7% agreeing or strongly agreeing, followed by project-based learning (75.4%) and learning by

doing (75.2%). Innovative teaching methods received moderate support (64.9%), while the student-centric approach received the lowest rating (60.5%) and the highest disagreement (20.4%). The results indicate strong appreciation for practical and collaborative learning, while greater emphasis on student-centered teaching and individual learning needs could be an area for improvement.



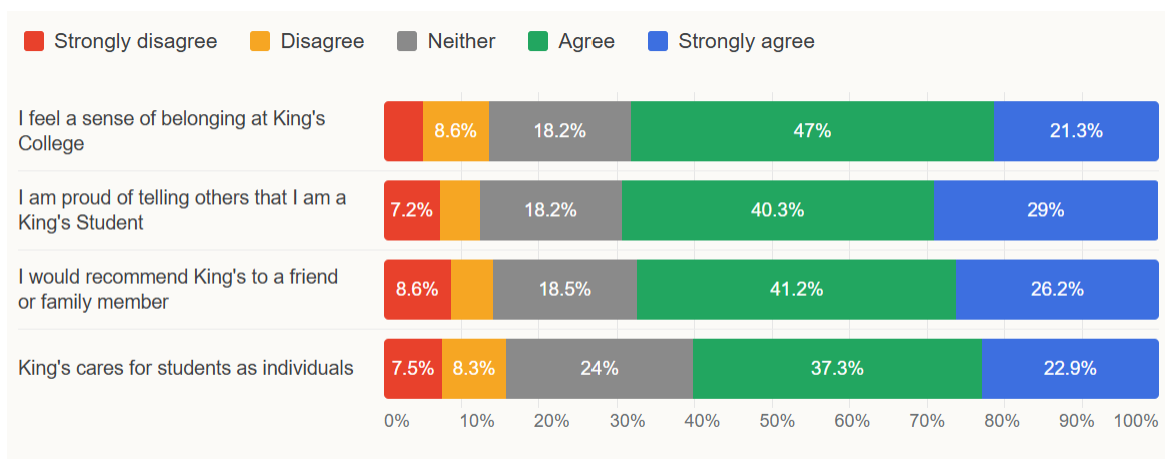
Instructor's Feedback

The findings indicate generally positive perceptions of instructor performance among the 362 respondents. Openness to communication received the highest agreement (90.9%), followed by professors' encouragement of student opinions (87.0%) and timely completion of the curriculum (87.1%). Perceptions of fairness (71.3%) and timely deadlines and assessment feedback (around 71–72%) were moderately positive, suggesting some scope for improvement in consistency and timeliness. Educational assistants' support received the lowest agreement (67.4%), identifying it as the key area for improvement. The disagreement was low across all items, reflecting favorable perceptions of instructors and educational staff.



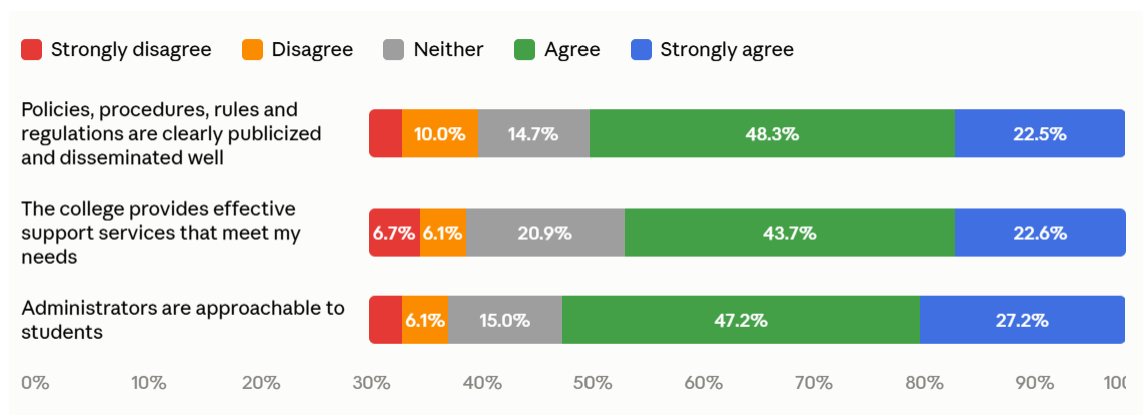
Belongingness

The findings indicate a generally positive sense of belonging among the 362 respondents, although the results are somewhat more mixed compared with other areas of the survey. Approximately 68–69% of students agreed that they feel a sense of belonging and are proud to be students of King’s College, while 67.4% indicated that they would recommend the college to others. However, the comparatively lower rating for the statement “King’s cares for students as individuals” (60.2% agreement) is noteworthy, along with the highest neutral response (24.0%). This suggests that while students generally feel connected to and proud of the institution, they are less certain about the extent to which the college recognizes and responds to their individual needs. Therefore, strengthening personalized student support, engagement, and student-centered services could further enhance students’ sense of belonging and overall institutional experience.



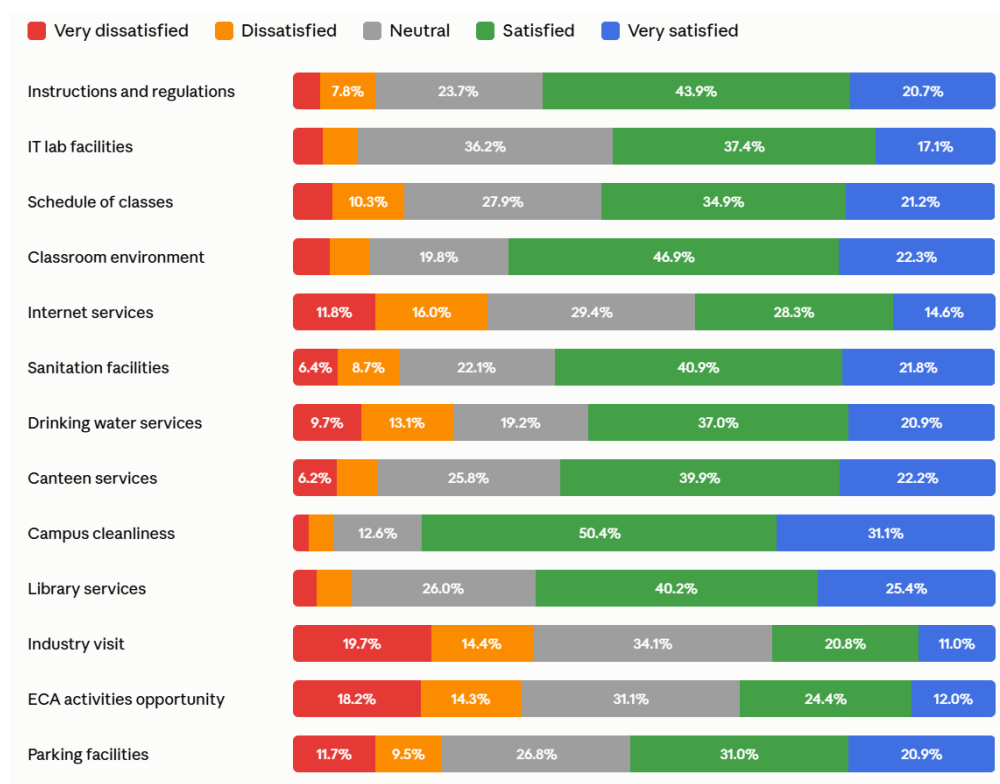
Support System

The findings indicate generally positive perceptions of the college's support system among the respondents. The highest rating was for administrators' approachability, with 74.4% of students agreeing or strongly agreeing that administrators are accessible to students. This was followed by the clear communication of policies, procedures, rules, and regulations, which received 70.8% agreement. The provision of effective support services received the lowest level of agreement (66.3%) and the highest neutral response (20.9%), indicating that some students remain uncertain about whether available support services adequately meet their needs. Students view administrators as approachable and perceive institutional policies as reasonably well communicated, while strengthening the effectiveness and responsiveness of support services could further improve the student experience.



Facilities & Services Satisfaction

The satisfaction survey results across 13 items indicate generally positive perceptions of the college's facilities and services, although some differences exist across areas. Campus cleanliness received the highest satisfaction rating, with 81.5% of respondents reporting that they were satisfied or very satisfied, followed by the classroom environment (69.2%) and library services (65.6%). Instructions and regulations and canteen services also received relatively favorable ratings, with satisfaction levels in the low-to-mid 60% range. Moderate satisfaction was observed for IT lab facilities, sanitation facilities, class schedules, and drinking water services, with combined satisfaction ranging from 54% to 63%. Internet services and parking facilities received comparatively lower ratings, with satisfaction levels of 42.9% and 51.9%, respectively, accompanied by relatively higher dissatisfaction. The weakest areas were industry visits and extracurricular activity (ECA) opportunities, where only 31.8% and 36.4% of students, respectively, expressed satisfaction, while dissatisfaction was comparatively high. These findings suggest that the college performs well in maintaining its physical environment and core facilities, particularly cleanliness and classrooms, but greater attention is needed toward industry exposure, extracurricular opportunities, internet services, and parking facilities to improve student satisfaction.



KEY STRENGTHS

Based on the survey findings, King's College demonstrates clear strengths in the following areas:

1. Collaborative and Practical Learning

Collaborative learning was the single highest-rated item under Learning Approach, with 81.7% of students agreeing or strongly agreeing. Project-based learning (75.4%) and learning by doing (75.2%) were also strongly endorsed, showing that students value and respond well to the college's hands-on, team-based teaching methods.

2. Faculty Communication and Openness

Instructor Feedback was the strongest-performing construct overall. Professors' openness to communication received the highest agreement in the entire survey (90.9%), followed closely by their encouragement of student opinions (87.0%) and timely curriculum completion (87.1%). This reflects a faculty culture that is accessible and responsive to students.

3. Campus Cleanliness

Among all 13 facility and service items, campus cleanliness received the highest satisfaction rating at 81.5%, indicating that the college's efforts in maintaining a clean, well-kept physical environment are clearly recognized and appreciated by students.

4. Classroom Environment and Library Services

Both scored well above average, at 69.2% and 65.6% satisfaction respectively, suggesting that core academic infrastructure meets student expectations.

5. Administrative Approachability

Within the Support System construct, administrators' approachability was the highest-rated item (74.4%), showing that students perceive staff and leadership as accessible when they need assistance.

6. Sense of Belonging and Institutional Pride

Around 68–69% of students reported feeling a sense of belonging and pride in being King's College students, and 67.4% said they would recommend the college to others indicating a generally positive institutional identity and student loyalty, even amid more mixed scores on individualized care.

7. Clarity of Policies and Procedures

70.8% of students agreed that college policies, procedures, and regulations are clearly publicized and well disseminated, reflecting effective institutional communication at a structural level.

KEY AREAS OF IMPROVEMENT

Based on the survey results and the qualitative feedback, the following areas require priority attention:

1. Industry Exposure and Career Development

Industry exposure represents the most critical area of concern, with only 31.8% of students satisfied with industry visits, the lowest satisfaction level recorded in the survey. Qualitative feedback further indicates a need for more internships, industry visits, workshops, guest professionals, and career-oriented practical projects. Strengthening industry–institution linkages and providing regular opportunities for students to engage with professionals and workplaces should therefore be prioritized.

2. Extracurricular Activities and Student Engagement

Extracurricular activities (ECA) received only 36.4% satisfaction, making this the second lowest-rated area. Students reported limited opportunities for sports, social activities, networking, and other student-led engagements. Concerns regarding the use of recreational spaces, including the basketball court being used for parking, further highlight the need for better management and utilization of campus spaces for student activities.

3. Internet Connectivity and Learning Infrastructure

Internet services recorded 42.9% satisfaction, making them the weakest rated core facility. Students also reported unreliable connectivity during classes and problems with classroom projectors and other learning equipment. These issues directly affect teaching delivery, access to digital resources, and students' ability to participate effectively in technology-supported learning.

4. Student-Centered Support and Responsiveness

The student-centric teaching approach received 60.5% agreement, the lowest among the Learning Approach indicators, while the statement that the college cares for students as individuals received 60.2% agreement, the lowest Belongingness rating. Qualitative feedback similarly points to concerns regarding individualized attention, responsiveness to

student concerns, perceived unequal treatment, and limited visible follow-up to student feedback. Greater emphasis on personalized academic and administrative support is therefore required.

5. Support Services and Educational Assistant Effectiveness

The effectiveness of support services was rated at 66.3%, while educational assistants' support received 67.4%, making these the weaker areas within their respective survey sections. Student comments indicate concerns regarding inconsistent guidance, delayed responses, and uncertainty regarding where to seek assistance. Clearer support mechanisms, defined responsibilities, and more responsive assistance could improve the student experience.

6. Assessment, Feedback, and Academic Workload

Although perceptions of instructors are generally positive, fairness (71.3%) and timeliness of deadlines and assessment feedback (approximately 71–72%) received comparatively lower ratings. Qualitative feedback also identifies delayed grading, unclear feedback, and clustering of assignments, DQs, and PAs. Greater coordination of assessment schedules and more timely, constructive feedback would help students manage their academic workload and improve their learning.

7. Facilities, Parking, and Campus Services

Parking satisfaction was 51.9%, while several other campus facilities and services received moderate satisfaction ratings. Students reported concerns related to parking congestion, classroom facilities, canteen services, and other campus amenities. Given the comparatively low satisfaction with these services, improvements in facility management, maintenance, and resource allocation would contribute to a more supportive learning environment.

CONCLUSION AND RECOMMENDATIONS

The Student Satisfaction Survey findings indicate that King's College performs strongly in areas central to its academic identity collaborative and practical learning, instructor communication, campus cleanliness, and classroom environment all received high approval from the 362 respondents. Students also report a reasonably strong sense of belonging and confidence in administrative accessibility.

However, the data reveals a consistent pattern across constructs: while broad, structural elements of the student experience (communication, cleanliness, general approachability) are well-regarded, more personalized, responsive, and experiential elements (individual attention, effective support services, industry exposure, extracurricular opportunities, internet infrastructure) lag noticeably behind.

Recommendations

1. Enhance Co-Curricular Opportunities

The college could further expand industry visits, internships, guest lectures, and extracurricular activities to provide students with greater opportunities for practical exposure and engagement.

2. Improve Campus Facilities and Infrastructure

Internet connectivity and parking facilities could be reviewed to identify practical areas for improvement. This may include strengthening Wi-Fi coverage and reliability, particularly in high-use areas, as well as exploring better parking allocation and traffic management.

3. Strengthen Personalized Student Support

Mentoring, academic advising, and regular student check-ins could be further strengthened to ensure that students feel recognized and supported as individuals. This could also complement efforts to promote a more student-centered learning environment.

4. Strengthen Academic Assistance and Faculty Practices

Additional guidance and training for Educational Assistants, along with clearer expectations regarding their roles, could help improve the consistency of academic support. Similarly, greater consistency in deadlines, assessment feedback, and fairness across courses and instructors could further enhance student experience.

5. Use Student Feedback for Continuous Improvement

Where relatively high neutral responses were observed, particularly regarding personalized care and support services, the college could consider brief focus groups, interviews, or follow-up feedback activities. Such qualitative input may provide a better understanding of students' experiences and help inform targeted improvements.

