

Program Self-Assessment-IIUC

SURVEY QUESTIONNAIRE FOR ALUMNI SURVEY QUESTIONNAIRE FOR ALUMNI

(To be filled by the Graduates)

This form includes statements for self-assessment at program level. You as a graduate are requested to give your sincere comment against each of the statements by putting a tick (✓) mark. Your sincere evaluation will be helpful for correct assessment of the program so that next improvement plan may be undertaken. **Be honest!!**

Name of the program: _____ **Department/Discipline:** _____

Faculty/School: _____ **University:** _____

Degree and service Information:

1. Current status:

a) Searching Job b) Employed in an organization c) Engaged with own business

If the answer is b or c

Name of present organization _____

Designation: _____

Address: _____

2. Year of Passing/graduation:

3. Date of your first employment:

4. Time taken to get the first employment opportunity:

Year	Month

5. Training or any other courses or program attended to get job after graduation from „X“ University ☐ Yes ☐ No If yes, please specify _____

6. Recruitment process you faced to get involved with your present organization

Direct Offer	
Direct Oral Interview	
Written & Oral Interview	
Other (Pls. Specify)	

7. Way of submitting application/CV for current employment

Ways	
Online Application (against Ad/Personal contact)	
Direct Hard Copy Application (against Ad/Personal contact)	
Internship	
Campus Recruitment	
Other	

8. Evaluate the following aspects of the program in terms capacity to provide quality education by marking “√” in the box of corresponding column according to the scale given:

5–Strongly agree; 4–Agree; 3–Neutral; 2–Disagree; 1–Strongly disagree;

A. Governance

Area of Evaluation	5	4	3	2	1
1. Department provided written information in advance about the aims, objectives, learning outcomes, and methods of assessment of the program to the students.					
2. The department provided its student a conducive learning environment in which scholarly and creative achievements were nurtured					
3. Fairness and transparency of academic decisions at all levels were maintained					
4. Academic calendar was maintained properly					
5. Results at all levels were published according to the stipulated time mentioned in the ordinance					
6. Teachers were friendly and cooperative to the students and which made a positive impact over the teaching-learning environment					
7. Students’ opinion regarding academic and extra-academic matters were treated properly					
8. Formal process using structured questionnaire to collect student feedback was in practice.					
9. Website was informative and students could use that in various purposes					

B. Curriculum

Area of Evaluation	5	4	3	2	1
1. Curriculum addresses the program objectives and program learning outcomes					
2. Curriculum in the program was too heavy and induces huge pressure					
3. Courses in the curriculum were structured and arranged properly					
4. Teaching strategies stated in curriculum were appropriate for achieving learning outcomes					
5. Assessment strategies were suitable and match to the learning outcomes					
6. The curriculum was effective in enhancing team-working abilities.					
7. The curriculum was effective in developing analytical and problem solving skills.					
8. The curriculum was effective in developing ICT & communication skills.					

C. Teaching-learning

Item	5	4	3	2	1
1. The department created such a teaching-learning environment that inspired students to become life-long learner					
2. The teachers provided additional practical ideas from real life situation apart from the textbook					
3. The teachers remained available during the specified office hours and after class for consultations					
4. Teaching-learning approach was interactive and supportive for the achievement of the program learning outcomes					
5. Class size was optimum so that students could interact with the teachers and took the opportunity to participate and feedback for better teaching learning					
6. Technological devices were used as regular practice to improve teaching-learning process					
7. Teaching and learning strategies inspired students for their own learning and to achieve learning outcomes					
8. Diverse teaching-learning methods were used to achieve intended learning outcomes (ILOs)					
9. Lesson plans were designed addressing aims and objectives of each course that guides effective teaching-learning					

D. Assessment

Item	5	4	3	2	1
1. The frequency, methods and criteria of assessment, including the grading criteria were clearly communicated to students on the commencement of the term/semester					
2. Diverse methods and tools were used appropriately to assess the learning outcomes and competencies.					
3. The students were provided feedback on each assessment before the next one.					
4. Students' learning assessment procedures were maintained fairly.					
5. The content of examinations was representative of the course material					

E. Institutional structures and facilities

Item	5	4	3	2	1
1. Classrooms were good in number, well-spaced, well equipped and well maintained to ensure effective delivery					
2. Laboratories were good in number, well-spaced with relevant well off equipment, competent manpower and properly maintained for conducive teaching and learning					
3. The library had adequate and up-to-date reference materials that meet the academic& research needs					
4. The library provided appropriate ICT-mediated reference materials					
5. Internet facilities with sufficient bandwidth capacity were available					
6. Adequate office room facilities along with relevant equipment and competent manpower were available to support the students' need					
7. Adequate indoor and outdoor healthcare facilities were available					

F. Student Support

Item	5	4	3	2	1
1. There was an arrangement to provide guidance and counseling for academic improvement and to take special care of the weak students					
2. There were scholarships/ grants available to students in case of hardship.					
3. The students were encouraged to involve in co- curricular and extra-curricular activities.					
4. There was placement and career planning office in the university and/or department for maintaining communication with alumni and employers					
5. The placement and career planning office provided effective services to the graduating students					
6. Alumni support is available in internship and academic preparation					
7. There were opportunities and students were encouraged to get involve with community services					

G. Research and Extension

Item	5	4	3	2	1
1. The faculty/department has a policy and a program on research and development					
2. Adequate funds and facilities were provided to sustain undertaken policy and program					
3. Teachers were always eager to hunt research fund for smooth running of the research.					
4. Teachers encouraged and prepared students for engagement in research, scholarship and development.					
5. Research outputs were regularly published in reputed impact factor journal					
6. Research findings in the form of theses, monographs and publications were properly used in current teaching-learning.					
7. Research findings were patented and used for commercial purposes.					
8. The faculty/department was involved in community services with the developed technologies					

H. Staff

Item	5	4	3	2	1
1. The teachers in the department were well qualified					
2. Number of teachers was adequate to run the programs smoothly					
3. Supporting staffs in the laboratories and fields were adequate, efficient and supportive					
4. Academics had enough opportunity to take part in different training program for skill development					
5. Nonacademic staffs had enough opportunity to take part in different training program for skill development					
6. The faculty/department provided mentoring and formative guidance for new academic staff as part of its staff development program.					

9. What are the best aspects of your program?

10. What aspects of your program could be improved?