AN INSIGHT INTO THE STUDENTS' EXPERIENCES USING STUDENTS EXPERIENCE QUESTIONNAIRE

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ABSTRACT: *Evidence based quality management hinges on feedback proformas. These proformas are developed on the pattern of survey questionnaire. Current research focuses on an easy to follow methodology to analyse a student experience questionnaire from a pedagogical point of view. Experiences of students are elicited through a 20 item, Student Experience Questionnaire (SEQ) developed by Saudi National Commission of Assessment and Academic Accreditation (NCAAA) consisting of three subscales of Advice & Support (AS), Learning Resources & Facilities (LR&F) and Learning & Teaching (LT) and a single global quality indicator of Overall Evaluation (OE). SEQ deals with student's life at the institution including both major elements of the program in which they were enrolled and a number of general items relating to services and facilities. As for Overall Evaluation (OE), the final question is intended as a summary question that might be used as a general quality indicator. Responses were analysed using an amalgam of three softwares SPSS, MINITAB whereas structure diagrams were constructed using AMOS. A convenient sample of 35 students from Department of Special Needs, Umm-Al-QuraUniversity (Makkah) was selected. For statistical analysis, apart from using a single summary statistic (mean), frequency and percentages of the responses were also used to have a deep insight into the study variables. Cogent reasons for using frequency and percentages were illustrated in the study. Correlation and Regression techniques were applied to study the relationship between variables and the impact of the three subscales on the single general quality indicator.Findings of the study revealed that summarily (i.e. using the values of the means) the students experience in the program has been somewhat satisfied since the mean values oscillated between 3 and less than 4. The relationship between the subscales and the OE has been found to be significant with LT as the most effective predictor for OE. But item-wise analysis of the subscales pointed out four grey areas that warranted immediate attention on the part of administrators/ managers of the program. An easy-to-follow approach has been adopted so that pedagogical-cum-administrative staff can apply the proposed methodology for eliciting student experience in their respective courses and programs. The evidence thus extracted can be employed to frame effective future policies than can positively supplement student experiences during their didactic discourses.*

Keywords: Student Experiences, Pedagogical, Administrative, Evaluation, Didactic, Perception.

1. INTRODUCTION

Main purpose of gathering information (data) through questionnaire is to understand the phenomenon understudy and then continuously monitoring the phenomenon to see if some specific patterns are emerging and then suggesting improvement where warranted. It is an established fact that there is nothing permanent in nature but change likewise the perceptions, attitudes and behaviour of individuals keep on changing. In order to have a deeper insight in this ever-changing phenomenon survey instruments are the primary tools to elicit the perceptions of individuals. In any educational environmentstudents are the main stake holders and their opinions matter the most to enhance the about quality in higher education. They can provide very useful suggestions for improvement that should be considered in the quality cycle for improvement as applied to individual courses, programs, and institutional planning. Feedback from students is very important in trying to improve the quality of learning experiences at higher education institutions. The overall opinions will be used to plan for improvements in the quality of educational experiences at any institution. Feed back proformas from the students are usually devised on the pattern of a sample survey questionnaire. [1] described a typical evaluation as possessing the following guideline:

(a) "An instrument is developed, comprised of a series of open- and closed-ended questions about course content and teaching effectiveness;
(b) At least one item addresses 'overall' effectiveness;
(c) Written comments about the course content and the effectiveness of the instructor are solicited;
(d) Anonymity of responses is assured and assumed;
(e) Responses are obtained at the end of the term in the absence of the instructor;
(f) Item and scale responses are summarized across instructors, departments, and colleges and evidence of "teaching effectiveness" used in making various professional development decisions; and
(g) Student (for example, GPA, academic year), course (required, graduate), and instructor (novice, experienced) differences largely are ignored in analysis and reporting of scores reflective of effectiveness" (p. 135).

Temporal stability of the students' scales were studied by [2] for academic evaluation in health studies and found the scales by NCAAA highly reliable suggesting that the administration of such scales would be correct.

Student evaluation in higher education can take place at various levels: at the level of individual teachers, course units, programmes of study, departments and institutions. Clearly, the level at which one should collect feedback is dependent upon the purpose of the investigation. From the perspective of this study, the focus is on the experience of students over a whole programme of study, rather than an individual module. Although formal questionnaires are most often used to obtain student feedback in higher education, they by no means constitute the only method. Student feedback could, of course, be obtained by means of open-ended questionnaires. Nevertheless, while rich and

informative, the analysis of open-ended responses and other qualitative data may prove an extremely time-consuming and labour-intensive effort and is, therefore, not used for course monitoring when surveying large numbers of students [3]. Formal student surveys typically contain groupings of items reflecting different dimensions of the student experience of a particular course, referred to as scales. Reliability and validity are important psychometric properties of surveys, with reliability being concerned with the accuracy of the actual measuring instrument, and validity referring to the instrument's success at measuring what it purports to measure [4] and [5]. Tests of reliability and validity are performed on the scales, and as such assess the magnitude of measurement errors in survey data [6]. Framework of the current study has been adopted from [7] where students' perceptions students were measured through a course evaluation questionnaire, (CEQ) developed by the Saudi National commission of Assessment and Academic Accreditation (NCAAA). The authors assessed the perceptions of students using both mean and frequencies/percentages.

1.1 ***Reasons for Using Frequency and Percentages***

It is a common practise in pedagogical arena that a single summary mean scores of subscales or items are calculated through some menu driven software and thus the resultsbase entirely on these mean scores. Though mean is an effective measure of location nevertheless, in some circumstances we need to look deep into the data for actual causes affecting the value of mean. The data in the Table 1 will substantiate the foregoing premise:

Table 1: Illustrating the used of Frequencies and Percentages

Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean
1	5	5	5	5	5	75/25=3.0
2	2	14	0	0	9	75/25=3.0
3	1	2	0	0	14	75/25=3.0

Table 1 shows the responses of 25 participants on a three items scale. The mean value for all the three items is 3 which give us the idea that the respondent's views regarding the three items do not differ and all of them have opted for a neutral stance. But if we study the frequencies and percentages of each item individually then a very different picture emerges. For example for item 1responses are equally distributed so it can be said that there is indecisiveness prevailing but for item 2 majority (more than 50%) of the respondents disagree or are not satisfied similarly for item 3 majority (more than 50%) of the respondents strongly agree or very much satisfied but the mean for item 2 and item 3 points towards a neutral stance. Hence, merely looking at the mean will not suffice thus for an in-depth analysis frequencies and percentages have to be accounted for efficient use of the data

Rest of the paper proceeds as: Section 2 discusses the methods and materials used in the study: in Section 3 results are presented: Section 4 discusses the results and suggestions are presented in tabular form: Section 5 briefly reviews the limitations of the study and throws light on future implications: Section concludes and summarizes the objectives of the study.

2. METHODS AND MATERIALS

2.1 Study Design/Setting/Data Collection

Current study is a cross-sectional in nature and aims at looking into the perceptions of the students regarding their overall experience in the program that they are enrolled in. In this kind of study the respondents' responds to different questions/ variables in one go i.e. there is only one time contact with the respondents. The SEQ was distributed at end of the fourth semester to undergraduate female students of Special Need department studying inUmm-Al-Qura University, Makkah. The students were briefed about the objectives of research with theassurance of their anonymity. Forty questionnaires were distributed and students were given a full day to fill in the same. NCAAA has already translated the questionnaire in Arabic hence; no problem was faced in explaining the terms. Five questionnaires were discarded on the reason of being filled in without reading the questions and opting for same responses for all the questions. Thus the response rate was 88%.

2.2 Analyses

Data collected through SEQ were analyzed using three softwares SPSS, Minitab and AMOS. Frequency and Percentages of the responses were analyzed and Bar charts of each item were produced for pictorial representation. For the purpose of inferential statistics p-value of less than 0.05 was considered as the benchmark for significance rather than 0.01 because it is considered more stringent benchmark in social sciences.

2.3 Instrument/ Response Scale

The perception of students experience in the program is measured through a 19-item, student experience questionnaire (SEQ) developed by the National Commission of Assessment and Academic Accreditation (NCAAA). SEQ deals with the student's life at the institution including both major elements of the program in which they are enrolled and a number of general items relating to services and facilities. As for the SCE the final question is intended as a summary question that might be used as a general quality indicator. SEQ consists of four subscales (variables) for eliciting students responses. The first three subscales have multiple questions and relate to a student's life at the institution including both major elements of the program in which they are enrolled and a number of general items relating to services and facilities. The fourth subscale has only one question it is intended as a summary question that might be used as a general quality indicator. This questionnaire is designed to gather student opinions about their experiences about half way through their program. The items relate to all

their experiences so far, not just to one particular course. Each item is to be responded on five point Likert scale ranging from Strongly Agree = 5 to Strong Disagree = 1 with the middle category True Occasionally = 3. For the current study strongly agree means the statement is true all or almost all of the time and/or very well done, agree means the statement is true most of the time and/or fairly well done, true sometimes means something is done about half the time, disagree means something is done poorly or not often done and strongly disagree means something is done very badly or never or very rarely done. Though the number discussed above for the responses were not shown on questionnaire but were used to summarize the results of the responses. SEQ is attached as per Annexure 'A'.

2.4 Reliability

Reliability means whether the instrument behaves in the like manner used under different circumstances. Reliability is measured through Cronbach's Alpha. [5]has suggested that a value of Cronbach's alpha more than 0.60 is suitable. For the current study the values of Cronbach's alpha are shown in Table 2 which range from 0.69 to 0.83 with sample size (N = 35) which is indicative of the fact that the instrument is quite reliable to be used.

Table 2: Inter-consistency of Subscales (*N* = 35)

Subscales	Items	Cronbach's α
1.Advice & Support	4	0.692
2.Learning Resources & Facilities	7	0.837
3.Learning & Teaching	8	0.835

3. RESULTS

3.1 Response Rates, Percentages and Bar Graphs for Individual Items of Four Subscales.

Table 3 consists of three parts (A, B, C) showing the response rates and percentages for the three subscales. Part A shows the response rates and frequency for the subscale Advise & Support For the first item the majority of the students (54.3%) agreed regarding the easiness in obtaining information about the institution and its program. Item # 2 was regarding the orientation program and its usefulness for new entrants. 60% of the students were of the view that is orientation program was notcarried out in the manner as was warranted, so they expressed their discontentment in this regard. The same can be seen from second bar chart from Figure 1.Item # 3 addressed the question of career counselling, majority of the students were of the view that this aspect has been fairly taken care of by the department. Simplicity of procedures for enrolling in different course is addressed in item # 4 here again response of 60% students has been a mixed one that of fairly done but done half of the time. Figure 1 shows a clear picture of all the items discussed in Part A.

Part B of Table 3 exhibits the response rate and frequency of the second subscale Learning Resources and Facilities. Item #1 and 2 were regarding the layout of the classrooms and the computing facilities, majority (52%) of students expressed their satisfaction regarding the layout of the classroom but regarding the computing facility their response was positively skewed i.e. more students were not at all satisfied with the computing facility. Next three items (LRF3, LRF4, LRF5) were concerning staff, availability of the material and timings of the library. In all the three areas more than 50% students opted for fairly well to well done option. LRF6, LRF7 were pertaining to extracurricular activities and adequacy of facilities for religious observances. With regard to extracurricular activities the responses revealed depressing situation but regarding adequacy for provision of religious observances more than 80% students were of the opinion that such provision of such facilities were well done. Figure 2 exhibits pictorial representation of all the items thus far discussed.

Part C of Table 3 exhibits the response rate and frequency of the third subscale Learning and Teaching. The first two items (LT1, LT2) were related to teachers' interest in the progress and fairness towards student. More than 65% of the students perceived that teachers are genuinely interested in their progress but at the same time majority (more than 50%) are on the average not satisfied as far as fair treatment of teachers is concerned. The next five items (LT3-LT7) investigated the link between contents of courses and enhancement in students' learning, problem solving skills, communication skills and whether the same will be valuable for his future career. Except for LT3 in all other areas students were of the opinion that the studies improved their problem solving and communication skills and also provided impetus for further learning the subject. More than three fourth of students expressed their satisfaction that the studies undertaken will provide a solid base for their future career. The results thus far discussed are all the more evident from the bar charts shown in Figure 3.

Overall evaluation regarding the satisfaction of the respondents about their life as a student in the institution is represented in Table 4. Though three-fourth of the students opted for the true sometimes and agreed option but the tilt is more in the favor of overall satisfaction about their life in university. For pictorial representation see Figure 4.

Table 3: Response Rates and Percentages for Three Subscales of SEQ (N=35)

Items of Subscales		Strongly Disagree		Disagree		True Sometimes		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
Part A	AS 1	1	2.9%	4	11.4%	8	22.9%	19	54.3%	3	8.6%
	AS 2	6	17.1%	8	22.9%	8	22.9%	5	14.3%	8	22.9%
	AS 3	2	5.7%	7	20.0%	7	20.0%	14	40.0%	5	14.3%
	AS 4	3	8.6%	5	14.3%	10	28.6%	11	31.4%	6	17.1%
Part B	LRF1	7	20.0%	5	14.3%	9	13.7%	11	31.4%	3	20.6%
	LRF2	1	2.9%	15	42.9%	6	17.1%	7	20.0%	6	17.1%
	LRF3	8	22.9%	1	2.9%	9	25.7%	11	31.4%	6	17.1%
	LRF4	0	0.0%	9	25.7%	6	17.1%	16	45.7%	4	11.4%
	LRF5	0	0.0%	1	2.9%	10	28.6%	10	28.6%	14	40.0%
	LRF6	7	20.0%	9	25.7%	8	22.9%	9	25.7%	2	5.7%
	LRF7	0	0.0%	3	8.6%	1	2.9%	13	37.1%	18	51.4%
Part C	LT1	4	11.4%	6	17.1%	2	5.7%	19	54.3%	4	11.4%
	LT2	9	25.7%	9	25.7%	4	11.4%	9	25.7%	4	11.4%
	LT3	7	20.0%	3	8.6%	10	28.6%	8	22.9%	7	20.0%
	LT4	4	11.4%	1	2.9%	10	28.6%	16	45.7%	4	11.4%
	LT5	0	0.0%	4	11.4%	7	20.0%	18	51.4%	6	17.1%
	LT6	2	5.7%	4	11.4%	10	28.6%	10	28.6%	9	25.7%
	LT7	0	0.0%	4	11.4%	5	14.3%	16	45.7%	10	28.6%
	LT8	3	8.6%	3	8.6%	13	37.1%	11	31.4%	5	14.3%

Table 4: Response Rates and Percentages for Overall Evaluation (N=35)

	Strongly Disagree		Disagree		True Sometimes		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Evaluation	0	0.0%	7	20.0%	11	*31.4%*	*16*	*45.7%*	1	2.9%

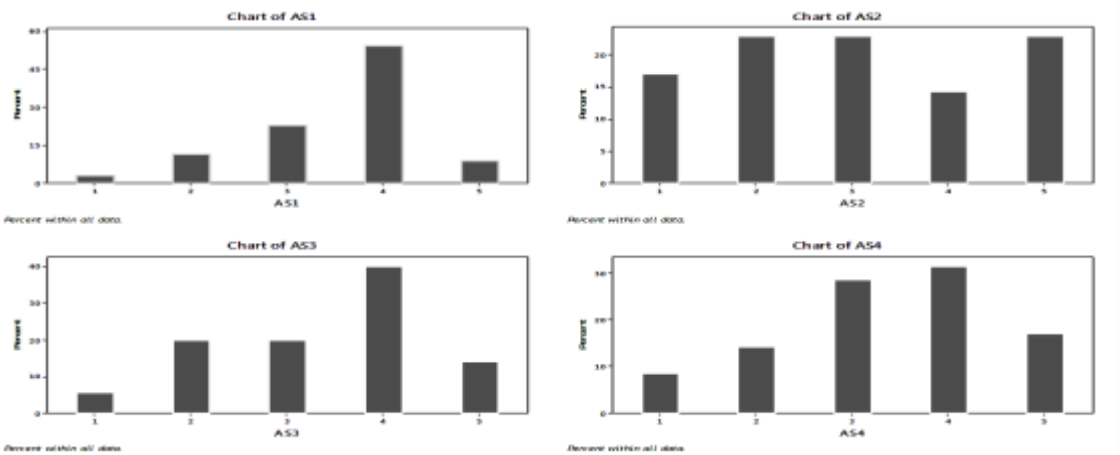

Figure 1: Bar Charts showing response rates and percentages for subscale 1 (AS)

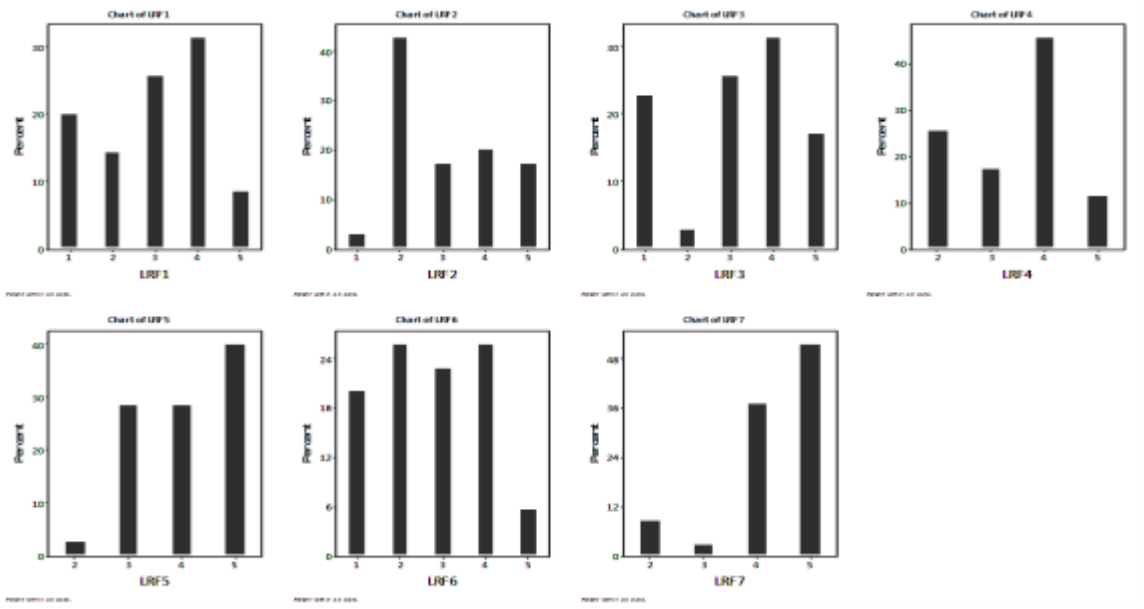

Figure 2: Bar Charts showing response rates and percentages for subscale 2 (LRF)

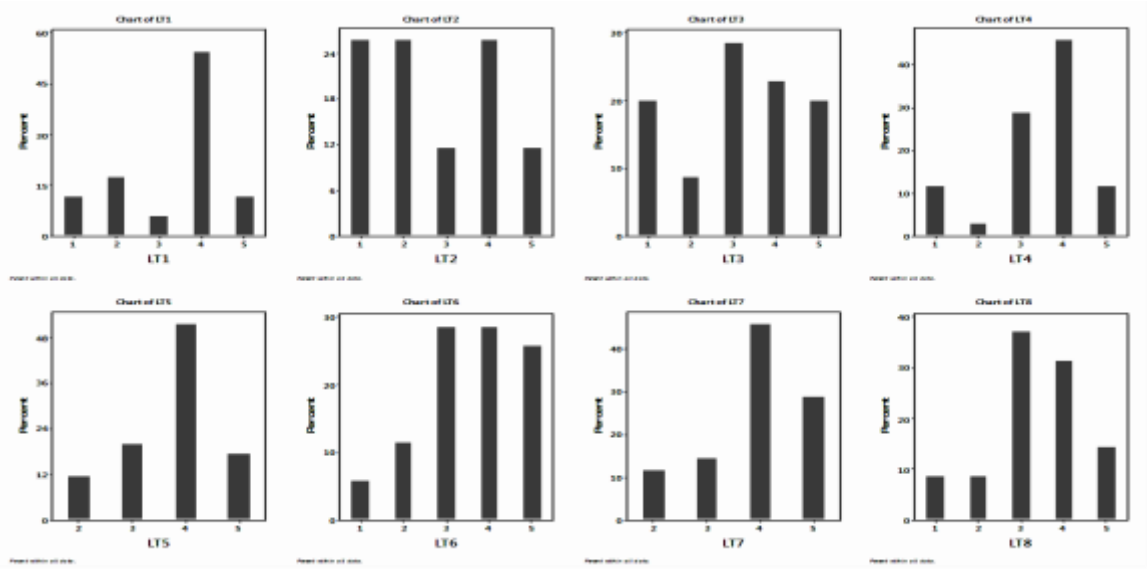

Figure 3: Bar Charts showing response rates and percentages for subscale 3 (LT)

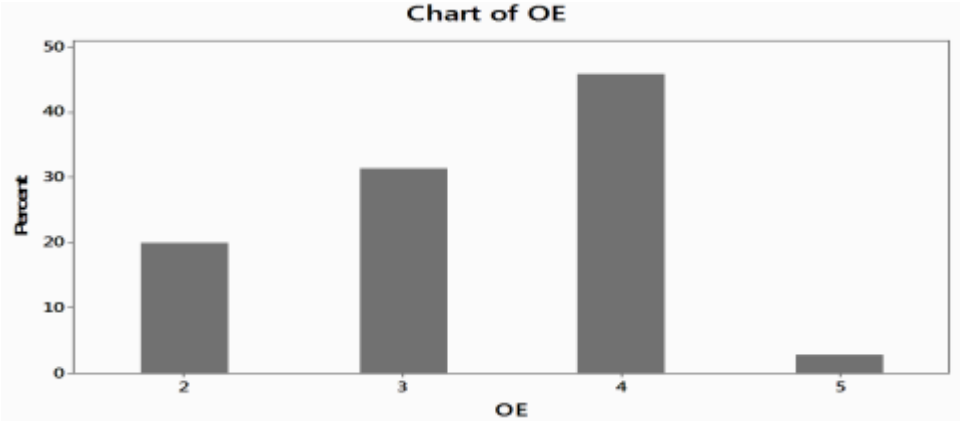

Figure 4: Bar Charts showing response rates and percentages for Overall Evaluation

3.2 Descriptive/ Inferential Statistics for the Four Subscales.

a. Advice & Support (Mean=3.32): This is the average score covering the aspects of information regarding the enrollment, procedures for enrollment in courses, the orientation program and career counselling. The mean score is 3.32 and p-value is less than 0.05 meaning thereby that students on the average perceive their experience in the said areas has been satisfactory. Though the orientation program, as depicted in second Bar chart of AS2 in Figure 1, did not come up to the required standard of the students.

b. Learning Resources and Facilities (Mean=3.33): Seven items in this subscale deal with classroom layout, computing facilities, library staff, timings and resources, recreational facilities and adequacy/availability of facilities regarding religious observances. The average score of 3.33 with p-value less than 0.01 strongly points towards the fact that on the average the students experience has been quite good.

c. Learning and Teaching (Mean=3.36): This being the biggest subscale having 8 items. The first two items looked into the perception of the students as to whether the teachers are genuinely interested in their progress and also teachers' fair treatment of the students. The next six items were regarding capacity building of the students viz-a-viz the studies undertaken, ability to solve problems and communicating the results, stimulating future learning and also work effectively as a team member. The score clearly suggests that the majority of students are on the average more than satisfied with the learning and teaching experiences. But during item-wise discussion it was pointed that fairness of teachers towards students was quite low as can be seen in the second Bar chart of LT2 Figure 3.

d. Overall (Mean=3.279): It is a summary question that is used as a general quality indicator for the whole program. The overall rating is the average of all students' responses to overall quality of the program. It is not an average of other scores but an average of only one item. Research suggests that this category is the most valid and reliable measure of students' evaluation. The overall evaluation suggests that students experience with the program was satisfactory also depicted through Figure 4.

T-tests for the four subscales were carried out to see whether mean scores of subscales actually differ from the value 3 or not. Results are consolidated in Table 5 and Figure 5, it is to be noted for academic reference than mean of any subscale below 3 shows a propensity towards dissatisfaction and a mean above 3 shows a propensity towards satisfaction. The test scores of all the subscales have the p-value less than 0.05. So we conclude that the mean scores of the subscales are greater than the hypothesized value of 3. Meaning thereby, that the experience of students is more tilted towards the satisfaction zone

Table 5: Descriptive/ Inferential Statistics for the Four Subscales(N=35)

Subscales	N	Mean	Std. Deviation	*t*	Sig. (2-tailed)
Advice & Support	35	3.32	.75	2.514	.017
Learning Resources & Facilities	35	3.33	.70	2.836	.008
Learning & Teaching	35	3.36	.80	2.669	.012
Overall Evaluation	35	3.27	.81	2.022	.048

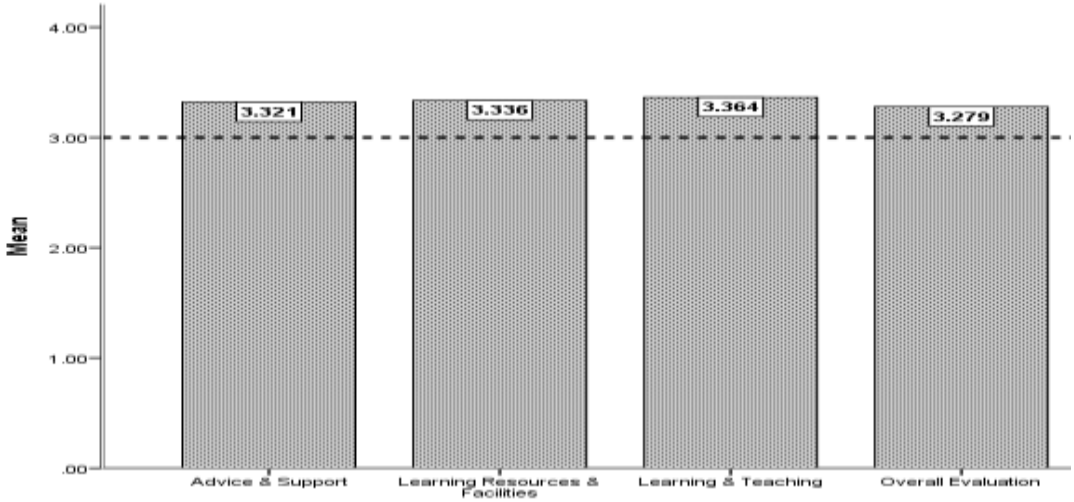

Figure 5: Bar chart showing the overall means for the four subscales.

3.3 Relation among the four Subscales

Though the current study is not a correlational study but a simple exploratory one but even then it is suggested that the association between the subscales be studied to view the overall picture of student experiences in the right perspective. Association between the subscales is studied through correlation coefficients, since the variables are on a continuous scale. Correlation coefficients, r, vary from 0 (no relationship) to 1 (perfect linear relationship) or −1 (perfect negative linear relationship). Positive coefficients indicate a

direct relationship, indicating that as one variable increases, the other variable also increases. Negative correlation coefficients indicate reverse relationship, i.e. that as one variable increases, the other decreases. [8]suggested a standard for the effect size regarding the correlation coefficient, e.g 0.10 represents a weak association, 0.30 represents a moderate association, and 0.50 represents a strong association. From Figure 7 VI we see that the correlations range from 0.36 to 0.72i.e. association ranges from moderate to strong also depicted in Figure 6.

Contributory effect of all subscales on OE and individual effect of three subscales are shown in Table 6 and Table 7. Considering Overall Evaluation as the dependent variable and predictor variables as Advice & Support, Learning Resources & Facilities, Learning & Teaching the Omnibus test of ANOVA F (3,31) = 13.219 gives p-value = 000 meaning thereby that if all the three predict or variables are considered as a bunch they are significant predictors for the dependent variable of Overall Evaluation. But in fact which subscale is the most effective predictor of the Overall evaluation and the amount of variation caused by the three subscales considered as predictor variables is studied through Figure 8 and Table 7. To address the issue of variation caused by the three subscales R^2 is considered. R-squared—the multiple correlation coefficient of determination—is used to determine how much variance in the dependent variable can be accounted for by the set of predictor variables. The R^2 really answers the question, "of all of the reasons why the outcome variable can vary, what percent of those reasons can be accounted for by the predictor(s) variables." For the current study R^2 = 0.59 i.e., 59% percent variation in the overall evaluation is attributed to the three subscales considered as predictor variables. Table 7 shows the relative importance of the three subscales considered as predictors. The Standardized Coefficients (beta) value is a measure of how strongly each predictor variable influences the criterion (dependent) variable. Thus, the higher the beta value the greater the impact of the predictor variable on the dependent variable. From Figure 8 and Table 7 it is clear that Learning & Teaching have the greatest impact on the Overall Evaluation of the course followed by Advice & Support and least impact is of Learning Resources & Facilities

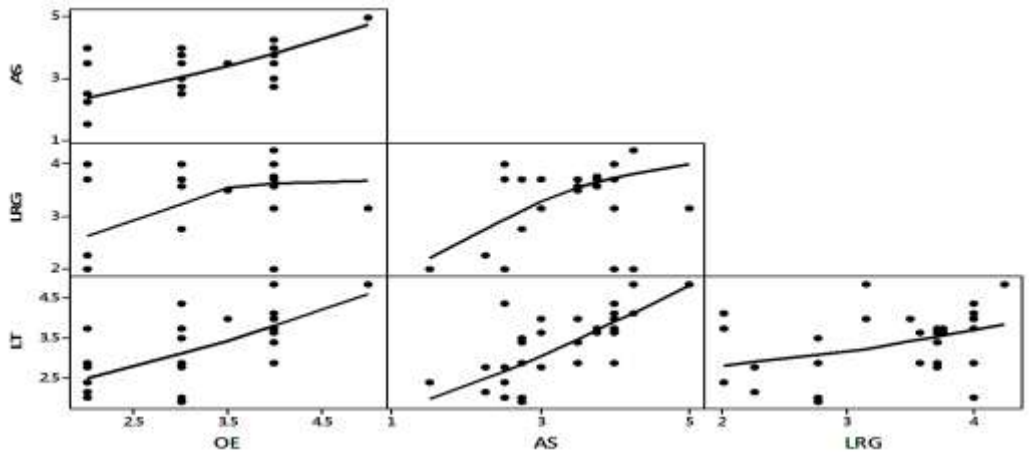

Figure 6: Matrix Scatter Plot Showing Lowess Smoother

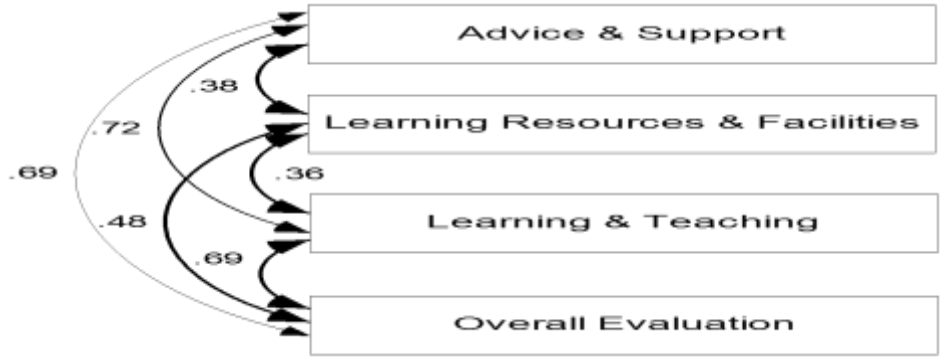

Figure 7: Representing Inter-Correlations among the Four Subscales

Table 6: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.965	3	4.322	13.219	.000[b]
	Residual	10.135	31	.327		
	Total	23.100	34			

a. Dependent Variable: Overall Evaluation
b. Predictors: (Constant), Advice & Support, Learning Resources & Facilities, Learning & Teaching

Table 7: Showing Standardized Coefficients beta for the 3 Subscale (*N* = 35)

Subscales	Standardized Coefficients (Beta)	t	Sig.
Advice & Support	.341	2.038	.049
Learning Resources & Facilities	.218	1.744	.041
Learning & Teaching	.368	2.221	.034

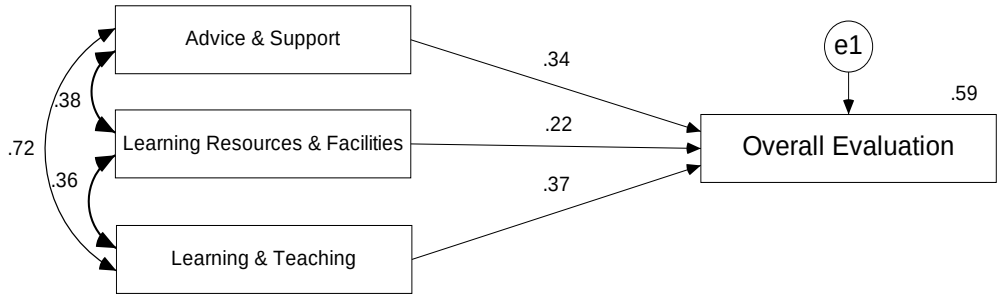

Figure 8: Representing Standardized Coefficients Betas and R^2

4. DISCUSSION/SUGGESTIONS

Table 8 summarizes four areas of weaknesses which really need to be looked into by the managers of the educational program. In the last column of the Table 6 brief suggestions and remedies are provided to alleviate the weakness in the program *vis-à-vis* StudentExperiences. The results of the current study coincide with [7] where the students were overall satisfied with the course but looking into the frequencies and percentages of the responses gave a deeper insight into the perceptions of the students regarding the course. Same is experienced in the current study that is response means gave a cursory picture but a clearer view was reached by studying the individual items of subscales.

5. Limitations and Future Implications

a. Since all respondents in the current study are only from Special Needs therefore the generalizability to other programs will be constrained. For a clearer picture to emerge in future data from several programs shall be continuously collected and analyzed.

b. Limited sample size can also constrain the generalizability.

c. Results of SEQ as used by other universities were not available so no cross comparison can be conducted.

d. Some sought of contingency framework (moderation or mediation) can be carried out to study the effect of different categorical variables like semester , gender, social economic status on the linkage between the three subscales and the overall satisfaction.

6. CONCLUSION

The duo of students and teacher is the lynchpin of any educational setup; the third component that is management it actually facilitates the activities of the duo and acts as a go-between the two. The perceptions of the teachers, students are gauged through a set of validated feedback proformas. Information gathered through these surveys provides a big pool of information which if not processed properly will not achieve the desired objectives of continuous improvement. One of the objectives of this study was to illustrate for pedagogical and administrative staff the two pronged strategy of dealing with the information gathered through SEQ. One is how to analyze data and second is what information to educe i.e. transforming data into vital information to be used for effective decision making. The finding of this study can be used by teachers, administrators coupled with other inputs to frame futurepriorities for improving the quality of

educational experiences of students in an institution or program. Policies based on evidence enjoy longevity, acceptability and also help in bridging the gap between the desired and actual state of affairs in much smoother way. An all-encompassing approach coupled with a strong commitment and evidence from the data is a key to keeping students contented.

Table 8: Showing Weakness and Suggestions *vis-à-vis* Students Experience

Weak areas	Students' Responses and Percentages					Remarks/ Suggestions
	SD (1)	D (2)	N (3)	A (4)	SA (5)	
AS2: When I first started at this institution the *orientation program* for new studentswas helpful for me.	6 (17.1%)	8 (22.9%)	8 (22.9%)	5 (14.3%)	8 (22.9%)	1. More than 3/5th of the students expressed their dissatisfaction about the orientation program. 2. As a proper crafted orientation program sets the stage for students' academic success therefore, it is suggested that a mandatory orientation seminar be initiated by department explicitly covering broad areas of activities to be carried out by the students in his/her four years in a program.
LRF2: Student *computing facilities* are sufficient for my needs.	1 (2.9%)	15 (42.09%)	6 (17.15)	7 (20.0%)	6 (17.1%)	1. Majority (50%) of the students were not satisfied with computing facilities. 2. Well equipped computer lab to be established and basic software training be made an integral part of the coursework. Cognitive gap between theory and practice can be bridged using simulation techniques using relevant software training.
LRF6: Adequate facilities are available for *extracurricular activities* (including sporting and recreational activities)	7 (20.0%)	9 (25.7%)	8 (22.9%)	9 (25.7%)	2 (5.7%)	1. Maximum effort has to be exercised in this area as more than 68% students responded negatively to this item. 2. Permanent committee should be set up for coordinating extracurricular activities within and without the program. But information about the extracurricular activities should be disseminated to the students in the orientation program as well.
LT2: Faculty at this institution is*fair* in their *treatment* of students.	9 (25.7%)	9 (25.7%)	4 (11.4%)	9 (25.7%)	4 (11.4%)	1. This item directly impinges on the teacher-student link .Here again the perception is negatively inclined. 2. Mentorship program to be initiated in the program. Whereby, a group of students be assigned to experience staff members to look into their progress and career counselling.

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Appendix 'A'

Student Experience Questionnaire (SEQ)

Program Title _____

Semester_____Year_____

Advice and Support (A&S)

1. It was easy to find information about the institution and its programs before I enrolled at this institution for the first time. ○ ○ ○ ○ ○
2. When I first started at this institution the orientation program for new students was helpful for me. ○ ○ ○ ○ ○
3. There is sufficient opportunity at this institution to obtain advice on my studies and my future career. ○ ○ ○ ○ ○
4. Procedures for enrolling in courses are simple and efficient. ○ ○ ○ ○ ○

Learning Resources and Facilities (LR&F)

5. Classrooms (including lecture rooms, laboratories etc.) are attractive and comfortable. ○ ○ ○ ○ ○
6. Student computing facilities are sufficient for my needs. ○ ○ ○ ○ ○
7. The library staff is helpful to me when I need assistance. ○ ○ ○ ○ ○
8. I am satisfied with the quality and extent of materials available for me in the library. ○ ○ ○ ○ ○
9. The library is open at convenient times. ○ ○ ○ ○ ○
10. Adequate facilities are available for extracurricular activities (including sporting and recreational activities) ○ ○ ○ ○ ○
11. Adequate facilities are available at this institution for religious observances. ○ ○ ○ ○ ○

Learning and Teaching (L&T)

12 Most of the faculty with whom I work at this institution are genuinely interested in my progress. ○ ○ ○ ○ ○
13. Faculty at this institution are fair in their treatment of students ○ ○ ○ ○ ○
14. My courses and assignments encourage me to investigate new ideas and express my own opinions. ○ ○ ○ ○ ○
15. As a result of my studies my ability to investigate and solve new and unusual problems is increasing ○ ○ ○ ○ ○
16. My ability to effectively communicate the results of investigations I undertake is improving as a result of my studies. ○ ○ ○ ○ ○
17. My program of studies is stimulating my interest in further learning. ○ ○ ○ ○ ○
18. The knowledge and skills I am learning will be valuable for my future career. ○ ○ ○ ○ ○
19. I am learning to work effectively in group activities. ○ ○ ○ ○ ○

Overall Evaluation (OE)

20. Overall I am satisfied with my life as a student at this institution. ○ ○ ○ ○ ○