

College of Engineering

Students Survey Results for the AY 2015-2016

During the 3rd Trimester of the AY 2015-2015, a survey was conducted of to the College of Engineering students, specifically, those who are under the Informatics Engineering and Mechatronics Engineering programmes. Out of a possible 415 students, 231 partook in the survey.

The level of satisfaction was based on academic support, curriculum design, course instruction, facilities, academic infrastructure, policies and procedures. These aspects all contribute to providing our students with a student centered, friendly and supportive learning environment. The ranking of responses was based on the standard range of scores from extremely satisfied to extremely dissatisfied, on a scale from 1 to 5.

The student survey population consisted of 87% male and 13% female of whom 74% are full time employed with only 26% engaged in part-time employment.

The student satisfaction ratings were broken down into academic support, curriculum and instructions; facilities and academic infrastructure; policies and procedures with a weighted mean rating of 4.51%, 4.58% and 4.6%, respectively. The overall mean of the weighted means was 4.6% which translates to extremely satisfy.

Within the Academic Support, Curriculum and Instruction, there were 15 indicators (or situations) with 12 indicators scoring above 4.5. Within Facilities and Academic Infrastructure, there were 10 indicators with 9 indicators scoring above 4.5. Within Policies and Procedures, there were 5 indicators with all indicators scoring above 4.5. Hence the high overall weighted mean score. Those areas considered to be moderately satisfied (3.5-4.4) were the availability of faculty members during consultation hours for consultation purposes; appropriateness of the core courses for the degree program; suitability of the curriculum to meet the demands of the nature of the student's work; and the fitness and adequacy of the library facilities (computers, on-line journals, study desks, etc.).

The students also gave feedback in the form of comments and statements such as the quality of the teaching as very good and the availability of the professors. (Such comments are

appreciated by the Faculty). A concern was expressed for having a study day prior to the day of the exam, however, weekends and other holiday times should accommodate this need.

Naturally, there are many areas for improvement. Many comments were about the facilities such as rooms being too hot, standard of electronic labs, laboratories and projectors, and some course have too much course content. However, this is a factor related to the very short academic term. There was a concern regarding mandatory attendance. It is deemed that good academic results are highly correlated with high attendance.

Overall, Engineering students are very satisfied with the course programs and accompanying academic aspects.

How do these results compare with surveys in previous years?

There has been a significant increase in the percentage of respondents (10.4%) in the first survey in 2013-2014 to the current survey in 2015-2016 (55.7%). Actual number of respondents has increased from 87 to 231 students. Refer to Table 1.

Table 1. Alumni Students eligible to partake in Survey.

	2013-2014	2014-2015	2015-2016
No students eligible	839	337	415
No Respondents	87	80	231
% Respondents	10.4%	23.7%	55.7%

The student information covering gender and employment also show varying trends. The percentage of male students has increased from 71% to 87% while the proportion of female students has decreased from 18.4% to 13%. (Refer Figure 2). The percentage of full time students who are not working has increased from 56.5% to 74% while the percentage of part-time students who are also employed has decreased from 43.5% to 26%. (Refer Figure 3).

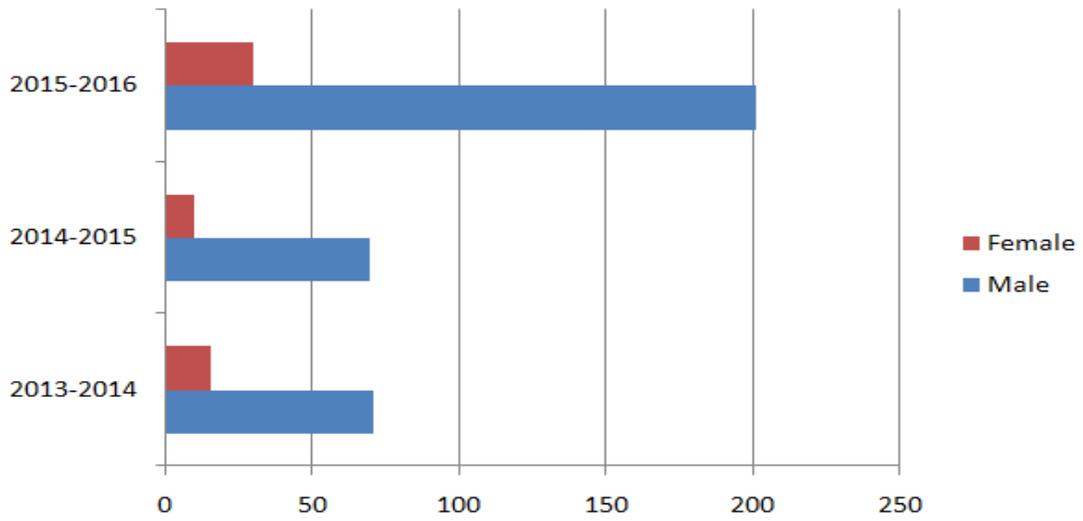


Figure3. Students' gender trend

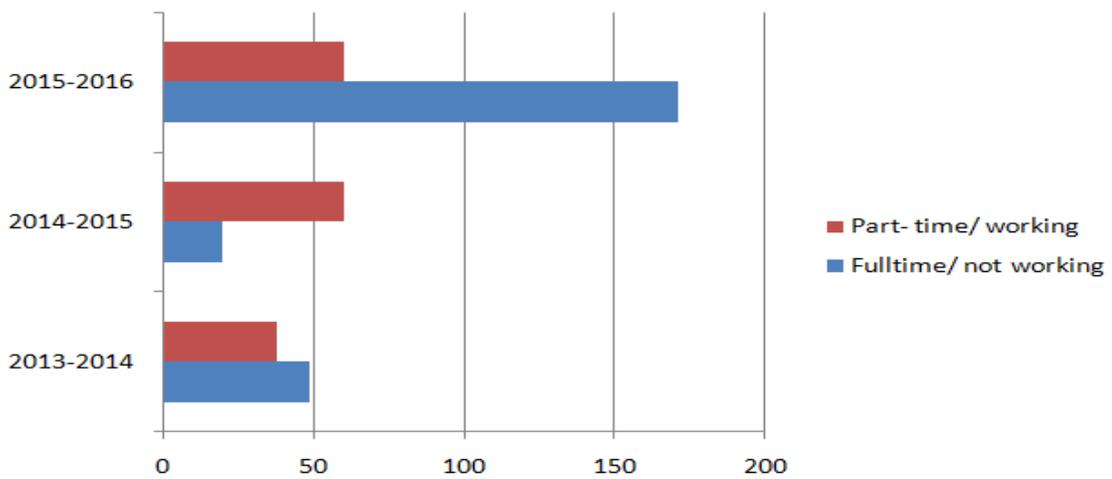


Figure3. Students' working trend



The most significant trend is the overall rise in student satisfaction in all three areas: academic support, curriculum and instruction; facilities and academic infrastructure; and policies and procedures. The overall weighted means have increased from 3.4 to 4.56 on the scale from 1-5. This translates from being moderately satisfied to extremely satisfied. (Refer Figure 4).

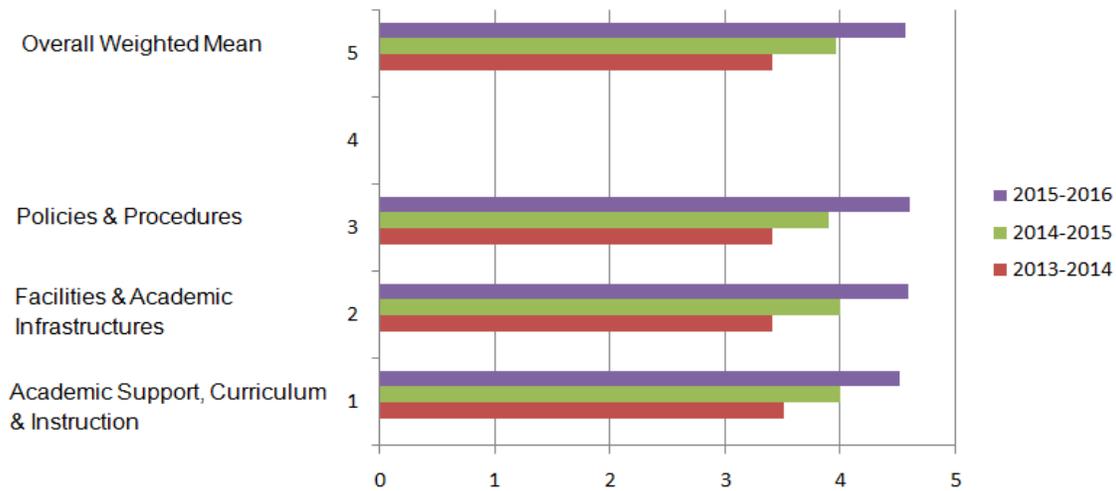


Figure4. Acomparison of students most satisfaction areas in the last three academic years

For AY 2015-2016, the overall has a combined average mean of 4.6/5 which translates to extremely satisfy. Therefore, there is a considerable improvement from the satisfaction levels of the previous two academic years.