STUDENT SATISFACTION SURVEY
2019-20

AN IQAC INITIATIVE

MES ASMABI COLLEGE

STUDENT'S SATISFACTION SURVEY 2019-20

The student satisfaction survey is an essential step in the identification of gaps for the betterment of academic environment of the institution. The college uses a standardised questionnaire to conduct the survey every year to understand and measure student satisfaction, a significant component for the betterment of educational and service quality.

The questioner is fine-tuned and updated every year based on a a pilot survey on a small sample of students. This provide an opportunity for timely updattion and standardisation of the questioner. The questioner has different sections to address various aspects student satisfaction. Each section has questions to measure and address related fields. The choices for the answers are graded into five levels for the respondent to comment viz. Excellent, very good, good, fair and poor. The responses obtained in this way are compiled and then transformed to percentage ensuring the total set of responses is hundred. The consolidated report of the survey is given below.

SECTIONS	QUESTIONS	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Time sense	Punctual to the class	45 (45%)	26 (26%)	12 (12%)	13 (13%)	4 (4%)
	Regularity in taking class	51 (51%)	29 (29%)	12 (12%)	4 (4%)	4 (4%)
	Scheduled organization of assignments, class test & seminars	55 (55%)	25 (25%)	15 (15%)	0	5 (5%)
	Makes alternate arrangement of class in his/her absence	61 (61%)	31 (31%)	6 (6%)	2 (2%)	0
Subject command	Focus on syllabi	60 (60%)	40 (40%)	0	0	0
	Self confidence	45 (45%)	38 (38%)	10 (10%)	5 (5%)	2 (2%)
	Communication skills – Speaks in English	50 (50%)	30 (30%)	8 (8%)	8 (8%)	4 (4%)
	Teaching the subject matter	65 (65%)	30 (30%)	5 (5%)	0	0
Use of teaching	Use of teaching aids (OHP/Black board/PPT/ICT)	40 (40%)	30 (30%)	15 (15%)	10 (10%)	5 (5%)

methods/ teaching aids	Use of innovative teaching methods	35 (35%)	36 (36%)	15 (15%)	9 (9%)	5 (5%)
	Share the answers of class tests or internal test questions after conduct of the class tests/internal test	65 (65%)	33 (33%)	2 (2%)	0	0
	Shows the evaluated answer books of class tests to the students	75 (75%)	20 (20%)	5 (5%)	0	0
About the teacher	Punctual to the class	80 (80%)	20 (20%)	0	0	0
	Delivery of structured lecture	62 (62%)	31 (31%)	5 (5%)	2 (2%)	0
	Helping approach towards various academic interests of students	46 (46%)	35 (35%)	11 (11%)	4 (4%)	4 (4%)
	New teaching methods used	38 (38%)	29 (29%)	19 (19%)	10 (10%)	4 (4%)
Student satisfaction survey on teaching learning process	How much of the syllabus are covered in the class	86 (86%)	10 (10%)	3 (3%)	1 (1%)	0
	How well did the teacher prepare for the classes	65 (65%)	30 (30%)	2 (2%)	3 (3%)	0
	Fairness of the internal evaluation process of the teacher	54 (54%)	22 (22%)	12 (12%)	8 (8%)	4 (4%)
	The institution provides multiple opportunities to learn & grow	51 (51%)	19 (19%)	16 (16%)	14 (14%)	10 (10%)
	Teachers are able to identify your weakness & help you to overcome them	47 (47%)	19 (19%)	12 (12%)	14 (14%)	8 (8%)
	Teachers encourage you to participate in	47 (47%)	20 (20%)	13 (13%)	11 (11%)	9 (9%)

	extra-curricular activities				
	The teacher illustrate the concepts through examples & applications	45 (45%)	25 (25%)	12 (12%)	11 (11%)	7 (7%)
	Was your performance in assignments discussed with you?	33 (33%)	28 (28%)	18 (18%)	13 (13%)	9 (9%)
	How well did the teacher able to communicate?	45 (45%)	27 (27%)	15 (15%)	5 (5%)	8 (8%)
	The institute / teachers use student centric methods	54 (54%)	22 (22%)	14 (14%)	10 (10%)	0
	Teachers sincerity/commitment in the profession	80 (80%)	15 (15%)	5 (5%)	0	0
Career Counselling and Placement	Career Guidance	50 (50%)	25 (25%)	20 (10%)	5 (5%)	0
	Placement Cell	40 (40%)	20 (20%)	25 (25%)	10 (10%)	5 (5%)
	Co operation in co curricular activities	50 (50%)	20 (20%)	11 (11%)	9 (9%)	10 (10%)
Social life And campus safety	Inside campus (social life)	80 (80%)	20 (20%)	0	0	0
	Outside campus (social life)	79 (79%)	19 (19%)	2 (2%)	0	0
	Campus safety	90 (90%)	10 (10%)	0	0	0
Clubs and student organization		95 (95%)	5 (5%)	0	0	0

1. Time Sense (TMS)

a. Punctual to the class

The result of student satisfaction survey evaluates perceptions of students on punctuality of teachers across different performance levels. Among the students, 45% rated their teachers'

punctuality as "Excellent" indicating consistent and timely conduct. Furthermore, 26% considered their teachers' punctuality to be "Very Good". 12% categorized their teachers' punctuality as "Good," implying fair punctuality but with room for improvement. Additionally, 13% of students perceived their teachers' punctuality as "Fair" while only 4% rated their teachers' punctuality as "Poor,"

b. Regularity in taking class

The students perceptions on the teacher's regularity in conducting classes across different performance levels rated 92% as excellent to Good. Among the students, 51% rated their teachers' regularity as "Excellent", 29% rated "Very Good," 12%, categorized their teachers' regularity as "Good," implying fair regularity but with room for improvement. Among these 4% of respondents perceived their teachers' regularity as "Fair," indicating sporadic deviations from the class schedule, while another 4% rated their teachers' regularity as "Poor," signifying significant challenges in maintaining a consistent class schedule.

c. Scheduled organization of assignments, class test & seminars

The data from the student satisfaction survey evaluates perceptions of the scheduled organization of assignments, class tests, and seminars by teachers across different performance levels. Among the students, a majority of 55% rated this aspect as "Excellent" indicating high satisfaction with the organization of academic activities. Additionally, 25% considered it "Very Good," suggesting generally positive feedback regarding the structured arrangement of assignments and tests. A further 15% categorized it as "Good," indicating an acceptable level of organization, although there may be some areas for improvement. Notably, only 5% rated it as "Poor," suggesting dissatisfaction or perceived inadequacies in the organization of academic activities.

d. Makes alternate arrangement of class in his/her absence

The data from the student satisfaction survey assesses perceptions of teachers making alternate arrangements for classes in their absence across different performance levels. Among the students, a significant majority of 61% rated this aspect as "Excellent" indicating high satisfaction with teachers' proactive approach in ensuring continuity of learning. Additionally, 31% considered it "Very Good," suggesting generally positive feedback regarding the

effectiveness of alternate arrangements. A smaller portion, 6%, categorized it as "Good,". Furthermore, 2% of respondents perceived it as "Fair," suggesting limited effectiveness in ensuring class continuity in the teacher's absence. Notably, none of the respondents rated it as "Poor," indicating a generally positive perception of teachers' efforts in this regard.

2. Subject command

a. Focus on syllabi

The data from the student survey evaluates perceptions of teacher focus on syllabi across different performance levels. Among the students, a substantial majority of 60% rated this aspect as "Excellent". Additionally, 40% considered it "Very Good" suggesting generally positive feedback regarding the teachers' commitment to covering syllabus content. Notably, there were no respondents who rated this aspect as "Good" "Fair" or "Poor". Overall, the data suggests that students overwhelmingly perceive their teachers as demonstrating excellent focus on the syllabus, with no significant concerns raised in this regard.

b. Self confidence

The students satisfaction survey indicated, 45% for self-confidence as "Excellent" indicating a high degree of confidence in themselves. Additionally, 38% considered their self-confidence to be "Very Good". A smaller proportion, 10%, categorized their self-confidence as "Good" implying a satisfactory level of confidence with some room for improvement. Furthermore, 5% of respondents perceived their self-confidence as "Fair" indicating some fluctuation or uncertainty in their confidence levels, while only 2% rated their self-confidence as "Poor," suggesting significant challenges in maintaining confidence. Overall, the majority of respondents expressed positive levels of self-confidence.

c. Communication skills – Speaks in English

The data from the student satisfaction survey evaluates perceptions of communication skills, specifically the ability to speak in English. Among the respondents, 50% rated their communication skills as "Excellent" indicating a high proficiency in speaking English. Additionally, 30% considered their skills to be "Very Good" suggesting a strong ability to

communicate effectively in English. A smaller portion, 8%, categorized their skills as "Good". Furthermore, 8% of respondents perceived their skills as "Fair" indicating some difficulty or inconsistency in English communication, while only 4% rated their skills as "Poor" suggesting significant challenges in speaking English fluently.

d. Teaching the subject matter

The result of the student satisfaction survey assessed perceptions of teaching effectiveness in delivering the subject matter with 65% for the teaching of the subject matter as "Excellent" indicating high satisfaction with the instructors' ability to convey the material effectively. Additionally, 30% considered it "Very Good". 5%, categorized it as "Good" implying an acceptable level of teaching with some room for improvement. Notably, there were no respondents who rated it as "Fair" or "Poor," indicating a widespread perception of effectiveness and proficiency in teaching the subject matter among the surveyed students.

3. Use of teaching methods/ teaching aids

a. Use of teaching aids (OHP/Black board/PPT/ICT)

The result of the student satisfaction survey evaluated perceptions of the use of teaching aids, including overhead projectors (OHP), blackboards, PowerPoint presentations (PPT), and information and communication technology (ICT). Among the students, 40% rated the use of teaching aids as "Excellent" indicating high satisfaction with the incorporation of these tools into teaching methods. Additionally, 30% considered it "Very Good" suggesting a strong utilization of teaching aids to enhance learning experiences. A further 15% categorized it as "Good". Moreover, 10% of respondents perceived it as "Fair" indicating some limitations or inconsistencies in the application of teaching aids, while another 5% rated it as "Poor," suggesting significant challenges or inadequacies in their utilization.

b. Use of innovative teaching methods

The analysis of the student satisfaction survey assesses perceptions of the use of innovative teaching methods across different performance levels. Among the students, 35% rated the use of innovative teaching methods as "Excellent". Additionally, 36% considered it "Very Good" suggesting a strong utilization of innovative methods to enhance learning

experiences. A further 15% categorized it as "Good" implying an acceptable level of usage with room for improvement. Moreover, 9% of respondents perceived it as "Fair", while another 5% rated it as "Poor," suggesting challenges or inadequacies in their implementation.

c. Share the answers of class tests or internal test questions after conduct of the class tests/internal test

The results of the student satisfaction survey on perceptions of the sharing of answers to class tests or internal test questions after their conduct indicated 98% Excellent to Very Good. Among the students, a significant majority, 65% rated this practice as "Excellent" indicating high satisfaction with the timely sharing of answers. Additionally, 33% considered it "Very Good". Only 2%, categorized it as "Good" implying an acceptable level of sharing with some room for improvement. Notably, there were no respondents who rated it as "Fair" or "Poor" indicating a widespread perception of effectiveness and satisfaction with the practice of sharing test answers after their conduct among the surveyed students.

d. Shows the evaluated answer books of class tests to the students

The results from the student satisfaction survey evaluates perceptions of teachers showing evaluated answer books of class tests to the students with 75% as excellent Among the students, a significant majority of 75% rated this practice as "Excellent" indicating high satisfaction with the transparency and feedback provided through the display of evaluated answer books. Additionally, 20% considered it "Very Good" suggesting a strong approval of this practice and its contribution to their learning process. A smaller portion, 5%, categorized it as "Good". Notably, there were no respondents who rated it as "Fair" or "Poor" indicating a widespread perception of effectiveness and satisfaction with the practice of showing evaluated answer books of class tests among the surveyed students.

4. About the teacher

a. Punctual to the class

The results of the survey assesses 80% "Excellent" response for punctuality to class among students indicating a high level of consistency and timeliness in attending classes. Additionally, 20% considered their punctuality as "Very Good" suggesting generally good adherence to schedules with occasional minor lapses. Importantly, there were no respondents

who rated their punctuality as "Good" "Fair," or "Poor" indicating a widespread perception of strong punctuality among the surveyed individuals.

b. Delivery of structured lecture

The survey evaluates the delivery of structured lectures by teachers across different performance levels. Among the students, a significant majority of 62% rated the delivery of structured lectures as "Excellent" indicating high satisfaction with the organization and coherence of the lectures. Additionally, 31% considered it "Very Good". 5%, categorized it as "Good" implying an acceptable level of structure with some room for improvement. 2% of respondents perceived it as "Fair" indicating some concerns or inconsistencies in the delivery of structured lectures. Notably, there were no respondents who rated it as "Poor" indicating a widespread perception of effectiveness and satisfaction with the structured delivery of lectures among the surveyed students.

c. Helping approach towards various academic interests of students

The data from the survey evaluates students perceptions of teachers' helpfulness towards various academic interests of students across different performance levels. Among the respondents, 46% rated their teachers' approach as "Excellent" indicating high satisfaction with their willingness and support in addressing academic interests. Additionally, 35% considered it "Very Good" suggesting a strong approval of the teachers' assistance and guidance in various academic pursuits. 11%, categorized it as "Good" implying an acceptable level of support with some room for improvement. Furthermore, 4% of respondents perceived it as "Fair". Similarly, 4% rated it as "Poor" suggesting significant challenges or inadequacies in providing support.

d. New teaching methods used

The data from the survey assesses the utilization of new teaching methods by teachers across different performance levels. Among the respondents, 38% rated the use of new teaching methods as "Excellent. Additionally, 29% considered it "Very Good" suggesting a strong approval of the incorporation of new methods to enhance learning experiences. A further 19% categorized it as "Good" implying an acceptable level of usage with some room for improvement. Moreover, 10% of respondents perceived it as "Fair" indicating some limitations or inconsistencies in the application of new teaching methods, while another 4% rated it as "Poor" suggesting significant challenges or inadequacies in their utilization.

5. Student satisfaction survey on teaching learning process

a. How much of the syllabus are covered in the class

The data from the student satisfaction survey evaluates perceptions of the coverage of the syllabus in class across different performance levels. Among the respondents, a significant majority of 86% rated the coverage of the syllabus as "Excellent," indicating high satisfaction with the extent to which course material is addressed during class time. Additionally, 10% considered it "Very Good," suggesting a strong perception that a substantial portion of the syllabus is covered. A smaller portion, 3%, categorized it as "Good," implying an acceptable level of coverage with some room for improvement. Moreover, 1% of respondents perceived it as "Fair," indicating some concerns or limitations in the coverage of the syllabus, while none rated it as "Poor." Overall, the data suggests that the majority of respondents are satisfied with the coverage of the syllabus in class, with only minor variations in perceptions among smaller segments regarding the extent of coverage.

b. How well did the teacher prepare for the classes

The survey assesses perceptions of how well teachers prepare for classes across different performance levels. Among the respondents, a significant majority of 65% rated the preparation of teachers as "Excellent" indicating high satisfaction with the thoroughness and readiness of teachers before classes. Additionally, 30% considered it "Very Good" suggesting a strong approval of the level of preparation demonstrated by teachers. 2%, categorized it as "Good" implying an acceptable level of preparation with some room for improvement. Moreover, 3% of respondents perceived it as "Fair" indicating some concerns or limitations in teacher preparation, while none rated it as "Poor"

c. Fairness of the internal evaluation process of the teacher

The survey assesses the fairness of the internal evaluation process of teachers across different performance levels. Among the respondents, 54% rated the fairness of the internal evaluation process as "Excellent" indicating high satisfaction with the equity and impartiality of the assessment methods. 22% considered it "Very Good" suggesting a strong approval of the fairness demonstrated in the evaluation process. 12%, categorized it as "Good" implying an acceptable level of fairness with some room for improvement. Moreover, 8% of respondents perceived it as "Fair" indicating some concerns or limitations in the fairness of the evaluation

process, while 4% rated it as "Poor" suggesting significant challenges or inadequacies in ensuring fairness.

d. The institution provides multiple opportunities to learn & grow

The survey evaluates perceptions regarding the institution's provision of multiple opportunities to learn and grow across different performance levels. Among the respondents, 51% rated the institution's efforts as "Excellent" indicating high satisfaction with the abundance of learning and growth opportunities provided. 19% considered it "Very Good,". A further 16% categorized it as "Good," implying an acceptable level of opportunity provision with some room for improvement. Moreover, 14% of respondents perceived it as "Fair," indicating some concerns or limitations in the availability of learning opportunities, while 10% rated it as "Poor" suggesting significant challenges or inadequacies in ensuring ample chances for growth.

e. Teachers are able to identify your weakness & help you to overcome them

The results of the survey assesses perceptions regarding teachers' ability to identify weaknesses and assist students in overcoming them across different performance levels. Among the respondents, 47% rated teachers' proficiency in this aspect as "Excellent" indicating high satisfaction with their ability to discern weaknesses and provide support. 19% considered it "Very Good" suggesting a strong approval of teachers' efforts in identifying and addressing student weaknesses. A further 12% categorized it as "Good" implying an acceptable level of effectiveness in helping students overcome weaknesses, with room for improvement. Moreover, 14% of respondents perceived it as "Fair" indicating some limitations or inconsistencies in teachers' ability to identify and assist with weaknesses, while 8% rated it as "Poor" suggesting significant challenges or inadequacies in this regard.

f. Teachers encourage you to participate in extra-curricular activities

The survey evaluates teachers' encouragement of participation in extracurricular activities across different performance levels. Among the respondents, 47% rated teachers' encouragement as "Excellent" indicating high satisfaction with their support and promotion of participation in extracurricular activities. Additionally, 20% considered it "Very Good". A further 13% categorized it as "Good" implying an acceptable level of encouragement with some

room for improvement. Moreover, 11% of respondents perceived it as "Fair," indicating some limitations or inconsistencies in teachers' encouragement, while 9% rated it as "Poor," suggesting significant challenges or inadequacies in this regard.

g. The teacher illustrate the concepts through examples & applications

The survey assesses perceptions regarding the teacher's effectiveness in illustrating concepts through examples and applications across different performance levels. Among the respondents, 45% rated the teacher's ability in this aspect as "Excellent" indicating high satisfaction with their use of examples and applications to clarify concepts. Additionally, 25% considered it "Very Good" suggesting a strong approval of the teacher's efforts in illustrating concepts effectively. A further 12% categorized it as "Good" implying an acceptable level of effectiveness with some room for improvement. Moreover, 11% of respondents perceived it as "Fair," indicating some limitations or inconsistencies in the teacher's approach, while 7% rated it as "Poor," suggesting significant challenges or inadequacies in this regard.

h. Was your performance in assignments discussed with you?

The survey evaluates discussion of individual performance in assignments with teachers across different performance levels. Among the respondents, 33% rated the discussion of their performance as "Excellent" indicating high satisfaction with the feedback provided by teachers. Additionally, 28% considered it "Very Good" suggesting a strong approval of the communication regarding assignment performance. A further 18% categorized it as "Good" implying an acceptable level of discussion with some room for improvement. Moreover, 13% of respondents perceived it as "Fair" indicating some limitations or inconsistencies in the discussion of assignment performance, while 9% rated it as "Poor" suggesting significant challenges or inadequacies in this regard.

i. How well did the teacher able to communicate?

The survey evaluates perceptions of the teacher's communication skills across different performance levels. Among the respondents, 45% rated the teacher's ability to communicate as "Excellent" indicating high satisfaction with their communication skills. Additionally, 27% considered it "Very Good" suggesting a strong approval of the clarity and effectiveness of the teacher's communication. A further 15% categorized it as "Good" implying an acceptable level of communication with some room for improvement. Moreover, 5% of respondents perceived

it as "Fair" indicating some limitations or difficulties in communication, while 8% rated it as "Poor" suggesting significant challenges or inadequacies in this regard.

j. The institute / teachers use student centric methods

The student satisfaction survey assesses perceptions of the use of student-centric methods by the institute or teachers across different performance levels. Among the respondents, 54% rated the use of student-centric methods as "Excellent," indicating high satisfaction with the institution or teachers' emphasis on student-centered approaches to learning. Additionally, 22% considered it "Very Good," suggesting a strong approval of the incorporation of student-centric methods in education. A further 14% categorized it as "Good," implying an acceptable level of implementation with some room for improvement. Moreover, 10% of respondents perceived it as "Fair," indicating some limitations or inconsistencies in the use of student-centric methods, while none rated it as "Poor." Overall, the data suggests that the majority of respondents perceive the institute or teachers as employing student-centric methods effectively, with only minor variations in perceptions among smaller segments regarding the effectiveness and consistency of these approaches.

k. Teachers sincerity/commitment in the profession

The survey evaluates perceptions of teachers' sincerity and commitment in the profession across different performance levels. Among the respondents, a significant majority of 80% rated teachers' sincerity and commitment as "Excellent" indicating high satisfaction with their dedication to the profession. Additionally, 15% considered it "Very Good" suggesting a strong approval of teachers' sincerity and commitment. A smaller portion, 5%, categorized it as "Good" implying an acceptable level of sincerity and commitment with some room for improvement. Notably, there were no respondents who rated it as "Fair" or "Poor" indicating a widespread perception of strong dedication among the surveyed individuals. Overall, the data suggests that the majority of respondents are highly satisfied with the sincerity and commitment demonstrated by teachers in their profession.

6. Career Counselling and Placement

a. Career Guidance

The survey assesses perceptions of career guidance provided by the institution or teachers across different performance levels. Among the respondents, 50% rated the career guidance as "Excellent" indicating high satisfaction with the support and direction provided for career planning. Additionally, 25% considered it "Very Good" suggesting a strong approval of the guidance offered. A further 20% categorized it as "Good" implying an acceptable level of support with some room for improvement. Moreover, 10% of respondents perceived it as "Fair" indicating some limitations or inconsistencies in career guidance, while none rated it as "Poor"

b. Placement Cell

Among the respondents of the student satisfaction survey, 40% rated the Placement Cell as "Excellent" indicating high satisfaction with its effectiveness in facilitating placements. Additionally, 20% considered it "Very Good" suggesting a strong approval of the services provided. A further 25% categorized it as "Good" implying an acceptable level of performance with room for improvement. Moreover, 10% of respondents perceived it as "Fair" indicating some limitations or inconsistencies in the services offered, while 5% rated it as "Poor" suggesting significant challenges or inadequacies in facilitating placements.

c. Co-operation in co-curricular activities

The results of the survey indicated cooperation in co-curricular activities, among which 50% rated cooperation in co-curricular activities as "Excellent" indicating high satisfaction with the level of collaboration and support. Additionally, 20% considered it "Very Good" suggesting a strong approval of the cooperative environment. A further 11% categorized it as "Good" implying an acceptable level of cooperation with some room for improvement. Moreover, 9% of respondents perceived it as "Fair" indicating some limitations or inconsistencies in cooperation, while 10% rated it as "Poor" suggesting significant challenges or inadequacies in fostering cooperation in co-curricular activities.

7. Social life and campus safety

a. Inside campus(social life)

The results of the survey indicated social life inside the campus as excellent and Very Good. Among the respondents, a significant majority of 80% rated the social life inside the campus as "Excellent" indicating high satisfaction with the social atmosphere and activities available within the campus. Additionally, 20% considered it "Very Good" suggesting a strong approval of the social environment. Notably, there were no respondents who rated it as "Good" "Fair" or "Poor" indicating a widespread perception of excellence in the social life within the campus.

b. Outside campus (social life)

The survey indicated perceptions of social life outside the campus as Excellent to Good. Among the respondents, a significant majority of 79% rated the social life outside the campus as "Excellent" indicating high satisfaction with the social opportunities and activities available beyond the campus boundaries. Additionally, 19% considered it "Very Good" suggesting a strong approval of the social environment outside the campus. A small portion, 2%, categorized it as "Good" implying an acceptable level of social life, with some room for improvement. Notably, there were no respondents who rated it as "Fair" or "Poor" indicating a widespread perception of excellence in the social life outside the campus.

c. Campus safety

The survey indicated perceptions of campus safety as Excellent to Very good. An overwhelming majority of 90% rated campus safety as "Excellent" indicating high satisfaction with the safety measures and environment on campus. Additionally, 10% considered it "Very Good" suggesting a strong approval of the safety protocols in place. Notably, there were no respondents who rated it as "Good" "Fair" or "Poor" indicating a widespread perception of excellence in campus safety.

8. Clubs and student organization

The results of the student satisfaction survey reflects performance of clubs and student organizations in the campus as Excellent to Very Good. Among the respondents, an overwhelming majority of 95% rated clubs and student organizations as "Excellent" indicating high satisfaction with the variety and quality of extracurricular opportunities available.

Additionally, 5% considered it "Very Good" suggesting a strong approval of the clubs and organizations. Notably, there were no respondents who rated it as "Good" "Fair" or "Poor" indicating a widespread perception of excellence in this aspect. Overall, the data suggests that the vast majority of respondents are highly satisfied with the clubs and student organizations offered by the institution.

CONCLUSION

Majority of the students opined through the survey that, the satisfaction level of educational experience in the campus, reflected through various questions as very good. The overall satisfaction in survey obtained good score from the participant response indicating they were satisfied with the services rendered by the college. Identified weaker areas, however minor, allowed us to pinpoint gaps and enhance the academic environment on campus for a superior student experience.