STUDENTS SATISFCATION SURVEY (SSS)- REPORT 2023-2024

Courses studying
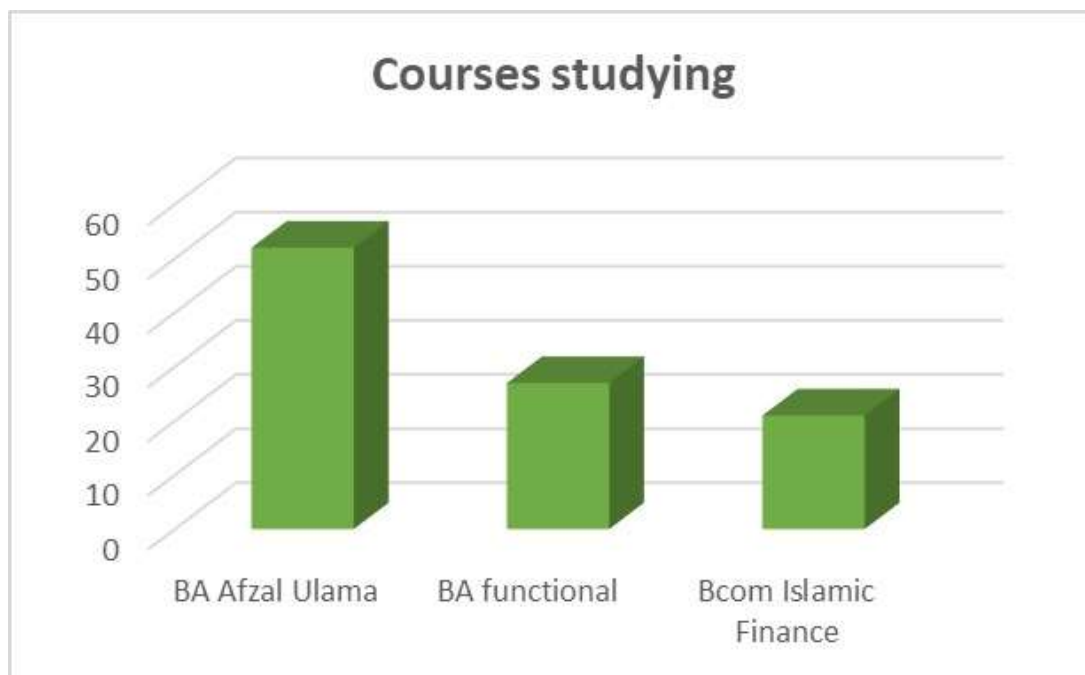
The table summarizes the enrollment numbers in three academic programs: **BA Afzal Ulama**, **BA Functional**, and **BCom Islamic Finance**, with a total of 48 students. Each program's enrollment highlights the preferences and interests of students in their academic journey.

The **BA Afzal Ulama** program has the highest number of students, with 25 individuals enrolled. This indicates a strong interest in this field, likely reflecting its relevance or appeal to students who are drawn to specialized studies in language, culture, or religious scholarship.

The **BA Functional** program, with 13 students, demonstrates moderate popularity. This program may appeal to students who are interested in interdisciplinary or applied fields of study, offering practical applications in their education.

Finally, the **BCom Islamic Finance** program has 10 students, showing a niche interest in finance combined with Islamic principles. Although it has the smallest enrollment, it could represent a specialized career path for students who seek opportunities in finance sectors aligned with ethical or religious values. The diversity in enrollment suggests varying priorities and career aspirations among the students.
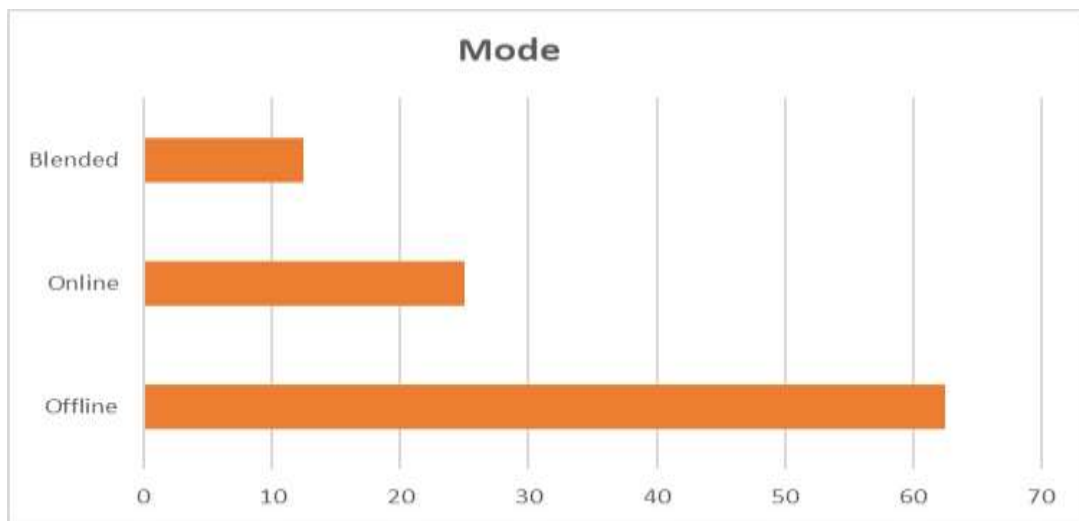
Mode

The data highlights the preferences of 48 students regarding the mode of classes: **Offline**, **Online**, and **Blended**. A majority of students prefer offline learning, which accounts for **62.5%** of the total, followed by **Online** and **Blended** modes. This distribution reflects diverse learning needs and preferences within the group.

The preference for offline classes, chosen by **30 students**, suggests that face-to-face interaction remains the most effective learning mode for many. This could be due to the benefits of real-time interaction with teachers and peers, a structured environment, and fewer distractions compared to virtual settings. Students who thrive in traditional classroom setups or require hands-on guidance tend to favor this mode.

In contrast, **Online** and **Blended** learning modes are preferred by smaller groups, with **12 students** (25%) opting for online classes and only **6 students** (12.5%) for blended learning. These options cater to students who value flexibility or require alternatives due to personal schedules or geographic constraints. While online learning provides maximum convenience, blended learning offers the best of both worlds—combining the flexibility of online learning with occasional face-to-face engagement. However, their lower preference rates might indicate challenges like reduced engagement or technological barriers for some students.

Choice of time
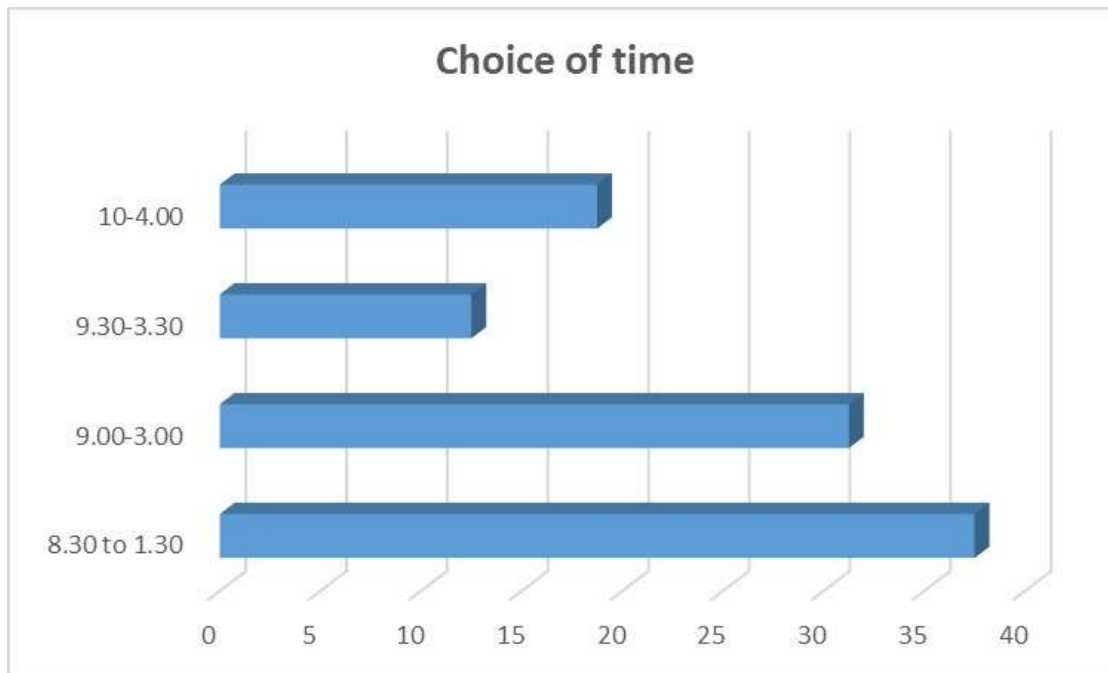
These time slots represent different school or work schedules, each indicating the number of hours spent in class or work per day. Here's a breakdown of each option:

8:30 AM to 1:30 PM (37.5% Preference)

The 8:30 AM to 1:30 PM schedule spans 5 hours, offering a compact and efficient block of time. This schedule is likely favored by students or employees who prefer an earlier start to their day and want their afternoons free for other activities. The shorter duration helps maintain focus and energy, as there are fewer hours of work or study at a time. Additionally, it allows for ample time in the afternoon for personal commitments, study, or relaxation, contributing to its higher popularity among the options.

9:00 AM to 3:00 PM (31.25% Preference)

This traditional 6-hour schedule runs from mid-morning to mid-afternoon. It provides enough time for lectures, discussions, and collaboration while allowing for breaks and a set lunch hour. This balanced structure appeals to those who prefer a regular and familiar routine. Furthermore, it leaves the evening free for extracurricular activities, socializing, or independent study, which makes it an ideal choice for many. Its familiarity and standardization in many institutions make this option widely accepted.

9:30 AM to 3:30 PM (12.5% Preference)

This schedule extends the day slightly, offering 6 hours but starting half an hour later than the previous option. For those who are not early risers, this timing might be preferable. However, starting later can mean that the day stretches longer into the afternoon, which might not appeal to people who prefer to finish their day earlier. Despite offering a similar total duration, the later start could result in less time for personal activities in the evening, making this option less popular than the earlier time slots.

10:00 AM to 4:00 PM (18.75% Preference)

This option provides 6 hours of class or work time but begins even later. It caters to those who feel more productive during the later hours of the day or prefer a slower start. However, this schedule extends further into the afternoon and could cut into evening activities. Despite this, those who aren't early risers or enjoy a relaxed morning might find it more suitable. The lower preference for this schedule could be due to its late finish time, which limits personal time after work or class.
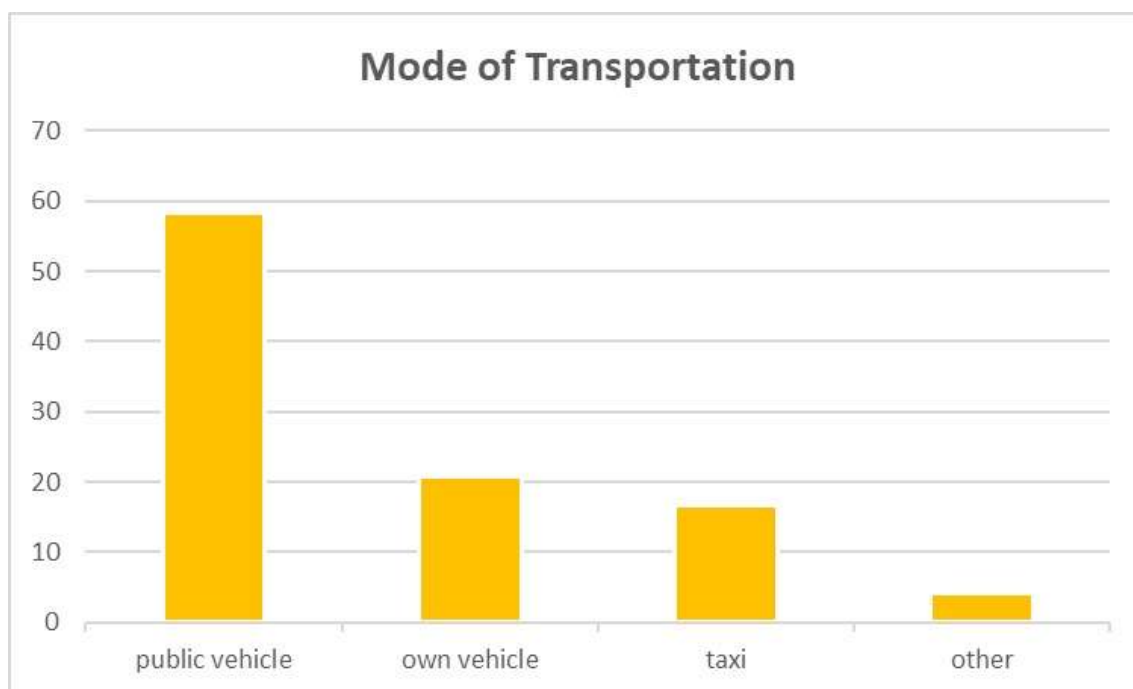
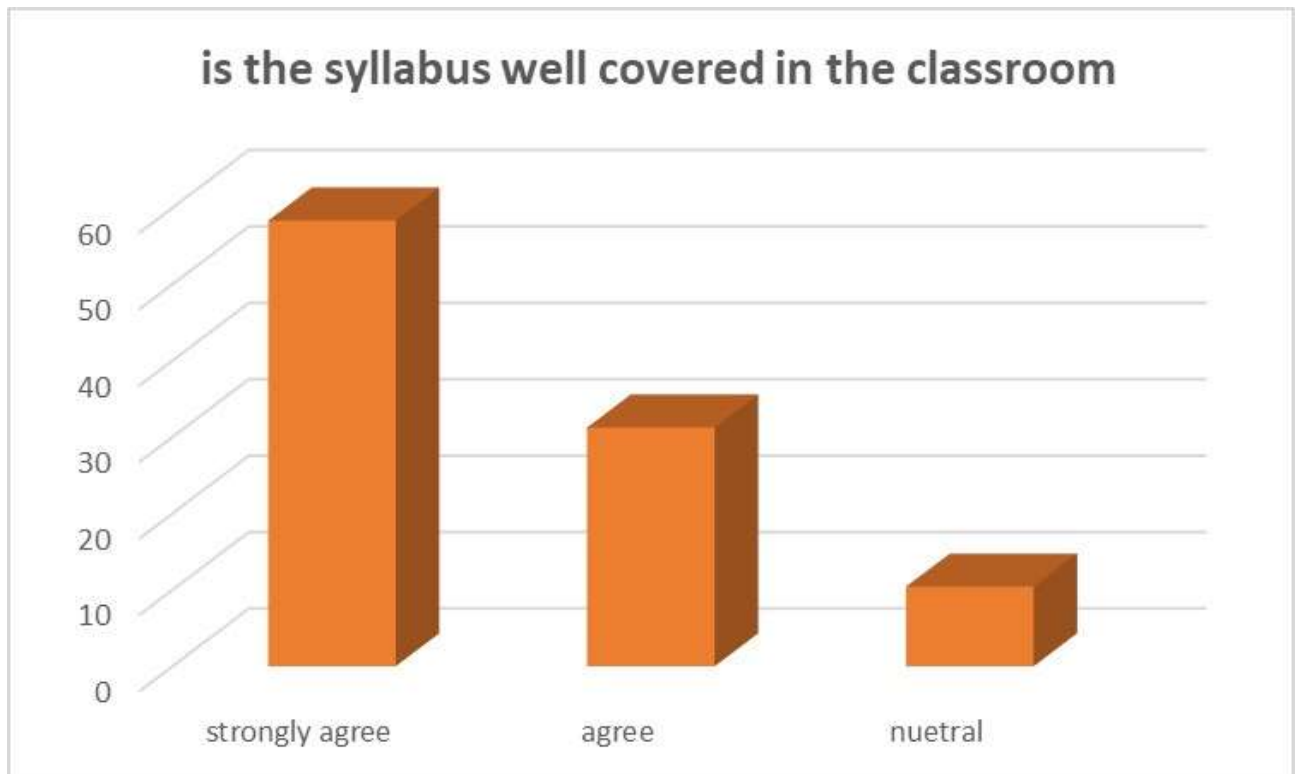

he most popular mode of transportation is public vehicles, with 28 people (58.33%) opting for them, likely due to their cost-effectiveness and wide accessibility, suggesting a strong public transportation system. The second most common choice is using personal vehicles, with 10 people (20.83%) relying on
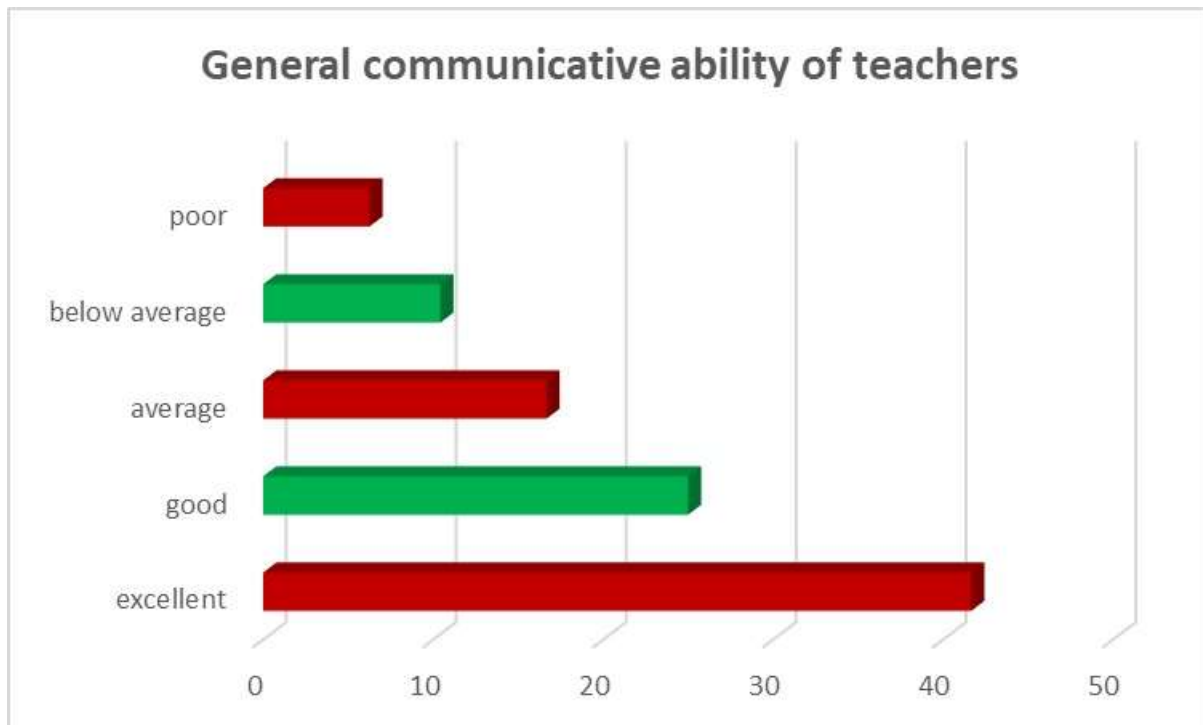
their cars or motorcycles for greater independence and flexibility, despite the associated costs. Taxis are used by 8 people (16.67%), providing a more private and direct option, though at a higher cost. A smaller group of 2 people (4.17%) use other forms of transport, such as cycling, walking, or ridesharing services like Uber, often based on personal preference or specific needs.
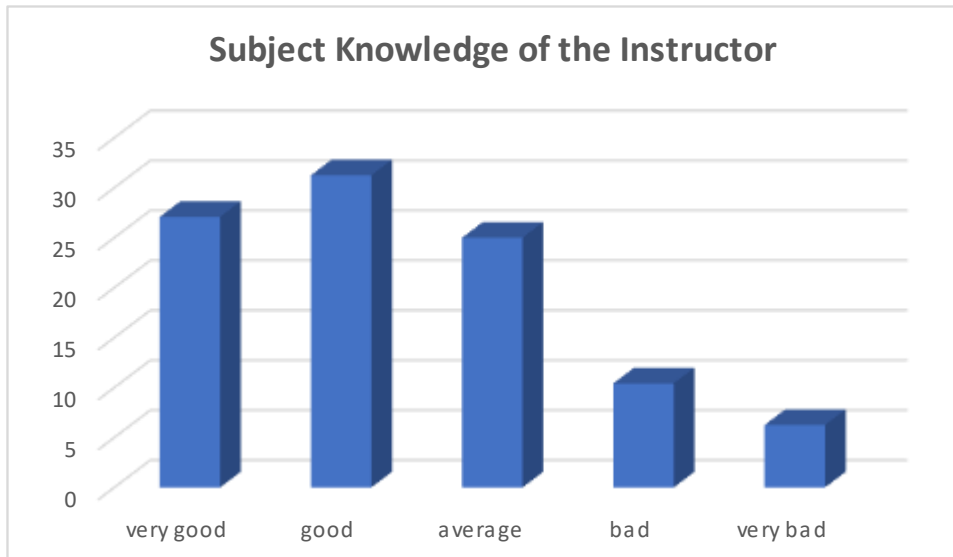

facilities satisfied
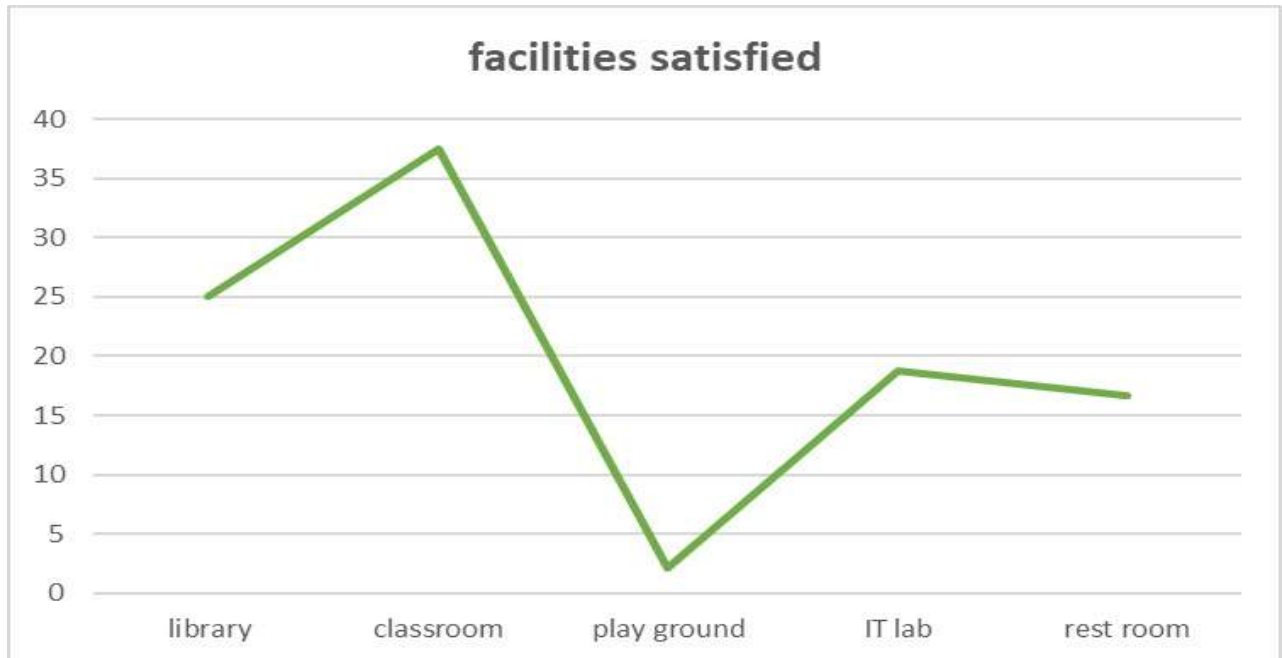
The most frequently used space is the classroom, with 18 people (37.5%) utilizing it, likely due to its primary function for learning and group activities. The library follows with 12 people (25%), suggesting it is an essential resource for studying or research. The IT lab is used by 9 people (18.75%), indicating its importance for accessing technology or digital learning tools. The restroom is utilized by 8 people (16.67%), reflecting its necessity for breaks during the day. The playground, with just 1 person (2.08%), is the least used, possibly due to limited outdoor activities or the nature of the environment.

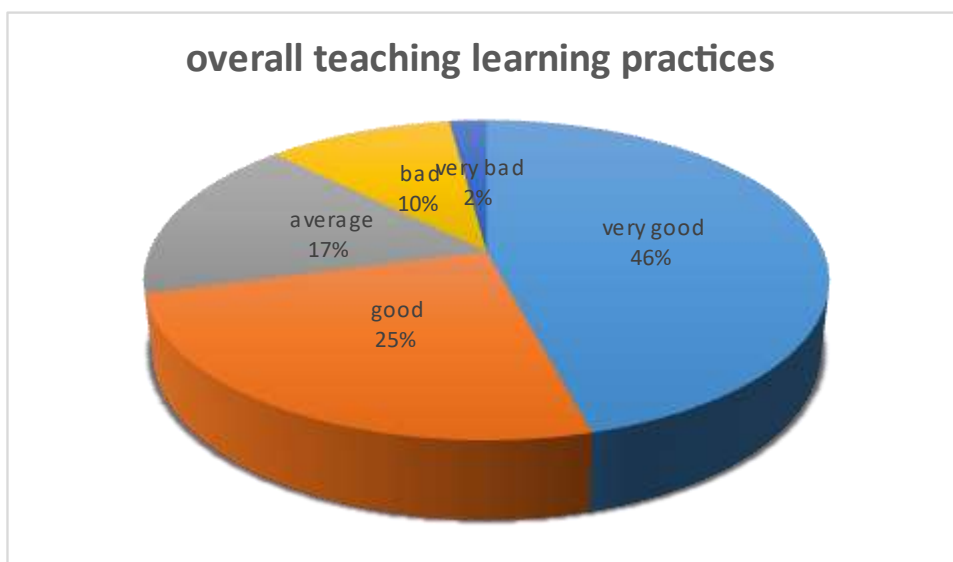**is the syllabus well covered in the classroom**

The facilities in the classroom are generally well-received, with 22 people (45.83%) rating them as "very good." This suggests that the classroom environment, including its resources and amenities, is meeting the expectations of most individuals. Another 12 people (25%) consider the facilities "good," indicating a positive experience, though with some room for improvement. Eight people (16.67%) rated the facilities as "average," suggesting that while the classroom might meet basic requirements, there could be areas for enhancement. Five people (10.42%) rated them as "bad," indicating dissatisfaction with some aspects of the classroom facilities. Finally, just one person (2.08%) rated the facilities as "very bad," highlighting a small but notable dissatisfaction, possibly due to significant issues with the classroom environment or equipment.

General communicative ability of teachers

he general communication from teachers is generally viewed positively, with 20 people (41.67%) rating it as "excellent," suggesting that the majority feel that teachers effectively convey information, engage students, and create a clear and open line of communication. Another 12 people (25%) rated the communication as "good," indicating that while it is generally satisfactory, there might still be occasional room for improvement. Eight people (16.67%) found the communication to be "average," implying that while it meets basic needs, there may be a lack of consistency or clarity at times. Five people (10.42%) rated it as "below average," reflecting dissatisfaction, possibly due to issues like unclear instructions or difficulty in reaching the teachers. Lastly, three people (6.25%) rated the communication as "poor," suggesting significant concerns with how teachers communicate, which could affect students' understanding and engagement.

Subject Knowledge of the Instructor

The facilities in the classroom are generally well-received, with 22 people (45.83%) rating them as "very good." This suggests that the classroom environment, including its resources and amenities, is meeting the expectations of most individuals. Another 12 people (25%) consider the facilities "good," indicating a positive experience, though with some room for improvement. Eight people (16.67%) rated the facilities as "average," suggesting that while the classroom might meet basic requirements, there could be areas for enhancement. Five people (10.42%) rated them as "bad," indicating dissatisfaction with some aspects of the classroom facilities. Finally, just one person (2.08%) rated the facilities as "very bad," highlighting a small but notable dissatisfaction, possibly due to significant issues with the classroom environment or equipment.


overall teaching learning practices

The ratings for overall teaching and learning practices indicate a generally positive reception, with 22 people (45.83%) rating them as "very good," suggesting that most individuals are highly satisfied with the teaching methods

and learning environment. Another 12 people (25%) considered the practices "good," indicating that they are effective but may have some room for minor improvements. Eight people (16.67%) rated the practices as "average," which means they meet basic expectations but may lack innovation or consistency in engaging students. Five people (10.42%) rated them as "bad," pointing to dissatisfaction with certain aspects of teaching or learning methods, possibly indicating areas that need significant improvement. Finally, one person (2.08%) rated the practices as "very bad," highlighting a more serious concern with the overall quality of the teaching and learning environment.
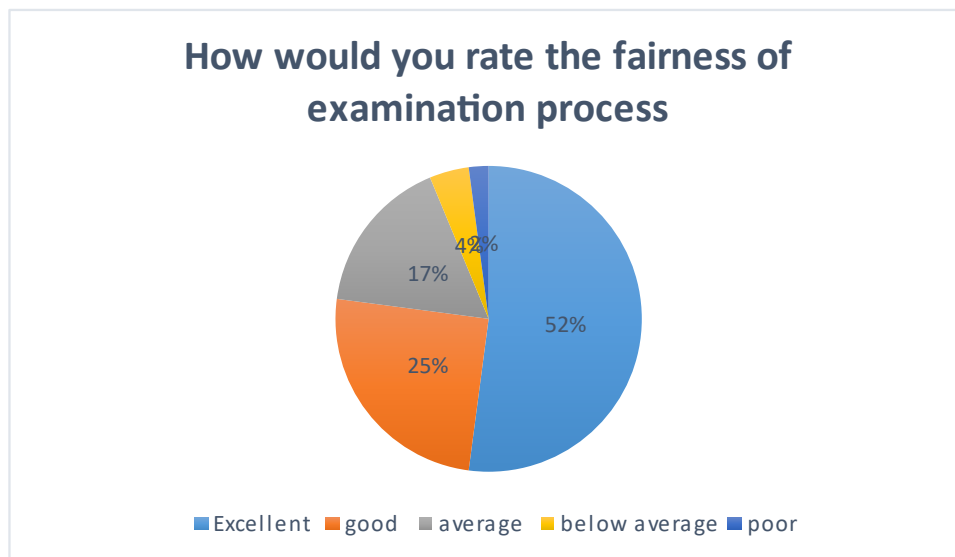
The ratings for the fairness of examinations show that most individuals perceive the exams to be fair, with 25 people (52.08%) rating them as "excellent," indicating strong satisfaction with the exam process, possibly due to clear instructions, fair grading, and well-designed questions. Another 12 people (25%) rated the fairness as "good," suggesting that the exams are generally considered fair, though there may be some minor concerns or areas for improvement. Eight people (16.67%) rated the fairness as "average," implying that while the exams meet basic expectations, there may be elements that could be made more transparent or equitable. Two people (4.17%) rated the fairness as "below average," pointing to concerns with certain aspects of the exam process that might be perceived as biased or unclear. Finally, one person (2.08%) rated the fairness as "poor," reflecting significant dissatisfaction with the fairness of the exams, indicating possible issues with inconsistency or perceived unfairness in the evaluation process.

**Are you aware of expected Progran outcome/course outcome**
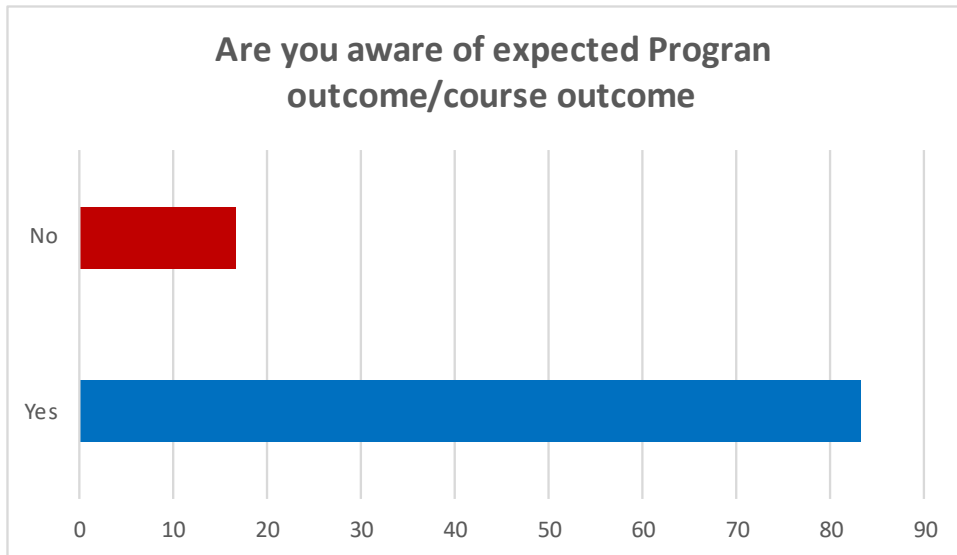
The majority of individuals, 40 people (83.33%), are aware of the expected Course Outcomes (CO) and Program Outcomes (PO), indicating that most students or participants have a clear understanding of what is expected of them in terms of learning goals and program objectives. This high level of awareness suggests that the institution or program has been effective in communicating these outcomes. On the other hand, 8 people (16.67%) are not aware of the expected CO and PO, which may point to gaps in communication or a lack of emphasis on these important educational objectives, potentially affecting students' ability to align their efforts with course and program goals.

**is the syllabus well covered in the classroom**
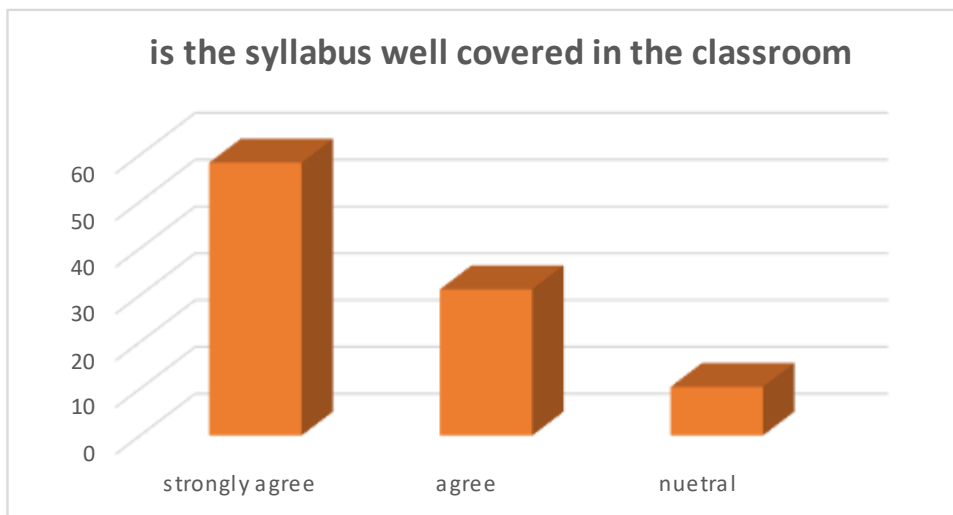
The majority of individuals, 28 people (58.33%), strongly agree that the syllabus is adequately covered in the classroom, suggesting a high level of satisfaction with how the curriculum is being taught and delivered. Fifteen people (31.25%) agree, indicating that they also feel the syllabus is generally covered, but with perhaps minor concerns or areas where some topics could be addressed more thoroughly. Five people (10.42%) remain neutral, suggesting that they neither

agree nor disagree, possibly due to a perception that some parts of the syllabus may not be covered in enough detail or that the pace of coverage varies. Overall, most people seem to feel that the syllabus is well-handled in the classroom.

**Have you visited RUA website before admission**
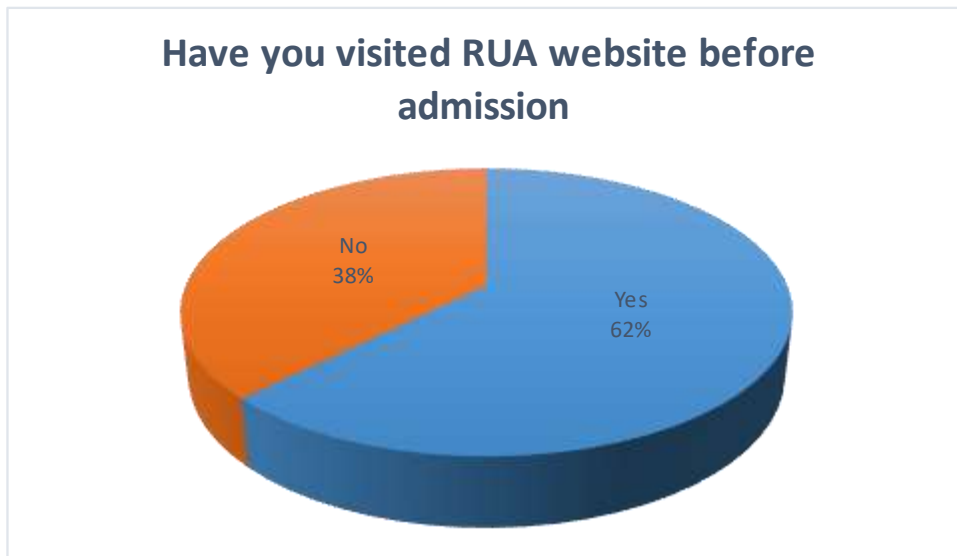
The data shows that 30 people (62.5%) visited the RUA college website before admission, indicating that a majority sought information through the website, likely to learn about the institution's programs, facilities, and admission procedures. This suggests the website plays a significant role in providing essential information to prospective students. However, 18 people (37.5%) did not visit the website before admission, which may point to reliance on other sources of information, such as word-of-mouth, brochures, or direct interactions with the college. This highlights an opportunity for the institution to further promote the website as a primary source of information for prospective students.

How did you come to know about RUA College
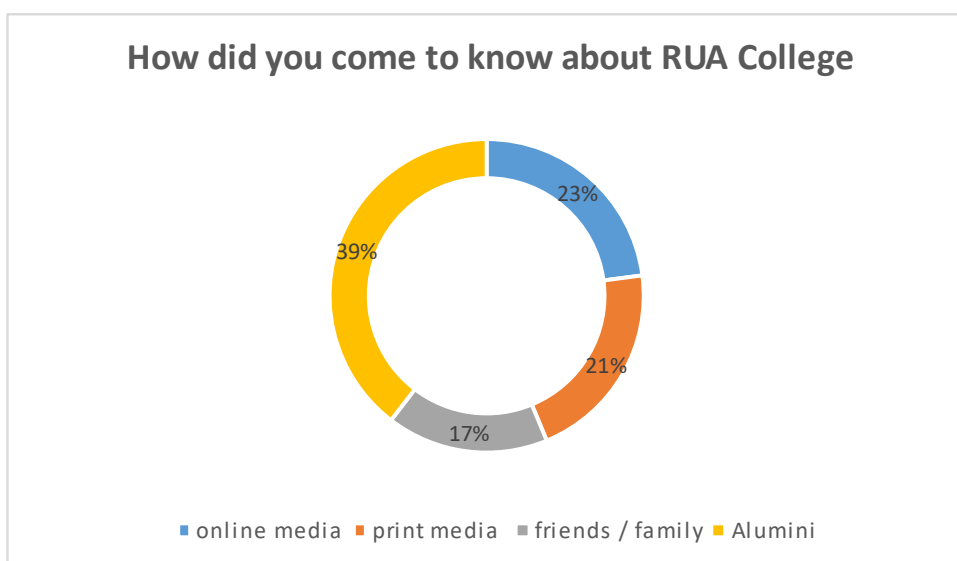
The data shows that the most common way people learned about the college was through alumni, with 19 individuals (39.58%) citing this source. This underscores

the significant role alumni play in promoting the college and sharing their positive experiences. Online media is the second most common source, with 11 people (22.92%) learning about the college through digital platforms, reflecting the growing importance of online presence in attracting prospective students. Print media, such as brochures, newspapers, or advertisements, informed 10 people (20.83%), demonstrating its continued relevance. Lastly, 8 people (16.67%) found out about the college through friends or family, highlighting the influence of personal recommendations and word-of-mouth. These findings suggest that a mix of alumni advocacy, digital outreach, and traditional media contribute to the college's visibility and reputation.

Subject Knowledge of the Instructor
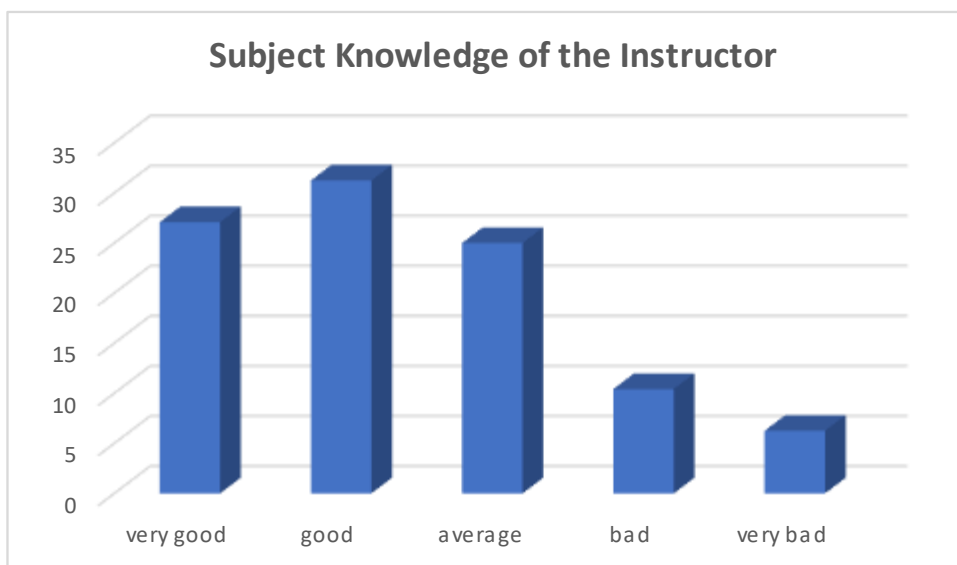
The ratings for the subject knowledge of instructors indicate a generally positive perception. Thirteen people (27.08%) rated the instructors' knowledge as "very good," reflecting a high level of satisfaction and confidence in their expertise. Fifteen people (31.25%) rated it as "good," indicating that the instructors are well-informed but may have some areas for improvement. Twelve people (25%) rated the subject knowledge as "average," suggesting that while the instructors meet basic expectations, there might be inconsistencies or gaps in their understanding. Five people (10.42%) rated it as "bad," pointing to dissatisfaction with certain instructors' grasp of the subject matter..