



Policy for Student Satisfaction and Feedback Collection and Analysis 2023
Mid-West University School of Management (MUSOM)

Approved by MUSOM Governing Council on Wednesday, Aug 2, 2023 (2080/04/17)

Birendarnagar, Surkhet, Karnali Province

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1. Preamble

This policy and associated procedures outline principles, responsibilities, and procedures in relation to obtaining, analyzing, evaluating, and disseminating data concerning the quality of the learning and teaching experiences of students. MUSOM uses student satisfaction and feedback as well as other sources of data, to inform continuous improvement of its courses, units, and teaching.

2. Scope

This Policy applies to all MUSOM courses, students, teaching staff, academic departments, cells, and units.

3. Principles

3.1 The following principles form the foundation for this Policy.

1. Student satisfaction and feedback data collection should be conducted in a systematic and ethical manner that respects the confidentiality and privacy of students and staff.
2. The analysis of student feedback data enables the identification of both the strengths of MUSOM courses, units, and teaching and areas where improvements may be required.
3. Student feedback data enables academic staff to reflect on the quality of their units and teaching.
4. Student feedback data should be used in ways that will lead to improvements in the quality of the student learning experience at MUSOM.

4. Context

MUSOM provides regular and systematic opportunities for students to provide feedback in order to:

1. Gather data concerning the quality of its courses, units and teaching to inform students, staff, institutional academic and corporate governance bodies, regulators and professional associations
2. Initiate evidence-based improvements to courses, units and teaching
3. Ensure that student feedback is an integral and valued part of the continuous improvement process
4. Provide staff with information in regard to curriculum development, the quality of pedagogy, assessment and resources, and areas requiring improvement
5. Enable the College and its staff to identify professional development needs and develop plans for meeting those needs



6. Provide data for staff that may be used to support applications for promotion and in performance review procedures
7. Provide data that may be used in the development of the Strategic Plan and other plans that operationalize the Strategic Plan.

5. Policy Statements

1. Internal unit surveys of the student experience will normally be conducted toward the end of the semester. This is part of the MUSOM Quality Assurance cycle used to monitor the student experience of courses, units, and teaching and to provide data on which to base improvements.
2. In the processes associated with the collection, analysis, dissemination, and reporting of student satisfaction and feedback data the confidentiality and privacy of students and staff are always to be maintained.
3. Student satisfaction and feedback are also collected from other instruments and data sources, such as focus groups, other surveys, and peer evaluation, in order to monitor the quality of MUSOM courses, units, teaching, and other support services. Academic staff members are expected to reflect upon student feedback data and use it to improve the quality of their units and teaching.
4. Students are expected to provide constructive feedback on the quality of their courses, units and teaching, free of racist, sexist or abusive intent. MUSOM will participate in external graduate and student experience surveys, such as the Student Experience Survey and the Graduate Outcomes Survey, incorporating the Course Experience Questionnaire, funded by the UGC Nepal Research Division and QAA Division.

6. Internal student feedback

6.1 Survey instruments

MUSOM has developed the following internal surveys to seek and use student feedback on courses, units and teaching quality:

1. The Unit Evaluation Questionnaire (UEQ) gathers feedback from students on their experiences of learning and quality of teaching in units
2. The Library Student Satisfaction Survey
3. The Workshop Evaluation Survey (refers to short professional training workshops, not part of the formal curricula)
4. The Orientation Survey.

6.2 Procedures

6.2.1 Conducting the UEQ surveys

Towards the end of each semester study period, academic staff will have discussed with



students the survey process, its purpose and the value placed on it by the School, and any actions taken as a result of the last evaluation. The survey will be promoted through a range of different communication strategies to students.

Surveys will be made available online by the Department of Research, Entrepreneurship, and Innovation for students to access at a determined time. Students will receive an initial request to complete the survey, with reminders to non-respondents normally over a 3 to 4-week period near the end of each semester period. The platform used for the survey needs to ensure the confidentiality of responders.

6.2.2 Analysis of the survey results and feedback to students and staff

- a) At the conclusion of each semester, the UEQ survey results are compiled into a report for each unit and teacher containing response rates, a summary of the results (including percentage of positive responses and other statistics), and student responses to open-ended questions. The course content-responsible faculty, together with the appropriate Head of the program, review the results and comment on trends. They note, and comment upon, areas of concern or noteworthiness. The Heads of programs, through Academic Committee Course Reports, provide analyzed summaries of the UEQ results, noting areas of good performance across units and areas where action and/or support may be required to improve the quality of the unit and/or teaching, including trends that may be apparent across units with a course.
- b) Key unit statistics (percentage positive) are reported through the end-of-session Management Unit Reports. Trends and any problem areas are reported to the Academic Committee.
- c) Unit Coordinators will provide students with feedback on the survey results from the previous time the unit ran and highlight any actions undertaken in response to the feedback.
- d) As an outcome of the UEQ, and other forms of feedback, the Department report proposed minor changes to units to the Head of programs who approves these and summarizes these in a report to the Academic Committee. Any non-minor changes that are proposed by the course content faculty, in collaboration with their respective Head of Department, are fully documented as a Curriculum Change Proposal to the Director for review and potential approval. All non-minor course/unit changes are recorded in a Curriculum Change Register. The register is reviewed and monitored on an ongoing basis by the Academic Committee and summarized in the Annual Course Reports to the Governing Council.
- e) Results of the Library Student Satisfaction Survey are analyzed by the Library Manager and proposed actions (i.e. changes to library services, facilities, and resources) are reported to the Department heads.
- f) Results of the feedback on extra-curricular workshops and webinars (such as academic skills workshops and in-class library and learning support sessions) are analyzed by the respective
- g) The department head (e.g. Learning and Teaching Support Manager, Library Manager). Any proposed changes are reported to the Director, Academic Committee



who approves these and provides a summary report to all stakeholders.

6.2.3 Record keeping

While the results of individual student evaluations will remain confidential, records of survey results will be kept for a period of not less than 5 years in accordance with the MU Policy.

6.2.4 Action and/or support plans

1. As a result of the UEQ, or other types of feedback relating to units, where there is a need for actions and/or support, the relevant Head of Program and the Course Content Faculty devise a plan for action and support, including appropriate resourcing, that is approved by the Director reported to the Academic Committee.
2. The Head of the Program monitors the implementation of the plan and reports its outcomes to the Academic Committee.
3. In cases where the quality of units and teaching remain unsatisfactory, MUSOM may determine an appropriate performance review process.
4. In cases where disputes arise concerning the nature and use of survey data and the need for performance review, academic teaching staff may initially raise their concerns with the Director. Should the dispute not be resolved, the academic committee may avail themselves of the provisions of the complaints resolutions process.