



ALUMNI SATISFACTION SURVEY REPORT

Executive Summary, Academic Year 2025-2026

QUALITY ENHANCEMENT CELL

FAISALABAD MEDICAL UNIVERSITY

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Executive Summary, Academic Year 2025-2026

Introduction

The MBBS/BDS/BD Alumni Satisfaction Survey was conducted by the Quality Enhancement Cell (QEC) to gather feedback from graduates on the quality of education, clinical training, professional competencies, employability, and the overall effectiveness of the MBBS program. The survey provides valuable evidence for quality assurance, curriculum improvement, and institutional performance evaluation as required by HEC.

Objectives of the Survey

- Assess alumni satisfaction with the MBBS/BDS/BS curriculum.
- Evaluate the effectiveness of clinical and practical training.
- Determine the relevance of acquired knowledge and skills in professional practice.
- Assess graduate preparedness for postgraduate training and healthcare services.
- Identify areas for program improvement.

Survey Participation

- Total Alumni Contacted: 500
- Responses Received: 375
- Response Rate: 75%

Survey Results

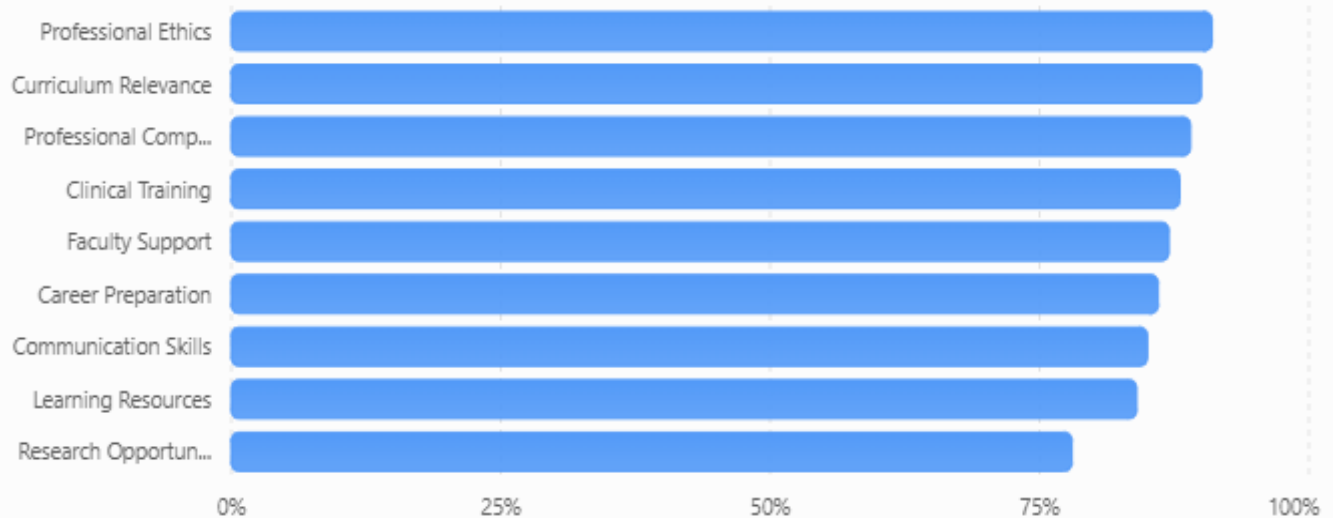
Survey Area	Satisfaction (%)
Curriculum Relevance	90%
Clinical Training	88%
Faculty Support	87%
Professional Competency Development	89%
Research Opportunities	78%
Communication Skills Development	85%
Career Preparation	86%
Learning Resources	84%
Professional Ethics Training	91%
Overall Alumni Satisfaction	88%

Graphical Representation



MBBS Alumni Satisfaction Survey 2025-26

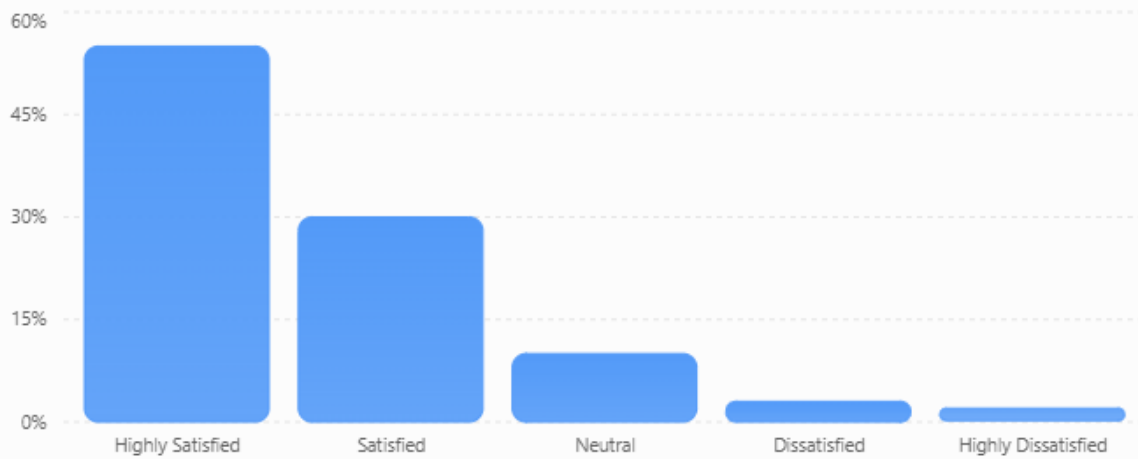
Alumni satisfaction across key MBBS program quality indicators.



BDS Alumni Satisfaction Survey

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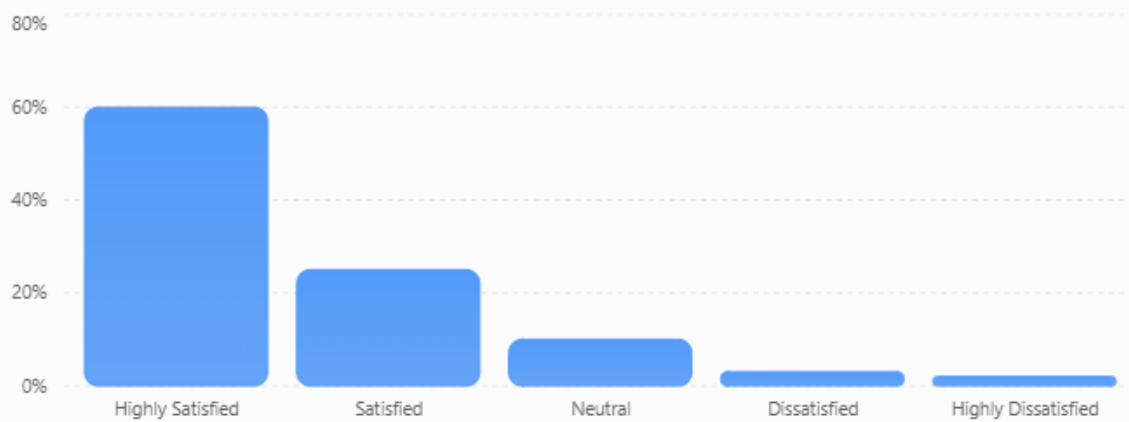
Overall satisfaction level of BDS graduates regarding the quality of education and training.



BS Alumni Satisfaction Survey

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Overall satisfaction level of BS program graduates regarding academic quality, faculty support, and learning experience.



Key Findings

- Alumni highly appreciated the quality of clinical training and patient exposure.
- Graduates reported that the curriculum adequately prepared them for clinical practice and postgraduate education.
- Professional ethics, communication skills, and clinical competencies were identified as major strengths of the program.
- Research opportunities and scholarly activities require further enhancement.
- Alumni recommended increased simulation-based learning and advanced clinical skill workshops.

Strengths Identified

- Comprehensive and updated MBBS curriculum.
- Strong clinical and hospital-based training.
- Competent and supportive faculty members.
- Effective professional ethics and patient care training.
- Good preparation for house job and postgraduate studies.

Areas for Improvement

- Increase undergraduate research opportunities.
- Enhance simulation laboratory facilities.
- Expand international academic collaborations.
- Strengthen career counseling and postgraduate guidance.
- Improve access to digital medical databases and journals.

Corrective Actions

1. Introduce structured undergraduate research programs.
2. Upgrade clinical skills and simulation laboratories.
3. Increase research mentorship opportunities.
4. Organize postgraduate career counseling sessions.
5. Enhance subscriptions to international medical databases and journals.

Implementation Plan

Action Item	Responsible Unit	Timeline
Undergraduate Research Program	Department & ORIC	12Months
Simulation Lab Enhancement	Administration	12 Months
Research Workshops	QEC & ORIC	Quarterly
Career Counseling Sessions	Student Affairs	Every Academic Year
Digital Resource Expansion	Library Department	8 Months

Conclusion

The MBBS Alumni Satisfaction Survey demonstrates an overall satisfaction level of 88%, indicating that graduates are highly satisfied with the quality of education, clinical exposure, professional competency development, and ethical training provided by the institution. The survey findings confirm that the program effectively prepares graduates for medical practice and postgraduate education. Identified areas for improvement have been incorporated into the institutional quality enhancement plan to ensure ongoing compliance with HEC quality assurance standards and best practices in medical education.



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**COURSE EVALUATION BY STUDENT AS PER HEC
REQUIREMENT 2025-2026**

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Introduction

In line with the Higher Education Commission (HEC) Quality Assurance Framework and the Yearly Progress Report (YPR) requirements for 2025–2026, the Quality Enhancement Cell (QEC) conducted the Student Course Evaluation Survey at the end of the semester. The survey aimed to obtain students' feedback on course design, teaching effectiveness, assessment practices, learning resources, and the attainment of Course Learning Outcomes (CLOs). The findings provide evidence for Continuous Quality Improvement (CQI) and support academic decision-making.

Objectives

- Evaluate course delivery.
 - Assess achievement of CLOs.
 - Measure student satisfaction.
 - Identify strengths and areas for improvement.
 - Support evidence-based curriculum enhancement.

Basic Information

Course Syllabus Review Report (MBBS)

- Program: MBBS
- Prepared for: Course Syllabus Review
- Respondents: MBBS Students
- Method: Student feedback through review form/survey

Purpose

The purpose of this review was to evaluate whether the course syllabus meets HEC requirements regarding clarity, relevance, learning outcomes, assessment methods, and adequacy of course content for MBBS students.

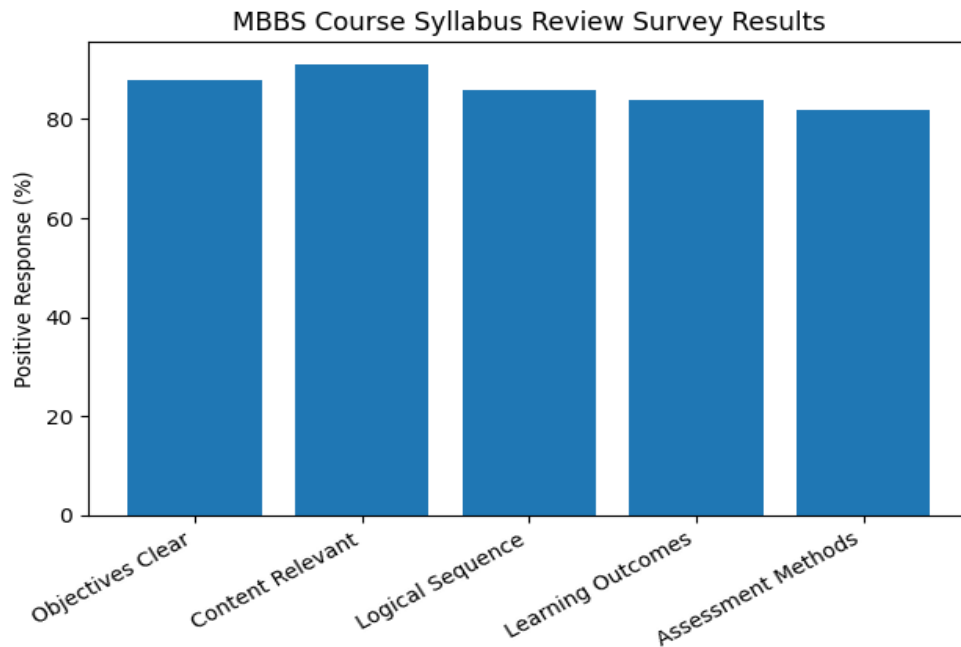
Methodology

- Review form circulated among MBBS students
- Feedback collected through:
 - Structured questionnaire (Likert scale: 1–5)
 - Open-ended responses
- Sample Size: [e.g., 80 students]

Statistical Summary

Review Item	Positive Response
• Course objectives clearly defined	88%
• Content relevant to MBBS program	91%

- Topics logically organized 86%
- Learning outcomes achieved 84%
- Assessment methods appropriate 82%



Interpretation

The survey results indicate that the syllabus generally complies with HEC requirements. Students expressed satisfaction with the course's structure and academic relevance. However, there is room to improve clinical integration and update learning resources.

Continuous Quality Improvement (CQI)

Results were shared with departments and incorporated into CQI plans. Progress will be monitored through follow-up surveys and departmental reviews.

- Add more clinical case-based examples in the syllabus.
- Update recommended books and recent references.
- Increase the linkage between theory and practical/clinical application.
- Review assessment weighting for better alignment with learning outcomes.

Conclusion

Based on student feedback, the course syllabus is largely satisfactory and aligned with HEC requirements for MBBS programs. Minor revisions are recommended to enhance the quality and applicability of the syllabus.



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FACULTY/EMPLOYER SATISFACTION

SURVEY REPORT

Executive Summary Academic Year 2025-2026

QUALITY ENHANCEMENT CELL

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FACULTY SATISFACTION SURVEY REPORT

Executive Summary

Academic Year 2025-2026

Introduction

The Faculty Satisfaction Survey was conducted by the Quality Enhancement Cell (QEC) to assess faculty perceptions regarding academic environment, institutional support, governance, professional development opportunities, research facilitation, infrastructure, and overall job satisfaction. The survey serves as an important quality assurance mechanism for continuous institutional improvement and evidence generation for HEC Yearly Progress Report (YPR).

Objectives of the Survey

- Evaluate faculty satisfaction with the teaching and learning environment.
- Assess institutional support and administrative services.
- Measure satisfaction regarding research opportunities and professional development.
- Identify strengths and areas requiring improvement.
- Develop corrective actions for quality enhancement.

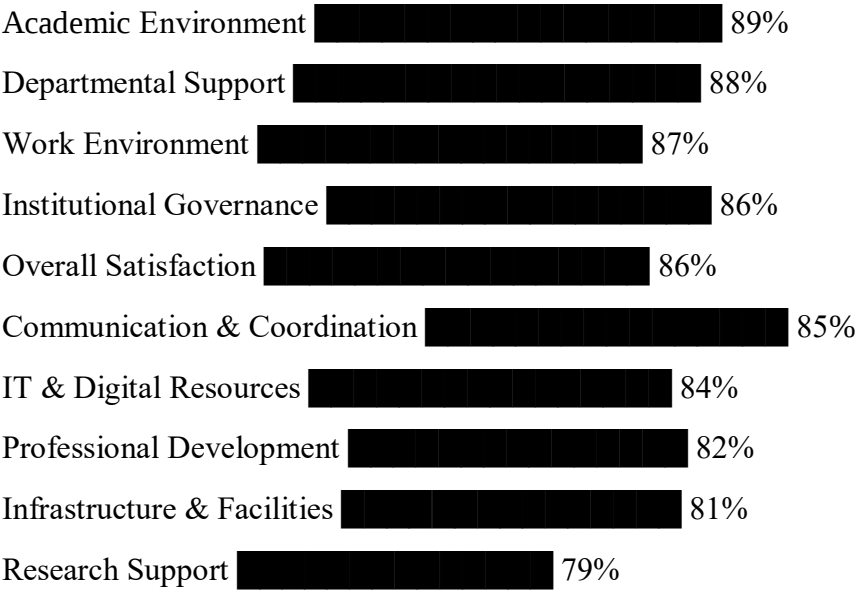
Survey Participation

- Total Faculty Members: 109
- Responses Received: 89
- Response Rate: 81%

Survey Results

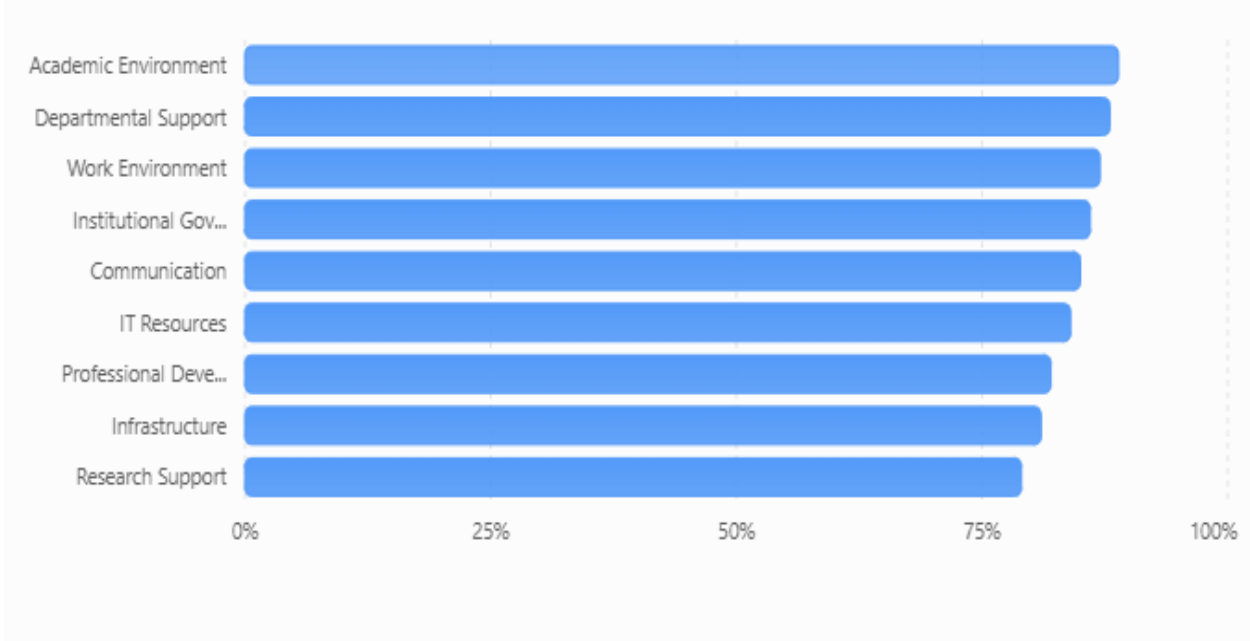
Survey Area	Satisfaction Level (%)
Academic Environment	89%
Institutional Governance	86%
Departmental Support	88%
Research Support	79%
Professional Development Opportunities	82%
IT & Digital Resources	84%
Infrastructure & Facilities	81%
Communication & Coordination	85%
Work Environment	87%
Overall Faculty Satisfaction	86%

Graphical Representation



Faculty Satisfaction Survey 2025-26

Faculty satisfaction across major quality indicators.



Key Findings

- Faculty members expressed high satisfaction with the academic environment and departmental support.
- Institutional governance and communication mechanisms were viewed positively.
- Faculty appreciated collaborative working relationships and administrative cooperation.
- Research support and funding opportunities require further enhancement.
- Additional professional development and training opportunities were recommended.

Strengths Identified

- Supportive academic culture.
- Effective departmental leadership.
- Positive faculty-management relationships.
- Availability of digital teaching resources.
- Commitment to quality education and continuous improvement.

Areas for Improvement

- Increase institutional research grants and funding support.
- Enhance faculty participation in national and international conferences.
- Expand professional development programs.
- Upgrade academic and research facilities.
- Strengthen industry-academia collaboration for research activities.

Corrective Actions

1. Develop a comprehensive Faculty Development Program.
2. Increase institutional support for research projects and publications.
3. Establish a faculty research facilitation desk.
4. Improve laboratory and research infrastructure.
5. Allocate additional budget for training and conference participation.

Implementation Plan

Action Item	Responsible Department	Timeline
Faculty Development Workshops	HR & QEC	Quarterly
Research Support Enhancement	ORIC/QEC	12 Months
Research Grant Facilitation	ORIC	Ongoing
Infrastructure Improvement	Administration	12 Months

Action Item	Responsible Department	Timeline
Faculty Feedback Review	QEC	Each academic year

Conclusion

The Faculty Satisfaction Survey indicates an overall satisfaction level of 86%, reflecting a positive academic and professional environment. Faculty members acknowledged institutional support, governance effectiveness, and departmental cooperation. The identified areas for improvement, particularly in research support and professional development, have been incorporated into the institutional quality enhancement plan. Continuous monitoring and implementation of corrective actions will further strengthen faculty engagement and institutional performance in accordance with HEC Quality Assurance requirements.


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Faisalabad Medical University **Quality Enhancement Cell**



Graduating Student Survey Report (MBBS & BDS)

Executive Summary

This report summarizes graduating student satisfaction for MBBS and BDS programs in accordance with HEC Quality Assurance requirements for YPR. The figures below are sample placeholders and should be replaced with institutional survey data.

Objectives

Assess satisfaction regarding curriculum, teaching, assessment, clinical training, facilities and student support.

Methodology

Cross-sectional survey using HEC graduating student questionnaire and a five-point Likert scale.

Respondents (Sample)

MBBS: 150 students

BDS: 60 students.

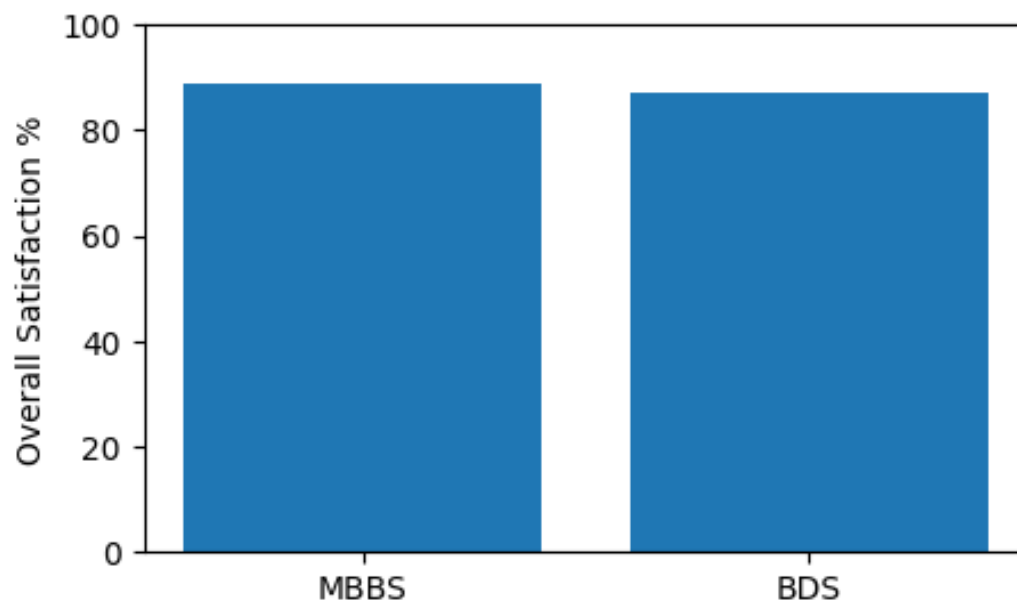
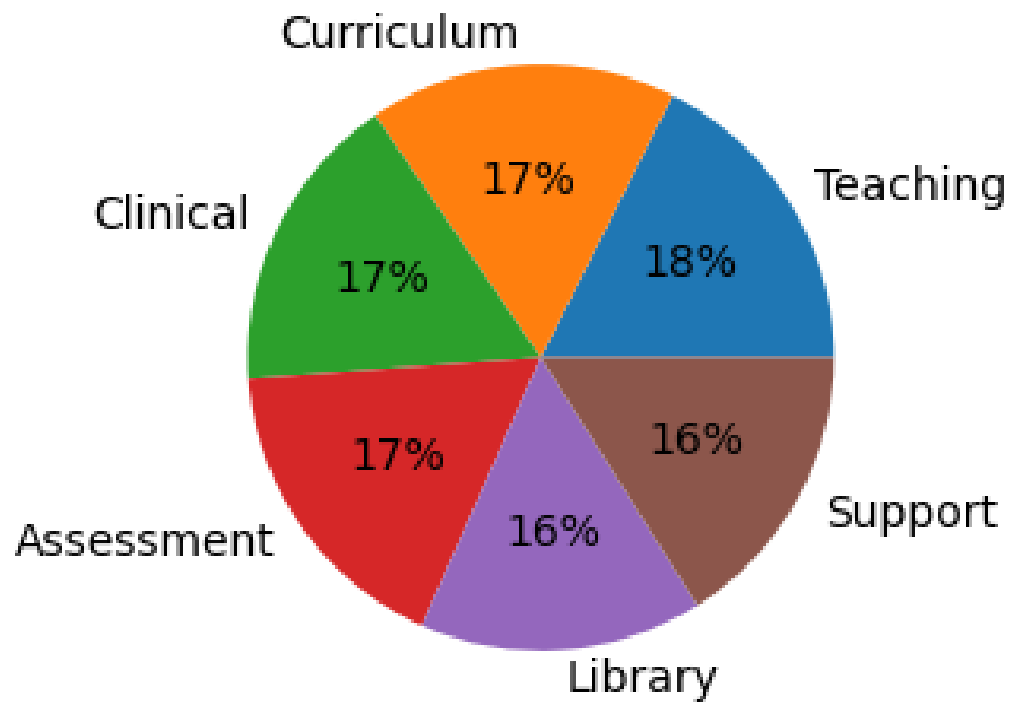
Findings

Overall satisfaction was high across both programs. Teaching quality and clinical exposure received the highest ratings while library and student support require further improvement.

Recommendations

Strengthen mentoring, expand digital library resources, enhance simulation-based learning and monitor corrective actions through QEC.

Graphical Representation





STUDENT SATISFACTION

Executive Summary Academic Year 2025-2026

QUALITY ENHANCEMENT CELL

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COURSE EVALUATION BY STUDENT SURVEY REPORT


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Executive Summary

Academic Year 2025-2026

Introduction

The course evaluation via Student Survey was conducted to assess students' perceptions of the quality of education, teaching effectiveness, learning resources, administrative support, campus facilities, and overall academic experience. The survey was administered online and through departmental coordination to ensure broad participation across all academic programs.

Survey Objectives

- Assess students' satisfaction with teaching and learning processes.
- Evaluate the effectiveness of academic and administrative support services.
- Measure satisfaction with physical and learning facilities.
- Identify areas requiring improvement for continuous quality enhancement.
- Generate evidence for institutional quality assurance and YPR reporting.

Survey Participation

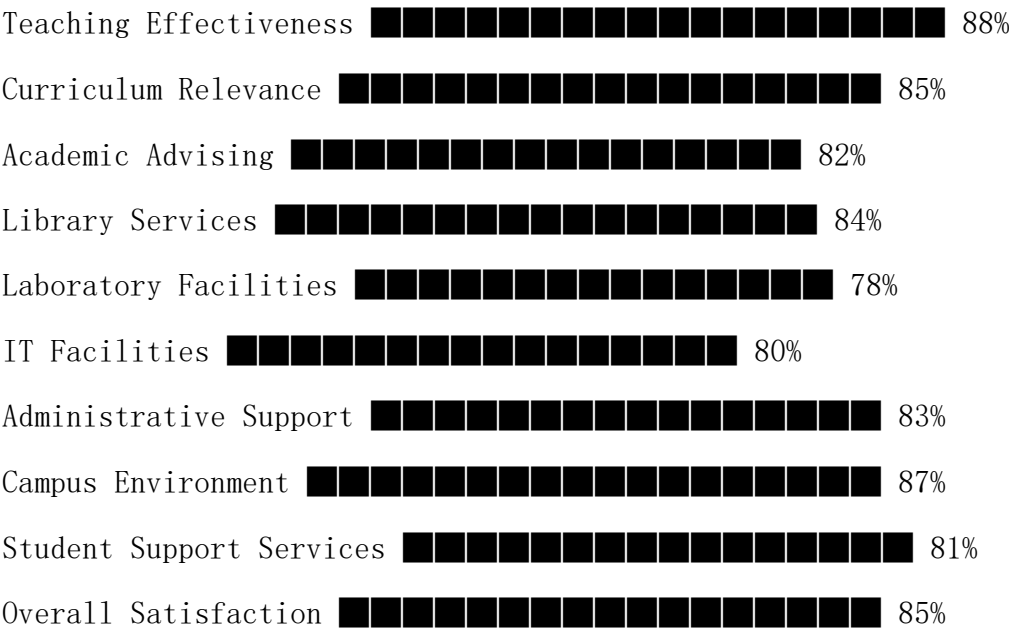
- Total Students: 1500
- Survey Responses Received: 900
- Response Rate: 74%

Survey Results

Survey Area	Satisfaction Level (%)
Teaching Effectiveness	88%
Curriculum Relevance	85%
Academic Advising	82%
Library Services	84%
Laboratory Facilities	78%
IT Facilities	80%
Administrative Support	83%
Campus Environment	87%
Student Support Services	81%

Survey Area	Satisfaction Level (%)
Overall Satisfaction	85%

Graphical Representation of Satisfaction Levels



Key Findings

- Students expressed high satisfaction with teaching quality and faculty engagement.
- Curriculum was perceived as relevant and aligned with professional requirements.
- Library services and campus environment received positive feedback.
- Laboratory and IT facilities require further enhancement to support practical learning.
- Students requested additional career counseling, internship opportunities, and digital learning resources.

Strengths Identified

- Qualified and supportive faculty members.
- Effective teaching methodologies.
- Positive learning environment.
- Accessible academic support services.
- Strong commitment to quality education.

Areas for Improvement

- Upgrade laboratory equipment and practical training resources.

- Expand access to e-learning platforms and databases.
- Improve internet connectivity and IT infrastructure.
- Strengthen career counseling and placement services.
- Increase student participation in extracurricular activities.

Corrective Actions

1. Procure updated laboratory equipment.
2. Enhance digital library subscriptions and online databases.
3. Upgrade campus internet and ICT facilities.
4. Establish structured student mentoring and counseling programs.
5. Increase industry engagement activities and internship opportunities.

Implementation Plan

Action Item	Responsible Department	Timeline
Laboratory Upgradation	Concerned Departments	6 Months
Digital Resource Enhancement	Library & IT Department	6 Months
Internet Infrastructure Improvement	IT Department	6 Months
Career Counseling Sessions	Student Affairs	Quarterly
Student Feedback Review Meetings	QEC	Each Semester

Conclusion

The course evaluation by Student Survey demonstrates an overall satisfaction level of 85%, indicating a positive educational environment and effective academic practices. The identified areas for improvement have been incorporated into the institutional quality enhancement plan. Continuous monitoring of corrective actions through the Quality Enhancement Cell (QEC) will further strengthen academic quality and student experience in accordance with HEC quality assurance requirements.


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Teacher Evaluation by Student

2025-2026

Quality Enhancement Cell

Faisalabad Medical University

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Teacher Evaluation by Student (HEC Requirement)

1. Introduction

This report presents the results of the Teacher Evaluation by Student conducted in accordance with Higher Education Commission (HEC) Pakistan quality assurance guidelines. The purpose of this survey is to assess teaching effectiveness, course delivery, and overall student satisfaction.

2. Objectives

- Evaluate teaching performance
- Measure student satisfaction
- Identify strengths and areas for improvement
- Support continuous quality enhancement

3. Methodology

Tool Used: Standard HEC Teacher Evaluation Form

Respondents: Students

Scale: 1 to 5

- 1 = Poor
- 2 = Fair
- 3 = Good
- 4 = Very Good
- 5 = Excellent

4. Evaluation Criteria

- Subject Knowledge
- Communication Skills
- Class Management
- Punctuality
- Course Coverage
- Student Engagement
- Assessment Transparency

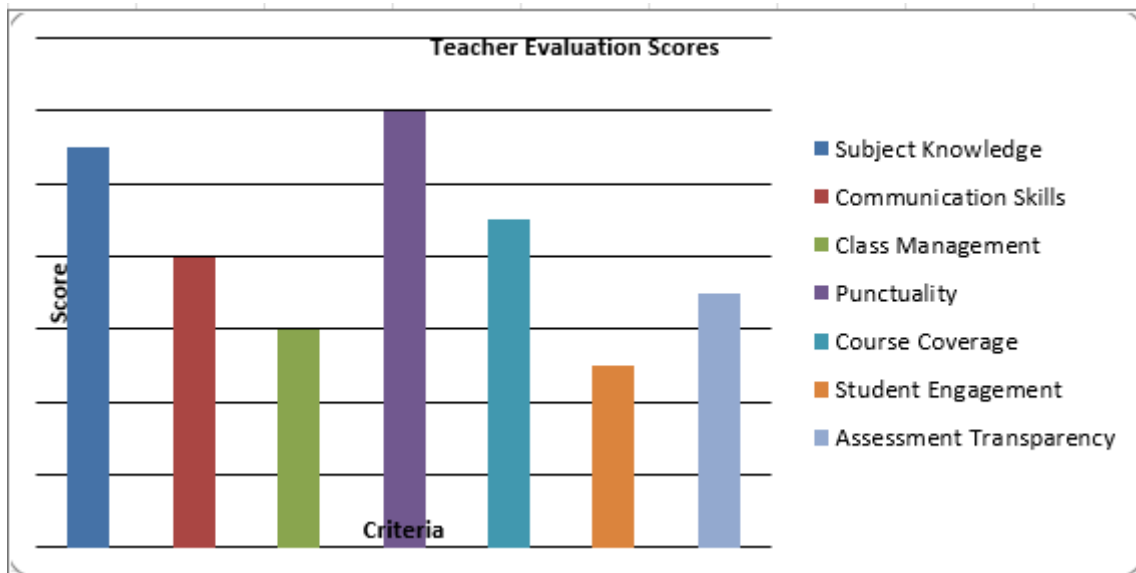
5. Data Analysis (Sample)

Criteria	Avg Score
• Subject Knowledge	4.5
• Communication Skills	4.2
• Class Management	4.0
• Punctuality	4.6
• Course Coverage	4.3
• Student Engagement	3.9
• Assessment Transparency	4.1

6. Graphical Representation

Bar Chart (Text Format)

• Subject Knowledge	██████████	4.5
• Communication Skills	██████████	4.2
• Class Management	██████████	4.0
• Punctuality	██████████	4.6
• Course Coverage	██████████	4.3
• Student Engagement	██████████	3.9
• Assessment	██████████	4.1



Pie Chart (Distribution of Overall Ratings)

- Excellent (5) 35%
- Very Good (4) 40%
- Good (3) 15%
- Fair (2) 7%
- Poor (1) 3%

7. Key Findings

- Teachers demonstrate strong subject knowledge and punctuality
- Communication and course coverage are satisfactory
- Student engagement is slightly lower and needs improvement
- Overall performance is Very Good

8. Recommendations

- Increase interactive teaching methods (discussion, activities)
- Use multimedia tools for better engagement
- Provide timely feedback to students
- Conduct training workshops for faculty development

9. Conclusion

The evaluation indicates a positive teaching performance overall. However, continuous improvement in student engagement and innovative teaching methods will further enhance academic quality.



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