6/19/2021

The 2ⁿᵈ International Symposium Webinar on

Student Satisfaction and Quality of Higher Education

Organizer: Institutional Quality Assurance Cell (IQAC)
East West University
Jaharul Islam City, Aftabnagar, Dhaka-1212, Bangladesh
Date: 19 June 2021

Student Satisfaction and Quality of Higher Education

Program Schedule: Inaugural Session

Date: Saturday, 19 June 2021

Program Schedule

1:00 pm – 1:08 pm	**Welcome Speech:** Professor Dr. Muhammad Ziaulhaq Mamun, Pro-Vice Chancellor, East West University, Bangladesh
1:09 pm – 1:16 pm	**Special Guest:** Professor Dr. M. M. Shahidul Hassan, Vice Chancellor, East West University, Bangladesh
1:17 pm – 1:29 pm	**Special Guest:** Professor Dr. Kazi Shahidullah, Chairman, University Grants Commission of Bangladesh
1:30 pm – 1:44 pm	**Chief Guest:** Dr. Dipu Moni, MP, Hon'ble Minister, Ministry of Education, The People's Republic of Bangladesh
1:45 pm – 1:56 pm	**Program Chair:** Professor Dr. Mohammed Farashuddin , Chief Adviser & Founder Vice Chancellor, East West University, Bangladesh
Organizer: Institutional Quality Assurance Cell (IQAC), East West University, Bangladesh	

INTERNATIONAL SYMPOSIUM

STUDENT SATISFACTION AND QUALITY OF HIGHER EDUCATION

Organizer: Institutional Quality Assurance Cell (IQAC)
East West University, Bangladesh

Program Schedule of the Symposium
Saturday, 19 June 2021

1:00 pm - 2:00 pm (BD Standard Time)	**Inaugural Session**
	Technical Session 01
2:10 pm - 3:10 pm (BD Standard Time) 4:10 pm- 5:10 pm (HK Time)	**Session Chair:** **Professor Dr. A. F. M. Saiful Amin** Dept. of Civil Engineering **BUET, Bangladesh**

Presentation: 50 Minutes Q & A: 10 Minutes	**Nurturing Young Minds with Holistic University Education**
	Keynote Speaker:
	Professor Dr. CHUI Wing Hong Eric Dept. of Social and Behavioral Sciences Dean of Students, Office of the Vice President (Student Affairs) **City University of Hong Kong, Hong Kong**

Technical Session 02

3:10 pm - 3:50 pm (BD Standard Time)	**Session Chair:** **Professor Dr. Anisul Haque** Dept. of Electrical & Electronic Engineering **East West University, Bangladesh**
Presentation: 35 Minutes Q & A: 5 Minutes	**Quality Education and Student Satisfaction**
	Speaker: **Professor Dr. Sanjoy Kumar Adhikary** Member, Bangladesh Accreditation Council, **Bangladesh**

Technical Session 03

3:55 pm - 4:30 pm (BD Standard Time)	**Session Chair:** **Professor Dr. Anisul Haque** Dept. of Electrical & Electronic Engineering **East West University, Bangladesh**
Presentation: 30 Minutes Q & A: 5 Minutes	**The Influence of University Image in Alumni's Expectation and Satisfaction**

Speakers:

Dr. A. M. Tanvir Hussain
Associate Professor, Dept. of Economics

Ms. Jeenat Mehareen
Senior Lecturer, Dept. of Economics

Mr. Estiaque Bari
Senior Lecturer, Dept. of Economics

Ms. Umme Marzana
Lecturer, Dept. of Economics
East West University, Bangladesh

Technical Session 04

**4:35 pm - 5:35 pm
(BD Standard Time)
6:35 pm - 7:35 pm
(HK Time)**

**Presentation:
50 Minutes
Q & A:
10 Minutes**

Session Chair:

Professor Dr. A. K. Enamul Haque
Dept. of Economics
Dean, Faculty of Business and Economics
East West University, Bangladesh

Employability for the Future – Strategic Approach to Competency Development to Ensure that Your Students Outshine in this Dynamic Future

Keynote Speaker:

Dr. Cecilia K Y Chan
Associate Professor, Teacher Education and Learning
Leadership (TELL), Faculty of Education
Assistant Director (Innovation and Support) of Centre for
Enhancement of Teaching and Learning (CETL)
The University of Hong Kong, Hong Kong

Technical Session 05

**5:40 pm - 6:15 pm
(BD Standard Time)**

**Presentation:
30 Minutes
Q & A:
5 Minutes**

Session Chair:

Professor Dr. Arshad M. Chowdhury
Dean, School of Engineering
BRAC University, Bangladesh

Student Expectations and Experiences in Higher Education

Speakers:

Professor Dr. Khairul Alam
Dept. of Electrical & Electronic Engineering,

Dr. Mohammad Rezwanul Huq
Associate Professor, Dept. of Computer Science and Engineering

Dr. Reatul Karim
Assistant Professor, Dept. of Pharmacy
East West University, Bangladesh

Technical Session 06

Session Chair:

Professor Dr. Arshad M. Chowdhury
Dean, School of Engineering
BRAC University, Bangladesh

6:20 pm - 6:55 pm (BD Standard Time)	**Service Quality Dimensions and Student Satisfaction in Higher Education (HE) in Bangladesh**
Presentation: 30 Minutes Q & A: 5 Minutes	**Speakers:** **Dr. Md. Abdul Momen** Assistant Professor, Dept. of Business Administration **Dr. Akhter Jahan** Assistant Professor, Dept. of English **Mr. Shahriar Khandaker** Senior Lecturer, Dept. of Social Relations **East West University, Bangladesh**

7:00 pm – 7:05 pm (BD Standard Time)	## Closing Session

IQAC
EAST WEST UNIVERSITY

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Members of the Technical Committee

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Vice Chancellor, East West University

Advisor

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Pro-Vice Chancellor, East West University

Member Secretary

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Short Biography of the Speakers

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Dept. of Social and Behavioral Sciences

Dean of Students, Office of the Vice President (Student Affairs)

City University of Hong Kong, Hong Kong
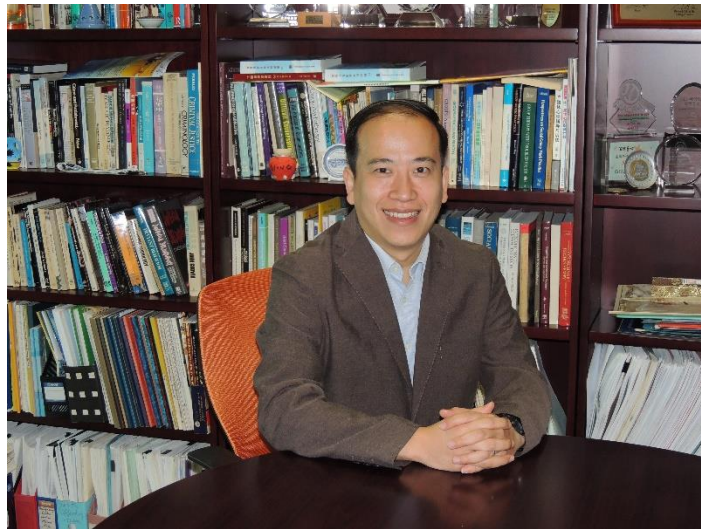
Eric W.H. Chui is Dean of Students and is concurrently Professor in the Department of Social and Behavioural Sciences at City University of Hong Kong. Prior to this, he was the Associate Dean (Undergraduate Education) of the Faculty of Social Sciences at The University of Hong Kong. His general areas of interest include well-being of children and young people, life and career planning, and social work for young people.

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Professor Dr. Sanjoy Kumar Adhikary

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Agrotechnology Discipline, Khulna University, Khulna

Former Vice Chancellor, Noakhali University of Science &Technology

Former Head, Quality Assurance Unit, HEQEP, **Bangladesh**

Professor Dr. Sanjoy Kumar Adhikary is working as member of Bangladesh Accreditation Council, Bangladesh. Dr. Adhikary is a Professor of Agrotechnology Discipline, Khulna University, Khulna. Prof. Adhikary was appointed as Vice Chancellor of Noakhali Science and Technology University by the Honorable Chancellor of the universities in May 2008. After going back to Khulna University from Noakhali, in 2012, he entered the Quality Assurance in Higher Education, a new ocean of knowledge with a Self-Assessment sub-project under Higher Education Quality Enhancement Project (HEQEP) implemented by the University Grants Commission of Bangladesh. In April 2014, he joined as Quality Assurance Specialist in University Grants Commission pf Bangladesh and became Head of Quality Assurance Unit in April 2017. He received training on quality assurance in Malaysia in 2012 and visited two another ASEAN countries to observe quality assurance and accreditation activities of those countries in 2015. He received many training from in and outside the country for academic and professional development. Dr. Adhikary published 45 papers in different peer reviewed journals.

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Dr. A. M. Tanvir Hussain
Associate Professor
Department of Economics
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Dr. A. M. Tanvir Hussain is an Associate Professor of Economics at East West University in Dhaka, Bangladesh. Before joining EWU in 2018, he worked as post-doctoral researcher at the Leuphana University of Lueneburg (Germany) and at the University of Freiburg (Germany). His research interests lie in environmental economics, ecological economics and applied microeconomics. He has published in reputed international peer-reviewed journals and has attended several international conferences in Europe and North America. Dr. Hussain has a PhD in Economics from the University of Wyoming (USA).

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Jeenat Mehareen
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Jeenat Mehareen joined East West University as a Lecturer at the Department of Economics in September 2016 and now serving as a Senior Lecturer. She completed B.S.S. (Honors) and M.S.S. in Economics from University of Dhaka respectively in 2014 and 2015. Prior to joining EWU, she worked in BRAC James P. Grant School of Public Health. Jeenat's area of interest lies in Behavioral Economics, Health Economics, and different Development Economics issues.

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Estiaque Bari
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Estiaque Bari is currently working as a Senior Lecturer in Department of Economics at the East West University in Dhaka, Bangladesh. In 2018, he attended SANDEE Summer School Workshop for two weeks at Asian Institute of Technology (AIT), Bangkok, Thailand. Last year, he presented a research paper in an international conference held in New Delhi, India organized by Oxfam International. He has a number of published journal articles and book chapters to his credit. Previously, he worked with the Centre for Policy Dialogue (CPD) as a Senior Research Associate (SRA) and contributed widely in policy research. His work interests are in environmental economics, labor economics and development economics.

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Umme Marzana
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Umme Marzana is currently working as a faculty member at the Department of Economics at East West University, Dhaka. She primarily teaches introductory level microeconomics, macroeconomics, and mathematics to undergraduate students. Apart from teaching Ms. Marzana also supervises internships of final year economics students and partakes in many administrative tasks at the university. Marzana obtained her Masters in Economic Development and Policy Analysis from the University of Nottingham, UK, and Bachelor of Science in Economics from North South University, Dhaka.

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Dr. Cecilia Chan is the Head of Professional Development in the Centre of the Enhancement of Teaching and Learning and an Associate Professor in the Faculty of Education at The University of Hong Kong (HKU). Cecilia has a dual cultural background; she was born in Hong Kong but grew up in Ireland. In addition to her dual cultural background, she also has a dual discipline expertise in engineering and education; she has been playing a key role in enhancing engineering, and science education as well as teaching and learning in higher education. Her combined expertise in these fields and multi-cultural experience enabled her to lead and conduct research on topics such as assessment and feedback, experiential learning, technology enhanced learning and the development and assessment of 21st century skills spanning in education from east to west.

Dr. Chan also has substantial experience in holistic competency development and assessment in higher education and has been researching in this area for over ten years. She has developed frameworks and instruments to assist teachers to integrate

competency into the university curriculum and is also researching in approaches to assess these competencies.

Her work is employed in many parts of the world. She has been invited as keynote speaker and panel speaker to many international educational conferences in Korea, Singapore, United States, Estonia, United Kingdom, Macau, Thailand, Malaysia, and Switzerland on teaching, learning and the assessment of generic competency including the Harvard Graduate School of Education. Cecilia holds a PhD in Engineering from Trinity College, a postgraduate diploma, and a MA in Higher Education. She also held a Fellowship from King's College London. Dr. Chan is involved in over 40 research/projects worldwide and was awarded the University of Hong Kong's Young Outstanding Researcher Award and Knowledge Exchange award. She is the Chair for the Engineering Education Community in Hong Kong and the President for the Asian Society for Engineering Education (AsiaSEE). She is the associate editor for the Journal of Engineering Education and also for the Journal of Studies in Educational Evaluation.

More information can be found in the Teaching and Learning Enhancement and Research Group (TLERG) website: http://tlerg.cetl.hku.hk/

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Professor Dr. Khairul Alam
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Professor Khairul Alam received his B.Sc. and M.Sc. degrees both in electrical engineering from Bangladesh University of Engineering and Technology (BUET). He obtained a Ph.D. degree also in electrical engineering from University of Californian, Riverside, USA. He worked with Intel at New York, USA as a summer intern. He spent two years at University of Tokyo, Japan as a post-doctoral researcher under JSPS fellowship of Japan government.

He has been with the EEE department of East West University since January 2007. Along with teaching, he has significant contribution in research and education. He published a book chapter, 36 journal papers and 26 conference papers. He received University Grants Commission award in 2009 for his research on strain effects on the performance of a graphene nanoribbon transistor.

He has been serving the editor position of IEEE Transactions on Electron Devices (T-ED) since January 2019. He served the director position of institutional quality assurance cell of East West University for three years. During his period, seven departments of East West University completed self-assessment report, external peer review, and post improvement plan. He served the external peer review team for quality assurance of a few universities. He also served the accreditation team of BAETE for accreditation of engineering program in Bangladesh.

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Dr. Mohammad Rezwanul Huq is an Associate Professor in the Department of Computer Science and Engineering at East West University. He completed his Bachelor's degree from Islamic University of Technology (IUT), Gazipur in Computer Science and Information Technology. Later, he earned his Master of Computer Engineering degree from Kyung Hee University, South Korea, as a Database major. He pursued his doctoral degree at Database Research Group at the University of Twente, The Netherlands. The topic of his Ph.D. dissertation is focused on Data Provenance and Database Technology. He was involved in numerous government-funded research projects during his Ph.D. Later, he also served as a postdoctoral researcher in the Department of Computing at Macquarie University, Sydney, Australia. Dr. Huq published several journal papers, including IEEE transactions, and presented papers in prestigious IEEE and ACM conferences. He is currently researching in the Data Science and Machine Learning domains.

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Dr. Reatul Karim is an Assistant Professor of Pharmacy at East West University. He pursued his BPharm and M Pharm at University of Dhaka and earned MRes in Drug Delivery Systems from University of Strathclyde in UK. Afterwards, he completed PhD in Biomedical and Pharmaceutical Sciences from University of Liege, Belgium and PhD in Experimental and Clinical Pharmacology from University of Angers, France (Erasmus Mundus Joint Doctorate). He was awarded with several fellowships and grants during his master and PhD research. Dr. Karim published several articles in the top 10 journals of Pharmaceutical Sciences (Scimago journal ranking). His research explores therapeutic applications nanocarriers and nano-bio interactions. He is currently leading an industry-funded research project in EWU.

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Dr. Md Abdul Momen is Assistant Professor of Marketing at East West University, Bangladesh. He has pursued his undergraduate and Master's degrees in Business administration at the University of Dhaka. He has secured a funded Ph.D. from International Islamic University Malaysia with Distinction in 2015. His research has been published by **Emerald, Sage, Springer, Taylor and Francis, and De Gruyter**. He has also published papers with different renowned Universities and research bodies across the world. Many of his publications are indexed in **web of science (SCI/SSCI), Scopus and ABDC.** He also worked with different research grant agencies such as the **Ministry of Education Malaysia** and Central Bank of Malaysia**.**

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Dr. Akhter Jahan is Assistant Professor at the Department of English, East West University. She has a Ph.D. in English Language Studies from International Islamic University Malaysia (IIUM) and an MA in Language Teaching: TESOL from the University of Lancaster, UK. She is also a teacher trainer at the British Council, Dhaka. She has worked as an educational consultant in various national and international projects. She has presented and published research at both home and abroad on ELT methodology, second language acquisition, teacher training, curriculum development, and materials Design.

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Shahriar Khandaker holds a master's degree in Professional Communication from Edith Cowan University, Australia. He serves as a Senior Lecturer in The Department of Social Relations, East West University who teaches Concepts of Journalism and Media Studies. His research explores the field of public policy, administration, and masculinity.

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Preface

Education is integral in the creation of a better society and better human beings. It certainly impacts the quality of life one enjoys. Remarkable progress has been made in the education sector over the past decades. With the realization of rising importance of education, the demand for tertiary level education is constantly increasing. There has been a rapid growth in the number of private and public universities. University enrollment rate has also increased significantly over the past two decades in Bangladesh. But despite such great progress, the issue of "**student satisfaction**" is a matter of concern. Ensuring student satisfaction is essential as it is not only the matter of how much a student enjoy in his or her university, but it also influences how well the students perform in their academic or professional life. It is not an unknown fact that most of the faculty members still practices teacher-centric (traditional teaching methods) rather than student-centric (Outcome-based education) in their classroom. There is also the concern of behavioral issues from faculty members and administrative staff as well. All these in turn hinders the degree of satisfaction that a student achieves. On backdrop of this issue, the Institutional Quality Assurance Cell (IQAC) of East West University has arranged an international symposium on **"Student Satisfaction and Quality of Higher Education"**. IQAC is committed to ensure student's satisfaction and since its inception in EWU in 2016 has arranged number of workshops, symposiums and seminars for faculty member and administrative staffs for ensuring quality and satisfactory service. A total of six papers has been presented in the symposium focusing on various aspect of student satisfaction and quality higher education. Four research papers were presented by Bangladeshi authors based on research conducted by them using university survey data. Two papers were presented by our invited guests from two reputed universities from Hong Kong. This symposium was of great learning and the recommendation of the presented papers can help the policymakers, education ministry, as well as university grant commissions of Bangladesh to take appropriate policy to enhance the student satisfaction and quality of higher education which can greatly contribute to mental development of the students. The IQAC plans to arrange more symposium/workshops on student satisfaction in future.

Brief Description about the International Symposium Webinar

Institutional Quality Assurance Cell (IQAC) of East West University (EWU) organized and successfully completed a day long international symposium webinar on **"Student Satisfaction and Quality of Higher Education"**, which was held on **Saturday, 19 June 2021**. Dr. Dipu Moni, MP, Hon'ble Education Minister graced the inaugural session as the chief guest, while Professor Dr. Kazi Shahidullah, Chairman, University Grants Commission of Bangladesh, and Professor Dr. M. M. Shahidul Hassan, Vice Chancellor of East West University were present in the event as the special guest. Professor Dr. Mohammed Farashuddin, Founder Member, Board of Trustees, Chief Adviser and Founder Vice Chancellor of EWU chaired the program. Professor Dr. Muhammad Ziaulhaq Mamun, Pro-Vice Chancellor, East West University, started the occasion with his welcome speech. The Pro-Vice Chancellor also thanked the Director of IQAC to organizing for such kind of symposium.

Hon'ble education minister Dr. Dipu Moni, MP, inaugurated the symposium webinar and said that Bangabandhu Sheikh Mujibur Rahman formed Kudrat-i-Khuda Education Commission for higher Education. She urged East West University and all tertiary institutions in the country to take the call to both applied and fundamental research seriously and find innovative and effective ways of linking up with the industry, the corporate world, and academics in universities abroad to engage in quality, strategic research, targeted at finding practical solutions to real life problems in our society and thereby actualize research findings to develop our society. She also said quality does not only mean technology, a good degree, good environment, quality teachers but also the receiver must be satisfied. She gave thanks to East West University to organize this symposium.

Professor Dr. Kazi Shahidullah, Chairman, University Grants Commission of Bangladesh said that today's student is more independent, the issue of the student satisfaction is very important. The education sector needs to change and adapt as well. He also said the

university administration will give new important to this important issue to the student's satisfaction.

The world-renowned distinguished Prof. CHUI Wing Hong Eric, Department of Social and Behavioral Sciences, Dean of Students, City University of Hong Kong, and Dr. Cecilia K Y Chan, Associate Professor, Academic Unit of Social Contexts and Policies of Education, Faculty of Education and Assistant Director of CETL, The University of Hong Kong shared their expertise knowledge about the student satisfaction and quality of higher education based on their university experiences. Professor Dr. Sanjoy Kumar Adhikary, Member, Bangladesh Accreditation Council briefly presented quality education and student satisfaction on the context of the public and private universities of Bangladesh.

Three groups of distinguished speakers from East West University presented papers on different aspects of student satisfaction and quality assurance of higher education in the symposium**.** Dr. A. M. Tanvir Hussain, Associate Professor and his team members Jeenat Mehareen, Senior Lecturer, Estiaque Bari, Senior Lecturer, and Umee Marzana, Lecturer, Dept. of Economics presented a research paper on **"The Influence of University Image in Alumni's Expectations and Satisfaction".** Professor Dr. Khairul Alam, Department of Electrical and Electronic Engineering, Dr. Mohammad Rezwanul Huq, Associate Professor, Department of Computer Science and Engineering, and Dr. Reatul Karim, Assistant Professor, Dept. of Pharmacy provided a brief idea about "**Student Expectations and Experiences in Higher Education"** and Dr. Abdul Momen, Assistant Professor, Department of Business Administration, Dr. Akhter Jahan, Assistant Professor, Department of English, Shahriar Khandaker Senior Lecturer, Department of Social Relations focused on the topic "**Service Quality Dimensions and Student Satisfaction in Higher Education (HE) in Bangladesh".** In their presentation, they briefly highlighted the different aspects of student satisfaction and quality assurance of higher education, the holistic education system, the influence of university image in alumni's expectations and satisfaction, factors of student's expectation, the service quality dimension and student satisfaction based on the survey results.

Executive Summary

The Institutional Quality Assurance Cell (IQAC) of East West University hosted a day-long international symposium webinar on **"Student Satisfaction and Quality of Higher Education"** on 19 June 2021. A total of six papers has been presented in the symposium focusing on various aspect of student satisfaction and quality higher education. Four research papers were presented by Bangladeshi authors based on research conducted by them using university survey data. Two papers were presented by our invited guests from two reputed universities from Hong Kong.

In technical session-1, Professor Dr. Chui Wing Hong Eric presented on **"Nurturing Young Minds with Holistic University Education"** in the symposium. He mentioned that quality of education may refer to good teachers, higher graduation rates, employability, research output, facilities, international rankings, and many other indicators based on the student and teacher's perception. From teachers' perspective education is about research, teaching and community service. Conversely, from students' perspective, it is about the experience both inside and outside the classroom. Both encompass holistic university education. His presentation primarily focused on determining the factors to ensure quality of education and its relevance with student satisfaction regarding the extra and co-curricular activities. He also explained how his universities ensure the best practices for achieving higher student satisfaction. The university continuously ensures peer review of teaching through student learning experience surveys, graduate employment survey, external examination reports, academic advisors, internal quality audit of academic units etc. and provides individual feedback to teachers for them to adapt and improve according to the learning needs of their students. Furthermore, they audit co-curricular activities as required by student satisfaction reports and regularly invites student leaders to share their experience to inspire others.

In technical session-2, Professor Dr. Sanjoy Kumar Adhikary presented a paper on **"Quality Education and Student Satisfaction- Focus on Learner, Teacher and Teaching"** and talked about two basic things - quality and satisfaction of higher education. Education quality has a great effect on student satisfaction which results in their successful future. So, quality education creates quality graduates.

He said the teachers are the change-makers. So, quality of the teachers and the quality of their delivery and curriculum are very important for the transformation of a newly entered student into a graduate and then into workforce. He also said quality education aims at developing a balanced set of capabilities required to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies, and enhance individual wellbeing. Professor Adhikery briefly discussed about student satisfaction and dissatisfaction over curriculum and teaching-learning. He talked about the five prime elements such as curriculum, learning environment, university management, preconditions of the students, the teacher and teaching that mostly influence quality education and student satisfaction. He also highlighted that there are few teachers who check the exam scripts properly. Most of the faculties are reluctant in the exam hall that hampers fair assessment. Some teachers behave rudely, some waste students' valuable time by gossiping and saying lame jokes. With exceptions, teachers do not show love and empathy to the students, but they expect respect. Many of the teachers do not treat all the students equally. Students have complained that some staff members frequently behave rudely. Most of them are not helpful and do not provide service properly. Most of the staff are not well-trained. They are not aware about their duty and responsibility. Sometimes they even ask for money for their service.

In technical session-3, Dr. Tanvir Hussain, and his team presented a paper on **"The Influence of University Image in Alumni's Expectation and Satisfaction."** They presented the paper which was emphasized the importance of an alumni for the development and growth of a university. The collected information gives the East West University an idea about how it contributes and affects the career, confidence, and expectations of a student. Understanding the data also helps the university to design a sustainable curriculum. Moreover, it is important to maintain a relationship with the former student as it gives a reference on how to guide current students.

In technical session - 4, Dr. Cecilia K Y Chan presented a paper on **"Employability for the Future – Strategic Approach to Competency Development to Ensure that Your Students Outshine in this Dynamic Future"**. Dr. Chan discussed the session by addressing some strategic approaches developed with many international partners to

ensure that the students are ready for the new normal. She elucidated what a job seeker must have to face the job industry in future. She discussed the role the university in case of preparing their graduates for a competitive future. Dr. Chan talked about challenges in the development and implementation of generic competencies in the higher education curriculum. She introduced the concept of micro-credentials for employability competencies and discusses a process to provide recognition of competency credentials.

In technical session-5, Professor Dr. Kahirul Alam and his team presented a paper on **"Student Expectations and Experiences in Higher Education"**. Dr. Alam pointed out the facts related to students' expectation in higher educational institutions and how it has become more imperative to incorporate more digital platforms in the education system to retain learners' interests. He also presented the findings of some studies conducted on students where he pointed out students' expectations regarding teaching learning process. Dr. Reatul Karim presented the survey results obtained from a study conducted on the universities in the United Kingdom and others. He concluded that good academic performances and development of professional skills of faculty members, curriculum, campus resources, and extracurricular activities were the four key parameters to assess students' degree of anticipation and satisfaction. Students at private universities in Bangladesh are more satisfied however, most of the students at both public and private universities are dissatisfied with university resources and infrastructure. Students consider punctuality, fairness, availability, and accessibility to be the most significant faculty attributes, followed by motivating students to learn, friendly attitude and interactive teaching.

Dr. Haque concluded that the students ranked teaching and learning as the most important feature, and it has the smallest performance gap. However, academic aspects are the most affected dimension during the pandemic. Teachers' compassion and understanding nature, use of modern tools, technologies, and software and online experience of supportive and interactive teaching were recognized as areas for development. Students were pleased with teachers' subject-matter expertise, appropriate assessments, and the lack of considerable divergence from online to physical classes. Organizing job fairs, a pleasant environment for academic activities, and support services

were indicated areas where there is room for improvement in the institutional aspects. On the other hand, experience divergence was minor, indicating that they were satisfied with university's brand image as well as the online support and IT services during the pandemic. He also added that in terms of academic aspects, the areas where students expressed dissatisfaction were student counseling, sympathetic environment, and adequate and consistent course curriculum. They were largely satisfied with planned classes and exams, appropriate class size, and evaluation procedure that was matched with the course outline.

In technical session-6, Dr. Abdul Momen and his team presented a paper on **"Service Quality Dimensions and Student Satisfaction in Higher Education (HE) in Bangladesh"**. Based on their previous research work, they pointed out that tangibility, responsiveness, reliability, assurance, and empathy contributed mostly to the satisfaction of the students in private university institutions in Bangladesh. However, during the pandemic period of COVID 19 quality of instructor, course design, prompt feedback, and expectation of students positively impact students' satisfaction.

The HE institutions have to provide quality service according to students' expectations. Student's perception of service quality makes an education provider stand out in the mind of the consumer. To understand the level of students' satisfaction, quality of service has revealed a continuous and increased attention from leadership management. Satisfaction is a function of relative level of expectations and perceived performance.

Some service qualities for each service quality dimension in HE is mentioned below to minimize the service quality gaps.

Assurance: (i) Students are provided educational services in a timely manner. (ii) Faculty members are innovative and agents of improvement. (iii) Staff members provide educational services to students equally and fairly. (iv) Students do not need to spend long periods of time to receive services they need.

Empathy: (i) Faculty and staff members pay attention to an individual student's feelings. (ii) Emerging and health related issues of the student are dealt with properly. (iii) Faculty and staff members respect students' suggestions and opinions. (iv) Faculty and staff

members encourage students to share their thoughts. (v) Classroom and office environment are welcoming in nature.

Tangibility: (i) Educational resources and equipment are up-to-date and modern. (ii) Educational equipment and facilities are adequate and appropriate. (iii) Physical appearance of faculty and staff members are appropriate. (iii) Library and labs are resourceful for the respective field of studies. (iv) Faculty and staff members are enthusiastic and friendly.

Reliability: (i) Faculty members are well qualified and aware of the university policies and regulations to guide students in a proper manner. (ii) Staff members provide services following the given timeline. (iii) Staff members have the skills to fulfill their responsibilities. (iv) Educational records of students are properly maintained. (v) Due services are offered in a way that no unnecessary follow-up is required.

Responsiveness: (i) Availability of a person (administrative and academic) to assist a student on time. (ii) Faculty members' capacity to solve problems when they arise. (iii) Channels for expressing student complaints are readily available. (iv) Queries are dealt with efficiently and promptly by both faculty and admin staff. (v) During course registration and enrollment, due assistance is there.

Technical Session - 01

Nurturing Young Minds with Holistic University Education

Professor Dr. CHUI Wing Hong Eric
Dept. of Social and Behavioral Sciences
Dean of Students, Office of the Vice President (Student Affairs)
City University of Hong Kong, **Hong Kong**

Session Chair
Professor Dr. A. F. M. Saiful Amin
Department of Civil Engineering
Bangladesh University of Engineering and Technology (BUET)

Summary

The first technical session of the symposium was on **"Nurturing Young Minds with Holistic University Education"**, focusing on the correlation between quality of education and student satisfaction both from a global and local (Hong Kong) perspective.

The session chair, Professor Dr. A. F. M. Saiful Amin, Dept. of Civil Engineering, BUET, Bangladesh kicked off the session with a short overview of the topic and a brief introduction of the speaker, Professor Dr. Chui Wing Hong Eric, Dept. of Social and Behavioral Sciences, Dean of Students, Office of the Vice President (Student Affairs), City University of Hong Kong.

Professor Eric began by thanking the organisers and expressed his willingness to experience the beauty of Bangladesh one day. His presentation primarily focused on determining the factors to ensure quality of education and its relevance with student satisfaction regarding the extra and co-curricular activities. He also explained how universities in Hong Kong, especially City University of Hong Kong, ensures the best practices for achieving higher student satisfaction.

Quality of education may refer to good teachers, higher graduation rates, employability, research output, facilities, international rankings, and many other indicators, but Professor Eric highlighted that while there may be various perceptions about quality of education, we often tend to quantify structural aspects only. However, students are **"participants"**

which makes education an **"ongoing process of transformation"** for them (Harvey and Knight, 1996). From teachers' perspective education is about research, teaching and community service. Conversely, from students' perspective, it's about the experience both inside and outside the classroom. Both of these encompass holistic university education. Both individual outcomes (e.g., getting a good job) and the academic experience (e.g., personal achievements or career advice etc.) are important to them. These are in addition to the formal classroom experience that they gain.

Co-curricular activities, according to Dr. Eric, are the tools that shape the experience beyond the interactions between students and professors. These informal learning experiences may include sports and arts, experiential learning, internships, exchange programs etc. As these activities complement the formal curriculum by assisting personal as well as intellectual growth, students become more satisfied with their experience. Satisfied students are the positive members of the university community and are potential alumni donors. Therefore, they give back to the university too. As classrooms and workplaces are becoming more diverse, social, emotional, and soft skills are becoming essential. While students may want to participate in co-curricular activities to develop employability, employers also appreciate their prospective employees to be involved in these.

Dr. Eric also depicted the scenario of student satisfaction in Hong Kong. Through the University Accountability Agreement between private universities, they ensure standard and healthy competitions with each other by meeting Sector-wise Performance Measures (PMs) to improve pedagogical experience, environment, employability, and employer satisfaction. Measuring student satisfaction through annual surveys ensuring a minimum of 80% participation in the survey is a regular activity of these universities. These surveys measure feedback in activities both in and outside the classroom.

Professor Eric also explained how this, and additional measures are taken by the City University of Hong Kong. The university continuously ensures peer review of teaching through student learning experience surveys, graduate employment survey, external examination reports, academic advisors, internal quality audit of academic units etc. and provides individual feedback to teachers for them to adapt and improve according to the

learning needs of their students. Furthermore, they audit co-curricular activities as required by student satisfaction reports. The university also regularly invites student leaders to share their experience to inspire others.

One of the most interesting aspects of Dr. Eric's presentation was the introduction of the Central Repository on Student Development Activities (CRESDA) which is a big data software to keep track of institution-wide data and student development activities. It not only tracks students' out of class activities but also identifies the skills they need to further develop. To each individual student, the software displays areas where they have met the standard and the areas, they need to improve through a radar chart. Therefore, from the first day at the university till graduation, students can track their progress and act accordingly. Tracking both formal and informal learning ensures that each graduate receives a holistic education experience. Finally, he also talked about the university's 36 graduate attributes which are again divided into 7 different categories. They expect their students to attain some of these from their programs by participating in different co-curricular activities, and at the same time, it can also help students decide which program they would like to go for. As the speaker was running out of time, he briefly explained how he and his team work on selecting diverse student activities and programmes in order to ensure quality assurance.

At the end of the presentation, Dr. Amin initiated a discussion regarding blended learning. Dr. Eric opined that a mixture of online and offline systems can also be applicable for co-curricular activities to ensure holistic learning. However, he pointed out that even if online, the experience has to be interesting for students. Moreover, it is often hard for teachers to handle the technicalities of blended learning.

Rapporteurs:

1. Naushin Nazifa Islam, Senior Lecturer, Dept. of English

2. Md. Shazed Ul Hoq Khan Abir, Senior Lecturer, Dept. of English

3. Refat Bin Reza Rafi, Lecturer, Dept. of English

Technical Session - 02

Quality Education and Student Satisfaction- Focus on Learner, Teacher and Teaching

Professor Dr. Sanjoy Kumar Adhikary

Member, Bangladesh Accreditation Council, Bangladesh

Former Vice Chancellor, Noakhali Science and Technology University,

Former Head, HEQEP at UGC, **Bangladesh**

Session Chair

Professor Dr. Anisul Haque

Department of Electrical and Electronic Engineering

East West University, Bangladesh

Summary

In this technical session, Professor Dr. Sanjoy Kumar Adhikary talked about two basic things – quality and satisfaction of higher education. Quality and satisfaction both are abstract ideas. Neither can be touched but can be felt. These two things have a great impact on personal and social life. Both are very interrelated and sometimes quality is the cause and satisfaction are the effect. Quality of education quality has a great effect on student satisfaction which results in their successful future. So, quality education creates quality graduates. Professor Dr. Anisul Haque, Department of Electrical and Electronic Engineering, East West University, chaired the session.

Quality has many dimensions. But Professor Adhikery focused on two of them – fitness for purpose and transformation. Whether the students graduating from the higher education institutions are qualified graduates or not depends on the quality, capacity, and the processes of the university. Through these processes, they earn quality attributes and serve the society. Another dimension is transformation. After a student comes to the university, he or she goes through many processes such as teaching, learning and many

other kinds and transform themselves into good quality graduates. Here, the teachers are the change-makers. So, quality of the teachers and the quality of their delivery and curriculum are very important for the transformation of a newly entered student into a graduate and then into workforce.

Quality education refers to the kind of education provided by education system that emphasizes the importance of quality learners, quality learning environment, curricular activities, quality processes and quality outcomes. It also refers to the type of education that enables learners to develop all of the attributes to meet the demands of the society. When a graduate attains these attributes, in that case the education is quality education, and the graduate is a quality graduate.

He also discussed the purpose of quality education in both personal and social aspect. Quality education aims at developing a balanced set of capabilities required to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies, and enhance individual wellbeing.

The second part of this session focused on student satisfaction. Student satisfaction can be defined as an attitude or feeling resulting from a student's educational experience, services, and facilities. Student satisfaction is important because it influences not only how much a student enjoys their time at the university, but also how well they attain learning outcomes and attributes and do in workplace or real life. Quality education influences the achievement of the learning outcomes by the students. So, for student satisfaction, quality education is very essential.

The main factors that influence student satisfaction are program outcomes, learning materials, teaching strategy and assessment of learning outcomes. These factors influence student satisfaction and their achievement. Student advising and counselling, interactions between teachers and students and learning environment also have an impact on student satisfaction. Moreover, the university's image, reputation, the academic program, and the service quality such as reliability, assurance, empathy, responsiveness have a direct impact on student satisfaction. Lastly, earned CGPA is another factor of student achievement and satisfaction.

Professor Adhikery briefly discussed student satisfaction and dissatisfaction over curriculum and teaching-learning.

Students have stated that curriculum load creates burden on achieving learning outcomes and the relation between learning outcomes and course content is not clear to them. Also, they have no scope to choose courses. Since our curriculum is very structured, they do not have the opportunity to choose courses. Another thing that they have mentioned is that the scope of attaining soft skills is limited under existing curricular provision. To fit our graduates for the fourth industrial revolution, soft skills are very important. But it is still very limited in our curriculum.

Students think that some of the teachers are highly qualified and very helpful. They are full of updated information, academically sound, pay much attention about what and how students learn to attain learning outcomes, practice interactive teaching as possible and use different strategies and technology to make teaching-learning effective.

But in most cases, teachers are not full of updated information and use same power point presentation year after year, which are mostly copied from the internet. They are not capable of citing example from real life situations which are very important for effective learning. They deliver teaching not by paying much attention to the learning outcomes of the course and learning style of the students. They are incapable of establishing rapport with the students and always underestimate the learners. They pay more attention to complete the syllabus rather than the outcome of the course and go for summative assessment rather than formative. But in outcome-based education formative assessments are very important. Students do not get timely and systematic feedback of formative assessment. In most cases, results of formative assessments are given just before or after semester the final exam which impairs effective teaching-learning. In most cases, formative assessments answer scripts are not shown to the students for the improvement. Also, oral exams are a nightmare for most of the students and full of biasness.

There are few teachers who check the exam scripts properly. Most of the faculties are reluctant in the exam hall that hampers fair assessment. Some teachers behave rudely, some waste students' valuable time by gossiping and saying lame jokes. With exceptions,

teachers do not show love and empathy to the students, but they expect respect. Many of the teachers do not treat all the students equally.

Students have complained that some staff members frequently behave rudely. Most of them are not helpful and do not provide service properly. Most of the staff are not well-trained. They are not aware about their duty and responsibility. Sometimes they even ask for money for their service.

There are five prime elements that mostly influence quality education and student satisfaction – curriculum, learning environment, university management, preconditions of the students, the teacher and teaching. Professor Adhikery has discussed all five of them extensively. In his discussion, he has presented some questions related to each element, the answers to which can ensure education quality and student satisfaction.

For curriculum, it is important to know whether it is outcome-based, whether the course learning outcomes and the learning materials are relevant. The curriculum must also sufficiently emphasize the skills needed for working with others, being active learners and critical thinkers and to develop citizenship for performing civic duties. But it also needs to be made sure that the curriculum load does not create overload for the students.

The learning environment should be healthy, secure, protective, inspiring, and adapted for girls and boys. There should be an inclusive learning environment also for students with special needs. The students should learn to respect each other, to cooperate with each other and the surrounding natural environment. And the teachers need to cooperate to ensure a sound learning environment. Teachers must never punish the students for their mistakes, rather they should advise or counsel for correction. Parents of the students should be duly honored by teachers or officials when they come to the university to show that the university is a welcoming place.

The university must have clear parameters for teaching and non-teaching staff about how they should treat students and male/female colleagues which adheres to national guidelines. The administration of the university must be transparent and fair. The university is supposed to have adequate funding resources. It is necessary to evaluate whether the university has its own clear guidelines or follow UGC and BAC guidelines to

ensure quality and whether it has the mechanism to receive feedback from the stakeholders. It should also be assessed whether the university is flexible to address the stakeholders' feedback for Continuous Quality Improvement (CQI).

Precondition of students is another important element. Whether the students are committed to learn, what experiences they bring with them to the university – these are important. Exposure to special challenges such as natural disasters or abuse, exposure to a gender equal environment, differences in language, culture and financial condition, health condition, travelling means and distance – all of these play significant roles in student satisfaction and quality education.

The teacher is perhaps the most important factor in the quality of education and student satisfaction. When students believe the teacher is willing to foster positive behavior, extends a supporting hand and has a concern for each student's wellbeing, then they become confident to learn. Depth of knowledge, communication skills, empathy for students, love of learning, effective teaching style – these are the factors that make the students more engaged in class. If the teacher listens to the students actively with patience and is able to foster an authentic relationship with students, students also get attached to him or her. Along with these, the teacher should also have access to the teaching materials needed to satisfy the requirements of the curriculum and must be present in the classroom when he or she supposed to be. Finally, he or she should provide timely and systematic feedback to the students for improvement of learning.

Professor Adhikery ended the session with some tips for teaching that can create student satisfaction. He advised to believe in the students, to transfer control of the learning process to the students, to foster curiosity, to increase collaboration among students, to accept failure and to be an inspiring leader and role model for the students. The best way to ensure quality education and student satisfaction is to love your students, love your learning process and create an empathetic environment in and out of classroom.

Rapporteurs:

1. Reaz Hafiz, Senior Lecturer, Dept. of Business Administration

2. Nusrat Jahan Ananna, Lecturer, Dept. of Electrical and Electronic Engineering

Technical Session – 03

The Influence of University Image in Alumni's Expectation and Satisfaction

Dr. A. M. Tanvir Hussain, Associate Professor

Jeenat Mehareen, Senior Lecturer

Estiaque Bari, Senior Lecturer

Umme Marzana, Lecturer

Dept. of Economics, East West University

Session Chair

Professor Dr. Anisul Haque

Department of Electrical and Electronic Engineering

East West University, Bangladesh

Summary

Dr. A.M. Tanvir Hussain and his team presented their paper on **"The Influence of University Image in Alumni's Expectation and Satisfaction"**. This session was chaired by Professor Dr. Anisul Haque, Department of Electrical and Electronic Engineering, East West University.

The introduction to the paper emphasized the importance of an alumni for the development and growth of a university. East West University started its journey in 1996 with only 6 faculty members and 20 students with a mission of providing affordable quality education. Till 2019, 20,000 students have graduated, and they are engaged in different arena of the job market worldwide. On the eve of the university's silver jubilee, the statistical support to strengthen the claim was needed as visualized by Professor Dr. Mohammed Farashuddin, Chief Adviser and Founder Vice Chancellor, East West University, and hence the report was created on his direction. The university till now had half information about the alumni such as their cell number provided at the time of their enrollment, their CGPA and the year of passing. The alumni database was lacking the job description, job performance, current designation of the alumni. So, the main goal of

the report was to collect the missing information and integrate them with the existing information and make a more meaningful database of the alumni.

The means that were used to reach the former students are EWU website, Facebook, LinkedIn, Emails, and phone calls. The demographic information that was collected was used to analyze a district wise decomposition, impact of living arrangement on the academic performance, impact of club performance on academic performance, reasons for joining EWU, effectiveness of the curriculum on career building and employment.

The collected information gives East West University an idea about how it contributes and affects the career, confidence, and expectations of a student. Understanding the data also helps the university to design a sustainable curriculum. Moreover, it is important to maintain a relationship with the former student as it gives a reference on how to guide current students. Hence, universities around the world put a lot of effort in tracking their alumni.

The data collected on the alumni from 2000 and onwards display gender disparity in both undergraduate and graduate programs. Out of the 14,111 degrees awarded up to 2018, 46% responded, which is a total of 6893 alumni. Of this, 68% are male alumni while 32% are female alumni. The total alumni are divided into four enrollment cohort:

- 1996-2001, 2002-2006, 2007-2011, 2012-2016

The data within the cohorts show a greater number of responses in the recent years.

Distribution of data amongst the three faculties, namely, the Faculty of Business and Economics, the Faculty of Science and Engineering and the Faculty of Liberal Arts and Social Sciences show that the Faculty of Business and Economics received the greatest number of responses.

Using their previous college degree to identify where they came from, it is noticed that a third of the alumni that responded are from places outside Dhaka. The number of students coming from areas outside Dhaka has probably increased over the years. There was a statistically significant relation between the previous location of a student and their academic performance, especially in the Faculty of Science and Engineering. The

education on science provided at their college level was found to be weak along with their knowledge on English, mathematics, and other courses on communication.

About 30% of the alumni resided with their relatives, in messes or in shared accommodations while studying at EWU. Statistics show that the living arrangement of students significantly affects their academic performance.

Most respondents said they chose EWU because of its academic reputation. Their next major reason was due to its quality education at an affordable price (54% of the undergraduates and 40% of the graduates stated so). For graduate students, the location of the university and the timing of the classes were also up to their satisfaction.

According to statistics on undergraduate alumni, the impact of club activities on their CGPA was negligible. However, it had benefitted them in terms of job finding, while a smaller percentage pursued higher education.

Twenty percent (20%) of the undergraduate alumni have more than 10 years of experience in their jobs. Senior alumni found that their education at EWU was useful to progress at their job. However, for the junior alumni, no such response was received. Gender has a negligible amount of impact on perceived effectiveness as could be seen from the responses. Alumni with jobs better understand the effectiveness of their education at EWU. 6 out of 7 graduate alumni stated that their degrees either fully or partially helped them receive promotion at their job.

Job market disaggregation shows that 64% had jobs, 7% ran businesses, 12% pursued further education and the remaining 17% were not involved in any jobs. A small number of the alumni were involved in entrepreneurial activities. Half of the alumni worked at their first jobs within the first three months of their graduation. This response was mostly received from those who were in the Faculty of Business and Economics.

Conclusions and Recommendations:

Any institutional arrangements between East West University and neighboring flat owners and hostels may improve student satisfaction.

- Emphasis on English, mathematics and courses on communication is essential for student improvement.

- Between club activities and academic content, more synergy needs to be created. This also requires institutional financing for club activities.

- Graduate alumni point out that there is more room for improvement in terms of writing capability, analytical ability, and computer skills.

- 20% of the alumni have been in the job market for more than 10 years and are possibly in the decision-making position in their organization. Building a connection between these alumni and the university will help EWU in creating and solidifying its brand name.

- The satisfaction of the current students may increase through meaningful and engaging connections with the senior alumni, who have key positions in the job market.

- 5 out of 6 alumni are involved in jobs, businesses, and higher education, sending a strong signal for East West University and its students.

- Entrepreneurship should be encouraged among the students. The center for entrepreneurship development has been recently introduced at EWU and the university is working in that direction.

- Gender distribution (70% of male alumni and 50.5% of female alumni) among alumni holding job is impressive in the context of Bangladesh.

- Landing a job within the first 3 months of graduation by half of the alumni is also a strong signal for current students.

Note: The paper of this technical session was prepared based on the report **"Developing an alumni profile for East West University"** written by Dr. A.M. Tanvir Hussain Associate Professor, Asiya Siddica, Senior Lecturer, and Estiaque Bari, Senior Lecturer, Department of Economics, East West University.

Rapporteurs:

1. Saiyeeda Saniya Munim, Senior Lecturer, Dept. of Economics

2. Sarah Enamul Haque, Lecturer, Dept. of Economics

Technical Session - 04

Employability for the Future – Strategic Approach to Competency Development to Ensure that Your Students Outshine in this Dynamic Future

Dr. Cecilia K Y Chan

Associate Professor

Teacher Education and Learning Leadership (TELL), Faculty of Education

Assistant Director (Innovation and Support)

Centre for Enhancement of Teaching and Learning (CETL)

The University of Hong Kong, Hong Kong

Session Chair

Professor Dr. A. K. Enamul Haque

Department of Economics

Dean, Faculty of Business and Economics

East West University, Bangladesh

Summary

The Institutional Quality Assurance Cell (IQAC) of East West University organized a symposium on 'Student Satisfaction and Quality of Higher Education' on June 19, 2021. In the fourth technical session, Dr. Cecilia K Y Chan presented on "Employability for the future–strategic approach to competency development to ensure that your students outshine in this dynamic future". Dr. Chan is an Associate Professor, Teacher Education and Learning Leadership (TELL), Faculty of Education and Assistant Director (CETL) from the University of Hong Kong. Professor Dr. A. K. Enamul Haque from the Department of Economics, and Dean, Faculty of Business and Economics of East West University chaired the session.

Dr. Chan started the session by addressing some strategic approaches developed with many international partners to ensure that the students are ready for the new normal. Just

like Industry 4.0, Education 4.0 is happening too. Defining Education 4.0 in the contemporary context of industrialization and globalization in detail, Dr. Chan elucidated what a job seeker must have to face the job industry in future. Dr. Chan discussed the role the university in case of preparing their graduates for a competitive future. According to researchers, in the next five to ten years 65% of the jobs that exist now will become obsolete.

Exemplifying the significance of short-term courses in parallel with regular formal education for a graduate, Dr. Chan reexamined the value chain of a university degree in a current situation. As well as Dr. Chan talked about challenges in the development and implementation of generic competencies in the higher education curriculum. Dr. Chan introduced the concept of micro-credentials for employability competencies and discusses a process to provide recognition of competency credentials.

Most interestingly, Professor Chan accomplished a survey on employers' expectations from the CVs of the candidates looking for a post in the job industry. According to the survey report, what matter a lot for the candidates are their "21st Century Skills", i.e., holistic competence, work experience, extra-curricular activities, and positive personality in parallel with their academic performance. With reference to the engineering discipline, Dr. Chan depicted the gap between the employers' expectations and universities' role. Finally, acknowledging the challenges in case of achieving the goal, Professor Chan has suggested a good number of constructive ways to reach the final destination.

The hour-long session ended with an engaging fifteen-minute question-answer session where Dr. Chan addressed questions including the necessity of outcome-based education in Bangladesh, the process of providing official competency credentials, the methods for evaluating students' holistic competencies, and the evaluation procedure of holistic competencies during this corona pandemic.

Rapporteurs:

1. Monisha Biswas, Senior Lecturer, Dept. of English
2. Ariful Islam, Senior Lecturer, Dept. of English
3. Shahnaz Ameer, Lecturer, Dept. of English

Technical Session - 05

Student Expectations and Experiences in Higher Education

Professor Dr. Khairul Alam

Dept. of Electrical & Electronic Engineering

Dr. Md. Rezwanul Huq

Associate Professor, Dept. of Computer Science and Engineering

Dr. Reatul Karim

Assistant Professor, Dept. of Pharmacy

East West University, Bangladesh

Session Chair

Professor Dr. Arshad M. Chowdhury

Dean, School of Engineering

BRAC University, Bangladesh

Summary

This informative presentation was initiated by Dr. Khairul Alam who provided an introduction to quality assurance and how the aspects related to quality assurance is maintained in a higher educational institution. Dr. Alam pointed out the facts related to students' expectation in higher educational institutions and how it has become more imperative to incorporate more digital platforms in the education system to retain learners' interests. His presentation also focused on the current wants of the freshers from universities and why meeting their needs is so important for the higher education institutes to reduce the dropout rate. The issues of the new students which the speaker found common were lack of preparation for university studies, expectation from the lecturers to be more empathetic while giving lectures, expecting the school classroom ambience in the university setup, and experiencing independent learning process for the first time right after school life.

Dr. Alam also presented the findings of some studies conducted on students where he pointed out students' expectations regarding teaching learning process. One of those

studies reported that most (55%) of the students preferred a face-to-face learning process rather than using a digital platform (30%). Another study revealed the preferences of students where the first choice of the participants was interactive lecture and the second and third preferences were tutorials and group work, respectively. With this, Dr. Alam ended his presentation and introduced the next speaker Dr. Reatul Karim for the second part of the presentation.

Dr. Reatul Karim presented the survey results obtained from a study conducted on the universities in the United Kingdom by Unite Group in 2004. The first question Dr. Karim focused on was who are becoming students in higher education. From the survey results, it was found that in the previous generation, mostly the parents (55%) who were from high wage-earning families went for higher education but in the present generation, students from all socioeconomic classes are getting into universities. Dr. Karim also presented data which showed the increment in the number of higher education institutions in Bangladesh from the year 1990 when only 10 public higher education institutions to the year 2021 when 107 private higher education institutions and 49 public higher education institutions are graduating students. Dr. Karim also pointed out the topic " Why do applicants pursue higher education?". To elaborate on this topic, survey data published by the Unite group in 2019 were presented which showed around 50% of the participants sought higher education for subject interests and around 40% of the participants went to higher education institutions to ensure stable jobs and income. In another question from the same survey which asked the respondents what they find satisfaction in higher education, around 50% of the respondents pointed out good academic performances and development of professional skills as the key parameters. From the presented survey report, the idea about the ideal achievements of higher education was found similar for the applicants as well as the graduating students which was finding a worthy job and being financially stable etc. The next point on which Dr. Karim focused on the reasons behind students' dissatisfaction and getting dropped out from certain courses. Majority of the respondents pointed lack of interest in the dropped-out courses as the key reason. After that, the presentation was carried out by the next presenter.

Dr. Md. Rezwanul Haque from the CSE department presented theirs as well as past research survey findings and recommendations for student satisfaction. He specified the

students' present situation, expectations, and experiences, particularly at EWU, as well as how the pandemic has affected them and the institution's scope for further improvement.

He mentioned that in a study by Mazumder (2014), Professors, curriculum, campus resources, and extracurricular activities were the four key parameters to assess students' degree of anticipation and satisfaction. The findings of the study compared student satisfaction and expectations and found that while students at private universities in Bangladesh are more satisfied, the majority of students at both public and private universities are dissatisfied with university resources and infrastructure. Another survey by Akareem & Hossain (2012) found that the students value administration and faculty characteristics more than the institutional qualities and the student characteristics. According to the survey findings conducted by Das & Haque (2013), students consider punctuality, fairness, availability, and accessibility to be the most significant faculty attributes, followed by motivating students to learn, friendly attitude and interactive teaching.

Dr. Haque stated that he and his fellow associates performed a survey with simple random sampling and received 822 responses from the students of EWU. 60% of the students were from the faculty of science and engineering, 12% from faculty of liberal arts and social science and 28% from faculty of business and economics. Males made up 56% of the responders, while females were 43%. The majority of students (68%) were between the ages of 20 and 23, studied in Bangla medium (92%) and had a 4.5 GPA or higher in their SSC and HSC results (57%). Most of them live in Dhaka (65%), with their family's primary occupation being business (34%) and an annual income of less than 50000tk (40%).

Dr. Haque emphasized that in their research, Institutional, academic, and teaching-learning elements were the three key dimensions of the questionnaire. The institutional aspect focused on the university's strengths and limitations. The academic aspects were concerned with the course curriculum, whereas the teaching-learning aspects were concerned with the faculty members' characteristics. The data was obtained using Google Form and it was a likert scale questionnaire. Additionally, the researchers used a pre-

post pandemic segment in the questionnaire to see if there was a change. The researchers used two parameters to assess the data: the performance gap, which represents the difference between students' expectations and experience, and the experience deviation (ED), which reflects the difference between experience before and during the pandemic.

The overall findings of Dr. Haque revealed that the students ranked teaching and learning as the most important feature, with a mean score of 4.36. On the other hand, it has the smallest performance gap (16.7%). However, academic aspects are the most affected dimension during the pandemic (ED 10.5%). Teachers' compassion and understanding nature (0.94), use of modern tools, technologies, and software (0.80) and online experience of supportive and interactive teaching [ED 0.44] were recognized as areas for development. Students were pleased with teachers' subject-matter expertise, appropriate assessments, and the lack of considerable divergence from online to physical classes. Organizing job fairs (1.08), a pleasant environment for academic activities (0.81) and support services (0.81) were indicated areas where there is room for improvement in the institutional aspects. On the other hand, experience divergence was minor, indicating that they were satisfied with university's brand image as well as the online support and IT services during the pandemic.

He also added that in terms of academic aspects, the areas where students expressed dissatisfaction were student counseling (1.16), sympathetic environment (0.96), and adequate and consistent course curriculum (0.79). They were largely satisfied with planned classes and exams, appropriate class size, and evaluation procedure that was matched with the course outline. In conclusion, Dr Haque briefed the summary findings and mentioned that a fully-fledged learning management system (LMS) could help to provide a uniform experience to all students. He then thanked the organizers and the session chair for the provided opportunity. With that note, the session chair thanked the audience and the presenters for the session and concluded.

Rapporteurs:

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Technical Session – 06

Service Quality Dimensions and Student Satisfaction in Higher Education (HE) in Bangladesh

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Summary

Dr. MD. Abdul Momen, Dr. Akhter Jahan, and Shahriar Khandaker gave a presentation on a topic called "Service Quality Dimensions and Student Satisfaction in Higher Education (HE) in Bangladesh". The speakers discussed the SERVQUAL model where they demonstrated five dimensions of service quality measurements which determine the crucial factor of teachers' role of measuring the students' satisfaction in higher education. Speakers have discussed different statistics and research articles regarding student satisfaction and identified five gaps between students' expectations regarding HE and services provided by the institutions. Speakers have pointed out several reasons responsible for that gap such as lack of quality research, too many levels of management, inadequate commitment to quality service, absence of goal setting and so on. They have also expressed special concern about lack of teamwork, poor employee or technology

and lack of perceived control for this gap. In their discussion, speakers proclaimed several responsibilities such as preserving willingness to help students, quick recovery in case of failure of any service to reduce the gap.

Student Satisfaction in Higher Education:

Student satisfaction in private universities is an important issue. "*Student satisfaction is the subjective perception, on students' part, of how well a learning environment supports academic success*" (Lo, 2010). The rationale for student satisfaction studies relates to quality assurance in universities. Many countries are systematically collecting data on student satisfaction. Data on student satisfaction are used to construct rankings of universities. For example, in Australia "Good Universities Guide" is published every year. One of the key outcomes is to find out what students think about their education experiences. Similarly, in the United Kingdom, the Times Higher Education experience ranking is also published annually.

Determinants of Student Satisfaction:

Research conducted by Lenton (2015) in the United Kingdom found the following determinants of student satisfaction:

1. Fields of study
2. Resource levels (such as staff-student ratios)

Soria and Bultman (2014) found that self-identified working-class students in the United States reported lower satisfaction due to their perception of a less welcoming campus and academic integration issues. Asaduzzaman, Hossain and Rahman (2013) found tangibility, responsiveness, reliability, assurance and empathy to contribute most to the satisfaction of the students in private university institutions in Bangladesh. Gopal, Singh and Agarwall in India (2021) found that quality of instructor, course design, prompt feedback, and expectation of students positively impact students' satisfaction during the pandemic period of COVID 19.

Service quality in Higher Education:

Service quality is an evaluation of a service receiver about the overall performance of service delivery of an institution (Barua & Sarwar Uddin, 2021). A lot of colleges and universities are being established due to the high demand. There is a shift in the higher education market from suppliers' market (where there is less supply than demand and the suppliers dictate quality) to a customers' market (where there is higher supply than demand and the customers dictate quality). This intensifies competition among higher educational institutions. Both parents and students are demanding added values for their investments. The HE institutions have to provide quality service according to students' expectations. Student's perception of service quality makes an education provider stand out in the mind of the consumer. To understand the level of students' satisfaction, quality of service has revealed a continuous and increased attention from leadership management (Mark, 2013). Universities track their customers' satisfaction through measuring their level of service quality perceived by their customers. The most widely used model to measure perceived service quality was developed by Parasuraman et al. in 1990 which is known as SERVQUAL. The SERVQUAL model has been devised to identify the gap in perception between what the company or higher educational institution believes it is delivering to customers (students and stakeholders) and the perception in the mind of the customer.

Service Quality Dimensions and Student Satisfaction:

Satisfaction is a state felt by a person who has experienced performance or an outcome that fulfills his or her expectations. Satisfaction is a function of relative level of expectations and perceived performance (Keller, 2020). The expectancy may go as far as before the students even enter the university level, indicating that it is essential to the management to decide what the students expect before, during and after the service encounter (Teeroovengadum et al., 2016). The SERVQUAL is usually stated as a critical requirement for establishing and sustaining satisfying relationships with valued customers. In general, perceived service quality is a precursor to satisfaction (Kotler, 2018).

Service Quality Gaps:

There are five service quality gaps which can be minimized by the SERVQUAL dimensions. The gaps are as follows:

Gap 1: The difference between management (authority) perceptions of what customers (students) expect and what customers really do expect. Expectations are made up of past experiences, word-of-mouth and needs/wants of customers.

Gap 2: The difference between management perceptions and service quality specifications - the standards gap. Measurement is on the basis of two sets of statements in groups according to the five key service dimensions.

Gap 3: The difference between service quality specifications and actual service delivery - are standards consistently met?

Gap 4: The difference between service delivery and what is communicated externally - are promises made consistently fulfilled?

Gap 5: The difference between customer expectations and customer perceptions. Customers sometimes misunderstand the services and misinterpret the service quality.

Conceptual Model of Service Quality Gap in HE:

Some examples of service quality gaps in terms of HE is as follows:

GAP 1: Not knowing what students expect

- Lack of research orientation
- Inadequate upward communication (from contact staff to management)
- Too many levels of management.

GAP 2: The wrong service quality standards

- Inadequate commitment to service quality
- Lack of perception of feasibility - 'It cannot be done'
- Inadequate task standardization (Curriculum etc.)

- The absence of goal setting

GAP 3: The service performance gap

- Role ambiguity and role conflict- unsure of what your remit is and how it fits with others
- Poor employee (Academic and admin staff) or technology fit - the wrong person or system for the job
- Inappropriate supervisory control or lack of perceived control - too much or too little control
- Lack of teamwork

GAP 4: When promises made do not match actual delivery and are not well accredited.

- Inadequate horizontal communication - between departments or services.
- Accreditation
- Ranking
- A propensity to overpromise

Service Quality Dimensions and Higher Education:

The SERVQUAL (Service Quality) instrument developed by Parasuraman et al. (1991) has proved popular, being used in many studies of service quality. This is because it has a generic application and is a practical approach to any area. Several researchers have applied the SERVQUAL model to measure service quality in the domain of higher education with modified constructs to outfit specific situations (Teeroovengadum et al. 2016). The dimensions of SERVQUAL can effectively minimize the gaps of service quality.

Dimensions of Service Quality in SERVQUAL:

In the SERVQUAL model, there are five dimensions of service quality. The five dimensions of service quality are mentioned below:

1. Assurance: Ability to convey trust and confidence. For example, giving a feeling that students' best is in your heart.
2. Empathy: Ability to be approachable, caring, understanding, and relating with students' needs. For example, being a good listener.

3. Tangible: Physical facilities and facilitating goods. For example, cleanliness, campus, labs and libraries.

4. Reliability: Perform promised service dependably and accurately.

5. Responsiveness: Willingness to help students promptly. For example, avoid keeping students waiting for no apparent reason. Quick recovery, if service failure occurs.

Some service qualities for each service quality dimension in HE is mentioned below to minimize the service quality gaps.

Assurance:

- Students are provided educational services in a timely manner.
- Faculty members are innovative and agents of improvement.
- Staff members provide educational services to students equally and fairly.
- Students do not need to spend long periods of time to receive services they need.

Empathy:

- Faculty and staff members pay attention to an individual student's feelings.
- Emerging and health related issues of the student are dealt with properly.
- Faculty and staff members respect student's suggestions and opinions.
- Faculty and staff members encourage students to share their thoughts.
- Classroom and office environment are welcoming in nature.

Tangibility:

- Educational resources and equipment are up-to-date and modern.
- Educational equipment and facilities are adequate and appropriate.
- Physical appearance of faculty and staff members are appropriate.
- Library and labs are resourceful for the respective field of studies.
- Faculty and staff members are enthusiastic and friendly.

Reliability:

- Faculty members are well qualified and aware of the university policies and regulations to guide students in a proper manner.
- Staff members provide services following the given timeline.
- Staff members have the skills to fulfill their responsibilities.
- Educational records of students are properly maintained.
- Due services are offered in a way that no unnecessary follow-up is required.

Responsiveness:

- Availability of a person (administrative and academic) to assist a student on time.
- Faculty members' capacity to solve problems when they arise.
- Channels for expressing student complaints are readily available.
- Queries are dealt with efficiently and promptly by both faculty and admin staff.
- During course registration and enrollment, due assistance is there.

By ensuring the above service qualities, the HE institutions can provide quality services for their stakeholders and customers (students).

Roles of Teachers in Providing Quality Service to the Students:

Due to the COVID 19 pandemic situation, online teaching has been initiated in various universities. There are some instructional strategies for online teaching. Teachers play an important role in the SERVQUAL Model. In order to increase service quality, teachers should maintain slow voice pitch and practice different vocal functions. They should formulate interactive online strategies and focus on enhancing students' learning abilities. Besides, they should think more critically, practically, and creatively. They should offer flexible teaching and assessment policies and set up backup plans. Moreover, they

should transform a large-class lecture to smaller modules and provide self-learning materials. Finally, they should create and maintain a strong presence in terms of cognitive, social, and facilitatory presence.

There are some tips for effective online teaching in Pearson in Higher Education, 2020. Such as:

- Expect the unexpected and remain flexible.
- Set clear expectations for the course.
- Establish a sense of comfort and connectedness.
- Have a good balance of active leader and active observer.
- Request regular feedback.

Although technologies and resources are necessary ingredients for online teaching and learning, teachers' support for students, including intensive monitoring of their learning processes, is what makes teaching effective - as with face-to-face situations. To ensure quality service in HE, speakers have also recommended that the institutions assure the ability to convey trust and confidence and provide the feelings of students' best interest in their heart.

Rapporteurs:

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