

# Developing an Alumni Profile for East West University

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and Estiaque Bari



East West University Center for Research and Training  
East West University

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## **Message from East West University Center for Research and Training (EWUCRT)**

Working Paper is a routine publication of EWUCRT. This is a preliminary research report published after its review by at least two experts in the field. Thereafter, it is circulated to a wider audience of readers including students, faculty and specialists in the field for comments. EWUCRT earnestly requests the readers of the report to share their comments with us electronically using e-mail id: [ewucrt@ewubd.edu](mailto:ewucrt@ewubd.edu). Your comments will provide valuable inputs to further improvement of the quality of the report before it is considered for publication as research monograph by EWUCRT. The views expressed in this report are those of the author and not necessarily those of the East West University Center for Research and Training (EWUCRT).



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## ABSTRACT

In 2021, East West University (EWU) entered its 25<sup>th</sup> year of pursuing excellence in higher education. To the best of our knowledge, despite admirable performance by a large share of EWU alumni in their chosen profession, no systematic information is available regarding current and historical performance of EWU alumni. In this research, we surveyed EWU alumni and used this information to develop systematic understanding of EWU graduates' job market performance. Specifically, we explored three broad areas: (i) reaching the alumni, (ii) developing a comprehensive alumni profile, and (iii) identifying the potential benefits of alumni involvement. A total of 9,329 alumni responses were collected; of these, nearly 74% completed undergraduate degrees at EWU while the rest were graduate alumni. Wherever appropriate, we conducted the analysis by faculty to decouple the differences and nuances among the science, arts and business faculties. We found that nearly 64% of our undergraduate alumni are involved in jobs, 7% are involved in businesses, and an additional 12% are currently full-time students engaged in higher studies. Therefore, around 17% of our undergraduate alumni are currently not involved in jobs or businesses. We learned that about one in every two undergraduate alumni seeking employment found a job within the first three months after graduation. Our results also indicate that EWU alumni are employed in a wide variety of sectors including newly emerging sectors, e.g., e-commerce, business process outsourcing, travel and hospitality, etc. More detailed results and analysis are provided in the report.



# Chapter 1

## Introduction

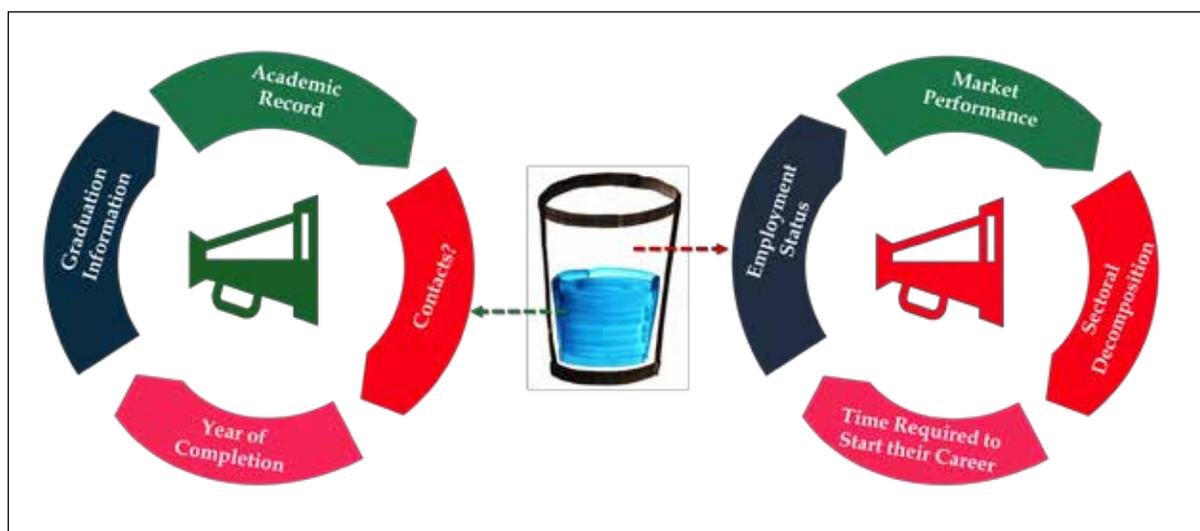
East West University (EWU), since its inception in 1996, has grown to be one of the top-ranked private universities of Bangladesh. EWU is one of only eleven Bangladeshi universities included in the *QS Asia Universities Rankings 2021*. In 2021, EWU is going to step into its 25<sup>th</sup> year of pursuing excellence in higher education. Originally conceived and led by the visionary Dr. Mohammed Farashuddin, EWU aims to provide quality education at an affordable cost. Till its 19<sup>th</sup> Convocation in 2019, a total of 20,376 students have completed their various academic degrees from EWU among which 12,943 were males and 7,433 were females. In addition, 14,111 and 6,265 students have completed their undergraduate and graduate degrees respectively.

Universities around the world routinely conduct alumni surveys to collect data and publish summary statistics on various aspects related to the alumni. Data is collected on, for example, graduates' demographic characteristics, average starting salary, job placement across sectors, job location, time needed to find the first job, etc. Understandably, one reason for publicizing statistics on such performance and achievement is that it builds institutional reputation and gives competitive advantage in the long run. But this is done also to give future applicants a clearer picture of their job prospects upon finishing their degrees from a particular institution. Universities increasingly realize that, in an ever-competitive and information-driven world, students prefer concrete valuation of their education prospects while making well-informed admission decisions.

To the best of our knowledge, a large share of EWU alumni is performing more than admirably in their chosen profession while some have already reached the upper echelons of decision making in their respective jobs. However, despite these success stories, such claim may often be considered anecdotal, as no systematic information is available regarding current and historical performance of EWU alumni. We believe that systematic analysis of alumni performance data can provide a critical source of empirical validation of the success of EWU. We feel that, in today's increasingly competitive and constantly changing market environment, this will help solidify "the EWU brand" of education. This will, among other benefits, ensure EWU to attract increasingly better students in the near future. The university authority is also currently showing intent in broadening the range of academic programs and alumni involvement can be useful in this regard as well.

EWU graduates, as is often the case with many universities, move after finishing their degrees and/or starting new jobs and lose contact with their alma mater over time. Most EWU departments collect basic contact information from their respective graduates during graduation. However, this can be considered as a “glass half-full” scenario as this information is not always updated and analyzed in a systematic manner over time. This means that the university often lacks knowledge on graduates’ career progression and performance after graduating from EWU (see Figure 1). To be more specific, no systematic information regarding graduates’ current employment status, employment type, job performance, and propensity of continuing education at EWU, etc. has been maintained by the university. Hence, EWU is unable, among other things, to convincingly make the claim that it deserves credit for maintaining as well as constantly updating the quality of its academic programs.

**Figure 1: Benefits for EWU of collecting alumni information**



Source: Developed by the authors

In this research project, we aim to conduct an alumni survey to gather career-related information of EWU graduates. We can then use the collected data to create a profile of EWU graduates that can help the university to learn from the professional experience of its alumni. We believe this information can be integrated with existing academic information of the alumni. This will help the university in filling the gap in knowledge identified above<sup>1</sup>. We must note that, based on our discussion with the alumni, there have been several initiatives in the past to foster alumni networking, engagement and creation of an alumni association. These initiatives have originated from both the alumni and the university authority. However, they have often lacked a focused and systematic approach to contacting, collecting and maintaining alumni information. More importantly, they have largely not been geared towards the kind of statistical data analysis we have conducted in this research.

<sup>1</sup> The university authority has also identified the need for such a project. Please see a letter, dated July 8, 2018, attached where Prof. Dr. Mohammed Farashuddin (Chief Advisor, EWU) has expressed his interest in and support for this project.

The research report is organized as follows. Followed by the introduction, in section 2, we outline the research objectives. In section 3, we discuss relevant literature, and, in section 4, we present EWU graduate outlook so far (up to the 19<sup>th</sup> convocation). We then elaborate on the data collection strategies in section 5 and provide a summary of collected data in section 6. In sections 7, 8 and 9, we present research findings on the alumni's journey at EWU, their perceived effectiveness of EWU degrees and their job profile. In section 10, we then discuss our findings regarding potential benefits of alumni engagement for EWU. We conclude by summarizing our main findings and relevant recommendations in section 11. In addition, list of references, annexes and the survey questionnaire are enclosed at the end of the report.

## Chapter 2

### Research Objectives

In this research, our primary objective is to gather career information from EWU graduates so that it can be integrated with currently available alumni information to obtain comprehensive knowledge regarding the performance of the alumni. More specifically, within this main objective, we intend to accomplish the following.

- a) **Objective 1:** Compare different methods of reaching out to the alumni such as advertising in the EWU website, Facebook and LinkedIn, emails, phone calls, in terms of how effective these are in reaching the maximum number of alumni.
  
- b) **Objective 2:** Generate descriptive statistics to aid the university in making informed decisions.
  - 2.1 District-wise decomposition of undergraduate alumni joining EWU
  - 2.2 Reasons for joining EWU for both undergraduate and graduate alumni
  - 2.3 Living arrangement of alumni and its impact on academic performance
  - 2.4 Club participation and its impact on academic and job market performance
  - 2.5 Alumni perception of the effectiveness of their respective EWU degree
  - 2.6 Employment status of alumni and its sector-wise decomposition
  
- c) **Objective 3:** Explore the rationale behind and identify potential benefits of engaging and collecting data from the alumni based on existing literature.

## Chapter 3

### Literature Review

It is well established that alumni are key stakeholders in the long-term evolution of any university. Universities around the world have increasingly realized this fact and focused more and more on developing fruitful alumni relations (see e.g., Ebert *et al.* 2015, Gallo 2013, Moore and Kuol 2007). Literature provides ample evidence on how engaging and maintaining information on the alumni can be beneficial for any higher education institution. Possible benefits of engaging the alumni can be classified in two distinct forms – academic and non-academic support (Brown and Mazzarol 2009, and Helgesen and Nettet 2007). Such support includes, for example, alumni donation (Daly 2013), repurchase behavior, association membership, career and academic mentorship for new graduates (Moore and Kuol 2007 and Aitha *et al.* 2015), long-term development and sustainability (Gallo 2013) etc. Most universities now have alumni relations departments and/or offices to initiate and sustain engaging and cooperative relationships with alumni. In the following, we briefly summarize some of the primary areas in which alumni are usually recognized to be beneficial to their alma mater.<sup>2</sup>

First, universities have long since attempted to track what their alumni have accomplished upon completion of their academic training (see e.g., Lambert and Miller 2014, Senekal and Munro 2019, Volkwein 2010). Publicizing such alumni accomplishments is often a direct method to empirically establish a university's achievements, the quality and efficacy of its academic programs and its long-term reputation. Such endeavors also raise the university's visibility and enhance current and future graduates' employability over time. This type of alumni performance tracking and reporting also becomes increasingly relevant in the age of outcome-based education (OBE). Most universities around the world now routinely conduct alumni surveys to collect data on, among other indicators, graduates' employment history, job performance and satisfaction, income, and socioeconomic status, etc.

Second, alumni can help an institution to evaluate the quality, effectiveness and relevance of its academic programs (see e.g., Cabrera 2005, Lambert and Miller 2014, Soegoto *et al.* 2018, Volkwein 2010). Alumni are often asked to rate, among others, the effectiveness of the instruction they received at an institution, how their skills and technical competencies have developed due to completing a particular degree. Through such feedback, alumni can help a university in adapting and enhancing its academic curricula in keeping with prevailing market conditions. Saunders-Smiths and de Graaff (2012) attempt to evaluate curriculum quality based on survey of graduates of the Delft University of Technology. In another study, Chi *et al.* (2012)

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<sup>2</sup> A detailed overview of this literature is not relevant to the scope of this research; interested readers are requested to look at the relevant journal articles for more in-depth understanding and analysis.

discuss that alumni networking can be used to support and enhance mentoring programs, online networking and adapting academic programs to market conditions. Dollinger *et al.* (2019), in a large research-intensive Australian university, looks at alumni mentoring programs and how they impact the participating students and alumni. Wilkerson (2020) conducted a skill assessment survey with MIS graduates of a northeastern US university to evaluate relative importance of 104 skill items necessary for MIS-related careers.

Third, a major aspect of alumni engagement is often financial support from and charitable donations by alumni, which can be a major source of financial support for an institution (see e.g., Clotfelter 2003, Daly 2013, Faria *et al.* 2018, Gallo 2012, and Volkwein 2010). With declining state funding, alumni contributions are becoming a major source of financial assistance. Of course, the scope and viability of receiving alumni support differs across universities and across countries. Although there is a long and established tradition of alumni giving in US universities, universities in other countries are also increasingly exploring alumni giving as an important source of funding. Alumni can also, using their personal and professional networks, help an institution in exploring potential avenues of funding from national and international organizations. Understandably, considerable literature exists in the areas of alumni donation and its determinants (see, e.g., Clotfelter 2003, Faria *et al.* 2018, Francioni *et al.* 2020, Hanson 2000, Okunade *et al.* 1994, O'Neil and Schenke 2007, Proper 2009).

Lastly, alumni can contribute in various other academic and non-academic channels. For example, alumni can provide guidance and suggestion for institutional investment in club and extra-curricular activities for current students. Their experiences as students can often shed light on areas of future improvement. Alumni can assist in giving directions for potential investment in research activities and/or evaluate the effectiveness of existing scholarship schemes in attracting students with genuine financial need. Alumni can also help the university in student enrollment, for example, reaching potential students from across the country.

## Chapter 4

### EWU Graduate Outlook

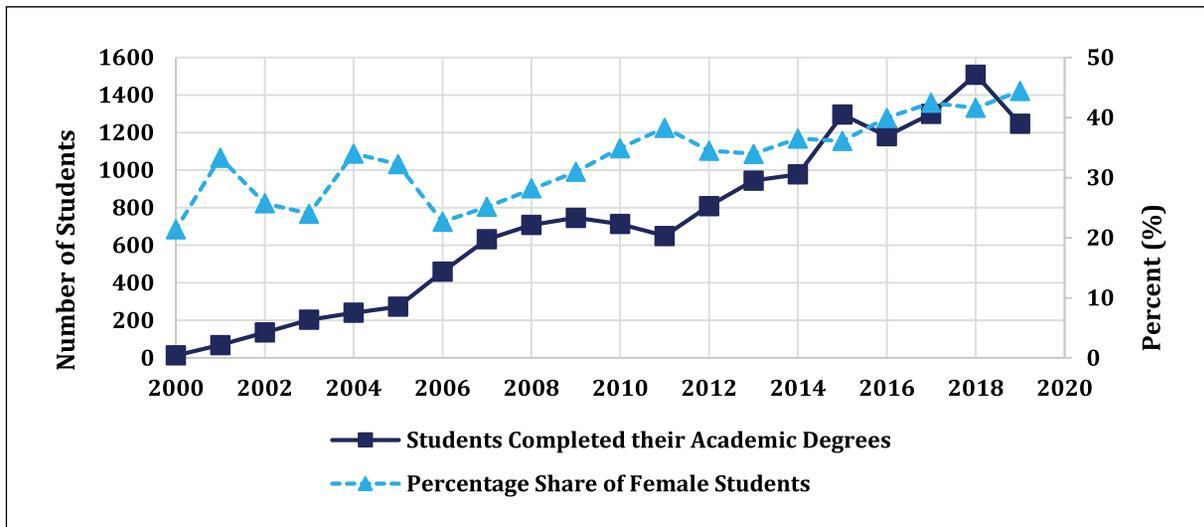
In this section, we used existing convocation database to generate and discuss the historical trend in number of degrees awarded by academic program and by sex.

#### 4.1 Students completing undergraduate degrees

The very first batch of EWU graduates, consisting of 14 students, completed their undergraduate degrees in 2000 and this number has steadily increased ever since (see Figure 2). Up to 2005, a steady linear increase is observed while, from 2005 onward, the rate of increase appears to be faster. Especially, since 2014, more than 1,000 students graduated from EWU each year. For example, approximately 1,509 undergraduate students completed their degrees in 2018, which is the highest number of graduates for the university so far.

Considering gender<sup>3</sup> composition of these graduates, we also observe a steady increase in the ratio of female-to-male graduates (Figure 2). For example, the percentage share of female students who completed their respective undergraduate degrees from EWU has increased from 21% in 2000 to 45% in 2019.

**Figure 2: Number of students completed undergraduate degrees by passing year**



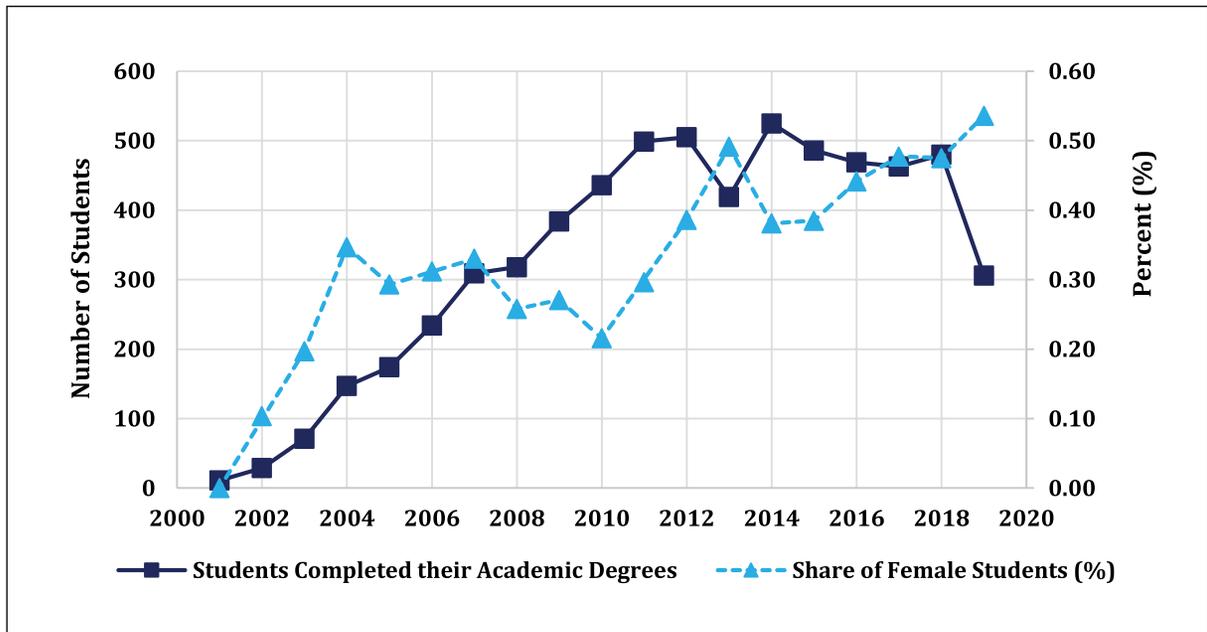
Source: Authors' Calculation from the EWU Convocation Database (2020)

<sup>3</sup> Gender and sex will be used interchangeably throughout the remainder of the report (according to the contextual appropriateness of use).

### 4.2 Students completing graduate degrees

In addition, a total of 6,265 students have completed graduate degrees from EWU so far. Like undergraduate programs, there has been a steady increase in number of graduate alumni. The share of female students completing their graduate degrees from the EWU is on the rise and, in 2019, it reached as high as 54% (Figure 3).

**Figure 3: Number of students completed graduate degrees by passing year**

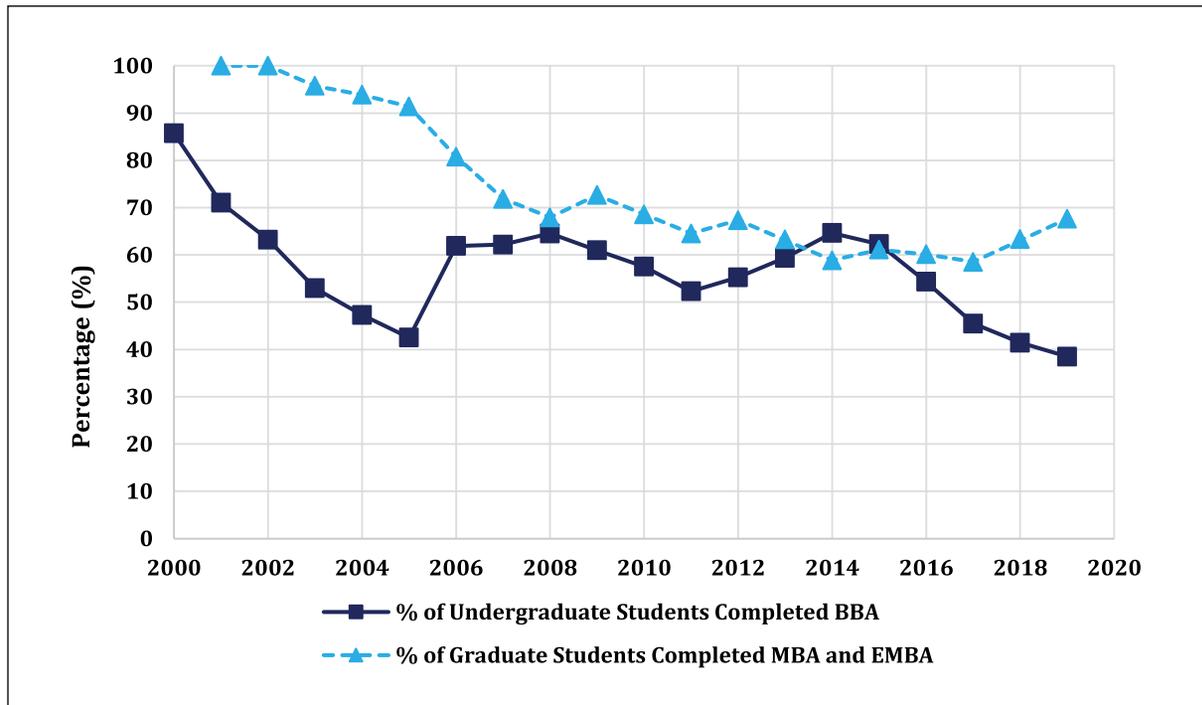


Source: Authors' Calculation from the EWU Convocation Database (2020)

### 4.3 Share of graduates by academic programs

We next look at how the combined share of Bachelor of Business Administration (BBA), Master of Business Administration (MBA) and Executive Master of Business Administration (EMBA) graduates has evolved over time (see Figure 4). We observe that the share of BBA graduates, although increasing initially, has steadily declined in recent times (especially since 2011). It is heartening to see that EWU has been able to decrease reliance on one specific degree program by periodically opening more diverse departments and programs.

**Figure 4: Share of BBA and MBA graduates (%) among all academic programs**



Source: Authors' Calculation from the EWU Convocation Database (2020)

#### 4.4 Academic performance of graduates by sex

Next, we look at comparative performance of male and female graduates (see Table 1). We find that, on average, female graduates' CGPA is 0.12 points higher than their male counterparts and the difference is statically significant at the 1% level.

Sex	Number of Students	Percent (%)	Average CGPA	Standard Deviation
Female	7,433	36.48	3.17	0.43
Male	12,943	63.52	3.05	0.43
Overall	20,376	100.00	3.09	0.44
Difference			0.12***	

Source: Authors' calculation based on data from EWU register's office  
 Note: \*\*\* p<0.001, \*\* p<0.01, \* p<0.05

#### 4.5 Academic performance of graduates by programs

In Table 2, we see that students who completed graduate degrees have achieved higher CGPA than those completing undergraduate degrees. On average, students who completed graduate degrees from EWU attained 0.21 points higher CGPA than the students who have completed undergraduate degrees and the difference is statistically significant at the 1% level.

Table 2: Average CGPA of graduate from the EWU by academic program				
Academic Program	Number of Students	Percent (%)	Average CGPA	Standard Deviation
<b>Undergraduate</b>	14,111	69.25	3.03	0.46
<b>Graduate</b>	6,265	30.75	3.24	0.34
<b>Overall</b>	20,376	100.00	3.09	0.44
<b>Difference</b>			<b>0.21***</b>	

Source: Authors' calculation based on data from EWU register's office  
 Note: \*\*\* p<0.001, \*\* p<0.01, \* p<0.05

Further analyses across departments show that, on average, an EWU undergraduate student takes nearly 14 semesters to complete his/her degree. Although this number is difficult to evaluate without comparable data from other universities, it may still be of substance for further analysis in improving academic efficiency and operational smoothness across the departments.

## **Chapter 5**

### **Data Collection Strategies**

In this section, we discuss the various communication channels we employed to reach out to and collect information from EWU alumni. Also, in response to objective 1 of our research, we suggest the optimal method (or combination of methods) for contacting EWU alumni. We do this by comparing the relative success of each communication method in reaching out to the alumni. Tracing and collecting career information on EWU graduates was a challenging endeavor and required a concerted effort from all relevant departments and offices of the university. Achieving the project objective called for a systematic and well-thought-out plan for data collection, storage and subsequent analysis. To begin with, we first identified and then tried to reach out to some key alumni figures across different batches and departments.

#### **5.1 Strategies adopted for data collection**

As originally proposed, we employed a combination of different methods to contact as many of the EWU alumni as possible. Specifically, we used (i) phone calls, (ii) emails, (iii) Facebook posts, (iv) LinkedIn and (v) the EWU website to reach out to the alumni. Figure 5 provides a schematic overview of the various data collection strategies that we adopted for this research.

We always felt it was necessary to reach out to the maximum number of alumni in order for us to conduct a comprehensive and insightful analysis of graduates. Realizing the wider use and convenience at the user end, we collected alumni information using Google Forms through a structured questionnaire. This section of the report provides an overview of the data collection process, in terms of the methods employed to contact the alumni, the chronology of events, and the relative effectiveness of the various communication methods.

**Figure 5: A look at the data collection strategies used**



Source: Developed by the authors

## 5.2 Chronological overview of data collection process

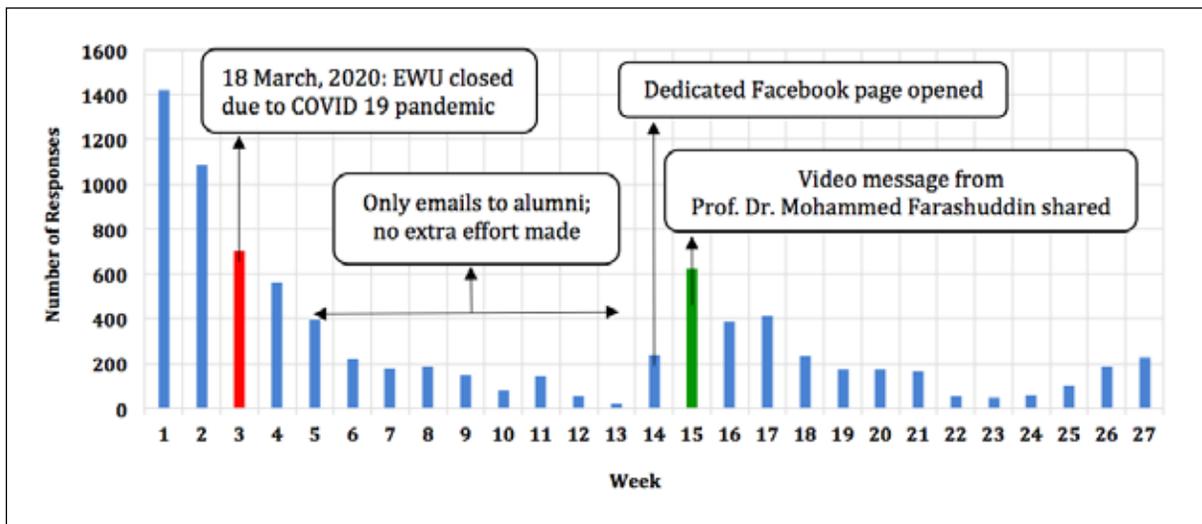
We now present a chronological overview of the data collection process. To start with, we first collected the convocation database of all graduating students (up to the 19<sup>th</sup> convocation held on 17 February 2020) from the university’s Information and Communication Services (ICS) office. This data was collected by department and by year of enrollment. Following several rounds of review, feedback and testing of the questionnaire, we started collecting data from EWU Alumni on 29 February 2020. On the first day, we had circulated an email to a number of EWU Alumni who were also our direct students and a total of 56 responses were submitted on that day. It was important for us to reach out to our former students and obtain their views on, e.g., how much time it took to complete the form, questions they were not comfortable to answer etc., before circulating the questionnaire to everyone. On the same day, we had also divided the database proportionately in three parts among our three research assistants hired for the project. The research assistants were EWU alumni themselves, which later made it convenient for them to identify with and reach out to other alumni. Figure 6 depicts a chronological overview of the number of collected responses (by week) and highlights major milestones.

From 1 March 2020, onwards, with the help of our research assistants, we started contacting alumni through phone calls and emails. We started by sending emails to recent graduates with the hope that they were more likely to be familiar with us as faculty members. In addition, we developed a list of current members of the EWU faculty who were alumni themselves and emailed them seeking cooperation in all possible avenues. In between, the research team had face-to-face meetings with selected members of the faculty across departments. The criteria for selecting faculty members were there (i) extent of current and past engagement with students,

(ii) length of service at EWU, and (iii) presence in and engagement with sites such as Facebook and LinkedIn. All these strategies helped to get more than 1400 responses by the end of the 1<sup>st</sup> week.

In the second week, with the help of ICS, we uploaded the questionnaire in the official university website. It helped us to generate more interest and gain greater trust among the alumni and since then we always used this questionnaire link in any subsequent interaction with the alumni. Meanwhile, we recorded a video message from Professor Dr. Mohammed Farashuddin (Chief Adviser, EWU) asking the alumnus to wholeheartedly participate in the research by completing the questionnaire. We also took a schedule from Professor M.M. Shahidul Hassan (Vice Chancellor, EWU) for making a similar video message. But unfortunately, the university was closed on March 18, 2020 due to the Covid-19 outbreak and we were unable to make this video. All these steps helped us to get more than 2,500 responses by the second week of data collection. Throughout March, we continued sending emails, making phone calls and other means of communication with the alumni.

**Figure 6: Number of online responses submitted per week**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

However, by the first week of April, as covid-19 situation worsened, we decided to temporarily pause our efforts to reach the alumni. For almost eight weeks, we did not put any extra effort to expedite data collection. But the Google form was still active during this period.

Starting from July, on the fourteenth week, we restarted emails and phone calls. On July 2, 2020, we opened a dedicated Facebook page for this project. A week later, we publicly shared the recorded video message from Professor Dr. Mohammed Farashuddin. The message from Farashuddin Sir significantly increased responses from senior alumni. Meanwhile, we sought voluntary assistance from a number of EWU alumni and a significant number of the alumni also shared Sir's video message through their personal social media and LinkedIn accounts. At

this stage, we once again received valuable support from the EWU Career Counseling Center as they promoted our campaign from their official Facebook page. In addition, using publicly available career data in graduates' LinkedIn accounts, we developed several information graphics highlighting the current job market portfolio of EWU alumni. Using these graphics, we then ran both organic and paid promotional campaigns in Facebook and LinkedIn. These promotional campaigns helped us in generating and sustaining interest about our project among the alumni.

We continued to use different strategies to reach out to more alumni till the twenty-first week of data collection. Within this period, we conducted five Focus Group Discussions (FGDs) and several Key Informant Interviews (KIIs). For the FGDs and the KIIs, we sent an email requesting alumni feedback and/or comments on the following four pre-specified questions:

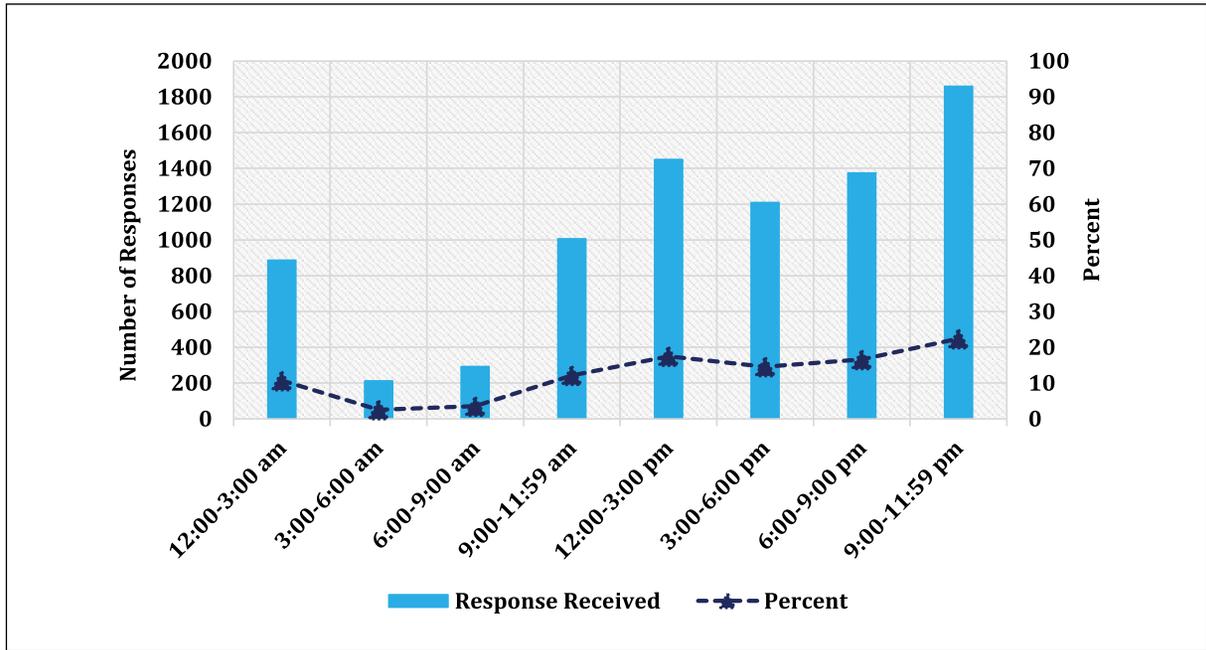
- **Question 1:** Your thoughts as a recruiter on the status and capabilities of recent EWU graduates (relative to current market conditions).
- **Question 2:** How do you think EWU programs may be designed to better address present market demand and what role do you think the alumni can play in achieving that?
- **Question 3:** What strategies may EWU authorities adopt in effectively connecting with the alumni?
- **Question 4:** What strategies do you think should be adopted in disseminating results and recommendations from this particular project?

We wanted this study to be as inclusive as possible and for that we provided an opportunity to the alumni also for sharing their views. However, we did not conduct any quantitative analysis using information gathered from these FGDs and KIIs. Rather this information helped us to better explain some of the research findings that we derived from our collected data.

Lastly, before closing the data collection phase, we ran several promotional campaigns from our dedicated Facebook page, including hosting a live conversation with selected members of the alumni. Between the twenty-second and the twenty-fourth week, our team did not put much effort in project promotion and, as expected, only a few responses were submitted during this period.

In Figure 7, we present hour-wise distribution of submitted responses both in terms of total numbers and as percentage of total. From Figure 7, we learn that about 22.4% of all responses were submitted between 9:00PM–11:59PM (after office hours) followed by 17.5% between 12:00PM–3:00PM (lunch hour) and 6:00PM–9:00PM (immediately after office closure in the evening). In addition, relatively lower share of responses was submitted during before and after lunch hours. Specifically, 14.6% of all responses were submitted between 3:00PM–6:00PM and 12.1% between 9:00AM–11:59AM (in the early business hours). Also, as expected, the lowest share of responses was collected during late night hours between 12:00AM–3:00AM (only 10%). Overall, we learn that, in similar campaigns to reach EWU alumni in future, it will be prudent to target the 6:00PM–11:59PM window.

**Figure 7: Hour-wise distribution of submitted responses**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

### 5.3 Institutional cooperation within EWU

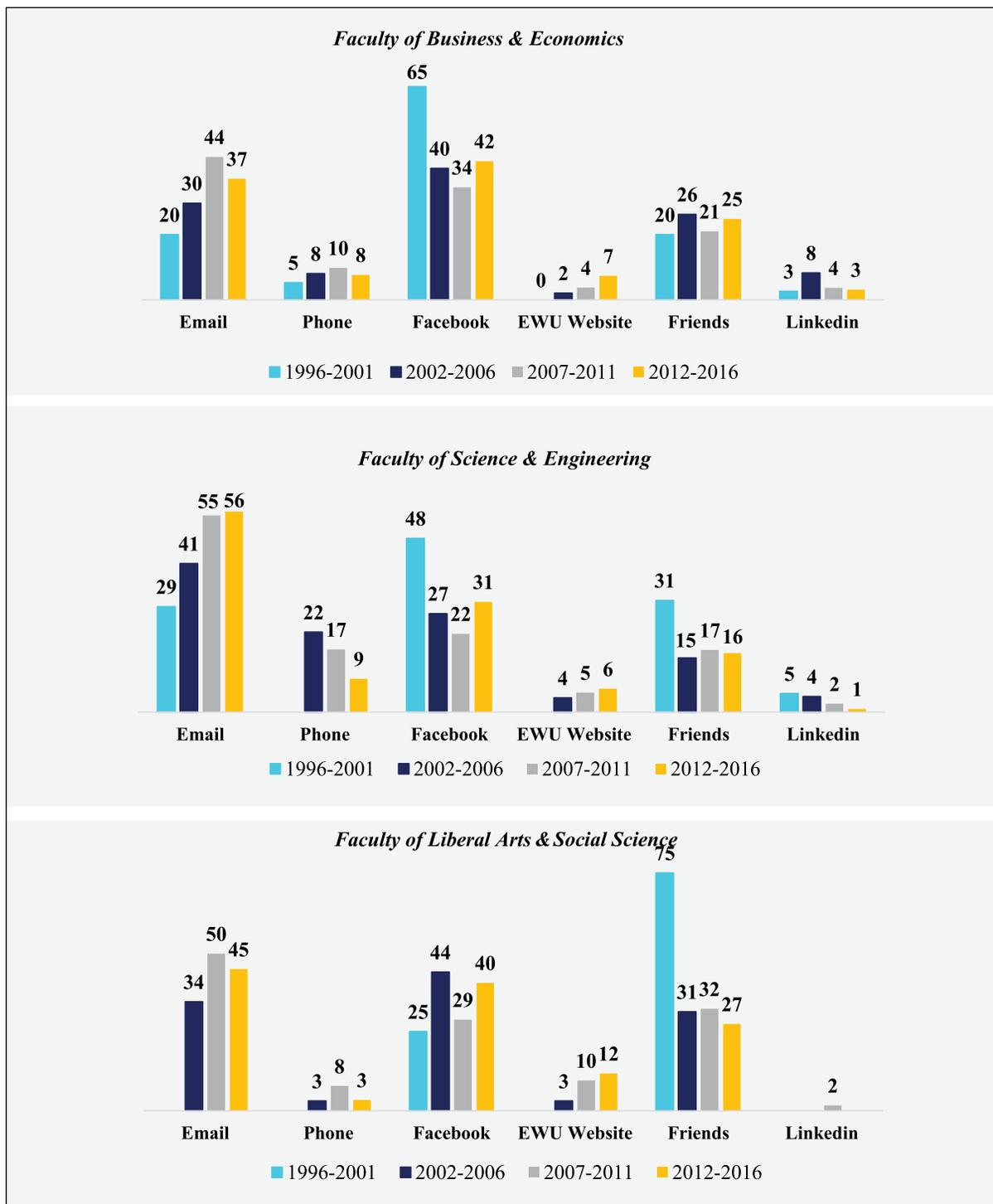
At the beginning of the project, we had informed all faculty members about the project through email and had also requested their cooperation in successfully completing the project. Then, after receiving 5,000 form submissions, we again emailed all faculty members to update them about our progress. We had also met with most of the Department Chairs and Department Coordinators in person to seek their kind assistance in promoting the project and gladly note that we received their unreserved support. In addition, we met with officials from the EWU Career Counseling Center (CCC), especially, Mr. Nahid Hassan Khan (Advisor, DSW and Head, CCC). They had been kind enough to repeatedly share information about this project through their official Facebook page.

### 5.4 Relative effectiveness of data collection strategies

During survey, we had asked all alumni (both graduate and undergraduate) about how they came to know of this initiative. They were asked to choose between Facebook, email, phone call, EWU website, friends, LinkedIn and multiple answers were allowed. Figure 8 and Figure 9 show the relative share (as percentage of total) of undergraduate and graduate alumni reached by each data collection strategy. For each strategy, we present the information by faculty and by enrollment cohort. We observed that the most important modes of communication for undergraduate alumni were (i) email, (ii) Facebook and (iii) friends/colleagues. Further analysis provides the insight that Facebook is the most effective means to reach Faculty of Business and Economics alumni followed by emails and then by friends and colleagues. On the other hand, for the Faculty of Science and Engineering, email is the most effective means to reach

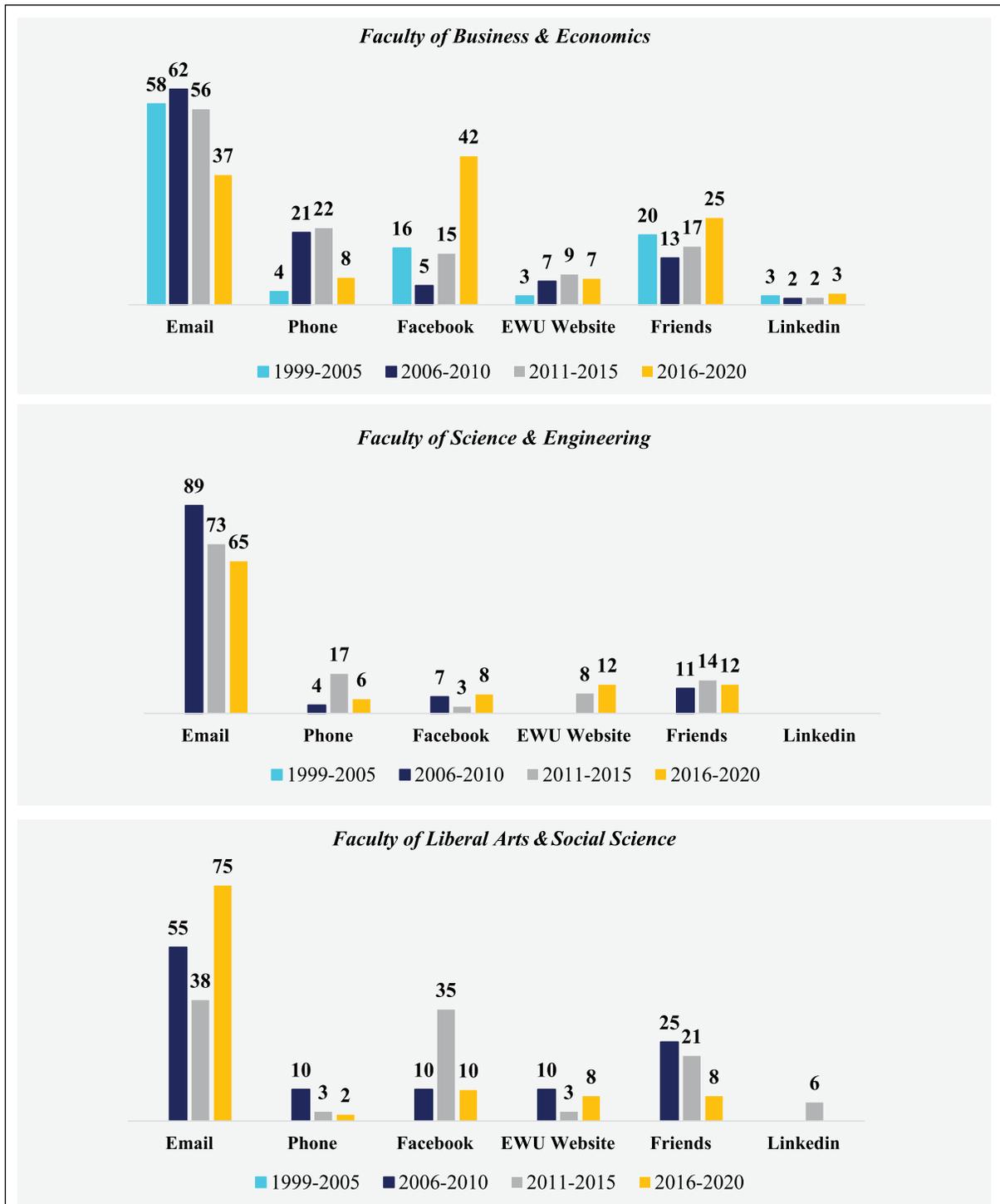
the alumni followed by Facebook and then by friends and colleagues. However, regardless of the faculty, we found that the relatively younger group of alumni first came to know about this initiative through emails. We also observed significant numbers of email bounce-backs when trying to reach the alumni from batches between 1996 and 2006. This issue increased more than proportionately as we attempted to reach the most senior batches.

**Figure 8: Share of undergraduate alumni reached by each strategy (% of total)**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

**Figure 9: Share of graduate alumni reached by each strategy (% of total)**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

Note: Alumni who completed undergraduate degrees outside EWU are only included to avoid double counting.

In Figure 9, we see that about 43% of the graduate alumni who responded in the survey also completed their respective undergraduate degrees from EWU. So, to avoid double counting, we only considered graduate alumni who had completed their undergraduate degrees from elsewhere. For graduate alumni, we again found that email is the most effective method to

reach them followed by Facebook and then by classmates and friends. Similar to undergraduate alumni, we faced challenges in reaching graduate alumni from more senior batches due to significant email address changes.

Overall, we learned that, for EWU alumni, email is the most effective medium of communication followed by Facebook. Therefore, allowing EWU alumni to use university email (domain) even after their graduation may help the authority to reach and keep in touch with the alumni and vice versa. In addition, sharing information and periodic updates with alumni through a verified Facebook page will be an important vehicle for EWU to build an active online alumni community. Updates on, e.g., achievements of current students, alumni and faculty members, job market opportunities, publishing regular blog posts from current students and alumni etc., can be shared in this fashion.

### 5.5 Challenges faced during data collection

The following outlines the key challenges that we faced during data collection:

- Email was the most effective means to reach the alumni, but, reaching alumni from the most senior enrollment cohorts was difficult. We could email about 66% and 95% of the alumni from before and after 2006 respectively. A significant number of emails “bounced-back” when contacting graduates from cohorts of 2006 and earlier.
- Facebook was found to be the second most effective means for reaching out to the alumni. However, in the absence of a dedicated Facebook page for the alumni, we had to contact them using several informal Facebook pages. This may have created some degree of network bias in disseminating the information to different cohorts.
- Word-of-mouth communication was found to be the third most effective means for reaching out to the alumni. However, we found that, in some cases, there was a lack of trust among the alumni regarding the usefulness of participating in this initiative.
- In the absence of a formal EWU alumni association, some groups of graduates had informally taken steps to form such associations. Because, graduates had already shared information as part of these initiatives in the past, they were confused to share such information with us again.
- We felt that graduates were more interested to form an alumni association than to share information that will only help the university more in creating an alumni profile.
- We started data collection on March 1, 2020. But, within a month of that, the Covid-19 outbreak created significant challenges for further data collection. One of the major challenges was that we could not build the necessary initial rapport with key alumni as we had to cancel our originally planned meet-and-greet session. Another drawback was that we could not record a video message from the Honorable Vice Chancellor Sir, which was initially planned. Although we did collect responses from about 48% of the alumni, we feel that our reach would have been much better in the absence of these initial hurdles.

## Chapter 6

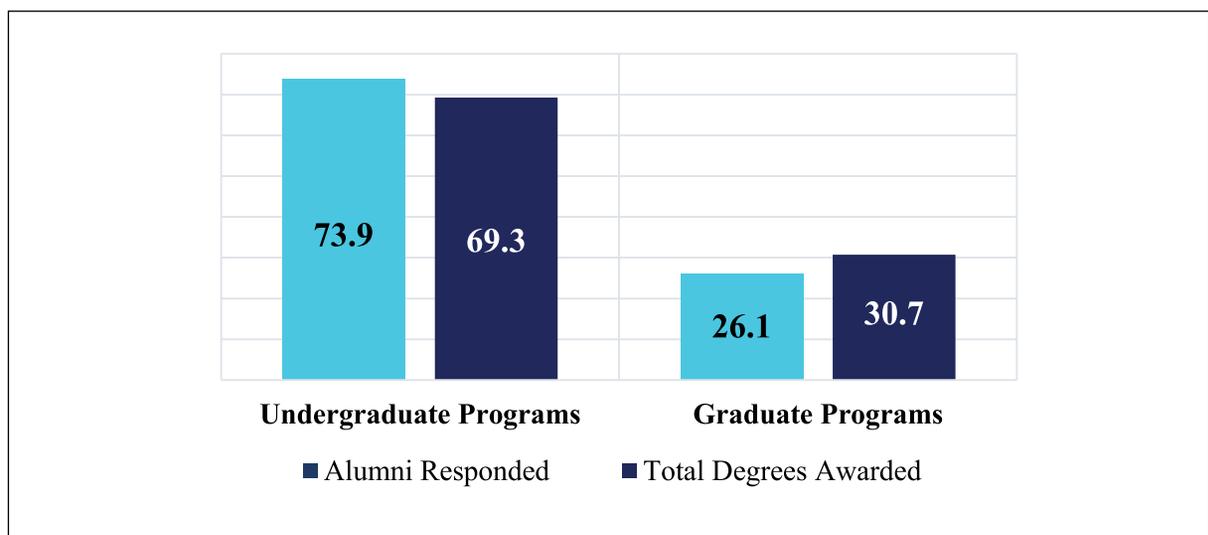
### Data Summary

This section presents statistical summary of the data that we collected from the alumni. Specifically, we look at our sample distribution by sex, by faculty and by enrollment cohort. A total of 20,376 students have graduated from EWU till 19<sup>th</sup> convocation and we have received responses from 9,329 of them (nearly 46%). Of these received responses, 6,893 were from undergraduate and 2,436 from graduate alumni. Among the graduate alumni who responded, nearly 43% had also completed their undergraduate degree from EWU (see Table 3). The percentage of responses received in our project maintains a similar proportion to total EWU alumni by academic programs (see Figure 10).

Table 3: Total responses received from undergraduate and graduate alumni				
Academic Degree Programs	Alumni Responded	Percent (%)	Total Degrees Awarded	% Share of Response
Undergraduate	6,893	-	14,111	48.8
Graduate	2,436	-	6,265	38.9
Alumni with EWU undergraduate degrees	1,042	42.8	-	-
Alumni with only graduate degrees	1,394	57.2	-	-
All	9,329	-	20,376	45.8

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

**Figure 10: Percentage distribution of total degrees awarded and responses received**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

## 6.1 Responses received by gender

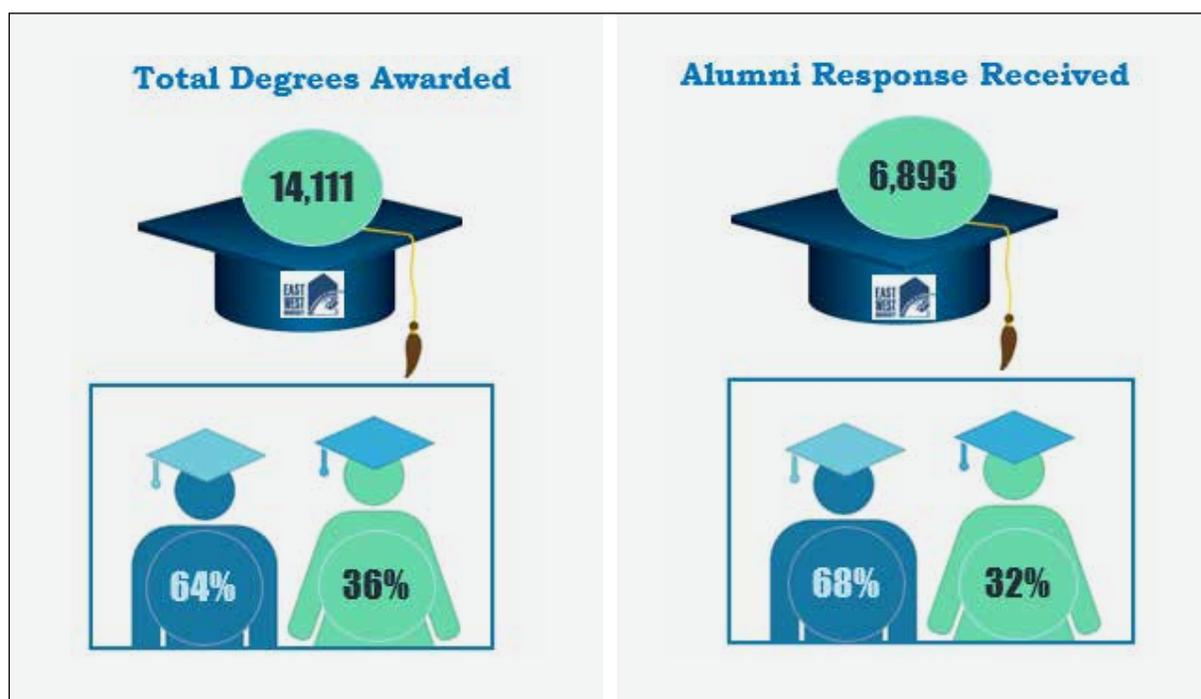
Of the total 9,329 responses received, nearly 68% and 32% were respectively from male and female alumni (see Table 4) regardless of the degree programs.

Table 4: Gender-wise distribution of all responses received						
Academic Program	Undergraduate	Percent (%)	Graduate	Percent (%)	Total	Percent (%)
Female	2,182	31.7	775	31.8	2,957	31.7
Male	4,711	68.3	1,661	68.2	6,372	68.3
All	6,893	100.0	2,436	100.0	9,329	100.0

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

To be specific, the overall male-to-female ratio of undergraduate alumni at EWU so far is 64:36. Among the responses received, the male-to-female ratio is found to be 68:32 (see Figure 11).

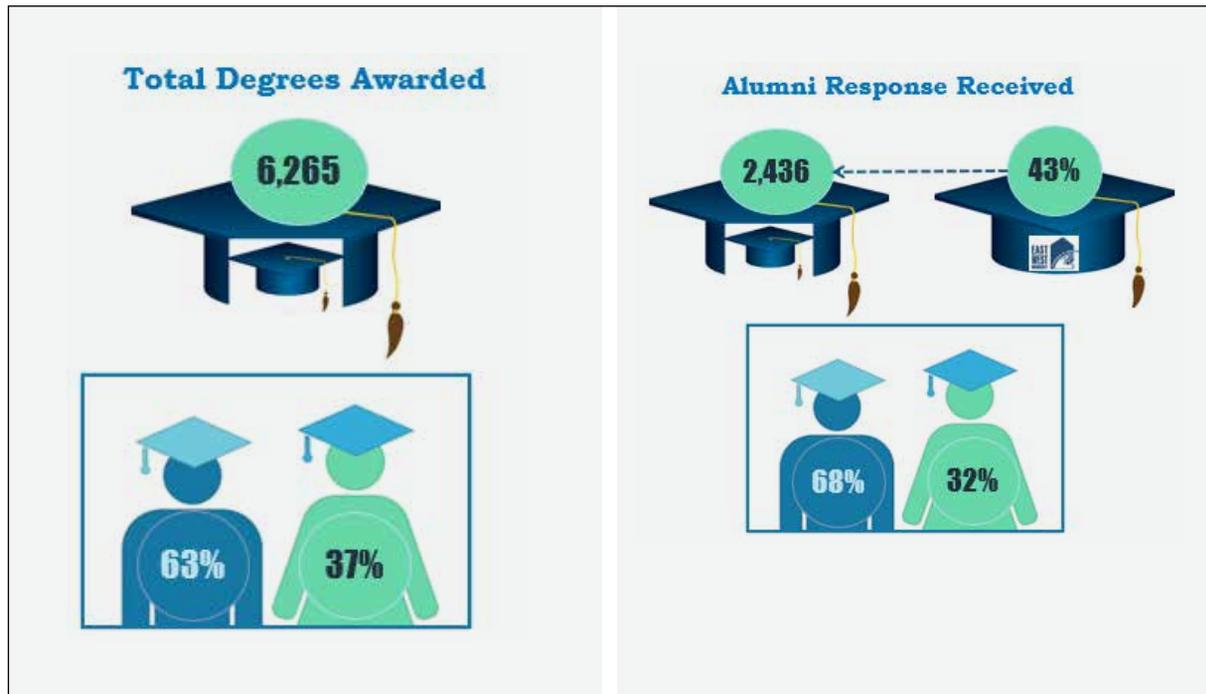
**Figure 11: Gender-wise distribution of undergraduate alumni**



Source: Developed by the authors

On the other hand, the overall male-to-female ratio of graduate alumni at EWU so far is 63:37 (See Figure 12). Among responses received the male-to-female alumni ratio is found to be 68:32 at the graduate level as well. It means the male-to-female ratio that we have received from alumni responses are closely in proportion to its true population by sex.

**Figure 12: Gender-wise distribution of graduate alumni**



Source: Developed by the authors

## 6.2 Responses received by faculty

A total of 6,893 EWU undergraduate alumni submitted their responses. Out of these responses around 58.2% alumni belong to the Faculty of Business and Economics (FBE). Correspondingly, 34.6% of the alumni who responded were from the Faculty of Science and Engineering (FSE) and 7.3% were from the Faculty of Liberal Arts and Social Sciences (FLS) (See Table 5).

In terms of the variety of degrees awarded, a major share of our responses came from BBA graduates (52.1%), followed by Bachelor of Pharmacy (10.6%), B.Sc. in Computer Science and Engineering (9.52%), B.Sc. in Electrical and Electronic Engineering (7.24%), BSS in Economics (6.01%), Bachelor of Arts in English (5.19%) and the reminder by other departments (see Annex Table 31). In most cases, the relative share of responses submitted by graduates of various departments closely matched their actual proportion in the overall graduation statistics (see annex Table 32).

**Table 5: Faculty-wise distribution of responses received (undergraduate)**

Faculty Name	Alumni Responded	%	Total Degrees Awarded	%
Faculty of Science & Engineering	2,382	34.6	4,693	33.3
Faculty of Business & Economics	4,008	58.2	8,204	58.1
Faculty of Liberal Arts & Social Sciences	503	7.3	1,214	8.6
All	6,893	100.0	14,111	100.0

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

A total of 2,436 graduate alumni also submitted their responses. Out of these, around 78% were from FBE, 12.2% from FSE and 10.8% from FLS (see Table 6). In terms of the variety of degrees awarded, most graduate alumni responses were received from MBA graduates (49.43%), followed by EMBA (14.12%), MDS (7.68%), MPHR (7.47%), MSECO (5.05%) and the remainder by other graduates (see annex Table 32). At the graduate level, in case of a few degree programs, the proportion of responses received deviated from their proportion in the overall population of EWU graduate alumni (see annex Table 32). From Table 6, we also find that our responses received closely matched that of the total number of degrees awarded by faculty and by academic programs.

<b>Table 6: Faculty-wise distribution of responses received (graduate)</b>				
<b>Faculty Name</b>	<b>Alumni Responded</b>	<b>%</b>	<b>Total Degrees Awarded</b>	<b>%</b>
Faculty of Science & Engineering	317	13.0	766	12.2
Faculty of Business & Economics	1,917	78.7	4,823	77.0
Faculty of Liberal Arts & Social Sciences	202	8.3	676	10.8
<b>All</b>	<b>2,436</b>	<b>100.0</b>	<b>6,265</b>	<b>100.0</b>

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

### 6.3 Responses received by enrollment cohorts

The first batch of undergraduate students enrolled at EWU in 1996. Over these last twenty odd years, major structural shifts have occurred in the economy and, in keeping with that, EWU has also updated and redesigned its academic programs, administrative procedures and facilities and infrastructure. Thus, we expected to find a variation in responses between alumni from relatively earlier and those from more recent batches. In order to adequately capture this variation in responses over time, we divided the undergraduate alumni in four enrollment cohorts: 1996–2001, 2002–2006, 2007–2011 and 2012–2016. As we have complete information on EWU alumni for 21 years, and as only 20 students enrolled in 1996, the first cohort considers graduates from six years (rather than the usual five). Similarly, for graduate alumni, we defined the first cohort as 1999–2005. The other graduate alumni cohorts are identical to the undergraduate ones.

Table 7 shows that, despite several strategies adopted, reaching the alumni from the most senior enrollment cohorts was a challenging task. We found that only 2% of overall undergraduate alumni responses were submitted by the 1996–2001 cohort, followed by 11% responses from the 2002–2006 cohort. We found similar pattern for graduate alumni as well (See Table 8); note that only about 4.5% of the graduate responses received came from the 1999–2005 cohort. It revealed that reaching out to alumni who enrolled at EWU prior to 2007 was quite challenging for us and may require alternative strategies in future such initiatives. We found that email addresses of a significant majority of alumni from the first two cohorts were no longer valid and this was a key impediment for us in reaching these alumni.

<b>Table 7: Cohort-wise distribution of responses received (undergraduate)</b>				
<b>Batch</b>	<b>Total Degrees Awarded</b>	<b>%</b>	<b>Alumni Responded</b>	<b>%</b>
1996-2001	1,026	7.3	137	2.0
2002-2006	3,318	23.7	756	11.0
2007-2011	4,855	34.7	2,246	32.6
2012-2016	4,812	34.3	3,750	54.4
<b>All</b>	<b>14,011</b>	<b>100.0</b>	<b>6,889</b>	<b>100.0</b>

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

<b>Table 8: Cohort-wise distribution of responses received (graduate)</b>				
<b>Batch</b>	<b>Alumni Responded</b>	<b>%</b>	<b>Alumni Responded</b>	<b>%</b>
1999-2005	905	14.4	109	4.5
2006-2010	2,020	32.2	534	22.1
2011-2015	2,449	39.1	928	38.5
2016-2020	891	14.2	841	34.9
<b>All</b>	<b>6,265</b>	<b>100.0</b>	<b>2,412</b>	<b>100.0</b>

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

#### 6.4 Analytical approach in data analysis

Based on the data presented above, in most cases, we generate descriptive statistics in the upcoming sections. However, in some cases, based on applicability, we have also tested relevant hypothesis and qualified the test results by the analytical framework of the  $p$ -test. The null hypotheses tested in chapters 7 and 8 are listed below.

- Table 9: Location of college degree did not affect academic performance (i.e., CGPA) by faculty
- Table 10: living arrangement while pursuing an undergraduate degree at EWU did not affect academic performance (i.e., CGPA)
- Table 11: active participation in club activities at EWU did not affect academic performance (i.e., CGPA)
- Table 12: active participation in club activities at EWU did not influence the extent of job market engagement, involvement in businesses and in pursuing higher education by gender

- Tables 15, 17 and 19: perceived effectiveness responses of undergraduate alumni (to each indicator separately) are not influenced by their faculty, by sex and by current status of market involvement
- Tables 21, 23 and 25: perceived effectiveness responses of graduate alumni (to each indicator separately) are not influenced by their faculty, by sex and by current status of market involvement
- Table 26: graduate degree is not supportive, either partially or fully, of career progression for the alumni

## Chapter 7

### EWU Alumni: Journey @EWU

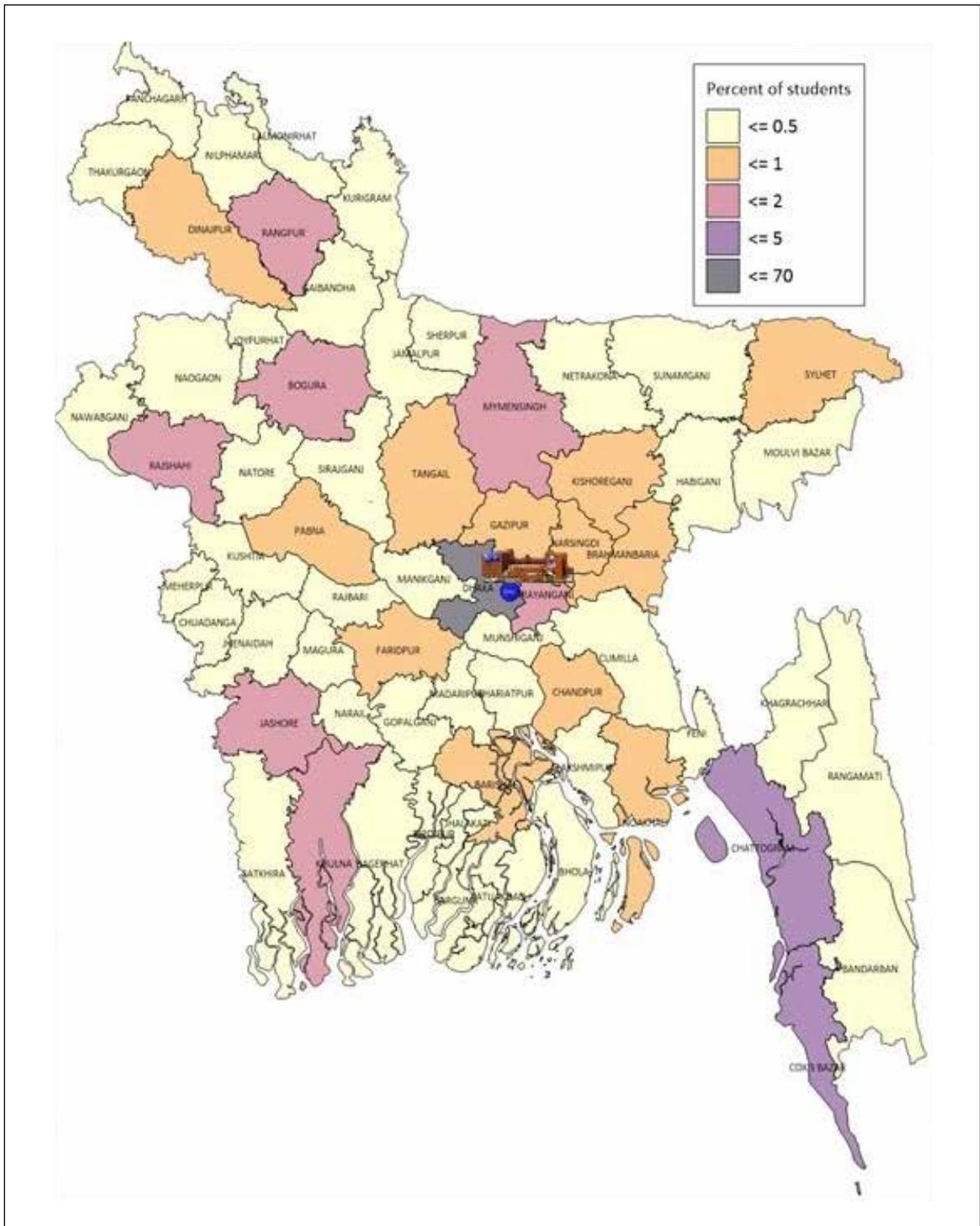
In this section, we will discuss our research findings related to where undergraduate alumni have usually come from in the past, and if that had any impact on their academic performance at EWU. We will also explore certain aspects of their time spent studying at EWU, specifically, we will look at their (i) reasons for choosing EWU, (ii) living arrangement while studying at EWU, and (iii) extent of club activities and involvement. In addition, for graduate alumni, we will present research findings on their (i) reasons for choosing EWU, and (ii) break in education before joining EWU. Our research findings in this section will address all of objective 2 except 2.5 and 2.6.

#### 7.1 The geographical diversity of EWU alumni

Since its inception in 1996 the main motto of EWU was to promote quality higher education at affordable price. From one of the pioneer private universities, it has gradually become one of the leading universities of Bangladesh. EWU provides several needs, merit and performance-based scholarships to its students. All these have helped EWU to get students from all over the country and that has always been a major claim from the university authority.

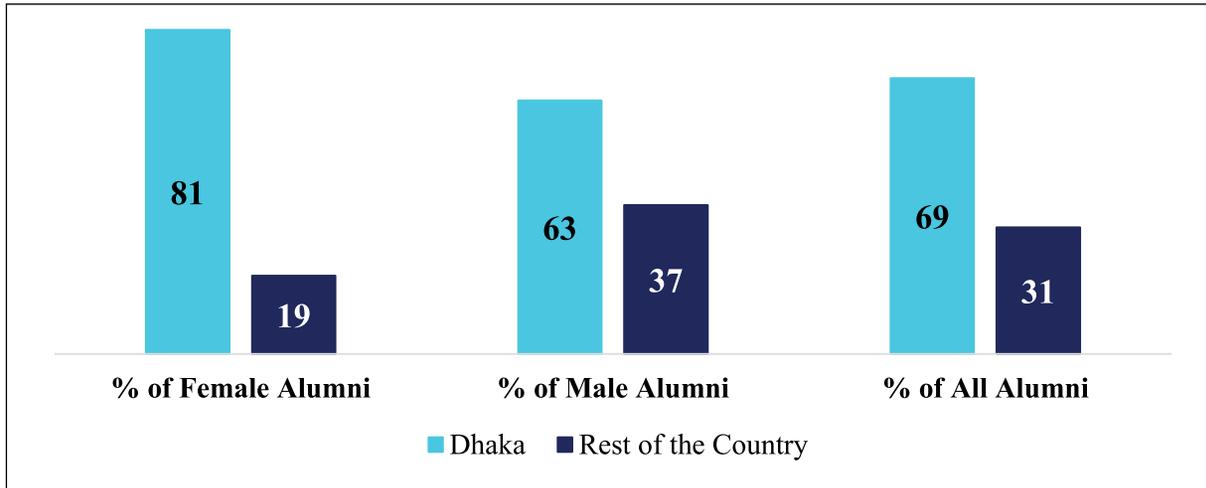
In order to understand what percentage of our undergraduate alumni joined EWU after completing college (or equivalent degrees) from districts outside Dhaka, we collected their college graduation information. Out of the total number of undergraduate degrees awarded, we have received responses from around 48% of them. Based on this sample data, in Figure 13, we show the percentage of undergraduate alumni for each district of Bangladesh where we found representation from all districts. We observed that one out of every three alumni joined EWU from outside Dhaka. In addition, Figure 14, compares the gender-wise distribution of undergraduate alumni between those coming from within and those from outside Dhaka. More specifically, one out of every five female alumni and three out of every five male alumni joined EWU after completing college graduation from institutions located outside Dhaka district.

**Figure 13: District-wise location of college attended by undergraduate alumni**



Source: Developed by the authors

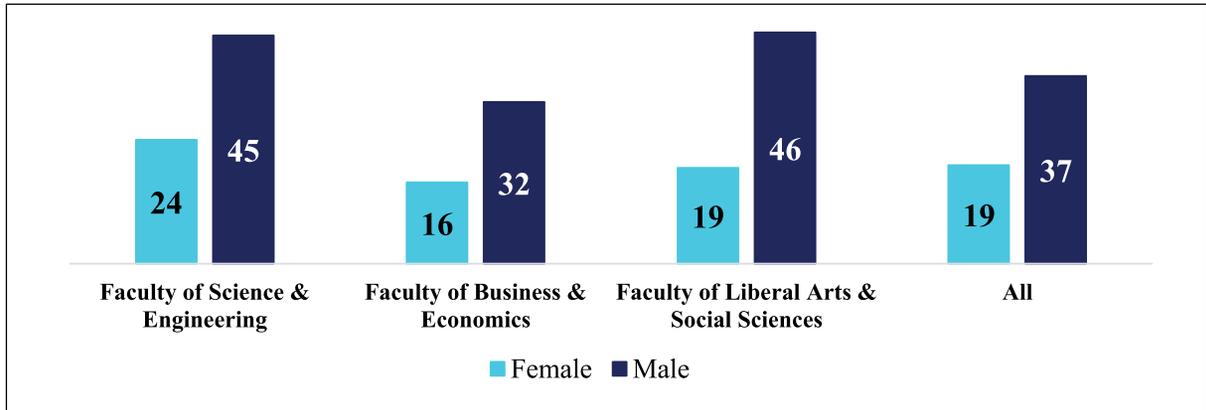
**Figure 14: Distribution of alumni from within and outside Dhaka District (by sex)**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

Figure 15 compares the percentage distribution of alumni coming from within and outside Dhaka based on sex and on faculty. We see that nearly 46% and 24% of male and female undergraduate alumni of FSE completed college graduation from outside Dhaka. The corresponding male-female share of alumni for FBE was 32% and 16% and for FLS, it was 46% male and 19% female. Based on the above, we can conclude that a significant share of the alumni joined FSE after completing graduation from institutions located outside Dhaka.

**Figure 15: Distribution of alumni from within and outside Dhaka (by sex and by faculty)**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

In Table 9, we compare academic performance (CGPA) of alumni coming from within and outside of Dhaka by sex and by faculty. We found that the academic record of female alumni is relatively better than male and it is true regardless of the location of their college degree and faculty. However, we found that location of college degree has statistically significant influence on the academic performance of both male and female alumni of FSE. On the other hand, location of college degree doesn't have any statistically significant impact on the academic performance of alumni from FBE and FLS. We feel that it perhaps indicates the relative importance of prerequisite courses at the university level for weaker students, especially, in case of FSE.

**Table 9: Average CGPA of alumni from within and outside Dhaka (by sex and by faculty)**

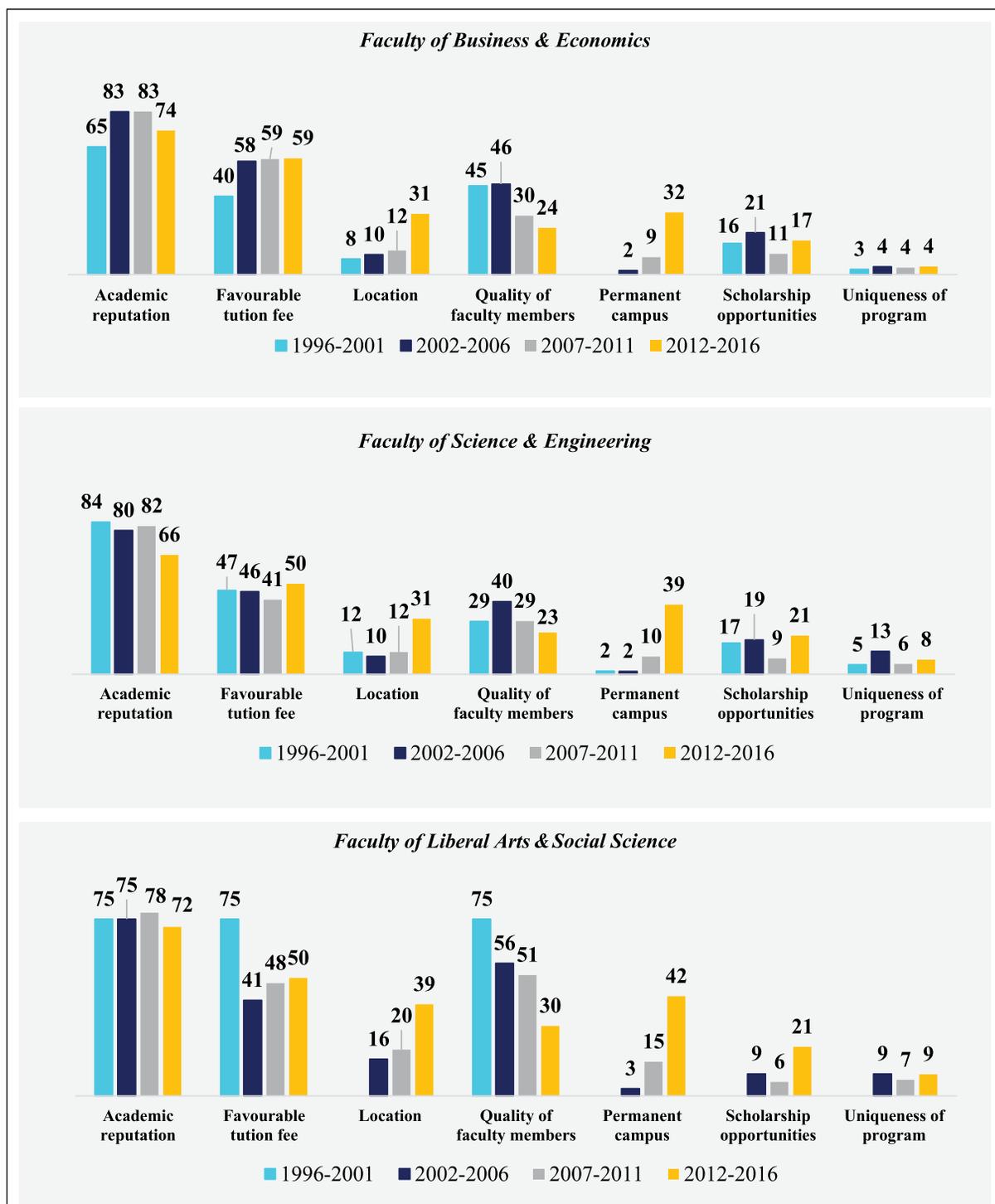
Location of College Graduation	Faculty of Science & Engineering		Faculty of Business & Economics		Faculty of Liberal Arts & Social Sciences	
	Female	Male	Female	Male	Female	Male
From Dhaka district	3.16	3.00	3.21	3.05	3.16	3.07
From rest of the country	3.03	2.94	3.20	3.03	3.15	3.05
Difference	0.13**	0.06*	0.01	0.02	0.01	0.02

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020  
 Note: \*\*\* p<0.001, \*\* p<0.01, \* p<0.05

## 7.2 Why EWU was the preferred choice for its undergraduate alumni?

We explore the factors behind the graduates choosing to pursue their undergraduate degrees at EWU. During our survey we had asked the question “*what were the factors influenced them to pursue their undergraduate degree from the EWU?*” and multiple responses were allowed. Figure 16 shows our research findings in this area by faculty and by enrollment cohort. We find that, regardless of the cohort and the faculty, in around 70% of the cases, respondents stated academic reputation as the strongest contributor towards their decision to join EWU. This was followed by favorable tuition fee and quality of faculty members and scholarship opportunities (see Figure 16). Besides, the existence of a permanent campus and location or distance from their residence also influenced their decision to study at EWU, especially, for the more recent alumni cohorts. In particular, in 30% to 40% cases, alumni from younger cohorts mentioned that permanent campus and locational advantage of EWU were major contributory factors behind their decision to study at EWU. In addition, a few stated uniqueness of degree program as one of the reasons behind their preference for EWU.

**Figure 16: Reasons for pursuing undergraduate degree at EWU (by cohort, in percentage)**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

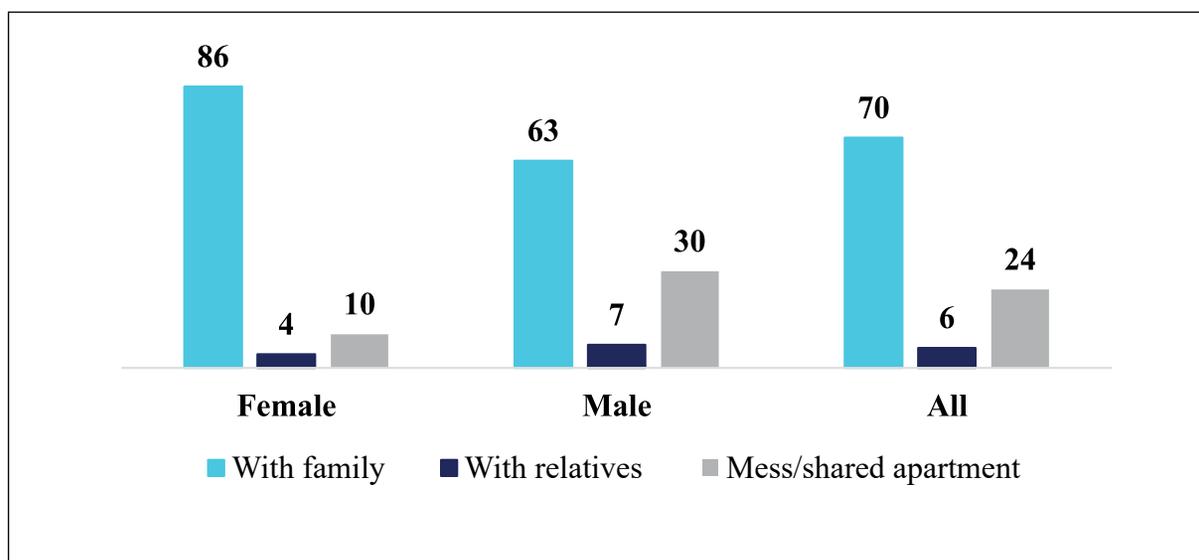
### 7.3 Living arrangement during undergraduate studies at EWU

As we have already stated, around one-third of our undergraduate alumni joined EWU after completing college or equivalent graduation from locations outside Dhaka and 20% of them was female. As the number of students is growing at EWU, we felt that, for future discourse,

it would be useful to understand our sample graduates' living arrangement and if that had any impact on their academic performance.

Figure 17 shows that nearly 70% of the 6,893 undergraduate alumni stayed with their core family while 6% stayed with their relatives. That leaves 24% of the alumni, who either stayed in a shared apartment or mess or rented house. Furthermore, 10% of all female alumni stayed in a shared apartment or mess and 4% with their relatives. In case of males, 30% of them stayed in a shared apartment or mess and 7% with their relatives.

**Figure 17: Accommodation type for undergraduate alumni (by sex, in percentage)**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

Moreover, Table 10 shows that nearly 60% of the alumni coming from outside Dhaka stayed in shared apartment or mess while 14% with their relatives. We also found that alumni who stayed in shared apartment or mess have relatively less CGPA compared to those who stayed with their core family, and it is statistically significant at the 1% level. Although, it does not necessarily mean that the environment of the accommodation may be responsible for this CGPA gap, but this issue can definitely be further explored in future. Currently, EWU hosts around eight thousand undergraduate students and if 30% of them are either sharing hostels, apartments, messes or relatives' houses, this number itself should warrant some attention from the university authority. In this regard, EWU may look into the possibilities of developing institutional arrangements with nearby private hostels/housing facilities. This can help facilitate more convenient accommodation for students as well as ensure better security, especially, for female students.

**Table 10: Impact of accommodation on the academic performance of alumni**

Accommodation	District Location of College Degree		Average CGPA
	Dhaka (% of Alumni)	Outside Dhaka (% of Alumni)	
With family	90.2	27.2	3.09
With relatives	2.8	13.5	3.06
Mess/shared apartment	7.0	59.3	3.00**

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

Note 1: We did not find any statistically significant difference in results by faculty

Note 2: \*\*\* p<0.001, \*\* p<0.01, \* p<0.05

#### 7.4 Did active club involvement benefit EWU Alumni?

We know that participating in club activities at the university level is pivotal for developing communication, management and leadership skills among students. It is widely believed that active involvement in club activities helps students to grow leadership skills, improve their inter-personal communication skills, develop networks for future and eventually contributes to better performance at their chosen workplace. There is also the belief that too much involvement in club activities may cost students in terms of CGPA. However, club involvement is an extra-curricular activity and one may or may not join and actively participate in it. Currently, there are eighteen different student clubs in operation at EWU.

In our research, we want to learn if there is any statistically significant CGPA difference, in our sample, between alumni who did and did not participate in club activities. We had asked the question "*While studying at EWU, how many clubs and/or student organizations were you actively involved in?*". We defined active involvement as a student having been involved in organizing and/or participating in at least three events/programs for a particular club. In answer to this question, nearly 58% of the respondents mentioned that they were actively involved in club activities while 42% stated no active participation in club activities.(See Table 11)

**Table 11: Active involvement in clubs and undergraduate CGPA**

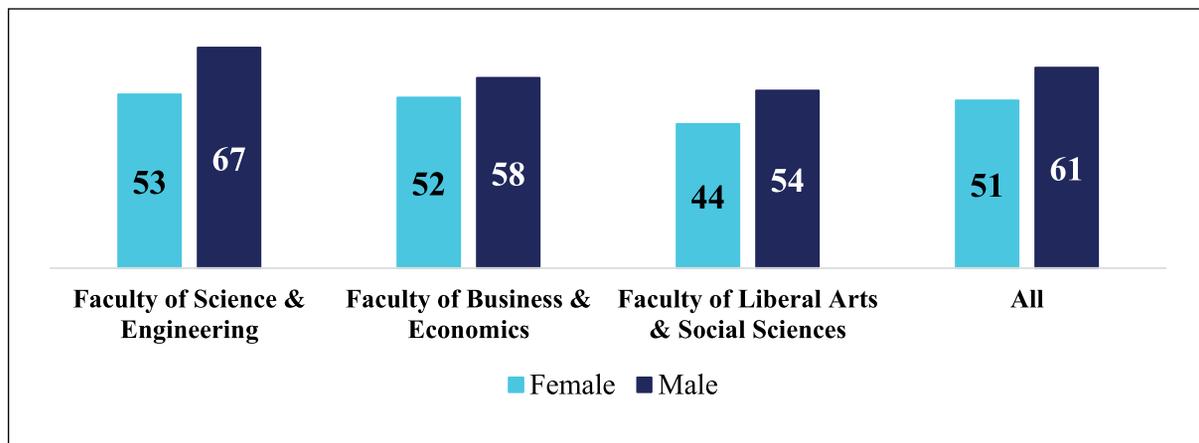
Active Club Involvement	Number of Alumni	Alumni (%)	Average CGPA
No	2,771	42.3	3.06
Yes	3,777	57.7	3.07
All	6,548	100.0	3.07

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

Note: \*\*\* p<0.001, \*\* p<0.01, \* p<0.05

Our results suggest that (a) active involvement in clubs has no statistically significant effect on undergraduates' academic performance (see Table 12) and (b) active club involvement among male alumni was higher than female alumni regardless of the faculty they belonged to (see Figure 18). We have also analyzed club involvement by enrollment cohorts but did not receive any new insight.

**Figure 18: Percentage of alumni actively involved in club activities (by sex)**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

Lastly, in Table 12, we found that undergraduate alumni with active club participation later demonstrated certain patterns compared to those with no active club involvement. Specifically, (i) they were more involved in their jobs and managed to get their respective first job in a relatively shorter span of time, (ii) relatively fewer percentage of them pursued further higher studies and (iii) relatively smaller percentage of them remained not involved in any market activity. All three characteristics were found to be statistically significant and to be true irrespective of gender and enrollment cohort.

Table 12: Club activity and its efficacy in job market				
Work Status	% of Female Alumni		% of Male Alumni	
	No Active Club Involvement	Active Club Involvement	No Club Involvement	Active Club Involvement
Engaged in a Job	<b>54.8</b>	<b>64.4***</b>	<b>71.6</b>	<b>78.4***</b>
Less than 3 months	20.7	29.7***	30.4	41.6***
Between 3 to 6 months	13.1	14.2	17.7	16.5
Between 6 to 12 months	10.7	11.6	13.2	12.1
More than a year	10.4	8.9	10.4	8.3
Involved in Business	<b>2.4</b>	<b>1.6</b>	<b>5.4</b>	<b>4.2</b>
Pursued(ing) higher studies	<b>19.1*</b>	<b>16.0</b>	<b>12.1*</b>	<b>8.7</b>
Currently not in jobs	<b>23.7**</b>	<b>18.0</b>	<b>10.8</b>	<b>8.7</b>

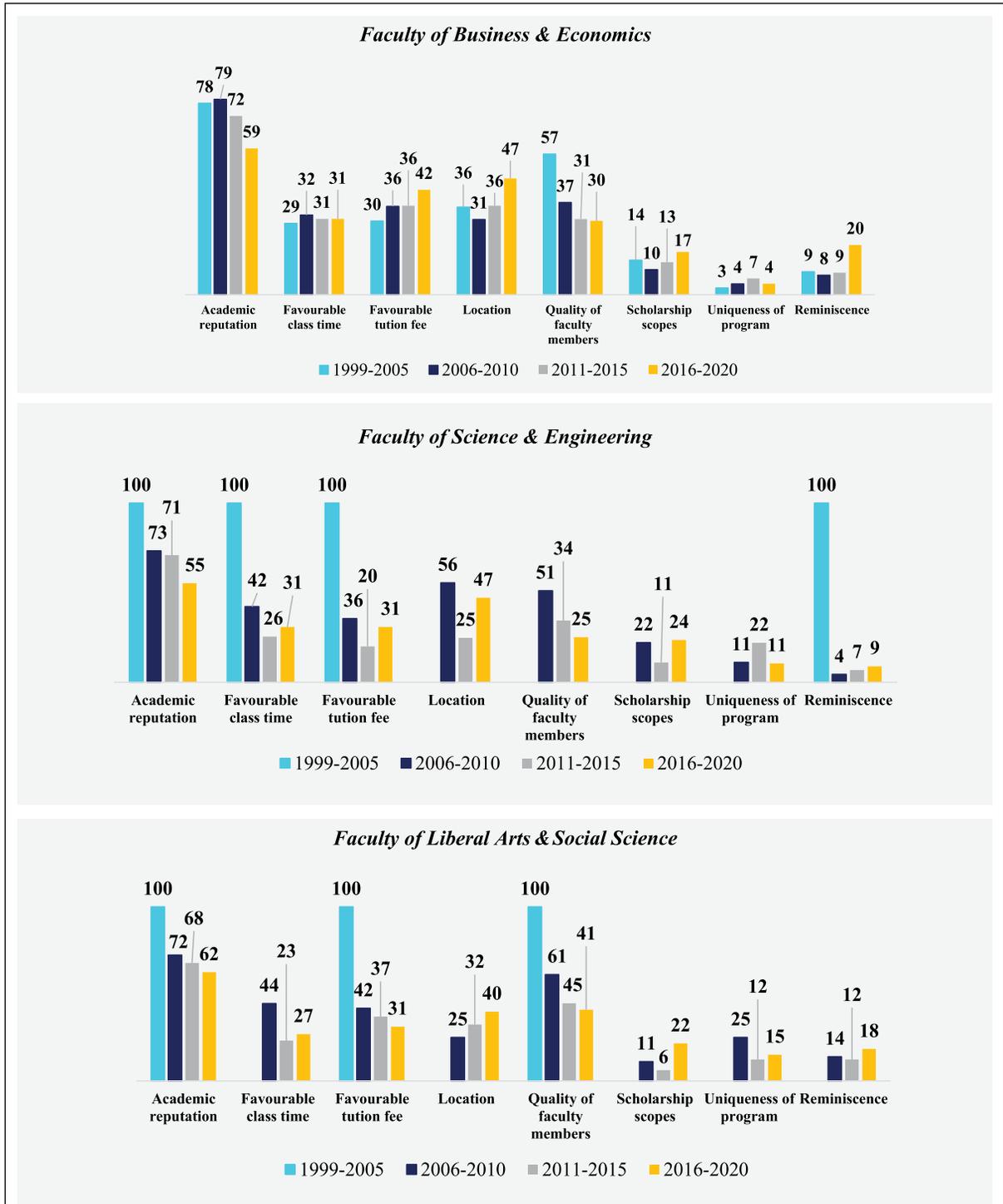
Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

Note: \*\*\* p<0.001, \*\* p<0.01, \* p<0.05

## 7.5 Why EWU was the preferred choice for its graduate Alumni?

We have received responses from 2,436 graduate alumni and 43% of them completed their respective undergraduate degrees from EWU as well. Figure 19 illustrates factors that influenced students' decisions to pursue graduate degrees at EWU by faculty and by enrollment cohorts. We find that, regardless of faculty and cohort, alumni responded that academic reputation had the strongest influence over their decision to pursue a graduate degree at EWU. However, among the relatively younger alumni cohorts, this significance of academic reputation decreased a little. In addition, a large number of respondents mentioned location and distance from their workplace or residence were two other major factors. Additional relevant factors included favorable tuition fee, quality of faculty members, suitable class timing, scholarship opportunities, availability of unique degree programs and reminiscence (specifically in case of students continuing at EWU). As many had to rush to attend the class in the evenings after office, quite expectedly, favorable class timing and location appeared as major contributory factors. In addition, quality of faculty members was relatively more significant for alumni from the Faculty of Science and Engineering and the Faculty of Liberal Arts and Social Sciences than alumni from the Faculty of Business and Economics.

**Figure 19: Reasons for pursuing graduate degree at EWU (by cohort, in percentage)**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

### 7.6 Break in education before joining EWU for a graduate Degree

In this section, we only consider graduate alumni (2,436 students) and divide them into two groups. Group 1 consists of students with undergraduate degrees from EWU (1,042 students) and group 2 consists of students with undergraduate degrees from outside EWU (1,394 students). Table 13 presents our research results concerning breaks in education for the two groups.

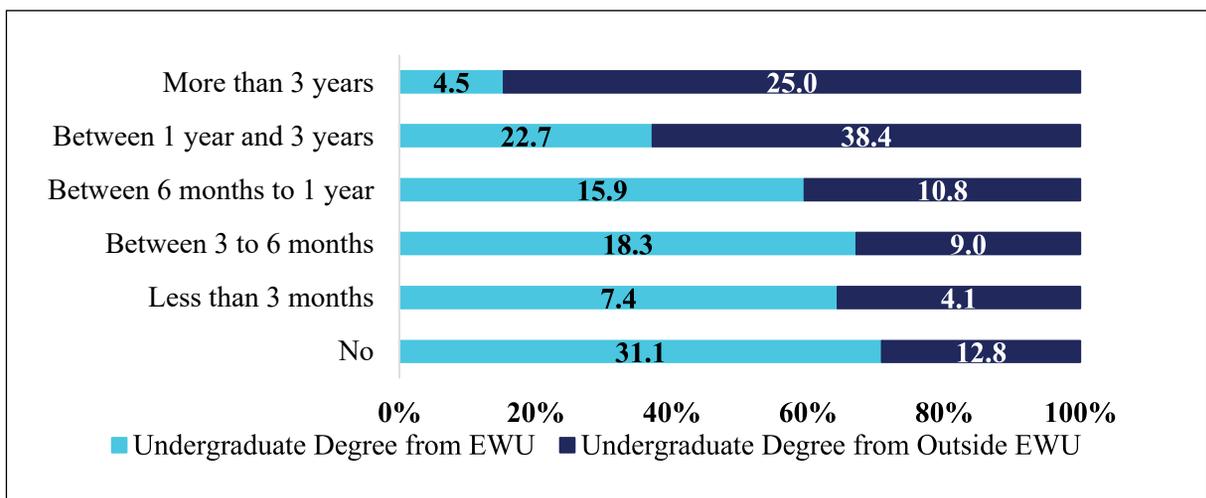
**Table 13: Break in education before starting graduate degree at EWU**

Study Break	Undergraduate Degree from EWU		Undergraduate Degree from Outside EWU		All	
	Frequency	%	Frequency	%	Frequency	%
No	324	31.1	178	12.8	502	20.6
less than 3 months	77	7.4	57	4.1	134	5.5
between 3 to 6 months	191	18.3	125	9.0	316	13.0
between 6 months to 1 year	166	15.9	151	10.8	317	13.0
between 1 year and 3 years	237	22.7	535	38.4	772	31.7
More than 3 years	47	4.5	348	25.0	395	16.2
Total	1,042	100.0	1,394	100.0	2,436	100.0

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

We find that nearly 31% of the respondents in group 1 admitted themselves to graduate programs immediately after the completion of undergraduate degrees (no break in education). In contrast, only 12.8% of group 2 respondents admitted themselves to graduate programs immediately after completing their undergraduate degrees. On the other hand, only 4.5% of group 1 enrolled themselves in a EWU graduate program after more than 3 years while the corresponding number for group 2 is 25% (see Table 13). It suggests that alumni who only attend EWU for graduate degrees tend to have longer breaks in education relative to those who have pursued both degrees at EWU(Figure 20).

**Figure 20: Break in education before starting graduate degree at EWU (% of respondents)**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

## Chapter 8

### Effectiveness of Academic Programs: Alumni Perception

In this section, we present research findings regarding alumni perception of the effectiveness of their academic degree from EWU, which will fulfill our research objective 2.5. In our survey, we had asked the respondents to rate the effectiveness of their academic degrees over seven indicators: (i) developing knowledge, (ii) improving communication skills/techniques, (iii) improving writing ability, (iv) creating adaptability, (v) improving analytical ability, (vi) improving computer skills and (vii) relevance with their professional work. They were given four options to choose from (i) not effective; (ii) satisfactory; (iii) effective and (iv) highly effective.

In the following, we analyzed alumni responses to perception questions by academic programs (undergraduate and graduate), by faculty and by enrollment cohorts (as defined in the earlier section). However, note that one should not compare the results of the aforementioned indicators across faculty. For example, ‘improving analytical ability’ perceived by an FBE is likely to differ from that of an FSE or FLS alumnus. It is also more or less true for most of the indicators that we have used to obtain their individual perception on. In addition, we decoupled the impact of CGPA and job market involvement on alumni responses.

#### 8.1 Perceived effectiveness of FBE undergraduate programs

In this subsection, we only consider responses from undergraduate alumni. Table 14 presents our research findings on the alumni perception of their FBE degree by enrollment cohort. We found that alumni from most senior batches have found their academic degrees to be more effective compared to alumni from relatively younger cohorts. This pattern is valid in terms of the indicators of (i) developing knowledge, (ii) improving communication skills, (iii) improving writing ability, and (iv) improving analytical ability. In general, however, most responses from alumni highlighted that there was scope for further improvement in case of some indicators, especially, analytical ability and computer skills. Also, roughly 50% of the FBE alumni, across all cohorts, found their academic training to be relevant for their respective professional engagement.

Effective/Highly Effective	1996-2001	2002-2006	2007-2011	2012-2016
Developing knowledge	88	90	80	74
Improving communication skills	89	84	73	69
Improving writing ability	84	78	72	68
Creating adaptability	87	82	77	74
Improving analytical ability	75	74	65	58
Improving computer skills	81	72	68	62
Relevance with professional work	78	72	60	52

Source: Authors’ calculation from the “Developing an Alumni Profile for EWU” project 2020

Table 15 shows that female alumni, compared to males, perceived the program to be more effective in terms of two of the criteria – creating adaptability and relevance to professional work. And, for both criteria, we found female responses to be statistically significantly different than those of males. On the other hand, alumni who were involved in jobs or any kind of market activities, not surprisingly, found degree programs to be more effective across all indicators than their peers who were not involved in such activities.

Table 15: FBE alumni responses by sex and by market involvement				
Effectiveness of Undergraduate Business & Economics Degrees	Index value <sup>+</sup>			
	Female Alumni	Male Alumni	Alumni with Job	Alumni without Job
Developing knowledge	0.78	0.78	0.80***	0.70
Improving communication skills	0.73	0.73	0.75***	0.62
Improving writing ability	0.74	0.70	0.72***	0.63
Creating adaptability	0.78	0.75	0.77*	0.71
Improving analytical ability	0.63	0.62	0.64**	0.56
Improving computer skills	0.66	0.66	0.66*	0.60
Relevance with professional work	0.63*	0.57	n/a	n/a

Source: Authors’ calculation from the “Developing an Alumni Profile for EWU” project 2020;  
 Note 1: +Higher index value indicates higher effectiveness;  
 Note 2: \*\*\* p<0.001, \*\* p<0.01, \* p<0.05; n/a=not applicable

### 8.2 Perceived effectiveness of FSE undergraduate programs

Table 16 presents our research findings on the alumni perception of their FSE degree by enrollment cohort. Similar to the FBE, the FSE alumni from most senior batches also perceived their academic degrees to be more effective than alumni from relatively younger batches across all indicators. However, in general, responses from FSE alumni highlights that there is scope for further improvement in case of certain indicators – improving communication, writing and analytical ability. Also, roughly 50% of the alumni from younger cohorts (2007 onwards) found their academic training to be relevant to their respective professional engagement, which was more than 70% for alumni from relatively senior cohorts (1996–2001 and 2002–2006).

Effective/Highly Effective	1996-2001	2002-2006	2007-2011	2012-2016
Developing knowledge	86	83	72	69
Improving communication skills	79	79	66	64
Improving writing ability	78	74	69	67
Creating adaptability	79	78	70	70
Improving analytical ability	72	74	64	59
Improving computer skills	88	85	72	71
Relevance with professional work	76	70	53	52

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

Table 17 shows that female alumni, compared to males, perceived the program to be more effective in terms of five of the criteria – developing knowledge, improving communication skills, improving writing ability, creating adaptability and relevance to professional work. And, for all of these five criteria, we found female responses to be statistically significantly different than those of males. On the other hand, in case of alumni involved in jobs and/or market activities, there were statistically significant differences for following indicators: (i) improving writing ability, (ii) creating adaptability and (iii) improving computer skills. It highlights that, for FSE alumni, computer skills and competencies are minimum prerequisites, but better writing ability and adaptability improves their job performance.

Effectiveness of Undergraduate Science & Engineering Degrees	Index value <sup>+</sup>			
	Female Alumni	Male Alumni	Alumni with Job	Alumni without Job
Developing knowledge	0.77**	0.69	0.72	0.70
Improving communication skills	0.69*	0.65	0.66	0.64
Improving writing ability	0.74**	0.66	0.70*	0.65
Creating adaptability	0.75*	0.69	0.71*	0.66
Improving analytical ability	0.63	0.62	0.64	0.57
Improving computer skills	0.73	0.73	0.74*	0.69
Relevance with professional work	0.62*	0.53	n/a	n/a

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020;

Note 1: +Higher index value indicates higher effectiveness;

Note 2: \*\*\* p<0.001, \*\* p<0.01, \* p<0.05; n/a=not applicable

### 8.3 Perceived effectiveness of FLS undergraduate programs

Table 18 presents our research findings on the alumni perception of their FLS degree by enrollment cohort. In general, we found that the alumni feel there is a need for improving computer skills training within their academic curriculum. It is certainly a point that the relevant authority may look into and address as and when feasible.

Table 18: Perceived effectiveness of FLS undergraduate programs (% of responses)				
Effective/Highly Effective	1996-2001	2002-2006	2007-2011	2012-2016
Developing knowledge	-	97	83	81
Improving communication skills	-	94	86	81
Improving writing ability	-	91	85	84
Creating adaptability	-	91	82	80
Improving analytical ability	-	91	74	73
Improving computer skills	-	75	73	67
Relevance with professional work	-	84	67	68

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020  
 Note: \* We received inadequate responses to make any analysis

Unlike the FBE faculty, responses from the FLS alumni were influenced neither by their sex nor their involvement in the job market (see Table 19).

Table 19: FLS alumni responses by sex and by market involvement				
Effectiveness of Undergraduate Liberal Arts & Social Science Degrees	Index value <sup>+</sup>			
	Female Alumni	Male Alumni	Alumni with Job	Alumni without Job
Developing knowledge	0.84	0.80	0.84	0.79
Improving communication skills	0.83	0.82	0.84	0.81
Improving writing ability	0.84	0.86	0.87	0.86
Creating adaptability	0.82	0.80	0.82	0.77
Improving analytical ability	0.74	0.74	0.76	0.74
Improving computer skills	0.70	0.68	0.70	0.69
Relevance with professional work	0.72	0.66	n/a	n/a

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020;  
 Note 1: +Higher index value indicates higher effectiveness;  
 Note 2: \*\*\* p<0.001, \*\* p<0.01, \* p<0.05; n/a=not applicable

### 8.4 Perceived effectiveness of FBE graduate programs

Table 20 presents our research findings on FBE graduate alumni’s perception of their academic degrees by enrollment cohort. In general, responses from FBE graduate alumni who enrolled between 2006 and 2020 did not differ much. However, alumni responses caution that measures should be taken by FBE to further emphasize the importance of improving writing and analytical abilities in their graduate programs. Compared to undergraduate alumni, a higher percentage of the graduate alumni found their academic degrees to be more relevant to professional work. But this was to be expected given that many of the graduate alumni enroll in these programs after they are employed.

Effective/Highly Effective	1999-2005	2006-2010	2011-2015	2016-2020
Developing knowledge	93	82	80	78
Improving communication skills	88	79	75	75
Improving writing ability	82	70	69	72
Creating adaptability	82	76	72	78
Improving analytical ability	81	72	65	64
Improving computer skills	75	65	63	60
Relevance with professional work	76	73	6	64

Source: Authors’ calculation from the “Developing an Alumni Profile for EWU” project 2020

Table 21, we see those female alumni, compared to males, perceived their degrees to be more effective in terms of improving writing ability and we found the difference to be statistically significant. On the other hand, compared to females, male alumni perceived the program to be more effective in terms of developing knowledge and improving analytical ability. Besides, graduate alumni who are involved in market activity responded that the degree program significantly (at the 5% level) helped them to improve analytical ability compared to those not involved in market activity.

Effectiveness of Graduate Business & Economics Degrees	Index value <sup>+</sup>			
	Female Alumni	Male Alumni	Alumni with Job	Alumni without Job
Developing knowledge	0.77	0.82*	0.81	0.79
Improving communication skills	0.76	0.77	0.77	0.73
Improving writing ability	0.75*	0.70	0.70	0.75
Creating adaptability	0.77	0.75	0.76	0.73
Improving analytical ability	0.64	0.68*	0.68*	0.62
Improving computer skills	0.64	0.63	0.63	0.62
Relevance with professional work	0.65	0.67	n/a	n/a

Source: Authors’ calculation from the “Developing an Alumni Profile for EWU” project 2020;

Note 1: +Higher index value indicates higher effectiveness;

Note 2: \*\*\* p<0.001, \*\* p<0.01, \* p<0.05; n/a=not applicable

## 8.5 Perceived effectiveness of FSE graduate programs

Table 22 presents our research findings on FSE graduate alumni’s perception of their academic degrees by enrollment cohort. We observe that alumni who enrolled between 2011 and 2015 responded that the program was highly effective in all indicators. Over time, a relatively higher degree of variation in percentage responses is observed for two indicators – improving writing ability and improving analytical ability.

Effective/Highly Effective	1999-2005	2006-2010	2011-2015	2016-2020
Developing knowledge	-	78	85	74
Improving communication skills	-	71	78	72
Improving writing ability	-	67	80	65
Creating adaptability	-	76	76	73
Improving analytical ability	-	60	79	66
Improving computer skills	-	75	80	63
Relevance with professional work	-	57	75	62

Note: \* We received inadequate responses to make any analysis

Table 23 shows that female alumni, compared to males, perceived the program to be more effective in terms of improving writing ability and female responses were found to be statistically significantly different than males. We also see that involvement in job or market activity, on average, did not create any statistically significant difference in responses for all indicators.

Effectiveness of Graduate Science & Engineering Degrees	Index value <sup>+</sup>			
	Female Alumni	Male Alumni	Alumni with Job	Alumni without Job
Developing knowledge	0.78	0.81	0.79	0.80
Improving communication skills	0.73	0.76	0.74	0.74
Improving writing ability	0.76*	0.64	0.74	0.70
Creating adaptability	0.78	0.72	0.74	0.72
Improving analytical ability	0.72	0.70	0.71	0.63
Improving computer skills	0.73	0.71	0.73	0.65
Relevance with professional work	0.70	0.66	n/a	n/a

Source: Authors’ calculation from the “Developing an Alumni Profile for EWU” project 2020;

Note 1: +Higher index value indicates higher effectiveness;

Note 2: \*\*\* p<0.001, \*\* p<0.01, \* p<0.05; n/a=not applicable

## 8.6 Perceived effectiveness of FLS graduate programs

Table 24 presents our research findings on FLS graduate alumni’s perception of their academic degrees by enrollment cohort. Similar to their undergraduate alumni, the FLS graduate alumni also mentioned that there was scope for improvement in computer skills training within their academic curriculum.

Effective/Highly Effective	1999-2005	2006-2010	2011-2015	2016-2020
Developing knowledge	-	89	85	81
Improving communication skills	-	92	83	80
Improving writing ability	-	86	89	81
Creating adaptability	-	81	88	79
Improving analytical ability	-	86	77	77
Improving computer skills	-	72	65	69
Relevance with professional work	-	74	70	81

Source: Authors’ calculation from the “Developing an Alumni Profile for EWU” project 2020

Note: \* We received inadequate responses to make any analysis

Table 25 shows that female alumni, compared to males, perceived their degrees to be more effective in terms of improving writing ability and female responses were found to be statistically significantly different than males. On the other hand, alumni who are involved in job or any market activity, expectedly, found their degrees to be more effective compared to those not involved in market activity for the four indicators – developing knowledge, improving communication skills, creating adaptability and improving computer skills.

Effectiveness of Graduate Liberal Arts & Social Science Degrees	Index value <sup>+</sup>			
	Female Alumni	Male Alumni	Alumni with Job	Alumni without Job
Developing knowledge	0.86	0.79	0.86*	0.68
Improving communication skills	0.83	0.84	0.85*	0.73
Improving writing ability	0.88*	0.80	0.86	0.80
Creating adaptability	0.82	0.82	0.87**	0.68
Improving analytical ability	0.81	0.75	0.81*	0.70
Improving computer skills	0.71	0.64	0.73***	0.49
Relevance with professional work	0.79	0.72	n/a	n/a

Source: Authors’ calculation from the “Developing an Alumni Profile for EWU” project 2020;

Note 1: +Higher index value indicates higher effectiveness;

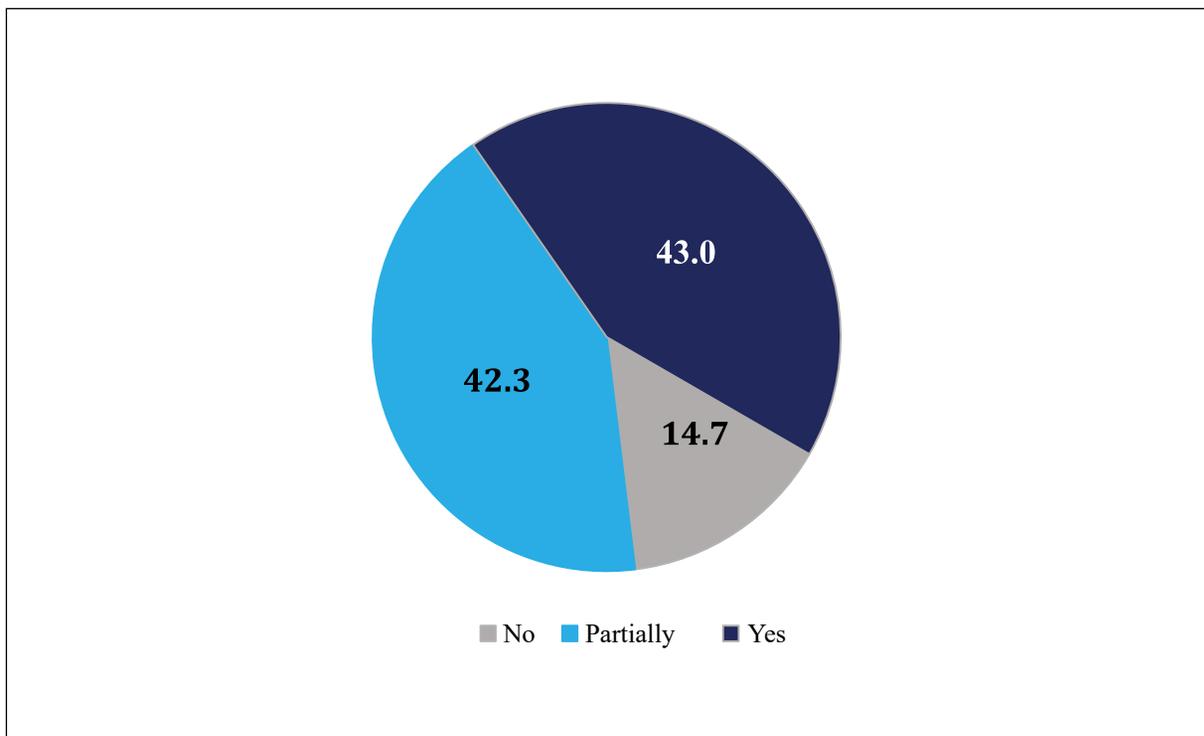
Note 2: \*\*\* p<0.001, \*\* p<0.01, \* p<0.05; n/a=not applicable

### 8.7 Perceived usefulness of EWU graduate degree in career progression

Figure 21 presents our findings regarding graduates' perceived usefulness of their EWU degree in professional progression. Kindly note that we are now considering alumni who have completed only a graduate degree from EWU and who are currently involved in jobs or market activities. Nearly 43% of the alumni mentioned that their EWU graduate degree helped them to achieve promotion in their respective jobs (see Figure 21). In addition, another 43% of the alumni suggested that their EWU graduate degree partially helped them to receive a promotion while another 14% said that it was not useful to obtain a promotion at work.

Table 26 further breaks down the percentage of alumni receiving promotion after completing EWU graduate degrees by faculty and by sex. Overall, nearly 42% of the male alumni suggested that the graduate degree earned from EWU partially helped them to receive a promotion while another 14% said that it was not useful to obtain a promotion at work. On the other hand, nearly 40% of the female alumni mentioned that the EWU graduate degree helped them to achieve promotion in their respective jobs (see Table 26). In addition, 42% of the female alumni suggested that their EWU graduate degree partially helped them to receive a promotion while another 17% said that it was not useful to obtain a promotion at work.

**Figure 21: Perceived usefulness of EWU graduate degree in professional progress**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

Looking at individual faculties, we find the results to be less encouraging for female FSE graduates compared to their male peers. However, in general, male graduate alumni have attained more career benefits from their graduate degrees than their female peers.

**Table 26: Percent of Alumni received promotion after graduate degrees by faculty & by sex**

Effective/ Useful	Faculty of Science & Engineering		Faculty of Business & Economics		Faculty of Liberal Arts & Social Sciences		All	
	Female	Male	Female	Male	Female	Male	Female	Male
No	21	9	17	14	14	15	17	14
Partial	40	38	42	43	45	33	42	42
Yes	39	53	40	43	42	51	40	44

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

## **Chapter 9**

### **Job Profile of EWU Alumni**

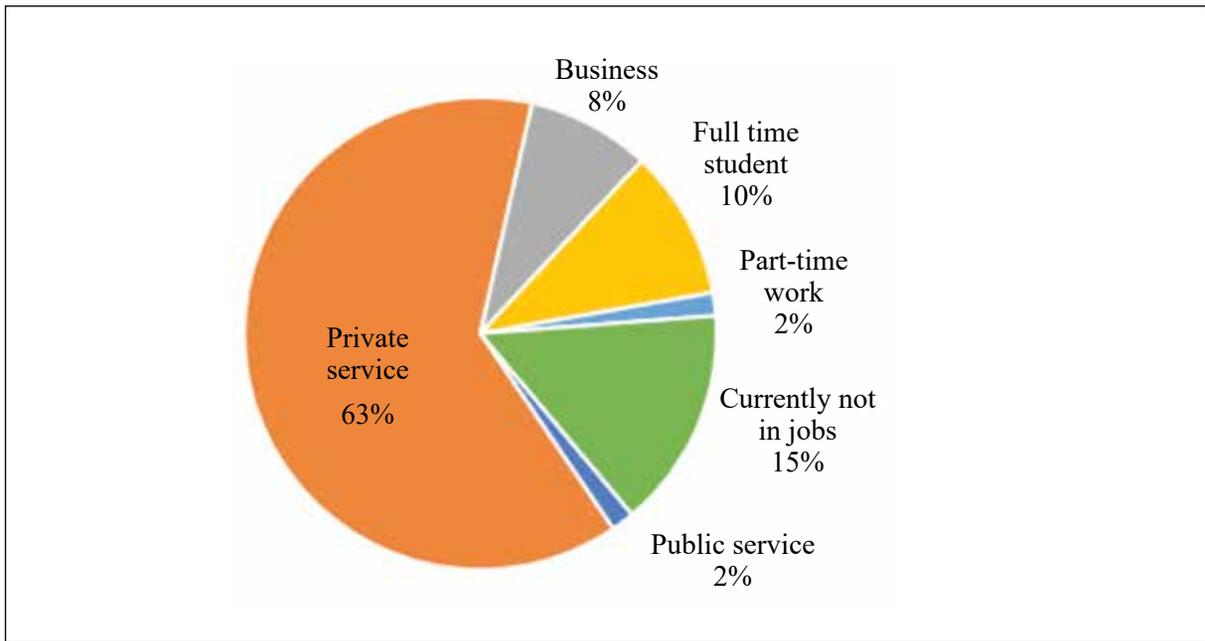
Our research objective 2.6 was to understand the employment status of EWU alumni (specifically, undergraduate alumni) and also explore sector-wise decomposition of currently employed undergraduate alumni. In this section, first, we develop and explore the job profile of EWU alumni by faculty and by sex. Second, we cluster EWU alumni involved in terms of 20 sectors: (i) accounting, audit & legal, (ii) agricultural (agro)-business, (iii) apparel, footwear and textiles, (iv) automobile and transportation, (v) business process outsourcing (BPO), (vi) development sector, (vii) e-commerce, (viii) education, training and research, (ix) electrical and electronic engineering, (x) energy sector, (xi) fast moving consumer goods, (xii) financial and insurance services, (xiii) health and pharmaceuticals, (xiv) IT and software services, (xv) marketing, advertising and media, (xvi) real estate and construction. (xvii) shipping and logistics, (xviii) telecommunications, (xix) travel and hospitality and (xx) other (including business lobbies, firms involved in export and import business with no specific sector, diplomatic offices etc.). Finally, we look at the time needed for EWU alumni to find their first job by faculty.

#### **9.1 Employment status of undergraduate alumni from FBE**

Figure 22 shows work status of FBE undergraduate alumni. We found that 63% of FBE alumni is employed in private organizations and 2% in government jobs. In addition, 8% of the alumni is involved in businesses, 10% is pursuing higher studies and 2% involved in part-time or contractual jobs. The reminder, 15% is not involved in any market activity.

In Table 27, we see that, among female alumni, 50.8% is employed in private organizations while 1.3% in government jobs. In addition, 4.3% of the alumni is involved in businesses, 15.6% pursuing higher studies and 2.2% in part-time or contractual jobs. The reminder, 25.7%, is not involved in any market activity (see Table 27). On the other hand, among male alumni, only 67.7% is employed in private organizations while 1.7% in government jobs. In addition, 10% of the male alumni is involved in businesses, 15.6% in higher studies and 1.3% in part-time or contractual jobs. The reminder, 11.0% is not involved in any market activity (see Table 27).

**Figure 22: Current work status of FBE undergraduate alumni**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

It suggests at least three narratives for further consideration. First, overall, male FBE alumni are more involved in market activities. Second, male alumni are proportionately and significantly more engaged in private services and business compared to their female counterparts. Third, female alumni have pursued (or are pursuing) higher studies significantly more than their male peers.

**Table 27: Gender-wise work status of FBE undergraduate alumni**

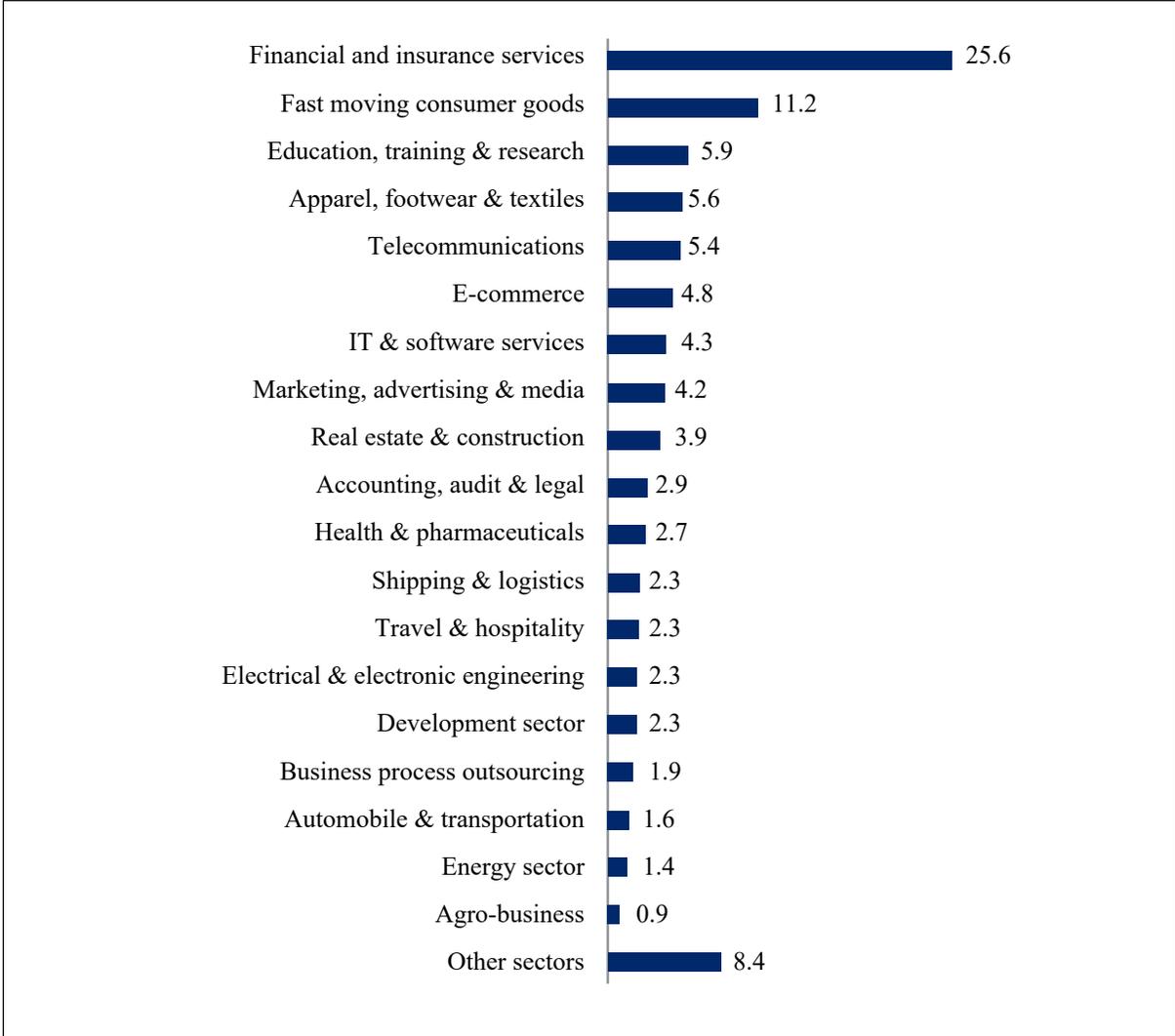
Current Work Status	Female Alumni	Male Alumni	Percentage of Female Alumni	Percentage of Male Alumni
Public service	14	50	1.3	1.7
Private service	565	1,962	50.8	67.7
Business	48	290	4.3	10.0
Full-time student	174	237	15.6	8.2
Part-time work	25	38	2.2	1.3
Currently not in jobs	286	319	25.7	11.0
All	1,112	2,896	100.0	100.0

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

For further analysis, Figure 23 shows a sector-wise decomposition of private services jobs for FBE alumni. We found that the top ten sectors where FBE alumni are involved are financial and insurance services (25.6%), fast moving consumer goods (11.2%), education, training and

research (5.9%), apparel, footwear and textiles (5.6%), telecommunications (5.4%), e-commerce (4.8%), IT and software development (4.3%), marketing, advertising and media (4.2%), real estate and construction (3.9%) and accounting, audit and legal institutions (3.9%).

**Figure 23: Sectoral decomposition of private services for FBE undergraduate alumni (%)**

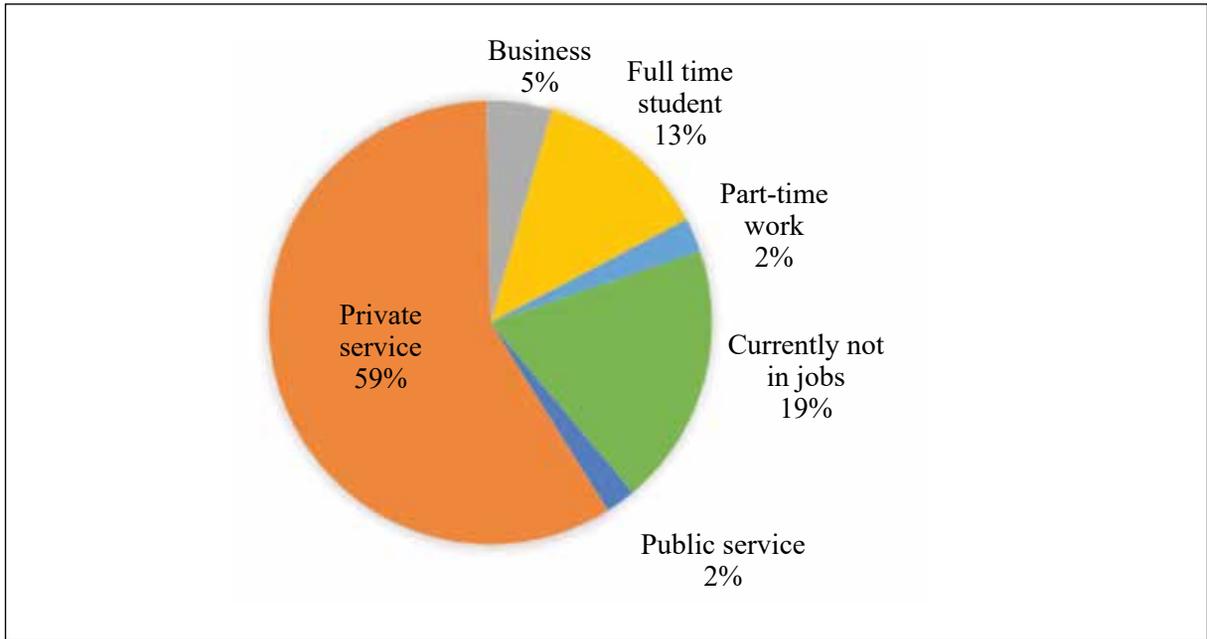


Source: Authors’ calculation from the “Developing an Alumni Profile for EWU” project 2020

**9.2 Employment status of undergraduate alumni from FSE**

Figure 24 shows work status of FSE undergraduate alumni. We found that 59% of FSE alumni is employed in private organizations, while 2% is employed in government jobs. In addition, 5% of the alumni is involved in businesses, 13% in pursuing higher studies and 2% in part-time or contractual jobs. The reminder, 19% is not involved in any market activity. In Table 28, we further see that 43.2% of the female alumni is employed in private organizations while 0.8% is employed in government jobs. In addition, 3.2% of them is involved in businesses, 19.6% in pursuing higher studies and 3.4% in part-time or contractual jobs. The reminder, 30.2%, is not involved in any market activity (Table 28).

**Figure 24: Current work status of FSE undergraduate alumni**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

On the other hand, among the male alumni, only 65.7% is employed in private organizations while 2.9% is employed in government jobs. In addition, 5.4% of the male alumni is involved in businesses, 9.8% in pursuing higher studies and 2.1% in part-time or contractual jobs. The reminder, 14.1%, is not involved in any market activity (see Table 28).

**Table 28: Gender-wise work status of FSE undergraduate alumni**

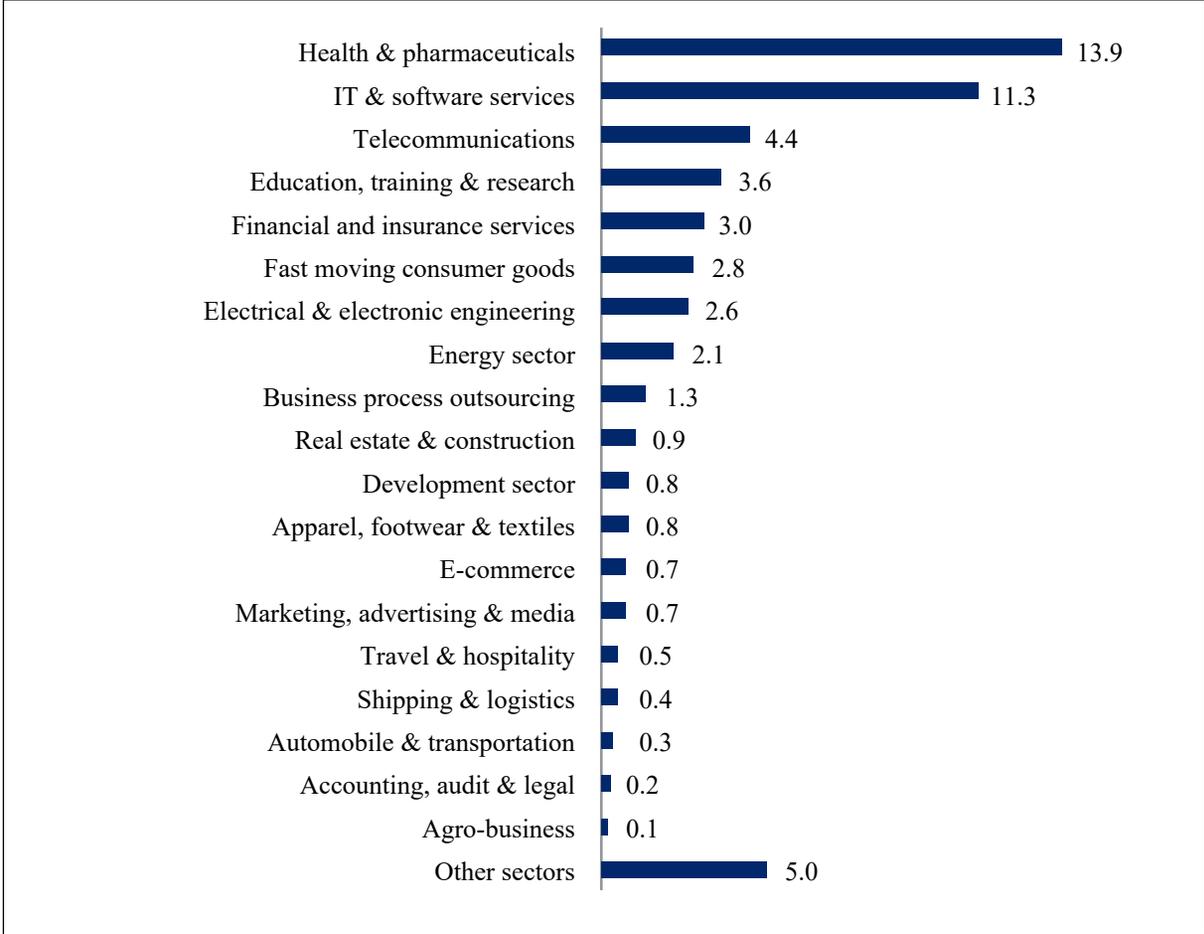
Current Work Status	Female Alumni	Male Alumni	Percentage of Female Alumni	Percentage of Male Alumni
Public service	6	47	0.8	2.9
Private service	322	1,075	43.2	65.7
Business	24	89	3.2	5.4
Full-time student	144	161	19.3	9.8
Part-time work	25	34	3.4	2.1
Currently not in jobs	225	230	30.2	14.1
All	746	1,636	100.0	100.0

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

Based on the above, we can derive the following statistically significant results. First, overall, male FSE alumni are more involved in market activities. Second, male FSE alumni are proportionately and significantly more engaged in private services and businesses compared to their female counterparts. Third, female FSE alumni have pursued (or are pursuing) higher studies significantly more than their male peers. Lastly, Figure 25 shows sectoral decomposition

of private services FSE alumni. The top ten sectors where FSE alumni are involved are health and pharmaceuticals (13.9%), IT and software development (11.3%), telecommunications (4.4%), education, training and research (3.6%), financial and insurance services (3.0%), fast moving consumer goods (2.8%), electrical and electronic engineering (2.6%), energy sector (2.1%), business process outsourcing (1.3%) and real estate and construction (0.9%).

**Figure 25: Sectoral decomposition of private services for FSE undergraduate alumni (%)**

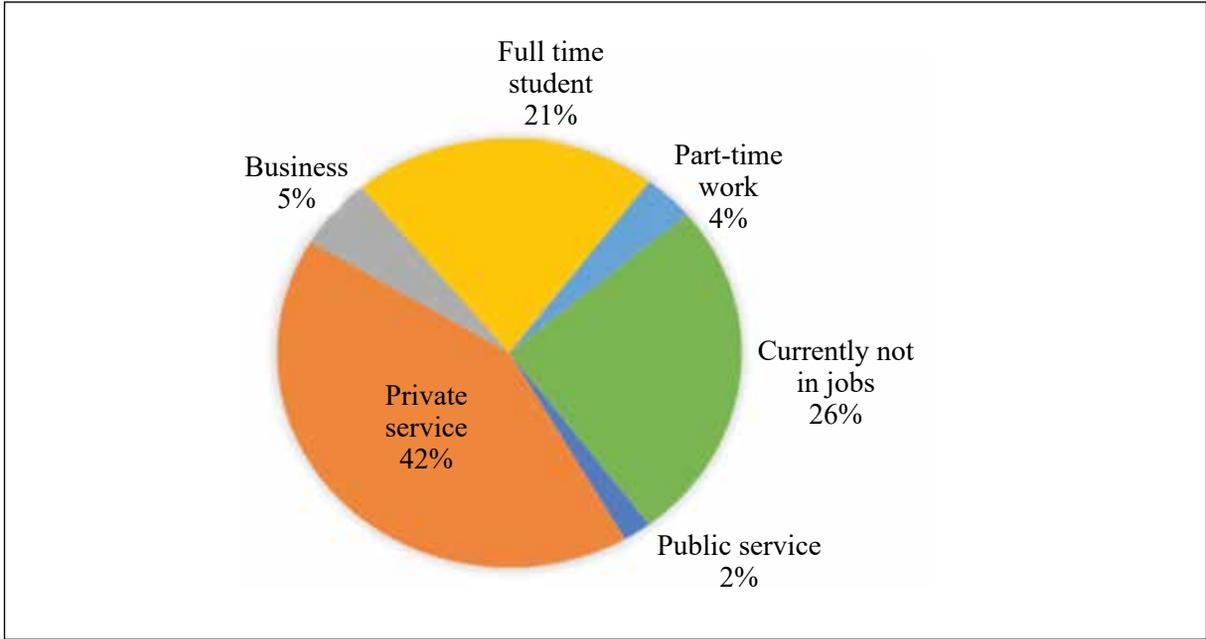


Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

**9.3 Employment status of undergraduate alumni from FLS**

Figure 26 shows work status of FLS undergraduate alumni. We find that 42% of the FLS alumni is employed in private organizations, while 2% is employed in government jobs. In addition, 5% of the alumni is involved in businesses, 21% in pursuing higher studies and 4% in part-time or contractual jobs. The reminder, 26% is not involved in any jobs or market activity.

**Figure 26: Current work status of FLS undergraduate alumni**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

In Table 29, we see that, among female alumni, 39.5% is employed in private organizations while 0.9% is employed in government jobs. In addition, 3.4% of the female alumni is involved in businesses, 24.1% in pursuing higher studies and 4.6% in part-time or contractual jobs. The remainder, 27.5%, is not involved in any market activity (see Table 29). On the other hand, among male alumni, we found that only 46.4% is employed in private organizations, while 3.9% is employed in government jobs. In addition, 8.9% of the alumni is involved in businesses, 16.2% in pursuing higher studies and 1.7% in part-time or contractual jobs. The remainder, 22.9%, is not involved in any market activity.

**Table 29: Gender-wise work status of FLS undergraduate alumni**

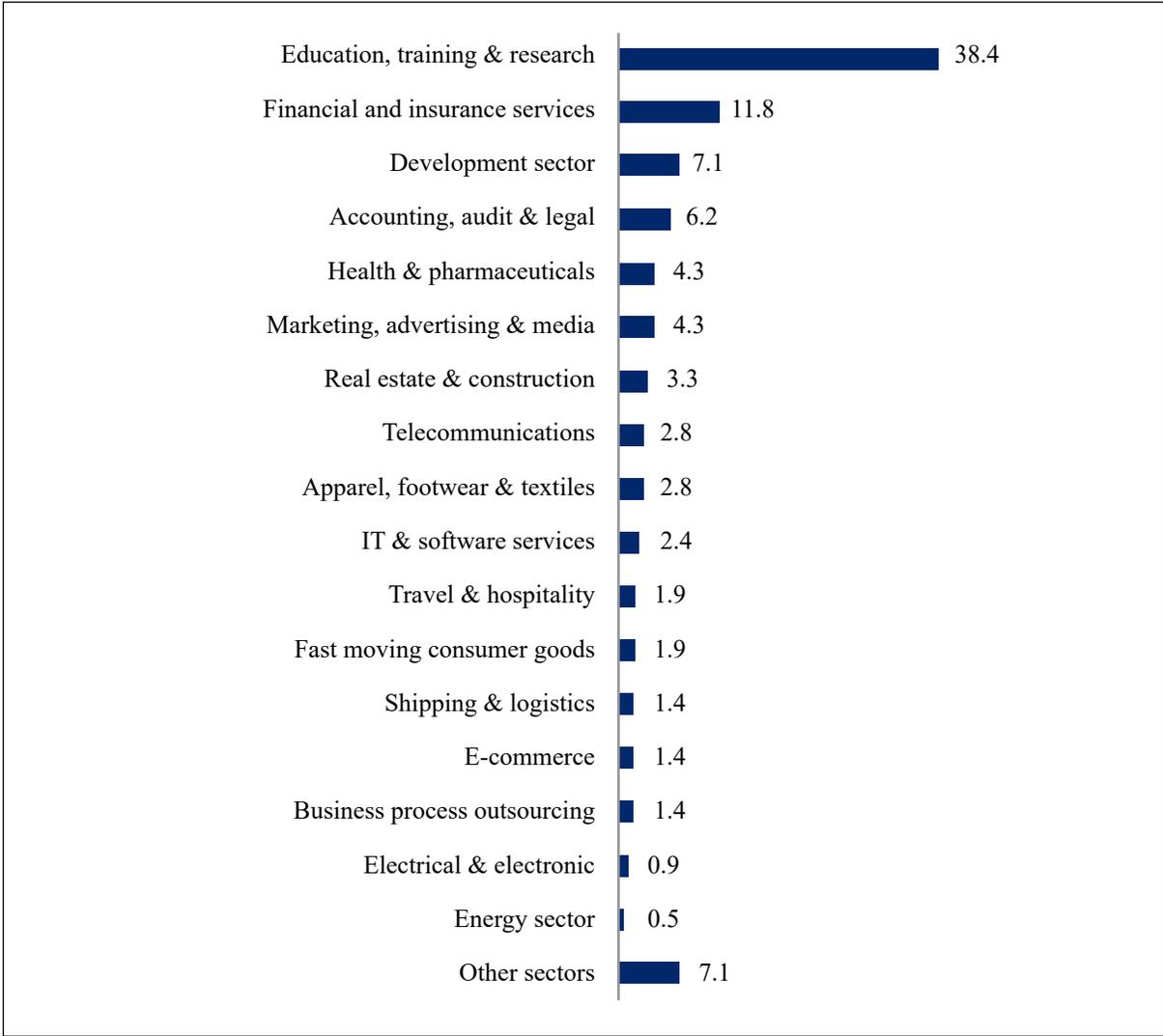
Current Work Status	Female Alumni	Male Alumni	Percentage of Female Alumni	Percentage of Male Alumni
Public service	3	7	0.9	3.9
Private service	128	83	39.5	46.4
Business	11	16	3.4	8.9
Full-time student	78	29	24.1	16.2
Part-time work	15	3	4.6	1.7
Currently not in jobs	89	41	27.5	22.9
All	324	179	100.0	100.0

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

Based on the above, we can state the following statistically significant results. First, overall, male FLS alumni are more involved in market activities. Second, male alumni are proportionately and significantly more engaged in private services and businesses. Third, female alumni have pursued (are pursuing) higher studies significantly more than their male peers.

Figure 27 gives sectoral decomposition of private service FLS alumni. The top ten sectors where FLS alumni are involved are: education, training and research (38.4%), financial and insurance services (11.8%), development sector (7.1%), accounting, audit and legal institutions (6.2%), health and pharmaceuticals (4.3%), marketing, advertising and media (4.3%), real estate and construction (3.3%), telecommunications (2.8%), apparel, footwear and textiles (2.8%) and IT and software development (2.4%).

**Figure 27: Sectoral decomposition of private services for FLS undergraduate alumni (%)**

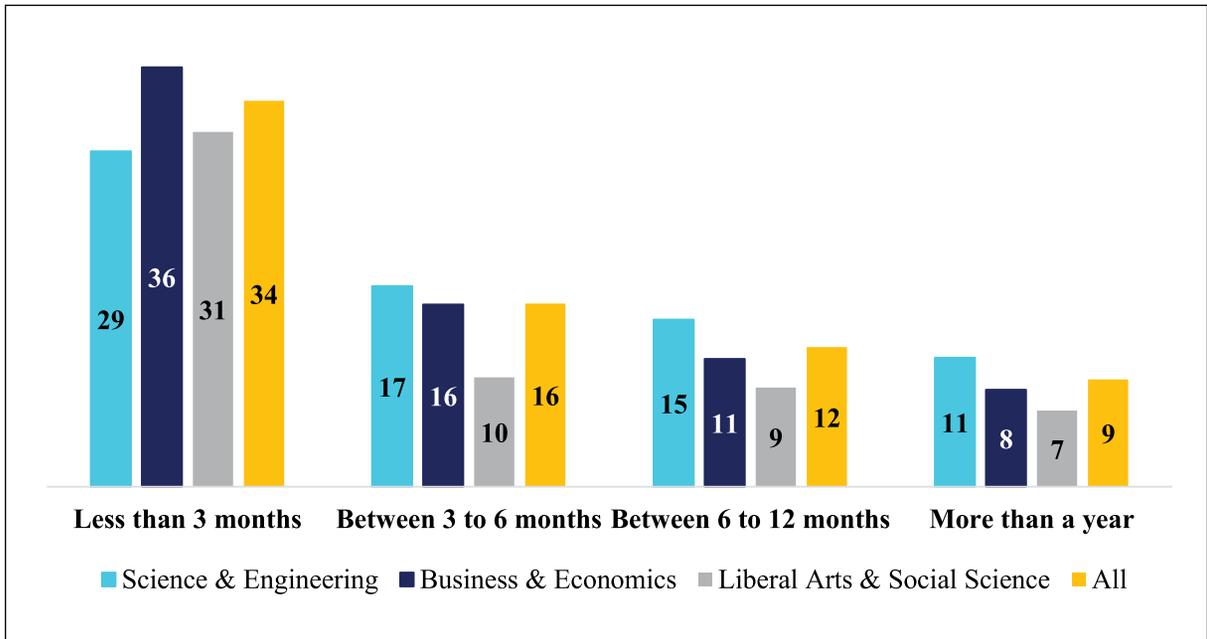


Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

### 9.4 Time needed to find first job for EWU alumni

Figure 28 shows that around one out of every three EWU graduates seeking employment found a job within the first 3 months. Correspondingly, around 16% and 12% of graduates seeking employment found jobs between 3 to 6 months and between 6 to 12 months respectively. In addition, around 9% of our graduates seeking employment needed more than a year. We found that, compared to FSE and FLS, a larger share of FBE graduates found employment in the first three months after graduation.

**Figure 28: Time needed for EWU alumni to find their first job (% of responses)**



Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

## Chapter 10

### Potential Benefits of Alumni Engagement

In this section, we will discuss the various benefits for EWU from alumni engagement (and vice versa) by linking insights from our data with existing literature. We also review what other Bangladeshi universities have done in this regard. The analysis in this section attempts to address our research objective 3. The following lists the main benefits.

- (a) Ensuring and maintaining of practical relevance of academic training:** Periodic alumni feedback can ensure that degree programs are commensurate with current market trends and patterns. We found that nearly 62% of our undergraduate alumni are involved in private sector jobs, 2% are involved in public sector jobs, and 7% are also involved in businesses. As EWU alumni are working in private and public sectors as well as in businesses, finding knowledgeable alumni for receiving current market insights, trends and feedback should not be difficult. EWU may also invite alumni as guest instructors and/or speakers, which will help connect academic content with what is currently and practically relevant in the industry. In this connection, we found that about 19% of our undergraduate alumni have more than 10 years of experience in their respective jobs. They will not only provide current students with better exposure to industry practices, but will also motivate the alumni to gain intrinsic ownership. In addition, the alumni may provide suggestions to EWU's academic council to update course content (syllabi) and/or design new courses to take advantage of current market demand.
- (b) Point of referral and increased networking opportunities for future graduates:** Currently employed alumni can guide and assist prospective graduates with sector specific information, which can be helpful before written tests and interviews for jobs. Alumni may also act as a referral point in case of entry-level jobs for fresh graduates. Often, sharing on the job experience with new candidates provides them with a priori information and much needed comparative advantage over other candidates who have no such information. We calculated the sector-wise share of EWU undergraduate alumni belonging to enrollment cohorts before 2006 (as a share of all alumni employed in that sector). These sector-wise shares are (i) accounting, audit and legal (8.8%), (ii) marketing, advertising and media (14.2%), (iii) agri-business (7.7%), (iv) apparel, footwear and textile (13.9%), (v) automobile and transportation (10.4%), (vi) financial and insurance services (23.7%), (vii) business process outsourcing (3.6%), (viii) real estate and construction (14.6%), (ix) development sector (17.6%), (x) e-commerce (4.2%), (xi) education, training and research (15%), (xii) electrical and electronic engineering

(10.4%), (xiii) fast-moving consumer goods (14.9%), (xiv) health and pharmaceuticals (18.5%), (xv) IT and software services (9.8%), (xvi) telecommunication (32%), (xvii) energy sector (11.1%), (xviii) shipping and logistics (15.1%), and (xix) travel and hospitality (2.7%). We expect that alumni in these cohorts, with more than an average of 10 years of professional experience, should be well positioned to provide fruitful networking opportunities for prospective EWU graduates. The diversity of their job profile provides opportunities to promote, e.g., on-campus seminars on issues related to the current job market, short courses and training programs for fresh graduates, etc.

**(c) Fund Mobilization for university infrastructure and student welfare:** Globally, it is a common practice that alumni mobilize funds for infrastructural development, project-based research grants, event sponsorships, student scholarships, etc. Although, we should note that it takes a certain amount of time before an institution's alumni are professionally mature enough to make meaningful financial contributions back to their alma mater. We found that only 2.2% of our undergraduate alumni have been employed for more than 15 years in their respective fields. Therefore, we feel that EWU, having only just entered its Silver Jubilee year, should consider this as only a viable future benefit, especially, when considering direct financial assistance for infrastructure development. Rather, funds for research and student welfare is a more immediately pragmatic option.

**(d) Other benefits beyond the ambit of university affairs:** A strong and large pool of alumni may offer other mutually beneficial and innovative opportunities beyond the aforementioned benefits. It is possible that a strong and supportive alumni network may help all EWU-affiliated persons to get discounts in receiving services at establishments like hotels, shops, rental car companies, restaurants, etc. In this regard, note that 7% of our undergraduate alumni are currently involved in businesses.

Summarizing the above, Figure 29 provides a schematic outline of the main benefits of alumni engagement for EWU.

**Figure 29: Benefits for EWU of collecting alumni information**

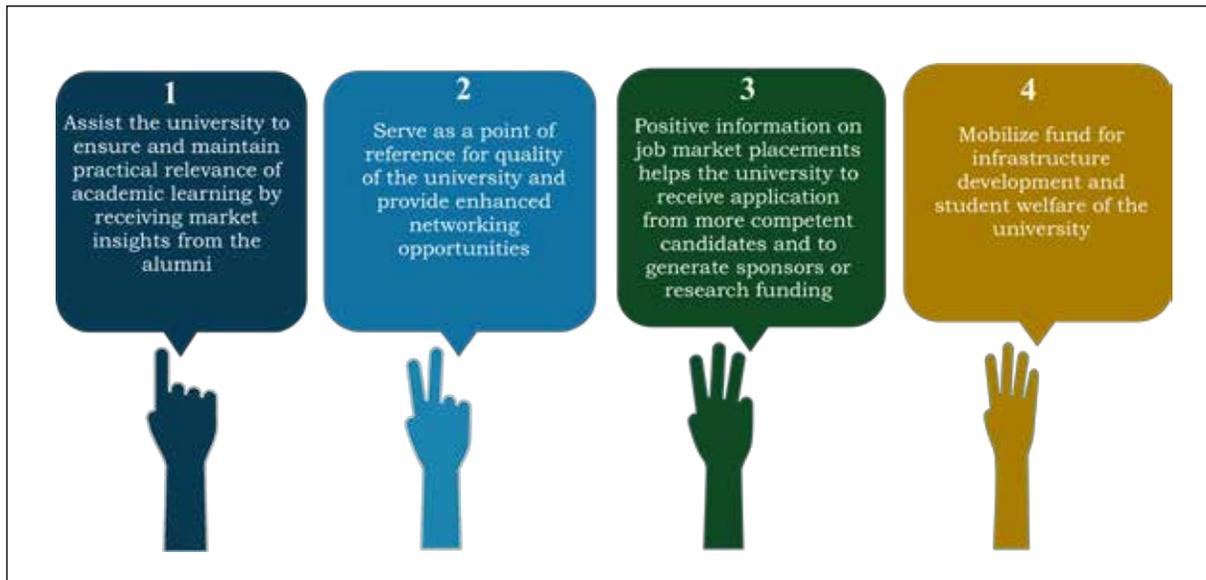


Table 30 outlines the current status of alumni-related initiatives at selected Bangladeshi universities, both public and private. Our selection is based on publicly available information shared in universities' official websites. The importance of such an alumni directory is already identified in the global literature. It enables prospective job candidates to communicate with their seniors already working in a particular organization and obtain vital information regarding the job, which gives them better opportunities to prepare for the selection process. While compiling the matrix in Table 30, we found that many Bangladeshi universities have already taken steps in this regard. Several of these universities have active alumni directories with member access. EWU authorities should also consider taking initiatives in this regard.

**Table 30: Existing alumni-engagement initiatives at other Bangladeshi Universities**

Name of the University	Active Alumni Directory with member access	Alumni Association*
University of Dhaka	×	√
Rajshahi University	√	√
Jashore University of Science and Technology	√	×
Chittagong University of Science and Technology	×	√
Private Universities		
North South University (NSU)	√	×
Independent University of Bangladesh (IUB)	√	×
International University of Business Agriculture and Technology (IUBAT)	√	√
BRAC University	√	×
United International University (UIU)	√	√
Ahsanullah University of Science and Technology (AUST)	√	×
American International University of Bangladesh (AIUB)	√	×
Daffodil University of Bangladesh (DIU)	√	√
University of Liberal Arts Bangladesh (ULAB)	√	√
University of Asia Pacific (UAP)	√	×
Green University of Bangladesh	√	√
International Islamic University Chittagong (IIUC)	√	×

(i) The table was prepared from websites of the above mentioned universities. If a university only has data base with member access, but no indication of an alumni association, then, we listed them as having an alumni database (see tick marks in the “Alumni Database” column above). On the other hand, if a university has an alumni association, then, we listed them as having an alumni association (see tick marks in the “Alumni Association” column above).

(ii) \* Only for the overall university, not for specific schools, departments or faculties.

# Chapter 11

## Conclusions and Recommendations

In this section, we will highlight the overall conclusions derived from our research findings and, based on these, suggest relevant recommendations. In the following, we discuss our main conclusions and related recommendations for each conclusion.

### 11.1 Lessons learned from the data collection process

- Email was found to be the most effective means for reaching out to EWU alumni. Almost 44% of undergraduate and 53% of graduate respondents stated that they came to know about our research initiative through email.
- Among the alumni who started their undergraduate degrees before 2006, only 13% submitted their responses. It reveals that reaching alumni from the most senior enrollment cohorts was difficult. We could email about 66% and 95% of the alumni from before and after 2006 respectively. A significant number of emails “bounced-back” when contacting graduates from cohorts of 2006 and earlier. This informs us that allowing EWU alumni to use university email (domain) even after their graduation will help the authority to reach and keep in touch with the alumni and vice versa.
- Facebook was found to be the second most effective means for reaching out to the alumni. Almost 36% of undergraduate and 24% of graduate respondents stated that they came to know about our research initiative through Facebook.
- Word-of-mouth communication was found to be the third most effective means for reaching out to the alumni. Almost 22% of undergraduate and 20% of graduate respondents stated that they came to know about our research initiative through their friends and/or colleagues.
- Nearly 40% of our responses were submitted in the evening hours (6:00PM – 11:59PM). In addition, 17.5% was submitted during the lunch hour (12:00PM – 3:00PM) and 14.6% during the post-lunch hours (3:00PM – 6:00PM). We suggest considering this finding in similar future initiatives in designing appropriate strategies for reaching the alumni.

- Within our 27 weeks of data collection, we put extra effort in 15 weeks in addition to emails and phone calls and in the other 12 weeks, we had only sent emails to the alumni (mostly due to the prevailing Covid-19 pandemic). By extra effort, we mean holding virtual meetings with selected alumni, forming a volunteer team from alumni, launching video message from Prof. Dr. Mohammed Farashuddin, opening a dedicated page in and carrying out organic and paid promotional campaigns through Facebook, interacting with alumni in Messenger and WhatsApp groups and live streaming of career conversation with selected alumni, etc. In those 15 weeks of extra effort, the number of responses received was nearly 466 per week. In the other 12 weeks, this number was 108 per week. We felt that our manual process of data collection was time-consuming, subjective to individual efforts, and lacked provision to update professional status over time for the alumni. But it is more suitable for the university to periodically understand the changes in alumni perception of its academic programs.
- We found that more than 17,000 EWU alumni are already registered in this LinkedIn page <https://www.linkedin.com/school/east-west-university-cp/>. Alumni have already shared their professional information there and regularly update this information in their own interest. To ensure updating of alumni profiles over regular intervals, EWU authority may consider creating institutional arrangements with professional platforms such as LinkedIn.

## 11.2 Undergraduate alumni experiences and future implications for EWU

- One out of every five female alumni and three out of every five male alumni joined EWU after completing college graduation from institutions located outside Dhaka district. Overall, one in every three undergraduate alumni joined EWU after completing college graduation from institutions outside Dhaka. In addition, there was representation from all 64 districts of Bangladesh, which shows the diversity of the EWU alumni.
- 30% of all EWU alumni lived in either shared hostels, apartments, messes or relatives' houses. Moreover, around 14% of all female alumni stayed in shared apartments, messes or with relatives. We feel that the abovementioned numbers themselves should warrant some attention from the university authority, because, EWU hosts more than 8,000 undergraduate students at the moment. In this regard, EWU may consider designing institutional arrangements with nearby private hostels and/or housing facilities. This will help to facilitate more convenient accommodation for students as well as ensure better security, especially, for female students.
- Nearly six out of ten EWU alumni actively participated in club activities. We found that engagement in club activity had no statistically significant impact on academic performance of alumni. However, alumni with active club participation revealed certain characteristics compared to those with no such involvement. Specifically, (i) they were

more involved in their jobs and managed to get their respective first job in a relatively shorter span of time, (ii) relatively fewer percentage of them pursued further higher studies and (iii) relatively smaller percentage of them remained not involved in any market activity. And, all these characteristics were found to be true irrespective of sex and of enrollment cohort. We feel this finding can be helpful for the authority in rationalizing and leveraging future fund allocation decisions in promoting club activity.

### **11.3 Perceived effectiveness of EWU programs and key insights**

- Undergraduate alumni from the Faculty of Business and Economics who are currently involved in jobs (or market activity) perceived their programs to be more effective in all indicators compared to those who are not involved in jobs. The perceived program effectiveness indicators were (i) developing knowledge, (ii) improving communication skills, (iii) improving writing ability, (iv) creating adaptability, (v) improving analytical ability, (vi) improving computer skills, and (vii) relevance with professional work.
- In case of undergraduate alumni from the Faculty of Science and Engineering with involvement in jobs and/or market activities, there were statistically significant differences in responses to the following indicators: (i) improving writing ability, (ii) creating adaptability and (iii) improving computer skills. It highlights that computer skills are minimum prerequisites, but better writing ability and adaptability improves their job performance. We believe these insights should draw adequate attention from relevant departments.
- In case of the Faculty of Liberal Arts and Social Sciences undergraduate alumni, job market involvement did not influence their perception on program effectiveness.
- Six out of every seven alumni, who completed only a graduate degree at EWU, mentioned that their degree either fully or partially helped them to achieve promotion at work.

### **11.4 Job market profile of EWU graduates and future discourse**

- Nearly 64% of our undergraduate alumni are involved in jobs, 7% are involved in businesses and an additional 12% are currently full-time students engaged in higher studies. Therefore, around 17% of our undergraduate alumni are currently not involved in jobs or businesses. It shows that a relatively small share of EWU alumni are involved in entrepreneurial activities. Therefore, the authority should review academic curricula in order to better equip current and future graduates to engage more in entrepreneurship.
- For undergraduate alumni from all faculties, (i) male alumni are more involved in jobs; (ii) male alumni are proportionately and significantly more engaged in business; and (iii) female alumni have pursued (or are pursuing) higher studies significantly more than their male peers. For instance, while 70% of all male alumni are in jobs, the corresponding

number for all female alumni is 50.5%. Also, around 8.4% of all male alumni are in businesses where the corresponding number for all female alumni is 3.8%. Moreover, 18.1% of all female and 9.1% of all male alumni are currently full-time students.

- About one in every two EWU undergraduate alumni seeking employment found a job within the first three months after graduation. We also found that, compared to Faculty of Science and Engineering and Faculty of Liberal Arts and Social Sciences, a larger share of Faculty of Business and Economics alumni found employment in the first three months after their graduation.
- The top ten sectors where Faculty of Business and Economics alumni are employed are (i) financial and insurance services (25.6%), (ii) fast moving consumer goods (11.2%), (iii) education, research & training (5.9%), (iv) apparel, footwear and textile (5.6%), (v) telecommunications (5.4%), (vi) e-commerce (4.8%), (vii) IT and software services (4.3%), (viii) marketing, advertising and media (4.2%), (ix) real estate and construction (3.9%), and (x) accounting, audit and legal (2.9%).
- The top ten sectors where Faculty of Science and Engineering alumni are employed are (i) health & pharmaceuticals (13.9%), (ii) IT & software services (11.3%) and (iii) telecommunications (4.4%), (iv) education, research & training (3.6%), (v) financial and insurance services (3%), (vi) fast moving consumer goods (2.8%), (vii) electrical and electronic engineering (2.6%), (viii) energy sector (2.1%), (ix) business process outsourcing (1.3%), and (x) real estate and construction (0.9%).
- The top ten sectors where Faculty of Liberal Arts and Social Sciences alumni are employed are (i) education, training and research (38.4%), (ii) financial and insurance services (11.8%), (iii) development sector (7.1%), (iv) accounting, audit and legal (6.2%), (v) health and pharmaceuticals (4.3%), (vi) marketing, advertising and media (4.3%), (vii) real estate and construction (3.3%) (viii) telecommunications (2.8%), (ix) apparel, footwear and textiles (2.8%), and (x) IT and software services (2.4%).
- The above clearly show that our alumni are employed in wide variety of sectors including newly emerging sectors, e.g., e-commerce, business process outsourcing, travel and hospitality, etc. This particular finding should be useful when designing and adapting future program and course curricula.
- While designing and offering new graduate programs, EWU may consider options for introducing more professional programs. Not only private sector, but, public sector professionals are now increasingly getting themselves enrolled in graduate programs as part of their professional development. Targeting this new potential will be important for EWU when redesigning and/or introducing graduate programs in future.

## 11.5 Need for formal alumni networking and institutional involvement

- Based on our literature review, we found that many Bangladeshi universities have already established online alumni directories and/or formal alumni associations. During data collection, we felt that, in absence of such a formal platform, the network among our alumni, potential graduates and current students is rather slack. The alumni, during focus group discussions and key informant interviews, also highlighted the need for a formal association for EWU and we concur with their view.
- Our literature review also indicates that an alumni directory can be created with basic information, e.g., name/ID, email address, current occupation, collected in this project. In this regard, the current online directory developed by United International University (<https://alumni.uiu.ac.bd/index.php/user/Directory>) may provide a useful point of reference. For added verification and update, a few basic questions might be asked while providing the access to this information. The ICS/designated cell should store, upgrade and maintain this for the future.
- A designated EWU cell may prepare course-specific potential lists of guest speakers among its alumni. The list may help to inform, especially, new faculty members at EWU to whom they might approach relatively easily for inviting them to hold a guest lecture as and when relevant. Additionally, it will establish a more engaging relationship among current students, the university, and the alumni.
- A designated EWU cell should maintain a semester-wise annual calendar to arrange soft-skill trainings irrespective of all departments. In this regard advanced training tools on, e.g., robotics, Tally, AutoCAD, artificial intelligence, etc., can be arranged in collaboration with the respective faculty. If appropriate, members of the alumni may also be invited to conduct the sessions as resource persons.

Majority of the top-ranked universities around the world are not only informed about the status of their alumni but also publicize the alumni's achievements through all avenues. Even at the domestic level, many of the other established universities have also taken steps to create fruitful engagement with their alumni. Some of these universities, to varying degrees, have even formed formal alumni associations, collected and have published alumni directories. However, to our best of knowledge, other universities, even those with formal alumni associations and/or active alumni communities, have not conducted any scientific assessment of their academic programs by the alumni. Our research in this regard is one of the first attempts to generate scientific evidence by engaging almost one-half of the alumni members. We believe that our research findings certainly provide EWU, on the occasion of its Silver Jubilee, an insightful story for informed decision-making as it aims to scale up its sphere of excellence in education by building an effective alumni community.

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## Annex 1

<b>Table 31: Responses received from the EWU alumni by undergraduate academic programs</b>				
Undergraduate Degree Programs	Alumni Responded	Percent (%)	Degrees Awarded	Percent (%)
Bachelor of Science in Applied Statistics (AST)	58	0.84	69	0.49
Bachelor of Business Administration (BBA)	3,594	52.14	7,609	53.92
B.Sc. in Computer Science (CSC)	31	0.45	247	1.75
B.Sc. in Computer Science and Engineering (CSE)	625	9.07	1,230	8.72
Bachelor of Social Science in Economics (ECO)	414	6.01	595	4.22
B.Sc. in Electrical and Electronic Engineering (EEE)	499	7.24	857	6.07
Bachelor of Arts in English (ENG)	358	5.19	1,029	7.29
B.Sc. in Electronic and Telecommunication Engineering (ETE)	224	3.25	485	3.44
Bachelor of Science in Genetic Engineering and Biotechnology (GEB)	61	0.88	106	0.75
B.Sc. in Information and Communications Engineering (ICE)	154	2.23	418	2.96
BSS in Information Studies and Library Management (ISLM)	16	0.23	11	0.08
Bachelor of Laws (LLB)	64	0.93	64	0.45
Bachelor of Science in Communications and Information Technology (NON)	0	0.00	3	0.02
Bachelor of Pharmacy (PHR)	730	10.59	1,278	9.06
Bachelor of Social Science in Sociology (SOC)	65	0.94	110	0.78
All Undergraduate Programs	6,893	100.00	14,111	100.00

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

**Table 32: Responses received from the EWU alumni by graduate academic programs**

Graduate Degree Programs	Alumni Responded	Percent (%)	Degrees Awarded	Percent (%)
Master of Business Administration, Executive Program (EMBA)	344	14.12	853	13.62
Master of Laws (LL.M)	35	1.44	39	0.62
Master of Arts in English (MAE)	95	3.90	382	6.10
Master of Arts in ELT (MAELT)	61	2.50	220	3.51
Master of Business Administration (MBA)	1,204	49.43	3,354	53.54
Master of Bank Management (MBM)	59	2.42	179	2.86
Master of Development Studies (MDS)	187	7.68	314	5.01
Master of Pharmacy in Clinical Pharmacy and Molecular Pharmacology (MPHR)	182	7.47	258	4.12
Master of Population, Reproductive Health, Gender and Development(MPRHGD)	11	0.45	34	0.54
Master of Science in Applied Physics and Electronics(MSAPE)	2	0.08	15	0.24
Master of Science in Actuarial Science(MSAS)	6	0.25	10	0.16
MS in Computer Science and Engineering(MSCSE)	51	2.09	174	2.78
Master of Social Science in Economics (MSECO)	123	5.05	123	1.96
Master of Science in Applied Statistics(MSTAT)	27	1.11	34	0.54
MS in Telecommunications Engineering (MSTEL)	49	2.01	275	4.39
Post Graduate Diploma in Population, Public Health & Disaster Management (PPDM)	0	0.00	1	0.02
All Graduate Programs	2,436	100.00	6,265	100.00

Source: Authors' calculation from the "Developing an Alumni Profile for EWU" project 2020

## Annex 2

### EWU Alumni Questionnaire

This questionnaire has been created for the “Developing an Alumni Profile for East West University” project funded by the East West University Center for Research and Training (CRT). The purpose of this project is solely to collect such information about EWU alumni as will enable us to create a profile of EWU graduates and to gain valuable insights from the life experiences of the alumni. This questionnaire requires about 5 minutes to complete. Most of the questions only require choosing a given option. The project team sincerely appreciates your kind assistance in filling out this questionnaire.

#### Section 1: Basic Information

Q1. Name of the alumnus: \_\_\_\_\_

Q2. Gender of the alumnus:

- Male
- Female

Q3. Which of the following program(s) did you attend at EWU?

- Undergraduate Program [*will only fill up section 2*]
- Masters/MBA/EMBA/Equivalent program [*will only fill up section 3*]
- both Undergraduate and Graduate program [*will fill up both section 2 and 3*]

Q4. How did you come to know about this form?

- Friend/Colleague
- Friend/Colleague
- LinkedIn
- Email
- Phone
- Newspaper
- EWU Website

Q5. Your Contact/Mobile Number please [Optional] \_\_\_\_\_  
\_\_\_\_\_

Q6. Your active email address please \_\_\_\_\_  
\_\_\_\_\_

## Section 2: Academic and Professional Information (for undergraduate alumni)

Q7. Student ID (Honours/Equivalent) [Format: XXXX-XX-XX-XXX] \_\_\_\_\_  
\_\_\_\_\_

Q8. Name of your Department/Academic Program at EWU

- |                              |                              |                               |
|------------------------------|------------------------------|-------------------------------|
| <input type="checkbox"/> AST | <input type="checkbox"/> ECO | <input type="checkbox"/> ISLM |
| <input type="checkbox"/> BBA | <input type="checkbox"/> EEE | <input type="checkbox"/> LLB  |
| <input type="checkbox"/> CE  | <input type="checkbox"/> ENG | <input type="checkbox"/> MPS  |
| <input type="checkbox"/> CSC | <input type="checkbox"/> ETE | <input type="checkbox"/> NON  |
| <input type="checkbox"/> CSE | <input type="checkbox"/> GEB | <input type="checkbox"/> PHR  |
| <input type="checkbox"/> ECE | <input type="checkbox"/> ICE | <input type="checkbox"/> SOC  |

Q9. Why did you choose to pursue an undergraduate degree at EWU? [Multiple answers allowed]

- Academic reputation (general market perception)
- Favourable tuition fee
- Location (Close to my office/home)
- Permanent Campus
- Quality of faculty members
- Scholarship opportunities
- Unique academic program (other universities don't offer this academic program)
- Others (kindly specify)

Q10. Which district did you complete your college (or equivalent) degree from?

- |  |                                       |                                      |                                     |
|--|---------------------------------------|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Bagerhat        | <input type="checkbox"/> Feni         | <input type="checkbox"/> Lalmonirhat | <input type="checkbox"/> Pabna      |
| <input type="checkbox"/> Bandarban       | <input type="checkbox"/> Gaibandha    | <input type="checkbox"/> Madaripur   | <input type="checkbox"/> Panchagarh |
| <input type="checkbox"/> Barguna         | <input type="checkbox"/> Gazipur      | <input type="checkbox"/> Magura      | <input type="checkbox"/> Patuakhali |
| <input type="checkbox"/> Barisal         | <input type="checkbox"/> Gopalganj    | <input type="checkbox"/> Manikganj   | <input type="checkbox"/> Pirojpur   |
| <input type="checkbox"/> Bhola           | <input type="checkbox"/> Habiganj     | <input type="checkbox"/> Meherpur    | <input type="checkbox"/> Rajbari    |
| <input type="checkbox"/> Bogra           | <input type="checkbox"/> Jamalpur     | <input type="checkbox"/> Moulvibazar | <input type="checkbox"/> Rajshahi   |
| <input type="checkbox"/> Brahmanbaria    | <input type="checkbox"/> Jessore      | <input type="checkbox"/> Munshiganj  | <input type="checkbox"/> Rangamati  |
| <input type="checkbox"/> Chandpur        | <input type="checkbox"/> Jhalokati    | <input type="checkbox"/> Mymensingh  | <input type="checkbox"/> Rangpur    |
| <input type="checkbox"/> Chapainawabganj | <input type="checkbox"/> Jhenaidah    | <input type="checkbox"/> Naogaon     | <input type="checkbox"/> Satkhira   |
| <input type="checkbox"/> Chattogram      | <input type="checkbox"/> Joypurhat    | <input type="checkbox"/> Narail      | <input type="checkbox"/> Shariatpur |
| <input type="checkbox"/> Chuadanga       | <input type="checkbox"/> Khagrachhari | <input type="checkbox"/> Narayanganj | <input type="checkbox"/> Sherpur    |
| <input type="checkbox"/> Cox's Bazar     | <input type="checkbox"/> Khulna       | <input type="checkbox"/> Narsingdi   | <input type="checkbox"/> Sirajganj  |
| <input type="checkbox"/> Cumilla         | <input type="checkbox"/> Kishoreganj  | <input type="checkbox"/> Natore      | <input type="checkbox"/> Sunamganj  |
| <input type="checkbox"/> Dhaka           | <input type="checkbox"/> Kurigram     | <input type="checkbox"/> Netrokona   | <input type="checkbox"/> Sylhet     |
| <input type="checkbox"/> Dinajpur        | <input type="checkbox"/> Kushtia      | <input type="checkbox"/> Nilphamari  | <input type="checkbox"/> Tangail    |
| <input type="checkbox"/> Faridpur        | <input type="checkbox"/> Lakshmipur   | <input type="checkbox"/> Noakhali    | <input type="checkbox"/> Thakurgaon |

Q11. Where/how did you live during your studies at EWU? [Multiple answers allowed]

- With your family
- With relatives in their residence
- With cousins in a rented house
- In a shared house with others (student mess)
- Alone in a rented house

Q12. While studying at EWU, how many clubs and/or student organizations were you actively involved in? (Note: active involvement means you were involved in organizing and/or participating in at least three events/programs for a particular club)

- None
- One
- Two
- Three
- More than three

Q13. Did you receive any scholarship or financial support from EWU for your studies? [Multiple answers allowed]

- No
- Merit Scholarship
- Need Based Scholarship
- Medha Lalon Scholarship
- Siblings Scholarship
- Multiple Scholarship

Q14. After graduation, how much time did it take for you to obtain your first job or to start your first business?

- Less than 3 months
- I had my own business (even before graduation)
- Between 3 and 6 months
- Joined family business
- Between 6 months and 1 year
- Pursued higher education after graduating from EWU
- Between 1 year to 2 years
- Migrated overseas for work/settlement
- More than 2 years
- I never had any formal job

Q15. Your current profession?

- Business/Entrepreneurship
- Student
- Freelancer
- Unemployed
- Government Job Holder
- I had a job/business previously but did not continue
- Private Job Holder
- Unable to work due to health related issues (sickness)
- Home Maker

Q16. Name of your current employer / organization/ business? [If applicable]

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Q17. Current Designation? [If applicable]

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Q18. Rate the effectiveness of your respective EWU academic program in the following indicators.

Indicators	Rankings			
Communication	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Effective
Writing Ability	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Effective
Adaptability	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Effective
Analytical ability	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Effective
Computer Literacy/Skills	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Effective
Relevance to your professional requirements	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Effective

Q19. Your average monthly income/earnings/profit?

[Note: We do understand the sensitivity of the question, hence, we have asked for interval responses. Also, be assured that we will only use this information to generate summary statistics].

- |  |   |
|--|---|
| <input type="checkbox"/> No income     | <input type="checkbox"/> 30,001-40,000  |
| <input type="checkbox"/> below 10,000  | <input type="checkbox"/> 40,001-50,000  |
| <input type="checkbox"/> 10,001-20,000 | <input type="checkbox"/> 50,001-75,000  |
| <input type="checkbox"/> 20,001-30,000 | <input type="checkbox"/> 75,001-100,000 |
|  | <input type="checkbox"/> Above 100,000  |

**Section 3: Academic and Professional Information (Masters/Equivalent alumni)**

Q20. Student ID (Masters/Equivalent) [Format: XXXX-XX-XX-XXX] \_\_\_\_\_

Q21. Name of the Department/Academic Program you were in/studied at EWU

- |                                |                                    |                                 |
|--------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> EMBA  | <input type="checkbox"/> MBM       | <input type="checkbox"/> MSAPE  |
| <input type="checkbox"/> LLM   | <input type="checkbox"/> MDS       | <input type="checkbox"/> MSAS   |
| <input type="checkbox"/> MAE   | <input type="checkbox"/> MPHR      | <input type="checkbox"/> MSSECO |
| <input type="checkbox"/> MAELT | <input type="checkbox"/> MPRHGD    | <input type="checkbox"/> MSTAT  |
| <input type="checkbox"/> MBA   | <input type="checkbox"/> MS in CSE | <input type="checkbox"/> MSTEL  |

Q22. Time between enrollment in a Master’s Programme and completion of your last academic degree?

- Joined immediately (after finishing my Bachelor/honours/equivalent degree)
- less than 3 months
- between 3 to 6 months
- between 6 months to 1 year
- between 1 year and 3 years
- More than 3 years

Q23. Why did you choose EWU over other Universities for pursuing your graduate degree?

- Academic reputation (general market perception)
- Class timing is favourable
- Favourable tuition fee
- Inertia (you love EWU and that’s why you decided to continue)
- Location (Close to my office/home)
- Quality of faculty members
- Scholarship opportunities
- Unique academic program (other universities don’t offer this academic program)
- Others [kindly specify] \_\_\_\_\_

Q24. Your current profession? [*Skip Q24-Q26 if you have completed both degrees from EWU*]

- Business/Entrepreneurship       Student  
 Freelancer       Unemployed  
 Government Job Holder       I had a job/business previously but did not continue  
 Private Job Holder       Unable to work due to health related issues (sickness)  
 Home Maker

Q25. Name of your current employer / organization/ business? [If applicable]

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Q26. Current Designation? [If applicable]

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Q27. Did the EWU degree help you in getting promoted/attaining a better job/improving your business?

- Yes/Fully       No       Partially

Q28. Rate the effectiveness of your respective EWU academic program in the following indicators.

Indicators	Rankings			
Communication	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Effective
Writing Ability	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Effective
Adaptability	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Effective
Analytical ability	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Effective
Computer Literacy/Skills	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Effective
Relevance to your professional requirements	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Effective





## **Regular Publications of EWUCRT**

East West University Center for Research and Training (EWUCRT) brings out the following publications on a regular basis:

1. East West Journal of Humanities (EWJH)  
Website: [www.ewubd.edu/east-west-journal-humanities-ewjh](http://www.ewubd.edu/east-west-journal-humanities-ewjh)
2. East West Journal of Business and Social Studies (EWJBSS)  
Website: [www.ewubd.edu/east-west-journal-business-and-social-studies](http://www.ewubd.edu/east-west-journal-business-and-social-studies)
3. Abstracts of Published Papers  
Website: [www.ewubd.edu/crt-abstract](http://www.ewubd.edu/crt-abstract)
4. Working Paper & Research Report  
Website: [www.ewubd.edu/working-paper-research-report](http://www.ewubd.edu/working-paper-research-report)



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