

A Study of Alumni Satisfaction Towards the Program Curriculum Studies at Metro Polytechnic Johor Bahru

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Abstract—Alumni satisfaction is a critical issue to ensure that the curriculum of study programs remains relevant. Students acting as customers to an educational institution have their own needs that need to be met by the management of the institution. The objective of this study is to find out the extent of alumni satisfaction with the quality of services offered by Politeknik METrO Johor Bahru (PMJB) from the aspect of the study program curriculum. The sample of the study is all 2020 PMJB graduates, which is a total of 205 respondents. The design of this study is a case study in the form of a survey using a quantitative approach. Survey forms were used as instruments to obtain survey data. The results of the analysis of research data show that the level of alumni satisfaction with the curriculum of the study program is at a satisfactory level. The findings of this study can be a guide to the academic management to make improvements in improving the quality of the curriculum of study programs provided to students.

Keywords: *Alumni, Satisfaction Level, Curriculum, Service*

I. INTRODUCTION

As an educator in an educational institution, the author has become aware of the high levels of anxiety in many students who are about to leave their studies and transition into the professional workforce. After discussions with fellow lecturers from various programs that were experiencing similar student concerns, a committee of academics decided to try and bridge some of the knowledge gaps between education and the workforce. Bridgstock [1] stated that the recent shifts in education and labor market policy have resulted in institutions being placed under increasing pressure to produce employable graduates. Employers are increasingly demanding higher institutions graduate students with workplace-ready skills. Innovative Research Universities [2] stated employers want employees with job skills such as

communication, teamwork, and problem-solving. Alumni have their role in an educational institution. Alumni Attitude Study PGE Ltd [3] stated the feedback study from alumni provides a direct opportunity to the institution on the experiences and perceptions of current students as well as creating a collaborative relationship between the institution and alumni. With this alumni feedback, an institution directly involves alumni in helping to design the curriculum of an educational institution. Certain drivers make curriculum feedback by these alumni very beneficial. Alumni Attitude Study PGE Ltd [3] stated that by identifying alumni tendencies and attitudes towards curriculum content, institutions can become more focused on targeting their objectives and better deliver values to remain relevant. Alumni are one of the stakeholders in an educational institution. Feedback research data from stakeholders such as alumni, enabling the institution to provide the best possible process of improvement and output to the existing curriculum of study.

II. LITERATURE REVIEW

Alumni feedback is increasingly recognized as an important part of the ongoing curriculum evaluation process. Bristol [4] stated that they provide insights into the learning experience and preparation of students for work. Trent [5] stated that along with the views of other stakeholders including staff, students, employers, and clients, alumni assessments can provide useful feedback to curriculum designers. Harden [6] stated that in higher education, there is a growing emphasis on intended learning outcomes and this has led to the development of outcomes-based curricula. Spady [7] stated that outcome-based education is based on the principle that expected outcomes can be demonstrated by students at the end of the course, and a curriculum is then developed to enable them to achieve these outcomes. The outcome-

based model was adapted by professional healthcare courses and after the introduction of the Royal College of Veterinary Surgeons competencies on the first day in 2001, veterinary schools are encouraged to review their curriculum with less emphasis on course content and more emphasis on graduate performance.

This approach to the curriculum implies that primary emphasis should be given to what graduating students can do, and not on what they should know on the first day. Miller [8] stated that this approach is relevant to Miller's model of assessment of knowledge, clinical skills, competencies, and performance.

III. RESEARCH OBJECTIVE

This study aims to determine the level of alumni satisfaction with the curriculum of study programs provided at Politeknik METrO Johor Bahru with a specific objective: i) Determine the level of alumni satisfaction with the content of the study program as a whole, ii) Determine the level of alumni satisfaction with career guidance services, iii) Determine the level of alumni satisfaction with the teaching staff (lecturers/supervisors/facilitators), iv) Determine the level of alumni satisfaction with infrastructure facilities, v) Will alumni suggest others/families further their studies at PMJB?

A. Significance of the Study

It is hoped that this study will be able to assess the level of satisfaction of the alumni in 2020 on the curriculum of the study program provided by PMJB. The results of this study then become a useful input to the management in planning an effective action plan to carry out improvements to ensure that the facilities are at a satisfactory level and become a catalyst for student excellence in various aspects.

B. Research Method

- Although the Intended Learning Outcome was previously written for PMJB courses before its inception in 2011, it was decided to review and redefine the ILO to ensure they represent the current intentions of all faculty. The first competency is the study of PLORR PMJB (2014) considered as the learning outcome for this study. However, these results are not specific to PMJB graduates and are being studied at the time of the investigation. Therefore, it was decided to produce a set of outcomes that is more in line with the current curriculum that involves graduates.
- The new learning outcomes are based on the results of a literature review, focus group discussion. These new learning outcomes form the basis of the 2018 and 2019 graduate surveys that took place in 2020. In this report, this is referred to as the expected graduate attribute of the intended learning outcomes

even though this term is used in diploma curriculum documents. Figure 3 summarizes the development of alumni respondents.

- Two hundred and five graduates answered the survey questionnaire, with a 100 percent response rate. All attributes are considered important or very important, and therefore, none are removed from the list. Additional free-text comments from respondents resulted in some minor changes in the pronunciation of some attributes. The modified list of graduate attributes generated was used in the graduate survey.

C. Research Methods on Alumni

In the survey, graduates were asked to assess, on a five-point Likert -type scale (where 1 = strongly disagree and 5 = strongly agree), how willing they felt to implement each attribute of the study program in their current work context. In addition, they were asked to assess how willing they were overall to do their current job and some general questions about their experience.

The questionnaire was distributed to all 205 graduates in December 2019. All graduates were allowed to complete the survey online. All three programs were given four weeks to complete the survey. A reminder email is sent two weeks before the close of the survey and a link is posted on the PMJB Alumni Classroom Google page.

Quantitative data were analyzed in SPSS. Likert -type descriptors are converted to numerical responses.

IV. FINDINGS AND CONCLUSION

The Likert scale was used as the interval scale, therefore, the researcher calculated the mean of each item followed by sd. Based on the findings of the study, Mean 4.4937 with sd 0.52151. This means that the response for the item is distributed around the mean in the range of 0.5. This means that the data is scattered between a score of 2.5 to 3.5. A value of 0.5 indicates that the response to the questionnaire is consistent. The Alumni Curriculum Feedback Review will be continued by alumni as part of the course evaluation to minimize the impact of curriculum transition and maintain the original key objectives of the course. Although there are limitations in the feedback study with alumni, evidence suggests that the outcome-based curriculum at PMJB provides a strong foundation for improving the existing curriculum.

A. Summary of findings

Curriculum (Content of the Overall Study Program). This conclusion was implemented based on the majority of respondents.

- 48% Agree on the appropriateness of the study content

- 42% Strongly agree with the industrial training/practicum program implemented
- 45% Agree Compulsory subjects of the institution offered
- 48% Strongly agree that the program curriculum prepares students to face the world of work
- 49% Strongly agree Industrial training has benefited me in getting a job accordingly

B. Summary of findings

Career counseling services

- 48% Strongly Agree with Information on job and career opportunities
- 49% Strongly Agree with Help in getting a job

C. Summary of findings

Teaching staff (lecturer or supervisor or facilitator)

E. Figures and Tables

- 48% Strongly Agree with Interaction with students
- 49% Strongly Agree with Lecture delivery and teaching quality

D. Summary of findings

Infrastructure facilities

- 48% Agree Laboratories (computers, science), studios, kitchens, workshops, etc.
- 42% Strongly Agree with Facilities of lecture hall/tutorial room
- 45% Agree Cafeteria/canteen/dining hall facilities
- 48% Strongly Agree Accommodation/hostel facilities
- 49% Strongly Agree ICT Facilities on campus

TABLE I. DESCRIPTIVE STATISTICS

	N	Minimum	Maximum	Mean	Std. Deviation
e_20_satisfaction level	205	3.00	5.00	4.4937	.52151
Valid N (listwise)	205				

TABLE II. CURRICULUM (OVERALL STUDY PROGRAM CONTENT) PERCENTAGE (%)

Item 1: Curriculum (Content of the Overall Program of Study)	1-Strongly Disagree	2-Disagree	3-Do not agree	4-Agree	5-Strongly Agree	TOTAL (%)
Appropriateness of study content	1	2	10	48	39	100
Industrial training program	1	1	19	37	42	100
Institutional compulsory subjects	2	1	11	45	41	100
Preparing students to face the world of work	1	1	5	44	48	100
Industrial training has benefited me in getting a suitable job	2	1	7	40	49	100

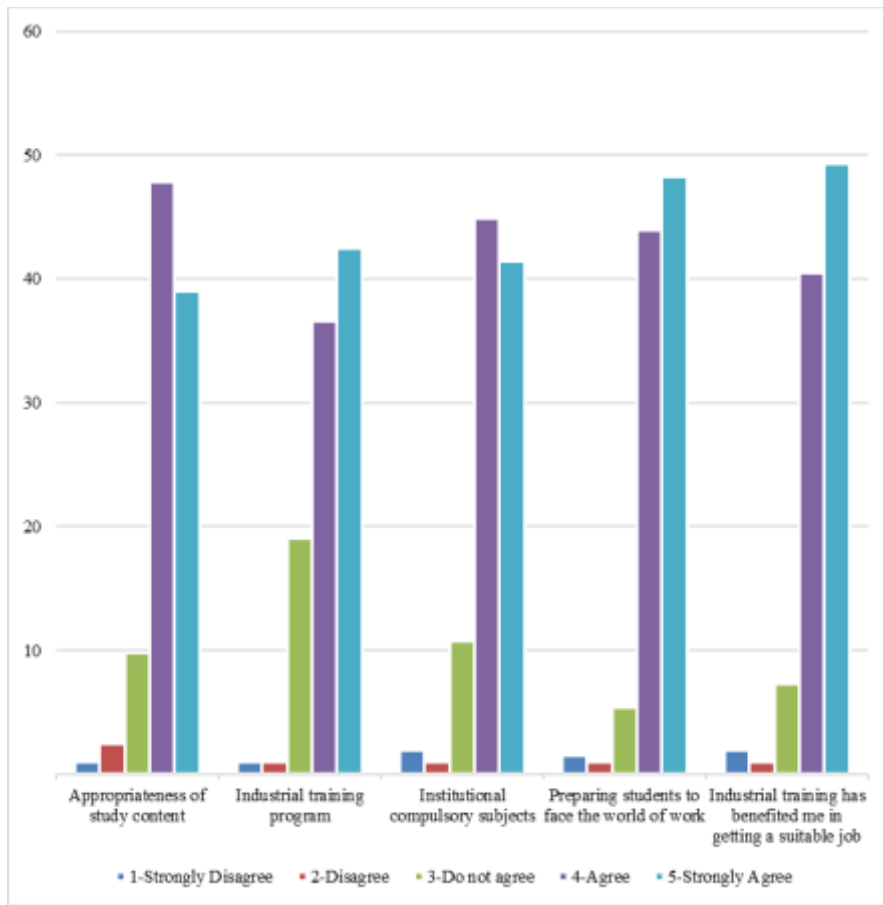


Fig. 1. Curriculum (overall study program content) percentage (%)

TABLE III. CAREER COUNSELING SERVICES

Item 2: Career Counseling Services	1-S Strongly Disagree	2-Disagree	3-Do not agree	4-Agree	5-Strongly Agree	TOTAL (%)
Information on job and career opportunities	1	1	5	44	48	100
Help in getting a job	2	1	7	40	49	100

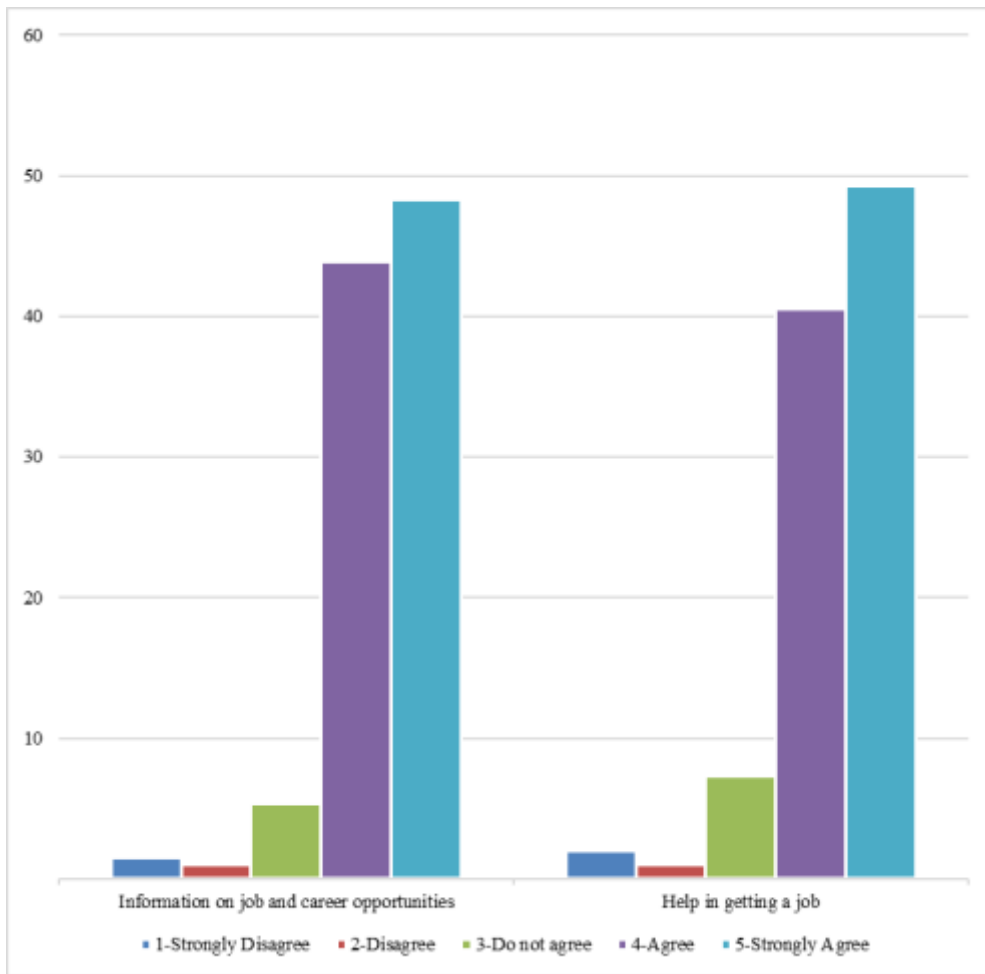


Fig. 2. Career counseling services

TABLE IV. TEACHING STAFF (LECTURER/SUPERVISOR/FACILITATOR)

Item 3: Teaching Staff (Lecturer or Supervisor or Facilitator)	1- Strongly Disagree	2-Disagree	3-Do not agree	4-Agree	5-Strongly Agree	TOTAL (%)
Interaction with students	1	1	5	44	48	100
Lecture delivery and teaching quality	2	1	7	41	49	100

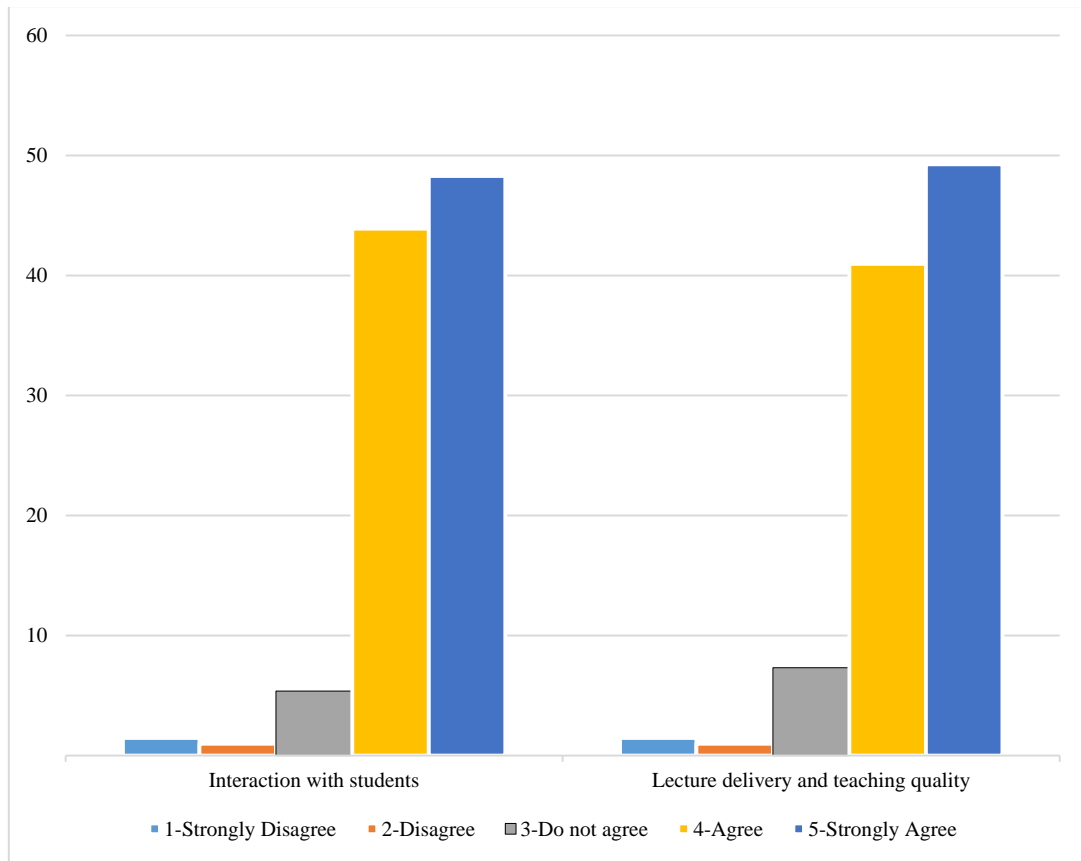


Fig. 3. Teaching staff (lecturer/supervisor/facilitator)

TABLE V. INFRASTRUCTURE FACILITIES

Item 4: Infrastructure Facilities	1-Strongly Disagree	2-Disagree	3-Do not agree	4-Agree	5-Strongly Agree	TOTAL (%)
Laboratories (computers, science),studios,kitchens, workshops, etc.	1	2	10	48	39	100
Lecture hall or tutorial room facilities	1	1	19	37	42	100
Cafeteria or canteen or dining hall facilities	2	1	11	45	41	100
Accommodation hostel facilities	1		5	44	48	100
ICT facilities on campus	2	1	7	40	49	100

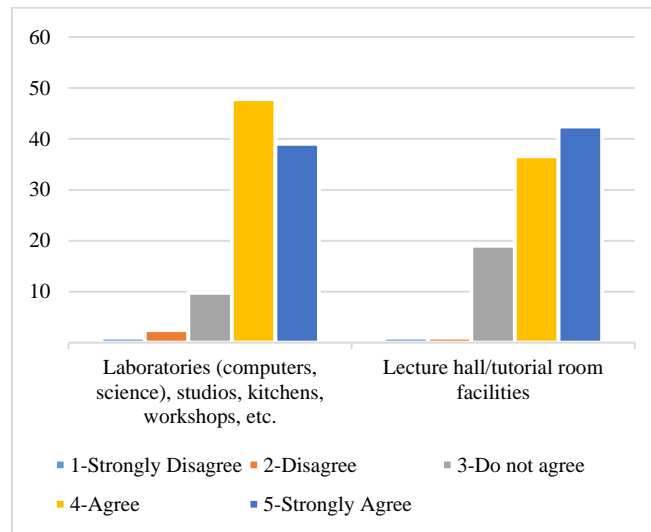


Fig. 4. Infrastructure facilities

TABLE VI. WOULD YOU RECOMMEND TO OTHERS/FAMILY TO FURTHER THEIR STUDIES AT THIS INSTITUTION?

Item 5	Percentage	
	Yes	No
Would You Recommend To Others/Family To Further Their Studies At This Institution?	88	12

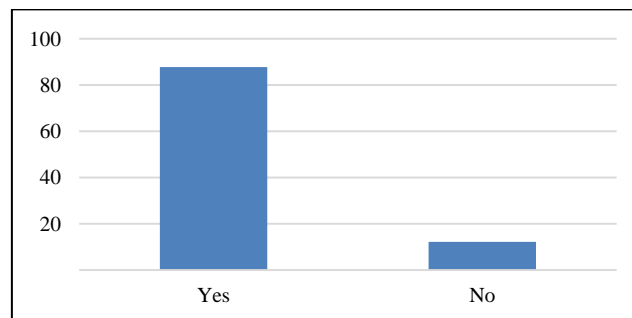


Fig. 5. Would you recommend to others/family to further their studies at this institution?

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