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Student Feedback And Course Evaluation A Multidimensional Assessment Of Course Quality And Student Satisfaction In Higher Education A Private-Sector University In Karachi, Pakistan | spring 2025

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Abstract

Student feedback is an important source of evidence for evaluating course quality and supporting continuous improvement in higher education. This study examines a multidimensional course-evaluation framework used by the Quality Enhancement Cell (QEC) of a private-sector university in Karachi, Pakistan. The analysis is organised around nine dimensions: course content and organization, student contribution, learning environment and teaching methods, learning resources, quality of delivery, assessment, instructor/teaching assistant evaluation, tutorial, and practical learning. The supplied administrative workbook contains 76 course-offering records associated with 26 instructors and 907 enrolment entries. Descriptive analysis of the 29 evaluation indicators was conducted using enrolment-weighted mean scores on a 0–100 scale. The overall weighted score was 83.41. Student contribution recorded the highest dimension score (84.65), followed by learning environment and teaching methods (83.87) and course content and organization (83.64). Tutorial (82.83) and assessment (82.92) were comparatively lower, although all dimensions remained above 82. The findings indicate generally favourable student evaluations while identifying areas for targeted academic review. The paper proposes using the results within a continuous quality improvement cycle, in which departments review feedback, identify priorities, implement appropriate responses, and monitor subsequent evaluations. Because the available data are aggregated at course-offering level, the study is descriptive and does not claim respondent-level statistical inference or causal effects.

Keywords: Student Feedback; Course Evaluation; Teaching Quality; Higher Education; Quality Enhancement Cell; Continuous Quality Improvement; Karachi

Introduction

Quality assurance in higher education increasingly depends on systematic evidence about students' learning experiences. Student feedback provides one useful perspective on whether course content, teaching practices, learning resources, assessment arrangements, and academic support are functioning as intended. It can help institutions identify strengths, detect areas requiring attention, and inform dialogue between students, instructors, programme teams, and quality-assurance offices.

Course evaluation should not be interpreted as a simple popularity measure or as a complete measure of teaching effectiveness. Student ratings are most useful when they are interpreted alongside course context, learning outcomes, assessment evidence, peer review, and institutional quality processes. Research on student evaluation of teaching has highlighted both its potential value and the need for careful interpretation (Marsh, 1987; Richardson, 2005; Spooren, Brockx, & Mortelmans, 2013).

The present study examines course-evaluation information compiled by the QEC of a private-sector university in Karachi, Pakistan. Rather than reducing the instrument to a single overall score, the study considers nine dimensions that cover course design, student engagement, teaching and learning processes, resources, delivery, assessment, instructor support, tutorials, and practical activities. This multidimensional approach can provide a more actionable profile for academic departments.

The purpose of the study is threefold: first, to describe the overall course-evaluation profile; second, to compare the relative performance of the nine evaluation dimensions; and third, to propose a practical framework for using feedback in continuous academic improvement. The analysis is descriptive because the available workbook contains aggregated scores rather than individual student-level responses.

Literature Review

Student feedback and course quality

Student feedback is widely used in higher education as one component of teaching and course evaluation. It can capture students' perceptions of clarity, organization, accessibility, engagement, feedback, assessment, and the learning environment. Marsh (1987) argued that student evaluations can provide useful information when instruments are appropriately designed and interpreted. Richardson (2005) reviewed research on student evaluation of teaching in higher education and emphasized the importance of understanding what such evaluations measure.

Student evaluations are not a substitute for direct evidence of learning. A balanced quality-assurance approach therefore combines student perceptions with course learning outcomes, assessment results, peer observation, curriculum review, and professional judgement. Spooren et al. (2013) noted that student evaluations remain an established but debated instrument, making transparency about their purpose and limitations essential.

Multidimensional evaluation of the learning experience

A course is experienced through several connected elements. Course content and organization shape the structure and coherence of learning. Student contribution reflects participation and engagement. Teaching methods and the learning environment influence opportunities for explanation, interaction, and active learning. Learning resources provide materials and tools that support study. Delivery, assessment, instructor support, tutorials, and practical work further shape the learning experience. Evaluating these elements separately allows institutions to identify specific areas for review rather than relying only on an aggregate score.

Course evaluation and continuous quality improvement

Evaluation becomes more valuable when findings lead to a structured response. Continuous quality improvement emphasizes the use of evidence to identify gaps, implement corrective or developmental actions, and review whether those actions have been effective. The Plan–Do–Check–Act (PDCA) cycle provides a practical structure for this process. In the present study, the available course-evaluation scores primarily inform the CHECK stage. Planning and implementation of interventions, and subsequent measurement of their effects, are recommended institutional actions rather than outcomes tested in this dataset.

Conceptual Framework

The study adopts a multidimensional course-quality framework in which the nine evaluation dimensions are treated as complementary components of the student learning experience. Their combined scores form an overall course-evaluation profile. The profile is then intended to inform QEC and departmental review under a proposed continuous improvement cycle.

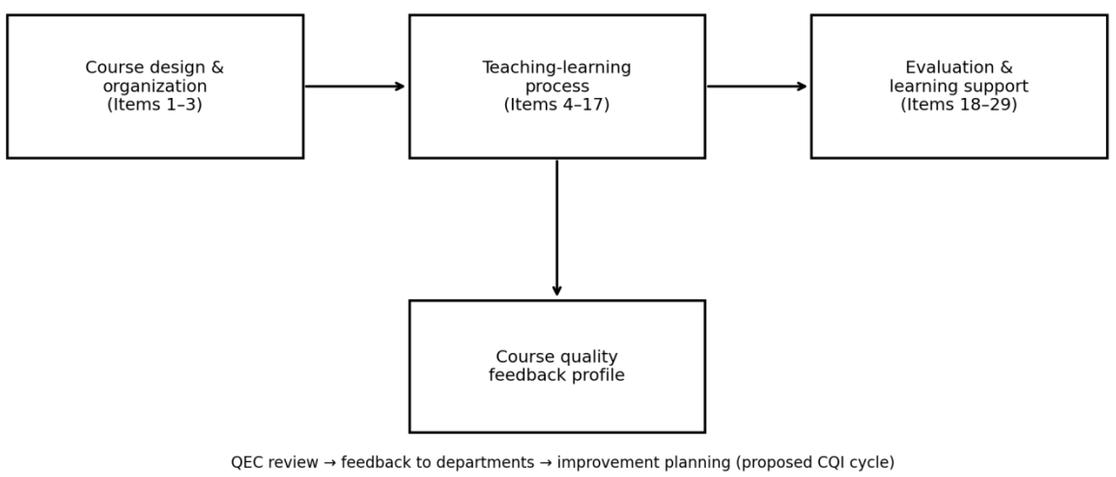


Figure 1. Conceptual framework for multidimensional course evaluation and the proposed feedback-to-improvement process.

Research Objectives and Questions
The study addresses the following objectives:
To assess the overall course-evaluation profile using aggregated student-feedback scores.
To examine performance across the nine dimensions of the course-evaluation instrument.
To identify relatively stronger and weaker dimensions for academic review.
To propose a structured approach for integrating course-evaluation findings into continuous quality improvement.

Research questions are as follows:
What is the overall level of course-evaluation scores in the analysed dataset?
How do the nine dimensions compare with one another?
Which dimensions warrant closer review as part of the institutional quality-enhancement process?

Methodology
Research design
The study uses a quantitative, descriptive analysis of institutional course-evaluation data originating from student feedback. Students are the respondents and the original source of the evaluations. However, the dataset supplied for this study contains consolidated scores for each teacher-course offering rather than separate records for each student. Accordingly, the operational unit of analysis in the available dataset is the teacher-course offering (course-evaluation record), while the underlying feedback source is students. The analysis describes these aggregated evaluations and compares the nine dimensions; it does not conduct student-level analysis or make causal claims.

Research setting and data source
Unit of analysis for this study are students from whom the feedback originates. Because the available file presents combined evaluation scores by teacher-course offering, the statistical unit analysed in this paper is the teacher-course evaluation record, not an individual student. The distinction is necessary: the study analyses institutional summaries of student feedback rather than raw responses from individually recorded students.
The data relate to the Bachelor of Business Administration programme at a private-sector university in Karachi, Pakistan. The supplied workbook contains 76 teacher-course evaluation records associated with 26 instructors. The sum of the enrolment counts recorded against these offerings is 907. These figures describe the coverage of the evaluated course offerings. The 907 enrolment entries must not be reported as the number of student respondents or as 907 unique students because the workbook does not provide a separate student-level response file or a verified count of completed questionnaires.

Evaluation instrument
The instrument contains 29 evaluation indicators grouped into nine dimensions. The dimensions and item groupings used for analysis are presented in Table 1. The source statistics document describes a five-category agreement response format (Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree); the workbook supplied for this analysis contains aggregated scores expressed on a 0–100 scale. Individual response distributions were not available for the present analysis.

Evaluation dimension	Item numbers	No. of items
Course Content and Organization	1–3	3
Student Contribution	4–6	3
Learning Environment and Teaching Methods	7–10	4
Learning Resources	11–14	4
Quality of Delivery	15–17	3
Assessment	18–20	3
Instructor / Teaching Assistant Evaluation	21–24	4
Tutorial	25–27	3
Practical	28–29	2

Data preparation and analysis
The 29 indicator scores were extracted for each teacher-course evaluation record. Dimension scores were calculated by averaging the relevant indicators. The reported overall and dimension-level results use enrolment-weighted means, applying the enrolment count attached to each course offering as the weight. This weighting gives greater influence to course offerings with larger recorded enrolments; it does not convert the aggregated records into individual student responses. The weighted mean was calculated by multiplying each course-offering indicator score by its recorded enrolment count, summing the weighted scores, and dividing by the total weights for the relevant indicators. Unweighted descriptive averages were also considered as a sensitivity check but are not the principal results reported.
The analysis includes frequencies of course offerings and instructors, overall weighted means, dimension-level weighted means, and item-level weighted means. No reliability coefficients, factor analysis, regression, structural equation modelling, hypothesis testing, or respondent-level significance tests were conducted because the underlying individual responses were not available.

Ethical and confidentiality considerations

The paper reports institutional-level and dimension-level summaries. Instructor names and identifiable course-level comparisons are not reproduced. Any internal use of individual instructor or course results should follow the university's approved confidentiality, access, and feedback procedures. The analysis is intended for quality enhancement rather than public ranking or punitive evaluation.

Results

The dataset comprised 76 course-offering records and 26 instructors. The total of enrolment entries across the offerings was 907. The enrolment-weighted overall score across the 29 indicators was 83.41 out of 100. The unweighted mean across the course-offering indicator scores was 82.72, showing that weighting by enrolment modestly changes the overall estimate.

Dataset characteristic	Value
Course-offering records	76
Instructors represented	26
Total enrolment entries across offerings	907
Overall enrolment-weighted score (0–100)	83.41
Unweighted mean across offering-item scores	82.72

Dimension-level findings

Evaluation dimension	Weighted mean (0–100)
Course Content and Organization	83.64
Student Contribution	84.65
Learning Environment and Teaching Methods	83.87
Learning Resources	83.21
Quality of Delivery	82.97
Assessment	82.92
Instructor / Teaching Assistant Evaluation	83.41
Tutorial	82.83
Practical	83.01

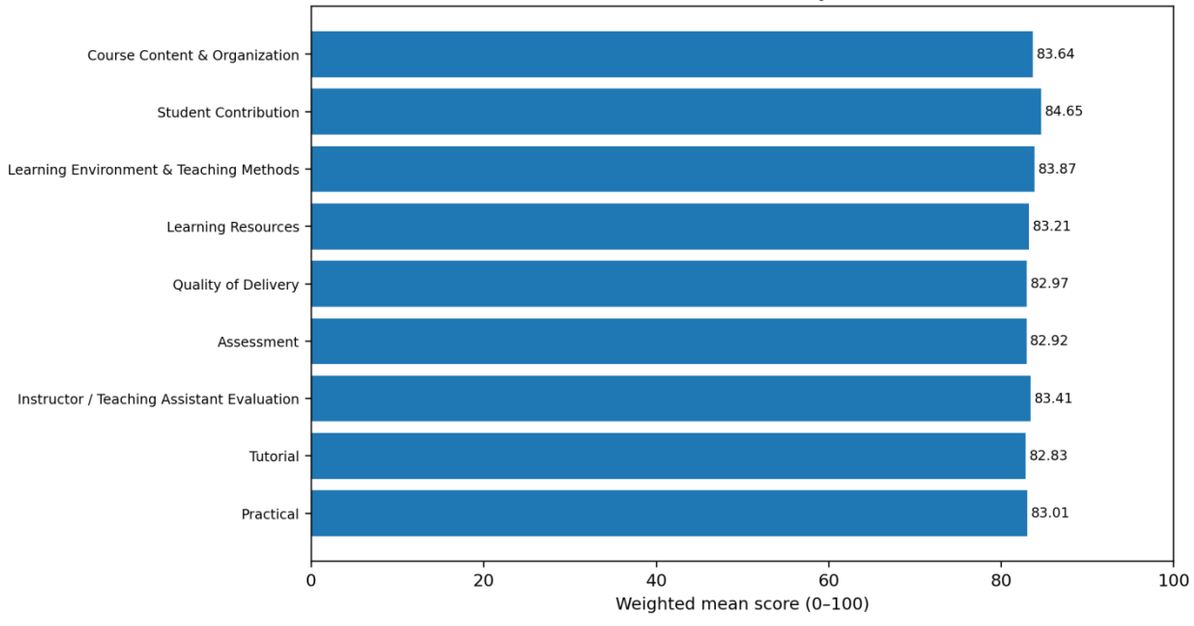


Figure 2. Enrolment-weighted mean scores across the nine course-evaluation dimensions.

Student Contribution recorded the highest weighted dimension score (84.65), followed by Learning Environment and Teaching Methods (83.87) and Course Content and Organization (83.64). Tutorial recorded the lowest dimension score (82.83), followed by Assessment (82.92). The differences are relatively modest, and the scores across all nine dimensions are above 82 on the 0–100 scale. These findings therefore suggest generally favourable evaluations alongside opportunities for focused review.

Item-level findings

Relative position	Indicator	Weighted mean (0–100)
1	Item 5	85.04
2	Item 4	84.77
3	Item 6	84.13
4	Item 1	84.05

5	Item 9	84.04
6	Item 8	84.03
7	Item 24	83.89
8	Item 7	83.80
9	Item 11	83.70
10	Item 10	83.61
11	Item 3	83.58
12	Item 23	83.48
13	Item 12	83.44
14	Item 22	83.36
15	Item 15	83.33
16	Item 2	83.31
17	Item 18	83.11
18	Item 29	83.06
19	Item 20	82.97
20	Item 28	82.95
21	Item 25	82.93
22	Item 27	82.92
23	Item 21	82.92
24	Item 14	82.87
25	Item 17	82.86
26	Item 13	82.84
27	Item 16	82.72
28	Item 19	82.68
29	Item 26	82.65

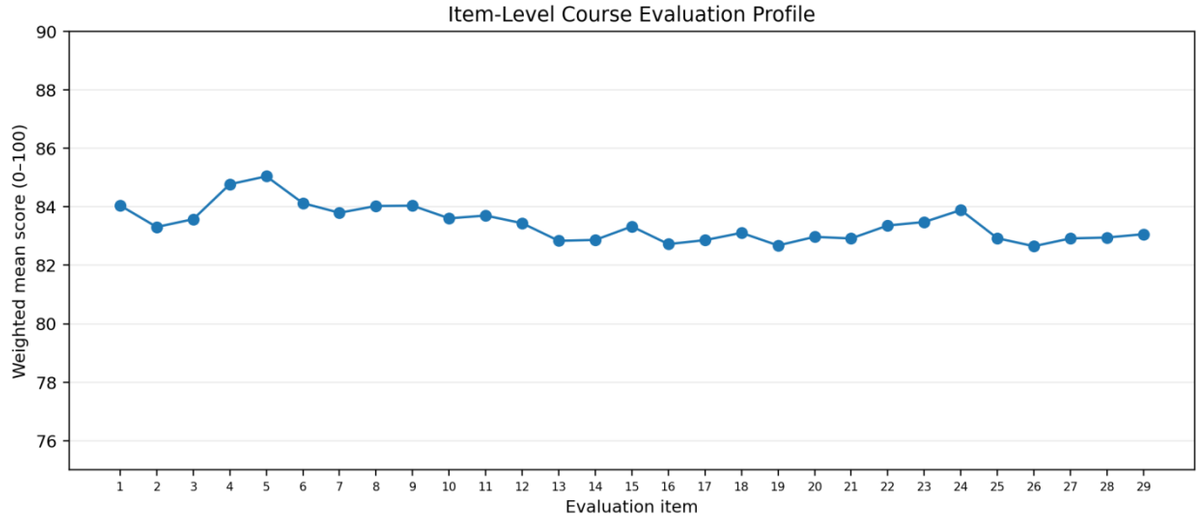


Figure 3. Weighted mean scores for the 29 evaluation indicators.

At item level, Item 5 recorded the highest weighted mean (85.04), while Item 26 recorded the lowest (82.65). Since the workbook labels indicators numerically rather than providing the complete wording of every item, item-level results are reported by item number. The corresponding item statements should be appended from the approved institutional questionnaire before external publication.

Instructor-level summary

The ranking worksheet contains summary scores for 26 instructors. The instructor-level scores range from 65.41 to 90.38, with a mean of 83.16 and a standard deviation of 5.66. To protect confidentiality and avoid presenting student evaluations as a definitive measure of individual teaching effectiveness, names and individual ranks are not reproduced in this paper. Instructor-level information should be used internally as one input for supportive academic review.

Discussion

The overall weighted score of 83.41 indicates a generally positive course-evaluation profile in the analysed records. The strongest dimension, Student Contribution, suggests that students perceived opportunities for participation and contribution favourably. The relatively high score for Learning Environment and Teaching Methods is also encouraging because it reflects students' experience of the instructional process and the environment in which learning takes place.

The comparatively lower scores for Tutorial and Assessment do not indicate poor performance; rather, they identify areas where departments may benefit from a closer review of tutorial availability, alignment with course learning outcomes, assessment clarity, workload, marking criteria, and feedback timeliness. The lower relative score for assessment is particularly important because assessment practices communicate expected standards and provide information about student progress.

The results support the value of examining course evaluation multidimensionally. An overall score alone would conceal the variation between dimensions and provide less direction for improvement. Dimension-level profiles can help course coordinators and programme teams prioritize practical actions while avoiding overinterpretation of small score differences.

These findings are consistent with the broader view that student evaluations can inform teaching and course enhancement when used alongside other evidence. They should not be treated as a stand-alone measure of learning gain, instructor competence, or programme quality. Contextual information, including class size, course level, discipline, delivery mode, and the composition of enrolled students, may influence how students experience a course.

Implications for Quality Enhancement

Implications for academic departments

Departments can use the dimension profile to initiate structured course-review discussions. Where tutorial or assessment scores are comparatively lower, the course coordinator may review tutorial design, student access to support, assessment instructions, marking rubrics, and the timing and usefulness of feedback. Stronger dimensions can be examined to identify practices that may be shared across courses, subject to disciplinary differences.

Implications for the Quality Enhancement Cell

The QEC can consolidate course-level summaries, identify recurring patterns across programmes, communicate findings to relevant departments, and maintain an action-tracking record. Reports should distinguish between evidence of student perceptions and evidence of learning outcomes. Confidentiality safeguards should be maintained when sharing instructor-level data.

Proposed Plan–Do–Check–Act process

PDCA stage	Proposed action
Plan	Review dimension-level results; identify priority issues with course coordinators; agree on realistic improvement targets.
Do	Implement agreed actions, such as clarifying assessment criteria, improving tutorial support, or updating learning resources.
Check	Compare subsequent course-evaluation results and relevant learning-outcome evidence; review student comments where available.
Act	Retain effective practices, revise actions that have not worked, and document decisions for the next course cycle.

The current dataset provides evidence for the CHECK stage in the proposed cycle. The other stages are recommendations for institutional practice and have not been evaluated as completed interventions in this study.

Limitations and Future Research

Several limitations should be considered. First, although students are the source of the feedback, the supplied dataset contains aggregated teacher-course evaluation scores rather than individual student questionnaires. Consequently, the operational unit of analysis is the teacher-course evaluation record, and student-level response distributions, reliability estimates, and inferential analyses cannot be calculated from this file. Second, the enrolment count represents entries across course offerings and may include the same student in multiple courses; it is not a verified respondent count. Third, the available workbook provides numeric item labels but not the full wording of all 29 items; the final publication should include the approved questionnaire or an appendix with item statements. Fourth, the analysis is limited to one BBA programme at one private-sector university in Karachi, which limits generalizability to other programmes and institutions. Fifth, student feedback captures perceptions and should be interpreted alongside learning outcomes, peer review, and course context.

Future research can firstly extend the analysis to other academic programmes and disciplines within the same university. Secondly, comparative studies can examine course-evaluation patterns across public and private universities and across different cities in Pakistan. Thirdly, future studies can use anonymised respondent-level data to test the reliability and factor structure of the instrument and examine differences by course level, class size, or delivery mode. Fourthly, longitudinal research can assess whether documented improvement actions are followed by changes in subsequent evaluation scores and learning-outcome indicators.

Conclusion

This study presents a multidimensional descriptive assessment of course-evaluation data from a private-sector university in Karachi, Pakistan. Across 76 course offerings and 26 instructors, the enrolment-weighted overall score was 83.41 out of 100. Student Contribution was the highest-rated dimension, while Tutorial was comparatively lower. The results indicate generally favourable student perceptions and provide a basis for targeted departmental review. The central contribution of the study is to demonstrate how a multidimensional QEC course-evaluation profile can support evidence-informed academic discussion and a structured continuous quality improvement process. The findings should be interpreted as descriptive institutional evidence, not as causal proof or a definitive ranking of teaching effectiveness.

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