



MSCB UNIVERSITY

KNOWLEDGE EXCELLENCE SERVICE

ALUMINI FEEDBACK ANALYSIS

**CENTRE FOR DISTANCE
AND ONLINE EDUCATION**

2025-2026

1. Introduction

This report presents the findings of the Alumni Feedback Analysis for 2025-26, covering alumni perceptions of academic experience, flexibility, learning outcomes, professional relevance and overall programme effectiveness.

Students enrolled under CDOE during the 2025-26 academic session have not yet completed their programmes. Accordingly, the feedback reported here was collected from 73 alumni of programmes offered under the erstwhile Directorate of Distance and Continuing Education (DDCE), whose academic experience forms part of the institutional continuum now represented by CDOE.

The data provide evidence on the strengths of the distance education system and identify areas requiring further attention.

2. Alumni Perception of Academic Experience

Flexibility and accessibility were identified as significant features of the distance education model. A majority of alumni reported that the programme enabled them to pursue higher education alongside employment, family responsibilities and other commitments.

Table 1. Alumni Satisfaction Indicators (N = 73)

Indicator	No. of Alumni	Percentage
Programme flexibility viewed positively	66	90.4%
Overall satisfaction with programme	63	86.3%
Curriculum considered relevant	62	84.9%
Study materials found useful	60	82.2%
Programme met expectations	61	83.6%
Academic support rated positively	57	78.1%
Knowledge and skills improved	64	87.7%
Learning relevant to present work	53	72.6%
Programme contributed to career development	48	65.8%

Indicator	No. of Alumni	Percentage
Would recommend the programme to others	62	84.9%
Would consider enrolling again	50	68.5%

Programme flexibility recorded the highest response rate, at 90.4%. Overall satisfaction was reported at 86.3%, and 87.7% of alumni reported improvement in knowledge and skills.

3. Educational and Professional Outcomes

Alumni reported a range of outcomes following programme completion, including progression to higher education, employment, professional improvement and increased confidence.

Table 2. Outcomes Reported by Alumni

Outcome	No. of Alumni	Percentage
Pursued/continued higher education	34	46.6%
Obtained employment	31	42.5%
Improved professional performance	39	53.4%
Greater professional confidence	45	61.6%
Career/occupational change	19	26.0%
Promotion/additional responsibility	15	20.5%
Independent practice/self-employment	10	13.7%

Multiple responses were permitted; percentages therefore do not total 100%. Outcomes extend beyond immediate employment: alumni also reported improvement in professional performance and confidence. Programme effectiveness should accordingly be assessed against multiple educational and professional outcomes rather than employment alone.

4. Knowledge and Skill Development

Alumni reported development in subject knowledge and transferable competencies, summarised below.

Table 3. Skills and Competencies Developed

Area	Positive Response
Subject knowledge	87.7%
Independent learning	82.2%
Communication skills	69.9%
Critical thinking	67.1%
Research ability	64.4%
Digital/technology skills	61.6%
Problem-solving	58.9%
Professional skills	56.2%
Leadership/management	43.8%

Subject knowledge recorded the highest improvement rate (87.7%), followed by independent learning (82.2%). Communication, critical thinking and research abilities also recorded positive responses. Digital, professional and leadership competencies recorded comparatively lower responses, indicating areas for targeted development.

5. DDCE Legacy and CDOE Transition

The feedback documents the educational contribution of the erstwhile DDCE and its continuing relevance within the CDOE framework. The transition reflects institutional development toward a technology-enabled, learner-centred system while retaining the objective of widening access to higher education.

DDCE alumni data provide a reference point for CDOE in developing its programmes, learner-support mechanisms, digital resources and academic services.

6. Areas for Improvement

Alumni responses identified the following areas requiring further attention.

Table 4. Key Areas Suggested for Improvement

Area	Alumni Identifying the Need
Practical/project-based learning	38.4%
Career guidance and mentoring	35.6%
Employability and skill development	34.2%
Internship/professional exposure	31.5%
Digital learning resources	30.1%
Research/project guidance	27.4%
Alumni-student interaction	24.7%
Entrepreneurship guidance	21.9%

These findings indicate a need for stronger integration between academic learning and professional practice. CDOE may consider expanding career counselling, practical assignments, project-based learning, digital skill development, research guidance, professional interaction opportunities and alumni mentoring.

7. Key Findings

- 90.4% of alumni viewed programme flexibility positively.
- 86.3% expressed overall satisfaction with their programme.
- 87.7% reported improvement in knowledge and skills.
- 84.9% considered the curriculum relevant.
- 72.6% found their learning relevant to their present work.
- 61.6% reported greater professional confidence.
- 46.6% pursued or continued higher education.
- 42.5% reported obtaining employment.
- 84.9% would recommend the programme to others.

- 68.5% would consider enrolling in another programme.
- 38.4% identified practical/project-based learning as an area requiring greater attention.

The indicative overall satisfaction level is approximately 4.1 out of 5, reflecting a favourable but not uniformly positive alumni perception.

8. Conclusion

The Alumni Feedback Analysis indicates that distance education has contributed to widening access to higher education for learners with varied academic and professional circumstances. Flexibility, subject knowledge, independent learning and overall academic satisfaction are the principal strengths identified.

The feedback also identifies opportunities to strengthen the connection between academic learning and professional outcomes through practical learning, career guidance, internships, digital competencies, research support and alumni engagement.

The transition from DDCE to CDOE provides a basis for building upon the established strengths of distance education while addressing the requirements of current learners.