2017


Aga Khan University Alumni Affairs
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EXECUTIVE SUMMARY

The 2016 Alumni Survey represented the first-ever comprehensive survey of AKU alumni from programmes in Afghanistan, Kenya, Pakistan, Tanzania, Uganda and the United Kingdom (UK); and the first survey undertaken since 2007, which was limited to Pakistan (PK) alumni.

The survey not only probed attitudes, experiences and feelings towards the alma mater, but also served as a vehicle to gather demographic and career-related information, including further education and training, as well as various degrees of accomplishments and leadership roles. The survey was conducted electronically and was circulated to all alumni for whom a valid email address was on file. Additionally, the survey was promoted through periodic emails, social media, as well as through partnership with academic units, particularly the Registrar’s Office in East Africa (EA) as well as School of Nursing and Midwifery and the Medical College in EA.

This report, reflecting the order of the survey, is divided into five main sections, each covering a distinct area: 1) Personal Information, 2) Education, Training, and Employment Information, 3) Achievements, 4) Satisfaction with AKU Educational Experience, and 5) Connection with AKU.

Key Findings are included at the end of sections 1, 2, 4 and 5, which provide additional insight and learning from respective sections.

Overall, 3,571 responses were recorded from alumni based in 49 countries around the world; all of the University’s academic programmes were represented. This geographic dispersion also indicated a significant migration trend from medical and nursing programmes in Pakistan (e.g., 81% of responses from MBBS were overseas, when not considering the last two graduating classes, as time is typically taken to write qualifying exams). Most responses were received from graduates of programmes in Pakistan, which is not altogether surprising given the overall distribution of graduates along academic unit lines.

On the other hand, SONAM EA and MC EA programmes were very much country-based with limited migration levels. IED EA responses showed a truly regional programme with wide representation from Tanzania, Kenya and Uganda.

Of all alumni respondents, 9% indicated they were based in rural settings. These alumni mostly belonged to both IEDs in East Africa and Pakistan, 39% and 27%, of whom,
respectively, were based in rural areas. About 15% of SONAM EA alumni also indicated the same. Also, expanding academic programmes and higher levels of connection typical of recent graduates meant that nearly three-quarters of all responses were from the most recent graduating classes (last 10 years).

While the University’s presence on three different continents automatically leads to geographic, cultural and ethnic variety amongst alumni, diversity as a distinct trait was also quite noticeable in other areas, particularly in the way alumni answered the question on parental education levels, which provided insight into family backgrounds and connected socio-economic levels. This in turn relates to the University’s overall contributions in economic development, particularly in transforming the lives of individuals who come from less privileged backgrounds.

To better appreciate career pathways of alumni, questions were posed regarding further training and employment, including those who continued or have returned to contribute as part of the Aga Khan Development Network (AKDN). Over a third of respondents indicated they were working or were in training as part of an AKDN institution. Questions on achievements and leadership roles allowed alumni to report what they felt were recognitions received along the way and the related impact of their education at AKU. Further, about 9 out of 10 alumni said their education was relevant to their ultimate career goals.

In the section dedicated to gauging their experiences at AKU, including in academics and student life, alumni generally rated these areas positively, and emerged as proponents for their respective academic programmes. IED EA and SONAM EA alumni were most notable in this respect with over 90% respondents strongly recommending their respective programmes.

In fact, Net Promoter Score (NPS), a more precise indicator of brand loyalty, which ranges between -100 to +100, was calculated at 64.5, comparable to some of the most renowned institutions globally. NPS for MEd EA was 90, followed by SONAM EA programmes at 88, of which Uganda was 94, thus approaching perfection. Of programmes in Pakistan, MEd PK was highest at 72, followed by MBBS and SONAM PK programmes, which were in the 60s, except BScN (4-year), which, unlike other nursing programmes, had 38, the lowest NPS.

A deeper analysis of links between Student Life Experiences, Academic Experiences, Overall AKU Experiences and NPS scores revealed an interesting relationship. In the case of MBBS and BScN, responses indicated a noticeable difference in all four of the aforementioned categories, with the numbers considerably higher for the senior classes when compared to the more recent ones. It is difficult to conclude whether these numbers reflect an actual decline or is indicative of rising expectations over time. Another possible explanation could be that with the passage of time, as some of the less than ideal experiences turn more trivial in nature, alumni also attribute their growth and success in their professions to the different facets of their time at AKU, which ultimately leads to a rising perceived value of their AKU experience. This in turn allows alumni to become better promoters, indicated by the higher NPS score. This theory, however, may not hold true for MEd graduates of IED PK, for whom even though Academic and Overall Experience dropped substantially, the NPS surprisingly rose from 73 to 76.

The last section gauged the level of connection alumni feel with the University, the responses to which were generally positive, while variations were also observed in between programmes. Both SONAM PK and SONAM EA led the way reporting the highest levels of connection with over a third indicating it as a 5 (on a 5-point scale), followed closely by IED EA with 31% in the same category. On the other hand, MC EA and ISMC UK, indicated a much weaker bond with only 13% and 11%, respectively. Also, interestingly, within MC PK programmes, 21% of graduate as well as postgraduate programme alumni said they were “very connected”, however, only 14% of MBBS alumni indicated agreement, despite a typically longer programme.

Further analysis involving three distinct groups of graduating classes, including 1983-1993, 1994-2004, and 2005-2015 suggests that the most recent graduating classes have the strongest connection levels while the earliest classes have the weakest. This alone is not altogether surprising; however, it does add another interesting dimension to the earlier discussion on the relationship of AKU Experience and NPS scores. Also, for example, in the case of BScN (4-year) programme, while the level of connection for most recent classes was considerably higher than earlier classes, their NPS scores were actually lower.

In order to gauge the strength of the communication link, a question was included asking alumni if they received regular communication from Alumni Affairs, to which 86% of alumni responded in the affirmative. Further, 40% of respondents said they had attended a University or alumni event in the last three years. Finally, alumni were asked to choose two areas of interest in how they wish to participate in the life of the University, the result of which will allow Alumni Affairs to tailor its future offerings.
Introduction
The purpose of the 2016 Alumni Survey was to gain a clearer and more comprehensive understanding of alumni pathways, be those related to career choices or further training and education. In addition, feedback was invited on their experiences whilst at AKU and their relationship with the University after graduating. While the 2007 alumni survey focused exclusively on alumni from programmes in Pakistan, the 2016 survey was far more comprehensive, and included graduates from all of the University’s programmes.

Mechanism
The survey was conducted online utilising the University’s subscription to the Bristol Online Surveys. The survey commenced in March 2016, and was available for almost three months, concluding on May 15, 2016. The survey was mainly publicised via email, social media and as well as by word of mouth. In East Africa, staff of the Registrar’s Office, the School of Nursing and Midwifery and the Medical College worked in close partnership with Alumni Affairs in promoting the survey.

A number of survey questions, which required alumni to assign a rating, such as their educational experiences, student life experiences, university resources and parental education levels, etc., were kept anonymous and processed separately from the rest of the survey.

Overall Response Rate
The overall response rate for the survey was calculated using two different methods. In the first and simpler of the two, the total number of respondents’ actual degrees and diplomas conferred, including dual credentials (n = 3,571) were divided by the number of total alumni (n = 13,066), which yielded a response rate of 27%. Using another, more widely acceptable method, however, the same number of respondents was divided by number of “contactable alumni” (defined as those whose email address was on file), the overall response rate to Alumni Survey 2016 jumps significantly to 38%, which easily fits in the highest response rate bracket for comprehensive alumni surveys.

A more detailed representation of academic unit-wise responses is included in section 2 of this report.
## Demographics

Responses to questions in this section helped to understand respondent backgrounds as well as in updating the alumni database.

### Gender

The gender distribution of survey respondents was in line with the gender distribution of alumni overall. Double the number of women responded as men: 2,413 women versus 1,158 men.

### Country of Birth

As expected, a significant majority of AKU alumni respondents were born in Pakistan (2,588). Also, as expected, this is followed by Uganda (266), Kenya (255), and Tanzania (231). Thirty alumni respondents each were born in Saudi Arabia, United Kingdom and Afghanistan, followed by USA (24), UAE (22) and Syria (12). The remaining 83 respondents were born in 27 other countries.

### Country of Residence

Along the same lines as above, most alumni respondents (1,644) are residents of Pakistan. However, the country with the second-highest alumni presence is USA (622), which is a clear indication of alumni migration patterns, mostly from programmes in health sciences in Pakistan, which are discussed further in the Key Findings section. This is followed by Uganda, Tanzania and Kenya with 265, 244 and 235 alumni, respectively, reflecting programmes in East Africa.

### Table 1

<table>
<thead>
<tr>
<th>Country</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>1,644</td>
</tr>
<tr>
<td>United States</td>
<td>622</td>
</tr>
<tr>
<td>Uganda</td>
<td>265</td>
</tr>
<tr>
<td>Tanzania</td>
<td>244</td>
</tr>
<tr>
<td>Kenya</td>
<td>235</td>
</tr>
<tr>
<td>Canada</td>
<td>162</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>86</td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>69</td>
</tr>
<tr>
<td>Australia</td>
<td>54</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>49</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>23</td>
</tr>
<tr>
<td>Qatar</td>
<td>13</td>
</tr>
<tr>
<td>Ireland</td>
<td>11</td>
</tr>
<tr>
<td>Others</td>
<td>94</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>3,571</strong></td>
</tr>
</tbody>
</table>

### Figure 2

Alumni Around the Globe
Key Findings
The Geographic Dispersion and Migration Patterns are discussed by academic units.

School of Nursing & Midwifery Pakistan
The total number of alumni responses from SONAM PK was 1,234. Out of these, 404 or 33% of the alumni were living outside Pakistan. However, if the impact of two most recent graduating classes is ignored, many of whom are still involved with commitments in Pakistan, the percentage of alumni living abroad climbs to 39%, indicating a growing migration trend.

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>830</td>
<td>67.5%</td>
</tr>
<tr>
<td>USA</td>
<td>162</td>
<td>30.0%</td>
</tr>
<tr>
<td>Canada</td>
<td>95</td>
<td>8.0%</td>
</tr>
<tr>
<td>Australia</td>
<td>29</td>
<td>2.4%</td>
</tr>
<tr>
<td>UAE</td>
<td>39</td>
<td>3.2%</td>
</tr>
<tr>
<td>UK</td>
<td>33</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

School of Nursing & Midwifery East Africa & Medical College East Africa
Each of these programmes is country focused, with alumni who continue to live and work in the country where they were born, which was between 87% and 100%.

Institute for Educational Development East Africa
Alumni geographic dispersion indicates a truly regional programme. Out of the 142 alumni, 98% were born in East Africa, including 52 in Tanzania, 60 in Kenya and 27 in Uganda. The numbers following graduation are very similar with 97% remaining in the region, including 54 in Tanzania, 58 in Kenya and 26 in Uganda.

Institute for the Study of Muslim Civilisations
Out of the 37 responses, 100% of the alumni were born outside the UK. After graduation, these alumni are now based in Pakistan (9) followed by Iran, Tajikistan, UK and Canada from where 4 alumni each responded to the survey.

Medical College Pakistan
Out of 1,372 total responses from MC PK alumni, 710 or 52% were received from alumni living overseas, of which most were in USA (452), followed by Canada (54), UK (44), Saudi Arabia (43), UAE (27), and Australia (18). When breaking down the number of overseas alumni with respect to individual programmes, for both graduate and postgraduate alumni who competed their programmes in 2013 or earlier, 34% to 44% of responses were from alumni based overseas.

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>221</td>
<td>83.0%</td>
</tr>
<tr>
<td>USA</td>
<td>21</td>
<td>8.0%</td>
</tr>
<tr>
<td>Canada</td>
<td>7</td>
<td>3.0%</td>
</tr>
<tr>
<td>Australia</td>
<td>404</td>
<td>17.0%</td>
</tr>
<tr>
<td>UK</td>
<td>44</td>
<td>19.0%</td>
</tr>
<tr>
<td>UAE</td>
<td>7</td>
<td>3.0%</td>
</tr>
<tr>
<td>Qatar</td>
<td>7</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

The migration trend, however, and not entirely unsurprisingly, is most prevalent amongst MBBS alumni, 485 out of 706 (69%) of whose responses were from alumni living overseas. However, for the same programme, when responses from the two most recent graduating classes (2014 and 2015) – who typically take some time to take qualifying exams – are removed from consideration, the percentage of overseas based alumni climbed considerably to 81%, confirming a long accepted notion of significant migration of MBBS alumni in years following graduation. Also unsurprisingly, 84% of overseas MBBS responses from 2013 and earlier were from alumni based in the US.
Response by Academic Units

Graduates from the last 10 years accounted for the majority of responses (73%), which is in line with expectation, considering the expansion of academic programmes in recent years and a higher level of connection of recent graduates (see section 5). Graduates from the past five years had a 43% response rate compared to 16% to 26% for earlier classes (Figure 5).

<table>
<thead>
<tr>
<th>Academic Units</th>
<th>Alumni 2015</th>
<th>Number of Responses</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC PK</td>
<td>5,373</td>
<td>1,378</td>
<td>26</td>
</tr>
<tr>
<td>SONAM PK</td>
<td>3,762</td>
<td>1,234</td>
<td>33</td>
</tr>
<tr>
<td>SONAM EA</td>
<td>2,138</td>
<td>549</td>
<td>26</td>
</tr>
<tr>
<td>IED PK</td>
<td>1,327</td>
<td>178</td>
<td>13</td>
</tr>
<tr>
<td>IED EA</td>
<td>255</td>
<td>142</td>
<td>56</td>
</tr>
<tr>
<td>MC EA</td>
<td>132</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>ISMC UK</td>
<td>79</td>
<td>37</td>
<td>47</td>
</tr>
</tbody>
</table>

Additional Qualifications

Aside from completing their AKU programme, a majority of alumni from each academic unit reported having received additional qualifications from other institutions. These may be in the way of added certifications, such as licensing examinations, or altogether separate degrees at times before the AKU programme, but mostly towards further education.

Highest Level of Formal Education by Parents/Guardians

The objective behind including a question on either parent’s or guardian’s highest formal education level, possibly a first of its kind for an AKU study, was to gain a better understanding of the family backgrounds of alumni. The question was optional in nature to which 90% of alumni from various programmes chose to respond the “Father/Male Guardian” question and 86% to the “Mother/Female Guardian” question.

Figure 5
Alumni Responses From Inception to Date

![Figure 5](image)

Table 2
Response by Academic Units

![Table 2](image)

Figure 6
Overall Mother/Female Guardian Qualification

![Figure 6](image)

Figure 7
Overall Father/Male Guardian Qualification

![Figure 7](image)
Overall Parental Education
The overall findings reveal a curious shape, which suggests a disparity of sorts in the parental education levels between alumni of various AKU programmes. This shape is in large part due to responses from alumni from Pakistan programmes who contributed nearly four out of five survey responses.

Status of Employment
While analysing the category of “overall status of employment”, 74% alumni reported themselves as employed full-time. Further dissection reveals 70%, 88% and 57% full-time employment for Pakistan, East Africa and UK alumni. The main contributors to the “not currently employed” category were recent graduates, while the main contributors to the “other” category were recent graduates as well as mostly SONAM PK alumni who had chosen to become homemakers.

Alumni Growing with AKDN
Alumni who indicated they were working or were in further training, were also asked to identify the type of organisations they were with, specifically entities within AKDN. Of the respondents, 36% indicated they were associated with AKDN institutions in either a full-time, part-time or training capacity. While alumni from all seven academic units were prominently represented in AKDN institutions, unsurprisingly, the highest number was from SONAM PK followed by MC PK, both of whom in vast majority were with AKU/AKUH PK.

Region of Work
This question was aimed at gauging how many alumni work in urban versus rural settings. Interestingly, 9% of the alumni indicated that they worked in rural areas, while the remaining either worked in urban settings, chose “not applicable/don’t know” or did not answer the question at all. The IED EA alumni body had the highest presence in rural areas with 39% indicating that setting, followed by IED PK with 27%. SONAM EA with 15% had the highest rural presence amongst the remaining alumni groups.

Relation of Job to AKU Programme
On the question of how related their main jobs were to the programmes they completed from AKU, alumni responses demonstrate a high majority from programmes in Pakistan and East Africa indicated their careers were “very related” to the programme. A significant deviation from this was observed with ISMC UK alumni. Figure 11 illustrates the relationship of present jobs to AKU programmes.
Key Findings
Out of sight, out of mind, or absence makes the heart grow fonder? The highest response rates were noticed with the most recent graduating classes – 73% of the total response was from the last 10 graduating classes – while earlier classes had a lower turnout (Figure 5). The same figure shows that graduates from the past five years had a 43% response rate compared to 16% to 26% for earlier classes. This can be attributed to mainly two factors, including fewer email addresses on file for senior classes and the length of time since their student days, suggesting a higher level of connection, which is discussed further in section 5.
Achievements and Leadership Roles
This section invited alumni to share the recognitions they had received, which they considered to be achievements in their respective professions and other fields of interest. A total 1,197 i.e. 34% alumni reported in the affirmative in this section.

Further, alumni were also asked to identify leadership roles they had held either on a departmental, organisational, national or international levels. Altogether 1,707 alumni, correlating to 48% reported having held some kind of leadership role (Figure 12).

Figure 12
Leadership Roles Reported

- Sitara-i-Imtiaz
- Tamgha-e-Imtiaz
- Order of the British Empire
- The Frank Gerstein Foundation Advanced Education Award for Cardiovascular Nursing
- Fellowship Scholarship, Copenhagen
- Regents Fellowship 2002-2003
- Best Nurse Award
- Gold medallist in Post-RN BScN
- Vice Chancellor International Research Scholarship
- Fulbright Scholarship
- Recipient of Australian Postgraduate Award, Institute of Graduate Research Monash University
- Mary Seacole Leadership Award
- First position in midwifery exams from Sindh Nurses Examination Board
- Consultant of the Year
- Shield of honour for best humanitarian services in healthcare
- Congressional Certificate of Merit
- Tauber Award for Best Cardiology Fellow
- Fulbright Scholarship
- President’s Excellence in Teaching Award
- Leonard Tow Humanism in Medicine Award
- Ouaïd-i-Azam Award
- Sitara-i-Imtiaz
- Tamgha-e-Imtiaz
- Order of the British Empire
- The Frank Gerstein Foundation Advanced Education Award for Cardiovascular Nursing
- Fellowship Scholarship, Copenhagen
- Regents Fellowship 2002-2003
- Best Nurse Award
- Gold medallist in Post-RN BScN
- Vice Chancellor International Research Scholarship
- Fulbright Scholarship
- Recipient of Australian Postgraduate Award, Institute of Graduate Research Monash University
- Mary Seacole Leadership Award
- First position in midwifery exams from Sindh Nurses Examination Board
- Consultant of the Year
- Shield of honour for best humanitarian services in healthcare
- Congressional Certificate of Merit
- Tauber Award for Best Cardiology Fellow
- Fulbright Scholarship
- President’s Excellence in Teaching Award
- Leonard Tow Humanism in Medicine Award
- Ouaïd-i-Azam Award

How We are Making an Impact
Our alumni statements on AKU’s impact.

“Whatever I am doing today in my professional and personal life, it is due to the education I got from AKU. I see difference in me and my colleagues who are educated in American schools but still missing the "education" part in their professional life.”
Dipl in Nursing – PK, ’84

“AKU SONAM has been an amazing experience for me. It has helped me build my confidence level and helped me in grooming not only professionally but personally as well.”
Dipl in Nursing – PK, ’06

“I feel that being an AKU graduate is the most valuable thing that I have done (twice).”
Post-RN BScN – PK, ’10

“Education from AKU has provided me a platform to serve communities and polish my capabilities.”
BScN – PK, ’11

“Nursing at AKU has made tremendous differentiation in my life in patient care and my career growth.”
Dipl in Nursing – PK, ’11

“I feel whatever I am is because of AKU, the professional outlook and demeanour which has enabled me to boldly uphold my profession with respect and competence is due to education and training at AKU.”
BScN – PK, ’14
“My education at AKU continues to anchor me wherever I choose to practice.”
MBBS – PK, ’91

“Having been trained at AKU ... has equipped me with the necessary skills, attitudes and attributes necessary to excel and contribute in the areas of teaching and training academic family medicine.”

“The professional knowledge, skills and grooming attained at AKU has helped me greatly in excelling in various positions including the current leadership position. The overall community approach learned through participatory development philosophy has made me think feasible solutions (and implement them) to complex problems faced by Pakistan.”
MSc: Epi Bio, ’04

“I consider myself very fortunate to have had my training at AKU. Evidence based, updated, state of the art learning has made me what little I am today.”
PGME – PK, ’07

“AKU has played a very important role in making me what I am today.”
PGME – PK, ’13

“I am very happy and proud to be associated with AKU as an alumni. AKU trained and groomed me not only in my professional excellence but also in professionalism, leadership, efficiency even in stressed environment, my attitude.”
PGME – PK, ’15

“The university has polished me and trained me well in my field. I have seen a drastic change in terms of my knowledge, patient handling and treatment provision if compared to the day I joined this prestigious university.”
PGME – PK, ’15

“I feel honored to be a graduate of AKU and contributing in improving the quality of education in general and teacher education in particular.”
PhD Education, ’11

“[The] MEd programme had a great impact on my personal as well as professional life. Firstly, I build-up my confidence, now I can teach by using new strategies and teaching aids.”
MEd – PK, ’14
“AKU-IED has help evolve my professional capacities to view the world with more critical lenses and to dig out opportunity even in dangling situations.”
MEd – PK, ’14

“I feel more confident in the classroom and among colleague teachers. The impacts of MEd learning are long-lasting.”
MEd – PK, ’14

“AKU equipped me with excellent knowledge, confidence and patience that enabled me to see that I can work anywhere from rural, urban and international institutions.”
MEd – EA, ’14

“The strong academic background in Muslim cultures that I have got at ISMC has in many ways guides me in my profession as a teacher at State Institute for Islamic Studies in Indonesia. In addition, western academic life, where the ISMC is located, has also inspired me to serve better my students.”
MA, ’09

“Impact? I was trained as an architect, but with this Humanities and Social Sciences degree and with the fantastic teachers you had at AKU, I have become very well equipped to teach architecture students with a diverse perspective and I can integrate a history of ideas, into the history of architecture that I teach.”
MA, ’12
This section is broken down further into areas covering academic and related experience; University resources and student experience; and general assessment.

**Academic Resources**

The first component of this section included a number of statements related to academics and personal development which respondents could rate on a five-point scale, from “strongly agree”, “agree”, “neither agree nor disagree”, “disagree”, to “strongly disagree”. The statements and the overall response are found in Figures 13 and 14 below.

**Figure 13**
Gauging Personal and Soft Skills Development (%)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Did Not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>43</td>
<td>49</td>
<td>54</td>
<td>35</td>
<td>41</td>
</tr>
<tr>
<td>35</td>
<td>41</td>
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<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

I developed my abilities for interpersonal communications and relationship building

I developed a great sense of community service and had opportunities for engagement and outreach

I developed a greater sense of self-esteem and self-confidence

My leadership abilities were further groomed and sharpened

**Figure 14**
Gauging Teaching and Academic Responses (%)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Did Not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>43</td>
<td>58</td>
<td>46</td>
<td>40</td>
<td>33</td>
</tr>
<tr>
<td>33</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>2</td>
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<td>0</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

The faculty were experts in their respective fields and were proficient in the subjects they taught

The faculty were excellent at imparting knowledge and guided and stimulated my professional development

The instructional facilities at AKU, including classrooms, labs, clinics, wards, etc., met or exceeded my expectations

The availability and collection of information resources such as the library computer access, etc., met or exceeded my expectations

**Recommendation of AKU Programmes**

This first sub-section ended with the statement “I would recommend my AKU programme to others” and the academic unit-wise results of which are represented in Figure 15, below.

For programmes in Pakistan, results by and large were very positive. In most cases, alumni who “strongly agree” or “agree” combined to account for 80% to 90% of total responses. The results for programmes in East Africa were on an even higher level where both SONAM EA and IED EA programmes led the way with high “strongly agree” numbers. Diploma in Nursing, Kenya; Post-RN BScN, Uganda; and Diploma in Nursing, Uganda programmes scored exceedingly high in the “strongly agree” category securing 94%, 93% and 91% respectively.

Similarly, the MEd programme of IED EA also scored 92% in the “strongly agree” category, while MMed programmes in Kenya and Tanzania were more along the lines of Pakistan-based programmes scoring 60% in the most favourable category. ISMC alumni also followed this trend at 57% strongly agreeing.

The question of alumni being proponents for their programmes is analysed further in this section in the discussion on Net Promoter Score (NPS).
University Resources and Student Life

In this sub-section, alumni were asked to rate the University’s financial assistance programme, athletics facilities, housing assistance and student societies, as well as assign an overall rating of their student life experience at AKU. Alumni who chose not to respond were also tracked. Alumni generally rated all four individual resources positively, evaluating consistently in the excellent, very good and good categories across the board for all campuses and programmes.

The final question in the sub-section which summed up the student life experiences at AKU also scored positively across programmes, with the “poor” rating being more the exception than the rule. The following two graphs illustrate ratings of University resources and student life experience (Figure 16), as well as an academic unit-wise distribution of student life experience (Figure 17).

General Assessment

The final segment of the section was devoted to seeking alumni assessment of their general academic experience as well as their overall experience at AKU. As responses to both of these questions were observed to largely move in tandem, these are being reported together.

As Figure 18 illustrates, alumni in general evaluated both their academic experience and their overall AKU experience highly, with the overwhelming majority rating it as either “excellent” or “very good”.

![Figure 18: General Assessment of Academic and Overall Experiences](image-url)
Net Promoter Score

An increasing number of professionals in the area of marketing prefer the Net Promoter Score (NPS) as a more precise gauge of customer loyalty than simple satisfaction levels. The idea was first introduced by Frederick F. Reichheld in the *Harvard Business Review* in 2003, and later in his book, *The Ultimate Question* in 2006. Since then it has become the gold standard for many for gauging the quality of customer relations. NPS can range from -100 to +100 and is arrived using an 11-point scale, which is divided into three categories, namely:

a. Promoters (9-10)
b. Passives (7-8)
c. Detractors (0-6)

In 2011, San Diego State University (SDSU) conducted a study of 19 other North American public universities’ undergraduate programmes, which included Binghamton University, McGill University, New Jersey Institute of Technology, Penn State University, Queen’s University, Rutgers University, Ryerson University, Simon Fraser University, Trent University, University of British Columbia, University of California-Berkeley, University of Maine, University of Michigan-Ann Arbor, University of Michigan-Flint, University of Minnesota, University of South Florida, University of Toronto, University of Virginia and University of Washington-Bothell. It was determined that the NPS of these universities ranged from +9 to +65, whereas SDSU’s own alumni NPS came out to +23.

In contrast, AKU’s overall alumni NPS, derived from the question discussed earlier in this section “Would you recommend your AKU programme to others?” was calculated at 64.5. This was the same as the highest NPS amongst the 19 universities in the SDSU study cited above.

Programmes in East Africa were on a whole different level yet, with nursing programmes in Uganda and MEd approaching perfection at 94 and 90, respectively. This was followed by Kenya nursing programmes at 88.

While still considered good, both postgraduate medical training programmes in Pakistan and East Africa scored relatively lower – in the 50s range – while master’s in Muslim Cultures followed at 43.

Of note, amongst longer established programmes SONAM PK 4-year BScN programme, scored an NPS of 38.

![Figure 19](Image)

Scale for Net Promoter Score

![Figure 20](Image)

NPS by Academic Unit
Key Findings

Overall High Rating
Alumni rated elements of their academics, personal development, student life, University resources, as well as overall assessments as generally very positive.

A Generational Theme
Alumni ratings of academics, student life and overall AKU experience remained high across the board. However, closer analysis of individual programmes’ early and later graduates’ responses do at times indicate more visible differences. These programmes from Pakistan include MBBS, BScN (4-year), and MEd. In the case of BScN (4-year) programme, for example, alumni scored the lowest in the “excellent” category for overall AKU experience with 50%. It is difficult to conclude if these numbers reflect an actual decline or are a result of rising expectations over time.

“Student Life” Deviation
The deviation to otherwise high ratings in student life were observed with MMed programme alumni of whom 28% rated student life as “fair”, with an additional 2% assigning a “poor” rating. Further, 4% alumni indicated that they did not participate in student life altogether. Among 37 ISMC alumni, an equal number, 4 or 11% each, responded in the “fair” and “poor” categories.

For programmes in Pakistan, worth noting were respondents from the PGME programmes, of which 14% did not answer, almost 20% did not participate, and nearly 5% rated “fair”.

The final section of Alumni Survey 2016 focused on the level of connection alumni feel with the University, as well as probing contributing behaviours such as participation in events, communications, and preferred ways of getting involved as alumni.

The strength of overall alumni connection with the University across five levels, from 5 “very connected” to 1 “not connected” can be seen in Figure 21.

More than half of the respondents, or 56% overall, revealed that they feel “very connected” or “connected” with the University. Yet a further quarter of the respondents fall in the mid-range in the connection spectrum. However, 10% had a weak connection while finally 6% felt “not connected”.

A more detailed analysis of the connection phenomenon on a unit-wise and programme-wise basis suggests SONAM PK and SONAM EA alumni have the highest levels of connection, followed by IED EA. Unsurprisingly, the MScN alumni, many of whom have at least one previous AKU qualification in the way of Nursing Diploma and/or BScN, feel the strongest link with the alma mater, while in East Africa, a similar strong sentiment was expressed by alumni from Uganda programmes.

On the other hand, ISMC alumni reported low levels of connection with 43% indicating they felt a weak connection or no connection at all. 32% of MMed alumni indicated a similarly low level of connection.
Participation and Communications
In order to further explore ways in which alumni are connected with the University, graduates were asked if they had participated in University or alumni events in person or through webcasts since graduation. A follow-up question focused on participation within the last three years to which close to 40% alumni responded in the positive. This number could be influenced by the high representation of recent graduates in the survey. SONAM PK alumni had the highest participation rate with the majority responding in the positive, while MC EA had the lowest at 13%.

In a related question, alumni were also asked if they had communicated with a University office in the last three years, where the overall response was 65% positive. Most alumni indicated their main communication was with Alumni Affairs or the Registrar’s Office, while others cited their communication with faculty and other University departments.

Figure 23
Event Attended within Last Three Years

Have you attended AKU events or webcast within the last three years?

Table 3
Event Attended Within Last Three Years by Academic Unit

Have you attended an AKU/alumni event or webcast in the last three years?

<table>
<thead>
<tr>
<th>Academic Entity</th>
<th>Yes</th>
<th>No</th>
<th>Did not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SONAM PK</td>
<td>53%</td>
<td>45%</td>
<td>2%</td>
</tr>
<tr>
<td>IED PK</td>
<td>37%</td>
<td>62%</td>
<td>1%</td>
</tr>
<tr>
<td>SONAM EA</td>
<td>33%</td>
<td>65%</td>
<td>2%</td>
</tr>
<tr>
<td>MC PK</td>
<td>32%</td>
<td>61%</td>
<td>6%</td>
</tr>
<tr>
<td>ISMC UK</td>
<td>32%</td>
<td>68%</td>
<td>0%</td>
</tr>
<tr>
<td>IED EA</td>
<td>27%</td>
<td>70%</td>
<td>3%</td>
</tr>
<tr>
<td>MC EA</td>
<td>13%</td>
<td>87%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 24
Communications with a University Office in the Last Three Years

Have you communicated with any AKU office or department within the last three years?

Table 4
Communications with an AKU Entity or Office in the Last Three Years

<table>
<thead>
<tr>
<th>Academic Entity</th>
<th>Yes</th>
<th>No</th>
<th>Did not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>IED EA</td>
<td>83%</td>
<td>16%</td>
<td>1%</td>
</tr>
<tr>
<td>ISMC UK</td>
<td>78%</td>
<td>22%</td>
<td>0%</td>
</tr>
<tr>
<td>MC EA</td>
<td>77%</td>
<td>23%</td>
<td>0%</td>
</tr>
<tr>
<td>SONAM EA</td>
<td>73%</td>
<td>25%</td>
<td>2%</td>
</tr>
<tr>
<td>MC PK</td>
<td>65%</td>
<td>29%</td>
<td>6%</td>
</tr>
<tr>
<td>IED PK</td>
<td>64%</td>
<td>36%</td>
<td>0%</td>
</tr>
<tr>
<td>SONAM PK</td>
<td>59%</td>
<td>40%</td>
<td>1%</td>
</tr>
</tbody>
</table>
In the final question to gauge the strength of the communication link, which had been historically weak, alumni were asked if they received regular emails from Alumni Affairs.

Over 85% alumni overall indicated in the affirmative, led by ISMC alumni at 92%, with SONAM EA alumni lowest at 71%.

### Areas of Interest

In the last multiple-choice question, alumni were presented with a number of ways in which they could participate in the life of the University, where they could choose as many activities that interested them. The most popular activities for alumni were:

- Participate in alumni reunions and other AKU events.
- Participate in a local/regional AKU Alumni Association chapter.
- Act as a mentor to students and recent graduates.
- Assist with career networking.
- Act as an academic resource such as visiting faculty in their specialty area.
- Serve as an alumni advocate and share experiences with present or prospective students and other internal or external stakeholders.
- Write for the Alumni Newsletter.
- Participate in resource development activities to generate funds for academic programme(s) and student scholarships.
- Serve as a class representative.

### Key Findings

#### Alumni Connection – A Story of Three Generations

A closer study of year-wise responses indicates that the most recent classes have the strongest levels of connection, while the most senior classes generally the weakest, with the interim classes falling somewhere in the middle. The graphical representation below shows the levels of connection, from 5 “very connected” to 1 “not connected” of three groups of alumni – the first consisting of graduates from the first 11 years (1983-1993), the second with graduates from the next 11 years (1994-2004), and finally, the third including graduates of the last 11 years (2005-2015).

While the three middle levels show a mixed response, either extreme reflects a clear picture with the senior-most classes reflecting the lowest representation of the three in the “very connected” category, and the highest in the “not connected” category. As expected, representation from the most recent classes follows the exact opposite trend in both of those categories.
Medical College Pakistan Levels of Connection

Interestingly, with respect to Medical College PK, 21% of graduate and postgraduate alumni report the highest level of connection (5 = very connected), which was 50% higher than alumni from the MBBS programme who said they were “very connected” with the University. One possible explanation could be that more alumni from graduate and postgraduate programmes ultimately continue at AKU as faculty and/or staff than their alumni colleagues from the undergraduate programme. However, 9% PGME alumni did not answer the question on the level of connection, which was also the highest of all programmes, indicating more of a polarised phenomenon within this sub-group.

The BScN Paradox

For alumni of the 4-year BScN programme at SONAM PK, while the five most recent classes report higher connection levels than the earliest five graduating classes, these same five graduating classes report lower NPS scores. Perhaps for many a continued engagement with the University as employees immediately following graduation also contributes to a higher level of connection. Thus, remarkably, for these same five classes, their levels of connection with the University and their likelihood of recommending their programme appear inversely related.


A comparison of 2007 and 2016 survey results gauging alumni participation in events revealed a positive trend for the programmes in Pakistan, which had been the focus of study in 2007. MC PK alumni participation went from 37% to 46%, while IED PK rose from 44% to 48%. SONAM PK retained high participation levels of 70%.