



TRACER REPORT

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Introduction

The main objective of the study was to understand the interface between the programs of the college and the career prospects of the graduates. Information gathered in the report can be used to evaluate the effectiveness of the institution's academic programs and services, as well as to inform future career development and placement services for graduates. This report can also be used to identify areas of improvement in the institution's curriculum and student support services, as well as to inform decisions related to the allocation of resources for the institution.

Overall, the objective of a tracer report is to provide valuable insights into the outcomes and impacts of an institution's academic programs and services on its graduates.

Background

King's College was established in 2003 as a higher secondary school offering the GCE A Levels program and ventured into higher education in 2009 by offering Bachelor's and Master's programs. The college promotes entrepreneurial spirit through progressive education and contributes to the entrepreneurial ecosystem of Nepal. It is located at Babar Mahal, Kathmandu. Affiliated with Westcliff University, California, USA, it offers Bachelor of Science in Information and Technology (BSIT), Bachelors of Business Administration (BBA) , Bachelor of Science of Computer Science and Master of Business Administration (MBA) programs. The Ministry of Education, Science, and Technology (MoEST) approves all the programs offered by the College. Similarly, all the programs are equivalent to Tribhuvan University's undergraduate and graduate programs.

King's College values progressive education, multidisciplinary education, experiential learning, "community-as curriculum, "academia-state-industry-community collaboration, and entrepreneurialism. Every member of King's College carries and operates around the college's core values and aims to instill them in its students. It firmly understands and values the significance of developing and promoting relevant organizational culture and functional system practices on quality assurance as an ongoing institutional process to achieve and retain national and international recognition and accreditation of institutional inputs with certified quality outcomes. The working philosophy of the college is always guided by a shared culture that cares for social justice, a sense of innovation, and entrepreneurial thrusts with inclusive, equitable, sustainable, and responsible touch for everything the college serves. This institution's guiding principles are collaboration, accountability, empowerment, and institutional responsiveness.

In an effort to remove the walls between communities and classrooms, the college leads and supports the innovation of communities and visions to build an education ecosystem where communities, industries, students, and educators come together in the learning environment to bring entrepreneurial mindset, co-creation, and co-learning to action. To support its vision, it aims to build a community of entrepreneurs and people who play a vital role in society's development. The College is guided by the philosophy that students learn best when they are connected to the social realities outside the four walls of classrooms. Right from its inception, the college has prioritized crafting and implementing policies, programs, infrastructure, resources, and technologies required to develop, continuously transform, and promote itself as an entrepreneurial higher education institution in the country.

Objectives of the Study

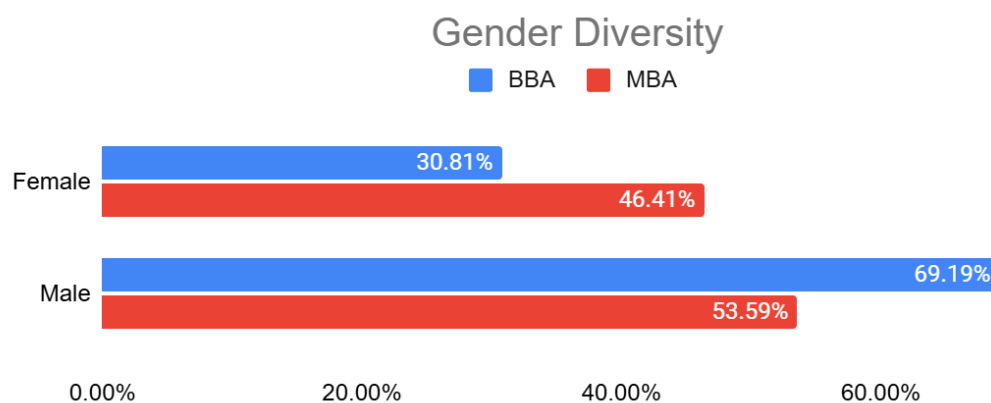
- To understand the effectiveness and relevance of the academic programs to the graduates for their employment and higher study prospects.
- To gather information about the employment status of graduates, including the type of jobs they have and whether they are working in fields related to their degrees.
- To identify areas of improvement in the institution's curriculum, facilities and student support services based on the feedback and experiences of graduates.

Methodology

The survey was designed in the google form as per the tracer questionnaire prepared by the University Grants Commission (UGC), Nepal. Additional questions were included and modifications were made to the questionnaire in order to collect more comprehensive information. Questionnaire form was distributed to graduates via both personal and school email. The follow-up was been made through the social media platform and SMS reminders.

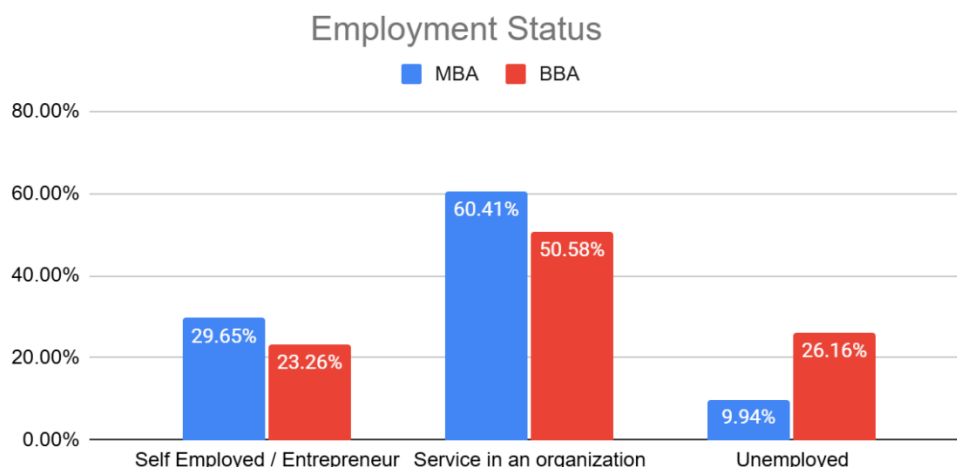
The MBA graduate between 2017 - 2024 and BBA graduates between 2019-2024 have been included in the survey. The total response rate from MBA graduates was 63.13% compared to 40.95% from BBA graduates. The analysis has been carried out using google excel

This section includes the study of gender diversity and representation in MBA and BBA programs.



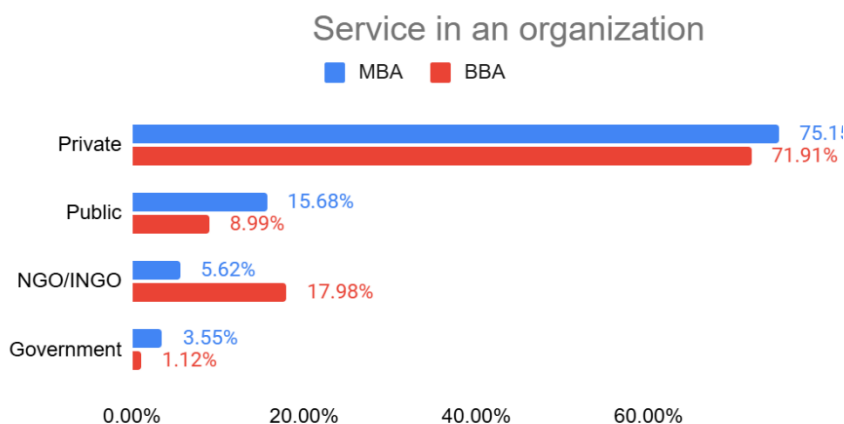
The chart compares gender diversity in the BBA and MBA programs. It shows that the BBA program has a significantly higher proportion of male students (69.19%) compared to the MBA program (53.59%). In contrast, the MBA program has a higher percentage of female students (46.41%) than the BBA program (30.81%). Overall, this suggests that the MBA program has a more balanced gender distribution, while the BBA program is more male-dominated.

Current Employment Status



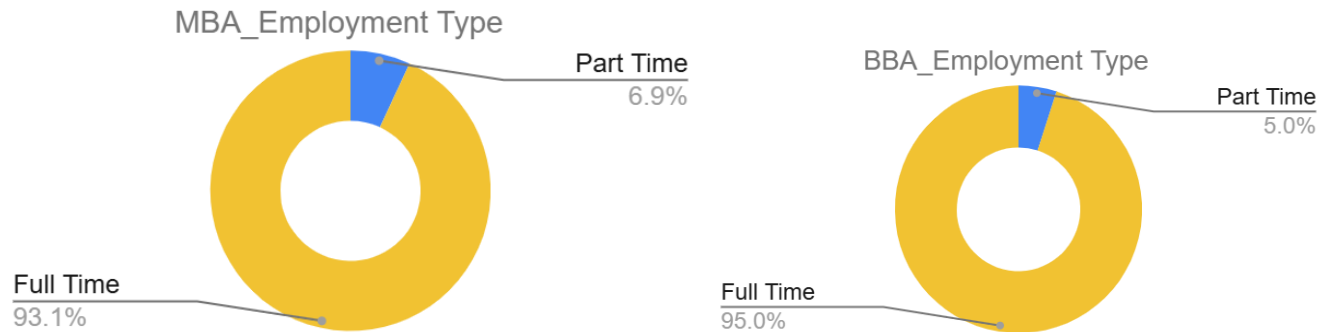
The chart shows that MBA students are generally in a stronger employment position than BBA students. About 60.41% of MBA graduates work in organizations, compared to 50.58% of BBA grads. MBA grads also have a slightly higher share of self-employed or entrepreneurial individuals (29.65%) than BBA grads (23.26%). The biggest gap appears in unemployment: only 9.94% of MBA students are unemployed, while the rate for BBA students is much higher at 26.16%. Overall, the MBA group seems to be more settled in the job market, with both higher employment and lower unemployment.

Service in an Organization



The chart shows the types of organizations where MBA and BBA graduates are employed, and it highlights clear differences in their distribution across sectors. Both groups are overwhelmingly employed in the private sector, with MBA graduates at 75.1% and BBA graduates at 71.91%, making it the dominant employment area for both programs. MBA graduates have a higher presence in the public sector (15.68%) compared to BBA graduates (8.99%), indicating stronger alignment of MBA skills with government or public institutions. In contrast, BBA graduates are more represented in NGO/INGO roles (17.98%) than MBA graduates (5.62%), suggesting that BBA students may be more drawn to or better placed in nonprofit or development-focused organizations. Employment in government roles remains low for both groups, though slightly higher for MBA graduates. Overall, the data shows that while both programs primarily feed into the private sector, MBA graduates have a stronger presence in public institutions, whereas BBA graduates are more engaged in NGO/INGO work.

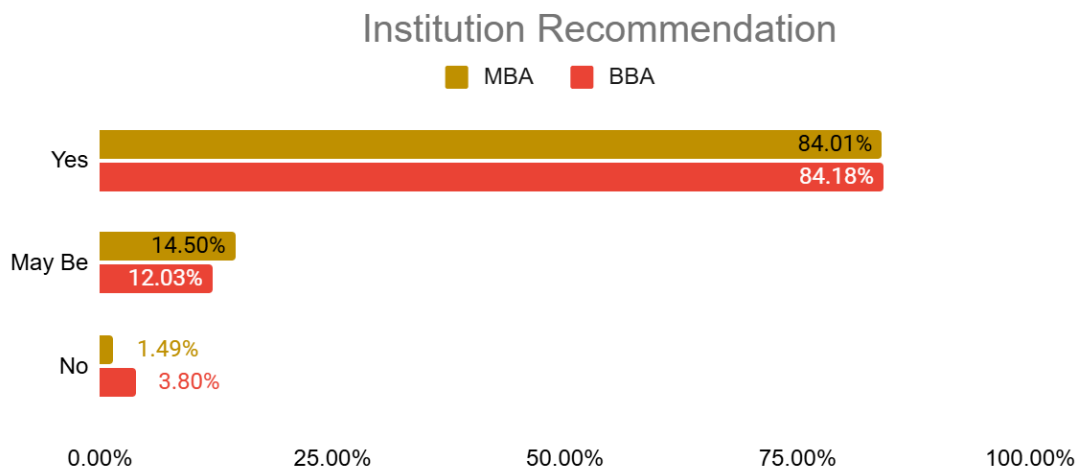
Employment Type



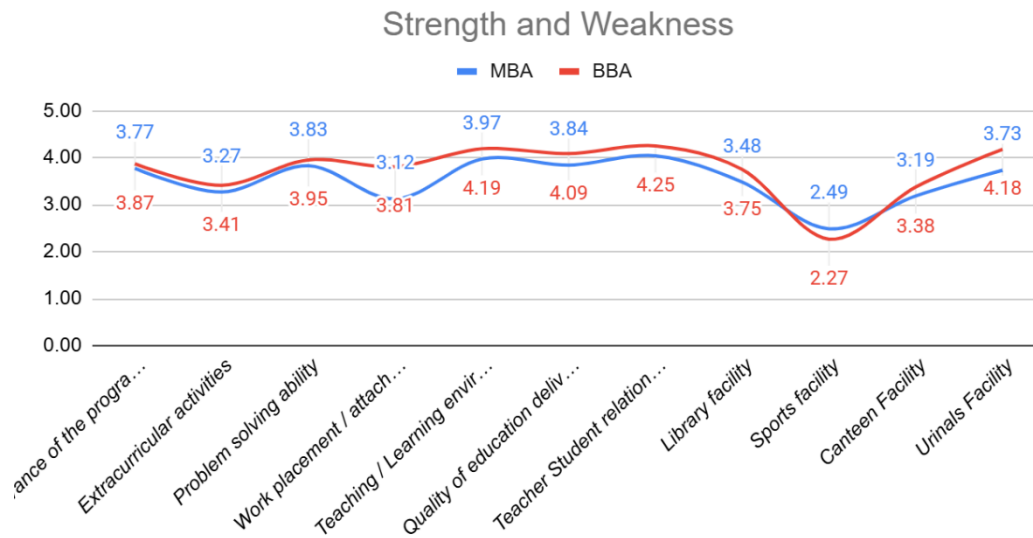
The employment type charts for BBA and MBA graduates show that the vast majority of students in both programs are engaged in full-time work. Among BBA graduates, 95% hold full-time positions, while only 5% are employed part-time. Similarly, MBA graduates also show a strong preference for full-time roles, with 93.1% working full-time and 6.9% part-time. Overall, both groups demonstrate high levels of full-time employment, with only small proportions opting for part-time work.

Institution Recommendation

The institution recommendation data shows that a strong majority of both MBA and BBA graduates would recommend the institution to others. About 84% of MBA graduates and 84.18% of BBA graduates responded “Yes,” indicating high satisfaction across both groups. A smaller proportion—14.5% of MBA and 12.03% of BBA graduates—selected “Maybe,” suggesting some mixed but generally positive experiences. Only a very small percentage expressed dissatisfaction, with 1.49% of MBA and 3.8% of BBA graduates responding “No.” Overall, the results highlight overwhelmingly positive endorsement from both programs.



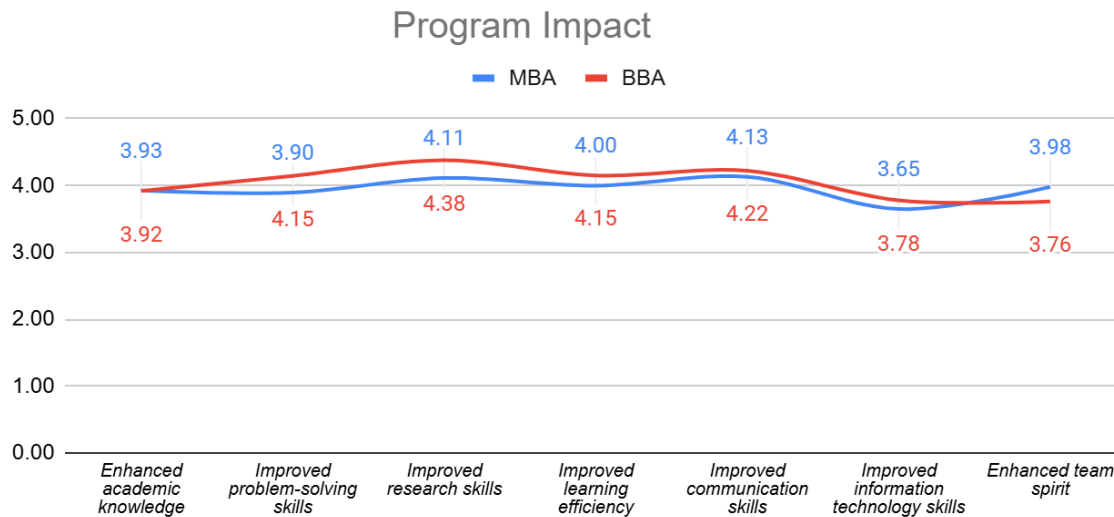
Strengths and weaknesses of the institutional program



The chart compares the perceptions of MBA and BBA students across several academic, infrastructural, and campus-life dimensions. Overall, both programs follow a similar trend, with strengths appearing in areas such as *Quality of education delivery*, *Teacher–student relations*, and *Teaching/Learning environment*, where both groups rate above 4.0. MBA scores are generally slightly higher than BBA in most categories, especially in *Library facility* and *Sports facility*, where the MBA line dips but still remains above the BBA score.

One notable weakness for both programs is the *Sports facility*, where ratings drop to 2.49 (MBA) and 2.27 (BBA) — the lowest values on the chart. *Canteen facility* also shows relatively low satisfaction, though slightly higher than sports. On the other hand, areas like *Urinal’s facility* receive strong ratings from both groups, with MBA at 3.73 and BBA at 4.18, suggesting relatively good satisfaction with basic amenities.

In summary, academic-related aspects appear to be the strongest points for both programs, highlighting good teaching quality and learning environments. However, physical infrastructure, especially sports and canteen facilities, are clear areas for improvement. These trends indicate that while students value and appreciate the academic experience, campus amenities require strategic attention to improve overall student satisfaction.

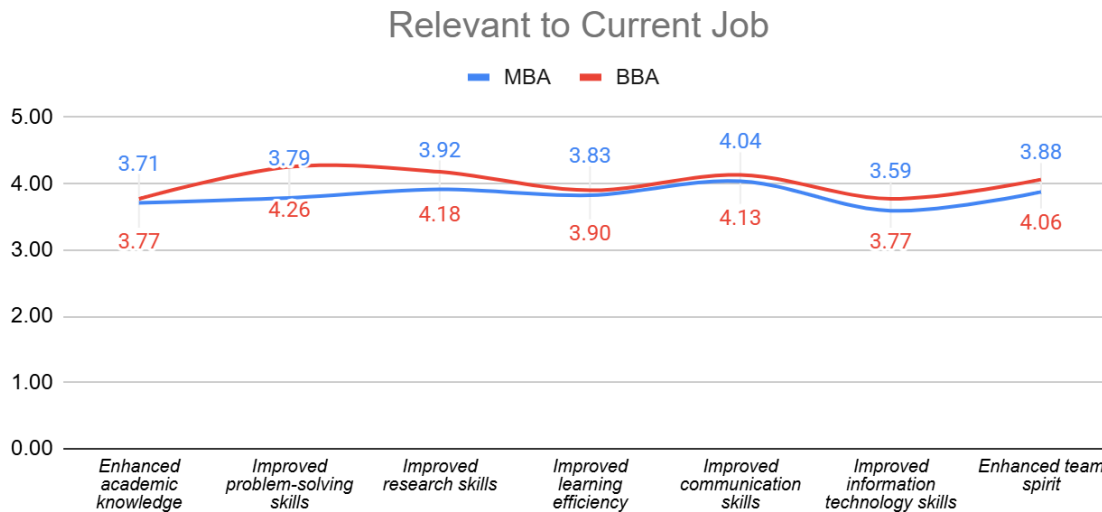


The figure illustrates how MBA and BBA students perceive the contribution of their academic programs to their overall knowledge, skills, and personal development. Overall, both groups rate the program’s impact positively across all categories, with most scores ranging between 3.8 and 4.4. This suggests that students from both programs feel that their studies have had a meaningful influence on their academic and personal growth.

A closer look at the data shows that research skills and communication skills stand out as the highest-rated areas. MBA students rate their improvement in research skills at 4.11, while BBA students rate it slightly higher at 4.38—the highest score in the entire chart. Similarly, both groups show strong agreement on communication skills, with MBA at 4.13 and BBA at 4.22. These high ratings indicate that the institution’s curriculum and teaching methods are particularly effective in developing analytical thinking and strong interpersonal communication abilities.

In contrast, information technology (IT) skills receive the lowest ratings from both groups—3.65 for MBA and 3.78 for BBA. While still positive, these scores suggest that students feel the programs could further strengthen their focus on digital literacy and technological competencies. Team spirit and academic knowledge are moderately strong as well, with scores near the 4.0 mark, showing that both programs foster collaborative learning and solid foundational understanding.

Overall, the chart reflects a generally positive student experience, with notable strengths in research, communication, and problem-solving skills. The slightly lower score in IT skills highlights an opportunity for curriculum enhancement, ensuring students are even better prepared for the technology-driven demands of modern professional environments.



The chart illustrates how MBA and BBA graduates perceive the relevance of their academic programs to the skills and knowledge they currently apply in their jobs. Overall, both groups show moderately high levels of relevance, with scores mostly ranging between 3.7 and 4.2. This indicates that graduates feel their studies have contributed meaningfully to their job performance, though certain areas appear more impactful than others. For example, MBA graduates rate enhanced academic knowledge at 3.71, while BBA graduates provide a slightly higher rating of 3.77, showing that foundational concepts learned in the program are being used in the workplace.

A notable strength for both groups is communication skills, with MBA students rating relevance at 4.04 and BBA students at 4.13—one of the highest values in the chart. This suggests that effective communication, presentations, and interpersonal skills taught in the curriculum are highly applicable in professional settings. Similarly, problem-solving skills show strong relevance, with BBA graduates rating it at 4.26, the highest overall score, indicating that analytical and critical-thinking abilities are heavily utilized in their jobs.

On the other hand, information technology (IT) skills reflect the lowest relevance ratings for both groups—3.59 (MBA) and 3.77 (BBA). Although still above average, these values suggest that graduates feel the IT-related training may not fully align with the technological tools or software commonly used in their current workplaces. This may indicate a need for updated digital skills training to match evolving industry demands.

In summary, graduates perceive their programs as significantly relevant to their current job roles, particularly in communication, problem-solving, and research efficiency. The slightly lower ratings in IT skills highlight an opportunity for institutions to strengthen technology-oriented components within the curriculum. Overall, the chart demonstrates that both MBA and BBA programs equip students with essential competencies that translate effectively into their professional environments.

Conclusion

This tracer study provides valuable insights into the academic effectiveness, employment outcomes, and overall student experience of King's College graduates from 2015 to 2024. The findings indicate that both MBA and BBA programs have made a meaningful contribution to students' professional and personal development, though the employment outcomes and skill relevance vary across disciplines. MBA graduates demonstrate stronger employment stability, with higher organizational employment (60.41%) and lower unemployment (9.94%) compared to BBA graduates. The higher unemployment among BBA graduates (26.16%) is partly linked to their higher tendency to pursue further studies or migrate abroad. Employment patterns also show that MBA graduates have a greater presence in the public sector, while BBA graduates are more inclined toward NGO/INGO opportunities.

Graduate feedback highlights several strengths of the institution's academic programs, particularly the teaching–learning environment, teacher–student relationships, and the overall quality of education. Skills such as problem-solving, research abilities, and communication received strong ratings, emphasizing the positive academic impact of both programs. However, students consistently rated sports facilities, extracurricular activities, and canteen services as weaker areas, indicating gaps in campus infrastructure and student-life support. Additionally, both MBA and BBA graduates reported that the programs did not significantly enhance their information technology skills, suggesting a need for curricular updates to better align with modern workplace demands.

The study further reveals that the graduates find their academic learning relevant to their current job roles, especially in communication, learning efficiency, and problem-solving—areas where both MBA and BBA students rated the relevance above average. Despite this, the comparatively lower relevance scores for technological competencies indicate an emerging skills gap that must be addressed to maintain competitiveness in an increasingly digital job market.

Overall, the tracer study concludes that King's College has been successful in fostering strong academic foundations, critical thinking, and workplace-ready communication skills. However, the institution should prioritize improvements in physical facilities, internship and placement opportunities, and technology-focused training. Strengthening these areas will enhance student satisfaction, improve employability outcomes, and further support the College's mission of developing capable, innovative, and industry-ready graduates.