



THE UNIVERSITY OF TRINIDAD AND TOBAGO

Student Satisfaction Survey (SSS) Report 2025-2026

July 2026



THE OFFICE OF QUALITY ASSURANCE AND INSTITUTIONAL EFFECTIVENESS

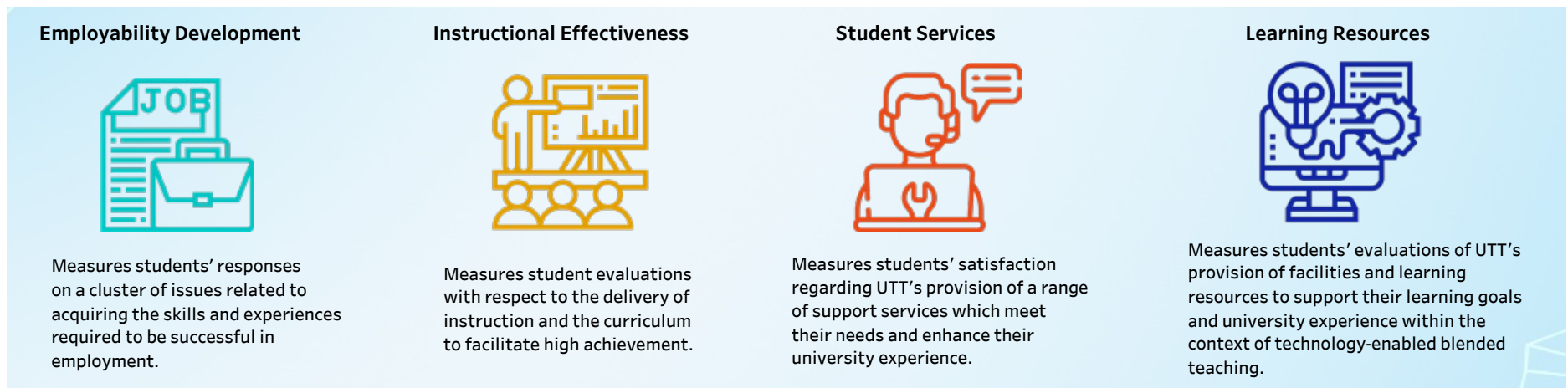
Introduction

Background

The Office of Quality Assurance and Institutional Effectiveness (QA&IE) administers the Student Satisfaction Survey (SSS) to obtain feedback from students on the extent to which they believe their needs and expectations are being met satisfactorily by the University. Student satisfaction has been found to positively impact student retention, motivation, and an institution's future recruitment potential.

Survey Design and Administration

The SSS survey instrument was developed by QA&IE and assessed the following four (4) broad categories related to UTT's services and provisions for students:



The survey asked students to rate their satisfaction with 29 items related to one of the 4 categories, using a numerical 7-point satisfaction scale. Scores which are less than 5 are interpreted as unsatisfactory, while scores of 5 or higher are considered satisfactory.

The report presents the average satisfaction scores recorded for items in each category and a composite category score which was created using the mean of items within the respective category. Additionally, the survey asked students to reflect on their decision to attend UTT and provide feedback on their overall UTT student experience. Where appropriate, the data are disaggregated by programme level and academic area for greater insight.

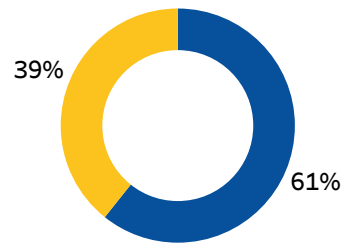
The survey was administered electronically between December 2025 and March 2026 to 3,501 returning students. A total of 840 students participated, yielding a response rate of 24% and a margin of error of $\pm 3\%$. The respondent profile was broadly reflective of the student population, although females, part-time, and older students were marginally overrepresented.

Profile of Survey Participants

n= 840

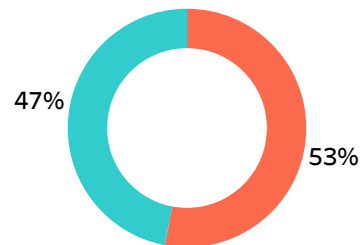
Enrolment Status

Full-Time Part-Time

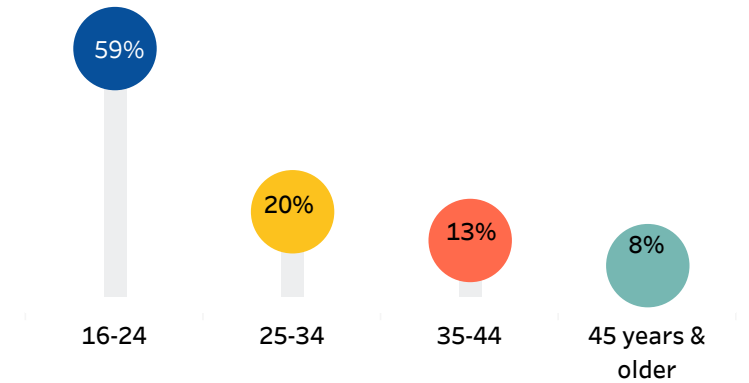


Gender

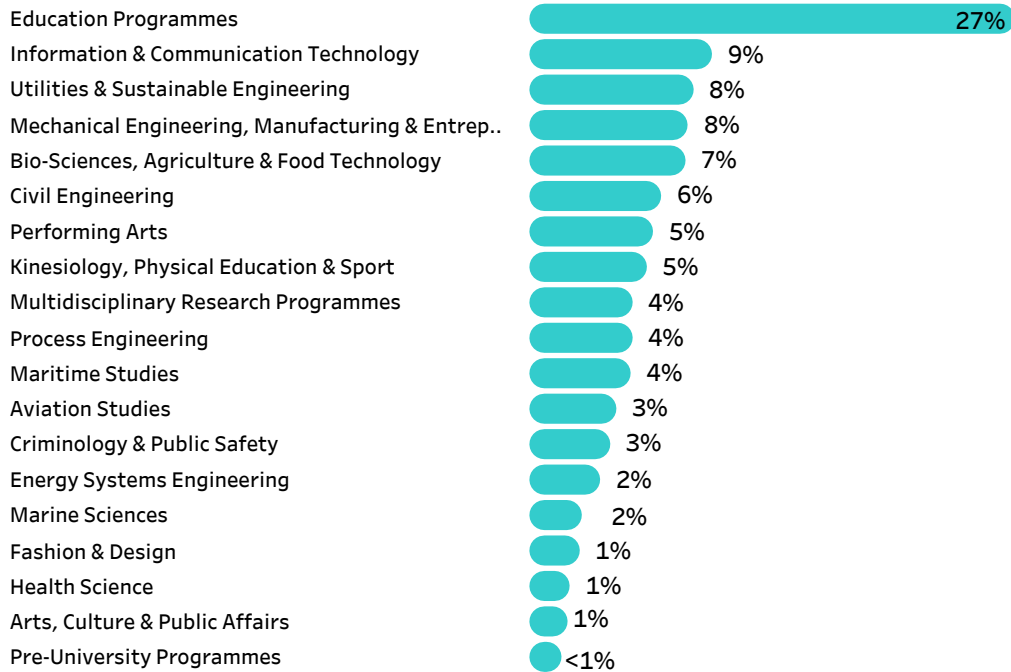
Female Male



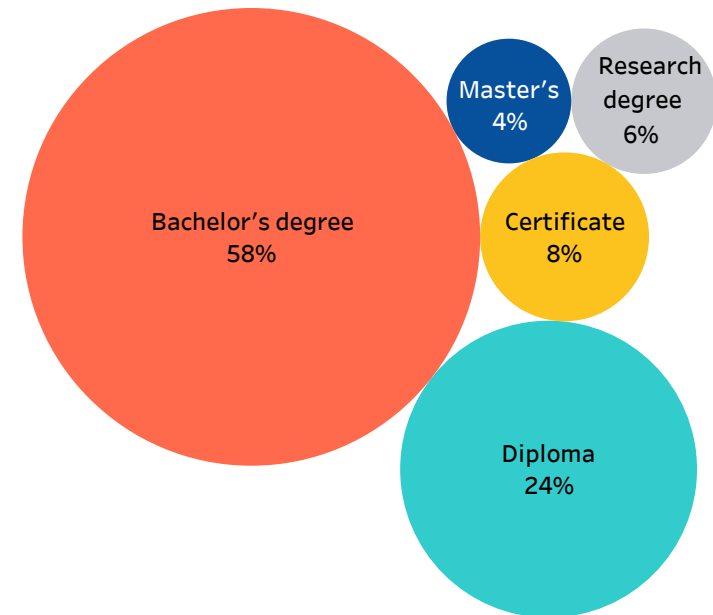
Age-group



Programme Area



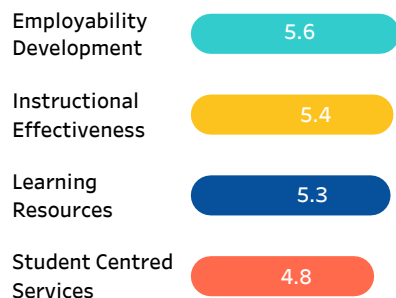
Programme Level



Composite Scores

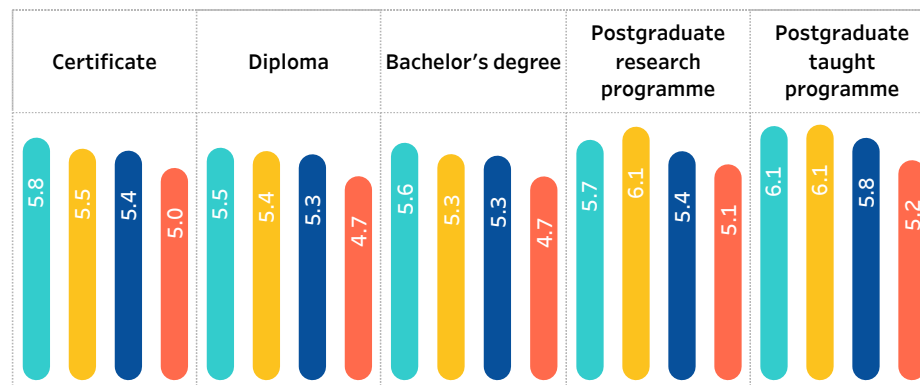
The composite scores across the four categories indicate that students were most satisfied with employability development (5.6), reflecting positive perceptions of their preparation for employment. Instructional effectiveness (5.4) and learning resources (5.3) also achieved satisfactory ratings. Student services received the lowest score (4.8), falling below the satisfactory threshold and highlighting the need for targeted improvements to better support students and enhance their overall university experience.

Composite Satisfaction Scores by Category



Student Satisfaction Overview

Composite Satisfaction Scores by Programme Level



Postgraduate programmes generally reported higher levels of satisfaction across most of the categories reviewed.

Most academic areas recorded satisfactory composite scores across the four categories reviewed. Health Science, Criminology and Energy Systems Engineering achieved the highest levels of student satisfaction, particularly in employability development, instructional effectiveness, and learning resources. Conversely, Fashion & Design; Performing Arts; and Arts, Culture & Public Affairs; recorded comparatively lower scores, especially in learning resources and student-centred services. Student-centred services remained the lowest-rated category across most academic areas.

Composite Satisfaction Scores by Academic Area

Academic Area	Employability Development	Instructional Effectiveness	Learning Resources	Student Centred Services
Arts, Culture & Public Affairs	5.3	5.8	4.9	4.7
Aviation Studies	5.8	5.5	5.7	5.2
Bio-Sciences, Agriculture & Food Technology	5.5	5.3	5.5	4.8
Civil Engineering	5.7	5.6	5.4	5.0
Criminology & Public Safety	6.1	6.0	5.5	5.0
Education Programmes	5.8	5.4	5.3	4.6
Energy Systems Engineering	5.9	5.9	5.8	5.8
Fashion & Design	5.8	4.7	4.5	4.5
Health Science	6.3	6.1	5.9	5.6
Information & Communication Technology	5.5	5.4	5.4	4.6
Kinesiology, Physical Education & Sport	5.6	5.2	5.1	4.7
Marine Sciences	5.3	5.2	5.3	5.2
Maritime Studies	5.8	5.4	5.2	4.9
Mechanical Engineering, Manufacturing & Entrepr..	5.3	5.3	5.3	4.8
Multidisciplinary Research Programmes	5.7	6.1	5.4	5.1
Performing Arts	5.5	5.3	4.8	4.5
Pre-University Programmes	5.6	6.3	5.2	4.1
Process Engineering	5.6	5.4	5.4	5.1
Utilities & Sustainable Engineering	5.4	5.3	5.3	4.7

Employability Development Scores

Employability development assessed the extent to which UTT programmes equipped students with the knowledge, skills, and experiences necessary for career readiness and success in the workplace. All items achieved satisfactory ratings above 5, indicating that students generally felt well-prepared for their future careers.

The strongest areas of performance were the development of broad and in-depth knowledge (both 5.9), followed closely by practical job skills (5.8). Professional ethics (5.6), leadership (5.5), and critical thinking (5.5). Communication and writing skills scored slightly lower at 5.4 each, indicating areas with greater scope for enhancement.

Employability Development by Programme Level

Postgraduate taught programmes achieved the highest scores across most employability development indicators, particularly in broad and in-depth knowledge, practical skills, and professional ethics.

Certificate and Bachelor’s programmes also demonstrated strong performance. Conversely, diploma programmes generally recorded the lowest scores, especially in communication, writing, and leadership skills.

Employability Development

Satisfaction Scores for Individual Items in the Employability Development Category



Employability Development Satisfaction Scores by Programme Level

	Certificate	Diploma	Bachelor's degree	Postgraduate taught programme	Postgraduate research programme
I acquired knowledge about a wide range of topics related to my field of study	6.0	5.8	5.9	6.3	5.8
I gained in-depth knowledge about my area of study	5.8	5.8	5.9	6.4	5.8
I developed practical skills that are relevant to my future career	5.8	5.7	5.8	6.3	5.7
I was exposed to issues which helped to develop my sense of professional ethics	5.9	5.4	5.6	6.1	5.7
I learned valuable skills about leadership	5.9	5.4	5.5	5.8	5.5
My ability to analyse issues and apply critical thinking improved	5.6	5.5	5.5	6.1	5.9
I learned how to communicate better	5.7	5.2	5.4	5.9	5.6
My writing skills improved	5.6	5.2	5.4	5.9	5.8

Employability Development by Academic Area

Health Science and Criminology & Public Safety led in employability development satisfaction, achieving the highest composite scores across the category. Energy Systems Engineering, Education Programmes, and Fashion & Design also performed strongly, particularly in areas such as broad and in-depth knowledge, practical job skills, and professional ethics.

Arts, Culture & Public Affairs, Mechanical Engineering, Manufacturing and Entrepreneurship (MME), and Marine Sciences recorded comparatively lower scores. Pre-University programmes also recorded lower ratings in leadership skills, and professional ethics, potentially reflecting the more foundational focus of these certificate programmes. However, most academic areas maintained satisfactory ratings across employability development items, including both technical competencies and soft skills.

Academic Area	I acquired knowledge about a wide range of topics related to my field of study	I gained in-depth knowledge about my area of study	I developed practical skills that are relevant to my future career	I learned how to communicate better	I learned valuable skills about leadership	I was exposed to issues which helped to develop my sense of professional ethics	My ability to analyse issues and apply critical thinking improved	My writing skills improved
Arts, Culture & Public Affairs	5.5	5.5	5.0	5.5	5.0	5.0	5.0	5.5
Aviation Studies	6.1	5.8	5.9	5.6	5.6	5.8	5.8	5.4
Bio-Sciences, Agriculture & Food Technology	5.9	5.8	5.5	5.3	5.3	5.5	5.4	5.1
Civil Engineering	6.1	5.9	5.9	5.4	5.6	5.7	5.6	5.4
Criminology & Public Safety	6.2	6.2	6.1	5.9	6.3	6.0	5.9	6.0
Education Programmes	6.1	6.1	6.0	5.6	5.8	5.9	5.6	5.7
Energy Systems Engineering	6.2	6.1	6.0	5.7	6.0	5.9	5.7	5.6
Fashion & Design	5.9	5.9	6.4	5.2	5.8	5.9	5.7	5.6
Health Science	6.6	6.4	6.4	6.4	6.0	6.2	6.2	6.4
Information & Communication Technology	5.8	5.8	5.8	5.3	5.1	5.4	5.4	5.1
Kinesiology, Physical Education & Sport	6.0	5.8	5.8	5.5	5.7	5.7	5.5	5.2
Marine Sciences	5.3	5.1	5.4	5.3	5.5	5.4	5.6	5.1
Maritime Studies	6.1	6.0	5.9	5.6	5.7	5.7	5.6	5.3
Mechanical Engineering, Manufacturing & Entr..	5.5	5.5	5.3	5.1	5.2	5.1	5.3	5.0
Multidisciplinary Research Programmes	5.8	5.8	5.7	5.6	5.5	5.7	5.9	5.8
Performing Arts	5.8	5.7	5.9	5.3	5.5	5.6	5.3	5.1
Pre-University Programmes	7.0	6.0	6.0	6.0	4.0	4.0	6.0	6.0
Process Engineering	5.9	5.8	5.6	5.4	5.6	5.6	5.5	5.5
Utilities & Sustainable Engineering	5.7	5.6	5.4	5.2	5.1	5.4	5.4	5.2

Instructional Effectiveness Scores

Instructional effectiveness assessed students' satisfaction with the quality of teaching and curriculum delivery.

Instructors were rated highly for their knowledge (6.0) and availability (5.6). Assessment methods, fairness, content delivery, and academic support achieved satisfactory ratings, while timely feedback on assignments (5.0), although satisfactory, received comparatively lower ratings.

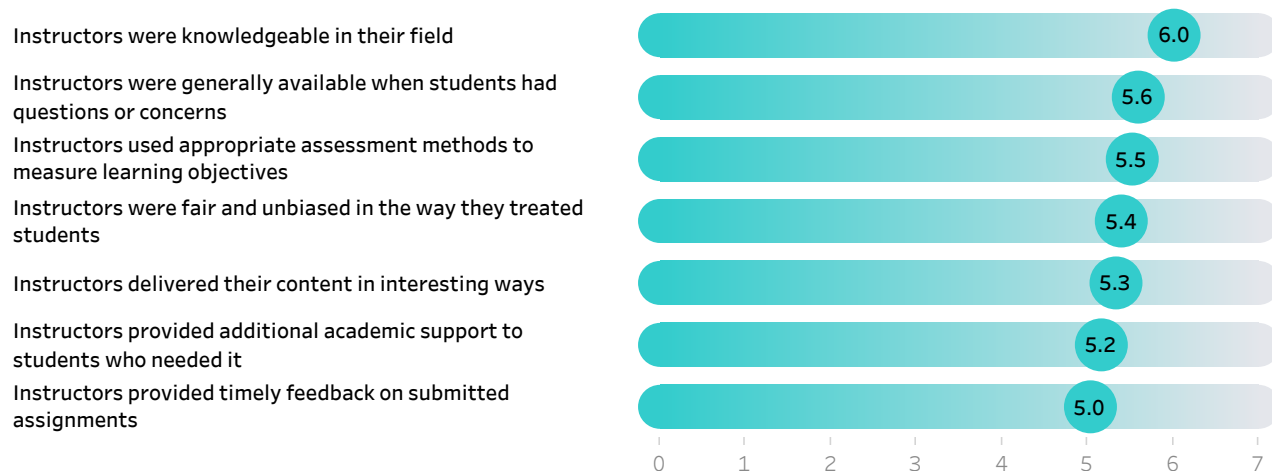
Instructional Effectiveness by Programme Level

Instructional effectiveness ratings were strongest at the postgraduate level, with Master's and research programmes consistently reporting high levels of satisfaction across instructor expertise, teaching quality, assessment practices, and student engagement. Certificate programmes also performed well across most areas.

While bachelor's and diploma programmes achieved generally satisfactory ratings, they recorded comparatively lower scores in areas related to timely feedback and the availability of additional academic support, indicating opportunities to strengthen the student learning experience.

Instructional Effectiveness

Satisfaction Scores for Individual Items in the Instructional Effectiveness Category



Instructional Effectiveness Satisfaction Scores by Programme Level

	Certificate	Diploma	Bachelor's degree	Postgraduate taught programme	Postgraduate research programme
Instructors were knowledgeable in their field	6.0	6.0	6.0	6.6	6.4
Instructors were generally available when students had questions or concerns	5.6	5.7	5.4	6.4	6.1
Instructors used appropriate assessment methods to measure learning objectives	5.6	5.4	5.4	6.3	6.1
Instructors were fair and unbiased in the way they treated students	5.2	5.4	5.3	6.2	6.1
Instructors delivered their content in interesting ways	5.5	5.2	5.2	6.1	6.1
Instructors provided additional academic support to students who needed it	5.2	5.1	5.0	5.8	6.1
Instructors provided timely feedback on submitted assignments	5.3	5.0	4.9	5.4	5.6

Instructional Effectiveness by Academic Area

Pre-University Programmes, Health Science, and Multidisciplinary Research Programmes recorded the highest instructional effectiveness satisfaction scores, particularly in instructor knowledge, availability, content delivery, and academic support. Criminology & Public Safety and Energy Systems Engineering also performed strongly across most instructional effectiveness items.

Fashion & Design recorded the lowest ratings, particularly in timely feedback, fairness, and content delivery, indicating areas for enhancement in the teaching and learning experience. Kinesiology, Marine Sciences, and Performing Arts also reported comparatively lower scores, with some instructional effectiveness indicators falling below the satisfactory threshold. However, most academic areas maintained satisfactory ratings across the category.

Academic Area	Instructors were knowledgeable in their field	Instructors were generally available when students had questions or concerns	Instructors delivered their content in interesting ways	Instructors provided additional academic support to students who needed it	Instructors provided timely feedback on submitted assignments	Instructors used appropriate assessment methods to measure learning objectives	Instructors were fair and unbiased in the way they treated students
Arts, Culture & Public Affairs	6.0	6.0	6.3	5.5	5.3	5.8	5.8
Aviation Studies	6.3	5.6	5.2	5.3	5.2	5.7	5.3
Bio-Sciences, Agriculture & Food Technology	6.0	5.5	5.4	4.9	4.8	5.3	5.2
Civil Engineering	6.1	5.8	5.5	5.6	5.3	5.5	5.8
Criminology & Public Safety	6.2	6.2	5.8	6.0	5.6	6.1	5.8
Education Programmes	6.0	5.6	5.3	5.2	5.1	5.6	5.3
Energy Systems Engineering	6.5	6.1	5.6	5.6	5.5	5.9	6.2
Fashion & Design	5.6	5.0	4.6	4.8	4.1	5.0	4.1
Health Science	6.4	6.6	6.4	6.0	5.6	5.8	5.8
Information & Communication Technology	6.1	5.7	5.2	5.1	4.7	5.5	5.4
Kinesiology, Physical Education & Sport	5.8	5.4	5.3	4.7	4.7	5.3	4.9
Marine Sciences	5.5	5.4	4.8	5.1	5.1	5.4	5.0
Maritime Studies	6.0	5.3	5.2	5.0	5.3	5.4	5.5
Mechanical Engineering, Manufacturing & Entr..	5.9	5.5	5.1	5.0	4.8	5.3	5.6
Multidisciplinary Research Programmes	6.4	6.1	6.1	6.1	5.6	6.1	6.1
Performing Arts	6.0	5.3	5.3	4.9	4.9	5.3	5.1
Pre-University Programmes	7.0	7.0	6.0	6.0	6.0	6.0	6.0
Process Engineering	6.0	5.4	5.3	5.2	5.3	5.6	5.5
Utilities & Sustainable Engineering	5.9	5.5	5.2	4.9	4.9	5.4	5.3

Learning Resources

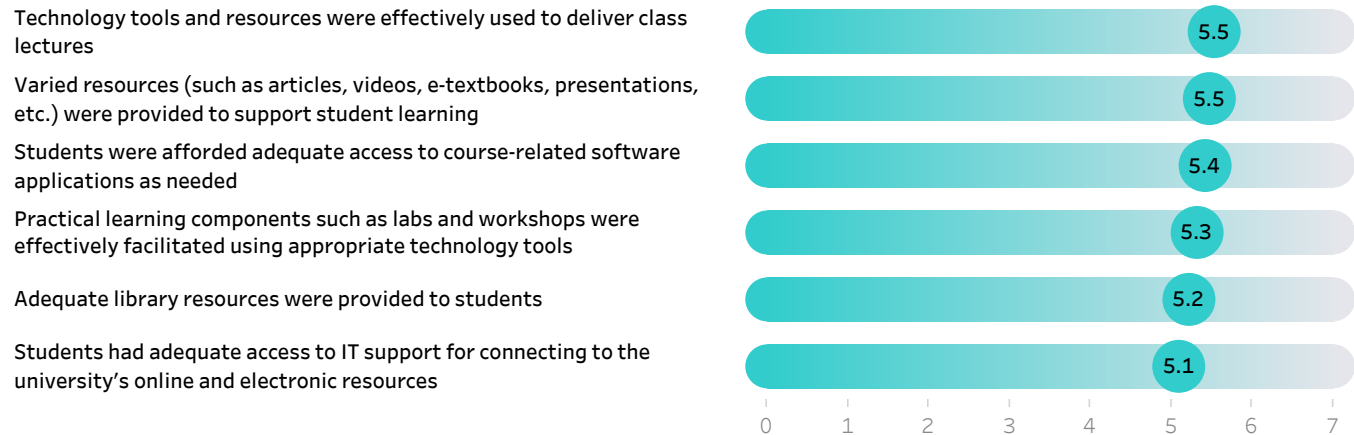
Learning Resources Scores

This category assessed students' satisfaction with the availability and quality of UTT's learning resources and facilities. Overall, all items achieved satisfactory ratings. The effective use of technology in lectures (5.5) and the provision of varied learning resources (5.5) received the highest ratings. Access to course-related software (5.4), labs and workshops (5.3), and library resources (5.2) were also rated satisfactorily. Although IT support received the lowest rating (5.1), it remained within the satisfactory range.

Learning Resources by Programme Level

Postgraduate taught programmes recorded the highest levels of satisfaction with learning resources, particularly in the effective use of technology, access to course-related software, and the provision of varied learning resources. Certificate and bachelor's programmes also achieved satisfactory ratings across all areas. While diploma and postgraduate research programmes recorded comparatively lower scores in some areas, most learning resource indicators remained satisfactory. Practical learning resources, such as labs and workshops, were a notable area for improvement within postgraduate research programmes.

Satisfaction Scores for Individual Items in the Learning Resources Category



Learning Resources Satisfaction Scores by Programme Level

	Certificate	Diploma	Bachelor's degree	Postgraduate taught programme	Postgraduate research programme
Technology tools and resources were effectively used to deliver class lectures	5.6	5.5	5.5	6.2	5.7
Varied resources (such as articles, videos, e-textbooks, presentations, etc.) were provided to support student learning	5.7	5.4	5.4	6.1	5.6
Students were afforded adequate access to course-related software applications as needed	5.3	5.4	5.4	5.8	5.6
Practical learning components such as labs and workshops were effectively facilitated using appropriate technology tools	5.5	5.4	5.3	5.5	4.9
Adequate library resources were provided to students	5.4	5.2	5.1	5.5	5.6
Students had adequate access to IT support for connecting to the university's online and electronic resources	5.0	5.0	5.1	5.5	5.1

Learning Resources by Academic Area

Health Science, Energy Systems Engineering, and Aviation Studies recorded the highest learning resource satisfaction scores, particularly in the provision of varied learning resources, effective use of technology in lectures, and access to course-related software. Criminology & Public Safety and Bio-Sciences, Agriculture & Food Technology also performed strongly across most indicators.

Fashion & Design, Performing Arts, and Arts, Culture & Public Affairs recorded several learning resource indicators below the satisfactory threshold, highlighting potential gaps in access to essential resources and facilities that may impact the overall student learning experience. Additionally, IT support emerged as a notable concern within Pre-University programmes, recording the lowest rating across all academic fields.

Academic Area	Varied resources (such as articles, videos, e-textbooks, presentations, etc.) were provided to support student learning	Technology tools and resources were effectively used to deliver class lectures	Students were afforded adequate access to course-related software applications as needed	Adequate library resources were provided to students	Practical learning components such as labs and workshops were effectively facilitated using appropriate technology tools	Students had adequate access to IT support for connecting to the university's online and electronic resources
Arts, Culture & Public Affairs	5.3	5.0	5.0	5.0	4.5	4.8
Aviation Studies	5.7	5.9	5.9	5.2	6.1	5.5
Bio-Sciences, Agriculture & Food Technology	5.7	5.4	5.5	5.9	5.7	5.0
Civil Engineering	5.4	5.5	5.4	5.3	5.7	5.3
Criminology & Public Safety	5.6	5.7	5.4	5.4	5.2	5.4
Education Programmes	5.5	5.6	5.4	5.2	5.2	5.1
Energy Systems Engineering	5.8	5.8	6.0	5.9	5.7	5.8
Fashion & Design	4.8	4.5	4.3	4.4	4.7	4.4
Health Science	6.0	6.2	5.8	5.8	5.8	6.0
Information & Communication Technology	5.6	5.6	5.7	5.3	5.3	5.2
Kinesiology, Physical Education & Sport	5.2	5.4	5.3	5.0	4.9	5.0
Marine Sciences	5.5	5.5	5.5	4.5	5.6	5.4
Maritime Studies	5.4	5.3	5.3	5.3	5.1	4.9
Mechanical Engineering, Manufacturing & Entre..	5.3	5.5	5.5	4.9	5.6	4.9
Multidisciplinary Research Programmes	5.6	5.7	5.6	5.6	4.9	5.1
Performing Arts	5.3	5.2	4.8	4.5	4.7	4.5
Pre-University Programmes	6.0	6.0	5.0	6.0	6.0	2.0
Process Engineering	5.4	5.7	5.5	5.1	5.4	5.5
Utilities & Sustainable Engineering	5.3	5.4	5.4	5.2	5.4	4.9

Student Services Scores

This category assessed students' satisfaction with the accessibility and effectiveness of UTT's administrative and support services. Satisfaction was generally lower within this category, with only online registration (5.1) and access to grade and transcript information (5.0) achieving satisfactory ratings.

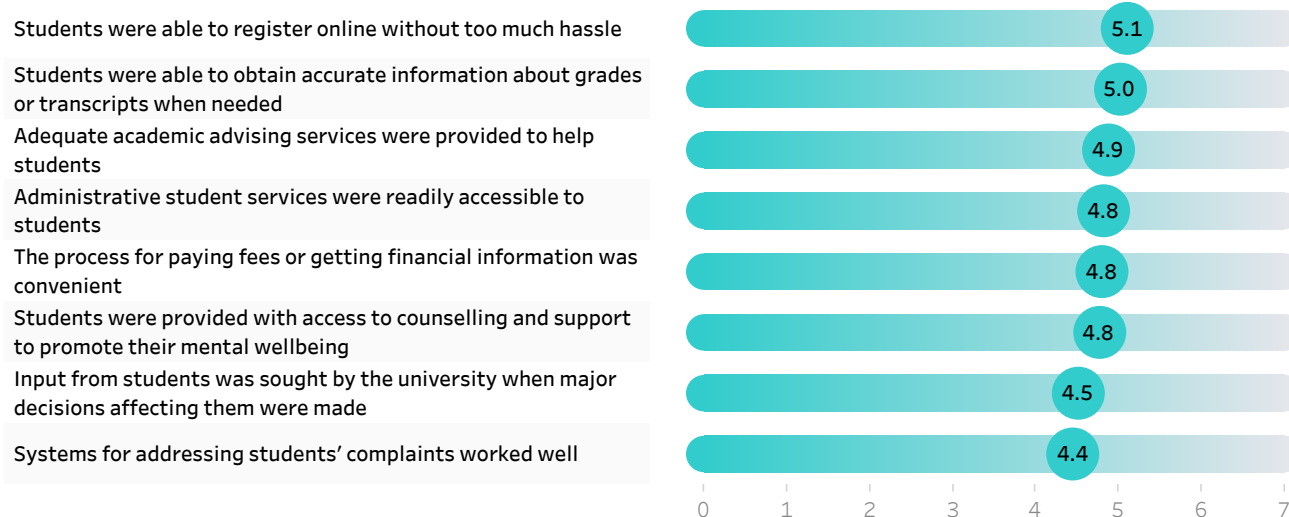
Areas requiring improvement included academic advising (4.9), administrative accessibility (4.8), financial processes (4.8), counselling support (4.8), student involvement in decision-making (4.5), and complaint resolution (4.4). These findings highlight opportunities to strengthen student engagement and support.

Student Services by Programme Level

Student service satisfaction varied across programme levels. Postgraduate taught programmes recorded the highest satisfaction, particularly in online registration, access to grade information and academic advising. Diploma and bachelor's programmes recorded the lowest satisfaction, with several areas falling below the satisfactory threshold, including financial processes, counselling support, student input, and complaint resolution. Postgraduate research and certificate programmes achieved generally satisfactory ratings. However, these findings suggest the need for more targeted support initiatives, particularly at the undergraduate level.

Student Services

Satisfaction Scores for Individual Items in the Student Services Category



Student Services Satisfaction Scores by Programme Level

	Certificate	Diploma	Bachelor's degree	Postgraduate taught programme	Postgraduate research programme
Students were able to register online without too much hassle	5.2	5.0	5.1	5.5	4.8
Students were able to obtain accurate information about grades or transcripts when needed	5.3	4.9	5.0	5.5	5.2
Adequate academic advising services were provided to help students	5.0	4.9	4.8	5.3	5.3
Administrative student services were readily accessible to students	5.0	4.8	4.7	5.0	5.3
The process for paying fees or getting financial information was convenient	5.2	4.6	4.8	4.9	4.8
Students were provided with access to counselling and support to promote their mental wellbeing	5.0	4.6	4.8	5.0	5.0
Input from students was sought by the university when major decisions affecting them were made	4.5	4.6	4.4	5.0	5.0
Systems for addressing students' complaints worked well	4.5	4.5	4.3	5.1	4.9

Student Services by Academic Area

Energy Systems Engineering, Health Science, and Marine Sciences recorded the highest student service satisfaction scores, particularly in academic advising, administrative accessibility, access to grades and online registration. Aviation Studies and Process Engineering also achieved generally satisfactory ratings across most service indicators.

Although Pre-University Programmes reported the lowest satisfaction with financial processes and online registration, several other service indicators remained satisfactory. By contrast, all student service indicators for Performing Arts fell below the satisfactory threshold, while most indicators for Fashion & Design also failed to meet the benchmark. Arts, Culture & Public Affairs similarly recorded lower ratings in financial processes, student input and administrative accessibility, highlighting notable variation in student service experiences across academic fields.

Academic Area	Administrative student services were readily accessible to students	Adequate academic advising services were provided to help students	Students were able to obtain accurate information about grades or transcripts when needed	Input from students was sought by the university when major decisions affecting them were made	Students were able to register online without too much hassle	Students were provided with access to counselling and support to promote their mental wellbeing	Systems for addressing students' complaints worked well	The process for paying fees or getting financial information was convenient
Arts, Culture & Public Affairs	4.3	5.8	5.0	4.3	5.0	4.5	4.5	4.0
Aviation Studies	5.5	5.1	5.1	4.7	5.5	5.8	4.5	5.1
Bio-Sciences, Agriculture & Food Technology	5.2	5.1	5.0	4.4	5.0	4.8	4.3	4.5
Civil Engineering	4.8	5.4	5.3	4.8	5.3	4.6	4.5	5.1
Criminology & Public Safety	4.8	5.3	5.4	4.8	5.1	4.9	4.8	4.9
Education Programmes	4.5	4.5	5.0	4.3	4.9	4.7	4.2	4.9
Energy Systems Engineering	5.6	5.9	5.8	5.5	6.5	5.6	5.9	5.5
Fashion & Design	5.0	4.9	4.9	3.6	5.1	4.3	4.0	4.2
Health Science	5.6	5.6	5.4	5.6	5.8	5.6	5.6	5.4
Information & Communication Technology	4.5	4.6	4.9	4.6	5.0	4.7	4.2	4.6
Kinesiology, Physical Education & Sport	4.8	4.8	4.6	4.5	5.1	4.6	4.4	4.5
Marine Sciences	5.5	5.2	5.1	4.9	5.9	4.8	5.3	5.1
Maritime Studies	4.9	4.6	5.3	4.3	5.4	4.9	4.5	5.3
Mechanical Engineering, Manufacturing & Entre..	4.7	5.3	4.8	4.5	5.1	4.6	4.4	4.7
Multidisciplinary Research Programmes	5.3	5.3	5.2	5.0	4.8	5.0	4.9	4.8
Performing Arts	4.6	4.6	4.5	4.2	4.8	4.7	4.1	4.2
Pre-University Programmes	5.0	4.0	6.0	5.0	3.0	4.0	4.0	2.0
Process Engineering	5.3	5.0	5.3	4.9	5.2	5.2	4.8	5.3
Utilities & Sustainable Engineering	5.0	4.7	5.1	4.5	5.2	4.3	4.5	4.5

Student Expectations and Overall UTT Experience satisfaction scores:

To provide a broader understanding of students' perceptions of their university journey, the survey explored three dimensions: overall satisfaction with their UTT experience, willingness to choose UTT again, and the extent to which their experiences aligned with their initial expectations.

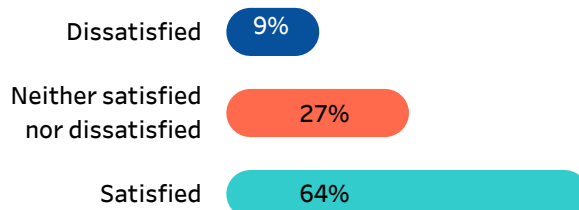
Overall, 64% of students reported being satisfied with their UTT experience to date, indicating generally positive perceptions of their time at the University. However, 27% expressed neutral views, suggesting opportunities to further enhance the student experience, while 9% reported dissatisfaction.

Similarly, 64% of students indicated that they would choose to pursue a programme at UTT again if given the opportunity. However, over one-third (36%) remained undecided or indicated that they would not choose UTT again, highlighting the importance of strengthening factors that influence student loyalty and institutional reputation.

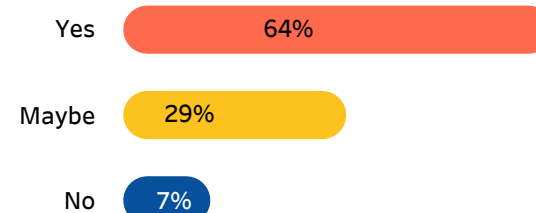
Students' expectations of UTT were largely met, with 69% reporting that their experience was about what they expected and an additional 20% indicating that it exceeded expectations. Nevertheless, 11% reported that their experience fell below expectations, suggesting that there remain areas where the University can improve the quality of the student experience.

Students' Expectations and their UTT Experience

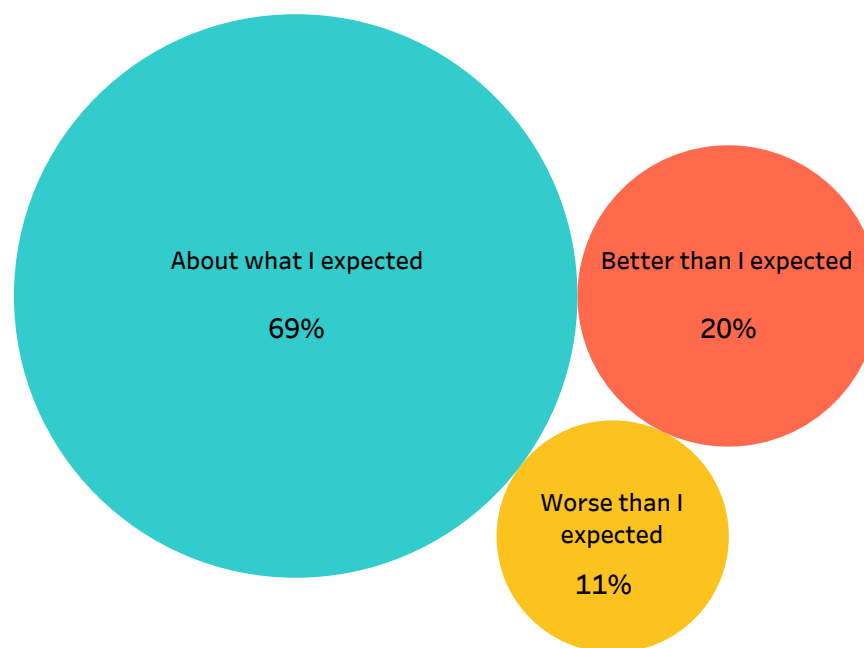
Overall, how satisfied are you with your UTT experience thus far?



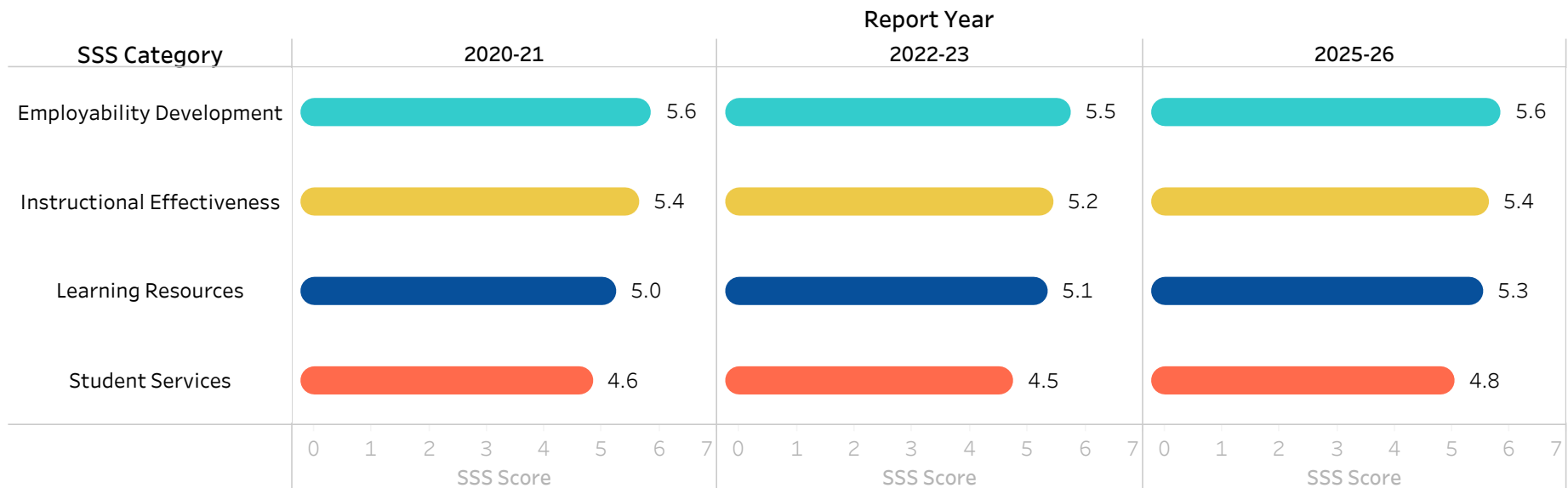
If you had the opportunity to choose again, would you still choose to register for a programme at UTT?



So far, has your University experience met your expectations?



Comparison of SSS Composite Scores (2020-21 to 2025-26)



Composite satisfaction score trend (2020-21 to 2025-26)

The composite satisfaction scores from the 2020–21, 2022–23 and 2025–26 Student Satisfaction Surveys were analysed to examine trends in students’ perceptions across the University’s four key service categories. Overall, satisfaction remained relatively stable, with Employability Development consistently recording the highest composite score (5.5–5.6), reflecting sustained confidence in UTT’s ability to prepare students for employment. Instructional Effectiveness declined slightly from 5.4 in 2020–21 to 5.2 in 2022–23 before recovering to 5.4 in 2025–26, while Learning Resources demonstrated gradual improvement, increasing from 5.0 to 5.3 over the period. Student Services remained the lowest-rated category across all three survey cycles and the only area to consistently fall below the satisfactory threshold, despite improving from 4.5 in 2022–23 to 4.8 in 2025–26.

Between 2020–21 and 2022–23, Instructional Effectiveness, Student Services and Employability Development recorded modest declines, while Learning Resources improved slightly. The 2025–26 survey suggests a positive shift, with Instructional Effectiveness returning to its 2020–21 level and Learning Resources continuing its upward trend. The most notable improvement was observed in Student Services, although satisfaction remained below the desired benchmark, indicating that further enhancement is required.

Overall, the findings indicate that UTT has maintained consistently positive academic outcomes while making gradual gains in key service areas; however, strengthening student support services remains the greatest opportunity to further enhance the overall student experience.

Summary and Conclusion

The Student Satisfaction Survey 2025-26 provided insight into the extent to which students believed UTT was adequately meeting their needs and expectations. The survey probed several items grouped under one of four key areas (Instructional Effectiveness, Employability Development, Student Support and Learning Resources) and asked students to rate their satisfaction with UTT's provisions in each area on a 7-point satisfaction scale. A composite score was computed for each of the 4 categories, in addition to the average scores recorded for individual items. Scores less than 5 were interpreted as unsatisfactory while scores of 5 or higher were considered satisfactory.

Composite Category Satisfaction Scores: The survey assessed four main service categories, the composite scores are listed below:

- **Employability Development: 5.6**
- **Instructional Effectiveness: 5.4**
- **Learning Resources: 5.3**
- **Student Services: 4.8**

Composite Scores by Programme Level and Academic Field

Master's programmes recorded the highest overall satisfaction, performing particularly well in employability development (6.1), instructional effectiveness (6.1), and learning resources (5.8). Health Science and Energy Systems Engineering recorded the highest overall satisfaction across the four categories, followed by Criminology & Public Safety and Multidisciplinary Research Programmes. In contrast, Fashion & Design recorded the lowest overall satisfaction, while Performing Arts also reported comparatively lower scores, particularly in learning resources and student services (4.5 respectively).

Employability Development

Employability development remained the highest-rated category with a composite score of 5.6. Students reported strong gains in broad and in-depth knowledge (5.9 respectively) and practical job skills (5.8). Master's programmes achieved the highest satisfaction, while diploma programmes recorded lower scores, particularly in communication and writing skills (5.2 respectively). Health Science, Criminology & Public Safety, and Energy Systems Engineering performed strongly in knowledge acquisition, practical job skills, and leadership, while several academic fields showed room for improvement in soft-skill development.

Instructional Effectiveness

Instructional effectiveness attained the second-highest composite score (5.4). Students rated instructors highly for their knowledge (6.0) and availability (5.6), while timely feedback on assignments received the lowest rating (5.0), though it remained satisfactory. Master's programmes achieved the highest satisfaction across most items in this category. Pre-University Programmes, Health Science, and Multidisciplinary Research Programmes recorded the strongest performance, particularly in instructor knowledge, availability, and content delivery. In contrast, Fashion & Design, Performing Arts, and Arts, Culture & Public Affairs reported lower scores in areas such as timely feedback, academic support, and fairness.

Summary and Conclusion

Learning Resources

The overall composite satisfaction score for learning resources was 5.3. The effective use of technology in lectures (5.5) and the provision of varied learning resources (5.5) received the strongest ratings, while IT support received the lowest rating (5.1), though it remained satisfactory. Master's programmes achieved the highest satisfaction in this category. Health Science, Energy Systems Engineering, and Aviation Studies recorded the strongest performance, particularly in technology tools, software access, and varied learning resources. In contrast, Fashion & Design, Performing Arts, and Arts, Culture & Public Affairs reported lower scores, with several learning resource indicators falling below the satisfactory threshold.

Student Services

Student services received the lowest composite satisfaction score (4.8). Online registration (5.1) and access to grade and transcript information (5.0) received the strongest ratings, while student input on major decisions (4.5) and the effectiveness of complaint systems (4.4) were the lowest-rated areas. Postgraduate taught programmes recorded the highest satisfaction in this category. Energy Systems Engineering, Health Science, and Marine Sciences performed comparatively well, particularly in online registration, academic advising, and the effectiveness of student complaint systems. In contrast, Performing Arts, Fashion & Design, and Pre-University Programmes recorded below-benchmark scores for most service indicators, highlighting challenges in student support and engagement.

Overall UTT Experience

Nearly two-thirds (64%) of surveyed students reported satisfaction with their overall UTT experience, while 7% expressed dissatisfaction. Similarly, 64% indicated that they would choose to pursue a programme at UTT again if given the opportunity, whereas 36% were either undecided or would not. Students' expectations were largely met, with 69% reporting that their experience aligned with expectations, 20% indicating that it exceeded expectations, and 11% stating that it fell short of expectations.

Conclusion

The findings of the SSS 2025–26 indicate that students generally view their experience at UTT positively, with employability development, instructional effectiveness, and learning resources achieving satisfactory ratings. Students reported strong satisfaction with the knowledge, skills, and instructional support provided through their programmes, particularly at the postgraduate level. However, student services remained the lowest-rated category, with student engagement, complaint resolution, and administrative support emerging as recurring areas of concern.

The results also highlight notable variation across academic fields. While areas such as Health Science, Energy Systems Engineering, and Criminology & Public Safety consistently performed well, lower levels of satisfaction were evident in some fields, particularly in learning resources and student services. Overall, most students reported that their experiences met or exceeded expectations and would choose UTT again, suggesting a generally positive student experience while highlighting opportunities to enhance consistency across programmes and service areas.

Recommendations

Based on the findings of the 2025–26 Student Satisfaction Survey, the following actions are recommended to address key areas of concern and further enhance the student experience:

1. Strengthen complaint resolution systems by implementing clear escalation procedures, defined response timelines and transparent case tracking. This recommendation is supported by the low satisfaction rating for the effectiveness of complaint resolution systems (4.4), the lowest-rated item in the survey.
2. Enhance student engagement in institutional decision-making by expanding formal opportunities for students to provide feedback, and ensuring their perspectives inform decisions affecting their academic and university experience. This is supported by the below-benchmark rating for student involvement in institutional decision-making (4.5).
3. Improve the accessibility and responsiveness of student support services, particularly academic advising, administrative services, financial information and online registration processes. These services received consistently low satisfaction ratings, contributing to Student Services being the only composite category to fall below the satisfactory threshold (4.8).
4. Strengthen mental health and wellbeing initiatives by expanding access to counselling services, increasing awareness of available support resources, and implementing proactive programmes that promote resilience, early intervention and psychological wellbeing. This recommendation responds to the below-benchmark rating for counselling and mental wellbeing support (4.8), highlighting the need for greater investment in student wellbeing.
5. Implement targeted quality improvement initiatives across academic areas to address identified gaps in student services, instructional effectiveness and learning resources. This recommendation is informed by the variation in satisfaction scores across academic areas, highlighting opportunities to enhance consistency in the quality of the student experience.
6. Further enhance the teaching and learning experience by promoting timely feedback on assessments and ensuring equitable access to IT support, course-related software, laboratories, workshops and other essential learning resources. Although these areas achieved satisfactory ratings overall, timely feedback (5.0) and IT support (5.1) were among the lowest-rated indicators within their respective categories, suggesting opportunities for continued improvement.