# Analysis of Student Feedback on Program Evaluation and Academic Environment - 2021

## Department of Mass Media, Sri Palee Campus

**Introduction**

The academic programme offered by the Sri Palee Campus for the Honors Degree in Mass Media is unique among similar programs offered by other universities, and it radically breaks away from conventional Media Degree Programmes. Its uniqueness is closely related to its being contemporary. The programme creatively responds and engages with contemporary socio-cultural contexts and technology developments in terms of new trends and discourses in the field of Mass Media. The main purpose of the subject content is to create a critical consideration and the modern technology in relation to the contexts of social, political, economic, and cultural. This is the only degree program in Sri Lanka that provides maximum opportunities to put theoretical knowledge into practice when compared with other universities. This course produces journalists and intellectuals who are particularly suited to national and international needs.

The Internal Quality Assurance Cell (IQAC) of the Campus has continuously been working on quality improvement and the betterment of student learning experiences. In order to analyze the gaps in the program and improve the program further, obtaining feedback from various stakeholders and analysis has become an integral part of the department. This report focuses on the analysis of the feedback obtained from the final year students of the Department of Mass Media related to the Honors degree program they had been following and the learning environment in which they had been studying during the four-year study period.

**Table 01 - No. of Students (2016-2021 batch) and the Response rates**

| Gender Distribution | Total No. of Students in the batch | % | No. of students who filled the questionnaires | % |
|---|---|---|---|---|
| Female Students | 78 | 92 | 78 | 92 |
| Male Students | 07 | 08 | 07 | 08 |
| **Total** | 85 | 100 | 85 | 100 |

Table 01 shows the number of students in the 2016-2021 batch as well as the response rates to the questionnaire. 92% of responses were female students, while 08% were male students.
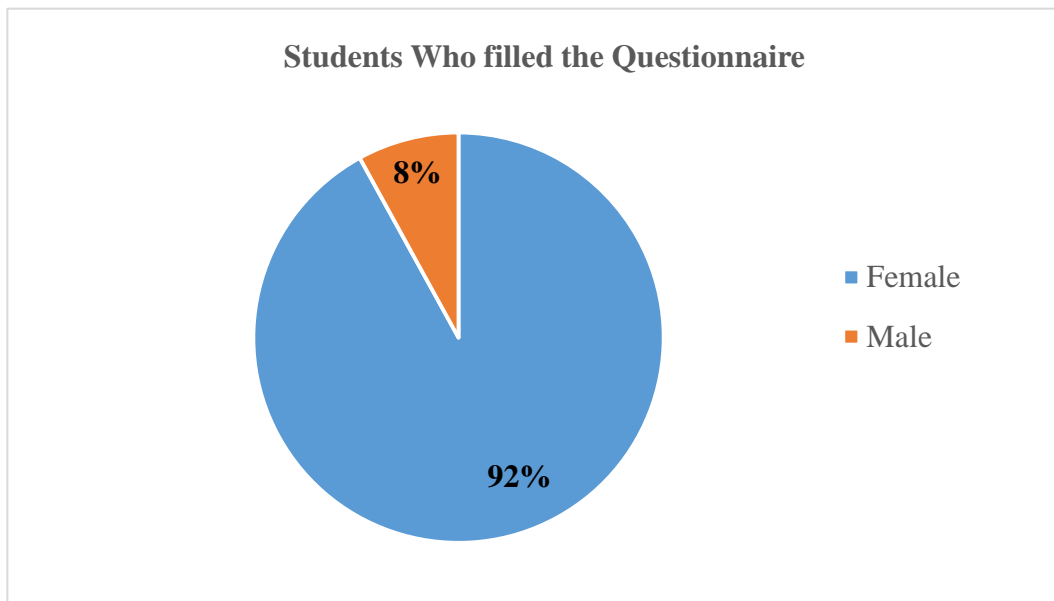


**Figure 01:   The percentage of the students who participated in the survey**

## Feedback Analysis on the Study Program – Part I

The program evaluation questionnaire is a 25-item questionnaire developed by both CQA of the University of Colombo and the IQAC of the Sri Palee Campus to measure the study programs of Performing Arts and Mass Media of Sri Palee Campus. Each item was measured using a five-point Likert scale: 0 strongly disagrees, 1 disagrees, 2 neither agree nor disagree, 3 agree and 4 strongly agree. Respondents were presented with a statement and asked to select a response. Items 4, 10, and 19 were negatively worded and these items were recorded prior to calculating the total and subscale scores. The analysis of the six subthemes, individual questionnaire items under each subtheme, and the open-ended questionnaire items are presented below. Apart from five subscale scores, all 25 items were given an individual mean score out of a maximum of 4 to identify specific strengths and weaknesses; Items that have a mean score of 3 and over are considered to be real positive points. Items with a mean between 2 and 3 are considered as aspects/features to be enhanced further, and any item with a mean score of 2 or less, needs to be examined more closely as they indicate problem areas.

| | |
|---|---|
| **Total number of items** | **25** |
| **Sub-themes** | **06** |
| **Total marks out 100 (items 25 X 4 highest scale in each item) for the evaluation of the degree programme** | **74.23%** |

**Table 02: Sub Themes of Program Evaluation**

| Sub Themes | Mean | Standard Deviation |
|---|---|---|
| 1. Intellectual Potential | 2.88 | 0.73 |
| 2. Soft Skills | 2.98 | 0.69 |
| 3. Research Potential | 3.03 | 0.53 |
| 4. Future Plans | 3.00 | 0.70 |
| 5. Community Engagement | 3.11 | 0.55 |
| 6. Internship/Work-based Learning | 2.94 | 0.64 |



Sub-Themes Program evaluation

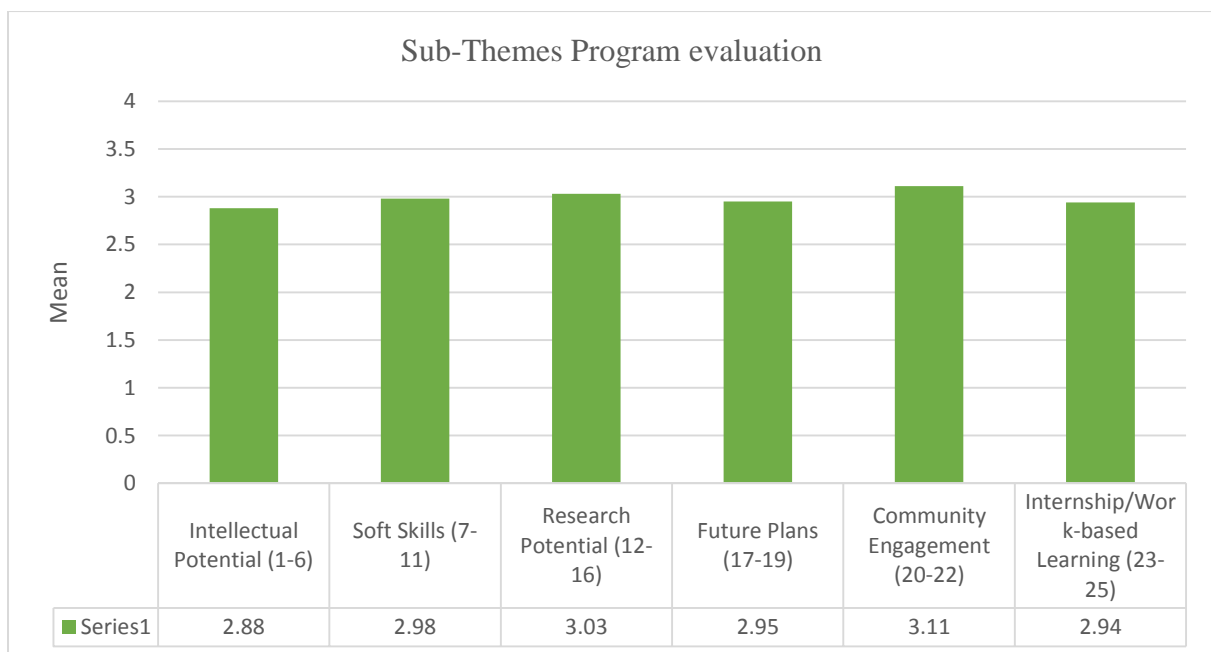| | Intellectual Potential (1-6) | Soft Skills (7-11) | Research Potential (12-16) | Future Plans (17-19) | Community Engagement (20-22) | Internship/Work-based Learning (23-25) |
|---|---|---|---|---|---|---|
| Series1 | 2.88 | 2.98 | 3.03 | 2.95 | 3.11 | 2.94 |

**Figure 2: Sub-Themes of Program Evaluation**

**Table 03: Sub Theme 1 of Program Evaluation: Intellectual Potential**

| No. | Individual Item | Mean | Standard Deviation |
|---|---|---|---|
| 01. | Methods of teaching (Lectures, Discussions, Presentations, Tutorials, Case Studies, Blended Learning …etc.) stimulated me to think creatively. | 2.86 | 0.76 |
| 02. | Degree programme developed critical thinking in me. | 3.05 | 0.76 |
| 03. | Degree programme developed creativity in me. | 2.92 | 0.72 |
| 04. | The assessment was a good test of what I was taught. | 2.85 | 0.72 |
| 05. | I was involved in inquiry-based learning. | 2.84 | 0.6 |
| 06. | Knowledge gained and skills developed were suitable to reach my career objectives. | 2.77 | 0.83 |

**Table 04: Sub Theme 2 of Program Evaluation: Soft Skills**

| | Individual Item | Mean | Standard Deviation |
|---|---|---|---|
| 07 | I gained confidence in communicating ideas effectively. | 3.03 | 0.58 |
| 08 | I learnt to make justifiable decisions. | 2.89 | 0.83 |
| 09 | I developed values and attitudes useful for me as a person and as a professional. | 2.98 | 0.66 |
| 10 | My personal skills such as level of confidence and leadership developed as a result of my taking this degree programme. | 2.91 | 0.79 |
| 11 | I learned personal and team responsibility and accountability. | 3.1 | 0.57 |

**Table 05 - Sub Theme 3 of Program Evaluation: Research Potential**

| No. | Individual Item | Mean | Standard Deviation |
|---|---|---|---|
| 12 | I learnt the art of scientific inquiry. | 2.86 | 0.59 |
| 13 | I learnt to conduct research independently. | 3.13 | 0.46 |
| 14 | I am motivated to be engaged in research networks. | 2.93 | 0.6 |
| 15 | I learnt how to collect reliable and valid data for research. | 3.12 | 0.48 |
| 16 | I learnt how to analyze data in a scientific way. | 3.1 | 0.46 |

**Table 06: Sub Theme 4 of Program Evaluation: Future Plans**

| No. | Individual Item | Mean | Standard Deviation |
|---|---|---|---|
| 17. | I am competent to join the world of work. | 2.99 | 0.55 |
| 18. | I am motivated to find my own future path. | 2.92 | 0.75 |
| 19. | I am prepared for life-long learning. | 2.93 | 0.86 |

**Table 07: Sub Theme 5 of Program Evaluation: Community Engagement**

| No. | Individual Item | Mean | Standard Deviation |
|---|---|---|---|
| 20. | The degree programme enabled me to understand social realities at the ground level. | 3.11 | 0.58 |
| 21. | I understood ethical practices to be inculcated within myself. | 3.11 | 0.54 |
| 22. | I developed a sense of responsibility towards society. | 3.1 | 0.53 |

**Table 08: Sub Theme 6 of Program Evaluation: Internship/Work-Based Learning**

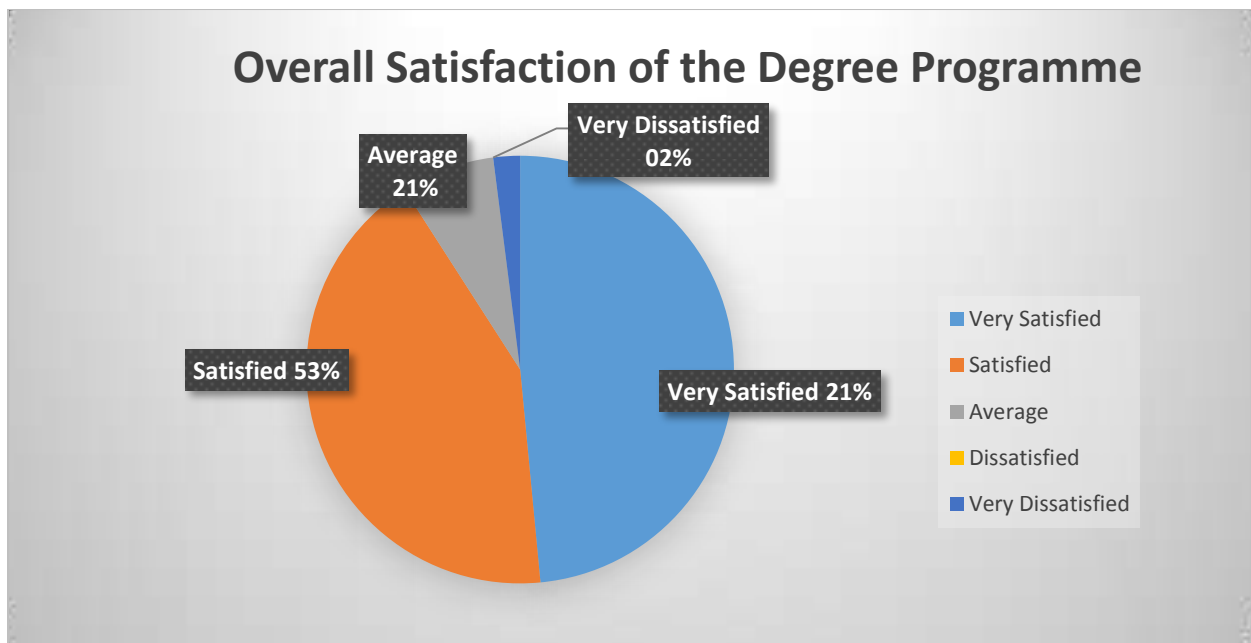| No. | Individual Item | Mean | Standard Deviation |
|---|---|---|---|
| 23. | I was able to grasp the 'big picture'. | 2.89 | 0.75 |
| 24. | I learned how to understand practical settings by applying my theoretical knowledge. | 2.95 | 0.59 |
| 25. | I understood group dynamics that are possible within a work environment. | 2.98 | 0.58 |
| | | | |
| Overall Satisfaction to be a graduate of the Mass Media Program | | 3.35 | 0.81 |

**Figure 2: Overall Satisfaction of the Degree Programme**

## Students' Commendations

**The Satisfaction: Analysis of Perspectives of Students on Academic Program**

1. Students exceedingly mentioned that the degree program is satisfactory and it assisted to gain knowledge.
2. The degree programme has provided the guidelines and background for the conscious and critical study on the society.
3. Students have been motivated on research through the degree programme.

## Students' Suggestions for Further Improvement

1. Students should be given more opportunities to improve their knowledge of the English language.
2. Learning activities should focus more on the media field practically.
3. Time should be allocated more for practicing knowledge.
4. New practical subjects in the media field should be added to the future degree programme.

# Analysis of the Academic Environment – Part II

**Introduction**

The academic environment of the questionnaire is a 25-item questionnaire developed by both CQA of the University of Colombo and the IQAC of the Sri Palee Campus to measure the study programs of Performing Arts and Mass Media of Sri Palee Campus. Each item is measured using a five-point Likert scale: 0 is strongly disagree, 1 is disagree, 2 is neither agree or disagree, 3 is agree and 4 is strongly agree. Respondents are presented with a statement and asked to select a response. Items 4, 7, 14, 20 were negatively worded and these items were recoded prior to calculating the total and subscale scores. The analysis of the four subthemes, individual questionnaire items under the four subthemes and the open-ended questionnaire items are presented below. Apart from five subscale scores, all 25 items are given an individual mean score out of a maximum of 4 to identify specific strengths and weaknesses; Items that have a mean score of 3 and over are considered to be real positive points. Items with a mean between 2 and 3 are aspects of the climate which could be enhanced, and any items with a mean score of 2 or less, need to be examined more closely as they indicate 'problem areas'.

| | |
|---|---|
| **Total number of items** | **25** |
| **Sub themes** | **04** |
| **Total marks out 100 (items 25 X 4 highest scale in each item) for the evaluation of the degree programme** | **69.52%** |

**Table 09: Sub themes of Academic Environment**

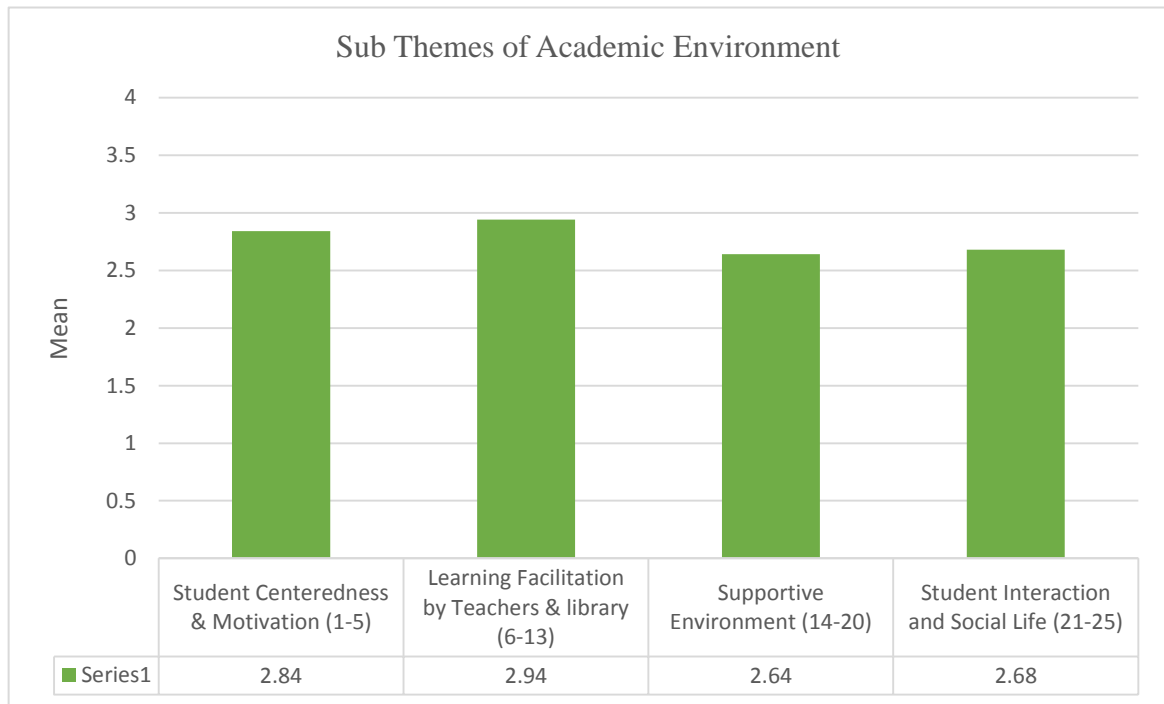| No. | Sub Themes | Mean | Standard Deviation |
|---|---|---|---|
| 01 | Student Centeredness & Motivation | 2.84 | 0.74 |
| 02 | Learning Facilitation by Teachers & library | 2.94 | 0.72 |
| 03 | Supportive Environment - To be enhanced | 2.64 | 0.78 |
| 04 | Student Interaction and Social Life- To be enhanced | 2.68 | 0.78 |

**Figure 4: Subthemes of Academic Environment**

**Table 10: Sub Theme 1 of Academic Environment: Student Centeredness & Motivation**

| No. | Individual Item | Mean | Standard Deviation |
|-----|-----------------|------|--------------------|
| 01. | I feel I am being well prepared for my future career. | 2.82 | 0.75 |
| 02. | I was encouraged to participate in teaching/learning activities. | 2.93 | 0.66 |
| 03. | Courses are structured in a way to progressively develop my thinking. | 2.84 | 0.67 |
| 04. | The atmosphere motivated me as a learner. | 2.84 | 0.89 |
| 05. | The learning environment catered to different types of learners. | 2.78 | 0.70 |

**Table 11: Sub Theme 2 of Academic Environment: Learning Facilitation by Teachers & Library**

|  | **Individual Item** | **Mean** | **Standard Deviation** |
|---|---|---|---|
| 06. | Teachers were supportive of my learning. | 3.04 | 0.65 |
| 07. | Teaching encouraged me to be an active learner. | 2.96 | 0.56 |
| 08. | Teaching helped to develop my knowledge, skills and attitudes. | 2.91 | 0.67 |
| 09. | The resources provided by the library fulfilled my academic needs and requirements. | 2.90 | 0.86 |
| 10. | My supervisor was supportive in carrying out my research project successfully. | 3.23 | 0.63 |
| 11. | Teaching helps me to acquire up-to-date knowledge in the subject. | 3.10 | 0.48 |
| 12. | Teachers guided me to identify career paths. | 2.86 | 0.64 |
| 13. | The facilities provided by the campus helped to improve my practical skills. | 2.50 | 0.95 |

**Table 12: Sub Theme 3 of Academic Environment: Supportive Environment**

| **No.** | **Individual Item** | **Mean** | **Standard Deviation** |
|---|---|---|---|
| 14. | Learning environment was physically uncomfortable for me. | 2.44 | 0.83 |
| 15. | There was a good support system for students who needed counseling. | 2.28 | 0.80 |
| 16. | I was comfortable learning with my peers. | 2.98 | 0.58 |
| 17. | The facilities (classrooms and teaching facilities) were suitable for learning | 2.51 | 0.87 |
| 18. | My colleagues in the campus treated me with respect. | 2.98 | 0.54 |
| 19. | Staff (administrative, welfare) are available to answer my questions / help to solve my campus related problems. | 2.56 | 0.61 |
| 20. | Gender equality was equally active in the learning environment. | 2.76 | 0.86 |

**Table 13 - Sub Theme 4 of Academic Environment: Student Interaction and Social Life**

| No. | Individual Item | Mean | Standard Deviation |
|---|---|---|---|
| 21. | There were good welfare facilities to support my learning. | 2.31 | 0.78 |
| 22. | The atmosphere was relaxed and safe during classes. | 2.64 | 0.83 |
| 23. | I made good friends in this course | 3.04 | 0.65 |
| 24. | I had adequate opportunities to continue my interests/hobbies | 2.63 | 0.84 |
| 25. | I got involved in community outreach | 2.80 | 0.60 |
| | | | |
| Overall satisfaction with the learning environment at the Campus | | 2.90 | 0.82 |
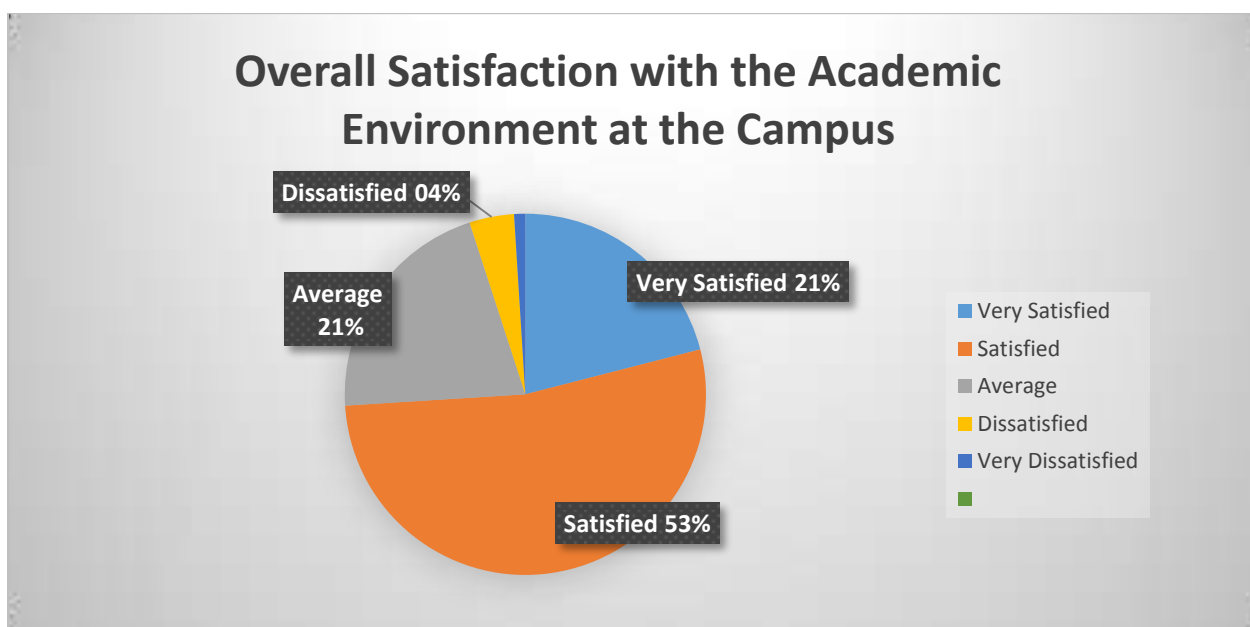


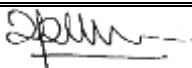**Figure 05: Overall Satisfaction with the Academic Environment at the Campus**

# Students' Commendations

**Students' Satisfaction: Analysis of Perspectives of Students on Academic Environment**

1. Successfully faced all the obstacles and completed all teaching and learning through the online method.
2. Students got many opportunities to pursue new knowledge and it helped them to develop their knowledge.
3. The mental learning environment was very pleasant for students.
4. Some of them were happy to be an Undergraduate of the Sri Palee Campus.

**Suggestions for Further the Improvement**

1. Need to develop lecture hall facilities, projectors and technical facilities, sport facilities and Internet facilities.
2. Course work should be updated and more practical sessions should be included in to the curriculum.
3. It is more important to improve the library facilities.
4. It's better to include the internship subject for the third-year syllabus instead of fourth year.
5. Need to maintain a clean environment (Preventing dogs from entering the halls, Washroom should be clean well).
6. The services and facilities that are essential for daily activities should be increased (ATM, CDM, Canteen).

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