

Analysis of Student Feedback on Program Evaluation and Academic Environment – 2021
Department of Performing Arts, Sri Palee Campus

INTRODUCTION

The academic program offered by the Department of Performing Arts at the Sri Palee campus was the first academic program among Sri Lankan universities to adopt this new progressive modernist approach to Arts education. While positively engaging with new academic discourses of performing arts being developed around the world, Sri Palee Campus took a unique course to advance a new critical aesthetic foundation for performing arts, breaking its centuries long isolation from actual socio-political life. Currently, undergraduates can choose to complete a degree program specializing in one of the five offered streams; Drama and Theatre, Arts and Design, Film Studies, Music and Dancing. However, the syllabus is designed in a strategic manner with the aim of paving the way for students to have a strong grounding in general foundations of Performing Arts, while they specialize in one field. The vision of the department is to become a center of excellence in producing, transmitting and learning of transformative knowledge and skills in arts and humanities with special emphasis on performing arts. The mission of the department is to produce and promote transformative knowledge in the field of performing arts and in array of social studies to nurture human values, enhance aesthetic capacities and to enrich the cultural life of Sri Lankan society. Furthermore, generate, transmit, and apply transformative knowledge and skills, responding to the challenges pertaining to national and global transition processes. Also, developing generic skills among graduates empowers us to meet the challenges of employability in the current local and global job market.

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 the analysis of the feedback obtained from the final year students of the department of performing arts 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	67	82.71	67	82.71
Male Students	14	17.28	14	17.28
Total	81	100	81	100

Table 01 shows the number of students in the 2016-2021 batch as well as the response rates to the questionnaire. 82.71% of responses were female students, while 17.28% were male students.

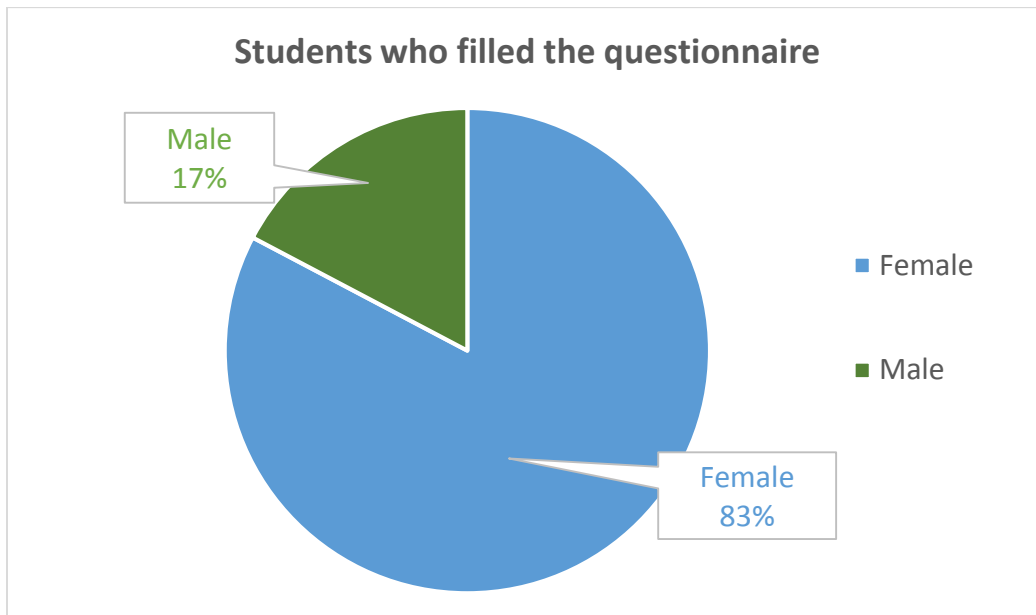


Figure 01. Percentage of the students who participated in the survey

Analysis of 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 of Sri Palee Campus. Each item was 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 were presented with a statement and asked to select a response. Items 4, 10, 19 were negatively worded and these items were recoded prior to calculating the total and subscale scores. The analysis of the six subthemes, individual questionnaire items under the subthemes 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 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 06
Total marks out 100 (items 25 X 4 highest scale in each item) for the program evaluation 71.45%

Table 02. Sub-Themes of Program Evaluation

Sub Themes	Mean	SD
1. Intellectual Potential (1-6)	2.94	0.75
2. Soft Skills (7-11)	3.13	0.70
3. Research Potential (12-16)	3.01	0.69
4. Future Plans (17-19)	3.03	0.78
5. Community Engagement (20-22)	3.16	0.67
6. Internship/Work-based Learning (23-25)	2.98	0.67

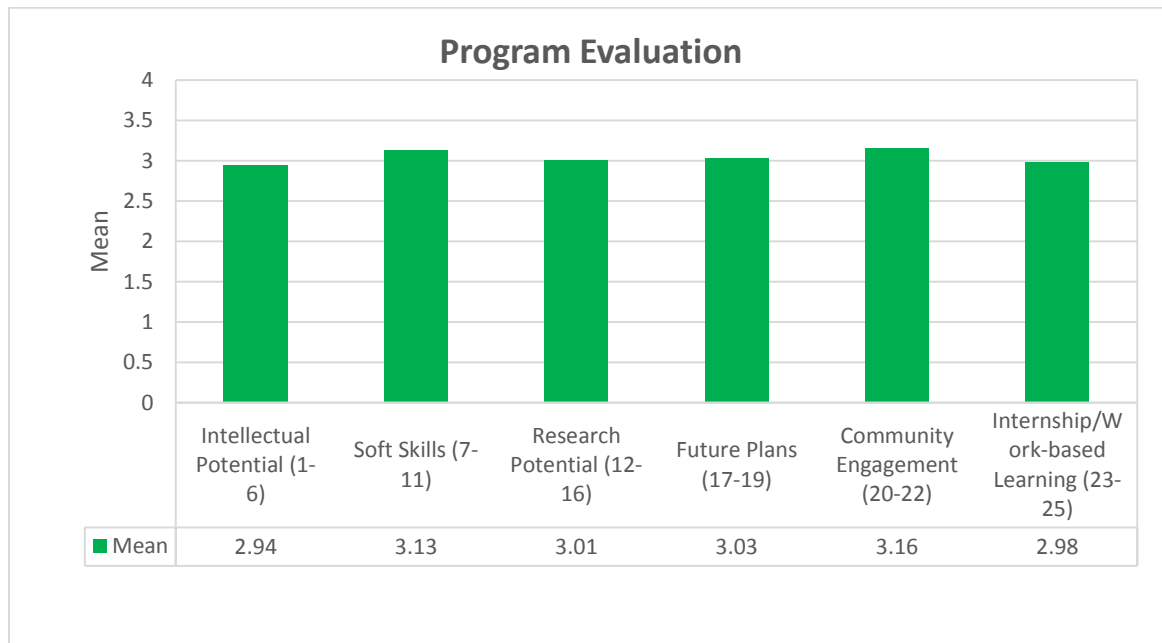


Figure 2. Sub-Themes of Program Evaluation

Table 03. Sub-Theme 1 of Program Evaluation: Intellectual Potential

No	Individual Items	Mean	SD
1.	Methods of teaching (Lectures, Discussions, Presentations, Tutorials, Case Studies, Blended Learning ... etc.) stimulated me to think creatively	2.92	0.73
2.	Degree programme developed critical thinking in me.	3.13	0.66
3.	Degree programme developed creativity in me.	2.94	0.98
4.	The assessment was a good test of what I was taught.	2.86	0.71
5.	I was involved in inquiry-based learning.	2.95	0.62
6.	Knowledge gained and skills developed were suitable to reach my career objectives.	2.81	0.70

Table 04. Sub-Theme 2 of Program Evaluation: Soft Skills

No	Individual Items	Mean	SD
7.	I gained confidence in communicating ideas effectively.	3.02	0.62
8.	I learnt to make justifiable decisions.	3.14	0.62
9.	I developed values and attitudes useful for me as a person and as a professional.	3.12	0.61
10.	My personal skills such as level of confidence and leadership developed as a result of my taking this degree programme.	3.00	0.92
11.	I learned personal and team responsibility and accountability.	3.37	0.64

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

No	Individual Items	Mean	SD
12.	I learnt the art of scientific inquiry.	2.91	0.72
13.	I learnt to conduct research independently	3.05	0.74
14.	I am motivated to be engaged in research networks.	2.95	0.68
15.	I learnt how to collect reliable and valid data for research.	3.11	0.64
16.	I learnt how to analyze data in a scientific way.	3.03	0.64

Table 06. Sub-Theme 4 of Program Evaluation: Future Plans

No	Individual Items	Mean	SD
17.	I am competent to join the world of work.	2.99	0.65
18.	I am motivated to find my own future path.	3.07	0.72
19.	I am not prepared for life-long learning.	3.02	0.94

Table 07. Sub-Theme 5 of Program Evaluation: Community Engagement

No	Individual Items	Mean	SD
20.	The degree programme enabled me to understand social realities at the ground level	3.06	0.68
21.	I understood ethical practices to be inculcated within myself.	3.22	0.69
22.	I developed a sense of responsibility towards the society.	3.22	0.64

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

No	Individual Items	Mean	SD
23.	I made good friends in this course	2.85	0.74
24.	I learnt how to understand practical settings applying my theoretical knowledge.	3.00	0.66
25.	I understood group dynamics that are possible within a work environment.	3.08	0.60

Table 09. Overall Satisfaction of the Degree Programme

26.	Overall Satisfaction with being a graduate of PA department	3.29	0.69
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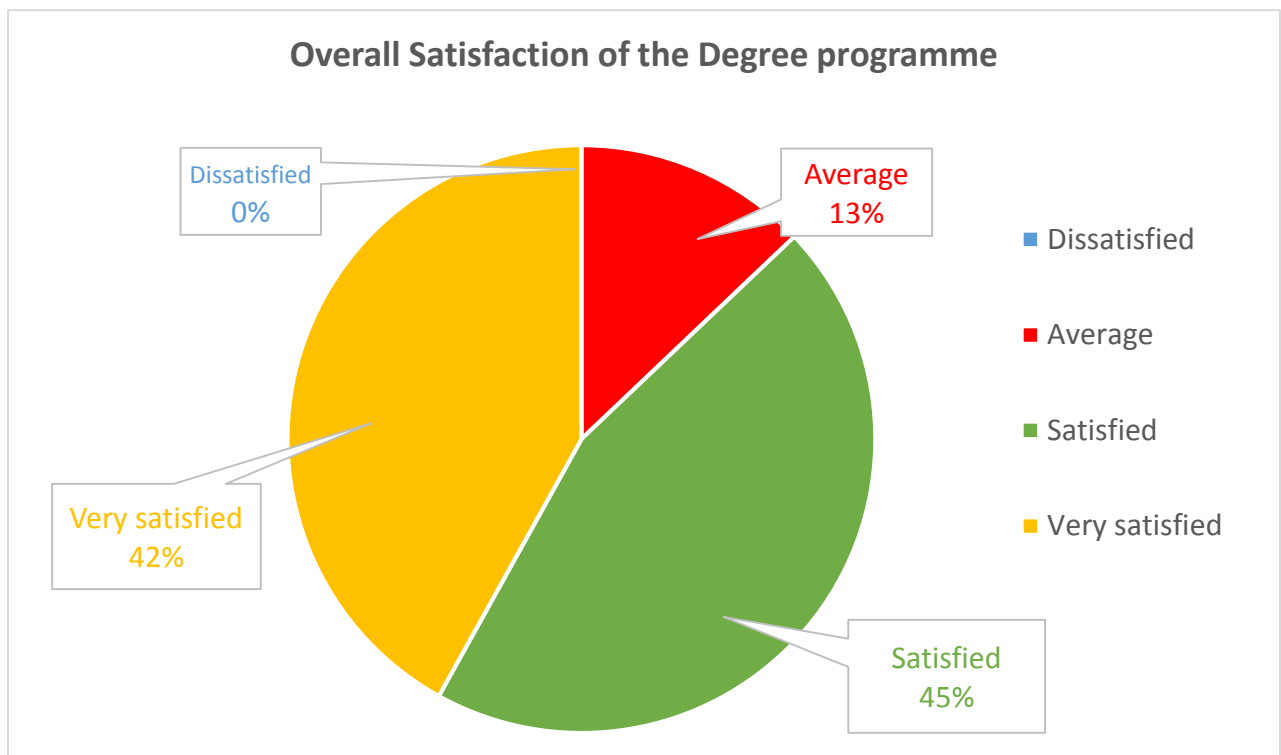


Figure 03. Overall Satisfaction of the Degree Programme

Students' Comments/ Suggestions for Further Improvement

Commendations

1. Students were satisfied with the degree program
2. The degree program assisted in gaining important knowledge timely and globally.
3. Students were able to participate in a higher learning process when compared with those of the other universities.
4. There are friendly lecturers, it is very valuable to give good responses to the problems that arise during learning.

Suggestions for Further Improvement

1. Students should be given the opportunity to receive more practical skills.
2. The students felt that it would be better if both theoretical and practical aspects were balanced.
3. Students should be given more opportunities to improve English language skills and IT knowledge.
4. Some students are not satisfied with the learning process
5. Subjects and learning activities should be more focused on the relevant field.
6. Infrastructure facilities should be improved.

Analysis of Program on Academic Environment - Part II

The Academic Environment 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 academic environment of the Sri Palee Campus to study performing arts subjects. Each item was 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 were presented with a statement and asked to select a response. Items 4, 10, 19 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 subthemes and the open-ended questionnaire items are presented below. Apart from four 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 aspects of the climate which could be enhanced, and the 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 (item 25 X 4 highest scale in each item) for the program evaluation	67.51%

Table 09. Sub-Themes of Academic Environment

Sub Themes	Mean	SD
1. Student Centeredness & Motivation (1-5)	2.85	0.78
2. Learning Facilitation by Teachers & library (6-13)	2.97	0.77
3. Supportive Environment (14-20)	2.70	0.90
4. Student Interaction and Social Life (21-25)	2.72	0.85

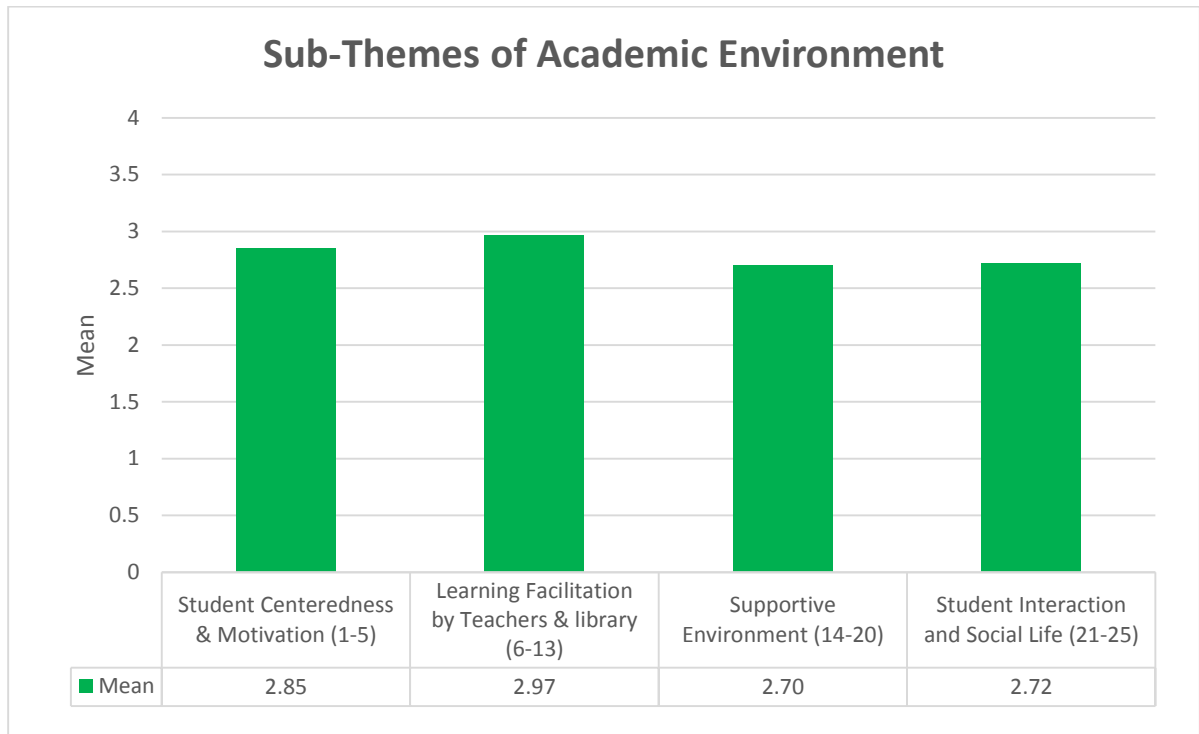


Figure 4. Sub Themes of Academic Environment

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

No	Individual Items	Mean	SD
1.	I feel I am being well prepared for my future career.	2.71	0.83
2.	I was encouraged to participate in teaching/learning activities.	2.91	0.72
3.	Courses are structured in a way to progressively develop my thinking	2.83	0.73
4.	The atmosphere did not motivate me as a learner.	2.91	0.85
5.	The learning environment catered to different types of learners.	2.86	0.72

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

No	Individual Items	Mean	SD
6.	Teachers were supportive of my learning.	3.07	0.64
7.	Teaching did not encourage me to be an active learner.	2.95	0.80
8.	Teaching helps me to acquire up-to-date knowledge in the subject.	3.05	0.63
9.	The resources provided by the library fulfilled my academic needs and requirements.	3.03	0.79
10.	My supervisor was supportive in carrying out my research project successfully.	3.31	0.64
11.	Teaching by lecturers helped me to get updated knowledge about the subject.	3.12	0.61
12.	Teachers guided me to identify career paths.	2.85	0.71

Table 12. Sub-Theme 3 of Academic Environment: Supportive Environment

No	Individual Items	Mean	SD
13.	The facilities provided by the campus helped to improve my practical skills.	2.36	0.92
14.	Learning environment was physically uncomfortable for me	2.46	1.00
15.	There was a good support system for students who needed counselling.	2.33	0.88
16.	I was comfortable learning with my peers.	3.07	0.74
17.	The facilities (classrooms and teaching facilities) were suitable for learning	2.58	0.84
18.	My colleagues in campus treated me with respect.	3.10	0.66
19.	Staff (administrative, welfare) is available to answer my questions / help to solve my campus related problems.	2.57	0.89
20.	Gender equality was not equally active in the learning environment.	2.78	0.99

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

No	Individual Items	Mean	SD
21.	There were good welfare facilities to support my learning.	2.30	0.86
22.	The atmosphere was relaxed and safe during classes.	2.53	0.86
23.	I made good friends in this course.	3.23	0.75
24.	I had adequate opportunities to continue my interests/hobbies.	2.79	0.75
25.	I got involved in community outreach.	2.75	0.75

Table 14. Overall satisfaction with the learning environment

26.	Overall satisfaction with the learning environment at the Campus	3.00	0.72
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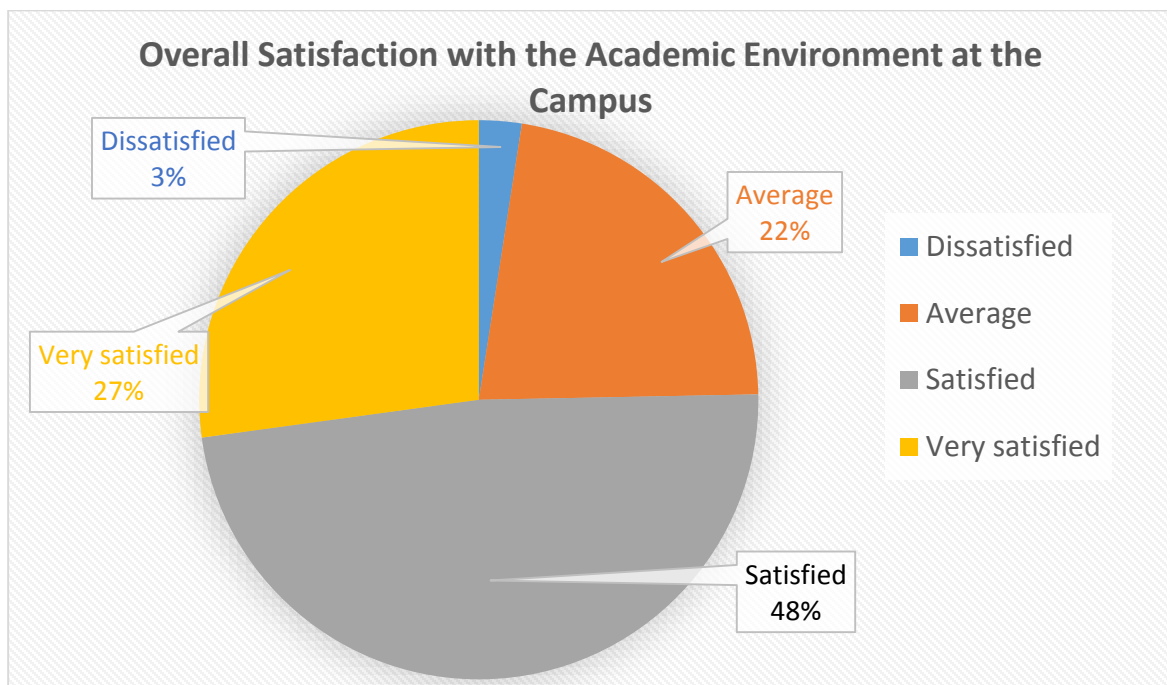


Figure 5. Overall Satisfaction with the Academic Environment at the Campus

Student's Comments/ Suggestions for Further Improvement

Commendations

1. Students have been provided with the guidelines and background for conscious and critical study.
2. Learning environment was created in which a substantial knowledge of the subject and the skills required to enter the world of work.
3. Students got many opportunities to pursue new knowledge and the program helped them develop their knowledge.
4. There is a pleasant environment and friendly academic and non-academic staff.
5. Physically and mentally equipped with a very pleasant learning environment.

Suggestions for Further Improvement

1. The dilapidated Campus road should be repaired immediately.
2. Both theoretical and practical aspects should be balanced.
3. Need to develop lecture hall facilities, projectors and technical facilities, sports facilities and internet facilities.
4. Infrastructure facilities should be improved.
5. The necessary environment for sports activities should also be built.



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