Student Satisfactory Survey on Services and Facilities

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Compiled by Mrs TDC Priyadarshani (Chair)
Mr EJ Kosgollegedra
Mrs MTLK Jayasumana
Ms N Kodithuwakku

Faculty of Agriculture, Rajarata University of Sri Lanka

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Introduction

This report provides a summary of the findings of the survey on student satisfaction with services available at the Faculty of Agriculture, Rajarata University of Sri Lanka. The survey included all the students enrolled in the BSc Agriculture degree programme. Despite the total number of students enrolled being over 562, only 487 students responded to the survey. This number of responses were received after sending several rounds of reminders to the students. This survey was conducted as a requirement of the faculty quality assurance programme. This is an annual survey undertaken by the faculty. It measures student satisfaction under various categories. They include satisfaction with the teaching and learning environment, various awareness programmes conducted by the faculty, facilities of the faculty, library, health and other extra-curricularactivities of the faculty.

Executive Summary

This report summarises the findings of the student satisfaction survey about services and facilities available and provided by the faculty of agriculture. The survey covered all enrolled undergraduates for the BSc agriculture degree programme. The survey was implemented through online mode via circulating a Google form to the students. It includes 28 questions covering all the aspects related to student services and facilities available in the faculty. Several rounds of follow-ups and reminders were made to increase the response number. Out of 562 students, 487 students were responded to the survey form. The respondents represented four batches of students(18/19, 19/20, 20/21 and 21/22). A majority of respondents of the survey were female since thereis a high female representation among the enrolled students in the degree programme.

Out of the total, 451 students received a prospectus whereas, about 335 received a student handbook. The majority of respondents received their prospectus and handbook during the ongoing semester. Respondent's satisfaction with the information contained in the prospectus and handbook was satisfied. The majority of respondents were aware of the services, facilities and Learning Management System (LMS) available in the faculty. The majority of respondents (99.2%) have LMS accounts. The majority of students have library membership and use the library for borrowing books, studying, referring journals, and theses. About 50% of respondents used

computer laboratory and their main uses included information gathering, accessing software and tools, and working on assignments. Relatively low use of computer laboratory could have been a result of the availability of personal computers among the majority of students. The majority of respondents recognised the importance of having counselling despite its service not being received by a majority. It is well understood that the majority of students may not have required counselling support. This service is needed only for those who have some moral and mental support. The importance of the Department of English Language Teaching (DELT) was also recognised by the majority of students and over 72.3% participated in DELT lectures. Satisfaction with the curriculum was satisfactory among respondents. The majority were either satisfied or moderately satisfied with the curriculum. Respondents also demonstrated over average level of satisfaction with all the services and facilities available to them except access to Wi-Fi service.

Student Participation in the Survey

The target group of this survey was the current student population in the faculty. The considered batches were 2018/2019, 2019/2020, 2020/2021, and 2021/2022. Respectively there are 145, 123, 153, and 141 students in these batches. Altogether there are 562 students. From that, only 487 students responded to the questionnaire; 121 students from the 2018/2019 batch, 92 from the 2019/2020 batch, 133 from the 2020/2021 batch, and 141 from the 2021/2022 batch (Figure 1).
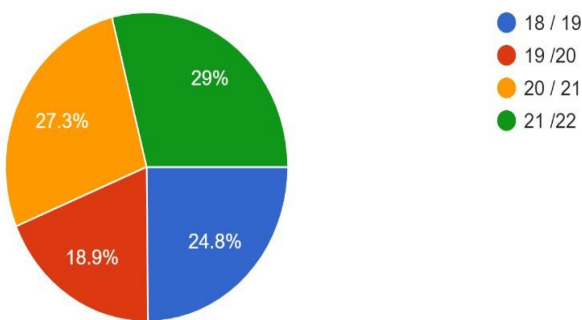

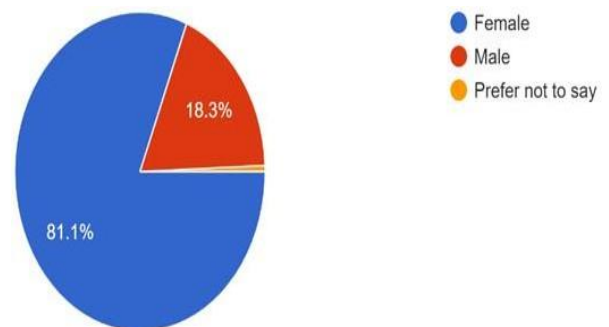Figure 1: Survey participation by batch-wise information

Figure 2: Survey participation by gender

Out of 487 participants, there were 395 (81.1 %) females and 89 (18.3%) males (Figure 2). This reflects the general gender participation in the degree programme. Enrolment of female students is high in the degree programme.

Provision of Prospectus and Student Handbook

This survey was trying to collect information about whether the students received the prospectus and handbook. Out of 487 responses, 451 (97%) students received the prospectus and 335 (73%) students received the handbook (Figure 3).
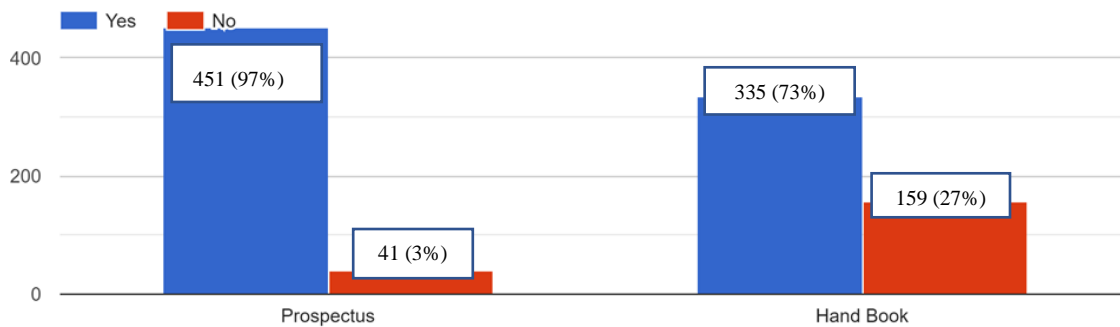

Figure 3: Provision of prospectus and student handbook

Students received both the prospectus and handbook at different periods (Figure 4). The prospectus was received by 19.71% of students at registration, 24.22% at orientation, 14.16% during the intensive phase, 6.9% after the intensive period, and 34.90% during ongoing semesters. The handbook was distributed in the following ways; 24.43% at the registration, 20.94% at the orientation, 13.55% during the intensive period, 8.41% after the intensive period, and 32.65% during the ongoing semester.
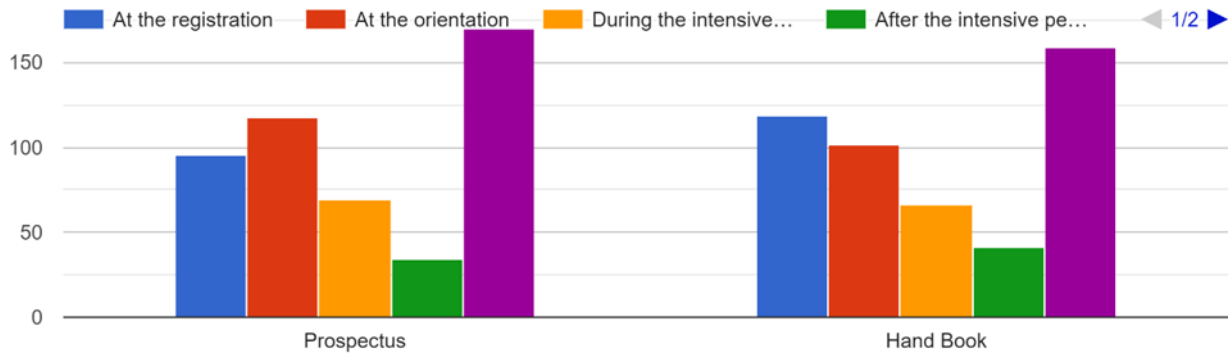
Figure 4: Time of receiving the student prospectus and handbook

Here, it evaluates the satisfaction level of the information contained in the prospectus and handbook. The majority of the participants were satisfied with the information content presented in the prospectus and handbook (Figure 5).
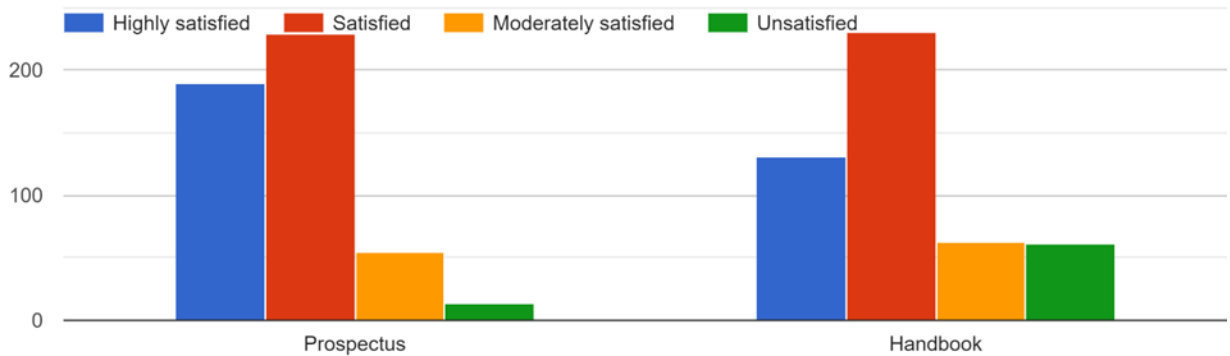
Figure 5: Student satisfaction regarding prospectus and handbook

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Awareness of Facilities and Services

Table one presents the students' awareness of facilities and services available in the faculty. Over 90% of the students were aware of the facilities and services provided by the faculty such as library service, ICT facilities, Department of English Language Teaching (DELT), counselling and sports.

Table 1: Awareness on Facilities and Services

Facilities and services	Yes (%)	No (%)
Library facilities	94	4.7
ICT facilities	86.4	13.6
Department of English Language Teaching (DELT)	77.6	9.4
Counselling	29.6	65.9
Sports	90.1	9.9

Awareness and Use of Learning Management System (LMS)

All the students were aware of the LMS and had LMS account (Figure 6).
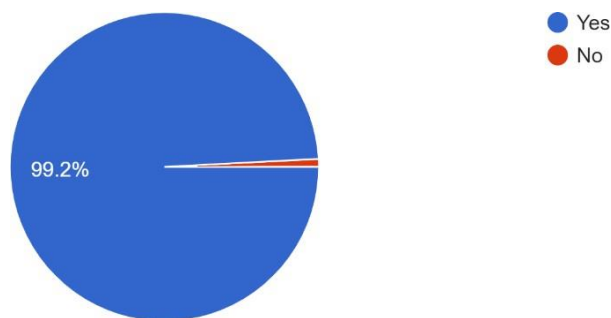

Figure 6: Responds regarding LMS

Use of Library Facilities

Ninety four percent of respondents had a library membership (Figure 7). There is a considerable percentage of students who have not set up their membership.
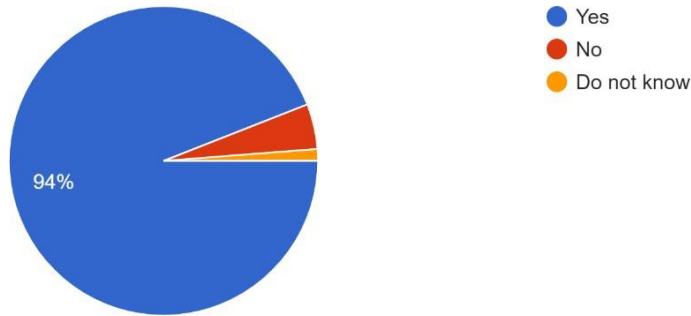

Figure 7: Library membership of respondents

Figure 8 represents various purposes of using the library by the respondents. Here, it discussed the purpose of using the faculty library. The majority used the library for borrowing books. The second majority used the library as a space for study. Other major uses of the library include referring theses, journals and course materials.
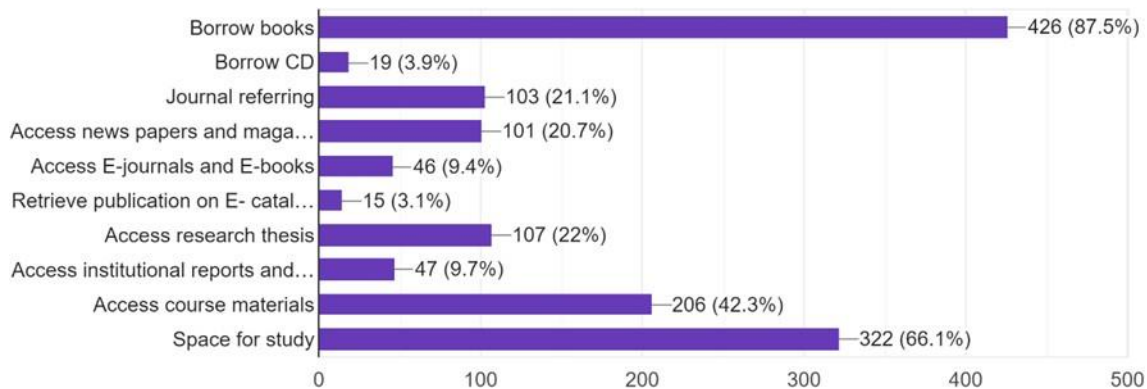

Figure 8: Purposes of library use

Use of Computer Laboratory

Figure 9 summarises the different uses of computer laboratory by the respondents. The majority used the computer laboratory for gathering general information (Figure 9). This was followed by accessing software and tools, working on assignments, and having space for study.
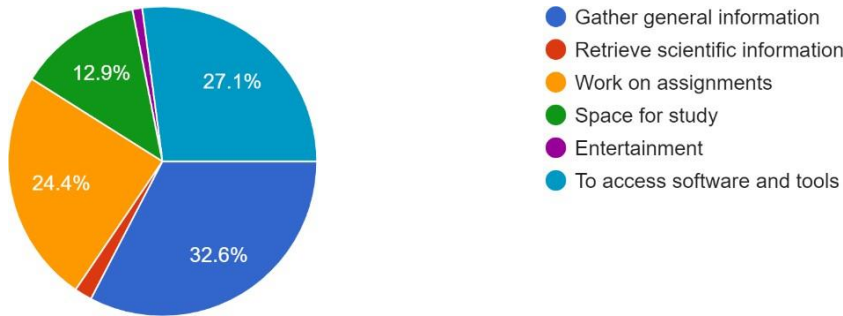

Figure 9: Purpose of using computer laboratory

Counselling Service

The 29.6% of respondents perceived that counselling services are important (Figure 10). About 65.9% of the respondents have not had an idea about the importance of counselling services (Figure 11).
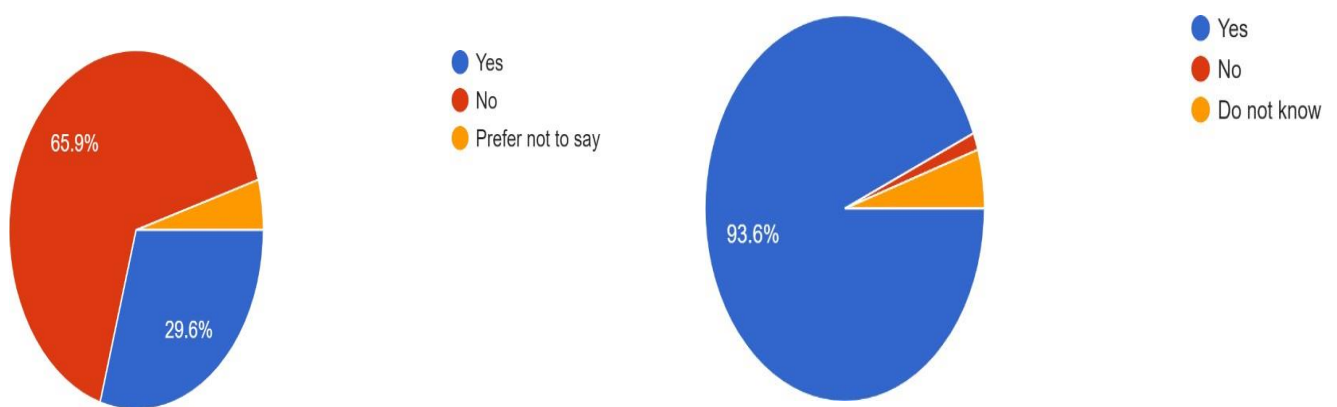

Figure 10: Obtaining support from the councelling unit

Figure 11: Awareness regarding counselling unit

Use of Department of English Language Teaching (DELT)

According to Figure 12, 77.6 % of the respondents are aware about the DELT. However, around 9.4 % were not aware of the DELT. These less aware students are from new batches. Figure 12 shows the participation in DELT lectures by the respondents. According to the results, 72.3 % of the respondents participated in DELT lectures (figure 13). 13.8 % of respondents did not participate in DELT lectures whereas 14 % were not aware of DELT lectures.
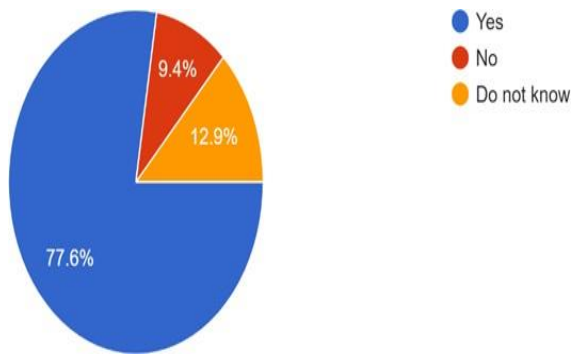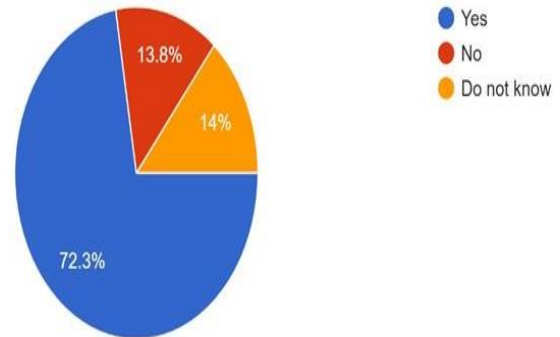

Figure 12: Awareness regarding DELT   Figure 13: Participation to DELT lectures

Satisfaction on Faculty Curriculum and Delivering

Students' satisfaction with various elements of the curriculum is presented in Figure 14. The satisfaction was measured on a four-point scale. The majority of the respondents were satisfied with all the elements considered. The second majority were moderately satisfied with curriculum elements. The third majority stated that they are highly satisfied with the elements of the curriculum. The lack of very high satisfaction among the majority of respondents suggests the necessity of undertaking further improvements to the curriculum.
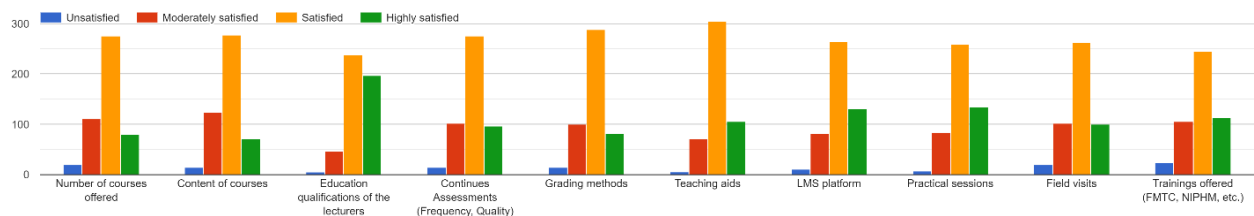

Figure 14: Student Satisfaction about the Curriculum in Percentage

Satisfaction on Services and Facilities

Figure 15 summarises the satisfaction with services and facilities provided by the faculty. About half of the respondents were satisfied with the services and facilities provided by the faculty. The second majority of the students expressed a moderate level of satisfaction and followed by the third majority who stated highly satisfied. Respondents' satisfaction with services and facilities was more concentrated around satisfied and moderately satisfied levels. The percentage of highly satisfied respondents remains low. Therefore, the data suggests the importance of enhancing the quality of services and facilities provided for the students to keep them more satisfied.
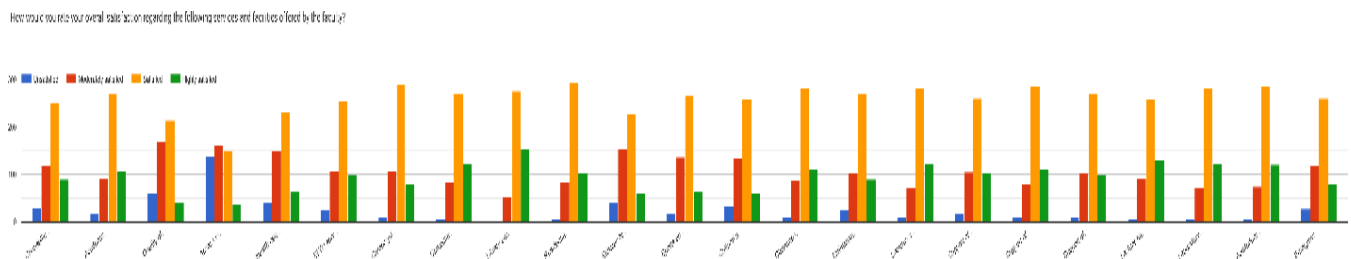

Figure 15: Overall satisfaction regarding available services and facilities

Online Teaching and Learning

Figure 16 presents the devices used by the respondents in online learning. Almost all the respondents used their own laptops, android phones, or tablets. About 53% of respondents used their own personal computers whereas 45% used android phones.
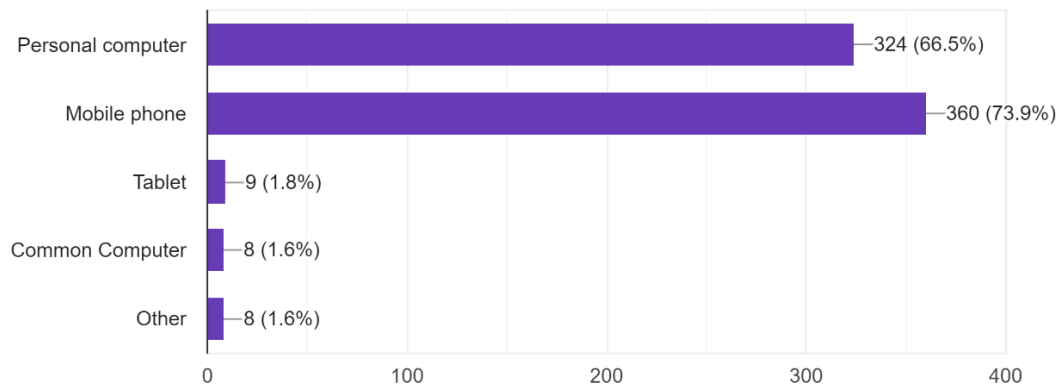

Figure 16: Devices used in online learning

Respondents were enquired about the modes of accessing the internet. The majority used mobile data (81.1%) while Wi-Fi connections were used by 18.5 % (Figure 17).

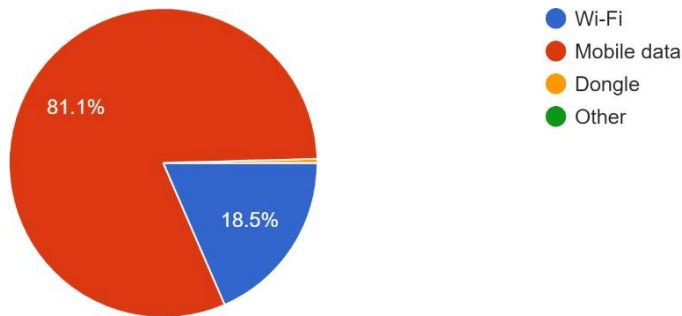Figure 17: Modes use for internet

Overall Satisfaction Regarding the Facilities and Services Available in the Faculty

Figure 18 presents the overall satisfaction level regarding the facilities and services available in the available in the faculty
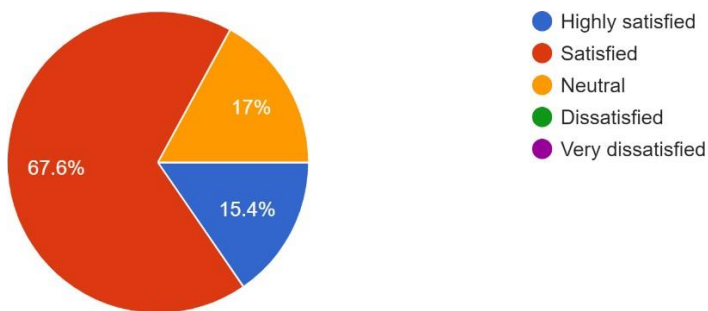

Figure 18: Overall satisfaction regarding the available facilities at the faculty

General comments made by the students about the facilities and the quality of the academic programme are listed below.

- Some of the students were asked to uplift the Wi-Fi facilities in order to reach social media like WhatsApp and Telegram platforms also as they are essential for a university student.
- Students were asking for increasing the overall cleanliness of the faculty canteen. They are really concerned about the nutritional content of the canteen meals. The portion provided per meal is not satisfactory and that should be noticed in the faculty canteen.
- They commented on the landscaping at the faculty premises. They ask for better modification and improvement of the landscaping of the faculty.
- Maintenance doesn't occur properly. Develop the faculty farm and take measures to improve the production of the animals and make products available in the outlet all the time (Fresh milk, Ice cream, yoghurt).
- They ask for accelerating the process of realising the examination results.
- There should be proper interaction between students. They feel to have a better mode of communication among batches and have a better place for the discussion.
- Whiteboard markers are not usable available in lecture halls.
- They are asking regarding the weekend opening of the library. Library needs new translations that are available in reading world today.
- Students were asking for the improvement of the transport facilities of the faculty via increasing the available bus number to the faculty.
- Learning schedules (Timetable) should be somewhat smooth. Free time is required for self-learning and some external activities such as sports, arts.
- The bulkiness of the theory materials for a semester should be reduced. Some subjects are bulky and sometimes the time cannot be managed well for other activities such as sports, and entertainment due to some academic activities.
- It is worth giving the student more understanding and awareness about the DELT.

- Temperature and lightness of the hostels should be considered related to the maximum tolerable level of the students.
- They are giving their comments regarding general facilities at the faculty such as water. The water filter in the girls' hostel has been broken for nearly 3 or 4 months there is no solution for that.

Thankful to all of the members of the faculty for their efforts to produce students who are suitable for the competitive world.