

St. Mary's University

Department of Common Courses

Course Experience Survey Report for the Courses **“Sophomore English”**, **“Introduction to Psychology”** and **“Civics and Ethical Education”** of 2007 Academic Year

March, 2015/16

Addis Ababa

Ethiopia

Course Experience Survey

PREAMBLE

The Department of Common Courses has executed different activities in its 2007 EC annual plan. One of them is conducting a course experience survey on three different courses, namely 'Sophomore English, 'Introduction to Psychology' and 'Civics and Ethical Education'

Accordingly, the Department accomplished the survey of the three courses.

The survey is valuable in a way that the courses' instructors are able to take constructive and formative action. It will be an input in facilitating the teaching learning process since it pinpoints the strength and weakness of each course.

To sum up, the survey has uncovered points related with courses' matters like lesson objectives, adaptability of contents, and importance of activities. The survey, finally, has come up with a conclusion and recommendations that are helpful to improve delivery of courses.

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A. Experience survey on the course “Sophomore English”

The experience survey employed a questionnaire to gather data from students. The questionnaire had 17 items. The questionnaire was distributed to 86 respondents, and the response rate was very high. The reliability of the questionnaire was checked and it showed stability. Similarly, the validity of the instrument was approved by senior English course instructors of Saint Mary’s.

The experience survey has five dimensions. These are: course relevance, instructors, assessment, course content and facilities, and the interpretation and analysis were done in line with the five categories below.

Table 1: Items related to students’ level of experience towards the relevance of the course in their career

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total No Inf. T.N
		N. S	%	N. S	%	N.S	%	N.S	%	N.S	%	
1	The course content is interesting; I can see its relevance to my field of study	32	39	36	43	9	11	6	7	-		83
2	I can see how I will be able to use what I am learning in this course in my future career.	27	33	35	43	12	15	6	7	2	2	82
3	I can say the course is really worth doing for my qualification	30	36	35	42	9	11	9	11	-		83
4	Overall, I am satisfied with the quality and the relevance of this course.	35	43	32	39	7	9	7	9	1	1	82

Table 1 displays students’ responses regarding their experience about the relevance of the course for their future career. Accordingly 39% and 43% strongly agreed and agreed, respectively with item 1 which amounts to 82% in total. Only 11% were undecided and 7% disagreed to their said

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item. Likewise 33% and 43% strongly agreed and agreed respectively with the second item totaling 76%. Nevertheless, 15% were undecided whether they would apply what they learnt in their future career. Of course, 9% of the students expressed their strong and very strong disagreement about the application of the course for their future career respectively.

With regards to item 3 which asked respondents about the value of the course, 36% and 42% strongly agreed and agreed, respectively amounting to 78%. It was 11% who were undecided and another 11% who expressed their disagreement about the value of the course.

The overall experience of the students was 82%. Nine percent of the respondents were undecided, but 9% expressed their disagreement regarding the quality and relevance of the course which implies that most of the students have experience about the quality and relevance of Sophomore English.

Table 2: Items related to students' level of experience towards the quality and performance of their instructor

No.	Item	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total No.I nf.
		N.S	%	N.S	%	N.S	%	N.S	%	N.S	%	T.N.
1	The learning objectives in this course are made clear to me before the course begins	30	37	38	47	7	9	6	7	-		81
2	I always received helpful feedback on my progress in this course whenever I need.	25	31	39	46	9	11	6	7	3	4	82
3	Instructor of this course encourage and motivate me to do well in this course	33	41	31	39	8	10	5	6	3	4	80
4	The grading system used by the instructor is fair and transparent.	32	40	24	30	10	12	14	17	1	1	81
5	I am happy with the instructor of this course in assisting me to solve any difficulties that I had during this course.	28	34	39	47	6	7	5	6	5	6	83

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Table 2 has 5 items, aimed at drawing students' level of experience with the learning objective, feedback, motivation and encouragement level of the instructor given to his students, grading system and overall performance of the instructor of the course.

Accordingly, the finding made clear that 37% and 47% strongly agreed and agreed, respectively with item 1 with a total of 74%. Nine percent of the respondents were undecided, where as 7% disagreed to the item. In relation to feedback, 31% and 46% strongly agreed and agreed about the helpfulness of the feedback offered by the instructor. Eleven percent of the respondents were undecided; nonetheless, 7% disagreed and 4% strongly disagreed about the usefulness of the feedback given by the instructor.

Similarly, in relation to motivation and encouragement 41% and 39% strongly agreed and agreed, respectively with item 3, pointing out that instructors motivate and encourage while teaching the course. Ten percent were undecided, but 6% and 4% disagreed and strongly disagreed to the item, claiming that the course instructor did not motivate and encourage students to do well in the course.

Concerning item 4, 40% and 30% of the respondents strongly agreed and agreed respectively about the fairness and transparency of the grading system. Twelve percent were undecided. Nevertheless, 17% and 1% disagreed and strongly disagreed about the fairness and transparency of the grading system which implies that a reasonable number of students have reservation regarding the fairness and transparency of the grading system.

As to item 5, 34% and 47% strongly agreed and agreed in such a way that the course instructor assisted respondents in tackling course related problems. Seven percent of the students were undecided, and yet 12% of the respondents expressed their disagreement and strong disagreement regarding the help offered by the course instructor in solving course related problems.

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Table 3: Items related to students' level of experience with the course content and teaching learning process

No.	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total No Inf.
		N. S	%	N.S	%	N.S	%	N.S	%	N.S	%	T.N
1	The methodology in this course is interactive and participatory	28	35	33	41	8	10	12	15	-		81
2	Assessment tasks in this course require me to demonstrate what I am learning and have learnt	20	25	38	47	16	20	5	6	2	3	81
3	The amount of work (home work, quiz, team work, term paper, exam.etc.) required in this course is reasonable	32	39	36	44	6	7	7	9	1	1	82
4	I am enjoying doing the work required for this course	27	33	33	40	11	13	6	7	1	1	82
5	There is a good balance between theory and practical work in this course	27	33	29	35	14	17	10	12	3	4	83
6	Assignments, group work and active learning tasks are used as valuable learning activities in this course.	27	33	34	42	14	17	6	7	1	1	82

Table 3 contains six item set to gauge students' level of experience with the contents of the course and the teaching learning process. In relation to item 1, 35% and 41% strongly agreed and agreed respectively. In other words, the methodology employed in Sophomore English was interactive and participatory. Ten percent of the respondents were undecided; by contrast, 15% disagreed about the interactive nature of the methodology employed while teaching the course which requires some sort of adjustment on the part of the instructors in applying interactive methodology.

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While reacting to item 2, 25% and 47% strongly agreed and agreed that the assessment tasks require students to demonstrate what they have learnt in class. Twenty percent of the respondents were undecided. However, 6% disagreed, and 3% strongly disagreed about the item.

As to item three, 39% and 44% strongly agreed and agreed respectively in such a way that the amount work of the course required in the course was reasonable. In other words, 83% of the respondents made clear that the amount of work required for the course was logical.

Respondents were also asked in item 4 whether they enjoyed doing the requirements for the course, and 33% and 40% strongly agreed and agreed to the item. Thirteen percent of the respondents were undecided, but 8% expressed their disagreement. Regarding the balance between theory and practice of Sophomore English, 33% and 35% strongly agreed and agreed that there was a balance between theory and practice, but 12% and 4% of the respondents disagreed and strongly disagreed about the balance. The remaining respondents (17%) were undecided.

Item six asked students whether different assessment tools such as assignments, group work and active methods and tasks were employed in the course, and 33% and 42% of the respondents strongly agreed and agreed about the item, and yet 8% expressed their disagreement. The remaining respondents (17%) were undecided.

Table 4: Items related to students’ level of experience with the facilities provided in this course

No.	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		Total No.Inf
		N. S	%	N. S	%	N.S	%	N.S	%	N.S	%	T.N
1	I find the learning resources (handouts, books, other reading materials, etc.) for this course useful and timely accessible	25	30	37	44	12	14	10	12	-		84
2	The facilities (classrooms, labs, library, etc.) are reasonably adequate to run this course	17	21	32	40	17	21	8	10	6	8	80

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Table 4 consists of two items set in order to check students' exposure in relation to resources and facilities which help in learning the course adequately. The findings in item 1 revealed that 30% and 44% strongly agreed and agreed, respectively regarding usefulness and accessibility of resources, making the total 74%. Fourteen percent were undecided, but 12% expressed their disagreement about usefulness and accessibility of resources.

Regarding facilities a total of 61% (21% strongly agreed and 40% agreed) pointed out that the facilities were adequate to run the course. Twenty one percent of the respondents were undecided. Nevertheless, 10% and 8% of the respondents disagreed and strongly disagreed about the adequacy of facilities. This is probably because the item was not phrased in line with the nature of Sophomore English since it raised laboratory as part of the facilities essential to run the course.

B. Course Experience Survey on the Course “Introduction to Psychology”

I. INTRODUCTION

1.1. Background

"Introduction to Psychology" pioneers the meaning and major topics in psychology including theories in psychology, fields of psychology, research methods, biological and social factors influencing behavior, human development, and attitude. Moreover, psychological constructs such as interest, intelligence, learning, memory, motivation, emotion, and human personality. In addition, mainstreamed concepts of HIV/AIDS and gender issues are part and parcel of this course.

1.2. Significance of the survey

This type of student experience survey is so valuable in that the course instructors will be able to take constructive and formative way of action. In addition, other stakeholders such as departments, faculties and the university at large will be able to take the feedback as input in facilitating learning and teaching process by looking at the gap through the strength and weakness indications.

1.3. Objectives of the survey

- ⌘ To pinpoint strength and weaknesses in the course delivery.
- ⌘ To identify the needs of learners.

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- ⌘ To make better match in the quality education delivery and learning outcomes of students.
- ⌘ To take advance measure by triangulating the students feedback on the experience survey for the coming sessions.

This survey is delimited at first year students of one semester in the course "Introduction to Psychology" Unlike internal validity, the external validity is very limited and it is not possible to generalize to other batches.

II. METHODS

First year students of St. Mary University in 2007 academic year have been used as a population. 164 respondents (from both extension and regular students) have filled the Likert type scale. The scale with 17 questions and each of which has five scales as choice is used to gather primary data.

Descriptive statistics percentage and mean i.e. measures of central tendency are used to analyze the data collected from the respondents. Data analysis is backed up by SPSS 20 version for percentage, mean and standard deviation.

III. RESULTS AND FINDING

The finding from analysis of the primary raw data is presented hereunder with explanation and numerical illustration. The under mentioned points are grouped in to three basic clusters in the learning teaching activities. These are before teaching, during teaching and after teaching activities.

Pre-Teaching Preparation

Course outline specification as per the syllabus, addressing objectives, tendency to motivate students, commitment of the instructor and other preliminary qualities including the punctuality of instructors are evaluated.

		Frequency	Percent	<i>Mean</i>	<i>S.D.</i>
Table 1: The learning objectives in this course are made clear to me before the course begins	Strongly Disagree	4	2.5	4.2360	.95862
	Disagree	6	3.7		
	Undecided	17	10.6		
	Agree	55	34.2		
	Strongly Agree	79	49.1		
	Total	161	100.0		

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The respondents rated the learning objectives in this course are made clear as the experience level with Agreement as 83.3%.

Feedback on During Teaching Activities

Clarification of contents, methods of teaching, reinforcing learners, application of formative evaluation, material provision and usage of teaching aids are differently asked and the respondents' level of experience are incorporated in this category.

		Frequency	Percent	Mean	S.D.
Table 2: The methodology in this course is interactive and participatory	Strongly Disagree	3	1.9	4.3540	.86176
	Disagree	4	2.5		
	Undecided	11	6.8		
	Agree	58	36.0		
	Strongly Disagree	85	52.8		
	Total	161	100.0		

The methodology in the course is rated with agreement level with 88.8% of interactive and participatory.

		Frequency	Percent	Mean	S.D.
Table 3: I always received helpful feedback on my progress in this course whenever I need	Strongly Disagree	3	1.9	4.0938	0.96346
	Disagree	9	5.6		
	Undecided	22	13.8		
	Agree	62	38.8		
	Strongly Agree	64	40.0		
	Total	160	100.0		

78.8% of the students are comfortable for receiving helpful feedback on students' progress in the course whenever they need.

		Frequency	Percent	Mean	S.D.
Table 4: Assessment tasks in this course require me to demonstrate what I am learning and learned	Strongly Disagree	2	1.3	4.1688	0.87035
	Disagree	7	4.4		
	Undecided	16	10.0		
	Agree	72	45.0		
	Strongly Agree	63	39.4		
	Total	160	100.0		

		Frequency	Percent	Mean	S.D.
Table 5: The amount work	Strongly Disagree	2	1.2		

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(home work quiz team work term paper exam etc) required in this course is reasonable	Disagree	13	8.0	4.1667	0.99845
	Undecided	18	11.1		
	Agree	52	32.1		
	strongly Disagree	77	47.5		
	Total	162	100.0		

The reasonability of the amount of work in the course is rated as suitable with 79.6% of positive response.

		Frequency	Percent	Mean	S.D.
Table 6: Instructor of this course encourage and motivate me to do well in the course	Strongly Agree	4	2.5	4.3125	.93961
	Disagree	6	3.8		
	Undecided	11	6.9		
	Agree	54	33.8		
	Strongly Disagree	85	53.1		
	Total	160	100.0		

Motivating and encouragement of students by the instructors were found to be so vital for learners as 86.9% of the respondents have shown agreement to the item.

		Frequency	Percent	Mean	S.D.
Table 7: I found the learning resources (hand outs books other reading materials etc) for this course are useful and timely accessible	Strongly Disagree	4	2.5	4.2222	0.99689
	Disagree	9	5.6		
	Undecided	15	9.3		
	Agree	53	32.7		
	Strongly Agree	81	50.0		
	Total	162	100.0		

According to 82.7% of the respondents learning resources (handouts, books, other reading materials etc) for this course are found to be useful and timely accessible.

		Frequency	Percent	Mean	S.D.
Table 8: There is a good balance between theory and practical work in this course	Strongly Disagree	5	3.1	3.6646	1.04848
	Disagree	20	12.4		
	Undecided	34	21.1		
	Agree	67	41.6		
	strongly Agree	35	21.7		
	Total	161	100.0		

In the existence of good balance between theory and practical work of this course, the 63.3% of the respondents viewed that there is tendency to maintain balance.

	Frequency	Percent	Mean	S.D.
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Table 9: Assignments group work and active learning are used as a valuable learning activity in this course	Strongly Disagree	2	1.2	4.3210	.90995
	Disagree	8	4.9		
	Undecided	13	8.0		
	Agree	52	32.1		
	strongly Agree	87	53.7		
	Total	162	100.0		

87 respondents rated strong level of agreement for assignments; group work and active learning are used as a valuable learning activity in this course.

		Frequency	Percent	Mean	S.D.
Table 10: I am happy with the instructor of this course in assisting me to solve any difficulties that I had during this course work	Strongly Disagree	4	2.4	4.1768	1.00877
	Disagree	12	7.3		
	Undecided	11	6.7		
	Agree	61	37.2		
	strongly Agree	76	46.3		
	Total	164	100.0		

83.5% of the respondents strongly agree that they are happy with the instructor of this course in assisting them to solve difficulties that they had during the course.

Experience on Post Teaching Activities

Timely completion of the course, free and fairness in grading, feedback provision about learners' performance are all post teaching issues assessed in different items in the instrument/tool of measuring satisfaction. The results were found to be excellent at all levels.

		Frequency	Percent	Mean	S.D.
Table 11: The course content is interesting I can see its relevance to my field to study	Strongly Disagree	2	1.2	4.3168	.90431
	Disagree	6	3.7		
	Undecided	18	11.2		
	Agree	48	29.8		
	strongly Agree	87	54.0		
	Total	161	100.0		

83.8% of the respondents with the mean of 4.3168 and standard deviation of 0.9 respond that the course contents are so interesting and relevant to the field of study.

	Frequency	Percent	Mean	S.D.
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Table 12: I have enjoyed doing the work required for this course	Strongly Disagree	1	.6	4.2963	0.87682
	Disagree	10	6.2		
	Undecided	9	5.6		
	Agree	62	38.3		
	strongly Agree	80	49.4		
	Total	162	100.0		

87.7% reported as they were enjoying doing the work required for this course. This is far better than the 77.7% of 2006 academic year response for the same item.

		Frequency	Percent	Mean	S.D.
Table 13: The facilities class rooms labs library etc are reasonable adequate to run this course	Strongly Disagree	9	5.5	3.5854	1.15063
	Disagree	22	13.4		
	Undecided	36	22.0		
	Agree	58	35.4		
	strongly Agree	39	23.8		
	Total	164	100.0		

59.2% level of agreement which is relatively less than other items is found as response for the reasonability of adequacy of the facilities classrooms, labs, library, etc to run this course. This could be attributed to the nature of the course as it does not require laboratory.

		Frequency	Percent	Mean	S.D.
Table 14: I can see how I will be able to use what I am learning in this course in my future career	Strongly Disagree	0	0	4.0823	.98372
	Disagree	2	1.3		
	Agree	11	7.0		
	Undecided	25	15.8		
	Agree	54	34.2		
	strongly Agree	66	41.8		
	Total	158	100.0		

76 % of the respondents have just positively rated as they can see how they will be able to use what they have learnt in this course in their future career.

		Frequency	Percent	Mean	S.D.
Table 15: The grading system used by the instructor is fair and transparent	Strongly Disagree	15	9.3	3.9259	1.28805
	Disagree	12	7.4		
	Undecided	14	8.6		
	Agree	50	30.9		
	strongly Agree	71	43.8		
	Total	162	100.0		
		Frequency	Percent	Mean	S.D.

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Table 16: I can say the course is really worth doing for my qualification	Strongly Disagree	4	2.5	4.0497	1.04762
	Disagree	12	7.5		
	Undecided	24	14.9		
	Agree	53	32.9		
	strongly Agree	68	42.2		
	Total	161	100.0		

Finally, 75.1% respond as the course is worth doing for their qualification.

		Frequency	Percent	Mean	S.D.
Table 17: Overall I am satisfied with the quality and the relevance of this course	Strongly Disagree	2	1.2	4.3540	.85447
	Disagree	6	3.7		
	Undecided	10	6.2		
	Agree	58	36.0		
	strongly Agree	85	52.8		
	Total	161	100.0		

Summary

Assessment tasks in this course require students' to demonstrate what they are learning and learned with 74.7% level of agreement.

69.77% of the respondents strongly agree that they see as they learn this course for their future career as supplementary. Fairness and transparency at grading system was found to have strong agreement level with 60.47%. Reasonability on the amount work (home work, quiz, team work, term paper, exam etc) required in this course is rated with strong agreement as 65.12%.

IV. CONCLUSION AND NEXT ACTION

Conclusion

The overall experience level of the students was found to be 88 % with the mean value of 4.354 out of 5 and the standard deviation is 0.85447 showing the uniform response of students as they were enjoying the course. This shows that the current approach is supposed to be kept up with certain accommodation of the comments given on other items. However, this is below the satisfaction in 2006 A.Y. which was about 95%. We will strive to the at most satisfaction of our esteemed students by pinpointing the challenges and gaps.

Next Action

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Keeping up the strengths for best, the course instructors will take formative action on close follow up of learners comfort specially at facilities and enriching classroom atmosphere to be pleasing as to the delivery more chalk and talk.

C. Course experience survey to the course “Civics and Ethical Education”

UNIT ONE

INTRODUCTION

The course Civic and Ethical Education is a common course which is given to all department students. Civic education is a citizenship education which develops civic disposition and commitment of fundamental values among citizens which required for competent and responsible citizens. In order to improve the teaching-learning process conducting research on this issue is paramount. Thus, in the common courses department, Civic and Ethical instructors have made a survey on students' experience. This course experience survey will be able to give constructive information and feed back in order to facilitate teaching and learning processes. Moreover, the survey gives input for the Department in particular and to the University in general so as to improve the gap in facilitating the program.

Objectives of the study

The main objectives of this course experience survey interested to:-

- identify students' level of experience
- improve the assessment methods of the course.
- investigate the strengthen and weakness of the course teaching-learning processes.
- take quick measure by looking at the feedback of the survey.

Delimitation of the study

The study was focused on first year Business faculty students of the University. It might easy to study all students' experience level of the course; however, the course is given only for the first year students. Therefore, the study concentrated on survey of students' experience level of the course.

Limitations of the study

In the implementation of this study the researcher faces some constraints or difficulties those which influence on the result of the study. These are absence of reference materials in the study, time and reluctance of some respondents.

UNIT TWO

RESEARCH DESIGN AND METHODOLOGY

Research Method

The primary objective of this research was to assess the students' experience level of first year students of the business faculty of the University. To undertake the study a descriptive survey method was employed. Because according to some researcher idea, descriptive method is useful for investigating a variety of educational problems and issues. It is also important to collect data in order to answer questions about the current students' experience level of the course Civic and ethical education.

Sampling techniques

In order to get appropriate and adequate samples, a random sampling technique was employed. Structured questionnaire was prepared and distributed in random sampling to the first year students in order to gather the require information. A total of 112 questionnaires were distributed to randomly select first year regular students of the Business faculty. All the distributed questionnaires were collected and analyzed, interpreted and presented in this survey report. There are seventeen (17) questions or items with five (5) various scales of measurement.

Methods of Data Analysis

The researcher collected data from sample respondents. After collecting the necessary data, the researcher was emphasized on the way of organizing data as well as the application of some methodologies for analysis and interpreting the data collected. The data collected through close ended questionnaires were tallied and tabulated as well as the questionnaire items were organized and interpreted with the help of mean.

UNIT THREE

DATA PRESENTATION, ANALYSIS OF RESULTS AND DISCUSSION

In this section the researcher attempts to deal with the presentation and analysis of results, and the discussion of the data. It emphasizes on general information of personal data as well as the results of the study based on the questionnaire distributed to the students. This part of the paper

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deals with the presentation, analysis and interpretation of the data gathered through questionnaire from first year students both female and male students of the University. The researcher tried to organize the basic theme in to four basic areas, these are

- ✚ Students attitude towards learning objects, methodology and course content.
- ✚ Students' assessment of the course, amounts of exercises (exam) and course feedback.
- ✚ Students assessment of their Civic and Ethical Education instructors' performance and their grading system
- ✚ Students' assessment of their interest towards Civic and Ethical Education

	N	Minimum	Maximum	Mean	Std. Deviation
The learning objectives in this course are made clear to me before the course begins	112	2.00	5.00	4.3393	.66514
The methodology in this course is interactive and participatory	109	1.00	5.00	4.2477	.84059
The course content is interesting I can see its relevance to my field of study	111	1.00	5.00	4.0631	1.04689
I always received helpful feedback on my progress in this course whenever I need	111	1.00	44.00	4.4144	3.89981
Assessment tasks in this course require me to demonstrate what I Am learning and learned	112	2.00	5.00	4.2143	.71570
The amount work (home work quiz team work term paper exam etc) required in this course is reasonable	111	1.00	5.00	4.0901	.94916
Instructor of this course encourage and motivate me to do well in the course	112	1.00	5.00	4.2768	.87209
I have enjoyed doing the work required for this course	111	1.00	5.00	4.1622	.81509
I found the learning resources (hand outs books other reading materials etc) for this course are useful and timely accessible	112	1.00	5.00	4.0804	.93132
There is a good balance between theory and practical work in this course	108	1.00	5.00	3.8519	.99358
The facilities class rooms labs library etc are reasonable adequate to run this course	112	1.00	5.00	3.6161	1.06750
Assignments group work and active learning are used as a valuable learning activity in this course	111	1.00	5.00	4.1622	.92972
I can see how I will be able to use what I am learning in this course in my future career	112	2.00	5.00	4.2143	.78761
The grading system used by the instructor is fair and transparent	112	1.00	5.00	3.9821	1.00433

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I am happy with the instructor of this course in assisting me to solve any difficulties that I had during this course work	112	2.00	5.00	4.2946	.77852
I can say the course is really work doing for my qualification	111	1.00	5.00	4.0450	.86747
overall I am satisfied with the quality and the relevance of this course	111	1.00	5.00	4.2523	.89918
Valid N (listwise)	100				

The above items summarized in to the following four thematic areas or items and analyses as follows.

Item		Level of satisfaction				
		Strongly agree	Agree	Und.	Disagr.	St.Dist
1	Students attitude towards learning objects, methodology and course content	40.3%	47.9%	7.0%	2.9%	1.6%
2	Students' assessment of the course amounts of exercises (exam) course feedback.	35.4%	49.8%	9.4%	4.5%	0.9%
3	Students assessment of their civic and Ethical Education instructors' performance and their grading system	32.3%	41.2%	17.4%	7.3%	1.6%
4	Students' assessment of their interest towards civic and Ethical Education	40.1%	44.4%	9.4%	4.9%	1.0%

1. According to the information from the above table in item 1, 40.5% of the students indicated that they are strongly agree with the learning objects, methodology and course content design in the course, 47.9% of them are agreed, and 7.0% of them are undecided, 2.9% of them are disagreed, and 1.6% of them are strongly disagree. Therefore, it could be concluded that about 88.4% of the student agree with the learning objects, the course content and the methodology of the course, and the rest 4.5% are disagreed.

2. Regarding to students' assessment of the course assessment process; homework, exam, handouts and reading materials, 35.4% of the students are strongly agree, 49.8% of them are agreed, 9.4% of them replied that they are undecided, 4.5% of them are disagreed and 0.9% of them are strongly disagree.

In general, it can be concluded, therefore, that the majority of the students (85.2%) are agreed with the course assessment process and the teaching materials availability.

3. According to the information in item 3, 32.3% the students indicated that they are strongly agree with their instructors' performance and their grading system. 41.2% of them replied that they are

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agreed, 17.4% of them are undecided, 7.3% of them are disagreed, and the rest 1.6% are strongly disagreed. Therefore, it can be concluded as 73.5% of the students are agreed with their instructors' performance and the rest 8.9% of them are disagreed.

4. Regarding to the students' assessment of their interest towards the course, 40.1% of the students are replied that they are strongly agree, 44.4% of them are agreed, 9.4% of them are replied that undecided, 4.9% of them are disagreed, and 1.0% of them are strongly disagree.

Therefore, it can be concluded that 84.5% of the students are replied that they are agreed, the rest 14.3% of them are replied that they are strongly disagreed.

UNIT FOUR

CONCLUSION AND RECOMMENDATIONS

This Unit gives a clear picture of the research major findings of the study, conclusions and recommendations forwarded based on the results of the study.

The main purpose of this survey was to assess the current student's satisfaction level and to know the level of understanding of the course for the first year students of the University.

It was learnt from the above course survey that most of the students are satisfied with the provision of the course Civic and Ethical Education, the instructors' performance, their grading system and students interests towards the course and the assessment methods used by the instructors.

However, there are some constraints in which the students reflected to be improve. Therefore, the instructors' with the help of the department are working together to improve the whole teaching learning process from this feedback. The survey has given them to be improved and to be strengthened.

In general, the overall satisfaction levels of the students were found to be **82.5%** which is encouraging. Thus, this shows that the instructors had good approaches in their teaching and learning processes.

Based on the findings of the study, the following possible recommendations were forwarded. The study revealed that the students' level of satisfactions' to the course Civic and Ethical education is encouraging hence all instructors should keep it up their approaches and further improve from the present.

In addition, the course instructors with the help of department will take formative actions the follow up of the students and applying various teaching-learning methods which make the learners so proactive towards the course.

Lastly, this course experience survey is similar with the last year survey of the department. Thus, there are certain improvement from the last year progress, the challenges of last year triggered in this paper.