UNIVERSITY OF LIMERICK

OLLSCOIL LUIMNIGH

STUDENT SATISFACTION SURVEY, 2004

REPORT

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1. Introduction

The use of student satisfaction surveys at the University of Limerick (UL) has emerged as part of the University's quality improvement initiative and its commitment to *'… student participation in its democratic processes in the form of valuable feedback'*[1].

The first student satisfaction survey was conducted by the Quality Steering Committee in 2000 in consultation with the UL Students' Union and MSF (now AMICUS). A broad questionnaire was developed and distributed in late spring, the objective of which was to survey the wider student body with a view to … *'identifying areas which might deserve closer attention'*[2]. The Quality Support Unit has conducted similar surveys in 2002 and 2004. The numbers surveyed and the response rates of the three surveys are as follows:

- 2000: response rate = 10%
- 2002: response rate = 18%
- 2004: response rate = 19%

In May 2004, in consultation with the Students' Union and Postgraduate Students Association, the UL Quality Steering Committee surveyed students to determine their level of satisfaction with the University and the range of services it provides. In addition to this, the survey addressed student satisfaction with programmes of study, work placement and, generally, 'student life outside the classroom'. The survey was aimed at students on 'taught' programmes at both the UL campus in Castletroy and the Mary Immaculate College (MIC) campus in Limerick city. (MIC has established links with UL since 1991.) This document contains the report of that survey and serves to highlight the pertinent student issues uncovered by the survey.

New questions were introduced and changes made to questions from the 2002 survey which may have misled some students a little. While the responses were of interest, there is an acknowledged need for some further refinement and expansion work in the next survey, particularly in Section 4. The Marketing Center also undertook a detailed critique of the survey instrument which will be most useful in the preparation of the 2006 survey.

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[1] www.quality.ul.ie
[2] www.quality.ul.ie

2. Methodology

The student satisfaction survey 2004 is a web-based questionnaire that was distributed online (via personalised email accounts) to all UL and MIC students in spring semester of 2004. Posters and flyers promoting the survey were circulated throughout both campuses and, as an incentive to encourage a high response rate, all respondents were entered into a draw for one of six €500 travel vouchers. The number of valid responses received was 1,826, of which 75 were from MIC students. The survey questions are summarised in Appendix 1 of this report.

The online questionnaire consisted of 50 questions divided into seven sections. The questions were both closed-ended (i.e. multiple choice, Likert scales, dichotomous questions) and open-ended. The quantitative data was analysed using Microsoft Excel and results presented graphically; the qualitative data was coded into similar categories and tabulated.

Some methodological limitations and suggestions for future student satisfaction surveys are outlined in *Feedback from Marketing Centre for Small Business (available separately)*.

3. Survey Analysis

Sections 1 through 7 of this part of the report follow the structure of the survey itself.
Refer to Appendix 1 for the survey questions.

Section 1: Personal Data

The first section of the survey deals specifically with student personal data. It serves to highlight
the general demographic profile of the respondents under the headings age, programme of study
and accommodation type.

Age

Figure 1.1 illustrates the age profile of those surveyed. These figures are not surprising when one
considers that the majority of students completing 'taught' programmes progress directly from
secondary school to third level.
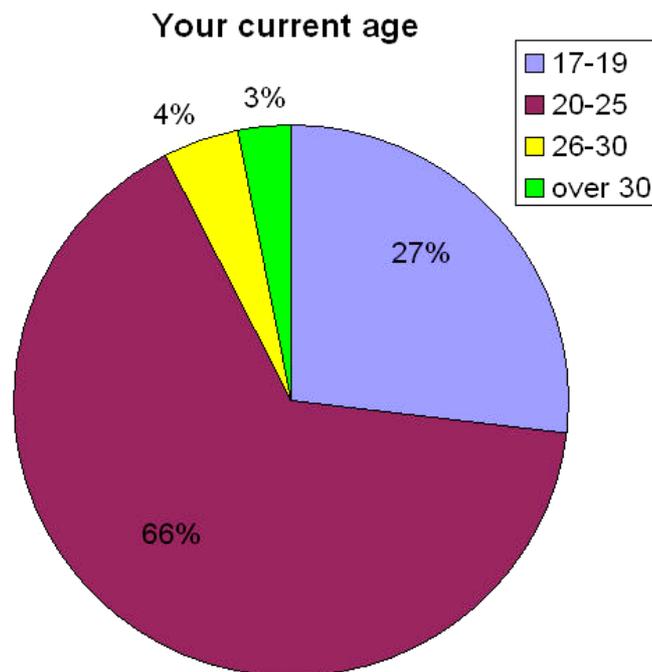
Figure 1.1 Current Age

Programme of Study

Several questions in this section of the survey deal specifically with the programme of study
undertaken by students at UL. Figure 1.2 illustrates the percentages of respondents in each of the
four years of college. The low figures for second (19%) and third (17%) year students may be
attributed to the fact that many students might have been on work placement or on the
Erasmus/Socrates programme at the time the survey was distributed.

What year of your programme are you currently in?
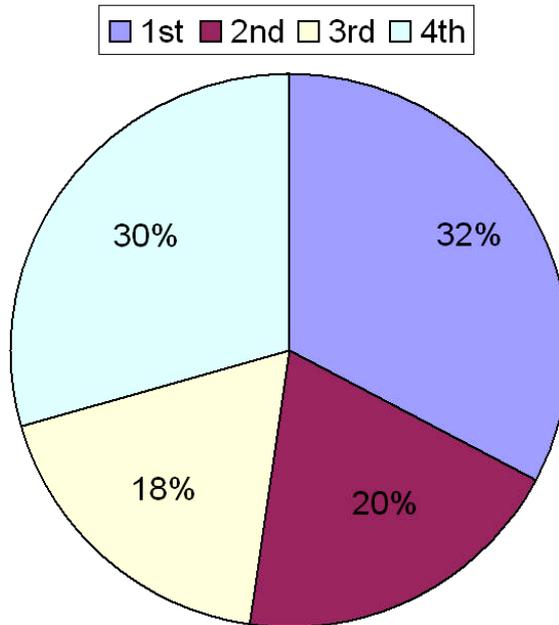
Figure 1.2 Year of Programme

Students were also asked in what year they entered UL. The results are not surprising and support the data outlined in figure 1.2, i.e. the majority of students entered college in 2003 (first years: 30%) and in 2000 (fourth years: 23.2%). Students who entered in 2002 (second years) and in 2001 (third years) comprise of the next largest segments. (See table 1.1.)

Year	N	%
Before 1996	6	0.3
1996	6	0.3
1997	7	0.4
1998	34	1.9
1999	94	5.2
2000	419	23.2
2001	267	14.8
2002	356	19.7
2003	542	30.0
2004	77	4.3

Table 1.1 Year of Entry into UL

It was found that the overall majority of students (88% of the sample) attending UL were attending full-time undergraduate programmes. The next largest group of students comprised full-time 'taught' postgraduates (7%). Part-time undergraduates accounted for 4.2% and part-time 'taught' postgraduates accounted for just over 1%.

Personal Data - Type of Programme

☐ Undergraduate – part-time	
☐ Undergraduate – full-time	
☐ Taught Postgraduate – part-time	
☐ Taught Postgraduate – full-time	
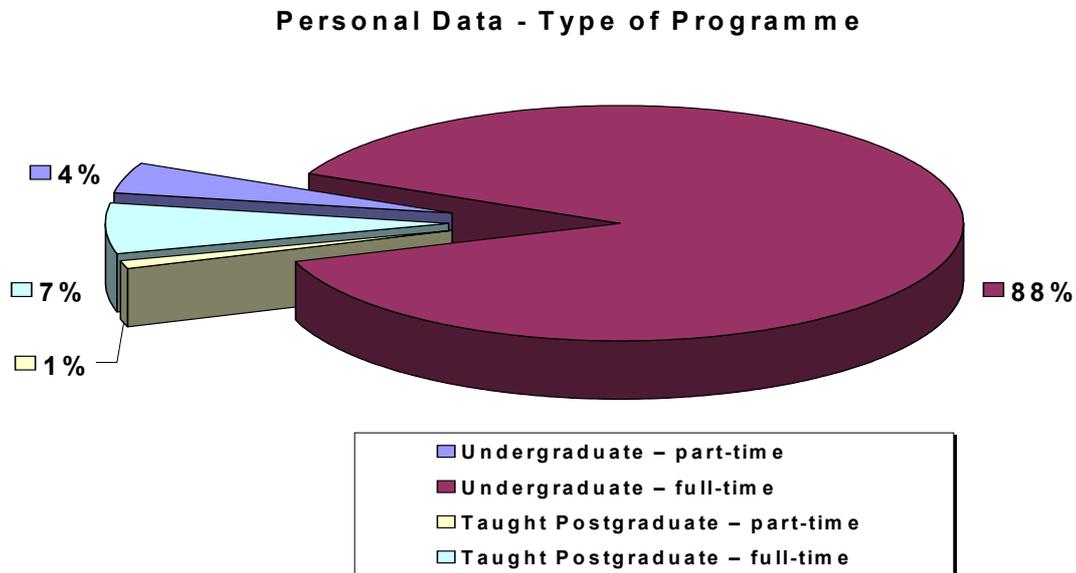
Figure 1.3 Type of Programme

The final question regarding the students' programme of study requested students to select their programme using a drop-down list; an option to insert the name of the programme was also provided. There are 213 programmes outlined in Q. 5, which covered the six colleges within the University: College of Humanities, College of Science, College of Engineering, College of Education, College of Informatics and Electronics and the Kemmy Business School.

Accommodation

Figure 1.4 shows the type of accommodation where survey respondents lived, while figure 1.5 gives a breakdown of how far from UL respondents lived. In summary, the typical profile of students' surveyed was as follows: full-time undergraduate pursuing a taught programme at UL, aged between 17-25, living in close proximity to the campus (i.e. less than 1 km) in rented accommodation or at home.

What Type of Accomodation Do You Live in from Monday to Friday during Term?

Legend:
- At home with parents / own family
- On Campus Student Village
- Independent Student Village
- Digs (with a family)
- Rented Accomodation / Flat / House
- Other

2%
18%
24%
6%
1%
49%
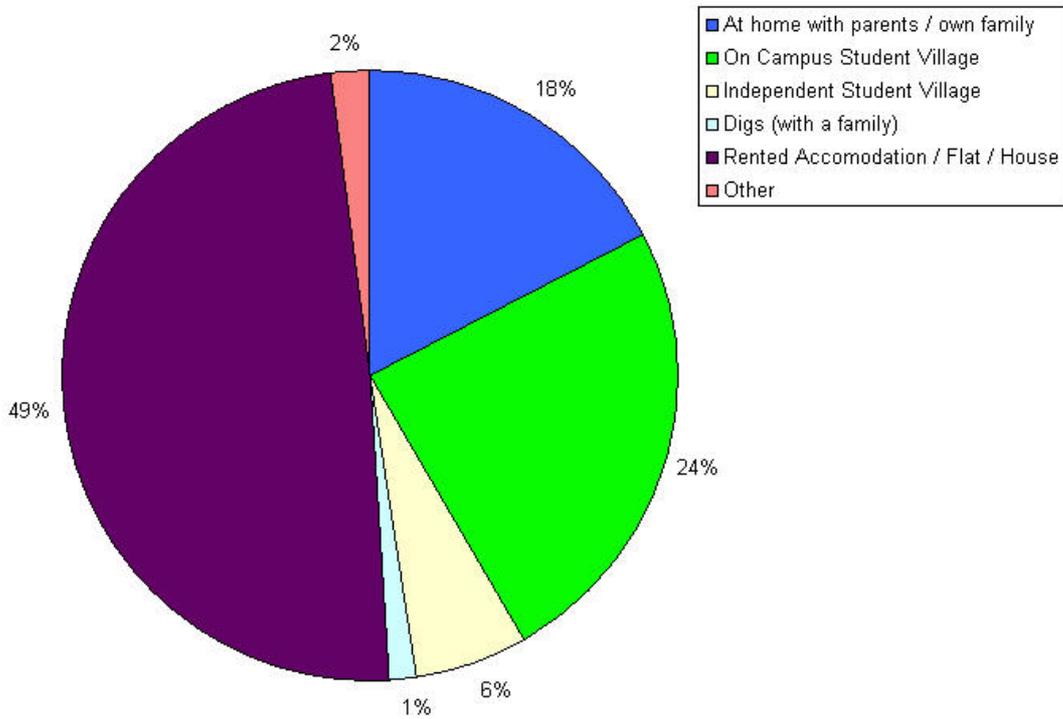
Figure 1.4 Type of Accommodation

In Which Region Do You Live from Monday to Friday During Term?

Legend:
- Within 1 kilometre of UL
- Between 1 & 3 kilometres from UL
- Between 3 & 10 kilometres from UL
- Between 10 & 25 kilometres from UL
- More than 25 kilometres from UL
- Inner City (Limerick)

3%   3%
4%
9%
16%
65%
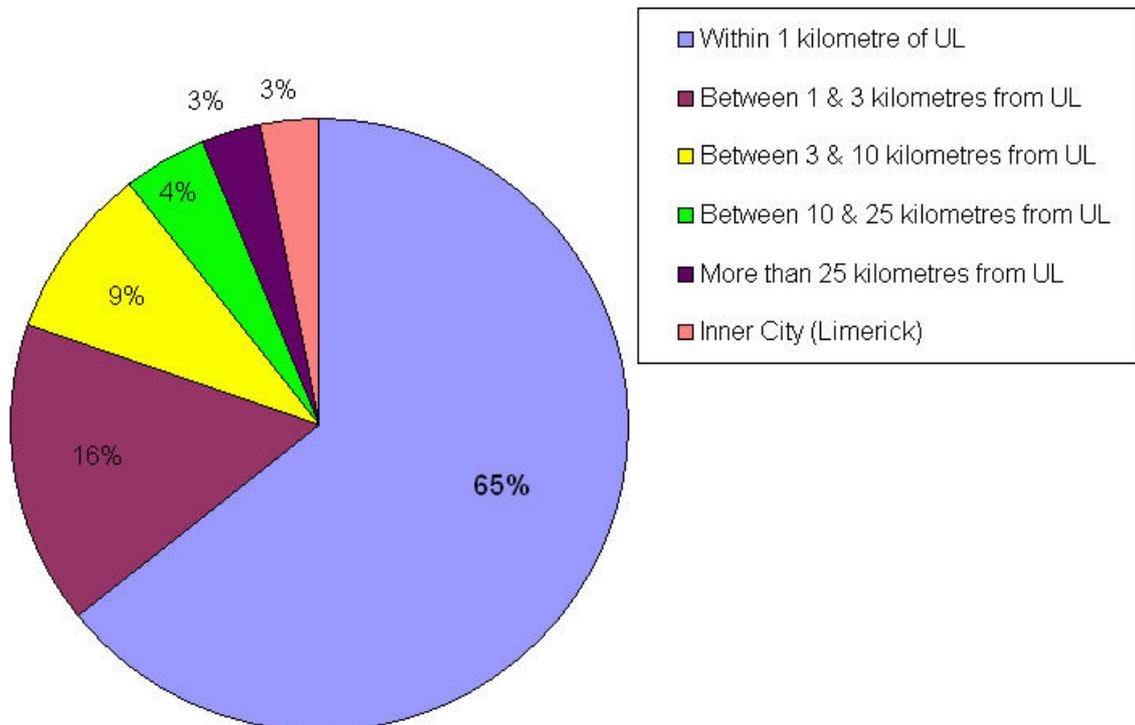
Figure 1.5 Distance from Accommodation to College

Section 2: About Student Life at UL

This section describes the general satisfaction levels of students with student life at UL/MIC, including transport, the class rep system, the advisor system, UL clubs and societies and sports facilities. Question 20 deals specifically with qualitative comments from respondents on how they would propose to improve student life outside the classroom.

General Satisfaction Levels with Student Life

A very positive overall figure of students (94%) were satisfied that they came to UL/MIC; 64% were 'very satisfied' and 30% were 'satisfied'.

Generally, the services affecting student life all scored positively, with levels of dissatisfaction quite low for each service, i.e. all negative ratings were below 20%. Figure 2.1 illustrates the general breakdown of satisfaction levels. The ratings for transport and catering facilities indicate that there may be some room for improvement.
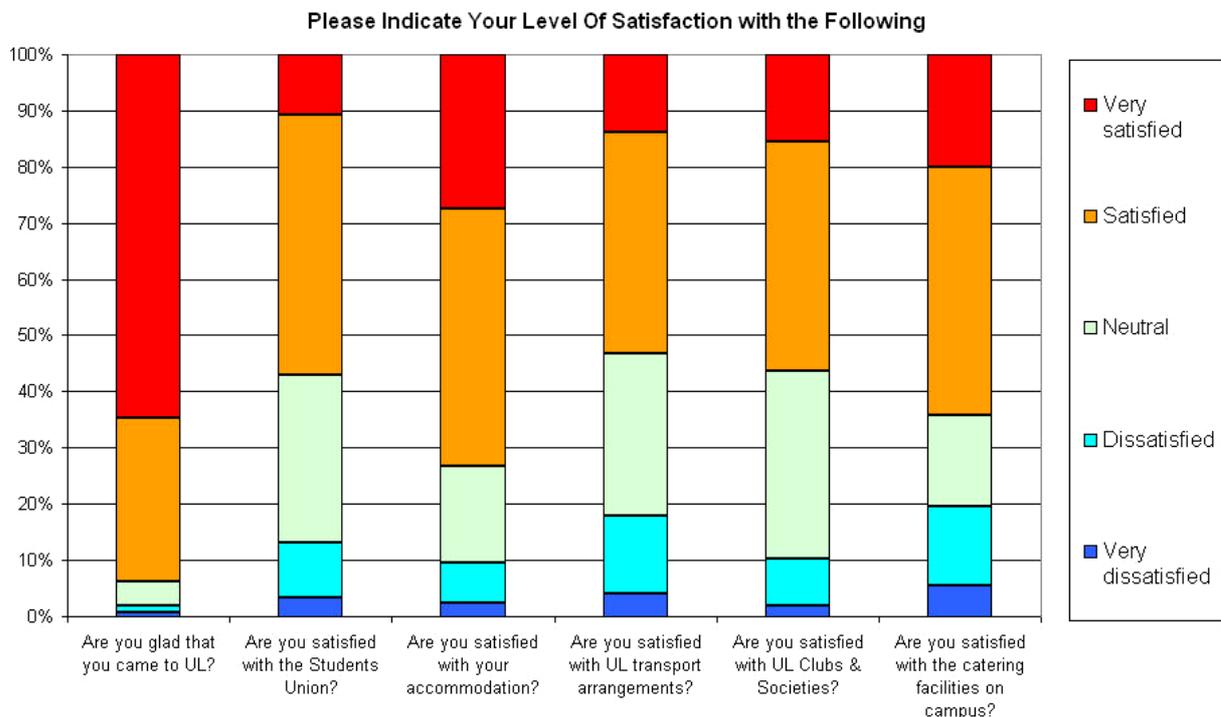
Figure 2.1 Satisfaction with Student Life at UL

Transport

Over 70% of students surveyed lived in either rented or on-campus accommodation (figure 1.4) and therefore were more than likely within walking distance of the campus. This is borne out in figure 2.2, which shows that 62.3% of respondents walked to college. Even though collectively a quarter of students surveyed lived between one and ten kms of the campus, the second most popular mode of transport was by car (13.5% where the student is the driver and 6.9% where the student is a passenger). A mere 8% of the respondents travelled by bus, which may signify some issues with the bus service to and from the UL campus. This should also be considered in conjunction with the annual survey of the number of cars on campus, which has ramifications for campus car parking facilities.

How do you normally travel to/from UL/MIC every day?

Legend:
- Car (driver)
- Car (passenger)
- Walk
- Run
- Cycle
- Bus
- Coach
- Motorcycle
- Taxi
- Other
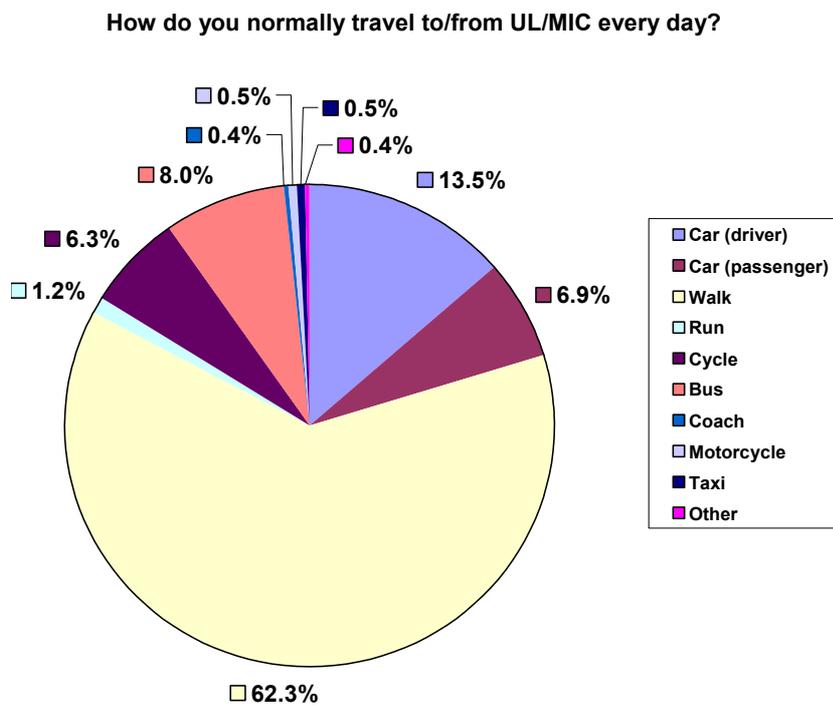
Figure 2.2 Daily Travel Arrangements to UL/MIC

Class Rep System

It was found that over 70% of the students surveyed knew their class rep by sight, while 26% did not know that they had a class rep and 3% did not know what a class rep was. Students were asked to rate their satisfaction with the class rep system – 36% answered positively (with 11% very satisfied and 25% satisfied). A substantial amount of students (31%) chose the 'neutral' option for this question. See figure 2.3.
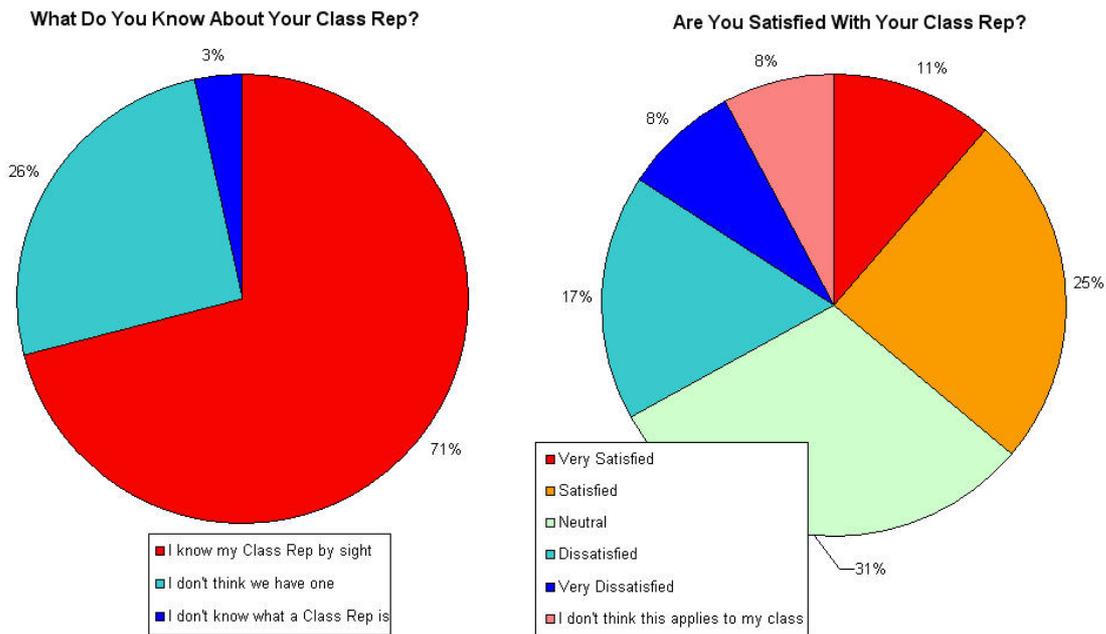
Figure 2.3 Awareness of and Satisfaction with Class Rep

Advisor System

The neutral option was the most popular option for respondents regarding the advisor system, while the number of those who were dissatisfied was worryingly high (27%). This may warrant further detailed question(s) in future student surveys as to why students remained neutral and why only 24% of students were satisfied or very satisfied with the system. It is envisaged that the majority of students do not have an initial meeting or regular contact with their advisors. In Section 6, where students evaluate the enrolment/orientation process in UL/MIC, the importance of ongoing support for students, which may take the form of advisor support, is stressed.

How Satisfied Are You With The Advisor System?
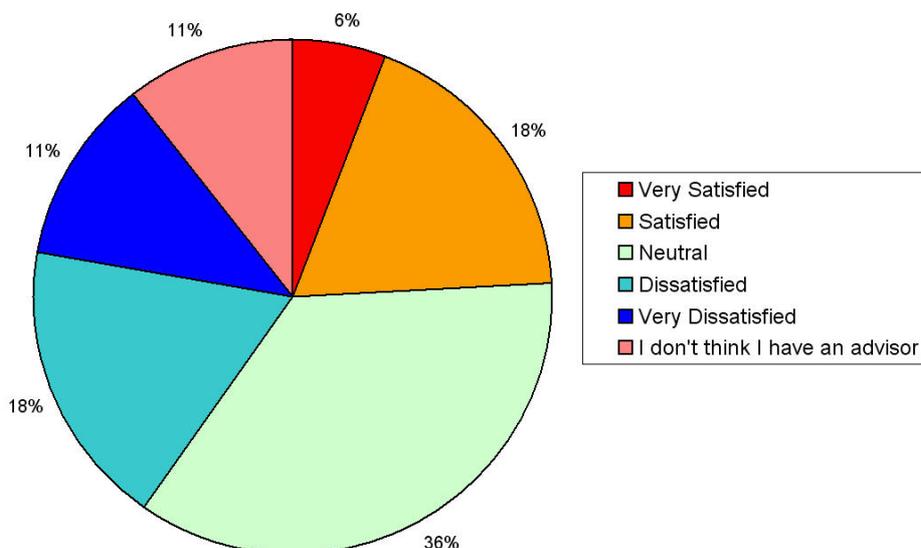
Figure 2.4 Satisfaction with the UL Advisor System

Improvements to Student Life Outside the Classroom

A total of 923 students out of the sample of 1,826 responded to Q. 20 ("What could be done to improve 'student life' outside the classroom?")[3]. When asked what could be done to improve student life outside the classroom, over 8% of the sample responded that they were happy with it the way it was. Table 2.1 outlines the top five responses to this question.

(For the complete table of responses, see Appendix 2.)

Rank	Comment	N	%
1	More events	160	18.0
2	Clubs/societies	117	13.1
3	Late night café / alternative to drink	89	10.0
4 (joint 4th place)	Food	73	8.2
4 (joint 4th place)	Happy as things are	73	8.2
5	Service ITD / Library / Co-op	57	6.4

Table 2.1 Top 5 Comments – Improvements to 'Student Life' Outside the Classroom

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[3] The results were obtained from an open-ended question. Many students gave more than one suggestion as to how to improve student life outside the classroom. A decision was taken to base the above percentages on the total number of responses per category/total number of respondents, i.e. the cumulative % will exceed 100% but the total number of people who referred to each problem would be expressed as %. This is the procedure followed for all open-ended questions in this survey.

Almost one-fifth of students surveyed (18%) felt that there should be more events such as music concerts, plays and comedy nights. Based on the survey results, a general sense of *"something always happening on campus"* seems to be missing in UL, which matters a lot to students. Furthermore, students felt that more could be done to encourage the arts in UL. Several students (5.9%) feel that campus-based events should be advertised more widely around campus. It seems that awareness levels of events could be improved, which would also have the effect of increasing attendance at such events, making them more successful. Respondents also suggested that organised trips away and more class parties would create a sense of camaraderie, help people become acquainted and promote good relations between students.

UL Clubs and Societies

Almost half of the students surveyed 'rarely' or 'never' participated in UL clubs and societies, while only 11% participated a 'great deal' and 14% a 'good bit'.

Do you actively participate in UL Clubs/Socs?
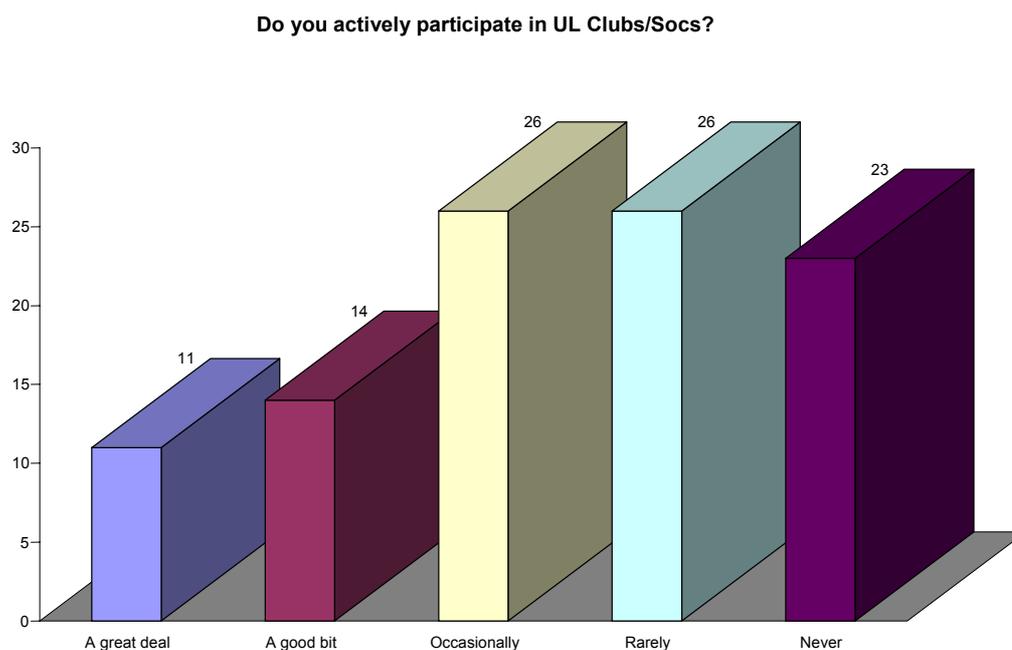
Figure 2.5 Participation in UL Clubs/Societies

Several students' suggestions relating to the improvement of student life outside the classroom pertained to UL clubs and societies:

- The majority of comments suggested that clubs and societies needed more financial support and recognition from the University.

  "With regard to clubs and societies and the University's alcohol policy, I think if the University wishes to eliminate breweries as a source of

> *sponsorship for clubs and societies then they should set up a committee to*
> *seek further alternative private sponsorship for clubs and socs!"*

- Students felt that the reintroduction of half days on Wednesdays would be a good idea – many students commented that they had to choose between going to labs/lectures and training/society meetings.

- It was felt that clubs and societies should be more actively promoted. This would encourage new membership throughout the year and should not be limited to open days held in the canteen once a semester. Students felt that if they did not join at the beginning of the semester, they could not join at a later stage due to feelings of being too far behind or not good enough. This may help to explain why 49% of respondents 'rarely' or 'never' participated in clubs and societies.

UL Sport Facilities

From figure 2.6 below, it can be seen that almost 35% of the students surveyed rarely or never used the sports facilities. This is an area for improvement, especially when considered in conjunction with the previous question regarding UL clubs and societies and Q. 19 (see figure 2.5), which shows that 48% of respondents did not use the Activity Centre at Lough Derg while a further 40% did not knowing the centre existed. These are important results given UL's promotion of a healthy and balanced student experience while on campus.

How Often Do You Use UL's Sports Facilities?
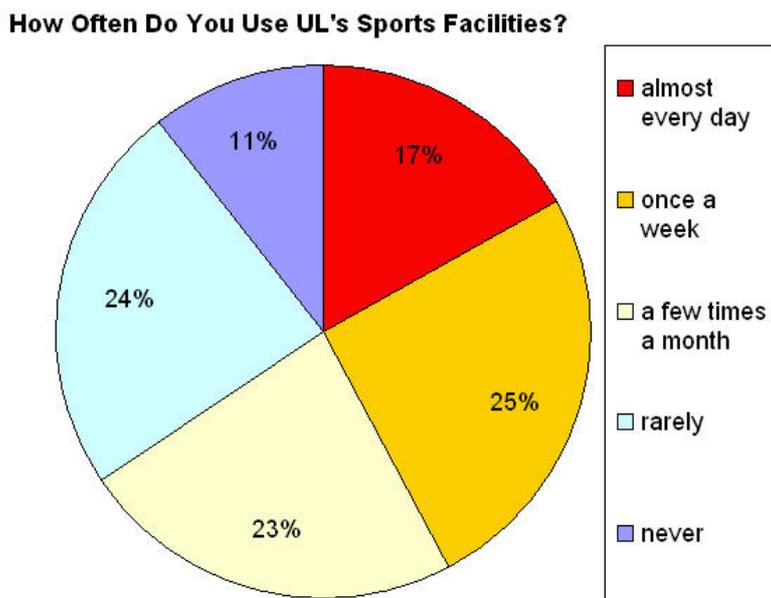
Figure 2.6 Participation in UL Sports Facilities
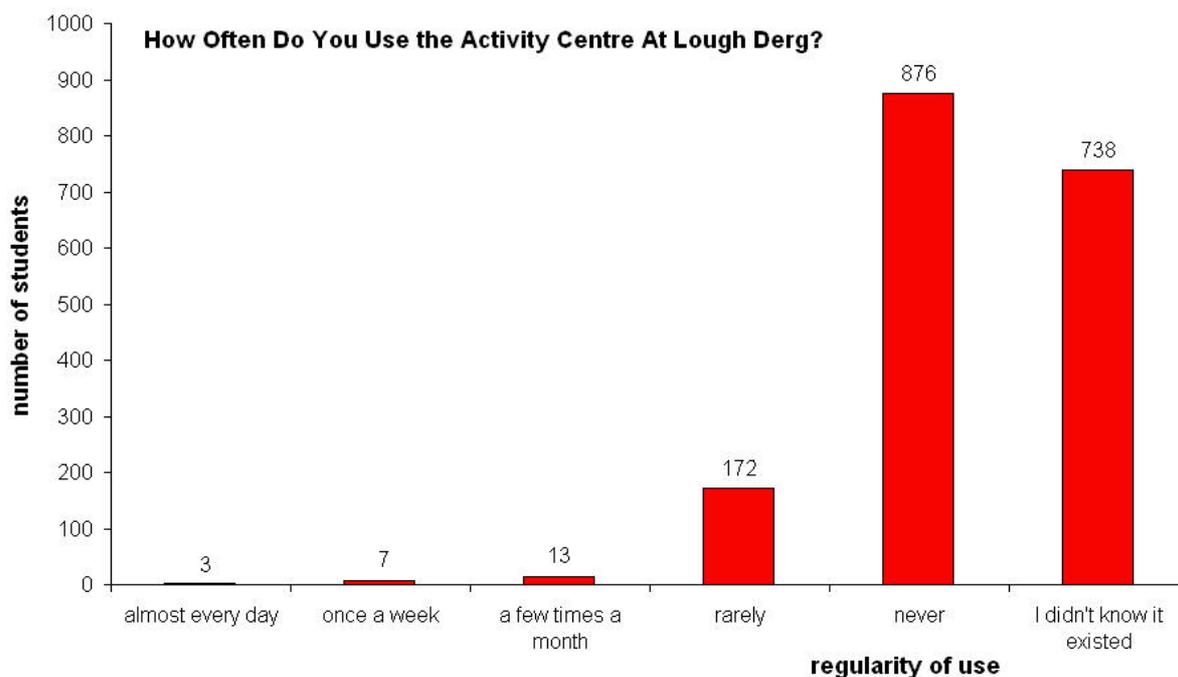
Figure 2.7 Usage of the Lough Derg Activity Centre

The findings regarding UL clubs and societies and sports facilities are important in relation to the University's alcohol policy, which aims to promote the healthier aspects of campus life and offer alternatives to drinking alcohol as a form of socialising[4].

The introduction of a late night café or alternatives to alcohol scored highly amongst students. Ten percent of the sample stated that there was too much emphasis on alcohol in the University, which illustrates that this issue is of concern to students as well as to UL. Perhaps the viability of a non-alcohol venue, as proposed by the UL Campus Alcohol Working Group, should be looked into in some detail.

Section 3: About Support Services at UL

This section of the student satisfaction survey focused on the support services at UL. Students were asked to rate how important 14 support services were to them and how adequate those services were. Overall, the services that were of most importance to students were the Student Services office (now Student Academic Administration in UL), restaurants/cafés, banks, campus shops and the Medical Centre, which all scored highly (over 60%) as 'very important' or 'important' (see figure 3.1).

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[4] See - http://www.ul.ie/vpadmin/adminsec/policies/AlcoholPolicy25June2002.pdf

How important is each service to you?
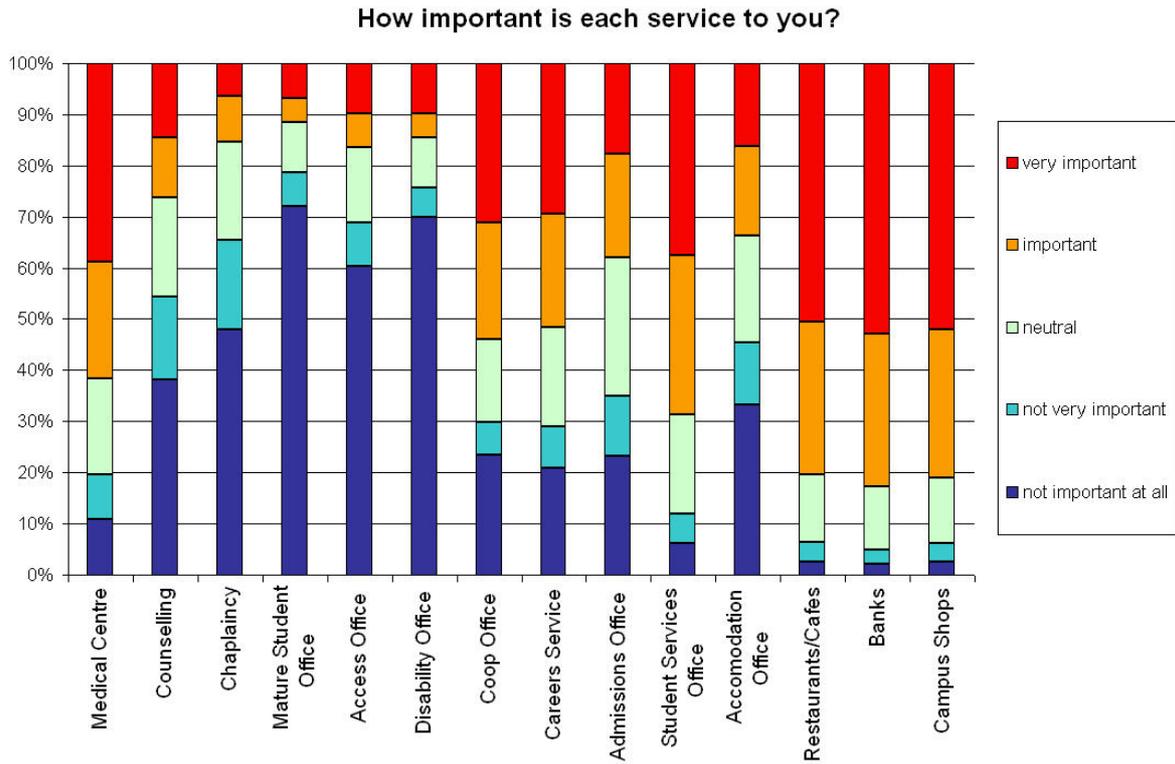
Figure 3.1 Importance of Services

On the other hand, more than 50% of respondents rated the Counselling Service, Chaplaincy Service, Mature Student Office and Disability Office as being 'not important at all' or 'not very important'. The low uptake of these services may be due to their specialist nature.

How adequate do you think each service is?
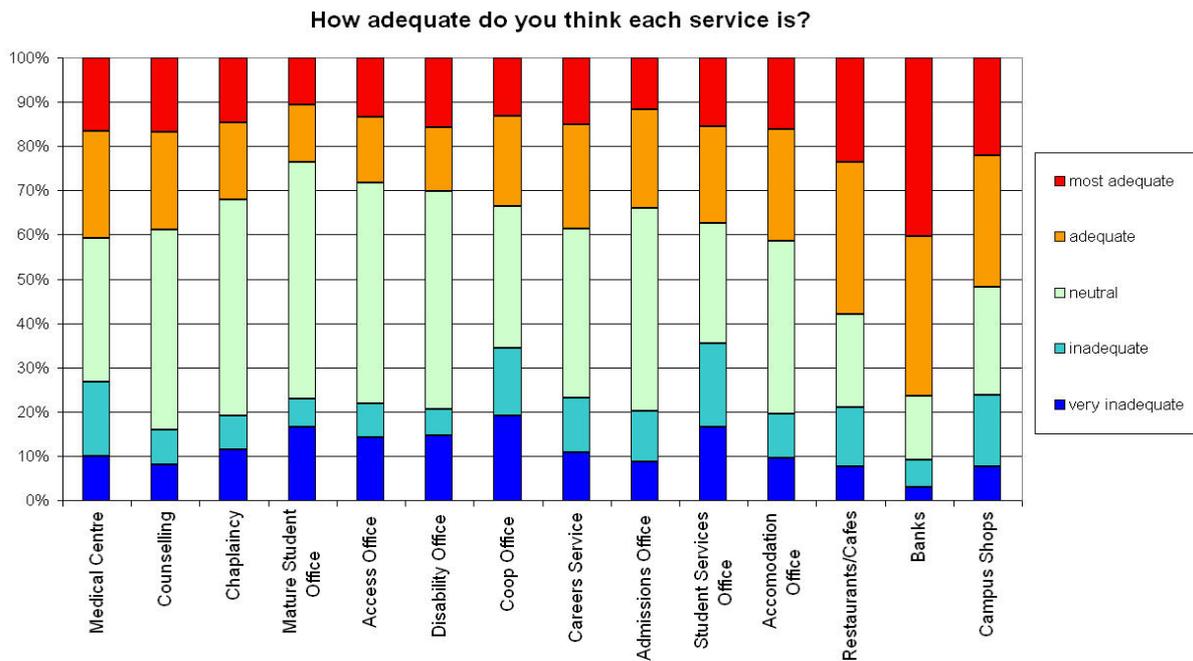
Figure 3.2 Adequacy of Services

In order to achieve a deeper analysis of each support service, pivot tables were compiled using Microsoft Excel (these can be viewed in Appendix 3). The following sub-sections outline the main findings of the Pivot tables. It should be noted that three of the support services (Medical Centre, Student Services and the Accommodation Office) had dedicated questions within the survey and so are dealt with in more detail.

Medical Centre

Over 60% of respondents rated this service as 'very important' or 'important'. Of the students who rated the Medical Centre as important, 18% found it excellent and 27% found it good, and so the overall satisfaction rating is high. However, with over one quarter of the sample rating the service negatively, there may be some room for improvement compared to other services.

Counselling Service

Over one quarter of respondents did not avail of the counselling service. Over 58% of students rated it as an 'excellent' or a 'good' service.

Even though the majority of students (70%) did not use the service, only 3% did not know there was such a service. We can therefore safely conclude that lack of awareness of the service is not the reason for its low usage.

Students were also requested to provide comments, observations or suggestions about the counselling service. Overall, the general impression from the qualitative statements is very positive. Over 46% of comments included praise for the counselling staff – and in particular for the reception staff – for their approachable and non-judgemental manner.

> …*"I think they are doing a good job even though I have not used the service myself I have heard from others who have used it that they are very helpful."*

> …*"I know one friend who has used Counselling Service and this friend found it very helpful. I was also glad to know it was available throughout the semester in case I ever needed to use it."*

 Awareness of the counselling service emerged as an issue. Over 13% of students believed that the service needed more awareness and that its location made it difficult to find.

> *"Where is it located?? Why can't it and the medical services have their own building like the students union…?"*

Please Indicate Your Level Of Satisfaction With the Counselling Service
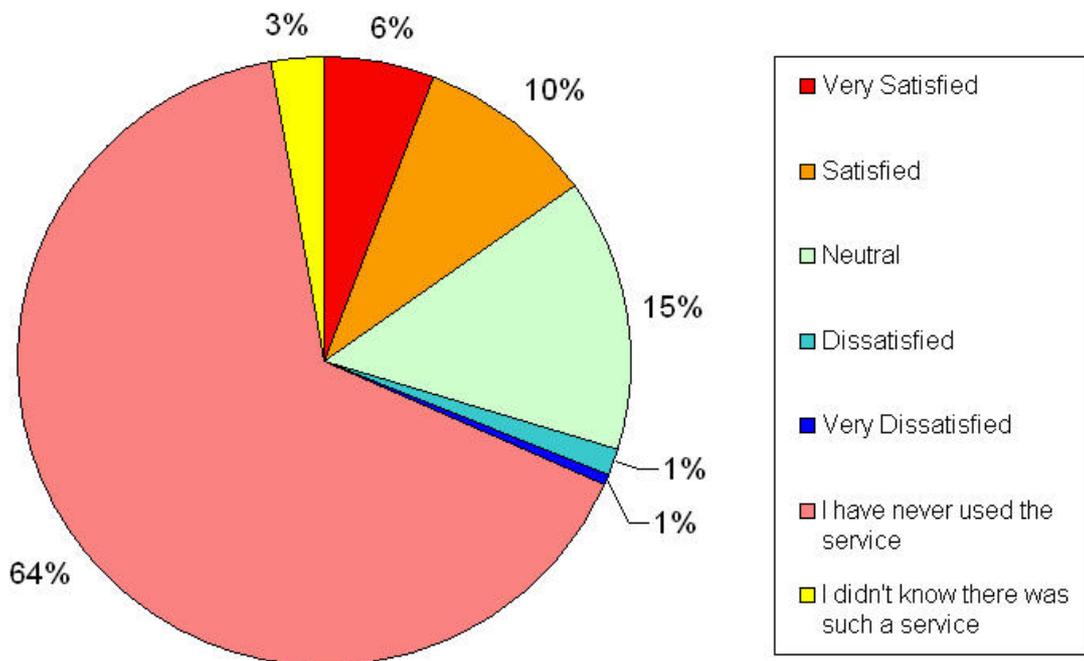
Figure 3.3 Level of Satisfaction with Counselling Service

However, students also commented on the effectiveness of the current awareness strategy of the counselling service – in particular on its use of flyers and stickers in rest rooms around the campus.

> *"I am satisfied that it is made known to students through flyers and leaflets that this type of service is available and does exist – shows that your college cares!"*

Over 14% of respondents criticised the lack of availability of the counselling service in relation to students finding it difficult to make an appointment. They also requested more regular hours for counsellors and longer drop-in hours. However, respondents attributed the restricted hours to the fact that the counselling service was under-resourced rather than disorganised.

> *"Seems to be doing the best it can with limited resources…"*

Chaplaincy Service

While the uptake of the chaplaincy service was just over 15%, it scored very highly – over 68% of respondents rated it as 'excellent' or 'good'.

Mature Student Office

Just over 10% of the sample considered the Mature Student office to be of importance to them while over 48% rated it as 'excellent' or 'good'. It is clear that the vast majority of students using this service were quite satisfied given the low negative ratings of 6% 'poor' and 7.5% 'very poor'.

Access Office

The Access office was not considered to be an important support service to the majority of students, with just 16% of respondents rating it so. Those who did see the service as important did so at the rate of 30% 'excellent' and 28% 'good'.

Disability Office

This service scored positively (48%) with students who feel it is of importance to them; 10% of respondents rated it negatively.

Cooperative Education Office

Over half of the respondents deemed the cooperative education placement service to be important. While the ratings were positive overall (42%), the negative ratings (16% 'poor' and 17.5% 'very poor') indicate that there is room for improvement. The Co-op placement service (including teaching practice and clinical practice) is dealt with in more detail in Section 5 (Cooperative Education/Teaching Practice/Clinical Placement).

Careers Office

Just over half of the sample stated that the Careers office is useful. The average rating of importance may be attributed to the fact that one-third of students surveyed were in fact first years, who may have felt that they did not need to avail of this service yet. Of the students who felt that the Careers office offered an important service, over 50% felt that the service was 'excellent' or 'good'.

Admissions Office

Apart from enrolment and registration, the Admissions office is unlikely to be used regularly by students, which could account for its relatively low importance rating of 37%. For those who did rate it as important, 50% scored it positively.

Student Services Office

The service offered by the Student Services office (now the Student Academic Administration office in UL) was of high importance to students, with over 68% rating it as 'very important' or 'important'. Because Student Services deals with queries from registration to exams, students tend to have regular ongoing contact with the office throughout their time at college. While the office scored more positively (40%) than negatively (36%), there is room for improvement.
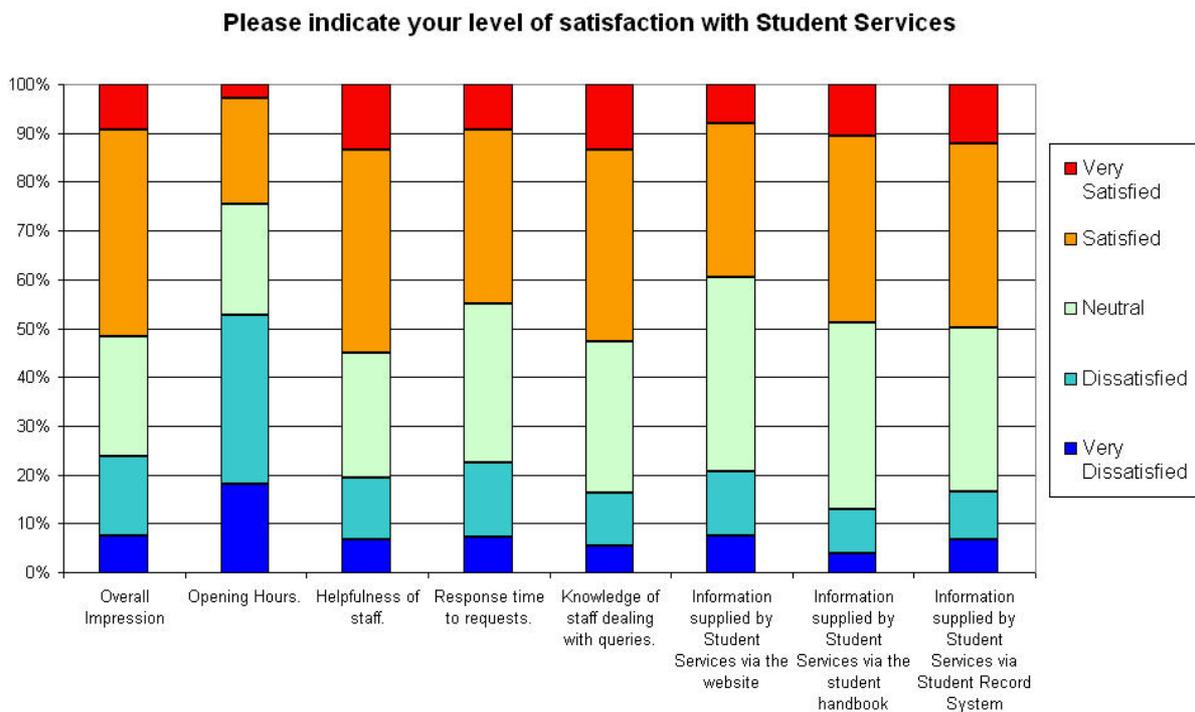
Figure 3.4 Level of Satisfaction with Student Services

Over half of the sample were 'satisfied' or 'very satisfied' with Student Services, which is an improvement on the ratings of the 2002 student satisfaction survey. The Student Services website, handbook and Student Record system were rated highly by students, as were Student Services staff, especially with reference to their helpfulness, knowledge and response time in dealing with queries.

However, 50% of respondents stated that they were 'dissatisfied' or 'very dissatisfied' with the office's opening hours. Qualitative comments indicated a general feeling that lunch time was the

most suitable time for students to drop into the office. It was also felt that an effort should be made to extend opening hours to suit students' timetables. A further point of contention was the queuing time at the office hatch – it was suggested that more hatches should be opened, particularly at peak times.

Further criticism of Student Services involved the staff. It was felt that there should be more staff available to help deal with queries efficiently (over 4% of students believed that efficiency and response to requests needs to be improved) and also to help reduce queuing.

> *"…If staff are as over worked as is sometimes claimed, then get more staff out to be hired, even if only on a seasonal or part-time basis."*

Furthermore, 8.3% of respondents expressed dissatisfaction with the treatment they received from staff members; the majority of complaints related to the lack of staff 'helpfulness' and suggested that the staff needed to adopt a more 'student-friendly approach' when dealing with students.

> *"I feel that the staff should be friendly and not let negative personal emotions interfere with their jobs. When students call in to follow up on a query they should be made to feel as though their problem is important to the staff and that they are doing everything in their power to resolve the issue. At present students are made to feel unimportant and their problems are treated more like interruptions to the staffs' day rather than the purpose for it."*

While the overall ratings of Student Services staff has improved on the 2002 survey figures, there is an opportunity for further improvement, particularly in relation to the 'helpfulness of staff' and their level of knowledge in dealing with queries. Students suggested that proper training of staff would help alleviate this problem.

> *"Staff should be given customer service training."*

With regard to the Student Services website, in particular Sigma, which is used for transcript viewing, some helpful suggestions were offered. Students felt there was a need for a faster, more reliable system, that there should be access to past examination papers and faster and easier access to exam results, and that more basic information regarding procedures, forms, applications etc. should be provided. This would provide a point of reference before going to the office and could potentially help to reduce queuing at the hatches for standard enquiries.

Accommodation Office

One-third of students rated the service provided by the Accommodation office as 'important' or 'very important'. Of those who rated it thus, over 60% rated it as 'excellent' or 'good'.

> *"I don't think they can do any more – they provide a full list and location details which is enough within their means."*

> *"Was very satisfied – very friendly staff, had a very detailed map and excellent details of the whole local area which is important for someone coming to UL for the first time."*

Please rate your level of satisfaction with the accommodation service at UL/MIC
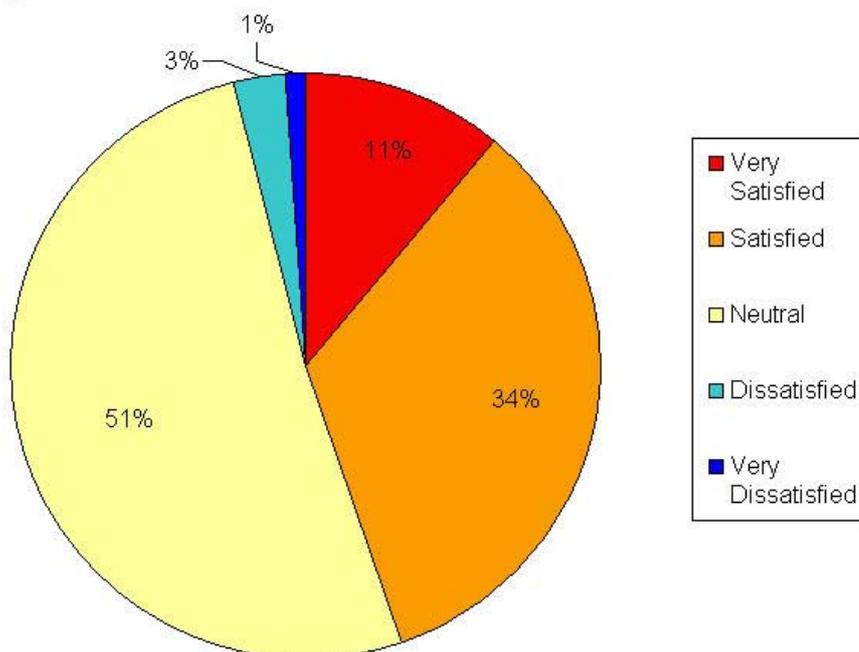
Figure 3.5 Level of Satisfaction with Accommodation Services

Over 60% of respondents did not regard this service as being important or remained 'neutral'. The high neutral rating could be explained by the fact that over 10% of the sample stated that they had either never heard of the Accommodation office or felt that the office needed to better advertise itself and the services it provides. In particular, respondents felt that the office needed to advertise more strongly the closing dates for applying for accommodation.

> *"I'm not sure what the Accommodation office is therefore my suggestion is that it would be best to make students aware of what it is and what it offers."*

Further student comments are outlined below:

- 16.9% of students found that on-campus accommodation was too expensive compared to off-campus.

> *"On campus accommodation is of the highest quality but due to the expense I will have to move off campus for my postgraduate studies and I am very disappointed as I found it an invaluable asset for studying."*

> *"Launderette services in campus accommodation should be free of charge. We pay well above average for what we get as it is…even the worst house in College Court/Elm Park etc. has a washing machine…"*

- Students (10.5%) suggest that the Accommodation office needed to be more pro-active in monitoring the students' accommodation. Many students believed that all accommodation needs to be inspected (especially if on the list for the first time) and that a basic standard should exist in all accommodation – specific reference was made to very sub-standard accommodation in Elm Park and College Court. Respondents also felt that the Accommodation office needs to work with landlords to keep rent at a reasonable level consistent with the standard of accommodation provided.

  > *"I think that any houses to be included on the housing list should first be inspected by someone from the college. Many houses are of substandard quality, something that is not realised by students until they actually move in."*

- In addition to this, a number of students stated that the Accommodation office should support students who are having difficulty with landlords in rented accommodation. It was also suggested that the office could provide a booklet/leaflet that would help students to become aware of their rights as tenants.

- Another area of contention for students (7.5%) involved the attitude and professionalism of the staff who are responsible for the daily running of the on-campus accommodation.

  > *"Is this the campus accommodation office or something different? If it's the former I've found the running of the campus accommodation to be highly unprofessional and not representing value for money."*

  > *"…Management are extremely inefficient and unfriendly to the point of confrontational…"*

- It was suggested that an online rating system be made available to students, which would include feedback/comments from previous tenants on specific accommodation and landlords.

- Students felt that an earlier and more comprehensive accommodation list should be made available.

  > *"The Accommodation listings should be published a lot earlier. It wasn't distributed until May 18th this year, which is ridiculous. Students have enough to be doing preparing for exams at this time of year. I honestly believe*

that most students would prefer to have their accommodation sorted before the exams start. We don't have time to look at houses during exams!!"

- Finally, 4.4% of respondents stated that the opening hours of the office need to be extended.

Restaurants/ Cafés

Eighty percent of respondents rated restaurants and cafés as being of high importance. Over 61% of these respondents rated them as providing an 'excellent' or 'good' service. Although restaurants and cafés scored highly overall, this service emerged as an area for improvement in Section 2 (About Student Life at UL).

Respondents suggested the need for better quality and variety of food, healthier options and better value for money, and many students enquired whether the University subsidises the catering at UL at all. In addition to this, students felt that there should be a greater variety of places to eat apart from Campbell's Catering.

> *"More companies should be given access to provide food, so Campbell's don't have a monopoly (I know people say the Stables, Paddocks and Scholars but they all do the same type of food of the same low to middling quality), ...a sandwich place that's not so expensive would be nice..."*

> *" ...The Students Union Shop could do with removing the fruit display to another shop location and simply extend the deli counter to serve rolls etc. faster..."*

In a related point, students would also like to be able to get food/drink outside normal opening hours. They would like to see campus shops open at weekends and would like late opening cafés, restaurants, and vending machines with healthier options, such as sandwiches, particularly around exam time.

Banks

With over 80% of respondents rating the campus banks as 'excellent' or 'good', students are clearly happy with this service.

Campus Shops

While the campus shops score positively (56%) overall, there may be room for improvement given that over 22% of respondents rated them negatively. This is reflected in previous qualitative comments in which students report that the prices in campus shops are excessive and that there is a need for longer opening hours.

Library Service

Approximately three-quarters of respondents rated their satisfaction with the library service as 'very satisfied' or 'satisfied'.

Please rate your level of satisfaction with the Library
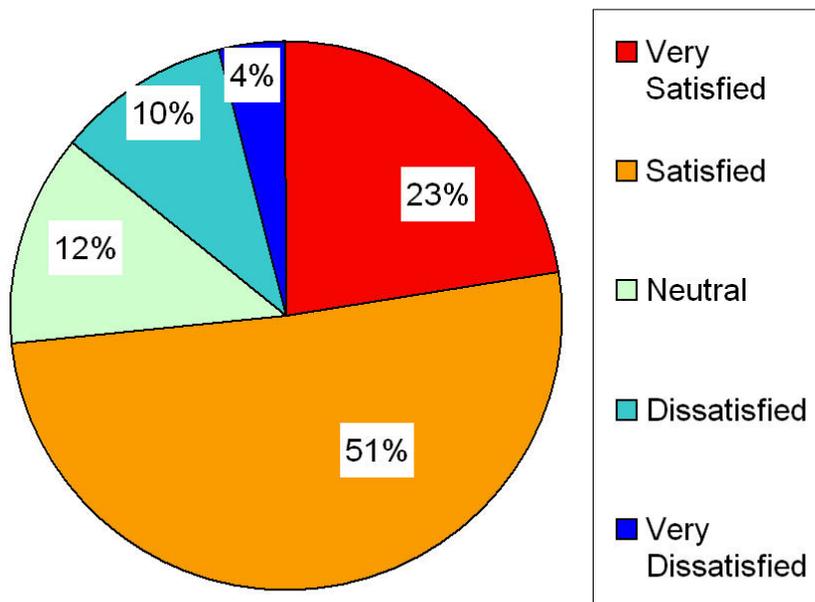
Figure 3.6 Level of Satisfaction with Library Service

Almost 70% of respondents submitted comments regarding the Library Service. The following represent some issues that emerged.

- The most significant criticism of the library service was its opening hours (41.7%). Students felt that the library needs to be open longer in the evenings during the week, open during the day on Saturdays and Sundays and open 24 hours during exam time. This seems to be of particular importance to mature students and part-time students with families/jobs and academic commitments; for these students, the 'out of office' hours are the only times they can access the library.

- Another major point of concern for students (22.8%) is the need for more books, more copies of existing books and more up-to-date books in the library. With regard to programmes with large volumes of students, it was suggested that there should be a greater ratio of core texts to students and that these books should be available in short-term and long-term borrowing sections.

- Over 11% of respondents felt that more library desks/study spaces need to be made available or that better use could be made of the existing space. While there were positive comments on the structural and aesthetic beauty of the library, students felt that it is impractical in terms of providing a functional study and reading facility and does not accommodate the student population in terms of seating and space.

- Students stated that efforts should be made to stop the culture of 'seat reserving' in the library, i.e. where students place their belongings on a desk and then leave for extended periods of time, essentially blocking up a free desk so that others cannot use it. Suggestions to alleviate this problem included a system of time cards on desks or increased vigilance on the part of librarians or security staff in spotting and clearing unattended desks.

- It was felt that the open-plan design of the library does nothing to lessen the noise from one level to the next. An effort needs to be made to promote a policy of silence in the library among students and staff. Students made particular reference to the enforcement of the ban of the use of mobile phones and the need to have more staff/security in a position to enforce this rule.

- Others suggestions regarding noise levels were that study areas should be kept separate to bookshelves and computer clusters and that printing and photocopying rooms should be moved to a different level away from study areas. A number of students requested that the working environment in the library be improved.

  "The whole building is a disaster; the way noise can get around is terrible. I haven't studied in there for 3 years because of the noise. I believe security should have more authority so they can ban noisy students from the library for a week or so. A lot of students are going into the library for a chat and the craic. It is a place of work for most people. We need quiet places to study. Compare it to Limerick city library, which is so quiet, although not near as busy, which I do understand. The students' attitude to the library needs to change and maybe some glass panels could separate more areas of study from the noisy stairs area."

  "It's not a library, I have been in quieter pubs…"

Other points of relevance to the library service are included in table 3.1 below.

Comment	N	%
Improve Attitude of Staff	57	4.5
More Computers/Photocopiers	56	4.4
Reduce Fines	45	3.5
Better Catalogue/Tracking of Books	43	3.4
Extend/Change Loan Periods	39	3.1
More Laptop Connections Points	29	2.3
Monitor who uses the Library/UL students only	28	2.2
Happy with Service	27	2.1
Increase Book Quota per Person	20	1.6
Online Reservation/Renewal Facility	14	1.1
Book Return box/24 hour Self-Service	14	1.1
Training in use of Library	13	1.0
Use of Email for Overdue Reminders	12	0.9
Cheaper Photocopying	6	0.5
Improve interlibrary loans	6	0.5

Table 3.1 Additional comments for library service in UL

Computing Facilities

Seventy-eight percent of respondents were 'satisfied' or 'very satisfied' with the computer facilities at UL.

Additionally, students offered qualitative comments expressing their satisfaction with the current computer facilities.

> *"From the three universities I have studied in, this is the one with more and better computing facilities."*

Please rate your level of satisfaction with the computing facilities
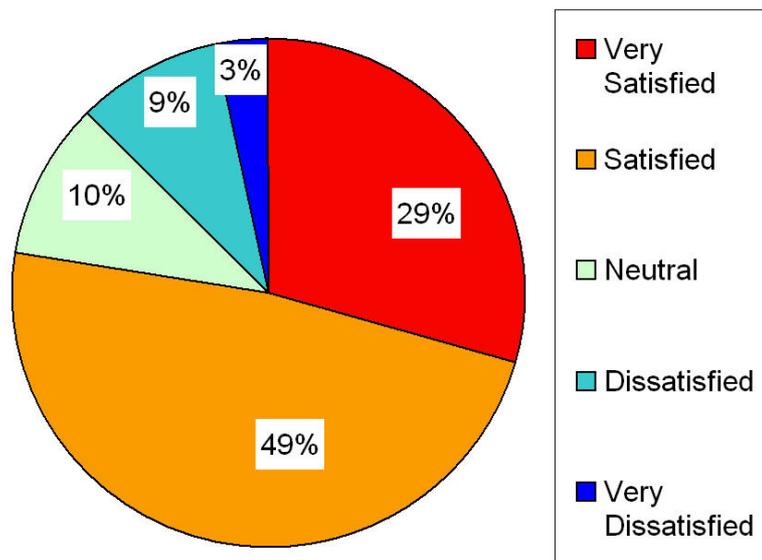
Figure 3.7 Level of Satisfaction with Computing Facilities

Qualitative comments from more than 50% of the sample highlight areas in which the computing facilities could be improved.

- One-third of UL students (32%) and also 65 MIC students requested more computers and hardware such as CD burners on all PCs. Comments requesting the enforcement of time limits on PCs (2.2%) and a better queuing system (4.4%) serve to highlight this access problem.

    "Need more computers... lines up to 30 minutes long!"

    "There just aren't enough computers; there is always a long waiting line."

- Over 10% of students felt that there should be more 24-hour access to labs and longer opening hours in labs. Students also requested the re-opening of the Venus lab.

    "Re-open the Venus 24-7…a 24-hour computer service seven days a week, that is a point made in the prospectus, isn't that useful when it closes…"

    "The Vax was no longer 24-hour this semester. I think they should always be 24-hour. We simply NEED this facility in UL!"

- This point is also related to students' requests for easier physical access to labs, especially at the weekends (4.1%) when only the main reception door is open.

- Because of the frustration felt by students waiting to use PCs for academic purposes while other students use them for email and the Internet, several respondents felt that

there should be computer labs dedicated either to specific groups such as fourth/final year students or specific courses/departments.

- Even though students commented positively on the ITD staff as being 'very friendly' and 'helpful', they felt that they should monitor the labs more efficiently, enforce the 15-minute idle rule and monitor queuing to lessen the amount of queue-skipping.

- Students expressed the need for specialist software for their specific programmes, e.g. M +AE lab located in the main building – AM-061.

Further comments regarding specific computer facilities and performance are outlined in table 3.2 below.

Further Student Suggestions
Faster systems/upgrade them
More printers
Specialist software
Larger profile/storage space
More laptop network connection points
Network access on campus accommodation
Wireless networks
Home email access
Compatibility of storage drives/media
More print account top-up points
Cheaper printing
General environment in labs

Table 3.2 Additional Comments on the Computing Facilities in UL

Print Room

Seventy-three percent of respondents were satisfied with the service provided by the Print Room.

Please rate your level of satisfaction with the Print Room
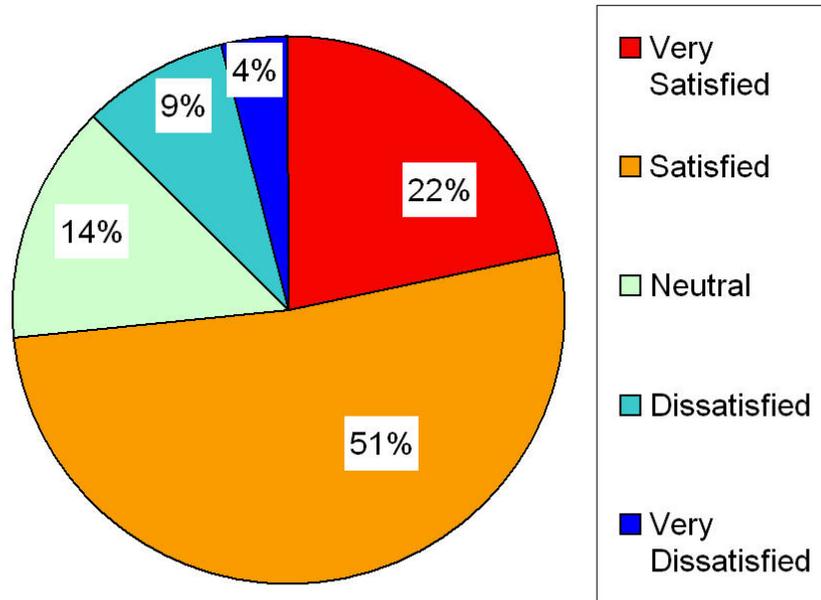
Figure 3.8 Level of Satisfaction with Print Room

A number of qualitative comments support the high quantitative satisfaction levels expressed.

> *"I would not make any suggestions to this. I think the staff are very helpful and efficient, especially when they were swamped with binding for the FYP, they never became angry with anyone but made everyone feel relaxed that their FYP would be in on time."*

> *"Particularly impressive around exam time…I've always found them to be extremely easy to deal with and always very friendly and humorous."*

> *"…the staff are great and do a great job being under the pressure that they are!"*

Respondents also cited areas where the Print Room facilities could be improved.

- Out of hours access to printing was of major concern to over 15% of respondents. Suggestions to tackle this include 24-hour vending machines, online accounts and longer office hours.

- The physical size of the Print Room, its location, the cost of its services and the issue of understaffing were also mentioned as areas that need attention.

> *"While the print room is good, it is much too small and is not able to deal with the volumes of work coming to them during the first few weeks of the*

semester and the end of the semester when projects need to be bound and copied etc."

"...It's far too small in there – during deadlines toward the end of every semester there are scores of students from every course crammed into the doorway of that small office to get stuff bound or accounts topped up. It's ridiculous that a wealthy college such as UL has such a small office for one of the most important facilities."

"More printers could be helpful so that there are not always big piles of papers to sort through in order to find the one a person is looking for."

Section 4: About Your Programme

This section of the survey focuses on students' satisfaction levels with their programme of study at UL or MIC. Eighty percent of students were very satisfied or satisfied with their programme, while 9% were dissatisfied. In addition, 73% found their programme interesting and engaging. The high level of very satisfied or satisfied responses is also reflected in the qualitative comments, which requested students to consider their 'worst' and 'best/favourite' modules.
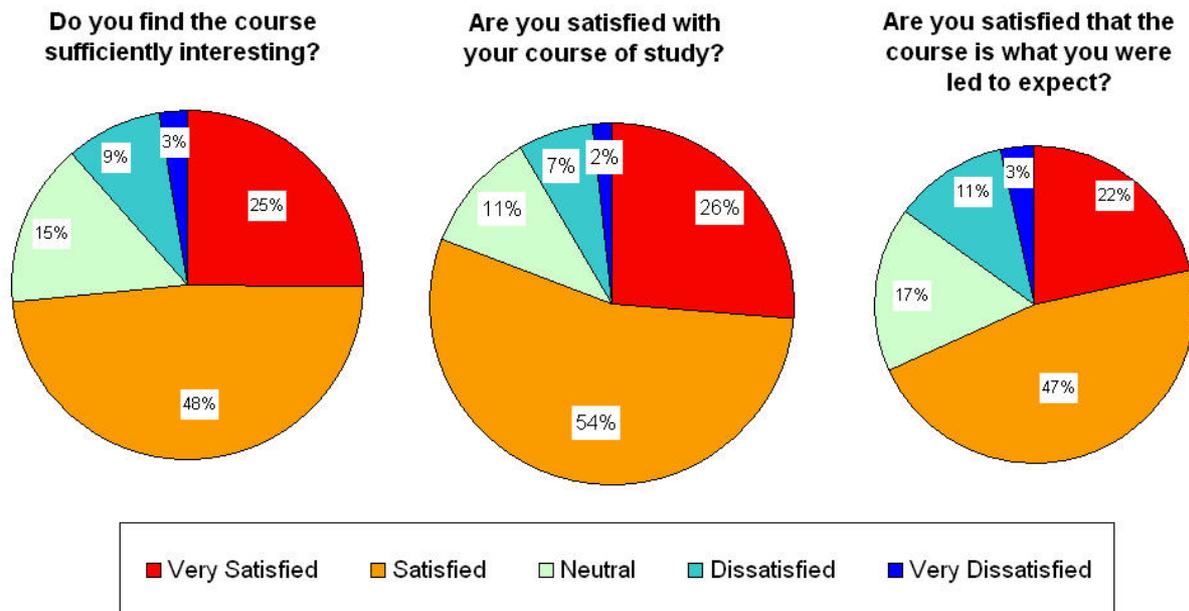
Figure 4.1 Programme of Study – Satisfaction and Expectations

Pivot tables were compiled (see Appendix 5) that cross-tabulate the number of modules taken (Q. 36: "In total, how many modules are you studying this academic year?") and the number of these modules that were found to be 'very satisfactory', 'satisfactory' etc. (Q. 37: "Consider all the modules you have studied this academic year and indicate how many fall into each category"). Because the majority of respondents took 10 or 12 modules, it was attempted to see how many of these modules were rated as 'very satisfactory' through to 'very unsatisfactory'. Table 4.1 shows module satisfaction levels for those who took 10 modules, while table 4.2 does likewise for those who took 12 modules. Generally the pivot table (App 5) reveals an even distribution in that students selected mostly between zero and four modules (over 40% for 10 and 12 modules) and in most cases two modules for each rating, i.e. very satisfactory, satisfactory etc.

How many modules are you studying this academic year?
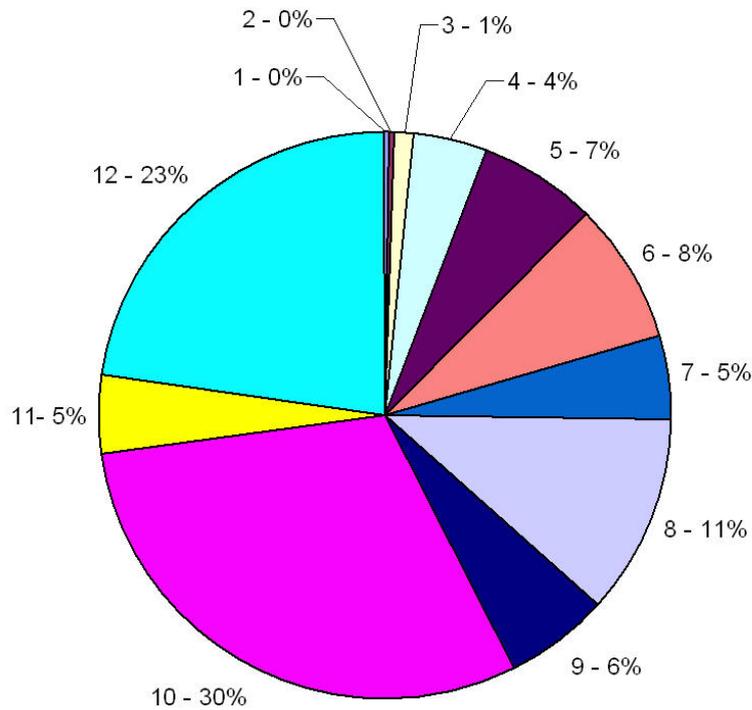
Figure 4.2 Frequency of Modules Taken This Academic Year

Rating	% Modules	Majority of Modules Chosen	%
Very Satisfactory	21.3	2-4	49.9
Satisfactory	25.8	2-4	55
Just Adequate	29.6	1-3	65
Unsatisfactory	16.1	0-2	51
Very Unsatisfactory	23.8	0-2	41

Table 4.1 Distribution of Modules for Satisfaction Levels (10 Modules)

Rating	% Modules	Majority of Modules Chosen	%
Very Satisfactory	19.9	2-4	53.6
Satisfactory	21.4	2-4	55.8
Just Adequate	27.9	1-4	75.3
Unsatisfactory	24.9	0-2	57
Very Unsatisfactory	17.7	1-3	49

Table 4.2 Distribution of Modules for Satisfaction Levels (12 Modules)

As it is not feasible to examine every module completed, students were asked to consider their 'worst' and 'best/favourite' modules. Q. 38 asked students to rate eight aspects of their 'worst' or least satisfactory module (see table 4.3). The scoring scheme used is a ten-point scale, where '10' equates to excellent and '0' equates to 'very bad'. In conjunction with Q. 39, which asked students to comment on their 'worst' module, an overall impression of why a module would be considered to be the worst can be assessed/drawn. Considering the data from table 4.3, it is evident that the majority of high scores for each aspect of the module lie above 4, i.e. generally speaking, the majority have scored mostly from 5–10 and therefore from average to excellent. The 'Overall Impression' of the 'worst' module scored an average 5 at 21.9%.

Satisfaction Scale	Overall Impression	Teaching/ Lectures	Tutorials	Syllabus Material	Adequate Texts	Lab Sessions	Physical Enviro.	Style of Assess.
10	9.5	13.9	22.5	12.3	16.8	37.5	10.8	12.0
9	6.4	10.2	7.8	9.3	9.8	7.9	5.7	7.5
8	15.3	16.6	10.8	13.4	13.2	10.6	9	10.7
7	11.6	10.75	9.5	11.9	10.3	6.3	7.7	9.1
6	12.7	11.2	9.2	13.7	11.3	6.7	7.8	9.1
5	21.9	15.5	13.4	16.7	16	14.3	18.3	17.3
4	9.6	7	8.4	8.8	9.8	5.13	11.1	11.31
3	5.9	6.4	7.1	5.7	5.7	5.5	10.4	9.4
2	4.17	4.75	6	4.8	6.5	3.3	10.21	7.8
1	1.1	1.7	2.2	1.6	2	1.1	3.7	3.01
0	1.4	1.5	2.6	1.1	1.7	1.1	4.8	2.4
Total no. responses	1700	1702	1630	1697	1620	1266	1642	1689

Table 4.3 Level of Satisfaction with Aspects of the Least Satisfactory (Worst) Module

The physical environment/classroom and the style of assessment both leave room for improvement regarding students' 'worst' modules, with over 50% rating both variables between 0–5 on the 10-point satisfaction scale. A number of factors are of particular concern to students regarding assessment tools, i.e. mid-terms, projects, essays. The majority of students gave the syllabus material an average rating (16.7%). This was also referred to by respondents in Q. 39, where several students stated that the coursework/material was difficult or confusing. Students also commented negatively on the availability and, in some cases, the illegibility of syllabus notes.

Lab sessions scored highly, which is also reflected in Q. 39 where only 3% of students criticised them. Teaching through tutorials and lectures, which scored relatively well above, were both raised as problem areas for students' 'worst' modules.

The majority of qualitative statements regarding the 'worst' module cited the lecturer as the main reason why this particular module is the least satisfactory (36.9%). Criticisms included the lecturing style – it was stated that many lecturers were bad communicators, uninterested, unhelpful and unprepared. The following quotes encapsulate students' annoyance regarding some lecturers.

> *"Lecturer was uninterested and no tutorials were given for the lecture…the lectures were especially uninteresting with the lecturer paying very little attention to acknowledge there was even a class present. This led to extremely low attendance…"*

> *"The lecturer was in my opinion unsuitable to teach the subject. He was unprepared for lectures and had no set outline for the course."*

Tutorials were also raised in relation to students' 'worst' modules. Some students found tutorials to be unhelpful while others thought there were not enough of them. Comments were also made that tutors were not helpful enough.

> *"I found my tutorials not helpful at all as they just tended to repeat the lectures when I needed stuff explained not repeated. Questions were answered not by explaining but by referring us to our notes."*

> *"Definitely more tutorials that actually work through exam papers…."*

> *"Lecturers should never be in charge of tutorials, if you can't understand a lecturer in the lectures, you can't understand him in the tutorials either"*

Additional aspects of students' least satisfactory modules are listed in table 4.4.

Comment	N	%
Lecturer	82	36.9
Irrelevant Module	37	16.6
Coursework/Material	29	13.06
Boring Module	26	11.7
Course Notes	18	8.1
Tutorials	17	7.6
Assessment	15	6.7
Exam	11	4.9
Labs	8	3.6
TA's	5	2.25
Physical Environment	2	0.9
Timing of Module	1	0.45
Total	**222**	
Table 4.4 Additional Comments – 'Worst' Module		

Irrelevant modules refer to the fact that the modules are irrelevant to the overall programme and also to the workplace when students leave college.

> *"I just feel that in relation to my course it is completely irrelevant and it bothers me immensely when I consider the time I waste on it, as it commands a lot of my time when I could be studying for something that is more relevant, I believe, to my course and what I want to pursue in the future."*

> *"The lecturer showed no real interest in the subject and this made it disinteresting for most of the students. Other lecturers with more classically 'boring' subjects managed to make them very engaging but the lecturer in this module just didn't seem interested in the material."*

> *"Too much course material, boring, I would have preferred some type of project or essay during the year so there would be less pressure at exam time."*

> *"...Lecturers just read and read and do not try and make the lecture interesting. This I find quite boring and therefore results in students not attending the lectures."*

Modules in the 'best/favourite' category are described by almost 37% of students as 'interesting'. Table 4.5 itemises factors that influenced the choice of 'best/favourite' module. Again, the lecturer was sited as the most influential variable for students when choosing their

most satisfactory module. Over 44% of respondents referred to excellent lecturing skills in terms of communication, preparation and instilling interest in the module as the main reason for selecting a particular module as 'best/favourite'.

> *"…Excellent lecturer, really witty and made it really interesting, so much so that I'm considering majoring in economics…also the text he has written is very user friendly and very informative."*

> *"…Was a very pleasurable and worthwhile module to take…She was excellently prepared for lectures and made the course interesting and really motivated her class to work."*

As was the case for the 'worst' module, the relevance of a module to the programme of study and the workplace was cited by respondents as a reason to choose it as their favourite module (8.4%).

> *"My favourite modules were ME4111 and ME4112 because I felt they actually applied to real life engineering. I know all modules are probably relevant in their own way but a lot of it feels like 'learn and forget' theory."*

Practical assessment was also given as a reason for having a favourite module, e.g. project work (3.2%).

> *"Film Production in MIC. It was just interesting. It was nice to be doing something practical and fun as opposed to having to study for every module."*

> *"PY4412 - Gymnastic - Extremely interesting and fun. It was only module this semester in PE where there was any practical work to be done."*

> *"CAD ME4814 - Practical, was project based and there was a high design/creative element to the design."*

Table 4.5 Additional Comments – 'Best/Favourite' Module

Comment	N	%
Lecturer	95	44.3
Interesting module	79	36.9
Practical module	27	12.6
Relevant module	18	8.4
Assessment	11	5.1
Easy module	11	5.1
Course notes	10	4.6
Course content	10	4.6
Labs	10	4.6
Continuous Assessment	7	3.2
TA's	6	2.8
Sense of Achievement/Rewarding	4	1.8
Working with 'real clients'	2	0.9
Fieldtrips	2	0.9
Creative element of module	1	0.4
Good Text	1	0.4
Total	**214**	

Not all students submitted the module code/title of their favourite module, of which there were 115 in total (see table 4.6). The list illustrates a wide variety of modules from the Colleges of Science, Engineering, Humanities and Business. The fact that the FYP was noted as a favourite will be of interest in the ongoing discussion of whether the FYP should become an elective as opposed to a compulsory module across all colleges within UL and MIC.

Module	N	%	Module	N	%
MG4102	8	6.9	EC4101	1	0.8
ME4814	8	6.9	CS4911	1	0.8
LA4222	5	4.3	EY4046	1	0.8
ME4112	5	4.3	EY4056	1	0.8
FYP	5	4.3	PN5902	1	0.8
WT4402	4	3.4	EN4002	1	0.8
LA4211	4	3.4	EV4012	1	0.8
PE4112	4	3.4	EV4004	1	0.8
ET4512	4	3.4	BY4104	1	0.8
TX4407	4	3.4	ET4313	1	0.8
BY4002	3	2.6	ET4511	1	0.8
PY4412	3	2.6	PH4404	1	0.8
BY4104	3	2.6	BY4005	1	0.8
MT4922	3	2.6	BY4108	1	0.8
CH4303	3	2.6	PH4202	1	0.8
SO4012	2	1.7	TP	1	0.8
FR4922	2	1.7	PH4101	1	0.8
EC4408	2	1.7	SS4206	1	0.8
EP4408	2	1.7	MT4104	1	0.8
EC4102	2	1.7	ME4827	1	0.8
MK4447	2	1.7	MA4004	1	0.8
HU4012	2	1.7	LA4922	1	0.8
MA4701	2	1.7	ME4714	1	0.8
MA4702	2	1.7	SS4006	1	0.8
EQ4002	2	1.7	MF4716	1	0.8
CH4252	2	1.7	MF4756	1	0.8
CE4703	2	1.7	CE4701	1	0.8
EE4514	2	1.7	EE4408	1	0.8
FT4414	2	1.7	EE4102	1	0.8
BY4001	2	1.7	CE4608	1	0.8
ET4514	2	1.7	EE4511	1	0.8
EN4001	2	1.7	CE4206	1	0.8
BY4006	1	0.8	CE4704	1	0.8
TW4118	1	0.8	EE4004	1	0.8
MC4718	1	0.8	MT4492	1	0.8
MU4136	1	0.8	ME4412	1	0.8
GA4714	1	0.8	ME4726	1	0.8
AC4203	1	0.8	BC4903	1	0.8

GE4911	1	0.8	CH4103	1	0.8
SP9142	1	0.8	ET4734	1	0.8
LA4101	1	0.8	ET4002	1	0.8
LA4102	1	0.8	ET4701	1	0.8
GY4031	1	0.8	ET4718	1	0.8
LA4122	1	0.8	MA4704	1	0.8
HI4011	1	0.8	ID4842	1	0.8
PY4306	1	0.8	WT4906	1	0.8
ET4747	1	0.8	PT4112	1	0.8
ET4757	1	0.8	PT4424	1	0.8
EC4417	1	0.8	MK4448	1	0.8
AC4408	1	0.8	MG4408	1	0.8
ET4102	1	0.8	ME5021	1	0.8
ET4132	1	0.8	ME5022	1	0.8
SS4102	1	0.8	PN4226	1	0.8
PY4103	1	0.8	EY4104	1	0.8
IE4711	1	0.8	ET4614	1	0.8
GY4021	1	0.8	ID4842b	1	0.8
Total no. of respondents	**115**				
Table 4.6 Breakdown of 'Best/Favourite' Module – Frequency and Percentage					

(The small numbers of "votes" for each module make the results of low significance although the lecturer responsible for each module might be reassured that at least one student enjoyed it.)

Section 5: Cooperative Education/Teaching Practice/Clinical Placement

Section 5 of the survey specifically examines cooperative education placement (Co-op), teaching practice (TP) and clinical placement (CP). Of the three types of work placement, the majority of students surveyed have been on Co-op (41%), while 8% had been on TP and 2% on CP. See figure 5.1. However, 34% of the students surveyed had not yet been out on placement at the time the survey was distributed. This figure is not surprising when one considers the percentage of first year students who participated in this survey (33%). In light of this fact, pivot tables using Excel software were compiled in which the number of students who had been on placement (in total 51% of the sample) can be cross-tabulated with the placement-specific questions.

Have you been out on placement yet?
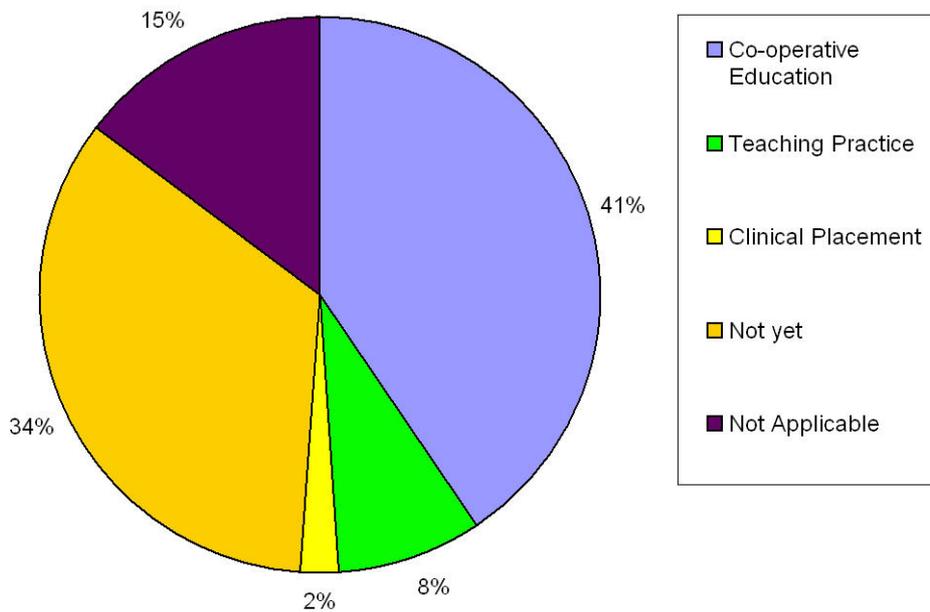
Figure 5.1 Work Placement

The first question asked how worthwhile students felt their placement was. Forty percent of the sample rated their placement as 'excellent' and a further 32% rated theirs as 'good'. Only 10% of respondents gave a negative rating for this question.

How worthwhile would you say your placement was?
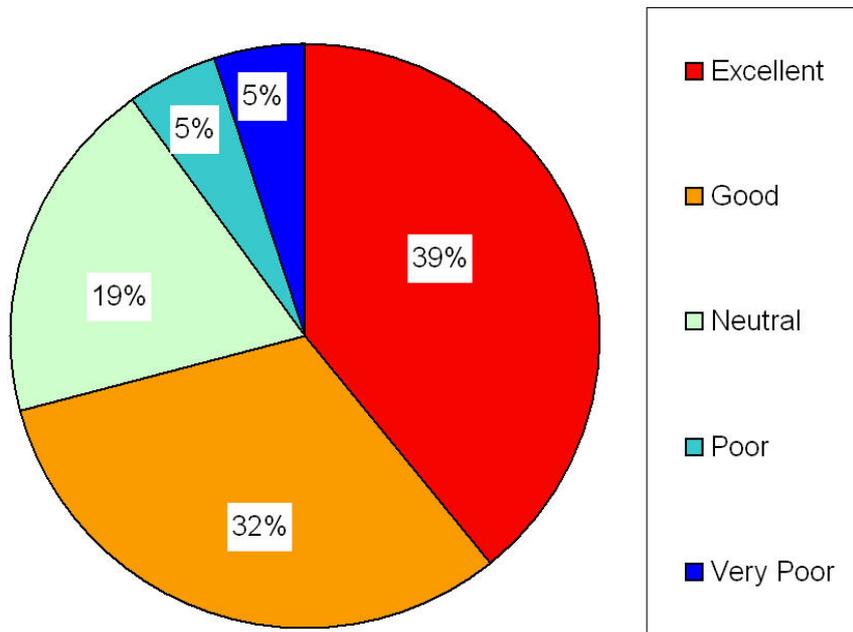
Figure 5.2 Value of Work Placement

Table 5.1 is a pivot table that cross-tabulates questions 41 and 42. TP received a very positive rating, followed by Co-op and then CP.

	Excellent	**Good**	**Neutral**	**Poor**	**Very Poor**
Co-op	43.6	36.7	7.3	5.8	5.8
TP	55	36	2.7	4.7	0.6
CP	42	37.1	11.4	2.8	2.8
Table 5.1 Questions 41 and 42					

The following qualitative comments were made.

> *"I thought it was a great experience. First there is the obvious point of earning money during my degree course, then there is the enjoyment of seeing what type of work I could get after college, and actually having a bit of responsibility in work."*

> *"My placement was excellent and I learned quite a deal so for me the whole experience could not be improved upon."*

> *"I don't think there is much that can be done to improve it. The Co-op office does excellent work to ensure that you get your Coo-op. After that it is up to the person to make the best of the opportunity."*

The following questions asked students to rate how their work placement helped them to clarify their career objectives.

Did your placement help you clarify your career objectives?
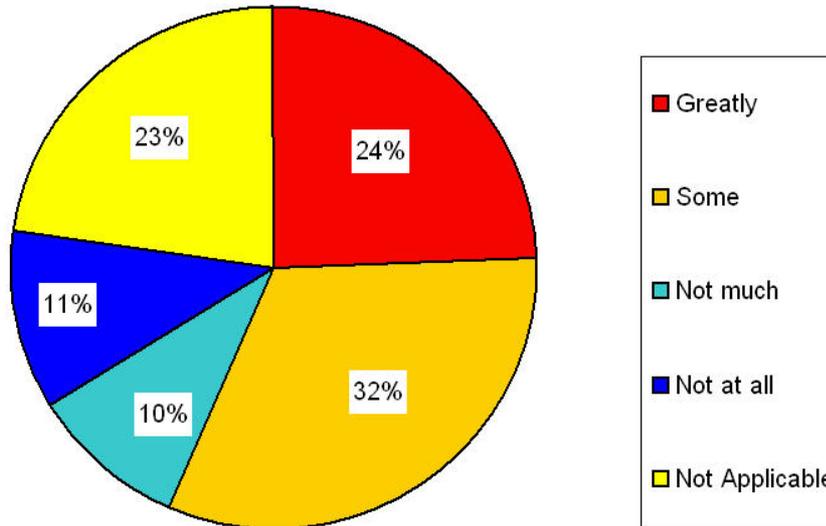
Figure 5.3 Placement and Career Objectives

Twenty four percent of the sample maintained that their placement 'greatly' helped while 32% believed that it has helped 'some'. Table 5.2 (pivot table based on Q. 41 and Q. 43) shows that TP (52%) and CP (54%) students certainly found that their placement helped them to clarify their career objectives. While 25% of Co-op students stated that it helped 'greatly', a third found that placement did not help 'much' (13.6%) or helped 'not at all' (16.85%).

	Greatly	Some	Not Much	Not at all	Not Applicable
Co-op	25	41	13.6	16.85	1.4
TP	52	38	4.7	2.7	0.6
CP	54	31	8.5	5.7	-
Table 5.2: Question 41 and 43 (Percentages)					

From the analysis of the qualitative statements offered by students for Q. 45 ("What could be done to improve the Co-op/TP experience"), 18% of students specifically requested that placements be more relevant to their field of study. Some students felt that the Co-op experience consisted of a lot of irrelevant administrative work, such as photocopying etc.

> *"The majority of Co-op placements are a waste of time as the student does very little, or something completely unrelated to their course. The Co-op office needs to be willing to find new companies to take students and to stop sending them to places where students have continuously told them they are gaining nothing."*

> *"Ensure that students working on Co-op have an actual job to do rather than just looking for work and doing the jobs that no one else in the company wants to do."*

> *"As I was sent to work in AIB, I felt I was at a loss to all my other classmates as they were working in Insurance companies for their Co-op. Furthermore the work I did had no relevance to my course at all."*

> *"I spent eight months as a glorified secretary…surely some mechanism could be out in place so as to ensure that all placements provide at least basic relevance to the course concerned."*

A relevant placement helps students to clarify their career objectives. This may serve to explain why, in relation to career objectives, Co-op students gave lower ratings than TP and CP students. Several students felt that their own departments, in particular the Department of Physical Education and Sport Sciences (PESS), should organise relevant placements.

> *"The ONLY sports science related placements that are secured are via the personal contacts of the lecturers and those left to the students to pursue."*

Comments were also made that some students were not given placements, which may have an impact on career choices. Additionally, students felt that the alternative programme to Co-op was unsatisfactory.

Questions 44 (i) and (ii) deal specifically with the response time of the office[5] and the adequacy of this response.

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[5] The office can be taken to mean the Co-op, TP or CP office as appropriate.

If you had reason to contact the COOP Office during your placement, were you satisfied with:
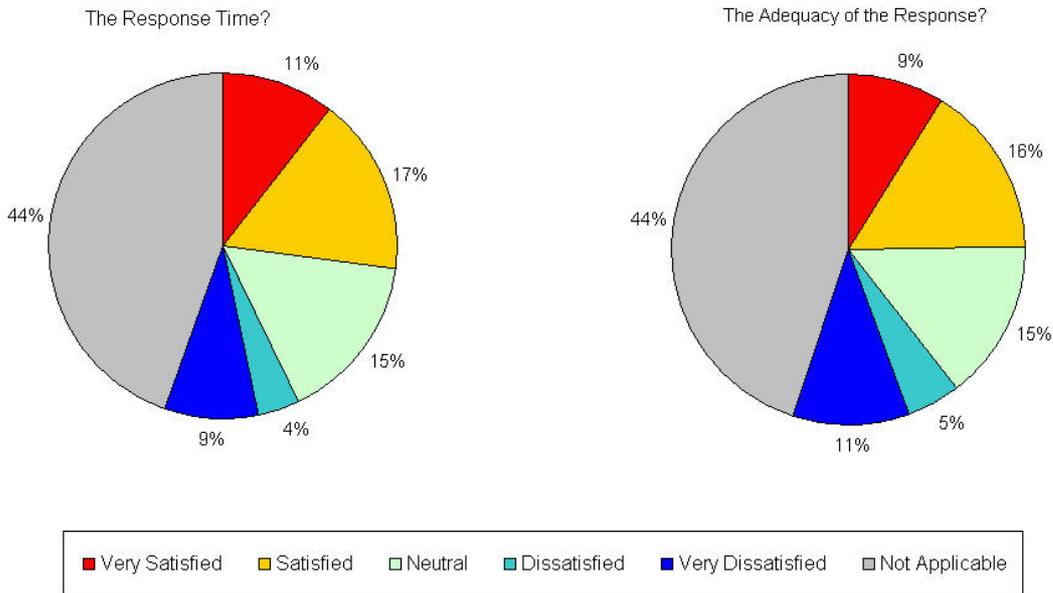
Figure 5.4 Satisfaction with Co-op Office

From figure 5.4, it seems that many students were satisfied with the office as only 13% selected a negative option when rating the response time and 16% when rating the adequacy of this response. Pivot tables reveal a more accurate breakdown of the statistics regarding the timing (table 5.3) and adequacy (table 5.4) of response.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable
Co-op	9.2	13.6	13.6	4.4	8.2	25.8
TP	11.4	14.8	6	1.3	4	27
CP	17.1	25.7	11.4	2.8	11.4	20

Table 5.3 Pivot Table Question 41 and Question 44 (i) – Timing of Response

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable
Co-op	7.8	13.2	13.3	4.49	9.97	25.9
TP	8.7	12.8	4.05	3.37	6.75	27
CP	17.1	22.8	8.57	5.7	14.2	20

Table 5.4 Pivot Table Question 41 and Question 44 (ii) Adequacy of Response

The choice of the 'neutral' option may be attributed to the fact that not all of the respondents might have needed to contact the Co-op, TP or CP office while on placement and would therefore not have had an opinion on the timing and adequacy of response. Overall, the office scored more positively than negatively within all three work placements regarding both the timing and adequacy of response.

There is, however, room for improvement as indicated by respondents' qualitative statements. The most prevalent issue for students (almost 10%) is that there should be more contact with and support of students during placement. It was suggested that this could take the form of supervisor visits to students or the Co-op office keeping in contact with the company to ensure that the placement is running smoothly.

> *"More contact. It is very isolated. I understand you have a lot of students but perhaps more on-site visits or an email or something."*

> *"I believe that the Co-op experience would benefit from greater liaison with the advisor assigned to each student. I never met mine and felt that my experience was not appreciated and would not benefit others."*

With reference to the office, students stated that the attitude of staff could be improved, as could the quality of information regarding going on placement, specific company information and the distribution of CVs.

> *"Less 'attitude' from employees, more employees needed in the Co-op office to deal with the workload."*

> *"...the office should be more helpful than just saying 'you're lucky to have a job'..."*

There were also several comments regarding the organisation of work placements, including:

- Preparatory course/support service before going on Co-op (5.4%)

- Better foreign placement opportunities (3.5%)

- Longer or more placements in their programme (2.7%)

- Better timing of placements (3.7%)

- Co-op office should be more sympathetic towards students and take their preferences into account when selecting placements (5.3%)

- The opening hours of the office need to be extended (2.3%)

- TP students should be paid for their placement or at least expenses should be covered (7.2%)

Section 6: Enrolment and Orientation

This section deals specifically with the enrolment and orientation process at UL, in which the Admissions office plays a vital role.

The enrolment and orientation process scored very positively, with 78% of respondents 'satisfied' or 'very satisfied' with the process.

> *"I don't see any need for improvement, it's great, it really gives you the basis for making friends."*

> *"Overall, I really loved orientation because I still know my guide, my best friend in college I met on orientation…"*

The most significant problem area outlined by students (16%) regarding the enrolment process are the long queues in order to enrol. Qualitative statements suggest that a better and more efficient system be put in place.

> *"I had to spend over three hours waiting to enrol, which was exhausting and the place was overcrowded. Enrolment should have been staged in smaller groups."*

> *"The enrolment process conducted in EGO10 needs to be streamlined and better organised. There also needs to be better co-ordination between the various elements which input services, information or tasks into the process, especially in EGO10, in particular one person to oversee the whole process for better co-ordination…"*

In relation to Orientation week, 75% of students were 'satisfied' or 'very satisfied' with the information provided by the Admissions office before and during orientation. The input from Entertainments, the Clubs and Societies Village and the Students' Union was also rated positively (64%).

The neutral rating of 28% for Q. 46-3 ("How did you feel about the Ents, Clubs&Socs Village and meeting with Students Union?") may be explained by the fact that some students missed out on the Clubs and Societies Village during orientation, which in one student's case was attributed to the poor skills of the orientation guide.

> *"New students need to be introduced by the Orientation guides to the SU and Clubs and Societies. My orientation guide 'forgot' to take us to the Clubs & Socs area and I never ever got involved with them."*

Several complaints arose regarding the orientation guides used in Orientation week. Over 12% of students stated that guides should be monitored to ensure that they do their job properly. Students complained that a lot of guides were unable to provide any useful information on the

University, how things worked, where the different services were located etc., and some students complained that guides were more interested in socialising and in many cases were absence. It was suggested that a more rigid guide selection and recruitment process be put in place and that guides be given a training course to provide them with the necessary skills for the job.

> *"I felt very lost when I first came to UL and my orientation wasn't very helpful and I had no idea where to register or how to register. I didn't know where I was going to my lectures because we weren't shown by the guide and overall I think it was just the guide that let us down."*

Students also suggested that a satisfaction survey be distributed at the end of Orientation week. The survey should include the names of the orientation guides and students should be asked to assess them.

Regarding the organisation of orientation week, some helpful suggestions include:

- Increase the number of tours and include the Library and other support services

> *"Starting out the college is very easy to get lost in. It was awkward to find certain places e.g. Print Room, Medical Centre, at first. I think a list of important rooms and their locations/room numbers should be given to the students."*

- Fewer talks during Orientation week or shorten the week
- More emphasis on the awareness of locations of important services such as the Medical Centre, Print Room and Counselling Service
- More information on Clubs and Societies
- Timetables should be posted to individuals
- Course specific information should be provided
- Follow-up support for students subsequent to Orientation week – the Admissions office and student advisors should have an active role in this

> *"Students should be given appointments early with Advisors and be given a 'buddy' from a senior year who will shadow and assist them during their first year or at least first semester."*

While a 'buddy' may not be feasible for every student, it was suggested that advisors should take a more active role, including having a compulsory meeting with the advisee in semester 1 and 2 of first year; it was felt that this could provide a more formalised support system for first year students.

How satisfied were you with the enrolment and orientation processes when you first came to UL?

Are you generally satisfied with the information provided by Admissions before and during Orientation?

How did you feel about the Ents, Clubs&Socs Village and meeting with Students Union.

■ Very Satisfied ■ Satisfied □ Neutral ■ Dissatisfied ■ Very Dissatisfied
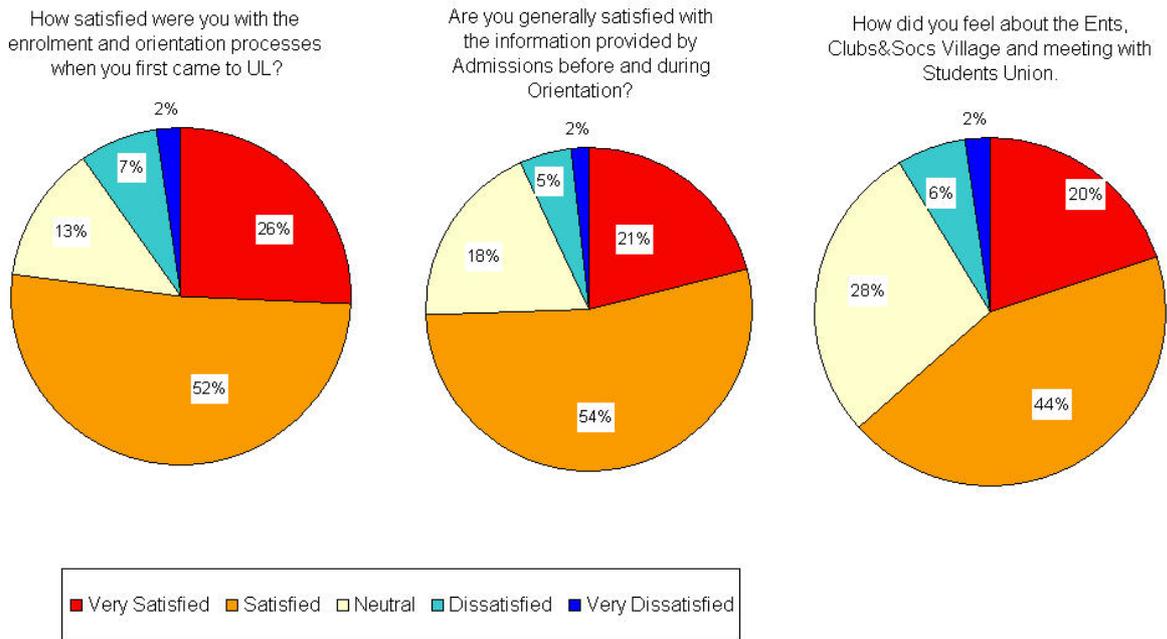
Figure 6.1 Enrolment, Orientation, Admissions, Ents, Clubs & Socs and Student Union

Section 7: About This Survey

The final section of the survey asked students to comment on the survey itself with a view to improving the design of future student satisfaction surveys.

The number of students who responded to this survey was 1,826, which included 75 responses from MIC. Given that the length of a survey potentially affects students' willingness to fill it in, is important to know how long students took to complete the survey online.

Q48. How long did the survey take up to this point?

□ less than 10 minutes
■ between 10 and 20 minutes
□ more than 20 minutes
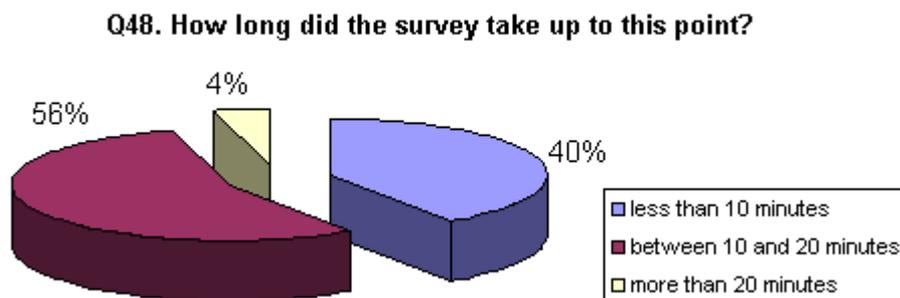
Figure 7.1 Survey Completion Time

The percentages of students who spent less than 10 minutes, between 10 and 20 minutes and more than 20 minutes completing the survey are given in figure 7.1. Given that only 4% of students spent more than 20 minutes on the survey, it can be assumed that 20 minutes is the

maximum amount of time students are willing to spend completing it. In order to encourage students to complete the survey in the future, it is recommended to clearly outline at the outset both how long it should take to fill in and the benefits of completing it.

Less than 3% of respondents (51 students) gave any additional qualitative comments on 'any ambiguities, mistakes or other points regarding the survey'. There were several positive comments regarding the survey, including good presentation, relevant questions and the fact that the website works perfectly. Additionally, appreciation was expressed in the comments that the University values students' opinions.

Criticisms of the survey were levelled at its length and the absence of a 'not applicable' option. There were specific student requests to include a separate section and more questions on the Class Rep system and the Medical Centre.

Finally, several students expressed the hope that this feedback would be available for all to view and that it will be actively used by the University to improve the quality of 'student life' at UL and the services provided by the University.

4. Conclusions and Recommendations

This section outlines the main conclusions and recommendations following the analysis of the 2004 student satisfaction survey.

- From Section 1, a general profile of students surveyed can be compiled – full-time undergraduate pursuing a taught course, aged between 17-25, living in rented accommodation or at home in close proximity to the campus (i.e. less than 1 km). The most popular mode of transport is walking or by car where the student is the driver.

- Overall there were high satisfaction levels with UL/MIC, with 94% of students glad that they came to UL/MIC.

- With regard to 'student life' on campus and the services that affect this (i.e. Class Rep and advisor systems, clubs and societies and sports facilities), there is room for improvement, even though all scored relatively well and many helpful suggestions were offered by respondents. The number of students who participate in sports and clubs and societies could be increased as they provide an important alternative to socialising in a pub or in an 'alcohol' environment and also help with the integration of first year students into 'student life'.

- A number of students suggested that more buses should be running late at night, i.e. a 'Nitelink' service, as the taxi service is too expensive. It was also felt that a local bus service route running during the day and serving the most popular student accommodation areas – Groody roundabout/Superquinn circuit – would be helpful.

- Awareness of the Class Rep system is low. It was found that the support system already in place at UL/MIC (i.e. class reps and advisors) may not be used sufficiently given that a high number of students selected the 'neutral' option regarding the satisfaction levels of these services. This is an issue that may be dealt with in future surveys in order to ascertain why students do not avail of these support services more regularly, especially in light of the fact that when questioned about orientation and enrolment, students comment on the need for ongoing support at the University. Perhaps a lack of awareness of these services or the lack of a formalised system may account for this high 'neutral' rating. Although the majority of students know their class rep, awareness can be still improved upon, for example, by ensuring that all class reps address their class before/after lecture, by using a joint email to class members or alternatively by using a department intranet site if available.

- Students felt that the general sense of 'something always happening on campus' seems to have diminished. There are currently events such as Greek Week, International Food Fare and Kollege Week, but perhaps a greater number and greater diversity of smaller events is required, e.g. within the arts. Students also highlighted the need for socialising 'outside the pub', the need for non-alcohol venues on campus and for their subsidisation by the University. Future surveys should seek to explore why students do not become more involved in clubs and societies on campus.

- Section 3, which deals specifically with University support services, revealed an overall positive rating for all fourteen services listed.

- From Section 3 it seems that the most important services to students, i.e. campus shops, restaurants/ cafés and banks, scored very positively. Other important services according to respondents, such as the Medical Centre, the Co-op office and Student Services, can be improved upon. While the Co-op office and Student Services were subsequently dealt with in separate sections of the survey, it was suggested that future student satisfaction surveys should contain a specific section on the Medical Centre. Furthermore, it is noted that the Accommodation and Careers Offices seem to be of low importance to students in terms of support services, and it may be interesting to find out why this is the case.

- Following the closer inspection of six support services, areas that could be improved become evident. Students were particularly unhappy with the opening hours of Student Services, the Library, the Print Room and Counselling Services. Given that all of these offices provide vital services for students, perhaps lunch hour opening or late opening on certain days of the week should be considered. Other general comments on support services included queuing times, the locations of offices and the attitude of staff (although this has improved on previous surveys). Furthermore, students seem to believe that a lot of ongoing problems with support services arise from the fact that those services are under-resourced.

- Section 4 measured students' satisfaction with their programmes of study. Overall, this part of the survey produced high levels of satisfaction, and students felt that their programmes were meeting their expectations.

- It is evident that the majority of respondents were studying 10 or 12 modules in the academic year in question (2003/04). Students responded that the important elements of their 'favourite' module include a good lecturer, interesting subject matter, practical in nature and of relevance to the programme of study and the workplace.

- Students described their 'worst' module as being delivered by a poor lecturer, being irrelevant and boring and having insufficient notes. It seems that lecturing skills are a major deciding factor in determining students' levels of satisfaction with modules; 'good' lecturers are enthusiastic about their work and are approachable and helpful to students.

- Work placement at UL/MIC is dealt with specifically in Section 5. Overall, students were happy with their placement and felt that it was worthwhile. On closer examination, students who completed Co-op placement felt that placements needed to be more relevant to their programmes, which may explain why Co-op was rated lowest in terms of assisting to clarify future career objectives. Given that cooperative education is an aspect of UL that helps to differentiate it from other colleges in Ireland, it is important that students have a worthwhile co-op experience and that placements be of the highest possible quality.

- Regarding communication with the 'office' while on placement, students do not seem to have a problem with the response time and the adequacy of this response. However, students raise other aspects of the work of the office that may be improved upon, such as relevant placements for all students, ongoing support from the office while on placement (e.g. emails, supervisor visits), the attitude of staff members and the availability of information.

- Students are generally happy with the orientation and enrolment process at UL/MIC (Section 6). There are, however, certain elements that can be improved upon. These include the long delays and queues in the enrolment process, which could be improved with more careful organisation or by staggering enrolment times for the different colleges.

- A major point of contention for students seems to be the quality of guides provided by the University during Orientation week. Specifically, it was reported that, on several occasions, the inadequacy of guides led to students 'missing out' on some aspects of orientation, particularly the Clubs and Socs Village. This is obviously unacceptable as the main role of a guide is to direct students to different events and to conduct tours of the campus. Suggestions to improve this problem included the careful selection of guides, more training for guides and the introduction of an Orientation satisfaction survey.

- Also with regards to the orientation and enrolment, students felt that both services made for a positive introduction to UL and that perhaps more ongoing support from the college would continue to help students after orientation, such as a more formalised advisor system that included compulsory meetings. If this is implemented with first year students, it may result in an increase in the number of students availing of this support system throughout their college career.

- Generally, MIC students have similar concerns to students attending UL. More specific concerns regarding the MIC campus included the shortage of computers and printers. It may be an idea to examine the student-computer ratio on both campuses in order to ascertain if more computers are needed. Additionally, with regard to teaching practice placement, MIC respondents felt they should be paid for this placement or at least that expenses should be covered. It was also felt that the TP grading system is very subjective in nature.

- The survey was not sufficiently representative of MIC students (4% of overall sample) in order to ascertain their satisfaction levels with their college and the services it provides. This suggests that a separate customised survey for MIC students, perhaps designed in conjunction with the MIC Students' Union, might encourage a higher response rate.

Appendices

Appendix 1: Survey Questions

Section 1 – Personal Data

1.	If you wish to be entered for the Prize Draw, please enter your ID number here (in confidence)
2.	Your Current Age
3.	What year of your Programme are you currently in?
4.	Type of Study Programme
5.	What Programme (Course) are you studying?
6.	If your Programme does not appear in the list please type it in here.
7.	In what year did you enter UL?
8.	Which Campus are you based on?
9.	What type of accommodation do live in from Monday to Friday during term?
10.	Indicate your full date of birth.

Section 2 – About Student Life at UL

11.	Please indicate your level of satisfaction with the following. 1. Are you glad that you came to UL? 2. Are you satisfied with the Students Union? 3. Are you satisfied with your accommodation? 4. Are you satisfied with UL transport arrangements? 5. Are you satisfied with UL Clubs & Societies? 6. Are you satisfied with the catering facilities on campus?
12.	In which region do you live from Monday to Friday during the term?
13.	How do you normally travel to/from UL/MIC each day?
14.	What do you know about your Class Rep? 1. I know my Class Rep by sight 2. I don't think we have one 3. I don't know what a Class Rep is
15.	Are you satisfied with the Class Rep. system?
16.	How satisfied are you with the advisor system at UL?
17.	Do you actively participate in UL Clubs/Societies?
18.	How often do you use UL's Sports Facilities?
19.	How often do you use the UL Activity Centre at Lough Derg?
20.	What could be done to improve "student life" outside the classroom?

Section 3 – About Support Services at UL

21.	How important is each "service" to YOU? Medical Center Careers Service Counselling Admissions Office Chaplaincy Student Services Office Mature Student Office Accommodation Office Access Office Restaurants/Cafes Disability Office Banks Coop Office Campus Shops
22.	How adequate do you think each "service" is?
23.	Please indicate your level of satisfaction with the "Counselling Service".
24.	Please feel free to make any comments, observations, suggestions etc. that you may have about the Counselling Service.
25.	Please rate your level of satisfaction with Student Services as follows 1. Overall Impression 2. Opening Hours 3. Helpfulness of staff 4. Response time to requests 5. Knowledge of staff dealing with queries 6. Information supplied by Student Services via the website 7. Information supplied by Student Services via the student handbook 8. Information supplied by Student Services via Student Record System
26.	What aspects of Student Services do you think could be improved?
27.	Please rate your level of satisfaction with the Library Service
28.	Please make one suggestion which would help improve the library service for you.
29.	Please rate your level of satisfaction with the computing facilities at UL/MIC
30.	Please make one suggestion which would improve the computing facilities.
31.	Please rate your level of satisfaction with the Print Room facilities at UL/MIC.
32.	Please make one suggestion which would help improve the Print Room facilities for you!
33.	Please rate your level of satisfaction with the Accommodation Service at UL/MIC
34.	Please make one suggestion which would help improve the Accommodation Service for you

Section 4 – About Your Programme (Course) at UL/MIC

35.	Please indicate your level of satisfaction with the following
	    1. Generally speaking, are you satisfied with your course of study?
	    2. Are you satisfied that the course is what you were led to expect?
	    3. Generally speaking, do you find the course sufficiently interesting?

36.	In total, how many modules are you studying this academic year?
37.	Consider all the modules you have studied this academic year and indicate how many fall into each category (eg - Very Satisfactory - 5, Satisfactory - 2, etc)

38.	Consider the least satisfactory (WORST) module from this academic year and indicate your satisfaction with each of the following aspects of that module
	    1. Overall Impression
	    2. Teaching/Lectures
	    3. Tutorials
	    4. Syllabus Material
	    5. Adequate Texts
	    6. Laboratory Sessions
	    7. Physical Environment/Classroom
	    8. Style of Assessment

39.	Considering the same module that you were least satisfied with above, is there anything else that you wish to say about it?
40.	What was your best/favourite module this year and why?

Section 5 – Cooperative Education/Teaching Practice/Clinical Placement

41.	Have been out on a placement yet ?
42.	How worthwhile would you say your placement was?
43.	Did your placement help you clarify your career objectives

44.	If you had reason to contact the Office during your placement were you satisfied with:
	    1. the response time
	    2. the adequacy of the response

45.	What could be done to improve the Co-op/TP experience?

Section 6 – Enrolment and Orientation

46.	Please indicate your level of satisfaction with the following:
	    1. How satisfied were you with the enrolment and orientation processes when you first came to UL?
	    2. Are you generally satisfied with the information provided by Admissions before and during Orientation?
	    3. How did you feel about the Ents, Clubs&Socs Village and meeting with Students Union?

47.	What aspects of the Enrolment/Orientation processes do you think could be improved?

Section 7 – About This Survey

48.	How long did the Survey take up to this point?
49.	If you would like to point out any mistakes, ambiguities, or make any other points about the survey please do so below.
50.	Please re-enter your ID number as a security check (in complete confidence)

Appendix 2: Responses to Q. 20

Comment	N	%
Food	73	8.2
Late Night Café/Alternative to Drink	89	10.0
More Events	160	18.0
Clubs and Societies	117	13.1
Accommodation	25	2.8
Cinema	14	1.6
Prices	37	4.2
Transport	52	5.8
Advertising Events	53	5.9
Games	3	0.3
Happy	73	8.2
Organising Trips Away/Class Nights Out	53	5.9
More Venues	13	1.5
Security/Personal Safety	14	1.6
Inside Classroom	41	4.4
Food/Drink Outside Normal Opening Times	25	2.8
Drinks Promotions	9	1.8
MIC (% MIC Respondents)	32	(69.6)
Promote comradery among students	30	3.4
Class reps	15	1.7
Students Union	34	3.8
Orientation/College Preparation	7	0.8
Service (ITD/Library/Coop)	57	6.4
Rag Week	13	1.5

Appendix 3: Pivot Tables for Q. 21 and Q. 22

Count of Q21.1	Q22.1						
Q21.1	1	2	3	4	5	(blank)	Grand Total
1	150	180	172	117	67	8	694
2	52	124	120	77	29	7	409
3	43	73	137	45	22	15	335
4	17	26	67	28	10	8	156
5	24	18	62	23	44	24	195
(blank)							
Grand Total	286	421	558	290	172	62	1789

Count of Q21.2	Q22.2						
Q21.2	1	2	3	4	5	(blank)	Grand Total
1	85	76	62	16	8	10	257
2	30	84	69	18	2	5	208
3	38	59	201	17	10	20	345
4	23	59	134	34	16	23	289
5	93	75	264	38	95	111	676
(blank)							
Grand Total	269	353	730	123	131	169	1775

Count of Q21.3	Q22.3						
Q21.3	1	2	3	4	5	(blank)	Grand Total
1	61	25	15	1	5	5	112
2	31	71	38	8	2	9	159
3	39	63	199	17	6	15	339
4	19	49	158	44	15	24	309
5	78	64	350	49	152	152	845
(blank)							
Grand Total	228	272	760	119	180	205	1764

Count of Q21.4	Q22.4						
Q21.4	1	2	3	4	5	(blank)	Grand Total
1	44	23	28	5	12	7	119
2	5	25	32	7	3	9	81
3	8	15	132	3	5	8	171
4	7	18	60	16	6	8	115
5	94	107	539	62	216	233	1251
(blank)							
Grand Total	158	188	791	93	242	265	1737

Count of Q21.5	Q22.5						
Q21.5	1	2	3	4	5	(blank)	Grand Total
1	77	30	28	16	10	8	169
2	9	48	37	9	3	6	112
3	7	29	190	9	8	12	255
4	8	25	68	25	8	13	147
5	94	85	413	52	177	216	1037
(blank)							
Grand Total	195	217	736	111	206	255	1720

Count of Q21.6	Q22.6						
Q21.6	1	2	3	4	5	(blank)	Grand Total
1	60	29	44	14	6	15	168
2	7	27	37	5	2	4	82
3	10	18	121	6	4	9	168
4	9	19	42	12	6	10	98
5	141	112	461	50	188	250	1202
(blank)							
Grand Total	227	205	705	87	206	288	1718

Count of Q21.7	Q22.7						
Q21.7	1	2	3	4	5	(blank)	Grand Total
1	118	106	103	90	121	10	548
2	39	143	96	67	46	12	403
3	24	42	146	31	22	17	282
4	9	20	35	34	12	5	115
5	27	23	143	29	110	80	412
(blank)							
Grand Total	217	334	523	251	311	124	1760

Count of Q21.8	Q22.8						
Q21.8	1	2	3	4	5	(blank)	Grand Total
1	138	126	113	69	52	16	514
2	48	152	113	43	18	14	388
3	18	52	206	22	14	28	340
4	6	23	51	34	14	15	143
5	30	25	124	24	75	87	365
(blank)							
Grand Total	240	378	607	192	173	160	1750

Count of Q21.9	Q22.9						
Q21.9	1	2	3	4	5	(blank)	Grand Total
1	97	63	58	35	39	10	302
2	25	146	113	38	14	11	347
3	25	73	295	37	12	20	462
4	10	35	88	40	8	18	199
5	28	31	158	28	60	94	399
(blank)							
Grand Total	185	348	712	178	133	153	1709

Count of Q21.10	Q22.10						
Q21.10	1	2	3	4	5	(blank)	Grand Total
1	157	105	119	121	143	15	660
2	54	176	127	108	65	16	546
3	25	65	153	46	33	17	339
4	11	13	31	28	10	10	103
5	14	11	27	10	30	16	108
(blank)							
Grand Total	261	370	457	313	281	74	1756

Count of Q21.11	Q22.11

Q21.11	1	2	3	4	5	(blank)	Grand Total
1	109	68	50	25	24	4	280
2	44	133	79	34	8	5	303
3	27	79	190	37	9	20	362
4	17	57	81	28	8	16	207
5	59	60	223	32	97	105	576
(blank)							
Grand Total	256	397	623	156	146	150	1728

Count of Q21.12	Q22.12						
Q21.12	1	2	3	4	5	(blank)	Grand Total
1	301	262	135	107	80	9	894
2	70	249	93	81	22	14	529
3	23	59	108	20	14	10	234
4	9	13	22	19	2	6	71
5	3	8	9	7	13	4	44
(blank)							
Grand Total	406	591	367	234	131	43	1772

Count of Q21.13	Q22.13						
Q21.13	1	2	3	4	5	(blank)	Grand Total
1	551	236	66	35	35	11	934
2	104	294	61	51	8	12	530
3	38	68	93	11	3	6	219
4	5	19	18	5	2	1	50
5	3	5	10	5	6	7	36
(blank)							
Grand Total	701	622	248	107	54	37	1769

Count of Q21.14	Q22.14						
Q21.14	1	2	3	4	5	(blank)	Grand Total
1	296	223	185	125	78	9	916
2	63	222	99	88	25	14	511
3	15	55	103	36	12	6	227
4	4	10	23	19	5	1	62
5	2	7	11	9	14	3	46
(blank)							
Grand Total	380	517	421	277	134	33	1762

Appendix 4: Overall Satisfaction Levels for Q. 37

	Very Satisfactory	Satisfactory	Just Adequate	Unsatisfactory	Very Unsatisfactory
12 modules	104	51	83	154	183
11 modules	211	290	458	437	352
10 modules	404	483	451	345	245
9 modules	281	255	207	104	75
8 modules	232	224	140	46	43
7 modules	132	111	44	10	17
6 modules	100	73	20	5	6
5 modules	35	29	9	1	2
4 modules	60	27	8	4	0
3 modules	17	13	2	0	1
2 modules	14	6	5	0	3
1 module	10	2	1	1	0
0 modules	3	3	0	0	0
Total no. of responses	**1603**	**1337**	**1428**	**1107**	**927**

Appendix 5: Pivot Tables for Q. 36 and Q. 37

Count of Q36	Q37.1																						
Q36	0	1	2	3	4	5	6	7	8	9	10	11	12	18	20	21	/	good	most	none	(blank)	Grand Total
0			1																		1	2
1	1																				2	3
2	1	1	2																		2	6
3	1	5	7	4		1															4	22
4	9	17	15	9	7														1		12	70
5	9	34	30	22	5	4															16	120
6	7	28	43	20	17	5	6														14	140
7	6	11	19	12	9	8	4	4													9	82
8	9	24	53	34	20	13	10	6	7										1		24	201
9	9	7	20	19	13	10	5	2	3	1											13	102
10	26	47	114	81	71	47	42	14	32	5	5	1								1	47	533
11	3	8	13	19	12	6	4	4		2		1									8	80
12	23	24	80	60	75	32	28	5	16	9	6	8	3								32	401
13		1	2	1	2	3	1		1		1											12
14		2	2						1		1										3	9
15			1			1					1										1	4
16					1																1	2
17																					1	1
18			1											1								2
20															1							1
22																1						1
101		1																				1
103			1																			1
554						1																1
(blank)																						
Grand Total	104	210	404	281	232	131	100	35	60	17	14	10	3	1	1	1	1		1		190	1797

Count of Q36	Q37.2																					
Q36	0	1	2	3	4	5	6	7	8	9	10	11	12	14	1111	-	all	good	n/a	(blank)	Grand Total
0					1															1	2
1		2																		1	3
2			1																	5	6
3	1	9	3	3																6	22
4	9	18	19	5	2												1	1	1	14	70
5	3	39	36	12	9	5														16	120
6	2	41	50	21	3	5	1													17	140
7	2	17	34	8	4	2	2	1												12	82
8	7	36	66	24	26	7	5	2												28	201
9	3	14	30	13	15	4	5	2	2	1										13	102
10	15	67	138	83	72	40	30	6	12	5	5				1	1				58	533
11		7	14	20	14	12	1	4	2											6	80
12	7	38	86	63	75	31	27	14	10	6	1	1	3							39	401
13	1		4	2	1	1	1			1										1	12
14			1			1	1							1						5	9
15		1			1	1			1												4
16						1						1									2
17																				1	1
18	1				1																2
20																				1	1
22		1																			1
101			1																		1
103				1																	1
554																				1	1
(blank)																					
Grand Total	51	290	483	255	224	110	73	29	27	13	6	2	3	1	1	1	1	1	1	225	1797

Count of Q36	Q37.3																		
Q36	0	1	2	3	4	5	6	7	8	9	10	11	-	good	none	#####	(blank)	Grand Total
0			1														1	2
1	1																2	3
2	1		2														3	6
3	2	6	2	1													11	22
4	8	24	11	2	1										1		23	70
5	15	46	19	6	3	1											30	120
6	4	61	30	3			2										40	140
7	4	29	12	9	3			1									24	82
8	9	55	59	20	11	1	1		2					1			42	201
9	2	30	23	17	8	3	1	2									16	102
10	21	119	158	71	35	15	7			2	4	1			1		99	533
11		18	16	12	11	4	3	1									15	80
12	14	66	112	61	63	17	6	5	5		1				1		50	401
13	1	2	2	3		1											3	12
14			1		2	1			1								4	9
15		1	2		1													4
16			1	1														2
17																	1	1
18	1				1													2
20																	1	1
22																	1	1
101																	1	1
103			1															1
554																	1	1
(blank)																		
Grand Total	83	457	451	206	140	43	20	9	8	2	5	1	1	1	1	1	368	1797

Count of Q36 | Q37.4

Q36	0	1	2	3	4	5	6	7	8	11	-	/	good	n/a	none	#####	(blank)	Grand Total
0	1																1	2
1	1																2	3
2	1																5	6
3	2	1		1													18	22
4	14	10	2		1								1	1			41	70
5	15	24	6	4	3												68	120
6	14	50	20	2													54	140
7	7	28	8	1	1												37	82
8	21	56	33	10	7		1				1	1					71	201
9	7	24	21	8	1	1											40	102
10	37	111	127	36	18	4		1	2	1	1				1		194	533
11	4	23	19	10	2	2											20	80
12	28	104	100	29	13	3	4		1							1	118	401
13	1	2	4														5	12
14		1	2	1													5	9
15		1		1													2	4
16			2															2
17																	1	1
18	1								1									2
20																	1	1
22																	1	1
101		1																1
103		1																1
554																	1	1
(blank)																		
Grand Total	154	437	344	103	46	10	5	1	4	1	2	1	1	1	1	1	685	1797

Count of Q36 | Q37.5

Q36	0	1	2	3	4	5	6	7	9	10	-	good	n/a	none	(blank)	Grand Total
0	1				1											2
1	1														2	3
2	1	1													4	6
3	2	1		1				1							17	22
4	10	9	2	1	1	1						1	1		44	70
5	20	27	6												67	120
6	18	32	11	3											76	140
7	7	17	6	2	2										48	82
8	25	39	26	6	4	1	1		2						97	201
9	9	20	19	3	3										48	102
10	47	87	86	17	18	6	1	1	2	1				1	266	533
11	4	16	15	3		2		1							39	80
12	32	95	71	39	12	4	4			1					143	401
13	3	3			2	2									2	12
14	1	2	2												4	9
15	1	1													2	4
16		1													1	2
17															1	1
18	1														1	2
20															1	1
22															1	1
101		1														1
103			1													1
554															1	1
(blank)																
Grand Total	183	352	245	75	43	16	6	2	1	3	3	1	1	1	865	1797