

Student Feedback - "Remaining" Yearlong Courses Report September 2017

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"Because it is such a pleasant venue and everyone in the class contributes to the discussion in a respectful manner, I look forward to Tuesday mornings. The class is guaranteed to bring up something unexpected and we usually manage to learn something new as well as have a good laugh"

Summary Findings

During 2016 written feedback was reintroduced for yearlong courses, commencing with the Humanities and Language programs. In June 2017 the remaining Yearlong courses were surveyed. Students in 26 courses (social sciences, arts, lifestyle and yoga) were electronically surveyed, with 328 members providing feedback, representing 60% of all enrolled students with email. As in the earlier 2016 yearlong surveys, feedback was very positive about the leader/tutors professionalism in running of their course, the enjoyment and benefits students derived.

Multiple factors prompted students to enrol in the particular course. Respondents indicated that they enrolled predominantly because they had a general interest in the activity/topic area (72%) or wanted to deepen their skills and knowledge in that subject (57%), as well as expecting to meet people with similar interests (35%). Importantly, with few exceptions the course very well met or exceeded their expectations (89%).

Students reported significant educational and social benefits from their participation in the course. The greater majority (75%) nominated the knowledge gained in the subject area as an important outcome, with 57% also specifying the skills acquired- be they creative, analytical or health practices. Additionally over a half (56%) identified the companionship derived from course participation as a specific benefit, while 39% reported being motivated and inspired by the tutor/leader and other students in their group.

"I have recently retired and U3A provides the opportunity to continue learning. It takes the place of professional development and learning that was integral to my work"

These core benefits to students clearly stemmed from their dynamic engagement in the course activity, and quality of the program delivered by individual tutors and group leaders. In particular students loved the stimulation, diversity and challenge of the various courses' core activity, their tutors enthusiasm, knowledge and teaching style, in conjunction with the positive interaction and knowledge sharing between class members throughout the year.

In rating specific aspects of course delivery, students strongly endorsed the tutor/leader's knowledge and enthusiasm (91%), their providing a supportive and friendly atmosphere for learning (84%), and encouraging student participation (77%). Respondents strongly agreed that sessions were well-organised (81%), with relevant course content (84%), of the right length (81%) and in a suitable venue (78%). Relatively few suggestions were made regarding changes to the course content or delivery.

Various suggestions were made about new courses in Lifestyle/Health practices and the Arts categories, thereby providing guidance to tutors and the Course Coordination Team in further development of the program.

On this basis, we can conclude that these 2017 yearlong courses provided great enjoyment for participants, were well run along lines that support learning for mature age students, and fostered significant companionship and friendship between members. Students voiced their appreciation of the leader/tutors expertise and approach to teaching which achieve the educational, social and wellbeing goals of the U3A program.

"For me, U3A classes should at least allow the possibility of learning something new, and I'm definitely still enjoying learning about the game in this class. U3A classes should also encourage companionship- and this class does"

Introduction

Providing a high quality, diverse and stimulating education program for members is central to our U3A mission. In 2010 U3A Melbourne City introduced a policy of written student feedback, with the 2010 survey indicating high satisfaction with the yearlong courses surveyed. In 2016 it was deemed timely to again seek the views of yearlong students, with students in the Humanities and Languages programs surveyed. This report documents the perceptions and comments of students enrolled in the remaining 26 yearlong courses, which account for 34% of our overall 2017 yearlong course program.

Implementation

Students in these 26 courses (Social Sciences; Arts- Applied/Appreciation; Lifestyle and Yoga) were surveyed in June 2017 (see Appendix course list). An email including a direct link to the electronic feedback form on *Survey Monkey* was sent via *MyU3A* to all students who had an email address (93% enrolled students).

Feedback was received from 328 students, 40% of whom chose to respond anonymously. As such comment was provided by 55% of the total enrolment in these courses, and a higher 60% of the 551 enrolled students with email. This overall participation rate appears to have been adversely affected by unexpected problems with the *MyU3A* emailer system in distributing the survey link to students in courses having over 30 enrolments. Without these 3 courses, return rates improve to 67% and 71% respectively, indicating a relatively sound basis for analysis and interpretation overall.

Key Findings

Reasons for enrolling in their course

At the outset, students were asked why they enrolled in their particular course, with most nominating two or more reasons.

Table 1

Reason for Enrolment	%
General interest in topic/activity covered	72
Wanted to deepen skills/knowledge in topic area	57
Day/time particularly suited me	30
Expected to meet people with similar interests	35
Tutor/leader reputation or did prior course with them	24
Wanted to try something new	18
Relevant to specific goal/plan I had	15
Other	4

As can be seen from the table above the majority of students enrolled in their course because they had a general, often longstanding, interest in the topic or activity covered (72%), or they specifically wanted to deepen their skills/knowledge in that area (57%).

General Interest:

- *"I am interested in history and the idea of a walking activity appealed as a way of exploring the history of parts of Melbourne"*
- *"I had previously done a general art course at another U3A and was interested to try Botanic Art"*
- *"Have always been interested in politics which is closely connected to economics. So I felt that doing the economics classes would provide me with a better understanding of this important area"*

Many wanted to deepen skills/knowledge in a particular topic or activity:

- *"Had played a lot of chess previously but never learned it in a structured fashion. This was an opportunity to deepen my understanding of the game"*
- *"I wanted to deepen my meditation practice which also complements my commitment to yoga"*

A sizable number of students (35%) enrolled in their course because they expected to meet people with similar interests with whom to exchange ideas, be creative, play stimulating games or to develop/continue friendships over the year.

- *"I have always been an avid movie goer and was very keen to discuss movies with like-minded people"*
- *"Being new to Melbourne, joining the yoga class afforded me the opportunity to resume my interest and the means to meet people with a similar interest"*

For nearly a third (30%) the scheduled time was an important factor in choosing the course.

- *"Having just joined U3A I thought I would revisit my interest in meditation. Also I had earmarked Wednesday as the day at U3A and so this fitted in well with my plans"*
- *"Time- because of my illness I can't do mornings as many members like. Also I like games, and used them for maths concepts in my teaching days"*

The tutor's reputation or knowledge of the tutor from attending previous courses was an important motivator for 24% of students.

- *"I believe yoga is good for the mind and body. I had met the tutor and also heard that she is an excellent teacher, very positive and lots of patience"*
- *"I had participated in this course several times and found it most interesting, with a consummate tutor who is always well prepared and all the leadership skills you could wish for"*

Trying something new that would stimulate them or extend their knowledge base was a factor for a smaller group (18%).

- *"My background is science/technology. I have never studied economics and wanted to learn something new"*
- *"I wanted to learn something different which would exercise my thinking, and Bridge seemed like a good choice"*

How well their course met student's expectations

Given their various reasons for joining the course, students were asked how well it met their expectations. Overall 90% students answered, giving high endorsement to the course attended.

Table 2

How Well Course Met Student Expectations	%
Beyond Expectations	19
Very Well	70
Moderately Well	8
Slightly	2
Not at all	0
Not applicable	1

A combined 89% of respondents stated that the course *met very well* or *went beyond* their expectations, while a further 8% indicated it matched their expectations moderately well.

What students most liked about their course

Students were asked an open question about what they most liked about the course (Q6). Of the 295 commenting, a handful said "everything", while many nominated multiple aspects or benefits of the course, providing a range of factors for grouping and analysis.

The most enjoyable aspect, nominated by 29% students, related to the core content of the course this varying according to the nature of course. On the one hand many participants most liked the activity and challenge experienced in playing a specific game, doing yoga, tasting wines or participating in creative activities. On the other hand, many students particularly liked the range and diversity of topics covered, movies viewed, suburbs explored etc, and the depth of information provided and gained through their participation.

- *"Opportunity to play my clarinet at the right level of difficulty with a good tutor"*
- *"Actually playing games of Bridge, as well as adding to my knowledge of the game"*
- *"Love learning and trying such a variety of wines"*
- *"What I like most about the course is when the tutor brings up some of the very controversial topics from the news"*
- *Exploring unknown areas of the city with someone who has a strong understanding of Melbourne's history"*
- *"Interesting variety of movies and genres"*
- *"Gave me a basic foundation to understanding economic terminology and general economic theory"*

For some (13%) this enjoyment was especially heightened by the knowledge sharing and group discussion in class that explored the topic or activity at hand- be it a topical current affair, recently viewed movie, cryptic crossword or art/craft work. For several courses facilitated by a group-leader, this was especially relevant.

- *"There is a wealth of combined knowledge in the class, and it is offered freely and with expertise. No matter what the question, there is always someone with an answer"*
- *"The informative and entertaining post-film discussions"*
- *"Class members are very skilled and try to explain how they arrive at an answer"*
- *"The opportunity to discuss in some depth with a variety of opinions current affairs issues"*

Clearly a very important aspect of what students liked most about the course is the particular tutor/leader, with 25% of students commenting on the tutor/leader's depth of knowledge, enthusiasm, and teaching skills.

- *"Tutor was very knowledgeable, entertaining and enthusiastic about the subject matter covered during the course. I never knew history could be so entertaining"*
- *"The leader has a very thorough knowledge of the music we play, which enhances the playing of the group"*
- *"I think tutor really knows her stuff, and explains everything clearly. She is also very enthusiastic about her area of expertise, which comes across"*

A fifth of students more specifically identified aspects of presentation and delivery of the course as important to their enjoyment. Students noted the tutors non-judgemental supportive approach; their capacity to provide structure while maintaining a flexible, relaxed class atmosphere; and skilled management of the class participation. Several noted the valuable role of co-tutoring and co-facilitation.

- *"The relaxed presentation style encourages a range of views on topical issues. Disagreements are respectfully handled by the tutors and students"*
- *"I like that the tutor has the ability to draw out people's reasons for thinking the way they do, and including as many people as possible in the discussion"*
- *"Well organised each week and friendly people. There is an environment of trust where it is OK to have a go and not always be correct"*
- *"The fact that in addition to the main tutor, we also have three other tutors with different approaches, plus we also have guests speakers from time to time"*

A further group of comments (21% students) focused on the congeniality and friendships developed among students, especially in courses where a skill was being learned, common interests have been found or members have been together for several years. Fun and sharing within and beyond the class were often noted.

- *"The opportunity to do something I enjoy in the company of a very congenial group of people who also enjoy it"*
- *"Meeting like minded people with an interest in crafts. Building a network of friends, giving and receiving support on a social level"*
- *"People who attend the class are friendly to each other though from different cultural backgrounds"*

A smaller number (8%) stated they "most liked" the skills, knowledge or confidence gained as a result of their course participation- be it in critiquing movies or media, in yoga poses, musical skills or game strategies.

- *"New movements to add to my repertoire"*
- *"I love to learn new skills. I now feel much more confident playing an instrument in front of audiences"*
- *"The ability to develop a side of me that has been latent for my whole working life"*
- *"My critical skills of film appreciation have been enhanced"*

The remaining comments related to various factors ranging from health benefits; the specific resources used by the tutor; venue or time slot of the course.

Quality of course delivery

To obtain a more comprehensive overview of the course, students were asked how well their course rated on key aspects of class delivery indicative of good educational practice for mature learners. (Q8, Table 3 below, N=295)

	Strongly Agree	Somewhat Agree	Disagree	Not Applicable
Tutor/leader knowledgeable & enthusiastic	91%	6%	1%	2%
Well organised sessions	81%	15%	2%	2%
Friendly, supportive atmosphere	84%	12%	2%	2%
Relevant content	84%	8%	2%	6%
Clear, interesting presentation	69%	13%	1%	17%
Student participation & interaction encouraged	77%	13%	1%	9%
Included useful learning activities, texts and resources	52%	17%	3%	28%
Right length of session	81%	14%	1%	4%
Suitable venue & equipment	78%	16%	2%	4%

Of the 295 students completing this question, 91% strongly agreed the tutor/leader was knowledgeable and enthusiastic, while 84% strongly agreed that their course had a *friendly, supportive atmosphere*, and *student participation and interaction was encouraged* (77%).

Sessions were judged to be the *right length* (81%) and the vast majority strongly agreed that their course had *well organised sessions* (81%), included *relevant content* (84%), and *interesting presentation* (69%). Fewer students thought that the course included *useful learning activities, texts and resources* (52% strong agreement). Asked specifically about the suitability of the *venue and equipment*, 78% indicated strong agreement.

The higher *Not Applicable* ratings compared to prior surveys, suggests that students in these predominantly activity based courses viewed the questions of *presentation, texts/resources, and encouraging interaction* as less relevant, especially where peer led. As such, lower percentage agreement was evidenced around the quality of delivery in those three areas.

Nearly a half (45%) of responding students chose to elaborate on their ratings, with most stating their overall enjoyment with the course or reiterating themes expressed in Q6 above- about their tutor's excellence, the welcoming atmosphere and flexible yet structured organisation of classes, including the inclusion of guest speakers.

- *"For me it has been a very enjoyable and rewarding experience"*
- *"U3A is lucky to have someone of our tutors experience- he is consistently excellent "*
- *Tutor brought along a couple of local experts on a couple of occasions whose contributions were very valuable"*

Twenty-eight students commented on the class venue, some to praise the excellence of newer venues but mostly to indicate problems with room temperature, hard seats, heavy tables and toilet cleanliness.

- *"New venue at the Library at Dockland is brilliant and convenient"*
- *"We need gliders on table legs for ease of moving. I imagine the cost would be minima but save injuries that may cost Ross House more. Floor level toilets are used by 'blow-ins' and could do with more cleaning- we are right next door to them"*
- *"Venue is freezing during the cold blowing winter as it is near the water and there is a gap under the doors"*

Suggested changes to the content, delivery or organisation of the course

Students were asked (Q7) if they had any suggestions for changes in terms of content, delivery or organisation of the course they attended. A total of 76% of all respondents skipped the question or stated that they saw no reason make any changes to the course they attended.

- *"I wouldn't change anything. I think the tutor deals with individual/group skill levels very effectively in the way she teaches"*
- *"No suggestions for improvements. It's pretty well prefect as it is!"*

The largest number of students who provided suggestions commented on classroom delivery matters, such as a desire for better management of class members discussion or interaction; a more flexible tutor approach; better topic introduction and provision of handouts.

- *"It would be good if players swapped tables regularly so that players experience others game play"*
- *"Certain members tend to monopolise the class comments and this can intimidate new members"*
- *"There needs to be time each session explaining different types of clues for the beginners, and then look at the day's cryptic"*
- *"Some students would be assisted by a more positive, patient encouragement and advice on how to think"*

A small number of students commented on the course content in terms of music or texts used and inclusion of more practice activities. This provides valuable feedback to the individual tutor considering repeating or extending their course.

- *"I think theory behind practice is good, however I personally would benefit from more meditation practice"*
- *"The selection of music is problematic for the numbers and ability of the choir members. Care should be taken to ensure that the repertoire is not too demanding"*

Suggestions on organisation included many comments re course scheduling (session length, class starting time, frequency of sessions, summer classes), class size, inclusion of guest speakers, accommodation and equipment matters.

- *"Start at 10am instead of 9.30 because trams are congested"*
- *"Class should be located in a venue where we don't have to move large heavy tables before we can play. Even wheels on the tables would help. We are no longer Spring chickens- a serious OH&S matter"*

- "I would like there to be a regular guest speaker to address the group"
- "To run the course during school term holidays"

What students gained from attending their course

Students were asked to indicate what they gained from attending the course, with most respondents identifying multiple benefits.

Table 4

Outcome Choices	Responses (N= 295)	
Knowledge	75%	220
Skills	58%	172
Improved health/wellbeing	38%	113
Motivation/inspiration	39%	116
Companionship	56%	166
Confidence	27%	80
Other	4%	13

The majority stated that knowledge, skills and companionship were the key benefits for them. Nearly two thirds (64%) elaborated on their choice of outcome.

Knowledge.

Improved knowledge of the topic area was the greatest outcome for participants- be it of strategies and rules of the game; topical current affairs; ways to consider wines, movies or press media; Melbourne's history; various crafts or approaches to meditation and yoga.

- *"A better understanding of the strategies and tactics of chess that previously were more intuitive but are now more explicitly conscious"*
- *"I gained a great deal of knowledge about the media industry and humanity in general from the discussions we had on a huge range of topics covered"*
- *"Some great factual information on the way Melbourne was formed and the influences and people that were part of it"*

Several students again noted the importance of other students sharing their knowledge and the course's contribution to life-long learning.

- *"I came with no practical knowledge of Craft, but in the short time attending have produced crochet work (3 major rugs), a quilt and knitted scarves. All with the help and hints from teacher and other students - I have been taught so much"*
- *"I have recently retired and U3A courses provide the opportunity to continue learning. It takes the place of professional development and learning that was integral to my work"*

Skills

In addition, 58% of respondents considered that they had either learnt new skills or improved existing skills from attending their course, including practical skills in botanical art, music, or crafts; better game playing; health practices in yoga and meditation; or expressing opinions in a group.

- *"Skills in sight reading are improving"*
- *"I have found new skills in mediation and am inspired to persevere with these skills"*
- *"Skills: formulating and expressing ideas/opinions in a group setting"*
- *"Honing my mahjong skills"*

Motivation/Inspiration

Further to that, over a third (39%) said that they were either "motivated" or "inspired" by the tutor and other participants during the class or to further pursue researching, thinking or practice re the course focus.

- *"I'm inspired to do further research to find out more about the city I now call home"*
- *"I'm inspired and learn a lot from the other participants in the course"*
- *"I was introduced to some new directors, and was motivated to explore further"*

Companionship

As yearlong students, the companionship experienced was a significant benefit for over half (56%) of respondents, who further noted the pleasure of a friendly class atmosphere with other like minded members, and the social aspects during and outside class.

- *"I especially enjoy the friendly atmosphere of the class and the companionship of people who share my interests"*
- *"There is excellent interaction between all students and we all look forward to a coffee with our tutor afterwards"*
- *"While doing our craft projects we discuss our day-to-day problems, experiences and give support to each other, which is invaluable to us as individuals and as a community"*

Improved Health/Wellbeing

An improvement in health or wellbeing as a result of their course participation was noted by over a third of students (38%). Some noted the value of brain stimulation through their specific class activity/game; the relaxation and reduced stress from class participation; or improved strength, flexibility and pain reduction from the exercises practised.

- *"It's a stimulating game- keeps the brain active"*
- *"I feel much less stiff after the yoga lesson. I walk out calm and relaxed and more supple"*
- *"I play mahjong as a form of relaxation - 3 hours when I don't have to think about my family issues"*

Confidence

A smaller group of respondents (27%) considered they had gained confidence from attending their course, now being more comfortable in expressing their views, participating in the game, undertaking a new art/craft form, or taking a leadership role.

- *"I feel much more confident in expressing my views about economic decisions of governments"*

- *"I am still a learner but I have gained enough confidence in the play to play with any group, and generally the others at the table are very forgiving"*
- *"Since English is not my first language, I really need this course to boost my confidence and self-esteem to participate, talk and share my point of view"*
- *My Mahjong skills have improved and the tutor sometimes asks me to help newcomers, which is good for my confidence too"*

Suggestions for New Courses

As a means of informing course planning, students were specifically asked if they had any suggestions for new courses (Q10). Seventy-eight percent either skipped this question or said "No", some indicating that the tutor already seeks their ideas or the program was already very comprehensive.

A further 6% essentially wanted a continuation of the completed course, additional courses in popular areas where wait-lists exist, or more diversity generally.

- *"Another similar course is needed as it's difficult to be accepted into the course as it is so popular"*
- *"Many more short courses would be extremely welcome"*

Of the 53 members proposing specific new courses, a number made multiple suggestions. Grouping the other suggestions, several areas of common interest stand out.

Suggestions for Lifestyle courses came from 41 students, with strong interest in more health & wellbeing courses (eg Mindfulness, yoga, Pilates, dance); brain games (eg scrabble, cards, Sudoku, beginners cryptic crosswords); and technology (computer skills and modern media).

- *"Meditation, creative visualisation, affirmations, positive thinking and managing stress"*
- *"More yoga classes; medication management in the older person"*
- *"I think that a Scrabble Club also challenges and makes you think. Perhaps that could be considered for next year"*
- *"Beginners/Consolidate Cryptic Crosswords- the current session is too advanced"*
- *"More courses on technology- use of mobile phones, Facebook, Instagram etc "*

In other subject categories, a group of students were interested in applied Arts/crafts courses, as well as Art appreciation- areas that were seen to be under-represented in the yearlong program. Interest was expressed in Australian art history and art appreciation generally, including gallery visits. On the applied side, various painting and drawing course were suggested, along with a ukulele course and modern music choir.

- *"Art History, particularly Australian, indigenous and art movements"*
- *"Art history, Painting Still Life, creative writing:"*

Smaller clusters related to other categories, such as social sciences, humanities, foreign languages, and sciences. The full list of suggestions has been passed on to the Course Coordination team for reference.

Comments about our U3A Melbourne City course program overall (Q11)

The 44% of students who commented on this question mainly noted the excellent quality and diversity of courses offered by U3A Melbourne City and the professionalism of the organisation overall. A number also expressed appreciation for the dedication of both Tutors and other volunteers involved, and reiterated their enjoyment in being part of U3A.

- *"Superlative on all counts- a great range of interesting short and long courses"*
- *"There is an excellent variety on offer and it is extremely well run, thanks to the hard work of all the volunteers"*
- *"I think it is an excellent organisation- well run with lots of opportunities. The website is terrific. Great value. A great resource"*
- *"I have enjoyed all the courses I have done, plus the outside activities. It is a wonderful resource for we retirees"*

Some noted the problems associated with recent and future organisation growth while a small group reiterated their disappointment in not being able to join courses they were interested in due to wait-lists, volunteer priority, the cap on yearlong enrolments, lack of student movement and extended apologies. Several noted the preponderance of language classes in the yearlong program to the detriment of other subject areas and the difficulty of finding short courses on the *MyU3A* system.

- *"I am only sorry that I have been unable to enrol in more courses, mainly due to the number of courses one can join and the class number restrictions. U3A Melbourne is a victim of its own success"*
- *"I would like to see a limit on the number of times a person can enrol in a course to give new people a chance in the most popular course- eg History of the World and the "current affairs" type courses. Also, putting in apologies for several months at a stretch should not be permitted. Many people who are able to commit to attending a course are missing out as a result".*
- *"I think more courses sharing artistic skills would be appreciated. There are endless classes on languages for example!"*
- *"I think it is great and very comprehensive. However I always find it difficult to find out what the short term classes are. I have never been able to find the topics listed in MyU3A as it seems to be mixed up with the full-year classes"*

Discussion

The above student feedback indicates a high degree of satisfaction with the twenty-six yearlong courses surveyed in 2017. They clearly meet students' expectations and provide intellectual, social and health benefits for the participants.

Typically members enrolled in these courses because they had a general interest in current affairs, creative arts, brain games or health practices and wanted to increase their knowledge and/or skills in these areas. This they obviously succeeded in doing (p9 benefits), along with a keen enjoyment gained from participating in the class activity itself- be it making art or music, playing games, mastering health practices, "sampling" and discussing wines or movies, and exploring Melbourne suburbs.

Tutors and Group leaders clearly had a central role in students learning and enjoyment- reflected here in participants comments about and high ratings of the leaders/tutors' knowledge and enthusiasm for the subject matter; their skills in offering relevant, relaxed yet well organised sessions; as well as in fostering student interaction and a friendly class atmosphere.

The importance also of sharing and learning with a group of like-minded and friendly fellow students stands out across the various findings: as a factor in choosing the course; as an aspect many students liked most about the course; in their high ratings of the supportive friendly atmosphere in classes; and companionship- identified by over half the responding students as a key benefit of attending the course. As found for 2016 yearlong-long courses, the capacity to engage and bond during classes, after class and other occasions instigated by the tutor/group is clearly greater than for short course, especially where the course has run for many years.

Improvement in students' health and wellbeing featured more strongly as a course benefit in this feedback than prior yearlong surveys. In addition to the noted wellbeing associated with "personal time" and enjoyable class participation, given the nature of the included courses, many students sought and found brain stimulation from challenging activities; improved flexibility and strength from yoga practice; relaxation or reduced stress from meditation and associated exercises. As such, an important contribution to healthy ageing.

A number of students indicated areas for program extension that can be considered by individual tutors and course coordinators in future planning and recruitment, especially in Lifestyle and Arts subjects. Individual reporting to tutors in July 2017 has enabled tutors to see what students like about their course and to consider specific suggestions for change and extension to their course in 2018. Overall themes reported here will serve to highlight areas for discussion with prospective tutors and for professional development with new and continuing tutors at future workshops.

Issues raised regarding venues, organisation growth and access to courses are concerns acknowledged by course administration and Committee. As such, this current feedback can be useful for review and action regarding the forthcoming year. Relocation of classes away from Ross House in 2018 will hopefully resolve some of the concerns voiced about heavy table lifting.

More broadly, students acknowledged the excellence of our course program and professionalism of U3A Melbourne as an organisation. They indicated an appreciation of the dedication and expertise of tutors and *behind-the-scenes* volunteers who make the course program such a wonderful learning resource

Given that this, the third report on your yearlong courses, is extremely positive, **we can conclude** that the U3A Melbourne City yearlong program continues to deliver quality educational opportunities to our members, who appreciate its excellence and value the knowledge, friendships and stimulation it provides. Its contribution to retirement transitions and ongoing stimulation, learning and wellbeing for older people is significant.

The Student Feedback Policy has now been in place for 8 years, covering both yearlong and short courses and providing valuable information to tutors, coordinators and Committee alike. It would seem timely to now review the goals and focus of that 2010 policy given the size and dynamics of the organisation and its membership have changed considerably in the intervening years.

Recommendations

For stakeholders to benefit from this student feedback it is recommended that:

1. The Committee of Management ratify and make this Report, and an Executive Summary, available to tutors, interested members and general public via the website and the U3A Melbourne City office.
2. The findings of the Report be highlighted in the U3A Melbourne City Newsletter and website for members and public information.
3. The report be used as appropriate in Tutor recruitment and at Tutors' Workshops/Meetings to reinforce positive tutoring approaches with mature age students.
4. The Course Coordination and Administration Teams consider suggestions by members in respect of program development and organisation of the U3A Melbourne City education program.
5. The Committee of Management undertake a review of the 2010 Student Feedback Policy in the context of its achievements, overall information needs and available resources.

Acknowledgements The Committee is greatly appreciative of the voluntary participation of students in this Feedback process, and the work of the Course Coordination Team volunteer who administered, analysed and reported on the Student Feedback.

Arts-Applied and Appreciation

- *Botanical Art (R. Favaloro)*
- *Choir (M. Shilton & J. Melbourne)*
- *Craft Group (A. Moodie & A. Krepp)*
- *Movie Discussion Group (R. Lysakowski)*
- *Movies of Merit (J. Waldie)*
- *Music Ensemble (J. Zeelander)*
- *Neighbourhood Strolls (P. Newbury)*

Social Sciences

- *Current Affairs (G. Boag et al)*
- *In The News (T. Rickards)*
- *Understanding Economics (J. Besley)*

Lifestyle

- *Bridge - Beginners & Consolidated (H. Kadera)*
- *Bridge- Supervised (M. Finn)*
- *Chess levels 1 & 2 (B. Cramer)*
- *Cryptic Crossword Group (J. Shaik & R. Bennet)*
- *Mahjong Tuesday (J. Mills)*
- *Mahjong Wednesday (P. Collins)*
- *Mahjong Friday (C. Evans & J. Thomas)*
- *Meditation : Positive Thinking (K. Baxi)*
- *Rummy Tiles (B. Cramer)*
- *Wine Appreciation Group (A. McGain)*

Yoga

- *Movement & Relaxation (S. Lithco)*
- *Yoga - Classical Foundation (M. McBride)*
- *Yoga - Classical Continuing (M. McBride)*
- *Yoga- Hatha (D. Hay)*
- *Yoga for Body, Breath & Mind (A. Kristensen)*
- *Yoga for Movement Disorders (I. Jury)*

Languages and Humanities Feedback Comparisons

Appendix B

Reasons for enrolling in the course

<i>Reason</i>	2017 Yearlong (N=328)	Humanities (N=220)	Foreign Languages (N= 283)
General interest in topic/activity	72%	81%	48%
Wanted to deepen skills/knowledge	57%	60%	77%
Relevant to specific goal/plan	15%	8%	40%
Wanted to try something new	18%	16%	7%
Tutor reputation/prior course	24%	29%	23%
Day/time particularly suited	30%	32%	32%
Expected to meet people with similar interests	35%	30%	18%
Other	4%	3%	3%

Quality of course delivery

Strongly Agreed	2017 Yearlong %	Humanities %	Foreign Languages %
Tutor knowledgeable/enthusiastic	91	89	95
Well organised sessions	81	74	82
Friendly supportive atmosphere	84	85	93
Relevant content	84	83	84
Clear and interesting presentation	69	74	81
Student participation & interaction encouraged	77	83	88
Included useful texts, activities, resources	52	51	81
Session right length	81	82	88
Suitable venue and equipment	78	70	78

Outcomes: What students gained from attending the course

Benefit	2017 Yearlong %	Humanities %	Foreign Languages %
Knowledge	75	90	96
Skills	58	26	68
Improved health/wellbeing	38	18	15
Motivation/inspiration	39	52	50
Companionship	56	58	55
Confidence	27	22	45
Other	4	7	5