

## FACULTY OF ARTS

### STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ) ANALYSIS OF OPEN RESPONSE COMMENTS 2003

#### POSTGRADUATE COURSEWORK STUDENTS

NB: *The number of comments received on each aspect is displayed as a percentage of the total number of comments received for each question. Total number of comments received for each question is provided in footnotes.*

NB: *Due to the low number of responses received no data is provided for comments received in 2000. It is statistically invalid to convert this low number into percentages.*

#### 1 Degree course experience

##### SCEQ 2003 OR Q 37<sup>1</sup>      What are the best aspects of your degree course?

**Students are happy with some aspects of the curriculum** (2003: 31%)  
(2002: 25%; 2001: 32%)

- The course material and ideas explored therein, Interesting, well-designed courses that provide scope to explore interesting ideas
- The subject matter is the best part, always interesting and topical
- The fact that I can do the Master's degree part-time. The structure of the new curatorial. Master's programme is exactly what I was looking for

**Students appreciate the standard of teaching received** (2003: 14%)  
(2002: 14%; 2001: 11%)

- The best aspects are two of the instructors I have - xxxxx xxxxxx is very interesting to listen to and she can get the information in the dense readings across to the students. She is an excellent lecturer. yyyy yyyyyyyy is another instructor I have, and she is remarkable in her ability to listen to and advise students, to lessen the stress and redirect you to resources and advice. She gives personal support to her students which is as important in the learning environment as is theory
- A facilitator who was prepared to educate and learn from students
- Lecturing style is good – good explanation. Difficult concepts, she is also funny – theoretical subjects – she made the lectures entertaining

**Students find the teaching stimulating, challenging and motivating** (2003: 14%)  
(2002: 14%; 2001: 11%)

- Lecturers were interesting and stimulated my interest in the course.
- I love the subjects, the lecturers are great and I find it all very intellectually stimulating
- The challenge/ motivation/ intellectual stimulation

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<sup>1</sup> Number of comments received: 2003 – 157; 2002 – 106; 2001 – 85; 2000: 15

**Students appreciate being part of a learning community** (2003: 10%)  
(2002: 8%; 2001: 14%)

- An excellent interactive learning environment in both departments
- The students in class and their input
- Exchange of ideas with other students; seminar discussions stimulating

**Students appreciate practical aspects of the curriculum** (2003: 10%)  
(2002: 7%; 2001: 1%)

- Learning practical aspects of musicology, introduction to peer group/ provide workplace introduction
- The field trips, got to see what's going on in a wide range of museums
- Internships were a valuable industry experience, good way to make industry contacts, get a feel for different areas, etc

### **SCEQ 2003 OR Q 38<sup>2</sup> What aspects of your degree course could be improved?**

**Students are dissatisfied with some aspects of the curriculum** (2003: 30%)  
(2002: 23%; 2001: 25%)

- Theory overload! Sometimes the course has been more theory than what I expected. Also it is a bit hard coming into Museum Studies from a different discipline
- Whilst the writing units are brilliant, I wish they could be extended and last for longer – perhaps over semesters
- I don't really like the concentrated nature of how the course is run – intensive all day sessions over half a semester. This makes the student have to work twice as hard in half the time of a normal learning experience over one University semester. I find by the end of a day that I can't take in any more information

**Students are unhappy with the administration/ organisation of the course** (2003: 15%)  
(2002: 11%; 2001: 24%)

- The discipline office has to be the most unfocussed on student needs that I have come across – hours of opening between 10-4, closed for lunch and assignments have to be handed in in person – VERY difficult for a full-time worker
- Timetabling in Masters courses does not function adequately.
- Better coordination between individual departments and faculty office to clearly articulate units of study and courses offered

**Students are unhappy with the standard of teaching received** (2003: 14%)  
(2002: 15%; 2001: 12%)

- Quality of teaching, presentation, materials and classrooms especially for a postgraduate fee paying course
- Lecturers shouldn't assume that just because they have completed doctoral degrees students can understand or already know the concepts
- Some tutors were relying on experience – under prepared, didn't work very hard classes were too big for an MA course

**Library services and staff** (2003: 9%)  
(2002: 3%; 2001: 4%)

- Improved resource availability at library so research can be more diverse
- Library resources – many books/ articles are not easily available to postgraduate students
- Library resources are scarce and more up to date material is needed in the library

**Advertised courses are not available** (2003: 8%)

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<sup>2</sup> Number of comments received: 2003 – 135; 2002 – 97; 2001 – 76; 2000 - 11

(2002: 6%; 2001: 8%)

- The range of subjects available to complete my degree is incomprehensible. I am forced to go to other departments and enrol in their subjects because: there is not enough available in my department
- I was very disappointed to discover, when I started this course, that as a Masters student I was not able to choose between several units of study. This was contrary to the information I was given before applying to the course, and I had been looking forward to choosing units of study I was interested in.
- Run the courses that were advertised. Not one of the courses that I intended to take when I arrived was available. Simply, I didn't take the degree that I signed up for.

## **2 Experience of student administration and student support services**

### **SCEQ 2003 OR Q 67<sup>3</sup> What are the best aspects of the student administration and student support services?**

#### **Staff are friendly, helpful and efficient (2003: 43%)**

(2002: 58%; 2001: 62%)

- Personal competency of staff particularly apparent and appreciated
- Availability staff generally helpful. Staff member xx at Arts Faculty very helpful. Will always double check his responses professional
- The right person can be extremely helpful and supportive. They are knowledgeable and assist, and response rates are generally prompt

#### **Library services and staff (2003: 19%)**

(2002: 23%; 2001: 22%)

- Library services are excellent – staff very helpful and when I requested unavailable articles these were promptly located and forwarded on
- Library has an excellent collection of resources
- The remote access to the library's catalogues is helpful

#### **Students are happy with the intranet/ internet (2003: 16%)**

(2002: 9%; 2001: 9%)

- MyUni – for remote/ after hours access
- Intranet is fast and effective for enrolling, email etc
- Internet access and email reminders. Being a postgraduate student I have limited contact time and a job so this is the most effective way for me to keep in touch

#### **The availability and existence of support services is appreciated (2003: 8%)**

(2003: 4%; 2001: 4%)

- Readily available to all students, wide variety of choice and opportunity to seek assistance
- They are available even though I didn't access them. It is just nice to know they are there if needed
- Information is available in many forms this is a strength

#### **Other aspects mentioned include:**

- Accessibility and convenience (2003:3%)
- Online access to services (2003: 2%) (2002: 7%)
- Variety of services available (2003: 2%) (2002: 2%; 2001: 4%)

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<sup>3</sup> Number of comments received: 2003 – 100; 2002 – 57; 2001 – 45; 2000 - 8

**Other services mentioned by name include:**

- Computer access Centres (2003: 7%) (2002: 4%; 2001: 2%)
- Security Services (2003: 6%) (2001: 4%)
- Counselling Service (2003: 3%) (2001: 2%)
- Disability Services (2003: 3%) (2002: 2%)
- Accommodation Service (2003: 2%)
- Careers Service (2003: 2%)

**SCEQ 2003 OR Q 68<sup>4</sup> How could student administration and student support services be improved?**

**Staff could be more knowledgeable, helpful and efficient (2003: 31%)**  
(2002: 25%; 2001: 42%)

- It would help enormously if there was consistency of knowledge. I have found that if I ask the same question of three different (Arts Faculty) staff members on three different occasions I get three different answers
- The Arts Faculty certainly requires some training in efficiency for staff
- Adequate staffing and transfer of essential knowledge etc, when a new school joins a new faculty i.e. when Social Work joined Education this year

**Library services and staff (2003: 13%)**  
(2002: 9%; 2001: 10%)

- Library is too crowded. You cannot keep some books longer
- Library interface was distressing (not user-friendly) and caused anxiety. Library tours geared for day-attenders and so I couldn't ever attend. Some staff very helpful, others not
- The library should be open all day Sunday – I cannot attend during the week so I have only one and a half days to go to the library compared to all other students who have six and a half days which makes it difficult

**Students are unhappy with some aspects of the intranet/internet (2003: 13%)**  
(2002: 7%)

- Greater use of WebCT for the student services as well as learning could be developed and more online reading materials
- The MyUni website frequently has errors and is often down completely
- The fact that full-time students, especially full fee paying international ones cannot have free unlimited internet access via their university accounts is shocking

**Computer Access Centres (2003: 11%)**  
(2002: 4%; 2001: 10%)

- More computers for student use. Especially scanners and Photoshop on main campus for those of us who are into the Arts but who aren't at Rozelle or who aren't Architecture students
- Computer access labs are always full. Sometimes I have to wait a long time to access a computer
- With the high number of overseas students using the computer access labs, together with local students these centres need more computers

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<sup>4</sup> Number of comments received: 2003 – 91; 2002 – 56; 2001 – 50; 2000 - 4