

FACULTY OF ARTS

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

UNDERGRADUATE 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.*

1 Degree course experience

SCEQ 2003 OR Q 37¹ What are the best aspects of your degree course?

Students appreciate the variety of courses available (2003: 30%)
(2002: 27%; 2001: 22%; 2000: 33%)

- The broad and interesting variety of subjects offered provide almost limitless opportunities for intellectual and academic growth and fulfilment
- The variety of subjects available for study. Allows me to explore subjects I wouldn't normally come across
- The variety of subjects offered would have to be the best aspect of my course. It is wonderful to be able to learn from a number of different subject areas and have them count towards a single major.

Students appreciate the content and structure of the curriculum (2003: 24%)
(2002: 22%; 2001: 24%; 2000: 18%)

- What we learn is up to date and useful in future career
- As I am doing an Arts and Commerce degree, the subjects are well interrelated and are not extremely time consuming
- Actual content of the course. It is very relevant to the career path after the course. Everything that I learn will be put into practice after I leave Uni (for all subjects)

Students appreciate the standard of teaching received (2003: 22%)
(2002: 21%; 2001: 22%; 2000: 26%)

- Having teachers who are passionate about what they are teaching me. This is good because it makes me motivated about what I am learning
- All staff I have encountered seem dedicated to teaching in creative and effective ways. Staff are approachable if I need assistance
- Enthusiasm of the lecturers and tutors – they seem really interested in their subjects and make learning a real pleasure. (especially the Classics and English departments)

Students find the teaching stimulating, challenging and motivating (2003: 9%)
(2002: 9%; 2001: 9%; 2000: 8%)

- I find my courses stimulating and motivating. I want to get up in the morning to go to uni to learn. This gives me direction in my life
- Ability to expand mind. When applying oneself active participation in brain stimulation is rewarding
- The English component was challenging and intellectually stimulating

¹ Number of comments received: 2003 – 268; 2002 – 220; 2001 – 269; 2000: 119

Tutorials and seminars are appreciated (2003: 8%)

(2002: 5%; 2001: 8%; 2000: 6%)

- Level of interaction in tutorials and seminars is good
- Tutorials because they promote communication
- I really enjoyed the tutorials and workshops as I felt I learnt the most there

SCEQ 2003 OR Q 38² What aspects of your degree course could be improved?

Students are dissatisfied with some aspects of the curriculum (2003: 30%)

(2002: 26%; 2001: 20%; 2000: 23%)

- Having a consistent choice of the same subjects in consecutive years. It is very frustrating looking at the current course book selecting subjects only to find out they're no longer available to enrol in the following year
- More credit points allowed, there are so many good subjects I would like the chance to do more
- Perhaps more structure. Being left to your own devices is good, but it would be nice to maybe have more consultation about the benefits of effects of different combinations of majors

Students are dissatisfied with administration/ organisation aspects of the course (including double/ Liberal Studies degrees (2003: 15%)

(2002: 15%; 2001: 11%; 2000: 17%)

- Administration staff could be more helpful in assisting students with their degrees
- I'd like to see more interfaculty communication. It can be a little overwhelming in first year if you 'belong' to, and are answerable to many different faculties and divisions. It is not always clear where you should go for help!
- Staying under one faculty – from year to year we do not know if we are to 'belong' to the Arts or Science faculty and it would be nice to have some stability in this department.

Students are unhappy with the standard of teaching received (2003: 11%)

(2002: 11%; 2001: 13%; 2000: 18%)

- Lecturers need to be accountable to a higher body to ensure they teach well
- I felt the lectures could be improved – it seemed to me like the lecturers were just reciting the text book, they didn't seem particularly interested in the subject they were teaching
- Teachers staff should be more responsive to students in need of academic help

Useful and timely feedback would be appreciated (2003: 9%)

(2002: 5%; 2001: 10%; 2000: 16%)

- Feedback on assessments and almost immediate feedback after completing it
- Generally we get feedback on work lonely late into the semester which makes it hard to gauge how you are doing
- I don't know how to improve on where I went wrong. The feedback on tests is not substantial enough to improve on.

Students are unhappy with large class sizes (2003: 8%)

(2002: 11%; 2001: 11%; 2000: 5%)

- Tutorial sizes in year 1-3 were ridiculous. Constructive discussion is virtually impossible in a class that size
- I was dismayed at the size of tutorials. Despite the best efforts of tutors 18 people attempting to contribute in a one hour discussion is ridiculous
- Smaller class sizes please (esp tutorials)

² Number of comments received: 2003 – 251; 2002 – 219; 2001 – 262; 2000: 115

SCEQ 2003 OR Q 68⁴ How could student administration and student support services be improved?

Staff are unfriendly, unhelpful and inefficient **(2003: 27%)**
(2002: 39%; 2001: 35%; 2000: 31%)

- They generally need to be more sympathetic towards the requirements of students
- At faculty offices, it would help if those behind the desks knew what they were talking about. This would avoid students being given the 'run around' which is very frustrating and a time waster
- Comprehensive rather than incomplete knowledge of uni resolutions. Counter staff need to be better trained so that the advice they offer is reliable

Computer Access Centres **(2003: 14%)**
(2002: 13%; 2001: 12%; 2000: 12%)

- Computer access centres usually unattended in the weekends (esp Sundays) even though it is supposed to be open
- I often found it hard to find an available computer on campus. Computer labs are often full. What is worse, they all seem to close at 5:00, leaving only Fisher open. This stretches facilities in Fisher, and involves long delays in finding computers. Also, I would encourage that payments for extro-accounts be accepted in cash, and from all computer centres
- The computer access centres do not provide the necessary service. As an honours student, I would not have been able to complete the year if my computer at home had broken, The Access Centres always have queues and are too noisy to work in.

Students are unaware of some of the support services provided **(2003: 11%)**
(2002: 8%; 2001: 6%; 2000: 8%)

- I don't really know how/ where to find them and what services they offer. And as I don't think I have any major problems that I need assistance with I haven't taken the time to find out. So perhaps there could be a little blurb on them all on the My uni home page or something, so that more lazy people (like myself!) use these facilities, which I'm sure are very helpful!!!
- Greater clarity about knowing what is available, what functions services perform and how to access them (e.g. location, phone numbers etc). This information, moreover should be easy to find
- Conference to make the existence of the services known to make accessible

Library services and staff **(2003: 10%)**
(2002: 9%; 2001: 10%; 2000: 21%)

- Found libraries problematic when chasing certain books
- Very often there aren't enough copies of a book at Fisher Library
- The library was the only real problem I had. Many of the books weren't there when I needed them

Other aspects mentioned include:

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|---|------------|-----------------------------------|
| • More staff to be employed at peak times | (2003: 8%) | (2002: 17%; 2001: 13%; 2000: 16%) |
| • Intranet/ internet services | (2003: 6%) | (2002: 7%; 2001: 8%; 2000: 8%) |
| • Intra faculty/ department communication | (2003: 3%) | (2002: 4%; 2001: 3%; 2000: 2%) |

Specific services mentioned by name include:

- | | | |
|---------------------|------------|--------------------------------|
| • Student Centre | (2003: 7%) | (2002: 3%; 2001: 6%; 2000: 7%) |
| • Security Services | (2003: 4%) | (2002: 2%; 2001: 1%; 2000: 2%) |

⁴ Number of comments received: 2003 – 210; 2002 – 161; 2001 – 191; 2000 - 102