

FACULTY OF ARTS
STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ)
UNDERGRADUATE STUDENTS
ANALYSIS OF OPEN RESPONSE COMMENTS: 2005

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EXECUTIVE SUMMARY

The Student Course Experience Questionnaire (SCEQ), is designed to collect quantitative and qualitative data about students' perceptions of the quality of teaching and learning in their degree courses, as well as their perceptions of student administration and support services. As part of the questionnaire students are asked to provide comments on the best aspects of their university experience (degree and administration) and those that could be improved. Based on the responses to these questions, this document seeks to provide an analysis of the areas of best practice, and opportunities for improvement, in the experiences of undergraduate students in the Faculty of Arts in 2005.

Degree experience: areas of best practice

The aspects of degree experience which attracted most positive comments from undergraduate students were:

| | % of comments received | |
|---|-------------------------------|-------------|
| | <i>2005</i> | <i>2003</i> |
| Curriculum: flexibility, diversity, variety | 38% | 30% |
| Good teaching: standard of teaching received | 22% | 22% |
| Curriculum: content and structure | 16% | 24% |
| Learning community: tutorials, seminars | 10% | 8% |
| Skills development: generic graduate attributes | 10% | 5% |
| Learning community: learning environment | 8% | 4% |

Degree experience: opportunities for improvement

The areas of degree experience which undergraduate students considered most in need of improvement were:

| | % of comments received | |
|--|-------------------------------|-------------|
| | <i>2005</i> | <i>2003</i> |
| Curriculum: content and structure | 27% | 30% |
| Good teaching: standard of teaching received | 16% | 11% |
| Administration and organisation: general <u>and</u> shared/ double degrees | 10% | 15% |
| Learning community: tutorials and seminars | 9% | 4% |
| Good teaching: useful and timely feedback | 8% | 9% |
| Learning community: class sizes | 7% | 8% |

Student administration and student support services: areas of best practice

The aspects of student administration and student support services which attracted most positive comments from undergraduate students in 2005 were:

| | % of comments received | |
|---|-------------------------------|-------------|
| | <i>2005</i> | <i>2003</i> |
| Customer service: quality | 29% | 33% |
| Library services | 18% | 15% |
| Web communications: intranet/ internet | 14% | 20% |
| Web communications: online access to support services | 13% | 8% |
| Services provided: availability and existence | 10% | 7% |
| Services provided: variety of services | 10% | 5% |

Student administration and student support services: opportunities for improvement

**Faculty of Arts: Analysis of student experience:
Undergraduate students: 2005**

The aspects of student administration and student support services which undergraduate students considered most in need of improvement in 2005 were:

| | % of comments received | |
|--|------------------------|------|
| | 2005 | 2003 |
| Customer service: quality | 25% | 27% |
| Administration and organisation: general <u>and</u> double/ shared degrees | 22% | 6% |
| Computer access centres: university | 14% | 14% |
| Library services | 13% | 10% |
| Web communications: intranet/ internet | 12% | 6% |
| Services provided: advertisement of services | 11% | 11% |

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1 Introduction

The Student Course Experience Questionnaire (SCEQ), is designed to collect quantitative and qualitative data about students' perceptions of the quality of teaching and learning in their degree courses, as well as their perceptions of student administration and support services. As part of the questionnaire students are asked to provide comments on the best aspects of their university experience (degree and administration) and those that could be improved. Based on the responses to these questions, this document seeks to provide an analysis of the areas of best practice, and opportunities for improvement, in the experiences of undergraduate students in the Faculty of Arts in 2005.

In 2005 78% of students who responded to the SCEQ provided comments on the best aspects of their degree experience, whilst 66% provided comments relating to areas in need of improvement. An average of 45% of respondents provided comments on their experiences of student administration and student support services.

2 Arrangement

1. Degree experience
 - Analysis of comments referring to best aspects
 - Analysis of comments suggesting improvements
2. Experience of student administration and student support services
 - Analysis of comments referring to best aspects
 - Analysis of comments suggesting improvements
3. Experiences of international students
 - Analysis of comments referring to degree experience
 - Analysis of comments referring to experiences of student administration and student support services

Within the first two sections, responses are ranked according to the percentage of comments received for each aspect. Sample comments are provided for the six aspects that received the highest percentage of comments. For comparison, results for the previous years qualitative analysis¹ are provided in brackets after the 2005 results. This part of the analysis is based on comments received from all students who responded to the survey – local and international.

Only aspects that received more than 5% of comments in 2005 are included in this report. To preserve student confidentiality, sample comments are only provided if there are six or more comments relating to that aspect in the responses. Comments that may possibly identify the student are not been included in the sample comments. Comments are transcribed exactly as they appear in the original documents.

The last section provides an analysis of comments received from the nine international undergraduate students who responded to the survey.

¹ i.e. 2000 – 2003. The SCEQ was not administered in 2004.

3 Analysis of the comments: taxonomy and process

The manual analysis and evaluation method used by the University is based on an in-house taxonomy which allows for standardisation of reporting across the university and ease of comparison with the SCEQ quantitative analysis reports. Within the taxonomy, the main categories are based on the SCEQ items, and sub-categories based on their characteristics. Additional categories, based on the frequency of occurrence in students' comments over the past four years, are also included. Categories for the analysis of comments relating to administration and support services are defined using the most commonly mentioned aspects e.g. quality of customer service, opening hours, staffing levels, online access to services; and names of individual services e.g. Counselling, Library, Student Centre.²

- | | |
|--|---|
| <ul style="list-style-type: none">• Evaluation and feedback• Academic Board policies• Curriculum• Skills development• Learning community• Learning resources• Overall satisfaction• Good teaching | <ul style="list-style-type: none">• Clear goals and standards• Appropriate assessment• Appropriate workload• Elearning• Research-led teaching• Student progression and retention• Cultural diversity• Equity |
|--|---|

Categories used in the analysis of SCEQ Open Response comments

This taxonomy is under constant revision as the need to sub-divide categories becomes apparent. For example, until 2005 the category *Online learning and resources* was used to record all comments mentioning students' experiences of elearning. In 2005, the increase of elearning across the university, and the review of its use, has necessitated the sub-division of this category into the following elements: *Online resources*; *Elearning: uptake by students/ staff*; *Learning management systems*; *Support provided*; and *Face to face vs. online learning*. NB: The SCEQ included specific questions on elearning for the first time in the 2005 survey. These additional qualitative analysis topics reflect these changes.

Each comment received is analysed according to the SCEQ Taxonomy, with those including more than one aspect being counted in each aspect mentioned.

Students undertaking double degrees were asked to identify which degree/s they were commenting on in their answer. Where this has occurred the comment is counted in the results for the applicable faculty; where this has not occurred, the comment is counted in the results for both faculties.

It should be noted, however, that the absence of favourable comments on a particular aspect of learning and teaching does not reflect that this is not an area of best practice. Rather that the students are happy with their experiences, and prefer to focus on commenting on areas in need of improvement. Since 2000, more comments have been received from undergraduate students in reply to questions asking students to list areas in need of improvement than those asking for areas of best practice.

² A copy of the SCEQ Taxonomy is provided as a separate attachment.

4 Degree experience

4.1 Analysis of comments referring to the best aspects³

Curriculum: flexibility, diversity, variety of subjects (2005: 38%)
(2003: 30%; 2002: 27%; 2000: 22%; 2000: 33%)

- Diversity. It is important to start your studies with a wide range of knowledge as you can always narrow your studies down the track
- I have a wide range of subjects to choose from which is great for me because I'm interested in many different disciplines
- Having a wide variety of courses available gives you a chance to have a well rounded education, fills in bits that you might have missed out on growing up, and enable you to try things that seem interesting
- Diverse range of faculty subjects. It's interesting to see how different themes, theories and academics have had affect on various topics

Good teaching: standard of teaching received (2005: 22%)
(2003: 22%; 2002: 21%; 2001: 22%; 2000: 26%)

- I feel as though the lecturers really strive to offer us as complete and as insightful a picture of their discipline as possible. We are not simply presented with a narrow element of each topic, but the opposing theories and current debates in the field are made explicit. All the lecturers are very enthusiastic, and so I find the actual lectures by far the most worthwhile part of the degree.
- Having lecturers and tutors that are very committed to teaching in different and interesting ways
- Generally the teaching staff, lecturers and tutors, have been excellent – very engaged with students and always striving to make their courses interesting
- It was great to see that the teachers really had an interest in what they were teaching and tried to come up with fun and easy to understand ways of presenting the material

Curriculum: content and structure (2005: 16%)
(2003: 24%; 2002: 22%; 2001: 24%; 2000: 33%)

- The best aspect of the media course is that you are able to integrate a triple major involving arts subject. for example, i majored in media, government and art history. i feel that this enables me to approach my future career with a general knowledge of social subjects which will help as a journalist as well as providing an opportunity over other media graduates for jobs in government fields. i feel that the integration of other majors and not just media specific also allows a degree of flexibility in job choice after graduation. The mandatory internship was also very helpful.
- I love the actual arts info stream, especially the introduction to ARIN in first semester. The concept behind the degree is intelligent and appeals to me as a student and a participant in today's society
- Opportunity to explore a huge range of ideas and interests. Ability to cross link subjects such as literature, sociology, philosophy and art history. Ability to explore areas of interest in depth.
- Courses are broad and wide ranging, but also allow the exploration of specific interests, especially English courses. This enables students to develop a depth of knowledge and understanding but within the context of the course. Flexibility of the course is good, especially the ability to take courses from outside the faculty of Arts.

³ Number of comment received: 2005: 272; 2003: 268; 2002: 220; 2001: 269; 2000: 119

Learning community: tutorials and seminars

(2005: 10%)

(2003: 8%; 2002: 5%; 2001: 8%; 2000: 6%)

- The tutorials because they are limited to 20 people and allow me to inquire and express myself without feeling like I'm interrupting the flow of the teacher
- Tutorials and seminars are effective in constructing an environment in which students can feel free to discuss without prejudice the issue dealt with in humanities courses, which helps us to clarify our opinions as well as developing analytical skills by engaging those opinions in academic arguments. This is probably the most beneficial format for learning - for humanities subjects
- Discussion tutorials, as opposed to tutorials where tutors do rote learning, more common. The discussion process helps one develop socially and mentally
- The tutorial is enjoyable – a great place to discuss ideas and get more out of texts, and a way to get to know other students in the subjects

Skills development: generic graduate attributes

(2005: 10%)

(2003: 5%; 2002: 7%; 2001: 6%; 2000: 8%)

- The critical and analytical nature of the course was one aspect I found challenging, but satisfying at the same time. The main reason for this is that we were never actually taught how to be analytical or critical in High School, but now I realise the significance of such thinking and communication
- My degree course helped me to develop my ability to use oral, written and visual communication as well as helped me to become an active researcher
- I'm doing a double degree com/arts, so diversification is important. I can explore many diverse subjects which will contribute to my research, analytical, communication and writing skills
- Being in a university environment has given me the opportunity to increase my analytical, writing and particularly my research skills dramatically. Consequently I feel I have gained a lot out of the intellectual experience

Learning community: learning environment

(2005: 8%)

(2003: 4%; 2002: 6%; 2001: 7%; 2000: 3%)

- The stimulating and challenging intellectual environment
- The free exchange of ideas: an environment that allows you to have an opinion and not be penalised for it
- Small interactive classes (esp. languages) makes it easier to learn and make friends
- In honours it was particularly good to be able to work so closely with the professors and in such a small class. The German dept. being small anyway is able to foster a good community feel amongst student and staff

Other aspects mentioned included:

| | <i>2005</i> | <i>2003</i> | <i>2002</i> | <i>2001</i> | <i>2000</i> |
|---|-------------|-------------|-------------|-------------|-------------|
| Overall satisfaction: quality of academic staff | 6% | 6% | 5% | 6% | 9% |
| Appropriate assessment | 6% | 4^ | 4% | 4% | 2% |
| Research led teaching | 6% | 3% | 3% | 3% | 3% |
| Good teaching: motivating, stimulating, challenging | 7% | 9% | 10% | 9% | 8% |

4.2 Analysis of comments suggesting improvements⁴

Curriculum: content and structure (2005: 27%)
(2003: 30%; 2002: 26%; 2001: 20%; 2000: 23%)

- My main criticism is that the BA part [of a BA/BEng] is not allocated enough units especially in the first 2 years to give the student a comprehensive taste of what is on offer in BA to make a fully informed decision on what to major in etc
- Information about Arts as a whole, that is prerequisites for the course and subjects, it would be good to have some advice on subject choices etc., and to be clear on where to go to get it
- More options in the Asian studies department, because Asia is a large place and full of options for study in many different countries but at the moment it seems very limited. In a more general sense, the degree is well-organised and easy to set out.
- I don't completely understand all there is to know about the structure of 3rd year in an arts degree but it seems strange that some subjects like sociology don't have many subjects to chose from in that year??

Good teaching: standard of teaching received (2005: 16%)
(2003: 11%; 2002: 11%; 2001: 13%; 2000: 18%)

- Some lecturers just don't perform/ teach like others (this is a consistent evaluation through my interaction with my peers), maybe some sort of monitoring of lecturers that are lacking in order to help them connect with their audience appropriately
- Quality of teaching (from organisation to actual lecturing skills) lacks consistency. Improve consistency in faculty and students will be less likely to 'lecturer shop', thereby also minimising problems with unequal class size
- While some lecturers are very good, many appear to put minimal preparation into the lectures. This is then reflected in the quality of the teaching. It is not difficult to bring something extra into the lecture (a visual perhaps?) to make it more interesting, relevant and topical. I think a lot of students needlessly walk away from a subject area because they have not been introduced to it well
- Some lecturers rely too much on their slide presentations and this can reduce interest in lectures

Administration and organisation: general⁵ and double/shared degrees⁶ (2005: 10%)
(2003: 15%; 2002: 15%; 2001: 11%; 2000: 17%)

- The Arts faculty admin staff are unpleasant, unhelpful and patronising
- Administration – arts administration staff are not adequately informed on double degrees to help me on queries regarding fulfilment of my degree requirements. This problem has been accentuated recently with the introduction of the new credit point system
- Organisation and cross institutional and administration communication; had a large amount of trouble organising an exchange and organising studies on return
- Liberal studies administration is sometimes extremely difficult. At times I found it difficult to find support to explain my remaining degree requirements. Having to go back and forward to Science and Arts office and still get no clear answers was at times vexing- is there a Liberal Studies support coordinator - not easily found.

⁴ Number of comment received: 2005: 230; 2003: 251; 2002: 219; 2001: 262; 2000: 115

⁵ i.e. General comments on university and faculty administration

⁶ i.e. all degrees combined with a BA, *and* all Liberal Arts degrees

Learning community: tutorials and seminars

(2005: 9%)

(2003: 4%; 2002: 6%; 2001: 6%; 2000: 14%)

- Tutorials – if students in the class are not willing to participate in free discussion, the tutor should take this into account and prepare an exercise to ease the painful silences!
- I feel it would be more beneficial if tute classes were smaller and if we stayed in the same class the whole year as to improve confidence of some of the younger students
- The seminars could be improved. Honours staff should make up for the absence of lecturers by lecturing at the beginning of each seminar before launching into discussion
- Quality of tutorials. Tutors should have a clear understanding and structure of what should be covered in each tutorial. Divisions (sic) should be strictly limited, particularly when there is insufficient time in covering tutorial content

Good teaching: useful and timely feedback

(2005: 8%)

(2003: 9%; 2002: 5%; 2001: 10%; 2000: 16%)

- More feedback needed and this should be done consistently throughout the semester - so mistakes can be learned from.
- Arts. I would prefer better feedback on individual assessments as opposed to just a mark. Also, in a few instances, I thought that what was required to do well in the assessment was not explained or given in detail.
- They could take some interest in real feedback how are you expected to improve if you never know where you go wrong in exams and assessments
- I found that the only time i received any feedback from staff was after assessments, and in one particular subject i only received a raw mark for all my assessments with no explanation of why the particular mark was given. It was then difficult in other assessments to understand exactly what the marker was looking for. Also, when i emailed staff I never received an explanation and when i approached him face to face he told me to email and he would get back to me.

Learning community: class sizes

(2005: 7%)

(2003: 8%; 2002: 11%; 2001: 11%; 2000: 5%)

- Class sizes too large, makes fruitful discussion and exchange difficult at times.
- I feel isolated about 90% of the time, maybe more group work or smaller tutes to help foster interaction with other people. Arts is so big, smaller tutes would really benefit my learning and motivate me to not only attend but achieve on a higher level.
- The organisation of lectures and tutorials could be more efficient and beneficial - a two hour seminar is too long to be beneficial, and large class sizes create difficulty in communicating.
- Small classes – leads to better and more inclusive learning environment

Other aspects mentioned included:

| | <i>2005</i> | <i>2003</i> | <i>2002</i> | <i>2001</i> | <i>2000</i> |
|---------------------------|-------------|-------------|-------------|-------------|-------------|
| Clear goals and standards | 6% | 1% | 2% | 2% | 4% |
| Appropriate assessment | 6% | 6% | 5% | 6% | 6% |
| Appropriate workload | 5% | 7% | 7% | 4% | 7% |

5 Experience of student administration and student support services

5.1 Analysis of comments referring to best aspects⁷

Customer service: quality (2005: 29%)

(2003: 33%; 2002: 42%; 2001: 39%; 2000: 41%)

- Generally the student administration and support service staff have all the answers, or at least will give you the time and energy to help you find out what you need to know
- Very knowledgeable staff who, on the whole, are extremely helpful and responsive
- General feeling that the people you're dealing with are there to help you, all part of the same deal
- People are generally friendly and willing to help, and instructions and advice are explained clearly

Library services (2005: 18%)

(2003: 15%; 2002: 10%; 2001: 12%; 2000: 18%)

- Off campus access to library and database catalogue is a high priority – continue to fund and maintain
- The library has been particularly helpful. If you have been unable to locate something on campus they have ordered it from elsewhere
- I found the Fisher library had a huge wealth of sources when writing my thesis. I never even had to visit the state library. Everything I needed was in the rare book library
- The library is amazing, the librarians seem to really care about up coming assignments and are very helpful when it comes to researching, also they have a number of useful classes

Web communications: intranet/ internet (2005: 14%)

(2003: 20%; 2002: 18%; 2001: 17%; 2000: 12%)

- WebCT and Blackboard help to enhance learning by providing lecture notes as well as many other important parts of different subjects such as handbooks, assessment details etc
- Web access is particularly useful, especially as all the information pertaining to the services is available online, it makes it all less daunting
- Usydnet is just fabulous – I don't know how I would survive without it
- University websites are excellent – MyUni, Blackboard and WebCT. They provide a very accessible and easy to use service which is essential in today's technological climate

Web communications: online access to support services (2005: 13%)

(2003: 8%; 2002: 8%; 2001: 8%; 2000: 12%)

- MyUni is great to self administrate as the student centre often gets busy and lines too long
- Online registration of subject choice and online personal timetable. Save time and allow for change by student without lining up on long queues
- The online aspects are helpful and useful. Therefore don't have to go to uni to do everything → saves time
- Best part is that most of the services are online and student can do much of what they need in terms of admin themselves

⁷ Number of comment received: 2005: 165; 2003: 221; 2002: 132; 2001: 180; 2000: 85

Services provided: availability and existence

(2005: 10%)

(2003: 7%; 2002: 9%; 2001: 6%; 2000: 6%)

- I think it is good that they are there if you need them and I would have liked to have had the time to find out more about e.g. the Koori Centre
- There is always a support service or admin to refer to if we have an issue, and for that it is easy to get help for anything we need
- The best aspect is that the services are available to all students at most times and even though I have not used a lot of them the fact that they are there if I should need them is extremely comforting
- The best aspect is that they are available to everyone and not just those who can afford it

Services provided: variety of services

(2005: 10%)

(2003: 5%; 2002: 11%; 2001: 7%; 2000: 4%)

- The fact that they provide assistance in all areas of student life and the quality of each service I have used i.e. the helpfulness of staff in each has been good and greatly appreciated
- The fact that there are so many services available is commendable and provides students with opportunities they may not otherwise experience
- Good range of services available
- Variety and accessibility. We can access just about anything we need very easily

Other aspects mentioned included:

| | <i>2005</i> | <i>2003</i> | <i>2002</i> | <i>2001</i> | <i>2000</i> |
|--|-------------|-------------|-------------|-------------|-------------|
| Services available : accessibility and convenience of services | 6% | 6% | 9% | 7% | 6% |

Other services mentioned included:

| | <i>2005</i> | <i>2003</i> | <i>2002</i> | <i>2001</i> | <i>2000</i> |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Computer access centres: university | 7% | 7% | 5% | 4% | 6% |

5.2 Analysis of comments suggesting improvements⁸

Customer service: quality (2005: 25%)
(2003: 27%; 2002: 39%; 2001: 35%; 2000: 31%)

- Better customer service is needed – often students are sent from faculty to centre back to faculty because staff are uneducated about the relevant processes
- Some office staff members are very unfriendly, rude or impatient. This reflects poorly on the University's capability to hire appropriate staff. It's plainly unfriendly
- To have more time to answer questions in a more detailed way especially in regards to enrolling and seeking information on new courses etc. Always felt rushed and fobbed off
- Be more effective and efficient in assisting students. Acknowledge students problems.

Administration and organisation: general⁹ and double/shared degrees¹⁰ (2005¹¹: 22%)
(2003: 6%; 2002: 2%; 2001: 5%; 2000: 2%)

- The staff working in the Art faculty are hopeless – they are rude, always try to get you out of there quickly and it is difficult to find out information
- I do find (and have always found it) hard relating to the people in the Arts Faculty office. I understand that they are under a lot of pressure throughout the semester but they are often impolite and dismissive. I have heard this sentiment echoed around Arts circles at Sydney Uni many times
- There is nowhere at all for Liberal Studies students to go for general information and support in planning a degree. We wander around with a very vague idea of the restrictions and possibilities of our university careers
- I find it very difficult to talk to the arts department in person. I often find them very unhelpful and rude and no one seems to know anything about liberal students which is very frustrating. It would be very helpful if it was easier to find information and talk to people about liberal studies. I often feel that the arts department just treat me as a number rather than a human being!

Computer access centres: university (2005: 14%)
(2003: 14%; 2002: 13%; 2001: 10%; 2000: 12%)

- There aren't enough computers in the access centres
- Why are there so few computers!! We have to wait up to ½ hour sometimes, it's pathetic considering the size of this university
- While the computer labs are very helpful, they are very often full and the wait is sometimes 15-20 minutes.
- More computers or computer labs. I quickly renamed Sydney, the QUEUniversity of Sydney, because in all facilities there are inadequate services to meet the needs of students

⁸ Number of comment received: 2005: 141; 2003: 210; 2002: 161; 2001: 199; 2000: 102

⁹ i.e. General comments on university and faculty administration

¹⁰ i.e. all degrees combined with a BA, *and* all Liberal Arts degrees

¹¹ In 2005, this includes Faculty of Arts Administration (where specifically mentioned in the comment). These comments were previously counted in Customer Service: Quality

Library services

(2005: 13%)

(2003: 10%; 2002: 9%; 2001: 10%; 2000: 21%)

- At times it was difficult to get hold of the essential readings. The course-book listed some items as 'electronic items' or in special reserve but applying to the Library found they were not
- Library should be open more. In the US, libraries are open 24hours, especially during exam times. The library opening hours are a joke, how can you expect people to further research etc when it's barely even open on the weekend. We have the biggest library in the southern hemisphere, it is not really being utilised to its potential!!!
- More emphasis on service and funds should be placed in the library. Often there are not enough copies of obviously well known and used books for the course. The special reserve section is too small and does not hold enough books either. Having the right books, journals and research material makes a big difference when studying a university degree.
- Make the library system more user friendly. Easier search catalogue and better direction for subjects of books

Web communication: intranet/ internet

(2005: 12%)

(2003: 6%; 2002: 7%; 2001: 8%; 2000: 8%)

- The website needs an overhaul, I've been using it for 2 years and I still can't remember how to get to WebCT, email and exam timetable. Should all be put together
- Some of the webpages are not intuitive – designer needs to step back and see how a first time user would be able to navigate them
- Logging into website and CT is cumbersome - need to key in code 3 times to check CT and email, do we need a code once we have been recognised as a current student? One code should be enough to access all services
- The intranet services could be better, there are many problems with it and enrolment. Also the MyUni website is extremely hard to navigate – this should be fixed.

Services provided: advertisement of services

(2005: 11%)

(2003: 11%; 2002: 8%; 2001: 6%; 2000: 8%)

- More information readily available about them to students would be helpful. I am unaware of where to go for medical or counselling services or campus security
- More advertising and awareness of the range of services that exist and how to access them
- More advertising about available services
- I think all the support a student needs can be found within the many services provided, but I don't think the majority of students actually know that they can seek this sort of help on campus – maybe more advertising of the services would benefit more students

Other aspects mentioned included:

| | <i>2005</i> | <i>2003</i> | <i>2002</i> | <i>2001</i> | <i>2000</i> |
|---|-------------|-------------|-------------|-------------|-------------|
| Customer service: staffing levels | 6% | 8% | 17% | 13% | 16% |
| Web communications: online access to support services | 6% | 2% | 4% | 5% | 2% |

Other services mentioned included:

| | <i>2005</i> | <i>2003</i> | <i>2002</i> | <i>2001</i> | <i>2000</i> |
|----------------|-------------|-------------|-------------|-------------|-------------|
| Student centre | 6% | 7% | 3% | 6% | 7% |

6 International students' comments

This year, for the first time, comments have been received as an Access database, which allows for interrogation under categories of students. The following is an analysis of the comments received from international undergraduate students in the Faculty of Arts who responded to the SCEQ in 2005. These comments have also been included in the overall analysis of comments from undergraduate students in the Faculty of Arts.

NB: *Due to the low number of response received, and to maintain student confidentiality, no comments are provided. It is statistically invalid to convert this low number into percentages. Therefore they are expressed as raw numbers.*

6.1 Degree course experience

Analysis of comments referring to the best aspects

(9 responses)

| <i>Aspect</i> | <i>Number of times mentioned</i> |
|---|----------------------------------|
| • Curriculum: flexibility, diversity, variety | 3 |
| • Good teaching: standard of teaching received | 3 |
| • Skills development: generic graduate attributes | 2 |
| • Curriculum: content and structure | 1 |
| • Good teaching: motivating and challenging | 1 |
| • Research led teaching | 1 |
| • Appropriate assessment | 1 |
| • Learning community: class sizes | 1 |
| • Learning resources: physical facilities | 1 |
| • Learning community: learning environment | 1 |

Analysis of comments relating to aspects that could be improved

(8 comments)

| <i>Aspect</i> | <i>Number of times mentioned</i> |
|---|----------------------------------|
| • Appropriate workload | 2 |
| • Good teaching: useful and timely feedback | 2 |
| • Skills development: generic graduate attributes | 2 |
| • Curriculum: content and structure | 1 |
| • Curriculum: diversity, flexibility, variety | 1 |
| • Good teaching: group work | 1 |
| • Appropriate assessment | 1 |
| • Learning community: tutorials | 1 |
| • Equity: NESB students | 1 |

6.2 Experience of student administration and student support services

Analysis of best aspects of the student administration and support services

(5 comments)

Aspects of student administration and support services:

| <i>Aspect</i> | <i>Number of times mentioned</i> |
|---|----------------------------------|
| • Customer service: quality | 2 |
| • Web communications: online access to support services | 2 |
| • Services provided: variety of services | 1 |
| • Services provided: availability and existence | 1 |
| • Services provided: accessibility and convenience | 1 |

Specific student support services

| <i>Aspect</i> | <i>Number of times mentioned</i> |
|-----------------------------|----------------------------------|
| • Library services | 1 |
| • Casual Employment Service | 1 |
| • Careers Centre | 1 |
| • Computer Access Centres | 1 |

Analysis of aspects of the student administration and support services that could be improved

(4 comments)

Aspects of student administration and support services:

| <i>Aspect</i> | <i>Number of times mentioned</i> |
|---|----------------------------------|
| • Web communications: online access to support services | 2 |
| • Communication | 1 |

Specific student support services

| <i>Aspect</i> | <i>Number of times mentioned</i> |
|--------------------|----------------------------------|
| • Library services | 1 |