

**FACULTY OF ECONOMICS AND BUSINESS**

**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.*

**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: 21%; 2001: 29%; 2000: 30%)

- The content of the subject is good. That is why I applied
- The arrangement of my degree course is good. I can learn different parts of business such as accounting, economics, law etc
- The application of IT in accounting is the best part of the degree. It has increasingly broad usage in real work

**Lecturers and tutors are viewed favourably      (2003: 17%)**

(2002: 18%; 2001: 25%; 2000: 22%)

- Some lecturers are very well informed on the Asia markets and bring us updated information on those
- Lecturers share their previous work experience and this is something which cannot be found in books. They are able to give advice and warned us of future problems which we might face and there is no fixed solution that we can find in the books. This is a good way to improve the learning process
- Actually the professors had experience in real life, not just academic. Real life experience, interesting people

**Students are satisfied with the standard of teaching received      (2003: 14%)**

(2002: 8%; 2001: 4%; 2000: 7%)

- I am sure lecturers are all highly qualified academically, but what sets some apart is the passion they have for the subject they are teaching. This is important because at postgraduate level, I would expect lecturers to demonstrate strong teaching ability and be able to inspire their students to a higher level of learning
- Some Faculty members are really good. They try to make their courses interesting which motivates me to learn and enhance my understanding of the field
- The lecturer made a relatively dry topic interesting and I looked forward to his classes

**Generic skills (e.g. research, communication, analytical) are being developed      (2003: 12%)**

(2002: 13%; 2001: 12%; 2000: 16%)

- Improved writing skills, analytical skills
- Help me improve my analytical skills and academic writing skills
- Group assignment – improve communication, team working

**Students appreciate group work      (2003: 10%)**

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<sup>1</sup> Number of comments received: 2003 – 143; 2002 – 104; 2001 – 154; 2000: 83

(2002: 10%; 2001: 8%; 2000: 10%)

- There are some group studies involved and team work could help me to develop the necessary capability to work in a team
- Group assignments. This can help me make friends and develop my team spirit
- The group projects used in most of the courses helped to develop further team building skills.

### **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: 23%)**

(2002: 26%; 2002: 26%; 2001: 40%)

- There could have been more specific details in some of the courses as it is on a postgraduate level. I felt that some of the things we learnt are just too general. Also, the intensive classes can be good, but I felt that I didn't really learn a great deal that I could grasp as it was too quick and it didn't help me think through as much due to limited time
- The course should be more specific on the major subjects than weigh it equally to the core subjects. Two to three core subjects are enough
- The contents and cases during teaching could be more international. It is impossible for overseas students to have the same Australian background as local students

#### **Students are dissatisfied with the standard of teaching received      (2003: 19%)**

(2002: 7%; 2001: 11%; 2000: 14%)

- Quality of lecturers I found that most lecturers, although they were highly qualified academically, don't know how to teach
- Bad lecturers who cannot teach and have poor communicative skills.
- I believe the lecturers need to be thoroughly examined and evaluated for commitment, efficiency and performance. There ought to be a streamlining of lecturers, also an appropriate evaluation scheme which makes these people accountable

#### **Class sizes are too large      (2003: 16%)**

(2002: 11%; 2001: 8%; 2000: 7%)

- Huge class sizes – at a Masters level it is really hard to get the most out of your studies and adequately participate in seminars when there are 100 other people in the course
- Size of some classes to decrease and smaller tutorials
- Smaller classes or lectures combined with small seminar groups. It is much better for the learning experience when there is a smaller class who can get to know each other and discuss or debate topics

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

(2002: 2%; 2001: 3%; 2000: 11%)

- The feedback. This semester I choose 4 courses, but some courses feedback about the group assignments are still unavailable, for one assignment, it has already passed 2 months.
- Some teachers do not provide feedback very quickly, and never logon to blackboard and answer the questions from students
- The teaching staff should improve their handwritings when they give feedback on students essays or reports because most students can't recognise the lecturers handwriting, which undermines the effectiveness of the feedback

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<sup>2</sup> Number of comments received: 2003 – 153; 2002 – 108; 2001 – 168; 2000 - 95

**Students are unhappy with the quality of the teaching staff** (2003: 7%)  
(2002: 17%; 2001: 10%; 2000: 14%)

- The ability to understand what the lecturers said should be improved
- 99% of the professors in the Faculty are just interested in getting through the required material. Sometimes the projects required are redundant.
- The choice of lecturers that are interested in teaching, not just reading from a textbook out loud each week.

## **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: 37%)  
(2002: 44%; 2001: 42%; 2000: 42%)

- Faculty admin staff (Econ) are very helpful and will give you the time you need to sort a problem out or answer questions or at least refer you to someone who can
- All staff are willing to help with any situation
- Personal assistance: friendly, helpful, encouraging

**Students appreciate Intranet and Internet services** (2003: 21%)  
(2002: 13%; 2001: 15%; 2000: 6%)

- Intranet is well designed to help student to study and improve service level
- The blackboard and intranet services are very convenient and useful for accessing relevant course/ Faculty and university information from home
- USydNet is very useful, quick and fairly reliable

**Library staff and services** (2003: 19%)  
(2002: 16%; 2001: 22%; 2000: 6%)

- Library is great – particularly the web based resources
- Library has good services because of enormous number of references and documents
- Library services at the University is excellent. Staff are very friendly and ready to assist in any way. Requests for copies of journal articles from other libraries outside of Camperdown campus are always attended to promptly and efficiently

**Ability to access services online** (2003: 11%)  
(2002: 6%; 2001: 5%; 2000: 6%)

- Online enrolment, remote access to Library
- The opportunity to manage some of these aspects online (such as enrolment)
- The electronic enrolments and variations – as a part-time student this made student administration much easier for me

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

- Variety of services available (2003: 4%) (2002: 4%)
- Accessibility and convenience of services (2003: 4%) (2002: 5%; 2000: 2%)
- International student experience (2003: 3%) (2002: 3%; 2001: 1%; 2000: 4%)

### **Other services mentioned by name include:**

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<sup>3</sup> Number of comments received: 2003 – 90; 2002 – 81; 2001 – 51; 2000 - 20

- Computer Access Centres (2003: 9%) (2002: 11%; 2001: 9%; 2000: 8%)
- International Office (2003: 5%) (2002: 2%; 2001: 6%; 2001: 8%)
- Security Services (2003: 3%) (2002: 5%; 2001: 5%; 2000: 6%)
- Student Centre (2003: 3%) (2001: 8%)
- Casual Employment Service (2003: 2%) (2002: 5%; 2001: 3%; 2000: 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: 35%)**  
(2002: 49%; 2001: 43%; 2000: 39%)

- My Faculty/ departmental student administration of Economics and Business is the worst. I'm not sure why almost all of the staff who work there are very unhelpful, and I have experiences that they are not friendly
- Staff to be more reliable and know what needs to be done and how to go about doing these procedures. To have friendlier staff that are there to advise and help. Not just to get paid but not perform in their job at a satisfactory rate
- I feel that it can be improved by a quicker response time to the questions or problems that we have, as it can sometimes take weeks for a simple query to be answered

**Computer Access Centres (2003: 17%)**  
(2002: 13%; 2001: 26%; 2000: 20%)

- For the most time we can't find a vacancy in computer lab. So that to improve the service just have more computer rooms
- More computers in the IT labs, don't have to wait
- I would like to require to increase the number of computers. There seems to be usually a mess in any computer lab

**More staff should be employed, particularly at peak periods (2003: 12%)**  
(2002: 6%; 2001: 1%; 2000: 5%)

- During enrolment time hire more staff to reduce queues
- Should have more staff on student services and Faculty offices during peak times to reduce waiting times
- In the rush days for enrolments, more staff needed for help, otherwise students had to keep a long line

**Extend or change opening hours (particularly for part-time students) (2003: 10%)**  
(2002: 10%; 2001: 7%; 2000: 13%)

- Extra access to the facilities after normal working hours
- More flexible opening hours to accommodate full-time employed part-time students
- Better access for postgraduate students who work during the day i.e. later opening times

**Other aspects mentioned include:**

- Services should be advertised more (2003: 7%) (2002: 5%; 2001: 4%; 2000: 8%)
- Unhappy with intranet/ internet (2003: 7%) (2002: 4%; 2001: 14%; 2000: 11%)
- Communication between faculties/ services (2003: 7%) (2001: 5%; 2000: 7%)
- Improve enrolment process<sup>5</sup> (2003: 7%) (2002: 1%)

**Specific services mentioned by name include:**

<sup>4</sup> Number of comments received: 2003 – 107; 2002 – 79; 2001 – 132; 2000 - 61

<sup>5</sup> Separate question in 2003 SCEQ: not yet analysed. These comments included in student admin/ services comments

- Library services (2003: 9%) (2002: 9%; 2001: 5%; 2000: 8%)
- Security Services (2003: 4%) (2002: 5%; 2001: 4%; 2001: 3%)
- International Office (2003: 4%) (2002: 9%; 2001: 8%; 2000: 7%)