FACULTY OF ENGINEERING

STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ)

UNDERGRADUATE STUDENTS

ANALYSIS OF OPEN RESPONSE COMMENTS: 2005

CONTENTS

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 Engineering 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	
	2005	*2003*
Curriculum: practical aspects of the course	22%	19%
Curriculum: content and structure	17%	21%
Skills development: graduate generic attributes	15%	14%
Good teaching: standard of teaching received	13%	13%
Good teaching: group work	11%	7%
Curriculum: relevance to work/ career	11%	7%

Degree experience: opportunities for improvement

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

	% of comments received	
	2005	*2003*
Good teaching: standard of teaching received	25%	23%
Curriculum: content and structure	20%	27%
Appropriate workload	13%	16%
Appropriate assessment	12%	8%
Learning resources: physical facilities	8%	3%
Good teaching: useful and timely feedback	6%	6%

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	
	2005	*2003*
Customer service: quality	25%	19%
Web communications: intranet/ internet	16%	16%
Library services	16%	11%
Web communications: online access to support services	15%	12%
Computer access centres: faculty	8%	
Administration and organisation: general	8%	2%

Student administration and student support services: opportunities for improvement

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*

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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 Engineering in 2005.

In 2005, an average of 72 % of students who responded to the SCEQ respondents provided comments on their degree experiences. 58% of respondents provided comments on the best aspects of their experiences of student administration and student support services, whilst 50% provided comments relating to areas in need of improvement.

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

Within each section, 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 analysis[1] 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.

[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]

- Evaluation and feedback
- Academic Board policies
- Curriculum
- Skills development
- Learning community
- Learning resources
- Overall satisfaction
- Good teaching
- 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 aspects[3]

Curriculum: practical aspects of the course **(2005: 22%)**
(2003: 19%; 2002: 17%; 2000: 13%; 2000: 13%)

- There is a large amount of practical work where we are able to apply what we learnt to practice as if we are professional engineers. These courses include Aero1400 (jabiru construction), Aero3460 (aircraft design one), Aero3465 (aerospace technology 2), thesis, etc. I believe these do something to prepare us for life after university.
- The many practical labs we have had to do have been interesting as you can see theory being applied
- The content of the few Mechatronics subjects are very interesting and enjoyable. This is because of the hands on practicality of it, and the fact that it is what I am most interested in.
- the practical subjects like bridge engineering, introduction to civil engineering 1 and design subject, where our work reflects real engineering.

Curriculum: content and structure **(2005: 17%)**
(2003: 21%; 2002: 31%; 2001: 28%; 2000: 35%)

- The degree structure which is common with other degree courses (Computer, Electrical, Software) in the first two years , which enables students to change to other degree courses within the school in later years without loss of continuity.
- I'm doing a double degree in Mechanical Engineering and Commerce. I think this is a good combination that balance each other. The hands-on approach in XX's engineering classes are probably the best part of this degree. It stimulates creative thinking and research skills
- The best aspects of Bachelor of Engineering (Software) is that it combines IT areas with engineering methods, which allows me to work in a much larger variety of job areas (e.g. IT, Business, Engineering-related jobs, including government jobs) compared to just computer science and IT when I graduate (most of which are in the private sector). I find that the electrical engineering component of my course seems relevant and is very mentally stimulating. The course covers a lot of different disciplines, ranging from programming, to mathematics and physics, to hardware, to telecommunications, to image processing, to e-business, to control systems, and to other typical IT areas. It makes use of mathematics and physics in a more relevant way than in science degrees because the engineering problems we face pertains to everyday problems encountered life. It covers relevant areas of project management suitable to software development. Furthermore, because it is an engineering degree, it is more problem-based in its teaching style, which encourages me to think about what I learn, rather than just memorising it.
- I have found that practical projects dealing with real world issues have been the most satisfying parts of my course. Courses where information and theory is used to develop a solution to an engineering problem create a very effective learning environment, and promote understanding of key concepts, rather than just memorisation.

[3] Number of comment received: 2005: 166; 2003: 190: 2002: 191; 2001: 183; 2000: 85

Skills development: graduate generic attributes **(2005: 15%)**
(2003: 14%; 2002: 14%; 2001: 17%; 2000: 9%)

- Engineering subjects often have practical tasks that involve group collaboration, which develops our teamwork skills and keep a high level of interest. Competitions bring out innovation in the students and the hunger to out perform other students by learning more! It has been necessary to develop problem solving skills to tackle the constant stream of assignments. This skill is valuable and a passive learning component of undertaking this degree.
- Basically, there are a lot of self-studying and research work, thus improving my analytic skills and being more independence.
- Formula SAE, great hands on experience Also great for developing time management, organisational and interpersonal skills Builds confidence too, and is the only time in my 4 years at uni I have truly been part of a team that works!
- The best aspects of a degree in software engineering are the problem solving skills that you acquire. I have learnt to solve problems and think outside of the square and I believe these will help me greatly in the future.

Good teaching: standard of teaching received **(2005: 13%)**
(2003: 13%; 2002: 11%; 2001: 12%; 2000: 15%)

- Most teaching staff are good and are able to present and properly explain the course material well in their lectures, as well as providing informative lecture notes and tutorial questions/exercises that students can use to aid their understanding and assist their revision.
- Interactive lecturers are very good. For instance lecturers that take time to prepare questions and small activities in lectures help demonstrate a certain theory. This makes it easy to understand. Only a few lectures have good visual effects and that's excellent as it's more interesting. To be specific my best lectures so far have been Structural Mechanics, Fluids Mechanics and Soil Mechanics. Using simple grammar is good, not everything has to be technical.
- The engineering faculty staff. On the whole they are very dedicated to learning, and are concerned about what each student feels about their course, and are willing to spend time to improve it. They are concerned about each of the students - and this really shows in most of the subjects which are extremely well structured, and really want to make students learn.
- The teaching in the majority of courses is great especially in engineering mechanics, solid mechanics, aircraft structures/design (very good lecturers in design as they are retired design engineers and hence have the ability to pass on what they learnt as engineers, not just as academics.), thermodynamics, flight mechanics etc.

Good teaching: group work **(2005: 11%)**
(2003: 7%; 2002: 4%; 2001: 7%; 2000: 4%)

- Engineering provided group competitions which are much more exciting and fun compared to assignments to be done as an individual. I believe group work enhances the learning curve as group members provide confidence and feedback directly.
- the group work has also given me a chance to express my ideas and allows me to work collaboratively with my partner to tackle problems and find the correct solutions.
- there was a fair amount of focus on team related activities, this is good because it prepares you in some degree to the workforce.
- There seems to be more emphasis on group interaction compared to other courses helping to develop important social skills. Networking in particular is an important skill for Engineers to develop.

Curriculum: relevance to work/ career **(2005: 11%)**
(2003: 7%; 2002: 4%; 2001: 4%; 2000: 5%)

- Helping us to prepare what we are expected of in our future jobs. This is good because we would have an idea of what we would do once we graduate.
- The exposure, the variety of subjects has provided to my chosen profession
- Easy to find jobs after you graduate. (There are not enough Civil Engineers in Australia). Variety of jobs to choose from.
- The best aspect of the degree course would be the Mechatronics subjects. In these we feel that we are actually getting some practical experience done that will help us in our future jobs.

Other aspects mentioned included:

	2005	*2003*	*2002*	*2001*	*2000*
Learning community: learning environment	8%	10%	10%	9%	5%
Curriculum: flexibility, diversity, variety	8%	3%	4%	6%	2%
Good teaching: motivating, challenging, stimulating	7%	13%	5%	8%	6%
Appropriate assessment	7%	4%	5%	4%	11%
Research led teaching	6%	2%	1%	3%	2%

4.2 Analysis of comments suggesting improvements[4]

Good teaching: standard of teaching received **(2005: 25%)**
(2003: 23%; 2002: 31%; 2001: 30%; 2000: 21%)

- Throughout the course I have been confronted with researchers masquerading as lecturers. They have been lazy and disinterested, turning up to lectures and labs late, and being extremely slow to mark assignments. Their enthusiasm has been entirely underwhelming. A professional attitude is something that is taught by example. The students are being let down. I am also not aware of a single tertiary degree qualified educator. Having a doctorate in engineering in no way qualifies one to teach. Many lecturers have an inadequate command of the English language. Most tutors have an inadequate grasp of the subject material. Essentially, I consider the prestige of the university to be a sham. We, as a country, face a dire future if this is the best we can do in terms of higher education.
- The teaching in some courses is poor. Some such courses include aero3260 (aerodynamics 1) and aero3261 (propulsion). In these courses tutors and lecturers have a general lack of willingness to help and claim that we can learn more by researching rather then being told by them. As a result i feel we are not learning as much as we perhaps could if the teaching staff could be bothered to go the extra yards to help.
- Civil Engineering - some very poor lecturers with few communications skills, unable to articulate the very essence of the course, let alone what is required of the students. Frustrating and can feel like a waste of a subject
- I don't doubt for a second that the lecturers in the AMME are smart, highly intellectual people that know their subject but I have never seen more horrid teaching. They just can't teach! Even the subject I'm normally comfortable with, I'm left confused after a class.

Curriculum: content and structure **(2005: 20%)**
(2003: 27%; 2002: 22%; 2001: 18%; 2000: 28%)

- We are told that the only pre requisites and assumed knowledge for engineering is maths, physics and chemistry but I feel starting at first year university I'm at a significant disadvantage being a person who loves mechanics and mathematics (pure and applied) subjects but haven't really got a clue about brakes and engines and other machines. I expected to be taught about machinery starting with basics then gradually to more difficult one but that was not the case.
- The flexible first year engineering course is shit. The engg1803 'introductions to engineering disciplines' course, which I have heard the Engg faculty is particularly proud of, is regarded by almost all students enrolled in it as a joke. With the exception of the chemical element, the 'introductions' offer no real insight at all into the type of engineering being introduced. The majority of the activities are tedious time wasters that would be more suited to a high school or primary school art and craft lesson, and teach no new skills and bore anyone with any existing practical skills at all. The subjects in the flexible first year program may be chosen to 'weed out' students who perhaps do not have the skills or have enrolled in an unsuitable course, but I believe this particularly uninspiring selection of subjects must also leave many students with the potential to both enjoy engineering and succeed in the field thinking that the entire course may be similarly depressing and tedious, and ultimately lead to the engg fac losing students to other faculties which offer more inspiring and intellectually stimulating material in their courses, or to usyd losing the students altogether.
- there are a few subjects that are run in an old fashioned manner, the course really needs to be refined and brought up to date with current workplace habits, still haven't been taught how to read plans.
- Aeronautical combined with Adv Science has no Aeronautical related subjects in semester 2 that are readily available making the direction of the course seem senseless.

[4] Number of comment received: 2005: 172; 2003: 196: 2002: 210; 2001: 204; 2000: 85

Appropriate workload **(2005: 13%)**
(2003: 16%; 2002: 14%; 2001: 9%; 2000: 13%)

- Reduce the workload and improvement on the passing criteria. We often have 4-5 assignments due at the same time, or a few mid-semester exams in the same week. Passing criteria is harsh, sometimes internal marks are lowered because they said final marks can't be 5% different from assignment marks.
- The workload can be reduced. While it might be more realistic that a higher workload is undertaken, this gives us almost no time for leisure as most of our time is either spent at university, communicating or studying.
- There is too much workload in my degree. Sometimes the course is so fast - paced that it's difficult to keep up. That is why I think the course can be made to go a bit slower.
- The workload was quite difficult to manage. Every week several assessments were due, this occurred throughout the semester. Often these needed much more time and effort then their weightings would suggest. Also a lot of material was covered quickly, ensuring that some information was not fully understood..

Appropriate assessment **(2005: 12%)**
(2003: 8%; 2002: 5%; 2001: 9%; 2000: 15%)

- The Engineering degree was really hard in particular the assessment structure whereby the majority of assessment was conducted in a final exam, this meant that I had to cram/rote learn most concepts just to be able to pass the subject therefore not really understanding. There weren't many or there were small assessments (lab work, quizzes) that didn't count for much which didn't really assist in making you keep up to date.
- Although this may be difficult, the way in which students are assessed should be looked at carefully (and ideally improved). There have been many situations where students have received good marks for work that either was not up to par or did not meet the predefined goals/restrictions... this should not be the case. Unfortunately I am unable to provide any solutions.
- Thus far, the content, organisation and assessment of my first year engineering subjects could be greatly improved. Important and technical subjects like Engineering Mechanics (ENGG 1802) have been rushed through making me feel under prepared and unconfident with the course material. Due to the nature of assessment, an exam every 2-3 weeks, it feels like the only way to keep up is to "cram" and merely memorize instead of actually learn. It would be better if the exams throughout semester were less frequent and instead there should be an end of semester exam.
- The new course structure is terrible - having 50% of the subjects pass/fail means that the work put into these subjects is not fairly reflected in your overall marks for the year.

Learning resources: physical facilities **(2005: 8%)**
(2003: 3%; 2002: 5%; 2001: 7%; 2000: 9%)

- the quality of the buildings, computers and other amenities
- facilities in engineering faculty need to be improved
- B.E.: The civil engineering drawing office - it's falling to bits and on more than one occasion lecturers have wanted to use digital projectors with their laptops and been unable to. Also, the heat in there on a hot day is unbearable. If the lecturers took more time to investigate the way that their students are learning and understanding, making sure not to leave people behind.
- Hardware used in 2nd year Lab needs to be improved. Often see computer hanging / crashing and is unavailable to use.

Good teaching: useful and timely feedback **(2005: 6%)**
(2003: 6%; 2002: 3%; 2001: 8%; 2000: 2%)

- The amount of feedback across all my subjects is minimal, expecially Engg 1803 - Professional Engineering.
- chemical engineering - better marking feedback on assignments, that is, actually getting them back before the end of semester, so we can improve throughout the semester. By all means encourage self-learning, but in the past i have treasured all the tips on report writing that the lectures accidentally let slip.
- Poor feedback in areas, its nearly week 12 and I have VERY little.
- Tutors. Tutors do not give me much help. It would be better if I can get feedback or comments about my assignments.

Other aspects mentioned included:

	2005	*2003*	*2002*	*2001*	*2000*
Clear goals and standards	6%	2%		2%	
eLearning: uptake by students/ staff	6%		*New topic in 2005*		

5 Experience of student administration and student support services

5.1 Analysis of comments referring to best aspects[5]

Customer service: quality **(2005: 25%)**
(2003: 19%; 2002: 35%; 2001: 42%; 2000: 43%)

- Information provided was good and most if not all questions are answered or referred to a helpful source
- They are prompt at responding to student enquiries and try their best to find the solution to our problems.
- They are relatively used friendly and do their best to remain current and up to date. Make learning and overall University life just that little bit easier
- Generally the student admin & services are run effectively and all services are readily available. The ones I used were helpful and provided the help/info I needed quickly. The student admin, especially the self administration is very useful and makes varying enrolment etc much simpler, and offers students more independence and responsibility.

Web communications: intranet/ internet *(incl. webCT)* **(2005: 16%)**
(2003: 16%; 2002: 17%; 2001: 19%; 2000: 11%)

- Also, the outlay of web ct and myuni is a success, with an easy to follow information on each screen, helping navigation tremendously.
- The Intranet services are very good and easily enables one to find out their results, examination seating and other information. Before the process was not as online integrated and simply finding out results or classes was far more difficult.
- ICT Helpdesks have been very useful in the past. More units of study should use this service to allow students to access resources for particular subjects and discussion boards in WebCT for those subjects have been helpful when used appropriately for assignments, tutorials and study.
- MyUni is very good!!! Everything I need to do I can do on the web

Library services **(2005: 16%)**
(2003: 11%; 2002: 8%; 2001: 8%; 2000: 15%)

- The library staff have been helpful as well, especially when I was trying to locate hard-to-access books and resources
- The best aspect of student support at the University would have to be the Library. I mostly used the electronic databases services that the library provides and it is an excellent resource.
- The libraries and research facilities are useful and appropriate to student needs and I have found myself reliant on the library facilities and staff.
- the library services, notably fisher are excellent. the staff are extremely helpful, especially those is cataloguing, who helped find rare books dealing with obscure research areas.

[5] Number of comment received: 2005: 138; 2003: 133: 2002: 144; 2001: 159; 2000: 53

Web communications: online access to support services **(2005: 15%)**
(2003: 12%; 2002: 3%; 2001: 6%; 2000: 8%)

- Online services. It is much more convenient to be able to access services from home.
- The use of online administration for enrolling and changing units is great and easy to follow. The e-mail account provided by the university works very well.
- The best aspect of these services are that they are available online. The online administration services allow quick and easy access to all of the relevant information I need, without the hassle of having to wait in a line or cross the campus to find what I'm looking for.
- The online services are generally very good because they are well-designed to meet the students needs and saves the students from going all around the campus to complete these tasks in person.

Computer access centres: faculty **(2005: 8%)**
(*New topic in 2005; previously counted with Computer Access Centres: university*)

- The library and faculty access centres helped in my learning, especially the chem eng computer labs, because they had the softwares that were required for the course.
- The computer labs in engineering is excellent with fast internet connections and a much required print quota especially in my final semester for engineering where I have to complete a thesis and the 800 page print quota was great!!!
- The school of electrical and information engineering's computer centres. They are less crowded and less inhibitive than the university ones. They also run Linux, which is great!
- The Hawkins lab is well looked after and there are generally always computers available to use

Administration and organisation: general **(2005[6]: 8%)**
(2003: 2%; 2002: 3%)

- Staff in the IT faculty are very friendly and helpful
- The administrative staff in the Electrical Engineering Faculty are very good. They know their job and actually perform it unlike other areas of the University.
- our chem eng department administrators are loving and caring and understanding towards all the students, and know us by name. There is no substitute
- The Engineering Faculty has better person to person interaction skills and knowledge on first hand basis when I seek directions and information.

Other aspects and services mentioned included:

	2005	*2003*	*2002*	*2001*	*2000*
Services provided: accessibility and convenience of services	7%	4%	9%	5%	
Computer access centres: university	6%	11%	10%	8%	6%
Services provided: availability and existence of services	6%	5%	7%	8%	8%

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

5.2 Analysis of comments suggesting improvements[7]

Customer service: quality **(2005: 16%)**
(2003: 19%; 2002: 24%; 2001: 24%; 2000: 23%)

- Answers more consistent. Sometimes I would get a different answer from different people from administration. Also, more informative - when I approach them to ask about something I don't understand they don't seem like they want to help.
- better personal help, if i have a problem with administration i should be able to speak to someone that has a little more to say than, "just look on the website".
- If the staff could focus on individual needs and considered each ones difficulties and work with them instead of assuming that all students are the same, they came to get help because they didn't do enough uni work. As I am a mature age student, I found a lot less help from most of the services. If you do not know anybody then there's nobody to pay attention to you or wanting to really help you.
- Staff sometimes are not helpful. Should be more nice to people and long queue most of the time.

Web communication: intranet/ internet **(2005: 13%)**
(2003: 12%; 2002: 10%; 2001: 10%; 2000: 6%)

- Virtual Private Network (or VPN) used for connecting to USYD servers (for using applications for a course at home) is not free. Is there some way to rectify this? Because charging by the usage (per megabyte) becomes a big problem if a student needs to transfer large files.
- The USYD "search" engine needs to be improved. Every time I try to use it I get confused with the results it spits out and just give up. I find it too detailed and the info often irrelevant.
- It would help to standardise IT services into a central portal and have all faculties use the same service (Blackboard or WebCT or whatever). The Engineering intranet really needs some work - because its split up between personal lecturer's websites, the ee WebLearning sites, WebCt and other interfaces.
- The intranet service is way to complex to navigate around. It is hard to remember were some things are

Library services **(2005: 13%)**
(2003: 7%; 2002: 7%; 2001: 8%; 2000: 13%)

- Reduce library fines, it is easy to rack up a large fine with only a few books if only 1 day late.
- I would like to see more newer or recent book son all types of engineering, especially Biomedical. As learning with the older books makes it harder to keep in phase with technology advancements.
- continuing upgrades to level four fisher are fantastic, continuing with the upgrading work in fisher whilst maintaining the good communal study atmosphere would be great...perhaps more group discussion rooms being available if possible?
- Library staff can be dismissive not always helpful, maybe better training

[7] Number of comment received: 2005: 118; 2003: 107: 2002: 135; 2001: 126; 2000: 52

Computer access centres: university **(2005: 10%)**
(2003: 22%; 2002: 16%; 2001: 12%)

- A few more computer access centres. For engineers there is usually a good number of computers but in my experience people will line up for hours waiting for computers elsewhere on campus.
- Also, the Computer Access Centre in Carslaw (I think level 2) is always full, usually with a substantial line of students waiting to use the computers - perhaps there are insufficient computers?
- More computers, there is always a long queue to use the computers.
- Computers more thoroughly maintained. Example some computers don't have excel some do... Also as students we shouldn't have to pay for internet and paper we pay a fortune for stupid union fees and we don't even get free net or paper ridiculous.....

Administration and organisation: general **(2005[8]: 8%)**
(2003: 7%; 2002: 2%; 2001: 6%; 2000: 10%)

- Communication between faculties and more faculty integration for combined degrees would make orchestrating a combined degree more seamless. Currently the administration involved with enrolment in a combined degree is cumbersome as, often, neither faculty wanted to anything to do with the other. This places students in a grey spot for combined degrees as it is exhausting finding the right staff member to talk about enrolment issues. This could entail running from one faculty to another and then back to the original to locate the correct information.
- Some administration staff in the Engineering faculty could be more friendly and treat students with respect. Often you feel like it is too much trouble for them to help you
- As far as the electrical engineering general office is concerned certain administration members could do with a refresher course in conversation etiquette. I have had many experiences where, trying to ask for proper procedure for a service, I have been yelled at or spoken to in a condescending tone.
- The administrative personnel (especially those in faculty offices) that I have come across have been generally brash and impatient. They can be unhelpful too and keep referring the students to someone else.

Customer service: staffing levels **(2005: 8%)**
(2003: 3%; 2002: 7%; 2001: 7%; 2000: 4%)

- More employees to reduce queues.
- Maybe increase the number of staff as sometimes particularly at the start of the semester, there can be a long line
- Employing more staff during peak times such as the beginning of semester at the administration offices would be very helpful. Better communication within the university between faculties and main student administration would avoid continuously running between the two places to get an issue resolved.
- I understand that there's an influx of administration work at the start of the year, but feel like the queues are still excessively long and would benefit from more trained staff to handle the line of students.

Other aspects mentioned included:

	2005	*2003*	*2002*	*2001*	*2000*
Services provided: advertisement of services	7%	9%	4%	8%	8%

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