

FACULTY OF EDUCATION AND SOCIAL WORK
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 Education and Social Work in 2005.

Considerable improvements have been made in the undergraduate student experience in the Faculty of Education and Social Work since the last analysis in 2003. In particular:

- The percentage of comments received that mention the standard of teaching received as being one of the best aspects of the undergraduate student experience has increased from an average of 11% in 2000-2003 results to 23% in 2005.
- The percentage of comments received that mention that undergraduate students are happy with the learning environment/ community in the faculty has increased from 10% in 2003 to 19% 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: practical aspects of the course	28%	37%
Good teaching: standard of teaching received	23%	11%
Curriculum: content and structure	20%	25%
Learning community: learning environment	19%	10%
Good teaching: group work	7%	4%
Learning community: tutorials and seminars	7%	6%

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	29%	35%
Curriculum: clinical and practical aspects of the course	16%	13%
Good teaching: standard of teaching received	15%	14%
Appropriate assessment	10%	7%
Appropriate workload	9%	11%
Clear goals and standards	9%	3%

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	28%	37%
Library services	21%	13%
Computer access centres: university	12%	14%
Web communications: intranet/ internet	11%	18%
Web communications: online access to support services	8%	9%
Administration and organisation: general (incl Faculty administration)	8%	

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
Computer access centres: university	16%	16%
Services provided: advertisement of services	16%	11%
Customer service: quality	15%	29%
Library services	11%	13%
Administration and organisation: general (incl Faculty administration)	9%	
Web communications: intranet/ internet	7%	5%

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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 Education and Social Work in 2005.

In 2005, an average of 76 % of students who responded to the SCEQ respondents provided comments on their degree experiences. 54% of respondents provided comments on the best aspects of their experiences of student administration and student support services, whilst 44% provided comments relating to areas in need of improvement.

Considerable improvements have been made in the undergraduate student experience in the Faculty of Education and Social Work since the last analysis in 2003. In particular:

- The percentage of comments received that mention the standard of teaching received as being one of the best aspects of the undergraduate student experience has increased from an average of 11% in 2000-2003 results to 23% in 2005.
- The percentage of comments received that mention that undergraduate students are happy with the learning environment/ community in the faculty has also increased from 10% in 2003 to 19% in 2005.

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 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.

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: practical aspects of the course (2005: 28%)
(2003: 37%; 2002: 24%; 2000: 29%; 2000: 25%)

- I'm in first year primary education and I think that being able to participate in an early practical experience was very good. It gave us as students an insight into what it is we are aiming for at the end of the course
- The practical aspects of the course – devising and conducting lesson plans etc, cause this experience is vital for when we go onto schools on pracs and during our future careers
- Opportunities for practical experience: things directly related to improving our teaching skills. I can see the importance of the academic side but the practical is where I feel I can greater expand my skills and learning
- The practicum's. They are practical and help me develop and confirm my ability to teach. They're should be a higher importance placed on these rather than on overload of academic scholarship

Good teaching: standard of teaching received (2005: 23%)
(2003: 11%; 2002: 11%; 2001: 10%; 2000: 13%)

- The passion of the lecturers in what they are teaching makes the experience much more enjoyable. As a student, I am thus much better able to see the interesting and valid points about different topics that a less interesting lecturers would not have conveyed so effectively
- The lecturers. I have never met a group of staff more dedicated to helping their students learn. Each lecturer I have had has inspired me to become the best teacher I can be. A fantastic bunch of people
- A genuine commitment to good teaching and learning – this facilitates the effective acquisition of knowledge and skills. I feel that the staff are genuinely interested in me and appreciate my growing interest in research
- Some of the lecturers are genuinely concerned with their students learning concepts and how to teach, and the use of technology can also add a lot of understanding to the students. For examples lecturers who use relevant videos to raise questions, or use scenarios to enhance learning are much appreciated.

Curriculum: content and structure (2005: 20%)
(2003: 25%; 2002: 16%; 2001: 15%; 2000: 22%)

- The best aspect of Primary Education is the wide coverage of all the KLAs as it keeps it interesting and fun
- The course allows for a health mix of theory and professional practice which is essential in teaching. The theoretical aspects are often quite well integrated with practical or professional practice skills. There is some scope to pursue individual educational interests within the degree.
- The course is designed with Aboriginal perspectives in mind and it caters for my life outside of university. A balance is achieved. Therefore learning is done without added stress. Being Aboriginal, the course allows for multiple connections (Aboriginal experiences) leading to clear understandings about how to address Aboriginal Education issues
- The intellectual breadth of the course is rewarding. A great many areas that impact on teaching and learning are considered, all of which interact and influence each other. One is sure to be highly stimulated by at least some of these areas.

³ Number of comment received: 2005: 305; 2003: 246; 2002: 254; 2001: 232; 2000: 72

Learning community: learning environment

(2005: 19%)

(2003: 10%; 2002: 15%; 2001: 17%; 2000: 13%)

- I feel that the small number of student sin the primary course mean that you get to know fellow students better, you are in constant contact with the same people and are comfortable to learn together and share ideas. It feels like a community, more so than previous courses I have studied.
- Doing the degree with a small core group of students that have been together from the start of the degree. We are able to assist and foster our own learning in spite of the failings in our degree
- The student community is the best part of the course. We spend a lot of time together and get on really well. We also help each other a fair bit and people are always open to sharing their views and expressing their feeling on issues
- My year group is quite small so we are able to all get to know each other which is really helpful and provides us with a lot of support

Good teaching: group work

(2005: 7%)

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

- Group work was an important aspect of this course. It grew me in confidence and allowed me to share and learn what other ideas my group members had to say.
- The interaction and group activities allow me to expand my social skills and help develop my instructing skills as teacher
- I also liked the group presentations, it allowed us to work with others collaboratively, meet new people and we were learning from and teaching our peers.
- Interaction with my peers in class, group work and assignments helped improve my ability to work in a team and also build a rapport for the future with these people

Learning community: tutorials and seminars

(2005: 7%)

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

- being able to be a part of a discussion forum during tutorials - has enabled me to develop greater insight to the issues discussed (can see other people's point of view)
- Tutorials allowed discussion and analysis of course material in an intellectual and stimulating environment. These allowed a more in depth look at course themes.
- The more practical nature of tutorials...especially in presentations where visual aids and active group activities are encouraged to foster learning
- Seminars and tutorials - allow everybody an equal opportunity to express their own opinions and to improve communication and public speaking skills. These also allow development of closer relationships with peers.

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%	17%	10%	12%	18%
Appropriate assessment	6%	7%	8%	6%	
Curriculum: flexibility, diversity, variety	5%	7%	5%	8%	11%
Curriculum: relevance to career/ work	5%	5%	6%	8%	4%

4.2 Analysis of comments suggesting improvements⁴

Curriculum: content and structure

(2005: 29%)

(2003: 35%; 2002: 31%; 2001: 38%; 2000: 35%)

- I think we need more contact hours at the university. Currently I have 10-13 hours a week which is not very challenging. This degree could be done in three years if we had a decent amount of hours each semester. A lot of subjects finish in week nine which seems ridiculous.
- Some of the education subjects are very broad and boring!! especially for PE teachers :) I really feel that learning how to write lesson plans was very much rushed over and as a consequence I do not feel very confident in writing them at all?? Maybe more of an emphasis on them and also a universal format or template for them would have made it easier for everyone.
- Too much time spent on irrelevant academic scholarship particularly the first two years of the course. More attention and time could be focussed on improving teacher functionality and practical, relevant learning rather than theory with little or no relevance in the classroom.
- as much as the subjects are relevant to each other, i don't understand why we need to do so many arts subjects before we even begin to do any social work. The majority of subjects and the material is not necessary in my degree and i don't see why we should have to do them. Especially in second year where an irrelevant subject becomes more specialised and therefore more irrelevant. i would have thought that our time would have been better spent with more work placement or something.

Curriculum: practical aspects of the course

(2005: 16%)

(2003: 13%; 2002: 13%; 2001: 13%; 2000: 9%)

- social work - long practical segment could have been used more productively. placements could have been more thorough, not supervision required.
- Practicum case study - somewhat nebulous - difficult to find enough material from short 3-4 week practicum, perhaps more choice of reflective subject matter could have been offered No major assignment due just before practicum please!
- more practical especially in the first year of the course, i believe there are too many elective subjects which are irrelevant in the end and could have been replaced with practical lessons which would be more valuable and relevant to us as students
- In the B Ed, there needs to be more flexibility so that if you want to overload and complete your degree faster, you can. Practicums need to be started before 3rd year so that students can change from primary to secondary teaching or decide that teaching is not for them and change degrees.

⁴ Number of comment received: 2005: 310; 2003: 240; 2002: 231; 2001: 233; 2000: 68

Good teaching: standard of teaching received

(2005: 15%)

(2003: 14%; 2002: 12%; 2001: 11%; 2000: 21%)

- Most lecturers are highly boring and when they use technology do so inappropriately. The use of a VARIETY of different means of presentation including consultative learning even in lectures would help to facilitate and enhance learning. Some lecturers such as in Education are boring, and obsessed with their own research and some are narrow minded, while other such as in Anatomy and Physiology are uncreative in presentation, and unable to instil confidence in the students that the lecturer knows what they are talking about, let alone that the students will be able to understand and use the information provided in any useful or appropriate way in the future.
- Staff communicational and expectations. There are some lecturers who were not interested in providing quality learning experiences for students did not care about students' queries, this was evident throughout the teaching material 'reused' and re-taught each and every year, there was not new content learnt.
- The standard of teaching within the Faculty of Education is generally so high that the very few exceptions really stand out. Two teachers in particular regularly use savage put-downs to bully and/or humiliate students in class, apparently without realising that they are conspicuously failing to model the high-quality teaching practice that the EdFac holds up as an ideal.
- Quality of some lectures, more use of electronic aids to transfer information, rather than hand written overheads and continuous talking with no visual aids

Appropriate assessment

(2005: 10%)

(2003: 7%; 2002: 8%; 2001: 4%; 2000: 10%)

- This degree is pass/fail. Although this has removed competitiveness between students and resulted in great co-operation between students (including sharing resources, essays, etc.), it has also removed any real understanding of how well you are grasping the study you engage in. This is not the case when individual teachers take time to comment in detail on one's work, but this does not always happen.
- Many of the assignments/assessments tasks are extremely prescriptive - there is not much scope for individual interpretation of tasks given. This is evidenced by the fact that hours of teaching and learning time is spent going over what is required in assignments.
- some of the weightings of assessments do not give credit to the amount of work involved in them, the markers in some of my units are inconsistent with each other's allocation of marks for assessments
- credit average that must be maintained by students through psychology units is a huge stressor and not having a course to fall into if we don't make the credit average

Appropriate workload

(2005: 9%)

(2003: 11%; 2002: 10%; 2001: 8%; 2000: 10%)

- Often the subjects are not spread out effectively and the workload is too much or too little. One semester I will be doing 'light' subjects such as creative arts, PD/H/PE and HSIE and the next semester will be a very heavy workload doing subjects such as Maths, English and Science. A reconsideration and change of the placement of subjects throughout the degree would be an improvement.
- The magnitude of some assessment often damage the learning process in other subjects. When there is a little assessment due I learn tonnes, however when long, heavily (30%+) weighted assessments due learning stops. I feel I miss out on a lot of interesting things
- The timing of assignments, as they all come at the same time and thus as students we cannot put in 100% effort
- Matching workload with value in credit points. Especially when 12cp subjects get shrunk to 6cp, make sure the workload shrinks too!

Clear goals and standards⁵ (2005: 9%)
(2003: 3%; 2002: 3%; 2001: 3%; 2000: 6%)

- Specific criteria for all assessment is also needed as most of the time students do not know what is required of them and don't have the information to do their best.
- In some cases having expectations of course requirements laid out on paper not just verbally expressed
- It would be more helpful if each class or lecturer would clearly outline their expectations and a general overview of what they expect you will get from the course at the beginning
- More direction as to what is expected of you as a student. I felt a bit lost, not sure what the subjects had to do with my course.

Other aspects mentioned included:

	2005	2003	2002	2001	2000
Administration and organisation: general	7%	10%	7%	7%	15%
Good teaching: useful and timely feedback	6%	3%	6%	6%	4%
ELearning: uptake by staff / students	6%	<i>New topic in 2005</i>			
Good teaching: clear explanations	5%	8%	7%	6%	
Communication	5%	3%	3%	2%	6%

5 Experience of student administration and student support services

5.1 Analysis of comments referring to best aspects⁶

Customer service: quality (2005: 28%)
(2003: 37%; 2002: 42%; 2001: 46%; 2000: 39%)

- Friendly staff, who tries to understand the student's situation, and provide the best help that they can give.
- Always willing to give advice and assist as much as possible. I understand it is difficult to assist everyone so their service was appropriate for the situation.
- People who know their job, know what they are doing and can help you straight away with your inquiry. There is no time wasting of fussing around with incompetency.
- The student administration and support services are helpful when I wanted to know more information. They really know their stuff. No confusion and no fuss. I didn't have to waste my time trying to figure out issues with any of the services. All staff were helpful.

⁵ includes clear expectations

⁶ Number of comment received: 2005: 218; 2003: 184; 2002: 170; 2001: 124; 2000: 46

Library services **(2005: 21%)**

(2003: 13%; 2002: 14%; 2001: 21%; 2000: 22%)

- Fisher Library - there's a very good reason why so many people use it, whether they're studying or not at USYD. More resources than I can shake a stick at, plus perfect online catalogue system.
- Online e-Journals are good, easy to use and the information I need is mostly in full text format and so saves me from having to travel to campus and look for them.
- The library - particularly the inter-library loans service. The staff are very efficient at finding resources and most helpful..
- Curriculum library was the best support throughout the degree.

Computer access centres: university **(2005: 12%)**

(2003: 14%; 2002: 9%; 2001: 14%; 2000: 11%)

- there are fast computer access rooms that i use the most. i found them really good when i am researching or doing my essays.
- computer access centres are great and waiting time is usually minimal.
- Easily accessible computer labs allowed convenient use of email and completion of assignments at any time of the day.
- Several computer access rooms around campus - for ease and availability of computer access for students

Web communications: intranet/ internet **(2005: 11%)**

(2003: 18%; 2002: 8%; 2001: 15%; 2000: 7%)

- The Internet connection is fast, which makes it easier to download files.
- The wireless internet is so accessible and great when you are trying to download a lot of large academic research articles
- Excellent intranet support system set up-Feedback from help desk very efficient.
- The new intranet service is excellent, as it is really easy to follow.

Web communications: online access to support services **(2005: 8%)**

(2003: 9%; 2002: 5%; 2001: 10%; 2000: 7%)

- The intranet is great for the ability to access so much information without having to access it face to face in long queues which few of us have time to do.
- Probably the online access so that everyone can access these at any time.
- So many things can now be done on the web - from timetable changes to payment of fees and accessing handbooks - so much more efficient than queuing at Carslaw...
- The availability of most support services online. I like this because the few occasions when I have had to deal with administrative staff in person (both at the Student Centre and the Education Faculty Office) have been immensely frustrating experiences.

Administration and organisation: general (2005⁷: 8%)
(2000: 2%)

- The Education faculty is always friendly and open to provide information and feedback to my enquiries. xxx has been a great help in planning my degree!
- Faculty Department administration support were generally helpful and friendly.
- Help from faculty office with sorting out where a student is up to in their degree and what they must do to complete it
- The people in the faculty office are always willing to help or lead you in the right direction if they can't help.

Other aspects mentioned included:

	2005	2003	2002	2001	2000
Services provided: availability and existence of services	6%	5%	11%	15%	11%
Services provided: variety of services	6%	5%	8%	11%	4%
Services provided: accessibility and convenience of services	5%	9%	5%	6%	7%

5.2 Analysis of comments suggesting improvements⁸

Computer access centres: university (2005: 16%)
(2003: 16%; 2002: 15%; 2001: 10%; 2000: 11%)

- try adding some more computer labs around the Camperdown campus... its frustrating when you need a computer at around 11am-2pm and that's when you can't find a spot at all across the campus.
- computer labs are often full - perhaps there needs to be more provision of computer services especially at high usage times (eg end of semester, stuvac)
- Greater access to computer services would improve student satisfaction, especially during the high assessment periods closer to the end of each semester.
- The Customer Service at the Computer Access Centres could be improved. Some of the staff can be very rude.

Services provided: advertisement of services (2005: 16%)
(2003: 11%; 2002: 5%; 2001: 10%; 2000: 2%)

- possibly by advertising the various support services available to students more prominently to make students aware of what is available.
- Perhaps there could be greater understanding of the variety of services available. I didn't realise that some of these even existed.
- Just more knowledge about them, where they are located, what they provide. General information about them.
- Make sure students know about the services that are available to them, and where to go and how to access them - going through the list above there were a few i hadn't thought about, or considered before.

⁷ In 2005, this includes Faculty of Education and Social Work Administration (where specifically mentioned in the comment). These comments were previously counted in Customer Service: Quality

⁸ Number of comment received: 2005: 177; 2003: 136; 2002: 131; 2001: 153; 2000: 45

Customer service: quality (2005: 15%)
(2003: 29%; 2002: 43%; 2001: 43%; 2000: 40%)

- Train everyone properly, make sure they know what their job entails and how to perform them properly
- Employ people in offices who know what they're doing and can explain it clearly to other people. Several times I have called or visited different offices regarding the same problem and have been provided with completely different suggestions from each office. Set a university standard for things like enrolment, fee payment and student subscription payment, so that every office tells students to do the SAME THING. It is very annoying to have to visit 5 different offices over 5 different weeks just to sort out a simple fee payment.
- The customer/student assistance could be improved by having all administration staff better informed about various faculties and the whole university. Administration staff should be more considerate and empathetic towards all students all the time.
- Giving time to provide assistance rather than rushing people.

Library services (2005: 11%)
(2003: 13%; 2002: 11%; 2001: 15%; 2000: 24%)

- Many library resources that I sought for my assessment research were only available at the Health Sciences library in Lidcombe, particularly in relation to mental health and ageing. This excluded quite a lot of potentially useful books from my work because they were quite inaccessible. It would be good to see more of these resources available at the Fisher Library for students studying psychology and social sciences, for example.
- Keep putting resources into electronic access to the library and electronic databases.
- Library services could be more understanding of students that are on prac and are unable to return recalled books on time I was charged heavily!
- The library is smaller than s school library. The majority of books are crap and out of date.

Administration and organisation: general (2005⁹: 9%)

- Education Faculty staff could be friendlier and more willing to assist where possible, rather than making it seem a chore
- The Faculty offices are hard to deal with - they seem to be somewhat understaffed, at least as far as the front desk is concerned.
- The education faculty specifically lacks in organisation and knowledge, it often appears that only certain people have the right information.
- the faculty and school offices often know very little about individual courses and rarely have provided me with assistance that I was not readily able to find myself online or otherwise. Student services are great.

⁹ In 2005, this includes Faculty of Education and Social Work Administration (where specifically mentioned in the comment). These comments were previously counted in Customer Service: Quality

**Faculty of Education and Social Work: Analysis of student experience:
Undergraduate students: 2005**

Web communication: intranet/ internet

(2005: 7%)

(2003: 5%; 2002: 7%; 2001: 2%; 2000: 7%)

- Ability to find information on the website more easily, Often it can be quite difficult to find info on the page that your looking for. e.g. faculty home page there is not direct link.
- A more accessible usyd website would help. For example, many searches for uni related items, such as past exam papers or departmental websites, are often difficult using the provided search program
- the intranet services were quite temperamental... the servers were down a fair bit during the busy times
- The intranet service needs to be more reliable the amount of times it is down is ridiculous.

Other aspects mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>
Administration and organisation: timetabling	5%				
Customer service: staffing levels	5%	14%	13%	9%	4%

Other services mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>
Student centre	6%	4%	5%	2%	