

FACULTY OF LAW
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 Law in 2005.

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

- There has been a substantial increase in the number of favourable comments received on the standard of teaching received in the Faculty of Law (2003: 25%; 2005: 36%). Although the number of adverse comments has also increased, it is not by a significant amount. Students mention that lecturers that use interactive methods, discussions, and engage the students in the subject matter are preferable.
- Also significant is the rise in the percentage of comments relating to research led teaching, or awareness of and involvement in research activities in the Faculty – 2003: 3%; 2005: 7%. This trend is apparent across the university.
- Students appear to be satisfied with the content and structure of the curriculum. This is indicated by the 7% decrease of adverse comments on this aspect of the curriculum (2003: 20%; 2005: 13%), and a consequential drop in the placing's list of areas in need of improvement.

However, based on the analysis of the open response comments, there are still areas of the student experience that need attention. In particular:

- The size of classes continues to be of concern. The percentage of adverse comments regarding class sizes has increased by 5% since 2003 (2003: 11%; 2005: 16%). Since the Faculty advertises small group teaching on their website, students feel that this does not match their expectations. One of the reasons mentioned for large class sizes relates to the standard of teaching, as students are choosing good teachers over poor teachers when attending lectures/ seminars.
- The percentage of comments received which relate to satisfaction with the quality of academic staff (i.e. related subject experience, tertiary teaching qualifications) dropped significantly in 2005 (2001-2003: ave 17%; 2005: 10%).
- The percentage of comments mentioning dissatisfaction with assessment content and process continues to rise – from 12% in 2002, to 19% in 2005. Students would prefer a number of small assignments, rather than 80-100% exams which test memory not understanding of the concepts learnt during the course.

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Summary of results

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
Good teaching: standard of teaching received	36%	25%
Curriculum: content and structure	22%	28%
Overall satisfaction: quality of academic staff	10%	18%
Skills development: generic graduate attributes	10%	13%
Learning community: learning environment	10%	10%
Research led teaching	7%	3%

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	30%	21%
Appropriate assessment	19%	14%
Learning community: class sizes	16%	11%
Curriculum: content and structure	13%	20%
Good teaching: useful and timely feedback	11%	9%
Appropriate workload	8%	5%

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	26%	32%
Library services	21%	13%
Web communications: intranet/ internet	18%	24%
Administration and organisation: general (includes Faculty administration)	16%	
Web communications: online access to support services and administration	14%	15%
Services provided: availability and existence of services	7%	3%

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
Administration and organisation: general (includes faculty administration)	22%	1%
Customer service : quality	19%	32%
Library services	19%	13%
Web communications: intranet/ internet	16%	14%
Web communications: online access to student support and administration	7%	5%
Services provided: equity of service provision	6%	8%

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 Law in 2005.

In 2005, 65 % of students who responded to the SCEQ respondents provided comments on the best aspects of their degree experience, and 71% on areas in need of improvement. This substantial increase between comments reflecting on best aspects and those reflecting on areas in need of improvement contrasts with the 2005 results for most other faculties where the difference in the percentage of comments received on best aspects and those on areas in need of improvement is not so large. This possibly indicates an overall dissatisfaction by undergraduate students with their experiences in the Faculty of Law. 42% of respondents provided comments on the best aspects of their experiences of student administration and student support services, whilst 37% provided comments relating to areas in need of improvement.

Best practice and suggested improvements

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

- There has been a substantial increase in the number of favourable comments received on the standard of teaching received in the Faculty of Law (2003: 25%; 2005: 36%). Although the number of adverse comments has also increased, it is not by a significant amount. Students mention that lecturers that use interactive methods, discussions, and engage the students in the subject matter are preferable.
- Also significant is the rise in the percentage of comments relating to research led teaching, or awareness of and involvement in research activities in the Faculty – 2003: 3%; 2005: 7%. This trend is apparent across the university.
- Students appear to be satisfied with the content and structure of the curriculum. This is indicated by the 7% decrease of adverse comments on this aspect of the curriculum (2003: 20%; 2005: 13%), and a consequential drop in the placing's list of areas in need of improvement.

However, based on the analysis of the open response comments, there are still areas of the student experience that need attention. In particular:

- The size of classes continues to be of concern. The percentage of adverse comments regarding class sizes has increased by 5% since 2003 (2003: 11%; 2005: 16%). Since the Faculty advertises small group teaching on their website, students feel that this does not match their expectations.
- The percentage of comments received which relate to satisfaction with the quality of academic staff (i.e. related subject experience, tertiary teaching qualifications) dropped significantly in 2005 (2001-2003: ave 17%; 2005: 10%).
- The percentage of comments mentioning dissatisfaction with assessment content and process continues to rise – from 12% in 2002, to 19% in 2005. Students would prefer a number of small assignments, rather than 80-100% exams which test memory not understanding of the concepts learnt during the course.

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.

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.

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

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

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.

4 Degree experience

4.1 Analysis of comments referring to the best aspects³

Good teaching: standard of teaching received (2005: 36%)
(2003: 25%; 2002: 24%; 2001: 26%; 2000: 14%)

- The best aspects are the teaching staff, some of whom are excellent teachers, and make a genuine effort to ensure students understand the concepts canvasses, and encourage questions. Some even manage to make their subject entertaining and enjoyable
- Some of the staff are brilliant communicators, are very intelligent and interested in what they are teaching
- Most of the teaching staff are very dedicated and professional. Many are excellent communicators of ideas and concepts. This is the most important aspect of each course. If the lecturer can communicate with the students in a way which is engaging and fosters understanding the course becomes much more enjoyable and indeed interesting.
- Good teaching – lecturers like XX who ensure that the class really understands a topic by asking a) short answer questions to test our understanding of concepts, and b) problem questions to test our ability to apply the law to facts

Curriculum: content and structure (2005: 22%)
(2003: 28%; 2002: 27%; 2001: 24%; 2000: 19%)

- The quality of the course work has been with the exception of the law ethics subject and foundations of law, very good. They expose you to different aspects of law and aid in helping you choose the path you wish to take at a later date.
- Some of the subject matter of the courses is engaging and courses are generally structured to involve more 'interesting' legal questions among the drier elements.
- I particularly like courses with a clear structure and a balance between policy and law
- Up to date development in the law and excellent teaching staff with practical skills to impart to us, good integration of theory with practice

Overall satisfaction: quality of academic staff⁴ (2005: 10%)
(2003: 18%; 2002: 16%; 2001: 16%; 2000: 29%)

- Some members of the staff are recognised experts in their field and are passionate about their area of expertise, and it is always intellectually stimulating to know that we are learning from some of the best legal academics in Australia
- In bot the arts and law components of my degree the teaching staff have been specialists in their area. This establishes confidence in the key learning areas and makes the comprehension of complex material much simpler
- Particular staff members. Those who bring the wealth of their outside experience in to the academic sphere. Makes academic study seem more connected to the 'real world' and therefore more stimulated.
- High quality of staff – most staff members have extensive professional experience or academic research backgrounds

³ Number of comment received: 2005: 260; 2003: 220; 2002: 176; 2001: 202; 2000: 70

⁴ This includes: Qualifications (as tertiary teacher); Experience (in subject area); English language proficiency

Skills development: generic graduate attributes **(2005: 10%)**
(2003: 13%; 2002: 13%; 2000: 7%; 2000: 6%)

- Developing a more concise, analytical writing style and mind. This contributes to greater independence of thinking
- This degree course has helped me a lot, not only in broadening my knowledge in the related subject, but also in improving my analytical skill, presentation and written skill, ability to work as a group, and developing my own perspective on social and ethical matters.
- I certainly think I have developed research and communication skills that will stay with me throughout my professional career
- Research and written skills. Improved ability to express myself clearly through written assignments and exams

Learning community: learning environment **(2005: 10%)**
(2003: 10%; 2002: 13%; 2001: 7%; 2000: 11%)

- The community atmosphere at the Phillip Street Campus, the extra curricular activities on offer (e.g. law revue)
- My fellow students are generally of a very high calibre and I feel that the student community is enriching and rewarding
- Interpersonal relationship between teachers and students make students feel comfortable in the learning environment
- The fact that I am with the same group of people as we are all doing the same courses. This means I can relate to my fellow classmates better as we all have the same assignments and can discuss things more easily as we are in the same classes.

Research led teaching **(2005: 7%)**
(2003: 3%; 2002: 2%; 2001: 6%; 2000: 6%)

- Staff interaction during honours year - insights into research, advice felt that you actually were important parts of what is carried out.
- SOME of the extremely passionate lecturers and the capacity to engage in critical research
- Law degree : stimulating research projects increased analytical skills and research skills - very useful for work in law firms and independent research is more interesting and enjoying.
- The research element. The law faculty is not a teaching institution, you have to teach yourself. That is the best aspect about the course. It forces an autonomous work ethic [sic] and method of gaining understand that is absolutely crucial to succeed and be competitive. The material offered from the lecture staff is the best complement to this personal endeavour. This is another important aspect of the course.

Other aspects mentioned included:

	2005	2003	2002	2001	2000
Appropriate assessment	7%	5%	3%	6%	3%
Overall satisfaction: quality of degree	7%	2%	3%		3%
Student progression: quality of student intake	7%	1%			
Curriculum: relevance to work/ career	6%	6%	2%	15	4%
Good teaching: motivating, challenging, stimulating	6%	5%	6%	2%	11%

4.2 Analysis of comments suggesting improvements⁵

Good teaching: standard of teaching received

(2005: 30%)

(2003: 21%; 2002: 19%; 2001: 15%; 2000: 11%)

- There is too little consistency in teaching quality – for every subject there are lecturers to avoid because their teaching is ineffective – often more than one per subject. This is unacceptable in a Faculty with Sydney Law School's reputation
- Unfortunately, a good academic does not a good teacher make. There are few very intelligent people at the Faculty of Law who have a calling with is NOT teaching
- The quality of lecturing across the board. Whilst some lecturers are great, there are just as many who are a disappointment to students. The university should be aware that some subjects are completely avoided by students due to a collective knowledge amongst students of certain lecturers' lack of commitment to their students based on the aforementioned qualities.
- There is a general feeling among many of the students that the Law School's reputation will not be upheld if current performance is anything to go by. In general, the courses are poorly taught, with little consistency between quality and content of teaching. This is evident in the fact that certain lecturers have overflowing lecture theatres while the incompetent ones have empty classes.

Appropriate assessment

(2005: 19%)

(2003: 14%; 2002: 12%; 2001: 17%; 2000: 9%)

- The heavy emphasis on exam based assessment. This form of assessment in law school rarely encourages critical thinking within a subject and involves regurgitation of facts, statutes and case law under immense and unnecessary time pressure. Students should be encouraged to demonstrate their learning through other forms of assessment such as essays, problem solving assignments and take home exams. With these forms of assessment students have the opportunity to prepare considered and well-prepared answers. These forms of assessment encourage independent thinking and further self-directed learning instead of the rote-learning mentality and cramming that exams provoke among students. Even though I have worked consistently hard throughout my degree, without fail when subjects have been heavily exam based I have only achieved credits whereas in assignment based subjects I have been able to demonstrate my ability and have obtained high distinctions. I am always disappointed when I have enjoyed a subject and have worked hard and achieved high marks on the assignments to date, only to find that my mark in the subject is considerably lowered after I have completed an exam. Exams are not adequate means to demonstrate someone's learning.
- Assessments should be varied and there should be more options to undertake research assignments instead of 85-100% exams.
- More small assignments to test knowledge throughout the term rather than one small assignment and heavily weighted exam. This would reduce stress and helps students assess their knowledge throughout the course
- There should be greater opportunity to earn marks at university. more essays and less exams. Exams really test those with the better memory and in law all employment at any decent firm is dependant on grades. Moreover, the litigation department could actually return grades before the final exam.

⁵ Number of comment received: 2005: 283; 2003: 240; 2002: 194; 2001: 212; 2000: 64

Learning community: class sizes

(2005: 16%)

(2003: 11%; 2002: 11%; 2001: 18%; 2000: 19%)

- The faculty website talks a lot about small group teaching – this just isn't so at all!!
- Class sizes are way to big. Law doesn't work with so many people. In law any thing above 20 diminishes your ability to learn effectively. In one of my classes there are over 70 people and 15% of our mark is class participation. It is ridiculous. This is supposed to be one of the best law schools in the country and the faculty is not provided with enough resources to teach us properly
- Smaller class sizes would be better as my experiences of them as opposed to larger classes is that smaller classes foster better class discussion and I was more likely to actively engage where this was occurring
- This semester has been very disappointing. The classes have been very large, and there has been hardly any times where we can talk and ask questions. We were even told in contracts to mainly just listen because engaging with the material would slow us down! I feel like most of our classes seem to be a summary of the reading in the text book. This does not seem to be the lecturers fault - its just that our classes are so much bigger than last semester that there are not many other options.

Curriculum: content and structure

(2005: 13%)

(2003: 20%; 2002: 19%; 2001: 20%; 2000: 22%)

- Greater link to the realities of professional work, rather than purely theory. While this is supposed to exist in subjects such as Law Lawyers and Justice, it is not adequately achieved. Conflicts of interest and strategies to cope with situations in professional life should be addressed. In addition, the first course we did, Foundations of Law, should have been addressed at the person with no knowledge of the law and dealt with the basics of law before current affairs issues.
- 1. criminal law should be made a 2 session course in year 1 because of the sheer volume of concepts that have to be covered (and are not being covered adequately under the current curriculum). 2. foundations of law should be replaced with a short course that teaches students how to read and analyse cases and to extract the legal principles from the same - currently the subject is lopsided with too much of a focus on current events. 3. do NOT change the existing 8 unit subjects into 6 unit subjects 4. I heard that some bright spark wants to change the course into one that produces a degree that does not satisfy requirements for admission into practice. Ignore this bright spark. I think that most students do law with an intention to practice and only discover sometime later that being a practitioner is not for them. Resist the temptation to devalue the degree.
- The public interest and clinical education components can significantly be improved. Students study this course for 5 years without ever having had practical legal training on the ground of issues that face individuals and communities. It is thoroughly disappointing relative to other universities.
- There should be less of a focus on commercial and corporate law, in terms of the subjects and courses offered. The choices for subject electives were too heavily weighted toward black-letter, commercial areas. The university goes to great efforts to disseminate information about opportunities to work with law firms but provides little by way of information and opportunities for students seeking to work in other areas of the law. This could be redressed.

Good teaching: useful and timely feedback

(2005: 11%)

(2003: 9%; 2002: 9%; 2001: 11%; 2000: 16%)

- Grades for mid semester exams/ essays are delivered very late in the semester, often week 11, so that it is difficult to assess strengths/ weaknesses in time for exams
- There is little to no feedback on assessments, making it very difficult to improve
- Please give us our exams for law back so we can learn and improve
- The assessment process of assessment feedback especially with respect to exams, very poor feedback and unacceptable

Appropriate workload

(2005: 8%)

(2003: 5%; 2002: 11%; 2001: 12%; 2000: 11%)

- LLB: Definitely less work. It is IMPOSSIBLE to cover the amount of work set in one Law subject, let alone three each semester! The workload is absolutely ridiculous!
- the amount of workload for some of the law courses is unrealistic; there is pressure on students to work to fund university; and particularly in law there is pressure to gain legal experience at work, all of which takes up time and doesn't leave much time for readings. a lot of the concepts are difficult to grasp; and i don't think lecturers appreciate how beneficial it is to complete readings after a class, as it is often easier to understand and you get more out of the readings then
- The workload/assessment is too high. There is just too much readings for each unit
- Depth of learning, increase the difficulty/workload to make courses more intellectually challenging which allows students to get through more and complete degrees with stronger practical skills.

Other aspects mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>
Learning resources: general (incl course readers)	8%	5%	6%	6%	6%
Overall satisfaction: quality of degree	7%	1%	2%	3%	2%
Curriculum: clinical and practical aspects of course	7%	3%	6%	8%	5%

5 Experience of student administration and student support services

5.1 Analysis of comments referring to best aspects⁶

Customer service: quality (2005: 26%)
(2003: 32%; 2002: 34%; 2001: 40%; 2000: 31%)

- Friendly, efficient, and the staff were humorous and helpful and they remembered my name. And they didn't act like it was a task, they acted like they wanted to do it and it always got done
- The staff is helpful and problems are dealt with quickly and efficiently
- I found that any problems I came across could be dealt with quickly and efficiently in the one area. It was clear to me where I needed to go to have any problems sorted out.
- When they're friendly and helpful and don't mind advising you even if you've gone to the wrong person

Library services (2005: 21%)
(2003: 13%; 2002: 13%; 2001: 13%; 2000: 15%)

- Law library staff are great. If law school is moved back to main campus please keep a separate law library with its own staff, as we really rely on their knowledge and research skills all the time.
- The library services at law school were very helpful, especially the provision of computers strictly for legal research as most of my research is done on-line. Remote access to readings and databases from the library were integral in helping me study effectively at home.
- The library staff, both at Fischer and law school are exceptionally helpful and very knowledgeable.
- Library reminders by email are also useful. The library website, generally, is excellent.

Web communications: intranet/ internet (2005: 18%)
(2003: 24%; 2002: 17%; 2001: 20%; 2000: 29%)

- Internet based applications and services. They can be accessed anywhere, anytime, for as long as necessary. WebCT is especially good
- The establishment of the wireless network on the main and St James campuses is also a feat which should be commended
- The intranet was easy to use and user friendly
- The university intranet (Usydney) services are very helpful in accessing a broad range of important information

Administration and organisation: general⁷ (2005: 16%)

- The people who work in admin in the Law Faculty actually seem to have a very good handle on what's going on. They are on the whole very helpful and if they can't find the answer they go out back and find someone who can.
- The Law Faculty administration is very prompt in replying to queries. It also seems organised and well-run.
- Law student admin's initiative this year of sending law-related job advertisements and law-related announcements via email has been very well received, as it gives all students a chance to find degree-related work, attend interesting seminars, and to know when to apply for quota-limited subjects, etc.
- The faculty administration desk is usually helpful and informative to individual needs or individual degree pathways. Good use of email communication with students.

Web communications: online access to support services (2005: 14%)

⁶ Number of comment received: 2005: 168; 2003: 188; 2002: 125; 2001: 149; 2000: 48

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

(2003: 15%; 2002: 10%; 2001: 4%; 2000: 5%)

- Online access: Introduction of online access for a number of administrative functions has dramatically improved the time it takes to do a number of tasks such as enrolling, changing subjects and altering timetables.
- Having all administrative functions online is excellent, as I can make the most of these services despite my busy schedule.
- the ability to change timetables, change subjects, get results, and find general faculty information etc over the net is useful, saves time, and is generally helpful. also helps to consolidate a lot of important information, which, if it was only posted to me, would get lost!
- Computer access, online resources and online information regarding administration are very useful and help avoid paperwork delays.

Services provided: availability and existence of services

(2005: 7%)

(2003: 3%; 2002: 6%; 2001: 7%; 2000: 10%)

- The best aspect is that there is a service somewhere to help you with your needs or enquiries
- Available and well advertised
- Fantastic that they are offered!!
- That they are actually in place

Other aspects and services mentioned included:

	2005	2003	2002	2001	2000
Health Service	7%	2%	1%	2%	2%

5.2 Analysis of comments suggesting improvements⁸

Administration and organisation: general⁹

(2005: 9%)

- Faculty of Law administration has been fine in the past, but this year performed poorly: they oversaw a very large number of unit cancellations and this caused many administrative problems for students. Of the six units of study I enrolled in at the beginning of the year, two were cancelled and one changed its published time, causing me a great deal of inconvenience. I understand (as students do generally) that sometimes cancellations etc cannot be helped - but things seem to have been poorly managed this year, to students' detriment.
- The faulty [sic] student administration could definitely be improved. On a number of occasions when certain problems have arisen I have found the staff at the front desk to be unhelpful, and generally insensitive to student concerns. Moreover, often staff provide inconsistent information, and it has sometimes been difficult to get the information required. I think this could be improved by more thorough staff training and increased supervision of the front desk staff.
- Some of the administrative people (on the front desks) are often very rude - I have found this to be so at Law School Level 12 especially.
- The Law faculty needs to stop resting on its laurels, and brings its administration into the 21st century with a student focus. The accountability mechanisms need to be made more transparent so that complaints can be correctly addressed and so that people can be held accountable when things go wrong.

Customer service: quality

(2005: 19%)

(2003: 32%; 2002: 41%; 2001: 36%; 2000: 48%)

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

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

- It could be improved by being more centralised and providing more services in the one location rather than forcing students to run back and forth from Faculty to Student Centre etc
- Had an incident recently when a support staffer promised something would be completed by a certain date - and as it turns out, that had no authority to see it would be done, let alone by that date. Make sure staff are well informed, but don't let them promise things they can't make good on.
- Be more friendly & understanding with students' problems & queries
- staff should be friendlier, more efficient, give you a clear answer, hard to get answer through phone, more organised

Library services

(2005: 19%)

(2003: 13%; 2002: 13%; 2001: 9%; 2000: 16%)

- The library online resources are a disgrace and embarrassment to the university of Sydney. Specifically: (1) there should be greater (any) access to full text case law and legal journals (these resources are vital to the proper study of law, and Usyd badly lags behind other top universities in the provision of these resources; (2) the library should use our Usyd passwords and access numbers for the offline of access of electronic material (it is a waste of time having to log onto the university site merely to get a code to then use to access electronic resources!); and (3) the catalogue search program is pathetic and rarely identifies anything useful - often Google or Amazon is quicker and easier to use to find relevant books or materials (so clearly better search engines are available)! Sorry for the tone of this reply, but these are simple things that can be easily fixed compared to the amount of inefficiency and time wastage they cause.
- The library should be opened on Sundays (during term time). Most other libraries at other universities are. It would assist those students that do not have access to computers at home, or who wish to engage in some research.
- Library services need to be more understanding about students needs, and better structures need to be implemented to prevent books from going missing at essay times.
- Better security is required in the library, particularly for popular texts. I have often gone to the law library to research a particular area of law to find all the texts in a certain area, or a leading text in that area, has been 'lost' or stolen. This is extremely frustrating particularly since assessment deadlines are so demanding.

Web communication: intranet/ internet

(2005: 16%)

(2003: 14%; 2002: 8%; 2001: 6%; 2000: 5%)

- The University web site and intra net are a complete mess and need to be fixed. It is extremely difficult to navigate.
- MyUni website seems to go down at points when you really want to use it... Also, I recently started using the university's wireless internet service earlier this year. The service is great however the set up was quite difficult, not because the procedure was complicated but because there was inadequate instruction provided. It was all there, but from memory not all in the same place. I was randomly clicking on links to find out how I can do this. I think I read most of the pages on the site in order to finally figure it out. Not good enough. You'd think that someone who understands user needs would sit down and put something together which is lucid, user friendly and able to be followed without leaving the one page.
- Lecturers could make more course information available on WebCT.
- myuni is totally incomprehensible to me. I can never figure out where the services or documents I want to access are in my study or myadmin or whatever. It would also be helpful if I could nominate where my university email was sent to instead of my mail. usyd address but I understand that there are arguments in favour of it all going to one server.

Web communications: online access to support services

(2005: 7%)

(2003: 5%; 2002: 4%; 2001: 5%; 2000: 13%)

- Increase the number of administrative functions that can be carried out online
- Student online administration to be able to operate normally even when overloaded at busy times.

- Non electronic administration is extremely archaic and slow, queues are legendary - Usyd is by far the worst of the unis when it comes to administration
- Better online support. The law faculty should be capable of wider student administration e.g. at the moment, if you wish to update your name, you cannot do it online, you cannot even do it at the law faculty office. You have to attend the student centre to change your name.

Services provided: equity of service provision

(2005: 6%)

(2003: 8%; 2002: 6%; 2001: 14%; 2000: 7%)

- Most of the services are only accessible from main campus- would be good to have some access (even temporary) at the law school before it moves.
- As a Law school student, it would be much easier if the admin centre at the law school was able to deal with things that we are required to go to the student centre for, such as HECS forms and billing
- More awareness creation - I do not know about the majority of the services offered by the student administration especially being in the Law Campus which is quite isolated.
- also, whilst on main campus, the lack of faculty support for law school was ridiculous. it was only open for a meagre three hours and for most science/law students, like myself, those three hours were generally filled with compulsory lectures.

Other aspects and services mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>
Student Centre (Carslaw)	6%	6%	2%	4%	7%
Communication	6%	2%	3%	3%	4%