

FACULTY OF NURSING
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 Nursing in 2005.

The following summary of results is based on the comments received from all respondents, irrespective of degree. The same aspects appear in the results from the respondents who were undertaking the BN degree program 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: clinical and practical aspects	31%	45%
Good teaching: standard of teaching received	26%	16%
Curriculum: content and structure	25%	14%
Skills development: generic graduate attributes	10%	14%
Learning community: learning environment	8%	9%
Curriculum: relevance to work/ career	8%	2%

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: clinical and practical aspects	26%	29%
Good teaching: standard of teaching received	21%	15%
Curriculum: content and structure	18%	23%
Administration and organisation: general comments	14%	6%
Appropriate workload	13%	18%
Overall satisfaction: quality of degree	12%	6%

Improvement in the content and structure of the curriculum is indicated by an increase in positive comments and a decrease in negative comments on this aspect of the student experience.

Although there has been an increase in positive comments on the standard of teaching received between 2003 and 2005, there has been a similar increase in negative comments. However, most of the adverse comments related to a perception that the good teachers have left the faculty, due to its "closure".

The closure of the undergraduate degree program, both at Mallet Street and at Orange, is also responsible for the increase in adverse comments relating to the quality of the degree.

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	33%	37%
Web communications: intranet/ internet (incl. WebCT)	17%	19%
Services provided: accessibility and convenience of services	9%	13%
Services provided: availability and existence of services	9%	9%
Services provided: variety of services	9%	7%
Web communications: online access to services	9%	4%

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
Customer service: quality	21%	15%
Computer access centres: faculty	17%	
Administration and organisation: general comments (incl. faculty admin)	15%	7%
Services provided: equity of service provision	12%	16%
Customer service: opening hours	10%	17%
Library services	9%	6%

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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 Nursing in 2005.

In 2005 72% of students who responded to the SCEQ provided comments on the best aspects of their degree experience, and 76% on areas that could be improved; whilst 58% provided comments on the best aspects of student administration and student support services, and 52% on areas that could be improved. The majority of comments (75%) came from students in the Bachelor of Nursing program.

Areas of best practice and suggested improvements

Improvement in the content and structure of the curriculum is indicated by an increase in positive comments and a decrease in negative comments on this aspect of the student experience.

Although there has been an increase in positive comments on the standard of teaching received between 2003 and 2005, there has been a similar increase in negative comments. However, most of the adverse comments related to a perception that the good teachers have left the faculty, due to its "closure".

The closure of the undergraduate degree program, both at Mallet Street and at Orange, is also responsible for the increase in adverse comments relating to the quality of the degree.

Problems with the administration of the clinical placements program, and the necessity to undertake placements during semester breaks are responsible for an increase in adverse comments on administration and organisation.

2 Arrangement

1. Degree experience: Bachelor of Nursing (BN)
 - Analysis of comments referring to best aspects
 - Analysis of comments suggesting improvements

Within this 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. Since this is the first year that students' comments from the Faculty of Nursing have been divided by degree, the comparative statistics provided for 2000 – 2003 results represent the percentage of comments received on the aspect listed from all respondents

2. Degree experience: other degree programs²
 - Analysis of comments referring to best aspects
 - Analysis of comments suggesting improvements

Within this section, responses are ranked according to the number of times an aspect occurs in the comments received from each student group. Due to the low number of responses received, and to maintain student confidentiality, no comments are

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

² BN (Indigenous Australian Health); BN (Post registration); BN (Pre registration); BN/ BA; BN/ BSc

provided. It is statistically invalid to convert this low number into percentages. Therefore results are expressed as raw numbers.

3. Experience of student administration and student support services: all students
 - Analysis of comments referring to best aspects
 - Analysis of comments suggesting improvements

Within this 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 are provided in brackets after the 2005 results. Experiences of student administration and student support services are similar across all students, and not dependant on degree course. Therefore this section has not been separated by degree.

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.³

- | | |
|--|---|
| <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.

³ A copy of the SCEQ Taxonomy is provided as a separate attachment.

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.

4 Degree experience: Bachelor of Nursing (BN)

4.1 Analysis of comments referring to the best aspects⁴

Curriculum: clinical and practical aspects (BN students only: 2005: 34%)
(All respondents: 2003: 45%; 2002: 39%; 2001: 29%; 2000: 29%)

- I think the practicals that we have to do through out the course. It have helped us to learned more and applied them during the practicals. This also help me to be more confident in everything I do. Also, my communication had improved.
- Incorporating clinical placement with the theoretical aspects of the course at the same time, this way we can apply what we learn right away and if there are aspects that you don't understand in the clinical placement, when you go back to the campus for lecture, tutorial or lab you can discuss it with the uni staff.
- the best aspect is the practicals that we are sent out on because its quite hands on and that enhances all the theory we were taught through out the semester.
- Being able to go out on clinicals in various areas all over Sydney etc. gives us a good perspective on how the health system is today.

Curriculum: content and structure (BN students only: 2005: 29%)
(All respondents: 2003: 14%; 2002: 23%; 2001: 18%; 2000: 26%)

- The best aspects of the Bachelor of Nursing is that it prepares students for working within the medical field both theoretically and practically.
- The holistic nature of this degree. I appreciate the different aspects that have been involved in this course, it has forced me to consider things in ways i have previously not encountered. It is a course that inspires graduates to think outside the square when practising, to consider what is being done and why it is done rather than simply doing it.
- Broad nature of topics - ethics, sociology, strong focus on mental health gives a broader knowledge base and insight into many different paradigms.
- I enjoyed the lectures and units of study concerning social justice issues because they helped me recognise that nurses make a different beyond the clinical environment.

Good teaching: standard of teaching received⁵ (BN students only: 2005: 26%)
(All respondents: 2003: 16%; 2002: 15%; 2001: 22%; 2000: 16%)

- This survey was quite difficult to fill out because I have had either fantastic experiences with staff or absolutely appalling ones. Some lecturers have been inspiring with their depth of knowledge and willingness to engage student (AA, BB & CC in particular)..
- The calibre of face to face lecturers was excellent they were open to questioning and supportive and available by email.
- the best aspect is the staff willing to teach us and that they are passionate about what they teach
- some staff members really try hard in making their lectures' interesting and easy to learn! this course has allowed me to understand more about health and illness, and in turn, allows me to take care of myself and my family much better (no more myths and uncertainties)

⁴ No of comment received: BN respondents only: 2005: 119; All respondents: 2003: 174 : 2002: 157; 2001: 199; 2000: 38

⁵ Includes: Understanding students problems; links between theory and practice; links between tutorials and lectures; discussions encouraged; use of up to date learning resources/ material

Skills development: generic graduate attributes

(BN students only: 2005: 9%)

(All respondents: 2003: 14%; 2002: 8%; 2001: 11%; 2000: 13%)

- I think the greatest thing i have gained out of doing nursing at university is learning how to integrate written skills & knowledge into a social wellbeing which has allowed me to better communicate with those around me on both a personal & professional level. In turn this has increased my level of confidence which has increased my career options.
- helps me to analyse things rather than just remember. as a result, I do not need to remember a lot and have ability to solve other problems
- Rapid improvement of my written academic skills
- Best aspects would be the skills you come out with when finishing the course. Gives you great inter-personal skills. This course also makes you think a lot so you develop skills that help you critically think and evaluate your situation.

Learning community: learning environment

(BN students only: 2005: 8%)

(All respondents: 2003: 9%; 2002: 3%; 2001: 10%; 2000: 3%)

- the nursing community on campus is good = creates a comfortable environment in which to learn; meeting new people all the time = subjected to different cultures and understanding and learning about different walks of life is always interesting
- Learning new things and meeting people with similar interests
- Being able to talk to other students and staff about the courses that I am studying. It helps because it feels as though the staff actually care about our workload. This allows the lecturers to change due dates of assignments if there is other things on that day.
- The relationship with your students and teachers. I find the teachers are supportive and will offer feedback when ever approached. The teachers make an effort to accommodate the students. Fellow students offer the support needed to get you through the semester. This is very encouraging to do better and that other students are going through what you are going through.

Curriculum: relevance to work

(BN students only: 2005: 8%)

(All respondents: 2003: 2%; 2002: 7%; 2000: 3%)

- knowing that once done with the degree, a job is guaranteed
- Clinical subjects and clinical placement. We are able to use the knowledge and skills we have learnt during semester in the hospital setting. We feel as though we are actually learning something related to nursing.
- Having work experience during the course, so when you go for a job you know what to do and what to expect.
- The best aspects involve the development of my theory based knowledge to combine with my practical skills. This is important in my career to hold both aspects of care and create a holistic approach for overall delivery.

Other aspects mentioned included:

	<i>BN</i>	<i>All respondents</i>			
	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>
Overall satisfaction: quality of academic staff	7%	3%	3%	4%	5%

4.2 Analysis of comments suggesting improvements⁶

Curriculum: clinical and practical aspects

(BN students only: 2005: 29%)

(All respondents: 2003: 29%; 2002: 40%; 2001: 29%; 2000: 24%)

- This course would have benefited with more clinical placement in first and second year, and more support from the clinical education office. The uncaring nature of this department has often left me feeling unsupported...
- there should be more hands on work and less theory, our course is very theory based and as nurses we must enhance our confidence skills and that is quite hard when during the semester all we do is theory. its also not fair that our pracs are on when everyone else is on holidays, such as this year we had no break we went right through the year and that causes a lot of pressure on us as students.
- Develop more practical classes and cut down theory sections as too much of a workload
- The clinical components need to be improved, i.e., more on campus clinical resources and weekly clinical visits to increase skills.

Good teaching: standard of teaching received

(BN students only: 2005: 19%)

(All respondents: 2003: 15%; 2002: 15%; 2001: 11%; 2000: 24%)

- The teaching in Community Health Nursing and Inquiry & Research in Nursing has been less than desirable. Graduate entry students next year will not accept this lack of co-ordination and poor teaching quality.
- The good lecturers keep leaving. Because they are shutting down the faculty. Keep the lecturers that actually give a good lecture and not just read from notes.
- Lectures need to be more interesting, need to engage the students, stop reading off slides, boring (we can just get them off web.
- Many lecturers have an attitude where they think the training should be tough and we should have to struggle. It is a real us and them attitude. Often we are treated like lazy, annoying children. There is plenty of room for improvement. This is not all staff but a majority.

Curriculum: content and structure

(BN students only: 2005: 17%)

(All respondents: 2003: 23%; 2002: 14%; 2001: 19%; 2000: 27%)

- There is too much humanities subjects and not enough clinical. What kind of nursing course is this? Humanities is good but not too much.
- Indigenous health part in 2nd year. I believe that it could be more in depth as the issues are already introduced in 1st year.
- Subjects were altered halfway through the semester (themes changed in unit of study, tutorials cancelled) without apology, and leaving what was expected of us up in the air.
- The unit system. FCNU 1001 need to past the writing test in order to pass the whole unit. It's stupid. Since it's a waste of time people come from overseas have difficulties to pass this writing test

⁶ No of comment received: BN respondents only: 2005: 122; All respondents: 2003: 192 : 2002: 190; 2001: 228; 2000: 37

Administration and organisation: general comments

(BN students only: 2005: 16%)

(All respondents: 2003: 6%; 2002: 6%; 2001: 5%; 2000: 11%)

- The way the course has been run and organised, it is very disorganised at the present time and the students at Orange still have no feedback as to what is happening with their nursing studies next year. Many are reluctant to go to Sydney and it is because we were told this would be a degree that focuses on rural and remote issues and taught in the same area.
- the way practicals are organised and the administration side of the degree need to be improved
- The co-ordination of our clinical placements has been terrible.
- The communication between the student administration and the students. It is difficult to get to the office between the opening times and then when you do, you receive no feedback and constantly chasing them for information you asked for. It is very time consuming and frustrating.

Appropriate workload

(BN students only: 2005: 15%)

(All respondents: 2003: 18%; 2002: 5%; 2001: 6%; 2000: 3%)

- Workload was higher than expected, it was hard to complete all work required to understand the content whilst working as well. The practice days could have been better organised to fit within the semester with the theory, not taking up all holiday time, so there is no time left to work.
- No mid year break which has significantly contributes to lack of motivation within the student body. And people wonder why nursing students transfer or drop out?
- organisation of workload - more communication between staff of each subject, for a better knowledge of students workload - Readjust workload
- Not having long study days would also be another way to improve the course. By the end of the day, doing the one subject for hours with only 1.5 hours off, makes you really tired and so you don't understand what is being taught so you have to teach yourself again just to be able to complete the work.

Clear goals and standards⁷

(BN students only: 2005: 12%)

(All respondents: 2003: 2%; 2002: 3%; 2001: 1%; 2000: 3%)

- Standard in teaching and marking; differences between teachers make everybody confused in terms of expectations, since what is considered right to some teachers may be opposed by the others.
- There is a bias in marking and it is difficult to understand what is really expected of us when we do assignments.
- Standardised testing, about 50% of our marks come from teachers opinions (class presentations, diary entries) and this can often be influenced as to whether they like you or not, for eg i know for a fact that two students handed in the exact same assessment, one student received a pass the other a distinction that is a large discrepancy
- the expectations required for assignments were not stated clearly. This lead many people to have obtain low marks in some subjects and high marks in others when the same style and quality of work was produced.

⁷Includes: Clear aims and objectives for the course; clear expectations for standard of work required; clear explanation of marking criteria

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

Other aspects mentioned included:

	<i>BN</i>		<i>All respondents</i>		
	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>
Overall satisfaction: quality of degree ⁸	11%	6%	3%	3%	5%
Appropriate assessment	11%	11%	9%	5%	8%
Resource issues ⁹	8%	1%	2%	2%	
Learning resources: physical facilities (incl equipment)	6%	4%	1%	4%	16%

⁸ Mostly relating to closure of faculty undergraduate program

⁹ As above

5 Degree experience: Other degree programs

5.1 Analysis of comments referring to the best aspects

BN (Pre registration)

Number of students who commented = 15

<i>Aspect mentioned</i>	<i>Number of comments received</i>
Good teaching: standard of teaching received	4
Curriculum: content and structure	3
Learning resources: general	3
Curriculum: clinical and practical aspects	2
Skills development: generic graduate attributes	2
Research led teaching	2
Overall satisfaction: quality of degree	1
Learning community: learning environment	1
Learning community: tutorials and seminars	1
Curriculum: relevance to work/ career	1
Good teaching: motivating, challenging, stimulating	1
Good teaching: group work	1
eLearning: Learning management systems (WebCT)	1

BN (Post registration)

Number of students who commented = 5

<i>Aspect mentioned</i>	<i>Number of comments received</i>
Good teaching: standard of teaching received	2
Overall satisfaction: quality of degree	1
Learning community: learning environment	1
Curriculum: content and structure	1
Curriculum: flexibility, diversity , variety	1
Curriculum: practical: work experience	1
Skills development: generic graduate attributes	1

BN (Indigenous Aust. Health)

Number of students who commented = 7

<i>Aspect mentioned</i>	<i>Number of comments received</i>
Good teaching: standard of teaching received	3
Curriculum: clinical and practical aspects	3
Curriculum: content and structure	1
Learning community: learning environment	1
Learning community: tutorials and seminars	1
Skills development: generic graduate attributes	1

BN/ BA

Number of students who commented = 3

<i>Aspect mentioned</i>	<i>Number of comments received</i>
Overall satisfaction: quality of degree	1
Curriculum: diversity, flexibility, variety	1
Curriculum: clinical and practical aspects	1
Good teaching: standard of teaching received	1

BN / BSc

Number of students who commented = 10

<i>Aspect mentioned</i>	<i>Number of comments received</i>
Curriculum: flexibility, diversity, variety	4
Curriculum: clinical and practical aspects	3
Research led teaching	2
Curriculum: content and structure	1
Curriculum: relevance to work/ career	1
Online resources	1

5.2 Analysis of comments suggesting improvements

BN (Pre registration)

Number of students who commented = 17

<i>Aspect mentioned</i>	<i>Number of comments received</i>
Good teaching: standard of teaching received	7
Curriculum: clinical and practical aspects	5
Overall satisfaction: quality of degree	4
Curriculum: content and structure	3
Resource issues	2
Appropriate assessment	2
Appropriate workload	2
Good teaching: useful and timely feedback	2
Learning resources: physical facilities	2
Communication	2
Administration and organisation: general comments	1

BN (Post registration)

Number of students who commented = 5

<i>Aspect mentioned</i>	<i>Number of comments received</i>
Good teaching: standard of teaching received	3
Good teaching: useful and feedback	2
Overall satisfaction: quality of degree	1
Curriculum: practical: work experience	1
Administration and organisation: general comments	1
Communication	1

BN (Indigenous Aust. Health)

Number of students who commented = 9

<i>Aspect mentioned</i>	<i>Number of comments received</i>
Curriculum: content and structure	2
Curriculum: clinical and practical aspects	2
Appropriate workload	2
eLearning: uptake by students/ staff	2
Overall satisfaction: quality of degree	1
Curriculum: relevance to work/ career	1
Clear goals and standards	1
Good teaching: standard of teaching received	1
Good teaching: unmotivating	1
Learning resources: library	1

BN/ BA

Number of students who commented = 4

<i>Aspect mentioned</i>	<i>Number of comments received</i>
Curriculum: content and structure	2
Curriculum: clinical and practical aspects	2
Clear goals and standards	2
Appropriate assessment	1
Evaluation and feedback	1
Good teaching: standard of teaching received	1
Administration and organisation: double degrees	1

BN / BSc

Number of students who commented = 12

<i>Aspect mentioned</i>	<i>Number of comments received</i>
Curriculum: content and structure	3
Administration and organisation: double degrees	3
Administration and organisation : general comments	2
Learning community: location	1
Learning community: tutorials and seminars	1
Curriculum: relevance to work/ career	1
Clear goals and standards	1
Appropriate assessment	1
eLearning: uptake by students/ staff	1

6 Experience of student administration and student support services

6.1 Analysis of comments referring to best aspects¹⁰

NB: *In 2000, less than 20 undergraduate students provided comments in response to the to the open questions. Since it statistically invalid to convert this low number into percentages, results from 2000 are not included in the comparative results..*

Customer service: quality (2005: 33%)
(2003: 37%; 2002: 40%; 2001: 41%)

- Prompt return of phone calls, very courteous and understanding staff, efficient and helpful staff. Enables students to get on with study with less time and worry over administration matters.
- The staff are always polite, willing to help you, and willing to give up there [sic] time for you.
- Knowledgeable staff. If you have a question they don't know, they'll find out the answer and keep you updated while they do.
- Especially on the main campus they are really just well organised and they know exactly what they are doing. Also I have seen over the years they have actively improved their services.

Web communications: intranet/ internet (incl. WebCT) (2005: 17%)
(2003: 19%; 2002: 10%; 2001: 8%)

- Webct- excellent, a central way to communicate with students and to ensure that every student has the same information.
- ICT Helpdesk, it allows students to get information while they are away from campus. Allow communication groups for both staff and students.
- The Sydney University intranet facility is fantastic. Information was readily available. Often, questions I had could be answered by accessing the information provided in the website. Discussion boards on webCT were also of great benefit. It was even more useful when the lecturers conveyed information through this medium.
- Computer access especially wireless internet was a big help with study. Accessing the internet while on campus is essential for my learning.

Services provided: accessibility and convenience of services (2005: 9%)
(2003: 13%; 2002: 12%; 2001: 5%)

- That it was easily accessible and could be used by everyone.
- Easy accessibility
- Easy access. Locations all over campus.
- They are aimed at assisting students to gain access to resources and feel supported through providing for individual requirements.

¹⁰ Number of comment received: 2005: 129; 2003: 107; 2002: 91; 2001: 115; 2000: 14

Services provided: availability and existence of services **(2005: 9%)**
(2003: 9%; 2002: 11%; 2001: 10%)

- Knowledge that if support is needed it is available
- I feel that the availability of counselling, health services, and campus security allow for students who are unable to get to these places due to time restraints to have easier access and hence more time for study and family.
- That the help and support is there and available when you need it.
- The best aspect is that you know they are there in case you need them

Services provided: variety of services **(2005: 9%)**
(2003: 7%; 2002: 4%; 2001: 8%)

- Support services etc. are brilliant as they allow students access to a wide variety of service that we all need
- That there is a lot of places provide for each students needs. It's just good to know that students are not there on their own and that there are always supports provided for them.
- The sheer variety of services and so although you don't use all of them, they have attempted to cover all bases and support everyone.
- There are such a wide variety of service available that can benefit anyone in the university community

Web communication: online access to support services **(2005: 9%)**
(2003: 4%; 2002: 2%; 2001: 1%)

- There are so many things available online now, and this is really helpful and easily accessible. This is good for students because we are so busy and being able to do everything online is important, more efficient and easier.
- Enrolling and accessing marks on-line as it saves time needing to go to University
- the Online services, they make everything to do with uni more accessible
- It available online, allows for easy access , quick and effective

Other aspects and services mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>
Library services	6%	5%	4%	16%

6.2 Analysis of comments suggesting improvements¹¹

Customer service: quality (2005: 21%)
(2003: 15%; 2002: 26%; 2001: 20%; 2000: 11%)

- more friendly staff members, and staff members who look like they care and RESPECT your problems and circumstances!
- Better rapport with students, engagement and less dogmatic, straight jacket approach.
- If they are friendlier, not acting like they have a bad day everyday, this would be nicer for students who have inquiries.
- More contact hours with students. Honesty. Being genuinely concerned and interested with student's needs.

Computer access centres: faculty¹² (2005: 17%)
(University and faculty computer centres: 2003: 5%; 2002: 8%; 2001: 8%; 2000: 36%)

- The Nursing computer lab is well below standard. It is pain getting help with printers etc.
- Computer access in faculty building increased beyond the hours currently available.
- When there is a problem with computer room printer give us some one to talk to not an answering service. Another printer in the computer room would be helpful when there are high volume of students wanting to print course material.
- our faculty computer access areas are very bad ... there are so many computers that are broken so can you just fix them please

Administration and organisation: general¹³ (2005: 15%)
(2003: 7%; 2002: 2%; 2001: 3%;)

- Student Centre and Faculty Student Administration should have better communication skills, also between staff. Because at many times students feel difficult communicating between admin and staff, leading to complications e.g. at enrolments.
- Need to have a general enquiries phone number for the faculty so that you can find out who you need to contact to find out answers to your questions. Staff and admin need to get back to students faster. Prac is very badly organised re distance to the placement. IT's quite unsafe to have people travelling an hour and a half after finishing an evening shift at 10pm, and it's unreasonable to ask people to get up at 5am to travel, when they could just be placed 15mins away from their home. This is a major source of discontent among a lot of students, and needs to be addressed.
- The hours that the nursing faculty admin service are open, are far too restrictive, & any feedback or info return seems to take far too long.
- i don't think it really needs improving, its fine the way it is- though it would be good if the nursing admin centre was open a little longer (i.e. 9-5pm instead of 10-4pm, which is closed between, 12-2pm.)

¹¹ Number of comment received: 2005: 115; 2003: 88; 2002: 96; 2001: 120; 2000: 28

¹² In 2005 comments on Computer access centres were divided into University *and* Faculty.

¹³ In 2005, this includes Faculty Administration (where specifically mentioned in the comment). These comments were previously counted in Customer Service: Quality

Services provided: equity of service provision **(2005: 12%)**
(2003: 16%; 2002: 7%; 2001: 14%; 2000: 21%)

- I am at the Nursing Faculty and it is too hard to access services at main campus. There is no sense of belonging to the Sydney University community.
- More services available in, or closer to Nursing campus, because we feel isolated over there. For example, I am unaware if there is a counselling service on Nursing campus.
- Give more support for students at different campuses. Its a long way to go to get to Carlaw Building
- As we are not on main campus we have greatly reduced access. To improve services some could come to us.

Customer service: opening hours **(2005: 10%)**
(2003: 17%; 2002: 22%; 2001: 23%; 2000: 21%)

- the opening hours of certain places, eg the student admin at the nursing faculty is very inconvenient, and doesn't make life easy
- The student services should be open at more accessible hours. For example: most students only have a lunch break to organise student support, however, most of these services are closed during lunch break.
- More people available at student services. The hours are abnormal, and it always takes a long time to see someone
- Review open hours:- I often found it hard to access services because they weren't open when I was free.

Library services **(2005: 9%)**
(2003: 6%; 2002: 11%; 2001: 23%; 2000: 21%)

- our library should have the books that are actually outlined in our unit of study booklet instead of very old versions of them i cannot afford to buy them all it costs me last time over 500 dollars... I'm a uni student where am i going to get that kind of money...? =(therefore maybe update our library or something ???
- The staff at Fisher Library weren't as helpful but ignorant and they kept me running around. It wastes students' time.
- nursing Library, there could be a few more copies of the compulsory texts in the library.
- The library has hopeless opening hours - especially the weekends!

Other aspects and services mentioned included:

	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>2001</i>	<i>2000</i>
Services provided: advertisement of services	8%	16%	6%	6%	
Web communications: intranet/ internet	8%	8%	8%		