

**FACULTY OF ENGINEERING**  
**STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ)**  
**ANALYSIS OF OPEN RESPONSE COMMENTS 2003**  
**UNDERGRADUATE STUDENTS**

NB: *number of comments on each aspect are displayed as a percentage of the total number of comments received for each question.*

**1 Degree Course Experience**

**SCEQ 2003 OR Q 37<sup>1</sup>      What are the best aspects of your degree course?**

**Students are happy with some aspects of the curriculum** (2003: 21%)  
(2002: 31%; 2001: 28%; 2000: 35%)

- Learning interesting aspects of the construction industry
- It was specific but also gave enough room to explore other areas of study outside Engineering by taking up electives
- Being able to choose electives which are interesting to myself personally. Often a lot of core subjects aren't ones that I would normally pick or are too hard. The electives are usually more enjoyable and the teaching tends to be better

**Students appreciate the practical aspects of the curriculum** (2003: 19%)  
(2002: 17%; 2001: 13%; 2000: 13%)

- The practical aspects of my course such as physics lab and elec lab because they help me understand the theory part as well as giving me experience for after I finish my degree
- The hands on subjects. Being able to learn the theory and then put it into practice. For example building catapults in semester 1 and bottle rockets in semester 2
- The practical subjects because they have real world applications and feel worthwhile

**Generic and disciplinary skills are being developed** (2003: 14%)  
(2002: 14%; 2001: 17%; 2000: 9%)

- Developing an ability to solve problems, which is a good base to build from
- It is very analytical also logical, so that I could gain very sharp analytical skills through this course
- Get to work on the group projects, developing my analytical and problem solving skills

**Students are satisfied with the standard of teaching received** (2003: 13%)  
(2002: 11%; 2001: 12%; 2000: 15%)

- Few lecturers use both slides and laptops to bring/ show the interesting and helpful resources for the subject. Just normal text based lectures make no fun
- The best aspects are those rare times when the lecturer is actually enthusiastic about what they are teaching and present it in a way that is clearly understandable
- Some lecturers are really good at teaching, I learned a lot from them

**SCEQ 2003 OR Q 38<sup>2</sup>      What aspects of your degree course could be improved?**

<sup>1</sup> Number of comments received: 2003 – 190; 2002 – 191; 2001 – 183; 2000 – 85

<sup>2</sup> Number of comments received: 2003 – 196; 2002 – 210; 2001 – 204; 2000 – 85

**Students are unhappy with some aspects of the curriculum** (2003: 27%)

(2002: 22%; 2001: 18%; 2000: 28%)

- Having more up to date course and courses that relate more to the industry
- Drop statistics from the standard engineering program. Other topics in mathematics would be more interesting and possibly more relevant
- Most of the courses in yr3, yr4 are telecom or software courses, so please to provide more courses about hardware (i.e. design, cpu) or multimedia

**Students are dissatisfied with the standard of teaching received** (2003: 23%)

(2002: 21%; 2001: 30%; 2000: 21%)

- Some lecturers do need to put in more effort when it comes to preparing for lectures especially when explaining new concepts
- In general the university needs to pay more attention to the academic staff's teaching skills. While there is no doubt that all of them are highly qualified in their field the really good teachers are rare.
- Lecturing. I find it very hard to retain interest and concentration when the lectures are boring

**Students are unhappy with the workload** (2003: 16%)

(2002: 14%; 2001: 9%; 2000: 13%)

- Some of the workload, especially around the middle years of the degree, is very demanding and requires a lot of time and effort
- Workload is too high, most engineering students feel that way
- Workload – lecturers should work together to spread the workload

**Students are dissatisfied with the quality of the teaching staff** (2003: 9%)

(2002: 12%; 2001: 11%; 2000: 20%)

- Have experienced and well qualified professors instead of the beginners
- Communication/ language barriers with lecturers; many have very poor communication skills, and seem unable to adequately teach necessary material
- Tutor level of knowledge should be improved. I usually found the tutors are not much help in solving the problem. Their knowledge is not good enough.

## **2 Experience of student administration and student support services**

**SCEQ 2003 OR Q 67<sup>3</sup> What are the best aspects of the student administration and support services at the University?**

**Staff are friendly, helpful and efficient** (2003: 39%)

(2002: 35%; 2001: 42%; 2000: 43%)

- True to their name I found them very supportive, and helpful, friendly. The right attitude towards a student who suddenly feels the world is conspiring against him/her
- They were all helpful and solved my problems
- People are generally friendly and keen to help. They can also be flexible rather than being strict

**Students appreciate intranet and internet services** (2003: 16%)

(2002: 17%; 2001: 19%; 2000: 11%)

- The webpages (intranet, library) are really good, very convenient, easy to use, and helpful
- UsydNet as I have control over lots of things
- Everything is on the web – very convenient and easy

**Students appreciate ability to access services online** (2003: 12%)

(2002: 3%; 2001: 6%; 2000: 8%)

- Usydnet, very simple to use and saves you lining up for services

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<sup>3</sup> Number of comments received: 2003 – 133; 2002 – 144; 2001 – 159; 2000 – 53

- The online services are excellent because they allow you to go through pre-enrolment and other administrative process from home
- A lot of administration can be done online. This makes it a lot easier and never have to wait in queues

**Computer Access Centres** (2003: 11%)

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

- Computer centres reasonably run, staff are helpful
- Computer labs are good to be able to use at any time
- The computer labs are well stocked in order to be useful for students

**Library services** (2003: 11%)

- Library service: good because many books and references for study, staff are helpful, and libraries are good places for studying
- The library was good because it had a sufficient amount of area for study
- The library service. I reported a missing book and was promptly replied and the library staff are helpful

**Other aspects mentioned include:**

- Availability and existence of services (2003: 5%) (2002: 7%; 2001: 8%; 2000: 8%)
- Accessibility and convenience of services (2003: 4%) (2002: 9%; 2001: 5%)
- Variety of services available (2003: 3%) (2002: 3%; 2001: 8%; 2000: 2%)

**Other services mentioned by name include:**

- Student Centre (2003: 5%) (2002: 3%; 2001: 4%; 2000: 2%)
- Security service (2003: 4%) (2002: 2%; 2001: 1%)

**SCEQ 2003 OR Q 68<sup>4</sup> How could student administration and support services be improved to better support your study at the University?**

**Computer Access Centres** (2003: 22%)

(2002: 16%; 2001: 12%)

- Computer access centre should also provide more resources. A lot of students cannot have internet access when they want it
- Computers – too many not working/ broken
- Upgrade computer access centres with faster and more reliable computer

**Staff are unfriendly, unhelpful and inefficient** (2003: 19%)

(2002: 24%; 2001: 24%; 2000: 23%)

- One word: smile. There's an incredible collection of sour, unfriendly people working in administration at Sydney university
- I have found the attitude of staff in services to be usually fairly poor and of times rude. Also, the amount of time waiting for help from staff has been discouraging, especially to busy students
- Staff should be happy!

**Student Centre** (2003: 13%)

(2002: 7%; 2001: 9%)

- Perhaps hours of Student Centre should be extended and temp staff put in for busy periods
- Student centre queues are too long during peak time of year. Maybe more registers can be open within the Centre
- Try a way to reduce queues to the Student Centre

**Intranet/ internet services could be improved** (2003: 12%)

(2002: 10%; 2001: 10%; 2000: 6%)

- Internet access should be free just like other universities

<sup>4</sup> Number of comments received: 2003 – 107; 2002 – 135; 2001 – 126; 2000 – 52

- Internet access and printing should be free
- Have a system where I login then I can access everything. At the moment I have a username and password for logging into computer, email, My Uni and Blackboard. These should be consolidated. Also get blackboard across all faculties

**Other aspects mentioned include:**

- Advertisement of services (2003: 9%) (2002: 4%; 2001: 8%; 2000: 8%)
- Administration and organisation (2003: 7%) (2001: 2%; 2001: 6%; 2000: 10%)

**Other services mentioned by name include:**

- Library services (2003: 7%) (2002: 7%; 2001: 8%; 2000: 13%)
- Health Service (2003: 7%) (2002: 2%; 2001: 3%; 2000: 7%)
- Security Services (2003: 5%) (2002: 2%; 2001: 2%; 2000: 2%)