

# ***Graduate Coursework in MADA:***

Student Experiences,  
Challenges and Opportunities  
for Enhancement



## Acknowledgements

### Acknowledgement of Country

The Monash Graduate Association respectfully acknowledges the Traditional Custodians of the lands on which we work and learn. We pay our respects to the Wurundjeri Woi Wurrung and Bunurong peoples of the Kulin Nation, on whose unceded lands our Melbourne campuses are situated.

We also acknowledge and pay our respects to the Traditional Custodians of all lands and waters across Australia from which our graduate students participated in this research. We honour the continuing connection of Aboriginal and Torres Strait Islander peoples to Country, culture and community and recognise their enduring knowledge systems and contributions to Australian society.

We pay our respects to Elders past and present, and extend that respect to all Aboriginal and Torres Strait Islander peoples.

### Report Production

The Monash Graduate Association would like to thank all those who assisted in the production and distribution of this survey. We would also like to thank the graduate students who completed the survey.

This report was produced by the MGA's Research Manager, Dr Ryan Edwards. Should you have any questions in regard to the paper, please contact [ryan.edwards@monash.edu](mailto:ryan.edwards@monash.edu) for further information.

### Use of Generative AI

The design, methodology and core content of this report are the work of the author. Generative AI (Claude) supported specific technical tasks including the coding of open-ended survey responses and the automation of repetitive data analysis procedures. AI assistance was also employed for language editing and refinement throughout the document. All applications of AI were supervised and validated by the research team. The analytical insights, conclusions and recommendations presented in this report represent the independent professional judgment of the author. All cited sources were identified, reviewed and verified manually.

### How to Cite this Report

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## Introduction

This report examines the experiences of 60 graduate coursework students in the Faculty of Art, Design and Architecture (MADA) who participated in the MGA's *2025 National Postgraduate Survey on Health, Family and Finances*. It complements the university-wide report *Graduate Coursework at Monash: Student Experience, Challenges and Opportunities for Enhancement* by identifying faculty-specific patterns and opportunities for targeted enhancement within MADA.

Where meaningful, findings are compared to Monash-wide averages to highlight areas where MADA students' experiences converge with or diverge from broader institutional trends. Given the focused sample size, this report emphasises actionable insights for faculty leadership rather than comprehensive statistical analysis.

## Survey Participation

- 60 MADA graduate coursework students participated.
- Response rate represents approximately 8% of enrolled MADA graduate coursework students.
- Data collected May-June 2025 as part of a broader institutional study.

## Report Focus

This report addresses six key areas:

- Mental health and wellbeing in MADA graduate coursework contexts.
- Financial pressures and their impact on study.
- Parental and carer responsibilities.
- Peer connection and support needs unique to MADA students.
- Course experience and attrition considerations.
- Employment outcomes and career planning.

Note on methodology: For detailed survey methodology, limitations and comparative analysis with other universities, please see the main university-wide report. This faculty report focuses on patterns specific to MADA students and what the faculty can do to enhance support.

This research was approved by the Monash University Human Research Ethics Committee (Project ID: 46811).

## Key Findings for MADA

This section provides core findings from the 60 MADA graduate coursework students who participated in the survey, examining patterns across mental health, financial circumstances, course experience and peer connection. Where meaningful, findings are compared to other faculties and Monash-wide averages to identify where MADA students' experiences align with or diverge from broader institutional trends. These comparisons reveal both shared challenges affecting graduate coursework students across disciplines and distinctive patterns that may warrant faculty-specific interventions.

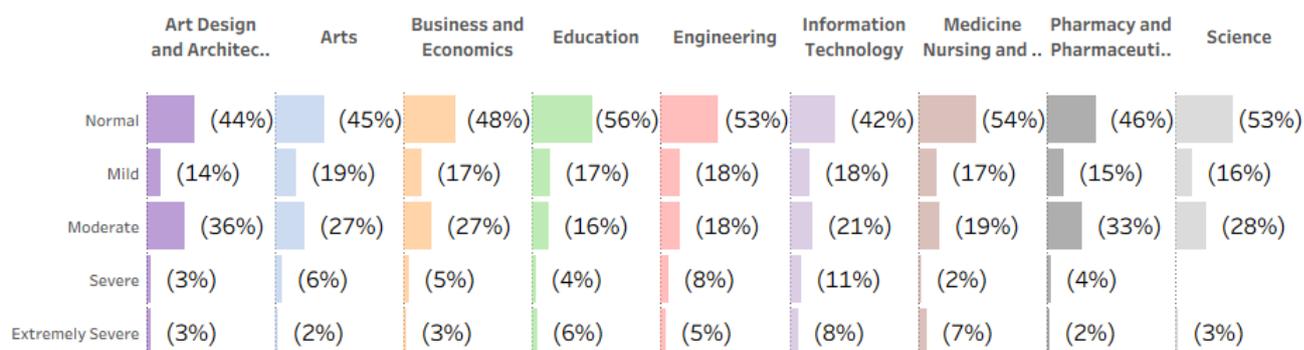
### 1. The Mental Health and Wellbeing Landscape

Mental health and wellbeing represent fundamental aspects of the graduate coursework student experience, influencing not only personal quality of life but also academic performance, productivity and career trajectories. The unique demands of graduate coursework training – including extended periods of independent work, uncertain timelines, financial constraints and high-stakes academic pressures – create particular psychological challenges that distinguish this population from other student cohorts. Understanding the mental health landscape among graduate coursework students provides essential insights into the support needs of this community and helps contextualise the broader challenges they face in balancing personal wellbeing with academic achievement.

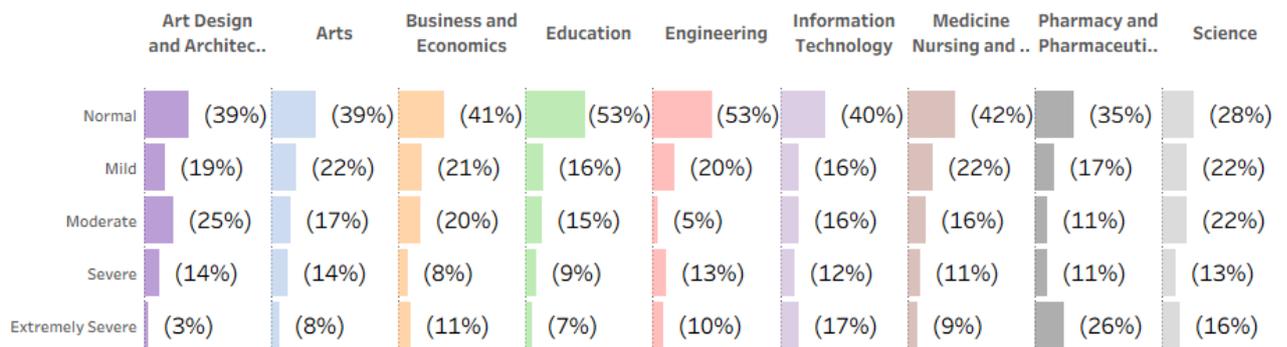
#### DASS21 and Mental Health Indicators

The Depression Anxiety Stress Scales-21 (DASS21) is a widely used, validated psychological assessment tool that measures three related emotional states: depression, anxiety and stress. The DASS21 was included in the survey to provide standardised, comparable measures of mental health that can be benchmarked against general population norms and other student cohorts. This tool uses empirically derived severity categories ranging from “normal” through “mild”, “moderate”, “severe”, to “extremely severe” levels, moving beyond simple self-reported perceptions to structured, research-based classifications.

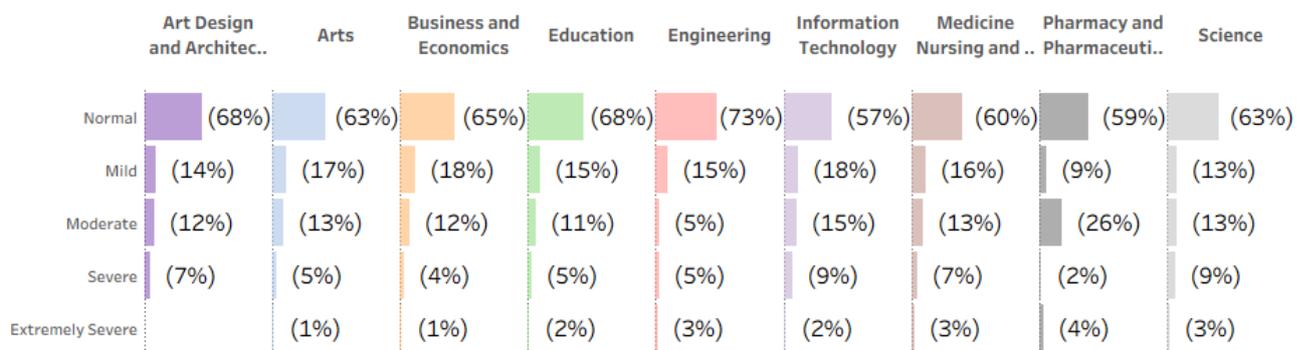
#### Depression:



### Anxiety:



### Stress:



MADA graduate coursework students demonstrate mental health patterns that reveal both similarities to and notable differences from the broader Monash graduate coursework cohort. When comparing MADA students with the overall Monash graduate coursework population, MADA students show varied outcomes across the three mental health domains.

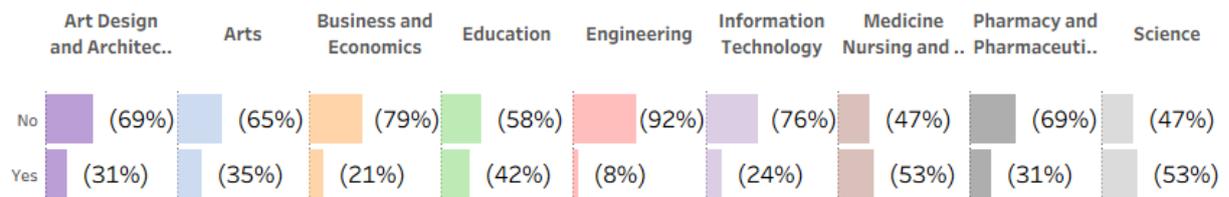
For depression, 44% of MADA students fall within the “normal” range compared to 49% across Monash, with 42% of MADA students experiencing moderate to extremely severe symptoms versus 34% for the overall Monash cohort. Anxiety levels reveal a similar pattern, with 39% of MADA students in the normal range compared to 43% across Monash and 42% of MADA students reporting moderate to extremely severe symptoms compared to 39% university-wide. However, stress levels show a more positive pattern, with 68% of MADA students in the normal range compared to 63% across Monash and only 19% experiencing moderate to extremely severe stress versus 20% university-wide.

These findings suggest that whilst MADA students experience marginally elevated rates of depression and anxiety symptoms compared to the overall Monash graduate coursework population, they demonstrate notably better outcomes for stress, suggesting that this cohort may have effective stress management practices or strategies. The higher rates of moderate to extremely severe depression and anxiety in MADA (42% for both) compared to the university average (34% for depression, 39% for anxiety) indicate this cohort may benefit from targeted mental health support initiatives.

## Accessing Mental Health Support

Mental health support utilisation among graduate coursework students reveals both encouraging engagement patterns and concerning disparities across different student populations.

### Accessing Mental Health Support by Faculty



Mental health support access patterns across faculties are strongly influenced by citizenship demographics, with the university-wide data revealing that domestic students access support at 60% compared to only 25% for international students. Survey respondents from MADA's student body comprises of 78% international students and 22% domestic students, which largely explains the faculty's 31% overall support access rate. This figure closely aligns with what would be expected given MADA's demographic composition, suggesting that citizenship-related barriers to support access – rather than faculty-specific factors – are the primary driver of these patterns.

The substantial variation in access rates across faculties (ranging from 8% in Engineering to 53% in MNHS and Science) likely reflects differing proportions of domestic versus international students in each faculty's respondent pool rather than fundamental differences in support-seeking cultures or service awareness. Faculties with higher access rates such as MNHS (53%) and Education (42%) have greater proportions of domestic students, whilst those with lower rates such as Engineering (8%), BusEco (21%) and IT (24%) reflect higher international student enrolments.

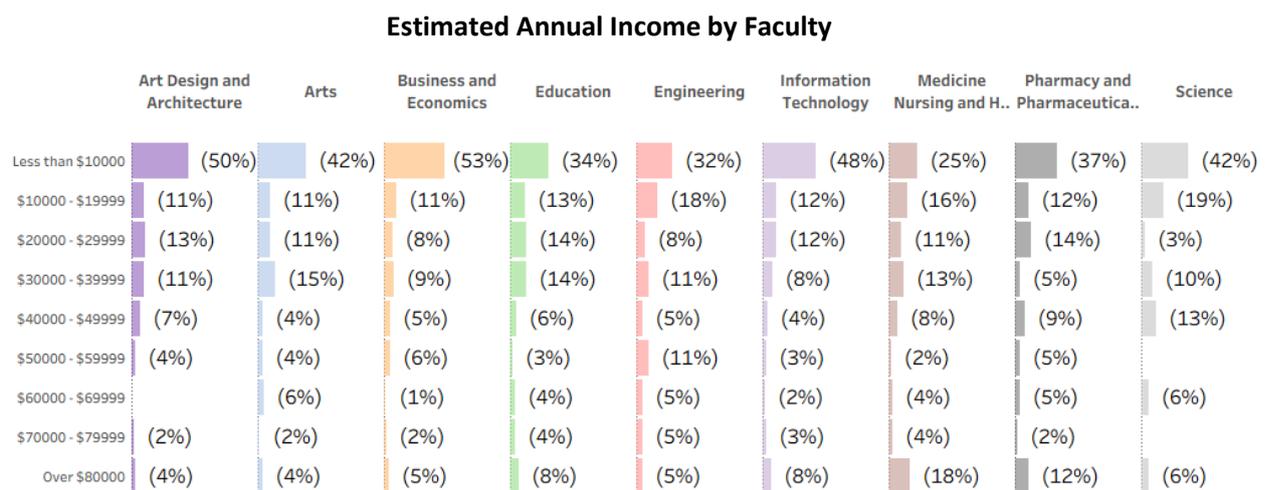
For MADA specifically, whilst the 31% access rate aligns with demographic expectations, the underlying citizenship disparity remains concerning. With 78% of MADA respondents being international students and 42% of the cohort experiencing moderate to extremely severe depression or anxiety symptoms, addressing the systematic barriers that prevent international students from accessing mental health support represents a critical opportunity for improving student wellbeing outcomes within the faculty.

## 2. Financial Circumstances and Study Impact

Financial circumstances play a pivotal role in shaping the graduate coursework student experience, extending far beyond basic living expenses to directly influence academic engagement, course participation and career development. The intensive demands of graduate coursework programmes, combined with limited financial support mechanisms and the need for many students to maintain substantial employment alongside full-time study, create unique economic pressures for this particular cohort. Understanding how financial circumstances affect students' ability to engage fully with their coursework and professional development is essential for comprehending the broader challenges facing the graduate coursework community and identifying areas where enhanced support could meaningfully improve both student wellbeing and academic outcomes.

### Estimated Income

Graduate coursework students report varying income levels that reflect their diverse circumstances and study arrangements.



MADA students demonstrate income patterns that closely reflect the faculty's predominantly international student respondent composition. Half (50%) of MADA graduate coursework students report annual incomes below \$10,000, with an additional 11% earning between \$10,000-\$19,999, placing the majority (61%) in the two lowest income brackets. This concentration in the lowest income categories aligns closely with patterns observed across the university for international students, 63% of whom earn less than \$19,999 annually.

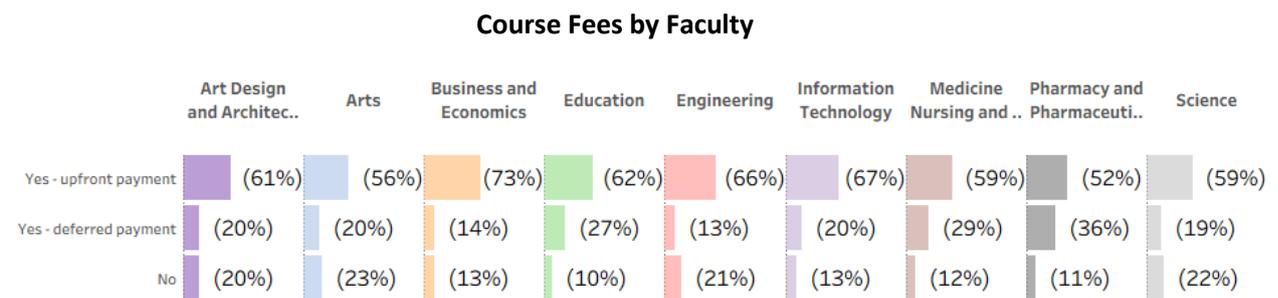
The median income range for MADA students appears to fall between \$10,000-\$19,999, closely matching the international student median university-wide and substantially below the \$20,000-\$29,999 median for domestic full-time students and the \$70,000-\$79,999 median for domestic part-time students. Only 4% of MADA students earn over \$80,000 annually, compared to 47% of domestic part-time students university-wide, who maintain substantial professional careers whilst studying. The income distribution shows 74% of MADA students earning below \$30,000 annually,

indicating that the overwhelming majority may face significant financial constraints whilst pursuing their graduate coursework studies.

These stark income limitations may have profound implications for MADA students' capacity to meet basic living costs, access course materials and participate fully in their academic programmes. The concentration of students in the lowest income brackets creates particular vulnerability to financial stress and housing insecurity, as explored in subsequent sections.

### Student Fee Payment Status

This section examines the proportion of graduate coursework students who pay tuition or course fees directly. Understanding fee payment status provides important context for interpreting student experiences, particularly regarding value for money perceptions and financial stress indicators. Students who bear direct financial responsibility for their education may have different expectations and concerns compared to those whose fees are covered through external support, including family finances, scholarships and sponsorship or student loans.



Fee payment patterns in MADA reveal a mixed structure that partially reflects the faculty's predominantly international student survey respondent composition whilst showing some distinctive characteristics. Overall, 81% of MADA students pay tuition fees either upfront (61%) or through deferred payment arrangements (20%), with 20% not paying fees.

MADA's fee payment patterns show some divergence from the university-wide international student pattern, where 74% pay upfront, 10% use deferred payment and 15% have no fee obligation.

When compared across faculties, MADA's 61% upfront payment rate positions it in the middle range, notably below BusEco (73%) but similar to Education (62%) and Arts (61%).

### Course Fee Funding Sources

The following section examines only those students making upfront payments (61% of MADA students) to understand their funding sources, including the distribution of fee payment responsibility across different sources. These students were asked to indicate how much of their course fees are paid by each of the following: self, family, employer, sponsor and other sources.

Understanding fee payment sources provides crucial insight into the financial ecosystems supporting graduate coursework education. Students who self-fund their education face different financial pressures compared to those with employer support or family assistance. Similarly, the extent of family contribution may reflect broader household financial circumstances and intergenerational support patterns. These funding arrangements have direct implications for student financial stress, employment decisions and study intensity.

The following analysis examines the proportion of fees covered by each source across different student cohorts, revealing the diverse financial arrangements underpinning graduate coursework study.

#### Course Fee Funding in MADA

Payment Source	Use this source	All	Most	About Half	A little
Self	44%	9%	3%	6%	26%
Family	82%	50%	15%	15%	3%
Employer	9%	0%	0%	0%	9%
Sponsor	6%	3%	0%	0%	3%
Other	26%	0%	12%	3%	12%

MADA's fee funding patterns strongly reflect the faculty's predominantly international student survey respondent composition, with family support serving as the primary funding source for students making upfront payments. Among MADA students paying fees upfront, 82% rely on family contributions, with half (50%) having all their fees covered by family and an additional 15% having most fees covered this way. This closely mirrors the international student pattern university-wide, where 88% of international students making upfront payments receive family support, with 59% having all fees covered by family.

Self-funding emerges as a secondary but meaningful pattern, with 44% of MADA students contributing their own funds – though only 9% cover all their fees themselves and most (26%) contribute only a little. This self-funding rate sits between the international student pattern (38% contribute own funds) and domestic full-time students (88% contribute own funds), again reflecting MADA's mixed but predominantly international composition. Employer support remains modest (9% of students, all contributing only a little), sponsor support is modest (6%), whilst “other” funding sources represent a notable 26% of students – substantially higher than the international student university-wide pattern (8%) and potentially reflecting alternative support mechanisms such as loans, grants or other institutional support specific to MADA programmes.

These funding patterns highlight the substantial immediate financial obligations faced by MADA students and their families, with 82% requiring significant family resources to meet upfront fee requirements. The heavy reliance on family support creates particular vulnerability for students whose family circumstances change during their studies and raises important questions about financial sustainability and stress levels, particularly given the low income levels documented above where 61% of MADA students earn below \$20,000 annually whilst many simultaneously draw on family resources to cover substantial tuition fees.

## Melbourne Institute’s Financial Wellbeing Scale

Whilst reported income provides important baseline information about graduate coursework students’ financial circumstances, the Melbourne Institute’s Financial Wellbeing Scale offers a more nuanced understanding of how financial situations actually affect students’ lives and wellbeing. Income figures alone cannot capture the complexity of financial stress – two students with identical incomes may experience vastly different levels of financial pressure depending on their expenses, debt levels, family responsibilities and psychological relationship with money. The MI Financial Wellbeing Scale addresses this limitation by measuring not just what students earn, but how secure, free, safe and in control they feel regarding their finances.

The MI Financial Wellbeing Scale offers a comprehensive and validated measure of individuals’ financial circumstances and their psychological relationship with money. This scale was incorporated to move beyond simple income reporting and capture the multifaceted nature of financial wellbeing, including financial security, financial freedom, financial safety and financial control. Respondents are categorised into four groups: “doing great,” “getting by,” “just coping,” and “having trouble,” providing nuanced insights into how financial circumstances affect daily life and decision-making.

### MI Financial Wellbeing Scale

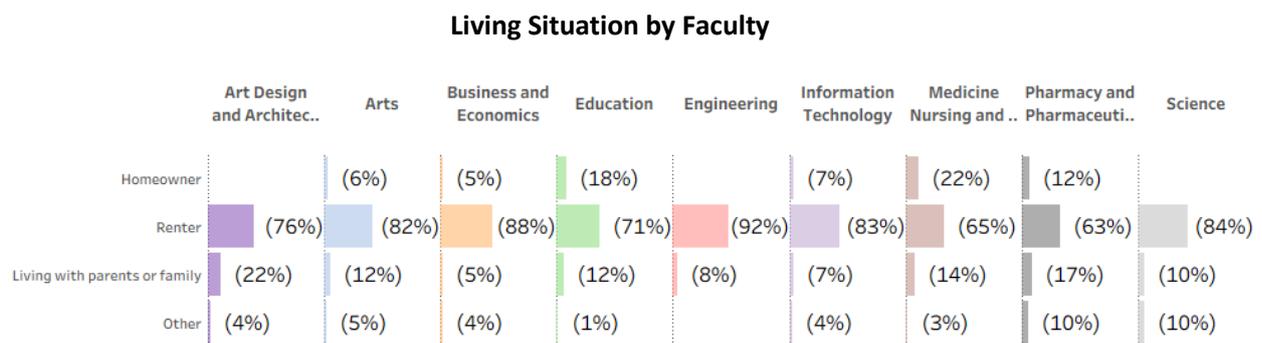
	MADA 2023	MADA 2025	Monash 2025
Doing great	3%	0%	4%
Getting by	31%	37%	37%
Just coping	54%	52%	41%
Having trouble	11%	12%	19%

MADA students demonstrate a distinctive financial wellbeing profile that reveals significant pressures whilst showing some divergence from broader university patterns. Not a single MADA student (0%) reported “doing great” financially in 2025, compared to 4% across Monash overall, indicating an absence of financial security within this cohort. The majority of MADA students find themselves in the middle categories, with 37% “getting by” (matching the Monash average) and a notably high 52% “just coping” compared to 41% across Monash overall. This 11 percentage point difference in the “just coping” category represents the most distinctive feature of MADA’s financial wellbeing profile, suggesting that over half the faculty’s students are under sustained financial pressure. However, only 12% of MADA students report “having trouble” compared to 19% across Monash, indicating that whilst MADA students face significant financial strain, they are somewhat less likely to be in the most acute financial distress category.

The comparison with MADA’s 2023 cohort reveals relative stability in these patterns, with the proportion “just coping” remaining high (52% in 2025 versus 54% in 2023) and those “having trouble” similar (12% versus 11%). Though, the data shows that current MADA students are reporting somewhat worse financial conditions than their counterparts in 2023, suggesting these financial wellbeing patterns represent persistent structural challenges – potentially reflecting broader economic pressure and cost of living felt throughout society – rather than temporary fluctuations within the faculty’s graduate coursework population.

## Housing Costs

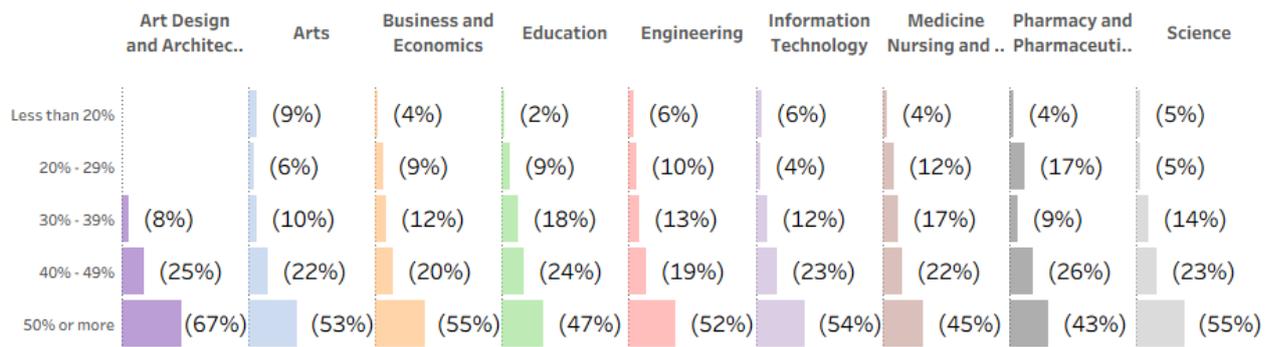
Housing represents one of the most significant financial pressures facing graduate coursework students, with rental costs consuming substantial proportions of monthly income and directly constraining students' capacity to meet other essential expenses. The following analysis examines living arrangements and rental burden patterns across faculties, revealing the extent to which housing affordability challenges affect MADA students.



MADA students demonstrate housing patterns characteristic of a predominantly international, full-time student population with limited financial resources. Three-quarters (76%) of MADA students rent their accommodation, while 22% of MADA students live with parents or family and 4% report “other” living arrangements. Notably, no MADA students reported homeownership (0%), contrasting sharply with faculties showing higher domestic student representation such as Education (18%) and MNHS (22%).

The high rental rate of 76% reflects MADA's demographic composition: international students typically cannot access family housing support and must navigate the private rental market independently, whilst the faculty's 78% international student representation and concentration of students earning below \$20,000 annually (61%) likely precludes homeownership pathways. The 22% living with parents or family likely represents the domestic student minority within MADA, who can leverage existing family housing to reduce living costs. MADA's student housing profile highlights particular vulnerability to Melbourne's rental market pressures, as the overwhelming majority of MADA students bear rental costs without the buffer of family housing arrangements or homeownership stability.

### Rent as Percentage of Monthly Income by Faculty



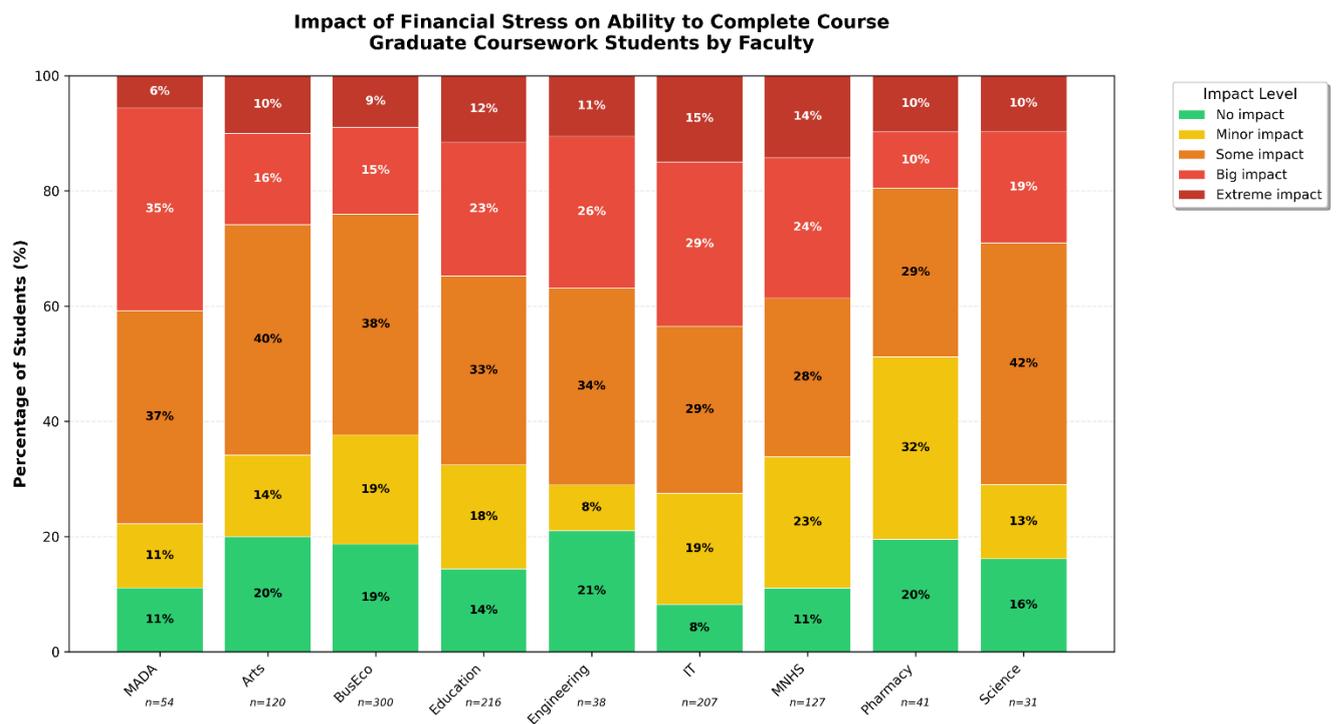
Among MADA students who rent, a staggering 92% pay 40% or more of their income in rent – well above the 30% threshold that defines rental stress and the highest rate across all Monash faculties. This breaks down into two-thirds (67%) spending half or more of their monthly income on rent alone, with an additional 25% spending 40-49% of their income on rent. The 67% severe rental stress figure substantially exceeds the already alarming university-wide average where 53% of renters spend 50% or more of their income on rent and is notably higher than the 55% of international students and 45% of domestic full-time students experiencing this severe stress level. Only 8% of MADA renters fall into the 30-39% bracket, whilst none (0%) pay less than 30% of their income on rent.

These extreme rental burden patterns reflect the confluence of multiple factors specific to MADA's cohort: the predominance of international students (78%) who face visa restrictions limiting work hours and thus income-generating capacity, the concentration of students in the lowest income brackets (61% earning below \$20,000 annually) and the necessity of living near campus for studio-based coursework in art, design and architecture disciplines that require physical presence and access to specialised facilities. When two-thirds of students devote more than half their income to rent before considering any other expenses – food, bills, transport, healthcare, course materials, technology – financial flexibility becomes virtually non-existent. This severe rental stress directly compromises MADA students' capacity to engage fully with their coursework, access necessary materials and equipment, and maintain their wellbeing whilst pursuing their studies.

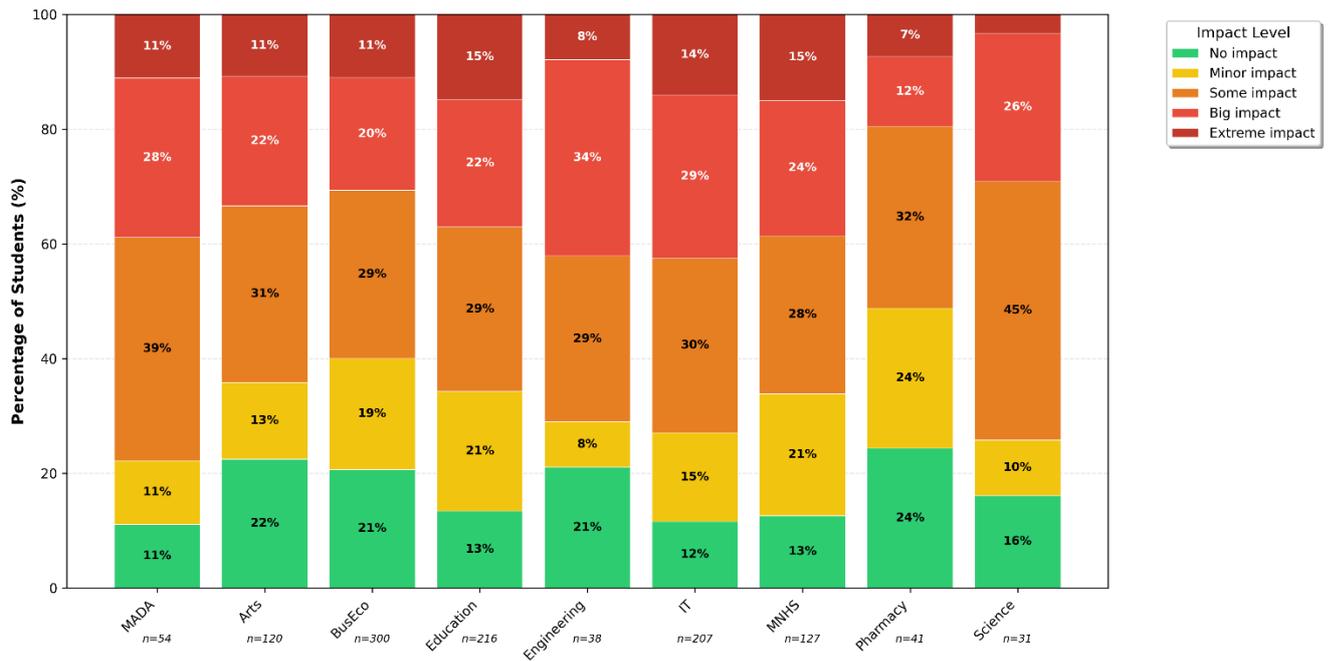
## How Financial Stress Impacts Course Engagement

Financial stress extends beyond personal wellbeing to directly impact students' ability to engage with their coursework effectively. The survey reveals substantial variation across the three groups in how financial pressures affect course engagement. The following three graphs detail these patterns across all impact levels.

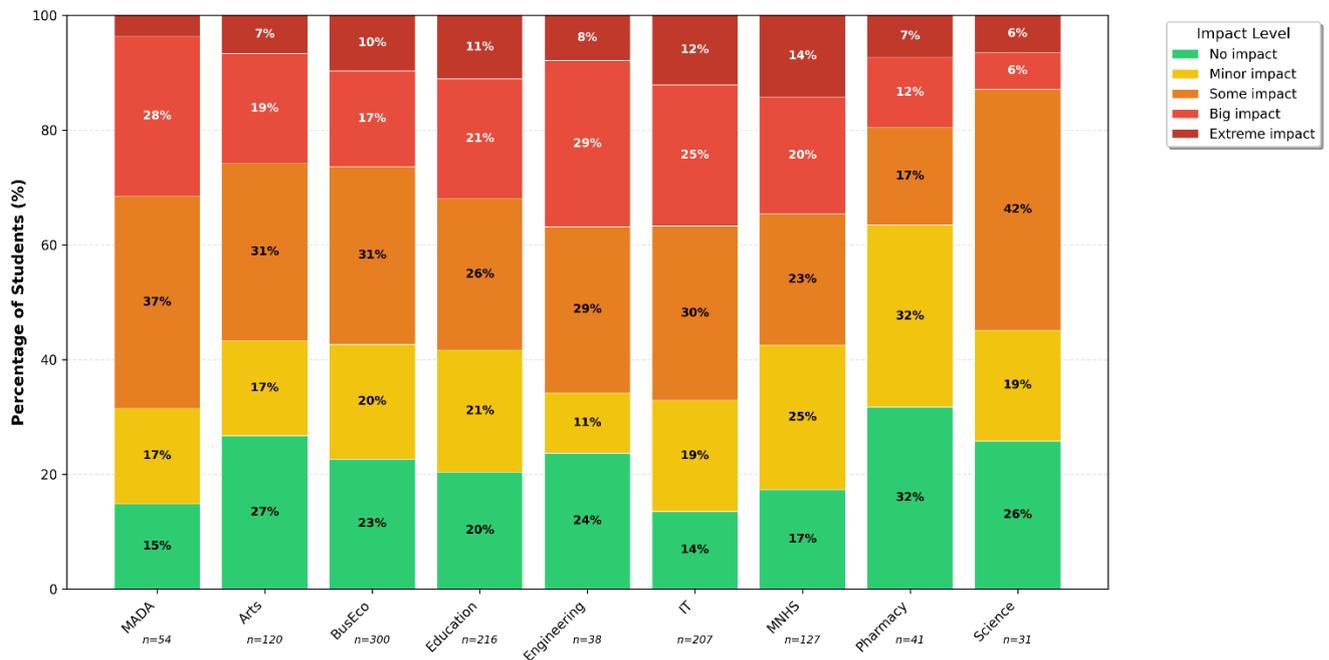
### *Financial Stress on Completing Course to Best of their Ability*



**Impact of Financial Stress on Ability to Concentrate on Course/Research Graduate Coursework Students by Faculty**



**Impact of Financial Stress on Ability to Attend Classes/Study/Research on Campus Graduate Coursework Students by Faculty**



Financial stress profoundly affects MADA students' capacity to engage with their coursework, with severity levels that closely mirror the patterns observed among international students university-wide. Two-fifths (41%) of MADA students report that financial stress has an extreme or big impact on their ability to complete their course, closely matching the 33% of international students and 39% of domestic full-time students experiencing this severe impact level across the university. Similarly, 39% of MADA students indicate severe impact on their ability to concentrate on their course, whilst

31% report severe impact on their ability to attend classes and study on campus – patterns that align precisely with the wider university experience.

The cumulative burden of financial stress across these three dimensions reveals widespread academic compromise within MADA. Only 11% of students report no impact from financial stress on their course completion capacity, with the overwhelming majority (89%) experiencing at least minor impact and 78% reporting some, big or extreme impact. Concentration patterns show similar penetration, with 89% experiencing at least minor impact and 78% reporting some to extreme impact. Campus attendance shows marginally better outcomes, with 15% experiencing no impact and 68% experiencing at least some impact, though this still represents a substantial majority whose physical presence on campus – critical for studio-based art, design and architecture coursework – is constrained by financial pressures.

These patterns reflect how the severe rental stress documented above (67% of MADA renters paying 50% or more of income on rent) and low incomes (61% earning below \$20,000 annually) translate directly into compromised academic engagement and progress. When students must choose between purchasing course materials, attending campus for studio work or covering basic living expenses, their capacity to complete coursework to the best of their ability becomes fundamentally constrained – not due to lack of academic capability or motivation, but due to structural financial barriers that prevent full participation in their educational programmes.

### Student Testimonies: Financial Realities

To complement the quantitative findings on financial wellbeing and housing costs, this section examines students' own reflections on their financial circumstances through their responses to an open-ended question about their financial situation. These qualitative insights provide depth and context to the statistical patterns observed earlier, revealing the lived experiences behind the data and the specific ways financial pressures manifest in students' daily lives:

*"It's hard to manage studies and part time with no help to finding a job."*

*"I am trying to find part time jobs from 2 months not getting anything. So it's getting tough. I wish university offered more part times or internships for Masters of design students."*

*"My finances are all funded by my family. I often feel anxious because I don't want to spend too much of their money but I don't have the ability to earn money on my own so I'm now desperate to find a job to cover my living expenses."*

*"I am very lucky that I receive some financial support from family when I don't get many shifts."*

*"Uni asks for too much money. Why am I paying for services like printing software and tools? Why am I expected to pay extra fees for things like student amenities this should be included in my already exorbitant course fees."*

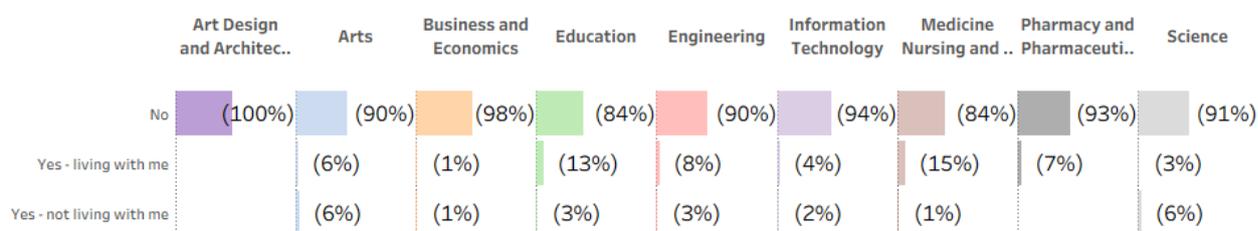
*"The cost of studying and the opportunity cost of not working is high. I often think about my ability to save to get into the housing market and to have housing security for the next stage of my life."*

*“It’s really hard to manage a job with studies. Only casual jobs can be managed but they are too unreliable. Sometimes you get hours in that sometimes you don’t and it takes a toll on your mental health as you’re unsure from where the money for your upcoming expenses are coming from. And with the uncertainty of job sometimes you have to leave classes if they happen to be on the same day.”*

### 3. Student Parents and Carers

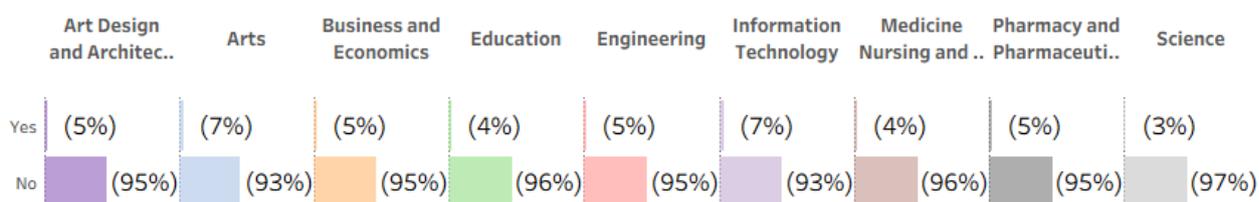
Graduate coursework students who are parents or carers face distinct challenges that compound the typical pressures of academic study, requiring targeted support approaches that acknowledge their dual responsibilities.

**Parental Status by Faculty**



None of the respondents from MADA were parents.

**Carer Status by Faculty**



Meanwhile, 5% of MADA respondents had carer responsibilities for someone other than a child.

### Student Testimonies: Parents and Carers on the Distinct Challenges they Face

Despite the quantitative similarities, parent and carer voices reveal the specific practical and emotional challenges they navigate in pursuing graduate coursework whilst managing family

responsibilities, providing important context for understanding their experiences beyond what statistical measures can capture.

No MADA students provided comments regarding parental or carer responsibilities. However, further insights from students across Monash on the experiences of being a parent or carer while studying can be found in the university-wide report *Graduate Coursework at Monash: Student Experience, Challenges and Opportunities for Enhancement*.

#### 4. Peer Connection and Community Building

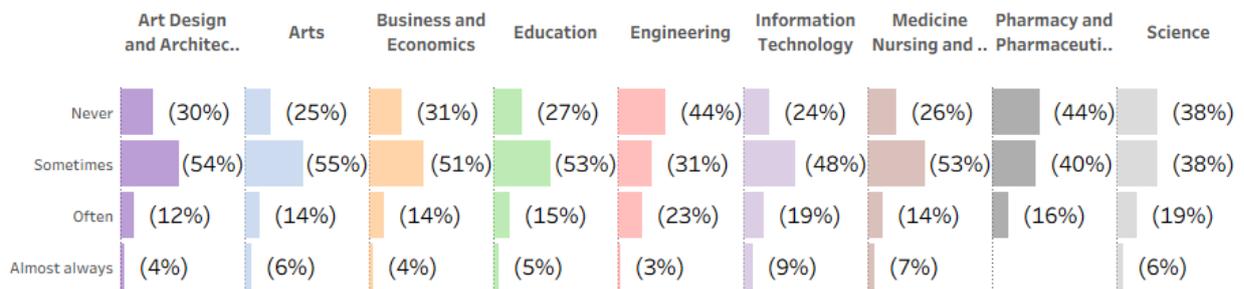
Social connections and peer relationships form fundamental components of the graduate coursework experience for many students. Yet, the survey data reveal challenges in fostering meaningful community amongst this population. The graduate coursework environment appears to present unique obstacles to social connection that extend beyond typical university experiences. Varying schedules, diverse backgrounds and the extended duration of graduate programmes, creates particular challenges for building and maintaining peer relationships that are essential for both academic success and personal wellbeing.

Understanding these connection challenges is crucial given the meaningful correlations identified between isolation and mental health outcomes, academic confidence and retention decisions. The following sections examine the specific factors contributing to isolation amongst graduate coursework students, explore their lived experiences of disconnection through their own voices and analyse patterns of meaningful contact across different relationship types. By investigating both the barriers to connection and the types of contact that students find most valuable, this analysis aims to identify opportunities for enhancing peer networks and community-building initiatives that could address the widespread sense of isolation within the graduate coursework community at Monash.

##### Isolation and Belonging

Feelings of isolation and lack of belonging represent significant challenges for graduate coursework students, with implications extending beyond social wellbeing to encompass mental health, academic engagement and retention outcomes. The intensive nature of graduate coursework programmes, combined with the diverse study patterns across the cohort – some students attending full-time whilst others balance study with substantial professional commitments – creates distinct challenges for building and maintaining peer connections. International students face additional barriers including distance from established support networks, cultural adjustment and language considerations. The survey asked students how frequently they had felt isolated or lacking a sense of belonging in their academic or social environment during the past month, revealing notable differences in isolation experiences across the three groups that correspond with their distinct circumstances and study patterns.

## Isolation and Belonging by Faculty



MADA students demonstrate moderate but concerning isolation patterns, with 70% experiencing feelings of isolation or lack of belonging at least sometimes during the past month. Only 30% of MADA students report never feeling isolated – positioning the faculty in the middle range compared with other Monash faculties. The majority (54%) experience isolation “sometimes”, whilst 16% face frequent isolation (“often” at 12% plus “almost always” at 4%), indicating persistent rather than occasional disconnection for a meaningful minority.

The challenge for MADA lies not in extreme isolation but in the pervasiveness of moderate disconnection – 54% experiencing it “sometimes” represents the second-highest rate across faculties alongside Arts (55%), suggesting that whilst most students maintain some connection, the majority nonetheless struggle with a consistent sense of connection and belonging. This pattern reflects the distinctive challenges of studio-based disciplines where physical co-presence might facilitate some connection whilst financial pressures (67% spending half or more of income on rent) and limited campus attendance capacity constrain deeper relationship building.

### Student Testimonies: Isolation

To complement the quantitative findings on isolation frequency, this section examines students’ own reflections on the factors that contribute to their feelings of disconnection through their responses to an open-ended question about isolation experiences. These qualitative insights provide depth and context to the statistical patterns observed earlier, revealing the lived experiences behind the data and the specific circumstances that foster feelings of isolation and lack of belonging in the graduate coursework environment:

*“Lack of peers that I could talk to since everyone is busy with their studies and don't seem open to making new friends.”*

*“Not be able to find like-minded people.”*

*“Perhaps being an older student also there is a general sense of disinterest sometimes in the student cohort.”*

*“There is no soul or collective feeling in my course. Half the students are wealthy international students who only speak to each other in their own language and don't actually care about their course. They make it clear through their efforts to engage with their peers and the coursework that they have only come to get the piece of paper and go home.”*

*“Not having family or friends around and feeling not motivated to do anything as there is nothing to look forward to.”*

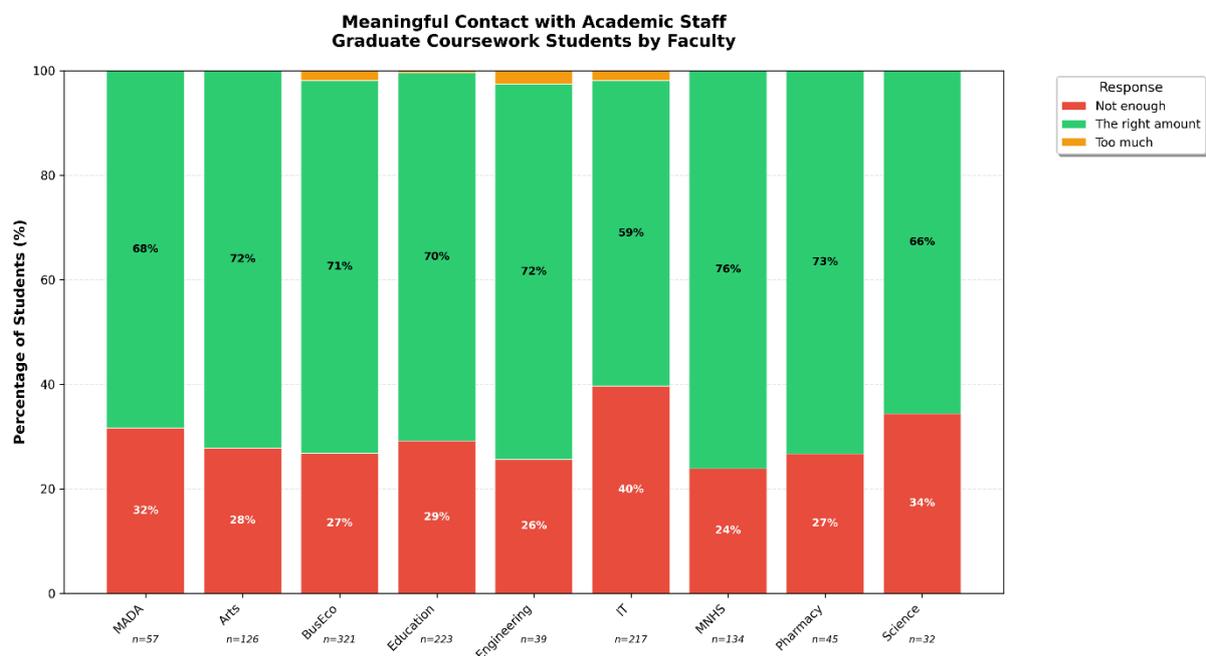
*“When I felt isolated... it wasn’t just one thing. Couldn’t find a part-time job... tried but nothing worked out. Kept refreshing websites for accommodation... nothing felt right. Too expensive too far too many compromises. No friends around either... The city felt too big, too loud and somehow too silent at the same time.”*

*“I felt like my friends and family didn’t have time for me, because they were occupied with their situation... If I were to address the issue to any close one they would have felt burdened to make sure that I feel better I did not want to trouble them with my mental state.”*

## Meaningful Contact

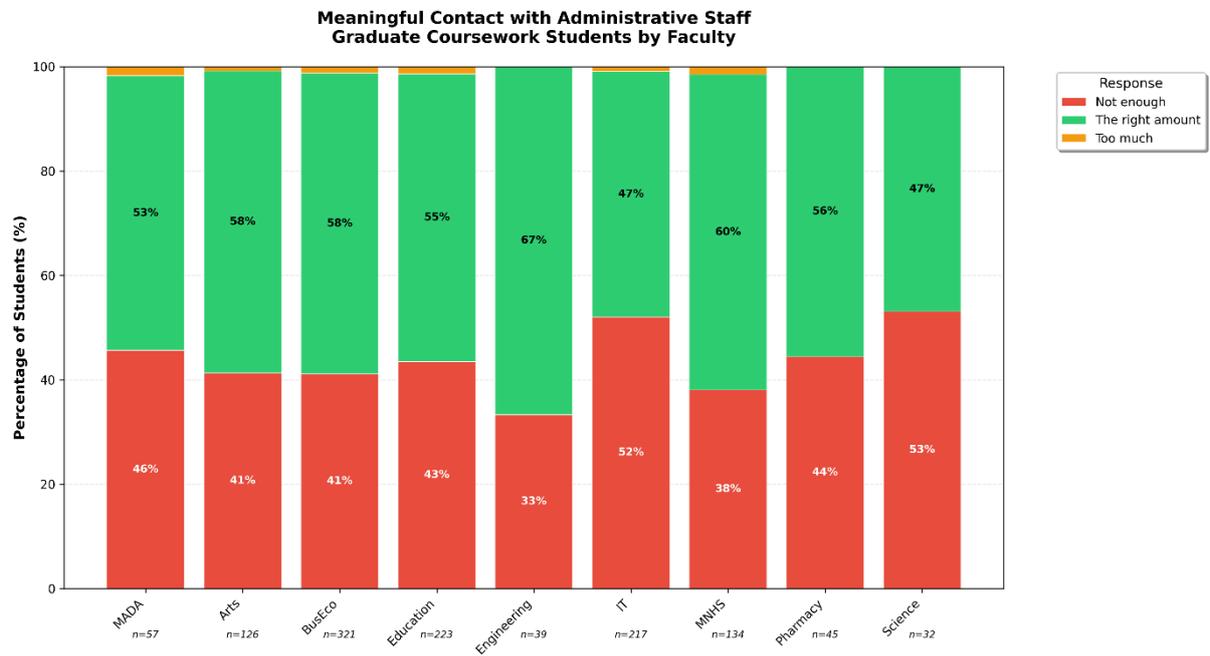
To assess students’ access to support networks, respondents were asked to evaluate the frequency of their meaningful connections across five key relationship categories: academic staff, administrative staff, family, friends and peers. This analysis examines how students perceive their level of connection within each sphere and identifies where gaps in meaningful contact may be contributing to feelings of isolation or insufficient support.

### Academic Staff

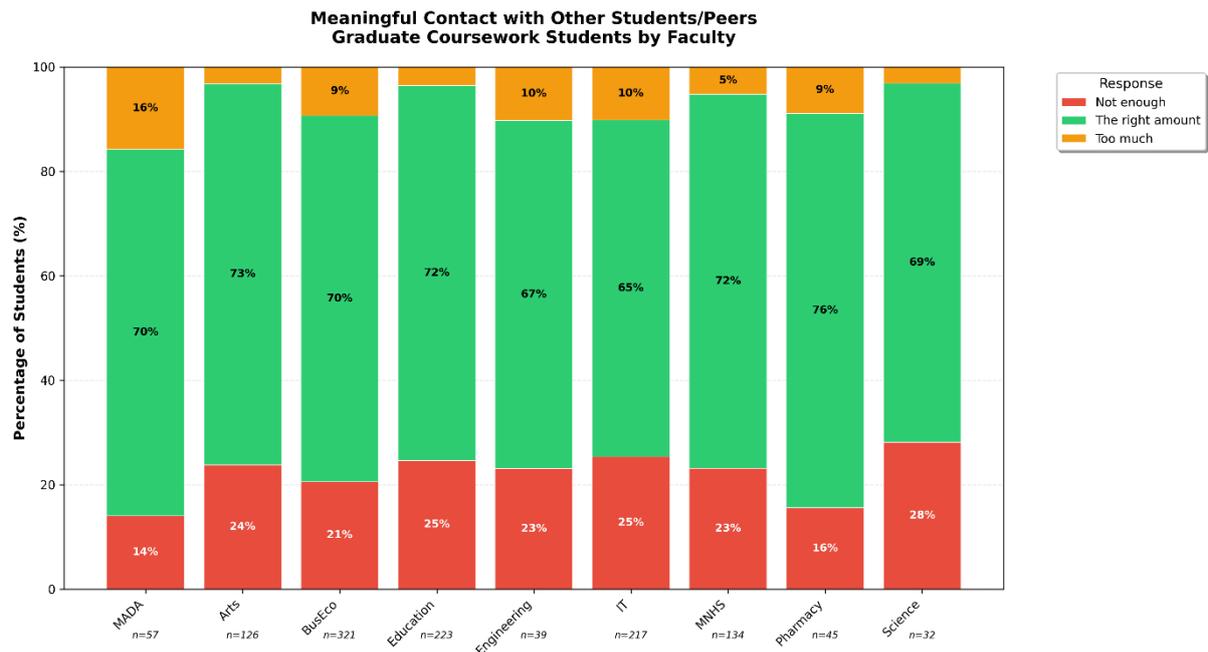


MADA students report moderate satisfaction with academic staff contact, with 68% indicating they have the right amount of meaningful contact whilst 32% report insufficient contact – positioning MADA in the middle range across faculties. Whilst most MADA students feel adequately supported by academic staff, nearly one-third desire greater faculty engagement.

## Administrative Staff

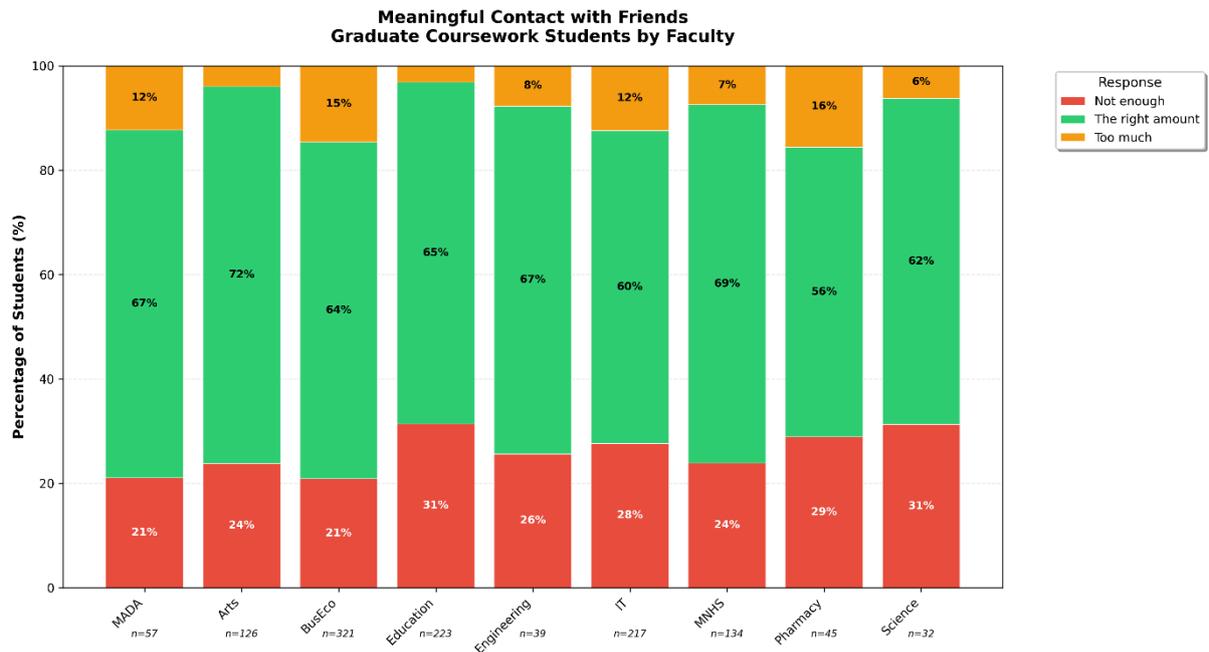


Only 53% feel they have the right amount of administrative contact, suggesting widespread difficulties in accessing the administrative support necessary for navigating programme requirements, enrolment processes and student services.



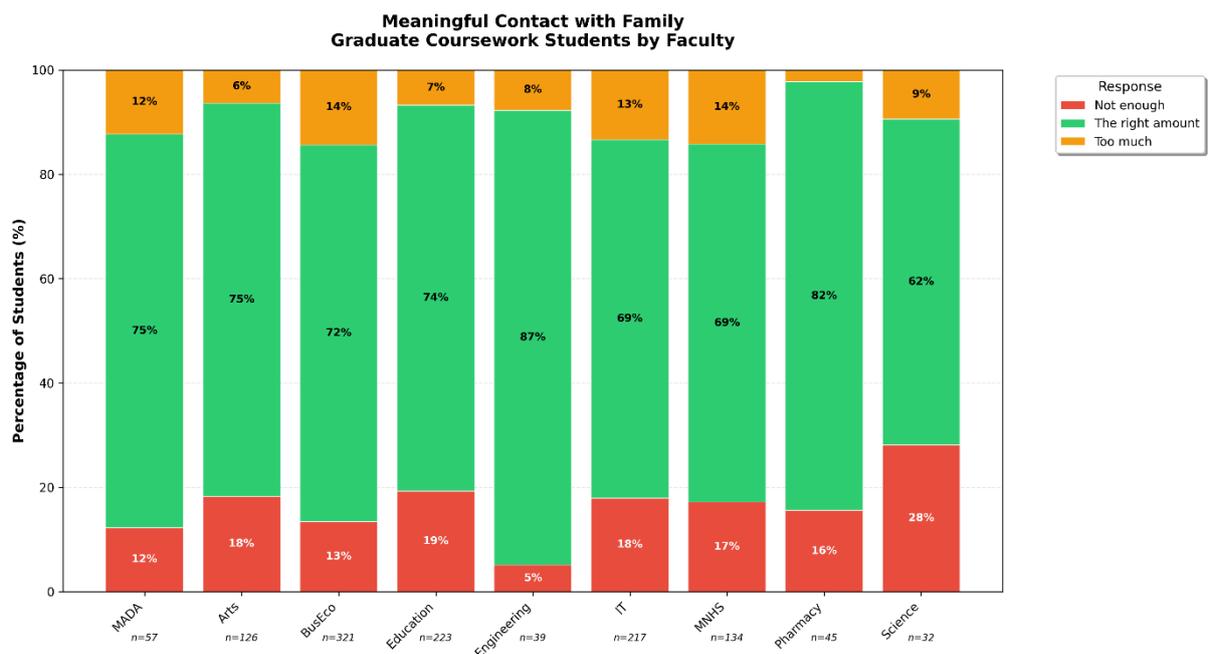
MADA shows distinctive peer contact patterns that reveal a paradox in student connection experiences. Only 14% report insufficient contact with other students – the lowest “not enough” rate across all faculties – whilst 70% feel they have the right amount and notably 16% report “too much” peer contact, the highest such rate university-wide. This suggests MADA learning creates substantial peer interaction opportunities through its programme design. However, this apparent peer contact sufficiency stands in tension with the 70% of MADA students who experience isolation at least sometimes – indicating that frequency of peer interaction does not necessarily translate into meaningful connection or sense of belonging. Students may have adequate or even overwhelming amounts of peer contact through coursework collaboration and programme activities, yet still feel isolated due to superficial relationships, lack of deeper connection, cultural or language barriers for international students (78% of MADA respondents), or limited social integration beyond task-focused interactions. The 16% reporting “too much” peer contact alongside widespread isolation suggests that for some students, intensive peer interaction without genuine connection may itself contribute to feelings of overwhelm rather than belonging.

## Friends



MADA shows moderate friend contact patterns, with 67% reporting the right amount of meaningful contact with friends whilst 21% report insufficient contact – positioning the faculty in the middle range. The 12% reporting “too much” friend contact suggests some students feel overwhelmed by social demands, whilst the 21% desiring more friend contact indicates a meaningful minority struggling to build social connections outside of university studies.

## Family



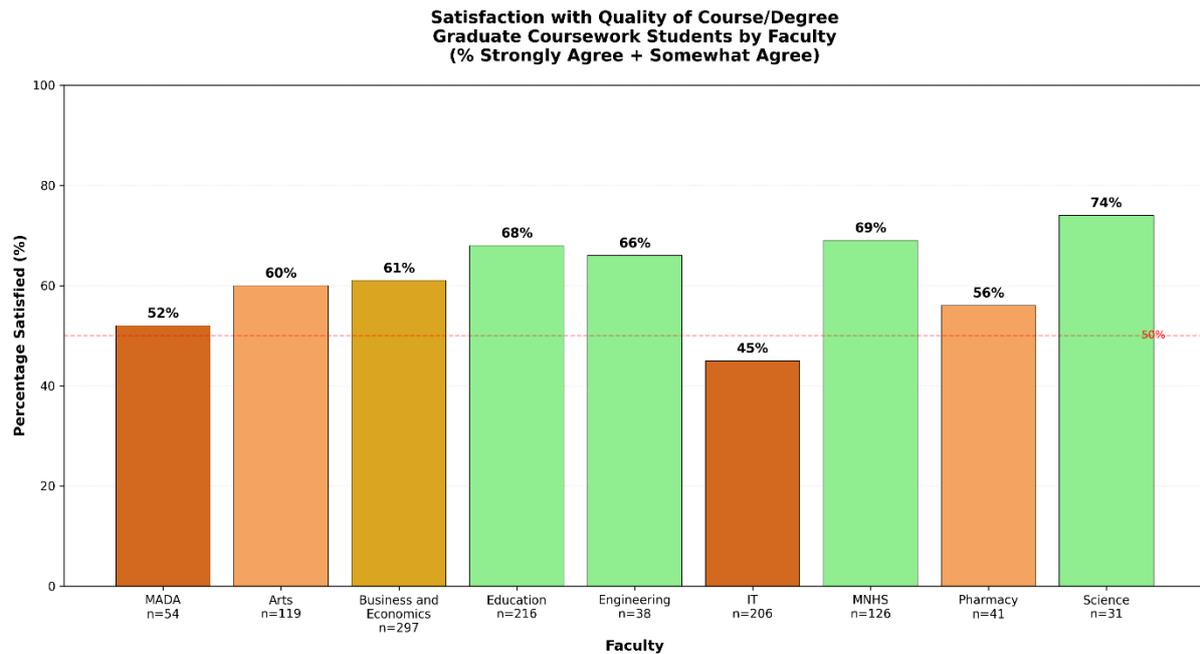
MADA students demonstrate relatively positive family contact patterns, with 75% feeling they have the right amount of meaningful contact with family and only 12% reporting insufficient contact. This suggests that despite the faculty's 78% international student composition and geographical distance from families, most MADA students successfully maintain family connections, though 12% report “too much” family contact, potentially reflecting family pressure related to the substantial financial support documented earlier (82% relying on family for fee payments).

## 5. Course Experience, Satisfaction and Retention

The academic journey for graduate coursework students involves navigating complex psychological and practical challenges that significantly influence both their immediate wellbeing and long-term success. Graduate coursework programmes represent substantial investments of time, money and professional opportunity, making students’ perceptions of course quality and value particularly important indicators of the educational experience. The survey reveals concerns across the graduate coursework community about whether their programmes are meeting expectations and providing adequate return on investment, with many students questioning both the quality of their educational experience and whether the financial costs justify the benefits received. Understanding these perceptions is crucial for supporting student success, as course satisfaction and perceived value for money can be interconnected with the mental health and financial pressures explored earlier in the chapter.

### Course Satisfaction

Course satisfaction represents a critical measure of student experience, reflecting whether academic programmes meet expectations and deliver meaningful value. Satisfaction patterns across graduate coursework cohorts reveal important insights about how different student groups perceive the quality of their educational experience.



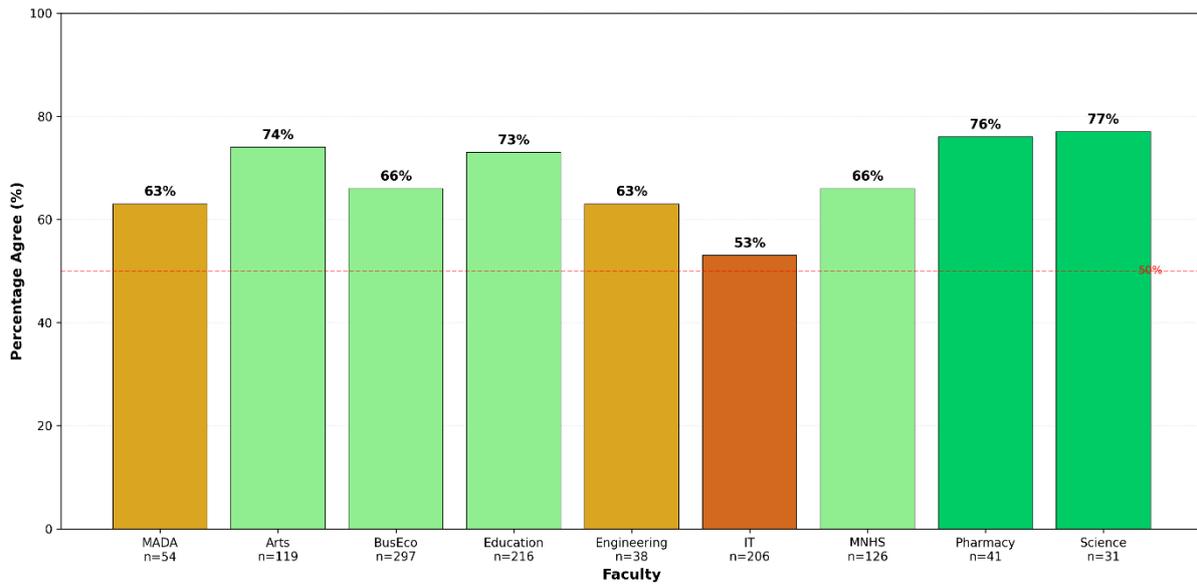
MADA demonstrates one of the lowest course satisfaction rates across all Monash faculties, with just 52% of students agreeing they are satisfied with the quality of their course or degree. This positions MADA as the second-lowest faculty, above only IT (45%) but substantially below faculties such as Science (74%), MNHS (69%) and Education (68%). Notably, MADA's 52% satisfaction rate falls below even the university-wide international student average of 58%, despite the faculty's 78% international student composition – a 6 percentage point gap that suggests factors beyond citizenship status are contributing to dissatisfaction within MADA.

Given the substantial financial pressures documented earlier (67% of renters spending half or more of income on rent, 52% “just coping” financially, 41% reporting severe financial stress impact on course completion), the low satisfaction rates may reflect not only perceived academic programme quality but also the broader student experience shaped by financial constraints, housing insecurity and the challenges of engaging with studio-based coursework whilst under severe economic pressure.

### University Choice

Beyond satisfaction with course quality, students’ reflections on whether they made the correct decision in choosing Monash provides insight into their overall evaluation of their educational experience. This measure captures retrospective assessment of university choice, encompassing course quality, support services, campus experience and value proposition.

**I Made the Correct Decision in Choosing This University  
Graduate Coursework Students by Faculty  
(% Strongly Agree + Somewhat Agree)**

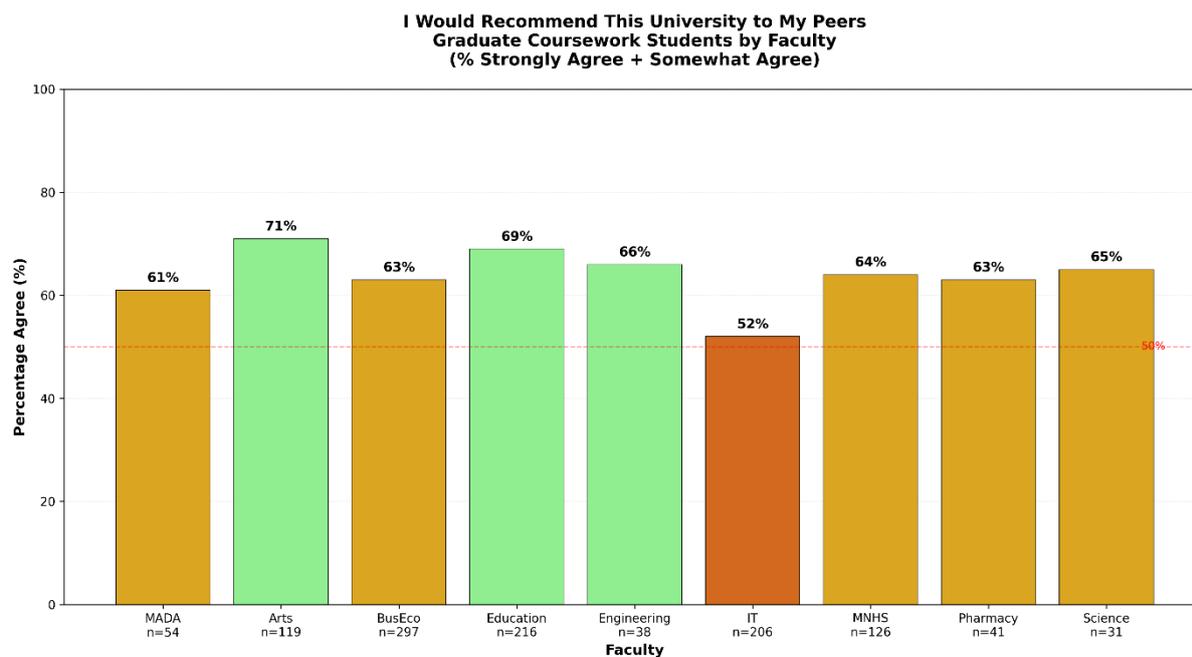


MADA students demonstrate moderate confidence in their university choice, with 63% agreeing they made the correct decision in choosing Monash. This positions MADA in the lower third of faculties, matching Engineering (63%) but substantially below Science (77%), Pharmacy (76%), Arts (74%) and Education (73%). Only IT performs worse at 53%.

MADA's 63% rate falls marginally below the international student average of 64% university-wide, reinforcing the pattern observed in course satisfaction where MADA students report outcomes slightly worse than would be predicted by citizenship composition alone. This suggests that whilst the majority of MADA students affirm their university choice, a substantial minority (37%) harbor reservations about their decision – a concerning finding that aligns with the low course satisfaction (52%) documented above.

## Peer Recommendation - University

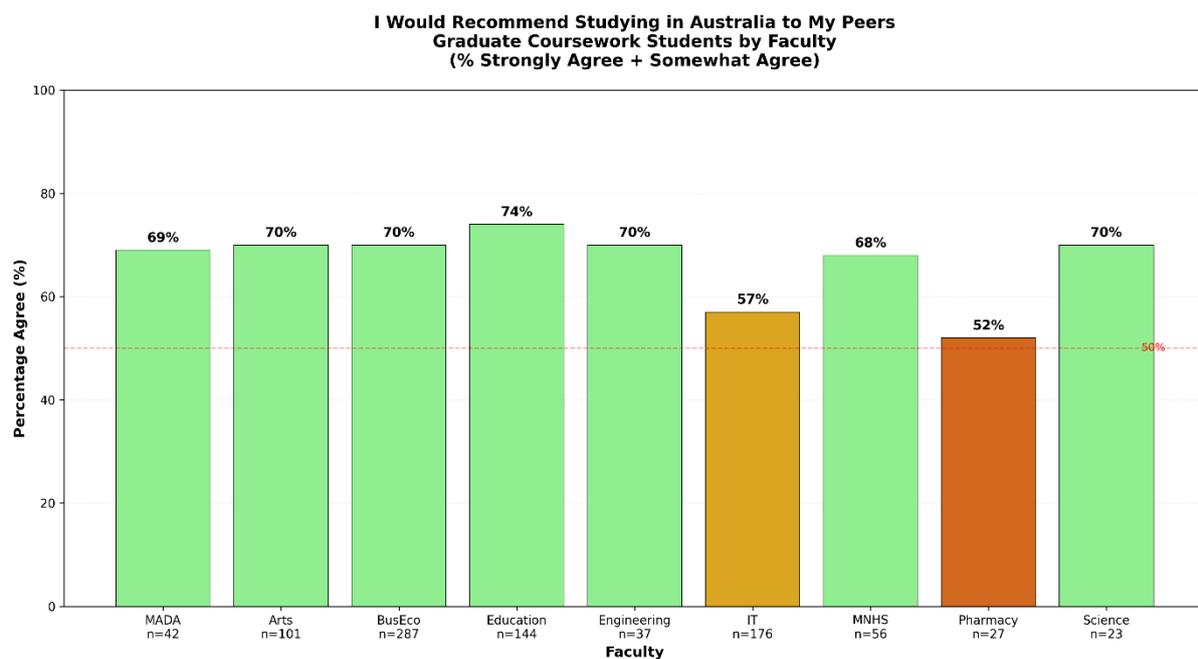
Students' willingness to recommend Monash to their peers serves as a key indicator of overall satisfaction and institutional reputation, reflecting whether students would advocate for the university based on their own experiences. This measure captures the strength of students' endorsement and their confidence in recommending Monash to others in similar circumstances.



MADA shows concerning peer recommendation patterns, with just 61% of students willing to recommend Monash to their peers – the second-lowest rate across all faculties above only IT (52%). This positions MADA substantially below Arts (71%), Education (69%) and Engineering (66%), whilst clustering with Business and Economics (63%), Pharmacy (63%) and MNHS (64%). MADA's 61% recommendation rate falls marginally below the international student average of 62% university-wide, continuing the pattern where MADA outcomes underperform even the baseline expectations for a predominantly international student cohort.

## Peer Recommendation – Australia

For international students, perceptions of studying in Australia as a destination extend beyond their specific university experience to encompass the broader educational, cultural and professional environment. This measure, asked only of international students, distinguishes between satisfaction with Monash specifically and satisfaction with the Australian higher education experience more generally.



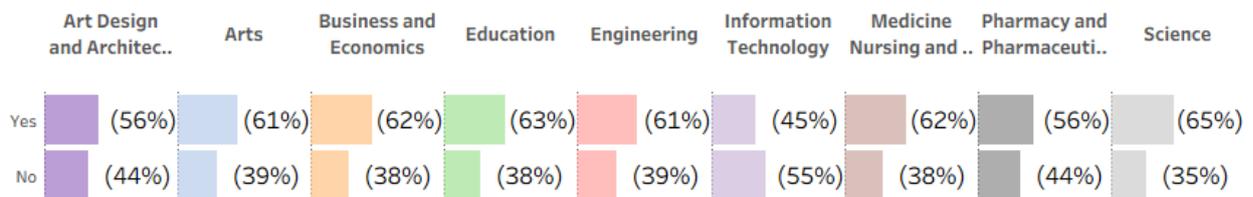
MADA international students show relatively positive views toward Australia as a study destination, with 69% agreeing they would recommend studying in Australia to their peers – marginally above the international student average of 68% university-wide. This positions MADA in the middle range across faculties, below Education (74%) but substantially above Pharmacy (52%) and IT (57%), and closely aligned with Arts, Business and Economics, Engineering and Science (all 70%).

The 69% recommendation rate for Australia represents a notably higher endorsement than MADA students' 61% willingness to recommend Monash specifically, creating an 8-percentage point gap that suggests international students in MADA generally value the Australian higher education experience whilst harbouring some minor reservations about Monash as an institution. This pattern indicates that MADA's concerning satisfaction outcomes reflect institution-specific factors rather than broader dissatisfaction with studying in Australia, pointing to opportunities for Monash to better align the MADA student experience with the positive perceptions international students hold toward Australian education more broadly.

## Value for Money

Value for money perceptions represent a critical measure of whether students believe their substantial financial investment in graduate coursework education delivers commensurate returns. This assessment encompasses not only course quality but also the broader educational experience, career outcomes and support services relative to the fees paid.

### Value for Money by Faculty



MADA students demonstrate moderate value for money perceptions, with 56% agreeing their course offers value for money – exactly matching the international student average of 56% university-wide. This positions MADA in the lower third of faculties, equal to Pharmacy (56%) but below Science (65%), Education (63%), MNHS (62%) and BusEco (62%). Only IT performs worse at 45%, where a majority (55%) believe their course does not offer value for money. MADA's 44% disagreement rate represents a substantial minority expressing serious concerns about the return on their educational investment.

The alignment between MADA's value perceptions (56%) and the international student baseline (56%) suggests that citizenship-related factors, particularly the substantially higher fees paid by international students, may drive value concerns within MADA. The fact that 44% of MADA students believe their course does not offer value for money, despite paying substantial international fees (with 82% relying on family support for upfront payments), signals serious concerns about the sustainability of current programme delivery and fee structures.

### Student Testimonies: Value for Money Concerns

Graduate coursework students who indicated their course does not offer value for money were asked to elaborate on their concerns through an open-ended question: "Why do you feel that your course does not offer value for money? Please elaborate." Of the 19 responses provided by MADA students, these highlighted concerns regarding quality of content, access to resources and career transitions. Below are a selection of testimonies capturing the key issues MADA students perceive regarding course value for money:

*"Felt like I paid for something bigger... but what I got didn't match. Lectures ... too surface-level could've just googled half of it. Workshops... sometimes felt like filler not actual skill-building. Kept waiting for that ahaa moment... but it never really came. Industry exposure? Barely. No real projects no real-world feel. Guidance felt rushed... like we were just another*

batch to get through. Resources promised... but half of them either outdated or inaccessible. feedback... Generic copy-pasted not something I could grow from. Opportunities? Mostly self-sourced... the course didn't open real doors. Felt like I was putting in more effort outside the classroom than inside it. For the fees we pay."

"There could be various reasons but I feel that the biggest one is my own language problem. I can't understand the teachers' ideas or the knowledge in class well and immediately. This makes my thinking always lag behind and prevents me from having too much critical thinking."

"It feels like we're paying to teach ourselves and there are too few elective options. There are also very limited opportunities for study tours in our program."

"Because it's so much money and I still have to pay out of pocket for many things. The University computer monitors don't even have HDMI cords to connect my laptop. Students are expected to bring their own."

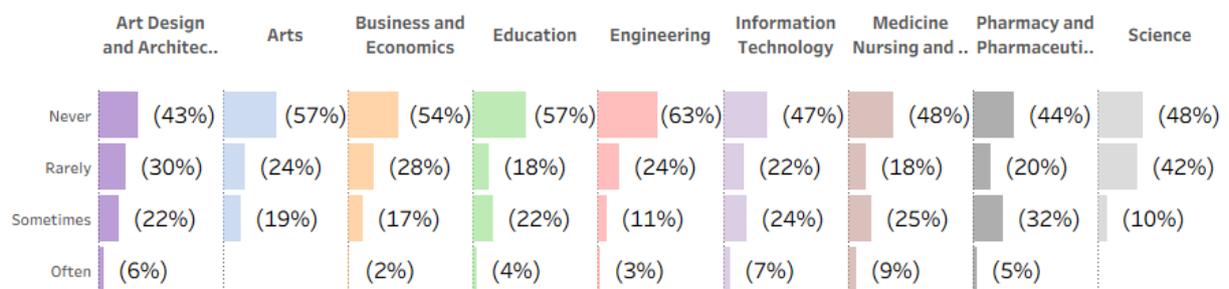
"The price is too high. The main approach is self-study. Most of the time is spent on completing the assigned tasks."

"I think all courses at universities in Australia should be subsidised by the government more. I have a CSP but, if I didn't, the course wouldn't be worthwhile for me as it won't guarantee me job opportunities after graduation. This is the case for a lot of design courses/creative fields."

## Considering Leaving

Students were asked to indicate how frequently they had considered leaving or withdrawing from their course, with response options ranging from "never" to "often". This measure provides insight into retention vulnerability across graduate coursework cohorts, with implications for intervention strategies and support system design. Whilst considering departure does not necessarily lead to withdrawal, frequent consideration signals underlying dissatisfaction or challenge that warrants institutional attention.

### Considering Leaving by Faculty



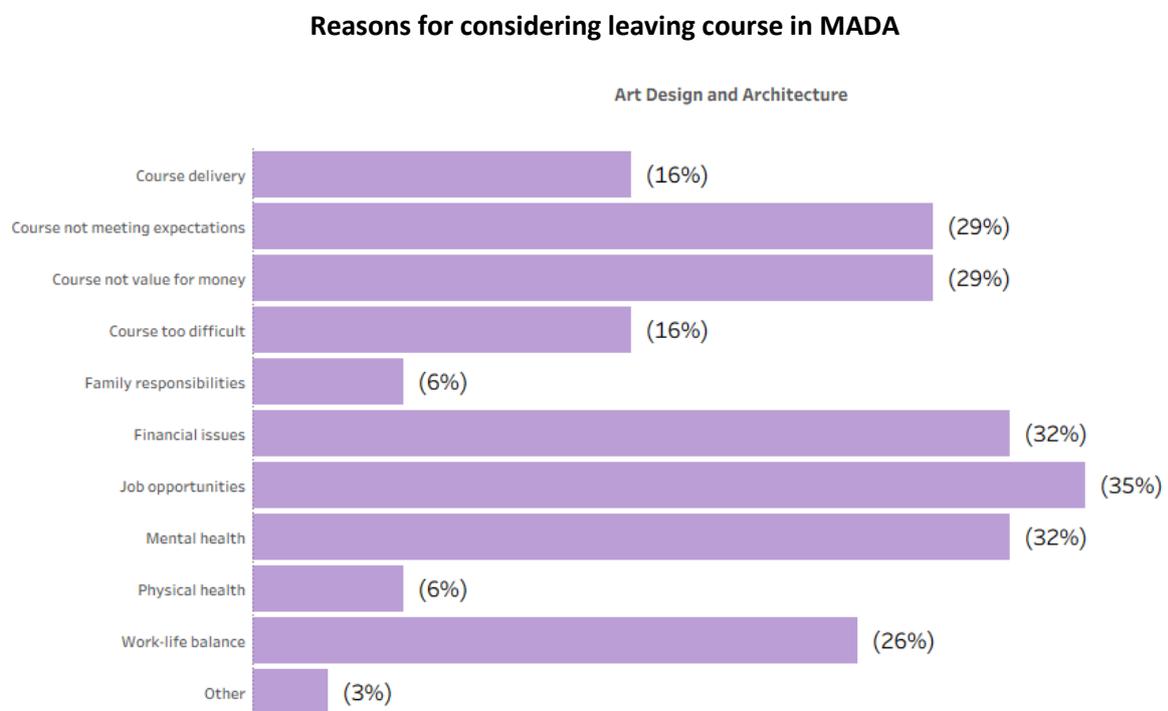
MADA demonstrates concerning retention vulnerability, with only 43% of students reporting they have "never" considered leaving their course. The breakdown reveals 30% "rarely" considered

leaving, 22% “sometimes” and 6% “often”, meaning 28% of MADA students experience relatively frequent doubts about course continuation.

MADA's 57% retention vulnerability rate substantially exceeds the international student average of 45% by 12 percentage points – a striking gap given that MADA comprises 78% international students who typically demonstrate stronger retention commitment due to substantial family investment, visa requirements and higher barriers to withdrawal. This suggests MADA students face compounded retention risks beyond demographic composition alone.

### *Factors Influencing Withdrawal Considerations*

The reasons students cite for considering leaving reveal the interconnected nature of the challenges they face. Here they are for the faculty:



The reasons MADA students cite for considering leaving reveal a troubling convergence of career, financial and wellbeing pressures. Job opportunities emerges as the primary concern at 35%, reflecting the distinctive challenges international students face in accessing relevant employment – a pattern documented earlier where 60% of international students work in unrelated fields due to labour market access barriers. This is closely followed by financial issues (32%) and mental health (32%) at equal levels, demonstrating how the severe rental stress (67% spending half or more of income on rent) and limited support access (31%) translate directly into retention vulnerability.

Course expectations and value concerns each affect 29% of students considering leaving, reinforcing the dissatisfaction patterns evident in the low course satisfaction rate (52%) and moderate value for money perceptions (56% agreeing, 44% disagreeing). Work-life balance affects 26%, whilst course delivery and difficulty each impact 16%. The relatively lower rates for family responsibilities and

physical health (6% each) reflect MADA's predominantly young, international student composition. This pattern indicates that retention interventions for MADA must simultaneously address career pathways, financial sustainability and mental health support – tackling these issues in isolation will likely prove insufficient given their interconnected nature in driving students to question their course continuation.

## 6. Employment and Career Planning

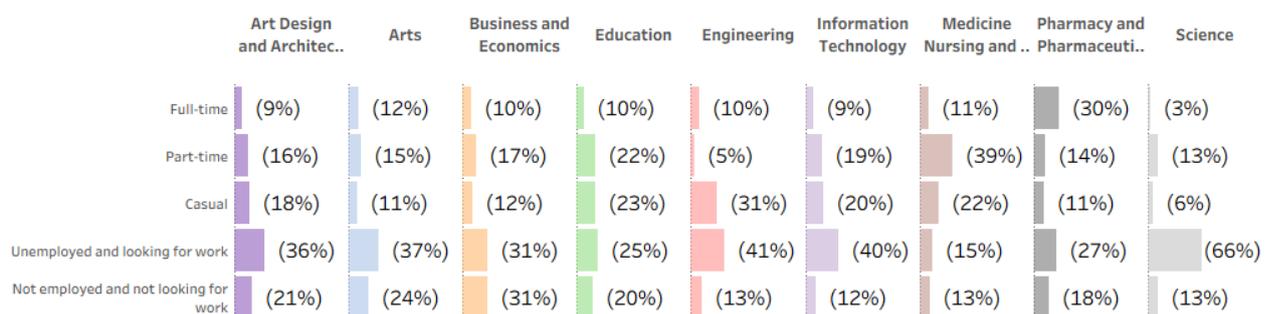
The relationship between employment and academic progress represents a critical balancing act for graduate coursework students, with employment decisions carrying implications for both immediate financial sustainability and long-term career advancement. The survey reveals that graduate coursework students engage with employment in fundamentally different ways: many enter postgraduate study whilst maintaining established careers, using coursework programmes to upskill or transition professionally, whilst others seek employment during study to offset substantial tuition costs and living expenses.

This section examines employment patterns within MADA, the types of work students undertake, the alignment between employment and academic programmes, satisfaction with career guidance services and post-graduation plans for international students. Understanding how MADA students navigate employment choices – and the extent to which their work experiences complement or compete with their academic goals and career aspirations in creative industries – reveals critical support needs for optimising both financial wellbeing and professional development.

### Employment status

The following table outlines the employment status of Monash graduate coursework students.

**Employment status by faculty**



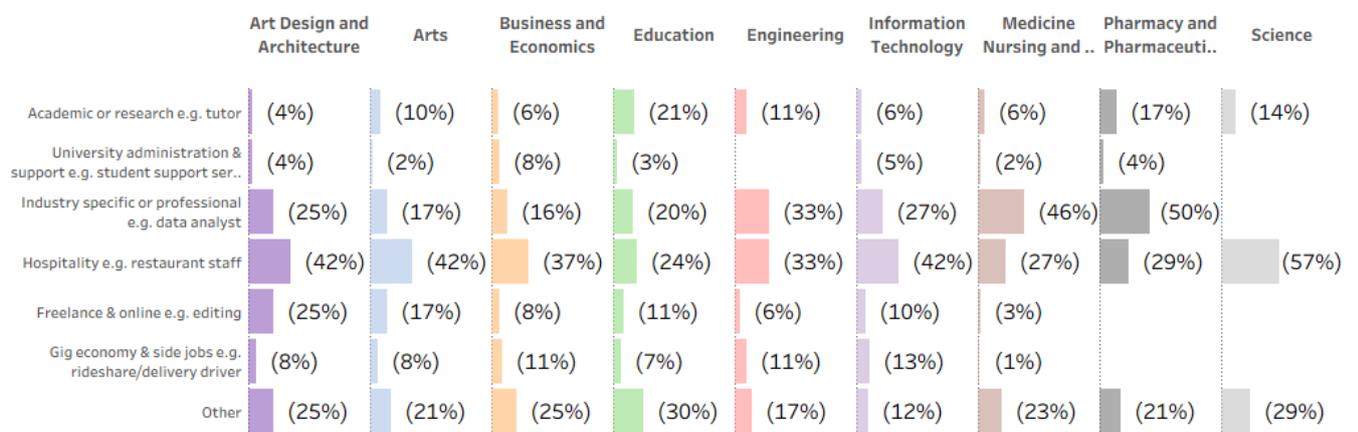
MADA demonstrates concerning employment patterns, with 57% of students not in any form of employment – comprising 36% unemployed and actively seeking work plus 21% not employed and not looking for work. This positions MADA among the lower employment rates across faculties, with only 43% engaged in any work (9% full-time, 16% part-time, 18% casual). The 36% unemployment rate whilst seeking work sits below the concerning levels in Science (66%), IT (40%) and Engineering (41%), but the combined 21% not looking for work is notably high, potentially reflecting visa

restrictions for international students, financial support from families (82% rely on family for fee payments) or discouragement from labour market access barriers.

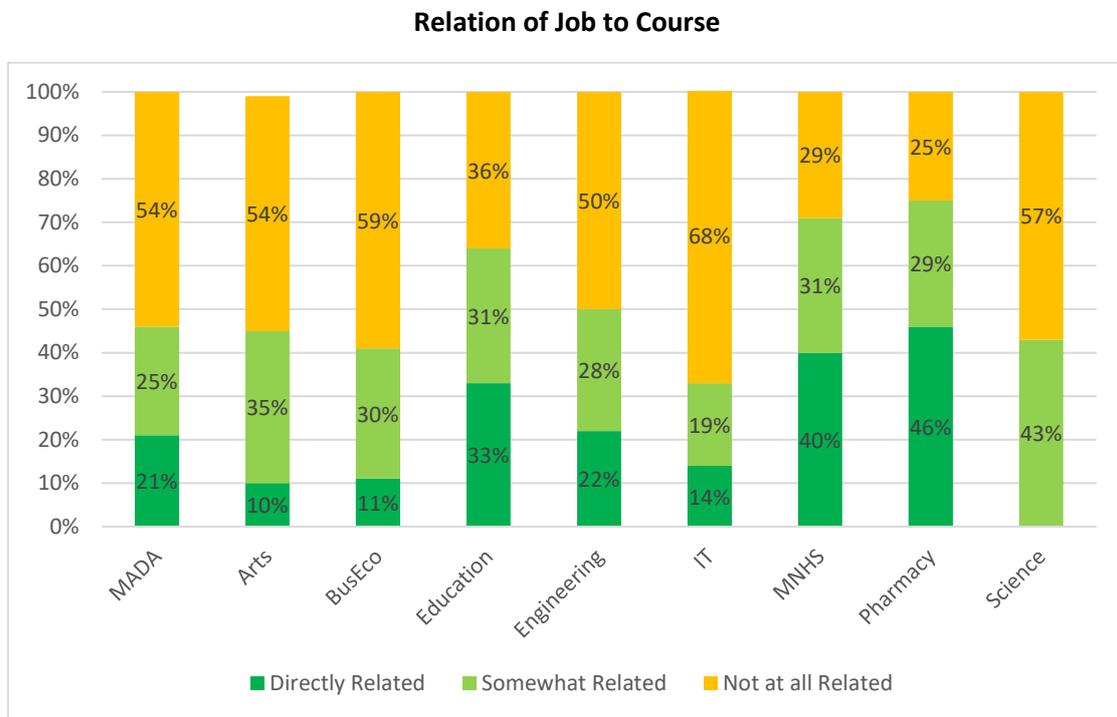
Given that 35% of students cite job opportunities as their primary reason for considering leaving and the faculty’s 78% international student composition faces substantial employment barriers documented university-wide, the low employment engagement creates particular vulnerability for post-graduation career outcomes and compounds financial pressures during study.

### Job Type

The following table outlines the type of jobs Monash graduate coursework students work in.



MADA students show heavy concentration in hospitality work, with 42% of employed students working in restaurants or similar venues – the equal highest rate across the faculties. Industry-specific or professional roles account for 25%, whilst freelance and online work also represents 25% and “other” jobs comprise another 25%.

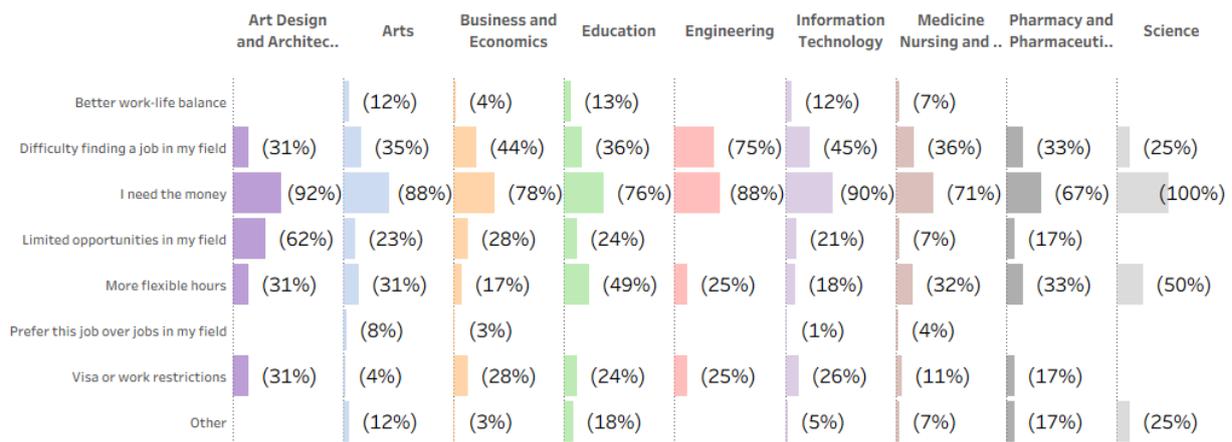


Only 21% of employed MADA graduate coursework students work in directly related roles and 25% in somewhat related positions. This pattern directly reflects the 42% hospitality employment rate documented above, where students accept survival jobs to meet life and living expenses rather than building professional experience relevant to creative industries. The moderate work-study misalignment helps explain why 35% cite job opportunities as their primary reason for considering leaving and underscores the need for career support that actively connects MADA students with industry-relevant opportunities, internships and professional networks in creative and design sectors rather than leaving them to navigate labour market barriers independently whilst defaulting to hospitality work that neither advances their careers nor justifies the substantial financial investment in their graduate education.

*Why Students Work Outside their Field*

The employment misalignment documented above raises critical questions about the drivers behind these patterns. Students working in unrelated fields were asked to identify reasons for this misalignment, with multiple selections permitted to capture the intersecting pressures shaping employment decisions.

## Why students work in jobs unrelated to their course by faculty



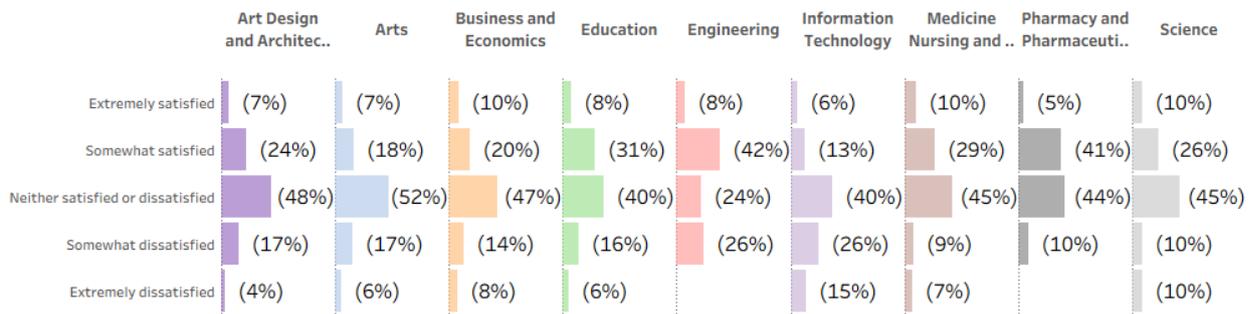
Financial necessity overwhelmingly drives MADA students' employment misalignment, with 92% of those in unrelated work citing "I need the money." This is compounded by structural barriers: 62% report limited opportunities in their field (the highest rate across all faculties), 31% face difficulty finding jobs in art, design and architecture and 31% cite visa or work restrictions.

The additional 31% seeking more flexible hours suggests students need work that accommodates intensive coursework demands. This pattern reveals how the severe financial pressures documented earlier (67% spending half or more of income on rent, 61% in lowest income brackets) force students into survival employment regardless of career relevance, whilst labour market access barriers – particularly for international students seeking creative industry roles requiring local networks, portfolio development and often unpaid internships.

### Career Guidance Experiences

Given the employment challenges documented above – including high rates of unrelated work, financial necessity driving employment decisions and labour market access barriers particularly affecting international students – institutional career support services represent a critical intervention point for improving graduate coursework student experiences and outcomes. Career guidance tailored to postgraduate contexts should address the distinct needs of students seeking to leverage existing professional experience, transition between fields or establish initial career footholds whilst navigating study demands. However, the extent to which current career services meet these diverse needs remains uncertain. This section examines student satisfaction with career guidance received during their coursework programmes.

### Career guidance satisfaction by faculty



Most MADA students (48%) are neither satisfied nor dissatisfied with career guidance services – suggesting widespread indifference or limited engagement rather than strong opinions. Only 31% express satisfaction (7% extremely, 24% somewhat) whilst 21% report dissatisfaction. This predominant ambivalence likely reflects limited engagement with career services, potentially due to perceived irrelevance of the service.

#### Student Testimonies – Suggestions for Improvements to Career Guidance

To identify specific areas for improvement, respondents who expressed dissatisfaction with career guidance services were asked to suggest enhancements. MADA students highlighted the following areas for improvement:

*“Open up more opportunities and internships.”*

*“Connecting career guidance with course in class.”*

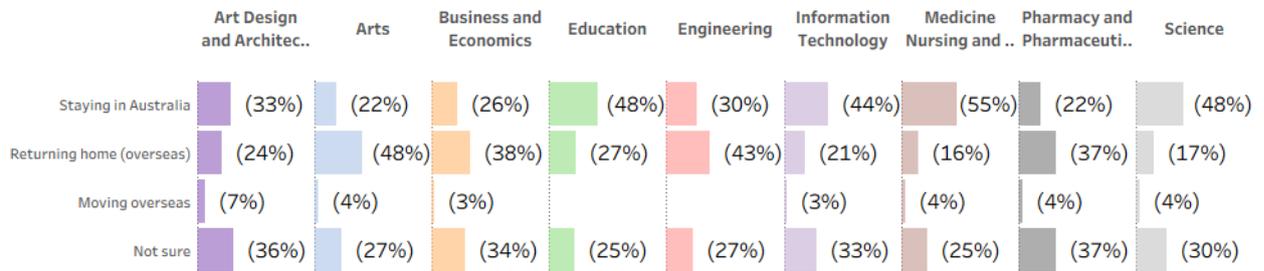
*“There should be more guidance on how and where to look for jobs and how to prepare for it.”*

#### Post-Degree Plans for International Students

International students’ post-graduation plans carry significant implications for both individual career trajectories and institutional outcomes, influencing the value proposition of Australian postgraduate education and informing workforce retention strategies. Understanding whether students intend to remain in Australia, return home or relocate elsewhere reveals how international coursework students perceive Australian labour market opportunities, the transferability of their credentials to home contexts and the extent to which their study experience positions them for desired career outcomes. These intentions are shaped by the employment challenges documented throughout this report – including difficulty accessing field-relevant work, visa restrictions limiting labour market integration and varying levels of institutional career support. Students planning to remain in Australia signal confidence in local career prospects and successful integration, whilst those returning home may indicate either strong home-country opportunities or discouragement with Australian labour market accessibility. This question illuminates whether Australia’s substantial

international coursework cohort views their education as a pathway to local careers or primarily as credential acquisition for opportunities elsewhere.

### Post-Degree Plans for International Students at Monash by Faculty



MADA international students show divided post-graduation intentions, with 36% uncertain about their plans. Only 33% plan to stay in Australia, 24% intend to return home and 7% plan to move to another overseas destination. International students face difficult post-graduation decisions weighing uncertain Australian career prospects in creative industries against home country opportunities, with many appearing to delay these decisions until they gain clearer understanding of their employment viability and visa pathway options.

## What Makes MADA Distinct: Key Themes

Based on both quantitative patterns and qualitative student voices, two themes distinguish the Art, Design and Architecture graduate coursework experience from most other disciplines at Monash.

### 1. Severe Financial Pressure and Programme Engagement

MADA students face financial constraints that directly impact their capacity to engage with coursework: 67% of renters spend half or more of their income on rent, 61% earn below \$20,000 annually, 52% are “just coping” financially and not a single student (0%) reports “doing great” financially.

These pressures translate directly into compromised academic engagement: 41% report severe financial stress impact on their ability to complete coursework to the best of their ability, 39% report severe impact on concentration and 31% report severe impact on campus attendance. With 32% citing financial issues as reasons for considering leaving and 92% of employed students choosing their job because they need the money, the financial crisis represents not merely a wellbeing concern but a fundamental barrier to academic success and programme completion.

### 2. Satisfaction and Retention Crisis

MADA demonstrates concerning patterns across multiple satisfaction indicators: only 52% are satisfied with course quality, 56% feel their course offers value for money (meaning a significant minority of 44% disagree), 63% believe they made the correct decision choosing Monash and 61% would recommend the university to peers. Most critically, 57% have considered leaving their course at some point—substantially higher than the 45% baseline for international students who typically show stronger retention commitment due to family investment and visa requirements. The reasons students cite for considering leaving reveal interconnected pressures: 35% cite job opportunities, 32% financial issues, 32% mental health, 29% unmet expectations and 29% lack of value for money. Combined with 42% experiencing moderate to extremely severe depression or anxiety yet only 31% accessing mental health support and 46% reporting insufficient meaningful contact with administrative staff, these patterns signal systematic challenges affecting the MADA student experience that extend beyond any single issue to encompass programme quality, financial sustainability, career viability and institutional support.

## Faculty-Specific Recommendations

These recommendations are tailored to patterns observed among MADA students and prioritise actions the faculty can take to enhance support.

Based on the data, MADA should focus faculty efforts on two distinctive challenges where targeted intervention will have maximum impact:

### Priority 1: Establish Creative Industry Career Pathways to Address Employment Crisis and Financial Pressure

**Rationale:** 54% work-study misalignment, 42% hospitality concentration, 62% report limited field opportunities, 35% cite jobs as reason for considering leaving, 92% work in jobs unrelated to their studies purely for money, 41% severe financial impact on coursework completion.

#### Faculty Actions:

- **Create dedicated career broker role** connecting MADA students with paid creative industry opportunities that accommodate visa restrictions – actively brokering placements rather than expecting students to navigate barriers independently.
- **Embed work-integrated learning directly into curriculum** so industry experience becomes part of coursework rather than additional burden, with academic credit for internships and portfolio development.
- **Establish formal partnerships with creative industry employers** willing to provide visa-compliant paid opportunities (48-hour fortnightly placements during semester), ensuring international students can access career-relevant work rather than defaulting to hospitality.
- **Launch structured alumni mentorship programme** connecting current students with MADA graduates in creative careers, providing practical guidance on building portfolios, accessing networks and navigating pathways for international students.
- **Redesign career guidance for creative industries context** by embedding career development throughout programme: industry speakers in coursework, portfolio reviews, networking events integrated into classes, practical workshops for creative CVs and freelancing – making career support relevant and accessible rather than peripheral.
- **Provide realistic pathway guidance for international students** on skilled migration in creative fields, including visa requirements, portfolio preparation and honest assessment of staying in Australia versus returning home.

### Priority 2: Address Programme Quality, Administrative Support and Student Wellbeing to Improve Satisfaction and Retention

**Rationale:** 52% course satisfaction, 44% don't see value for money, 57% considered leaving, 29% unmet expectations, 46% insufficient administrative contact, 42% moderate-severe depression/anxiety with only 31% accessing support, 32% cite mental health as reason for considering leaving.

### Faculty Actions:

- **Establish programme advisory board with current student representation** to provide ongoing quality assurance, identify emerging issues before they become crises and ensure student voices directly inform programme improvements.
- **Redesign administrative support with proactive outreach model:** establish dedicated MADA graduate coursework coordinator who conducts structured touchpoints at enrolment, mid-semester and milestone completions; create simplified programme guides for international students; ensure administrative staff understand visa considerations and international student pressures.
- **Improve mental health support access** by embedding wellness resources directly into MADA communications and coursework (not expecting students to seek external services), training teaching and administrative staff to recognise distress and facilitate referrals and normalising help-seeking through faculty messaging that support is expected part of graduate study.
- **Enhance culturally responsive teaching** by ensuring faculty understand international student needs, recognise how financial and employment pressures limit academic capacity and design inclusive learning experiences that don't assume all students have equal resources or time availability.

## Appendix 1: Demographics

Course name	Respondents
Master of Design	36 (60%)
Master of Architecture	10 (17%)
Master of Urban Planning and Design	7 (12%)
Other	7 (12%)

Campus	Respondents
I do not regularly attend campus	1 (2%)
Clayton	4 (7%)
Caulfield	60 (100%)
Peninsula	0 (0%)
Parkville	0 (0%)
Law Chambers	0 (0%)
Malaysia	0 (0%)
Hospital or Medical Centre	0 (0%)
Indonesia	0 (0%)
Suzhou	0 (0%)
other	0 (0%)

Domestic/International	Respondents
Local student (Australian or New Zealand citizen/permanent resident)	13 (22%)
International student	47 (78%)

Study load	Respondents
Full-time	55 (92%)
Part-time	5 (8%)
On leave from study	0 (0%)

Study location	Respondents
Entirely on-campus	42 (70%)
Multi-modal	18 (30%)
Entirely off-campus	0 (0%)
Other	0 (0%)

Time since last degree	Respondents
Less than 1 year	27 (45%)
1-5 years	26 (43%)
6-10 years	6 (10%)
11+ years	1 (2%)

<b>Degree progress</b>	<b>Respondents</b>
First year	41 (68%)
Second year	16 (27%)
Third year and beyond	3 (5%)

<b>Study hours</b>	<b>Respondents</b>
Less than 5	1 (2%)
6-10	5 (8%)
11-20	21 (35%)
21-30	21 (35%)
31-40	4 (7%)
Over 40 hours	8 (13%)

<b>English proficiency</b>	<b>Respondents</b>
Fluent	25 (42%)
Advanced	10 (17%)
Intermediate	18 (30%)
Elementary	7 (12%)
Beginner	0 (0%)

<b>Gender</b>	<b>Respondents</b>
Woman	45 (75%)
Man	13 (22%)
Non-binary/gender diverse	1 (2%)
Prefer to self-describe	0 (0%)
Prefer not to say	1 (2%)

<b>LGBTIQA+</b>	<b>Respondents</b>
Yes	6 (10%)
No	52 (87%)
Prefer not to disclose	2 (3%)

<b>Indigenous (domestic students only)</b>	<b>Respondents</b>
Yes	0 (0%)
No	12 (92%)
Prefer not to disclose	1 (8%)

<b>Disability</b>	<b>Respondents</b>
Yes	2 (3%)
No	56 (93%)
Prefer not to disclose	2 (3%)

<b>Age</b>	<b>Respondents</b>
24 or under	34 (57%)
25-29	16 (27%)
30-39	10 (17%)
40 and over	0 (0%)

<b>Registered disability with DSS</b>	<b>Respondents</b>
Yes	1 (50%)
No	1 (50%)

<b>Employment status</b>	<b>Respondents</b>
Full-time	5 (9%)
Part-time	9 (16%)
Casual	10 (18%)
Unemployed and looking for work	20 (36%)
Not employed and not looking for work	12 (21%)

<b>Work hours</b>	<b>Respondents</b>
Less than 5	4 (17%)
6-10	6 (25%)
11-20	8 (33%)
21-30	4 (17%)
31-40	2 (8%)
More than 40	0 (0%)