

# Identifying Graduate Coursework Student Satisfaction



Faculty of Arts

*Monash University 2024*



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.

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## Table of Contents

Executive summary .....	4
Introduction .....	6
Limitations .....	8
Over- and under-representation of demographic groups .....	8
Positive-negative asymmetry (PNA) effect .....	8
Part 1: Importance and satisfaction.....	9
1.1 Commencement.....	10
1.1.1 Pre-enrolment.....	10
1.1.2 Enrolment .....	11
1.1.3 Orientation.....	12
1.2 Academic quality.....	13
1.2.1 Clear criteria.....	13
1.2.2 Quality teaching .....	14
1.2.3 Engaging lectures .....	15
1.2.4 Academic access .....	16
1.2.5 Timely feedback .....	17
1.2.6 Academic feedback.....	18
1.3 Academic delivery.....	19
1.3.1 Mixed delivery.....	20
1.3.2 Balance of units.....	21
1.3.3 Elective variety.....	22
1.3.4 Class times.....	23
1.3.5 Assignment numbers .....	24
1.3.6 Submission dates .....	25
1.4 Support services.....	26
1.4.1 Facilities.....	27
1.4.2 Language support.....	28
1.4.3 Library resources.....	29
1.4.4 IT support.....	30
1.4.5 Learning support .....	31
1.5 Culture.....	32
1.5.1 Graduate community .....	32
1.5.2 Academic community .....	33
1.5.3 Sense of belonging.....	34
1.6 Job readiness.....	35

1.6.1	Internships .....	35
1.6.2	Networking.....	36
1.6.3	Workforce entry.....	37
1.7	Faculty comparisons .....	38
1.7.1	Importance.....	38
1.7.2	Satisfaction.....	38
1.7.3	Gap.....	39
Part 2: Evaluating perceptions of course value and retention considerations.....		40
2.1	Value for money.....	40
2.1.1	Value for money – Importance and Satisfaction .....	41
2.2	Considered leaving in the last 12 months.....	42
2.2.1	Reasons for considering leaving in the last 12 months .....	43
2.2.2	Considered leaving – Importance and Satisfaction.....	45
2.3	Anything you want your student association to know about your course.....	45
Part 3: Engagement with the Monash Graduate Association (MGA) .....		47
3.1	Student association engagement .....	47
Conclusion.....		48
Key findings.....		48
Recommendations .....		50
Appendix 1: Demographics .....		52
Appendix 2: Wording of course experience questionnaire .....		55

## Executive summary

In April and May 2024, the Monash Graduate Association (MGA) conducted a survey of graduate students at Monash and nine other Australian universities.

Students were asked to rate the importance of various aspects of a graduate educational experience, and then to rate the satisfaction of those same aspects according to their own experiences at their university.

The main findings as they relate to graduate coursework students enrolled at in the Faculty of Arts (Arts) are summarised below:

### **Support services at Monash are appreciated**

In relation to their course experience, Arts respondents were most satisfied in relation to *support services*. Likewise, the gap between how important students found it and how satisfied they were with what was delivered was narrowest for support services.

Library resources ranked particularly well.

### **Arts and non-Monash comparison was mixed, but gap scores wider among Arts respondents**

In relation to the gap between importance and satisfaction, Arts occasionally outperformed the average rating from non-Monash respondents studying in the field, but more often than not Arts underperformed.

Of note, Arts outperformed non-Monash respondents in relation to sense of belonging.

However, Arts respondents recorded, on average, substantially wider gap scores in relation to timely feedback and academic community than did non-Monash respondents.

### **Dissatisfaction with job readiness is high**

Of the six themes included in the survey, students ranked *job readiness* second for importance, but last for satisfaction. Meanwhile, the distance between importance and satisfaction was the widest.

Of the twenty-six individual areas surveyed, *job readiness* had three of the four areas where dissatisfaction was highest - internship/placement opportunities (25<sup>th</sup>), networking (26<sup>th</sup>) and being ready to enter the workforce (23<sup>rd</sup>).

Master of International Relations students were particularly less satisfied.

### **Value for money linked to satisfaction with job readiness**

The average satisfaction score for *job readiness* was substantially higher among those who thought their course represented value for money than those who did not. This was true of the other themes too – noticeably, *culture*.

### **Satisfaction with culture is relatively low**

In relation to *culture*, respondents from Arts reported, on average, wider gap scores than all but one other faculty at Monash.

Despite this, Arts respondents were, on average, slightly more satisfied with culture than were non-Monash respondents studying in the field.

Master of International Relations and domestic students were particularly less satisfied with culture; although, for the latter, it was not a particularly important component of their course.

### **MGA engagement low with domestic students**

Engagement with the Monash Graduate Association (MGA) was minimal among domestic students, but better among international students.

## Introduction

The Monash Graduate Association (MGA) ran a survey of Monash graduate students in April and May 2024. In relation to graduate coursework students, the aim of the MGA's *National Postgraduate Student Satisfaction Survey* was to better understand what students' value in their courses and how their experiences measure up against their expectations.

The survey was advertised in the MGA newsletter, the MGA website, through MGA social media channels and through contacts with Monash faculty groups and associate deans, many of whom agreed to forward the advertising of the survey to their students. Participants were self-selecting, so an incentive scheme (comprising the opportunity to win one of 100 gift cards worth \$50 in value) was used to assist in attracting a representative sample.

A total of 142 Monash graduate coursework students from the Faculty of Arts completed the survey (see *Appendix 1: Demographics*), which we estimate to be approximately 10% of enrolled graduate coursework students in the faculty.

With the support of colleagues at student associations across Australia, this survey was offered to postgraduate students at nine other universities. Respondents from the University of Queensland, Griffith University, Queensland University of Technology, Southern Cross University, Sydney University, University of New South Wales, University of Technology Sydney, Victoria University and Federation University are all represented in this survey. A total of 37 graduate coursework students across these universities indicated they were studying in the field of humanities.

Where appropriate, comparisons between Monash and non-Monash respondents, courses and demographic groups have been made.

Part 1 of this report presents quantitative data relating to the importance Arts graduate coursework students place on specific course components and their satisfaction with the delivery of these components.

Respondents were asked to give a rating from 0 to 10 on a *LIKERT*-scale for how much importance they placed on a specific area relating to their course experience and then again for how satisfied they were with Monash's delivery of that area. A total of twenty-six areas were covered in this survey (see *Appendix 2: Wording of course experience questionnaire*).

The twenty-six areas were grouped into six themes: commencement (3), academic quality (6), academic delivery (6), support services (5), culture (3) and job preparation (3).

Areas and themes were ranked by the average level of importance, satisfaction and the distance between importance and satisfaction (gap).

The gap was calculated as below:

$$\text{Gap} = \frac{(\text{Satisfaction} - \text{Importance})}{\text{Importance} (\%)}$$

A narrow gap indicates that students are content with the offering or reality, whereas a wide gap suggests there is room for improvement.

The average collective importance, satisfaction and gap scores of each theme were calculated and ranked. The ranking of each of these (1<sup>st</sup> to 6<sup>th</sup>) are outlined at the start of each section.

Each area within the relevant theme is then individually explored through a comparison of select demographic groups. The average importance score of each demographic group is colour-coded from highest (green) to lowest (red). This is repeated for both satisfaction and gap (narrowest = green, widest = red).

Please note that other than “Non-Monash” and “HASS,” every demographic group mentioned encompasses Monash University Arts graduate coursework students only. The “HASS” grouping refers only to Monash respondents from MADA, Arts, Business and Economics, Education and Law.

Part 2 of this report provides quantitative and qualitative insights into perceptions of course value and retention considerations.

Respondents were asked whether they believed their course represented value for money and if they had considered leaving their course in the last 12 months. If they had considered leaving their course, they were asked to elaborate on their reasons.

They were also asked if there was anything in relation to their course that they wanted their student association to know.

Part 3 of this report highlights the engagement of ARTS graduate coursework students with the Monash Graduate Association (MGA).

This research has been approved by the Monash University Human Research Ethics Committee (Project ID: 41520).



## Limitations

While this report provides valuable insights and findings in relation to graduate student satisfaction in Arts, it is important to acknowledge certain limitations that may impact the interpretation of results. Two such limitations are outlined below.

### Over- and under-representation of demographic groups

When considering results, it is important to acknowledge that the response rate is not consistent across demographic groups.

For example, according to the Department of Education, international students accounted for 48% of total graduate coursework enrolment at Monash University in 2022.<sup>1</sup> In this survey, international students accounted for 82% of total responses at Monash. As a result, international students are greatly over-represented and domestic students are greatly under-represented. This is true also of full-time (over-represented) and part-time (under-represented) students.

To account for these imbalances, effort has been made to isolate demographic groups where possible and analyse and report on each group's results. However, these over- and under-representations do impact the demographic analysis when they are not specifically isolated e.g. in the faculty comparisons (see *1.7 Faculty comparisons*).

Furthermore, when comparing Monash and Non-Monash results, the demographic make-up of respondents varied. International students made up 82.1% of Monash respondents, while they made up only 64.7% of Non-Monash respondents.

### Positive-negative asymmetry (PNA) effect

Across the entire report, the responses of students have been taken at face-value. As such, it is important to reflect on the positive-negative asymmetry (PNA) effect. The PNA effect is two-part: firstly, it incorporates the positivity bias, which refers to an individual's inclination towards favourable perceptions of phenomena that are novel or do not directly impact them,<sup>2</sup> and, secondly, it incorporates the negativity bias which, in part, relates to how individuals are more curious about negative than positive stimuli and therefore are more mobilised by negative events.<sup>3</sup> In the context of this report, this may mean that answers to the quantitative questions in the survey are disproportionately positive, while the responses to the qualitative (open-ended) questions are disproportionately negative, given that graduate students were not required to provide a response.

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<sup>1</sup> "Student Enrolment Pivot Table 2022," Department of Education (Federal Government of Australia), published 18 December 2023, <https://www.education.gov.au/higher-education-statistics/resources/student-enrolments-pivot-table-2022>.

<sup>2</sup> Maria Lewicka, Janusz Czapinski and Guido Peeters, "Positive-negative asymmetry or 'When the heart needs a reason'," *European Journal of Social Psychology* 22 (1992): 426.

<sup>3</sup> Reanna M. Poncheri, Jennifer T. Lindberg, Lori Foster Thompson and Eric A. Surface, "A comment on employee surveys: negativity bias in open-ended responses," *Organizational Research Methods* 11, no. 3 (2008): 615-16.

## Part 1: Importance and satisfaction

Question	Importance	Satisfaction	Gap
<i>Commencement</i>			
Pre-enrolment	8.45	7.46	-11.7%
Enrolment	8.40	7.33	-12.7%
Orientation	7.71	7.26	-5.8%
<i>Academic quality</i>			
Clear criteria	8.71	7.43	-14.7%
Quality teaching	9.18	7.73	-15.8%
Engaging lectures	8.75	7.51	-14.2%
Academic access	8.88	8.13	-8.4%
Timely feedback	8.79	7.46	-15.1%
Academic feedback	8.90	7.56	-15.1%
<i>Academic delivery</i>			
Mixed delivery*	8.00	7.29	-8.9%
Balance of units	8.10	7.37	-9.0%
Elective variety	8.26	7.24	-12.3%
Class times	8.04	6.90	-14.2%
Assignment no.	8.36	7.30	-12.7%
Submission dates	8.74	7.03	-19.6%
<i>Support services</i>			
Facilities	8.34	7.47	-10.4%
Language support**	8.47	7.47	-11.8%
Library resources	8.73	8.38	-4.0%
IT support	7.94	7.55	-4.9%
Learning support	8.10	7.59	-6.3%
<i>Culture</i>			
Grad community	7.59	6.81	-10.3%
Academic community	7.62	6.72	-11.8%
Sense of belonging	7.92	6.82	-13.9%
<i>Job readiness</i>			
Internship	8.38	6.69	-20.2%
Networking	8.53	6.56	-23.1%
Workforce entry	8.56	6.73	-21.4%
<b>Overall average</b>	<b>8.36</b>	<b>7.30</b>	<b>-12.6%</b>

\*Only asked of students who selected their course attendance involved a "mix of on-campus and online study."

\*\*Only asked of students who indicated that their proficiency in English was not "fluent."

## 1.1 Commencement

Of the six themes included in the survey, respondents ranked *commencement* fifth for importance and third for satisfaction, while the distance between importance and satisfaction was the second tightest.

Importance	Satisfaction	Gap
5th	3rd	2nd

The *commencement* section comprised of three areas on which respondents provided feedback. These areas were worded as below:

Pre-enrolment - *Having clear information about the course prior to my enrolment.*

Enrolment - *A user-friendly enrolment process.*

Orientation - *The orientation experience.*

### 1.1.1 Pre-enrolment

Q. *Having clear information about the course prior to my enrolment.*

	Importance	Satisfaction	Gap
Arts (n.136)	8.45	7.46	-11.7%
Non-Monash (n.37)	9.00	7.54	-16.2%
HASS (n.688)	8.44	7.30	-13.5%
M. Comm. & Media Des. (n.13)	8.23	7.31	-11.2%
M. Cultural & Creative Ind. (n.21)	8.05	7.38	-8.3%
M. Interp. & Translation St. (n.26)	8.62	7.54	-12.5%
M. Intl. Relations (n.11)	7.82	5.91	-24.4%
M. Strategic Comms. Mgmt. (n.15)	9.13	8.67	-5.0%
Domestic (n.15)	9.40	7.47	-20.5%
International (n.121)	8.33	7.45	-10.6%
On-campus (n.86)	8.38	7.66	-8.6%
Multi-modal (n.40)	8.61	7.10	-17.5%
Not value for money (n.27)	7.78	5.67	-27.1%
Considered leaving (n.44)	8.00	6.16	-23.0%

- Master of Strategic Communications Management students were the most satisfied with the information received prior to enrolment.
- Master of International Relations students were less satisfied than their colleagues and had a wide gap between importance and satisfaction.

### 1.1.2 Enrolment

Q. *A user-friendly enrolment process.*

	Importance	Satisfaction	Gap
Arts	8.40	7.33	-12.7%
Non-Monash	8.65	7.68	-11.2%
HASS	8.31	7.62	-8.3%
M. Comm. & Media Des.	8.31	7.08	-14.8%
M. Cultural & Creative Ind.	8.05	7.62	-5.3%
M. Interp. & Translation St.	8.50	7.08	-16.7%
M. Intl. Relations	8.27	6.00	-27.4%
M. Strategic Comms. Mgmt.	8.80	8.47	-3.8%
Domestic	8.40	6.73	-19.9%
International	8.40	7.40	-11.9%
On-campus	8.30	7.54	-9.2%
Multi-modal	8.71	6.90	-20.8%
Not value for money	7.78	6.04	-22.4%
Considered leaving	7.75	5.84	-24.6%

- Master of Strategic Communications Management students were the most satisfied with the enrolment process, while Master of International Relations students were less satisfied.
- Arts respondents were marginally less satisfied than their equivalents across the other universities surveyed.

### 1.1.3 Orientation

#### Q. *The orientation experience.*

	Importance	Satisfaction	Gap
Arts	7.71	7.26	-5.8%
Non-Monash	7.19	7.43	3.3%
HASS	7.61	7.39	-2.9%
M. Comm. & Media Des.	7.23	7.00	-3.2%
M. Cultural & Creative Ind.	8.33	7.76	-6.8%
M. Interp. & Translation St.	6.69	7.12	6.4%
M. Intl. Relations	8.00	5.55	-30.6%
M. Strategic Comms. Mgmt.	8.80	8.53	-3.1%
Domestic	5.27	5.27	0.0%
International	8.02	7.50	-6.5%
On-campus	7.67	7.42	-3.3%
Multi-modal	7.88	7.22	-8.4%
Not value for money	7.04	5.81	-17.5%
Considered leaving	6.91	5.80	-16.1%

- International students were more satisfied than domestic students; however, domestic students placed far less importance on orientation.
- Again, Master of International Relations respondents were, on average, noticeably less satisfied than their colleagues.

## 1.2 Academic quality

Of the six themes included in the survey, respondents ranked *academic quality* first for importance and second for satisfaction, while the distance between importance and satisfaction was the fifth tightest.

Importance	Satisfaction	Gap
1st	2nd	5th

The *academic quality* section comprised of six areas on which respondents provided feedback. These areas were worded as below:

Clear criteria	<i>Clear learning outcomes and assessment criteria.</i>
Quality teaching	<i>High quality teaching.</i>
Engaging lectures	<i>Lectures are engaging.</i>
Academic access	<i>Lecturers are accessible for answering my questions/having a discussion.</i>
Timely feedback	<i>Timely feedback on assessments/assignments.</i>
Academic feedback	<i>Constructive feedback on assessments/assignments.</i>

### 1.2.1 Clear criteria

*Q. Clear learning outcomes and assessment criteria.*

	Importance	Satisfaction	Gap
Arts	8.71	7.43	-14.7%
Non-Monash	9.11	7.40	-18.8%
HASS	8.64	7.49	-13.3%
M. Comm. & Media Des.	8.92	7.31	-18.0%
M. Cultural & Creative Ind.	8.19	7.57	-7.6%
M. Interp. & Translation St.	8.38	7.31	-12.8%
M. Intl. Relations	9.09	6.36	-30.0%
M. Strategic Comms. Mgmt.	8.93	8.53	-4.5%
Domestic	9.07	6.80	-25.0%
International	8.67	7.50	-13.5%
On-campus	8.73	7.46	-14.5%
Multi-modal	8.63	7.49	-13.2%
Not value for money	8.37	5.74	-31.4%
Considered leaving	8.18	6.30	-23.0%

- There was a wide gap between importance and satisfaction recorded among Master of International Relations respondents.

## 1.2.2 Quality teaching

### Q. High quality teaching.

	Importance	Satisfaction	Gap
Arts	9.18	7.73	-15.8%
Non-Monash	9.43	7.94	-15.8%
HASS	9.02	7.57	-16.1%
M. Comm. & Media Des.	9.69	7.62	-21.4%
M. Cultural & Creative Ind.	8.62	7.76	-10.0%
M. Interp. & Translation St.	8.77	7.35	-16.2%
M. Intl. Relations	9.45	6.55	-30.7%
M. Strategic Comms. Mgmt.	9.20	8.47	-7.9%
Domestic	9.80	8.20	-16.3%
International	9.10	7.67	-15.7%
On-campus	9.09	7.86	-13.5%
Multi-modal	9.27	7.49	-19.2%
Not value for money	9.07	6.26	-31.0%
Considered leaving	8.91	6.70	-24.8%

- Master of Strategic Communications Management students were the most satisfied in relation to the quality of teaching and had the tightest gap score.
- Master of International Relations students were particularly less satisfied.
- Those who did not feel that their course represented value for money, were particularly less satisfied and recorded a big gap score.

### 1.2.3 Engaging lectures

Q. *Lectures are engaging.*

	Importance	Satisfaction	Gap
Arts	8.75	7.51	-14.2%
Non-Monash	8.60	7.51	-12.7%
HASS	8.53	7.35	-13.8%
M. Comm. & Media Des.	9.38	7.31	-22.1%
M. Cultural & Creative Ind.	8.57	7.81	-8.9%
M. Interp. & Translation St.	7.96	7.15	-10.2%
M. Intl. Relations	9.00	6.27	-30.3%
M. Strategic Comms. Mgmt.	8.80	8.00	-9.1%
Domestic	8.93	7.40	-17.1%
International	8.73	7.52	-13.9%
On-campus	8.67	7.63	-12.0%
Multi-modal	8.95	7.56	-15.5%
Not value for money	8.37	5.59	-33.2%
Considered leaving	8.20	6.09	-25.7%

- Relatively tight gap scores were recorded among Master of Cultural and Creative Industry, Master of Strategic Communications Management and Master of Interpretation and Translation Studies.
- Relatively wide gap scores were recorded among Master of International Relations and Master of Communications and Media Design students.



#### 1.2.4 Academic access

Q. *Lecturers are accessible for answering my questions/having a discussion.*

	Importance	Satisfaction	Gap
Arts	8.88	8.13	-8.4%
Non-Monash	8.34	8.14	-2.4%
HASS	8.62	7.90	-8.4%
M. Comm. & Media Des.	9.08	8.08	-11.0%
M. Cultural & Creative Ind.	8.71	8.14	-6.5%
M. Interp. & Translation St.	7.81	7.81	0.0%
M. Intl. Relations	9.45	7.73	-18.2%
M. Strategic Comms. Mgmt.	9.00	8.80	-2.2%
Domestic	9.00	8.07	-10.3%
International	8.86	8.13	-8.2%
On-campus	8.71	8.29	-4.8%
Multi-modal	9.10	8.07	-11.3%
Not value for money	8.59	6.44	-25.0%
Considered leaving	8.52	7.23	-15.1%

- Arts respondents were as satisfied as non-Monash respondents enrolled in the humanities; however, they found access to be more important, so had a wider gap score.
- No gap emerged from Master of Interpretation and Translation Studies respondents, while Master of Strategic Communications Management had a narrow gap.
- Master of International Relations respondents reported a wide gap.

### 1.2.5 Timely feedback

*Q. Timely feedback on assessments/assignments.*

	Importance	Satisfaction	Gap
Arts	8.79	7.46	-15.1%
Non-Monash	7.97	7.94	-0.4%
HASS	8.61	7.59	-11.8%
M. Comm. & Media Des.	9.15	7.62	-16.7%
M. Cultural & Creative Ind.	8.00	7.19	-10.1%
M. Interp. & Translation St.	8.38	7.54	-10.0%
M. Intl. Relations	8.73	6.45	-26.1%
M. Strategic Comms. Mgmt.	9.53	8.07	-15.3%
Domestic	8.53	6.53	-23.4%
International	8.83	7.58	-14.2%
On-campus	8.81	7.71	-12.5%
Multi-modal	8.83	7.07	-19.9%
No value for money	8.59	6.33	-26.3%
Considered leaving	8.34	6.30	-24.5%

- Arts respondents were less satisfied than non-Monash respondents and, as they placed greater importance on it, recorded a far wider gap score.
- Master of International Relations and domestic students were noticeably less satisfied than their colleagues.

## 1.2.6 Academic feedback

### Q. *Constructive feedback on assessments/assignments.*

	Importance	Satisfaction	Gap
Arts	8.90	7.56	-15.1%
Non-Monash	8.54	7.60	-11.0%
HASS	8.74	7.56	-13.5%
M. Comm. & Media Des.	9.23	7.54	-18.3%
M. Cultural & Creative Ind.	8.24	7.38	-10.4%
M. Interp. & Translation St.	8.42	7.77	-7.7%
M. Intl. Relations	9.27	6.55	-29.3%
M. Strategic Comms. Mgmt.	9.40	8.47	-9.9%
Domestic	8.93	7.40	-17.1%
International	8.89	7.58	-14.7%
On-campus	8.88	7.79	-12.3%
Multi-modal	8.98	7.22	-19.6%
Not value for money	8.78	5.78	-34.2%
Considered leaving	8.57	6.43	-25.0%

- Master of Strategic Communications Management were particularly satisfied with the constructive nature of feedback, while Master of Interpretation and Translation Studies students recorded the tightest gap score.
- Master of International Relations respondents recorded a wide gap.

### 1.3 Academic delivery

Of the six themes included in the survey, respondents ranked *academic delivery* fourth for importance and fourth for satisfaction, while the distance between importance and satisfaction was the fourth tightest.

Importance	Satisfaction	Gap
4th	4th	4th

The *academic delivery* section comprised of six areas on which respondents provided feedback. These areas were worded as below:

Mixed delivery*	<i>Appropriate mix of online and in-person course delivery.</i>
Balance of units	<i>Appropriate balance of compulsory units and electives.</i>
Elective variety	<i>Appropriate variety of electives to choose from.</i>
Class times	<i>Acceptable variety of tutorial/studio/lab times to choose from.</i>
Assignment no.	<i>The number of assessments/assignments for the course is appropriate.</i>
Submission dates	<i>Assessments/assignments submission dates are appropriately spaced.</i>

\* Only asked of students who selected that their course attendance involved a “mix of on-campus and online study.”

### 1.3.1 Mixed delivery

Q. *Appropriate mix of online and in-person course delivery.*

	Importance	Satisfaction	Gap
Arts	8.00	7.29	-8.9%
Non-Monash			
HASS	8.07	7.66	-5.1%
M. Comm. & Media Des.			
M. Cultural & Creative Ind.			
M. Interp. & Translation St.			
M. Intl. Relations			
M. Strategic Comms. Mgmt.			
Domestic			
International	8.21	7.33	-10.7%
On-campus			
Multi-modal	8.00	7.29	-8.9%
Not value for money	9.40	4.40	-53.2%
Considered leaving	8.37	5.95	-28.9%

- Those who felt that their course did not represent value for money were noticeably less satisfied with the mix of classes than the average multi-modal respondent.
- Arts respondents were marginally less satisfied than their HASS colleagues across the University.

### 1.3.2 Balance of units

Q. *Appropriate balance of compulsory units and electives.*

	Importance	Satisfaction	Gap
Arts	8.10	7.37	-9.0%
Non-Monash	8.21	7.59	-7.6%
HASS	7.93	7.38	-6.9%
M. Comm. & Media Des.	8.25	7.33	-11.2%
M. Cultural & Creative Ind.	8.19	7.38	-9.9%
M. Interp. & Translation St.	7.35	7.65	4.1%
M. Intl. Relations	8.82	6.45	-26.9%
M. Strategic Comms. Mgmt.	8.71	8.57	-1.6%
Domestic	7.20	6.47	-10.1%
International	8.21	7.49	-8.8%
On-campus	8.03	7.59	-5.5%
Multi-modal	8.29	7.07	-14.7%
Not value for money	7.81	5.89	-24.6%
Considered leaving	7.86	6.18	-21.4%

- Master of Strategic Communications Management were particularly satisfied with the balance of compulsory and elective units, as were Master of Interpretation and Translation Studies respondents.
- Master of International Relations students recorded a wide gap score.

### 1.3.3 Elective variety

Q. *Appropriate variety of electives to choose from.*

	Importance	Satisfaction	Gap
Arts	8.26	7.24	-12.3%
Non-Monash	8.38	7.35	-12.3%
HASS	7.87	7.15	-9.1%
M. Comm. & Media Des.	8.75	7.00	-20.0%
M. Cultural & Creative Ind.	8.14	7.29	-10.4%
M. Interp. & Translation St.	7.12	7.35	3.2%
M. Intl. Relations	9.18	7.55	-17.8%
M. Strategic Comms. Mgmt.	8.50	7.86	-7.5%
Domestic	8.33	5.73	-31.2%
International	8.25	7.43	-9.9%
On-campus	8.07	7.47	-7.4%
Multi-modal	8.56	7.05	-17.6%
Not value for money	7.81	6.22	-20.4%
Considered leaving	7.95	5.98	-24.8%

- Domestic students were noticeably less satisfied with the variety of electives on offer.
- Master of Interpretation and Translation Studies respondents recorded a positive gap score.

### 1.3.4 Class times

Q. *Acceptable variety of tutorial/studio/lab times to choose from.*

	Importance	Satisfaction	Gap
Arts	8.04	6.90	-14.2%
Non-Monash	8.09	7.12	-12.0%
HASS	8.19	6.97	-14.9%
M. Comm. & Media Des.	8.25	7.17	-13.1%
M. Cultural & Creative Ind.	8.05	7.24	-10.1%
M. Interp. & Translation St.	7.19	7.15	-0.6%
M. Intl. Relations	8.55	5.27	-38.4%
M. Strategic Comms. Mgmt.	8.50	8.07	-5.1%
Domestic	7.87	4.73	-39.9%
International	8.06	7.17	-11.0%
On-campus	7.78	7.23	-7.1%
Multi-modal	8.71	6.41	-26.4%
Not value for money	7.30	5.44	-25.5%
Considered leaving	7.57	5.30	-30.0%

- On-campus students recorded a far narrower gap score than did multi-modal students.
- Domestic students were particularly less satisfied and recorded a wide gap score, as did Master of International Relations students.



### 1.3.5 Assignment numbers

Q. *The number of assessments/assignments for the course is appropriate.*

	Importance	Satisfaction	Gap
Arts	8.36	7.30	-12.7%
Non-Monash	8.38	7.50	-10.5%
HASS	8.49	7.35	-13.4%
M. Comm. & Media Des.	8.58	7.67	-10.6%
M. Cultural & Creative Ind.	8.00	7.38	-7.8%
M. Interp. & Translation St.	8.12	7.04	-13.3%
M. Intl. Relations	8.55	5.82	-31.9%
M. Strategic Comms. Mgmt.	8.57	8.29	-3.3%
Domestic	8.00	6.80	-15.0%
International	8.40	7.36	-12.4%
On-campus	8.15	7.34	-9.9%
Multi-modal	8.88	7.37	-17.0%
Not value for money	8.19	5.81	-29.1%
Considered leaving	8.00	6.07	-24.1%

- Assignment numbers were consistently important across the demographics.
- Master of International Relations respondents were noticeably less satisfied than their colleagues.

### 1.3.6 Submission dates

Q. *Assessment/assignments submission dates are appropriately spaced.*

	Importance	Satisfaction	Gap
Arts	8.74	7.03	-19.6%
Non-Monash	8.50	7.00	-17.6%
HASS	8.66	7.09	-18.1%
M. Comm. & Media Des.	8.83	6.75	-23.6%
M. Cultural & Creative Ind.	8.14	7.14	-12.3%
M. Interp. & Translation St.	8.77	7.73	-11.9%
M. Intl. Relations	8.55	4.82	-43.6%
M. Strategic Comms. Mgmt.	8.79	8.07	-8.2%
Domestic	8.53	6.20	-27.3%
International	8.76	7.13	-18.6%
On-campus	8.50	7.10	-16.5%
Multi-modal	9.20	6.80	-26.1%
Not value for money	8.67	5.67	-34.6%
Considered leaving	8.57	5.68	-33.7%

- Master of International Relations respondents were noticeably less satisfied than their colleague and recorded a wide gap score.
- Master of Strategic Communications Management were more satisfied than most.

## 1.4 Support services

Of the six themes included in the survey, respondents ranked *support services* third for importance and first for satisfaction, while the distance between importance and satisfaction was the tightest.

Importance	Satisfaction	Gap
3rd	1st	1st

The *support services* section comprised of five areas on which respondents provided feedback. These areas were worded as below:

Facilities	<i>Adequate facilities for your field of study.</i>
Language support**	<i>English language support.</i>
Library resources	<i>Easily accessible books and journals (online or hard copy).</i>
IT support	<i>IT support.</i>
Learning support	<i>Learning skills support e.g. academic writing, referencing, time management.</i>

\*\* Only asked of students who indicated that their proficiency in English was not “fluent”.

### 1.4.1 Facilities

Q. Adequate facilities for your field of study.

	Importance	Satisfaction	Gap
Arts	8.34	7.47	-10.4%
Non-Monash	7.85	7.64	-2.7%
HASS	8.52	7.67	-10.0%
M. Comm. & Media Des.	7.67	7.17	-6.5%
M. Cultural & Creative Ind.	8.25	7.65	-7.3%
M. Interp. & Translation St.	7.88	7.60	-3.6%
M. Intl. Relations	8.82	5.55	-37.1%
M. Strategic Comms. Mgmt.	8.92	8.62	-3.4%
Domestic	7.00	6.40	-8.6%
International	8.52	7.60	-10.8%
On-campus	8.33	7.62	-8.5%
Multi-modal	8.50	7.40	-12.9%
Not value for money	7.93	5.74	-27.6%
Considered leaving	8.20	6.14	-25.1%

- Domestic students did not place as much importance on facilities as did international students.
- Master of International Relations respondents were noticeably less satisfied than their colleagues.

## 1.4.2 Language support

### Q. English language support.

	Importance	Satisfaction	Gap
Arts	8.47	7.47	-11.8%
Non-Monash	6.60	6.00	-9.1%
HASS	8.01	7.67	-4.2%
M. Comm. & Media Des.	7.17	5.50	-23.3%
M. Cultural & Creative Ind.	8.38	7.81	-6.8%
M. Interp. & Translation St.	7.93	7.86	-0.8%
M. Intl. Relations			
M. Strategic Comms. Mgmt.	9.25	8.63	-6.7%
Domestic			
International	8.51	7.51	-11.8%
On-campus	8.38	7.47	-10.9%
Multi-modal	8.64	7.50	-13.2%
Not value for money	8.23	6.54	-20.5%
Considered leaving	8.58	6.25	-27.2%

- Arts students were more satisfied with language support than were non-Monash students; however, they placed far greater importance on the service. As such, they recorded a wider gap score.

### 1.4.3 Library resources

Q. *Easily accessible books and journals (online or hard copy).*

	Importance	Satisfaction	Gap
Arts	8.73	8.38	-4.0%
Non-Monash	8.58	8.12	-5.4%
HASS	8.66	8.07	-6.8%
M. Comm. & Media Des.	8.67	7.75	-10.6%
M. Cultural & Creative Ind.	8.65	8.60	-0.6%
M. Interp. & Translation St.	8.00	7.88	-1.5%
M. Intl. Relations	8.45	6.91	-18.2%
M. Strategic Comms. Mgmt.	9.23	8.92	-3.4%
Domestic	8.87	8.40	-5.3%
International	8.71	8.38	-3.8%
On-campus	8.40	8.35	-0.6%
Multi-modal	9.35	8.45	-9.6%
Not value for money	8.19	7.07	-13.7%
Considered leaving	8.77	7.43	-15.3%

- Library resources received the greatest satisfaction score from Arts respondents across the survey.
- Master of Cultural and Creative Design, Master of Interpretation and Translation Studies and Master of Strategic Communications Management respondents all recorded narrow gap scores.

#### 1.4.4 IT support

*Q. IT support.*

	Importance	Satisfaction	Gap
Arts	7.94	7.55	-4.9%
Non-Monash	7.30	8.21	12.5%
HASS	7.88	7.81	-0.9%
M. Comm. & Media Des.	7.67	7.25	-5.5%
M. Cultural & Creative Ind.	7.85	7.60	-3.2%
M. Interp. & Translation St.	7.28	7.48	2.7%
M. Intl. Relations	8.18	6.55	-19.9%
M. Strategic Comms. Mgmt.	8.77	8.15	-7.1%
Domestic	6.53	6.93	6.1%
International	8.12	7.63	-6.0%
On-campus	7.86	7.57	-3.7%
Multi-modal	8.20	7.65	-6.7%
Not value for money	7.30	6.48	-11.2%
Considered leaving	7.70	6.61	-14.2%

- The gap score of Arts students for IT support was the second narrowest recorded across the survey.
- Positive gap scores (where satisfaction outscored importance) was recorded among domestic students and Master of Interpretation and Translation Studies respondents.

#### 1.4.5 Learning support

Q. *Learning skills support e.g. academic writing, referencing, time management.*

	Importance	Satisfaction	Gap
Arts	8.10	7.59	-6.3%
Non-Monash	7.15	8.45	18.2%
HASS	8.11	7.70	-5.1%
M. Comm. & Media Des.	7.50	7.33	-2.3%
M. Cultural & Creative Ind.	8.10	7.75	-4.3%
M. Interp. & Translation St.	7.36	7.44	1.1%
M. Intl. Relations	7.73	6.82	-11.8%
M. Strategic Comms. Mgmt.	8.85	8.31	-6.1%
Domestic	5.80	7.27	25.3%
International	8.40	7.63	-9.2%
On-campus	8.09	7.59	-6.2%
Multi-modal	8.13	7.60	-6.5%
Not value for money	7.07	6.59	-6.8%
Considered leaving	7.80	6.70	-14.1%

- Although placing little importance on it, domestic students were noticeably satisfied with the learning support available to them.



## 1.5 Culture

Of the six themes included in the survey, respondents ranked *culture* last for importance and fifth for satisfaction, while the distance between importance and satisfaction was the third tightest.

Importance	Satisfaction	Gap
6th	5th	3rd

The *culture* section comprised of three areas on which respondents provided feedback. These areas were worded as below:

Grad community      *Feeling part of a postgraduate social community.*

Academic community      *Feeling part of an academic community.*

Sense of belonging      *Feeling a sense of belonging to my university.*

### 1.5.1 Graduate community

*Q. Feeling part of a postgraduate social community.*

	Importance	Satisfaction	Gap
Arts	7.59	6.81	-10.3%
Non-Monash	6.67	6.27	-6.0%
HASS	7.54	6.85	-9.2%
M. Comm. & Media Des.	6.75	6.17	-8.6%
M. Cultural & Creative Ind.	7.95	7.40	-6.9%
M. Interp. & Translation St.	6.80	6.76	-0.6%
M. Intl. Relations	7.82	4.09	-47.7%
M. Strategic Comms. Mgmt.	8.85	8.23	-7.0%
Domestic	5.13	5.27	2.7%
International	7.91	7.01	-11.4%
On-campus	7.51	6.92	-7.9%
Multi-modal	7.90	6.72	-14.9%
Not value for money	6.89	5.33	-22.6%
Considered leaving	6.95	5.43	-21.9%

- Domestic student placed little importance on feeling part of a graduate community.
- Master of International Relations respondents were substantially less satisfied than most of their colleagues and recorded a sizeable gap score.

## 1.5.2 Academic community

### Q. *Feeling part of an academic community.*

	Importance	Satisfaction	Gap
Arts	7.62	6.72	-11.8%
Non-Monash	6.58	6.61	0.5%
HASS	7.59	6.81	-10.3%
M. Comm. & Media Des.	6.72	6.25	-7.0%
M. Cultural & Creative Ind.	7.80	7.05	-9.6%
M. Interp. & Translation St.	7.20	7.08	-1.7%
M. Intl. Relations	7.00	4.18	-40.3%
M. Strategic Comms. Mgmt.	8.15	7.69	-5.6%
Domestic	5.47	4.33	-20.8%
International	7.90	7.03	-11.0%
On-campus	7.64	6.87	-10.1%
Multi-modal	7.75	6.47	-16.5%
Not value for money	6.85	5.15	-24.8%
Considered leaving	7.00	5.07	-27.6%

- As with graduate community, domestic students placed far less importance on academic community than did their colleagues; however, they were also quite less satisfied with it, which contributed to a wide gap score.
- Master of International Relations respondents were particularly less satisfied and had the widest gap score.

### 1.5.3 Sense of belonging

Q. *Feeling a sense of belonging to my university.*

	Importance	Satisfaction	Gap
Arts	7.92	6.82	-13.9%
Non-Monash	7.55	5.91	-21.7%
HASS	7.97	7.04	-11.7%
M. Comm. & Media Des.	7.58	6.17	-18.6%
M. Cultural & Creative Ind.	7.95	7.65	-3.8%
M. Interp. & Translation St.	7.72	6.80	-11.9%
M. Intl. Relations	8.18	4.91	-40.0%
M. Strategic Comms. Mgmt.	8.62	8.00	-7.2%
Domestic	5.80	4.47	-22.9%
International	8.19	7.13	-12.9%
On-campus	7.93	7.06	-11.0%
Multi-modal	8.03	6.60	-17.8%
Not value for money	7.26	4.93	-32.1%
Considered leaving	7.36	5.39	-26.8%

- Sense of belonging was far more important to international students than it was domestic students, and they were far more satisfied with it.
- Master of International Relations respondents placed a high level of importance on sense of belonging, but were not very satisfied.

## 1.6 Job readiness

Of the six themes included in the survey, respondents ranked *job readiness* second for importance and last for satisfaction, while the distance between importance and satisfaction was the widest.

Importance	Satisfaction	Gap
2nd	6th	6th

The *job readiness* section comprised of three areas on which respondents provided feedback. These areas were worded as below:

Internship	<i>Placement/internship opportunities.</i>
Networking	<i>Links to industry/professional networking.</i>
Workforce entry	<i>Being ready to enter the workforce when I graduate</i>

### 1.6.1 Internships

*Q. Placement/internship opportunities.*

	Importance	Satisfaction	Gap
Arts	8.38	6.69	-20.2%
Non-Monash	7.55	5.91	-21.7%
HASS	8.38	6.27	-25.2%
M. Comm. & Media Des.	8.17	7.33	-10.3%
M. Cultural & Creative Ind.	8.45	7.05	-16.6%
M. Interp. & Translation St.	8.44	6.32	-25.1%
M. Intl. Relations	9.45	6.18	-34.6%
M. Strategic Comms. Mgmt.	8.77	8.15	-7.1%
Domestic	6.67	6.40	-4.0%
International	8.60	6.73	-21.7%
On-campus	8.22	6.87	-16.4%
Multi-modal	9.00	6.50	-27.8%
Not value for money	8.19	5.56	-32.1%
Considered leaving	8.14	5.52	-32.2%

- Arts respondents were more satisfied than their non-Monash equivalents; however, Arts respondents also rated internship opportunities as more important. As such, the gap scores between the two groups were similar.
- Master of International Relations respondents placed the highest importance on internships of the five course groups, but were the least satisfied.
- Domestic students did not place as much importance on internships.

## 1.6.2 Networking

### Q. *Links to industry/professional networking.*

	Importance	Satisfaction	Gap
Arts	8.53	6.56	-23.1%
Non-Monash	7.24	5.82	-19.6%
HASS	8.38	6.46	-22.9%
M. Comm. & Media Des.	8.33	6.42	-22.9%
M. Cultural & Creative Ind.	8.20	6.75	-17.7%
M. Interp. & Translation St.	8.64	6.68	-22.7%
M. Intl. Relations	8.91	5.55	-37.7%
M. Strategic Comms. Mgmt.	8.54	7.69	-10.0%
Domestic	7.13	6.00	-15.8%
International	8.71	6.64	-23.8%
On-campus	8.44	6.67	-21.0%
Multi-modal	8.95	6.55	-26.8%
Not value for money	8.41	5.00	-40.5%
Considered leaving	8.05	5.34	-33.7%

- As with internships, Arts respondents were more satisfied than their non-Monash equivalents with links to industry; however, Arts respondents also rated these links as more important, which led to a wider gap score.
- Master of International Relations respondents placed the highest importance on internships of the five course groups, but were the least satisfied.

### 1.6.3 Workforce entry

Q. *Being ready to enter the workforce when I graduate.*

	Importance	Satisfaction	Gap
Arts	8.56	6.73	-21.4%
Non-Monash	7.45	6.30	-15.4%
HASS	8.72	6.58	-24.5%
M. Comm. & Media Des.	8.42	6.58	-21.9%
M. Cultural & Creative Ind.	8.45	7.40	-12.4%
M. Interp. & Translation St.	8.80	6.48	-26.4%
M. Intl. Relations	9.09	6.36	-30.0%
M. Strategic Comms. Mgmt.	9.23	8.15	-11.7%
Domestic	6.40	4.93	-23.0%
International	8.84	6.96	-21.3%
On-campus	8.48	6.92	-18.4%
Multi-modal	9.15	6.55	-28.4%
Not value for money	8.26	4.89	-40.8%
Considered leaving	8.36	5.48	-34.4%

- Arts students were slightly more satisfied that they were ready to enter the workforce than were non-Monash respondents.
- Despite placing the least amount of importance on it, domestic students were much less satisfied than most.
- Master of Strategic Communications Management students were the most satisfied.

## 1.7 Faculty comparisons

Every faculty's average importance and satisfaction score, and average gap differential, for each theme, is included and compared in this section.

Please note, an important consideration here is the demographic over- and under-representations (see *Limitations*). Factors such as study load, citizenship etc., across which average responses can vary significantly, have not been dissected or considered.

### 1.7.1 Importance

The following table details the average importance score for each theme recorded in every faculty – excluding the Faculty of Law.

Theme	MADA	Arts	BusEco	Edu	Eng	IT	MNHS	Pharm	Sci
Commencement	7.88	8.19	8.14	8.22	7.85	7.98	8.25	8.35	8.75
Academic quality	8.55	8.87	8.59	8.76	8.09	8.48	8.64	8.82	8.71
Academic delivery	7.94	8.25	8.36	8.03	7.82	8.19	8.00	8.50	8.32
Support services	7.71	8.32	8.34	8.27	8.04	7.85	8.30	8.64	8.39
Culture	7.46	7.71	7.97	7.41	7.81	7.84	7.48	7.21	8.33
Job readiness	8.34	8.49	8.57	8.47	8.30	8.63	8.72	8.64	8.43
Overall	8.02	8.36	8.36	8.25	7.98	8.18	8.26	8.44	8.49

### 1.7.2 Satisfaction

The following table details the average satisfaction score for each theme recorded in every faculty – excluding the Faculty of Law.

Theme	MADA	Arts	BusEco	Edu	Eng	IT	MNHS	Pharm	Sci
Commencement	7.21	7.35	7.68	7.41	7.51	7.26	7.65	7.76	8.29
Academic quality	7.42	7.64	7.71	7.44	7.37	6.79	7.77	7.40	8.43
Academic delivery	6.75	7.19	7.59	7.07	7.17	6.60	7.43	6.97	8.11
Support services	7.47	7.69	7.95	7.81	7.76	7.43	8.18	7.93	8.57
Culture	6.45	6.78	7.26	6.81	7.28	7.11	7.37	6.55	7.87
Job readiness	5.68	6.66	6.59	6.39	7.14	5.93	7.34	6.91	7.25
Overall	6.94	7.30	7.54	7.23	7.38	6.86	7.62	7.29	8.17

### 1.7.3 Gap

The following table details the average gap score for each theme recorded in every faculty – excluding the Faculty of Law.

Theme	MADA	Arts	BusEco	Edu	Eng	IT	MNHS	Pharm	Sci
Commencement	-8.5%	-10.2%	-5.7%	-9.9%	-4.3%	-9.0%	-7.2%	-7.1%	-5.3%
Academic quality	-13.3%	-13.9%	-10.2%	-15.1%	-8.9%	-19.9%	-10.1%	-16.1%	-3.2%
Academic delivery	-15.0%	-12.9%	-9.2%	-11.9%	-8.3%	-19.5%	-7.1%	-17.4%	-2.6%
Support services	-3.2%	-7.5%	-4.7%	-5.6%	-3.6%	-5.4%	-1.4%	-8.2%	2.1%
Culture	-13.5%	-12.0%	-8.9%	-8.2%	-6.8%	-9.2%	-1.5%	-9.1%	-5.5%
Job readiness	-32.0%	-21.6%	-23.1%	-24.5%	-14.0%	-31.3%	-15.8%	-20.0%	-14.0%
Overall	-13.2%	-12.6%	-9.7%	-12.0%	-7.5%	-15.7%	-7.3%	-13.4%	-3.7%



## Part 2: Evaluating perceptions of course value and retention considerations

This section provides insight into perceptions of course value and retention considerations.

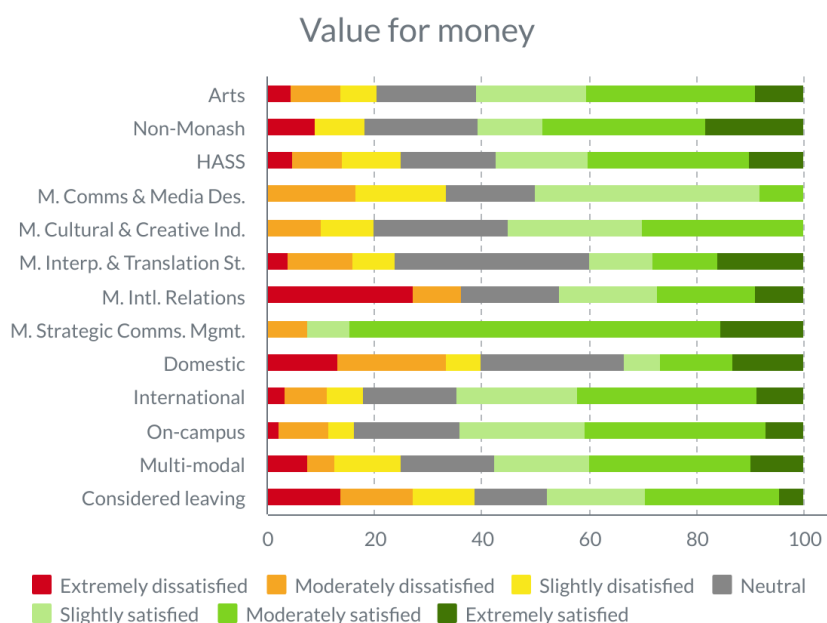
In the survey, participants were asked whether they believed their course represented value for money and if they had considered leaving their course in the last 12 months. If they had considered leaving their course, they were asked to elaborate on their reasons.

Participants were also asked if there was anything in relation to their course that they wanted their student association to know.

### 2.1 Value for money

Respondents were asked to respond to the question *how satisfied are you that your course provides value for money?*

Below is a graph of how Arts students responded:



Non-Monash respondents were as likely as Arts respondents to be satisfied that their course provided value for money; however, they were more likely to answer in the “extremely” categories.

Arts respondents were less likely to be dissatisfied than the average HASS respondent at Monash.

Domestic students, students who had considered leaving, Master of International Relations students and Master of Communications and Media Design students were the most-likely to think that their course did not represent value for money.

### 2.1.1 Value for money – Importance and Satisfaction

To gain further insight into what students’ value in their course, a comparison was run of the average results of those who were satisfied that their course represented value for money (Value) and those who were not satisfied (No Value).

The table below breaks down average scores by theme for Arts respondents:

Theme	Importance		Satisfaction		Gap	
	Value	No value	Value	No value	Value	No value
Commencement	8.53	8.60	7.96	5.86	-6.7%	-31.9%
Academic quality	9.07	8.63	8.19	6.02	-9.7%	-30.2%
Academic delivery	8.49	8.20	7.79	5.57	-8.2%	-32.1%
Support services	8.85	7.74	8.28	6.48	-6.4%	-16.3%
Culture	8.12	7.00	7.52	5.14	-7.4%	-26.6%
Job readiness	8.78	8.29	7.25	5.15	-17.4%	-37.9%
Overall	8.64	8.08	7.83	5.70	-9.3%	-29.2%

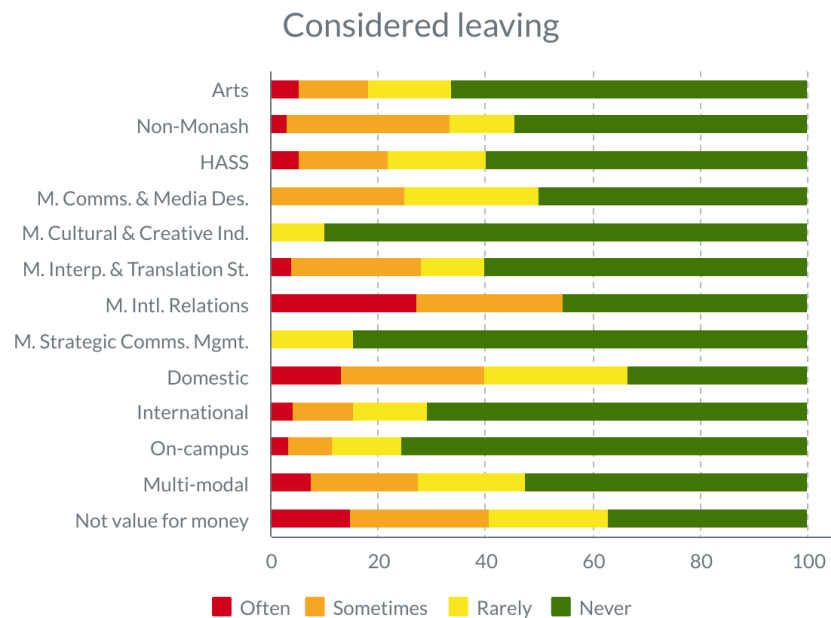
No Value consistently had substantially wider gap scores than Value across each theme.

Satisfaction among No Value was most noticeably lower in relation to *culture* and *job readiness*.

## 2.2 Considered leaving in the last 12 months

Participants were asked to respond to the question *have you considered leaving your course in the last 12 months?*

Below is a graph of how Arts students responded:



Arts respondents were less likely than non-Monash respondents and HASS respondents from Monash to have considered leaving their course in the last 12 months.

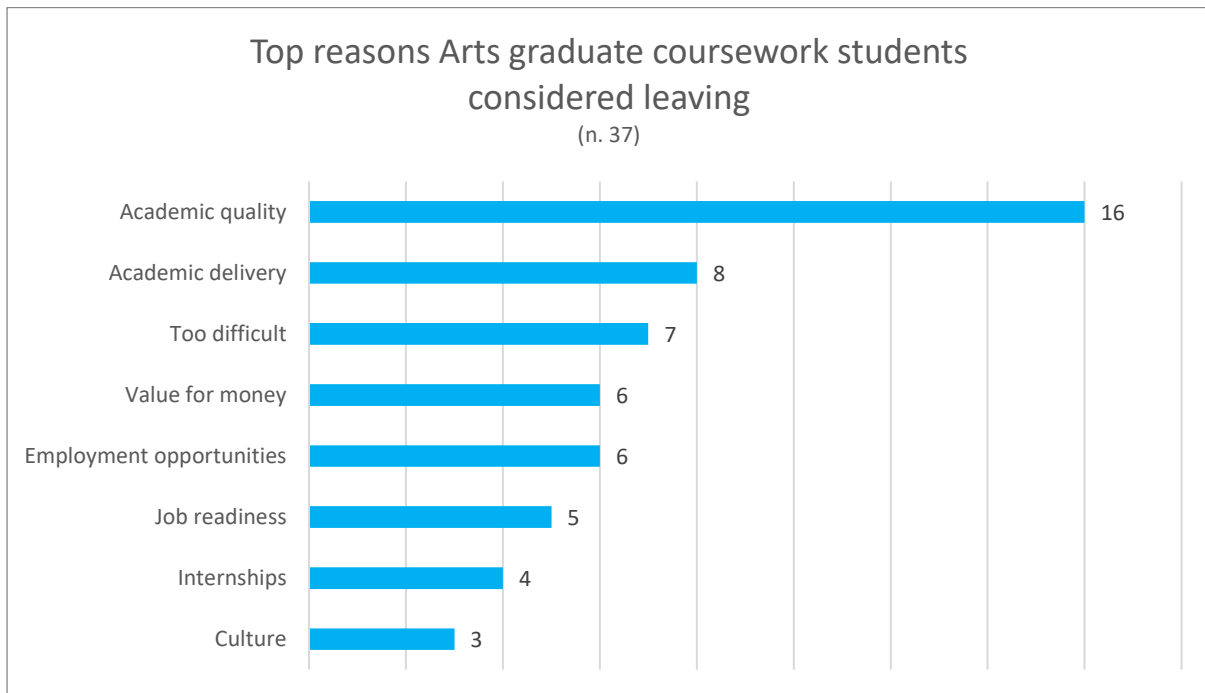
Within Arts, domestic students and those who thought their course did not represent value for money were the most likely to have considered leaving.

Master of Cultural and Creative Industries and Master of Strategic Communications Management students were least likely to have considered leaving.

### 2.2.1 Reasons for considering leaving in the last 12 months

In order to gather direct insight into why graduate coursework students consider leaving their course, participants who had indicated that they had considered it in the last 12 months were asked the question, *in 2-3 sentences, why did you consider leaving your course?*

Below is a summary of their responses:



The primary reason Monash graduate coursework students considered leaving their course in the last 12 months were issues with the academic quality within their course. Comments included:

*“The quality of teaching I received from Uni cannot meet my expectation regarding the high tuition fees I have paid.”*

*“The instructions from the lectures are not clear. They do not tell us what they want from us but want results. That’s not how things work. Not everyone comes from a professional background. You need to tell students what you expect and how we can deliver it. Pathetic communication skills.”*

*“I feel completely cheated and lied to, frankly. The course has been an embarrassment from an academic and professional perspective, and the culture at the university is miserable, isolating, and frankly I feel that coming here has been nothing but a mistake with ruinous consequences for my life and career.”*

Another popular response as to why they had considered leaving related to academic delivery. These included:

*“The core units are taught in intensive mode, create hassle for students to absorb the content. Besides, the content of unit does not have the balance between international*

*scholarship and Australian scholarship. Contents about Australia system and entrenched ideologies take the majority. This, however, becomes a limitation because I don't intend to work in Australia after graduating."*

*"[I'm] unable to study with my preferred language stream, just because there are less than 3 students choosing the particular language stream, slightly disappointed to have paid international student fees but not getting the particular training in the most preferred language set."*

*"Online delivery, not only online but lessened amount of contact with more content. Sometimes contact only once a fortnight. It is not enough to learn and discuss properly."*

Other interesting comments included:

*"Difficulties with essential technology and lack of support. Beginning tutorials that were at a much higher level than the rest of the course, and gave me the false sense that I would fail."*

*"lacking innovation and insight. Not that helpful to later employment. Just lock in the classroom and do the coursework."*

*"It is too expensive and I don't see many career opportunities as I thought there will be after finishing this course."*

*"I feel completely cheated and lied to, frankly. The course has been an embarrassment from an academic and professional perspective, and the culture at the university is miserable, isolating, and frankly I feel that coming here has been nothing but a mistake with ruinous consequences for my life and career."*

*"The course has not provided any networking opportunities, no after-hours IT support when it is targeted at students working full-time and has a very narrow focus on profit making businesses. The course is rushed and the teachers provide no one on one time or helpful feedback on assignments. They have all also had really strong accents and hard to understand, especially online."*

*"The fees for the internship are too high and might not be worth it. Changes in the postgrad Visa will make me ineligible no matter if I finish the master's or just complete a diploma or certificate."*

*"The classmates are inactive, discussions are far from lively."*

## 2.2.2 Considered leaving – Importance and Satisfaction

To gain further insight into what may cause a student to consider leaving their course, a comparison was run on the average results of those who had considered leaving their course in the last 12 months (Exit) and those who had never considered leaving (Stay).

The table below details the average scores by theme:

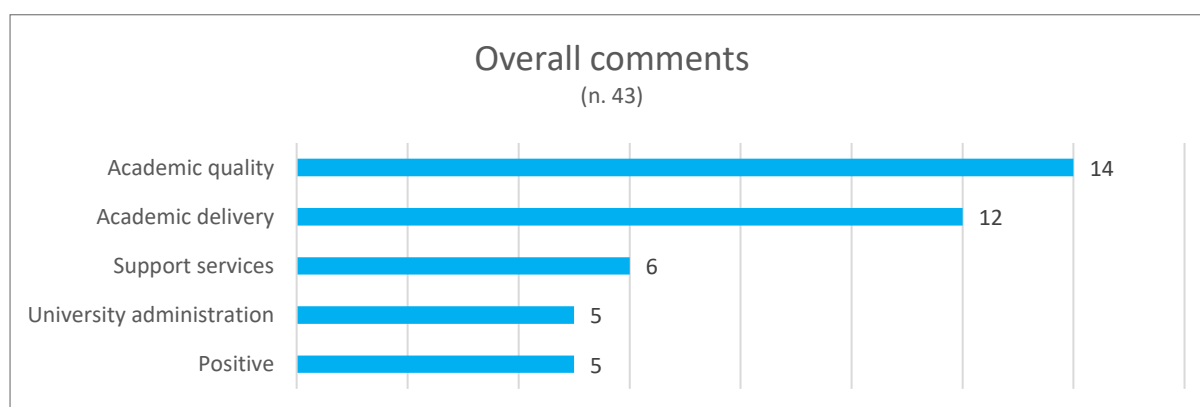
Theme	Importance		Satisfaction		Gap	
	Exit	Stay	Exit	Stay	Exit	Stay
Commencement	8.43	8.47	6.36	8.04	-24.6%	-5.1%
Academic quality	8.45	9.04	6.51	8.21	-23.0%	-9.2%
Academic delivery	8.05	8.33	5.86	7.95	-27.2%	-4.6%
Support services	8.21	8.37	6.63	8.20	-19.2%	-2.0%
Culture	7.10	8.01	5.30	7.54	-25.4%	-5.9%
Job readiness	8.18	8.65	5.45	7.28	-33.4%	-15.8%
Overall	8.07	8.48	6.02	7.87	-25.4%	-7.1%

Exit respondents reported far wider gap scores than Stay respondents. This was true of each of the six themes.

## 2.3 Anything you want your student association to know about your course

Participants were asked *is there anything about your course that you want your student association to know?*

Below is a summary of the main responses:



The primary response theme related to perceptions of a lack of academic quality within their course. These included:

*“Some units were too short to understand the whole picture.”*

*"I believe that the lecturer's teaching in my interpreting class is far from effective enough for this unit and course not only for me but for other students."*

*"Because my course is a postgraduate course, most of the course content is more theoretical. Personally, I would prefer some practical courses."*

*"Translation is a practical skill. More time should be spent in translating articles themselves instead of writing analysis of them in papers. Many assignments are a waste of time without improving my translation skills."*

Academic delivery was referenced by several students. Comments included:

*"The feedback for the assignments sometimes released quite late before the next assignment, which made me received feedback quite late too. They should be released before the next assignment deadline so that we know what to improve."*

*"I really hope some of the courses are longer so I have time to develop my knowledge and have time to reflect on the materials. Also, it allows the tutors and lecturers to cover more extensive topics. And assessments deadlines that are less jammed with each other."*

*"The Arts department has seen a significant change in the course structure in the past couple years, Due to this, most of our subjects have "block-on" classes running for 6 weeks, rather than 12. This is extremely unpleasant because the content of the coursework remains just as difficult and vast. This means that 12 weeks of content is cramped into 6 weeks, increasing student workload with very little payoff."*

Other interesting comments included:

*"Provide more assistance to student in need, and make sure that paid campus facilities are affordable and not being used as cash cow."*

*"I wish there were more events that were less intimidating to go to by yourself to meet people from the course."*

*"Really impressed that Monash offers this course as it is not a common choice for a Master's degree. Also like that the Creative Cities unit has fieldtrips. I find the units offered are very interesting and I'm actually looking forward to them."*

*"The staff at the school's admissions office was indifferent and very rude, and I've given feedback multiple times without getting any response."*

*"Opportunities for exposure in chosen industry like international development, invite guest speakers, create industry specific events for networking and placement not general."*

*"I really hope it has a better connection to the industry or public sector, thus the transition to workplace can be smoother."*

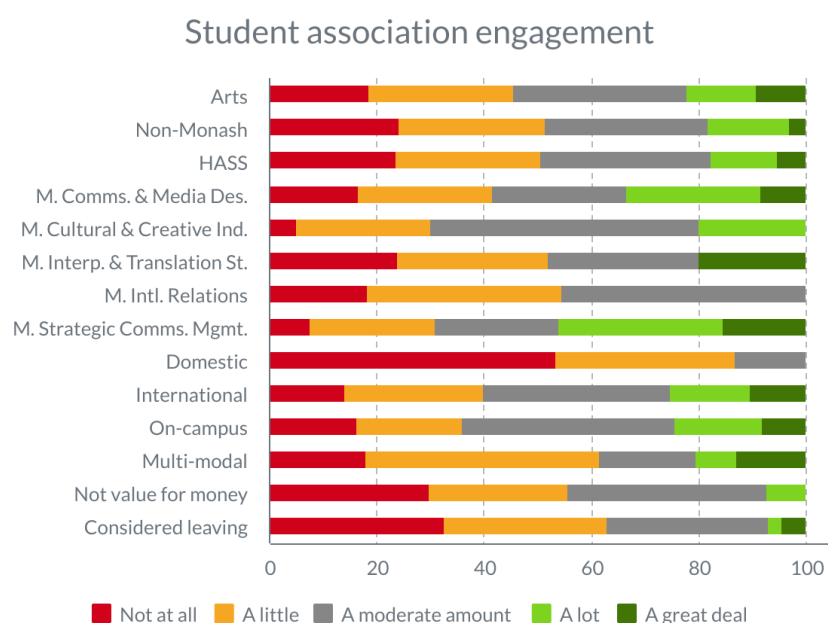
## Part 3: Engagement with the Monash Graduate Association (MGA)

This section highlights the engagement levels that ARTS graduate coursework students have with their representative body - the Monash Graduate Association (MGA).

### 3.1 Student association engagement

Participants were asked to respond to the question *how engaged do you feel with your student association or union or guild?*

Below is a summary of how students in Arts responded:



Arts respondents were slightly more engaged with the MGA than HASS respondents and non-Monash respondents enrolled in a similar course.

International students were far more likely to be engaged with the MGA than were domestic students.



## Conclusion

The results of the MGA's *National Postgraduate Student Satisfaction Survey* have provided valuable insights into what graduate coursework students in the Faculty of Arts value in regard to their educational experience, as well as how satisfied they are with the structure and delivery of their degrees.

### Key findings

#### **Master of International Relations respondents were noticeably less satisfied than their peers**

Respondents from the Master of International Relations were consistently less satisfied and recorded wider gap scores than their colleagues across the Faculty of Arts.

Even in areas that respondents typically reported strong satisfaction e.g. IT support, Master of International Relations students did not. It seemed like they wanted their dissatisfaction noted.

#### **Job readiness satisfaction is an area of concern**

The three areas encompassing the theme of job readiness – internships, networking and workforce entry – had three of the four lowest average satisfaction ratings across the survey.

Collectively, students ranked *job readiness* second for importance, but last for satisfaction, while the distance between importance and satisfaction was the widest.

The gap between satisfaction and importance was exaggerated among those who had considered leaving their course or indicated that their course did not represent value for money.

While this appears to be a part of a wider trend in graduate coursework education within Australia, it was certainly prominent among Arts respondents.

Master of International Relations respondents reported, on average, particularly wide gap scores.

#### **Satisfaction with culture is relatively low**

Respondents from Arts reported, on average, wider gap scores than all but one other faculty at Monash.

Despite this, Arts respondents were, on average, slightly more satisfied with *culture* than were non-Monash respondents studying in the field.

Master of International Relations and domestic students were particularly less satisfied with *culture*; although, for the latter, it was not a particularly important component of their course.

### **Monash support services are well-received**

Satisfaction with support services was relatively high amongst Arts respondents.

In particular, library resources ranked highest for satisfaction among the 26 areas surveyed.

### **Unemployment among graduate coursework students is high**

Though this has not been directly discussed, 34% of Arts respondents were “unemployed and looking for work” (see *Appendix 1: Demographics*). This is a high proportion of students.

### **MGA engagement low with domestic students**

Engagement with the Monash Graduate Association (MGA) was minimal among domestic students, but better among international students.

## Recommendations

Based on the findings of the MGA's *National Postgraduate Student Satisfaction Survey*, the MGA has recommended actions for the Faculty, the University and ourselves that would potentially improve the graduate coursework student experience, increase satisfaction and improve retention rates.

### *Investigate low satisfaction among Master of International Relations respondents*

- Consider focus groups, surveys, exit interviews etc. to determine why satisfaction was lower and gap scores were wider among Master of International Relations respondents.

Action: Faculty; MGA (if the Faculty wants our help)

### *Renewed focus on graduate students' perceptions of preparedness to enter the workforce*

- Bi-annual or annual industry graduate job fair.
- Guest lectures and workshops with industry professionals.
- Career counselling and support.
  - Annual group information sessions (by course) with Monash Career Connect representative.
- Alumni mentoring program.
- Career resource hub, by course, accessible through Moodle.

Action: Faculty; Career Connect; MGA

### *Improve culture and sense of belonging through a combination of academic, social and extra-curricular activities*

- Mentoring programs – pair students with senior mentors (staff or alumni) who can provide guidance and support in relation to the course and/or profession.
- Guest lectures and workshops with industry professionals.
- Improve studio culture through regular studio critiques where students can present their work and receive feedback from their peers and academic staff.

Action: Faculty

*Introduce employment assistance programming*

- While it is not the responsibility of the faculty, graduate coursework students may appreciate a greater emphasis on employment support available to them through Monash at orientation or early in the course.

Action: Faculty; Career Connect

*MGA to investigate ways to improve engagement with domestic part-time and online students*

- Improve outreach to domestic students.
- Work with faculties and course coordinators to interact with traditionally difficult to reach cohorts.

Action: MGA

## Appendix 1: Demographics

Course type	Respondents
Masters by coursework	134 (94%)
Graduate diploma/certificate	8 (6%)

Course	Respondents
Master of Bioethics	2 (1%)
Master of Communications and Media Design	13 (9%)
Master of Cultural and Creative Industries	21 (15%)
Master of Interpretation and Translation Studies	26 (19%)
Master of International Relations	11 (8%)
Master of Public Policy	6 (4%)
Master of Strategic Communications Management	15 (11%)
other	43 (31%)

Campus	Respondents
I do not regularly attend campus	6 (4%)
Clayton	42 (26%)
Caulfield	96 (59%)
Suzhou	18 (11%)

Domestic/International	Respondents
Local student (Australian or New Zealand citizen/permanent resident)	15 (11%)
International student	122 (89%)

Study load	Respondents
Full-time	133 (94%)
Part-time	9 (6%)
On leave from study	0 (0%)

Study location	Respondents
Entirely on-campus	90 (66%)
Multi-modal	42 (31%)
Entirely online	5 (4%)

Time since last degree	Respondents
Less than 1 year	41 (30%)
1-5 years	61 (45%)
6-10 years	21 (15%)
11+ years	14 (10%)

<b>Course progress</b>	<b>Respondents</b>
First year	93 (68%)
Second year	40 (29%)
Third year	4 (3%)

<b>Study hours</b>	<b>Respondents</b>
Less than 5	3 (2%)
6-10	23 (17%)
11-20	62 (45%)
21-30	28 (20%)
31-40	11 (8%)
Over 40 hours	10 (7%)

<b>English proficiency</b>	<b>Respondents</b>
Fluent	50 (37%)
Advanced	49 (36%)
Intermediate	35 (26%)
Elementary	3 (21%)
Beginner	0 (0%)

<b>Gender</b>	<b>Respondents</b>
Woman	104 (76%)
Man	29 (21%)
Non-binary/gender diverse	3 (2%)
Prefer to self-describe	0 (0)
Prefer not to say	1 (1%)

<b>LGBTIQA+</b>	<b>Respondents</b>
Yes	22 (16%)
No	108 (79%)
Prefer not to disclose	7 (5%)

<b>Indigenous (domestic students only)</b>	<b>Respondents</b>
Yes	0 (0%)
No	14 (93%)
Prefer not to disclose	1 (7%)

<b>Disability</b>	<b>Respondents</b>
Yes	10 (7%)
No	121 (88%)
Prefer not to disclose	6 (4%)

<b>Registered disability with DSS</b>	<b>Respondents</b>
Yes	8 (80%)
No	2 (20%)

<b>Age</b>	<b>Respondents</b>
24 or under	55 (40%)
25-29	39 (28%)
30-39	37 (27%)
40 and over	6 (4%)

<b>Employment status</b>	<b>Respondents</b>
Full-time	10 (7%)
Part-time	19 (13%)
Casual	33 (23%)
Unemployed and looking for work	50 (34%)
Not employed and not looking for work	34 (23%)

<b>Work hours</b>	<b>Respondents</b>
Less than 5	9 (15%)
6-10	26 (43%)
11-20	15 (25%)
21-30	6 (10%)
31-40	2 (3%)
More than 40	3 (5%)

## Appendix 2: Wording of course experience questionnaire

Question	Wording
<i>Commencement</i>	
Pre-enrolment	Having clear information about the course prior to my enrolment
Enrolment	A user-friendly enrolment process
Orientation	The orientation experience
<i>Academic quality</i>	
Clear criteria	Clear learning outcomes and assessment criteria
Quality teaching	High quality teaching
Engaging lectures	Lectures are engaging
Academic access	Lecturers are accessible for answering my questions/having a discussion
Timely feedback	Timely feedback on assessments/assignments
Academic feedback	Constructive feedback on assessments/assignments
<i>Academic delivery</i>	
Mixed delivery*	Appropriate mix of online and in-person course delivery
Balance of units	Appropriate balance of compulsory units and electives
Elective variety	Appropriate variety of electives to choose from
Class times	Acceptable variety of tutorial/studio/lab times to choose from
Assignment no.	The numbers of assessments/assignments for the course is appropriate
Submission dates	Assessments/assignments submission dates are appropriately spaced
<i>Support services</i>	
Facilities	Adequate facilities for your field of study
Language support**	English language support
Library resources	Easily accessible books and journals (online or hard copy)
IT support	IT support
Learning support	Learning skills support e.g. academic writing, referencing, time management
<i>Culture</i>	
Grad community	Feeling part of a postgraduate social community
Academic community	Feeling part of an academic community
Sense of belonging	Feeling a sense of belonging to my university
<i>Job readiness</i>	
Internship	Placement/internship opportunities
Networking	Links to industry/professional networking
Workforce entry	Being ready to enter the workforce when I graduate

\*Only asked of students who selected their course attendance involved a "mix of on-campus and online study"

\*\*Only asked of students who indicated that their proficiency in English was not "fluent"