

# Identifying Graduate Coursework Student Satisfaction



Faculty of Education

*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.....	14
1.2.2 Quality teaching .....	15
1.2.3 Engaging lectures .....	16
1.2.4 Academic access .....	17
1.2.5 Timely feedback .....	18
1.2.6 Academic feedback.....	19
1.3 Academic delivery .....	20
1.3.1 Mixed delivery.....	21
1.3.2 Balance of units.....	22
1.3.3 Elective variety .....	23
1.3.4 Class times.....	24
1.3.5 Assignment numbers .....	25
1.3.6 Submission dates .....	26
1.4 Support services.....	27
1.4.1 Facilities.....	28
1.4.2 Language support.....	29
1.4.3 Library resources.....	30
1.4.4 IT support.....	31
1.4.5 Learning support .....	32
1.5 Culture.....	33
1.5.1 Graduate community .....	33
1.5.2 Academic community .....	34
1.5.3 Sense of belonging .....	35
1.6 Job readiness.....	36

1.6.1	Internships .....	37
1.6.2	Networking.....	38
1.6.3	Workforce entry.....	39
1.7	Faculty comparisons .....	40
1.7.1	Importance.....	40
1.7.2	Satisfaction.....	<b>Error! Bookmark not defined.</b>
1.7.3	Gap.....	<b>Error! Bookmark not defined.</b>
Part 2: Evaluating perceptions of course value and retention considerations.....		40
2.1	Value for money.....	42
2.1.1	Value for money – Importance and Satisfaction .....	43
2.2	Considered leaving in the last 12 months.....	44
2.2.1	Reasons for considering leaving in the last 12 months .....	45
2.2.2	Considered leaving – Importance and Satisfaction.....	47
2.3	Anything you want your student association to know about your course.....	48
Part 3: Engagement with the Monash Graduate Association (MGA) .....		51
3.1	Student association engagement .....	51
Conclusion.....		52
Key findings.....		52
Recommendations .....		54
Appendix 1: Demographics .....		55
Appendix 2: Wording of course experience questionnaire .....		58

## 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 Education are summarised below:

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

In relation to their course experience, Education 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*.

Across the survey, the five areas that made up the theme of *support services* received the five highest satisfaction ratings from Education respondents.

Library resources was particularly well-rated.

### **Education outperformed non-Monash respondents in the field**

In relation to the gap between importance and satisfaction, Education consistently outperformed the average rating from non-Monash respondents studying in the field.

Perhaps most crucially, Education respondents were more satisfied that they were ready to enter the workforce than were their contemporaries across the other universities.

There were some exceptions where non-Monash respondents were more satisfied – most notably in relation to *culture*.

### **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, but was arguably most dramatic in *job readiness*.

### **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, two of the three areas of *job readiness* were the areas where satisfaction was lowest - internship/placement opportunities (26<sup>th</sup>) and networking (25<sup>th</sup>).

### **Quality teaching is of the utmost importance to Education respondents**

In relation to importance, no area ranked higher than quality teaching did. However, given satisfaction was not as high, quality teaching had the seventh widest gap score (-17.5%).

In particular, wide gap scores were recorded among Master of Teaching in Early Childhood Education, Master of Teaching (Primary and Secondary) and Master of Teaching (Secondary) respondents.

Those who thought their course did not represent value for money and those who had considered leaving their course in the past 12 months also recorded wide gap scores.

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

Engagement with the Monash Graduate Association (MGA) was minimal among domestic, part-time and online students, but better among international and on-campus 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 217 Monash graduate coursework students from the Faculty of Education completed the survey (see *Appendix 1: Demographics*), which we estimate to be approximately 8-10% 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 44 graduate coursework students across these universities indicated they were studying a course in the field of education.

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 Education 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 Education 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 Education 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 Education, 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	8.74	7.19	-17.7%
Enrolment	8.48	7.60	-10.4%
Orientation	7.45	7.45	0.0%
<i>Academic quality</i>			
Clear criteria	8.68	7.40	-14.7%
Quality teaching	9.05	7.47	-17.5%
Engaging lectures	8.71	7.21	-17.2%
Academic access	8.65	7.62	-11.9%
Timely feedback	8.68	7.51	-13.5%
Academic feedback	8.78	7.40	-15.7%
<i>Academic delivery</i>			
Mixed delivery*	7.82	7.36	-5.9%
Balance of units	7.40	7.27	-1.8%
Elective variety	7.28	6.67	-8.4%
Class times	8.17	6.63	-18.8%
Assignment no.	8.70	7.53	-13.4%
Submission dates	8.79	6.97	-20.7%
<i>Support services</i>			
Facilities	8.51	7.70	-9.5%
Language support**	8.08	7.64	-5.4%
Library resources	9.00	8.16	-9.3%
IT support	7.66	7.81	2.0%
Learning support	8.11	7.74	-4.6%
<i>Culture</i>			
Grad community	7.06	6.64	-5.9%
Academic community	7.40	6.70	-9.5%
Sense of belonging	7.78	7.08	-9.0%
<i>Job readiness</i>			
Internship	8.44	6.21	-26.4%
Networking	8.25	6.23	-24.5%
Workforce entry	8.71	6.73	-22.7%
<b>Overall average</b>	<b>8.25</b>	<b>7.23</b>	<b>-12.0%</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* fourth for importance and third for satisfaction, while the distance between importance and satisfaction was the third tightest.

Importance	Satisfaction	Gap
4th	3rd	3rd

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
Education (n.204)	8.74	7.19	-17.7%
Non-Monash (n.44)	8.04	6.56	-18.4%
HASS (n.688)	8.44	7.30	-13.5%
M. App. Behav. Analysis (n.18)	8.72	7.94	-8.9%
M. Counselling (n.35)	8.80	6.80	-22.7%
M. Education (n.46)	8.50	7.59	-10.7%
M. Teaching in ECE (n.30)	8.00	6.33	-20.9%
M. Teaching (Prim. & Sec.) (n.16)	9.44	7.13	-24.5%
M. Teaching (Sec.) (n.14)	8.71	6.57	-24.6%
M. Teaching ESL (n.11)	9.64	8.64	-10.4%
Domestic (n.53)	9.40	6.87	-26.9%
International (n.151)	8.51	7.30	-14.2%
Full-time (n.178)	8.63	7.18	-16.8%
Part-time (n.26)	9.46	7.27	-23.2%
On-campus (n.107)	8.56	7.29	-14.8%
Multi-modal (n.75)	8.73	7.09	-18.8%
Online (n.21)	9.71	7.05	-27.4%
Not value for money (n.54)	8.67	5.81	-33.0%
Considered leaving (n.75)	8.71	6.24	-28.4%

- Online, domestic and part-time reported, on average, relatively wide gaps between importance and satisfaction.

### 1.1.2 Enrolment

Q. *A user-friendly enrolment process.*

	Importance	Satisfaction	Gap
Education	8.48	7.60	-10.4%
Non-Monash	7.98	7.29	-8.6%
HASS	8.31	7.62	-8.3%
M. App. Behav. Analysis	8.67	8.28	-4.5%
M. Counselling	8.03	7.37	-8.2%
M. Education	8.43	8.07	-4.3%
M. Teaching in ECE	8.00	6.40	-20.0%
M. Teaching (Prim. & Sec.)	8.94	7.13	-20.2%
M. Teaching (Sec.)	8.00	7.29	-8.9%
M. Teaching ESL	9.64	9.45	-2.0%
Domestic	8.79	7.23	-17.7%
International	8.36	7.73	-7.5%
Full-time	8.45	7.62	-9.8%
Part-time	8.65	7.42	-14.2%
On-campus	8.54	7.65	-10.4%
Multi-modal	8.32	7.47	-10.2%
Online	8.86	7.81	-11.9%
Not value for money	8.11	6.17	-23.9%
Considered leaving	8.08	6.67	-17.5%

- Master of Teaching English as a Second Language respondents were, by a distance, the most satisfied cohort in regard to enrolment.
- Master of Teaching in Early Childhood Education and Master of Teaching (Primary and Secondary) respondents recorded wide gap scores.

### 1.1.3 Orientation

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

	Importance	Satisfaction	Gap
Education	7.45	7.45	0.0%
Non-Monash	6.27	6.65	6.1%
HASS	7.61	7.39	-2.9%
M. App. Behav. Analysis	7.78	7.94	2.1%
M. Counselling	7.40	7.31	-1.2%
M. Education	7.70	7.67	-0.4%
M. Teaching in ECE	7.83	7.40	-5.5%
M. Teaching (Prim. & Sec.)	6.50	6.88	5.8%
M. Teaching (Sec.)	6.79	7.00	3.1%
M. Teaching ESL	9.18	8.64	-5.9%
Domestic	6.15	6.96	13.2%
International	7.91	7.62	-3.7%
Full-time	7.60	7.57	-0.4%
Part-time	6.46	6.62	2.5%
On-campus	7.59	7.43	-2.1%
Multi-modal	7.56	7.64	1.1%
Online	6.57	6.86	4.4%
Not value for money	6.87	6.00	-12.7%
Considered leaving	7.00	6.76	-3.4%

- The average satisfaction scores of several cohorts were higher than their importance scores – meaning that they recorded positive gap scores, which were a rarity across the survey. This was most notable in relation to domestic students.
- Education respondents were more satisfied than non-Monash respondents enrolled in a similar field; however, non-Monash respondents placed less importance on orientation.

## 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
Education	8.68	7.40	-14.7%
Non-Monash	8.39	6.43	-23.4%
HASS	8.64	7.49	-13.3%
M. App. Behav. Analysis	9.06	8.71	-3.9%
M. Counselling	8.89	7.34	-17.4%
M. Education	8.42	8.24	-2.1%
M. Teaching in ECE	7.97	6.17	-22.6%
M. Teaching (Prim. & Sec.)	8.87	6.60	-25.6%
M. Teaching (Sec.)	8.15	6.31	-22.6%
M. Teaching ESL	9.64	8.45	-12.3%
Domestic	9.34	7.38	-21.0%
International	8.46	7.41	-12.4%
Full-time	8.60	7.33	-14.8%
Part-time	9.29	7.92	-14.7%
On-campus	8.61	7.14	-17.1%
Multi-modal	8.59	7.56	-12.0%
Online	9.40	8.05	-14.4%
Not value for money	8.19	5.74	-29.9%
Considered leaving	8.72	6.56	-24.8%

- Master of Education respondents were relatively satisfied and had the narrowest gap score across the cohorts.
- Master of Teaching in Early Childhood Education, Master of Teaching (Primary and Secondary) and Master of Teaching (Secondary) all had wide gap scores.
- Education respondents were more satisfied and had a narrower gap score than their non-Monash contemporaries.

## 1.2.2 Quality teaching

### Q. High quality teaching.

	Importance	Satisfaction	Gap
Education	9.05	7.47	-17.5%
Non-Monash	8.70	6.67	-23.3%
HASS	9.02	7.57	-16.1%
M. App. Behav. Analysis	9.35	8.65	-7.5%
M. Counselling	9.26	7.60	-17.9%
M. Education	8.78	7.73	-12.0%
M. Teaching in ECE	8.47	6.37	-24.8%
M. Teaching (Prim. & Sec.)	9.67	7.73	-20.1%
M. Teaching (Sec.)	8.77	6.15	-29.9%
M. Teaching ESL	9.91	8.27	-16.5%
Domestic	9.76	7.38	-24.4%
International	8.82	7.50	-15.0%
Full-time	8.98	7.39	-17.7%
Part-time	9.58	8.04	-16.1%
On-campus	9.03	7.52	-16.7%
Multi-modal	8.95	7.29	-18.5%
Online	9.55	7.75	-18.8%
Not value for money	8.78	5.85	-33.4%
Considered leaving	9.11	6.63	-27.2%

- This was the most important area for Education respondents.
- Education respondents were more satisfied and had a narrower gap score than non-Monash respondents.
- Wide gap scores were recorded among Master of Teaching in Early Childhood Education, Master of Teaching (Primary and Secondary) and Master of Teaching (Secondary) respondents.
- Those who thought their course did not represent value for money and those who had considered leaving their course in the past 12 months also recorded wide gap scores.



### 1.2.3 Engaging lectures

Q. *Lectures are engaging.*

	Importance	Satisfaction	Gap
Education	8.71	7.21	-17.2%
Non-Monash	8.39	6.13	-26.9%
HASS	8.53	7.35	-13.8%
M. App. Behav. Analysis	9.06	8.47	-6.5%
M. Counselling	8.94	6.91	-22.7%
M. Education	8.40	7.58	-9.8%
M. Teaching in ECE	8.37	6.03	-28.0%
M. Teaching (Prim. & Sec.)	9.27	7.27	-21.6%
M. Teaching (Sec.)	8.08	5.92	-26.7%
M. Teaching ESL	9.64	8.55	-11.3%
Domestic	9.22	7.20	-21.9%
International	8.55	7.21	-15.7%
Full-time	8.64	7.16	-17.1%
Part-time	9.29	7.58	-18.4%
On-campus	8.65	7.35	-15.0%
Multi-modal	8.60	6.93	-19.4%
Online	9.40	7.40	-21.3%
Not value for money	8.54	5.76	-32.6%
Considered leaving	8.85	6.36	-28.1%

- Monash respondents were more satisfied and recorded a narrower gap score than non-Monash respondents.
- Master of Behavioural Analysis and Master of Education respondents had relatively narrow gap scores.

#### 1.2.4 Academic access

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

	Importance	Satisfaction	Gap
Education	8.65	7.62	-11.9%
Non-Monash	8.26	6.91	-16.3%
HASS	8.62	7.90	-8.4%
M. App. Behav. Analysis	9.24	8.94	-3.2%
M. Counselling	8.43	7.31	-13.3%
M. Education	8.64	7.91	-8.4%
M. Teaching in ECE	8.20	6.13	-25.2%
M. Teaching (Prim. & Sec.)	8.93	7.47	-16.3%
M. Teaching (Sec.)	8.00	7.38	-7.8%
M. Teaching ESL	9.91	8.55	-13.7%
Domestic	8.86	7.84	-11.5%
International	8.58	7.54	-12.1%
Full-time	8.63	7.60	-11.9%
Part-time	8.79	7.71	-12.3%
On-campus	8.57	7.60	-11.3%
Multi-modal	8.61	7.44	-13.6%
Online	9.15	8.25	-9.8%
Not value for money	7.81	6.15	-21.3%
Considered leaving	8.61	6.65	-22.8%

- Master of Teaching in Early Childhood Education respondents recorded a particularly wide gap score compared to the other cohorts.
- Master of Behavioural Analysis were quite satisfied and had a narrow gap score.
- Online students were more satisfied with their access to academics than were on-campus and multi-modal students.

## 1.2.5 Timely feedback

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

	Importance	Satisfaction	Gap
Education	8.68	7.51	-13.5%
Non-Monash	8.28	6.78	-18.1%
HASS	8.61	7.59	-11.8%
M. App. Behav. Analysis	9.29	8.76	-5.7%
M. Counselling	8.23	6.94	-15.7%
M. Education	8.76	8.49	-3.1%
M. Teaching in ECE	8.33	5.93	-28.8%
M. Teaching (Prim. & Sec.)	8.80	6.80	-22.7%
M. Teaching (Sec.)	8.54	7.00	-18.0%
M. Teaching ESL	9.73	8.91	-8.4%
Domestic	9.00	7.54	-16.2%
International	8.57	7.50	-12.5%
Full-time	8.64	7.49	-13.3%
Part-time	8.96	7.63	-14.8%
On-campus	8.71	7.49	-14.0%
Multi-modal	8.45	7.35	-13.0%
Online	9.25	8.15	-11.9%
Not value for money	8.33	6.07	-27.1%
Considered leaving	8.84	6.69	-24.3%

- Master of Applied Behavioural Analysis, Master of Education and Master of English as a Second Language respondents were both satisfied and recorded narrow gap scores.
- Master of Teaching in Early Childhood Education were notably less satisfied than their colleagues and recorded a wide gap score.
- Online students were more satisfied with the timeliness of their feedback than were on-campus and multi-modal respondents.

### 1.2.6 Academic feedback

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

	Importance	Satisfaction	Gap
Education	8.78	7.40	-15.7%
Non-Monash	8.39	6.26	-25.4%
HASS	8.74	7.56	-13.5%
M. App. Behav. Analysis	9.06	8.41	-7.2%
M. Counselling	8.49	7.11	-16.3%
M. Education	8.78	7.98	-9.1%
M. Teaching in ECE	8.17	6.10	-25.3%
M. Teaching (Prim. & Sec.)	9.27	6.53	-29.6%
M. Teaching (Sec.)	8.77	7.00	-20.2%
M. Teaching ESL	9.91	8.73	-11.9%
Domestic	9.08	7.18	-20.9%
International	8.67	7.47	-13.8%
Full-time	8.74	7.42	-15.1%
Part-time	9.04	7.25	-19.8%
On-campus	8.69	7.41	-14.7%
Multi-modal	8.79	7.28	-17.2%
Online	9.10	7.70	-15.4%
Not value for money	8.37	6.13	-26.8%
Considered leaving	8.87	6.69	-24.6%

- Education respondents were more satisfied and recorded a narrower gap than did non-Monash respondents.
- There was a wide gap between importance and satisfaction for Master of Teaching (Primary and Secondary) and Master of Teaching in Early Childhood Education respondents.

### 1.3 Academic delivery

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

Importance	Satisfaction	Gap
5th	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
Education	7.82	7.36	-5.9%
Non-Monash	6.93	7.00	1.0%
HASS	8.07	7.66	-5.1%
M. App. Behav. Analysis			
M. Counselling	6.91	7.17	3.8%
M. Education	8.24	7.76	-5.8%
M. Teaching in ECE	7.13	7.00	-1.8%
M. Teaching (Prim. & Sec.)	8.00	6.43	-19.6%
M. Teaching (Sec.)			
M. Teaching ESL			
Domestic	7.75	7.63	-1.5%
International	7.84	7.28	-7.1%
Full-time	7.76	7.28	-6.2%
Part-time			
On-campus			
Multi-modal	7.82	7.36	-5.9%
Online			
Not value for money	7.42	6.00	-19.1%
Considered leaving	7.68	6.45	-16.0%

- The gap score of Education respondents was on par with that recorded across HASS at Monash.
- Domestic students were marginally more satisfied than international students and had a narrower gap score.

### 1.3.2 Balance of units

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

	Importance	Satisfaction	Gap
Education	7.40	7.27	-1.8%
Non-Monash	7.02	6.31	-10.1%
HASS	7.93	7.38	-6.9%
M. App. Behav. Analysis	6.94	8.47	22.0%
M. Counselling	6.97	6.85	-1.7%
M. Education	7.89	7.89	0.0%
M. Teaching in ECE	8.04	6.32	-21.4%
M. Teaching (Prim. & Sec.)	6.93	6.80	-1.9%
M. Teaching (Sec.)	6.08	6.08	0.0%
M. Teaching ESL	9.18	8.45	-8.0%
Domestic	6.06	6.94	14.5%
International	7.85	7.38	-6.0%
Full-time	7.47	7.22	-3.3%
Part-time	6.87	7.65	11.4%
On-campus	7.62	7.25	-4.9%
Multi-modal	7.27	7.15	-1.7%
Online	6.85	7.95	16.1%
Not value for money	6.93	5.63	-18.8%
Considered leaving	7.25	6.41	-11.6%

- Master of Applied Behavioural Analysis, online, part-time and domestic students all recorded double-figure positive gap scores, which were exceptionally rare.
- Education respondents were more satisfied than non-Monash respondents and recorded had a narrower gap score.
- Master of Teaching in Early Childhood Education respondents were less satisfied than most and had the widest gap score.

### 1.3.3 Elective variety

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

	Importance	Satisfaction	Gap
Education	7.28	6.67	-8.4%
Non-Monash	6.71	5.89	-12.2%
HASS	7.87	7.15	-9.1%
M. App. Behav. Analysis	6.82	7.65	12.2%
M. Counselling	6.88	6.06	-11.9%
M. Education	8.02	7.67	-4.4%
M. Teaching in ECE	7.82	6.00	-23.3%
M. Teaching (Prim. & Sec.)	6.67	5.33	-20.1%
M. Teaching (Sec.)	6.46	5.00	-22.6%
M. Teaching ESL	9.18	8.55	-6.9%
Domestic	5.73	5.82	1.6%
International	7.80	6.95	-10.9%
Full-time	7.42	6.72	-9.4%
Part-time	6.26	6.30	0.6%
On-campus	7.35	6.63	-9.8%
Multi-modal	7.45	6.48	-13.0%
Online	6.50	7.45	14.6%
Not value for money	6.83	5.06	-25.9%
Considered leaving	7.24	5.96	-17.7%

- As with balance of units, Master of Applied Behavioural Analysis, online, part-time and domestic students all positive gap scores – although they were less substantial.
- Master of Teaching in Early Childhood Education, Master of Education (Primary and Secondary) and Master of Teaching (Secondary) all recorded wide gap scores.



### 1.3.4 Class times

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

	Importance	Satisfaction	Gap
Education	8.17	6.63	-18.8%
Non-Monash	7.84	6.00	-23.5%
HASS	8.19	6.97	-14.9%
M. App. Behav. Analysis	8.18	7.65	-6.5%
M. Counselling	7.94	5.94	-25.2%
M. Education	7.96	7.33	-7.9%
M. Teaching in ECE	8.11	5.79	-28.6%
M. Teaching (Prim. & Sec.)	8.67	6.80	-21.6%
M. Teaching (Sec.)	8.46	5.38	-36.4%
M. Teaching ESL	8.82	7.91	-10.3%
Domestic	8.14	5.84	-28.3%
International	8.18	6.90	-15.6%
Full-time	8.27	6.62	-20.0%
Part-time	7.39	6.70	-9.3%
On-campus	8.20	6.91	-15.7%
Multi-modal	8.26	6.27	-24.1%
Online	7.60	6.80	-10.5%
Not value for money	7.96	5.43	-31.8%
Considered leaving	8.25	5.83	-29.3%

- Education respondents recorded a narrower gap than their non-Monash equivalents, but a wider gap than HASS respondents at Monash.
- Master of Teaching in Early Childhood Education and Master of Counselling respondents recorded relatively wide gap scores.
- Part-time and online students tended to record narrower gap scores.

### 1.3.5 Assignment numbers

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

	Importance	Satisfaction	Gap
Education	8.70	7.53	-13.4%
Non-Monash	8.27	6.53	-21.0%
HASS	8.49	7.35	-13.4%
M. App. Behav. Analysis	8.65	8.29	-4.2%
M. Counselling	8.55	7.64	-10.6%
M. Education	8.60	8.07	-6.2%
M. Teaching in ECE	8.11	5.61	-30.8%
M. Teaching (Prim. & Sec.)	9.20	7.87	-14.5%
M. Teaching (Sec.)	8.69	7.31	-15.9%
M. Teaching ESL	9.82	8.18	-16.7%
Domestic	9.00	7.76	-13.8%
International	8.61	7.46	-13.4%
Full-time	8.67	7.46	-14.0%
Part-time	8.96	8.09	-9.7%
On-campus	8.62	7.27	-15.7%
Multi-modal	8.73	7.63	-12.6%
Online	9.05	8.35	-7.7%
Not value for money	8.54	6.39	-25.2%
Considered leaving	8.71	6.96	-20.1%

- Education respondents were more satisfied and recorded a narrower gap score than non-Monash respondents.
- Master of Teaching in Early Childhood Education respondents stood out with low satisfaction and a wide gap score.

### 1.3.6 Submission dates

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

	Importance	Satisfaction	Gap
Education	8.79	6.97	-20.7%
Non-Monash	8.22	5.76	-29.9%
HASS	8.66	7.09	-18.1%
M. App. Behav. Analysis	9.00	8.06	-10.4%
M. Counselling	8.58	6.67	-22.3%
M. Education	8.49	7.76	-8.6%
M. Teaching in ECE	8.39	5.46	-34.9%
M. Teaching (Prim. & Sec.)	9.53	6.13	-35.7%
M. Teaching (Sec.)	8.46	6.77	-20.0%
M. Teaching ESL	9.73	7.82	-19.6%
Domestic	9.49	6.98	-26.4%
International	8.56	6.97	-18.6%
Full-time	8.69	6.77	-22.1%
Part-time	9.57	8.48	-11.4%
On-campus	8.73	6.86	-21.4%
Multi-modal	8.60	6.59	-23.4%
Online	9.75	8.80	-9.7%
Not value for money	8.61	5.67	-34.1%
Considered leaving	8.96	6.07	-32.3%

- Master of Teaching in Early Childhood Education and Master of Education (Primary and Secondary) respondents recorded wide gap scores.
- Respondents who had considered leaving in the last 12 months recorded a wide gap score in relation to submission dates. It was the 3<sup>rd</sup> widest gap score recorded by this demographic group.

## 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
Education	8.51	7.70	-9.5%
Non-Monash	7.39	6.77	-8.4%
HASS	8.52	7.67	-10.0%
M. App. Behav. Analysis	8.82	8.06	-8.6%
M. Counselling	7.88	7.06	-10.4%
M. Education	8.43	7.93	-5.9%
M. Teaching in ECE	8.61	6.86	-20.3%
M. Teaching (Prim. & Sec.)	8.07	7.73	-4.2%
M. Teaching (Sec.)	8.00	7.23	-9.6%
M. Teaching ESL	9.73	9.27	-4.7%
Domestic	8.08	7.73	-4.3%
International	8.56	7.69	-10.2%
Full-time	8.62	7.73	-10.3%
Part-time	7.70	7.43	-3.5%
On-campus	8.68	7.78	-10.4%
Multi-modal	8.58	7.64	-11.0%
Online	7.40	7.40	0.0%
Not value for money	7.80	6.06	-22.3%
Considered leaving	8.19	6.88	-16.0%

- Master of Teaching in Early Childhood Education respondents recorded a far wider gap score than most.
- Master of Teaching English as a Second Language respondents were the most satisfied with facilities.

## 1.4.2 Language support

### Q. English language support.

	Importance	Satisfaction	Gap
Education	8.08	7.64	-5.4%
Non-Monash	7.27	6.67	-8.3%
HASS	8.01	7.67	-4.2%
M. App. Behav. Analysis	8.00	8.00	0.0%
M. Counselling	7.33	6.83	-6.8%
M. Education	8.58	8.35	-2.7%
M. Teaching in ECE	7.44	6.17	-17.1%
M. Teaching (Prim. & Sec.)			
M. Teaching (Sec.)	7.43	7.00	-5.8%
M. Teaching ESL	9.00	8.22	-8.7%
Domestic	8.23	7.23	-12.2%
International	8.06	7.70	-4.5%
Full-time	8.08	7.73	-4.3%
Part-time	8.00	6.17	-22.9%
On-campus	8.25	7.66	-7.2%
Multi-modal	7.88	7.91	0.4%
Online			
Not value for money	7.86	6.43	-18.2%
Considered leaving	7.61	6.79	-10.8%

- Part-time respondents were less satisfied with English language support than were full-time respondents despite both cohorts placing a similar level of importance on the service.

### 1.4.3 Library resources

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

	Importance	Satisfaction	Gap
Education	9.00	8.16	-9.3%
Non-Monash	8.41	7.27	-13.6%
HASS	8.66	8.07	-6.8%
M. App. Behav. Analysis	9.35	8.41	-10.1%
M. Counselling	8.76	7.73	-11.8%
M. Education	8.83	8.52	-3.5%
M. Teaching in ECE	8.71	6.82	-21.7%
M. Teaching (Prim. & Sec.)	9.60	8.87	-7.6%
M. Teaching (Sec.)	8.15	7.92	-2.8%
M. Teaching ESL	9.82	9.00	-8.4%
Domestic	9.37	8.69	-7.3%
International	8.87	7.98	-10.0%
Full-time	8.92	8.11	-9.1%
Part-time	9.61	8.52	-11.3%
On-campus	8.93	8.03	-10.1%
Multi-modal	8.90	8.22	-7.6%
Online	9.65	8.55	-11.4%
Not value for money	8.83	7.28	-17.6%
Considered leaving	9.05	7.68	-15.1%

- Master of Teaching in Early Childhood Education respondents recorded a wide gap score.
- Education respondents were more satisfied than their contemporaries at other universities.

#### 1.4.4 IT support

##### Q. *IT support.*

	Importance	Satisfaction	Gap
Education	7.66	7.81	2.0%
Non-Monash	7.14	7.55	5.7%
HASS	7.88	7.81	-0.9%
M. App. Behav. Analysis	7.94	7.88	-0.8%
M. Counselling	7.15	7.91	10.6%
M. Education	7.98	8.00	0.3%
M. Teaching in ECE	8.18	7.14	-12.7%
M. Teaching (Prim. & Sec.)	6.53	8.27	26.6%
M. Teaching (Sec.)	6.31	6.77	7.3%
M. Teaching ESL	9.27	8.73	-5.8%
Domestic	6.55	7.55	15.3%
International	8.03	7.90	-1.6%
Full-time	7.78	7.86	1.0%
Part-time	6.78	7.43	9.6%
On-campus	8.03	7.86	-2.1%
Multi-modal	7.55	7.80	3.3%
Online	6.10	7.55	23.8%
Not value for money	6.54	6.54	0.0%
Considered leaving	7.40	7.33	-0.9%

- Master of Teaching (Primary and Secondary) and online students placed less importance on IT support than most, but were quite satisfied with the service. Thus, they recorded sizeable positive gap scores.
- Average satisfaction outscored average importance among Education respondents.



#### 1.4.5 Learning support

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

	Importance	Satisfaction	Gap
Education	8.11	7.74	-4.6%
Non-Monash	7.05	7.02	-0.4%
HASS	8.11	7.70	-5.1%
M. App. Behav. Analysis	8.47	8.12	-4.1%
M. Counselling	7.64	7.39	-3.3%
M. Education	8.14	8.10	-0.5%
M. Teaching in ECE	8.46	6.89	-18.6%
M. Teaching (Prim. & Sec.)	7.33	8.13	10.9%
M. Teaching (Sec.)	7.54	7.00	-7.2%
M. Teaching ESL	9.45	8.73	-7.6%
Domestic	7.04	7.80	10.8%
International	8.48	7.73	-8.8%
Full-time	8.20	7.83	-4.5%
Part-time	7.43	7.13	-4.0%
On-campus	8.50	7.79	-8.4%
Multi-modal	7.81	7.67	-1.8%
Online	7.40	7.80	5.4%
Not value for money	7.26	6.26	-13.8%
Considered leaving	7.83	7.15	-8.7%

- Education respondents were less satisfied than non-Monash respondents in relation to learning support, while they were as satisfied as HASS respondents within Monash.
- Domestic respondents were as satisfied as international respondent, but placed less importance on learning support and had a positive gap score.

## 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 second tightest.

Importance	Satisfaction	Gap
6th	5th	2nd

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
Education	7.06	6.64	-5.9%
Non-Monash	6.09	6.09	0.0%
HASS	7.54	6.85	-9.2%
M. App. Behav. Analysis	7.12	6.82	-4.2%
M. Counselling	6.94	6.39	-7.9%
M. Education	7.48	6.71	-10.3%
M. Teaching in ECE	7.36	6.46	-12.2%
M. Teaching (Prim. & Sec.)	5.67	6.80	19.9%
M. Teaching (Sec.)	6.62	5.23	-21.0%
M. Teaching ESL	8.73	8.27	-5.3%
Domestic	5.10	6.12	20.0%
International	7.73	6.81	-11.9%
Full-time	7.29	6.70	-8.1%
Part-time	5.39	6.13	13.7%
On-campus	7.47	6.85	-8.3%
Multi-modal	7.00	6.48	-7.4%
Online	5.45	6.25	14.7%
Not value for money	6.22	5.09	-18.2%
Considered leaving	6.80	5.84	-14.1%

- Nothing was less important to domestic students than graduate community; however, they were relatively satisfied and had a substantial positive gap score.

## 1.5.2 Academic community

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

	Importance	Satisfaction	Gap
Education	7.40	6.70	-9.5%
Non-Monash	6.14	5.82	-5.2%
HASS	7.59	6.81	-10.3%
M. App. Behav. Analysis	8.18	7.47	-8.7%
M. Counselling	7.12	6.61	-7.2%
M. Education	7.52	6.79	-9.7%
M. Teaching in ECE	7.86	6.18	-21.4%
M. Teaching (Prim. & Sec.)	6.53	6.33	-3.1%
M. Teaching (Sec.)	6.08	5.77	-5.1%
M. Teaching ESL	8.73	7.55	-13.5%
Domestic	5.96	6.31	5.9%
International	7.89	6.84	-13.3%
Full-time	7.51	6.78	-9.7%
Part-time	6.52	6.13	-6.0%
On-campus	7.77	6.89	-11.3%
Multi-modal	7.01	6.68	-4.7%
Online	7.00	6.05	-13.6%
Not value for money	6.15	4.87	-20.8%
Considered leaving	7.39	5.76	-22.1%

- Master of Teaching in Early Childhood Education respondents recorded a wide gap between importance and satisfaction.

### 1.5.3 Sense of belonging

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

	Importance	Satisfaction	Gap
Education	7.78	7.08	-9.0%
Non-Monash	6.18	6.02	-2.6%
HASS	7.97	7.04	-11.7%
M. App. Behav. Analysis	7.35	7.24	-1.5%
M. Counselling	7.88	6.97	-11.5%
M. Education	7.55	7.07	-6.4%
M. Teaching in ECE	8.36	6.89	-17.6%
M. Teaching (Prim. & Sec.)	7.60	7.07	-7.0%
M. Teaching (Sec.)	7.85	5.92	-24.6%
M. Teaching ESL	9.55	8.73	-8.6%
Domestic	6.24	6.47	3.7%
International	8.31	7.29	-12.3%
Full-time	8.05	7.17	-10.9%
Part-time	5.78	6.39	10.6%
On-campus	8.13	7.25	-10.8%
Multi-modal	7.83	7.10	-9.3%
Online	6.15	6.35	3.3%
Not value for money	7.07	5.17	-26.9%
Considered leaving	7.51	6.21	-17.3%

- Education respondent were more satisfied than their non-Monash contemporaries, but placed far greater importance on sense of belonging. As such, they recorded a wider gap.
- Domestic, part-time and online respondents placed relatively low levels of importance on sense of belonging, with each recording a positive gap score.
- Master of Teaching (Secondary) respondents recorded a wide gap score.

## 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
Education	8.44	6.21	-26.4%
Non-Monash	7.48	4.98	-33.4%
HASS	8.38	6.27	-25.2%
M. App. Behav. Analysis	8.35	3.82	-54.3%
M. Counselling	9.15	5.67	-38.0%
M. Education	7.02	6.10	-13.1%
M. Teaching in ECE	9.04	7.19	-20.5%
M. Teaching (Prim. & Sec.)	9.13	7.60	-16.8%
M. Teaching (Sec.)	9.54	7.92	-17.0%
M. Teaching ESL	9.18	7.27	-20.8%
Domestic	7.85	6.21	-20.9%
International	8.64	6.21	-28.1%
Full-time	8.63	6.32	-26.8%
Part-time	7.04	5.39	-23.4%
On-campus	8.86	6.25	-29.5%
Multi-modal	8.66	6.28	-27.5%
Online	5.95	5.90	-0.8%
Not value for money	8.56	5.02	-41.4%
Considered leaving	8.57	5.75	-32.9%

- For Education respondents, this was the widest gap score recorded.
- Master of Applied Behavioural Analysis respondents recorded an exceptionally wide gap score in relation to placement/internship opportunities.
- Online respondents had a narrow gap score, but placed far less importance on internships than others.

## 1.6.2 Networking

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

	Importance	Satisfaction	Gap
Education	8.25	6.23	-24.5%
Non-Monash	7.30	5.36	-26.6%
HASS	8.38	6.46	-22.9%
M. App. Behav. Analysis	8.71	5.82	-33.2%
M. Counselling	8.45	5.70	-32.5%
M. Education	7.21	6.10	-15.4%
M. Teaching in ECE	8.70	6.07	-30.2%
M. Teaching (Prim. & Sec.)	8.00	7.13	-10.9%
M. Teaching (Sec.)	8.62	6.31	-26.8%
M. Teaching ESL	9.55	7.36	-22.9%
Domestic	7.63	6.63	-13.1%
International	8.46	6.09	-28.0%
Full-time	8.34	6.23	-25.3%
Part-time	7.65	6.22	-18.7%
On-campus	8.54	6.25	-26.8%
Multi-modal	8.28	6.24	-24.6%
Online	7.00	6.20	-11.4%
Not value for money	7.83	4.91	-37.3%
Considered leaving	8.33	5.59	-32.9%

- For Education respondents, this was the second-widest gap score recorded.
- International respondents placed greater importance on networking than domestic students and were less satisfied.

### 1.6.3 Workforce entry

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

	Importance	Satisfaction	Gap
Education	8.71	6.73	-22.7%
Non-Monash	7.89	5.48	-30.5%
HASS	8.72	6.58	-24.5%
M. App. Behav. Analysis	8.94	6.53	-27.0%
M. Counselling	8.97	6.79	-24.3%
M. Education	7.43	6.60	-11.2%
M. Teaching in ECE	8.81	6.41	-27.2%
M. Teaching (Prim. & Sec.)	9.60	7.53	-21.6%
M. Teaching (Sec.)	9.31	6.54	-29.8%
M. Teaching ESL	9.73	7.18	-26.2%
Domestic	8.50	7.46	-12.2%
International	8.78	6.49	-26.1%
Full-time	8.83	6.69	-24.2%
Part-time	7.83	7.04	-10.1%
On-campus	9.07	6.52	-28.1%
Multi-modal	8.60	6.99	-18.7%
Online	7.30	6.90	-5.5%
Not value for money	8.19	5.09	-37.9%
Considered leaving	8.83	6.28	-28.9%

- Education respondents were more satisfied that they were ready to enter the workforce than were their contemporaries across the other universities.
- Those who felt their course did not represent value for money recorded the widest gap score.



## 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.

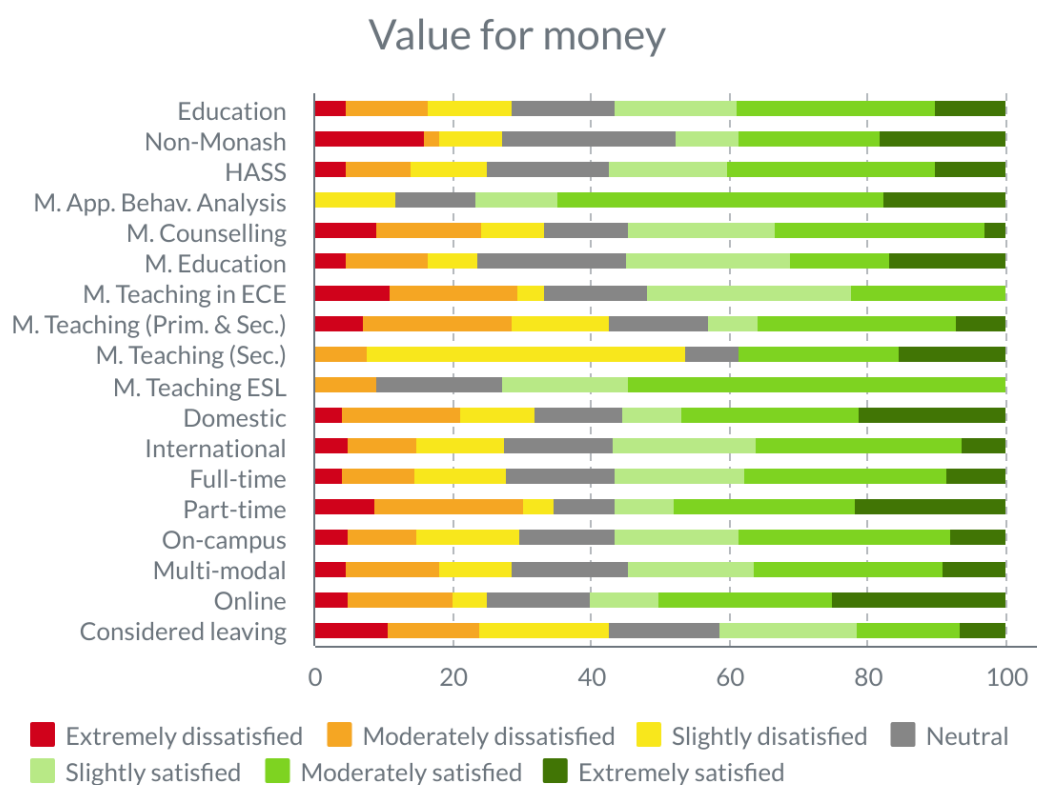
In the survey, participants were asked whether they believed their course represented value for money and if they had considered leaving their course in the last 12 months. If they had considered leaving their course, they were asked to elaborate on their reasons.

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 Education students responded:



Master of Teaching (Secondary) respondents were most likely to be dissatisfied that their course represent value for money – followed by those who had considered leaving.

Master of Applied Behavioural Analysis and Master of Teaching English as a Second Language respondents were most likely to be satisfied their course represented 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 Education respondents:

Theme	Importance		Satisfaction		Gap	
	Value	No value	Value	No value	Value	No value
Commencement	8.49	7.88	8.16	5.99	-3.8%	-24.0%
Academic quality	9.12	8.34	8.31	5.95	-8.8%	-28.7%
Academic delivery	8.10	7.77	7.68	5.64	-5.2%	-27.4%
Support services	8.60	7.66	8.46	6.51	-1.6%	-15.0%
Culture	7.97	6.48	7.71	5.04	-3.3%	-22.2%
Job readiness	8.63	8.19	7.22	5.01	-16.3%	-38.8%
Overall	8.48	7.72	7.92	5.69	-6.5%	-26.0%

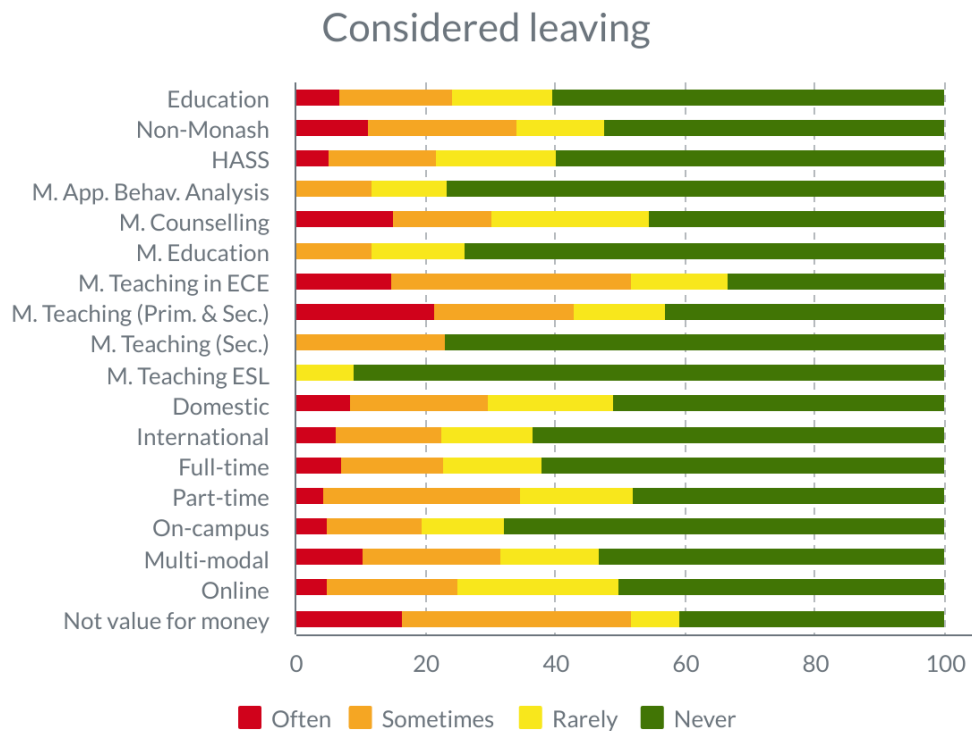
With the exception of *job readiness*, those who were satisfied that their course represented value for money recorded relatively narrow gap scores across the themes.

On the other hand, with the possible exception of *support services*, the gap scores for No Value respondents were wide – particularly so in relation to *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 Education students responded:



Education respondents were as likely as non-Monash respondents to have considered leaving their course over the last 12 months, but less likely than HASS respondents from the University.

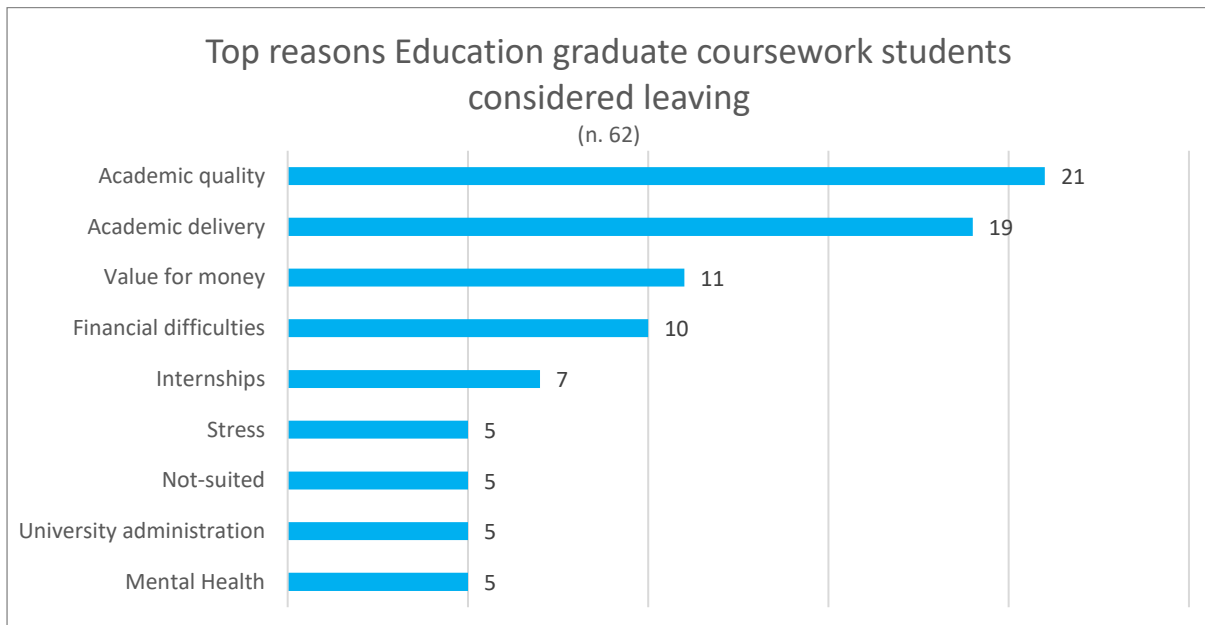
Meanwhile, Master of Teaching in Early Childhood Education respondents were the most-likely to have considered leaving their course – followed by those who did not believe their course represented value for money, Master of Teaching (Primary and Secondary) and Master of Counselling respondents.

Master of Teaching English as a Second Language respondents were the least likely to have considered leaving their course.

## 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 Education graduate coursework students considered leaving their course in the last 12 months were issues with the academic quality within their course. Comments included:

*“The gradings are too large with 50% - 60% of our grade for most of the assignments and sometimes not every question at the forum are answered, so the tasks are unclear, making it difficult to do the assignments.”*

*“Value for money. The course faculty and structure is unsatisfactory. I paid a lot of money as an international student to get quality education, not to receive education I can get off the internet delivered by some (not all) staff that feel like a waste of time.”*

*“I expected an advanced study in understanding my course, but as Master's student I felt I was revising lessons from my Undergrad studies. I have felt that what I'm learning is not worth for the money I spend.”*

*“The assignment requirements were too strict yet support was limited. Feedback was given only when the assignments were turned in. These were high stake assignments that affected my grades yet often I felt I wasn't given enough information to clearly understand the details of assignment expectations. rubrics didn't fully explain the rationale for the grades I received.”*

*“International students encounter numerous challenges, such as academic hurdles like the LANTITE test and practical issues like long commutes from school accommodation to placement locations. These difficulties can significantly impact their overall experience.”*

Academic delivery was another theme among these responses. Comments included:

*"I prefer lectures offline and it was not made clear that all lectures would be delivered online."*

*"This semester is overwhelming. Multiple emails from every unit coordinator every day. Timetabling sucks. My mental health is suffering."*

*"The lectures are online so I'm extremely disengaged. The lecturers don't know how to engage the class generally either. I flew all the way from home just for 90% of the course to be taken from my laptop."*

*"The workload was higher than expected while juggling full time work and parenting. The course itself is good, it's just more to take on than I'd expected."*

*"The online delivery (my mode of attendance) is really poor value for money. The hyflex model doesn't cater to OL students (technical issues, poor engagement), some classes have no recordings of these sessions. Poor content on LMS."*

Other interesting comments included:

*"Most of things that I am learning at the university is just common sense and some of the professors are not even professional at all talking in another language like Chinese during class time to specific students and being biased towards certain groups."*

*"I'm accumulating a very expensive HECS debt and know there are quicker and cheaper ways to get this qualification. I also have had the university enrol me in things incorrectly and it's made it highly stressful. I have also received mediocre results with little practical explanations for improvements from my superiors."*

*"The units are very expensive and the work limitation (visa) placed on Master students with course work doesn't allow for opportunity to earn for tuition fees."*

*"For placements, I'm feeling like distance and commuting time have not been taken into consideration, which costs higher travelling fee."*

*"Complete ABSENCE of placement opportunities (mandatory) in first year outside of the eastern suburbs (I live 2+ hours away), interactions with my supervisor, lack of options for class times (most are morning or night, few midday options), major assessments being due within two days of each other, just general lack of kindness and consideration shown to us."*

*"It's a lot of work being a full-time student and having a full-time job."*

*"Choosing a completely new career path that is not related to my current course."*

*"I had realised my course wasn't recognised as an initial teacher education. There was another course more appropriate for someone with a non-teaching background."*

*"As a masters of counselling student, our scope of work is quite limited as compared to counselling psychology. This would mean working with a different demographic and not being a government recognised body."*

## 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	7.93	8.46	6.56	8.02	-17.3%	-5.2%
Academic quality	8.33	8.73	6.60	8.05	-20.8%	-7.8%
Academic delivery	8.08	8.04	6.25	7.57	-22.6%	-5.7%
Support services	8.02	8.41	7.17	8.18	-10.6%	-2.6%
Culture	7.23	7.56	5.94	7.34	-17.8%	-3.0%
Job readiness	8.58	8.41	5.87	6.72	-31.6%	-20.1%
Overall	8.03	8.27	6.40	7.65	-20.1%	-7.4%

With the exception of *job readiness*, the gap scores recorded by Stay respondents were relatively narrow across the remaining themes.

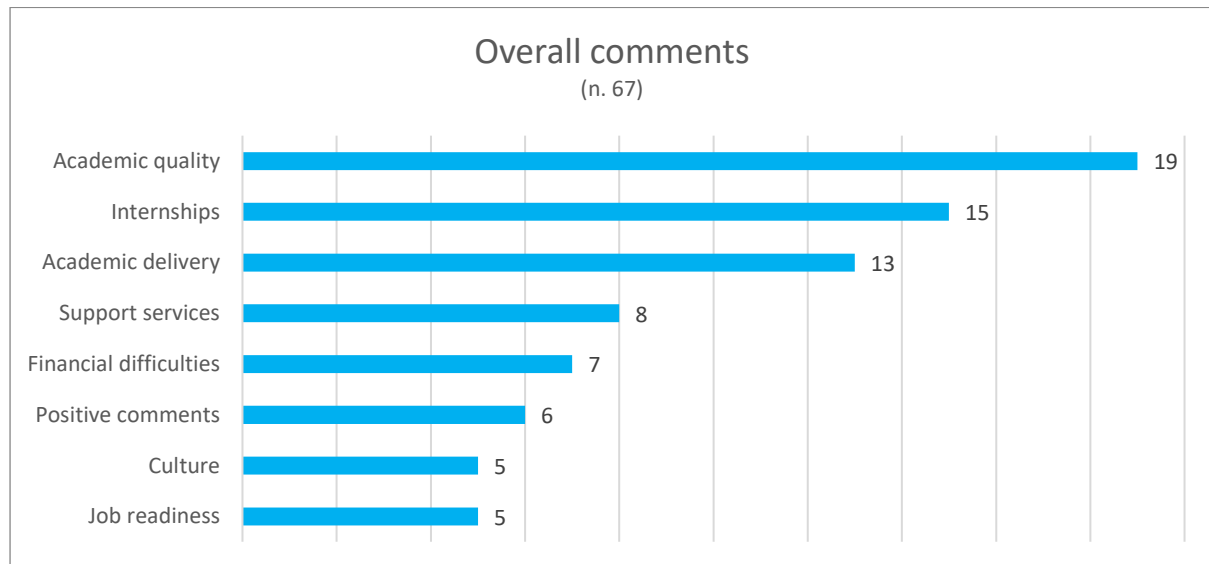
On the other hand, Exit respondents reported wide gap scores for all themes except *support services*. The widest gap score for Exit respondents was for *job readiness*, but it was the difference between Exit and Stay on this theme was arguably less dramatic here than across the other themes.



## 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 from Education respondents:



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

*“One of my subjects (Primary Technologies) seems impractical for future career application. Rather than learning to fluently use frequently used technologies in classrooms such as Interactive whiteboards, Chromebooks, iPads, google classrooms etc, we spend each week looking at a different technology "gimmick" that can be used for a couple lessons. The subject isn't living up to expectations and I'm not feeling prepared for the teaching environment (so far).”*

*“Unfortunately, there are mostly written assignments, I'd prefer debate in the class or more speaking activities for students.”*

*“Some tutors are very dedicated and able to provide feedback for improvements, some would only give shallow comments. Some are very generous and some are hard-markers, the gap is extremely large. There should be criteria for marking classroom engagement and contribution to class discussion. Finding that some students could not be able to speak English (use translator to speak) but obtain HD for essays. The difference is simply too questionable.”*

*“I want it to be more engaging. Some of my unit professors don't really teach anything in classroom it is all homework and work in our own time.”*

*“All I want is more interaction between the professors and the students. I had a good time learning last semester, but this semester I feel like less interactions.”*

Internships were another popular comment theme. These included:

*"I am happy with the course quality overall, and most of the lecturers and tutors were very helpful and responsive. However, an internship/placement is really needed in this course for students to gain experience and practical skills."*

*"A master's degree makes us overqualified for the jobs on offer. Better to get a diploma from TAFE. On placement, we are the highest qualified in the whole centre, including the Director. International students are only taking this course as an easy/quick pathway to PR."*

*"More guaranteed clarity on placements might be helpful as it is still a little ambiguous currently."*

*"There needs to be more regulations around mentor relationships with student teachers; specifically, Monash needs to be far more supportive of their students than they are. I have been genuinely baffled by the lack of support I have received from Monash during a placement where I felt I was being bullied by my mentor teacher."*

*"I think there needs to be more give and take when it comes to placement. I was placed a long way away from home, and it had a very considerable impact on me given I already couldn't work to earn an income through that placement period. I think very many of the units also need a big overhaul when it comes to organisation and assessment."*

*"Assessment criteria is horribly designed in MTeach. Horribly. It's so difficult to know how to respond. Also, the class materials do not prepare us for work- it's often too idealistic and fails to address actual issues."*

Other interesting comments included:

*"The only issue I have is that when you are looking at the course the lecture times and tutorial times are not noted therefore it can be very late before you know when your lectures are and cause issues with work commitments."*

*"I hope the Education Department can offer more flexibility regarding campus enrolment. Currently, students are required to attend the campus where they initially enrolled for all subsequent terms. For instance, after being informed by the administration that I cannot transfer to another campus, I find myself facing logistical challenges. I had planned to move closer to town for my placement and wished to take courses at the campus there, which offers the same programs. Unfortunately, this restriction on changing campuses does not seem logical to me, especially when the same courses are available at different locations. More flexible policies would greatly benefit students who need to relocate for various reasons."*

*"I want help to improve my assignment and academic skills which I am not getting. I wanted to know how to write an assignment in proper way. Although I have worked hard during my all assignments but I got a very disappointed result which has demotivated me. I want support with my assignments and proper guidance. I wanted to learn as much as I can. But I am not getting a right path to follow."*

*"Personally, I don't really have problems following all the courses I enrolled this semester. However, I find some international fellows from countries like India, Sri Lanka who are*

*struggling with the assignments since some of them arrived in Australia 2 weeks after the teaching period started. Therefore, I expect the student association to create such centre or club that can assist our international friends who cannot attend the class on time because of certain unavoidable circumstances like visa delay, enrolment problems, etc. There are many students who cannot make it to orientation so they really have no clue about the courses and everything. So, this kind of assistance can really help those who come to Australia after orientation or after the class started. Thank you."*

*"Nah, the course itself is great, life just sometimes gets in the way which makes it difficult."*

*"Not saying it to brag but Monash is the best uni I've ever attended. Beyond professional, offers unlimited opportunities and provides excellent resources."*

*"My learning experience in Monash is good, and the tuition is more reasonable than Unimelb."*

*"A large portion of students in my course are doing part-time, and/or have family or other engagement outside uni, so I don't have much chance to communicate or socialise with them."*

*"It is important to me that I can build connection and network with others working within the profession but I did not have much chance to do so."*

*"Please have clearer information regarding placement support prior to enrolment."*

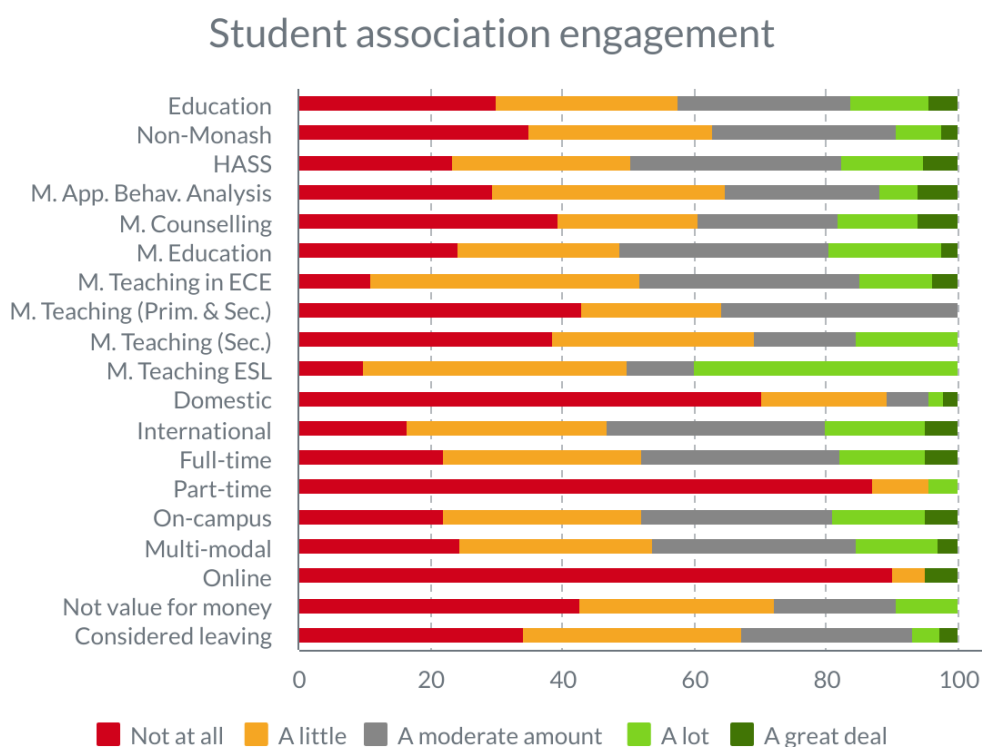
## Part 3: Engagement with the Monash Graduate Association (MGA)

This section highlights the engagement levels that Engineering 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 Engineering responded:



The MGA achieved limited engagement with domestic, part-time and online students.

Master of Teaching English as a Second Language respondents were the most-likely to have engaged with the MGA – followed by international and on-campus 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 Education value in regard to their educational experience, as well as how satisfied they are with the structure and delivery of their degrees.

### Key findings

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

Two of the three areas encompassing the theme of *job readiness* – internships and networking – had the 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 Education respondents.

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

Satisfaction with *support services* was relatively high amongst Education respondents. Across the survey, the five areas that made up the theme of support services received the five highest satisfaction ratings.

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

#### **High importance rankings from Master of Teaching English as a Second Language and Master of Teaching (Primary and Secondary) respondents**

Master of Teaching (ESL) respondents and, to a lesser extent, Master of Teaching (Primary and Secondary) respondents, regularly recorded high importance ratings in comparison to their colleagues across the faculty.

Master of Teaching (ESL) respondents also tended to report higher satisfaction ratings than their colleagues – particularly in relation to *culture* – but owing to their high importance ratings their gap scores were largely on par with those from other courses.

### **Internship/placement gap score exceptionally wide for Master of Applied Behavioural Analysis**

The 3.82 average satisfaction rating given by Master of Applied Behavioural Analysis was the lowest satisfaction score recorded in Education across the survey and, owing to a relatively high importance ranking, led to a rather dramatic gap score of -54.3%.

This gap score was more than twice as big as the average in Education (-26.4%), which was the widest average gap score recorded in the faculty.

### **Master of Teaching in Early Childhood Education respondents were the most-likely to have considered leaving their course**

Master of Teaching in (ECE) respondents were the most-likely to have considered leaving their course – followed by those who did not believe their course represented value for money, Master of Teaching (Primary and Secondary) and Master of Counselling respondents.

### **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.

### *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

### *Investigate dissatisfaction with internship/placement program within Master of Applied Behavioural Analysis*

- Consider focus groups, surveys, exit interviews etc. to determine why satisfaction was low and gap scores were wide among Master of Applied Behavioural Analysis respondents than they were across other courses.

Action: Faculty; MGA (if requested)

### *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	214 (99%)
Graduate diploma/certificate	3 (1%)

Course	Respondents
Graduate Certificate in Educational Design	1 (0%)
Master of Applied Behaviour Analysis	18 (9%)
Master of Counselling	37 (18%)
Master of Education	49 (23%)
Master of Educational and Development Psychology	3 (1%)
Master of Teaching in Early Childhood Education	32 (15%)
Master of Professional Counselling	1 (0%)
Master of Teaching (Primary and Secondary)	16 (8%)
Master of Teaching (Primary)	4 (2%)
Master of Teaching (Secondary)	14 (7%)
Master of Teaching English as a Second Language	11 (5%)
other	25 (12%)

Campus	Respondents
I do not regularly attend campus	25 (12%)
Clayton	183 (84%)
Caulfield	3 (1%)
Peninsula	2 (1%)
Suzhou	2 (1%)
other	2 (1%)

Domestic/International	Respondents
Local student (Australian or New Zealand citizen/permanent resident)	55 (26%)
International student	159 (74%)

Study load	Respondents
Full-time	191 (88%)
Part-time	26 (12%)
On leave from study	0 (0%)



<b>Study location</b>	<b>Respondents</b>
Entirely on-campus	112 (52%)
Multi-modal	79 (37%)
Entirely online	22 (10%)
other	1 (0%)

<b>Time since last degree</b>	<b>Respondents</b>
Less than 1 year	62 (29%)
1-5 years	97 (45%)
6-10 years	23 (11%)
11+ years	32 (15%)

<b>Course progress</b>	<b>Respondents</b>
First year	136 (64%)
Second year	69 (32%)
Third year	9 (4%)

<b>Study hours</b>	<b>Respondents</b>
Less than 5	16 (7%)
6-10	58 (27%)
11-20	71 (33%)
21-30	36 (17%)
31-40	21 (10%)
Over 40 hours	12 (6%)

<b>English proficiency</b>	<b>Respondents</b>
Fluent	98 (46%)
Advanced	72 (34%)
Intermediate	33 (15%)
Elementary	10 (5%)
Beginner	1 (0%)

<b>Gender</b>	<b>Respondents</b>
Woman	174 (81%)
Man	35 (16%)
Non-binary/gender diverse	2 (1%)
Prefer to self-describe	1 (0%)
Prefer not to say	2 (1%)

<b>LGBTIQA+</b>	<b>Respondents</b>
Yes	22 (10%)
No	171 (80%)
Prefer not to disclose	21 (10%)

<b>Indigenous (domestic students only)</b>	<b>Respondents</b>
Yes	0 (0%)
No	55 (100%)
Prefer not to disclose	0 (0%)

<b>Disability</b>	<b>Respondents</b>
Yes	12 (6%)
No	197 (92%)
Prefer not to disclose	5 (2%)

<b>Registered disability with DSS</b>	<b>Respondents</b>
Yes	6 (50%)
No	6 (50%)

<b>Age</b>	<b>Respondents</b>
24 or under	67 (31%)
25-29	68 (32%)
30-39	53 (25%)
40 and over	26 (12%)

<b>Employment status</b>	<b>Respondents</b>
Full-time	25 (11%)
Part-time	47 (21%)
Casual	57 (26%)
Unemployed and looking for work	60 (27%)
Not employed and not looking for work	31 (14%)

<b>Work hours</b>	<b>Respondents</b>
Less than 5	22 (17%)
6-10	30 (24%)
11-20	33 (26%)
21-30	21 (17%)
31-40	14 (11%)
More than 40	6 (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"