

Identifying Graduate Coursework Student Satisfaction



Faculty of Art, Design and Architecture

Monash University 2024



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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 Monash in the Faculty of Art, Design and Architecture (MADA) are summarised below:

Support services at Monash are appreciated

In relation to their course experience, respondents at MADA 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 and IT support (e-solutions) both ranked particularly well.

MADA and non-Monash comparison was mixed

In relation to satisfaction, MADA occasionally outperformed the average rating from non-Monash respondents studying in the field and occasionally underperformed.

Of note, MADA largely outperformed non-Monash respondents in relation to the timeliness of feedback and submission dates for assignments being well spread out.

MADA respondents, on average, were substantially less satisfied with *culture* and their *job readiness* than were non-Monash respondents, while they also rated facilities lower.

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, the three areas where dissatisfaction was highest were the three that make up *job readiness* - internship/placement opportunities, networking and being ready to enter the workforce.

Master of Architecture and domestic 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, but not to the same extent.

Satisfaction with culture is relatively low

Respondents from MADA tended to be less satisfied with their sense of belonging and sense of community than did other Monash respondents.

Master of Architecture and domestic students were particularly less satisfied with *culture*.

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 97 Monash graduate coursework students from the faculty of Art, Design and Architecture (MADA) completed the survey (see *Appendix 1: Demographics*), which we estimate to be between 5-7% of enrolled graduate coursework students at the University.

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 22 graduate coursework students across these universities indicated they were studying in the field of Architecture and Design.

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 MADA 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 (1st to 6th) 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 MADA 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 MADA 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 MADA, 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 2022.¹ 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,² 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.³ 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.

¹ "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>.

² 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.

³ 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	7.96	7.35	-7.7%
Enrolment	7.13	7.08	-0.7%
Orientation	8.55	7.19	-15.9%
<i>Academic quality</i>			
Clear criteria	8.85	7.19	-18.8%
Quality teaching	8.85	7.22	-18.4%
Engaging lectures	8.05	7.11	-11.7%
Academic access	8.52	7.68	-9.9%
Timely feedback	8.38	7.64	-8.8%
Academic feedback	8.66	7.66	-11.5%
<i>Academic delivery</i>			
Mixed delivery*	7.86	7.00	-10.9%
Balance of units	7.83	6.49	-17.1%
Elective variety	7.57	6.55	-13.5%
Class times	7.90	6.69	-15.3%
Assignment no.	8.07	6.88	-14.7%
Submission dates	8.42	6.90	-18.1%
<i>Support services</i>			
Facilities	8.29	7.21	-13.0%
Language support**	7.06	7.32	3.7%
Library resources	8.07	8.15	1.0%
IT support	7.45	7.39	-0.8%
Learning support	7.68	7.26	-5.5%
<i>Culture</i>			
Grad community	7.38	6.52	-11.7%
Academic community	7.18	6.27	-12.7%
Sense of belonging	7.81	6.55	-16.1%
<i>Job readiness</i>			
Internship	8.11	5.40	-33.4%
Networking	8.31	5.88	-29.2%
Workforce entry	8.61	5.75	-33.2%
Overall average	8.02	6.94	-13.2%

*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 second tightest.

Importance	Satisfaction	Gap
4th	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
MADA (n.91)	7.98	6.85	-14.2%
Non-Monash ⁴ (n.20)	8.70	6.65	-23.6%
HASS (n.688)	8.44	7.30	-13.5%
M. Architecture (n.21)	8.18	6.77	-17.2%
M. Design (n.52)	7.96	6.87	-13.7%
M. Urb. Plan. & Design (n.14)	7.80	6.80	-12.8%
Domestic (n.17)	8.41	6.59	-21.6%
International (n.74)	7.88	6.91	-12.3%
Women (n.66)	7.92	6.68	-15.7%
Men (n.21)	8.14	7.52	-7.6%
Not value for money (n.22)	7.82	5.50	-29.7%
Considered leaving (n.40)	8.10	6.33	-21.9%

- Even though they found it less important, MADA respondents were more satisfied than their equivalent non-Monash respondents that clear information about their course was provided prior to enrolment.
- MADA respondents, however, were less satisfied than their HASS counterparts across the University.

⁴ "Non-Monash" refers to respondents from universities other than Monash enrolled in an Art, Design and Architecture course.

1.1.2 Enrolment

Q. *A user-friendly enrolment process.*

	Importance	Satisfaction	Gap
MADA	7.96	7.35	-7.7%
Non-Monash	8.10	6.90	-14.8%
HASS	8.31	7.62	-8.3%
M. Architecture	8.05	7.59	-5.7%
M. Design	8.02	7.21	-10.1%
M. Urb. Plan. & Design	7.67	7.47	-2.6%
Domestic	7.59	7.35	-3.2%
International	8.04	7.35	-8.6%
Women	8.03	7.29	-9.2%
Men	7.76	7.67	-1.2%
Not value for money	7.59	6.55	-13.7%
Considered leaving	8.00	6.97	-12.9%

- MADE respondents were more satisfied with the enrolment process than their equivalent non-Monash respondents.

1.1.3 Orientation

Q. *The orientation experience.*

	Importance	Satisfaction	Gap
MADA	7.13	7.08	-0.7%
Non-Monash	8.30	8.30	0.0%
HASS	7.61	7.39	-2.9%
M. Architecture	6.59	7.05	7.0%
M. Design	7.25	7.04	-2.9%
M. Urb. Plan. & Design	7.47	7.27	-2.7%
Domestic	6.24	6.94	11.2%
International	7.34	7.11	-3.1%
Women	7.14	7.02	-1.7%
Men	7.33	7.43	1.4%
Not value for money	6.41	6.00	-6.4%
Considered leaving	6.47	6.47	0.0%

- MADA respondents were less satisfied with orientation than were non-Monash respondents; however, they placed far less importance on it.
- Orientation was more important to international students than domestic students at MADA.

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 third tightest.

Importance	Satisfaction	Gap
1st	2nd	3rd

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
MADA	8.55	7.19	-15.9%
Non-Monash	9.26	7.11	-23.2%
HASS	8.64	7.49	-13.3%
M. Architecture	8.95	7.00	-21.8%
M. Design	8.72	7.30	-16.3%
M. Urb. Plan. & Design	7.50	7.07	-5.7%
Domestic	8.82	6.65	-24.6%
International	8.49	7.32	-13.8%
Women	8.64	6.97	-19.3%
Men	8.80	8.15	-7.4%
Not value for money	8.45	6.14	-27.3%
Considered leaving	8.40	6.53	-22.3%

- Domestic students were less satisfied with the criteria than were international students.

1.2.2 Quality teaching

Q. High quality teaching.

	Importance	Satisfaction	Gap
MADA	8.85	7.22	-18.4%
Non-Monash	9.21	7.26	-21.2%
HASS	9.02	7.57	-16.1%
M. Architecture	9.27	6.95	-25.0%
M. Design	8.79	7.11	-19.1%
M. Urb. Plan. & Design	8.57	8.00	-6.7%
Domestic	9.41	6.76	-28.2%
International	8.71	7.34	-15.7%
Women	8.84	7.07	-20.0%
Men	9.30	7.90	-15.1%
Not value for money	8.68	5.55	-36.1%
Considered leaving	8.93	6.78	-24.1%

- Respondents from MADA were roughly as satisfied with the quality of teaching as were their non-Monash counterparts.
- The gap between importance and satisfaction was particularly wide among respondents who did not feel that their course represented value for money.

1.2.3 Engaging lectures

Q. Lectures are engaging.

	Importance	Satisfaction	Gap
MADA	8.05	7.11	-11.7%
Non-Monash	8.53	6.89	-19.2%
HASS	8.53	7.35	-13.8%
M. Architecture	8.05	7.05	-12.4%
M. Design	8.09	6.98	-13.7%
M. Urb. Plan. & Design	8.00	7.57	-5.4%
Domestic	7.94	6.65	-16.2%
International	8.07	7.22	-10.5%
Women	8.02	7.03	-12.3%
Men	8.45	7.70	-8.9%
Not value for money	7.41	6.00	-19.0%
Considered leaving	7.60	6.40	-15.8%

- Domestic students were less satisfied than their international counterparts with the engaging nature of lectures.
- Respondents from the Master of Urban Planning and Design were the most satisfied.

1.2.4 Academic access

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

	Importance	Satisfaction	Gap
MADA	8.52	7.68	-9.9%
Non-Monash	8.95	7.58	-15.3%
HASS	8.62	7.90	-8.4%
M. Architecture	8.09	7.27	-10.1%
M. Design	8.70	7.77	-10.7%
M. Urb. Plan. & Design	8.71	8.07	-7.3%
Domestic	8.12	7.18	-11.6%
International	8.62	7.81	-9.4%
Women	8.54	7.54	-11.7%
Men	8.55	8.10	-5.3%
Not value for money	7.86	6.27	-20.2%
Considered leaving	8.47	7.03	-17.0%

- International students were more satisfied with their access to academics than were domestic students.
- Master of Architecture students were the least satisfied.

1.2.5 Timely feedback

Q. *Timely feedback on assessments/assignments.*

	Importance	Satisfaction	Gap
MADA	8.38	7.64	-8.8%
Non-Monash	8.89	6.74	-24.2%
HASS	8.61	7.59	-11.8%
M. Architecture	9.00	7.73	-14.1%
M. Design	8.30	7.66	-7.7%
M. Urb. Plan. & Design	7.86	7.50	-4.6%
Domestic	8.76	7.53	-14.0%
International	8.28	7.66	-7.5%
Women	8.33	7.72	-7.3%
Men	8.80	7.65	-13.1%
Not value for money	7.64	6.73	-11.9%
Considered leaving	8.18	7.22	-11.7%

- MADA respondents were more satisfied than their non-Monash equivalents with the timeliness of feedback on assignments.

1.2.6 Academic feedback

Q. *Constructive feedback on assessments/assignments.*

	Importance	Satisfaction	Gap
MADA	8.66	7.66	-11.5%
Non-Monash	9.16	7.74	-15.5%
HASS	8.74	7.56	-13.5%
M. Architecture	9.18	7.77	-15.4%
M. Design	8.62	7.60	-11.8%
M. Urb. Plan. & Design	8.14	7.71	-5.3%
Domestic	9.35	7.76	-17.0%
International	8.49	7.63	-10.1%
Women	8.61	7.57	-12.1%
Men	9.15	8.15	-10.9%
Not value for money	8.68	6.73	-22.5%
Considered leaving	8.63	7.35	-14.8%

- Satisfaction with the nature of feedback was relatively consistent across most demographics.
- Academic feedback was particularly important to domestic students.

1.3 Academic delivery

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

Importance	Satisfaction	Gap
3rd	4th	5th

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
MADA			
Non-Monash			
HASS	8.07	7.66	-5.1%
M. Architecture			
M. Design			
M. Urb. Plan. & Design			
Domestic			
International			
Women			
Men			
Not value for money			
Considered leaving			

- Response numbers from MADA were insufficient to justify reporting and analysis. This was because the overwhelming majority of respondents (91%) indicated that they attended their course entirely on-campus.
- On average, there was only a minor gap reported by HASS respondents across the University, which indicates that multi-modal students were somewhat comfortable with the balance of online and in-person course delivery.

1.3.2 Balance of units

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

	Importance	Satisfaction	Gap
MADA	7.83	6.49	-17.1%
Non-Monash	8.79	6.68	-24.0%
HASS	7.93	7.38	-6.9%
M. Architecture	8.10	6.38	-21.2%
M. Design	8.02	6.55	-18.3%
M. Urb. Plan. & Design	7.00	6.43	-8.1%
Domestic	7.71	6.18	-19.8%
International	7.87	6.57	-16.5%
Women	7.82	6.33	-19.1%
Men	7.90	7.10	-10.1%
Not value for money	7.64	5.18	-32.2%
Considered leaving	7.97	6.38	-19.9%

- In relation to the balance of compulsory and elective units, there were wide gaps between importance and satisfaction among Master of Architecture and Master of Urban Planning and Design students.

1.3.3 Elective variety

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

	Importance	Satisfaction	Gap
MADA	7.57	6.55	-13.5%
Non-Monash	8.63	6.16	-28.6%
HASS	7.87	7.15	-9.1%
M. Architecture	7.38	7.29	-1.2%
M. Design	7.83	6.06	-22.6%
M. Urb. Plan. & Design	7.36	6.93	-5.8%
Domestic	7.71	6.18	-19.8%
International	7.66	6.28	-18.0%
Women	7.43	6.20	-16.6%
Men	8.20	7.50	-8.5%
Not value for money	7.36	5.64	-23.4%
Considered leaving	7.80	6.58	-15.6%

- In general, MADA students were more satisfied with their variety of electives than non-Monash students.
- By a distance, Master of Design students has the widest gap between importance and satisfaction, while Master of Architecture students had the narrowest gap.

1.3.4 Class times

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

	Importance	Satisfaction	Gap
MADA	7.90	6.69	-15.3%
Non-Monash	8.84	6.84	-22.6%
HASS	8.19	6.97	-14.9%
M. Architecture	7.76	6.67	-14.0%
M. Design	8.17	6.66	-18.5%
M. Urb. Plan. & Design	7.57	6.71	-11.4%
Domestic	7.29	5.88	-19.3%
International	8.06	6.90	-14.4%
Women	7.85	6.63	-15.5%
Men	8.25	6.75	-18.2%
Not value for money	7.86	5.59	-28.9%
Considered leaving	8.20	6.28	-23.4%

- Although it was less important to them, domestic students were substantially less satisfied with class times than were their international counterparts.
- Satisfaction was relatively consistent across the three main courses.
- Lower satisfaction with class times seemingly correlated with students finding their course did not represent value for money and/or considering leaving their course.

1.3.5 Assignment numbers

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

	Importance	Satisfaction	Gap
MADA	8.07	6.88	-14.7%
Non-Monash	9.11	7.37	-19.1%
HASS	8.49	7.35	-13.4%
M. Architecture	8.14	7.38	-9.3%
M. Design	8.19	6.57	-19.8%
M. Urb. Plan. & Design	8.00	7.07	-11.6%
Domestic	8.00	7.41	-7.4%
International	8.09	6.75	-16.6%
Women	8.05	6.72	-16.5%
Men	8.30	7.45	-10.2%
Not value for money	7.64	6.27	-17.9%
Considered leaving	8.15	6.70	-17.8%

- Master of Design respondents reported the widest gap between importance and satisfaction.
- Domestic students were noticeably more satisfied than international students, which was a rare phenomenon across the survey.

1.3.6 Submission dates

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

	Importance	Satisfaction	Gap
MADA	8.42	6.90	-18.1%
Non-Monash	9.00	6.26	-30.4%
HASS	8.66	7.09	-18.1%
M. Architecture	9.10	7.48	-17.8%
M. Design	8.34	6.53	-21.7%
M. Urb. Plan. & Design	8.14	7.21	-11.4%
Domestic	9.00	7.18	-20.2%
International	8.27	6.84	-17.3%
Women	8.28	6.82	-17.6%
Men	9.00	7.30	-18.9%
Not value for money	8.32	6.23	-25.1%
Considered leaving	8.40	6.60	-21.4%

- Although the gap between importance and satisfaction was relatively wide for MADA respondents (6th widest across the 26 areas surveyed), it was not as wide as it was among non-Monash respondents.
- Master of Design students were noticeably less satisfied than their colleagues.

1.4 Support services

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

Importance	Satisfaction	Gap
5th	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
MADA	8.29	7.21	-13.0%
Non-Monash	9.28	7.94	-14.4%
HASS	8.52	7.67	-10.0%
M. Architecture	8.71	7.48	-14.1%
M. Design	8.23	7.13	-13.4%
M. Urb. Plan. & Design	7.93	7.07	-10.8%
Domestic	8.82	7.29	-17.3%
International	8.15	7.19	-11.8%
Women	8.18	7.23	-11.6%
Men	8.50	7.45	-12.4%
Not value for money	7.95	6.14	-22.8%
Considered leaving	8.35	6.90	-17.4%

- Non-Monash respondents were more satisfied with facilities than were MADA respondents.

1.4.2 Language support

Q. English language support.

	Importance	Satisfaction	Gap
MADA	7.06	7.32	3.7%
Non-Monash			
HASS	8.01	7.67	-4.2%
M. Architecture			
M. Design	7.28	7.17	-1.5%
M. Urb. Plan. & Design	6.82	7.09	4.0%
Domestic			
International	7.24	7.16	-1.1%
Women	7.03	7.26	3.3%
Men	7.40	8.10	9.5%
Not value for money	5.82	7.00	20.3%
Considered leaving	6.68	7.24	8.4%

- Language support services were the least important service for MADA respondents; however, satisfaction outscored importance.

1.4.3 Library resources

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

	Importance	Satisfaction	Gap
MADA	8.07	8.15	1.0%
Non-Monash	9.11	7.94	-12.8%
HASS	8.66	8.07	-6.8%
M. Architecture	7.90	8.62	9.1%
M. Design	8.06	8.02	-0.5%
M. Urb. Plan. & Design	8.43	8.00	-5.1%
Domestic	7.65	8.65	13.1%
International	8.18	8.03	-1.8%
Women	8.10	8.07	-0.4%
Men	8.15	8.50	4.3%
Not value for money	7.05	7.32	3.8%
Considered leaving	7.72	7.60	-1.6%

- On average, satisfaction with library resources outscored its importance among MADA respondents.
- Domestic students were particularly satisfied with the accessibility of books and journals.

1.4.4 IT support

Q. *IT support.*

	Importance	Satisfaction	Gap
MADA	7.45	7.39	-0.8%
Non-Monash	9.00	7.89	-12.3%
HASS	7.88	7.81	-0.9%
M. Architecture	6.90	6.71	-2.8%
M. Design	7.64	7.51	-1.7%
M. Urb. Plan. & Design	7.64	8.00	4.7%
Domestic	6.94	6.71	-3.3%
International	7.58	7.57	-0.1%
Women	7.58	7.45	-1.7%
Men	7.70	7.35	-4.5%
Not value for money	6.55	6.23	-4.9%
Considered leaving	7.08	6.72	-5.1%

- Satisfaction with IT support matched the importance MADA respondents placed on it.

1.4.5 Learning support

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

	Importance	Satisfaction	Gap
MADA	7.68	7.26	-5.5%
Non-Monash	8.94	8.33	-6.8%
HASS	8.11	7.70	-5.1%
M. Architecture	7.57	7.33	-3.2%
M. Design	7.72	7.02	-9.1%
M. Urb. Plan. & Design	7.71	7.93	2.9%
Domestic	7.35	7.53	2.4%
International	7.76	7.19	-7.3%
Women	7.47	7.12	-4.7%
Men	8.40	7.80	-7.1%
Not value for money	6.36	6.32	-0.6%
Considered leaving	7.30	6.63	-9.2%

- MADA respondents were noticeably less satisfied than non-Monash respondents in relation to their learning support services; however, MADA respondents also found these services far less important.

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 fourth tightest.

Importance	Satisfaction	Gap
6th	5th	4th

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
MADA	7.38	6.52	-11.7%
Non-Monash	8.56	7.89	-7.8%
HASS	7.54	6.85	-9.2%
M. Architecture	7.19	5.76	-19.9%
M. Design	7.36	6.68	-9.2%
M. Urb. Plan. & Design	7.71	7.00	-9.2%
Domestic	6.94	5.47	-21.2%
International	7.49	6.79	-9.3%
Women	7.17	6.47	-9.8%
Men	8.25	6.90	-16.4%
Not value for money	6.73	5.45	-19.0%
Considered leaving	7.47	5.85	-21.7%

- Non-Monash respondents were substantially more satisfied with that they felt part of a graduate community than were MADA respondents.
- Domestic respondents were substantially less satisfied than were international respondents.
- Master of Architecture students had a gap score twice as large as Master of Design and Master of Urban Planning and Design students.

1.5.2 Academic community

Q. Feeling part of an academic community.

	Importance	Satisfaction	Gap
MADA	7.18	6.27	-12.7%
Non-Monash	8.78	7.67	-12.6%
HASS	7.59	6.81	-10.3%
M. Architecture	6.38	5.62	-11.9%
M. Design	7.34	6.36	-13.4%
M. Urb. Plan. & Design	7.79	6.79	-12.8%
Domestic	6.06	5.47	-9.7%
International	7.46	6.48	-13.1%
Women	7.07	6.15	-13.0%
Men	7.85	6.90	-12.1%
Not value for money	5.64	4.95	-12.2%
Considered leaving	6.80	5.50	-19.1%

- Non-Monash respondents were substantially more satisfied with that they felt part of an academic community than were MADA respondents.

1.5.3 Sense of belonging

Q. Feeling a sense of belonging to my university.

	Importance	Satisfaction	Gap
MADA	7.81	6.55	-16.1%
Non-Monash	8.61	7.94	-7.8%
HASS	7.97	7.04	-11.7%
M. Architecture	7.71	5.81	-24.6%
M. Design	7.64	6.66	-12.8%
M. Urb. Plan. & Design	8.57	7.14	-16.7%
Domestic	7.82	5.65	-27.7%
International	7.81	6.78	-13.2%
Women	7.57	6.42	-15.2%
Men	8.85	7.05	-20.3%
Not value for money	7.09	5.23	-26.2%
Considered leaving	7.58	5.47	-27.8%

- Non-Monash respondents were substantially more satisfied with that they felt a sense of belonging than were MADA respondents.
- Domestic students reported lower satisfaction than their international counterparts – despite placing similar levels of importance on sense of belonging.

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
MADA	8.11	5.40	-33.4%
Non-Monash	8.24	6.35	-22.9%
HASS	8.38	6.27	-25.2%
M. Architecture	7.90	4.86	-38.5%
M. Design	8.04	5.30	-34.1%
M. Urb. Plan. & Design	8.71	6.29	-27.8%
Domestic	7.65	4.24	-44.6%
International	8.22	5.70	-30.7%
Women	8.07	5.15	-36.2%
Men	8.40	6.30	-25.0%
Not value for money	7.82	3.68	-52.9%
Considered leaving	8.20	4.35	-47.0%

- MADA respondents were less satisfied than non-Monash respondents in relation to placement/internship opportunities.
- Master of Architecture students and domestic were particularly dissatisfied.
- Respondents who did not think their course represented value for money and those who considered leaving were especially dissatisfied with placement/internship opportunities.

1.6.2 Networking

Q. *Links to industry/professional networking.*

	Importance	Satisfaction	Gap
MADA	8.31	5.88	-29.2%
Non-Monash	9.29	6.82	-26.6%
HASS	8.38	6.46	-22.9%
M. Architecture	8.48	5.10	-39.9%
M. Design	8.06	5.81	-27.9%
M. Urb. Plan. & Design	9.00	7.07	-21.4%
Domestic	8.12	4.41	-45.7%
International	8.36	6.25	-25.2%
Women	8.08	5.75	-28.8%
Men	8.75	6.50	-25.7%
Not value for money	8.18	3.86	-52.8%
Considered leaving	8.53	4.78	-44.0%

- MADA respondents were less satisfied than non-Monash respondents in relation to industry/professional networking opportunities.
- Master of Architecture students and domestic were particularly dissatisfied .
- Respondents who did not think their course represented value for money and those who considered leaving were especially dissatisfied with this area and reported wide gap scores.

1.6.3 Workforce entry

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

	Importance	Satisfaction	Gap
MADA	8.61	5.75	-33.2%
Non-Monash	8.35	6.76	-19.0%
HASS	8.72	6.58	-24.5%
M. Architecture	9.29	4.62	-50.3%
M. Design	8.26	5.89	-28.7%
M. Urb. Plan. & Design	9.00	6.77	-24.8%
Domestic	8.82	4.12	-53.3%
International	8.56	6.17	-27.9%
Women	8.45	5.63	-33.4%
Men	8.95	6.42	-28.3%
Not value for money	8.68	3.68	-57.6%
Considered leaving	8.74	4.49	-48.6%

- Non-Monash respondents reported feeling more satisfied that they were ready to enter the workforces than MADA respondents.
- There was a wide gap between importance and satisfaction among domestic respondents (-53.3%) and Master of Architecture students (-50.3%).

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.

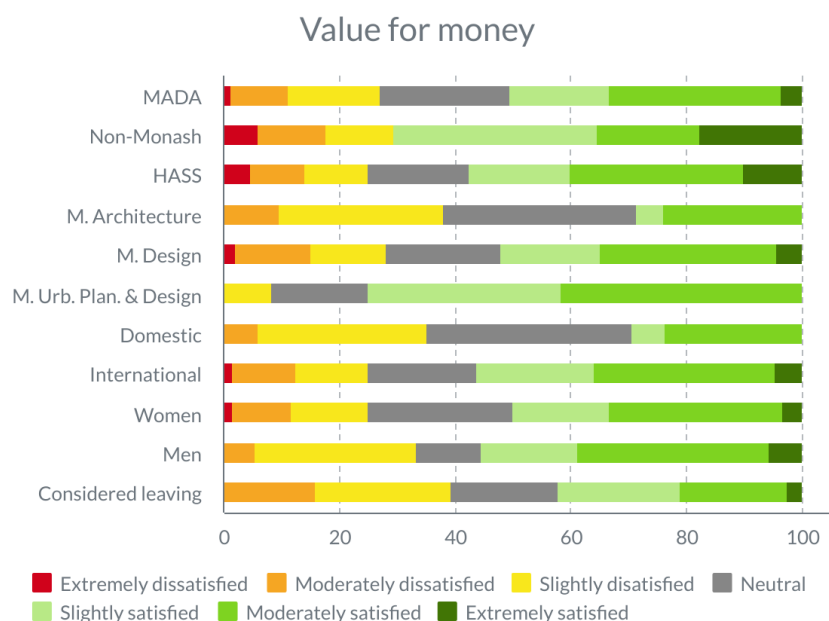
In the survey, participants were asked whether they believed their course represented value for money and if they had considered leaving their course in the last 12 months. If they had considered leaving their course, they were asked to elaborate on their reasons.

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 MADA students responded:



Non-Monash respondents were more likely to be satisfied that their course provided value for money than were MADA respondents.

Within Monash, satisfaction and dissatisfaction varied across the demographic groups. Master of Architecture and domestic respondents were most likely to be dissatisfied that their course represented value for money, while Master of Urban Planning and Design students were most likely to be satisfied.

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 MADA respondents:

Theme	Importance		Satisfaction		Gap	
	Value	No value	Value	No value	Value	No value
Commencement	7.93	7.27	7.79	6.02	-1.8%	-16.6%
Academic quality	8.85	8.12	8.21	6.24	-7.2%	-22.8%
Academic delivery	8.16	7.76	7.38	5.78	-9.6%	-25.5%
Support services	8.46	6.75	8.08	6.60	-4.5%	-0.8%
Culture	8.05	6.49	7.38	5.21	-8.3%	-19.2%
Job readiness	8.37	8.23	6.90	3.74	-17.6%	-54.5%

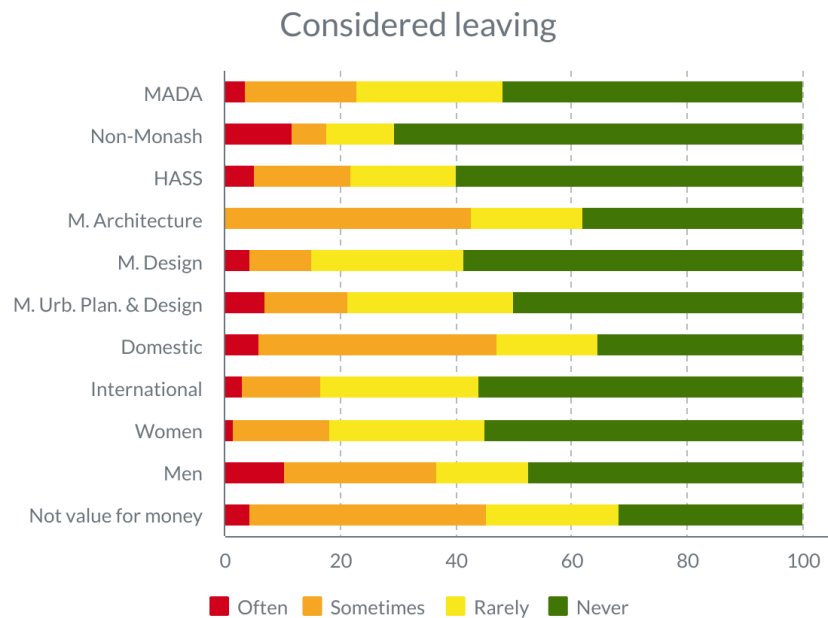
With the exception of *support services*, No Value consistently has wider gap scores than Value. Of note, however, is the extreme gap recorded in relation to *job readiness* among those who were not satisfied that their course represented value for money.

While Value respondents generally placed greater importance on themes than No Value respondents, the two groups' importance score for *job readiness* was quite similar. The satisfaction score for each, however, differed remarkably. This suggests a correlation between satisfaction with *job readiness* and satisfaction with one's course representing value for money.

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 they MADA students responded:



MADA respondents were more marginally more likely than non-Monash respondents to have considered leaving their course in the last 12 months.

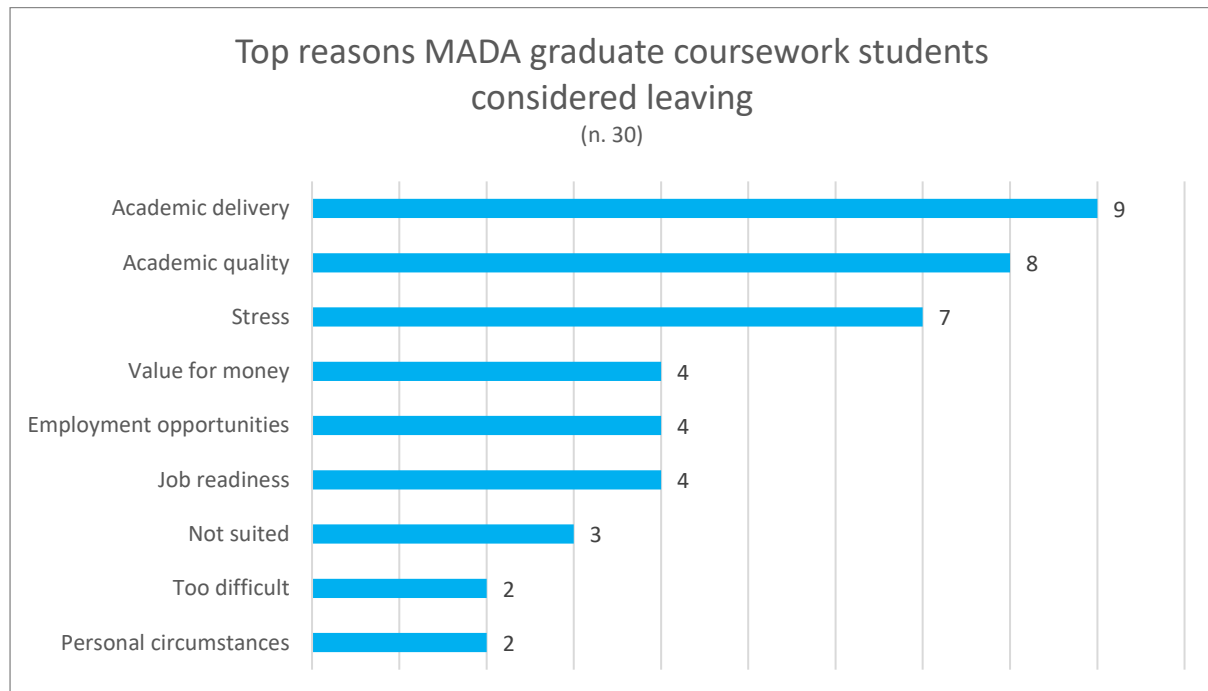
Within MADA, those who thought their course did not represent value for money, domestic students and Master of Architecture students were the most likely to have considered leaving.

Master of Design respondents, international students and women 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 delivery. Comments included:

“I was overwhelmed with the amount of assignments and readings. Maybe it was because I haven't been in school for a decade. So I need time to adjust myself.”

“Sometimes the assignments pressure is so much that it very difficult. Sometimes all the assignments submission are around the same time and it's too hard to manage time which to give priority.”

“Workload too intense over short time period. Challenges in working with much younger students whose first language is not English.”

Another common response related to perceptions of poor academic quality. These included:

“Course materials are recycled, feedback from tutors are often unhelpful, we spend a lot of class time going over things that just end up being uploaded online which makes me feel like we should be more focused on getting feedback or having class discussions instead of just going over software when we can all just watch the tutorial videos at home by ourselves.”

“I didn't feel that it was adding to the work that I was already doing in architecture. I felt as if the course work was lacking the skills that are needed as a graduate in the architecture field.”

If I didn't need a masters degree to become a registered architect I would not continue with the course."

"I feel like the course is a lot of money and a load more HECS debt when I feel like I am not learning anything more than I did in my bachelors. I feel I could enter the workforce and learn on site better and more appropriate skills than I do completing this course."

Other interesting comments included:

"Stress related to too much coursework, tutors weren't very supportive of my work, uncooperative teammates."

"Sometimes, I felt overwhelmed with the amount of assignments, readings and new applications to create maps that I need to catch up simultaneously."

"Lack of opportunity for students to find work placement, internships, work after graduating."

"Don't feel like I've learnt enough for the career I want to achieve with my degree."

"I felt like the coursework wasn't contributing toward developing relevant skills and preparing me to enter the industry."

"In terms of breaking into the industry I am having a hard time, and I sometimes wonder if I chose a different career [that] things would be easier for me. But it is what it is, and I decided to stay with it."

"At first, I didn't find it value for money, so I thought of taking business masters. Then I was slowly losing my interest in my course but it slowly got my interest back and found out that I like interaction design."

"I don't know if I really like this major."

"I was in an art school, so I found the transition to a comprehensive university challenging. The differences in teaching styles, course structures, and the overall environment have impacted my learning experience and satisfaction with the program."

"I started doing units in my final semester that I wish I had done earlier, it feels like the degree lies about the job until the final semester."

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	7.52	7.79	6.59	7.53	-11.6%	-3.3%
Academic quality	8.37	8.57	6.89	7.83	-17.6%	-8.6%
Academic delivery	8.10	7.78	6.51	6.84	-19.6%	-12.1%
Support services	7.43	7.91	7.02	8.06	-5.0%	1.9%
Culture	7.28	7.56	5.61	7.15	-22.9%	-5.4%
Job readiness	8.49	8.17	4.54	6.63	-46.5%	-18.8%

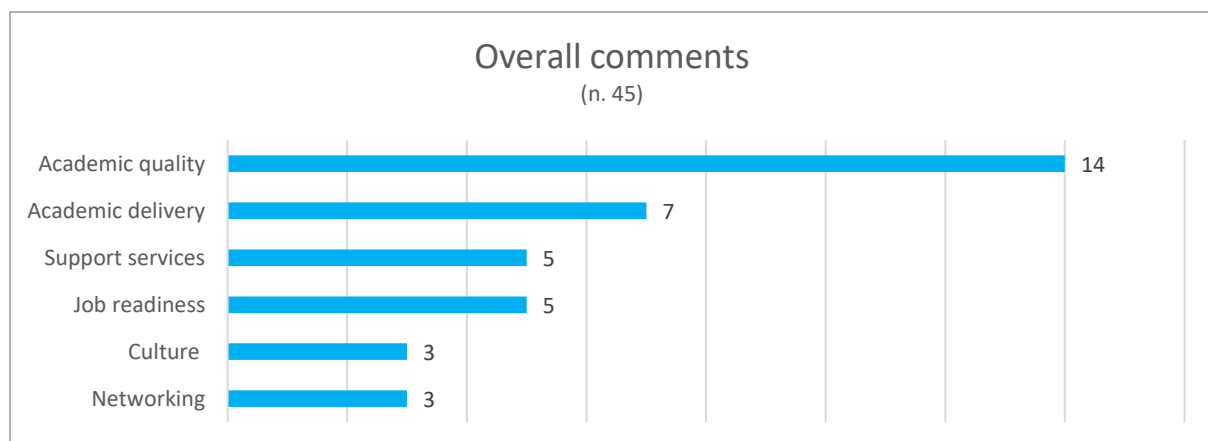
The striking difference between Exit and Stay relates to *job readiness*. Those who considered leaving their course in the last 12 months placed greater importance on *job readiness* and were noticeably less satisfied with what has been provided.

Similarly, the gap in relation to *culture* is of note. Exit respondents recorded an average gap over 4-times wider than Stay respondents.

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:

"I am satisfied for the first year lessons, but for the second year, I am definitely not satisfied, the content and also the tutors quality, which are not value for the expense I must say."

"Feedback given in class differed from the feedback given on the grade sheet after submitting the assignment in particular unit."

"It not as well structured, enriching as expected, barely any industry-based projects."

"I think a proper review on tutors needs to be assessed, especially for units that require some form of teamwork because I've had too many uncooperative unsupportive tutors that end up giving the same grades to my peers who don't do work/don't take me seriously when I complain about my teammates."

"I want the Dossier to be at the start of the masters, or at least a similar unit. For the first time, I finally understand and get to do what the job actually entails. Semester upon semester of studio just drains creativity and doesn't actually develop any new skills, it's very repetitive. I've tried doing studios that cover different programs and skills to broaden my abilities but there isn't even a guarantee I'll get that class, I often feel like I have to beg to learn revit or how to read the NCC in a studio, enforcing these tools and skills myself."

"I think there should be a great improvement in the course structure and setting, as well as a clearer understanding of students' future employment. I am not very satisfied with my s1 course this semester, and it seems that it is not proportional to my tuition fee."

Academic delivery was referenced by several students. Comments included:

"I think there are some assignments that need to have more percentages since it took time to work on it and present it every single week."

"We have group presentation every week, yet the grading index is only 10%. We put a lot of effort to prepare those presentations, but we still have a lot to cover for the rest of the semester."

"The electives are really not enough. I want to learn more about 2D animation but there's no elective for it. Also, for our graduation project, some of us chose 3D and our teacher is pretty good at it so it's fine. But I want to make some 2D stuff, and I can't get what I want from him. I hope that there would be more supervisors to help us."

Other interesting comments included:

"Architecture course is definitely pricey, especially for international students and I do think that printing and materials should either be free or at least discounted because of how many times we have to print and be making model for the studio. I understand that this course comes with spending extra money to print and buying materials, but I still think it's unfair because firstly, there are not many of varieties of materials to buy and having to buy a material that is not our choice and spending tons just for a model that we don't like in the end is a waste. And secondly, I do think that our studio focusses so much on sustainability and it's ironic how little we contribute to that when printing a ton. I think it's fairer that we should find a way to provide this service in an appropriate manner, either by discounting the price of materials and printing, or providing them for free at least."

"It would be good to have more help on offer and better communication with external support."

"Some more internship and career pathways for architecture students. I seem to really be having a tough time."

"Students need more support finding jobs during uni, for those that want it, and for after we graduate."

"I have often found myself relying on the fact that my industry requires I have certain qualifications to be employable, in order to motivate myself to stay enrolled."

"Studio can be chaotic."

"All course schedules are well-organized, but for international students, the density of the courses is indeed a challenge. Unlikely to get information from the course handbook. I prefer to get information from peers or seniors."

"I need more support for networking."

"It would be better if you could write in the handbook what you need to use for each course, what software you will learn, etc., instead of giving a general introduction."

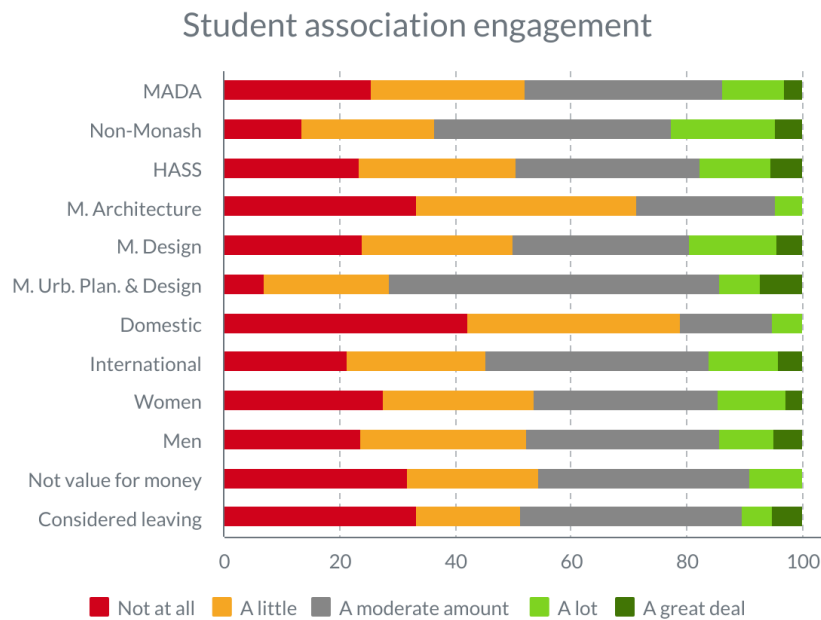
Part 3: Engagement with the Monash Graduate Association (MGA)

This section highlights the engagement levels that MADA 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 MADA responded:



Non-Monash respondents were more engaged with their student association than were MADA respondents.

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 at Monash 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

The three areas encompassing the theme of job readiness – internships, networking and workforce entry – had the three 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 is exaggerated among MADA respondents.

Domestic and Master of Architecture students were particularly less satisfied with *job readiness*.

Satisfaction with *job readiness* is correlated with consideration of exiting the course prior to completion. Those who had considered leaving their course in the last 12 months placed greater importance on *job readiness* and were noticeably less satisfied with what has been provided than those who had not considered leaving.

Satisfaction with culture is relatively low

Respondents from MADA tended to be less satisfied with their sense of belonging and community than did other Monash respondents.

Master of Architecture and domestic students were particularly less satisfied with *culture*.

MADA respondents, on average, were substantially less satisfied with *culture* than were non-Monash respondents studying in the field.

Monash support services are well-received

Satisfaction with support services was relatively high amongst MADA respondents.

In particular, the library (1st) and IT-support/e-solutions (5th) ranked highly for satisfaction among the 26 areas surveyed.

Unemployment among graduate coursework students is high

Though this has not been directly discussed, 42% of MADA respondents were “unemployed and looking for work” (see *Appendix 1: Demographics*). This is an exceptionally 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.

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	Respondents
Master of Architecture	23 (25%)
Master of Design	53 (56%)
Master of Urban Planning and Design	16 (17%)
other	2 (2%)

Domestic/International	Respondents
Local student (Australian or New Zealand citizen/permanent resident)	18 (19%)
International student	77 (81%)

Study load	Respondents
Full-time	89 (92%)
Part-time	8 (8%)
On leave from study	0 (0%)

Study location	Respondents
Entirely on-campus	86 (91%)
Multi-modal	8 (8%)
Entirely online	0 (0%)
Other	1 (1%)

Time since last degree	Respondents
Less than 1 year	33 (35%)
1-5 years	50 (53%)
6-10 years	9 (9%)
11+ years	3 (3%)

Course progress	Respondents
First year	56 (59%)
Second year	29 (31%)
Third year	10 (11%)

Study hours	Respondents
Less than 5	1 (1%)
6-10	10 (11%)
11-20	18 (19%)
21-30	28 (29%)
31-40	22 (23%)
Over 40 hours	16 (17%)

English proficiency	Respondents
Fluent	34 (36%)
Advanced	23 (24%)
Intermediate	33 (35%)
Elementary	5 (5%)
Beginner	0 (0%)

Gender	Respondents
Woman	70 (74%)
Man	21 (22%)
Non-binary/gender diverse	1 (1%)
Prefer to self-describe	0 (0%)
Prefer not to say	3 (3%)

LGBTIQA+	Respondents
Yes	11 (12%)
No	74 (79%)
Prefer not to disclose	9 (10%)

Indigenous (domestic students only)	Respondents
Yes	0 (0%)
No	18 (100%)
Prefer not to disclose	0 (0%)

Disability	Respondents
Yes	3 (3%)
No	84 (90%)
Prefer not to disclose	6 (6%)

Registered disability with DSS	Respondents
Yes	2 (67%)
No	1 (33%)

Age	Respondents
24 or under	47 (50%)
25-29	35 (37%)
30-39	11 (12%)
40 and over	1 (1%)

Employment status	Respondents
Full-time	2 (2%)
Part-time	16 (16%)
Casual	17 (17%)
Unemployed and looking for work	42 (42%)
Not employed and not looking for work	23 (23%)

Work hours	Respondents
Less than 5	6 (19%)
6-10	8 (25%)
11-20	8 (25%)
21-30	9 (28%)
31-40	1 (3%)
More than 40	0 (0%)

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"