

# Identifying Graduate Coursework Student Satisfaction

Faculty of Medicine, Nursing and Health Sciences  
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 in the Faculty of Medicine, Nursing and Health Sciences (MNHS) are summarised below:

### **Support services are appreciated in MNHS**

In relation to their course experience, MNHS respondents were most satisfied in relation to *support services*. Indeed, the five individual areas that made up the theme all ranked in the top six for satisfaction across the survey.

The gap between how important students found it and how satisfied they were with what was delivered was also narrowest for the theme.

### **MNHS respondents more satisfied than non-Monash respondents**

Respondents from MNHS were more satisfied with most areas related to their course experience and recorded narrower gap scores between importance and satisfaction than those from outside Monash who were studying in a similar field.

This performance differential was perhaps most-notable in relation the theme of *academic quality*.

### **Value for money linked to job readiness and academic delivery**

Respondents who had considered leaving their course in the last 12 months were more likely to be dissatisfied their course represented valued for money.

Furthermore, the average gap between importance and satisfaction for the themes of *job readiness* and *academic delivery* were substantially wider among those who were not satisfied their course represented value for money.

### **Dissatisfaction with job readiness high, but not as high as in most other faculties**

Of the six themes included in the survey, respondents ranked *job readiness* first for importance and last for satisfaction. As a result, the distance between importance and satisfaction was by far the widest.

Women were also notably less satisfied than men.

However, compared to the other faculties, MNHS performed slightly better overall and had the third narrowest gap score across the theme.

**MGA engagement levels with MNHS students has room for improvement**

MGA engagement with MNHS respondents was slightly worse than it was for STEM respondents across the University.

However, the difference between domestic and international engagement success was not as dramatic in the faculty as it was in others.

## 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 134 Monash graduate coursework students from the Faculty of Medicine, Nursing and Health Sciences (MNHS) completed the survey (see *Appendix 1: Demographics*), which we estimate to be approximately between 2-3% 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 64 graduate coursework students across these universities indicated they were studying a course in the field of medicine, nursing, dentistry, psychology, physiotherapy, social work and health sciences.

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 MNHS 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:

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

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 “STEM,” every demographic group mentioned encompasses MNHS graduate coursework students only. The “STEM” grouping refers only to Monash respondents from Engineering; Information Technology; Medicine, Nursing and Health Sciences; Pharmacy and Pharmaceutical Sciences; Science; Monash Sustainable Development Institute; and, Monash University Accident Research Centre.

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 MNHS 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 MNHS, 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	8.57	7.47	-12.8%
Enrolment	8.33	7.60	-8.8%
Orientation	7.84	7.89	0.6%
<i>Academic quality</i>			
Clear criteria	8.83	7.82	-11.4%
Quality teaching	8.86	7.78	-12.2%
Engaging lectures	8.40	7.47	-11.1%
Academic access	8.82	8.24	-6.6%
Timely feedback	8.27	7.73	-6.5%
Academic feedback	8.68	7.59	-12.6%
<i>Academic delivery</i>			
Mixed delivery*	8.23	7.88	-4.3%
Balance of units	7.52	7.81	3.9%
Elective variety	7.23	7.35	1.7%
Class times	7.79	7.05	-9.5%
Assignment no.	8.43	7.27	-13.8%
Submission dates	8.77	7.21	-17.8%
<i>Support services</i>			
Facilities	8.55	7.98	-6.7%
Language support**	7.83	8.42	7.5%
Library resources	8.66	8.21	-5.2%
IT support	8.09	8.10	0.1%
Learning support	8.35	8.20	-1.8%
<i>Culture</i>			
Grad community	7.15	7.25	1.4%
Academic community	7.45	7.34	-1.5%
Sense of belonging	7.84	7.52	-4.1%
<i>Job readiness</i>			
Internship	8.60	7.39	-14.1%
Networking	8.59	7.16	-16.6%
Workforce entry	8.96	7.48	-16.5%
<b>Overall average</b>	<b>8.26</b>	<b>7.66</b>	<b>-6.9%</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
MNHS (n.119)	8.57	7.45	-13.1%
Non-Monash (n.64)	8.65	7.17	-17.1%
STEM (n.287)	8.50	7.32	-13.9%
M. Adv. Clinical Nursing (n.21)	8.05	7.62	-5.3%
M. Biomed. & Health Sci. (n.12)	9.00	8.92	-0.9%
M. Biotechnology (n.19)	8.58	8.37	-2.4%
M. Social Work (n.15)	8.73	6.07	-30.5%
Domestic (n.52)	8.44	7.40	-12.3%
International (n.67)	8.67	7.52	-13.3%
Full-time (n.96)	8.81	7.57	-14.1%
Part-time (n.21)	7.57	6.95	-8.2%
On-campus (n.59)	8.85	7.76	-12.3%
Multi-modal (n.45)	8.40	7.51	-10.6%
Online (n.14)	7.86	6.07	-22.8%
Men (n.21)	9.19	8.57	-6.7%
Women (n.95)	8.40	7.18	-14.5%
Not value for money (n.27)	8.33	6.30	-24.4%
Considered leaving (n.45)	7.98	6.53	-18.2%

- Master of Social Work and online respondents were less satisfied than satisfied than their colleagues and recorded wide gap scores.

### 1.1.2 Enrolment

Q. *A user-friendly enrolment process.*

	Importance	Satisfaction	Gap
MNHS	8.33	7.60	-8.8%
Non-Monash	8.49	7.80	-8.1%
STEM	8.25	7.61	-7.8%
M. Adv. Clinical Nursing	8.14	7.38	-9.3%
M. Biomed. & Health Sci.	9.08	8.92	-1.8%
M. Biotechnology	8.63	8.26	-4.3%
M. Social Work	8.13	5.93	-27.1%
Domestic	8.25	7.44	-9.8%
International	8.39	7.72	-8.0%
Full-time	8.44	7.79	-7.7%
Part-time	7.86	6.71	-14.6%
On-campus	8.58	7.80	-9.1%
Multi-modal	8.16	7.71	-5.5%
Online	7.71	6.36	-17.5%
Men	9.10	8.05	-11.5%
Women	8.13	7.44	-8.5%
Not value for money	8.44	6.70	-20.6%
Considered leaving	7.89	6.69	-15.2%

- Master of Biomedical and Health Sciences and Master of Biotechnology respondents were, on average, more satisfied than their colleagues and recorded narrow gap scores.
- Online respondents were less satisfied with orientation than those studying on-campus or multi-modal.

### 1.1.3 Orientation

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

	Importance	Satisfaction	Gap
MNHS	7.84	7.89	0.6%
Non-Monash	7.78	7.14	-8.2%
STEM	7.81	7.78	-0.4%
M. Adv. Clinical Nursing	7.86	7.38	-6.1%
M. Biomed. & Health Sci.	8.75	9.00	2.9%
M. Biotechnology	8.42	8.47	0.6%
M. Social Work	7.93	7.47	-5.8%
Domestic	7.52	7.71	2.5%
International	8.09	8.03	-0.7%
Full-time	7.99	8.03	0.5%
Part-time	7.62	7.33	-3.8%
On-campus	8.34	8.20	-1.7%
Multi-modal	7.42	7.78	4.9%
Online	6.93	6.79	-2.0%
Men	8.38	8.14	-2.9%
Women	7.66	7.79	1.7%
Not value for money	7.85	7.26	-7.5%
Considered leaving	7.38	7.29	-1.2%

- MNHS respondents were more satisfied than their contemporaries from other Australian universities. They also recorded a positive gap score (where satisfaction is higher than importance).
- Online respondents were less satisfied, but did not place much importance on this area. As such, the gap score was relatively narrow.

## 1.2 Academic quality

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

Importance	Satisfaction	Gap
2nd	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
MNHS	8.83	7.82	-11.4%
Non-Monash	9.07	7.33	-19.2%
STEM	8.76	7.40	-15.5%
M. Adv. Clinical Nursing	9.10	8.19	-10.0%
M. Biomed. & Health Sci.	8.82	8.91	1.0%
M. Biotechnology	8.78	8.33	-5.1%
M. Social Work	8.87	6.67	-24.8%
Domestic	8.98	7.92	-11.8%
International	8.71	7.75	-11.0%
Full-time	8.89	7.73	-13.0%
Part-time	8.55	8.35	-2.3%
On-campus	9.12	8.07	-11.5%
Multi-modal	8.47	7.67	-9.4%
Online	8.69	7.38	-15.1%
Men	9.40	8.35	-11.2%
Women	8.71	7.66	-12.1%
Not value for money	8.89	7.19	-19.1%
Considered leaving	8.49	7.02	-17.3%

- Master of Social Work respondents were less satisfied than their colleagues and recorded a wide gap score.
- Master of Biomedical and Health Sciences respondents were the most-satisfied and recorded a positive gap score.

## 1.2.2 Quality teaching

### Q. High quality teaching.

	Importance	Satisfaction	Gap
MNHS	8.86	7.78	-12.2%
Non-Monash	9.32	7.33	-21.4%
STEM	8.85	7.28	-17.7%
M. Adv. Clinical Nursing	8.57	7.71	-10.0%
M. Biomed. & Health Sci.	9.09	8.91	-2.0%
M. Biotechnology	9.17	8.67	-5.5%
M. Social Work	7.93	6.73	-15.1%
Domestic	8.96	7.92	-11.6%
International	8.78	7.67	-12.6%
Full-time	8.99	7.76	-13.7%
Part-time	8.25	8.00	-3.0%
On-campus	9.19	8.21	-10.7%
Multi-modal	8.60	7.42	-13.7%
Online	8.15	7.08	-13.1%
Men	9.30	8.40	-9.7%
Women	8.75	7.59	-13.3%
Not value for money	8.63	7.30	-15.4%
Considered leaving	8.47	7.20	-15.0%

- MNHS respondents were more satisfied with the quality of teaching than were their STEM colleagues across the university and non-Monash respondents in the field.
- Satisfaction across the attendance locations was highest among those who attended their course entirely on campus and got lower as on-campus attendance decreased; however, so too did importance.
- Part-time attendees were more satisfied than full-time respondents and had a far narrower gap score.
- The gap scores recorded here among those who were not satisfied their course represented value for money, and among those who had considered leaving their course in the last 12 months, were not as dramatic as they typically are in other faculties for this area.



### 1.2.3 Engaging lectures

Q. *Lectures are engaging.*

	Importance	Satisfaction	Gap
MNHS	8.40	7.47	-11.1%
Non-Monash	9.00	6.94	-22.9%
STEM	8.43	7.22	-14.4%
M. Adv. Clinical Nursing	8.05	7.14	-11.3%
M. Biomed. & Health Sci.	8.91	8.55	-4.0%
M. Biotechnology	8.89	8.56	-3.7%
M. Social Work	7.67	6.60	-14.0%
Domestic	8.33	7.35	-11.8%
International	8.46	7.57	-10.5%
Full-time	8.58	7.50	-12.6%
Part-time	7.55	7.50	-0.7%
On-campus	8.70	7.86	-9.7%
Multi-modal	8.16	7.21	-11.6%
Online	7.77	6.62	-14.8%
Men	8.90	8.00	-10.1%
Women	8.26	7.30	-11.6%
Not value for money	8.15	6.93	-15.0%
Considered leaving	7.93	6.76	-14.8%

- MNHS respondents recorded a gap score half as wide as non-Monash respondents.
- Master of Social Work respondents were the least-satisfied, while online students weren't far behind.

#### 1.2.4 Academic access

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

	Importance	Satisfaction	Gap
MNHS	8.82	8.24	-6.6%
Non-Monash	8.77	7.30	-16.8%
STEM	8.64	7.88	-8.8%
M. Adv. Clinical Nursing	9.00	8.10	-10.0%
M. Biomed. & Health Sci.	9.27	9.18	-1.0%
M. Biotechnology	8.83	8.78	-0.6%
M. Social Work	8.47	7.87	-7.1%
Domestic	8.90	8.16	-8.3%
International	8.76	8.30	-5.3%
Full-time	8.89	8.25	-7.2%
Part-time	8.50	8.40	-1.2%
On-campus	8.95	8.54	-4.6%
Multi-modal	8.63	8.05	-6.7%
Online	8.85	7.54	-14.8%
Men	9.05	8.55	-5.5%
Women	8.75	8.11	-7.3%
Not value for money	8.70	7.93	-8.9%
Considered leaving	8.62	7.47	-13.3%

- MNHS respondents were more satisfied than their non-Monash contemporaries and STEM colleagues across the university.
- Master of Biomedical and Health Sciences respondents were quite satisfied and recorded narrow gap scores.
- Online students recorded a gap score over three-times as wide as on-campus respondents.

### 1.2.5 Timely feedback

*Q. Timely feedback on assessments/assignments.*

	Importance	Satisfaction	Gap
MNHS	8.27	7.73	-6.5%
Non-Monash	8.84	7.10	-19.7%
STEM	8.38	7.42	-11.5%
M. Adv. Clinical Nursing	8.24	7.33	-11.0%
M. Biomed. & Health Sci.	8.82	8.64	-2.0%
M. Biotechnology	8.67	8.17	-5.8%
M. Social Work	7.93	7.40	-6.7%
Domestic	8.33	7.63	-8.4%
International	8.22	7.81	-5.0%
Full-time	8.47	7.86	-7.2%
Part-time	7.45	7.15	-4.0%
On-campus	8.44	8.05	-4.6%
Multi-modal	7.98	7.51	-5.9%
Online	8.38	6.85	-18.3%
Men	8.55	8.10	-5.3%
Women	8.20	7.62	-7.1%
Not value for money	7.85	7.48	-4.7%
Considered leaving	7.87	6.96	-11.6%

- MNHS respondents were more satisfied than their non-Monash contemporaries and recorded a narrower gap score.
- Online respondents were far less satisfied than on-campus and multi-modal respondents and recorded a wide gap score.

## 1.2.6 Academic feedback

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

	Importance	Satisfaction	Gap
MNHS	8.68	7.59	-12.6%
Non-Monash	9.12	6.86	-24.8%
STEM	8.59	7.21	-16.1%
M. Adv. Clinical Nursing	8.52	7.24	-15.0%
M. Biomed. & Health Sci.	9.18	9.00	-2.0%
M. Biotechnology	8.89	8.78	-1.2%
M. Social Work	8.60	6.80	-20.9%
Domestic	8.67	7.04	-18.8%
International	8.68	8.03	-7.5%
Full-time	8.87	7.73	-12.9%
Part-time	7.75	6.95	-10.3%
On-campus	8.91	7.74	-13.1%
Multi-modal	8.42	7.74	-8.1%
Online	8.38	6.38	-23.9%
Men	9.00	8.20	-8.9%
Women	8.62	7.46	-13.5%
Not value for money	8.67	7.26	-16.3%
Considered leaving	8.29	6.67	-19.5%

- Master of Biomedical and Health Sciences and Master of Biotechnology respondents were the most-satisfied and recorded narrow gap scores.
- Domestic respondents were far less satisfied than international students, despite recording similar importance scores.
- Online respondents were again typically the least satisfied.

### 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
MNHS	8.23	7.88	-4.3%
Non-Monash	8.95	7.00	-21.8%
STEM	8.17	7.76	-5.0%
M. Adv. Clinical Nursing	8.60	7.70	-10.5%
M. Biomed. & Health Sci.			
M. Biotechnology			
M. Social Work	7.25	6.25	-13.8%
Domestic	8.39	8.17	-2.6%
International	8.12	7.68	-5.4%
Full-time	8.13	7.78	-4.3%
Part-time	8.60	8.20	-4.7%
On-campus			
Multi-modal	8.23	7.88	-4.3%
Online			
Men			
Women	8.00	7.85	-1.9%
Not value for money	8.00	7.20	-10.0%
Considered leaving	7.82	7.24	-7.4%

- MNHS respondents were more satisfied and recorded a far narrower gap score than non-Monash respondents.

### 1.3.2 Balance of units

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

	Importance	Satisfaction	Gap
MNHS	7.52	7.81	3.9%
Non-Monash	7.79	7.14	-8.3%
STEM	7.86	7.27	-7.5%
M. Adv. Clinical Nursing	7.81	7.62	-2.4%
M. Biomed. & Health Sci.	8.00	9.00	12.5%
M. Biotechnology	8.83	8.61	-2.5%
M. Social Work	7.86	7.36	-6.4%
Domestic	6.96	7.84	12.6%
International	7.97	7.79	-2.3%
Full-time	7.60	7.89	3.8%
Part-time	7.10	7.65	7.7%
On-campus	7.43	7.96	7.1%
Multi-modal	7.65	7.86	2.7%
Online	7.31	6.85	-6.3%
Men	8.45	8.20	-3.0%
Women	7.24	7.67	5.9%
Not value for money	7.70	7.00	-9.1%
Considered leaving	7.00	6.98	-0.3%

- MNHS respondents recorded a positive gap score in relation to the balance of compulsory and elective units.
- Domestic and Master of Biomedical and Health Sciences respondents recorded particularly healthy positive gap scores.

### 1.3.3 Elective variety

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

	Importance	Satisfaction	Gap
MNHS	7.23	7.35	1.7%
Non-Monash	7.65	6.88	-10.1%
STEM	7.73	7.06	-8.7%
M. Adv. Clinical Nursing	7.62	7.38	-3.1%
M. Biomed. & Health Sci.	8.27	8.82	6.7%
M. Biotechnology	8.67	8.44	-2.7%
M. Social Work	8.07	7.29	-9.7%
Domestic	6.49	6.86	5.7%
International	7.81	7.74	-0.9%
Full-time	7.37	7.54	2.3%
Part-time	6.55	6.75	3.1%
On-campus	7.20	7.41	2.9%
Multi-modal	7.37	7.60	3.1%
Online	6.85	6.23	-9.1%
Men	8.15	8.30	1.8%
Women	6.94	7.07	1.9%
Not value for money	7.15	6.48	-9.4%
Considered leaving	6.71	6.20	-7.6%

- MNHS respondents recorded another positive gap score in relation to the variety of electives.
- Again, domestic and Master of Biomedical and Health Sciences respondents recorded particularly healthy positive gap scores.
- Online respondents were less satisfied than their colleague and recorded a relatively wide gap score.



### 1.3.4 Class times

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

	Importance	Satisfaction	Gap
MNHS	7.79	7.05	-9.5%
Non-Monash	8.21	6.36	-22.5%
STEM	8.17	6.85	-16.2%
M. Adv. Clinical Nursing	8.10	6.95	-14.2%
M. Biomed. & Health Sci.	8.18	8.45	3.3%
M. Biotechnology	8.72	8.39	-3.8%
M. Social Work	8.00	5.71	-28.6%
Domestic	7.39	6.69	-9.5%
International	8.11	7.32	-9.7%
Full-time	7.94	7.21	-9.2%
Part-time	7.00	6.50	-7.1%
On-campus	7.83	7.17	-8.4%
Multi-modal	7.86	7.14	-9.2%
Online	7.23	6.00	-17.0%
Men	9.20	8.30	-9.8%
Women	7.42	6.67	-10.1%
Not value for money	7.26	5.89	-18.9%
Considered leaving	7.07	5.84	-17.4%

- This area recorded the lowest satisfaction score of any area among MNHS respondents; however, the gap score was only slightly higher than average.
- MNHS respondents were more satisfied with their class times than were non-Monash respondents.
- Master of Biomedical and Health Sciences and Master of Biotechnology respondents were particularly satisfied, while Master of Social Work respondents were far less satisfied than most and recorded a wide gap score.
- Those who thought their course did not represent value for money recorded a wide gap score, as did online students.

### 1.3.5 Assignment numbers

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

	Importance	Satisfaction	Gap
MNHS	8.43	7.27	-13.8%
Non-Monash	8.58	7.33	-14.6%
STEM	8.40	6.87	-18.2%
M. Adv. Clinical Nursing	8.62	7.24	-16.0%
M. Biomed. & Health Sci.	8.64	8.36	-3.2%
M. Biotechnology	8.61	8.00	-7.1%
M. Social Work	8.14	6.57	-19.3%
Domestic	8.33	7.22	-13.3%
International	8.52	7.31	-14.2%
Full-time	8.49	7.35	-13.4%
Part-time	8.10	7.15	-11.7%
On-campus	8.44	7.59	-10.1%
Multi-modal	8.47	6.98	-17.6%
Online	8.23	6.85	-16.8%
Men	8.70	8.05	-7.5%
Women	8.32	7.03	-15.5%
Not value for money	7.74	6.70	-13.4%
Considered leaving	8.16	6.36	-22.1%

- Those who had considered leaving their course recorded the widest gap score.
- Interestingly, this was one of only a few times when non-Monash respondents were more satisfied than Monash respondents.
- Master of Social Work respondents were less satisfied than most and recorded a wide gap score.

### 1.3.6 Submission dates

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

	Importance	Satisfaction	Gap
MNHS	8.77	7.21	-17.8%
Non-Monash	8.98	7.23	-19.5%
STEM	8.57	6.79	-20.8%
M. Adv. Clinical Nursing	8.90	7.52	-15.5%
M. Biomed. & Health Sci.	9.09	8.45	-7.0%
M. Biotechnology	8.83	8.33	-5.7%
M. Social Work	8.14	5.71	-29.9%
Domestic	8.86	7.16	-19.2%
International	8.71	7.24	-16.9%
Full-time	8.87	7.18	-19.1%
Part-time	8.25	7.55	-8.5%
On-campus	8.76	7.43	-15.2%
Multi-modal	8.84	7.09	-19.8%
Online	8.62	6.69	-22.4%
Men	9.45	8.20	-13.2%
Women	8.58	6.93	-19.2%
Not value for money	8.44	6.33	-25.0%
Considered leaving	8.44	6.22	-26.3%

- The gap score recorded by MNHS respondents for submission dates was the widest of the survey for this cohort.
- Submission dates were a problem for many from the Master of Social Work course, with a wide gap score recorded for that cohort.
- Men were far more satisfied than women in regard to submission dates.

## 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
MNHS	8.55	7.98	-6.7%
Non-Monash	8.71	7.22	-17.1%
STEM	8.51	7.74	-9.0%
M. Adv. Clinical Nursing	8.33	7.71	-7.4%
M. Biomed. & Health Sci.	8.55	8.45	-1.2%
M. Biotechnology	8.83	8.89	0.7%
M. Social Work	8.50	7.64	-10.1%
Domestic	8.39	7.76	-7.5%
International	8.67	8.16	-5.9%
Full-time	8.75	8.20	-6.3%
Part-time	7.50	7.15	-4.7%
On-campus	8.65	8.37	-3.2%
Multi-modal	8.57	7.93	-7.5%
Online	7.92	6.69	-15.5%
Men	8.90	8.30	-6.7%
Women	8.43	7.84	-7.0%
Not value for money	8.56	7.15	-16.5%
Considered leaving	7.80	6.96	-10.8%

- MNHS respondents were more satisfied than non-Monash respondents and recorded a far narrower gap score.
- Master of Biomedical and Health Sciences and Master of Biotechnology respondents were particularly satisfied.
- Part-time respondents were less-satisfied than full-time respondents, but did not place as much importance on facilities.

## 1.4.2 Language support

### Q. English language support.

	Importance	Satisfaction	Gap
MNHS	7.83	8.42	7.5%
Non-Monash	8.56	7.44	-13.1%
STEM	7.67	7.86	2.5%
M. Adv. Clinical Nursing			
M. Biomed. & Health Sci.	9.13	9.13	0.0%
M. Biotechnology	8.77	8.85	0.9%
M. Social Work	8.67	8.33	
Domestic			
International	8.44	8.53	1.1%
Full-time	8.45	8.55	1.2%
Part-time			
On-campus	8.53	8.83	3.5%
Multi-modal	7.50	8.10	8.0%
Online			
Men	8.73	9.18	5.2%
Women	7.66	8.11	5.9%
Not value for money	7.58	7.58	0.0%
Considered leaving	7.12	7.41	4.1%

- MNHS respondents were more satisfied with language support than their non-Monash contemporaries and STEM colleagues.

### 1.4.3 Library resources

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

	Importance	Satisfaction	Gap
MNHS	8.66	8.21	-5.2%
Non-Monash	8.86	8.22	-7.2%
STEM	8.53	8.09	-5.2%
M. Adv. Clinical Nursing	8.71	7.52	-13.7%
M. Biomed. & Health Sci.	9.00	8.91	-1.0%
M. Biotechnology	8.83	8.94	1.2%
M. Social Work	8.50	8.29	-2.5%
Domestic	8.65	7.92	-8.4%
International	8.67	8.44	-2.7%
Full-time	8.72	8.48	-2.8%
Part-time	8.30	7.25	-12.7%
On-campus	8.80	8.74	-0.7%
Multi-modal	8.64	7.74	-10.4%
Online	8.08	7.54	-6.7%
Men	9.30	8.45	-9.1%
Women	8.48	8.14	-4.0%
Not value for money	8.30	7.59	-8.6%
Considered leaving	8.24	7.51	-8.9%

- Master of Advanced Clinical Nursing respondents recorded the widest gap score for library resources.
- Part-time respondents were less satisfied and also recorded a relatively wide gap score.

#### 1.4.4 IT support

Q. *IT support.*

	Importance	Satisfaction	Gap
MNHS	8.09	8.10	0.1%
Non-Monash	8.02	7.69	-4.1%
STEM	8.09	7.93	-2.0%
M. Adv. Clinical Nursing	7.38	8.38	13.6%
M. Biomed. & Health Sci.	8.91	8.45	-5.2%
M. Biotechnology	8.83	8.83	0.0%
M. Social Work	7.64	7.43	-2.7%
Domestic	7.90	8.08	2.3%
International	8.25	8.11	-1.7%
Full-time	8.36	8.18	-2.2%
Part-time	6.70	7.80	16.4%
On-campus	8.41	8.04	-4.4%
Multi-modal	7.90	8.12	2.8%
Online	7.23	8.15	12.7%
Men	8.35	8.65	3.6%
Women	8.01	7.94	-0.9%
Not value for money	8.04	7.22	-10.2%
Considered leaving	7.76	7.09	-8.6%

- MNHS respondents were widely satisfied in relation to IT support.



#### 1.4.5 Learning support

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

	Importance	Satisfaction	Gap
MNHS	8.35	8.20	-1.8%
Non-Monash	7.94	7.51	-5.4%
STEM	8.10	7.84	-3.2%
M. Adv. Clinical Nursing	8.62	8.29	-3.8%
M. Biomed. & Health Sci.	9.09	9.00	-1.0%
M. Biotechnology	8.33	8.39	0.7%
M. Social Work	7.93	7.79	-1.8%
Domestic	8.37	8.20	-2.0%
International	8.33	8.20	-1.6%
Full-time	8.42	8.30	-1.4%
Part-time	7.85	8.00	1.9%
On-campus	8.67	8.44	-2.7%
Multi-modal	7.90	7.90	0.0%
Online	8.31	8.08	-2.8%
Men	8.35	8.35	0.0%
Women	8.32	8.15	-2.0%
Not value for money	7.93	7.15	-9.8%
Considered leaving	8.11	7.44	-8.3%

- MNHS respondents placed greater importance on learning support than non-Monash respondents, but were more satisfied with what was delivery in this area.

## 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
MNHS	7.15	7.25	1.4%
Non-Monash	7.31	6.42	-12.2%
STEM	7.42	7.25	-2.3%
M. Adv. Clinical Nursing	6.67	7.10	6.4%
M. Biomed. & Health Sci.	8.82	8.55	-3.1%
M. Biotechnology	8.83	8.17	-7.5%
M. Social Work	6.50	6.00	-7.7%
Domestic	6.51	6.94	6.6%
International	7.66	7.51	-2.0%
Full-time	7.51	7.55	0.5%
Part-time	6.00	6.35	5.8%
On-campus	7.67	7.59	-1.0%
Multi-modal	6.88	7.07	2.8%
Online	5.62	6.38	13.5%
Men	7.80	7.75	-0.6%
Women	6.92	7.10	2.6%
Not value for money	6.81	6.00	-11.9%
Considered leaving	6.09	6.11	0.3%

- Satisfaction outscored importance for this area among MNHS respondents, who were far more satisfied than non-Monash respondents.

## 1.5.2 Academic community

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

	Importance	Satisfaction	Gap
MNHS	7.45	7.34	-1.5%
Non-Monash	7.43	6.42	-13.6%
STEM	7.56	7.16	-5.3%
M. Adv. Clinical Nursing	6.62	7.14	7.9%
M. Biomed. & Health Sci.	8.64	8.64	0.0%
M. Biotechnology	8.78	8.22	-6.4%
M. Social Work	6.86	6.36	-7.3%
Domestic	7.04	7.18	2.0%
International	7.79	7.46	-4.2%
Full-time	7.81	7.52	-3.7%
Part-time	6.25	6.75	8.0%
On-campus	8.00	7.72	-3.5%
Multi-modal	7.29	7.10	-2.6%
Online	5.54	6.38	15.2%
Men	7.65	7.90	3.3%
Women	7.34	7.16	-2.5%
Not value for money	7.00	6.19	-11.6%
Considered leaving	6.47	6.11	-5.6%

- MNHS respondents were far more satisfied than non-Monash respondents in relation to feeling part of an academic community.
- Online students were less satisfied than on-campus and multi-modal respondents, but it was far less important to them. As such, their gap score was positive, while narrow (but negative) gap scores were recorded in the other two cohorts.

### 1.5.3 Sense of belonging

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

	Importance	Satisfaction	Gap
MNHS	7.84	7.52	-4.1%
Non-Monash	7.65	6.28	-17.9%
STEM	7.95	7.22	-9.2%
M. Adv. Clinical Nursing	7.57	7.10	-6.2%
M. Biomed. & Health Sci.	8.82	8.91	1.0%
M. Biotechnology	9.00	8.61	-4.3%
M. Social Work	7.64	6.71	-12.2%
Domestic	7.31	7.06	-3.4%
International	8.26	7.89	-4.5%
Full-time	8.09	7.74	-4.3%
Part-time	6.75	6.65	-1.5%
On-campus	8.11	7.91	-2.5%
Multi-modal	7.64	7.40	-3.1%
Online	7.15	6.23	-12.9%
Men	8.35	8.05	-3.6%
Women	7.66	7.34	-4.2%
Not value for money	7.33	6.44	-12.1%
Considered leaving	7.09	6.56	-7.5%

- Satisfaction with sense of belonging went close to matching importance for MNHS respondents, whereas there was a wide gap among non-Monash respondents.
- Sense of belonging wasn't as important for online respondents, but they still recorded a far wider gap scores than their colleagues on-campus or studying multi-modal. The same was true of those studying part-time (compared to full-time).

## 1.6 Job readiness

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

Importance	Satisfaction	Gap
1st	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
MNHS	8.60	7.39	-14.1%
Non-Monash	7.97	6.19	-22.3%
STEM	8.53	6.57	-23.0%
M. Adv. Clinical Nursing	7.62	7.67	0.7%
M. Biomed. & Health Sci.	9.27	9.00	-2.9%
M. Biotechnology	8.67	8.06	-7.0%
M. Social Work	9.07	7.07	-22.1%
Domestic	8.27	7.20	-12.9%
International	8.87	7.54	-15.0%
Full-time	8.97	7.58	-15.5%
Part-time	7.30	6.65	-8.9%
On-campus	8.81	7.61	-13.6%
Multi-modal	8.69	7.07	-18.6%
Online	7.31	7.38	1.0%
Men	8.50	8.30	-2.4%
Women	8.57	7.10	-17.2%
Not value for money	8.37	6.26	-25.2%
Considered leaving	7.84	6.24	-20.4%

- Men were more satisfied than women in relation to internships and recorded a far narrower gap score.
- Those who did not feel their course represented value for money and those who had considered leaving their course recorded wide gap scores.

## 1.6.2 Networking

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

	Importance	Satisfaction	Gap
MNHS	8.59	7.16	-16.6%
Non-Monash	8.25	5.86	-29.0%
STEM	8.56	6.69	-21.8%
M. Adv. Clinical Nursing	7.86	7.24	-7.9%
M. Biomed. & Health Sci.	9.18	8.91	-2.9%
M. Biotechnology	8.83	7.94	-10.1%
M. Social Work	8.93	6.43	-28.0%
Domestic	8.39	7.04	-16.1%
International	8.75	7.26	-17.0%
Full-time	8.84	7.31	-17.3%
Part-time	7.35	6.60	-10.2%
On-campus	8.96	7.52	-16.1%
Multi-modal	8.33	6.90	-17.2%
Online	7.77	6.46	-16.9%
Men	8.95	8.45	-5.6%
Women	8.46	6.79	-19.7%
Not value for money	8.37	6.22	-25.7%
Considered leaving	7.91	5.91	-25.3%

- MNHS respondents were more satisfied than their STEM colleagues and non-Monash respondents in the field, and recorded a narrower gap score.
- Master of Social Work respondents recorded a relatively wide gap score, while Master of Biomedical and Health Sciences recorded a narrow gap score.
- Men were far more satisfied than women with links to industry.

### 1.6.3 Workforce entry

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

	Importance	Satisfaction	Gap
MNHS	8.96	7.48	-16.5%
Non-Monash	8.59	6.36	-26.0%
STEM	8.87	7.04	-20.6%
M. Adv. Clinical Nursing	8.90	7.95	-10.7%
M. Biomed. & Health Sci.	8.73	8.91	2.1%
M. Biotechnology	8.56	7.78	-9.1%
M. Social Work	8.93	6.86	-23.2%
Domestic	9.18	7.49	-18.4%
International	8.79	7.48	-14.9%
Full-time	9.08	7.52	-17.2%
Part-time	8.35	7.35	-12.0%
On-campus	8.96	7.72	-13.8%
Multi-modal	8.98	7.33	-18.4%
Online	8.85	6.92	-21.8%
Men	9.00	8.40	-6.7%
Women	8.93	7.20	-19.4%
Not value for money	8.70	6.56	-24.6%
Considered leaving	8.47	6.27	-26.0%

- MNHS respondents were far more satisfied than non-Monash respondents, while their gap score was also narrower.
- Master of Biomedical and Health Sciences respondents recorded a positive gap score for workforce entry. Such a feat is virtually unheard of across the survey (all faculties).
- Respondents who had considered leaving and those who were not satisfied their course represented value for money recorded wide gap scores in this area.

## 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.

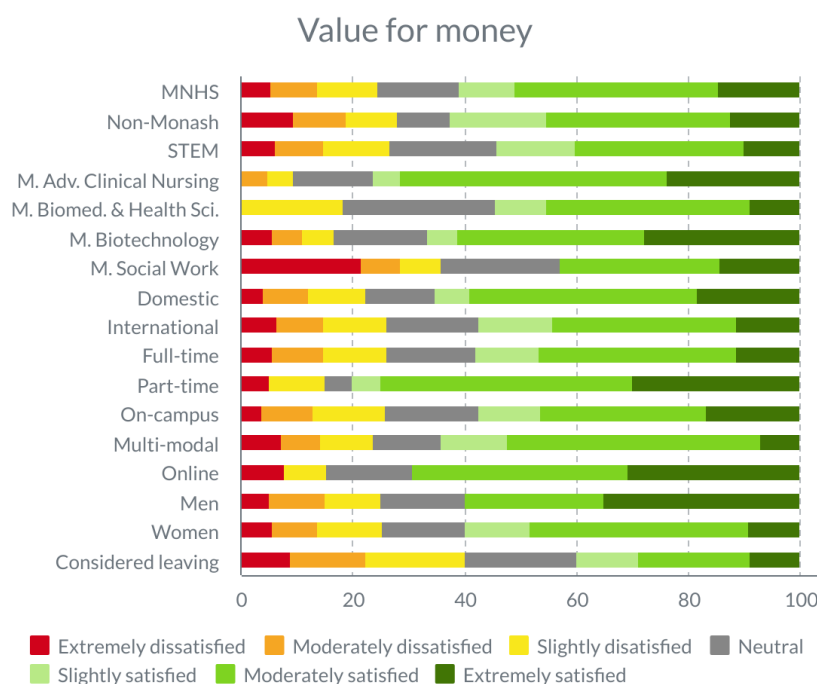
In the survey, participants were asked whether they believed their course represented value for money and if they had considered leaving their course in the last 12 months. If they had considered leaving their course, they were asked to elaborate on their reasons.

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 MNHS students responded:



Respondents who had considered leaving their course in the last 12 months and those from the Master of Social Work were the most-likely to be dissatisfied their course represented valued for money.

Meanwhile, part-time respondents and students of the Master in Advanced Clinical Nursing were the most-likely to be satisfied their course represented valued 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 MNHS respondents:

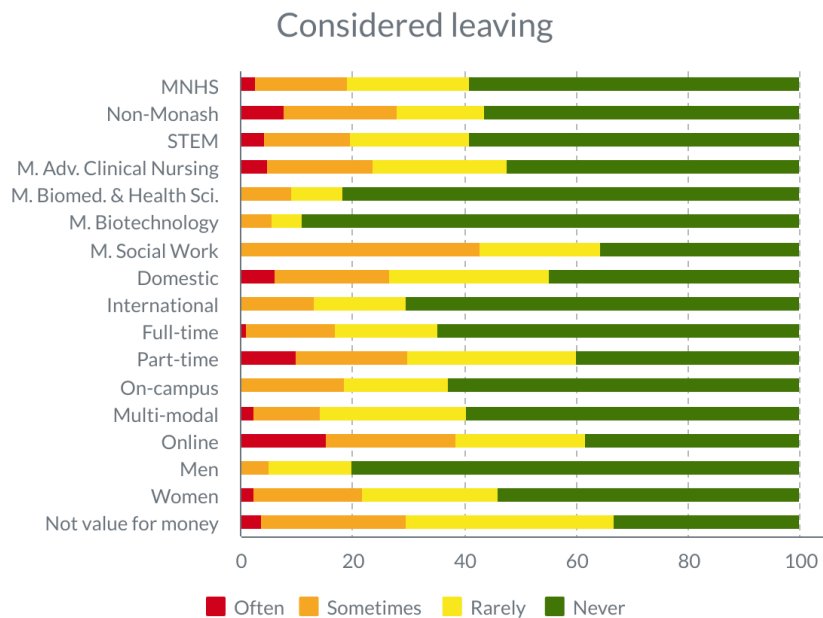
Theme	Importance		Satisfaction		Gap	
	Value	No value	Value	No value	Value	No value
Commencement	8.45	8.21	8.17	6.75	-3.4%	-17.8%
Academic quality	8.77	8.48	8.11	7.35	-7.5%	-13.3%
Academic delivery	8.13	7.66	7.94	6.48	-2.4%	-15.4%
Support services	8.41	8.08	8.62	7.34	2.5%	-9.2%
Culture	7.60	7.05	7.83	6.21	2.9%	-11.9%
Job readiness	8.89	8.48	7.95	6.35	-10.5%	-25.1%
Overall	8.37	7.99	8.10	6.75	-3.0%	-15.5%

No Value respondents recorded far wider gap scores. This was especially true in relation to *job readiness, commencement* and *academic delivery*.

## 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 MNHS students responded:



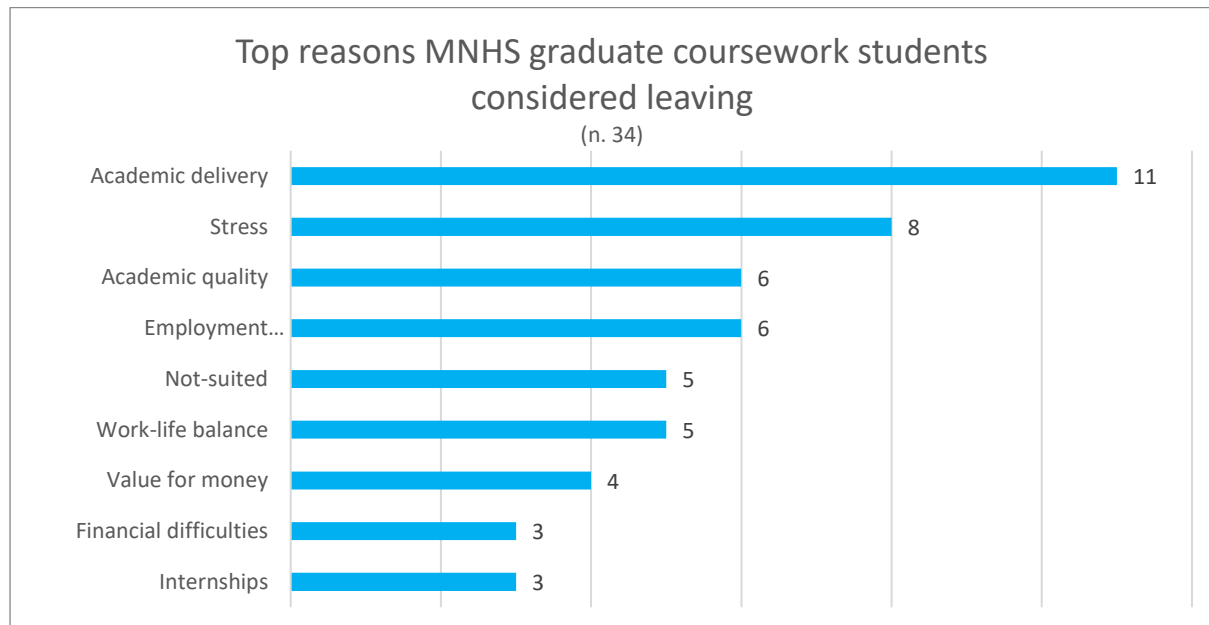
Respondents from the Master of Biotechnology and Master of Biomedical and Health Sciences were the most-likely to have never considered leaving their course, while graduate students who thought their course did not represent value for money, online students, part-time students and respondents from the Master of Social Work were the most-likely to have considered leaving.

Men were also far less likely to have considered leaving than women, while online students were far more likely than multi-modal and on-campus students 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 MNHS graduate coursework students considered leaving their course in the last 12 months were issues with the academic delivery of their course. Comments included:

*"It's very frustrating to find your own placements. Finding placement is crucial for my degree but Monash University does not help with it, which makes it impossible to find."*

*"Lectures don't always work, lecture notes are changed by lectures the night before class, popped in internet groups and no one wants to be in a group and learning from peeps."*

*"Too many online classes."*

Another popular response related to stress. Comments included:

*"The stress of the workload and the intensive nature of the course and the commute of nearly two hours."*

*"Overwhelmed with trying to work and study- As well as trying to complete assessments when supposed to be working is not sustainable."*

*"Work stresses impacting study time at home. Competing schedules."*

Other interesting comments included:

*"I am only doing the remainder of the course for myself and personal satisfaction. It's not required for my work. The last unit I did was compulsory to continue and I hated it. I feel like the lecturers aimed to make me hate research rather than embrace and love it."*

*"I pay over 3 times the cost of an Australian to receive the education from the same professors, in the same infrastructure. But I never feel in place in the country, where jobs are unavailable and people can be plain hostile. I'm trying to settle in but I keep regretting my decision of being an international student."*

*"It's too expensive in comparison to what domestic students pay."*

*"The course itself doesn't provide fantastic career opportunities and further study is almost always required."*

*"Debating whether it was worth it, and relevant to what I want my future job to look like."*

*"I worry whether I have the necessary skills to be a social worker."*

*"Expensive. RMIT offers the same course for much cheaper."*

*"Workload of course. Wanted to work more or work completely instead especially with course fee."*

*"Financial commitments and finding it hard to balance paid work, study and supernumerary hours of work experience required for the course. I had no trainee position which makes it hard."*

*"The financial stress especially during placements is other worldly. I have not felt that sense of vulnerability in my entire life."*

*"External pressures, raising young family while study poses many challenges as a solo parent."*

## 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	7.75	8.66	6.84	8.29	-11.7%	-4.2%
Academic quality	8.28	8.90	7.01	8.32	-15.3%	-6.5%
Academic delivery	7.48	8.31	6.32	8.10	-15.5%	-2.6%
Support services	7.81	8.60	7.28	8.76	-6.8%	1.9%
Culture	6.55	8.12	6.26	8.14	-4.4%	0.2%
Job readiness	8.07	9.16	6.14	8.18	-23.9%	-10.8%
Overall	7.66	8.63	6.64	8.30	-13.0%	-3.7%

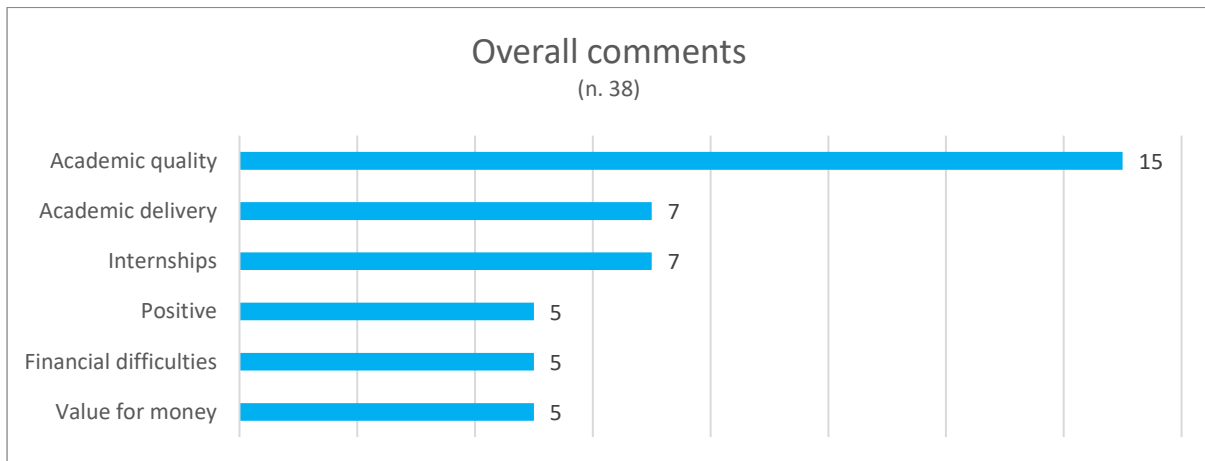
Exit respondents recorded wider gap scores than Stay respondents in MNHS; however, the differences between the two cohorts were not as extreme as they were in other faculties.

Exit respondents recorded lower satisfaction ratings, but also lower importance ratings.

## 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 MNHS respondents:



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

*“More interaction with alumni/industry people. For beginner’s better engagement with lecturers to understand this course better.”*

*“I would truly wish if the assignments that are given have a bit more detailed information on what is required of us. I also would wish if the assignments given are spaced out a bit more. As it is getting a bit overwhelming due all assignments aligning closely in this course.”*

*“Be a bit clearer with the price of the course on the website. Be a bit more transparent / talk more about job prospects at the beginning or during orientation.”*

*“Sometimes the technical side of things is not great e.g. a lecture not being available to any students that I had info on the assignment.”*

Academic delivery was another popular comment theme. Comments included:

*“Trying to complete patient assessments whilst on shift is nearly impossible as the wards are so busy, it is dangerous to take your focus off your work, just to complete an assessment. We almost need a day that we're not working to be on the ward to complete the assessment.”*

*“The course content is a lot for a part time course, it feels like it is full time.”*

*“It is difficult to engage with other students on zoom, the teachers are great but when doing group work the students don’t contribute.”*

Other interesting comments included:

*“Would love to have Paid placement.”*



*“More ACTUAL placement hours learning the practical stuff (by actual, I mean literally clinical experience not the project and volunteering hours) is more important than teaching us the theories without opportunities to practice.”*

*“I have been applying for placements and I keep getting rejected. If I don't find a placement by semester 2, I'll have to take intermission for a semester.”*

*“I love MGA and MGA study lounge provides a 24/7 study place, which I really appreciated.”*

*“It is a well set out, clearly defined, clearly structured course, and this is why I haven't dropped out.”*

*“I am quite satisfied with the university social and environment.”*

*“I really want to reinstate the fact that as an international student we pay way more than a domestic student which is completely understandable but we are expected to pay way more plus survive while placements on just our overdrive.”*

*“The placements are hard on my financially. I am basically paying to be at placement in a way, and am doing the work of a full social worker for free. This doesn't seem fair.”*

*“I know fees are not under their control, but for a course with six subjects in the year \$34,700 is a lot.”*

*“Would love some extra activities or free food organised by the MGA.”*

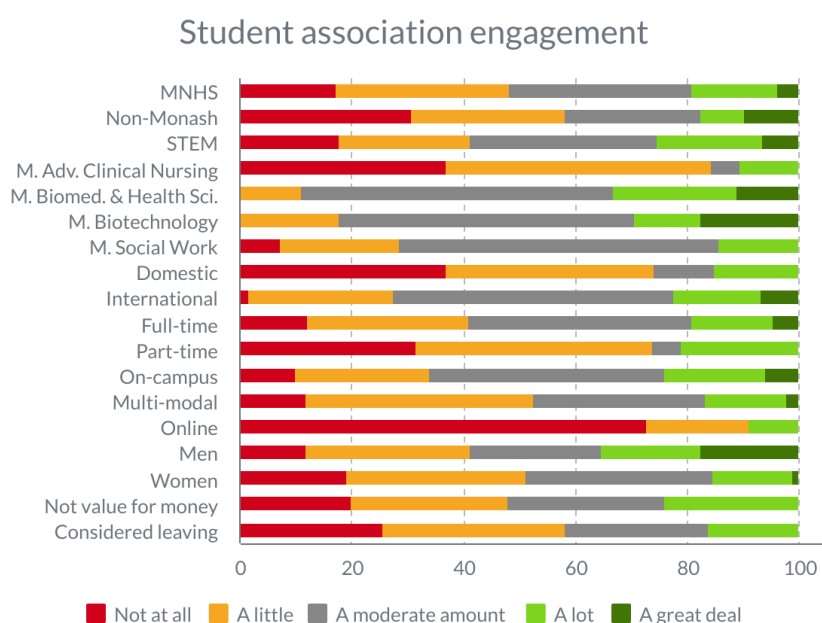
## Part 3: Engagement with the Monash Graduate Association (MGA)

This section highlights the engagement levels that MNHS 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?*<sup>4</sup>

Below is a summary of how students in MNHS responded:



MGA engagement with MNHS respondents was slightly worse than it was for STEM respondents across the University.

Engagement with the MGA was best with men, Master of Biomedical and Health Sciences students and Master of Biotechnology students, while it was worst with online respondents and Master of Advanced Clinical Nursing students.

<sup>4</sup> Participants enrolled through Suzhou campus were not asked this question.

## 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 Medicine, Nursing and Health Sciences 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 – particularly for women**

Collectively, students ranked *job readiness* first 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 MNHS respondents.

Of particular concern were the wider gap scores recorded by women respondents compared to those recorded among men.

#### **MNHS respondents consistently more satisfied than their STEM colleagues and non-Monash contemporaries**

Respondents from MNHS were more satisfied with most areas related to their course experience and recorded narrower gap scores between importance and satisfaction than those from outside Monash who were studying in a similar field, as well as those enrolled in a STEM course within Monash.

This performance differential was perhaps most-notable in relation the theme of *academic quality*.

#### **Satisfaction levels varied across courses and mode**

Across the survey, Master of Social Work students were typically less satisfied than their colleagues and recorded wider gap scores.

Meanwhile, Master of Biomedical and Health Sciences and Master of Biotechnology respondents were, on average, more satisfied than their colleagues and consistently recorded narrow gap scores.

### **Unemployment among graduate coursework students a concern**

Though this has not been directly discussed, 27% of MNHS respondents were “unemployed and looking for work” (see *Appendix 1: Demographics*). This is a relatively high proportion of students who are unable to find work.

### **MGA engagement low with MHHS students**

MGA engagement with MNHS respondents was slightly worse than it was for STEM respondents across the University.

A large proportion of MNHS respondents attended campuses other than Clayton and Caulfield. The MGA needs to do more to reach these 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 low satisfaction among Master of Social Work respondents*

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

Action: Faculty; MGA

### *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 online students and those based at satellite campuses*

- 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	116 (86%)
Graduate diploma/certificate	19 (14%)

Course	Respondents
Master of Advanced Clinical Nursing	21 (17%)
Master of Advanced Nursing	9 (7%)
Master of Biomedical and Health Sciences	12 (10%)
Master of Biotechnology	19 (15%)
Master of Social Work	17 (13%)
other	31 (25%)

Campus	Respondents
I do not regularly attend campus	17 (12%)
Clayton	52 (37%)
Caulfield	22 (15%)
Peninsula	9 (6%)
Malaysia	3 (2%)
Alfred Hospital	4 (3%)
Hudson Institute of Medical Research	2 (1%)
Suzhou	17 (12%)
other	48 (38%)

Domestic/International	Respondents
Local student (Australian or New Zealand citizen/permanent resident)	58 (45%)
International student	72 (55%)

Study load	Respondents
Full-time	112 (83%)
Part-time	21 (16%)
On leave from study	2 (1%)

Study location	Respondents
Entirely on-campus	66 (51%)
Multi-modal	49 (38%)
Entirely online	14 (11%)
other	1 (1%)

<b>Time since last degree</b>	<b>Respondents</b>
Less than 1 year	56 (43%)
1-5 years	55 (42%)
6-10 years	11 (8%)
11+ years	8 (6%)

<b>Course progress</b>	<b>Respondents</b>
First year	95 (73%)
Second year	26 (20%)
Third year	9 (7%)

<b>Study hours</b>	<b>Respondents</b>
Less than 5	2 (2%)
6-10	34 (26%)
11-20	29 (22%)
21-30	29 (22%)
31-40	18 (14%)
Over 40 hours	18 (14%)

<b>English proficiency</b>	<b>Respondents</b>
Fluent	68 (52%)
Advanced	29 (22%)
Intermediate	29 (22%)
Elementary	4 (3%)
Beginner	0 (0%)

<b>Gender</b>	<b>Respondents</b>
Woman	104 (80%)
Man	23 (18%)
Non-binary/gender diverse	1 (1%)
Prefer to self-describe	2 (2%)
Prefer not to say	0 (0%)

<b>LGBTIQA+</b>	<b>Respondents</b>
Yes	16 (12%)
No	104 (80%)
Prefer not to disclose	10 (8%)

<b>Indigenous (domestic students only)</b>	<b>Respondents</b>
Yes	0 (0%)
No	58 (100%)
Prefer not to disclose	0 (0%)

<b>Disability</b>	<b>Respondents</b>
Yes	2 (2%)
No	128 (98%)
Prefer not to disclose	0 (0%)

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

<b>Age</b>	<b>Respondents</b>
24 or under	64 (50%)
25-29	35 (27%)
30-39	18 (14%)
40 and over	11 (9%)

<b>Employment status</b>	<b>Respondents</b>
Full-time	12 (9%)
Part-time	33 (25%)
Casual	18 (14%)
Unemployed and looking for work	35 (27%)
Not employed and not looking for work	33 (25%)

<b>Work hours</b>	<b>Respondents</b>
Less than 5	6 (10%)
6-10	10 (16%)
11-20	11 (18%)
21-30	10 (16%)
31-40	21 (34%)
More than 40	4 (6%)



## 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"