

# Identifying Graduate Coursework Student Satisfaction



Faculty of Pharmacy and Pharmaceutical Sciences  
*Monash University 2024*



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

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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 Pharmacy and Pharmaceutical Sciences (Pharmacy) are summarised below:

### **Support services are appreciated in Pharmacy**

In relation to their course experience, Pharmacy respondents were most satisfied with *support services*.

Respondents were particularly satisfied with library resources.

### **Percentage of Pharmacy respondents who do not feel their course is value for money is relatively high**

Pharmacy respondents were far more likely than STEM respondents across the University to be dissatisfied that their course represented value for money. Just under half of respondents were extremely, somewhat or slightly dissatisfied.

Multi-modal and part-time respondents were the most-likely to be satisfied, while on-campus and Master of Pharmaceutical Science respondents were the most-likely to be dissatisfied.

Meanwhile, unlike in other faculties, the link between *job readiness* and value for money was not prominent in Pharmacy.

### **Assignment and submission dates satisfaction low**

The satisfaction scores recorded for assignment numbers and for submission dates were the equal lowest recorded across the survey in Pharmacy and had the widest gap scores.

Domestic students were particularly less satisfied, as were those who had considered leaving their course.

Satisfaction levels with these two areas, while noticeably lower, were not dramatically lower than the average across STEM; however, they certainly stood out as an area of concern.

### **Dissatisfaction with culture was high, but it was the least important area to Pharmacy respondents**

While *culture* ranked last for satisfaction it also ranked last for importance, while the gap between the two was the third narrowest.

In relation to sense of belonging, satisfaction within Pharmacy was lower than it was across STEM, but, with importance also lower, Pharmacy's gap score was only marginally wider.

Of some concern, however, was the wide gap score recorded for sense of belonging among respondents who had considered leaving their course.

### **MGA engagement levels with Pharmacy students has room for improvement**

MGA engagement with Pharmacy respondents was much worse than it was for STEM respondents across the University.

Engagement with the MGA was best with Master of Pharmaceutical Science, on-campus and international respondents, while it was worst among those who had considered leaving and domestic 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 36 Monash graduate coursework students from the Faculty of Pharmacy and Pharmaceutical Sciences (Pharmacy) completed the survey (see *Appendix 1: Demographics*), which we estimate to be approximately between 6-8% 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 4 graduate coursework students across these universities indicated they were studying a course in the field of pharmacy and pharmaceutical sciences. Unfortunately, this was not enough responses to justify a comparison analysis.

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

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

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

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

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

The gap was calculated as below:

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

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

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

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

Please note that other than “Non-Monash” and “STEM,” every demographic group mentioned encompasses Pharmacy 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 Pharmacy 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 Pharmacy, 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	8.85	7.50	-15.3%
Enrolment	8.31	7.92	-4.7%
Orientation	7.89	7.86	-0.4%
<i>Academic quality</i>			
Clear criteria	9.17	7.36	-19.7%
Quality teaching	8.83	7.28	-17.6%
Engaging lectures	8.31	7.28	-12.4%
Academic access	8.75	8.06	-7.9%
Timely feedback	8.94	7.14	-20.1%
Academic feedback	8.89	7.28	-18.1%
<i>Academic delivery</i>			
Mixed delivery*	8.56	8.56	0.0%
Balance of units	8.26	7.00	-15.3%
Elective variety	7.77	6.60	-15.1%
Class times	8.51	6.94	-18.4%
Assignment no.	8.80	6.37	-27.6%
Submission dates	8.77	6.37	-27.4%
<i>Support services</i>			
Facilities	8.88	7.71	-13.2%
Language support**	8.33	8.06	-3.2%
Library resources	8.94	8.18	-8.5%
IT support	8.50	7.84	-7.8%
Learning support	8.53	7.85	-8.0%
<i>Culture</i>			
Grad community	7.09	6.59	-7.1%
Academic community	7.12	6.59	-7.4%
Sense of belonging	7.41	6.47	-12.7%
<i>Job readiness</i>			
Internship	8.38	6.79	-19.0%
Networking	8.62	6.56	-23.9%
Workforce entry	8.91	7.38	-17.2%
<b>Overall average</b>	<b>8.44</b>	<b>7.29</b>	<b>-13.4%</b>

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

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

## 1.1 Commencement

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

Importance	Satisfaction	Gap
5th	2nd	1st

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
Pharmacy (n.36)	8.58	7.50	-12.6%
STEM (n.287)	8.50	7.32	-13.9%
M. Pharm. Science (n.22)	8.32	7.27	-12.6%
Domestic (n.13)	9.08	7.38	-18.7%
International (n.23)	8.30	7.57	-8.8%
Full-time (n.28)	8.57	7.29	-14.9%
Part-time (n.8)	8.63	8.25	-4.4%
On-campus (n.22)	8.27	7.41	-10.4%
Multi-modal (n.9)	8.56	7.44	-13.1%
Men (n.10)	8.90	7.90	-11.2%
Women (n.26)	8.46	7.35	-13.1%
Not value for money (n.16)	8.88	6.38	-28.2%
Considered leaving (n.18)	8.94	7.06	-21.0%

- Pharmacy respondents were marginally more satisfied than their STEM colleagues in regard to their pre-enrolment experience.
- Respondents who were not satisfied their course represented value for money and those who had considered leaving their course both recorded wide gap scores for pre-enrolment information. This was not true in regard to the enrolment process or orientation.

### 1.1.2 Enrolment

Q. *A user-friendly enrolment process.*

	Importance	Satisfaction	Gap
Pharmacy	8.31	7.92	-4.7%
STEM	8.25	7.80	-5.5%
M. Pharm. Science	8.00	7.77	-2.9%
Domestic	8.77	7.46	-14.9%
International	8.04	8.17	1.6%
Full-time	8.07	7.75	-4.0%
Part-time	9.13	8.50	-6.9%
On-campus	7.91	7.91	0.0%
Multi-modal	8.33	7.33	-12.0%
Men	9.00	8.40	-6.7%
Women	8.04	7.73	-3.9%
Not value for money	8.06	7.38	-8.4%
Considered leaving	8.44	7.83	-7.2%

- Domestic respondents placed greater importance on the enrolment process and were less satisfied than international students. This contributed to a wide gap score among this cohort.

### 1.1.3 Orientation

Q. *The orientation experience.*

	Importance	Satisfaction	Gap
Pharmacy	7.89	7.86	-0.4%
STEM	7.81	7.78	-0.4%
M. Pharm. Science	8.55	7.95	-7.0%
Domestic	6.54	7.08	8.3%
International	8.65	8.30	-4.0%
Full-time	8.07	7.86	-2.6%
Part-time	7.25	7.88	8.7%
On-campus	8.36	8.00	-4.3%
Multi-modal	7.67	7.89	2.9%
Men	8.10	8.10	0.0%
Women	7.81	7.77	-0.5%
Not value for money	7.38	7.38	0.0%
Considered leaving	7.39	7.56	2.3%

- Domestic respondents were less satisfied with orientation than their international student colleagues; however, they placed far less importance on the area. Indeed, they had a positive gap score (satisfaction score higher than importance score).

## 1.2 Academic quality

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

Importance	Satisfaction	Gap
1st	3rd	4th

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
Pharmacy	9.17	7.36	-19.7%
STEM	8.76	7.40	-15.5%
M. Pharm. Science	8.73	6.95	-20.4%
Domestic	9.85	7.31	-25.8%
International	8.78	7.39	-15.8%
Full-time	8.96	7.11	-20.6%
Part-time	9.88	8.25	-16.5%
On-campus	8.73	7.18	-17.8%
Multi-modal	9.78	7.33	-25.1%
Men	9.60	6.90	-28.1%
Women	9.00	7.54	-16.2%
Not value for money	9.06	6.19	-31.7%
Considered leaving	9.22	7.06	-23.4%

- Clear criteria was more important to domestic students than international students.

## 1.2.2 Quality teaching

### Q. High quality teaching.

	Importance	Satisfaction	Gap
Pharmacy	8.83	7.28	-17.6%
STEM	8.85	7.28	-17.7%
M. Pharm. Science	8.45	6.77	-19.9%
Domestic	9.46	7.38	-22.0%
International	8.48	7.22	-14.9%
Full-time	8.64	7.07	-18.2%
Part-time	9.50	8.00	-15.8%
On-campus	8.45	7.05	-16.6%
Multi-modal	9.11	7.44	-18.3%
Men	9.70	7.20	-25.8%
Women	8.50	7.31	-14.0%
Not value for money	8.56	6.06	-29.2%
Considered leaving	8.78	6.56	-25.3%

- Satisfaction with the quality of teaching was the same in Pharmacy as it was for Monash STEM respondents.
- Master of Pharmaceutical Science respondents were less satisfied than the average Pharmacy respondent.

### 1.2.3 Engaging lectures

Q. *Lectures are engaging.*

	Importance	Satisfaction	Gap
Pharmacy	8.31	7.28	-12.4%
STEM	8.43	7.22	-14.4%
M. Pharm. Science	8.23	6.68	-18.8%
Domestic	8.23	7.54	-8.4%
International	8.35	7.13	-14.6%
Full-time	8.32	6.96	-16.3%
Part-time	8.25	8.38	1.6%
On-campus	8.27	6.91	-16.4%
Multi-modal	8.78	7.78	-11.4%
Men	8.30	7.20	-13.3%
Women	8.31	7.31	-12.0%
Not value for money	7.81	6.06	-22.4%
Considered leaving	8.61	6.33	-26.5%

- Master of Pharmaceutical Science respondents were less satisfied than the average Pharmacy respondent.
- Part-time respondents reported a positive gap score in relation to engaging lectures.



#### 1.2.4 Academic access

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

	Importance	Satisfaction	Gap
Pharmacy	8.75	8.06	-7.9%
STEM	8.64	7.88	-8.8%
M. Pharm. Science	8.36	7.41	-11.4%
Domestic	9.46	8.62	-8.9%
International	8.35	7.74	-7.3%
Full-time	8.50	7.75	-8.8%
Part-time	9.63	9.13	-5.2%
On-campus	8.27	7.64	-7.6%
Multi-modal	9.22	8.11	-12.0%
Men	9.80	8.90	-9.2%
Women	8.35	7.73	-7.4%
Not value for money	8.31	7.63	-8.2%
Considered leaving	8.50	7.44	-12.5%

- Although they were more satisfied, multi-modal respondents placed greater importance on academic access than on-campus students and thus recorded a wider gap score.
- Master of Pharmaceutical Science respondents recorded a slightly wider gap score than the average Pharmacy respondent.

### 1.2.5 Timely feedback

*Q. Timely feedback on assessments/assignments.*

	Importance	Satisfaction	Gap
Pharmacy	8.94	7.14	-20.1%
STEM	8.38	7.42	-11.5%
M. Pharm. Science	8.77	6.41	-26.9%
Domestic	9.38	8.08	-13.9%
International	8.70	6.61	-24.0%
Full-time	8.75	6.43	-26.5%
Part-time	9.63	9.63	0.0%
On-campus	8.59	6.64	-22.7%
Multi-modal	9.22	6.89	-25.3%
Men	9.70	7.20	-25.8%
Women	8.65	7.12	-17.7%
Not value for money	8.63	6.13	-29.0%
Considered leaving	8.83	6.22	-29.6%

- Pharmacy respondents placed greater importance on timely feedback than their STEM colleagues across the University and were less satisfied. This led to a far wider gap score.
- Full-time respondents were far less satisfied than part-time respondents, who recorded a neutral gap score.

### 1.2.6 Academic feedback

*Q. Constructive feedback on assessments/assignments.*

	Importance	Satisfaction	Gap
Pharmacy	8.89	7.28	-18.1%
STEM	8.59	7.21	-16.1%
M. Pharm. Science	8.73	6.86	-21.4%
Domestic	9.38	7.85	-16.3%
International	8.61	6.96	-19.2%
Full-time	8.71	6.89	-20.9%
Part-time	9.50	8.63	-9.2%
On-campus	8.68	7.14	-17.7%
Multi-modal	8.78	6.56	-25.3%
Men	9.70	7.70	-20.6%
Women	8.58	7.12	-17.0%
Not value for money	8.56	6.56	-23.4%
Considered leaving	8.94	6.17	-31.0%

- Pharmacy respondents were as satisfied with the constructive nature of feedback as STEM respondents across the University.
- Those who had considered leaving recorded a particularly wide gap score for this area.

### 1.3 Academic delivery

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

Importance	Satisfaction	Gap
4th	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
Pharmacy	8.56	8.56	0.0%
STEM	8.17	7.76	-5.0%
M. Pharm. Science			
Domestic			
International			
Full-time			
Part-time			
On-campus			
Multi-modal	8.56	8.56	0.0%
Men			
Women			
Not value for money			
Considered leaving			

- Pharmacy respondents enrolled as multi-modal recorded a neutral gap score in relation to their being an appropriate mix of online and in-person content. They were more satisfied than their STEM colleagues across the University.

### 1.3.2 Balance of units

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

	Importance	Satisfaction	Gap
Pharmacy	8.26	7.00	-15.3%
STEM	7.86	7.27	-7.5%
M. Pharm. Science	7.76	6.62	-14.7%
Domestic	8.69	7.31	-15.9%
International	8.00	6.82	-14.8%
Full-time	8.00	6.67	-16.6%
Part-time	9.13	8.13	-11.0%
On-campus	7.90	6.57	-16.8%
Multi-modal	8.56	8.78	2.6%
Men	8.70	6.80	-21.8%
Women	8.08	7.08	-12.4%
Not value for money	7.56	5.94	-21.4%
Considered leaving	8.06	5.61	-30.4%

- Pharmacy respondents recorded a gap score over twice as wide as their STEM colleagues.
- Multi-modal respondents recorded a positive gap score in this area.

### 1.3.3 Elective variety

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

	Importance	Satisfaction	Gap
Pharmacy	7.77	6.60	-15.1%
STEM	7.73	7.06	-8.7%
M. Pharm. Science	7.76	6.19	-20.2%
Domestic	7.62	6.77	-11.2%
International	7.86	6.50	-17.3%
Full-time	7.48	6.26	-16.3%
Part-time	8.75	7.75	-11.4%
On-campus	7.52	6.24	-17.0%
Multi-modal	7.11	7.89	11.0%
Men	8.50	6.40	-24.7%
Women	7.48	6.68	-10.7%
Not value for money	7.00	5.81	-17.0%
Considered leaving	7.67	5.39	-29.7%

- Pharmacy respondents were slightly less satisfied than their STEM colleagues in relation the variety of electives.
- Master of Pharmaceutical Science respondents were less satisfied than the average Pharmacy respondent.
- Multi-modal respondents were far more satisfied than on-campus students.

### 1.3.4 Class times

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

	Importance	Satisfaction	Gap
Pharmacy	8.51	6.94	-18.4%
STEM	8.17	6.85	-16.2%
M. Pharm. Science	8.76	6.67	-23.9%
Domestic	8.08	6.54	-19.1%
International	8.77	7.18	-18.1%
Full-time	8.52	6.63	-22.2%
Part-time	8.50	8.00	-5.9%
On-campus	8.71	6.67	-23.4%
Multi-modal	8.00	7.89	-1.4%
Men	9.80	7.10	-27.6%
Women	8.00	6.88	-14.0%
Not value for money	7.88	6.19	-21.4%
Considered leaving	8.22	5.44	-33.8%

- Respondents who had considered leaving their course registered a wide gap score in relation to class times.
- Part-time and multi-modal respondents were the most-satisfied cohorts.

### 1.3.5 Assignment numbers

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

	Importance	Satisfaction	Gap
Pharmacy	8.80	6.37	-27.6%
STEM	8.40	6.87	-18.2%
M. Pharm. Science	8.67	6.52	-24.8%
Domestic	8.85	5.62	-36.5%
International	8.77	6.82	-22.2%
Full-time	8.67	6.30	-27.3%
Part-time	9.25	6.63	-28.3%
On-campus	8.62	6.67	-22.6%
Multi-modal	8.56	6.22	-27.3%
Men	9.30	5.50	-40.9%
Women	8.60	6.72	-21.9%
Not value for money	8.63	5.63	-34.8%
Considered leaving	9.06	5.61	-38.1%

- The satisfaction score recorded for assignment numbers was the equal lowest recorded across the survey in Pharmacy and had the widest gap score.
- Domestic students and med were particularly less satisfied.



### 1.3.6 Submission dates

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

	Importance	Satisfaction	Gap
Pharmacy	8.77	6.37	-27.4%
STEM	8.57	6.79	-20.8%
M. Pharm. Science	8.86	6.05	-31.7%
Domestic	8.77	5.85	-33.3%
International	8.77	6.68	-23.8%
Full-time	8.70	6.04	-30.6%
Part-time	9.00	7.50	-16.7%
On-campus	8.71	6.33	-27.3%
Multi-modal	8.22	6.22	-24.3%
Men	9.50	5.80	-38.9%
Women	8.48	6.60	-22.2%
Not value for money	8.81	5.69	-35.4%
Considered leaving	9.17	5.17	-43.6%

- The satisfaction score recorded for submission dates was the equal lowest recorded across the survey in Pharmacy and had the second widest gap score.
- Again, domestic students and men were particularly less satisfied, while those who had considered leaving recorded a very wide gap score.

## 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 second tightest.

Importance	Satisfaction	Gap
3rd	1st	2nd

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
Pharmacy	8.88	7.71	-13.2%
STEM	8.51	7.74	-9.0%
M. Pharm. Science	8.95	7.48	-16.4%
Domestic	9.00	7.83	-13.0%
International	8.82	7.64	-13.4%
Full-time	8.67	7.52	-13.3%
Part-time	9.71	8.43	-13.2%
On-campus	8.90	7.52	-15.5%
Multi-modal	8.33	8.11	-2.6%
Men	9.89	8.00	-19.1%
Women	8.52	7.60	-10.8%
Not value for money	8.63	7.00	-18.9%
Considered leaving	9.22	7.11	-22.9%

- Pharmacy respondents were as satisfied as their STEM colleagues in relation to facilities, but as they placed greater importance on the area, they recorded a slightly wider gap score.
- Men recorded a wide gap score, while multi-modal respondents recorded a narrow gap score.

## 1.4.2 Language support

### Q. English language support.

	Importance	Satisfaction	Gap
Pharmacy	8.33	8.06	-3.2%
STEM	7.67	7.86	2.5%
M. Pharm. Science	8.27	8.20	-0.8%
Domestic			
International	8.41	8.06	-4.2%
Full-time	8.41	8.06	-4.2%
Part-time			
On-campus	8.27	8.20	-0.8%
Multi-modal			
Men			
Women	8.50	7.92	-6.8%
Not value for money	8.88	7.63	-14.1%
Considered leaving	8.38	7.63	-8.9%

- Pharmacy respondents were marginally more satisfied with English language support than were their colleagues across STEM.

## 1.4.3 Library resources

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

	Importance	Satisfaction	Gap
Pharmacy	8.94	8.18	-8.5%
STEM	8.53	8.09	-5.2%
M. Pharm. Science	8.71	8.00	-8.2%
Domestic	9.42	8.83	-6.3%
International	8.68	7.82	-9.9%
Full-time	8.78	8.07	-8.1%
Part-time	9.57	8.57	-10.4%
On-campus	8.71	7.95	-8.7%
Multi-modal	9.00	8.67	-3.7%
Men	9.67	8.11	-16.1%
Women	8.68	8.20	-5.5%
Not value for money	8.75	8.00	-8.6%
Considered leaving	9.39	8.06	-14.2%

- Of the areas that required a response from every student (i.e. excluding mixed delivery), library resources ranked highest for satisfaction across the survey for Pharmacy respondents.

#### 1.4.4 IT support

Q. *IT support.*

	Importance	Satisfaction	Gap
Pharmacy	8.50	7.85	-7.6%
STEM	8.09	7.93	-2.0%
M. Pharm. Science	8.38	7.95	-5.1%
Domestic	8.58	7.75	-9.7%
International	8.45	7.91	-6.4%
Full-time	8.26	7.85	-5.0%
Part-time	9.43	7.86	-16.6%
On-campus	8.10	8.05	-0.6%
Multi-modal	8.78	7.78	-11.4%
Men	8.89	8.22	-7.5%
Women	8.36	7.72	-7.7%
Not value for money	8.25	7.44	-9.8%
Considered leaving	8.72	7.28	-16.5%

- Part-time respondents recorded a wide gap score, while on-campus respondents recorded a narrow gap score.

#### 1.4.5 Learning support

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

	Importance	Satisfaction	Gap
Pharmacy	8.53	7.85	-8.0%
STEM	8.10	7.84	-3.2%
M. Pharm. Science	8.71	7.71	-11.5%
Domestic	8.17	8.17	0.0%
International	8.73	7.68	-12.0%
Full-time	8.26	7.81	-5.4%
Part-time	9.57	8.00	-16.4%
On-campus	8.33	7.57	-9.1%
Multi-modal	8.33	8.78	5.4%
Men	9.78	7.33	-25.1%
Women	8.08	8.04	-0.5%
Not value for money	7.75	7.25	-6.5%
Considered leaving	8.89	7.39	-16.9%

- Domestic respondents recorded a neutral gap score, while international students recorded a relatively wide gap score.
- Men recorded the widest gap score.

## 1.5 Culture

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

Importance	Satisfaction	Gap
6th	6th	3rd

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

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

Academic community      *Feeling part of an academic community.*

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

### 1.5.1 Graduate community

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

	Importance	Satisfaction	Gap
Pharmacy	7.09	6.59	-7.1%
STEM	7.42	7.25	-2.3%
M. Pharm. Science	7.86	7.38	-6.1%
Domestic	5.42	5.67	4.6%
International	8.00	7.09	-11.4%
Full-time	7.37	7.04	-4.5%
Part-time	6.00	4.86	-19.0%
On-campus	7.52	7.29	-3.1%
Multi-modal	7.00	6.44	-8.0%
Men	8.22	7.11	-13.5%
Women	6.68	6.40	-4.2%
Not value for money	6.06	6.56	8.3%
Considered leaving	6.39	5.17	-19.1%

- Part-time respondents were the least-satisfied cohort and, although they didn't place as much importance on this area as their colleagues did, they recorded a wide gap score.
- Feeling part of a postgraduate social community was far more important to international respondents than it was for domestic respondents.

## 1.5.2 Academic community

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

	Importance	Satisfaction	Gap
Pharmacy	7.12	6.59	-7.4%
STEM	7.56	7.16	-5.3%
M. Pharm. Science	7.81	7.19	-7.9%
Domestic	5.58	5.83	4.5%
International	7.95	7.00	-11.9%
Full-time	7.33	7.00	-4.5%
Part-time	6.29	5.00	-20.5%
On-campus	7.48	7.10	-5.1%
Multi-modal	7.22	6.89	-4.6%
Men	8.67	6.56	-24.3%
Women	6.56	6.60	0.6%
Not value for money	6.00	6.31	5.2%
Considered leaving	6.50	5.00	-23.1%

- As with graduate community, feeling part of an academic community was far more important to international students than it was to domestic students.
- Part-time respondents were the least-satisfied and recorded a wide gap score, while men recorded the widest gap score.
- Those who felt their course did not represent value for money recorded a positive gap score for this area. This group recording a positive gap score in any faculty and for any area was exceptionally rare.

### 1.5.3 Sense of belonging

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

	Importance	Satisfaction	Gap
Pharmacy	7.41	6.47	-12.7%
STEM	7.95	7.22	-9.2%
M. Pharm. Science	8.00	7.10	-11.3%
Domestic	6.25	5.58	-10.7%
International	8.05	6.95	-13.7%
Full-time	7.78	6.74	-13.4%
Part-time	6.00	5.43	-9.5%
On-campus	7.67	6.81	-11.2%
Multi-modal	7.44	7.22	-3.0%
Men	9.00	6.67	-25.9%
Women	6.84	6.40	-6.4%
Not value for money	6.31	5.69	-9.8%
Considered leaving	7.28	4.94	-32.1%

- Sense of belonging received the third-lowest satisfaction rating of the faculty.
- Men, who found this particularly important, recorded a wide gap score.
- Those who had considered leaving recorded the widest gap score.



## 1.6 Job readiness

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

Importance	Satisfaction	Gap
2nd	5th	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
Pharmacy	8.38	6.79	-19.0%
STEM	8.53	6.57	-23.0%
M. Pharm. Science	9.00	7.29	-19.0%
Domestic	7.17	5.92	-17.4%
International	9.05	7.27	-19.7%
Full-time	8.81	7.30	-17.1%
Part-time	6.71	4.86	-27.6%
On-campus	9.05	7.10	-21.5%
Multi-modal	7.89	8.00	1.4%
Men	9.78	6.00	-38.7%
Women	7.88	7.08	-10.2%
Not value for money	7.38	6.06	-17.9%
Considered leaving	8.25	5.56	-32.6%

- Part-time respondents were the least satisfied with their internship opportunities, while men recorded the widest gap score.
- Multi-modal respondents recorded a positive gap score, which was exceptionally rare across the faculties for this area.
- Domestic respondents were far less satisfied than international respondents, but placed less importance on internships. As such, the gap scores of the two cohorts were similar.
- Pharmacy respondents were marginally more satisfied than their colleagues across STEM at Monash.

## 1.6.2 Networking

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

	Importance	Satisfaction	Gap
Pharmacy	8.62	6.56	-23.9%
STEM	8.56	6.69	-21.8%
M. Pharm. Science	8.81	7.10	-19.4%
Domestic	8.17	5.75	-29.6%
International	8.86	7.00	-21.0%
Full-time	8.63	6.96	-19.4%
Part-time	8.57	5.00	-41.7%
On-campus	8.81	6.95	-21.1%
Multi-modal	8.11	7.56	-6.8%
Men	10.00	5.56	-44.4%
Women	8.12	6.92	-14.8%
Not value for money	7.69	6.06	-21.2%
Considered leaving	8.61	5.28	-38.7%

- Part-time respondents were the least satisfied with links to networking, while men recorded the widest gap score.
- Domestic respondents were less satisfied than international students and recorded a wider gap score.
- Pharmacy respondents were marginally less satisfied than their colleagues across STEM at Monash.

### 1.6.3 Workforce entry

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

	Importance	Satisfaction	Gap
Pharmacy	8.91	7.38	-17.2%
STEM	8.87	7.04	-20.6%
M. Pharm. Science	9.05	7.62	-15.8%
Domestic	8.58	6.58	-23.3%
International	9.09	7.82	-14.0%
Full-time	8.74	7.52	-14.0%
Part-time	9.57	6.86	-28.3%
On-campus	8.95	7.38	-17.5%
Multi-modal	8.33	8.56	2.8%
Men	9.89	7.22	-27.0%
Women	8.56	7.44	-13.1%
Not value for money	8.44	6.63	-21.4%
Considered leaving	9.17	6.56	-28.5%

- Domestic respondents were less satisfied than most regarding their preparedness to enter the workforce, while part-time respondents recorded a wide gap score.
- Pharmacy respondents were slightly more satisfied than their STEM colleagues.

## 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.

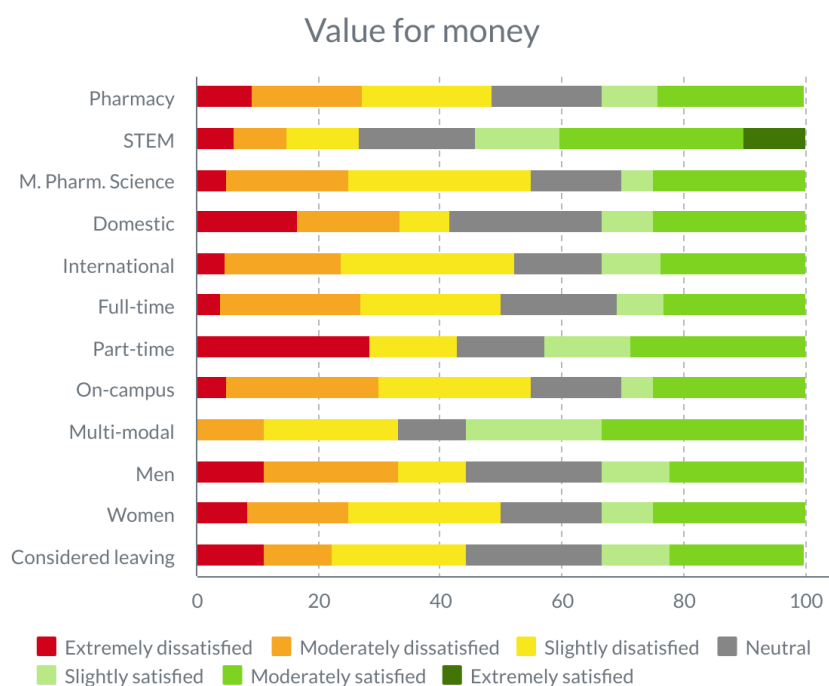
In the survey, participants were asked whether they believed their course represented value for money and if they had considered leaving their course in the last 12 months. If they had considered leaving their course, they were asked to elaborate on their reasons.

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 Pharmacy students responded:



Pharmacy respondents were far more likely than STEM respondents across the University to be dissatisfied that their course represented value for money.

Multi-modal and part-time respondents were the most-likely to be satisfied, while on-campus and Master of Pharmaceutical Science respondents were the most-likely to be dissatisfied.

### 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 Pharmacy respondents:

Theme	Importance		Satisfaction		Gap	
	Value	No value	Value	No value	Value	No value
Commencement	7.94	8.11	8.15	7.05	2.6%	-13.1%
Academic quality	8.91	8.49	7.64	6.44	-14.3%	-24.1%
Academic delivery	8.64	7.98	7.36	5.85	-14.9%	-26.7%
Support services	8.54	8.45	7.92	7.46	-7.3%	-11.7%
Culture	7.94	6.12	6.76	6.19	-14.9%	1.1%
Job readiness	9.24	7.84	7.36	6.25	-20.3%	-20.3%
Overall	8.54	7.83	7.53	6.54	-11.5%	-15.8%

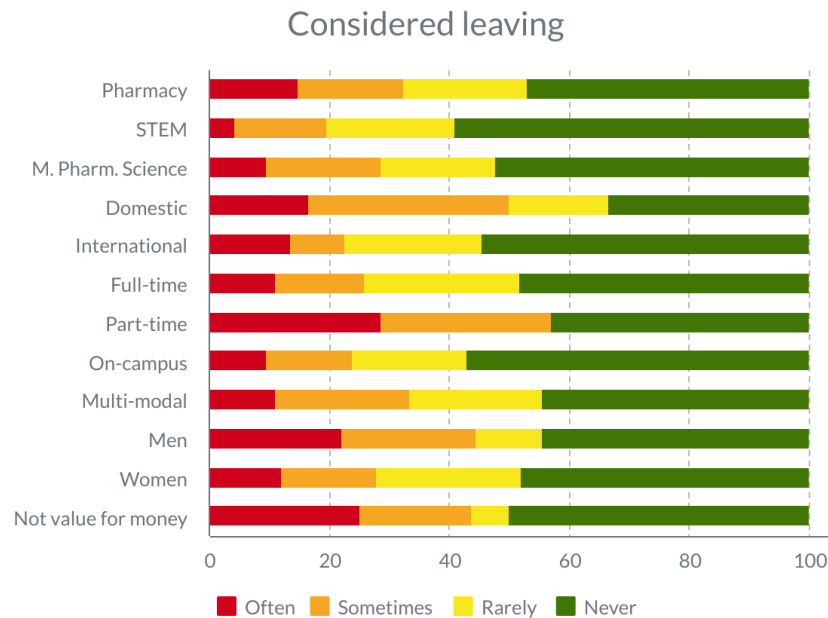
No Value respondents generally recorded wider gap scores. This was particularly true of *academic delivery* and *academic quality*.

Interestingly, there was no difference in gap scores between Value and No value in relation to *job readiness*, while No value actually recorded a positive gap score in relation to *culture* whereas Value recorded a relatively wide gap score (-14.9).

## 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 Pharmacy students responded:



Pharmacy respondents were more likely to have considered leaving their course than their STEM colleagues across Monash.

Domestic respondents from the faculty were the most-likely to have considered leaving, while on-campus respondents were the least-likely.

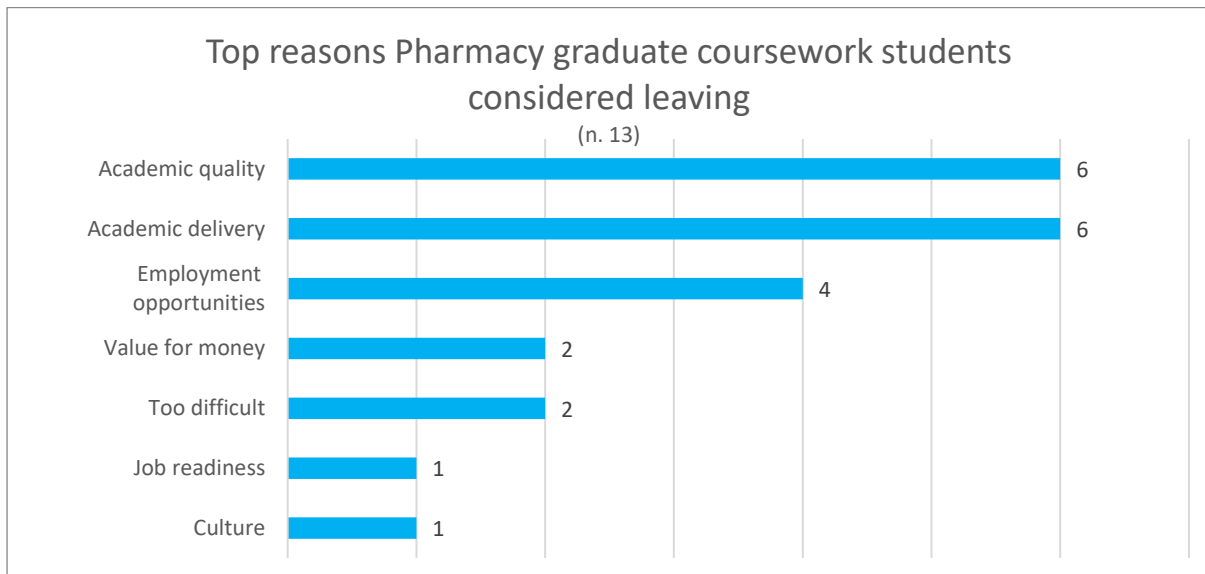
Part-time respondents and those who were not satisfied their course represented value for money were the most-likely to “often” consider leaving.



### 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 equal primary reason Pharmacy graduate coursework students considered leaving their course in the last 12 months were issues with the academic quality of their course. Comments included:

*“The Parkville campus where I studied, has a mediocre campus experience with fewer activities during the week and a lack of connections with students from other programs on other campuses. The curriculum for the Master of Pharmaceutical Science is fixed and there is not much to choose from. I think there should be more knowledge taught by a teacher rather than a lot of self-study.”*

*“Class is too big in size. Lecturers are lacking personal connection with students. Grading system is extremely lacking. Teaching Assistant’s marking is different to the grading criteria. Feedback given to different students if compared can be contrasting and confusing. There was instance when team assignment gave different marks for team members although same document was submitted.”*

*“The curriculum is difficult and does not take into account the professional level of students from different backgrounds. In some classes, there are no lectures, usually they are answering questions. I think this is something that should be done after class, and teacher needs to give a good lecture in class.”*

The other primary reason related to academic delivery. Comments included:

*“The study load is too much compared to the remuneration we get as pharmacists. I’m lucky to work in a public hospital where we get paid extra for postgrad allowance, although it is*

*not much and definitely not worth the effort. Some people who did not pursue postgrad studying still get ahead in their career so why would we need to spend nearly 4 years completing a master's? If you work in a community pharmacy, you won't even get paid extra for having a master's. The uni should set a realistic expectation to ensure what we have to do matches what rewards we are gonna get in practice."*

*"Assignments overload."*

*"Heavy schoolwork."*

Other interesting comments included:

*"Not good in career prospects."*

*"Whether it would be worth the effort for career in pharmacy."*

*"No value for money. Entirety of course could have been learnt by watching Youtube videos."*

*"Did not really enjoy what I was studying and could not see it being applied to my future career."*

### 2.2.2 Considered leaving – Importance and Satisfaction

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

The table below details the average scores by theme:

Theme	Importance		Satisfaction		Gap	
	Exit	Stay	Exit	Stay	Exit	Stay
Commencement	8.26	8.17	7.48	7.98	-9.4%	-2.2%
Academic quality	8.81	8.87	6.63	8.03	-24.7%	-9.4%
Academic delivery	8.44	8.30	5.44	8.09	-35.5%	-2.6%
Support services	8.92	8.32	7.49	8.39	-16.0%	0.8%
Culture	6.72	7.75	5.04	8.25	-25.0%	6.5%
Job readiness	8.68	8.59	5.80	8.17	-33.2%	-4.9%
Overall	8.31	8.33	6.31	8.15	-24.0%	-2.0%

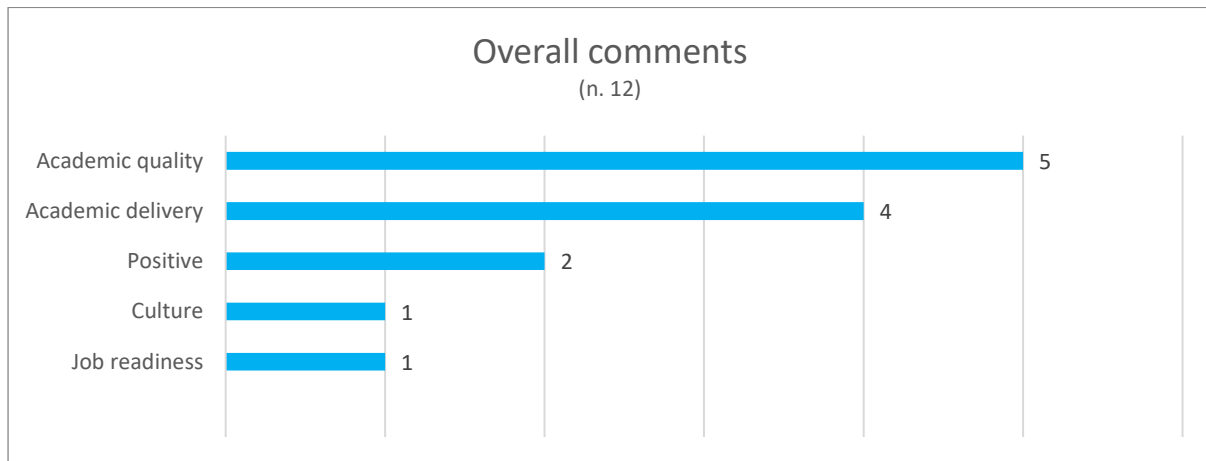
Exit respondents recorded far wider gap scores than Stay respondents in Pharmacy. This was especially true in *academic delivery* and *job readiness*.

In other faculties, the importance rating was often much lower among Exit respondents compared to Stay respondent; however, in Pharmacy this was not the case.

## 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 Pharmacy respondents:



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

*“Too many reflections, they are over doing it with the amount of reflections we need to submit.”*

*“Please make sure that each teacher does his or her duty when teaching student.”*

*“I need more insights and would love to know how the different software like pymol, molecular docking works. I want a lecture class on that.”*

*“TA should help teaching and facilitate class but should not be giving grades. If allowed then should have unanimous understanding of the grading criteria to reduce bias. Lecturers lacking personal connection with each student. I believe 99% of the lecturers cannot mention 10 names in each cohort.”*

Academic delivery was another popular comment theme. Comments included:

*“That we Masters of Pharmaceutical science do not have option to choose days and preferences for our classes which can be improve by uni.”*

*“I hope to distribute the assignment more evenly, instead of putting all them together.”*

*“The capstone postfolio unit of the master of clinical pharmacy should be an elective unit rather than compulsory. Some aspects are not relevant to our practice unless you are planning to have your portfolio validated. However, this does not add any benefits to our career as we don't get paid extra for this. I'm sorry to say this but it all comes down to how much more money we get from completing it. They should also consider how many pharmacists have left the profession for alternative career options because of this big gap between remuneration and how much we are expected to study.”*

*“That we do not have option choose the time table.”*

Other interesting comments included:

*“Generally good.”*

*“The course is well designed but it does feel sometimes that the lack of social engagement on the Parkville campus makes it a bit dull as engaging into recreational activities is equally important to keep us on track and in comparison to Clayton and Caulfield campus, Parkville campus lacks majority of it.”*

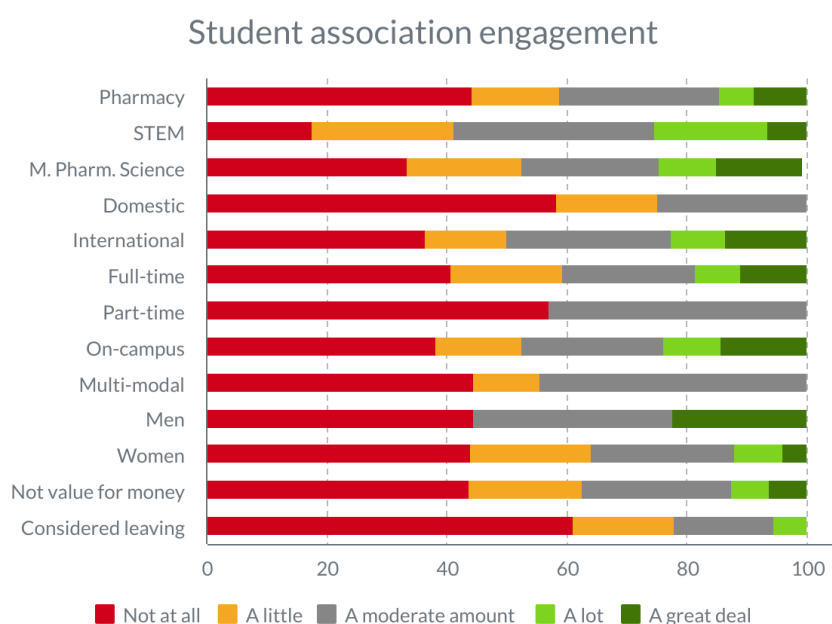
## Part 3: Engagement with the Monash Graduate Association (MGA)

This section highlights the engagement levels that Pharmacy 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 Pharmacy responded:



MGA engagement with Pharmacy respondents was much worse than it was for STEM respondents across the University.

Engagement with the MGA was best with Master of Pharmaceutical Science, on-campus and international respondents, while it was worst among those who had considered leaving and domestic 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 Pharmacy and Pharmaceutical 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**

Collectively, students ranked *job readiness* second for importance and fifth for satisfaction, but the distance between importance and satisfaction was the widest of any theme.

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

The gap between satisfaction and importance was exaggerated among those who had considered leaving their course, but not those who indicated that their course did not represent value for money, which was the case in other faculties.

Of particular note were the wider gap scores recorded by respondents who were men and those enrolled part-time.

#### **Multi-modal respondents consistently more satisfied than their on-campus colleagues**

Respondents who were enrolled multi-modal (a mix of online and on-campus study) tended to be more satisfied and record narrower gap scores.

This was perhaps most notable in relation to *academic delivery* and *job readiness*

#### **Percentage of Pharmacy respondents who do not feel their course is value for money is relatively high**

Just under half of respondents were extremely, somewhat or slightly dissatisfied, which was a far greater proportion than was recorded across STEM at Monash.

Multi-modal and part-time respondents were the most-likely to be satisfied, while on-campus and Master of Pharmaceutical Science respondents were the most-likely to be dissatisfied.

#### **Assignments and submission dates comparatively low**

The satisfaction scores recorded for assignment numbers and for submission dates were the equal lowest recorded across the survey in the faculty and had the widest gap scores.

Domestic students were particularly less satisfied, as were those who had considered leaving their course.

### **MGA engagement low with Pharmacy students**

MGA engagement with Pharmacy respondents was much worse than it was for STEM respondents across the University.

Engagement with the MGA was best with Master of Pharmaceutical Science, on-campus and international respondents, while it was worst among those who had considered leaving and domestic 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 high proportion of students believing their course does not represent value for money*

- Consider focus groups, surveys, exit interviews etc. to determine why many respondents did not believe that their course represented value for money.

Action: Faculty; MGA

### *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	33 (89%)
Graduate diploma/certificate	4 (11%)

Course	Respondents
Master of Pharmacy	7 (19%)
Master of Clinical Pharmacy	3 (8%)
Graduate Certificate in Pharmacy Practice	3 (8%)
Master of Pharmaceutical Science	23 (62%)
other	1 (3%)

Campus	Respondents
I do not regularly attend campus	5 (13%)
Parkville	29 (74%)
Clayton	1 (3%)
Caulfield	1 (3%)
Peninsula	0 (0%)
Malaysia	1 (3%)
other	0 (0%)

Domestic/International	Respondents
Local student (Australian or New Zealand citizen/permanent resident)	14 (38%)
International student	23 (62%)

Study load	Respondents
Full-time	29 (78%)
Part-time	8 (22%)
On leave from study	0 (0%)

Study location	Respondents
Entirely on-campus	22 (59%)
Multi-modal	10 (27%)
Entirely online	4 (11%)
other	1 (3%)

<b>Time since last degree</b>	<b>Respondents</b>
Less than 1 year	23 (62%)
1-5 years	12 (32%)
6-10 years	2 (5%)
11+ years	0 (0%)

<b>Course progress</b>	<b>Respondents</b>
First year	22 (59%)
Second year	12 (32%)
Third year	3 (8%)

<b>Study hours</b>	<b>Respondents</b>
Less than 5	3 (8%)
6-10	8 (22%)
11-20	10 (27%)
21-30	7 (19%)
31-40	4 (11%)
Over 40 hours	5 (14%)

<b>English proficiency</b>	<b>Respondents</b>
Fluent	17 (46%)
Advanced	9 (24%)
Intermediate	9 (24%)
Elementary	1 (3%)
Beginner	1 (3%)

<b>Gender</b>	<b>Respondents</b>
Woman	26 (70%)
Man	11 (30%)
Non-binary/gender diverse	0 (0%)
Prefer to self-describe	0 (0%)
Prefer not to say	0 (0%)

<b>LGBTIQA+</b>	<b>Respondents</b>
Yes	4 (11%)
No	31 (84%)
Prefer not to disclose	5 (2%)

<b>Indigenous (domestic students only)</b>	<b>Respondents</b>
Yes	0 (0%)
No	14 (100%)
Prefer not to disclose	0 (0%)

<b>Disability</b>	<b>Respondents</b>
Yes	1 (3%)
No	36 (97%)
Prefer not to disclose	0 (0%)

<b>Registered disability with DSS</b>	<b>Respondents</b>
Yes	0 (0%)
No	1 (100%)

<b>Age</b>	<b>Respondents</b>
24 or under	25 (68%)
25-29	7 (19%)
30-39	5 (14%)
40 and over	0 (0%)

<b>Employment status</b>	<b>Respondents</b>
Full-time	12 (30%)
Part-time	7 (18%)
Casual	4 (10%)
Unemployed and looking for work	9 (23%)
Not employed and not looking for work	8 (20%)

<b>Work hours</b>	<b>Respondents</b>
Less than 5	3 (14%)
6-10	2 (9%)
11-20	4 (18%)
21-30	1 (5%)
31-40	10 (45%)
More than 40	2 (9%)

## 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"