Identifying Graduate Coursework Student Satisfaction

Monash University 2021

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Executive summary

In September and October of 2021, the Monash Graduate Association (MGA) conducted a survey of Monash coursework graduate students in regard to their course expectations and satisfaction. 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 Monash University. The main findings as they relate to graduate coursework students are summarised in this report.

COVID-19

It is important to note that 2021 was severely impacted by the COVID-19 pandemic. Delivery of content switched almost exclusively online, with on-campus attendance restricted for both staff and students. Only 5% of graduate coursework respondents to this survey indicated that they mostly studied on-campus during COVID restrictions, with 81% studying at their home in Australia and 14% studying at their home overseas.

Graduate coursework students had not envisioned for this to be the case in 2021; 80% of survey respondents indicated that they had intended to study on-campus, with only 16% saying that they intended to study at their home in Australia and a further 2% saying that they intended to study at their home overseas.

As such, this situation presented substantial challenges for university administrators, academic staff and students as an anticipated in-person content delivery was by necessity moved online.

The collective navigation of this challenge was problematic for some. This was reflected when students were asked to reflect on the biggest impact COVID-19 had on their course, with the most-common response being online learning difficulties.

Importance

With an average importance score of 87.5 out of 100, *academic quality* was the most important of the six themes surveyed according to Monash graduate coursework students, ahead of *job readiness* (84.9) in second. *Culture and facilities* were deemed least important; however, with an average importance score of 78.6, it was still widely valued.

Individually, of the 29 areas surveyed, quality lectures (89.0), timely feedback (87.8) and engaging lectures (87.7) were the three most important areas. Meanwhile, group work (63.3), live-streamed lectures (67.2) and graduate social community (74.7) were the three least important areas.

Satisfaction

Almost exclusively, satisfaction levels fell short of the levels of importance that Monash graduate students placed on their educational experience. The average importance score was 81.4, while the average satisfaction score was 67.1. The only area in which satisfaction outscored importance was for group work.

With an average satisfaction score of 74.0, *support services* were the most satisfactory of the six themes, ahead of *academic quality* (71.3) in second. Monash graduate coursework students were least satisfied with *job readiness* (57.7).

Individually, library resources (80.7) received the greatest satisfaction score, ahead of enrolment (76.4) and language support (75.1). Meanwhile, internship (55.3), networking (58.1) and mixed-delivery (58.5) were the three areas in which students recorded the lowest average satisfaction ratings.

Gap

With an average drop from importance to satisfaction of -7.96%, *support services* had the smallest gap of the six themes surveyed, followed by *commencement* (-14.35%). Meanwhile, at -32.04% *job readiness* had the biggest gap of the six themes surveyed.

Individually, group work (+9.00%) was the only area in which satisfaction out-scored importance. Language support (-0.27%) and live-streamed lectures (-3.13%) had the second and third shortest gap respectively. The three areas with the widest gap were the three areas that made up *job readiness* – internship (-35.17%), networking (-30.75%) and work ready (-30.21%).

Overall experience

Respondents were highly likely to feel that they made the correct decision in choosing Monash and to be willing to recommend the university to their peers. Students primarily chose the university because it offered the course in which they were interested (81.9%) – followed closely by the university's reputation (74.2%). Meanwhile, when asked to compare Monash to their previous institution, 101 comments implied Monash was better, whereas only 38 said the university was worse and 23 indicated it was the same.

Monash graduate coursework students who had experienced a Monash exam were largely satisfied with the online exam process with only one in five (20.6%) respondents indicating that they were dissatisfied.

Meanwhile, 30.3% of those who had sat an exam online had experienced a technical issue in an exam, with 56.6% indicating that their issue had not been fixed efficiently.

However, despite 77.5% of Monash graduate coursework students declaring that they were satisfied with their course, only 55.0% thought that their course represented value for money.

The overwhelming majority (88.2%) of Monash graduate coursework students had enrolled in a graduate degree to enhance their careers prospects, while over two-thirds (67.9%) did so to pursue personal interests.

Just under half (47.5%) of respondents said that their mental health was worse in 2021 than in 2020.

Finally, approximately one-third (32.9%) of Monash graduate coursework respondents had considered leaving their course. Given that in the 2021 Student Experience Survey (SES) the percentage of Monash graduate coursework students who had considered leaving came in at 22.5%, it is evident that the MGA survey has captured a greater proportion of these students.

Introduction

The Monash Graduate Association (MGA) ran a survey of Monash graduate students in September and October of 2021. In relation to graduate coursework students, the aim of the MGA's *Survey on Graduate Student Satisfaction at Monash 2021* was to measure the expectations that students had of their course by exploring what they deemed as important, and then determining how satisfied they were with what the University had delivered. 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 entire cohorts. Participants were self-selecting, so an incentive scheme (comprising the opportunity to win one of 50 gift cards worth $100 in value) was used to assist in attracting a representative sample.

A total of 369 Monash graduate coursework students completed the survey (see *Appendix 1: Demographics*).

This report presents both quantitative and qualitative data from Monash University graduate coursework students as it relates to their expectations and satisfaction with their course. For results specific to an individual faculty, please refer to the MGA's *Identifying graduate coursework student satisfaction* report for that faculty.

In the main section of the survey, graduate coursework students were given the opportunity to give a rating from 0-100 on a sliding scale for how much importance they placed on a particular area and then again for how satisfied they were with Monash's delivery of that area. Therefore, for each individual respondent, an importance rating of between 0-100 was registered for each area, as was a satisfaction rating of between 0-100. A total of twenty-nine areas were covered in this survey (see *Appendix 2: Wording of sliding scale questions*).

The twenty-nine individual areas were grouped into six themes: commencement (3), academic delivery (8), academic quality (5), job readiness (3), support services (4) and culture and facilities (6).

These six themes were then ranked (highest to lowest) by the average levels of importance, satisfaction and the distance between importance and satisfaction (gap).

The gap was calculated as the difference between the two (*satisfaction - importance*) divided by the *importance*. It was then converted into a percentage.

$$\text{Gap} = (\textit{satisfaction} - \textit{importance}) \div \textit{importance (\%)}$$

For example, *academic quality* had the highest average score for importance, and the second highest average score for satisfaction; however, given that the importance score for *academic quality* was high, the "gap" between importance and satisfaction was substantial – coming in as the fifth biggest gap:

$$\text{Academic quality gap} = \frac{71.3 - 87.5}{87.5} = -18.5\%$$

The ranking positions of the six themes were:

	Importance	Satisfaction	Gap
Commencement	3rd	3rd	2nd
Academic delivery	5th	4th	3rd
Academic quality	1st	2nd	5th
Job readiness	2nd	6th	6th
Support services	4th	1st	1st
Culture and facilities	6th	5th	4th

In the remainder of the survey, graduate coursework students were asked a mix of *Likert*-scale, multiple-choice and open-ended questions in relation to examinations they may have sat, as well as in regard to their overall experience of Monash University.

In order to better comprehend the data and identify trends, a number of comparisons were run based on a student's characteristics. In this report, six comparisons were run – citizenship, gender, disability status, carer status, enrolment date and whether or not the respondent had considered leaving. Where relevant, these comparisons are provided in the graphs.

All faculties were represented with overall respondents skewed towards female (72%) and international graduate coursework students (63%). Appendix 1 provides the demographics of respondents in greater detail.

This research has been approved by the Monash University Human Research Ethics Committee.

Part 1: Importance and satisfaction rankings (average score)

Question	Importance	Satisfaction	Gap
Commencement			
Pre-enrolment	86.5	70.9	-18.03%
Enrolment	84.6	76.4	-9.69%
Orientation	75.7	64.1	-15.32%
Academic delivery			
Class times	85.5	63.1	-26.20%
Submission dates	85.2	65.7	-22.89%
Assignment no.	85.0	71.3	-16.12%
Elective variety	82.9	63.8	-23.04%
Balance of compulsory/electives	81.0	67.1	-17.16%
Mixed delivery	77.0	58.5	-24.03%
Live-streamed lectures	67.2	65.1	-3.13%
Group work	63.3	69.0	9.00%
Academic quality			
Quality lectures	89.0	72.9	-18.09%
Timely feedback	87.8	69.4	-20.96%
Engaging lectures	87.7	68.0	-22.46%
Accessible feedback	86.6	74.3	-14.20%
Clear criteria	86.6	71.9	-16.97%
Job readiness			
Work ready	85.4	59.6	-30.21%
Internship	85.3	55.3	-35.17%
Networking	83.9	58.1	-30.75%
Support services			
Library resources	86.9	80.7	-7.13%
Learning support	82.1	69.3	-15.59%
IT support	77.8	70.9	-8.87%
Language support	75.3	75.1	-0.27%
Culture and facilities			
Facilities/services	84.0	72.2	-14.05%
Academic community	79.8	62.7	-21.43%
Graduate study space	78.9	69.2	-12.29%
Graduate social space	76.5	62.5	-18.30%
Graduate social community	74.7	60.7	-18.74%
Sense of belonging	77.5	58.9	-24.00%
Overall average	81.4	67.1	-17.11%

The importance and satisfaction rankings section provide the results of each of the twenty-nine areas and is explored using a box plot, which consists of:

Average: The sum of the value divided by the number of responses.

Upper Whisker: 1.5* the interquartile range (IQR – the middle 50% of responses), this is the upper boundary before individual points are considered outliers. This is the upper black line on the box plot.

Upper Hinge: The top end of the IQR, or the top of the green and blue "box".

Median: Middle value by count of values i.e. the value that is in the middle of all responses, with the same number of responses above and below. Displayed as the point where the green and blue sections of the "box" meet.

Lower Hinge: The bottom end of the IQR, or the bottom of the green and blue "box".

Lower Whisker: 1.5* the IQR, this point is the lower boundary before individual points are considered outliers. This is the lower black line on the box plot.[1]

As such, the green zone on the box plot can be considered as where between 50% and 75% of responses fell, while the blue zone can be considered as where between 25% and 50% of responses fell. On some occasions, there is no visible green zone. This is because the median is 100 i.e. the majority of respondents gave a score of 100. Meanwhile, the blue bubbles that follow the centre of the box plot vertically represent individual responses.

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[1] "Box and Whisker Plots: Understanding and using Box and Whisker Plots (Box Plots)," Tableau, accessed 12 January 2022, https://www.tableau.com/data-insights/reference-library/visual-analytics/charts/box-whisker.

1.1 Commencement

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

Importance	Satisfaction	Gap
3rd	3rd	2nd

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

|	
Pre-enrolment	*There is clear and accurate information about the course prior to enrolment.*
Enrolment	*The enrolment process is user friendly.*
Orientation	*There is adequate orientation.*

1.1.1 Pre-enrolment

Q. There is clear and accurate information about the course prior to enrolment.
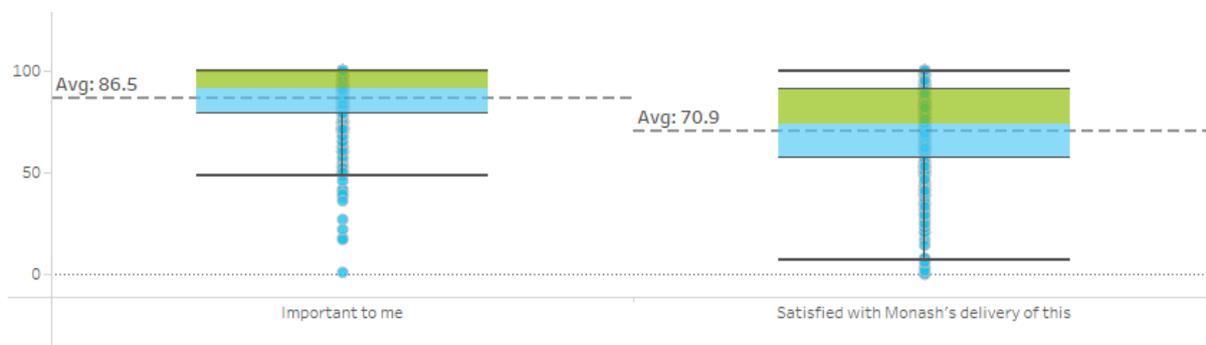
1.1.2 Enrolment

Q. The enrolment process is user friendly.
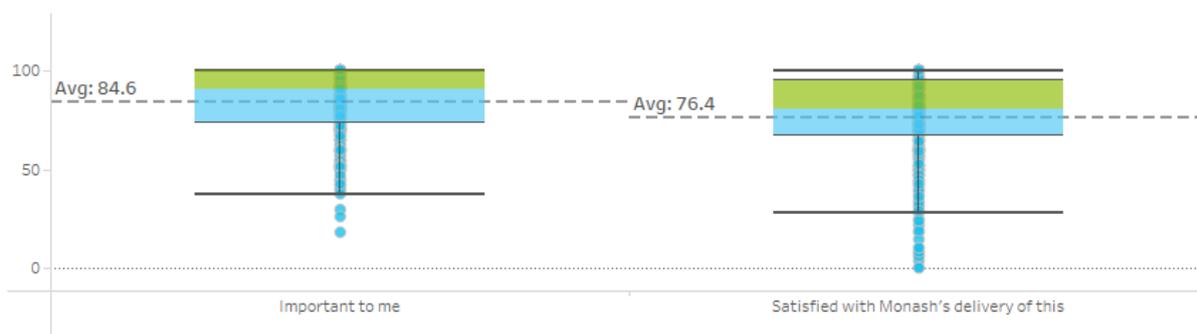
1.1.3 Orientation

Q. There is adequate orientation.
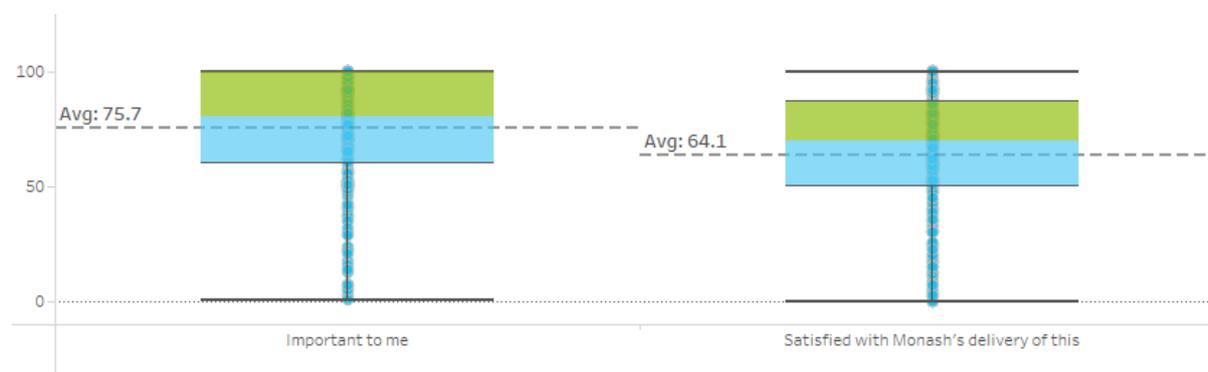
1.1.4 Key findings

Some of the key findings from the three *commencement* areas are summarised below.

International students, students with a disability and orientation

While international and domestic graduate students placed similar importance on the pre-enrolment and enrolment processes, international graduate students (79.2) placed greater importance on orientation than their domestic counterparts (69.8). International graduate students (62.3) were also less satisfied with the Monash delivery of orientation than domestic graduate students (67.3).

Graduate students with a disability (51.7) were far less satisfied with orientation than those who did not identify as having a disability (65.2).

Those who had considered leaving were much less satisfied with pre-enrolment and orientation

Graduate students who had considered leaving after their degree had commenced were far less satisfied with their pre-enrolment and orientation experiences than those who had not considered leaving their degree.

		Pre-enrolment	Enrolment	Orientation	*section average*
Considered leaving	Importance	83.1	83.0	72.2	79.4
	Satisfaction	60.9	70.6	52.4	61.3
	Gap	-26.7%	-14.9%	-27.4%	-22.8%
Had not considered leaving	Importance	88.1	85.3	77.2	83.5
	Satisfaction	75.9	79.4	70.0	75.1
	Gap	-13.8%	-6.9%	-9.3%	-10.1%

Carers had the shortest gap between importance and satisfaction

Of the twelve demographic groups analysed, carers placed the least importance (78.4) on *commencement* and had the highest level of satisfaction (75.8). This meant that the gap between importance and satisfaction was shortest for carers (-2.6), some way ahead of domestic students (-8.0) in second.

1.2 Academic delivery

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

Importance	Satisfaction	Gap
5th	4th	3rd

The *academic delivery* section comprised eight areas on which respondents could provide feedback. These areas were worded as below:

Class times	*There is an acceptable variety of tutorial/lab/studio times to choose from.*
Submission dates	*Assignment/project submission dates are spaced appropriately.*
Assignment no.	*The number of assignments/projects for the course is appropriate.*
Elective variety	*There is an acceptable variety of electives to choose from.*
Balance of compulsory/electives	*There is an appropriate balance of compulsory units and electives.*
Mixed delivery	*There is an appropriate mix of online and face-to-face course content.*
Live-streamed lectures	*Online lectures are live-streamed rather than pre-recorded.*
Group work	*There is a group work component.*

The results from each of the areas of *academic delivery* are explored below.

1.2.1 Class times

Q. There is an acceptable variety of tutorial/lab/studio times to choose from.
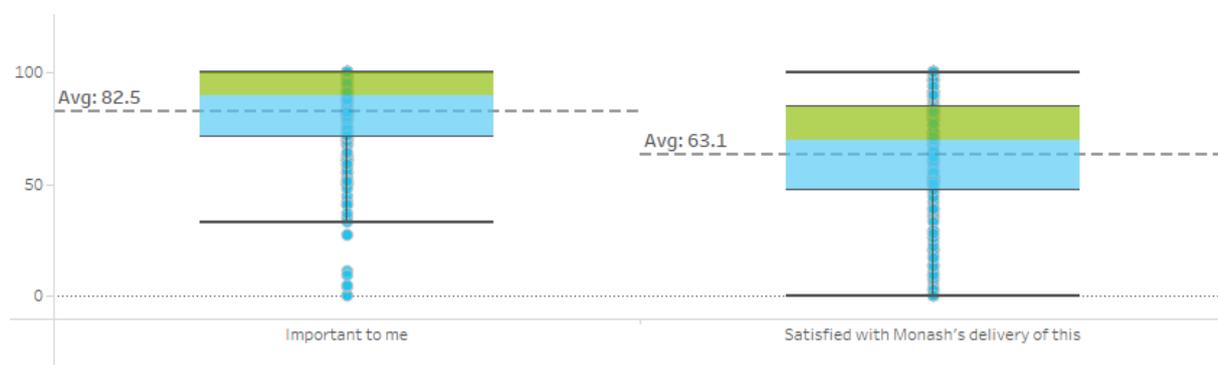
1.2.2   Submission dates

Q. Assignment/project submission dates are spaced appropriately.
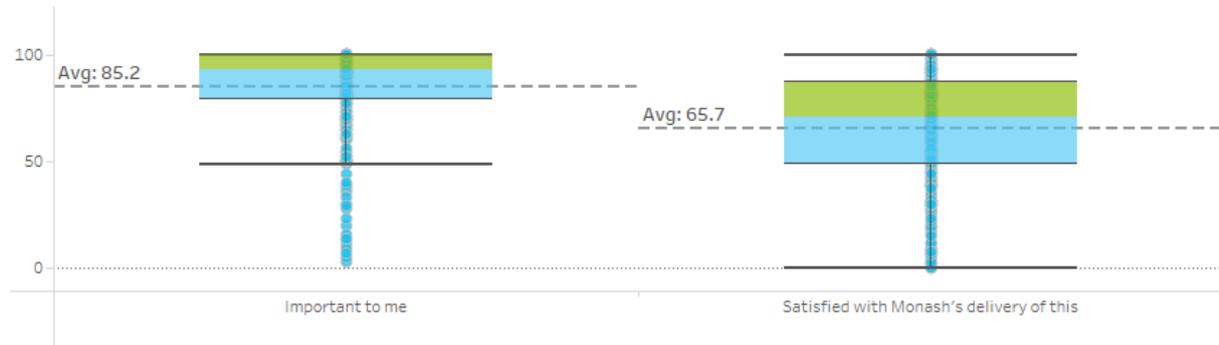
1.2.3   Assignment number

Q. The number of assignments/projects for the course is appropriate.
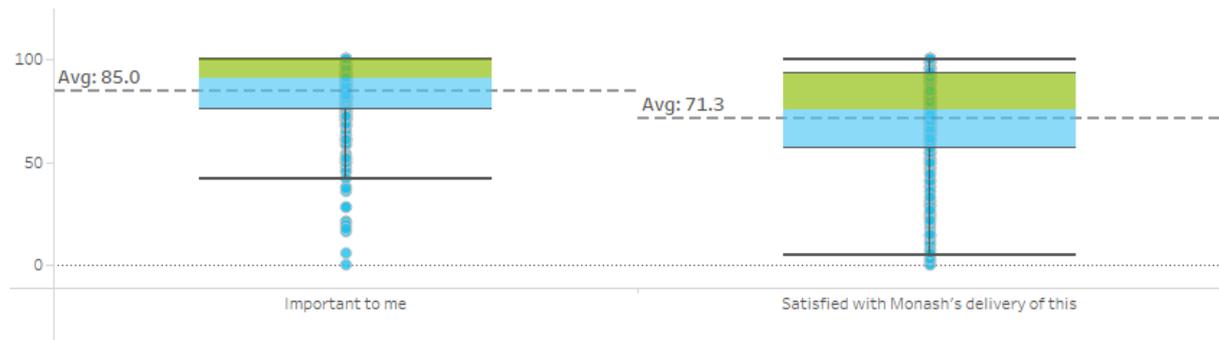
1.2.4   Elective variety

Q. There is an acceptable variety of electives to choose from.
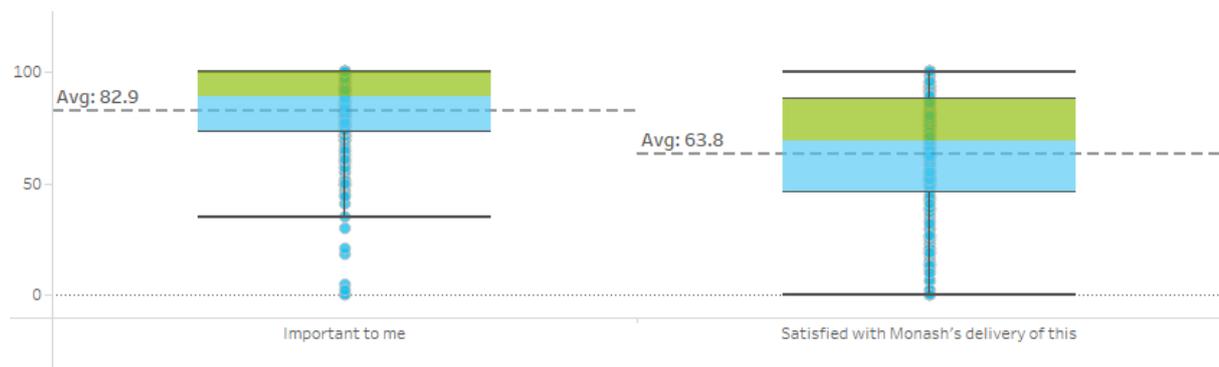
1.2.5 Balance of compulsory and elective units

Q. There is an appropriate balance of compulsory units and electives.
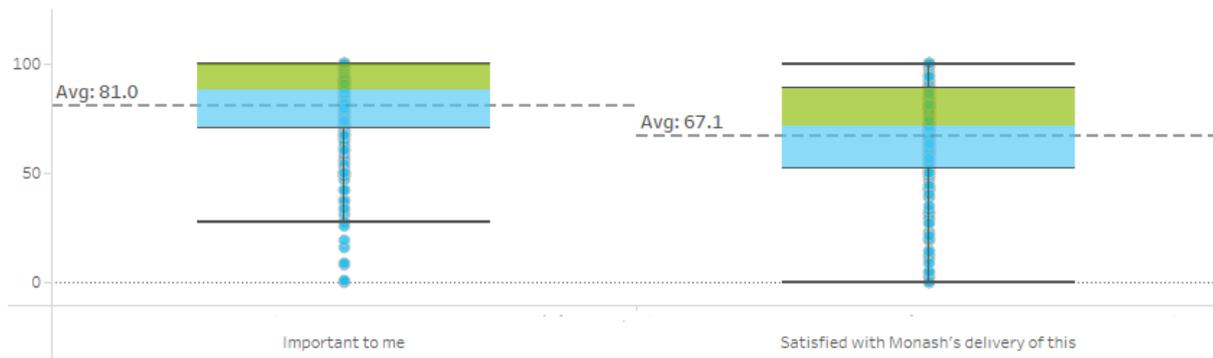
1.2.6 Mixed delivery

Q. There is an appropriate mix of online and face-to-face classes.
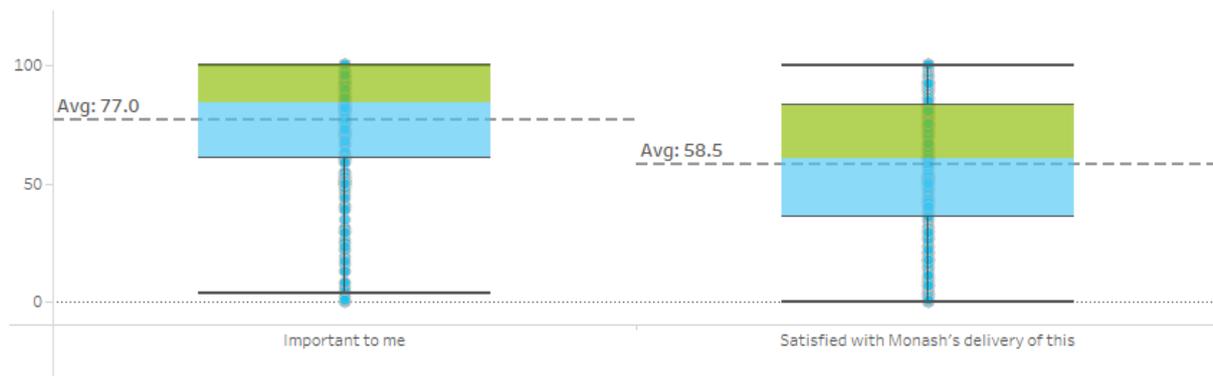
1.2.7 Live-streamed lectures

Q. Online lectures are live-streamed rather than pre-recorded.
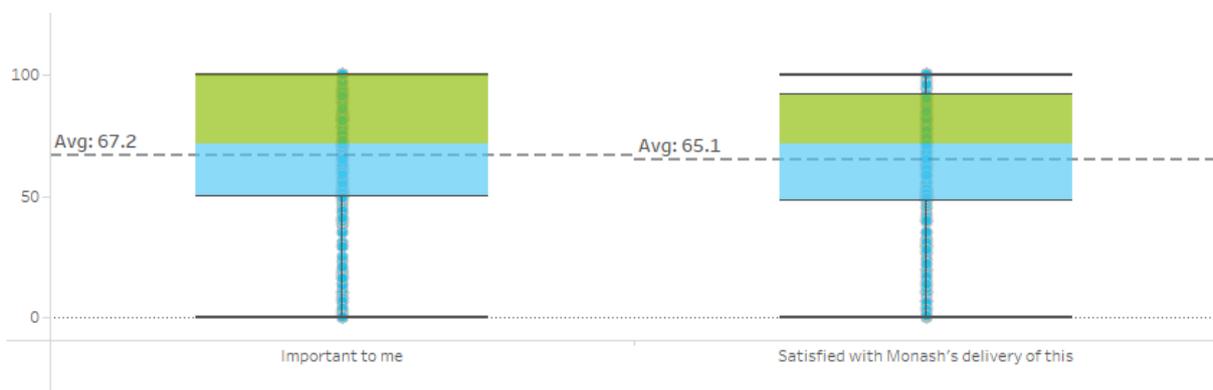
1.2.8   Group work

Q. There is a group work component.
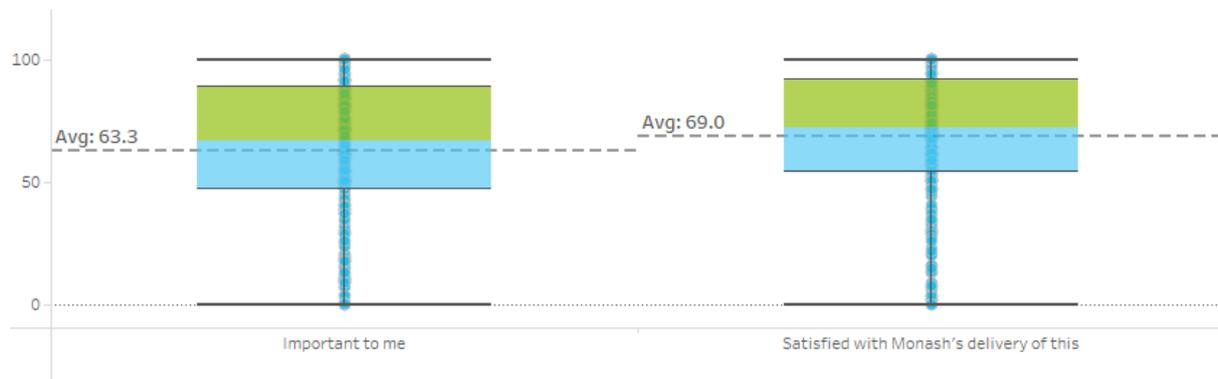
1.2.9   Key findings

Some of the key findings from the eight *academic delivery* areas are summarised below.

Graduate students are largely content with group work balance

Although ranking as the least important of all twenty-nine areas surveyed, Monash graduate students ranked group work fourteenth in terms of satisfaction. It was the only area in which satisfaction outscored importance, coming in with a gap score of +5.7.

Domestic students (+17.6), carers (+12.3) and those who had not considered leaving (+9.4) all had particularly good gap scores, while international students (-0.6), students who had considered leaving (-0.4) students with a disability (-0.1) were the only groups to register a negative gap score in this area.

Acceptable variety of class times is important to graduate coursework students

Of the eight areas within *academic delivery*, class times (85.5) was ranked as the most important. However, it was ranked seventh for satisfaction (63.1) and had the largest gap between importance and satisfaction. This gap was particularly substantial among those who had considered leaving (-28.4) and those who had a disability (-26.4), while it was less prominent among carers (-13.2) and those who had not considered leaving (-15.0).

Those who had considered leaving less satisfied with variety of electives to choose from

Of the discrepancies between those who had considered leaving and those who had not in regard to *academic delivery*, elective variety satisfaction stood out as a major point of difference. While the

two groups placed almost identical importance on the area, those who had considered leaving gave a satisfaction score of 50.4 compared to 70.9 from those who had not considered leaving. A similar phenomenon also occurred in regard to the number of assignments and submission dates.

Meanwhile, there were comparatively minor discrepancies in the areas of live-streamed lectures and group work.

On average, satisfaction levels for academic delivery were not affected by citizenship, gender or enrolment date

While there were discrepancies in satisfaction across the eight areas of *academic delivery*, on average, international students (65.4) were as satisfied as domestic students (65.3). Likewise, female students (65.3) had a level of satisfaction comparable to male students (66.5), as too did those who enrolled prior to the COVID-19 pandemic (64.8) and those who enrolled during the pandemic (66.2).

Alternatively, there were sizeable gaps in satisfaction among those who had considered leaving (53.9) and those who had not (71.3), as well as those with a disability (57.8) and those without (66.2).

Carers had the shortest gap between importance and satisfaction

Of the twelve demographic groups analysed, carers placed the least importance (72.4) on *academic delivery* and had the highest level of satisfaction (69.6). This meant that the gap between importance and satisfaction was shortest for carers (-2.7), some way ahead of those who had not considered leaving (-7.6) in second and domestic students (-9.2) in third.

1.3   Academic quality

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

Importance	Satisfaction	Gap
1st	2nd	5th

The *academic quality* section comprised five areas on which respondents could provide feedback. These areas were worded as below:

Quality lectures	Lectures are educational and of an appropriate academic standard.
Engaging lectures	Lectures are engaging and inspiring.
Clear criteria	The learning outcomes and assessment criteria are clear.
Timely feedback	Feedback is timely and constructive.
Accessible feedback	Lecturers are accessible and provide feedback.

The results from each of the areas of *academic quality* are explored below.

1.3.1   Quality lectures

Q. Lectures are educational and of an appropriate academic standard.
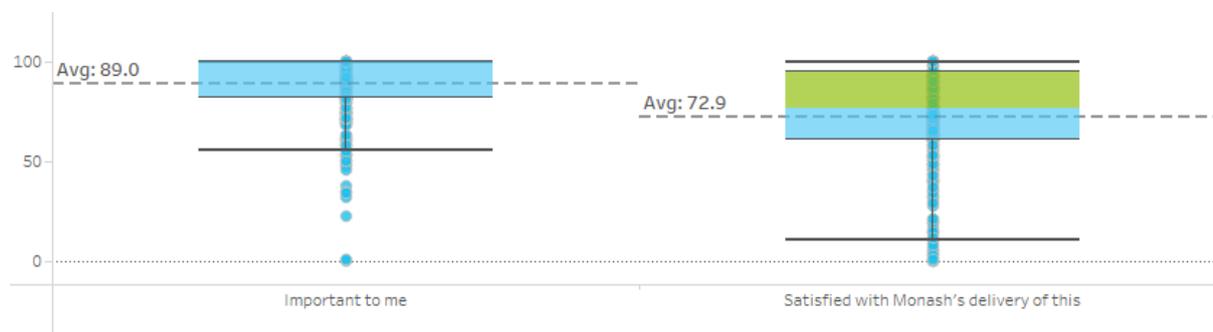
1.3.2   Engaging lectures

Q. Lectures are engaging and inspiring.
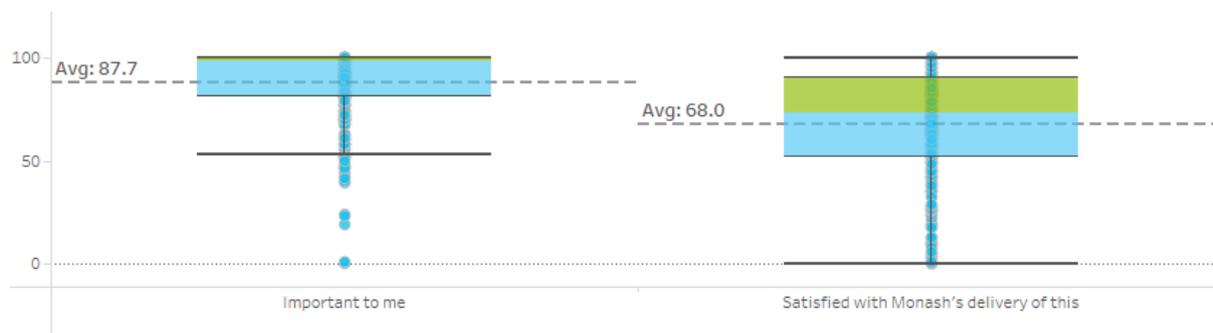
1.3.3   Clear criteria

Q. The learning outcomes and assessment criteria are clear.
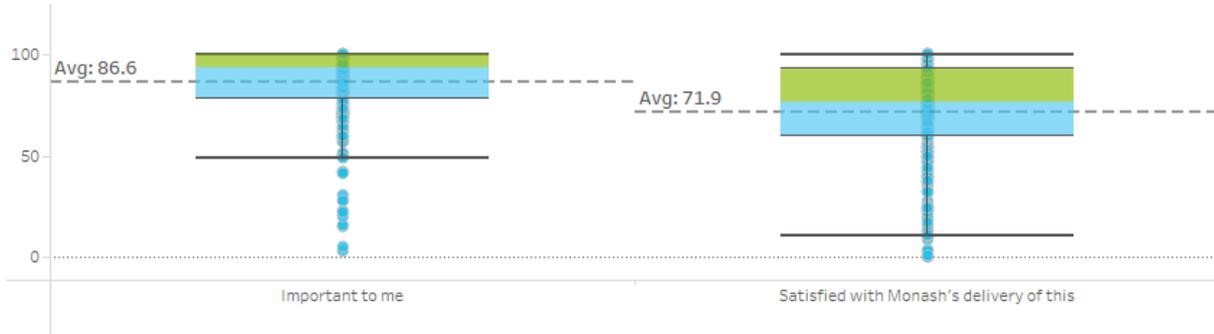
1.3.4   Timely feedback

Q. Feedback is timely and constructive.
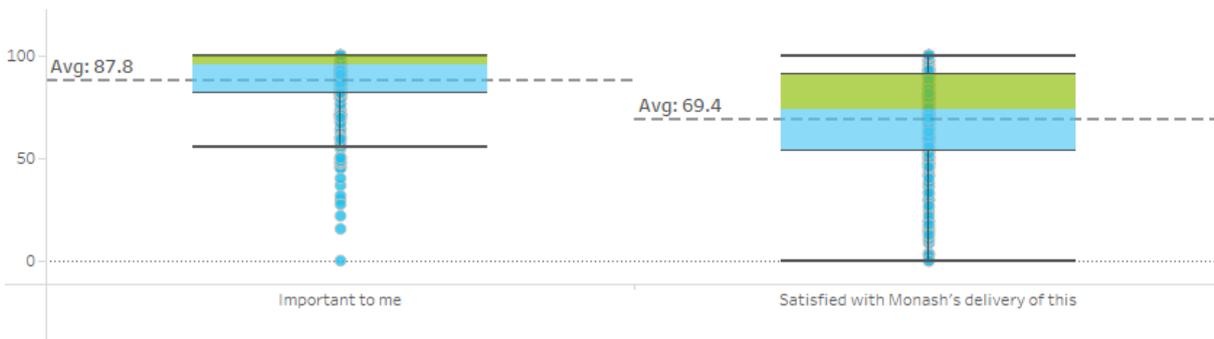
1.3.5   Accessible feedback

Q. Lecturers are accessible and provide feedback.
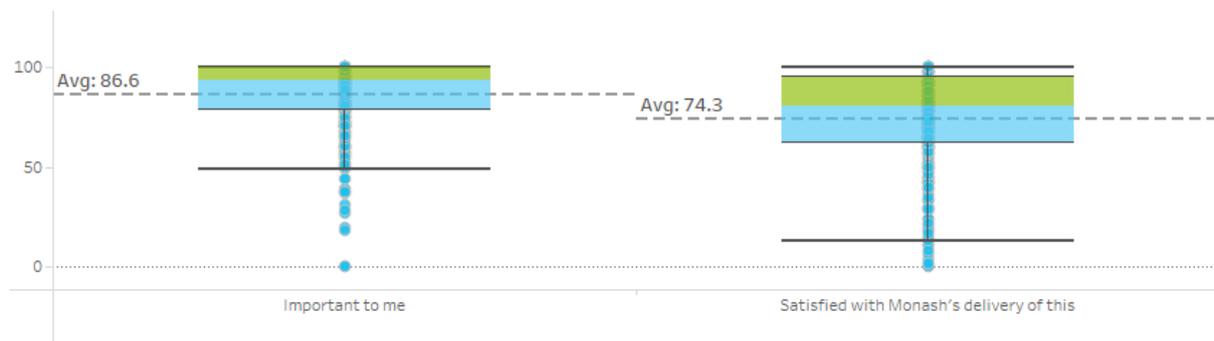
1.3.6 Key findings

Some of the key findings from the five *academic quality* areas are summarised below.

Academic quality is the most important element of the educational experience to Monash graduate students

By some distance, *academic quality* was the most important element of the educational experience according to Monash graduate students. Of the twenty-nine areas tested in the survey, the three-most important areas were related to *academic quality*, while the remaining two areas ranked equal fifth.

Satisfaction drop-off an area of some concern

Relative to the other areas, *academic quality* ranked well for student satisfaction – placing second overall. However, the gap between importance and satisfaction was the second widest of the six themes explored.

The overall drop-off between importance and satisfaction of -19% is an area of some concern. This is especially true of engaging lectures, which dropped from an importance score of 87.7 to a satisfaction score of 68.0, and timely feedback, which dropped from an importance score of 87.8 to a satisfaction score of 69.4.

Academic quality equally important to all demographics

While satisfaction varied between the demographic groups analysed, the level of overall importance placed on *academic quality* was relatively consistent. The only minor outlier were carers on 83.4, coming in slightly below the 87.5 average, although carers tended to give a lower importance rating than non-carers across the board.

In regard to satisfaction, there was a meaningful gap in satisfaction between those with a disability and those without, where students with a disability were particularly less satisfied in all categories except for the quality of lectures.

Meanwhile, those who had considered leaving were less satisfied than those who had not, by some distance. This was particularly prominent in regard to the engagement level of lectures, the quality of lectures and the clarity of the criteria.

Accessibility of feedback and lecture quality rank well for satisfaction

Of the 29 areas explored, accessible feedback ranked fourth overall for satisfaction, while the quality of lectures ranked fifth.

1.4   Job readiness

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

Importance	Satisfaction	Gap
2nd	6th	6th

The *job readiness* section comprised three areas in which respondents could provide feedback. These areas were worded as below:

Work ready	Adequate preparation to enter the workforce after graduation.
Internship	There are placement/internship opportunities.
Networking	There are links to industry/professional networking.

The results from each of the areas of *job readiness* are explored below.

1.4.1   Work ready

Q. Adequate preparation to enter the workforce after graduation.
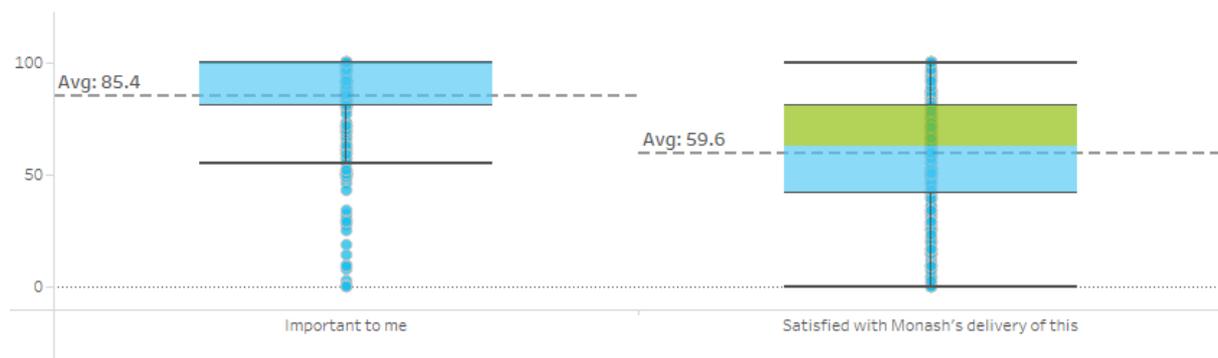
1.4.2   Internship

Q. There are placement/internship opportunities.
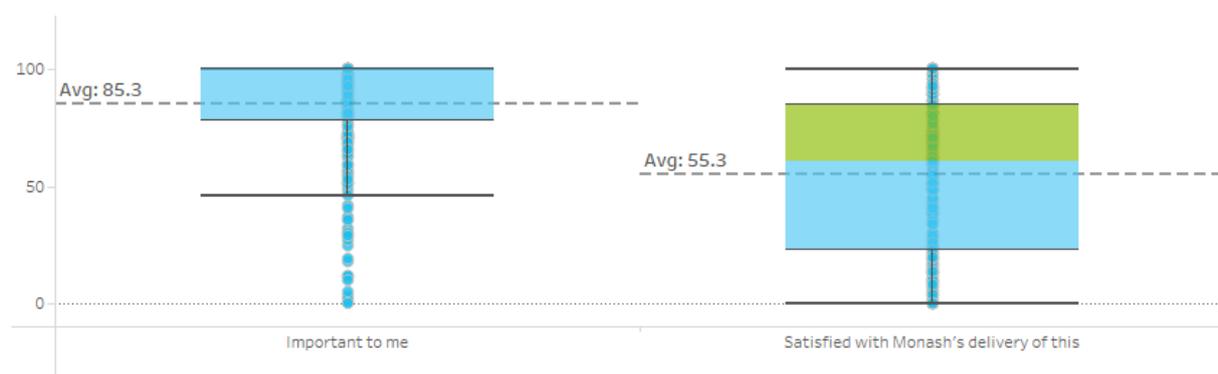
1.4.3   Networking

Q. There are links to industry/professional networking.
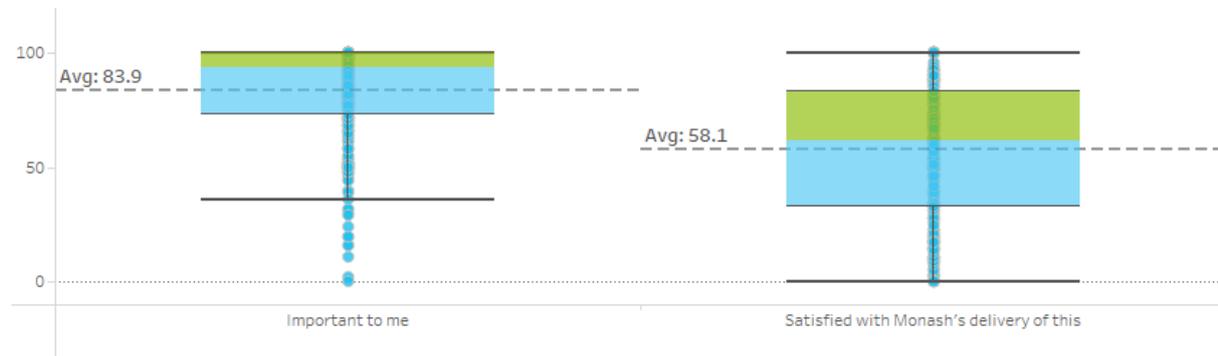
1.4.4   Key findings

Some of the key findings from the three *job readiness* areas are summarised below.

Students dissatisfied with job readiness

Of the six themes explored in this survey, Monash graduate coursework students reported being least satisfied with their *job readiness*.

Satisfaction with internship and networking opportunities were last and second last respectively for satisfaction of the 29 areas, while feeling adequately ready to enter the workforce was 25th.

Big gap between importance and satisfaction

Given *job readiness* was the second most important theme and placed last for satisfaction, the gap between importance and satisfaction was the biggest by some margin. Indeed, the three areas of *job readiness* had the three widest gaps of all 29 areas.

It is difficult to ascertain whether this is a systemic issue or simply a result of the challenging circumstances presented by the COVID-19 pandemic; however, it is clear from this data that graduate coursework students were not satisfied with how *job readiness* was navigated by the University and its partners in 2021.

Those who had considered leaving had elevated levels of dissatisfaction with job readiness delivery

Although placing slightly less importance on job readiness than those who had not considered leaving, those who had considered leaving were substantially more dissatisfied across all three areas (see table below), which indicates a strong correlation between dissatisfaction with *job readiness* and potentially abandoning study.

		Internship	Networking	Work ready	*section average*
Considered leaving	Importance	82.5	82.0	81.6	82.0
	Satisfaction	36.2	45.3	47.8	43.1
	Gap	-56.1%	-45.4%	-41.4%	-47.4%
Had not considered leaving	Importance	86.3	84.6	87.0	86.0
	Satisfaction	64.8	64.8	65.4	65.0
	Gap	-24.9%	-23.4%	-24.8%	-24.4%

Domestic students more satisfied than international students

Domestic students tended to be more satisfied with *job readiness* than their international counterparts. This was particularly true in relation to internships (67.0 to 49.9) and being work ready (66.0 to 56.3).

1.5   Support services

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

Importance	Satisfaction	Gap
4th	1st	1st

The *support services* section comprised four areas in which respondents could provide feedback. These areas were worded as below:

Library resources	Easily accessible books and journals.
Learning support	Adequate learning skills support.
IT support	Adequate IT support (eSolutions).
Language support	Adequate English language support.

The results from each of the areas of *support services* are explored below.

1.5.1   Library resources

Q. Easily accessible books and journals.
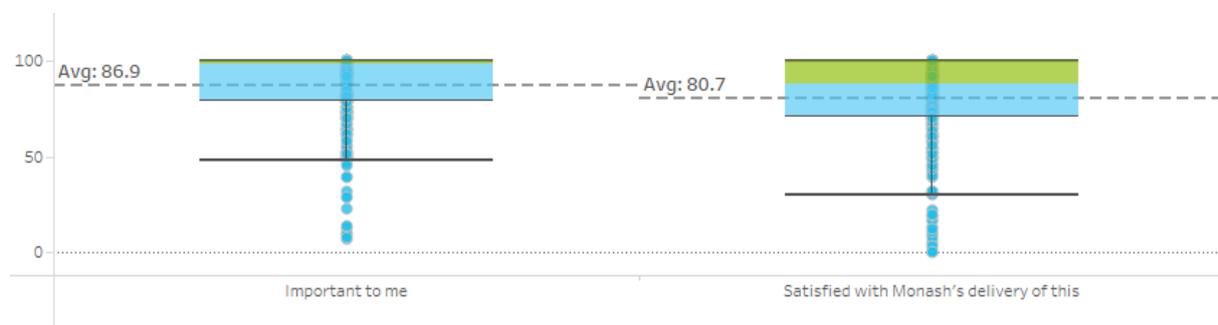
1.5.2   Learning support

Q. Adequate learning skills support.
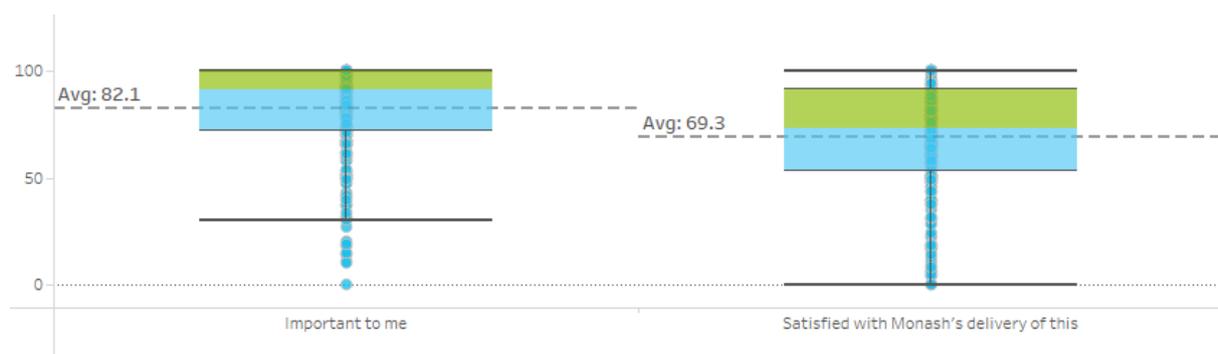
1.5.3   IT support

Q. Adequate IT support (eSolutions).
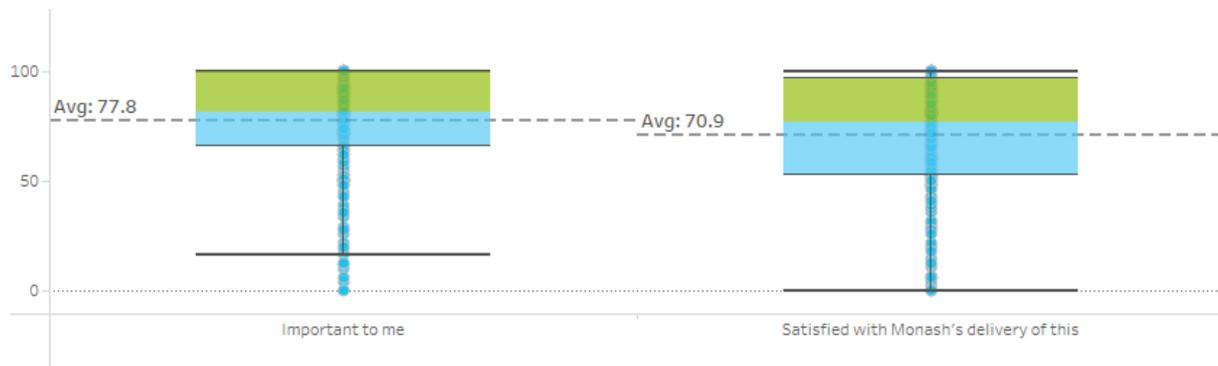
1.5.4   Language support

Q. Adequate English language support.
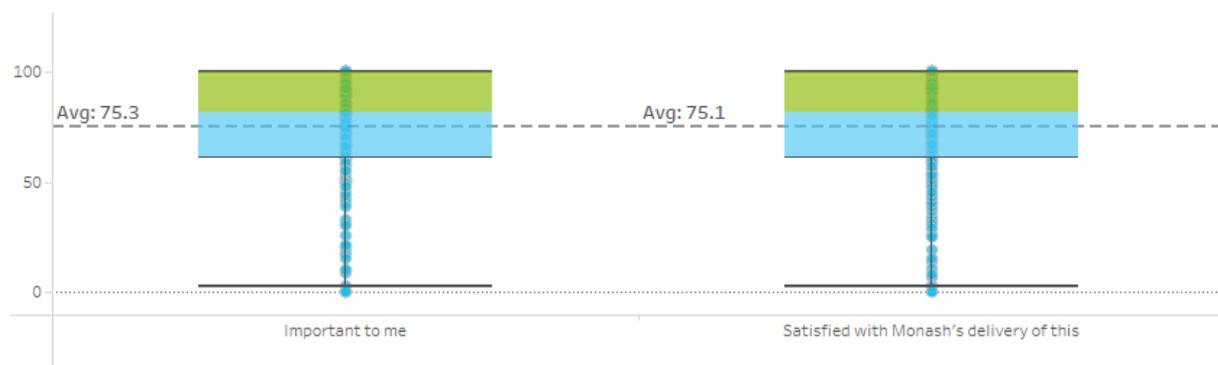
1.5.5   Key findings

Some of the key findings from the three *support services* areas are summarised below.

Students the most satisfied with library resources

Of all 29 areas surveyed, Monash graduate coursework students were most satisfied with library resources. It recorded the best satisfaction score (80.7), well ahead of the second-placed enrolment (76.4).

Language support (third) also placed well in overall satisfaction, which contributed to *support services* being the best-performing of the six themes for satisfaction.

Importance and satisfaction levels consistent across demographics

Both importance and satisfaction levels relating to *support services* were relatively consistent across the demographic groups analysed, indicating that the delivery of these services cater for a diverse set of needs and expectations.

1.6   Culture and facilities

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

Importance	Satisfaction	Gap
6th	5th	4th

The *culture and facilities* section comprised six areas in which respondents could provide feedback. These areas were worded as below:

Facilities/services	Adequate facilities and services.
Academic community	Feeling part of an academic community.
Graduate study space	Access to graduate-specific study space.
Graduate social space	Access to graduate-specific social space.
Graduate social community	Feeling part of a graduate social community.
Sense of belonging	Feeling a sense of belonging to the University.

The results from each of the areas of *culture and facilities* are explored below.

1.6.1   Facilities/services

Q. Adequate facilities and services.
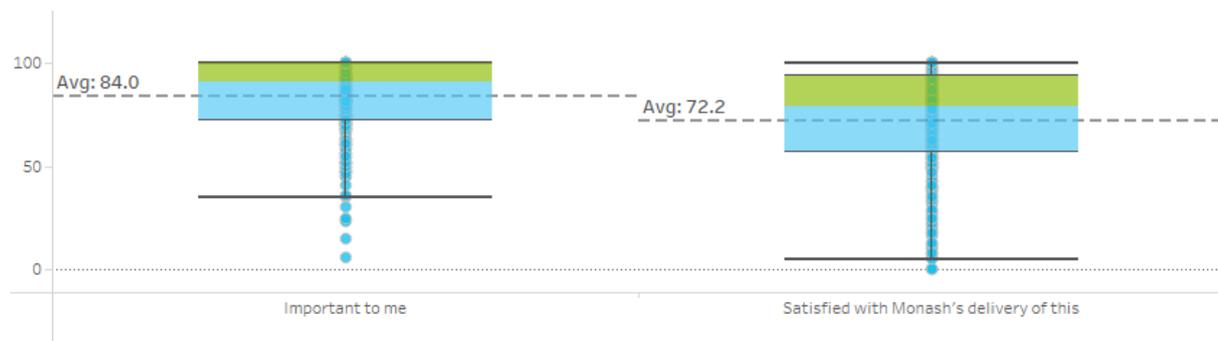
1.6.2 Academic community

Q. Feeling part of an academic community.
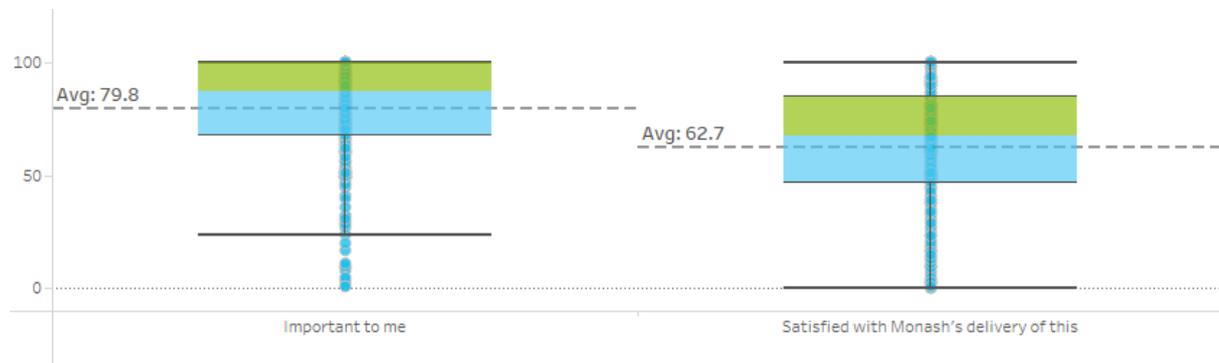
1.6.3 Graduate study space

Q. Access to graduate-specific study space.
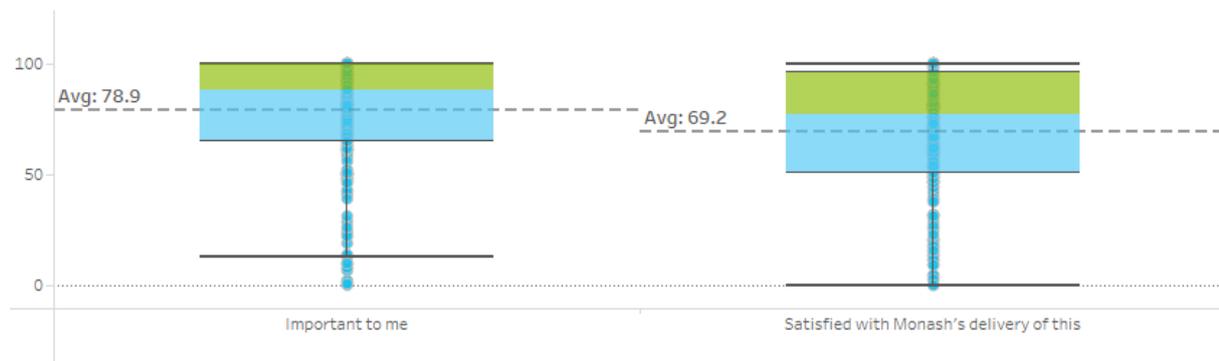
1.6.4 Graduate social space

Q. Access to graduate-specific social space.
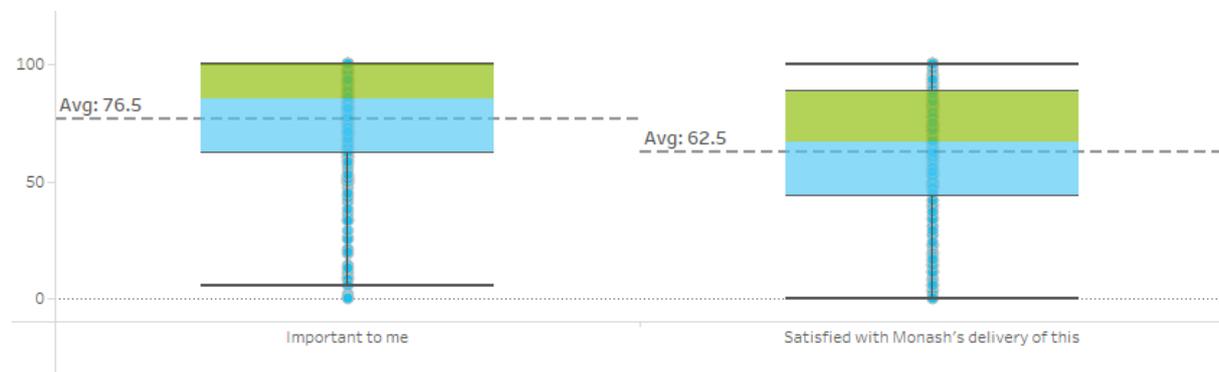
1.6.5 Graduate social community

Q. Feeling part of a graduate social community.
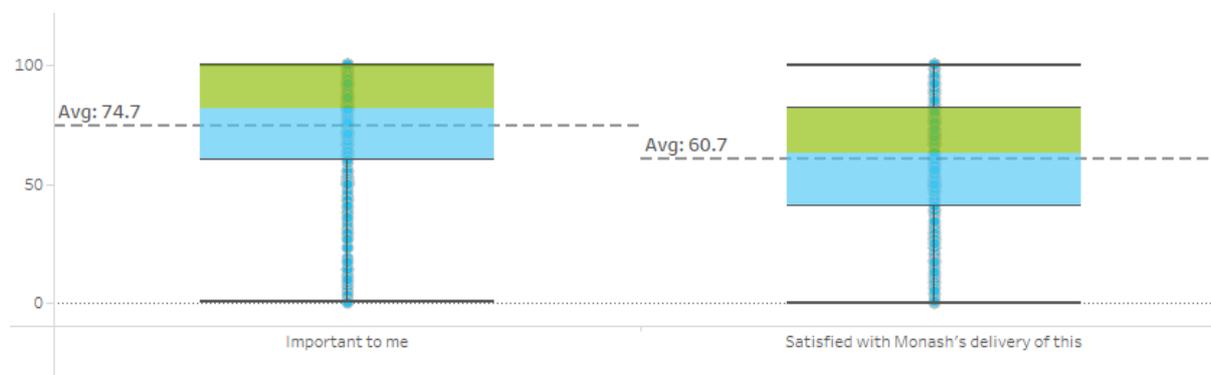
1.6.6 Sense of belonging

Q. Feeling a sense of belonging to the University
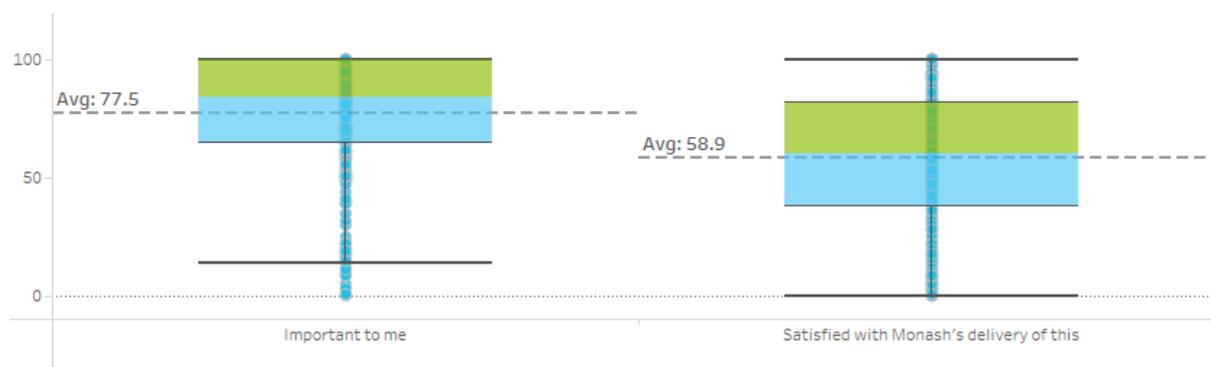
1.6.7 Key findings

Some of the key findings from the six *culture and facilities* areas are summarised below.

Sense of belonging ranked low for importance – particularly for domestic students

While by no means unimportant given its 77.5 score, sense of belonging ranked only 22nd for importance of the 29 areas surveyed.

Meanwhile, the score of 68.9 for importance of sense of belonging from domestic graduate coursework students ranked 28th among responses from this demographic group. This was substantially lower than the score of 82.6 given by international graduate coursework students.

Sense of belonging ranked poor for satisfaction

The overall average satisfaction score of 58.9 for sense of belonging ranked 26th out of the areas surveyed. International students were among the least satisfied with a score of 56.3 (compared to 63.4 for domestic students).

Those who had considered leaving had an average satisfaction score of 42.2, which was substantially lower than those who had not considered leaving (67.4).

Community and socialising with their colleagues more important for international students

While slightly less satisfied than their domestic counterparts when it came to academic community, graduate social community and graduate social space, international coursework students placed greater importance on these areas. For instance, in relation to having a graduate social space, international respondents gave an importance score of 80.9 compared to 67.7 from domestic students.

Caulfield graduate coursework students more satisfied with graduate-specific spaces than those from Clayton

Graduate coursework students in Caulfield placed both greater importance (82.8) and were more satisfied (73.5) in their graduate study space than those in Clayton (75.1 and 65.3, respectively).

Caulfield respondents were also more satisfied that they felt part of a graduate community (65.2 to 57.8) and had a sense of belonging to the university (62.9 to 57.0).

1.7   Faculty comparison

1.7.1   Importance

The following tables detail the overall average importance scores as rated by graduate students for each theme and for each of the ten faculties of Monash University, as well as where that faculty's score ranks relative to the scores of the other faculties. For example, MADA had the best average importance score for commencement of all ten faculties.

Score

Section	MADA	Arts	BusEco	Edu	Eng	IT	Law	MNHS	Pharm	Sci
Commencement	91.1	82.8	85.3	74.7	78.2	84.8	82.6	83.4	81.2	81.1
Academic delivery	82.5	79.2	82.3	68.8	83.5	76.9	73.1	77.3	74.6	79.8
Academic quality	93.1	91.2	88.8	81.3	89.8	85.9	90.7	87.7	80.9	89.6
Job readiness	89.0	82.7	88.9	75.6	89.8	80.6	89.2	86.8	75.5	90.7
Support services	74.9	83.7	82.8	78.0	85.9	75.1	76.0	80.2	88.0	87.0
Culture and facilities	84.3	77.3	84.1	77.5	82.8	77.4	78.1	77.2	68.7	82.7
Overall	84.0	82.2	84.9	74.9	84.9	79.5	80.2	81.1	77.7	84.3

Rank

Section	MADA	Arts	BusEco	Edu	Eng	IT	Law	MNHS	Pharm	Sci
Commencement	1st	5th	2nd	10th	9th	3rd	6th	4th	7th	8th
Academic delivery	2nd	5th	3rd	10th	1st	7th	9th	6th	8th	4th
Academic quality	1st	2nd	6th	9th	4th	8th	3rd	7th	10th	5th
Job readiness	4th	7th	5th	9th	2nd	8th	3rd	6th	10th	1st
Support services	10th	4th	5th	7th	3rd	9th	8th	6th	1st	2nd
Culture and facilities	1st	8th	2nd	6th	3rd	7th	5th	9th	10th	4th
Overall	4th	5th	1st	10th	1st	8th	7th	6th	9th	3rd

The Faculty of Business and Economics and the Faculty of Engineering shared the highest average overall importance score, while respondents from the Faculty of Education gave the lowest average overall importance score.

1.7.2   Satisfaction

The following tables detail the overall average satisfaction scores for each theme and for each of the ten faculties of Monash University, as well as where that faculty's score ranks relative to the scores of the other faculties.

Score

Section	MADA	Arts	BusEco	Edu	Eng	IT	Law	MNHS	Pharm	Sci
Commencement	68.5	72.6	73.0	69.4	66.7	71.9	64.5	69.4	77.2	64.4
Academic delivery	71.7	70.2	67.6	60.8	59.6	63.0	56.7	68.6	68.2	62.2
Academic quality	74.6	78.1	71.3	70.0	72.7	64.8	65.7	73.8	75.4	68.5
Job readiness	61.0	64.5	55.4	56.2	58.6	46.4	62.4	64.5	58.7	55.2
Support services	83.1	80.9	74.6	73.9	75.5	70.2	71.9	74.7	82.8	62.2
Culture and facilities	69.7	68.7	66.0	64.3	62.8	66.3	61.0	65.7	70.1	46.2
Overall	71.9	72.4	68.2	65.3	65.3	64.2	62.6	69.4	71.8	59.5

Rank

Section	MADA	Arts	BusEco	Edu	Eng	IT	Law	MNHS	Pharm	Sci
Commencement	7th	3rd	2nd	5th	8th	4th	9th	5th	1st	10th
Academic delivery	1st	2nd	5th	8th	9th	6th	10th	3rd	4th	7th
Academic quality	3rd	1st	6th	7th	5th	10th	9th	4th	2nd	8th
Job readiness	4th	1st	8th	7th	6th	10th	3rd	1st	5th	9th
Support services	1st	3rd	6th	7th	4th	9th	8th	5th	2nd	10th
Culture and facilities	2nd	3rd	5th	7th	8th	4th	9th	6th	1st	10th
Overall	2nd	1st	5th	7th	6th	8th	9th	4th	3rd	10th

Graduate coursework students from the Faculty of Arts had the highest average overall satisfaction score, while those from the Faculty of Science had the lowest.

1.7.3 Gap

The following tables detail the overall average gap scores for each theme and for each of the ten faculties of Monash University, as well as where that faculty's score ranks relative to the scores of the other faculties.

Score

Section	MADA	Arts	BusEco	Edu	Eng	IT	Law	MNHS	Pharm	Sci
Enrolment	-24.8%	-12.3%	-14.4%	-7.1%	-14.7%	-15.2%	-21.9%	-16.8%	-4.9%	-20.6%
Academic delivery	-13.1%	-11.4%	-17.9%	-11.6%	-28.6%	-18.1%	-22.4%	-11.3%	-8.6%	-22.1%
Academic quality	-19.9%	-14.4%	-19.7%	-13.9%	-19.0%	-24.6%	-27.6%	-15.8%	-6.8%	-23.5%
Job readiness	-31.5%	-22.0%	-37.7%	-25.7%	-34.7%	-42.4%	-30.0%	-25.7%	-22.3%	-39.1%
Support services	10.9%	-3.3%	-9.9%	-5.3%	-12.1%	-6.5%	-5.4%	-6.9%	-5.9%	-28.5%
Culture and facilities	-17.3%	-11.1%	-21.5%	-17.0%	-24.2%	-14.3%	-21.9%	-14.9%	2.0%	-44.1%
Overall	-14.4%	-11.9%	-19.7%	-12.8%	-23.1%	-19.2%	-21.9%	-14.4%	-7.6%	-29.4%

Rank

Section	MADA	Arts	BusEco	Edu	Eng	IT	Law	MNHS	Pharm	Sci
Enrolment	10th	3rd	4th	2nd	5th	6th	9th	7th	1st	8th
Academic delivery	5th	3rd	6th	4th	10th	7th	9th	2nd	1st	8th
Academic quality	7th	3rd	6th	2nd	5th	9th	10th	4th	1st	8th
Job readiness	6th	1st	8th	3rd	7th	10th	5th	4th	2nd	9th
Support services	1st	2nd	8th	3rd	9th	6th	4th	7th	5th	10th
Culture and facilities	6th	2nd	7th	5th	9th	3rd	8th	4th	1st	10th
Overall	4th	2nd	7th	3rd	9th	6th	8th	5th	1st	10th

In regard to the gap between importance and satisfaction, the Faculty of Pharmacy and Pharmaceutical Sciences had the lowest average overall gap, while the Faculty of Science had the largest.

Part 2: Enrolment at Monash

The following questions were asked in relation to graduate coursework students' overall experience at the university.

2.1   Reasons for enrolment

Why did you enrol in a graduate degree? (select as many as relevant)
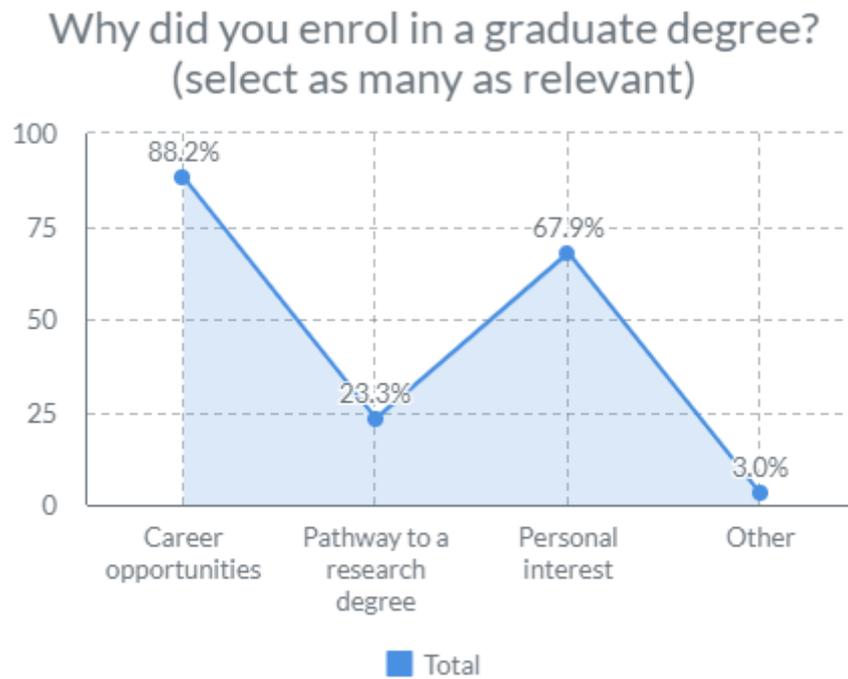
The overwhelming majority of Monash graduate coursework students enrolled in a graduate degree to enhance their career prospects, which helps explain why *job readiness* ranked so highly (second) in part one of this report. Meanwhile, over two-thirds enrolled to pursue personal interests and just under a quarter did so as a pathway to a research degree.

2.2   Choice of Monash University

Why did you choose Monash?

	They offered the course I was interested in	Reputation of Monash University	Location	Cost	Other
Total	81.9%	74.2%	41.1%	7.7%	8.2%
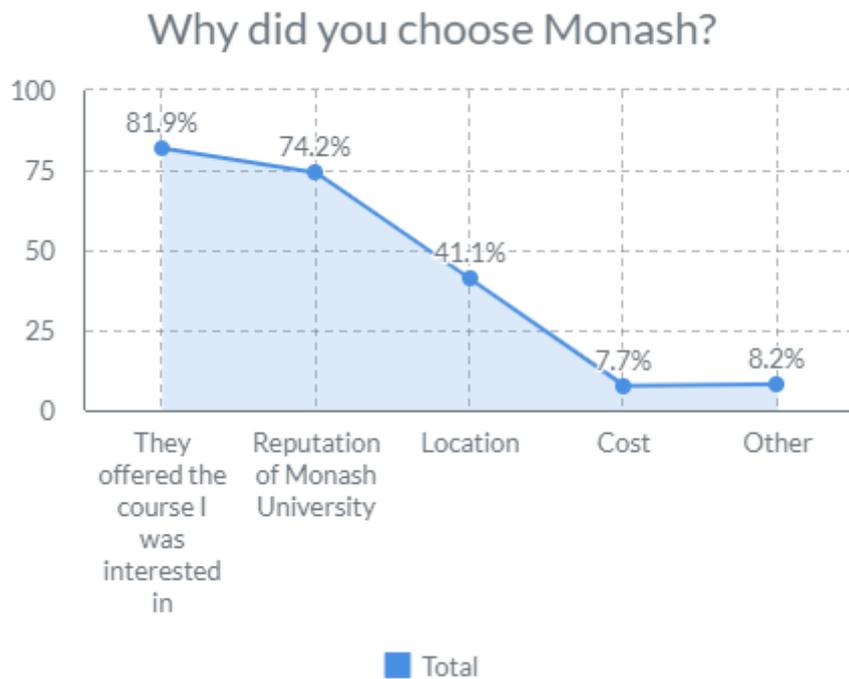
Monash graduate coursework students primarily chose the university because it offered the course they were interested in – followed closely by the university's reputation. The cost of the course was a reason for choosing Monash for only 7.7% of respondents.

2.3   Location of study

Graduate coursework students were asked two questions in relation to their study location for 2021. Firstly, they were asked **During COVID where did you mostly study?** Secondly, they were asked **where did you intend to study in 2021?**

Study location: intention and the COVID reality
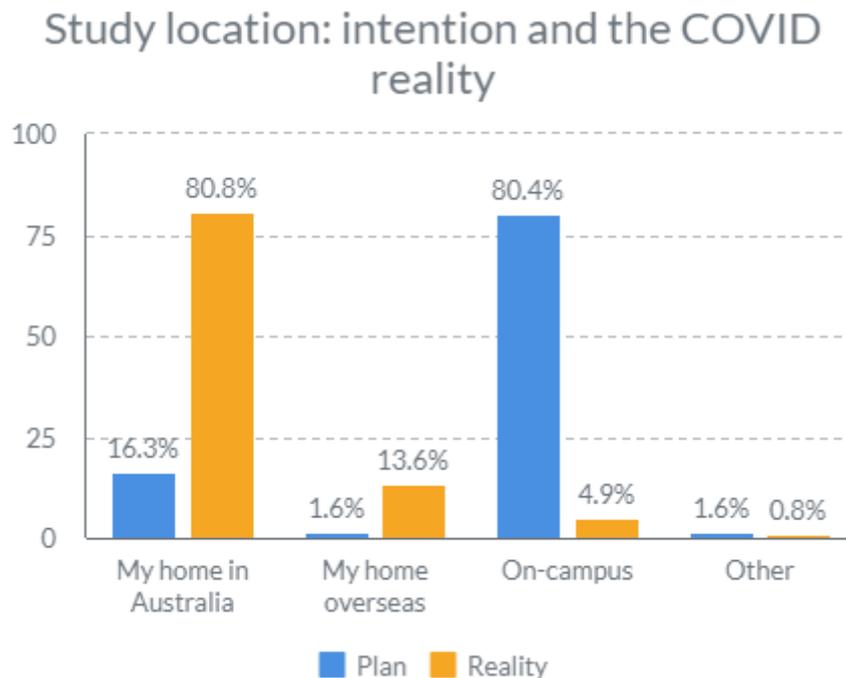
Not surprisingly, it is evident that where students planned or intended to study in 2021 was vastly different to where they ended up studying.

2.4 Changes to enrolment status

Have you made changes to your enrolment?
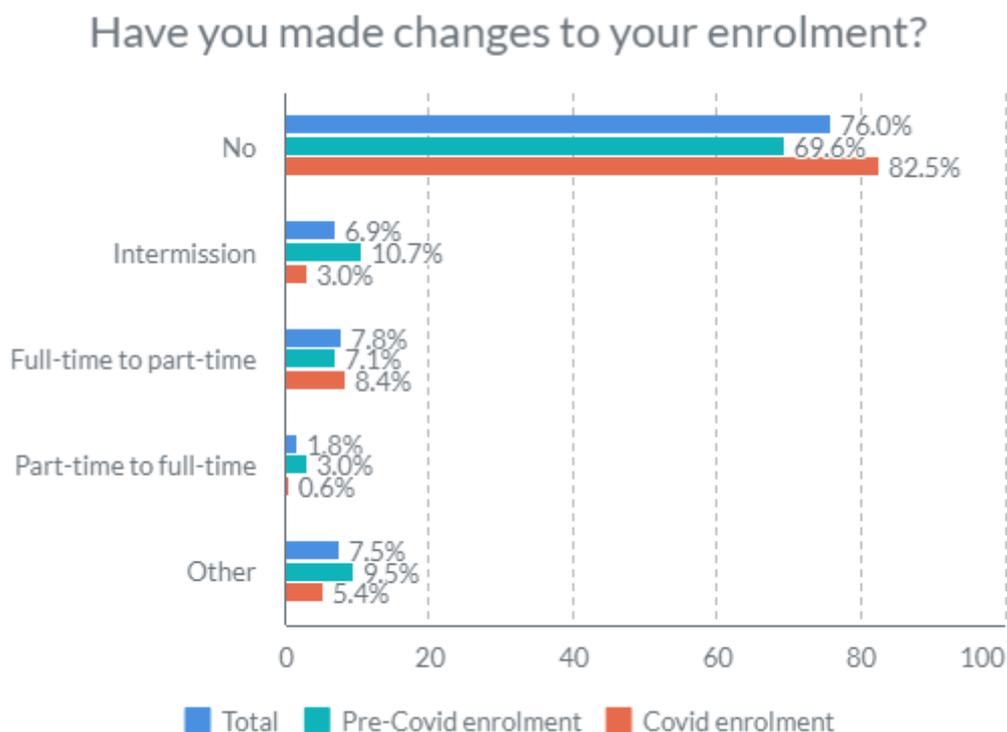
Over three-quarters of Monash graduate coursework students had not made any changes to their enrolment since their course commenced.

Meanwhile, those who had enrolled prior to the COVID pandemic were more likely to have made a change to their enrolment than those who had enrolled during the pandemic.

Those who had made a change to their enrolment were given the opportunity to provide their reasons for doing so. The top five responses are included in the following table:

Reason for making changes to enrolment	Number of responses
COVID-19	23
Health and wellbeing	14
Online study unsuitable	12
Workload or time requirement	8
Employment responsibilities	6

For graduate coursework students, **COVID-19** was the primary reason why changes were made to their enrolment. Notable comments included:

> *"I had to go back to my country because of a family emergency and I couldn't get back to Australia afterwards."*

> *"I feel like covid, impacted me a lot. I want to make sure when I do (my) placement in two years it will be less restricted and I can learn."*

"Due to covid-19 travel restrictions and being unable to gain university experience. Also, isolation making it harder to study."

"For one thing, I didn't want to study a practical course … with lot of in person need online."

Meanwhile, **health and wellbeing** were also prevalent reasons given for making changes.

"Given the mental headspace losing my father put me in, I needed to go easy for a semester to gather myself together and make sure I'm dealing with my mental health adequately and appropriately."

"It was getting hectic and stressing me out a lot, so I underloaded my last semester. Instead of doing 4 units in my last semester I'm just doing 2 units."

"Workload and work pressures/priorities and unable to balance coursework time requirements with mental wellbeing."

Other notable comments included:

"Combination of lack of support from faculty in certain units; financial difficulties and working additional hours; health issues."

"I ran out of funds to support my final semester."

"I bought a house and moved into it on my own during lockdown and didn't feel I could do that, work and study at the same time. I'm glad I did as I feel I wouldn't have been able to give my study the time and dedication I would have wanted to. I'm excited to go back next semester."

"There was no available units until the end of this year and I have refrained from doing my placement this year."

"I received an exemption for a class but I wasn't replacing the class so the system wouldn't allow me to proceed. I was basically forced to go part time to get around the issue."

2.5 Comparisons to previous institutions

Participants who had studied at a tertiary institution other than Monash were asked **how does Monash compare to your previous institution?**

The majority of respondents emphasised that Monash was an improvement on their previous institution; however, several indicated that it was worse. The top response themes are summarised below:

Reason for making changes to enrolment	Number of responses
Better	101
Worse	38
Neutral	23
Quality of education – better	27
Infrastructure – better	14
Quality of education – worse	14
Sense of belonging/community – worse	10
Support – better	9
Diversity – better	9
Sense of belonging/community – better	8
Support – worse	7
Administration - worse	6

The most prominent response was that the **quality of education at Monash was better** than they had previously experienced. Notable comments included:

> *"Monash is way above than my previous experience. It was such an upgrade to be a part of this respected institution. The quality of coursework and all the professors were highly supportive and experienced."*

> *"I have enjoyed the variation of the assignments that this degree has provided. It wasn't just essays and exams which is what my first degree was."*

> *"The overall quality of education is better as compared to my previous one. The resources available are also better but currently not able to utilize on campus stuff a lot."*

> *"Very inclusive, and the lecturers are more in touch with us as a group and as an individual and we are not just a number."*

The **infrastructure at Monash as a positive improvement** on their previous institution was also prominent among the differences raised. Statements included:

> *"Comparing to previous university, Monash has access to several resources and facilities for us. The professors are polite and their teaching skills is better."*

> *"World-class infrastructure and an inclusive community."*

> *"Monash is much bigger than my previous institution, better resourced, and attract more prestigious faculty. I am much happier at Monash than I was during my undergrad."*

> *"I think Monash provides really good infrastructure, opportunities to meet a diverse range of students and professionals and a lot of emphasis on extra-curricular, which wasn't quite there in my previous institute."*

Meanwhile, the most prominent negative difference raised was that the **quality of education at Monash was worse**. Comments included:

> *"My previous institution had much greater flexibility in terms of scheduling and completion of courses to accommodate students with other responsibilities (i.e. caring for children, employment) by offering a much greater range of class times including evenings and weekends, and allowing placement hours to be completed on a part-time basis. Students also had a much wider range of elective choices."*

> *"I think Monash doesn't make me feel like I am important as a student. The student bodies however, are doing a lot more for the students than they university is. Which, is a little frustrating."*

> *"It does not compare, Monash has not been what I was excited for nor what I expected. It's a business to make money and churn out degrees."*

Other notable comments included:

> *"More friendly and feels like more of a community. The class cohort is much smaller so you get to know everyone and people genuinely participate in breakout rooms. I enjoy the support network that Monash provides e.g. peer mentoring, someone from law faculty also reached out following my first class to see how I was doing and if I had any questions. Not up to this stage yet but also heard the guaranteed clinical placement is good opportunity to get work experience and prepare you to graduate. Overall, I find Monash much better than my previous institution."*

> *"I felt completely abandoned by Monash during Covid. Even my top 550 uni gave a tuition discount."*

> *"Average - less sense of belonging to the community and university, less services available to students for free (e.g. documents requested from Monash Connect/ transcript/ graduation ceremony), and very limited on campus dining options."*

> *"I love Monash. The facilities, tremendous support from staff and brilliant feedback from lecturers have shaped me up to a better version of myself. The volunteer opportunities from MGA have largely supported me to establish my confidence and made me feel like I'm capable of doing something and I belong at Monash. MGA has given me the opportunity to be part panels like APC hearings which helped me improve my decision making and Bulk my CV as well."*

> *"Monash is much more focused on giving constructive and timely feedback on course progress. The professors and Monash teams have been helpful with understanding the course on a deeper and personal level, going out of the way at times to make units more*

real-life oriented and skill development as an end result. Ensuring that students are comfortable but constantly challenging and pushing to grow and excel."

"Did not really feel a sense of pride/belonging to Monash as I did in my previous institution of study, could mostly be because the majority of my course in Monash was online and I was not able to experience being on campus."

"Even though Monash is a world ranking university I still felt that the approach for helping students at times is superficial like that was in my previous institution. One thing is that Monash has some good facilities, but it would be better if they would be free for the students."

"Good reputation, but less efficient. Didn't support students with sufficient real-world projects training opportunities. Mainly because of a long period of ongoing lockdown. But it's unfair for students enrolled in this period of time."

"Monash is great. I think the fact that there are Facebook groups & events (online events at the moment) that are interactive is great!"

"Monash has more flexibility on the subjects, so I could tailor it to my interests. In addition, Monash pushes a lot on the individual to think and open students minds to great possibilities."

"Monash is definitely better that my previous university in terms of studies and standard. However, it would be good if Monash can provide on-campus placements to all their students as an option."

"Overall Monash is good but the education fee is also several times as my previous institution."

"I love Monash it is so much better than my undergrad. The whole campus is great, the lecturers and tutors are amazing and so knowledgeable and nice."

"Difficult to compare as my whole master's course has ended up being online due to covid. From an administrative perspective though, it has been well run."

"In the previous institution there was more of theoretical learning and in Monash there is more of industrial learning."

"There is an equal level of pretension and lack of regard from admin staff for how student circumstances affect wellbeing (I went to Unimelb). In my experience teaching staff and student advocacy are far more understanding than university central admin."

Part 3: Experience while studying

The following questions were asked in relation to graduate coursework students' experience of specific elements of their course at the university.

3.1 COVID-19 impact

Respondents were invited to **reflect on the biggest impact COVID-19 has had on your course/degree**. The top 8 response themes from Monash graduate coursework students who answered are summarised below:

Biggest impact of COVID-19 on course	Number of responses
Online learning difficulties	90
Lack of socialisation/isolation	72
Mental health	42
Unable to attend campus	27
Lack of networking	22
Access to resources	19
Lack of motivation	18
Financial impact	17

The most common response from graduate coursework students related to **online learning difficulties**. Notable comments included:

> "Online learning for sure - some lecturers are still not familiar/well-versed in online learning. Doesn't make me think that the money spent is worth [it]."

> "The biggest impact is studying online, which I am not comfortable with. Also, in the next semester we start our placement and practicing online would be very challenging."

> "I'm not comfortable with the online classes or tutorial. However, I am doing the course almost online and paying the same tuition fees. Overall COVID-19 has impacted the course."

> "Online lectures are also quite different especially interaction wise. It is difficult to ask questions and … concentrate on the lectures."

> "Not being able to attend in person - my course is a night course, so I have to attend live seminars at 6am. I'm not sure what will happen next semester if I'm unable to travel to Melbourne in person. With time changes, my courses will be at 4am latest. I work a daytime job as well, so it will be difficult to arrange for this. The uncertainty has been the most difficult part, but I appreciate everyone's help at the university to date!"

The **isolation** and **lack of socialisation** that has come as a result of public health measures limiting on-campus attendance was also frequently raised.

"Being online has made the social aspect of the degree less impactful. Making friends and connections is an important part of university which I do feel like I'm missing out on."

"Everything's online, but that suits me. I do miss social interaction before/after class though."

"I have no extended family in Australia and limited social support affected my motivation and sense of purpose."

"I miss meeting students face to face and interacting with fellow students before and after class. I feel that it is harder to build those relationships when we are entirely online. Those relationships are important. During my professional career, I have crossed paths with fellow Bachelors degree students. These people remain in your professional network for life."

Several respondents took this opportunity to discuss the impact that COVID-19 had on their **mental health** and how this impacted their studies. These included:

"I had multiple mental breakdown and seek support for counselling and special considerations for some assessments. Going through this phase has also taught me to self-care skills, self-advocate skills and capacity to empathise with myself and others. Covid also meant my job opportunities were limited so I struggled financially quite a bit - I sought free grocery and food from some food bank and applied for Covid financial help organised by Monash so that definitely helped me to go through this phase."

"Just my mental health and motivation has just tanked. I don't feel motivated to study or attend classes and I really struggled to sit down and concentrate."

"It has affected my mental health a lot due to which I couldn't focus on my studies that well which impacted my networking abilities and grades."

"I got Anxiety when my parents were positive and got hospitalized in [my home country]. My lecturers were with me by providing the best that they can do. Thank You."

"The sense of disconnection... As soon as the lessons finish, computer is shut and there's a weird discomfort that is generated by the disconnection between my physical reality and virtually space. It somewhat worsens my mental health."

Other notable comments included:

"COVID-19 has pushed networking into the virtual world which I think removes a humanistic element from 'feeling out' people from joining them to your network."

"Libraries not being open has significantly affected my motivation."

"My vision has worsened from constantly sitting in front of my laptop for tutorials and lectures (I even had to get prescription glasses and before 2020 I never had any problems)."

"COVID 19 has impacted me as my study consists majority of practical work which I lacked in experience."

"Actually good for me as online learning better and more flexible time management for someone got work and family commitments."

"Unable to do industry placement."

"Having to be at home working full time plus caring for my children plus studying."

"I moved to Melbourne 8 months later than anticipated, faced housing and financial instability as a result. I have lived in 8 housing situations while completing my degree, without an income for most of it."

3.2   Mental Health

Monash graduate coursework students were asked to reflect on how their current mental health compared to their mental health during 2020.

How would you rate your current mental health compared to last year?

- Much worse (12.7%)
- Somewhat worse (34.8%)
- About the same (30%)
- Somewhat better (17%)
- Much better (5.5%)
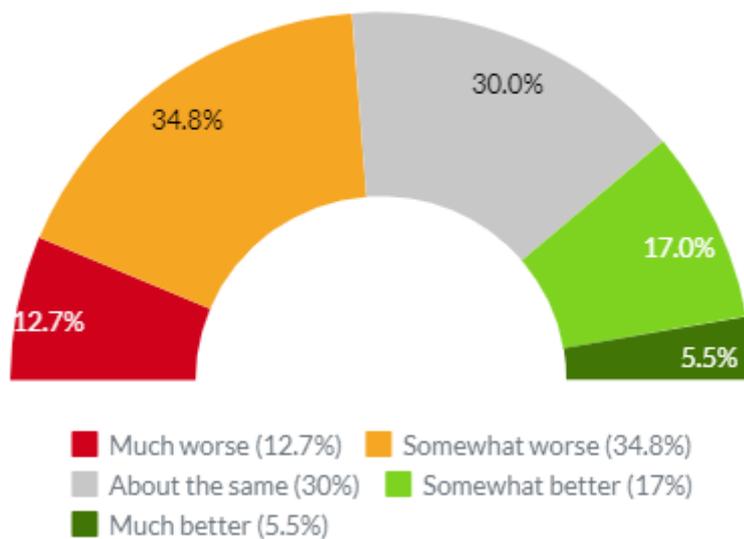
Just under half (47.5%) of Monash graduate coursework students reported that their mental health was worse in 2020 than it was in 2021, while 22.5% said it was better.

Respondents were then asked **what wellbeing resources do you need to help you improve your overall mental health**? The top 6 themes are summaries below:

Suggestions of wellbeing resources to help improve mental health	Number of responses
Counselling	31
Social support and activities	31
University Administration	18
Wellbeing training	16
Meditation and mindfulness	15
Financial support	14

The equally most-popular response related to **counselling** services. Notable comments included:

"I've been using the Counselling services at Monash. However, they are limited."

"A therapist that asks the right questions and helps me in being able to share my emotions at the University health services."

"Better access to student councillors, easier access to extensions during lockdowns. Given the general lack of Uni councillor availability it should be easier to receive an extension for coursework."

The other most-popular response related to **social support and activities**. Suggestions included:

"To be honest at this point, more physical connection with the community would do magic but I know this is not really possible during lockdown now."

"I feel I have all the resources I need. I would love to hear about opportunities that students can look forward to post lockdown, such as study tours etc. Even if it is not clear when these opportunities will resume, it would be nice to have something on the horizon we can hope for."

"It would be nice to have a weekly meet up where you can meet people who are studying the same degree as you. Meeting other grads is nice but if I study business and they study chemistry it's hard to discuss coursework."

"More social interactions or games night, maybe something that allows you to make friends. Some of my friends in Singapore have a virtual escape room activity as a part of their bonding sessions. So, this is like solving mystery cases and finding clues with friends and winning the game. This definitely increases the social interaction and you also have fun while doing it!"

Other interesting comments included:

"Being able to feel a part of the larger university and of a university that cares about its students overseas who are really struggling."

"More check-ins with the course convenors and lecturers to check if we are too overwhelmed and if they can help."

"I need my units to be made more enjoyable. I need less pressure from Monash regarding exams and assignments so I can learn without being pressured to constantly do well."

"Tools to manage high stress situations."

"Wellbeing resources that are related to managing my mental health and stress as well as improving motivation and productivity."

"Meditation or mindfulness courses or sessions or online social and networking events."

"More financial support to international students stuck offshore."

"Tips and advice on how to take care of ourselves, anonymous support system, webinar activities on mental health care practices, etc."

"More professional career assistance."

"Encouraging card, exercise buddy and wellbeing gift."

"More understanding from Monash and allowances for extensions due to COVID being offered not increasing work by making it by application with the chance of rejection."

"Having free access to a meditation app such as Headspace would have been extremely helpful. They do have student accounts but it currently isn't available for Monash students."

3.3   Discrimination

Have you experienced bullying, harassment or discrimination?

| No | 90.4% | | Yes | 9.6% |
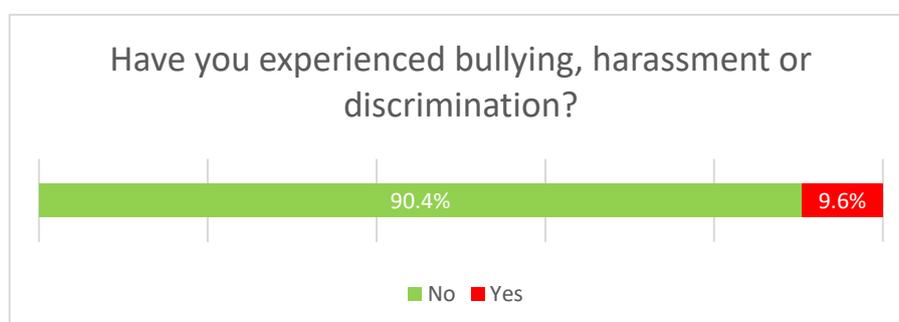
Almost one in every ten Monash graduate coursework students indicated that they had experienced bullying, harassment or discrimination with the majority of problems being linked to staff behaviour.

Of those who had experienced bullying, harassment or discrimination, twenty-five took the opportunity to elaborate on their experience.

Bullying, harassment and discrimination	Number of responses
Staff behaviour	12
Student behaviour	7
International student issue	3
Insufficient process	2
Appreciative of MGA support	2

The most common comment related to **staff behaviour**. These included:

"Again, traumatising. Basically, I was singled out by one of my lecturers. Many things happened over a period of time. I contacted MGA advocacy who were great, but ultimately, I decided not to pursue after being made aware of the tedious process for lodging a complaint etc. Especially considering the university had just recently updated it to make it even more complex."

"Despite having registration and documentation from DSS, a unit coordinator subjected me to humiliating and lengthy questioning before eventually agreeing to grant an extension. She did not appear to be familiar with DSS or what it is for."

"I have experienced racial microaggression from both students and academic staff, where they were simply unaware or slightly disrespectful to other cultures or to students who did not speak English fluently."

Several of those commenting also spoke of **student behaviour**. For instance:

"A slight discrimination in lab between Masters, PhD and post doc fellows."

"I have been absolutely staggered at the sheer volume of socially violence, psychologically unsafe behaviour among … students (male and female, predominantly male). I had to seek the support of one of the MGA Advocates to support me in advocating to be separated/excused from engaging any further with one particular (male) student after he had aggressive outbursts and displayed a volatile temperament (towards female students, in particular)."

"Sometimes during the online lectures when we are allocated in the breakout rooms, students don't interact with the students having different English accents. They prefer to talk and discuss topics with the people who are same as them."

Other comments included:

"Unlike international students, local students tend to be well consulted about a placement opportunity."

"I have experienced misgendering."

"Not inside the class or campus, but in Australia in general almost always."

"A lot of times on campus, people do discriminate because I'm an Indian by [saying] comments [or] ignoring."

3.4   Academic integrity

Do you feel Monash provides adequate information regarding academic integrity?

97.0%   3.0%

■ Yes ■ No
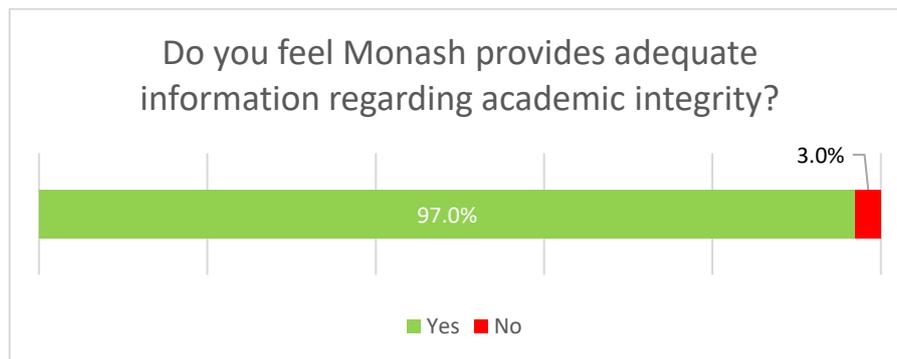
Monash graduate coursework students were overwhelmingly satisfied with the information that the University provided regarding academic integrity.

Of the ten students who were not satisfied with the information regarding academic integrity, four elaborated on their dissatisfaction. These comments included:

> "It would be great if Monash provides a tool for students to check the plagiarism before submitting the assignment. I know it is not a problem for students … [for whom] English is their native language. But for those who do not, like me … may accidently do plagiarism (mostly through paraphrasing)."

> "I think the info on plagiarism was generic and could've been delivered by a librarian in a lecture rather than just an online module. Would be helpful if it was course specific."

3.5   Invigilated examinations

Have you had an invigilated exam?

49.7%	50.3%

■ Yes ■ No
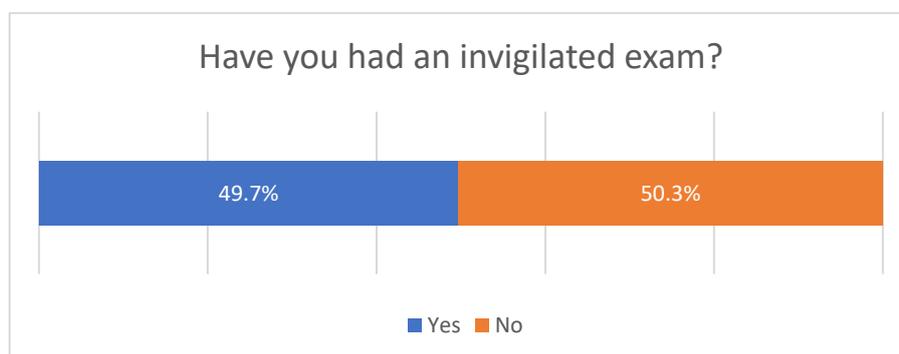
Exactly 100 of the 199 students who had experienced a Monash exam had also had an invigilated exam at the university.

Respondents who had sat an invigilated examination were given the opportunity to comment on their experience.

Thirty-six people responded to the question *do you have any concerns about how it was invigilated?*

Concerns about invigilated exams	Number of responses
Invasive	8
Technical issues	6
Satisfied	5
Inconsistent (invigilator)	5
Stressful	4
Working from home issues	2

The most popular comment was that the invigilation was **invasive**. These included:

> *"Although the invigilators are really nice, having someone watch you constantly through a camera is so intimidating. I felt like I want to vomit because of the pressure."*

> *"Anxiety levels are so high when you know there is someone on the other side of the screen looking at you constantly."*

Technical issues were also raised regularly, with notable comments including:

> *"My biggest concern is when the invigilator disconnects or there is suddenly an issue where you can't connect to the invigilator, your whole exam is on a standstill. I had this happen to me where the whole system crashed for an hour mid exam and there was no one to contact, including the invigilator. It was so stressful with no communication or support and I was so worried I might fail or get pulled up for misconduct because the invigilator couldn't connect with me."*

> *"Took too long to register me. Worried about being late. Was advised that I wouldn't lose time but was obviously stressed about this before I was told."*

"When a problem occurs and the supervisor spends time fixing it, the lost time is not given back to the student. So, whenever a problem occurs, at least 3-5 minutes will be wasted and lost."

Other comments of interest included:

"The invigilation with DSS in 2021 was much better than general invigilation I experienced early in 2020."

"No issue with the invigilation but I had a very bad experience one time. I had to wait more than one hour for my invigilator to join which resulted in delay in starting the exam. The one hour wait made me panicked and afterwards the exam was too stressful to complete that reflected in poor result."

"Sometimes without any need or issue the invigilators keep disturbing students."

"I was pretty comfortable with everything. only thing is, I had a habit of reading things out in exam and I couldn't do it cuz the Invigilator felt disturbed."

3.6   Satisfaction with the examination process
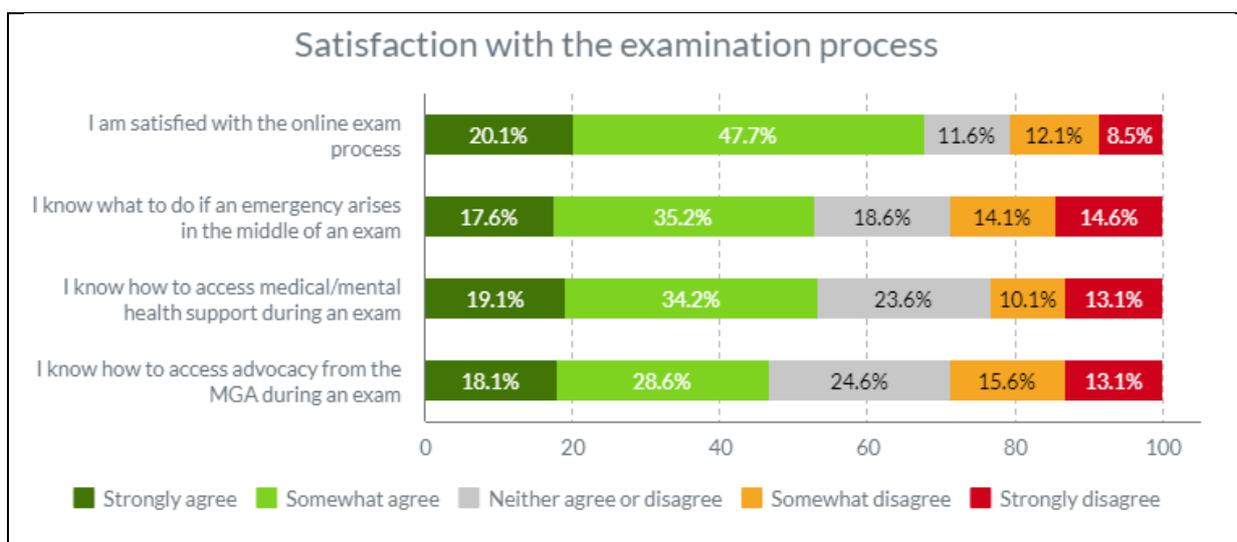
Monash graduate coursework students who had experienced a Monash exam were largely satisfied with the online exam process.

Meanwhile, over one-quarter of students disagreed that they would know what to do if an emergency arose during an exam, while a similar amount disagreed that they knew how to access MGA advocates during an exam.

3.7   Technical issues with examinations

Did you have technical difficulties during an exam?

No	Yes
69.7%	30.3%

■ No ■ Yes
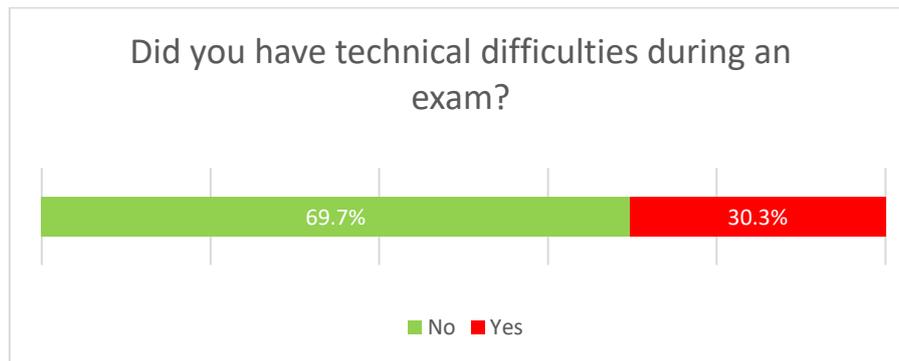
Just under one-third of Monash graduate coursework students had experienced a technical difficulty in an exam. These sixty students were then asked whether their issue had been fixed efficiently.

Were the technical difficulties fixed efficiently?

Yes	No
43.4%	56.6%

■ Yes ■ No
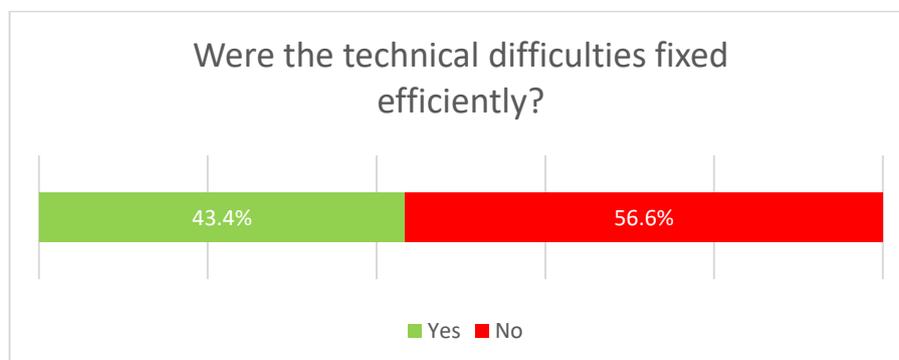
The majority of graduate coursework students who experienced technical difficulties during an exam did not believe that their issue was fixed efficiently.

Several students elaborated on their technical difficulty. Notable comments included:

"It's actually somewhat traumatising writing about it - Exam platform malfunctioned for basically everyone taking my exam, students were re-added the time lost (an email was sent during the exam to notify us of this?) but mine was not. I finished missing 40 minutes that everyone else had been given. I called IT or whoever and after going around in circles, urging me to apply for SC or leave it. They finally allowed me to sit the remaining 40 minutes after hours of stress and tears being on the phone not knowing what was going on. It was extremely distressing to say the least."

"Yes. The invigilator provided guidance immediately and problem fixed promptly."

"Camera issues appeared once logged in to the exam. Was advised to keep refreshing it during exam, despite the distraction and time this would cost. QR code requirements should have been communicated beforehand so students without a QR code scanner could download one ahead of time."

"I had time added to my exam time as a result of freezes. But it didn't account for the emotional turmoil that the technical issue brought on."

"Yes the team was very helpful and my problem was solved quickly."

"The whole exam platform crashed for over an hour and there was nothing I could do except wait. This happened mid exam so I lost everything, and the only thing I got was extra time added onto my exam time as "compensation". The reason sited was the system overloaded and crashed which is absolutely unacceptable. Monash knows how many people are enrolled to take the exam and precautioned should have been taken to avoid the situation all together. E-solutions at the time only told me to wait and keep trying to log in until I worked again and over an hour is HALF of my total exam time."

"The e-exam platform is very bad, most of functions not working e.g. highlighting texts in the Qs, my answer suddenly disappearing for no reason. These generate lots of anxiety, plus very hard to navigate between the Q and typed answer, waste so much time to get to the details u want to access. Should consider change to other service provider for e-exam platform."

"I have had problems twice. One was fixed quickly, the other incredibly slowly."

3.8   Special consideration

Have you applied for special consideration?

| 19.2% | 80.8% |

■ Yes ■ No
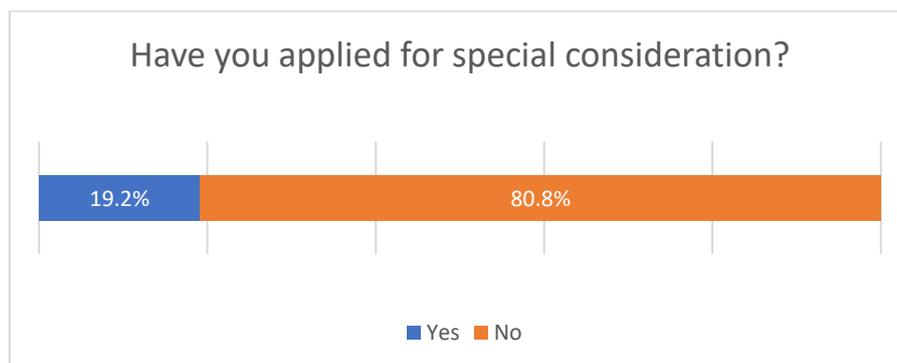
Only fifteen students had applied for special consideration after an examination. These students were given the opportunity to comment on their experience. Notable comments included:

"I got sick during an exam and threw up multiple times. It was a panic attack as stated by my therapist."

"In an in-person exam there's a nurse provided if you have a mental health issue. There was no such arrangement for an online exam. I made an appointment the next day and got a medical certificate for special consideration, which got rejected because the certificate was (not) attained in the middle of the exam."

"There was one time during an exam when the server went down and exam started 2 hours later so that is why I applied for special consideration to give the exam again."

"My exam was at 5am in the morning… I tried applying for an exemption and apparently any exam post-5am is fine but that seems illogical because how many people can [sit] exam in a lucid manner at 5am in the morning… I found my brain foggy and impaired and had to practice waking up early for close to a week prior so that I would remain fresh for the exam."

3.9   General exam comments

Graduate coursework students were given the **opportunity to comment on the examination process.** Forty-four students took the opportunity to do so with the top 5 response themes highlighted below:

Comments on examination process	Number of responses
Satisfied	14
Technical issues	13
Dissatisfied	11
Practicality issues	4
Time requirements	3

The most common response portrayed **satisfaction** with the examination process. Insightful comments included:

> *"We had the opportunity to do practice exams in respondus which prepared us for the actual exam which was helpful and made the experience less daunting."*

> *"The examination process is well explained and the instructions are easily understandable."*

> *"I had to defer my exam and the process was simple. I had a lot of support from Monash Connect and I'm very thankfully to them for that special support when it was needed."*

Several students took this opportunity to again raise their concerns about **technical difficulties** experienced during an exam.

> *"The website should be a little faster. Once, it took me a whole minute to just go to next question and I lost like 5 min in total while switching between questions."*

> *"Pretty good but the platform used could be a bit easier, the split screen function didn't work for me so I couldn't read the problem and write my answer at the same time I had to keep scrolling up and down."*

Meanwhile, there were several students who expressed **dissatisfaction** with the examination process. Their statements included:

> *"I have to borrow a computer from my sister every time I need to sit my exams which is frustrating for all of us. The fact that we are not allowed to have external monitors attached and have to complete on an 11-inch screen is inequitable. Most of us that began study prior to the Pandemic had small computers for commuting and can't afford to buy something with a bigger screen just for use in online exams."*

> *"It's so bad. I hate it. Feels like I have no support at all."*

Part 4: Overall experience

The following questions were asked in relation to graduate coursework students' overall experience at the university.

4.1   General satisfaction

Satisfaction with course and degree

Statement	Strongly agree	Somewhat agree	Neither agree or disagree	Somewhat disagree	Strongly disagree
I am satisfied with the quality of my course/degree	37.6%	39.9%	10.6%	7.5%	4.4%
I made the correct decision in choosing Monash University	46.8%	29.9%	12.2%	6.1%	5.0%
I would recommend Monash University to my peers	41.2%	31.3%	15.5%	5.8%	6.2%
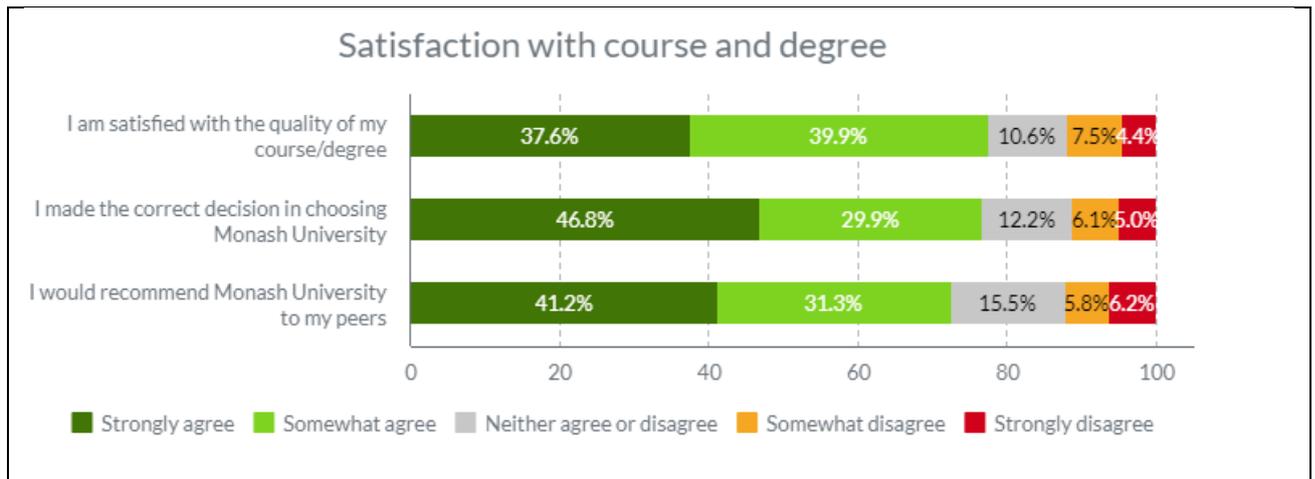
Monash graduate coursework students were predominantly satisfied with the quality of their course, with only 12% expressing that they were not satisfied.

Meanwhile, respondents were highly likely to feel that they made the correct decision in choosing Monash and were willing to recommend the University to their peers.

4.2 Value for money

Do you think your course provides value for money?

Category	Yes	No
Total	54.5%	45.5%
International	51.2%	48.8%
Domestic	60.2%	39.8%
Pre-Covid enrolment	50.9%	49.1%
Covid enrolment	58.1%	41.9%
Considered leaving	37.3%	62.7%
Had not considered leaving	63.4%	36.6%
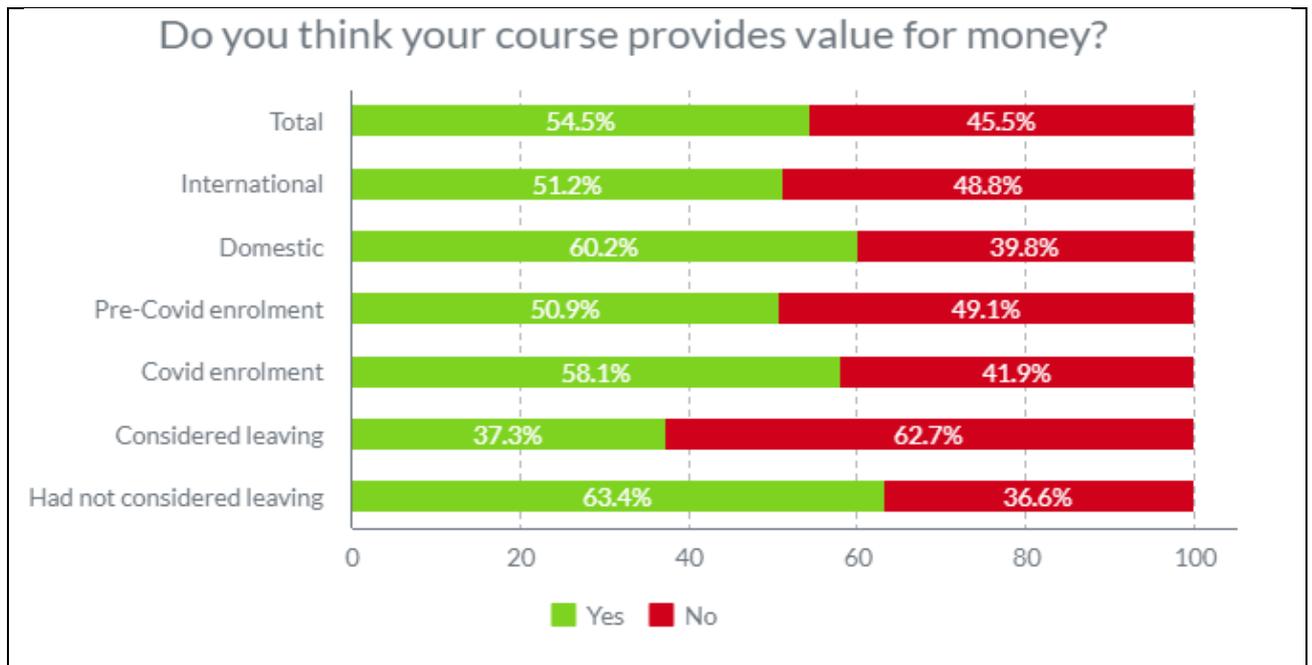
Despite over three-quarters of Monash graduate coursework students declaring that they were satisfied with their course, only 55% thought that their course represented value for money. Of those who did not think their course represented value for money, 51.3% were satisfied with their course, compared to a satisfaction rate of 91.1% for those who did think their course represented value for money.

Meanwhile, domestic students were more likely than international students to feel that their course represented value for money, as were those who enrolled during the COVID-19 pandemic in comparison with those enrolled before.

Just under two-thirds of students who had considered leaving felt that their course did not represent value for money compared to 37% of students who had not considered leaving.

4.3 Considered leaving

Have you considered leaving your course?

	Yes	No
Total	32.9%	67.1%
International	31.8%	68.2%
Domestic	35.0%	65.0%
Female	32.2%	67.8%
Male	34.1%	65.9%
Disability	60.0%	40.0%
No disability	31.1%	68.9%
Carer	39.1%	60.9%
Non-carer	31.5%	68.5%
Pre-COVID enrolment	34.5%	65.5%
COVID enrolment	31.3%	68.7%
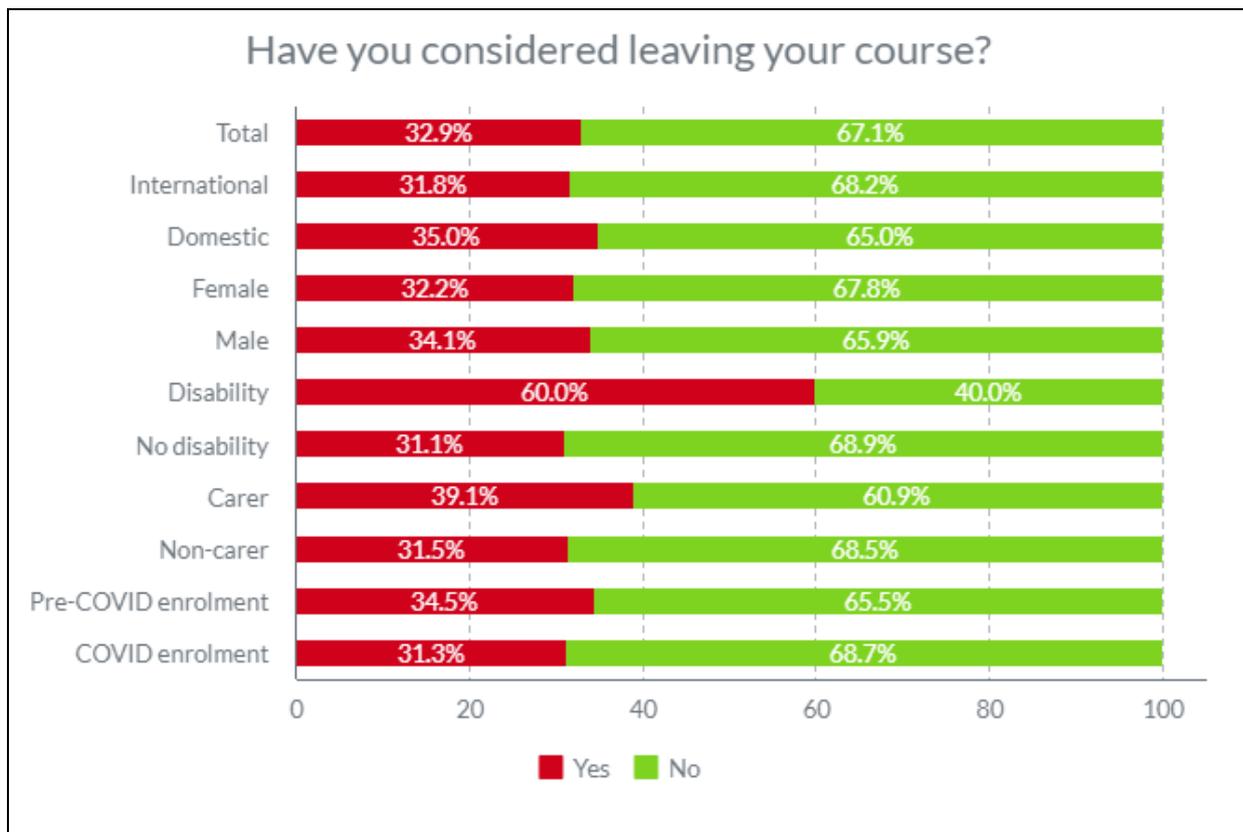
Just under one-third of Monash graduate coursework students had considered leaving their course with those with a disability (60.0%) and those with carer responsibilities (39.1%) the most likely of the demographic groups tested to have considered leaving. All other groups were relatively consistent and remained within a slim margin of the overall average of 32.9%.

In the 2021 Student Experience Survey (SES) conducted by the Social Research Centre, the top five reasons for considering leaving[2] were health and stress (43.2%), expectations not being met (28.7%), workload difficulties (27.0%), study/life balance (26.3%) and academic support (22.3%).

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[2] Respondents to the SES were given a list of reasons as to why they had considered leaving and asked to select as many as were relevant to them.

In an open-ended question in the MGA's *Survey on Graduate Student Satisfaction at Monash 2021*, respondents who had considered leaving were given the opportunity to elaborate on the reasons as to why. The top 10 reasons given were as follows:

Reasons for considering leaving	Number of responses
COVID-19	29
Online study	23
Cost	22
Lack of quality	21
Career opportunities lacking	12
Workload/burnout	12
Health issues	12
International student issues	11
University Administration	9
Professional development lacking	8

The COVID-19 pandemic was central to many of the responses and was the most-frequently referenced reason for graduate coursework students considering leaving. Comments included:

> *"After COVID-19 a lot of my studying was impacted. No practical experience, online lectures, etc. The university never compensated for it and kept the fee same even in such a pandemic bringing difficulties."*

> *"I lost my dad to covid and wanted to fly back home. The pain of being away from family in such dire circumstances is unimaginable. I was talked out of it by my mom, though."*

> *"The beginning of the course, as I joined during the pandemic start, was stressful. The amount of uncertainty, studying alone, loss of sense of camaraderie were some of the issues. However, as the course progressed I found that almost all my classmates feel the same as me and that was comforting as well as made me feel that I belong here."*

Likewise, the switch to predominantly **online study** inconvenienced several graduate coursework students.

> *"When the course turned online I felt it was not worth the fees and they increased the fees by 10 percent."*

> *"Due to covid-19 travel restrictions making it not worthwhile to pay such huge fee to study online and be unable to access facilities at the university, grow a professional network needed for job opportunities, gain deeper intercultural understanding and be part of the Monash community and make friends."*

> *"Online education is cumbersome and difficult. The amount of money that we are paying to Monash doesn't feel justified for what we are offered. The fact that we pay close to double what the local students do while also doing it online weighs on my conscience."*

"After 2 online sems, I had two classmates who dropped out and that made me almost reconsider my decision to continue"

Other interesting comments included:

"Cost. It is the single biggest contribution to my feelings of angst towards this course. I know that I could have a similar qualification, cheaper, from another institution."

"I felt disconnected from what I was learning and my future. I didn't know if this was the right choice and was concerned it was a waste of money."

"Because the units are terrible. The lecturers are terrible. The course design is awful."

"Completely disappointed for the quality of course delivered in this semester. I understood that COVID pandemic has affected our daily life a lot. But I would expected similar understanding from school."

"Because I'm paying $5k for three paragraphs of feedback about a 3000-word assignment with little to no staff contact. The only reason I haven't quit is because I have a friend undertaking the Masters at the same time. I have a PhD, this Masters is useless in comparison."

"I can't see the progress in my learning and I'm confused about my future career paths."

"When I first started my Masters I felt quite overwhelmed by the workload, but I received calls from Monash Connect which helped me to 'hang in there' until I'd adjusted."

"The estimate of time allocation for the course was under represented in the course information provided prior to enrolment. I initially found it very challenging to fit post-grad studies in around full-time work and family life. COVID lockdowns have provided me with extra time in my week that I wouldn't normally get with 3 very active, sporty children. Eventually I found a work pattern that suited my lifestyle, but it has been challenging to say the least!

"Because as an international student, I spend high tuition fees and living expenses but do not enjoy the same value of services and campus life."

"You made an experimental vaccination mandatory which is against the law."

"When I didn't pass my coding unit in my first semester I was very upset and almost wanting to drop out."

"I didn't feel worthy enough, and felt I was behind as I missed a few sessions."

"Arranging field placements has been extremely difficult. I am a single parent who supports two children and works full time. Flexibility for part time placement and allowing paid placement for work-based placement should be approved without COVID special consideration. I think women tend to be in this disadvantaged position at university. Having to apply for special consideration for gendered related issues, sometime discourages me to further studies."

"Not sure what to do after I graduate - continue to study? work?"

4.4 Anything else

The final question of the survey provided an opportunity for final comments or **anything else you would like to tell us?**

The top 5 responses of Monash graduate coursework students are provided below:

Positive – 18
Negative – 17

Anything else	Number of responses
More support	24
Positive – MGA	16
Administration	13
Social interactions; on-campus events	13
COVID-19	11

The primary theme to emerge from these comments related to graduate coursework students wanting **more support** from the University. Notable comments included:

"It would be great if Monash supports more students during the pandemic. I know Monash has support packages, but they are only for whose financial statements are impacted. I understand this, but I believe those whose financial status is not heavily impacted should be supported as well. We miss the chance to use the facilities at the uni, miss all the social events which can save us money. I don't demand the uni to support us like they support vulnerable students, but a grocery gift card, or merch would be a good idea. We really need mental support. During the pandemic, I just feel like the support from Monash is inadequate."

"There are many students who are parents and juggle multiple roles in life. I think there are things that can improve to make university learning more parent friendly without compromising the integrity of university degree and quality of learning."

"International students need extra support in any and every form, especially during the COVID situation. Monash didn't really do anything. I have already completed half of my degree and have received no support to help me better understand how things work in Australia when it comes to career after study."

There were also several comments thanking the MGA for the services that it provides.

"Last but not least, I would like to thank MGA for all the activities you have organised so far. I love these events, I really appreciate your efforts. You have helped me a lot during this difficult time."

"Thanks MGA for the free vouchers and giveaways. The small joys that come through our mail is exciting during such a tough time :)"

"The MGA lounge is probably the only thing I really love about Monash, besides my friends. The reason why is because you have created an amazing environment and made me feel welcome. Thank you."

"If not for MGA, I would have not felt part of Monash at all. I felt the school was only after my money and didn't care about the student experience."

Other notable comments included:

"I'm grateful to be taking this course at Monash and not to be trapped in a job I hated anymore."

"Many of us work full time and study part time, more flexible options regarding class times would be great. It is really difficult to have a class during business hours and there are no other class options."

"Would be better if provide a complaint method for student make complaints for their tutors or lecturers who did not care about their questions and learning progress. Not just provide a survey at the end of the semester."

"My experience in my Masters course has been great. It is stressful and it's a lot of work in my current unit but it is also more satisfying when the work is complete as a result."

"Actually, it is my regret that I came here during COVID-19. I could not able to observe the real Monash University. Moreover, I cannot feel my belonging to the University. The University has commercial attitude. Those who are continuing the course since the last year, they are not appreciated and also not benefitted with any kind of facilities. I didn't get any opportunity to work part time in the University … Those who are talking in the class or responsive, they are benefitted in terms of marking. When English is not your first language then it'll take time to improve academic writing. Teachers should understand that. Judgement should not be biased. There is no opportunity for internship to get practical work experience. It would be more efficient when student get the opportunity for internship. They can understand the real working environment which can improve their employability skills."

"Monash better start offering serious help with industry links, graduate employment assistance etc."

"I recently received an email telling me that I had made unsatisfactory academic progress, by completing insufficient credit points. This was incorrect. The email I received was harsh and upsetting. I followed the instructions on the email and wrote to Monash Connect. I received no response, and kept receiving follow up emails telling me to do a survey to identify why I was failing, and if I didn't do that, there could be consequences. Over a week later I wrote again and received an email response that offered no apology, simply said that it had been referred to the department that sent the email for investigation. That was in week 1. I am still yet to receive any apology or explanation. This all occurred before the start of this semester. I am extremely dissatisfied with this, and the disregard that I was shown. There was absolutely no acknowledgement that it would be upsetting to receive an email telling me that I was failing my degree."

Conclusion

The results of the MGA's *Survey on Graduate Student Satisfaction at Monash 2021* have provided valuable insights into what Monash graduate students value in regard to their educational experience, as well as how satisfied they are with Monash's delivery.

Key findings

Satisfaction levels falling short of levels of importance

Almost exclusively, satisfaction levels fell short of the levels of importance that Monash graduate coursework students placed on their educational experience.

Monash graduate coursework students planned to study on campus

Despite COVID restrictions limiting on-campus attendance to just 5% of Monash graduate coursework students,[3] 80% had indicated that they had intended to study on-campus in 2021. The inability to attend campus and the switch to predominantly online study undoubtedly impacted satisfaction levels.

Academic quality is of the utmost importance to graduate coursework student

With an average importance score of 87.5, *academic quality* was the most important of the six themes surveyed. *Culture and facilities* were deemed least important; however, with an average importance score of 78.6, it was still widely valued.

Graduate students enrolling to boost career prospects, but many are not satisfied with what Monash delivered in 2021

The overwhelming majority (88%) of Monash graduate coursework students enrolled to enhance their career prospects. However, despite coming in second for importance, *job readiness* came in last for satisfaction.

Given the realities of the COVID-19 restrictions, which made in-person networking and internship opportunities improbable, *job readiness* satisfaction was likely impacted by the COVID-19 pandemic.

Nevertheless, given the strong correlation between poor satisfaction with *job readiness* and a graduate student considering leaving their degree, this is certainly an area that requires attention and innovation.

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[3] This figure refers to those who answered in the affirmative to the question: *During COVID, where did you mostly study?* Some students who answered in the negative, may have spent some time studying on-campus.

Carers generally expect less and are more satisfied

Those with carer responsibilities registered marginally higher satisfaction levels and substantially lower levels of importance. Indeed, the overall gap score for carers came in at -7.50% compared to -19.42% for non-carers.

International graduate coursework students expect more and are less satisfied

International graduate coursework students consistently gave higher importance scores and lower satisfaction scores than their domestic counterparts. This was particularly evident when it came to *job readiness* and *culture and facilities*. For *job readiness* international graduate coursework students had a gap score of -37.52% compared to -20.08% among domestic students. Meanwhile, for sense of belonging, international graduate coursework students had a gap score of -31.84% compared to -7.98% among domestic students.

Graduate student mental health twice as likely to have deteriorated than improved in 2021

Monash graduate students were twice as likely to report that their mental health in 2021 was worse than in 2020. The equally most-common suggestions for mental health support that the University could provide related to counselling services and social support and activities.

Technical difficulties during an online examination more likely to go unresolved than resolved

Over two-thirds (68%) of graduate students who had sat an exam agreed that they were satisfied with the examination process.

However, while only 30% of graduate students who had sat an online invigilated examination reported an experience of a technical difficulty, over half of those (57%) indicated that it was not fixed efficiently.

General course satisfaction was high, but value for money has room for improvement

While an impressive majority (78%) of respondents agreed that they were satisfied with the course, only 55% thought that it represented value for money.

Value for money was particularly low among those who had considered leaving, with only 37% responding that their course represented value for money. Meanwhile, those who had enrolled prior to the COVID-19 pandemic (51%) were less likely to think that their course represented value for money than those who enrolled during the pandemic (58%).

Recommendations

Based on the findings of the MGA's *Survey on Graduate Student Satisfaction at Monash 2021*, the MGA has recommended actions for the University that would potentially improve the graduate coursework student experience and increase satisfaction.

1. Ensure graduate coursework students receive adequate preparation to enter the graduate workforce, specifically by:

- Increasing the availability and quality of internship and placement opportunities as an integral component of the graduate degree.

- Providing specific training to prepare graduate students, especially international graduate students, for such internships and placements.

- Increasing availability and quality of industry networking opportunities as an integral component of the graduate degree.

- Providing specific training to prepare graduate students, especially for international graduate students, for such networking opportunities.

- Providing discipline-specific and graduate-specific careers support.

- Providing careers support specifically tailored to international graduate students.

Action: DVC (Education), Faculties, Careers Connect; MGA

2. Ensure academic quality of graduate course delivery is improved, specifically by:

- Increasing the number and broadening the range of time options on offer for students to undertake tutorials, labs and studio work.

- Increasing the amount of face-to-face delivery in a mixed delivery course of online and face-to-face.

- Increasing the variety of electives on offer.

- Improving the spacing of assignment and project delivery due dates.

- Ensuring lectures are engaging and inspirational.

Action: DVC (Education), Faculties

3. Improve support of student mental health, specifically by:

- Continuing to fund and expand existing support services.

- Improving advertising of free counselling.

- Improving advertising of free MGA advocacy.

- Improving staff training and education to eliminate bullying, harassment and discrimination of students by staff.

- Improving advertising of access to mental health nurses during exams.

- Improving advertising of MGA advocacy services to students accused of cheating in exams.

- Improving the quality and reach of support for students with a disability.

- Improving advertising of free MGA social support to address a lack of sense of belonging, particularly among the international graduate students.

Action: HR, DSS, University Marketing, Counselling, Faculties, e-Solutions, MGA

Appendix 1: Demographics

Campus	Respondents[4]
Clayton (including AMREP, MMC, Law Chambers and affiliated institutions)	193 (52.3%)
Caulfield	120 (32.5%)
Parkville	6 (1.6%)
Peninsula	3 (0.8%)
Malaysia	9 (2.4%)
Online	29 (7.9%)
Other	9 (2.4%)

Faculty	Respondents
Art, Design and Architecture	8 (2.2%)
Arts	36 (9.8%)
Business and Economics	86 (23.3%)
Education	45 (12.2%)
Engineering	17 (4.6%)
Information Technology	47 (12.7%)
Law	26 (7.0%)
Medicine, Nursing and Health Sciences	61 (16.5%
Pharmacy	14 (3.8%)
Science	23 (6.2%)
Monash Sustainable Development Institute	5 (1.4%)
other	1 (0.3%)

Domestic/International	Respondents
International student	233 (63.1%)
Local student (Australian or New Zealand citizen/permanent resident)	136 (36.9%)

English primary language	Respondents
Yes	203 (55.0%)
No	166 (45.0%)

Gender	Respondents
Female	266 (72.1%)
Male	98 (26.6%)
Prefer to self-describe	3 (0.8%)
Prefer not to say	2 (0.5%)

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[4] Not every respondent answered every question; hence, total respondents vary between questions.

LGBTIQA+	Respondents
Yes	36 (9.8%)
No	316 (85.6%)
Prefer not to disclose	17 (4.6%)

Aboriginal/Torres Strait Islander	Respondents
Yes	6 (1.6%)
No	361 (97.8%)
Prefer not to disclose	2 (0.5%)

Disability	Respondents
Yes	16 (4.3%)
No	349 (94.6%)
Prefer not to disclose	4 (1.1%)

Age	Respondents
24 or under	139 (37.7%)
25-29	136 (36.9%)
30-39	69 (18.7%)
40 and over	25 (6.8%)

Employment status	Respondents
Full-time	66 (17.9%)
Part-time	85 (23.0%)
Casual	88 (23.8%)
Not employed	130 (35.2%)

Scholarship	Respondents
Yes	69 (18.7%)
No	281 (76.2%)
No, but I previously held a scholarship	19 (5.1%)

Carer status	Respondents
Yes	71 (19.2%)
No	298 (80.8%)

Enrolment date	Respondents
Prior to COVID-19 (on or prior to 29 February 2020)	187 (50.7%)
During COVID-19 (on or after 1 March 2020)	182 (49.3%)

Appendix 2: Wording of sliding scale questions

Question	Wording
Commencement	
Pre-enrolment	There is clear and accurate information about the course prior to enrolment.
Enrolment	The enrolment process is user friendly.
Orientation	There is adequate orientation.
Academic delivery	
Class times	There is an acceptable variety of tutorial/lab/studio times to choose from.
Submission dates	Assignment/project submission dates are spaced appropriately.
Assignment no.	The number of assignments/projects for the course is appropriate.
Elective variety	There is an acceptable variety of electives to choose from.
Balance of compulsory/electives	There is an appropriate balance of compulsory units and electives.
Mixed delivery	There is an appropriate mix of online and face-to-face course content.
Live-streamed lectures	Online lectures be live-streamed rather than pre-recorded.
Group work	There is a group work component.
Academic quality	
Quality lectures	Lectures are educational and of an appropriate academic standard.
Timely feedback	Feedback is timely and constructive.
Engaging lectures	Lectures are engaging and inspiring.
Accessible feedback	Lecturers are accessible and provide feedback.
Clear criteria	The learning outcomes and assessment criteria are clear.
Job readiness	
Work ready	Adequate preparation to enter the workforce after graduation.
Internship	There are placement/internship opportunities.
Networking	There are links to industry/professional networking.
Support services	
Library resources	Easily accessible books and journals.
Learning support	Adequate learning skills support.
IT support	Adequate IT support (eSolutions).
Language support	Adequate English language support.
Culture and facilities	
Facilities/services	Adequate facilities and services.
Academic community	Feeling part of an academic community.

Graduate study space	Access to graduate-specific study space.
Graduate social space	Access to graduate-specific social space.
Graduate social community	Feeling part of a graduate social community.
Sense of belonging	Feeling a sense of belonging to the University.