Identifying Graduate Coursework Student Satisfaction

Faculty of Business and Economics

Monash University 2024

Table of Contents

Executive summary

In April and May 2024, the Monash Graduate Association (MGA) conducted a survey of graduate students at Monash and nine other Australian universities.

Students were asked to rate the importance of various aspects of a graduate educational experience, and then to rate the satisfaction of those same aspects according to their own experiences at their university.

The main findings as they relate to graduate coursework students enrolled at in the Faculty of Business and Economics (BusEco) are summarised below:

Support services at Monash are appreciated

In relation to their course experience, BusEco respondents were most satisfied in relation to *support services*. Likewise, the gap between how important students found it and how satisfied they were with what was delivered was narrowest for support services.

IT support ranked particularly well.

BusEco outperformed non-Monash respondents in the field

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

However, the difference in gaps were rarely dramatic.

Value for money linked to satisfaction with job readiness

The average satisfaction score for *job readiness* was substantially higher among those who thought their course represented value for money than those who did not. This was true of the other themes too, but was most dramatic in *job readiness*.

Dissatisfaction with job readiness is high

Of the six themes included in the survey, students ranked *job readiness* second for importance, but last for satisfaction. Meanwhile, the distance between importance and satisfaction was the widest.

Of the twenty-six individual areas surveyed, all three areas of *job readiness* were the areas where satisfaction was lowest - internship/placement opportunities (26th), networking (24th) and being ready to enter the workforce (25th).

Domestic students were particularly less satisfied.

Domestic students were consistently less satisfied

Across the board, domestic students were, on average, less satisfied than their international colleagues in BusEco.

Furthermore, although domestic students placed less importance on all of the twenty-six areas included in the survey, their satisfaction was low enough that their gap scores were also consistently wider than those recorded by their international colleagues.

MGA engagement low with domestic students

Engagement with the Monash Graduate Association (MGA) was minimal among domestic students, but better among international students.

Introduction

The Monash Graduate Association (MGA) ran a survey of Monash graduate students in April and May 2024. In relation to graduate coursework students, the aim of the MGA's *National Postgraduate Student Satisfaction Survey* was to better understand what students' value in their courses and how their experiences measure up against their expectations.

The survey was advertised in the MGA newsletter, the MGA website, through MGA social media channels and through contacts with Monash faculty groups and associate deans, many of whom agreed to forward the advertising of the survey to their students. Participants were self-selecting, so an incentive scheme (comprising the opportunity to win one of 100 gift cards worth $50 in value) was used to assist in attracting a representative sample.

A total of 246 Monash graduate coursework students from the Faculty of Business and Economics completed the survey (see *Appendix 1: Demographics*), which we estimate to be approximately 6-8% of enrolled graduate coursework students in the faculty.

With the support of colleagues at student associations across Australia, this survey was offered to postgraduate students at nine other universities. Respondents from the University of Queensland, Griffith University, Queensland University of Technology, Southern Cross University, Sydney University, University of New South Wales, University of Technology Sydney, Victoria University and Federation University are all represented in this survey. A total of 70 graduate coursework students across these universities indicated they were studying a business-related course.

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

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

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

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

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

The gap was calculated as below:

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

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

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

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

Please note that other than "Non-Monash" and "HASS," every demographic group mentioned encompasses BusEco graduate coursework students only. The "HASS" grouping refers only to Monash respondents from MADA, Arts, Business and Economics, Education and Law.

Part 2 of this report provides quantitative and qualitative insights into perceptions of course value and retention considerations.

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

They were also asked if there was anything in relation to their course that they wanted their student association to know.

Part 3 of this report highlights the engagement of BusEco graduate coursework students with the Monash Graduate Association (MGA).

This research has been approved by the Monash University Human Research Ethics Committee (Project ID: 41520).

Limitations

While this report provides valuable insights and findings in relation to graduate student satisfaction in BusEco, it is important to acknowledge certain limitations that may impact the interpretation of results. Two such limitations are outlined below.

Over- and under-representation of demographic groups

When considering results, it is important to acknowledge that the response rate is not consistent across demographic groups.

For example, according to the Department of Education, international students accounted for 48% of total graduate coursework enrolment at Monash University in 2022.[1] In this survey, international students accounted for 82% of total responses at Monash. As a result, international students are greatly over-represented and domestic students are greatly under-represented. This is true also of full-time (over-represented) and part-time (under-represented) students.

To account for these imbalances, effort has been made to isolate demographic groups where possible and analyse and report on each group's results. However, these over- and under-representations do impact the demographic analysis when they are not specifically isolated e.g. in the faculty comparisons (see *1.7 Faculty comparisons*).

Furthermore, when comparing Monash and Non-Monash results, the demographic make-up of respondents varied. International students made up 82.1% of Monash respondents, while they made up only 64.7% of Non-Monash respondents.

Positive-negative asymmetry (PNA) effect

Across the entire report, the responses of students have been taken at face-value. As such, it is important to reflect on the positive-negative asymmetry (PNA) effect. The PNA effect is two-part: firstly, it incorporates the positivity bias, which refers to an individual's inclination towards favourable perceptions of phenomena that are novel or do not directly impact them,[2] and, secondly, it incorporates the negativity bias which, in part, relates to how individuals are more curious about negative than positive stimuli and therefore are more mobilised by negative events.[3] In the context of this report, this may mean that answers to the quantitative questions in the survey are disproportionately positive, while the responses to the qualitative (open-ended) questions are disproportionately negative, given that graduate students were not required to provide a response.

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[1] "Student Enrolment Pivot Table 2022," Department of Education (Federal Government of Australia), published 18 December 2023, https://www.education.gov.au/higher-education-statistics/resources/student-enrolments-pivot-table-2022.
[2] Maria Lewicka, Janusz Czapinski and Guido Peeters, "Positive-negative asymmetry or 'When the heart needs a reason'," *European Journal of Social Psychology* 22 (1992): 426.
[3] Reanna M. Poncheri, Jennifer T. Lindberg, Lori Foster Thompson and Eric A. Surface, "A comment on employee surveys: negativity bias in open-ended responses," *Organizational Research Methods* 11, no. 3 (2008): 615-16.

Part 1: Importance and satisfaction

Question	Importance	Satisfaction	Gap
Commencement			
Pre-enrolment	8.34	7.52	-9.8%
Enrolment	8.25	7.92	-4.0%
Orientation	7.84	7.60	-3.1%
Academic quality			
Clear criteria	8.55	7.69	-10.1%
Quality teaching	8.95	7.66	-14.4%
Engaging lectures	8.40	7.42	-11.7%
Academic access	8.47	8.05	-5.0%
Timely feedback	8.52	7.75	-9.0%
Academic feedback	8.62	7.68	-10.9%
Academic delivery			
Mixed delivery*	8.25	8.07	-2.2%
Balance of units	8.28	7.74	-6.5%
Elective variety	8.19	7.67	-6.3%
Class times	8.37	7.41	-11.5%
Assignment no.	8.50	7.38	-13.2%
Submission dates	8.58	7.26	-15.4%
Support services			
Facilities	8.69	7.97	-8.3%
Language support**	8.05	7.95	-1.2%
Library resources	8.56	7.83	-8.5%
IT support	8.17	8.12	-0.6%
Learning support	8.22	7.86	-4.4%
Culture			
Grad community	7.92	7.22	-8.8%
Academic community	7.81	7.20	-7.8%
Sense of belonging	8.17	7.36	-9.9%
Job readiness			
Internship	8.43	6.42	-23.8%
Networking	8.46	6.73	-20.4%
Workforce entry	8.83	6.63	-24.9%
Overall average	8.36	7.54	-9.7%

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

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

1.1   Commencement

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

Importance	Satisfaction	Gap
5th	3rd	2nd

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

Pre-enrolment -   *Having clear information about the course prior to my enrolment.*

Enrolment -   *A user-friendly enrolment process.*

Orientation -   *The orientation experience.*

1.1.1   Pre-enrolment

Q.   Having clear information about the course prior to my enrolment.

	Importance	Satisfaction	Gap
BusEco (n.246)	8.34	7.52	-9.8%
Non-Monash (n.70)	8.51	7.23	-15.0%
HASS (n.688)	8.44	7.30	-13.5%
Grad. Cert in Business (n.13)	8.77	7.38	-15.8%
M. Accounting (n.16)	7.44	6.63	-10.9%
M. Banking and Finance (n.44)	8.39	7.73	-7.9%
M. Intl. Business (n.19)	7.95	8.37	5.3%
M. Prof. Accounting (n.21)	8.57	7.67	-10.5%
Domestic (n.27)	8.07	6.22	-22.9%
International (n.209)	8.37	7.68	-8.2%
On-campus (n.133)	8.28	7.64	-7.7%
Multi-modal (n.109)	8.43	7.39	-12.3%
Not value for money (n.52)	7.94	6.02	-24.2%
Considered leaving (n.95)	8.05	6.68	-17.0%

- The gap between importance and satisfaction was far wider among domestic students than it was among international students.
- The gap was narrower among BusEco respondents relative to non-Monash respondents in similar courses and HASS respondents at Monash University.

1.1.2   Enrolment

Q.   A user-friendly enrolment process.

	Importance	Satisfaction	Gap
BusEco	8.25	7.92	-4.0%
Non-Monash	8.34	7.91	-5.2%
HASS	8.31	7.62	-8.3%
Grad. Cert in Business	7.92	7.54	-4.8%
M. Accounting	7.88	6.88	-12.7%
M. Banking and Finance	8.50	7.98	-6.1%
M. Intl. Business	8.26	8.53	3.3%
M. Prof. Accounting	8.43	8.10	-3.9%
Domestic	7.67	7.07	-7.8%
International	8.32	8.02	-3.6%
On-campus	8.37	7.98	-4.7%
Multi-modal	8.17	7.83	-4.2%
Not value for money	7.87	6.54	-16.9%
Considered leaving	7.82	7.04	-10.0%

- BusEco respondents were as satisfied with the enrolment process as non-Monash respondents, while they were marginally more satisfied then their fellow HASS respondents within the University.
- Master of Accounting respondents had the widest gap score.

1.1.3 Orientation

Q.   The orientation experience.

	Importance	Satisfaction	Gap
BusEco	7.84	7.60	-3.1%
Non-Monash	8.21	7.64	-6.9%
HASS	7.61	7.39	-2.9%
Grad. Cert in Business	7.23	7.15	-1.1%
M. Accounting	7.63	7.00	-8.3%
M. Banking and Finance	8.07	7.95	-1.5%
M. Intl. Business	8.21	8.37	1.9%
M. Prof. Accounting	7.90	7.29	-7.7%
Domestic	6.44	6.37	-1.1%
International	8.00	7.75	-3.1%
On-campus	8.05	7.69	-4.5%
Multi-modal	7.64	7.49	-2.0%
Not value for money	7.77	6.27	-19.3%
Considered leaving	7.19	6.79	-5.6%

- Although domestic respondents were far less satisfied than international students regarding orientation; however, owing to them placing far less importance on it, their gap scores were quite similar.

1.2 Academic quality

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

Importance	Satisfaction	Gap
1st	2nd	5th

The *academic quality* section comprised of six areas on which respondents provided feedback. These areas were worded as below:

Clear criteria	*Clear learning outcomes and assessment criteria.*
Quality teaching	*High quality teaching.*
Engaging lectures	*Lectures are engaging.*
Academic access	*Lecturers are accessible for answering my questions/having a discussion.*
Timely feedback	*Timely feedback on assessments/assignments.*
Academic feedback	*Constructive feedback on assessments/assignments.*

1.2.1 Clear criteria

Q. Clear learning outcomes and assessment criteria.

	Importance	Satisfaction	Gap
BusEco	8.55	7.69	-10.1%
Non-Monash	8.55	7.35	-14.0%
HASS	8.64	7.49	-13.3%
Grad. Cert in Business	8.15	7.54	-7.5%
M. Accounting	7.88	7.00	-11.2%
M. Banking and Finance	8.74	7.86	-10.1%
M. Intl. Business	8.39	8.28	-1.3%
M. Prof. Accounting	8.52	8.00	-6.1%
Domestic	8.04	6.31	-21.5%
International	8.61	7.85	-8.8%
On-campus	8.49	7.73	-9.0%
Multi-modal	8.69	7.65	-12.0%
Not value for money	8.17	6.27	-23.3%
Considered leaving	8.24	7.01	-14.9%

- Domestic respondents reported a wide gap score regarding clear criteria.
- Master of International Business respondents reported a narrow gap score.

1.2.2 Quality teaching

Q. *High quality teaching.*

	Importance	Satisfaction	Gap
BusEco	8.95	7.66	-14.4%
Non-Monash	8.80	7.19	-18.3%
HASS	9.02	7.57	-16.1%
Grad. Cert in Business	9.00	8.00	-11.1%
M. Accounting	8.00	6.94	-13.3%
M. Banking and Finance	8.98	7.95	-11.5%
M. Intl. Business	8.61	7.89	-8.4%
M. Prof. Accounting	9.52	8.38	-12.0%
Domestic	8.77	6.23	-29.0%
International	8.97	7.83	-12.7%
On-campus	8.96	7.86	-12.3%
Multi-modal	8.92	7.41	-16.9%
Not value for money	8.73	5.87	-32.8%
Considered leaving	8.84	6.80	-23.1%

- There was a wide gap between importance and satisfaction among domestic students.
- Master of Accounting respondents were less satisfied than their colleagues; however, owing to placing less importance on the quality of teaching, their gap score was only marginally wider.
- Master of Professional Accounting respondents were the most-satisfied; however, their importance score was also the highest.

1.2.3   Engaging lectures

Q.   Lectures are engaging.

	Importance	Satisfaction	Gap
BusEco	8.40	7.42	-11.7%
Non-Monash	8.61	7.28	-15.4%
HASS	8.53	7.35	-13.8%
Grad. Cert in Business	8.77	7.46	-14.9%
M. Accounting	7.44	6.69	-10.1%
M. Banking and Finance	8.26	7.51	-9.1%
M. Intl. Business	7.94	7.61	-4.2%
M. Prof. Accounting	8.33	8.10	-2.8%
Domestic	7.65	5.92	-22.6%
International	8.49	7.60	-10.5%
On-campus	8.30	7.62	-8.2%
Multi-modal	8.48	7.20	-15.1%
Not value for money	7.94	5.54	-30.2%
Considered leaving	8.06	6.59	-18.2%

- Domestic students had a wide gap score in relation to engaging lectures.
- Multi-modal respondents had a gap score almost twice as wide as on-campus respondents.
- Master of Professional Accounting respondents were the most-satisfied and had the narrowest gap score.

1.2.4 Academic access

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

	Importance	Satisfaction	Gap
BusEco	8.47	8.05	-5.0%
Non-Monash	8.54	7.78	-8.9%
HASS	8.62	7.90	-8.4%
Grad. Cert in Business	8.54	8.31	-2.7%
M. Accounting	7.50	7.44	-0.8%
M. Banking and Finance	8.53	8.14	-4.6%
M. Intl. Business	7.72	8.06	4.4%
M. Prof. Accounting	8.48	8.14	-4.0%
Domestic	7.62	7.08	-7.1%
International	8.57	8.16	-4.8%
On-campus	8.32	8.11	-2.5%
Multi-modal	8.69	7.94	-8.6%
Not value for money	7.98	6.63	-16.9%
Considered leaving	8.11	7.36	-9.2%

- Graduate Certificate in Business students were the most-satisfied in relation to the accessibility of academics.
- Academic access was particularly important to multi-modal students.
- The average satisfaction score among Master of International Business respondents exceeded the average importance score. This led to a positive gap score.

1.2.5 Timely feedback

Q. *Timely feedback on assessments/assignments.*

	Importance	Satisfaction	Gap
BusEco	8.52	7.75	-9.0%
Non-Monash	8.64	7.48	-13.4%
HASS	8.61	7.59	-11.8%
Grad. Cert in Business	8.31	7.38	-11.2%
M. Accounting	7.81	6.63	-15.1%
M. Banking and Finance	8.63	7.88	-8.7%
M. Intl. Business	7.56	8.06	6.6%
M. Prof. Accounting	8.86	8.62	-2.7%
Domestic	8.12	6.81	-16.1%
International	8.57	7.86	-8.3%
On-campus	8.31	7.85	-5.5%
Multi-modal	8.78	7.61	-13.3%
Not value for money	8.31	6.54	-21.3%
Considered leaving	8.20	6.99	-14.8%

- Wide gap scores were recorded among domestic respondents and students from the Masters of Accounting.
- Master of International Business respondents recorded a positive gap score, while Master of Professional Accounting respondents were the most-satisfied.

1.2.6 Academic feedback

Q. *Constructive feedback on assessments/assignments.*

	Importance	Satisfaction	Gap
BusEco	8.62	7.68	-10.9%
Non-Monash	8.67	7.20	-17.0%
HASS	8.74	7.56	-13.5%
Grad. Cert in Business	8.46	7.46	-11.8%
M. Accounting	7.88	6.75	-14.3%
M. Banking and Finance	8.81	7.88	-10.6%
M. Intl. Business	8.06	8.28	2.7%
M. Prof. Accounting	8.76	8.38	-4.3%
Domestic	7.85	6.62	-15.7%
International	8.71	7.81	-10.3%
On-campus	8.47	7.85	-7.3%
Multi-modal	8.76	7.44	-15.1%
Not value for money	8.38	6.23	-25.7%
Considered leaving	8.36	6.92	-17.2%

- The gap score among those who did not think their course represented value for money was noteworthy in relation to the quality of academic feedback.
- Domestic respondents and multi-modal respondents recorded relatively wide gap scores.
- BusEco respondents were more satisfied than non-Monash respondents.

1.3   Academic delivery

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

Importance	Satisfaction	Gap
3rd	4th	4th

The *academic delivery* section comprised of six areas on which respondents provided feedback. These areas were worded as below:

Mixed delivery*	*Appropriate mix of online and in-person course delivery.*
Balance of units	*Appropriate balance of compulsory units and electives.*
Elective variety	*Appropriate variety of electives to choose from.*
Class times	*Acceptable variety of tutorial/studio/lab times to choose from.*
Assignment no.	*The number of assessments/assignments for the course is appropriate.*
Submission dates	*Assessments/assignments submission dates are appropriately spaced.*

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

1.3.1 Mixed delivery

Q.   Appropriate mix of online and in-person course delivery.

	Importance	Satisfaction	Gap
BusEco	8.25	8.07	-2.2%
Non-Monash	8.23	7.40	-10.1%
HASS	8.07	7.66	-5.1%
Grad. Cert in Business			
M. Accounting			
M. Banking and Finance	8.61	8.58	-0.3%
M. Intl. Business			
M. Prof. Accounting			
Domestic	7.55	6.36	-15.8%
International	8.33	8.27	-0.7%
On-campus			
Multi-modal	8.25	8.07	-2.2%
Not value for money	8.38	7.54	-10.0%
Considered leaving	7.85	7.51	-4.3%

- Although not as important to them as it was to other cohorts, domestic respondents were the least satisfied in relation to the mix of online and in-person course delivery.
- BusEco respondents were more satisfied than non-Monash respondents.

1.3.2 Balance of units

Q.   Appropriate balance of compulsory units and electives.

	Importance	Satisfaction	Gap
BusEco	8.28	7.74	-6.5%
Non-Monash	8.29	7.47	-9.9%
HASS	7.93	7.38	-6.9%
Grad. Cert in Business	8.15	6.77	-16.9%
M. Accounting	8.67	6.60	-23.9%
M. Banking and Finance	8.60	8.28	-3.7%
M. Intl. Business	7.72	7.89	2.2%
M. Prof. Accounting	8.48	7.62	-10.1%
Domestic	7.50	7.04	-6.1%
International	8.37	7.83	-6.5%
On-campus	8.17	7.73	-5.4%
Multi-modal	8.53	7.75	-9.1%
Not value for money	8.56	6.48	-24.3%
Considered leaving	8.13	6.90	-15.1%

- Master of Banking and Finance respondents were the most-satisfied with the balance of units, while Master of International Business respondents recorded another positive gap score.
- Master of Accounting respondents were the least satisfied and recorded a wide gap score.

1.3.3 Elective variety

Q.   Appropriate variety of electives to choose from.

	Importance	Satisfaction	Gap
BusEco	8.19	7.67	-6.3%
Non-Monash	8.36	7.47	-10.6%
HASS	7.87	7.15	-9.1%
Grad. Cert in Business	8.31	7.23	-13.0%
M. Accounting	7.40	6.87	-7.2%
M. Banking and Finance	8.58	8.33	-2.9%
M. Intl. Business	7.61	7.89	3.7%
M. Prof. Accounting	7.95	7.52	-5.4%
Domestic	7.50	7.19	-4.1%
International	8.28	7.73	-6.6%
On-campus	8.20	7.65	-6.7%
Multi-modal	8.31	7.65	-7.9%
Not value for money	8.52	6.46	-24.2%
Considered leaving	8.19	6.95	-15.1%

- The gap score among those who did not think their course represented value for money was noteworthy in relation to the variety of electives to choose from.
- Master of Banking and Finance respondents were the most-satisfied with the balance of units, while Master of International Business respondents recorded another positive gap score.

1.3.4 Class times

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

	Importance	Satisfaction	Gap
BusEco	8.37	7.41	-11.5%
Non-Monash	8.27	7.27	-12.1%
HASS	8.19	6.97	-14.9%
Grad. Cert in Business	8.54	6.69	-21.7%
M. Accounting	7.87	6.47	-17.8%
M. Banking and Finance	8.81	7.63	-13.4%
M. Intl. Business	7.50	7.89	5.2%
M. Prof. Accounting	8.67	7.05	-18.7%
Domestic	7.62	6.54	-14.2%
International	8.46	7.51	-11.2%
On-campus	8.33	7.32	-12.1%
Multi-modal	8.55	7.51	-12.2%
Not value for money	8.65	6.23	-28.0%
Considered leaving	8.26	6.52	-21.1%

- Graduate Certificate in Business respondents reported a wide gap score in relation to class times.

1.3.5   Assignment numbers

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

	Importance	Satisfaction	Gap
BusEco	8.50	7.38	-13.2%
Non-Monash	8.47	7.26	-14.3%
HASS	8.49	7.35	-13.4%
Grad. Cert in Business	8.31	7.85	-5.5%
M. Accounting	8.00	6.27	-21.6%
M. Banking and Finance	8.56	7.84	-8.4%
M. Intl. Business	7.61	7.83	2.9%
M. Prof. Accounting	9.10	7.52	-17.4%
Domestic	7.88	6.15	-22.0%
International	8.57	7.53	-12.1%
On-campus	8.44	7.21	-14.6%
Multi-modal	8.64	7.51	-13.1%
Not value for money	8.54	6.19	-27.5%
Considered leaving	8.30	6.51	-21.6%

- Master of Accounting and domestic respondents were less satisfied than most cohorts and reported wide gap scores.
- Relatively low gap scores were recorded in the Graduate Certificate in Business and Master of Banking and Finance, while Master of International Business respondents recorded another positive gap score.

1.3.6 Submission dates

Q.   Assessment/assignments submission dates are appropriately spaced.

	Importance	Satisfaction	Gap
BusEco	8.58	7.26	-15.4%
Non-Monash	8.82	7.24	-17.9%
HASS	8.66	7.09	-18.1%
Grad. Cert in Business	8.15	6.69	-17.9%
M. Accounting	8.33	6.53	-21.6%
M. Banking and Finance	8.77	7.74	-11.7%
M. Intl. Business	7.72	7.83	1.4%
M. Prof. Accounting	8.86	7.90	-10.8%
Domestic	7.23	5.65	-21.9%
International	8.74	7.46	-14.6%
On-campus	8.57	7.16	-16.5%
Multi-modal	8.65	7.30	-15.6%
Not value for money	8.46	6.15	-27.3%
Considered leaving	8.36	6.41	-23.3%

- Domestic respondents were the least satisfied in relation to submission dates.
- Double-digit negative gap scores were reported across the board – except for in the Master of International Business, which had a positive gap score.

1.4   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 tightest.

Importance	Satisfaction	Gap
4th	1st	1st

The *support services* section comprised of five areas on which respondents provided feedback. These areas were worded as below:

Facilities	*Adequate facilities for your field of study.*
Language support**	*English language support.*
Library resources	*Easily accessible books and journals (online or hard copy).*
IT support	*IT support.*
Learning support	*Learning skills support e.g. academic writing, referencing, time management.*

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

1.4.1 Facilities

Q. Adequate facilities for your field of study.

	Importance	Satisfaction	Gap
BusEco	8.69	7.97	-8.3%
Non-Monash	8.38	7.90	-5.7%
HASS	8.52	7.67	-10.0%
Grad. Cert in Business	8.31	8.31	0.0%
M. Accounting	7.47	7.00	-6.3%
M. Banking and Finance	8.95	8.40	-6.1%
M. Intl. Business	7.83	7.67	-2.0%
M. Prof. Accounting	9.05	7.90	-12.7%
Domestic	7.62	6.92	-9.2%
International	8.82	8.09	-8.3%
On-campus	8.63	7.94	-8.0%
Multi-modal	8.94	7.98	-10.7%
Not value for money	8.56	6.44	-24.8%
Considered leaving	8.34	7.26	-12.9%

- BusEco respondents were as satisfied as non-Monash respondents.
- Domestic students placed less importance on facilities, but were less satisfied than international students.

1.4.2 Language support

Q.   *English language support.*

	Importance	Satisfaction	Gap
BusEco	8.05	7.95	-1.2%
Non-Monash	8.16	7.97	-2.3%
HASS	8.01	7.67	-4.2%
Grad. Cert in Business			
M. Accounting	7.80	7.70	-1.3%
M. Banking and Finance	8.34	7.88	-5.5%
M. Intl. Business	6.93	8.50	22.7%
M. Prof. Accounting	9.00	7.44	-17.3%
Domestic			
International	8.01	7.99	-0.2%
On-campus	7.94	8.10	2.0%
Multi-modal	8.19	7.79	-4.9%
Not value for money	7.79	7.24	-7.1%
Considered leaving	7.77	7.55	-2.8%

- There was little difference in terms of importance and satisfaction between BusEco and non-Monash respondents.
- BusEco respondents were, on average, more satisfied than their HASS colleagues.

1.4.3 Library resources

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

	Importance	Satisfaction	Gap
BusEco	8.56	7.83	-8.5%
Non-Monash	8.63	8.27	-4.2%
HASS	8.66	8.07	-6.8%
Grad. Cert in Business	7.46	6.31	-15.4%
M. Accounting	7.33	6.93	-5.5%
M. Banking and Finance	8.42	7.58	-10.0%
M. Intl. Business	8.61	7.61	-11.6%
M. Prof. Accounting	8.85	7.65	-13.6%
Domestic	7.85	7.08	-9.8%
International	8.64	7.92	-8.3%
On-campus	8.50	7.83	-7.9%
Multi-modal	8.68	7.81	-10.0%
Not value for money	8.46	6.90	-18.4%
Considered leaving	8.34	7.48	-10.3%

- Graduate Certificate in Business respondents were the least satisfied and, despite finding this service less important than most, had a wide gap score.
- Non-Monash respondents were more satisfied than BusEco respondents, as were Hass respondents.

1.4.4 IT support

Q.   IT support.

	Importance	Satisfaction	Gap
BusEco	8.17	8.12	-0.6%
Non-Monash	8.21	8.08	-1.6%
HASS	7.88	7.81	-0.9%
Grad. Cert in Business	7.46	7.15	-4.2%
M. Accounting	7.47	7.07	-5.4%
M. Banking and Finance	8.00	8.09	1.1%
M. Intl. Business	8.06	8.17	1.4%
M. Prof. Accounting	8.50	8.50	0.0%
Domestic	7.12	6.81	-4.4%
International	8.30	8.28	-0.2%
On-campus	8.21	8.20	-0.1%
Multi-modal	8.25	8.04	-2.5%
Not value for money	8.29	7.48	-9.8%
Considered leaving	8.00	7.73	-3.4%

- Although finding it less important, domestics students were far less satisfied than international students in relation to IT support.
- Gap scores were consistently low for IT support. Indeed, for BusEco respondents, it was the narrowest gap score among the 26 areas surveyed.

1.4.5 Learning support

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

	Importance	Satisfaction	Gap
BusEco	8.22	7.86	-4.4%
Non-Monash	8.02	8.08	0.7%
HASS	8.11	7.70	-5.1%
Grad. Cert in Business	6.69	7.23	8.1%
M. Accounting	7.67	6.53	-14.9%
M. Banking and Finance	8.35	8.05	-3.6%
M. Intl. Business	8.06	8.39	4.1%
M. Prof. Accounting	8.60	7.60	-11.6%
Domestic	6.85	6.69	-2.3%
International	8.39	8.00	-4.6%
On-campus	8.14	7.68	-5.7%
Multi-modal	8.45	8.05	-4.7%
Not value for money	7.98	6.73	-15.7%
Considered leaving	8.07	7.17	-11.2%

- Both Graduate Certificate in Business and Master of International Business respondents had a positive gap score.
- Master of Accounting and Master of Professional Accounting respondents both recorded relatively wide gap scores.

1.5   Culture

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

Importance	Satisfaction	Gap
6th	5th	3rd

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

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

Academic community   *Feeling part of an academic community.*

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

1.5.1   Graduate community

Q.   Feeling part of a postgraduate social community.

	Importance	Satisfaction	Gap
BusEco	7.92	7.22	-8.8%
Non-Monash	7.65	6.73	-12.0%
HASS	7.54	6.85	-9.2%
Grad. Cert in Business	7.38	7.23	-2.0%
M. Accounting	7.80	6.53	-16.3%
M. Banking and Finance	7.79	7.72	-0.9%
M. Intl. Business	8.06	8.06	0.0%
M. Prof. Accounting	8.20	7.40	-9.8%
Domestic	6.35	5.50	-13.4%
International	8.11	7.43	-8.4%
On-campus	7.90	7.32	-7.3%
Multi-modal	8.05	7.17	-10.9%
Not value for money	7.73	5.69	-26.4%
Considered leaving	7.56	6.33	-16.3%

- Feeling part of a postgraduate social community was far more important to international students than it was domestic students.
- The gap score from BusEco respondents was narrower than it was for non-Monash respondents and on par with that of their HASS colleagues at the University.

1.5.2   Academic community

Q.   *Feeling part of an academic community.*

	Importance	Satisfaction	Gap
BusEco	7.81	7.20	-7.8%
Non-Monash	7.55	6.61	-12.5%
HASS	7.59	6.81	-10.3%
Grad. Cert in Business	6.38	7.08	11.0%
M. Accounting	7.27	7.07	-2.8%
M. Banking and Finance	8.02	7.81	-2.6%
M. Intl. Business	7.72	7.94	2.8%
M. Prof. Accounting	8.50	7.35	-13.5%
Domestic	6.62	5.38	-18.7%
International	7.96	7.43	-6.7%
On-campus	7.99	7.38	-7.6%
Multi-modal	7.76	7.04	-9.3%
Not value for money	7.63	5.52	-27.7%
Considered leaving	7.40	6.22	-15.9%

- Feeling part of an academic community was far more important to international students than it was domestic students; however, domestic students had a far wider gap score for this.
- BusEco respondents recorded a narrower gap score than non-Monash respondents.

1.5.3 Sense of belonging

Q.   Feeling a sense of belonging to my university.

	Importance	Satisfaction	Gap
BusEco	8.17	7.36	-9.9%
Non-Monash	8.06	7.00	-13.2%
HASS	7.97	7.04	-11.7%
Grad. Cert in Business	7.38	6.92	-6.2%
M. Accounting	7.33	7.07	-3.5%
M. Banking and Finance	8.19	7.81	-4.6%
M. Intl. Business	8.11	7.56	-6.8%
M. Prof. Accounting	8.60	7.40	-14.0%
Domestic	6.65	5.73	-13.8%
International	8.36	7.56	-9.6%
On-campus	8.06	7.36	-8.7%
Multi-modal	8.48	7.41	-12.6%
Not value for money	7.71	5.58	-27.6%
Considered leaving	7.85	6.34	-19.2%

- As with the other two areas relating to *culture*, sense of belonging was far more important to international students than it was domestic students.
- Students who did not feel their course represented value for money had a noticeably wide gap score.

1.6 Job readiness

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

Importance	Satisfaction	Gap
2nd	6th	6th

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

Internship	*Placement/internship opportunities.*
Networking	*Links to industry/professional networking.*
Workforce entry	*Being ready to enter the workforce when I graduate*

1.6.1 Internships

Q.   Placement/internship opportunities.

	Importance	Satisfaction	Gap
BusEco	8.43	6.42	-23.8%
Non-Monash	8.00	6.18	-22.8%
HASS	8.38	6.27	-25.2%
Grad. Cert in Business	7.54	5.77	-23.5%
M. Accounting	7.07	6.27	-11.3%
M. Banking and Finance	8.49	6.74	-20.6%
M. Intl. Business	8.53	7.59	-11.0%
M. Prof. Accounting	8.85	6.40	-27.7%
Domestic	6.68	4.60	-31.1%
International	8.63	6.63	-23.2%
On-campus	8.48	6.32	-25.5%
Multi-modal	8.61	6.55	-23.9%
Not value for money	8.38	4.79	-42.8%
Considered leaving	8.13	5.46	-32.8%

- Gap scores across the demographics were wide for this area. Indeed, it was the second widest gap score across the survey for BusEco respondents.
- Although finding it much less important, domestic students were far less satisfied than international students.

1.6.2 Networking

Q.   Links to industry/professional networking.

	Importance	Satisfaction	Gap
BusEco	8.46	6.73	-20.4%
Non-Monash	8.46	6.49	-23.3%
HASS	8.38	6.46	-22.9%
Grad. Cert in Business	7.46	5.69	-23.7%
M. Accounting	6.47	6.53	0.9%
M. Banking and Finance	8.88	7.16	-19.4%
M. Intl. Business	8.24	7.06	-14.3%
M. Prof. Accounting	8.40	6.60	-21.4%
Domestic	7.28	5.76	-20.9%
International	8.60	6.84	-20.5%
On-campus	8.54	6.72	-21.3%
Multi-modal	8.55	6.72	-21.4%
Not value for money	8.29	5.12	-38.2%
Considered leaving	8.10	5.92	-26.9%

- Gap scores were consistently wide in relation to networking, with the notable exception of respondents from the Master of Accounting.
- BusEco respondents were marginally more satisfied than non-Monash respondents.

1.6.3   Workforce entry

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

	Importance	Satisfaction	Gap
BusEco	8.83	6.63	-24.9%
Non-Monash	8.84	6.49	-26.6%
HASS	8.72	6.58	-24.5%
Grad. Cert in Business	8.62	5.77	-33.1%
M. Accounting	7.27	6.47	-11.0%
M. Banking and Finance	9.09	6.93	-23.8%
M. Intl. Business	8.88	7.47	-15.9%
M. Prof. Accounting	9.11	6.74	-26.0%
Domestic	8.16	5.64	-30.9%
International	8.91	6.75	-24.2%
On-campus	8.91	6.76	-24.1%
Multi-modal	8.86	6.51	-26.5%
Not value for money	8.62	4.75	-44.9%
Considered leaving	8.49	5.63	-33.7%

- In regard to BusEco, the gap score for workforce entry was the widest across the survey.
- Domestic students and Graduate Certificate in Business respondents had notably wide gap scores.

1.7   Faculty comparisons

Every faculty's average importance and satisfaction score, and average gap differential, for each theme, is included and compared in this section.

Please note, an important consideration here is the demographic over- and under-representations (see *Limitations*). Factors such as study load, citizenship etc., across which average responses can vary significantly, have not been dissected or considered.

1.7.1   Importance

The following table details the average importance score for each theme recorded in every faculty – excluding the Faculty of Law.

Theme	MADA	Arts	BusEco	Edu	Eng	IT	MNHS	Pharm	Sci
Commencement	7.88	8.19	8.14	8.22	7.85	7.98	8.25	8.35	8.75
Academic quality	8.55	8.87	8.59	8.76	8.09	8.48	8.64	8.82	8.71
Academic delivery	7.94	8.25	8.36	8.03	7.82	8.19	8.00	8.50	8.32
Support services	7.71	8.32	8.34	8.27	8.04	7.85	8.30	8.64	8.39
Culture	7.46	7.71	7.97	7.41	7.81	7.84	7.48	7.21	8.33
Job readiness	8.34	8.49	8.57	8.47	8.30	8.63	8.72	8.64	8.43
Overall	8.02	8.36	8.36	8.25	7.98	8.18	8.26	8.44	8.49

1.7.2   Satisfaction

The following table details the average satisfaction score for each theme recorded in every faculty – excluding the Faculty of Law.

Theme	MADA	Arts	BusEco	Edu	Eng	IT	MNHS	Pharm	Sci
Commencement	7.21	7.35	7.68	7.41	7.51	7.26	7.65	7.76	8.29
Academic quality	7.42	7.64	7.71	7.44	7.37	6.79	7.77	7.40	8.43
Academic delivery	6.75	7.19	7.59	7.07	7.17	6.60	7.43	6.97	8.11
Support services	7.47	7.69	7.95	7.81	7.76	7.43	8.18	7.93	8.57
Culture	6.45	6.78	7.26	6.81	7.28	7.11	7.37	6.55	7.87
Job readiness	5.68	6.66	6.59	6.39	7.14	5.93	7.34	6.91	7.25
Overall	6.94	7.30	7.54	7.23	7.38	6.86	7.62	7.29	8.17

1.7.3 Gap

The following table details the average gap score for each theme recorded in every faculty – excluding the Faculty of Law.

Theme	MADA	Arts	BusEco	Edu	Eng	IT	MNHS	Pharm	Sci
Commencement	-8.5%	-10.2%	-5.7%	-9.9%	-4.3%	-9.0%	-7.2%	-7.1%	-5.3%
Academic quality	-13.3%	-13.9%	-10.2%	-15.1%	-8.9%	-19.9%	-10.1%	-16.1%	-3.2%
Academic delivery	-15.0%	-12.9%	-9.2%	-11.9%	-8.3%	-19.5%	-7.1%	-17.4%	-2.6%
Support services	-3.2%	-7.5%	-4.7%	-5.6%	-3.6%	-5.4%	-1.4%	-8.2%	2.1%
Culture	-13.5%	-12.0%	-8.9%	-8.2%	-6.8%	-9.2%	-1.5%	-9.1%	-5.5%
Job readiness	-32.0%	-21.6%	-23.1%	-24.5%	-14.0%	-31.3%	-15.8%	-20.0%	-14.0%
Overall	-13.2%	-12.6%	-9.7%	-12.0%	-7.5%	-15.7%	-7.3%	-13.4%	-3.7%

Part 2: Evaluating perceptions of course value and retention considerations

This section provides insight into perceptions of course value and retention considerations.

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

Participants were also asked if there was anything in relation to their course that they wanted their student association to know.

2.1   Value for money

Respondents were asked to respond to the question *how satisfied are you that your course provides value for money?*

Below is a graph of how BusEco students responded:
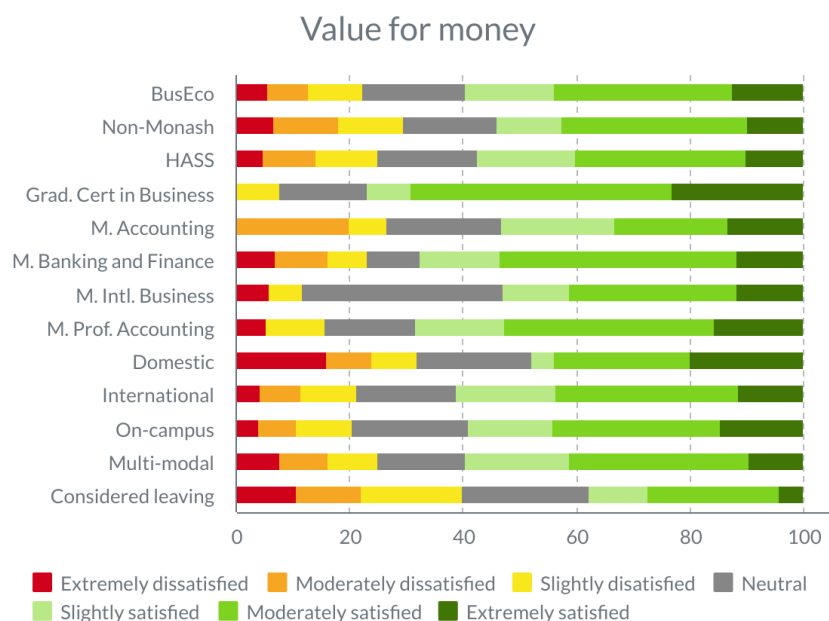
BusEco respondents who had considered leaving were the most-likely to be dissatisfied that their course represented value for money, while domestic students were most-likely to be extremely dissatisfied.

Graduate Certificate in Business respondents were the most-likely to be satisfied that their course represented valued for money – followed by Master of Professional Accounting and Master of Banking and Finance respondents.

2.1.1 Value for money – Importance and Satisfaction

To gain further insight into what students' value in their course, a comparison was run of the average results of those who were satisfied that their course represented value for money (Value) and those who were not satisfied (No Value).

The table below breaks down average scores by theme for BusEco respondents:

Theme	Importance		Satisfaction		Gap	
	Value	No value	Value	No value	Value	No value
Commencement	8.36	7.86	8.19	6.28	-2.0%	-20.1%
Academic quality	8.87	8.25	8.28	6.18	-6.7%	-25.1%
Academic delivery	8.50	8.55	8.11	6.30	-4.6%	-26.3%
Support services	8.49	8.22	8.35	6.96	-1.6%	-15.3%
Culture	8.23	7.69	7.87	5.60	-4.4%	-27.2%
Job readiness	8.77	8.43	7.25	4.89	-17.3%	-42.0%
Overall	8.54	8.17	8.01	6.04	-6.1%	-26.0%

Across the board, students who were not satisfied that their course represented value for money recorded wider gap scores. This was particularly noticeable in regard to *job readiness*.

2.2   Considered leaving in the last 12 months

Participants were asked to respond to the question *have you considered leaving your course in the last 12 months?*

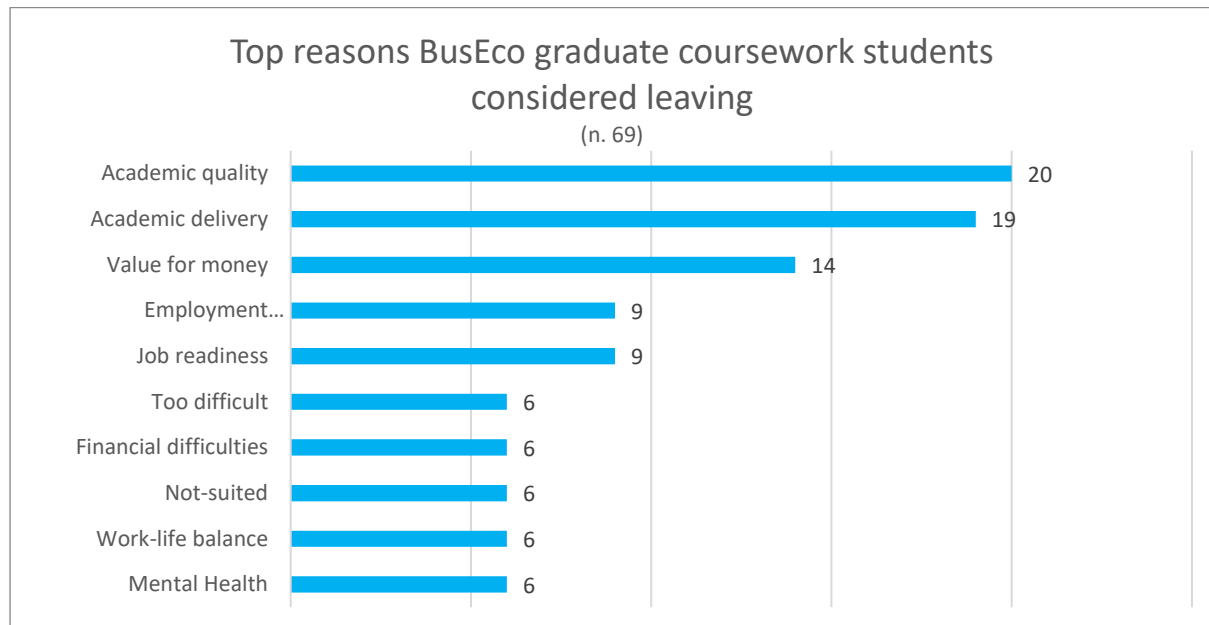Below is a graph of how BusEco students responded:
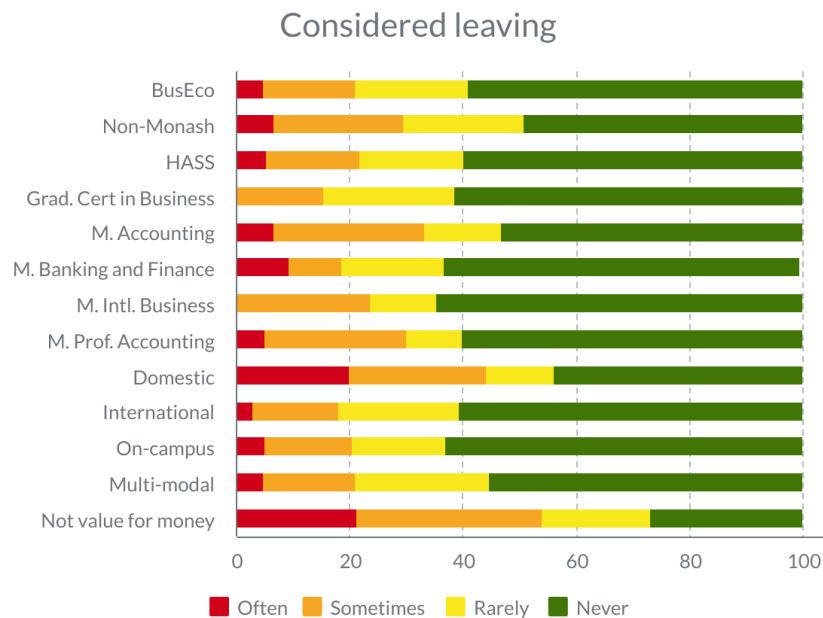
Respondents who were not satisfied their course represented value for money were the most-likely to have considered leaving their course.

BusEco respondents were less likely than non-Monash students enrolled in a similar field to have considered leaving.

2.2.1 Reasons for considering leaving in the last 12 months

In order to gather direct insight into why graduate coursework students consider leaving their course, participants who had indicated that they had considered it in the last 12 months were asked the question, *in 2-3 sentences, why did you consider leaving your course?*

Below is a summary of their responses:

Top reasons BusEco graduate coursework students considered leaving
(n. 69)

Reason	Count
Academic quality	20
Academic delivery	19
Value for money	14
Employment…	9
Job readiness	9
Too difficult	6
Financial difficulties	6
Not-suited	6
Work-life balance	6
Mental Health	6

The primary reason BusEco graduate coursework students considered leaving their course in the last 12 months were issues with the academic quality within their course. Comments included:

> *"Because I don't feel the money I'm paying as per the courses I'm studying I feel. Its repetitive and not what I expected from a master's degree."*

> *"Some units are out of date and do not relate to the reality or the company/ industry. The teachers are just reading the slides."*

> *"The course is fully theory based, although there are some case studies and the assessments are based on our personal experiences, but it lacks practicality."*

> *"Poor quality instruction, inexperienced teaching staff, foreign teaching staff with thick accents making learning advanced topics more difficult than needed, lack feedback on graded coursework, coursework that doesn't apply to industry roles or helps with job skills."*

> *"Same incompetent lecturers, no structure. Curriculum not applied to real life. Not enough support from tutors or lecturers. Not easily available. As a full time employee, I can't go to uni face to face for a consultation and only one consultation per week, long. Many students to one tutor during consultation resulting in wasting time waiting for my turn. They don't allow us to send emails. Lectures are heavily condensed. Not enough examples. Online resources are better at explaining theories than qualifies lecturers."*

Meanwhile, academic delivery was also regularly raised. Comments included:

> *"Full-time study load is a bit overwhelming, deadlines are all pretty close to each other for assignments."*

> *"Submission of multiple assignments on the same day makes it very stressful."*

> *"Working full time has drain me completely, unable to have time for myself."*

> *"Being able to manage full time work, family and study is challenging, particularly when the course is not that engaging and finding it difficult to link course content to assignments."*

Other interesting comments included:

> *"The expensive fees are a financial burden and some units are not value for money and since some of them are core units I do not have the option to opt out and select another unit. And to add more to the financial burden Monash annually increases the fees for each unit with the increase in their goodwill and brand value. But honestly, it is not fair on students who enrolled the course in July looking at one estimated fee and, if it keeps on increasing each year. I had enrolled in the course with an estimate of how much my family could afford but Monash does not make it easy with annual increase in fees and less scholarships. By the end of my 2-year course I would have in total paid 3 different amount of fees each year. I have thought about leaving my course for similar ones in other universities that are ranked higher than Monash such as Melbourne University and UNSW where the fees are lesser and where I have got offer letters from."*

> *"Lack of opportunities to connect with like-minded people in my course. All are international students that don't speak English and aren't willing to socialise."*

> *"It's too expensive. Lack of part time jobs. Lack of help in helping to find a part time job."*

> *"The course does not provide value I feel with my job experience I am ahead and we focus on the wrong skills in the course."*

> *"The amount of fees being charged by international students with no scholarship options makes it difficult to not think of money all the time and think about studies."*

> *"It is expensive and there is no placement cell. The teachers are substandard and employment opportunities are abysmal."*

> *"It is hard to find a job here after graduate."*

> *"English is not my mother tongue, so it is a little difficult for me to communicate fluently in English. The difficulty of the class from the second week was significantly higher than the first week, which made me feel uncomfortable."*

> *"The program is not for me."*

> *"Health reasons, family commitments, being time poor."*

> *"Worried that I wouldn't be able to manage work, family and study load and personal wellbeing/mental health."*

2.2.2   Considered leaving – Importance and Satisfaction

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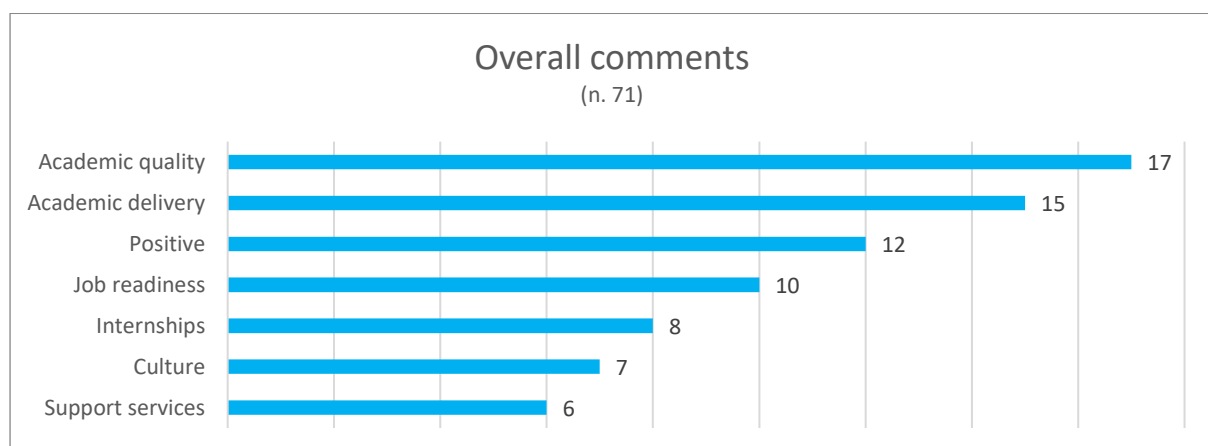
The table below details the average scores by theme:

Theme	Importance		Satisfaction		Gap	
	Exit	Stay	Exit	Stay	Exit	Stay
Commencement	7.69	8.36	6.84	8.27	-11.1%	-1.1%
Academic quality	8.30	8.83	6.95	8.22	-16.3%	-6.8%
Academic delivery	8.25	8.59	6.66	8.19	-19.3%	-4.7%
Support services	8.10	8.54	7.44	8.33	-8.1%	-2.5%
Culture	7.60	8.26	6.30	7.95	-17.1%	-3.7%
Job readiness	8.24	8.79	5.67	7.22	-31.2%	-17.9%
Overall	8.03	8.56	6.64	8.03	-17.2%	-6.1%

Across the board, Exit respondents reported wider gap scores than Stay respondents. This was true of each of the six themes and indicates a correlation between course dissatisfaction and considering leaving.

2.3   Anything you want your student association to know about your course

Participants were asked *is there anything about your course that you want your student association to know?*

Below is a summary of the main responses from BusEco respondents:

Overall comments
(n. 71)

Academic quality	17
Academic delivery	15
Positive	12
Job readiness	10
Internships	8
Culture	7
Support services	6

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

"Core units should be more constructive and I found most of the core units just for scoring marks and maintain a good gap but it should be a bit more engaging and less theoretical."

"Doing a specialization doesn't feel like I'm gaining more skills."

"The money I paid is extremely higher than the value brings to me from uni. The life so hard here. The tutors are not good. They are some unable to teach class, or grade students randomly with their mood and don't accept bad comments. I hate the school even I am hard working student less skip the class. The selective units are not strong relevant to the specific major. And the compulsory course is bad and low-quality unnecessary courses. After in the middle of the unit I found it suck and don't have chance to drop the unit. Overall, The Monash get zero. And I will tell all my friends offshore don't come here. I am hard wording and do my best with [good] average score in the first and second semester, now I am burn out."

"The differentiation between an OLA and a Teacher / Lecturer is significant. When I studied on campus, the teacher / lecturer and tutorial sessions were highly engaging and kept you engaged with the coursework. Online, the Online Learning Advisors seem to act as more facilitators and question points for the material that already exists. 6 x 1hr sessions per unit over a 6-week period seems quite disconnected."

Academic delivery was also frequently mentioned by respondents. Comments included:

"Required courses are not available every semester, which may result in me having too many required courses to study in a given semester in the future."

"Course information for potential students desperately needs some information indicating when and where classes need to be attended in person - how many days per week, typical times of day, whether there are options for off campus delivery for local students. People need this information so they can discuss study with their employers so there is understanding of time commitments."

"Maybe spread out the assignments time and not clamp everything together."

"Mature student like me have a life, family and work. The number of assignments and quizzes that is expected to complete within a short period of time is ridiculous. This course is tailored for young people just freshly out of college. Know your market segment a bit better and tailor flexibility accordingly."

Other interesting comments included:

"My classes are lively and the teachers are very good."

"My course is extremely engaging and the lecturers are reachable, which makes my academic life to be extremely fun. Not only the lecturers, the TAs are chosen carefully, which gives the sense of a "big family" within the Monash Entrepreneurship body."

"My course is a very interesting one with students coming from a broad range of fields of work. It is very thrilling to learn regulatory and compliance concepts from various industries and experiences shared by students."

"I would appreciate having more practical experiences, case studies that expose me to deals and cases faced in the job market. I would like to receive better connections in my field through university."

"For coursework students, may be more technical or related-company/industry courses or activities will be better for our future career."

"There needs further research into the core units, how relevant are they? Much more options have to be given, maybe something like basic knowledge on AI, how to use AI justly, or enhance the syllabus of some units such as Professional Development to have more emphasis of workplace behaviour, bullying, sexual harassment at workplaces etc. With regards to my specialisation - Marketing, the course could do some basic research and offer units in some basic design units that teach how to use Adobe Photoshop etc. Digital Marketing roles contribute to a major junk of marketing roles these days, with some basic research on LinkedIn Job Ads, you can find that 90% of the job roles requires a young marketer to know how to edit contents and videos using Adobe software, how to use social media accounts, SEOs etc. These topics would further enhance the course and would make it worth the money. Lastly, there has to be more scholarships available for master's students. There are hundreds of scholarships for Bachelor's students, STEM graduates, Economics graduates, MBA students."

"Students enrolled in Monash Uni should be given adequate forewarning before enrolling about visa changes like for example age restriction of 35 years for the 485 VISA; this could have made a professional like myself rethink Australia as a destination for further work experience or skill upgradation."

"I want electives at all colleges, not just business schools, more internships, and part-time job referrals."

"It is hard to find internship opportunities as an international student. I would appreciate support beyond workshops in this regard. The career department should make efforts to facilitate connections between international students and employers who are actually willing to consider applications from us. It is extremally disheartening to love a job description but realizing that there is no point in applying because I won't even be considered based on one factor."

"I hope there is a club to improve English can let me know. The number of notification channels for holding activities can be increased to let us know that there are activities happening in the school, which is conducive to social interaction."

"I think some of the quality of my classmate may not fulfil the English requirements of studying as a postgraduate."

"Need more opportunities for academic writing training, including reference, etc."

"Some of my compulsory subjects are online which makes no sense to me because I am in the country and it is a waste of my money to take online classes."

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

This section highlights the engagement levels that BusEco graduate coursework students have with their representative body - the Monash Graduate Association (MGA).

3.1   Student association engagement

Participants were asked to respond to the question *how engaged do you feel with your student association or union or guild?*

Below is a summary of how students in BusEco responded:

Student association engagement
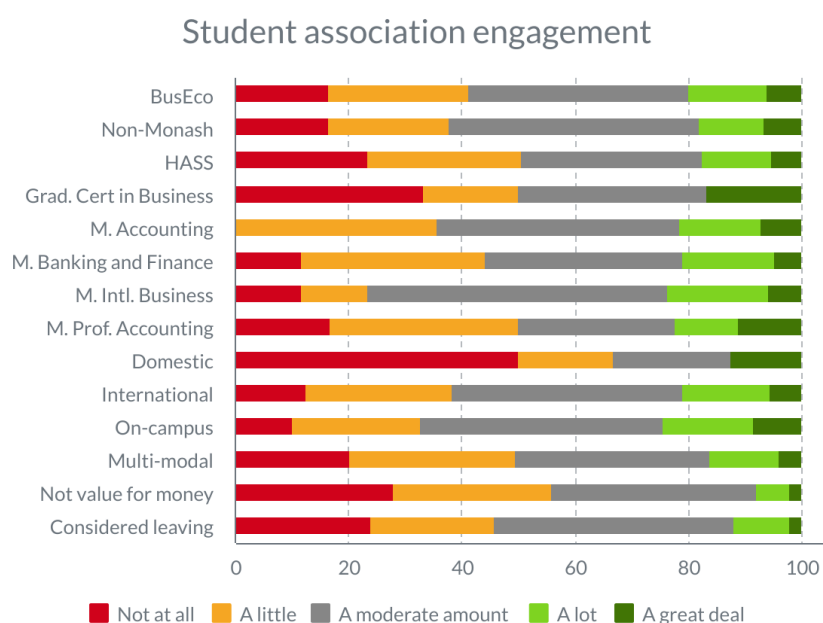
BusEco respondents were marginally more engaged with the MGA than non-Monash respondents were with their student associations; however, BusEco students were less engaged than their HASS colleagues.

International students were far more engaged than domestic respondents.

Conclusion

The results of the MGA's *National Postgraduate Student Satisfaction Survey* have provided valuable insights into what graduate coursework students in the Faculty of Business and Economics value in regard to their educational experience, as well as how satisfied they are with the structure and delivery of their degrees.

Key findings

Job readiness satisfaction is an area of concern

The three areas encompassing the theme of job readiness – internships, networking and workforce entry – had the three lowest average satisfaction ratings across the survey.

Collectively, students ranked *job readiness* second for importance, but last for satisfaction, while the distance between importance and satisfaction was the widest.

The gap between satisfaction and importance was exaggerated among those who had considered leaving their course or indicated that their course did not represent value for money.

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

Master of Professional Accounting respondents reported, on average, particularly wide gap scores.

Monash support services are well-received

Satisfaction with support services was relatively high amongst BusEco respondents.

In particular, IT support ranked highest for satisfaction among the 26 areas surveyed.

Domestic students were consistently less satisfied

Domestic respondents from BusEco were consistently less satisfied than their international colleagues in BusEco and although they placed less importance on all of the twenty-six areas included in the survey, their satisfaction was low enough that their gap scores were also consistently wider.

Unemployment among graduate coursework students is high

Though this has not been directly discussed, 39% of BusEco respondents were "unemployed and looking for work" (see *Appendix 1: Demographics*). This is a high proportion of students struggling to find a job.

MGA engagement low with domestic students

Engagement with the Monash Graduate Association (MGA) was minimal among domestic students, but better among international students.

Recommendations

Based on the findings of the MGA's *National Postgraduate Student Satisfaction Survey*, the MGA has recommended actions for the Faculty, the University and ourselves that would potentially improve the graduate coursework student experience, increase satisfaction and improve retention rates.

Investigate low satisfaction among Domestic respondents

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

Action: Faculty; MGA

Renewed focus on graduate students' perceptions of preparedness to enter the workforce

- Bi-annual or annual industry graduate job fair.
- Guest lectures and workshops with industry professionals.
- Career counselling and support.
    - Annual group information sessions (by course) with Monash Career Connect representative.
- Alumni mentoring program.
- Career resource hub, by course, accessible through Moodle.

Action: Faculty; Career Connect; MGA

Introduce employment assistance programming

- While it is not the responsibility of the faculty, graduate coursework students may appreciate a greater emphasis on employment support available to them through Monash at orientation or early in the course.

Action: Faculty; Career Connect

MGA to investigate ways to improve engagement with domestic part-time and online students

- Improve outreach to domestic students.
- Work with faculties and course coordinators to interact with traditionally difficult to reach cohorts.

Action: MGA

Appendix 1: Demographics

Course type	Respondents
Masters by coursework	256 (93%)
Graduate diploma/certificate	19 (7%)

Course	Respondents
Graduate Certificate in Business	13 (5%)
Master of Accounting	18 (7%)
Master of Advanced Finance	10 (4%)
Master of Applied Economics and Econometrics	4 (2%)
Master of Banking and Finance	45 (17%)
Master of International Business	19 (7%)
Master of Professional Accounting	23 (9%)
other	55 (21%)

Campus	Respondents
I do not regularly attend campus	11 (3%)
Clayton	77 (24%)
Caulfield	212 (66%)
Malaysia	2 (1%)
Suzhou	17 (5%)

Domestic/International	Respondents
Local student (Australian or New Zealand citizen/permanent resident)	27 (10%)
International student	236 (90%)

Study load	Respondents
Full-time	261 (95%)
Part-time	14 (5%)
On leave from study	0 (0%)

Study location	Respondents
Entirely on-campus	144 (55%)
Multi-modal	112 (43%)
Entirely online	6 (2%)

Time since last degree	Respondents
Less than 1 year	90 (34%)
1-5 years	145 (55%)
6-10 years	15 (6%)
11+ years	13 (5%)

Course progress	Respondents
First year	183 (70%)
Second year	73 (28%)
Third year	7 (3%)

Study hours	Respondents
Less than 5	13 (5%)
6-10	45 (17%)
11-20	78 (30%)
21-30	67 (25%)
31-40	38 (14%)
Over 40 hours	22 (8%)

English proficiency	Respondents
Fluent	89 (34%)
Advanced	71 (27%)
Intermediate	87 (33%)
Elementary	16 (6%)
Beginner	0 (0%)

Gender	Respondents
Woman	155 (59%)
Man	105 (40%)
Non-binary/gender diverse	0 (0%)
Prefer to self-describe	0 (0%)
Prefer not to say	3 (1%)

LGBTIQA+	Respondents
Yes	21 (8%)
No	213 (81%)
Prefer not to disclose	28 (11%)

Indigenous (domestic students only)	Respondents
Yes	0 (0%)
No	25 (93%)
Prefer not to disclose	2 (7%)

Disability	Respondents
Yes	7 (3%)
No	246 (94%)
Prefer not to disclose	8 (3%)

Registered disability with DSS	Respondents
Yes	7 (100%)
No	0 (0%)

Age	Respondents
24 or under	155 (59%)
25-29	79 (30%)
30-39	24 (9%)
40 and over	3 (1%)

Employment status	Respondents
Full-time	16 (6%)
Part-time	47 (17%)
Casual	33 (12%)
Unemployed and looking for work	107 (39%)
Not employed and not looking for work	68 (25%)

Work hours	Respondents
Less than 5	20 (22%)
6-10	14 (15%)
11-20	22 (24%)
21-30	22 (24%)
31-40	11 (12%)
More than 40	2 (2%)

Appendix 2: Wording of course experience questionnaire

Question	Wording
Commencement	
Pre-enrolment	Having clear information about the course prior to my enrolment
Enrolment	A user-friendly enrolment process
Orientation	The orientation experience
Academic quality	
Clear criteria	Clear learning outcomes and assessment criteria
Quality teaching	High quality teaching
Engaging lectures	Lectures are engaging
Academic access	Lecturers are accessible for answering my questions/having a discussion
Timely feedback	Timely feedback on assessments/assignments
Academic feedback	Constructive feedback on assessments/assignments
Academic delivery	
Mixed delivery*	Appropriate mix of online and in-person course delivery
Balance of units	Appropriate balance of compulsory units and electives
Elective variety	Appropriate variety of electives to choose from
Class times	Acceptable variety of tutorial/studio/lab times to choose from
Assignment no.	The numbers of assessments/assignments for the course is appropriate
Submission dates	Assessments/assignments submission dates are appropriately spaced
Support services	
Facilities	Adequate facilities for your field of study
Language support**	English language support
Library resources	Easily accessible books and journals (online or hard copy)
IT support	IT support
Learning support	Learning skills support e.g. academic writing, referencing, time management
Culture	
Grad community	Feeling part of a postgraduate social community
Academic community	Feeling part of an academic community
Sense of belonging	Feeling a sense of belonging to my university
Job readiness	
Internship	Placement/internship opportunities
Networking	Links to industry/professional networking
Workforce entry	Being ready to enter the workforce when I graduate

*Only asked of students who selected their course attendance involved a "mix of on-campus and online study"
**Only asked of students who indicated that their proficiency in English was not "fluent"