Identifying Graduate Coursework Student Satisfaction

Faculty of Information Technology

Monash University 2024

monash
graduate
association

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Executive summary

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

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

The main findings as they relate to graduate coursework students enrolled at in the Faculty of Information Technology are summarised below:

Support services are appreciated in IT

In relation to their course experience, IT 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*.

Library resources and IT support received the two highest satisfaction scores across the survey.

Non-Monash respondents generally more satisfied than Monash IT students

Respondents from outside Monash who were studying in the field of information technology were more satisfied with most areas related to their course experience and recorded narrower gap scores between importance and satisfaction.

This performance differential was perhaps most-notable in relation the areas of *academic delivery*.

Australian-based IT respondents less satisfied with academic quality and job readiness than those studying in Suzhou

Repeatedly, Australian-based IT respondents recorded lower average satisfaction scores than those studying in Suzhou in the areas of *academic quality* and *job readiness* – the two most-important themes for IT respondents.

However, in the remaining themes, Australia-based respondents were largely more-satisfied than their colleagues in Suzhou.

Value for money linked to job readiness and academic quality

The average gap between importance and satisfaction was substantially wider among those who were not satisfied their course represented value for money. This was especially true in relation to *job readiness, academic quality* and *academic delivery*.

Dissatisfaction with job readiness was high

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

Compared to the other faculties, IT performed worse than all but one other faculty in this theme.

Women were also notably less satisfied than men.

MGA engagement levels with IT students has room for improvement

Engagement figures for the MGA were reasonable in the faculty compared to other faculties. As an association, the MGA tends to have more success engaging with international students and the overwhelming majority of respondents from the faculty were international students.

However, approximately one-quarter of IT respondents said they engaged "not at all" or "a little" with the MGA, so there is certainly room for improvement.

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 116 Monash graduate coursework students from the Faculty of Information Technology completed the survey (see *Appendix 1: Demographics*), which we estimate to be approximately 5% 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 24 graduate coursework students across these universities indicated they were studying a course in the field of information technology.

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

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

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

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

Part 3 of this report highlights the engagement of IT 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 IT, 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	8.28	6.86	-17.1%
Enrolment	8.05	7.38	-8.3%
Orientation	7.61	7.55	-0.8%
Academic quality			
Clear criteria	8.51	6.79	-20.2%
Quality teaching	8.75	6.48	-25.9%
Engaging lectures	8.49	6.66	-21.6%
Academic access	8.42	7.25	-13.9%
Timely feedback	8.32	6.98	-16.1%
Academic feedback	8.40	6.59	-21.5%
Academic delivery			
Mixed delivery*	7.97	7.21	-9.5%
Balance of units	8.04	6.62	-17.7%
Elective variety	8.07	6.72	-16.7%
Class times	8.45	6.49	-23.2%
Assignment no.	8.27	6.30	-23.8%
Submission dates	8.35	6.23	-25.4%
Support services			
Facilities	8.40	7.36	-12.4%
Language support**	7.09	7.16	1.0%
Library resources	8.14	7.72	-5.2%
IT support	7.96	7.65	-3.9%
Learning support	7.67	7.26	-5.3%
Culture			
Grad community	7.63	7.27	-4.7%
Academic community	7.75	7.06	-8.9%
Sense of belonging	8.13	7.01	-13.8%
Job readiness			
Internship	8.56	5.40	-36.9%
Networking	8.51	6.07	-28.7%
Workforce entry	8.81	6.32	-28.3%
Overall average	8.18	6.86	-15.7%

*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* fourth for importance and second for satisfaction, while the distance between importance and satisfaction was the second tightest.

Importance	Satisfaction	Gap
4th	2nd	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
IT (n.109)	8.28	6.86	-17.1%
Non-Monash (n.24)	8.88	6.96	-21.6%
STEM (n.287)	8.50	7.32	-13.9%
M. AI (n.17)	8.71	7.94	-8.8%
M. Bus. Info. Systems (n.16)	8.13	6.81	-16.2%
M. Cybersecurity (n.12)	9.33	6.42	-31.2%
M. Data Science (n.21)	8.52	6.57	-22.9%
M. IT (n.30)	8.20	6.60	-19.5%
Australia (n.85)	8.68	6.71	-22.7%
Suzhou (n.24)	7.17	7.33	2.2%
Fluent/Adv. English (n.73)	8.71	7.05	-19.1%
Inter./Elem./Beg. English (n.36)	7.42	6.47	-12.8%
On-campus (n.67)	8.40	6.96	-17.1%
Multi-modal (n.42)	8.10	6.71	-17.2%
Men (n.62)	8.13	6.89	-15.3%
Women (n.44)	8.39	6.75	-19.5%
Not value for money (n.27)	8.11	5.67	-30.1%
Considered leaving (n.36)	7.97	5.75	-27.9%

- IT respondents were less satisfied and had a wider gap score than their STEM colleagues at Monash in relation to pre-enrolment.
- Master of Cybersecurity respondents recorded a wide gap score.

1.1.2   Enrolment

Q.   A user-friendly enrolment process.

	Importance	Satisfaction	Gap
IT	8.05	7.38	-8.3%
Non-Monash	7.42	7.46	0.5%
STEM	8.25	7.61	-7.8%
M. AI	8.24	7.65	-7.2%
M. Bus. Info. Systems	8.44	7.19	-14.8%
M. Cybersecurity	8.42	7.08	-15.9%
M. Data Science	8.48	7.71	-9.1%
M. IT	7.77	7.47	-3.9%
Australia	8.37	7.45	-11.0%
Suzhou	6.96	7.13	2.4%
Fluent/Adv. English	8.47	7.62	-10.0%
Inter./Elem./Beg. English	7.19	6.89	-4.2%
On-campus	7.99	7.43	-7.0%
Multi-modal	8.14	7.29	-10.4%
Men	7.74	7.34	-5.2%
Women	8.39	7.32	-12.8%
Not value for money	8.00	7.00	-12.5%
Considered leaving	7.75	6.92	-10.7%

- Respondents who reported their English proficiency was at an intermediate, elementary or beginner level were the least satisfied with enrolment; however, they did not place great importance on it.

1.1.3 Orientation

Q. *The orientation experience.*

	Importance	Satisfaction	Gap
IT	7.61	7.55	-0.8%
Non-Monash	7.79	7.67	-1.5%
STEM	7.81	7.78	-0.4%
M. AI	7.06	7.82	10.8%
M. Bus. Info. Systems	8.13	7.50	-7.7%
M. Cybersecurity	8.58	8.50	-0.9%
M. Data Science	7.71	7.14	-7.4%
M. IT	7.50	7.53	0.4%
Australia	7.79	7.67	-1.5%
Suzhou	7.00	7.13	1.9%
Fluent/Adv. English	7.82	7.81	-0.1%
Inter./Elem./Beg. English	7.17	7.03	-2.0%
On-campus	7.69	7.72	0.4%
Multi-modal	7.48	7.29	-2.5%
Men	7.34	6.73	-8.3%
Women	7.86	7.39	-6.0%
Not value for money	6.96	6.85	-1.6%
Considered leaving	7.47	7.50	0.4%

- The orientation experience largely matched the importance that respondents placed on it.
- Master of Artificial Intelligence respondents recorded a healthy positive gap score, while Master of Cybersecurity respondents were the most-satisfied.

1.2 Academic quality

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

Importance	Satisfaction	Gap
2nd	4th	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
IT	8.51	6.79	-20.2%
Non-Monash	8.64	7.23	-16.3%
STEM	8.76	7.40	-15.5%
M. AI	9.29	7.24	-22.1%
M. Bus. Info. Systems	8.60	6.87	-20.1%
M. Cybersecurity	9.25	6.75	-27.0%
M. Data Science	8.86	6.33	-28.6%
M. IT	8.07	7.03	-12.9%
Australia	8.81	6.67	-24.3%
Suzhou	7.39	7.30	-1.2%
Fluent/Adv. English	8.82	6.83	-22.6%
Inter./Elem./Beg. English	7.89	6.71	-15.0%
On-campus	8.42	6.77	-19.6%
Multi-modal	8.66	6.83	-21.1%
Men	8.27	6.83	-17.4%
Women	8.75	6.57	-24.9%
Not value for money	8.30	5.48	-34.0%
Considered leaving	8.28	5.75	-30.6%

- IT respondents were less satisfied than their STEM colleagues and contemporaries from other Australian universities.
- Master of Data Science and Master of Cybersecurity respondents recorded relatively wide gap scores, while Master of IT respondents recorded a narrower gap score.
- Respondents from Suzhou campus were the most-satisfied; however, they did not place as much importance on clear criteria as did their colleagues.

1.2.2 Quality teaching

Q. *High quality teaching.*

	Importance	Satisfaction	Gap
IT	8.75	6.48	-25.9%
Non-Monash	8.95	6.77	-24.4%
STEM	8.85	7.28	-17.7%
M. AI	9.35	7.00	-25.1%
M. Bus. Info. Systems	8.87	6.53	-26.4%
M. Cybersecurity	9.42	5.58	-40.8%
M. Data Science	9.19	5.71	-37.9%
M. IT	8.31	6.97	-16.1%
Australia	9.06	6.19	-31.7%
Suzhou	7.57	7.35	-2.9%
Fluent/Adv. English	9.14	6.28	-31.3%
Inter./Elem./Beg. English	7.94	6.89	-13.2%
On-campus	8.73	6.58	-24.6%
Multi-modal	8.78	6.32	-28.0%
Men	8.55	6.55	-23.4%
Women	8.93	6.23	-30.2%
Not value for money	8.67	5.41	-37.6%
Considered leaving	8.39	5.50	-34.4%

- Australian-based IT respondents recorded a wide gap score for quality teaching with Master of Cybersecurity and Master of Data Science respondents were less satisfied than most.
- Those who were not satisfied that their course represented value for money or those who had considered leaving were less likely to be satisfied.
- Respondents who reported their English proficiency was at an intermediate, elementary or beginner level were more satisfied than their colleagues who spoke fluent or advanced English.

1.2.3 Engaging lectures

Q. Lectures are engaging.

	Importance	Satisfaction	Gap
IT	8.49	6.66	-21.6%
Non-Monash	8.18	6.73	-17.7%
STEM	8.43	7.22	-14.4%
M. AI	8.82	6.76	-23.4%
M. Bus. Info. Systems	8.60	6.87	-20.1%
M. Cybersecurity	8.83	5.67	-35.8%
M. Data Science	8.81	5.71	-35.2%
M. IT	8.41	7.45	-11.4%
Australia	8.78	6.42	-26.9%
Suzhou	7.35	7.39	0.5%
Fluent/Adv. English	8.83	6.33	-28.3%
Inter./Elem./Beg. English	7.77	7.34	-5.5%
On-campus	8.47	6.71	-20.8%
Multi-modal	8.51	6.59	-22.6%
Men	8.28	6.77	-18.2%
Women	8.70	6.41	-26.3%
Not value for money	8.56	5.89	-31.2%
Considered leaving	8.06	5.89	-26.9%

- Again, Master of Cybersecurity and Master of Data Science respondents were the least satisfied.
- Master of IT respondents recorded a narrower gap score than those in other courses.
- IT respondents were as satisfied as their contemporaries at other Australian universities.

1.2.4 Academic access

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

	Importance	Satisfaction	Gap
IT	8.42	7.25	-13.9%
Non-Monash	8.91	7.73	-13.2%
STEM	8.64	7.88	-8.8%
M. AI	8.76	7.82	-10.8%
M. Bus. Info. Systems	8.93	6.87	-23.1%
M. Cybersecurity	8.17	6.75	-17.4%
M. Data Science	8.48	6.95	-18.0%
M. IT	8.34	7.83	-6.1%
Australia	8.60	7.24	-15.8%
Suzhou	7.70	7.48	-2.9%
Fluent/Adv. English	8.60	7.17	-16.6%
Inter./Elem./Beg. English	8.06	7.43	-7.8%
On-campus	8.39	7.47	-11.0%
Multi-modal	8.46	6.90	-18.4%
Men	8.18	7.13	-12.8%
Women	8.64	7.32	-15.3%
Not value for money	8.19	6.74	-17.7%
Considered leaving	8.06	6.47	-19.7%

- IT respondents were slightly less satisfied than STEM and non-Monash respondent in regard to the accessibility of their lecturers.
- Master of Business Information Systems recorded a wide gap relative to their colleagues.
- Master of IT respondents were, on average, more satisfied than their colleagues.

1.2.5 Timely feedback

Q.   Timely feedback on assessments/assignments.

	Importance	Satisfaction	Gap
IT	8.32	6.98	-16.1%
Non-Monash	8.64	7.27	-15.9%
STEM	8.38	7.42	-11.5%
M. AI	8.88	7.53	-15.2%
M. Bus. Info. Systems	8.27	6.53	-21.0%
M. Cybersecurity	7.67	6.67	-13.0%
M. Data Science	8.62	6.48	-24.8%
M. IT	8.52	7.17	-15.8%
Australia	8.46	6.83	-19.3%
Suzhou	7.74	7.39	-4.5%
Fluent/Adv. English	8.39	6.81	-18.8%
Inter./Elem./Beg. English	8.17	7.34	-10.2%
On-campus	8.24	6.98	-15.3%
Multi-modal	8.44	6.98	-17.3%
Men	8.03	7.08	-11.8%
Women	8.59	6.64	-22.7%
Not value for money	8.63	6.30	-27.0%
Considered leaving	7.97	6.31	-20.8%

- Women recorded a gap score almost twice as wide as men in relation to the timeliness of feedback.
- Master of Artificial Intelligence respondents were more satisfied than their colleagues.

1.2.6 Academic feedback

Q.   Constructive feedback on assessments/assignments.

	Importance	Satisfaction	Gap
IT	8.40	6.59	-21.5%
Non-Monash	8.59	6.91	-19.6%
STEM	8.59	7.21	-16.1%
M. AI	9.24	7.24	-21.6%
M. Bus. Info. Systems	8.60	6.87	-20.1%
M. Cybersecurity	8.42	6.25	-25.8%
M. Data Science	8.90	5.81	-34.7%
M. IT	8.24	6.66	-19.2%
Australia	8.84	6.63	-25.0%
Suzhou	7.17	6.74	-6.0%
Fluent/Adv. English	8.53	6.33	-25.8%
Inter./Elem./Beg. English	8.14	7.11	-12.7%
On-campus	8.26	6.64	-19.6%
Multi-modal	8.63	6.51	-24.6%
Men	8.00	6.38	-20.3%
Women	8.84	6.66	-24.7%
Not value for money	8.56	5.96	-30.4%
Considered leaving	7.97	5.67	-28.9%

- Master of Data Science respondents were, on average, substantially less satisfied than their colleagues and recorded a wide gap score.
- Again, the importance score from Suzhou respondents was low, but the satisfaction score was not, which led to a narrow gap score.
- IT respondents were less satisfied with their feedback than their STEM colleagues.

1.3   Academic delivery

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

Importance	Satisfaction	Gap
3rd	5th	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
IT	7.97	7.21	-9.5%
Non-Monash	7.64	8.29	8.5%
STEM	8.17	7.76	-5.0%
M. AI			
M. Bus. Info. Systems			
M. Cybersecurity			
M. Data Science	8.70	7.10	-18.4%
M. IT	7.44	7.78	4.6%
Australia	8.15	7.24	-11.2%
Suzhou			
Fluent/Adv. English	7.93	7.11	-10.3%
Inter./Elem./Beg. English	8.09	7.45	-7.9%
On-campus			
Multi-modal	7.97	7.21	-9.5%
Men	7.35	6.35	-13.6%
Women	8.38	7.76	-7.4%
Not value for money			
Considered leaving	7.47	6.80	-9.0%

- Women were more satisfied than men with the mix of online and in-person content delivery.

1.3.2 Balance of units

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

	Importance	Satisfaction	Gap
IT	8.04	6.62	-17.7%
Non-Monash	7.90	7.05	-10.8%
STEM	7.86	7.27	-7.5%
M. AI	8.60	6.93	-19.4%
M. Bus. Info. Systems	8.36	6.86	-17.9%
M. Cybersecurity	8.64	6.27	-27.4%
M. Data Science	8.45	6.75	-20.1%
M. IT	7.61	6.29	-17.3%
Australia	8.25	6.70	-18.8%
Suzhou	7.43	6.39	-14.0%
Fluent/Adv. English	8.42	6.78	-19.5%
Inter./Elem./Beg. English	7.29	6.32	-13.3%
On-campus	8.13	6.56	-19.3%
Multi-modal	7.90	6.72	-14.9%
Men	7.71	6.38	-17.3%
Women	8.33	6.74	-19.1%
Not value for money	7.85	5.11	-34.9%
Considered leaving	7.31	5.78	-20.9%

- Respondents who were not satisfied their course represented value for money generally recorded wide gap scores in relation to the balance of units.
- IT respondents were less satisfied than their colleagues from STEM and contemporaries from other Australian universities.

1.3.3   Elective variety

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

	Importance	Satisfaction	Gap
IT	8.07	6.72	-16.7%
Non-Monash	8.19	7.10	-13.3%
STEM	7.73	7.06	-8.7%
M. AI	8.27	7.27	-12.1%
M. Bus. Info. Systems	8.50	6.86	-19.3%
M. Cybersecurity	8.45	6.64	-21.4%
M. Data Science	8.60	7.40	-14.0%
M. IT	7.71	5.93	-23.1%
Australia	8.27	6.86	-17.0%
Suzhou	7.39	6.26	-15.3%
Fluent/Adv. English	8.48	6.94	-18.2%
Inter./Elem./Beg. English	7.26	6.29	-13.4%
On-campus	8.15	6.63	-18.7%
Multi-modal	7.95	6.87	-13.6%
Men	7.68	6.54	-14.8%
Women	8.45	6.74	-20.2%
Not value for money	8.04	5.70	-29.1%
Considered leaving	7.69	5.64	-26.7%

- Master of IT respondents were less satisfied than their IT colleagues in relation to the variety of electives on offer.
- Master of Data Science and Master of Artificial Intelligence respondents were generally more satisfied than their colleagues.

1.3.4 Class times

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

	Importance	Satisfaction	Gap
IT	8.45	6.49	-23.2%
Non-Monash	8.29	7.33	-11.6%
STEM	8.17	6.85	-16.2%
M. AI	8.93	6.80	-23.9%
M. Bus. Info. Systems	8.64	6.79	-21.4%
M. Cybersecurity	8.55	6.36	-25.6%
M. Data Science	8.90	6.90	-22.5%
M. IT	8.36	5.89	-29.5%
Australia	8.73	6.45	-26.1%
Suzhou	7.57	6.87	-9.2%
Fluent/Adv. English	8.72	6.33	-27.4%
Inter./Elem./Beg. English	7.91	6.79	-14.2%
On-campus	8.16	6.50	-20.3%
Multi-modal	8.90	6.46	-27.4%
Men	8.25	6.61	-19.9%
Women	8.60	6.12	-28.8%
Not value for money	8.26	5.56	-32.7%
Considered leaving	8.17	5.56	-31.9%

- IT respondents were less satisfied than non-Monash respondents in relation to class times.
- Wide gap scores were recorded throughout the Faculty – particularly among Multi-modal and Master of IT respondents.

1.3.5 Assignment numbers

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

	Importance	Satisfaction	Gap
IT	8.27	6.30	-23.8%
Non-Monash	8.24	6.71	-18.6%
STEM	8.40	6.87	-18.2%
M. AI	8.60	7.27	-15.5%
M. Bus. Info. Systems	8.14	6.43	-21.0%
M. Cybersecurity	8.45	7.00	-17.2%
M. Data Science	8.85	6.30	-28.8%
M. IT	8.18	5.61	-31.4%
Australia	8.49	6.53	-23.1%
Suzhou	7.52	5.78	-23.1%
Fluent/Adv. English	8.36	6.61	-20.9%
Inter./Elem./Beg. English	8.09	5.68	-29.8%
On-campus	8.06	6.53	-19.0%
Multi-modal	8.59	5.92	-31.1%
Men	8.13	6.39	-21.4%
Women	8.33	6.00	-28.0%
Not value for money	8.11	5.56	-31.4%
Considered leaving	8.08	5.47	-32.3%

- Multi-modal respondents and respondents who reported their English proficiency was at an intermediate, elementary or beginner level were less satisfied than their colleagues and recorded wide gap scores.
- Those who had considered leaving and those who were not satisfied their course represented value for money recorded particularly wide gap scores.

1.3.6 Submission dates

Q.   Assessment/assignments submission dates are appropriately spaced.

	Importance	Satisfaction	Gap
IT	8.35	6.23	-25.4%
Non-Monash	8.24	6.76	-18.0%
STEM	8.57	6.79	-20.8%
M. AI	8.80	7.27	-17.4%
M. Bus. Info. Systems	8.29	5.71	-31.1%
M. Cybersecurity	8.18	6.55	-19.9%
M. Data Science	8.75	6.25	-28.6%
M. IT	8.43	5.79	-31.3%
Australia	8.55	6.31	-26.2%
Suzhou	7.70	6.22	-19.2%
Fluent/Adv. English	8.46	6.25	-26.1%
Inter./Elem./Beg. English	8.12	6.18	-23.9%
On-campus	8.18	6.52	-20.3%
Multi-modal	8.62	5.77	-33.1%
Men	7.98	6.27	-21.4%
Women	8.71	5.93	-31.9%
Not value for money	8.30	5.59	-32.7%
Considered leaving	8.28	5.39	-34.9%

- Multi-modal respondents and women recorded relatively large gap scores in relation to submission date spacing.
- Master of Artificial Intelligence respondents were more satisfied than their colelagues.

1.4 Support services

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

Importance	Satisfaction	Gap
5th	1st	1st

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

Facilities	*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
IT	8.40	7.36	-12.4%
Non-Monash	8.19	7.10	-13.3%
STEM	8.51	7.74	-9.0%
M. AI	8.80	7.53	-14.4%
M. Bus. Info. Systems	8.31	7.23	-13.0%
M. Cybersecurity	9.09	7.36	-19.0%
M. Data Science	8.60	7.80	-9.3%
M. IT	8.44	7.26	-14.0%
Australia	8.73	7.51	-14.0%
Suzhou	7.48	6.91	-7.6%
Fluent/Adv. English	8.67	7.56	-12.8%
Inter./Elem./Beg. English	7.88	6.97	-11.5%
On-campus	8.27	7.35	-11.1%
Multi-modal	8.61	7.37	-14.4%
Men	8.30	7.41	-10.7%
Women	8.41	7.13	-15.2%
Not value for money	7.93	6.81	-14.1%
Considered leaving	7.86	6.78	-13.7%

- IT respondents were marginally more satisfied than non-Monash respondents in relation to facilities; however, they generally placed greater importance on it. Thus, there was little difference in gap score.

1.4.2 Language support

Q. English language support.

	Importance	Satisfaction	Gap
IT	7.09	7.16	1.0%
Non-Monash	6.36	7.00	10.1%
STEM	7.67	7.86	2.5%
M. AI	7.00	8.56	22.3%
M. Bus. Info. Systems	6.43	6.71	4.4%
M. Cybersecurity			
M. Data Science			
M. IT	7.50	6.73	-10.3%
Australia	6.97	7.26	4.2%
Suzhou	7.27	7.00	-3.7%
Adv. English[4]	6.00	7.64	27.3%
Inter./Elem./Beg. English	7.79	6.85	-12.1%
On-campus	6.95	7.18	3.3%
Multi-modal	7.39	7.11	-3.8%
Men	6.82	7.09	4.0%
Women	7.35	7.10	-3.4%
Not value for money	6.21	5.74	-7.6%
Considered leaving	6.82	6.73	-1.3%

- Respondents who reported their English proficiency was at an intermediate, elementary or beginner level were less satisfied than those who spoke advanced English. They also placed for greater importance on this service. Therefore, they had a wide gap score.

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[4] Please note, respondents who indicated that their English proficiency was "fluent" were not asked to respond to this question.

1.4.3 Library resources

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

	Importance	Satisfaction	Gap
IT	8.14	7.72	-5.2%
Non-Monash	7.95	7.52	-5.4%
STEM	8.53	8.09	-5.2%
M. AI	8.33	8.67	4.1%
M. Bus. Info. Systems	7.92	7.46	-5.8%
M. Cybersecurity	8.82	7.55	-14.4%
M. Data Science	8.15	7.85	-3.7%
M. IT	8.22	7.52	-8.5%
Australia	8.36	7.89	-5.6%
Suzhou	7.52	7.26	-3.5%
Fluent/Adv. English	8.22	7.92	-3.6%
Inter./Elem./Beg. English	8.00	7.35	-8.1%
On-campus	8.07	7.60	-5.8%
Multi-modal	8.26	7.92	-4.1%
Men	7.86	7.38	-6.1%
Women	8.44	8.08	-4.3%
Not value for money	7.70	7.19	-6.6%
Considered leaving	7.81	7.42	-5.0%

- IT respondents were marginally more satisfied than non-Monash respondents in relation to library resources; however, they generally placed greater importance on it. Thus, there was little difference in gap score.
- Master of Artificial Intelligence respondents were particularly satisfied and recorded a positive gap score.

1.4.4 IT support

Q.   IT support.

	Importance	Satisfaction	Gap
IT	7.96	7.65	-3.9%
Non-Monash	7.48	7.33	-2.0%
STEM	8.09	7.93	-2.0%
M. AI	7.13	8.27	16.0%
M. Bus. Info. Systems	8.62	7.23	-16.1%
M. Cybersecurity	8.45	7.82	-7.5%
M. Data Science	7.95	7.70	-3.1%
M. IT	8.04	7.59	-5.6%
Australia	8.12	7.80	-3.9%
Suzhou	7.48	7.26	-2.9%
Fluent/Adv. English	8.03	7.98	-0.6%
Inter./Elem./Beg. English	7.82	7.03	-10.1%
On-campus	7.88	7.62	-3.3%
Multi-modal	8.08	7.71	-4.6%
Men	7.82	7.34	-6.1%
Women	8.00	7.92	-1.0%
Not value for money	7.37	6.67	-9.5%
Considered leaving	7.64	7.28	-4.7%

- Respondents who reported their English proficiency was at an intermediate, elementary or beginner level were less satisfied than those who spoke either fluent or advanced English.
- Respondents were generally satisfied compared to the importance they placed on this service.

1.4.5 Learning support

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

	Importance	Satisfaction	Gap
IT	7.67	7.26	-5.3%
Non-Monash	7.10	7.43	4.6%
STEM	8.10	7.84	-3.2%
M. AI	7.13	7.87	10.4%
M. Bus. Info. Systems	7.77	7.15	-8.0%
M. Cybersecurity	8.45	7.27	-14.0%
M. Data Science	7.60	7.70	1.3%
M. IT	8.04	6.96	-13.4%
Australia	7.81	7.35	-5.9%
Suzhou	7.26	6.96	-4.1%
Fluent/Adv. English	7.64	7.56	-1.0%
Inter./Elem./Beg. English	7.74	6.68	-13.7%
On-campus	7.53	7.30	-3.1%
Multi-modal	7.89	7.18	-9.0%
Men	7.41	7.07	-4.6%
Women	7.87	7.33	-6.9%
Not value for money	7.33	6.26	-14.6%
Considered leaving	7.61	6.86	-9.9%

- Respondents who reported their English proficiency was at an intermediate, elementary or beginner level were generally less satisfied than those who spoke either fluent or advanced English and recorded a far wider gap score.
- Master of Cybersecurity and Master of IT respondents recorded wide gap scores relative to their colleagues.

1.5 Culture

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

Importance	Satisfaction	Gap
6th	3rd	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
IT	7.63	7.27	-4.7%
Non-Monash	7.48	6.71	-10.3%
STEM	7.42	7.25	-2.3%
M. AI	7.33	7.80	6.4%
M. Bus. Info. Systems	7.75	6.00	-22.6%
M. Cybersecurity	8.36	8.00	-4.3%
M. Data Science	8.05	7.65	-5.0%
M. IT	7.52	7.04	-6.4%
Australia	7.85	7.29	-7.1%
Suzhou	6.95	7.27	4.6%
Fluent/Adv. English	7.78	7.38	-5.1%
Inter./Elem./Beg. English	7.33	7.06	-3.7%
On-campus	7.55	7.27	-3.7%
Multi-modal	7.75	7.28	-6.1%
Men	7.42	7.13	-3.9%
Women	7.82	7.29	-6.8%
Not value for money	7.56	6.56	-13.2%
Considered leaving	7.44	6.56	-11.8%

- IT respondents were more satisfied than non-Monash respondents and on-par with their STEM colleagues.
- Master of Business Information Systems respondents recorded a wide gap score.

1.5.2 Academic community

Q.   Feeling part of an academic community.

	Importance	Satisfaction	Gap
IT	7.75	7.06	-8.9%
Non-Monash	6.67	5.81	-12.9%
STEM	7.56	7.16	-5.3%
M. AI	7.40	7.20	-2.7%
M. Bus. Info. Systems	8.33	6.25	-25.0%
M. Cybersecurity	8.64	7.27	-15.9%
M. Data Science	7.70	7.20	-6.5%
M. IT	7.52	7.19	-4.4%
Australia	7.97	7.05	-11.5%
Suzhou	7.09	7.14	0.7%
Fluent/Adv. English	7.98	7.22	-9.5%
Inter./Elem./Beg. English	7.30	6.76	-7.4%
On-campus	7.65	7.12	-6.9%
Multi-modal	7.92	6.97	-12.0%
Men	7.44	6.96	-6.5%
Women	8.08	6.97	-13.7%
Not value for money	7.37	6.22	-15.6%
Considered leaving	7.56	6.47	-14.4%

- IT respondents were far more satisfied they felt part of an academic community than were non-Monash respondents; however, they placed greater importance on this area so there was not much difference in gap score.
- Again, Master of Business Information Systems respondents recorded a wide gap score.

1.5.3 Sense of belonging

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

	Importance	Satisfaction	Gap
IT	8.13	7.01	-13.8%
Non-Monash	7.62	6.90	-9.4%
STEM	7.95	7.22	-9.2%
M. AI	7.80	7.40	-5.1%
M. Bus. Info. Systems	8.58	5.58	-35.0%
M. Cybersecurity	9.55	7.73	-19.1%
M. Data Science	8.25	7.55	-8.5%
M. IT	7.74	6.70	-13.4%
Australia	8.51	7.05	-17.2%
Suzhou	6.91	6.86	-0.7%
Fluent/Adv. English	8.43	7.22	-14.4%
Inter./Elem./Beg. English	7.55	6.61	-12.5%
On-campus	7.87	6.77	-14.0%
Multi-modal	8.56	7.42	-13.3%
Men	7.84	7.00	-10.7%
Women	8.47	6.79	-19.8%
Not value for money	7.52	6.00	-20.2%
Considered leaving	7.94	6.19	-22.0%

- Respondents from IT were, on average, roughly as satisfied with their sense of belonging as were non-Monash respondents.
- Multi-modal respondents were more satisfied than on-campus respondents.
- Again, Master of Business Information Systems respondents recorded a wide gap score.

1.6   Job readiness

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

Importance	Satisfaction	Gap
1st	6th	6th

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

Internship	*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
IT	8.56	5.40	-36.9%
Non-Monash	8.43	4.24	-49.7%
STEM	8.53	6.57	-23.0%
M. AI	9.00	6.27	-30.3%
M. Bus. Info. Systems	9.58	4.50	-53.0%
M. Cybersecurity	8.73	5.55	-36.4%
M. Data Science	8.95	4.75	-46.9%
M. IT	7.96	5.81	-27.0%
Australia	8.93	5.08	-43.1%
Suzhou	7.27	6.68	-8.1%
Fluent/Adv. English	8.90	5.25	-41.0%
Inter./Elem./Beg. English	7.91	5.67	-28.3%
On-campus	8.45	5.62	-33.5%
Multi-modal	8.75	5.03	-42.5%
Men	8.36	5.60	-33.0%
Women	8.79	4.89	-44.4%
Not value for money	8.74	4.26	-51.3%
Considered leaving	8.47	4.25	-49.8%

- Although satisfaction levels with internships was the lowest score recorded by IT students, it was still higher than that recorded by non-Monash respondents in the field.
- Suzhou respondents were more satisfied than Australian-based students.

1.6.2 Networking

Q.   *Links to industry/professional networking.*

	Importance	Satisfaction	Gap
IT	8.51	6.07	-28.7%
Non-Monash	8.57	5.33	-37.8%
STEM	8.56	6.69	-21.8%
M. AI	8.80	6.53	-25.8%
M. Bus. Info. Systems	9.58	6.33	-33.9%
M. Cybersecurity	8.73	6.27	-28.2%
M. Data Science	8.90	5.95	-33.1%
M. IT	8.11	5.96	-26.5%
Australia	8.77	5.88	-33.0%
Suzhou	7.59	7.00	-7.8%
Fluent/Adv. English	8.67	6.06	-30.1%
Inter./Elem./Beg. English	8.21	6.09	-25.8%
On-campus	8.33	6.52	-21.7%
Multi-modal	8.81	5.33	-39.5%
Men	8.24	6.24	-24.3%
Women	8.87	5.71	-35.6%
Not value for money	8.44	5.26	-37.7%
Considered leaving	8.50	5.11	-39.9%

- IT respondents were again more satisfied than non-Monash respondents; however, satisfaction levels were low.
- Multi-modal respondents were far less satisfied than on-campus students regarding their links to industry and professional networks.
- Women were less satisfied than men.

1.6.3 Workforce entry

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

	Importance	Satisfaction	Gap
IT	8.81	6.32	-28.3%
Non-Monash	9.29	6.10	-34.3%
STEM	8.87	7.04	-20.6%
M. AI	8.71	6.79	-22.0%
M. Bus. Info. Systems	9.67	6.00	-38.0%
M. Cybersecurity	9.50	7.50	-21.1%
M. Data Science	9.30	5.60	-39.8%
M. IT	8.63	6.30	-27.0%
Australia	9.33	6.09	-34.7%
Suzhou	7.18	7.05	-1.8%
Fluent/Adv. English	9.24	6.47	-30.0%
Inter./Elem./Beg. English	8.06	6.06	-24.8%
On-campus	8.77	6.46	-26.3%
Multi-modal	8.59	6.09	-29.1%
Men	8.75	6.62	-24.3%
Women	8.86	5.78	-34.8%
Not value for money	9.04	4.96	-45.1%
Considered leaving	8.76	5.36	-38.8%

- IT respondents were less satisfied than their colleagues in STEM in relation to their readiness to enter the workforce.
- Again, women were less satisfied than men. animosity
- Master of Business Information Systems and Master of Data Science respondents recorded particularly 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 IT students responded:
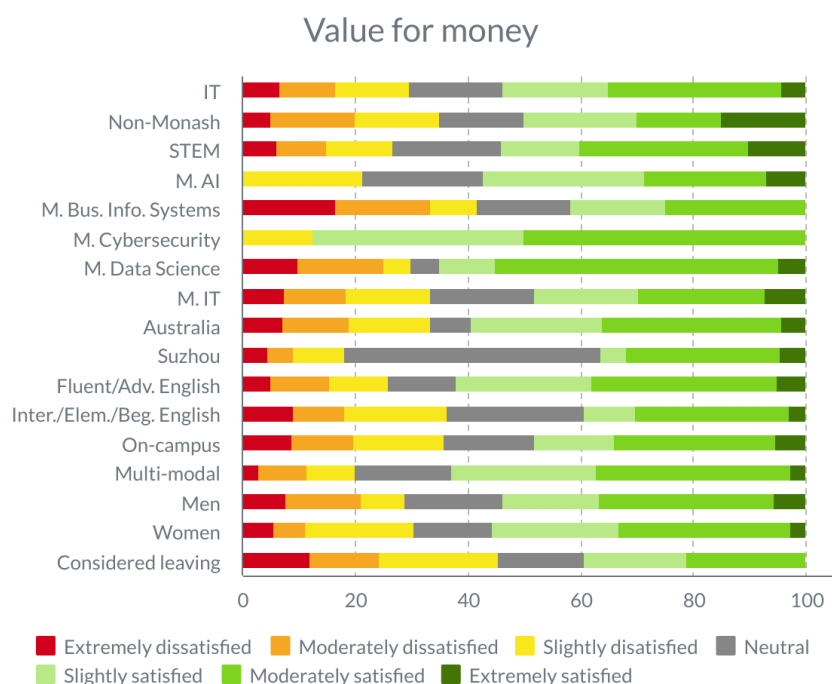
Value for money

Master of Cybersecurity respondents were the most-likely to be satisfied that their course represented value for money, while those who had considered leaving and Master of Business Information Systems respondents were the most-likely to be dissatisfied.

IT respondents were more likely than non-Monash respondents to be satisfied their course represented value for money.

2.1.1 Value for money – Importance and Satisfaction

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

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

| Theme	Importance		Satisfaction		Gap	
	Value	No value	Value	No value	Value	No value
Commencement	8.27	7.69	7.86	6.51	-5.0%	-15.3%
Academic quality	8.89	8.49	7.61	5.96	-14.4%	-29.8%
Academic delivery	8.72	8.11	7.44	5.50	-14.7%	-32.2%
Support services	8.39	7.31	8.24	6.53	-1.8%	-10.7%
Culture	8.05	7.48	7.79	6.26	-3.3%	-16.3%
Job readiness	8.91	8.74	6.70	4.83	-24.8%	-44.7%
Overall	8.54	7.97	7.60	5.93	-10.7%	-24.8%

Respondents who were not satisfied that their course represented value for money recorded much wider gap scores than those who did feel their course was value for money.

This was especially true in relation to *job readiness, academic quality* and *academic delivery*.

2.2   Considered leaving in the last 12 months

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

Below is a graph of how IT students responded:

Considered leaving
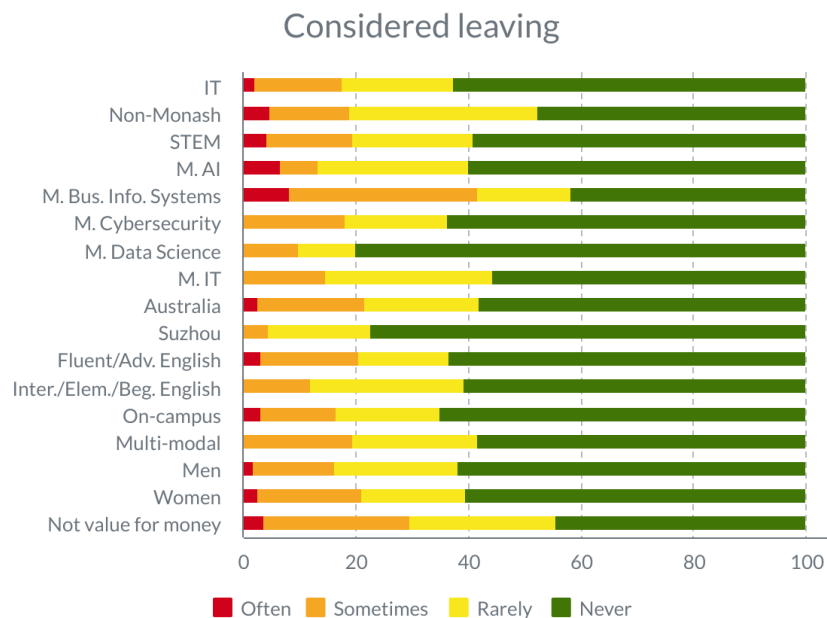
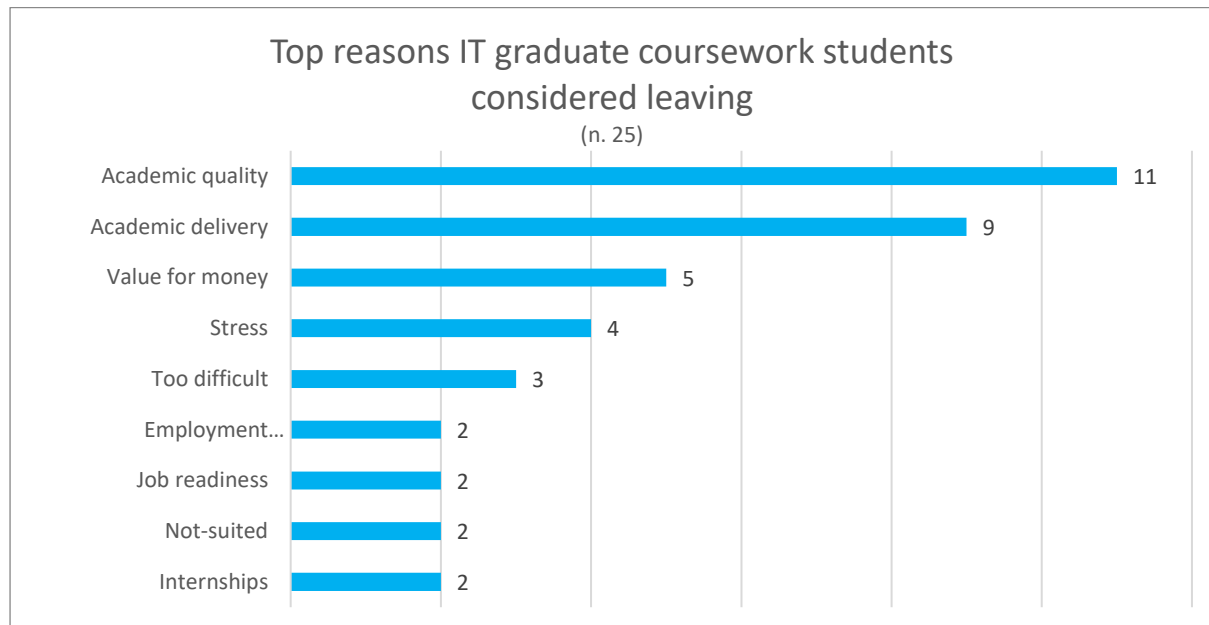IT respondents were less likely to have considered leaving their course than were non-Monash respondents.

Master of Business Information Systems respondents and those who were dissatisfied that their course represented value for money were the most-likely to have considered leaving their course in the last 12 months, while Master of Data Science and Suzhou respondents were the least likely.

Master of Business Information Systems respondents were also the most-likely to have considered leaving their course "often."

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 IT graduate coursework students considered leaving
(n. 25)

Reason	Count
Academic quality	11
Academic delivery	9
Value for money	5
Stress	4
Too difficult	3
Employment…	2
Job readiness	2
Not-suited	2
Internships	2

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

> *"Some units did seem repetitive to what I learnt in my undergrad units."*

> *"Extremely bad teaching, badly designed course."*

> *"The delivery of multiple feels like they do not contribute the practical nature of getting a job or an interview once we graduate."*

> *"Workload, stress and because of unprepared teaching teams that might make the subject harder than what it should be."*

Another popular response related to academic delivery. Comments included:

> *"I did not expect a lot of online lectures and applied classes. Online class cannot deliver the same quality as face-to-face and it also limits social interaction. Students just simply don't attend online classes. Campus life has become less enjoyable. A lot of units require a considerable amount of self-learning and makes me feel that I'm paying for nothing."*

> *"Difficult and mass assignments."*

> *"The workload as a master's student was very high specially having to work to manage high living costs. Furthermore, this degree does not even guarantee a job role so I am wondering if 100,000 dollars has a good ROI."*

Other interesting comments included:

> *"As an international student, sometimes I question if this course is worth 2 years of my time and almost $200k of money for overall cost."*

> *"Too expensive I found that we can even learn from YouTube."*

> *"Not really leaving my course but just some difficulties made me rethink my priorities about pursuing masters. These feelings were only due to pressure and stress and did not stay for long."*

> *"Too difficult for people with no prior knowledge and experience."*

> *"Misinformation about the course prior to commencing it. It was advertised as suitable for people from non-technical backgrounds, whereas in reality, it is super-fast-paced for those without a tech background."*

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:

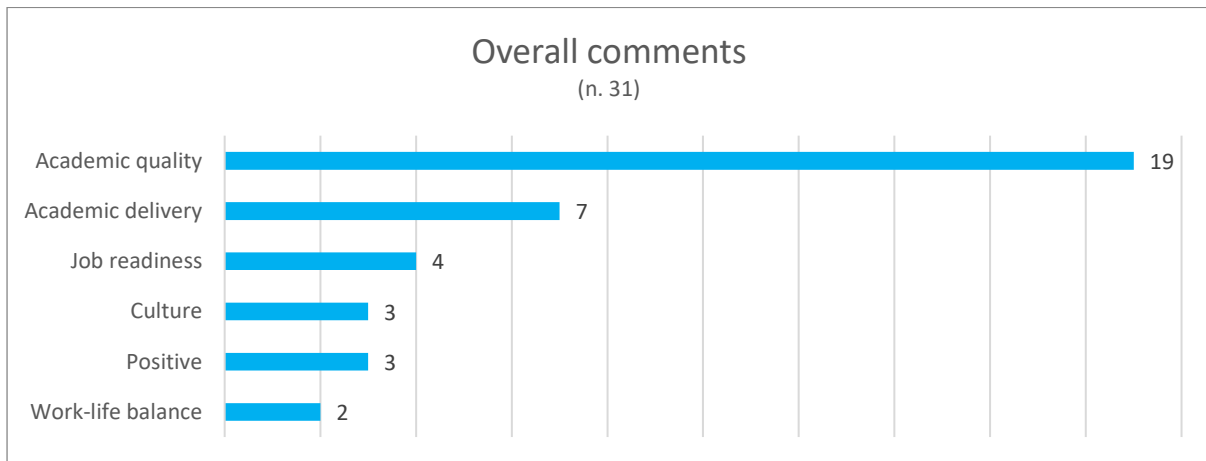| Theme	Importance		Satisfaction		Gap	
	Exit	Stay	Exit	Stay	Exit	Stay
Commencement	7.73	8.21	6.72	7.62	-13.1%	-7.2%
Academic quality	8.12	8.79	5.93	7.33	-27.0%	-16.5%
Academic delivery	7.91	8.62	5.57	7.16	-29.6%	-16.9%
Support services	7.55	8.09	7.01	7.73	-7.2%	-4.5%
Culture	7.65	7.94	6.41	7.54	-16.3%	-5.1%
Job readiness	8.58	8.66	4.91	6.53	-42.8%	-24.6%
Overall	7.92	8.39	6.09	7.32	-22.6%	-12.5%

Exit respondents reported far wider gap scores for all themes except *support services* and *commencement*.

The widest gap score for Exit respondents was for *job readiness*.

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 IT respondents:

Overall comments
(n. 31)

Category	Count
Academic quality	19
Academic delivery	7
Job readiness	4
Culture	3
Positive	3
Work-life balance	2

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

> *"I think my course is too general I want to learn something that can get a job for me."*

> *"Units need pre-reqs but the unit coordinators say they're not allowed to have them. So you rock up to a unit with just a basic pre-req, and turns out you needed to all these other units first but there's no way of knowing. I did all my units in the wrong order because of this and it made them a lot harder than they needed to be."*

> *"I think the amount and difficulty of assessments are unreasonable. It is also unhelpful that the deadlines of all 4 subjects are almost always at the same day or within the same week. Due to the difficulty of these assignments it is difficult to give the best performance for each subject. Additionally, the teaching teams for multiple units have been inconsistent as there have been teaching teams that are not that transparent with feedback or do not give proper instructions for assignments and yet expect us to prepare professionally written outputs with no guide. I have also noticed cases wherein gradings could be subjective and based on the TA grading your activity."*

> *"I think as a master's student, my idea of coming to Australia was for me to study and work so that I could pay for my expenses here, but the truth is that IT faculty does not make this easy. Finding balance between school, work and personal commitments has been extremely complicated and I think IT faculty should realise the amount of content/workload for students is too high."*

> *"Lots of the tutors are not experience in the topic or totally not good at teaching."*

> *"Lectures are more meaningful when the lecturers offer more insight to the material and not just reading the slides."*

Academic delivery was another popular commen theme. Comments included:

> *"The time given for assignments are too small. Our classes are at unreasonable times."*

> *"The assignments are a bit overwhelming, and some assignments require both video recording and reports, which is a bit complex."*

> *"Too much assignments and labs, barely can handle this load."*

Other interesting comments included:

> *"It would be better to associate some of the units with their usability in a work environment."*

> *"Delivery of hand-on practice must be more."*

> *"You should remove some theoretical units and put some more practical units like Project Management"*

> *"International students in my cohort struggling immensely with English."*

> *"Please ask Monash to be more careful when selecting students. Please do not allow so many idiots to study at here."*

> *"The uni has become too commercial and it doesn't feel like an education institution anymore."*

> *"Overall it's good."*

> *"Course is so difficulty, I have to spend much time to study. I don't have leisure time to do exercise."*

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

This section highlights the engagement levels that IT 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?*[5]

Below is a summary of how students in IT responded:
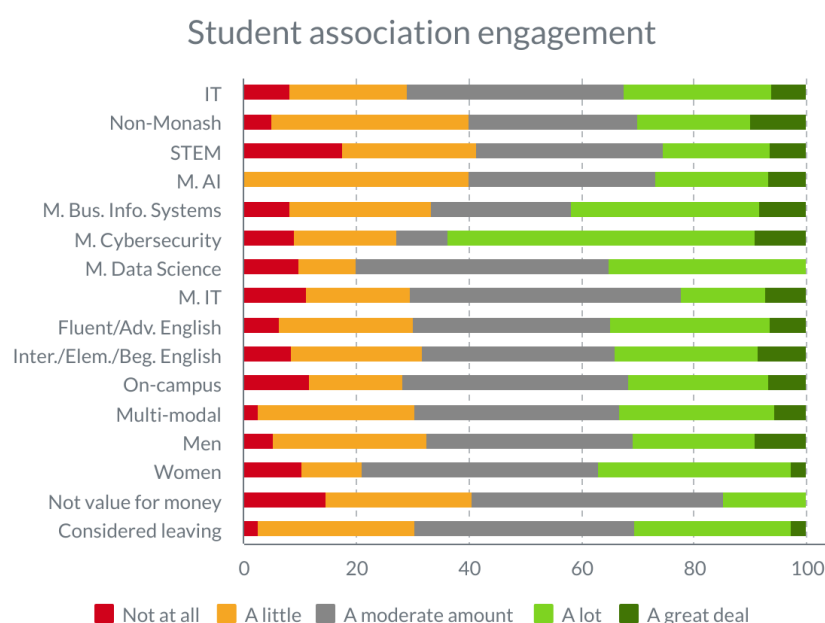
Student association engagement

As an association, the MGA tends to have more success engaging with international students. As such, given 92% of respondents from the Faculty of IT were international students, engagement was reasonable compared to other faculties.

Engagement was greatest among Master of Cybersecurity respondents, while students who were not satisfied that their course represented value for money were the least likely to engage "a lot" or "a great deal."

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[5] Participants enrolled through Suzhou campus were not asked this question.

Conclusion

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

Key findings

Job readiness satisfaction is an area of concern – particularly for women

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

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

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

Of particular concern were the wider gap scores recorded by women respondents compared to those recorded among men. Women placed greater importance, but were less satisfied, on each of the three areas of *job readiness*.

Orientation satisfaction was high

IT respondents were widely satisfied with their orientation experience with the area receiving the third-highest satisfaction rating.

For example, Master of Cybersecurity respondents, who throughout the survey recorded high importance ratings and low satisfaction ratings, recorded a close to neutral gap score in relation to orientation.

Monash IT respondents consistently less satisfied than their STEM colleagues and non-Monash contemporaries

Respondents from outside Monash who were studying in the field of information technology were more satisfied with most areas related to their course experience and recorded narrower gap scores between importance and satisfaction.

This was also true in relation to STEM respondents across the University with IT respondents consistently being less satisfied than their colleagues.

Quality of teaching satisfaction low in Master of Cybersecurity and Master of Data Science

With average satisfaction scores of 5.58 and 5.71 respectively, Master of Cybersecurity and Master of Data Science respondents were less satisfied with the quality of teaching than were their colleagues across other IT courses.

High importance scores among these cohorts also led to wide gap scores being recorded.

Unemployment among graduate coursework students is high

Though this has not been directly discussed, 39% of IT respondents were "unemployed and looking for work" (see *Appendix 1: Demographics*). This is an exceptionally high proportion of students.

MGA engagement low with domestic students

Engagement figures for the MGA were reasonable in the Faculty of IT compared to other faculties. As an association, the MGA tends to have more success engaging with international students and the overwhelming majority of respondents from the faculty were international students.

Recommendations

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

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

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

Action: Faculty; Career Connect; MGA

Investigate low satisfaction among Master of Cybersecurity and Master of Data Science respondents

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

Action: Faculty; MGA

Introduce employment assistance programming

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

Action: Faculty; Career Connect

Appendix 1: Demographics

Course type	Respondents
Masters by coursework	111 (96%)
Graduate diploma/certificate	5 (4%)

Course	Respondents
Master of Artificial Intelligence	18 (16%)
Master of Business Information Systems	16 (14%)
Master of Computer Science	4 (4%)
Master of Cybersecurity	12 (11%)
Master of Data Science	23 (21%)
Master of Information Technology Systems	4 (4%)
Master of Information Technology	30 (27%)
other	5 (4%)

Campus	Respondents
I do not regularly attend campus	1 (1%)
Clayton	87 (69%)
Caulfield	5 (4%)
Suzhou	25 (20%)
other	8 (6%)

Domestic/International	Respondents
Local student (Australian or New Zealand citizen/permanent resident)	9 (8%)
International student	104 (92%)

Study load	Respondents
Full-time	113 (97%)
Part-time	3 (3%)
On leave from study	0 (0%)

Study location	Respondents
Entirely on-campus	68 (60%)
Multi-modal	45 (40%)
Entirely online	0 (0%)
other	0 (0%)

Time since last degree	Respondents
Less than 1 year	48 (43%)
1-5 years	53 (46%)
6-10 years	9 (8%)
11+ years	3 (3%)
Course progress	**Respondents**
First year	89 (79%)
Second year	23 (20%)
Third year	1 (1%)

Study hours	Respondents
Less than 5	2 (2%)
6-10	15 (14%)
11-20	21 (19%)
21-30	30 (27%)
31-40	17 (15%)
Over 40 hours	28 (25%)

English proficiency	Respondents
Fluent	49 (44%)
Advanced	27 (24%)
Intermediate	30 (27%)
Elementary	5 (4%)
Beginner	2 (2%)

Gender	Respondents
Woman	46 (41%)
Man	64 (57%)
Non-binary/gender diverse	1 (1%)
Prefer to self-describe	0 (0%)
Prefer not to say	2 (2%)

LGBTIQA+	Respondents
Yes	5 (5%)
No	93 (86%)
Prefer not to disclose	10 (9%)

Indigenous (domestic students only)	Respondents
Yes	0 (0%)
No	8 (100%)
Prefer not to disclose	0 (0%)

Disability	Respondents
Yes	3 (3%)
No	103 (95%)
Prefer not to disclose	2 (2%)

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

Age	Respondents
24 or under	64 (57%)
25-29	35 (31%)
30-39	9 (8%)
40 and over	4 (4%)

Employment status	Respondents
Full-time	4 (3%)
Part-time	16 (13%)
Casual	22 (18%)
Unemployed and looking for work	46 (39%)
Not employed and not looking for work	31 (26%)

Work hours	Respondents
Less than 5	6 (15%)
6-10	4 (10%)
11-20	21 (54%)
21-30	6 (15%)
31-40	1 (3%)
More than 40	1 (3%)

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"