



# **Orientation Survey 2008**

## **Part 1: Faculty of Arts**

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Report for

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## **Administration and Analysis**

The survey was administered online following the Semester 1 orientation, which ran from Monday, 18 February to Friday, 22 February. Of the 2834 Faculty of Arts students eligible to participate in this survey, 471 completed and submitted online responses, resulting in an overall response rate of 16.6%.

This report covers the student responses from the Faculty of Arts orientation experience, with breakdowns by campus for items 13-17. Responses from campuses, Faculties and international students are tabled as separate reports. Each report has two parts:

### **Part 1: Summary Report**

This comprises quantitative measures of Faculty of Arts students' perceptions in three areas: overall orientation experience, student views of the e-planner and orientation website, and student views on the environment. Also included in the report is biographical information concerning response patterns of Faculty of Arts students.

### **Part 2: Open-ended comment**

Part 2 is produced as a separate document. It contains the full set of student open-ended comment concerning best aspects and aspects that could be improved in the three areas of the survey. Included in this report is also a brief overview of major issues identified by student open-ended comments in the three areas of this survey.

## Part A: Student Detail

### Campus Response

Of the 2834 Faculty of Arts students eligible to participate in this survey, 471 completed and submitted online responses, resulting in an overall response rate of 16.6%. Response rates for all campuses are reported in Table 1.

Table 1: Campus response rates

Campus	Number of Responses	Population Size	Response rate (%)
Berwick	21	146	14.4
Caulfield	107	729	14.7
Clayton	300	1557	19.3
Gippsland	36	385	9.4
Parkville	0	0	
Peninsula	1	17	5.9
Faculty of Arts	471	2834	16.6

### Mode of Study

A total of 90.7% reported that their main mode of study was on-campus with 3.6% indicating that their main mode of study was a mixture of on campus and off campus. 5.7% reported that their main mode of study was primarily off campus.

### Study Load

A total of 94.7% reported that they were pursuing their studies on a full-time basis and 5.3% reported that they were part-time students.

### Origin

Table 2 shows the origin of Faculty of Arts students.

Table 2: Origin of Students

Origin	Percentage
Australian/New Zealand/Australian Permanent residents	89.6
International	10.4

## Age

The age groups of Faculty of Arts students completing the survey are shown in Table 3.

Table 3: Age

Age	Percentage
Under 17	0.2
17-19	67.7
20-22	15.9
23-29	10.4
30-39	3.6
40-49	0.8
50 and over	1.3

## Gender

A total of 78.6% of Faculty of Arts students participating in the survey were female compared to 21.4% male.

## Intake into Faculty of Arts

The student intake is shown in Table 4.

Table 4: Intake into Faculty of Arts

Route	Percentage
Straight from secondary school	55.8
Transferring from another university or TAFE college	11.1
As a non-school leaver	8.5
Following deferment of one year	13.8
Other	10.2

## Attendance at Open Day

A total of 51% of Faculty of Arts students participated in the survey attended the Monash Open Day in 2007 with the remaining 49% reporting non-attendance.

## Part B: Orientation Experience

Students reported three main ways that they found out about orientation activities. These were from the enrolment package, website and faculty enrolment (see Table 5). Students also reported other ways that they found about the Orientation information and activities (see Part 2).

Table 5: Student Access to Orientation Information and Activities

Access to information via ...	Percentage
Enrolment Package	53.3
Faculty Enrolment	34.4
Friends/Family	25.1
School/Teachers/CareersCoordinator	11.3
Showbag	31.4
Web Site	55.8
Other	4

### Participation in Orientation Activities

The pattern of student participation over the 5 days that orientation activities were planned is shown in Figure 1.

### Orientation Experience (Questions 13-17)

For the purposes of this analysis, satisfaction trends were constructed as Likert scales measuring 1 (Strongly Disagree) to 5 (Strongly Agree) and the middle term (3) being undecided. Means of responses are reported and these can be interpreted in terms of above 3 being positive and below 3 being negative. The distribution on the Likert scales is also reported. The sum of categories 4 and 5 (Strongly Agree and Agree) is taken to indicate “Agreement” and thus “good satisfaction”. Details of the breakdown by campus can be found in Appendix B.

Students generally were in agreement regarding the helpful and informative nature of the orientation activities. The general agreement, as shown in Table 6, is reflected in the means which ranged from 3.74-4.06 with percentage aggregate distribution of responses for rating in the Strongly Agree/Agree categories ranging from 71%-86.4%.

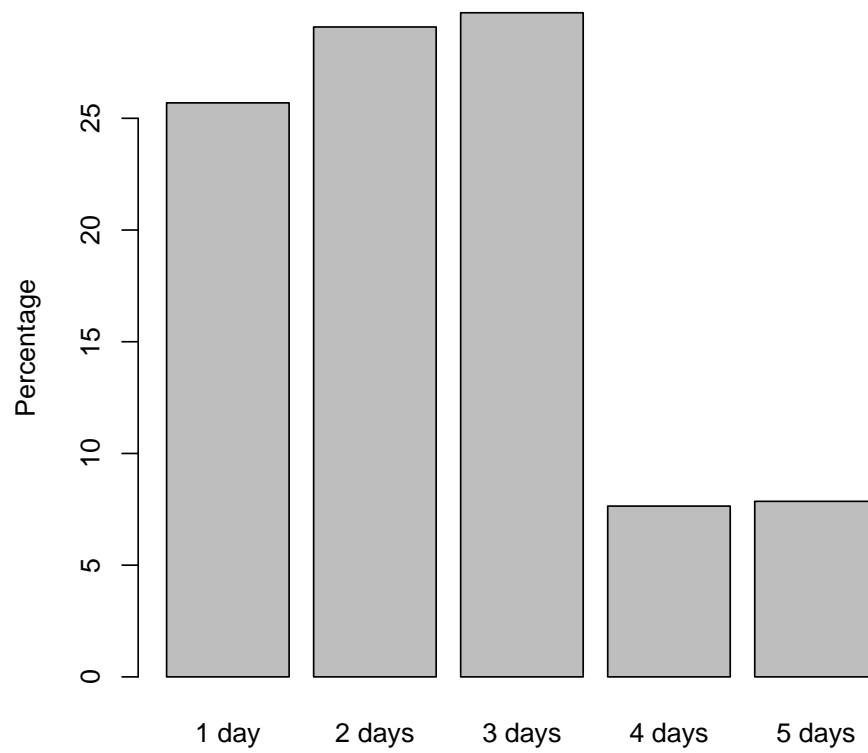


Figure 1: Breakdown of attendance for Orientation Activities

Table 6: Mean and Percentage Distribution for the Orientation Experience

No	Item	Mean	Strongly Agree, Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13	Orientation was of benefit to me	4.064	86.4	27.7	58.7	7.4	4.7	1.5
14	The range of orientation activities helped me to adjust to the University environment	3.738	71	12.4	58.6	20.3	7.9	0.9
15	Orientation provided me with the information I needed to adjust to the University environment	3.891	80.1	17.3	62.8	12.8	5.8	1.3
16	My faculty (school or department) orientation provided me with the necessary information and confidence to begin my academic program	3.826	72.5	20.4	52	18.9	6.9	1.7
17	Overall I was satisfied with the Orientation program provided by Monash University	3.944	81.9	20.3	61.6	11.9	4.7	1.5

## Part C: eOrientation planner and the Orientation website

### eOrientation Planner

A total of 66.7% of Faculty of Arts students participating in the survey reported using the eOrientation planner with the remaining 33.3% not using the planner. A number of reasons were reported by Faculty of Arts students on why they did not use the planner, with the main reason being that Faculty of Arts students were unaware of the availability of the planner. Other reasons included that Faculty of Arts students found it confusing and hard to use.

Students were asked to give their opinion on the usefulness of the information provided via the eOrientation planner. Results are summarised in Table 7.

Table 7: Student's opinion on Usefulness of the information provided via the eOrientation Planner

Opinion	Used the e-Orientation Website			
	No	%	Yes	%
Extremely useful	4	10	120	39.2
Somewhat useful	7	17.5	149	48.7
Neutral	12	30	22	7.2
Not very useful	7	17.5	15	4.9
Did not read	10	25	0	0
Not applicable	117		8	

### Use of Monash University Orientation website

A total of 80% Faculty of Arts students who participated in this survey reported that they had used the website. The remaining 20% reported not using the site with some indicating reasons on why they did not use the site (see Part 2).

### Uni Basics & Campus Information

Summary data showing the means and percentage "Agreement" for each of the items in this part is shown in Table 8. The items are constructed as Likert scales measuring 1 (Not at all Useful) to 4 (Extremely Useful), the middle item (2) being neutral. Means of responses are reported and these can be interpreted in terms of above 2 being positive and below 2 being negative. The sum of categories 3 and 4 (Somewhat Useful and Extremely Useful) is taken to indicate "Agreement" and thus "good satisfaction".

All 17 areas measured in this dimension regarding the usefulness of the information provided on the Monash University website, scored a mean of 2.427 or greater. The percentage “Agreement” ranged from 26.8%-84.1%.

### **Welcome Centre**

A total of 36.6% of Faculty of Arts students who participated in the survey reported that they had visited the Welcome Centre.

Table 8: Mean, Percentage Broad Agreement, and Percentile Distribution on University Basics and Campus Specific Information

No	Item	Mean	% Agreement	Not very Useful	Neutral	Somewhat useful	Extremely Useful	Did not Read	N/A
Uni Basics									
23	What is Orientation?	3.231	79.1	2	8.3	46.1	33	4.3	6.3
24	What's on during Orientation?	3.405	84.1	2	7.8	34.3	49.9	1	5
25	Where do I start?	3.031	70.5	5.3	14.1	43.1	27.5	4	6
26	Vice-Chancellor's Message	2.427	32.1	7.8	32.3	25.5	6.6	20.2	7.6
27	Transition to University	2.845	58.6	3.6	19.5	44.7	14	10.7	7.6
28	Academic Life	2.883	60.9	2.8	19	45.9	15	9.9	7.4
29	Uni Life	3.039	66.3	2	15.2	43.8	22.5	9.4	7.1
30	IT Services	2.917	61	4.3	17.9	41.3	19.6	10.2	6.6
31	The Library	3.137	71.4	5.6	8.7	39.8	31.6	2.6	11.7
32	Contact Us	3.067	64.2	2.8	16.5	36.5	27.7	9.6	6.9
Campus Specific Information									
33	Academic Director's Welcome	2.629	39.7	6	23.8	29.8	9.9	21.8	8.7
34	Student President's Welcome	2.771	47.5	5.7	19.1	33.7	13.9	19.3	8.4
35	Monash Postgraduate Association President's Welcome	2.455	26.8	5.8	23	22.5	4.2	25.5	19
36	A-Z of where to go and who to know	2.971	58.2	3.5	16.2	37.3	20.9	14.7	7.5
37	Six Essential things to do	2.987	59	3.2	16.4	37.1	21.9	13.2	8.2
38	On-campus activities	3.201	76.2	1.5	10.9	44.6	31.7	6.2	5.2
39	Key Contacts	3.024	63.5	2.5	16.2	40.2	23.2	11.5	6.2

## **Part D: The Environment**

New in 2008 were a number of questions related to the environment. For the purposes of this analysis, answers to these questions were constructed as Likert scales measuring 1 (Strongly Disagree) to 5 (Strongly Agree) and the middle term (3) being undecided. Means of responses are reported and these can be interpreted in terms of above 3 being positive and below 3 being negative. The distribution on the Likert scales is also reported. The sum of categories 4 and 5 (Strongly Agree and Agree) is taken to indicate “Agreement”. Results are summarised in Table 9. Of the Faculty of Arts students surveyed, 96% agreed or strongly agreed that the environment is important at Monash.

A total of 63.9% of Faculty of Arts students who participated in the survey agreed to be contacted in 12 months time to see if/how their environmental behaviour had changed.

Table 9: Percentile Distribution on questions related to the environment

No	Item	Mean	% Agreement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
43	The environment is important at Monash	3.565	96	0.2	1.1	2.7	34.6	61.3
As a Monash student, do you get the feeling that you ought to:								
44a	Save Energy	3.161	80.9	0.7	4	14.4	42.6	38.4
44b	Recycle	3.433	92.3	0.4	2	5.3	39.8	52.4
44c	Reduce Waste	3.262	86.5	0.4	3.8	9.3	43.6	42.9
44d	Use Sustainable transport	3.106	76.1	1.5	6.4	15.9	36.9	39.2

## **Appendix A: Campus Breakdown (Questions 13-17)**

Table 10: Mean and Percentage Distribution for the Orientation Experience for Berwick Campus

No	Item	Mean	Strongly Agree, Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13	Orientation was of benefit to me	4.048	90.5	28.6	61.9	0	4.8	4.8
14	The range of orientation activities helped me to adjust to the University environment	3.762	76.2	14.3	61.9	14.3	4.8	4.8
15	Orientation provided me with the information I needed to adjust to the University environment	3.857	76.2	23.8	52.4	14.3	4.8	4.8
16	My faculty (school or department) orientation provided me with the necessary information and confidence to begin my academic program	3.762	71.4	23.8	47.6	14.3	9.5	4.8
17	Overall I was satisfied with the Orientation program provided by Monash University	3.714	66.7	19	47.6	23.8	4.8	4.8

Table 11: Mean and Percentage Distribution for the Orientation Experience for Caulfield Campus

No	Item	Mean	Strongly Agree, Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13	Orientation was of benefit to me	3.981	80.4	24.3	56.1	10.3	8.4	0.9
14	The range of orientation activities helped me to adjust to the University environment	3.708	67	11.3	55.7	25.5	7.5	0
15	Orientation provided me with the information I needed to adjust to the University environment	3.792	70.8	16	54.7	21.7	7.5	0
16	My faculty (school or department) orientation provided me with the necessary information and confidence to begin my academic program	3.77	66.7	16.7	50	21.6	9.8	2
17	Overall I was satisfied with the Orientation program provided by Monash University	3.941	76.9	20.2	56.7	14.4	6.7	1.9

Table 12: Mean and Percentage Distribution for the Orientation Experience for Clayton Campus

No	Item	Mean	Strongly Agree, Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13	Orientation was of benefit to me	4.149	89	27.4	61.5	6.4	3.7	1
14	The range of orientation activities helped me to adjust to the University environment	3.781	72.6	12.7	59.9	18.4	8.4	0.7
15	Orientation provided me with the information I needed to adjust to the University environment	3.98	84.6	16.1	68.5	8.7	5.4	1.3
16	My faculty (school or department) orientation provided me with the necessary information and confidence to begin my academic program	3.929	74.6	20.7	53.8	19.1	5	1.3
17	Overall I was satisfied with the Orientation program provided by Monash University	4.044	85.5	21.6	63.9	9.8	4.1	0.7

Table 13: Mean and Percentage Distribution for the Orientation Experience for Gippsland Campus

No	Item	Mean	Strongly Agree, Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13	Orientation was of benefit to me	4.265	80.6	36.1	44.4	11.1	2.8	5.6
14	The range of orientation activities helped me to adjust to the University environment	3.743	66.7	11.1	55.6	22.2	8.3	2.8
15	Orientation provided me with the information I needed to adjust to the University environment	4	72.2	27.8	44.4	19.4	5.6	2.8
16	My faculty (school or department) orientation provided me with the necessary information and confidence to begin my academic program	3.914	72.2	25	47.2	13.9	11.1	2.8
17	Overall I was satisfied with the Orientation program provided by Monash University	3.941	75	11.1	63.9	16.7	2.8	5.6