



**MONASH**  
University

# Orientation Survey 2008

## Part 1: Faculty of Engineering

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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 889 Faculty of Engineering students eligible to participate in this survey, 154 completed and submitted online responses, resulting in an overall response rate of 17.3%.

This report covers the student responses from the Faculty of Engineering 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 Engineering 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 Engineering 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 889 Faculty of Engineering students eligible to participate in this survey, 154 completed and submitted online responses, resulting in an overall response rate of 17.3%. Response rates for all campuses are reported in Table 1.

Table 1: Campus response rates

Campus	Number of Responses	Population Size	Response rate (%)
Berwick	1	0	
Caulfield	0	0	
Clayton	147	785	18.7
Gippsland	1	104	1
Parkville	3	0	
Peninsula	0	0	
Faculty of Engineering	154	889	17.3

### Mode of Study

A total of 93.5% reported that their main mode of study was on-campus with 0% indicating that their main mode of study was a mixture of on campus and off campus. 6.5% reported that their main mode of study was primarily off campus.

### Study Load

A total of 99.4% reported that they were pursuing their studies on a full-time basis and 0.6% reported that they were part-time Faculty of Engineering students.

### Origin

Table 2 shows the origin of Faculty of Engineering students.

Table 2: Origin of Students

Origin	Percentage
Australian/New Zealand/Australian Permanent residents	82.5
International	17.5

## Age

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

Table 3: Age

Age	Percentage
Under 17	0.6
17-19	75.3
20-22	22.1
23-29	1.9
30-39	0
40-49	0
50 and over	0

## Gender

A total of 31.8% of Faculty of Engineering students participating in the survey were female compared to 68.2% male.

## Intake into Faculty of Engineering

The student intake is shown in Table 4.

Table 4: Intake into Faculty of Engineering

Route	Percentage
Straight from secondary school	77.9
Transferring from another university or TAFE college	6.5
As a non-school leaver	1.3
Following deferment of one year	3.2
Other	10.4

## Attendance at Open Day

A total of 57.8% of Faculty of Engineering students participating in the survey attended the Monash Open Day in 2007 with the remaining 42.2% 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	51.3
Faculty Enrolment	50
Friends/Family	33.8
School/Teachers/CareersCoordinator	10.4
Showbag	42.2
Web Site	59.7
Other	2.6

### 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 Faculty can be found in Appendix A, while 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 3.81-4.15 with percentage aggregate distribution of responses for rating in the Strongly Agree/Agree categories ranging from 71.4%-89%.

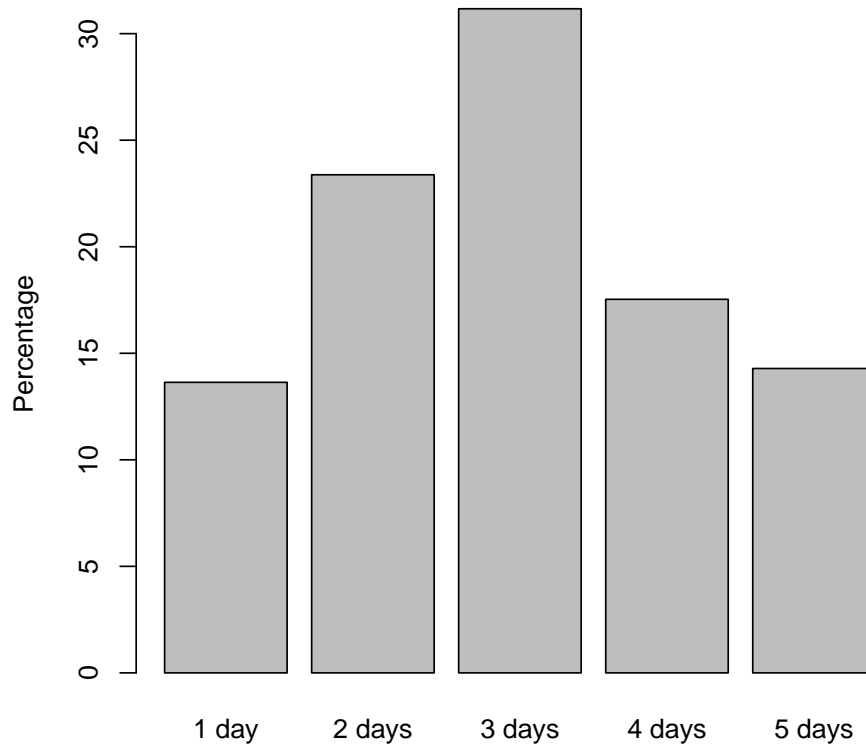


Figure 1: Breakdown of attendance for Orientation Activities

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	4.149	89	30.5	58.4	6.5	4.5	0
14	The range of orientation activities helped me to adjust to the University environment	3.805	71.4	18.2	53.2	19.5	9.1	0
15	Orientation provided me with the information I needed to adjust to the University environment	3.883	76	20.8	55.2	16.2	7.1	0.6
16	My faculty (school or department) orientation provided me with the necessary information and confidence to begin my academic program	3.974	79.2	22.1	57.1	17.5	2.6	0.6
17	Overall I was satisfied with the Orientation program provided by Monash University	4.046	86.3	22.9	63.4	9.2	4.6	0

## Part C: eOrientation planner and the Orientation website

### eOrientation Planner

A total of 72.1% of Faculty of Education students participating in the survey reported using the eOrientation planner with the remaining 27.9% not using the planner. A number of reasons were reported by Faculty of Education students on why they did not use the planner, with the main reason being that Faculty of Education students were unaware of the availability of the planner. Other reasons included that Faculty of Education 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	1	16.7	47	42.3
Somewhat useful	2	33.3	53	47.7
Neutral	1	16.7	8	7.2
Not very useful	1	16.7	3	2.7
Did not read	1	16.7	0	0
Not applicable	37		0	

### Use of Monash University Orientation website

A total of 80.5% Faculty of Education students who participated in this survey reported that they had used the website. The remaining 19.5% 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 2.536 or greater. The percentage “Agreement” ranged from 35.8%-88.6%.

### **Welcome Centre**

A total of 33.1% of Faculty of Education 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?	3.207	80.3	0.8	10.6	49.2	31.1	4.5	3.8
24	What's on during Orientation?	3.512	88.6	0.8	5.3	33.3	55.3	2.3	3
25	Where do I start?	2.983	69.7	1.5	20.5	47.7	22	4.5	3.8
26	Vice-Chancellor's Message	2.574	45.5	8.3	28	35.6	9.8	13.6	4.5
27	Transition to University	2.831	62.9	6.8	19.7	44.7	18.2	7.6	3
28	Academic Life	2.895	65.6	3.1	18.3	50.4	15.3	9.9	3.1
29	Uni Life	3.009	70	3.1	15.4	47.7	22.3	8.5	3.1
30	IT Services	2.911	60.3	3.1	22.1	39.7	20.6	10.7	3.8
31	The Library	3.267	81.7	3.2	7.1	43.7	38.1	0.8	7.1
32	Contact Us	3.057	61.4	0.8	18.2	37.1	24.2	12.9	6.8
Campus Specific Information									
33	Academic Director's Welcome	2.629	50	6	22.4	44.8	5.2	15.7	6
34	Student President's Welcome	2.991	62.6	2.3	17.6	41.2	21.4	12.2	5.3
35	Monash Postgraduate Association President's Welcome	2.536	35.8	5.2	21.6	32.8	3	16.4	20.9
36	A-Z of where to go and who to know	3.027	64.7	0.8	17.3	43.6	21.1	7.5	9.8
37	Six Essential things to do	3.03	62.1	2.3	12.1	43.2	18.9	13.6	9.8
38	On-campus activities	3.234	82.8	0.7	9	50.7	32.1	2.2	5.2
39	Key Contacts	2.938	60.9	3	20.3	39.8	21.1	8.3	7.5

## **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 Education students surveyed, 96.6% agreed or strongly agreed that the environment is important at Monash.

A total of 54.5% of Faculty of Education 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	3.566	96.6	0	0.7	2.8	35.9	60.7
As a Monash student, do you get the feeling that you ought to:								
44a	Save Energy	3.118	80.8	1.4	3.4	14.4	47.9	32.9
44b	Recycle	3.421	93.1	0	0.7	6.2	43.4	49.7
44c	Reduce Waste	3.26	89	0	3.4	7.5	48.6	40.4
44d	Use Sustainable transport	2.924	69.4	1.4	10.2	19	37.4	32

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

Table 10: 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	4.143	88.4	30.6	57.8	6.8	4.8	0
14	The range of orientation activities helped me to adjust to the University environment	3.796	70.1	19	51	20.4	9.5	0
15	Orientation provided me with the information I needed to adjust to the University environment	3.904	75.5	21.1	54.4	16.3	7.5	0.7
16	My faculty (school or department) orientation provided me with the necessary information and confidence to begin my academic program	3.993	78.9	23.1	55.8	18.4	2.7	0
17	Overall I was satisfied with the Orientation program provided by Monash University	4.048	85.6	24	61.6	9.6	4.8	0