



MONASH
University

Orientation Survey 2008

Part 1: Faculty of Pharmacy

Dr Neil Diamond

B.Sc. (Hons), Ph.D., A.Stat.

S Arivalzahan

B.Sc. (Hons), M.Sc.

**Department of
Econometrics &
Business Statistics
Consulting Service**

Telephone: (03) 9905 2358

Fax: (03) 9905 5474

<http://go.to/statconsult/>

ABN: 12 377 614 012

Report for

Manager, Orientation

Student & Community Services Division

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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 522 Faculty of Pharmacy students eligible to participate in this survey, 70 completed and submitted online responses, resulting in an overall response rate of 13.4%.

This report covers the student responses from the Faculty of Pharmacy 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 Pharmacy 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 Pharmacy 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 522 Faculty of Pharmacy students eligible to participate in this survey, 70 completed and submitted online responses, resulting in an overall response rate of 13.4%. Response rates for all campuses are reported in Table 1.

Table 1: Campus response rates

Campus	Number of Responses	Population Size	Response rate (%)
Berwick	0	0	
Caulfield	0	0	
Clayton	2	26	7.7
Gippsland	0	0	
Parkville	67	496	13.5
Peninsula	0	0	
Faculty of Pharmacy	70	522	13.4

Mode of Study

A total of 95.7% 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. 4.3% reported that their main mode of study was primarily off campus.

Study Load

A total of 97.1% reported that they were pursuing their studies on a full-time basis and 2.9% reported that they were part-time students.

Origin

Table 2 shows the origin of Faculty of Pharmacy students.

Table 2: Origin of Students

Origin	Percentage
Australian/New Zealand/Australian Permanent residents	82.9
International	17.1

Age

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

Table 3: Age

Age	Percentage
Under 17	0
17-19	87.1
20-22	8.6
23-29	2.9
30-39	1.4
40-49	0
50 and over	0

Gender

A total of 72.9% of Faculty of Pharmacy students participating in the survey were female compared to 27.1% male.

Intake into Faculty of Pharmacy

The student intake is shown in Table 4.

Table 4: Intake into Faculty of Pharmacy

Route	Percentage
Straight from secondary school	68.6
Transferring from another university or TAFE college	12.9
As a non-school leaver	1.4
Following deferment of one year	5.7
Other	11.4

Attendance at Open Day

A total of 58.6% of Faculty of Pharmacy students participated in the survey attended the Monash Open Day in 2007 with the remaining 41.4% 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	61.4
Faculty Enrolment	38.6
Friends/Family	25.7
School/Teachers/CareersCoordinator	12.9
Showbag	41.4
Web Site	62.9
Other	1.4

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 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 3.96-4.29 with percentage aggregate distribution of responses for rating in the Strongly Agree/Agree categories ranging from 72.9%-92.6%.

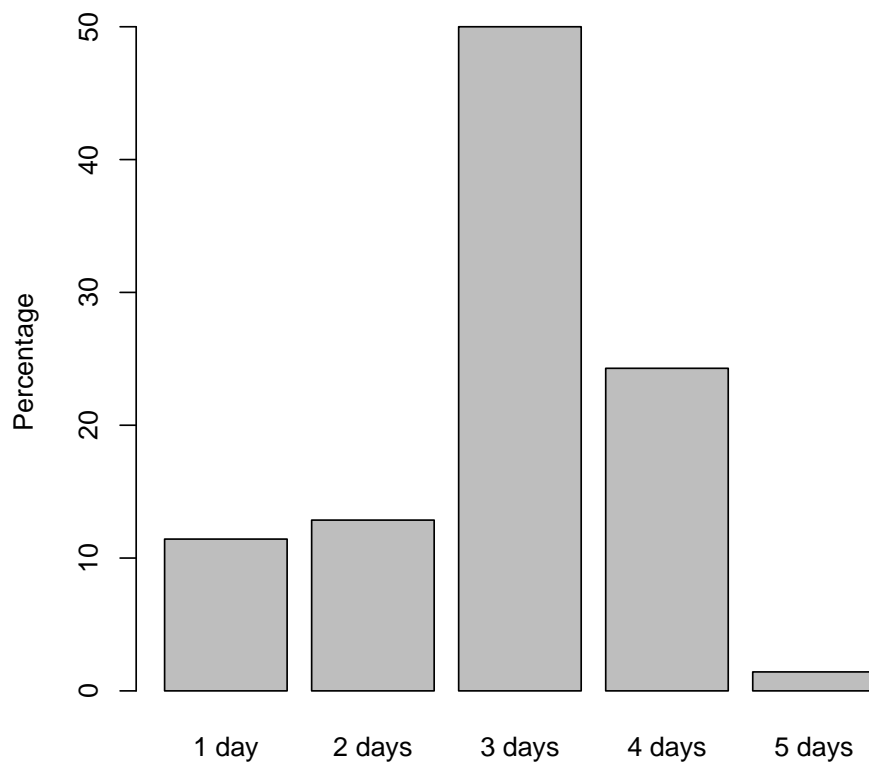


Figure 1: Breakdown of attendance for Orientation Activities

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	4.294	92.6	38.2	54.4	5.9	1.5	0
14	The range of orientation activities helped me to adjust to the University environment	3.957	80	18.6	61.4	17.1	2.9	0
15	Orientation provided me with the information I needed to adjust to the University environment	3.971	82.9	20	62.9	11.4	5.7	0
16	My faculty (school or department) orientation provided me with the necessary information and confidence to begin my academic program	3.986	72.9	30	42.9	22.9	4.3	0
17	Overall I was satisfied with the Orientation program provided by Monash University	3.986	81.2	24.6	56.5	13	4.3	1.4

Part C: eOrientation planner and the Orientation website

eOrientation Planner

A total of 70% of Faculty of Pharmacy students participating in the survey reported using the eOrientation planner with the remaining 30% not using the planner. A number of reasons were reported by Faculty of Pharmacy students on why they did not use the planner, with the main reason being that Faculty of Pharmacy students were unaware of the availability of the planner. Other reasons included that Faculty of Pharmacy 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	3	33.3	25	52.1
Somewhat useful	1	11.1	19	39.6
Neutral	3	33.3	4	8.3
Not very useful	1	11.1	0	0
Did not read	1	11.1	0	0
Not applicable	12		1	

Use of Monash University Orientation website

A total of 87.1% Faculty of Pharmacy students who participated in this survey reported that they had used the website. The remaining 12.9% 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 2.511 or greater. The percentage “Agreement” ranged from 37.1%-90%.

Welcome Centre

A total of 30.9% of Faculty of Pharmacy 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?	3.103	77	1.6	16.4	47.5	29.5	3.3	1.6
24	What's on during Orientation?	3.561	90	0	5	31.7	58.3	3.3	1.7
25	Where do I start?	3.14	78.7	3.3	11.5	47.5	31.1	3.3	3.3
26	Vice-Chancellor's Message	2.704	48.4	3.2	35.5	32.3	16.1	11.3	1.6
27	Transition to University	3.053	72.6	3.2	16.1	45.2	27.4	4.8	3.2
28	Academic Life	3	67.7	3.2	22.6	38.7	29	3.2	3.2
29	Uni Life	3.018	68.3	0	25	41.7	26.7	3.3	3.3
30	IT Services	2.914	67.2	6.6	21.3	41	26.2	3.3	1.6
31	The Library	3.339	77.4	1.6	11.3	32.3	45.2	1.6	8.1
32	Contact Us	3.179	74.2	0	16.1	41.9	32.3	8.1	1.6
Campus Specific Information									
33	Academic Director's Welcome	2.709	54.8	8.1	25.8	38.7	16.1	8.1	3.2
34	Student President's Welcome	2.66	51.6	8.1	25.8	38.7	12.9	11.3	3.2
35	Monash Postgraduate Association President's Welcome	2.511	37.1	9.7	25.8	27.4	9.7	12.9	14.5
36	A-Z of where to go and who to know	3	67.7	6.5	16.1	38.7	29	6.5	3.2
37	Six Essential things to do	2.946	67.7	4.8	17.7	45.2	22.6	4.8	4.8
38	On-campus activities	3.305	83.9	1.6	9.7	41.9	41.9	1.6	3.2
39	Key Contacts	3.25	74.2	0	16.1	35.5	38.7	4.8	4.8

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 Pharmacy students surveyed, 98.5% agreed or strongly agreed that the environment is important at Monash.

A total of 60% of Faculty of Pharmacy 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	3.662	98.5	0	0	1.5	30.9	67.6
As a Monash student, do you get the feeling that you ought to:								
44a	Save Energy	3.174	79.7	0	2.9	17.4	39.1	40.6
44b	Recycle	3.246	81.2	0	7.2	11.6	30.4	50.7
44c	Reduce Waste	3.203	78.3	0	5.8	15.9	30.4	47.8
44d	Use Sustainable transport	3.103	75.4	1.4	4.3	18.8	37.7	37.7

Appendix A: Campus Breakdown (Questions 13-17)

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

No	Item	Mean	Strongly Agree, Agree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13	Orientation was of benefit to me	4.292	92.3	38.5	53.8	6.2	1.5	0
14	The range of orientation activities helped me to adjust to the University environment	3.97	80.6	19.4	61.2	16.4	3	0
15	Orientation provided me with the information I needed to adjust to the University environment	3.985	83.6	20.9	62.7	10.4	6	0
16	My faculty (school or department) orientation provided me with the necessary information and confidence to begin my academic program	3.955	71.6	28.4	43.3	23.9	4.5	0
17	Overall I was satisfied with the Orientation program provided by Monash University	4.046	80.3	25.8	54.5	13.6	4.5	1.5