



# Langara College

## 2001 Student Survey Report

**Office of Institutional Research**  
**Langara College**  
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2001 Student Survey Report also available on-line:  
<http://www.langara.bc.ca/about-langara/institutional-research/current-student.html>

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## LANGARA STUDENT SURVEY – Fall 2001

### EXECUTIVE SUMMARY

#### SURVEY PROCESS AND SAMPLE CHARACTERISTICS

As an instrument to solicit current students' feedback on their educational needs, perception of the College, and evaluation of our academic offerings and services, an updated 2001 student questionnaire was mailed in mid October 2001. A random sample of 2,800 students was selected from the total population of students enrolled at Langara in the Fall Term 2001 (Term 200130). The selected sample, stratified by major program and gender mix in the student population, closely reflects the actual major program and gender breakdown among all students: 77.4% in Arts & Science, 22.6% in Career programs, and 57.4% female and 42.6% male.

A total of 842 students returned the survey, representing a 31.0% adjusted response rate, after excluding cases that are non-deliverable. With a sample this size the results are considered accurate to within plus or minus 3.3%, 19 times out of 20.

A comparison of the respondents with the student population shows female students in both Arts & Science and Career programs over represent the survey respondents. As a routine procedure in survey research, all cases will be weighted to achieve a desirable sample representation of the student population.

#### RESULTS FROM SURVEY

##### *Demographic and Background Information*

- The majority of survey respondents are female (57.4%).
- Most of the students are between the ages of 18 to 25 years old (73.5%).
- Commuting to Langara College by automobile remains the most popular means of transportation for 47.6% of Langara students, followed by taking the public transit, at 36.7%.
- English was the most commonly selected category for students' first language. 65.6% of the respondents reported that English is their first language, while 33.6% reported other languages as their first language.

##### *Academic Goals*

- Slightly more than half of the respondents were full-time (57.6%) and 42.4% were part-time students. At the end of the 01-3 Term, 27.8% of the respondents have been enrolled in two to three terms.
- 19.1% of the respondents intended to stay at Langara for one year (2-3 terms) while 51.7% intended to stay for four terms or more.

### ***Skill Development/ Instruction***

- The Skill Development items were introduced in the spring 1999 Student Survey and gauges how well students' programs prepare them to perform specific skills. 58.4% of the sample stated that their programs have prepared them to analyze or think critically, "very well" or "well". This is the highest rated skill, followed by reading and comprehending material appropriate to their field (55.9%) and learn on their own at 53.3%. Consistent with the last survey, "use entrepreneurial skills" was again the lowest rated with only 26.1% of students rating this as "very well" or "well".
- Students' ratings of instruction at Langara were generally very positive. 85.2% of responses cited they "strongly agree" or "agree" with "Instructors are knowledgeable about the topics of their courses". Dissatisfaction with Instructor communication remains unchanged from 1999, 9.4% of students responded that they either "strongly disagree" or "disagree" with the statement, "Instructors effectively communicate their course material".
- "Quality of instruction" received the highest percentage of "very good" or "good" ratings from students (71.8%). Other aspects of program/course of study received "very poor" or "poor" ratings such as "study facilities" and "program and career counselling" (19.6% and 11.6% respectively).

### ***Initial Impressions of Langara***

- Most respondents, (60.5%) first heard about Langara College through friends or relatives, while 41.2% heard about the College through their schoolteachers or counselors. 12.9% got to know about us from Langara's representatives who went to present information about the College at their secondary schools (Table 9).
- When asked to rate the three most important factors in their decision to come to Langara, 49.2% of the respondents cited "Langara offers the program/courses I want". The second most important factor was "Langara is close to where I live" (46.7%), and the third most significant factor was "the tuition rates suit me" (37.2%).
- Respondents were asked how they perceived Langara when they first attended. 57.3% of those asked, found Langara to be neutral, while 36.8% found it to be welcoming and helpful, and only 5.1% found it to be unwelcoming and unhelpful (very similar to the 1999 results).

### ***Langara Student Services***

- Twenty-two percent of the student sample responded to "The library is the first place I look for information to complete my assignments" by selecting "seldom" or "never" for their choices. Overall, satisfaction was high for the library and 72.1% of the respondents agreed "The library is open when I need it" either "all the time" or "many times".
- The Phone Registration (LARS) item was replaced with the new Web Registration item in the 2001 Student Survey. Compared to the results from 1999, where approximately 50% of the respondents rated LARS as "very good" or "good", this year, 73.0% of the respondents rated Web Registration as "very good" or "good".
- About 71% of the respondents rated application for admissions as either "very good" or "good", which was consistent with the 1999 and 1997 results for this item. In addition to measuring satisfaction with the Paper Calendar, this year we have introduced the Web Calendar item. 70.8% of responses indicated that the Paper Calendar was either "very good" or "good" as compared with 57.9% of responses that indicated the Web Calendar was "very good" or "good".

***Computer Needs & Services***

- About 93.5% of the respondents have a computer at home, a 10-percentage point increase from the 1999 survey result.
- There is virtually no difference between the portion of Arts and Science students who have Internet access (88.0%) and the portion of Career students who have Internet access at home (88.2%). The overall proportion of students who have Internet access has increased by roughly 20 percentage points for Arts and Sciences respondents and 30 percentage points for Career respondents since 1999.
- Dissatisfaction over the availability of computer equipment remains high. When asked if students agree that “I can always use a computer when I need to”, 22.9% stated they “disagree” or “strongly disagree”.
- 54.1% of the sample “strongly agree” or “agree” that extended hours (10:00pm to 2:00am) for existing drop-in computer labs would improve their computing life at Langara.

**SECTION A: OVERVIEW**

***Survey Sample and Survey Methodology***

A stratified random sampling process was employed to select students for the survey. The selected sample, stratified by major program mix in the student population, closely reflects the actual major program breakdown. The gender breakdown of the sample also closely represents the actual gender mix in the student population: 57.4% of the selected sample is female, while 57.3% of the student population is female. A total of 2,800 students were selected in order to achieve the target responses of 800.

A questionnaire was sent to 2,800 students by mail in mid October 2001. Students were requested to return the completed questionnaire anonymously. In order to improve the response rate, students were encouraged to enter the draw for Langara Bookstore Gift Certificates, and the Bay Department Store Gift Certificates (one certificate awarded to each winner). In addition, a follow-up mail reminder was sent two weeks later to a random sample of 1,500 students who had not yet returned the questionnaire. By the survey deadline, a total of 842 questionnaires were returned via Canada Post or dropped off in the drop boxes located around campus. The final adjusted response rate (after students who could not be contacted were excluded from the sample) is 31.0%. Based on the 842 responses, the accuracy of the survey results is estimated to be  $\pm 3.3\%$ , 19 times out of 20.

***Non-response Bias***

As a normal procedure, a test was conducted to examine the differences between respondents and non-respondents. Respondents were found to be over-represented by females in both Arts & Science and Career programs, with 67.7% of the respondents being female. Given that the female respondents are over-represented in both the Arts & Science and Career group, a routine procedure in survey research was employed to weight all cases so as to achieve a desirable sample representation of the student population. All reported responses from this point forward have been weighted to adjust the sample data.

**SECTION 1: PROFILE OF LANGARA STUDENT SURVEY POPULATION**

**Table 1**  
**Characteristics of Respondents and Student Population**

Characteristics		Response Sample*	Student Population
<b>Gender</b>	Male	42.6%	42.6%
	Female	57.4%	57.3%
<b>Major Program</b>	Arts & Science	77.4%	77.4%
	Career/Vocational	22.6%	22.6%
<b>Status</b>	Full-time (12 or more credits/term)	57.6%	43.9%
	Part-time (less than 12 credits)	42.4%	56.1%
<b>Age Group</b>	25 or younger	73.5%	76.8%
	26 – 39 years old	22.4%	19.2%
	40 or older	4.0%	4.0%

\*All cases are weighted in the sample.

As a result of the testing, all cases of respondents are weighted to balance the gender mix of respondents to closely resemble that of the student population. Other characteristics such as age and major program area have also been examined and no significant differences were found in age or major program areas between respondents and non-respondents.

**Demographic and Background Information**

Students were asked to provide some demographic information such as gender, age, and educational status. This information allows us to determine the composition of the sample and to assess how accurately the sample reflects the student population. Approximately 57.4% of the survey respondents are female, and almost half (48.5%) the sample is between the ages of 18 years old to 21 years old. English is predominantly the first language of the respondent at 65.6% and most report they attend Langara as Full-time students 57.7% (Please see Table 2 for further details on demographics).

**Table 2**  
**Demographic Profile of Students (N=842)**

<b>Gender</b>	<b>Percents</b>
Male	42.6%
Female	57.4%
<b>Age</b>	
17 or younger	0.4%
18-21 years	48.5%
22-25 years	22.5%
26-30 years	13.2%
31-39 years	10.7%
40-54 years	4.5%
55+	0.1%
<b>Status</b>	
Full-time	57.7%
Part-time	42.3%
<b>First Language</b>	
English	65.6%
French	0.9%
Other	33.6%

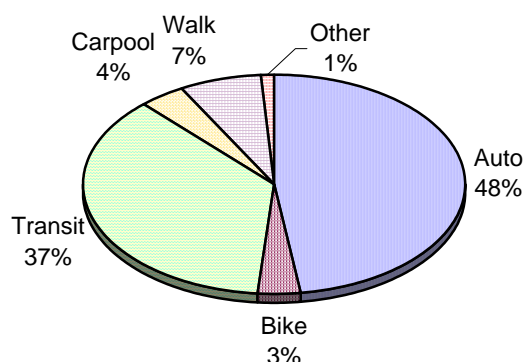
Results of a cross-tabulation analysis on enrolment status by Major Program Area suggest that both Arts & Science and Career respondent groups have a similar breakdown of full-time students and part-time students (see Table 3).

**Table 3**  
**Status by Major Program**

	Arts and Science		Career		Total	
	#	%	#	%	#	%
Full-time	362	55.8%	118	64.8%	480	57.8%
Part-time	287	44.2%	64	35.2%	351	42.2%
Total	649	100.0%	182	100.0%	831	100.0%

About 8.4% of the respondents relocated to the Vancouver area just to attend Langara College. In order to examine how students commute to the College, we asked students to indicate their primary method of transportation used to travel to and from Langara. The results shown in Figure 1 suggest that almost half of the respondents commute via private automobile 47.6%, while 36.7% take public transit.

**Figure 1**  
**Primary Method of Transportation to Langara**



Survey participants were also asked to indicate which program they have been mainly involved in during their time at Langara. Both University Transfer programs were the most popular choices among respondents with regard to the programs they were primarily enrolled in. The University Transfer - Arts program was selected by 333 students, and the University Transfer – Science program was selected by 192 students (Please see Table 4). Together the University Transfer Arts and Sciences programs account for nearly 63% of all responses.

**Table 4**  
**Primary Programs of Langara Student Respondents**  
**Valid Responses=842**

<b>PROGRAM</b>	<b>#</b>	<b>%</b>	<b>PROGRAM</b>	<b>#</b>	<b>%</b>
<b>University Transfer – Science</b>	<b>192</b>	<b>22.8%</b>	Nursing	38	4.5%
<b>University Transfer – Arts</b>	<b>333</b>	<b>39.5%</b>	Nutrition & food Service Mgt.	2	0.2%
Accounting	17	2.0%	<b>Other</b>	<b>43</b>	<b>5.1%</b>
Applied Computer Science & Tech.	6	0.7%	Pacific Rim	11	1.3%
Bus., Fin. & Investment	9	1.1%	Professional Photography	3	0.4%
Career Access	6	0.7%	Publishing	5	0.6%
Commerce	21	2.5%	Real Estate Studies – Diploma	2	0.2%
Computer Information systems	14	1.7%	Real time Reporting	5	0.6%
Criminal Justice	23	2.7%	Small Business Development	2	0.2%
Display & Design	5	0.6%	Social Service Worker	7	0.8%
Early Childhood Education	13	1.5%	Theatre Arts	4	0.5%
Early Childhood Ed. – Post Basic	5	0.6%			
Fine Arts	12	1.4%			
Human Performance	9	1.1%			
International Business	8	1.0%			
Journalism – Certificate/Diploma	6	0.7%			
Library Technician	16	1.9%			
Marketing & Sales	6	0.7%			

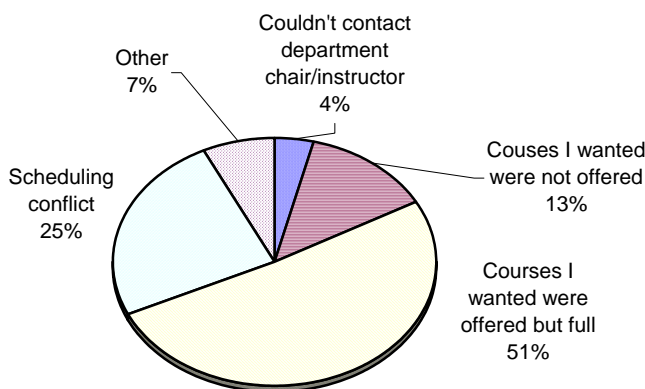


## SECTION 2: ACADEMIC GOALS OF THE LANGARA STUDENT SURVEY POPULATION

This section was designed to determine the academic goals of Langara students, such as, how long they have been at Langara, how long they intend to stay, and if they have had trouble getting courses for their particular programs. These results may be useful in course/section planning and scheduling.

A large minority of the respondents (31.1%) have been taking courses at the College for only one term. Almost twenty-eight percent (27.8%) have been at Langara for approximately 1 year (2 – 3 terms), 16.3% for four terms, and 24.9% for five or more terms. When asked if they were able to get all the courses that they wanted by the end of the first week of classes 64.5% said “yes” and 35.5% said “no”. When those who stated “no” were asked further to cite the reasons for not being able to register in the courses, about half (51.1%) cited “the courses were offered but full”, followed by “scheduling conflict” (24.6%). 13.2% of the “no” respondents reported that the “courses I wanted were not offered” and 7.3% offered “other” reasons for not being able to enrol. The remaining 3.8% could not contact the department chair or instructor. All together, there were 295 respondents who were unable to enrol in the courses they wanted (see Figure 3).

**Figure 3**  
**Reasons for Not Being Able to Register**



Most respondents intended to stay at Langara for more than four terms (36.3%), followed by 15.5% staying for four terms, 7.6% staying for three terms, 11.6% for two terms, 2.9% for one term, and 26.3% were not sure how long they intend to stay. In Table 5, these academic goal items were further analysed by breaking these responses down by student enrolment status. When the question, “how many terms, in total, do you intend on staying at Langara” is looked at by status, most full-time students (36.7%) indicated four terms or more, while most part-time students (36.5%) were “not sure”.

**Table 5**  
**Academic Goals: By Full-time, Part-time and Total Students**

Question	Response Category	Full-time Students		Part-time Students		Total Students	
		N=470		N=350		N=820	
		#	%	#	%	#	%
Including this term, how many terms will you have taken courses at Langara College?	1 term	147	31.3%	107	30.6%	254	31.0%
	2-3 terms	133	28.3%	96	27.4%	229	27.9%
	4 terms	80	17.0%	54	15.4%	134	16.3%
	5+ terms	110	23.4%	93	26.6%	203	24.8%
How many terms, in total do you intend on staying at Langara? (Include the current term in your calculations)		N=480		N=353		N=833	
	1 term	13	2.7%	11	3.1%	24	2.9%
	2 terms	67	14.0%	30	8.5%	97	11.6%
	3 terms	38	7.9%	25	7.1%	63	7.6%
	4 terms	97	20.2%	32	9.1%	129	15.5%
	4+ terms	176	36.7%	126	35.7%	302	36.3%
	Not sure	89	18.5%	129	36.5%	218	26.2%

The number of terms taken was further analysed in cross tabulation by Major Program Area. By breaking these questions down into Major Program type, we find little difference in responses made by Arts & Science students compared with Career students. The highest percentage of student responses in the Arts and Science group has been at Langara for one term, about 33.6%. In the Career group 37.6% of the respondents reported they have attended Langara for five terms or more terms (see Table 6). The Career respondents were also more likely than the Arts and Science respondents (41.8% Career to 34.7% Arts/Sciences) to intend on staying for four or more terms. Also 28.7% of Arts/Science students stated they were “unsure” or “don’t know” how long they intend to stay at Langara compared to only 18.1% of Career students who had given this response (see Table 7).

**Table 6**  
**Total Number of Terms at Langara College by Major Program Area**

Total Number of Terms at Langara	Major Program Area				Total
	Arts and Science		Career		
<b>1 Term</b>	215	33.6%	41	22.7%	256 31.2%
<b>2-3 Terms</b>	182	28.4%	47	26.0%	229 27.9%
<b>4 Terms</b>	107	16.7%	25	13.8%	132 16.1%
<b>5+ Terms</b>	136	21.3%	68	37.6%	204 24.8%
<b>Total</b>	640	100.0%	181	100.0%	821 100.0%

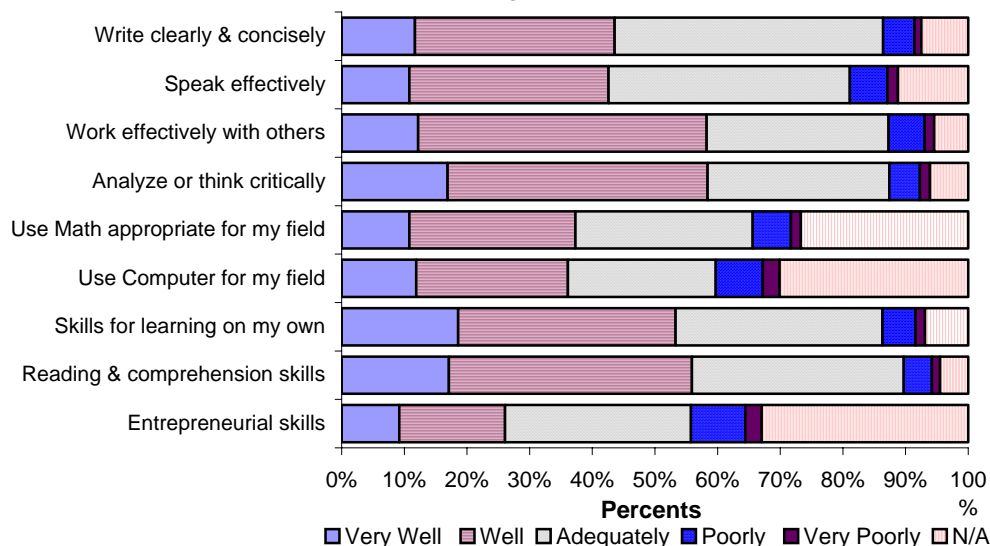
**Table 7**  
**Number of Terms Intend to Stay at Langara College by Major Program Area**

Number of Terms Intend to Stay	Major Program Area					
	Arts and Science		Career		Total	
	#	%	#	%	#	%
<b>1 Term</b>	20	3.1%	3	1.6%	23	2.8%
<b>2 Terms</b>	79	12.2%	18	9.9%	97	11.7%
<b>3 Terms</b>	51	7.9%	11	6.0%	62	7.5%
<b>4 Terms</b>	87	13.4%	41	22.5%	128	15.4%
<b>4+ Terms</b>	225	34.7%	76	41.8%	301	36.3%
<b>Not Sure</b>	186	28.7%	33	18.1%	219	26.4%
<b>Total</b>	648	100.0%	182	100.0%	830	100.0%

**SECTION 3: SKILL DEVELOPMENT / INSTRUCTION**

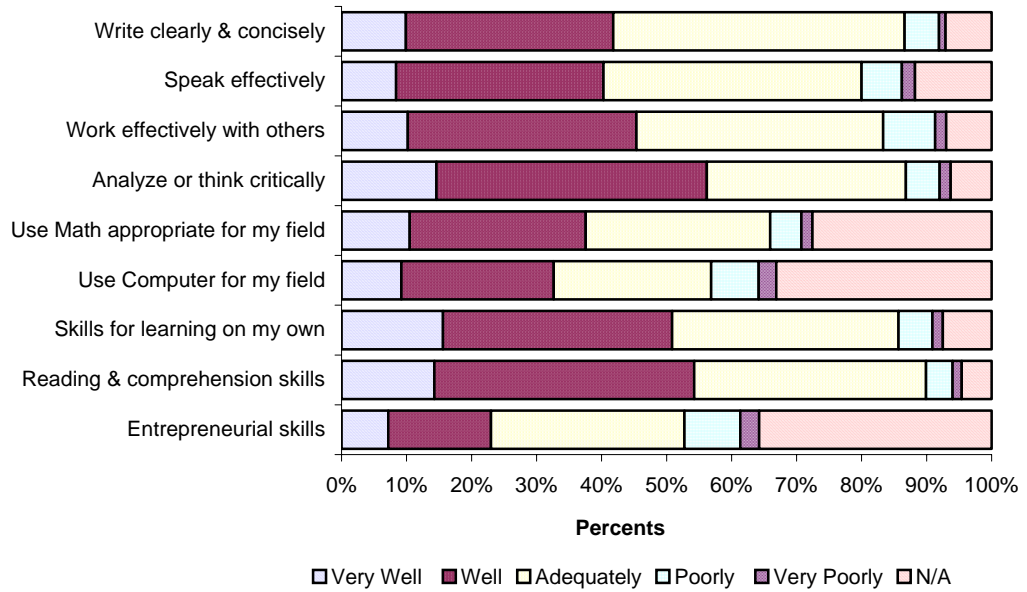
The purpose of this section was to provide student respondents the opportunity to rate the extent to which their programs have prepared them to develop specific skills relevant to their programs. Using a scale of one to five, with the option of selecting “not applicable”, student results are shown in Figure 4 below. All skills listed on the questionnaire (with the exception of entrepreneurial skills) received positive ratings. The item, “read and comprehend material appropriate to your field”, received the highest rating by the student respondents with approximately 90% indicating that their programs provide an opportunity to develop this skill, “adequately”, “well”, or “very well”.

**Figure 4**  
**Skills Development**

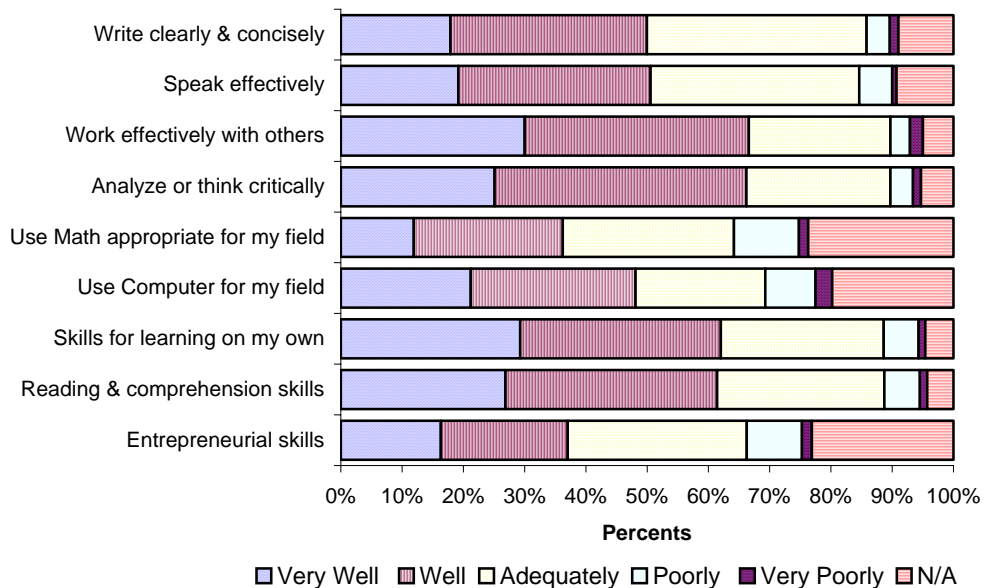


Responses to these items under Skill Development were broken down by Major Program Area to investigate if any possible differences could be found between Arts/Science Program respondents and Career/Other Program respondents. For the most part, both groups gave the items a similar rating of mostly “adequate”, “well”, or “very well”. However, slight differences were found on three of the skill development items. The Career/Other Program respondents rated the skill “work effectively with others” 6.3 percentage points higher than the Arts/Science group. The Career/Other group also gave a rating of 12.5 percentage points higher than the Arts/Science group for “use computer for my field”, and 22.4 percentage points higher for “entrepreneurial skills”. The Major Program breakdowns are displayed in Figures 5 and 6.

**Figure 5**  
**Skill Development by Major Program Area**  
 (Arts/Science)

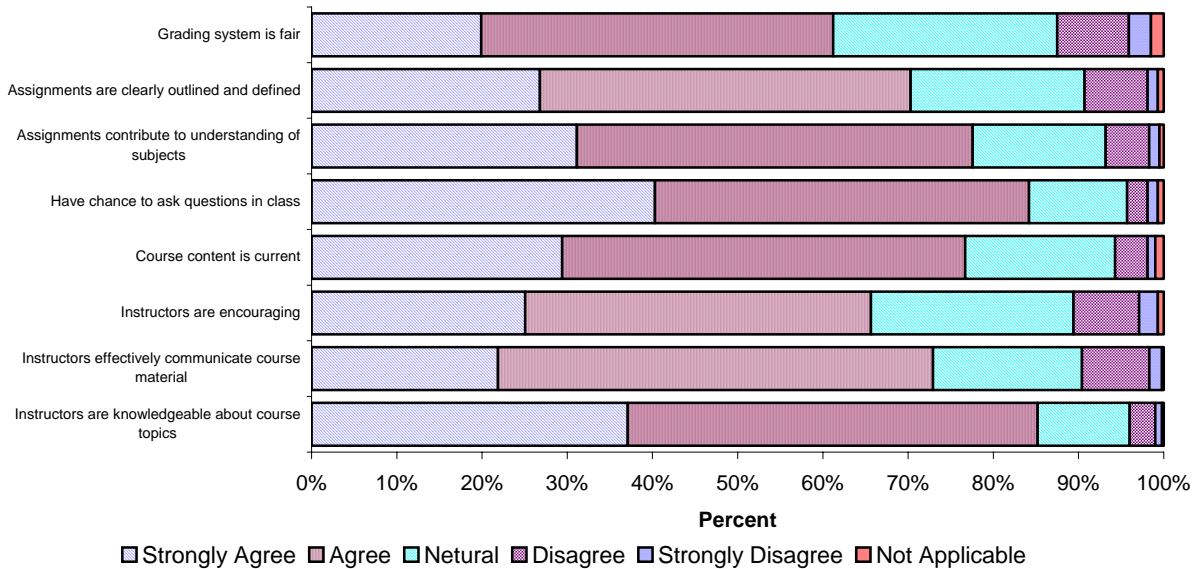


**Figure 6**  
**Skill Development by Major Program Area**  
 (Career/Vocational)

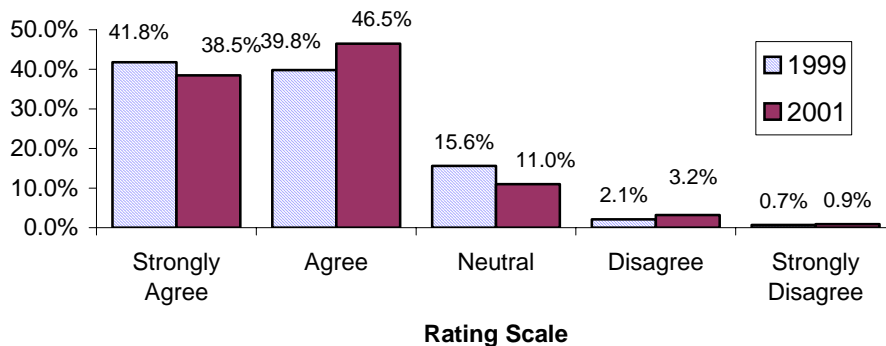


Respondents were then asked a series of questions similar to those asked in 1999, regarding instruction at Langara. Responses from year 2001 are just as positive, and in most cases more positive than the results from the 1999 Student Survey. Figures 8 to 11 include some of the items asked on instruction showing results from 1999 compared with 2001, and Figure 7 shows 2001's ratings on Instruction, while Table 8 displays all the items asked on instruction and results for both years. The following items were omitted from the 2001 Student Survey: "Course workload well distributed", "Course workload manageable", "Course outlines are clear", and "Level of difficulty is appropriate". Overall, ratings on Instruction at Langara were very positive. The percentages of respondents who strongly agree or agree typically range from 63.5% to approximately 85.0% on all items.

**Figure 7**  
**How Students Evaluated Course Instruction**

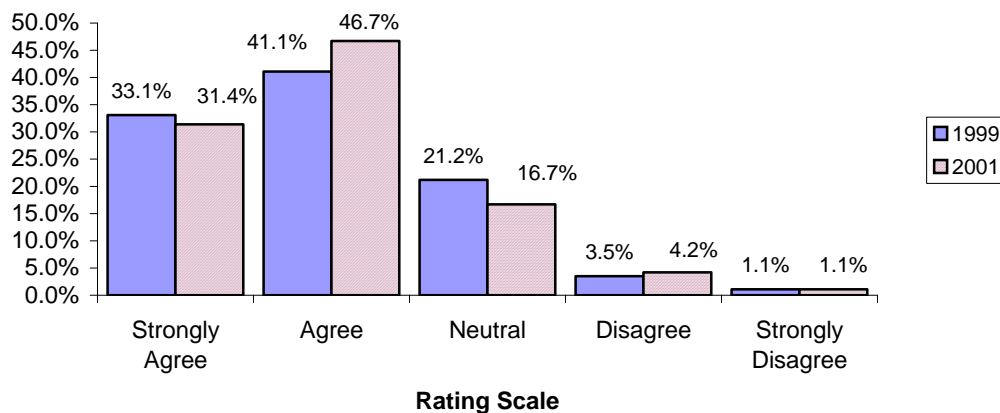


**Figure 8**  
**Instructors are Knowledgeable about topics of their courses**  
Valid Responses=845(1999) 821(2001)



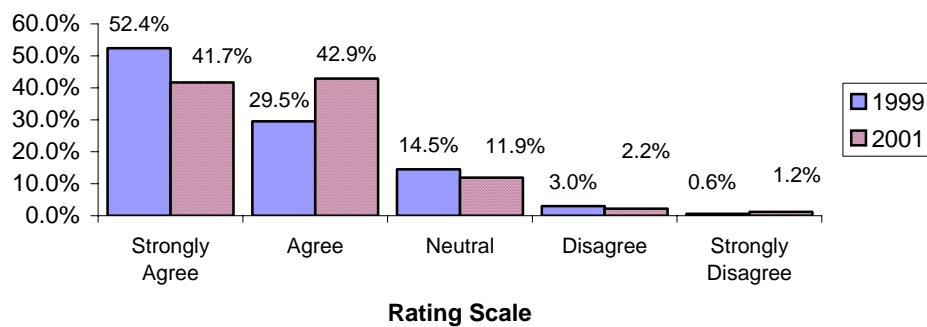
**Figure 9**

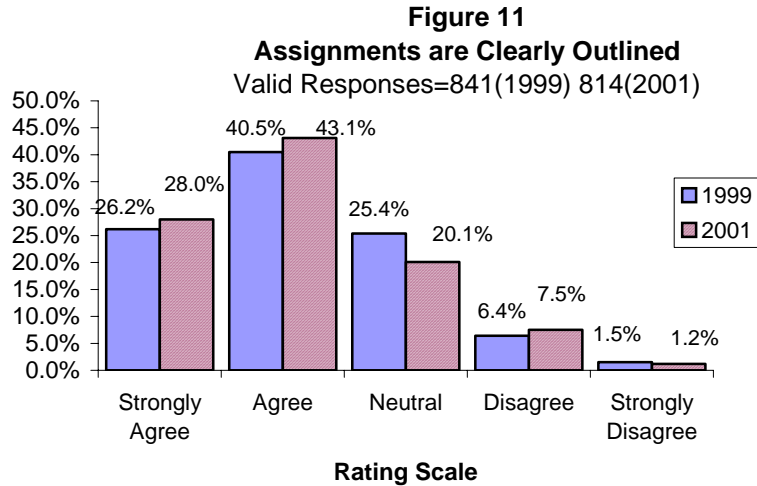
**Course Content is Current**  
 Valid Responses = 829(1999) 810 (2001)



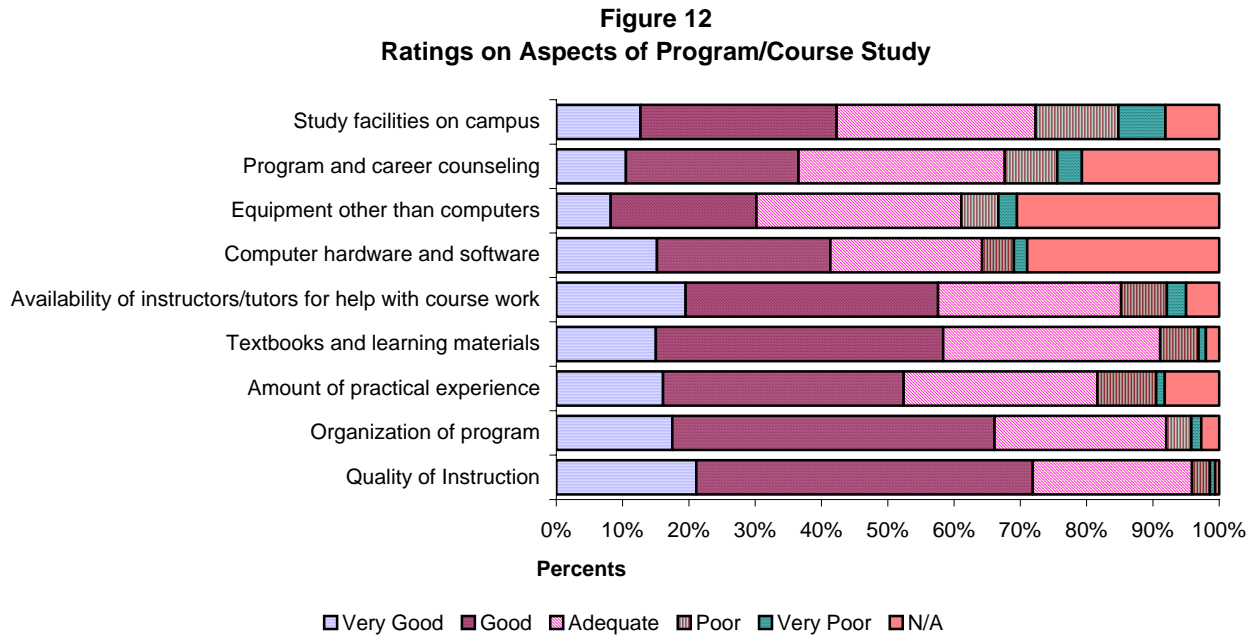
**Figure 10**

**Have Chance to Ask Questions in Class**  
 Valid= 842(1999) 801(2001)





This set of questions was added in the 1999 Student Survey to solicit student’s opinions about various aspects of their program at Langara. Most respondents rated their academic programs very positively. The percentage of students rating each item “very good”, “good”, or “adequate” ranged from 61.1% to 95.8%. The item, “Quality of Instruction”, received the highest percentage of ratings from respondents (95.8%), followed closely by “organization of the program” at 92.0% (See Figure 12 below).



**Table 8**  
**Ratings of Instructors**

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total Valid N	
	%	%	%	%	%	%	%	%	%	%	1999	2001
	1999	2001	1999	2001	1999	2001	1999	2001	1999	2001	1999	2001
Instructors are knowledgeable about the course topics	41.8%	38.5%	39.8%	46.5%	15.6%	11.0%	2.1%	3.2%	0.7%	0.9%	845	821
Instructors effectively communicate course material	25.5%	23.1%	42.1%	49.1%	25.3%	17.9%	5.7%	8.3%	1.5%	1.6%	842	821
Instructors are encouraging	27.7%	27.0%	34.8%	39.8%	27.2%	23.6%	7.7%	7.3%	2.6%	2.3%	841	810
Course content is current	33.1%	31.4%	41.1%	46.7%	21.2%	16.7%	3.5%	4.2%	1.1%	1.1%	829	810
Have chance to ask questions in class	52.4%	41.7%	29.5%	42.9%	14.5%	11.9%	3.0%	2.2%	0.6%	1.2%	842	801
Course workload well distributed	19.3%	-	31.2%	-	33.2%	-	10.4%	-	5.9%	-	818	-
Course workload manageable	19.2%	-	36.5%	-	31.5%	-	9.4%	-	3.4%	-	829	-
Assignments contribute to understanding of subjects	29.8%	32.2%	40.9%	46.2%	23.9%	15.5%	4.4%	4.8%	1.0%	1.3%	842	820
Assignments are clearly outlined and defined	26.2%	28.0%	40.5%	43.1%	25.4%	20.1%	6.4%	7.5%	1.5%	1.2%	841	814
Course outlines are clear	39.9%	-	37.4%	-	17.0%	-	4.8%	-	0.9%	-	844	-
Grading system is fair	25.2%	20.4%	36.6%	43.1%	24.8%	25.8%	9.4%	8.0%	4.0%	2.7%	830	805
Level of difficulty is appropriate	23.5%	-	37.5%	-	31.3%	-	5.6%	-	2.1%	-	833	-

Note: Percentage ratings exclude "Not Applicable" answers.

#### SECTION 4: LANGARA – INITIAL IMPRESSIONS

In this section data were collected on the initial impressions students had about Langara College and also on how they first heard about the College. A large percentage of the survey participants (60.8%) first heard about Langara through a friend or relative, followed by a high school teacher or counsellor (41.2%). Three new items have been introduced to this question for the 2001 Student Survey: "website", "min-calendar/brochure" and "other". 22.1% of those who responded indicated that they first heard about Langara through the "Mini Calendar". 14.9% of the survey sample first heard about Langara through the "website", and "8.3%" of the student respondents first heard about Langara through an "other" source not mentioned above. Further information of how respondents first heard about Langara is displayed in Table 9.



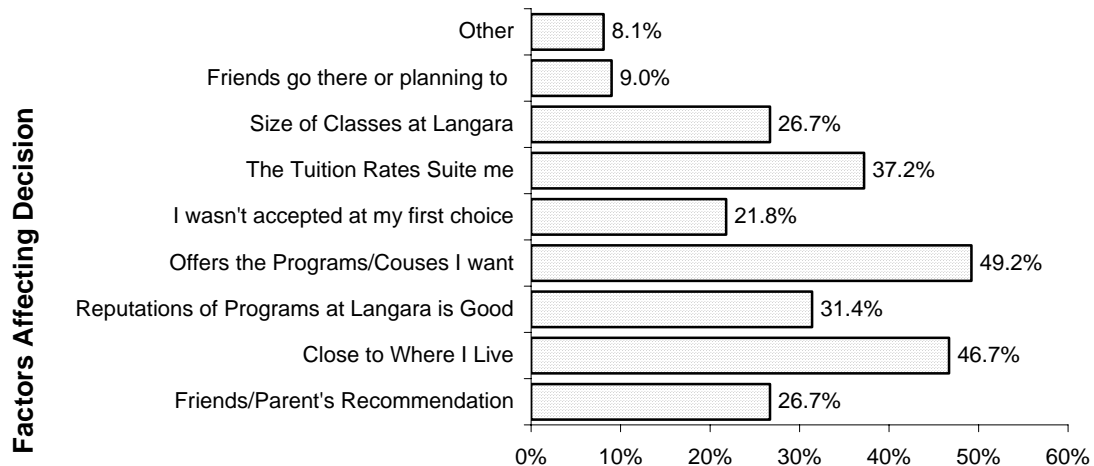
**Table 9**  
**How Respondents First heard of Langara College**  
 Valid Responses: 739 (1999) 840 (2001)

	1999	2001
Advertisement in newspaper	7.50%	-
Radio advertisement	1.20%	-
Friend of relatives	72.90%	60.8%
Flyer delivered to my home/Continuing Studies Catalogue	9.50%	11.7%
Open house	2.40%	-
High school teacher or counsellor	31.60%	41.2%
High school poster	8.70%	6.0%
Langara representative came to my high school class	14.80%	12.9%
Website	-	14.9%
Mini-Calendar/brochure	-	22.1%
Other	-	8.3%

Note: Percent will not total 100% as respondents may have selected more than one answer.

To discover the most important factors in students' decision to come to Langara, we asked our student sample to select their reasons from a list of items. Students were asked to select up to three factors that were relevant to their decision. The three most commonly cited reasons for students to come to Langara are "Langara offers the programs/courses I want" (49.2%), followed by "Langara is close to where I live" (46.7%), and "the tuition suites me" (34.2%). Comparing this year's results to the first ranked responses of the 1999 Student Survey, the exact same reasons were chosen in the same order. However the 1997 Student Survey results show the cost of tuition was the second most cited reason and class size was the third most cited reason in students' decision to attend Langara. For further details of factors affecting decision please see Figure 13.

**Figure13**  
**Most Important Factors in Deciding to Come to Langara...**



Note: Percent will not total 100% as respondents may have selected more than one answer.

Students were also asked to describe their thoughts about Langara upon first contact with the College. Most respondents, about 57.4%, found the College to be neutral while 36.8% found it to be a “welcoming and helpful” place, and only 5.1% found it to be an “unwelcoming and unhelpful” place. This question was broken down by Major program area, to see if any differences were found in program type. As is shown in Table 10, not many differences were found in selections made by the two groups.

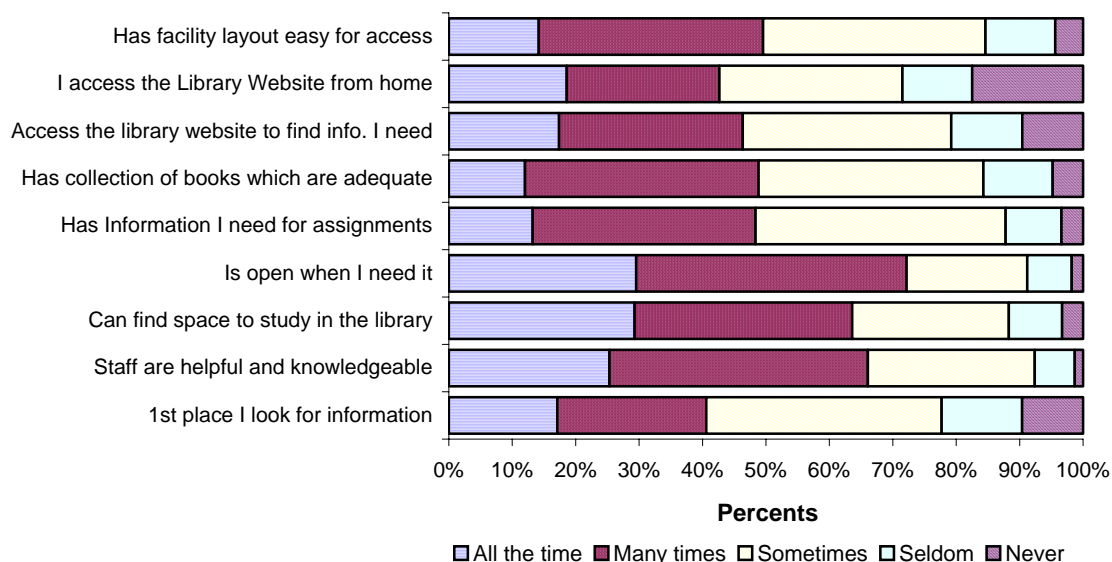
**Table 10**  
**Perception of First Contact with Langara by Major Program Area**  
 Valid Responses=859 (1999) Valid Responses=820(2001)

Perception of First Contact	Major Program Area					
	Arts and Science		Career/Others		Total	
	1999	2001	1999	2001	1999	2001
Welcoming and Helpful	32.6%	33.7%	34.0%	48.0%	32.9%	36.8%
Neutral	60.6%	60.5%	57.6%	48.6%	59.8%	57.4%
Unwelcoming and Unhelpful	6.8%	5.8%	8.4%	3.4%	7.3%	5.1%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**SECTION 5: LANGARA STUDENT SERVICES**

The questions asked in section five gauges students’ knowledge and perceptions on the effectiveness of the services available at Langara. It also provides the College with a better insight as to student satisfaction with the selected facilities and services. Student respondents were first asked to indicate their level of agreement with several statements about the Langara library. To do this, they were given a five-point scale ranging from one “all the time” to five “never”. The survey sample was also given the opportunity to provide a “not applicable” response for services/facilities with which they were unfamiliar. Overall, these results were favorable with over 50% of respondents selecting an agreement level of “sometimes”, “many times”, or “all the time” on every item in the Library Services section. The results are displayed in Figure 14. Results from the 2001 survey are compared with results from the 1999 survey in Table 11. Two items were added to this year’s list and they are: “I access the Library Website to find the resources and information I need” and “I access the Library Website from home”.

**Figure 15**  
**Library Services: Students Agreed that...**



**Table 11**  
**Level of Agreement on Statements about Langara Library**

The Library ...	All the Time		Many Times		Sometimes		Seldom		Never		Total Valid N	
	1999	2001	1999	2001	1999	2001	1999	2001	1999	2001	1999	2001
Is the 1st place to look for information	17.2%	17.1%	17.1%	23.5%	35.6%	37.1%	14.1%	12.7%	16.0%	9.6%	806	804
Staff are helpful & knowledgeable	29.6%	25.3%	37.6%	40.7%	26.8%	26.3%	4.1%	6.3%	1.8%	1.3%	756	787
Is somewhere I can find space to study	34.6%	29.3%	27.6%	34.3%	25.3%	24.7%	9.5%	8.4%	3.0%	3.3%	774	786
Is open when I need it	36.7%	29.5%	33.5%	42.6%	20.9%	19.0%	7.3%	7.0%	1.7%	2.0%	789	796
Has the information I need	10.2%	13.2%	29.0%	35.1%	44.8%	39.4%	12.6%	8.8%	3.5%	3.4%	751	785
Has a collection of books which are adequate	10.2%	12.0%	29.6%	36.8%	38.5%	35.4%	16.1%	10.9%	5.6%	4.8%	763	788
Has facilities pleasant to be in	16.0%	-	35.8%	-	27.6%	-	16.3%	-	4.4%	-	790	-
Has a facility layout easy for access	15.9%	14.2%	31.2%	35.4%	32.8%	35.1%	15.1%	11.0%	5.0%	4.4%	764	780
I access Library Website to find information	-	17.4%	-	29.0%	-	32.9%	-	11.2%	-	9.6%	-	772
I access Library Website from Home	-	18.6%	-	24.1%	-	28.9%	-	11.0%	-	17.5%	-	745

Note: Percentage Ratings exclude "Not Applicable" answers.

For additional information, respondents were asked how they first became aware of Langara’s library services. A large minority of respondents first discovered the library on their own (29.5%), followed by 20.9% of respondents who found out about Library services through an in-class orientation and 18.5% of respondents indicating they found out about the library through an instructor’s recommendation/guidance. In 2001, 14.5% of respondents became aware of the Library’s services through a self-paced computer tutorial compared to only 2.8% in 1999. Results from these questions are compared to the 1999 results in Table 12.

**Table 12  
How Student Respondents Became Aware of Langara’s Library Services**

ITEM	1999	2001
A training session by one of the library staff.	18.90%	20.9%
The library’s self-paced introductory computer tutorial.	2.80%	14.5%
Through an instructor’s guidance/recommendation.	21.00%	18.5%
Through a friend’s recommendation.	7.20%	7.7%
I discovered the library on my own.	45.10%	29.5%
I do not feel I am aware of Langara Library Services.	5.00%	8.9%

The next set of questions in this section relates to students’ impressions of the Counselling Department. The student respondents were again asked to use the five point rating system, with the option of “not applicable”. Several services provided by the Counselling department were listed and the results from the ratings are included in Table 13. The items with the highest number of valid responses were general inquiries, transfer credit, and college policies and procedures; these items were listed under “providing information on”. The results of these items were quite positive. Under general inquiries, 59.5% of student respondents selected “good”, or “very good”. As for the other two items, transfer credit and college policies and procedures, 54.4% of the students responded to the former, and 58.3% to the latter, selecting “good” or “very good” for their choices. Out of the 348 respondents who rated the workshops, approximately 53.8% of these respondents rated this service either “very good” or “good”.

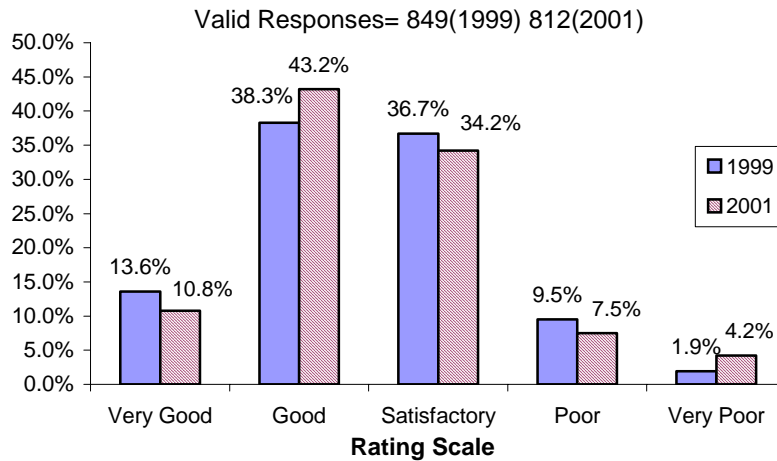
**Table 13  
Students’ Impression of Langara Counselling Department**

	Very Good		Good		Satisfactory		Poor		Very Poor		Total	
	%	%	%	%	%	%	%	%	%	%	Valid N	
Workshops	12.4%	14.1%	44.1%	39.7%	36.8%	40.8%	6.2%	4.0%	0.6%	1.4%	291	348
<b>Providing Information on...</b>												
General Inquiries	14.7%	16.1%	43.3%	43.4%	35.9%	34.4%	5.2%	5.0%	0.9%	1.2%	657	579
College policies & procedures	11.2%	16.2%	40.1%	42.1%	39.3%	35.0%	7.5%	4.7%	1.9%	2.0%	508	511
Transfer Credits	14.6%	14.5%	37.9%	39.9%	33.9%	34.0%	10.9%	9.4%	2.7%	2.2%	589	544
Personal Issues	8.7%	17.9%	36.6%	35.0%	41.5%	38.4%	10.6%	6.4%	2.7%	2.2%	344	357
Career counselling	14.0%	14.7%	33.3%	39.8%	38.1%	32.2%	10.8%	9.7%	3.8%	3.6%	419	422
Educational counselling	14.7%	15.3%	36.2%	40.2%	34.1%	33.0%	10.6%	7.4%	4.4%	4.0%	496	445
Career Resources	10.4%	13.3%	38.8%	41.0%	37.4%	36.5%	10.6%	7.2%	2.8%	2.0%	373	405
Orientation/Info. Days	13.1%	15.8%	34.1%	34.1%	40.6%	42.6%	8.2%	5.2%	4.0%	2.3%	329	387

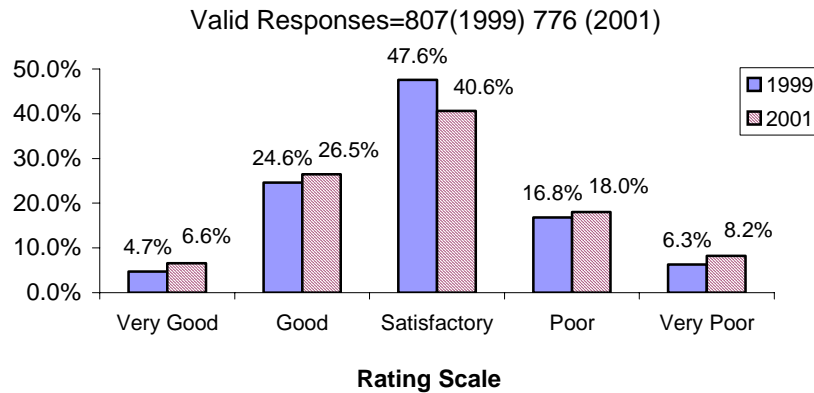
Note: Percentage Ratings exclude “Not Applicable” answers.

In the following section, a number of other Langara services were listed, and students were also asked to indicate their satisfaction with these services (e.g. Registrar’s Office, Safety on Campus etc...). Again, students were given a five-point scale, but this time they were asked to rank from “very good” to “very poor” and had an opportunity to select the “not applicable” category. The Phone Registration (LARS) question was omitted from the Fall 2001 Student Survey, and the item Web Registration replaced it. Web Registration, Langara Calendar - Paper/Web, and Application for Admission were all new additions to this section of the questionnaire. Web Registration received an overwhelmingly positive response in which 73% of the student respondents rated it as “very good” or “good”. Although these student respondents rated web registration highly, they still preferred the paper version to the web version of the Calendar. 75.2% of responses for the paper calendar indicated “very good” or “good”, while 64.1% of the rating for the web version was “very good” or “good”. Student Accounts also received improved grades. In 1999, 46.4% of respondents indicated “very good” or “good” and for 2001 the ratings improved to 59.9% of responses indicating “very good” or “good”. Overall, for the Langara services listed on the questionnaire, the majority of respondents selected a rating of “satisfactory”, “good”, or “very good”. Selected services with a high number of valid responses are displayed in Figures 16 through Figure 22 (Figures do not include the “not applicable” category in calculations). Listings of the 2001 results are presented along with the 1999 survey results in Table 14.

**Figure 16**  
**Bookstore**



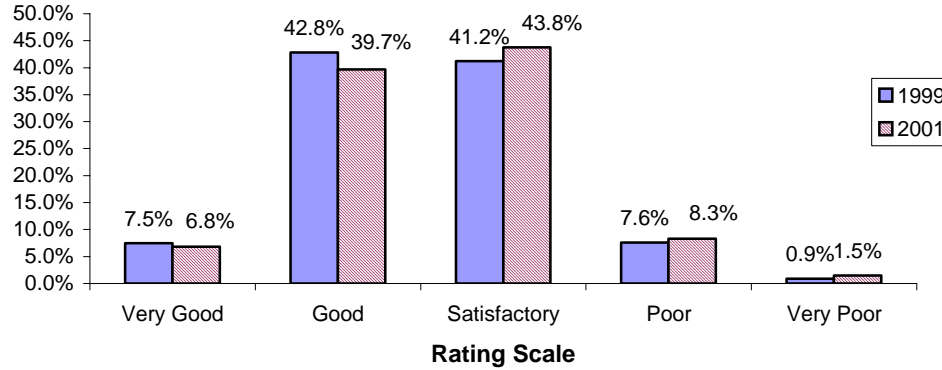
**Figure 17**  
**Cafeteria**



**Figure 18**

**Classroom Facilities**

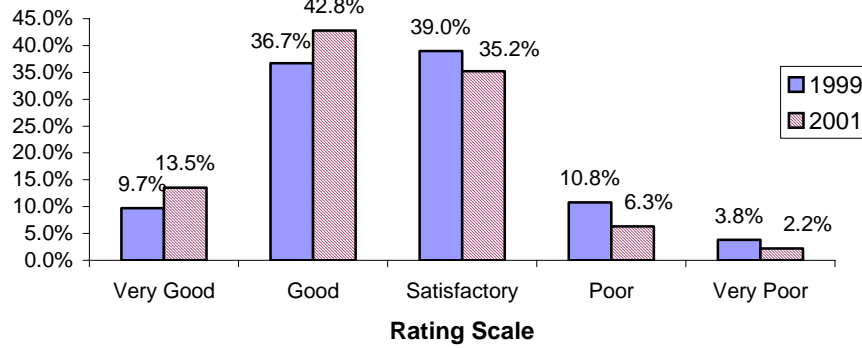
Valid Responses = 840(1999) 784(2001)



**Figure 19**

**Registrar's Office**

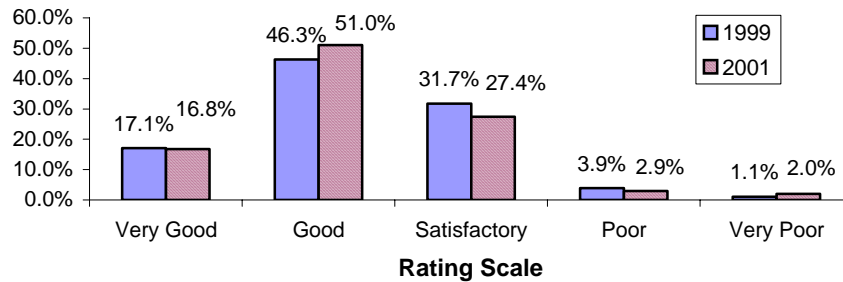
Valid Responses=833(1999) 764(2001)



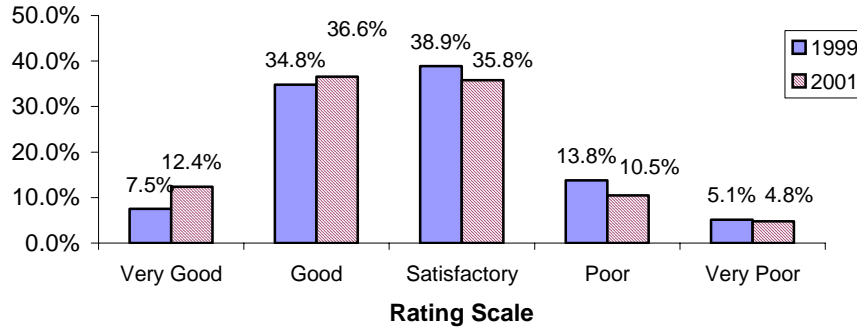
**Figure 20**

**Safety on Campus**

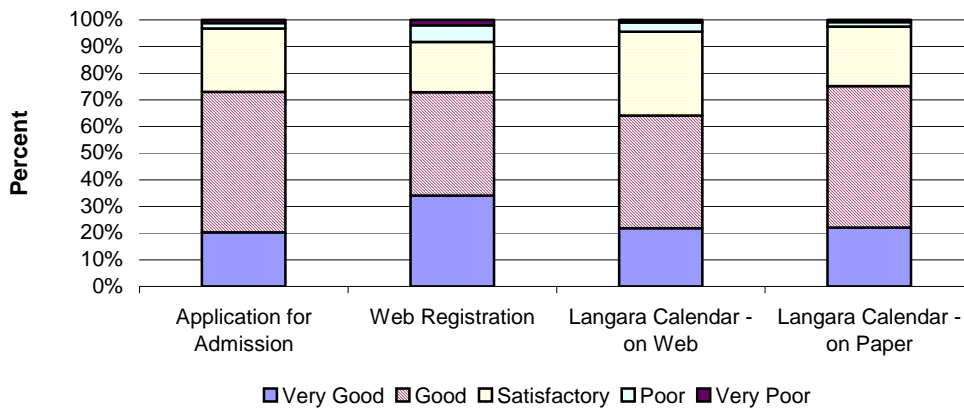
Valid Responses=737(1999) 734(2001)



**Figure 21**  
**Study Facilities on Campus**  
 Valid Responses=762(1999) 727(2001)



**Figure 22**  
**Students' Impression of Registration**



**Table 14**  
**Students Impression of Langara Services**

	Very Good		Good		Satisfactory		Poor		Very Poor		Total	
	%	%	%	%	%	%	%	%	%	%	Valid N	
	1999	2001	1999	2001	1999	2001	1999	2001	1999	2001	1999	2001
Application for Admission	-	20.3%	-	52.7%	-	23.7%	-	2.1%	-	1.2%	-	807
Web Registration	-	34.1%	-	38.9%	-	18.8%	-	6.3%	-	2.0%	-	766
Langara Calendar - on Web	-	21.8%	-	42.3%	-	31.5%	-	3.4%	-	1.0%	-	730
Langara Calendar - on Paper	-	22.1%	-	53.1%	-	22.4%	-	1.7%	-	0.8%	-	774
Langara Website	-	22.2%	-	49.6%	-	24.2%	-	3.3%	-	0.6%	-	784
Bookstore	13.6%	10.8%	38.3%	43.2%	36.7%	34.2%	9.5%	7.5%	1.9%	4.2%	849	812
Cafeteria	4.7%	6.6%	24.6%	26.5%	47.6%	40.6%	16.8%	18.0%	6.3%	8.2%	807	776
Campus signage/directories	7.1%	6.6%	38.8%	35.9%	42.9%	45.3%	9.9%	8.5%	1.4%	3.7%	760	708
Classroom facilities	7.5%	6.8%	42.8%	39.7%	41.2%	43.8%	7.6%	8.3%	0.9%	1.5%	840	784
Computer Labs	11.8%	13.2%	39.1%	44.8%	36.0%	34.8%	8.9%	5.5%	4.2%	1.6%	558	620
Co-op education	12.6%	8.4%	36.7%	42.3%	42.0%	45.3%	6.8%	3.6%	2.0%	0.4%	223	274
Daycare	18.1%	15.3%	42.3%	37.2%	35.5%	43.7%	4.1%	3.3%	-	0.5%	126	183
Disability services	16.6%	17.1%	40.0%	42.7%	40.8%	36.2%	2.1%	3.5%	0.4%	0.5%	152	199
Financial aid office	12.1%	13.8%	37.9%	40.3%	39.0%	37.4%	8.7%	5.8%	2.4%	2.7%	387	377
First Nations services	7.3%	10.4%	34.0%	41.5%	54.2%	42.7%	4.4%	4.3%	-	1.2%	107	164
Health services	17.9%	-	45.2%	-	33.2%	-	2.8%	-	0.9%	-	356	-
Human Rights	7.0%	9.3%	39.9%	43.6%	46.5%	40.7%	5.6%	4.4%	1.1%	2.0%	178	204
Information Booth	10.7%	8.7%	42.6%	42.0%	33.6%	41.4%	10.2%	6.6%	2.9%	1.3%	632	469
Institutional Based Training	7.4%	6.2%	33.9%	39.5%	52.6%	46.5%	4.3%	7.0%	1.8%	0.8%	192	243
Instructional Media Services	-	9.6%	-	39.9%	-	42.2%	-	7.3%	-	1.0%	-	303
Intramural/Athletics	6.6%	8.8%	26.5%	33.3%	41.0%	44.2%	17.3%	8.8%	8.5%	4.8%	235	147
Athletics	-	9.1%	-	35.2%	-	41.5%	-	10.8%	-	3.4%	-	176
Library	10.7%	11.6%	40.0%	46.5%	35.9%	34.7%	10.3%	4.7%	3.1%	2.5%	813	718
Registrar's Office	9.7%	13.5%	36.7%	42.8%	39.0%	35.2%	10.8%	6.3%	3.8%	2.2%	833	764
Safety on Campus	17.1%	16.8%	46.3%	51.0%	31.7%	27.4%	3.9%	2.9%	1.1%	2.0%	737	734
Security	16.5%	15.3%	45.4%	51.0%	33.8%	28.8%	3.3%	3.2%	1.0%	1.8%	756	726
Student Accounts	7.5%	14.1%	38.9%	45.8%	46.5%	36.7%	6.1%	2.7%	1.1%	0.7%	501	675
Study Facilities on Campus	7.5%	12.4%	34.8%	36.6%	38.9%	35.8%	13.8%	10.5%	5.1%	4.8%	762	727

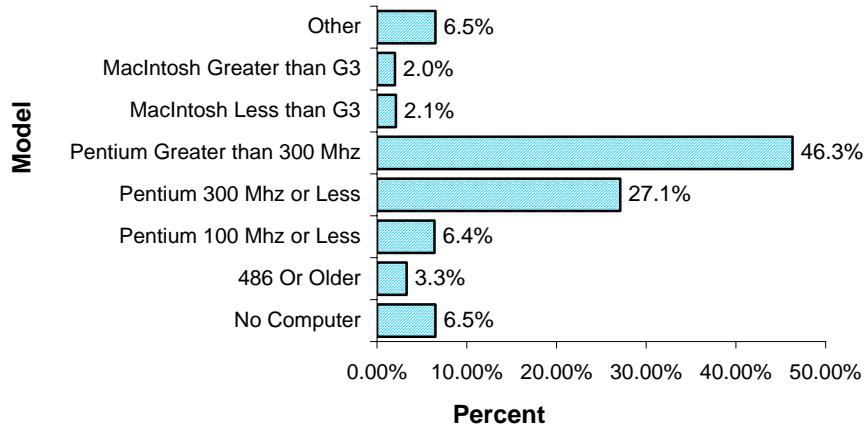
Note: Percentage Ratings exclude "Not Applicable" answers.

## SECTION 6: COMPUTER NEEDS & SERVICES

The purpose of this section was to determine the types of computers students use at home, to assess student satisfaction with computers at Langara College and to discover the improvements students would most like to see from Information and Computer Services. In the first series of questions, students were asked to provide information about their home computers and Internet access. The results indicate that 93.5% of the respondents have access to a computer at home up from 80.6% from the previous 1999 student survey. Of those who own a computer at home, 73.4% have a Pentium greater than 300 Mhz or a Pentium less than 300 Mhz. In the 1999 survey only 51.6% of the sample reported owning a Pentium computer at home. 12.2% of the sample respondents own a laptop computer as their home computer. Figure 23 lists results from 2001 of other personal computers students identified.

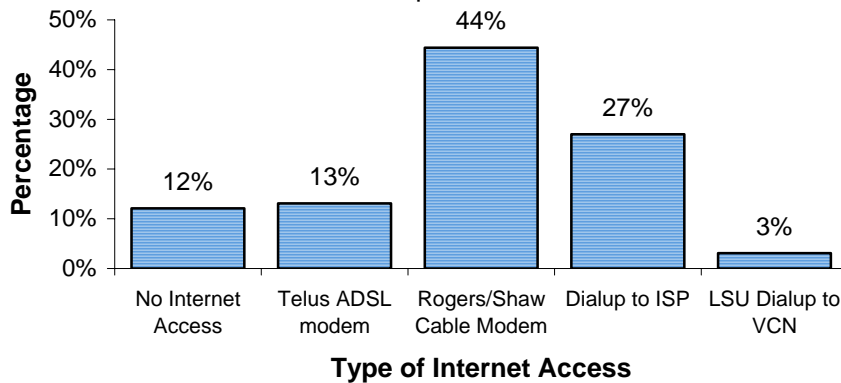


**Figure 23**  
**Type of Home Computer**  
 Valid Responses=798



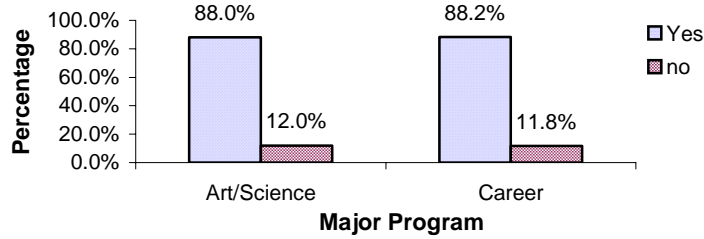
When asked if they have access to the Internet from home, 88.0% of the respondents indicated “yes” and provided us with details of the type of Internet service they subscribe to. This is a 20 percentage point increase up from 67.1% in 1999 of those who had Internet access from home. The most popular Internet subscription is with Rogers/Shaw Cable modem (44.4%) and then followed by dialing up to an Internet Service Provider (27.0%) Figure 24.

**Figure 24**  
**Internet Access From Home**  
 Valid Responses=812



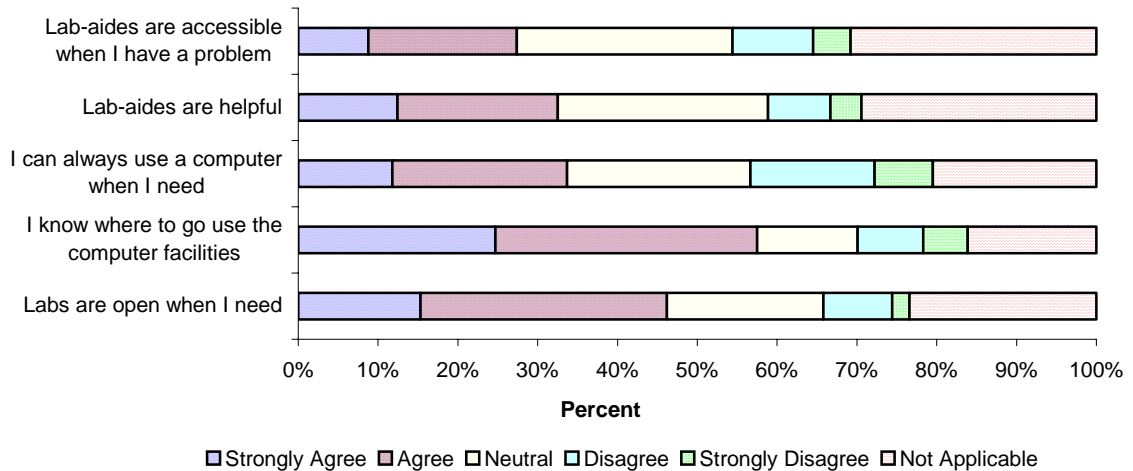
To determine if there were any differences in Internet access by major program, a cross-tabulation was conducted on this item. For the 2001 Student Survey, there was virtually no difference between the percentage of Arts/Science students with Internet access and the percentage of Career students with Internet access. It is interesting to note here, that in 1997 the difference between Arts/Science students who had Internet access and Career students with Internet access was the largest and have since then been in decline. In 1997, 66.1% of Arts & Science students had Internet access, while only 33.9% of Career students had Internet access. In 1999, the differences were further reduced to 70.0% of Arts/Science students with access to the Internet and 58% of Career students with access to the Internet.

**Figure 25**  
**Internet Access by Major Program**  
 Valid Responses=812



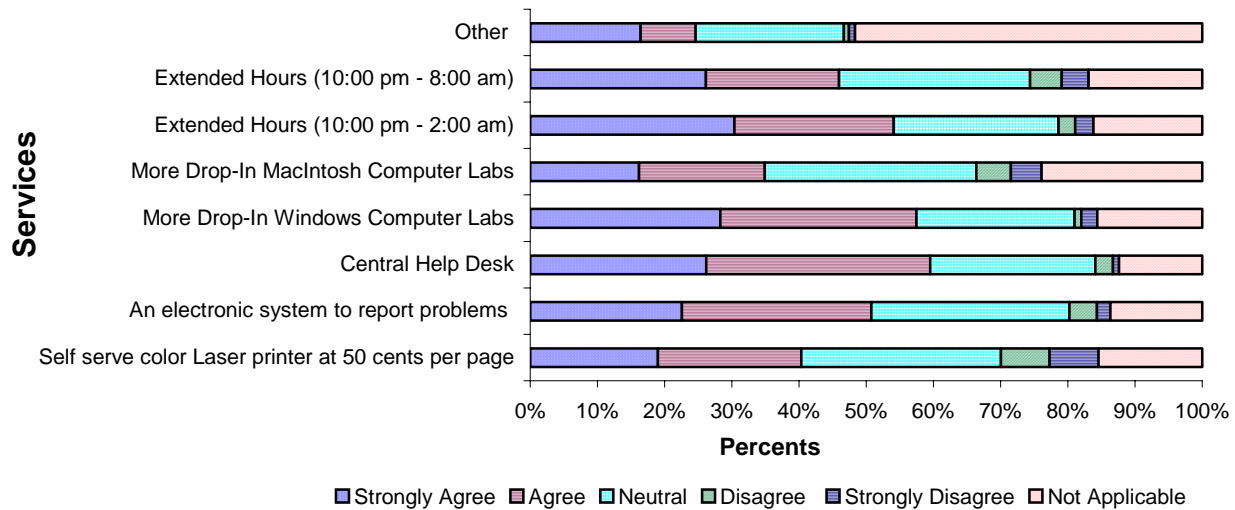
The next set of questions pertains to student satisfaction with computers and computing facilities at Langara College. Asked whether students often find themselves waiting for a station in a lab, 34.8% said “yes”. All students were asked about their perceptions of Langara’s computer labs. Students were given a series of statements about the labs and asked to rate their agreement on a five point scale starting from “strongly agree” and moving towards “strongly disagree” with an option to select “not applicable” where services were unknown or unused by the student. Of these, the item, “I know where to go to use the computer facilities I need” solicited the greatest number of responses with 57.5% selecting either “agree” or “strongly agree” with this statement. The item soliciting the greatest disagreement was “I can always use a computer when I need to” with 22.9% of students stating they “disagree” or “strongly disagree” with this statement. These results are displayed in Figure 26.

**Figure 26**  
**Evaluation of Computer Services and Facilities**



In the final series of questions for this section, students were asked “Which of the following services would you most like Information and Computer Services to provide?” Students rated each service using a ratings scale from one to five, one being “strongly agree” to five being “strongly disagree”. Students again had a choice of “not applicable”. 59.5% of responses indicated that a “Central Help Desk” would improve the students’ computing life at Langara. For a complete listing of ratings please see Figure 27.

**Figure 27**  
**Services to Improve Computing at Langara**

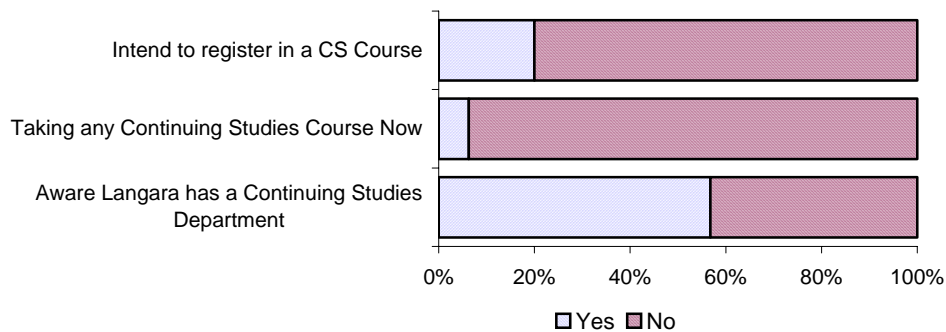


**SECTION 7: CONTINUING STUDIES**

This section is a new addition to the 2001 Student Survey; it was included to evaluate student’s awareness of the Continuing Studies department at Langara College.

The first question in this section asked if students are aware that Langara College has a Continuing Studies Department offering over 450 courses each term. Slightly over half of those who responded (56.8%) stated, “yes”, and 43.2% stated “no” they are not aware of the Continuing Studies department. 93.7% of the student sample is not taking any Continuing Studies courses and 80.0% of our sample does not intend to register for a Continuing Studies course in the future. For further information see Figure 28.

**Figure 28**  
**Continuing Studies**





14. Using the scale below, please indicate your agreement level with the following statements about course instruction at Langara.

	①	②	③	④	⑤	⑥
	Strongly Agree		Neutral		Strongly Disagree	N/A
				<b>1</b>	<b>2</b>	<b>3</b>
				<b>4</b>	<b>5</b>	<b>6</b>
• Instructors are knowledgeable about the topics of their courses.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Instructors effectively communicate their course material.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Instructors are encouraging.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Course content is current.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I have opportunities to ask questions in my classes.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Assignments contribute to my understanding of the subject.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Assignments are clearly outlined and defined.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Grading system in courses is fair.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Using the scale provided, please rate the following aspects of your program/course of study:

	①	②	③	④	⑤	⑥
	Very Good	Good	Adequate	Poor	Very Poor	Not Applicable
				<b>1</b>	<b>2</b>	<b>3</b>
				<b>4</b>	<b>5</b>	<b>6</b>
• quality of instruction				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• organization of the program				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• amount of practical experience				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• textbooks and learning materials				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• availability of instructors or tutors for help with course work outside of class.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• computer hardware and software				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• equipment other than computers				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• program and career counseling				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• study facilities on campus				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15A. Comments on Instruction at Langara (Attach extra pages if needed)

### LANGARA- INITIAL IMPRESSIONS :

16. How did you first hear about Langara College? (Select ALL that apply)

- Friend or relative
- Mini-calendar/brochure
- Website
- High school teacher/counsellor
- Posters
- Langara College representative came to my school class
- Continuing Studies Catalogue
- Other (please specify) \_\_\_\_\_

17. What factors were most important in your decision to come to Langara?

**Please select no more than 3 reasons that are most relevant to your case.**

- My friend's / parent's recommendation
- Langara is close to where I live
- The reputation of programs at Langara is good
- Langara offers the program/course(s) I want
- I wasn't accepted at my first choice
- The tuition rates suit me
- I like the size of classes at Langara
- My friends go, or are planning to go, to Langara
- Other (please describe) \_\_\_\_\_

18. How did you perceive Langara when you first came here?

<u>Welcoming &amp; Helpful</u>	<u>Neutral</u>	<u>Unwelcoming &amp; Unhelpful</u>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments: \_\_\_\_\_

### LANGARA STUDENT SERVICES :

19. Please indicate your level of agreement with the following statements about the **Langara Library**:

	①	②	③	④	⑤	⑥
	All the time		Sometimes		Never	Not Applicable
					<b>1</b>	<b>2</b>
					<b>3</b>	<b>4</b>
					<b>5</b>	<b>6</b>
• The library is the first place I look for information to complete my assignments.					<input type="radio"/>	<input type="radio"/>
• Library staff are helpful & knowledgeable.					<input type="radio"/>	<input type="radio"/>
• I can find space to study in the library.					<input type="radio"/>	<input type="radio"/>
• The library is open when I need it.					<input type="radio"/>	<input type="radio"/>
• The library has the information I need for my assignments.					<input type="radio"/>	<input type="radio"/>
• The library's collection of books, and other resources, is adequate.					<input type="radio"/>	<input type="radio"/>
• I access the Library Website to find the resources and information I need.					<input type="radio"/>	<input type="radio"/>
• I access the Library Website from home.					<input type="radio"/>	<input type="radio"/>
• The layout of the Library facilities makes it easy for me to access the information.					<input type="radio"/>	<input type="radio"/>

20. How did you first become aware of Langara's Library Services? (Please check all that apply).

- A training session by one of the library staff
- The library's self-paced introductory "Finding Out" workbook
- Through an instructor's guidance/ recommendation
- Through a friend's recommendation
- I discovered the library on my own
- I do not feel I am aware of Langara Library Services
- Other (please describe) \_\_\_\_\_

21. If you have seen a counsellor this year, did the meeting(s) help you with your academic or personal concerns?

Yes   Somewhat   No   Haven't seen a counsellor this year

22. Please give us your impression of the following services provided by the **Langara College Counseling Department**:

	Very Good	Good	Satisfactory	Poor	Very Poor	N/A
• <b>Workshops</b> (Career Planning, Study Skills, Exam Anxiety)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• <b>Providing Information on...</b>						
• General inquiries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• College policies & procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Transfer credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Personal issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Career counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Educational counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Career resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Orientation/ information days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Please give us your impression of the following at Langara:

	Very Good	Good	Satisfactory	Poor	Very Poor	N/A
• Application for Admission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Web Registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Langara Calendar -- on Web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Langara Calendar – on paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Langara Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Campus Signage/Directories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Classroom Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Computer Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Co-op Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Daycare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Disabled Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Financial Aid Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• First Nations Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Human Rights Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Information Booth/Kiosk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Institutional Based Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Instructional Media Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Intramural Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Registrar's Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Safety on Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Student Accounts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Study Facilities on Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## COMPUTER NEEDS & SERVICES

24. If you have a personal computer at home, what model is it?

- |   |  |
|---|--|
| <input type="radio"/> Have no computer        | <input type="radio"/> Pentium greater than 300 Mhz |
| <input type="radio"/> 486 or older            | <input type="radio"/> MacIntosh less than G3       |
| <input type="radio"/> Pentium 100 Mhz or less | <input type="radio"/> MacIntosh greater than G3    |
| <input type="radio"/> Pentium 300 Mhz or less | <input type="radio"/> Other , please specify:      |

25. What operating system do you primarily use at home?

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| <input type="radio"/> None            | <input type="radio"/> Windows 2000    |
| <input type="radio"/> Window 95/98/ME | <input type="radio"/> MacIntosh Linux |
| <input type="radio"/> Windows CE      | <input type="radio"/> Other _____     |
| <input type="radio"/> Windows NT      |                                       |

26. Is your home computer a laptop?

Yes    No

27. If you don't have a home computer, do you plan to buy one in the next 4 months?

Yes    No

28. Do you have Internet access at home?

- No Internet Access
- Telus ADSL Modem Access
- Rogers/Shaw Cable Modem Access
- Dial-up Internet Access (phone line) to ISP
- LSU dial-up Internet Access (phone line) to VCN

29. If you don't have Internet access from home, do you plan to acquire it in the next 4 months?

Yes    No

30. Do you often find yourself waiting for a station in a lab, while others are surfing for what you believe to be non-academic purposes?

Yes    No

31. Please indicate your level of agreement with the following statements about computers at Langara College:

	① Strongly Agree	②	③ Neutral	④	⑤ Strongly Disagree	⑥ N/A			
				1	2	3	4	5	6
• Computer labs are open when I need to use them.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I know where to go to use the computer facilities I need.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I can always use a computer when I need to.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Lab-aides are helpful.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Lab-aides are accessible when I have a problem.				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

