



Langara College 2002 Student Survey Report

**Office of Institutional Research
Langara College
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2002 Student Survey Report also available on-line:

<http://www.langara.bc.ca/about-langara/institutional-research/current-student.html>

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SECTION A: OVERVIEW

SECTION A1: Survey Methodology

Survey Sample and Survey Methodology

A stratified random sampling process was employed to select students for the survey. The selected sample, stratified by registration status (new or returning) and major program, closely reflects the actual registration status and major program categorization in the student population. The gender breakdown of the sample corresponds very closely with the actual gender mix in the student population: 58.2% of the selected sample is female, while 58% of the student population is female. A total of 2,510 students were selected in order to achieve the target response of 800.

A questionnaire was sent to 2,510 students by mail on November 1, 2002. Students were asked to return the completed questionnaire anonymously. In order to improve the response rate, students were encouraged to enter a draw for Gift Certificates from The Gap, Langara Bookstore and Langara Parking Services. In addition, a follow-up mail reminder was sent two weeks later to a random sample of 1,684 students who had not yet returned the questionnaire. By the survey deadline, a total of 728 questionnaires were returned via Canada Post or deposited in the drop boxes located around campus. The final adjusted response rate (after the exclusion of non-deliverable mail-outs from the sample) is 30%. Based on the 728 responses, the accuracy of the survey results is estimated to be $\pm 3.7\%$, 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. Results indicated that this sample over-represented both new and returning female Arts & Science students and returning male and female Career & Vocational students. As a routine procedure in survey research, all cases were weighted 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.

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

Characteristics		Student Population	Respondents (unadjusted)	Respondents (adjusted)
Registration status	New	39.5%	35.9%	39.4%
	Returning	60.5%	64.1%	60.6%
Major Program	Arts & Science	76.4%	72.7%	76.5%
	Career/Vocational	23.6%	27.3%	23.5%
Gender	Male	41.9%	33.7%	41.9%
	Female	58%	66.3%	58.1%
Course Load	Full-time	45.3%	55.5%	55.9% ¹
	Part-time	54.7%	44.5%	44.1%
Age	25 or younger	78.3%	75.8%	77.3%
	26-39 years old	17.9%	20.2%	19.2%
	40 or older	3.8%	4.0%	3.6%

¹ The discrepancy between population and sample with regards to full or part time status is a result of drawing the sample exclusively from students reporting a lower mainland mailing address. The responses were not weighted by this factor, as the only impact it has on results is to give slightly more weight to the opinions of full-time students.

SECTION A2: PROFILE OF LANGARA STUDENT SURVEY POPULATION

Demographic and Background Information

Students were asked to provide some demographic information such as gender, age, and educational status. This information allowed us to determine the composition of the sample and to assess how accurately the sample reflected the student population. Approximately 58.1% of the survey respondents were female, and more than half (56%) the sample was between 18 and 21 years old. English was the first language of 66.5% of the respondents and 55.9% report they attend Langara as Full-time students (Please see Table 2 for further details).

**Table 2
Demographic Profile of Students (N=727)**

Gender	Percents
Male	41.9%
Female	58.1%
Age	
17 or younger	0.5%
18-21 years	56%
22-25 years	20.7%
26-30 years	9.4%
31-39 years	9.8%
40-54 years	3.5%
55+	0.1%
Registration Status	
New	39.4%
Returning	60.6%
Course Load	
Full-time	55.9%
Part-time	44.1%
First Language	
English	66.5%
French	0.4%
Chinese	18.4%
Multilingual	3.9%
Other	10.8%

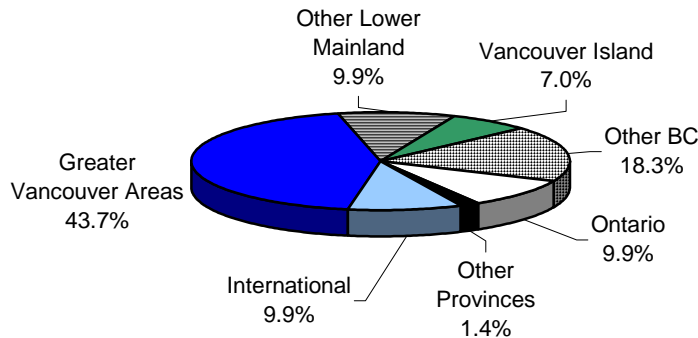
Results of a cross-tabulation of registration status and major program area by gender suggested that, although Arts & Sciences students significantly outnumbered Career/Vocational students, Career/Vocational students constituted a slightly higher proportion of Langara’s new students, and Arts & Sciences students a larger fraction of returning students. Female students outnumbered male in both major program areas, and the proportions of male to female students remained consistent for both new and returning students (see Table 3).

Table 3
Registration Status and Major Program by Gender

			Gender		Row Total
			Female	Male	
New	Arts & Sciences	Count	109	92	201
		% of New Students	38.1%	32.2%	70.3%
		% of Column Total	25.8%	30.2%	27.6%
	Career/Vocational	Count	56	29	85
		% of New Students	19.6%	10.1%	29.7%
		% of Column Total	13.3%	9.5%	11.7%
Total New	Count	165	121	286	
	% of New Students	57.7%	42.3%	100%	
	% of Column Total	39.1%	39.7%	39.3%	
Returning	Arts & Sciences	Count	205	150	355
		% of Returning Students	46.5%	34%	80.5%
		% of Column Total	48.6%	49.2%	48.9%
	Career/Vocational	Count	52	34	86
		% of Returning Students	11.8%	7.7%	19.5%
		% of Column Total	12.3%	11.1%	11.8%
Total Returning	Count	257	184	441	
	% of Returning Students	58.3%	41.7%	100%	
	% of Column Total	60.9%	60.3%	60.7%	
Column Total			422	305	727

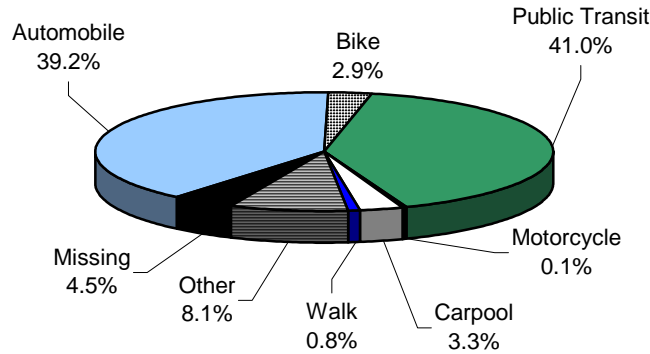
About 4.3% of the respondents moved to the Lower Mainland, and an additional 5.5% relocated within the Lower Mainland, in order to attend Langara College. Of those who did relocate to attend Langara, 21.2% came from outside British Columbia (see Figure 1).

Figure 1:
Distribution of Students Who Relocated to Attend Langara



Students were asked to indicate the primary method of transportation they used to travel to Langara. As the choice of 41% of the respondents, public transit was the most popular mode of commuting (see Figure 2). This is a reversal from 2001, when the automobile was the predominant mode of transportation (at 47.6%).

Figure 2:
Primary Method of Transportation to Langara



Survey participants were also asked to indicate which program they had primarily been involved in during their time at Langara. University Transfer programs were the most popular choices: “University Transfer – Arts” was selected by 333 students, and “University Transfer – Science” was selected by 192 students, and 22 students indicated “University Transfer – Commerce” as their major (see Table 4). Together, the University Transfer programs account for 81.3% of all responses. The most frequently indicated Career and Vocational programs were Nursing (2.3%), Fine Arts (1.9%), and Computer Information Systems (1.4%).

Table 4
Primary Programs of Langara Student Respondents
Valid Responses=711

PROGRAM	#	%	PROGRAM	#	%
University Transfer – Science	167	23.4%	International Business	5	0.6%
University Transfer – Arts	390	54.8%	Journalism – Certificate/Diploma	8	1.1%
Applied Computer Science & Tech.	4	0.5%	Library Technician	8	1.1%
Bus., Fin. & Investment	10	1.4%	Marketing & Sales	5	0.7%
Career Access	5	0.7%	Nursing	17	2.3%
Commerce	22	3.1%	Nutrition & Food Service Mgt.	1	0.2%
Computer Information Systems	12	1.7%	Pacific Rim	2	0.3%
Criminal Justice	2	0.3%	Professional Photography	4	0.5%
Display & Design	4	0.6%	Real time Reporting	2	0.3%
Early Childhood Education	5	0.7%	Recreation Service Delivery	2	0.3%
Education Assistant	1	0.2%	Recreation Enterprise	1	0.1%
Fine Arts	13	1.9%	Social Service Worker	8	1.2%
Human Performance	5	0.8%	Theatre Arts	4	0.5%

SECTION A3: ACADEMIC GOALS OF THE LANGARA STUDENT SURVEY POPULATION

This section was designed to determine the academic goals of Langara students; 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.

Almost a third (33%) of Arts & Sciences respondents and a large minority (41.3%) of Career/Vocational respondents have been taking courses at the College for only one term. 31.1% of Arts & Sciences and 23.9% of Career/Vocational respondents have been at Langara for approximately 1 year (2 – 3 terms). Among Arts & Sciences respondents, 12.4% have attended for four terms, and 23.5% for five or more terms. Of the Career/Vocational respondents, 11.9% have attended for four terms, and 22.9% for five or more terms.

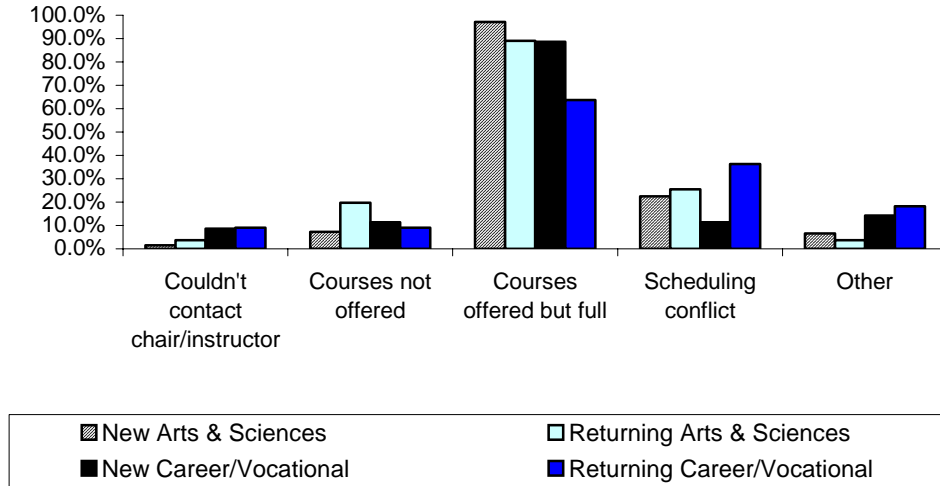
Among Arts & Sciences respondents 36.4% intended to continue at Langara for more than four terms, followed by 14.9% staying for four terms, 6% staying for three terms, 7.2% for two terms, and 3.9% for one term. Of the Career/Vocational respondents, 46.7% anticipated remaining at Langara for more than four terms, 19.6% planned to stay for four terms, 5.6% for three terms, 12.4% for two terms, and 3.2% for one term. 27% of all respondents were not sure how long they intend to stay. Please see Table 5 for further breakdown by registration status.

**Table 5
Number of Terms Students Intend to Stay at Langara
by Major Program and Registration Status**

	Arts & Sciences						Career & Vocational					
	New			Returning			New			Returning		
	#	%	% of Total	#	%	% of Total	#	%	% of Total	#	%	% of Total
1 term	11	5.3%	1.5%	11	3.1%	1.5%	3	3.3%	.4%	3	3.1%	.4%
2 terms	22	10.9%	3.0%	18	5.1%	2.5%	16	18.3%	2.2%	6	6.5%	.8%
3 terms	19	9.2%	2.6%	15	4.1%	2.0%	5	6.1%	.7%	4	5.0%	.6%
4 terms	38	18.7%	5.2%	45	12.8%	6.2%	20	23.9%	2.8%	13	15.3%	1.8%
4+ terms	49	24.6%	6.8%	153	43.1%	21.0%	35	40.9%	4.8%	45	52.5%	6.2%
Not Sure	63	31.2%	8.6%	113	31.8%	15.5%	6	7.5%	.9%	15	17.6%	2.1%

When asked if they were able to get all the courses that they wanted by the end of the first week of classes, 44.4% of respondents said “no” (this figure is up by almost 10% over 2001). The most adversely effected group appeared to be new Arts & Sciences students, 70.3% of whom were not able to enrol in all of their selected classes. Returning Career/Vocational students seemed to be the least effected, with only 10.7% responding in the negative. When those who were unable to enrol in all their preferred classes were asked to provide reasons, 93.3% of Arts & Sciences respondents and 82.6% of Career/Vocational respondents cited “the courses I wanted were offered but full”. The second most common reason was “scheduling conflict”, selected by 24.1% of Arts & Sciences students and 16.6% of Career/Vocational respondents. 13.3% of Arts & Sciences and 12% of Career/Vocational respondents reported that the “courses I wanted were not offered”. Inability to contact the department chair or instructor was only a problem for 3.5% of the respondents. 15.7% of Career/Vocational and 5.1% of Arts & Sciences respondents offered “other” reasons for not being able to enrol. All together, there were 321 respondents who were unable to enrol in the courses they wanted (see Figure 3).

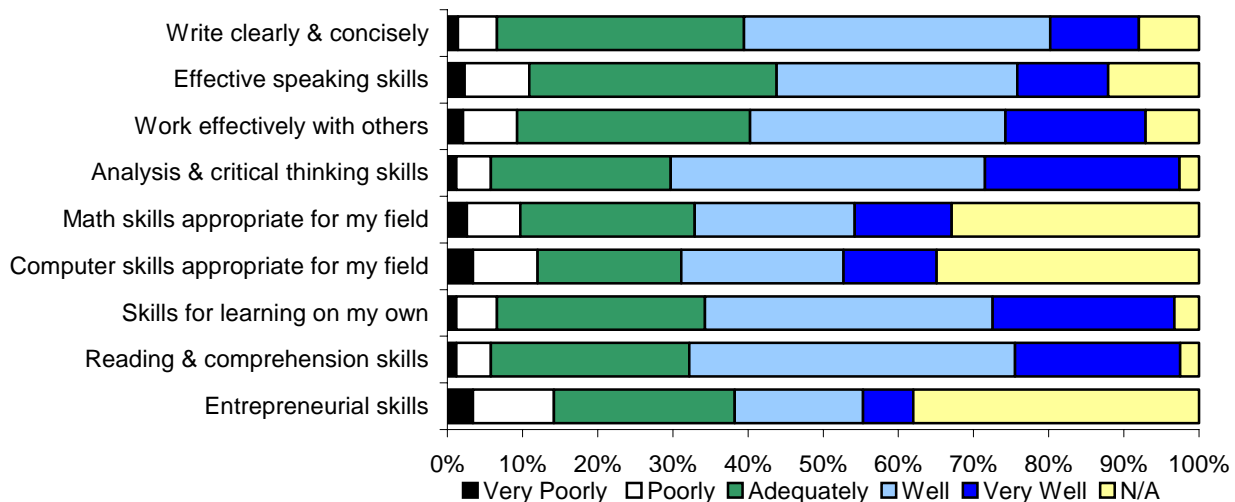
**Figure 3:
Reasons for Being Unable to Register In Desired Classes
(N=321)**



SECTION A4: SKILL DEVELOPMENT / INSTRUCTION

The purpose of this section was to provide students with the opportunity to evaluate the extent to which their programs had assisted them in developing specific skills relevant to their programs. Skills were rated using a scale of one (very poorly) to five (very well), with the option of selecting 'not applicable'. Results are shown in Figure 4 below. With the exception of "Entrepreneurial skills", all skills listed on the questionnaire received positive ratings. The item "Analyze or think critically" received the highest rating by the students, with 67.7% indicating that their programs provided an opportunity to develop this skill 'well' or 'very well'. This was closely followed by "Read and comprehend material appropriate to your field", which was rated 'well' or 'very well' by 65.4% of the respondents.

**Figure 4
Skills Development**



Responses to the Skill Development items were broken down by Major Program Area to investigate any possible differences between Arts & Science Program respondents and Career/Vocational Program

respondents. In general, the Career/Vocational students gave high ratings ('well' and 'very well') to those skills they deemed applicable. Arts & Sciences respondents tended more toward answers of 'adequately' or 'well', with a smaller percentage of 'very well'. Negative ratings ('very poorly' and 'poorly') were equally low for respondents from both major program areas. Both groups had a high percentage of 'not applicable' for math, computer, and entrepreneurial skills. See Figures 5 and 6 for the Major Program breakdown.

Figure 5
Ratings of Skill Development by Arts & Sciences Students

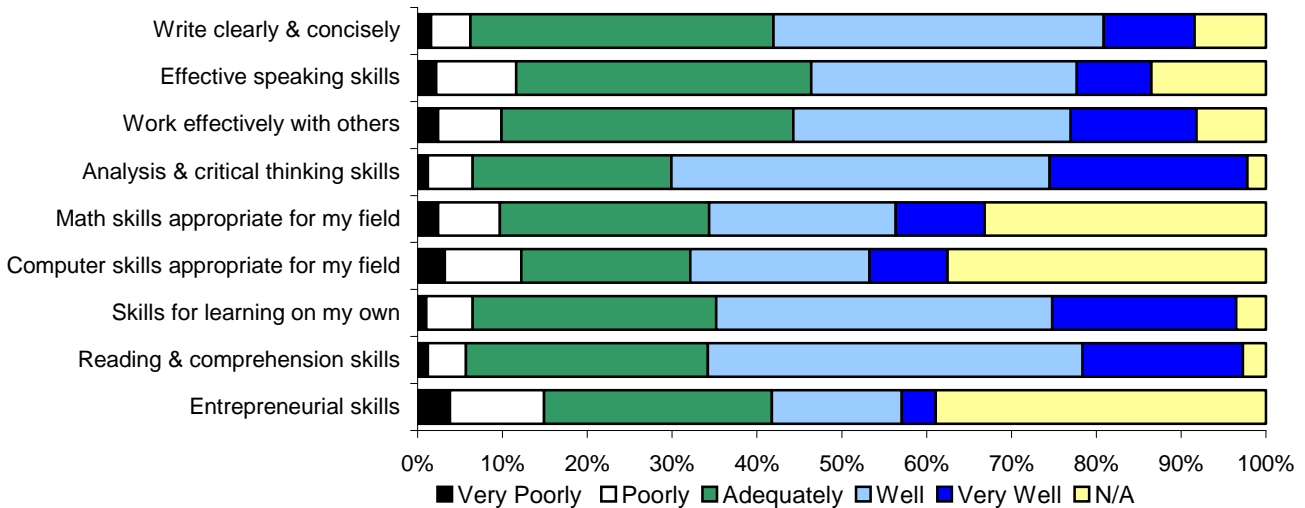
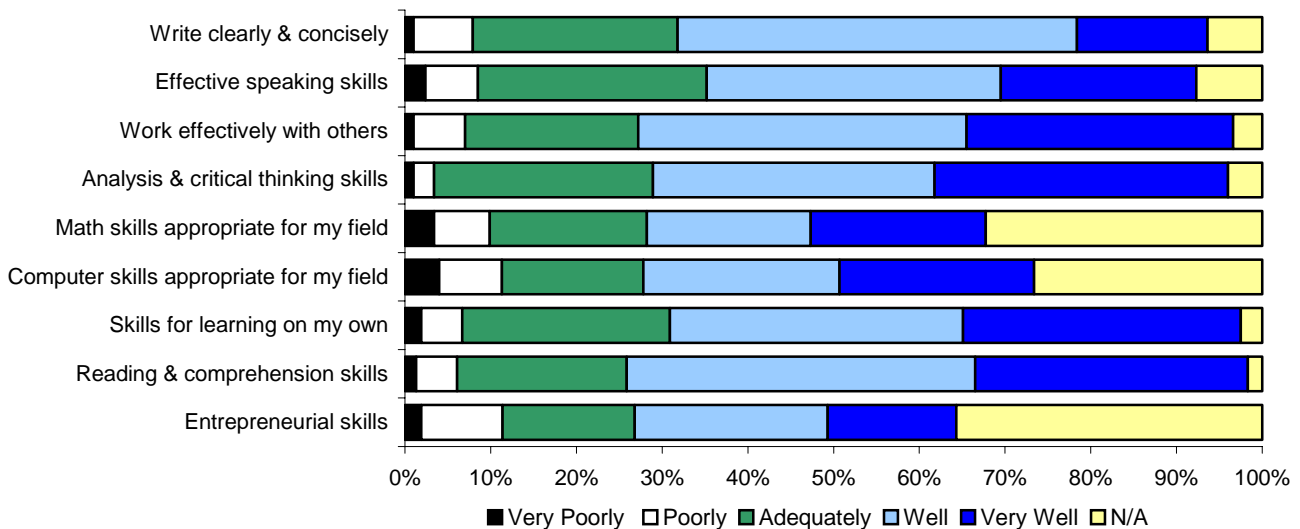


Figure 6
Ratings of Skill Development by Career/Vocational Students



Respondents were asked a series of questions regarding instruction at Langara. Responses in 2002 were very similar to those from the 2001 Student Survey. See Figure 7 for the 2002 ratings of instruction, and Table 6 for a comparison of 2001 and 2002 ratings. Overall, ratings on Instruction at Langara were very positive. The percentages of respondents who 'strongly agree' or 'agree' with the given statements typically ranged from approximately 64% to 87%. The highest rated statement was "Instructors are knowledgeable about their course

material” (87.1% ‘agree’ or ‘strongly agree’), and the only statement that received below 60% approval was “The grading system is fair” (with only 57.3%).

Figure 7
How Students Evaluated Course Instruction

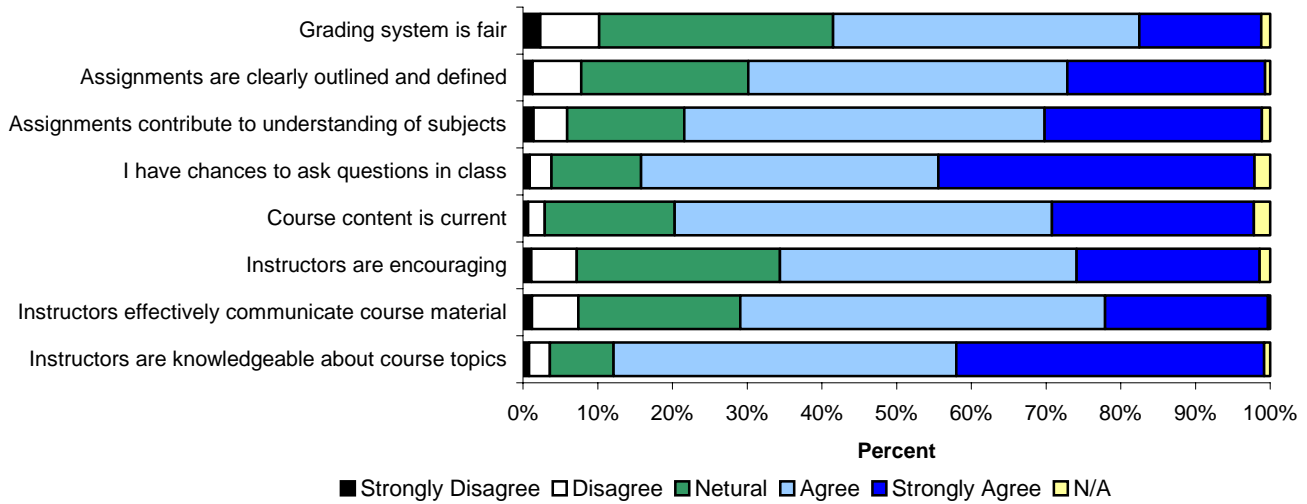


Table 6
Comparative Ratings of Instructors (2001-2002)

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total Valid N*	
	%	%	%	%	%	%	%	%	%	%	2001	2002
Instructors are knowledgeable about the course topics.	0.9%	0.7%	3.2%	2.8%	11.0%	8.6%	46.5%	46.3%	38.5%	41.6%	821	717
Instructors effectively communicate course material.	1.6%	1.1%	8.3%	6.2%	17.9%	21.8%	49.1%	49%	23.1%	21.9%	821	721
Instructors are encouraging.	2.3%	1.1%	7.3%	6.1%	23.6%	27.6%	39.8%	40.3%	27.0%	24.8%	810	713
Course content is current.	1.1%	0.7%	4.2%	2.3%	16.7%	17.8%	46.7%	51.7%	31.4%	27.6%	810	706
Have chance to ask questions in class.	1.2%	0.8%	2.2%	3.0%	11.9%	12.3%	42.9%	40.6%	41.7%	43.2%	801	710
Assignments contribute to understanding of subjects.	1.3%	1.4%	4.8%	4.6%	15.5%	15.8%	46.2%	48.8%	32.2%	29.4%	820	715
Assignments are clearly outlined and defined.	1.2%	1.2%	7.5%	6.5%	20.1%	22.5%	43.1%	42.9%	28.0%	26.6%	814	721
Grading system is fair.	2.7%	2.3%	8%	7.9%	25.8%	31.7%	43.1%	41.4%	20.4%	16.5%	805	717

*Note: Percentages for this table were calculated using a Total Valid N that excluded answers of “Not Applicable”.

A set of questions was added in the 1999 Student Survey to solicit student’s opinions about various aspects of their program at Langara. Figure 8 shows the distribution of answers from 2002. Most respondents rated their academic programs as either ‘adequate’ or ‘good’. The percentage of students rating each item in this range varied from 52.2% to 71.7%. Although relatively few students rated the items ‘very good’ (percentages ranged from 8.3% to 25.7%), an even smaller proportion gave negative ratings. The item, “Quality of instruction” received the highest evaluation, with 76.2% of the respondents rating it as either ‘good’ or ‘very good’. “Study facilities on campus” received the worst evaluation, with 20.1% of the respondents rating it as either ‘poor’ or ‘very poor’. Respondents’ evaluation of their program or course of study has not changed appreciably from 2001 (see Figure 9).

Figure 8
2002 Ratings of Program/Course of Study

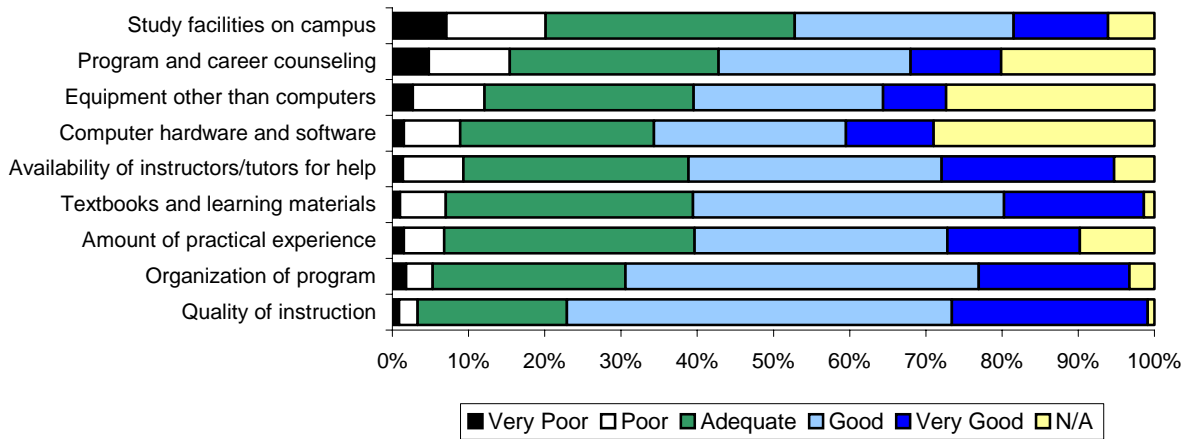
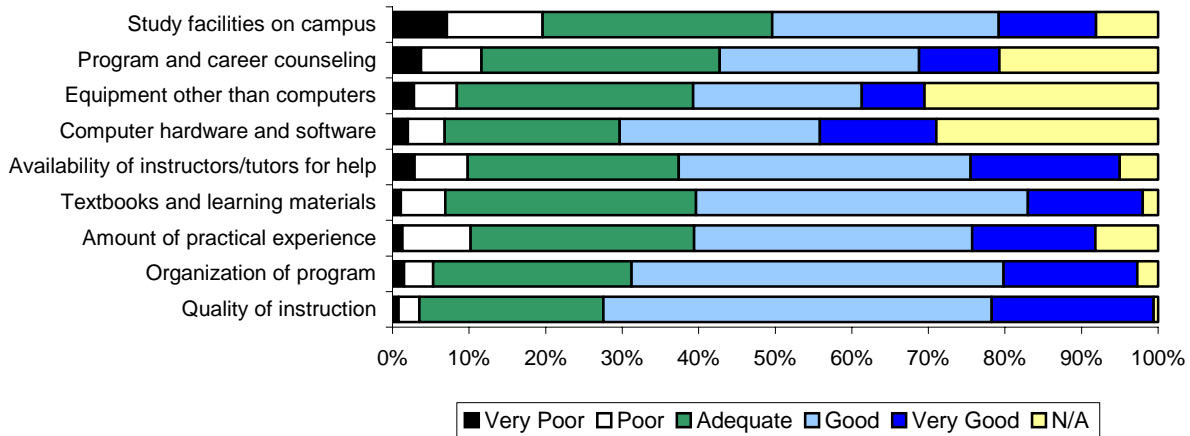


Figure 9
2001 Ratings of Program/Course of Study



SECTION A5: LANGARA – INITIAL IMPRESSIONS

In this section, data was collected on how students first heard about Langara College, and on their initial impressions of the College. Slightly over half of the survey respondents (56.6%) first heard about Langara through a friend or relative, followed by a high school teacher or counsellor (38.6%). Of the listed methods of hearing about Langara, “Posters” was selected by the fewest respondents (3.7%). 9.3% of the students first heard about Langara through “other” sources not mentioned in the survey. See Table 9 for further details.

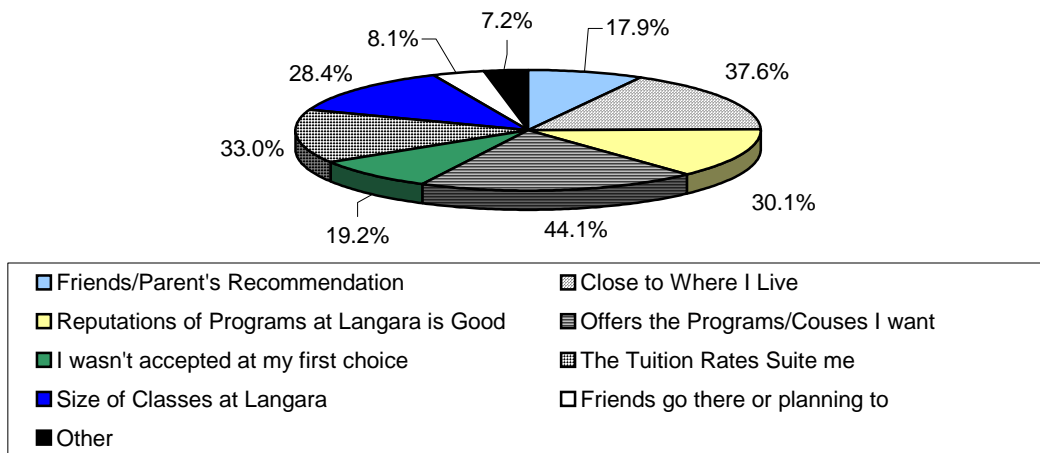
Table 9
How Respondents First heard of Langara College

	2001 (N=840)	2002 (N=727)
Through a friend or relative	60.8%	56.6%
High school teacher or counsellor	41.2%	38.6%
Posters	6.0%	3.7%
Langara College representative came to my school	12.9%	12.7%
Website	14.9%	11.9%
Mini-calendar/brochure	22.1%	13.2%
Other	8.3%	9.3%

Note: Percentages 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 sample to select the three most relevant reasons from a list of items. Among the 727 students who cited reasons for coming to Langara, the most common factors were: “Langara offers the programs/courses I want” (44.1%), “Langara is close to where I live” (37.6%), and “The tuition suites me” (33%). The exact same reasons were chosen, in the same order, during the 2001 Student Survey. For further details of factors affecting the respondents’ decision, please see Figure 10.

Figure 10:
Reasons for Attending Langara College

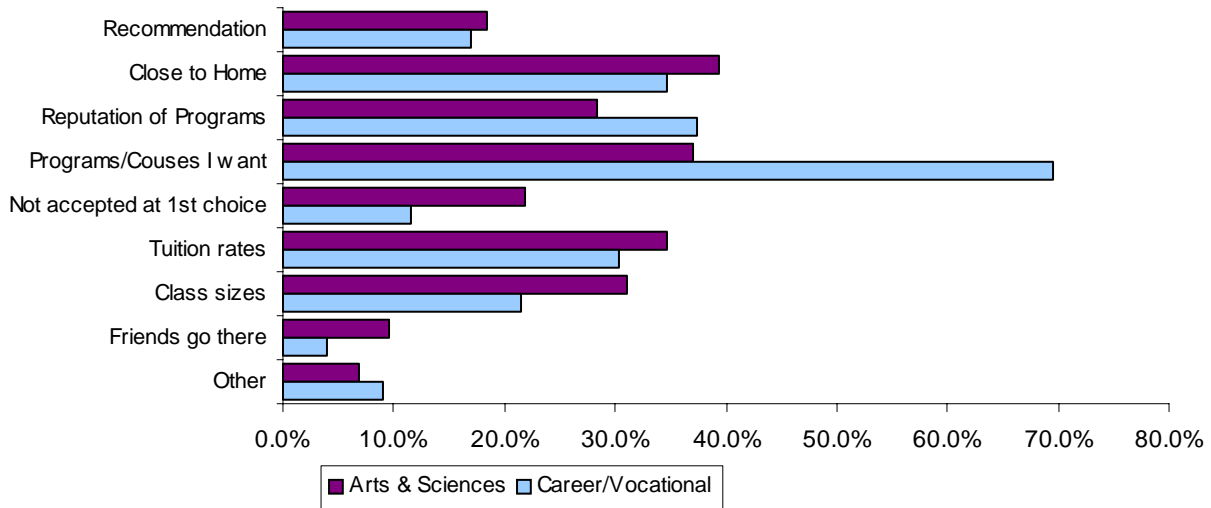


Note: Percentages will not total 100% as respondents were asked to select three answers.

The preceding data was further analyzed in order to discover if any difference existed between Arts & Sciences and Career/Vocational students with regards to their reasons for attending Langara College. This was one of the few areas where significant differences were found between major program areas. For Arts & Sciences respondents, the most commonly cited factor was “Langara is close to where I live” (69.5%), followed by “Langara offers the program/courses I want” (37%) and “The tuition rate suits me” (34.6%). Among

Career/Vocational respondents, “Langara offers the program/courses I want” was cited by a majority (69.5%) of the respondents. The second most common factor for Career/Vocational students was “The reputation of the programs at Langara is good” (37.3%), followed closely by “Langara is close to where I live” (34.7%). See Figure 11 for further details.

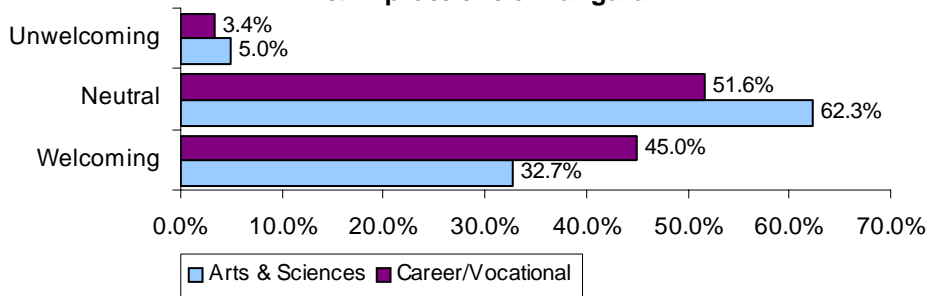
Figure 11
Reasons for Attending Langara, by Major Program Area



Note: Percentages will not total 100% as respondents were asked to select three answers.

Students were also asked about their perceptions of the mood or atmosphere at Langara upon first arriving at the college. Most respondents (59.8%) declined to give an opinion by selecting a “neutral” answer. 35.6% of the respondents found Langara to be “Welcoming and helpful”, and only 4.6% were of the opinion that Langara was an “unwelcoming and unhelpful” place. This question was also broken down by Major program area (see Figure 12). Arts & Sciences students were more inclined to select “Neutral”, where Career/Vocational students more often found Langara to be “Welcoming and Helpful”.

Figure 12
First Impressions of Langara



SECTION A6: LANGARA STUDENT SERVICES

The questions asked in this section gauged students’ knowledge and perceptions of the services available at Langara. This section was meant to provide the College with better insight into the levels of student satisfaction with the listed facilities and services. Respondents were given the opportunity to provide a “not applicable” response for services or facilities with which they were unfamiliar.

The first series of questions in this section referred to the Langara College Library. Figure 13 gives a detailed breakdown of students’ responses. Overall, evaluation of Library services was positively oriented. 66.7% of the respondents agreed that “The library is open when I need it” either ‘all the time’ or ‘often’. More than half the students (56.9%) said that “Library staff are helpful and knowledgeable” ‘all the time’ or ‘often’.

However, when compared to last year, a slight drop in satisfaction was evident. Responses of ‘often’ and ‘all the time’ decreased, and responses of ‘never’ and ‘seldom’ increased, for almost all library-related questions (see Table 10). The largest difference between 2001 and 2002 was seen in the item “I access the Library website from home”: positive responses decreased by 7.4%, and negative responses increased by 16.2%. Selections of ‘seldom’ or ‘never’ also increased in response to the statements “I access the library website for the information I need” (from 20.8% to 28%), and “The Library is the first place I look for information to complete my assignments” (from 22.3% to 29.8%). This trend may reflect the rapid growth of the Web as a primary research resource, rather than a change in Library services or student satisfaction.

Figure 13
2002 Ratings of Langara Library Services

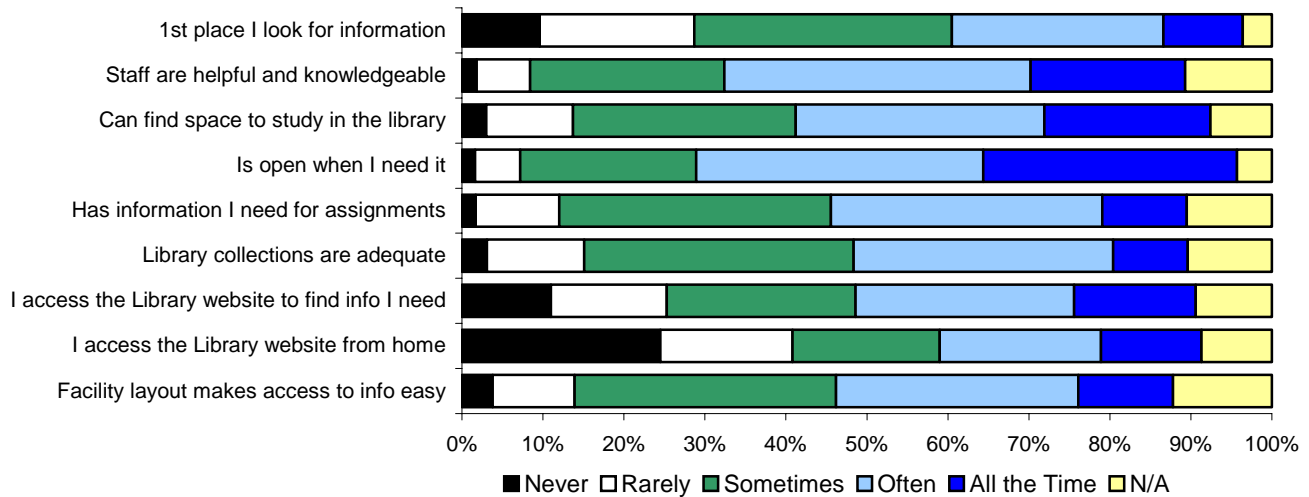


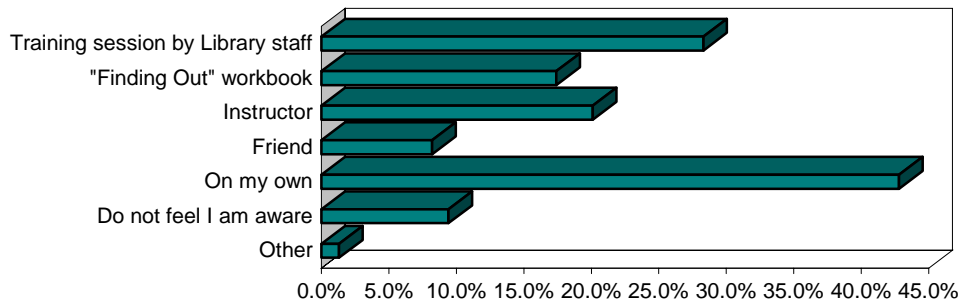
Table 10
Comparative Ratings of Langara Library (2001-2002)

The Library ...	Never		Rarely		Sometimes		Often		All the Time		Valid N*	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
Is the 1st place I look for information	9.6%	10.0%	12.7%	19.8%	37.1%	33.0%	23.5%	27.1%	17.1%	10.2%	804	697
Staff are helpful and knowledgeable	1.3%	2.0%	6.3%	7.4%	26.3%	26.9%	40.7%	42.3%	25.3%	21.4%	787	644
Has space for me to study.	3.3%	3.2%	8.4%	11.6%	24.7%	29.8%	34.3%	33.2%	29.3%	22.1%	786	666
Is open when I need it	1.8%	1.7%	7.0%	5.8%	19.0%	22.7%	42.6%	37.0%	29.5%	32.7%	796	691
Has information I need for assignments	3.4%	1.9%	8.8%	11.5%	39.4%	37.5%	35.1%	37.5%	13.2%	11.6%	785	643
Collections are adequate	4.8%	3.4%	10.9%	13.3%	35.4%	37.1%	36.8%	35.8%	12.0%	10.3%	788	642
I access the Library website for info I need	9.6%	12.2%	11.2%	15.8%	32.9%	25.7%	29.0%	29.8%	17.4%	16.6%	772	652
I access the Library website from home	17.5%	26.8%	11.0%	17.9%	28.9%	20.0%	24.1%	21.8%	18.6%	13.5%	745	658
Facility layout makes access to info easy	4.4%	4.3%	11.0%	11.6%	35.1%	36.8%	35.4%	34.0%	14.2%	13.3%	780	631

*Answers of “Not Applicable” were not available in the 2001 data, so were excluded from percentage calculations for this table.

For additional information, respondents were asked how they first became aware of the services offered by the Langara Library. A large minority (42.8%) of respondents first discovered the library on their own, followed by 28.3% of respondents who took a training session from one of the Library staff. 20.1% of respondents indicating they found out about the library through an instructor’s recommendation or guidance. For further details, please see Figure 14.

Figure 14
How Students First Discovered Langara Library Services



The student respondents were also asked to give their impressions of the Langara Counseling Department and the services they offer. The services were rated using a five-point scale from ‘very poor’ to ‘very good’, with the option of selecting ‘not applicable’ if they were not aware of, or had never used, the service. Almost half (46.6%) of the respondents had not seen a counselor in the last year. As in 2001, the items with the highest number of valid responses (excluding N/A) were “general inquiries”, “transfer credit”, and “college policies and procedures”. In general, the students rated these items positively. “General inquiries” was rated as ‘good’ or ‘very good’ by 57% of valid respondents, and “providing information on transfer credits” was given the same rating by 53.8% of valid respondents. “Providing information on college policies and procedures” received ratings of ‘good’ or ‘very good’ from 51.9% of the valid respondents. The services that received the smallest number of valid responses were “personal issues” (n=315) and “orientation/information days” (n=329). Although fewer students evaluated these items, ratings of ‘good’ or ‘very good’ were given by more than half of those who did respond: 41.6% for “personal issues” and 52.9% for “Information days”. See Table 11 for more information on 2002 ratings of Counseling Services, and a comparison with last year’s numbers.

Table 11
Students’ Impression of Langara Counseling Department

	Very Poor		Poor		Satisfactory		Good		Very Good		N/A	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
Workshops	0.7%	1.0%	1.7%	2.5%	18.7%	20.6%	18.1%	16.3%	5.4%	7.0%	55.3%	52.6%
General inquiries	0.9%	1.1%	3.8%	3.5%	25.8%	29.7%	32.2%	32.5%	11.2%	12.8%	26.2%	20.4%
Policies & procedure	1.3%	1.1%	3.2%	6.2%	23.0%	25.5%	27.8%	25.8%	10.1%	9.5%	34.6%	31.8%
Transfer credit	1.6%	2.9%	6.5%	7.0%	24.2%	24.7%	29.5%	27.3%	9.2%	13.0%	28.8%	25.1%
Personal issues	1.1%	0.9%	3.1%	5.4%	18.0%	20.5%	16.8%	14.9%	7.6%	4.2%	53.4%	54.0%
Career counseling	1.7%	1.9%	5.3%	8.0%	17.7%	19.6%	22.3%	18.8%	6.7%	7.6%	46.3%	44.2%
Educational counseling	2.1%	2.6%	4.2%	6.1%	19.4%	23.4%	23.8%	21.4%	7.6%	9.9%	43.0%	36.6%
Career resources	1.0%	2.0%	3.8%	5.8%	19.7%	18.1%	21.8%	17.5%	6.1%	7.3%	47.7%	49.2%
Orientation/Info. days	1.2%	1.7%	2.5%	4.4%	21.9%	16.5%	17.6%	18.1%	7.4%	7.5%	49.4%	51.7%
Other	1.0%	0.3%	0.6%	0.7%	15.5%	1.9%	7.8%	0.3%	4.5%	0.7%	70.6%	96.2%

* Percentage Ratings include “Not Applicable” answers.

LANGARA STUDENT SURVEY – Fall 2002

Students were asked to give their impressions of an extensive list of other services that Langara College offers. Rating was on a scale of 'very poor' to 'very good', with the option of answering 'not applicable'. "Web registration" and the "Langara website" were the most highly rated services, with more than two thirds (66.9% and 69.8% respectively) of the respondents giving ratings of 'good' or 'very good'. Although "Web registration" was one of the most highly rated services, many students still preferred the paper calendar. 64.9% of respondents thought that the paper calendar was 'very good' or 'good', 3.9% higher than for the Web calendar. Almost all services received positive evaluations, with less than 10% of respondents rating them as either 'poor' or 'very poor'. Of those services used by a majority of the student population, only three services were rated as either 'poor' or 'very poor' by at least 10% of the respondents: "Bookstore" (10%), "Study facilities on Campus" (16.8%), and "Cafeteria" (22.5%).

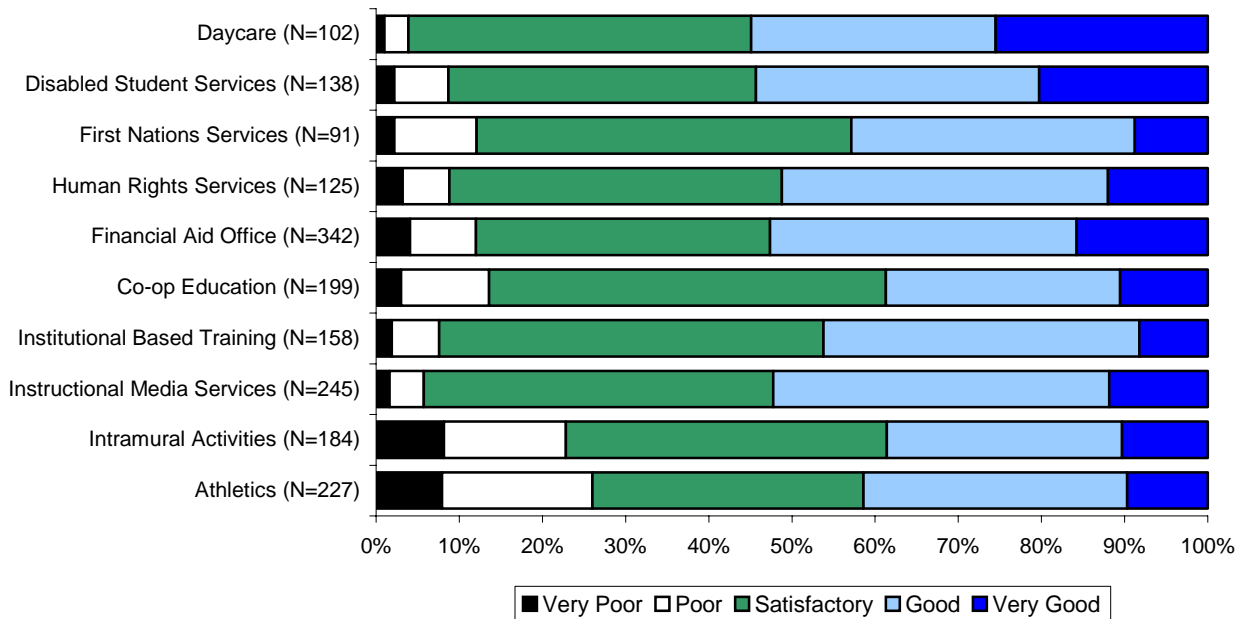
For most of the listed services, student ratings did not change significantly from 2001 to 2002 (see Table 12). However, there were some minor shifts worth noting. Co-op education received a 10.1% increase in negative ratings, balanced by a 10.7% decrease in positive ratings. Positive assessment of Daycare services and the Information Kiosk increased by 5.2% and 12.2% respectively.

**Table 12
Ratings of Langara College Services**

	Very Poor		Poor		Satisfactory		Good		Very Good		N/A	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
Application for Admission	1.3%	2.6%	2.1%	4.1%	24.2%	29.4%	50.9%	43.8%	20.0%	18.4%	1.5%	1.7%
Web Registration	2.4%	3.2%	6.0%	6.1%	17.5%	23.3%	37.9%	36.5%	31.1%	30.4%	5.1%	0.5%
Langara Calendar: on Web	0.9%	1.6%	3.2%	5.3%	28.3%	23.3%	38.7%	37.5%	19.2%	23.5%	9.6%	8.9%
Langara Calendar: on paper	0.7%	0.5%	1.8%	3.6%	21.8%	20.4%	50.4%	41.4%	20.4%	23.5%	4.9%	10.6%
Registrar's Office	2.1%	2.3%	5.9%	6.6%	34.1%	33.1%	40.4%	39.9%	11.7%	13.8%	5.8%	4.4%
Langara Website	0.7%	1.2%	3.3%	2.7%	24.5%	26.0%	48.6%	51.3%	20.2%	18.5%	2.7%	0.4%
Daycare	0.1%	0.2%	0.7%	0.4%	11.4%	5.9%	8.8%	4.3%	3.3%	3.6%	75.7%	85.7%
Disabled Student Services	0.1%	0.4%	1.0%	1.3%	9.5%	7.2%	10.8%	6.6%	4.3%	3.9%	74.3%	80.7%
First Nations Services	0.2%	0.3%	0.8%	1.2%	9.5%	5.7%	8.5%	4.4%	2.4%	1.1%	78.5%	87.2%
Human Rights Services	0.7%	0.6%	1.1%	1.0%	11.4%	7.0%	11.5%	6.9%	2.6%	2.2%	72.6%	82.4%
Information Booth/Kiosk	0.7%	0.5%	3.8%	3.7%	24.5%	19.8%	25.7%	32.3%	5.4%	10.8%	39.9%	32.8%
Student Accounts	0.6%	0.5%	2.3%	2.5%	31.2%	25.6%	39.2%	39.5%	11.2%	13.1%	15.4%	18.8%
Financial Aid Office	1.3%	1.9%	2.7%	3.8%	18.2%	16.9%	19.2%	17.7%	6.5%	7.5%	52.1%	52.2%
Bookstore	3.8%	2.1%	7.6%	7.9%	34.3%	34.7%	43.2%	42.7%	10.5%	11.7%	0.6%	0.9%
Cafeteria	7.7%	6.7%	17.2%	15.8%	38.7%	39.3%	25.0%	26.8%	6.5%	6.8%	4.9%	4.5%
Campus Signage/Directories	2.9%	2.1%	7.2%	7.4%	41.1%	38.4%	30.8%	32.8%	5.6%	5.0%	12.3%	14.3%
Classroom Facilities	1.2%	1.3%	7.4%	7.9%	42.6%	41.4%	38.8%	40.2%	6.7%	7.3%	3.4%	1.8%
Computer Labs	1.2%	1.4%	4.1%	4.7%	26.5%	24.4%	36.3%	33.0%	9.5%	11.9%	22.4%	24.7%
Co-op Education	0.2%	0.8%	1.1%	3.0%	16.3%	13.4%	14.5%	7.8%	2.5%	3.0%	65.4%	72.0%
Library	2.2%	2.1%	4.0%	5.7%	30.9%	28.0%	41.7%	43.3%	10.5%	16.7%	10.7%	4.2%
Study Facilities on Campus	4.4%	5.9%	9.5%	10.9%	32.5%	30.5%	33.5%	34.5%	11.1%	10.3%	9.0%	7.8%
Institutional Based Training	0.3%	0.4%	2.0%	1.2%	15.1%	10.3%	12.7%	8.5%	2.0%	1.8%	67.9%	77.7%
Instructional Media Services	0.3%	0.6%	2.7%	1.4%	17.0%	14.5%	15.5%	14.0%	3.7%	4.1%	60.9%	65.4%
Intramural Activities	1.4%	2.1%	2.6%	3.8%	14.1%	10.1%	9.6%	7.3%	3.0%	2.6%	69.2%	74.1%
Athletics	1.1%	2.5%	4.3%	5.8%	15.0%	10.4%	12.6%	10.1%	3.5%	3.0%	63.6%	68.1%
Safety on Campus	1.7%	0.5%	2.3%	2.2%	24.7%	23.7%	46.4%	40.9%	15.5%	21.6%	9.4%	11.1%
Security	1.4%	1.6%	2.7%	2.0%	26.1%	23.2%	45.7%	43.1%	14.0%	19.7%	10.2%	10.5%
Other	3.0%	3.8%	2.4%	1.1%	23.6%	0.6%	17.3%	0.4%	4.6%	0.8%	49.2%	93.3%

Some of the services listed in this section of the questionnaire were not applicable to a large portion of the student body, or were used by less than 50% of the respondents. In order to achieve a more accurate picture of how these services were rated by those students who do use them, responses were reanalyzed excluding answers of 'not applicable' (see Figure 15). Overall, reactions were very encouraging: almost all services received positive ratings ('good' or 'very good') from more than 40% of respondents. The only services with a substantial number of 'poor' or 'very poor' responses were "Intramural activities" and "Athletics", at 22.8% and 26% respectively.

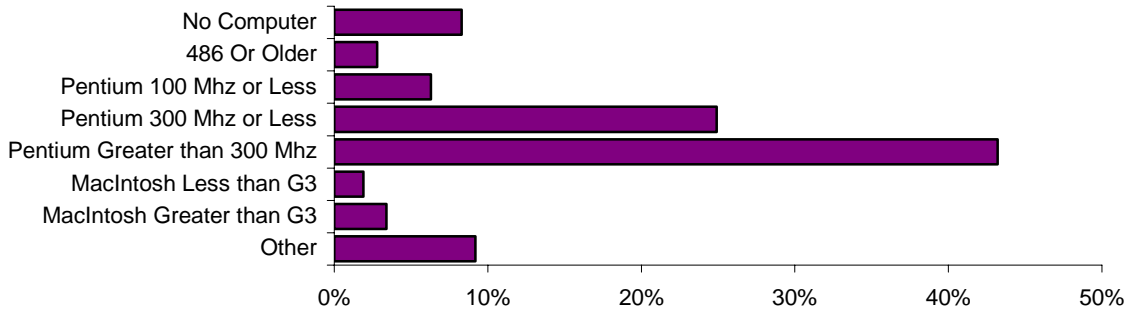
Figure 15
Distribution of Ratings for Services Used by Less Than 50% of Students



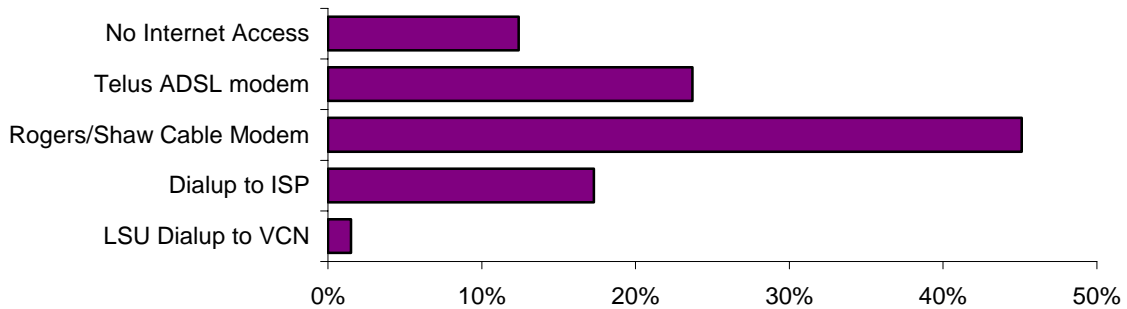
SECTION A7: COMPUTER NEEDS & SERVICES

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 can be seen in Figures 16 and 17. Only 8.2% of respondents did not have a home computer, and many respondents reported owning more than one. 11.8% of the respondents reported having a laptop computer. Approximately 12.4% of respondents were without Internet access at home, although this number was lower for new Arts & Sciences students (10.9%) and higher for new Career/Vocational students (16.4%). Of those who reported owning a home computer, 81.6% had a Pentium processor, and only 6.2% reported owning a Macintosh. Among those who had Internet access from home, 51.5% connected to the Internet via a cable modem, 27% used ADSL, and 19.7% dialed up to an Internet Service Provider. These figures indicate that there has been an approximately 10% increase in ADSL usage, with a corresponding decrease in dial-up connection, since the 2001 Student Survey. Of those students who did not have a home computer or Internet access, approximately one third indicated that they intended to purchase a computer (32.2%) or Internet access (35.6%) within the next four months.

**Figure 16
Type of Home Computer**



**Figure 17
Type of Internet Access**



Dissatisfaction over the availability of computer equipment remains unchanged from last year. More than one quarter of respondents (26.3%) said that they often found themselves waiting for a station in the Langara computing labs while computers were being used for non-academic purposes. This number was lowest among new Arts & Sciences students (22.2%) and highest among returning Career/Vocational students (30.8%). As in 2001, access to computers received the highest negative rating: 17.5% of new students and 22.3% of returning students stated they ‘disagree’ or ‘strongly disagree’ with the statement “I can always use a computer when I need to”. Less than a third of respondents ‘agreed’ or ‘strongly agreed’ that lab-aides were helpful (30.5%) or accessible (27.7%). However, 36.4% of new students and 42.8% of returning students ‘agreed’ or ‘strongly agreed’ that “Computer labs are open when I need them”, and 54.8% of respondents were aware of the location of the computer facilities. See Figure 18 for further details on the ratings for 2002. For comparison, the ratings from 2001 are shown in Figure 19.

Figure 18
Student Assessment of Langara Computer Labs: 2002

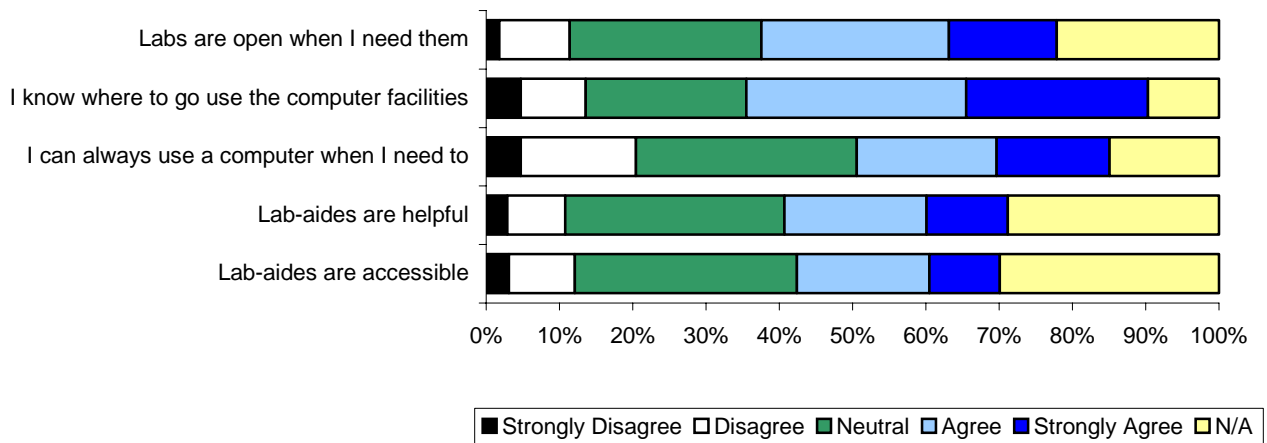
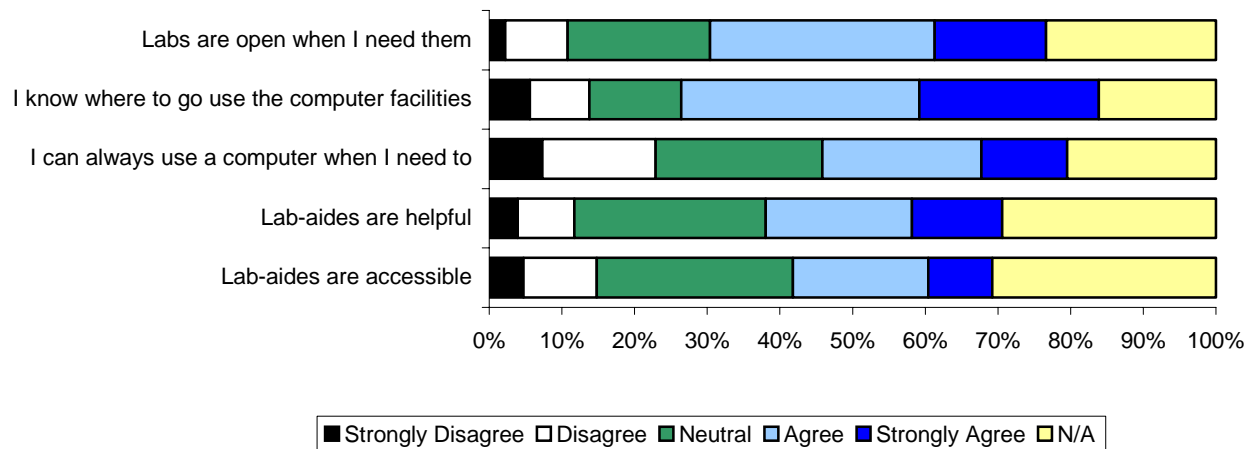


Figure 19
Student Assessment of Langara Computer Labs: 2001



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?” Respondents rated seven potential services using a scale of one (strongly disagree) to five (strongly agree). They could refrain from offering an opinion by giving a ‘neutral’ response. Compared to 2001, negative responses remained similar, ‘neutral’ responses increased slightly, and positive responses decreased for all proposed services. More than half the respondents either ‘agreed’ or ‘strongly agreed’ that their computing life at Langara would be improved by a “Central Help Desk” (52.2%), “More drop-in Windows computer labs” (55.9%), and “Extended hours (10:00pm to 2:00am) for existing drop-in computer labs” (52.1%). The strongest negative response was garnered by “Self serve color laser printer at fifty cents per page” (23.6% of respondents ‘disagreed’ or ‘strongly disagreed’). Only 33.1% of respondents ‘agreed’ or ‘strongly agreed’ that there was a need for “More drop-in Macintosh computer labs”, making it the service with the lowest positive response. For a complete listing of ratings from 2001 and 2002, please see Figures 20 and 21 respectively.

Figure 20
2001 Student Agreement with Proposed ICS Services

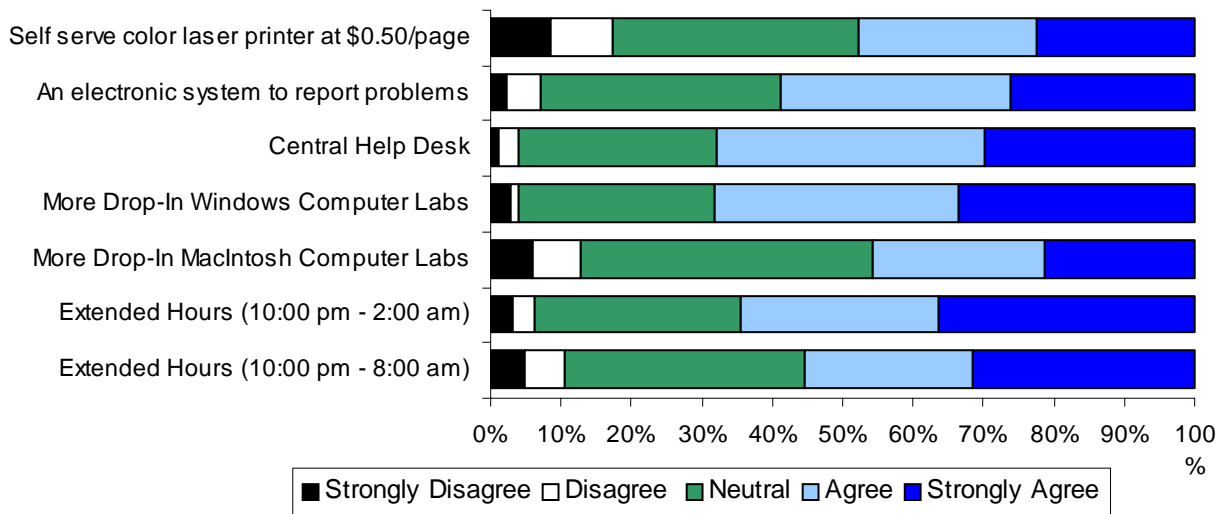
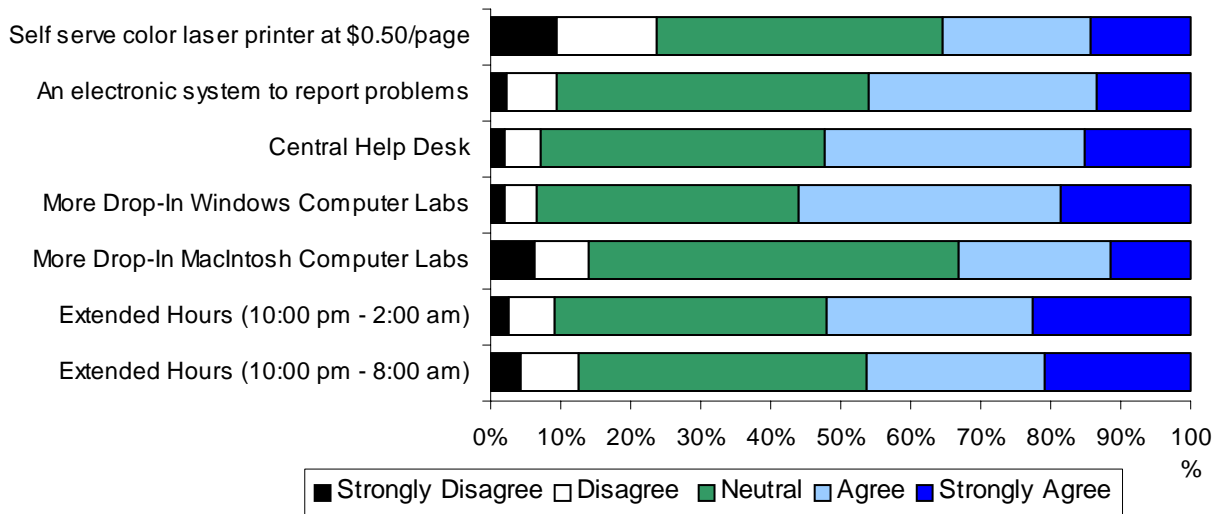


Figure 21
2002 Student Agreement with Proposed ICS Services



Appendix I

2002 Langara College Student Questionnaire¹

¹ The questionnaire was distributed on legal size paper, and has been reformatted for this document.

2002 Current Student Survey

Please fill in the bubbles completely: Like this ●, NOT like ⊙ or ⊗, and please do NOT use check marks (✓)

GENERAL INFORMATION:

1. This term, you are a

- new student returning student

2. Your gender:

- Female Male

3. Your age group, as of December 31, 2002 will be:

17 or younger **18-21** **22 -25** **26-30** **31-39** **40-54** **55+**

-

4. Where do you currently live?

City/Municipality: _____ Postal Code _____

4a. Did you relocate to the above residence to study at Langara?

- No
- Yes → If yes, where did you previously reside?

City/Municipality: _____ Postal Code _____

5. What is the main method you use to commute to Langara?

- Automobile Motorcycle
- Bike Carpool
- Public Transit (Bus, Skytrain, etc.) Walk
- Other (please specify) _____

6. Please indicate below, which program have you been mainly involved in during your time at Langara.

Arts & Science:

- University Transfer: **Science** (Biology, Chemistry, etc.) University Transfer: **Arts** (History, Psych., etc.)

Career Programs:

- Accounting – Co-op/Diplomas Library Technician
- Applied Comp. Science & Tech. Marketing & Sales
- Business, Finance & Investment Mgmt. Collaborative Nursing
- College & Career Access. Nutrition & Food Service Mgmt.
- Commerce (Arts & Science) Pacific Rim Diploma
- Computer Information Systems Professional Comp. Science & Tech

- Criminal Justice Professional Photo Imaging
- Display + Design Publishing Techniques & Technology
- Early Childhood Ed. Diploma/Certificate Real-time Reporting/ Court Reporting
- Education Assistant Certificate Recreation Service Delivery Diploma
- Human Performance Recreation Enterprise Diploma
- Fine Arts Small Business Entrepreneur
- International Business Social Service Worker
- Journalism – Cert./Dip. Theatre Arts
- Other (please specify): _____

7. Are you an International Student?

- Yes No

8. What is your first language (the language you speak most fluently)?

- English** **French** **Other (specify)** _____
-

9. **Including this term**, how many terms will you have taken courses at Langara College?

- 1 term** **2-3 terms** **4 terms** **5+ terms**
-

10. How many terms, in **total**, do you plan to stay at Langara? (Include the current term in your calculations)

- 1 term** **2** **3** **4** **4+ terms** **Not sure/ don't know**
-

11. Are you a full-time or part-time student **this semester**?

- Full-time (taking 12 credits or more)
- Part-time (less than 12 credits)

12. This semester, were you able to enroll in all the courses you wanted by the end of the first week of classes?

- Yes → Go to Question 13.
- No → Go to Question 12a.

2002 Current Student Survey

Please fill in the bubbles completely: Like this ●, NOT like ⊙ or ⊗, and please do NOT use check marks (✓)

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
- 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?

- Welcoming & Helpful Neutral Unwelcoming & Unhelpful**
-

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
	Never	Rarely	Sometimes	Often	All the time	N/A
				1	2	3
				4	5	6
The library is the first place I look for information to complete my assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library staff are helpful & knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can find space to study in the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library is open when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library has the information I need for my assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library's collection of books and other resources is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I access the Library Website from home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The layout of the Library facilities makes it easy for me to access information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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**
-

2002 Current Student Survey

Please fill in the bubbles completely: Like this ●, NOT like ⊙ or ⊗, and please do NOT use check marks (✓)

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

	Very Poor	Poor	Satisfactory	Good	Very Good	N/A
Workshops (Career Planning, Study Skills, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing Information on...						
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 counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational counseling	<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 Poor	Poor	Satisfactory	Good	Very Good	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?

- Have no computer
- 486 or older
- Pentium 100 Mhz or less
- Pentium 300 Mhz or less
- Pentium greater than 300 Mhz
- MacIntosh less than G3
- MacIntosh greater than G3
- Other, please specify:

2002 Current Student Survey

Please fill in the bubbles completely: Like this ●, NOT like ⊙ or ⊗, and please do NOT use check marks (✓)

25. What operating system do you primarily use at home?
- None
- Window 95/98/ME
- Windows CE
- Windows NT
- Windows 2000/ XP
- MacIntosh Linux
- Other: _____
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 | 2 | 3 | 4 | 5 | 6 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | N/A |
| | | 1 | 2 | 3 | 4 | 5 |
| | | 1 | 2 | 3 | 4 | 5 |
| 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
- Lab-aides are helpful.
- Lab-aides are accessible when I have a problem.
32. To improve your computing life at Langara College, which of the following services would you most like Information & Computer Services to provide?
- | | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| | | 1 | 2 | 3 | 4 |
| | | 1 | 2 | 3 | 4 |
| Self serve color laser printer at approximately 50¢ a page. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| An electronic system to report problems and get a response. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Central Help Desk. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| More drop-in Windows computer labs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| More drop-in Macintosh computer labs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extended hours (10 pm to 2 am) for existing drop-in computer labs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Extended hours (10 pm to 8 am) for existing drop-in computer labs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, please specify: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| _____ | | | | | |

COMMENTS ABOUT LANGARA, IN GENERAL:
(Attach extra pages if needed):

Thank you.