



Langara College 2004 Student Survey Report

Office of Institutional Research

Langara College

January 30, 2008

SURVEY RESULTS

SURVEY SAMPLE AND METHODOLOGY

A stratified random sampling process was employed to select students for the survey. The sample was stratified by program area, gender, and registration status (new or returning), to closely reflect the actual student population on these dimensions.

The questionnaire was sent to 2,500 students by mail on October 12, 2004. Recipients 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 Metrotown Mall and Langara Bookstore. In addition, a reminder packet was sent three weeks later to a randomly selected 60% of the original sample. Students could return the surveys by postage-paid mail, by depositing them in on-campus drop boxes, or by completing the survey online. By the survey deadline, a total of 906 questionnaires were returned; 290 (32%) by mail, 329 (36.3%) in the drop-boxes, and 287 (31.7%) via the Internet. The final adjusted response rate (excluding non-deliverables) was 37%. The accuracy of the survey results is estimated to be $\pm 3.3\%$, 19 times out of 20.

As a normal procedure, the differences between respondents and non-respondents were examined. Results indicated that Career/Vocational students were over-represented and male Arts & Sciences students were under-represented. As is routine procedure in survey research, all cases were weighted to achieve a sample representative of the student population. All following figures and statistics were calculated using the adjusted sample.

Table 1: Characteristics of Student Population and Survey Respondents

<i>Characteristics</i>		<i>Student Population</i>	<i>Respondents (unadjusted)</i>	<i>Respondents (adjusted)</i>
Gender	Male	42.7%	34.8%	42.7%
	Female	57.3%	65.2%	57.3%
Major Program	Arts & Science	79.7%	61.1%	79.4%
	Career/Vocational	20.3%	38.9%	20.6%
Registration status	New	36.8%	31.8%	33.5%
	Returning	63.2%	68.2%	66.5%

PROFILE OF LANGARA STUDENT SURVEY POPULATION

Demographic and Background Information

Students were asked to provide demographic information such as gender, age, and educational status (see Table 2). This information allowed us to determine the composition of the sample and to assess how accurately the sample reflected the student population. More than half (56.9%) of the sample was between 18 and 21 years old. Only 26.3% of respondents reported attending Langara as part-time students. The majority of respondents (75.5%) declared English as their primary language, while 11.2% reported Chinese (Mandarin, Cantonese or Taiwanese).

Survey participants were also asked to indicate which program they had mainly been involved in during their time at Langara (see Table 3). University Transfer programs were the most popular choices; together, they accounted for 61.5% of all responses. Aside from general University transfer, the most frequently selected Arts & Sciences programs were Commerce & Business Studies (7.4%) and Human Kinetics/Performance (3.1%). The preferred Career/Vocational programs were Theatre Arts (6.6%) and Nursing (2.5%).

Table 2: Demographic Profile of Students (N=906)

<i>Characteristics</i>		<i>Percent</i>
Gender	Male	42.7%
	Female	57.3%
Age	17 or younger	0.2%
	18-21 years	56.9%
	22-25 years	21.2%
	26-30 years	10.3%
	31-39 years	6.8%
	40-54 years	4.3%
	55+	0.4%
Registration Status	New	33.5%
	Returning	66.5%
Course Load	Full-time	73.7%
	Part-time	26.3%
First Language	English	75.5%
	French	0.4%
	Chinese	11.2%
	Other	8.0%
	Multi-lingual	4.9%

Table 3: Primary Programs of Langara Respondents

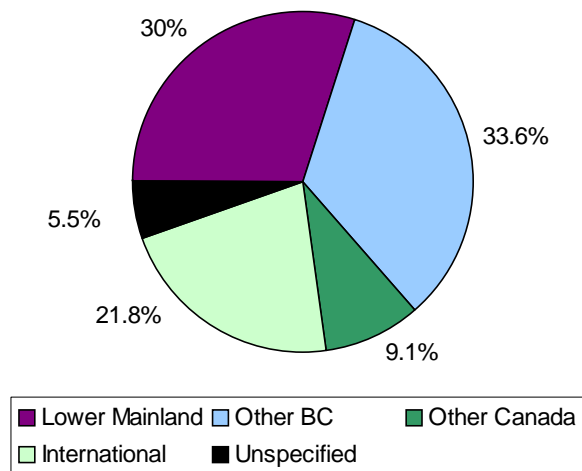
<i>PROGRAM</i>	<i>%</i>	<i>PROGRAM</i>	<i>%</i>
University Transfer – Arts	46.70%	Fine Arts	1.21%
University Transfer – Science	14.84%	Human Kinetics/Performance	3.08%
Aboriginal Studies	0.88%	International Business	0.33%
Applied Computer Science & Tech.	1.43%	Internet/Web Comp. & Software Dev.	0.33%
Applied Urban & Rural Planning	0.44%	Journalism – Certificate/Diploma	0.11%
Business Management	1.87%	Leisure Studies	1.43%
College & Career Access	0.44%	Library & Information Technology	1.10%
Commerce & Business Studies	7.36%	Marketing & Sales	0.99%
Computer Information Systems	0.99%	Nursing	2.53%
Criminal Justice	0.44%	Nutrition & Food Service Mgt.	0.22%
Display & Design	0.33%	Pacific Rim	0.66%
Early Childhood Education	0.44%	Professional Computer Science & Tech.	0.00%
Education Assistant	0.22%	Professional Photo-Imaging	0.22%
Engineering	0.99%	Publishing	0.33%
Environmental Studies	1.32%	Recreation	0.22%
Film Arts	0.33%	Social Service Worker	0.44%
Financial Management	1.21%	Theatre Arts	6.59%

When asked where they lived, most respondents (69.6%) claimed a Vancouver address. Only five students reported current addresses outside of the Lower Mainland (see Table 5). Of the 906 respondents, 77 (8.5%) moved to the Lower Mainland, and an additional 33 (3.7%) relocated within the Lower Mainland, in order to attend Langara College. Of the 110 students who relocated to attend Langara, 30.9% came from outside British Columbia.

Table 4: Current City of Residence

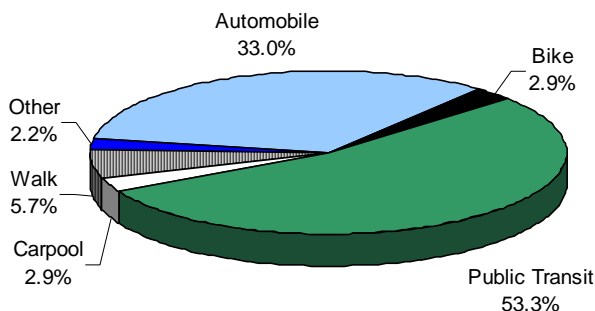
<i>City/Municipality</i>	<i>Percent</i>
Vancouver	68.64%
Richmond	11.29%
Burnaby	7.89%
Delta	3.07%
Surrey	2.19%
North Vancouver	1.43%
West Vancouver	1.10%
Coquitlam/ Port Coquitlam	1.10%
New Westminster	0.55%
White Rock	0.22%
Langley	0.11%
Maple Ridge	0.11%
Other BC Cities	0.44%
Other Canadian Cities	0.11%
Not Reported	1.64%

Figure 1: Original Residence of Students Who Relocated to Attend Langara



Students were asked to indicate their primary mode of transportation when traveling to Langara (see Figure 2). Public transit remained the most popular method of commuting. Transit was used by 53.3% of respondents, an increase of 12 percentage points since 2002. The only other notable changes were that more students walked (5.7%, up from 0.8% in 2002) and fewer students drove (33%, down from 41.1% in 2002).

Figure 2: Primary Mode of Transportation of Langara Students



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.

For 34.6% of respondents, Fall 2004 was their first term attending Langara. Approximately 24% of respondents had been at Langara for 2 to 3 terms, 17% had taken 4 terms, and 24.5% had attended for five or more terms. Compared to 2002, this represents a small increase in length of actual attendance. However, no change was evident in the number of terms students intended to remain at Langara. The

largest portion of students (37.4%) anticipated studying at Langara for five or more terms. Approximately 16% of students planned to study at Langara for 4 terms, while 20% projected a shorter stay.

Table 5: Number of Terms Students Have Taken or Intend to Take at Langara by Major Program and Registration Status

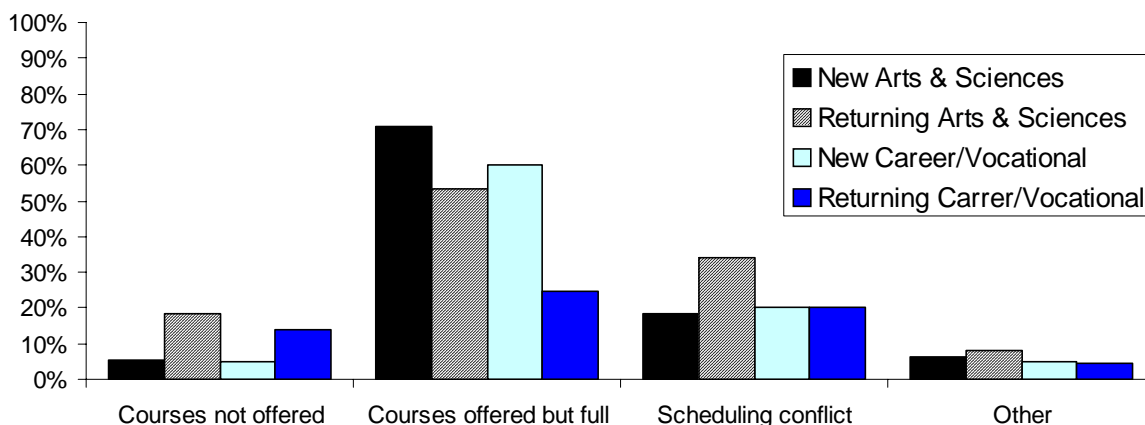
Terms Taken	Arts & Sciences				Career/Vocational			
	New #	%	Returning #	%	New #	%	Returning #	%
1 term	246	97.0%	16	3.5%	46	95.5%	4	2.9%
2-3 terms	6*	2.4%	156	33.5%	1*	2.7%	51	36.8%
4 terms	0	0.0%	127	27.4%	1*	1.8%	27	19.4%
5+ terms	1*	0.5%	165	35.5%	0	0.0%	56	40.9%
Terms Intended	New #	%	Returning #	%	New #	%	Returning #	%
1 term	6	2.56%	17	3.60%	2	4.52%	4	2.99%
2 terms	40	15.99%	32	6.88%	6	11.83%	6	4.67%
3 terms	23	9.12%	35	7.44%	2	3.65%	7	5.49%
4 terms	46	18.37%	66	14.09%	12	25.36%	21	15.70%
5+ terms	53	21.18%	198	42.53%	17	35.51%	69	50.86%
Not Sure	82	32.77%	118	25.46%	9	19.13%	28	20.29%

*These data points represent response errors, as a New student would not have attended more than one term.

When asked if they were able to get all the courses that they wanted by the end of the first week of classes, 39.2% of respondents said “no”. Although this figure is only down by 5 percentage points from 2002, there were some major shifts in the type of student affected. In 2002, 89% of returning Career/Vocational students were able to enrol in all of their selected classes. This figure dropped to 51.6% in 2004. Conversely, many more new Arts & Sciences students were able to register for all their preferred classes in 2004 (55%) than in 2002 (30%).

Among the 272 Arts & Sciences students who were not able to enrol in all their preferred classes, the most selected reason was “the courses I wanted were offered but full” (47.5%). Of the 86 Career/Vocational students so affected, the most common reason was “scheduling conflict” (9.1%). In 2002 “the courses I wanted were offered but full” was the most selected reason, regardless of program area or status. The most notable change from 2002 was the number of specified reasons per respondent. In 2002, 321 respondents gave 441 reasons for being unable to register in all of their classes; in 2004, 358 respondents gave only 253 reasons. This indicates that the enrolment situation may have improved more than was suggested by the small overall increase in problem-free registrations.

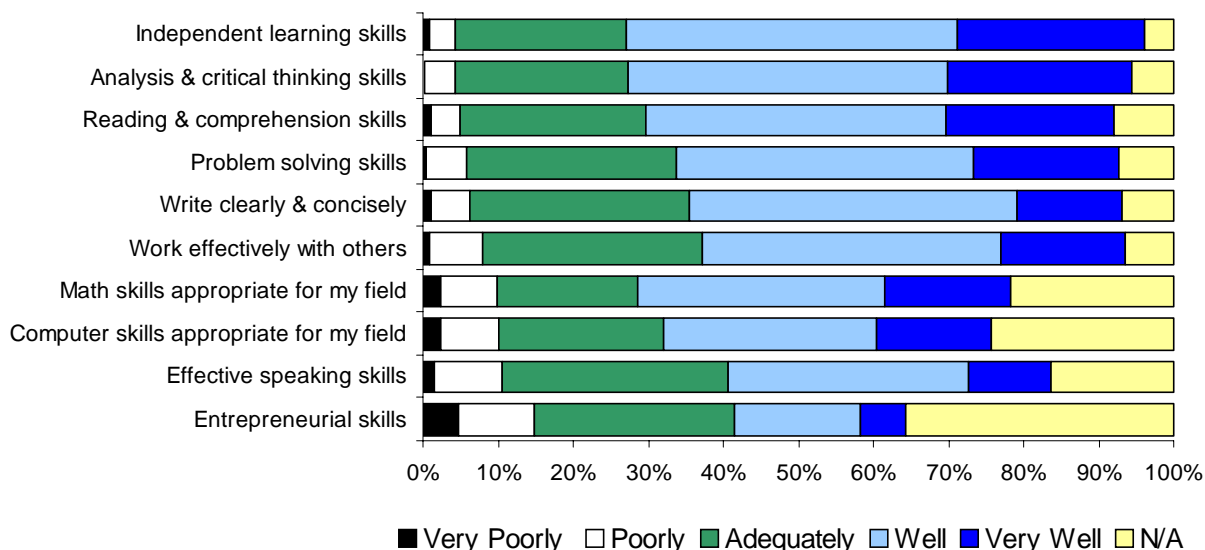
Figure 3: Reasons for Being Unable to Register in Desired Courses



SKILL DEVELOPMENT / INSTRUCTION

This section provided students with the opportunity to evaluate the extent to which their program had assisted them in developing specific abilities. 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 (‘well’ or ‘very well’) from more than 40% of respondents. Rated positively by 68.9% of respondents, “Independent learning” was the highest ranked skill. Critical thinking and reading skills followed closely, rated positively by 67.1% and 62.3% of students, respectively. Compared to 2002, positive ratings increased by more than five percentage points for the following skill development areas: “Use computers appropriate to your field”, “Use mathematics appropriate to your field”, “Write clearly and concisely”, and “Independent learning skills”.

Figure 4: Ratings of Skill Development Areas



Responses to the Skill Development items were broken down by Program area to investigate any possible differences between Arts & Science Program respondents and Career/Vocational Program respondents. Eight out of ten skills were rated positively (‘well’ or ‘very well’) by more than half of Career/Vocational students (see Figure 6 for more details). Compared to 2002, positive ratings increased by more than five percentage points for computer & math skills, but decrease by more than 5 percentage points for speaking, reading, and group work skills (see Figures 5).

With the exception of speaking and reading skills, Arts & Sciences respondents were slightly more likely than Career/Vocational respondents to rate a skill area as ‘Not applicable’. Even with this difference taken into account, Arts & Sciences students gave less positive ratings than Career/Vocational respondents on entrepreneurial skills, computer skills, math skills, and speaking skills. The only areas where Arts & Sciences students gave higher ratings than Career/Vocational students were in writing skills and group work. However, when compared to 2002, Arts & Sciences respondents’ positive ratings increased by more than five percentage points for group work, writing, independent learning, and computer skills. The only increase in negative (‘poor’ or ‘very poor’) ratings was for mathematical skills (see Figures 6).

Figure 5: Ratings of Skill Development by Career/Vocational Students

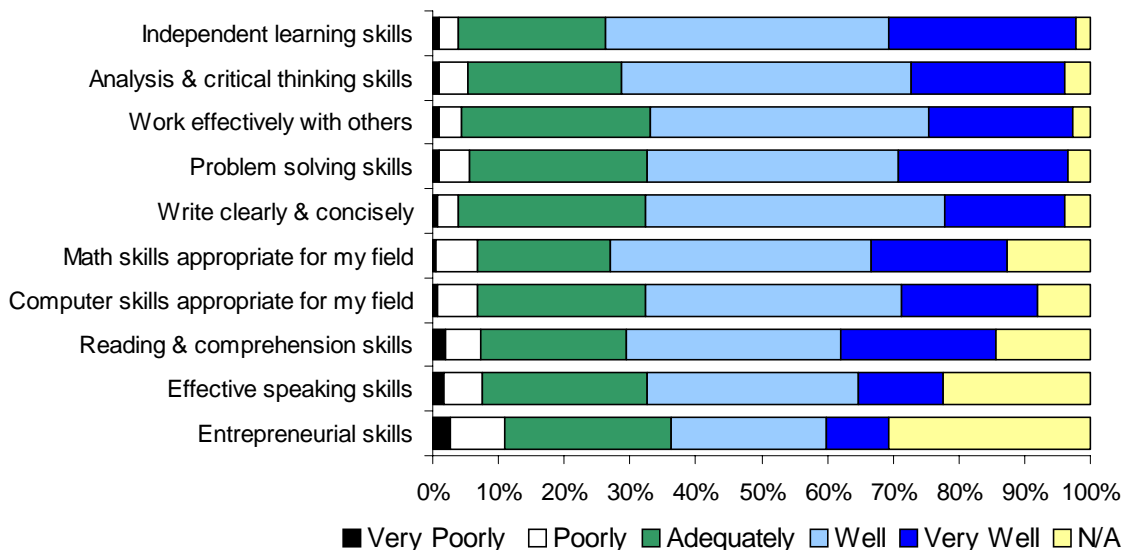
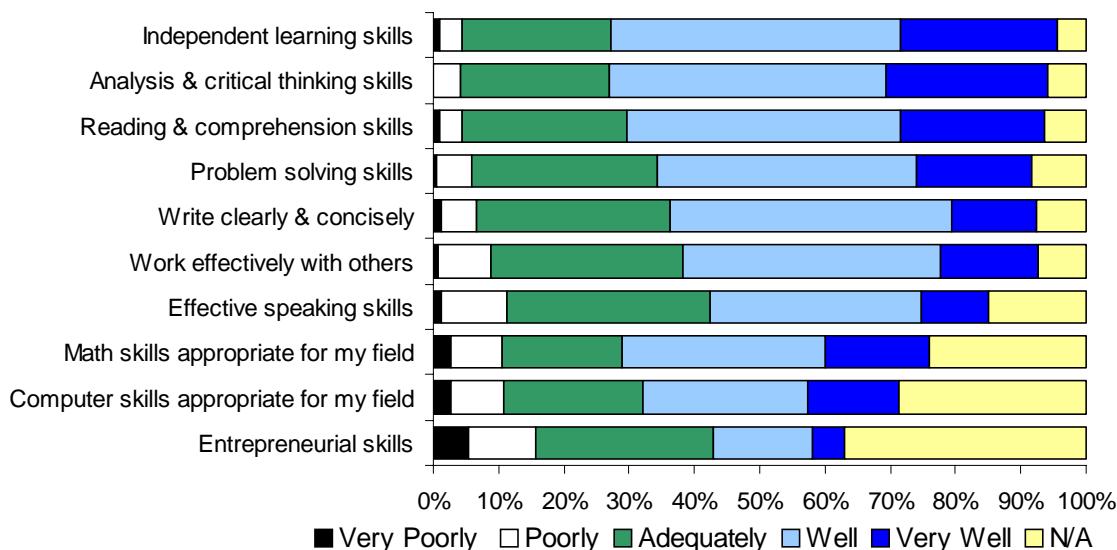


Figure 6: Ratings of Skill Development by Arts & Sciences Students



Students were asked a series of questions regarding instruction at Langara. Responses in 2004 were very similar to those from 2002. Overall, ratings on instruction at Langara were extremely positive. The percentage of respondents who ‘strongly agree’ or ‘agree’ with the given statements ranged from 62.3% for “Grading system is fair” to 86.9% for “I have chances to ask questions in class”. The 2004 positive ratings for “Grading system is fair” and “Course content is current” were at least five percentage points higher than those given in 2002. See Figure 7 for the 2004 ratings and Table 6 for a comparison of 2002 and 2004 ratings.

Figure 7: 2004 Student Evaluation of Course Instruction

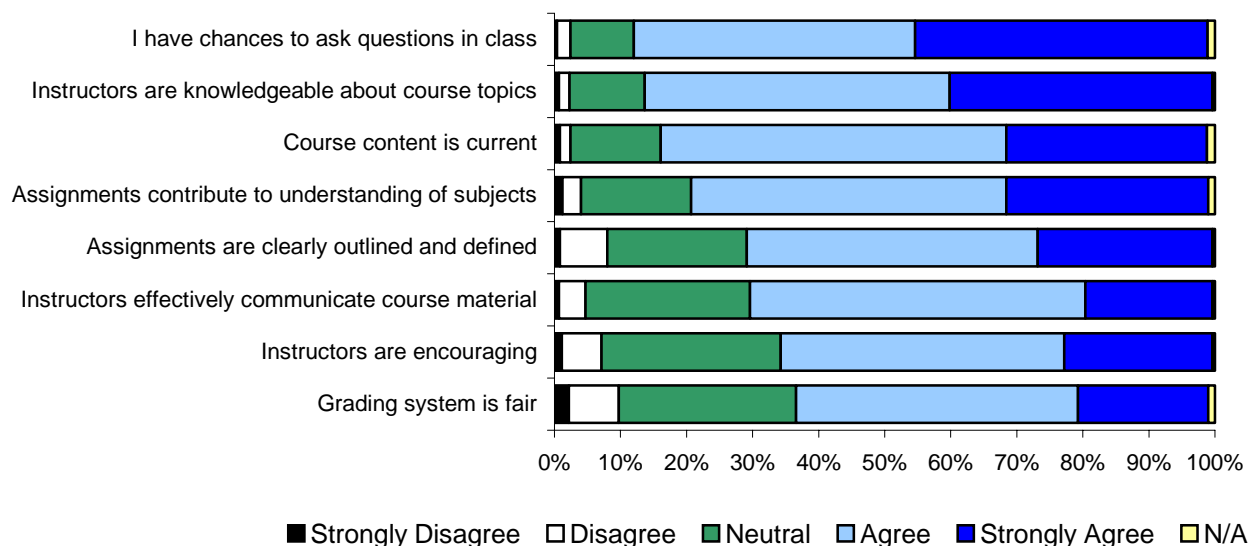


Table 6: Comparative Ratings of Instructors (2002-2004)

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total Valid N*	
	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004
Assignments are clearly outlined and defined	1.2%	0.8%	6.5%	7.2%	22.5%	21.2%	42.9%	44.2%	26.6%	26.5%	721	905
Assignments contribute to understanding of subjects	1.4%	1.2%	4.6%	2.8%	15.8%	16.9%	48.8%	48.1%	29.4%	30.9%	715	901
Course content is current	0.7%	0.8%	2.3%	1.6%	17.8%	13.9%	51.7%	52.9%	27.6%	30.8%	706	898
Grading system is fair	2.3%	2.3%	7.9%	7.6%	31.7%	27.1%	41.4%	43.1%	16.5%	19.9%	717	907
I have chances to ask questions in class	0.8%	0.4%	3.0%	2.1%	12.3%	9.7%	40.6%	43.0%	43.2%	44.8%	710	899
Instructors are encouraging	1.1%	1.1%	6.1%	6.0%	27.6%	27.2%	40.3%	43.1%	24.8%	22.5%	713	905
Instructors are knowledgeable about course topics	0.7%	0.7%	2.8%	1.6%	8.6%	11.5%	46.3%	46.4%	41.6%	39.9%	717	906
Instructors effectively communicate course material	1.1%	0.7%	6.2%	4.0%	21.8%	25.0%	49.0%	50.9%	21.9%	19.3%	721	906

*Note: Percentages were calculated using a Total Valid number of responses that excluded answers of "Not Applicable".

Another set of questions aimed to solicit students' opinions about various aspects of their program at Langara. There were no significant differences in how Arts & Sciences and Career/Vocational students rated these items. Figure 8 shows the distribution of answers from 2004. Most respondents (45.3% to 76.4%) rated their academic programs as either 'adequate' or 'good'. The item "Quality of instruction" received the highest evaluation, with 74.4% of the respondents rating it positively ('good' or 'very good'). "Program and career counselling" received the most negative evaluation, with 16.6% of the respondents rating it either 'poor' or 'very poor'. "Study facilities on campus" was rated positively by 41.1% of respondents, a notable increase over 2002. With this one exception, respondents' evaluation of their program or course of study did not change appreciably from 2002 (see Figure 9).

Figure 8: 2004 Ratings of Program/Course of Study

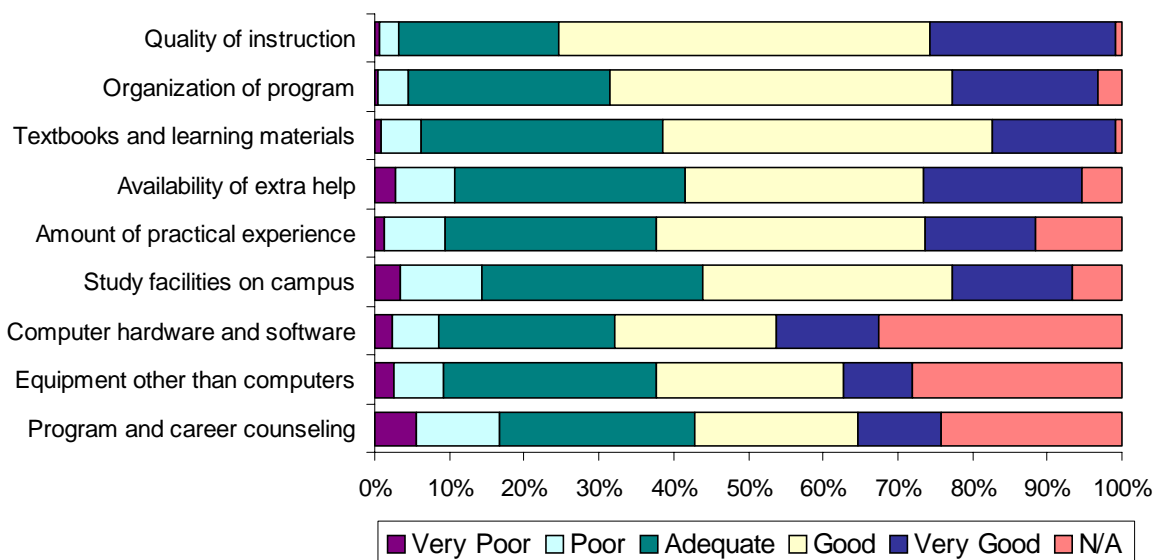
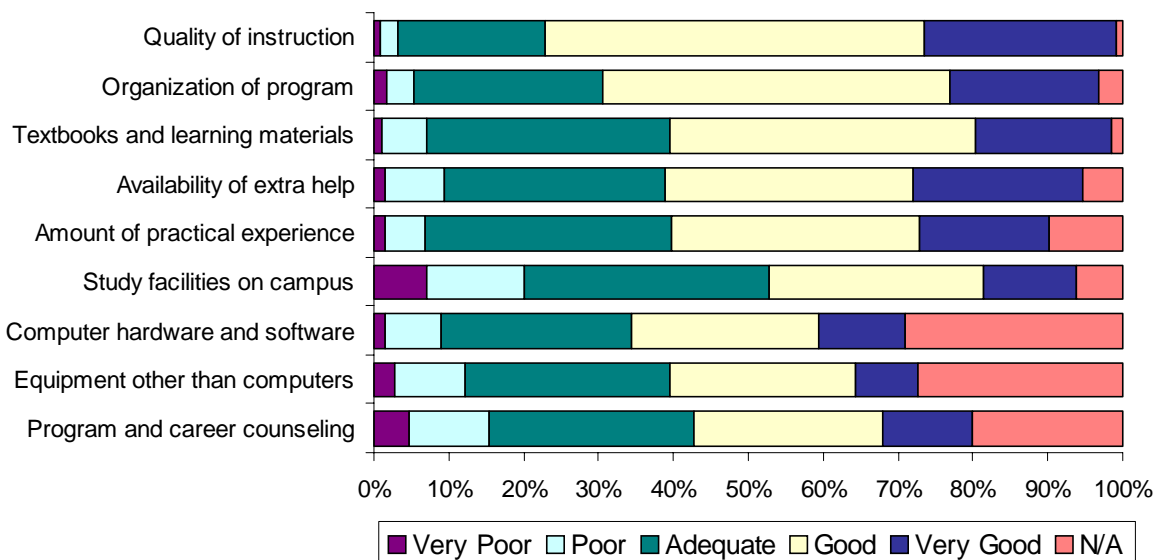


Figure 9: 2002 Ratings of Program/Course of Study



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 (56.1%) first heard about Langara through a friend or relative. The next most common source of information differed, depending on the respondent’s program area: 25.8% of Arts & Sciences respondents first heard about Langara from a high school teacher or counsellor, and 27.7% of Career/Vocational respondents first heard about Langara through “other” sources (including word-of-mouth, internet research, and external agents/counsellors). See Table 9 for further details and a comparison with 2002 results.

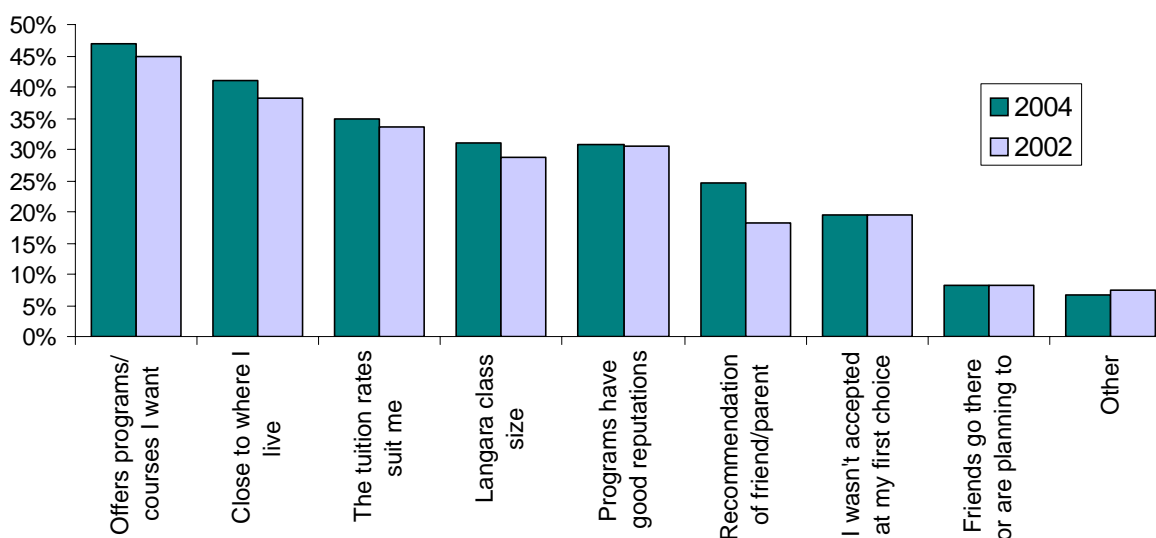
Table 9: How Respondents First Heard of Langara College

	2002	2004		
	All (N=727)	All (N=906)	Arts & Sciences	Career/Vocational
Through a friend or relative	56.6%	56.1%	56.0%	54.3%
High school teacher or counsellor	38.6%	23.6%	25.8%	14.5%
Langara College representative came to my school	12.7%	8.8%	9.6%	5.0%
Website	11.9%	12.6%	11.9%	14.5%
Mini-calendar/brochure	13.2%	10.4%	9.8%	11.7%
Posters	3.7%	7.5%	7.0%	8.7%
Other method	9.3%	16.3%	13.4%	27.7%

Note: Percentages totalled more than 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 906 respondents, the most common factors were: "Langara offers the programs/courses I want" (46.9%), "Langara is close to where I live" (41%), and "The tuition suites me" (35%). The exact same reasons were chosen, in the same order, during the 2002 Student Survey. For further details, please see Figure 10.

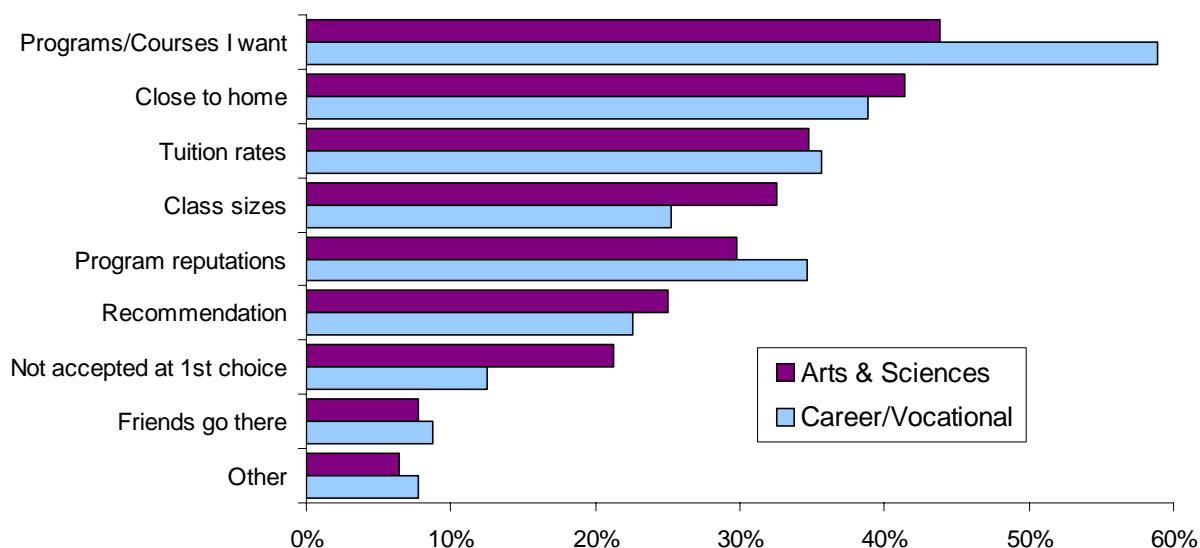
Figure 10: Reasons for Attending Langara College (2004 vs. 2002)



Note: Percentages did not total 100% as respondents were asked to select their top *three* reasons.

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. Unlike the 2002 results, there were few major differences between Arts & Sciences and Career/Vocational respondents in 2004. More Career/Vocational than Arts & Sciences respondents cited "Langara offers the program/courses I want" as a factor, but the top three reasons were the same, regardless of program area. Class size was more important to Arts & Sciences respondents, and the reputation of Langara programs was more important to Career/Vocational respondents. Approximately 21% of Arts & Sciences respondents, but only 12.5% of Career/Vocational respondents, came to Langara because they were not accepted at their first choice institution. See Figure 11 for further details.

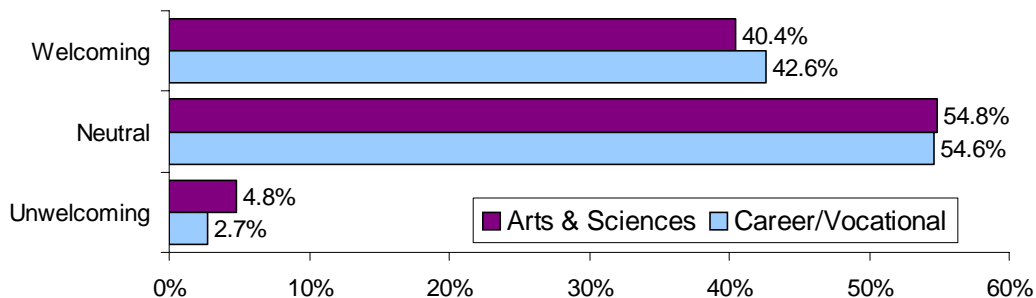
Figure 11: Reasons for Attending Langara, by Program area



Note: Percentages will not total 100% as respondents were asked to select their top *three* reasons.

Students were also asked about their perceptions of the mood or atmosphere at Langara upon first arriving at the College. Most students (54.8%) declined to give an opinion by selecting a “neutral” response. Approximately 41% of the students found Langara to be “welcoming and helpful”, and only 4.3% were of the opinion that the College was “unwelcoming and unhelpful”. Forty-four respondents commented that Langara felt like a High School. Among these students, first impressions of Langara were much less positive (22.7%), and more neutral (72.7%), than those of the general respondent population.

Figure 12: Initial Impressions of Langara College



LANGARA STUDENT SERVICES

The questions asked in this section gauged students’ knowledge and perceptions of the services available at Langara. This segment 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 referred to the Langara College Library. Figure 13 gives a detailed breakdown of student responses. Evaluation of Library services was generally positive. Two thirds of the respondents agreed that “The library is open when I need it” either ‘often’ or ‘all the time’. More than half of respondents gave positive ratings to the Library staff (54.6%) and the availability of study space in the Library (52.6%). When compared to 2002, a slight increase in satisfaction was evident in areas related to the Library collection and the Library website. However, the number of students who ‘rarely’ or ‘never’ used the Langara Library as their primary research resource has increased for the third time (22.3% in 2001, 29.8% in 2002, and 30.5% in 2004). This may reflect the rapid growth of the Internet as a primary research resource, rather than a change in Library services or student satisfaction.

Figure 13: 2004 Ratings of Langara Library Services

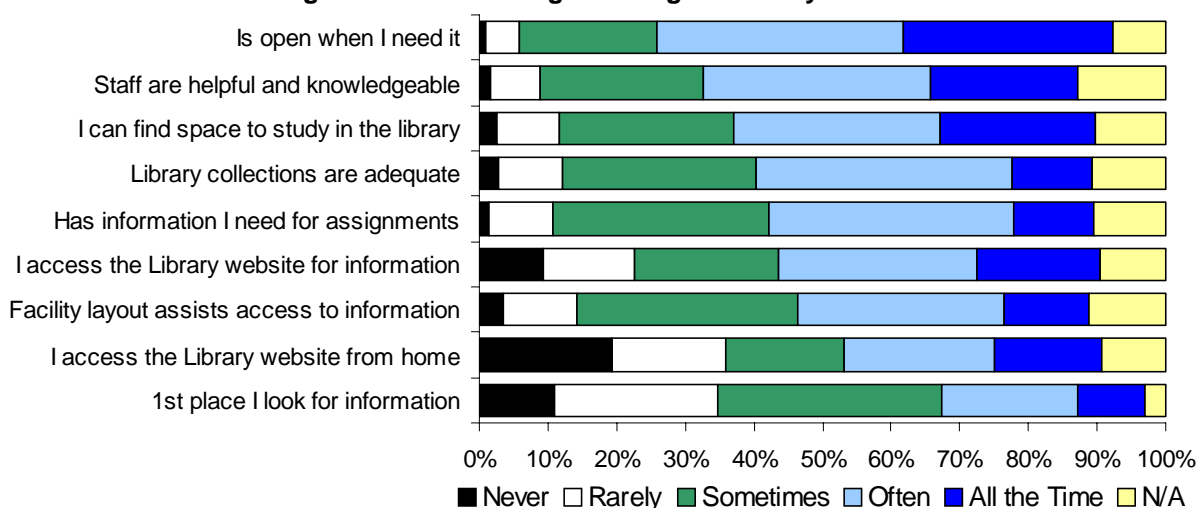


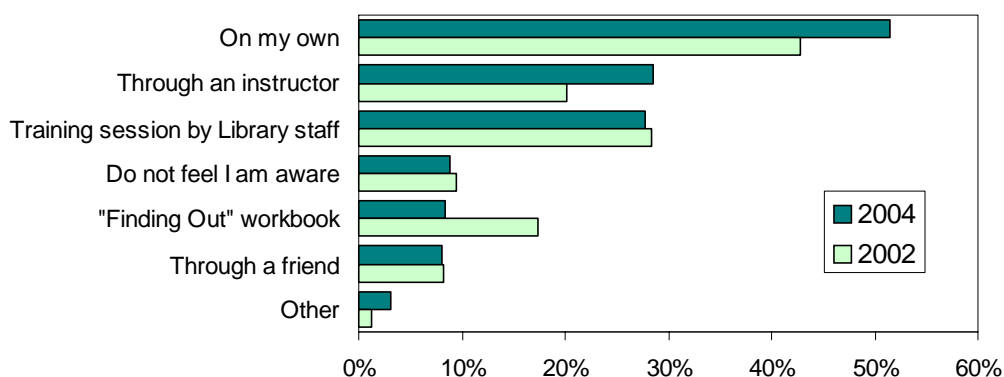
Table 10: Comparative Ratings of Langara Library (2002 vs. 2004)

	<i>Never</i>		<i>Rarely</i>		<i>Sometimes</i>		<i>Often</i>		<i>All The Time</i>		<i>Total Valid N*</i>	
	<i>2002</i>	<i>2004</i>	<i>2002</i>	<i>2004</i>	<i>2002</i>	<i>2004</i>	<i>2002</i>	<i>2004</i>	<i>2002</i>	<i>2004</i>	<i>2002</i>	<i>2004</i>
	Is open when I need it	2%	1%	6%	6%	23%	22%	37%	39%	33%	33%	691
Staff are helpful and knowledgeable	2%	2%	7%	8%	27%	27%	42%	38%	21%	25%	644	791
I can find space to study in the library	3%	3%	12%	10%	30%	28%	33%	34%	22%	25%	666	813
Library collections are adequate	3%	3%	13%	10%	37%	32%	36%	42%	10%	13%	642	808
Has information I need for assignments	2%	2%	12%	10%	38%	35%	38%	40%	12%	13%	643	812
I access the Library website for information	12%	10%	16%	15%	26%	23%	30%	32%	17%	20%	652	816
Facility layout assists access to information	4%	4%	12%	12%	37%	36%	34%	34%	13%	14%	631	807
I access the Library website from home	27%	21%	18%	18%	20%	19%	22%	24%	14%	17%	658	824
Is the 1st place I look for information	10%	11%	20%	24%	33%	34%	27%	21%	10%	10%	697	879

*Answers of "Not Applicable" were excluded from percentage calculations for this table.

Respondents were asked how they first became aware of the services offered by the Langara Library. The majority of respondents (51.4%) first discovered the library on their own, while approximately one quarter found the Library through an instructor (28.6%), or a training session from the Library staff (27.8%). See Figure 14 for a comparison with 2002 data.

Figure 14: How Students First Discovered Langara Library Services (2004 vs. 2002)



Students were also asked to give their impressions of the Langara Counselling Department. Almost half (48%) of the respondents had not seen a counsellor in the last year. Among the 464 respondents who had seen a counsellor, 36.7% found the experience ‘helpful’ and 42.4% found it ‘somewhat helpful’. As in 2001 and 2002, the most frequently used counselling services¹ were “general inquiries”, “providing information on transfer credit”, and “providing information on college policies and procedures”. Orientation days and educational counselling received the most positive (‘good’ and ‘very good’) ratings, while career counselling and personal issues received the most negative (‘very poor’ and ‘poor’) ratings. See Table 11 for more detail on 2004 ratings, and a comparison with the 2002 numbers.

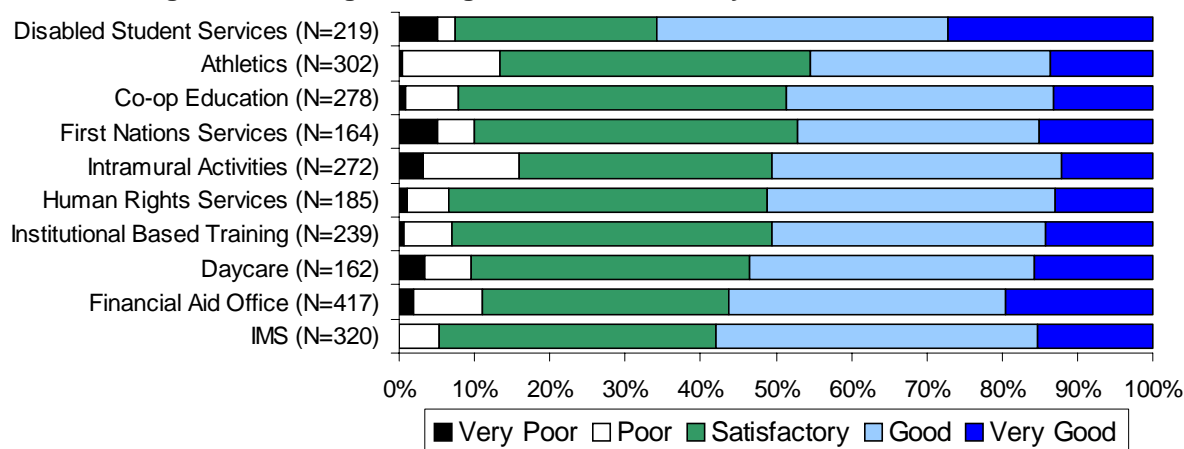
Table 11: Student Impressions of Langara Counselling Department Services

	Very Poor		Poor		Satisfactory		Good		Very Good		N/A	
	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004
Workshops	1.0%	0.9%	2.5%	4.9%	20.6%	16.8%	16.3%	18.0%	7.0%	7.6%	52.6%	51.8%
General inquiries	1.1%	1.4%	3.5%	7.2%	29.7%	25.4%	32.5%	28.3%	12.8%	12.0%	20.4%	25.5%
College policies & procedure	1.1%	1.2%	6.2%	6.0%	25.5%	21.0%	25.8%	24.5%	9.5%	10.6%	31.8%	36.6%
Transfer credit	2.9%	3.2%	7.0%	9.3%	24.7%	21.2%	27.3%	24.5%	13.0%	14.2%	25.1%	27.6%
Personal issues	0.9%	1.5%	5.4%	6.1%	20.5%	14.4%	14.9%	13.5%	4.2%	4.9%	54.0%	59.5%
Career counselling	1.9%	1.9%	8.0%	8.4%	19.6%	13.6%	18.8%	17.7%	7.6%	7.2%	44.2%	51.1%
Educational counselling	2.6%	2.4%	6.1%	7.7%	23.4%	16.3%	21.4%	22.5%	9.9%	10.5%	36.6%	40.7%
Career resources	2.0%	2.8%	5.8%	5.7%	18.1%	16.7%	17.5%	17.2%	7.3%	6.9%	49.2%	50.7%
Orientation/Information days	1.7%	1.4%	4.4%	3.7%	16.5%	16.6%	18.1%	18.4%	7.5%	9.8%	51.7%	50.2%
Other	0.3%	2.1%	0.7%	1.3%	1.9%	4.0%	0.3%	5.5%	0.7%	2.9%	96.2%	84.2%

Students were asked to give their impressions of an extensive list of other services that Langara College offers (see Table 12). Almost all services received positive evaluations, with the Langara website and the web registration system as the most highly rated. Of those services used by a majority of students, only three were rated as either ‘poor’ or ‘very poor’ by at least 10% of the respondents: the automated waitlist (11.5%), study facilities (14.5%), and the cafeteria (21.5%).

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 the students who use them, responses were reanalyzed excluding answers of ‘not applicable’ (see Figure 15). Overall, reactions were very encouraging: all of these services received positive ratings (‘good’ or ‘very good’) from more than 40% of users. The only services with more than a marginal number of ‘poor’ or ‘very poor’ responses were athletics (17.7%) and intramural activities (17.8%).

Figure 15: Ratings of Langara Services Used by Less Than 50% of Students



¹ As indicated by low instances of ‘Not Applicable’ ratings.

Table 12: Student Ratings of Langara College Services

	<i>Very Poor</i>	<i>Poor</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Very Good</i>	<i>N/A</i>
Langara Website	1.1%	3.8%	22.6%	46.0%	25.6%	1.0%
Web Registration	2.4%	7.2%	20.5%	37.1%	31.9%	0.8%
Application for Admission	1.5%	2.6%	27.9%	43.2%	24.0%	0.6%
Safety on Campus	1.0%	2.4%	18.0%	38.1%	27.0%	13.5%
Security	1.4%	3.8%	18.4%	38.5%	24.3%	13.6%
Library	1.1%	7.1%	25.7%	41.5%	20.0%	4.6%
Registrar's Office	1.8%	6.2%	24.6%	41.4%	19.0%	7.0%
Bookstore	3.1%	5.9%	30.5%	39.9%	18.8%	1.8%
Student Accounts	1.5%	3.7%	21.4%	36.0%	18.6%	18.8%
Langara Web Calendar	1.3%	6.3%	29.2%	35.1%	19.0%	9.1%
Classroom Facilities	0.9%	6.7%	38.6%	42.1%	9.6%	2.1%
Automated Waitlist	4.0%	7.5%	21.7%	31.2%	19.1%	16.4%
Computer Labs	0.5%	3.9%	22.7%	32.3%	17.4%	23.2%
Campus Signage/Directories	1.4%	6.5%	30.4%	36.7%	11.4%	13.6%
Study Facilities	3.9%	10.6%	30.2%	31.9%	14.9%	8.6%
Cafeteria	6.4%	15.1%	32.7%	28.9%	10.9%	6.0%
Information Booth/Kiosk	1.2%	3.9%	21.1%	25.7%	11.7%	36.2%
Financial Aid Office	1.7%	4.2%	15.1%	16.9%	8.9%	53.2%
Instructional Media Services	0.6%	1.9%	13.1%	15.1%	5.5%	63.7%
Disabled Student Services	0.7%	0.6%	6.8%	9.8%	6.9%	75.4%
Co-op Education	0.1%	2.2%	13.6%	11.1%	4.1%	68.9%
Intramural Activities	1.6%	3.8%	10.1%	11.6%	3.6%	69.1%
Athletics	1.8%	4.2%	13.3%	10.3%	4.5%	65.8%
Institutional Based Training	0.3%	1.7%	11.5%	9.8%	3.8%	72.8%
Human Rights Services	0.6%	1.1%	8.6%	7.8%	2.7%	79.1%
Daycare	0.1%	1.1%	6.9%	7.1%	2.9%	81.8%
First Nations Services	0.2%	0.9%	8.3%	6.2%	2.9%	81.6%
Other	7.8%	2.0%	3.1%	7.3%	2.2%	77.6%

For most of the listed services, student ratings did not change significantly from 2002 to 2004. However, there were some shifts worth noting. Positive ('good' and 'very good') ratings were up by 10.3 percentage points for Langara campus signage and directories. Positive ratings also increased for the cafeteria, Disabled Student Services, intramural activities, and the Registrar's Office. Negative ('poor' and 'very poor') ratings were up by 7.4 percentage points, and positive ratings were down by 14.6 percentage points, for Langara's automated waitlist system. The Information Kiosk and the Langara web calendar also had slightly decreased positive ratings.

COMPUTER NEEDS & SERVICES

The purpose of this section was to determine the types of computers students use at home, to assess student satisfaction with computer labs at Langara College, and to discover what information or services students would most like to see in a Langara web portal. 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 4.4% of respondents did not have a home computer, and 5.6% reported owning more than one computer. Eighteen percent of respondents reported owning a laptop computer. Only 6.8% of respondents were without Internet access at home. Among those who had Internet access, 95% had a high-speed (ADSL or cable) connection, an increase of approximately 19 percentage points since the 2002 Student Survey (see figure 18).

Figure 16: Type of Home Computer

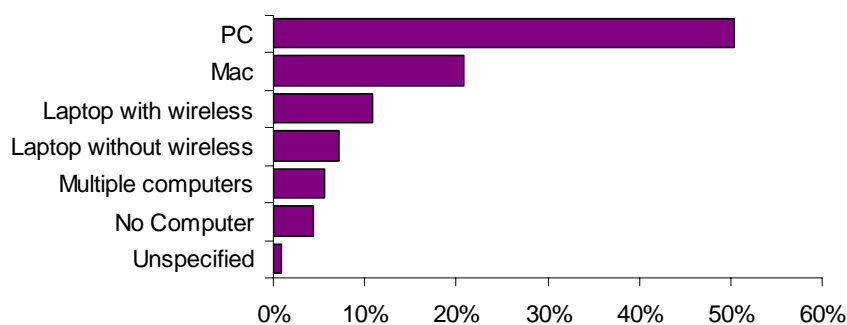


Figure 17: Type of Internet Access

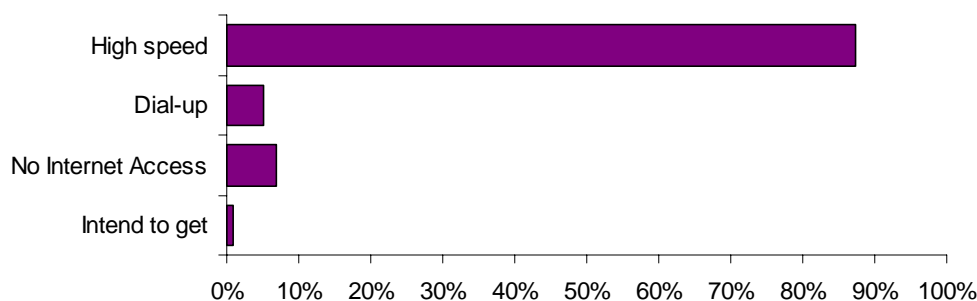
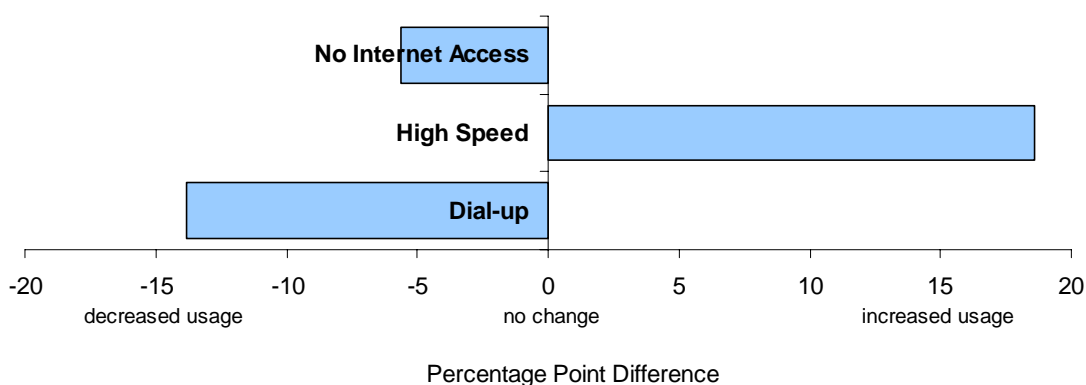


Figure 18: Changes in Internet Connection Preferences (2002 to 2004)



Satisfaction with the availability of computers has increased notably since 2002. Almost 50% of all respondents ‘agreed’ or ‘strongly agreed’ with the statement “I can always find a computer to use when I need to”, up 14.8 percentage points from 2002. Among students who used lab-aided services, ratings of lab-aided accessibility were unchanged, yet positive ratings of lab-aided helpfulness increased by 13 percentage points.

Table 13: Student Assessment of Langara Computer Labs (2002 vs. 2004)

	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Neutral</i>		<i>Agree</i>		<i>Strongly Agree</i>	
	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004
I can always find a computer when I need one	5.5%	3.8%	18.4%	15.7%	35.4%	25.1%	22.5%	32.6%	18.2%	22.8%
Lab-aides are helpful	4.1%	3.2%	11.1%	8.5%	42.0%	32.6%	27.2%	40.1%	15.6%	15.6%
Lab-aides are accessible	4.5%	4.1%	12.8%	19.4%	43.2%	36.0%	25.8%	31.8%	13.7%	8.6%

A new series of questions asked how students use their time in the computer labs. Both Arts & Sciences and Career/Vocational students spent most of their lab time in academic pursuits (assignments, research, etc.). However, there were some interesting differences between the two program areas. Career/Vocational respondents spent more time in the computer labs overall, and in particular more hours per week using the labs for course-related email and non-academic purposes (personal email, recreational web surfing, etc.). Course-related email took up 1-9 hours per week for 75.2% of Career/Vocational respondents, but only 43.2% of Arts & Sciences respondents. Non-academic computer use occupied 1-9 hours per week for 52% of Arts & Sciences respondents and 72.9% of Career/Vocational respondents.

Student Use of Computer Lab Time

Figure 19: Arts & Sciences Students

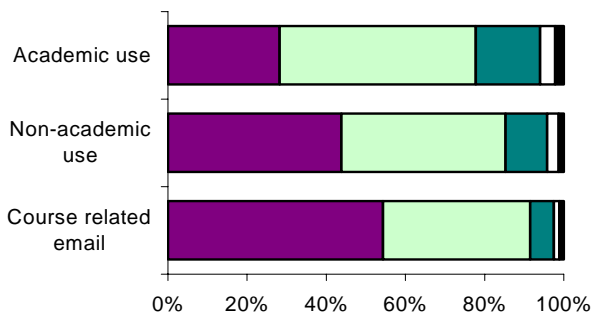
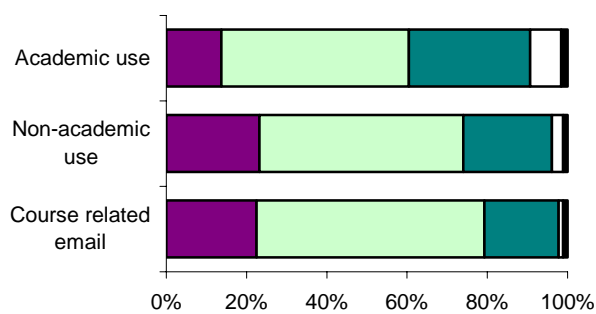


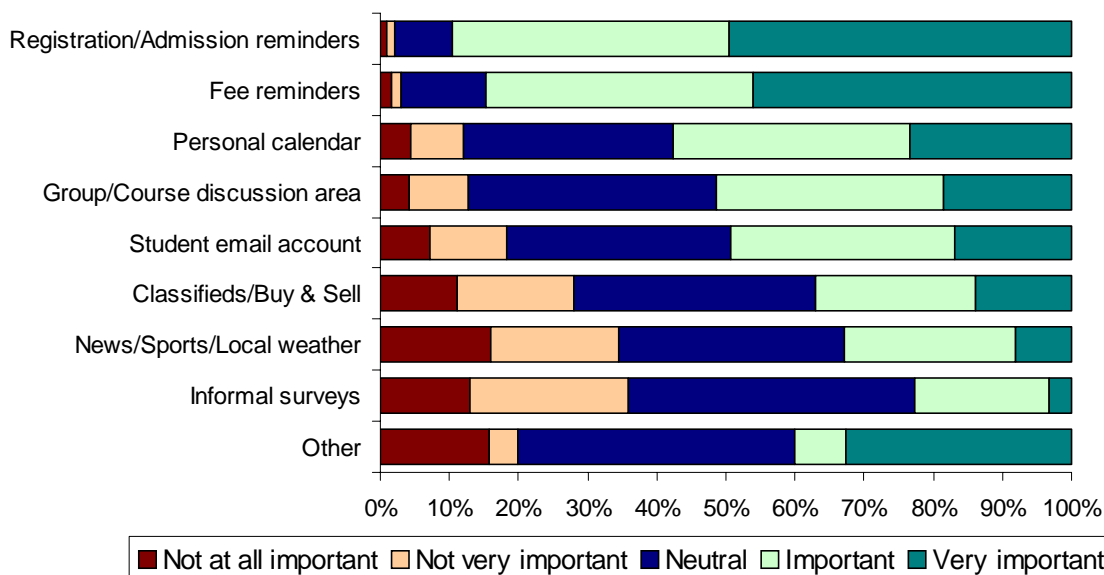
Figure 20: Career/Vocational Students



No time
 1-4 hrs/wk
 5-9 hrs/wk
 10-14 hrs/wk
 15+ hrs/wk

In the final series of questions, students were asked what information or services they would most like to see in a Langara College web portal. Respondents rated nine potential services using a scale of one (not at all important) to five (very important). All students ranked registration, admission and fee reminders as the most important services. These areas were particularly important to new students, more than 50% of whom ranked these items as 'very important'. Less than a third of respondents thought news, sports, local weather, and informal surveys were important aspects of a Langara web portal.

Figure 21: Student Ratings of Proposed Web Portal Services





Please fill in the bubbles completely: Do NOT use check marks. Fill in completely (●), like an exam bubble sheet.

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, 2004 will be: 17 or younger, 18-21, 22-25, 26-30, 31-39, 40-54, 55+
4. Where do you currently live? City/Municipality:
5. Did you relocate to the above residence to study at Langara?
6. Are you an International Student?
7. What language do you speak most fluently?
8. Including this term, how many terms have you taken courses at Langara College?
9. How many terms, in total, do you plan to stay at Langara?
10. Are you a full-time or part-time student this semester?
11. This semester, were you able to enroll in all the courses you wanted by the end of the first week of classes?
12. If you answered NO to Q. 11, which of the following reasons most closely describe your situation?
13. What is the primary method you use to commute to Langara?

14. Please indicate which program you have been mainly involved in during your time at Langara (select ONE program ONLY).

- Aboriginal Studies, International Business, Applied Computer Science & Technology, Internet/Web Comp. & Software Development, Applied Urban & Rural Planning, Journalism, Business Management, Leisure Studies, College & Career Access, Library & Information Technology, Commerce & Business Studies, Marketing & Sales, Computer Information Systems, Nursing, Criminal Justice, Nutrition & Food Service Management, Display + Design, Pacific Rim, Early Childhood Education, Professional Computer Science & Technology, Education Assistant, Professional Photo-Imaging, Engineering, Publishing, Environmental Studies, Recreation, Film Arts, Social Service Worker, Financial Management, Theatre Arts, Fine Arts, University Transfer Arts (English, History, etc.), Human Performance/Kinetics, University Transfer Sciences, Other:

SKILL DEVELOPMENT / INSTRUCTION:

15. Using the following scale, please rate how well your program has prepared you to:

Table with 6 columns (1-6) and 10 rows of skills. Column 6 is N/A. Skills include: Write clearly & concisely, Speak effectively, Work effectively with others, Analyze or think critically, Solve problems, Use mathematics appropriate to your field, Use computers appropriate to your field, Learn on your own, Read & comprehend material appropriate to your field, Use entrepreneurial skills.



Please fill in the bubbles completely: Do NOT use check marks. Fill in completely (●), like an exam bubble sheet.

16. Please indicate your level of agreement with the following statements about course instruction at Langara.

Scale 1-6 for course instruction statements: Instructors are knowledgeable about their course topics, Instructors effectively communicate their course material, Instructors are encouraging, Course content is current, I have opportunities to ask questions in my classes, Assignments contribute to my understanding of the subject, Assignments are clearly outlined and defined, Grading system in courses is fair.

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

Scale 1-6 for program/course aspects: Quality of instruction, Organization of the program, Amount of practical experience, Textbooks & learning materials, Computer hardware & software, Equipment other than computers, Program or career counselling, Study facilities on campus, Availability of instructors/tutors for help with course work outside of class.

LANGARA - INITIAL IMPRESSIONS:

18. How did you first hear about Langara? (Select all that apply)

- Friend or relative, Website, Posters, Other (please specify): Mini-calendar/brochure, High school teacher/counselor, A Langara College representative came to my school

19. What factors were most important in your decision to come to Langara? Please select no more than 3 reasons that were most important to you.

- The recommendation of a friend or parent, 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 (specify):

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

Welcoming & Helpful, Neutral, Unwelcoming & Unhelpful

Comments on your first impression of Langara:

LANGARA STUDENT SERVICES:

21. Using the scale provided, please indicate how often the following statements about the Langara Library are TRUE:

Scale 1-6 for library statements: The library is the first place I look for information to complete my assignments, Library staff are helpful & knowledgeable, I can find space to study in the library, The library is open when I need it, The library has the information I need for my assignments, The library's collection of books and other resources is adequate, I access the Library Website to find the resources and information I need, I access the Library Website from home, The layout of the Library facilities makes it easy for me to access information.



Please fill in the bubbles completely: Do NOT use check marks. Fill in completely (●), like an exam bubble sheet.

22. How did you first become aware of Langara's Library Services? (Select 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):

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

- Yes Somewhat No I have not seen a counselor this year

24. Using the scale provided, please give us your impression of the following services offered by the Langara Counselling Department:

Table with 6 columns (1-6) and 10 rows of services including Workshops, General inquiries, Career counselling, etc.

25. Using the scale provided, please give us your impression of the following at Langara:

Table with 6 columns (1-6) and 20 rows of services including Application for Admission, Web Registration, Langara Web Calendar, etc.



Please fill in the bubbles completely: Do NOT use check marks. Fill in completely (●), like an exam bubble sheet.

COMPUTER NEEDS & SERVICES

26. Is your home computer a:

- Laptop with wireless, Macintosh, Laptop without wireless, PC, I do not have a home computer, Other:

27. Please indicate your level of agreement with the following statements:

Table with 6 columns (1-6) and 3 rows of statements for rating agreement.

28. Not counting in-class use, how many hours per week do you typically use an on-campus computer lab for:

Table with 6 columns (0, 1-4, 5-9, 10-14, 15+) and 3 rows of computer lab use categories.

29. Do you have Internet access at home?

- No Internet access, No Internet access, but intend to get it within the term, High speed Internet access, Dial-up Internet access

30. What information or services would be important to have in a college web portal?

Table with 5 columns (1-5) and 10 rows of web portal services for rating importance.

COMMENTS (Attach extra pages if needed):

Horizontal lines for writing comments.

Thank you.

Remember:

Your returned questionnaire allows you to enter the draw for several \$100 to \$200 gift certificates valid at any store in Metropolis at Metrotown, or \$50 gift certificates for the Langara College Bookstore.