



LANGARA
COLLEGE

2005 Current Student Survey Report

Office of Institutional Research

Langara College

April 11, 2006

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 3,500 students by mail on October 3, 2005. In order to improve the response rate, students were encouraged to enter a draw for gift certificates from Metropolis Metrotown and Langara Bookstore. In addition, a reminder packet was sent three weeks later to a randomly selected 1,500 non-respondents. 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 1,004 questionnaires were returned; 202 (20%) by mail, 311 (31%) in the drop-boxes, and 491 (49%) through the Internet. As is routine in survey research, all cases were weighted to achieve a sample representative of the student population (see Table 1). The final adjusted response rate (excluding non-deliverables) was 29.1%. The accuracy of the survey results is estimated to be $\pm 3.1\%$, 19 times out of 20.

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 | 42.6% | 34.4% | 43.5% |
| | Female | 57.4% | 65.6% | 56.5% |
| Major Program | Arts & Science/Limited Enrollment | 80% | 71.8% | 80.8% |
| | Career/Vocational | 20% | 28.2% | 19.2% |
| Registration status | New | 35.6% | 38.5% | 35.9% |
| | Returning | 64.4% | 61.5% | 64.1% |

PROFILE OF LANGARA STUDENT SURVEY POPULATION

Table 2: Demographic Profile of Students (n=1004)

| <i>Characteristics</i> | | <i>Percent</i> |
|----------------------------|---------------|----------------|
| Gender | Male | 43.5% |
| | Female | 56.5% |
| Age | 17 or younger | .3% |
| | 18-21 years | 53.9% |
| | 22-25 years | 22.5% |
| | 26-30 years | 8.9% |
| | 31-39 years | 9.2% |
| | 40+ | 5.2% |
| Registration Status | New | 35.9% |
| | Returning | 64.1% |
| Course Load | Full-time | 74.5% |
| | Part-time | 25.5% |
| First Language | English | 74.3% |
| | French | 3.1% |
| | Mandarin | 4.7% |
| | Cantonese | 7.2% |
| | Other | 7.2% |
| | Multi-lingual | 3.5% |

Participants were asked to indicate which program they had primarily been involved in during their time at Langara (see Table 3). University Transfer Arts & Sciences/Limited Enrolment programs were the most popular, accounting for 75.6% of all responses. The most frequently selected Limited Enrolment programs were Human Kinetics/Performance (1.5%) and Commerce and Business Studies (1.4%). The preferred Career/Vocational programs were Nursing (4%) and Business Management (2%).

Table 3: Primary Programs of Langara Respondents (n=996)

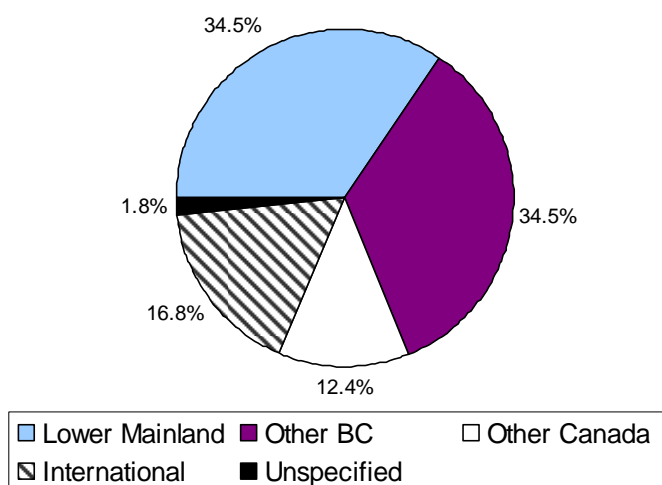
| PROGRAM | % | PROGRAM | % |
|-----------------------------------|----------|---------------------------------------|----------|
| University Transfer – Arts | 54.9% | Fine Arts | 1.7% |
| University Transfer – Sciences | 20.7% | Human Performance/Kinetics | 1.6% |
| Aboriginal Studies | 0.1% | International Business | 0.4% |
| Applied Computer Science & Tech. | 0.2% | Internet/Web Comp. & Software Dev. | 0.0% |
| Applied Urban & Rural Planning | 0.2% | Journalism – Certificate/Diploma | 0.4% |
| Business Management | 2.2% | Leisure Studies | 0.0% |
| College & Career Access | 1.1% | Library & Information Technology | 1.9% |
| Commerce & Business Studies | 1.5% | Marketing & Sales | 0.8% |
| Computer/Management Info. Systems | 0.9% | Nursing | 4.4% |
| Criminal Justice | 0.3% | Nutrition & Food Service Management | 0.4% |
| Display & Design | 0.6% | Pacific Rim | 0.3% |
| Early Childhood Education | 0.1% | Professional Computer Science & Tech. | 0.1% |
| Education Assistant | 0.3% | Professional Photo-Imaging | 0.6% |
| Engineering | 0.4% | Publishing | 0.2% |
| Environmental Studies | 0.9% | Recreation | 0.6% |
| Film Arts | 0.0% | Social Service Worker | 0.5% |
| Financial Management | 1.2% | Theatre Arts | 0.4% |

Most Langara students claimed a Vancouver address. Only 11 students reported current addresses outside of the Lower Mainland (see Table 4). To facilitate attending Langara College, 74 respondents moved to the Lower Mainland, and an additional 39 relocated within the Lower Mainland. Of the 113 students who relocated, 29.2% came from outside BC (see Figure 1).

Table 4: Current City of Residence

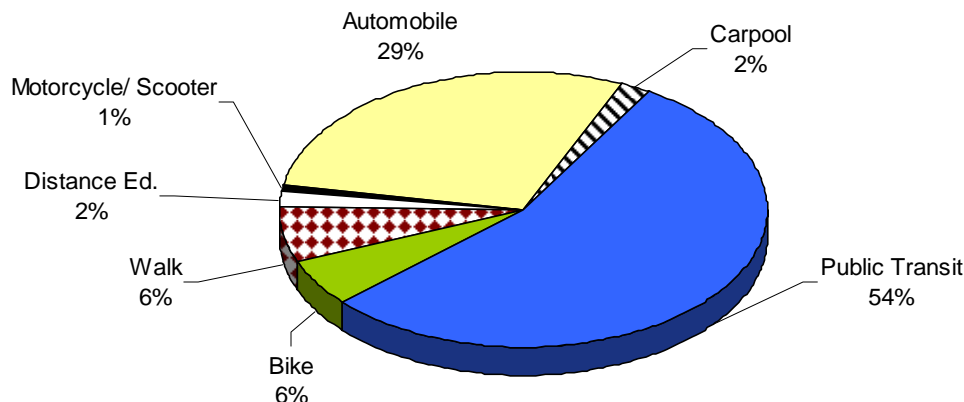
| City/Municipality | Percent |
|---------------------------|----------------|
| Vancouver | 68.23% |
| Richmond | 10.16% |
| Burnaby | 8.76% |
| Delta/Ladner/Tsawwassen | 2.39% |
| Surrey | 2.79% |
| North Vancouver | 2.09% |
| West Vancouver | 0.20% |
| Coquitlam/ Port Coquitlam | 1.59% |
| New Westminster | 1.10% |
| White Rock | 0.30% |
| Langley | 0.10% |
| Other BC Cities | 1.10% |
| Not Reported | 1.20% |

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 by far the most popular method of commuting. Given the new building construction, it was not surprising to see that more students were biking, walking, or using public transit, and fewer were driving (either single occupancy or carpool) in 2005 than in 2004.

Figure 2: Primary Mode of Transportation of Langara Students



ACADEMIC GOALS OF LANGARA STUDENTS

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 75% of respondents were attending full-time (taking at least 9 credits). For 35.8%, Fall 2005 was their first term attending Langara, and the majority (63.5%) were in their first year of study here. When asked how long they intended to continue at Langara, 56.8% anticipated staying for at least 4 terms (see Table 5 for a detailed breakdown).

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

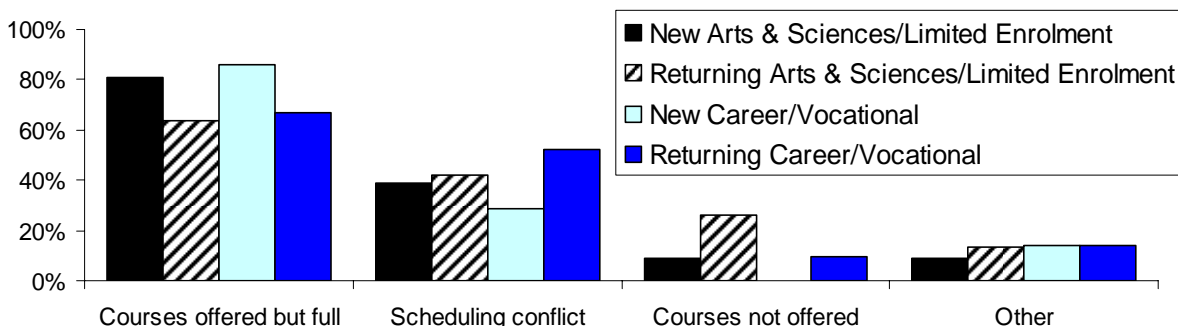
| Terms Taken | All Respondents | | Arts & Sciences/ Limited Enrolment | | | | Career/Vocational | | | |
|----------------|-----------------|-------|---------------------------------------|-------|-----------|-------|-------------------|-------|-----------|-------|
| | # | % | New | | Returning | | New | | Returning | |
| | | | # | % | # | % | # | % | # | % |
| 1 term | 355 | 35.8% | 284 | 96.3% | 11* | 2.2% | 58 | 93.5% | 3* | 2.3% |
| 2-3 terms | 275 | 27.7% | 6* | 2.0% | 230 | 45.5% | 2* | 3.2% | 37 | 28.5% |
| 4 terms | 138 | 13.9% | 4* | 1.4% | 104 | 20.6% | 1* | 1.6% | 30 | 23.1% |
| 5+ terms | 224 | 22.6% | 1* | 0.3% | 160 | 31.7% | 1* | 1.6% | 60 | 46.2% |
| Terms Intended | # | % | New | | Returning | | New | | Returning | |
| | | | # | % | # | % | # | % | # | % |
| 1 | 38 | 3.8% | 12 | 4.1% | 18* | 3.5% | 1 | 1.6% | 7* | 5.4% |
| 2 | 99 | 10.0% | 51 | 17.3% | 33 | 6.5% | 6 | 9.8% | 9 | 7.0% |
| 3 | 77 | 7.7% | 35 | 11.9% | 37 | 7.3% | 3 | 4.9% | 2 | 1.6% |
| 4 | 178 | 17.9% | 71 | 24.1% | 76 | 14.9% | 17 | 27.9% | 14 | 10.9% |
| 5+ | 387 | 38.9% | 57 | 19.4% | 221 | 43.4% | 25 | 41.0% | 84 | 65.1% |
| Not Sure | 215 | 21.6% | 68 | 23.1% | 124 | 24.4% | 9 | 14.8% | 13 | 10.1% |

*These data points may represent response errors, as a new student should not have attended more than one term, and a returning student should have attended, and be intending to attend, more than one term.

Approximately 72% of respondents were able to enrol in all the courses that they wanted by the end of the first week of classes, an 11 percentage point improvement from 2004. Although all students were better able to register, Career/Vocational students saw the most improvement, from 53.3% able to register in 2004 to 85.4% in 2005. Arts & Sciences/Limited Enrolment students experienced marginal improvement, from 62.1% in 2004 to 68.7% in 2005. Of the 252 Arts & Sciences/Limited Enrolment and 28 Career/Vocational students who were not able to enrol in all of their preferred classes, the most common reason was “the courses I wanted were offered but full” (70.2% and 71.4%, respectively).

Although fewer students had difficulty enrolling, those who did have problems seemed to experience multiple impediments. Unlike 2004, where most students provided only one reason for their enrolment difficulties, in 2005 32% of respondents provided two or more explanations. Returning students were somewhat more likely to give multiple reasons for enrolment difficulties. This is of particular interest because students who provided multiple reasons for registration difficulties gave significantly ($p < 0.01$) lower ratings for almost all skill development, instruction, and program areas than those who did not.

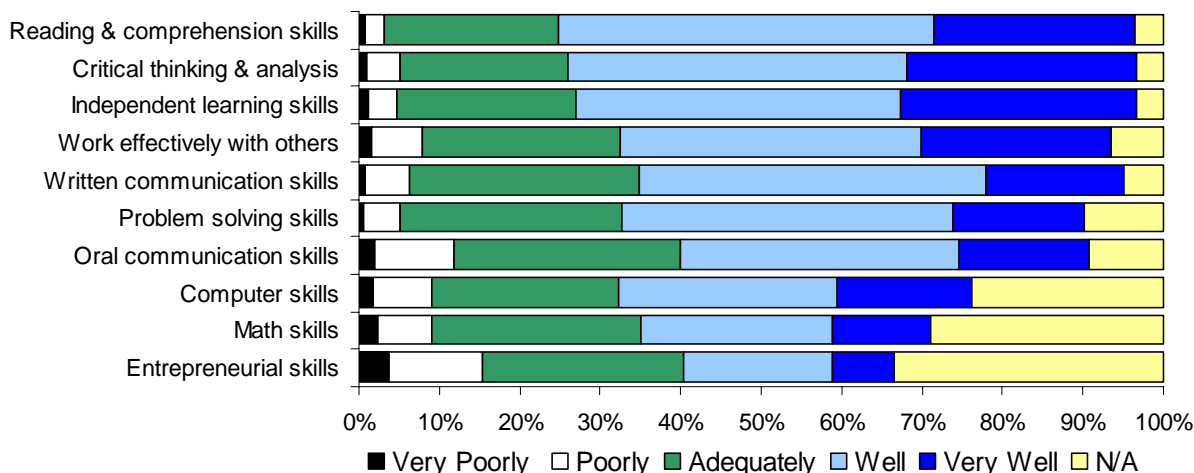
Figure 3: Reasons for Being Unable to Register in Desired Courses



SKILL DEVELOPMENT / INSTRUCTION

This section provided students with the opportunity to evaluate the extent to which their program had prepared them in developing specific abilities. Skills were rated using a scale of 1 (very poorly) to 5 (very well), with a ‘not applicable’ option (see Figure 4). With the exception of entrepreneurial, math, and computer skills, all areas listed on the questionnaire received ratings of ‘well’ or ‘very well’ prepared from more than half of respondents. Reading skills received the most positive rating (71.6%), closely followed by critical thinking (70.8%) and independent learning (69.8%). Compared to 2004, positive ratings increased by more than five percentage points for reading and speaking skills, but decreased by 13.8 percentage points for math 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/Limited Enrolment Program respondents and Career/Vocational Program respondents. Eight out of ten skills were rated positively by more than half of Career/Vocational students (see Figure 5). Compared to 2004, positive ratings of reading, group work, oral communication, and critical thinking skills all increased by more than 10 percentage points. The only area with a notable decrease in positive ratings was math skills (down 16.8 percentage points).

Arts & Sciences/Limited Enrolment students seemed to be much more ambiguous in their assessment of the skill development areas. Positive ratings were relatively low and ratings of 'adequate' or 'not applicable' were more frequent (see Figure 6). Even with ratings of 'not applicable' excluded, Arts & Sciences/Limited Enrolment students gave less positive ratings than Career/Vocational respondents in all skill development areas. There was very little change from 2004 to 2005, with the exception of math skills, where positive ratings decreased by 12.9 percentage points.

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

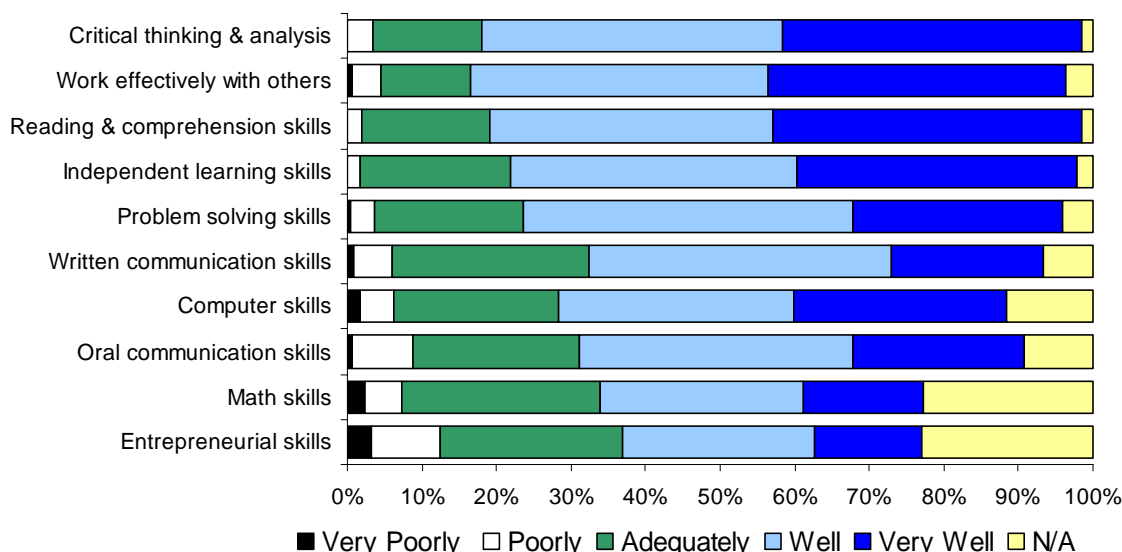
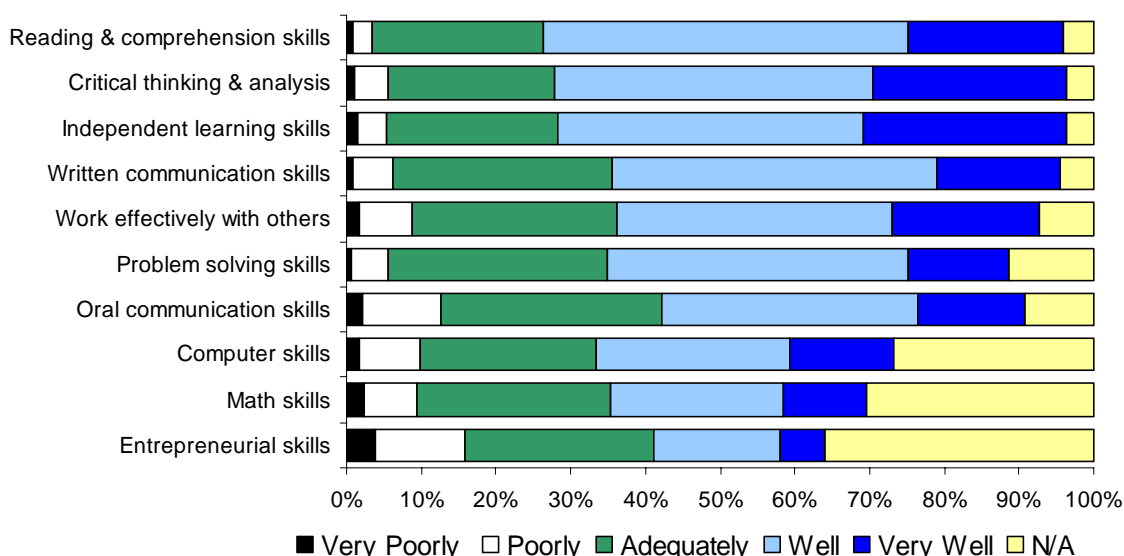


Figure 6: Ratings of Skill Development by Arts & Sciences/Limited Enrolment Students



When asked a series of questions regarding instruction at Langara, students were extremely positive. The percentage of respondents who agreed or strongly agreed with the given statements ranged from 69% for “Grading system is fair” to 88.1% for “Instructors are knowledgeable about course topics”. No item received negative ratings from more than 8% of respondents.

Again, Career/Vocational ratings were slightly higher than Arts & Sciences/Limited Enrolment. Although Arts & Sciences/Limited Enrolment students generally agreed with positive statements about their instructors, Career/Vocational students were more likely to ‘strongly agree’. This was particularly evident with regards to the items “Course content is current”, “I have opportunities to ask questions in my classes”, and “Assignments contribute to my understanding of the subject” (see Figures 7 and 8).

Figure 7: Career/Vocational Student Evaluation of Course Instruction

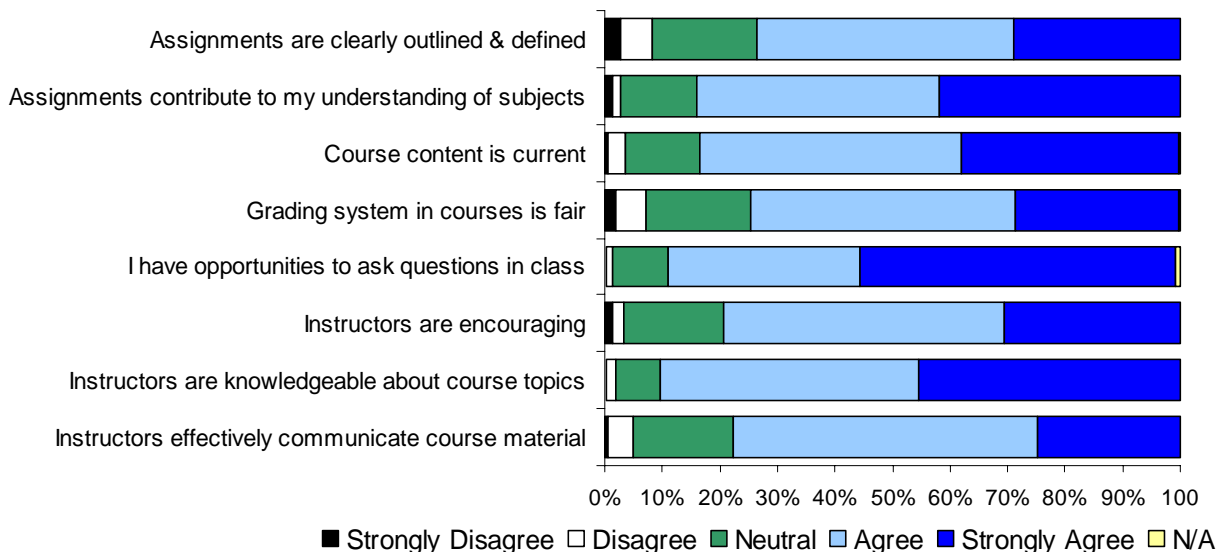
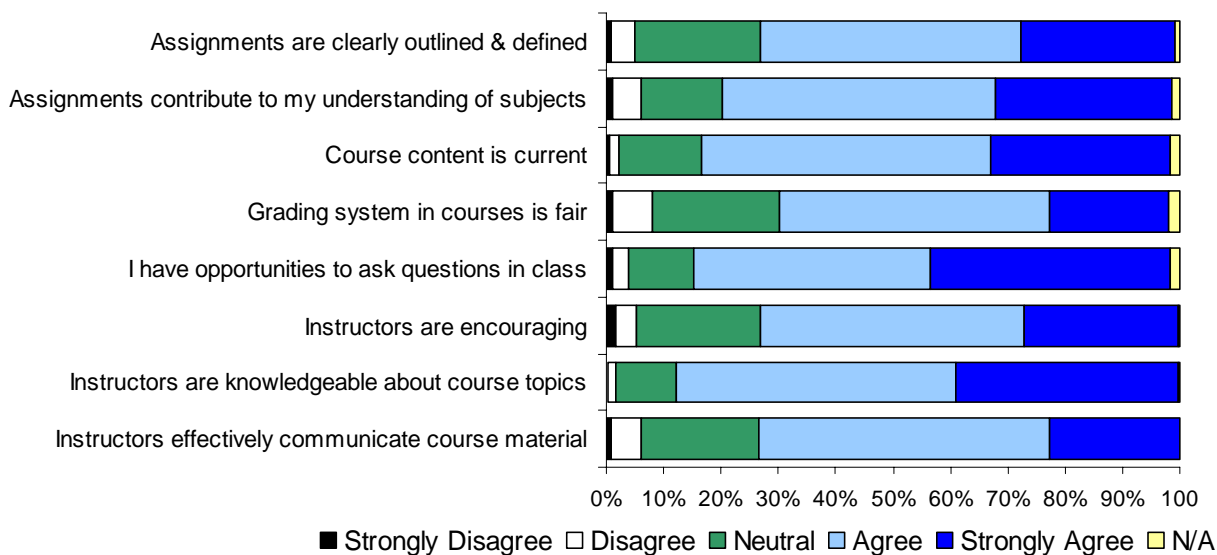


Figure 8: Arts & Sciences/Limited Enrolment Student Evaluation of Course Instruction



When asked to provide opinions on various other aspects of their Langara program, students rated notably lower than in the skill development or instruction areas. Most respondents (48.2% to 73.4%) rated the presented elements of their academic programs as either ‘adequate’ or ‘good’, with relatively few ratings of ‘very good’. Quality of instruction received the highest evaluation (78.8% positive), while study facilities and program and career counselling received the lowest (19% and 14.2% ‘poor’ or ‘very poor’, respectively). Ratings were similar to 2004, with the exception of “Availability of instructors/tutors for help with course work outside of class”, where positive ratings declined by 6.1 percentage points.

There were some differences in how Arts & Sciences/Limited Enrolment and Career/Vocational students rated these items (see figures 9 and 10). With the exception of study space, instructional quality and extracurricular help, Arts & Sciences/Limited Enrolment students were more likely to rate items as ‘not applicable’. Even with that taken into account, differences were evident: Career/Vocational students were more likely to rate most program items as ‘very good’, while Arts & Sciences/Limited Enrolment students tended toward more moderate responses. The only exceptions were “Organization of Program” which received more positive (and less negative) ratings from Arts & Sciences/Limited Enrolment than from Career/Vocational students, and “Availability of help with course work outside class” which received similar ratings from both groups.

Figure 9: Career/Vocational Ratings of Program/Course of Study

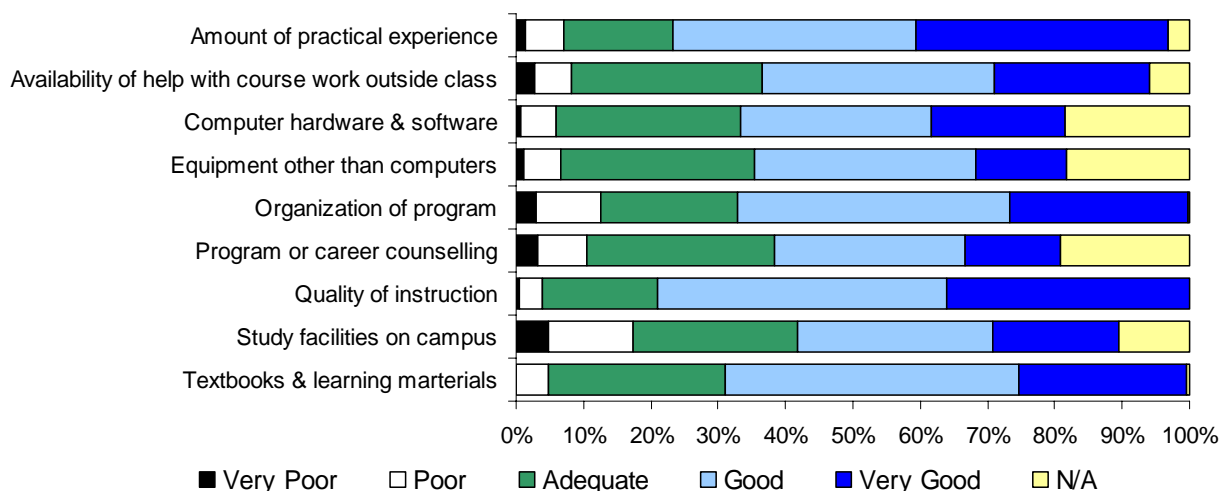
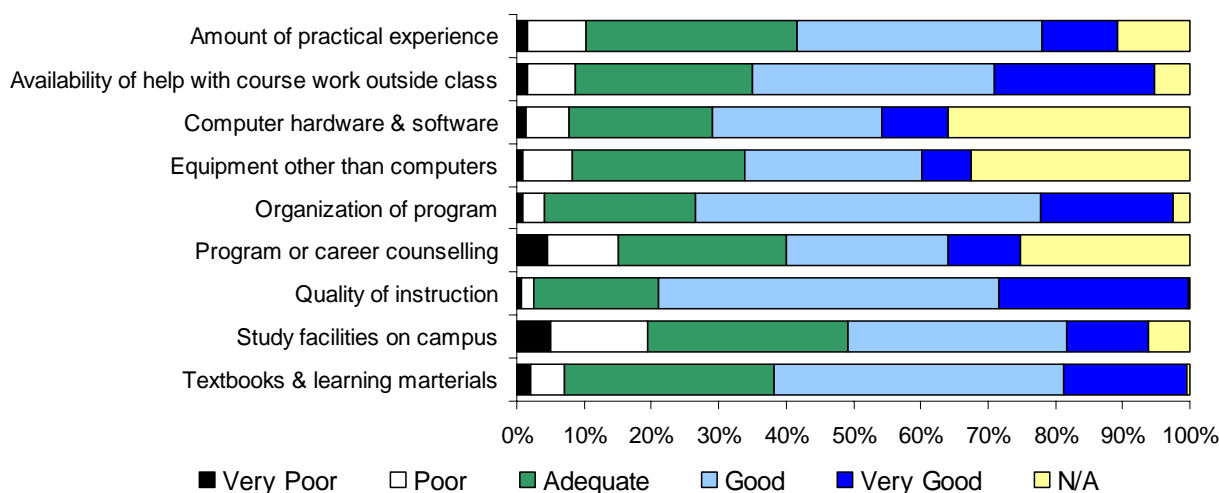


Figure 10: Arts & Sciences/Limited Enrolment Ratings of Program/Course of Study



LANGARA – INITIAL IMPRESSIONS

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 first heard about Langara through a friend or relative, followed by high school teacher or counsellor. The Langara website was a more common source for Career/Vocational students than for Arts & Sciences/Limited Enrolment students. See Table 6 for further details and a comparison with 2004 results.

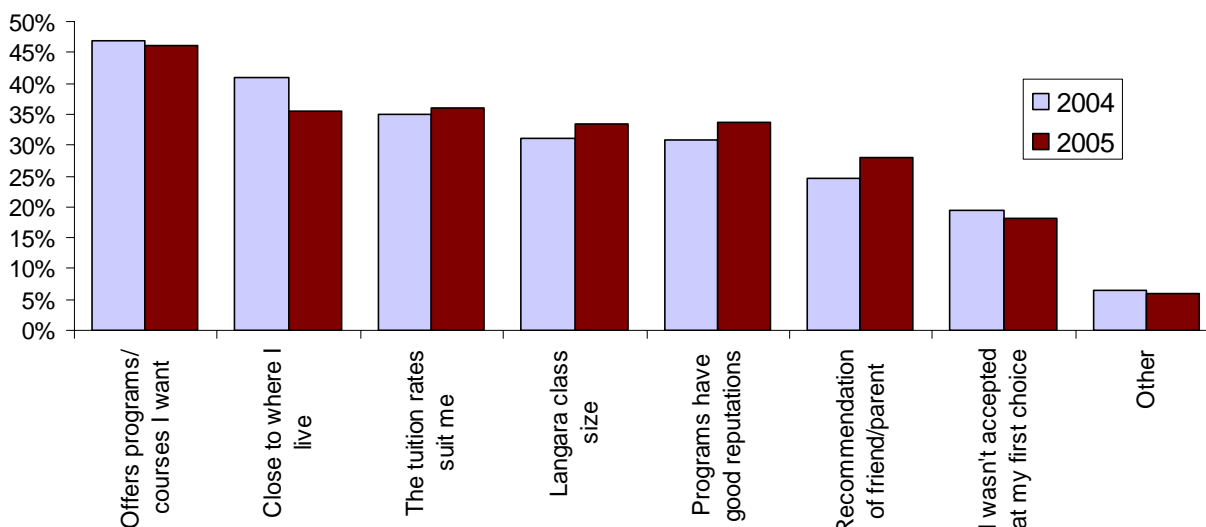
Table 6: How Respondents First Heard of Langara College

| | 2004 | 2005 | | |
|--|-------------|--------------|---------------------------------------|-----------------------|
| | All (n=912) | All (n=1004) | Arts & Sciences/ Limited Enrolment | Career/ Vocational |
| Through a friend or relative | 55.6% | 55.8% | 57.4% | 50.3% |
| High school teacher or counsellor | 23.4% | 34.6% | 36.3% | 27.4% |
| Website | 12.5% | 16.7% | 14.4% | 26.4% |
| Langara College representative came to my school | 8.8% | 9.5% | 9.9% | 8.1% |
| Mini-calendar/brochure | 10.3% | 9.1% | 8.5% | 11.7% |
| Posters | 7.4% | 5.1% | 4.9% | 6.1% |
| Other method | 16.3% | 8.6% | 8.1% | 10.7% |

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. The most common factors were: "Langara offers the programs/courses I want" (46.1%), "The tuition suites me" (36.1%), and "Langara is close to where I live" (35.5%). These three reasons were also the most frequently chosen during the 2004 Student Survey (see Figure 11).

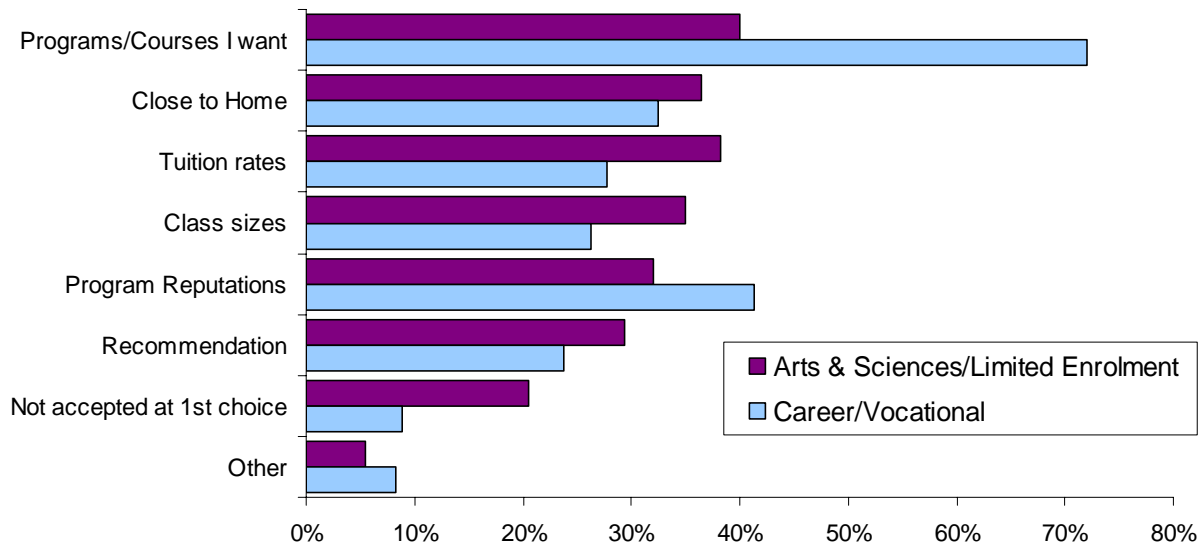
Figure 11: Reasons for Attending Langara College (2004 vs. 2005)



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

As in 2004, there were some major differences between Arts & Sciences/Limited Enrolment and Career/Vocational respondents. Langara course or program offerings and program reputations were more important to Career/Vocational than Arts & Sciences/Limited Enrolment students. Tuition rates, class size, and distance from home were more significant to Arts & Sciences/Limited Enrolment students. As well, 20.5% of Arts & Sciences/Limited Enrolment students, but only 8.8% of Career/Vocational students, came to Langara because they were not accepted at their first choice institution (see Figure 12).

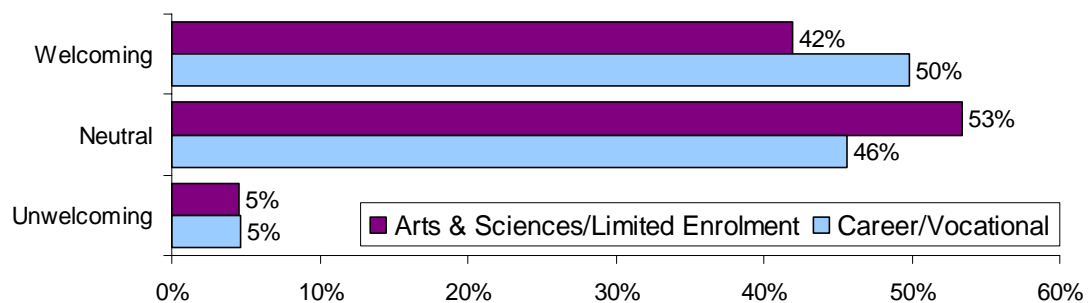
Figure 12: Reasons for Attending Langara, by Program area



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

Students were asked about their perceptions of the mood or atmosphere at Langara upon first arriving at the College. Most students (51.9%) declined to give an opinion by selecting a ‘neutral’ response. Approximately 43.5% of respondents found Langara to be ‘welcoming and helpful’, and only 4.6% were of the opposite opinion. When compared to 2004, this represents a slight shift toward the positive among Career/Vocational students, but no change for Arts & Sciences/Limited Enrolment respondents. Forty-five respondents commented that Langara felt like a High School. Among these students, first impressions of Langara were less positive (26.6%), and more neutral (71.1%).

Figure 13: Initial Impressions of Langara College



LANGARA STUDENT SERVICES

This segment was meant to provide the College with better insight into student knowledge of, and level of satisfaction with, the services available at Langara. 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 Counselling Department. Almost half (43.3%) of the respondents had seen a counsellor in the last year, and 6.7% had used at least one of the

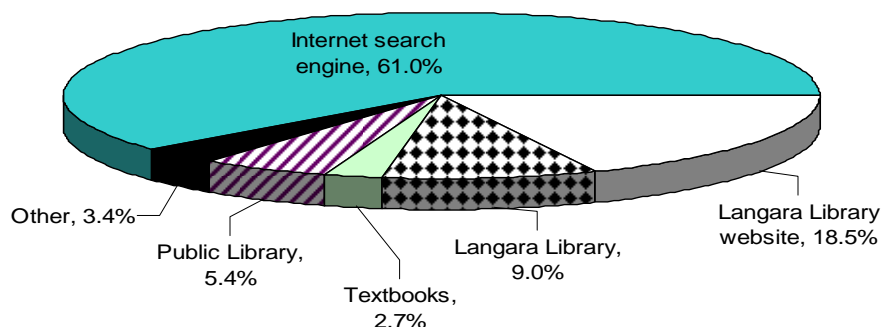
other services offered by the Counselling Department. Of the 502 respondents who had used Langara Counselling Services, 75.7% found the experience helpful. The most frequently used¹ counselling services were general inquiries, college policy and procedure information, and educational counselling. Among users (students who had seen a counselor or used another Counselling service), general inquiries and educational counselling received the most positive ratings. Users rated notably higher than the general population on general inquiries, personal counselling, educational counselling, and course planning groups for new A&S students. The Career Resource Centre and career counselling services received low positive ratings from users (29.7% and 24.8%, respectively), but slightly higher ratings from the general population. Since 2004, ratings improved somewhat for general inquiries, college policy and procedure information, personal counselling, and educational counselling (see Table 7).

Table 7: Student Impressions of Langara Counselling Department Services

| | <i>Very Poor</i> | | <i>Poor</i> | | <i>Satisfactory</i> | | <i>Good</i> | | <i>Very Good</i> | | <i>N/A</i> | |
|---|------------------|------|-------------|------|---------------------|-------|-------------|-------|------------------|-------|------------|-------|
| | 2004 | 2005 | 2004 | 2005 | 2004 | 2005 | 2004 | 2005 | 2004 | 2005 | 2004 | 2005 |
| Workshops | 0.9% | 0.9% | 4.9% | 3.8% | 16.8% | 20.9% | 18.0% | 19.5% | 7.6% | 8.4% | 51.8% | 46.5% |
| General inquiries | 1.4% | 0.8% | 7.2% | 6.5% | 25.4% | 26.5% | 28.3% | 32.4% | 12.0% | 13.7% | 25.5% | 20.2% |
| College policies & procedures | 1.2% | 1.4% | 6.0% | 6.5% | 21.0% | 23.2% | 24.5% | 30.8% | 10.6% | 10.8% | 36.6% | 27.2% |
| Career Resource Centre | 2.8% | 1.0% | 5.7% | 5.0% | 16.7% | 21.7% | 17.2% | 18.5% | 6.9% | 7.2% | 50.7% | 46.6% |
| Personal counselling | 1.5% | 2.4% | 6.1% | 5.9% | 14.4% | 16.9% | 13.5% | 19.4% | 4.9% | 10.4% | 59.5% | 44.9% |
| Educational counselling/ course planning | 2.4% | 4.0% | 7.7% | 7.0% | 16.3% | 20.2% | 22.5% | 24.3% | 10.5% | 13.8% | 40.7% | 30.7% |
| Career exploration | 1.9% | 1.9% | 8.4% | 8.1% | 13.6% | 18.8% | 17.7% | 16.1% | 7.2% | 5.8% | 51.1% | 49.3% |
| Course planning for new A&S students | n/a | 2.6% | n/a | 5.3% | n/a | 18.3% | n/a | 15.8% | n/a | 8.7% | n/a | 49.3% |
| Other counselling services | 2.1% | 2.3% | 1.3% | 1.2% | 4.0% | 5.9% | 5.5% | 3.9% | 2.9% | 4.3% | 84.2% | 82.5% |
| Workshops | 0.9% | 0.9% | 4.9% | 3.8% | 16.8% | 20.9% | 18.0% | 19.5% | 7.6% | 8.4% | 51.8% | 46.5% |

Students were also asked to give their impressions of the Langara College Library². Most students indicated that they discovered the Langara Library on their own (37.4%) or through an instructor (21.4%). Approximately 41% of respondents thought that the Langara librarians were very helpful. However, only 24.2% found the Library resources to be very useful. This may reflect the rapid growth of the Internet as a primary research resource, since only 27.5% of students use the Langara Library as their primary source of information for assignments (see figure 14). The majority of respondents seemed happy with the Library hours, and only 29.8% were interested in Sunday usage (see Figure 15).

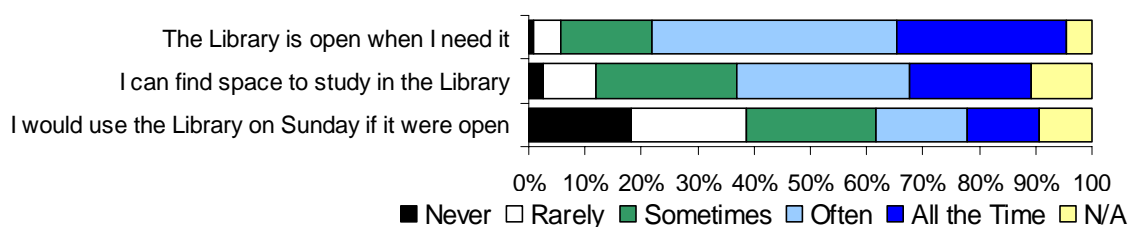
Figure 14: Students' First Source of Information for Assignments



¹ As indicated by low instances of 'Not Applicable' ratings.

² This section of the survey was modified from previous years, precluding historical comparison.

Figure 15: Student Ratings of Langara Library Accessibility



The survey also invited students to give their impressions of an extensive list of other services that Langara College offers (see Table 8). Almost all services received positive evaluations ('good' or 'very good') from a majority of respondents, with safety on campus and the web registration system as the most highly rated by users³. Of the services utilized by a majority of students, five were rated as either 'poor' or 'very poor' by more than 10% of the respondents: the Library (10.2%), the automated waitlist (11.4%), the Bookstore (13.9%), study facilities (17.3%), and the cafeteria (29.5%).

Table 8: Student Ratings of Langara College Services

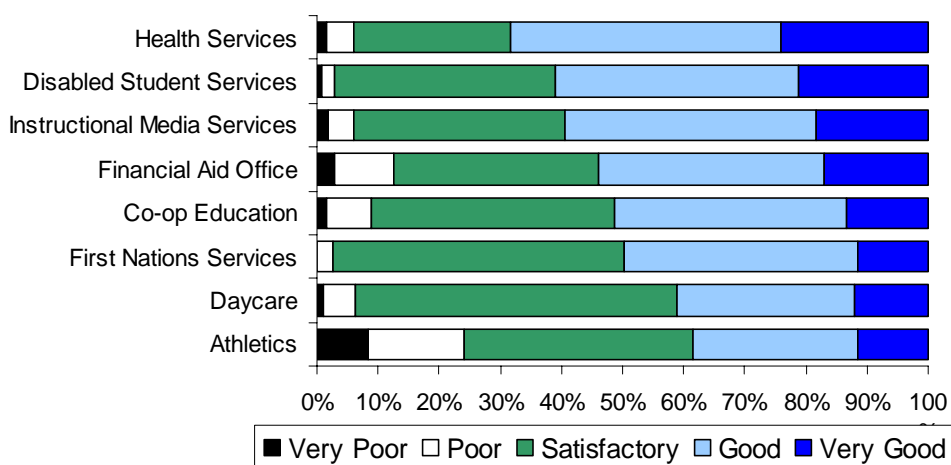
| | <i>Very Poor</i> | <i>Poor</i> | <i>Satisfactory</i> | <i>Good</i> | <i>Very Good</i> | <i>N/A</i> |
|------------------------------|------------------|-------------|---------------------|-------------|------------------|------------|
| Web Registration | 2.3% | 5.7% | 16.5% | 39.7% | 34.8% | 1.0% |
| Langara Website | 1.4% | 2.7% | 21.1% | 48.9% | 25.5% | 0.4% |
| Application for Admission | 0.6% | 2.7% | 24.5% | 47.0% | 23.9% | 1.3% |
| Safety on Campus | 0.3% | 1.2% | 19.7% | 42.4% | 22.8% | 13.6% |
| Library | 2.5% | 7.7% | 24.8% | 39.4% | 21.8% | 3.8% |
| Campus Security | 0.9% | 2.0% | 20.7% | 39.1% | 20.8% | 16.6% |
| Langara Web Calendar | 0.6% | 6.1% | 24.3% | 39.5% | 20.2% | 9.3% |
| Computer Labs | 0.7% | 3.3% | 19.1% | 37.9% | 18.7% | 20.3% |
| Registrar's Office | 2.0% | 6.6% | 24.8% | 38.9% | 17.1% | 10.5% |
| Classroom Facilities | 1.6% | 7.0% | 33.5% | 44.5% | 10.6% | 2.8% |
| Campus Signage/Directories | 1.8% | 6.8% | 33.2% | 41.6% | 13.1% | 3.5% |
| myLangara Portal | 1.2% | 2.8% | 19.8% | 33.9% | 20.6% | 21.7% |
| Bookstore | 2.9% | 11.0% | 31.7% | 36.8% | 16.5% | 1.1% |
| Student Accounts | 1.0% | 1.8% | 25.9% | 34.5% | 16.9% | 19.9% |
| Automated Waitlist | 3.7% | 7.7% | 23.1% | 30.4% | 19.4% | 15.7% |
| Langara Paper Calendar | 0.0% | 3.1% | 24.0% | 34.3% | 14.6% | 24.0% |
| Study Facilities | 5.7% | 11.6% | 26.9% | 33.6% | 12.5% | 9.6% |
| Information Booth/Kiosk | 0.3% | 2.6% | 21.8% | 30.5% | 12.5% | 32.3% |
| Counselling | 3.3% | 5.9% | 21.0% | 24.0% | 12.5% | 33.4% |
| Health Services | 0.8% | 2.2% | 12.7% | 21.8% | 12.0% | 50.6% |
| Cafeteria | 10.8% | 18.7% | 35.7% | 24.2% | 5.4% | 5.2% |
| Financial Aid Office | 1.3% | 4.7% | 15.9% | 17.6% | 8.1% | 52.4% |
| Instructional Media Services | 0.8% | 1.6% | 14.0% | 16.8% | 7.4% | 59.4% |
| Co-op Education | 0.5% | 2.4% | 12.9% | 12.3% | 4.3% | 67.5% |
| Disabled Student Services | 0.2% | 0.5% | 9.0% | 9.9% | 5.3% | 75.1% |
| Athletics | 2.9% | 5.6% | 13.2% | 9.5% | 4.1% | 64.6% |
| First Nations Services | 0.0% | 0.5% | 8.4% | 6.8% | 2.0% | 82.3% |
| Daycare | 0.2% | 1.0% | 9.7% | 5.4% | 2.2% | 81.5% |
| Other | 7.4% | 2.5% | 4.2% | 4.4% | 3.1% | 78.3% |

³ Those who did not rate the service as "Not applicable."

For most of the listed services, user ratings did not change significantly from 2004 to 2005. However, there were some shifts worth noting. There were increases in positive ratings for web registration (5.6 percentage points), the web calendar (6.3 percentage points), and computer labs (6.4 percentage points). However, positive ratings decreased for the Bookstore (5.9 percentage points), Disabled Student Services (6.6 percentage points) and the Daycare (14 percentage points). The cafeteria saw the worst decline, with positive ratings down 11 percentage points and negative ratings up 8.2 percentage points.

Some of the services 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, the data was analyzed excluding answers of 'not applicable' (see Figure 16). Most of these limited-use services received positive ratings. The only services with more than 10% negative responses were athletics (24.2%, up from 17.7% in 2004) and the Financial Aid Office (12.6%, unchanged from 2004).

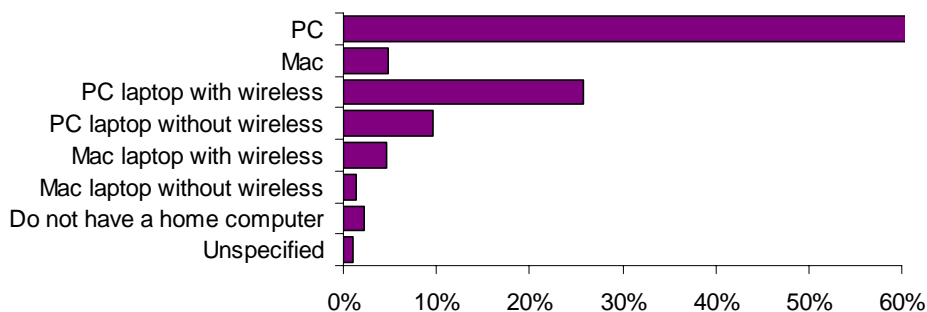
Figure 16: Ratings of Langara Services Used by Less Than 50% of Students



COMPUTER NEEDS & SERVICES

The purpose of this section was to determine student satisfaction with Langara computer services, and to assess their ability to access Langara remotely. Students were asked to provide information about their home computers and Internet access (see Figures 17). Since 2004, the percentage of students with laptops has more than doubled, from 18% in 2004 to 38.9% in 2005. Almost 20% of students reported owning more than one computer, an increase of 14.2 percentage points since 2004. Only 5.9% of respondents were without Internet access at home. Among those who did have Internet access, 94% used a high-speed (ADSL or cable) connection.

Figure 17: Type of Home Computer



Satisfaction with Langara computer labs did not change notably in the last year. Ratings were generally positive with regards to computer availability and lab aide helpfulness, but more neutral when it came to lab aide availability (see Table 9). A further series of questions asked how students use their time in the computer labs. Both Arts & Sciences/Limited Enrolment and Career/Vocational students spent most of their lab time in academic pursuits (assignments, research, etc.). However, 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 (see Figures 18 and 19).

Table 9: Student Assessment of Langara Computer Labs (2004 vs. 2005)

| | <i>Strongly Disagree</i> | | <i>Disagree</i> | | <i>Neutral</i> | | <i>Agree</i> | | <i>Strongly Agree</i> | |
|--|--------------------------|------|-----------------|-------|----------------|-------|--------------|-------|-----------------------|-------|
| | 2004 | 2005 | 2004 | 2005 | 2004 | 2005 | 2004 | 2005 | 2004 | 2005 |
| I can always find a computer when I need one | 3.8% | 4.1% | 15.7% | 16.6% | 25.1% | 23.6% | 32.6% | 38.4% | 22.8% | 17.2% |
| Lab-aides are helpful | 3.2% | 3.7% | 8.5% | 7.3% | 32.6% | 31.4% | 40.1% | 38.8% | 15.6% | 18.8% |
| Lab-aides are accessible | 4.1% | 5.3% | 19.4% | 15.8% | 36.0% | 40.3% | 31.8% | 28.2% | 8.6% | 10.3% |

Student Use of Computer Lab Time

Figure 18: Arts & Sciences/Limited Enrolment

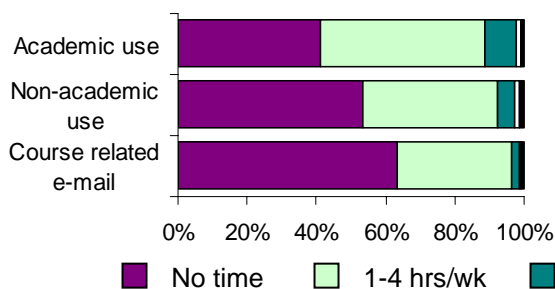
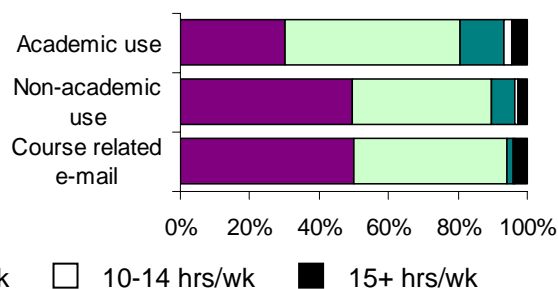
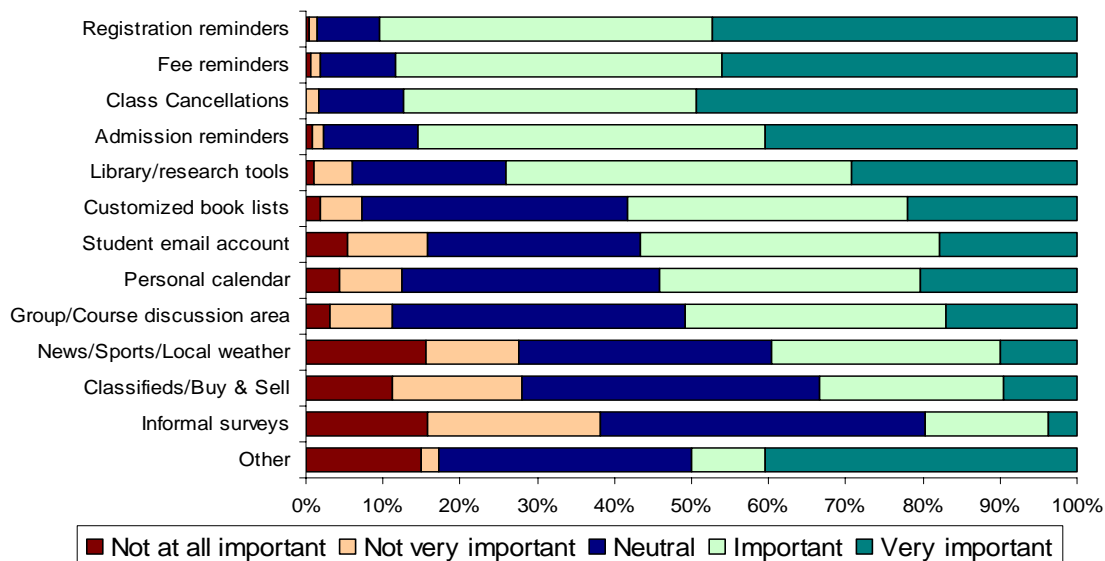


Figure 19: Career/Vocational



In the final series of questions, students were asked to rate the importance of current or proposed myLangara web portal services. Reminders regarding registration, fees, class cancellations, and admissions were all rated as 'important' or 'very important' by an overwhelming majority of students.

Figure 20: 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, 2005 will be: 17 or younger, 18-21, 22-25, 26-30, 31-39, 40+
4. Where do you currently live? City/Municipality:
5. Did you relocate to the above residence to study at Langara? No / Yes -> If yes, where did you live previously? City/Municipality:
6. Are you an International Student? Yes / No
7. What language do you speak most fluently? English, French, Mandarin, Cantonese, Other (specify):
8. Including this term, how many terms have you taken courses at Langara College? 1 term, 2-3 terms, 4 terms, 5+ terms
9. How many terms, in total, do you plan to stay at Langara? (Include the current term in your calculations) 1 term, 2, 3, 4, 5+ terms, Not sure
10. Are you a full-time or part-time student this term? Full-time (taking 9 credits or more) / Part-time (taking less than 9 credits)
11. This term, 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 12
12. If you answered NO to Q. 11, which of the following reasons most closely describes your situation? (Select all that apply) The courses I wanted were not offered, The courses I wanted were offered but full, Scheduling conflict, Other (specify):

- 13. What is the primary method you use to commute to Langara? Please select ONE ONLY. Automobile, Carpool, Bicycle, Public Transit, Other (specify):
14. Please indicate which program you have been mainly involved in during your time at Langara (select ONE program ONLY). University Transfer Arts (History, Psychology, etc.), Human Performance/Kinetics, University Transfer Sciences (Biology, etc.), Fine Arts, 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/Management 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, Other:

SKILL DEVELOPMENT / INSTRUCTION:

15. Using the following scale, please rate how well your program has prepared you to:
Scale: 1 Very Poor, 2 Poor, 3 Adequate, 4 Well, 5 Very Well, 6 N/A
Skills: Read & comprehend material appropriate to your field, Write clearly & concisely, Use mathematics appropriate to your field, Solve problems, Work effectively with others, Analyze or think critically, Learn on your own, Use computers appropriate to your field, Speak effectively, 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.

16. Scale 1-6 (Strongly Disagree to N/A) for statements: Instructors are knowledgeable about their course topics, Instructors are encouraging, Instructors effectively communicate their course material, 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:

17. Scale 1-6 (Very Poor to N/A) for 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 perceive Langara when you first came here? Welcoming & Helpful, Neutral, Unwelcoming & Unhelpful.

Comments on your first impression of Langara:

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

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

20. 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 or 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, Other (specify):

LANGARA STUDENT SERVICES:

21. Have you seen a Langara counselor in the past year?

- No -> Skip to Question 23, Yes

22. Was the experience helpful? Yes No

23. In the past year, have you used any other service provided by the Langara Counselling Department?

- No -> Skip to Question 25, Yes (please specify):

24. Was the experience helpful? Yes No

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

25. Scale 1-6 (Very Poor to N/A) for services: Workshops (Career Planning, Study Skills, etc.), General inquiries, Providing information on College policies & procedures, Career Resource Centre, Personal counselling, Educational counselling/course planning, Career exploration, Course planning group sessions for new Arts & Sciences students, Other (please specify):



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

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

Table with 6 columns (1-6) and 25 rows of service categories for rating.

27. How did you first become aware of Langara's Library Services?

- Radio button options for awareness of library services.

28. Using the scale provided, please rate the following statements about the Langara Library:

Table with 6 columns (1-6) and 3 rows of statements to rate.

29. How helpful has the Library staff been in meeting your information needs?

- Radio button options for helpfulness of library staff.

30. How useful for your research and study needs are Langara Library's resources (books, media, databases, etc.)?

- Radio button options for usefulness of library resources.

31. Where is the first place you usually look for information to complete your assignments? (Please select ONE ONLY)

- Radio button options for first place to look for information.

32. There are different ways to access the Library's resources. Which of the following have you used? (Select all that apply)

- Radio button options for ways to access library resources.



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

COMPUTER NEEDS & SERVICES

- 33. Please indicate the type(s) of home computer you own (select all that apply):
PC laptop with wireless, PC laptop without wireless, Mac laptop with wireless, Mac laptop without wireless, PC desktop, Mac desktop, I do not have a home computer, Other:

34. Please indicate your level of agreement with the following statements:
Table with 6 columns (1-6) and 3 rows of statements: 'I can always find a computer to use when I need to.', 'Computer Lab-aides are helpful.', 'I can always find a lab aide when I need help.'

35. 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 use categories: Academic use, Non-academic use, Course related e-mail?

36. Do you have Internet access at home?
37. What information or services would be important to have in a college web portal?
Table with 5 columns (1-5) and 13 rows of service categories: Local news/sports/weather, Informal surveys, Student email account, Admission reminders, Registration reminders, Fee reminders, Personal Calendar, Group/Course discussion area, Classifieds/Buy & Sell, Class cancellations, Library/research tools, Customized book lists, Other (please specify):

THANK YOU!

COMMENTS (Attach extra pages if needed):

Horizontal lines for writing comments.

Remember:

Your returned questionnaire allows you to enter the draw for one of several \$100 to \$150 gift certificates valid at any store in Metropolis at Metrotown, or \$50 gift certificates for the Langara Bookstore. Enclose your completed questionnaire and draw slip in the postage-paid envelope and drop them in the nearest mailbox or in the Drop Boxes located at the Information Kiosk in the Lobby, the Library Front Desk, or the Registrars' Rotunda.