



Langara College 2006 Current Student Survey Report

Office of Institutional Research

Langara College

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LANGARA COLLEGE CURRENT STUDENT SURVEY – FALL 2006

SURVEY SAMPLE AND METHODOLOGY

A random sample of 3,500 students enrolled in the Fall term was selected to participate in this survey. The sample closely reflected the actual student population on program area, gender, and registration status (new or returning).

For the first time, the questionnaire was only available online; no paper surveys were distributed. In order to improve the response rate, students were encouraged to enter a draw for gift certificates from Future Shop and Langara Bookstore. An email providing participants with a link to the online questionnaire was sent out on October 13, 2006. A reminder was sent (via both email and Canada Post) two weeks later to a randomly selected 2,500 non-respondents. By the survey deadline, a total of 1,193 valid questionnaires were returned, resulting in a final response rate of 34.1%. The accuracy of the survey results is estimated to be $\pm 2.9\%$, 19 times out of 20.

It should be noted that some significant changes have been made to Langara's Program Areas in the past year. In 2005, students were either Arts & Sciences or Career/Vocational. In Fall 2005, Arts & Sciences Limited Enrolment Programs were segregated from general Arts & Sciences, and in Fall 2006 Degree Programs were separated from Career/Vocational Programs. Since comparative data will not be available until next year, where necessary this report will calculate change by comparing 2005 Arts & Sciences to 2006 Arts & Sciences + Limited Enrolment and 2005 Career/Vocational to 2006 Career/Vocational + Degree.

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	42.4%	34.9%	42.3%
	Female	57.6%	65.1%	57.7%
Major Program	Arts & Science	77.2%	62.8%	76.9%
	Limited Enrollment	2.2%	9.8%	2.2%
	Career/Vocational	16.2%	21.3%	16.1%
	Degree	4.3%	5.7%	4.3%
Registration status	New	34.6%	38.5%	34.6%
	Returning	65.4%	61.5%	65.4%

PROFILE OF LANGARA STUDENT SURVEY POPULATION

Table 2: Demographic Profile of Students (n=1193)

<i>Characteristics</i>		<i>Percent</i>
Gender	Male	42.3%
	Female	57.7%
Age	17 or younger	.4%
	18-21 years	55.5%
	22-25 years	21.7%
	26-30 years	9.1%
	31-39 years	8.7%
	40+	4.6%
Registration Status	New	34.6%
	Returning	65.4%
Course Load	Full-time	76.9%
	Part-time	23.1%
First Language	English	74.3%
	French	0.3%
	Mandarin	9.0%
	Cantonese	6.8%
	Other	9.1%
	Multi-lingual	0.4%

Of the 33 programs offered at Langara, University Transfer Arts was by far the most popular (see Table 3). The preferred Career/Vocational programs were Business Management (4% of respondents), Financial Management (2.4%), and Fine Arts (2.3%).

Table 3: Primary Programs of Langara Respondents (n=1193)

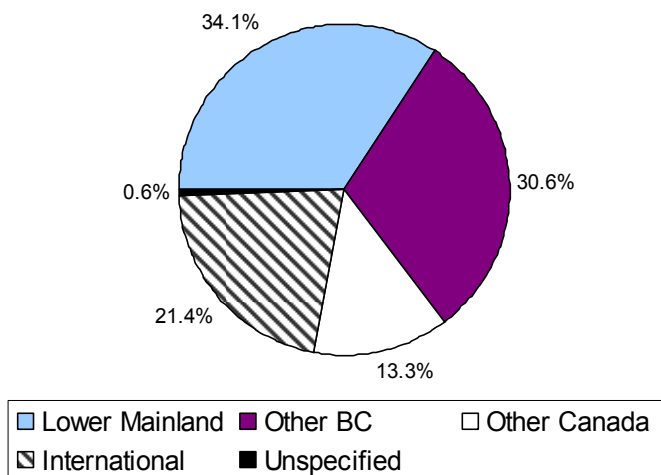
<i>PROGRAM</i>	<i>%</i>	<i>PROGRAM</i>	<i>%</i>
University Transfer – Arts	50.6%	Fine Arts	2.3%
University Transfer – Sciences	19.0%	Human Performance/Kinetics	2.6%
Aboriginal Studies	0.0%	Internet/Web Comp. & Software Dev.	0.2%
Applied Computer Science & Tech.	0.1%	Journalism – Certificate/Diploma	0.1%
Applied Urban & Rural Planning	0.1%	Leisure Studies	3.9%
Business Management	4.0%	Library & Information Technology	0.6%
College & Career Access	0.3%	Marketing & Sales	0.7%
Commerce	1.0%	Nursing	4.3%
Management Information Systems	0.3%	Nutrition & Food Service Management	0.4%
Criminal Justice	0.7%	Pacific Rim	0.1%
Display + Design	0.5%	Professional Computer Science & Tech.	0.0%
Early Childhood Education	0.7%	Professional Photo-Imaging	0.6%
Education Assistant	0.5%	Publishing	0.1%
Engineering	0.3%	Recreation	0.9%
Environmental Studies	0.8%	Social Service Worker	0.9%
Film Arts	0.1%	Theatre Arts	0.4%
Financial Management	2.4%	Undefined	0.2%

Most Langara students reported a Vancouver address, and only 10 reported current addresses outside of the Lower Mainland area (see Table 4). To facilitate attending Langara College, 106 respondents moved to the Lower Mainland, and an additional 55 relocated within the Lower Mainland. Of the students who relocated, 34.7% came from outside BC (see Figure 1).

Table 4: Current City of Residence

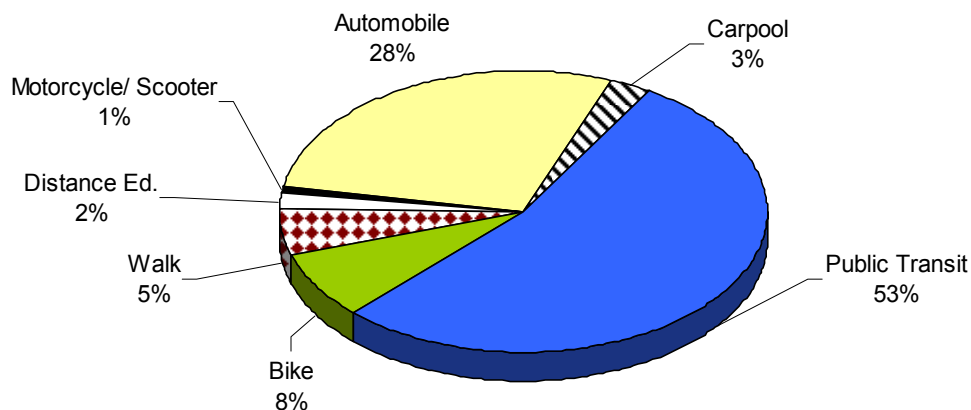
<i>City/Municipality</i>	<i>Percent</i>
Vancouver	67.7%
Richmond	10.7%
Burnaby	9.5%
Delta/Ladner/Tsawwassen	2.2%
Surrey	1.9%
North Vancouver	0.8%
West Vancouver	1.0%
Coquitlam/ Port Coquitlam	1.3%
New Westminster	1.0%
White Rock	0.4%
Langley	0.4%
Other BC Cities	0.8%
Not Reported	1.3%

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). There was very little change from 2005, with public transit remaining by far the most popular method of commuting.

Figure 2: Primary Mode of Transportation of Langara Students



ACADEMIC GOALS OF LANGARA STUDENTS

This section was designed to determine how long students 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.

Approximately 77% of respondents were studying full-time (taking at least 9 credits). The majority (64.9%) of respondents were in their first year at Langara, and 34.6% were in their first term. When asked how long they intended to continue at Langara, 55.6% anticipated staying for at least 4 terms (see Table 5). The only notable change since 2005 was a very slight (3.7 percentage point) decrease in the number of respondents who intended to remain at Langara for five or more terms.

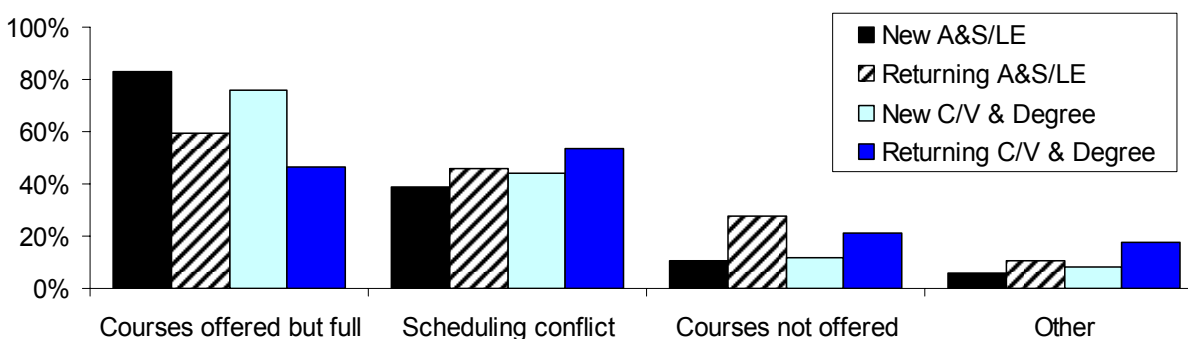
Table 5: Number of Terms Students Have Taken or Intend to Take at Langara by Major Program Area and Enrolment Status

Terms Taken	All Respondents		Arts & Sciences and Limited Enrolment				Career/Vocational and Degree			
	#	%	Full-time		Part-time		Full-time		Part-time	
			#	%	#	%	#	%	#	%
1 term	413	34.6%	274	38.2%	73	32.4%	52	26.1%	13	27.7%
2 terms	124	10.4%	76	10.6%	31	13.8%	14	7.0%	3	6.4%
3 terms	238	19.9%	161	22.4%	26	11.6%	39	19.6%	11	23.4%
4 terms	152	12.7%	91	12.7%	35	15.6%	21	10.6%	3	6.4%
5+ terms	267	22.4%	116	16.2%	60	26.7%	73	36.7%	17	36.2%
Terms Intended	#	%	Full-time		Part-time		Full-time		Part-time	
			#	%	#	%	#	%	#	%
1 term	45	3.8%	26	3.6%	10	4.4%	4	2.0%	6	12.8%
2 terms	107	9.1%	78	10.9%	14	6.2%	14	7.0%	1	2.1%
3 terms	105	8.9%	68	9.5%	16	7.1%	18	9.0%	4	8.5%
4 terms	241	20.4%	162	22.6%	26	11.5%	45	22.6%	7	14.9%
5+ terms	416	35.2%	219	30.6%	83	36.7%	91	45.7%	21	44.7%
Not Sure	267	22.6%	163	22.8%	77	34.1%	27	13.6%	8	17.0%

About 68% of respondents were able to enrol in all the courses that they wanted by the end of the first week of classes. The only notable change from 2005 was a 7 percentage point decrease (from 85.4% in 2005 to 78.5% in 2006) in the number of Career/Vocational students who were able to get all of their classes.

Among the 385 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” (22.2%). This was the main issue for all groups except returning Career/Vocational and Degree students, for whom “scheduling conflict” was the largest problem. The most notable change from 2005 was the increase in Career/Vocational students unable to register due to scheduling conflicts or lack of desired course offerings (6.2 and 9.8 percentage point increases, respectively). This change was particularly notable among new Career/Vocational students.

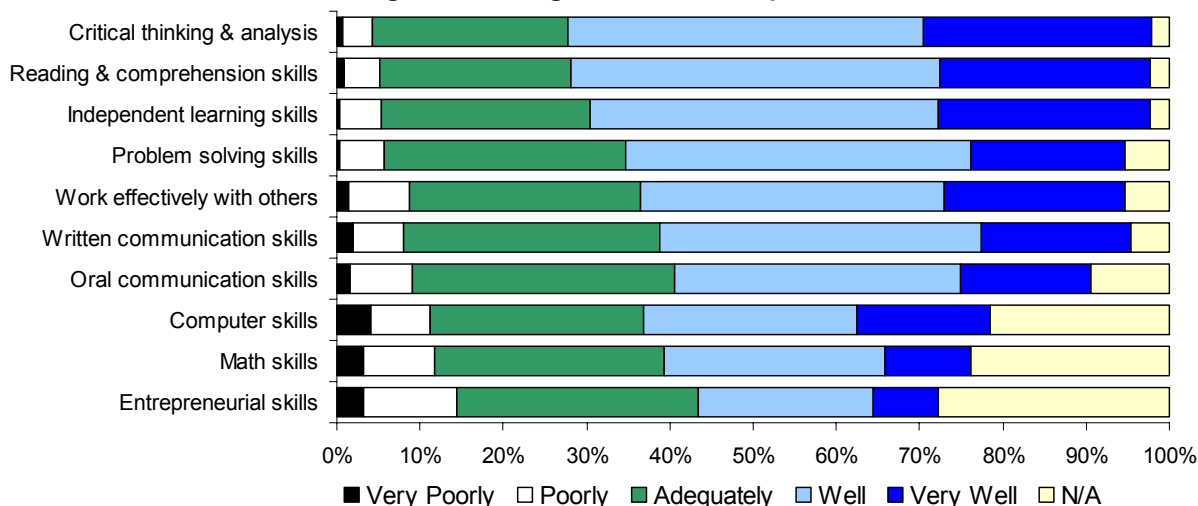
Figure 3: Reasons for Being Unable to Register in Desired Courses



SKILL DEVELOPMENT / INSTRUCTION

This section asked students 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). The majority of respondents gave ratings of ‘well’ or ‘very well’ prepared to all skills except computer, math, and entrepreneurial skills. There were no major changes from 2005.

Figure 4: Ratings of Skill Development Areas



Arts & Sciences and Limited Enrolment students both gave the most positive ratings to reading skills (68.4% and 72.2%, respectively). Career/Vocational students were most positive about critical thinking skills (78.9%), while Degree students thought they were best prepared to work well with others (84%). All four groups gave very low positive ratings (<50%) to entrepreneurial and math skills.

Program Areas were then grouped into Career/Vocational/Degree and Arts & Sciences/Limited Enrolment for annual comparison. In all areas except reading, independent learning, and critical analysis skills, Arts & Sciences/Limited Enrolment students gave notably more positive ratings in 2006 than in 2005. Negative ratings decreased for all skills. Over all skill areas, the average positive rating increased by 10.7 percentage points. See Figure 5 for 2006 details.

Career/Vocational/Degree positive ratings increased by more than 10 percentage points for math, entrepreneurial, and written communication skills. However, positive ratings decreased by more than 10 percentage points for independent learning, critical thinking, reading, and group work skills. Over all skill areas, the average positive rating dropped by 4 percentage points. See Figure 6 for 2006 details.

Figure 5: Ratings of Skill Development by Arts & Sciences/Limited Enrolment Students

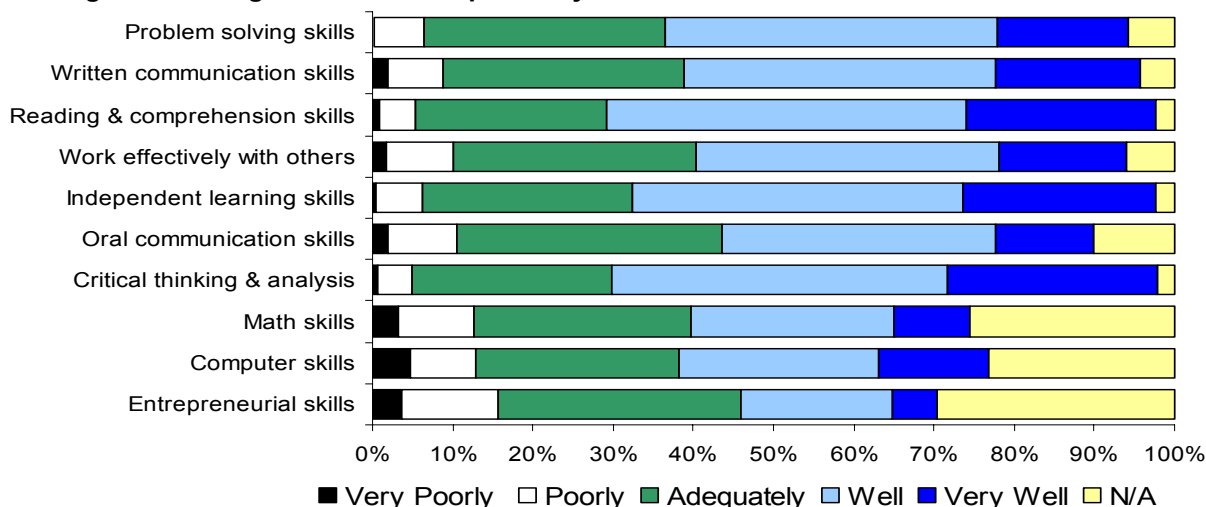
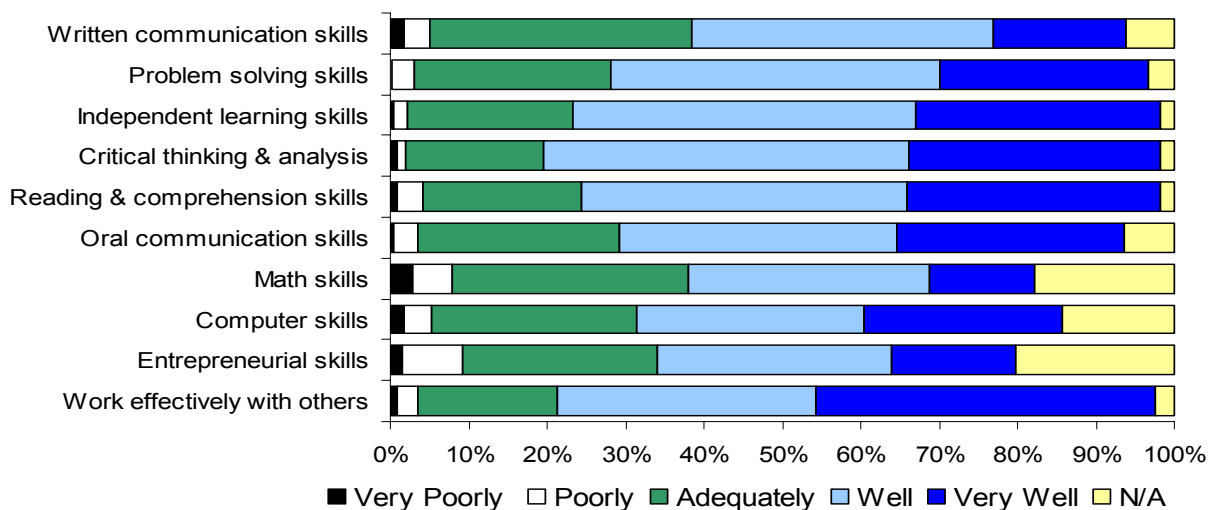
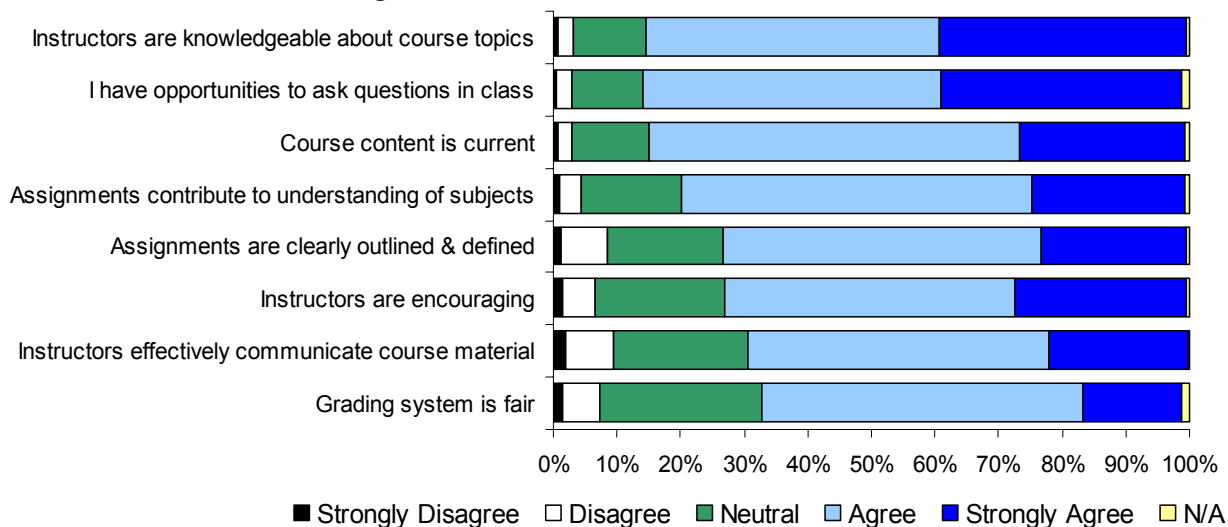


Figure 6: Ratings of Skill Development by Career/Vocational/Degree Students



When asked about instruction at Langara, students were extremely positive. The percentage of respondents who agreed or strongly agreed with the given statements ranged from 66% for “Grading system is fair” to 85% for “Instructors are knowledgeable about course topics”. No item received negative ratings from more than 10% of respondents. There was no notable change from 2005.

Figure 7: Student Evaluation of Course Instruction



There was little difference between Career/Vocational, Arts & Sciences, and Limited Enrolment students’ ratings on this topic. However, Degree students were much less likely than the other groups to ‘strongly agree’, and slightly more likely to ‘disagree’ with positive statements about instruction. This was particularly evident with regards to the items “Grading system is fair”, “Instructors effectively communicate course material” and “Assignments are clearly outlined and defined” (see Table 6).

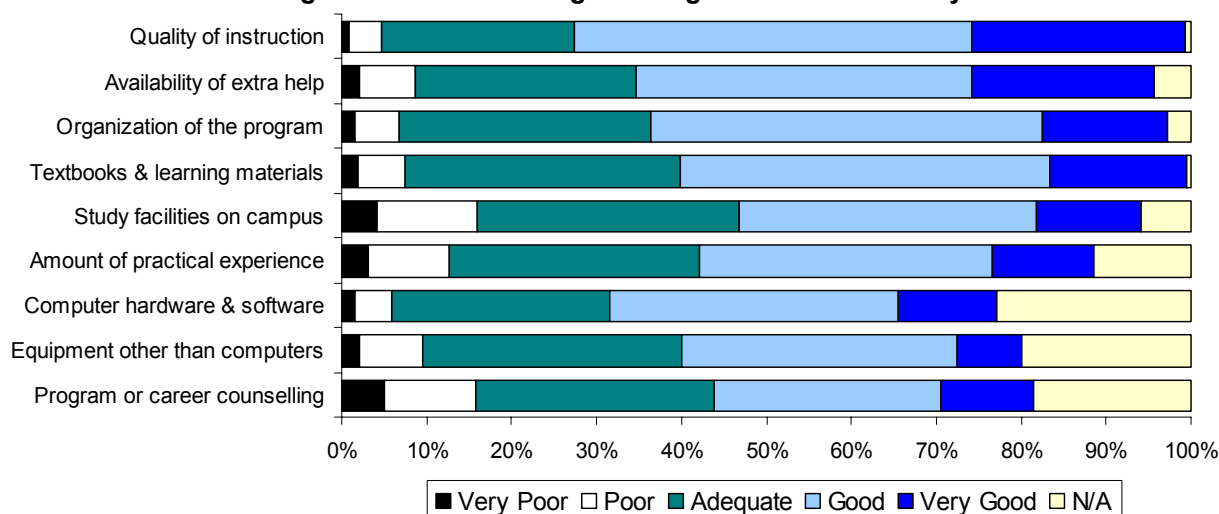
Table 6: Student Evaluation of Instruction at Langara College, by Program Area

<i>Statements About Langara Instruction</i>	<i>Arts & Sciences</i>		<i>Limited Enrolment</i>		<i>Career/Vocational</i>		<i>Degree</i>	
	<i>Negative</i>	<i>Positive</i>	<i>Negative</i>	<i>Positive</i>	<i>Negative</i>	<i>Positive</i>	<i>Negative</i>	<i>Positive</i>
I have opportunities to ask questions in class	3.2%	85.1%	2.4%	87.7%	2.4%	86.2%	2.5%	93.1%
Instructors are knowledgeable about course topics	3.0%	85.9%	5.9%	85.5%	2.4%	84.7%	9.6%	76.7%
Course content is current	2.6%	85.2%	4.6%	78.7%	3.2%	85.2%	5.3%	77.5%
Assignments contribute to understanding of subjects	4.4%	79.7%	2.4%	78.1%	3.9%	82.9%	8.9%	68.9%
Assignments are clearly outlined & defined	8.5%	74.2%	8.3%	74.5%	6.1%	74.5%	19.5%	48.8%
Instructors effectively communicate course material	9.1%	69.6%	8.1%	72.7%	8.3%	70.7%	21.3%	57.4%
Instructors are encouraging	6.5%	73.0%	9.5%	77.1%	6.0%	71.2%	10.1%	71.8%
Grading system is fair	7.2%	65.7%	5.9%	63.5%	9.0%	71.1%	7.7%	68.7%

Note: Negative= "Strongly Disagree" + "Disagree"; Positive= "Agree" + "Strongly Agree"

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 rated the presented elements of their programs as either 'adequate' or 'good', with relatively few ratings of 'very good'. "Quality of instruction" received the most positive evaluation (71.9%), while "Study facilities" and "Program/career counselling" received the lowest ratings. When compared to 2005, positive evaluations were down by more than 5 percentage points for "Quality of instruction", "Organization of program" and "Amount of practical experience". The only area with increased positive ratings was "Computer hardware and software" (up 8 percentage points).

Figure 8: Student Ratings of Program/Course of Study



As with instructional evaluation, the lowest overall program ratings came from Degree students (see Table 7). The only areas where more than 55% of Degree students gave positive ratings were "Amount of practical experience" and "Computer hardware and software". These were also the only areas with less than 10% negative ratings. A full 40% of Degree students gave Program organization a negative rating.

Table 7: Student Evaluation of Program/Course of Study, by Program Area

<i>Statements About Program/Course of Study</i>	<i>Arts & Sciences</i>		<i>Limited Enrolment</i>		<i>Career/Vocational</i>		<i>Degree</i>	
	<i>Negative</i>	<i>Positive</i>	<i>Negative</i>	<i>Positive</i>	<i>Negative</i>	<i>Positive</i>	<i>Negative</i>	<i>Positive</i>
Quality of instruction	4.9%	73.1%	7.2%	67.2%	1.4%	76.9%	12.3%	44.4%
Organization of the program	6.0%	62.0%	8.3%	59.1%	1.9%	74.6%	40.0%	30.0%
Availability of instructors/tutors for help with course work outside of class	9.0%	64.5%	5.8%	68.6%	8.5%	67.3%	14.0%	35.1%
Amount of practical experience	15.6%	48.9%	16.1%	48.7%	10.5%	63.0%	7.7%	72.4%
Textbooks & learning materials	7.5%	59.2%	7.8%	58.3%	6.9%	64.9%	11.9%	53.6%
Computer hardware & software	8.4%	57.0%	6.0%	63.1%	6.3%	68.2%	2.0%	55.1%
Equipment other than computers	11.3%	49.7%	18.6%	43.4%	12.5%	52.3%	16.2%	48.8%
Program or career counselling	20.5%	45.2%	16.7%	49.2%	13.1%	53.1%	23.6%	36.0%
Study facilities on campus	15.9%	51.1%	17.4%	41.9%	18.6%	51.5%	28.9%	32.6%

Note: Negative= "Strongly Disagree" + "Disagree"; Positive= "Agree" + "Strongly Agree"

LANGARA – INITIAL IMPRESSIONS

Data was collected on how students first heard about Langara, their reasons for choosing us, and 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. See Table 8 for further details and a comparison with 2005.

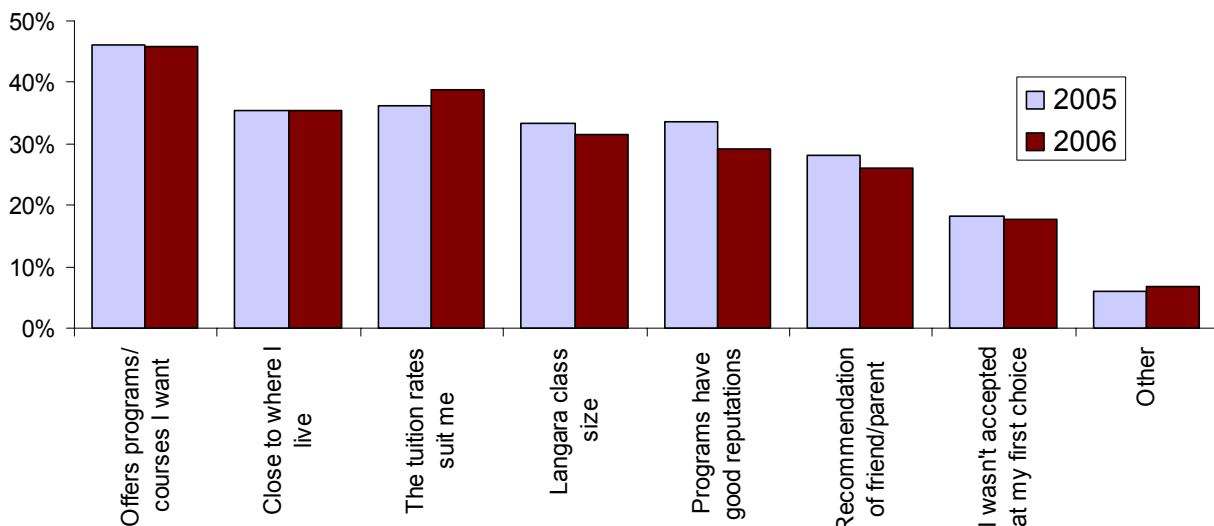
Table 8: How Respondents First Heard About Langara College

	<i>2005</i>		<i>2006</i>			
	<i>All (n=1004)</i>	<i>All (n=1193)</i>	<i>Arts & Sciences</i>	<i>Limited Enrolment</i>	<i>Career/Vocational</i>	<i>Degree</i>
Through a friend or relative	55.8%	54.7%	56.4%	49.6%	49.2%	53.7%
Website	16.7%	17.8%	16.1%	23.3%	24.9%	19.2%
Posters	5.1%	5.1%	4.7%	5.2%	7.7%	
Mini-calendar/brochure	9.1%	6.9%	6.2%	7.4%	10.3%	7.3%
High school teacher or counsellor	34.6%	34.1%	34.3%	25.3%	31.7%	44.7%
Langara representative at my school	9.5%	12.1%	11.8%	4.5%	14.6%	11.9%
Other method	8.6%	9.4%	9.5%	13.2%	9.6%	4.8%

Note: Percentages totalled more than 100% as respondents may have selected more than one answer.

The most common factors in students' decision to come to Langara were: "Langara offers the programs/courses I want" (45.9%), "The tuition suites me" (38.9%), and "Langara is close to where I live" (35.5%). These three reasons have been the most popular for the past two years.

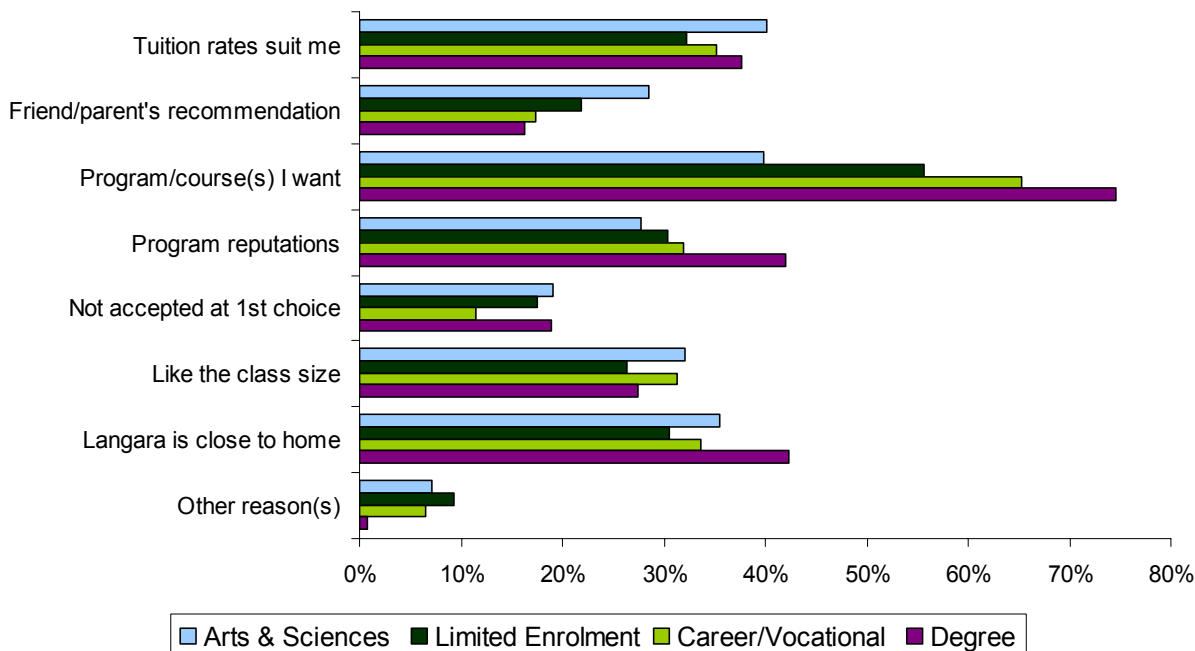
Figure 9: Reasons for Attending Langara College (2005 vs. 2006)



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

As in 2005, there were some differences between Program Areas. Langara course or program offerings were most important to Career/Vocational, Degree, and Limited Enrolment students, while offerings and tuition rates were equally important to Arts & Sciences respondents. Program reputation was only a major factor for Degree students. Distance from home was among the top three reasons for all students, but was most important to Degree students (see Figure 10).

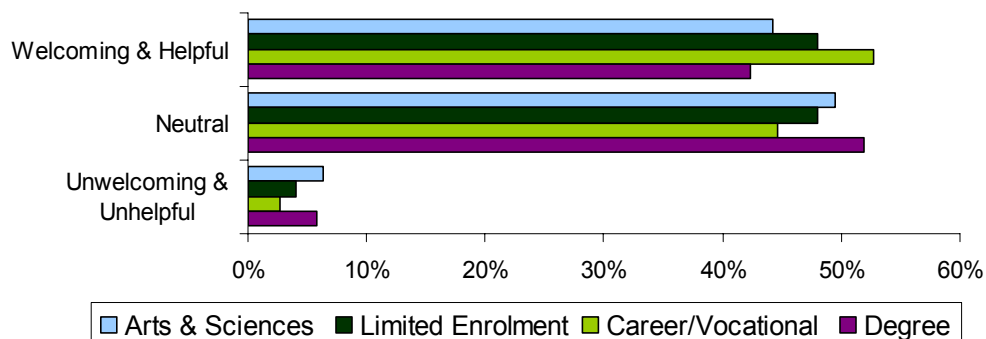
Figure 10: Reasons for Attending Langara, by Program Area



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

There were no notable changes from 2005 in students' first impressions of the atmosphere at Langara. Almost 49% of respondents declined to give an opinion by selecting a 'neutral' response, while 45.7% found Langara to be 'welcoming and helpful'. Fifty-five respondents commented that Langara felt like a high school.

Figure 11: 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 (47.1%) of students had seen a counsellor in the last year, and 70% of those found the experience helpful. Among the general student population, ratings of Counselling services were mediocre at best: no service received positive ratings from more than 45% of respondents (see Table 9). The most frequently utilized¹ Counselling services were general inquiries, educational counselling/course planning, and college policy and procedure information. These were also the highest rated services. The data was also analyzed excluding responses of 'not used' to see if service user ratings differed from the impressions of the general student body. Evaluations were only marginally improved, with all services receiving between 45% and 60% positive ratings.

Table 9: 2005-2006 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>Have not used</i>	
	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006
Workshops	0.9%	1.7%	3.8%	3.9%	20.9%	18.0%	19.5%	16.3%	8.4%	5.2%	46.5%	54.9%
General inquiries	0.8%	2.4%	6.5%	5.6%	26.5%	23.5%	32.4%	31.7%	13.7%	12.9%	20.2%	23.9%
College policies & procedures	1.4%	2.4%	6.5%	4.6%	23.2%	18.0%	30.8%	26.6%	10.8%	9.6%	27.2%	38.9%
Career Resource Centre	1.0%	2.1%	5.0%	3.2%	21.7%	15.9%	18.5%	17.8%	7.2%	5.5%	46.6%	55.6%
Personal counselling	2.4%	2.3%	5.9%	5.0%	16.9%	14.1%	19.4%	15.8%	10.4%	7.6%	44.9%	55.2%
Educational counselling/ course planning	4.0%	3.9%	7.0%	9.1%	20.2%	16.4%	24.3%	21.7%	13.8%	12.6%	30.7%	36.3%
Career exploration	1.9%	3.2%	8.1%	5.8%	18.8%	14.7%	16.1%	14.9%	5.8%	4.5%	49.3%	56.9%
Course planning for new A&S students	2.6%	2.5%	5.3%	4.4%	18.3%	13.5%	15.8%	15.8%	8.7%	6.5%	49.3%	57.3%
Other counselling services	2.3%	2.6%	1.2%	1.5%	5.9%	6.3%	3.9%	6.5%	4.3%	3.1%	82.5%	79.9%

¹ As indicated by low instances of 'Have not used' ratings.

Students were also asked to give their impressions of the Langara College Library. Most students indicated that they discovered the Langara Library on their own (38.2%) or through an instructor (22.5%). Approximately 48% of respondents thought that the Langara librarians were very helpful (up 7 percentage points from 2005). However, only 28.6% found the Library resources to be very useful. This may reflect the rapid growth of the Internet as a primary research resource, since only 23.7% of students reported using the Langara Library as their first source of information for assignments (see Figure 12). Respondents seemed happy with the Library hours, and were not extremely interested in Sunday usage (see Figure 13).

Figure 12: Students' First Source of Information for Assignments

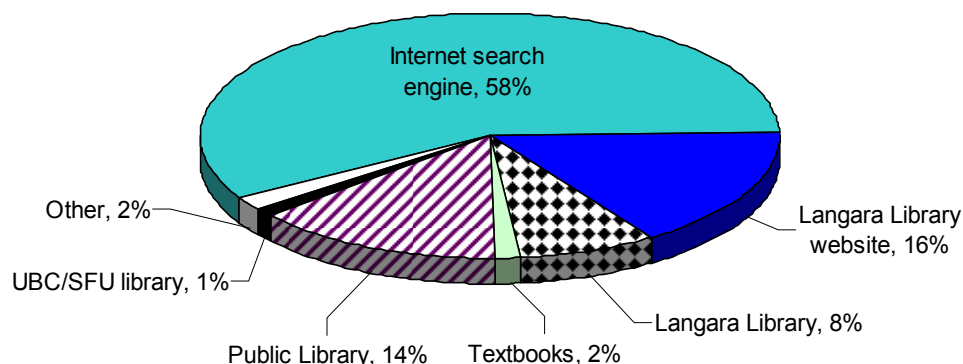
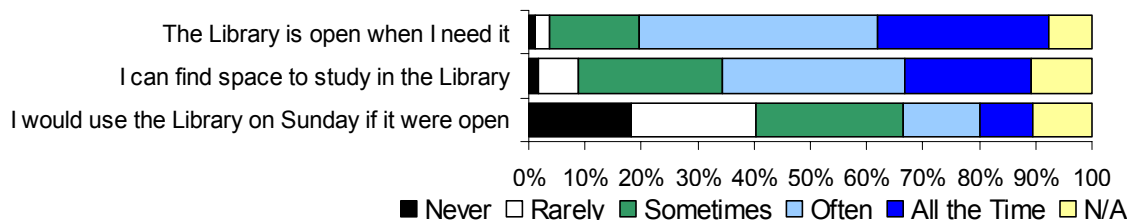


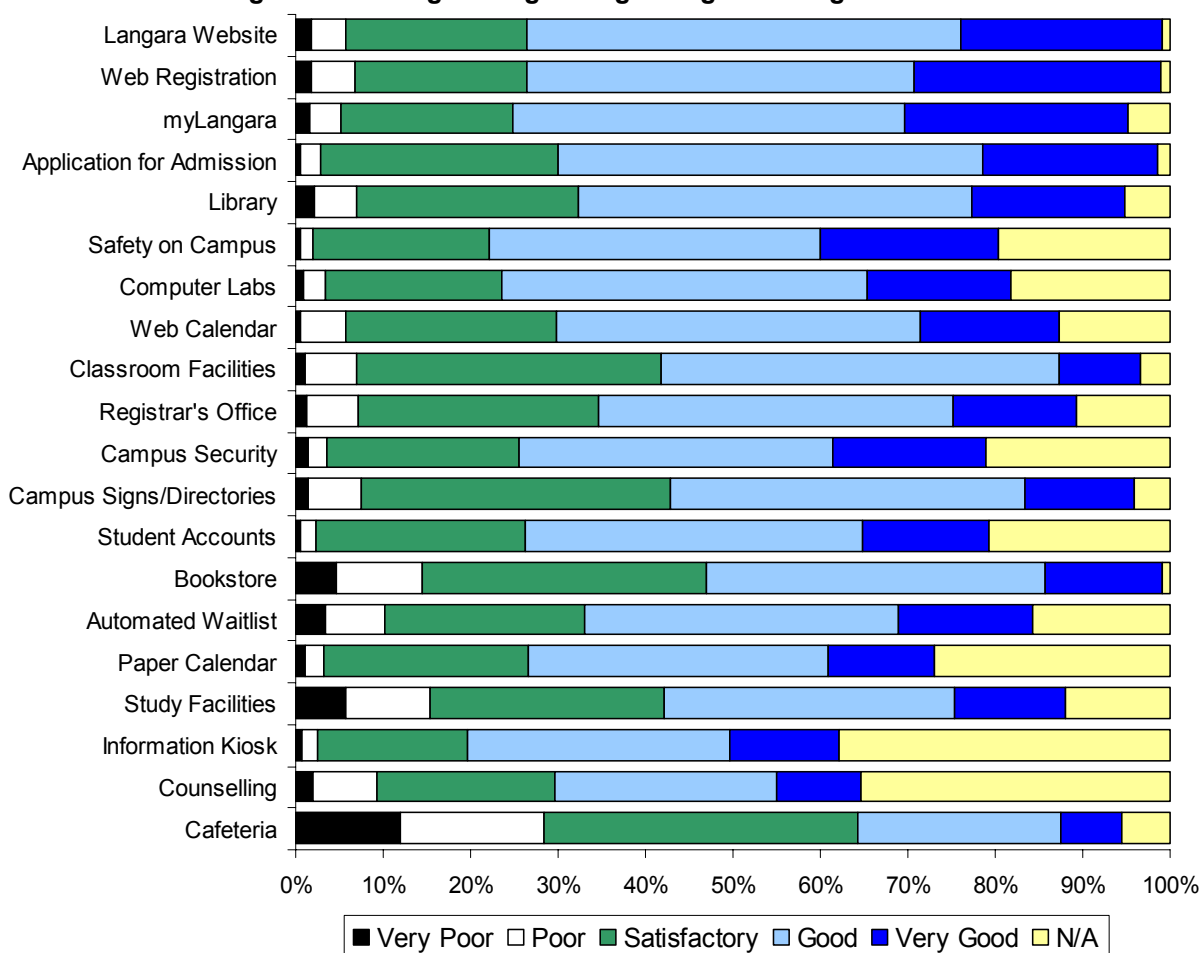
Figure 13: Student Ratings of Langara Library Accessibility



The survey also invited students to give their impressions of an extensive list of other services that Langara College offers. Most high-usage² services received positive evaluations from a majority of respondents, led by the Langara website and the web registration system (see Figure 14). However, four high-usage services were rated as either 'poor' or 'very poor' by more than 10% of the respondents: the automated waitlist (10.2%), the Bookstore (14.4%), study facilities (15.4%), and the cafeteria (28.4%).

² Rated as 'not applicable' by fewer than 50% of respondents

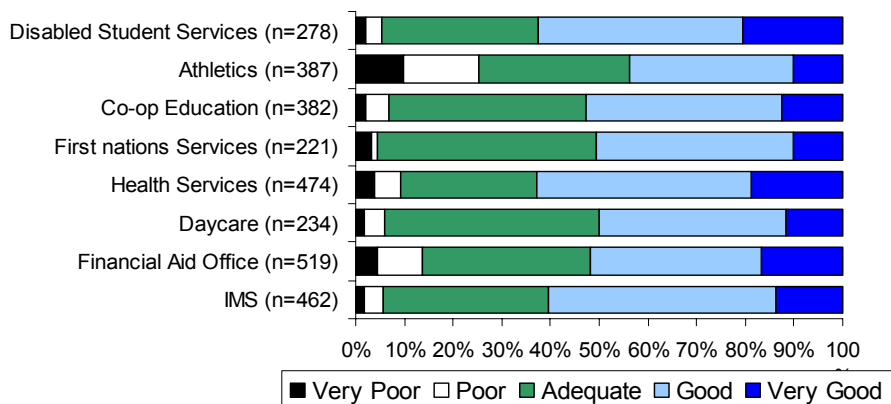
Figure 14: Ratings of High-Usage Langara College Services



For most of the listed services, user ratings did not change significantly from 2005 to 2006. However, there were some shifts worth noting. There was a 15.9 percentage point increase in positive ratings for myLangara, and modest decreases in positive ratings for safety on campus (-7 percentage points), Campus Security (-6.6 percentage points), and Health Services (-6.4 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. Most of these limited-use services received positive ratings from their clientele (see figure 15). As in 2005, the only limited-use services with more than 10% negative responses were athletics (25.2%) and the Financial Aid Office (13.7%).

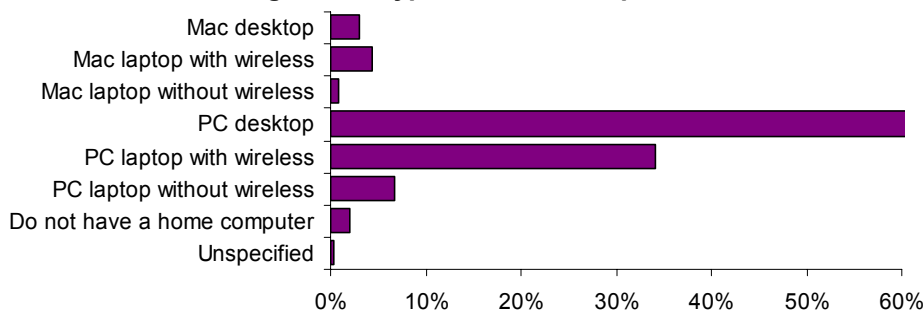
Figure 15: Client Ratings of Limited-Usage Langara Services



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 personal computers and Internet access (see Figures 16). Just over 22% of respondents own more than one computer. Almost half (46.2%) of students have laptops, and 38.6% have laptops with wireless. Only 3.8% of respondents were without Internet access at home.

Figure 16: Type of Home Computer



Satisfaction with Langara computer labs did not change much in the last year. Ratings were generally (but not exceptionally) positive with regards to computer availability and lab aide helpfulness, but more neutral when it came to lab aide availability (see Table 10 for details).

Both Arts & Sciences/Limited Enrolment and Career/Vocational/Degree students spent most of their lab time in academic pursuits (assignments, research, etc.). However, Career/Vocational/Degree 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 uses (see Figures 17 and 18).

Table 10: Student Assessment of Langara Computer Labs (2005 vs. 2006)

	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Neutral</i>		<i>Agree</i>		<i>Strongly Agree</i>	
	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006
I can always find a computer when I need one	4.1%	4.3%	16.6%	15.9%	23.6%	24.1%	38.4%	37.8%	17.2%	17.9%
Lab-aides are helpful	3.7%	2.4%	7.3%	5.5%	31.4%	37.0%	38.8%	42.5%	18.8%	12.5%
Lab-aides are accessible	5.3%	6.6%	15.8%	19.4%	40.3%	43.5%	28.2%	24.9%	10.3%	5.6%

Student Use of Computer Lab Time

Figure 17: Arts & Sciences/Limited Enrolment

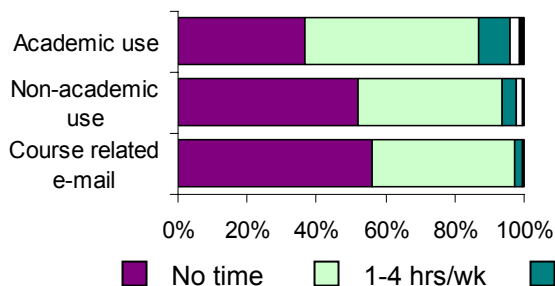


Figure 18: Career/Vocational/Degree

