



Langara College 2007 Current Student Survey Report

**Office of Institutional Research
Langara College
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LANGARA COLLEGE CURRENT STUDENT SURVEY – FALL 2007

SURVEY SAMPLE AND METHODOLOGY

A random sample of 3,000 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).

The questionnaire was only available online; no paper surveys were distributed. An email notification for the online questionnaire was sent to the sample on October 11, with reminders on October 23 and 29. By the survey deadline, a total of 1,125 valid questionnaires were returned, resulting in a final response rate of 37.5%. The accuracy of the survey results is estimated to be $\pm 3\%$, 19 times out of 20.

A comparison of the survey respondents to the student population showed that this response sample over-represented new and returning Career and Limited Enrolment students. New and returning male Arts & Sciences students were notably under-represented. As is routine procedure in survey research, all cases were weighted to achieve a sample representative of the student population. The following figures were calculated using the weighted sample. Because Limited Enrolment and Degree students comprised such a small portion of both the student population and the response sample, for most reporting purposes students were grouped in to Arts & Sciences/Limited Enrolment and Career/Degree.

Table 1: Characteristics of Student Population and Survey Respondents

Characteristics		Student Population	Respondents (unadjusted)	Respondents (adjusted)
Gender	Male	43.1%	38.5%	43.1%
	Female	56.9%	61.5%	56.9%
Major Program Area	Arts & Science	74.5%	60.0%	74.2%
	Limited Enrollment	1.8%	6.1%	1.9%
	Career	13.8%	24.8%	14.0%
	Degree	10.0%	9.0%	9.9%
Registration Status	New	34.6%	31.3%	32.7%
	Returning	65.4%	68.7%	67.3%

PROFILE OF LANGARA STUDENT SURVEY POPULATION

Table 2: Demographic Profile of Students

Characteristics		Percent
Gender	Male	43.1%
	Female	56.9%
Age	17 or younger	0.3%
	18-21 years	57.9%
	22-25 years	22.8%
	26-30 years	9.8%
	31-39 years	5.9%
	40+	3.3%
Registration Status	New	32.7%
	Returning	67.3%
Course Load	Full-time	79.7%
	Part-time	20.3%
First Language	English	72.7%
	French	1.0%
	Mandarin	11.3%
	Cantonese	7.8%
	Other	7.3%

Table 3: Primary Program of Langara Respondents

PROGRAM	%	PROGRAM	%
University Transfer – Arts	43.7%	Accounting	0.7%
University Transfer – Sciences	17.0%	Business Management	1.7%
An even mix of Arts & Sciences	10.8%	Criminal Justice	1.0%
Asian Studies	1.0%	Display + Design	0.2%
Environmental Studies	0.5%	Early Childhood Education	0.8%
Human Kinetics	2.6%	Education Assistant	0.1%
Leisure Studies	1.3%	Financial Management	0.5%
Aboriginal Studies	0.1%	Fine Arts	1.2%
Applied Computer Science & Tech.	0.1%	International Business	0.3%
Applied Urban & Rural Planning	0.2%	Journalism	0.4%
Commerce	0.9%	Library & Information Technology	2.0%
Computer Studies	0.2%	Marketing Management	0.6%
Engineering	0.2%	Nutrition & Food Service Management	0.5%
Internet/Web Comp. & Software Dev.	0.0%	Professional Photo Imaging	0.4%
Management Information Systems	0.1%	Publishing	0.3%
Professional Computer Science & Tech.	0.1%	Social Service Worker	0.3%
Bachelor of Business Administration	4.2%	Theatre Arts	0.4%
Bachelor of Science in Nursing	5.7%		

Students were asked to indicate the number of hours per week they dedicated to certain activities¹. In general, students spent more time studying or otherwise preparing for class than working, and there was very little student participation in extracurricular activities (see Figures 2 and 3). Most students spent less than 5 hours per week commuting. As in previous years, public transit was by far the most popular mode of transportation (see Figure 4).

Figure 2: Hours per Week Spent Working and Studying

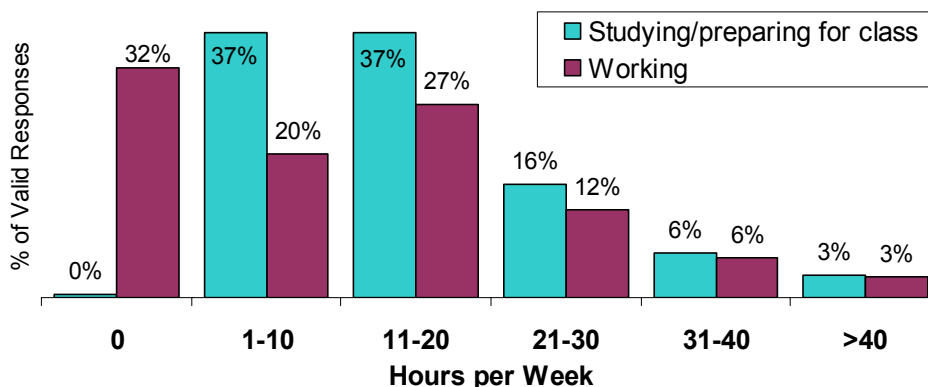


Figure 3: Hours per Week Spent Commuting or Participating in Extracurricular Activities

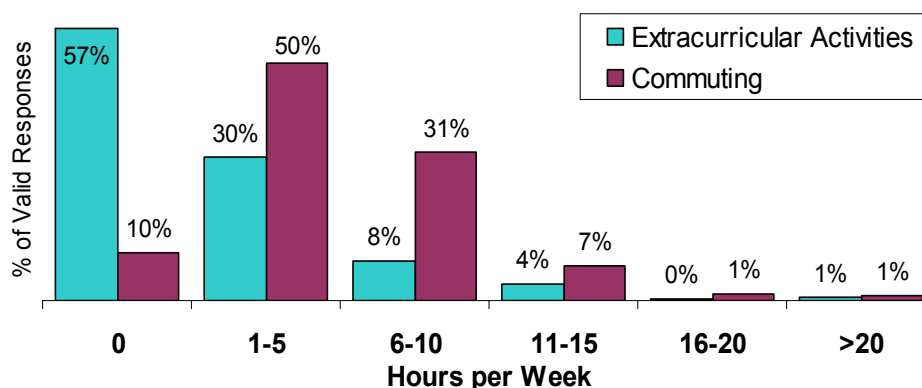
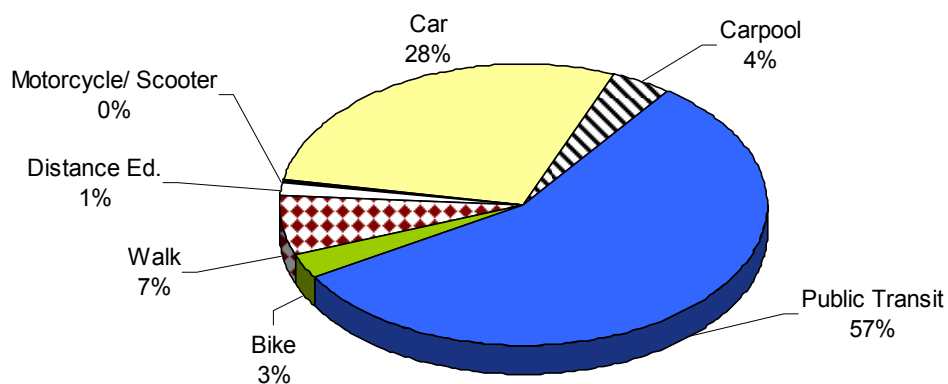


Figure 4: Primary Mode of Transportation



¹ Questions adapted with permission from the *Student and Information Technology in Higher Education 2007 Questionnaire*, EDUCAUSE Center for Applied Research.

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 might be useful in course or section planning.

Approximately 80% of respondents were studying full-time (taking at least 9 credits). The majority (64.5%) were in their first year at Langara, and 53.8% anticipated staying for at least 4 terms (see Table 5). This Fall's Arts & Sciences, Limited Enrolment and Career students were slightly more likely than their predecessors to anticipate remaining at Langara for a year or less. This was somewhat compensated for by the increasing number of Degree students, who generally planned to stay for more than 5 terms.

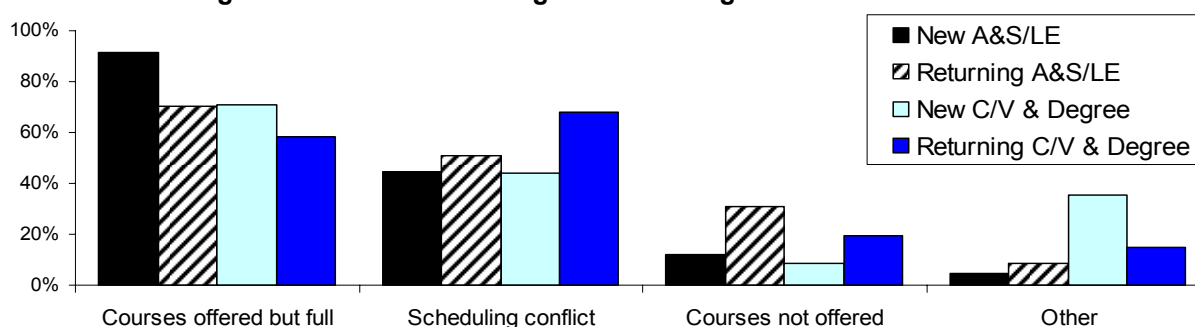
Table 4: Number of Terms Students Have Taken or Intend to Take at Langara, by Major Program Area and Enrolment Status

Terms Taken	All Respondents		Arts & Sciences and Limited Enrolment				Career and Degree			
			Full-time		Part-time		Full-time		Part-time	
	#	%	#	%	#	%	#	%	#	%
1 term	353	32.7%	238	36.6%	57	33.7%	44	21.2%	12	25.9%
2 terms	123	11.4%	86	13.3%	15	9.0%	16	7.9%	4	8.5%
3 terms	220	20.4%	138	21.2%	32	18.7%	42	20.4%	9	17.8%
4 terms	158	14.7%	104	16.1%	23	13.7%	22	10.7%	7	14.4%
5+ terms	225	20.8%	83	12.8%	42	25.0%	82	39.7%	16	33.5%
Terms Intended			Full-time		Part-time		Full-time		Part-time	
1 term	48	4.5%	22	3.5%	16	9.3%	4	2.0%	5	11.4%
2 terms	155	14.5%	102	15.8%	19	11.5%	27	13.3%	5	10.4%
3 terms	102	9.5%	70	10.9%	14	8.4%	17	8.1%	1	1.2%
4 terms	219	20.4%	167	25.7%	17	10.0%	31	14.8%	5	10.8%
5+ terms	358	33.4%	183	28.2%	47	28.2%	106	51.4%	20	42.7%
Not Sure	191	17.8%	103	15.9%	55	32.7%	21	10.3%	11	23.6%

About 76% of respondents were able to enrol in all of their desired courses by the end of the first week of classes, an increase of 8 percentage points from 2006. The greatest improvement was among new Career students (from 62% in 2006 to 80% in 2007).

Among the 261 students (24%) who were not able to enrol in all of their preferred classes, the most common reason was that their desired courses were full (18%). This was the main issue for all groups except returning Career/Degree students, who had more problems with scheduling conflict (see Figure 5). Compared to 2006, there were increasing difficulties with full courses (up 10 percentage points among Arts & Sciences/Limited Enrolment students and 12 percentage points among Career/Degree students). Career/Degree students also reported a 15 percentage point increase in scheduling conflicts.

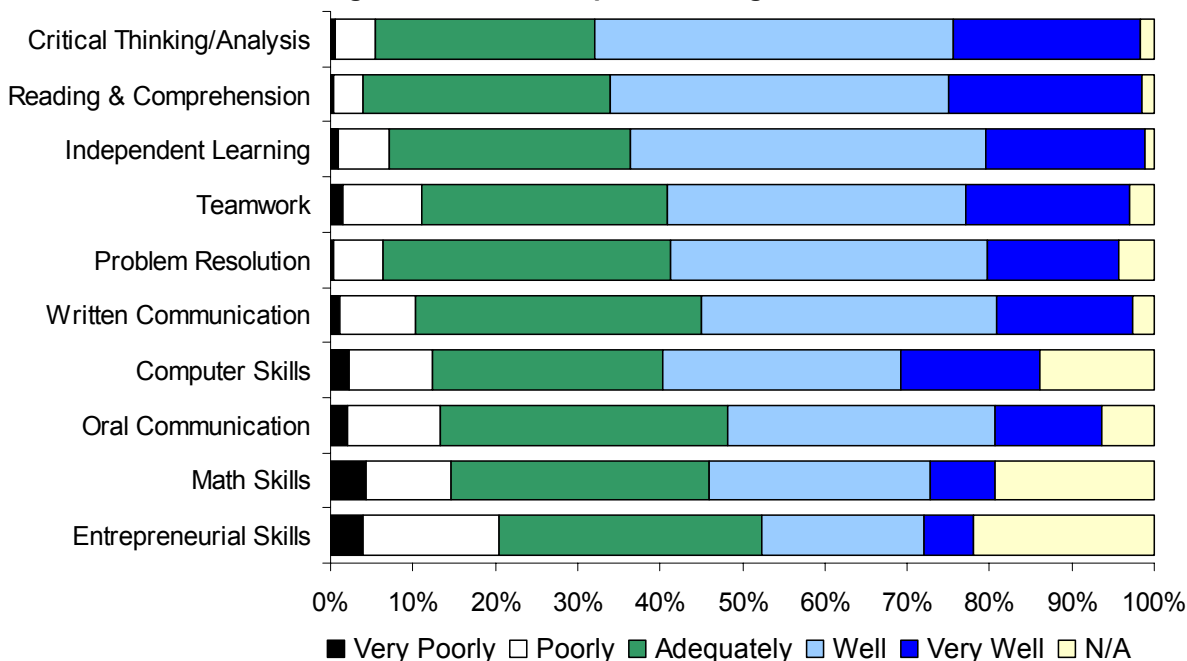
Figure 5: Reasons for Being Unable to Register in Desired Courses



SKILL DEVELOPMENT AND INSTRUCTION

This section asked students to evaluate several aspects of their program, course instruction, and institution. The first set of questions focused on the extent to which their program had prepared them in developing specific abilities. The majority of respondents gave ratings of ‘well’ or ‘very well’ prepared to all items except oral communication, computer, math, and entrepreneurial skills (see Figure 6). However, positive ratings were down slightly from 2006 for all abilities except computer skills.

Figure 6: Skill Development Ratings - All Students



Arts & Sciences students gave the highest ratings to reading (62.3%) and critical thinking skills (61.9%), while Limited Enrolment students were more positive about teamwork (63.5%) and computer skills (61.6%). Both Career and Degree students thought they were best prepared in critical thinking (75.7% and 85.9%, respectively) and teamwork (73.4% and 83.2%, respectively). Overall, Career and Degree students rated the skill development items notably higher than Arts & Sciences or Limited Enrolment students. See Figures 7 and 8 for details.

When compared to 2006, Arts & Sciences ratings declined marginally for almost all skill development areas. Positive ratings from Limited Enrolment students decreased by more than 15 percentage points for reading, writing and problem resolution, but increased by 16 percentage points for teamwork. Career student ratings declined by more than 10 percentage points for math, oral communication, and entrepreneurial skills, while Degree student ratings of math skills improved by 14 percentage points.

Figure 7: Skill Development Ratings - Arts & Sciences/Limited Enrolment Students

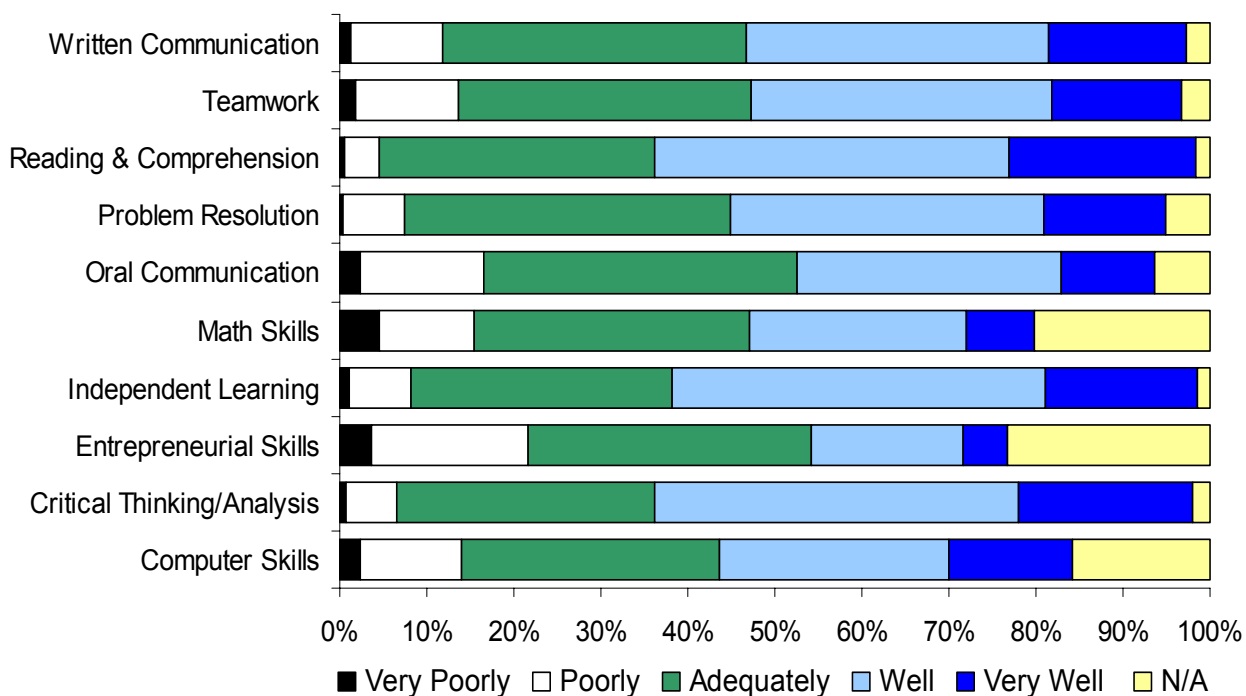
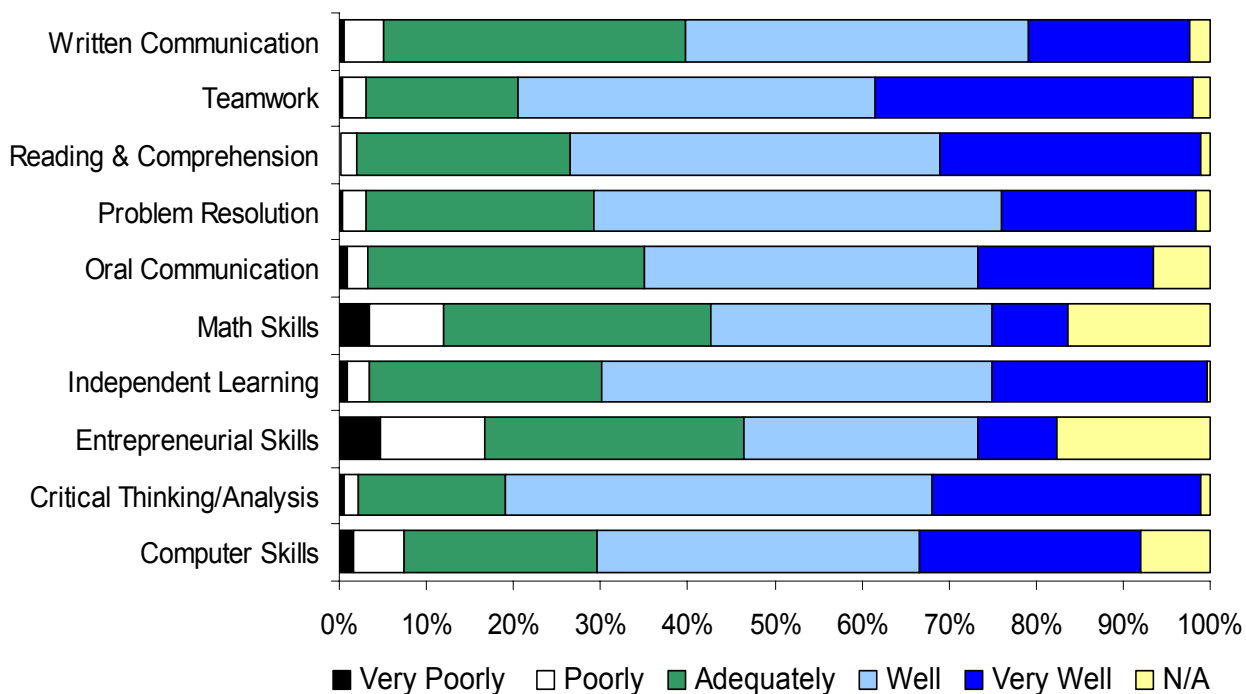


Figure 8: Skill Development Ratings - Career/Degree Students



When asked about course instruction at Langara, students were extremely positive (see Figure 9). Career students gave the most positive evaluation of course instruction, followed by Arts & Sciences and then Degree students. Compared to other program areas, Limited Enrolment students were notably less approving; with more than 15% negative ratings for “instructors are encouraging”, “assignments are clearly outlined and defined” and “grading system in courses is fair” (see Table 5). There were no notable changes from 2006.

Figure 9: Evaluation of Course Instruction

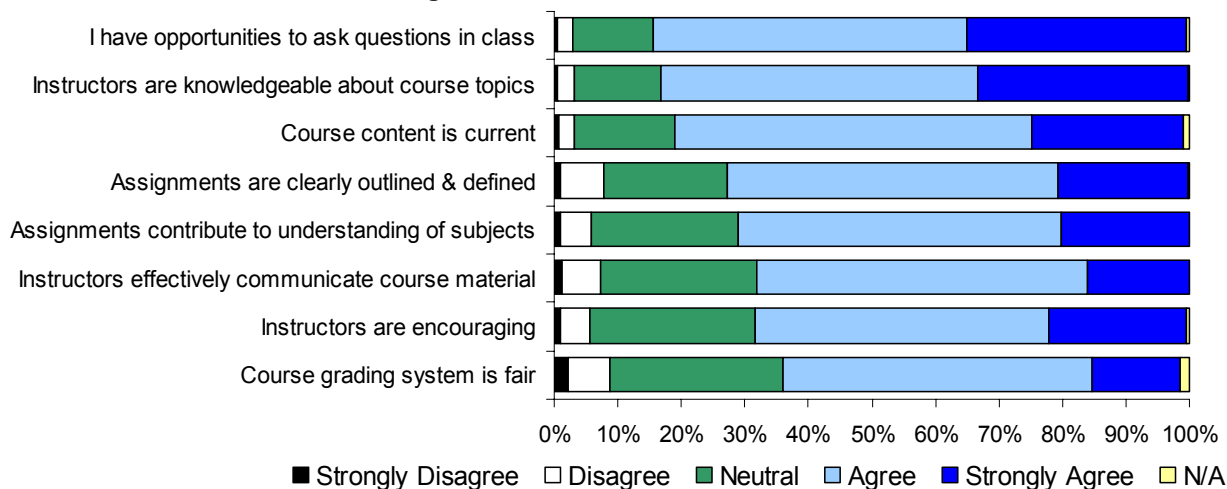


Table 5: Evaluation of Course Instruction, by Program Area

	Arts & Sciences		Limited Enrolment		Career		Degree	
	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive
Instructors are knowledgeable about course topics	3.2%	82.7%	3.7%	74.9%	2.4%	87.0%	2.6%	79.7%
Instructors are encouraging	6.4%	66.0%	18.2%	54.7%	3.1%	77.0%	2.1%	70.7%
Instructors effectively communicate course material	7.1%	67.9%	9.1%	52.8%	9.3%	74.0%	6.2%	61.8%
Course content is current	2.6%	79.5%	4.9%	78.7%	2.8%	84.2%	6.6%	78.5%
I have opportunities to ask questions in class	3.3%	82.7%	0.9%	78.8%	3.0%	86.8%	0.9%	91.1%
Assignments contribute to understanding of subjects	6.2%	70.3%	1.8%	74.2%	1.8%	78.5%	9.7%	64.1%
Assignments are clearly outlined & defined	6.9%	72.4%	16.2%	61.8%	5.8%	76.6%	14.5%	68.7%
Course grading system is fair	9.6%	61.3%	15.4%	52.8%	4.5%	65.8%	8.0%	70.0%

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’ (see Figure 10). “Quality of instruction” received the most positive evaluation (67.6%), while “Program or career counselling” received the lowest ratings (36.9% approval). When compared to 2006, positive evaluations of “study facilities on campus” increased by 8 percentage points.

As with instructional evaluation, the highest ratings on the program items came from Career students, and the lowest were given by Limited Enrolment students (see Table 6). Areas of particular concern for Arts & Sciences and Limited Enrolment students were “Amount of practical experience” and “equipment other than computers”. Limited Enrolment students also gave poor ratings to “availability of instructors/tutors for help with course work outside of class”. Degree students assigned negative evaluations to “equipment other than computers”, “organization of program” and “study facilities on campus”. Students from all four program areas expressed concern about “program or career counselling”.

Figure 10: Evaluation of Program/Course of Study

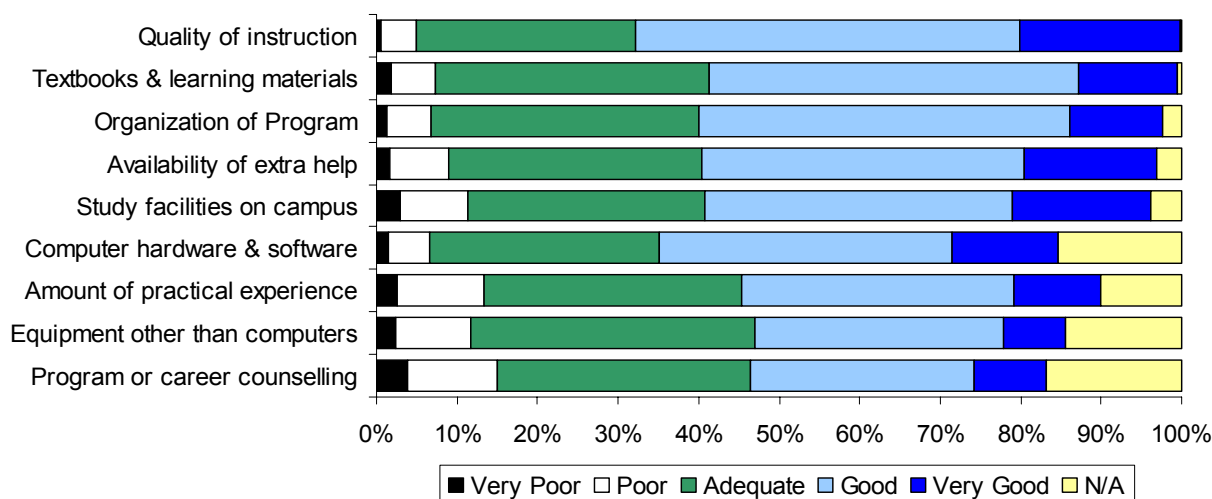


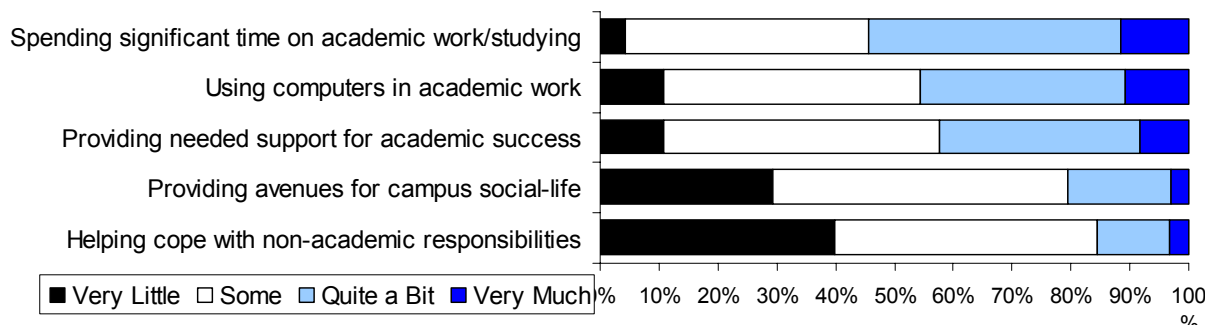
Table 6: Evaluation of Program/Course of Study, by Program Area

Statements About Program/Course of Study	Arts & Sciences		Limited Enrolment		Career		Degree	
	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive
Quality of instruction	5.2%	65.8%	7.8%	60.2%	2.5%	77.4%	5.7%	68.5%
Organization of the program	6.0%	56.2%	5.4%	61.3%	1.8%	73.0%	20.5%	46.2%
Availability of instructors/tutors for help with course work outside of class	9.7%	55.5%	17.6%	40.0%	4.9%	61.8%	7.4%	57.7%
Amount of practical experience	14.8%	39.0%	16.8%	44.2%	8.0%	59.9%	9.3%	64.9%
Textbooks & learning materials	7.3%	58.0%	7.4%	52.0%	3.2%	66.4%	12.9%	48.0%
Computer hardware & software	7.1%	48.4%	4.5%	55.8%	3.9%	51.4%	7.8%	54.8%
Equipment other than computers	11.0%	37.0%	16.1%	37.4%	8.0%	46.1%	20.9%	40.4%
Program or career counselling	15.4%	35.3%	19.4%	40.6%	12.0%	43.0%	16.4%	39.6%
Study facilities on campus	10.6%	55.6%	10.0%	59.8%	10.3%	53.4%	18.4%	54.2%

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

Students were then asked to assess the amount of emphasis they felt Langara placed on certain aspects of campus life². Ratings in academic-related areas were moderately optimistic, but campus social life and non-academic support received positive ratings from less than 21% of students (see Figure 11).

Figure 11: Areas of Campus Life Emphasized by Langara College

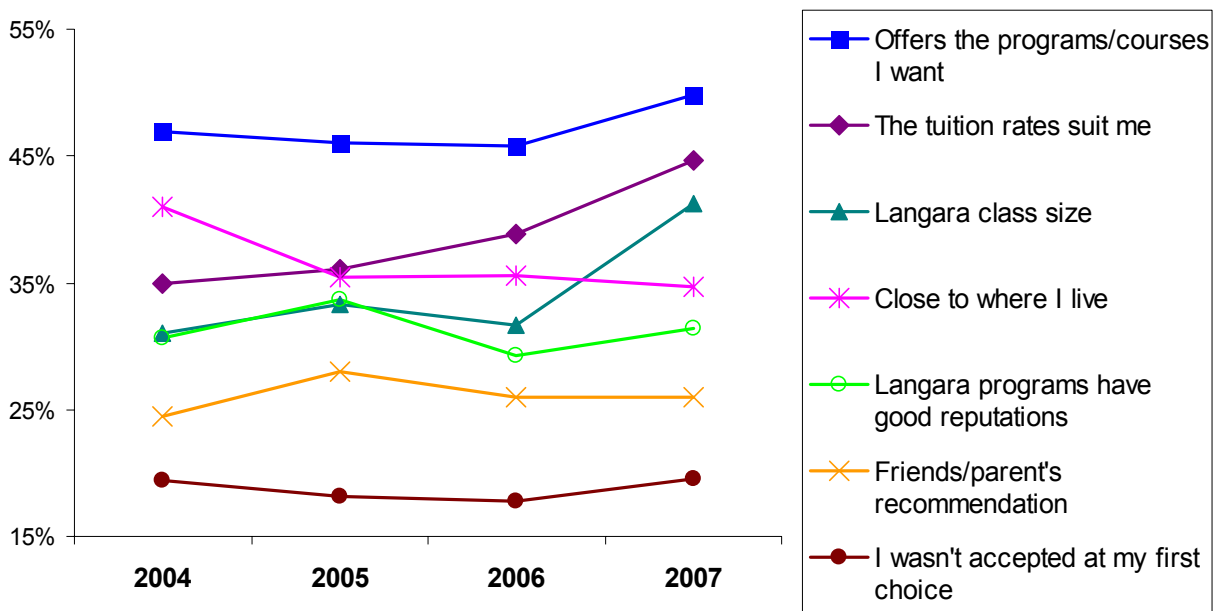


² Question taken with permission from the *Student and Information Technology in Higher Education 2007 Questionnaire*, EDUCAUSE Center for Applied Research.

LANGARA – INITIAL IMPRESSIONS

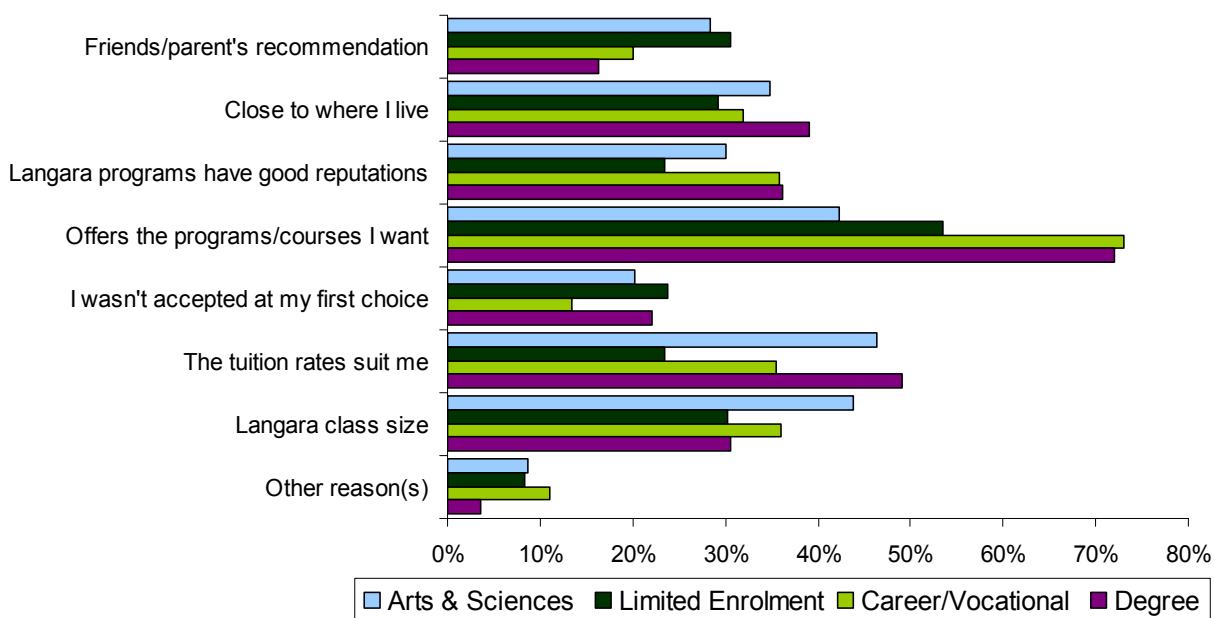
Data was collected on students' reasons for choosing Langara and their initial impressions of the College. Program or course offerings, tuition rates, and class sizes were the most common factors in students' decision to come to Langara. This was a slight change from previous years, in that class size and tuition rates have become much more important to our students.

Figure 13: Reasons for Attending Langara College (2004 to 2007)



There were some differences between Program Areas. Langara course or program offerings were by far the most important reason for Career, Degree and Limited Enrolment students, while Arts & Sciences students were fairly evenly split between tuition rates, class size and course offerings (see Figure 14). Unlike previous years, distance from home was only a leading reason for Degree students.

Figure 14: Reasons for Attending Langara, by Program Area



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

Fifty-three percent of respondents had a ‘neutral’ first impression of Langara, while 42.9% found it ‘welcoming and helpful’. However, the great majority of students would ‘probably’ or ‘definitely’ attend Langara again, given the chance to start over (see Figure 12).

Figure 15: Initial Impressions of Langara College

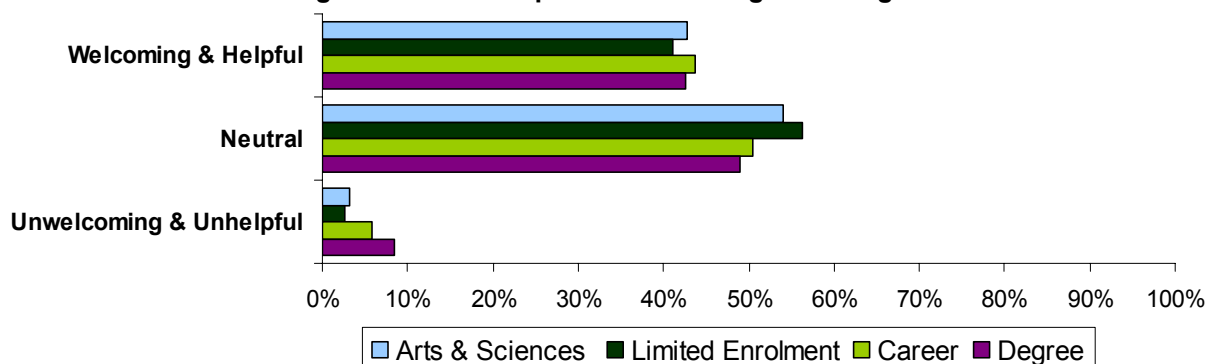
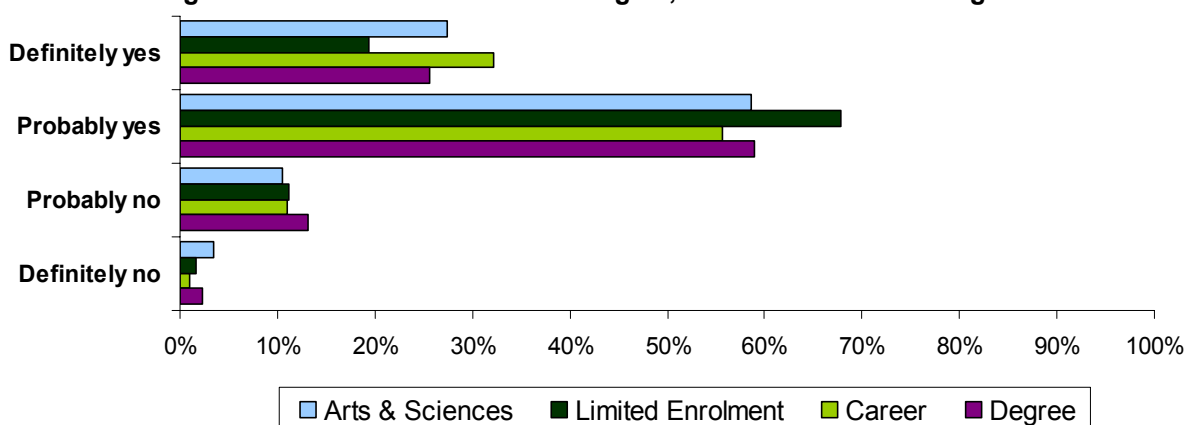


Figure 12: If You Could Start Over Again, Would You Attend Langara?



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 (47.3%) of students had seen a counsellor in the last year. Of those who had used personal counselling, 50% rated the experience as ‘good’ or ‘very good’. Among students who had seen a counsellor for educational counselling or course planning, 54% gave positive ratings. However, among the general student population, ratings of other Counselling Department services were mediocre; most ratings were ‘adequate’, and no service received more than 40% positive ratings. The highest rated services were general inquiries, appointment booking, and providing information on college policies and procedures. Career exploration and the Career Resource Centre received the least positive review. See Table 7 for a comparison to 2006 ratings.

Table 7: 2006-2007 Impressions of Langara Counselling Department Services

	Very Poor		Poor		Adequate		Good		Very Good		Have not used	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
Personal Counselling (users only)	5.2%	4.2%	11.2%	11.6%	31.4%	34.7%	35.3%	30.0%	16.9%	19.5%	n/a	n/a
Academic counselling (users only)	6.1%	5.6%	14.2%	11.2%	25.7%	29.1%	34.1%	30.8%	19.9%	23.4%	n/a	n/a
Booking appointments in a timely fashion	n/a	1.4%	n/a	5.3%	n/a	29.1%	n/a	24.1%	n/a	10.7%	n/a	29.3%
Directing you to appropriate resources	n/a	2.3%	n/a	7.6%	n/a	30.3%	n/a	21.7%	n/a	9.3%	n/a	28.8%
Workshops	1.7%	1.7%	3.9%	6.0%	18.0%	25.8%	16.3%	17.7%	5.2%	5.6%	54.9%	43.2%
General inquiries	2.4%	2.1%	5.6%	5.2%	23.5%	30.9%	31.7%	28.6%	12.9%	10.9%	23.9%	22.3%
College policies & procedures	2.4%	1.7%	4.6%	6.5%	18.0%	28.9%	26.6%	23.9%	9.6%	8.4%	38.9%	30.6%
Career Resource Centre	2.1%	1.8%	3.2%	6.6%	15.9%	26.1%	17.8%	16.2%	5.5%	3.9%	55.6%	45.5%
Career exploration	3.2%	2.6%	5.8%	8.2%	14.7%	26.5%	14.9%	16.6%	4.5%	4.1%	56.9%	42.0%
Course planning for new A&S students	2.5%	1.8%	4.4%	7.1%	13.5%	26.7%	15.8%	16.4%	6.5%	6.7%	57.3%	41.2%

Students were also asked to give their impressions of the new Langara College Library. Most students thought that the Langara librarians were helpful, and the library resources were useful. Respondents seemed quite happy with the Library hours, and most were satisfied with the availability of Library study space (see Figure 16). The internet remained student’s primary research resource, and only 31.5% of students reported using the Langara Library (either in person or on-line) as their first source of information for assignments (see Figure 17).

Figure 16: Ratings of the Langara Library

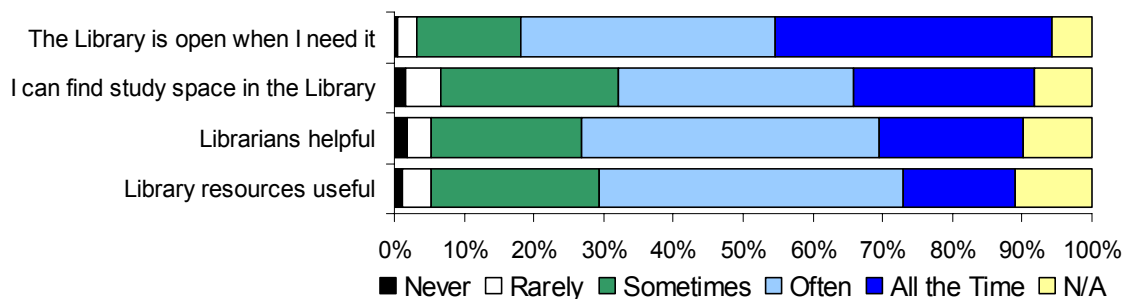
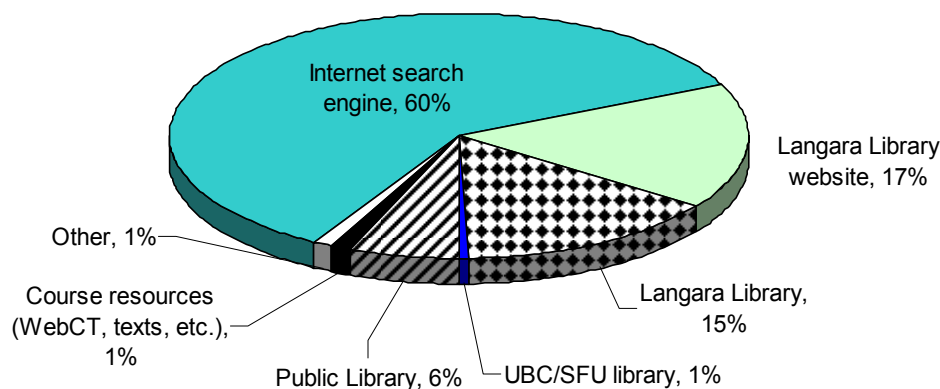
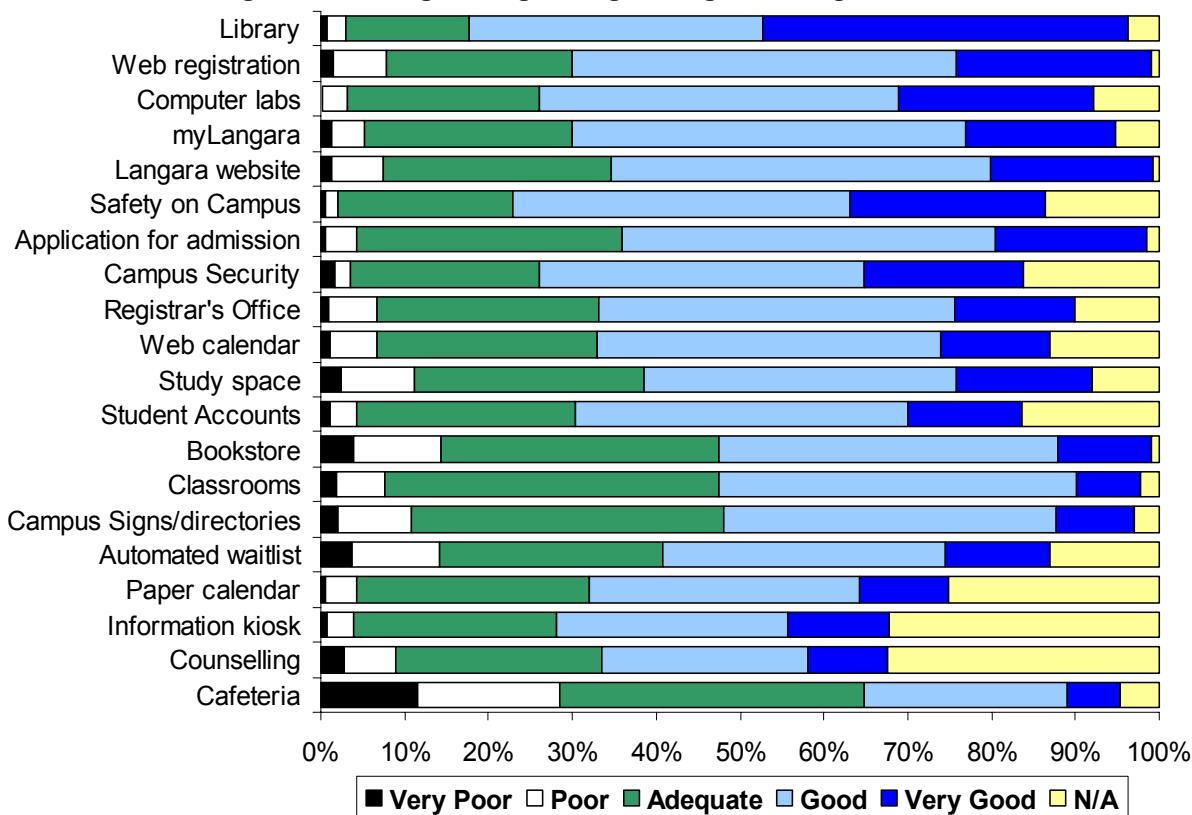


Figure 17: First Source of Information for Assignments



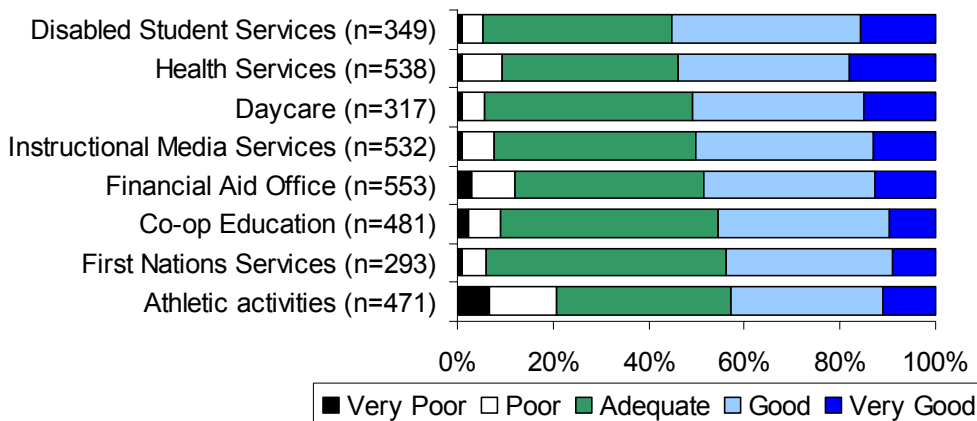
Students also gave their impressions of an extensive list of other services that Langara College offers. Among the general student population, ratings of high-usage³ services were moderately positive (see Figure 18). The highest rated services were the Langara Library (78.5%), web registration (69.1%) and the computer labs (66.1%). The most negative ratings were given to the Cafeteria (28.4% 'very poor' or 'poor'), Bookstore (14.3%) and the automated waitlist (14.2%). In light of the new Library facilities, it was not surprising that positive ratings increased this year for the Langara Library (+15.9 percentage points), computer labs (+7.9 percentage points) and campus study space (+7.4 percentage points).

Figure 18: Ratings of High-Usage³ Langara College Services



Some of the services were not applicable to a large portion of the student body, or were used by less than 60% of the respondents. With the exception of athletic activities (21% negative ratings), most of these limited-use services received positive ratings from their clientele (see figure 19).

Figure 19: Client Ratings of Limited-Usage Langara Services



³ Rated as 'not applicable' by less than 33% of respondents.

COMPUTER NEEDS & SERVICES

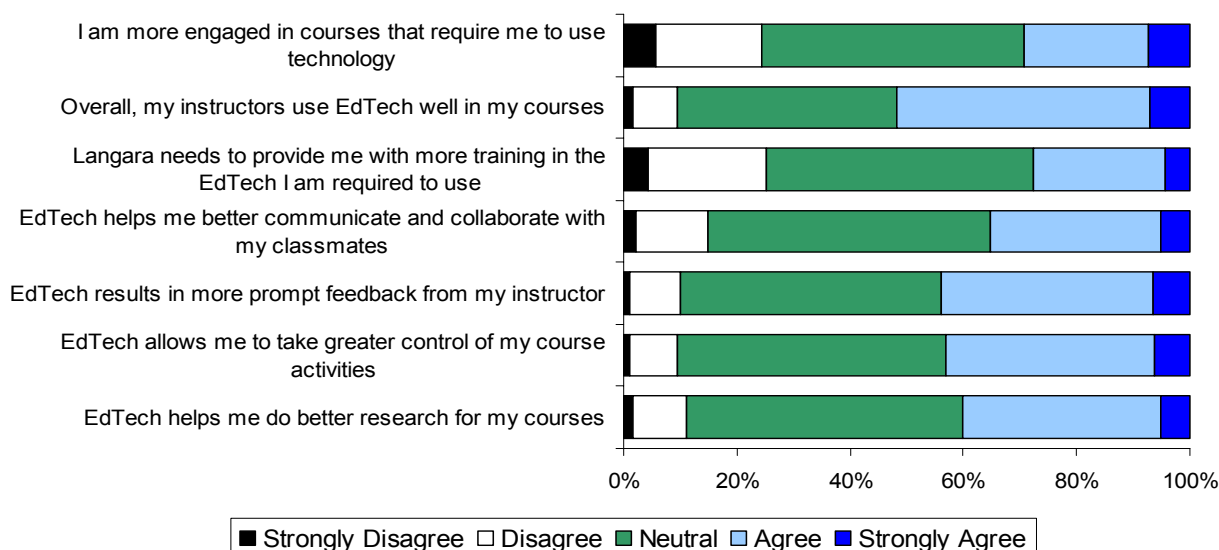
The purpose of this section was to determine student satisfaction with Langara computer services and educational technology. The section pertaining to educational technology was new, rendering annual comparisons impossible.

Table 8: Assessment of Langara Computer Labs

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can always find a computer when I need one	3.7%	15.7%	28.4%	38.1%	14.1%
Lab-aides are helpful	1.9%	7.6%	41.2%	38.8%	10.5%
Lab-aides are accessible	6.3%	20.9%	41.6%	25.5%	5.7%

Most students preferred taking courses that use a limited (21%) or moderate (55%) level of educational technology (EdTech)⁴. Almost 48% of respondents believed that their instructors used EdTech appropriately. However, students were divided on both their engagement in EdTech courses and their desire for more training in EdTech tools. Students were somewhat more optimistic in their evaluation of the impact of EdTech on their course experience (see Figure 20).

Figure 20: Assessment of Courses That Use Educational Technology



STUDENT COMMENTS

The most common comment regarding first impressions of Langara College was that our students, faculty, staff, and atmosphere were ‘friendly’. However, several students also stated that Langara felt like a ‘big high school’: some of these comments were positive, stressing the ease of transition, but most were neutral or negative. When asked “If you could start over, would you attend Langara?” the most common positive comments referred to the quality and approachability of our instructors and the benefits of Langara’s small class sizes. Those who would not return to Langara generally cited a desire to enter university or an institution closer to their home.

Many respondents also had general comments, the most common referring to instruction, the new Library, and campus food services. Comments regarding instruction were both positive and negative, while those addressing food services were entirely negative. Students were very complimentary with regards to the new Library building itself, but there were some complaints about the general noise level, lack of quiet study space, and Library hours.

⁴ Questions adapted with permission from the *Student and Information Technology in Higher Education 2007 Questionnaire*, EDUCAUSE Center for Applied Research.