



# **2013 Student Satisfaction Survey**

## **Report of Findings**

Prepared by the Office of Institutional Analysis and Planning  
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# Executive Summary

## Methodology

The thirteenth Student Satisfaction Survey (formerly the Fall Registration Survey) was conducted in October 2013 and asked students various questions related to their selection of postsecondary institution, their educational plans at KPU, their course registration and transfer credit processes, their educational experiences at KPU, and their experiences with student support services at KPU, as well as their background information.

A total of 2,746 students responded to the survey. This translates into an overall response rate of 19%, which represents an 8 percentage point increase over the response rate for the 2011 Student Satisfaction Survey.

## Responding Students' Background

Responding students had the following characteristics:

- 72% were under the age of 25,
- 61% were female,<sup>1</sup>
- 49% were Asian and 38% were Caucasian,<sup>2</sup>
- 90% were domestic students,
- 32% were new to KPU,
- 62% spoke both English and another language,
- 67% had some postsecondary education or had obtained a postsecondary credential at the time of the survey,
- 6 in 10 came from homes where at least one parent had some postsecondary education (62% of respondents' fathers and 60% of respondents' mothers), and
- 11% had children under their care.

<sup>1</sup> Compared to actual student data, females are over-represented by 7 percentage points in this survey.

<sup>2</sup> 'Mixed ethnic origins' category is not included in the percentages.

## Choice of Postsecondary Institution

Nearly 63% of respondents indicated KPU was their first choice postsecondary institution.

The proportion of respondents who indicated KPU was their first choice increased by 6 percentage points from the 2011 survey; however, the 2013 figure is similar to the findings from the 2009 survey and is 15 percentage points below the result from the 2008 survey.

**KPU as the First Choice, Fall 2008 – Fall 2013**



For respondents indicating that KPU was not their first choice, the top three choices were: SFU (33%), UBC (25%), and BCIT (14%). The same three institutions were also the top three choices in 2011, 2009, and 2008.

## Major Factors Influencing Students' Decision to Attend KPU

The factors identified by more than 70% of respondents as being a major influence in their decision to come to KPU were:

- KPU offers the program I want (75%), and
- Location (72%).

Other important factors (a major influencer to about half of respondents) were:

- Class size (56%),
- Option to complete a degree (55%), and
- Easy to get accepted (51%).

These factors were also the top factors of major influence in 2011.

## Student Preferences

As in 2011, respondents indicated a strong preference for:

- In-class courses over other methods of course delivery – 65% of the respondents said they prefer in-class courses,
- May to June intersession – 71% were very likely/likely to take a course in this intersession,
- Monday to Friday noon to 4 PM time slot – 80% were very likely/likely to take a course during that time slot, and
- Monday to Friday 8 AM to noon time slot – 66% were very likely/likely to take a course during that time slot.

Respondents who were of the traditional working age cohort (ages 25 – 54) were more likely to prefer evening classes, Saturday classes, and Friday evening and all day Saturday classes once a month.

The majority of respondents on all four campuses were satisfied with the current hours of operation of KPU campuses. The results indicate that the respondents were more likely to use campus spaces between 7:00 am and 11:00 pm Monday through Thursday. However, there is a demand on Langley, Richmond, and Surrey campuses to keep the Libraries open for extended hours on Fridays and on the weekends.

## Student Satisfaction

The figure on the next column presents the respondents' mean (average) level of satisfaction with the course registration process, the transfer credit process, their educational experiences at KPU, and the student support services at KPU.

Student Satisfaction Ratings: Mean Scores  
(1=Very dissatisfied, 5=Very satisfied)



As in 2011, the 2013 survey respondents provided the highest satisfaction ratings to overall educational experience at KPU and the lowest satisfaction ratings to the transfer credit process.

While the 2013 mean scores were essentially the same as the scores for 2011, the mean scores for the overall course registration process and transfer credit process were slightly lower compared to the results from the 2009 survey. In 2009, the mean satisfaction score for the overall course registration process was 4.0 and the mean satisfaction score for the overall transfer credit process was 3.3.

## Top Reasons for Satisfaction/ Dissatisfaction

### EDUCATIONAL EXPERIENCES AT KPU

The highest rated aspects of respondents' educational experiences were:

- Treatment of students is not influenced by gender, ethnicity, age, sexual orientation, disabilities, religion, etc.<sup>3</sup> (mean score of 4.3),
- Course materials are up-to-date and relevant (mean score of 4.1), and
- Faculty demonstrate care about my success as a student (mean score of 4.1).

The lowest rated aspects were:

- I am aware of the opportunities to study in another country<sup>4</sup> (mean score of 3.6),

<sup>3</sup> 2013 was the first year this aspect was included.

<sup>4</sup> Asked only to students on Langley, Richmond, and Surrey campuses.



- I am aware of opportunities to create social connections at KPU (mean score of 3.6), and
- I am aware of opportunities for expressing student concerns (mean score of 3.7).

The results for 2011 were similar.

### COURSE REGISTRATION PROCESS

The highest rated aspects of the course registration process were:

- Admissions staff are helpful<sup>5</sup> (mean score of 4.1),<sup>6</sup>
- Educational advising (help with program planning, course selection, etc.) is helpful<sup>7</sup> (mean score of 3.9), and
- Web registration process is easy to use (mean score of 3.8).

The lowest rated aspects were:<sup>8</sup>

- All desired courses can be scheduled without timetable conflicts (mean score of 3.2),
- Admissions staff are helpful on the phone (mean score of 3.5), and
- Class change (add/drop) policies are reasonable (mean score of 3.6).

The results for 2011 were similar.

### STUDENT SUPPORT SERVICES AT KPU

The highest rated aspects of student support services were:

- Adequacy of library services such as orientation and reference (mean score of 4.2),
- Adequacy of library resources such as books, journals (mean score of 4.1), and
- Accessibility of computer labs (mean score of 4.1).

<sup>5</sup> Asked only to Cloverdale campus students.

<sup>6</sup> Cloverdale campus respondents gave the helpfulness of admissions staff a mean score of 4.05 out of 5.00. Surrey, Richmond and Langley respondents gave the helpfulness of admissions staff in person a mean score of 3.89.

<sup>7</sup> Asked only to student on Langley, Richmond, and Surrey campuses.

<sup>8</sup> The options 'all desired courses can be scheduled without timetable conflicts', 'admissions staff are helpful on the phone', and 'class change policies are reasonable' were not provided to students on the Cloverdale campus.

The lowest rated aspects were:

- Campus food services (mean score of 3.3),
- Recreational activities on campus<sup>9</sup> (mean score of 3.4),
- Student employment services (mean score of 3.5), and
- Convenience of student service hours (mean score of 3.5).

The results for 2011 were similar.

### TRANSFER CREDIT PROCESS

Nearly 3 in 10 (27%) respondents were dissatisfied/very dissatisfied with the transfer credit process. Dissatisfied respondents were asked about the reasons<sup>10</sup> for their dissatisfaction with the transfer credit process. The top three reasons were:

- Took too long to find out what credit was transferred (48% of dissatisfied/very dissatisfied respondents cited this reason),
- Complicated and confusing process (45% cited this reason), and
- Amount or type of credit granted (43% cited this reason).

Top reasons for dissatisfaction with the transfer credit process have remained unchanged between 2009 and 2013.

### ***Would they enroll at KPU again?***

While KPU was not the first choice postsecondary institution for 37% of survey respondents, a large majority (89%) of respondents said they would enroll at KPU if they were to do it over again, indicating that in general, students are satisfied with their experiences at KPU. The results for 2011 were similar.

<sup>9</sup> Asked only to students on Langley, Richmond, and Surrey campuses.

<sup>10</sup> Survey respondents were able to select all reasons that apply.

## Survey Overview

The thirteenth Student Satisfaction Survey (formerly the Fall Registration Survey) was conducted in October 2013 and asked students various questions related to their selection of postsecondary institution, their educational plans at KPU, their course registration and transfer credit processes, their educational experiences at KPU, and their experiences with student support services at KPU, as well as their background information.

There were three versions of the survey. Students on the Surrey, Richmond and Langley campuses were provided with one of two versions of the survey:<sup>11</sup>

- Version A asked, in addition to the core set of questions, questions on students' educational experiences at KPU. Half of the students on the three campuses were provided with this version of the survey.
- Version B asked, in addition to the core set of questions, questions on students' experiences with student support services at KPU. Half of the students on the three campuses were provided with this version of the survey.
- Version C was provided to students at the Cloverdale campus. These students were asked the core set of questions and a reduced set of questions regarding both their educational experiences and their experiences with student support services at KPU.

## Procedure

The 2013 Student Satisfaction Survey, which was administrated through a web-based tool, Vovici, was conducted between October 4<sup>th</sup> and October 17<sup>th</sup>, 2013. A total of 13,964 Fall 2013 students were contacted using the students' myKPU email addresses. Three survey completion reminders were sent out. In addition, 236 Faculty of Trades and

Technology students were surveyed in class using a paper survey, since in the past students from this faculty have had lower response rates to online surveys.

To encourage participation, survey respondents were entered into a random draw for one of four prizes, two iPad Minis and two iPod Nanos.

## Student Responses

A total of 2,746 students responded to the survey. This translates into an overall response rate of 19%, which represents an 8 percentage point increase over the response rate for the 2011 Student Satisfaction Survey. 1,481 students completed questions asking about students' educational experiences at KPU (Version A) and 1,501 students completed questions asking about their experiences with student support services at KPU (Version B).

## Report Notes

Given the increased focus on international students at KPU, survey results are provided for all respondents as well as international student respondents. A total of 211 international students responded to the 2013 survey (8% of all survey respondents).

Where possible, comparisons to the 2011 Student Satisfaction Survey results are made throughout the report.

The survey asked students to rate their overall satisfaction with various aspects of the course registration process, the transfer credit process, their student experience, and the student support services offered. A five-point response scale was provided for these questions.

The results presented in this report represent an overview of the survey findings. More detailed analyses of specific research questions are available upon request.

<sup>11</sup> Half of students by category (faculty, continuing education, non-credential, and undeclared) were randomly assigned a version of the survey.

There are several noteworthy differences between the survey respondents and the actual population of undergraduate students of the Fall 2013 semester:<sup>12</sup>

- Females are over-represented in the respondent group (61% vs. 54%),
- Faculty of Trades and Technology students are over-represented (10% vs. 6%), and
- Faculty of Academic and Career Advancement students are under-represented (3% vs. 7%).

Due to these and some other minor differences between the survey population and actual population of undergraduate students of the Fall 2013 semester, it is possible that the responses of survey participants are not completely representative of the actual population of the Fall 2013 undergraduate students at KPU.

### *Cloverdale Dataset*

Version C of the survey, which was distributed to the Faculty of Trades and Technology students, had fewer questions than the other two versions of the survey. The responses of the Cloverdale students are included in this report. However, given the unique features of the programs and processes at the Cloverdale campus, survey results specific to Cloverdale students are available upon request.

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<sup>12</sup> The source of the actual student population data is the KBIT Enrolment Tool.

# Responding Student Characteristics

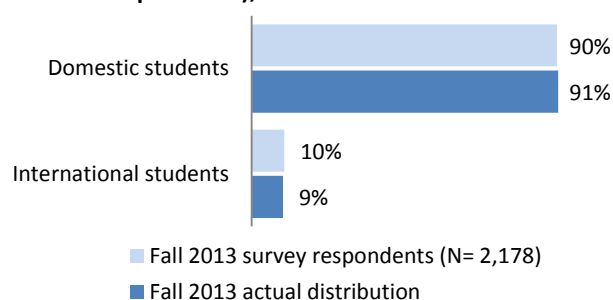
Students were asked several questions regarding their background in order to develop a profile of survey respondents. To confirm the representativeness of the survey respondents, respondents' international/domestic status, primary campus, gender, age, and faculty were compared to data in KPU's student databases.

Other descriptive information presented in this section includes: the number of hours a week respondents work at a paid job, respondent type (new/continuing), credentials respondents are working towards at KPU, respondents' ethnicity, the age respondents learned to speak English, respondents' educational level and their parents' educational levels.

## International and Domestic Students

As shown in Figure 1, the proportion of domestic and international students who completed the 2013 Student Satisfaction Survey is representative of the actual distribution of KPU students in Fall 2013.

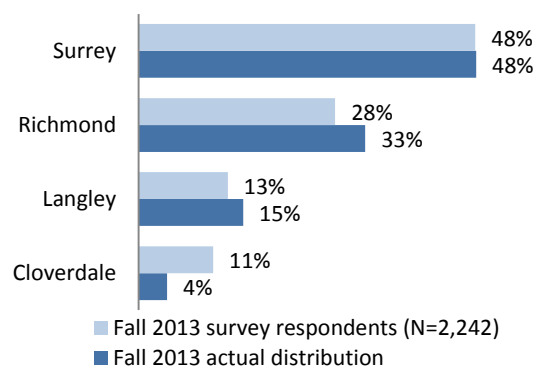
**Figure 1: Proportion of International and Domestic Students (actual distribution vs. survey respondents), Fall 2013**



## Distribution by Campus

Overall, the distribution of survey respondents by campus<sup>13</sup> is representative of the actual distribution of students by campus in Fall 2013 (see Figure 2). Cloverdale students were over-represented by 7 percentage points in this survey.

**Figure 2: Distribution of Students by Campus (actual distribution vs. survey respondents), Fall 2013**



Note: Off-site and online students are excluded in the actual distribution data.

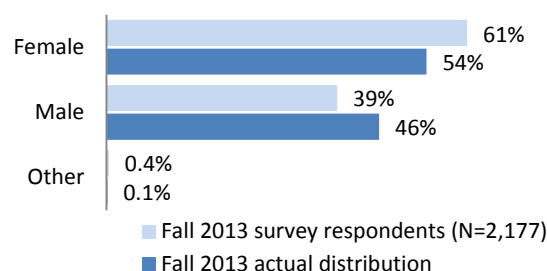
The Surrey campus was the primary campus for about half of the respondents and the Richmond campus was the primary campus for 28%.

A great majority (95%) of the international student respondents were primarily based on the Richmond and Surrey campuses. This is representative of the actual distribution of international students in Fall 2013.

## Distribution by Gender

As shown in Figure 3, female students were over-represented and male students were under-represented by 7 percentage points in this survey.

**Figure 3: Distribution of Students by Gender (actual distribution vs. survey respondents), Fall 2013**



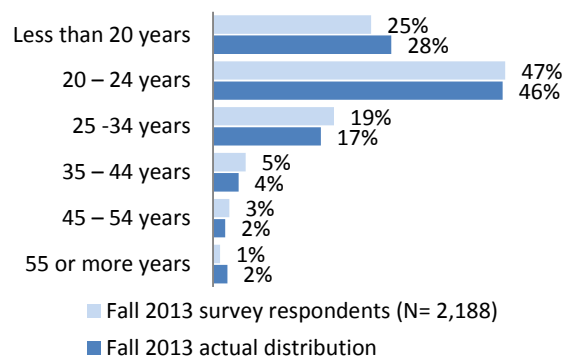
For both domestic and international student respondents, there was a skew towards female respondents (61% and 61%, respectively).

<sup>13</sup> This is the campus where the student spends most of his/her time.

## Distribution by Age Group

In general, the age distribution of the Fall 2013 survey respondents is reflective of the actual age distribution of students in Fall 2013 (see Figure 4).

**Figure 4: Distribution of Students by Age Group (actual distribution vs. survey respondents), Fall 2013**



Almost all respondents of the survey (91%) were under the age of 35. The large majority (72%) were under the age of 25.

A higher proportion of international student respondents were under the age of 25 (80% compared to 72% for domestic student respondents).

## Students with Child Care Responsibilities

For the first time in 2013, the students were asked whether they have children who live with them most of the time. Almost 11% of the respondents indicated having children under their care.

Students were also asked to indicate the age of children under their care. The results are displayed in Figure 5.

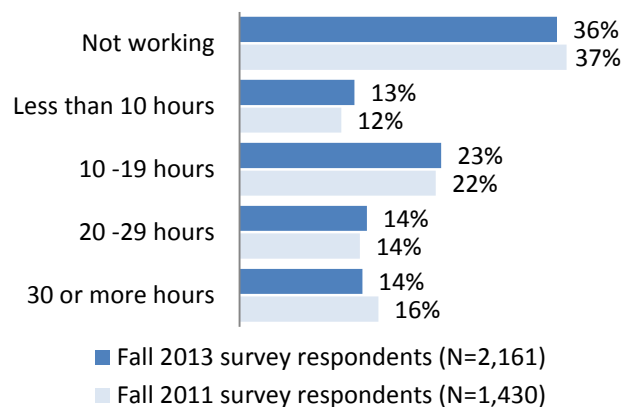
**Figure 5: Age Distribution of Children, Fall 2013**

Age Group	Frequency	%
Under 5	77	34
6-11	70	31
12-18	58	26
Over 18	19	9
Total	224	100.0

## Hours worked in a Paid Job

In 2013, nearly 4 in 10 student respondents (36%) did not work in a paid job while enrolled in classes at KPU. The results were similar for 2011 (see Figure 6).

**Figure 6: Students' Paid Work Hours (Fall 2013 vs. Fall 2011)**



The proportion of respondents not working in a paid job was 25% in Fall 2009. The proportion of students studying full-time<sup>14</sup> has remained steady between Fall 2009 and Fall 2013 at around 35%.

Of the 64% of respondents who worked while taking courses in Fall 2013, the most common number of hours worked was between 10 – 19 hours per week (36% of respondents who worked in a paid job).

When compared to overall survey results, international student respondents were less likely to work while enrolled in classes at KPU.<sup>15</sup> In Fall 2013, seven in ten (72%) international student respondents did not work in a paid job. Of the 28% of international student respondents who worked in a paid job, most worked fewer than 20 hours per week (92% of international student respondents who worked).

<sup>14</sup> 12+ credits per semester.

<sup>15</sup> Full-time international students are allowed to work in Canada up to 20 hours a week but they are required to obtain a student work permit ([http://www.educationau-incanada.ca/educationau-incanada/work\\_permit-permis\\_travail.aspx](http://www.educationau-incanada.ca/educationau-incanada/work_permit-permis_travail.aspx)). In 2013, only 35% of the international students at KPU were studying full-time.

## Distribution by Course Level

About seven in ten (65%) respondents<sup>16</sup> were taking primarily lower division courses and three in ten (27%) were taking primarily upper division courses. The results for the international student respondents were similar (see Figure 7).

**Figure 7: Distribution by Course Level (all respondents vs international respondents), Fall 2013**

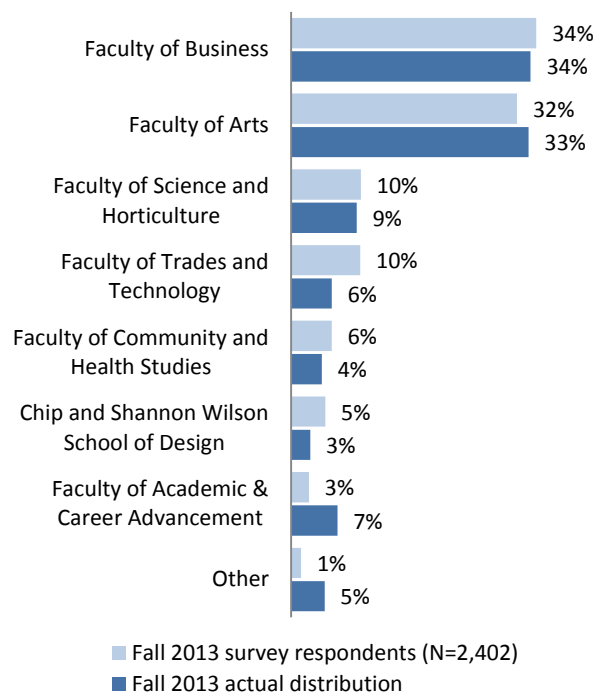
Course Level	All respondents	International respondents
<b>Preparatory</b>	<b>5%</b>	<b>8%</b>
<b>Lower Division Courses</b>	<b>65%</b>	<b>64%</b>
1000-level	43%	33%
2000-level	22%	31%
<b>Upper Division Courses</b>	<b>27%</b>	<b>26%</b>
3000-level	17%	19%
4000-level	10%	7%
<b>Mixed level of courses</b>	<b>3%</b>	<b>2%</b>

The results for 2011 were similar for all respondents; however, in 2011, a lower proportion of international student respondents were taking lower division and upper division courses (59% and 21%, respectively).

## Distribution by Faculty

Overall, the distribution of survey respondents by Faculty is fairly representative of the actual distribution of students by Faculty in Fall 2013, as is shown in Figure 8. There were two small exceptions to this: the Faculty of Academic and Career Advancement was under-represented by 4 percentage points and the Faculty of Trades and Technology was over-represented by 4 percentage points.

**Figure 8: Distribution by Faculty\* (actual distribution vs survey respondents) for Fall 2013**



\*The faculty variable was created by grouping survey respondents' responses to the question "Which of the following options best describes the program or major you are enrolled in at KPU?"

Notes: Distribution by program is also available. For additional details, please contact the Office of Institutional Analysis and Planning.

## Semester

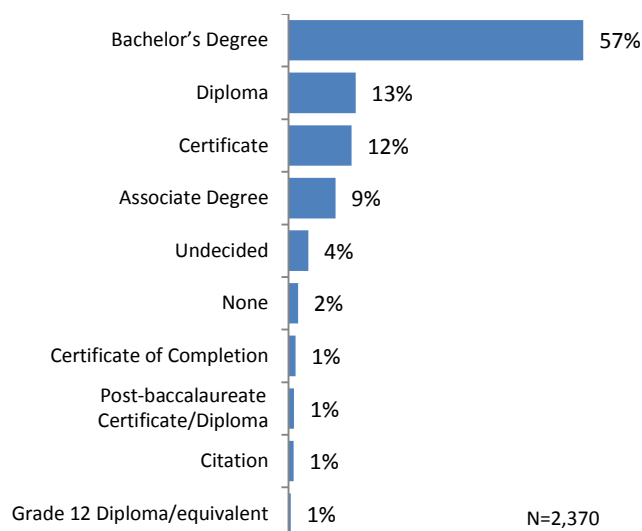
Similar to 2011, about a third (32%) of survey respondents indicated it was their first semester attending KPU. About three in ten (29%) international student respondents said that it was their first semester at KPU. In 2011, a higher proportion (42%) of international student respondents were new to KPU.

<sup>16</sup> Students on the Richmond, Surrey and Langley campuses.

## Credential

Figure 9 presents the distribution of survey respondents by credential. Nearly six in ten (57%) respondents indicated they were enrolled in a bachelor's degree program. About three in ten respondents (34%) were enrolled in a diploma, associate degree, or a certificate program. The results for 2011 were similar.

**Figure 9: Credential Students are Enrolled in, Fall 2013**



When compared to actual data for all Fall 2013 students, the most notable differences are that students enrolled in a bachelor's degree program are over-represented by 20 percentage points and students enrolled in an associate degree program are under-represented by 14 percentage points in the survey.

Similar to the overall pattern, the largest proportion of international student respondents were enrolled in a bachelor's degree program (46%), followed by a diploma program (31%). This is in contrast to the result for 2011: the largest proportion of international student respondents were enrolled in a diploma program (41%), followed by a bachelor's degree program (36%).

## Plans to Complete Credential

Most respondents (86%) said they plan to complete the credential they are working towards at KPU.

Survey results were similar for international student respondents – 87% plan to complete the credential at KPU.

Plans to complete their credential at KPU were highest for those enrolled in a diploma program (97%) and certificate program (94%). This compares to 85% for respondents enrolled in a bachelor's degree program and 82% of those enrolled in an associate degree program.

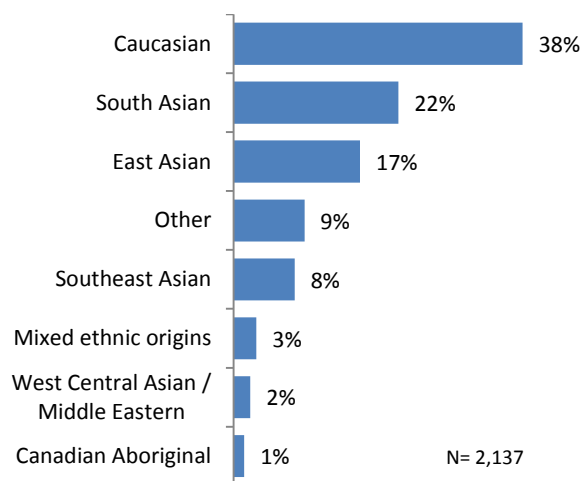
The results for 2011 were similar.

## Ethnic Background

Figure 10 displays the ethnic distribution of the survey respondents. The top ethnicities were: Caucasian (38%), South Asian (22%) and East Asian (17%). Notably, 89% of East Asian respondents were Chinese.

Canadian Aboriginals accounted for 1% of survey respondents.

**Figure 10: Ethnic Background of Survey Respondents, Fall 2013**



Compared to the results from the 2011 survey, the proportion of Caucasian respondents declined by 6 percentage points and the proportion of South Asian respondents increased by 4 percentage points in 2013.

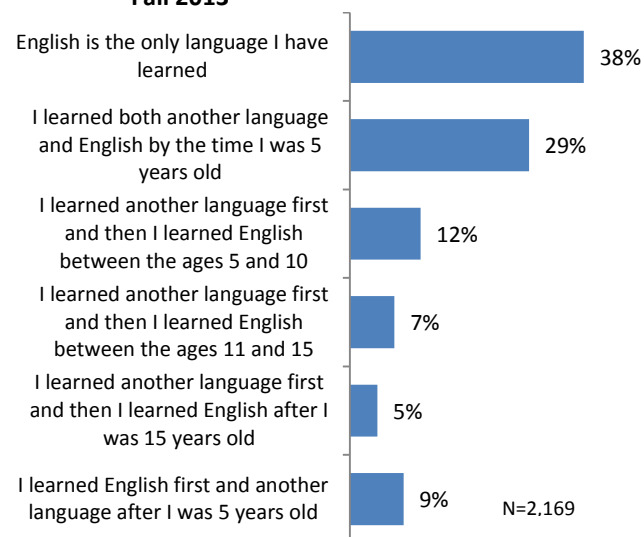
International student respondents were primarily East Asian (39%; 39% of the East Asian respondents were Chinese), South Asian (28%), and Latin American (10%).



## Age Students Learned to Speak English

Similar to 2011, 6 in 10 respondents (62%) knew both English and another language. Figure 11 presents the age at which respondents learned to speak English.

**Figure 11: Age Students Learn to Speak English, Fall 2013**



Almost three in ten (29%) respondents learned English and another language before the age of 5. About a quarter (23%) of respondents learned another language first and then learned English at age 5 or later; half of those learned English after the age of 10.

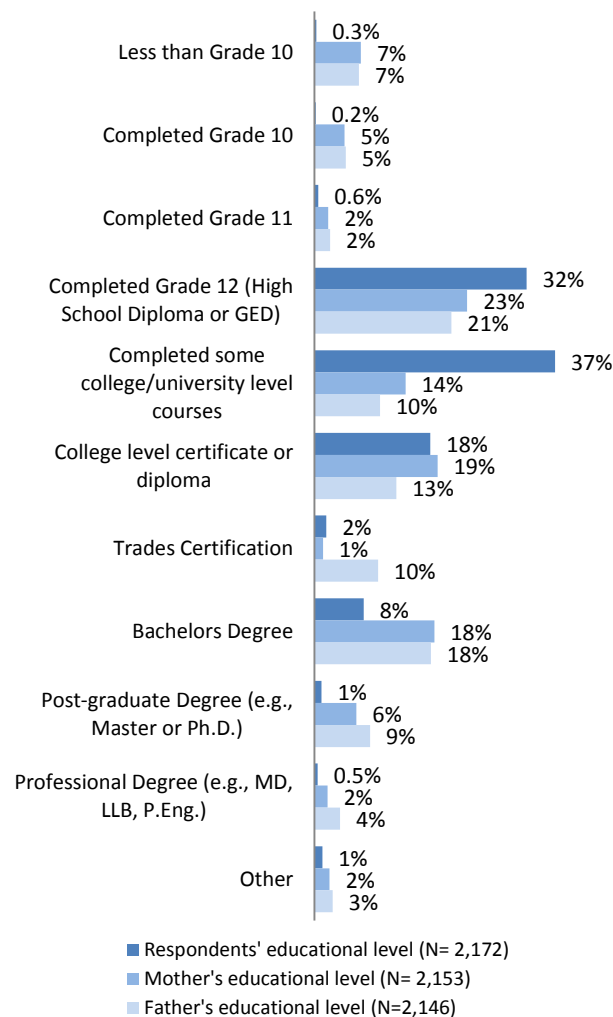
For international student respondents, the majority (74%) learned English at age 5 or later:

- 23% learned English between 5 – 10 years of age,
- 31% learned English between 11 – 15 years of age, and
- 20% learned English after age 15.

## Educational Level of Students and Parents

As in 2011, two-thirds of the 2013 survey respondents (67%) had a credential or some postsecondary education at the time of the survey.

**Figure 12: Educational Levels of Students and Parents, Fall 2013**



Almost a third of respondents (32%) had completed high school and only 1% had yet to complete high school at the time of the survey.

Similar to the overall results, 35% of international student respondents had Grade 12 as their highest level of educational attainment.



About 6 in 10 respondents reported that at least one of their parents had some postsecondary education (62% of respondents' fathers and 61% of respondents' mothers). The results for 2011 were similar.

Around 3 in 10 respondents reported that at least one parent had a bachelor's degree, a post-graduate degree, or a professional degree (30% fathers, 27% mothers). The results for 2011 were similar.

*When comparing respondents who have some postsecondary education with those without any postsecondary education at the time of the survey, respondents with **some postsecondary education** were more likely to be:*

- **OLDER:** The large majority (88%) were between 20 – 34 years old (compared to 43% for those with high school education).
- **WORKING:** 70% worked in a paid job while enrolled in classes (compared to 54% for those with).
- **ENGLISH-ONLY SPEAKERS:** For 40%, English was the only language learned (compared to 34% for those with).
- **CAUCASIAN:** 41% (compared to 32% for those with).
- **FEMALE:** 63% (compared to 57% for those with)

*The two groups appear to be **similar** in terms of:*

- Student type (domestic / international) and
- Parents' educational levels.

*When comparing respondents who were working 30 or more hours per week in the Fall 2013 semester with those who were either not working or were working fewer than 30 hours a week, respondents **who were working 30 or more hours a week** were more likely to:*

- Be **25 YEARS OF AGE OR OLDER** (57% vs. 24% in the comparison group).
- Be **CAUCASIAN** (51% vs. 24%).
- Be **ENGLISH-ONLY SPEAKERS** (53% vs 36%).
- Be **REGISTERED IN THE FACULTY OF BUSINESS** (44% vs. 33%).
- Have **CHILDREN WHO LIVE WITH THEM MOST OF THE TIME** (18% vs. 10%).
- Have **COMPLETED AT LEAST SOME COLLEGE/UNIVERSITY LEVEL COURSES** at the time of the survey (83% vs. 64%).
- **COMPLETE THE CREDENTIAL THEY ARE ENROLLED IN AT KPU** (93% vs 85%).
- **PREFER A COMBINATION OF IN-CLASS AND ONLINE COURSES** (36% vs. 28%).

*Respondents who were working 30 hours or more per week were **less likely to be satisfied with:***

- **THE CURRENT HOURS OF OPERATION OF KPU CAMPUSES** (65% vs. 76% in the comparison group).
- **THE STUDENT SUPPORT SERVICES** (60% vs. 69%).

*The two groups appear to be **similar** in terms of:*

- Gender: 57% female (61% female in the comparison group).
- Successful registration in all classes they wanted in Fall 2013 (66% vs. 69%).
- Satisfaction with the course registration process (70% vs. 74%).
- Satisfaction with overall educational experience at KPU (86% vs. 87%).
- Degree pursued at KPU (bachelor's degree: 58% vs .57%).

# Enrolment and Factors Influencing Enrolment

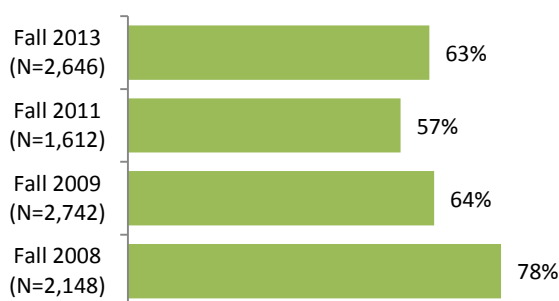
In this section, information regarding survey respondents' first choice of postsecondary institution, factors influencing the respondents' decision to come to KPU, and respondents' main motivation for attending school are presented.

## KPU as the First Choice

In 2013, nearly 63% of respondents indicated KPU was their first choice postsecondary institution.

The proportion of respondents who indicated KPU was their first choice increased by 6 percentage points from the 2011 survey; however, the 2013 figure is similar to the findings from the 2009 survey and is 15 percentage points below the result from the 2008 survey.

**Figure 13: KPU as the First Choice, Fall 2008 - Fall 2013**



In 2013, 66% of international student respondents indicated that KPU was their first choice postsecondary institution, up from 64% in 2011. This number was 58% in 2009 and 73% in 2008.

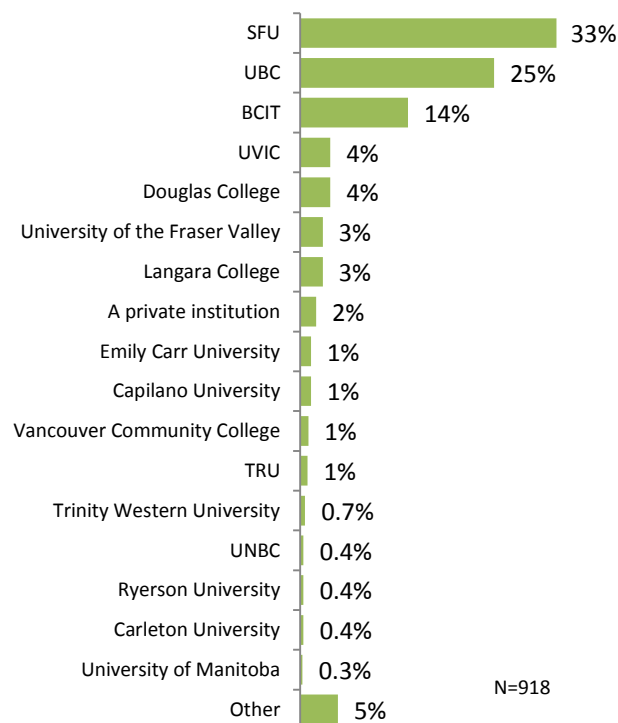
## First Choice Postsecondary Institution

In 2013, for respondents indicating that KPU was not their first choice postsecondary institution, the top three choices were: SFU (33%), UBC (25%), and BCIT (14%), as shown in Figure 14. The same three institutions were also the top three choices in 2011 and 2009.

In 2013, the top three choices for international student respondents (who did not select KPU as their top choice) were SFU (35%), UBC (29%) and Other (12%). In 2011 and 2009, SFU, UBC, and BCIT were the top three choices for international student

respondents.

**Figure 14: First Choice Postsecondary Institution, Fall 2013**



## Major Factors Influencing Students' Decision to Attend KPU

All respondents were asked to rate each of the following factors<sup>17</sup> presented in Figure 15 as either having a major influence, minor influence, or no influence in their decision to enroll at KPU. The results are presented for all respondents, for respondents whose first choice was KPU and for respondents whose first choice was a postsecondary institution other than KPU.

**Figure 15: Factors of Major Influence on Students' Decision to Attend KPU, Fall 2013**

Factor of Major Influence	All Students (N=2,165 to 2,437)	1 <sup>st</sup> choice: KPU (N= 1,374 to 1,540)	1 <sup>st</sup> choice: NOT KPU (N= 791 to 897)
Offers the program I want	75%	80%	68%
Location	72%	75%	68%
Class size	56%	61%	48%
Option to complete a degree*	55%	60%	45%
Easy to get accepted	51%	48%	57%
Tuition fees	46%	47%	44%
Stepping stone to another university*	36%	31%	44%
Reputation of program	35%	41%	25%
Encouraged by family, friends or employer	34%	39%	26%
Reputation of institution	31%	36%	23%
Helpfulness of student services staff	30%	32%	22%
Program I want difficult to get into elsewhere	25%	21%	32%
Co-op option available*	24%	26%	21%
Friends are attending here	18%	21%	13%
Availability of scholarships and bursaries	17%	19%	15%
Was not accepted by first choice institution	13%	5%	28%
Reputation of athletics program*	6%	7%	3%

\*Asked only to Langley, Richmond, and Surrey campus students.

The factors identified by more than 70% of respondents as being a major influence in their decision to come to KPU were:

- KPU offers the program I want (75%), and
- Location (72%).

These two factors were also the top factors of major influence in 2011 and 2009. Compared to the 2011 results, there was a 5 percentage point increase in the proportion of respondents who

rated the 'availability of the desired program' as a major influential factor in their decision.

Other important factors (a major influencer for about half of respondents) were:

- Class size (56%),
- Option to complete a degree (55%), and
- Easy to get accepted (51%).

'Class sizes' and 'ease of entrance' were also major influential factors for about half of respondents in 2011.

Students were asked about the 'option to complete a degree' for the first time in the 2011 survey. Compared to the 2011 results, there was a 56 percentage point increase in the proportion of respondents who rated this as a major influence on their decision to attend KPU.

The results for international student respondents are presented in Figure 16. The top influencers were the same as the overall respondent population: 'Offers the program I want' (74%) and 'location' (71%).

**Figure 16: Factors of Major Influence on International Students' Decision to Attend KPU, Fall 2013**

Factors of Major Influence	% (N= 200 to 210)	1 <sup>st</sup> choice: KPU (N=134 to 137)	1 <sup>st</sup> choice: NOT KPU (N=66 to 88)
Offers the program I want	74%	79%	65%
Location	71%	74%	64%
Easy to get accepted	55%	52%	60%
Option to complete a degree*	53%	50%	54%
Class size	51%	53%	47%
Encouraged by family, friends or employer	45%	52%	30%
Reputation of institution	44%	49%	35%
Co-op option available*	43%	36%	46%
Reputation of program	41%	47%	28%
Helpfulness of std. services staff	40%	44%	30%
Stepping stone to another university*	34%	34%	34%
Tuition fees	33%	35%	29%
Friends are attending here	29%	31%	24%
Availability of scholarships and bursaries	28%	31%	22%
Program I want difficult to get into elsewhere	26%	24%	30%
Was not accepted by first choice institution	21%	12%	38%
Reputation of athletics program*	15%	9%	18%

\*Asked only to Langley, Richmond, and Surrey campus students.

Other factors of importance to about half of international student respondents were also the

<sup>17</sup> The question for the Cloverdale campus students included 13 instead of 17 factors.

same as the overall respondent population: ‘Easy to get accepted’ (55%), ‘option to complete a degree’ (53%), and ‘class size’ (51%).

Appendix 1 presents the factors respondents identified as minor influencers or factors of no influence.

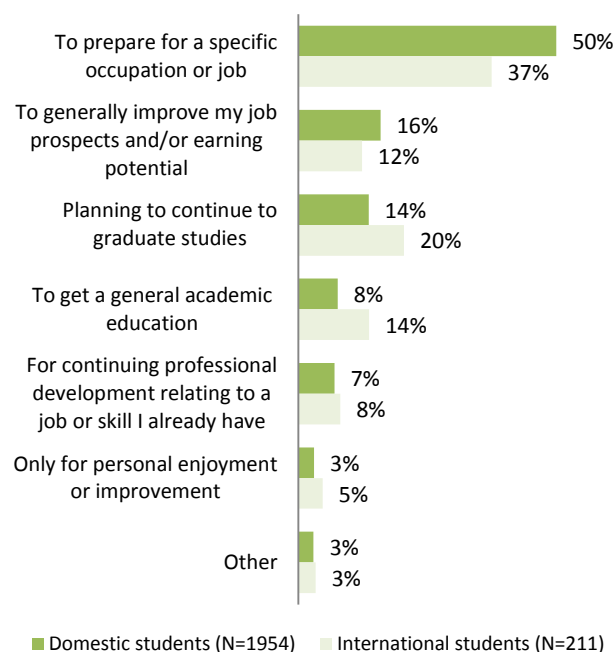
*When comparing respondents who said KPU was their first choice and respondents who said that KPU was not their first choice, those who said **KPU was NOT their first choice** were more likely to have said the following were major influencers in their decision to attend KPU:*

- **Easy to get accepted** (57% compared to 48% who said KPU was their first choice).
- **Stepping stone to another university** (44% compared to 31%). Those who said KPU was not their first choice institution were **less likely to say they planned to complete their credential at KPU** (78% compared to 90%).
- **Program I want difficult to get in elsewhere** (32% compared to 21%).
- **Was not accepted by first choice institution** (28% compared to 5%).

## Main Motivation for Attending School

There were several differences between domestic and international student respondents’ motivations for attending school, as shown in Figure 17.

**Figure 17: Main Motivation for Attending School, Fall 2013 (domestic students vs. international students)**



Note: The Cloverdale campus survey did not include: To get a general academic education and Planning to continue to graduate studies.

While ‘**to prepare for a specific occupation or job**’ was the top motivator for both domestic and international student respondents, domestic respondents were more likely to say it was a main motivation (50%) than were international student respondents (37%).

About one in six (16%) domestic respondents and one in eight (12%) international student respondents said ‘**to improve my job prospects / earning potential**’ was a main motivator.

International student respondents were more likely to say their main motivation for attending school was ‘**planning to continue to graduate studies**’ (20%, compared to 14% of domestic respondents) and ‘**to get a general academic education**’ (14% compared to 8% of domestic respondents).

# Course Registration Process

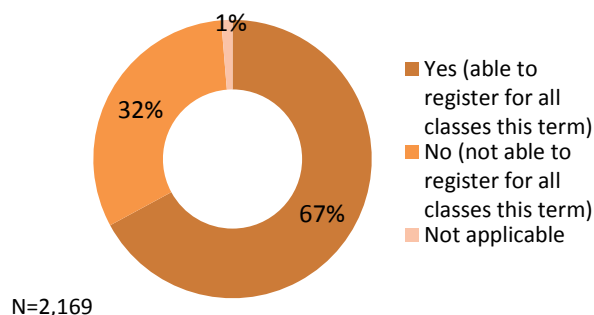
This section presents survey respondents' views about their experience with the course registration process.

## Registering for Classes<sup>18</sup>

Slightly less than a third of respondents (32%) said that they were unable to register for all classes they wanted in Fall 2013. This was true for both domestic and international student respondents.

The results for 2011 were similar.

**Figure 18: Ability to Register for All Classes in Fall 2013**



## Courses Student were Unable to Register for

Respondents who indicated they were unable to register for one or more classes in Fall 2013 were asked to identify the course(s) and level(s) they were unable to register for. Figure 19 presents the results.

By discipline, nearly three in ten (27%) of the courses they reported were Accounting and other business courses. The next most common type of courses were Criminology and Psychology courses (13% and 10% of all responses, respectively).

Of the courses international student respondents said they were unable to register for, the most common were Accounting and other business

courses (62%), followed at a distance by Math courses (8%).

The results for 2011 were similar.

**Figure 19: Course and Level of Classes Students were Unable to Register in Fall 2013 (number of student responses)**

Discipline	Preparatory	1000-level	2000-level	3000-level	4000-level	Total by Discipline
Accounting	6	28	26	56	37	153
Anthropology	6	31	8	2	0	47
Biology	10	38	26	2	1	77
Business	7	45	44	47	25	168
Chemistry	7	41	8	1	0	57
Criminology	8	71	50	32	17	178
Economics	4	21	11	10	4	50
English	15	67	18	5	2	107
English Language Studies (ELST)	6	3	4	3	0	16
History	7	8	5	4	3	27
Language (any except ELST)	3	25	7	2	5	42
Math	12	44	7	2	1	66
Physics	6	25	3	0	0	34
Political Science	6	9	4	3	0	22
Psychology	9	52	40	24	13	138
Sociology	8	34	11	11	4	68
Other	11	47	27	32	13	130
<b>Total by Level</b>	<b>131</b>	<b>589</b>	<b>299</b>	<b>236</b>	<b>125</b>	<b>1380</b>

Note: The number of responses exceeds the number of students who responded as students were able to select more than one course/level.

By course level, 43% of the courses respondents said they were unable to register for were at the 1000-level, which is similar to the 2011 result (50%).

The majority of courses international student respondents said they were unable to register for were 1000-level (36% of all courses international student respondents were unable to register for) and 2000-level course (25% of all courses international student respondents were unable to register for). In 2011, the courses international student respondents were unable to register for were fairly evenly distributed by course level, ranging from 16% for preparatory courses to 23% for 2000-level courses.

<sup>18</sup> Students on the Surrey, Richmond and Langley campuses were asked if they were able to register for all classes they wanted for Fall 2013. Respondents who were unable to register for all classes were asked which course(s)/level(s) they were unable to register for and why they were unable to register for the classes mentioned.

### By Student Course Level

Figure 20 breaks down the level of classes respondents were unable to register for in Fall 2013 by the course level of the survey respondents.

**Figure 20: Level of Classes Students were Unable to Register for by Student Course Level, Fall 2013 (number of student responses)**

Students taking primarily	Unable to register for:					Total
	Preparatory courses	1000-level courses	2000-level courses	3000-level courses	4000-level courses	
Preparatory courses	24	7	3	2	0	36
1000-level courses	53	387	75	16	5	536
2000-level courses	31	115	154	46	14	360
3000-level courses	10	24	34	119	53	240
4000-level courses	2	7	4	19	39	71

Note: Table does not include students who said they were taking a mixed level of courses.

Note: Due to the smaller sample for international students by course level, results for the international student respondents are not discussed in this section.

### Reasons Students were Unable to Register for Courses<sup>19</sup>

The most commonly cited reason for being unable to register for courses was **'all sections were full'**, which was the top reason for 12 (out of 16) disciplines shown in Figure 21.

**Figure 21: Percent of Respondents who cited 'All sections were full' as the Reason by Discipline, Fall 2013**

Discipline	% of respondents	Number of respondents
Criminology	71%	107
Biology	58%	64
Psychology	57%	94
English Language Studies	56%	16
Sociology	55%	47
Business	53%	131
Chemistry	51%	57
Language (any except ESLT)	50%	38
Anthropology	49%	41
Mathematics	36%	53
English	32%	84
Economics	31%	39

Note: Due to the smaller sample for international students who were unable to register for a course and who provided a reason why they were unable to register, results for the international student respondents are not discussed in this section.

Other top reasons why respondents were unable to register were: **'course timetable conflict'**, **'I wanted only certain sections/times/campus'** and **'course not available this semester'**.

- Course timetable conflict was the top reason for History (52% of the affected respondents cited this cause), Anthropology (49%, tie) Political Science (47%), Accounting (46%), and Physics (41%) and it was the top second reason for 9 of the 16 disciplines.
- I wanted only certain sections/times/campus was the top third reason for 11 out of 16 disciplines.
- Course not available this semester was the second most cited reason for History (32% tie) and third most cited reason for 4 out of 16 disciplines.

Please see Appendix 2 for additional details on the reasons respondents could not register for courses.

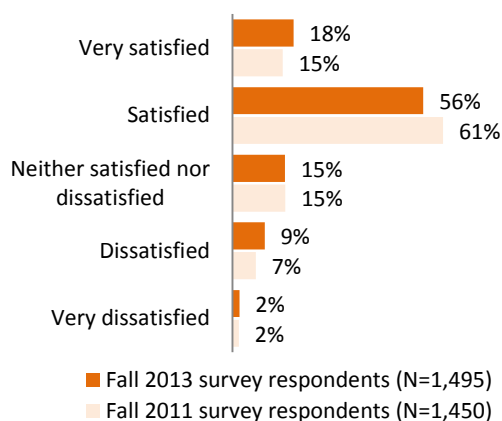
<sup>19</sup> Survey respondents were able to select all reasons that apply for each discipline.



## Overall Satisfaction with the Course Registration Process

Students were asked to rate their overall level of satisfaction with the course registration process. As shown in Figure 22, 74% of the respondents were very satisfied/ satisfied with the course registration process. In 2011, a slightly higher proportion of respondents (76%) said they were very satisfied/ satisfied.

**Figure 22: Satisfaction with Course Registration Process (Fall 2013 vs. Fall 2011)**



Similar to the overall pattern, 78% of international student respondents said they were very satisfied/ satisfied with the course registration process.

A higher proportion of international student respondents (24%, compared to 18% of all respondents) said they were very satisfied with the course registration process.

### Reasons for Dissatisfaction<sup>20</sup>

#### Langley, Richmond, Surrey Campuses

For 11% of the respondents from Langley, Richmond, and Surrey campuses who said they were very dissatisfied/ dissatisfied, the top reasons for dissatisfaction were:

- Timetable conflicts (46% of respondents cited this reason),
- Not enough courses offered (45%),
- Poor information from admissions staff (38%),

- Add and drop policies are problematic (34%), and
- Technical problems with the website (34%).

The aspects of the course registration process that students were asked to rate (presented in Figure 24) that received the lowest mean value of agreement are congruent to some of the main reasons respondents identified for being dissatisfied. These are '*class change (add/drop) policies are reasonable*' (mean value of 3.55) and '*all desired courses can be scheduled without timetable conflicts*' (mean value of 3.19).

*Note: Due to the smaller sample for international students who were Dissatisfied/Very dissatisfied, results for this group are not discussed in this section.*

#### Cloverdale Campus

As shown in Figure 23, more than half (53%) of the respondents from the Cloverdale campus who said they were very dissatisfied/ dissatisfied with the course registration process chose '*other*' as their response to this question.

**Figure 23: Reasons for Dissatisfaction with the Course Registration Process, Fall 2013, Cloverdale Respondents**

Reasons for Dissatisfaction	Percent of Respondents
Website is confusing	24%
Poor information from admissions staff	18%
No wait list if course or section is full	17%
Registration guidelines hard to find	13%
Tuition payment policies	11%
Other (please specify)	53%

N=72

Some of the common themes in the comments respondents from the Cloverdale campus provided regarding their dissatisfaction with the course registration process were:

- web registration process not working properly,
- not being able to reach advisors by phone,
- not being able pay tuition fees by phone, and
- long waitlists.

<sup>20</sup> Survey respondents were able to select all reasons that apply.

## Ratings for Aspects of Course Registration Process

The students were asked to rate various aspects of the course registration process using a 5-point Likert Scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The mean (average) level of satisfaction for each aspect is displayed in Figure 24.

**Figure 24: Ratings for Aspects of Course Registration, Fall 2013**

Rank	Aspect of Course Registration Process	Mean*	Number of respondents
1	Admissions staff are helpful*	4.1	231
2	Educational advising (help with program planning, course selection, etc.) is helpful**	3.9	1,122
3 (tie)	Web registration process is easy to use	3.8	1,453
3 (tie)	Admissions staff are helpful in person**	3.8	1,177
3 (tie)	Course registration information is readily available	3.8	1,465
3 (tie)	Program descriptions in the online calendar are clear and accurate	3.8	1,440
3 (tie)	There is a good variety of courses**	3.8	1,240
3 (tie)	Course descriptions in the online calendar are clear and accurate**	3.8	1,228
3 (tie)	Fee payment process is efficient	3.8	1,451
4 (tie)	Online course registration guide is easy to use	3.7	1,410
4 (tie)	KPU website is easy to use	3.7	1,474
4 (tie)	New Student Programs staff are helpful	3.7	1,052
4 (tie)	Personnel in the Financial Awards office are helpful	3.7	995
5 (tie)	Access to educational advisors is timely	3.6	1,316
5 (tie)	Tuition payment policies are reasonable	3.6	1,442
5 (tie)	Class change (add/drop) policies are reasonable**	3.6	1,184
6	Admissions staff are helpful on the phone**	3.5	1,072
7	All desired courses can be scheduled without timetable conflicts**	3.2	1,216

Notes:

\*Asked only to Cloverdale campus students.

\*\*Asked only to students in Langley, Richmond and Surrey campuses.

The highest rated aspects were the **'helpfulness of admissions staff'** at the Cloverdale campus and the **'helpfulness of educational advising'** at the

Richmond, Surrey and Langley campuses. These aspects received a mean (average) score of 4.1 and 3.9 out of 5, respectively.

The lowest rated aspects were:<sup>21</sup>

- All desired courses can be scheduled without timetable conflicts (mean score of 3.2),
- Admissions staff are helpful on the phone (mean score of 3.5), and
- Class change (add/drop) policies are reasonable (mean score of 3.6).

The ratings of the international student respondents were higher for all aspects of the course registration process except *'tuition payment policies are reasonable'* (mean value of 3.4 compared to 3.6 for all students).

Please refer to Appendix 3 for a comparison of 2013 and 2011 results for the aspects of course registration process.

*"Courses are not always offered, scheduling is awful and exam dates start way too late. Upper level courses are even more rare to come by."*

*"For first year students, it is very hard to make sense of the course selection process, so it would be great to have more help (even notifications) with that."*

*"The courses Kwantlen claims to offer on the website such as astronomy courses for science students are not actually available to take. I have actually never seen them offered while searching through the course archives."*

*"The Kwantlen web interface is terrible. It needs to be updated out of the 90's era design it currently uses."*

*"Every time I have called the admissions office there is minimum 40 mins wait to speak to someone. Ridiculous when you need help urgently. Also unfair to charge students 30% to drop a course in the 1<sup>st</sup> week."*

<sup>21</sup> The options 'all desired courses can be scheduled without timetable conflicts', 'admissions staff are helpful on the phone', and 'class change policies are reasonable' were not provided to students at the Cloverdale campus.



## Credit Transfer<sup>22</sup>

Students were asked whether they attempted to transfer credits from other institutions. The results are displayed in Figure 25.

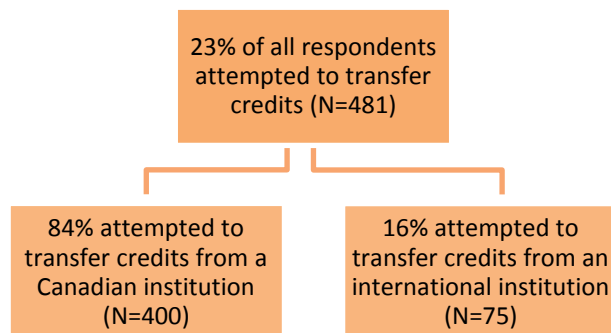
**Figure 25: Transfer Credit Attempts by Student Type, Fall 2013**

Attempted to transfer credits	All students	Intl. students	Dom. students
Yes	23%	42%	21%
No	70%	42%	73%
Not sure	7%	16%	6%
Total respondents	2116	207	1909

Twenty-one percent of domestic respondents and 42% of international respondents attempted to transfer credits from another institution to KPU.

The results for 2011 were similar.

**Figure 26: Type of Transfer Credit Institution, Fall 2013**



Of the domestic respondents who said they attempted to transfer credits, most (90%) attempted to transfer credits from a Canadian institution.

Of the international student respondents who said they attempted to transfer credits, 58% attempted to transfer credits from a Canadian institution and 42% attempted to transfer credits earned at an institution abroad.

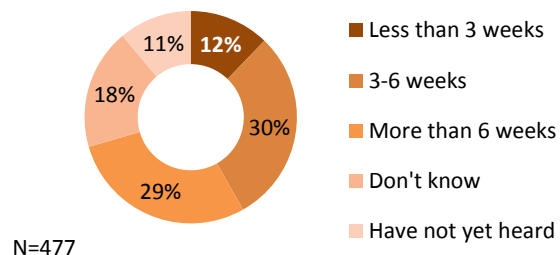
### Length of Time for Transfer

About four in ten (42%) respondents said they heard back regarding whether their credit

transfer(s) were approved/not approved in 6 weeks or less. For 29% of respondents, the process took more than 6 weeks (see Figure 27).

The results for 2011 were similar.

**Figure 27: Length of Time for Transfer Credit Approval, Fall 2013**

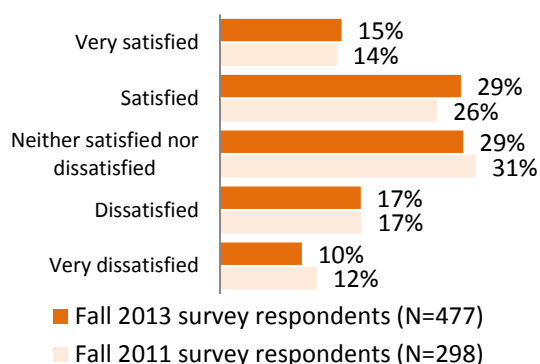


A higher proportion of international student respondents (51%) said they heard back regarding whether their credit transfer(s) were approved/not approved in 6 weeks or less. For 30% of the international student respondents, the process took more than 6 weeks.

### Rating of Transfer Credit Process

Students were asked to rate their overall satisfaction with the transfer credit process. The results are displayed in Figure 28.

**Figure 28: Satisfaction with Transfer Credit Process (Fall 2013 vs. Fall 2011)**



As in 2011, nearly half (44%) of all respondents who attempted to transfer credits said they were very satisfied/satisfied with the credit transfer process. In 2013, 52% of international student respondents said they were very satisfied/satisfied with the

<sup>22</sup> Students on the Surrey, Richmond and Langley campuses were asked if they attempted to transfer credits earned at another institution to KPU and asked how satisfied they were with the process. Dissatisfied students were asked for their reasons for dissatisfaction.

credit transfer process. This represents a 9 percentage point increase over the 2011 results.

### Reasons for Dissatisfaction<sup>23</sup> with the Transfer Credit Process<sup>24</sup>

Of the 27% of dissatisfied respondents, around half said the ***'process took too long'*** (48%) and 45% said that ***'the process was complicated and confusing'***.

Other top reasons for dissatisfaction among transfer students were *'amount or type of credit granted'* (43%), *'staff were not helpful'* (32%), and *'information about the transfer credit process not readily available'* (31%).

The top five reasons for dissatisfaction have remained unchanged between 2009 and 2013.

*Note: Due to the smaller sample for international students who provided a reason why they were dissatisfied with the credit transfer process, results for the international student respondents are not discussed in this section.*

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<sup>23</sup> Students were able to select all reasons that apply.

<sup>24</sup> Slight changes have been made to the response options in 2011.

# Student Preferences

Students were asked about their preferences on the method of course delivery, course schedules, campus, and hours of operation of KPU campuses.

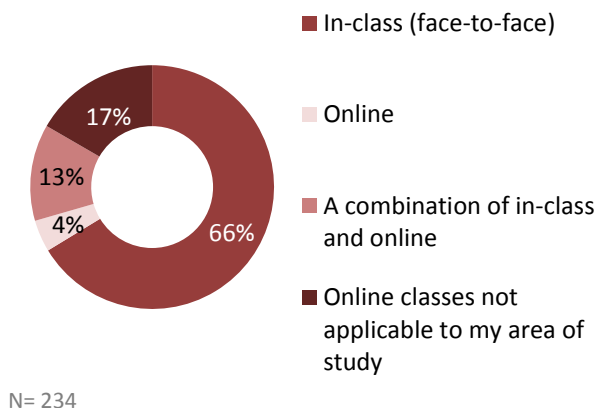
## Student Course Preferences

### Method of Delivery

As in 2011, respondents have a strong preference for in-class courses. Nearly two-thirds (65%) of the respondents on Langley, Richmond, and Surrey campuses said they prefer face-to-face course delivery. About a third of all respondents (29%) indicated that they would like to take a combination of in-class and online courses. Only 6% indicated a preference for fully online courses.

The preferred course delivery method question asked to Cloverdale campus students included an additional category, *'online classes are not applicable to my area of study.'* Similar to the results for all respondents, 66% of the respondents from the Cloverdale campus said they prefer face-to-face course delivery. Nearly two in ten Cloverdale respondents said that online courses do not apply to their program of study (see Figure 29).

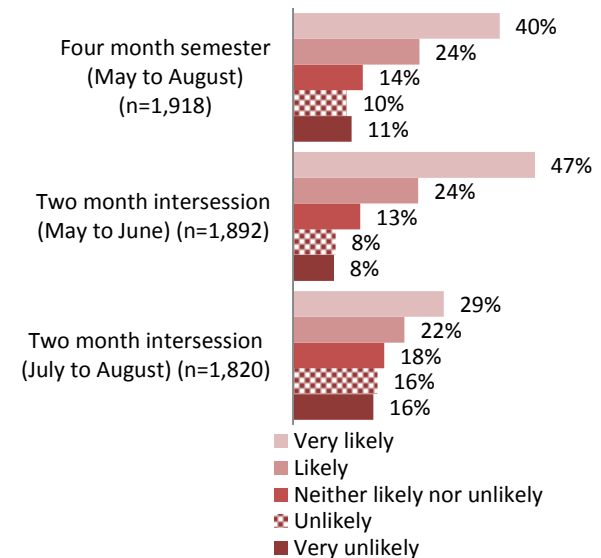
**Figure 29: Method of Delivery Preferences, Cloverdale Campus, Fall 2013**



### Summer Semester<sup>25</sup>

Survey respondents were presented with three alternatives for taking courses in the summer – May to August, May to June intersession, and July to August intersession – and were asked to indicate how likely they were to take each one. The results are displayed in Figure 30.

**Figure 30: Preference for Summer Semester, Fall 2013**



The most preferred summer semester was the **May to June intersession** for all respondents. A large majority (71%) said they were very likely/likely to take a course in this semester (assuming the courses they wanted were available).

The next most preferred summer semester was the longer semester that runs from May to August. Six in ten respondents (64%) said they were very likely/likely to take a course in this semester.

The July to August intersession semester was the least popular. 51% said they were very likely/likely to take courses in this semester.

<sup>25</sup> Students on Surrey, Richmond and Langley campuses were asked about their preferred summer semester.

In 2013, the preferences of international students were similar to the overall respondent population.

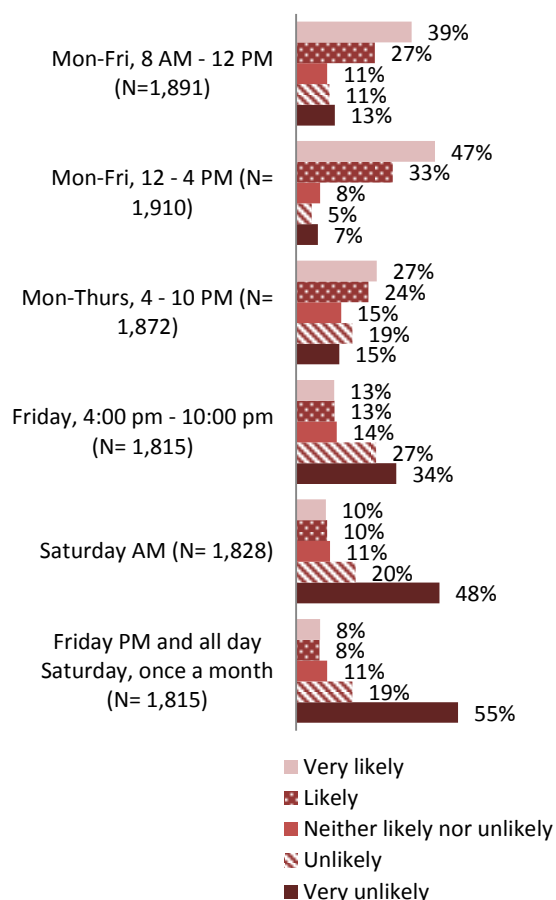
The results for 2011 were similar.

### Time Slots (any semester)<sup>26</sup>

Survey respondents were asked to indicate the likelihood of taking a course (any given semester) during various time slots.

As shown in Figure 31, the most popular time slot in any semester was the **afternoon time slot**. Eight in ten (79%) respondents said they were very likely/likely to take courses Monday to Friday from noon to 4:00 in the afternoon, if the courses they wanted were available.

**Figure 31: Time Slot Preferences, Fall 2013**



The second most popular time slot was the morning time slot. 65% of respondents said they were very likely/likely to take courses Monday to Friday from 8 in the morning until noon.

Monday to Thursday evening (4 PM to 10 PM) time slot was of interest to half of student respondents.

The three least popular time slots were (in order):

- Friday evenings (4 PM to 10 PM) – only 26% said they were very likely/likely to take courses during that time slot.
- Saturday morning – 21% of respondents said they were very likely/likely to take a course during that time slot.
- Classes offered Friday evening and all day Saturday once a month were of interest to 16%.

Responses of international students were similar except fewer preferred morning classes from Mondays to Fridays (51% of international student respondents said very likely/likely, while 65% of all respondents said very likely/likely) and more preferred classes offered Friday evening and all day Saturday once a month (23% of international student respondents said very likely/likely, while 16% of all respondents said very likely/likely).

The results are very similar to those expressed in the 2011 survey.

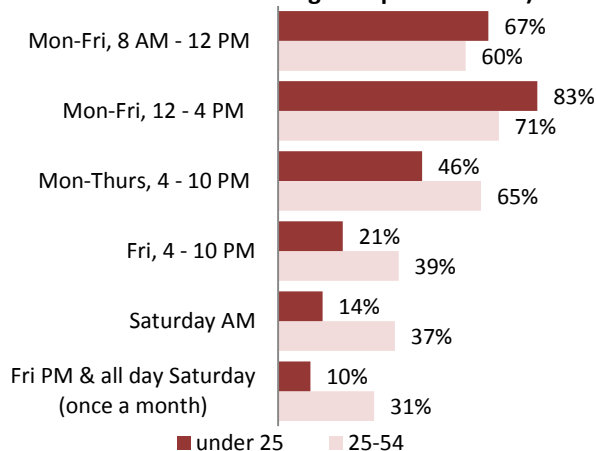
*"I chose Kwantlen based on a promise of evening and weekend classes, but the weekend and evening classes have been hard to get into, they fill up first and there is not a lot of selection, it's just the same courses over and over again."*

<sup>26</sup> Students on Surrey, Richmond and Langley campuses were asked about the likelihood of taking courses during various time slots (for any semester), providing the course they wanted is available.

### By Age Group

Figure 32 presents the time slot preferences for respondents under the age of 25 and respondents between 25 and 54 years old.

**Figure 32: Preference for Time Slots by Age Group, Fall 2013 (percentage Very likely/Likely to take courses during the specified time)**



Note: 1,411 student respondents were under the age of 25. 525 student respondents were between the ages of 25-54.

As shown in the above figure, the *traditional postsecondary cohort* (students under 25 years old) were more likely to prefer to take classes during the day (between 8 AM and 4 PM), Monday to Friday.

On the other hand, respondents who were of the *traditional working age cohort* (students aged 25 – 54) were more likely to prefer:

- Evening classes,
- Saturday classes, and
- Friday evening and all day Saturday classes once a month.

### Campus Hours Preferences

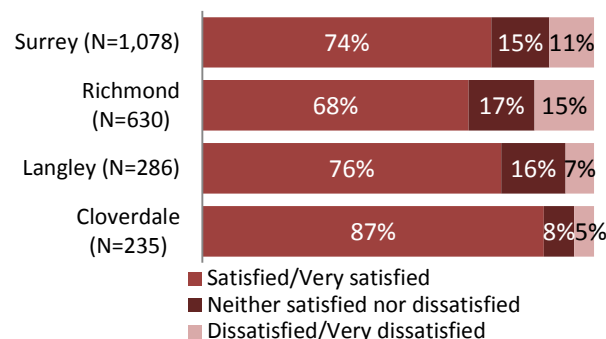
For the first time in 2013, students on all four campuses were asked to indicate their satisfaction with the current hours of operation of KPU campuses and their preferences toward extended hours of operation of campus spaces<sup>27</sup>.

<sup>27</sup> The spaces that are included are library, classrooms, shops/studios, computer labs, cafeteria, lounge spaces, fitness/recreation facilities, and meeting/multi-purpose rooms. Please note that the campus space options of fitness/recreation facilities and meeting/multi-purpose rooms were not provided to students at the Cloverdale campus.

### Overall Satisfaction

The results indicate that the survey respondents were generally satisfied with the current hours of operation of KPU campuses.

**Figure 33: Satisfaction with the Current Hours of Operation of KPU Campuses, Fall 2013**



A greater proportion of respondents from the Cloverdale campus (87%) were very satisfied/satisfied with the hours of operation of the Cloverdale campus compared to the results from other campuses. The highest proportion of respondents (15%) who were very dissatisfied/dissatisfied with the hours of operation was on the Richmond campus.

### Likelihood of Using Campus Spaces

Students were asked to indicate their likelihood of using campus spaces if they were open for extended hours. The results are displayed in Figure 34.

**Figure 34: Likelihood of Using Campus Spaces if Open for Longer Hours, Fall 2013 (percentage Very likely/Likely)**

	Cloverdale (N=231- 234)	Langley (N=276- 286)	Richmond (N=608- 626)	Surrey (N=1,050- 1,076)
Library	49%	70%	80%	82%
Classrooms	49%	41%	63%	54%
Shops/studios	62%	25%	38%	27%
Computer labs	37%	44%	60%	55%
Cafeteria	45%	53%	62%	51%
Lounge spaces	48%	46%	56%	55%
Fitness/recreation facilities*		29%	33%	29%
Meeting/multi-purpose rooms*		31%	41%	38%

\*These categories were not provided to Cloverdale students.

Six in ten (62%) Cloverdale respondents said that they were very likely/likely to use the shops/

studios if they were open for longer hours. On all other campuses, a great majority of respondents indicated that they were very likely/likely to use the library if it was open for longer hours.

### Extended Hours of Operation

Survey respondents were asked to indicate how early in the morning and how late in the evening they would use campus spaces. The results indicate that students on all four campuses are *less likely* to use campus spaces before 7 AM and after 11 PM.

The only exception is that 62% of Cloverdale respondents said that they would use fitness/recreation facilities as early as 6 am. Fitness/recreation facilities are not currently available on the Cloverdale campus. When respondents were asked to indicate how likely they were to use fitness/recreation facilities if they were available on the Cloverdale campus<sup>28</sup>, 76% said they were very likely/likely to use fitness/recreation facilities.

Survey respondents were also asked to indicate the days of the week they would use campus spaces during extended hours of operation. The results indicate that:

- Cloverdale campus students are more likely to use campus spaces during extended hours of operation Monday through Thursday.
- Langley, Richmond, and Surrey campus students are more likely to use campus spaces, except libraries, during extended hours of operation Monday through Thursday. There seems to be a demand on Langley, Richmond, and Surrey campuses to keep the library open for extended hours on Fridays and on the weekends.

### Main Reasons for Spending Time on Campus

For a great majority (93% to 95%) of respondents on Langley, Richmond, and Surrey campuses, the main reasons for spending time on campus outside of current operating hours are individual study/research or group work/study (see Figure 35).

**Figure 35: Main Reason for Spending Time on Campus Outside of Current Operating Hours, Fall 2013**

Main Reason	Cloverdale (N=207)	Langley (N=235)	Richmond (N=606)	Surrey (N=1,045)
Individual study/research	44%	44%	49%	48%
Group work/study	30%	51%	46%	45%
Social/club activity	7%	4%	4%	6%
Other	19%	1%	1%	2%

Seven in ten (74%) Cloverdale respondents indicated individual study/research or group work/study as the two main reasons for spending time on campus outside of current operating hours and another 13% indicated a combination of the options provided using the 'other' option although the question asked students to choose one option only.

*"The weekend library hours are too inadequate. If there is less student traffic on weekends, it is because the library isn't open long enough to bother coming in. SFU Surrey is open 24/7. There, you don't have to pack up & leave midway during studying."*

*"SFU Surrey has studying spaces that are available 24/7. Many KPU students go there to study. I would prefer to be able to stay at Kwantlen for late night study sessions."*

<sup>28</sup> This question was asked to Cloverdale campus students only.

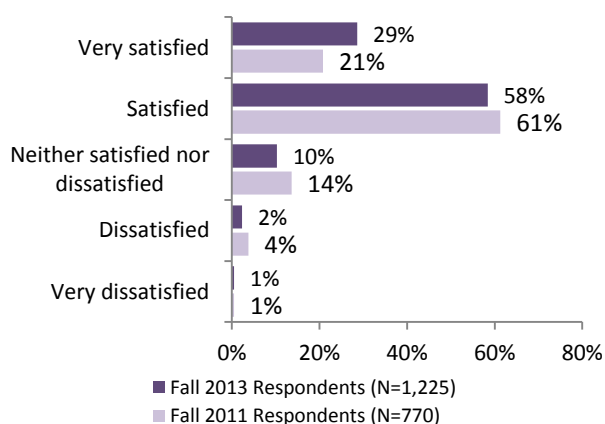


# Students' Educational Experiences

## Overall Satisfaction with Educational Experiences

Survey respondents who completed Version A and Version C of the survey were asked to rate their overall satisfaction with their educational experiences at KPU. The results are displayed in Figure 36.

**Figure 36: Overall Satisfaction with Educational Experiences (Fall 2013 vs. Fall 2011)**



A large majority of respondents (87%) were very satisfied/satisfied with their educational experiences at KPU to date, which represents a 5 percentage points increase over the 2011 results.

As in 2011, few (3%) were dissatisfied/very dissatisfied.

- While faculty were given high satisfaction scores overall (see Figure 37 on the next page), for the few dissatisfied students the greatest concern was the quality of faculty and quality of education.

87% of domestic and 88% of international student respondents said that they were very satisfied/satisfied with their educational experiences at KPU.

Respondents who had indicated that KPU was their first choice of postsecondary education were more likely to report that they were very satisfied/satisfied with their educational experiences at KPU (91%, N=776) compared to the respondents for whom KPU was not the first choice (79%, N=449).

Eighteen of the 68 very dissatisfied/dissatisfied respondents provided additional comments about why there were dissatisfied with their educational experience at KPU. Some of these student comments are:

*"The school gives appearance of caring for students who take night classes however very few are offered. Some courses are never even offered at night. Also services such as advisors are impossible for me to ever meet with because I work full time. Other things like retrieving my bus pass are nearly impossible because it is located in the bookstore for some odd reason which closes early so I can't even retrieve it."*

*"I am not really I satisfied with instruction. Administration is the real problem at Kwantlen. Students are treated as dollar signs and everything Kwantlen does is beneficial in making money. Academic advising is HORRENDOUS and all my classmates agree. Class availability is a HUGE problem and I have been held back from graduating because of this. I have been trying to get into a 2000 level course for two years and I know many who have the same issues. There are also quite a few professors who get complaints every single semester but Kwantlen refuses to do anything about it and they [t]each core courses. I also hate having to pay for a u pass AND parking pass. We should be at LEAST be given a discount on parking passes if we have to pay for a u pass. Kwantlen is looking for any way to make money. I don't feel as though Kwantlen is a serious academic institution. It was much better when I started my degree but has since sharply gone downhill."*

*"Most of my courses are based on powerpoints purchased from the textbook publishers. About half the teachers do not stray from these powerpoints nor do they do any class participation or interaction. The professors that do class interaction generally waste the time by allowing students to talk for several minutes before going back to instruction. This really defeats the point of smaller class sizes. 2. In at least three of my classes, professors have been two weeks behind in handing back assignments/lab reports. 4. The library is too crowded and closes too early on weekends. 5. A majority of the office hours for the professors is during other class times. In addition, some professors take several days to reply to emails."*

## Student Ratings of Aspects of their Educational Experiences

The survey respondents were asked to indicate their level of agreement with 12 aspects of their educational experiences at KPU using a 5-point Likert Scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Figure 37 provides a summary of the mean (average) level of agreement scores for each aspect of students' educational experience at KPU.

As shown in the figure, eight of the 12 aspects received a mean score higher than 4 (out of 5).

**Figure 37: Student Ratings of Aspects of Educational Experiences, All Respondents, Fall 2013**

Rank	Aspects of Student Educational Experience (1=strongly disagree; 5=strongly agree)	Mean	Number of Respondents
1	Treatment of students is not influenced by gender, ethnicity, age, sexual orientation, disabilities, religion, etc.*	4.3	1,199
2	Course materials are up-to-date and relevant	4.1	1,216
2 (tie)	Faculty demonstrate care about my success as a student	4.1	1,201
2 (tie)	Culturally diverse viewpoints are provided in courses**	4.1	965
2 (tie)	Faculty are available after class and during office hours	4.1	1,192
3 (tie)	Faculty provide timely feedback about course work	4.0	1,202
3 (tie)	My courses have a good variety of assignments and projects	4.0	1,211
3 (tie)	I have adequate opportunities to talk to classmates about course materials	4.0	1,208
4	KPU provides support to help students succeed	3.9	1,172
5	I am aware of opportunities for expressing student concerns	3.7	1,178
6 (tie)	I am aware of opportunities to create social connections at KPU	3.6	1,159
6 (tie)	I am aware of opportunities to study in another country**	3.6	924

\*This item was added in 2013.

\*\*Asked only to students on Langley, Richmond, and Surrey campuses.

In 2011, only two of the 11 aspects received a mean score higher than 4.0 and they were:

- Faculty are available after class and during office hours (mean score of 4.1), and

- Course materials are up-to-date and relevant (mean score of 4.0).

Ten aspects of students' educational experiences had higher mean scores in 2013 than in 2011. For a comparison of 2013 and 2011 mean scores for aspects of students' educational experiences, please refer to Appendix 4.

As in 2011, student engagement with faculty was ranked relatively high in 2013; the three aspects related to faculty, *'available to students'*, *'demonstrate care'*, and *'provide timely feedback'* were ranked within the top 3 in 2013.

Similar to 2011, the satisfaction ratings were considerably lower for:

- I am aware of opportunities to create social connections at KPU (mean score of 3.6), and
- I am aware of opportunities to study in another country (mean score of 3.6).

For international respondents, the highest rated aspects were:

- My courses have a good variety of assignments and projects (mean score of 4.3),
- Faculty are available after class and during office hours (mean score of 4.2), and
- Treatment of students is not influenced by gender, ethnicity, age, sexual orientation, disabilities, religion, etc. (mean score of 4.2).

For international respondents, the lowest rated aspects were:

- I am aware of opportunities to create social connections at KPU (mean score of 3.8),
- I have adequate opportunities to talk to classmates about course materials (mean score of 3.9),
- I am aware of opportunities for expressing student concerns (mean score of 3.96), and
- Faculty demonstrate care about my success as a student (mean score of 4.0).



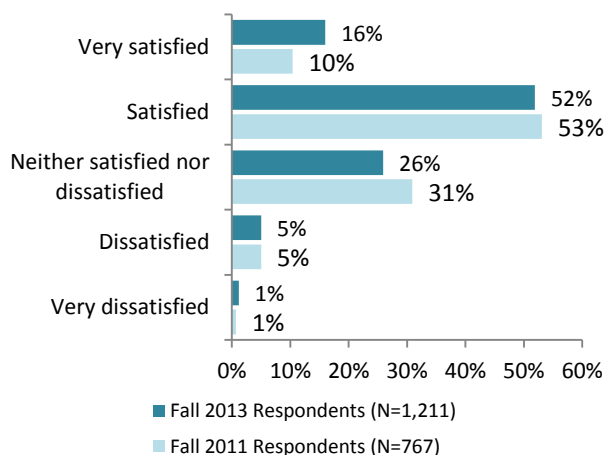
## Student Support Services

Survey respondents who completed Version B and Version C of the survey were asked to indicate their overall level of satisfaction with student support services at KPU and rate 17 different aspects of student support services using a 5-point Likert Scale, ranging from 1 (very dissatisfied) to 5 (very satisfied).

### Overall Satisfaction with Student Support Services

Overall, 68% of the students said they were very satisfied/satisfied with the overall student support services at KPU. Few (6%) said they were very dissatisfied/dissatisfied with student support services (see Figure 38).

**Figure 38: Overall Satisfaction with Student Support Services (Fall 2013 vs. Fall 2011)**



The percentage of respondents who were very satisfied/satisfied with student support services at KPU increased by 5 percentage points from 2011 to 2013.

A higher proportion of international student respondents (72%) said they were very satisfied/catisfied with the student support services at KPU compared to 68% of all respondents.

Respondents who had indicated they were new to KPU were more likely to indicate that they were very satisfied/satisfied with the student support services at KPU (74%, N=410) than respondents who reported they were returning students (65%, N=796).

Respondents who had indicated that KPU was their first choice of postsecondary education were also more likely to report that they were very satisfied/satisfied with the student support services (73%, N=774) than the respondents for whom KPU was not the first choice (59%, N=437).

Gender seems to have an effect on the students' level of satisfaction with student support services at KPU. A higher proportion of male respondents (71%) indicated that they were very satisfied/satisfied with the student support services compared to female respondents (66%).

### Reasons for Dissatisfaction with Student Support Services<sup>29</sup>

Of the 6% of respondents who said they were very dissatisfied/dissatisfied, the area of greatest concern to the largest proportion was the 'campus services' weekday hours' (considered an important area of concern for 56% of the dissatisfied respondents). In 2011, the area of greatest concern was reported as 'adequacy of study spaces' (51%).

Several other areas were of concern to about three in ten dissatisfied respondents:

- Refund policies (46%),
- Adequacy of information about student services such as counseling, advising, disability services, financial aid, tutoring, etc. (45%),
- Campus services weekday hours (45%), and
- Adequacy of information about procedures, policies, deadlines (37%).

*Note: Due to the small number of very dissatisfied/dissatisfied international students who responded to this question, their responses are not discussed in this report.*

<sup>29</sup> Survey respondents were able to select all reasons that apply.

## Ratings of Aspects of Student Support Services

Figure 39 provides a summary of the mean (average) level of satisfaction scores of respondents for each aspect of student support services at KPU.

**Figure 39: Satisfaction with Student Support Services at KPU, All Respondents, Fall 2013**

Rank	Aspects of Student Support Services (1=very dissatisfied; 5=very satisfied)	Mean	Number of Respondents
1	Adequacy of library services (e.g., orientation, reference)	4.2	1,002
2 (tie)	Adequacy of library resources (e.g., book, journals)	4.1	1,018
2 (tie)	Accessibility of computer labs	4.1	944
3	Usefulness of myKPU web portal	3.9	1,083
4 (tie)	Student orientations held before classes start**	3.8	600
4 (tie)	Tutoring help available in the Learning Centres	3.8	699
4 (tie)	Space available to study on your own	3.8	1,066
5 (tie)	Opportunities to make environmentally friendly choices*	3.7	916
5 (tie)	Computer technical assistance(IET Service Desk)	3.7	761
5 (tie)	Learning materials in campus bookstores	3.7	965
5 (tie)	Counselling services(e.g., help with personal problems, career advice)	3.7	787
5 (tie)	Space available to meet or study with other students	3.7	1,026
6	"Course Planning 101" sessions**	3.6	428
7 (tie)	Convenience of student service hours	3.5	925
7 (tie)	Student employment services	3.5	645
8	Recreational activities on campus**	3.4	582
9	Campus food services	3.3	1043

\*This item was added in 2013.

\*\*Asked only to students on Langley, Richmond, and Surrey campuses.

Of the 17 student support services aspects, three received a mean score higher than 4.0.

- Adequacy of library services such as orientation and reference (mean score of 4.2),
- Adequacy of library resources such as books, journals (mean score of 4.1), and
- Accessibility of computer labs (mean score of 4.1).

These three aspects were also ranked within the top 3 in 2011.

The aspects which received the lowest satisfaction ratings were:

- Campus food services (mean score of 3.3),
- Recreational activities on campus (mean score of 3.4),
- Student employment services (mean score of 3.5), and
- Convenience of student service hours (mean score of 3.5).

In 2011, these four factors were given slightly lower ratings.

For international student respondents, the lowest rated aspects were:

- Campus food services (mean score of 3.2),
- Student employment services (mean score of 3.5), and
- Recreational activities on campus (mean score of 3.6).

International student respondents' level of satisfaction with the aspects of student support services was slightly higher than that of domestic respondents for 13 out of 17 aspects of student support services.

The low score given for '*student employment services*' is notable given that '*to prepare for a specific occupation or job*' and '*to generally improve my job prospects and/or earning potential*' are top motivators for attending school (see Figure 17 in the section *Enrolment and Factors Influencing Enrolment*).

For a comparison of 2013 and 2011 mean scores for aspects of student support services at KPU, please refer to Appendix 5.

## Would they enroll at KPU again?

While KPU was not the first choice postsecondary institution for 37% of the respondents, **a large majority (89%) of the respondents said they would enroll at KPU if they were to do it over again**, indicating that in general, students are satisfied with their experiences at KPU. Similarly, a large majority of international respondents (86%) said that they would enroll at KPU if they had to do it all over again.

The results for 2011 were similar.

Students who would not enroll at KPU again were asked to indicate the reasons. An analysis was performed on the comments provided by 213 respondents. The comments were read and 156 of them were grouped into 13 major categories.

Figure 40 presents the distribution of survey respondent comments. The figure shows that concerns regarding reputation, course availability, and scheduling dominated the responses.

**Figure 40: Reasons for Not Enrolling at KPU Again, Fall 2013**

Reason for not enrolling at KPU again:	Number of Responses	% of responses
Reputation	32	21%
Course Availability and Scheduling	31	20%
Services/Advising	18	12%
Student Life/Campus Community	14	9%
Instruction	12	8%
Program/Curriculum	11	7%
Facilities	10	6%
Transportation/Location	8	5%
Course Content, Format, and Workload	6	4%
Tuition Fees/Financial Aid	6	4%
Food	3	2%
Admission Requirement	2	1%
Transfer Credit	3	2%
Total	156	100%

A selection of respondents' comments<sup>30</sup> by topic are presented below.

<sup>30</sup> Comments are reproduced exactly as written by students, except that references to individuals at KPU have been removed.

### Reputation:

"Sometimes it's embarrassing to tell people I go to Kwantlen even though I know I am getting a great education."

"I am in accounting and it seems like public practice firms seem to hire more students from SFU and UBC."

"There is also a lack of identity with this university. When a person thinks of UBC they think of science or research, BCIT is all about technology SFU similar to UBC one thinks of research or maybe finance or accounting. KPU does not seem to have a strong identity or position in people's minds. When I tell someone I go to university at KPU they have a puzzled look on their face or they mention the KSA scandal. I feel embarrassed to tell someone I attend KPU."

"I feel that Kwantlen is the beginners' university. If I could choose over against I would apply to SFU or Langara as they have the reputation of a better school. I also feel that the new advertising that started around this time last year cheapens the reputation of the school."

"UBC/SFU degrees are more widely recognized and taken more seriously by employers."

### Course Availability and Scheduling:

"... By far the worst is trying to get into the classes I need for my Associate Program in Criminology. I intend to use it to transfer into SFU's Bachelor program, but trying to get the classes I need are next to impossible. All I can do is hope they are offered, hope there is more than 1 section for the required course, hope the teacher isn't one of the absolutely horrible ones, and then sign up for the waitlist and hope like 40+ people switch out or withdraw. Even then, sometimes I don't find out till the classes have already started and it would be impossible for me to change my schedule and student loan stuff to take the class."

"Another big problem is that there are certain courses that create a bottleneck in the system and I am finding graduating is taking longer than it should. If KPU focused on producing more graduates maybe some of them would go on to do some great things. Right now it feels like graduating with a degree is time consuming because there are not enough sections, some pre reqs that don't make sense, no summer marketing courses, and certain courses that cause a bottleneck in the system (ENTR 3140). My dream for KPU would be that it eventually becomes a top university where students can obtain a degree in a timely manner, get consistently high quality instructors, and that these students can go on and do great things in their careers or go on and attempt an MBA or [a] PhD or attend law school or med school."

"The courses are very limited which makes the degree program longer and it is very frustrating."

"Class times are not good for mature working adults that have jobs and kids; you need more continuing education courses that are actually good. The tuition is fine, but the fees are ridiculous!! 3 credits means I'm at the school once a week and I have to pay an extra 185 dollars for the multi pass, doesn't make sense!!"

The school gives the appearance of caring for students who take night classes however very few are offered. Some courses are never even offered at night. Also services such as advisors are impossible for me to ever meet with because I work full time. Other things like retrieving my bus pass are nearly impossible because it is located in the bookstore for some odd reason, which closes early so I can't even retrieve it."

"I dislike the small class sizes. It causes too much stress for students when trying to register in the class because there is limited space and everyone is essentially racing for a spot."

#### Services/Advising

"Small classes and lower tuition are very appealing but I feel it lacks help for students to find work after completion and really does not offer guidance in

finding employment or continuing studies until you go seek it yourself."

"There is not enough opportunities for scholarship, co-op, practicum, or work-learn positions. Getting the extra-curricular experience required for graduate school is not directly available through Kwantlen like SFU or UBC."

"When I was having an issue with enrollment, a staff member told me that if I was dissatisfied then, like a phone company, I should take my business elsewhere. These were her exact words. While I am aware that Kwantlen needs to make money, I do take my education more seriously than my cell phone provider. I used to be a fan of Kwantlen and had recommended it to friends. I have seen a drastic change in the staff and support that has been provided over the years. I wanted to finish my Bachelor's degree at Kwantlen but I am hoping to transfer as soon as possible. While the buildings have become larger and more beautiful, this is not a reason for me to be attending a school, and has obviously taken precedent over actual education. I will no longer recommend Kwantlen to others and will encourage them to find another school, no matter the price difference, because it is not worth it. Like your staff member told me, I will find a company that wants my business, or at least one that cares about their students."

"A major issue for me is the level of service provided from admission, advising and food service staff. Many are not polite or friendly and are often hostile. When getting forms filled in at admissions the staff comes across as very judgmental and not willing to help students."

#### Student Life/Campus Community

"I feel Kwantlen does not have the university vibe. Yes it is officially a university but unlike other universities such as SFU or UBC it does not have the university/community vibe. Whereas at SFU I feel students are more interconnected and actually hang out on campus after their class is over. Unlike Kwantlen where I usually only see people going to class and after class go straight home or off campus. Many of the people I know leave the campus after

their course unless they have a group project to do.”

“If you are not doing well in class, it’s very difficult to get help. Also, it is very difficult to socialize with other students, there’s almost no events that allow and even encourage students to socialize. Or if there are, whoever organizes them isn’t doing a good enough job of advertising them.”

“Overall, I have found the education for my program at KPU to be great, but the only reason that I would not enroll at KPU again is due to the networking opportunities through the alumni that UBC or SFU has to offer its students.”

#### Facilities

“The space in the campus are limited! No space for a lot of students to go to. The cafe only has limited choices as well! The classroom halls are crowded and narrow, the library seating area is small as well - the bookstore, we should be able to see the textbooks rather than waiting in line to ask the person.”

“I do not like the campus. The quiet study area in the library is too small. The rest of library is too loud. The campus is not a good environment to study in; I would always rather study at UBC, SFU, or even VPL. I also do not like the color palette or lighting in the campus; however, I am aware that renovations are ongoing and I am happy about that.”

#### Course Content, Format, and Workload

“The course material has been super repetitive and only in my final year, I have learned a little more of the skills I need to get a job. I came here because it was a "polytechnic university," thinking it would be more hands on, practical studies, but all I've done is essay after essay.”

“Some of the courses relied [on] a lot of projects without really explaining the context of the materials itself.”

“Because I am working full time to continue my education and the focus in the business program relies too heavily on group work which does not

work well with my schedule. It caters more to full time students. I think I would choose BCIT next time around as they cater more towards working professionals.”

“I'm in the Turf Program at Langley campus. The lab portion of the turf class I'm currently enrolled in feels like a huge waste of time and money. For example, a few weeks ago we spent 2 hours looking at basic lawnmowers. That was followed by a 20 minute lecture on how to wash a basic lawnmower. Last week we had another lecture which was exactly the same but with different mowers. To me, this seems to be very basic information that someone should easily be able figure out themselves, especially how to wash a lawn mower. Paying money to learn this type of information is ridiculous to me. This seems to be a constant theme with a number of labs that have followed. I've also heard from students who are further along in the program that this theme continues with other turf classes as well, although I personally cannot attest to this. My current enrollment for the next semester is unknown. I think a 'fast track' turf program would help people who currently work in the turf industry like myself. I understand the need to educate students who have very little experience in the turf industry but paying money to learn how to wash off a lawnmower feels like a money grab. I hope someone reads this comment and puts some serious thought into developing a 'stream line' turf program with the aim of attracting more people who currently work in the turf industry to attend. Personally, I would.”

#### Transfer Credit

“Teachers are great, very nice and they have huge knowledge but admissions and transfer credit is terrible. Especially those two departments have huge stereotyping towards international students. Make us feel we are dumb, will not stand against up their mistakes.”

### Programs/Curriculum

“While Kwantlen has good professors that genuinely care about their students, I felt that the curriculum in my program was highly outdated, and has not prepared me for success in further post-secondary education, nor has it given me skills I will use in the work force. I felt that the business management diploma has a lot of very general information that is often repeated over and over again in several classes. There were 4 classes in my diploma that regurgitated the same information that was previously explained in other courses; this information was not applied in a different manner, or expanded upon, it was simply re-explained multiple times. When I talked to school counselors and teachers at Kwantlen regarding my frustrations about this, both professors and counselors agreed that the business management diploma at Kwantlen is outdated, repetitive, and is missing fundamental information that is key to success in the working force. I had one of the business counselors tell me that this diploma is "a dinosaur degree" that is being seriously re-evaluated in terms of its effectiveness. For these reasons, I feel that Kwantlen has not respected the time or the money I have spent at its learning institutions. I am therefore leaving and taking my money to an institution that will make proper use of my time.”

“Although I have learnt a lot with Fashion Marketing, I feel as though it is too broad. I would have chosen a more focused path such as the Communications program at SFU.”

“UBC and SFU have better programs and more classes are transferable to each other.”

# Appendices

## Appendix 1: Factors of Minor Influence and Factors of No Influence on Students' Decision to Attend KPU, Fall 2013

Rank	Factors of Minor Influence	%	N
1	Reputation of institution	38%	2,416
2	Tuition fees	33%	2,418
3	Helpfulness of student services staff	32%	2,406
4	Easy to get accepted	31%	2,414
5	Encouraged by family, friends or employer	31%	2,417
6	Reputation of program	31%	2,410
7	Program I want difficult to get into elsewhere	30%	2,413
8	Stepping stone to another university*	29%	2,185
9	Class size	28%	2,422
10	Co-op option available*	27%	2,165
11	Availability of scholarships and bursaries	26%	2,396
12	Friends are attending here	26%	2,405
13	Option to complete a degree*	23%	2,179
14	Offers the program I want	18%	2,431
15	Location	17%	2,437
16	Reputation of athletics program*	14%	2,178
17	Was not accepted by first choice institution	13%	2,407

\*Asked only to Langley, Richmond, and Surrey campus students.

Rank	Factors of No Influence	%	N
1	Reputation of athletics program*	80%	2,178
2	Was not accepted by first choice institution	74%	2,407
3	Friends are attending here	56%	2,405
4	Co-op option available*	49%	2,165
5	Availability of scholarships and bursaries	46%	2,396
6	Program I want difficult to get into elsewhere	45%	2,413
7	Helpfulness of student services staff	40%	2,406
8	Stepping stone to another university*	35%	2,185
9	Encouraged by family, friends or employer	35%	2,417
10	Reputation of program	34%	2,410
11	Reputation of institution	30%	2,416
12	Option to complete a degree*	22%	2,179
13	Tuition fees	21%	2,418
14	Easy to get accepted	18%	2,414
15	Class size	16%	2,422
16	Location	11%	2,437
17	Offers the program I want	6%	2,431

## Appendix 2: Reasons Students Could Not Register for Courses by Discipline, Fall 2013

Discipline	All sections full	Course not available this semester	Course timetable conflict	I lacked pre-requisites for the course	I wanted only certain sections/ times/ campus	Section restricted to students in specific program	Other	Total number of respondents
Accounting	44%	18%	46%	18%	41%	5%	4%	126
Anthropology	49%	12%	49%	0%	34%	0%	7%	41
Biology	58%	11%	23%	8%	17%	9%	5%	64
Business	53%	22%	32%	13%	33%	5%	9%	131
Chemistry	51%	5%	30%	14%	14%	5%	0%	57
Criminology	71%	24%	35%	13%	24%	5%	8%	107
Economics	31%	15%	31%	23%	23%	3%	3%	39
English	32%	8%	27%	25%	17%	5%	6%	84
English Language Studies (ELST)	56%	6%	19%	13%	19%	13%	0%	16
History	32%	32%	52%	4%	16%	4%	4%	25
Language (any except ELST)	50%	24%	42%	3%	26%	3%	0%	38
Math	36%	6%	32%	17%	19%	4%	4%	53
Physics	32%	8%	41%	14%	16%	3%	0%	37
Political Science	33%	27%	47%	7%	27%	0%	7%	15
Psychology	57%	20%	39%	9%	25%	3%	11%	94
Sociology	55%	21%	28%	6%	19%	4%	2%	47
Other	43%	20%	21%	10%	20%	8%	14%	106

Notes:

Percentage totals for each discipline exceed 100% as survey respondents were able to select all reasons that apply.

Data for English Language Studies (ELST), History, and Political Science should be interpreted with caution due to the small number of respondents.



**Appendix 3: Mean Level of Agreement with Aspects of Course Registration Process at KPU, Fall 2013 vs. Fall 2011**

Aspects of Course Registration Process (1=strongly disagree; 5=strongly agree)	Fall 2013			Fall 2011		
	Rank	Number of Respondents	Mean Level of Agreement	Mean Level of Agreement	Number of Respondents	Rank
Admissions staff are helpful*	1	231	4.1	4.2	81	1
Educational advising (help with program planning, course selection, etc.) is helpful**	2	1,122	3.9	3.7	1,159	3 (tie)
Web registration process is easy to use	3 (tie)	1,453	3.8	3.9	1,397	2
Admissions staff are helpful in person**	3 (tie)	1177	3.8	3.8	1,230	3 (tie)
Course registration information is readily available	3 (tie)	1,465	3.8	3.8	1,392	3 (tie)
Program descriptions in the online calendar are clear and accurate	3 (tie)	1,440	3.8	3.7	1,368	4 (tie)
There is a good variety of courses**	3 (tie)	1,240	3.8	3.8	1,314	3 (tie)
Course descriptions in the online calendar are clear and accurate**	3 (tie)	1,228	3.8	3.7	1,298	4 (tie)
Fee payment process is efficient	3 (tie)	1,451	3.8	3.5	1,393	6 (tie)
Online course registration guide is easy to use	4 (tie)	1,410	3.7	3.8	1,348	3 (tie)
KPU website is easy to use	4 (tie)	1,474	3.7	3.7	1,412	4 (tie)
New Student Programs staff are helpful	4 (tie)	1052	3.7	3.6	887	5
Personnel in the Financial Awards office are helpful	4 (tie)	995	3.7	3.5	867	6 (tie)
Access to educational advisors is timely	5 (tie)	1316	3.6	3.5	1,203	6 (tie)
Tuition payment policies are reasonable	5 (tie)	1442	3.6	3.5	1,389	6 (tie)
Class change (add/drop) policies are reasonable**	5 (tie)	1184	3.6	3.4	1,237	7
Admissions staff are helpful on the phone**	6	1072	3.5	3.5	1,102	6 (tie)
All desired courses can be scheduled without timetable conflicts**	7	1216	3.2	3.1	1,275	8

\*Asked only to Cloverdale campus students.

\*\*Asked only to students on Langley, Richmond and Surrey campuses.

**Appendix 4: Mean Level of Agreement with Aspects of Students' Educational Experiences at KPU, Fall 2013 vs. Fall 2011**

Aspects of Student Educational Experience (1=strongly disagree; 5=strongly agree)	Fall 2013			Fall 2011		
	Rank	Number of Respondents	Mean Level of Agreement	Mean Level of Agreement	Number of Respondents	Rank
Treatment of students is not influenced by gender, ethnicity, age, sexual orientation, disabilities, religion, etc.	1	1,199	4.3	NA	NA	NA
Course materials are up-to-date and relevant	2 (tie)	1,216	4.1	4.0	750	1 (tie)
Faculty demonstrate care about my success as a student	2 (tie)	1,201	4.1	3.9	737	2 (tie)
Culturally diverse viewpoints are provided in courses*	2 (tie)	965	4.1	3.9	630	2 (tie)
Faculty are available after class and during office hours	2 (tie)	1,192	4.1	4.0	712	1 (tie)
Faculty provide timely feedback about course work	3 (tie)	1,202	4.0	3.9	739	2 (tie)
My courses have a good variety of assignments and projects	3 (tie)	1,211	4.0	4.0	746	1 (tie)
I have adequate opportunities to talk to classmates about course materials	3 (tie)	1,208	4.0	3.8	729	3
KPU provides support to help students succeed	4	1,172	3.9	3.9	686	2 (tie)
I am aware of opportunities for expressing student concerns	5	1,178	3.7	3.4	699	4 (tie)
I am aware of opportunities to create social connections at KPU	6 (tie)	1,159	3.6	3.4	699	4 (tie)
I am aware of opportunities to study in another country*	6 (tie)	924	3.6	3.4	607	4 (tie)

\*This item was added in 2013.

\*\*Asked only to students on Langley, Richmond, and Surrey campuses.

**Appendix 5: Mean Level of Satisfaction with Aspects of Student Support Services at KPU, Fall 2013 vs. Fall 2011**

Aspects of Student Support Services (1=very dissatisfied; 5=very satisfied)	Fall 2013			Fall 2011		
	Rank	Number of Respondents	Mean Level of Satisfaction	Mean Level of Satisfaction	Number of Respondents	Rank
Adequacy of library services (e.g., orientation, reference)	1	1,002	4.2	4.1	589	2(tie)
Adequacy of library resources (e.g., book, journals)	2 (tie)	1,018	4.1	4.1	613	2(tie)
Accessibility of computer labs	2 (tie)	944	4.1	4.2	620	1
Usefulness of myKPU web portal	3 (tie)	1,083	3.8	3.9	677	3
Student orientations held before classes start**	3 (tie)	600	3.8	3.7	363	5 (tie)
Tutoring help available in the Learning Centres	3 (tie)	699	3.8	3.8	395	4
Space available to study on your own	3 (tie)	1,066	3.8	3.7	670	5 (tie)
Opportunities to make environmentally friendly choices*	4 (tie)	916	3.7	NA	NA	NA
Computer technical assistance(IET Service Desk)	4 (tie)	761	3.7	3.7	415	5 (tie)
Learning materials in campus bookstores	4 (tie)	965	3.7	3.7	582	5 (tie)
Counselling services(e.g., help with personal problems, career advice)	4 (tie)	787	3.7	3.6	417	6
Space available to meet or study with other students	4 (tie)	1,026	3.7	3.7	653	5 (tie)
"Course Planning 101" sessions**	5	428	3.6	3.4	234	8
Convenience of student service hours	6 (tie)	925	3.5	3.5	555	7
Student employment services	6 (tie)	645	3.5	3.3	313	9
Recreational activities on campus**	7	582	3.4	3.1	342	11
Campus food services	8	1,043	3.3	3.2	641	10

\*This item was added in 2013.

\*\*Asked only to students on Langley, Richmond, and Surrey campuses.