Report of the Student Satisfaction Survey

October, 2011

Prepared by the Office of Institutional Analysis and Planning
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Methodology

The twelfth annual Student Satisfaction Survey (formerly the Fall Registration Survey) was conducted in October 2011 and asked students various questions related to their selection of a postsecondary institution, their educational plans at Kwantlen, their course registration process, their educational experiences at Kwantlen, their experiences with student support services at Kwantlen, and their background / demographic information. A total of 1,613 students completed the survey.

Responding Students’ Background

Responding students have the following characteristics:

- Under the age of 25 (70%),
- Female (66%)\(^1\),
- Caucasian (44%) or Asian (40%)\(^2\),
- 92% are domestic students,
- Learned both English and another language (58%),
- Had some postsecondary education or have obtained a postsecondary credential (64%), and
- Came from homes where both parents have some postsecondary education or have obtained a postsecondary credential (64% of students’ fathers and 63% of students’ mothers).

Choice of a Postsecondary Institution

Nearly six in ten (57%) of Kwantlen survey respondents indicated Kwantlen was their first choice institution.

This proportion has fallen by 7 percentage points compared to the 2009 survey results and by 21 percentage points when compared to 2008.

The top three postsecondary institutions identified by students not choosing Kwantlen as their first choice were: SFU (28%), UBC (28%), and BCIT (14%). In previous years, these three institutions were also the top institutions identified by respondents.

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\(^1\) Compared to actual student data, females are over-represented by 13 percentage points in this survey.

\(^2\) ‘Mixed ethnic origins’ and ‘West Central Asian / Middle Eastern’ are not included in the percentages.
**Factors Influencing the Decision to Attend Kwantlen**

Critical influential factors (that is, a major influencer to 7 in 10 student respondents) were:
- Location (72%), and
- Kwantlen offers the programs students are looking for (70%).

Other important factors (a major influencer to about half of student respondents) were:
- Class sizes (52%),
- Ease of entrance (49%), and
- Option to complete a degree\(^3\) (49%).

These factors were also the top factors of major influence in 2009.

**Student Preferences**

As in 2009, students have a strongest preference for:
- In-class courses (64%) over other methods of course delivery, and
- May to June intersession (70%) over other summer semester options (assuming courses are available).

The large majority of student respondents said they were more likely to take courses in the afternoon, from noon to 4 PM (75% very likely / likely) and in the morning from 8 AM to noon (62%) than other course time slots (such as evening or weekend courses). The results for 2009 are similar.

- Students who are of the traditional working age cohort (ages 25-54) appear more likely to prefer courses in the evening, on Saturday and the Friday evening / all day Saturday, once a month option.

**Student Satisfaction**

Similar to 2009, students provided the highest satisfaction ratings to:
- Overall educational experience (mean score of 4.00), and
- Course registration process (mean score of 3.80).

While the mean (average) scores for students’ educational experiences and student support services are essentially the same as scores in 2009, mean scores for the overall course registration process and the transfer credit process have fallen somewhat. The mean satisfaction score for the overall course registration process was down 0.18 and the mean satisfaction score for the transfer credit process was down 0.20.

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

<table>
<thead>
<tr>
<th>Service</th>
<th>2011 survey</th>
<th>2009 survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Overall Educational Experiences</td>
<td>4.00</td>
<td>4.07</td>
</tr>
<tr>
<td>Satisfaction with Overall Course Registration Process</td>
<td>3.80</td>
<td>3.98</td>
</tr>
<tr>
<td>Satisfaction with Overall Student Support Services</td>
<td>3.66</td>
<td>3.65</td>
</tr>
<tr>
<td>Satisfaction with Transfer Credit Process</td>
<td>3.13</td>
<td>3.33</td>
</tr>
</tbody>
</table>

\(^3\) The 2009 survey did not ask about the option to complete a degree.
Top Reasons for Satisfaction / Dissatisfaction

OVERALL EDUCATIONAL EXPERIENCE

The highest rated aspects of students’ educational experiences were:
- Faculty are available after class and during office hours (mean score of 4.06),
- Course materials are up-to-date and relevant (mean score of 4.04), and
- My courses have a good variety of assignments and projects (mean score of 3.95).

OVERALL COURSE REGISTRATION PROCESS

The highest rated aspects of the course registration process were:
- Admissions staff are helpful,
- Web registration process is easy to use (mean score of 3.92), and
- Online course registration guide is easy to use (mean score of 3.83).

Top reasons for dissatisfaction were:
- Not enough courses / sections offered (51% of dissatisfied / very dissatisfied respondents),
- No wait list if course / section is full (46%)
- Timetable conflicts (46%), and
- Tuition payment policies (46%).

OVERALL STUDENT SUPPORT SERVICES

The highest rated aspects of student support services were:
- Accessibility of computer labs (mean score of 4.16),
- Adequacy of library resources (mean score of 4.12), and
- Usefulness of MyKwantlen web portal (mean score of 3.87).

Top reasons for dissatisfaction were:
- Adequacy of study spaces (51% of dissatisfied / very dissatisfied respondents),
- Refund policies (42%),
- Adequacy of information about procedures, policies, deadlines, etc. (40%), and
- Campus services weekday hours (40%).

TRANSFER CREDIT PROCESS

Students were only asked about the reasons they were dissatisfied with the credit transfer process. The top three reasons for dissatisfaction were:
- Took too long to transfer credits / find out whether credits were transferred (55% of dissatisfied / very dissatisfied respondents),
- Complicated and confusing process (51%), and
- Staff were not helpful (41%).

Would they enroll at Kwantlen again?

While Kwantlen was not the first choice postsecondary institution for 43% of student respondents, a large majority (84%) of respondents said they would enroll at Kwantlen if they had to do it all over again. Indicating that in general, students are satisfied with their experiences at Kwantlen.

If you had to do it over again, would you enroll at Kwantlen?

In 2009, 36% said Kwantlen was not their first choice postsecondary institution and 94% said they would enroll at Kwantlen again.

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4 Reasons for dissatisfaction not included due to a low sample size.

5 Cloverdale respondents gave the helpfulness of admissions staff a mean score of 4.21 out of 5.00. Surrey, Richmond and Langley respondents gave the helpfulness of admissions staff in person a mean score of 3.83.
Methodology

Survey Overview

The twelfth annual Student Satisfaction Survey (formerly the Fall Registration Survey) was conducted in October 2011 and asked students various questions related to their selection of a postsecondary institution, their educational plans at Kwantlen, their course registration process, their educational experiences at Kwantlen, their experiences with student support services at Kwantlen, and their background / demographic 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:

- One version asked a core set of questions and questions on students’ educational experiences at Kwantlen. Half of the students on the three campuses were provided with this version of the survey.
- The other version asked a core set of questions and questions on students’ experiences with student support services at Kwantlen. Half of the students on the three campuses were provided with this version of the survey.

The third version was provided to students at the Cloverdale campus. These students were asked a core set of questions and a reduced set of questions regarding both their educational experiences and their experiences with student support services at Kwantlen.

Student Responses

A total of 1,613 students completed the surveys: 859 students completed questions asking about students’ educational experiences and 838 students completed questions asking about their experiences with student support services.

Report Notes

Given the increased focus on international students at Kwantlen, the report discusses survey results for all student respondents (also referred to as ‘overall students results’ in the report) as well as for international students. A total of 115 international students completed the 2011 survey (8% of all students).

Where possible, comparisons to the 2009 survey results are made throughout the report.

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

Cloverdale Dataset

Given the unique features of the programs and processes at the Cloverdale campus, survey data specific to Cloverdale students is available as an electronic file. For additional details, please contact the Department of Institutional Analysis and Planning.
Students were asked several questions regarding their background in order to obtain a profile of respondents. To confirm the representativeness of survey respondents, survey results are compared to data in Kwantlen’s student databases.

### International and Domestic Students

The proportion of domestic and international students who completed the 2011 Student Satisfaction Survey is representative of the actual distribution of Kwantlen students in Fall 2011. About 9 in 10 are domestic students and nearly 1 in 10 are international students.

![Figure 1: Proportion of International and Domestic Students](image)

Most (92%) of international student respondents were primarily based on the Richmond and Surrey campuses. This is representative of the actual distribution of international students in Fall 2011.

### Distribution of Students by Gender

In Fall 2011, two-thirds of survey respondents were female and a third were male. Female students are over-represented and male students are under-represented by 13 percentage points in this survey.

For both domestic and international students, there was a skew towards female respondents (67% and 56%, respectively).

### Students by Campus

Overall, the distribution of survey respondents by campus is representative of the actual distribution of students by campus in Fall 2011. Surrey students are somewhat over-represented (by 5 percentage points) in this survey.

The Surrey campus is the primary campus for about half of the student respondents and the Richmond campus is the primary campus for about a third.
**Distribution of Students by Age**

In general, the age distribution of survey respondents in Fall 2011 is reflective of the actual age distribution of students in Fall 2011. Individuals age 25-34 are over-represented by 5 percentage points and individuals under 20 are under-represented by 5 percentage points.

Almost all students at Kwantlen are under the age of 35. The large majority are under the age of 25.

![Figure 4: Distribution of Students by Age Group](actual distribution vs. survey respondents)

International student respondents are more likely to be younger. While the proportion of international student respondents under the age of 20 is similar to the overall survey results (27% compared to 28% for all students), there is a higher proportion of international student respondents between 20-24 years old (84% compared to 70% for all students).

**Hours worked in Job**

In Fall 2011, nearly 4 in 10 student respondents (37%) did not work in a paid job while enrolled in classes at Kwantlen.

When compared to survey results from previous years (2009 and 2008), an upward trend towards not working emerges (see Figure 5). The proportion of student respondents not working in a paid job increased 5 percentage points from 2009 and rose 12 percentage points since 2008. Yet, the proportion of students studying full-time\(^6\) has remained steady since Fall 2008 (35%).

![Figure 5: Students' Paid Work Hours](fall 2011 vs. fall 2009 vs. fall 2008)

This trend of more students not working corresponds to higher youth unemployment rates in the province (see Figure 6).

![Figure 6: Youth Unemployment Rates\(^7\) and Proportion of Students Not Working, 2008-2011](proportion of students not working)

Also notable is the downward trend in the proportion of student respondents working longer hours (20 or more hours per week) – from 35% in 2008 to 30% in 2011.

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\(^6\) 12+ credits per semester.  
Of the 63% of student respondents who worked while taking courses in Fall 2011, the most common number of hours worked is between 10-19 hours per week (22% of all students, or 35% of students who worked in a paid job).

When compared to overall survey results, international student respondents are less likely to work while enrolled in classes at Kwantlen. In Fall 2011, three-quarters (74%) did not work in a paid job.

Of the 26% of international student respondents who worked in a paid job, most worked fewer than 20 hours per week (19% of all international students, or 72% of international students who worked).

**Distribution by Course Level**

Nearly half (47%) of student respondents are taking primarily 1000-level courses. About two in ten (19%) are primarily taking 2000-level courses. Six percent are taking mainly preparatory courses.

A quarter of student respondents are taking upper division courses - 16% are taking primarily 3000-level courses, and 9% are taking primarily 4000-level courses.

A small proportion (3%) of student respondents are taking a mixed level of courses.

The proportion taking lower division courses are under-represented by 13 percentage points and the proportion of students in upper division courses are over-represented by 10 percentage points in the survey results.

A higher proportion of international student respondents were mainly enrolled in preparatory courses (15%). Similar to the overall survey responses, nearly six in ten (59%) international student respondents are taking primarily 1000-level and 2000-level courses, while 21% are taking upper division courses. Five percent of international students are taking mixed level of courses.

**Distribution by Faculty**

Overall, the distribution of survey respondents by Faculty is fairly representative of the actual distribution of students by Faculty in Fall 2011. The Faculty of Academic and Career Advancement is under-represented by 5 percentage points.

Around a third of students belong to the Faculty of Business and another third of students belong to the Faculty of Social Sciences. The Faculty of Science and Horticulture is the next most common Faculty.

Compared to overall student responses, international student respondents are more likely to be in the Faculty of Business (67% compared to 36% of all students).

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8 Students at the Richmond, Surrey and Langley campuses.
**Semester**

Similar to 2009, about a third (34%) of student respondents indicated it was their first semester attending Kwantlen. About four in ten (42%) international student respondents indicated it was their first semester at Kwantlen. The results for 2009 were similar.

**Credential**

In the Fall 2011 survey, nearly six in ten student respondents (57%) indicated they are enrolled in a bachelor’s degree program. About three in ten respondents (32%) were enrolled in a diploma, associate degree, or a certificate program.

Differing from overall student responses, the largest proportion of international students were enrolled in a diploma program (41%), followed by a bachelor’s degree program (36%).

When compared to actual data, the most notable differences are that students enrolled in a bachelor’s degree program are over-represented by 27 percentage points and students enrolled in an associate degree program are under-represented by 20 percentage points.

**PLANS TO COMPLETE CREDENTIAL**

Most student respondents (84%) said they plan to complete the credential they are working towards at Kwantlen. This is similar to the results of previous surveys (2009 and 2008).

Survey results are similar for international students – 88% plan to complete the credential at Kwantlen.
**Ethnicity**

The composition of student respondent ethnicities in Fall 2011 is similar to the ethnic composition in Fall 2009 and Fall 2008. In 2011, the top ethnicities are: Caucasian (44%), South Asian (18%) and East Asian (16%). Notably, 91% of East Asian student respondents were Chinese.

Canadian Aboriginals accounted for 2% of survey respondents.

International student respondents were primarily East Asian (61%; 59% Chinese) and South Asian (21%).

**Figure 11: Students’ Ethnicity, 2011**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>44%</td>
</tr>
<tr>
<td>South Asian</td>
<td>18%</td>
</tr>
<tr>
<td>East Asian</td>
<td>16%</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>6%</td>
</tr>
<tr>
<td>Mixed ethnic origins</td>
<td>4%</td>
</tr>
<tr>
<td>Canadian Aboriginal</td>
<td>2%</td>
</tr>
<tr>
<td>West Central Asian / Middle Eastern</td>
<td>2%</td>
</tr>
</tbody>
</table>

N=1,420

**English Language**

Similar to 2009, nearly 6 in 10 Kwantlen student respondents (58%) know both English and another language.

About a quarter (24%) learned both languages before the age of 5.

Another quarter (23%) learned another language first and then learned English at age 5 or later.

- Over half (54% of those who learned English at age 5 or later) learned English after the age of 10.

FIGURE 12: Age Students Learned to Speak English, 2011

<table>
<thead>
<tr>
<th>Language Learned Pattern</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English is the only language I have learned</td>
<td>42%</td>
</tr>
<tr>
<td>Learned another language and English by age of 5</td>
<td>24%</td>
</tr>
<tr>
<td>Learned another language first and then English between ages 5-10</td>
<td>13%</td>
</tr>
<tr>
<td>Learned another language first and then English between ages 11-15</td>
<td>7%</td>
</tr>
<tr>
<td>Learned another language first and then English after age 15</td>
<td>5%</td>
</tr>
<tr>
<td>Learned English first, then another language after the age of 5</td>
<td>12%</td>
</tr>
</tbody>
</table>

N=1,427

For international students, the large majority (73%) learned English at age 5 or later:

- 31% learned English between 5-10 years of age,
- 27% learned English between 11-15 years of age, and
- 15% learned English after age 15.

**Educational Level of Students and Parents**

Similar to 2009, nearly two-thirds of student respondents (64%) have some postsecondary education or have obtained a postsecondary credential.

A third of student respondents (33%) have completed high school and only 1% have yet to complete high school.
Differing from the overall student results, about half (52%) of international student respondents have grade 12 as their highest level of educational attainment.

More than 6 in 10 student respondents’ parents have some postsecondary education (64% of students’ fathers and 63% of students’ mothers). The results for 2009 were similar.

Of students’ parents with some postsecondary education, 3 in 10 have obtained a bachelor’s degree, a post-graduate degree, or a professional degree (33% fathers, 27% mothers).

Figure 13: Educational Levels of Students and Parents, 2011

- Completed some college/university level courses: 35%
- Completed Grade 12: 10%
- College level (certificate or diploma): 14%
- Bachelors degree: 6%
- Completed less than Grade 12: 21%
- Trades certification: 12%
- Post-graduate degree (Masters or Ph.D): 18%
- Professional degree (e.g. P.Eng): 10%
- Other: 6%

N=1,427 (student), N=1,399 (mother), N=1,395 (father)

When comparing student respondents who have some postsecondary education with respondents with a high school diploma / some high school education, respondents with some postsecondary education were more likely:

- **OLDER**: The large majority (77%) are between 20-34 years old (while 90% of respondents with high school education only are under 25 years).
- **WORKING**: 70% worked in a paid job while enrolled in classes (compared to 49% of those with high school education only).
- **DOMESTIC STUDENTS**: 94% are domestic students (compared to 87%)
- **ENGLISH-ONLY SPEAKERS**: For 44%, English is the only language learned (compared to 37%).
- **CAUCASIAN**: 50% (compared to 34%).

The two groups appear to be similar in terms of:
- Gender, and
- Parents’ educational levels.
**Kwantlen as the First Choice**

In Fall 2011, 57% of student respondents indicated Kwantlen was their first-choice postsecondary institution.

Compared to previous years (2009 and 2008), this proportion has fallen by 7 percentage points compared to the results from the 2009 survey and by 21 percentage points when compared to 2008.

In Fall 2011, 64% of international student respondents indicated that Kwantlen was their first-choice postsecondary institution, up from 58% in 2009, yet down from 73% in 2008.

**First Choice Postsecondary Institution**

For students indicating that Kwantlen was not their first-choice postsecondary institution, the top three choices are: UBC (28%), SFU (28%), and BCIT (14%). The same three institutions were also the top three choices in 2009 and 2008.

The top three choices for international students were SFU (37%), UBC (29%) and BCIT (7%). The same three institutions were also the top three choices in 2009. In 2008, UBC, SFU and ‘other’ were the top categories.

**MAJOR Factors Influencing Students’ Decision to Attend Kwantlen**

Critical influential factors (that is, a major influencer to 7 in 10 students) were:

- Location (72%), and
- Kwantlen offers the programs students are looking for (70%).

These two factors were also the top factors of major influence in 2009.

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

- Class sizes (52%),
- Ease of entrance (49%), and
- Option to complete a degree (49%).
Class sizes and ease of entrance were also major influential factors to students in 2009. Past surveys did not ask about the option to complete a degree. Factors considered as a major influence for less than half, but more than a third, of students include:

- Tuition fees (44%), and
- Stepping stone to another university (34%).

Of interest, ‘Kwantlen as a stepping stone to another university’ was a major influencer to a greater proportion in 2011 than in 2009 (34% and 28%, respectively). This finding aligns with the result discussed previously that a lower proportion of students say Kwantlen was their first choice postsecondary institution in 2011 (when compared to 2009 and 2008).

Other factors of importance to about half of international students were also the same as the overall student population: ‘Class size’ (55%), ‘Easy to get accepted’ (52%), and ‘Option to complete a degree’ (46%).

Appendix A provides additional details on the factors student respondents identified as minor influencers or factors of no influence.

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

- Easy to get accepted (53% compared to 46% who said Kwantlen was their first choice)
- Stepping stone to another university (42% compared to 27%). Those who said Kwantlen was not their first choice institution were less likely to say they planned to complete their credential at Kwantlen (75% compared to 91%)
- Program I want difficult to get in elsewhere (28% compared to 17%)
- Was not accepted by first choice institution (27% compared to 3%)

For international students, the top influencers were the same as the overall student population: ‘Location’ (65%) and ‘Offers the program I want’ (61%).

Figure 16: Major Influencers for Students’ Decision to Attend Kwantlen, 2011

<table>
<thead>
<tr>
<th>Factor of Major Influence</th>
<th>All students</th>
<th>Students who said Kwantlen was their first choice</th>
<th>Students who said Kwantlen was NOT their first choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>72%</td>
<td>76%</td>
<td>68%</td>
</tr>
<tr>
<td>Offers the program I want</td>
<td>70%</td>
<td>76%</td>
<td>62%</td>
</tr>
<tr>
<td>Class size</td>
<td>52%</td>
<td>56%</td>
<td>47%</td>
</tr>
<tr>
<td>Easy to get accepted</td>
<td>49%</td>
<td>46%</td>
<td>53%</td>
</tr>
<tr>
<td>Option to complete a degree</td>
<td>49%</td>
<td>54%</td>
<td>43%</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>44%</td>
<td>46%</td>
<td>42%</td>
</tr>
<tr>
<td>Stepping stone to another university</td>
<td>34%</td>
<td>46%</td>
<td>42%</td>
</tr>
<tr>
<td>Encouraged by family/friends/employer</td>
<td>28%</td>
<td>31%</td>
<td>25%</td>
</tr>
<tr>
<td>Reputation of program</td>
<td>27%</td>
<td>32%</td>
<td>21%</td>
</tr>
<tr>
<td>Reputation of institution</td>
<td>26%</td>
<td>30%</td>
<td>21%</td>
</tr>
<tr>
<td>Program I want difficult to get into elsewhere</td>
<td>22%</td>
<td>17%</td>
<td>28%</td>
</tr>
<tr>
<td>Helpfulness of student services staff</td>
<td>19%</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
<td>Co-op option available</td>
<td>17%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Friends are attending</td>
<td>14%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>Was not accepted by first choice institution</td>
<td>13%</td>
<td>3%</td>
<td>27%</td>
</tr>
<tr>
<td>Availability of scholarships and bursaries</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Reputation of athletics program</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

N=1,483 to 1,593 (all students)
Note: Students on the Cloverdale campus were not asked about the following four factors: reputation of the athletics program, stepping stone to another university, co-op available, and option to complete a degree.
**MAIN Motivation for Attending Kwantlen**

There were several differences between domestic and international student respondents' motivations for attending school.

While *to prepare for a specific occupation or job* was the top motivator for both domestic and international student respondents, domestic students were more likely to say it was a main motivation (50%) than international students (36%).

Also, highlighting the importance of finding a good job for domestic student respondents, was that about one in eight (16%) domestic students said ‘to improve my job prospects / earning potential’ was a main motivator, while only less than one in ten (7%) of international students cited this as a main motivation.

International student respondents were much more likely to say their main motivation for attending school was ‘to get a general academic education’ (18%, compared to 8% of domestic students).

*N=1,308 (domestic), N=114 (international)*

**Notes:**
1. The Cloverdale campus survey did not include: ‘To get a general academic education’ nor ‘Planning to continue to graduate studies’.
2. 2011 was the first year this question was asked.
Registering for Classes

Nearly two-thirds of students (65%) said they were able to register for all their classes, a third (33%) said they were unable to register for all classes and for 2% the question was not applicable. This was true for both domestic and international students.

Figure 18: Ability to Register for All Classes for Fall, 2011

![Pie chart showing 65% able to register for all classes, 33% unable to register for all classes, and 2% not applicable.]

N=1,497
Note: 2011 was the first year this question was asked.

COURSES STUDENTS WERE UNABLE TO REGISTER FOR

Student respondents who indicated they were unable to register for one or more classes in Fall 2011 were asked to identify the course(s) and level(s) they were unable to register for.

By discipline, nearly three in ten (28%) of the courses students said they were unable to register for were Accounting and other business courses (such as Economics). The next most common type of courses students were unable to register for were in the Psychology and Criminology programs (11% and 10% of all responses, respectively).

Figure 19: Course and Level of Classes Students were Unable to Register for, 2011 (number of student responses)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Preparatory</th>
<th>1000 level</th>
<th>2000 level</th>
<th>3000 level</th>
<th>4000 level</th>
<th>Total, by Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>2</td>
<td>24</td>
<td>16</td>
<td>32</td>
<td>23</td>
<td>97</td>
</tr>
<tr>
<td>Anthropology</td>
<td>5</td>
<td>29</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>30</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>Business</td>
<td>3</td>
<td>43</td>
<td>27</td>
<td>19</td>
<td>12</td>
<td>139</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>15</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Criminology</td>
<td>11</td>
<td>41</td>
<td>17</td>
<td>21</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>19</td>
<td>10</td>
<td>8</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>English</td>
<td>11</td>
<td>65</td>
<td>11</td>
<td>9</td>
<td>3</td>
<td>99</td>
</tr>
<tr>
<td>English Language Studies (ELST)</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td>19</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>Language (any except ELST)</td>
<td>3</td>
<td>18</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Math</td>
<td>8</td>
<td>36</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>52</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
<td>17</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Political Science</td>
<td>2</td>
<td>11</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Psychology</td>
<td>9</td>
<td>52</td>
<td>22</td>
<td>17</td>
<td>7</td>
<td>107</td>
</tr>
<tr>
<td>Sociology</td>
<td>5</td>
<td>37</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>63</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>42</td>
<td>12</td>
<td>6</td>
<td>3</td>
<td>76</td>
</tr>
<tr>
<td>Total, by Level</td>
<td>88</td>
<td>503</td>
<td>170</td>
<td>160</td>
<td>78</td>
<td>999</td>
</tr>
</tbody>
</table>

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

9 Students on the Surrey, Richmond and Langley campuses were asked if they were able to register for all classes they wanted for Fall 2011. Students 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.
Section 3: Course Registration

By Student Course Level

Of students taking primarily preparatory and 1000-level courses in Fall 2011, the majority of courses they could not register for were at the 1000-level.

- Of the courses mentioned by 1000-level students 79% of the courses were at the 1000-level. For preparatory students, 58% of the courses mentioned were at the 1000-level.

Of students taking primarily 2000-level courses, the majority of courses they could not register for were at the 2000-level (36% of total responses) or the 1000-level (34% of responses).

For students taking primarily upper division courses (3000-level and 4000-level), over two-thirds of the courses they could not register for were at the 3000-level and 4000-level.

REASONS STUDENTS WERE UNABLE TO REGISTER FOR COURSE(S)

The most important reason why students were unable to register for their course(s) was because *all the sections were full* -- the top reason for 13 out of 16 disciplines (*please see Appendix B for a list of disciplines*).

The majority of student respondents selected the reason ‘all sections were full’ for the following disciplines:

- Psychology 71%
- Biology 69%
- English Language Studies 67%
- Anthropology 65%
- Business 62%
- Sociology 57%
- Accounting 57%
- Economics 50%

Other important reasons why students were unable to register were: ‘course timetable conflict’ and ‘course not available this semester’.

- ‘Course timetable conflict’ was the most important reason for Chemistry (42%) and was the second-most important reason for 9 of the 16 disciplines.
- ‘Course not available this semester’ was the most important reason for History (41%), Languages, except English (38%), and Physics (33%).

Please see Appendix B for additional details on the reasons students could not register for courses.

Note: Due to the smaller sample for international students by course level, results for the international group are not discussed in this section.
**Credit Transfer**

Two in ten student respondents said they attempted to transfer credits earned at another institution to Kwantlen. The same proportion of respondents attempted to transfer credits in 2009.

Of those students who said they attempted to transfer credits, most (87%) attempted to transfer credits from a Canadian institution and 13% attempted to transfer credits from an institution based abroad.

Similarly, most international student respondents (70%) attempted to transfer credits earned at a Canadian institution.

**LENGTH OF TIME FOR TRANSFER**

About four in ten (42%) student respondents said they heard back regarding whether their credit transfer(s) were approved / not approved in 6 weeks or less.

For over a quarter (26%) of respondents, the process took more than 6 weeks. Two in ten (22%) did not know and 10% had not heard back at the time of the survey.

The results in 2009 and for international student respondents are similar.

---

10 Students on the Surrey, Richmond and Langley campuses were asked if they attempted to transfer credits earned at another institution to Kwantlen and asked how satisfied they were with the process. Dissatisfied students were asked for their reasons for dissatisfaction.
The results for international student respondents were similar to the overall survey results.

REASONS FOR DISSATISFACTION

Of the 29% of dissatisfied students, around half said the process took too long (55% of dissatisfied students) and half said that the process was complicated and confusing (51%).

Other top reasons for dissatisfaction among students were ‘staff were not helpful’ (41%) and the amount or type of credit granted (37%).

The top five reasons for dissatisfaction have remained unchanged between 2009 and 2011.

Notes: 1. Slight changes have been made to response options in 2011. 2. 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 group are not discussed in this section.

COURSE REGISTRATION PROCESS RATINGS

Of all aspects of the course registration process, the highest rated aspects were the ‘helpfulness of admissions staff’ in Cloverdale and the ‘helpfulness of admissions staff in person at the Richmond, Surrey and Langley campuses. These aspects received a mean (average) score of 4.21 and 3.83, respectively.

Also rated highly were the technological aspects of the course registration process and information on registering, particularly:

- Web registration process is easy to use (mean score of 3.92, rank: 2nd),
- Online course registration guide is easy to use (mean score of 3.81, rank: 4th) and
- Course registration information is readily available (mean score of 3.78, rank: 5th), and
- Kwantlen website is easy to use (mean score of 3.74, rank: 7th).

Educational advising, a key component in student success and retention, was ranked near the middle. The helpfulness of educational advising was ranked 9th and the ability to access educational advisors in a timely manner was ranked 12th.

Students taking mainly preparatory classes were more likely to have said they thought educational advising was helpful and timely. Seven in ten (72%) said they strongly agreed/agreed that educational advising was helpful (compared to 57% of all students) and 61% strongly agreed/agreed that educational advising was timely (compared to 48% of all students).

The lowest rated items were:

- All desired courses can be scheduled without timetable conflicts (mean score of 3.08),
- Class change (add/drop) policies are reasonable (mean score of 3.45), and
- Tuition payment policies are reasonable (mean score of 3.46).

While slight changes have been made to response options in 2011, a general comparison between 2009 and 2011 can still be made.

- Most notable when comparing the top five rated aspects for 2009 and 2011 is that agreement with the statement ‘fee payment process is efficient’ was in the top five in 2009 (mean score of 4.00), but is not within the top ten in 2011 (mean score of 3.53). 14

11 Helpfulness of admissions on the phone on the Richmond, Langley and Surrey campuses was ranked 13th in 2011 with a score of 3.52.

12 Students taking mainly 3000-level and 4000-level classes were least likely to have indicated they strongly agree/agree that educational advising was helpful and timely (49% and 40%, respectively).
13 The options ‘all desired courses can be scheduled without timetable conflicts’ and ‘class change policies are reasonable’ were not provided to students at the Cloverdale campus.
14 In Fall 2010, Kwantlen instituted a policy of not accepting credit cards for tuition.
OVERALL SATISFACTION

Overall, students are satisfied with the course registration process. Those who were satisfied / very satisfied accounted for 76% of students. In 2009, a higher proportion of student respondents (84%) said they were satisfied / very satisfied.

Figure 25: Satisfaction with Course Registration Process (fall 2011 vs. fall 2009)

Similar to overall responses, 73% of international student respondents said they were very satisfied / satisfied with the course registration process.

REASONS FOR DISSATISFACTION

For 9% of student respondents who said they were dissatisfied / very dissatisfied, the top reasons for dissatisfaction were:

- Not enough courses / sections offered (51% of respondents cited this reason),
- No wait list if course or section is full (46%),
- Tuition payment policies (46%), and
- Timetable conflicts (46%).

There were two main differences when comparing the top 5 reasons in 2009 and the top five reasons in 2011:

- In 2009, that add / drop policies were problematic was ranked 4th, with 40% of all students citing this reason as a source of dissatisfaction. In 2011, this reason was ranked 8th place (28% of students identified this reason as a source of dissatisfaction) – tied with two other reasons.
- In 2011, ‘tuition payment policies’ were ranked in 2nd place as a reason for dissatisfaction, tied with two other reasons (46% of students identified this reason as a source of dissatisfaction). In 2009, this reason was ranked 6th and a source of dissatisfaction for 33% of students.

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

---

As mentioned in the previous section (Course Registration Process Ratings), in Fall 2010, Kwantlen instituted a policy of not accepting credit cards for tuition.
Students were asked about their preferences on the method of course delivery, course schedules and campus.

**Student Course Preferences**

**METHOD OF DELIVERY**

As in 2009, student respondents have a strong preference for in-class courses. Nearly two-thirds (64%) of all student respondents said they prefer face-to-face course delivery.

About a third of all students (29%) would like to take a combination of in-class and online courses.

Nearly one in ten (7%) prefer online courses only (for Cloverdale students only, this drops to 1% as 9% of Cloverdale respondents say that online courses do not apply to their program of study).

Results for international student respondents were similar.

**SUMMER SEMESTER**

For all student respondents, the most preferred summer semester was the May to June intersession. The large majority (70%) 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 students said they were very likely / likely to take a course in this semester.

The July to August intersession semester was the least popular. 47% said they were very likely / likely to take courses in this semester.

In 2009, the most popular summer semester was also the May to June intersession (67% said very likely / likely) and the least popular summer semester was the July to August intersession (43%).

In 2011, the preferences of international students are similar to the overall student population.

---

16 Students in Surrey, Richmond and Langley were asked about their preferred summer semester.
Not surprisingly, the large majority of student respondents prefer the afternoon time slots.

- Three quarters 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.

The next most popular time slot for students was in the mornings.

- Six in ten (62%) of students said they were very likely / likely to take courses Monday to Friday from 8 in the morning until noon.

Monday to Thursday evenings (4 PM to 10 PM) time slots were of interest to half of student respondents (49% said they were very likely / likely to take courses during this time slot).

International student responses were similar except fewer preferred morning classes from Mondays to Fridays (45% of international students said very likely / likely, while 62% of all students said very likely / likely).

These results are very similar to those expressed in the 2009 survey.

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

- Friday evenings (4 PM to 10 PM) – only 22% said they were very likely / likely to take courses during that time slot.
- Saturday morning - 18% of students 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 are of interest to 14%.

### TIME SLOTS (any semester)

Not surprisingly, the large majority of student respondents prefer the afternoon time slots.

- Three quarters 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.

The next most popular time slot for students was in the mornings.

- Six in ten (62%) of students said they were very likely / likely to take courses Monday to Friday from 8 in the morning until noon.

Monday to Thursday evenings (4 PM to 10 PM) time slots were of interest to half of student respondents (49% said they were very likely / likely to take courses during this time slot).

International student responses were similar except fewer preferred morning classes from Mondays to Fridays (45% of international students said very likely / likely, while 62% of all students said very likely / likely).

These results are very similar to those expressed in the 2009 survey.

17 Students in Surrey, Richmond and Langley were asked about the likelihood of taking courses during various time slots (for any semester), providing the course they wanted is available.
By age

Age appears to play a role in the preference for specific time slots.

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.

Students who are of the traditional working age cohort (students aged 25-54) appear more likely to prefer:

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

Figure 29: Preference for Time Slots, by Age, 2011 (percentage very likely / likely to take course during the specified time)

The large majority of students (76%-87%) preferred the campus they spend most of their time on.

For international student respondents, 98% of those primarily taking courses in Richmond prefer the Richmond campus. Eight in ten of those who spend the most time on the Surrey campus, prefer the Surrey campus.

Note: The preferences of international students at the Langley campus are not reported due to low sample size.

Note: 1,005 student respondents are under the age of 25. 418 student respondents are between the ages of 25-54.
Students’ Educational Experiences

Student Ratings of their Educational Experiences

Of the 11 aspects, two received a mean (average) score higher than 4.00:

- **Faculty are available** after class and during office hours (mean score of 4.06), and
- **Course materials are up-to-date and relevant** (mean score of 4.04).

These two items were also the top rated items in 2009.

For international students, the top rated aspects were:

- Faculty are available after class and during office hours (mean score of 4.14),
- My courses have a good variety of assignments and projects (mean score of 3.90), and
- Faculty provide timely feedback about course work (mean score of 3.86).

For both domestic and international students, the lowest rated aspects were in regards to awareness of opportunities to study abroad and to express concerns as well as opportunities to connect with other students. The 2009 results were similar.

Figure 31: Student Ratings for Aspects of Educational Experiences, 2011

<table>
<thead>
<tr>
<th>Rank</th>
<th>Aspects of Student Educational Experiences</th>
<th>Mean</th>
<th>N (number of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty are available after class and during office hours</td>
<td>4.06</td>
<td>712</td>
</tr>
<tr>
<td>2</td>
<td>Course materials are up-to-date and relevant</td>
<td>4.04</td>
<td>750</td>
</tr>
<tr>
<td>3</td>
<td>My courses have a good variety of assignments and projects</td>
<td>3.95</td>
<td>746</td>
</tr>
<tr>
<td>4</td>
<td>Faculty demonstrate care about my success as a student</td>
<td>3.94</td>
<td>737</td>
</tr>
<tr>
<td>5 (tie)</td>
<td>Culturally diverse viewpoints are provided in courses *</td>
<td>3.91</td>
<td>630</td>
</tr>
<tr>
<td>5 (tie)</td>
<td>Faculty provide timely feedback about course</td>
<td>3.91</td>
<td>739</td>
</tr>
<tr>
<td>7</td>
<td>Kwantlen provides support to help students succeed</td>
<td>3.88</td>
<td>686</td>
</tr>
<tr>
<td>8</td>
<td>I have adequate opportunities to talk to classmates about course materials</td>
<td>3.81</td>
<td>729</td>
</tr>
<tr>
<td>9</td>
<td>I am aware of opportunities to study in another country *</td>
<td>3.44</td>
<td>607</td>
</tr>
<tr>
<td>10</td>
<td>I am aware of opportunities to create social connections at Kwantlen</td>
<td>3.40</td>
<td>699</td>
</tr>
<tr>
<td>11</td>
<td>I am aware of opportunities for expressing student concerns</td>
<td>3.37</td>
<td>699</td>
</tr>
</tbody>
</table>

Note: *denotes items asked only to students in Langley, Richmond and Surrey.

Research shows student engagement to faculty, peers, and institution is strongly related to persistence to graduation.

- The Fall 2011 survey results showed the three items related to faculty (available to students, demonstrate care, and provide timely feedback) were ranked within the top 5. The results were the same in 2009.
- While student engagement with faculty was ranked relatively high, student engagement with their peers was ranked relatively low. That students have adequate opportunities to discuss course materials with other classmates was ranked 8th and that students were aware of opportunities to create social connections at Kwantlen was ranked 10th out of 11 items.
- Students’ perceptions of the level of support provided by Kwantlen to help them succeed was ranked near the middle (7th place with a mean score of 3.88).

OVERALL SATISFACTION

A large majority of students (82%) were satisfied / very satisfied with their educational experiences at Kwantlen to date. In 2009, a similar proportion (85%) said they were satisfied / very satisfied.

In 2011, about 1 in 7 students (14%) were neutral about their educational experiences.

Few (5%) were dissatisfied / very dissatisfied.

- While faculty were given high satisfaction scores overall (see Figure 31), for the few dissatisfied students the greatest concern was the quality of faculty.
For international students, three-quarters said they were very satisfied / satisfied with their educational experiences at Kwantlen. Two in ten (21%) were neutral, 4% were dissatisfied, and no international student respondent reported being very dissatisfied.
### Ratings of Student Support Services

Three student support services aspects received a mean (average) score of 4.00 or higher:

- Accessibility of computer labs (mean score of 4.16),
- Adequacy of library resources such as books, journals (mean score of 4.12), and
- Adequacy of library resources such as orientation and reference (mean score of 4.12).

These three aspects were also ranked within the top 5 in 2009.

Nine of the sixteen aspects received a mean score between 3.87 and 3.50.

The factors which received the lowest satisfaction ratings (a mean score of less than 3.50) were:

- Recreational activities on campus (mean score of 3.14),
- Campus food services (mean score of 3.19),
- Student employment services (mean score of 3.33), and
- Course Planning 101 sessions (mean score of 3.37).

In 2009, recreational activities on campus and student employment services were also given low scores.

The low score given for employment services is notable given that job preparation and finding a good job are top motivators for attending school (see Figure 17 in the chapter *Enrolment and Factors Influencing Enrolment*).

For international student respondents, the top-three rated aspects were:

- Accessibility of computer labs (mean score of 4.18),
- Adequacy of library resources such as orientation and reference (mean score of 4.00), and
- Usefulness of MyKwantlen web portal (mean score of 4.00).

For international student respondents, the lowest rated aspects were:

- Campus food services (mean score of 3.29),
- Recreational activities on campus (mean score of 3.47), and
- Course planning 101 sessions (mean score of 3.54).

---

19 Students were not asked about campus food services, nor the course planning sessions in the Fall 2009 survey.

### Figure 33: Student Satisfaction towards Support Services, 2011

<table>
<thead>
<tr>
<th>Rank</th>
<th>Aspect of Student Support Services</th>
<th>Mean</th>
<th>N (number of respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accessibility of computer labs</td>
<td>4.16</td>
<td>620</td>
</tr>
<tr>
<td>2 (tie)</td>
<td>Adequacy of library resources (ie. books, journals)</td>
<td>4.12</td>
<td>613</td>
</tr>
<tr>
<td>2 (tie)</td>
<td>Adequacy of library resources (ie. orientation, reference)</td>
<td>4.12</td>
<td>589</td>
</tr>
<tr>
<td>4</td>
<td>Usefulness of MyKwantlen web portal</td>
<td>3.87</td>
<td>677</td>
</tr>
<tr>
<td>5</td>
<td>Tutoring help available in the Learning Centres</td>
<td>3.76</td>
<td>395</td>
</tr>
<tr>
<td>6 (tie)</td>
<td>Computer technical assistance (IET service desk)</td>
<td>3.70</td>
<td>415</td>
</tr>
<tr>
<td>6 (tie)</td>
<td>Space available to study on your own</td>
<td>3.70</td>
<td>670</td>
</tr>
<tr>
<td>6 (tie)</td>
<td>Student orientations held before classes start *</td>
<td>3.70</td>
<td>363</td>
</tr>
<tr>
<td>9</td>
<td>Learning materials in campus bookstores</td>
<td>3.68</td>
<td>582</td>
</tr>
<tr>
<td>10</td>
<td>Space available to meet or study with other students</td>
<td>3.67</td>
<td>653</td>
</tr>
<tr>
<td>11</td>
<td>Counselling services</td>
<td>3.64</td>
<td>417</td>
</tr>
<tr>
<td>12</td>
<td>Convenience of student services hours</td>
<td>3.50</td>
<td>555</td>
</tr>
<tr>
<td>13</td>
<td><em>Course Planning 101</em> sessions *</td>
<td>3.37</td>
<td>234</td>
</tr>
<tr>
<td>14</td>
<td>Student employment services</td>
<td>3.33</td>
<td>313</td>
</tr>
<tr>
<td>15</td>
<td>Campus food services</td>
<td>3.19</td>
<td>641</td>
</tr>
<tr>
<td>16</td>
<td>Recreational activities on campus *</td>
<td>3.14</td>
<td>342</td>
</tr>
</tbody>
</table>

Note: * denotes items asked only to students in Langley, Richmond and Surrey.
OVERALL SATISFACTION

Nearly two-thirds of students (63%) said they were very satisfied / satisfied with the overall student support services at Kwantlen.

Notably, nearly a third (31%) felt neutral towards student support services. Few (6%) said they were very dissatisfied / dissatisfied with student support services at Kwantlen.

In 2009, the results were almost exactly the same.

REASONS FOR DISSATISFACTION

Of the 6% of students who said they were dissatisfied / very dissatisfied, the area of greatest concern to the largest proportion was the lack of study spaces (considered an important area of concern for 51% dissatisfied students).

Several other areas were of concern to about four in ten dissatisfied students:

- Refund policies (42%),
- Adequacy of information about procedures, policies, deadlines, etc. (40%),
- Campus services weekday hours (40%), and
- Adequacy of information about student services (37%).

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

International student satisfaction ratings were similar to the overall survey results.
# APPENDIX A: Factors of Minor Influence and Factors of No Influence on Students’ Decision to Attend Kwantlen

## MINOR FACTORS INFLUENCING STUDENTS’ DECISION TO ATTEND KWANTLEN

<table>
<thead>
<tr>
<th>Rank</th>
<th>Factor of Minor Influence</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reputation of institution</td>
<td>38%</td>
</tr>
<tr>
<td>2 (tie)</td>
<td>Tuition fees</td>
<td>33%</td>
</tr>
<tr>
<td>2 (tie)</td>
<td>Easy to get accepted</td>
<td>33%</td>
</tr>
<tr>
<td>4 (tie)</td>
<td>Encouraged by family / friends / employer</td>
<td>32%</td>
</tr>
<tr>
<td>4 (tie)</td>
<td>Reputation of program</td>
<td>32%</td>
</tr>
<tr>
<td>6</td>
<td>Helpfulness of student services staff</td>
<td>31%</td>
</tr>
<tr>
<td>7</td>
<td>Program I want difficult to get into elsewhere</td>
<td>30%</td>
</tr>
<tr>
<td>8</td>
<td>Stepping stone to another university</td>
<td>29%</td>
</tr>
<tr>
<td>9</td>
<td>Class size</td>
<td>28%</td>
</tr>
<tr>
<td>10 (tie)</td>
<td>Availability of scholarships and bursaries</td>
<td>26%</td>
</tr>
<tr>
<td>10 (tie)</td>
<td>Co-op option available</td>
<td>26%</td>
</tr>
<tr>
<td>10 (tie)</td>
<td>Option to complete a degree</td>
<td>26%</td>
</tr>
<tr>
<td>13</td>
<td>Friends are attending</td>
<td>24%</td>
</tr>
<tr>
<td>14</td>
<td>Offers the program I want</td>
<td>21%</td>
</tr>
<tr>
<td>15</td>
<td>Location</td>
<td>16%</td>
</tr>
<tr>
<td>16</td>
<td>Was not accepted by first choice institution</td>
<td>13%</td>
</tr>
<tr>
<td>17</td>
<td>Reputation of athletics program</td>
<td>10%</td>
</tr>
</tbody>
</table>

## FACTORS OF NO INFLUENCE ON STUDENTS’ DECISION TO ATTEND KWANTLEN

<table>
<thead>
<tr>
<th>Rank</th>
<th>Factor of No Influence</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reputation of athletics program</td>
<td>87%</td>
</tr>
<tr>
<td>2</td>
<td>Was not accepted by first choice institution</td>
<td>74%</td>
</tr>
<tr>
<td>3</td>
<td>Availability of scholarships and bursaries</td>
<td>63%</td>
</tr>
<tr>
<td>4</td>
<td>Friends are attending</td>
<td>61%</td>
</tr>
<tr>
<td>5</td>
<td>Co-op option available</td>
<td>58%</td>
</tr>
<tr>
<td>6</td>
<td>Helpfulness of student services staff</td>
<td>50%</td>
</tr>
<tr>
<td>7</td>
<td>Program I want difficult to get into elsewhere</td>
<td>49%</td>
</tr>
<tr>
<td>8</td>
<td>Reputation of program</td>
<td>41%</td>
</tr>
<tr>
<td>9</td>
<td>Encouraged by family / friends / employer</td>
<td>40%</td>
</tr>
<tr>
<td>10</td>
<td>Stepping stone to another university</td>
<td>37%</td>
</tr>
<tr>
<td>11</td>
<td>Reputation of institution</td>
<td>36%</td>
</tr>
<tr>
<td>12</td>
<td>Option to complete a degree</td>
<td>26%</td>
</tr>
<tr>
<td>13</td>
<td>Tuition fees</td>
<td>23%</td>
</tr>
<tr>
<td>14</td>
<td>Class size</td>
<td>20%</td>
</tr>
<tr>
<td>15</td>
<td>Easy to get accepted</td>
<td>18%</td>
</tr>
<tr>
<td>16</td>
<td>Location</td>
<td>12%</td>
</tr>
<tr>
<td>17</td>
<td>Offers the program I want</td>
<td>9%</td>
</tr>
</tbody>
</table>
### Appendix B: Reasons Students Could Not Register for Courses, by Discipline

<table>
<thead>
<tr>
<th>Discipline</th>
<th>All sections full</th>
<th>Course not available this semester</th>
<th>Course timetable conflict</th>
<th>Lacked pre-requisites</th>
<th>Wanted certain sections/times/campus</th>
<th>Section restricted to students in specific program</th>
<th>Other</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>57%</td>
<td>23%</td>
<td>34%</td>
<td>21%</td>
<td>37%</td>
<td>10%</td>
<td>2%</td>
<td>82</td>
</tr>
<tr>
<td>Anthropology</td>
<td>65%</td>
<td>23%</td>
<td>20%</td>
<td>3%</td>
<td>23%</td>
<td>3%</td>
<td>3%</td>
<td>40</td>
</tr>
<tr>
<td>Biology</td>
<td>69%</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
<td>14%</td>
<td>39%</td>
<td>6%</td>
<td>36</td>
</tr>
<tr>
<td>Business</td>
<td>62%</td>
<td>26%</td>
<td>46%</td>
<td>11%</td>
<td>33%</td>
<td>7%</td>
<td>3%</td>
<td>76</td>
</tr>
<tr>
<td>Chemistry</td>
<td>42%</td>
<td>11%</td>
<td>42%</td>
<td>16%</td>
<td>0%</td>
<td>5%</td>
<td>11%</td>
<td>19</td>
</tr>
<tr>
<td>Criminology</td>
<td>68%</td>
<td>26%</td>
<td>33%</td>
<td>4%</td>
<td>26%</td>
<td>8%</td>
<td>7%</td>
<td>72</td>
</tr>
<tr>
<td>Economics</td>
<td>50%</td>
<td>15%</td>
<td>35%</td>
<td>12%</td>
<td>31%</td>
<td>4%</td>
<td>0%</td>
<td>26</td>
</tr>
<tr>
<td>English</td>
<td>46%</td>
<td>19%</td>
<td>23%</td>
<td>17%</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td>78</td>
</tr>
<tr>
<td>English Language Studies (ELST)</td>
<td>67%</td>
<td>17%</td>
<td>17%</td>
<td>0%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>32%</td>
<td>41%</td>
<td>18%</td>
<td>5%</td>
<td>23%</td>
<td>5%</td>
<td>0%</td>
<td>22</td>
</tr>
<tr>
<td>Language (any except ELST)</td>
<td>31%</td>
<td>38%</td>
<td>31%</td>
<td>0%</td>
<td>35%</td>
<td>0%</td>
<td>8%</td>
<td>26</td>
</tr>
<tr>
<td>Math</td>
<td>38%</td>
<td>10%</td>
<td>36%</td>
<td>15%</td>
<td>10%</td>
<td>0%</td>
<td>5%</td>
<td>39</td>
</tr>
<tr>
<td>Physics</td>
<td>27%</td>
<td>33%</td>
<td>13%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>15</td>
</tr>
<tr>
<td>Political Science</td>
<td>56%</td>
<td>11%</td>
<td>22%</td>
<td>0%</td>
<td>11%</td>
<td>11%</td>
<td>0%</td>
<td>9</td>
</tr>
<tr>
<td>Psychology</td>
<td>71%</td>
<td>18%</td>
<td>36%</td>
<td>8%</td>
<td>19%</td>
<td>1%</td>
<td>4%</td>
<td>83</td>
</tr>
<tr>
<td>Sociology</td>
<td>57%</td>
<td>24%</td>
<td>28%</td>
<td>6%</td>
<td>17%</td>
<td>4%</td>
<td>4%</td>
<td>54</td>
</tr>
<tr>
<td>Other</td>
<td>44%</td>
<td>26%</td>
<td>35%</td>
<td>10%</td>
<td>22%</td>
<td>9%</td>
<td>12%</td>
<td>68</td>
</tr>
</tbody>
</table>

Notes:
1. Percentage of the number of respondents. Totals exceed 100% as students were able to select more than one response.
2. Data for English Language Studies, Political Science and Physics should be interpreted with caution due to the smaller sample sizes.