



UNIVERSITY COLLEGE
of the FRASER VALLEY

2005 Summer Term Survey

Summary Analysis

Prepared
by the
DEPARTMENT OF INSTITUTIONAL RESEARCH AND PLANNING
September 2005

Table of Contents

Background Information.....	1
Purpose.....	1
Survey Methodology.....	2
Demographics	2
<i>Age & Gender</i>	3
<i>City of Residence</i>	3
<i>Program of Study</i>	3
Summer Term Enrolment	6
<i>Number of Terms at UCFV/Number of Courses Originally Signed Up For</i>	6
<i>Number of Credits Completed/Number of Courses Originally Signed Up For</i>	7
<i>Likelihood of Attending Summer Term 2006</i>	8
<i>Likelihood of Attending Summer Term/# of Courses Originally Signed Up For</i>	9
<i>Likelihood of Attending Summer Term/Preferred Summer Term Length & Type</i>	10
<i>Likelihood of Attending Summer 2006 Term & Program of Study</i>	10
Perceptions Regarding Summer Term	11
<i>Importance of factors in deciding to take courses in Summer 2005 Term</i>	11
<i>Importance of Information Sources in Choosing Courses for Summer Term</i>	12
<i>Summer Term Preference/Attended Spring Term in the Past</i>	12
<i>Perceived Satisfaction with Summer Course Offerings/Attended Spring Term</i>	13
<i>Registrations in More Summer Courses if Needs Met</i>	14
<i>Registrations in More Summer Courses/Number of Courses Enrolled In</i>	14
<i>Impression of Services - Summer 2005 Term</i>	15
<i>Impressions of Services - Fall/Winter Term</i>	16
<i>Comparison of Average Response Scores for Services</i>	18
<i>Associations (Likelihood of Attending & Impression of Services)</i>	19
Written Reponses	22
<i>Question 13 Comments</i>	22
<i>Question 14 Comments</i>	25
Summary	29
Appendix A: Survey Instrument	30

Background Information

In 2004, the premier announced an additional 1,700 full-time equivalents (FTE) for the University College of the Fraser Valley (UCFV) over the next six years as part of the 25,000 additional post-secondary spaces leading up to 2010. UCFV's Multi-Year Plan provides details on how UCFV will deal with these additional FTEs and how the institution will meet these FTE targets.

An initial concern that UCFV faced was the lack of classroom space that prevented offering additional classes to help meet the FTE targets. With the consideration of future growth needs and space planning, UCFV requested funding from the Ministry of Advanced Education for the construction and expansion of facilities. The Ministry visited UCFV and advised the institution that it needed to demonstrate utilization of space before funding would be made available to expand the facilities.

In order to address these concerns, the Space Utilization Committee was developed. The committee's purpose was to effectively and efficiently manage the utilization of space resources which would result in a high quality teaching, learning and research environment for students, staff and faculty. It was noted that UCFV's spring utilization of 8% was well below the average of 16% at other institutions and UCFV needed to be successful in reaching this target.

In response to increasing spring utilization, a motion through the University College Council was made to amend the length of the 2005 spring term to run from May 9, 2005 to July 29, 2005. It was felt that the current spring term did not allow UCFV to grow as course offerings were limited and the number of courses a student could register for was capped at two courses.

By increasing the length of the spring term, this would allow UCFV to add about 75 sections which would contribute towards increased year-round programming. The benefits of this would help to meet UCFV's student demand needs and to raise the institution's spring utilization. Students would not only have more options in terms of course offerings but would have the opportunity to register in a full course load.

Prior to the administration and development of the 2005 spring term, the **UCFV Spring/Summer Student Preference Survey** was administered to students. It provided UCFV with the opportunity to better understand students' preferences and requirements for an expanded Spring/Summer term. By attaining the views of UCFV students it helped determine the direction UCFV needed to take in planning for the spring/summer term 2005.

Purpose

UCFV offered its first expanded summer term in 2005 (formerly known as spring term). Accordingly, UCFV has engaged in a review of the first expanded summer term with the

goal of obtaining feedback from students on how well the institution is meeting their expectations.

In view of that, the UCFV **2005 Summer Term Survey** was developed to survey a cross-section of students registered in classes at UCFV, during the summer term, in an effort to understand students' perceptions and expectations of the expanded summer term.

The purpose of the survey is to acquire feedback from students which will aid UCFV in evaluating this change to the term and ensuring that the summer term meets the needs of the students. This survey has specifically been produced in an effort to understand the following:

1. Students' experiences and perceptions of the expanded summer term and
2. Factors that contribute to a student's decision to take courses in the summer term.

Survey Methodology

A cross-section of students enrolled in the summer term was selected based on course subject. The survey was administered by sending packages with the appropriate number of surveys to faculty whose course had been selected to participate in the survey. Faculty was asked to administer the survey within the summer term class and return the completed surveys to the Institutional Research and Planning Office.

In addition, surveys for online classes were distributed by faculty emailing their students explaining the purpose of the survey and providing them with the link to the web based version of the survey.

A total of 1075 surveys were sent out to faculty to administer to their class. 912 of these surveys were sent to faculty whose course was taught within the classroom environment while 163 were sent out by faculty to students in their on-line course. There was a total of 662 completed surveys received (response rate of 61.6%). 618 (93.4%) of the returned surveys were paper based, while 44 (6.6%) of the returned surveys were completed on line.

Demographics

Table 1 provides a brief summary of the demographic attributes of survey respondents. From the survey respondents, 70.5% of respondents are female while 29.5% are male. Over one-quarter of female respondents (26.9%) are between 21 and 24 years of age, 15.6% are 20 & under and 12.2% of respondents are between 25 and 29 years of age.

13,5% of male respondents are between 21 and 24 years of age while 8.3% are 20 years and under.

Table 1: Age & Gender

Demographics							
Sample Size		N = 629					
Age & Gender							Total
Gender by Age	20 & under	21 - 24	25 - 29	30 - 39	40 - 54	55 or over	
Female	15.6%	26.9%	12.2%	8.7%	6.8%	0.30%	70.5%
Male	8.3%	13.5%	4.3%	2.4%	0.8%	0.20%	29.5%
Total	23.9%	40.4%	16.5%	11.1%	7.6%	0.50%	100.00%

Table 2 summarizes respondents’ city of residence. Over one-half of respondents [51.0% (321)] indicate that they reside in Abbotsford, 17.0% (107) Chilliwack/Agassiz/Harrison, 9.2% (58) Langley/Aldergrove and 8.3% (52) indicate Mission as their city of residence.

Table 2: City of Residence

City of Residence		
	Frequency	%
Abbotsford	321	51.0%
Chilliwack/Agassiz/Harrison	107	17.0%
Langley/Aldergrove	58	9.2%
Mission	52	8.3%
Surrey	29	4.6%
Maple Ridge/Port Coquitlam	27	4.3%
Hope	6	1.0%
Other	30	4.8%
Total	630	100.0%

Program of Study

Table 3 shows survey respondents broken down based on their program of study. In addition, a breakdown by program for the general population at UCFV has also been included. The table shows the number and percentage for each program, for the general population (N) and for the survey respondents (n).

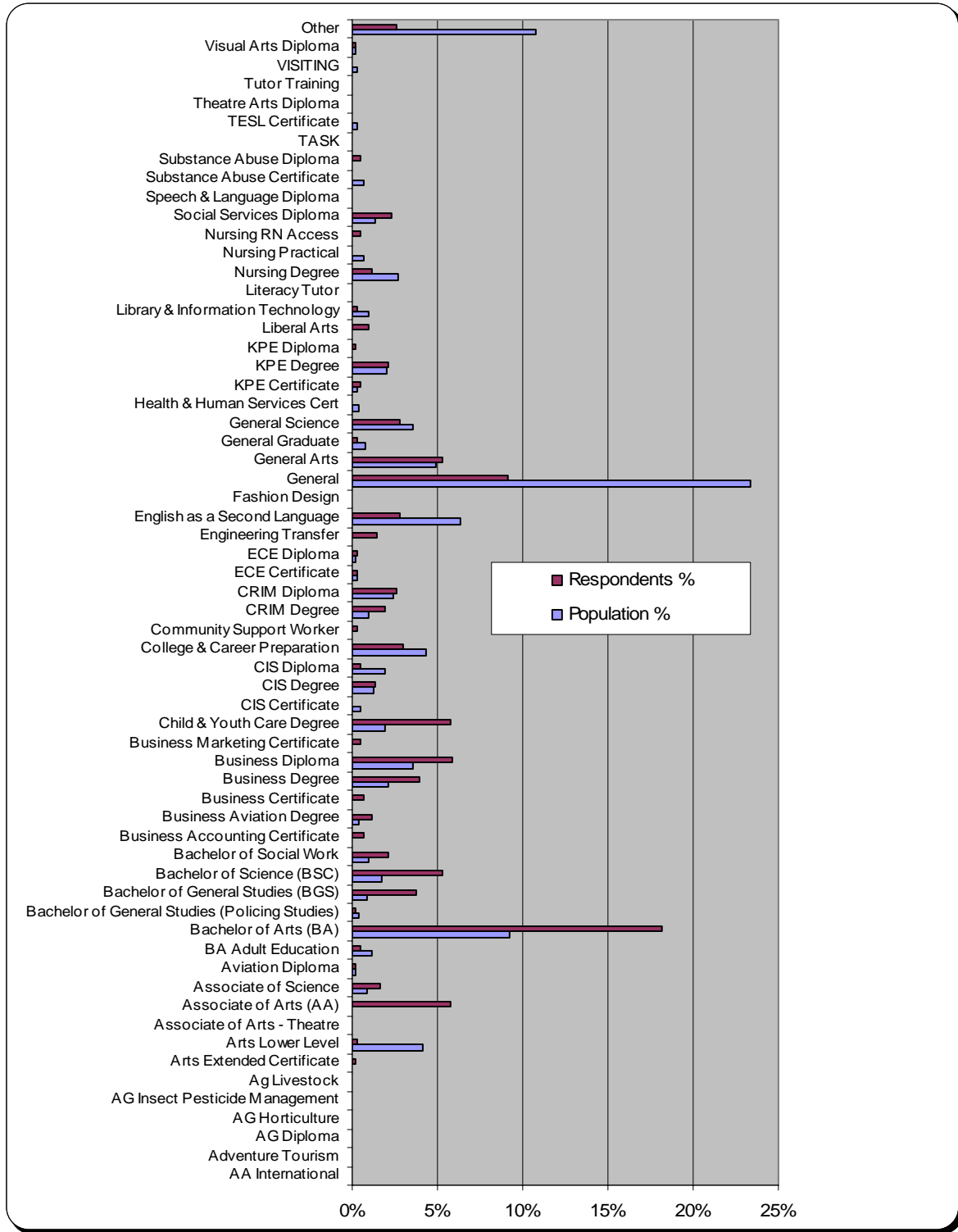
As evident in table 3, there are some populations that were over or under represented in the survey. The “Bachelor of Arts” program is the most over represented program by 9.0% followed by “Associate of Arts” at 5.7%. “General” was the most under represented program at 14.2% followed by “Other” at 8.2%.

Table 3: Program of Study

Program	Population		Respondents		
	N	%	n	%	%N - %n
AA International	0	0.00%	0	0.0%	0.0%
Adventure Tourism	1	0.03%	0	0.0%	0.0%
AG Diploma	0	0.00%	0	0.0%	0.0%
AG Horticulture	3	0.09%	0	0.0%	0.1%
AG Insect Pesticide Management	0	0.00%	0	0.0%	0.0%
AG Livestock	1	0.03%	0	0.0%	0.0%
Arts Extended Certificate	1	0.03%	1	0.2%	-0.1%
Arts Lower Level	134	4.17%	2	0.3%	3.8%
Associate of Arts - Theatre	0	0.00%	0	0.0%	0.0%
Associate of Arts (AA)	1	0.03%	35	5.7%	-5.7%
Associate of Science	29	0.90%	10	1.6%	-0.7%
Aviation Diploma	6	0.19%	1	0.2%	0.0%
BA Adult Education	38	1.18%	3	0.5%	0.7%
Bachelor of Arts (BA)	296	9.20%	111	18.2%	-9.0%
Bachelor of General Studies (Policing Studies)	13	0.40%	1	0.2%	0.2%
Bachelor of General Studies (BGS)	27	0.84%	23	3.8%	-2.9%
Bachelor of Science (BSC)	55	1.71%	32	5.2%	-3.5%
Bachelor of Social Work	32	0.99%	13	2.1%	-1.1%
Business Accounting Certificate	4	0.12%	4	0.7%	-0.5%
Business Aviation Degree	13	0.40%	7	1.1%	-0.7%
Business Certificate	1	0.03%	4	0.7%	-0.6%
Business Degree	67	2.08%	24	3.9%	-1.9%
Business Diploma	114	3.54%	36	5.9%	-2.4%
Business Marketing Certificate	3	0.09%	3	0.5%	-0.4%
Child & Youth Care Degree	61	1.90%	35	5.7%	-3.8%
CIS Certificate	14	0.44%	0	0.0%	0.4%
CIS Degree	40	1.24%	8	1.3%	-0.1%
CIS Diploma	61	1.90%	3	0.5%	1.4%
College & Career Preparation	139	4.32%	18	3.0%	1.4%
Community Support Worker	4	0.12%	2	0.3%	-0.2%
CRIM Degree	32	0.99%	12	2.0%	-1.0%
CRIM Diploma	78	2.42%	16	2.6%	-0.2%
ECE Certificate	9	0.28%	2	0.3%	0.0%
ECE Diploma	5	0.16%	2	0.3%	-0.2%
Engineering Transfer	3	0.09%	9	1.5%	-1.4%
English as a Second Language	204	6.34%	17	2.8%	3.6%
Fashion Design	2	0.06%	0	0.0%	0.1%
General	752	23.38%	56	9.2%	14.2%
General Arts	157	4.88%	32	5.2%	-0.4%
General Graduate	26	0.81%	2	0.3%	0.5%
General Science	114	3.54%	17	2.8%	0.8%
Health & Human Services Cert	13	0.40%	0	0.0%	0.4%
KPE Certificate	10	0.31%	3	0.5%	-0.2%
KPE Degree	64	1.99%	13	2.1%	-0.1%
KPE Diploma	2	0.06%	1	0.2%	-0.1%
Liberal Arts	2	0.06%	6	1.0%	-0.9%
Library & Information Technology	31	0.96%	2	0.3%	0.6%
Literacy Tutor	1	0.03%	0	0.0%	0.0%
Nursing Degree	87	2.70%	7	1.1%	1.6%
Nursing Practical	22	0.68%	0	0.0%	0.7%
Nursing RN Access	0	0.00%	3	0.5%	-0.5%
Social Services Diploma	44	1.37%	14	2.3%	-0.9%
Speech & Language Diploma	1	0.03%	0	0.0%	0.0%
Substance Abuse Certificate	23	0.71%	0	0.0%	0.7%
Substance Abuse Diploma	4	0.12%	3	0.5%	-0.4%
TASK	0	0.00%	0	0.0%	0.0%
TESL Certificate	8	0.25%	0	0.0%	0.2%
Theatre Arts Diploma	1	0.03%	0	0.0%	0.0%
Tutor Training	0	0.00%	0	0.0%	0.0%
VISITING	10	0.31%	0	0.0%	0.3%
Visual Arts Diploma	7	0.22%	1	0.2%	0.1%
Other	347	10.79%	16	2.6%	8.2%
Grand Total	3217	100.00%	610	100.00%	0.00%

Figure 1 maps the percentages of both the population and respondents for each program.

Figure 1: Population and Respondents by Program of Study



Summer Term Enrolment

To gain a greater understanding of survey respondents in the summer term, we have looked at a combination of variables to provide us with information that will be helpful to UCFV for planning next summer.

More specifically, we have focused on the number of terms a student has studied at UCFV as well as the number of credits a student has completed at UCFV. We have taken this information and looked to see if there is a positive correlation between the length of time a student has been at UCFV and the number of courses a student registers for.

Number of Terms at UCFV/Number of Courses Originally Signed Up For

Table 4 provides a cross tabulation of the number of terms a student has attended at UCFV and the number of courses originally signed up for. The data shows that when looking at the number of courses originally signed up for, those students who have completed between two and four terms account for over one-third of registrations [39.7% (259)]. Those students who have completed five to seven terms account for over one-quarter [26.0% (170)] of registrations while those students with more than seven terms account for 22.8% (149) of registrations. Those students who indicated it was their first term at UCFV accounted for 11.5% (75) of registrations.

Looking further at the data, we can see that 3.8% (25) of students in their first term and 13.2% (86) of students having attended between two and four terms originally signed up for two courses. Furthermore, 9.6% (63) of students who have attended between five and seven terms and 8.1% (53) of students having attended more than seven terms originally signed up for three courses. The data suggests the more terms a student has attended at UCFV, the greater the likelihood they will register in more courses than those students who have not attended as many terms at UCFV.

Table 4: Number of Terms at UCFV/ Number of Courses Originally Signed Up For

			# of Courses Originally Signed Up For					Total
			One	Two	Three	Four	> Four	
Number of Terms Attended UCFV	First Semester	N	18	25	21	8	3	75
		%	2.8%	3.8%	3.2%	1.2%	0.5%	11.5%
	2 - 4 Semesters	N	45	86	68	48	12	259
		%	6.9%	13.2%	10.4%	7.4%	1.8%	39.7%
	5 - 7 Semesters	N	29	38	63	29	11	170
		%	4.4%	5.8%	9.6%	4.4%	1.7%	26.0%
	More than 7 Semesters	N	27	37	53	22	10	149
		%	4.1%	5.7%	8.1%	3.4%	1.5%	22.8%
Total		N	119	186	205	107	36	653
		%	18.2%	28.5%	31.4%	16.4%	5.5%	100.0%

Number of Credits Completed/Number of Courses Originally Signed Up For

Table 5 provides a cross tabulation of the number of credits a student has completed and the number of courses originally signed up for. Again, the data suggests that when looking at the number of courses originally signed up for, those students who have completed more credits originally signed up for more courses than those students who have completed less credits.

More specifically, 5.1% (32) of students having completed 37 of 60 credits, 4.0% (25) of students having completed 61 to 80 credits and 10.0% (62) of students having completed more than 80 credits originally signed up for three courses. In comparison, 7.6% (47) of students having completed less than 12 credits, 5.6% (35) of students having completed 13 to 24 credits and 4.5% (28) of students having completed 25 to 36 credits originally signed up for two courses.

Again this data is consistent with our earlier findings as it indicates that the more credits a student has completed, the greater the likelihood they will register in more courses than those students who have not completed as many credits.

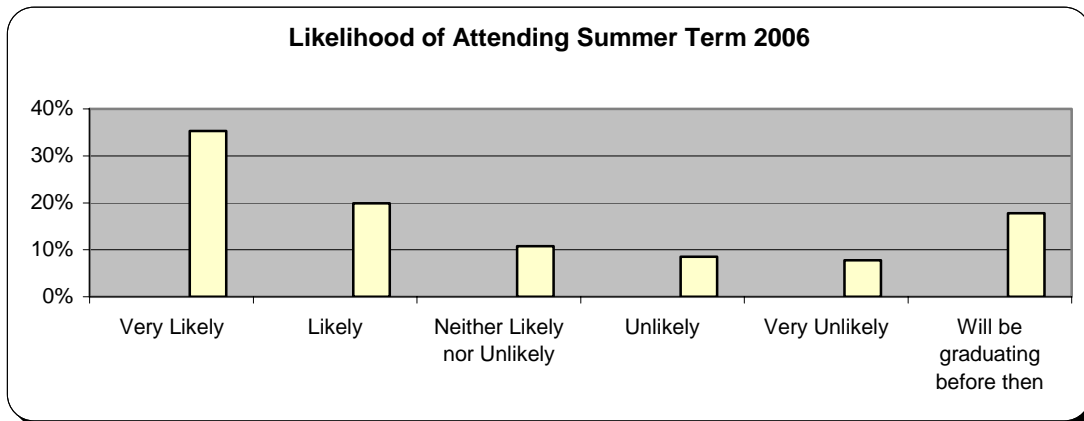
Table 5: Number of Credits Completed/Number of Courses Originally Signed Up For

		# of Courses Originally Signed Up For						Total
		One	Two	Three	Four	> Four		
Number of Credits Completed	< 12 credits	N	29	47	23	13	3	115
		%	4.7%	7.6%	3.7%	2.1%	0.5%	18.5%
	13 - 24 credits	N	24	35	34	18	2	113
		%	3.9%	5.6%	5.5%	2.9%	0.3%	18.2%
	25 - 36 credits	N	14	28	23	14	6	85
		%	2.3%	4.5%	3.7%	2.3%	1.0%	13.7%
	37 - 60 credits	N	22	31	32	16	3	104
		%	3.5%	5.0%	5.1%	2.6%	0.5%	16.7%
	61 - 80 credits	N	9	14	25	16	7	71
		%	1.4%	2.3%	4.0%	2.6%	1.1%	11.4%
	> 80 credits	N	18	18	62	24	12	134
		%	2.9%	2.9%	10.0%	3.9%	1.9%	21.5%
Total		N	116	173	199	101	33	622
		%	18.6%	27.8%	32.0%	16.2%	5.3%	100.0%

Likelihood of Attending Summer Term 2006

When respondents were asked the likelihood of attending summer term in 2006 (Figure 2), over 55.0% of respondents indicated “very likely” (35.3%) or “likely” (19.9%). Furthermore, 16.3% of respondents indicate that it is “very unlikely” (7.8%) or “unlikely” (8.5%) that they would attend summer term in 2006, 10.8% of students indicate that it is “neither likely nor unlikely” and 17.8% of students indicate that they “will be graduating before then”.

Figure 2: Likelihood of Attending Summer Term 2006



Likelihood of Attending Summer Term/Number of Courses Originally Signed Up For

In order to provide a better understanding of the likelihood that a student will attend summer 2006 term, we have separated out those students who responded either “likely” or “very likely” they will attend summer 2006 term. By grouping these respondents and examining further it allows us to look at these students’ needs and take this into consideration for planning next summer term.

Table 6 shows that 12.1% (44) of students that indicated it is “likely” that they will attend summer 2006 term originally signed up for two course followed by 10.2% (37) of students who responded that they had originally signed up for three courses.

The data also shows that 19.6% (71) of students that indicated it is “very likely” that they will attend summer 2006 term originally signed up for three courses followed by 19.3% (70) of students who responded that they had originally signed up for two courses.

Table 6: Likelihood of Attending Summer Term 2006/Number of Courses Originally Signed Up For

		# of Courses Originally Signed Up For					Total	
		One	Two	Three	Four	> Four		
Likelihood of Attending Summer 2006 Term	Likely	N	27	44	37	19	4	131
		%	7.4%	12.1%	10.2%	5.2%	1.1%	36.1%
	Very Likely	N	39	70	71	40	12	232
		%	10.7%	19.3%	19.6%	11.0%	3.3%	63.9%
Total		N	66	114	108	59	16	363
		%	18.2%	31.4%	29.8%	16.3%	4.4%	100.0%

Likelihood of Attending Summer Term/Preferred Summer Term Length & Type

Table 7 provides a cross tabulation of those students who indicated “likely” or “very likely” that they would attend a summer term and the preferred length and type of term. The data shows that those students who responded “likely” [20.2% (73)] or “very likely” [45.7% (165)] indicated a preference for a medium length (10 weeks, 4 course maximum) summer term. It is important to note that respondents were not given the option to choose a longer 13 to 14 week semester or any combination of the choices offered.

Table 7: Likelihood of Attending Summer 2006 Term/Summer Term Preference

			Likelihood of Attending Summer 2006 Term		
			Likely	Very Likely	Total
Summer Term Preference	Shorter Term (7 weeks, 2 course maximum)	N	42	39	81
		%	11.6%	10.8%	22.4%
	Medium length (10 weeks, 4 course maximum)	N	73	165	238
		%	20.2%	45.7%	65.9%
	No Preference	N	15	27	42
		%	4.2%	7.5%	11.6%
Total		N	130	231	361
		%	36.0%	64.0%	100.0%

Likelihood of Attending Summer 2006 Term & Program of Study

Table 8 provides a breakdown of those students who indicated that it was “likely” or “very likely” they would attend in summer 2006 term based on their program of study. This allows UCFV to look at who is taking courses in summer term and ensure that the appropriate courses are being offered to meet the program students’ needs.

The data shows that 14.2% (47) of students indicate that they are in the “Bachelor of Arts” program. Furthermore, 10.0% (33) of respondents indicate “General”, 7.0% (23) “Associate of Arts”, 7.0% (23) “Business Diploma”, 6.4% (21) “General Arts”, 5.8% (19) “Business Degree”, 5.5% (18) “Bachelor of Science” and 4.5% (15) “Bachelor of General Studies”. As these eight programs account for almost two-thirds (60.4%) of respondents programs, it provides beneficial information as to courses that need to be offered to meet the needs of the students in the summer term.

Perceptions Regarding Summer Term

In order to effectively evaluate the summer term, students were asked questions regarding their perceptions pertaining to summer term. More specifically, students were asked about the importance of certain factors in influencing their decision to take summer courses, their preferences for the type of summer term, how satisfied they are with the selection of summer course offerings and their impressions of services offered throughout UCFV.

Importance of the following factors in deciding to take courses in Summer 2005 Term

Students were asked to indicate the level of importance regarding particular factors as they contributed to their decision to take courses in summer 2005 term. Table 9 shows that 86.9% of respondents indicate that “faster completion of credential” is either very important (65.7%) or somewhat important (21.2%). In addition, “lighten course load in future terms” (75.5%), “easier to get into a course than in fall/winter” (54.7%) and “courses taught by preferred instructor” (42.9%) are important factors in deciding to take courses in summer term 2005.

On the contrary, almost two-thirds (63.6%) of respondents indicate that “couldn’t find appropriate employment in the summer” as not at all important. Moreover, 50.9% indicate “to continue student financial aid” and 50.8% “repeat a course to improve a grade” are not at all important factors in deciding to take courses in summer 2005 term.

Table 9: Importance of the following factors in deciding to take courses in Summer 2005 Term

Importance of the following factors in deciding to take courses in Summer 2005 Term					
Factors	Very Important	Somewhat Important	Slightly Important	Not at all Important	Totals
Easier to get into a course than in Fall/Winter	27.7%	27.0%	16.6%	28.7%	100%
Couldn't find appropriate employment in the summer	10.6%	14.6%	11.3%	63.6%	100%
To continue student financial aid	19.2%	14.1%	15.9%	50.9%	100%
Courses taught by preferred instructor	23.3%	19.6%	17.4%	39.7%	100%
Lighten course load in future semesters	47.8%	27.7%	13.4%	11.1%	100%
Repeat a course to improve a grade	16.4%	19.9%	12.9%	50.8%	100%
Faster completion of credential	65.7%	21.2%	8.9%	4.2%	100%

Importance of Information Sources in Choosing Courses for Summer 2005 Term

Table 10 summarizes the importance of the following sources in getting information needed for choosing courses in summer 2005 term. According to the data, 87.0% of respondents indicate the UCFV website to be very important (70.8%) or important (16.2%) in getting information needed for choosing courses in summer term.

Furthermore, 66.7% of respondents indicate “instructors” are very important (29.5%) or somewhat important (37.2%), 65.5% indicate “printed material from UCFV” to be very important (30.3%) or somewhat important (35.2%), 63.1% indicate “academic advisors” very important (29.2%) or somewhat important (33.9%) and 52.5% of respondents indicate “friends/family” to be very important (24.1%) or somewhat important (28.4%) in getting information needed for choosing courses in summer 2005 term.

Table 10: Importance of the following sources in getting information needed for choosing courses in Summer 2005 Term

Importance of the following sources in getting information needed for choosing courses in Summer 2005 Term					
Information Sources	Very Important	Somewhat Important	Somewhat Unimportant	Very Unimportant	Totals
Printed material from UCFV	30.3%	35.2%	17.6%	17.0%	100%
UCFV website	70.8%	16.2%	4.3%	8.7%	100%
Friends/family	24.1%	28.4%	20.5%	26.9%	100%
Instructors	29.5%	37.2%	15.6%	17.7%	100%
Academic advisors	29.2%	33.9%	15.2%	21.7%	100%

Summer Term Preference/Attended Spring Term in the Past

Table 11 provides a cross tabulation of students’ preferences for the type of summer term¹ and whether or not they have attended spring term in the past. Those students who indicated that they have attended a spring term in the past indicate a preference for a medium length term (10 weeks with 4 course maximum) (26.6%) followed by 19.4% indicating a preference for a shorter term (7 weeks with 2 course maximum).

¹ When students were asked what type of summer term they prefer, they were not given the opportunity to vote for a longer 13 – 14 week term or a combination of any of the options offered.

Those students who indicated that they have not attended a spring term in the past also indicate a preference for a medium length term (29.9%) while 11.2% prefer a shorter term.

Table 11: Summer Term Preference/Attended Spring Term

			Attended Spring Term in the Past		
			No	Yes	Total
Summer Term Preference	Shorter Term (7 weeks, 2 course maximum)	N	73	126	199
		%	11.2%	19.4%	30.6%
	Medium length (10 weeks, 4 course maximum)	N	188	173	361
		%	28.9%	26.6%	55.5%
	No Preference	N	54	36	90
		%	8.3%	5.5%	13.8%
Total		N	315	335	650
		%	48.5%	51.5%	100.0%

Perceived Satisfaction with Summer Course Offerings/Attended Spring Term

Table 12 provides a cross tabulation of students' perceived satisfaction with the selection of UCFV's summer course offerings and whether or not they have attended spring term in the past. Those students who indicated that they have attended a spring term in the past indicate that some of the courses they wanted to take were offered (19.5%) while 18.3% indicate that most of the courses they wanted to take were offered.

Those students who indicated that they have not attended a spring term in the past indicate that most of the courses they wanted to take were offered (18.0%) while 16.6% indicate that some of the courses they wanted to take were offered.

Table 12: Satisfaction with Summer Course Offerings/Attended Spring Term

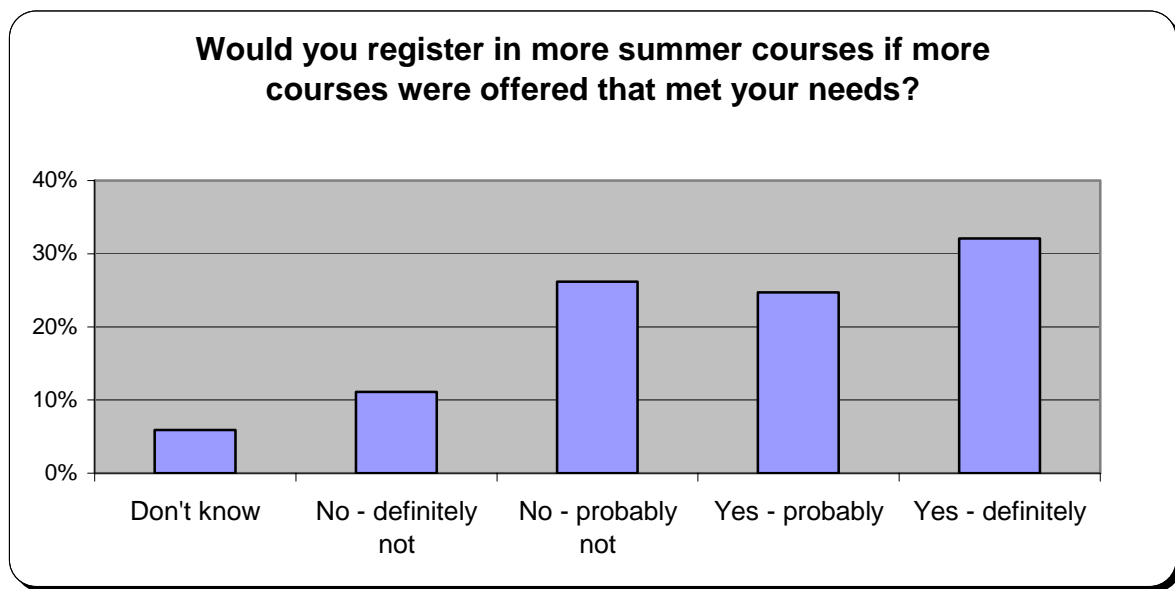
			Attended Spring Term in the Past			
			No	Yes	Total	
Satisfaction with selection of summer course offerings	All the courses I wanted to take were offered	N	87	78	165	
		%	13.4%	12.0%	25.3%	
	Most courses I wanted to take were offered	N	117	119	236	
		%	18.0%	18.3%	36.3%	
	Some courses I wanted to take were offered	N	108	127	235	
		%	16.6%	19.5%	36.1%	
	None of the courses I wanted to take were offered	N	3	12	15	
		%	0.5%	1.8%	2.3%	
	Total		N	315	336	651
			%	48.4%	51.6%	100.0%

Registrations in More Summer Courses if Needs Met

Students were asked to respond whether they would have registered in more summer courses if more courses that met their needs had been offered (Figure 3).

Over one-half (56.8%) of respondents indicate “yes, definitely” (32.1%) or “yes, probably” (24.7%) they would have registered in more summer courses if more courses that met their needs had been offered. Additionally, 26.2% of respondents indicate “no, probably not” and 11.1% “no, definitely not” they would have registered in more summer courses if more courses that met their needs had been offered.

Figure 3: Registrations in More Summer Courses



Registrations in More Summer Courses/Number of Courses Enrolled In

Table 13 provides a cross tabulation of whether a student would have registered in more summer courses if more courses that met their needs had been offered with the number of courses a student is enrolled in summer term.

More specifically, 21.0% of respondents enrolled in two courses, 16.9% of respondents enrolled in three courses and 12.0% of respondents enrolled in one course indicate they would have registered in more courses if more courses that met their needs had been offered.

Table 13: Registrations in More Summer Courses/Number of Courses Enrolled In

		# of Courses Enrolled in this Term						Total
		One	Two	Three	Four	> Four		
Would you have registered in more summer courses if more courses that met your needs had been offered?	Yes, definitely	N	45	73	57	28	8	211
		%	6.8%	11.1%	8.7%	4.3%	1.2%	32.1%
	Yes, probably	N	34	65	54	7	2	162
		%	5.2%	9.9%	8.2%	1.1%	0.3%	24.7%
	No, probably not	N	38	51	54	26	3	172
		%	5.8%	7.8%	8.2%	4.0%	0.5%	26.2%
	No, definitely not	N	13	20	24	11	5	73
		%	2.0%	3.0%	3.7%	1.7%	0.8%	11.1%
	Don't know	N	14	8	10	3	4	39
		%	2.1%	1.2%	1.5%	0.5%	0.6%	5.9%
Total		N	144	217	199	75	22	657
		%	21.9%	33.0%	30.3%	11.4%	3.3%	100.0%

Impression of Services - Summer 2005 Term

Respondents were asked to rate their impression of UCFV services during the summer 2005 term. Within the sample of 662 students, many students opted not to rate some of the services or chose N/A as their response. Consequently, we have excluded these responses from factoring into our analysis. Therefore, any service that did not have a response rate of higher than 50% has not been included. Combined percentages are used to support the “good/very good” or “poor/very poor” total scores that indicate students’ impressions of the services listed in tables 14 and 15.

Table 14 shows those students who indicate their impressions of services during the summer 2005 term. The data shows that 82.2% indicate the “quality of instruction” is either very good (41.4%) or good (40.9%). In addition, “library services” (76.2%), parking (73.2%), “safety on campus” (72.8%), “bookstore” (65.9%), “computer labs” (65.7%), “classroom facilities” (64.7%), “library hours” (58.3%), “cafeteria” (52.7%) and “information services (kiosk)” (52.2%) are rated by respondents as either very good or good.

Table 14: Impression of Services - Summer 2005 Term

Impression of the following services during the Summer 2005 term:								
		Very Poor	Poor	Neutral	Good	Very Good	Total	Average Response Score
Response Score		1	2	3	4	5		
Quality of Instruction	N	8	15	84	246	249	602	4.18
	%	1.3%	2.5%	14.0%	40.9%	41.4%	100%	
Library Services	N	8	42	78	257	152	537	3.94
	%	1.5%	7.8%	14.5%	47.9%	28.3%	100%	
Parking	N	30	41	83	183	238	575	3.97
	%	5.2%	7.1%	14.4%	31.8%	41.4%	100%	
Safety on Campus	N	10	18	117	240	149	534	3.94
	%	1.9%	3.4%	21.9%	44.9%	27.9%	100%	
Bookstore	N	11	27	165	260	133	596	3.80
	%	1.8%	4.5%	27.7%	43.6%	22.3%	100%	
Computer labs	N	17	30	100	203	79	429	3.69
	%	4.0%	7.0%	23.3%	47.3%	18.4%	100%	
Classroom facilities	N	18	48	137	281	91	575	3.66
	%	3.1%	8.3%	23.8%	48.9%	15.8%	100%	
Library Hours	N	34	73	115	214	96	532	3.50
	%	6.4%	13.7%	21.6%	40.2%	18.0%	100%	
Cafeteria	N	36	76	156	228	71	567	3.39
	%	6.3%	13.4%	27.5%	40.2%	12.5%	100%	
Information Services (kiosk)	N	18	16	137	129	58	358	3.54
	%	5.0%	4.5%	38.3%	36.0%	16.2%	100%	

Impressions of Services - Fall/Winter Term

Again, within the sample of 662 students, many students opted not to rate some of the services or chose N/A as their response if they had never taken a course during a fall or winter term.

Table 15 highlights the impression of those students who indicate their impressions of services during the fall/winter term. Data shows that 87.6% indicate that the “quality of instruction” is either very good (37.3%) or good (50.4%). In addition, “library services”

(85.3%), “library hours” (82.8%), “classroom facilities” (79.6%), “computer labs” (77.9%), “safety on campus” (77.2%), “cafeteria” (75.9%), “bookstore” (72.7%) and “information services (kiosk)” (64.2%) are rated by respondents as either very good or good.

Respondents indicate that “parking” is very poor (17.9%) or poor (28.5%) during the fall/winter terms.

Table 15: Impressions of Services - Fall/Winter Term

Impressions of the following services during the Fall/Winter term:								
		Very Poor	Poor	Neutral	Good	Very Good	Total	Average Response Score
Response Score		1	2	3	4	5		
Quality of Instruction	N	4	3	57	261	193	518	4.23
	%	0.8%	0.6%	11.0%	50.4%	37.3%	100%	
Library Services	N	5	11	60	256	185	517	4.17
	%	1.0%	2.1%	11.6%	49.5%	35.8%	100%	
Library Hours	N	9	21	58	252	173	513	4.09
	%	1.8%	4.1%	11.3%	49.1%	33.7%	100%	
Classroom facilities	N	1	10	93	285	121	510	4.01
	%	0.2%	2.0%	18.2%	55.9%	23.7%	100%	
Computer Labs	N	7	11	74	220	104	416	3.97
	%	1.7%	2.6%	17.8%	52.9%	25.0%	100%	
Safety on Campus	N	4	18	87	235	134	478	4.00
	%	0.8%	3.8%	18.2%	49.2%	28.0%	100%	
Cafeteria	N	8	30	89	267	134	528	3.93
	%	1.5%	5.7%	16.9%	50.6%	25.4%	100%	
Bookstore	N	9	32	112	273	134	560	3.88
	%	1.6%	5.7%	20.0%	48.8%	23.9%	100%	
Information Services (kiosk)	N	7	8	96	133	66	310	3.78
	%	2.3%	2.6%	31.0%	42.9%	21.3%	100%	
Parking	N	91	145	114	103	55	508	2.78
	%	17.9%	28.5%	22.4%	20.3%	10.8%	100%	

Comparison of Average Response Scores for Services (Summer 2005 & Fall/Winter)

For the purpose of further analysis, we have provided a comparison of average response scores for services during both the summer 2005 and fall/winter terms. It is important to be able to see if there is a difference in average response scores for services in summer 2005 and the fall/winter term.

In order to determine if the average response scores between the two terms were significant or not we conducted “Paired Samples T-Tests”. Before conducting the t-tests, we defined the null hypothesis to state that the responses for services in summer 2005 are equal to the responses for services from fall/winter. The results of the t-test for equality of means determine whether to accept the null hypothesis or reject the null hypothesis (Table 16).

Table 16: Paired Samples T-Test Results (Comparing Summer 2005 & Fall/Winter)

Paired Samples T-Test - Comparing Services in Summer 2005 & Fall/Winter Term				
	Average Response Score - Summer	Average Response Score - Fall/Winter	Sig (2-tail)	Interpretation
Quality of Instruction	4.18	4.23	0.304	Accept null hypothesis
Library Services	3.94	4.17	0.000	Reject null hypothesis
Parking	3.97	2.78	0.000	Reject null hypothesis
Safety on Campus	3.94	4.00	0.002	Reject null hypothesis
Bookstore	3.80	3.88	0.053	Accept null hypothesis
Computer labs	3.69	3.97	0.000	Reject null hypothesis
Classroom facilities	3.66	4.01	0.000	Reject null hypothesis
Library Hours	3.50	4.09	0.000	Reject null hypothesis
Cafeteria	3.39	3.93	0.000	Reject null hypothesis
Information Services (kiosk)	3.54	3.78	0.001	Reject null hypothesis

The t-tests were set up with a 95% confidence interval. This means that the significance level of the test was set at 5% or 0.05. Therefore, any t-test resulting in a value under 0.05 would be significant. Based on the results of the t-tests for equality of means, it can

be seen that “library services”, “parking”, “safety on campus”, “computer labs”, “classroom facilities”, “library hours”, “cafeteria” and “information services (kiosk)” have values less than 5% or 0.05. This means that the results are significant. Therefore, we reject the null hypothesis and conclude that a statistical difference exists between the average response scores in summer 2005 and fall/winter.

Based on the results of the t-tests for equality of means, it can be seen that “quality of instruction” and “bookstore” have values that are greater than 5% or 0.05. This means that the results are not significant. Therefore, we accept the null hypothesis and conclude that there is no difference between the average response scores in summer 2005 and fall/winter.

Associations Between Likelihood of Attending Summer Term 2006 & Impression of Services

To further determine an association between the likelihood that a student will attend summer term and their impression of services at UCFV, a gamma measurement has been run. Gamma is a measure of association, and is used to measure the influence ordinal (ranked) variables have on one another. Gamma calculates both the strength and direction of associations between pairs of cases in ordinal variables.

Further a gamma measure interpretation key has been included to provide a clear understanding of gamma measure levels of strength (see table 12). When interpreting the gamma values, it is important to note that a positive sign tells us that the two variables have a tendency to either increase or decrease together while a negative sign indicates an inverse relationship between variables, meaning an increase in scores on one variable is associated with a decrease in scores on the other variable or vice versa.

Table 17: Gamma Measure Interpretation Key

Gamma Measure Interpretation Key	
Strength of Association	Values
No association	0.00
Weak	[+] or [-] .01 to .09
Moderate	[+] or [-] .10 to .29
Strong	[+] or [-] .30 to .99
Perfect association	[+] or [-] 1.00

Tables 18 and 19 have been provided and include the gamma strength of association measure, enabling further analysis of the likelihood that students will attend summer term based on their impressions of services. Both tables 12 and 13 have two separate measures. The column entitled “Gamma – Strength of Association” indicates the level of association between students’ responses to their likelihood of attending summer term and their impression of each service. The final column, entitled “Gamma Association Interpretation” provides an immediate interpretation of the gamma score in the “Gamma – Strength of Association” column.

Table 18 (summer term) shows that the cafeteria, classroom facilities, information services (kiosk), library services and library hours have a weak positive association with the likelihood of attending summer term 2006. This indicates that although students may have been satisfied with services this would not affect their decision to attend in summer term 2006.

The bookstore, computer labs, safety on campus and the writing centre have a weak negative association with the likelihood of attending summer term 2006. This indicates that if impressions of services decreased, this would have an opposite effect on the likelihood of attending summer term. However, the strength of the association remains weak; thereby, not affecting the likelihood of attending.

Quality of instruction was seen to have a moderate negative association with the likelihood of attending summer term 2006. As a result, this indicates that an inverse relationship exists and if one of the variables increases the other one decreases.

Table 18: Associations Between Likelihood of Attending Summer Term 2006 & Impression of Services (Summer Term)

Associations Between Likelihood of Attending Summer Term 2006 & Impression of Services (Summer Term)		
Services	Gamma - Strength of Association	Gamma Association Interpretation
Bookstore	-0.07	Weak negative association
Cafeteria	0.01	Weak positive association
Classroom facilities	0.09	Weak positive association
Computer labs	-0.08	Weak negative association
Information Services (kiosk)	0.05	Weak positive association
Library services	0.09	Weak positive association
Library hours	0.05	Weak positive association
Quality of Instruction	-0.17	Moderate negative association
Safety on campus	-0.01	Weak negative association
Writing Centre	-0.09	Weak negative association

Table 19 (fall/winter term) shows that the “writing centre” has a moderate positive association with the likelihood of attending summer term 2006. This indicates that the writing centre may correspond with a student’s decision to attend summer term.

“Classroom facilities”, “computer labs”, “information services (kiosk)”, “library services”, “library hours”, “quality of instruction” and “safety on campus” all have a weak negative association. This indicates that if impressions of services decreased, this would have an opposite effect on the likelihood of attending summer term. However, the strength of the association remains weak; thereby, not affecting the likelihood of attending.

The “bookstore” and “cafeteria” both have a moderate negative association. Again, this indicates that an inverse relationship exists, and if one of the variables increases the other one decreases.

Table 19: Associations Between Likelihood of Attending Summer Term 2006 & Impression of Services (Fall/Winter Term)

Associations Between Likelihood of Attending Summer Term 2006 & Impression of Services (Fall/Winter Term)		
Services	Gamma - Strength of Association	Gamma Association Interpretation
Bookstore	-0.10	Moderate negative association
Cafeteria	-0.14	Moderate negative association
Classroom facilities	-0.09	Weak negative association
Computer labs	-0.09	Weak negative association
Information Services (kiosk)	-0.04	Weak negative association
Library services	-0.09	Weak negative association
Library hours	-0.07	Weak negative association
Quality of Instruction	-0.09	Weak negative association
Safety on campus	-0.05	Weak negative association
Writing Centre	0.10	Moderate Positive association

Written Reponses

Question 13 Comments

Respondents were given the opportunity to make suggestions regarding any services that they may have rated very poor or poor. For the purpose of analyzing the written comments, the number of comments for question 13 have been totaled and grouped together based on the service it makes reference to. The services with the most comments are “parking” (169), “cafeteria” (77) and “library hours” (53). Additionally, comments pertaining to these three services have subsequently been further broken down into subcategories based on common themes among comments.

Table 20 shows the parking subcategories that have been created as well as the number of comments pertaining to each subcategory. The subcategories that have been created based on themes in the written comments are “parking facilities”, “parking costs”, “parking alternatives” and “parking security”.

Table 20: What suggestions can you make regarding parking services?

Parking	
Subcategories	# of comments
Parking Facilities	95
Parking Costs	60
Parking Alternatives	7
Parking Security	7
Total	169

Comments related to parking facilities (95) are as follows:

- difficulty in finding parking spots
- not enough parking available
- no where to park at certain times
- time wasted finding a parking spot
- lack of parking dispensers
- lack of parking on the streets

Comments related to parking costs (60) are as follows:

- reduce costs
- don't raise the price
- have day passes available not hourly

- free parking for attending students
- free parking for summer term and evening courses
- offer parking passes
- need better care of lots during snow storms
- covered walkways from lots
- leave more time between classes so parking has time to clear out
- it will be a pain having to go back out after four hours to purchase another parking pass

Comments related to parking alternatives (7) are as follows:

- free parking at church lots needs to be implemented again
- more free parking
- better transit services with a designated bus service between campuses

Comments related to parking security (7) are as follows:

- more security for parking
- make it safe to park
- males remain in women’s only parking after 6 pm
- the parking lots are lit but there is never anyone around

Table 21 shows the cafeteria subcategories that have been created as well as the number of comments pertaining to each subcategory. The subcategories that have been created are “longer hours”, “better selection”, “better service” and “better prices”.

Table 21: What suggestions can you make regarding cafeteria services?

Cafeteria	
Subcategories	# of comments
Longer Hours	35
Better Selection	24
Better Service	10
Better Prices	8
Total	77

Comments related to longer hours (35) are as follows:

- should be open all day
- should be open in the summer
- longer hours for the evening
- food put away too early at night
- need to keep mini cafeteria open

Comments related to better selection (24) are as follows:

- alternative to Coca Cola products
- more variety and selection
- provide hot foods
- provide hot foods during the evening
- lack of food options (eg. pasta, sandwich bar)
- need healthier selections

Comments related to better service (10) are as follows:

- poorly staffed
- poor service
- need friendlier cafeteria staff
- need debit machine

Comments related to better prices (8) are as follows:

- over priced – most students can't afford it
- need to lower the cost of food
- should not be charged to use utensils
- if a student only has \$5 to spend on a meal they are out of luck

Table 22 shows the library hours subcategory as well as the number of comments pertaining to that subcategory. The subcategory that has been created is “longer hours”.

Table 22: What suggestions can you make regarding library hours?

Library Hours	
Subcategories	# of comments
Longer Hours	53
Total	53

Comments related to longer hours (53) are as follows:

- need longer hours in the evenings for night classes
- need longer hours on the weekends
- need to open earlier on the weekends
- have late hours during the final week of classes
- need hours that are outside of class hours

Question 14 Comments

Respondents were asked to comment on what aspects of Summer 2005 term they are most satisfied with. Again, for the purpose of analyzing the written comments, the number of comments for question 14 have been totaled and grouped together based on a service or common theme. The groupings with the most comments are “courses offered” (192), “length of term” (84), “quality of instruction” (78) and “parking” (62). Additionally, comments pertaining to these four groupings have been broken down further into subcategories within each grouping.

Table 23 shows the courses offered subcategories that have been created as well as the number of comments pertaining to each subcategory. The subcategories that have been created based on themes in the written comments are “course offerings”, “faster course/credential completion”, “maximum allowable courses” and “future workload”.

Table 23: What aspects of the Summer 2005 term are you most satisfied with?

Courses Offered	
Subcategories	# of comments
Course Offerings	110
Faster course/credential completion	43
Maximum Allowable Courses	32
Future Workload	7
Total	192

Comments related to course offerings (110) are as follows:

- didn't have to wait for fall term to take course
- offering night classes allows people to work during the day
- time of course allows for evening employment
- more course offerings with a variety in day and night offerings
- more courses offered resulting in smaller class sizes
- more core courses offered
- ability to get the courses I wanted
- ability to get into a normally full class
- courses not previously available now are available
- ability to take on line courses
- ability to explore other areas of interest

Comments related to faster course/credential completion (43) are as follows:

- able to get a jump start to my program
- allows for faster completion of credential
- allows for upgrading before beginning program
- able to get classes finished sooner
- able to graduate faster
- able to get ahead in studies
- able to go to school all year round and finish sooner

Comments related to maximum allowable courses (32) are as follows:

- increase in maximum number of courses a students is permitted to take
- able to obtain more credits
- able to take more course offerings
- ability to take a full course load
- being able to take 5 courses

Comments related to future workload (7) are as follows:

- decreases workloads for upcoming terms
- helps out with fall term load
- able to take courses sooner rather than later

Table 24 shows the length of term subcategories that have been created as well as the number of comments pertaining to each subcategory. The subcategories that have been created are “summer term”, “shorter term”, “general comments” and “longer term”.

Table 24: What aspects of the Summer 2005 term are you most satisfied with?

Length of Term	
Subcategories	# of comments
Summer Term	67
Shorter Term	10
General Comments	4
Longer Term	3
Total	84

Comments related to summer term length (67) are as follows:

- able to get 4 courses done in 12 weeks
- still have a month till next term begins
- prefer this longer term over shorter spring term
- length allows for workload to be spread out
- less pressure with extended term length
- good length to complete courses to the best of my ability
- it is shorter than fall/winter which makes you work hard and get things done
- prefer this length of term over fall/winter term

Comments related to shorter term length (10) are as follows:

- prefer shorter term because this was too long
- goes too long into summer
- prefer 7 weeks
- longer term equals burnout
- not enough time to rest for fall term
- prefer spring term

General comments (4) pertaining to term length are as follows:

- summer term not as busy
- summer term went by quickly
- summer term is not so rushed allowing a student to learn more and do better
- summer term provided a good pace for learning material

Comments pertaining to a longer term length (3) are as follows:

- should be longer
- make it the same length as fall and winter terms
- it was too short and crammed

Table 25 shows the quality of instruction subcategory as well as the number of comments pertaining to that subcategory. The subcategory that has been created is “quality of instruction”.

Table 25: What aspects of the Summer 2005 term are you most satisfied with?

Quality of Instruction	
# of comments	
Quality of Instruction	78
Total	78

Comments pertaining to quality of instruction (78) are as follows:

- instructors made the term worth attending
- harder materials were presented in a way one could understand
- instruction quality was easy to understand
- easy access to instructors
- flexibility of instructors
- instructors were very committed to the summer term
- quality of instruction equal to all other terms
- instructors were very understanding and helpful

Table 26 shows the parking subcategories that have been created as well as the number of comments pertaining to each subcategory. The subcategories that have been created are “parking availability” and “parking costs”.

Table 26: What aspects of the Summer 2005 term are you most satisfied with?

Parking	
Subcategories	# of comments
Parking Availability	59
Parking Costs	3
Total	62

Comments related to parking availability (59) are as follows:

- lots of parking available
- parking lots never full
- parking dispensers never broken
- closer parking spots
- appreciated not having to leave early to find parking before class

Comments related to parking costs (3) are as follows:

- free parking was accessible close to UCFV
- there is more free parking spaces during the summer term

Summary

The 2005 Summer Term Survey was developed to provide a review of UCFV's first expanded summer term in 2005. Specifically, the survey can be used to gain insight into the following:

- personal characteristics of the summer student population,
- assessment of course offerings and enrolments,
- preference for length and type of summer term,
- likelihood of attending summer term 2006,
- perceptions regarding summer term, and
- perceptions regarding services.

The summarized data for the 2005 Summer Term Survey shows the following:

- Over 50.0% of respondents indicated very likely (35.5%) or likely (19.9%) that they would attend summer term 2006. As well, those respondents who indicate they were very likely to attend had originally signed up for more course than those who were not as likely to attend.
- Over 65.0% of respondents who indicated very likely (45.7%) or likely (20.2%) that they would attend summer term 2006 indicate a preference for a medium length (10 weeks, 4 course maximum) term.
- The greater the number of terms a student has been at UCFV the greater the likelihood of registering in more courses than those students who have not been at UCFV as long. Moreover, those students with a higher number of credits attained also showed a greater likelihood of registering for more courses than those students who have achieved less credits.
- 86.9% of respondents indicated that faster completion of credential and 75.5% indicated lighten course load in future semesters was either very important or important in deciding to take courses in summer term 2005.
- 64.5% of respondents indicated that either all the courses I wanted to take were offered (25.5%) or most courses I wanted to take were offered (36.3%).

Finally, the results of the survey have provided UCFV with insight that can help identify recruitment and programming strategies to ensure success in future summer terms. The findings will be beneficial in helping UCFV develop and program a summer term that not only meets the needs of the students but reflects the level of commitment UCFV has to student satisfaction and success.

Appendix A: Survey Instrument

2005 Summer Semester Survey

This year, UCFV expanded the Summer (known formerly as Spring) semester. We need your help to evaluate this change to the semester. Specifically, we want you to share your experiences and perceptions of the expanded Summer semester.

Please take a few minutes to fill out this survey. The questions should take about 15 minutes to answer. Please be assured your privacy will be fully protected and all your responses will remain confidential. Also, this survey is voluntary, and you can choose not to answer a question or stop at any point. We are only interested in your opinions, so there are no right or wrong answers.

If you have any questions about this survey, please contact Dale Box, Director of Institutional Research and Planning by email at: Dale.Box@ucfv.ca

Thank you for sharing your time and opinions!

INSTRUCTIONS FOR COMPLETION

1. Please use a **dark blue or black pen** only to fill out this survey.
2. Use a dark blue or black pen to fill in the bubble that corresponds to your response. **EXAMPLE:** ●
3. **DO NOT CIRCLE OR TICK** the response.

SECTION 1: SUMMER SEMESTER ENROLMENT

1) How many courses are you enrolled in this semester?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| One | Two | Three | Four | More than four |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2) How many courses did you originally sign up for?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| One | Two | Three | Four | More than four |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3) What is the likelihood that you will attend the Summer semester in **2006**?

- | | |
|--------------------------------|-----------------------|
| Very Likely | <input type="radio"/> |
| Likely | <input type="radio"/> |
| Neither Likely nor Unlikely | <input type="radio"/> |
| Unlikely | <input type="radio"/> |
| Very Unlikely | <input type="radio"/> |
| Will be graduating before then | <input type="radio"/> |

4) Please indicate if you took a course on-line this Summer semester.

Yes No

5) Please indicate if you have attended a Spring semester in the past.

Yes No

6) How many semesters have you attended UCFV?

- First semester at UCFV
- 2 – 4 semesters
- 5 – 7 semesters
- More than 7 semesters

SECTION TWO – PERCEPTIONS REGARDING SUMMER SEMESTER

7) What type of Summer semester do you prefer?

- Shorter semester like previous years
(7 weeks, 2 course maximum)
- Medium length semester like this year
(10 weeks, 4 course maximum)
- No preference

8) Overall, how satisfied are you with the selection of UCFV's summer course offerings?

- All the courses that I wanted to take were offered
- Most courses I wanted to take were offered
- Some courses I wanted to take were offered
- None of the courses I wanted to take were offered

9) Would you have registered in more summer courses if more courses that met your needs had been offered?

- Yes, definitely
- Yes, probably
- No, probably not
- No, definitely not
- Don't know

10) How important were the following in your decision to take courses in this Summer 2005 semester?

	Very important	Somewhat important	Slightly important	Not at all important	N/A
Easier to get into a course than in Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Couldn't find appropriate employment in the summer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To continue student financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course taught by preferred instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lighten course load in future semesters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Repeat a course to improve a grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faster completion of credential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11) Please give us your impression of the following services during the Summer 2005 semester:

	Semester	Very poor	Poor	Neutral	Good	Very good	N/A
Bookstore	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cafeteria	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Centre	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom facilities	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Services	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Semester	Very poor	Poor	Neutral	Good	Very good	N/A
Information Services (kiosk)	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Media Services	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library services	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library hours	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Transit to Campus	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student services/counseling	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intramural activities/athletics	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activity Centre (gym)	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety on campus	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Centre	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math Centre	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid Services	Summer 2005	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 12) Please give us your impression of the following services during the Fall and or Winter semesters (**Note: if you have never taken courses during a Fall or Winter term, please check the “N/A” category**):

	Semester	Very poor	Poor	Neutral	Good	Very good	N/A
Bookstore	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cafeteria	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Centre	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom facilities	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Services	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Services (kiosk)	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Media Services	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library services	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library hours	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Transit to Campus	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student services/counseling	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intramural activities/athletics	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activity Centre (gym)	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Semester	Very poor	Poor	Neutral	Good	Very good	N/A
Safety on campus	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Centre	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math Centre	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid Services	Fall/Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13) What suggestions can you make regarding the services that you rated very poor or poor?

14) What aspects of the Summer 2005 semester are you most satisfied with?

15) How important to you were the following sources in getting information you needed for choosing your courses this summer?

	Very important	Somewhat important	Somewhat unimportant	Very unimportant	N/A
Printed material from UCFV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UCFV website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends/family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION THREE – BACKGROUND

16) Please indicate your community of residence:

- Abbotsford
- Chilliwack/ Agassiz/ Harrison
- Mission
- Hope
- Langley/Aldergrove
- Surrey
- Maple Ridge/Port Coquitlam
- Other (Please specify: _____)

17) Please indicate your progress status. Not including the courses that you are currently taking this semester, approximately how many credits have you completed?

- Less than 12 credits
- 13 to 24 credits
- 25 to 36 credits
- 37 to 60 credits
- 61 to 80 credits
- Greater than 80 credits

18) What is your gender?

- Female Male

19) What is your age?

- 20 or under
- 21 – 24
- 25 – 29
- 30 – 39
- 40 – 54
- 55 or over

20) Please indicate your Program (Select ONLY ONE Program):

- | | | | |
|--|-----------------------|---|-----------------------|
| Associate of Arts (AA) | <input type="radio"/> | AA International | <input type="radio"/> |
| AA Theatre | <input type="radio"/> | Adventure Tourism | <input type="radio"/> |
| AG Livestock | <input type="radio"/> | AG Diploma | <input type="radio"/> |
| AG Horticulture | <input type="radio"/> | Arts Extended Certificate | <input type="radio"/> |
| AG Insect Pesticide Management Cert. | <input type="radio"/> | Associate of Science | <input type="radio"/> |
| Arts Lower Level | <input type="radio"/> | Bachelor of Arts (BA) | <input type="radio"/> |
| Aviation Diploma | <input type="radio"/> | Bachelor of General Studies (BGS) | <input type="radio"/> |
| BA Adult Education | <input type="radio"/> | Bachelor of Science (BSC) | <input type="radio"/> |
| Bachelor of General Studies Police Studies | <input type="radio"/> | Business Aviation Degree | <input type="radio"/> |
| Business Accounting Certificate | <input type="radio"/> | Business Degree | <input type="radio"/> |
| Business Certificate | <input type="radio"/> | Business Marketing Certificate | <input type="radio"/> |
| Business Diploma | <input type="radio"/> | CIS Certificate | <input type="radio"/> |
| College & Career Prep. | <input type="radio"/> | CIS Diploma | <input type="radio"/> |
| CIS Degree | <input type="radio"/> | CRIM Degree | <input type="radio"/> |
| CRIM Diploma | <input type="radio"/> | Community Support Worker | <input type="radio"/> |
| Child & Youth Care Degree | <input type="radio"/> | ECE Certificate | <input type="radio"/> |
| ECE Diploma | <input type="radio"/> | Engineering Transfer | <input type="radio"/> |
| English as a Second Language | <input type="radio"/> | Fashion Design | <input type="radio"/> |
| General Arts | <input type="radio"/> | General Graduate | <input type="radio"/> |
| General Science | <input type="radio"/> | General | <input type="radio"/> |
| Health & Human Services Certificate | <input type="radio"/> | KPE Certificate | <input type="radio"/> |
| KPE Degree | <input type="radio"/> | KPE Diploma | <input type="radio"/> |
| Liberal Arts | <input type="radio"/> | Library & Information Technology | <input type="radio"/> |
| Nursing Degree | <input type="radio"/> | Nursing Practical | <input type="radio"/> |
| Nursing RN Access | <input type="radio"/> | Speech & Language Diploma | <input type="radio"/> |
| Substance Abuse Certificate | <input type="radio"/> | Substance Abuse Diploma | <input type="radio"/> |
| Bachelor of Social Work | <input type="radio"/> | Social Services Diploma | <input type="radio"/> |
| TASK | <input type="radio"/> | Teaching English as a Second Language Certificate | <input type="radio"/> |
| Theatre Arts Diploma | <input type="radio"/> | Literacy Tutor | <input type="radio"/> |
| Tutor Training | <input type="radio"/> | Visual Arts Diploma | <input type="radio"/> |
| VISITING | <input type="radio"/> | OTHER (please specify) | <input type="radio"/> |

Thank you for your time and participation!