

# New to UBC Okanagan Undergraduate Student Survey 2018: Transfer Students



THE UNIVERSITY OF BRITISH COLUMBIA

**Okanagan Planning and Institutional Research**

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## Executive Summary

The New to UBC (NUBC) Survey was administered in summer 2018 to all new incoming degree-seeking students, both direct entry and transfer, at UBC's Okanagan campus. In total, 1,674 students out of 2,772 responded to the survey – a response rate of 60%. The sample of respondents was generally a good representation of the 2018/19 new undergraduate student population at UBC's Okanagan campus, with some exceptions.

This report focuses on new transfer students. Of 577 transfer students invited to the survey, 325 responded – a response rate of 56%. When only looking at transfer students, the sample is well-representative of the cohort in terms of international and domestic students.

### Background and Personal Characteristics

Seventy-nine percent (n = 214) of transfer respondents identified as white. Six percent (n = 17) of respondents self-reported as Canadian Aboriginal, which is representative of the cohort of transfer students where 5% were identified as Aboriginal. Eighty percent (n = 224) of transfer respondents said they were born in Canada. The vast majority of respondents noted English as the language they spoke well enough to conduct a conversation about everyday topics as well as the language they spoke well enough to conduct academic/technical conversations.

Just over six in ten transfer student respondents (62%, n = 171) identified as a woman. Females were overrepresented in the sample, while males were underrepresented.

The majority of respondents indicated that their mother and/or father attained a college-level certificate/diploma or a university degree. Overall, 47% (n = 133) of transfer respondents were first generation university students.

Most transfer respondents said that they would be living off-campus for their first year at UBC Okanagan (78%, n = 224). The majority of those commuting to campus said they planned to use public transit or to drive alone.

### Choosing Where to Study

The factors transfer students most often said were important in choosing where to study were: the university/college's overall reputation (68%, n = 190), the university/college's location (77%, n = 212), opportunities to learn outside the classroom (57%, n = 159), quality of faculty (professors, instructors, etc.) (79%, n = 215), and the value of the university/college degree in relation to the cost (71%, n = 191).

### Experience with UBC: Applying, Admissions, and Overall

The majority of transfer respondents (81%, n = 241) were highly satisfied with their overall experience with UBC to date. Similarly 77% (n = 234) of respondents thought UBC had been supportive in their transition to university.

Most respondents who applied to UBC Okanagan and at least one other university selected that, even though UBC Okanagan was their first choice, they applied to other universities to see what they would offer (65%, n = 104).

### UBC Okanagan versus Competitor Institutions

Sixty-three percent (n = 178) of transfer student respondents only applied to UBC Okanagan. The majority of respondents who applied to multiple institutions were accepted to UBC Okanagan and one other institution (62%, n = 65).

Overall, most respondents were applying to other institutions within British Columbia (BC) and elsewhere in Canada. The top competitor institutions within BC were the University of British Columbia, Vancouver campus (35%, n = 24), the University of Victoria (27%, n = 18), and Simon Fraser University (25%, n = 17).

Transfer respondents applying to other institutions in Canada most commonly selected the University of Calgary (36%, n = 16) and the University of Alberta (23%, n = 10).



Respondents noted that they applied to United States (US) institutions and international institutions fairly infrequently.

When asked which institution they would have attended if they had not accepted UBC Okanagan's offer of admission, responses were varied. Transfer respondents most often picked "I was not interested in any other university" (38%, n = 104), the University of Victoria (9%, n = 24), and the University of Calgary (7%, n = 18).

In comparing UBC Okanagan with the university/college they would have attended if they had not accepted UBC Okanagan's offer of admission, transfer respondents most often rated UBC Okanagan as much or somewhat better in terms of: the university/college's overall ranking (69%, n = 101), the university/college's campus size (62%, n = 84), undergraduate research opportunities (55%, n = 56), diversity of programs and courses (54%, n = 65), and the value of the university/college degree in relation to the cost (52%, n = 65).

Compared to respondents' other top choice institutions, UBC Okanagan was most frequently perceived as somewhat or much worse in terms of factors related to cost, both the cost of the university/college's tuition and the overall cost of attending the university/college (including housing, etc.).

### First Year Concerns, Support, and Perceptions

Transfer respondents most often anticipated that they may require extra support with academic writing (37%, n = 111), mathematics (33%, n = 99), and study skills (30%, n = 91).

Respondents expressed the highest levels of concern (selected "very concerned" or "concerned") for "being able to maintain a high enough Grade Point Average (GPA)" (46%, n = 139). Transfer respondents were also quite concerned with getting the professional and career advising they need and being overwhelmed with all the things they are expected to do in their first semester.

Generally, high levels of agreement were observed for the following statements: "belonging to UBC is important to me," "I am proud to be attending UBC's Okanagan campus", "I feel that UBC's Okanagan campus will be the right university for me", and "I feel welcomed by UBC Okanagan".

### Health and Wellbeing

General health and mental health were rated favorably -as "good" or better- by the majority of respondents.

When in need of health care services, the largest proportions of transfer students planned to use walk-in clinics (57%, n = 129), and/or visit their current family doctor (40%, n = 90).

The majority of respondents indicated that they do not have a disability or ongoing medical condition (72%, n = 179).

Stress and anxiety were the most frequently identified issues that had negatively affected academic performance for transfer respondents.

### Finances

Fifty-eight percent (n = 173) of transfer respondents said that they require a loan that they are expected to pay back to finance their initial year at UBC Okanagan. Most respondents' loans were government student loans.

Respondents identified their sources of funding for their tuition and other expenses for their initial year at UBC Okanagan. For transfer respondents, the most common funding sources were government student loans and parents/family/friends.

The largest proportion of respondents did not express high levels of concern for financing their initial year at UBC Okanagan. However, levels of concern were fairly high for financing their entire university education.



Only 3% of transfer respondents (n = 7) stated that they received an offer of scholarship or financial support from UBC.

### Plans, Intentions, and Expectations

Fifteen percent (n = 42) of transfer respondents (27%, n = 224) had plans to study abroad through UBC's Go Global program. Eighty-four percent of respondents (n = 240) intended to graduate from UBC's Okanagan campus.

### Entrance Advisors

Thirty-five percent (n = 103) of transfer respondents knew about entrance advisors. Respondents were most likely to "Strongly agree" or "Agree" that their entrance advisor was able to answer their questions related to course selection and registration (87%, n = 68) and that overall, they felt satisfied with their interactions with their entrance advisor (79%, n = 61).



## Introduction

This report presents the findings of the 2018 New to UBC (NUBC) Undergraduate Student Survey for UBC's Okanagan campus. Participating students were asked about the reasons they chose UBC's Okanagan campus for their post-secondary education, what they hope to gain from their UBC education, their experiences prior to their arrival at UBC, their expectations about their first year at UBC, and their perceptions of UBC to date.

The purpose of the NUBC survey is to develop characteristics of both direct entry and transfer students at UBC's Vancouver and Okanagan campuses. The results become a benchmark towards the progress and growth of UBC. The objectives of the NUBC Survey are as follows:

1. To determine student expectations for their first year at UBC;
2. To identify any problems or concerns they may have coming in to UBC; and
3. To find out what would help first year students transition well to university and provide a successful first year experience.

## Methodology

All new, incoming degree-seeking undergraduate students to UBC Okanagan were invited to participate in the New to UBC Undergraduate Student Survey. This includes both transfer and direct entry students.

The NUBC Survey was deployed online via e-mail invitations. The survey was available to students from August 2<sup>nd</sup> to September 4<sup>th</sup>, 2018. As an incentive for participating in the survey, students were entered into a draw for one of ten \$100 Visa gift cards.

## Overall Sample

A total of 2,772 undergraduate students were invited to complete the survey, excluding email bounce backs. There were 1,674 full or partial completes – an overall response rate of 60% (62% for domestic and 55% for international students).

The sample of respondents was generally a good representation of the cohort of students, with some exceptions (refer to Table 1). Males were underrepresented (cohort: 48%, sample: 44%), while females (cohort: 52%, sample: 56%), first-years (cohort: 83%, sample: 85%), and domestic students (cohort: 78%, sample: 80%) were overrepresented.

Table 1: Demographic breakdown of cohort and sample

	Cohort		Sample	
	Count (N)	%	Count (n)	%
<b>Gender</b>				
Male	1,342	48%	734	44%
Female	1,430	52%	940	56%
<b>Year Level</b>				
Year 1	2,302	83%	1,414	85%
Year 2	227	8%	122	7%
Year 3	243	8.8%	138	8%
<b>Domestic/International</b>				
Domestic	2,148	78%	1,332	80%
International	624	23%	342	20%
<b>Program</b>				
BA-O	804	29%	457	27%



BASC-O	377	14%	231	14%
BFA-O	45	2%	31	2%
BHK-O	264	10%	161	10%
BMGT-O	289	10%	152	9%
BMS-O	19	1%	9	1%
BSC-O	857	31%	557	33%
BSN-O	117	4%	76	5%

Note: The data above is from SISC.

When breaking down the cohort and sample by domestic/international student status, in general, the samples of respondents reflected the cohorts well, with a few exceptions (see Table 2). Among domestic respondents, females (cohort: 53%, sample: 58%), first-years (cohort: 81%, sample: 83%), and BSC-O students (cohort: 32%, sample: 34%) were overrepresented; males were underrepresented (cohort: 47%, sample: 42%). While the sample of international respondents was generally representative of the cohort in terms of year level, females (cohort: 46%, sample: 49%) and BSC-O students (cohort: 29%, sample: 32%) were overrepresented in the sample.

Table 2: Demographic breakdown of cohort and sample by domestic/international student status

	Domestic				International			
	Cohort		Sample		Cohort		Sample	
	Count (N)	%	Count (n)	%	Count (N)	%	Count (n)	%
<b>Gender</b>								
Male	1,006	47%	561	42%	336	54%	173	51%
Female	1,142	53%	771	58%	288	46%	169	49%
<b>Year Level</b>								
Year 1	1,738	81%	1,101	83%	564	90%	313	92%
Year 2	191	9%	106	8%	36	6%	16	5%
Year 3	219	10%	125	9%	24	4%	13	4%
<b>Program</b>								
BA-O	566	26%	329	25%	238	38%	128	37%
BASC-O	308	14%	193	15%	69	11%	38	11%
BFA-O	39	2%	28	2%	6	1%	3	1%
BHK-O	259	12%	159	12%	5	1%	2	1%
BMGT-O	168	8%	92	7%	121	19%	60	18%
BMS-O	13	1%	7	1%	6	1%	2	1%
BSC-O	678	32%	448	34%	179	29%	109	32%
BSN-O	117	5%	76	6%	0	0%	0	0%

Note: The data above is from SISC.

## Sample of Transfer Students

The focus of this report is on transfer students only.

Of 577 transfer students invited to the survey, 325 responded – a response rate of 56%.

When only looking at transfer students, the sample is well-representative of the cohort in terms of international and domestic students. However, males (cohort: 48%, sample: 41%) and BA-O students (cohort: 36%, sample: 34%) were underrepresented and females (cohort: 52%, sample: 59%) and BSC-O students (cohort: 24%, sample: 27%) were overrepresented in the sample. Thus, the survey results should be interpreted with a degree of caution.





Table 3: Demographic breakdown of cohort and sample of transfer students

	Cohort		Sample	
	Count (N)	%	Count (n)	%
Gender				
Male	276	48%	132	41%
Female	301	52%	193	59%
Domestic/International				
Domestic	519	90%	296	91%
International	58	10%	29	9%
Program				
BA-O	206	36%	111	34%
BASC-O	62	11%	35	11%
BFA-O	7	1%	5	2%
BHK-O	85	15%	46	14%
BMGT-O	28	5%	14	4%
BMS-O	3	1%	1	0%
BSC-O	140	24%	88	27%
BSN-O	46	8%	25	8%

Note: The data above is from SISC.

### Notes

Readers should be aware that the percentages given in this report reflect the number of transfer respondents who selected an option in terms of the total number of students who responded to a given survey item. In other words, "50%" denotes 50% of students who responded to a certain item rather than 50% of all students who participated in this survey.

Additionally, when applicable, students who responded to a question by selecting "Don't know", "Not applicable", or "Prefer not to answer" were not included in the analysis of that specific question, unless otherwise noted.



## Background and Personal Characteristics

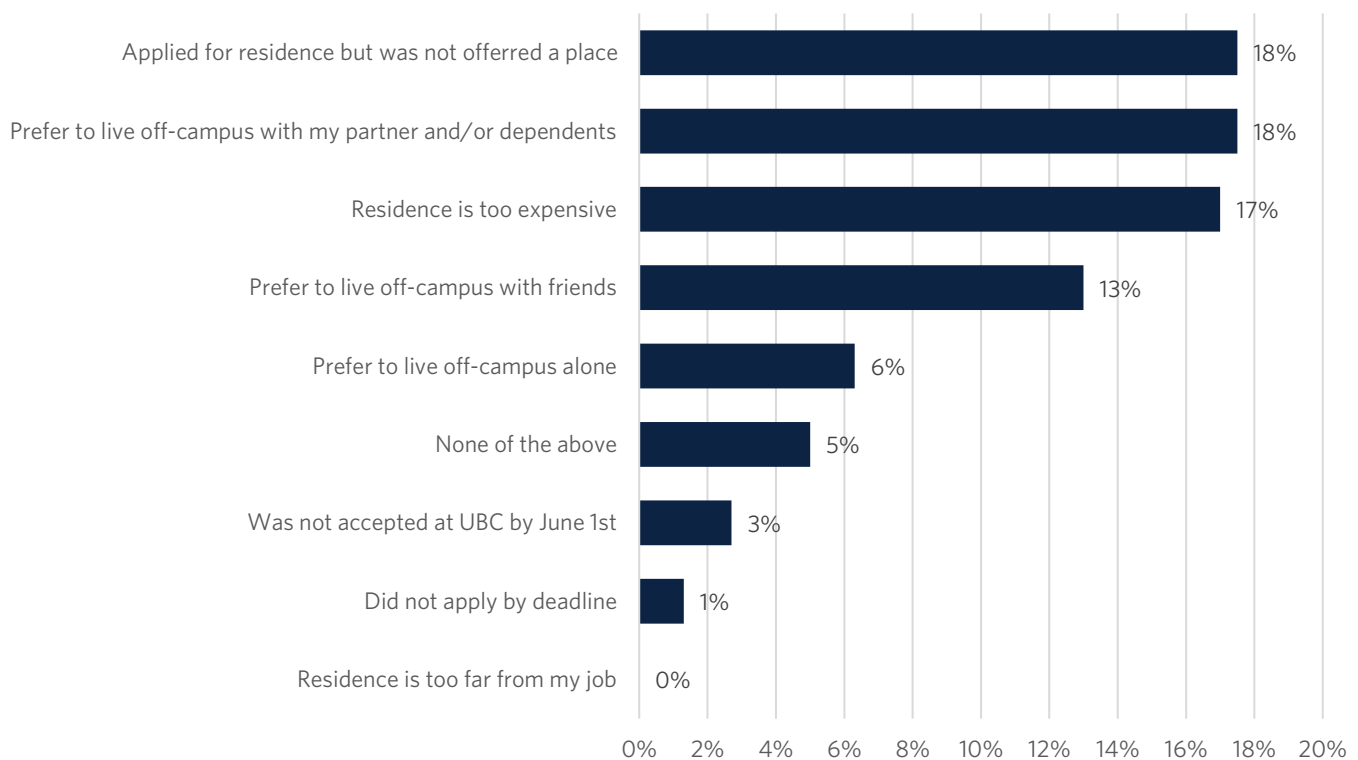
### Residence

Eighty percent (n = 224) out of 281 transfer student respondents were born in Canada. Fifty-seven percent (n = 157) of undergraduate transfer student respondents have lived in the Okanagan region for at least one year, 34% (n = 94) have lived elsewhere in BC for at least one year, 31% (n = 84) have lived in another province/territory in Canada for at least one year, and 14% (n = 38) have lived in another country besides Canada for at least one year.

Respondents were asked to specify their living situation for this academic year. Over three-quarters of transfer respondents said they would be living off-campus (78%, n = 224). Only 6% (n = 18) indicated they would be living in residence.

Those not living in residence were prompted to indicate why. The top reasons that transfer respondents selected were that they applied for residence but were not offered a place (18%, n = 39), they prefer to live off-campus with their partner and/or dependents (18%, n = 39), and residence is too expensive (17%, n = 38). No transfer respondents selected "residence is too far from my job" as a reason for not living in residence.

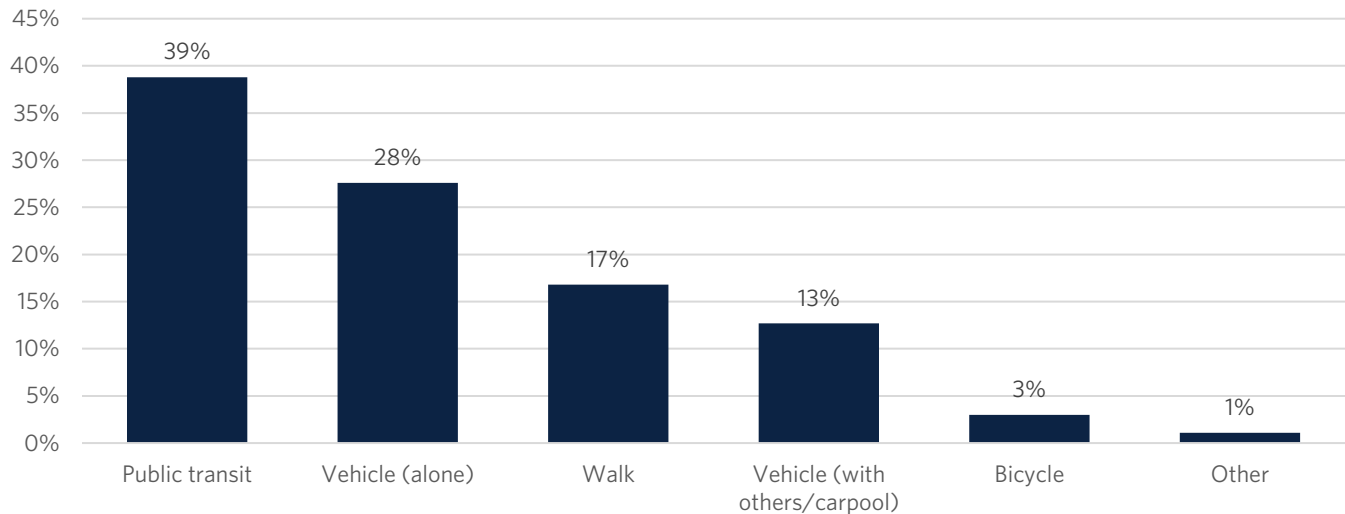
Figure 1: Why respondents will not be living in residence



## Commuting

Respondents indicating they would not be living in residence were asked to specify how they planned to commute to campus. Most transfer respondents cited they would use public transit (39%, n = 104) or drive alone (28%, n = 74).

Figure 2: Commute method



## Languages

Respondents were asked which languages they spoke well enough to conduct a conversation about everyday topics. All transfer respondents selected English (100%, n = 282). French was the next most common response (24%, n = 68).

English (98%, n = 251) and French (14%, n = 36) were also the most common languages that transfer respondents identified they knew well enough to conduct an academic/technical conversation.

## Gender

Sixty-two percent (n = 171) of transfer student respondents selected their gender identity as “woman” on the survey.

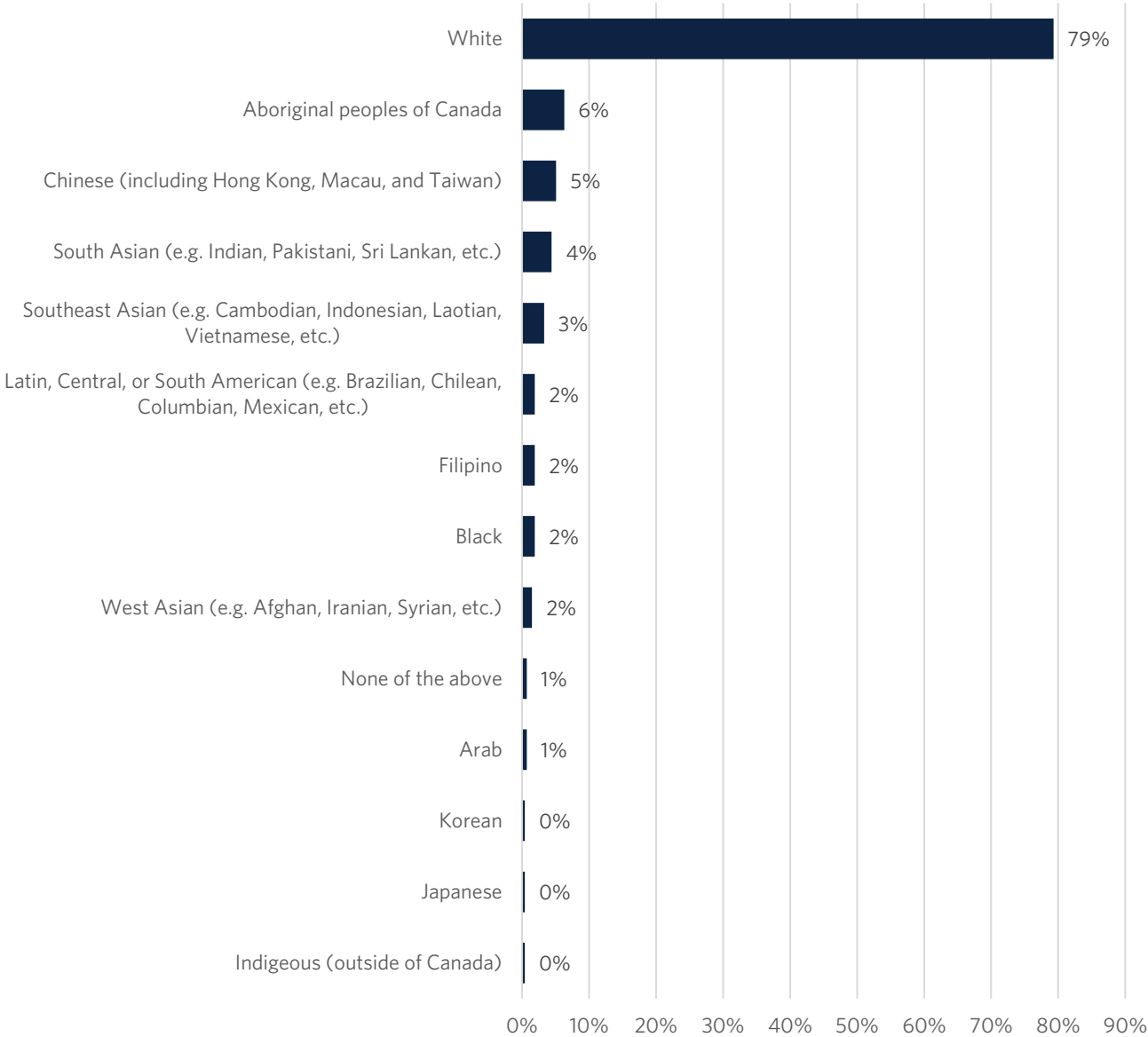
## Sexual Orientation

The majority of respondents identified as heterosexual (87%, n = 232). The next most common response was bisexual/pansexual (9%, n = 24).

## Ethno-Racial Distribution and Citizenship

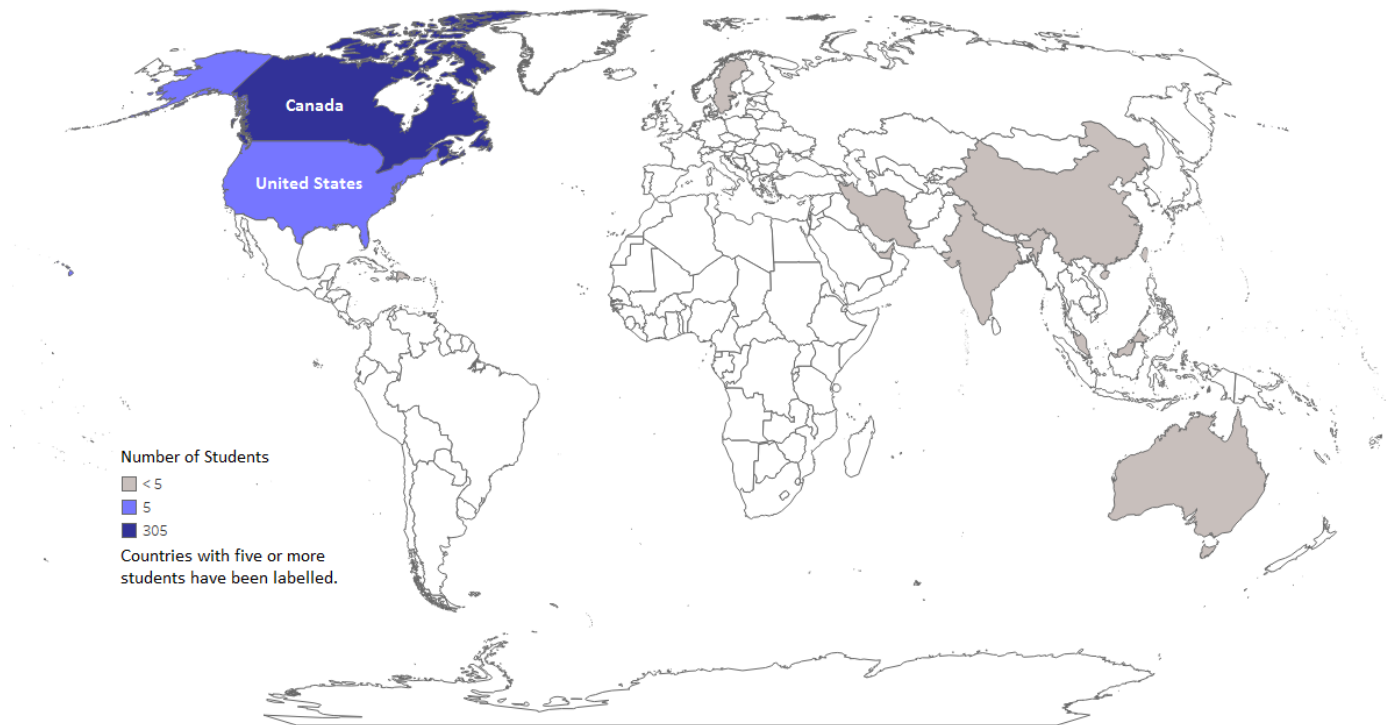
The majority of transfer respondents (79%, n = 214) selected that they identify their ethnicity as White, while 6% (n = 17) selected Canadian Aboriginal. The proportion of students identifying as Aboriginal was representative of the cohort of transfer students (cohort: 5%). Among respondents selecting Canadian Aboriginal, First Nations (59%, n = 10), and Métis (41%, n = 7) were the most common groups identified with.

Figure 3a: Self-reported ethnicity



Data on respondents' citizenship was also taken from SISC. The majority of respondents were Canadian citizens (n = 305). Overall, transfer students represented a total of 10 countries.

Figure 3b: Citizenship

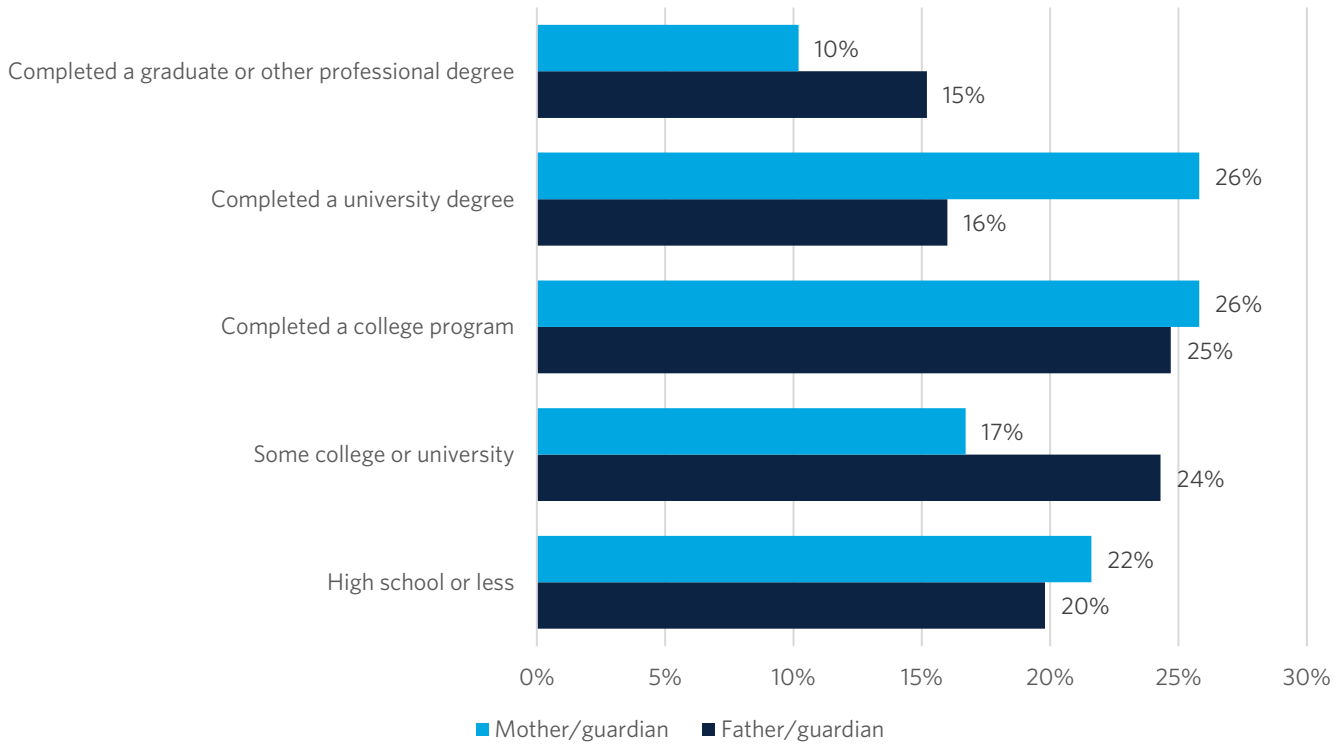


### Education of Parents/Guardians

The highest level of formal education completed by the fathers/guardians of transfer student respondents was most often a college program (25%, n = 65) or some college or university (24%, n = 64).

Most often, transfer respondents stated that their mother/guardian had completed a university degree (26%, n = 68) or had completed a college program (26%, n = 68).

Figure 4: Highest level of formal education obtained by father/guardian and mother/guardian



Overall, 47% (n = 133) of transfer respondents were first generation university students, meaning neither their father/guardian nor their mother/guardian had completed university.

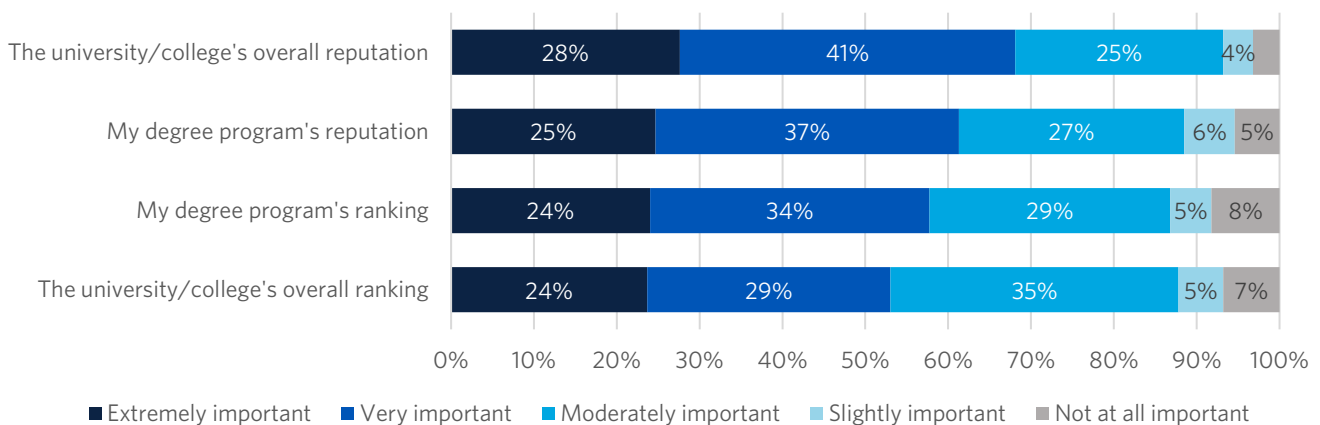
## Choosing Where to Study

The sections below present a variety of factors that could impact students’ decisions on where to study.

### Reputation

Among transfer respondents, the university/college’s overall reputation was the most important factor related to reputation in choosing where to study. Specifically, 68% (n = 190) of respondents rated this as “extremely important” or “very important”.

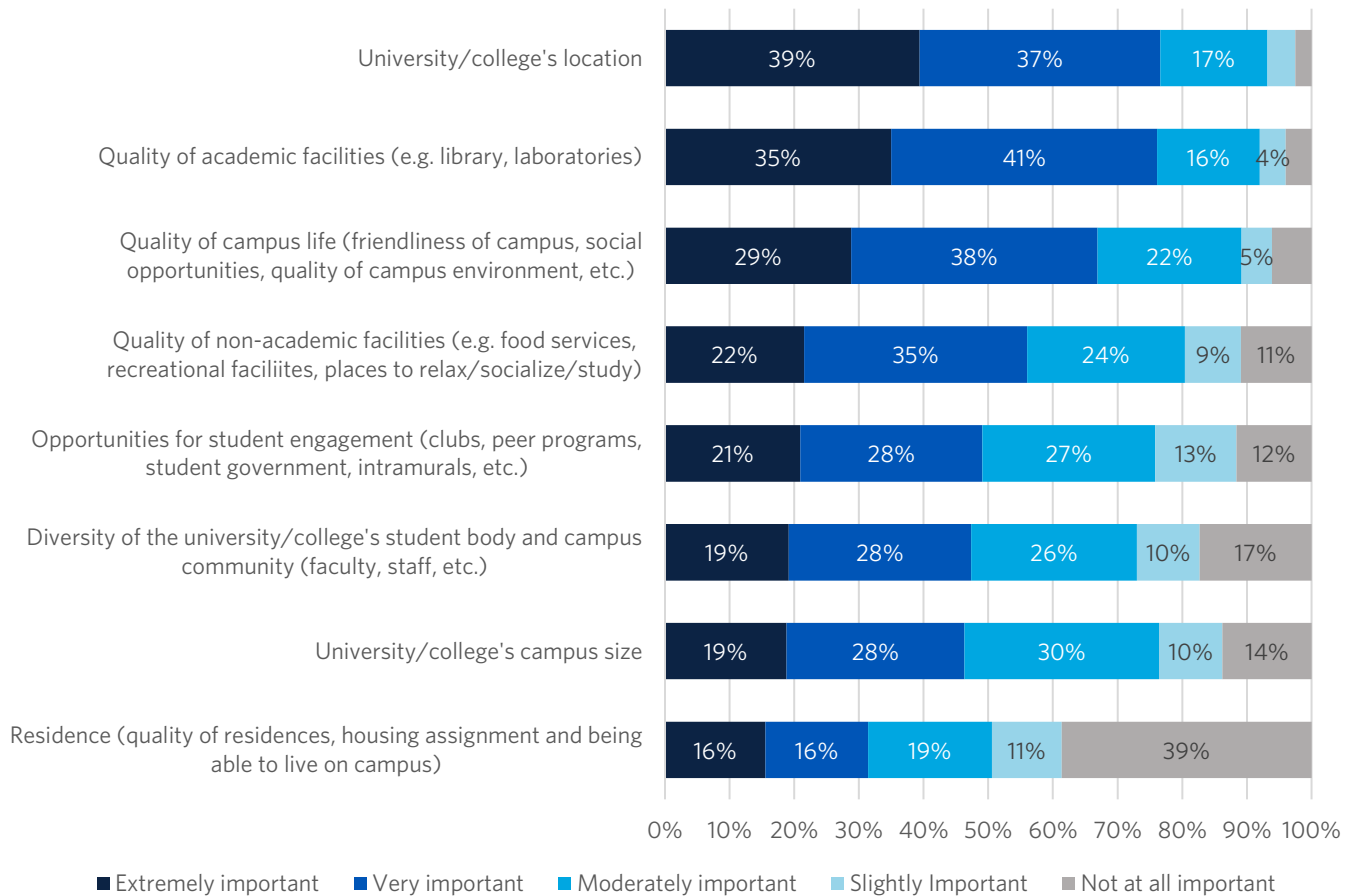
Figure 5: Transfer respondents importance of factors in choosing where to study - reputation



### Campus

The university/college’s location and quality of academic facilities (e.g., library, laboratories) were the most important campus factors for transfer student respondents. Seventy-seven percent (n = 212) of respondents rated the university/college’s location as “extremely important” or “important”, while 76% (n = 211) of respondents did so for quality of academic facilities.

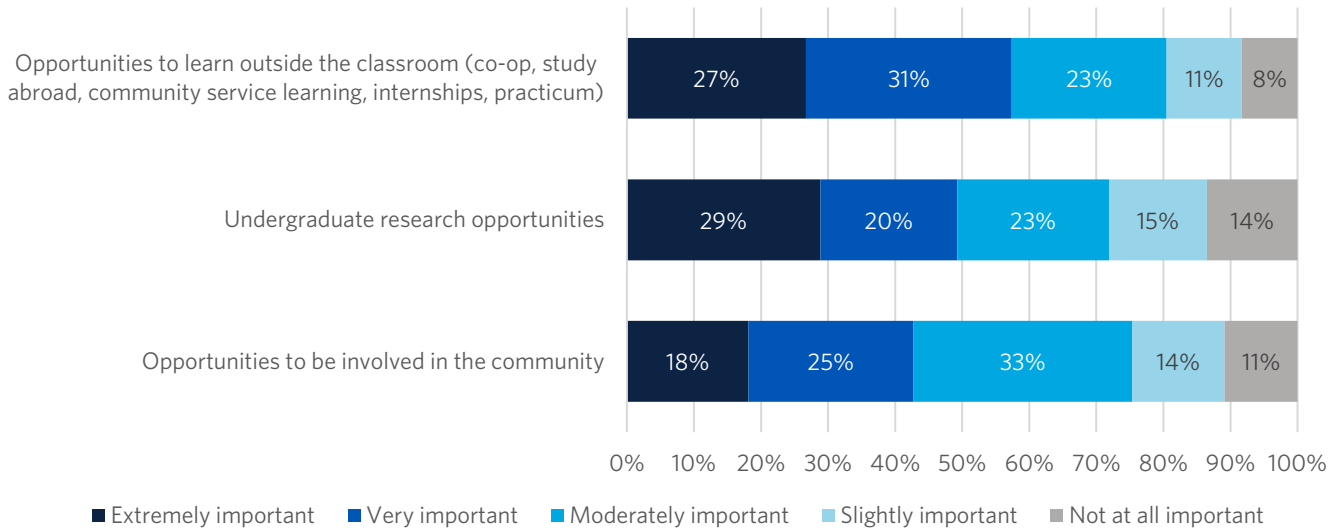
Figure 6: Importance of factors in choosing where to study - campus



### Learning Opportunities

Opportunities to learn outside the classroom were valued most by transfer respondents, with 57% (n = 159) respondents rating these as “extremely important” or “very important”.

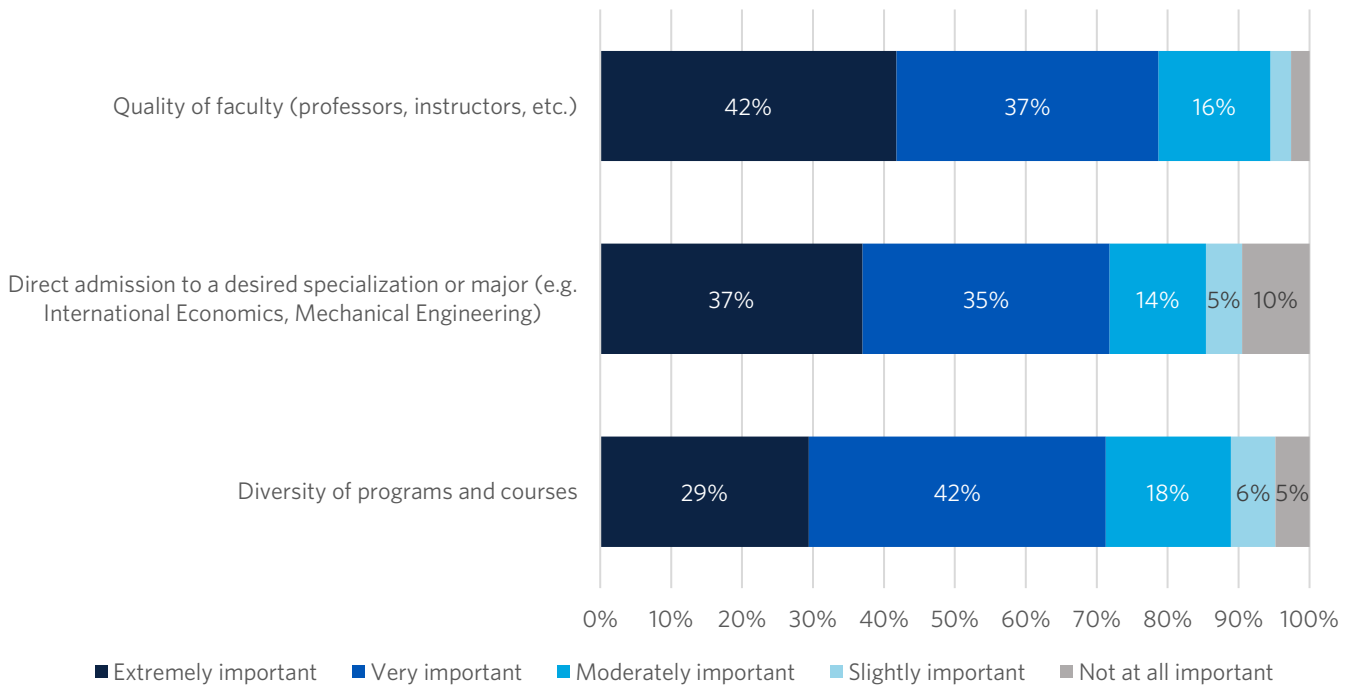
Figure 7: Importance of factors in choosing where to study – learning opportunities



### Faculty and Programs

Overall, the quality of faculty seemed to be quite important when respondents were deciding where to study. Most transfer respondents (79%, n = 215) found quality of faculty to be “extremely important” or “very important”.

Figure 8: Importance of factors in choosing where to study – faculty and programs

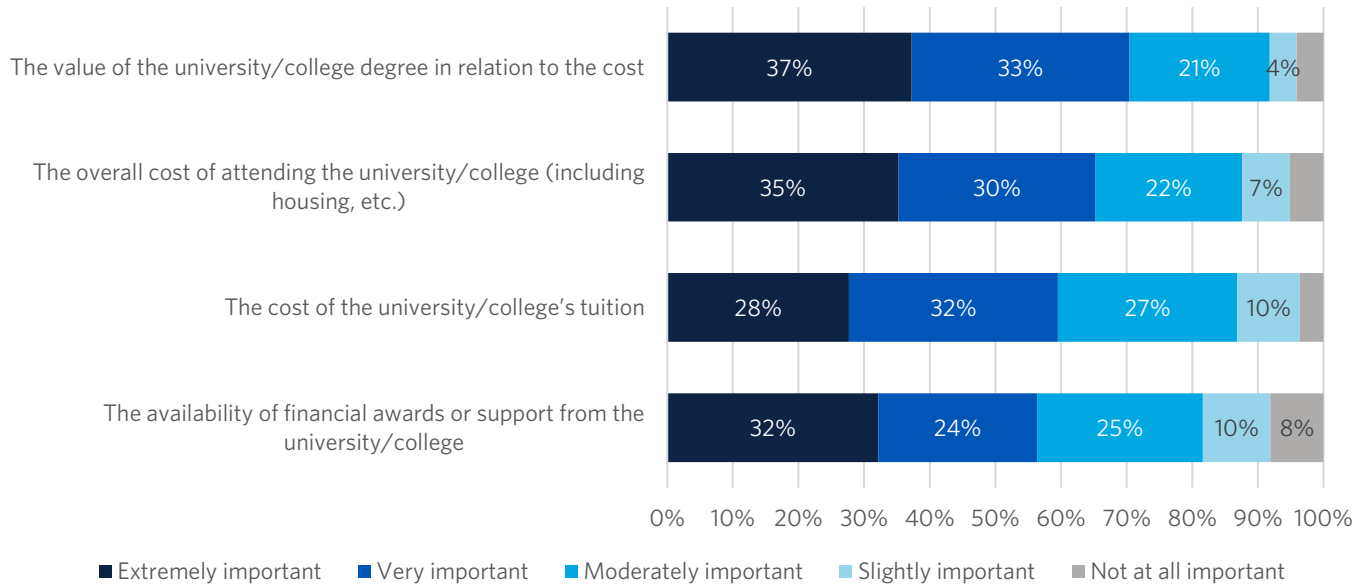




### Cost

At least 5 in 10 transfer respondents ranked each item related to cost as “extremely important” or “very important”. The value of the university/college degree in relation to cost was most important for respondents (71%, n = 191).

Figure 9: Importance of factors in choosing where to study – cost

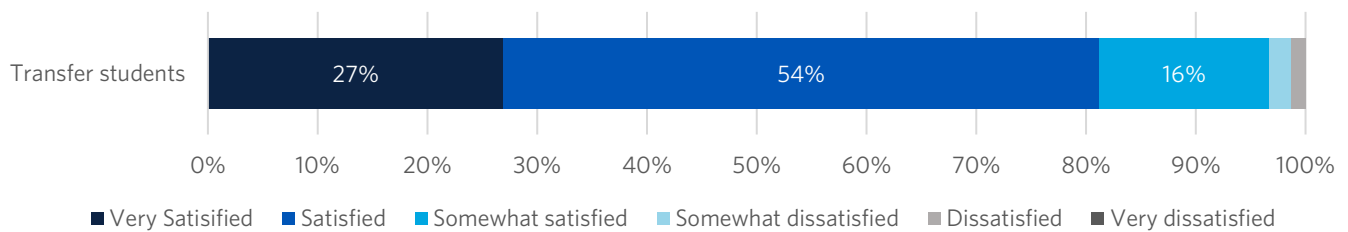


### Experience with Applying and Admissions to UBC

#### Overall UBC Experience

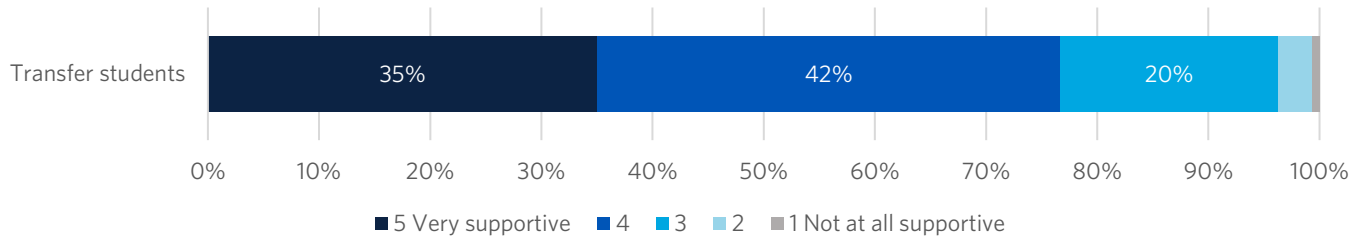
Eighty-one percent (n = 241) of transfer respondents reported being “Very satisfied” or “Satisfied” with their overall experience with UBC to date.

Figure 10: Overall experience with UBC to date



Seventy-seven percent (n = 234) of transfer respondents rated how supportive UBC has been in their transition to university as a 4 or 5 on a scale of “1 Not at all supportive” to “5 Very supportive”.

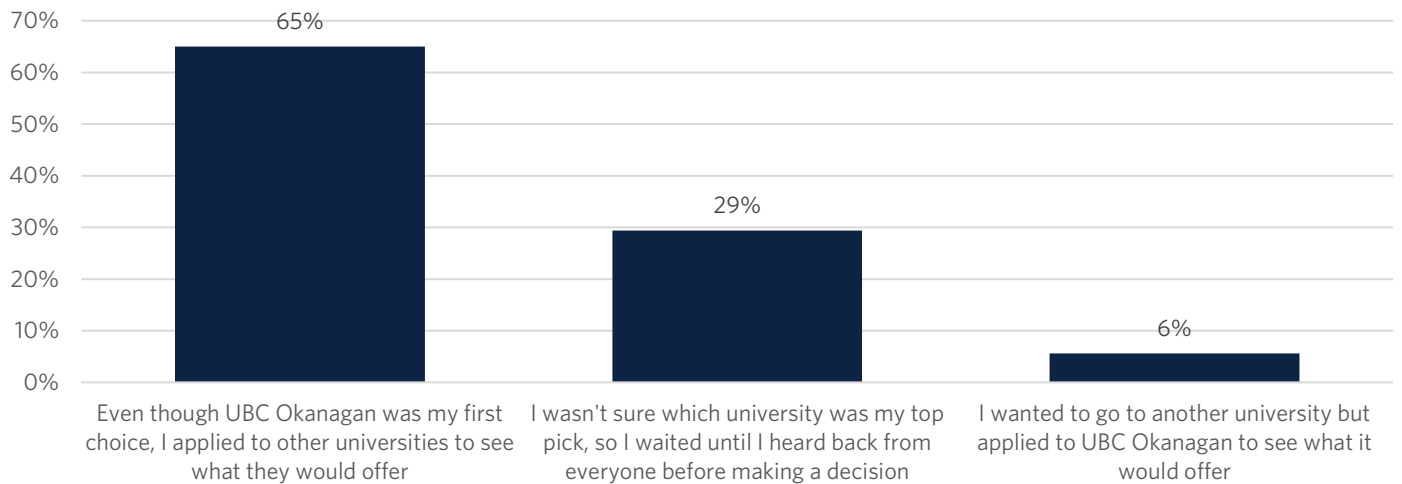
Figure 11. Supportiveness of UBC in transition to university



Application and Admissions

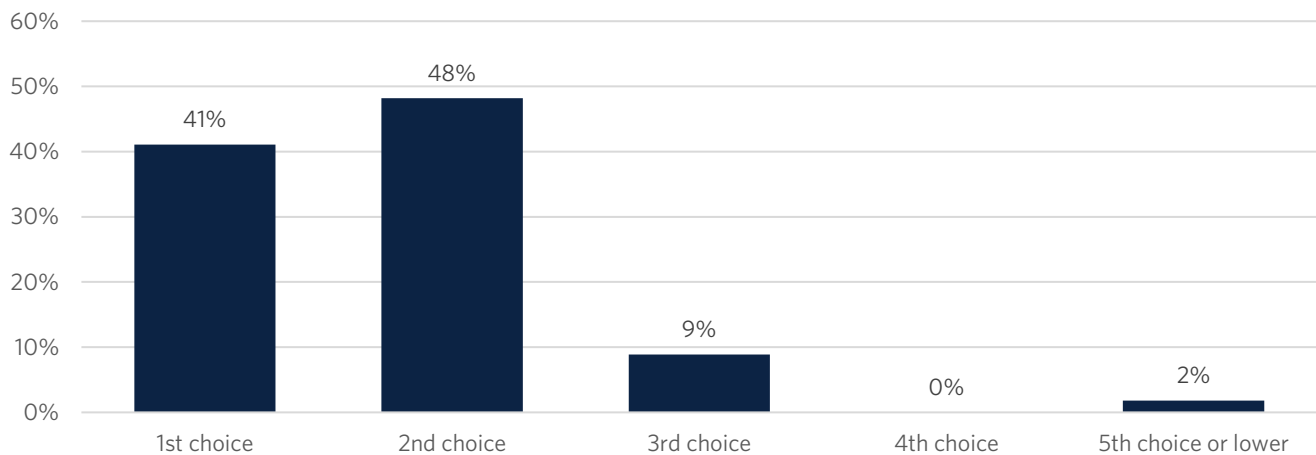
Most transfer respondents who applied to UBC Okanagan and at least one other university selected that, even though UBC Okanagan was their first choice, they applied to other universities to see what they would offer (65%, n = 104).

Figure 12: Top choice of university



Respondents were asked where UBC Okanagan ranked from them. Most transfer respondents stated that it was their second choice (48%, n = 27), while 41% (n = 23) of respondents stated it was their first choice.

Figure 13: Ranking of UBC Okanagan

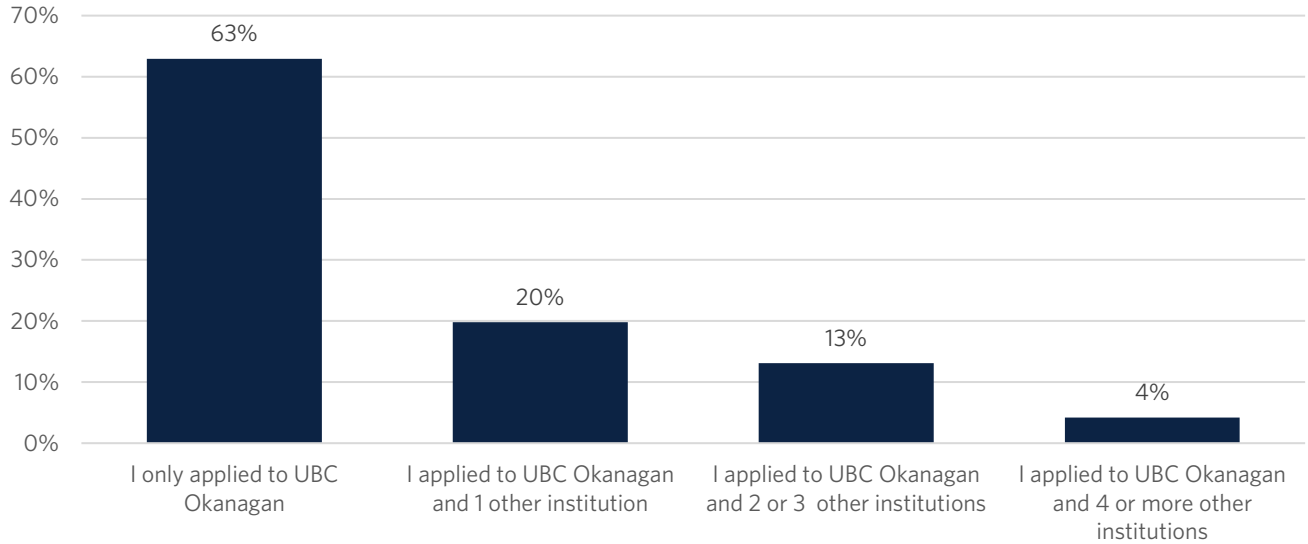


## UBC Okanagan versus Competitor Institutions

### Applying to Other Post-Secondary Institutions

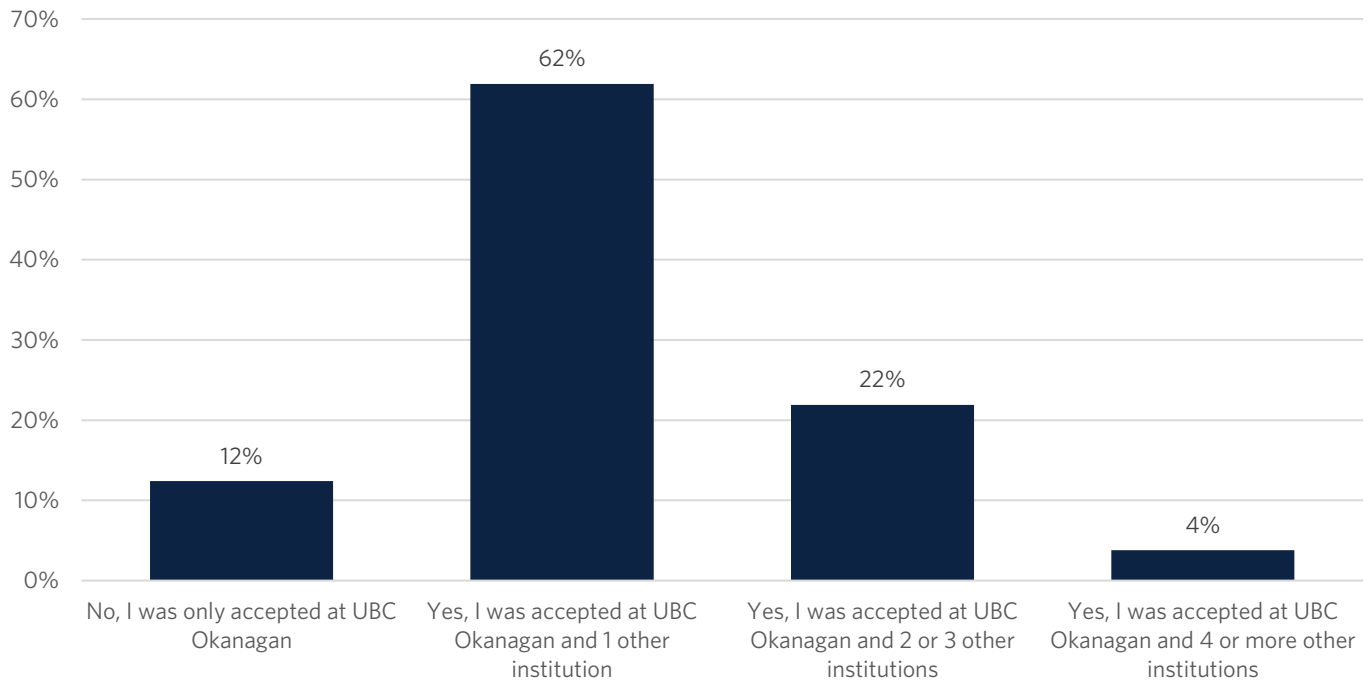
The majority of transfer student respondents only applied to UBC Okanagan (63%, n = 178). An additional 20% (n = 56) applied to UBC Okanagan and one other institution and 13% (n = 37) applied to UBC Okanagan and 2 or 3 other institutions.

Figure 14: Number of post-secondary institutions applied to



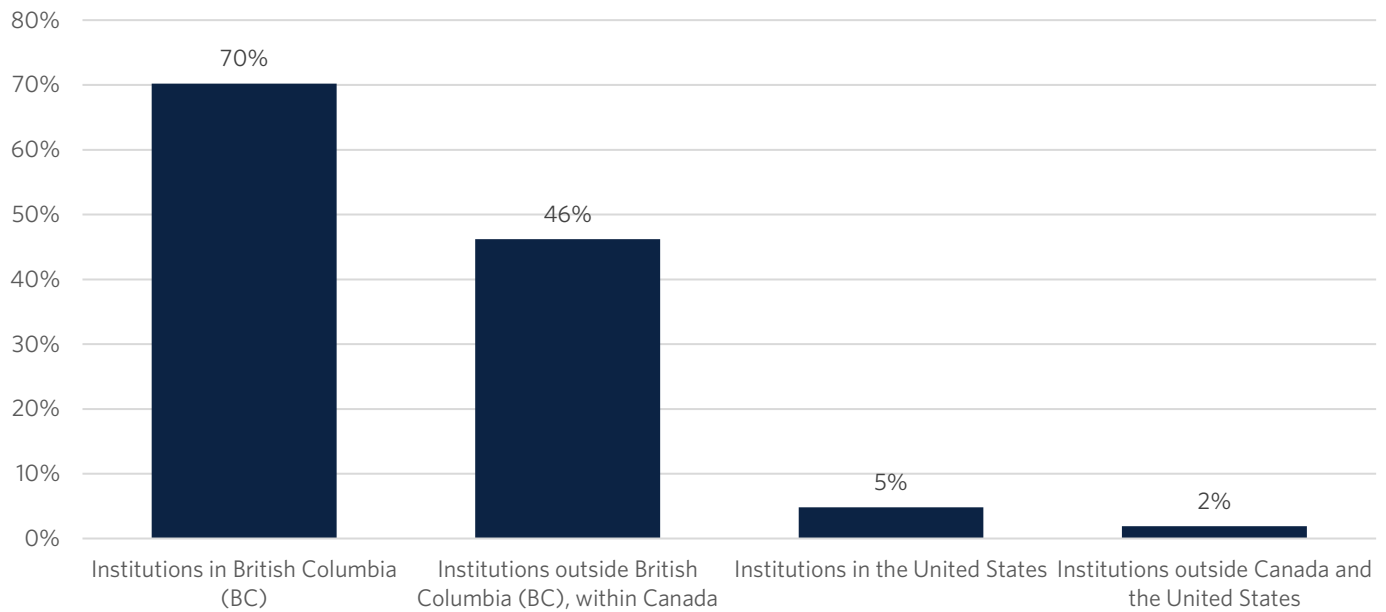
Sixty-two percent (n = 65) of transfer student respondents who applied to multiple institutions were accepted to UBC Okanagan and one other institution.

Figure 15: Number of post-secondary institutions accepted to



Respondents were asked where they had applied to other institutions. Seventy percent (n = 73) of transfer respondents applied to other institutions within British Columbia (BC), and 46% (n = 48) did so within Canada.

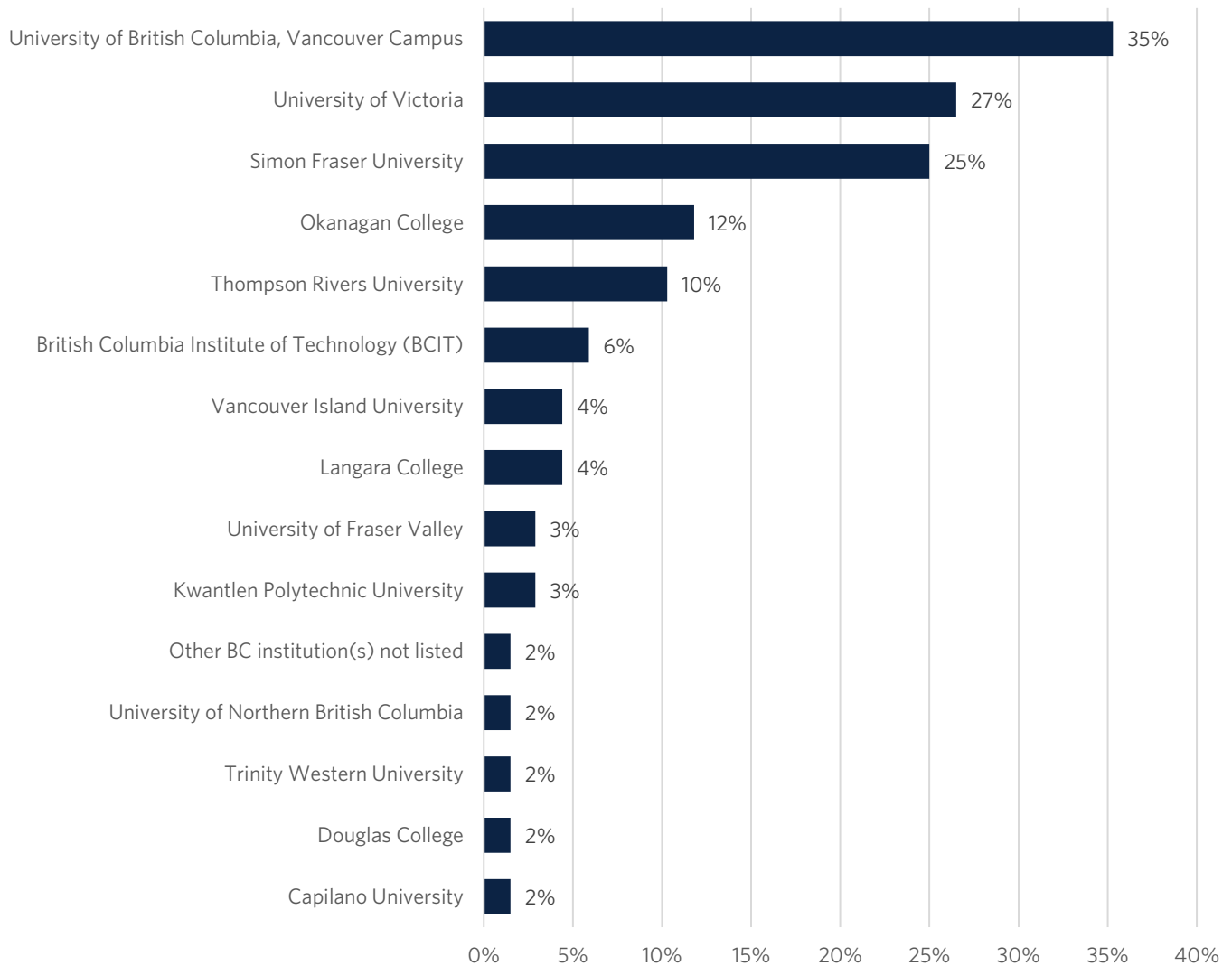
Figure 16: Regions of other institutions applied to



### Other Institutions in British Columbia

Those who applied to post-secondary institutions in British Columbia (BC) other than UBC Okanagan were asked about which other institutions they applied to. The other institutions in BC most commonly applied to included the University of British Columbia, Vancouver campus (35%, n = 24), University of Victoria (27%, n = 18), and Simon Fraser University (25%, n = 17). An additional 12% (n = 8) and 10% (n = 7) of transfer respondents also applied to Okanagan College and Thompson Rivers University, respectively.

Figure 17: Other BC institutions applied to



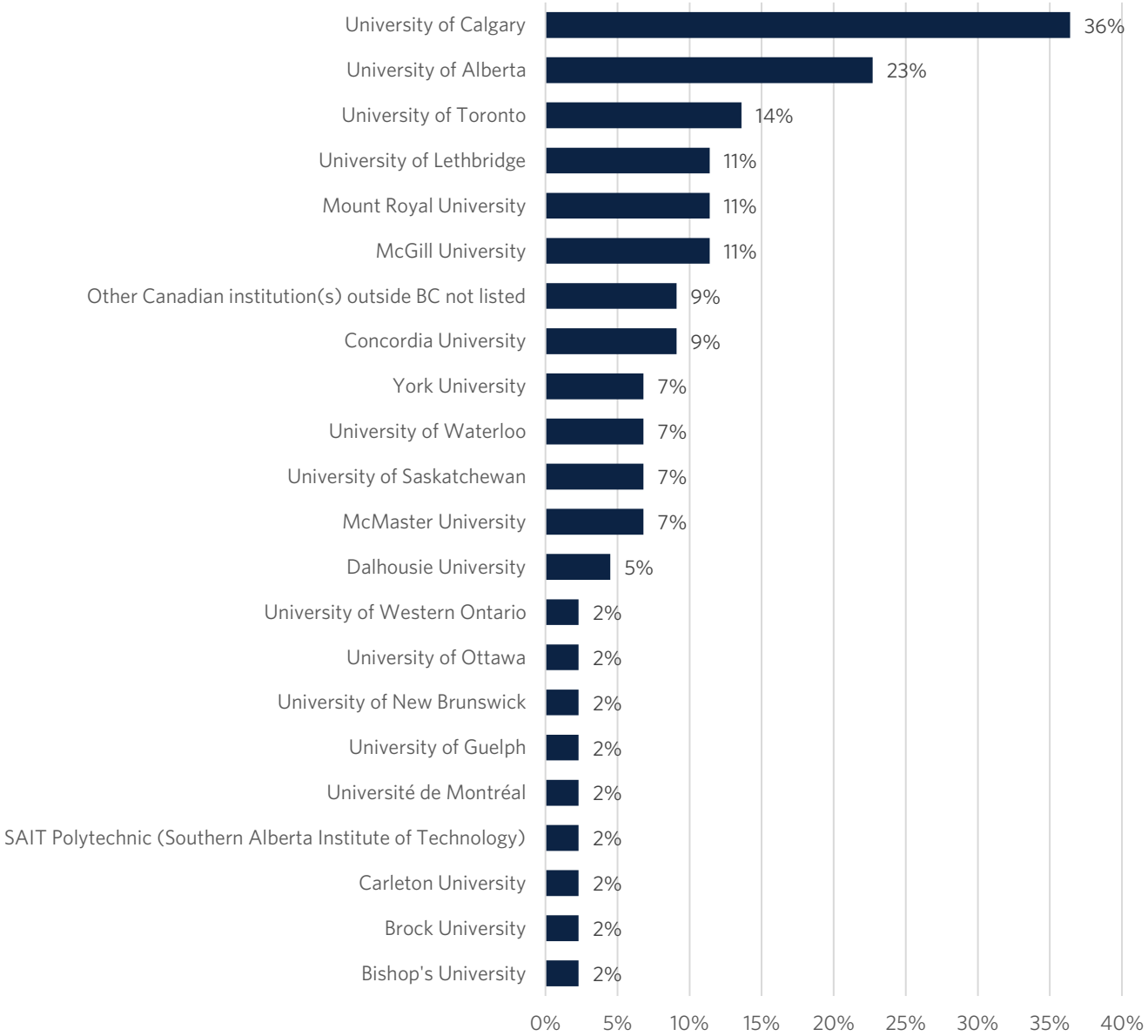
Note: Institutions selected by 0% of respondents were excluded here.

### Other Canadian Institutions

The most common other Canadian institutions transfer respondents applied to were the University of Calgary (36%, n = 16) and the University of Alberta (23%, n = 10).



Figure 18: Other Canadian institutions applied to



Note: Institutions selected by 0% of respondents were excluded here.

### Other United States and International Institutions

Only 5 (5%) of transfer respondents applied to United States (US) institutions and even fewer applied to international institutions. There were no US institutions or international institutions that were selected by more than 1 respondent.

### Other Top Choice Institution

Students were asked: "If you had not accepted UBC Okanagan's offer of admission, which post-secondary institution would you most likely be attending this fall? (If you only applied to UBC Okanagan, or were only accepted to UBC Okanagan, please identify which other institution you were most interested in other than UBC Okanagan)."

Respondents chose various institutions as their other top choice. Among transfer respondents, the most common selections were: "I was not interested in any other university" (38%, n = 104), University of Victoria (9%, n = 24), and University of Calgary (7%, n = 18).

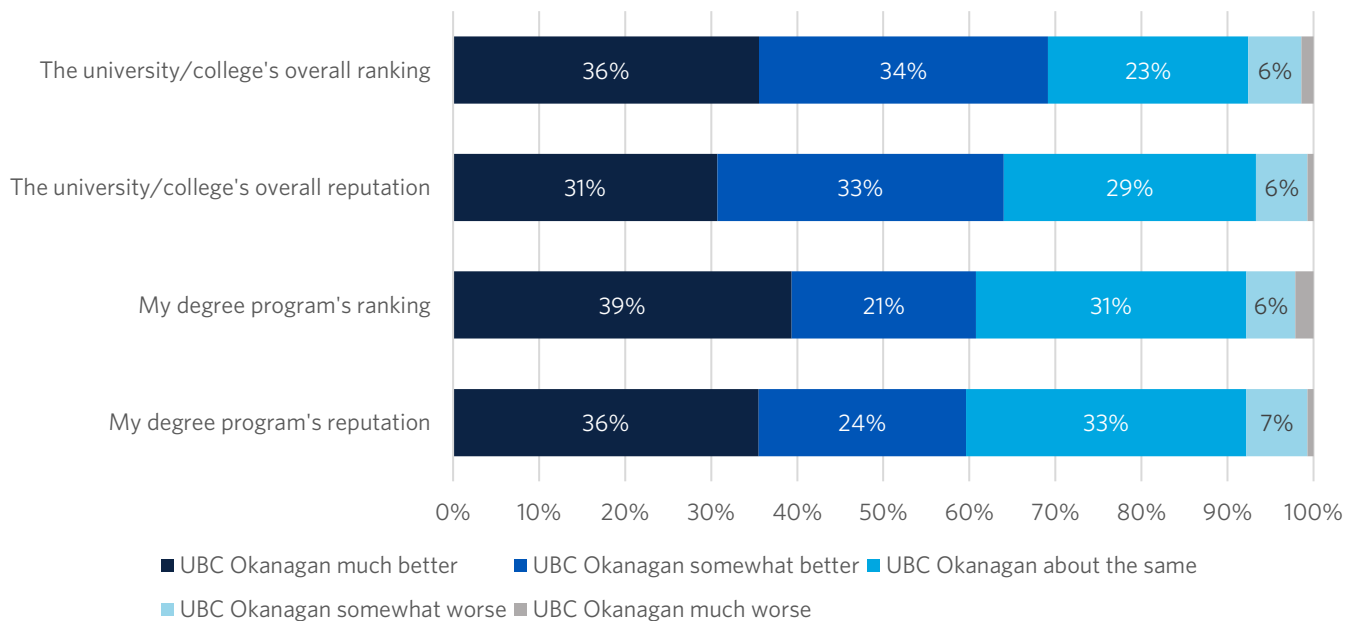
### UBC Okanagan vs. Other Top Choice University/College

Survey respondents were asked to compare UBC Okanagan to their other top choice post-secondary institution on a variety of aspects. Those that only applied to UBC Okanagan compared to the other post-secondary institution they were most interested in. Respondents who stated they would not have attended any post-secondary institution this fall if they had not accepted UBC Okanagan's offer of admission skipped this section. Those selecting "don't know/no opinion" were excluded in the calculations below.

### Reputation

In terms of reputation, at least 60% of transfer respondents ranked UBC Okanagan as much or somewhat better than their other top choice post-secondary institution for each of the items.

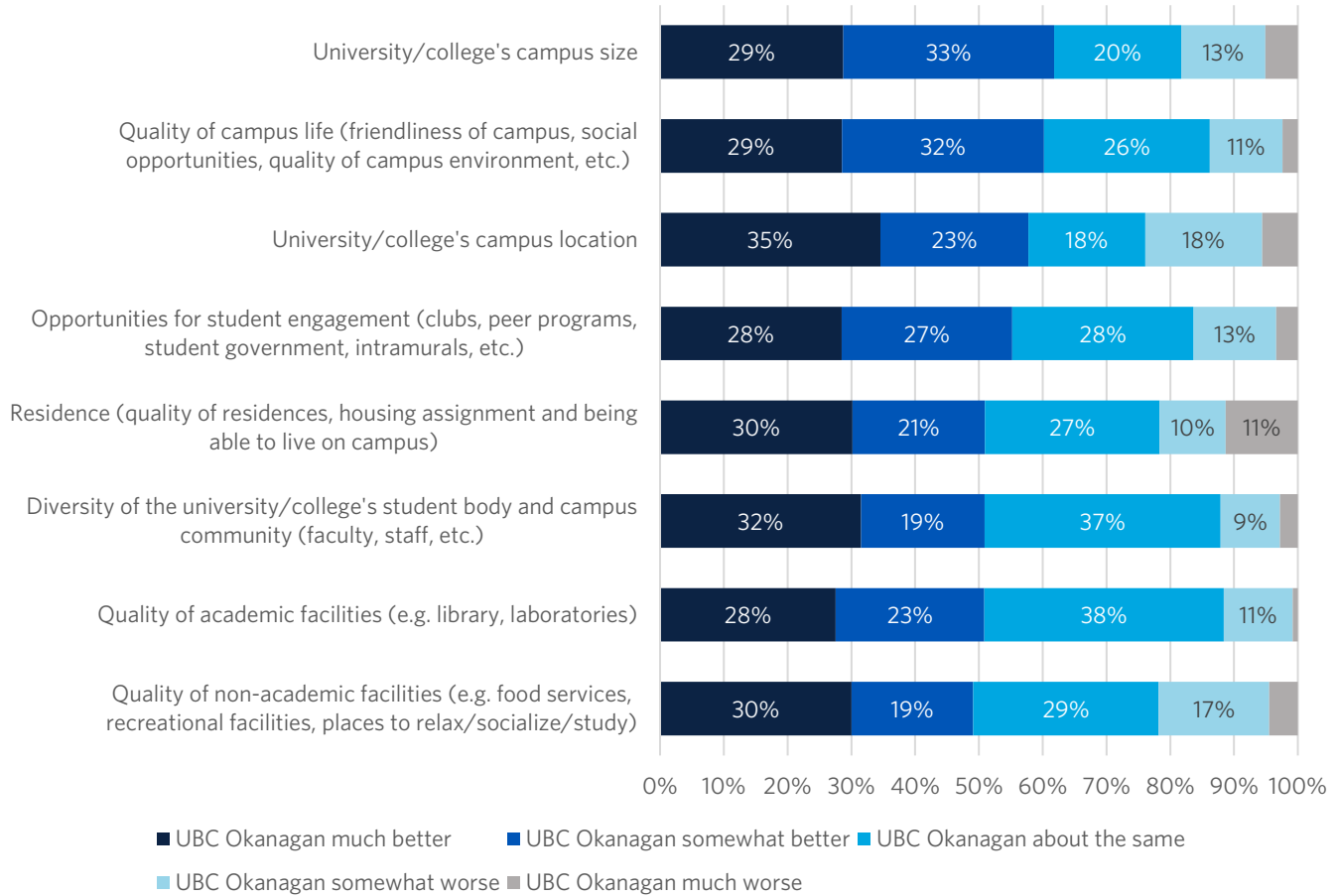
Figure 19: UBC Okanagan vs. other top university/college - reputation



### Campus

Transfer student respondents chose the university/college’s campus size (62%, n = 84), the quality of campus life (60%, n = 74), and the university/college’s campus location (58%, n = 82) to be much or somewhat better than the other college/university most frequently.

Figure 20: UBC Okanagan vs. other top university/college – campus

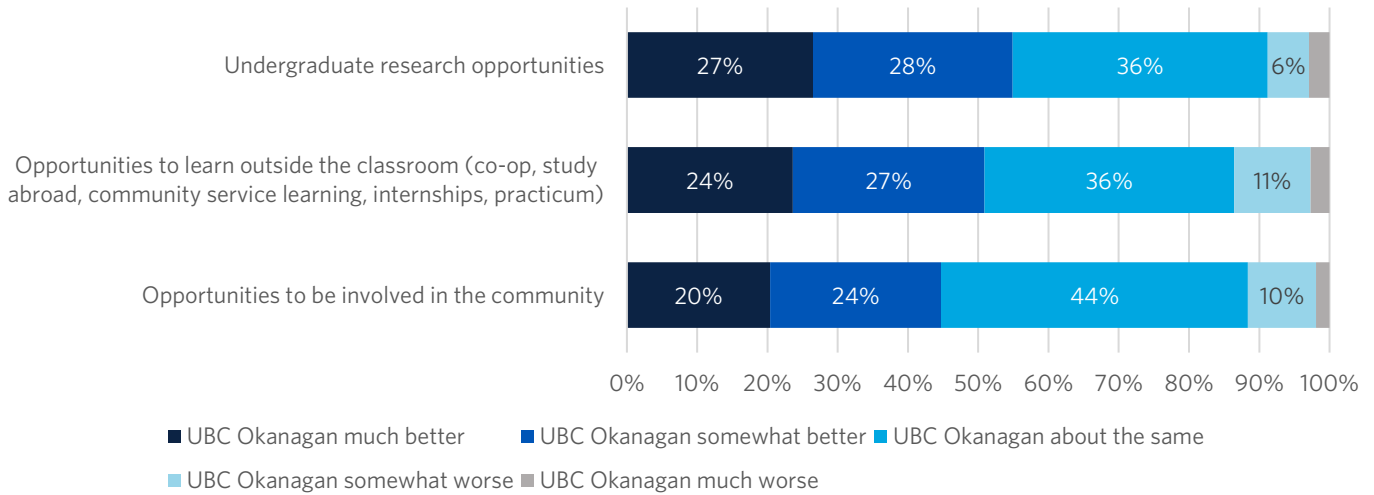


### Learning Opportunities

Over half of transfer respondents found UBC Okanagan to be much or somewhat better than the other university/college in terms of undergraduate research opportunities and opportunities to learn outside the classroom. Additionally, relatively large proportions of respondents felt UBC Okanagan was about the same as their other top choice post-secondary institution across all the learning opportunities items.



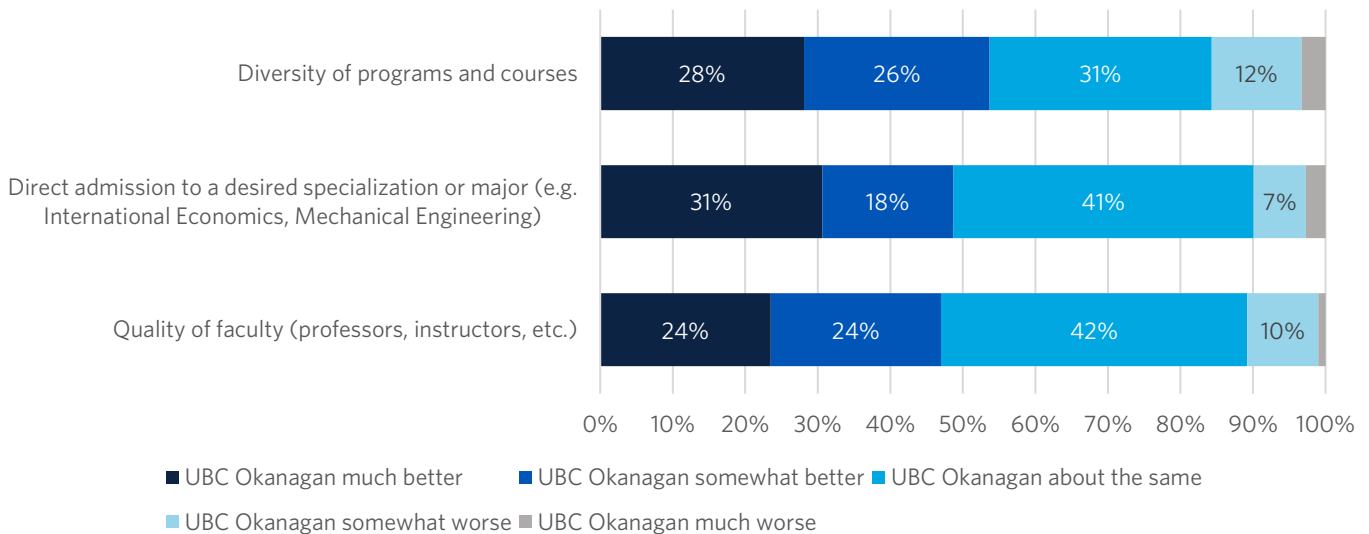
Figure 21: UBC Okanagan vs. other top university/college – learning opportunities



Faculty and Programs

The diversity of programs and courses was the most positively regarded item related to faculty and programs, with 54% (n = 65) of transfer respondents rating the diversity of programs and courses at UBC Okanagan to be much or somewhat better than the other university/college. Just under half of respondents selected “UBC Okanagan [is] much better” or “UBC Okanagan [is] somewhat better” for direct admission to a desired specialization or major and quality of faculty. Further, relatively large proportions of respondents felt UBC Okanagan was about the same as their other top choice post-secondary institution across all items for faculty and programs.

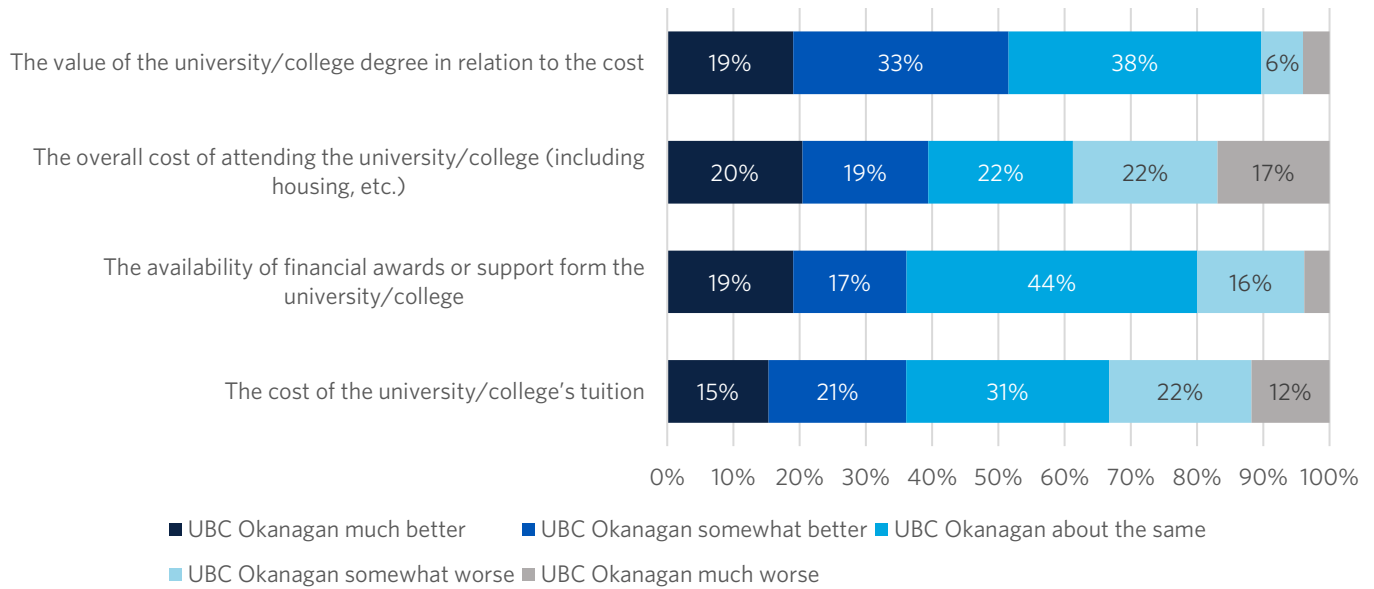
Figure 22: UBC Okanagan vs. other top university/college – faculty and programs



Cost

The majority of transfer respondents found UBC Okanagan to be about the same as the other university/college on the availability of financial awards or support (44%, n = 46), the value of the university/college degree in relation to the cost (38%, n = 48), and the cost of the university/college’s tuition (31%, n = 44). Ratings for the overall cost of attending the university/college (including housing, etc.) compared to the other university/college were fairly evenly distributed among all categories.

Figure 23: UBC Okanagan vs. other top university/college - cost

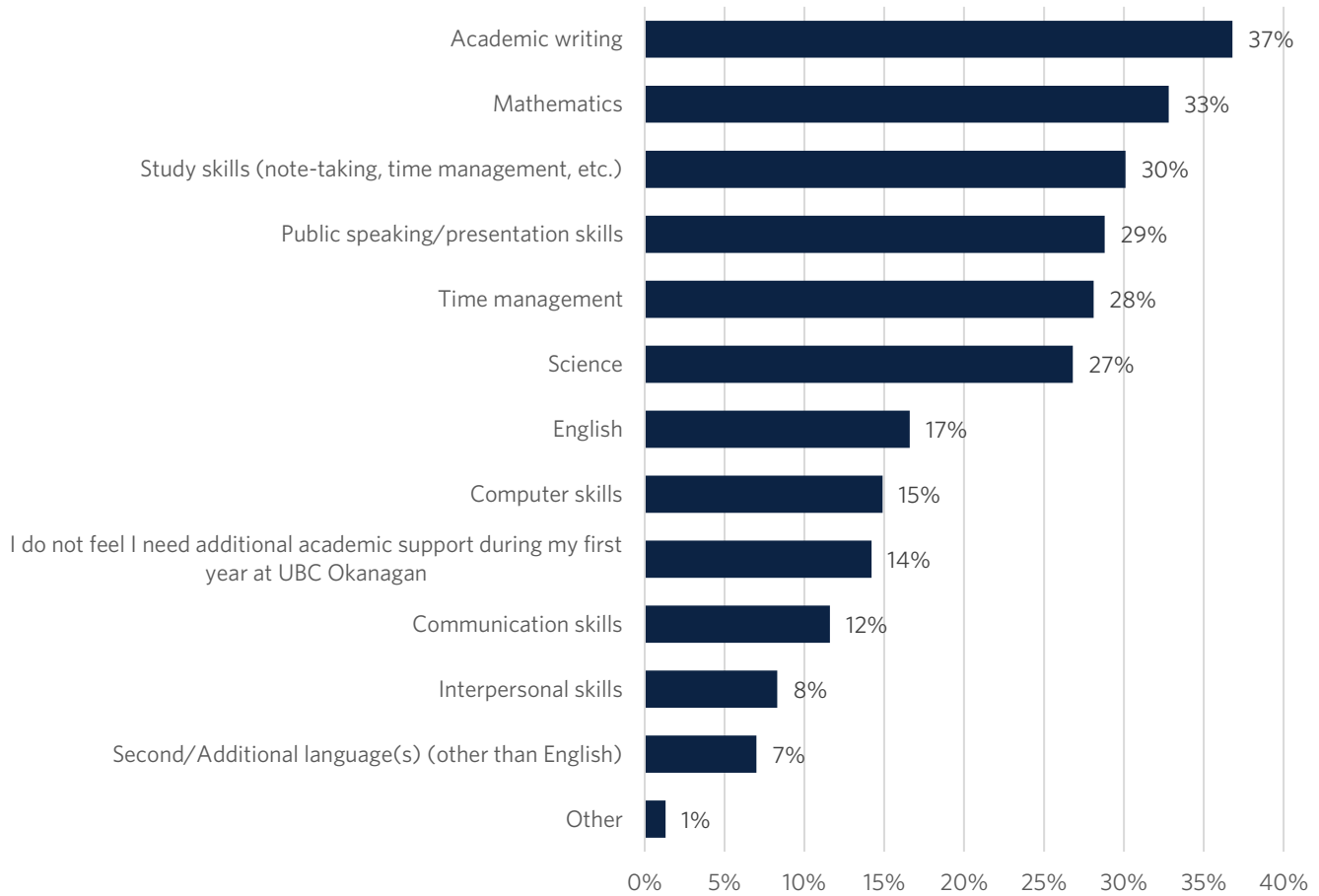


First Year Concerns, Support, and Perceptions

Anticipated Academic Support Needs

Students were asked about the subjects for which they felt they might need academic support. Transfer respondents most often anticipated that they may require extra support with academic writing (37%, n = 111), mathematics (33%, n = 99), and study skills (30%, n = 91).

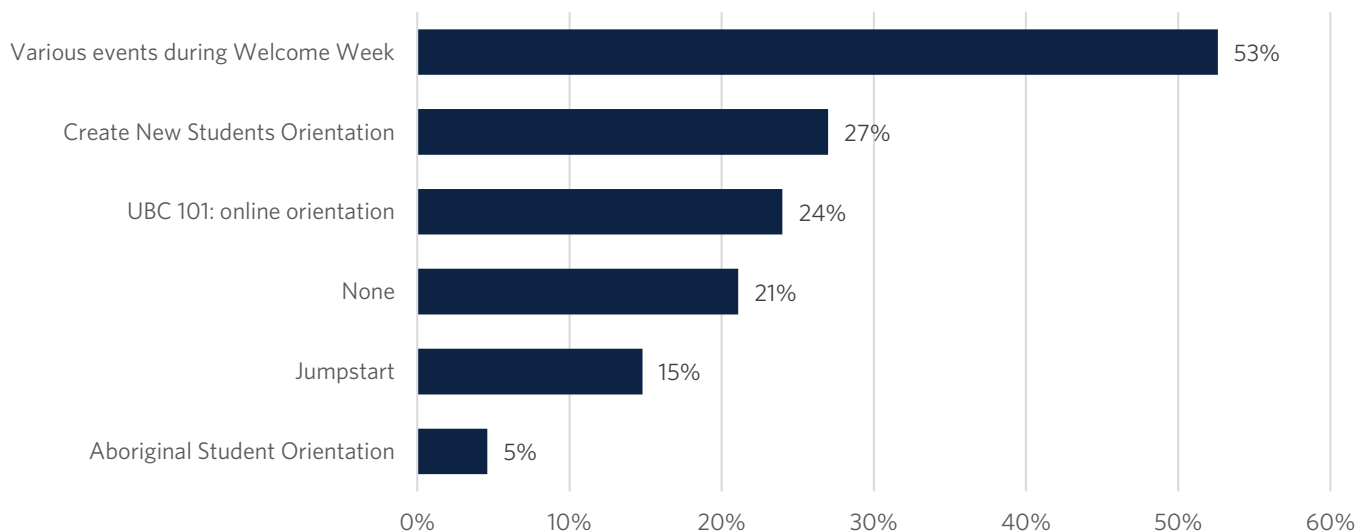
Figure 24: Academic support needs



### Orientation Attendance

Respondents noted which orientation events they would be attending for the upcoming school year. Transfer respondents were most likely to be attending various events during Welcome Week (53%, n = 160) and/or Create new students orientation (27%, n = 82).

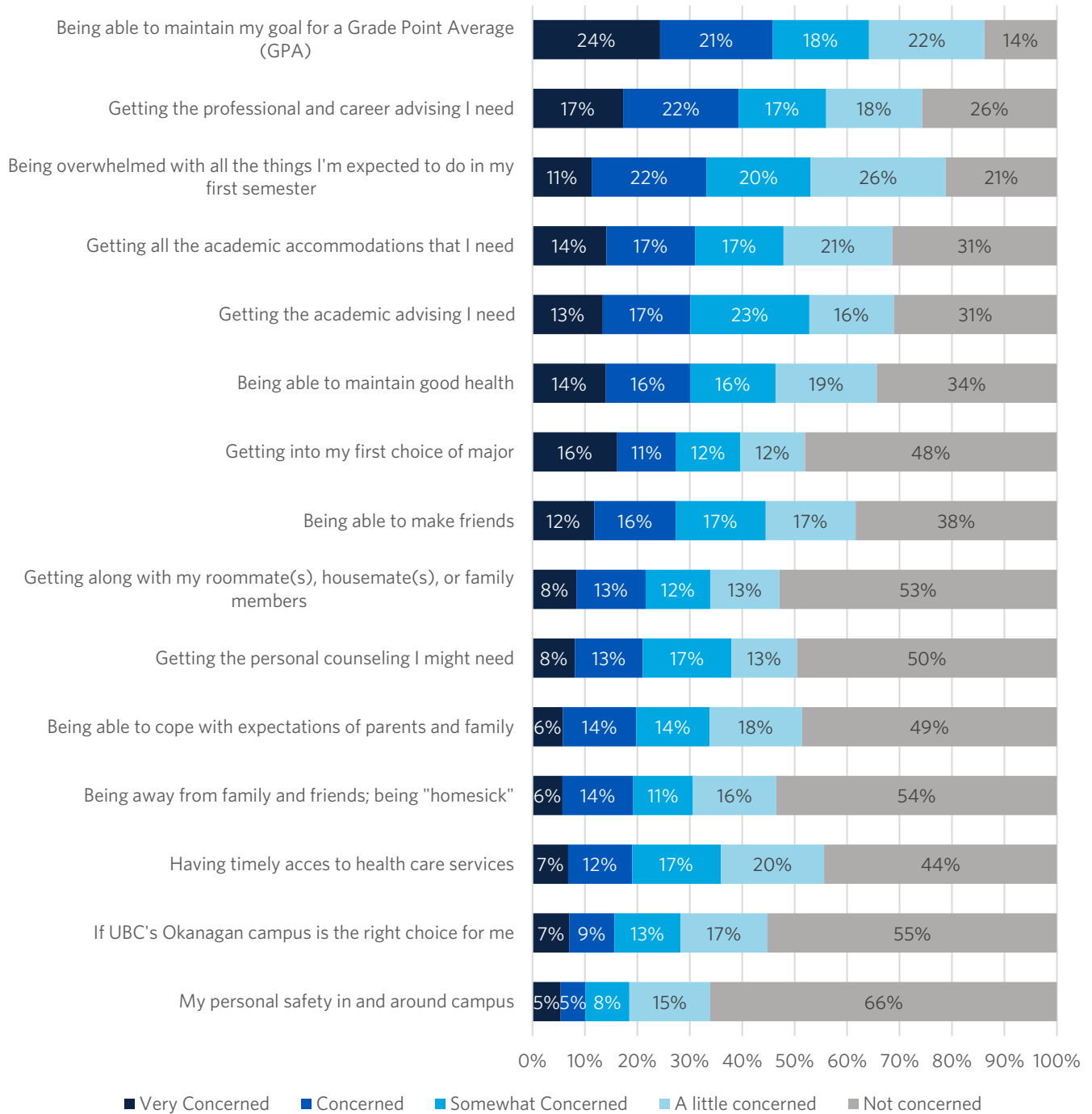
Figure 25: Orientation events



### First Year Concerns

Transfer respondents' top three concerns, with the largest proportion selecting "very concerned" or "concerned," included: "being able to maintain a high enough Grade Point Average (GPA)" (46%, n = 139), "getting the professional and career advising I need" (39%, n = 118), and "being overwhelmed with all the things I'm expected to do in my first semester" (33%, n = 100). Respondents who selected "not applicable" were excluded in these calculations.

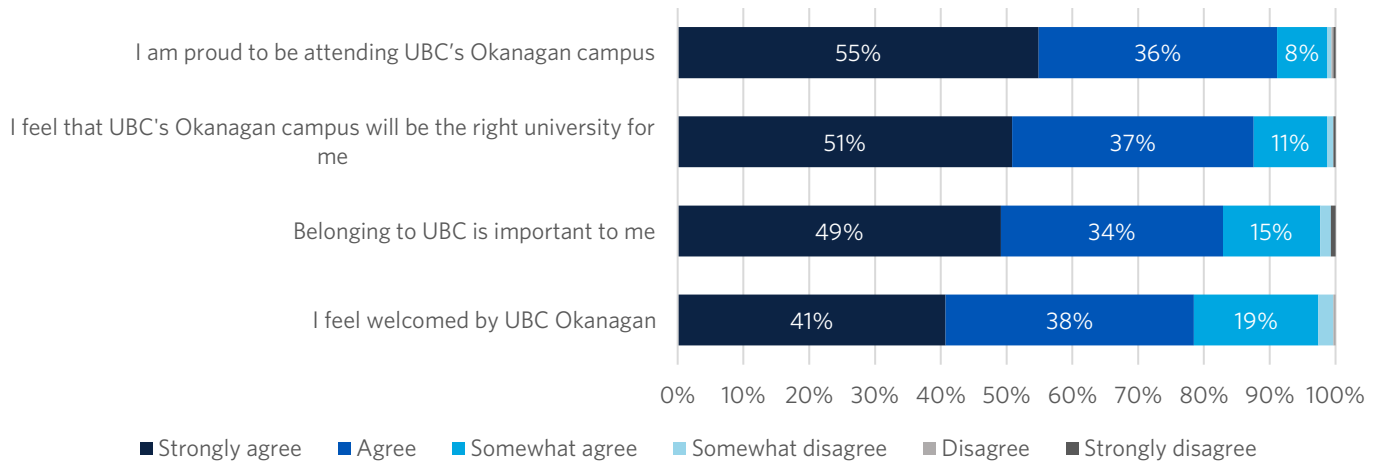
Figure 26: First year concerns



### Perceptions of UBC

Respondents stated their levels of agreement to statements related to their feelings about UBC. Transfer respondents most often strongly agreed or agreed that they are proud to be attending UBC’s Okanagan campus (91%, n = 277).

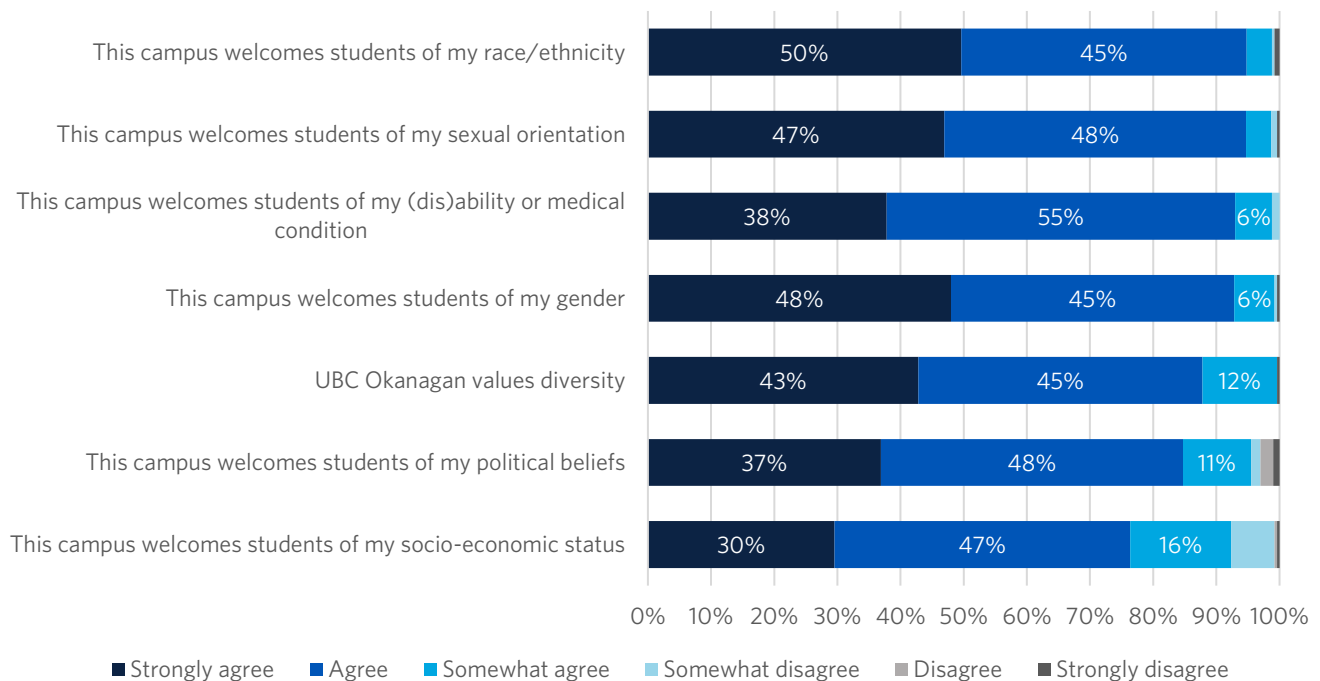
Figure 27: Transfer students’ perceptions of and feelings about UBC



### Campus Inclusivity

Student respondents were asked to indicate their perceptions of inclusivity at UBC Okanagan through a number of agreement scale items. Overall, student responses were quite positive, with at least 7 in 10 transfer respondents selecting “strongly agree” or “agree” for each of the items. It should be noted that fairly large proportions of respondents chose “don’t know/no opinion” for each of these items, and were excluded in these analyses.

Figure 28: Transfer students’ perceptions of inclusivity at UBC Okanagan

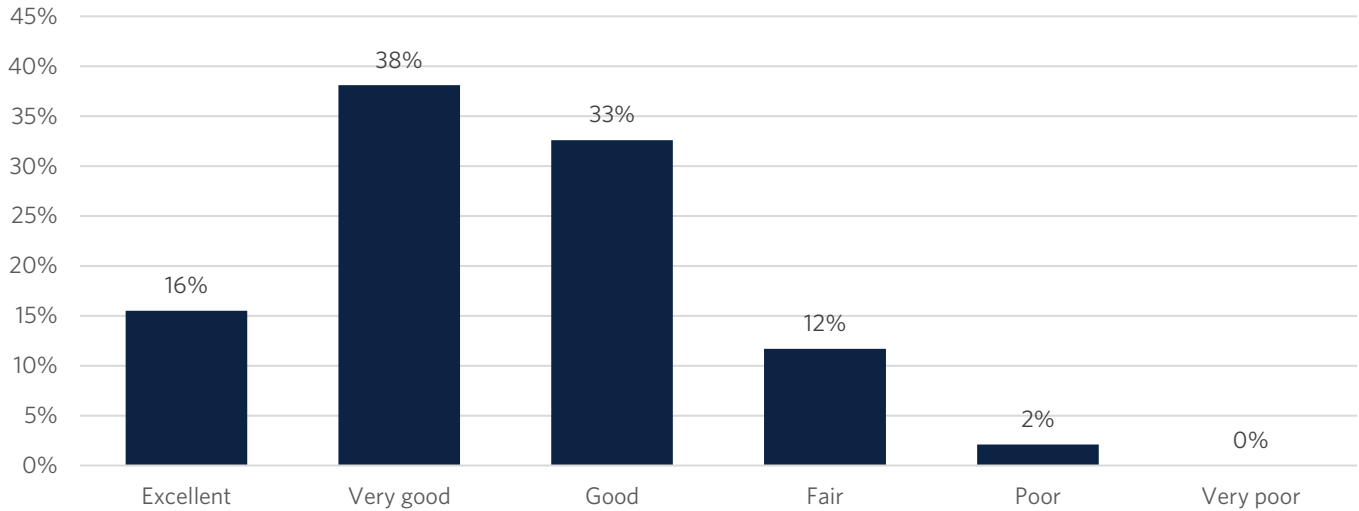


## Health and Wellbeing

### General Health

The bulk of transfer student respondents (86%, n = 251) rated their general health as good or higher.

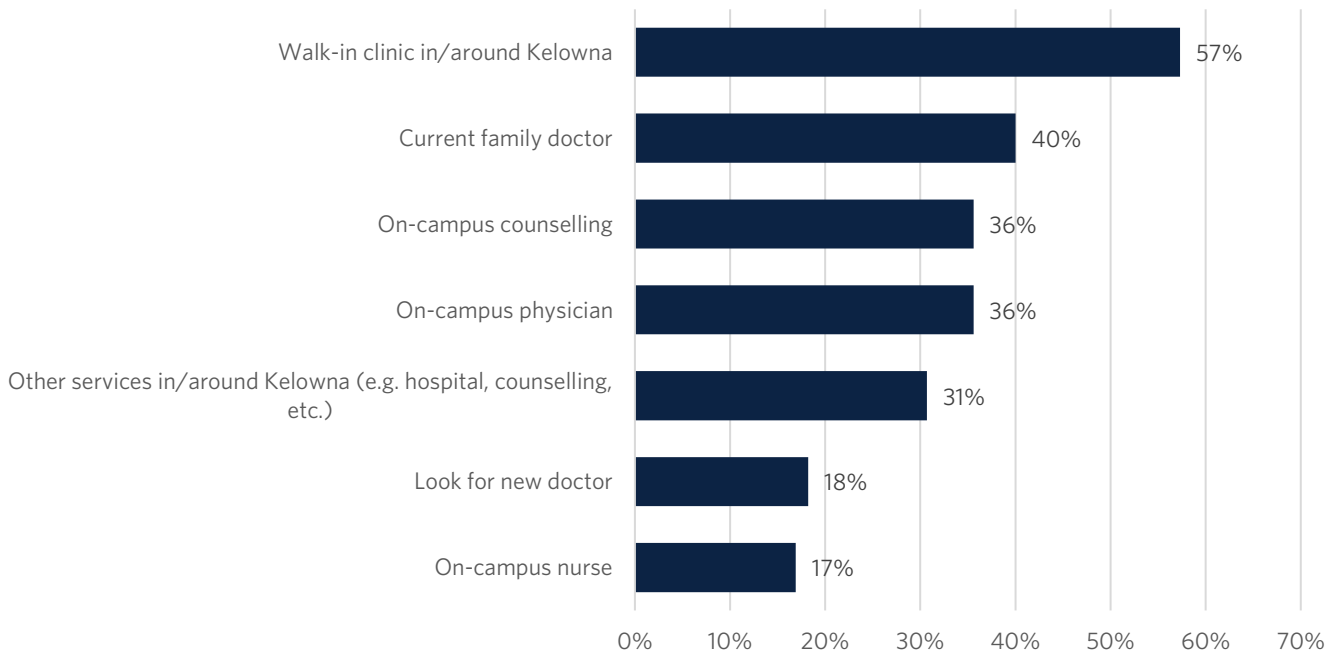
Figure 29: Ratings of general health



### Health Care

Most transfer student respondents planned to use walk-in clinics in/around Kelowna (57%, n = 129) and/or visit their current family doctor (40%, n = 90) when in need of health care services.

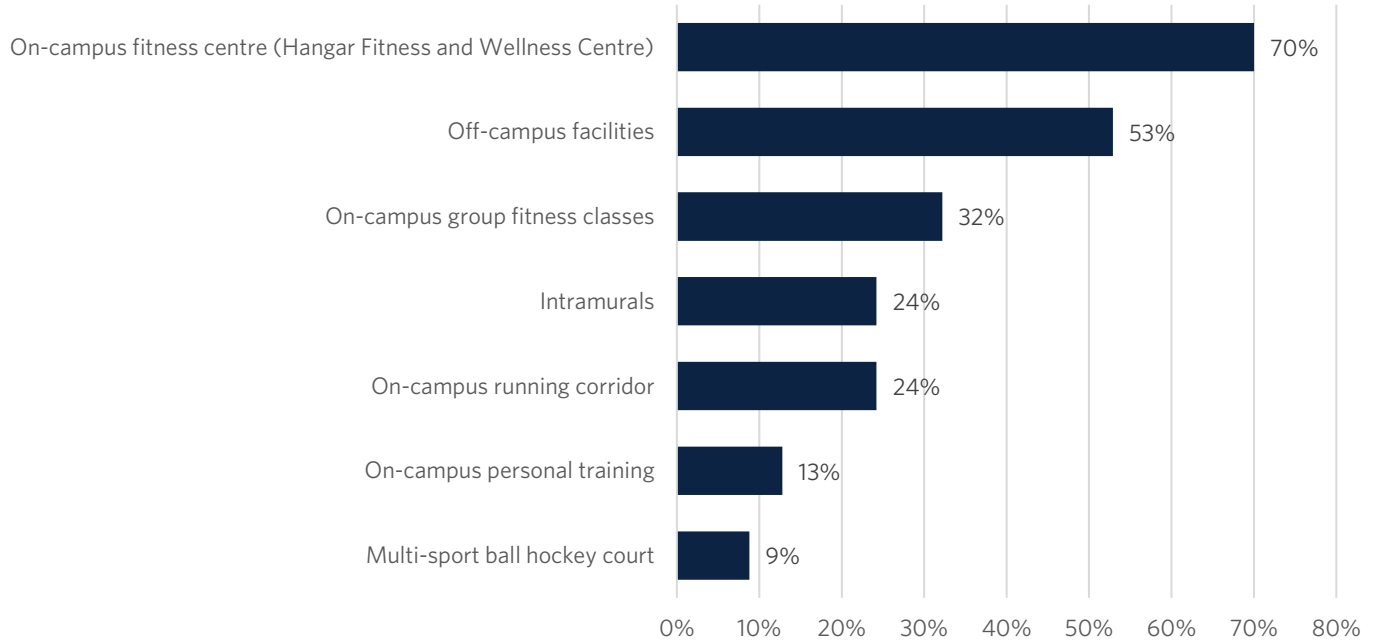
Figure 30: Expected access to health care services



### Fitness Facilities

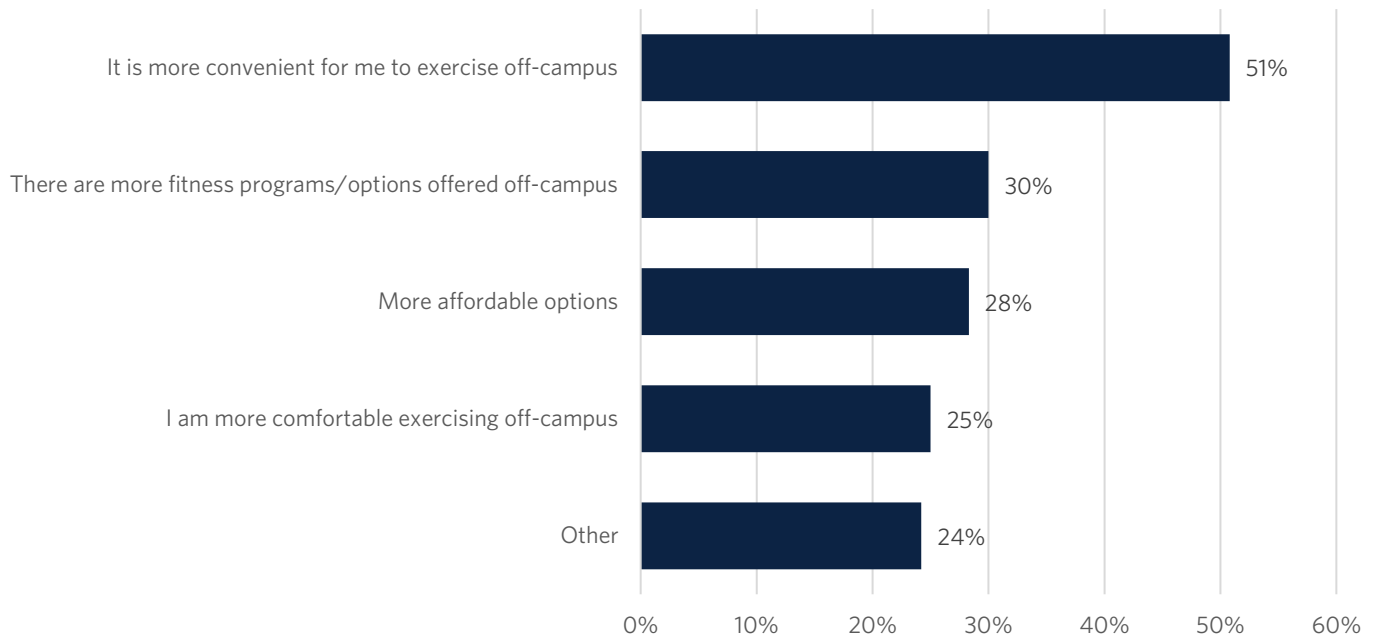
The on-campus fitness centre (Hangar Fitness and Wellness Centre) was the most popular response when students were asked which fitness facilities they planned to use while at UBC (70%, n = 159). The second most popular response was off-campus facilities (53%, n = 120).

Figure 31. Planned use of fitness facilities



Those students that selected “off-campus facilities” were asked why they planned to exercise off-campus. Transfer students were most likely to select “it is more convenient for me to exercise off-campus” (51%, n = 61) and/or “there are more fitness programs/options offered off-campus” (30%, n = 36).

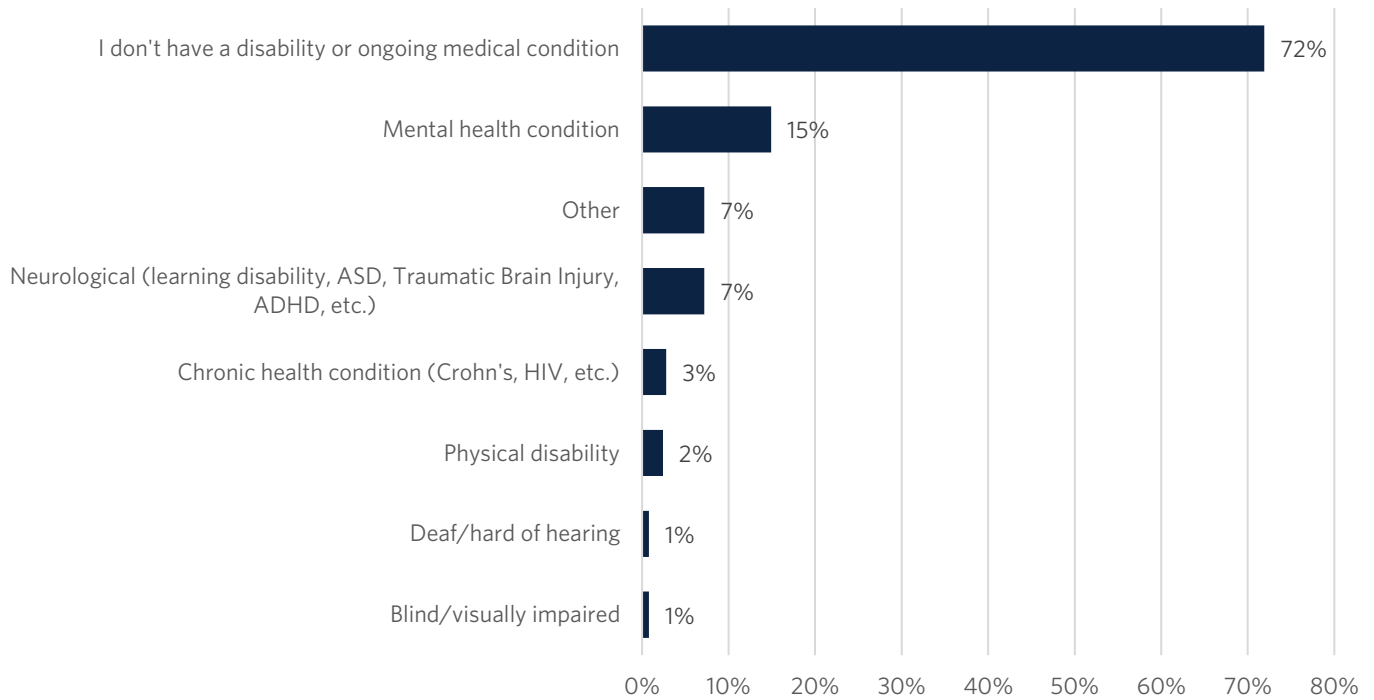
Figure 32. Reasons for exercising off-campus



### Disabilities

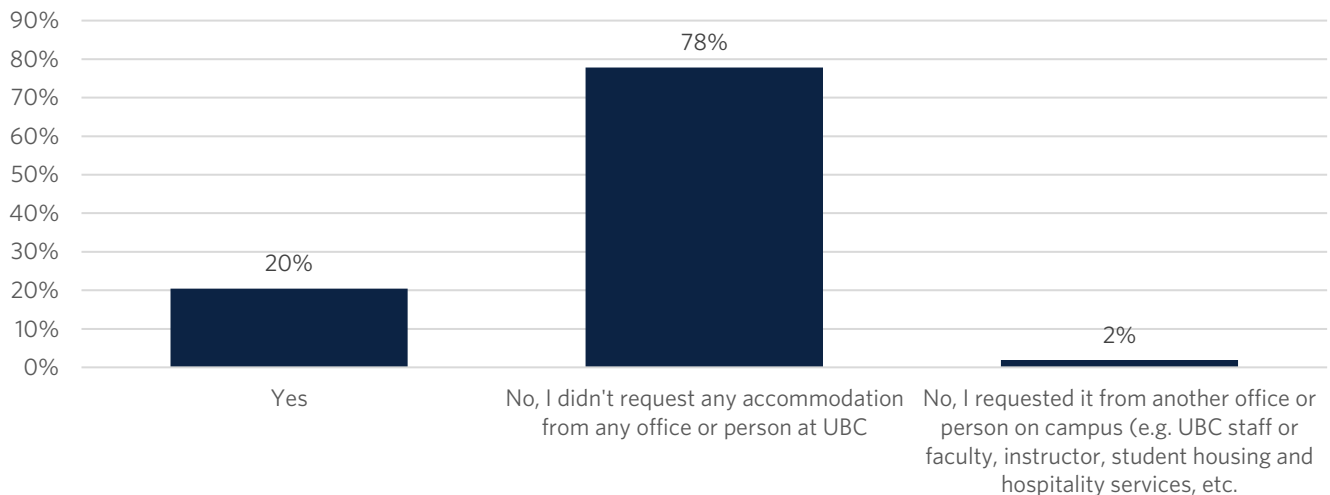
The majority of transfer respondents indicated that they do not have a disability or ongoing medical condition (72%, n = 179). Mental health conditions (15%, n = 37) were most commonly reported by respondents who had a disability/ongoing medical condition.

Figure 33: Reported disabilities and ongoing medical conditions



Respondents who indicated they have a disability or ongoing medical condition noted whether they had requested accommodations from the UBC Disability Resource Centre. The majority of respondents had not requested accommodations from any office or person at UBC (78%, n = 42). Respondents selecting “not applicable/prefer not to answer” were excluded here.

Figure 34: Requested accommodations from the UBC Disability Resource Centre



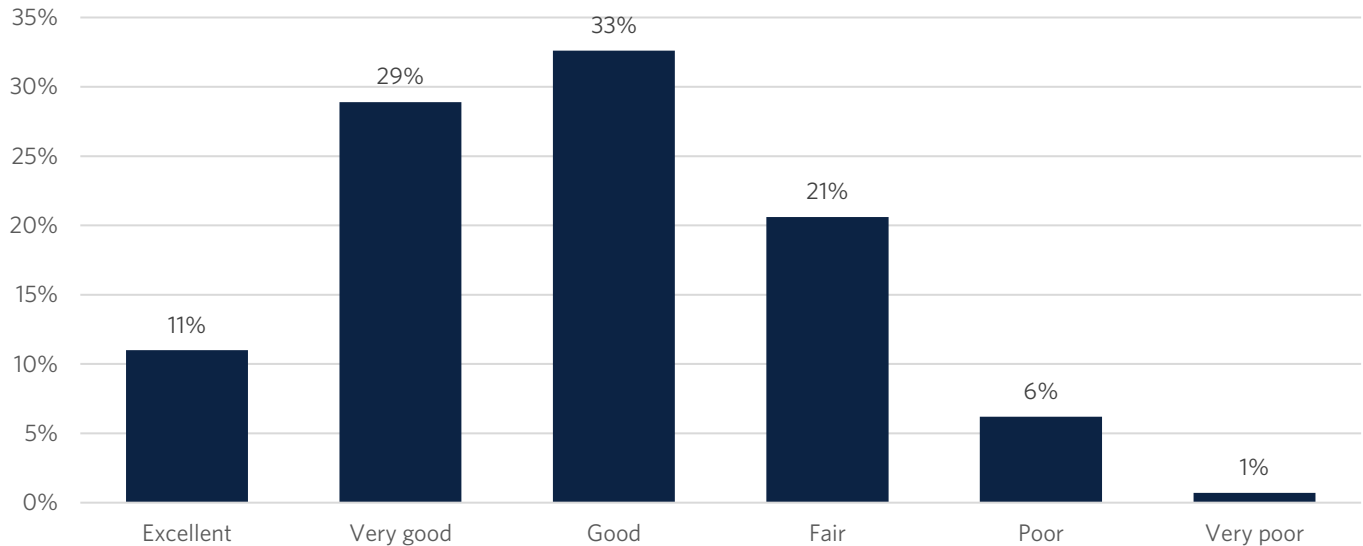


## Mental Health, Stress, and Academic Performance

### Overall Mental Health

Survey participants rated their mental health on a scale of very poor to excellent. The majority of respondents rated their mental health as “good” or better (73%, n = 211).

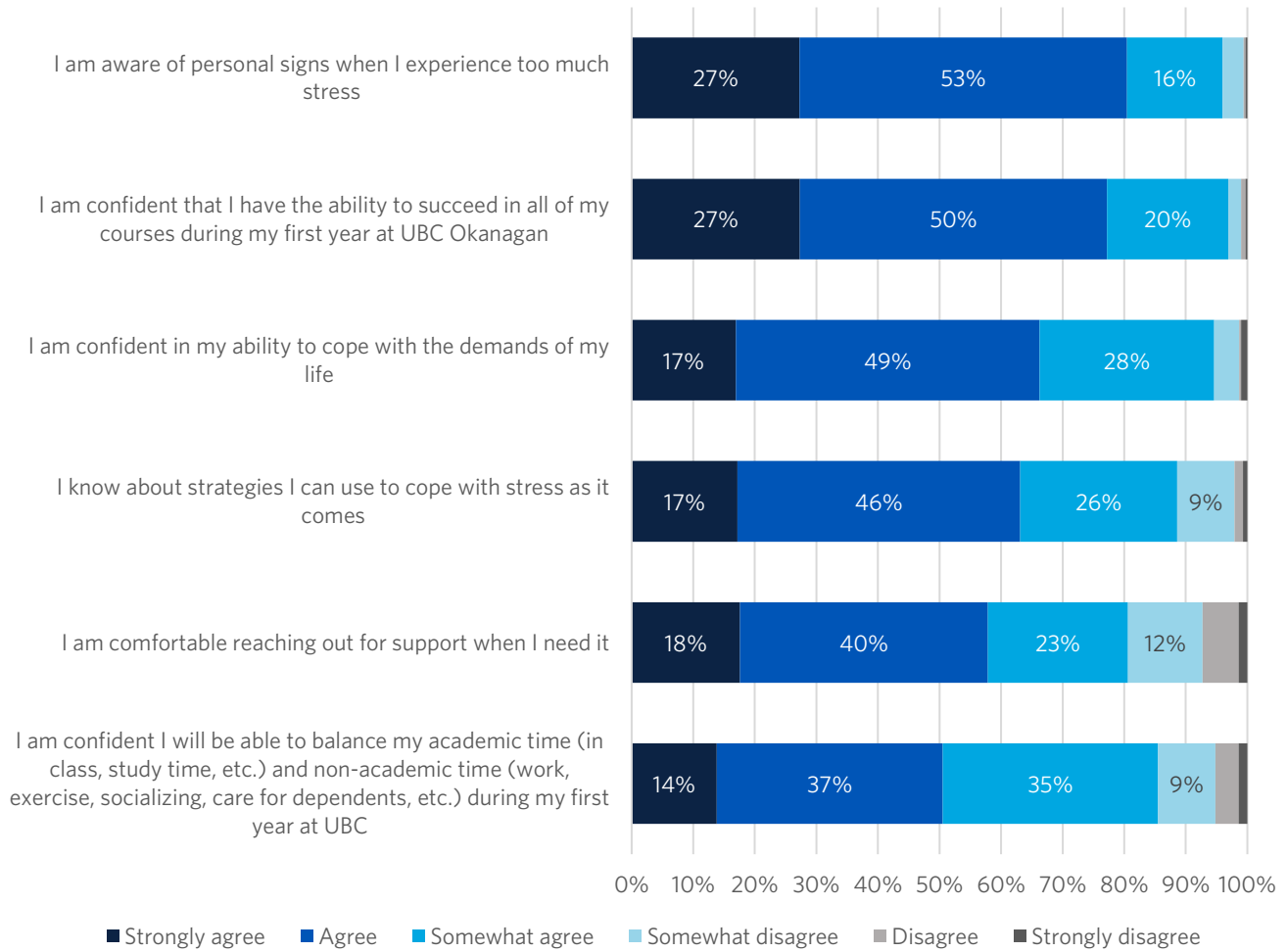
Figure 35: Ratings of mental health



### Mental Health and Resilience

Students rated their agreement with statements regarding mental health and resiliency. Transfer student respondents most often agreed (picked “strongly agree” or “agree”) with the statements: “I am aware of personal signs when I experience too much stress” (80%, n = 233). The second-most often agreed with statement was “I am confident that I have the ability to succeed in all of my courses during my first year at UBC Okanagan” (77%, n = 223).

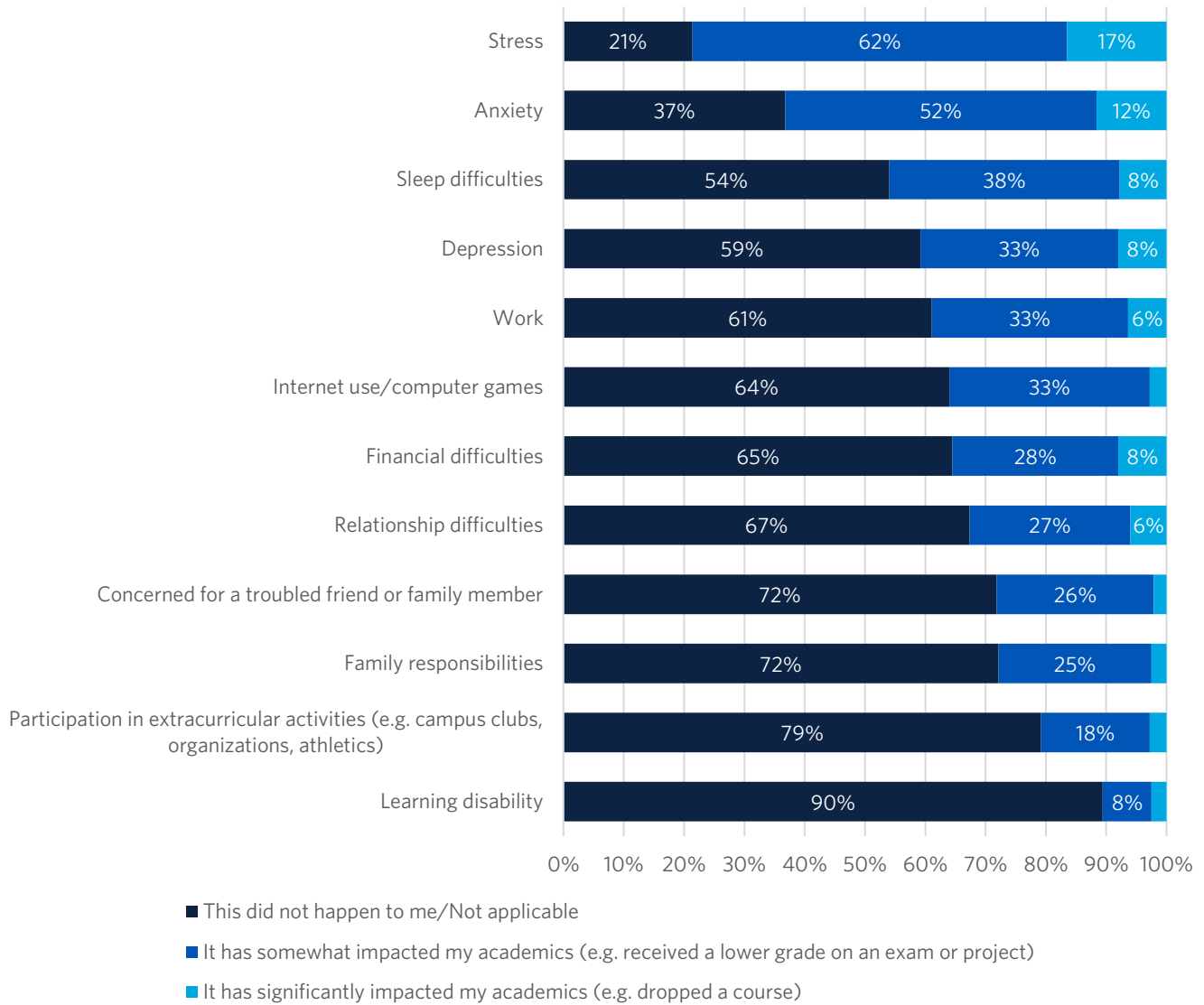
Figure 36: Ratings of mental health and resiliency statements



### Impact of Mental Health and Stressors on Academic Performance

Students reported whether they had experienced a range of issues, and whether those issues had negatively affected their academic performance over the past 12 months. Stress was the issue indicated by the largest proportion of respondents as having significantly (17%, n = 47) or somewhat (62%, n = 177) negatively impacted academic performance.

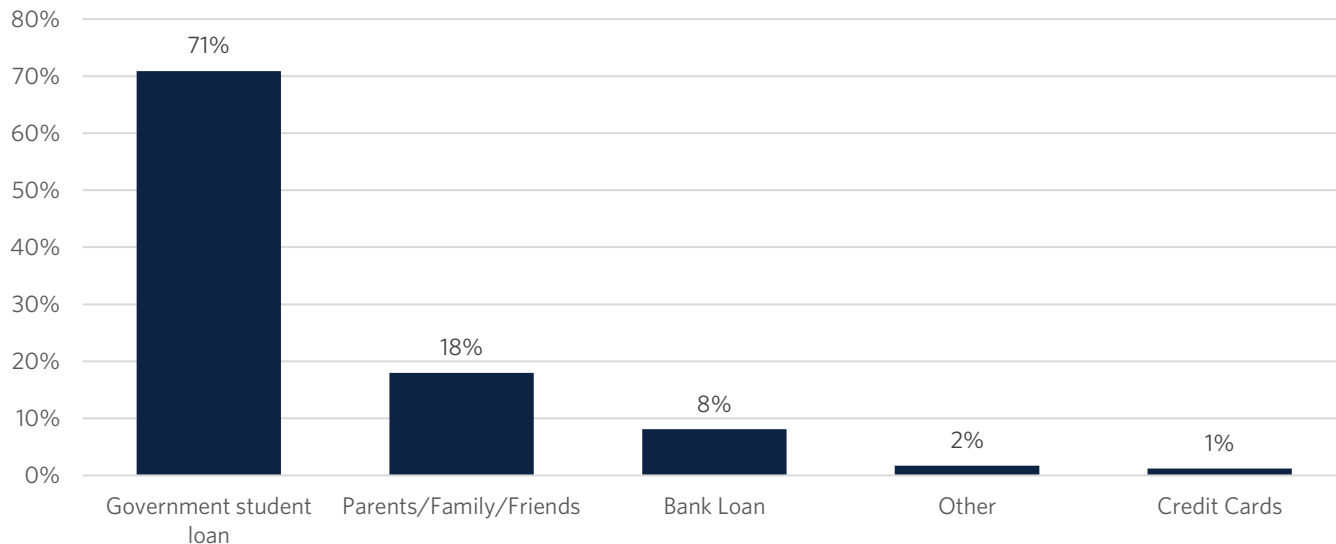
Figure 37: Impact of various issues on academic performance



## Finances

Fifty-eight percent (n = 173) of transfer respondents said they require a loan that they are expected to pay back to finance their initial year at UBC Okanagan. Most transfer respondents indicated a government student loan as the major source of their loan (71%, n = 122).

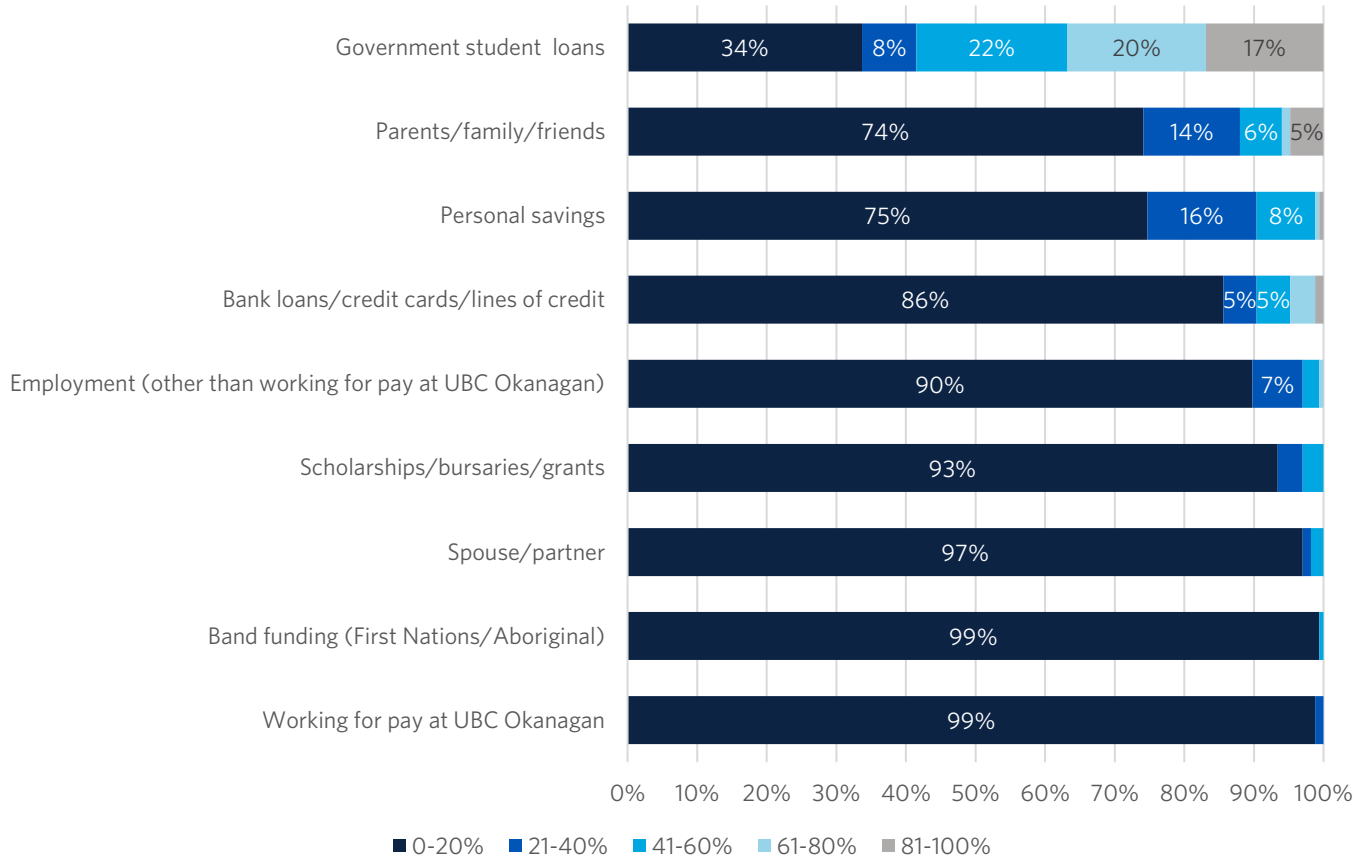
Figure 38: Major source of loan



Overall, the average loan amount that 325 transfer student respondents said they would need to finance their first year at UBC Okanagan was \$11,532.66. The range was \$1,200 to \$50,000, while the median was \$10,000 and mode was \$10,000.

When identifying the sources of their funding for tuition and other expenses, 59% (n = 97) of 166 transfer student respondents indicated government students loans were paying for 41% or more of their costs, and 12% (n = 20) did so for parents/family/friends. Overall, the most common funding sources were government student loans, parents/family/friends, personal savings, and bank loans/credit cards/lines of credit.

Figure 39: Respondents' sources of funding for tuition and other expenses



Note: The option of sponsorship for international students was excluded from this graph.

Sixty-two percent (n = 182) of transfer respondents rated their level of concern for funding their initial year at UBC as a 3 or less on a scale of 1 to 5, with 5 being "very concerned" and 1 being "not at all concerned." Students expressed more concern for their ability to finance their entire university education, with 55% (n = 161) of respondents selecting "5 - Very concerned" or "4."

Figure 40a: Level of concern for financing first year

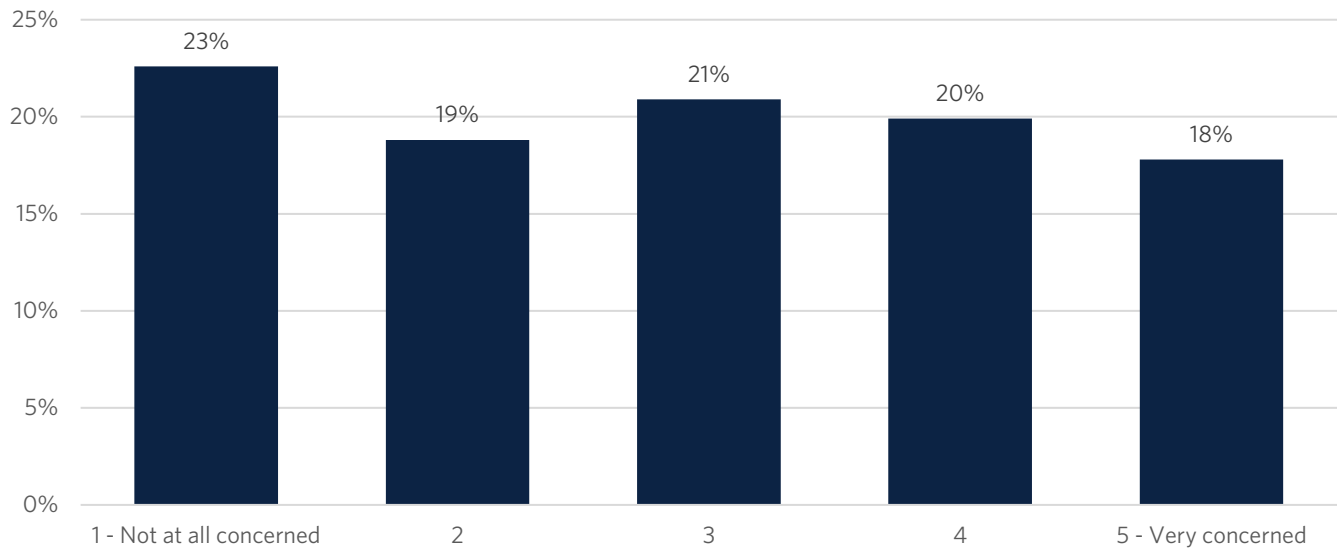
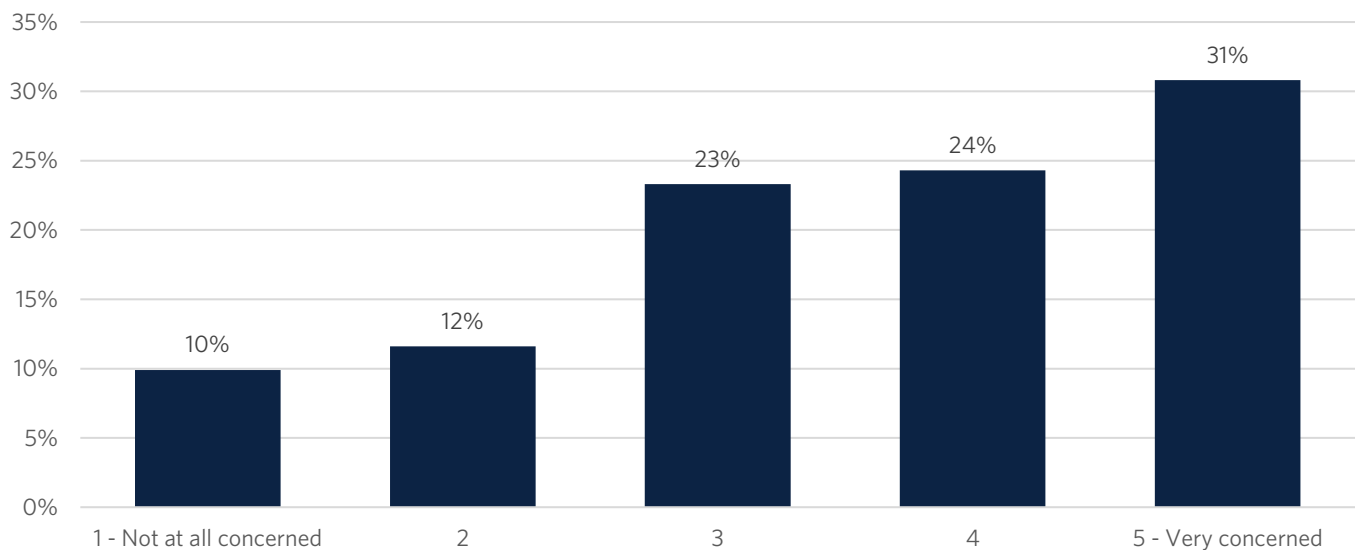


Figure 40b: Level of concern for financing entire university education



Three percent (n = 7) of transfer student respondents stated that they received an offer of scholarship or financial support from UBC Okanagan.

## Plans, Intentions, and Expectations

### Go Global

Fifteen percent (n = 42) of transfer student respondents had plans to study abroad through UBC's Go Global program.

### Graduation

Eighty-four percent (n = 240) of transfer student respondents intended to graduate from UBC's Okanagan campus. Those who did not intend to graduate from UBC Okanagan were asked if they had plans to transfer to another university or college. All of the transfer respondents who were not planning on graduating from UBC's Okanagan

campus planned to transfer to another university or college (n = 10). The University of British Columbia’s Vancouver campus was most frequently cited as the institution respondents planned to transfer to.

## Entrance Advisors

Thirty-five percent (n = 103) of transfer respondents knew about entrance advisors. Of the students who knew about entrance advisors, most respondents found out about them from the UBC website (51%, n = 52), an email from UBC (25%, n = 26), or from a friend (16%, n = 16).

Students who knew about entrance advisors were asked to rate their agreement with a variety of statements. Transfer student respondents were most likely to “Strongly agree” or “Agree” that the entrance advisor was able to answer their questions related to course selection and registration (87%, n = 68) and overall they felt satisfied with their interactions with their entrance advisor (79%, n = 61).

Figure 41. Agreement with statements about Entrance Advisors

