

New to UBC Okanagan Undergraduate Student Survey 2019: 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 2019 to all new incoming degree-seeking students, both direct entry and transfer, at UBC's Okanagan campus. In total, 1,436 students out of 2760 responded to the survey – a response rate of 52%. The sample of respondents was generally a good representation of the 2019/20 new undergraduate student population at UBC's Okanagan campus, with some exceptions.

This report focuses on new transfer students. Of 587 transfer students invited to the survey, 262 responded – a response rate of 45%. When only looking at transfer students, the sample is not as representative of the cohort in terms of international and domestic students as we would like.

Background and Personal Characteristics

Seventy-nine percent (182, n=229) of transfer respondents identified as white. Five percent (11) of respondents self-reported identifying as Canadian Aboriginal. Seventy-seven percent (183, n=239) 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 (63%, 146, n=231) identified as a woman.

The majority of respondents indicated that their mother and/or father attained a college-level certificate/diploma or a university degree. Overall, 48% (108, n=223) 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 (75%, 181, n=241). 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: Quality of faculty (professors, instructors, etc.) (76%, 174, n=228), the university/college's location (71%, 162, n=227), the value of the university/college degree in relation to the cost (69%, 158, n=228), the quality of academic facilities (e.g. library, laboratories) (65%, 148, n=227), and the overall cost of attending the university/college (including housing, etc.) (64%, 147, n=229).

Experience with UBC: Applying, Admissions, and Registration

The majority of transfer respondents (77%) were highly satisfied with their overall experience with UBC to date (191, n=249). Similarly, 72% of respondents felt that their communications from UBC had been well coordinated (184, n=257).

Most transfer respondents who applied to UBC Okanagan and at least one other university reported that, even though UBC Okanagan was their first choice, they applied to other universities to see what they would offer (59%, 75, n=128).

UBC Okanagan versus Competitor Institutions

Sixty-two percent (145, n=233) 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 (46%, 40, n = 87).

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 (34%, 17), the University of Victoria (26%, 13), and Simon Fraser University (18%, 9) (n=50).



Transfer respondents applying to other institutions in Canada most commonly selected the University of Alberta (37%, 11) and the University of Calgary (23%, 7) and (n=30).

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" (41%, 95), the University of Victoria (11%, 26), and the University of Calgary (4%, 9) (n=229).

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 (75%, 88, n=117), the quality of campus life (friendliness of campus, social opportunities, quality of campus environment, etc.) (71%, 69, n=97), the university/college's overall reputation (70%, 83, n=119), quality of academic facilities (e.g. library, laboratories) (66%, 62, n=94), and the university/college's campus size (66%, 62, n=94).

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 (35%, 36) and the overall cost of attending the university/college (including housing, etc.) (41%, 42) (n=102). Additionally, respondents often perceived UBC Okanagan as much or somewhat worse than their other top choice institution in terms of availability of financial awards or support from the university/college (29%, 25, n=86).

First Year Concerns, Support, and Perceptions

Transfer respondents most often anticipated that they may require extra support with mental health (depression, anxiety, stress) (47%, 119), public speaking/presentation skills (38%, 98), and time management (35%, 90) (n=254).

Respondents expressed the highest levels of concern (selected "very concerned" or "concerned") for "paying for my education" (44%, 107, n=241). Transfer respondents also reported high levels of concern for "being able to maintain my goal for a Grade Point Average (GPA)" (42%, 105, n=250), "receiving the career and academic advice they need" (36%, 90, n=247), and for "securing housing" (34%, 54, n=158).

Generally, high levels of agreement were observed for the following statements: "I am proud to be attending UBC's Okanagan campus" (91%, 234, n=258), "I feel that UBC's Okanagan campus will be the right university for me" (91%, 234, n=257), and "I feel welcome at UBC" (79%, 205, n=258).

Health and Wellbeing

Among transfer respondents, 81% (198) rated their physical health favourably ("good", "very good", or "excellent") while 63% (152) rated their mental health favourably (n=243).

The majority of respondents indicated that they do not have a disability or ongoing medical condition (68%, 139), but among those who do, "mental health condition" was reported most often (20%, 41) (n=203).

When in need of health care services, the largest proportion of transfer students planned to use walk-in clinics (62%, 123), on-campus counselling (45%, 90) and/or visit their current family doctor (41%, 82) (n=199).

When asked which fitness facilities they plan to use while at UBC, transfer respondents most often reported planning to use the on-campus fitness centre (Hangar Fitness and Wellness Centre) (79%, 161), outdoor campus walking/running trails (46%, 93), on-campus group fitness classes (yoga, bootcamp, spin, etc.) (45%, 91), or off-campus facilities (47%, 96) (n=204).



Among those who reported planning to use off-campus facilities, 47% (45) of transfer respondents indicated that it would be more convenient for them to exercise off-campus, 29% (28) reported being more comfortable exercising off-campus, and 24% (23) felt that off-campus facilities have more affordable options and/or more fitness programs/options offered (24%, 23) (n=96).

Stress (86%, 201, n=235), anxiety (69%, 165, n=239) and sleep difficulties (58%, 138, n=238) were the most frequently identified issues that had negatively affected academic performance for transfer respondents.

Finances

Fifty-five percent (139, n=252) 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 (72%, 99), followed by borrowing from parents/family/friends (22%, 30) (n=138).

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.

When asked about the degree to which they feel concerned about their ability to finance their *initial* year at UBC, 9% (22) of transfer respondents reported feeling "very concerned", and 25% (61) reported feeling "not at all concerned" (n=243). When asked about their level of concern with respect to financing their *entire* university education, 29% (71) reported feeling "very concerned", while 10% (23) reported feeling "not at all concerned" (n=242).

Nine percent of transfer respondents (21, n=244) reported having received an offer of scholarship or financial support from UBC.



Introduction

This report presents the findings of the 2019 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 July 12th to September 4th, 2019. 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 2,760 undergraduate students were invited to complete the survey, excluding email bounce backs. There were 1,436 full or partial completes – an overall response rate of 52% (53% for domestic and 47% for international students).

The sample of respondents was generally a good representation of the cohort of students (refer to Table 1).

Table 1: Demographic breakdown of cohort and sample

	Cohort		Sample	
	Count (N)	%	Count (n)	%
Domestic/International				
Domestic	2152	78%	1,151	80%
International	608	22%	285	20%
Program				
BA-O	869	31%	436	30%
BASC-O	386	14%	208	14%
BEDA-O	19	1%	6	0%
BEDC-O	18	1%	7	0%
BFA-O	36	1%	24	2%
BHK-O	219	8%	109	8%
BMGT-O	268	10%	130	9%
BSC-O	822	30%	444	31%
BSN-O	122	4%	72	5%
DIEP-O	1	0%	0	0%



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, BSC-O students were slightly overrepresented (cohort: 30%, sample: 31%), while BA-O students were slightly underrepresented (cohort: 30%, sample: 29%). For international respondents, BASC-O students (cohort: 14%, sample: 15%) and BSC-O students (cohort: 29%, sample: 32%) were overrepresented. BA-O students (cohort: 38%, sample: 36%) and BMGT-O students (cohort: 18%, sample: 15%) were underrepresented.

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

Program	Domestic				International			
	Cohort		Sample		Cohort		Sample	
	Count (N)	%	Count (n)	%	Count (N)	%	Count (n)	%
BA-O	641	30%	333	29%	228	38%	103	36%
BASC-O	300	14%	165	14%	86	14%	43	15%
BEDA-O	19	1%	6	0%	0	0%	0	0%
BEDC-O	18	1%	7	1%	0	0%	0	0%
BFA-O	29	1%	21	2%	7	1%	3	1%
BHK-O	215	10%	106	9%	4	1%	3	1%
BMGT-O	159	7%	87	8%	109	18%	43	15%
BSC-O	648	30%	354	31%	174	29%	90	32%
BSN-O	122	6%	72	6%	0	0%	0	0%
DIEP-O	1	0%	0	0%	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 587 transfer students invited to the survey, 262 responded – a response rate of 45%.

When only looking at transfer students, domestic students are overrepresented (cohort: 78%, sample: 92%) and international students are underrepresented (cohort: 22%, sample: 8%). In terms of program choice, representativeness varies quite a bit; BA-O students (cohort: 31%, sample: 39%), BEDA-O (cohort: 1%, sample: 2%), BEDC-O (cohort: 1%, sample: 3%) and BSN-O students (cohort: 4%, sample: 8%) were overrepresented. BASC-O (cohort: 14%, sample: 11%), BMGT-O (cohort: 10%, sample: 4%) and BSC-O students (cohort: 30%, sample: 24%) were underrepresented 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)	%
Domestic/International				
Domestic	2152	78%	240	92%
International	608	22%	22	8%
Program				
BA-O	869	31%	102	39%



BASC-O	386	14%	30	11%
BEDA-O	19	1%	6	2%
BEDC-O	18	1%	7	3%
BFA-O	36	1%	3	1%
BHK-O	219	8%	19	7%
BMGT-O	268	10%	11	4%
BSC-O	822	30%	63	24%
BSN-O	122	4%	21	8%
DIEP-O	1	0%	0	0%

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

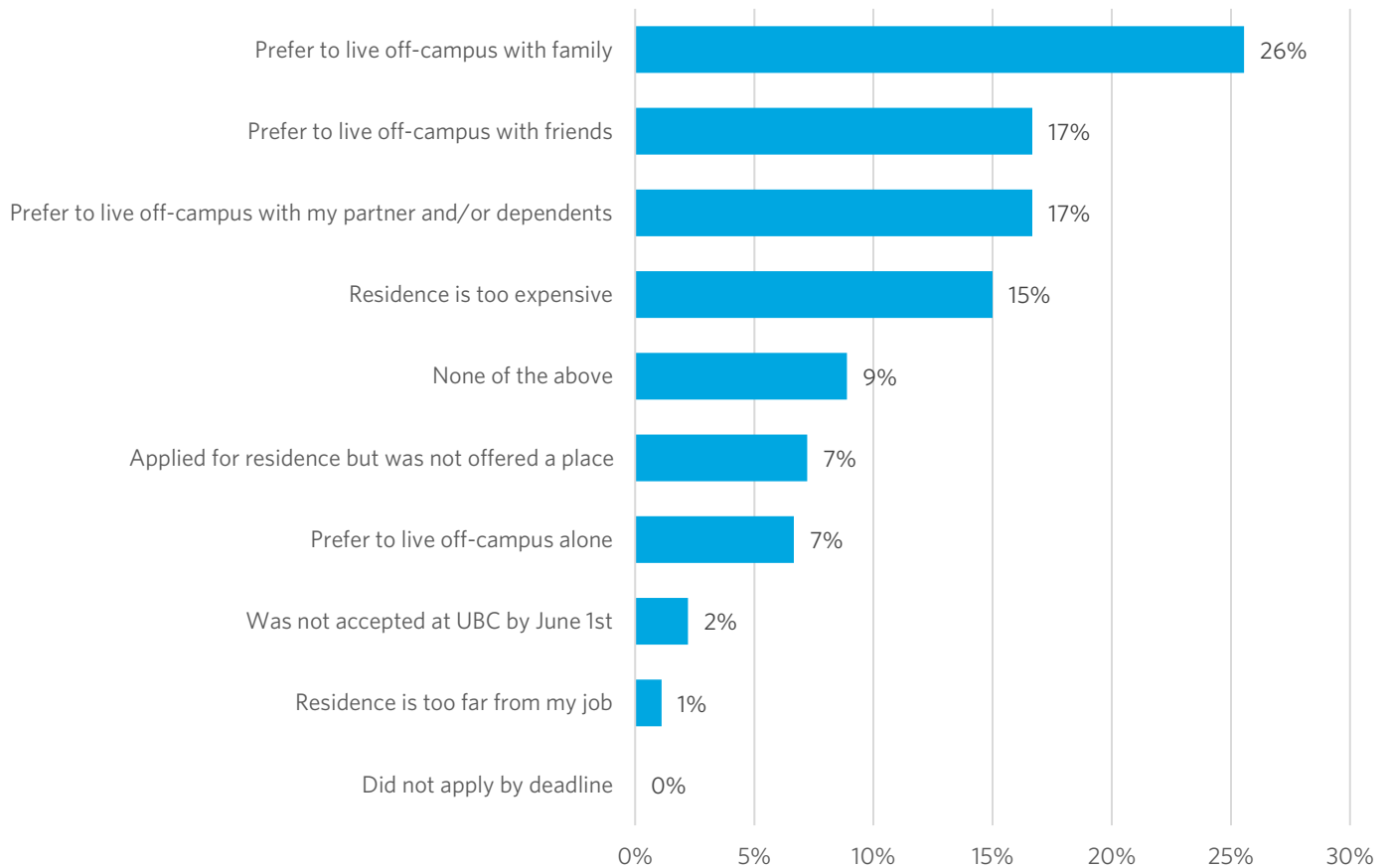
Residence

Seventy-seven percent (183) out of 239 transfer student respondents were born in Canada. Fifty-three percent (124) of undergraduate transfer student respondents have lived in the Okanagan region for at least one year, 45% (106) have lived elsewhere in BC for at least one year, 32% (76) have lived in another province/territory in Canada for at least one year, and 22% (52) have lived in another country besides Canada for at least one year (n=236).

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 (75%, 181). Only 4% (9) indicated they would be living in residence (n=241).

Those not living in residence were prompted to indicate why. The top reasons that transfer respondents selected were: they prefer to live off-campus with their family (26%, 46), with their friends (17%, 30), or with their partner and/or dependents (17%, 30), or that residence is too expensive (15%, 27). No transfer respondents selected "did not apply by deadline" as a reason for not living in residence.

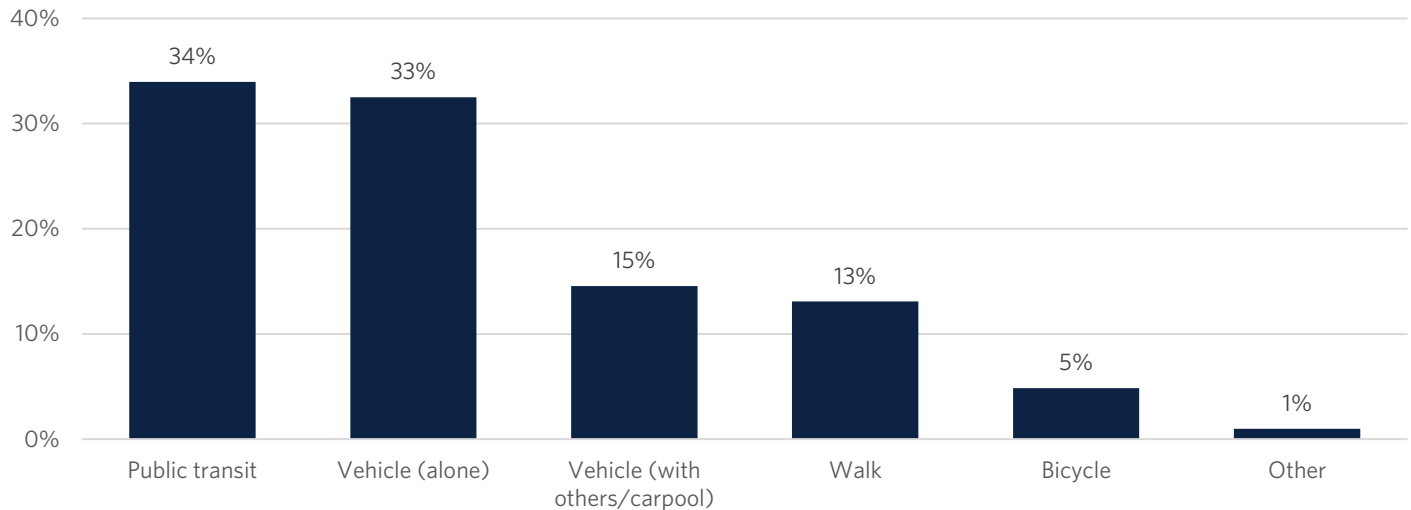
Figure 1: Why respondents will not be living in residence



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 (34%, 70) or drive alone (33%, 67) (n=206).

Figure 2: Commute method



Languages

Respondents were asked which languages they spoke well enough to conduct a conversation about everyday topics. Almost all transfer respondents selected English (98%, 234). French was the next most common response (20%, 47) (n=238).

English (95%, 202) and French (10%, 21) were also the most common languages that transfer respondents identified they knew well enough to conduct an academic/technical conversation (n=213).

Gender

Sixty-three percent (146) of transfer student respondents selected their gender identity as “woman” on the survey (n=231).

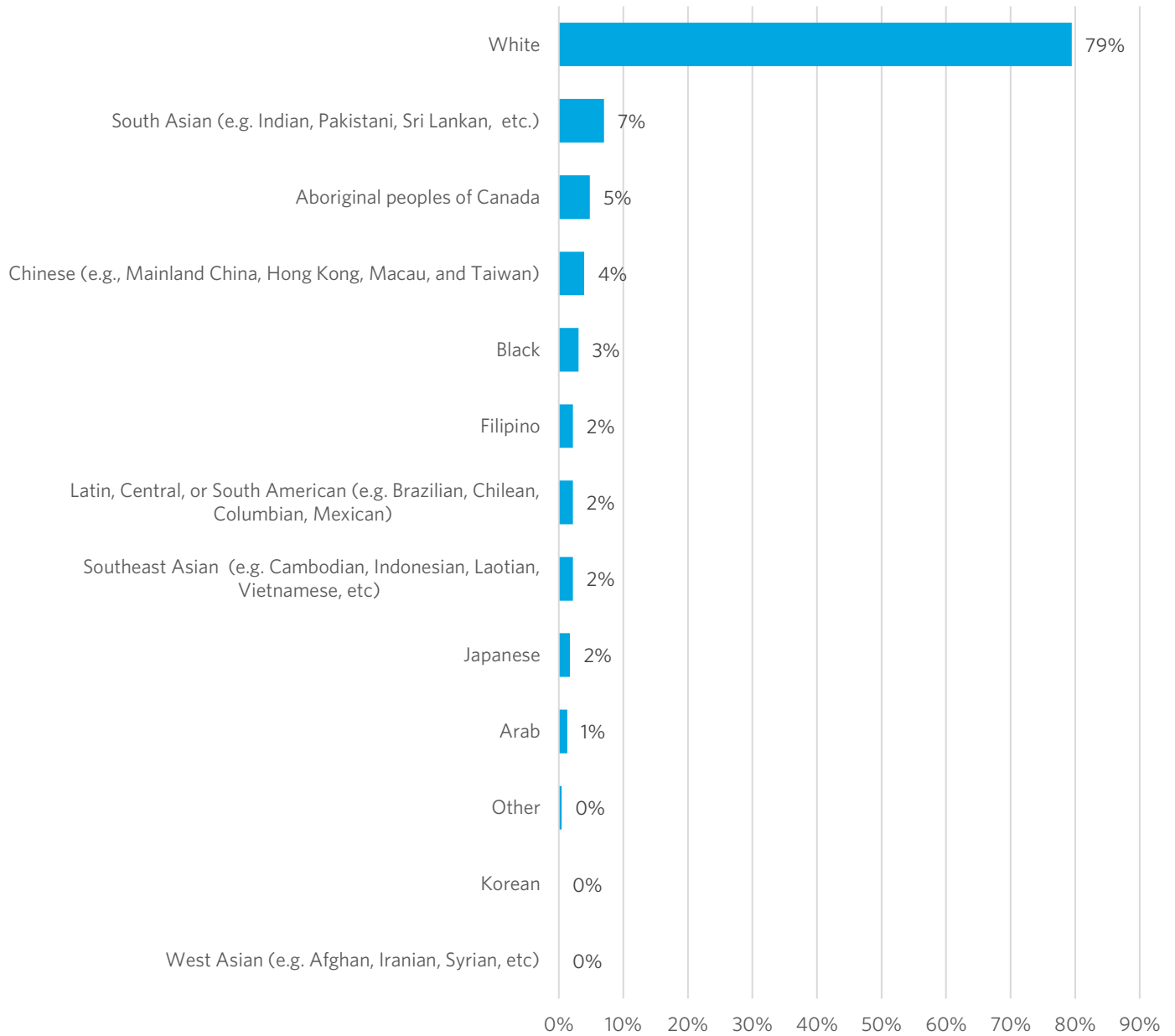
Sexual Orientation

The majority of respondents identified as heterosexual (87%, 186). The next most common response was bisexual/pansexual (7%, 16) (n=214).

Ethno-Racial Distribution and Citizenship

The majority of transfer respondents (79%, 182) selected White as their ethnicity, while 5% (11) selected Canadian Aboriginal (n=229). Among respondents selecting Canadian Aboriginal, First Nations (67%, 6), and Métis (44%, 4) were the most common groups identified with (n=9).

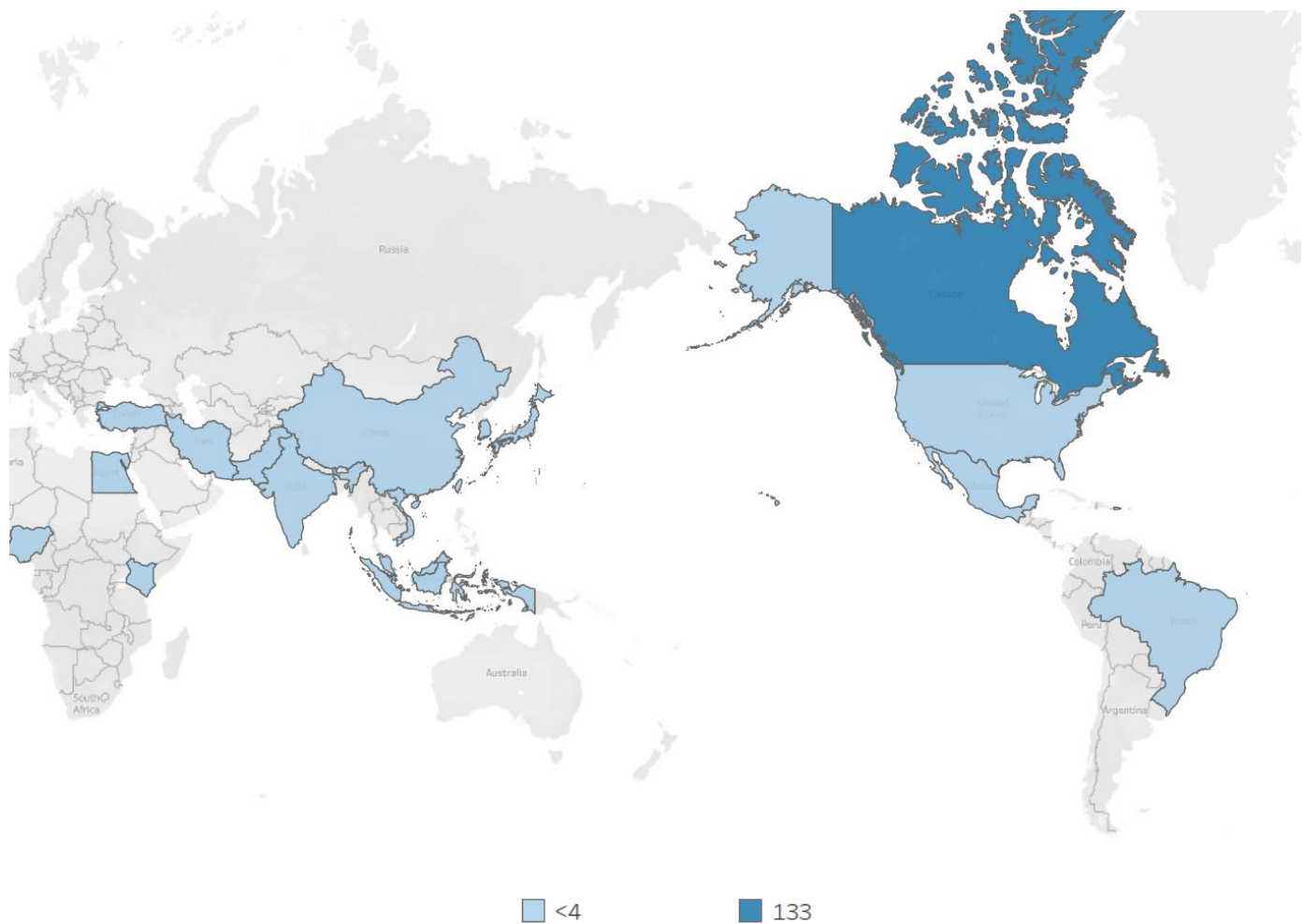
Figure 3a: Self-reported ethnicity



Data on respondents' citizenship was also taken from SISC. The majority of respondents were Canadian citizens (n=262). Overall, transfer students represented a total of 18 countries.

Figure 3b: Citizenship



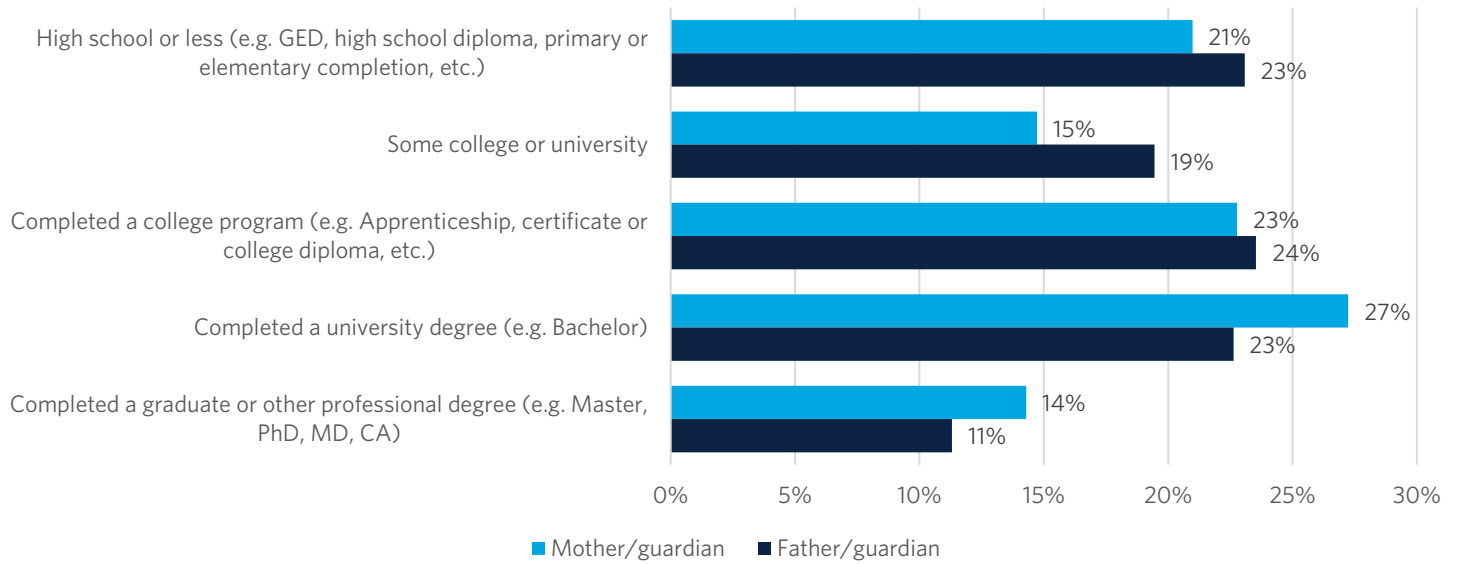


Education of Parents/Guardians

The highest level of formal education completed by the fathers/guardians of transfer student respondents was most often a college program (25%, 52), high school or less (23%, 51), or a university degree (23%, 50) (n=221).

Most often, transfer respondents stated that their mother/guardian had completed a university degree (27%, 61) or had completed a college program (23%, 51) (n=224).

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



Overall, 48% (108) of transfer respondents were first generation university students, meaning neither their father/guardian nor their mother/guardian had completed college or university (n=223).

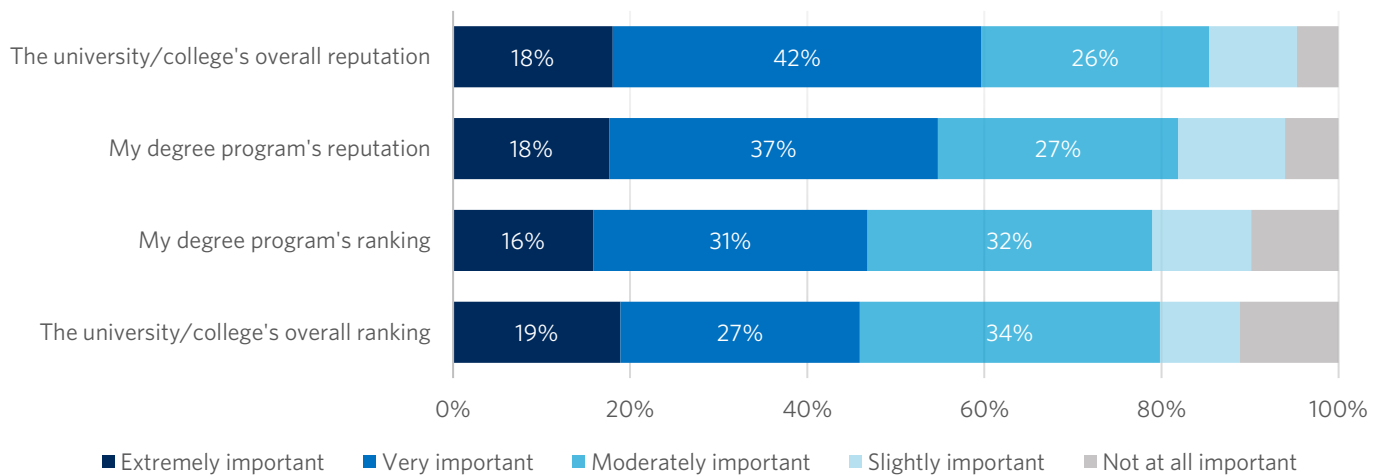
Choosing Where to Study

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, 60% (139, n=233) of respondents rated this as “extremely important” or “very important”.

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

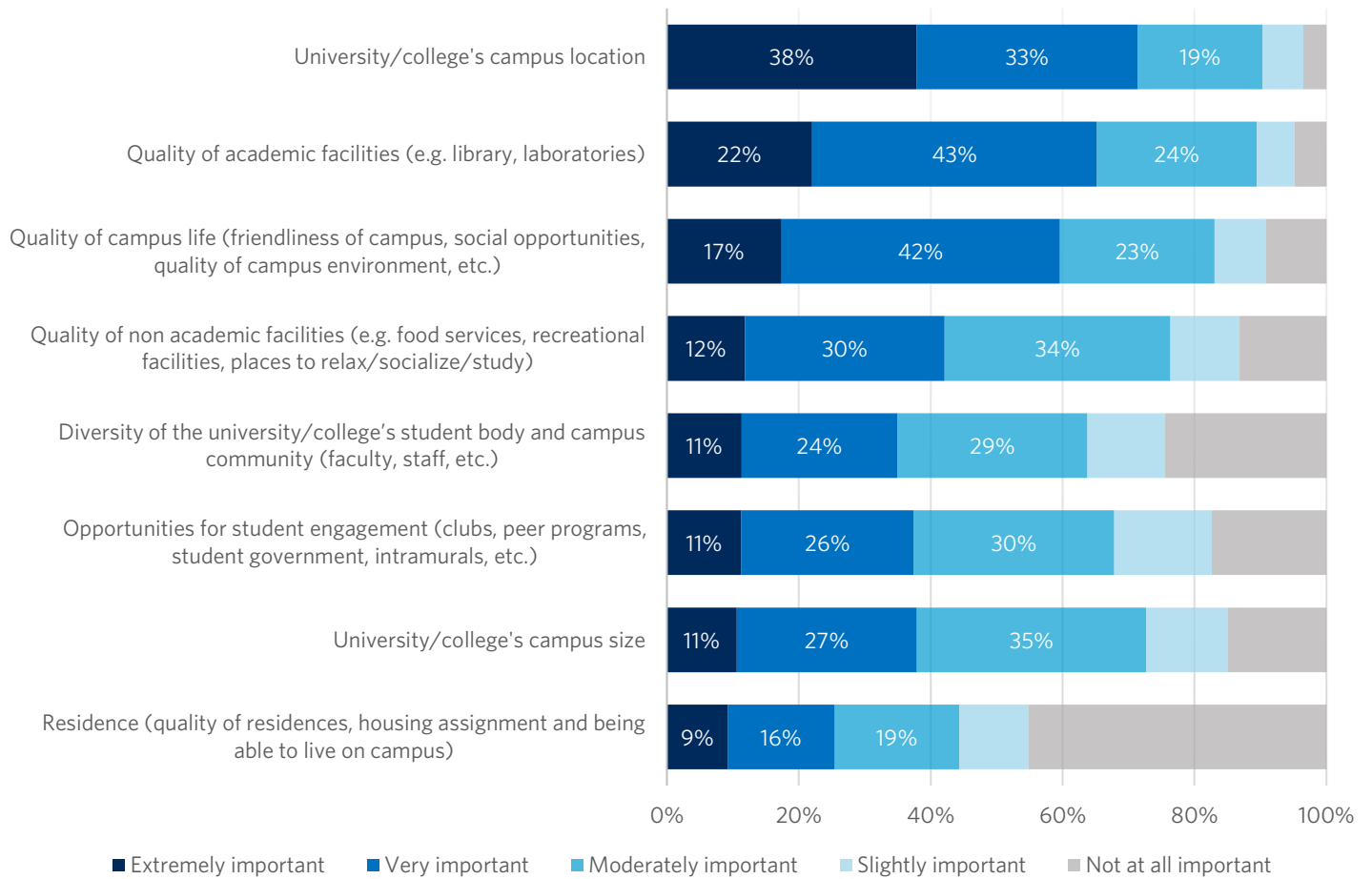


Campus

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-one percent (162, n=227) of respondents

rated the university/college’s location as “extremely important” or “important”, while 65% (148, n=227) of respondents did so for quality of academic facilities.

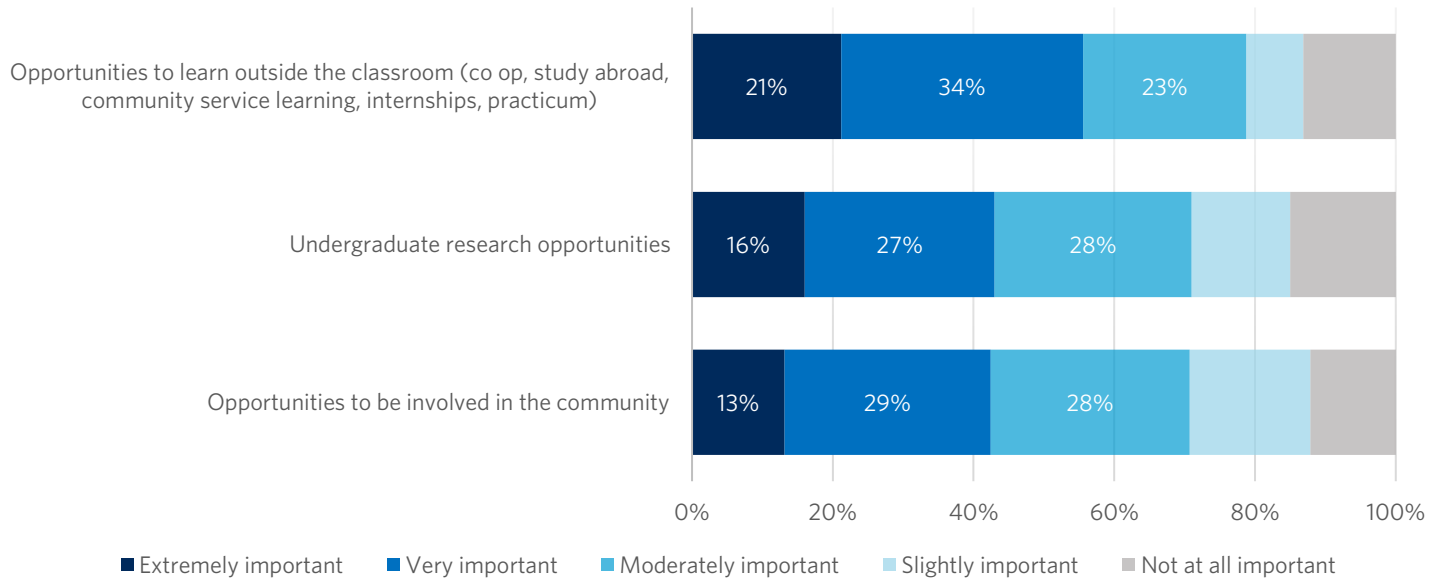
Figure 6: Importance of factors in choosing where to study – campus



Learning Opportunities

Opportunities to learn outside the classroom were valued most by transfer respondents, with 55% (127, n=230) respondents rating these as “extremely important” or “very important”.

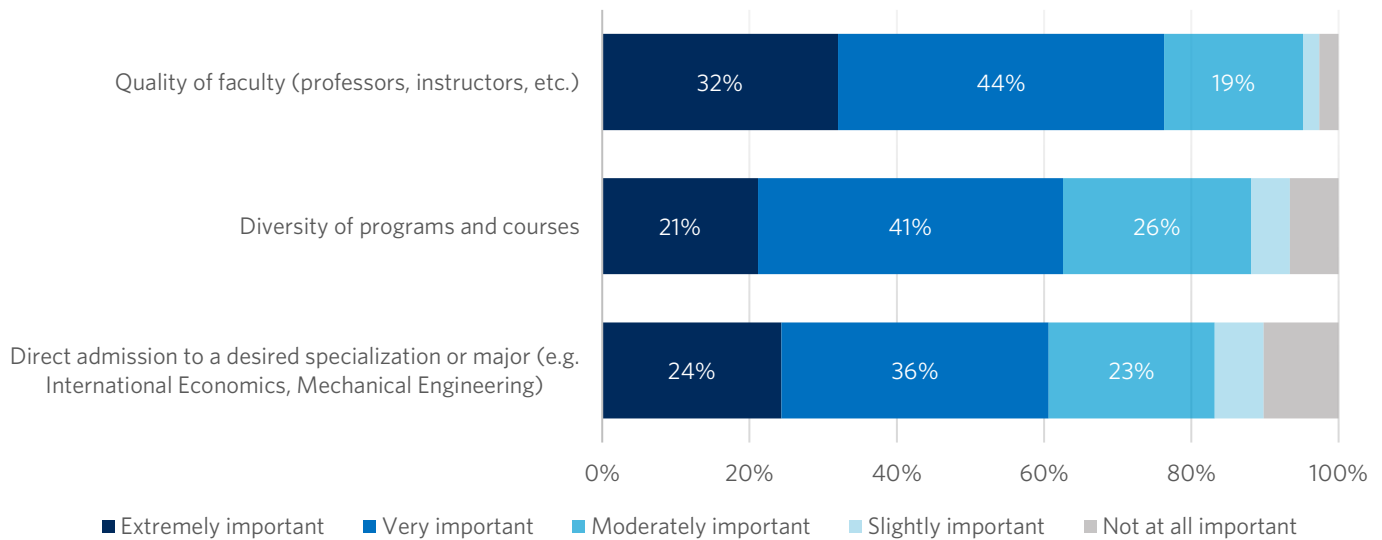
Figure 7: Importance of factors in choosing where to study – learning opportunities



Faculty and Programs

Overall, transfer respondents found all faculty and program related factors important in deciding where to study, with at least six in ten selecting “extremely important” or “very important”. Quality of faculty was reported to be the most important out of the three factors (76%, 174, n=228).

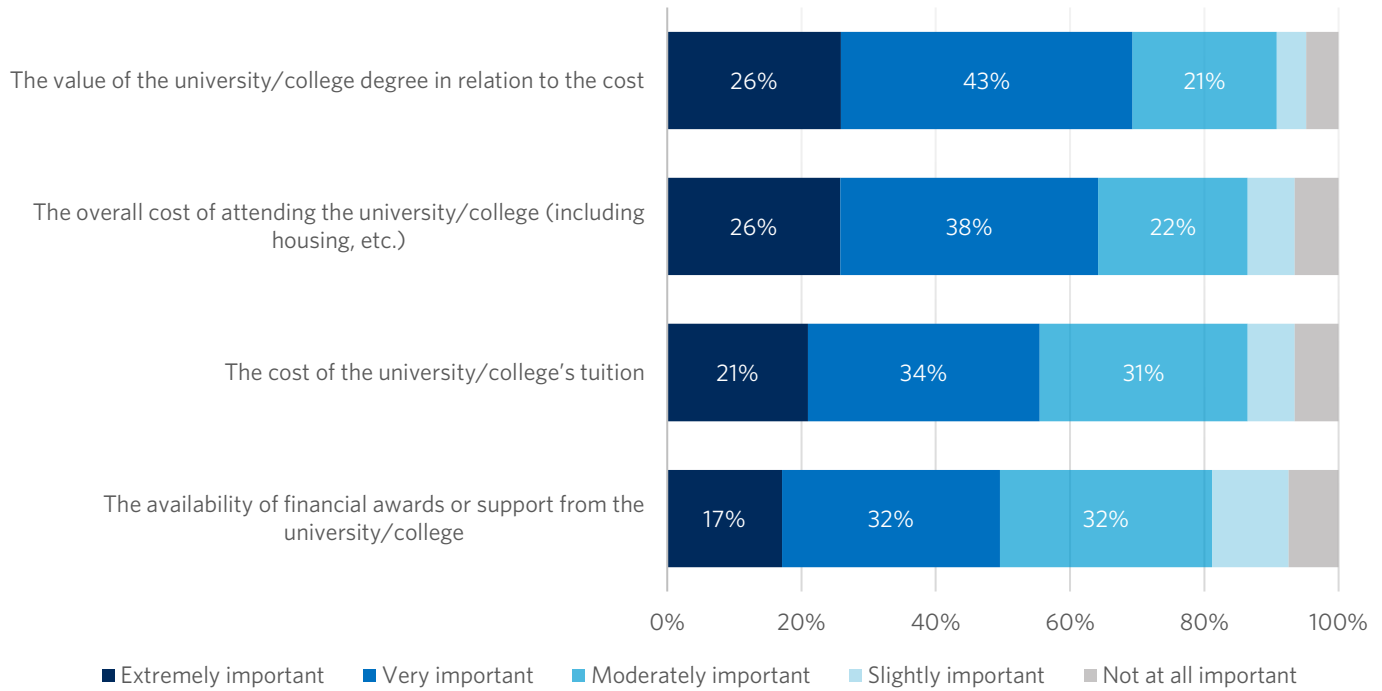
Figure 8: Importance of factors in choosing where to study – faculty and programs



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 (69%, 158, n=228).

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

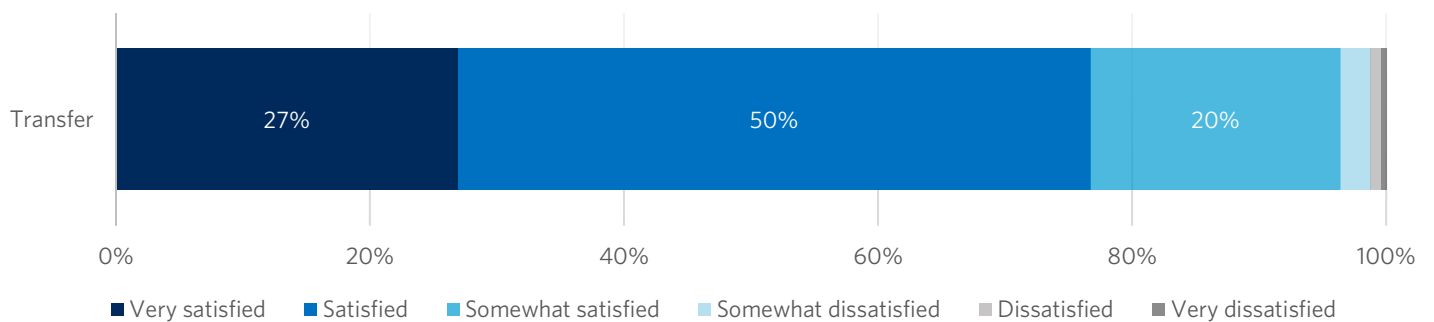


Experience with Applying and Admissions to UBC

Overall UBC Experience

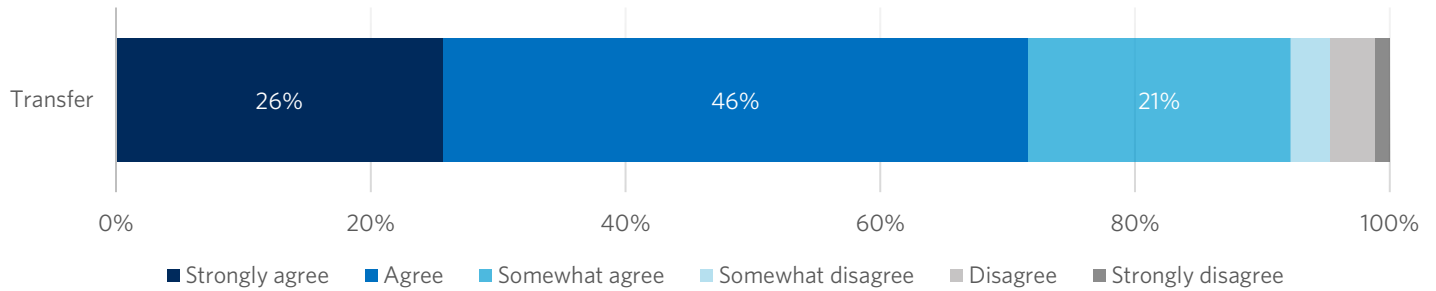
Seventy-seven percent (191) of transfer respondents reported being “Very satisfied” or “Satisfied” with their overall experience with UBC to date (n=249).

Figure 10: Overall experience with UBC to date



Seventy-two percent (184) of transfer respondents felt their communications from UBC have been well coordinated (n=257).

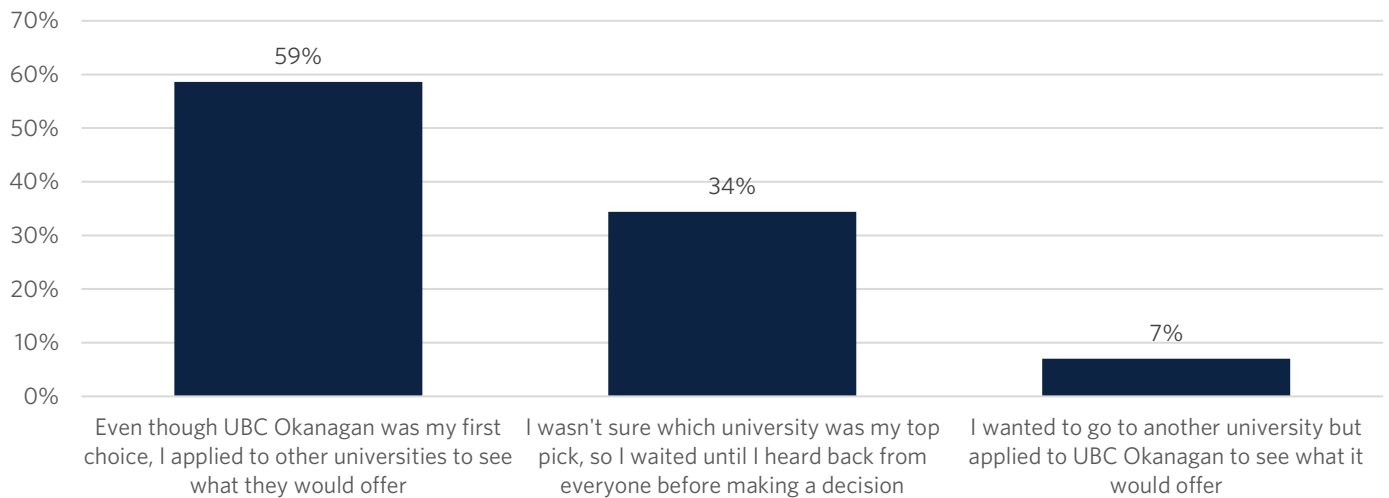
Figure 11: Communications from UBC



Application and Admissions

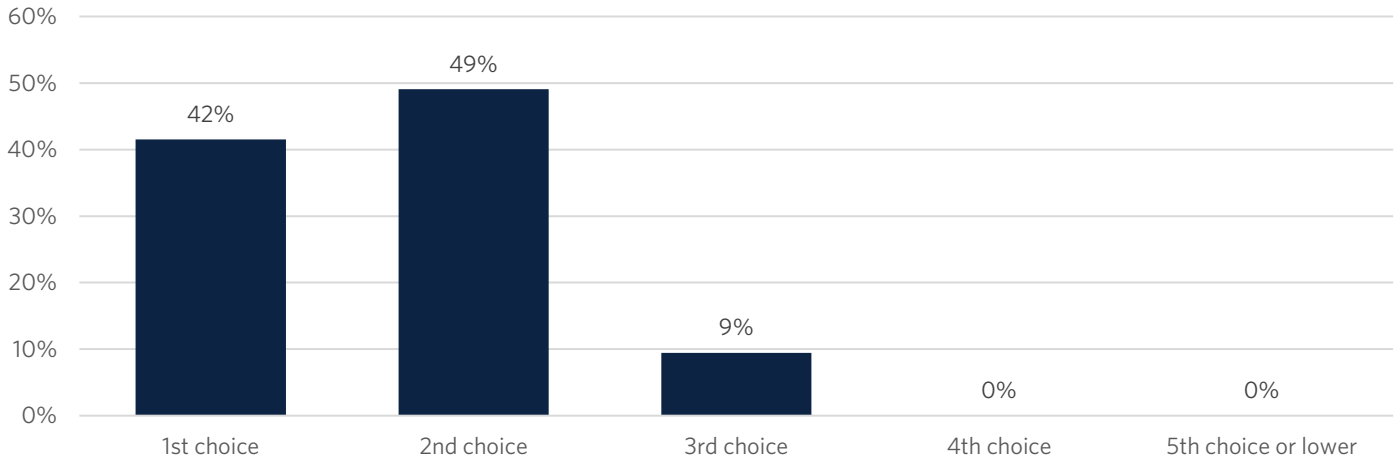
Most transfer respondents who applied to UBC Okanagan and at least one other university reported that, even though UBC Okanagan was their first choice, they applied to other universities to see what they would offer (59%, 75, n=128).

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 (49%, 26), while 42% (22) of respondents stated it was their first choice (n=53).

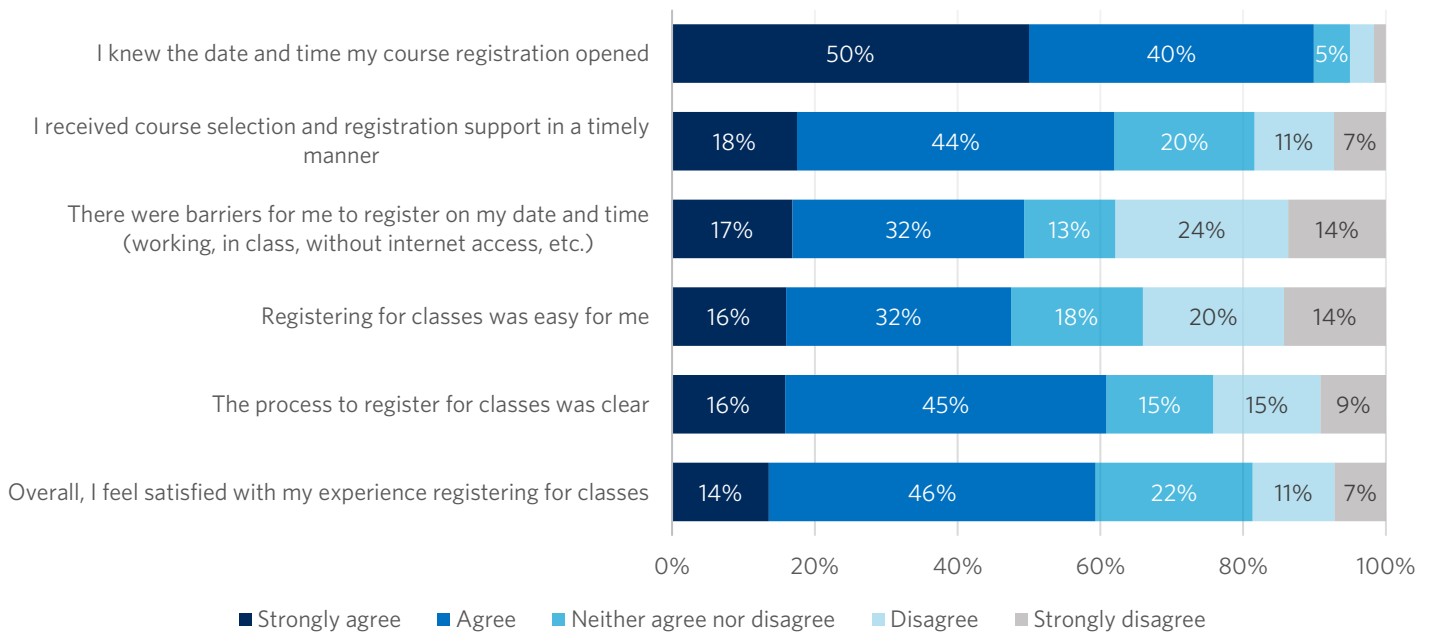
Figure 13: Ranking of UBC Okanagan



Registration

Respondents are asked to indicate their level of agreement with the following statements pertaining to their class registration process. The highest level of agreement was observed for the statement: “I knew the date and time my course registration opened” (90%, 214), followed by “I received course selection and registration support in a timely manner” (62%, 145). The statement with the lowest level of agreement among transfer students was: “Registering for classes was easy for me” (47%, 113) (n=242).

Figure 14: Registration experience

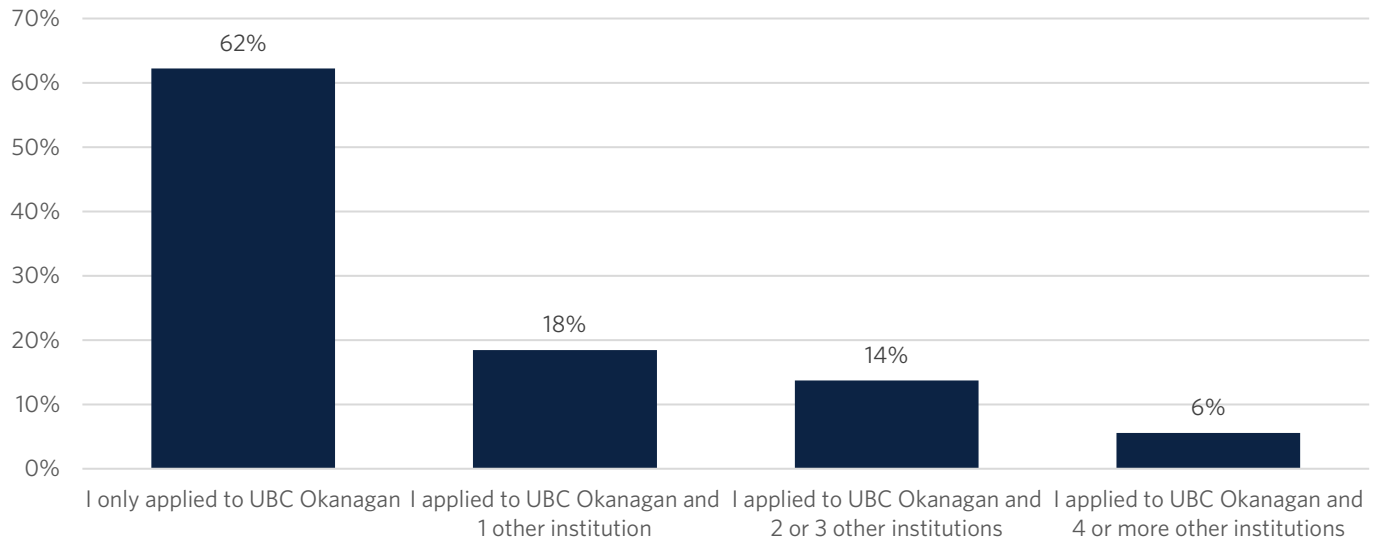


UBC Okanagan versus Competitor Institutions

Applying to Other Post-Secondary Institutions

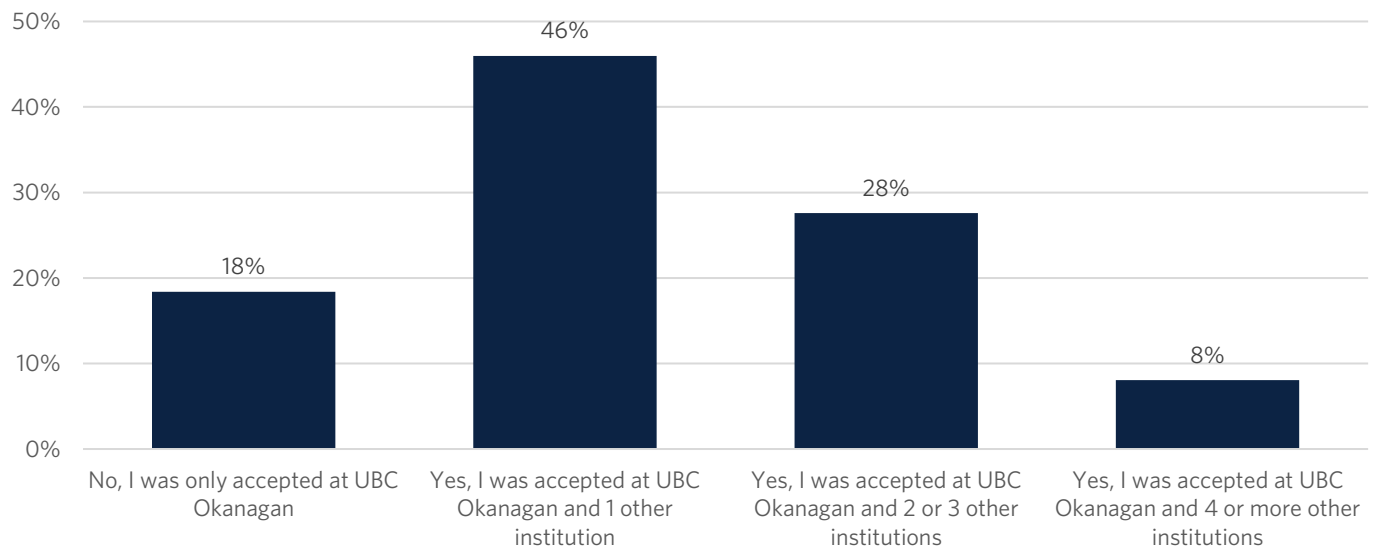
The majority of transfer student respondents only applied to UBC Okanagan (62%, 145). An additional 18% (43) applied to UBC Okanagan and one other institution and 14% (32) applied to UBC Okanagan and 2 or 3 other institutions (n=233).

Figure 15: Number of post-secondary institutions applied to



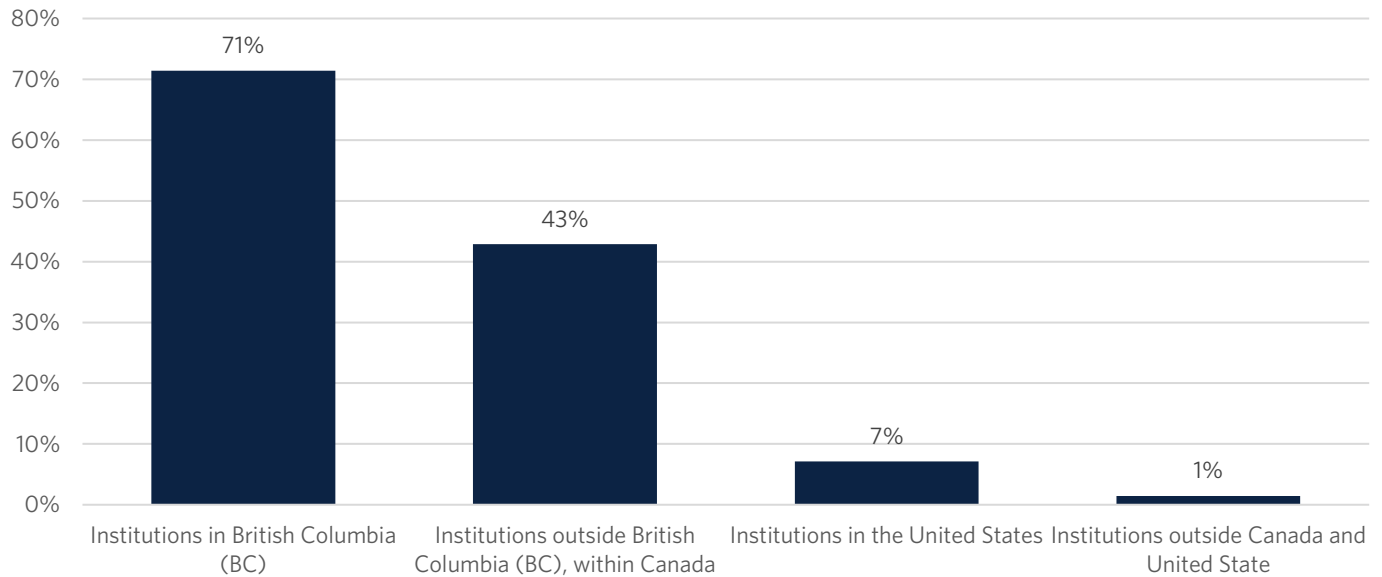
Forty-six percent (40) of transfer student respondents who applied to multiple institutions were accepted to UBC Okanagan and one other institution (n=87).

Figure 16: Number of post-secondary institutions accepted to



Respondents were asked where they had applied to other institutions. Seventy-one percent (50) of transfer respondents applied to other institutions within British Columbia (BC), and 43% (30) did so within Canada (n=70).

Figure 17: Regions of other institutions applied to

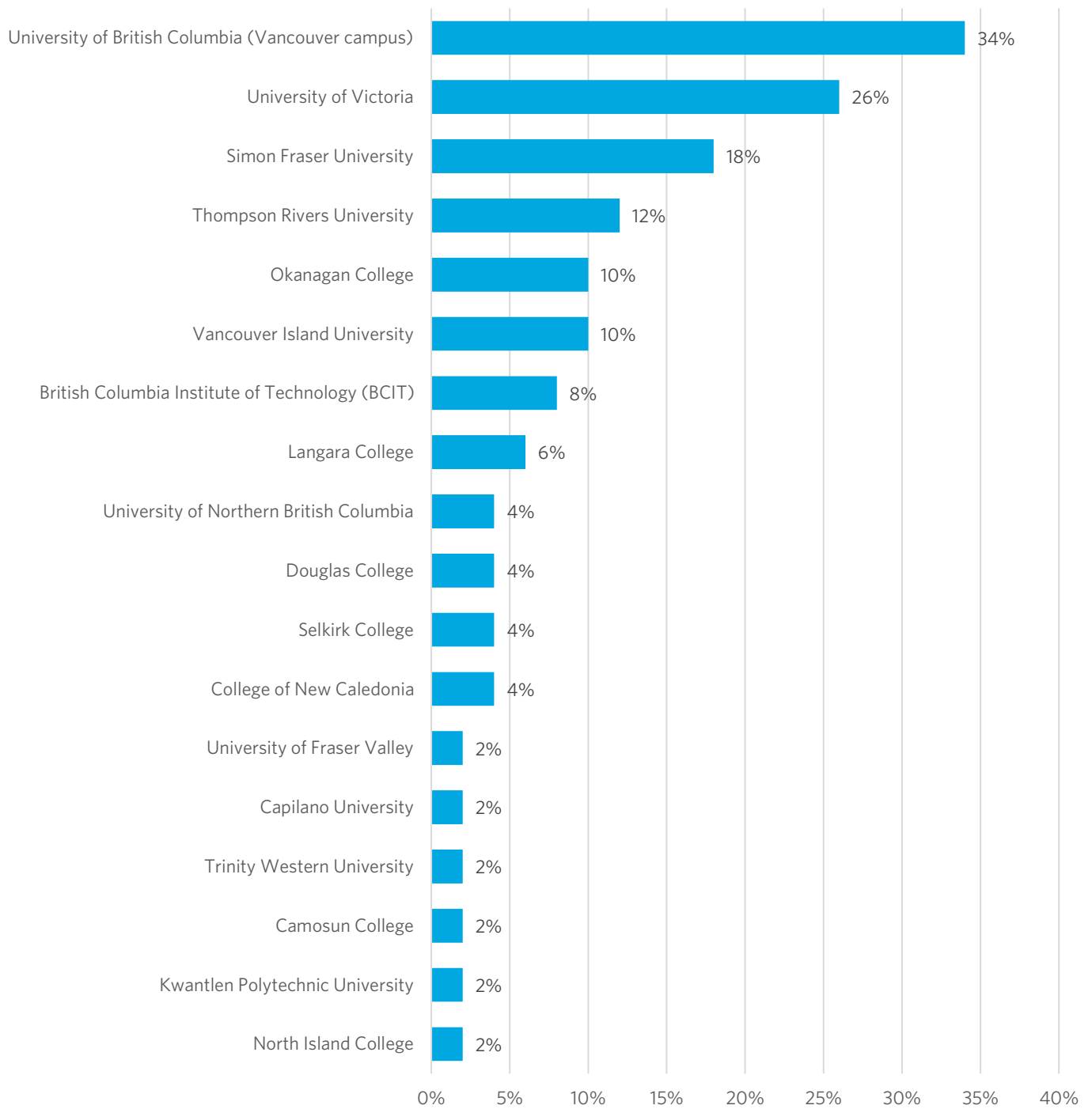


Other Institutions in British Columbia

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 (34%, 17), University of Victoria (26%, 13), and Simon Fraser University (18%, 9). An additional 12% (6) and 10% (5) of transfer respondents also applied to Thompson Rivers University and Okanagan College, respectively (n=50).



Figure 18: Other BC institutions applied to

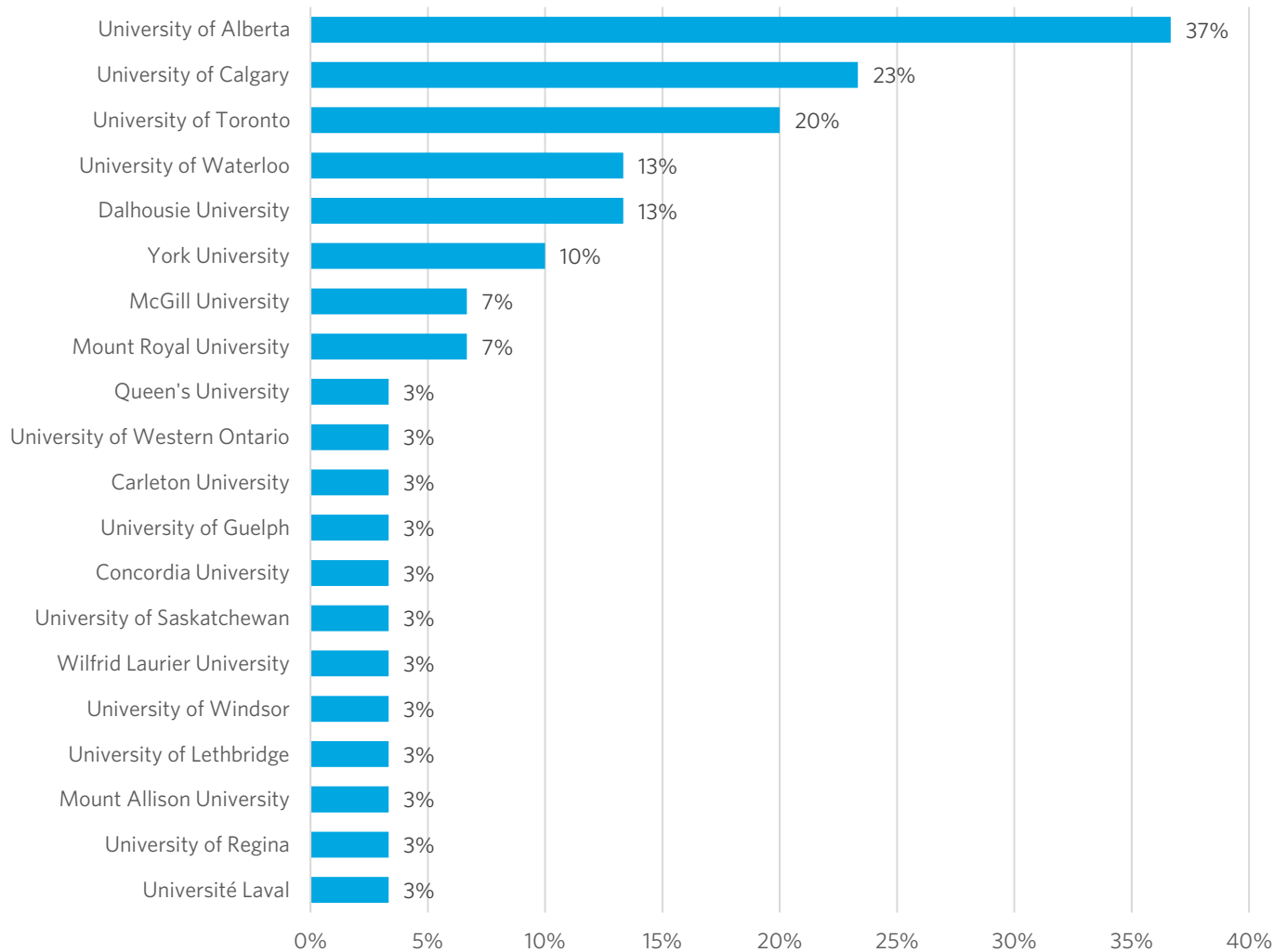


Note: Institutions selected by 0% of respondents were excluded here.

Other Canadian Institutions

The most common other Canadian institutions transfer respondents applied to were the University of Alberta (37%, 11) and the University of Calgary (23%, 7) (n=30).

Figure 19: Other Canadian institutions applied to



Note: Institutions selected by <3% of either domestic or international respondents were excluded here.

Other United States and International Institutions

Only five (7%) 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" (41%, 95), University of Victoria (11%, 26), Simon Fraser University (4%, 10), and University of Calgary (4%, 9) (n=229).



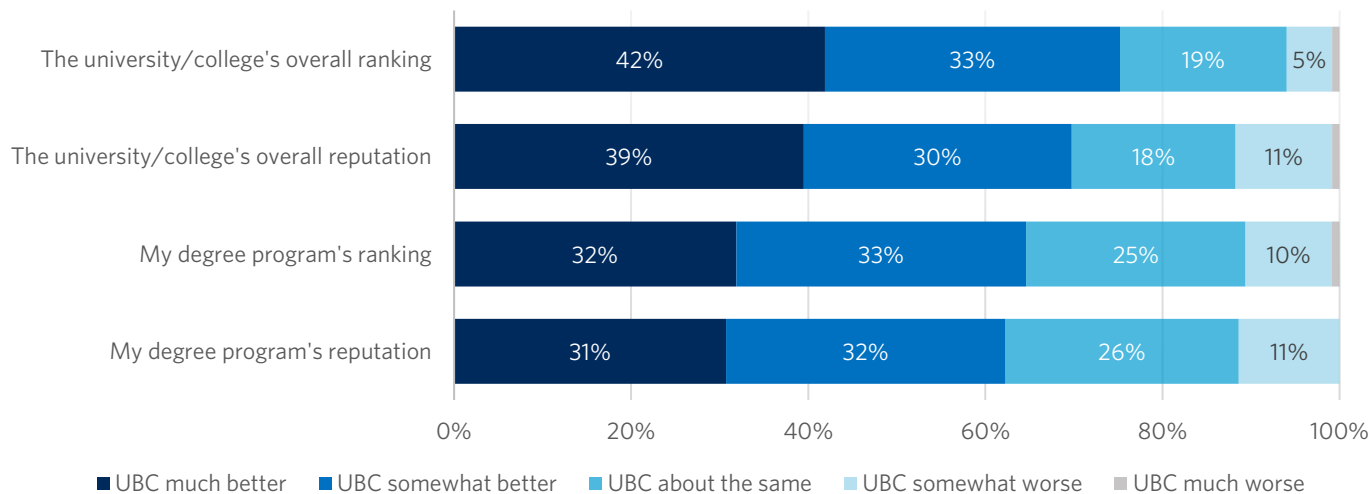
UBC Okanagan vs. Other Top Choice University/College

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.

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 (n>=113).

Figure 20: UBC Okanagan vs. other top university/college - reputation

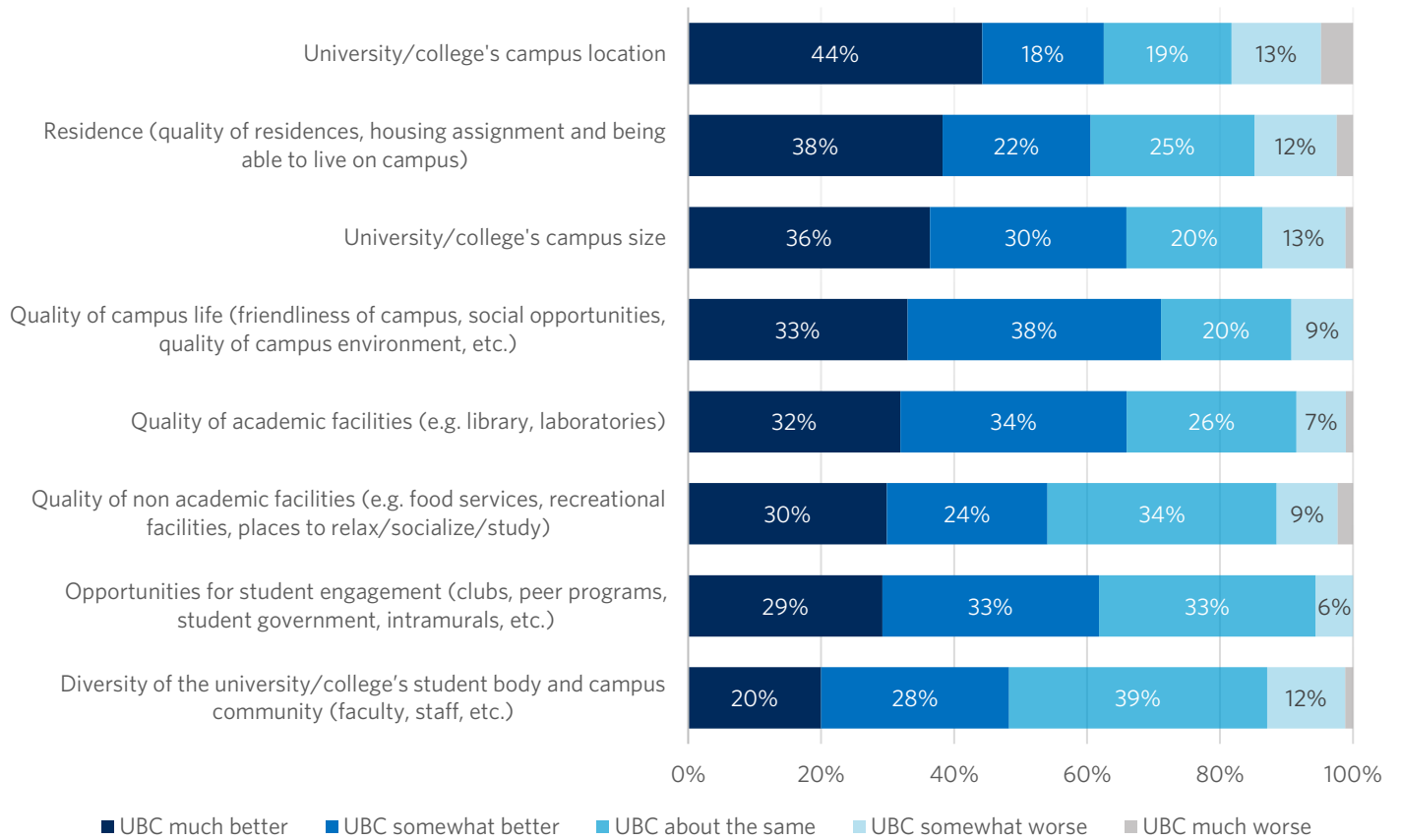


Campus

At least 60% of transfer student respondents reported that UBC is much or somewhat better than their other top choice institution, on the following metrics: the university/college's campus location (63%, 65, n=104), residence (60%, 49, n=81), the quality of campus life (71%, 69, n=97), the university/college's campus size (66%, 58, n=88), the quality of academic facilities (66%, 62, n=94), and opportunities for student engagement (62%, 55, n=89).



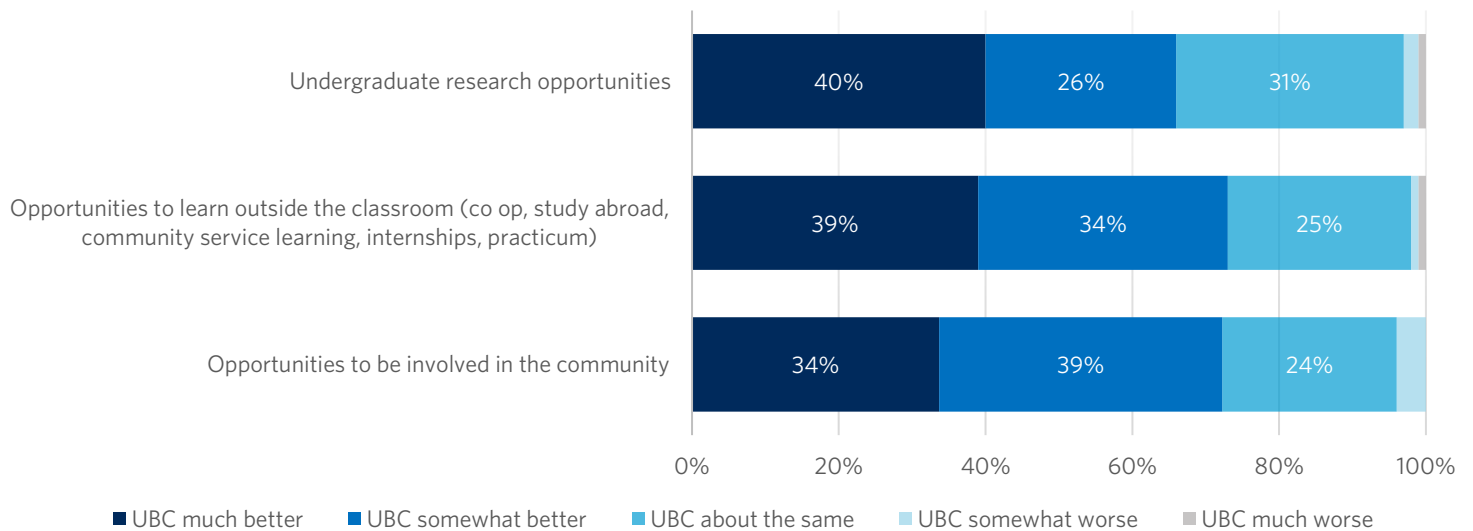
Figure 21: UBC Okanagan vs. other top university/college – campus



Learning Opportunities

Over 60% of transfer respondents found UBC Okanagan to be much or somewhat better than their other top choice university/college across all metrics on learning opportunities (n>=76).

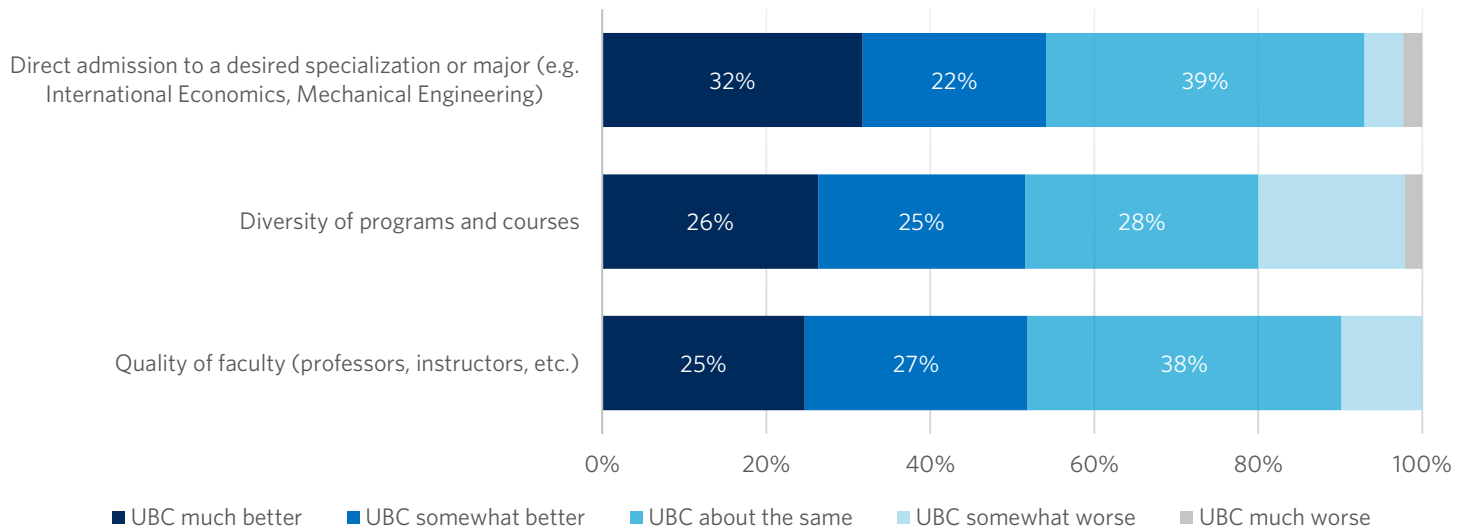
Figure 22: UBC Okanagan vs. other top university/college – learning opportunities



Faculty and Programs

Just over half of transfer respondents selected “UBC Okanagan [is] much better” or “UBC Okanagan [is] somewhat better” across all metrics related to faculty and programs ($n \geq 81$). Further, relatively large proportions of respondents (~30%) felt UBC Okanagan was “about the same” as their other top choice post-secondary institution across all items for faculty and programs.

Figure 23: UBC Okanagan vs. other top university/college - faculty and programs

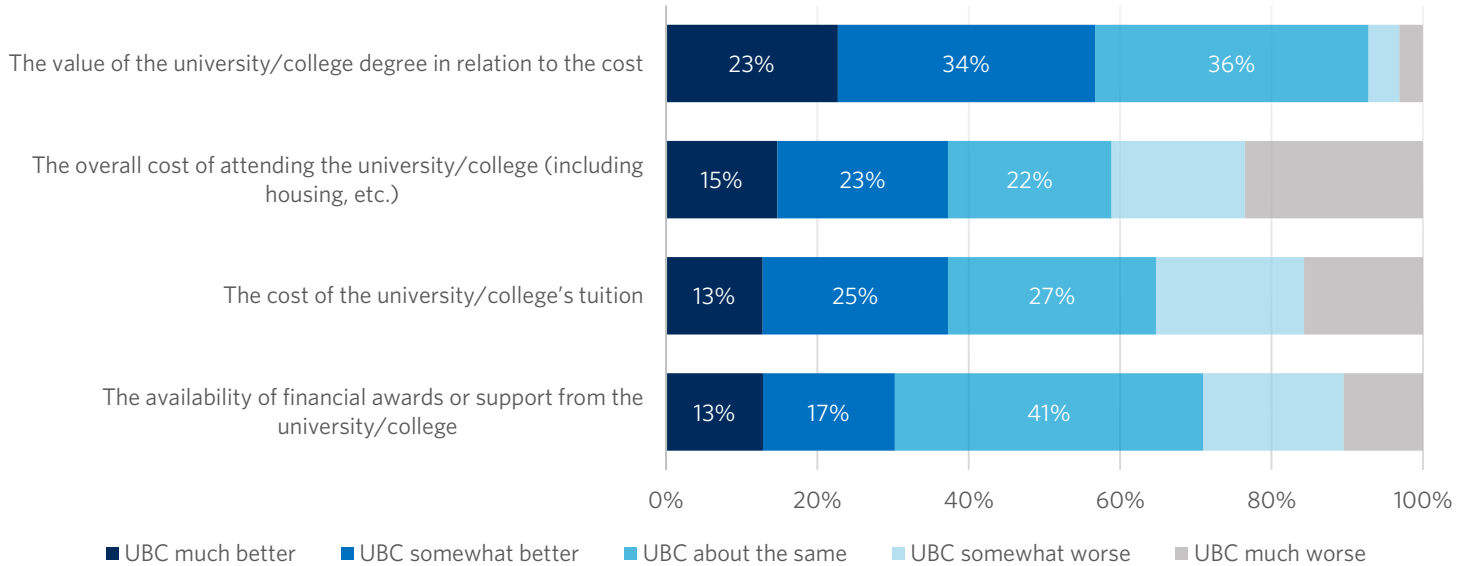


Cost

At least three in ten transfer respondents indicated that UBC Okanagan is much or somewhat better than their other top choice institution across all cost-related metrics, with “the value of the university/college degree in relation to the cost” being most frequently reported as better (57%, 55, $n=97$). A large proportion of transfer respondents also found UBC Okanagan to be about the same as the other university/college on the availability of financial awards or support (41%, 35, $n=86$) and the value of the university/college degree in relation to the cost (36%, 35, $n=97$).



Figure 24: UBC Okanagan vs. other top university/college - cost

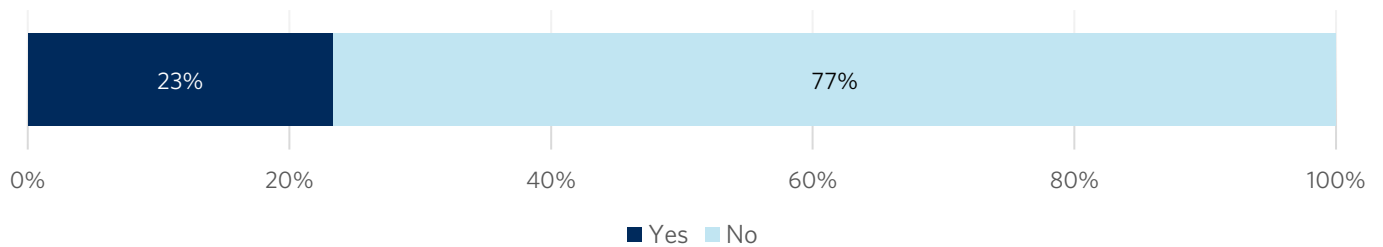


First Year: Preparedness, Concerns, Support, and Perceptions

Orientation and Preparedness

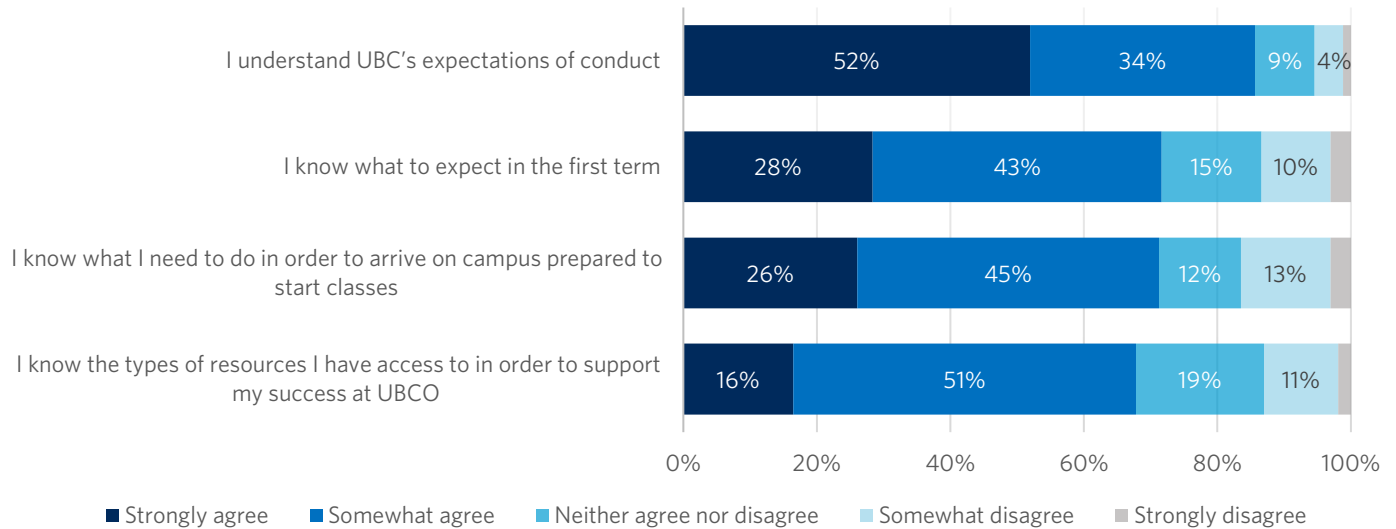
Respondents were asked whether they have completed UBC 101: online orientation. Transfer students most often selected “no” (77%, 200), with 23% selecting “yes” (61, n=261).

Figure 25: UBC 101: online participation



When asked to indicate their level of agreement with preparedness-related statements in advance of their studies at UBC Okanagan, the majority of transfer respondents indicated a high level of agreement (selected “Strongly agree” or “Somewhat agree”) across the board. “I understand UBC’s expectations of conduct” was the most frequently agreed-with statement (86% 221, n=258). The statement with which respondents reported the lowest levels of agreement was “I know the types of resources I have access to in order to support my success at UBCO” (68%, 177, 261).

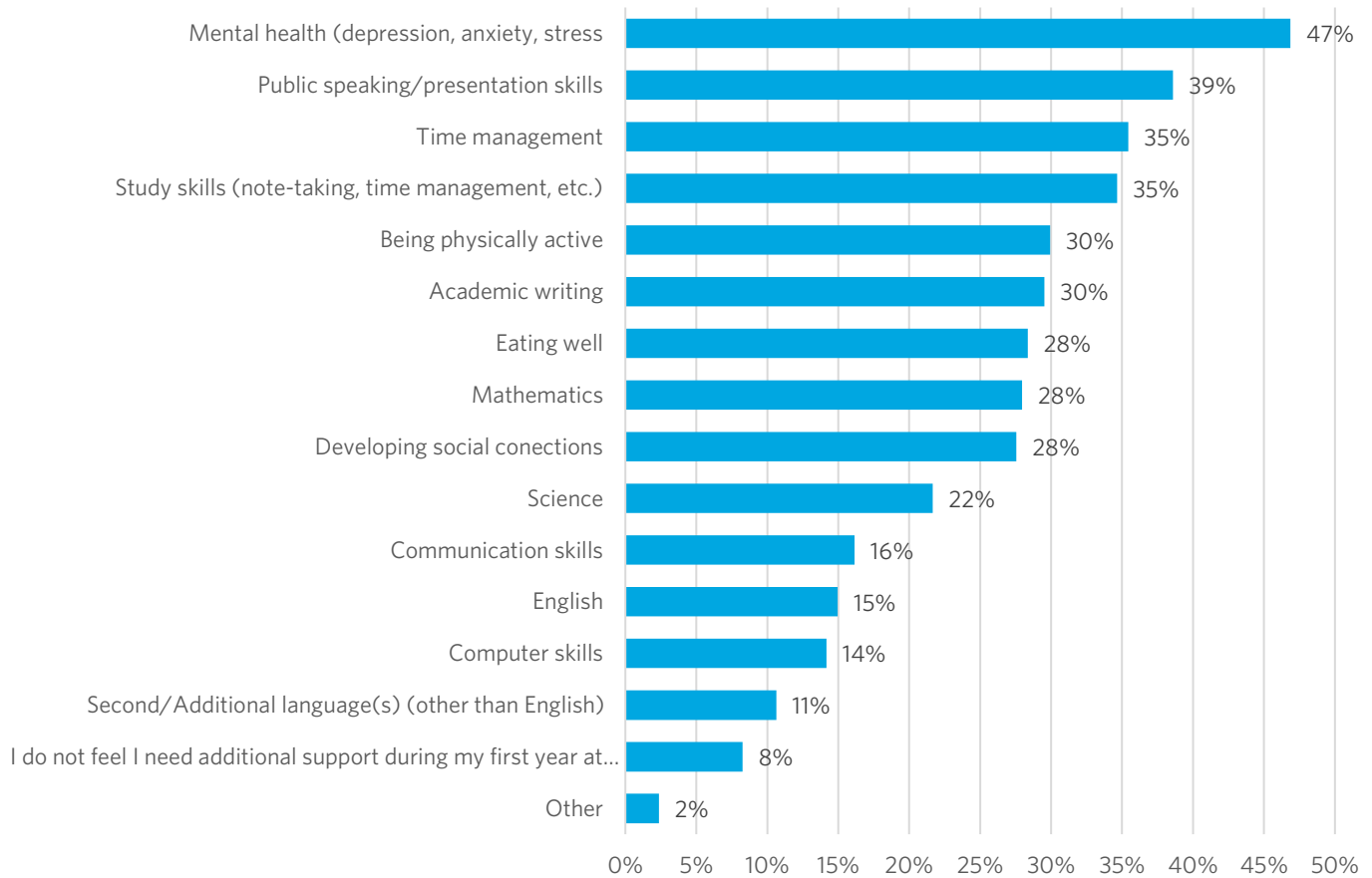
Figure 26: Transfer students' preparedness



Anticipated Support Needs

Respondents were asked about the areas in which they feel they might need additional support during their first year at UBC Okanagan. Transfer respondents most often anticipated that they may require extra support with mental health (depression, anxiety, stress) (47%, 119), public speaking/presentation skills (38%, 98), and time management (35%, 90) (n=254).

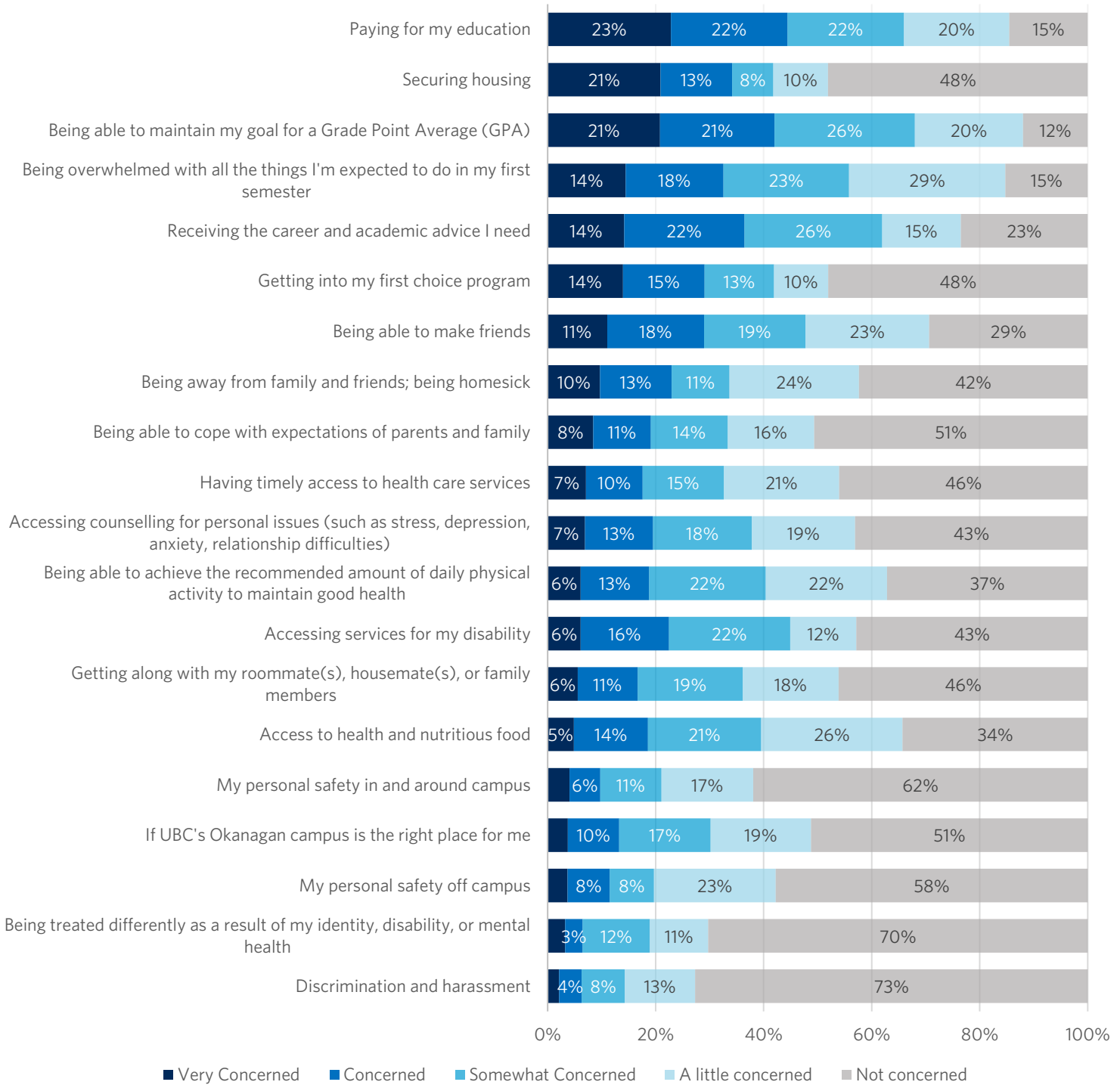
Figure 27: Anticipated support needs



First Year Concerns

Transfer respondents expressed the highest levels of concern (selected “very concerned” or “concerned”) for “paying for my education” (44%, 107, n=241). Transfer respondents also reported high levels of concern for “being able to maintain my goal for a Grade Point Average (GPA)” (42%, 105, n=250), “receiving the career and academic advice they need” (36%, 90, n=247), and for “securing housing” (34%, 54, n=158).

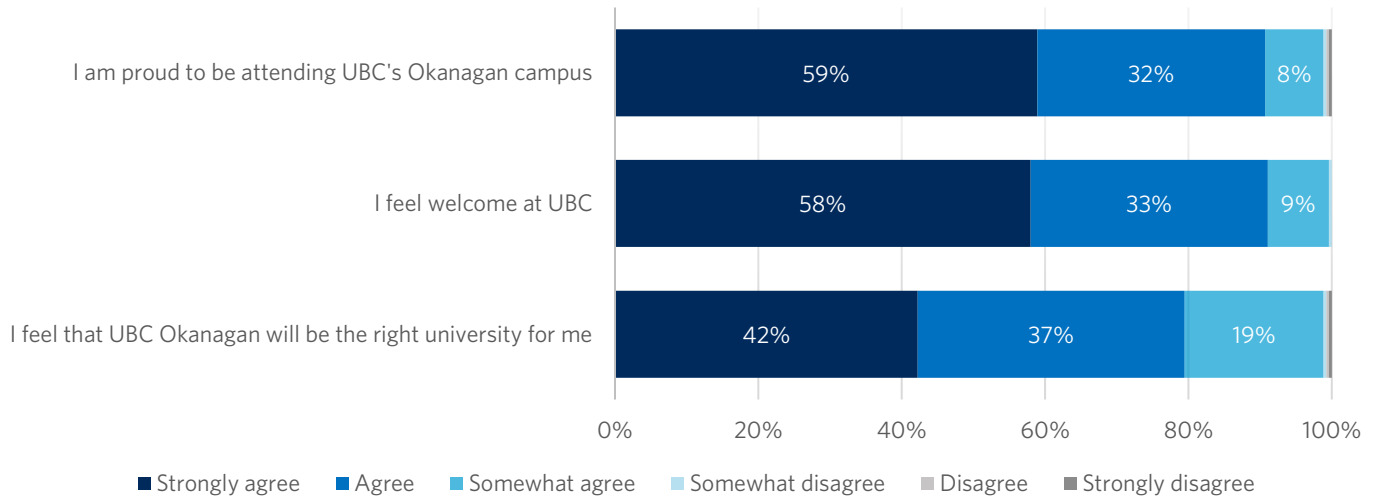
Figure 28: First year concerns



Perceptions of UBC

Respondents stated their levels of agreement to statements related to their feelings about UBC. Generally, transfer respondents reported high levels of agreement with the following statements: "I am proud to be attending UBC's Okanagan campus" (91%, 234, n=258), "I feel that UBC's Okanagan campus will be the right university for me" (91%, 234, n=257), and "I feel welcome at UBC" (79%, 205, n=258).

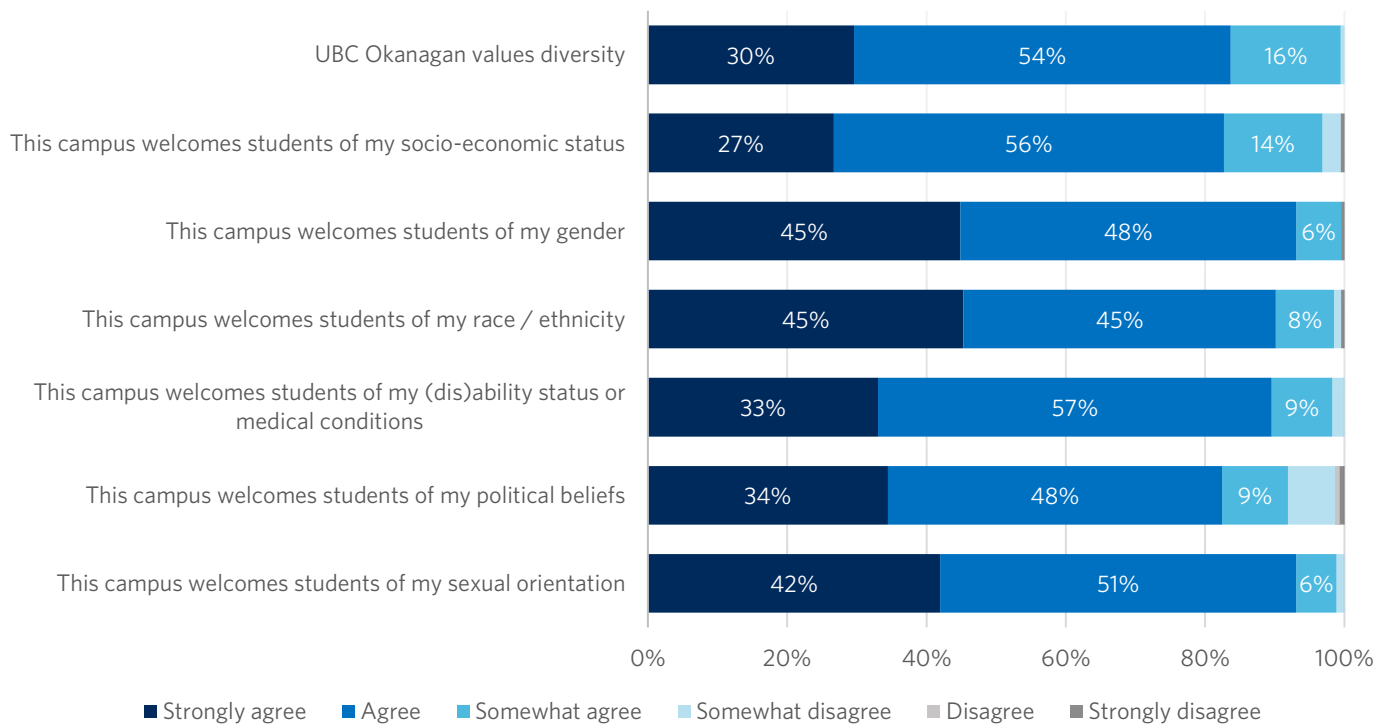
Figure 29: Transfer students' perceptions of and feelings about UBC



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 8 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 (16%-52%, n>=235). The question item for which the highest number of respondents selected “Don’t know/No opinion” was: “This campus welcomes students of my (dis)ability status or medical condition” (52%, 124, n=239).

Figure 30: Transfer students' perceptions of inclusivity at UBC Okanagan



Health and Wellbeing

Overall Health

The majority of transfer student respondents (81%, 198) rated their physical health favourably (“good”, “very good”, or “excellent”). When asked to rate their mental health, 63% (152) of transfer students selected “good” or higher (n=243).

Figure 31: Ratings of physical health

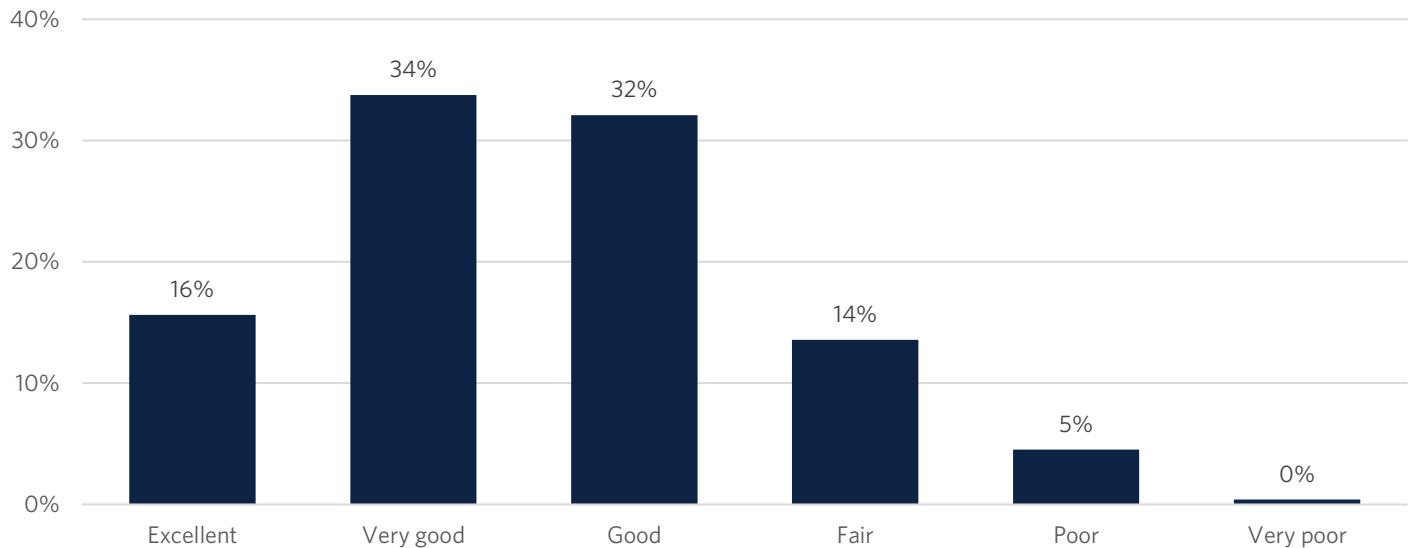
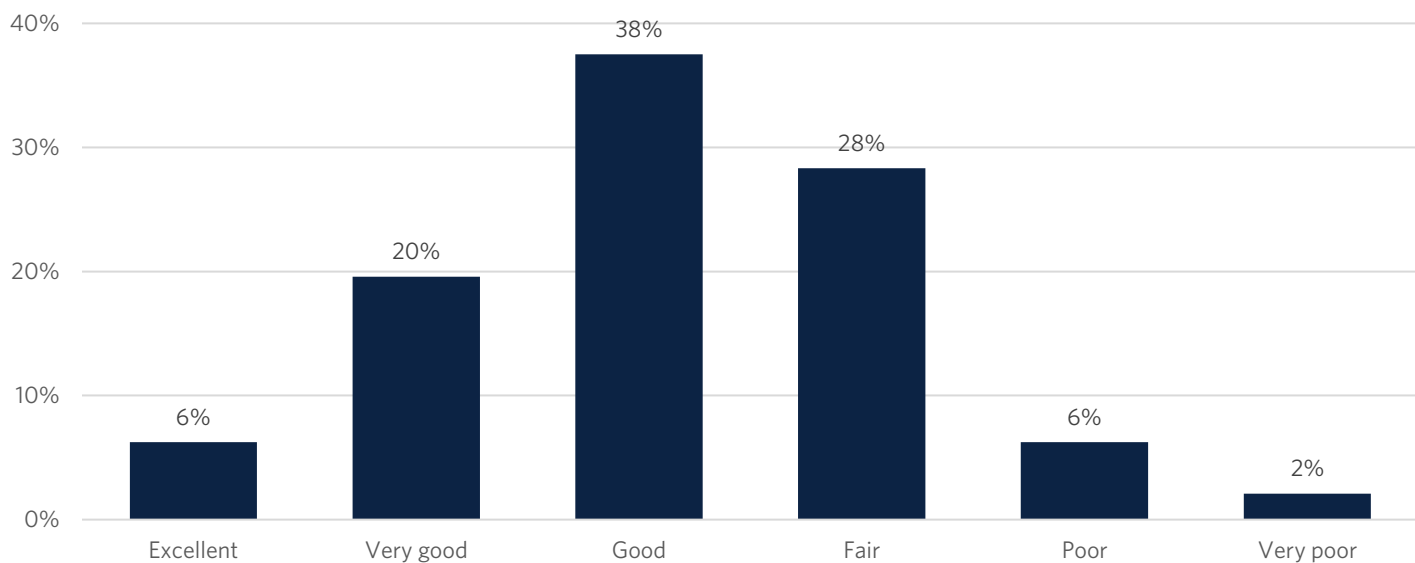


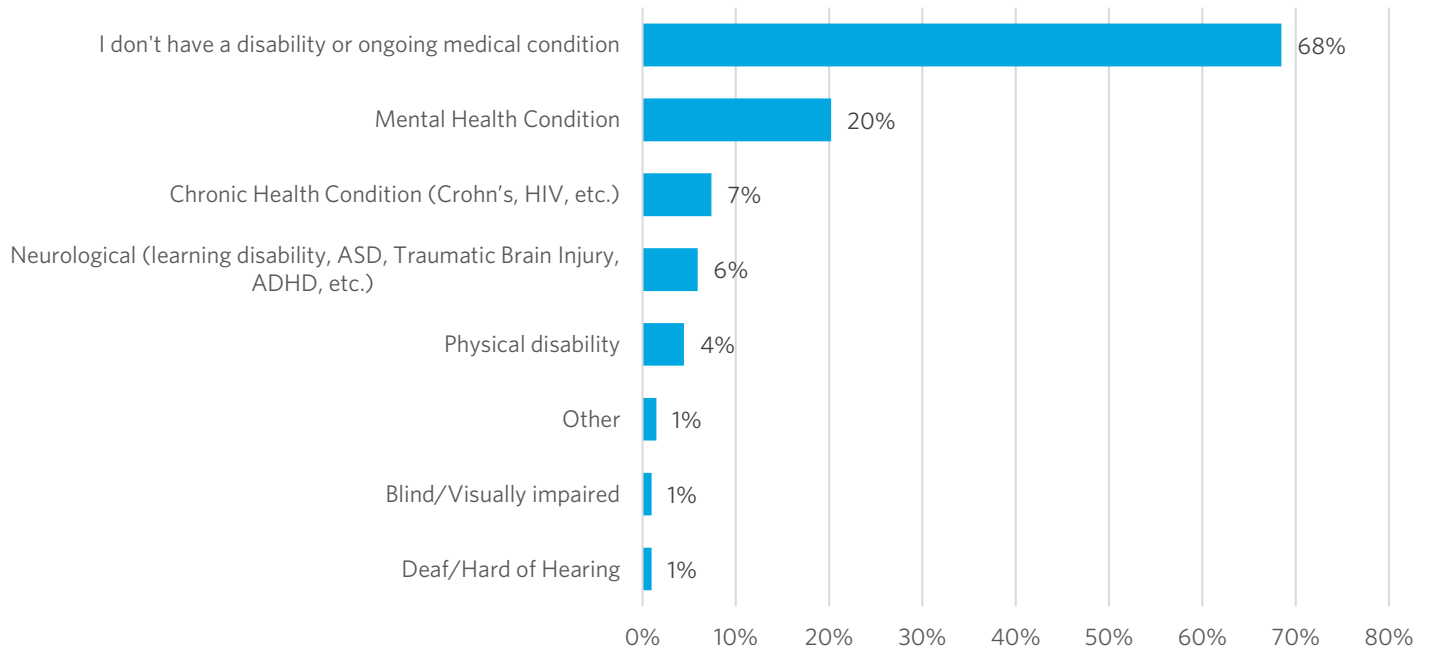
Figure 32: Ratings of mental health



Disabilities

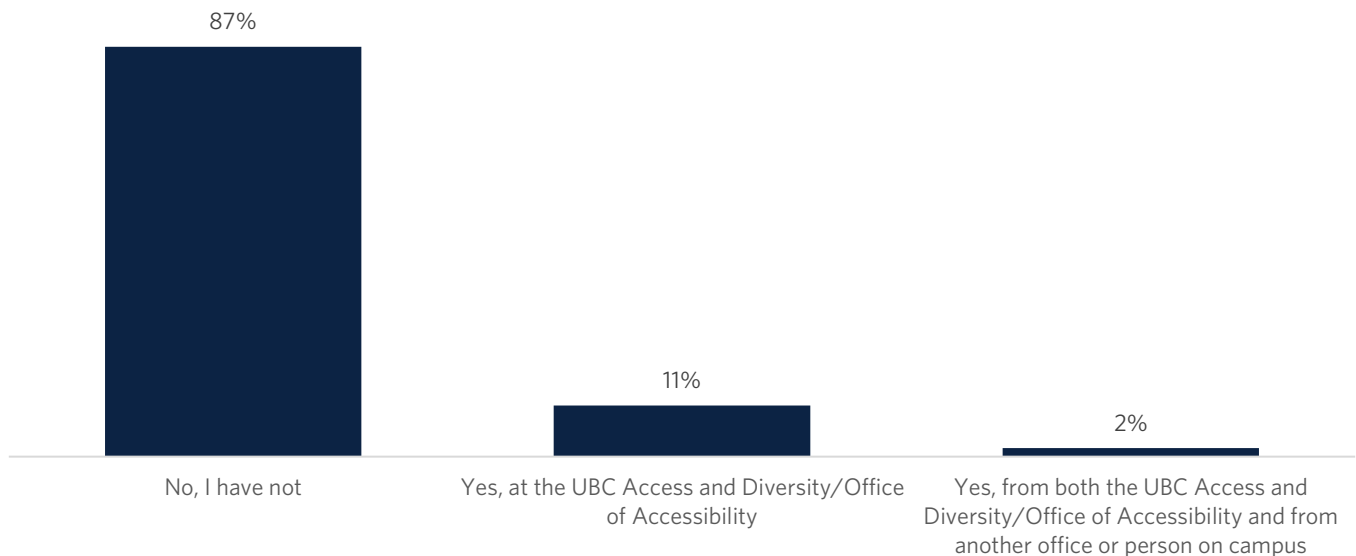
The majority of transfer respondents indicated that they do not have a disability or ongoing medical condition (68%, 139), but among those who do, “mental health condition” was reported most often (20%, 41) (n=203).

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 (87%, 48). For those who indicated having requested accommodations, "Yes, at the UBC Access and Diversity/Office of Accessibility" was the most frequently selected (11%, 6) (n=55).

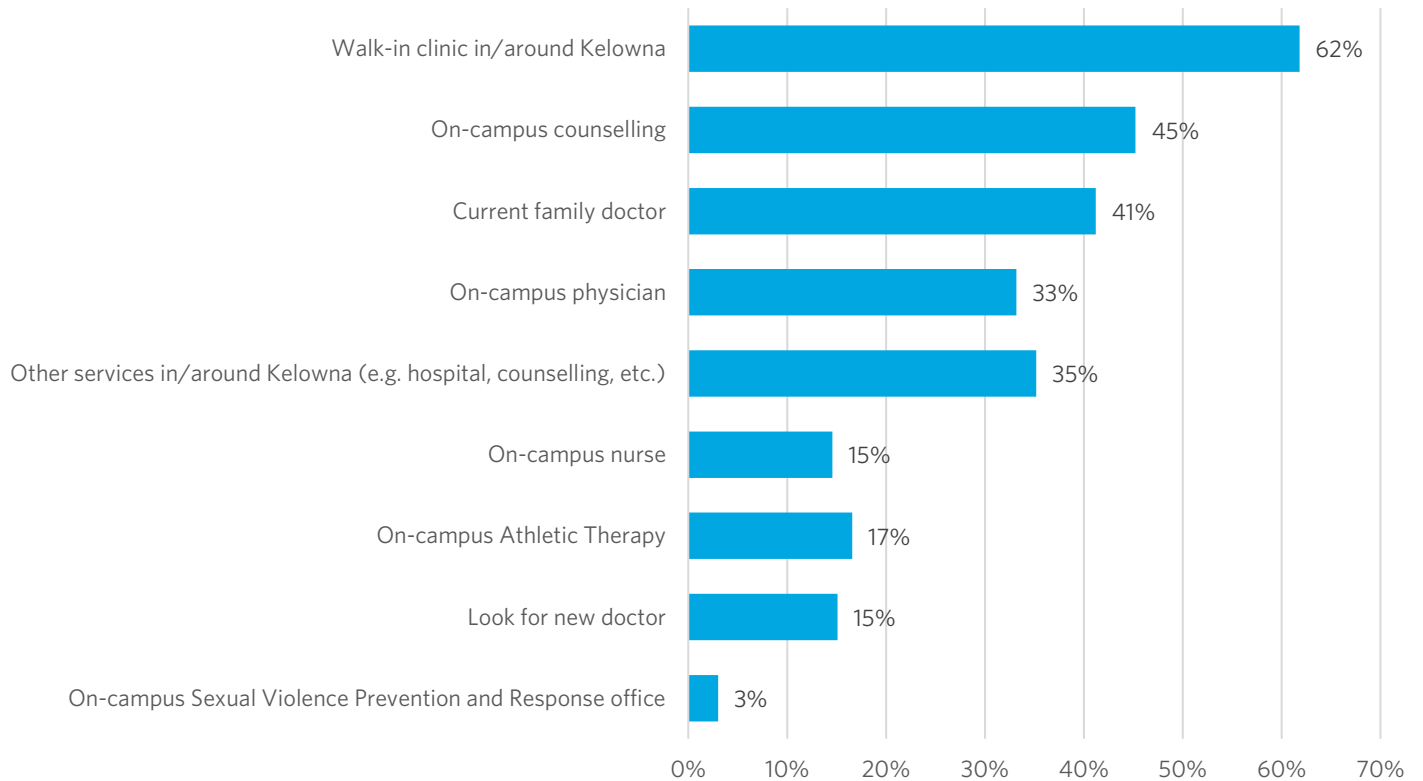
Figure 34: Requested accommodations from the UBC Disability Resource Centre



Health Care

The majority of transfer students planned to use walk-in clinics (62%, 123), on-campus counselling (45%, 90) and/or visit their current family doctor (41%, 82) (n=199).

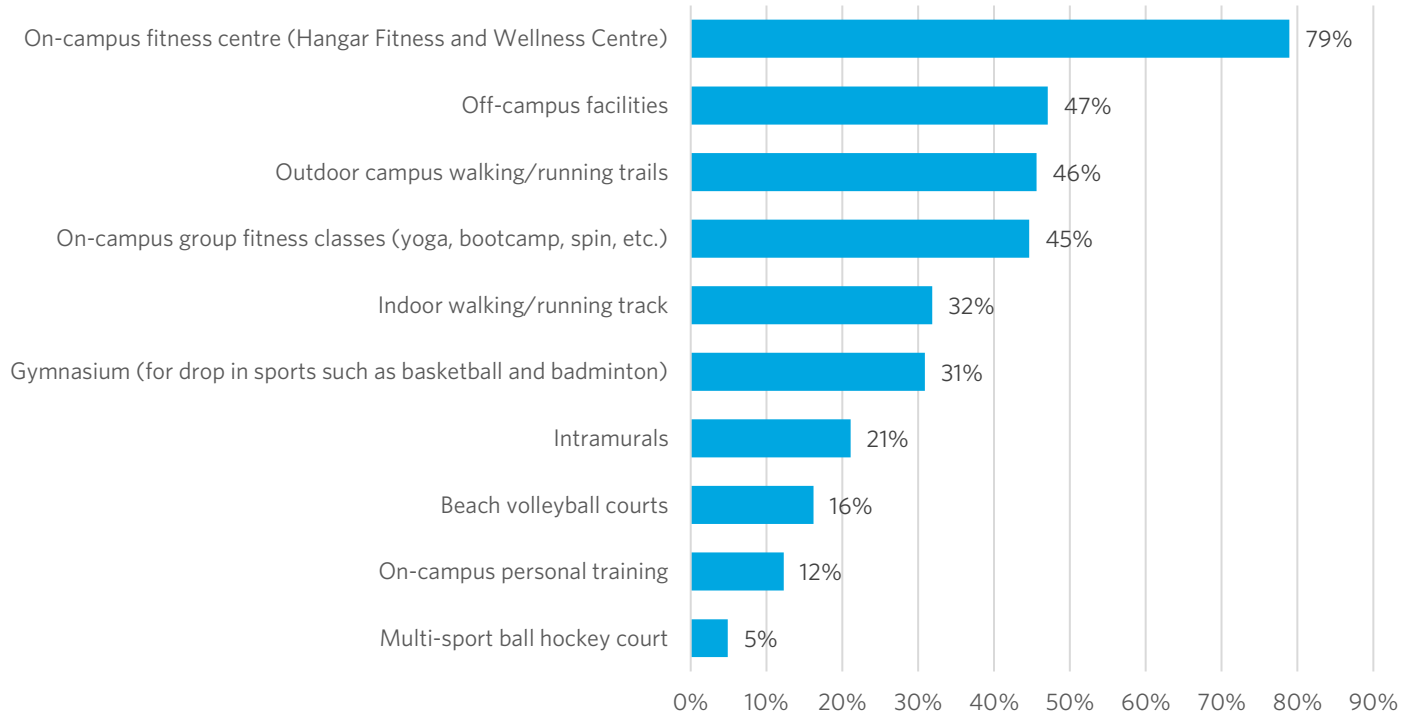
Figure 35: Expected access to health care services



Fitness and Exercise

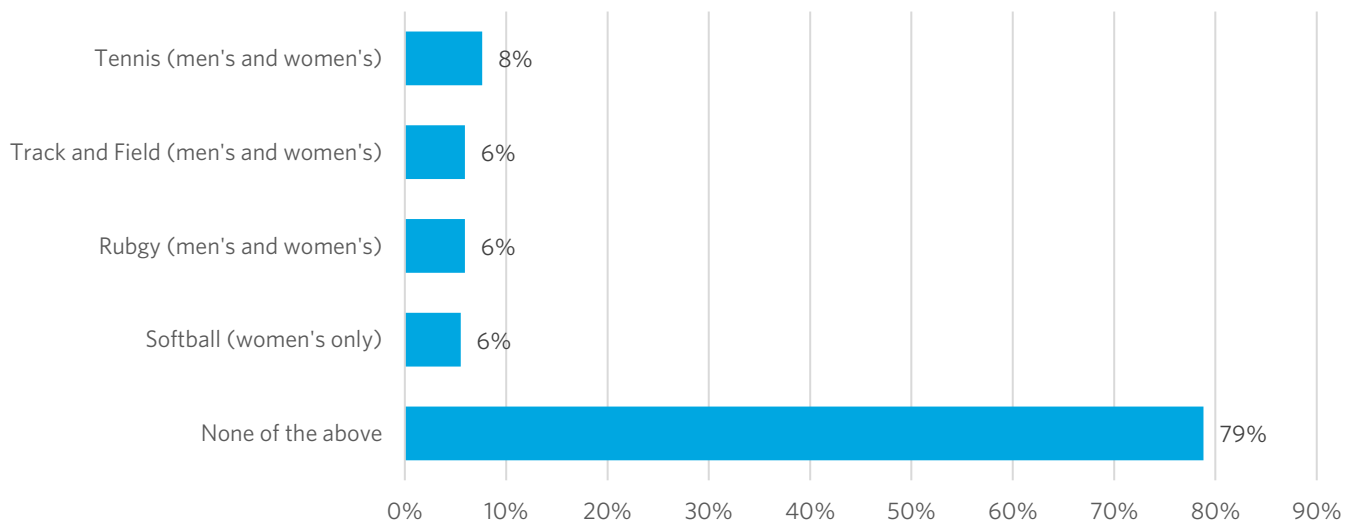
When asked which fitness facilities they plan to use while at UBC, transfer respondents most often reported planning to use the on-campus fitness centre (Hangar Fitness and Wellness Centre) (79%, 161), outdoor campus walking/running trails (46%, 93), on-campus group fitness classes (yoga, bootcamp, spin, etc.) (45%, 91), or off-campus facilities (47%, 96) (n=204).

Figure 36. Planned use of fitness facilities



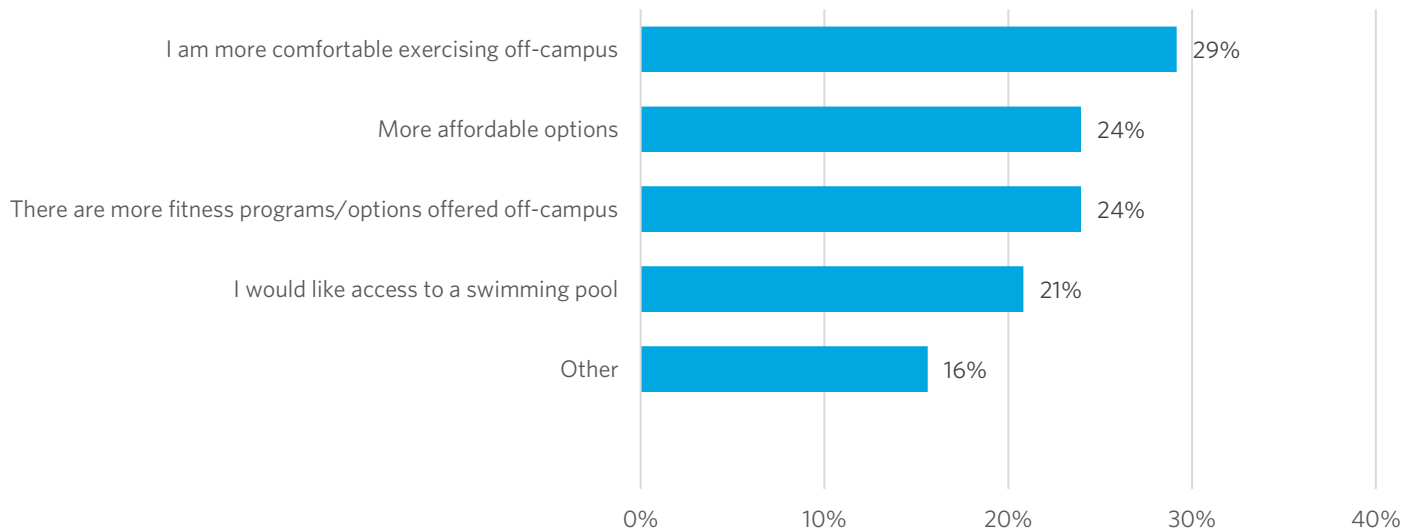
Respondents were asked about which of the following competitive sports clubs would interest them. The majority of transfer students (79%, 186) selected “None of the above”. Among those who did indicate interest in trying out for a sports club, Tennis was selected most often (8%, 18), while Track and Field (6%, 14), Rugby (6%, 14), and Softball (6%, 13) were equally popular (n=236).

Figure 37: Competitive sports clubs



Among those who reported planning to use off-campus facilities, 47% (45) of transfer respondents indicated that it would be more convenient for them to exercise off-campus, 29% (28) reported being more comfortable exercising off-campus, and 24% (23) felt that off-campus facilities have more affordable options and/or more fitness programs/options offered (24%, 23) (n=96).

Figure 38. Reasons for exercising off-campus

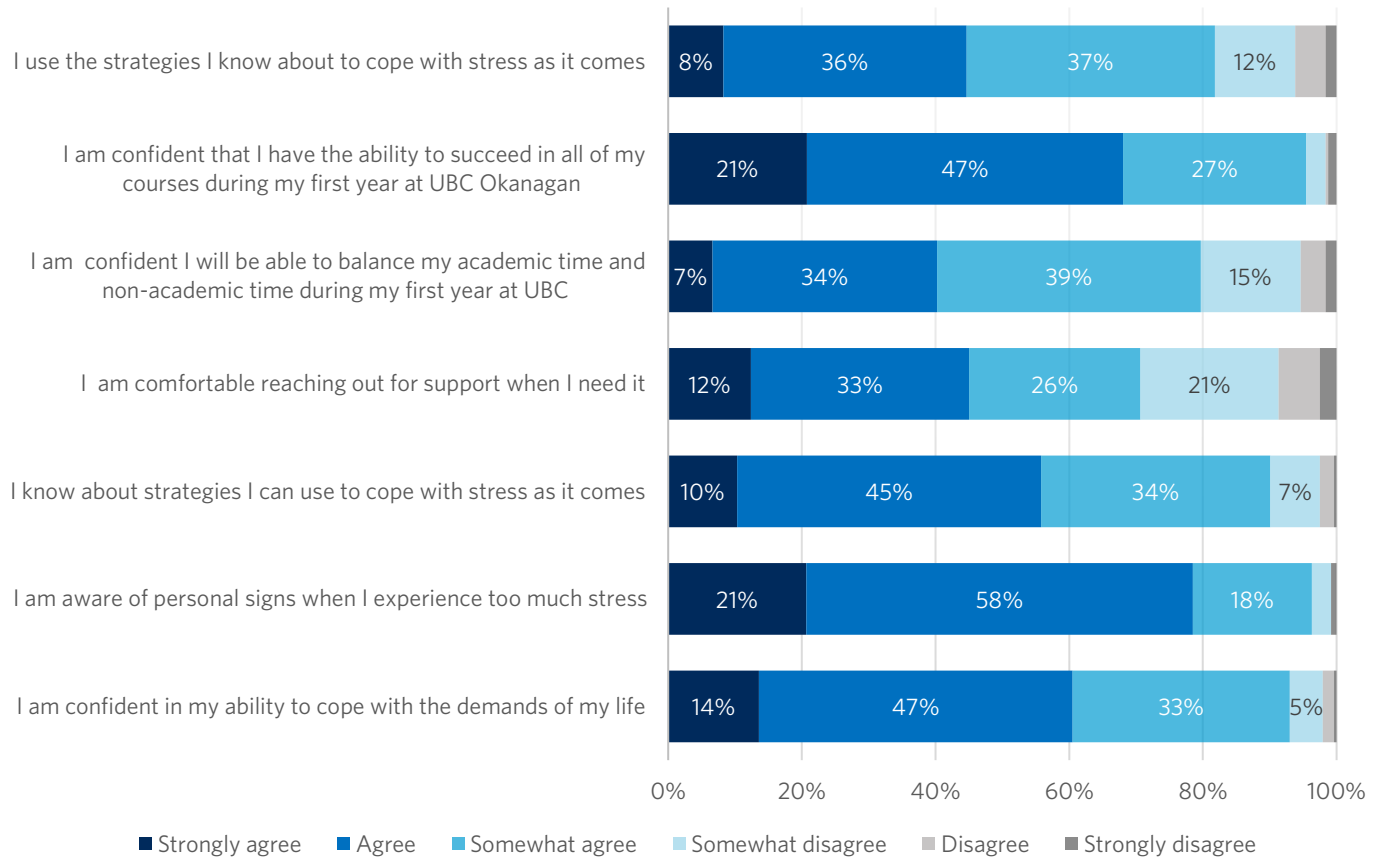


Stress Management, Resiliency and Academic Performance

Stress Management and Resiliency

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” (79%, 190, n=242). 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” (68%, 164, n=241).

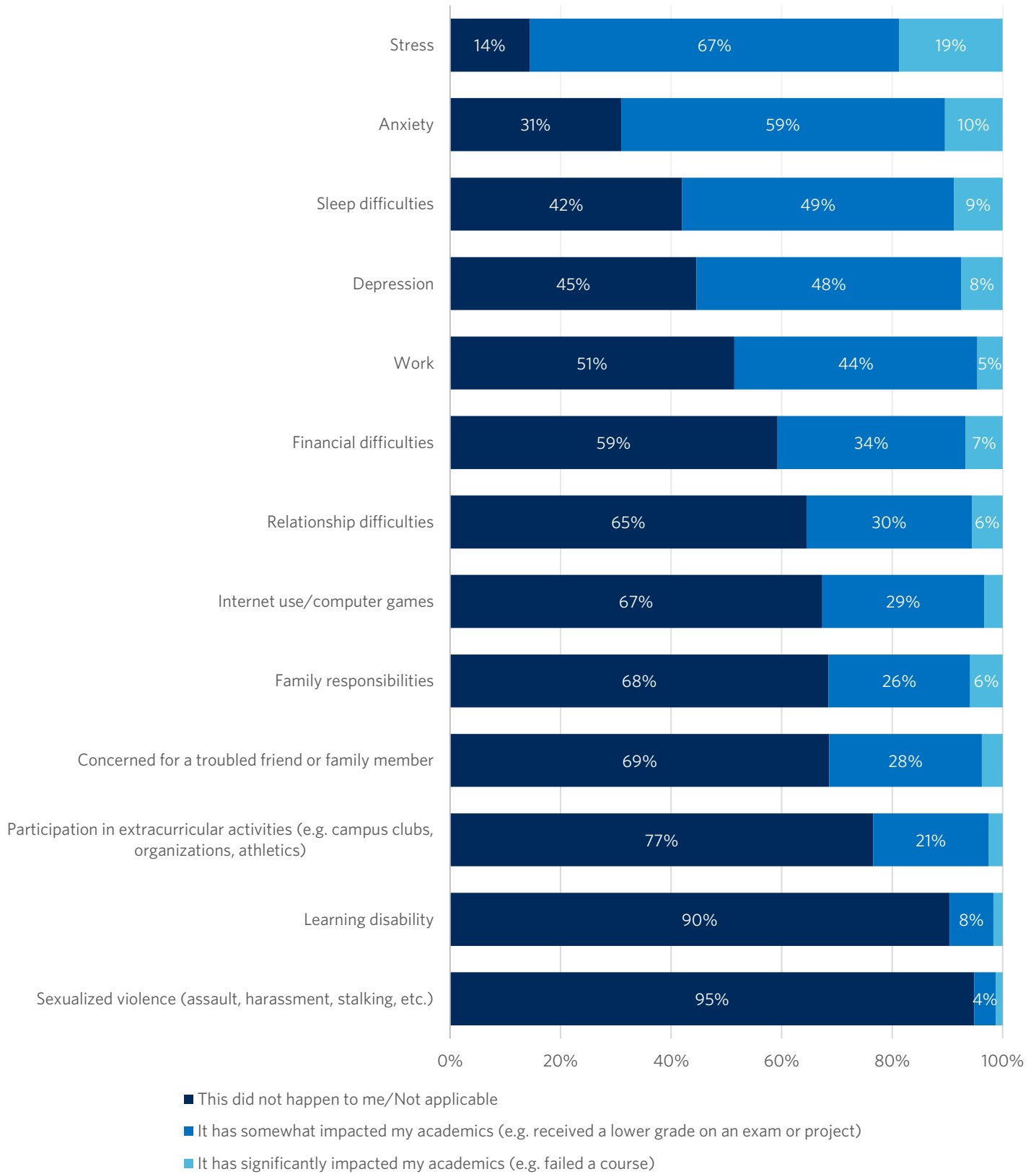
Figure 39: Ratings of mental health and resiliency statements



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 (86%, 201, n=235), anxiety (69%, 165, n=239) and sleep difficulties (58%, 138, n=238) were the most frequently identified issues that had negatively affected academic performance for transfer respondents.

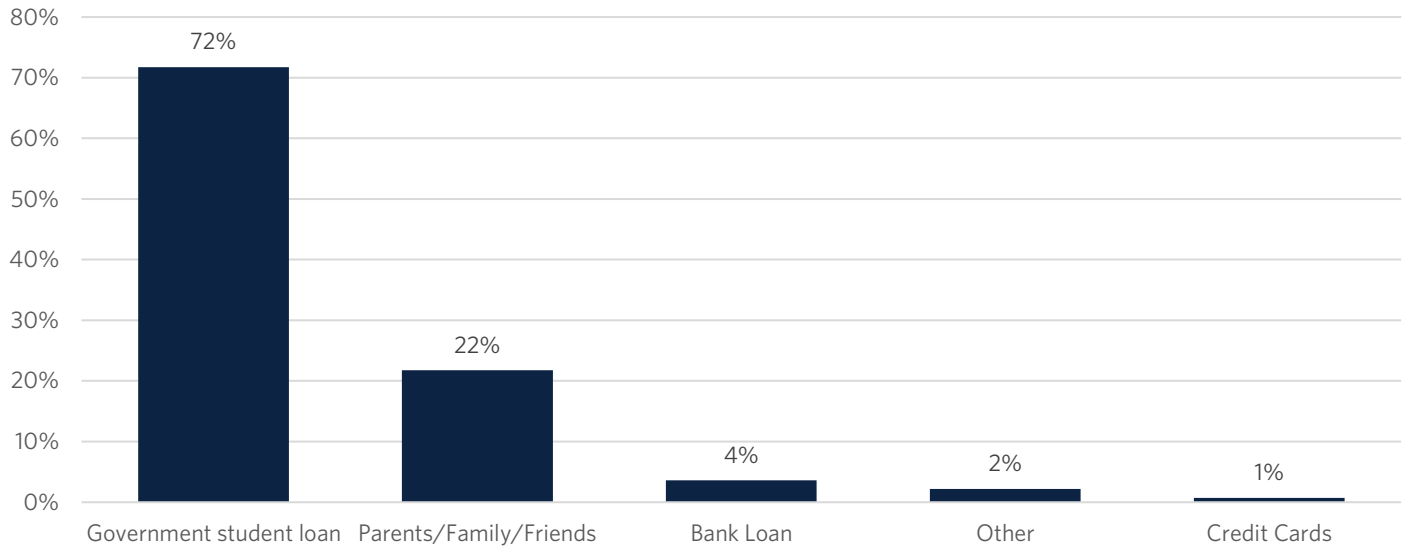
Figure 40: Impact of various issues on academic performance



Finances

Fifty-five percent (139, n=252) 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 (72%, 99), followed by borrowing from parents/family/friends (22%, 30) (n=138).

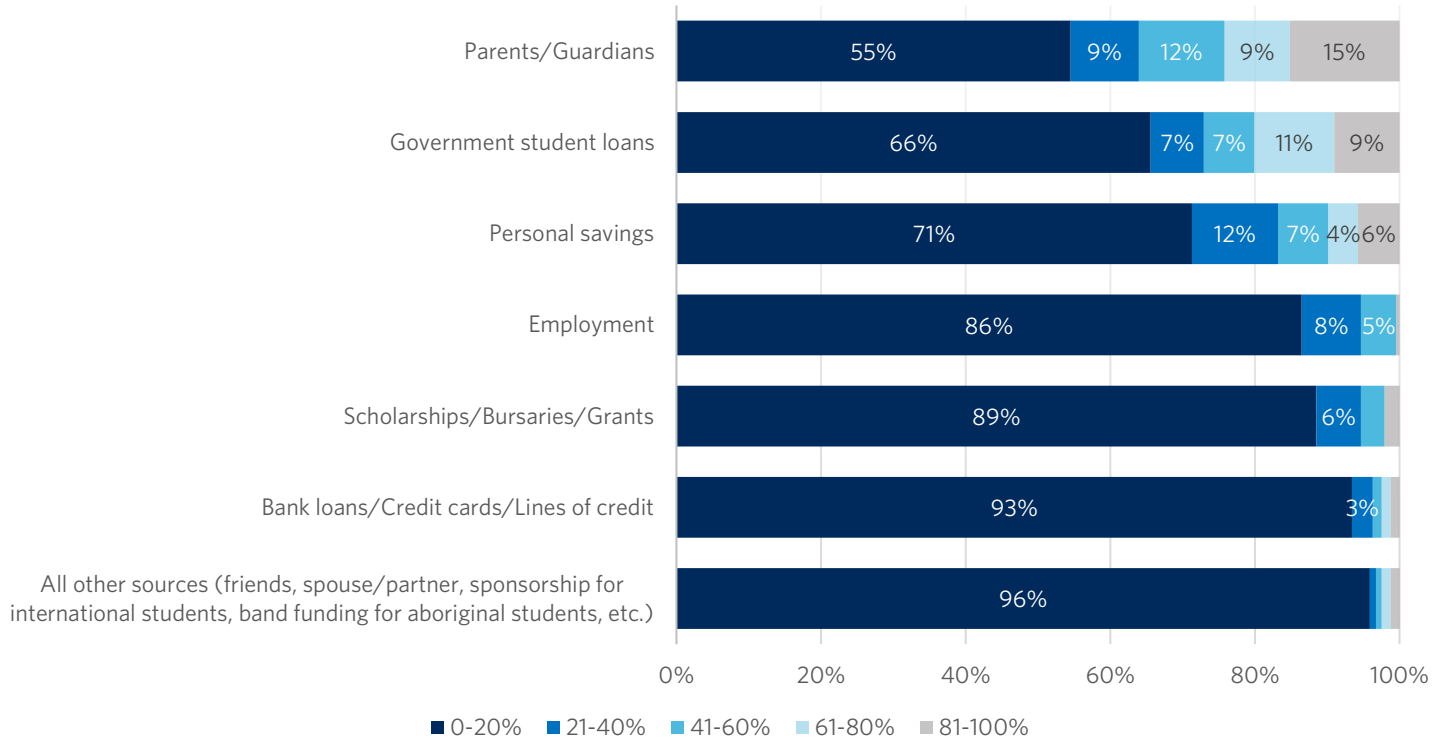
Figure 41: Major source of loan



Overall, the average loan amount that 121 transfer student respondents said they would need to finance their first year at UBC Okanagan was \$11,077.79. The range was \$1,000 to \$31,000, while the median was \$10,000 and mode was \$10,000.

When identifying the sources of their funding for tuition and other expenses, 27% (66) of 244 transfer student respondents indicated government students loans were paying for 41% or more of their costs, and 36% (88) 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 42: Respondents' sources of funding for tuition and other expenses



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

When asked to rate their level of concern for funding their initial year at UBC, 33% of transfer respondents (81, n=243) selected 4 or 5 on a scale of 1 to 5, where 5 represents "Very concerned" and 1 represents "Not at all concerned." Students expressed more concern for their ability to finance their entire university education, with 58% (141, n=242) of respondents selecting "5 - Very concerned" or "4."

Figure 43a: Level of concern for financing first year

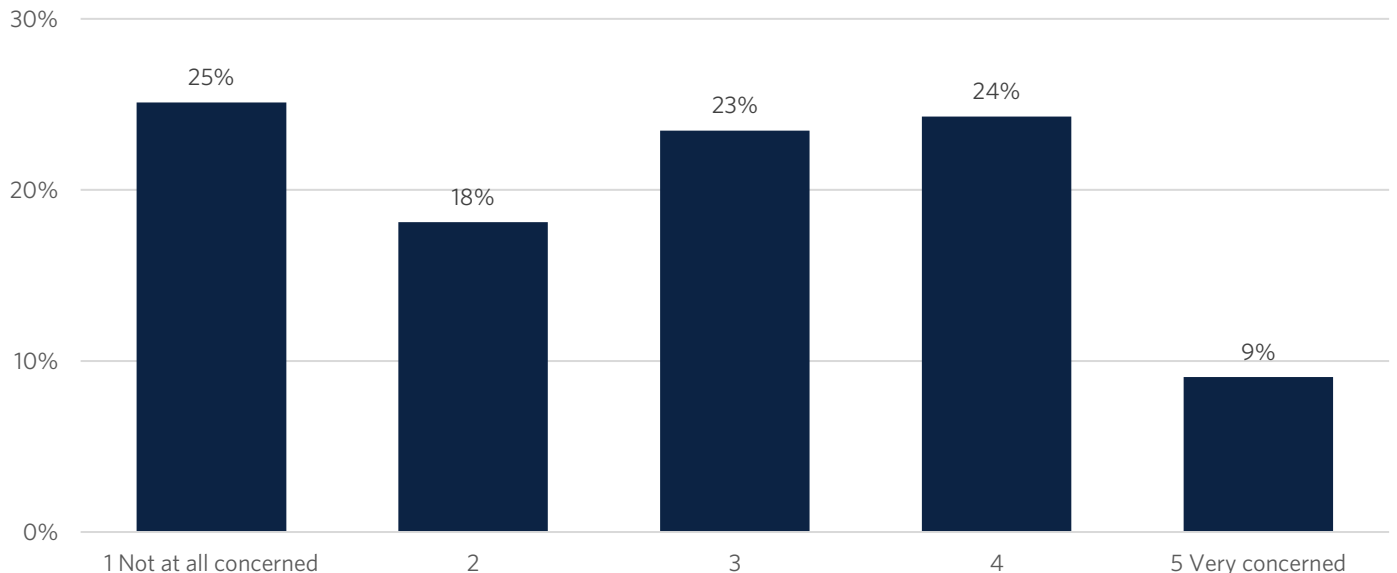
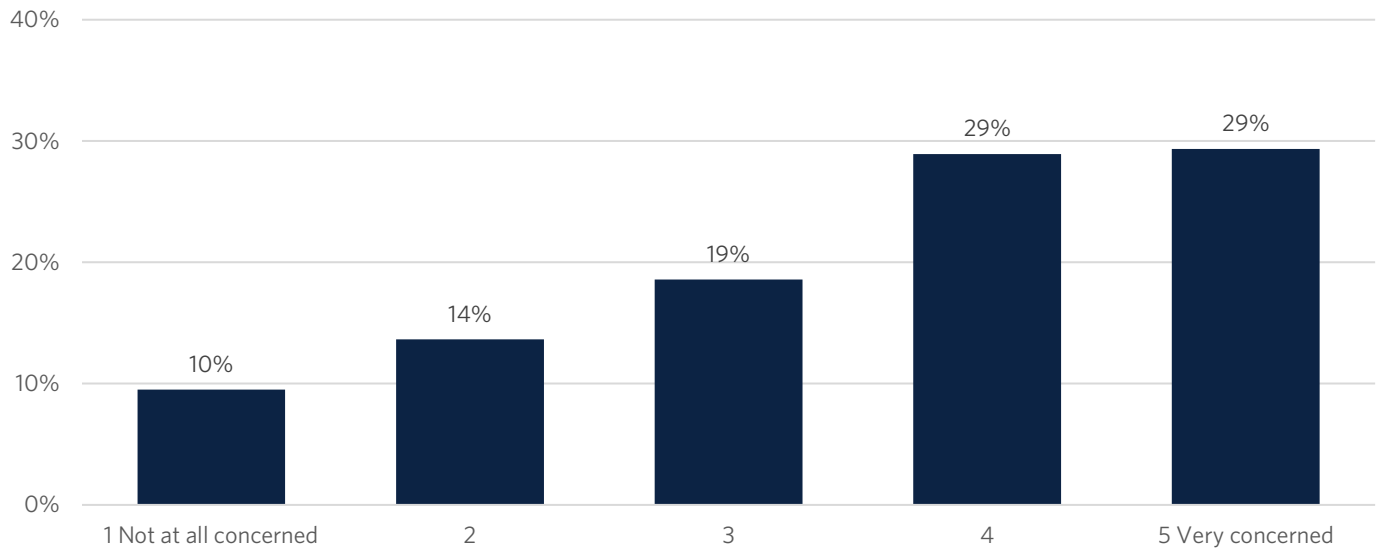


Figure 43b: Level of concern for financing entire university education



Nine percent (21, n=244) of transfer student respondents stated that they received an offer of scholarship or financial support from UBC Okanagan.

Academic Plans and Intentions

Desired Outcomes

Respondents were asked what they hope to get from their UBC education. From a list of possible gains, 64% (142) of transfer respondents selected “meaningful employment” as the most important item (ranked as first or second choice most often), followed by “personal growth and development”, which was selected by 61% (135) of transfer respondents (n=223).

Figure 44: Desired outcomes from UBC education

