

New to UBC Okanagan Undergraduate Student Survey 2016: Transfer Students



a place of mind

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 2016 to all new incoming students, both direct entry and transfer, at UBC's Okanagan campus. In total, 1,527 students out of 2,395 responded to the survey – a response rate of 64%. The sample of respondents was generally a good representation of the 2016/17 new undergraduate student population at UBC's Okanagan campus, when considering domestic/international student status, year level, and program of study.

This report focuses on new transfer students. Of 534 transfer students invited to the survey, 305 responded – a response rate of 57%. When only looking at transfer students, the sample is well-representative of the cohort in terms of year level, Visa type, and domestic/international student status.

Background and Personal Characteristics

Eighty four percent (n = 195) of transfer respondents identified as Canadian. Four percent (n = 9) of respondents self-reported as Canadian Aboriginal, which is representative of the cohort of students where 5% were identified as Aboriginal. Only 14% (n = 33) of respondents said they were born outside of Canada. The vast majority of transfer students noted English was their native language.

In total, 57% (n = 133) of respondents identified as female on the survey. Females were overrepresented in the sample, while males were underrepresented.

The educational attainment levels of transfer respondents' parents/guardians were mixed, ranging from high school or less to a graduate or professional degree. Overall, 28% (n = 58) of respondents were first generation university students.

Most respondents indicated that they would not be living on residence for their first year at UBC Okanagan. Instead, transfer respondents most frequently said they would be living with parents (21%, n = 49), living with people they didn't know before coming to UBC or still haven't met (18%, n = 42), living with their partner (15%, n = 34), living with friends (13%, n = 29), and living alone (12%, n = 27). 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 very important or important in choosing where to study were: to get a better job/prepare for a specific career, graduate or professional school (96%, n = 293); to learn more about things that interest them/be more knowledgeable (94%, n = 286); transfer credit received (91%, n = 266); quality of faculty (91%, n = 263); to be successful in a diverse world (89%; n = 271); to make a positive difference in the world/their community (89%, n = 271); and to contribute to a civil and sustainable society (85%, n = 258).

Just under one quarter of transfer respondents participated in a UBC campus tour and a UBC presentation. UBC campus tours and summer events on the UBC campus were most influential among respondents in making the decision to attend UBC. Published rankings and parents/other family members were significant other factors among students in deciding where to study.

Experience with UBC: Applying, Admissions, and Overall

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 (55%, n = 69). The largest proportion of respondents received UBC Okanagan's offer of admission first.



In terms of the applications and admissions process, high levels of satisfaction (proportions selecting very satisfied or satisfied) were seen among respondents for completing and submitting the application (83%, n = 216), finding information on how to apply (72%, n = 187), and the overall application and admissions process (67%, n = 175). For communications, transfer respondents were most satisfied (very satisfied or satisfied) with: overall communications (71%, n = 183), email communication with UBC (69%, n = 179), and the websites for prospective students (63%, n = 163).

The majority of respondents indicated high levels of satisfaction with their overall experience with UBC to date.

UBC versus Competitor Institutions

Just over half of transfer student respondents applied to only UBC Okanagan (55%, n = 152). Overall, most respondents were applying to other institutions within British Columbia (BC) and elsewhere in Canada. The top competitor institutions within BC were as follows: the University of British Columbia Vancouver (43%, n = 35), the University of Victoria (32%, n = 26), and Okanagan College (23%, n = 19). Transfer respondents applying to other institutions in Canada most commonly selected: the University of Calgary (27%, n = 15), the University of Alberta (25%, n = 14), and the University of Toronto (16%, n = 9).

Respondents noted that they applied to United States (US) institutions and international institutions very 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 Okanagan College (15%, n = 42), "I would not have attended any post-secondary institution this fall" (14%, n = 40), University of Victoria (13%, n = 36), and University of British Columbia Vancouver (10%, n = 27).

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: residence (68%, n = 95), the university/college's overall ranking (67%, n = 137), the university/college's campus size (63%, n = 126), and their degree program's reputation (62%, n = 123).

First Year Concerns, Support, and Perceptions

Respondents most often anticipated that they may require extra support with mathematics (33%, n = 80) and academic writing (31%, n = 74).

Seventeen percent (n = 42) of respondents recalled receiving an email from their Peer Advisor, and 74% (n = 181) did so for their Peer Mentor. Most that received an email had already replied or planned to reply. Overall, fairly high levels of agreement were seen for statements related to the impact of both the First-Year Peer Advisor Program and the Peer Mentor Program.

Respondents expressed the highest levels of concern (selected "very concerned" or "concerned") for "being able to maintain a high enough Grade Point Average (GPA)" (47%, n = 113). Respondents were also significantly concerned with being overwhelmed with all the things they are expected to do in their first semester and finding affordable housing.

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," and "I feel that UBC's Okanagan campus will be the right university for me."



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 (55%, n = 132), visit their current family doctor (42%, n = 102), and/or access on-campus services (38%, n = 92).

Respondents reported various levels of vigorous and moderate physical activity, with a fairly even spread of responses over 0 to 3 days per week for vigorous physical activity, and 0 days per week and 2 to 5 days per week for moderate physical activity. Further, over half of student respondents stated that they walked each day over the last week, for at least 10 minutes at a time. In terms of sedentary behaviour, most respondents indicated they spent 4 to 8 hours sitting each day.

The vast majority of respondents were non-smokers.

When asked about daily fruit and vegetable consumption, most said they consume only 1 to 6 servings daily (82%, n = 177). Sugar-sweetened beverages were infrequently consumed, with 64% (n = 137) of respondents citing they drink 0 to 2 per week. Responses varied for the number of homemade meals per week.

The majority of transfer (71%, n = 173) respondents indicated that they do not have a disability or ongoing medical condition.

Anxiety and stress were the most frequently identified issues that had negatively affected academic performance for transfer student respondents.

Finances

Forty five percent (n = 115) 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 parents/family/friends, government student loans, and personal savings.

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 4% of transfer (n = 11) respondents stated that they received an offer of scholarship or financial support from UBC.

Plans, Intentions, and Expectations

Over three-quarters of survey respondents indicated that they knew what their program specialization/major would be. Seventy eight percent of transfer (n = 181) respondents intended to graduate from UBC’s Okanagan campus. During their initial year at UBC Okanagan, the majority of respondents anticipated that they would achieve an average grade range of B-/B/B+.



Introduction

This report presents the findings of the 2016 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 satisfaction with UBC communications and services 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 undergraduate students to UBC Okanagan were invited to participate in the New to UBC Undergraduate Student Survey. This includes degree-seeking (DEGR), unclassified (UNCO), and access studies (ACEO) students, as well as both transfer and direct entry students.

The NUBC Survey was deployed online via e-mail invitations. The survey was available to students from August 14th to September 12th, 2016. As an incentive for participating in the survey, students were entered into a draw for one of ten \$100 Visa gift cards, and could opt in to two modules where they could also win a \$100 or a \$250 Visa gift card.

Overall Sample

A total of 2,395 undergraduate students were invited to complete the survey, excluding email bounce backs. Of 2,395 invitees, there were 1,527 full or partial completes –an overall response rate of 64% (63% for domestic and 66% for international students). Of the 1,527 responses, 1,107 (72%) were complete, yielding a complete response rate of 46%.

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: 46%, sample: 42%) and females were overrepresented (cohort: 54%, sample: 58%). The sample of respondents reflects the composition of the cohort very well in terms of year level, Visa type, domestic/international student status, and program.

Table 1: Demographic breakdown of cohort and sample

	Cohort		Sample	
	Count (N)	%	Count (n)	%
Gender				
Male	1,103	46%	642	42%
Female	1,292	54%	885	58%
Year Level				
Year 1	1,994	83%	1,298	85%



Year 2	178	7%	104	7%
Year 3	179	7%	104	7%
Year 4	3	0%	1	0%
Year 5	8	0%	3	0%
Visa Type				
Canadian	1,943	81%	1,236	81%
Permanent Resident	74	3%	41	3%
Student Visa	378	16%	250	16%
Domestic/International				
Domestic	2,017	84%	1,277	84%
International	378	16%	250	16%
Program				
BA-O	647	27%	412	27%
BASC-O	326	14%	229	15%
BEDE-O	3	0%	1	0%
BFA-O	29	1%	20	1%
BHK-O	200	8%	126	8%
BMGT-O	275	11%	150	10%
BSC-O	748	31%	488	32%
BSN-O	128	5%	81	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 both domestic and international respondents, females were overrepresented (domestic: cohort: 56%, sample: 60%; international: cohort: 43%, sample: 46%) and males were underrepresented (domestic: cohort: 44%, sample: 40%; international: cohort: 57%, sample: 54%). The year levels and Visa types of the sample of domestic and international respondents were representative of the cohorts. The program choice of domestic respondents was representative of the cohort of new domestic students. While the sample of international respondents' programs were generally representative of the cohort, BASC-O students were overrepresented (cohort: 13%, sample: 17%) and BMGT-O students were underrepresented (cohort: 25%, sample: 22%) 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)	%
Gender								
Male	889	44%	507	40%	214	57%	135	54%
Female	1,128	56%	770	60%	164	43%	115	46%
Year Level								
Year 1	1,640	81%	1,063	83%	354	94%	235	94%
Year 2	161	8%	94	7%	17	4%	10	4%
Year 3	174	9%	100	8%	5	1%	4	2%



Year 4	3	0%	1	0%	0	0%	0	0%
Year 5	7	0%	2	0%	1	0%	1	0%
Visa Type								
Canadian	1,943	96%	1236	97%	n/a	n/a	n/a	n/a
Permanent Resident	74	4%	41	3%	n/a	n/a	n/a	n/a
Student Visa	n/a	n/a	n/a	n/a	378	100%	250	100%
Program								
BA-O	546	27%	347	27%	101	27%	65	26%
BASC-O	275	14%	186	15%	51	13%	43	17%
BEDE-O	3	0%	1	0%	0	0%	0	0%
BFA-O	26	1%	18	1%	3	1%	2	1%
BHK-O	196	10%	123	10%	4	1%	3	1%
BMGT-O	182	9%	96	8%	93	25%	54	22%
BSC-O	623	31%	406	32%	125	33%	82	33%
BSN-O	128	6%	81	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. For the purposes of this report, students were classified as direct entry or transfer based on the SISC variable Evaluation District (Eval. Dist.). Students in the following categories were classified as direct entry:

- ABCA - Alberta high school student - currently attending
- BCCA – British Columbia high school applicant - currently attending
- BCGR - British Columbia high school graduate - not currently attending
- BCUG - British Columbia high school graduate - upgrading
- CASS - Canadian high school applicant - currently attending
- CSSG - Canadian high school graduate (including Ontario and excluding British Columbia)
- CSUG - Canadian high school applicant - upgrading
- OCSS - Out-of-country high school applicant
- ONCA - Ontario high school applicant - currently attending
- USSS – United States high school applicant

Students in the categories below were classified as transfer students:

- BCCU - British Columbia college/university applicant - currently attending
- BCNA - British Columbia college/university applicant - not currently attending
- USPS – United States post-secondary applicant
- OCPS - Out-of-country post-secondary applicant
- CAPS - Out-of-province post-secondary applicant
- REGU - Readmission or mature

All students in Access Studies (ACEO) were classified as direct entry.

Of 534 transfer students invited to the survey, 305 responded – a response rate of 57%.



When only looking at transfer students, the sample is well-representative of the cohort in terms of year level, Visa type, and domestic/international student status. However, males were underrepresented (cohort: 44%, sample: 41%) and females were overrepresented (cohort: 56%, sample: 59%) in the sample. In terms of program, BA-O students were overrepresented (cohort: 32%, sample: 35%), and BHK-O students were underrepresented (cohort: 13%, sample: 10%). 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	233	44%	125	41%
Female	301	56%	180	59%
Year Level				
Year 1	163	31%	93	30%
Year 2	178	33%	104	34%
Year 3	179	34%	104	34%
Year 4	3	1%	1	0%
Year 5	8	1%	3	1%
Visa Type				
Canadian	483	91%	277	91%
Permanent Resident	13	2%	6	2%
Student Visa	38	7%	22	7%
Domestic/International				
Domestic	496	93%	283	93%
International	38	7%	22	7%
Program				
BA-O	171	32%	108	35%
BASC-O	53	10%	35	11%
BEDE-O	3	1%	1	0%
BFA-O	7	1%	5	2%
BHK-O	68	13%	31	10%
BMGT-O	39	7%	17	6%
BSC-O	115	22%	67	22%
BSN-O	67	13%	38	12%

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.

Due to the small number of international transfer student respondents (n = 22), this report refers to transfer students as a whole (not separated by domestic versus international).



Background and Personal Characteristics

Residence

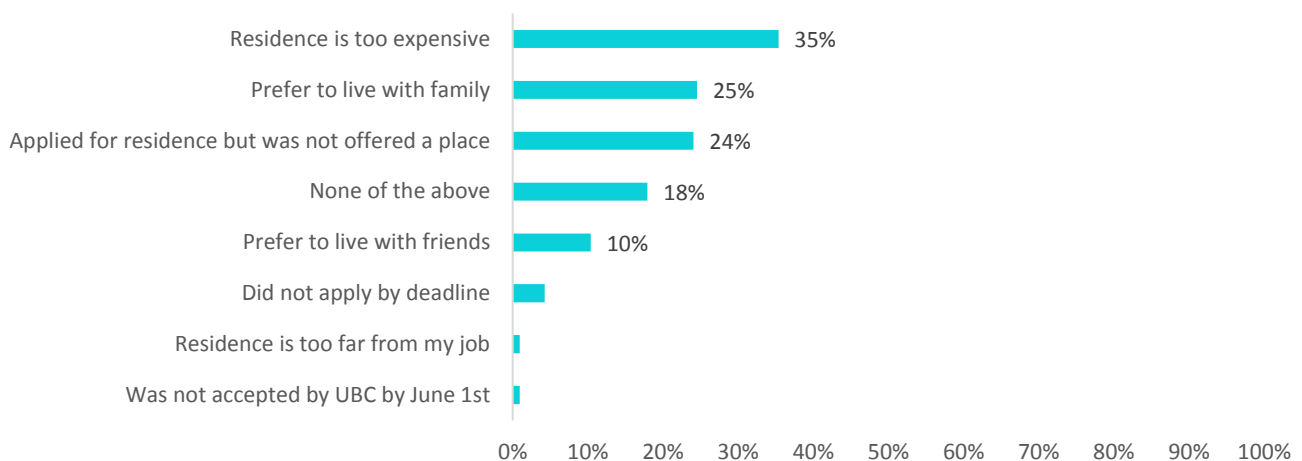
Eighty four percent (n = 194) of transfer student respondents were born in Canada. Most respondents who were not born in Canada moved to Canada between the years 2013 to 2016 (49%, n = 16), or in 2002 or earlier (21%, n = 7). It should be noted that only n = 33 respondents indicated which year they moved to Canada.

Forty nine percent (n = 150) of transfer student respondents have lived in the Okanagan region for at least one year, 39% (n = 119) have lived elsewhere in BC for at least one year, 30% (n = 88) have lived in another province/territory in Canada for at least one year, and 13% (n = 39) have lived in another country besides Canada for at least one year.

Respondents were asked to specify their living situation for this academic year. Twenty one percent (n = 49) said they would be living with parents, 18% (n = 42) noted they would be living with people they didn't know before coming to UBC or still haven't met, 15% (n = 34) cited they would be living with their partner, 13% (n = 29) stated they would be living with friends, and 12% (n = 27) selected they would be living alone.

Those not living in residence were prompted to indicate why. Thirty five percent (n = 75) of respondents said residence is too expensive, 25% (n = 52) selected that they prefer to live with family, and 24% (n = 51) applied for residence but were not offered a place.

Figure 1: Why respondents will not be living in residence

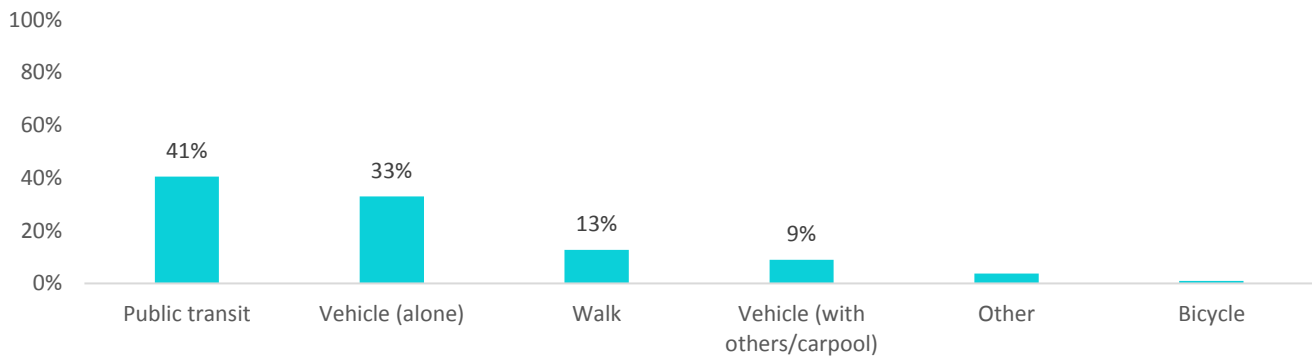


Commuting

Respondents indicating they would not be living in residence were asked to specify how they planned to commute to campus. Most respondents cited they would use public transit (41%, n = 86). An additional 33% (n = 70) of transfer respondents selected they would drive alone.



Figure 2: Commute method



Languages

Respondents were asked which language they first learned in childhood and still understood. The majority (86%, $n = 200$) of respondents selected English. Those who did not choose English as their native language were asked when they learned English. Responses were varied among transfer respondents, with 31% ($n = 10$) selecting before they were 6 years old, 13% ($n = 4$) 6 to 10 years old, 28% ($n = 9$) 11 to 15 years old, and 25% ($n = 8$) after turning 16 years old. However, only $n = 32$ respondents answered this question.

Gender

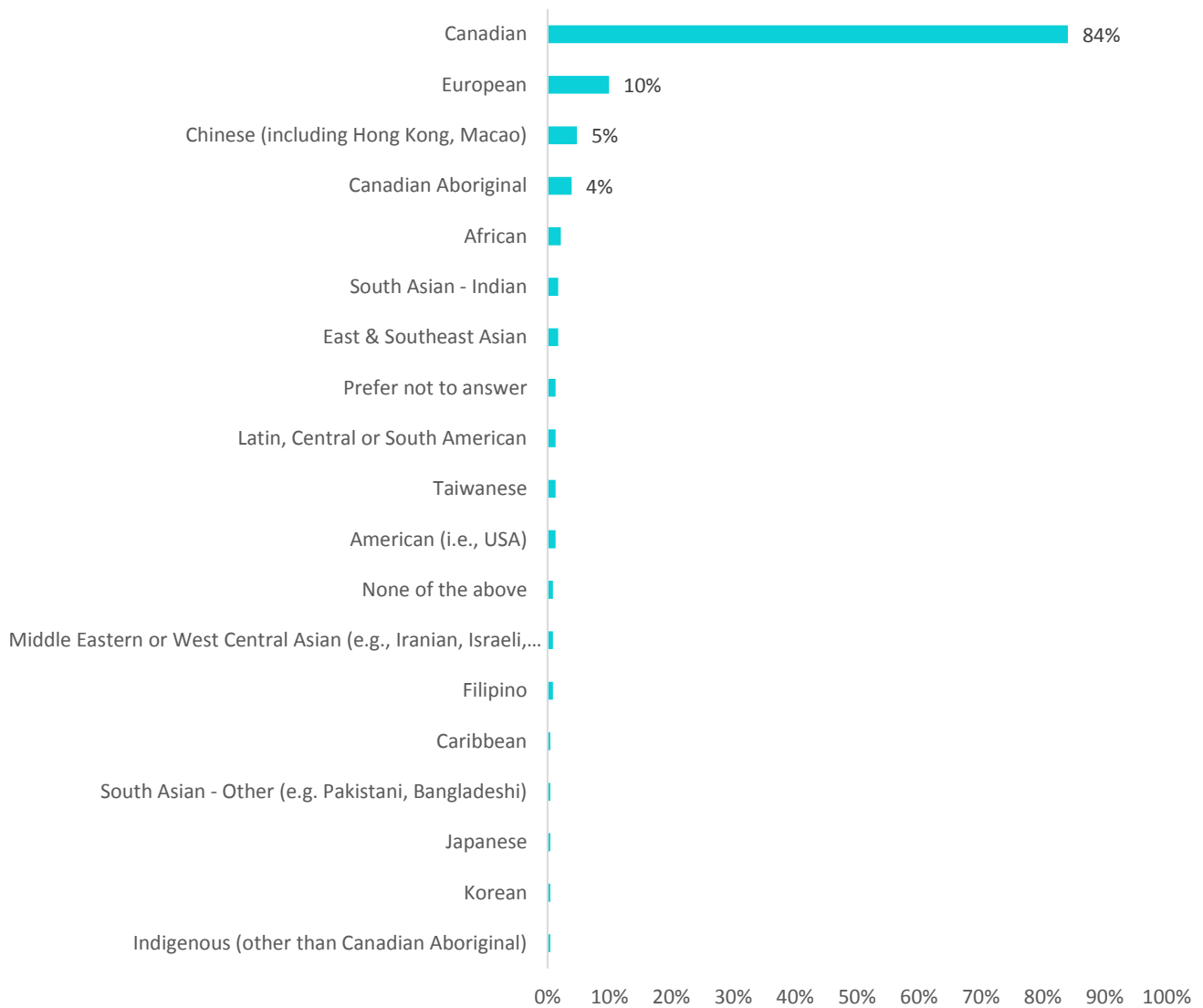
Just under six in ten transfer student respondents (57%, $n = 133$) identified as female on the survey, and 41% ($n = 95$) identified as male. A handful of respondents selected “prefer not to answer.”

Ethno-Racial Distribution and Citizenship

Nearly all respondents (84%, $n = 195$) selected that they identify their ethnicity as Canadian, while 4% ($n = 9$) selected Canadian Aboriginal, 10% ($n = 23$) chose European, and 5% ($n = 11$) picked Chinese. The proportion of students identifying as Aboriginal was representative of the cohort (cohort: 5%, sample: 4%). Among respondents selecting Canadian Aboriginal, First Nations (50%, $n = 5$) and Métis (40%, $n = 4$) 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 = 277). The most common countries of citizenship for international respondents were China (n = 4) and Nigeria (n = 3). Overall, students represented a total of 22 countries.



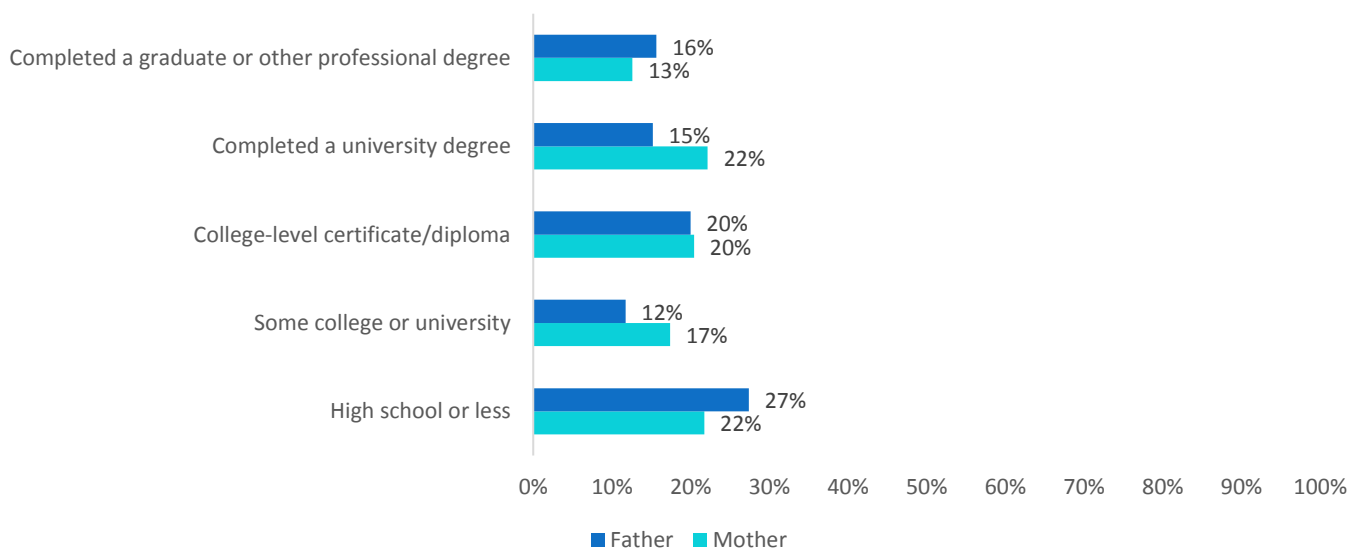
Figure 3b: Citizenship



Education and Employment of Parents/Guardians

Among transfer respondents, the highest level of formal education obtained by parents/guardians was mixed. For fathers of respondents, 27% (n = 63) had a high school education or less, and 20% (n = 46) had received a college-level certificate/diploma. The most common levels of education obtained by the mothers/guardians of respondents were a university degree (22%, n = 51) and high school or less (22%, n = 50).

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

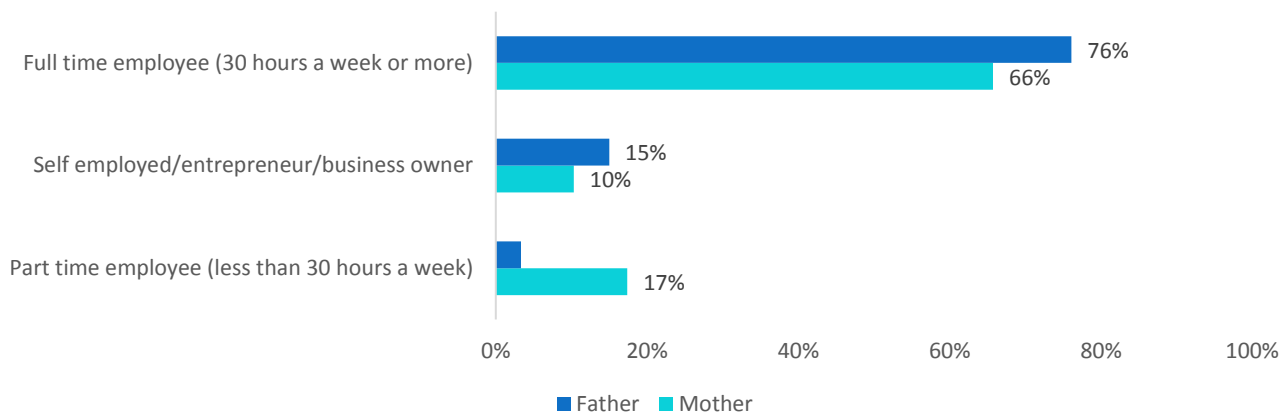


Overall, 28% (n = 58) of transfer respondents were first generation university students, meaning that neither their mother/guardian nor father/guardian had taken any post-secondary classes. Respondents selecting “don’t know,” “prefer not to answer,” and “not applicable” were excluded in these calculations.

The majority of respondents reported that their father/guardian (91%, n = 178) and mother/guardian (85%, n = 182) presently had paid employment or were self-employed. Respondents selecting “don’t know,” “prefer not to answer,” and “not applicable” were excluded in these calculations.

Of those who indicated their parent/guardian currently had paid employment or was self-employed, 76% (n = 137) of respondents cited that their father was a full-time employee working 30 hours or more per week, while 66% (n = 121) of respondents did so for their mother/guardian.

Figure 5a: Employment status of respondents’ fathers/guardians and mothers/guardians

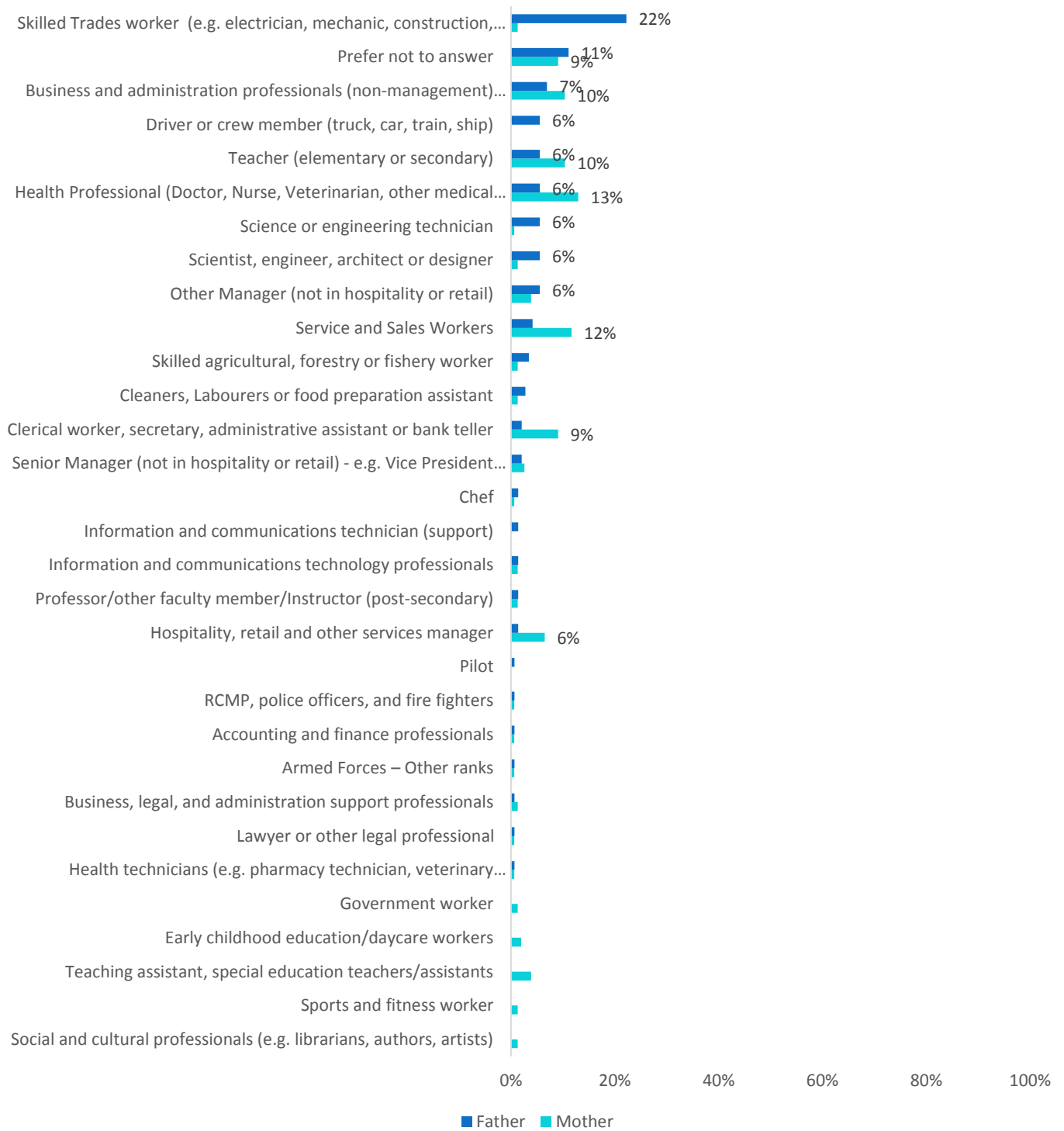


Among respondents who indicated that their father/guardian currently had no paid employment, most respondents indicated that they were retired/pensioned (65%, n = 11). Only 17 respondents selected that their father/guardian currently had no paid employment. Of those citing their mother/guardian presently had no paid employment, most (65%, n = 20) students said that their mother was a stay-at-home parent/guardian not otherwise employed. Note that only 31 respondents said that their mother/guardian had no paid employment at the present time.

The jobs of respondents’ fathers/guardians and mothers/guardians were wide-ranging. Skilled trades workers (22%, n = 32) was the most frequently selected category by transfer respondents to reflect their father/guardian’s job. Health professional (doctor, nurse, veterinarian, other medical professionals) (13%, n = 20) was the most common choice for mother/guardian’s job.



Figure 5b: Job of father/guardian and mother/guardian

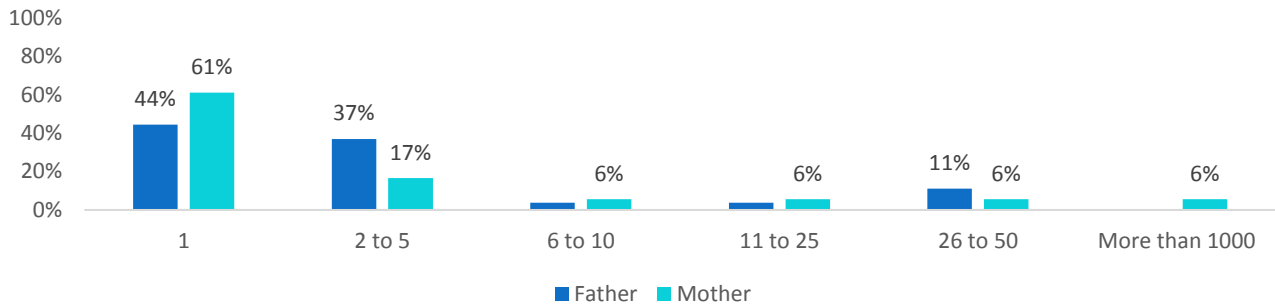


Note: Categories which 0% of respondents selected were excluded. These are as follows: armed forces – commissioned officer, armed forces -non-commissioned officer; chief executive, senior official or legislator; driver or crew member (truck, car, train, ship); faith worker; factory worker; realtor; diplomat; and principal.



Respondents indicating that their parent/guardian was self-employed were asked to specify how many employees their parent/guardian’s company had. The bulk of respondents noted that their parent/guardians’ company employed 25 or fewer employees.

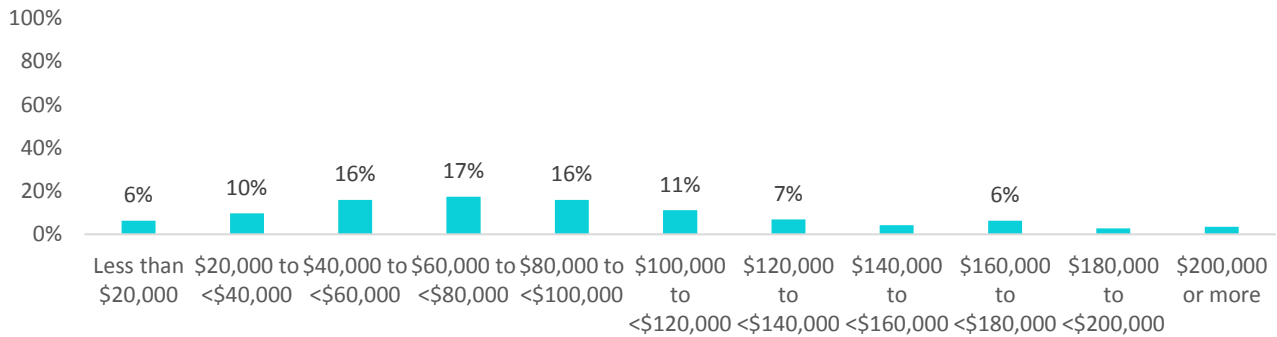
Figure 6: Number of employees of self-employed fathers/guardians and mothers/guardians



Note: Only n = 27 (father/guardian) and n = 18 (mother/guardian) respondents are represented in this figure. No respondents selected the categories of 51 to 100 or 501 to 1000.

Of transfer respondents, annual household incomes were varied. The annual household incomes of respondents were most often \$20,000 to <\$120,000 (70%, n = 101). However, it should be noted that large proportions of students selected “don’t know” or “prefer not to answer” for this survey item, which were excluded in the calculations.

Figure 7: Annual household income of parent(s)/guardian(s) in Canadian dollars



Choosing Where to Study

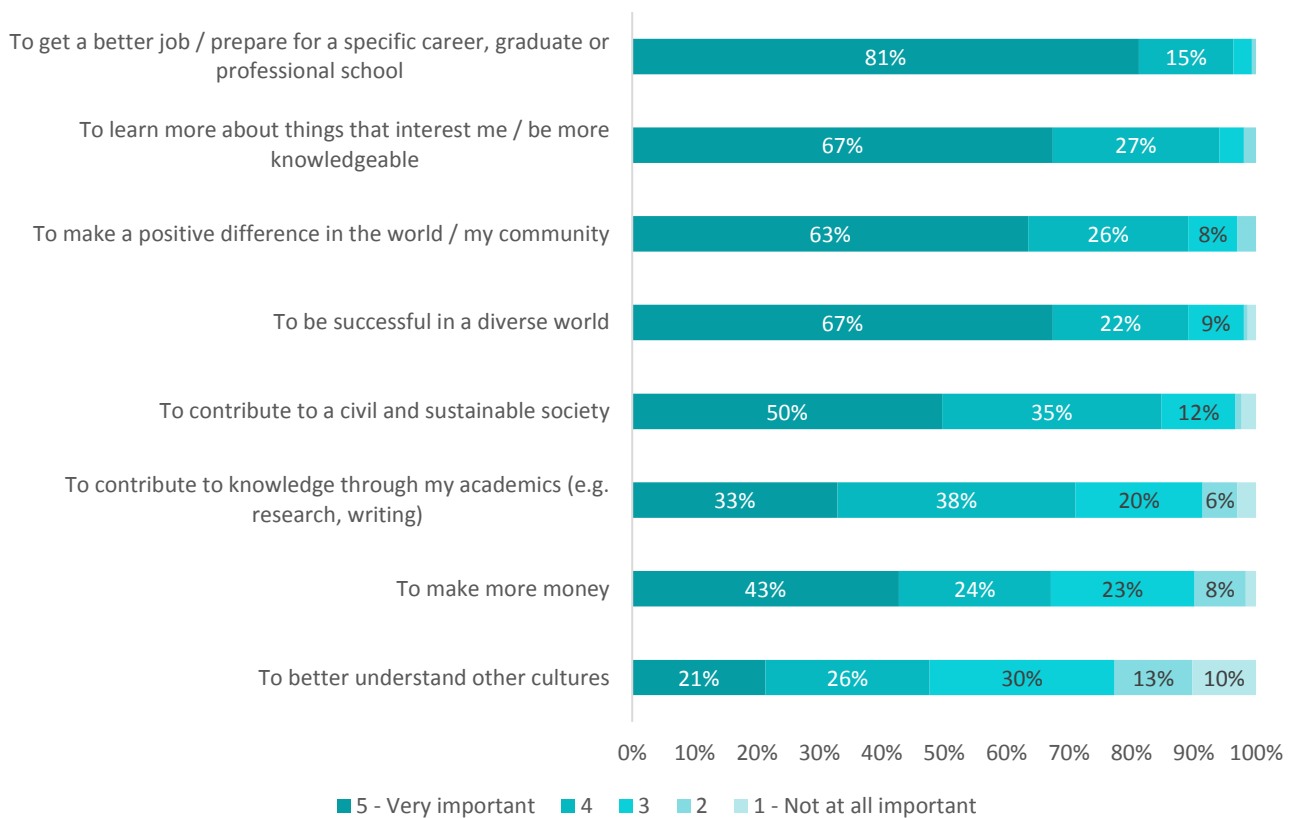
Importance of Factors in Deciding Where to Study

The sections below present a variety of factors that could impact students’ decisions on where to study. An importance scale was used, with 5 being “very important” and 1 being “not at all important.” The values of 2, 3 and 4 did not have any labels. The “top two” response options include “5 – very important” and “4.” The bottom two response options comprise “2” and “1 – not at all important.”

Knowledge, Success and Contribution

For transfer respondents, the most influential factors in choosing where to study related to knowledge, success, and contribution were: to be able to get a better job/prepare for a specific career, graduate school, or professional school (96% (n = 293) selected the top two response options); and to learn more about things that interest them/to be more knowledgeable (94% (n = 286) chose the top two response options).

Figure 8: Importance of factors in choosing where to study –knowledge, success and contribution

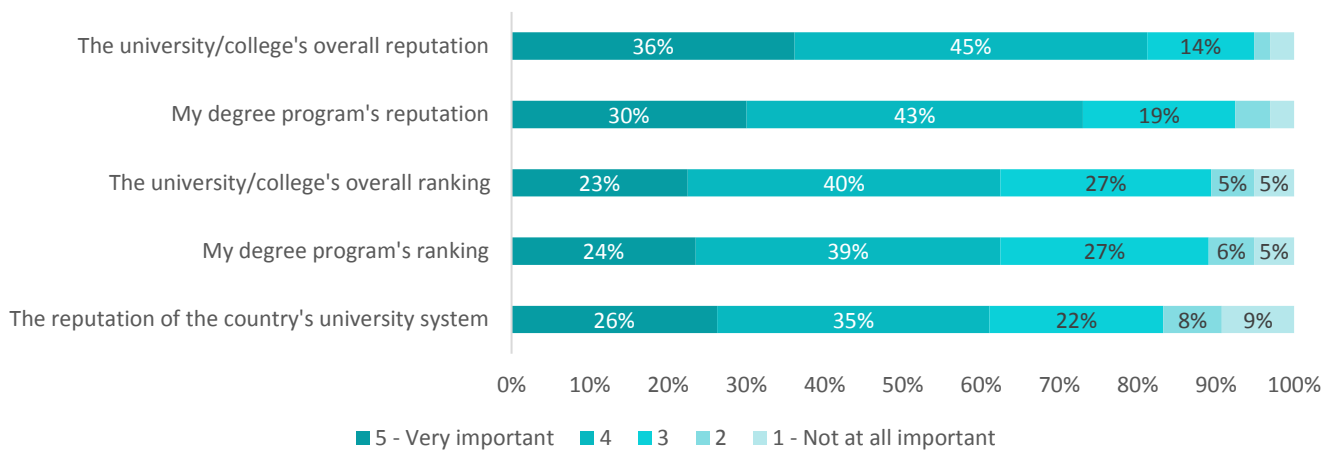


Reputation

The university/college’s overall reputation was the most important factor related to reputation in choosing where to study. Specifically, 81% (n = 238) of transfer respondents rated this as “5 – very important” or “4.”



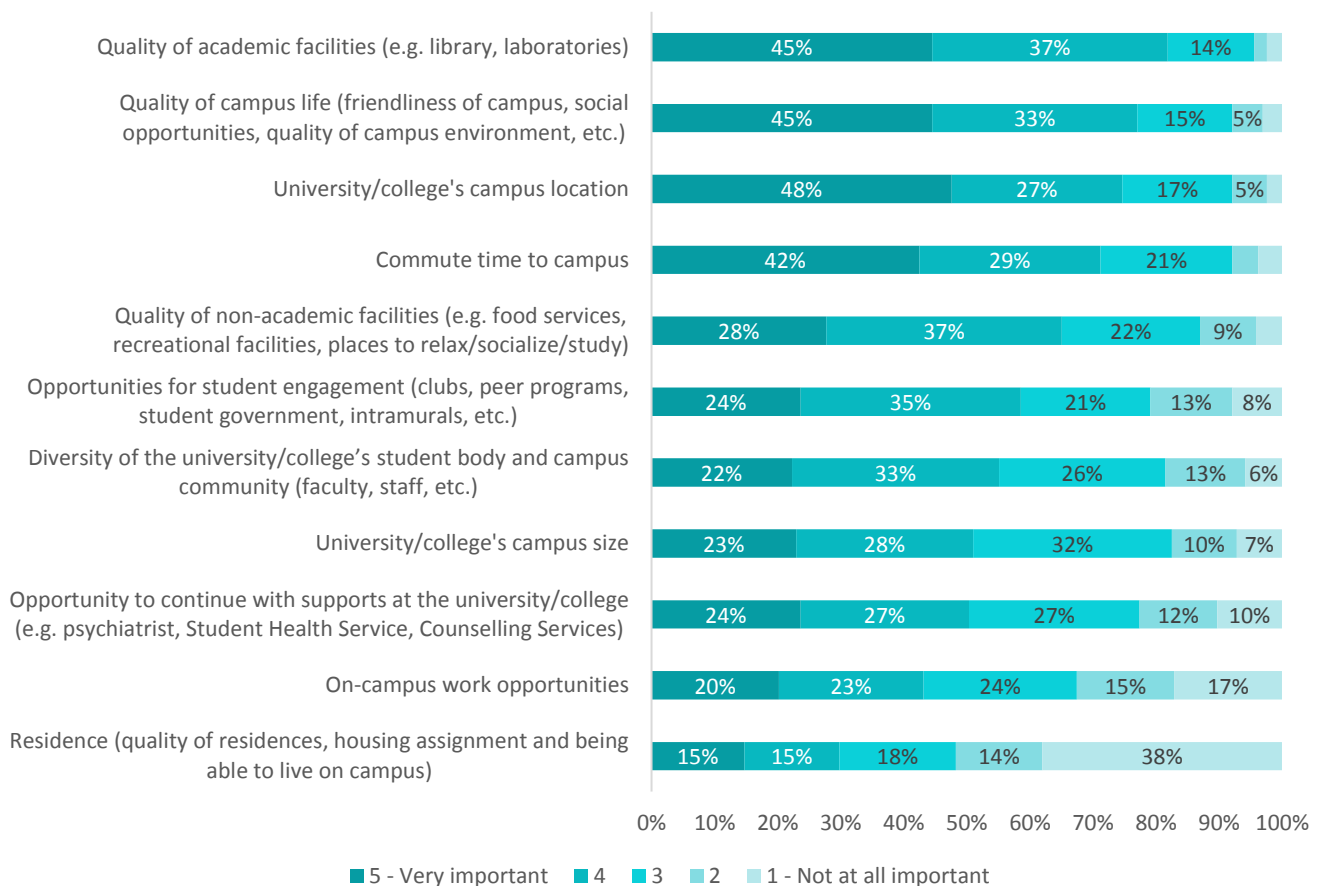
Figure 9: Importance of factors in choosing where to study –reputation



Campus

Quality of academic facilities (e.g., library, laboratories) and quality of campus life (friendliness of campus, social opportunities, quality of campus environment, etc.) were the most important campus factors for transfer students. Eighty two percent (n = 239) of respondents selected the top two response options for quality of academic facilities, while 78% (n = 225) did so for quality of campus life.

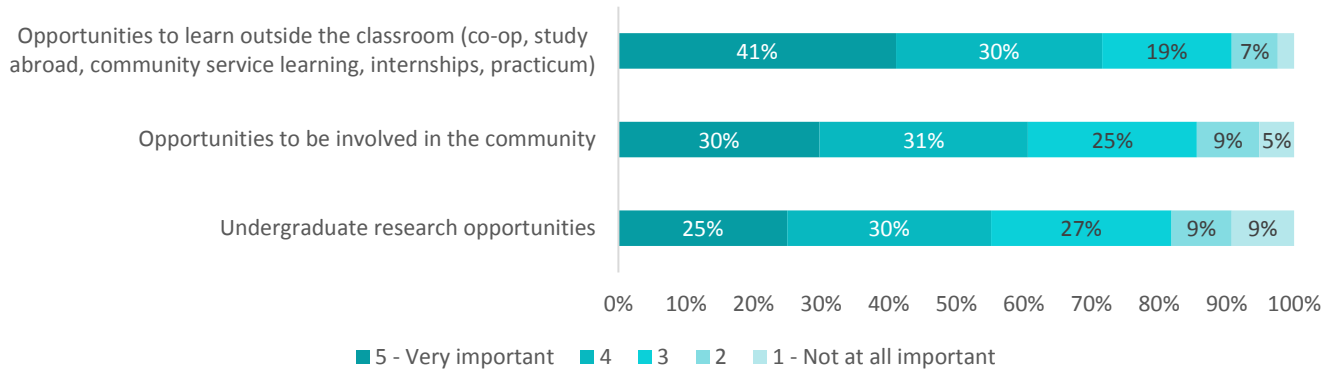
Figure 10: Importance of factors in choosing where to study –campus



Learning Opportunities

Opportunities to learn outside the classroom were valued most by respondents, with 71% (n = 209) of respondents rating these as a 4 or 5 on the scale of importance.

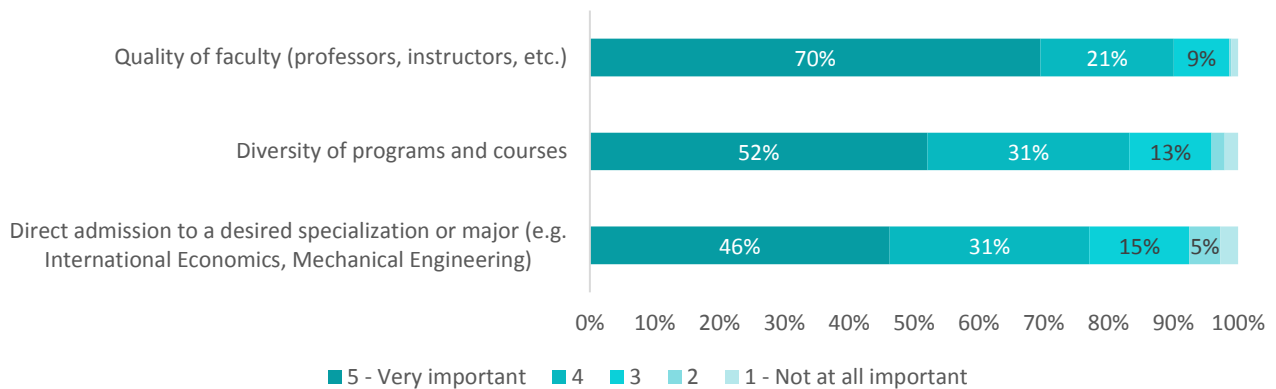
Figure 11: Importance of factors in choosing where to study –learning opportunities



Faculty and Programs

Overall, both the diversity of programs and courses and the quality of faculty seemed to be quite important when respondents were deciding where to study. Nearly all (91%, n = 263) respondents found quality of faculty to be a “4” or “5 –very important.” Diversity of programs and courses was rated with the top two response options by 83% (n = 243) of respondents.

Figure 12: Importance of factors in choosing where to study –faculty and programs

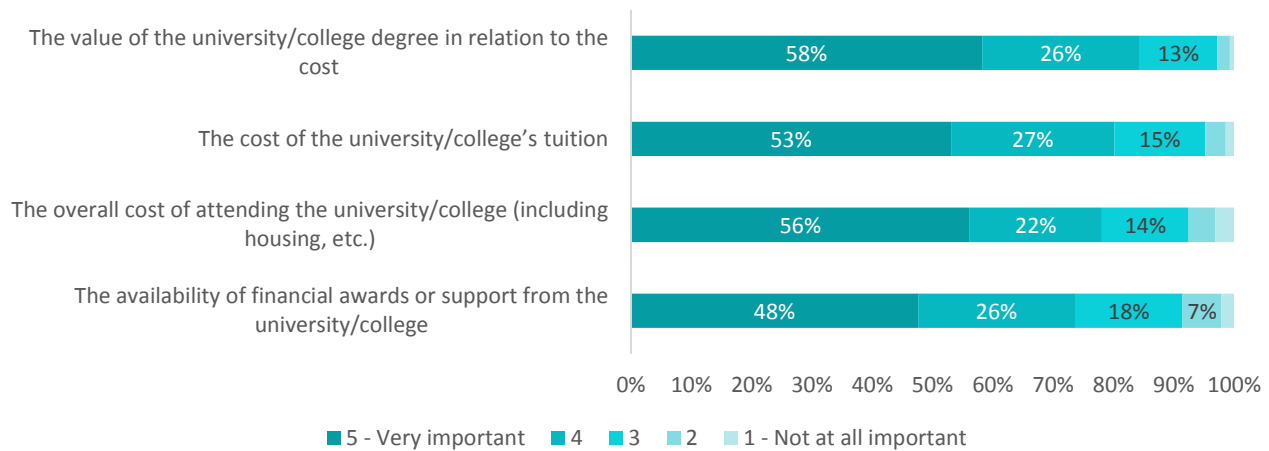


Cost

Generally, factors related to cost were highly ranked by respondents, with 7 in 10 or more ranking each item as a “4” or “5” on the scale of importance. The value of the university/college degree in relation to cost was most significant for transfer respondents (84%, n = 246).



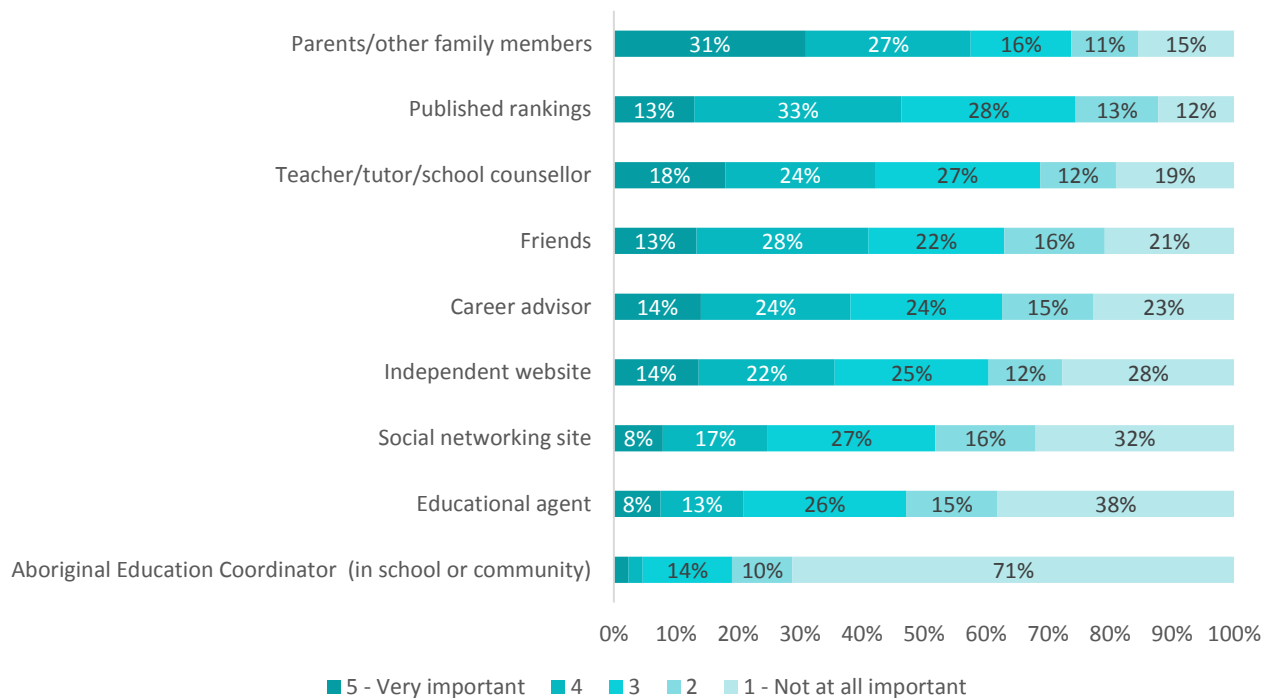
Figure 13: Importance of factors in choosing where to study –cost



Influential Figures and Media

Parents/other family members and published rankings were the most significant figures and media sources among transfer students in their decision of where to attend post-secondary education. Fifty eight percent (n = 160) of respondents selected “5 –very important” or “4” for parents/other family members, and 46% (n = 129) did so for published rankings.

Figure 14: Importance of factors in choosing where to study –influential figures and media



Note: Only domestic respondents saw the item “Aboriginal Education Coordinator”

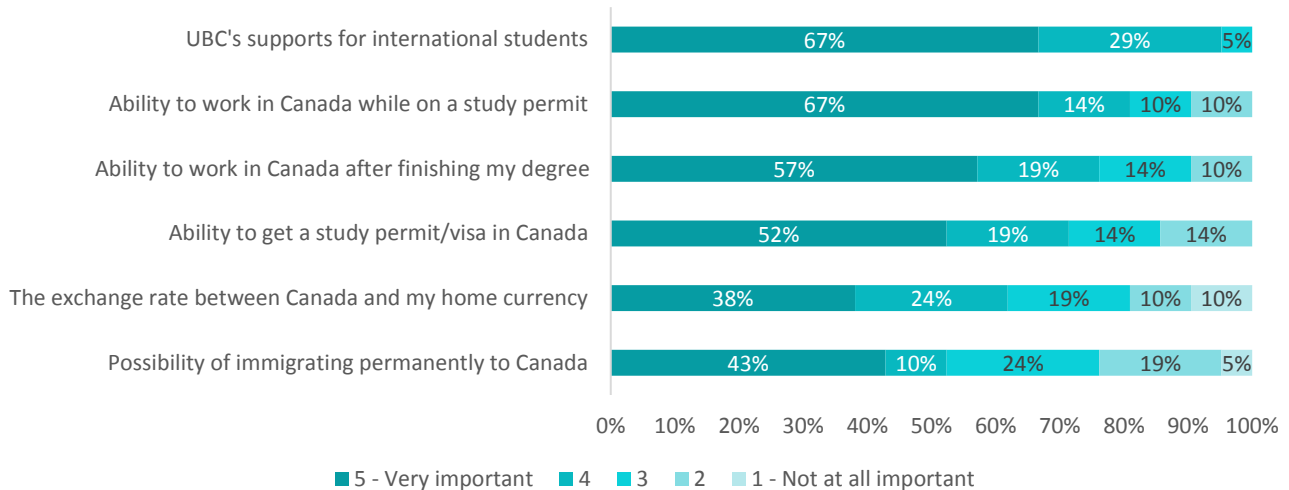
International Aspects

International respondents were asked to rate some additional factors in making the decision of where to study related to being an international student. UBC’s supports for international students were most important, with



96% (n = 20) rating these as a “4” or “5.” Additionally, 81% (n = 17) selected the top two responses options for the ability to work in Canada while on a study permit. Only 21 international transfer respondents answered these questions.

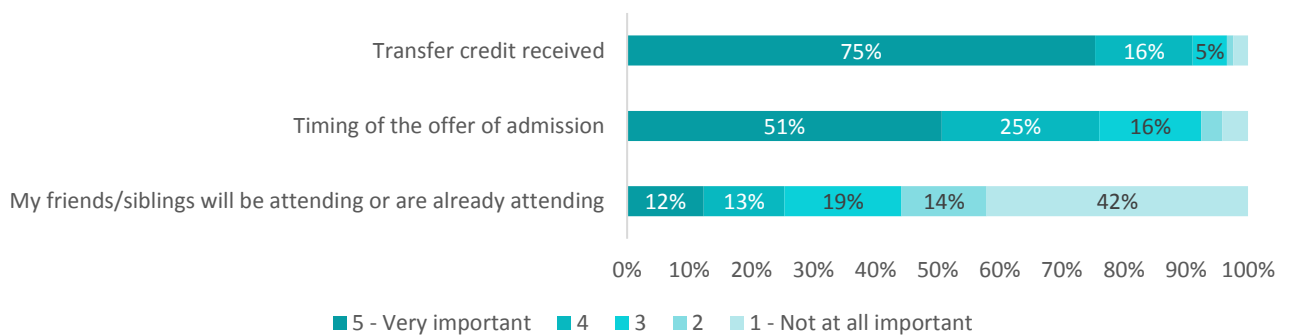
Figure 15: Importance of factors in choosing where to study –international



Other Factors

Other factors student respondents were asked to rank in importance included: transfer credit received, the timing of the offer of admission, and that their friends/siblings will be attending or are already attending. Transfer credit received was the most important “other” factor for transfer respondents, with 91% (n = 266) selecting one of the top two response options for this item. The largest proportions of respondents did not feel that whether their friends/siblings will be attending or are already attending was an important factor in their decision regarding where to study. In particular, 56% (n = 163) of respondents picked “1 –not at all important” or “2” for this factor.

Figure 16: Importance of factors in choosing where to study –other



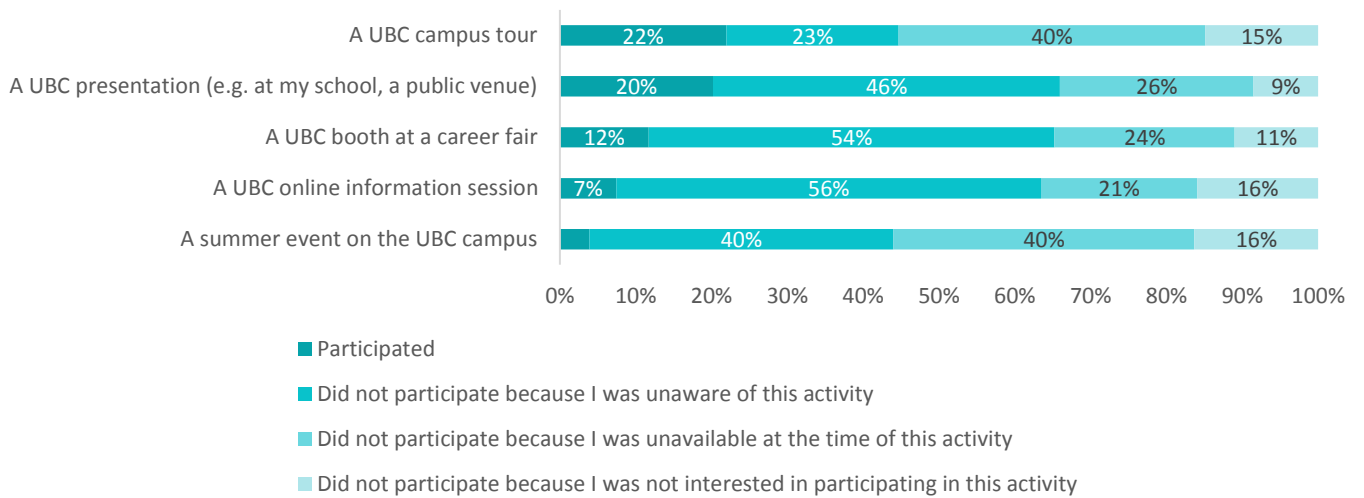
Use of, Satisfaction with, and Impact of UBC Communications

Recruitment Activities

Just under one quarter of transfer (22%, n = 62) respondents participated in a UBC campus tour. Furthermore, 20% (n = 57) attended a UBC presentation. Generally, transfer respondents participated in recruitment activities much more infrequently than direct entry respondents.

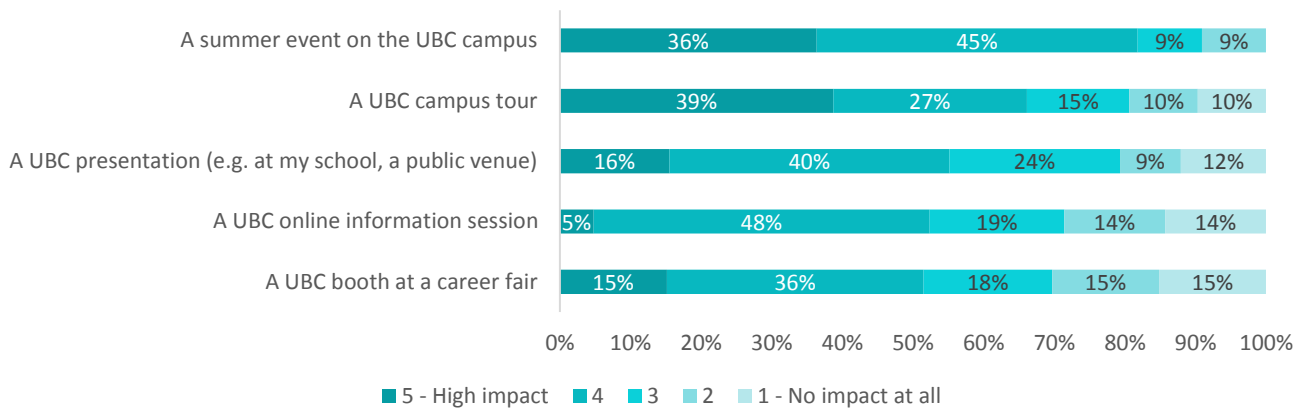


Figure 17: Participation in recruitment activities



Respondents who selected that they participated in any of the above activities were asked to indicate the extent to which their participation in the activities impacted their decision to attend UBC. Summer events on the UBC campus and campus tours were rated as most impactful for transfer respondents, with 81% (n = 9) selecting an impact of 5 or a 4 for a summer event and 66% (n = 41) for a campus tour. However, it should be made known that only 11 respondents participated in a summer event on the UBC campus.

Figure 18: Impact of recruitment activities on decision to attend UBC



Note: Only n = 11 respondents participated in a summer event on the UBC campus, n = 21 respondents participated in a UBC online information session, and n = 33 participated in a UBC booth at a career fair.

Aboriginal Communications

Domestic respondents were asked whether or not they saw or used the UBC Aboriginal Brochure for prospective Aboriginal students and the UBC website for prospective Aboriginal students (e.g. Aboriginal Portal). There were 10 students (4%) who indicated they saw or used the brochure, and 7 students (3%) who saw or utilized the website. Overall, 9 of 10 (90%) students who saw or used the brochure were satisfied or very satisfied with it, and 6 of 7 (86%) were so for the website.

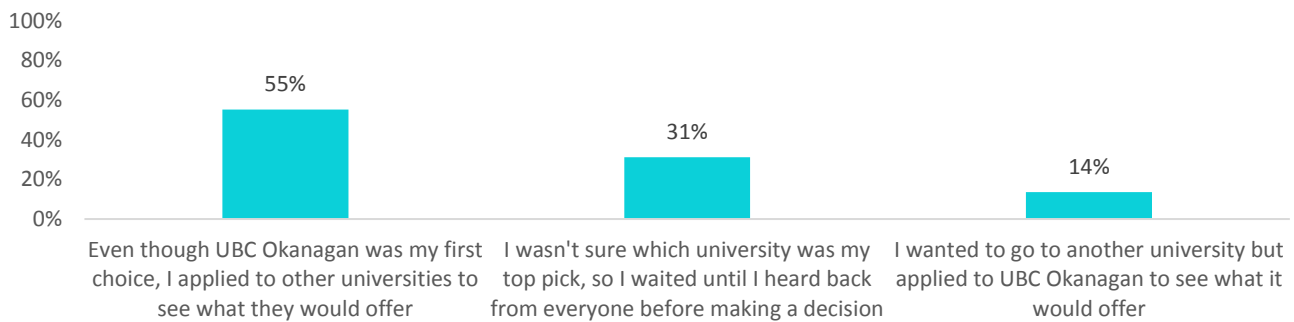


Experience with UBC: Applying, Admissions, and Overall

Applying and Admission to UBC

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 (55%, n = 69). An additional 31% (n = 39) of respondents chose: “I wasn't sure which university was my top pick, so I waited until I heard back from everyone before making a decision.”

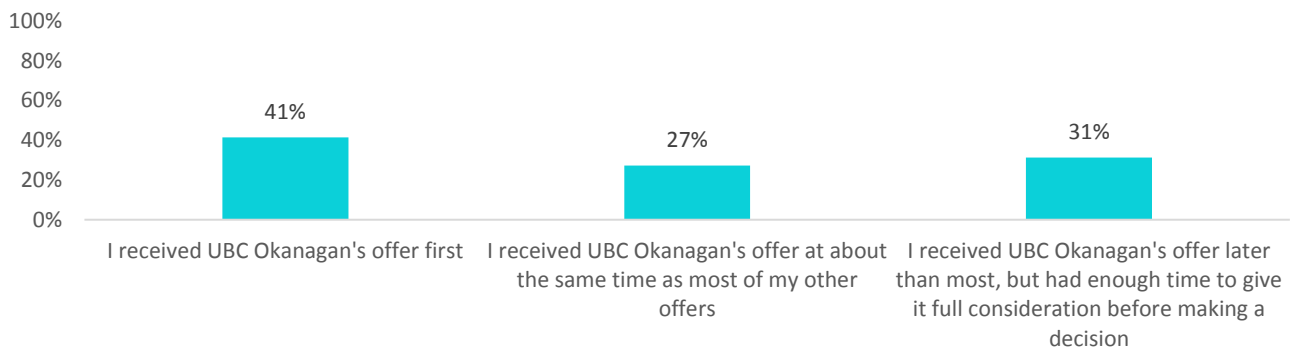
Figure 19: Top choice of university



Respondents for which UBC Okanagan was not their first choice of post-secondary institution were asked where it ranked for them. Most stated that it was their second choice (87%, n = 54).

When asked about their offer of admission from UBC Okanagan, the largest proportion of transfer (41%, n = 41) respondents who applied to UBC Okanagan and at least one other institution selected that they received UBC Okanagan's offer first. Another 31% (n = 31) said “I received UBC Okanagan's offer later than most, but had enough time to give it full consideration before making a decision.”

Figure 20: Timing of UBC's offer of admission

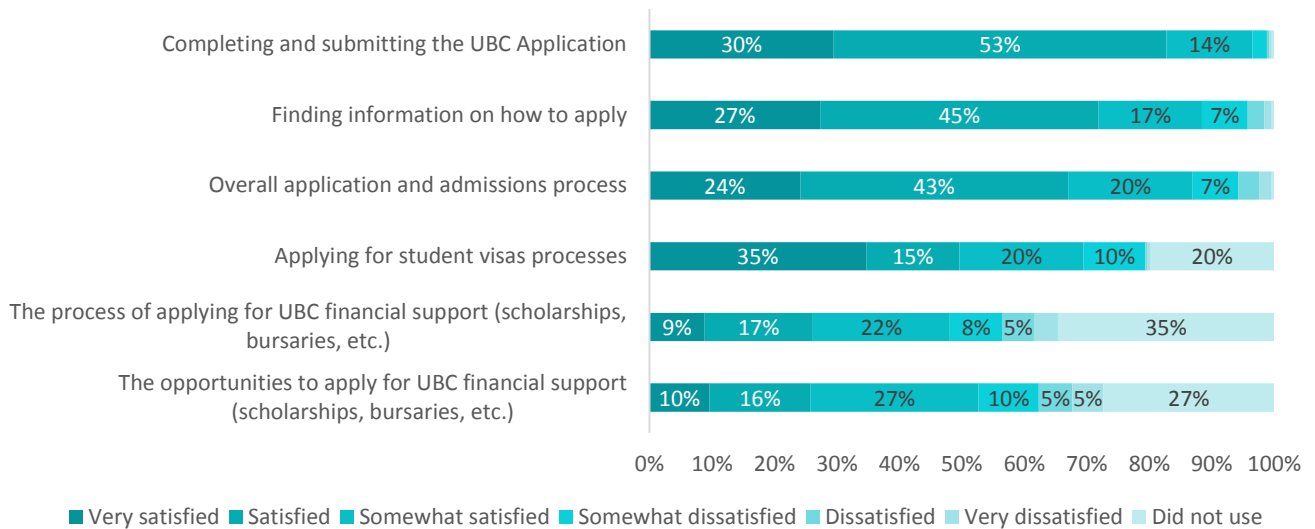


Satisfaction with Application and Admissions Experience

Students were asked to rate how satisfied they were with a variety of aspects of their application and admissions experience. Most respondents were very satisfied or satisfied with completing and submitting the application (83%, n = 216), finding information on how to apply (72%, n = 187), and the overall application and admissions process (67%, n = 175). Twenty seven percent (n = 71) of respondents indicated they did not utilize the opportunities to apply for UBC financial support (scholarships, bursaries, etc.).



Figure 21: Satisfaction with application and admissions experience

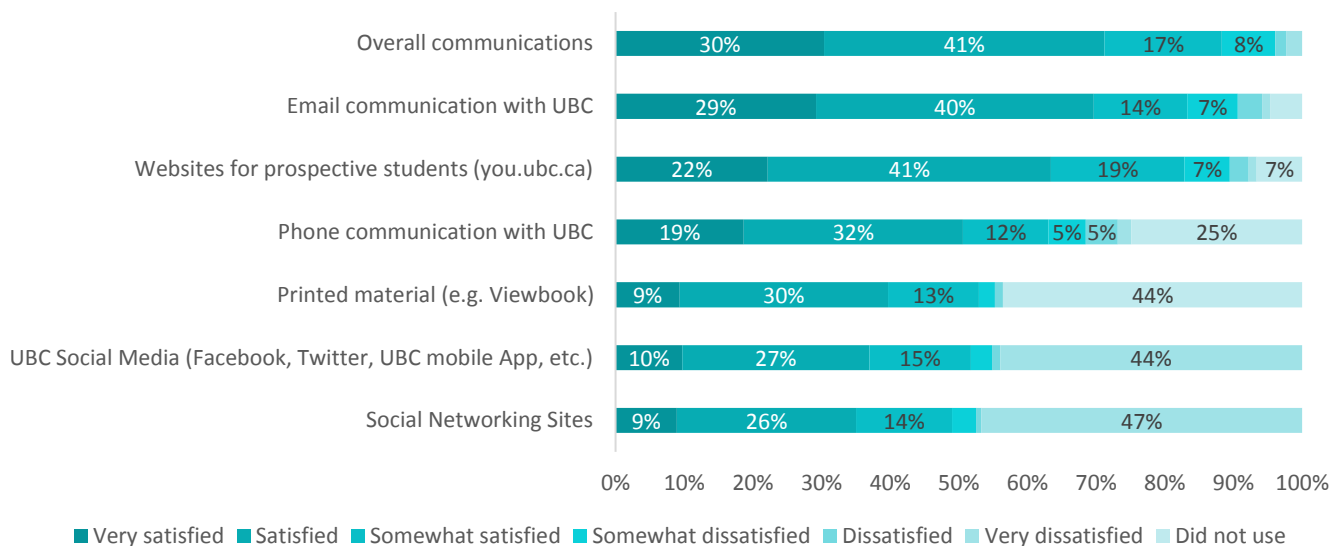


Note: Only n = 21 international respondents saw the item “Applying for student visas processes.”

Satisfaction with UBC Communications

Overall, transfer respondents were most satisfied (very satisfied or satisfied) with: overall communications (71%, n = 183), email communication with UBC (69%, n = 179), and the websites for prospective students (63%, n = 163). Social networking sites were the least used communications tools, with 47% (n = 120) of respondents noting they did not use it.

Figure 22: Satisfaction with communications during application and admissions process



Overall Satisfaction with UBC Experience

Survey respondents were also asked: “How satisfied are you with your overall experience with UBC to date?” Most respondents were satisfied. In particular, 72% (n = 189) of transfer respondents cited they were very satisfied or satisfied.

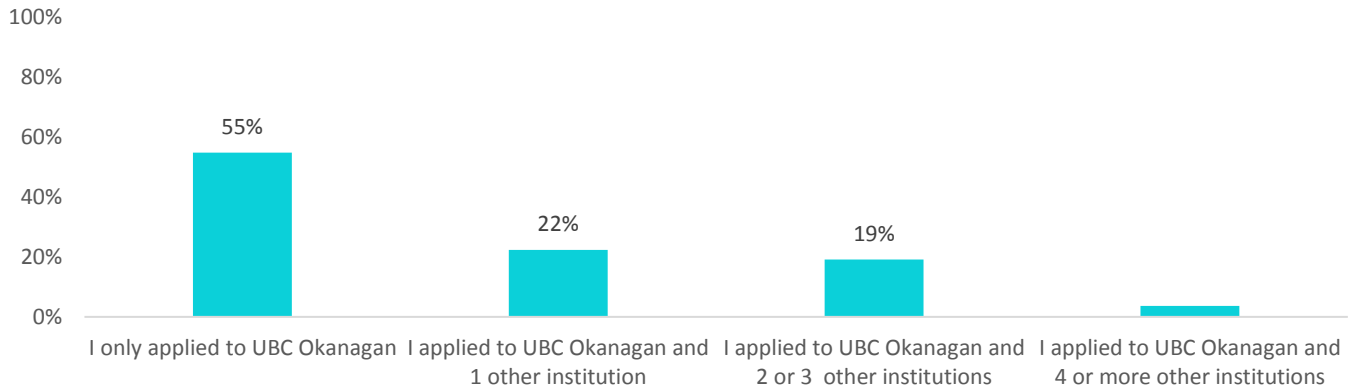


UBC Okanagan versus Competitor Institutions

Applying to Other Post-Secondary Institutions

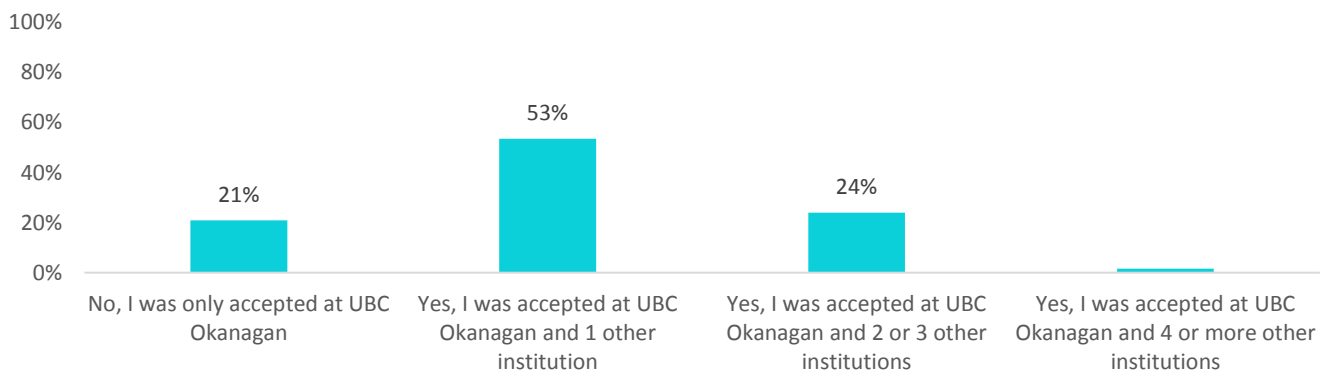
Over half of transfer student respondents only applied to UBC Okanagan (55%, n = 152). Twenty two percent (n = 62) applied to UBC Okanagan and one other institution, and 19% (n = 53) applied to UBC Okanagan and two or three other institutions.

Figure 23: Number of post-secondary institutions applied to



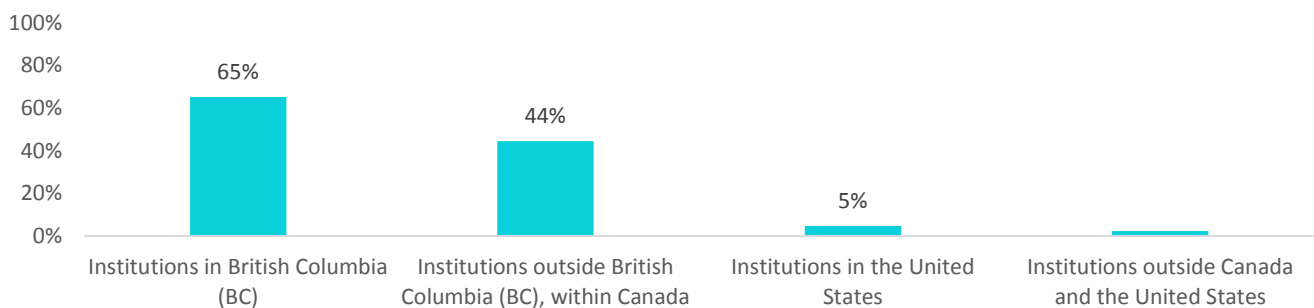
Fifty three percent (n = 69) of respondents who applied to multiple institutions were accepted to UBC Okanagan and one other institution.

Figure 24: Number of post-secondary institutions accepted to



Respondents were asked where they had applied to other institutions. Sixty five percent (n = 82) of respondents applied to other institutions within British Columbia (BC), and 44% (n = 56) did so within Canada.

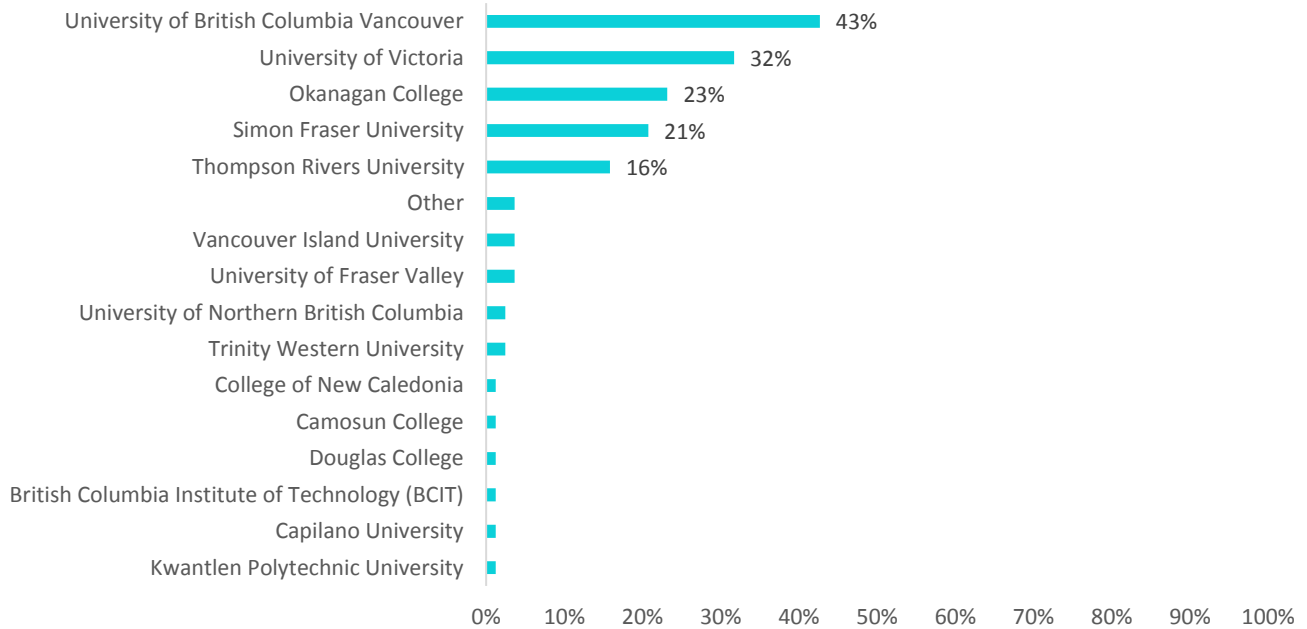
Figure 25: Regions of other institutions applied to



Other Institutions in British Columbia

Those who applied to post-secondary institutions 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 (43%, n = 35), the University of Victoria (32%, n = 26), and Okanagan College (23%, n =19).

Figure 26: Other BC institutions applied to

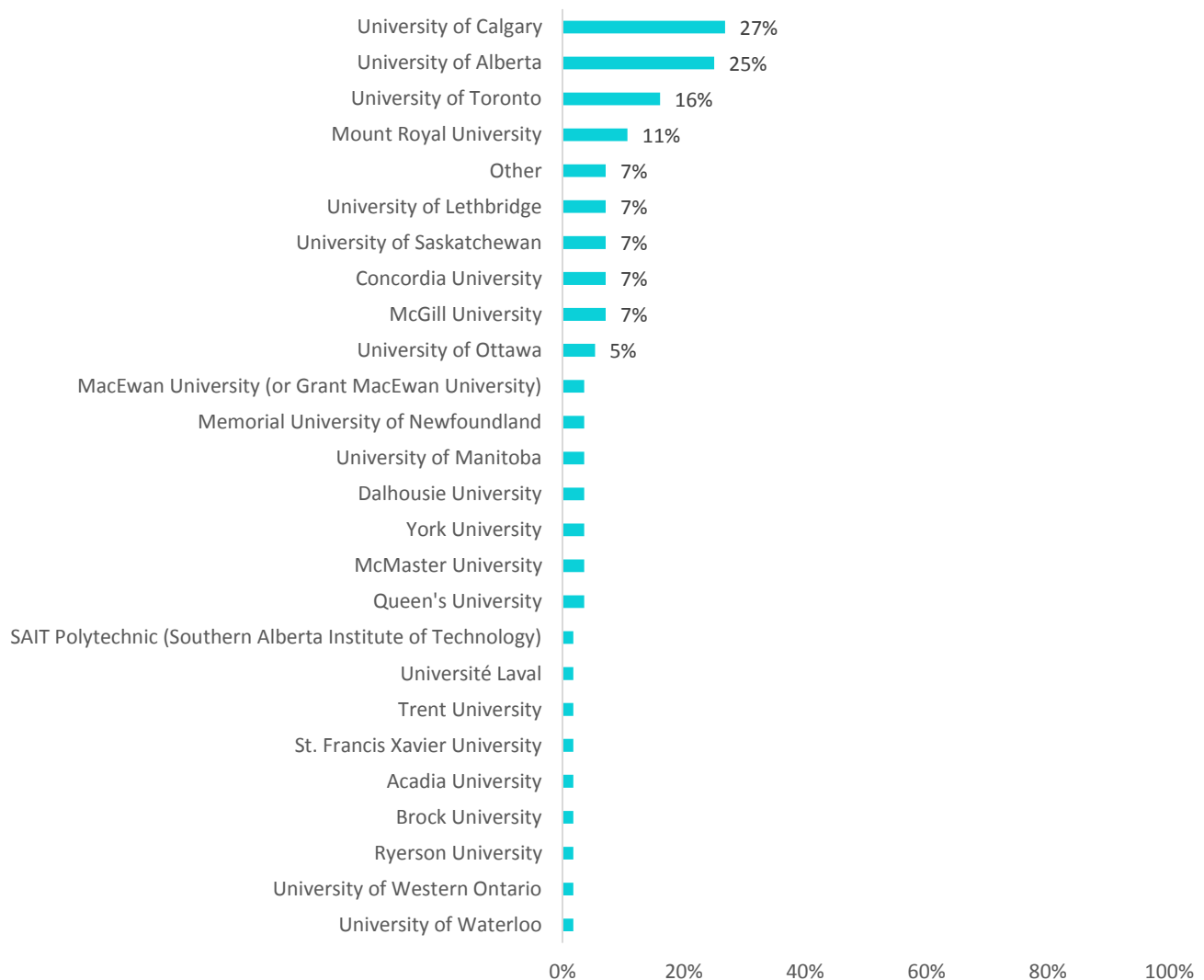


Other Canadian Institutions

Common other Canadian institutions transfer respondents applied to were the University of Calgary (27%, n = 15), the University of Alberta (25%, n = 14), and the University of Toronto (16%, n = 9).



Figure 26: Other Canadian institutions applied to



Other United States and International Institutions

Only 6 (5%) transfer respondents applied to United States (US) institutions, while 3 (2%) did so for international institutions. Thus, there were too few respondents to present data for these survey items.

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 what other institution you were most interested in)." Respondents chose various institutions as their other top choice. Among transfer respondents, the most common selections were: Okanagan College (15%, n = 42), "I would not have attended any post-secondary institution this fall" (14%, n = 40), University of Victoria (13%, n = 36), and University of British Columbia Vancouver (10%, n = 27).

UBC Okanagan vs. Other Top 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

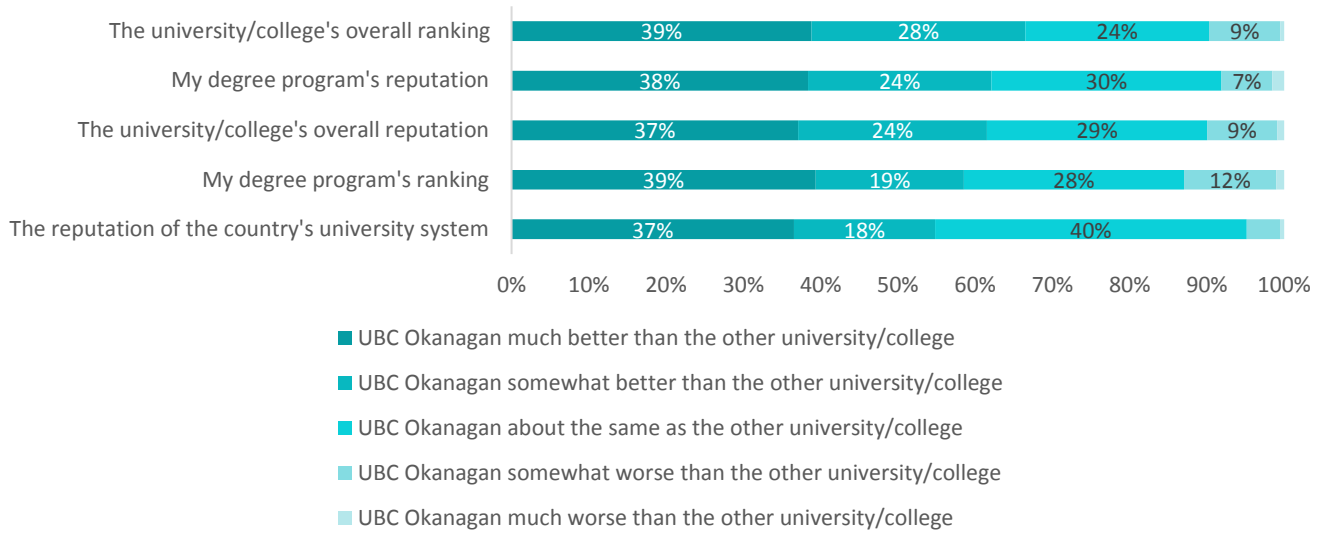


institution they were most interested in. Those selecting “don’t know/no opinion” for each aspect were excluded in the calculations below.

Reputation

In terms of overall ranking, 67% (n = 137) felt that UBC Okanagan was much or somewhat better than their other top choice post-secondary institution, while 62% did so for their degree program’s reputation (n = 123).

Figure 27: UBC Okanagan vs. other top university/college –reputation

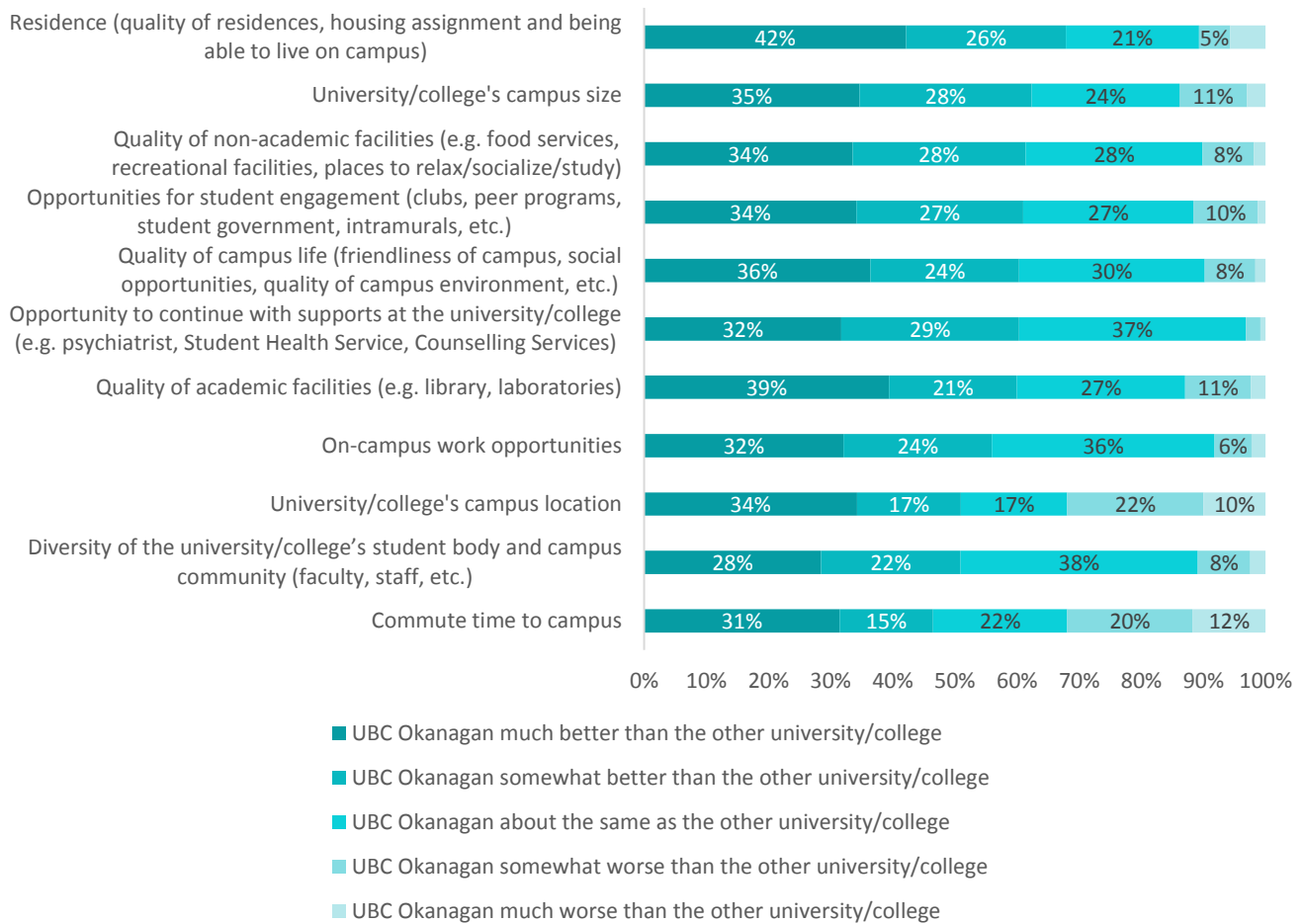


Campus

Respondents chose residence (68%, n = 95), the university/college’s campus size (63%, n = 126), and the quality of non-academic facilities (62%, n = 97) to be much or somewhat better than the other college/university most frequently.



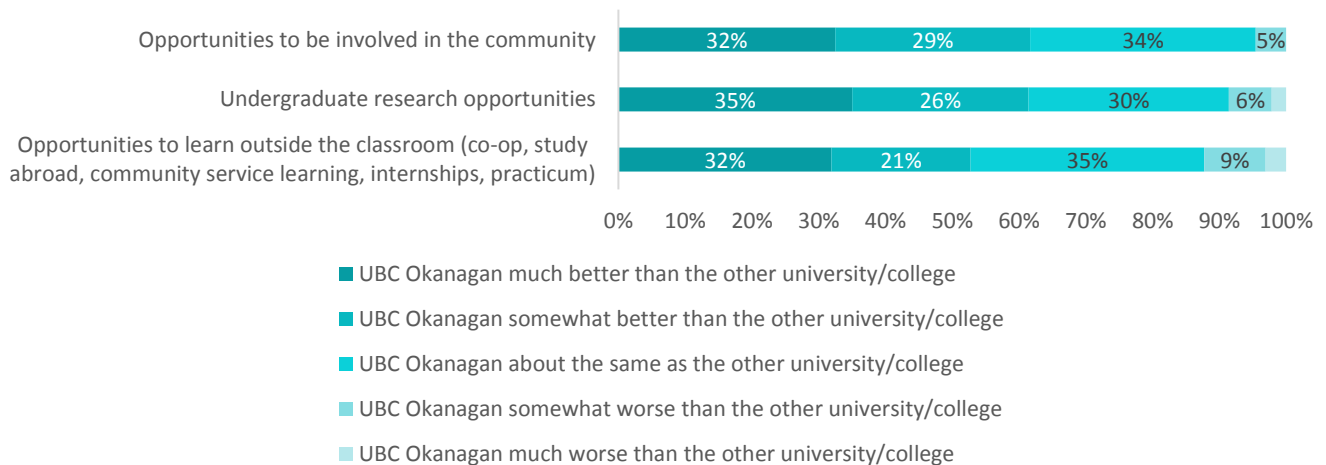
Figure 28: UBC Okanagan vs. other top university/college –campus



Learning Opportunities

Transfer respondents found UBC to be much or somewhat better than the other university/college in terms of opportunities to be involved in the community (61%, n = 95) and undergraduate research opportunities (61%, n = 86) fairly frequently.

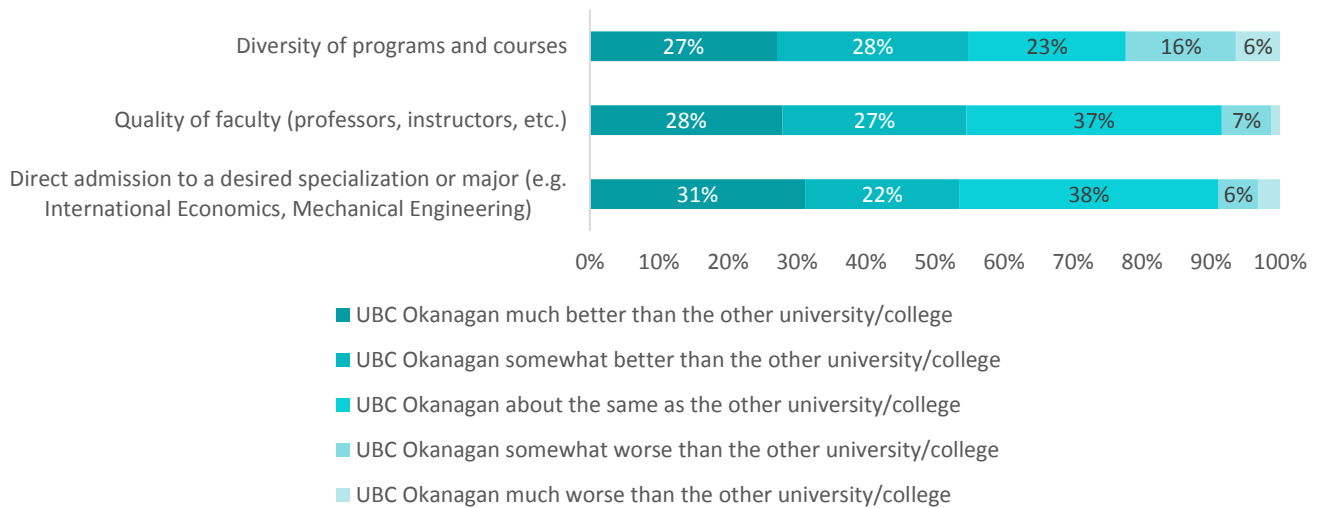
Figure 29: UBC Okanagan vs. other top university/college –learning opportunities



Faculty and Programs

Just over half of respondents rated the diversity of programs and courses (n = 103), quality of faculty (n = 84), and direct admission to a desired specialization or major (n = 84) as much or somewhat better than their other top choice post-secondary institution.

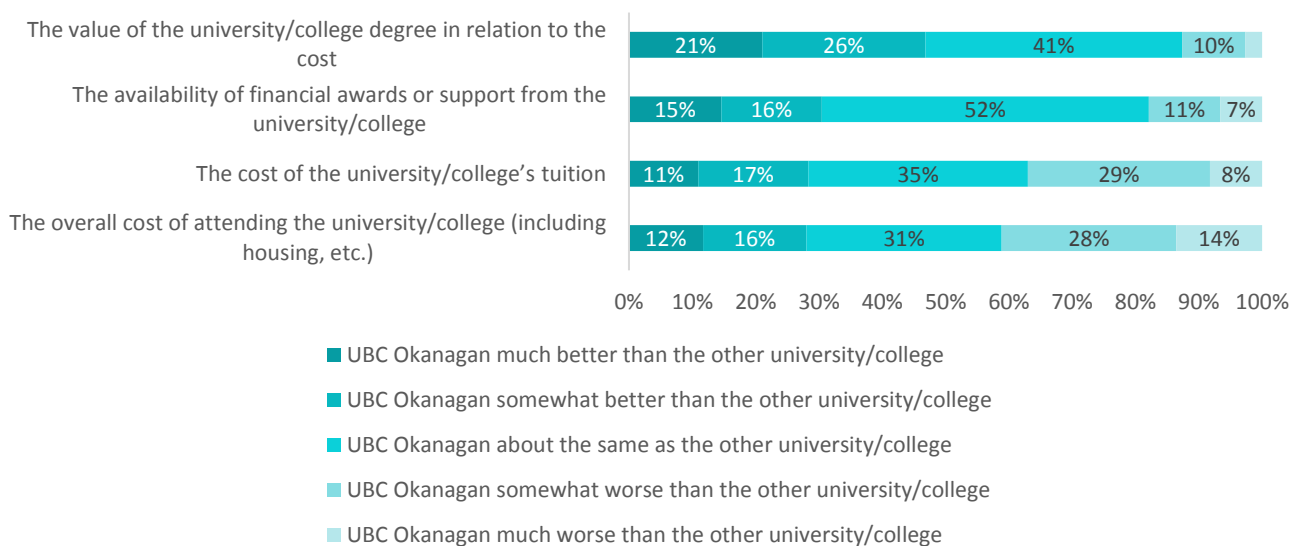
Figure 30: UBC Okanagan vs. other top university/college –faculty and programs



Cost

Most respondents found UBC to be about the same as the other university/college on all aspects of cost: availability of financial awards or support (52%, n = 78), the value of the university/college degree in relation to the cost (41%, n = 77), the cost of tuition (35% n = 76), and the overall cost of attending (31%, n = 66).

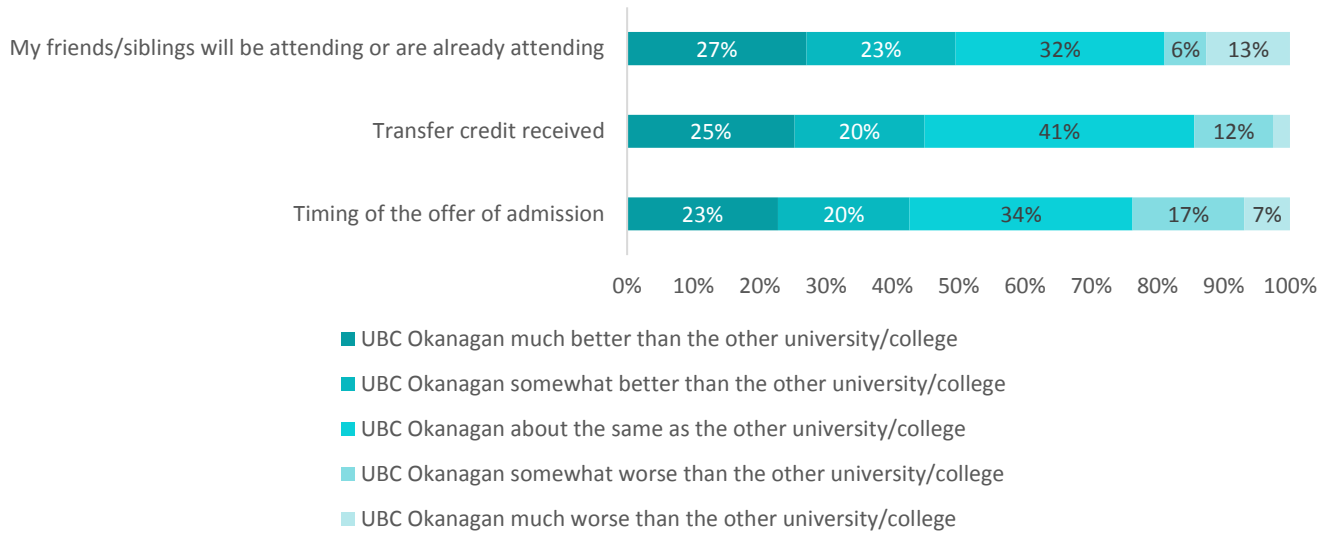
Figure 33: UBC Okanagan vs. other top university/college –cost



Other Factors

For all of “transfer credit received” (41%, n = 79), “timing of the offer of admission” (34%, n = 68), and “my friends/siblings will be attending or are already attending” (32%, n = 35), respondents most frequently chose that UBC Okanagan is about the same as the other university/college.

Figure 34: UBC Okanagan vs. other top university/college –other

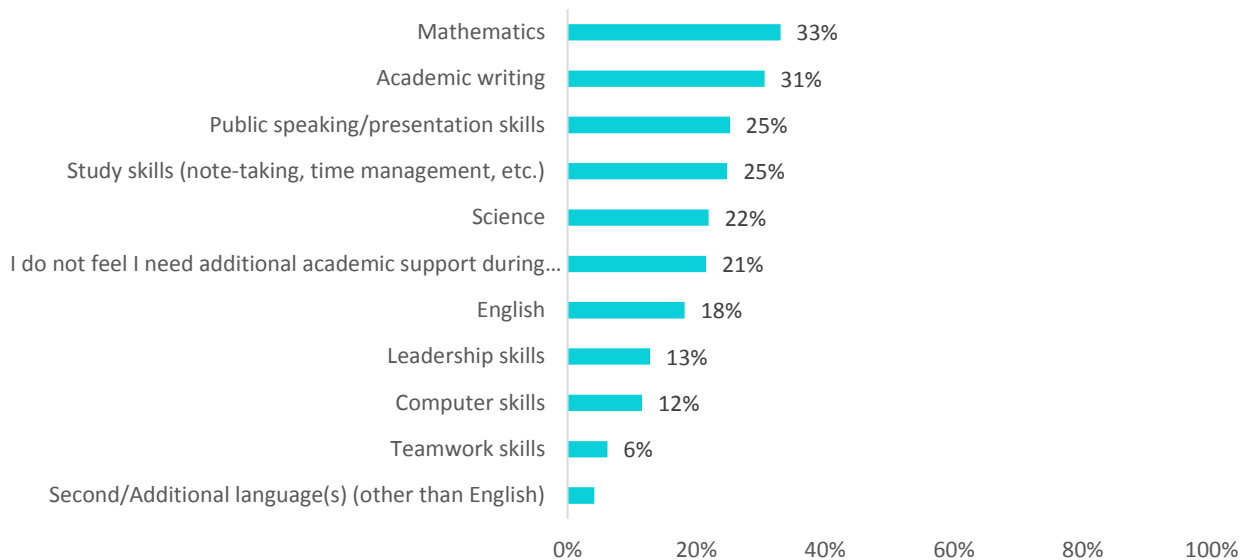


First Year Concerns, Support, and Perceptions

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 mathematics (33%, n = 80) and academic writing (31%, n = 74).

Figure 35: Academic support needs



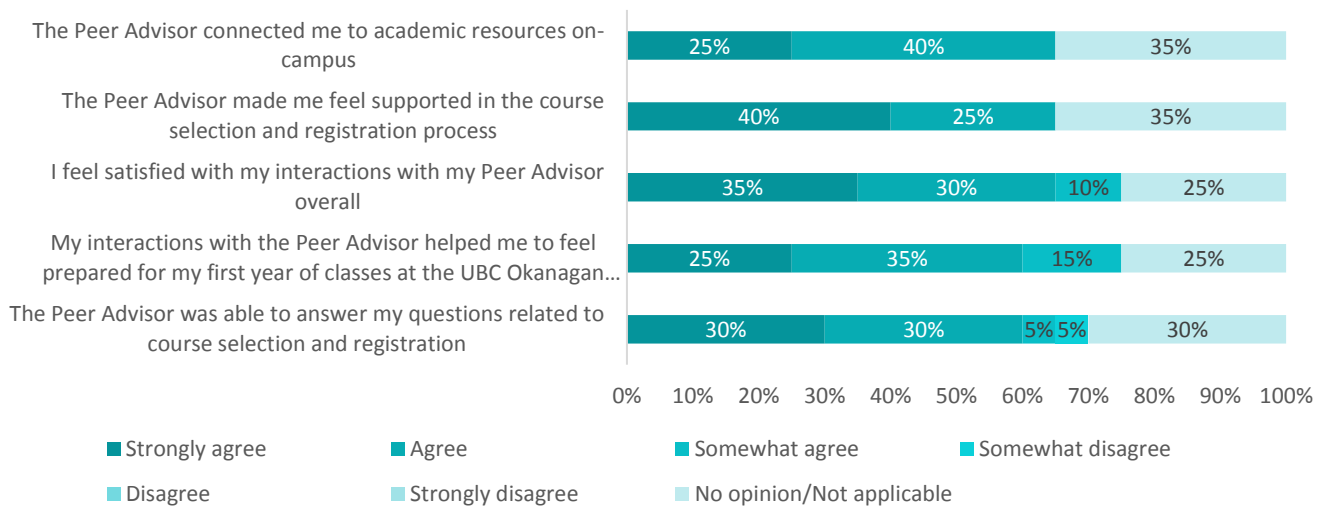
First-Year Peer Advisor Program

Student respondents were asked whether they knew about the First-Year Peer Advisor Program. Forty percent (n = 98) of respondents said they did. As well, 17% (n = 42) recalled receiving an email from their Peer Advisor. Of those that received an email, most had already replied (42%, n = 20) or planned to reply (38%, n = 18).

Respondents who had replied to their Peer Advisor's email rated their level of agreement with a variety of statements regarding the impact of the First-Year Peer Advising Program, based on their interactions with the Peer Advisor. Overall, fairly high levels of agreement were seen across all the statements, with 6 in 10 or more respondents strongly agreeing or agreeing to each. It should be noted that only n = 20 transfer respondents replied to their Peer Advisor's email, and responded to the follow-up questions.



Figure 36: Impact of the First-Year Peer Advising Program



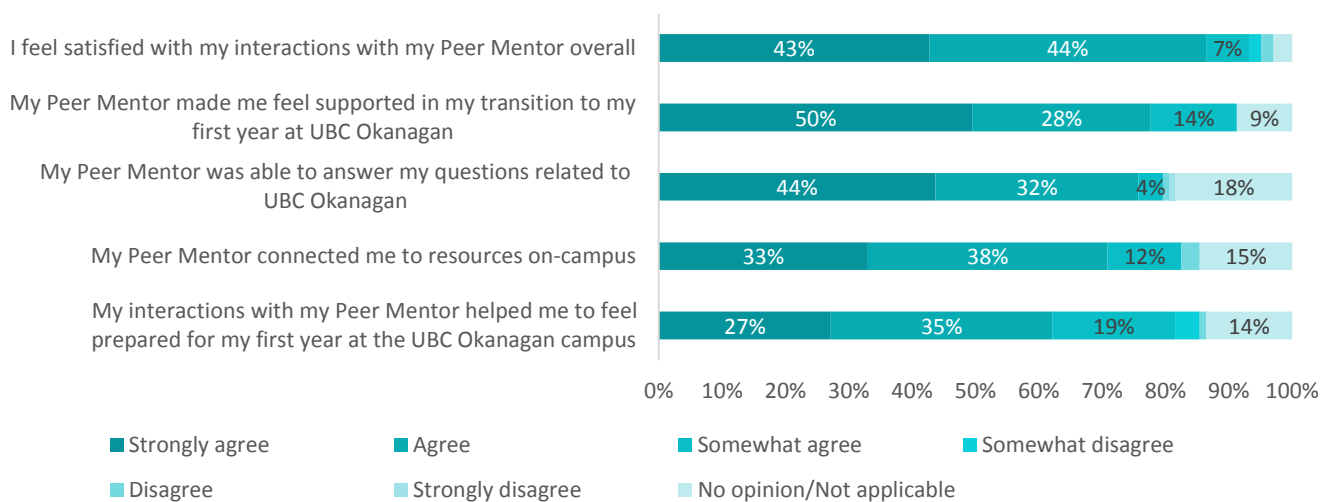
Note: Only n = 20 transfer respondents are represented in this figure. Zero respondents selected “disagree” and ‘strongly disagree.”

Peer Mentor Program

Transfer respondents indicated whether they knew about the Peer Mentor Program. Seventy one percent (n = 173) of respondents said they did. Further, 74% (n = 181) remembered receiving an email from their Peer Mentor. Of those that received an email, the majority had already replied (56%, n = 103) or planned to reply (30%, n = 55).

Respondents saying that they had replied to their Peer Mentor’s email rated their level of agreement with a variety of statements regarding the impact of the Peer Mentor Program, based on their interactions with the Peer Mentor. Largely, fairly high levels of agreement were seen across all the statements. “I feel satisfied with my interactions with my Peer Mentor overall” was the statement to which transfer respondents most often strongly agreed or agreed (87%, n = 89).

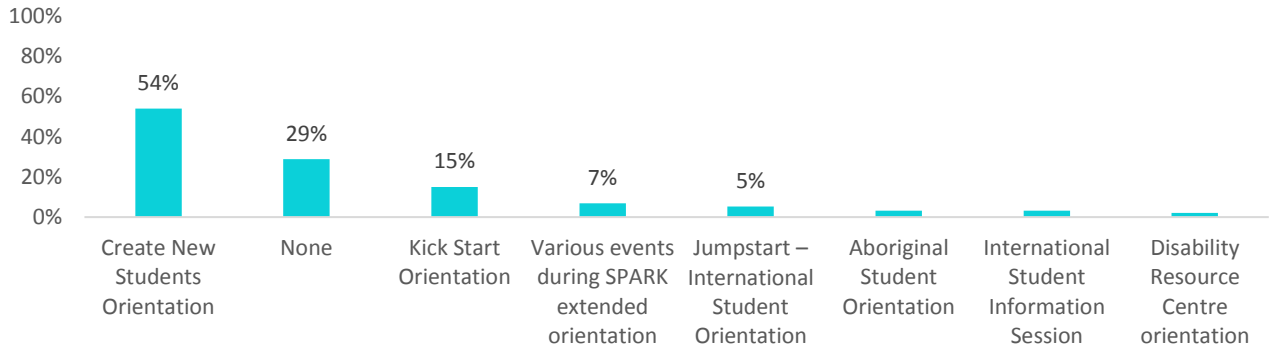
Figure 37: Impact of the Peer Mentor Program



Orientation Attendance

Respondents noted which orientation events they would be attending for the upcoming school year. About half (54%, n = 133) of transfer respondents selected Create, and 29% picked “none” (n = 71).

Figure 38: Orientation events

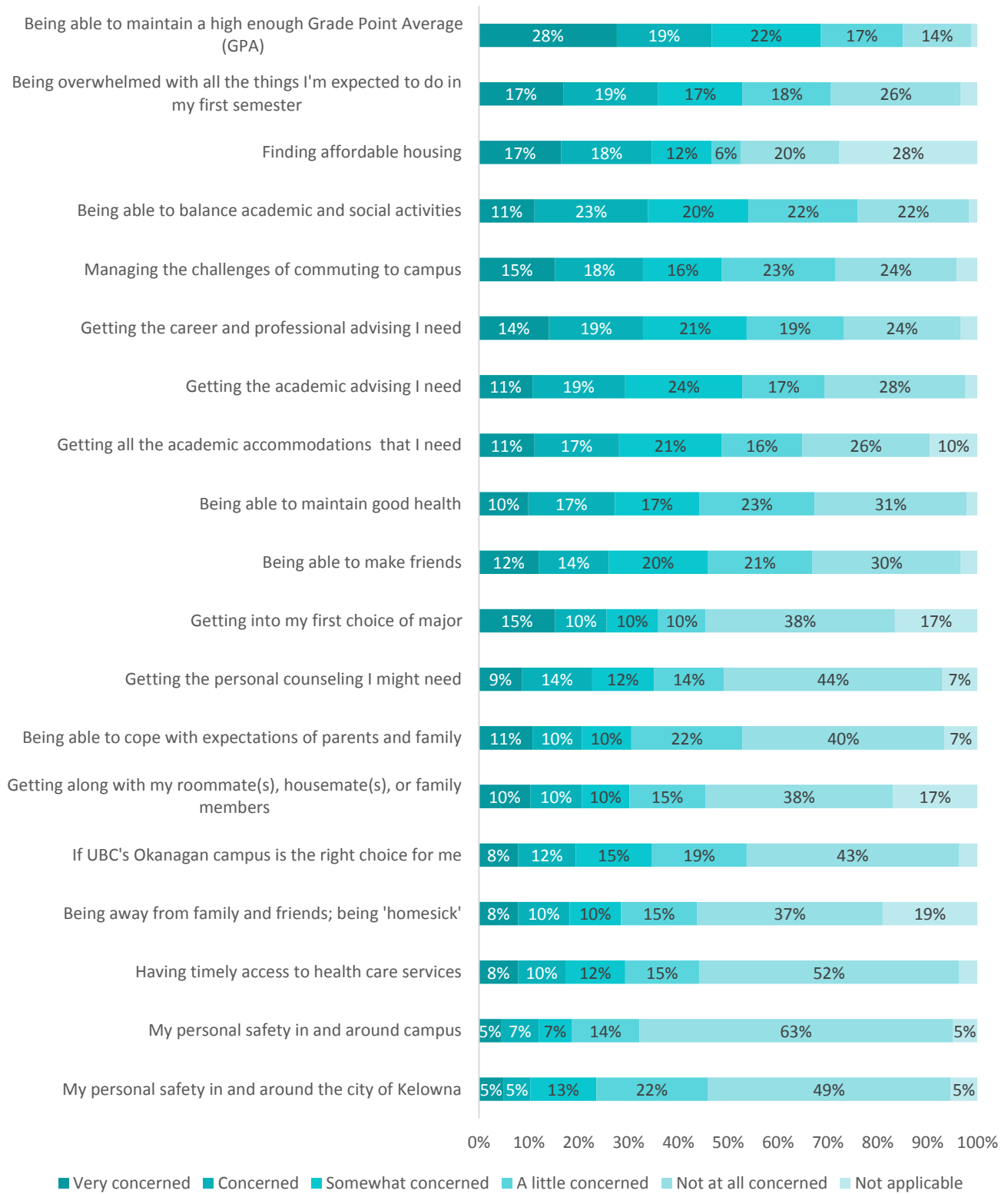


First Year Concerns

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)” (47%, n = 113), “being overwhelmed with all the things I’m expected to do in my first semester” (36%, n = 87), and “finding affordable housing” (35%, n = 84).



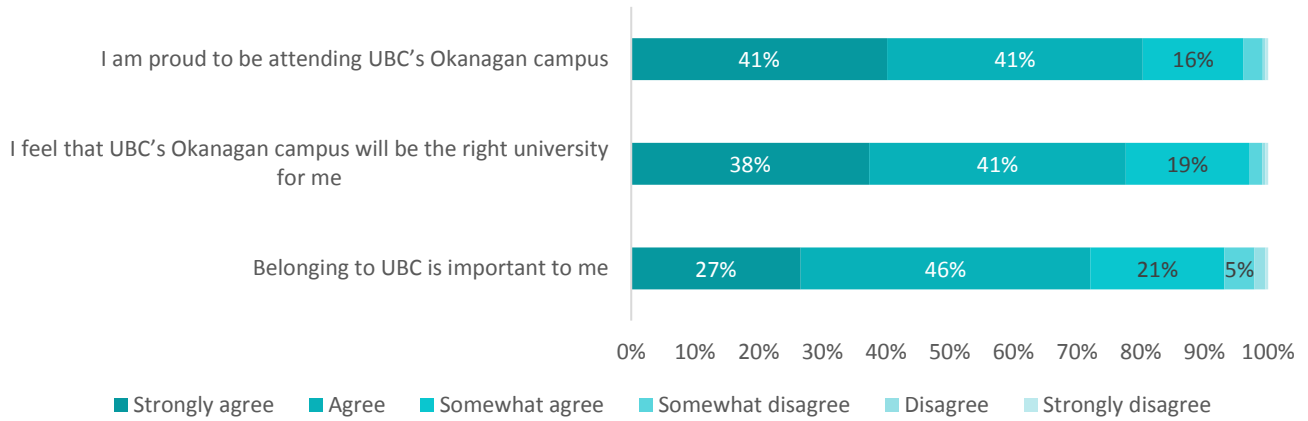
Figure 39: First year concerns



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 (82%, n = 188).

Figure 40: First year students’ perceptions of and feelings about UBC



Note: Zero respondents selected “strongly disagree.”

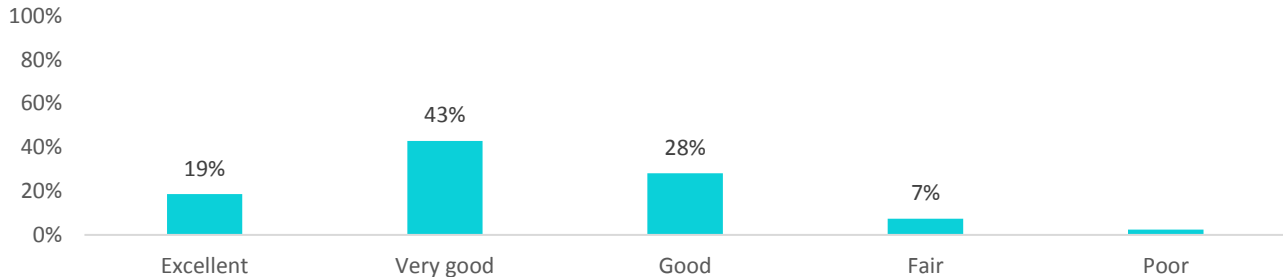


Health and Wellbeing

General Health

The bulk of transfer respondents (90%, n = 217) rated their general health as good or higher.

Figure 41: Ratings of general health

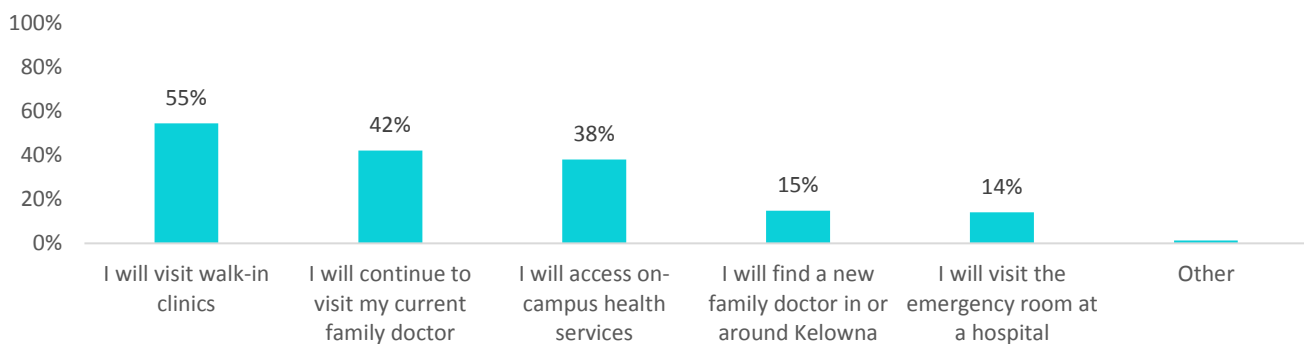


Note: "Very poor" is excluded here as it was selected by 0% of respondents.

Health Care

Most student respondents planned to use walk-in clinics (55%, n = 132), visit their current family doctor (42%, n = 102), and/or access on-campus services (38%, n = 92) when in need of health care services.

Figure 42: Expected access to health care services



Physical Health

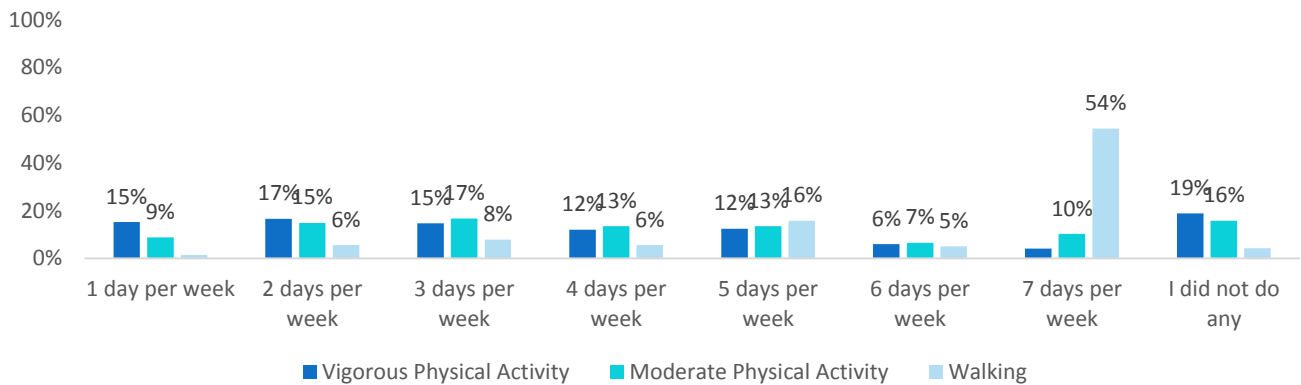
Physical Activity and Sedentary Behaviour

According to the Canadian Physical Activity Guidelines, adults should accumulate at least 150 minutes of moderate to vigorous physical activity per week (Canadian Society for Exercise Physiology, 2012). It was found that the largest proportion of respondents did not engage in any vigorous physical activity over the past week. In particular, 19% (n = 41) of respondents selected "I did not do any vigorous physical activity last week." Another 17% (n = 36) chose 2 days per week, and 15% picked 1 day per week (n = 33) and 3 days per week (n = 32) apiece. In terms of moderate physical activity, responses of transfer students were varied. The bulk of respondents selected 2 through 5 days per week or "I did not do any moderate physical activity last week."

While a relatively large proportion of respondents did not engage in any moderate or vigorous physical activity over the last week, many respondents stated that they walked each day, for at least 10 minutes at a time (54%, n = 117).



Figure 43: Vigorous physical activity, moderate physical activity and walking over the last week



Those who specified that they engaged in vigorous physical activity, moderate physical activity, and/or walking for at least one day over the past week were asked to identify how much time they typically spent doing these activities on one day. The greatest percentage of respondents chose between an hour to two hours and fifty minutes to reflect the amount of time they did vigorous physical activity (72%, n = 117), did moderate physical activity (61%, n = 93), and/or walked (46%, n = 75).

There was a spread in the distribution of responses to the question regarding how much time respondents usually spent sitting (i.e., sedentary) each day. However, the bulk of respondents cited that they spend 4 to 8 hours sitting each day (54%, n = 108). According to the 2012 and 2013 Canadian Health Measures Survey, on a daily average, adults aged 18 to 39 spend 9 hours and 36 minutes sedentary (Statistics Canada, 2015).

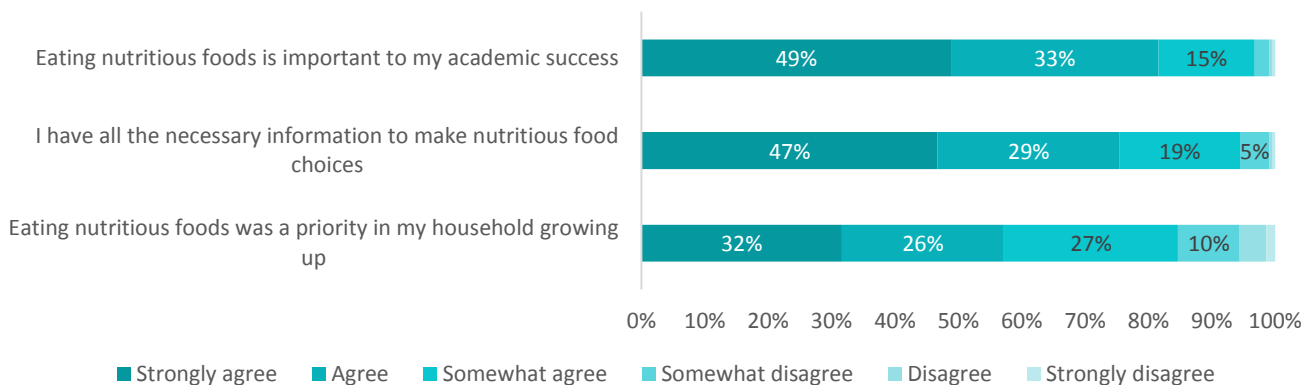
Smoking

Respondents were asked whether or not they smoked. The vast majority of respondents did not (93%, n = 200). Smokers (n = 15) indicated how many cigarettes they smoked and whether they intended to quit in the next 6 months. Most smoked 1 to 5 cigarettes per day and intended to quit.

Nutrition

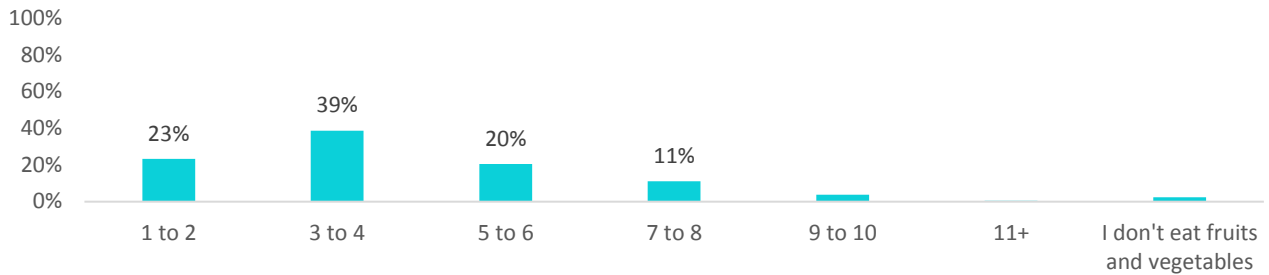
Survey participants rated their agreement to some statements about nutrition. “Eating nutritious foods is important to my academic success” was the statement for which the highest levels of agreement (strongly agree or agree) were seen (82%, n = 177).

Figure 44: Agreement to statements related to nutrition



Health Canada (2011) recommends 8 to 10 servings of fruits and vegetables per day for males aged 19 to 50, and 7 to 8 for females. Most survey respondents are not meeting these guidelines, with the majority citing they consume only 1 to 6 servings daily (82%, n = 177).

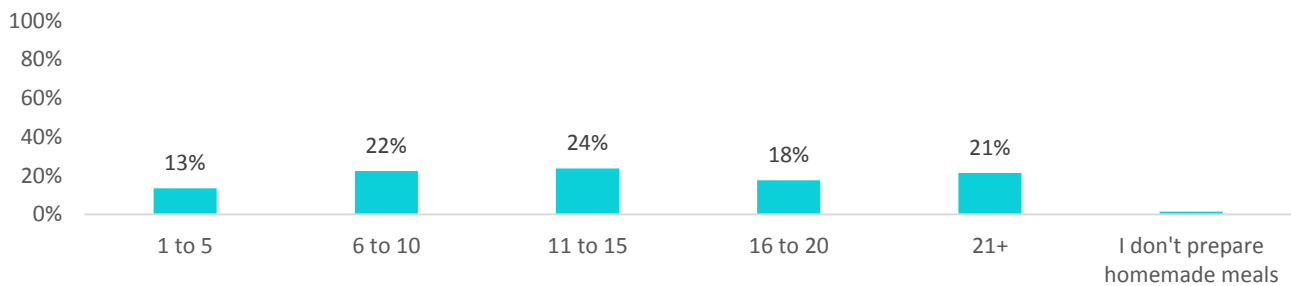
Figure 45: Daily consumption of fruits and vegetables



Respondents also indicated how many sugar sweetened beverages they drink in a typical week. Most respondents specified they drink 0 to 2 per week (64%, n = 137).

There was a fairly even spread of responses across the categories of number of homemade meals per week. One noteworthy finding was that very few respondents indicated that they do not prepare any homemade meals.

Figure: 46: Homemade meals

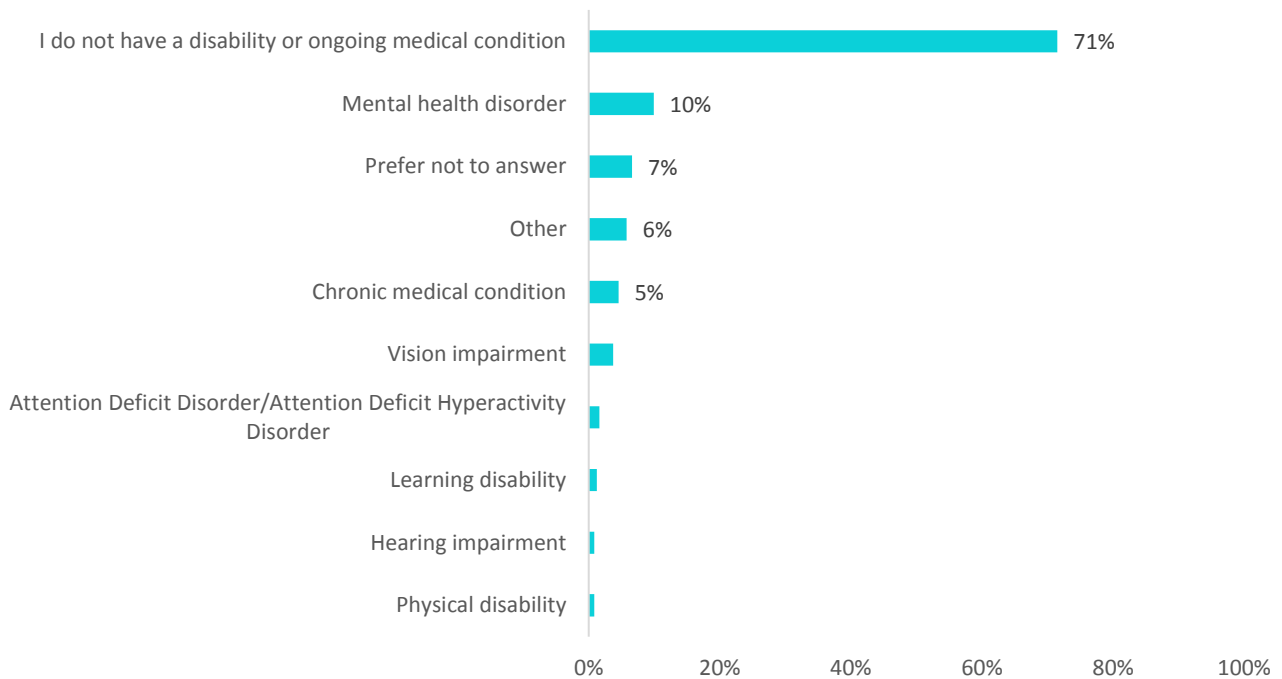


Disabilities

The majority of respondents indicated that they do not have a disability or ongoing medical condition (71%, n = 173). Mental health disorders (10%, n = 24) were the most commonly reported by those who had a disability/ongoing medical condition.



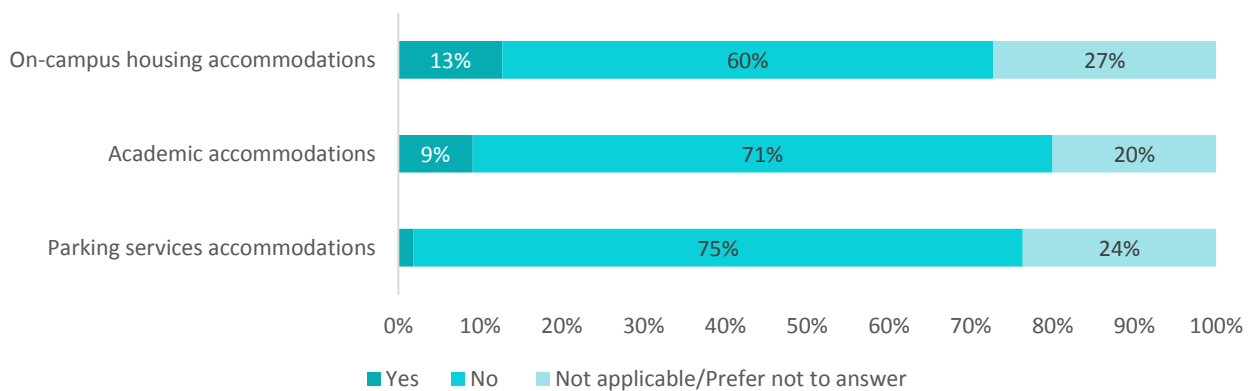
Figure 47: Reported disabilities and ongoing medical conditions



Note: "Mobility impairment" and "speech impairment" are excluded here as they were selected by 0% of respondents.

Respondents who indicated they have a disability or ongoing medical condition noted which accommodations they had requested. Transfer respondents most commonly asked for on-campus housing accommodations (13%, n = 7).

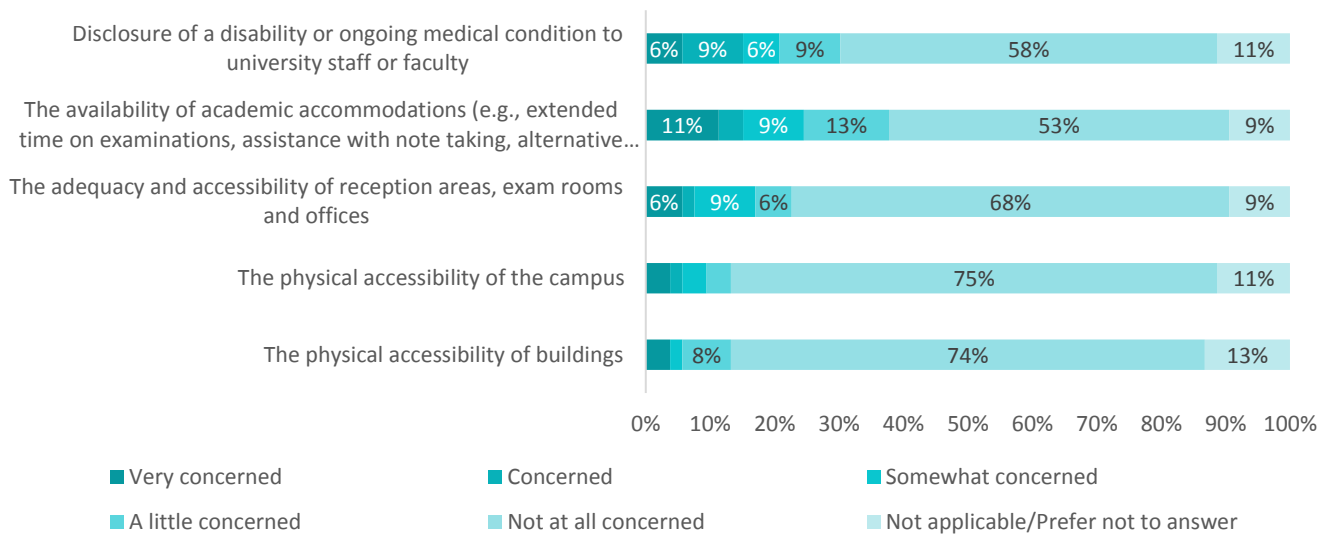
Figure 48: Requested accommodations



They were also asked about their level of concern with a variety of items related to their disability/ongoing medical condition and their first year at UBC Okanagan. Respondents were most concerned with the availability of academic accommodations and disclosure of a disability or ongoing medical condition to university staff or faculty, with 15% (n = 8) selecting very concerned or concerned for each of these items.



Figure 49: Concern with items related to disabilities and ongoing medical conditions

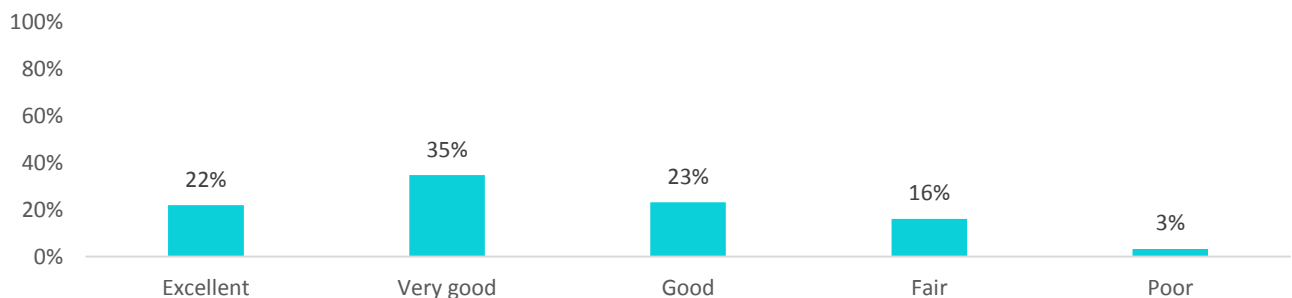


Mental Health, Stress, and Academic Performance

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 (80%, n = 193). However, 19% (n = 47) selected “fair” or lower to represent their mental health.

Figure 50: Ratings of mental health



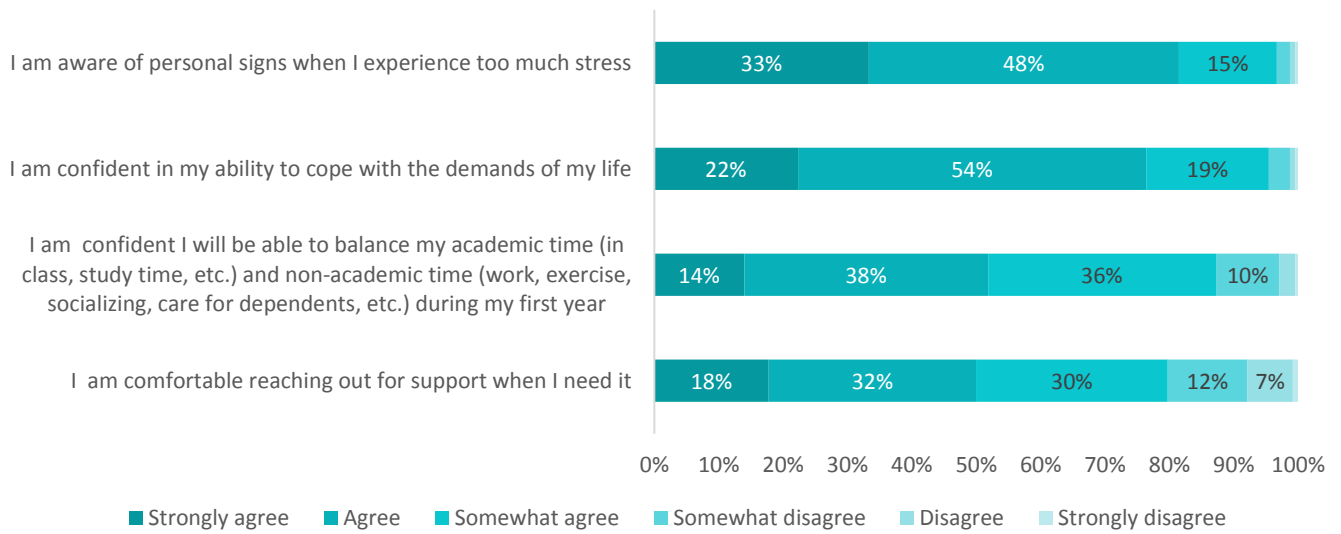
Note: “Very poor” is not included here as it was chosen by 0 respondents.

Mental Health and Resilience

Students rated their agreement with statements regarding mental health and resiliency. Transfer respondents most often agreed (picked “strongly agree” or “agree”) with the statements: “I am aware of personal signs when I experience too much stress” (81%, n = 198) and “I am confident in my ability to cope with the demands of my life” (76%, n = 185). Respondents expressed the least agreement with “I am comfortable reaching out for support when I need it.”



Figure 51: Ratings of mental health and resiliency statements

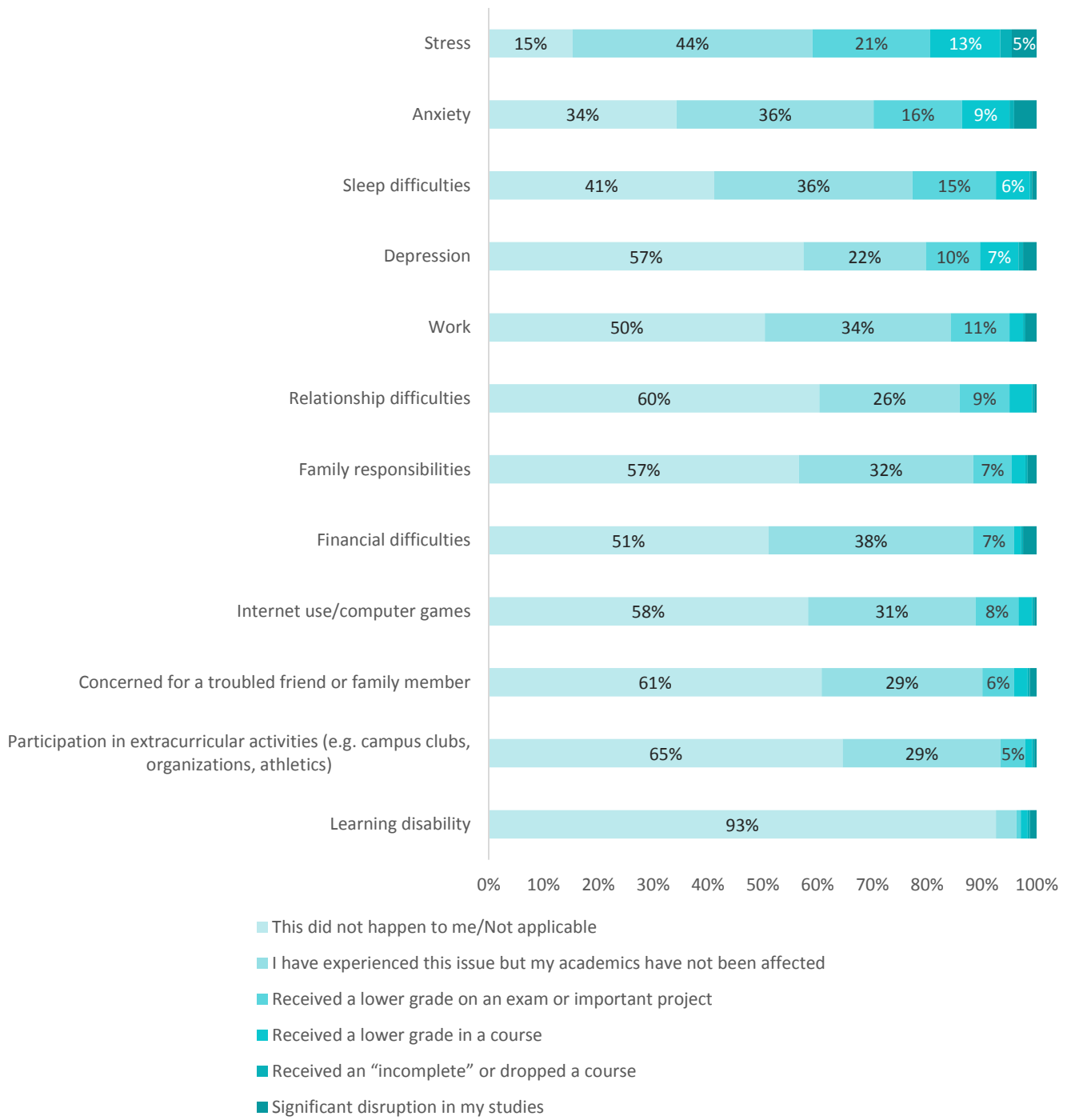


Impact of Mental Health and Stressors on Academic Performance

Students reported whether they had experienced a range of issues, and whether those issues had negatively affected their academics over the past 12 months. Stress was the issue indicated by the largest proportion of respondents as having negatively impacted their academics in some way (41%, n = 99), followed by anxiety (30%, n = 72).



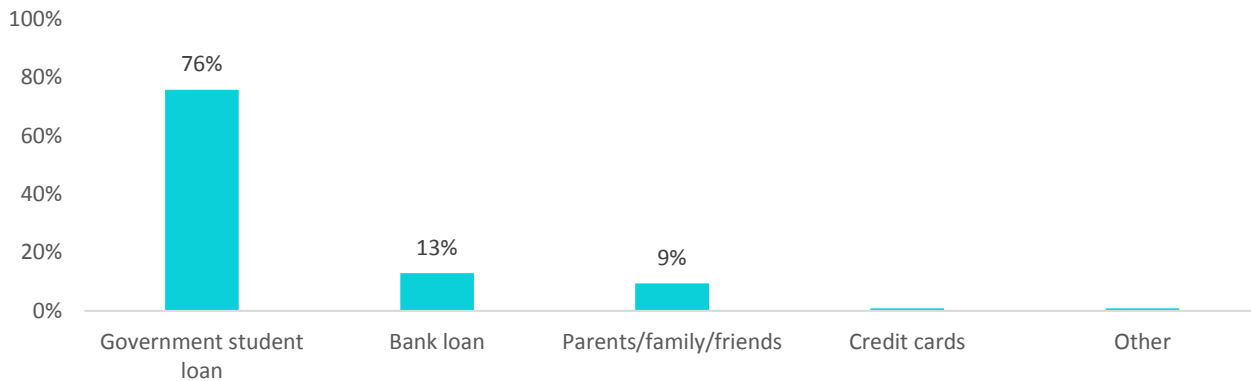
Figure 52: Impact of various issues on academic performance



Finances

Forty five percent (n = 115) of transfer respondents said that they require a loan that they are expected to pay back to finance their initial year at UBC. Most respondents indicated a government student loan as the major source of their loan (76%, n = 88).

Figure 53: Major source of loan

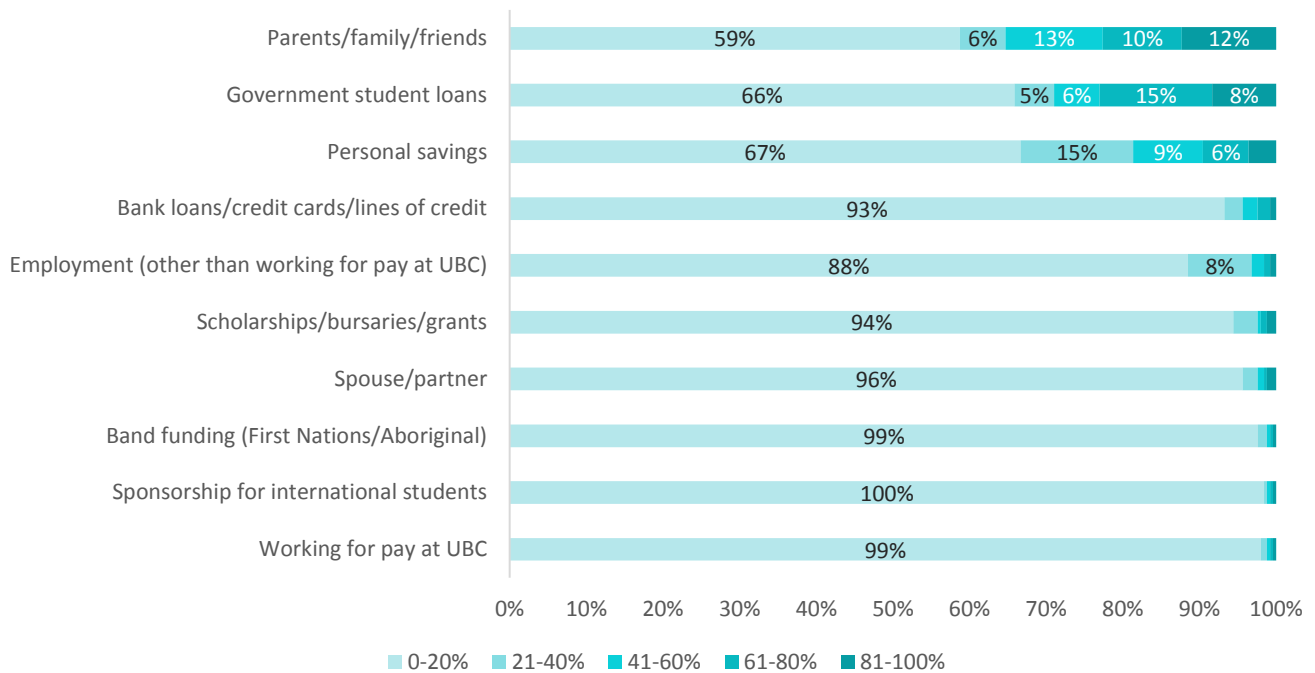


Overall, the average loan amount that respondents said they would need to finance their first year at UBC was \$11,347.00. The range was \$1,000 to \$50,000, while the median and mode were both \$10,000.

When identifying the sources of their funding for tuition and other expenses, 35% (n = 89) of transfer student respondents indicated their parents/family/friends were paying for 41% or more of their costs, and 29% (n = 73) did so for government student loans. Overall, the most common funding sources were parents/family/friends, government student loans, and personal savings.

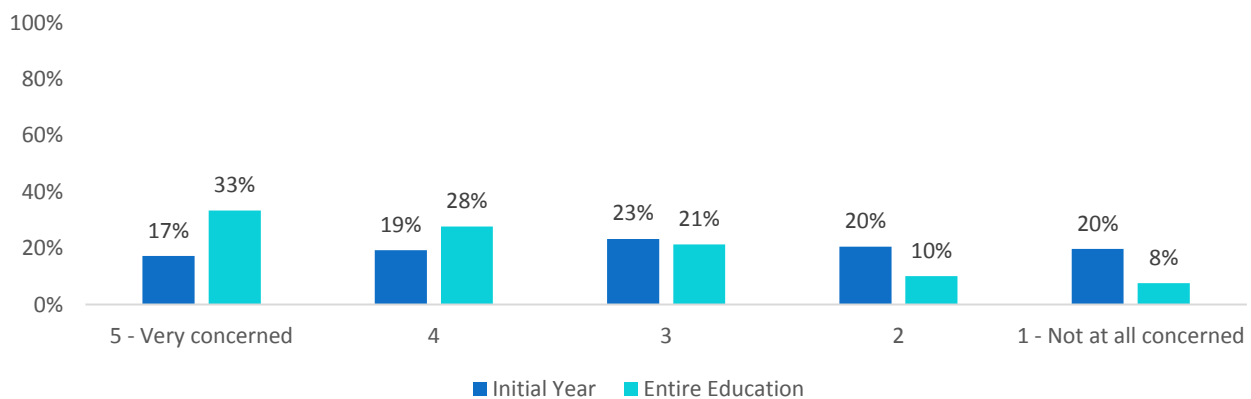


Figure 54: Sources of funding for tuition and other expenses



About two-thirds of transfer (63%, n = 158) respondents rated their level of concern to fund 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.” In terms of level of concern to finance their entire university education, 46% (n = 152) selected “5 – very concerned” or “4.”

Figure 55: Level of concern for financing first year and entire university education



Four percent (n = 11) of respondents stated that they received an offer of scholarship or financial support from UBC. Of those respondents that received an offer of scholarship or financial support from UBC, 18% (n = 2) of respondents said that they still would have been able to attend UBC had they not received the scholarship or financial award. Another 56% (n = 6) selected that they would have been able to attend, but it would have been financially difficult. Most respondents (82%, n = 9) would have still chosen to attend UBC had they not been given the scholarship or financial award. It should be noted that only 11 transfer respondents answered the scholarship follow-up questions.



Plans, Intentions, and Expectations

Selecting a Major

Over three-quarters (78%, n = 181) of respondents knew what their program specialization/major would be.

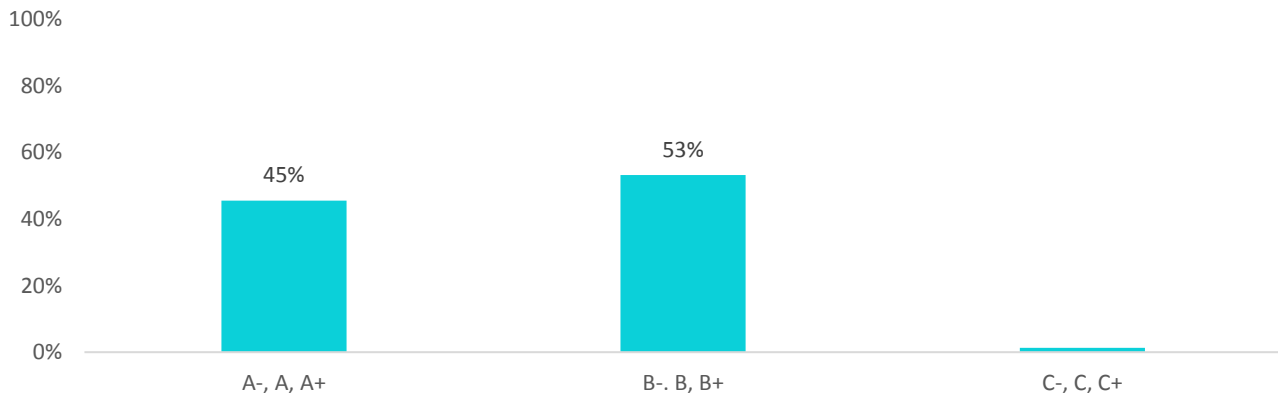
Graduation

Seventy eight percent (n = 181) of transfer 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. Overall, 73% (n = 11) of respondents planned to transfer to another university or college. The University of British Columbia's Vancouver campus was most frequently cited as the university respondents planned to transfer to. It should be noted that only 15 respondents were asked about their transfer plans.

Average Grades

Most transfer student respondents (53%, n = 124) expected to achieve an average grade range of B-/B/B+ during their first year, while an additional 45% (n = 106) anticipated to obtain an A-/A/A+ grade range.

Figure 56: Expected grade range for first year



References

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