## New to UBC 2020 Non-Attenders Survey

Q1 Thank you for applying to the University of British Columbia. Based on our records, it looks like you will not be attending UBC \${e://Field/campusName} this fall.\* We are sorry that you will not be joining our UBC community. Please tell us why you will not be

attending UBC this fall by taking UBC's "Non-Attender Survey".

\*If you are attending UBC in September 2020, but you registered in UBC classes on Aug 3 or later, or if you have applied to defer your offer of admission until September 2021, please ignore this survey.

Your answers will in no way affect any future applications you may make to UBC.

Your survey results will be kept confidential. They are collected, and will be protected, in accordance with the terms of the British Columbia Freedom of Information and Protection of Privacy Act. Results of the survey will be reported in statistically aggregated form only, without identifying individual students. No part of your responses to this survey will become part of your UBC student record. Information associated with your UBC student record, such as your student number or email address, will be accessible ONLY to those associated with the UBC survey office. For statistical purposes, information you provide in this survey will be augmented with other information already on file at UBC.

If you have any questions or concerns about this survey, please contact the UBC survey office (survey.office@ubc.ca).

attendPSI Will you be attending another post-secondary institution this upcoming fall?

- Yes (1)
- o No (0)

## Display This Question:

*If Will you be attending another post-secondary institution this upcoming fall? = Yes* 

QN19NA Which post-secondary institution will you be attending this fall?

- Carleton University (5)
- Concordia University (8)
- Dalhousie University (9)
- McGill University (19)
- McMaster University (20)
- National University of Singapore (79)
- New York University (22)
- Okanagan College (23)
- Queen's University (24)
- Ryerson University (25)
- Simon Fraser University (26)
- Thompson Rivers University (28)
- Trinity Western University (29)
- University College London (30)
- University of Alberta (31)
- University of Calgary (33)
- University of California, Berkeley (34)
- University of California, Los Angeles (37)
- University of California, San Diego (39)
- University of Guelph (47)
- University of Northern BC (54)
- University of Ottawa (55)
- University of Saskatchewan (56)

- University of Southern California (87)
- University of Toronto (58)
- University of Victoria (59)
- University of Washington (61)
- University of Waterloo (62)
- University of Western Ontario (63)
- Other institution not listed above, please specify (67)

## Display This Question:

If Will you be attending another post-secondary institution this upcoming fall? = Yes

**Imp** This next set of questions will help us to understand the reasons why you chose **[QN19NA]** over UBC, so that we gain a better understanding of your decision-making process. There are lots of factors to consider when choosing a university.

|                        | Extremely     | Very          | Slightly                    | Not at all    |               |
|------------------------|---------------|---------------|-----------------------------|---------------|---------------|
|                        | important (5) | important (4) | Moderately<br>important (3) | important (2) | important (1) |
| The                    |               |               |                             |               |               |
| university/college's   |               |               |                             |               |               |
| overall ranking        |               |               |                             |               |               |
| (Imp_1)                |               |               |                             |               |               |
| My degree              |               |               |                             |               |               |
| program's ranking      |               |               |                             |               |               |
| (Imp_2)                |               |               |                             |               |               |
| The                    |               |               |                             |               |               |
| university/college's   |               |               |                             |               |               |
| overall reputation     |               |               |                             |               |               |
| (Imp_3)                |               |               |                             |               |               |
| My degree              |               |               |                             |               |               |
| program's              |               |               |                             |               |               |
| reputation (Imp_4)     |               |               |                             |               |               |
| Quality of campus      |               |               |                             |               |               |
| life (friendliness of  |               |               |                             |               |               |
| campus, social         |               |               |                             |               |               |
| opportunities,         |               |               |                             |               |               |
| quality of campus      |               |               |                             |               |               |
| environment, etc.)     |               |               |                             |               |               |
| (Imp_5)                |               |               |                             |               |               |
| Opportunities for      |               |               |                             |               |               |
| student                |               |               |                             |               |               |
| engagement             |               |               |                             |               |               |
| (clubs, peer           |               |               |                             |               |               |
| programs, student      |               |               |                             |               |               |
| government,            |               |               |                             |               |               |
| intramurals, etc.)     |               |               |                             |               |               |
| (Imp_6)                |               |               |                             |               |               |
| Diversity of the       |               |               |                             |               |               |
| university/college's   |               |               |                             |               |               |
| student body and       |               |               |                             |               |               |
| campus                 |               |               |                             |               |               |
| community              |               |               |                             |               |               |
| (faculty, staff, etc.) |               |               |                             |               |               |
| (Imp_7)                |               |               |                             |               |               |

|                           | Extremely     | Very               | Moderately    | Slightly      | Not at all    |
|---------------------------|---------------|--------------------|---------------|---------------|---------------|
|                           | important (5) | ,<br>important (4) | important (3) | important (2) | important (1) |
| Residence (quality of     |               |                    |               |               |               |
| residences, housing       |               |                    |               |               |               |
| assignment and            |               |                    |               |               |               |
| being able to live on     |               |                    |               |               |               |
| campus) (Imp_8)           |               |                    |               |               |               |
| Quality of academic       |               |                    |               |               |               |
| facilities (e.g. library, |               |                    |               |               |               |
| laboratories) (Imp_9)     |               |                    |               |               |               |
| Quality of non-           |               |                    |               |               |               |
| academic facilities       |               |                    |               |               |               |
| (e.g. food services,      |               |                    |               |               |               |
| recreational              |               |                    |               |               |               |
| facilities, places to     |               |                    |               |               |               |
| relax/socialize/study)    |               |                    |               |               |               |
| (Imp_10)                  |               |                    |               |               |               |
| University/college's      |               |                    |               |               |               |
| campus location           |               |                    |               |               |               |
| (Imp_11)                  |               |                    |               |               |               |
| Opportunities to          |               |                    |               |               |               |
| learn outside the         |               |                    |               |               |               |
| classroom (co-op,         |               |                    |               |               |               |
| study abroad,             |               |                    |               |               |               |
| community service         |               |                    |               |               |               |
| learning, internships,    |               |                    |               |               |               |
| practicum) (Imp_13)       |               |                    |               |               |               |
| Opportunities to be       |               |                    |               |               |               |
| involved in the           |               |                    |               |               |               |
| community (Imp_14)        |               |                    |               |               |               |
| Undergraduate             |               |                    |               |               |               |
| research                  |               |                    |               |               |               |
| opportunities             |               |                    |               |               |               |
| (Imp_15)                  |               |                    |               |               |               |
| Quality of faculty        |               |                    |               |               |               |
| (professors,              |               |                    |               |               |               |
| instructors, etc.)        |               |                    |               |               |               |
| (Imp_16)                  |               |                    |               |               |               |
| Diversity of              |               |                    |               |               |               |
| programs and              |               |                    |               |               |               |
| courses (Imp_17)          |               |                    |               |               |               |

| Direct admission to a |  |  |  |
|-----------------------|--|--|--|
| desired               |  |  |  |
| specialization or     |  |  |  |
| major (e.g.           |  |  |  |
| International         |  |  |  |
| Economics,            |  |  |  |
| Mechanical            |  |  |  |
| Engineering)          |  |  |  |
| (Imp_18)              |  |  |  |
| The cost of the       |  |  |  |
| university/college's  |  |  |  |
| tuition (Imp19)       |  |  |  |
| The overall cost of   |  |  |  |
| attending the         |  |  |  |
| university/college    |  |  |  |
| (including housing,   |  |  |  |
| etc.) (Imp_20)        |  |  |  |
| The availability of   |  |  |  |
| financial awards or   |  |  |  |
| support from the      |  |  |  |
| university/college    |  |  |  |
| (Imp_21)              |  |  |  |
| The value of the      |  |  |  |
| university/college    |  |  |  |
| degree in relation to |  |  |  |
| the cost (Imp_22)     |  |  |  |

## Display This Question:

*If Will you be attending another post-secondary institution this upcoming fall? = Yes* 

**Perf** On each of the following factors, how does UBC \${e://Field/campusName} compare with **[QN19NA]**?

|   | UBC is<br><b>much</b><br>better (2) | UBC is<br>somewhat<br>better (1) | UBC is<br>about the<br>same (0) | UBC is<br>somewhat<br>worse (-1) | UBC is<br>much<br>worse (-2) | Don't<br>know/No<br>opinion (9) |
|---|-------------------------------------|----------------------------------|---------------------------------|----------------------------------|------------------------------|---------------------------------|
| The<br>university/college's<br>overall ranking<br>(Perf_1)  |                                     |                                  |                                 |                                  |                              |                                 |
| My degree<br>program's ranking<br>(Perf_2)  |                                     |                                  |                                 |                                  |                              |                                 |
| The<br>university/college's<br>overall reputation<br>(Perf_3)   |                                     |                                  |                                 |                                  |                              |                                 |
| My degree<br>program's<br>reputation (Perf_4)   |                                     |                                  |                                 |                                  |                              |                                 |
| Quality of campus<br>life (friendliness of<br>campus, social<br>opportunities,<br>quality of campus<br>environment, etc.)<br>(Perf_5) |                                     |                                  |                                 |                                  |                              |                                 |
| Opportunities for<br>student<br>engagement<br>(clubs, peer<br>programs, student<br>government,<br>intramurals, etc.)<br>(Perf_6)      |                                     |                                  |                                 |                                  |                              |                                 |
| Diversity of the<br>university/college's<br>student body and<br>campus<br>community<br>(faculty, staff, etc.)<br>(Perf_7)             |                                     |                                  |                                 |                                  |                              |                                 |

|   | UBC is<br><b>much</b><br>better (2) | UBC is<br>somewhat<br>better (1) | UBC is<br>about the<br>same (0) | UBC is<br>somewhat<br>worse (-1) | UBC is<br>much<br>worse (-2) | Don't<br>know/No<br>opinion (9) |
|---|-------------------------------------|----------------------------------|---------------------------------|----------------------------------|------------------------------|---------------------------------|
| Residence (quality of residences, housing | Detter (2)                          | Detter (1)                       | same (0)                        | worse (-1)                       | worse (-2)                   | opinion (9)                     |
| assignment and                            |                                     |                                  |                                 |                                  |                              |                                 |
| being able to live on                     |                                     |                                  |                                 |                                  |                              |                                 |
| campus) (Perf_8)                          |                                     |                                  |                                 |                                  |                              |                                 |
| Quality of academic                       |                                     |                                  |                                 |                                  |                              |                                 |
| facilities (e.g. library,                 |                                     |                                  |                                 |                                  |                              |                                 |
| laboratories)                             |                                     |                                  |                                 |                                  |                              |                                 |
| (Perf_9)                                  |                                     |                                  |                                 |                                  |                              |                                 |
| Quality of non-                           |                                     |                                  |                                 |                                  |                              |                                 |
| academic facilities                       |                                     |                                  |                                 |                                  |                              |                                 |
| (e.g. food services,                      |                                     |                                  |                                 |                                  |                              |                                 |
| recreational                              |                                     |                                  |                                 |                                  |                              |                                 |
| facilities, places to                     |                                     |                                  |                                 |                                  |                              |                                 |
| relax/socialize/study)                    |                                     |                                  |                                 |                                  |                              |                                 |
| (Perf_10)                                 |                                     |                                  |                                 |                                  |                              |                                 |
| University/college's                      |                                     |                                  |                                 |                                  |                              |                                 |
| campus location                           |                                     |                                  |                                 |                                  |                              |                                 |
| (Perf_11)                                 |                                     |                                  |                                 |                                  |                              |                                 |
| Opportunities to                          |                                     |                                  |                                 |                                  |                              |                                 |
| learn outside the                         |                                     |                                  |                                 |                                  |                              |                                 |
| classroom (co-op,                         |                                     |                                  |                                 |                                  |                              |                                 |
| study abroad,                             |                                     |                                  |                                 |                                  |                              |                                 |
| community service                         |                                     |                                  |                                 |                                  |                              |                                 |
| learning, internships,                    |                                     |                                  |                                 |                                  |                              |                                 |
| practicum) (Perf_13)                      |                                     |                                  |                                 |                                  |                              |                                 |
| Opportunities to be                       |                                     |                                  |                                 |                                  |                              |                                 |
| involved in the                           |                                     |                                  |                                 |                                  |                              |                                 |
| community (Perf_14)                       |                                     |                                  |                                 |                                  |                              |                                 |
| Undergraduate                             |                                     |                                  |                                 |                                  |                              |                                 |
| research                                  |                                     |                                  |                                 |                                  |                              |                                 |
| opportunities                             |                                     |                                  |                                 |                                  |                              |                                 |
| (Perf_15)                                 |                                     |                                  |                                 |                                  |                              |                                 |
| Quality of faculty                        |                                     |                                  |                                 |                                  |                              |                                 |
| (professors,                              |                                     |                                  |                                 |                                  |                              |                                 |
| instructors, etc.)                        |                                     |                                  |                                 |                                  |                              |                                 |
| (Perf_16)                                 |                                     |                                  |                                 |                                  |                              |                                 |
| Diversity of                              |                                     |                                  |                                 |                                  |                              |                                 |
| programs and                              |                                     |                                  |                                 |                                  |                              |                                 |
| courses (Perf_17)                         |                                     |                                  |                                 |                                  |                              |                                 |

| Direct admission to a        |  |  |  |
|------------------------------|--|--|--|
| desired                      |  |  |  |
| specialization or            |  |  |  |
| major (e.g.                  |  |  |  |
| International                |  |  |  |
| Economics,                   |  |  |  |
| Mechanical                   |  |  |  |
|                              |  |  |  |
| Engineering)                 |  |  |  |
| (Perf_18)<br>The cost of the |  |  |  |
|                              |  |  |  |
| university/college's         |  |  |  |
| tuition (Perf_19)            |  |  |  |
| The overall cost of          |  |  |  |
| attending the                |  |  |  |
| university/college           |  |  |  |
| (including housing,          |  |  |  |
| etc.) (Perf_20)              |  |  |  |
| The availability of          |  |  |  |
| financial awards or          |  |  |  |
| support from the             |  |  |  |
| university/college           |  |  |  |
| (Perf_21)                    |  |  |  |
| The value of the             |  |  |  |
| university/college           |  |  |  |
| degree in relation to        |  |  |  |
| the cost (Perf_22)           |  |  |  |

**covidIntrotxt** The COVID-19 crisis has changed our everyday lives in ways we never could have imagined. We would like to know what impact the COVID-19 pandemic may have had on your decision to not attend UBC.

**covidFinance** As a result of the COVID-19 pandemic, has your financial situation changed in any of the following ways? Select all that apply.

- □ <u>My family</u> is or <u>I am</u> now less able to pay for my education or living expenses (1)
- □ Need to take on more student loan (2)
- Reduced my personal income / my family's income (3)
- □ Need to use more of my savings / my family's savings (4)
- $\Box$   $\otimes$  None of the above (5)

**covidTuition\_NA** What impact, if any, would the COVID-19 pandemic have on your ability to finance your upcoming academic year (September 2020 to April 2021) at UBC, if you were to attend UBC?

- Very little impact (1)
- Little impact (2)
- Moderate impact (3)
- Significant impact (4)
- Very significant impact (5)

**covidNAttend** Below are potential reasons related to the COVID-19 pandemic for why some students choose not to attend UBC. Do any of these reasons apply to your decision not to attend UBC? Please select all that apply.

□ The COVID-19 pandemic has worsened my financial situation (1)

Studying online, I would not be able to see my UBC classmates in person or participate in extracurricular / on-campus activities, making it difficult to develop social connections (2)

 Because of the COVID-19 pandemic, I would not live in UBC student residence, making it difficult to develop social connections (3)

□ I feel the quality of online courses at UBC would not meet my expectations (4)

□ I am concerned about UBC instructors' discomfort or lack of familiarity with required technologies or applications (5)

□ I would be unable to communicate with UBC instructors in person (6)

□ I am concerned about whether I have access to the necessary technological tools to learn online at UBC (e.g. access to reliable internet service, UBC library resources, specialized software – Adobe products, statistical packages, etc.) (7)

□ I am concerned about my grades and being able to perform well in online courses (8)

I am concerned about maintaining my personal motivation / desire to complete online coursework (9)

□ I do not want to take UBC classes held in a different time zone than the one I am in (10)

I do not want to have to move to Canada from another country, or to the BC province from another Canadian province, when UBC classes resume to being conducted in person on campus (11)

 Attending UBC would require me to move away from my family, and I do not want to be far from my family during a pandemic (12)

□ Other reasons related to COVID-19 pandemic not listed above (13)

□ ⊗My reasons for not attending UBC are unrelated to COVID-19 pandemic (14)

covidIfattend If it were not for COVID-19 pandemic, would you instead attend UBC this fall?

- Definitely yes (3)
- Probably yes (2)
- Probably no (1)
- Definitely no (0)

submittxt Please click "Submit" to submit your survey responses.