

The New to UBC survey 2014 Okanagan campus (Undergraduate students)



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

Executive Summary: UBC Okanagan Campus

The 2014 New to UBC (NUBC) survey for undergraduate students at the Okanagan campus was completed by 938 students (87% of which were domestic). The respondents generally were a fair representation of the overall incoming new to UBC degree-seeking cohort for fall 2014, with some minor exceptions. The sample of respondents was slightly overrepresentative of female direct entry students (57% compared to 52%), and underrepresentative of international students (12% compared to 16%).

The majority of domestic direct entry students self-identified as White, while the most commonly reported ethnicity among international students was Chinese. About half of domestic and about 9 in 10 international students said they were multilingual. Almost all international and slightly less than two-thirds of domestic respondents indicated they will be living on campus. For those living off-campus, public transit was reported as the commuting method of choice for the largest proportion of domestic respondents.

Most students reported a sense of belonging with UBC and indicated having positive feelings about UBC's Okanagan campus. Over 80% of both domestic and international respondents said they were very or extremely proud to be attending UBC's Okanagan campus. UBC's recruitment promotional activities were ranked generally as good as or better than most other schools students considered.

Sixty-two percent of domestic and 45% of international students affirmed they intend to complete their degree at this campus. Historically, the proportion of domestic respondents that said they intend to graduate from the Okanagan campus was 58% in 2013, 57% in 2012, 59% in 2011, and 47% in 2010. For international students this figure was 41% in 2013, 49% in 2012, 42% in 2011, and 40% in 2010. Eight percent of domestic and 11% of international respondents indicated they do not plan to graduate from UBC's Okanagan campus (this figure was 10% for domestic and 10% for international respondents in 2013). Of students who said they do not intend to graduate from UBC's Okanagan campus, 64% of both domestic and international respondents indicated they plan to transfer to another institution; UBC's Vancouver campus was the most cited destination by both domestic and international students (cited by over half of respondents who intend to transfer), as was the case in 2013 and 2012.

Students are concerned about maintaining a high enough GPA in the upcoming year, as well as with meeting new people, and being overwhelmed with all they have to do. Students feel, in general, supported in the upcoming year – thanks in part to the first year peer advising program. Receiving the academic and career advising they require is important to them. The quality of campus life and the quality of faculty were among the most important factors in choosing UBC's Okanagan campus.

While students anticipate they will be faced with stressors in the upcoming year, they self-report good health (over 75% of both domestic and international said it was excellent, very good, or good). Students believe they have the capacity and resources to effectively manage stress. While being able to finance their studies is of concern, most believe they will be able to finance their overall education. Students are overall quite in favour of using technology to support learning; most students reported that, regarding adopting new technologies, they usually use new technology when most others do.



In general, students are keen to engage in extracurricular activities such as sports and student leadership activities. Many students are eager to participate in enriched learning activities, such as community service learning, international exchanges, and co-op/practicum programs. Students rank the importance of UBC to provide personal development promoting opportunities highly, particularly the provision of experiences that stimulate one to achieve his or her full potential and opportunities that enable one to apply their learning in society.

Transfer student respondents' indicate they are generally similar to direct entry students, however a larger proportion of respondents indicated they would not be living on campus (two-thirds). Most transfer students reported that UBC's Okanagan campus was their first choice, and that they were accepted into their desired program of study. More than half of respondents indicated they received all their transfer credits and many rated the transfer process relatively straightforward (rated as simple by 39%, and very simple by 15%). A further 35% of respondents reported the process as OK.



Executive Report: UBC Okanagan Campus

Introduction

This report displays the findings of the 2014 New to UBC (Okanagan campus) Survey for undergraduate students, which was administered to new incoming degree students to UBC's Okanagan campus between August 8th and September 2nd 2014. 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.

Unless otherwise specified, *this report focuses on the findings for Direct Entry students*, displaying responses by domestic and international students. Transfer student findings are very similar, and responses from items that were specifically for Transfer students are included at the end of the report.

Methodology

All new to UBC Okanagan students entering a degree program were invited to participate. Overall, 938 undergraduates (of 1,980) completed the survey, **an overall response rate of 47%**. The response rate is slightly down from 54% in the 2013 survey. Students were told that by completing the survey they would be entered in a draw to win a \$500 or one of two \$250 Visa gift cards. Students who came to UBC with no prior post-secondary experience (direct entry students) were analyzed separately from students who had previously attended another post-secondary institution (transfer students). In the cohort, 71% of students (1404) were direct entry; the response rate for direct entry students was 49% (693 respondents [607 domestic, 86 international]) and was 43% for transfer students (245).

Table 1: Demographic information of population and sample

	Direct Entry		Transfer	
	Cohort (N=1404)	Sample (N=693)	Cohort (N=576)	Sample (N=245)
Female	52.4%	57.3%	59.4%	62.0%
Year 1	100%	100%	25.9%	34.3%
Year 2	-	-	29.5%	25.7%
Year 3	-	-	37.2%	32.2%
Arts	28.6%	25.7%	31.8%	29.0%
Sciences	34.8%	36.8%	23.6%	26.1%
Engineering	12.6%	13.7%	6.1%	5.7%
Fine Arts	1.4%	1.0%	1.2%	0.4%
Human Kinetics	7.5%	8.4%	7.8%	8.6%
Nursing	3.1%	4.0%	9.2%	11.4%
Management	11.8%	10.1%	6.6%	6.1%
International	15.7%	12.4%	10.9%	15.2%

Sample Distribution – Direct Entry Students

The sample of direct entry students was generally a good representation of the Okanagan campus cohort, with some discrepancies. Among direct entry students, females were overrepresented in the sample (57% of the sample versus 52% of the cohort) while international students were



underrepresented in the sample (12% of the sample, 16% of the cohort). Among transfer students, year 1 students were overrepresented in the sample (34% in sample, 26% in cohort) while both year 2 and 3 students were slightly underrepresented. Also, international students were slightly overrepresented in the sample of transfer students (15% of the sample, 11% of the cohort).

NOTES

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

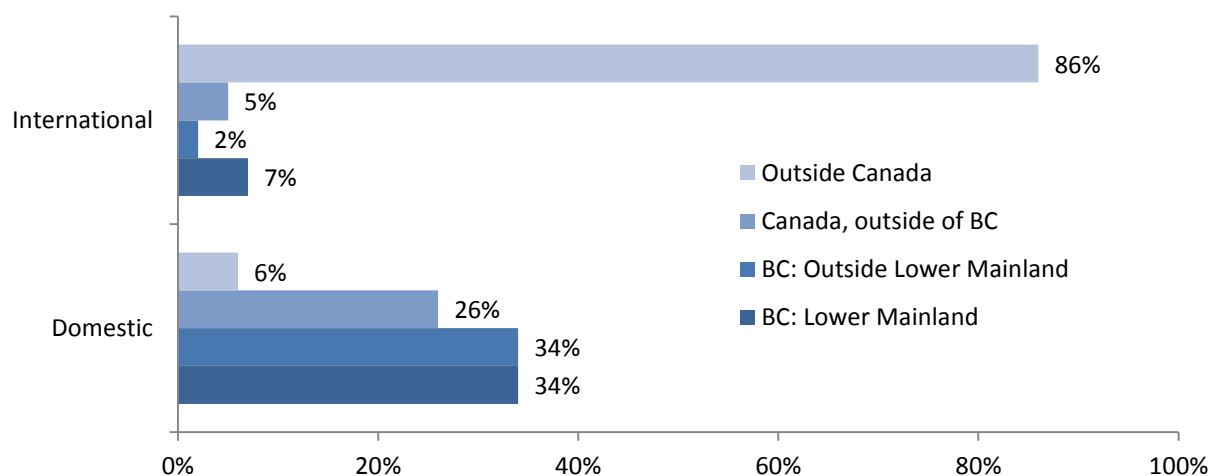
In total, there were 607 domestic and 86 international direct entry students who completed the NUBC survey. For this reason, it should be noted that figures representing international student responses should be interpreted with a degree of caution since any figures in this report referring to international students could only represent a maximum of 86 respondents, sometimes less than this number. In light of the small numbers of direct entry international students, in cases where there are less than 20 students responding to a particular question, the percentages were not reported (unless otherwise stated).

DEMOGRAPHIC INFORMATION

High School Location

The majority of international respondents (86%) attended a high school outside Canada. Roughly two-thirds of domestic respondents attended a high school in British Columbia (half of those attended a school in the Lower Mainland, half outside the Lower Mainland).

Figure 1: Location of high school



Twenty-three percent of domestic and 4% of international student respondents indicated that they had participated in the Destination UBC travel reimbursement program for newly admitted students.



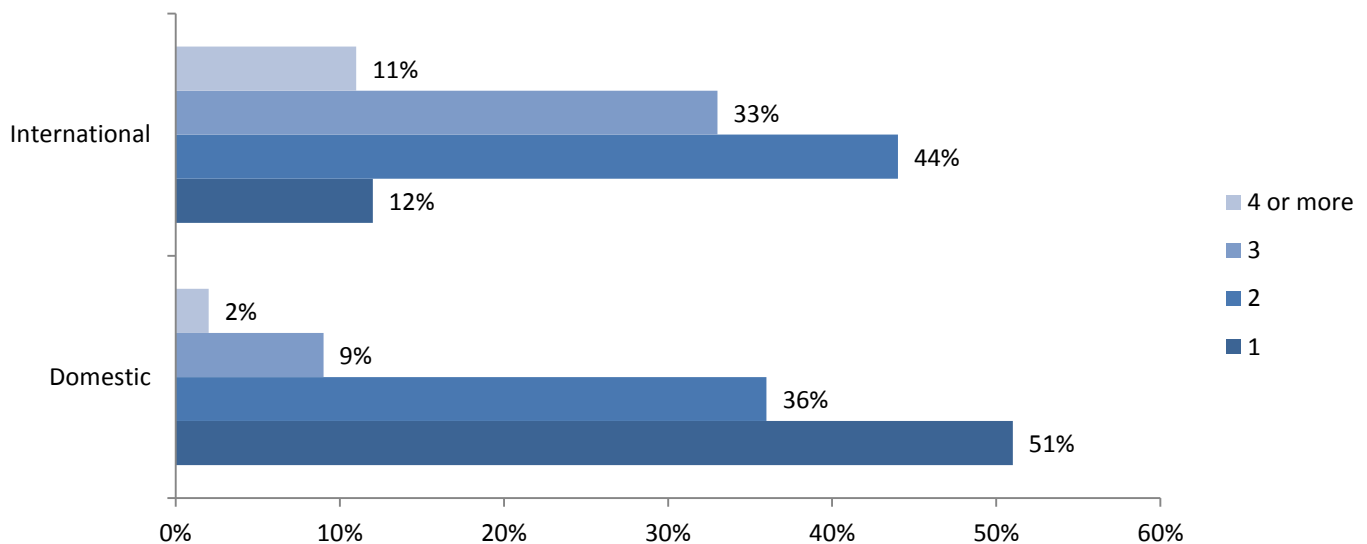
Living situation

Sixty one percent of domestic and 94% of international respondents indicated they would be living on campus for the upcoming year (In 2009: 61% of domestic and 85% of internationals). The domestic students living off campus reported how they would commute. Students could select multiple responses. The largest proportion of respondents selected public transit (36%), while 29% said vehicle alone, and 26% said carpool. A further 5% said bicycle, and 4% selected walking. International responses were not reported as only a handful responded that they will be living off-campus this year.

Also, the domestic and international students who reported to be living off campus largely indicated they were living with parents, extended family, or siblings, with a handful reporting to be living alone. When asked why they would not be living on campus, the most commonly reported response by domestic students was that they prefer to live with family (37%), followed by 33% who said residence was too expensive (33%), while 28% said they chose not to live in residence. (As almost all international respondents indicated they would be living off-campus, only domestic responses are reported for this particular item).

Ethnoracial Distribution and Citizenship

Figure 2: Number of languages spoken well enough to be able to converse



First Language Learned and Languages Spoken

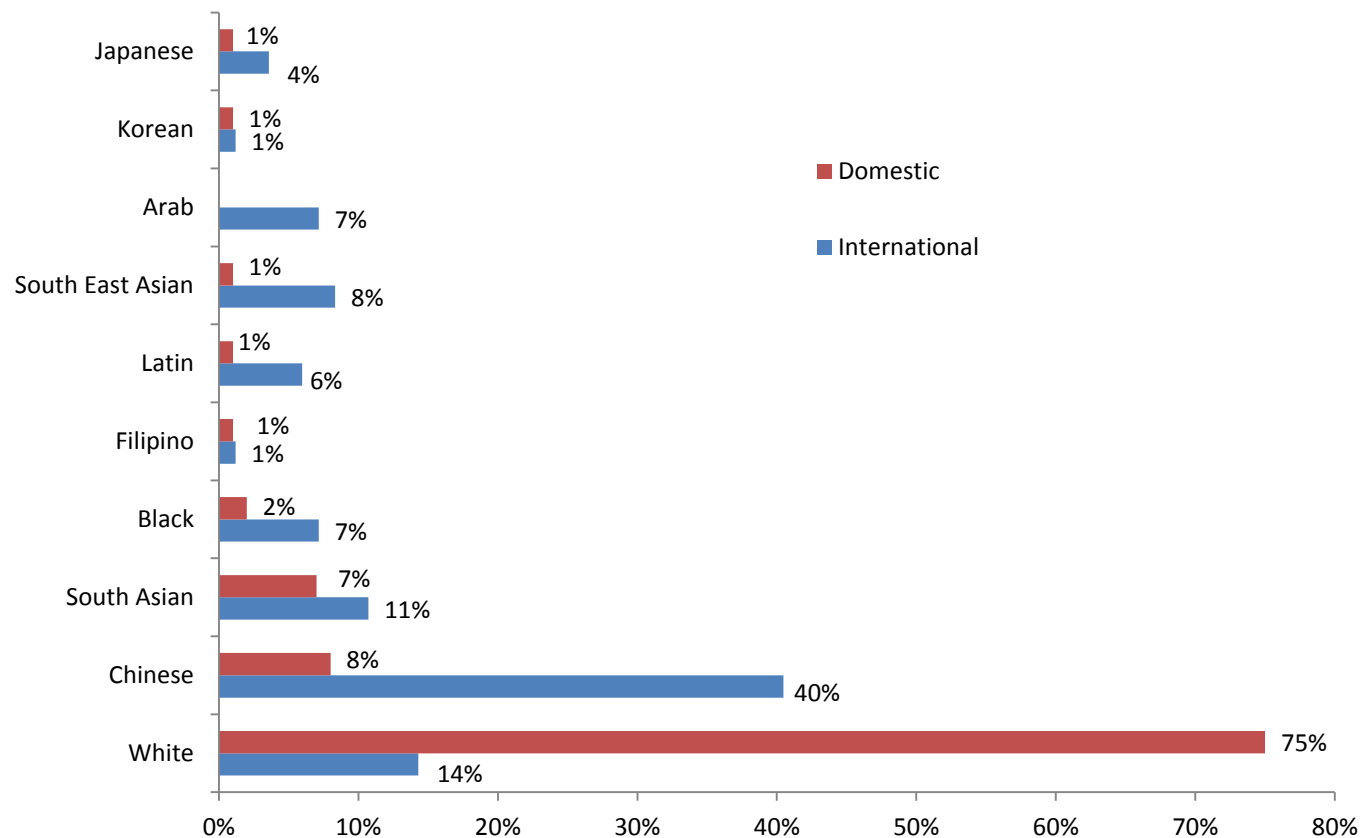
Among domestic students, 86% indicated English was the language they learned first and still understand, followed by Mandarin (selected by 3% of respondents). Of international respondents, Mandarin was selected by 33% as their first language, followed closely by English (32%). Several other languages were selected by international respondents, but by only a handful of students; hence, these percentages are not reported explicitly here.



Of domestic respondents who listed a language other than English as their first language learned, 52% said they learned English before they were 5 years old, while 38% said between 6-10 years of age. Among international respondents, 29% said before 5 years old, 24% said between 11-15 years old, and 44% said between when aged 6-10. A large majority of domestic respondents, 84%, indicated they were Canadian-born, while all international respondents said they were born outside of Canada. (In 2009, 87% of domestic students said Canadian-born, and all international students were born outside of Canada).

Students were asked to report where they had resided for at least one year, whether it was in the local region, province, in Canada, or another country. Of domestic respondents, 32% indicated they had lived in the Okanagan, 29% selected elsewhere in BC, 28% said in another province/ territory, while 11% indicated they had resided in another country. Among international respondents, 82% reported they had resided outside Canada for at least a year, while 11% reported to have lived in BC (outside the Okanagan region) for at least a year.

Figure 3: Self-reported ethnicity



For the ethnicity item, students could select multiple options. Note that percentages were rounded up to the nearest whole number so for West Asian and Aboriginal there were in fact a handful of responses to these options. White was selected by the largest proportion of domestic students, while Chinese was selected by the largest proportion of international respondents. In the 2009 NUBC survey,



76% of domestic students said White, 6% Chinese, 4th South Asian, while 29% of international students said Chinese, 21% said White, and 9% said Black.

Twenty-three percent of domestic respondents and 21% of international respondents reported having a disability or ongoing medical condition. Vision was the most commonly indicated response option by domestic students. (As only a handful of international students reported having a disability, their responses for this item were not reported).

Education of Parents/Guardians

Students were asked to indicate the highest level of education attained by each of their parents/guardians. Figures 4a and 4b illustrate the proportion of respondents who indicated each respective response. For both domestic and international respondents, the highest proportion of students indicated their mother/guardian I had completed a University degree, while 17% of domestic and 22% of international respondents reported high school or less.

Figure 4a: Highest education attained by mother/guardian I

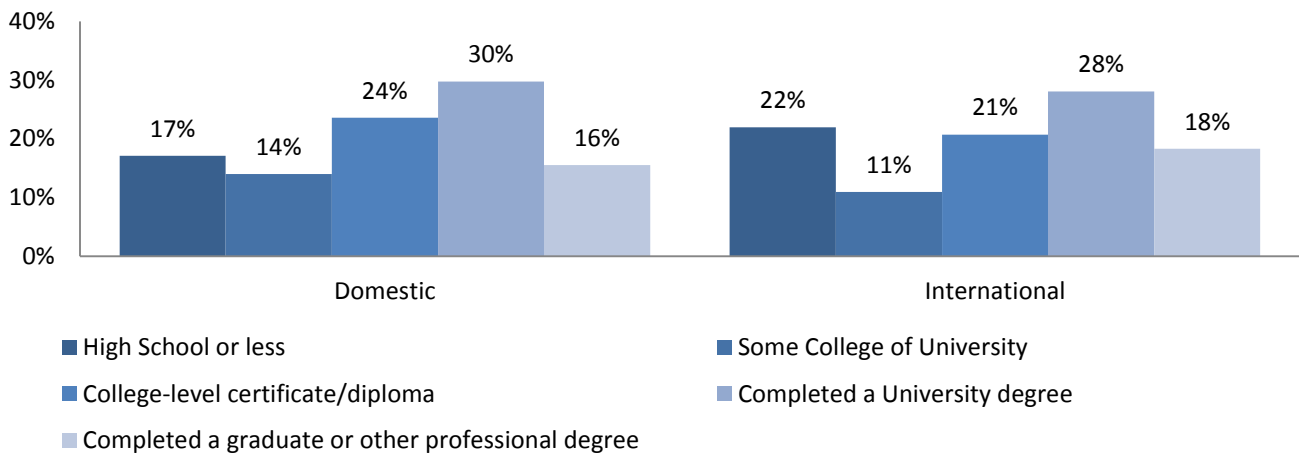
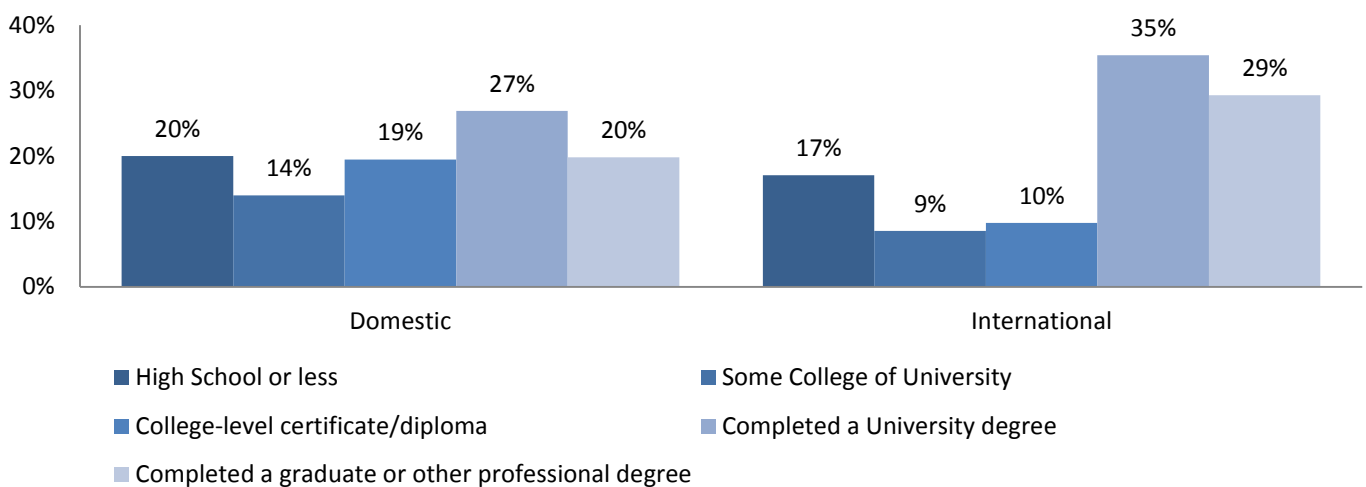


Figure 4b: Highest education attained by father/guardian II)



A larger proportion of international than domestic respondents' parents/guardians had completed a university degree (undergraduate or higher). About 30% of all respondents' parents/guardians had completed a university degree. Approximately a fifth of both domestic and international respondents' parents/guardians had no experience of post-secondary education.

CHOOSING UBC

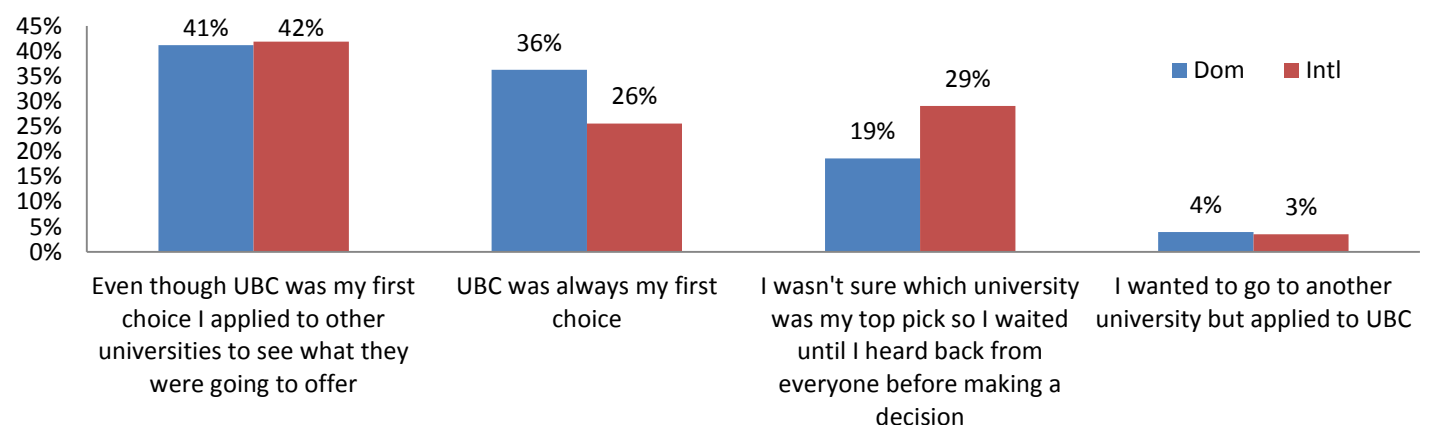
UBC's Okanagan campus was the first choice for 72% of all respondents (76% of domestic, 45% of international). Of those for whom it was not their first choice, it was ranked as the second choice by 78% of domestic and 81% of international respondents. Among respondents, 82% of domestic and 70% of international respondents indicated they were accepted into their first choice program of study. When asked what they would have done had they not been accepted to their first choice program, 62% of domestic and 61% of international respondents reported they would have attended a different university/ college where they could study their first choice of program; 34% of both groups of students said they would have enrolled in their second choice of program at UBC.

Applying to UBC

Students were asked to report the number of post-secondary institutions to which they applied for the fall 2014 intake. Twenty percent of domestic and 5% of international respondents reported that they applied only to UBC, while 26% of domestic and 12% of international respondents said they applied to UBC and another institution. Thirty-nine percent of domestic and 30% of international respondents indicated they applied to 2-3 other institutions, while 14% of domestic and 53% of international respondents reported that they applied to more than 3. (Further details about the other institutions to which students applied are reported later in this section).

Students were asked various questions about their application process, both to UBC, and to other post-secondary institutions for September 2014. As Figure 5 illustrates, the largest proportion of respondents (domestic: 41%, international: 42%) had UBC as their first choice but applied to other universities to see what they would offer, while about a third reported UBC was always their first choice. Thirty-six percent of domestic respondents (international: 26%) reported UBC was their first choice, while 19% of domestic and 29% of international respondents reported they were unsure.

Figure 5: Situation when applying to universities



Applying to UBC and other institutions

Many students apply to multiple post-secondary institutions. Fifty-three percent of domestic and 14% of international respondents reported they only applied to BC institutions, while 41% of domestic and 38% of international respondents indicated institutions in BC and the rest of Canada. Among domestic respondents, 4% indicated they applied to institutions in Canada and the US, while 2% said institutions in Canada, the US, and elsewhere. By comparison, 20% of domestic respondents said they applied to institutions located in both Canada and the US, while 27% said Canada, the US, and elsewhere.

Of the British Columbian institutions to which students applied (other than UBC), the University of Victoria was the most commonly selected (domestic 35%, international: 47%), followed by Simon Fraser University (domestic: 24%, international: 40%). Seventeen percent of domestic respondents also reported Okanagan College.

Of the Canadian institutions (excluding BC) to which domestic students applied, the top two institutions selected were the University of Calgary (26%) and the University of Alberta (18%). For international respondents, the University of Toronto (20%) and the University of Alberta (14%) were reported. In terms of US institutions, there were only responses by 17 domestic and 22 international students; nevertheless, the University of California, Berkeley was selected by the largest proportion of domestic respondents (24%; n = 4), whereas New York University was selected by the largest proportion of international respondents (27%; n = 6)

Considering applying to UBC

Students were asked to report the year in which they began considering to apply to UBC. Thirty nine percent of domestic respondents selected Grade 12, 38% said Grade 11, while 23% said earlier. Among international students, 53% said Grade 12, 34% said Grade 11, and 12% said earlier. Almost all (95%) of domestic and 57% of international respondents attended high school in Canada.

Social network before attending UBC

About two-thirds of domestic respondents indicated having no (27%) or very few (35%) friends also attending UBC's Okanagan campus, while 27% indicated they have some friends also attending, and 11% reported having a lot of friends attending. A similar pattern was found when students reported how many friends they knew were attending the Vancouver campus, however there were lower responses for none (23% vs 27%), and higher levels of some (33% vs 27%).

Figure 6a: Number of friends also attending UBC this fall (Domestic)

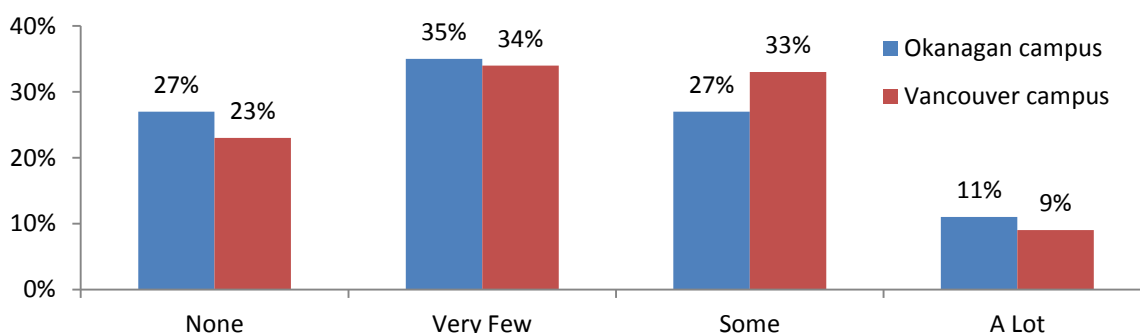
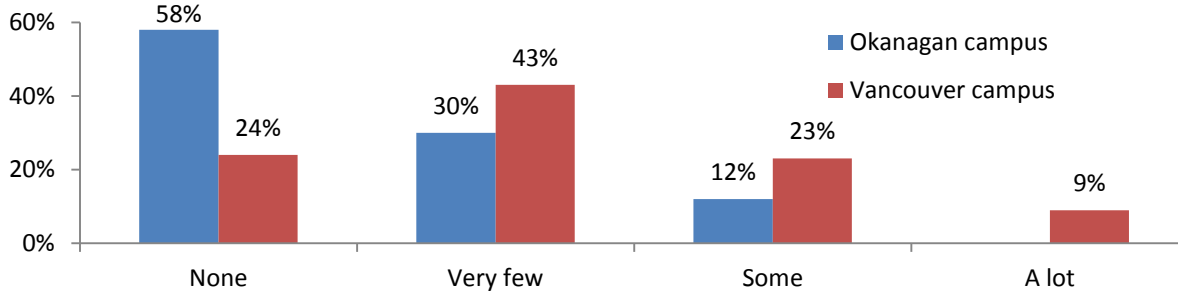


Figure 6b: Number of friends also attending UBC this fall (International)



Among international respondents, almost 90% reported having no (58%) or very few (30%) friends attending UBC’s Okanagan campus in the fall, while 12% said some; no respondents indicated having a lot of friends. About a quarter of respondents reported having no friends at UBC’s Vancouver campus, 43% said very few, 23% said some, and 9% said a lot.

Applications and acceptances

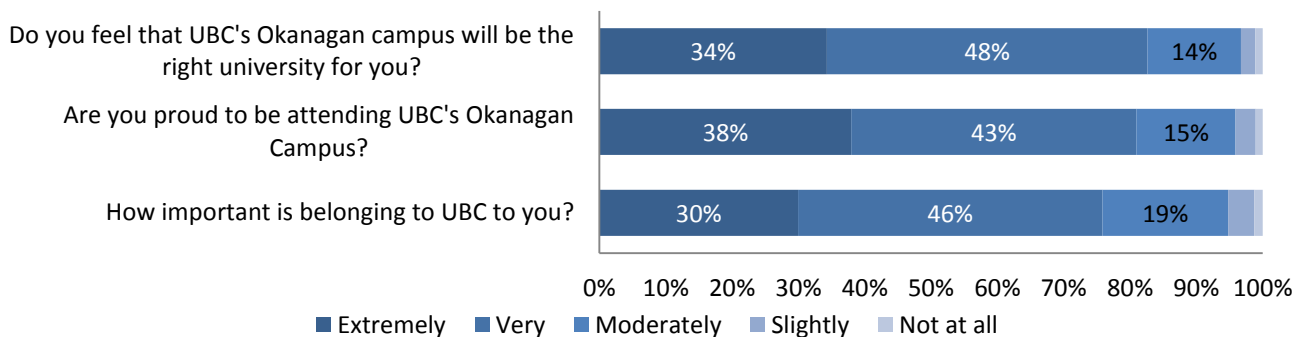
Students were asked to report the number of institutions at which they were accepted. For this item, students who had earlier indicated they applied to UBC only were excluded from the analysis. Eleven percent of domestic respondents indicated they were only accepted at UBC, 43% indicated they were also accepted at another institution, 40% indicated they were accepted at 2-3 other institutions, and 6% of respondents reported being accepted at 4 or more other institutions. Among international student respondents, 34% said only UBC, 37% said one other institution, 24% said 2-3 other institutions, and 5% indicated 4 or more institutions.

Students were asked to report the institution they would have attended had they not accepted UBC’s offer. The University of Victoria was the option selected by the largest proportion of domestic respondents (21%), followed by Okanagan College (13%), the University of Calgary (12%), and Simon Fraser University (10%). Among international respondents, the most popular institution reported was The University of Toronto (20%).

JOINING UBC

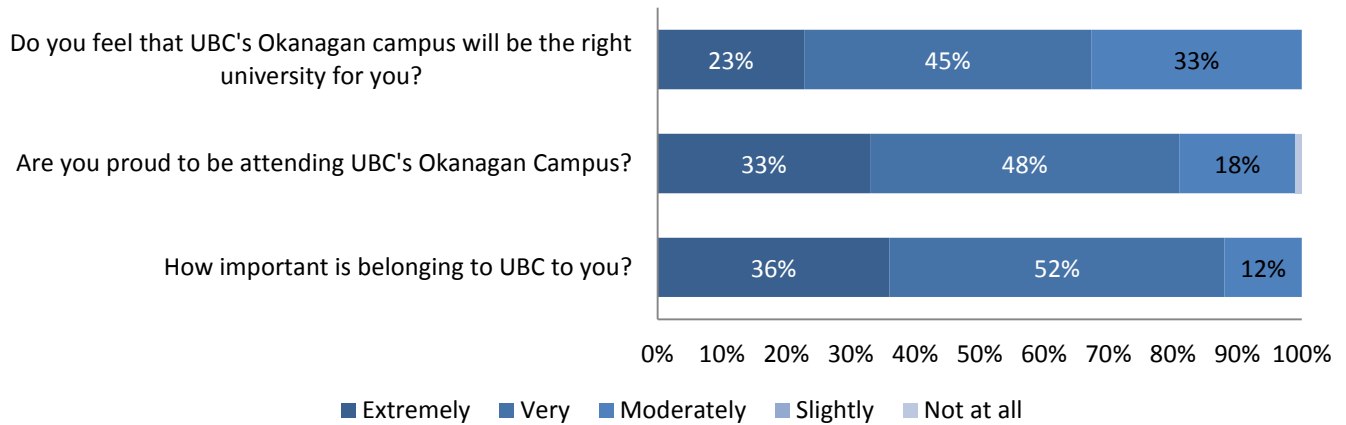
Students were asked to report their level of agreement to three items about sense of belonging, pride in attending UBC’s Okanagan campus, and UBC’s Okanagan campus being a good fit for them.

Figure 7a: Perceptions of UBC’s Okanagan campus (domestic)



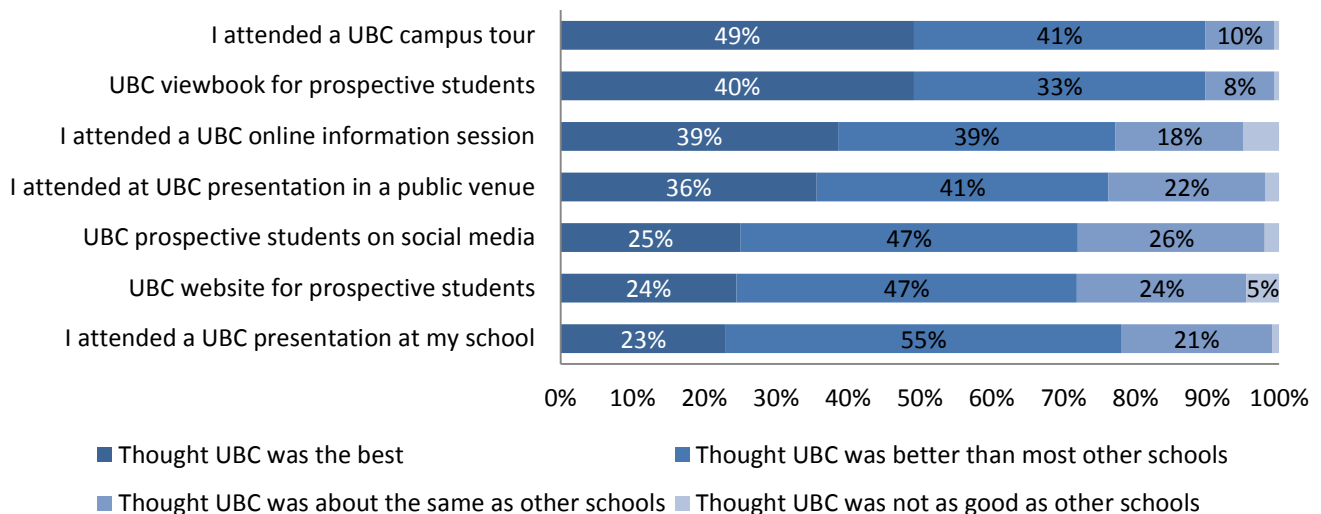
For each of the three areas, respondents identified positively with UBC and UBC’s Okanagan campus as over three quarters (77-80%) of respondents reported extremely or very to each item. Less than 6% of respondents reported slightly or not at all to any of the three items.

Figure 7b: Perceptions of UBC’s Okanagan campus (international)



Among international students who responded to the items, the results were generally positive as over two-thirds of respondents selected very or extremely for each of the items. Belonging to UBC was particularly highly endorsed by respondents, as 88% said very or extremely. In 2013, 77% of domestic and 91% of international respondents said very or extremely to the belonging to UBC item, while 78% of domestic and 77% of international respondents said extremely or very to the item about pride at attending UBC’s Okanagan campus.

Figure 8a: Perceptions of UBC’s recruitment promotions (domestic)

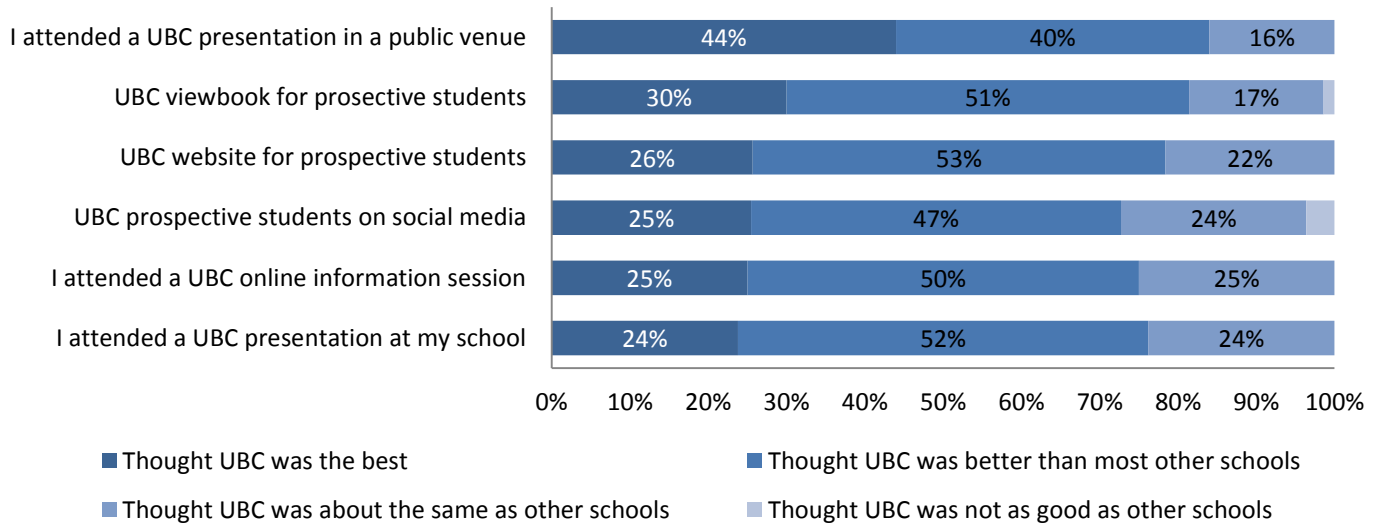


Students reported their perceptions of UBC’s promotional activities, for any in which they participated. Perceptions were generally positive, as each activity was ranked as at the best or better than most other schools by over 70% of respondents. The UBC campus tour was ranked the most positively, as 49% perceived it as the best, while a further 41% regarded it as better than most other schools. (Note, figures reflect only students who indicated they had participated in the activities).



For international respondents, it should be noted that the figures reflected a small number of respondents (since there were only 86 international student respondents for the NUBC survey and these figures reflect only those who participated in any of the promotional activities [ranging from 25 to 74]). Also, the campus tour item was omitted from Figures 8a and 8b since only 11 respondents indicated they participated in this activity.

Figure 8b: Perceptions of UBC’s recruitment promotions (international)



Results for international student respondents who participated in these activities were generally positive as over 70% of respondents reported UBC was the best or better than most other schools to each item. The UBC presentation in a public venue was the most positively regarded, as 44% indicated UBC was the best.

Of the students who perceived UBC to be as good as or not as good as other schools on any of the aspects, the other institutions to which they applied were examined. (Domestic and international combined). As such, the University of Victoria (36%) was the BC school to which the largest proportion of these students had applied, followed by Simon Fraser University (23%). Outside of BC, the University of Calgary (21%) was the most commonly reported institution, followed by the University of Alberta (16%). Note: These results were the same as those for overall responses (see p. 10).



Importance of factors when deciding to study at UBC

Students were asked to rate the importance of factors in deciding to attend UBC on a scale from not important at all to very important. For domestic respondents, the most important factor in deciding to study at UBC was the quality of faculty (very important: 51% of respondents). Location in Canada was regarded as very important by 49% of respondents, while quality of campus life was deemed very important by 47%. Factors related to the quality of the degree, reputation of UBC, and the program's reputation were other factors deemed to be of high importance.

For international student respondents, Quality of campus life and Quality of faculty were the joint top factors in terms of importance (both deemed very important by 57% of respondents). The value of a UBC degree (very important: 49%) and Opportunities to learn outside the classroom (very important: 48%) were other factors regarded as of high importance by international respondents. Comparing domestic and international student respondents, Quality of faculty, Quality of campus life, and the value of a UBC degree were rated by both student groups in the top 4 most important factors in choosing to study at UBC (the 4 highest proportions selecting very important).

Respondents who rated Campus location in Kelowna as somewhat important, important, or very important, were also asked specifically how important the campus location in British Columbia, in the Okanagan, as well as whether the campus was located far or close to their home were as factors in choosing to study at UBC.

Campus location in BC was rated as very important by 40% of domestic respondents (intl: 9%), important by 32% (intl: 28%), as somewhat important by 17% of domestic respondents (intl: 32%), and as not very important/not important at all by 10% of domestic respondents (intl: 32%). Campus location in the Okanagan was deemed very important by 34% of domestic respondents (intl: 9%), important by 32% (intl: 22%), somewhat important by 22% (intl: 36%), and not very important/not important at all by 12% of domestic respondents (intl: 33%).

Campus location being far from home was reported as very important by 13% of domestic (intl: 7%), important by 13% of domestic (intl: 9%), somewhat important by 19% of domestic (intl: 19%), and not very important/not important at all by 56% of domestic respondents (intl: 65%). Closeness of the campus to home was regarded as very important by 31% of domestic (intl: 0%), important by 16% of domestic (intl: 8%), somewhat important by 19% of domestic (intl: 5%), and not very important/not important at all by 33% of domestic respondents (intl: 88%).



Figure 9a: Importance of factors in choosing UBC (top 10; domestic)

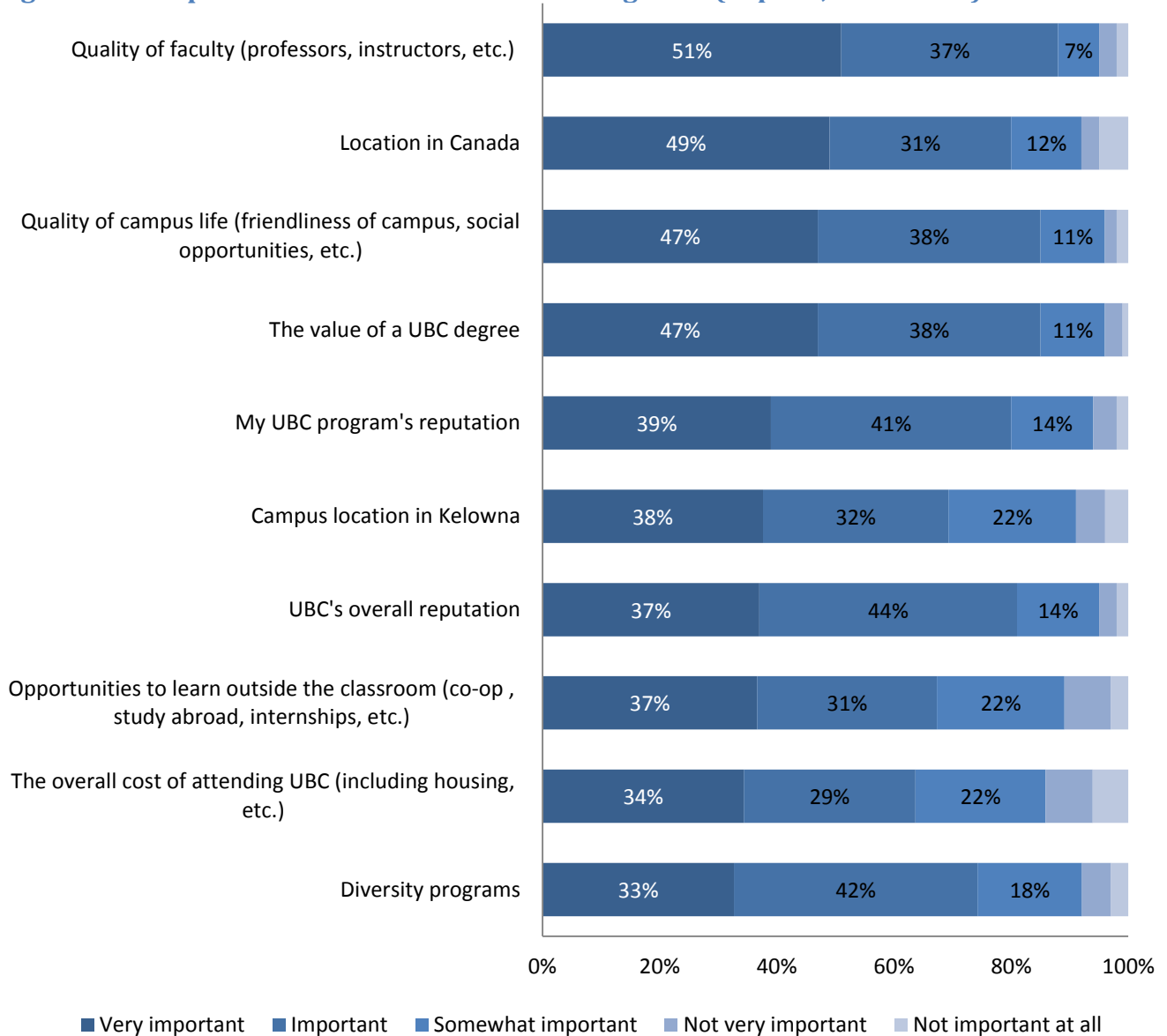
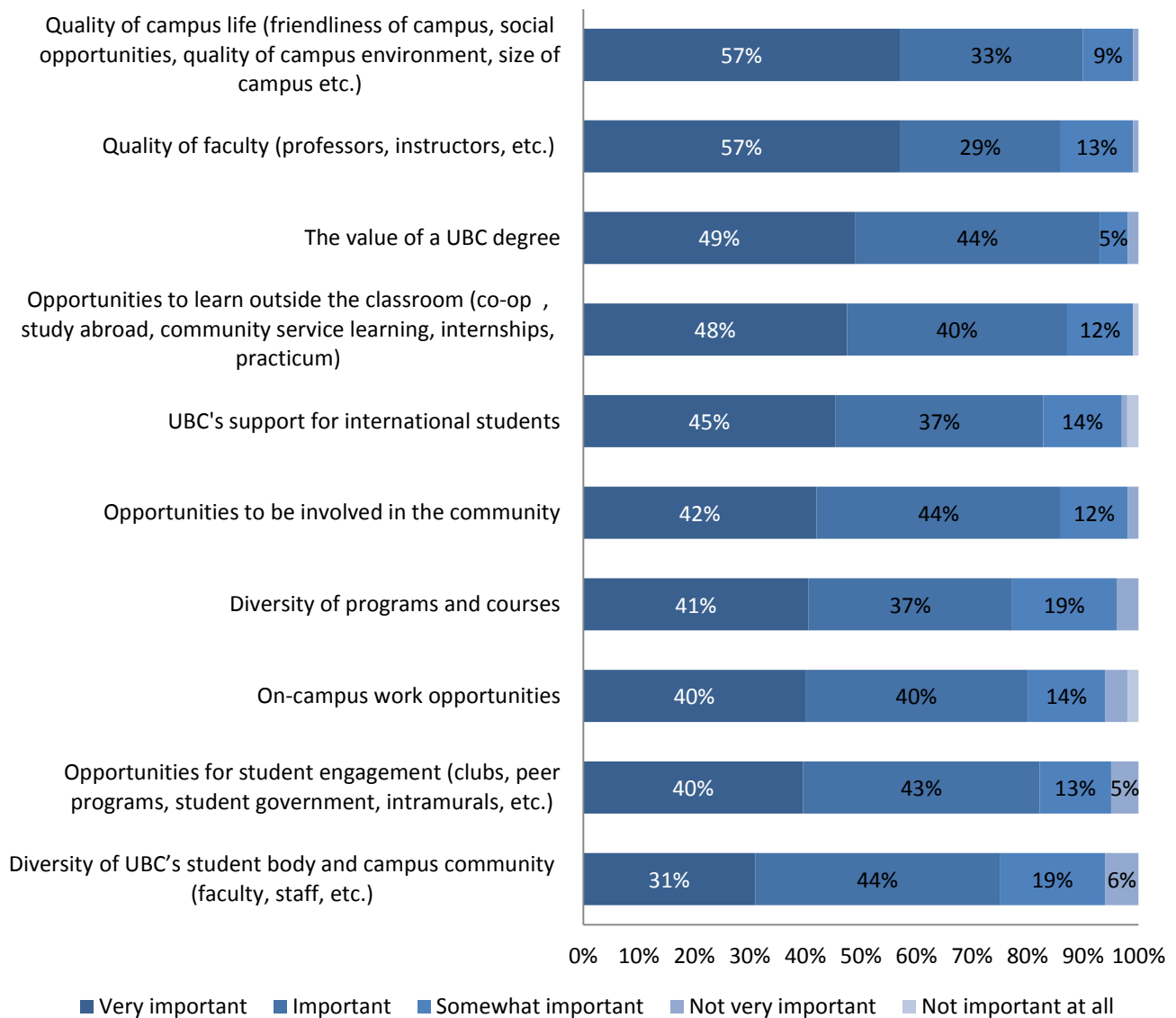


Figure 9b: Importance of factors in choosing UBC (top 10; international)

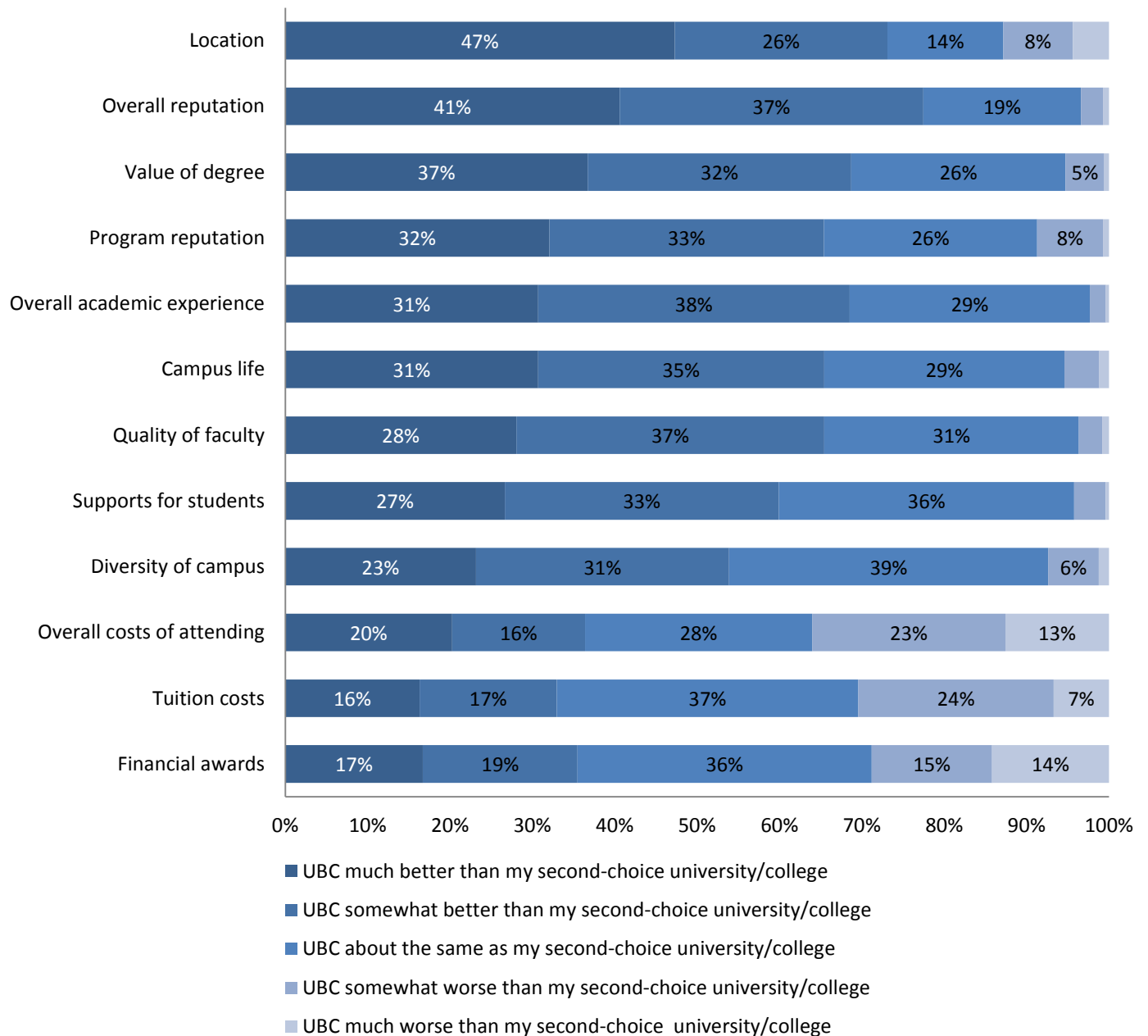


Easiness of deciding on UBC

Students were asked to report who difficult or easy it was to decide to come to UBC. Of domestic students who responded, 33% said very easy, 33% said easy, 17% said neutral, 12% said somewhat difficult, and 5% said difficult. Among international respondents, 19% said very easy, 26% easy, 29% neutral, 21% said somewhat difficult, while 6% said difficult.



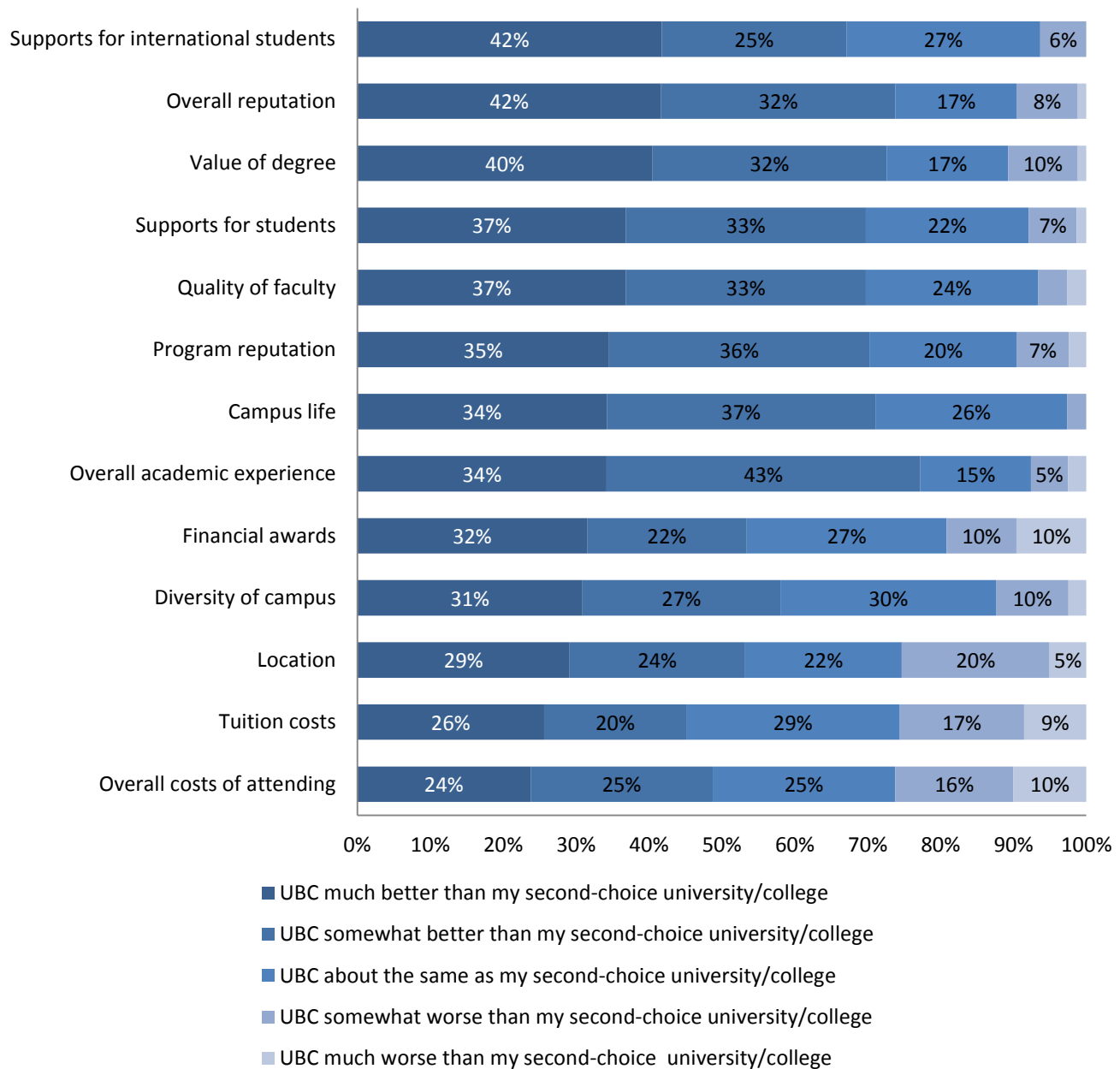
Figure 10a: Relative ranking of UBC features compared to that of second-choice institution (domestic)



Students were asked to compare various features of UBC with those of their likely second-choice institution. Among domestic respondents for whom the item was applicable, UBC’s Location was ranked as much better by the largest proportion (47%). Overall reputation (41%) and Value of degree (37%) were rated as much better by the second and third largest proportions of respondents respectively. Financial awards and Supports for international students were ranked as much better by the lowest proportions of respondents, however these items were also reported as not applicable for the two largest proportions of respondents.



Figure 10b: Relative ranking of UBC features compared to that of second-choice institution (international)

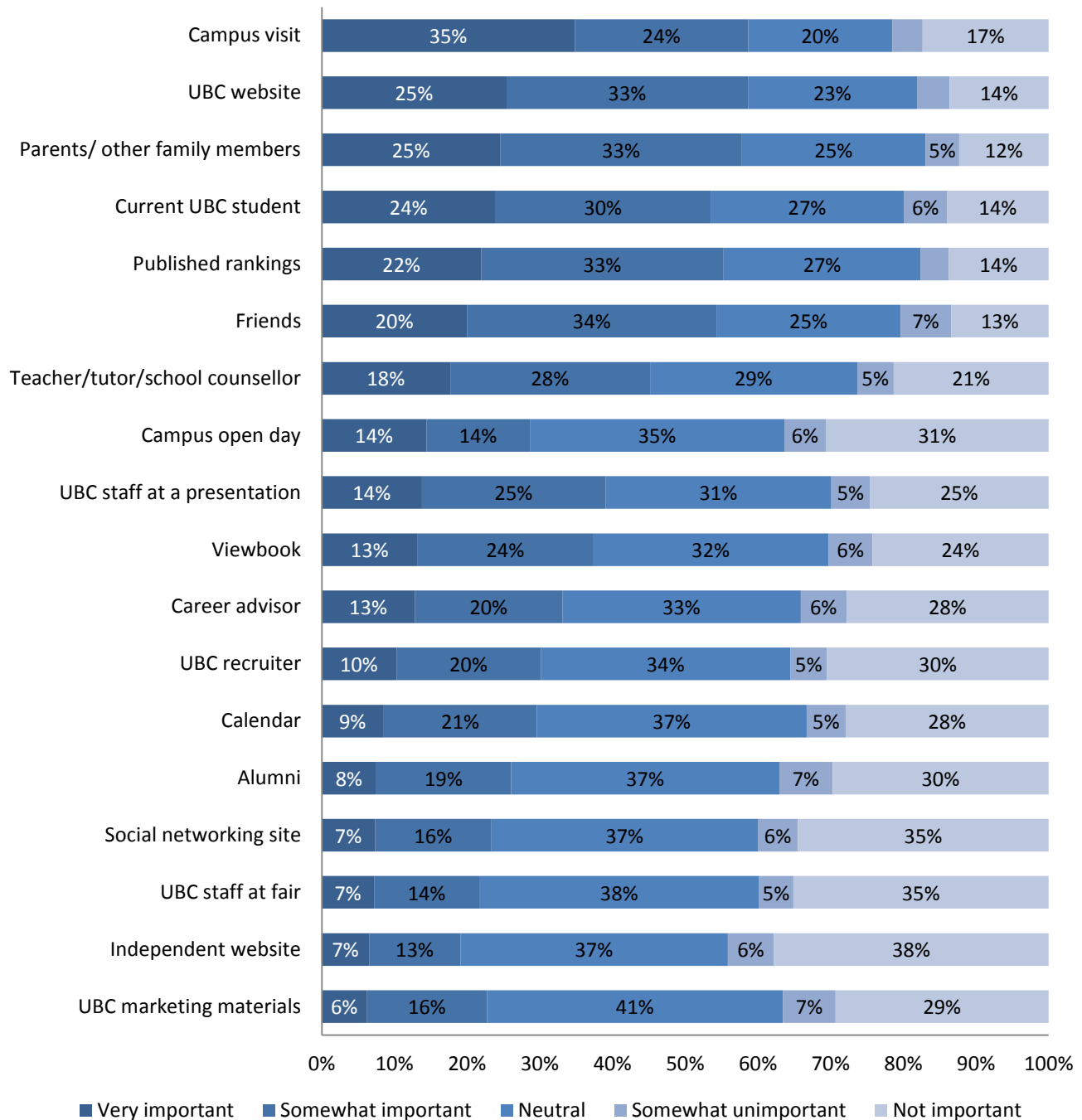


For international respondents, UBC was ranked as much better by the largest proportion of respondents in terms of its Supports for international students, followed by Overall reputation (both 42%), and value of degree (40%). These latter two features appeared in the top 3 for both domestic and international respondents. Supports for students and Quality of faculty were rated as much better than the second-choice university/college by 37% of respondents.



APPLICATIONS AND ADMISSIONS EXPERIENCE

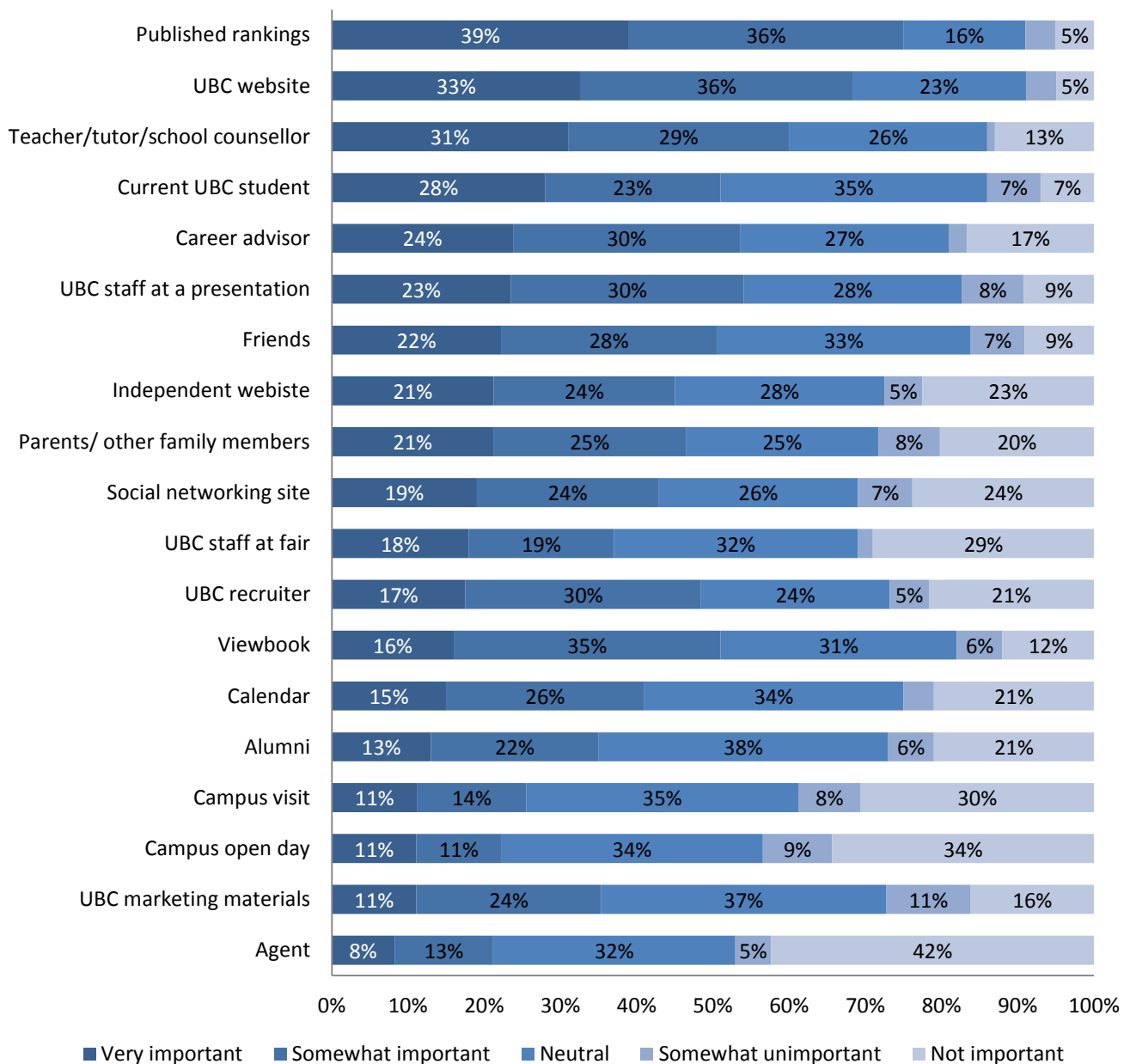
Figure 11a: Importance of promotional aspects in helping to decide to attend UBC (domestic)



Students rated the importance of various aspects of UBC’s promotional tools in helping to decide to attend UBC. The campus visit was rated as very important by the largest proportion of domestic respondents (35%), while the UBC website and Parents/other family members were the joint second

most highly ranked aspects (both reported as very important by 25% of respondents. Agent was the aspect ranked as very important by the smallest proportion of respondents (3%).

Figure 11b: Importance of promotional aspects in helping to decide to attend UBC (intl)



Among international respondents, the Published rankings were rated as very important by the largest proportion of respondents (39%), followed by the UBC website (33%). Notably, the UBC website was an aspect that featured in the top two highest ranked in terms of proportions that selected very important, for both domestic and international respondents. Agent was ranked as the least important by international respondents (8% of respondents rated it as very important).



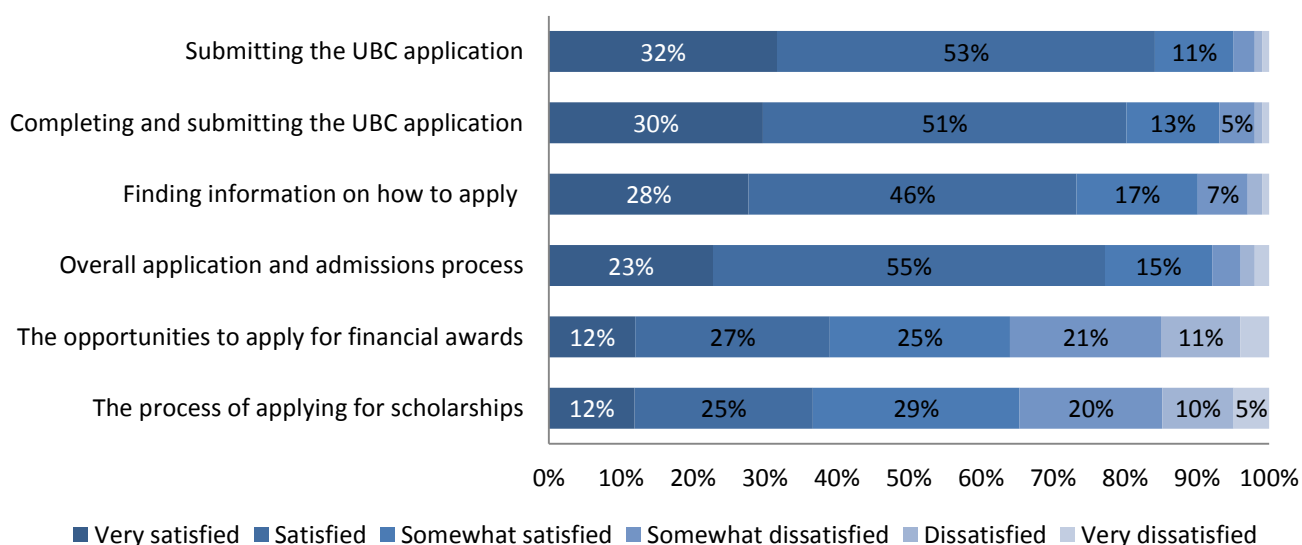
For both domestic and international students who selected published rankings, they were asked which rankings they reviewed. The Times Higher Education rankings and QS World rankings were the most popular sources cited among both sets of students respondents while Maclean’s was also popular among domestic respondents.

Table 2: Perceptions of personal profile section in UBC application

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Dom	Intl	Dom	Intl	Dom	Intl	Dom	Intl
I appreciated UBC wanting to learn more about me as an individual	2%	1%	4%	-	41%	31%	53%	67%
The questions that were asked in the personal profile were clear and easy to understand	1%	-	4%	2%	49%	48%	46%	50%
The questions that were asked in the personal profile seemed relevant to the UBC admissions process	2%	-	7%	1%	51%	62%	40%	37%
I found the personal profile exercise difficult to complete	16%	14%	53%	51%	21%	30%	9%	6%

Regarding the personal profile component, several students complained that there were technical issues with the website (e.g., it crashed before students could save their writing). Others complained that it was very time-consuming, and that the timer on the personal profile site expired before they had a chance to save/submit their work. Other complaints were that the questions did not seem as relevant as those from other schools, while some students found it unclear (i.e., unsure how to approach the questions) and suggested that providing some sample personal profiles would have been useful.

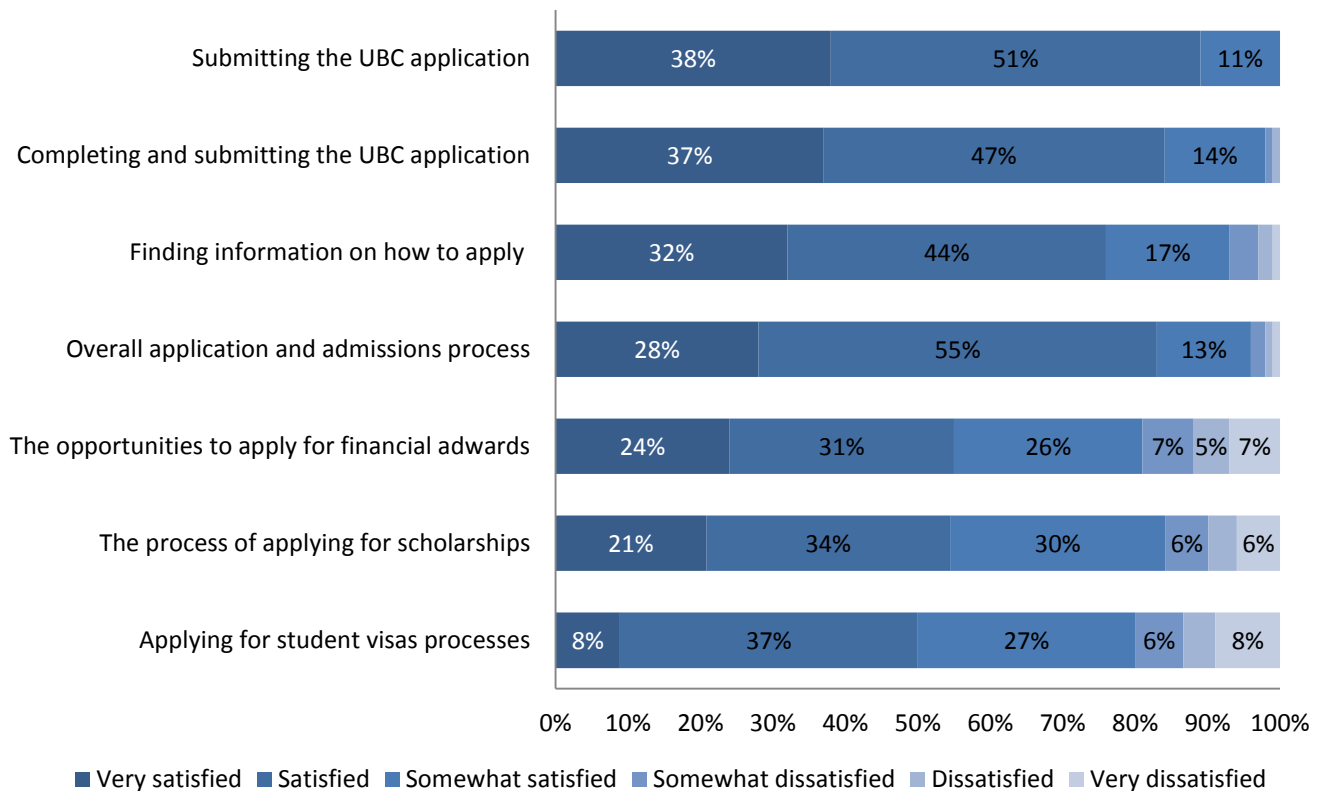
Figure 12: Perceptions of UBC application and admissions process (domestic)



Students reported which situation best described their position upon receiving an offer of admission from UBC. Among respondents, the largest group, 35% of domestic (29% international) said they received UBC’s offer later than most, while 25% of domestic (36% international) indicated they received UBC’s offer at about the same time as most other offers, while 20% of domestic (28% international) said they received UBC’s offer first. A fifth of domestic respondents (7% international) said they only applied to UBC.

Domestic respondents described their satisfaction with various aspects of their UBC application and admissions process. Submitting the application and completing and submitting the UBC application were the areas in which the highest proportion of respondents reported to be very satisfied (32% and 30% respectively).

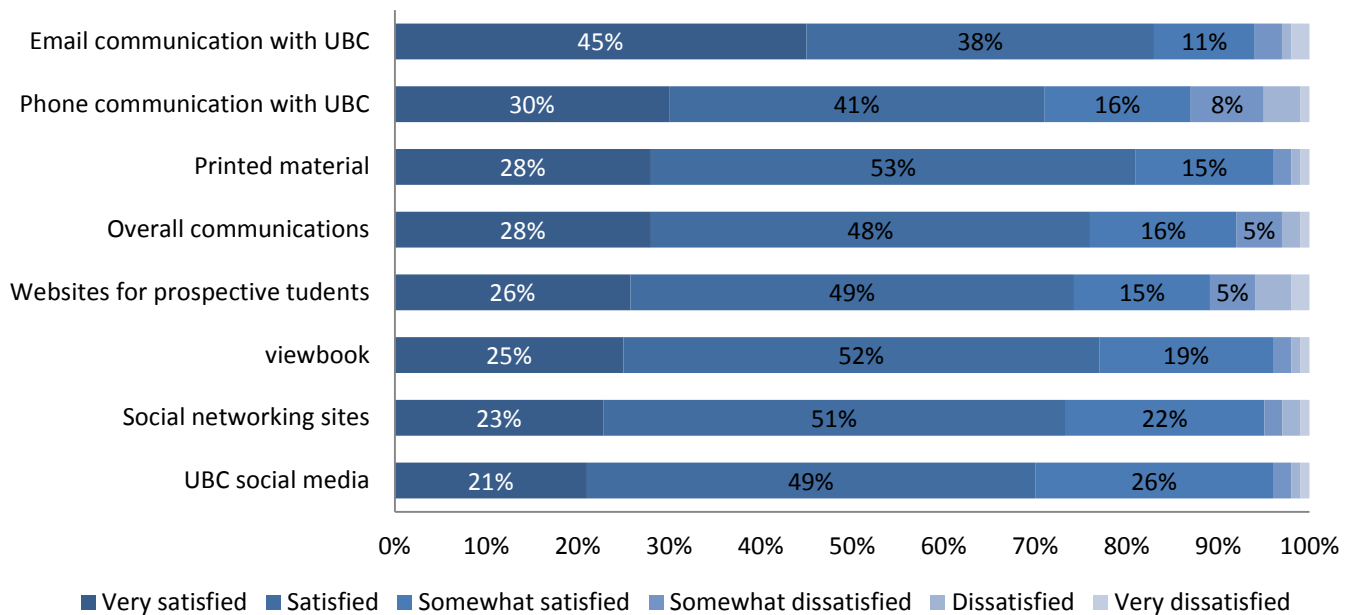
Figure 13: Perceptions of UBC application and admissions process (international)



International student responses indicated general satisfaction with various aspects of the application and admissions process. Submitting the UBC application and completing the UBC application were aspects about which the largest proportion of respondents reported as very satisfied (38% and 37% respectively). Applying for student visas process was rated with the lowest levels of satisfaction (very satisfied: 8%).

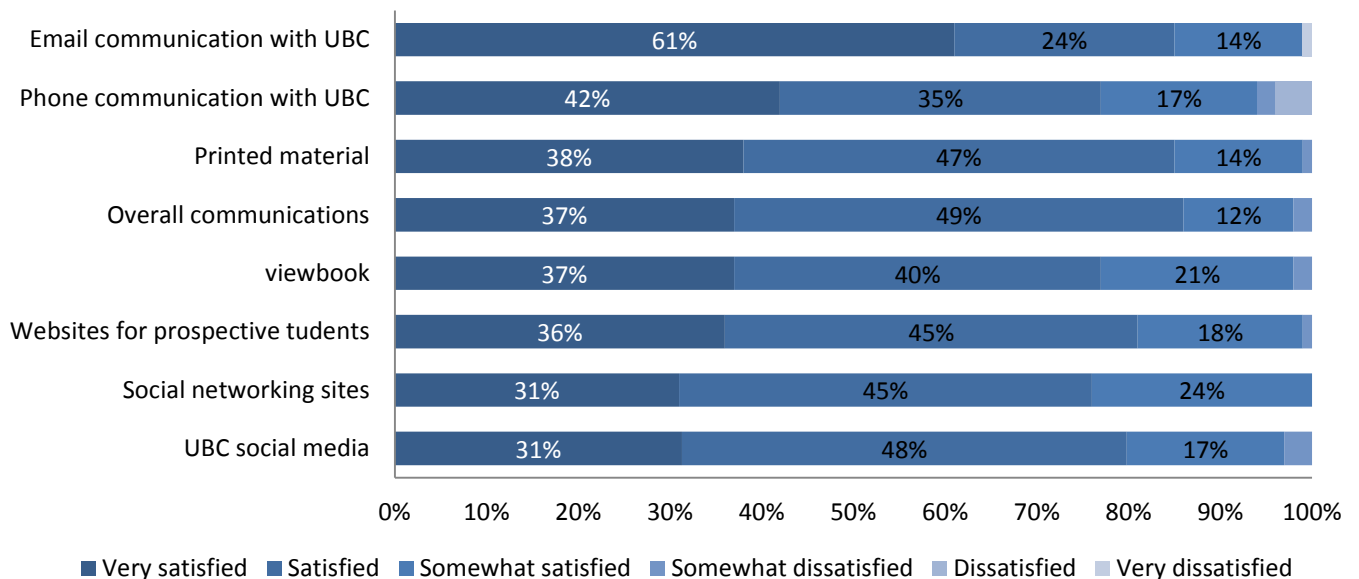


Figure 14a: Perceptions of UBC communication and media (domestic)



Domestic respondents were generally satisfied with UBC’s communication methods, especially email. For each item related to UBC’s communication and media, less than 15% of respondents reported they were somewhat dissatisfied, dissatisfied, or very dissatisfied.

Figure 14b: Perceptions of UBC communication and media (international)



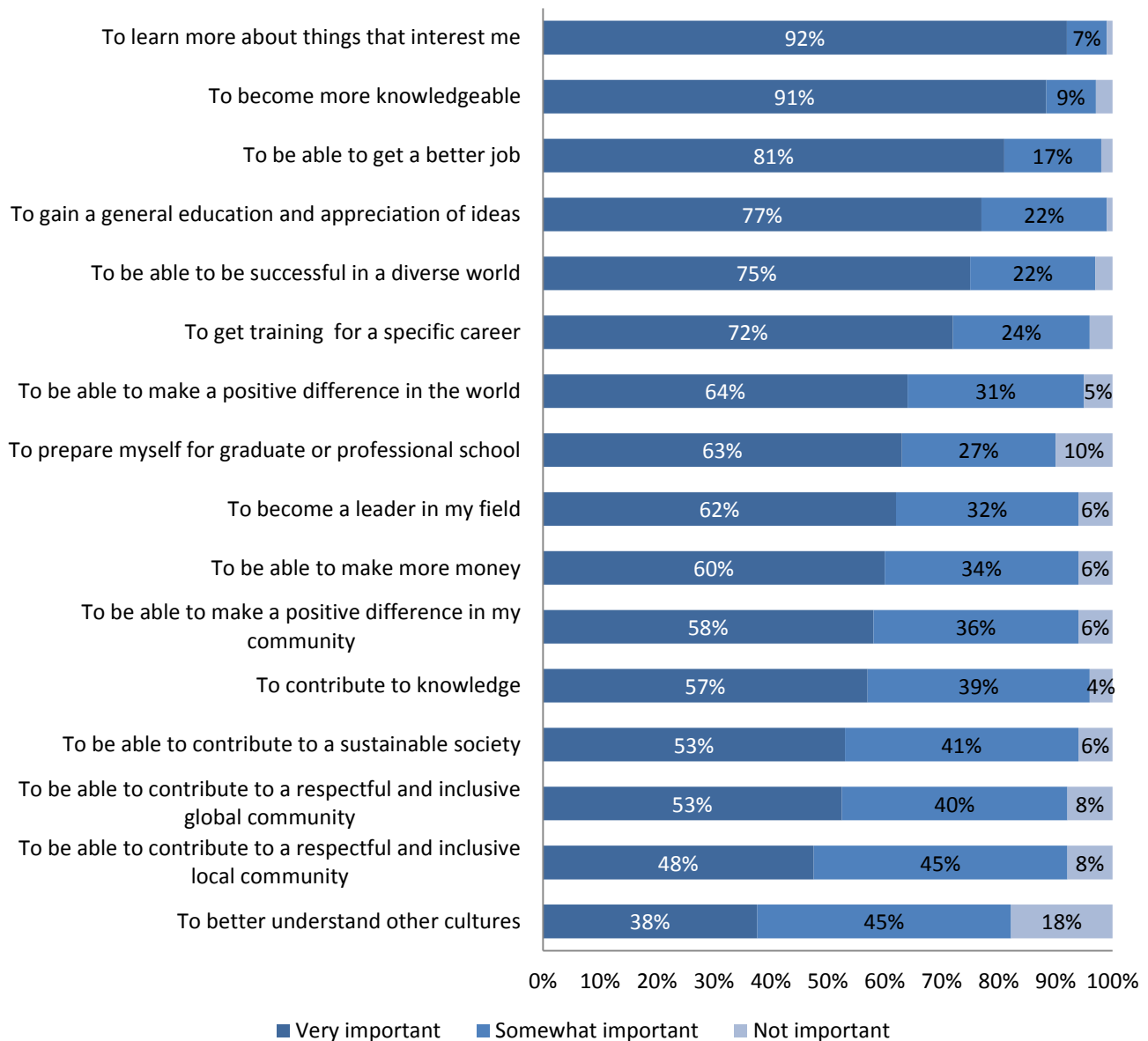
International respondents were also generally satisfied with UBC’s communication approaches, particularly email communication.



GOALS AT UBC

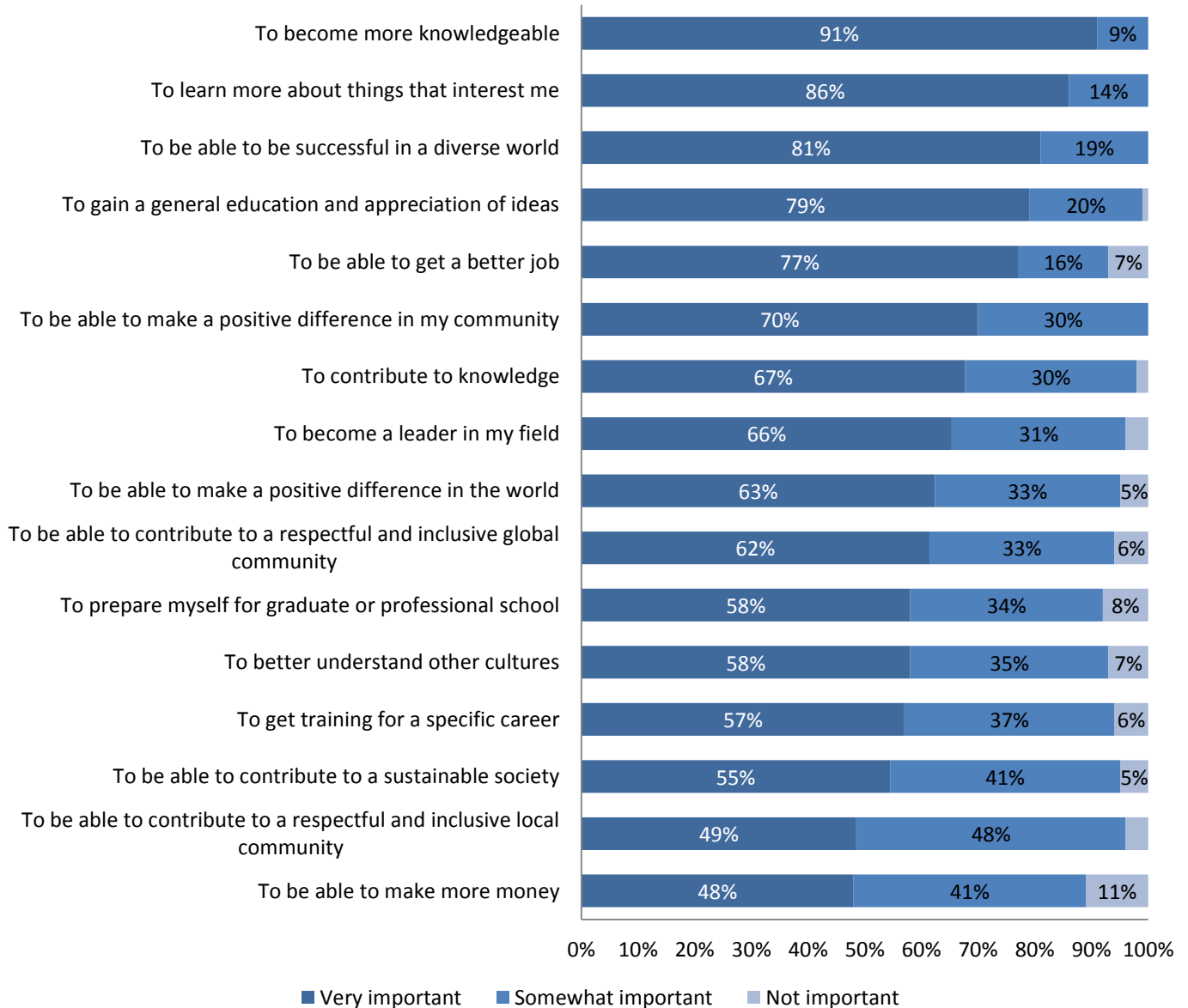
Students were asked to rate the importance of certain reasons in their decision to attend UBC. Among domestic respondents, the top reason (selected as very important by 92% of respondents) was to learn more about things that were of interest to them, while to become more knowledgeable was the reason selected as very important by 92% of respondents. The ability to get a better job, to gain a general education and appreciation of ideas, the ability to be successful in a diverse world, and to get training for a specific career were reasons ranked as very important by over 70% of respondents.

Figure 15a: Importance of reasons in decision to attend UBC (Domestic)



The area ranked as least important by the largest proportion of domestic respondents was: To better understand other cultures (18% reported: not important), however, this item was nonetheless reported as very important by 38% of respondents, and somewhat important by 45% of respondents.

Figure 15b: Importance of reasons in decision to attend UBC (International)



Among international respondents, to become more knowledgeable was the reason deemed very important by the highest proportion of respondents (91%). This reason was closely followed by: To learn more about things that interest me (very important: 86%) and to be able to be successful in a diverse world (very important: 81%). The two reasons deemed least important by international student respondents were: To be able to contribute to a respectful and include local community (49%) and: To be able to make more money (48%).



Comparing domestic and international respondents, it should be noted that the top reasons deemed as very important were the same for both domestic and international respondents (To become more knowledgeable and to learn more about things that interest me). The top three reasons deemed as very important by the lowest proportion of respondents were different for domestic and international respondents, however both groups had in their 4 lowest-ranked reasons the following: To be able to contribute to a respectful and inclusive local community and: To be able to contribute to a sustainable society.

Students were also asked to report 5 goals (academic, personal, etc.) that they hope to achieve during their time at UBC. The goal ranked in the top 5 by highest proportion of domestic respondents was: Determine your career direction (12%), followed by getting work experience while at UBC through internship, co-op, practicum, work/learn opportunities etc. and achieving a high GPA (both selected by 10% of respondents). The fourth most highly-ranked goal was: Learn to apply your knowledge outside the classroom (selected by 9.5% of respondents). The least commonly-selected goals were: Develop a better understanding of societal issues, and: Develop a better understanding of cultures other than your own (both selected by 3%).

Among international students, the option selected by the largest proportion of respondents was: Get work experience while at UBC through internship, co-op, practicum, work/learn opportunities etc. (13%), while learn to apply your knowledge outside the classroom and develop leadership skills were reasons that were both selected by 10% of respondents. Determining career direction was the fourth most commonly-selected option (8% of respondents), whereas develop a better understanding of cultures other than your own (3%) was selected by the smallest proportion of respondents.

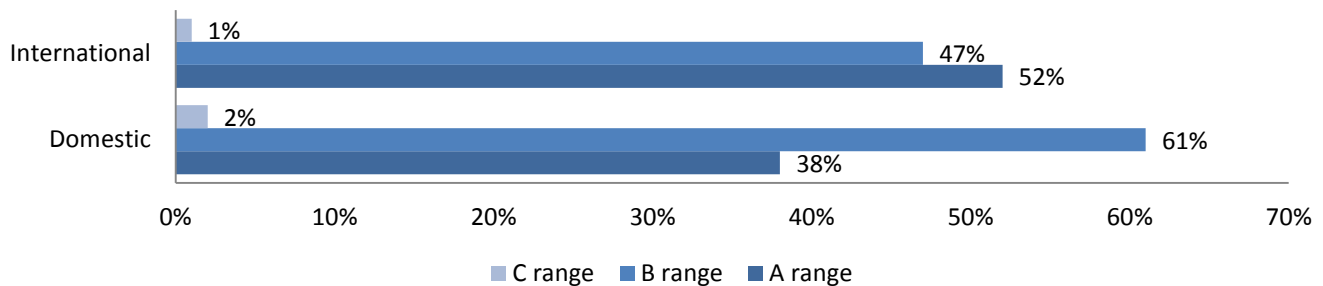
ACADEMIC PLANS

A little over half (52%) of domestic respondents and 42% of international respondents indicated they were undecided about what their program major would be, while 62% of domestic and 45% of international respondents reported they intend to graduate from UBC's Okanagan campus. A further 30% of domestic respondents and 44% of international respondents were unsure, while 8% of domestic respondents and 11% of international respondents said they do not intend to. Of students who indicated UBC's Okanagan campus was their first choice institution, 69% of domestic and 64% of international respondents said they plan to graduate at UBC's Okanagan campus.

Historically, the proportion of domestic respondents that said they intend to graduate from UBC's Okanagan campus was 58% in 2013, 57% in 2012, 59% in 2011, and 47% in 2010. For international students this figure was 41% in 2013, 49% in 2012, 42% in 2011, and 40% in 2010. Of students who do not intend to graduate from UBC's Okanagan campus, 64% of both domestic and international respondents indicated they plan to transfer to another institution.

Of those who said they were unsure or did not intend to graduate from the Okanagan campus, 64% of domestic and international respondents reported that they intend to transfer. UBC's Vancouver campus was the most cited institution by both domestic and international students (cited by over half of respondents who intend to transfer), as was the case in 2013 and 2012.



Figure 16: Expected average grade range for first year at UBC

Students reported their expected grade average for first year. Among domestic respondents, the largest proportion (61%) said B range, followed by A range (38%), whereas the largest proportion of international respondents (52%) selected A range, followed by B range (47%).

After the question about expected grade average, students were asked to indicate how confident they were in their ability to achieve that average. Among domestic respondents, 11% said completely confident, 51% said very confident, 36% said slightly confident, and 2% said not at all confident. Among international respondents, 9% reported completely confident, 48% said very confident, 41% said slightly confident, and 2% said not at all confident.

The majority of student respondents reported they enrolled in the classes they desired: 85% of domestic and 74% of international respondents. Among students who were unable to get into a class, 51% of domestic and 41% of international respondents stated it was a required course. The most commonly-selected response was: All sections were full, while the second most commonly-reported reason was that the available sections would not fit into their timetable. The most commonly-cited discipline of the courses for which both domestic and international students said they were unable to enrol was English (selected by 43% of domestic and 31% of domestic respondents), while the course number 112 (i.e., ENGL 112) was the most frequently cited. Note that the course and number were reported separately, but when combining the answers, ENGL 112 was the most commonly cited single course.

Projected amount of time spent on activities

Students reported if they planned to work on campus during the upcoming academic session. Over half of respondents reported they intended to work (51% of domestic, 57% of international respondents). While about 30% of both domestic (28%) and international (33%) respondents reported that they expect to work 10 or fewer hours. Twenty-one percent of domestic and 23% international respondents indicated they plan working 11-20 hours.



Figure 17: Expected work commitments for the upcoming academic year

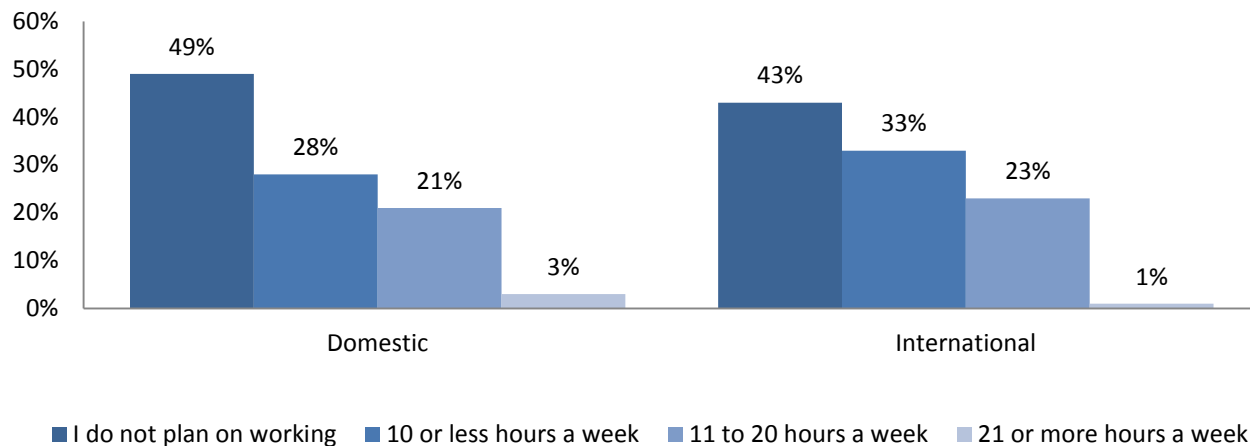
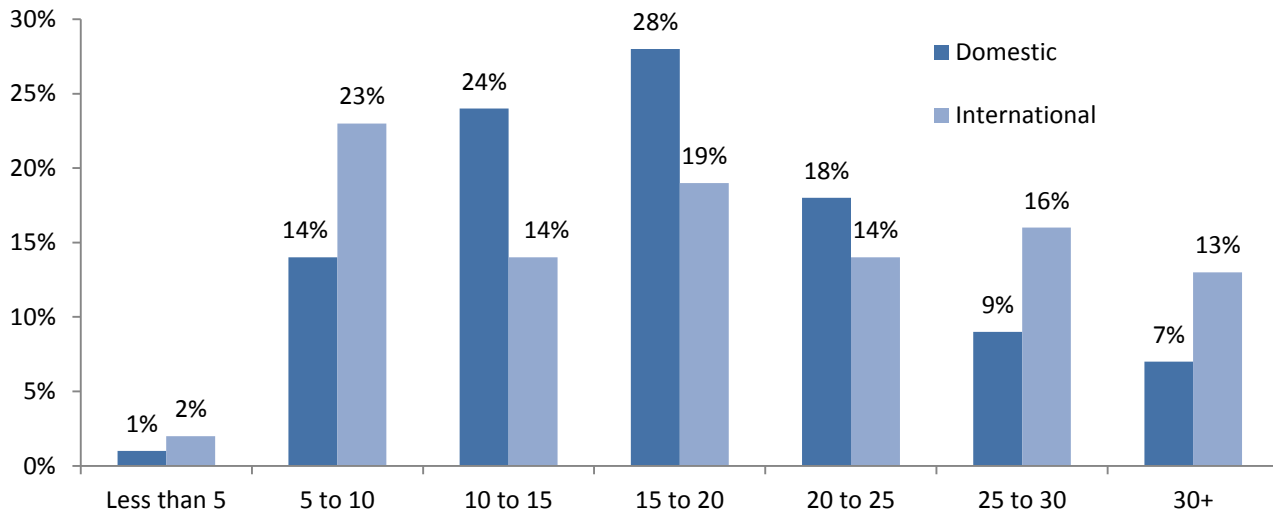


Figure 18: Expected number of hours per week preparing for class during the year

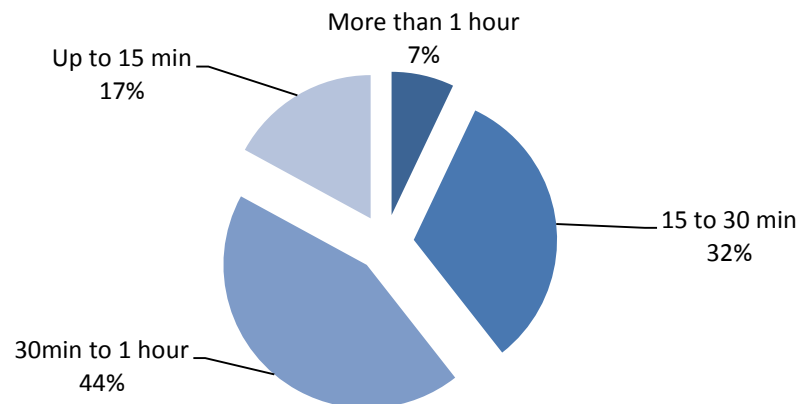


Note: Figure 18 excluded respondents who reported as unsure (domestic = 112, international = 22). Analysis was performed to examine any relationship between 2013 NUBC respondents responses on this item and the sessional GPA attained in their first year. For domestic and international respondents, no statistically significant correlation was found.



Figure 19: Expected time taken to commute (one-way) to campus (domestic)

Students were asked to estimate the amount of time it would take commuting to campus one way during the upcoming year.



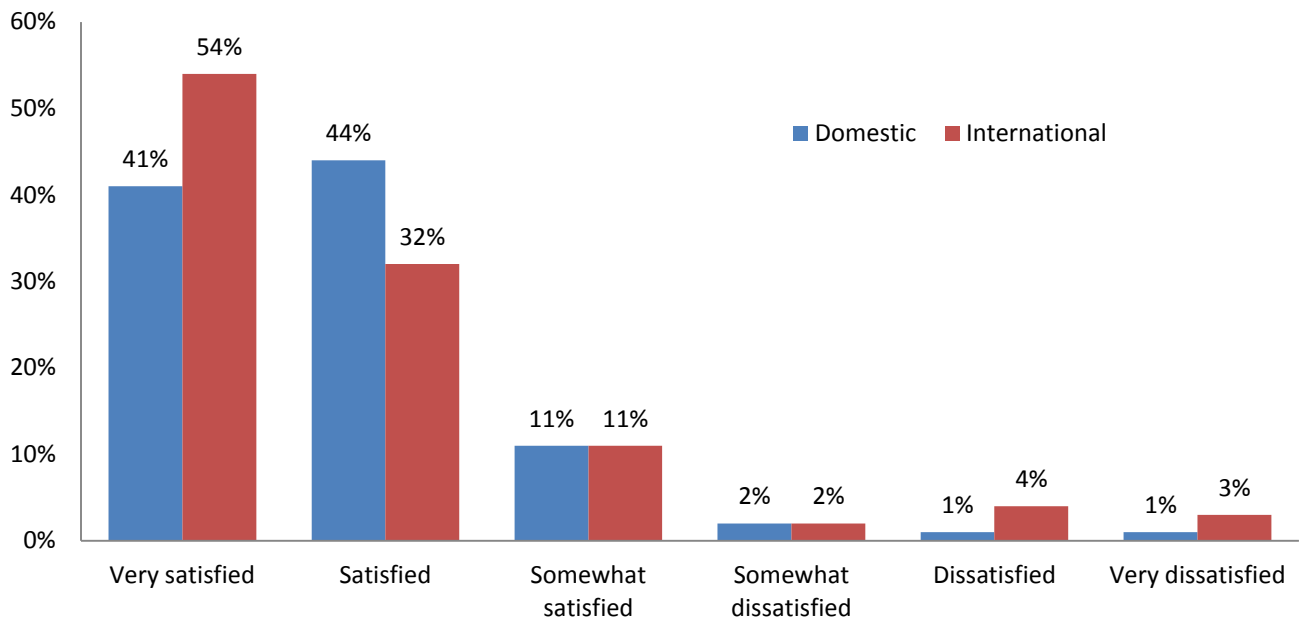
Values represent only students who indicated they would be living off-campus; as only a handful of international students said they would be living off-campus, Figure 19 reflects domestic respondents. About half said they estimated their commute would take 30 minutes to an hour.

Students indicated whether or not they intend to volunteer for the upcoming year, and, if so, how many hours per week they anticipate volunteering. Of domestic respondents, 45% reported they would not be volunteering, 51% said up to 10 hours, and the remaining 4% said 11-20 hours. Eleven percent of international respondents indicated they do not plan to volunteer, 35% said they would volunteer up to 10 hours, 11% said 11-20 hours, while 2% said 21 hours or more.

Student peer advisor

The vast majority of respondents reported being contacted by a student peer advisor (95% of domestic, and 91% of international respondents). When asked to rate how beneficial they have found the advisor, 28% of domestic and 41% of international respondents reported very, while 28% of domestic and 27% of international respondents reported somewhat. A further 32% of domestic, and 27% of international respondents reported as neutral. Students who said they were dissatisfied could comment why they felt so. Less than 20 students provided comments, but a common issue stated was that the peer advisor only sent one initial email after which there was no further contact or replies.



Figure 20: Satisfaction with Student peer advisor

Impact of interactions with peer advising program

Students who indicated they had interacted with their peer advisor were also asked to rate their agreement to statements about the impact of the first year advising program, **based on their interactions with their advisor.**

Some of the objectives of the first year advising program relate to guiding students to choose appropriate courses for first year that are in line with their future goals, and to support student well-being that develops from feeling secure in their choices and seeing connections to future goals. To this end, students who indicated they had interacted with their peer advisor were asked to report their level of agreement with several statements (Table 3).



Table 3: Based on interactions with peer advisor, perceived support

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Dom	Intl	Dom	Intl	Dom	Intl	Dom	Intl	Dom	Intl
I am satisfied with my first year course selection	1%	1%	3%	4%	11%	13%	44%	49%	41%	33%
I feel supported in the course selection process	1%	-	8%	7%	23%	29%	40%	49%	27%	16%
I see a link between the courses I have selected and my future goals (academic/career)	1%	3%	3%	1%	13%	16%	38%	45%	45%	34%

Student responses were positive overall, since over thirds of respondents indicated they agreed or strongly agreed to each statement. Over 80% of both domestic and international respondents said that they agreed or strongly agreed to the statement: I am satisfied with my first year course selection.

FIRST YEAR CONCERNS

Being able to maintain a high enough GPA was the chief concern among domestic respondents, rated as very concerned by 38% of respondents. Being overwhelmed with all the things expected to do and being able to balance academic and social activities were the second and third most concerning aspects. The physical accessibility of buildings and physical accessibility of the campus were the two least concerning aspects.



Figure 21a: Level of concern with various aspects in the upcoming year (domestic)

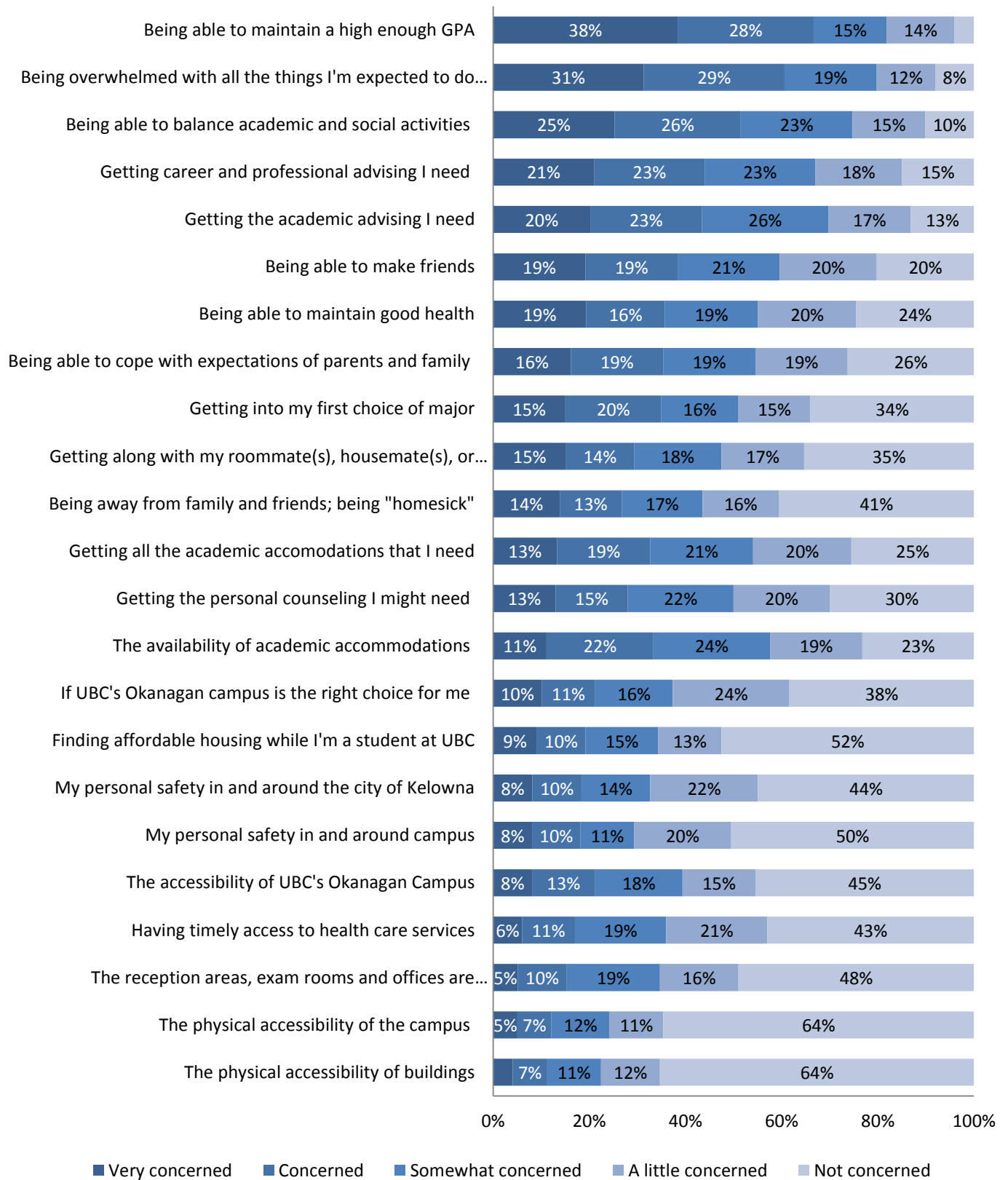


Figure 21b: Level of concern with various aspects in the upcoming year (international)

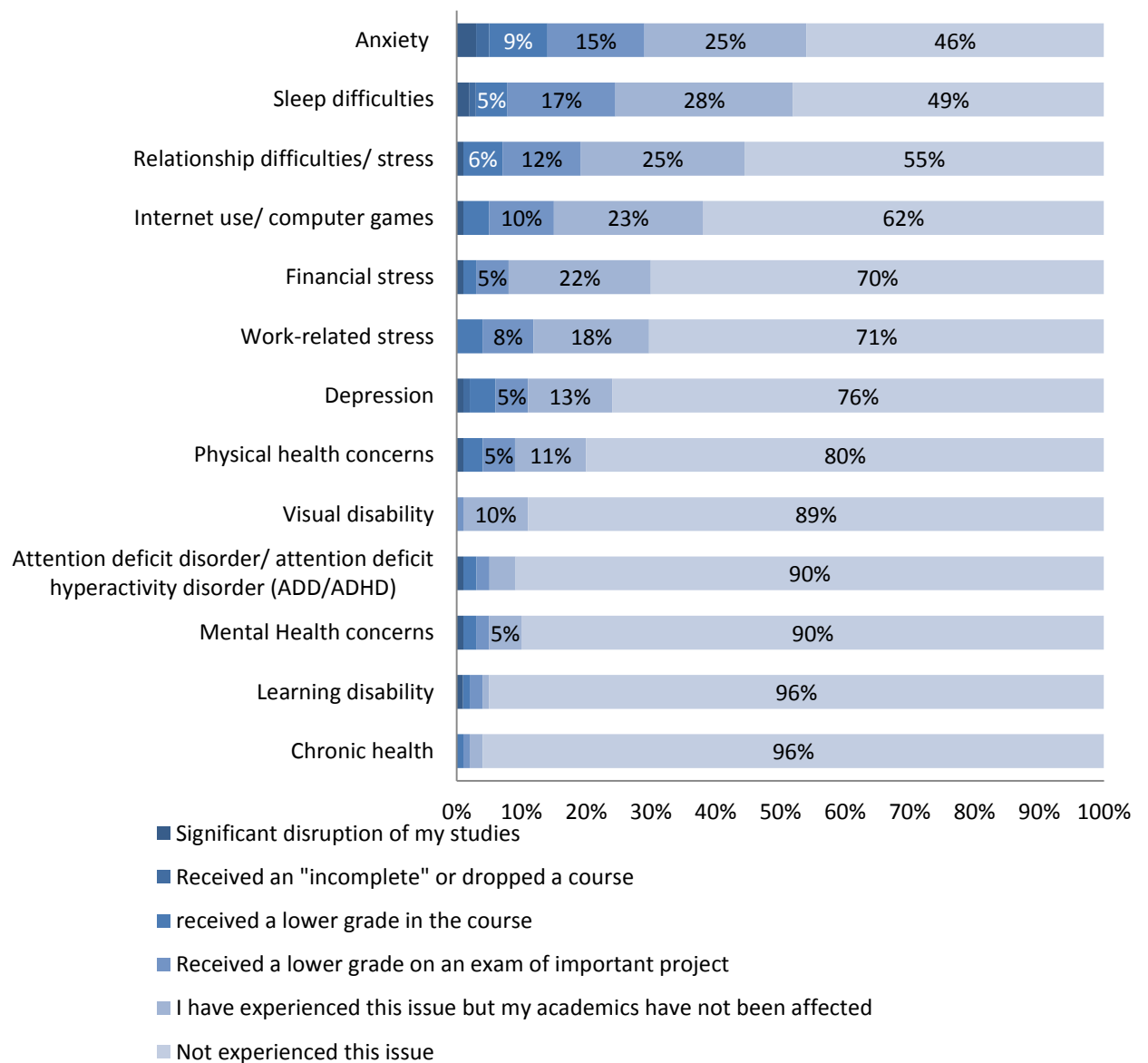


Among international students, maintaining a high enough GPA was the chief concern as over half of respondents reported very concerned in relation to this factor. Getting the academic advising needed as well as the career and professional advising needed were other major concerns (rated as very concerned by 47% and 45% of respondents respectively). Becoming homesick, the physical accessibility of the campus and the buildings were rated as lesser concerns by international respondents.

HEALTH AND STRESS

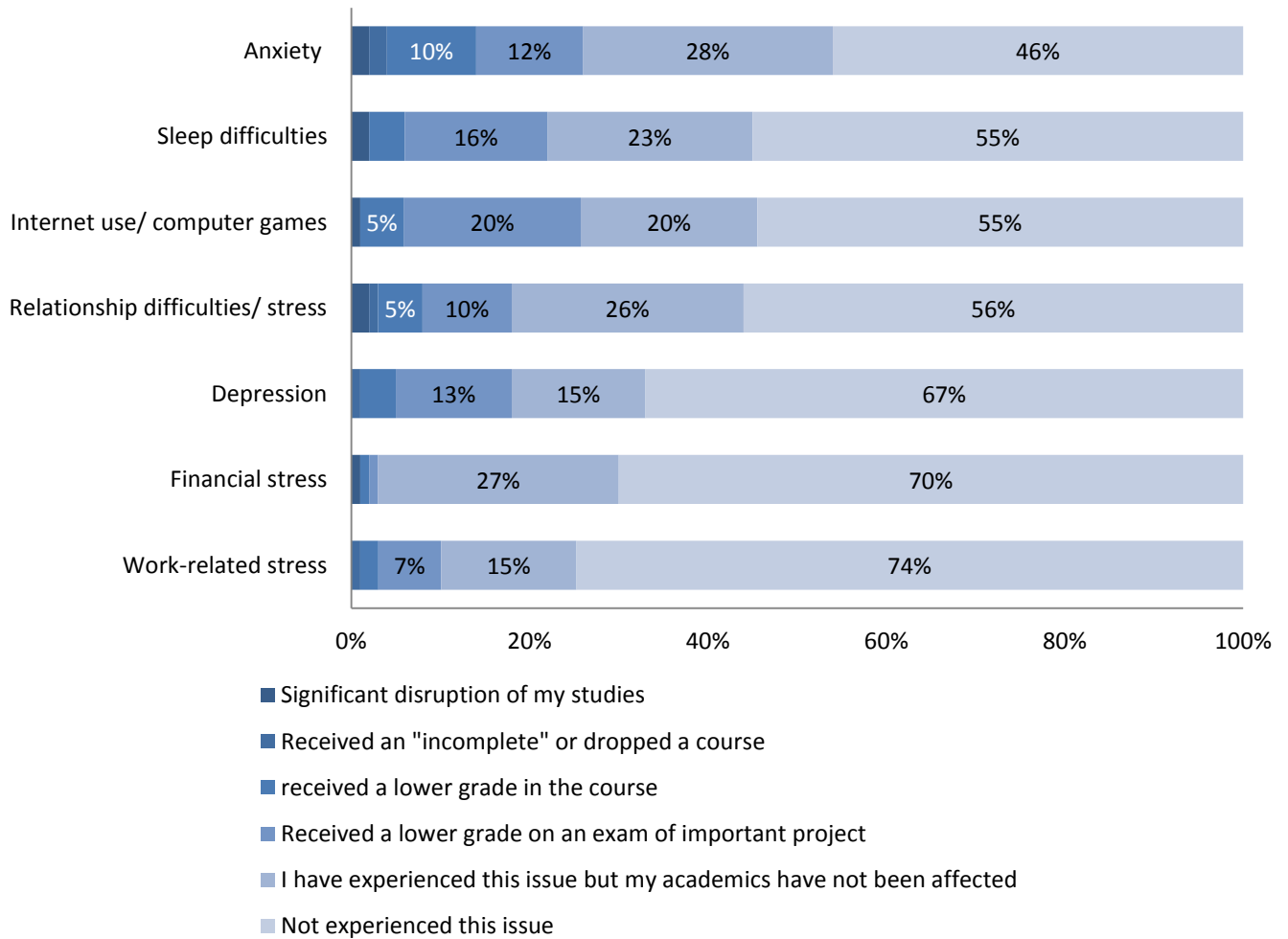
Note that respondents who said not applicable to the various issues were excluded from Figures 22a and 22b, while Items to which less than 20 students responded were excluded. Learning disability and attention deficit disorder were the issues reported by the largest proportion of domestic respondents.

Figure 22a: Impact of issues on previous academic work (domestic)



The majority of domestic respondents indicated they had not experienced any of the issues (apart from anxiety and sleep disorders, which were experienced by over half of respondents). A small proportion (25% or less) indicated their prior academics had been negatively impacted by any of the issues. About 30% of respondents said anxiety had negatively impacted their previous academic work, while 23% reported sleep difficulties had negatively impacted their prior work in some way, and 20% said relationship difficulties/stress had negatively affected previous academic work.

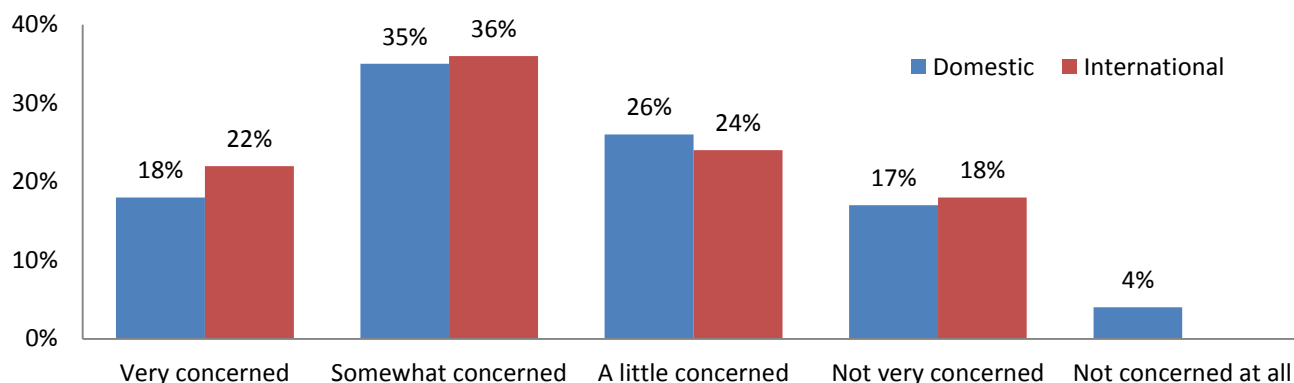
Figure 22b: Impact of issues on previous academic work (international)



As with domestic respondents, anxiety was the issue reported by the largest proportion of domestic respondents among international respondents (over half reported having experienced this issue). Twenty-six percent of respondents said their previous academics had been negatively effected in some way by anxiety, and the same proportion said so for internet use. Nevertheless, a small proportion of respondents said their previous academic work had been negatively impacted by any of the issues.



Figure 23: Level of concern that issues that had previously negatively impacted academic work would persist



Self-reported health and wellness

Students responded to several questions related to health. They rated their general health on a 5-point scale from excellent to poor. Of domestic students who responded to the item, 18% said Excellent, 35% said very good, 26% said good, 17% said fair, and 4% said poor. Among international respondents, 24% said excellent, 37% very good, 32% good, 7% fair, and 1% poor.

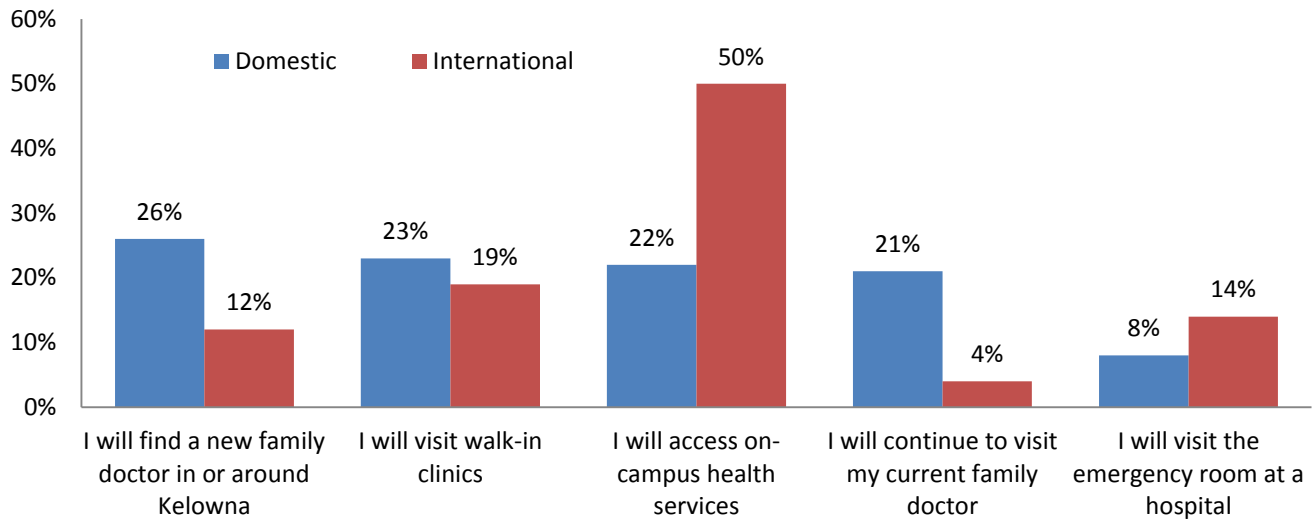
Table 4: Level of agreement to health and wellness items

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Dom	Intl	Dom	Intl	Dom	Intl	Dom	Intl	Dom	Intl
I'm confident in my ability to cope with the demands of my life	1%	2%	2%	2%	11%	5%	52%	49%	34%	39%
I'm aware of personal signs when I experience too much stress	1%	3%	3%	1%	6%	14%	49%	54%	40%	26%
I know about strategies I can use to cope with stress as it comes	1%	4%	7%	11%	16%	12%	52%	51%	23%	18%
In the past school year I was able to manage stress successfully	2%	4%	8%	10%	19%	14%	46%	45%	23%	26%
I feel like I belong in a community	2%	5%	4%	2%	24%	11%	42%	50%	24%	29%



Both domestic and international respondents, in general, reported having confidence in their ability to successfully manage stress as about two-thirds or greater agreed or strongly each with each statement.

Figure 24: Intentions regarding health services



Note: For Figure 24, students could select multiple responses.

The largest proportion of domestic student respondents reported they will find a new family doctor in or around Kelowna, while the largest proportion of international student respondents said they will access on-campus health services.

FINANCES

Thirty-six percent of domestic respondents, and 16% of international respondents indicated they required a loan to help finance their first year at UBC. Students were asked to rate their level of concern about their ability to finance their education, whether they had major (i.e., not sure I will have enough funds to complete university) or some (i.e., probably will have enough funds) concerns, or no concerns (none: I am confident that I will have sufficient funds). Fourteen percent of domestic and 11% of international respondents reported they had major concerns about their ability to finance their education, while 48% of domestic and 59% of internationals said they had some concerns, and 26% of domestic students and 41% of international students who responded indicated they had no concerns.

Loan source

Students indicated the source of their loan. Government student loan was the most commonly selected response (reported by 65% of domestic respondents), followed by Parents/family/friends (28% of domestic respondents). As less than 20 international students responded to the loan source item, the figures were not reported.



Financial Aid

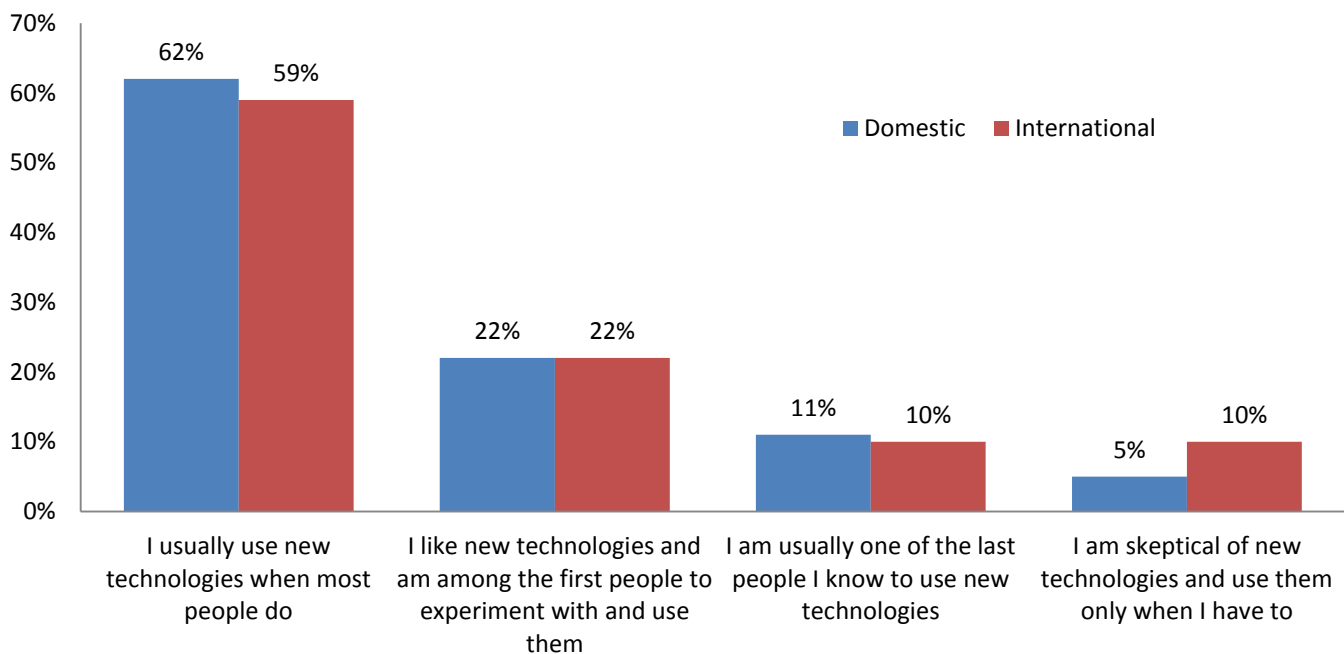
Students reported whether they had received financial aid or scholarship; 22 domestic students and 2 international students indicated they had received aid/scholarship. As only a handful of both domestic and international students responded to subsequent items about attending UBC without financial aid/award, their responses will not be reported.

Ninety-three percent of international respondents indicated they plan to work in Canada during their studies at UBC. International students were asked to rate the importance of being able to work in Canada post-graduation; 11% said not important at all or not very important, 28% said neutral, 29% said important, and 31% said very important.

TECHNOLOGY IN THE CLASSROOM

Students reported the type of technology (e.g., laptop, smart phone) they used to complete the survey. Laptop was the most commonly selected option for both sets of respondents. Fifty-six percent of domestic respondents stated they used a laptop, 26% said Smart Phone, 13% said a Desktop, and 5% said a Tablet or iPad. Almost 7 out of 10 (69%) international students reported they were using a laptop, 13% said a Smart Phone, 11% said a Tablet or iPad, and 7% said Desktop.

Figure 25: Approaches to adopting new technologies



Many respondents appeared to be people who typically use new technologies when most people do, since about 60% of both student groups selected this response.



Figure 26a: Perceptions of technology’s role in teaching and learning (domestic)

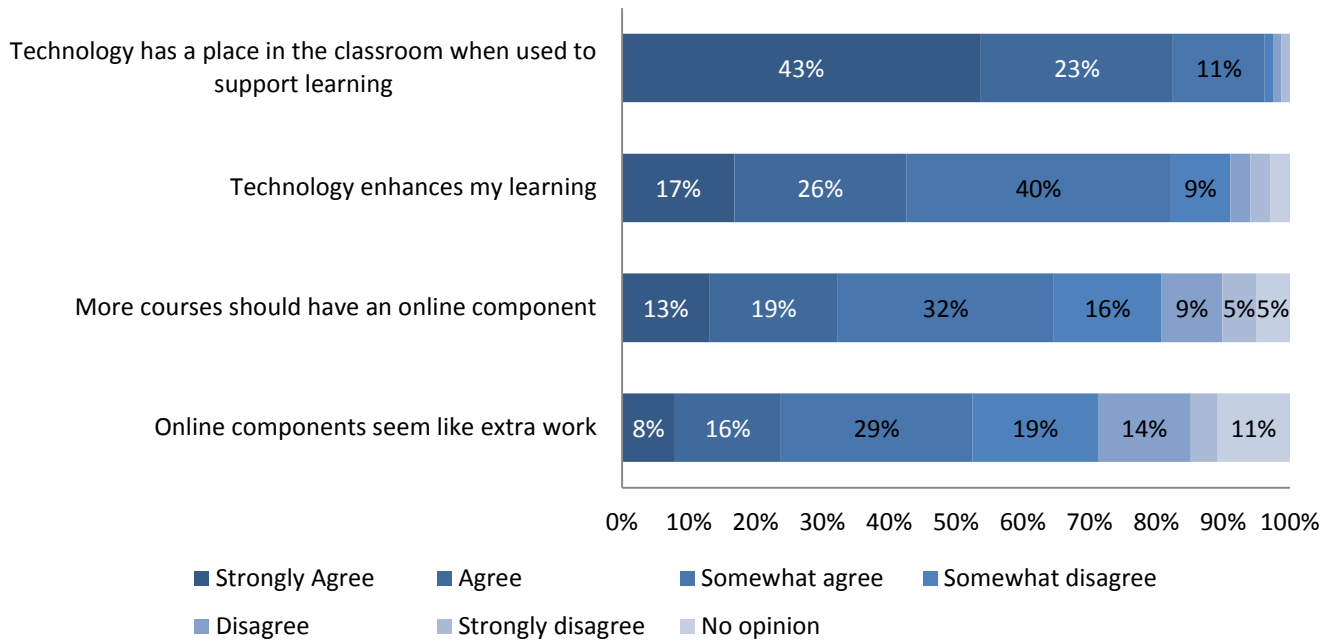
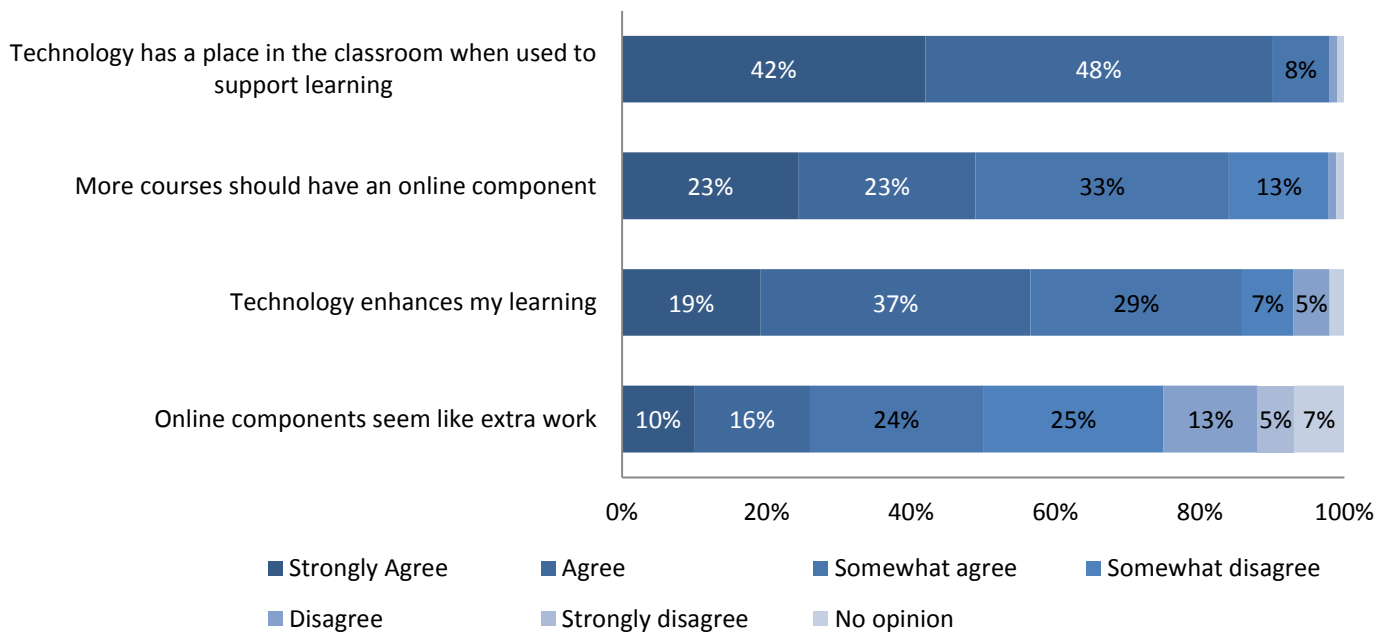


Figure 26b: Perceptions of technology’s role in learning (international)

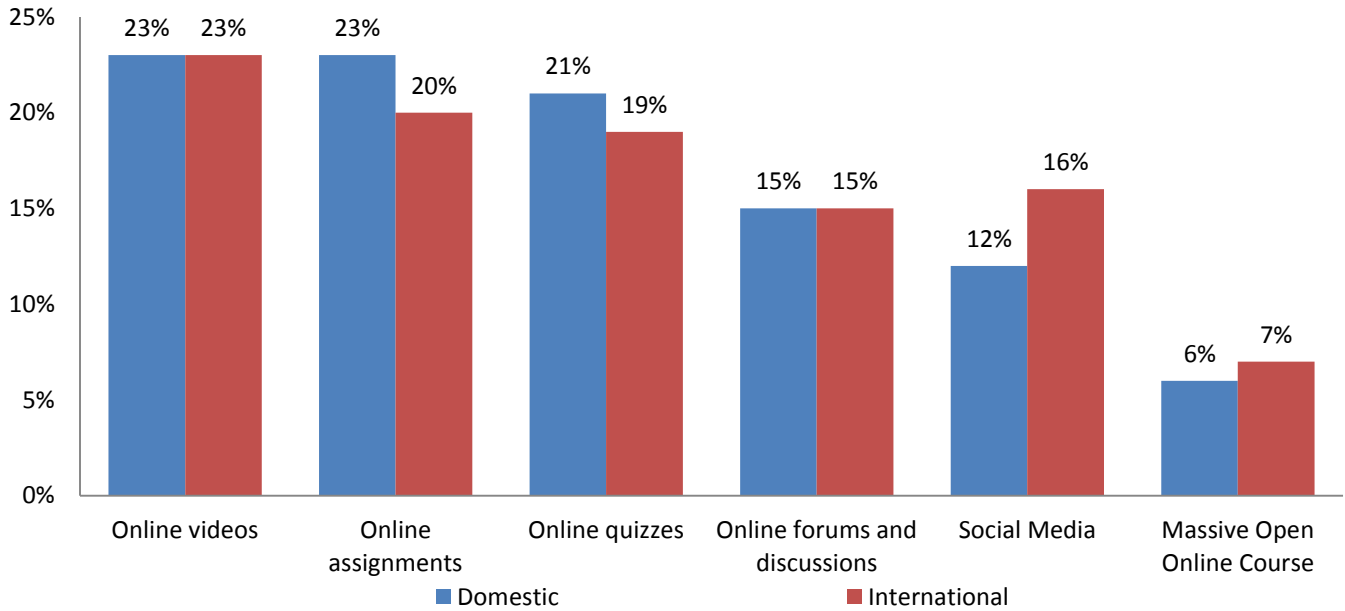


When asked about their views on technology use in the classroom, responses suggested students were generally in favour of technology use in the classroom to enhance learning. Forty-three percent of domestic respondents and 42% of international respondents reported they strongly agree that technology has a place in the classroom when used to support learning, while 43% of domestic



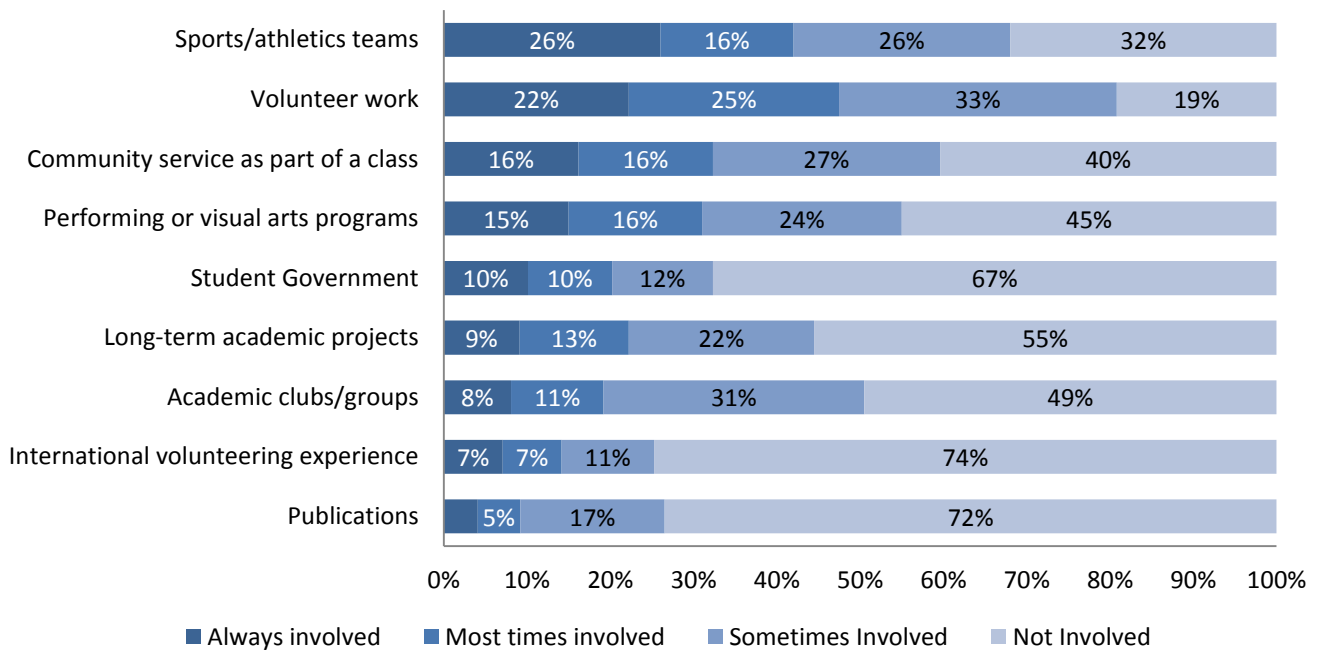
students reported strongly agree or agree to the statement: Technology enhances my learning, and 46% of internationals strongly agreed or agreed to this item. Also, about 1 in 4 respondents indicated they strongly agree or agree that online components seem like extra work.

Figure 27: Prior experience learning with technologies



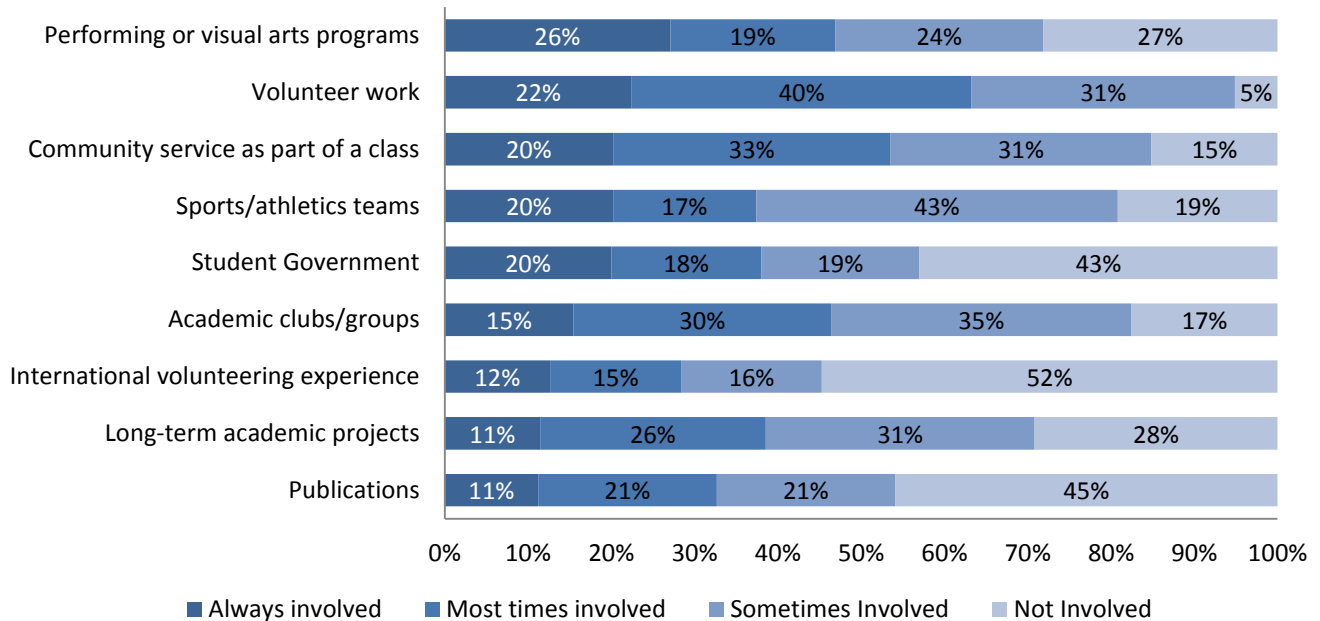
CAMPUS CONNECTIONS

Figure 28a: Previous involvement with activities at school (domestic)



The highest proportion of domestic respondents indicated they had been involved with Sports/athletic teams (always: 26%, most times: 16%), followed by Volunteer work (always: 22%, most times: 25%). Publications and international volunteering experiences were the activities to which the largest proportion of students indicated they had not been involved in.

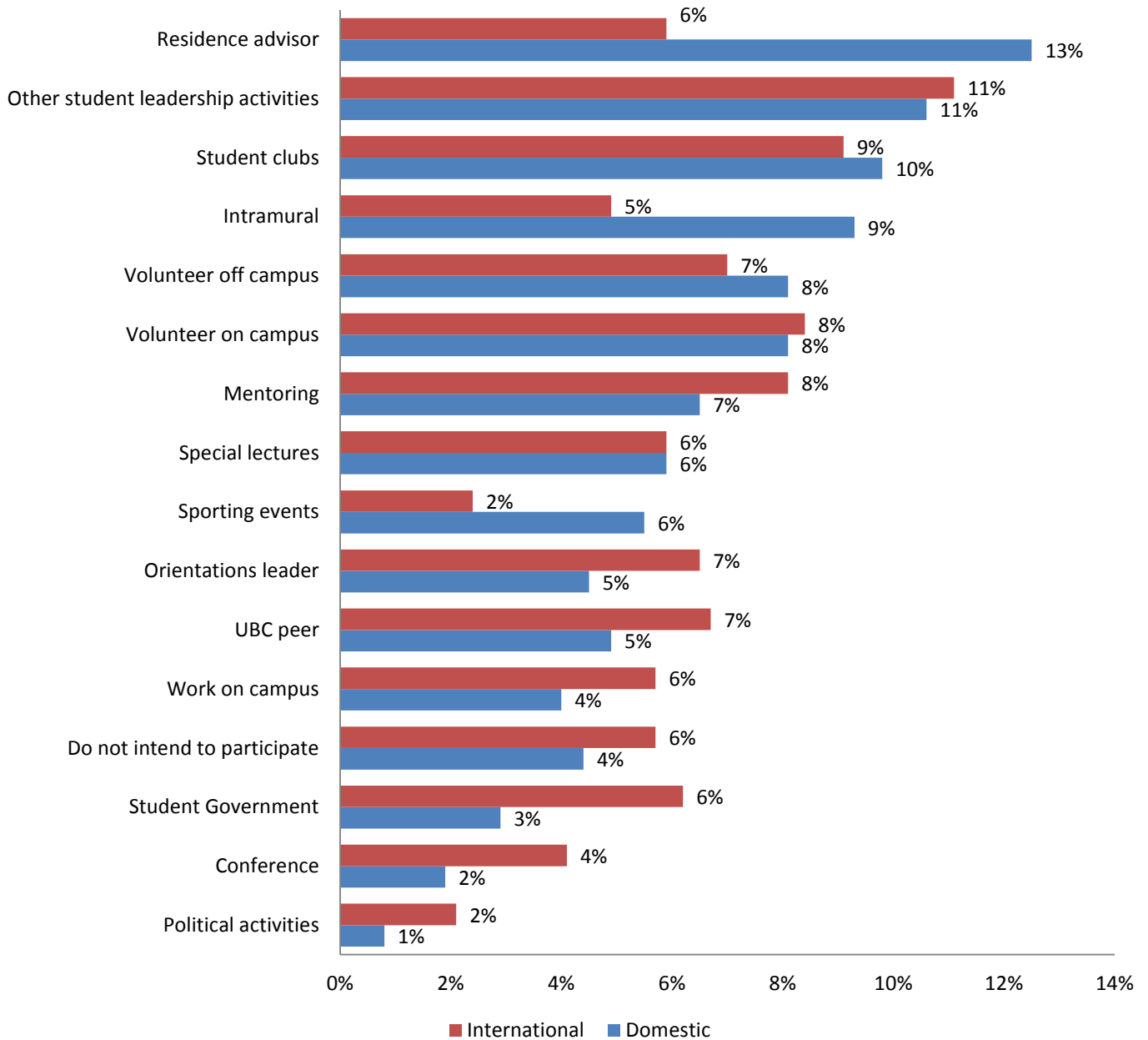
Figure 28b: Previous involvement with activities at school (international)



Among international respondents, the highest levels of involvement reported were in performing/visual arts programs, and volunteer work. Community service as part of a class, and sports/athletic teams were also popular choices. As with domestic students, publications was the activity with which the fewest respondents had been involved.



Figure 29: Intention to participate in extracurricular activities while at UBC



As shown in Figure 29, Residence Advisor was the option selected by the largest proportion of domestic respondents (13%), followed by Other student leadership activities (11%), and Student Clubs (10%) for activities in which they would like to participate while at UBC. For international respondents, Other student leadership activities (11%) was the item selected by the largest proportion of respondents, followed by Student Clubs (9%). Political activities was the activity reported by the lowest proportion of both domestic and international respondents.

UBC is committed to providing students with at least two enriched educational opportunities during the course of their studies. Students reported how likely they are to participate in any of several opportunities (Figures 30a and 30b).



Figure 30a: Likelihood of engaging in enriched educational opportunities (domestic)

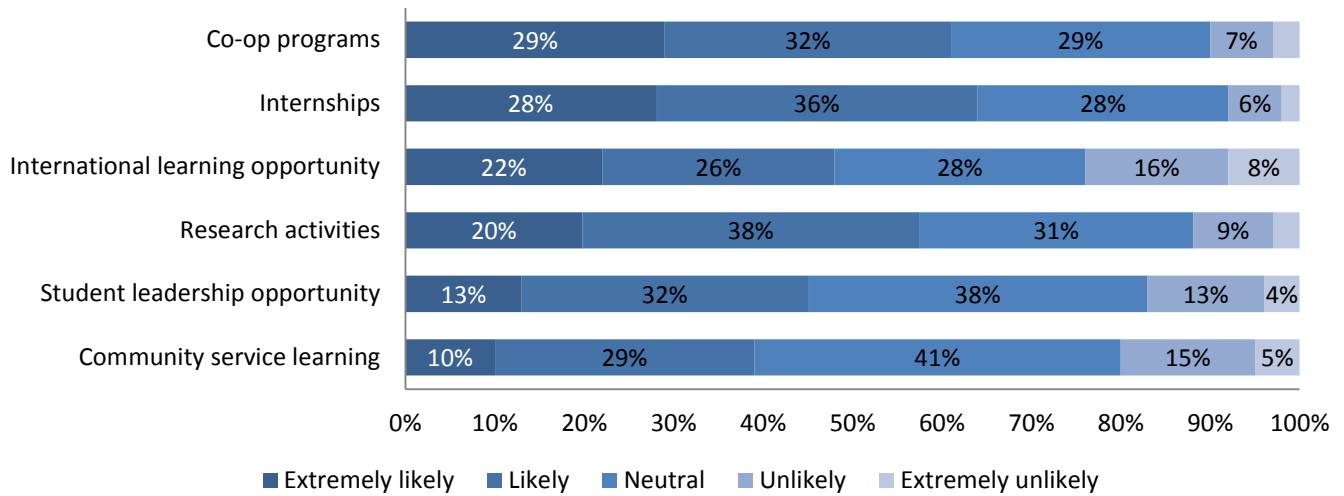
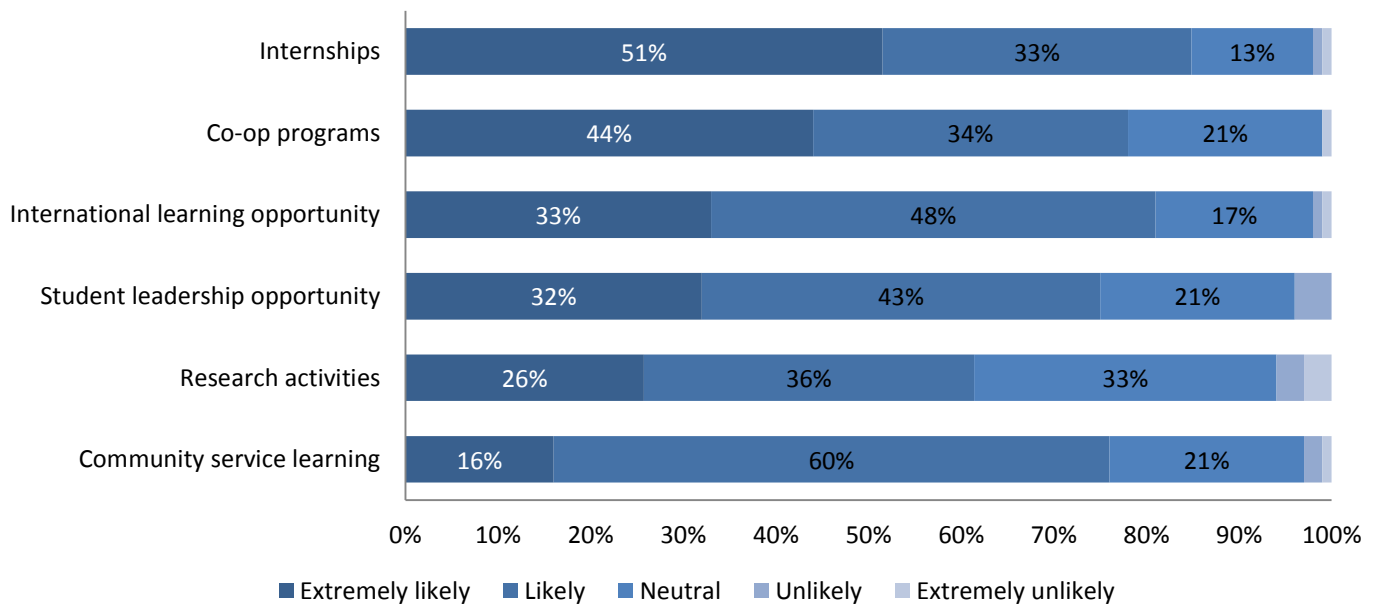


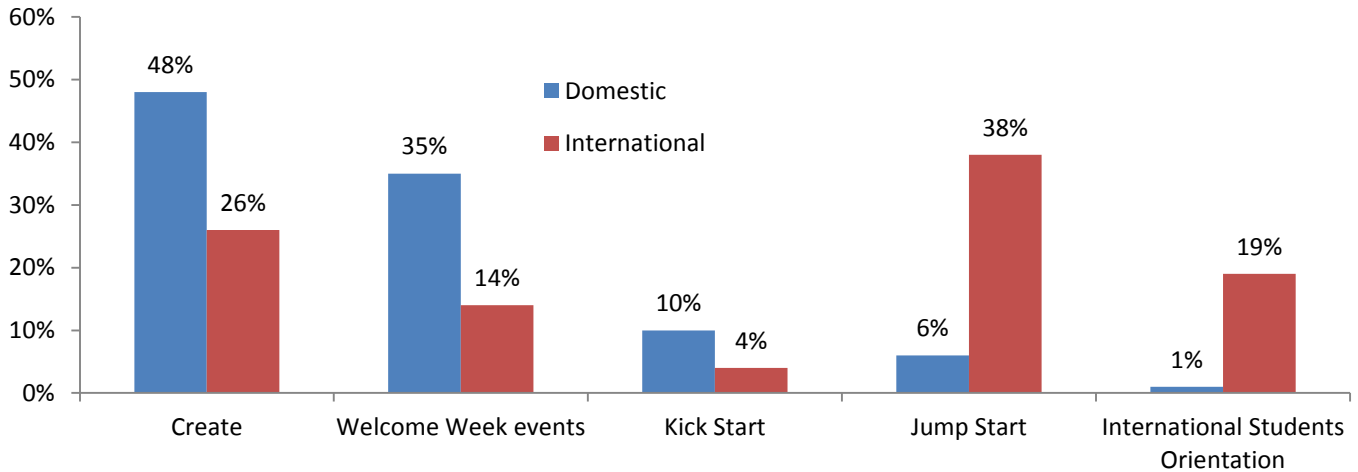
Figure 30b: Likelihood of engaging in enriched educational opportunities (international)



UBC provides a number of student orientations. Students indicated which orientations they were planning to attend in the fall. Note that students could select multiple responses. Of domestic respondents, Create was the most popular selection (48%), followed by Welcome week events (35%). Among international respondents, Jump Start was the most popular selection (38%, followed by Create (26%).



Figure 31: Intention to participate in new student orientations



UBC is committed to global citizenship. In light of this, students were asked to rate the importance of UBC to provide numerous opportunities. For all students surveyed, the item ranked as most important was: Experiences that challenge me to achieve my full potential, followed by: Opportunities to apply my learning in society.

Figure 32a: Importance of various aspects of personal development offered by UBC (domestic)

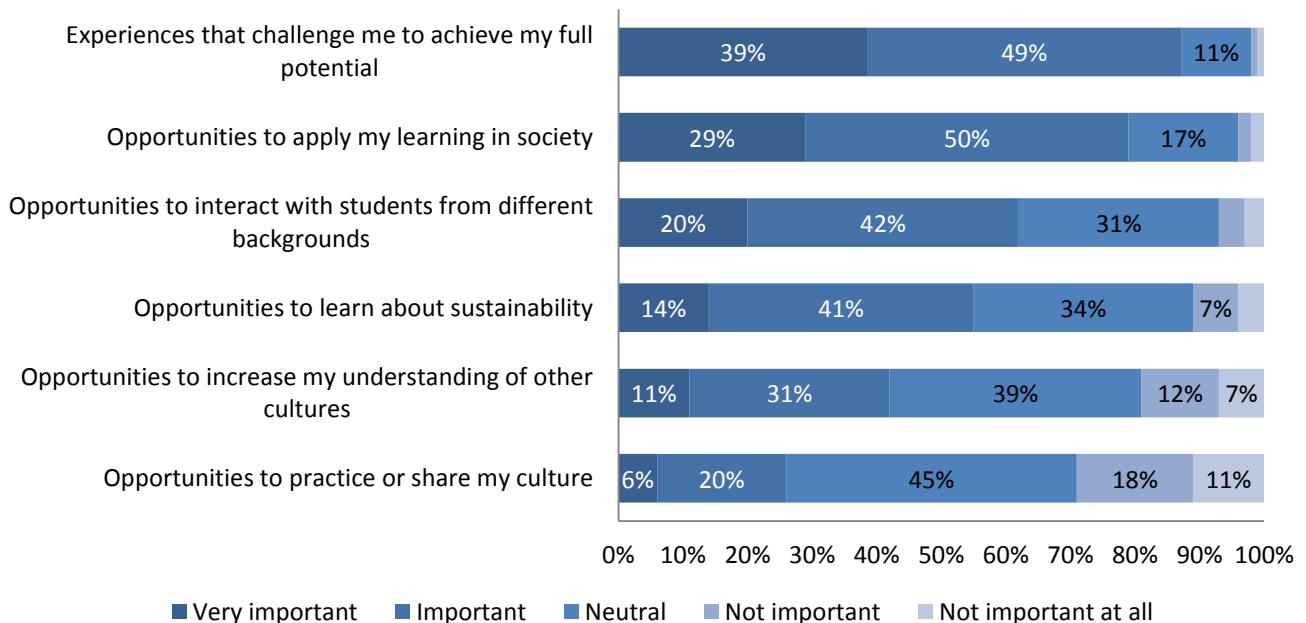
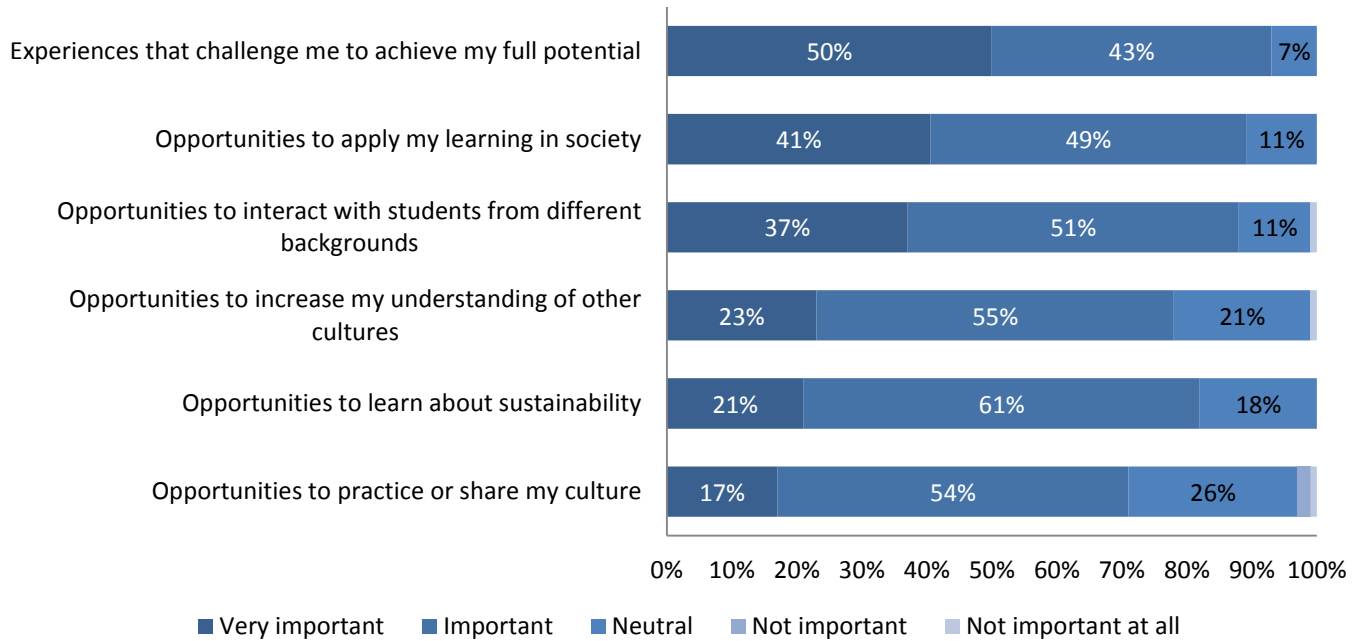


Figure 32b: Importance of various aspects of personal development offered by UBC (international)



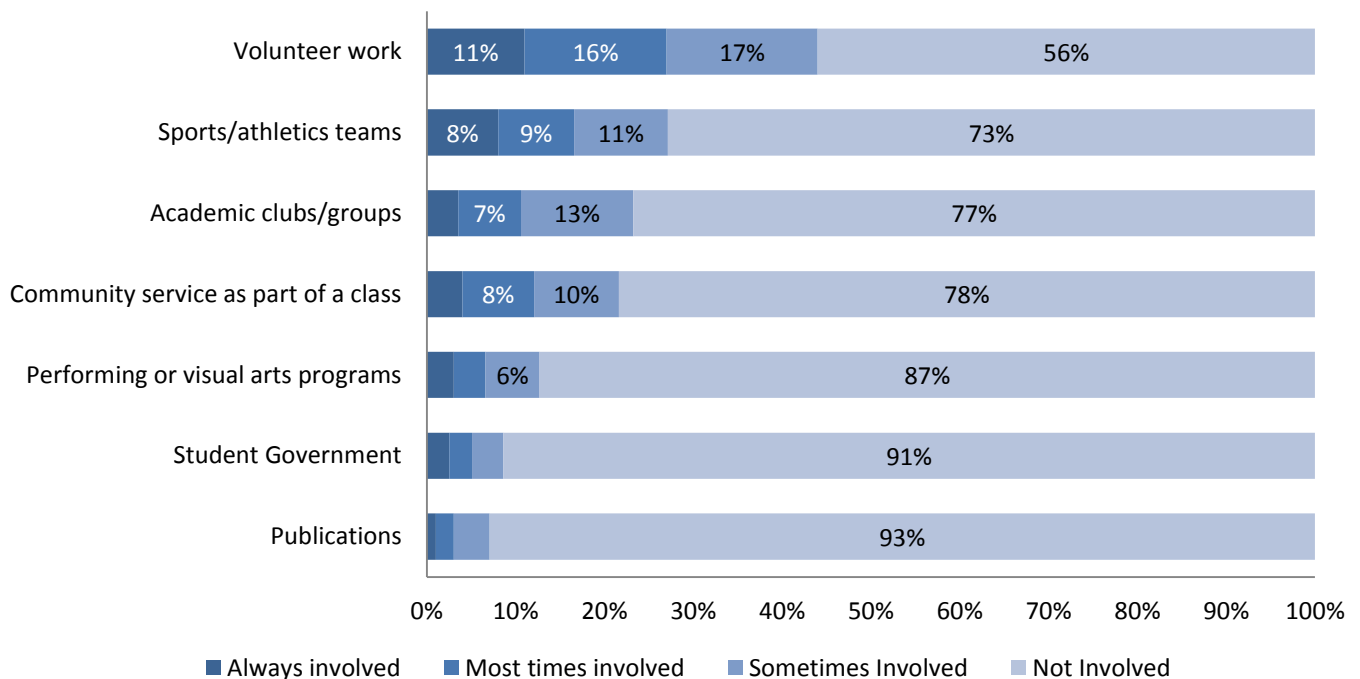
SUMMARY OF TRANSFER STUDENT RESPONSES

Transfer students differ from direct entry students in that they are typically older and their expectations about their UBC Okanagan experience and what they hope to gain from their UBC education is influenced by prior post-secondary experience. Nevertheless, their motivations for attending and choosing UBC’s Okanagan campus were, in general, similar to direct entry students. They were also generally similar to direct entry students in most other aspects, such as satisfaction with applying to UBC, communications, concerns about the upcoming year, and other aspects associated with beginning at UBC’s Okanagan campus.

Almost all (91%) transfer student respondents were domestic students. About two-thirds were in 2nd year or above. UBC’s Okanagan campus was the first choice for 72% of transfer respondents and 88% of respondents indicated they were accepted into their first-choice program. Similar to direct entry respondents, most transfer respondents reported they had no or very few friends also attending UBC’s Okanagan campus. Almost all respondents indicated they believe UBC’s Okanagan campus will be the right university for them.

One notable difference in transfer students from direct entry, is that a much larger proportion of respondents indicated they would be living off-campus (67%) compared to direct entry students. The largest proportion of transfer student respondents indicated they had previously attended Okanagan college (Okanagan College represented 35% of the institutions listed by respondents asked to report their previous post-secondary institution); Langara College (8%) was the second most reported.

Figure 33: Transfer students’ involvement with activities at previous institution



Transfer students reported their prior involvement with activities at the institution from which they transferred. Volunteer work was the activity in which the largest proportion of respondents indicated a level of involvement (44%).

Reasons Why Students Did Not Attend UBC Immediately After High School

When asked to explain why they did not attend UBC's Okanagan campus directly after high school, the most common reason selected was: I hadn't really considered it at the time (32%), followed by the campus/kelowna being too far away (20%), while 16% indicated they thought it was too expensive. Three-quarters of respondents said their primary activity before attending UBC's Okanagan campus was: Attending another institution full-time, while 16% said working full-time.

When asked how long they anticipate it will take to complete their degree, 29% said 2 years, 17% said 2.5 years, 23% said 3 years, while 23% said more than 3 years.

Transfer Credit

Over half (54%) of respondents indicated they received all of their transfer credits they expected, 36% reported they received some, while 3% indicated they received none of the credits they expected. The main single reason students reported as why they were unable to receive all the credits was: My original courses or program were not designed for transfer to UBC (30% of respondents indicated this reason), while 18% reported they received fewer transfer credits for a particular course than initially received (e.g., a 4-credit course only received 3 credits), and a further 15% of respondents said their courses transferred but they were unable to use all of the credits towards their degree.

Transfer Experience

Many respondents reported that they found the transfer process straightforward (rated as simple by 39%, very simple by 15%). A further 35% of respondents reported the process was OK. Additionally, small proportions of respondents indicated they had difficulty finding information about the transfer process, and meeting with counselors.

