

New to UBC Okanagan Undergraduate Student Survey 2017: Transfer Students



THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

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Executive Summary

The New to UBC (NUBC) Survey was administered in summer 2017 to all new incoming degree-seeking students, both direct entry and transfer, at UBC's Okanagan campus. In total, 1,659 students out of 2,588 responded to the survey – a response rate of 64%. The sample of respondents was generally a good representation of the 2017/18 new undergraduate student population at UBC's Okanagan campus, with some exceptions.

This report focuses on new transfer students. Of 569 transfer students invited to the survey, 295 responded – a response rate of 52%. When only looking at transfer students, the sample is well-representative of the cohort in terms of domestic/international student status and year level.

Background and Personal Characteristics

Eighty five percent (n = 220) of transfer respondents identified as Canadian, and 6% (n = 16) of respondents identified as Chinese. Five percent (n = 13) of respondents self-reported as Canadian Aboriginal, which is representative of the cohort of transfer students where 3% were identified as Aboriginal. Twenty two percent (n = 57) of transfer respondents said they were born outside of Canada. Transfer respondents who were not born in Canada learned English during varying age categories.

Just under two thirds of transfer student respondents (64%, n = 166) selected their gender identity as “woman” on the survey. Among transfer respondents, females were overrepresented in the sample, while males were underrepresented.

The majority of respondents indicated that their mother and/or father attained a college-level certificate/diploma, a university degree, or a graduate/professional degree. Overall, 27% (n = 67) of respondents were first generation university students.

Transfer respondents cited various living arrangements for the academic year. The majority of those commuting to campus said they planned to use public transit or to drive alone.

Choosing Where to Study

The most important factor in choosing where to study among transfer respondents was the quality of faculty, with 89% (n = 226) selecting the top two response options. Additional factors that were perceived as highly important, with at least 8 in 10 respondents selecting the top two response options, included: the university/college's overall reputation, quality of academic facilities (e.g. library, laboratories), the university/college's campus location, diversity of programs and courses, and the value of the university/college degree in relation to the cost.

Experience with UBC: Applying, Admissions, and Overall

Respondents for which UBC Okanagan was not their first choice of post-secondary institution were asked where it ranked for them. Most stated that it was their second choice (86%, n = 36). The largest proportion of transfer respondents received UBC Okanagan's offer of admission first.

UBC Okanagan versus Competitor Institutions

About six in ten transfer student respondents only applied to UBC Okanagan (61%, n = 154). Twenty percent (n = 51) applied to UBC Okanagan and one other institution, and 15% (n = 39) applied to UBC Okanagan and two or three other institutions. The majority of respondents who applied to multiple institutions were accepted to UBC Okanagan and at least 1 other institution.

Overall, most transfer respondents were applying to other institutions within British Columbia (BC) and elsewhere in Canada. The top competitor institutions within BC were as follows: the University of British Columbia Vancouver (42%, n = 33), the University of Victoria (33%, n = 26), and Simon Fraser University (22%, n = 17).

Transfer respondents applying to other institutions in Canada most commonly selected: the University of Toronto (21%, n = 8), the University of Alberta (18%, n = 7), and the University of Calgary (16%, n = 6).

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

When asked which institution they would have attended if they had not accepted UBC Okanagan's offer of admission, responses were varied. The most common selections were: "I would not have attended any post-secondary institution this fall" (20%, n = 49), the University of Victoria (12%, n = 31), the University of British Columbia Vancouver (10%, n = 25), and Okanagan College (10%, n = 25).

In comparing UBC Okanagan with the university/college they would have attended if they had not accepted UBC Okanagan's offer of admission, transfer respondents most often rated UBC Okanagan as much or somewhat better in terms of aspects related to reputation. The most positively regarded was their degree program's reputation, with 61% (n = 96) selecting the top two response options.

Compared to respondents' other top choice institutions, UBC Okanagan was most frequently perceived as somewhat or much worse in terms of factors related to cost, including the overall cost of attending the university/college (40%, n = 66) and the cost of the university/college's tuition (34%, n = 57), as well as campus location (30%, n = 49).

First Year Concerns, Support, and Perceptions

Transfer respondents most often anticipated that they may require extra support with academic writing (33%, n = 90) and mathematics (32%, n = 86).

Forty three percent (n = 116) of transfer respondents said they knew of the First-Year Peer Advisor Program. As well, 18% (n = 21) of respondents received service from a First-Year Peer Advisor (e.g., appointment, email, phone call, Skype).

Transfer respondents expressed the highest levels of concern (selected "very concerned" or "concerned") for "being able to maintain a high enough Grade Point Average (GPA)" (52%, n = 140), "finding affordable housing" (44%, n = 87), and "getting the career and professional advising I need" (41%, n = 109).

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

Health and Wellbeing

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

When in need of health care services, the largest proportions of transfer students planned to use walk-in clinics (49%, n = 130), visit their current family doctor (43%, n = 116), and/or access on-campus services (39%, n = 104).

The majority of transfer respondents (70%, n = 187) indicated that they do not have a disability or ongoing medical condition.

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

Finances

Forty three percent (n = 105) of transfer respondents said they require a loan that they are expected to pay back to finance their initial year at UBC Okanagan. Most indicated a government student loan as the major source of their loan (74%, n = 84).

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

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

Only 7% (n = 18) of transfer respondents stated that they received an offer of scholarship or financial support from UBC.

Plans, Intentions, and Expectations

Most transfer (84%, n = 218) survey respondents indicated that they knew what their program specialization/major would be. Eighty one percent of transfer respondents (n = 211) intended to graduate from UBC's Okanagan campus, and an additional 16% (n = 42) were uncertain of their plans. During their initial year at UBC Okanagan, the majority of transfer respondents anticipated that they would achieve an average grade range of A-/A/A+.



Introduction

This report presents the findings of the 2017 New to UBC (NUBC) Undergraduate Student Survey for UBC's Okanagan campus. Participating students were asked about the reasons they chose UBC's Okanagan campus for their post-secondary education, what they hope to gain from their UBC education, their experiences prior to their arrival at UBC, their expectations about their first year at UBC, and their perceptions of UBC to date.

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

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

Methodology

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

The NUBC Survey was deployed online via e-mail invitations. The survey was available to students from August 11th to September 10th, 2017. As an incentive for participating in the survey, students were entered into a draw for one of ten \$100 Visa gift cards.

Overall Sample

A total of 2,588 undergraduate students were invited to complete the survey, excluding email bounce backs. Of 2,588 invitees, there were 1,659 full or partial completes –an overall response rate of 64% (64% for domestic and 66% for international students). Of the 1,659 responses, 1,353 were complete, yielding a complete response rate of 82%.

The sample of respondents was generally a good representation of the cohort of students, with some exceptions (refer to Table 1). Males were underrepresented (cohort: 47%, sample: 43%), while females (cohort: 53%, sample: 57%), first-years (cohort: 83%, sample: 87%), and BSC-O students (cohort: 33%, sample: 36%) were overrepresented. The sample of respondents reflects the composition of the cohort well in terms of domestic/international student status.

Table 1: Demographic breakdown of cohort and sample

	Cohort		Sample	
	Count (N)	%	Count (n)	%
Gender				
Male	1,207	47%	708	43%
Female	1,381	53%	951	57%
Year Level				
Year 1	2,159	83%	1,436	87%
Year 2	185	7%	94	6%
Year 3	224	9%	118	7%
Year 4	0	0%	0	0%
Year 5	20	1%	11	1%
Domestic/International				



Domestic	2,112	82%	1,347	81%
International	476	18%	312	19%
Program				
BA-O	679	26%	414	25%
BASC-O	354	14%	238	14%
BED-O	20	1%	11	1%
BFA-O	37	1%	28	2%
BHK-O	231	9%	140	8%
BMGT-O	258	10%	138	8%
BMS-O	19	1%	15	1%
BSC-O	865	33%	604	36%
BSN-O	125	5%	71	4%

Note: The data above is from SISC.

When breaking down the cohort and sample by domestic/international student status, in general, the samples of respondents reflected the cohorts well, with a few exceptions (see Table 2). Among domestic respondents, females (cohort: 55%, sample: 60%), first-years (cohort: 81%, sample: 85%), and BSC-O students (cohort: 32%, sample: 35%) were overrepresented; males were underrepresented (cohort: 45%, sample: 40%). While the sample of international respondents was generally representative of the cohort in terms of gender and year level, BMGT-O students were underrepresented (cohort: 17%, sample: 14%) in the sample.

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

	Domestic				International			
	Cohort		Sample		Cohort		Sample	
	Count (N)	%	Count (n)	%	Count (N)	%	Count (n)	%
Gender								
Male	941	45%	539	40%	266	56%	169	54%
Female	1,171	55%	808	60%	210	44%	143	46%
Year Level								
Year 1	1,712	81%	1,139	85%	447	94%	297	95%
Year 2	168	8%	84	6%	17	4%	10	3%
Year 3	212	10%	113	8%	12	3%	5	2%
Year 4	0	0%	0	0%	0	0%	0	0%
Year 5	20	1%	11	1%	0	0%	0	0%
Program								
BA-O	549	26%	328	24%	130	27%	86	28%
BASC-O	296	14%	198	15%	58	12%	40	13%
BED-O	20	1%	11	1%	0	0%	0	0%
BFA-O	32	2%	25	2%	5	1%	3	1%
BHK-O	226	11%	137	10%	5	1%	3	1%
BMGT-O	176	8%	94	7%	82	17%	44	14%
BMS-O	14	1%	10	1%	5	1%	5	2%
BSC-O	674	32%	473	35%	191	40%	131	42%
BSN-O	125	6%	71	5%	0	0%	0	0%

Note: The data above is from SISC.

Sample of Transfer Students

The focus of this report is on transfer students only. For the purposes of this report, students were classified as direct entry or transfer based on the SISC variable Evaluation District (Eval. Dist.). Students in the following categories were classified as direct entry:

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

Students in the categories below were classified as transfer students:

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

Of 569 transfer students invited to the survey, 295 responded –a response rate of 52%.

When only looking at transfer students, the sample is well-representative of the cohort in terms of domestic/international student status and year level. However, males were underrepresented (cohort: 44%, sample: 36%), and females were overrepresented (cohort: 56%, sample: 64%) in the sample. Further, BSC-O students were overrepresented (cohort: 24%, sample: 28%). Thus, the survey results should be interpreted with a degree of caution.

[Table 3: Demographic breakdown of cohort and sample of transfer students](#)

	Cohort		Sample	
	Count (N)	%	Count (n)	%
Gender				
Male	250	44%	107	36%
Female	319	56%	188	64%
Year Level				
Year 1	140	25%	72	24%
Year 2	185	33%	94	32%
Year 3	224	39%	118	40%
Year 4	0	0%	0	0%
Year 5	20	4%	11	4%
Domestic/International				
Domestic	522	92%	267	91%

International	47	8%	28	9%
Program				
BA-O	179	31%	86	29%
BASC-O	77	14%	36	12%
BED-O	20	3%	11	3%
BFA-O	11	2%	9	3%
BHK-O	54	9%	26	9%
BMGT-O	40	7%	21	7%
BMS-O	2	0%	2	1%
BSC-O	136	24%	81	28%
BSN-O	50	9%	23	8%

Note: The data above is from SISC.

Notes

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

Due to the small number of international transfer student respondents ($n = 28$), this report refers to transfer students as a whole (not separated by domestic versus international).

Background and Personal Characteristics

Residence

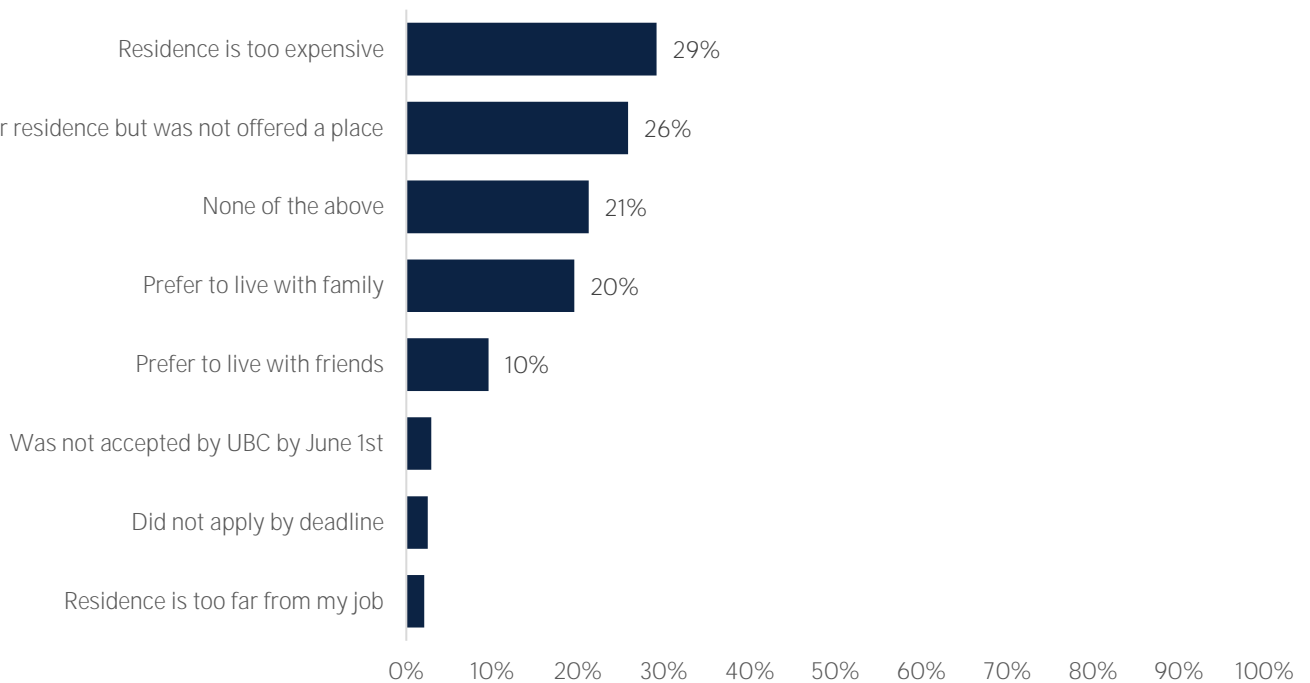
Seventy eight percent (n = 201) of transfer student respondents were born in Canada. Most respondents who were not born in Canada moved to Canada between the years 2014 to 2017 (57%, n = 29), or in 2003 or earlier (21%, n = 12).

Forty seven percent (n = 119) of transfer student respondents have lived in the Okanagan region for at least one year, 44% (n = 112) have lived elsewhere in BC for at least one year, 29% (n = 73) have lived in another province/territory in Canada for at least one year, and 13% (n = 32) have lived in another country besides Canada for at least one year.

Respondents were asked to specify their living situation for this academic year. Nineteen percent (n = 48) said they would be living with people they didn't know before coming to UBC or still haven't met, 16% (n = 42) cited they would be living with their partner, 14% (n = 36) said they would be living with parents, 13% (n = 34) stated they would be living with friends, and 12% (n = 31) selected they would be living alone.

Those not living in residence were prompted to indicate why. Twenty nine percent (n = 70) of respondents said residence is too expensive, 26% (n = 62) applied for residence but were not offered a place, and 20% (n = 47) selected that they prefer to live with family.

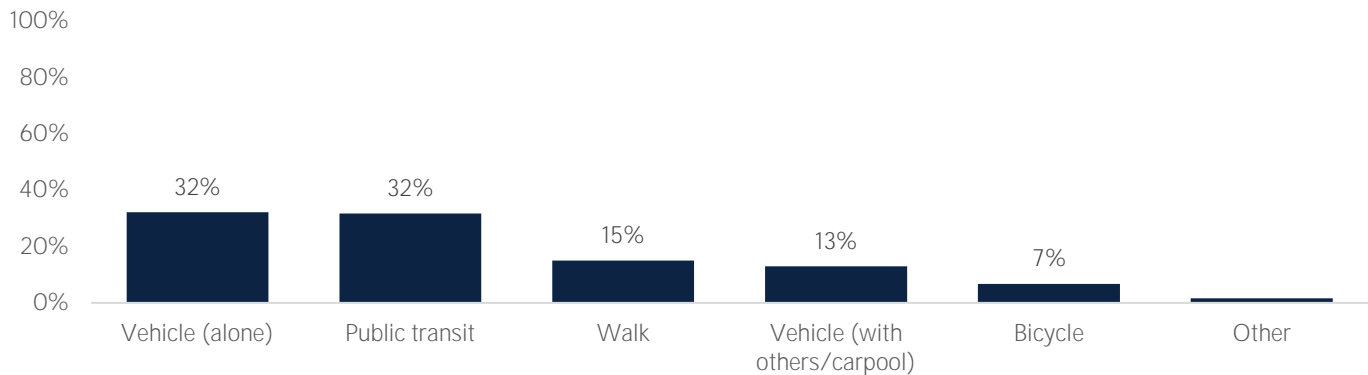
Figure 1: Why respondents will not be living in residence



Commuting

Respondents indicating they would not be living in residence were asked to specify how they planned to commute to campus. Most respondents cited they would use public transit (32%, n = 76) or drive alone (32%, n = 77).

Figure 2: Commute method



Languages

Respondents were asked which language they first learned in childhood and still understood. The majority (82%, $n = 212$) of respondents selected English. Those who did not choose English as their native language were asked when they learned English. Responses were varied among transfer respondents, with 21% ($n = 10$) selecting before they were 6 years old, 26% ($n = 12$) 6 to 10 years old, 26% ($n = 12$) 11 to 15 years old, and 26% ($n = 12$) after turning 16 years old. However, only $n = 47$ respondents answered this question.

Gender

Just under two thirds of transfer student respondents (64%, $n = 166$) respondents selected their gender identity as “woman” on the survey.

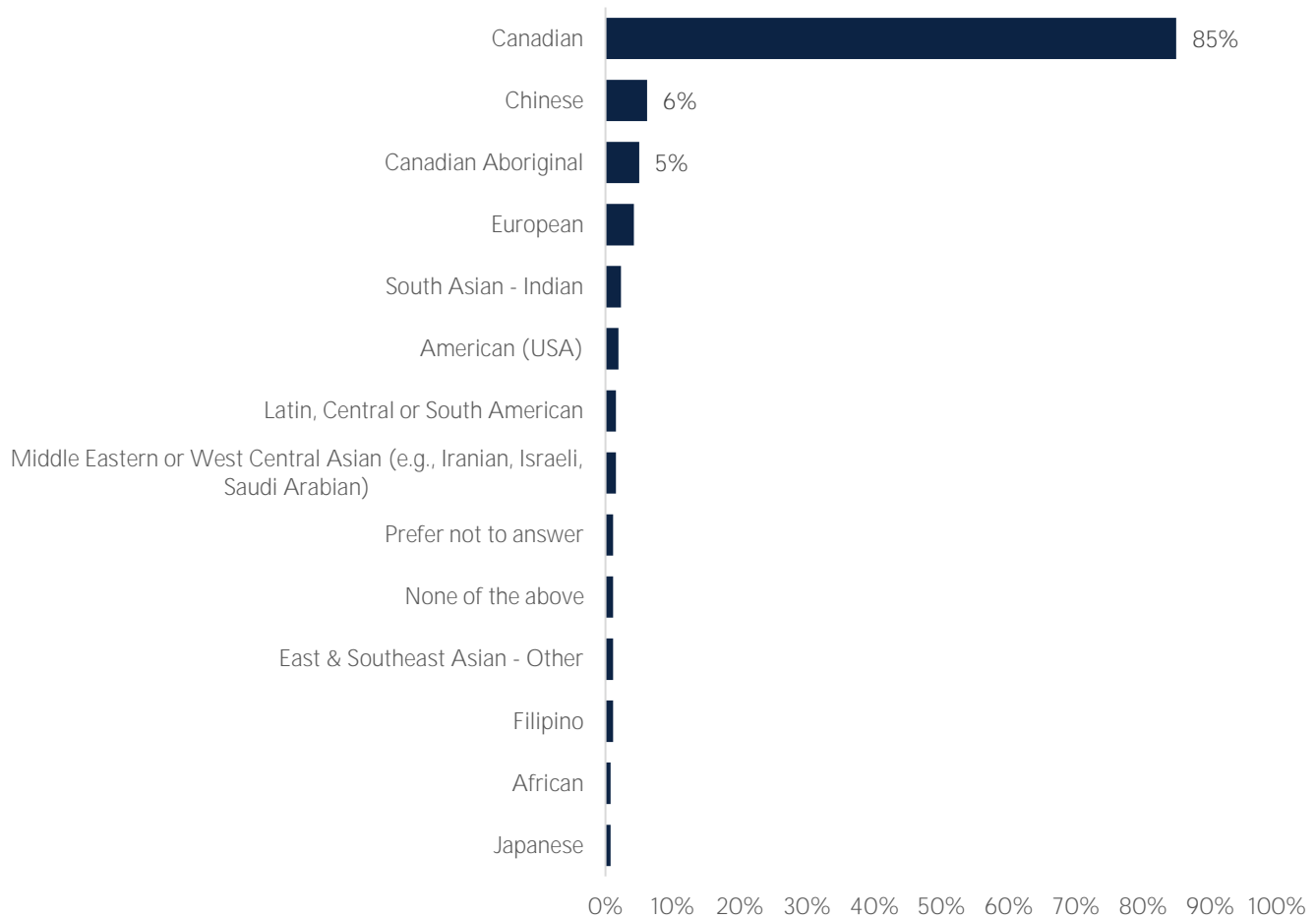
Sexual Orientation

The majority of respondents identified as heterosexual (87%, $n = 224$). A few chose each of gay or lesbian, bisexual, queer, and questioning.

Ethno-Racial Distribution and Citizenship

Most transfer respondents (85%, $n = 220$) selected that they identify their ethnicity as Canadian, while 5% ($n = 13$) selected Canadian Aboriginal and 6% ($n = 16$) chose Chinese. The proportion of students identifying as Aboriginal was representative of the cohort of transfer students (cohort: 3%, sample: 5%). Among respondents selecting Canadian Aboriginal, First Nations (46%, $n = 6$) and Métis (46%, $n = 6$) were the most common groups identified with.

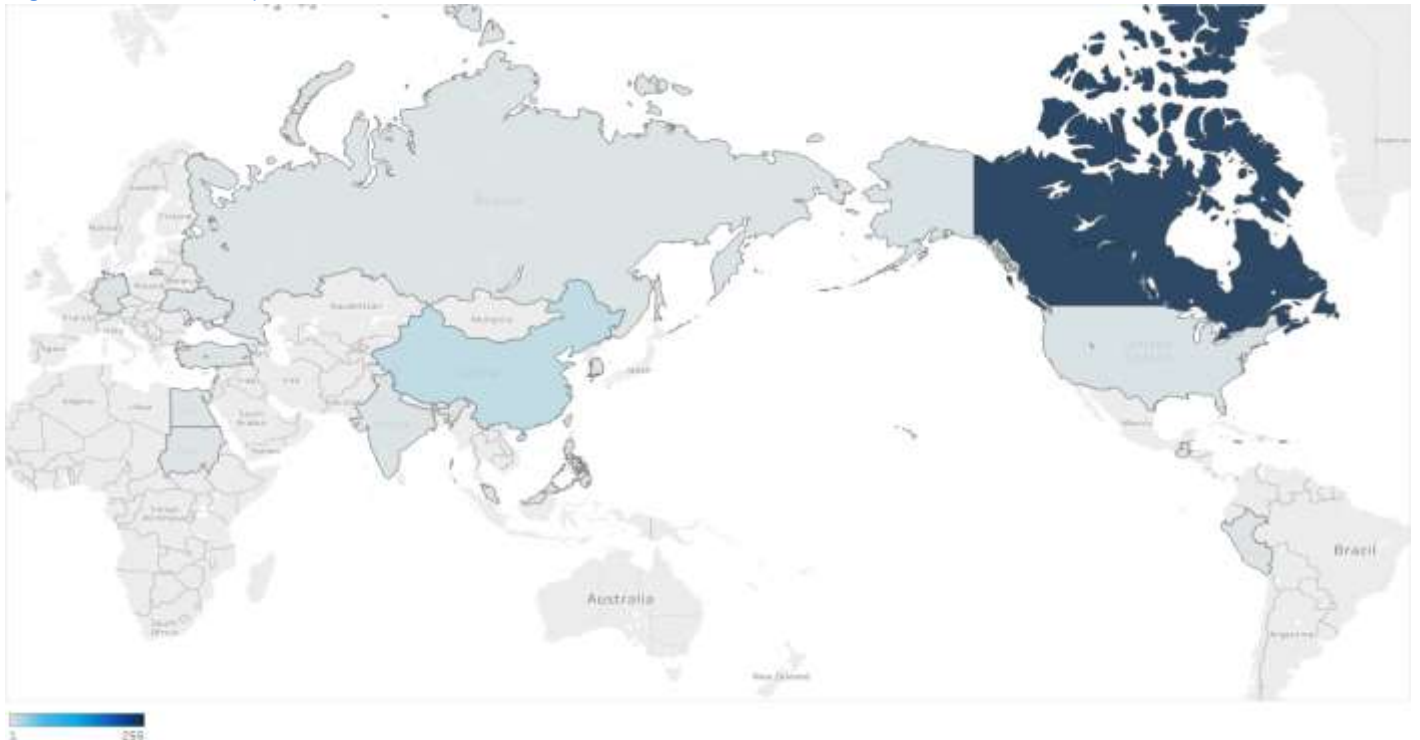
Figure 3a: Self-reported ethnicity



Note: Categories which 0% of respondents selected were excluded.

Data on respondents' citizenship was also taken from SISC. The majority of respondents were Canadian citizens (n = 255). The most common countries of citizenship for international respondents were China (n = 16) and the United States of America (n = 4). Overall, transfer students represented a total of 20 countries.

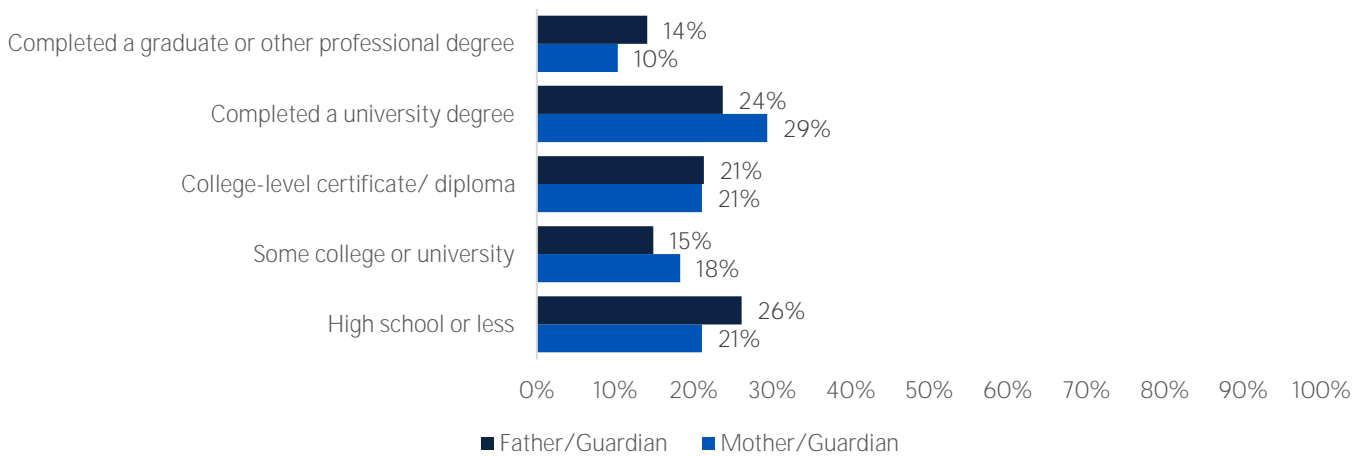
Figure 3b: Citizenship



Education of Parents/Guardians

Among transfer respondents, the highest level of formal education obtained by parents/guardians was mixed. For fathers of respondents, 26% (n = 65) had a high school education or less, and 24% (n = 49) had completed a university degree. The most common levels of education obtained by the mothers/guardians of respondents were a university degree (29%, n = 74), a college-level certificate/diploma (21%, n = 53), and high school or less (21%, n = 53). Respondents selecting “don’t know,” “prefer not to answer,” and “not applicable” were excluded in these calculations.

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



Overall, 27% (n = 67) of transfer respondents were first generation university students, meaning that neither their mother/guardian nor father/guardian had completed any post-secondary certificate/diploma/degree.

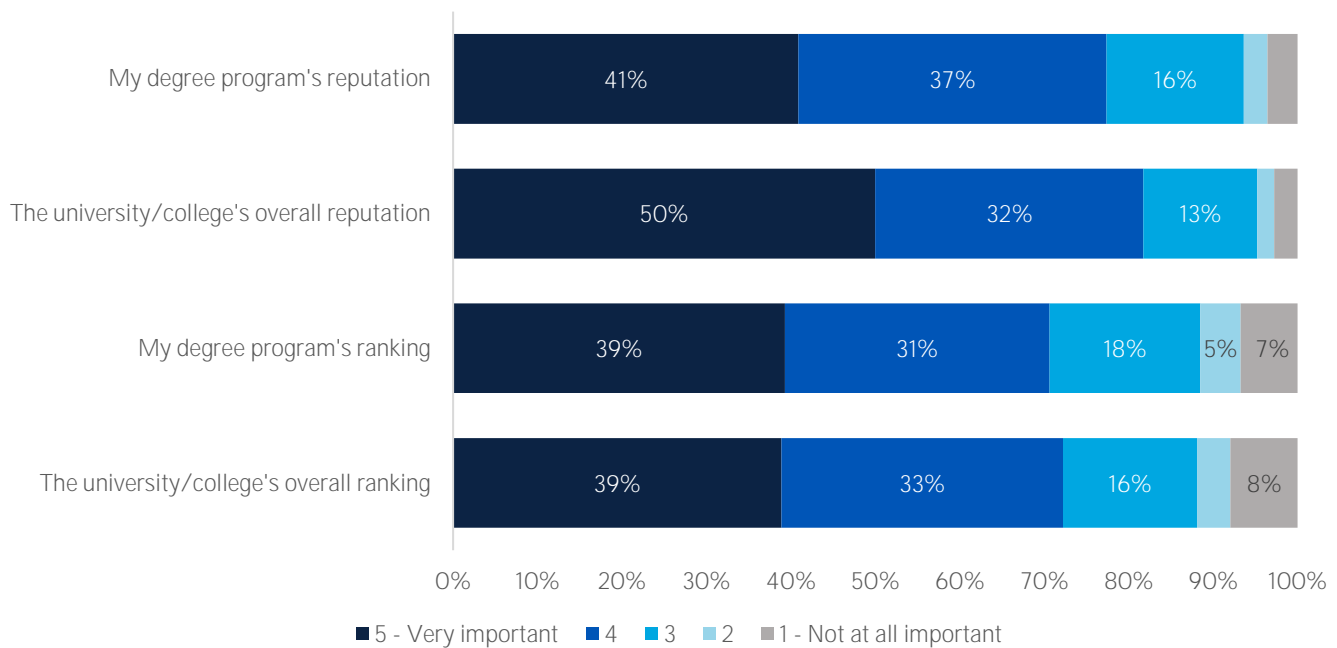
Choosing Where to Study

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

Reputation

The university/college's overall reputation was the most important factor related to reputation in choosing where to study. Specifically, 82% (n = 206) of transfer respondents rated this as "5 - very important" or "4."

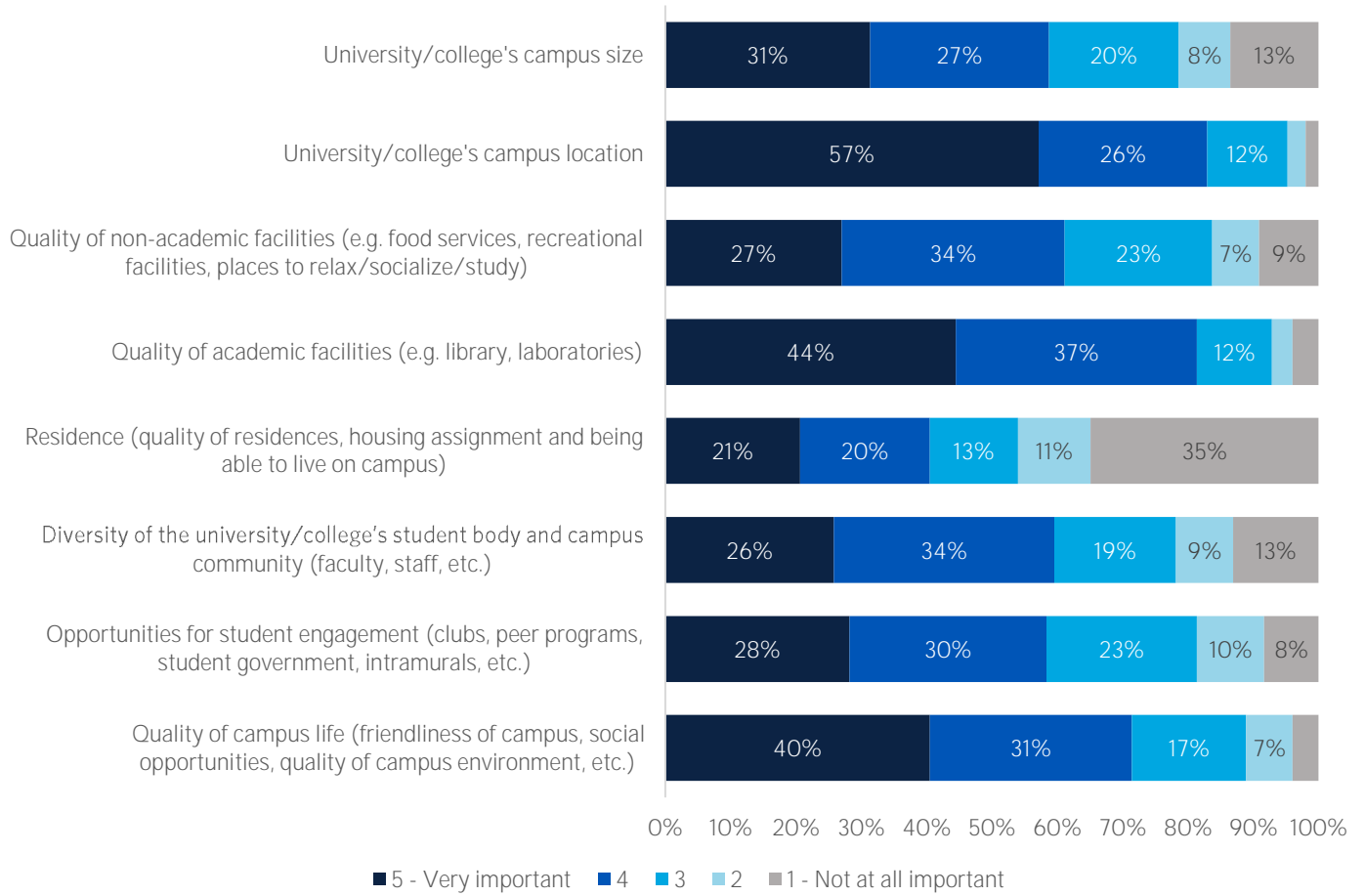
Figure 5: Importance of factors in choosing where to study -reputation



Campus

Quality of academic facilities (e.g., library, laboratories) and the university/college's campus location were the most important campus factors for transfer students. Eighty one percent (n = 205) of respondents selected the top two response options for quality of academic facilities, while 83% (n = 209) did so for campus location.

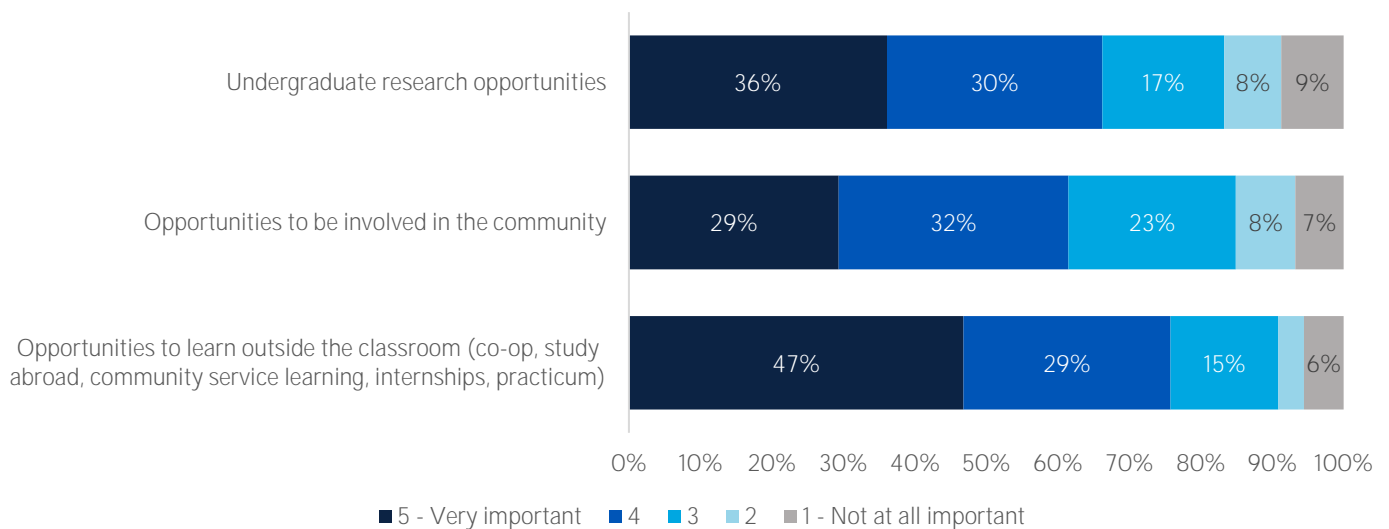
Figure 6: Importance of factors in choosing where to study –campus



Learning Opportunities

Opportunities to learn outside the classroom were valued most by transfer respondents, with 76% (n = 191) rating these as a 4 or 5 on the scale of importance.

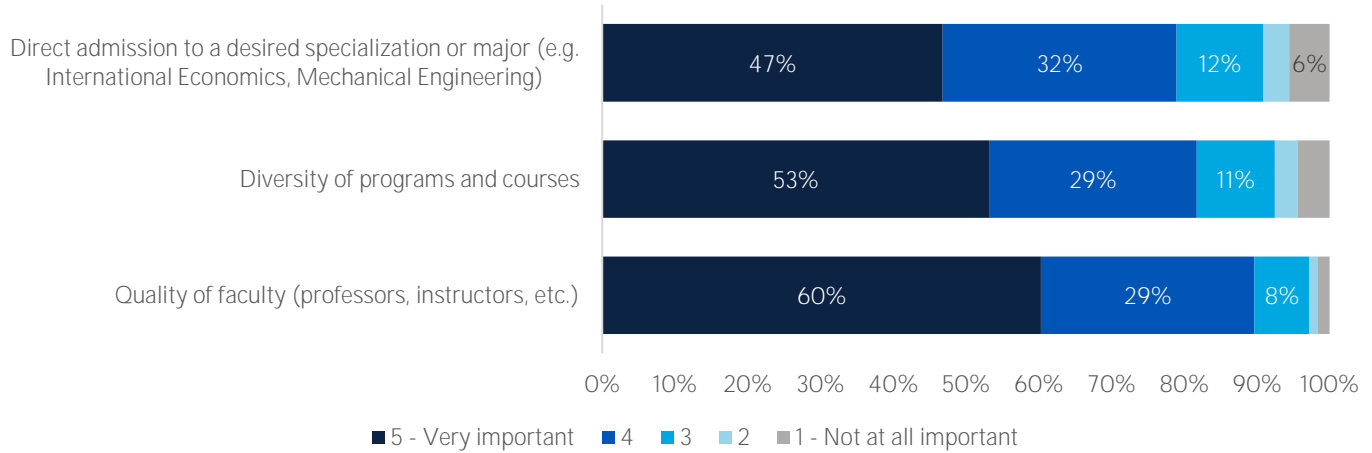
Figure 7: Importance of factors in choosing where to study –learning opportunities



Faculty and Programs

Overall, of the items related to faculty and programs, quality of faculty was most important when respondents were deciding where to study. Specifically, quality of faculty was rated with the top two response options by 89% (n = 226) of respondents.

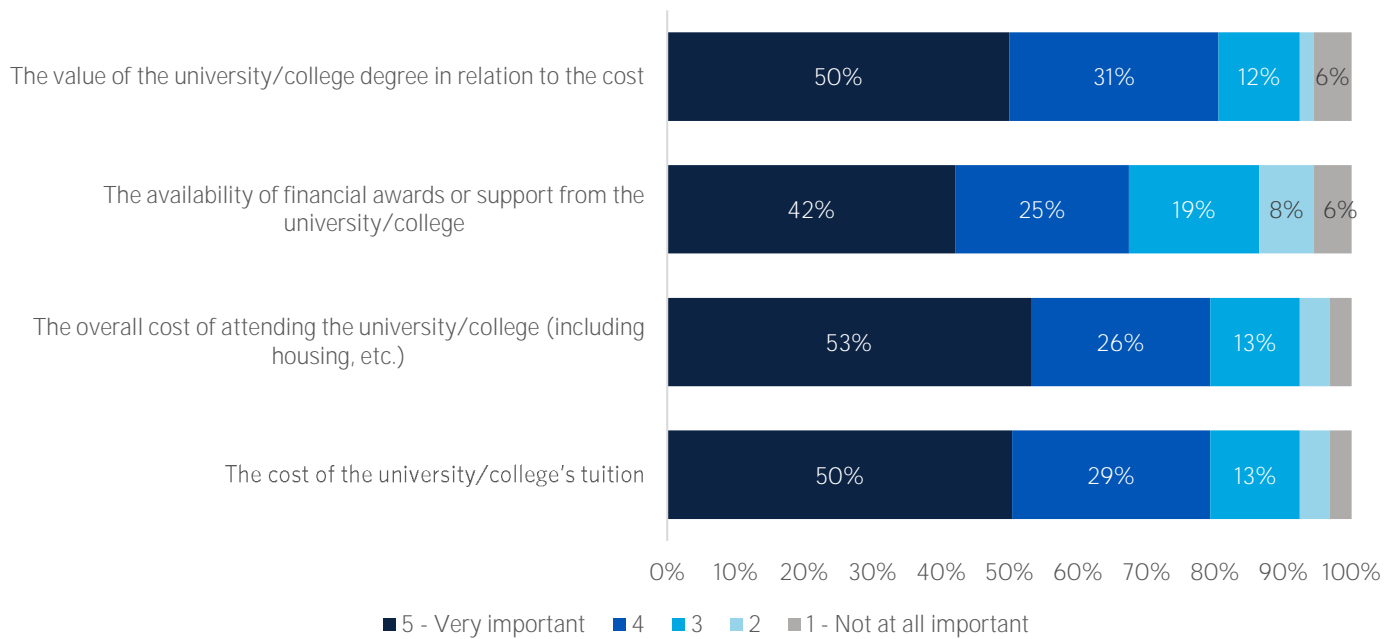
Figure 8: Importance of factors in choosing where to study –faculty and programs



Cost

About 8 in 10 transfer respondents ranked each item related to cost as a “4” or “5” on the scale of importance, with the exception of the availability of financial awards or support from the university/college. The value of the university/college degree in relation to cost was most important for transfer respondents (81%, n = 203).

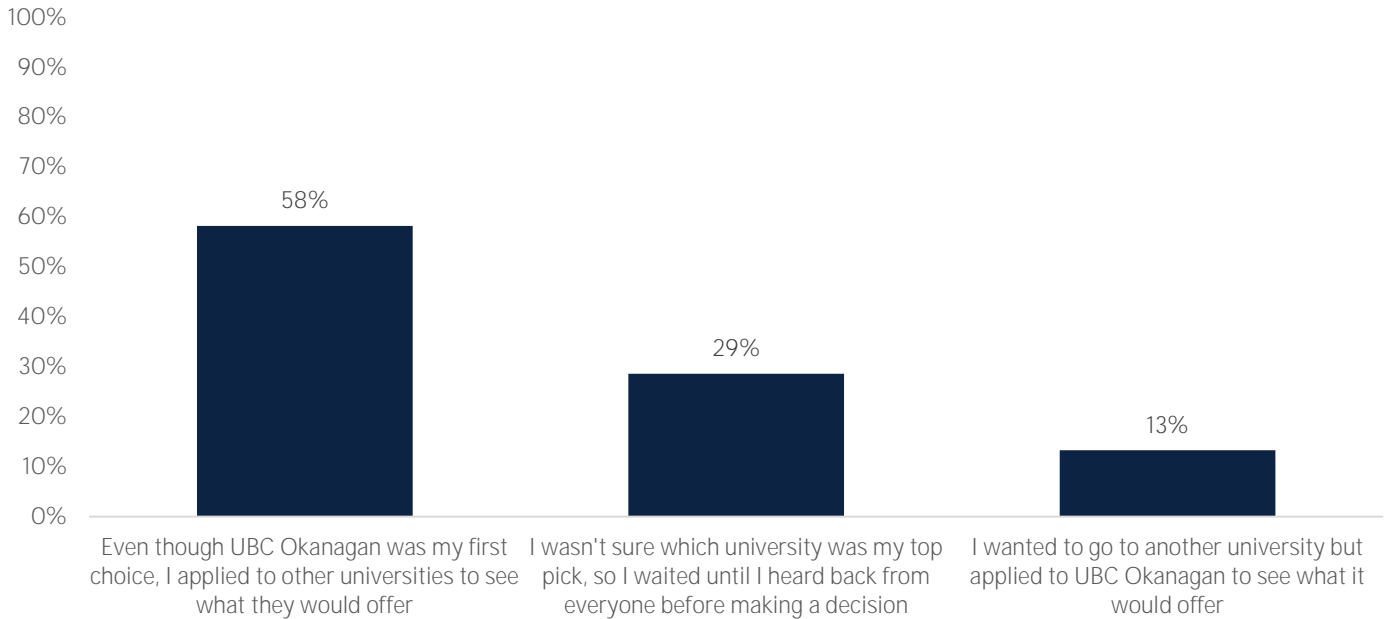
Figure 9: Importance of factors in choosing where to study –cost



Experience with Applying and Admissions to UBC

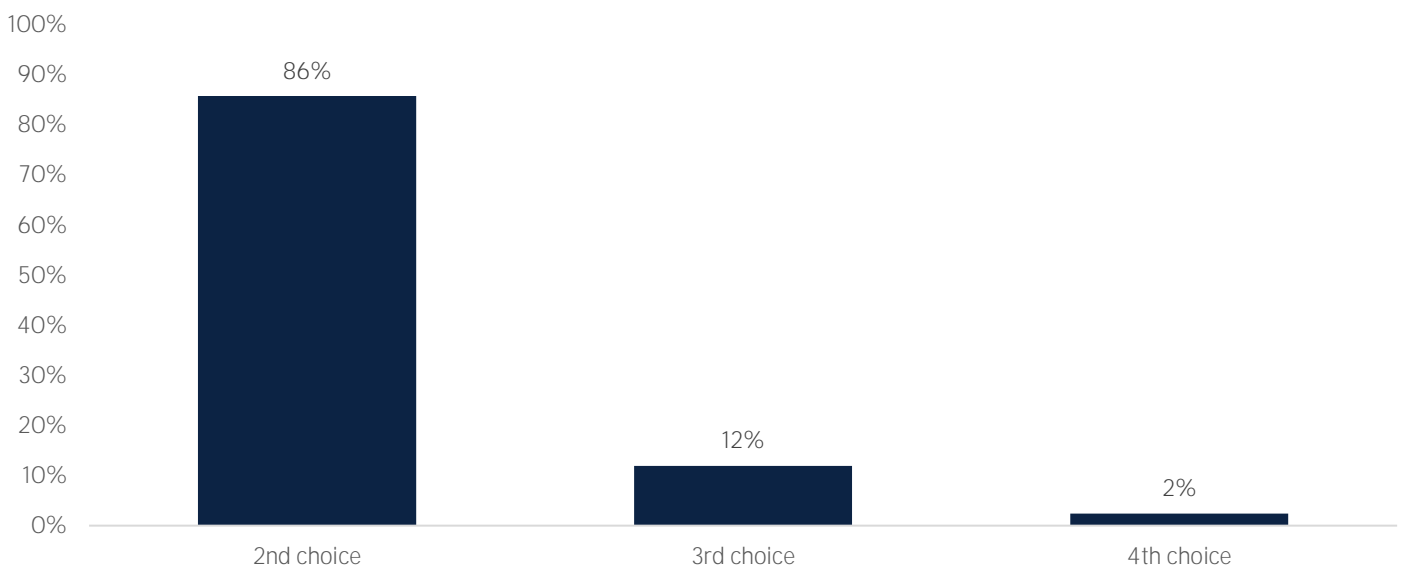
Most transfer respondents who applied to UBC Okanagan and at least one other university selected that, even though UBC Okanagan was their first choice, they applied to other universities to see what they would offer (58%, n = 57).

Figure 10: Top choice of university



Respondents for which UBC Okanagan was not their first choice of post-secondary institution were asked where it ranked for them. Most stated that it was their second choice (86%, n = 36).

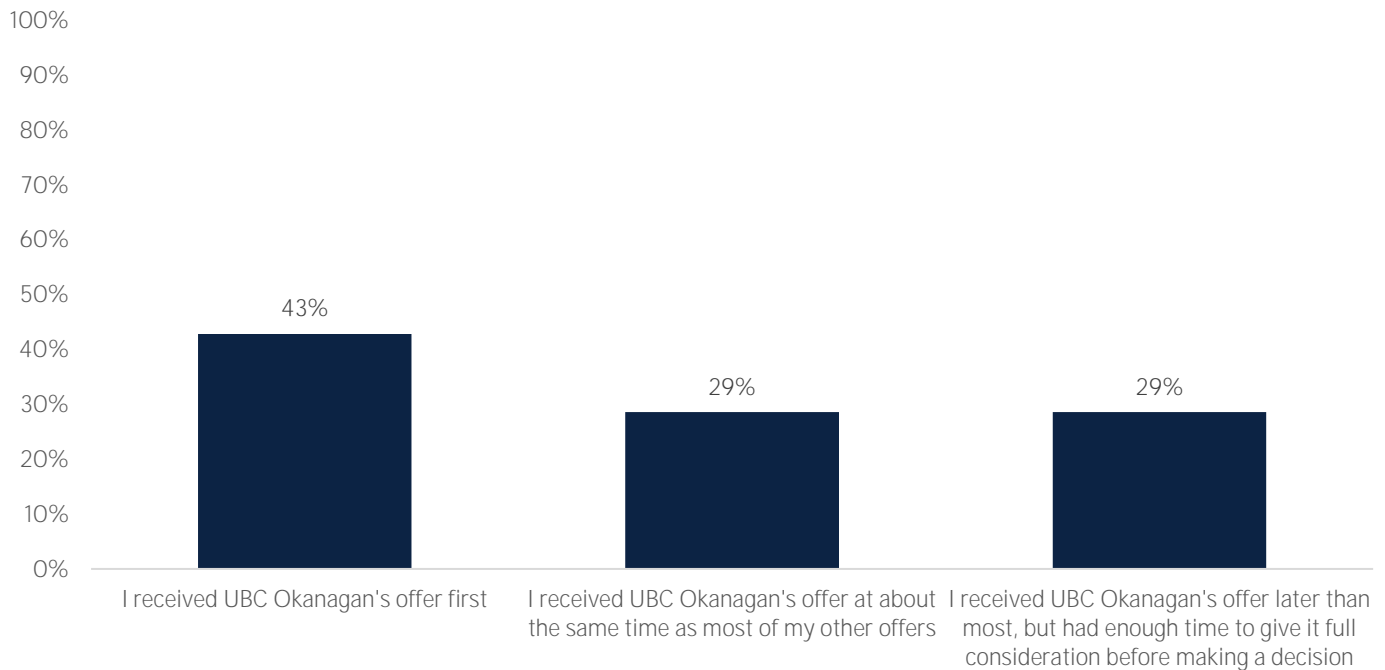
Figure 11: Ranking of UBC Okanagan



Note: Only 42 respondents are reflected in this figure; 0% of respondents chose "5th choice or lower."

When asked about their offer of admission from UBC Okanagan, the largest proportion of respondents who applied to UBC Okanagan and at least one other institution said that they received UBC Okanagan's offer first (43%, n = 42). Fairly large proportions also selected that they received UBC Okanagan's offer at about the same time as most of their other offers (29%, n = 28), and that they received UBC Okanagan's offer later than most, but had enough time to give it full consideration before making a decision (29%, n = 28).

Figure 12: Timing of UBC Okanagan's offer of admission

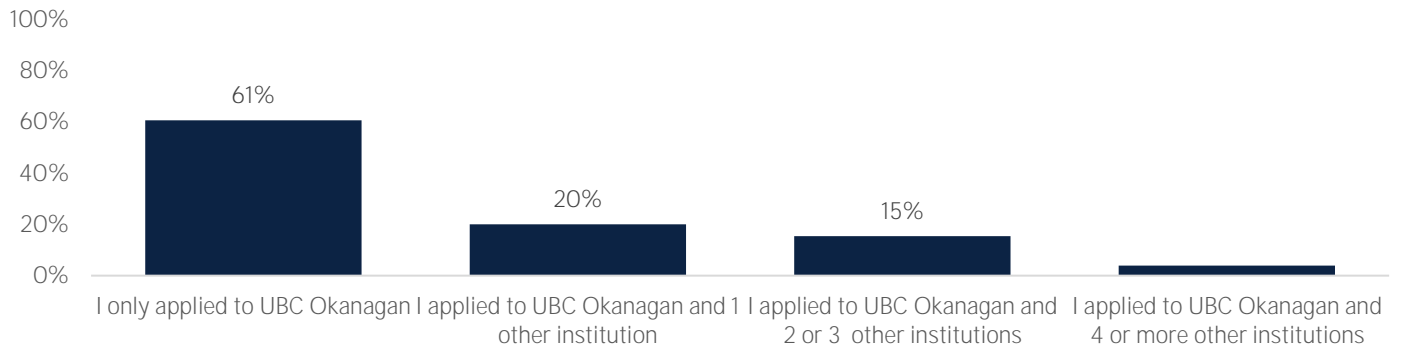


UBC Okanagan versus Competitor Institutions

Applying to Other Post-Secondary Institutions

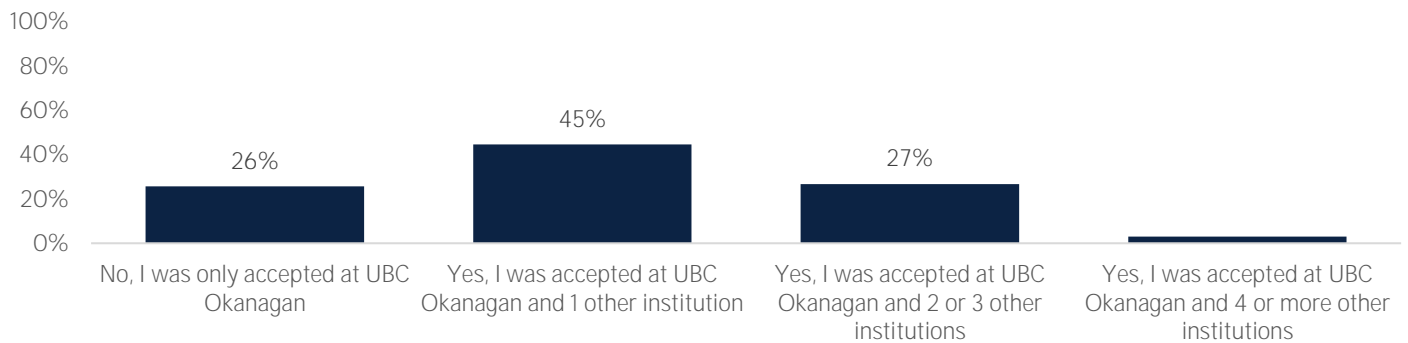
About six in ten transfer student respondents only applied to UBC Okanagan (61%, n = 154). Twenty percent (n = 51) applied to UBC Okanagan and one other institution, and 15% (n = 39) applied to UBC Okanagan and two or three other institutions.

Figure 13: Number of post-secondary institutions applied to



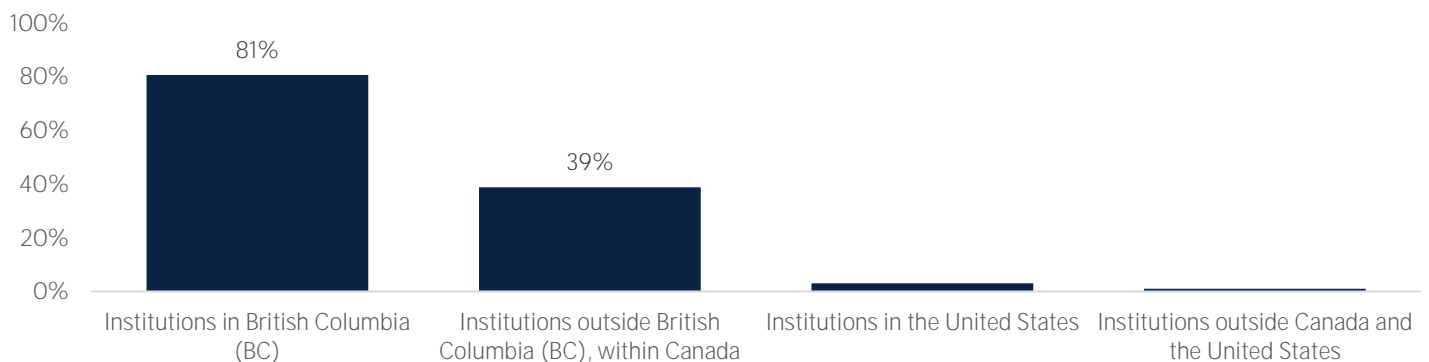
Forty five percent (n = 45) of respondents who applied to multiple institutions were accepted to UBC Okanagan and one other institution.

Figure 14: Number of post-secondary institutions accepted to



Respondents were asked where they had applied to other institutions. Eighty one percent (n = 79) of respondents applied to other institutions within British Columbia (BC), and 39% (n = 38) did so within Canada.

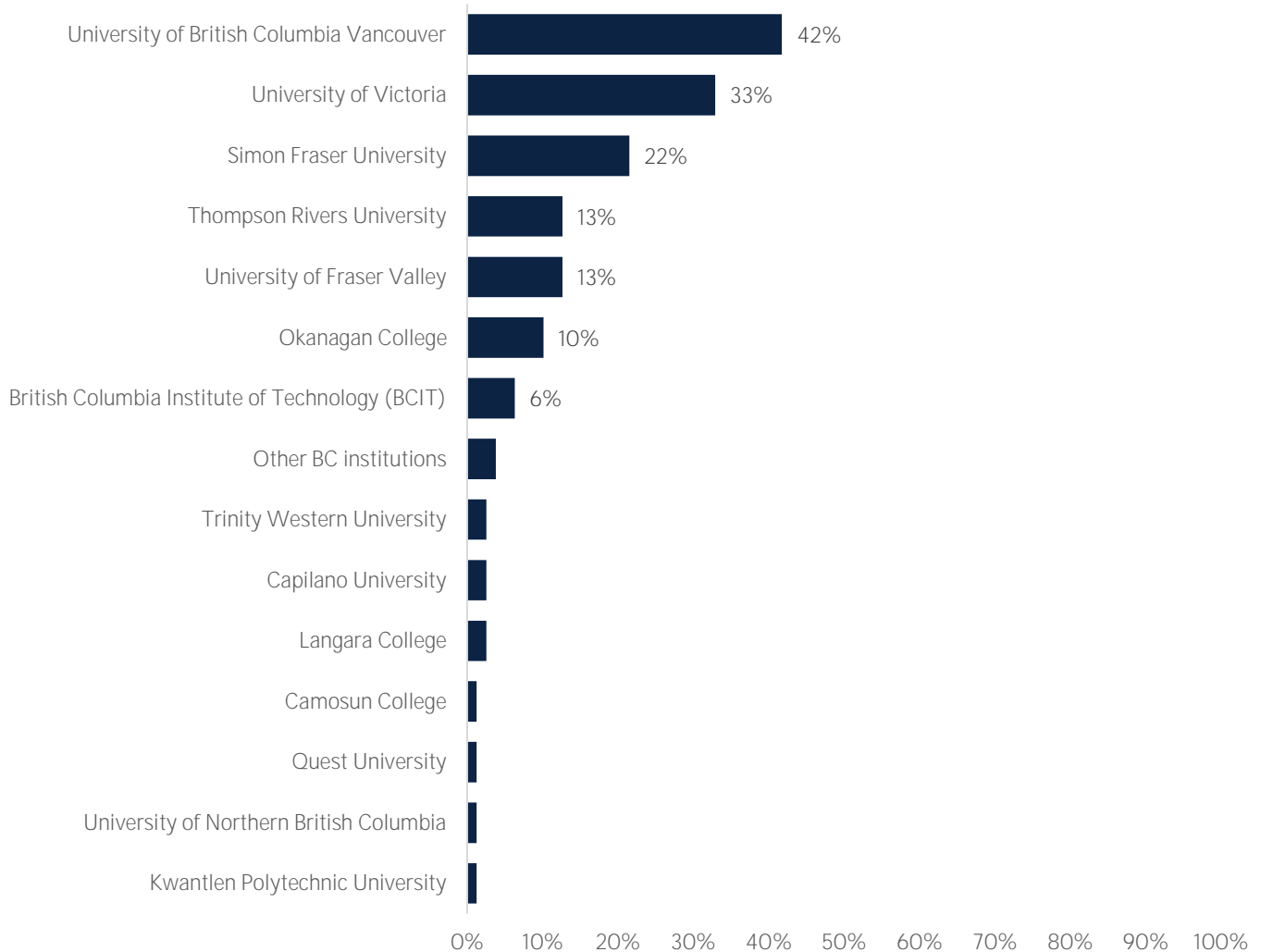
Figure 15: Regions of other institutions applied to



Other Institutions in British Columbia

Those who applied to post-secondary institutions other than UBC Okanagan were asked about which other institutions they applied to. The other institutions in BC most commonly applied to included: the University of British Columbia Vancouver (42%, n = 33), the University of Victoria (33%, n = 26), and Simon Fraser University (22%, n = 17).

Figure 16: Other BC institutions applied to

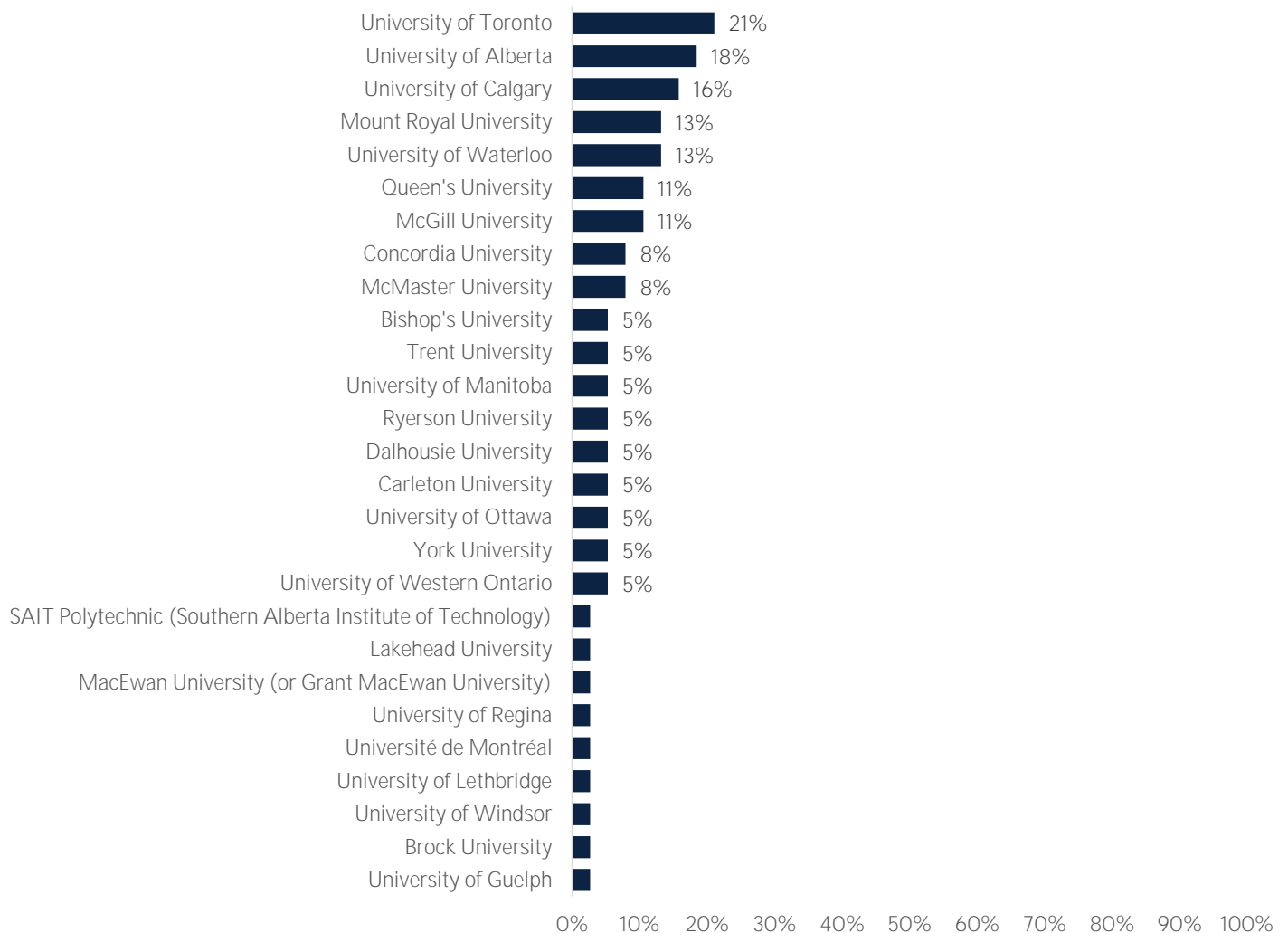


Note: Institutions which 0% of respondents selected are excluded here.

Other Canadian Institutions

The three most common other Canadian institutions transfer respondents applied to were the University of Toronto (21%, n = 8), the University of Alberta (18%, n = 7), and the University of Calgary (16%, n = 6).

Figure 17: Other Canadian institutions applied to



Note: Institutions which 0% of respondents selected are excluded here. Only n = 38 respondents are reflected in this figure.

Other Top Choice Institution

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

Respondents chose various institutions as their other top choice. The most common selections were: "I would not have attended any post-secondary institution this fall" (20%, n = 49), the University of Victoria (12%, n = 31), the University of British Columbia Vancouver (10%, n = 25), and Okanagan College (10%, n = 25).

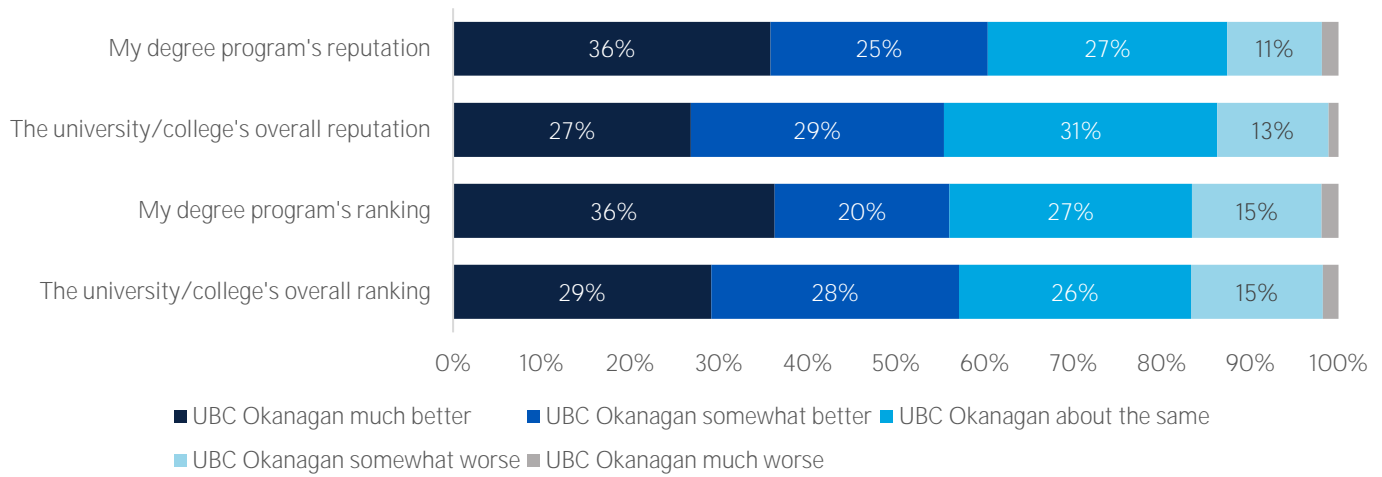
UBC Okanagan vs. Other Top Choice University/College

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

Reputation

In terms of reputation, about 6 in 10 respondents ranked UBC Okanagan as much or somewhat better than their other top choice post-secondary institution for each of the items.

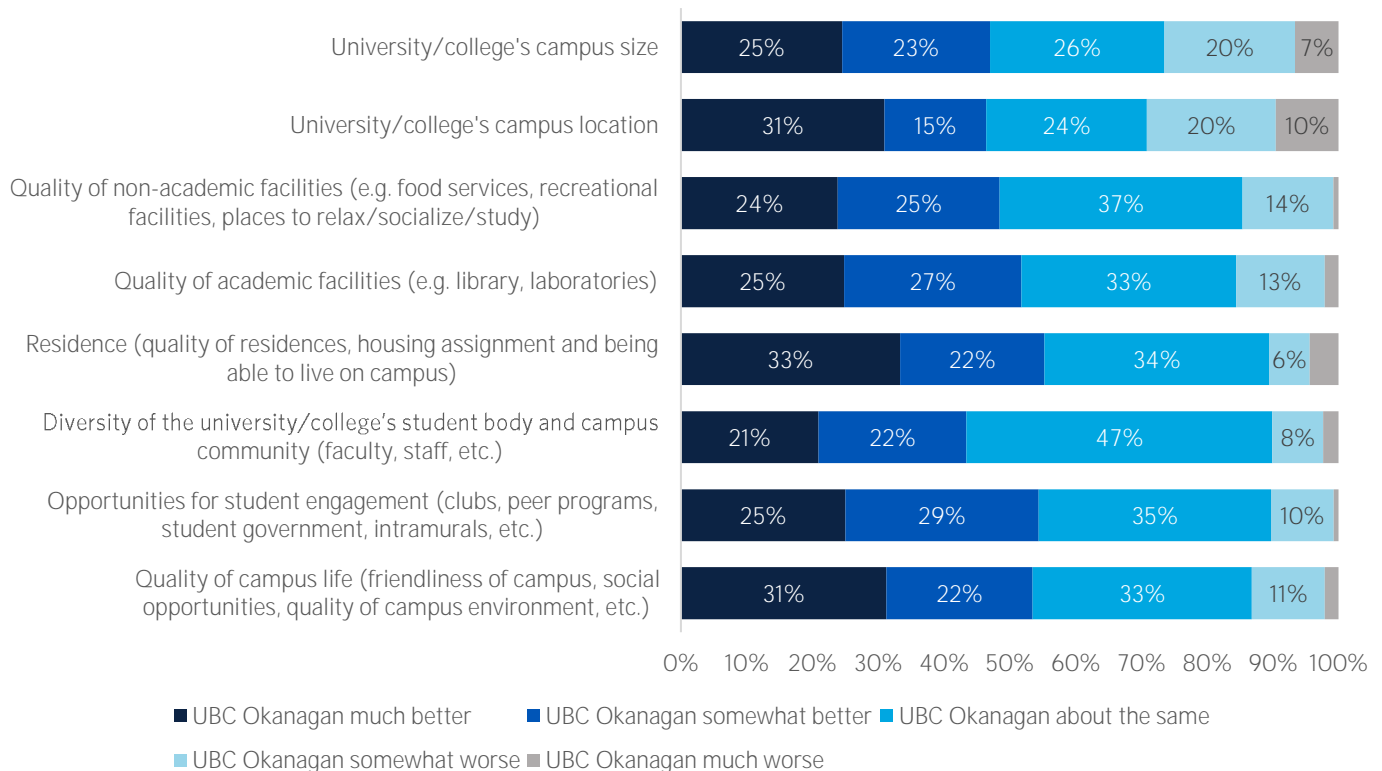
Figure 18: UBC Okanagan vs. other top university/college –reputation



Campus

Across all items related to the campus, the largest proportions of transfer respondents felt UBC Okanagan was about the same as their other top choice institution, with the exception of the university/college's campus location. Additionally, between 4 in 10 and 5 in 10 respondents selected the top two response options for each item, with residence being regarded the most favorably (55%, n = 63).

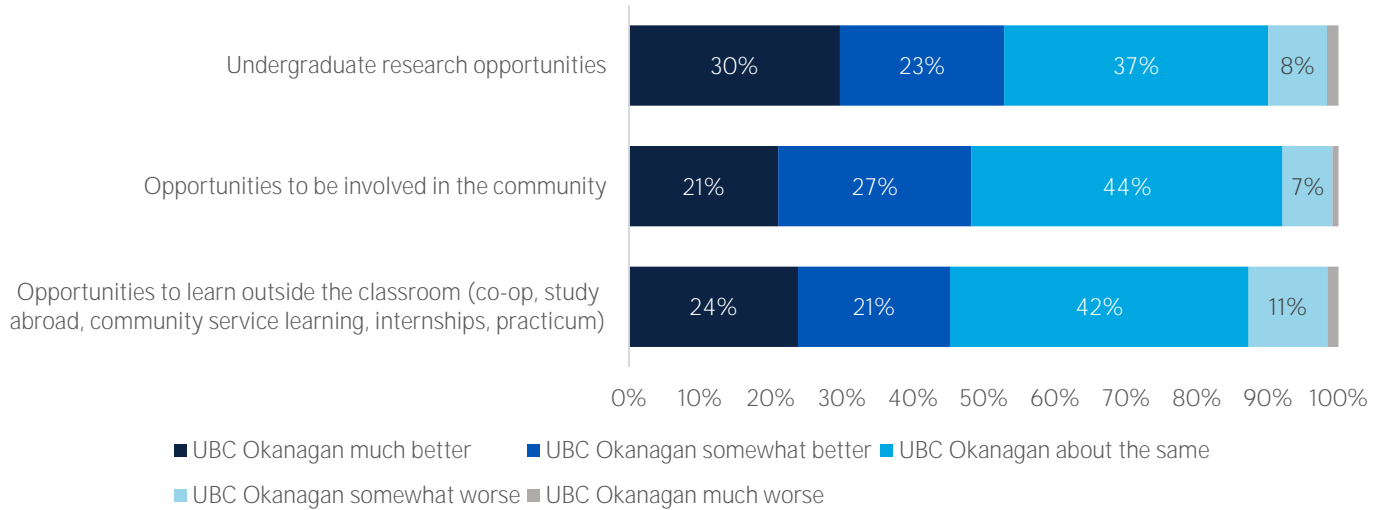
Figure 19: UBC Okanagan vs. other top university/college –campus



Learning Opportunities

For all of the learning opportunities, transfer respondents most commonly chose “UBC Okanagan [is] about the same.” Undergraduate research opportunities were most positively ranked, with 53% (n = 64) indicating UBC Okanagan is much or somewhat better than their other top choice institution.

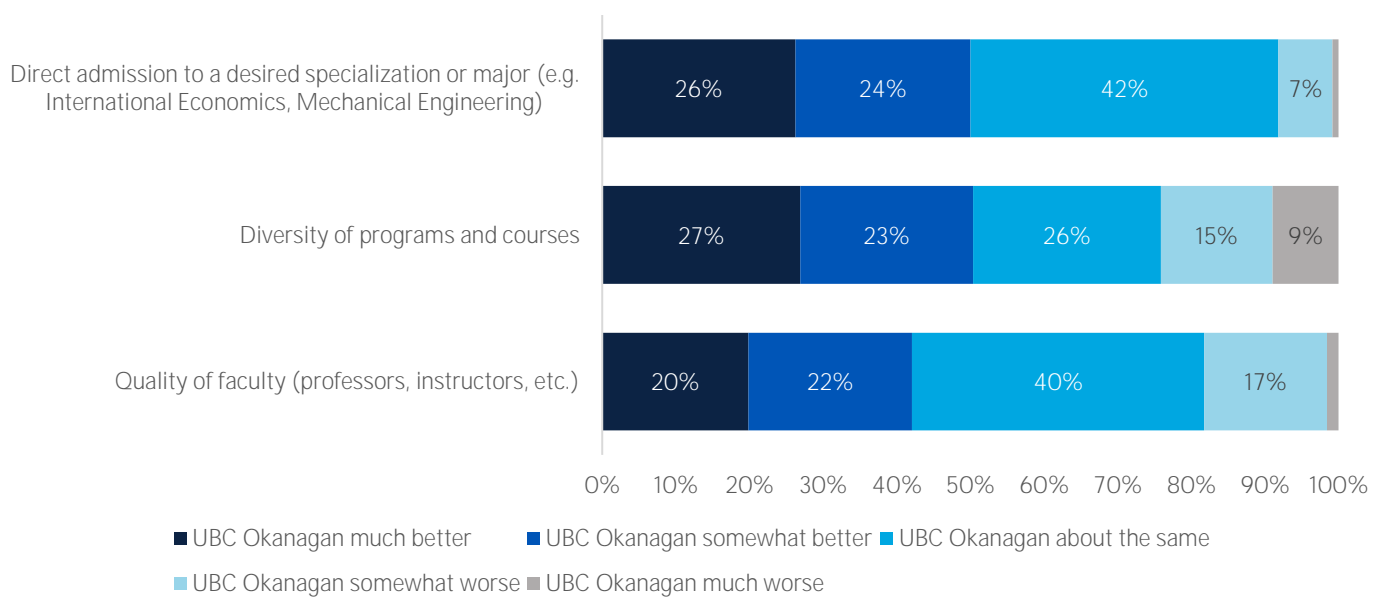
Figure 20: UBC Okanagan vs. other top university/college –learning opportunities



Faculty and Programs

Relatively large proportions of respondents felt UBC Okanagan was about the same as their other top choice post-secondary institution across all items for faculty and programs. Half rated UBC Okanagan as much or somewhat better than the other institution they were most interested in for diversity of programs and courses (50%, n = 73) and direct admission to a desired specialization or major (50%, n = 61).

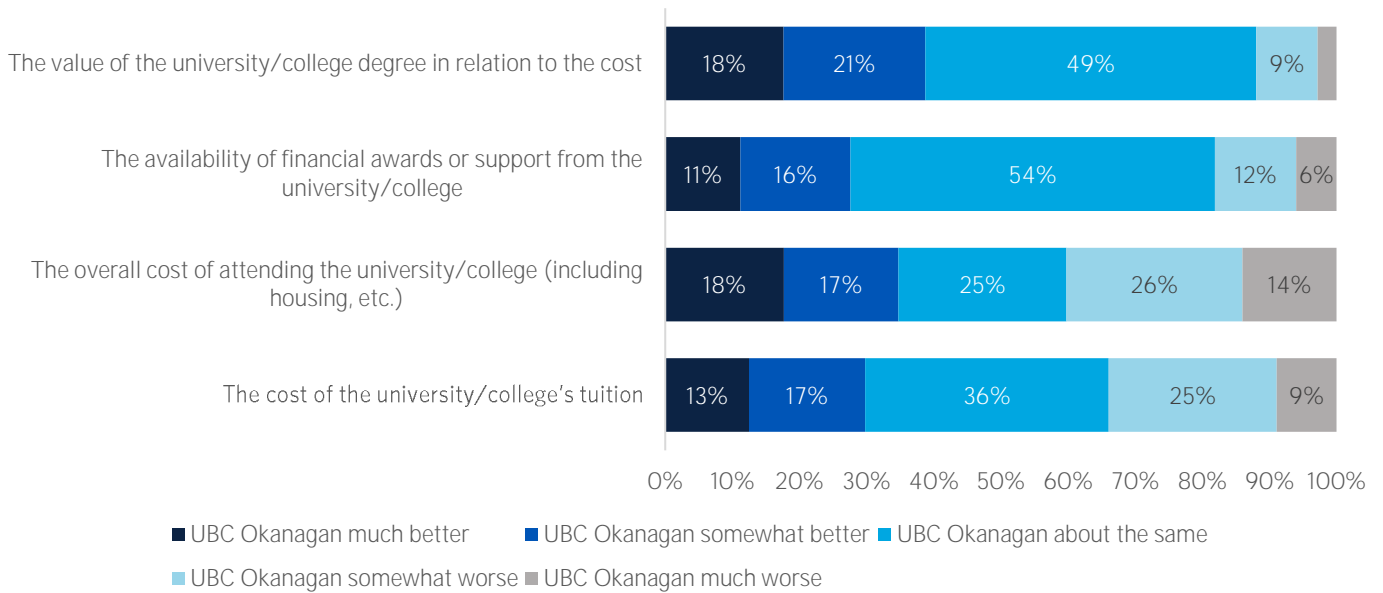
Figure 21: UBC Okanagan vs. other top university/college –faculty and programs



Cost

Most transfer respondents found UBC Okanagan to be about the same as the other university/college on all aspects of cost: the availability of financial awards or support from the university/college (54%, n = 63), the value of the university/college degree in relation to the cost (49%, n = 70), the cost of the university/college's tuition (36%, n = 61), and the overall cost of attending the university/college (including housing, etc.) (25%, n = 41). Additionally, 40% (n = 66) cited UBC Okanagan is much or somewhat worse in terms of the overall cost of attending the university/college (including housing, etc.).

Figure 22: UBC Okanagan vs. other top university/college -cost

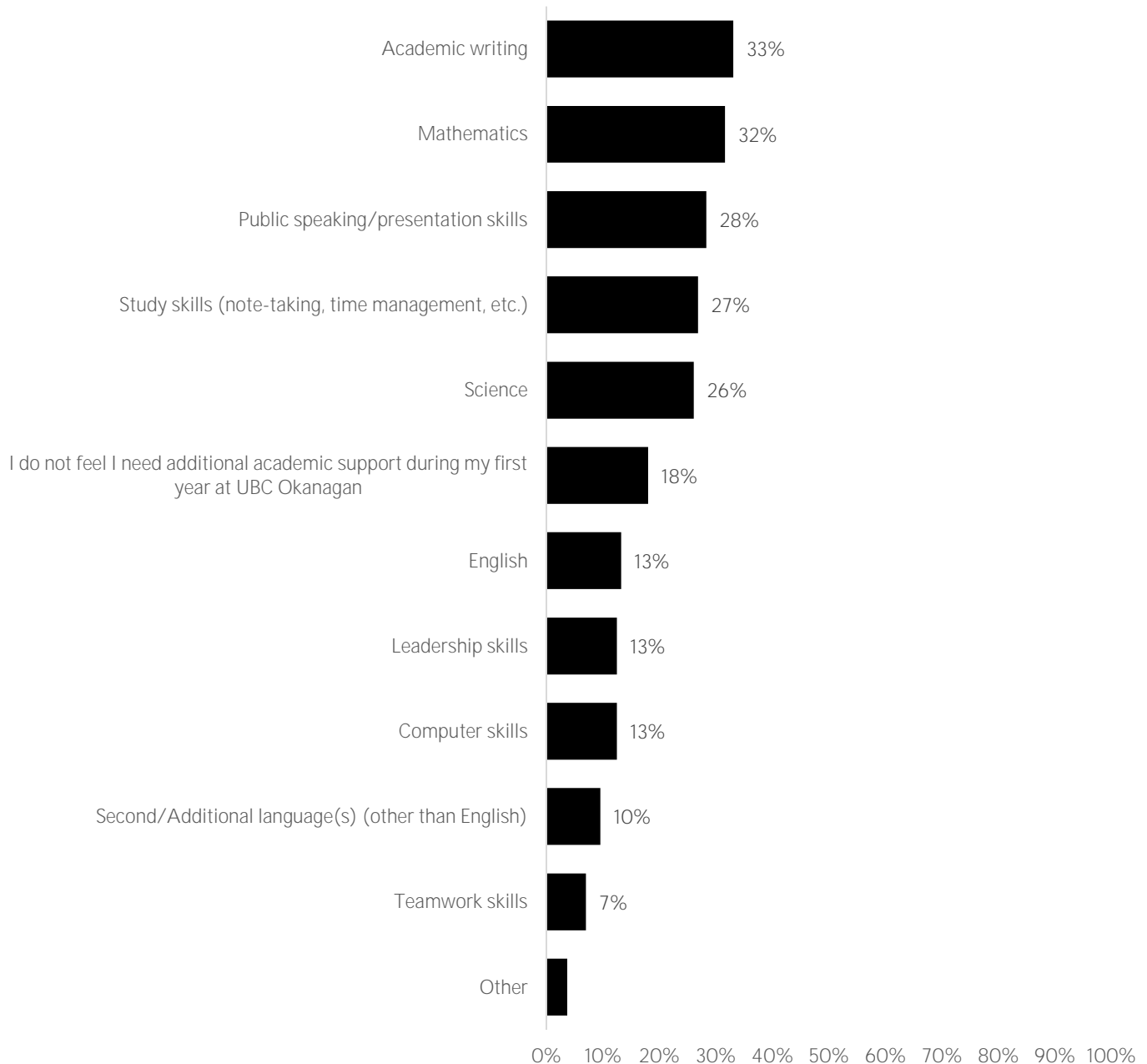


First Year Concerns, Support, and Perceptions

Anticipated Academic Support Needs

Students were asked about the subjects for which they felt they might need academic support. Transfer respondents most often anticipated that they may require extra support with academic writing (33%, n = 90) and mathematics (32%, n = 86).

Figure 23: Academic support needs



First-Year Peer Advisor Program

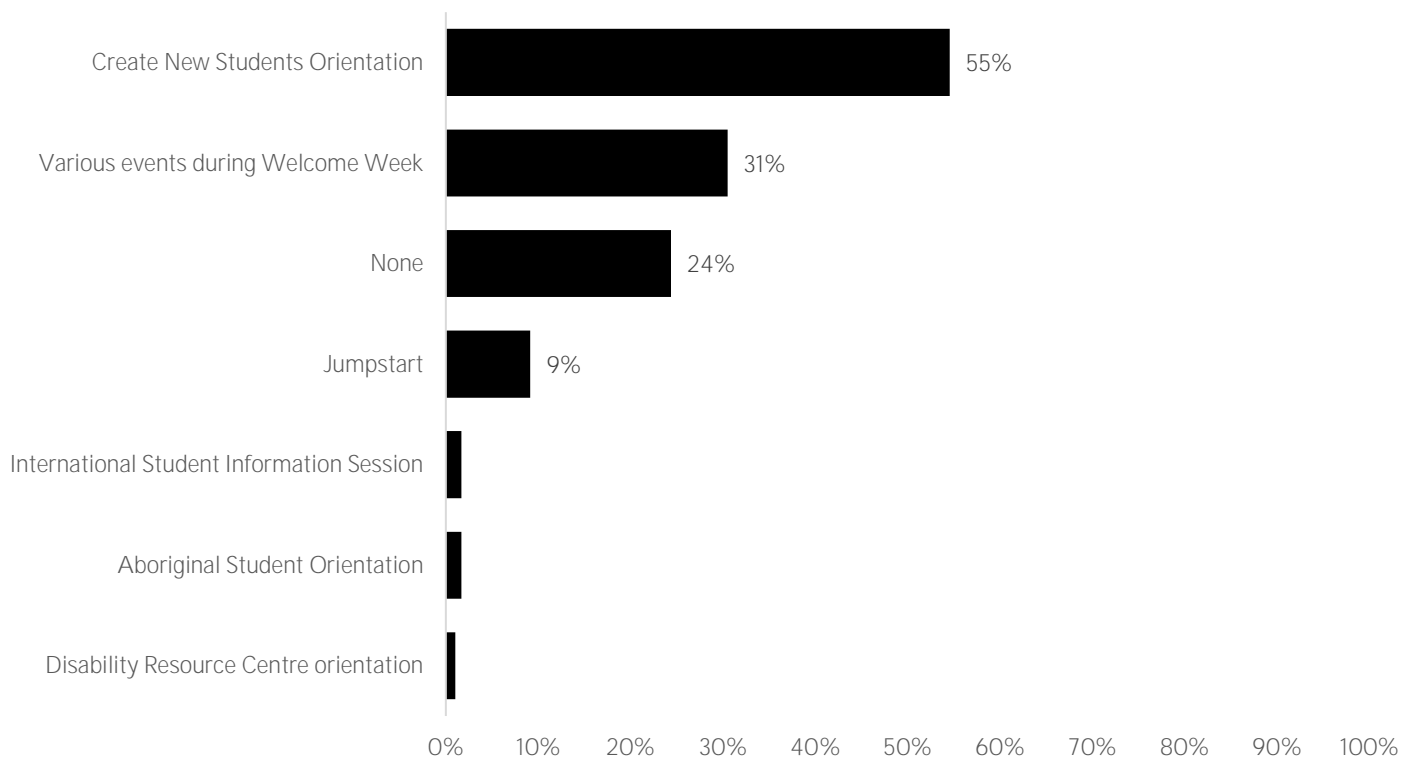
Student respondents were asked whether they knew about the First-Year Peer Advisor Program. Forty three percent (n = 116) of transfer respondents said they did. As well, 18% (n = 21) of respondents received service from a First-Year Peer Advisor (e.g., appointment, email, phone call, Skype).

Respondents who had received service from a Peer Advisor rated their level of agreement with a variety of statements regarding the impact of the First-Year Peer Advising Program. Only 20 or fewer respondents answered these follow-up questions. Thus, these analyses are excluded here.

Orientation Attendance

Respondents noted which orientation events they would be attending for the upcoming school year. Over half of transfer respondents (55%, n = 161) selected Create.

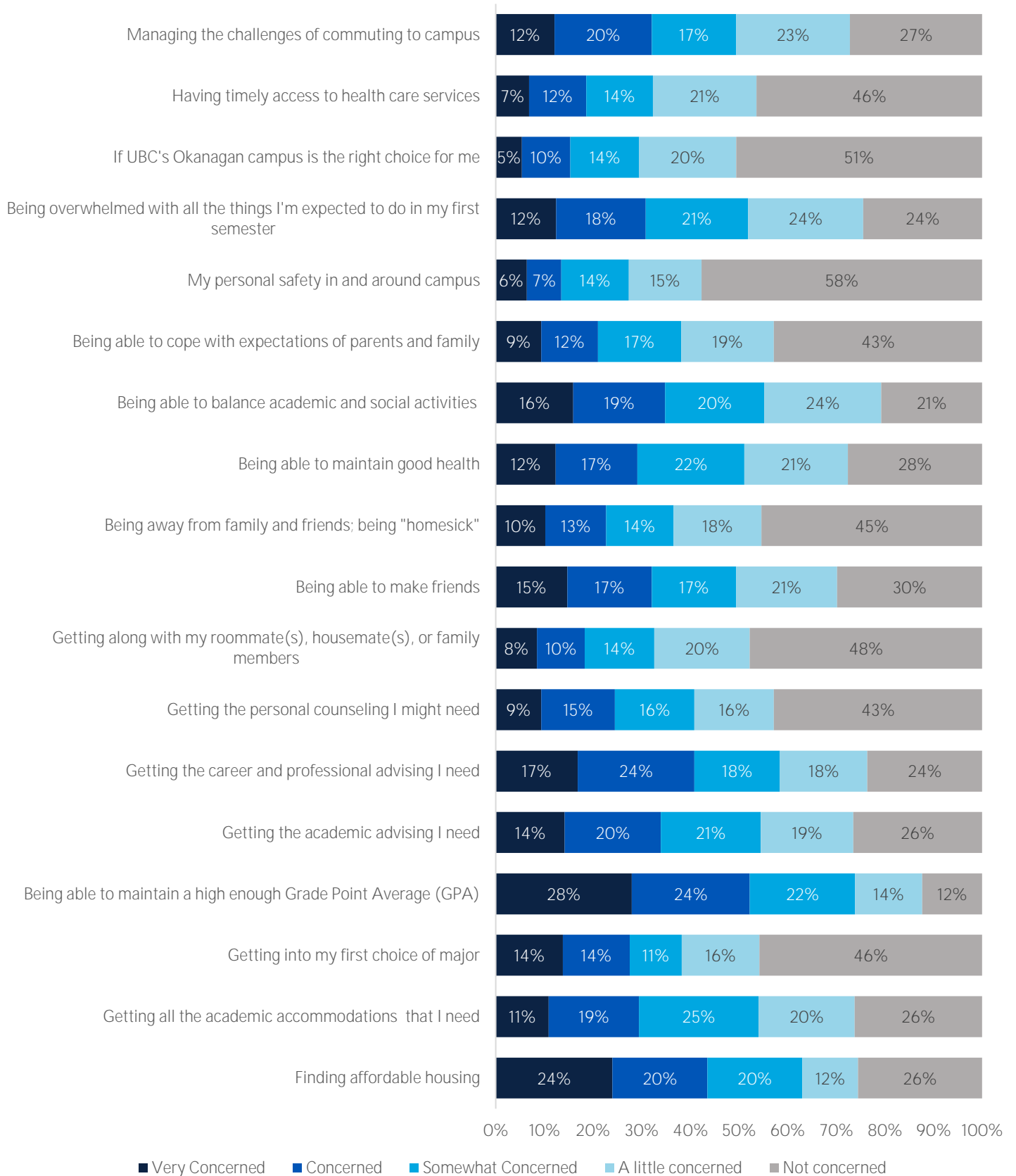
Figure 24: Orientation events



First Year Concerns

Transfer respondents' top three concerns, with the largest proportion selecting "very concerned" or "concerned," included: "being able to maintain a high enough Grade Point Average (GPA)" (52%, n = 140), "finding affordable housing" (44%, n = 87), and "getting the career and professional advising I need" (41%, n = 109). Respondents who selected "not applicable" were excluded in these calculations.

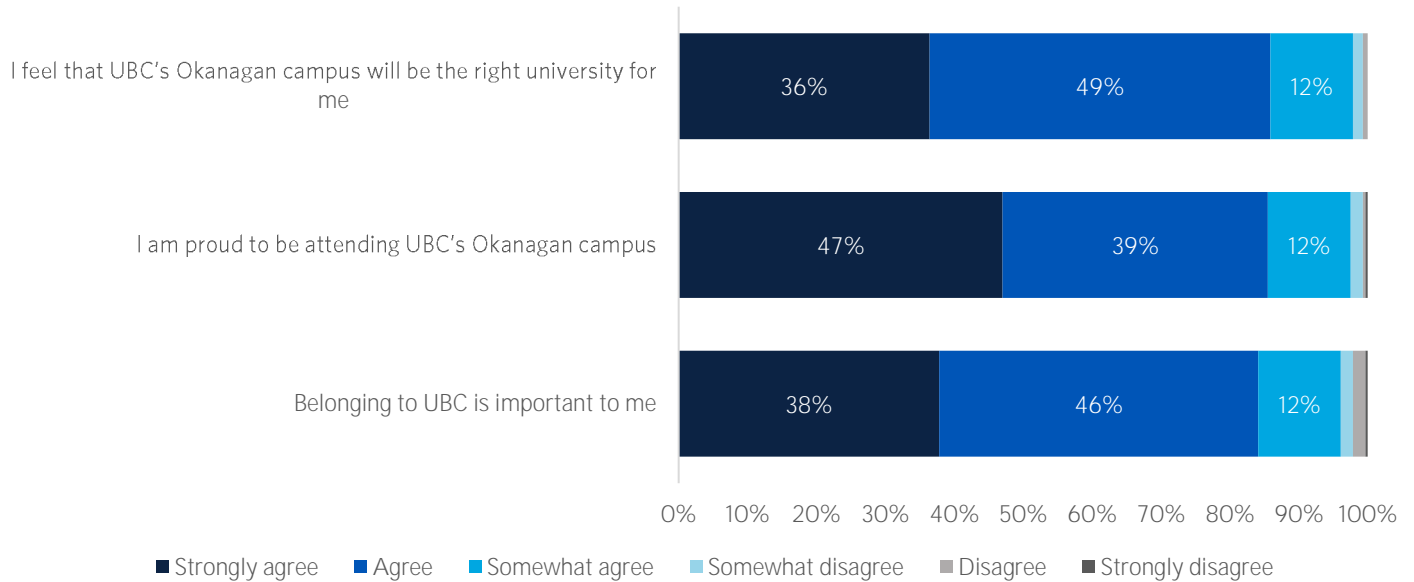
Figure 25: First year concerns



Perceptions of UBC

Respondents stated their levels of agreement to statements related to their feelings about UBC. Overall, perceptions were quite positive with at least 8 in 10 respondents saying they strongly agree or agree to each of the statements.

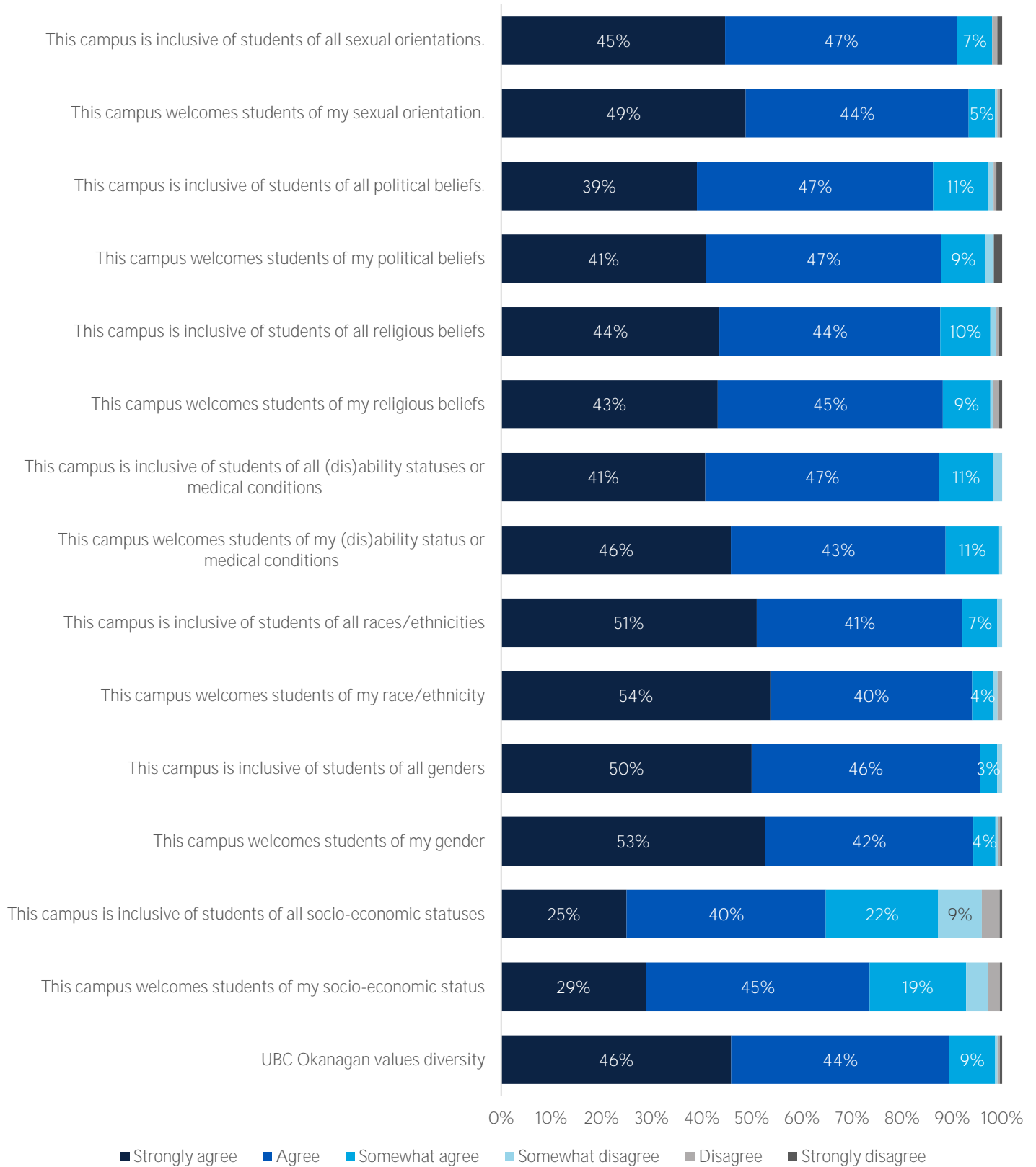
Figure 26: First year students' perceptions of and feelings about UBC



Campus Inclusivity

Student respondents were asked to indicate their perceptions of inclusivity at UBC Okanagan through a number of agreement scale items. Overall, student responses were quite positive, with about 9 in 10 students selecting "strongly agree" or "agree" for each of the items. However, an exception was seen for the statements related to socio-economic status. Specifically, only 65% (n = 127) of respondents selected the top two response options for "this campus is inclusive of students of all socio-economic statuses," and 74% (n = 153) did so for "this campus welcomes students of my socio-economic status." It should be noted that fairly large proportions of respondents chose "don't know/no opinion" for each of these items, and were excluded in these analyses.

Figure 27: First year students' perceptions of inclusivity at UBC Okanagan

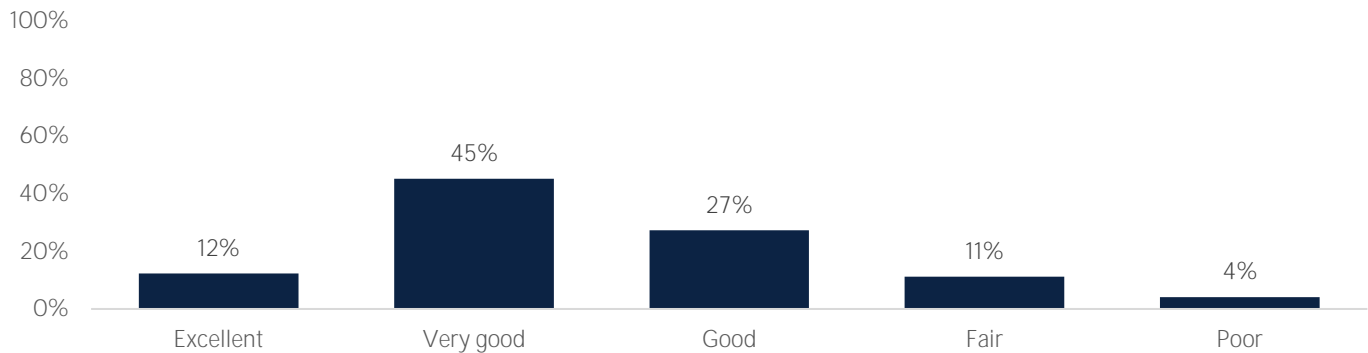


Health and Wellbeing

General Health

The bulk of transfer student respondents rated their general health as “good” or higher (84%, n = 227).

Figure 28: Ratings of general health

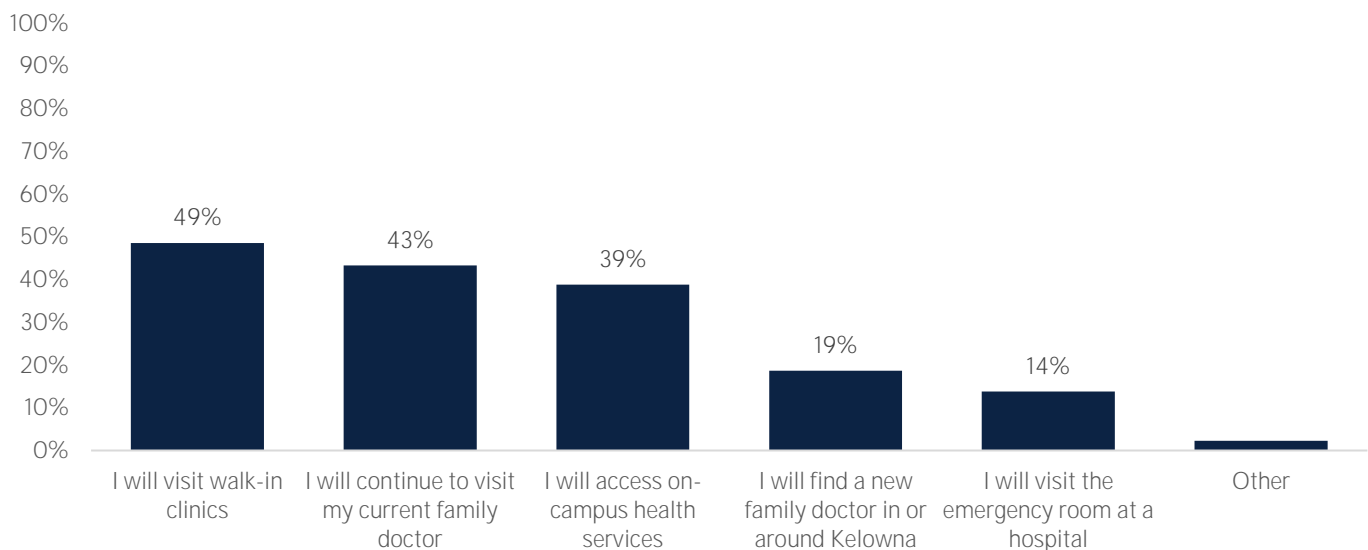


Note: 0% of respondents selected “very poor.”

Health Care

Most transfer student respondents planned to use walk-in clinics (49%, n = 130), visit their current family doctor (43%, n = 116), and/or access on-campus services (39%, n = 104) when in need of health care services.

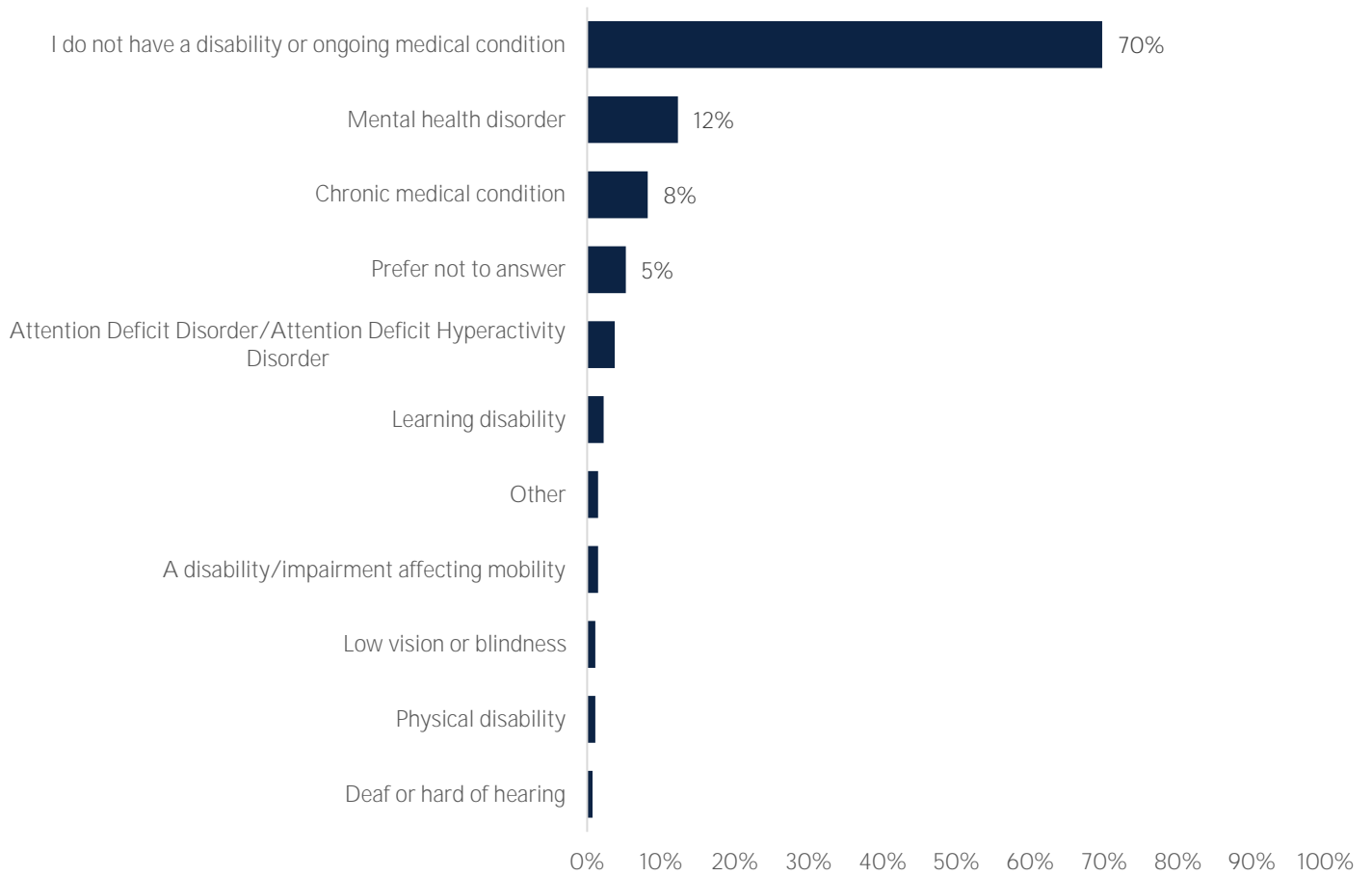
Figure 29: Expected access to health care services



Disabilities

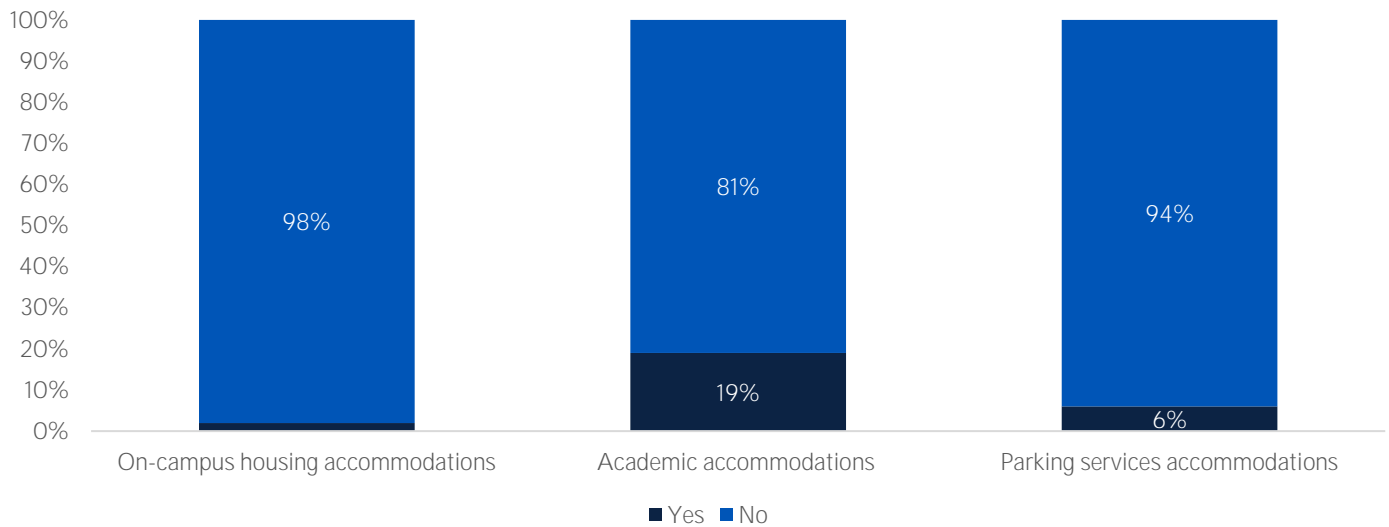
The majority of transfer respondents (70%, n = 187) indicated that they do not have a disability or ongoing medical condition. Mental health disorders (12%, n = 33) were most commonly reported by respondents who had a disability/ongoing medical condition, followed by chronic medical conditions (8%, n = 22).

Figure 30: Reported disabilities and ongoing medical conditions



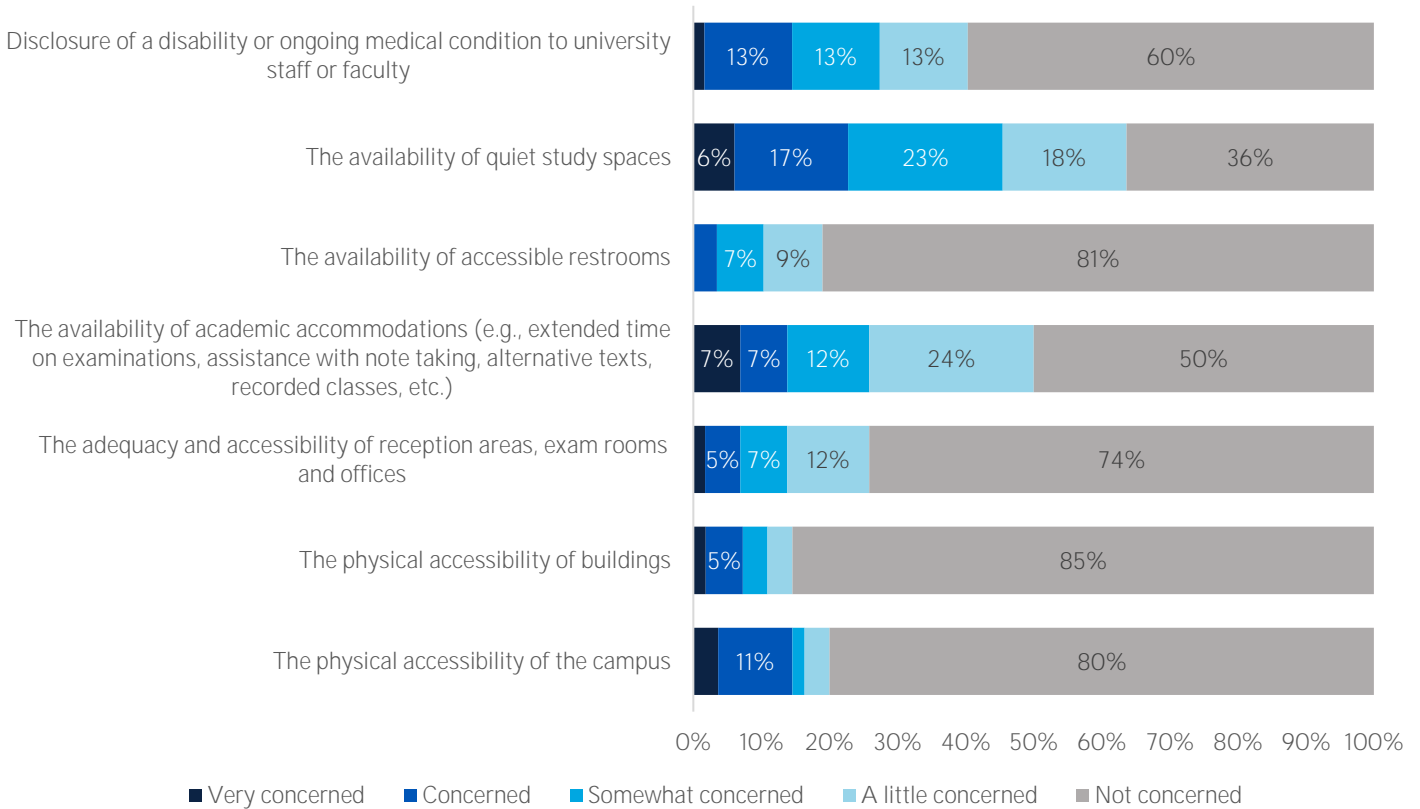
Respondents who indicated they have a disability or ongoing medical condition noted which accommodations they had requested. Respondents most commonly requested academic accommodations (19%, n = 11). Respondents selecting “not applicable/prefer not to answer” were excluded here.

Figure 31: Requested accommodations



They were also asked about their level of concern with a variety of items related to their disability/ongoing medical condition and their first year at UBC Okanagan. Transfer respondents were most concerned with the availability of quiet study spaces, with 23% (n = 15) selecting “very concerned” or “concerned” for this item. Respondents selecting “not applicable/prefer not to answer” were excluded here.

Figure 32: Concern with items related to disabilities and ongoing medical conditions

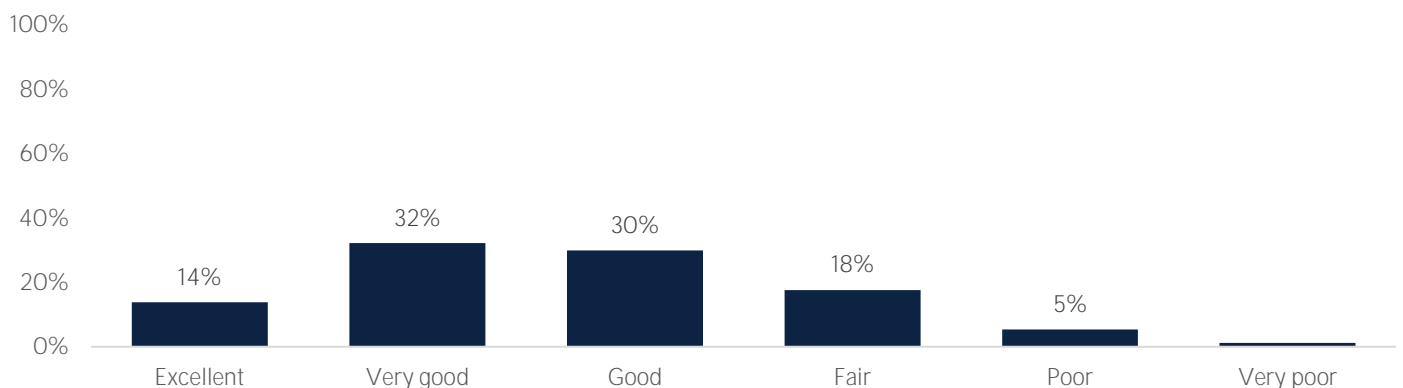


Mental Health, Stress, and Academic Performance

Overall Mental Health

Survey participants rated their mental health on a scale of very poor to excellent. The majority of respondents rated their mental health as “good” or better (76%, n = 198), while 24% (n = 63) selected “fair” or lower.

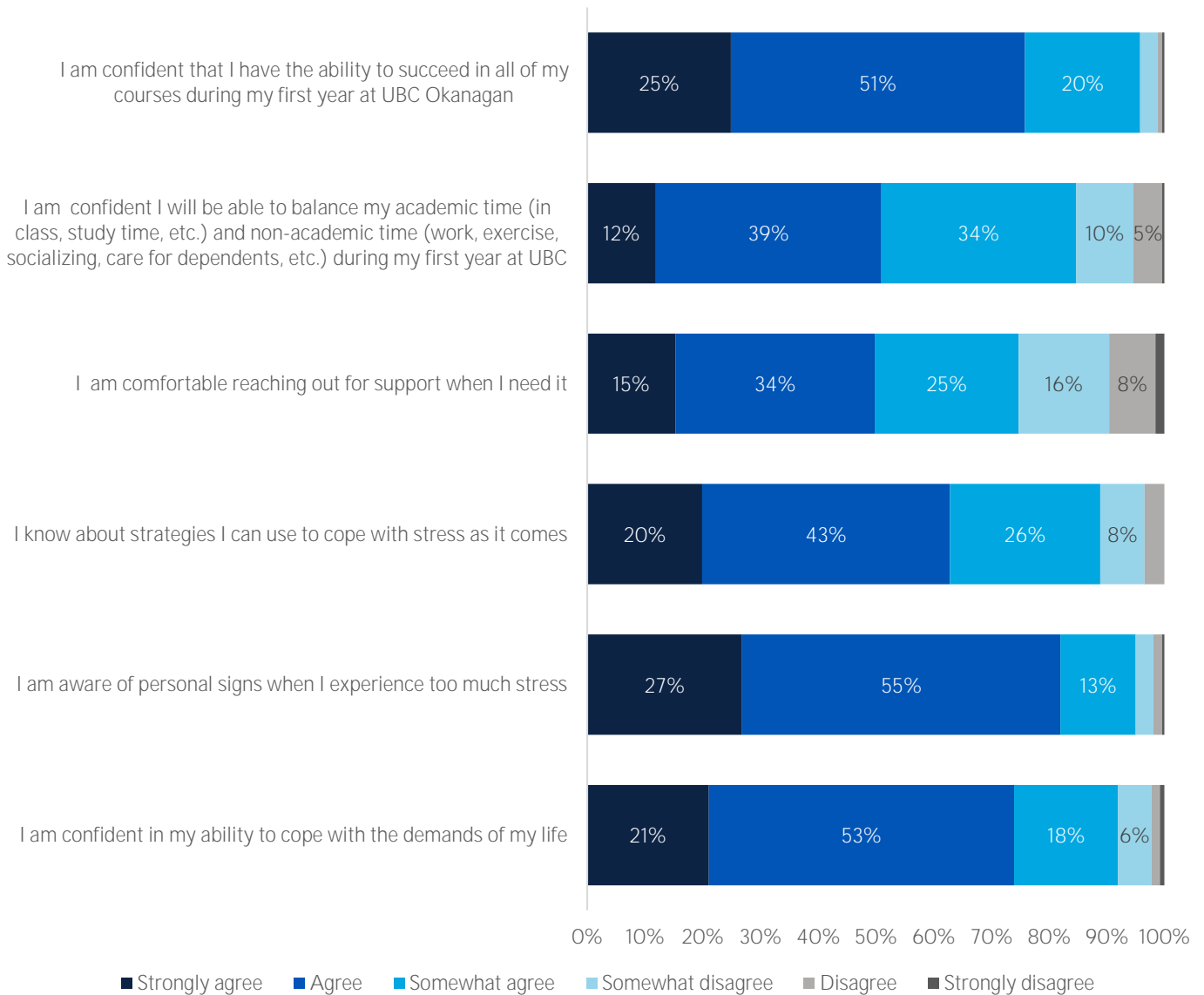
Figure 33: Ratings of mental health



Mental Health and Resilience

Students rated their agreement with statements regarding mental health and resiliency. Transfer respondents most often agreed (picked “strongly agree” or “agree”) with the statements: “I am aware of personal signs when I experience too much stress” (82%, n = 214) and “I am confident that I have the ability to succeed in all of my courses during my first year at UBC Okanagan” (76%, n = 198). They expressed the least agreement with “I am comfortable reaching out for support when I need it” (49%, n = 130).

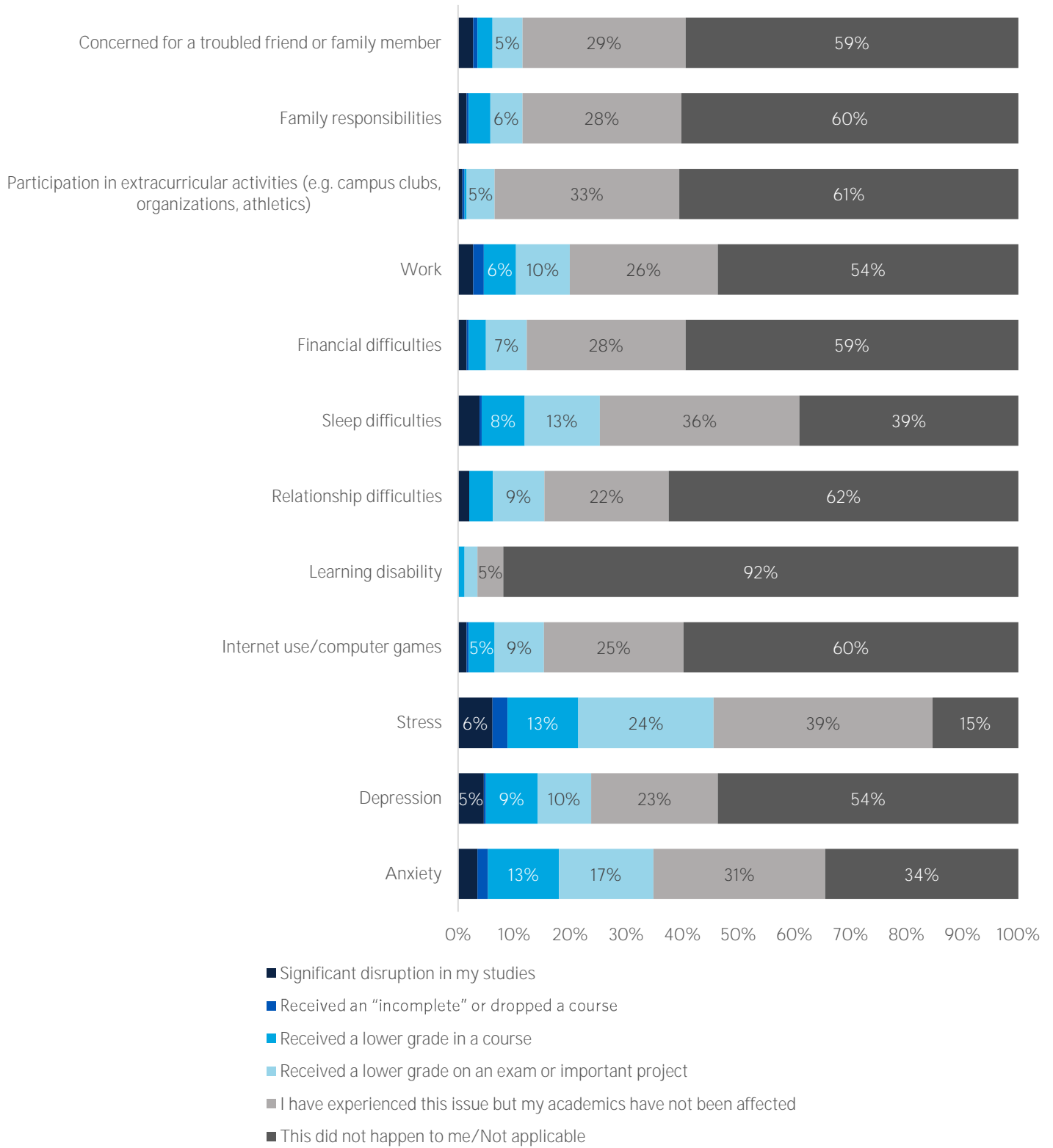
Figure 34: Ratings of mental health and resiliency statements



Impact of Mental Health and Stressors on Academic Performance

Students reported whether they had experienced a range of issues, and whether those issues had negatively affected their academics over the past 12 months. Stress was the issue indicated by the largest proportion of respondents as having negatively impacted their academics in some way (46%, n = 119), followed by anxiety (35%, n = 91).

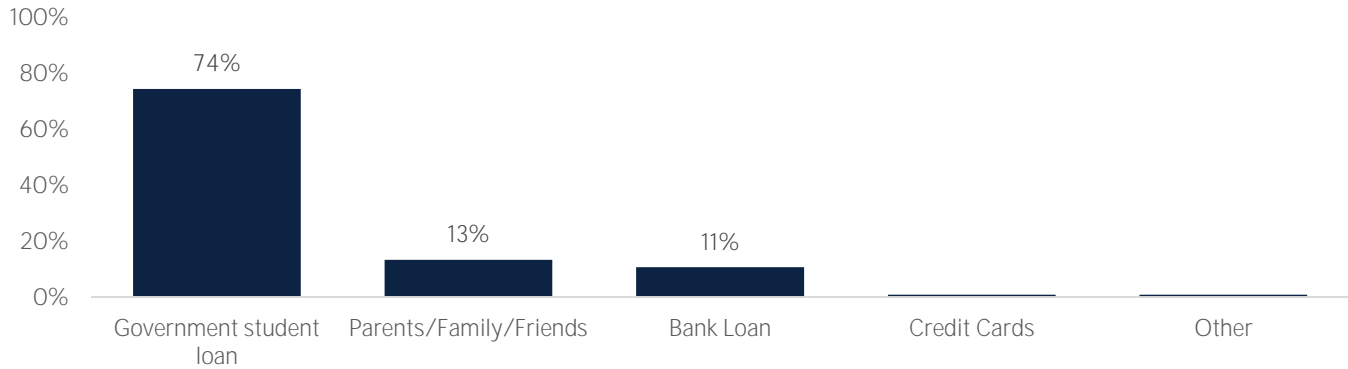
Figure 35: Impact of various issues on academic performance



Finances

Forty three percent (n = 105) of transfer respondents said they require a loan that they are expected to pay back to finance their initial year at UBC Okanagan. Most indicated a government student loan as the major source of their loan (74%, n = 84).

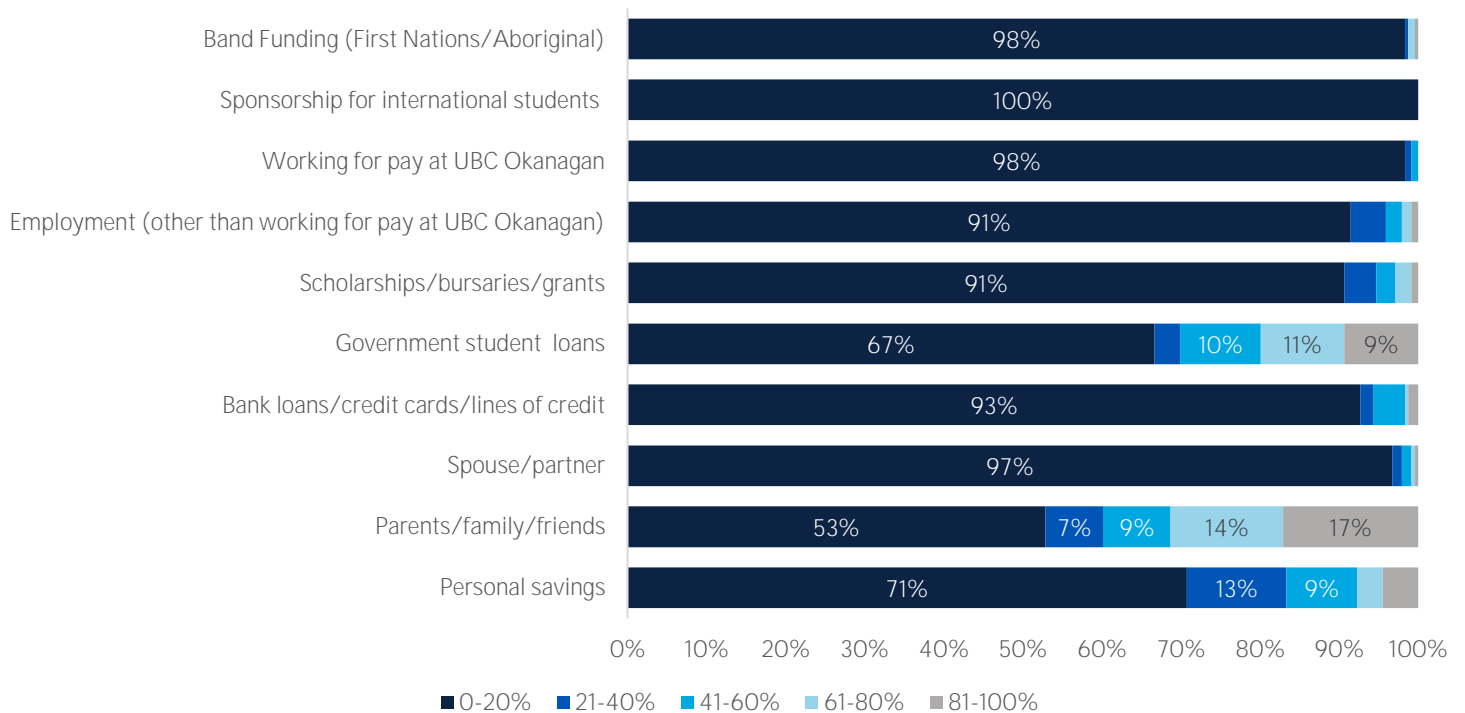
Figure 36: Major source of loan



Overall, the average loan amount that transfer respondents said they would need to finance their first year at UBC Okanagan was \$12,446.14. The range was \$1,500 to \$60,000, while the median was \$12,000.00, and there were multiple modes.

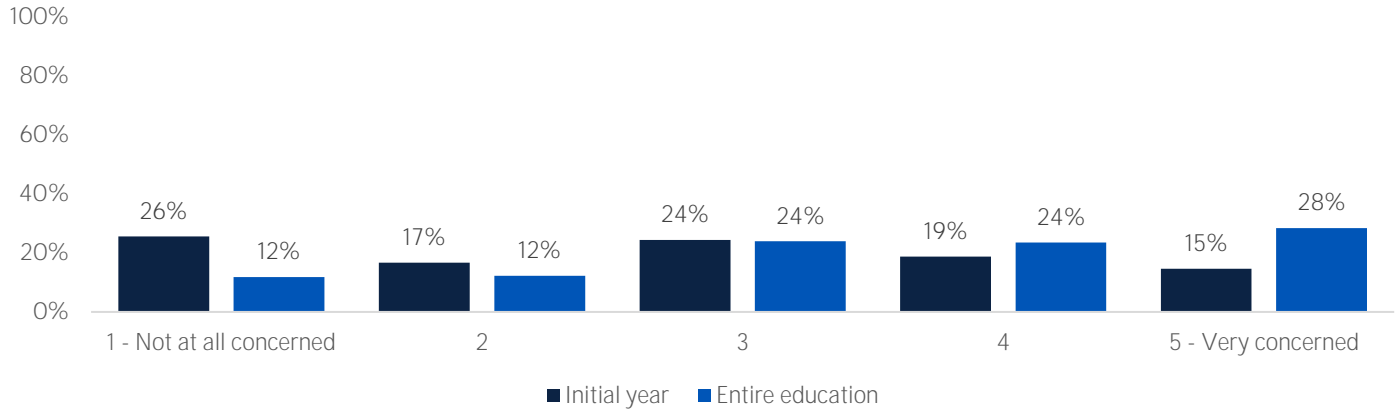
When identifying the sources of their funding for tuition and other expenses, 40% (n = 98) of transfer student respondents indicated their parents/family/friends were paying for 41% or more of their costs, and 30% (n = 74) did so for government student loans. Another 17% (n = 41) cited that their personal savings were covering 41% or more of their costs.

Figure 37: Transfer respondents' sources of funding for tuition and other expenses



About two thirds of transfer respondents (67%, n = 164) rated their level of concern for funding their initial year at UBC as a 3 or less on a scale of 1 to 5, with 5 being “very concerned” and 1 being “not at all concerned.” Respondents expressed more concern for their ability to finance their entire university education, with 52% (n = 128) selecting “5 - Very concerned” or “4.”

Figure 38: Level of concern for financing first year and entire university education



Seven percent (n = 18) of transfer respondents stated that they received an offer of scholarship or financial support from UBC Okanagan. Of those respondents that received an offer of scholarship or financial support from UBC Okanagan, 33% (n = 6) said that they still would have been able to attend UBC Okanagan had they not received the scholarship or financial award. Another 56% (n = 10) selected that they would have been able to attend, but it would have been financially difficult. Most respondents (89%, n = 16) would have still chosen to attend UBC Okanagan had they not been given the scholarship or financial award.

Plans, Intentions, and Expectations

Selecting a Major

Most transfer respondents (84%, n = 218) knew what their program specialization/major would be.

Graduation

Eighty one percent of transfer respondents (n = 211) intended to graduate from UBC's Okanagan campus, and an additional 16% (n = 42) were uncertain of their plans. Those who did not intend to graduate from UBC Okanagan were asked if they had plans to transfer to another university or college. Seventy eight percent (n = 7) planned to transfer to another university or college. The University of British Columbia's Vancouver campus was most frequently cited as the institution respondents planned to transfer to. It should be noted that only 9 transfer respondents were asked about their transfer plans.

Average Grades

Over half (55%, n = 143) of transfer respondents anticipated to obtain an A-/A/A+ grade range, and 44% (n = 115) expected to achieve an average grade range of B-/B/B+.

Figure 39: Expected grade range for first year

