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# Undergraduate Student Survey on Student Satisfaction & Engagement:

*Transfer Student Experience vs. Direct Entry  
Student Experience*

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July, 2006

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BRITISH COLUMBIA COUNCIL ON  
**ADMISSIONS & TRANSFER**

SUPPORTING BC's  
EDUCATION SYSTEM



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Prepared by:

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Many thanks to the British Columbia Council on Admission and Transfer (BCCAT) for their financial support in enabling us to extend the research on the college student experience.

Finally, we would like to thank the students who took the time to respond to the Undergraduate Student Survey and to provide us with this valuable information.

## **II. Executive Summary**

### **Introduction**

British Columbia has a rich and diverse public post-secondary education system which includes six universities, three university colleges, twelve colleges and five institutes. Students who wish to pursue an undergraduate degree program have the option of entering a university or a university college directly from high school, or they can complete up to two years of equivalent courses at a college or university college before transferring to another institution to complete their degree.

The B.C. Council on Admissions and Transfer (BCCAT) works with B.C. post-secondary institutions to “facilitate admission, articulation and transfer arrangements”. While a great deal of research has been undertaken to assess the effectiveness of the transfer system, evaluate overall student experience and to assess graduate outcomes, there has been no research to compare levels of student engagement between students who entered university directly from high school and those who began their post-secondary education elsewhere.

In 2004, the Dean of Arts and the Dean of Science at UBC partnered with the Arts Undergraduate Society and the Science Undergraduate Society to gain a better understanding of undergraduate student experiences and outcomes. Students from Arts and Science were invited to participate in a series of focus groups to talk about their goals and experiences at UBC. The Undergraduate Student Survey on Student Satisfaction and Engagement (USS) was developed as a result of these focus groups.

The Undergraduate Student Survey on Student Satisfaction and Engagement (USS) was administered in April, 2005. The survey instrument is divided into six key areas: students’ academic experience and the level of academic challenge; active and collaborative learning; campus environment and student demographics; student-faculty interaction as well as interactions with teaching assistants and peers; enriching the educational experience and overall experience / satisfaction.

This report has been commissioned by the B.C. Council on Admissions and Transfer (BCCAT) and focuses on the student experience for transfer students compared to direct entrants (students entering UBC directly from secondary school).

### **Respondent Profile**

There were 17,483 students registered in total in the BA and BSC programs at UBC in the 2004/05 academic year. 17,145 students had valid e-mail addresses and were invited to participate in the USS survey. 3,206 students responded to the survey, an overall response rate of 19%. Despite what may be viewed as a relatively low response rate, the survey still yielded 3,206 responses, a number sufficiently large to make significant statistical inferences, given the analysis below that responses comprise an unbiased sample.

3043 provided a response when asked if they began their studies at UBC directly from high school or from another institution. Of the 3,043 students, 24% or 728 students indicated that they transferred to UBC from another institution.

Transfer students in Arts represent 70% of the total “transfer” respondents while those in Science represent 30% of the total “transfer” respondents. The majority of students who began post-secondary studies elsewhere did so at a community college prior to attending UBC (391 of 728 respondents or 54%).

The vast majority of the transfer student respondents have transferred from a college, institution, or university within Canada, and a small number have transferred from an institution in the United States; transfers from other countries are rare and together account for only 4% of the transfer student cohort. Of the Canadian students, most (87%) are from British Columbia, with Ontario and Alberta contributing more transfer students (6% and 4% respectively) than all other provinces combined. Sixty-two percent of the B.C. transfer students come from one of four colleges: Langara (24%), Kwantlen (16%) and Capilano (14%) and Douglas College (8%).

Note that for most of the survey results reported below, students in first year have been excluded and comparisons between direct entrants and transfer students are only provided for those in years 2 through 4 since this group more likely represents students who would have completed at least one full year of studies at another institution or at UBC.

## **Summary of Findings**

The most significant finding in this report is that in all key questions which emphasize the academic experience, transfer students appear to be more engaged in their learning than direct entrants. This finding is evident even in fourth year where we would expect to see minimal differences in the academic engagement of transfer students compared to direct entrants. The results of this study contradict NSSE survey results which demonstrated that “overall, transfer students are less engaged in effective educational activities than their non-transfer peers” (NSSE 2003 Overview<sup>1</sup>)

Looking at the percentage of students who replied “very often or often”, transfer students are more likely to ask questions or contribute to discussion (50% vs. 40%); more likely to find a course so interesting that they did more work than was required (22% vs. 16%); more likely to write a paper longer than five pages (71% vs. 62%); more likely to put together ideas or concepts from different courses (58% vs. 49%); and more likely to work harder than they thought they could (43% vs. 36%).

A detailed analysis of the data suggests that the overall differences are not the result of transfer students being more likely to be in Arts and that for nearly all of the engagement questions, the higher levels of engagement of transfer students is statistically significant. Additional analysis of the data shows that age does explain a significant amount of the differences in engagement, but not all. On the engagement behaviour of “asking questions in class”, age differences between the groups explain about one-half of the difference in engagement. The difference between direct entry and transfer still remains statistically significant, but the effect is not as large.

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<sup>1</sup> [http://nsse.iub.edu/nsse\\_2003/overview\\_2003.cfm](http://nsse.iub.edu/nsse_2003/overview_2003.cfm)

In a 1987 study supported by the American Association of Higher Education (AAU) titled “Seven Principles for Good Practice in Undergraduate Education” Chickering and Gamson state that “frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement”. In this study, transfer students at UBC have more student-faculty interaction than direct entrants. Transfer students are more likely to be known by name (44% vs. 34% of direct entrants), more likely to meet with faculty in person (38% vs. 33%), more likely to receive prompt feedback (36% vs. 31%), and more likely to be graded by faculty rather than teaching assistants (51% vs. 47%); the differences between cohorts on other interactions are minor.

At least some of the differences between the two groups can be attributed to differences in course and program choices. Differences in grading by faculty vs. teaching assistants, and differences in quantity of reading assignments suggest that the college transfer students select a different type of course and program.

It is also possible that direct entrants whose initial university classes may have had very large enrolments are thus less habituated to initiating interaction with faculty, whereas transfer students from a community college are more likely to have had smaller classes which emphasized faculty/student interaction, and are inclined to continue that interaction.

When asked how often they had discussed career plans with a faculty member or advisor, both cohorts were equally as likely to have never had this conversation (45%) with transfer students only very slightly more likely to do so than are direct entrants. Although many 4<sup>th</sup> year students are not receiving career advising, the opportunities are there: motivated students can be made aware of career opportunities in various fields of study, and do have the opportunity to discuss career educational goals with faculty members or advisors. Students who have not participated in these activities appear to be unaware that the opportunities exist. Their comments elaborate on the extent to which student-faculty interactions at UBC are lacking with respect to discussion about careers and students’ futures; some lament the lack of programs that do in fact exist at UBC, while others propose unmanageable solutions for a university of this size. The lesson learned is that opportunities for career and educational advising need to be much better messaged to students.

With regards to reading and writing assignments, few major differences are observed between transfer students and direct entrants; transfer students are more likely to have large amounts of required reading than are direct entrants, but beyond that they are more alike than different.

With respect to basic learning skills such as creative thinking, problem-solving, memorizing facts, analyzing ideas and making judgements, the survey results show very little difference between the two cohorts in the mental activities required to undertake their coursework.

Students who transfer to UBC report high levels of satisfaction with the transfer credit process. Eighty-three percent of all respondents who started their studies elsewhere reported receiving all or most of the transfer credit that they expected when they transferred to UBC. When asked if their prior institutions prepared them for courses at UBC, 88% of transfer students said that they felt “very prepared or somewhat prepared”. Furthermore, transfer students are as likely as direct

entrants to agree (76% vs. 74%) that the pre-requisite courses taken either at UBC or elsewhere have provided them with the necessary preparation for the more advanced courses at UBC.

However, student comments in the USS survey allude to the lack of clear and concise information surrounding transfer credit agreements, suggesting that additional work needs to be undertaken by UBC, its partner institutions and BCCAT to better communicate transfer credit criteria to students and to implement services which assist students with the transfer process.

Transfer students are much more satisfied than are direct entrants with their ability to get into the major that they want (80% vs. 68%). For those who have declared a major, 87% of transfer students said that they were in a major that is their first choice compared to 79% of direct entrants. It is likely that transfer students may have pre-selected their major prior to attending UBC whereas direct entrants have expectations of getting into a program at UBC after first year only to find out that they did not qualify due to lack of space or GPA requirements.

Collaborative learning, study groups, discussing assignments with other students and working in groups enhance the learning experience and lead to increased student involvement and engagement in learning. Transfer students are only a little less likely to collaborate with other students on projects, and of course may be less likely to enroll in courses which require such collaboration. Transfer students are, however, considerably less likely to use electronic media when discussing or completing assignments (34% vs. 43% for direct entrants), a result which is probably predicatable, given their greater average age.

Students often cite financial pressures or work obstacles as one of the biggest obstacles to their academic progress. For transfer students, these are the biggest obstacles (55% cite these), followed by family/personal problems (34%), and lack of good academic advising (34%). The greatest obstacle for direct entrants is academic performance (47%), followed by financial pressures or work obstacles (43%), and lack of good academic advising (39%). Perhaps the most surprising observation is the difference in the extent to which the groups rank "academic performance" as an obstacle (47% for direct entry vs. 28% for transfer). Since no such large differences are observed in the actual academic performance, it appears that transfer students are more confident about their academic abilities.

Since transfer students tend to be older and more likely to live away from home, it is not surprising that in a typical week transfer students have more external responsibilities such as working for pay off campus (25% work for more than 15 hours a week, vs. 16% of direct entrants), and caring for dependents (7% spend more than 15 hours each week caring for dependents, vs. 3% of direct entrants). They spend less time actually attending classes and labs (33% attend for over 15 hours, vs. 46% of direct entrants) but more time preparing for them (40% allot more than 15 hours for class preparation, vs. 36% of direct entrants who do so).

Transfer students are less likely to participate in co-curricular activities than are direct entrants, in every category, whether academic, social, political, or athletic. The largest difference between the co-curricular activities of transfer students and direct entrants is in the likelihood that they have joined a club or other organization. Among transfer students only 32% have joined such an organization on-campus (compared to 53% of direct entrants), and only 27% have joined one off-campus (vs. 33% of direct entrants).

Students were asked to evaluate their overall satisfaction with their educational experience at UBC. Overall, 73% of both respondents said that they were “somewhat / very satisfied” with their overall UBC experience. Transfer students were more likely to be satisfied with their overall academic and educational experience, consistent with research findings that satisfaction is correlated with student engagement. Transfer students are less likely to be satisfied with their overall social experience at UBC, suggesting competition for their time from external forces.

When asked if they would attend UBC again, 81% of transfer students and 78% of direct entrants replied “probably yes / definitely yes” with more transfer students saying “definitely yes” (32% vs. 28%).

B.C. Colleges, University Colleges, and Universities sending students to UBC can be assured that those students choosing the transfer route seem to be well prepared to meet the academic challenges facing them at UBC. For transfer students, levels of engagement and satisfaction seem to be higher than those of direct entrants, although these can always be improved.

While UBC can begin to focus on making additional improvements in the following areas, other “receiving” institutions might also benefit from a review of processes with respect to:

- Credit transfer articulations
- Transparency in how transfer is established
- Related administrative processes
- Advising
- Career Planning

The results of the survey seem to suggest that measures of student engagement at UBC can be much higher than those currently attained, for different sub-groups of students or for different sub-sets of courses and programs. What is not known is specifically what characteristics of these transfer students lead to more engagement, and what courses and programs lead to more engagement. Therefore, in addition to simply encouraging the increased use of techniques for enhancing student engagement, institutions should also focus on identifying characteristics and behaviour of students and courses already existing which promote engagement to a much higher level than shown by the aggregate statistics.

This research showing higher levels of some engagement for transfer students at UBC suggests we look at differing levels of maturity, differing levels of motivation and commitment, differing behaviors in diverse population groups, as well as participatory culture of college and university college communities as opposed to the more passive learning behaviors of direct entrants. Further research should be undertaken to understand and improve student engagement for both direct entrants and transfer students.

### **III. Introduction**

#### ***Background to this Study***

The Faculty of Arts and the Faculty of Science at UBC together teach over 54% of UBC's undergraduate full-time equivalent students (FTE), 67% of all undergraduate course FTEs and 35% of all graduate student FTEs. Central to the mission of both faculties is their focus on undergraduate education as exemplified by their innovative learning programs such as Arts One, Science One, Foundations, Coordinated Science and Coordinated Arts, which allow first-year students to explore points of contacts and connections among several disciplines through interdisciplinary teaching and learning models.

In 2004, the Dean of Arts and the Dean of Science at UBC partnered with the Arts Undergraduate Society and the Science Undergraduate Society to gain a better understanding of undergraduate student experiences and outcomes. Students from Arts and Science were invited to participate in a series of focus groups to talk about their goals and experiences at UBC. The Undergraduate Student Survey on Student Satisfaction and Engagement (USS) was developed as a result of these focus groups and aims to assess the teaching and learning environment in Arts and Science at UBC.

The two faculties are committed to administering the survey on an annual basis with the expectation that it will provide information on the effectiveness of the learning environment, and measure progress towards the goals that they have set. The Deans will also use the data to identify aspects of the undergraduate experience that can be improved through changes in curriculum, policies and practices that are consistent with providing the best programs and services in undergraduate education.

#### ***The Study***

The Undergraduate Student Survey on Student Satisfaction and Engagement (USS) was administered in April, 2005. The survey instrument is divided into six key areas: students' academic experience and the level of academic challenge; active and collaborative learning; campus environment and student demographics; student-faculty interaction as well as interactions with teaching assistants and peers; enriching the educational experience and overall experience / satisfaction.

This report has been commissioned by the B.C. Council on Admissions and Transfer (BCCAT) and focuses on the student experience for transfer students compared to direct entrants (students entering UBC directly from secondary school). While many aspects of the transfer students' academic careers have been amply studied by previous UBC/BCCAT partnerships, in-depth information pertaining to their educational experiences has not. Results from the National Survey of Student Engagement (NSSE)<sup>2</sup> suggest that transfer students in the United States are less engaged than direct entrants, and this report seeks to determine if the same holds true for transfer students at UBC.

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<sup>2</sup> [http://nsse.iub.edu/pdf/NSSE2005\\_annual\\_report.pdf](http://nsse.iub.edu/pdf/NSSE2005_annual_report.pdf) and [http://nsse.iub.edu/nsse\\_2003/overview\\_2003.cfm](http://nsse.iub.edu/nsse_2003/overview_2003.cfm)

*Transfer Student Experience vs. Direct Entry Student Experience*

References are made throughout the report about prior studies at UBC, specifically NSSE and CUSC<sup>3</sup>. In 2004, UBC participated in the National Study of Student Engagement (NSSE) as part of a consortium with nine other research intensive universities in Canada known as the G-10<sup>4</sup> as well as several Doctoral-Extensive research universities. UBC was one of 473 participating institutions. First and fourth year students were sampled resulting in an overall response rate of 46% (49% for first year and 43% for fourth year). The UBC NSSE data included in this report are constructed from the Means Comparison Report provided by NSSE and are referred to as “G-10 NSSE”. Note that Doctoral Research Extensive Institutions include large research universities such as the University of Michigan but also include universities which grant small numbers of doctoral degrees annually.

In 2005, UBC was one of 28 institutions participating in the Canadian University Survey Consortium (CUSC). UBC generated a sample of 1000 undergraduate students who were registered in the 2004/05 academic year. 498 students completed an on-line survey resulting in a response rate of 49.8%. The full report is available on the PAIR web site at [www.pair.ubc.ca](http://www.pair.ubc.ca).

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<sup>3</sup> For more information on NSSE, see <http://nsse.iub.edu>; for more information on CUSC, see [http://www.pair.ubc.ca/studies/cdn\\_undergrad.htm](http://www.pair.ubc.ca/studies/cdn_undergrad.htm)

<sup>4</sup> The G-10 is a consortium of ten research intensive universities across Canada . The G-10 includes UBC, Univ. of Alberta, McGill, McMaster, Laval, Univ. of Montreal, Queens, Univ. of Toronto, Waterloo and Western.



## A. Response Rates and Sample Characteristics

There were 17,483 students registered in total in the BA and BSC programs at UBC in the 2004/05 academic year. 17,145 students had valid e-mail addresses and were invited to participate in the USS survey. 3,206 students responded to the survey, an overall response rate of 19%. Of those who responded, 3,096 students provided valid student numbers or e-mail addresses.

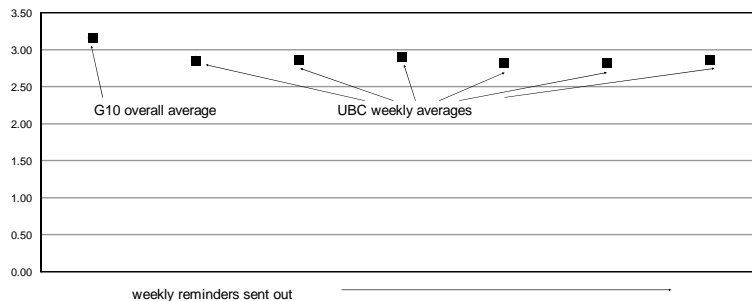
**Table 1: USS Respondents by Current Year Level**

	Sample	Respondents	% of Sample by Year	% of total Respondents
First Year	3,779	741	20%	24%
Second Year	3,991	688	17%	22%
Third Year	4,709	831	18%	27%
Fourth Year	4,666	836	18%	27%
Total	17,145	3,096	18%	100%

A response rate of 19% is low compared to other on-line surveys that have been undertaken at UBC. Prior on-line surveys have resulted in response rates of 46% (G-10 NSSE 2004) and 49.8% (CUSC 2005). The USS survey was undertaken during the final exam period which would contribute to a low response rate. Also there are indications that students at UBC are undergoing survey fatigue. By the end of the academic year, most students would have been invited to participate in at least four or five surveys and at the time that the USS survey was being administered, there were two other surveys being undertaken by other departments on campus.

One may question the validity of the survey responses as being biased due to the small response rate. In 2004, Walter Sudmant in Planning and Institutional Research at UBC tested the hypothesis that students with a negative bias are more likely to respond: if true, we would expect that students who were encouraged by successive reminders to respond would differ from those who responded promptly and early. As shown below (Figure 1), the mean UBC scores for “Satisfaction with Educational Experience” varied each week from a low of 2.82 to a high of 2.90, a difference which is not statistically significant. By comparison, the difference between the average UBC score for this question (2.86) and the average G-10 university score (3.16) is substantial, and statistically significant.

**Figure 1: Satisfaction with Educational Experience at UBC (weekly averages)**



Students in Arts represent 60% of the sample so we would expect more Arts students to respond. Of the total respondents, 56% or 1,719 are Arts students and 44% or 1,377 are Science students.

*Transfer Student Experience vs. Direct Entry Student Experience*

**Table 2: USS Respondents by Program and Year Level**

		Year 1	Year 2	Year 3	Year 4	Total
BA	Respondents	406	356	499	458	1,719
	Sample	2,425	2,253	2,853	2,736	10,267
	% of Sample	17%	16%	17%	17%	17%
		Year 1	Year 2	Year 3	Year 4	Total
BSC	Respondents	335	332	332	378	1,377
	Sample	1,354	1,738	1,856	1,930	6,878
	% of Sample	25%	19%	18%	20%	20%

Of the 3,096 respondents, 3,043 students provided a response when asked if they began their studies at UBC directly from high school or from another institution. Of the 3,043 students, 24% or 728 students indicated that they transferred to UBC from another institution.

**Table 3: Basis of Admission by Year Level**

	Year 1	Year 2	Year 3	Year 4	Total
Began post-secondary studies at UBC	688	520	537	570	2315
Began elsewhere	33	162	281	252	728
Total	721	682	818	822	3043
% who began elsewhere	4.6%	23.8%	34.4%	30.7%	23.9%

Transfer students in Arts represent 70% of the total “transfer” respondents while those in Science represent 30% of the total “transfer” respondents.

**Table 4: Basis of Admission by Degree Program**

	BA		BSC		Total
Began post-secondary studies at UBC	1187	51.3%	1128	48.7%	2315
Began elsewhere	507	69.6%	221	30.4%	728
Total	1694	55.7%	1349	44.3%	3043

Students were further asked to provide information on the type of institution that they attended prior to attending UBC. As seen in table 5a below, the majority of students who began post-secondary studies elsewhere did so at a community college prior to attending UBC (391 of 728 respondents or 54%).

As students may have attended more than one institution (and perhaps more than one type of institution) this was a multiple response question, hence the total responses exceed the number of transfer students who responded to the survey.

**Table 5a: Sending Institution Type**

	Year 1	Year 2	Year 3	Year 4	Total
Community college (vocational or technical courses only)	3	8	24	18	53
Community college (university credit/transfer courses)	11	70	156	154	391
University college	3	49	86	66	204
Institute	3	6	14	7	30
University other than this one	15	55	81	66	217
CEGEP (general or pre-university program)	3	5	1	1	10
CEGEP (professional or technical program)	1	1	0	2	4
Private training institution	2	11	15	13	41
None	3	2	0	1	6
Other	0	0	2	0	2

*Note: this was a multiple response question, as students may have attended more than one type of institution. Because of this, the totals do not add to 728.*

The vast majority of the transfer student respondents have transferred from a college, institution, or university within Canada, and a small number have transferred from an institution in the United States; transfers from other countries are rare and together account for only 4% of the transfer student cohort. Of the Canadian students, most (87%) are from British Columbia, with Ontario and Alberta contributing more transfer students (6% and 4% respectively) than all other provinces combined. Sixty-two percent of the B.C. transfer students come from one of four colleges: Langara (24%), Kwantlen (16%) and Capilano (14%) and Douglas College (8%).

**Table 5b: Location of Sending Institution**

COUNTRY	Count	%	PROVINCE	Count	%
Argentina	2	0.3%	Alberta	26	4.0%
Australia	1	0.1%	British Columbia	573	87.1%
Belarus	2	0.3%	Manitoba	1	0.2%
Bulgaria	1	0.1%	New Brunswick	1	0.2%
Canada	658	90.4%	Nova Scotia	3	0.5%
Taiwan	1	0.1%	Ontario	36	5.5%
Costa Rica	1	0.1%	Quebec	17	2.6%
Germany	1	0.1%	Saskatchewan	1	0.2%
India	1	0.1%	Total	658	100.0%
Iran	1	0.1%			
Ireland	1	0.1%	<b>INSTITUTE</b>	<b>Count</b>	<b>%</b>
Israel	1	0.1%	Langara College	140	24.4%
Japan	2	0.3%	Kwantlen University College	91	15.9%
Korea	2	0.3%	Capilano College	78	13.6%
Peru	1	0.1%	Douglas College	47	8.2%
Philippines	4	0.5%	Simon Fraser University	27	4.7%
Russia	1	0.1%	Okanagan University College	25	4.4%
Singapore	1	0.1%	University of Victoria	21	3.7%
Switzerland	1	0.1%	Open University	15	2.6%
China	3	0.4%	Univ. Coll. of the Cariboo	15	2.6%
United Kingdom	1	0.1%	Univ. Coll. of the Fraser Valley	13	2.3%
United States	39	5.4%	Others	101	17.6%
	2	0.3%	Total	573	100.0%
Total	728	100.0%			

First Nations students represent 1% of the total sample and are more likely to transfer to UBC than enter directly from high school (3% of transfer students vs. 1% of direct entrants).

**Table 6: Aboriginal Students**

	Aboriginal		Non-Aboriginal		Total
Began post-secondary studies at UBC	13	0.8%	1597	99.2%	1610
Began elsewhere	17	2.5%	669	97.5%	686
Total	30	1.3%	2266	98.7%	2296

However, visible minority students are twice as likely to enter UBC directly from high school (51% vs. 26%).

**Table 7: Visible Minority Students**

	Visible Minority		Non-Minority		Total
Began post-secondary studies at UBC	819	50.6%	798	49.4%	1617
Began elsewhere	175	25.5%	511	74.5%	686
Total	994	43.2%	1309	56.8%	2303

Transfer students are more likely to be considered International students (i.e., those students who are studying in Canada using a student visa, as opposed to being a landed immigrant, refugee, or citizen).

**Table 8: Domestic and International Students**

	Domestic	International	Total	% Intl
Began post-secondary studies at UBC	2197	118	2315	5.1%
Began elsewhere	672	56	728	7.7%
Total	2869	174	3043	5.7%

Transfer students responding to this survey are more likely to be male than are direct entrants; the more surprising result is that female students are substantially more likely in general to have responded to this survey (UBC's undergraduate female: male ratio is approximately 56:44).

**Table 9: Sex**

	Female	Male	Total	% Female
Began post-secondary studies at UBC	1581	734	2315	68.3%
Began elsewhere	471	257	728	64.7%
Total	2052	991	3043	67.4%

Unsurprisingly, transfer students are older than direct entrants, and thus more likely to have work or family obligations, and, as we see in table 11, to have very different living arrangements from those of the typical direct entrant.

**Table 10: Average Age**

	Mean Age
Began post-secondary studies at UBC	21.8
Began elsewhere	25.8

When asked about their living arrangements, transfer students are most likely to live off-campus in accommodation that they rent (47%, compared to only 25% of direct entrants), while direct entrants are most likely to either live at the home of a parent or relative (53%, compared to only 33% of transfer students). Direct entrants are also more likely to live in on-campus housing (19%, vs. 12% of transfer students).

**Table 11: Accommodations**

	on-campus		with parent or relative		rented off-campus		in fraternity / sorority housing		off-campus home you own		Total
Began post-secondary studies at UBC	303	18.6%	864	53.2%	403	24.8%	14	0.9%	41	2.5%	1625
Began elsewhere	81	11.7%	231	33.2%	323	46.5%	8	1.2%	52	7.5%	695
Total	384	16.6%	1095	47.2%	726	31.3%	22	0.9%	93	4.0%	2320

Direct entrants are somewhat more likely to have parents who have completed a degree compared to transfer students.

**Table 12a: Highest Education Attainment of Father**

	Did not finish high school	Graduated from high school	Some or completed college or CEGEP	Attended university without earning degree	completed bachelors degree	completed professional degree	completed masters degree	completed doctoral degree	Total	completed a Degree
Began post-secondary studies at UBC	143	247	235	77	365	172	235	137	1611	909
Began elsewhere	72	113	133	63	133	55	77	44	690	309
Total	215	360	368	140	498	227	312	181	2301	1218
Began post-secondary studies at UBC	8.9%	15.3%	14.6%	4.8%	22.7%	10.7%	14.6%	8.5%		56.4%
Began elsewhere	10.4%	16.4%	19.3%	9.1%	19.3%	8.0%	11.2%	6.4%		44.8%
Total	9.3%	15.6%	16.0%	6.1%	21.6%	9.9%	13.6%	7.9%		52.9%

**Table 12b: Highest Education Attainment of Mother**

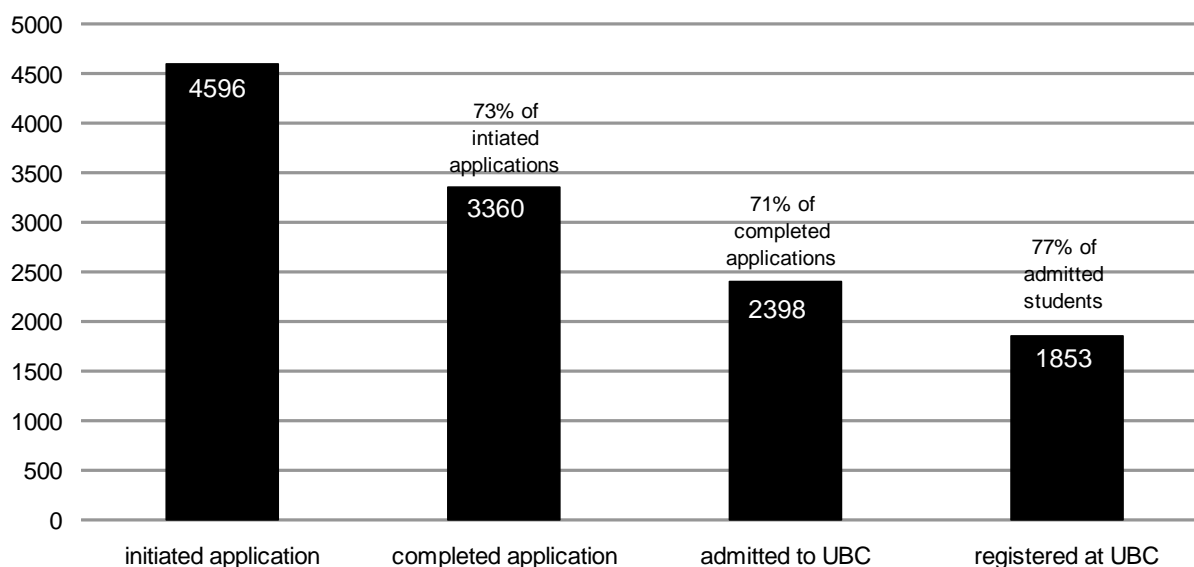
	Did not finish high school	Graduated from high school	Some or completed college or CEGEP	Attended university without earning degree	completed bachelors degree	completed professional degree	completed masters degree	completed doctoral degree	Total	completed a Degree
Began post-secondary studies at UBC	148	319	279	79	427	169	163	34	1618	793
Began elsewhere	67	140	143	59	140	53	68	21	690	282
Total	215	459	422	138	567	222	231	55	2308	1075
Began post-secondary studies at UBC	9.1%	19.7%	17.2%	4.9%	26.4%	10.4%	10.1%	2.1%		49.0%
Began elsewhere	9.7%	20.3%	20.7%	8.6%	20.3%	7.7%	9.9%	3.0%		40.9%
Total	9.3%	19.9%	18.3%	6.0%	24.6%	9.6%	10.0%	2.4%		46.6%

## IV. Results

### A. The Transfer Process

British Columbia has a rich and diverse public post-secondary education system which includes six universities, three university colleges, twelve colleges and five institutes. Students who wish to pursue an undergraduate degree program have the option of entering a university or a university college directly from high school, or they can complete up to two years of equivalent courses at a college or university college before transferring to a university. The B.C. Council on Admissions and Transfer (BCCAT) works with B.C. post-secondary institutions to “facilitate admission, articulation and transfer arrangements”. A great deal of research has been undertaken to assess the effectiveness of the transfer system, evaluate overall student experience and to assess graduate outcomes. This study is the first of its kind to compare levels of student engagement between students who entered university directly from high school and those who began their post-secondary education elsewhere.

**Figure 2: Applicants, Admissions, Registrations of Students Transferring to UBC**



In 2005, 4,596 students from a B.C. institution applied to UBC for admission under the transfer admission category (transfer from a college, university college, university or institute). Of these, 1236 failed to complete their application which resulted in their applications being cancelled. Of the remaining 3,360 applicants, 2,398 or 71% were offered admission to UBC. Of these, 1,853 or 77% registered at UBC with the majority registering in Arts (42%) and Science (18%).

Students who transfer to UBC report high levels of satisfaction with the transfer credit process. Overall, 83% percent of all respondents who started their studies elsewhere reported receiving all or most of the transfer credit that they expected when they transferred to UBC. Students in Arts are more likely to receive transfer credit for courses completed than those in Science (86% vs. 78%). Note that for most of the survey results reported below, students in first year have been excluded and comparisons between direct entrants and transfer students are only provided for

those in years 2 through 4 since this group more likely represents students who would have completed at least one full year of studies at another institution or at UBC.

Prior studies undertaken by BCCAT (BCCAT Research Report, February 2006, 2005 *Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia: Findings from the BC College & Institute Student Outcomes (CISO) Survey*) suggests that “close to half (47%) of the cases of unmet expectations arise when students attempt to transfer credits from courses that were not originally designed for transfer”.

**Table 13: Transfer of Credits at UBC for BA Students**

Year Level	Received all the credit I expected	Received most of the credit I expected	Received some of the credit I expected	Received none or hardly any of the credit I expected	Total	Percentage "Received all / Received most"
2	56	33	11	5	105	84.80%
3	99	80	22	7	208	86.10%
4	96	61	21	3	181	86.70%
Total	251	174	54	15	494	86.00%
% of Total	50.8%	35.2%	10.9%	3.0%	100.0%	

**Table 14: Transfer of Credits at UBC for BSC Students**

Year Level	Received all the credit I expected	Received most of the credit I expected	Received some of the credit I expected	Received none or hardly any of the credit I expected	Total	Percentage "Received all / Received most"
2	18	26	12	7	63	69.80%
3	33	35	17	1	86	79.10%
4	39	26	12	2	79	82.30%
Total	90	87	41	10	228	77.60%
% of Total	39.5%	38.2%	18.0%	4.4%	100.0%	

Student comments in the USS survey also allude to the lack of clear and concise information surrounding transfer credit agreements, suggesting that additional work needs to be undertaken by UBC, its partner institutions and BCCAT to better communicate transfer credit criteria to students and to implement services which assist students with the transfer process.

It is not clear that students are availing themselves of resources such as the on-line BCCAT transfer guide which provides detailed information on transfer credit articulations. Students seem to make assumptions about transferability of courses between institutions because they cannot be expected to know the subtleties of curriculum and program design within institutions and the distinction between direct course equivalence and generic course credit.

*If I didn't have to retake so many courses that I've already taken in the university before I transferred to UBC... UBC should have given me more transferred credits that are specified and even the credits in 300-level (2<sup>nd</sup> year BSC transfer)*

*Transfer Student Experience vs. Direct Entry Student Experience*

*Have a cleared [sic] understanding of what is required to reach a degree, or get into programs before transferring to UBC (3<sup>rd</sup> year BSC transfer).*

*Douglas College states that their Music program can transfer directly to UBC’s Music school. If only they had advisors in their arts department who could let the students know what is required of them. As a 19 year old independant, I think that...(3<sup>rd</sup> year BA transfer)*

*I would have come to UBC earlier, as transferring numerous credits was a hassle. I had to fight to get all the transfer credit I wanted (4<sup>th</sup> year BA transfer)*

*needed better advising from other institutions when transferring. Needed clearer information from UBC for transferring and applying to different faculties (4<sup>th</sup> year BA transfer).*

*In first year I was attending a University College. My experience there was great, and I discovered what it was that I wanted to do. However, some courses weren’t fully transferable (course wise - I did receive credits, but open Arts credits) (2<sup>nd</sup> year BA transfer).*

*Provide a comprehensive outline for transfer students; stop wasting money on showy new ‘centres’ when there are more important issues at hand (2<sup>nd</sup> year BA transfer);*

Irrespective of whether they started their studies at UBC or elsewhere, 42% of students reported being “very or somewhat dissatisfied” with the availability of courses that they perceived as being “required for their degree program”. When examined by degree program, 41% of BA students report being “very or somewhat dissatisfied” compared to 43% for the BSC program.

**Table 15: Availability of Required Courses**

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Total	% Very / somewhat satisfied
Began post-secondary studies at UBC	291	675	1007	331	2304	58%
Began elsewhere	78	226	333	89	726	58%
Total	369	901	1340	420	3030	58%

Transfer students and direct entrants are more satisfied with the availability of elective courses (only 31% of transfer students dissatisfied, and 34% of direct-entrants similarly disposed).

**Table 16: Availability of Elective Courses**

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Total	% Very / somewhat satisfied
Began post-secondary studies at UBC	183	604	1219	294	2300	66%
Began elsewhere	53	172	399	102	726	69%
Total	236	776	1618	396	3026	67%



Transfer students are much more satisfied than are direct entrants with their ability to get into the major that they want (80% vs. 68%).

**Table 17a: Ability to Get into Desired Major**

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Total	% Very / somewhat satisfied
Began post-secondary studies at UBC	248	487	969	593	2297	68%
Began elsewhere	50	96	275	299	720	80%
Total	298	583	1244	892	3017	71%

For those who have declared a major, 87% of transfer students said that they were in a major that is their first choice compared to 79% of direct entrants. It is possible that transfer students have already decided on a major based on course availability prior to entering UBC and therefore those who did not qualify for a program did not apply to UBC whereas direct entrants have expectations of getting into a program at UBC after first year only to find out that they did not qualify due to lack of space or to their GPA.

**Table 17b: First-Choice Major**

	Got Desired Major	Did Not Get Desired Major	Total	Percentage with Desired Major
Began post-secondary studies at UBC	1194	314	1508	79.2%
%	79.2%	20.8%	100.0%	
Began elsewhere	553	85	638	86.7%
%	86.7%	13.3%	100.0%	

Programs in other faculties such as Commerce, Pharmacy, Pharmacology, and Human Kinetics are cited as first choice majors that students were unable to take; within the faculties, the most desired un-obtained majors were International Relations, Microbiology, and Biochemistry.

### ***B. Academic Experience and Level of Academic Challenge***

UBC promotes student performance and provides a high level of academic challenge for its students as articulated in Trek 2010, UBC’s vision for the university. Trek 2010 emphasizes that UBC will “ensure that all academic programs meet the highest standards of excellence”. Both the Faculty of Arts and the Faculty of Science set high expectations for their students and aim to provide a learning environment that is intellectually challenging and engaging as emphasized by some of the innovative learning programs offered at UBC.

When asked if their prior institutions prepared them for courses at UBC, 88% of transfer students said that they felt “very prepared or somewhat prepared”.

**Table 18: Previous Institution’s Ability to Prepare Transfer Students for UBC**

	Very Prepared	Somewhat Prepared	Somewhat Unprepared	Very Unprepared	Total	Very / somewhat prepared
Began elsewhere	304	317	60	22	703	621
% of total	43.2%	45.1%	8.5%	3.1%		88.3%

Transfer students are as likely as direct entrants to agree (76% vs. 74%) that the pre-requisite courses taken either at UBC or elsewhere have provided them with the necessary preparation for the more advanced courses at UBC.

**Table 19: Preparation for Success**

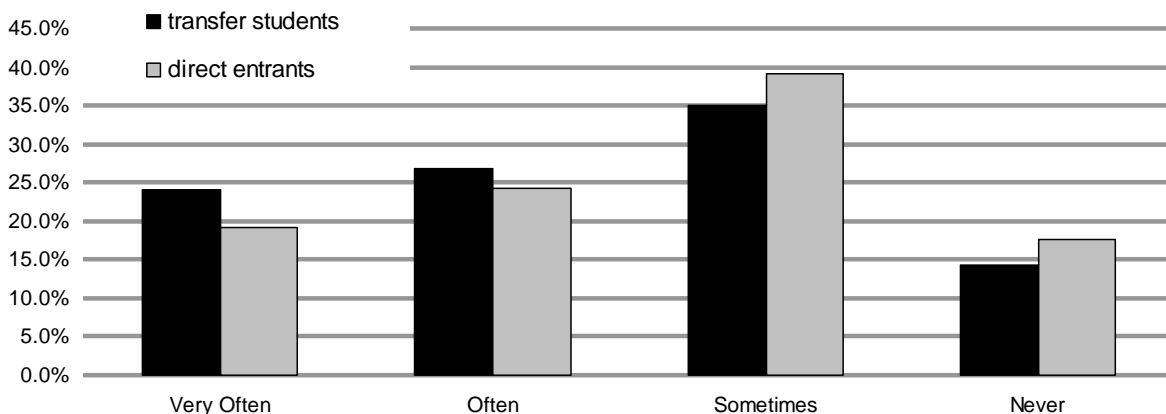
Students were asked “Do you agree or disagree that the pre-requisite courses you have taken (at UBC or elsewhere) provided adequate preparation for success in the more advanced courses at UBC?”

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	% Agree / Strongly Agree	Not Applicable / Don't Know
Began post-secondary studies at UBC	118	404	1275	244	2041	74%	265
Began elsewhere	45	114	415	93	667	76%	54
Total	163	518	1690	337	2708	75%	319

In all key questions which emphasize the academic experience, transfer students appear to be more engaged in their learning than direct entrants. This finding is evident even in fourth year where we would expect to see minimal differences in the academic engagement of transfer students compared to direct entrants.

The results of this study also contradict NSSE survey results which demonstrated that “overall, transfer students are less engaged in effective educational activities than their non-transfer peers” (NSSE 2003 Overview). G-10 NSSE data for 2004 also suggested that students with parents who hold a degree are more likely to be engaged in their learning than those whose parents do not have a degree and yet the USS data demonstrates that transfer students are more engaged in their learning even though they are less likely to have a parent who holds a degree.

**Figure 3: Average Level of Engagement across 9 Indicators**



Looking at the percentage of students who replied “very often or often”, transfer students are more likely to ask questions or contribute to discussion (50% vs. 40%); more likely to find a course so interesting that they did more work than was required (22% vs. 16%); more likely to write a paper longer than five pages (71% vs. 62%); more likely to put together ideas or concepts from different courses (58% vs. 49%); and more likely to work harder than they thought they could (43% vs. 36%).

A detailed analysis of the data suggests that the overall differences are not the result of transfer students being more likely to be in Arts and that for nearly all of the engagement questions, the higher levels of engagement of transfer students is statistically significant. Additional analysis of the data shows that age does explain a significant amount of the differences in engagement, but not all. On the engagement behaviour of “asking questions in class”, age differences between the groups explain about one-half of the difference in engagement. The difference between direct entry and transfer still remains statistically significant, but the effect is not as large.

**Table 20: Indicators of Engagement**

Students were asked “Thinking back on this academic year, how often have you done each of the following?”

	Very Often	Often	Sometimes	Never	Total	Percentage "Very Often/ Often"
<b>Asked questions in class or contributed to a class discussion</b>						
Began post-secondary studies at UBC	268	378	759	215	1620	39.9%
%	16.5%	23.3%	46.9%	13.3%	100.0%	
Began elsewhere	163	186	289	55	693	50.4%
%	23.5%	26.8%	41.7%	7.9%	100.0%	
<b>Found a course so interesting that you did more work than was required</b>						
Began post-secondary studies at UBC	63	201	880	480	1624	16.3%
%	3.9%	12.4%	54.2%	29.6%	100.0%	
Began elsewhere	47	105	368	173	693	21.9%
%	6.8%	15.2%	53.1%	25.0%	100.0%	
<b>Prepared two or more drafts of a paper or assignment before turning it in</b>						
Began post-secondary studies at UBC	168	251	519	683	1621	25.8%
%	10.4%	15.5%	32.0%	42.1%	100.0%	
Began elsewhere	127	129	200	235	691	37.0%
%	18.4%	18.7%	28.9%	34.0%	100.0%	

Table 20: Indicators of Engagement (cont.)

	Very Often	Often	Sometimes	Never	Total	Percentage "Very Often/ Often"
<b>Written a paper longer than 5 pages</b>						
Began post-secondary studies at UBC	628	378	452	162	1620	62.1%
%	38.8%	23.3%	27.9%	10.0%	100.0%	
Began elsewhere	323	172	132	67	694	71.3%
%	46.5%	24.8%	19.0%	9.7%	100.0%	
<b>Taken an exam which required substantial written responses (more than short answers)</b>						
Began post-secondary studies at UBC	690	472	368	95	1625	71.5%
%	42.5%	29.0%	22.6%	5.8%	100.0%	
Began elsewhere	322	189	136	45	692	73.8%
%	46.5%	27.3%	19.7%	6.5%	100.0%	
<b>Put together ideas or concepts from different courses when completing assignments or during class discussions</b>						
Began post-secondary studies at UBC	273	520	699	130	1622	48.9%
%	16.8%	32.1%	43.1%	8.0%	100.0%	
Began elsewhere	140	261	242	51	694	57.8%
%	20.2%	37.6%	34.9%	7.3%	100.0%	
<b>Developed your own point of view about an issue and used facts and examples to support your viewpoint</b>						
Began post-secondary studies at UBC	308	503	633	177	1621	50.0%
%	19.0%	31.0%	39.0%	10.9%	100.0%	
Began elsewhere	175	239	235	45	694	59.7%
%	25.2%	34.4%	33.9%	6.5%	100.0%	
<b>Examined how others gathered and interpreted data and assessed the soundness of their conclusions</b>						
Began post-secondary studies at UBC	202	435	714	263	1614	39.5%
%	12.5%	27.0%	44.2%	16.3%	100.0%	
Began elsewhere	104	188	290	107	689	42.4%
%	15.1%	27.3%	42.1%	15.5%	100.0%	
<b>Worked harder than you ever thought you could to meet an instructor's standards or expectations.</b>						
Began post-secondary studies at UBC	195	388	675	361	1619	36.0%
%	12.0%	24.0%	41.7%	22.3%	100.0%	
Began elsewhere	102	198	285	109	694	43.2%
%	14.7%	28.5%	41.1%	15.7%	100.0%	

Students who are actively involved in their learning are more likely to attend class and complete assignments. Table 21 below shows that transfer students are on the whole less likely to engage in behaviour which indicate a *lack* of engagement: skipping class, not doing readings, and leaving assignments unfinished. Despite the expectation that the typical older transfer students is more likely to work, there is very little difference between the rates at which transfer students and direct entrants skip class because of a conflicting work schedule.

**Table 21: Indicators of Lack of Engagement**

Students were asked "Thinking back on this academic year, how often have you done each of the following?"

	Very Often	Often	Sometimes	Never	Total	Percentage "Very Often/ Often"
<b>Come to class without completing readings</b>						
Began post-secondary studies at UBC	283	491	725	119	1618	47.8%
%	17.5%	30.3%	44.8%	7.4%	100.0%	
Began elsewhere	90	160	381	61	692	36.1%
%	13.0%	23.1%	55.1%	8.8%	100.0%	
<b>Come to class without completing assignments</b>						
Began post-secondary studies at UBC	42	86	467	1026	1621	7.9%
%	2.6%	5.3%	28.8%	63.3%	100.0%	
Began elsewhere	14	24	182	472	692	5.5%
%	2.0%	3.5%	26.3%	68.2%	100.0%	
<b>Skipped class because of your work (paid employment) schedule</b>						
Began post-secondary studies at UBC	35	63	295	1225	1618	6.1%
%	2.2%	3.9%	18.2%	75.7%	100.0%	
Began elsewhere	12	32	144	504	692	6.4%
%	1.7%	4.6%	20.8%	72.8%	100.0%	
<b>Skipped class because the lectures were available on-line or on the Web</b>						
Began post-secondary studies at UBC	44	100	497	978	1619	8.9%
%	2.7%	6.2%	30.7%	60.4%	100.0%	
Began elsewhere	5	33	173	483	694	5.5%
%	0.7%	4.8%	24.9%	69.6%	100.0%	
<b>Skipped class because you didn't think it was worthwhile</b>						
Began post-secondary studies at UBC	89	182	747	603	1621	16.7%
%	5.5%	11.2%	46.1%	37.2%	100.0%	
Began elsewhere	21	59	301	311	692	11.6%
%	3.0%	8.5%	43.5%	44.9%	100.0%	

Even though transfer students tend to have more family and work demands on their time and tend to travel more to and from campus, they still manage to find the time to make use of UBC's considerable library resources, being more likely than direct entrants to go to the library to conduct research.

**Table 22: Library Usage**

Students were asked "Thinking back on this academic year, how often have you gone to the library to do research?"

	Very Often	Often	Sometimes	Never	Total	Percentage "Very Often/ Often"
<b>Gone to the library to do research</b>						
Began post-secondary studies at UBC	393	464	585	176	1618	53.0%
%	24.3%	28.7%	36.2%	10.9%	100.0%	
Began elsewhere	202	223	200	67	692	61.4%
%	29.2%	32.2%	28.9%	9.7%	100.0%	

### C. Basic Learning Skills: creative thinking and problem-solving

The University of British Columbia, not surprisingly, includes “Learning” as one of the five pillars of its Trek 2010 vision. The academic experience should develop students’ abilities to analyze and solve problems, and to think creatively and critically. Coursework should do more than require rote memorization.

The survey results show very little difference between the two cohorts in the mental activities required to undertake their coursework.

**Table 23: Coursework**

Students were asked “During the current school year, how much has your coursework emphasized the following mental activities?”

	Very Often	Often	Sometimes	Never	Total	Percentage "Very Often/ Often"
<b>Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form</b>						
Began post-secondary studies at UBC	427	542	570	86	1625	59.6%
%	26.3%	33.4%	35.1%	5.3%	100.0%	
Began elsewhere	187	257	211	35	690	64.3%
%	27.1%	37.2%	30.6%	5.1%	100.0%	
<b>Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components</b>						
Began post-secondary studies at UBC	402	718	451	48	1619	69.2%
%	24.8%	44.3%	27.9%	3.0%	100.0%	
Began elsewhere	166	310	193	22	691	68.9%
%	24.0%	44.9%	27.9%	3.2%	100.0%	
<b>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</b>						
Began post-secondary studies at UBC	382	607	550	80	1619	61.1%
%	23.6%	37.5%	34.0%	4.9%	100.0%	
Began elsewhere	175	238	237	42	692	59.7%
%	25.3%	34.4%	34.2%	6.1%	100.0%	
<b>Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</b>						
Began post-secondary studies at UBC	297	501	657	164	1619	49.3%
%	18.3%	30.9%	40.6%	10.1%	100.0%	
Began elsewhere	143	224	252	72	691	53.1%
%	20.7%	32.4%	36.5%	10.4%	100.0%	
<b>Applying theories or concepts to practical problems or in new situations</b>						
Began post-secondary studies at UBC	389	602	544	83	1618	61.2%
%	24.0%	37.2%	33.6%	5.1%	100.0%	
Began elsewhere	158	240	235	55	688	57.8%
%	23.0%	34.9%	34.2%	8.0%	100.0%	

With regards to reading and writing assignments few major differences are observed between transfer students and direct entrants; transfer students are more likely to have large amounts of required reading than are direct entrants, but beyond that they are more alike than different.

**Table 24: Reading and Writing**

Students were asked “During the current school year, about how much reading and writing have you done?”

	None	Between 1-4	Between 5-10	Between 11-20	More than 20	Total	Percentage more than 10
<b>Number of assigned textbooks, books, or book-length packs of course readings</b>							
Began post-secondary studies at UBC	14	338	616	409	244	1621	40.3%
%	0.9%	20.9%	38.0%	25.2%	15.1%	100.0%	
Began elsewhere	5	123	227	215	121	691	48.6%
%	0.7%	17.8%	32.9%	31.1%	17.5%	100.0%	
<b>Number of books read on your own (not assigned) for personal enjoyment or academic enrichment</b>							
Began post-secondary studies at UBC	395	737	261	112	109	1614	13.7%
%	24.5%	45.7%	16.2%	6.9%	6.8%	100.0%	
Began elsewhere	157	339	107	50	32	685	12.0%
%	22.9%	49.5%	15.6%	7.3%	4.7%	100.0%	
<b>Number of written papers or reports of 20 pages or more</b>							
Began post-secondary studies at UBC	1030	479	69	24	14	1616	2.4%
%	63.7%	29.6%	4.3%	1.5%	0.9%	100.0%	
Began elsewhere	457	183	28	12	9	689	3.0%
%	66.3%	26.6%	4.1%	1.7%	1.3%	100.0%	
<b>Number of written papers or reports between 5 and 19 pages</b>							
Began post-secondary studies at UBC	196	680	498	188	53	1615	14.9%
%	12.1%	42.1%	30.8%	11.6%	3.3%	100.0%	
Began elsewhere	64	266	238	100	20	688	17.4%
%	9.3%	38.7%	34.6%	14.5%	2.9%	100.0%	
<b>Number of written papers or reports of fewer than 5 pages</b>							
Began post-secondary studies at UBC	242	794	352	144	73	1605	13.5%
%	15.1%	49.5%	21.9%	9.0%	4.5%	100.0%	
Began elsewhere	116	340	142	56	29	683	12.4%
%	17.0%	49.8%	20.8%	8.2%	4.2%	100.0%	

#### ***D. Interaction with Faculty and Career Planning***

In a study supported by the American Association of Higher Education (AAU) titled “Seven Principles for Good Practice in Undergraduate Education” Chickering and Gamson state that “frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students’ intellectual commitment and encourages them to think about their own values and future plans.”

Transfer students in this study have more student-faculty interaction than direct entrants, again contradicting NSSE results which reported that “transfer students have fewer faculty interactions” (NSSE 2005)<sup>5</sup>. Transfer students are more likely to be known by name (44% vs. 34% of direct entrants), more likely to meet with faculty in person (38% vs. 33%), more likely to receive prompt feedback (36% vs. 31%), and more likely to be graded by faculty rather than teaching assistants (51% vs. 47%); the differences between cohorts on other interactions are minor.

<sup>5</sup> [http://nsse.iub.edu/NSSE\\_2005\\_Annual\\_Report/index.cfm](http://nsse.iub.edu/NSSE_2005_Annual_Report/index.cfm)

**Table 25: Interaction with Faculty**

Students were asked “Thinking back on this academic year, how often have you done each of the following?”

	Very Often	Often	Sometimes	Never	Total	Percentage "Very Often/ Often"
<b>Had a class in which the professor knows your name.</b>						
Began post-secondary studies at UBC	254	296	773	303	1626	33.8%
%	15.6%	18.2%	47.5%	18.6%	100.0%	
Began elsewhere	152	154	297	91	694	44.1%
%	21.9%	22.2%	42.8%	13.1%	100.0%	
<b>Met with faculty in person, for example, during office hours</b>						
Began post-secondary studies at UBC	192	346	872	213	1623	33.1%
%	11.8%	21.3%	53.7%	13.1%	100.0%	
Began elsewhere	96	169	360	67	692	38.3%
%	13.9%	24.4%	52.0%	9.7%	100.0%	
<b>Met with teaching assistants in person, for example, during office hours</b>						
Began post-secondary studies at UBC	77	187	702	653	1619	16.3%
%	4.8%	11.6%	43.4%	40.3%	100.0%	
Began elsewhere	36	60	309	289	694	13.8%
%	5.2%	8.6%	44.5%	41.6%	100.0%	
<b>Had an e-mail interaction with a faculty member or instructor</b>						
Began post-secondary studies at UBC	319	498	687	116	1620	50.4%
%	19.7%	30.7%	42.4%	7.2%	100.0%	
Began elsewhere	138	217	301	38	694	51.2%
%	19.9%	31.3%	43.4%	5.5%	100.0%	
<b>Had an e-mail interaction with a teaching assistant</b>						
Began post-secondary studies at UBC	101	274	708	536	1619	23.2%
%	6.2%	16.9%	43.7%	33.1%	100.0%	
Began elsewhere	37	99	272	286	694	19.6%
%	5.3%	14.3%	39.2%	41.2%	100.0%	
<b>Discussed ideas from your readings or classes with faculty members outside of class</b>						
Began post-secondary studies at UBC	91	179	668	684	1622	16.6%
%	5.6%	11.0%	41.2%	42.2%	100.0%	
Began elsewhere	41	83	318	251	693	17.9%
%	5.9%	12.0%	45.9%	36.2%	100.0%	
<b>Had a class in which the professor (rather than the teaching assistant) grades or evaluates your work.</b>						
Began post-secondary studies at UBC	308	448	744	117	1617	46.8%
%	19.0%	27.7%	46.0%	7.2%	100.0%	
Began elsewhere	138	213	289	51	691	50.8%
%	20.0%	30.8%	41.8%	7.4%	100.0%	
<b>Discussed grades or assignments with an instructor.</b>						
Began post-secondary studies at UBC	84	237	851	448	1620	19.8%
%	5.2%	14.6%	52.5%	27.7%	100.0%	
Began elsewhere	38	109	397	150	694	21.2%
%	5.5%	15.7%	57.2%	21.6%	100.0%	
<b>Talked about career plans with a faculty member or advisor.</b>						
Began post-secondary studies at UBC	45	112	597	867	1621	9.7%
%	2.8%	6.9%	36.8%	53.5%	100.0%	
Began elsewhere	22	59	257	353	691	11.7%
%	3.2%	8.5%	37.2%	51.1%	100.0%	
<b>Received prompt feedback from faculty on your academic performance (written or oral).</b>						
Began post-secondary studies at UBC	98	407	759	356	1620	31.2%
%	6.0%	25.1%	46.9%	22.0%	100.0%	
Began elsewhere	59	186	302	144	691	35.5%
%	8.5%	26.9%	43.7%	20.8%	100.0%	
<b>Worked with faculty members on activities other than coursework (committees, orientation, student life).</b>						
Began post-secondary studies at UBC	37	67	248	1267	1619	6.4%
%	2.3%	4.1%	15.3%	78.3%	100.0%	
Began elsewhere	10	18	77	589	694	4.0%
%	1.4%	2.6%	11.1%	84.9%	100.0%	



It is possible that direct entrants whose initial university classes may have had very large enrolments are thus less habituated to initiating interaction with faculty, whereas transfer students from a community college are more likely to have had smaller classes which emphasized faculty/student interaction, and are inclined to continue that interaction.

As expected, interaction with professors (as opposed to teaching assistants) increases by students' 4<sup>th</sup> year of their program, and transfer students are still more likely than direct entrants to participate in these positive interactions. Although 4<sup>th</sup> year students will soon have completed their degree, few discuss career plans "very often or often" with faculty or advisors; transfer students are only very slightly more likely to do so than are direct entrants. Both cohorts are equally as likely to have never had this conversation (45%).

**Table 26: Interaction with Faculty: 4<sup>th</sup> Year Students**

Students were asked "Thinking back on this academic year, how often have you done each of the following?"

	Very Often	Often	Sometimes	Never	Total	Percentage "Very Often/ Often"
<b>Had a class in which the professor knows your name.</b>						
Began post-secondary studies at UBC	128	103	272	66	569	40.6%
Began elsewhere	75	65	93	19	252	55.6%
<b>Met with faculty in person, for example, during office hours</b>						
Began post-secondary studies at UBC	94	130	294	49	567	39.5%
Began elsewhere	51	66	119	15	251	46.6%
<b>Met with teaching assistants in person, for example, during office hours</b>						
Began post-secondary studies at UBC	35	64	245	220	564	17.6%
Began elsewhere	10	21	116	105	252	12.3%
<b>Had an email interaction with a faculty member or instructor</b>						
Began post-secondary studies at UBC	132	175	234	23	564	54.4%
Began elsewhere	71	76	98	7	252	58.3%
<b>Had an email interaction with a teaching assistant</b>						
Began post-secondary studies at UBC	31	80	255	198	564	19.7%
Began elsewhere	15	30	99	108	252	17.9%
<b>Discussed ideas from your readings or classes with faculty members outside of class</b>						
Began post-secondary studies at UBC	43	86	232	206	567	22.8%
Began elsewhere	27	37	115	73	252	25.4%
<b>Had a class in which the professor (rather than the teaching assistant) grades or evaluates your work.</b>						
Began post-secondary studies at UBC	143	164	228	31	566	54.2%
Began elsewhere	80	78	82	12	252	62.7%
<b>Discussed grades or assignments with an instructor.</b>						
Began post-secondary studies at UBC	36	94	303	133	566	23.0%
Began elsewhere	19	40	142	50	251	23.5%
<b>Talked about career plans with a faculty member or advisor .</b>						
Began post-secondary studies at UBC	26	57	227	255	565	14.7%
Began elsewhere	12	31	94	112	249	17.3%
<b>Received prompt feedback from faculty on your academic performance (written or oral).</b>						
Began post-secondary studies at UBC	42	146	272	105	565	33.3%
Began elsewhere	27	77	107	39	250	41.6%
<b>Worked with faculty members on activities other than coursework (committees, orientation, student life).</b>						
Began post-secondary studies at UBC	20	28	96	420	564	8.5%
Began elsewhere	5	11	37	198	251	6.4%

The G-10 NSSE survey also confirms that UBC students score slightly lower than average (when compared to students at similar Canadian universities) on frequency of discussing career plans with a faculty member or advisor.

Although many 4<sup>th</sup> year students are not receiving career advising, the opportunities are there: motivated students can be made aware of career opportunities in various fields of study, and do have the opportunity to discuss career educational goals with faculty members or advisors. The Faculty of Arts operates a career information kiosk for students. Both faculties have extensive information available on the web about career options. They partner with Career Services and with other faculties to organize a Career Expo and fair for students in all year levels. These events are well advertised and offered in the evening so as to avoid conflicts with most classes.

Students who have not participated in these activities appear to be unaware that the opportunities exist. The comments below elaborate on the extent to which student-faculty interactions at UBC are lacking with respect to discussion about careers and students' futures; some lament the lack of programs that do in fact exist at UBC, while others propose unmanageable solutions for a university of this size. Many students seem to be reluctant to use available resources such as the on-line Career Services tools, preferring instead to be told directly how to plan their career. The lesson learned is that opportunities for career and educational advising need to be much better messaged to students.

*Have more helpful career advising and more personal contact with faculty members. At times, I think that because UBC is so big, it can become impersonal unless one goes out of their way to ensure having contact with faculty (2<sup>nd</sup> year BA direct entry).*

*Make known potential career paths that are available with a degree, preferably in first year, by means such as career fairs (3<sup>rd</sup> year BSC direct entry).*

*More career information for post-graduation. I have no idea what I'm going to do after I graduate. It's very stressful (3<sup>rd</sup> year BA transfer).*

*[UBC] could have provided me with more information of furthering educational options or possible career directions/opportunities. (3<sup>rd</sup> year BSC direct entry).*

*better career/educational advising. i have gone to several levels of the advising department with questions. i have never been satisfied with the answers given. at one level the staff try to answer questions as quickly as they can - they work in front ... (4<sup>th</sup> year BSC transfer).*

*more and better academic advising. Assign each student an advisor in their faculty and have mandatory meetings upon arrival at university and each subsequent year to help create a workable plan for career planning and graduation (2<sup>nd</sup> year BA direct entry).*

## E. Active and Collaborative Learning

Collaborative learning, study groups, discussing assignments with other students and working in groups enhance the learning experience and lead to increased student involvement and engagement in learning.

Transfer students are only a little less likely to collaborate with other students on projects, and of course may be less likely to enroll in courses which require such collaboration (many of these active and collaborative experiences are required by specific courses: if a course does not require a presentation, chances are that even the most engaged student will not step up to deliver one). Transfer students are, however, considerably less likely to use electronic media when discussing or completing assignments (34% vs. 43% for direct entrants), a result which is probably predictable, given their greater average age.

**Table 27: Active and Collaborative Learning**

Students were asked "Thinking back on this academic year, how often have you done each of the following?"

	Very Often	Often	Sometimes	Never	Total	Percentage "Very Often/ Often"
<b>Made a class presentation</b>						
Began post-secondary studies at UBC	122	277	795	427	1621	24.6%
%	7.5%	17.1%	49.0%	26.3%	100.0%	
Began elsewhere	57	129	321	184	691	26.9%
%	8.2%	18.7%	46.5%	26.6%	100.0%	
<b>Worked with other students on projects during class</b>						
Began post-secondary studies at UBC	110	350	796	367	1623	28.3%
%	6.8%	21.6%	49.0%	22.6%	100.0%	
Began elsewhere	39	133	362	160	694	24.8%
%	5.6%	19.2%	52.2%	23.1%	100.0%	
<b>Worked with classmates outside of class to prepare class assignments</b>						
Began post-secondary studies at UBC	155	373	799	296	1623	32.5%
%	9.6%	23.0%	49.2%	18.2%	100.0%	
Began elsewhere	57	151	334	152	694	30.0%
%	8.2%	21.8%	48.1%	21.9%	100.0%	
<b>Participated in a community-based project (e.g., service learning) as part of a regular course</b>						
Began post-secondary studies at UBC	18	36	150	1417	1621	3.3%
%	1.1%	2.2%	9.3%	87.4%	100.0%	
Began elsewhere	3	14	59	616	692	2.5%
%	0.4%	2.0%	8.5%	89.0%	100.0%	
<b>Used an electronic medium to discuss or complete an assignment</b>						
Began post-secondary studies at UBC	297	406	610	309	1622	43.3%
%	18.3%	25.0%	37.6%	19.1%	100.0%	
Began elsewhere	94	138	289	171	692	33.5%
%	13.6%	19.9%	41.8%	24.7%	100.0%	

## F. Obstacles to Academic Progress

Students often cite financial pressures or work obstacles as one of the biggest obstacle to their academic progress. For transfer students, these are the biggest obstacles (55% cite these), and they are cause for concern for a substantial number of direct entrants (43%). Transfer students

rated family/personal problems as their second highest obstacle (34%, vs. 30% of direct entrants). Both groups rated the lack of good academic advising as their third highest obstacle (34% of transfer students, and 39% of direct entrants).

The greatest obstacle for direct entrants is academic performance, which 47% of direct entrants selected, but this is true for only 28% of transfer students. A substantial number of students cited “Difficulties getting the courses you need” as an obstacle; this should not suggest a lack of course space, rather, students may desire particular sections, or they may want to register in space-limited courses when their academic performance does not make them competitive.

**Table 28a: Obstacles to Academic Progress**

Students were asked “Which of the following factors poses, or has posed, the biggest obstacle to your academic progress?”

		1st Year	2nd Year	3rd Year	4th Year	Average All Years
Began post-secondary studies at UBC	Financial pressures or work obligations	41%	43%	51%	39%	43%
	Family/personal problems or obligations	30%	32%	31%	26%	30%
	Your academic performance at university	53%	49%	44%	39%	47%
	Difficulties getting the courses you need	25%	33%	36%	27%	30%
	Lack of good academic advising	38%	38%	38%	42%	39%
	Other academic or administrative obstacles	17%	18%	19%	22%	19%
	Other	13%	11%	12%	11%	11%
	Not applicable/you have faced no obstacles	7%	7%	4%	10%	7%
Began elsewhere	Financial pressures or work obligations	39%	49%	62%	54%	55%
	Family/personal problems or obligations	18%	33%	37%	33%	34%
	Your academic performance at university	36%	33%	31%	20%	28%
	Difficulties getting the courses you need	30%	34%	27%	20%	26%
	Lack of good academic advising	36%	37%	31%	35%	34%
	Other academic or administrative obstacles	18%	23%	14%	21%	19%
	Other	24%	14%	14%	13%	14%
	Not applicable/you have faced no obstacles	6%	4%	5%	8%	6%

*Note: multiple response questions so columns will not sum to 100%*

Other studies confirm the need for good academic advising. The G-10 NSSE survey found that both first year and fourth year students are less satisfied with the quality of advising at UBC compared to students in the comparable G-10 or Doctoral Extensive universities, and the Canadian University Survey Consortium (CUSC) found that satisfaction with advising at UBC had dropped from 2002 (72% satisfied/very satisfied) to 2005 (66% satisfied/very satisfied).

**Table 28b: Academic Decisions**

Students were asked “When you had to make an academic decision, did you feel you had the information you needed to make your decision?”

	Very Often	Often	Sometimes	Never	Total	% Very often / often
Began post-secondary studies at UBC	106	690	1271	237	2304	35%
Began elsewhere	44	254	373	53	724	41%
Total	150	944	1644	290	3028	36%

In addition, when students were asked if they felt they had all the information necessary to make an academic decision, 35% of direct entrants said often/very often compared to 41% of transfer students.

**Table 28c: The Run-Around**

Students were asked to what extent they agreed with the statement: "At this university, students have to run around from one place to another to get the information or approvals they need."

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable / Don't Know	Group Total	Percentage "Agree/Strongly Agree"
Began post-secondary studies at UBC	36	202	690	566	126	1620	77.5%
%	2.2%	12.5%	42.6%	34.9%	7.8%	100.0%	
Began elsewhere	22	106	266	232	67	693	71.9%
%	3.2%	15.3%	38.4%	33.5%	9.7%	100.0%	

Direct entrants were more likely to feel that they had to run around from place to place to find the information or approvals that they needed compared to transfer students (78% vs. 72%).

### ***G. Time Usage and Co-curricular Activities***

Since transfer students tend to be older and are more likely to live away from home, it is not surprising that in a typical week, transfer students have more external responsibilities such as working for pay off campus (25% work for more than 15 hours a week, vs. 16% of direct entrants), and caring for dependents (7% spend more than 15 hours each week caring for dependents, vs. 3% of direct entrants). They spend less time actually attending classes and labs (33% attend for over 15 hours, vs. 46% of direct entrants) but more time preparing for them (40% allot more than 15 hours for class preparation, vs. 36% of direct entrants who do so). Despite all their pressures, 43% of transfer students and 50% of direct entrants do community service or volunteer for at least an hour per week.

**Table 29: Use of Time**

Students were asked “About how many hours do you spend in a typical 7-day week doing each of the following?”

	0 hours per week	1-5 hours per week	6-10 hours per week	11-15 hours per week	16-20 hours per week	21-25 hours per week	26-30 hours per week	More than 30 hours per week	Total	% more than 15 hours
<b>Attend class or labs</b>										
Began post-secondary studies at UBC	11	89	216	557	427	198	70	44	1612	45.8%
%	0.7%	5.5%	13.4%	34.6%	26.5%	12.3%	4.3%	2.7%	100.0%	
Began elsewhere	10	55	138	259	149	48	19	11	689	32.9%
%	1.5%	8.0%	20.0%	37.6%	21.6%	7.0%	2.8%	1.6%	100.0%	
<b>Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)</b>										
Began post-secondary studies at UBC	15	320	403	297	210	168	104	88	1605	35.5%
%	0.9%	19.9%	25.1%	18.5%	13.1%	10.5%	6.5%	5.5%	100.0%	
Began elsewhere	4	129	162	112	105	64	52	55	683	40.4%
%	0.6%	18.9%	23.7%	16.4%	15.4%	9.4%	7.6%	8.1%	100.0%	
<b>Working for pay on campus</b>										
Began post-secondary studies at UBC	1263	95	133	47	31	12	7	12	1600	3.9%
%	78.9%	5.9%	8.3%	2.9%	1.9%	0.8%	0.4%	0.8%	100.0%	
Began elsewhere	585	31	43	8	5	4	2	8	686	2.8%
%	85.3%	4.5%	6.3%	1.2%	0.7%	0.6%	0.3%	1.2%	100.0%	
<b>Working for pay off campus</b>										
Began post-secondary studies at UBC	827	182	176	164	141	61	21	38	1610	16.2%
%	51.4%	11.3%	10.9%	10.2%	8.8%	3.8%	1.3%	2.4%	100.0%	
Began elsewhere	308	66	73	71	67	35	28	41	689	24.8%
%	44.7%	9.6%	10.6%	10.3%	9.7%	5.1%	4.1%	6.0%	100.0%	
<b>Perform community service or volunteer activities</b>										
Began post-secondary studies at UBC	807	584	149	24	18	10	1	8	1601	2.3%
%	50.4%	36.5%	9.3%	1.5%	1.1%	0.6%	0.1%	0.5%	100.0%	
Began elsewhere	394	227	45	12	6	1	1	1	686	1.2%
%	57.4%	33.1%	6.6%	1.7%	0.9%	0.1%	0.0%	0.1%	100.0%	
<b>Participate in student clubs or groups such as student government, publications, cultural groups</b>										
Began post-secondary studies at UBC	969	475	96	26	13	10	3	6	1598	2.0%
%	60.6%	29.7%	6.0%	1.6%	0.8%	0.6%	0.2%	0.4%	100.0%	
Began elsewhere	517	133	21	5	1	2	1	3	683	1.0%
%	75.7%	19.5%	3.1%	0.7%	0.1%	0.3%	0.1%	0.4%	100.0%	
<b>Participate in physical exercise, fitness activities or recreational sports</b>										
Began post-secondary studies at UBC	342	858	300	70	23	13	4	7	1617	2.9%
%	21.2%	53.1%	18.6%	4.3%	1.4%	0.8%	0.2%	0.4%	100.0%	
Began elsewhere	117	387	134	33	11	4	2	4	692	3.0%
%	16.9%	55.9%	19.4%	4.8%	1.6%	0.6%	0.3%	0.6%	100.0%	
<b>Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports,</b>										
Began post-secondary studies at UBC	1127	341	71	27	15	6	4	13	1604	2.4%
%	70.3%	21.3%	4.4%	1.7%	0.9%	0.4%	0.2%	0.8%	100.0%	
Began elsewhere	566	82	18	6	4	6	2	2	684	1.8%
%	82.7%	12.0%	2.6%	0.9%	0.6%	0.9%	0.0%	0.3%	100.0%	
<b>Relaxing and socializing (watching TV, partying, exercising, etc.)</b>										
Began post-secondary studies at UBC	16	399	533	323	164	86	36	53	1610	21.1%
%	1.0%	24.8%	33.1%	20.1%	10.2%	5.3%	2.2%	3.3%	100.0%	
Began elsewhere	16	201	240	102	61	34	14	18	686	18.5%
%	2.3%	29.3%	35.0%	14.9%	8.9%	5.0%	2.0%	2.6%	100.0%	
<b>Providing care for dependents living with you (parents, children, spouse, etc.)</b>										
Began post-secondary studies at UBC	1126	294	89	42	20	10	1	15	1597	2.9%
%	70.5%	18.4%	5.6%	2.6%	1.3%	0.6%	0.1%	0.9%	100.0%	
Began elsewhere	450	104	57	23	11	3	2	32	682	7.0%
%	66.0%	15.2%	8.4%	3.4%	1.6%	0.4%	0.3%	4.7%	100.0%	
<b>Commuting to class (driving, walking, etc.)</b>										
Began post-secondary studies at UBC	68	642	531	280	59	23	8	4	1615	5.8%
%	4.2%	39.8%	32.9%	17.3%	3.7%	1.4%	0.5%	0.2%	100.0%	
Began elsewhere	26	262	264	103	22	7	2	3	689	4.9%
%	3.8%	38.0%	38.3%	14.9%	3.2%	1.0%	0.3%	0.4%	100.0%	

Transfer students are less likely to participate in co-curricular activities than are direct entrants, in every category, whether academic (Table 30), or social, political, or athletic (Table 31, below).

**Table 30: Co-curricular Activities: Academic**

	checked	not checked	Total
<b>Internship, Co-op work placement, practicum, field experience or clinical assignment</b>			
Began post-secondary studies at UBC	195	1432	1627
%	12.0%	88.0%	100.0%
Began elsewhere	47	648	695
%	6.8%	93.2%	100.0%
<b>Participate in a learning community or other formal program where groups of students take two or more classes</b>			
Began post-secondary studies at UBC	52	1575	1627
%	3.2%	96.8%	100.0%
Began elsewhere	22	673	695
%	3.1%	96.8%	100.0%
<b>Work on a research project with a faculty member outside of course or program requirements.</b>			
Began post-secondary studies at UBC	134	1493	1627
%	8.2%	91.8%	100.0%
Began elsewhere	39	656	695
%	5.6%	94.4%	100.0%
<b>Attended an academic conference or speaker series</b>			
Began post-secondary studies at UBC	553	1074	1627
%	34.0%	66.0%	100.0%
Began elsewhere	225	470	695
%	32.4%	67.6%	100.0%
<b>Presented at a conference</b>			
Began post-secondary studies at UBC	85	1542	1627
%	5.2%	94.8%	100.0%
Began elsewhere	26	669	695
%	3.7%	96.3%	100.0%
<b>Participated in undergraduate journals, research fairs, poster sessions, essay competitions, writing contests</b>			
Began post-secondary studies at UBC	146	1481	1627
%	9.0%	91.0%	100.0%
Began elsewhere	49	646	695
%	7.1%	92.9%	100.0%
<b>Study abroad</b>			
Began post-secondary studies at UBC	62	1565	1627
%	3.8%	96.2%	100.0%
Began elsewhere	26	669	695
%	3.7%	96.3%	100.0%

The largest difference between the co-curricular activities of transfer students and direct entrants is in the likelihood that they have joined a club or other organization. Among transfer students only 32% have joined such an organization on-campus (compared to 53% of direct entrants), and only 27% have joined one off-campus (vs. 33% of direct entrants).

**Table 31: Other Co-curricular Activities**

	checked	not checked	Total
<b>Student government</b>			
Began post-secondary studies at UBC	96	1531	1627
%	5.9%	94.1%	100.0%
Began elsewhere	17	678	695
%	2.4%	97.6%	100.0%
<b>Fraternity or sorority</b>			
Began post-secondary studies at UBC	73	1554	1627
%	4.5%	95.5%	100.0%
Began elsewhere	21	674	695
%	3.0%	97.0%	100.0%
<b>University sponsored intercollegiate athletic team</b>			
Began post-secondary studies at UBC	126	1501	1627
%	7.7%	92.3%	100.0%
Began elsewhere	23	672	695
%	3.3%	96.7%	100.0%
<b>Other campus-based club or organization</b>			
Began post-secondary studies at UBC	866	761	1627
%	53.2%	46.8%	100.0%
Began elsewhere	223	472	695
%	32.1%	67.9%	100.0%
<b>Off-campus club or organization</b>			
Began post-secondary studies at UBC	540	1087	1627
%	33.2%	66.8%	100.0%
Began elsewhere	186	509	695
%	26.8%	73.2%	100.0%

## H. Research Activities

One of the key goals of UBC's Trek 2010 vision is to provide students with "opportunities and incentives to incorporate research into undergraduate programs." Faculties are encouraged to continue developing innovative approaches that expose undergraduates to research-based and experiential learning, including co-operative education and problem-based learning." Increased opportunities to participate in research related activities with faculty members are viewed as an effective strategy to enhance learning outcomes for students.

**Table 32: Importance of Participating in Research**

Students were asked "How important is it to you to participate in research-related experiences such as conducting research under the direction of a faculty member?"

	Not Important	Somewhat Important	Important	Very Important	Total	Percentage "Important/Very Important"
Began post-secondary studies at UBC	296	544	354	421	1615	48.0%
%	18.3%	33.7%	21.9%	26.1%	100.0%	
Began elsewhere	142	207	170	172	691	49.5%
%	20.5%	30.0%	24.6%	24.9%	100.0%	



There are no measurable differences in research related activities for both groups. About half of the respondents in both categories said that it was important / very important to participate in research related activities.

Similarly, 48% of transfer students and 45% of direct entrants reported that the research conducted at the university had a positive / highly positive impact on their overall educational experience.

**Table 33: Effect of Faculty Research**

Students were asked “What effect has the research performed by faculty at this university had on your overall educational experience?”

	Highly Negative	Negative	Neutral	Positive	Highly Positive	Not Applicable / Don't Know	Total	Percentage "Positive/ Highly Positive"
<b>Began post-secondary studies at UBC</b>	14	58	504	538	186	320	1620	44.7%
%	0.9%	3.6%	31.1%	33.2%	11.5%	19.8%	100.0%	
<b>Began elsewhere</b>	7	30	180	243	88	146	694	47.7%
%	1.0%	4.3%	25.9%	35.0%	12.7%	21.0%	100.0%	

However, while increased research related opportunities with faculty members are seen as desirable, only 24% of respondents (both transfer and direct entrants) had worked on one or more research project under the direction of a faculty member.

**Table 34: Research and Active Learning**

	Never	Once	Twice	3-4 times	5-6 times	More than 7 times	Total	Percentage more than 4
<b>Had a lecture course with a faculty member who referred to his or her own research as part of the class</b>								
<b>Began post-secondary studies at UBC</b>	183	274	364	449	180	170	1620	21.6%
%	11.3%	16.9%	22.5%	27.7%	11.1%	10.5%	100.0%	
<b>Began elsewhere</b>	103	111	144	195	68	70	691	20.0%
%	14.9%	16.1%	20.8%	28.2%	9.8%	10.1%	100.0%	
<b>Taken a small research-oriented seminar from a faculty member</b>								
<b>Began post-secondary studies at UBC</b>	1295	176	66	44	12	25	1618	2.3%
%	80.0%	10.9%	4.1%	2.7%	0.7%	1.5%	100.0%	
<b>Began elsewhere</b>	557	79	28	18	3	6	691	1.3%
%	80.6%	11.4%	4.1%	2.6%	0.4%	0.9%	100.0%	
<b>Enrolled in a service-learning course (where public service activity was integrated with academic content)</b>								
<b>Began post-secondary studies at UBC</b>	1510	67	17	19	4	3	1620	0.4%
%	93.2%	4.1%	1.0%	1.2%	0.2%	0.2%	100.0%	
<b>Began elsewhere</b>	654	23	7	5	2	1	692	0.4%
%	94.5%	3.3%	1.0%	0.7%	0.3%	0.1%	100.0%	
<b>Worked on a research project under the direction of a faculty member</b>								
<b>Began post-secondary studies at UBC</b>	1211	226	74	49	21	40	1621	3.8%
%	74.7%	13.9%	4.6%	3.0%	1.3%	2.5%	100.0%	
<b>Began elsewhere</b>	527	90	36	20	4	12	689	2.3%
%	76.5%	13.1%	5.2%	2.9%	0.6%	1.7%	100.0%	
<b>Worked on a creative project under the direction of a faculty member, for example in the visual or performing arts</b>								
<b>Began post-secondary studies at UBC</b>	1473	72	29	23	13	7	1617	1.2%
%	91.1%	4.5%	1.8%	1.4%	0.8%	0.4%	100.0%	
<b>Began elsewhere</b>	622	31	19	10	2	7	691	1.3%
%	90.0%	4.5%	2.7%	1.4%	0.3%	1.0%	100.0%	

## I. Quality of Relationships

When asked to rate administrative personnel and offices on a scale of 1-7, less than half the respondents rated administrative personnel with a 5 or higher. 46% of transfer students rated administrative personnel as helpful and considerate with a score  $\geq 5$  while 42% of direct entrants rated administrative personnel with a score  $\geq 5$ . It should be noted that administrative personnel would include all staff whether they are in the faculty advising office or in central administrative offices such as Admissions or the Registrar's Office. Both groups were less likely to find administrative personnel flexible and helpful (34% direct entrants vs. 36% transfer students).

**Table 35: Quality of Relationship with Administrative Personnel**

	1	2	3	4	5	6	7	Total	Percentage 5-7
<b>Administrative Personnel and Offices (7=Helpful, Considerate, 1=Unhelpful, Inconsiderate)</b>									
Began post-secondary studies at UBC	116	170	239	406	367	231	83	1612	42.2%
%	7.2%	10.5%	14.8%	25.2%	22.8%	14.3%	5.1%	100.0%	
Began elsewhere	53	72	72	170	147	112	59	685	46.4%
%	7.7%	10.5%	10.5%	24.8%	21.5%	16.4%	8.6%	100.0%	
<b>Administrative Personnel and Offices (7=Flexible, 1=Rigid)</b>									
Began post-secondary studies at UBC	164	204	250	452	323	163	53	1609	33.5%
%	10.2%	12.7%	15.5%	28.1%	20.1%	10.1%	3.3%	100.0%	
Began elsewhere	68	85	102	184	128	79	38	684	35.8%
%	9.9%	12.4%	14.9%	26.9%	18.7%	11.5%	5.6%	100.0%	

Faculty members rated much higher on a similar question. 71% of transfer students rated faculty members with a score  $\geq 5$  as being helpful and available compared to 68% for direct entrants.

**Table 36: Quality of Relationship with Faculty Members**

	1	2	3	4	5	6	7	Total	Percentage 5-7
<b>Faculty Members (7=Available, Helpful, 1=Unavailable, Unhelpful)</b>									
Began post-secondary studies at UBC	22	54	138	297	552	393	163	1619	68.4%
%	1.4%	3.3%	8.5%	18.3%	34.1%	24.3%	10.1%	100.0%	
Began elsewhere	7	34	48	113	196	197	97	692	70.8%
%	1.0%	4.9%	6.9%	16.3%	28.3%	28.5%	14.0%	100.0%	
<b>Faculty Members (7=Sympathetic, 1=Unsympathetic)</b>									
Began post-secondary studies at UBC	40	81	167	382	493	326	129	1618	58.6%
%	2.5%	5.0%	10.3%	23.6%	30.5%	20.1%	8.0%	100.0%	
Began elsewhere	21	39	81	146	190	132	83	692	58.5%
%	3.0%	5.6%	11.7%	21.1%	27.5%	19.1%	12.0%	100.0%	

Given that transfer student are less likely to engage with other students in class and to participate in extracurricular activities, it is not surprising that more direct entrants rated other students as being friendly and supportive compared to transfer students (82% vs. 72%).

**Table 37: Quality of Relationship with Other Students**

	1	2	3	4	5	6	7	Total	Percentage 5-7
<b>Other Students (7=Friendly, Supportive, 1=Unfriendly, Unsupportive)</b>									
Began post-secondary studies at UBC	14	36	78	158	379	512	442	1619	82.3%
%	0.9%	2.2%	4.8%	9.8%	23.4%	31.6%	27.3%	100.0%	
Began elsewhere	8	20	58	108	158	188	153	693	72.0%
%	1.2%	2.9%	8.4%	15.6%	22.8%	27.1%	22.1%	100.0%	

## J. Overall Satisfaction

Students were asked to evaluate their overall satisfaction with their educational experience at UBC. Overall, 73% of both respondents said that they were somewhat / very satisfied with their overall UBC experience. Not surprising, transfer students were more likely to be satisfied with their overall academic and educational experience and less likely to be satisfied with their overall social experience.

**Table 38: Overall Satisfaction with Educational Experience**

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Total	Percentage "Somewhat/Very Satisfied"	
<b>Your overall GPA</b>							
Began post-secondary studies at UBC		270	487	669	190	1616	53.2%
%		16.7%	30.1%	41.4%	11.8%	100.0%	
Began elsewhere		59	217	326	90	692	60.1%
%		8.5%	31.4%	47.1%	13.0%	100.0%	
<b>Overall academic / educational experience</b>							
Began post-secondary studies at UBC		105	361	903	245	1614	71.1%
%		6.5%	22.4%	55.9%	15.2%	100.0%	
Began elsewhere		46	124	391	132	693	75.5%
%		6.6%	17.9%	56.4%	19.0%	100.0%	
<b>Overall social experience</b>							
Began post-secondary studies at UBC		144	360	745	365	1614	68.8%
%		8.9%	22.3%	46.2%	22.6%	100.0%	
Began elsewhere		72	199	306	116	693	60.9%
%		10.4%	28.7%	44.2%	16.7%	100.0%	
<b>Overall UBC experience</b>							
Began post-secondary studies at UBC		94	338	889	294	1615	73.3%
%		5.8%	20.9%	55.0%	18.2%	100.0%	
Began elsewhere		56	129	375	134	694	73.3%
%		8.1%	18.6%	54.0%	19.3%	100.0%	

When asked if they would attend UBC again, 81% of transfer students and 78% of direct entrants replied probably yes / definitely yes with more transfer students saying “definitely yes” (32% vs. 28%).

**Table 39: Satisfaction with Decision to Attend**

Students were asked “If you could start over again, would you go to the same institution you are now attending?”

	Definitely Yes	Probably Yes	Probably No	Definitely No	Total	Percentage "Definitely Yes/ Probably Yes"
Began post-secondary studies at UBC	455	810	278	77	1620	78.1%
%	28.1%	50.0%	17.2%	4.8%	100.0%	
Began elsewhere	221	342	91	38	692	81.4%
%	31.9%	49.4%	13.2%	5.5%	100.0%	

### ***K. Skills and Personal Development***

When asked to comment on the extent to which their university education had contributed to personal development, students were most likely to cite growth in understanding themselves and in learning effectively on their own. They were less likely to agree that their time at UBC had caused spiritual growth. Transfer students were less likely to say university had helped them develop a code of values and ethics (39% vs. 46% of direct entrants).

**Table 40: Personal Development**

	Very Much	Quite a Bit	Some	Very Little	Total	Percentage "Very Much/ Quite a Bit"
<b>Developing a personal code of values and ethics</b>						
Began post-secondary studies at UBC	274	474	506	362	1616	46.3%
%	17.0%	29.3%	31.3%	22.4%	100.0%	
Began elsewhere	98	167	231	192	688	38.5%
%	14.2%	24.3%	33.6%	27.9%	100.0%	
<b>Developing a deepened sense of spirituality</b>						
Began post-secondary studies at UBC	71	175	356	1010	1612	15.3%
%	4.4%	10.9%	22.1%	62.7%	100.0%	
Began elsewhere	33	73	145	438	689	15.4%
%	4.8%	10.6%	21.0%	63.6%	100.0%	
<b>Learning effectively on your own</b>						
Began post-secondary studies at UBC	574	592	353	100	1619	72.0%
%	35.5%	36.6%	21.8%	6.2%	100.0%	
Began elsewhere	215	248	164	61	688	67.3%
%	31.3%	36.0%	23.8%	8.9%	100.0%	
<b>Understanding yourself</b>						
Began post-secondary studies at UBC	431	543	439	203	1616	60.3%
%	26.7%	33.6%	27.2%	12.6%	100.0%	
Began elsewhere	160	214	205	109	688	54.4%
%	23.3%	31.1%	29.8%	15.8%	100.0%	

On the whole, transfer students and direct entrants agreed on the skills which they had acquired at university. Direct entrants were more likely to say that their university education had helped them to analyze quantitative problems (61% vs. 55% of transfer students).

**Table 41: Academic Skills**

	Very Much	Quite a Bit	Some	Very Little	Total	Percentage "Very Much/ Quite a Bit"
<b>Acquiring a broad general education</b>						
Began post-secondary studies at UBC	590	686	281	62	1619	78.8%
%	36.4%	42.4%	17.4%	3.8%	100.0%	
Began elsewhere	280	259	129	22	690	78.1%
%	40.6%	37.5%	18.7%	3.2%	100.0%	
<b>Research skills.</b>						
Began post-secondary studies at UBC	396	608	449	162	1615	62.2%
%	24.5%	37.6%	27.8%	10.0%	100.0%	
Began elsewhere	181	234	191	82	688	60.3%
%	26.3%	34.0%	27.8%	11.9%	100.0%	
<b>Acquiring job or work-related knowledge and skills</b>						
Began post-secondary studies at UBC	145	368	651	452	1616	31.7%
%	9.0%	22.8%	40.3%	28.0%	100.0%	
Began elsewhere	63	132	275	219	689	28.3%
%	9.1%	19.2%	39.9%	31.8%	100.0%	
<b>Writing clearly and effectively</b>						
Began post-secondary studies at UBC	380	637	460	142	1619	62.8%
%	23.5%	39.3%	28.4%	8.8%	100.0%	
Began elsewhere	180	261	184	63	688	64.1%
%	26.2%	37.9%	26.7%	9.2%	100.0%	
<b>Speaking clearly and effectively</b>						
Began post-secondary studies at UBC	234	470	597	318	1619	43.5%
%	14.5%	29.0%	36.9%	19.6%	100.0%	
Began elsewhere	104	197	257	130	688	43.8%
%	15.1%	28.6%	37.4%	18.9%	100.0%	
<b>Thinking critically and analytically</b>						
Began post-secondary studies at UBC	632	629	307	49	1617	78.0%
%	39.1%	38.9%	19.0%	3.0%	100.0%	
Began elsewhere	269	273	120	25	687	78.9%
%	39.2%	39.7%	17.5%	3.6%	100.0%	
<b>Using computing and information technology</b>						
Began post-secondary studies at UBC	225	416	629	349	1619	39.6%
%	13.9%	25.7%	38.9%	21.6%	100.0%	
Began elsewhere	77	180	255	177	689	37.3%
%	11.2%	26.1%	37.0%	25.7%	100.0%	
<b>Analyzing quantitative problems</b>						
Began post-secondary studies at UBC	382	603	463	169	1617	60.9%
%	23.6%	37.3%	28.6%	10.5%	100.0%	
Began elsewhere	146	230	206	104	686	54.8%
%	21.3%	33.5%	30.0%	15.2%	100.0%	

Students' interaction with other cultures and involvement in their own communities has been fostered by their university education, though not to the same extent as they have acquired academic skills. Transfer students and direct entrants had similar results for the most part, but transfer students were less likely to cite "working effectively with others" (42% vs. 49% of direct entrants), and more likely to cite "understanding culturally diverse viewpoints" (58% vs. 53% of direct entrants).

**Table 42: Social Development**

	Very Much	Quite a Bit	Some	Very Little	Total	Percentage "Very Much/ Quite a Bit"
<b>Understanding of culturally diverse viewpoints</b>						
Began post-secondary studies at UBC	378	477	508	257	1620	52.8%
%	23.3%	29.4%	31.4%	15.9%	100.0%	
Began elsewhere	181	216	179	112	688	57.7%
%	26.3%	31.4%	26.0%	16.3%	100.0%	
<b>Working effectively with others</b>						
Began post-secondary studies at UBC	241	553	611	214	1619	49.0%
%	14.9%	34.2%	37.7%	13.2%	100.0%	
Began elsewhere	96	191	286	117	690	41.6%
%	13.9%	27.7%	41.4%	17.0%	100.0%	
<b>Being an informed citizen</b>						
Began post-secondary studies at UBC	265	478	537	337	1617	45.9%
%	16.4%	29.6%	33.2%	20.8%	100.0%	
Began elsewhere	123	184	229	153	689	44.6%
%	17.9%	26.7%	33.2%	22.2%	100.0%	
<b>Voting in local, provincial, or federal elections</b>						
Began post-secondary studies at UBC	122	259	462	777	1620	23.5%
%	7.5%	16.0%	28.5%	48.0%	100.0%	
Began elsewhere	60	95	154	381	690	22.5%
%	8.7%	13.8%	22.3%	55.2%	100.0%	
<b>Understanding people of other racial and ethnic backgrounds</b>						
Began post-secondary studies at UBC	286	489	552	293	1620	47.8%
%	17.7%	30.2%	34.1%	18.1%	100.0%	
Began elsewhere	133	193	225	139	690	47.2%
%	19.3%	28.0%	32.6%	20.1%	100.0%	
<b>Solving complex real-world problems</b>						
Began post-secondary studies at UBC	191	455	636	337	1619	39.9%
%	11.8%	28.1%	39.3%	20.8%	100.0%	
Began elsewhere	84	186	248	172	690	39.1%
%	12.2%	27.0%	35.9%	24.9%	100.0%	
<b>Contributing to the welfare of your community</b>						
Began post-secondary studies at UBC	134	338	596	549	1617	29.2%
%	8.3%	20.9%	36.9%	34.0%	100.0%	
Began elsewhere	60	115	247	263	685	25.5%
%	8.8%	16.8%	36.1%	38.4%	100.0%	

Given UBC's multicultural student body, it is not surprising that the majority of students agreed that they often or very often had conversations with other students from different backgrounds and beliefs. Still, transfer students and direct entrants have similar experiences in this regard and do not differ significantly.

**Table 43: Exposure to Students with Different Backgrounds and Opinions**

	Very Often	Often	Sometimes	Never	Total	Percentage "Very Often/ Often"
<b>Had serious conversations with students of a different race or ethnicity than your own.</b>						
Began post-secondary studies at UBC	625	395	390	207	1617	63.1%
%	38.7%	24.4%	24.1%	12.8%	100.0%	
Began elsewhere	256	193	171	73	693	64.8%
%	36.9%	27.8%	24.7%	10.5%	100.0%	
<b>Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</b>						
Began post-secondary studies at UBC	486	404	472	251	1613	55.2%
%	30.1%	25.0%	29.3%	15.6%	100.0%	
Began elsewhere	208	195	198	90	691	58.3%
%	30.1%	28.2%	28.7%	13.0%	100.0%	

Students are unlikely to participate in spiritual activities, or to attend cultural events. Transfer students are no more likely than direct entrants to do so.

**Table 44: Cultural and Spiritual Development**

	Very Often	Often	Sometimes	Never	Total	Percentage "Very Often/ Often"
<b>Attended an art exhibit, gallery, play, dance, or other theater performance</b>						
Began post-secondary studies at UBC	81	195	770	571	1617	17.1%
%	5.0%	12.1%	47.6%	35.3%	100.0%	
Began elsewhere	47	79	330	236	692	18.2%
%	6.8%	11.4%	47.7%	34.1%	100.0%	
<b>Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)</b>						
Began post-secondary studies at UBC	134	100	264	1111	1609	14.5%
%	8.3%	6.2%	16.4%	69.0%	100.0%	
Began elsewhere	53	36	128	475	692	12.9%
%	7.7%	5.2%	18.5%	68.6%	100.0%	

## V. Conclusions

The results of this study suggest that in all key questions which emphasize the academic experience, transfer students appear to be more engaged in their learning than direct entrants. This finding is evident even in fourth year where we would expect to see minimal differences in the academic engagement of transfer students compared to direct entrants.

Looking at the percentage of students who replied “very often or often”, transfer students are more likely to ask questions or contribute to discussion (50% vs. 40%); more likely to find a course so interesting that they did more work than was required (22% vs. 16%); more likely to write a paper longer than five pages (71% vs. 62%); more likely to put together ideas or concepts from different courses (58% vs. 49%); and more likely to work harder than they thought they could (43% vs. 36%).

A detailed analysis of the data suggests that the overall differences are not the result of transfer students being more likely to be in Arts and that for nearly all of the engagement questions, the higher levels of engagement of transfer students is statistically significant. Additional analysis shows that age does explain a significant amount of the differences in engagement, but not all. On the engagement behaviour of “asking questions in class”, age differences between the groups explain about one-half of the difference in engagement. The difference between direct entry and transfer still remains statistically significant, but the effect is not as large.

Transfer students in this study also have more student-faculty interaction than direct entrants. Transfer students are more likely to be known by name (44% vs. 34% of direct entrants), more likely to meet with faculty in person (38% vs. 33%), more likely to receive prompt feedback (36% vs. 31%), and more likely to be graded by faculty rather than teaching assistants (51% vs. 47%); the differences between cohorts on other interactions are minor.

At least some of the differences between the two groups can be attributed to differences in course and program choices. Differences in grading by faculty vs. teaching assistants, and differences in quantity of reading assignments suggest that the college transfer students select a different type of course and program.

It is also possible that direct entrants whose initial university classes may have had very large enrolments are thus less habituated to initiating interaction with faculty, whereas transfer students from a community college are more likely to have had smaller classes which emphasized faculty/student interaction, and are inclined to continue that interaction.

When asked how often they had discussed career plans with a faculty member or advisor, both cohorts were equally as likely to have never had this conversation (45%) with transfer students only very slightly more likely to do so than are direct entrants. Although many 4<sup>th</sup> year students are not receiving career advising, the opportunities are there: motivated students can be made aware of career opportunities in various fields of study, and do have the opportunity to discuss career educational goals with faculty members or advisors. Students who have not participated in these activities appear to be unaware that the opportunities exist. Their comments elaborate on the extent to which student-faculty interactions at UBC are lacking with respect to discussion about careers and students’ futures; some lament the lack of programs that do in fact exist at UBC, while others propose unmanageable solutions for a university of this size. The lesson



learned is that opportunities for career and educational advising need to be much better messaged to students. Students, in turn, need to take more responsibility for using available resources.

With regards to reading and writing assignments, few major differences are observed between transfer students and direct entrants; transfer students are more likely to have large amounts of required reading than are direct entrants, but beyond that they are more alike than different.

With respect to basic learning skills such as creative thinking, problem-solving, memorizing facts, analyzing ideas and making judgements, the survey results show very little difference between the two cohorts in the mental activities required to undertake their coursework

Students who transfer to UBC report high levels of satisfaction with the transfer credit process. Eighty-three percent of all respondents who started their studies elsewhere reported receiving all or most of the transfer credit that they expected when they transferred to UBC. When asked if their prior institutions prepared them for courses at UBC, 88% of transfer students said that they felt “very prepared or somewhat prepared”. Furthermore, transfer students are as likely as direct entrants to agree (76% vs. 74%) that the pre-requisite courses taken either at UBC or elsewhere have provided them with the necessary preparation for the more advanced courses at UBC.

However, student comments in the USS survey allude to the lack of clear and concise information surrounding transfer credit agreements, suggesting that additional work needs to be undertaken by UBC, its partner institutions and BCCAT to better communicate transfer credit criteria to students and to implement services which assist students with the transfer process. At the same time, students should also take more responsibility for directing their own learning paths by using available resources.

Transfer students are much more satisfied than are direct entrants with their ability to get into the major that they want (80% vs. 68%). For those who have declared a major, 87% of transfer students said that they were in a major that is their first choice compared to 79% of direct entrants suggesting that these students may have pre-selected their major prior to attending UBC whereas direct entrants have expectations of getting into a program at UBC after first year only to find out that they did not qualify due to lack of space or GPA requirements.

Collaborative learning, study groups, discussing assignments with other students and working in groups enhance the learning experience and lead to increased student involvement and engagement in learning. Transfer students are only a little less likely to collaborate with other students on projects, and of course may be less likely to enroll in courses which require such collaboration. Transfer students are, however, considerably less likely to use electronic media when discussing or completing assignments (34% vs. 43% for direct entrants). It is quite likely that transfer students have less exposure to the use of electronic media for communication due to the smaller program and course options that are available to them at the colleges.

Students often cite financial pressures or work obstacles as one of the biggest obstacles to their academic progress. For transfer students, these are the biggest obstacles (55% cite these), followed by family/personal problems (34%), and lack of good academic advising (34%). The greatest obstacle for direct entrants is academic performance (47%), followed by financial pressures or work obstacles (43%), and lack of good academic advising (39%). Perhaps the most surprising observation is the difference in the extent to which the groups rank “academic performance” as an obstacle (47% for direct entry vs. 28% for transfer). Since no such large

differences are observed in the actual academic performance, it appears that transfer students are more confident about their academic abilities.

Since transfer students tend to be older and are more likely to live away from home, it is not surprising that in a typical week, transfer students have more external responsibilities such as working for pay off campus (25% work for more than 15 hours a week, vs. 16% of direct entrants), and caring for dependents (7% spend more than 15 hours each week caring for dependents, vs. 3% of direct entrants). They spend less time actually attending classes and labs (33% attend for over 15 hours, vs. 46% of direct entrants) but more time preparing for them (40% allot more than 15 hours for class preparation, vs. 36% of direct entrants who do so).

Transfer students are less likely to participate in co-curricular activities than are direct entrants, in every category, whether academic, social, political, or athletic. The largest difference between the co-curricular activities of transfer students and direct entrants is in the likelihood that they have joined a club or other organization. Among transfer students only 32% have joined such an organization on-campus (compared to 53% of direct entrants), and only 27% have joined one off-campus (vs. 33% of direct entrants).

Students were asked to evaluate their overall satisfaction with their educational experience at UBC. Overall, 73% of both respondents said that they were “somewhat / very satisfied” with their overall UBC experience. Not surprisingly, transfer students were more likely to be satisfied with their overall academic and educational experience and less likely to be satisfied with their overall social experience.

When asked if they would attend UBC again, 81% of transfer students and 78% of direct entrants replied “probably yes / definitely yes” with more transfer students saying “definitely yes” (32% vs. 28%).

This report adds significantly to the engagement literature, because these findings start to drill down to the variables of engagement for two very different groups of students in a British Columbia university. Retention rates and graduation rates for both groups are similar at UBC, yet they score quite differently in different areas of engagement. On the engagement behaviour of “asking questions in class”, age differences between the two groups account for about one-half of the difference in engagement confirming that even though age is a factor, the difference in engagement between direct entry and transfer students still remains statistically significant, although the effect is not as large.

The questions become – are some characteristics and behaviours of students more likely to promote engagement. Since the one variable of age had such a large effect on student engagement in the classroom, are there other characteristics of the students themselves that can begin to explain the differences in engagement levels beyond the differences in their educational background? Can all students be judged by the same criteria, or do different students engage in different, but equally effective ways? Or, can educational institutions, using survey information, steer, advise and shape better engagement behaviour?

One conclusion which remains unambiguously clear from this study is that the college experience in British Columbia prepares students well (if not better) to benefit from higher levels of engagement at university.

## VI. Recommendations

B.C. Colleges, University Colleges, and Universities sending students to UBC can be assured that those students choosing the transfer route seem to be well prepared to meet the academic challenges facing them at UBC. For transfer students, levels of engagement and satisfaction seem to be higher than those of direct entrants, although these can always be improved.

While UBC can begin to focus on making additional improvements in the following areas, other “receiving” institutions might also benefit from a review of processes with respect to:

- Credit transfer articulations
- Transparency in how transfer is established for specific courses that students have taken
- Related administrative processes
- Advising
- Career Planning

The results of the survey seem to suggest that measures of student engagement at UBC can be much higher than those currently attained, for different sub-groups of students or for different sub-sets of courses and programs. What is not known is specifically what characteristics of these transfer students lead to more engagement, and what courses and programs lead to more engagement? Therefore, in addition to simply encouraging the increased use of techniques for enhancing student engagement, institutions should also focus on identifying characteristics and behaviour of students and courses already existing which promote engagement to a much higher level than shown by the aggregate statistics.

This research showing higher levels of some engagement for transfer students at UBC suggests we look at differing levels of maturity, differing levels of motivation and commitment, differing behaviors in diverse population groups, as well as the participatory culture of college and university college communities as opposed to the more passive learning behaviors of direct entrants. Further research should be undertaken to understand and improve student engagement for both direct entrants and transfer students.

## VII. Appendix One: Open Ended Comments

Students were asked three open ended questions about their undergraduate experience. Names of individuals mentioned in the comments have been removed. Due to limitations of the survey tool, students were asked to limit their comments to 255 characters. Those wishing to say more were encouraged to send emails. Comments below are truncated for those who used more than 255 characters to respond on the web survey.

Below is a sampling of the comments that transfer students provided, categorized by specific services, processes or areas of their undergraduate experience. Transfer credit articulations, differing levels of maturity and family responsibilities are specific areas of concern for transfer students. In all other areas, comments from direct entrants were very similar to those of transfer students and focused on the same issues.

***What would you have done differently, if anything, to make your undergraduate experience better up to this point? Please explain.***

### **Advising**

*had more academic advising, been more aware of the courses that I had to take in order to complete a major, taken less courses that do not count towards my major. (year 2 BA)*

*I had a horrible experience with one of the Arts advisors... I wish that I didn't have to try and figure everything out on my own as a result... because that has made it so that some things haven't gone as planned. (year 2 BA)*

*I would have gone earlier, but I was not able to due to circumstances out of my control. I would have liked to have had time to sit with an advisor before entering UBC but I only found out 2 weeks before schools started and had to organize quitting my job(year 2 BA)*

*Talked to more people, chosen a different degree to get, gotten better advising. (year 2 BSC)*

*I would have found a lab sooner - I was advised by (name removed) to begin researching labs in the summer, and it turned out everyone had their labs in place already in April, so I had to scramble for one and wound up in one that was far removed from my inter(year 3 BA)*

*I would have researched what I was required to do to get where I wanted to be more, and maybe spoken to an advisor before coming to UBC. (year 4 BSC)*

*Started out at UBC or get better academic advice at college(year 3 BA)*

*More available help for courses. Better system for faculty administration purposes, instead of having to run from one office to another to have simple questions answered(year 3 BSC)*

*I DON'T THINK I WOULD HAVE TRANSFERED TO UBC. IT WAS DIFFICULT TO MEET PEOPLE. ADVISING WAS DIFFICULT TO GET AND OVERALL MY GRADES DROPPED A LOT SINCE COMING TO UBC. (year 4 BA)*

*I would have found someone whom could have advised myself in what to take and how to best complete my objectives. If I could do it over, I would go to a different university. (year 4 BSC)*

### **Transfer Issues**

*done more research on UBC's programs before transferred and enrolled in summer courses for pre-req's needed for major. (year 3 BSC)*

*Have a cleared understanding of what is required to reach a degree, or get into programs before transferring to UBC. (year 3 BSC)*

*Having a direction, I would have liked to have known the university transfer credits required to fulfill them from college. Then attending UBC I wish I had a single explanation of courses I need to get my major, and teaching degree(year 3 BA)*

*I would have understood the options that I had available to me a bit better (i.e., student exchange, field opportunities, courses). In addition, I would not have gone to college prior to UBC, as I lost about a year and a half of school (and added much un(year 3 BA)*

*Found all the courses that transferred from college to UBC so that I did not have to take an extra year. (year 4 BSC)*

*I would have come to UBC earlier, as transferring numerous credits was a hassle. I had to fight to get all the transfer credit I wanted(year 4 BA)*

*I would have gone for a minor as well. I had too few lower level courses from the university college I transferred from that would provide a base for a minor. (year 4 BA)*

*In first year I was attending a University College. My experience there was great, and I discovered what it was that I wanted to do. However, some courses weren't fully transferable (course wise - I did receive credits, but open Arts credits). (year 2 BA)*

*To better prepare myself for the expectations and financial burden that faced me by transferring to UBC. (year 2 BSC)*

*Douglas College states that their Music program can transfer directly to UBC's Music school. If only they had advisors in their arts department who could let the students know what is required of them. As a 19 year old independant, I think that ... (year 3 BA)*

*I was denied entrance to my major in my transfer from U of Calgary to UBC, based on the adjudication of my marks from U of C. I went from a 3.3 average to a 72% average which to me is ridiculous!(year 3 BA)*

*I felt quite unprepared coming from Langara College 2nd year to UBC Honours 3rd year.*

*Transferring here required me to take some second year required courses in invertebrate and vertebrate zoology which were resoundingly worthless to my learning experience. These courses lowered my GPA by making me so disappointed in the university that I(year 4 BSC)*

*I would have come to UBC straight from high school. I got trapped at Cap College for too long. (year 4 BA)*

*I would've attended college first as a transition from high school to university. It saves on tuition too. (year 4 BSC)*

*I would have done more research and chosen a university that was more focused on animal biology in the natural history area(year 3 BSC)*

*I would have gone to UBC when I was younger rather than waiting and coming back in my 30s. Though I feel I'm better prepared for this now, I sometimes feel alienated by my fellow students and by the university which does not acknowledge students. (year 3 BA)*

*I would have stayed in college where class sizes are small, its cheaper, it's more personal and GPA's are higher(year 3 BSC)*

*In retrospect, I would have researched UBC a little more as far as First Nations faculty was concerned. I was excited to be enrolled in a new program but experienced some of its growing pains along the way. The people who make up the program staff(year 4 BA)*

*I would have looked at course registration more closely and chose courses with greater discretion and caution; kept an eye on deadlines for certain academic actions; perhaps taken a year off before beginning the first or second year. (year 2 BA)*

## **Faculty**

*Read past students' experiences in classes about professors, some are poor teachers. (year 2 BA)*

*checked out my professors before enrolling in their courses. (year 3 BA)*

*Done research on what instructors will be teaching what courses. (year 3 BSC)*

*Gone to class more and looked for assistance from my professors. (year 3 BA)*

*I would have gotten more feedback from other students as to what courses are good and which professors are passionate about teaching and the material they are educating us about. I would also have tried to see my professors more and perhaps find classes (year 3 BA)*

*I would have taken the opportunity to contact the professor for help. (year 3 BA)*

*I would register only in courses taught by faculty members. (year 3 BA)*

*Spent more time interacting with faculty in my department. Would have liked to have begun my education at UBC, rather than transferring from another institution. (year 3 BA)*

*I would have gotten involved in research under the supervision of a faculty member (or would have helped a faculty member with his or her research). (year 4 BA)*

### **Academic Planning; Study Habits**

*Change my study habits and attitude to adjust to UBC standards and achieve better grades. (year 3 BSC)*

*Attended academic skills workshops. (year 1 BA)*

*I think I would focus more on my research papers, would try to ask my questions before submitting them for the final marking. I would try to focus on more important parts of studying rather than spending so much time for lab or other less important parts (year 1 BSC)*

*Learn more about the electives that I took. (year 1 BSC)*

*worked harder instead of getting high and sitting around in Vanier. (year 1 BA)*

*As a mature student, if I could, I would start earlier. (year 2 BA)*

*chosen engineering (year 2 BSC)*

*I might not have gone on the exchange to England... I love UBC. I'm sorry I'm missing a year here. I would have taken a science credit in my senior year of high school so that I wasn't forced to take Geography this year. (year 2 BA)*

*I wish I had had more exposure to the area that I'm studying now in my hometown (Kemptonville, ON), so that I could have known earlier what I wanted to major in, thus saving time by not having to switch my major from something totally different. (year 2 BA)*

*I would have chosen my courses more wisely. Since I often found that the courses I took were not what I expected or were a lot of work for just a one credit course, the course credit was not worth the work. I also wouldn't have tried to take a full (year 2 BSC)*

*I would have looked at course registration more closely and chose courses with greater discretion and caution; kept an eye on deadlines for certain academic actions; perhaps taken a year off before beginning the first or second year. (year 2 BA)*

*I would have made more of an effort to focus on the school aspect rather than the social aspect. Living in on-campus residence made it difficult to really focus on work at hand. (year 2 BSC)*

*I would have researched the possibilities and possible majors of post-secondary education more before I jumped into a field. (year 2 BSC)*

*I would have tried even harder to complete problem sets on time and to ask for help whenever I didn't know how to complete a problem. I believe that doing problems is more important than reading everything thoroughly first. I believe I needed more (year 2 BSC)*

*I MIGHT have taken fewer courses per term depending on workload of current courses. I would have started much earlier than I did to join study groups. (year 4 BSC)*

*I was confused about the double major program, and wasted time trying to do a poli/I/r double major. Had I known how the counting etc worked, I would have not done the double major and done some other interesting courses like anthropology. (year 4 BA)*

## ***Social Planning and Personal Life***

### **Volunteering**

*I want to do more volunteering on campus (year 2 BSC)*

*I would have done some volunteer working experience in the psychology labs or the wellness center and also contributed more while in class. (year 2 BA)*

*I would like to volunteer in a student organization/club on campus. Unfortunately I did not have time this year for that. I really hope I can find some time next year. (year 2 BSC)*

*I would have volunteered in activities that related to my education and in those that promoted social interaction such as leadership. (year 3 BA)*

### **Residence**

*live closer to campus. (year 2 BA)*

*Come to UBC at age 20(year 3 BA)*

*get into residence. I was turned off by the (perceived) bureaucracy and long wait lists. (year 3 BSC)*

*I could nit afford to live in residence, but have witnessed from other students/friends the valuable contribution it has made to their University experience(year 3 BA)*

*To make my experience more rewarding, I would have lived on or near campus, been involved with campus groups... not worked, not commuted! Taken on another exchange, been involved with the UNMUN student opportunities. (year 3 BA)*

### **Athletics**

*- participate in more sports activities on campus (year 2 BSC)*

*I would get involve in more co-curricular activities and sports. (year 3 BA)*

*I would have gotten more involved in the social life at UBC. It has only been this last semester that I have participated in Intramurals, and it has made my experience at UBC better. (year 3 BA)*

## **Social, including clubs and other extra-curricular activities**

*I would have exerted more effort in getting to know people more. (year 1 BA)*

*Involved in more clubs and University activities (year 1 BA)*

*Attended more seminars/lectures available at campus and been more active in school organizations (year 2 BSC)*

*be involved in more clubs (year 2 BSC)*

*Become involved in on-campus clubs and organizations faster since they have provided connections and resources that make life as a student easier. (year 2 BSC)*

*I think I would have gotten involved a little more. However, I came here and pretty much had to work non-stop in order to keep up. That is ok with me, but now that I am to the point where I may get into the program of my choice, I will probably get involved...(year 2 BA)*

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*Transfer Student Experience vs. Direct Entry Student Experience*

*I value the lessons I've learned from my mistakes at UBC, but in a lot of ways I regret the amount I've had to work, especially this year, I regret not being more involved in campus social activities(year 2 BA)  
Joined more clubs(year 2 BA)*

*joined more clubs in September(year 2 BSC)*

*made more friends than the ones I had at high school, and college-talk to people more. (year 2 BA)*

*I would have been more active socially, I wish I had actively tried to make more friends. It is hard in arts cuz everyone is in different programs and I live off campus but next year I will be living on campus and hopefully that will make it better. (year 2 BA)*

*To further enrich my undergraduate experience I would like to participate in more social, recreational and academic extracurricular activities on campus. I would also like to attend more conferences and academic seminars in the future. I find that these(year 2 BA)*

*Being a mature student & single mother, I am an outsider on campus - too old and too busy to join the sororities, pub-crawls, do-gooders, clubs, etc. I would like to see more hangout places, activities geared toward older students, maybe even families? (year 3 BA)*

*I would have been more proactive about finding out about opportunities available on campus to get involved in different capacities, get more involved in campus clubs (e.g. in the executive bodies), taken more time to de-stress during the year, planned be(year 4 BA)*

*I would have been more social and gotten to know more people. I think that would have made me enjoy going to school more. (year 4 BA)*

*I would have explored on campus groups/activities/activism instead of spending the bare minimum amount of time on campus when not involved in an activity related to my studies (attending class, doing library research, office hours, etc). (year 4 BA)*

## **Financial Planning**

*Applied for scholarships to provide more money for tuition instead of working more during school days to pay for tuition which would have provided more time for studying and a higher GPA then currently have. (year 2 BSC)*

*better juggled work with school (year 2 BA)*

*A better understanding of the scholarship and bursary system would have enabled me to maintain eligibility and have less financial pressure. For example, I think there should be three bursary deadlines per year to match the three semesters. I also think(year 3 BA)*

*I wish I could go to UBC full time but it is too expensive so I must continue to work and attend on a part time basis only. (year 3 BA)*

*I would have attended school while being unemployed. (year 3 BSC)*

*I would have preferred to work less in order to take advantage of clubs on campus and in order to volunteer more. (year 3 BA)*

*I would have tried to earn more money before attending school so that I could spend less time working and more time studying. (year 3 BA)*

*If I could have, I would have made more money (saved some) before starting back to school as a mature student. My biggest problem as a student is finances - my partner and I do not qualify for student loans anymore because we have more debts and expenses(year 3 BA)*

*In an effort to stay out of debt, I attended university while working full-time, which made great demands on my time and prevented me from participating in extra-curricular activities. However, I would hesitate to take on student loan debt to avoid this(year 4 BA)*

*It is very difficult to have demanding full time job and attend school. My grades suffered. I wished I finished school before I started working my career job. (year 4 BA)*



*Tried to be more financially prepared for the changes in daily living costs that have occurred in last few years. This city has become too costly!(year 4 BSC)*

### **Positive experiences**

*I feel satisfied with the way I have approached this year and am happy with my undergraduate experience on a personal level. (year 1 BA)*

*I am a single mother of three so I do not know what I would have changed. I needed that added pressure to get me through the years at UBC. (year 4 BA)*

*I am satisfied overall with my UBC experience. There were a few bumps along the way, but that's life I guess. (year 4 BA)*

*I saved quite a bit of money coming from a community college so it's hard to say whether I'd do it again. (year 4 BA)*

*I probably would not have done anything differently. (year 4 BA)*

*Not really a valid question. The mistakes I made along the way are a part of the learning experience. To have made no mistakes would have lessened the personal growth. (year 4 BSC)*

*Nothing is better than UBC. (year 4 BA)*

*nothing, I worked really hard and I am satisfied with the work I did, but that is not reflected in my result. (year 4 BSC)*

**How could the University have made your undergraduate experience better up to this point?  
Please explain:**

### **Transfer and Course Credit Issues; Degree requirements**

*As mentioned before, not impose certain courses as prerequisites for admission to other programs. And if they did ask for prerequisites at least they should prepare you or be useful for your future learning experience(year 1 BSC)*

*Credit more of my courses from the previous state university I attended so I can graduate earlier at UBC instead of having to go back to first year and start over again.(year 1 BA)*

*I HATE taking Geography as a science requirement for arts. At my previous university (Herstmonceux Castle run by Queen's), I took psychology, thinking it was a science credit, but that didn't transfer. I had no senior science credits from hi(year 2 BA)*

*It's sometimes difficult to know if you're taking the necessary classes to graduate on time.(year 2 BSC)*

*I just transferred from an international institution and spent a lot of time getting my transfer credit evaluated, I wish this could have been done more efficiently.(year 2 BSC)*

*UBC could have done a better job with my transfer credits - I should have gotten 4 credits from my AP Comp Sci class and 4 from the comp sci class that I took at BSC and not have had to take an additional 1st year comp sci course. UBC has made things very(year 2 BSC)*

*Eliminate unnecessary degree requirement (science credits, in my opinion should just be an elective).(year 2 BA)*

*If they would accept my transfer credits as required courses not electives.(year 2 BA)*

*The only complaint I have involves arts requirements, they seem kind of useless, especially when you could be using those class spaces for things you are really interested in.(year 2 BA)*

*The university should not set the LPI requirement if they let students into the university with other requirements, such as the TOEFL. Dealing with study for the LPI while attending courses is incredibly hard.(year 3 BA)*

*Revise the degree requirements. As an example: why should any bachelor of science student, who does not have credit for BIOL 11 or 12, be forced to take a first year biology course? what possible sound reason it might serve? what possible real world ...(year 4 BSC)*

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*Transfer Student Experience vs. Direct Entry Student Experience*

## **Class Times & Sizes**

*Smaller class sizes for more interaction with professors and students, Getting rid of the ridiculous and condescending MUG day on first day. Better staffing at various offices (i.e. less rude and more helpful and responsible). Not requiring students in ... (year 2 BA)*

*I would like smaller classes to make it easier to get to know my profs and fellow students. I would like to see an african studies program implemented.(year 2 BA)*

*Registering for courses is extremely stressful at UBC. Not only is there a major shortage in lecture space for students, the number of students who are admitted in first year do not correspond to the number of students the university can support in subsequent (year 2 BSC)*

*Offering required first year and second year courses all year long. I know this is a great expectation, but when a given course is only offered at one point in the year it becomes harder and harder to get into the other courses that I really need.(year 2 BA)*

*Add more seats in or sections of courses with long waiting lists. Also, I had difficulty receiving transfer credit for all the courses I'd taken at the previous university I attended.(year 2 BSC)*

*make the capacity for classes higher, or offer extra sections, especially for required courses. and give letter of permission to study at another institute easily for those people who really need it.(year 2 BSC)*

*Provide more evening classes for part-time students, especially in the English Department.(year 2 BA)*

*As a part-time student I have found that there is an extreme lack of evening courses which start after 6:00pm, particularly in the English and Arts programs. As I have a full-time job, I am only able to take one course per semester and have found it ... (year 2 BA)*

*Smaller first year science courses. More TAs available for assistance in resource centres.(year 2 BSC)*

*There should be smaller classes so that professors and students can have closer interactions and students will be able to speak up more. When classes are huge, there is no sense of connectivity with the professors and students tend to be shy to voice their(year 3 BA)*

*It would be nice to have better availability of summer courses.(year 3 BA)*

*The university could have provided more direction to students and made help more available to students. They also could have reduced class sizes and encouraged more interactive learning. Also hire professors that are actually concerned about the welfare(year 3 BA)*

## **Course & Program Selection**

*more course selection, especially in the history department.(year 1 BA)*

*offered classes they said they will offer in academic calendar; more range of courses(year 2 BA)*

*Diversify the political science department. Change the First Nations program from white professed anthropology professors to First Nations professors who teach First Nations courses. Stop being so racist (reflected in the course content, professors UBC c(year 2 BA)*

*Offered more classes in History, english and other one hundred and two hundred level courses. I was not invited to the orientation sessions at the beginning of the year and I felt very out of place. The university could ALSO give time and services to mat(year 2 BA)*

*More courses and as such, more room for students. Smaller upper level class sizes. Obviously, tuition reduction. More computers available to work on. I found that to be one of the hardest things, which often lead to me spending as little time as possible(year 2 BA)*

*Needed to run from one end of the campus to another end for courses one after another. Better classroom arrangements could be made, and better in class visual/audio teaching facilities.(year 2 BSC)*

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*Undergraduate Survey on Student Satisfaction and Engagement*

*Been more transparent about grading practices and procedures (e.g. which classes are graded on a curve and why; viewing exams). - Provided more continuity in courses available and lecturers for those courses. I have had 4 sessional instructors in this(year 3 BA)*

*Offer more elective selections for DET courses. Offer language courses as night courses (Spanish 200)(year 3 BA)*

*More choices and flexibility in evening courses (i.e. attendance marks)(year 3 BA)*

*Made it easy to get into Co-op.(year 3 BA)*

*I think most courses are too academic. I found it is very hard to apply to the real world. I hope there will be more practical courses provided.(year 3 BA)*

### **Money Matters**

*We don't see much of our money at work. I get stuck writing an exam with three hundred people on a desk no bigger than a dinner plate and apparently I am attending one of the best institutions in North America. Furthermore, many of our lecture hall(year 1 BA)*

*Be more considerate to international students' financial problem!!! Provide more trainings to students' English writing skills, for example, to pass the LPI. In my opinion, it is a test (or a required skill) this university should help us to(year 1 BSC)*

*It would be much better if only the tuition for international students was lower, because we pay four times the amount of the local Canadian students are paying. Also, the support for the international students should be improved, such as assigning us to(year 1 BA)*

*The unavailability of student loans to middle class families puts them at risk to not attend university. I should not be punished because my parents have made some financial mistakes and can not fund my university as much as the government claims.(year 1 BA)*

*Does UBC discourage students living on student loans from studying in the summer? It is practically impossible to find courses that comply with the government "10 day rule" so as to acquire a student loan. Why are almost all courses spaced more ...(year 1 BA)*

*Lower tuition. For some courses, the price paid just isn't worth it. If the whole class is failing, then there's obviously something wrong especially if it's required course for some of us.(year 2 BSC)*

*Scholarships or bursaries, so finances wouldn't be such a huge worry/burden.(year 2 BA)*

*Less money, with the same benefits/education/... Probably not realistic though...(year 2 BA)*

*I got the entrance scholarship when I transferred from Langara, but it didn't pay all my tuition and I still had to work part-time to pay for the rest. At least it took a lot of the pressure off, and my parents didn't have to pay for any of m(year 2 BA)*

*The university could have paid my tuition. I won't mind if they offer anytime soon.(year 2 BA)*

*Make tuition less expensive, provide better food services and friendly staff.(year 2 BSC)*

*Cheaper! Or bursaries more available.(year 2 BSC)*

*The university should recognize that older students have different financial needs. It is not practical for us to live in dorms or rooming houses, so our living costs are higher.(year 2 BA)*

*Smaller Class Sizes! Especially in upper-level courses. Also, cheaper tuition for international students. Since the US dollar has fallen in recent years, my tuition costs have gotten much higher and the on-campus minimum wage is quite low.(year 3 BA)*

## **Faculty and Staff**

*Better professors Lower tuition fees(year 1 BA)*

*The professors are the real experts.(year 1 BSC)*

*Having Profs. treat students more as students than merely numbers. Providing more help hours as in a help centre.(year 2 BSC)*

*The administration I have encountered, at the library, arts advising, and sometimes my professors, have been cold and unsympathetic to problems I have had during busy hours. And I've heard this complaint from many, many people. Students pay so much(year 2 BA)*

*Sessional instructors are like hiring part-time, seasonal employees. They are unable to put in a lot of effort (if they are PhD students, or work at other institutions), they are not paid enough (leads to lack of enthusiasm with teaching), and they are(year 2 BA)*

*hire professors that have the passion for teaching and to get rid of professors who are lazy.(year 2 BSC)*

*Motivated their instructors so they intern will motivate their students.(year 2 BA)*

*Monitor the professors and periodically assess their abilities to lecture/teach effectively. Some professors I have had make quite boring classes.(year 2 BA)*

*My instructors were either fantastic or horrible. More attention needs to be paid to the skill of the instructor at teaching as to eliminate the bad teachers and keep the good ones.(year 2 BA)*

*Hire profs that respect their students, Also, profs seem to care more about their research and see teaching as a way to get money only. This results in a very cold atmosphere.(year 2 BSC)*

*More support from faculty members. It would be nice if your profs wanted to see you succeed. Knowing that a certain percentage of students must fail certain courses is not very encouraging.(year 2 BSC)*

*Teach effectively by having student interest in mind.(year 3 BSC)*

*keeping tabs on professors who are NOT GOOD TEACHERS, and ensuring that course descriptions actually match what the course is really about.(year 3 BA)*

*The university could have: Hired instructors for their teaching skill rather than research and publishing prestige. Not scattered my classes in noisy backwater classrooms across the campus, often adjacent to construction (example: philosophy classes in(year 3 BA)*

*get more staff, the university is over populated, and I think that this is hurting the quality of instruction dramatically. Also find more ways to connect students to what they will be doing after they have completed school.(year 3 BSC)*

*The majority of the TA's I have had are unable to help the students.(year 3 BSC)*

*I do not think that the TAs I have had are good markers. I do understand that they have to learn to mark but feel strongly that their work should pass through the prof for approval(year 3 BA)*

*Had smaller classes in upper level courses. It would be nice to have more prof's that want to teach, instead of teaching because they have to continue their research.(year 3 BSC)*

*The majority of my prof's have been wonderful, yet some have failed to be able to adequately explain the basics of their course.(year 3 BA)*

*better professors that actually contextualize the information that they give you and how to apply for jobs in the real world.(year 3 BA)*

*to have more information. have nicer staff members.. especially at the financial aid department. people there need to be much nicer and considerate.. they made my life at UBC much more stressful!!!!(year 3 BA)*

some faculty/department staffs are rude/not friendly. some professors couldn't answer students' questions with clear explanation.(year 3 BA)

More attentive and caring administration other than my own professors.(year 3 BA)

more space for registration, prompt in responding my requests, better academic advisors, and please teach some of the profs class management skills as well as being easier in assigning students tons of papers and readings. it's brutal!(year 3 BA)

UBC could recruit more First Nations faculty in all areas of the university. UBC could actually show some concern when First Nations students don't succeed and/or drop out. UBC needs to be First Nations friendly in order to recruit and retain First(year 4 BA)

given easier grades, listened to students when they say that some profs mark incorrectly(year 4 BSC)

try to make education more fun and not burden. Have good and considerate professors. You have very few encouraging profs. UBC somehow tends to kill motivation.(year 4 BSC)

### Advising

Some advisors should be more understanding of the different situations some students are in. It is very important to feel that our questions are always welcome by some caring people. It would happen that I would call to book an appointment with a prof.(year 1 BSC)

Other than the English and Geography departments, I have not found friendly or approachable assistance. The most recent example of my problems has been the summer registration process, in which my 2nd year standing prohibited me from getting into any of(year 1 BA)

make it easier to meet with advisors instead of having to sort through things online (it's not the best option for everyone for everything!). also, not having the person at the front desk pressure u into telling her what u need and giving u clipped answer(year 2 BSC)

Academic advising is very rigid and unhelpful. All the questions I had in mind were not answered by my counsellor(s). Also tuition fee is SO expensive, I sometimes compare my previous post-secondary education at a community college (Langara) with UBC. Un(year 2 BA)

Better advising available to students. The advising at this school is very poor.(year 2 BSC)

You definitely can provide more Academic Advisors. EVERY year I fill these things out and EVERY year I put the same thing. Why? Because EVERY year you don't listen.(year 2 BA)

I think that the university needs to emphasize to students early on the importance of course selection decisions and encourage them to seek academic counselling. Counselling also needs to become more accessible.(year 2 BSC)

By perhaps providing better advising staff and cutting down some of the class sizes.(year 2 BA)

UBC has done a good job of enhancing my experience by offering a number of academic and recreational clubs for all students. However, I would like the academic advisors to give me more quality guidance so that I can get the most out of my academic experience (year 2 BA)

As written above, there should be a better advisor system. I transferred from Douglas College, and had a terrible time with advisors there. They had no idea what I needed to get into UBC, and to get into the newly competitive English Literature Major Pro(year 3 BA)

1)departments should communicate more with each 2)students should be able to see 1 advisor for academic advise rather than having to run around to many different departments for each question. 3)wait lists should be available for all courses with the o(year 4 BSC)

## **Extracurricular Opportunities**

*way too much fraternity/sorority influence present on campus(year 2 BA)*

*frosh week would have been good... coming from cegep I didn't get assigned a mug group my first week, and I missed imagine(year 2 BA)*

*when the site was chosen for the new fraternity village, a location closer to central campus or student residence would have been nice. it takes a good 20-25 mins to get to koerner library.(year 2 BA)*

*Being new to Vancouver and living off campus left me unaware of many opportunities. By promoting activities earlier in the year, more effectively, off-campus students will appreciate their education more.(year 2 BSC)*

*provide umbrellas for free. have more events that are alcohol free!(year 2 BA)*

*To offer some sort of transfer package or orientation similar to that of first year students to help adjust to UBC from my previous university.(year 2 BSC)*

*student union building is too small and worn out considering an increasingly large number of students. We need more places for sports utilities, club activities, and entertainment for more students to participate and have fun in university(year 2 BSC)*

*Understand that not everyone can spend time socializing and many students come from areas other than Vancouver.(year 3 BA)*

*sponsored more inclusive student activities -hired friendlier student advisors or eliminate the need to talk to them before talking to academic advisors -build more spacious common areas -host more free events for students and make sure the student co(year 3 BA)*

*As a transfer student, I didn't get much in terms of orientation or direction. I was just thrown in with the wolves. I ran around quite a bit for the first week, trying to sort out courses, etc (The school accepted me late, because my LPI scores n(year 3 BA)*

*I transferred in the second term of my second year and therefore never really got integrated into campus life, clubs, or social events. The university should encourage more orientation events to students coming in second term as I had no idea where build(year 3 BA)*

*Had more programs, counselling, and support offered for mature students and for students with children. A support group for single parents/students would have gone a long way to making the experience better.(year 3 BA)*

*Expose undergraduates to the research positions that are available and any volunteer services that may be beneficial to their degree.(year 3 BSC)*

*perhaps providing a more suitable space for socializing than the dingy sub. perhaps having more obvious and available research projects and community initiatives.(year 3 BA)*

*Made the atmosphere more welcoming and less daunting. Had more transfer students seminars/workshops to help transfer students integrate into university life easier through orientations, discussions with prior university transfer students in same faculty.(year 3 BSC)*

*No, it's up to the students to get involved. The University offers many ways for students to feel involved.(year 3 BA)*

*I would like more of a community feel on campus - more opportunities for socializing. This includes group work assignments in classes, more special events, and having professors assign less memorization work and more independent and group thought work ...(year 3 BA)*

## **Make information more easily available**

*Explicitly provided more info about course req's to me when I first came as a transfer student. My old uni didn't req english or lit and I had to find out from friends that they were req'd for graduation.(year 3 BA)*

*Internet accessible information about degree requirements(year 3 BSC)*

*It sure could be easier to obtain information about course requirements, academic advising, etc. if the offices did not send you running around campus. Also, there could be better representation of minority groups such as Aboriginal peoples, after all, U(year 3 BA)*

*Made better availability to information for students, especially for transfer students.(year 3 BA)*

*More info on Majors and route that needs to be taken in order to accomplish that major(year 3 BA)*

*trying to get information on the website sucks. There should be an option to speak to a real person instead of sorting through a list of questions with no obvious alternative.(year 4 BA)*

*More information available to transfer students. I felt very lost for the first few months at UBC.(year 4 BA)*

*They could have an office where all the undergraduate students question can be answered instead of sending people to different buildings and telling them that their questions will be answered there.(year 4 BA)*

*-more information!!! -better advising!!! -more funding for undergraduates who attend conferences (I had to pay for myself) -not try to scam as much money out of us as possible!(year 4 BA)*

*Offered a lot more info on how to get involved with research.(year 4 BA)*

*inform the students about important opportunities like the co-op program, as well as inform them of the opportunities available once a degree is complete. if students are making informed decisions about their own futures maybe students will be more inter(year 4 BA)*

*More specific information on requirements for medical school. For example I was unaware until my final year that it was a suggested to have full course load (5+5) years. As well I was sent all over the place to find out if I needed a specific course.(year 4 BSC)*

*Better communication between different parts of the university. I often have been sent around in circles when trying to get information, since everyone seems to think it is "not their job".(year 4 BSC)*

*More career information for post-graduation. I have no idea what I'm going to do after I graduate. Its very stressful.(year 3 BA)*

*more accommodating to individual needs strict deadlines for assignments are not beneficial to learning - they create stress and do not allow one to properly manage one's own time and other obligations taking off marks for late assignments does not(year 3 BA)*

## **Campus & Facilities**

*Treat students with more respect. No mandatory use of turnitin. No student searches at DRC. Classroom and exam space environmental conditions which comply with WCB rules for temperature and ventilation.(year 2 BA)*

*more parking, smaller classes, less e-"learning", less need to use computers for school(year 2 BA)*

*Improve some of the classrooms. Most of the Buchanan lecture hall seats are falling apart. Have more of an applied learning (learning outside the classroom, helping the community) Learn the things that you don't learn in the classroom.(year 3 BA)*

Science department does not have a good computer lab. the zoology lab is terrible, the computers are very slow. if you are not going to give the science students good computers, all us access to computers in other faculties, especially forestry where the(year 3 BSC)

If the new Dempster lecture hall would have been finished (i.e.. had working heat) when it opened in January, that would have made this Winter a little nicer.(year 3 BSC)

Stop taking away all of the parking!!! I commute for 2 hours, sometimes more when there is traffic, every day so that I can attend this university and when I get here I then have to take a shuttle from the only parking lot I can somewhat afford on a daily(year 4 BA)

Better classroom facilities in the Buchanan buildings: desks and chairs more conducive to interactive learning (i.e. not bolted to the floor) and audio/visual equipment that is available, functioning, and up-to-date.(year 4 BA)

If Biology students didn't have to take Physics. But one thing that really stands out is the lack of available computers with Word on them for typing a paper. There are lots of computers where all you can do is check email, pretty useless for a uni(year 4 BSC)

The Visual Arts courses need to be consolidated into ONE building or area of campus. It is NOT fun having to walk from Lasserre to Totem Field Studies. Also, more funding has to be put into the visual arts as the facilities are sub-standard in some cases(year 4 BA)

By investing in books at the library rather than luxury condos.(year 4 BA)

Better exam schedules, better library supervision (Main library was very noisy and crowded)(year 4 BSC)

**Please provide any additional comments or questions you have**

Many additional comment focused on areas already covered such as academic advising, quality of teaching, course and credit transfer issues, financial pressures and planning, social and extra-curricular, fitting in as mature, transfer students and overall general positive and negative comments about their university experience. Below are just a few of these comments:

*I thoroughly enjoyed most of my classes, but have to say I've been pretty disappointed w/ the psych department...the profs don't seem 'into it', I feel that the m.c. exams are not reflective of class learning, and that they're ...*(year 2 BA)

*It would be nicer if more professors can take an initiative and try to get to know their students. I like how there are a lot of resources available for students.*(year 2 BSC)

*I like attending UBC, I almost always love my professors. However, with the professors that I don't, its that they are fairly new and are too tough and it is difficult for them to convey their teaching skills effectively. However, the faculty and the people*(year 2 BA)

*There are some very good professors at UBC but there are also some very poor one's, I wish that there was more info on the past students experiences that was readily available.*(year 2 BA)

*my (academic)answers were based on the experiences of some outstanding professors and other terrible ones. which really neutralizes my experiences here.*(year 2 BA)

*Some profs do not care whether students do well or not. They are simply there to earn their money, whether it be by research or recommending text books from the publisher. This causes the profs to give more course load then necessary which students cannot*(year 3 BSC)

*I don't like it when teachers only teach out of the textbook that they wrote. It makes for a very dry class. I don't like the crazy bums that walk around campus asking for money, yell at students, or argue with each other: it's very ...*(year 3 BA)

*Putting pressure on professors to publish or perish is not helping in the education of the students. We have some wonderful professors who are not getting the credit they deserve just because they have not published enough articles. I think the univers...*(year 3 BA)



*It is a beautiful university which is fast being turned into a real estate business. We don't need an underground bus loop and we really don't need more shops. Rather we need more respect for this land and the spirit of learning.(year 4 BSC)*

*Both faculty and students seem very stressed. Emphasis seems to be on processing students not educating them. I have met many excellent faculty members here. But most students I talk to seem disillusioned.(year 3 BSC)  
Thanks to UBC i'm running in this years provincial election, and at 23 years old, I am very optimistic on the great future that awaits!(year 4 BSC)*

*Overall, I have enjoyed my experience at UBC so far.(year 4 BA)*

*so, what exactly is the point of a BA in anth. if I cannot get a job with it, or any BA for that matter? why did I waste over &#36;10,000 to only be learned but unemployed?(year 3 BA)*

*I am somewhat dissatisfied with my experience with UBC because I feel that research is placed in the highest position within this institution, and students should be first.(year 3 BA)*

*thank you UBC!!!! I will never forget you!!!(year 4 BA)*

*I am grateful to UBC for providing me with a valuable education(year 4 BA)*

*I hope by answering this survey, something can be done and that I'll be able to see a difference!(year 2 BA)  
I do not believe that such general surveys would be any help to improve the quality of UBC experience for newcomers. Addressing specific problems even though they generate much fewer responses are more helpful.(year 4 BSC)*

*I feel cheated by UBC, and I feel that my education was simply part of the institution's objectives to make money, goals that become more obvious with the current plans and progressions toward turning UBC into a "town". I will not miss UBC(year 4 BSC)*

*UBC is a highly overrated school which does not have any regard for what their students think. This survey will most likely get trashed since it soils UBC's reputation in the world. The way the attitudes are amongst the staff at UBC, "I don't ...(year 4 BA)*

*is this survey going to affect my future education?(year 2 BSC)*

*I simply wonder how many students complete this survey and if anything will change from our comments.(year 3 BA)*