



UNIVERSITY COLLEGE  
of the FRASER VALLEY

*Fall 2005*  
*Applicant Survey*  
*Summary Analysis*

Prepared  
by the  
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(In your own words, why did you apply to this institution?)	



## FALL 2005 APPLICANT SURVEY

The Fall 2005 Applicant Survey was implemented to gain a better understanding of the experiences, perceptions and education goals of new students applying to UCFV. The same survey<sup>1</sup> was also conducted around the same time period by Douglas College, Capilano College, and Kwantlen University College. Further institutional comparisons of the results will be provided in a complementary report.

### METHODOLOGY

On June 8, 2005, an email request to complete an electronic survey was sent out to first time accepted applicants entering in fall 2005. At that time, a total of 2,791 applicants were eligible to participate in this survey. A total of 2400 (86.0%) provided UCFV with a personal email of which 2,216 were considered to be valid<sup>2</sup>. Therefore, 79.3% of all first time UCFV applicants were included in this survey.

A total response rate of 37.9% was achieved. After the initial email, two following reminders were sent to only those that had not completed the survey. An incentive of one tuition free course was provided to those who completed the survey.

**Table 1: Response Rates**

Date	Number of Emails Sent	Number of Responses	% of Population	% of Total Responses
June 8	2,216	431	19.4%	51.4%
June 20	1,785	251	11.3%	29.9%
June 27	1,534	157	7.1%	18.7%
<b>TOTAL</b>		<b>839</b>	<b>37.9%</b>	<b>100%</b>

### RESPONDENT CHARACTERISTICS

Table 2 provides data on the characteristics of the survey respondents. The majority of the respondents are female (63.4%), are in between the ages of 16-18 (62.2%), and have completed high school (74.2%).

<sup>1</sup> Each institution had the option to include additional questions to the survey instrument.

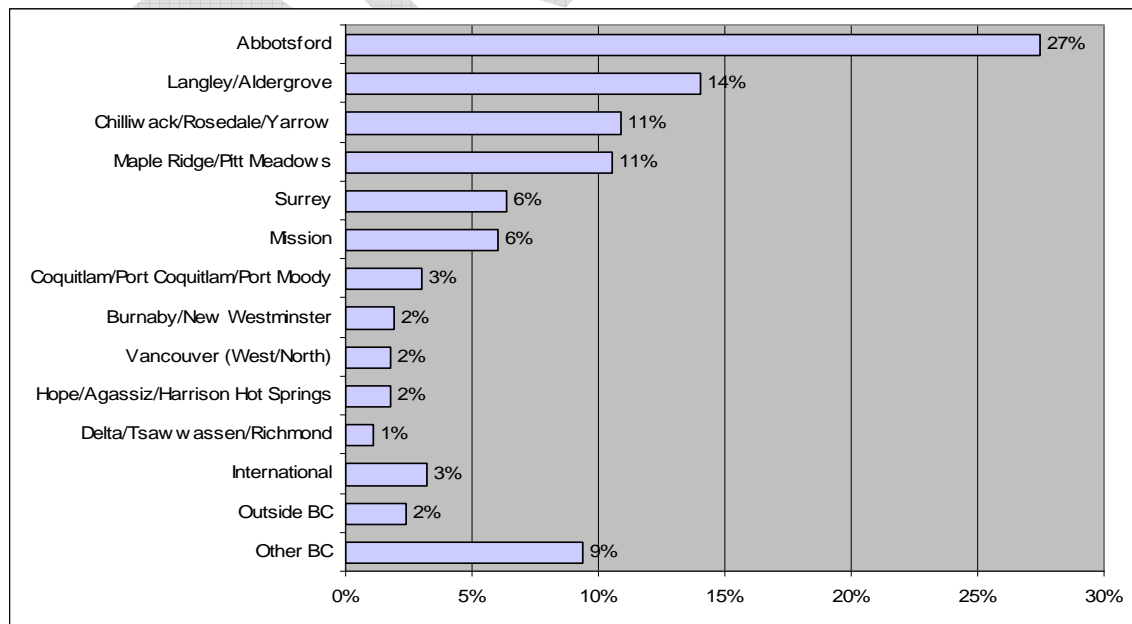
<sup>2</sup> The survey program sent notification of 184 invalid email addresses.

**Table 2: Respondent Demographics**

	Response Total	Response Percent
<b>Gender</b>		
Female	529	63.4%
Male	306	36.6%
<b>Age</b>		
16-18	518	62.2%
19-20	119	14.3%
21-24	95	11.4%
25-29	35	4.2%
30 and over	66	7.9%
<b>Highest level of education</b>		
Less than high school graduation	17	2.0%
High school graduation	618	74.2%
1 year post secondary	60	7.2%
2 or more years post secondary	120	14.4%
Degree	15	1.8%
Masters	2	0.2%
Doctorate	1	0.1%

Applicants to UCFV come from all over the world including far away places such as Bahrain, Kenya, China and Mexico. UCFV also attracts applicants from across Canada including Calgary, Toronto, and Halifax. However, the majority currently reside somewhere in the Lower Mainland (39%) or Fraser Valley region (46%).

**Chart 1: Location of Residence**



**Table 3: Languages Spoken at Home**

	Response Total	Response Percent
<b>Languages spoken at home (all that apply)</b>		
English	790	76.7%
Mandarin/Cantonese	34	3.3%
Punjabi/Hindi	68	6.6%
Other east Asian (e.g. Korean)	14	1.4%
Middle eastern (e.g. Arabic)	7	0.7%
Spanish	9	0.9%
French	37	3.6%
Other West European (e.g. German)	33	3.2%
East European (e.g. Russian)	12	1.2%
Other	26	2.5%

The majority of respondents speak English at home (94.2%); however, 22.3% speak an additional language at home. After English, the language most spoken at home is Punjabi/Hindi (6.6%), French (3.6%), or Mandarin/Cantonese (3.3%).

## EDUCATIONAL GOALS

The new applicants were asked what field of study they planned to enter. The responses varied across all the disciplines with arts, commerce and administration and law/criminology being the most popular. When comparing the survey respondents to the 2004/05 UCFV student distribution (Table 4), the distributions are quite similar once General Studies students are removed. Although the survey respondents' distribution is quite similar, the preparatory and trades areas were not as well represented.

**Table 4: Broad field of Study**

Field of Study	Total Survey Respondents	2004/05 UCFV Distribution*
Applied Sciences	67	8%
Arts	164	20%
Commerce and Administration	126	15%
Education	49	6%
Fine and Performing Arts	25	3%
Health Sciences	61	7%
Human and Social Services	72	9%
Interdisciplinary	45	5%
Law/Criminology	83	10%
Sciences	76	9%
Trades	20	2%
Preparatory	6	1%
Not sure	9	1%
Other	17	2%

\*Students in General Studies were not included in the distribution.

The majority of respondents indicate that they are looking to complete more than a certificate or diploma as the highest type of credential they would like to obtain *at UCFV*. Sixty-two percent (62.3%) plan to achieve their degree at UCFV and a further 7.9% indicate that they would like to complete their masters degree. Only 7% would like to complete their certificate and 17.1% their diploma. This is consistent with other studies that indicate that UCFV students tend not to transfer to another institution once they begin their studies at UCFV. As shown in table 5, the number of students who transfer from UCFV to a BC public university is a relatively small portion of the total annual student population (approximately 1%).

**Table 5: UCFV Transfer Students Admitted to a BC University**

	1998/99	1999/00	2000/01	2001/02	2002/03	TOTAL
UBC <sup>3 4</sup>	49	52	43	66	19	229
SFU <sup>5</sup>	39	54	58	48	57	256
UVIC <sup>6</sup>	26	24	33	31	15	129
UNBC <sup>7</sup>	8	1	13	3	4	29
<b>TOTAL</b>	<b>122</b>	<b>131</b>	<b>147</b>	<b>148</b>	<b>95</b>	<b>643</b>

UCFV is not only a “sending” institution but also a “receiving” one. UCFV does not have admittance codes or requirements for students to declare transfer credits upon entry which makes it difficult to use the same criteria as the universities to determine the number of transfer students entering UCFV. Although this question was not included on this survey, we do know that many of our degree graduates are transfer students. For example, 31.1% of our degree graduates from 1998-2001 had transferred credits to UCFV<sup>8</sup>.

## CHOICE OF INSTITUTIONS

A study completed BC Council of Admissions and Transfers (BCCAT) indicated that the number of applications submitted by those applying to a university college as 1.07 and 42% of applicants applied only to a university college.<sup>9</sup> The results from this survey appear to be similar because, on average, the number of applications submitted by the respondents was 1.66. Table 2 provides the distribution for the number of institutions applicants to UCFV applied to. Most students who applied to UCFV for the fall semester, only applied to UCFV (59.1%) or to UCFV and one other institution (80.8%).

<sup>3</sup> “Profile of B.C. College Transfer Students Admitted to the University of British Columbia 1994/95 to 1999/00” (March 2001), prepared by Ashley Lambert-Maberly, Louise Mol, and Karima Samnani

<sup>4</sup> “Profile of B.C. College Transfer Students Admitted to the University of British Columbia, 2000-01 to 2004-05” (December 2005), prepared by Ashley Lambert-Maberly

<sup>5</sup> “Profile of B.C. College Transfer Students Admitted to Simon Fraser University, 1998-99 to 2002-03” (May 2004), prepared by Joanne Heslop

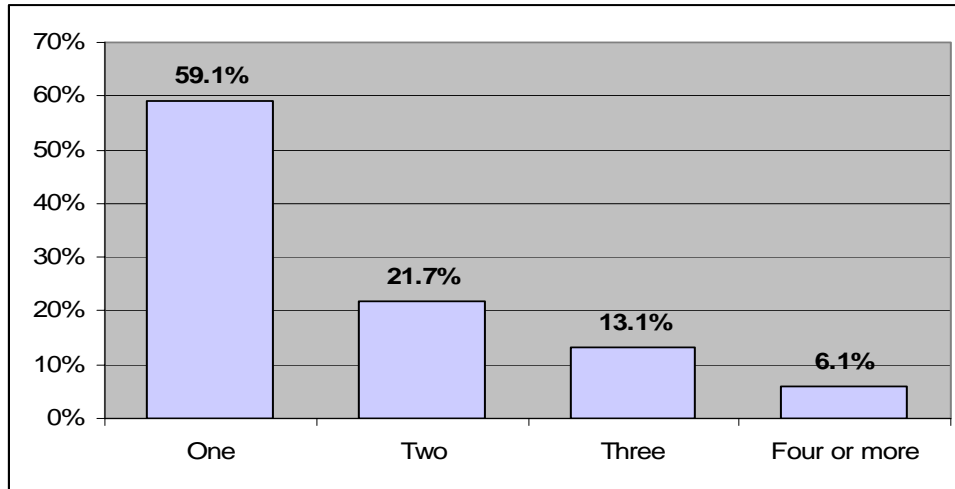
<sup>6</sup> “Profile of B.C. College Transfer Students Admitted to the University of Victoria, 1998-99 to 2002-03” (October 2004), prepared by Alan Wilson and Jim Martell

<sup>7</sup> Profile of B.C. College Transfer Students Admitted to the University of Northern British Columbia (October 2004), prepared by Linda Kupp and Joan Ross

<sup>8</sup> “Transfer Credits and Transfer Students at the University Colleges of British Columbia: A Study of the Baccalaureate Graduates of 1998-2001” (May 2005), prepared by Rod Church

<sup>9</sup> “A Working Paper: Analysis of Applications, Admissions, and Registrations of Applicants to B.C. Universities and University Colleges from Secondary Schools, Colleges, and University Colleges in B.C., 2002/03” (March 2004), prepared by Joanne Heslop (SFU) and Devron Gaber (BCCAT).

**Chart 2: Number of Institutions Applied to for the Fall Semester**



The applicants were provided with several reasons as to what they may find to be important when choosing to apply to UCFV and asked to rate each reason using a five-point scale. Table 6 indicates that, out of the responses provided, the two most important reasons for choosing UCFV are because of the location and tuition fees. This is followed by the reputation of the institution, small classes, transferability, and the reputation of the program. The least important reasons for choosing UCFV were athletics and as insurance in case they didn't get in elsewhere.

**Table 6: Reasons for Choosing UCFV**

How important were the following in choosing to apply to UCFV?	Very important/ Important		Neutral		Unimportant /Very unimportant		Total Responses
Convenient location	79.8%	14.6%	5.5%				794
Tuition fees	73.2%	21.8%	5.0%				785
Reputation of institution	71.2%	21.8%	7.0%				786
Small classes	64.8%	27.2%	8.0%				786
Preparation for transfer to another university/college	61.9%	22.2%	15.9%				787
Reputation of program	62.4%	29.2%	8.5%				789
Encouragement from family or friends	56.3%	29.7%	14.0%				785
Program not easily available elsewhere	38.0%	37.7%	24.3%				787
Friends attending	31.9%	36.5%	31.6%				784
Information from high school	32.1%	40.1%	27.8%				780
Insurance in case not admitted elsewhere	31.5%	34.6%	33.8%				780
Athletics program	17.6%	31.5%	50.9%				784

## **In their own words - Why UCFV? Top ten reasons why they applied**

In an open-ended question, applicants were asked to explain why they chose to apply to UCFV. Respondents provided a variety of reasons and several themes emerged. The list below ranks the most common responses. Please note that this question followed a closed ended question (Table 6) which may have influenced their responses to the open ended question on the same topic. See Appendix B for the complete list of reasons why students applied to UCFV.

Of all the comments provided, over two-thirds (66.8%) indicated one of the first five reasons and 86.2% mentioned one of the following ten reasons of why they decided to apply to UCFV:

1. location,
2. particular programs offered by UCFV,
3. the cost of UCFV relative to other universities,
4. reputation of institution or program,
5. referrals by family/friends,
6. transferability of courses,
7. small class sizes,
8. get feet wet/easier transition from high school,
9. good choice of courses, and
10. the learning atmosphere.

### **1. Location**

More than half (51.6%) of respondents mentioned something to do with the location of the institution. This theme emerged not only with regards to convenience but also the benefits of living at home rather than having to move to a new city and live in residence, the merits of being close to friends/family and an easier commute than heading west into Vancouver.

#### ***Convenient location***

*“Because it is close to home, I don't have the money to live out in Vancouver to go to school at UBC or go to UVIC.”*

*“I applied at UCFV because it was closer to where I lived. Also my friends are going there too so it is easier to get a ride with them.”*

*“I needed a place that was close and relatively inexpensive. I was accepted to SFU, but the location, cost and fact that many of my friends are attending UCFV helped me to decide that it was the school I wanted to attend in the fall”.*

#### ***Commute***

*“I live in the valley and did not want to drive over any bridges or through any tunnel to get to school. I hate rush hour traffic.”*

*“Rather drive to valley then into UBC.”*

#### ***Can still live at home***

*“Because it is the closest institution. It is so much more convenient to stay close to home rather than stay in residence and pay so much more.”*

*“I applied at this institution because of the ability to live at home and go to school. Money not being something easily attainable and the desire to not become terribly in debt, it worked out perfectly. UCFV offered all the courses I desired to take. I also am quite a devoted traveller so attending UCFV offers me the freedom to save money on the side to take some extra trips.”*

***Moving to area***

*“The biggest pull to the UCFV was the location because I was looking to relocate in B.C. When looking into different universities the UCFV was extremely friendly and provided quick feedback. The overall atmosphere was very appealing.”*

*“My family is moving to Abbotsford and I thought that going to a college would be a nice change from University which I took last year. I found it a little overwhelming so I am looking forward to the new experiences that UCFV has to offer.”*

*“I applied because I have some family who live in Abbotsford and i can get cheap room and board with them. I also wanted to get out of my hometown for post secondary studies.”*

***Close to friends/family***

*“I went to UVic for a year and a half but did very badly because I was away from my friends and family and became depressed, I thought a school closer to home might make a difference.”*

***Prefer not to attend in a city***

*“I didn't want to attend a University or college in a big city and knew this one was in the opposite direction.”*

**2. Programs offered at UCFV**

One in four respondents mentions a particular program that they are interested in taking. In some instances, they mention that the program is only offered at UCFV; therefore, being one of the main reasons that they are applying.

Approximately thirty different programs are mentioned by the respondents as the main reason they plan on attending UCFV. The programs that they mention at least five times include: Criminology/Criminal Justice (19), Aviation (16), Kinesiology (14), Library Technology (10), Social Work (10), Nursing (8), Business (5), and Agriculture (5).

***Interested in a particular program***

*“I had it referred by a professor from Malaspina University College, who lives in Abbotsford. I had voiced my frustration with choosing an institution to apply to that had an attractive Criminology degree program. So I applied, and after I saw the information session, I knew that this was my calling and that I would be living in Abbotsford for at least two years. I am very excited about this life altering transition.”*

*“Because I wanted somewhere that had a fine arts program as well as a Psychology program. At the last school I attended, UNBC, Psychology was a Science and I want to do a Bachelor of Art degree.”*

*“I applied because I liked the Social Work program over other similar programs I saw in other institutes.”*

**Program only offered at UCFV**

*“The program I hope to enter is offered in only a few locations, and I was looking to move back down to the lower mainland. I had also heard several nice things about UCFV, so I visited the campus before applying and it seemed to fit everything I wanted from a university.”*

*“I was accepted to other universities here in BC and the East (SFU my main other choice, for business). I chose UCFV over the others because it had the most appealing program: BBA Aviation, exactly what I need to pursue a career in the Aviation Industry.”*

*“UCFV now offers a Master's degree in criminal justice. UCFV is renowned in Canada for its research in criminology and criminal justice. I work in corrections and believe that a graduate degree in this program, and from this school in particular, will be a valuable asset to my career.”*

**Joint programs with other institutions**

*“Since I currently reside in Japan, I needed an online option for the Library and Information Technology Program. Also, since I will be relocating to Vancouver within a few years, the joint offer with Langara College was geographically appropriate.”*

*“Because I have been attending Douglas College for the last 4 years and decided to get my bachelor degree through the new program offered at Douglas through UCFV. Doing this program is much cheaper than doing it at SFU where I will go to do my masters.”*

**3. Relative cost compared to other institutions**

Approximately 18% of respondents mention tuition and the costs associated with education as a reason to attend UCFV rather than other universities. Some of the comments regarding the cost of education and attending UCFV are due to location and the savings on relocation costs.

*“I applied to this institution because it was close to where I live, cheaper than most and my goal was to come out of university with no student loans. Also, because when I took an orientation of the Abbotsford campus with my school, I really fell in love with the place, it's absolutely spectacular!”*

*“It is close to home, it is much more affordable than a large university such as UBC, and it allows me to continue working while going to school to allow me to pay for tuition and other expenses.”*

*“IT was close to home so I could not have to live on residence, thus saving money. Also it allows me to more easily integrate into university as I will still be in familiar surroundings, just at an excellent lvl. The main reason though was the cheaper costs for me.”*

*“It was affordable and the ability to transfer to UBC was very attractive. Close to home. I was accepted to other Universities and chose this one.”*

#### **4. Reputation of institution/program**

Many respondents comment on reputation and/or the reputation of a particular program as a reason to attend UCFV. Referrals were made to the respondents from a variety of sources including family members, friends, UCFV alumni, employers, professors from other institutions, high school teachers, to name a few. Out of all the comments provided, only one was negative.

##### ***Reputation of institution***

*“Everyone I talked to about the UCFV, has given the institution a verbal standing ovation. With encouragement from friends attending, affordable tuition, and the convenient location, UCFV seemed like an applicable and logical option to have in regard to my education. The school is demonstrated as to having a great social environment, instead of the impersonal surroundings of a mass populated university. Therefore, I have been and hope to continue to be impressed with the school's reputation.”*

##### ***Reputation of program***

*“My father is employed as a pilot with Air Canada. Many of the children of Air Canada staff have taken their Aviation program through UCFV and speak very highly of the program. Air Canada, itself, regards the program as being one of the best in Canada.”*

*“The reason that I applied to this institution was only because in grade 11 I went to the surrey provincial court for work experience and the lawyers told me how good the crim program was. That is why I applied.”*

*“I applied to UCFV to get my first year apprentice as a carpenter. I had heard that UCFV was a great post-secondary school for trades, specifically for carpentry.”*

#### **5. Referrals by family and friends**

Word of mouth referrals were frequently mentioned as part of their decision process to attend UCFV. It would seem that those that have had prior association with UCFV, tend to provide a “verbal standing ovation” to those that are thinking of where to attend post-secondary.

*“The location was convenient to the degree in child and youth care and I have also heard many good things about the various programs done through UCFV. I have known many acquaintances who have talked about UCFV with great admiration. The teachers at Douglas College also talked about UCFV. U of Vic was another choice however I did not want to move.”*

*“My drama teacher at my high school, a man whom I greatly respect and admire, had informed my mother about the university of the Fraser Valley and said I should apply. He had heard great things of their theatre department and recognizing my love for theatre he thought it best I apply.”*

#### **6. Transferability of courses**

Students enjoy the fact that UCFV presents them with options to transfer out or continue on to get their degree. In some instances, UCFV is a stepping stone to another university but most mention

that they would be transferring out because UCFV does not offer the program that they would like to complete their degree in.

*“Because i want to finish a few classes here so i can transfer them to Uvic and get a BSc rather than BA in geography.”*

*“I would love to recieve a post secondary education, and possibly in the future be able to transfer my courses to another university.”*

*“I applied at this institution because I wanted to take some post secondary school before I went to Nav canada.”*

*“I wanted to do a degree of Kinesiology and you cannot get into that program at UCFV until you have completed two years. So my first choice was Kinesiology at SFU since I can go there straight from high school. If I cannot get into the Kinesiology program at SFU, I am happy to go to UCFV and do the first two years there and then see what UCFV Kinesiology program looks like at that time. SFU has a very reputable Kinesiology program so, if UCFV has a good program then, I would have to decide whether to continue my degree at UCFV or transfer to SFU.”*

## **7. Small class sizes**

Several respondents note that UCFV is known for their smaller class sizes, especially compared to the larger universities.

*“Being unused to large groups of people and large classes, UCFV seemed the best choice for me.”*

*“I heard that it is easier to go into after highschool because of the smaller class sizes. I also heard learning is made enjoyable.”*

*“... i wanted a school with a low student to teacher ratio!”*

*“The fact that the classes are smaller compared to other institutes, makes it more accommodating such that the learning goes beyond lectures, allowing students to have a one on one with the lecturer.”*

## **8. Get feet wet/easier transition from high school**

Attending closer to home is perceived to be less of a time and financial commitment. Respondents, who are not sure of their program of study or prefer an easier transition from high school, felt that UCFV would be a better choice than moving out of the area to attend a larger institution.

*“I originally wanted to go to UVIC, but I wasn't sure what I wanted to do for post-secondary, and UCFV provided me with the opportunity to continue studies in a more relaxed, less committed way than attending a University would have given.”*

*“It is a good place to start a transition from high school into the post-secondary education. It is not as in your face as moving away from home and starting University in*

*a new city, but it still has and encourages the same freedom that is part of the University experience. It allows independence but at a less intense level.”*

*“To get some post-secondary experience without having to move out or commit myself to something i wasn't ready for.”*

*“I applied to UCFV because I was yet undecided as to what my exact field of study would be. I am currently on exchange in Brasil and it is a little difficult to find out exactly what I want from Universities. My sister is attending UCFV currently and is very enthusiastic about her courses. Until I chose a more specific program, and the best university for that program, I plan to attend UCFV because it is close to my home, cheap, and the courses are good and cover material I am interested in..”*

## **9. Good choice of courses/programs**

Many respondents mention the choice of courses and programs as one of their reasons for applying to UCFV.

*“I have heard of the selection of course UCFV offers and how efficient and accommodating it is, such that it meets all the requirements students need to reach their potential goals.”*

*“UCFV doesn't just call itself a university like some schools (one example is Kwantlen) it actually is a university where you can get your degree and it's great because it's a college but if I want to I can get my degree here as well. Basically, it just offers a lot of choice, choices in what you want to do and what you can study and that's why I applied to UCFV.”*

## **10. Learning atmosphere**

UCFV's campus environment was described as being “friendly”, “tranquil”, and “positive”. In some cases, coming for a visit to see the campus confirmed their decisions to attend.

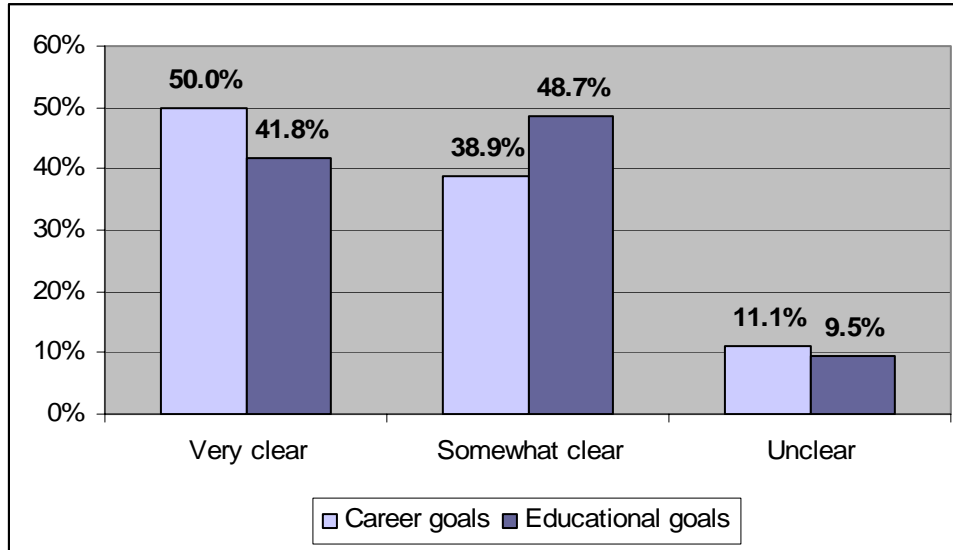
*“UCFV is the closest university to where I live. I have heard great things about this institution and after visiting the campus it solidified my decision making. After visiting the student orientation and having my parents involved in the parent orientation we decided that with the great amount of help available eg. writing centre, math centre to students it would make the transition from highschool to university level much easier.”*

*“I went to visit the campus and was very impressed with how beautiful it is. I definitely felt like I was meant to be there, I like the fact that it is not huge and overwhelming like UBC, I'd be lost there.”*

## PLANNING AND MOTIVATION

Chart 3 illustrates that most respondents have a “very clear” or “somewhat clear” idea of their career and educational goals. Applicants tend to have a “very clear” (50.0%) idea of their career goals more so than their educational goals (38.9%).

**Chart 3: Clarity of Career and Educational Goals**



Respondents were also asked if their educational plans are clearer than they were six months ago. Almost two-thirds (65.3%) feel that their plans are either “a little clearer” or “much clearer” and 5% feel that their plan is “less clear” than six months ago.

Table 7 provides further details on the respondents’ educational goals. A scale was not provided for this question, which may have provided more insight into what their plans are rather than providing only a yes/no response. Out of the choices provided, the majority are planning to “complete a full program at this institution” (61.2%). To a lesser degree, approximately one-third of the respondents indicated that they were planning to “transfer or continue studies at another institution” (36.9%) and/or “study subjects of interest” (33.8%).

**Table 7: Educational Goals**

What are your educational goals? (choose all that apply)	Response Total	Response percent
Complete a full program at this institution	477	61.2%
Complete only certain courses (partial program) at this institution	101	12.9%
Transfer or continue studies at another institution	288	36.9%
Prepare for specific new occupation or job	211	27.1%
Prepare generally for a job	121	15.5%
Upgrade existing skills	101	12.9%
Study subjects of interest	264	33.8%
Personal development	210	26.9%
Other (please specify)	22	2.8%
<b>Total Respondents</b>	<b>780</b>	<b>93.0%</b>

When asked if they hoped to attend UCFV this fall, 79.2% indicate “a great deal” and 15.4% indicate “to some extent” (Table 8). The majority are not hoping to attend another institution (60.6%).

**Table 8: Plans for Attendance**

To what extent do you hope to be a student this fall:	A great deal	To some extent	Not really	Total Responses
At this institution	79.2%	15.4%	5.3%	771
At any other institution	15.6%	23.8%	60.6%	706
In your particular program	77.3%	19.0%	3.7%	726

## IMPRESSIONS OF US

Generally speaking, the respondents had a “very good” or “good” impression of UCFV. The respondents feel that the “friendliness”, “helpfulness” and “overall quality of service” ranked the highest. Although the “availability of courses you want” placed last on this list, it still received an overall “good” response average (2.03).

**Table 9: Impressions of UCFV**

What have been your initial impressions of this institution?	Very good/Good	Average	Poor/Very poor	Don't know
Friendliness	83.7%	10.9%	0.4%	4.9%
Helpfulness	79.1%	13.9%	3.3%	3.8%
Overall quality of service	84.3%	11.8%	2.0%	2.0%
Promptness	79.4%	13.2%	2.5%	5.0%
Application and admission process	77.8%	16.2%	4.7%	1.3%
Availability of information that you need	74.3%	18.6%	4.7%	2.3%
Organization	75.6%	16.6%	3.8%	3.9%
Availability of courses you want	68.7%	19.1%	5.2%	6.9%

## In their own words – What would they change?

In an open ended question, students were asked if there was anything that they would change about their experiences with UCFV. The majority of the respondents (72.8%) either skipped the question, answered that they wouldn’t change a thing, don’t know or the question was not applicable. Those that did respond provided some insightful suggestions pertaining to a wide range of issues.

Although there was a lack of consensus with the responses to this question, there were a few notable themes around the following general categories:

1. Availability of information,
2. Access to services (i.e. A&R, Advising),

3. Application process,
4. Transfer issues, and
5. Course and program availability.

### **1. Availability of information**

The most responses dealt with information provided on the application process. Although the majority of students were able to find the information that they needed, many still had some problems finding answers to their questions.

#### ***Clearer Application Instructions***

*“Being a more cut and dry person, I have found it hard to follow the process of becoming a UCFV student. I never really know what more I am going to have to do after each step towards becoming part of the institution. Although the web site is great for telling me where I am at and what to do next, it would be nice to see all the steps in order of Applying to becoming an actual student...”*

*“I think that it would be better if they sent out a step by step letter telling all the steps in what order to get into the institution, once the application is sent in.”*

*“More information on how to register your classes. While their was a tutorial held at my school, many people were unable to attend on that day due to lack of notice. I would have liked to see more information mailed to those who are first years on what they need to do on the day they are set to register and what things they should have prepared for that day.”*

#### ***Website Information/Student Web***

*“I would make the website a little easier for applying to the selected courses of choice. At time it kinda gets confusing. Especially for the first years.”*

*“Finding out my registration date was a bit frustrating as I had some problems with my PIN number on the Student Web. Had to fax a form over with picture ID etc to rectify the problem.”*

*“Online information about withdrawal from classes. I couldn't find any anywhere and ended up calling. A toll-free number would be good too, considering that it costs every time I have a question.”*

*“It's hard to figure out what campus I want to attend. This year I'm taking general studies while on a wait list. If there is a way of seeing a class list by campus I don't know about it. It would be helpful in picking out where I want to live.”*

### **2. Access to services**

As UCFV attracts more students that live far away, there is a greater need to provide adequate services to meet this demand. Access issues that are mentioned numerous times include meeting with the advisors and communication barriers experienced in the application process.

#### ***Distance Barriers***

*“To have better explanations from department heads of what is required for new students, ESPECIALLY students that cannot personally access the school (I live eight*

hours away). I felt that I did not get the information I needed, or the information was unclear or kept changing. I was not kept up to date of what was expected of me as a student, and was quite disappointed in the entire process of applying and registering (knowing what courses to take, being the most important).”

“UCFV could find away to be more easily accessible for students who do not live in driving distance of the institution. Where i live i can not come in for help or to look around so what i hear or what you tell me on the phone is what i have to go by. It makes it more difficult to decide to attend and to receive help, although the UCFV staff has been mighty helpful over the phone.”

### **Advising**

“I would try to set appointments with student advisors after or before you have been accepted, so that they DONT overlap the following semester.I say this because i would have started in a summer semester if i didnt have to wait 2 weeks to speak to an advisor, people do not want to 'beat around the bush',they want to get on with a future education or career asap.because of this delay i had to re apply and this unknowingly cost me a \$45 fee. when they are older students, time becomes more valuable to them and they usually know where they want to end up in a new career move.”

“More guidance at the Mission campus. Meeting with an educational advisor has meant a trip to Abbotsford unless I can wait for more than a month on both occasions that I called to make an appointment.”

### **Communication**

“I would make the phone system a little easier to deal with. I called with one question got sent to 2 separate people that sent me back into the phone menu and it took me half the day to get a yes or no answer.”

“I wish I would have contacted the school after receiving a letter saying I was not accepted in the Bachelor of Arts Degree program due to only being a high school graduate. I was unable to understand and I would have liked to understand if I had made a mistake on my application, or maybe I was just not eligible.”

“I would have liked to have dealt with UCFV a little more. I feel like I applied, left the building, and nothing more has happened. The admissions office closes before I get home from school, so my mom has called to ask for some info regarding me, and i'm still a little confused about what my status is at ucfv...”

“i was told as i was applying that one of the classes i wanted was reserved, when there had been no indication of that in the timetable i was given and had used to plan my schedule. i now only have half a schedule, and don't really know what to do. i would make the timetable accurate the first time, so that people who go to the effort of planning in advance don't get tricked out of their classes.”

“It would be nice to not receive many letters via mail. E-mailing the letters and information would be really great!!”

### **3. Application process**

For new students, the application process can be a confusing introduction to post-secondary education. Some applicants do not have the assistance from family or friends; so the process can be a completely foreign and daunting experience. Although the majority of respondents applauded the quick feedback that they received, there were a few exceptions noted. The biggest issues seem to lie with the registrations priority process and the entrance requirements for the degree programs.

#### ***Response Time***

*“The response time to my application was very slow and discouraging. For this reason, I will not be able to attend school in Fall but in January 2006. Being an international student, prompt attention to applications is very important because we still have to deal with the Canadian Embassy in our home Country. Asking that fees be paid before a letter of acceptance is issued is also a time wasting procedure when most schools in Canada don’t request that. This will affect the numbers of students applying to UCFV.”*

#### ***Registration Priority***

*“I don't like admission requirements, i have a high GPA, yet my friend with a low GPA has same admission eligibility as me. Makes high school seem almost like a waste of time.”*

*“The way that people get priority registration is absolutely stupid. You have to give them your midterm marks during your second semester of highschool before you've even completed the course! Priority registration should be done once students have finished all their courses and written all their provincial exams! “*

*“Have student self-report grades when they apply. I would have been able to receive priority registration because I have good grades, but I forgot and was too busy to send my grades in.”*

*“I would have liked to have had it made clear to me that registration priority is not the same as registration. Since I'm a homeschooler I did not have a tour as regular classes did. Perhaps, if it was possible, a letter could have been sent out to all Chilliwack graduates including homeschoolers inviting them to take part in a tour to become familiar with it.”*

#### ***Program Application Requirements***

*“I would change some of the requirements needed for certain programs. When coming out of grade.12 it can be hard to meet those requirements in time to apply for certain programs.”*

*“I would have liked to be admitted directly into the Bachelor of Arts program.”*

### **4. Transfer credit and transcript issues**

Several students voice concerns regarding the transferring in of credits or the submission of high school transcripts in order to meet pre-requisites. For these students, they express frustration with the length of time to receive feedback and the process of approving their transfer credits.

*“It took a very long time to assess my overseas educational past history. Conflicting answers given during process of preparing to apply led to my decision to accept an offer elsewhere.”*

*“The process of transferring over credits from other universities, and the fact that it was up to me to figure out how a course could be transferred if it was refuted by UCFV standards. I am not qualified in such, and that was disheartening.”*

*“Transferring english 12 marks and having to take the CPT test when my english hasn't been over yet.”*

*“I have been transfert to one person to another and no one could anwser my question. French is suppose to be the second language in Canada and they ask me to give my transcrip in english when I'm from an French institution. I'm kind of really mad that nothing is there to help french people.”*

## **5. Course Availability/Scheduling/Programming**

There is always room for improvement in the scheduling and availability of courses. Many requests were made to courses/programs including suggestions to change the location or timing, increase the number of sections, and even adding programs that currently do not exist. For example, the respondents request more summer courses, photography sections, political science, sections of KPE170, theatre classes in Abbotsford, BFA, etc.

*“I would change the fact that I am on a waiting list for a class that I need to take this semester in order to do a practicum in the second semester. Although I was excepted into the program, all the reserved seating for this class were taken by my registration time.”*

*“I would like the classes to be held in closer proximity to one another. 4 classes required for this term - each are held on a different day of the week!”*

In some cases, the respondents note that they would like to feel more confident and prefer more attention from the institution but recognize the limited resources that this would impose. Other notable items include better transportation to campuses, time conflicts experienced by the high school students, and getting the runaround on the phone system.

### **In their own words – What have they appreciated?**

When asked what they have appreciated with their dealings of UCFV, respondents mention many different things but several main themes emerged. Many respondents mention that they appreciated the following:

1. Helpful staff/personal level of contact,
2. Quick feedback,
3. Educational advisors,
4. Orientations, and
5. Availability of information.

## **1. Helpful staff/personal level of contact**

Overwhelmingly, the respondents discuss how they appreciate being spoken to as “a person” and not as a number. Being the first post-secondary experience for many of them, they repeatedly acknowledged that the process was made that much better by the assistance provided by UCFV staff.

*“Everyone has gone out of his or her way to help me with all of the questions I have.”*

*“Everyone is very friendly and i have always gotten information, unlike the other school i signed up for.”*

*“How understanding people have been- it is almost as if they are going through it with us-and they are! But everyone seems pretty easy going and easy to talk to.”*

*“I appreciate that UCFV clearly strives to serve her students and make the transition from high school to university as easy as possible.”*

*“I appreciated the fact that I'm treated like I have a head on my shoulders and that I'm not some prissy little girl that's just wasting away Daddy's money.”*

*“I have appreciated how each of the individuals that work at UCFV made me feel like they care about my education that I get there. They make me feel like an individual instead of a number like a majority of the post-secondary school do. Keep smiling and being friendly.”*

*“The general friendliness of all faculty and staff. Everyone is easily approachable and is looking out for the student's needs. I easily get the impression that this institution is about student success, not a surplus at the end of the fiscal year.”*

*“The staff at Student Services is very friendly. I am just graduating high school, and university will be a big step. To have a friendly staff help you with what you don't know is very comforting..”*

*“I have appreciated the friendly welcoming and understanding faces of all the people I have had to deal with. I really felt welcome and comfortable when I came onto the campus and even by telephone. The people really made an attempt to help me in any way that they could.”*

*“I feel like I'm an old fart coming back to school. I'm glad I haven't been treated as one.”*

## **2. Quick feedback**

New applicants are trying to plan their next educational step and it is important to provide them with answers to their questions and feedback on applications as quickly as possible so that they have time to contemplate their decision. Many respondents mention how much they appreciated the quick feedback they received from UCFV.

*“I really appreciated the quick response the UCFV staff provided. It really made a big impression on me.”*

*“When I call with a question and have to leave voice mail, my call has been returned within hours. This has happened on 5 different days from 4 different departments.”*

*“You seem to be very organized, whenever I submitted anything I received a prompt reply. It was nice to have answers quickly.”*

### **3. Educational advisors**

Many students mention how the educational advisors helped them with the application and registration process. In some instances, respondents identify specific names of individuals and how they appreciated their assistance. Of particular note, would be the frequency of the advisors mentioned who represent the Sciences, International Ed, CYC, Library Technology, and Business departments.

*“The advisors have been readily available, extremely informative and helpful; plus, the staff at UCFV has been quite prompt in returning my calls. Makes me look forward to the support and services offered by the school, come fall 2005.”*

*“Doris Ball was the most helpful person i have ever talked to. the information she gave me to start with helped me decide the direction i wanted to take with my studies and throughout the application process she always had time to talk to me and answer my questions. without her help the application process would have been very stressful.”*

*“The counsellor was great. Gave me really good information when I went in. The Business Administration Open House was great. Good information and I was really excited about it then. I turned down different universities after that.”*

*“The science adviser, Darren Francis, is outstanding as an adviser. He is very knowledgeable and extremely helpful. His enthusiasm is what is helping make the decision to go to UCFV.”*

### **4. Orientations**

New students applying to UCFV, have many opportunities to attend orientations which may assist them in their first year. As well, there is a parent/student orientation offered to provide the parents with pertinent information. Several students mention how they appreciate this opportunity.

*“I am impressed with the quality of orientation and help to new students. (I did not receive half the amount of help when I went to SFU as a new student years ago).”*

*“I appreciated that it did not take long to find out whether I was accepted. I also liked the idea of offering student/ parent tours of the campus.”*

*“The orientation was fairly well put together. It seems like it has a fairly good school society atmosphere.”*

### **5. Availability of information**

The applicants are very grateful for the information available on the website which allows them to access things like their status, marks, and timetable. They also appreciate the updates sent in

the mail and one respondent even note that it made him or her “feel important” and “connected to the school”.

*“Not having to bend over backwards to find information out.”*

*“I appreciate the e-mails that remind me of important dates, because these are the things i usually forget.”*

*“I am and have been in Europe for the past nine months yet all my applications and registrations have been easily done on the internet from abroad. I really appreciated being able to organize my education so that i will be able to begin school as soon as i return to Canada.”*

*“I have appreciated being able to visit the website, as well as getting a ton of info via email from UCFV staff members.”*

*“The consistent letters to my home gave great information for any tours or orientation nights that were coming up at UCFV and kept me very well informed.”*

Other things they appreciate, that are not mentioned as often as those noted above, include the learning atmosphere, location, athletics, scholarships, faculty, and just being accepted. The respondents acknowledge many things that they appreciate about their experiences with UCFV and faculty and staff should be encouraged that the assistance that they provide does not go unnoticed by those that are new to the institution.

## ATTENDANCE BARRIERS

When asked about what would prevent the applicants from attending UCFV, the response average indicated that “finances” would most likely be the biggest barrier. The barrier listed that would least likely prevent them from attending this institution was “child care”.

**Table 10: Factors Affecting Attendance**

How likely is it that the following factors will prevent you from attending this institution?						Response Average
	Very likely	Likely	Unlikely	Very unlikely	Don't know	
Finances	6.0%	18.5%	40.5%	31.4%	3.7%	3.01
Admitted by another institution	8.8%	10.6%	29.8%	48.1%	2.7%	3.20
Hard to fit classes with job schedule	3.5%	12.0%	42.9%	38.8%	2.7%	3.20
Mode of transportation	4.5%	13.4%	35.5%	45.0%	1.6%	3.23
Not sure of program choice	2.7%	10.6%	29.3%	54.7%	2.7%	3.40
Other family considerations	1.2%	7.6%	30.6%	55.9%	4.7%	3.48
Not sure I want to be a student right now	2.2%	8.0%	21.5%	65.5%	2.8%	3.55
Child care	1.1%	2.4%	12.8%	79.8%	3.9%	3.78

Overwhelmingly, the applicants who responded to this survey indicate that they would be attending UCFV with some degree of certainty (83.6%). Table 11 illustrates that the majority of

these respondents were “very certain” that they would attend (63.9%) and only 2% indicate that they “don’t know”.

**Table 11: Certainty of Attendance at UCFV**

How certain is it that you will attend this institution in the fall?	Response	
	Total	Response
Very certain	481	63.9%
Certain	148	19.7%
Uncertain	63	8.4%
Very uncertain	46	6.1%
Don't know	15	2.0%

**In their own words – Why is their attendance uncertain?**

Of those who responded to the survey, 13% indicate that they were “uncertain” or “very uncertain if they will attend in the fall. This group were then asked if the would explain why they are not planning to attend. The main reasons they provide are:

1. Accepted and planning to attend another institution,
2. Prefer a program not offered by UCFV,
3. Financial constraints,
4. Delaying start time, and
5. Plan to work or travel instead of attend school.

**1. Accepted and planning to attend another institution**

Out of the 109 respondents who indicate that they are not planning to attend, 21 said that they are planning to attend elsewhere. Most didn’t provide reasons as to why but, in cases where they did, it was mainly location or program issues.

*“I have been accepted with scholarship to both UVic and UBC, both of which offer a wider range of the courses I need. Also, my family is moving in the next year, and may end up living closer to those institutions.”*

*“I’ve been accepted at TWU and have decided to go there. This is due in large part to it being closer to home.”*

**2. Prefer a program not offered by UCFV**

Approximately the same amount of students said that they were planning to attend another institution based on program choice or the admission procedures at UCFV did not meet their needs.

*“I’ve been accepted to Capalano College, Sechelt campus for their Professional Scuba Diver Instructors’ program.”*

*“I am interested in another school, which would make me able to go directly into a journalism program.”*

*“I got into another school. If in the future I decide that this program is not for me, then UCFV will be my first choice for general studies. My decision not to attend UCFV has nothing to do with the school, just my particular program.”*

*“I hope to be admitted to UBC because I would like to pursue a career in Dietetics and the program is not offered at UCFV, and thus UCFV is my second choice.”*

*“The University of Alberta was my school of choice, I don't like the fact that I have to go into general science at UCFV. Other institutions will allow me to go straight into my bachelor of Science.”*

### **3. Financial constraints**

Approximately 15% of those who said that they may not attend UCFV in the fall mention some type of financial constraints that would prevent them from doing so.

*“For me the only reason for not being able to attend would be a financial reason due to a low GPA in my first year at UBC and not getting a student loan because of that.”*

*“I cannot even afford the \$200 upfront registration fee before I even pick my courses right now. I keep trying to find a bank that will give me a line of credit, but at this point, things are not looking good. My credit is great, but apparently it's just missing the mark at this point.”*

### **4. Delaying start time**

Some respondents indicate that they are not certain if they are going to attend in the fall but are still planning to start at UCFV in the winter semester or next fall instead.

*“not sure if i want to go to school or take a year off. TOUGH DECISIONS!”*

*“I was thinking I wanted to join post-secondary, right after graduation. But now I feel like taking 6 months off, before starting education again. I don't want to resume education right away, because when I'm in school I want to do very well.”*

*“I might take a year off working, and instead of entering General Arts...like I am right now, next year I might just enter right into the Visual Arts program.”*

### **5. Plan to work/travel instead of attend school**

Several respondents indicate that they were not sure if they were going to attend yet because they are considering working or traveling instead.

*“I may be offered a job as a dancer somewhere in the world for September (ex.cruise ship contract). I will know by the end of July when I leave.”*

*“I've applied to go on a community volunteer program that will take me across Canada, if I get in, it will take place in the fall.”*

*“Depends on my ongoing application processes with several police departments.”*

The applicants who are not planning on attending also note that they are not sure if they would attend UCFV based upon issues that are beyond their control such as waiting for a permit, won't be in Canada in time, or waiting for a loan. According to the responses that they provide, most are not planning to attend UCFV due to things that are outside of the institution's control. However, in the areas of programming and finances, UCFV has the opportunity to do more to reduce the number of students that are choosing to go elsewhere for those reasons.

## **CONCLUSION**

Although accepted new applicants have had limited experience with UCFV, they provide valuable feedback on their experience with the application and registration process, orientations, and their perceptions of UCFV. Almost 60% of the respondents only applied to UCFV. The most important reasons why they decided to chose UCFV is location, tuition, and program selection.

The new applicants provide input about what they appreciate and what they would change about their contact with UCFV and the application process. They appreciate the helpfulness, friendly service, and personal level of contact they received from UCFV staff, in particular the education advisors. They also appreciate the quick feedback on their application and questions that they asked. The majority of respondents had no recommended changes to make. However, those that supplied responses provide suggestions regarding the availability of information, access to services, and the application process. These comments and others are incorporated in the "suggestions for improvement" section of this report (following the Executive Summary).

Some respondents acknowledge that there are some attendance barriers to overcome before they can enter post-secondary. The main reasons being finances, hard to fit classes with job schedule, prefer a program not offered by UCFV, or they were admitted to another institution. In saying this, 83.6% are certain or very certain that they will be attending UCFV this fall.

Implementing the Fall 2005 Applicant Survey has proven to be a worthwhile undertaking. The responses from the new applicants will be of great assistance in making future decisions regarding the application and registration process, student orientations and information sessions, and marketing and recruitment. As well, it provides a better understanding of the perception the applicants have of UCFV. Overall, the accepted applicants, who are new to UCFV, are a group that provided constructive comments which will greatly assist UCFV in improving the experience for future students.

# APPENDIX A

## SURVEY INSTRUMENT

### Entering Student Survey

Thank you for applying to UCFV! We are hoping you will help us improve learn more about you so that we can make your educational experience at UCFV even better.

The following survey will ask a variety of questions about your reasons for choosing UCFV, your perceptions of our institution, your educational goals, and other related topics. All respondents completing the survey will automatically be entered to win tuition for one course at UCFV!

Please take a few minutes to fill out this survey. The questions should take approximately 10 minutes to complete. Please be assured your privacy will be fully protected and all your responses will remain confidential. Also, this survey is voluntary and you can choose not to answer a question or stop at any point. We are only interested in your opinions, so there are no right or wrong answers.

Thank you in advance for your time and opinions!

### Respondent Characteristics

1. Where do you live?

Abbotsford  
Burnaby  
Coquitlam (Port Coquitlam, Port Moody)  
Delta (Tsawwassen)  
Hope (Agassiz)  
Langley (Aldergrove)  
Maple Ridge (Pitt Meadows)  
Mission  
North Vancouver  
Richmond  
Surrey - north  
Surrey - south and White Rock  
Vancouver - east side  
Vancouver - west side  
West Vancouver  
Other BC  
Outside BC  
Other (please specify)

2. Gender

Female  
Male

3. Age

- 16-18
- 19-20
- 21-24
- 25-29
- 30 and over

4. Highest level of education

- Less than high school graduation
- High school graduation
- 1 year post secondary
- 2 or more years post secondary
- Other (please specify)

5. Languages you speak at home: (choose all that apply)

- English
- Mandarin/Cantonese
- Punjabi/Hindi
- Other east Asian (e.g. Korean)
- Middle eastern (e.g. Arabic)
- Spanish
- French
- Other West European (e.g. German)
- East European (e.g. Russian)
- Aboriginal
- Other (please specify)

6. What will be your broad field of study?

- Applied Sciences (e.g. Computing, Engineering)
- Arts (e.g. Geography, History)
- Commerce and Administration (e.g. Business)
- Education
- Fine and Performing Arts (e.g. Visual Arts, Theatre)
- Health Sciences (e.g. Nursing, Dental)
- Human and Social Services (e.g. Social Work)
- Interdisciplinary (e.g. Kinesiology)
- Law (e.g. Criminology)
- Sciences (e.g. Chemistry, Physics)
- Trades (e.g. Welding, Carpentry)
- Preparatory (e.g. ESL, ABE, Developmental)
- Other (please specify)

7. What will be your specific program?

- Adult Education
- Adventure Tourism

Agriculture  
Applied Business Technology / Office Administration  
Arts (Geography/History/Sociology/Psychology)  
Automechanics  
Aviation  
Business Administration (Accounting, Marketing)  
Child and Youth Care / Early Childhood Education  
College and Career Preparation  
Computer Information Systems  
Criminology  
Dental Assisting  
Drafting  
Early Childhood Education  
Electrical / Electronics (Trades)  
Engineering  
English as a Second Language  
Fashion Design  
General Studies  
Home Support / Resident Care Attendant  
Kinesiology  
Library Information Technology  
Nursing  
Professional Cook Training  
Social Work/Social Services  
Speech and Language Assistant  
Science (Biology/Chemistry/Physics/Math)  
Teacher Education  
Teaching English as a Second Language  
Theatre  
Visual Arts  
Welding  
Other (please specify)

8. Please indicate the highest type of credential you would like to obtain at UCFV:

Certificate  
Diploma  
Degree  
Masters  
Other (please specify)

### **Choice of Institutions**

9. How many institutions did you apply to for the Fall semester?

One  
Two  
Three  
Four or more

10. To which institutions did you apply for the Fall semester (choose all that apply)?

BCIT  
Capilano College  
Douglas College  
Kwantlen University College  
Langara College  
SFU  
UBC  
University College of the Fraser Valley  
University of Victoria  
Vancouver Community College  
Other public BC college  
BC private college  
Other BC university  
Other institution  
Other (please specify)

11. Of the institutions that you applied to, which institution was your top choice?

BCIT  
Capilano College  
Douglas College  
Kwantlen University College  
Langara College  
SFU  
UBC  
University College of the Fraser Valley  
University of Victoria  
Vancouver Community College  
Other public BC college  
BC private college  
Other BC university  
Other institution  
Other (please specify)

12. How important were the following in choosing to apply to UCFV?  
(Scale: Very important, Important, Neutral, Unimportant, Very unimportant)

Convenient location  
Program not easily available elsewhere  
"Insurance" in case not admitted elsewhere  
Reputation of program  
Reputation of institution  
Tuition fees  
Preparation for transfer to another university/college  
Small classes  
Encouragement from family or friends  
Friends attending  
Athletics program  
Information from high school

13. In your own words, why did you apply to this institution?

### **Planning and Motivation**

14. How clear are your career goals?  
(Scale: Very clear, Somewhat clear, Unclear)

15. How clear are your educational goals? (e.g. transfer plans, major, courses you'll take in the future)  
(Scale: Very clear, Somewhat clear, Unclear)

16. How clear are your educational plans compared to six months ago?  
(Scale: Less clear, About the same, A little clearer, Much clearer)

17. What are your educational goals? (choose all that apply)

- Complete a full program at this institution
- Complete only certain courses (partial program) at this institution
- Transfer or continue studies at another institution
- Prepare for specific new occupation or job
- Prepare generally for a job
- Upgrade existing skills
- Study subjects of interest
- Personal development
- Other (please specify)

18. To what extent do you hope to be a student this fall?  
(Scale: A great deal, To some extent, Not really)

- At this institution
- At any other institution
- In your particular program

### **Your impressions of us**

19. What have been your initial impressions of this institution?  
(Scale: Very good, Good, Average, Poor, Very poor, Don't know)

- Friendliness
- Promptness
- Helpfulness
- Availability of information that you need
- Organization
- Availability of courses you want
- Application and admission process
- Overall quality of service

20. What, if anything, would you change about your experiences to date with UCFV?

21. What have you appreciated in your dealings with UCFV?

### **Attendance Barriers**

22. How likely is it that the following factors will prevent you from attending this institution?

(Scale: Very likely, Likely, Unlikely, Very unlikely, Don't know)

Admitted by another institution

Finances

Hard to fit classes with job schedule

Mode of transportation

Child care

Other family considerations

Not sure of program choice

Not sure I want to be a student right now

23. How certain is it that you will attend this institution in the fall?

(Scale: Very certain, Certain, Uncertain, Very uncertain, Don't know)

24. If your attendance is uncertain, please explain:

### **Other comments**

25. Do you have any other comments regarding your application to the institution?

That's all. Thanks for your feedback!

## APPENDIX B

### Q13. In your own words, why did you apply to this institution?

Category	TOTAL	%
Location (Convenient/Better commute/Close to friends& family/Did not want to attend in a big city etc.)	360	28.3%
Interested in particular program/Program only offered at UCFV/Joint program	169	13.3%
Cheaper than other universities	125	9.8%
Reputation of institution/program	114	9.0%
Referred to by family/friends	82	6.4%
Transferability (Obtain pre-reqs for other institution)	66	5.2%
Small class sizes	58	4.6%
Get feet wet/Not sure didn't want to pay more elsewhere	46	3.6%
Good choice of courses	44	3.5%
Learning atmosphere	33	2.6%
Helpful staff	25	2.0%
Back-up	21	1.6%
Athletics	20	1.6%
All my friends going there	20	1.6%
Future career goals	19	1.5%
Flexibility/Works with schedule/Maintain job	16	1.3%
Size of institution	8	0.6%
Complete credential	8	0.6%
Easy to get in	7	0.5%
Information meeting/Info provided	7	0.5%
Credits transfer in	6	0.5%
Didn't like last institution	4	0.3%
Quality of instruction	3	0.2%
Laddering option	2	0.2%
Upgrades	2	0.2%
Priority registration	1	0.1%
Wanted to move to BC	1	0.1%
Good idea at the time	1	0.1%
Waiting list at other institution	1	0.1%
Better bang for buck	1	0.1%
Positive attitude towards international students	1	0.1%
Obtained scholarship	1	0.1%
Can get MA	1	0.1%