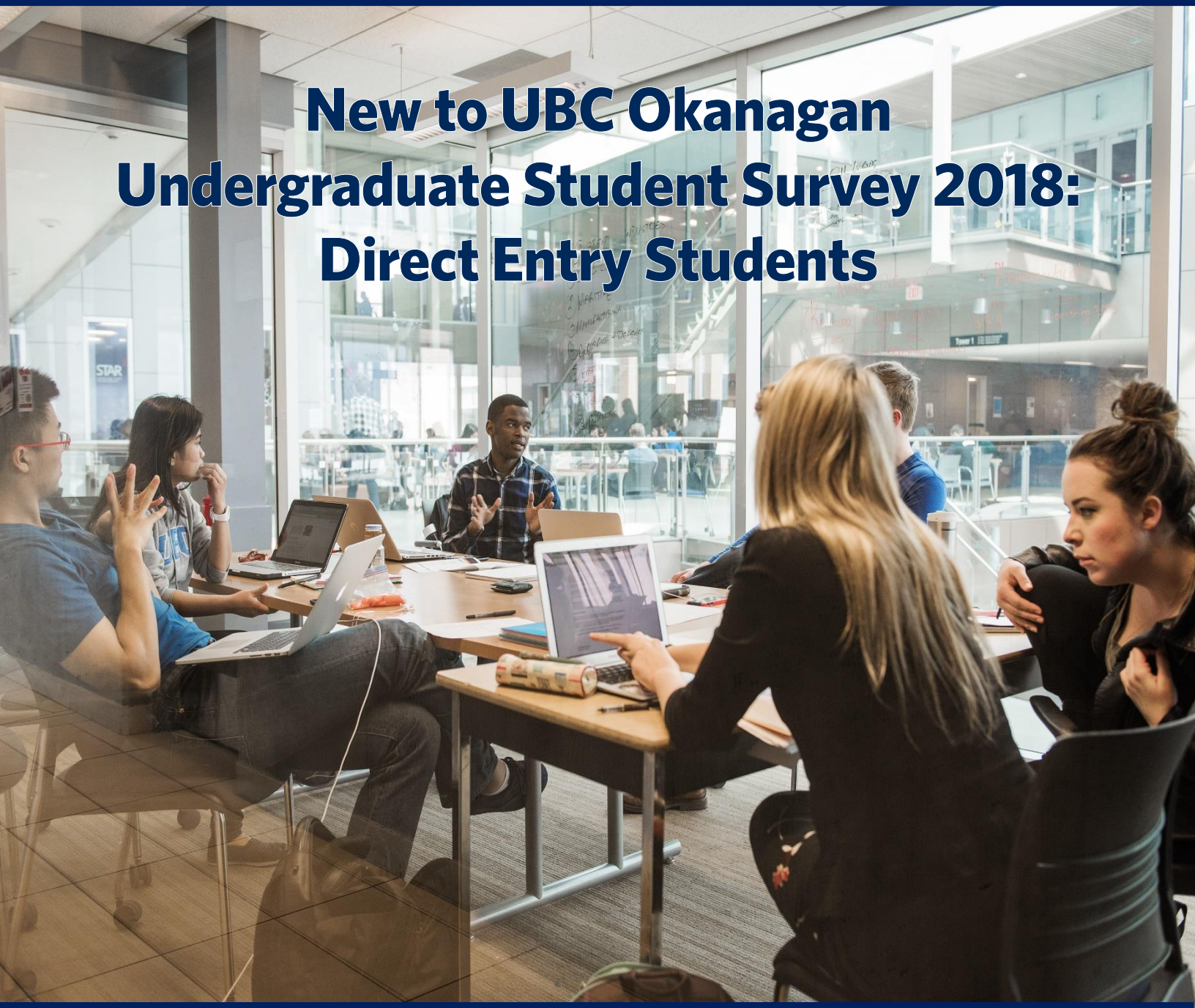
New to UBC Okanagan Undergraduate Student Survey 2018: Direct Entry Students



THE UNIVERSITY OF BRITISH COLUMBIA
Okanagan Planning and Institutional Research

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Executive Summary

The New to UBC (NUBC) Survey was administered in summer 2018 to all new incoming degree-seeking students, both direct entry and transfer, at UBC's Okanagan campus. In total, 1,674 students out of 2,772 responded to the survey –a response rate of 60%. The sample of respondents was generally a good representation of the 2018/19 new undergraduate student population at UBC's Okanagan campus, with some exceptions.

This report focuses on new direct entry students. Of 2,033 direct entry students invited to the survey, 1,306 responded –a response rate of 64%. When only looking at direct entry students, the sample is well-representative of the cohort in terms of program.

Background and Personal Characteristics

Seventy-six percent (n = 590) of domestic respondents identified as white, while 28% of international respondents identified as Chinese (n = 63). Six percent (n = 43) of respondents self-reported as Canadian Aboriginal, which is representative of the cohort of direct entry students where 5% were identified as Aboriginal. All international and 18% (n = 146) of domestic respondents said they were born outside of Canada. The vast majority of domestic students noted English as the language they spoke well enough to conduct a conversation about everyday topics as well as the language they spoke well enough to conduct academic/technical conversations. Apart from English, international respondents were most likely to know Mandarin well enough to conduct a conversation about everyday topics as well as the language they spoke well enough to conduct academic/technical conversations.

Just under six in ten domestic student respondents (57%, n = 452) and 48% of international student respondents (n = 109) identified as a woman. Among both domestic and international respondents, females were overrepresented in the sample, while males were underrepresented.

The majority of domestic and international respondents indicated that their mother and/or father attained a college-level certificate/diploma, a university degree, or a graduate/professional degree. Overall, 33% (n = 262) of domestic and 18% (n = 40) of international respondents were first generation university students. In general, international respondents' parents had attained higher levels of education than those of domestic respondents.

Most respondents said that they would be living in residence for their first year at UBC Okanagan (domestic: 60%, n = 493; international: 82%, n = 192). The majority of those commuting to campus said they planned to use public transit or to drive alone.

Choosing Where to Study

The factors domestic students most often said were important in choosing where to study were: quality of academic facilities (e.g. library, laboratories) (80%, n = 634), the university/college's overall reputation (79%, n = 632), quality of faculty (professors, instructors, etc.) (79%, n = 618), the value of the university/college degree in relation to the cost (67%, n = 522), and opportunities to learn outside the classroom (61%, n = 480).

International respondents most frequently rated the following factors as important in their decision of where to attend school: quality of faculty (professors, instructors, etc.) (94%, n = 208), quality of academic facilities (e.g. library, laboratories) (91%, n = 203), and the university/college's overall reputation (89%, n = 199), opportunities to learn outside the classroom (87%, n = 195), and the value of the university/college degree in relation to the cost (83%, n = 184).

Experience with UBC: Applying, Admissions, and Overall

The vast majority of domestic respondents (91%, n = 805) and international respondents (89%, n = 226) were highly satisfied with their overall experience with UBC to date. Similarly 91% (n = 814) of domestic respondents and 88% (n = 225) of international respondents thought UBC had been supportive in their transition to university.

Most respondents who applied to UBC Okanagan and at least one other university selected that, even though UBC Okanagan was their first choice, they applied to other universities to see what they would offer (domestic: 63%, n = 365; international: 48%, n = 88).

UBC Okanagan versus Competitor Institutions

Just over half of international student respondents applied to UBC Okanagan and 4 or more other post-secondary institutions (53%, n = 120). Thirty-nine percent (n = 314) of domestic respondents applied to UBC Okanagan and 2 or 3 other institutions, and 25% (n = 198) applied to UBC Okanagan and one other institution. The majority of respondents who applied to multiple institutions were accepted to UBC Okanagan and at least 1 other institution.

Overall, most respondents were applying to other institutions within British Columbia (BC) and elsewhere in Canada. The top competitor institutions within BC were as follows: University of Victoria (domestic: 43%, n = 150; international: 30%, n = 14), Simon Fraser University (domestic: 30%, n = 105; international: 57%, n = 26), and the University of British Columbia Vancouver (domestic: 28%, n = 99; international: 59%, n =27).

Domestic respondents applying to other institutions in Canada most commonly selected: the University of Calgary (36%, n = 124) and the University of Alberta (32%, n = 111). International respondents often applied to the University of Toronto (58%, n = 73) and the University of Waterloo (45%, n = 56).

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

When asked which institution they would have attended if they had not accepted UBC Okanagan's offer of admission, responses were varied. Domestic respondents most often picked "I was not interested in any other university" (24%, n = 187), University of Calgary (13%, n = 98), and the University of Victoria (12%, n = 95). Among international respondents, the most common selections were: "I was not interested in any other university" (16%, n = 47), and University of Toronto (14%, n = 30).

In comparing UBC Okanagan with the university/college they would have attended if they had not accepted UBC Okanagan's offer of admission, international respondents most often rated UBC Okanagan as much or somewhat better in terms of: the university/college's overall ranking (74%, n = 124), quality of campus life (75%, n = 113), opportunities to be involved in the community (71%, n = 92), quality of faculty (63%, n = 74), and the value of the university/college degree in relation to the cost (58%, n = 90). Among domestic respondents the university/college's overall ranking (77%, n = 407), residence (72%, n = 319), undergraduate research opportunities (62%, n = 235), quality of faculty (62%, n = 233), and the value of the university/college degree in relation to the cost (54%, n = 243) were most often rated favorably (UBC Okanagan is much or somewhat better).

Compared to respondents' other top choice institutions, UBC Okanagan was most frequently perceived as somewhat or much worse in terms of factors related to cost (domestic and international), the availability of financial awards or support from the university/college (domestic), and location (international).

First Year Concerns, Support, and Perceptions

Domestic respondents most often anticipated that they may require extra support with mathematics (42%, n = 370) and study skills (39%, n = 344). Mathematics (44%, n = 110), academic writing (39%, n = 99), and public speaking/presentation skills (39%, n = 98) were most frequently selected by international respondents.

Both domestic and international respondents expressed the highest levels of concern (selected "very concerned" or "concerned") for "being able to maintain a high enough Grade Point Average (GPA)" (domestic: 54%, n = 475; international: 74%, n = 182). Respondents were also quite concerned with being overwhelmed with all the things they are expected to do in their first semester (domestic), getting into their first choice of major (international), and

getting the career and professional advising they need (domestic and international). Overall, international respondents expressed higher levels of concern for aspects of their first year than domestic respondents.

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

Health and Wellbeing

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

When in need of health care services, the largest proportions of domestic students planned to use walk-in clinics (58%, n = 361), visit their current family doctor (38%, n = 235), use walk-in clinics (44%, n = 430), and/or access an on-campus physician (36%, n = 220). Most international respondents said they would access an on-campus physician (69%, n = 121) on-campus nurse (56%, n = 98), or use walk-in clinics (54%, n = 95).

The majority of domestic (76%, n = 534) and international (90%, n = 183) respondents indicated that they do not have a disability or ongoing medical condition.

Stress and anxiety were the most frequently identified issues that had negatively affected academic performance for both domestic and international respondents.

Finances

Forty percent (n = 347) of domestic and 22% (n = 55) of international respondents said that they require a loan that they are expected to pay back to finance their initial year at UBC Okanagan. Most domestic respondents' loans were government student loans, while international respondents frequently borrowed from parents/family/friends.

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

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

Only 7% of domestic (n = 50) and 37% of international (n = 86) respondents stated that they received an offer of scholarship or financial support from UBC.

Plans, Intentions, and Expectations

Just over one-quarter (27%, n = 224) of domestic and 32% (n = 74) of international respondents had plans to study abroad through UBC's Go Global program. Seventy-two percent of domestic (n = 590) and 56% (n = 132) of international respondents intended to graduate from UBC's Okanagan campus.

Entrance Advisors

Forty-five percent (n = 377) of domestic respondents and 57% (n = 137) of international respondents knew about entrance advisors. Respondents were most likely to "Strongly agree" or "Agree" that the entrance advisor was able to answer their questions related to course selection and registration (domestic: 80%, n = 202; international (91%, n = 108).

Introduction

This report presents the findings of the 2018 New to UBC (NUBC) Undergraduate Student Survey for UBC's Okanagan campus. Participating students were asked about the reasons they chose UBC's Okanagan campus for their post-secondary education, what they hope to gain from their UBC education, their experiences prior to their arrival at UBC, their expectations about their first year at UBC, and their perceptions of UBC to date.

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

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

Methodology

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

The NUBC Survey was deployed online via e-mail invitations. The survey was available to students from August 2nd to September 4th, 2018. As an incentive for participating in the survey, students were entered into a draw for one of ten $100 Visa gift cards.

Overall Sample

A total of 2,772 undergraduate students were invited to complete the survey, excluding email bounce backs. There were 1,674 full or partial completes –an overall response rate of 60% (62% for domestic and 55% for international students).

The sample of respondents was generally a good representation of the cohort of students, with some exceptions (refer to Table 1). Males were underrepresented (cohort: 48%, sample: 44%), while females (cohort: 52%, sample: 56%), first-years (cohort: 83%, sample: 85%), and domestic students (cohort: 78%, sample: 80%) were overrepresented.

Table 1: Demographic breakdown of cohort and sample

	Cohort		Sample	
	Count (N)	%	Count (n)	%
Gender				
Male	1,342	48%	734	44%
Female	1,430	52%	940	56%
Year Level				
Year 1	2,302	83%	1,414	85%
Year 2	227	8%	122	7%
Year 3	243	8.8%	138	8%
Domestic/International				
Domestic	2,148	78%	1,332	80%
International	624	23%	342	20%
Program				
BA-O	804	29%	457	27%

BASC-O	377	14%	231	14%
BFA-O	45	2%	31	2%
BHK-O	264	10%	161	10%
BMGT-O	289	10%	152	9%
BMS-O	19	1%	9	1%
BSC-O	857	31%	557	33%
BSN-O	117	4%	76	5%

Note: The data above is from SISC.

When breaking down the cohort and sample by domestic/international student status, in general, the samples of respondents reflected the cohorts well, with a few exceptions (see Table 2). Among domestic respondents, females (cohort: 53%, sample: 58%), first-years (cohort: 81%, sample: 83%), and BSC-O students (cohort: 32%, sample: 34%) were overrepresented; males were underrepresented (cohort: 47%, sample: 42%). While the sample of international respondents was generally representative of the cohort in terms of year level, females (cohort: 46%, sample: 49%) and BSC-O students (cohort: 29%, sample: 32%) were overrepresented in the sample.

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

	Domestic				International			
	Cohort		Sample		Cohort		Sample	
	Count (N)	%	Count (n)	%	Count (N)	%	Count (n)	%
Gender								
Male	1,006	47%	561	42%	336	54%	173	51%
Female	1,142	53%	771	58%	288	46%	169	49%
Year Level								
Year 1	1,738	81%	1,101	83%	564	90%	313	92%
Year 2	191	9%	106	8%	36	6%	16	5%
Year 3	219	10%	125	9%	24	4%	13	4%
Program								
BA-O	566	26%	329	25%	238	38%	128	37%
BASC-O	308	14%	193	15%	69	11%	38	11%
BFA-O	39	2%	28	2%	6	1%	3	1%
BHK-O	259	12%	159	12%	5	1%	2	1%
BMGT-O	168	8%	92	7%	121	19%	60	18%
BMS-O	13	1%	7	1%	6	1%	2	1%
BSC-O	678	32%	448	34%	179	29%	109	32%
BSN-O	117	5%	76	6%	0	0%	0	0%

Note: The data above is from SISC.

Sample of Direct Entry Students

The focus of this report is on direct entry students only.

Of 2,033 direct entry students invited to the survey, 1,306 responded –a response rate of 64%.

When only looking at direct entry students, the sample is well-representative of the cohort in terms of program choice. However, males (cohort: 48%, sample: 45%) and international students (cohort: 25%, sample: 23%) were underrepresented and females (cohort: 52%, sample: 55%) and domestic students (cohort: 75%, sample: 77%) were overrepresented in the sample. Thus, the survey results should be interpreted with a degree of caution.

Table 3: Demographic breakdown of cohort and sample of direct entry students

	Cohort		Sample	
	Count (N)	%	Count (n)	%
Gender				
Male	982	48%	583	45%
Female	1,051	52%	723	55%
Domestic/International				
Domestic	1,531	75%	1,006	77%
International	502	25%	300	23%
Program				
BA-O	538	27%	331	25%
BASC-O	300	15%	192	15%
BFA-O	36	2%	26	2%
BHK-O	172	9%	114	9%
BMGT-O	235	12%	133	10%
BMS-O	14	1%	8	1%
BSC-O	669	33%	452	35%
BSN-O	69	3%	50	4%

Note: The data above is from SISC.

Notes

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

Additionally, when applicable, students who responded to a question by selecting "Don't know", "Not applicable", or "Prefer not to answer" were not included in the analysis of that specific question, unless otherwise noted.

Background and Personal Characteristics

Residence

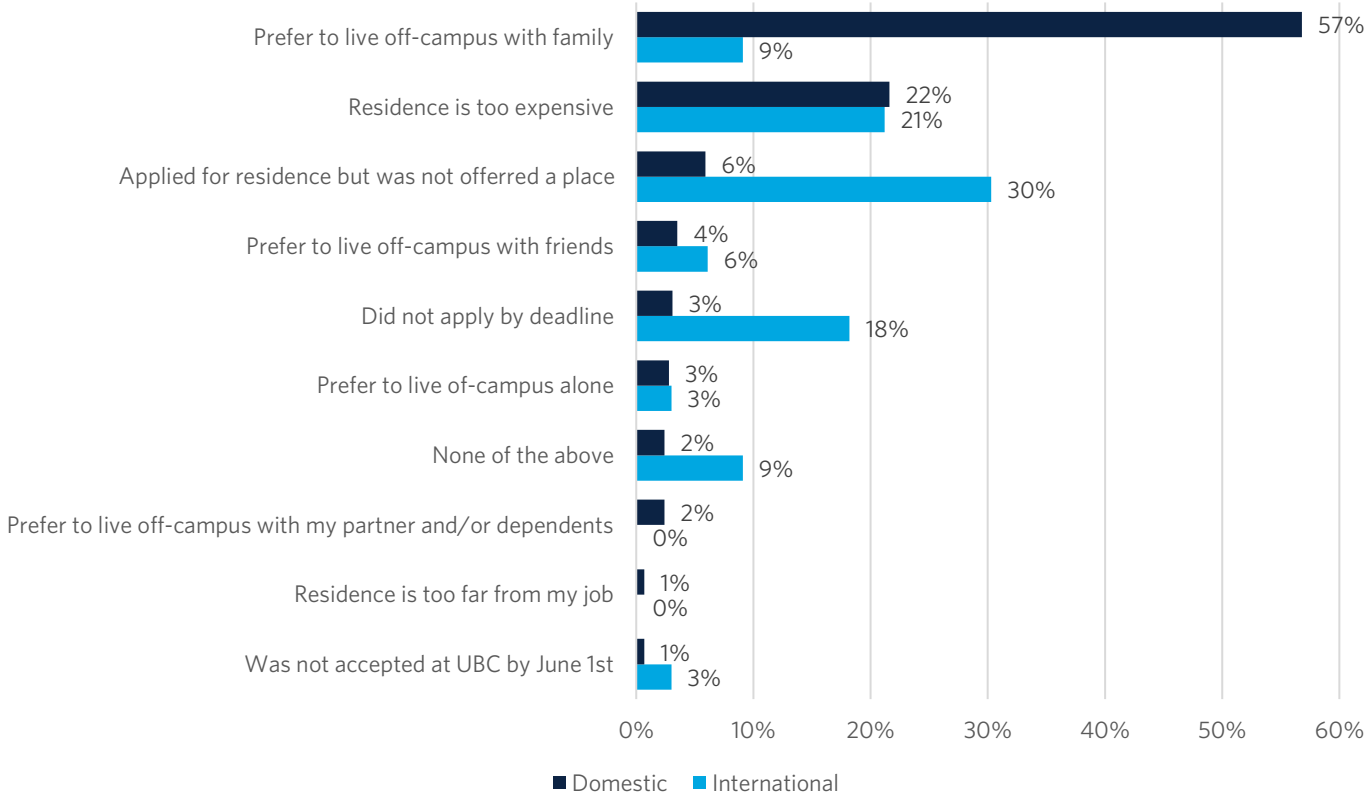
Eighty-two percent (n = 660) out of 806 domestic student respondents were born in Canada, and 100% (n = 231) of international respondents were born outside of Canada. Most international respondents first attended school in Canada in Grade 9 (27%, n = 10) or Grade 10 (22%, n = 8).

Forty-eight percent (n = 381) of domestic undergraduate student respondents have lived in the Okanagan region for at least one year, 28% (n = 224) have lived elsewhere in BC for at least one year, 40% (n = 321) have lived in another province/territory in Canada for at least one year, and 15% (n = 122) have lived in another country besides Canada for at least one year. Most international respondents (93%, n = 180) have lived outside of Canada for at least one year.

Respondents were asked to specify their living situation for this academic year. Over three quarters of international respondents said they would be living at UBC residence (82%, n = 192). Among domestic respondents, 60% (n = 493) noted they would be living in residence and 35% (n = 287) said they would be living off-campus.

Those not living in residence were prompted to indicate why. Just over half of domestic respondents selected that they prefer to live off-campus with family (57%, n = 163), and 22% (n = 62) said residence is too expensive. The most common reasons for international respondents were that they applied to residence, but were not offered a place (30%, n = 10), and residence is too expensive (21%, n = 7).

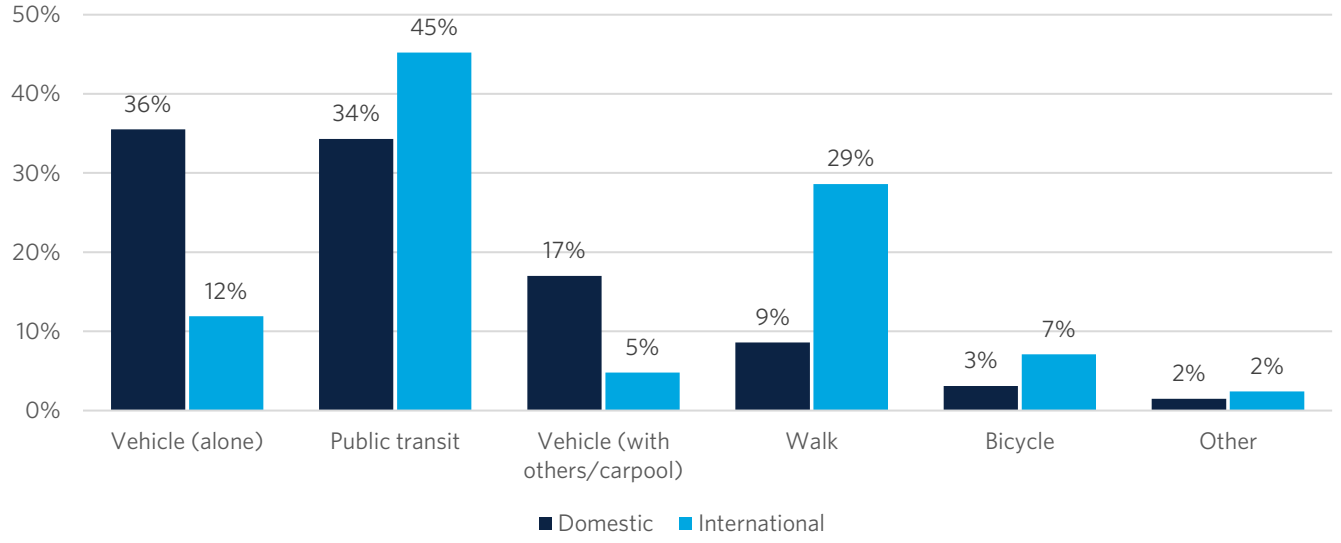
Figure 1: Why respondents will not be living in residence



Commuting

Respondents indicating they would not be living in residence were asked to specify how they planned to commute to campus. Most international respondents cited they would use public transit (45%, n = 19) or walk (29%, n = 12). Among domestic respondents, 36% (n = 115) selected they would drive alone and 34% (n = 111) said they would use public transit.

Figure 2: Commute method



Languages

Respondents were asked which languages they spoke well enough to conduct a conversation about everyday topics. The majority of respondents, both domestic (99%, n = 797) and international (99%, n = 227) selected English. Mandarin (25%, n = 57) and Hindi (22%, n = 50) were the next most common responses among international respondents, while French (31%, n = 247) was the second most common response among domestic respondents.

English (96%, n = 709) and French (18%, n = 132) were the most common languages that domestic respondents identified they knew well enough to conduct an academic/technical conversation. The top two responses for international students were English (94%, n = 212) and Mandarin (21%, n = 47).

Gender

Fifty-seven percent (n = 452) of domestic student respondents and 48% (n = 109) of international student respondents selected their gender identity as "woman" on the survey. Two percent (n = 16) of domestic student respondents selected "transgender & non-binary", while no international respondents selected this option.

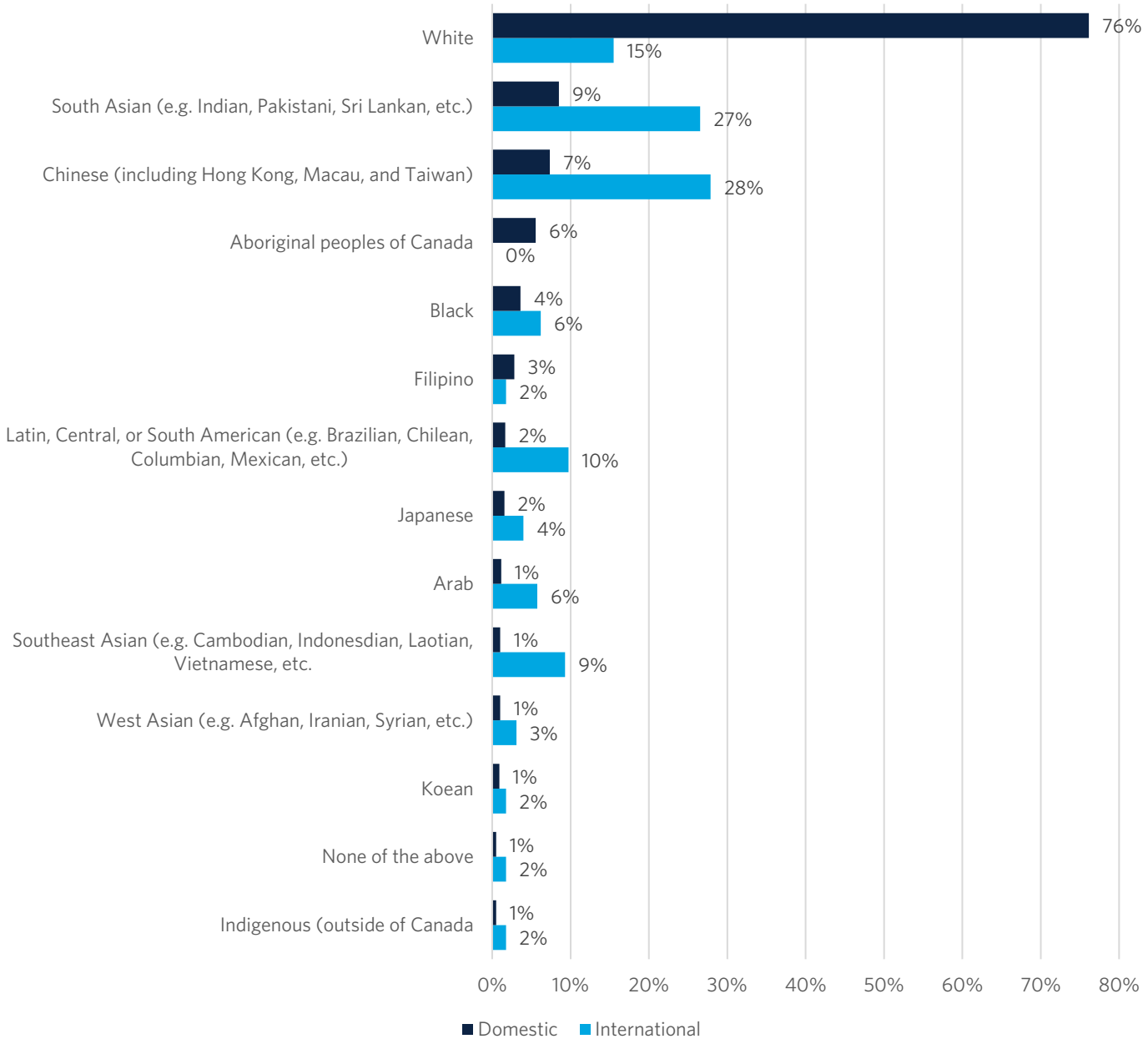
Sexual Orientation

The majority of respondents identified as heterosexual (domestic: 90%, n = 688; international: 88%, n = 186). The next most common responses were bisexual/pansexual (domestic: 6%, n = 46; international: 5%, n = 11), gay/lesbian (domestic: 2%, n = 12; international: 2%, n = 4), and questioning/unsure (domestic: 1%, n = 10; international: 2%, n = 5). Two percent of domestic respondents (n = 14) and 1% of international respondents (n = 2) identified as someone with trans experience.

Ethno-Racial Distribution and Citizenship

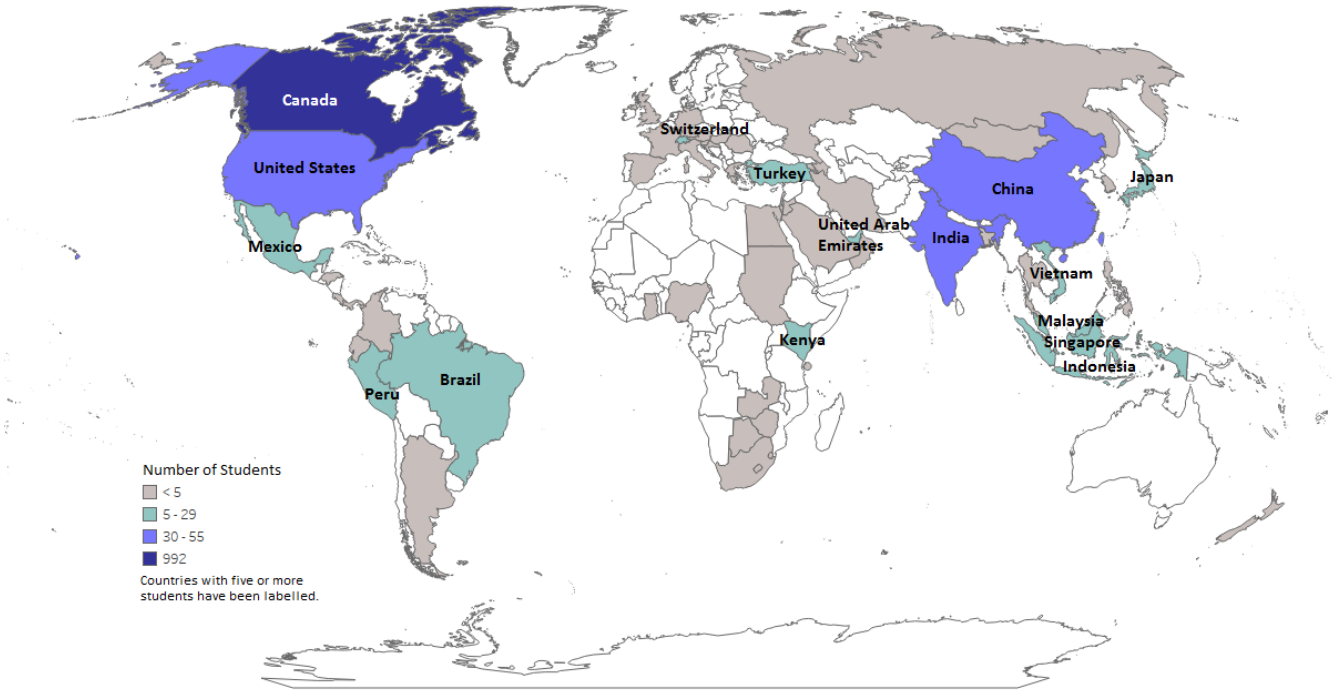
The majority of domestic respondents (76%, n = 590) selected that they identify their ethnicity as White, while 6% (n = 43) selected Canadian Aboriginal. The proportion of students identifying as Aboriginal was representative of the cohort of direct entry students (cohort: 5%, sample: 6%). International respondents most often identified as Chinese (28%, n = 63) and South Asian (27%, n = 60). Among domestic respondents selecting Canadian Aboriginal, Métis (58%, n = 23) and First Nations (43%, n = 17) were the most common groups identified with.

Figure 3a: Self-reported ethnicity



Data on respondents' citizenship was also taken from SISC. The majority of respondents were Canadian citizens (n = 992). The most common countries of citizenship for international respondents were India (n = 54) and China (n = 37). Overall, direct entry students represented a total of 65 countries.

Figure 3b: Citizenship

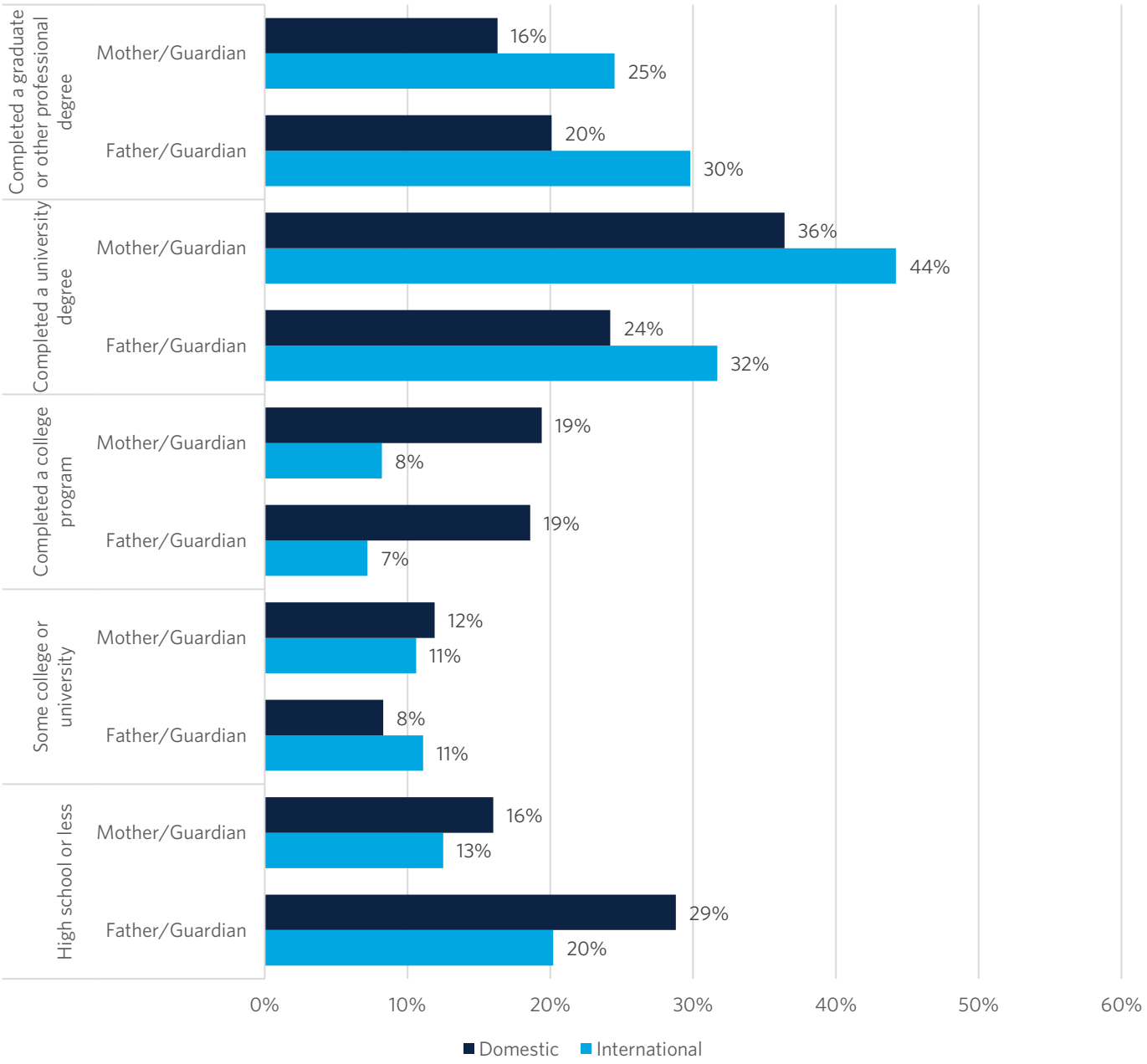


Education of Parents/Guardians

The highest level of formal education completed by the fathers/guardians of international student respondents was most often a university degree (32%, n = 66) or a graduate or other professional degree (30%, n =62). Among domestic respondents, the highest level of formal education obtained by fathers/guardians most often was high school or less (29%, n = 221) followed by a university degree (24%, n = 186).

Most often, international respondents stated that their mother/guardian had completed a university degree (44%, n = 92), or had completed a graduate or other professional degree (25%, n = 51). The most common levels of education obtained by the mothers/guardians of domestic respondents were a university degree (36%, n = 275) or a college-level certificate/diploma (19%, n = 147).

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



Overall, 33% (n = 262) of domestic and 18% (n = 40) of international respondents were first generation university students, meaning neither their father/guardian nor their mother/guardian had completed university.

Choosing Where to Study

The sections below present a variety of factors that could impact students' decisions on where to study.

Reputation

Among both domestic and international respondents, the university/college's overall reputation was the most important factor related to reputation in choosing where to study. Specifically, 79% (n = 632) of domestic and 89% (n = 199) of international respondents rated this as "extremely important" or "very important".

Figure 5a: Domestic respondents importance of factors in choosing where to study – reputation

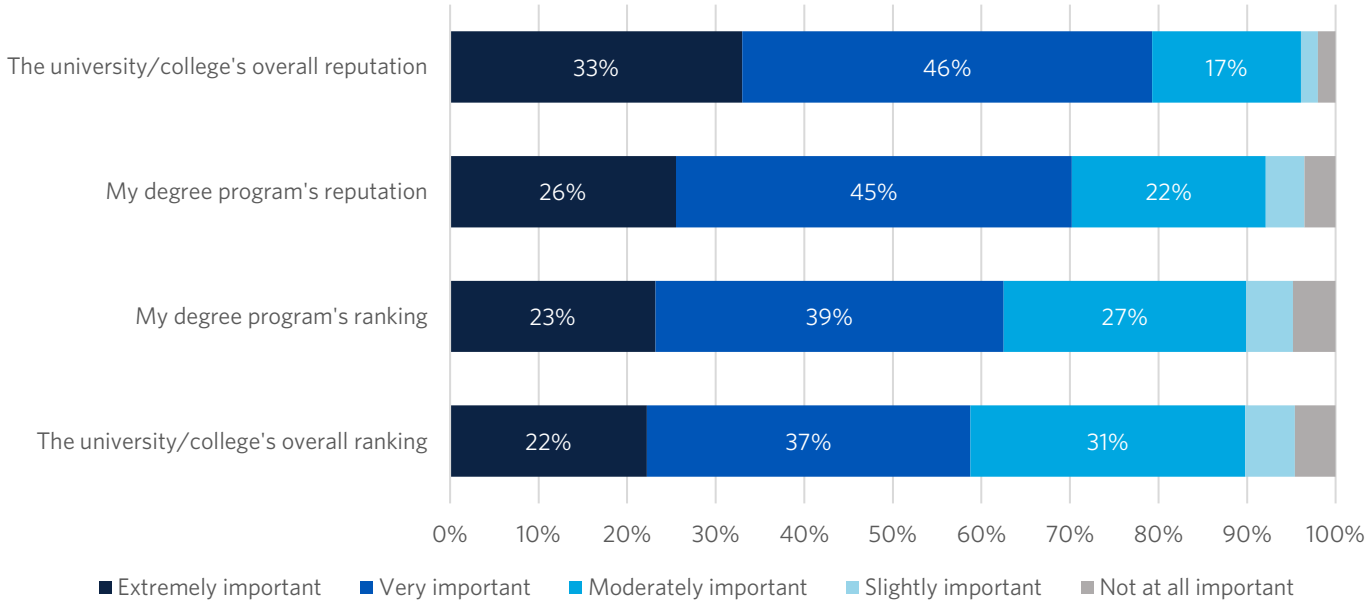
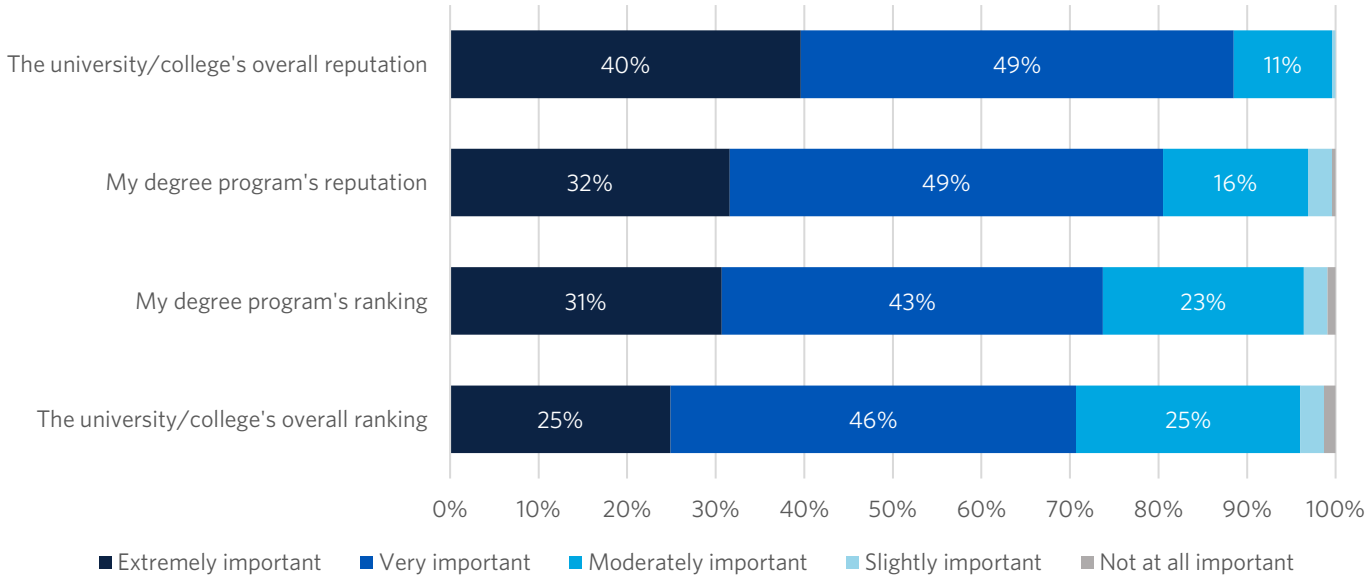


Figure 5b: International respondents importance of factors in choosing where to study – reputation



Campus

Quality of academic facilities (e.g., library, laboratories) and quality of campus life (friendliness of campus, social opportunities, quality of campus environment, etc.) were the most important campus factors for both domestic and international students. Eighty percent (n = 634) of domestic and 91% (n = 203) of international respondents rated the quality of academic facilities as "extremely important" or "important", while 79% (n = 626) of domestic and 90% (n = 201) of international respondents did so for quality of campus life.

Figure 6a: Importance of factors in choosing where to study – campus (domestic)

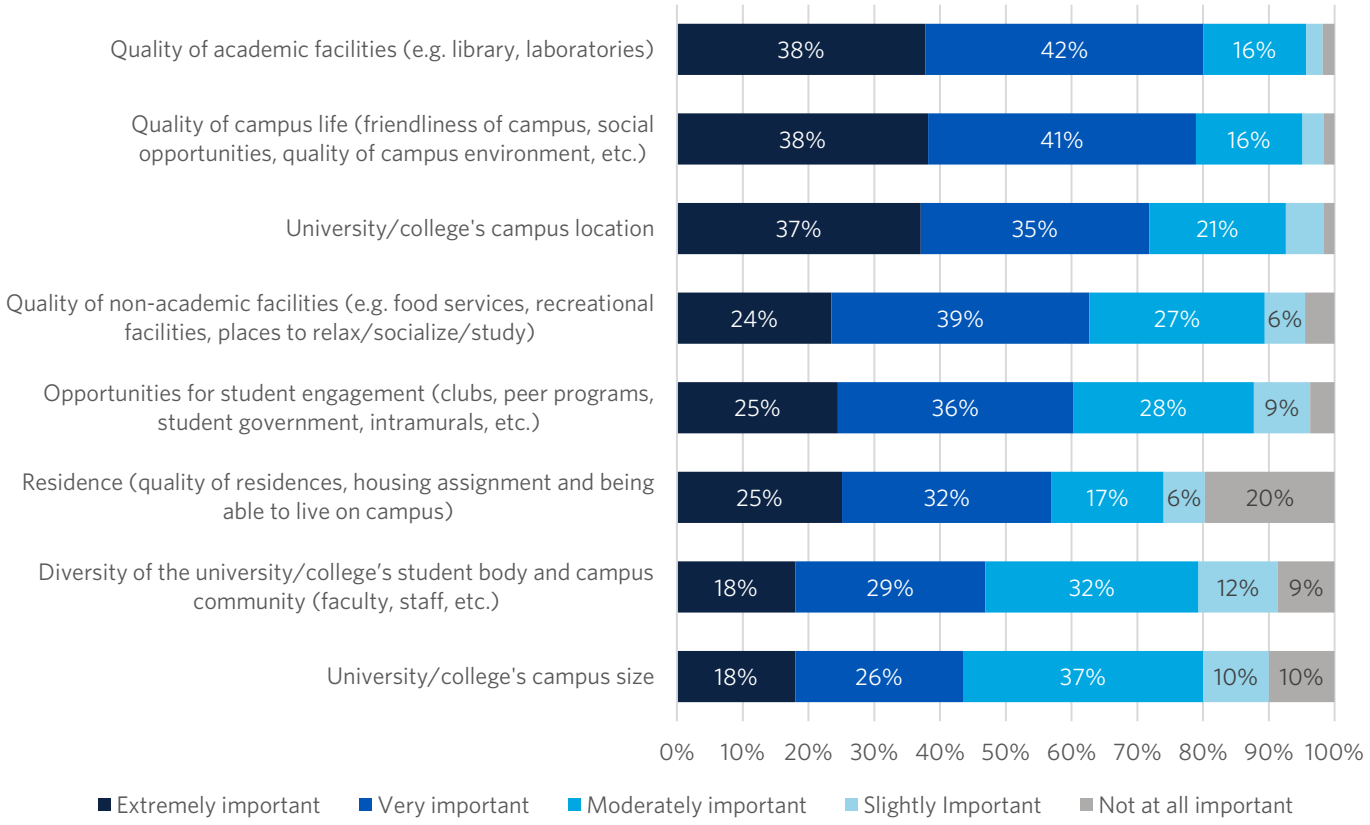
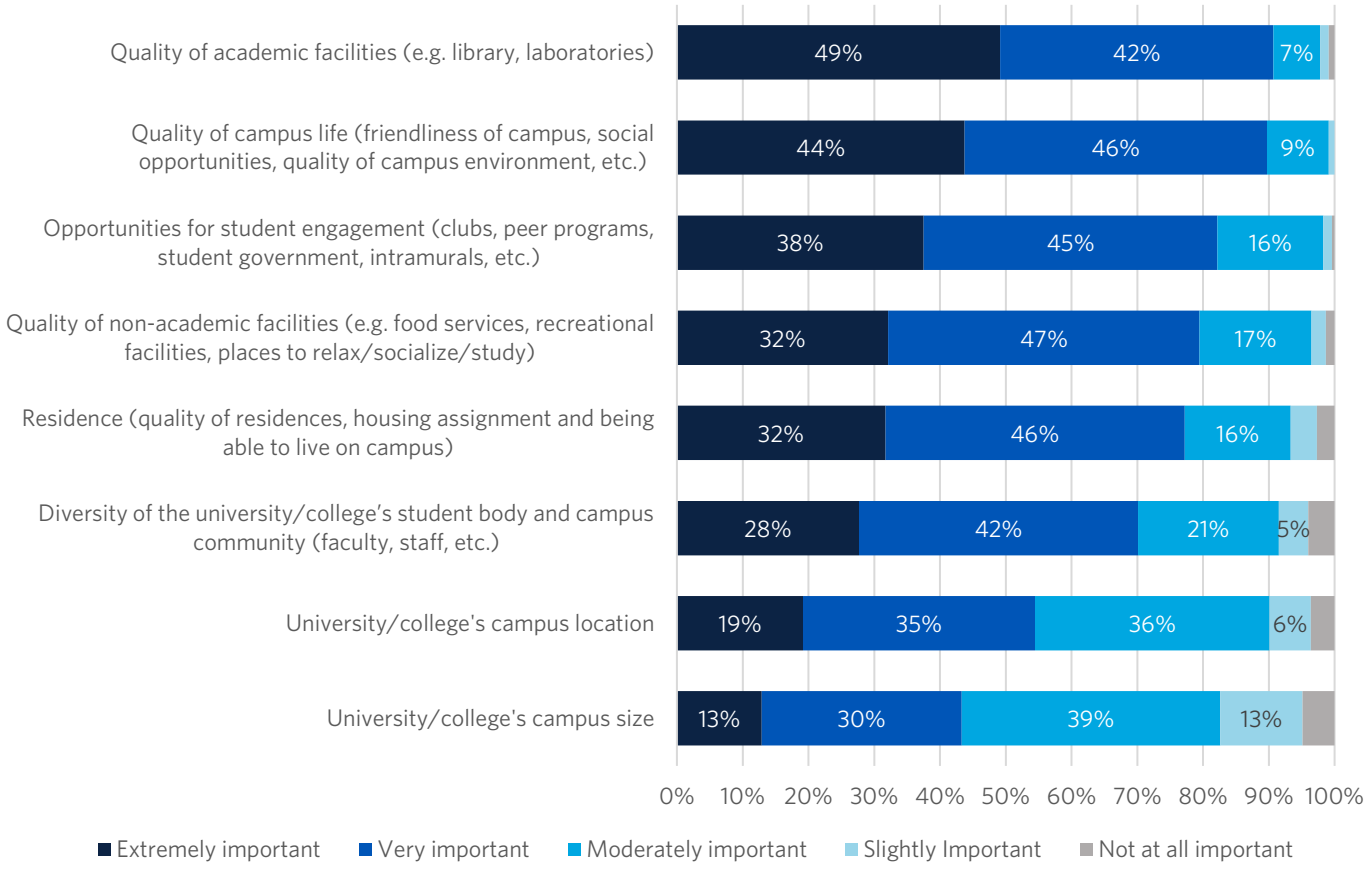


Figure 6b: Importance of factors in choosing where to study –campus (international)



Learning Opportunities

Opportunities to learn outside the classroom were valued most by both domestic and international respondents, with 61% (n = 480) of domestic and 87% (n = 195) of international respondents rating these as "extremely important" or "very important".

Figure 7a: Importance of factors in choosing where to study – learning opportunities (domestic)

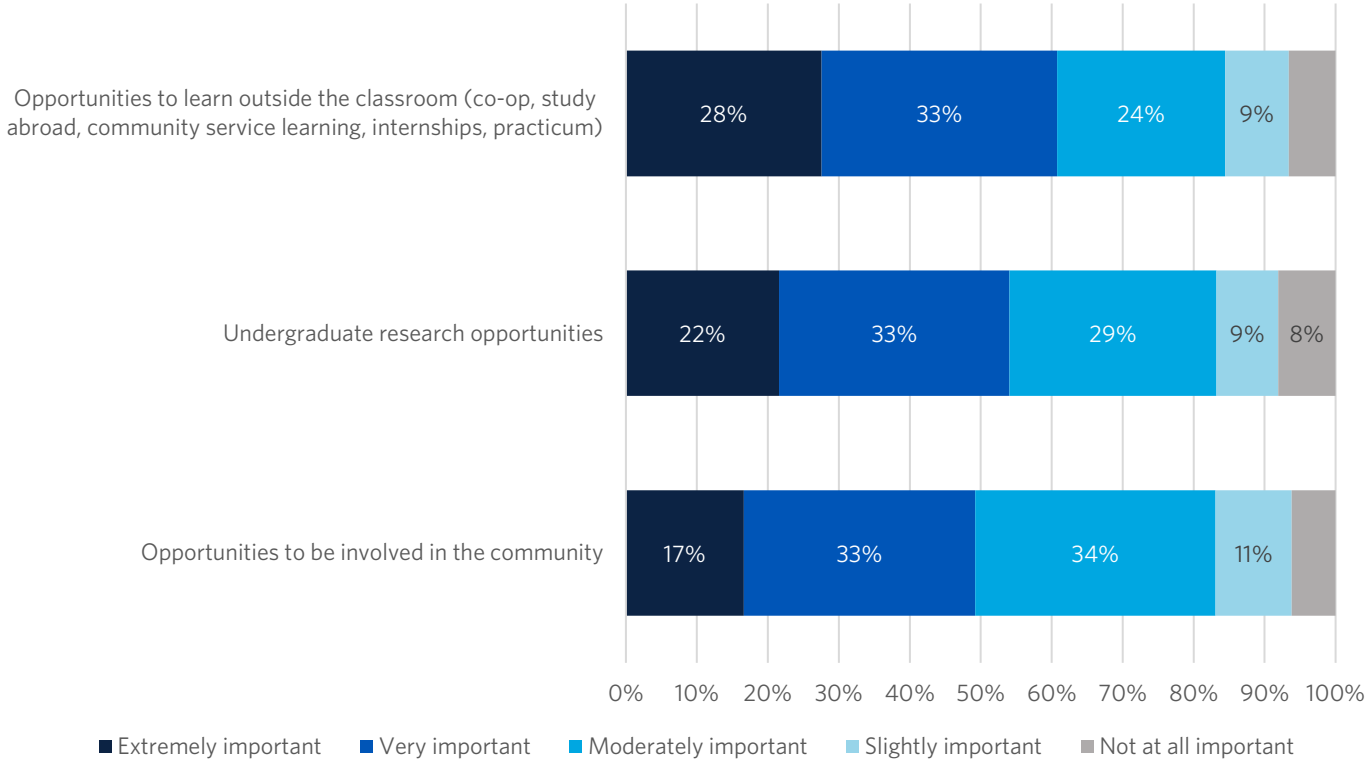
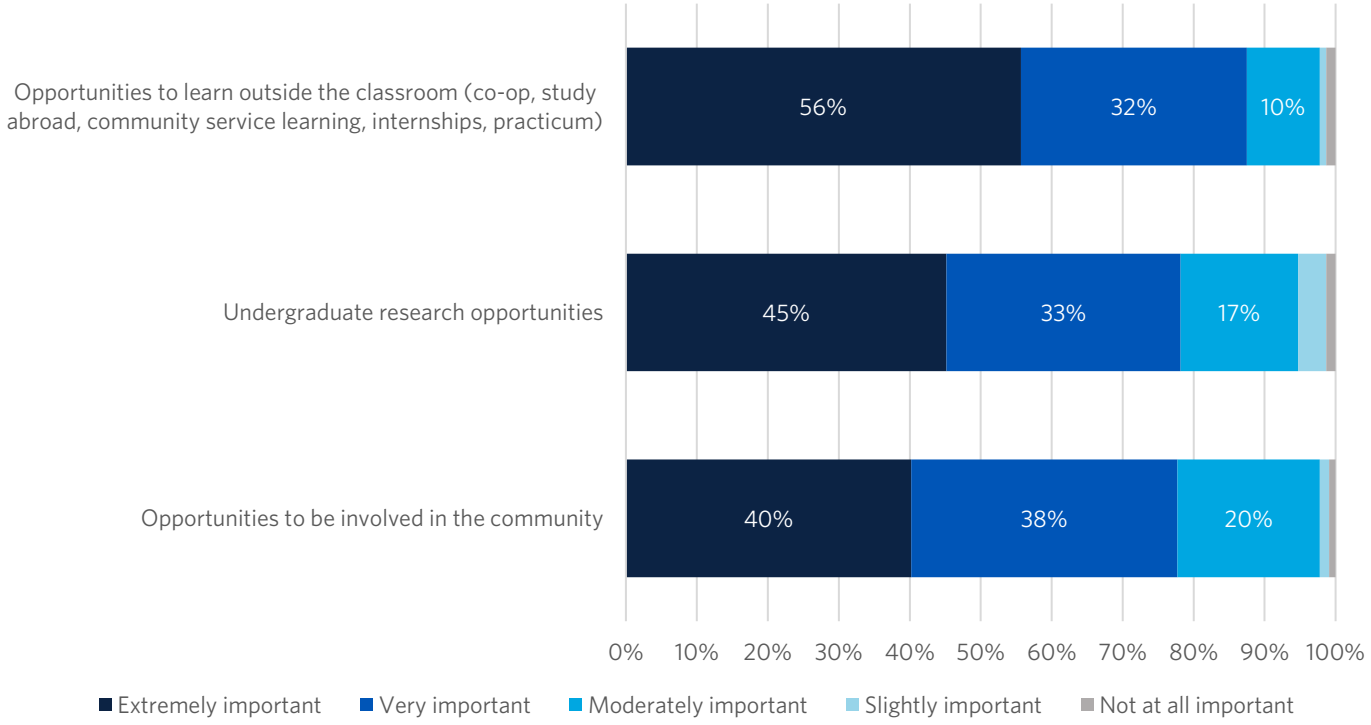


Figure 7b: Importance of factors in choosing where to study – learning opportunities (international)



Faculty and Programs

Overall, both the diversity of programs and courses and the quality of faculty seemed to be quite important when respondents were deciding where to study. Most domestic (79%, n = 618) and international (94%, n = 208) respondents found quality of faculty to be "extremely important" or "very important". Diversity of programs and courses was rated with the top two response options by 71% (n = 553) of domestic and 86% (n = 190) of international respondents.

Figure 8a: Importance of factors in choosing where to study – faculty and programs (domestic)

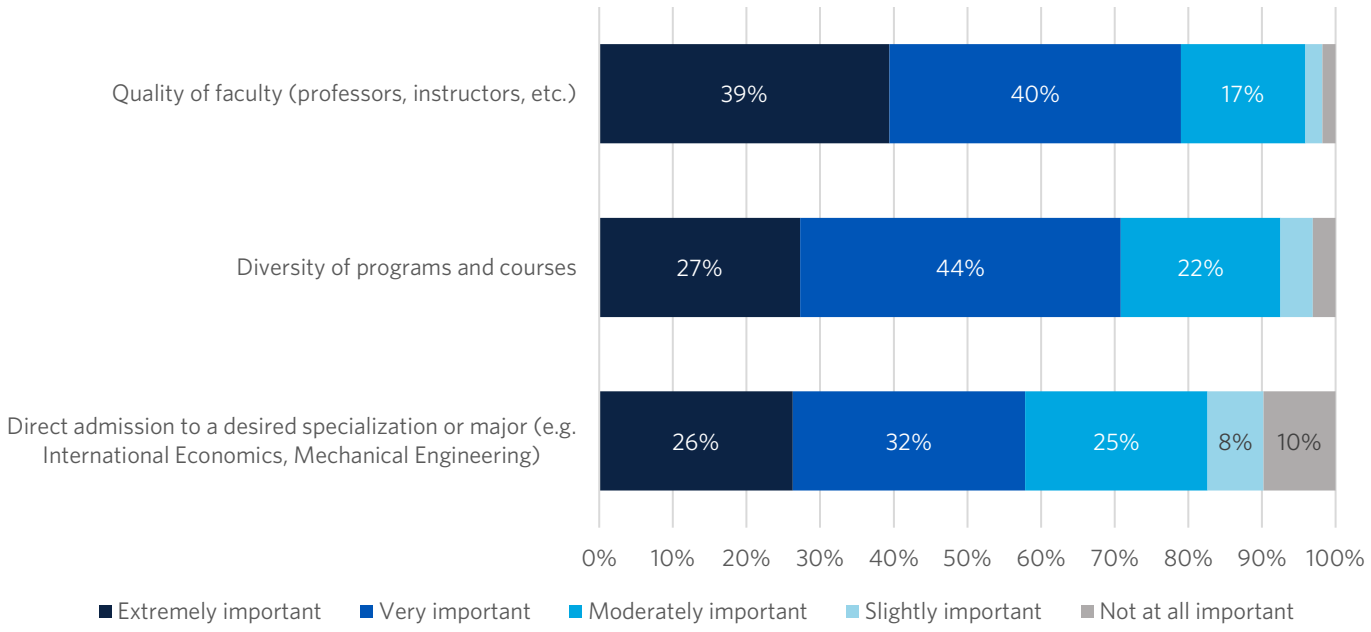
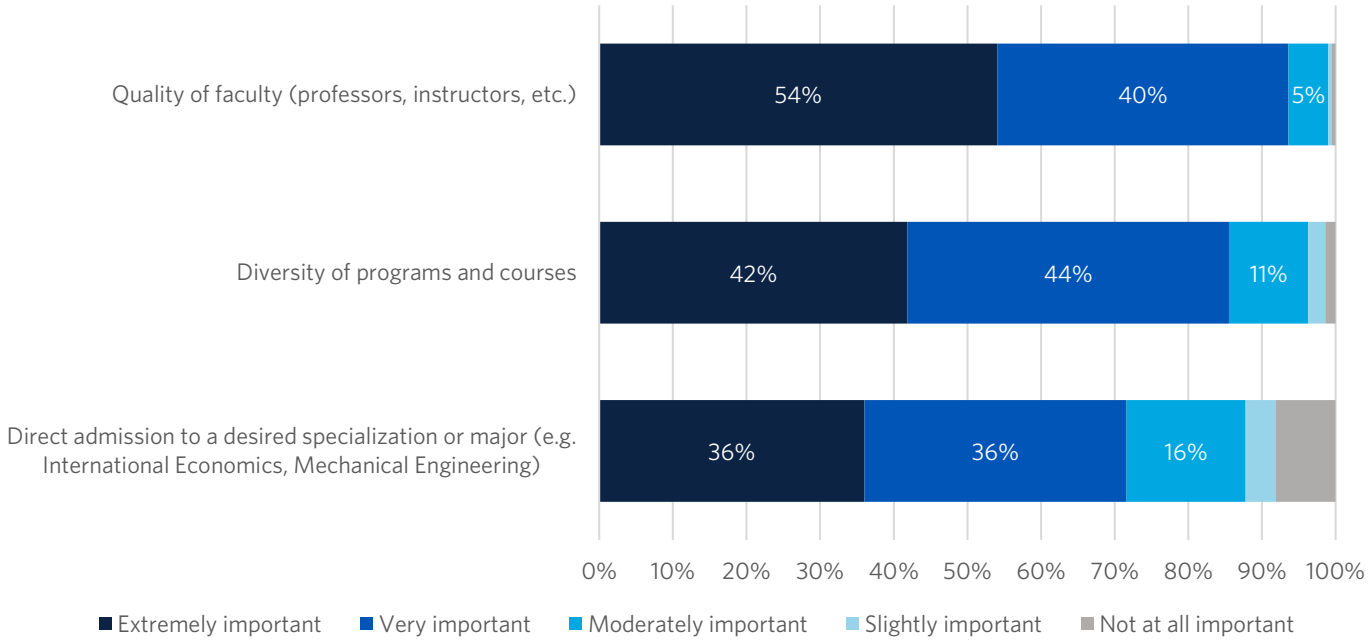


Figure 8b: Importance of factors in choosing where to study – faculty and programs (international)



Cost

A minimum of almost 5 in 10 domestic and almost 7 in 10 international respondents ranked each item related to cost as "extremely important" or "very important". The value of the university/college degree in relation to cost was most important for both domestic (67%, n = 522) and international (83%, n = 184) respondents.

Figure 9a: Importance of factors in choosing where to study – cost (domestic)

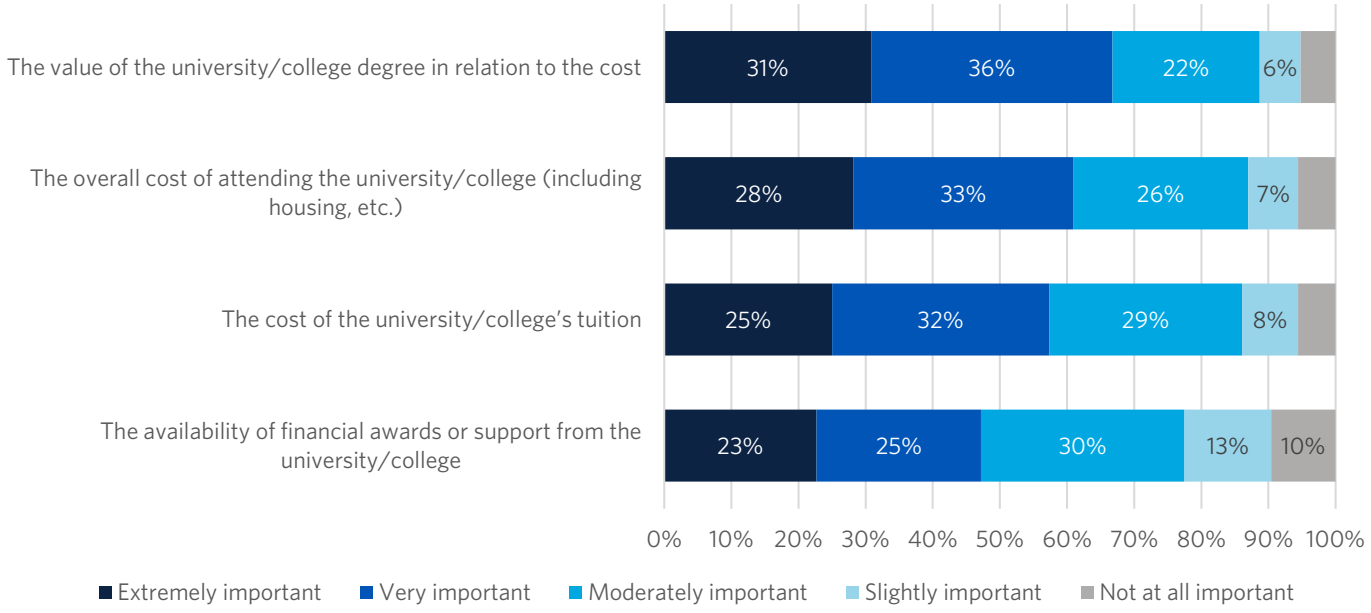
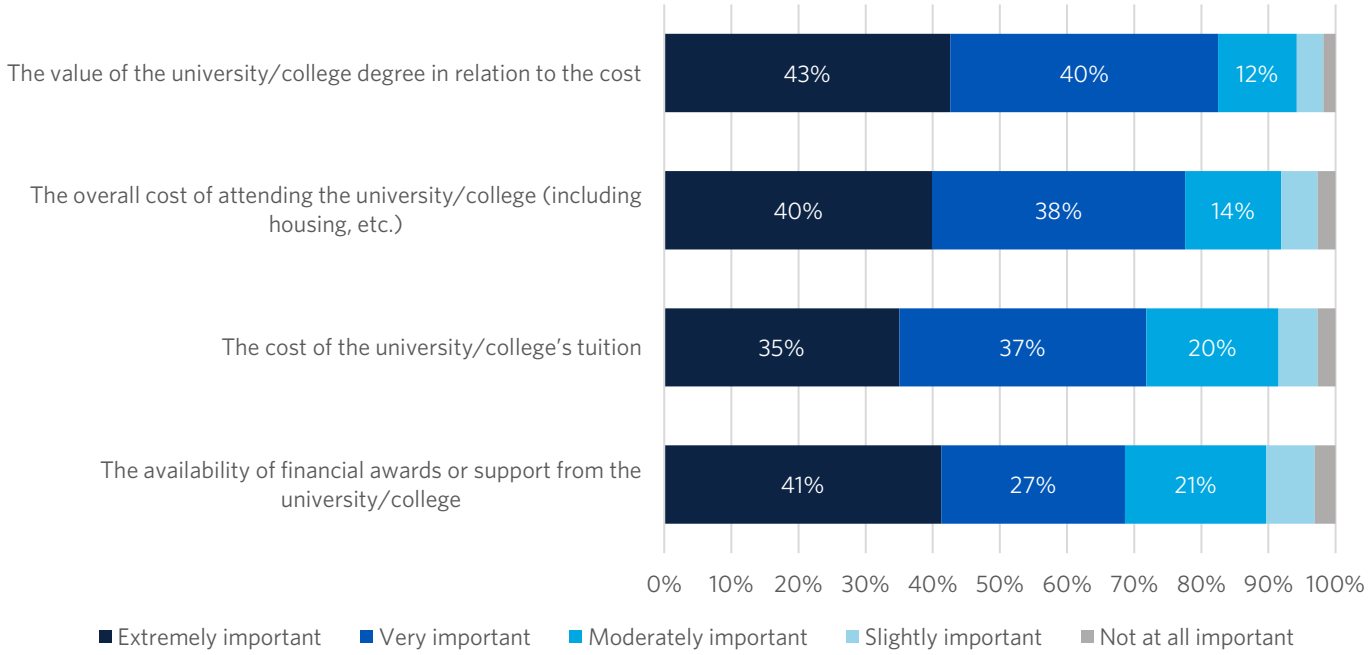


Figure 9b: Importance of factors in choosing where to study – cost (international)

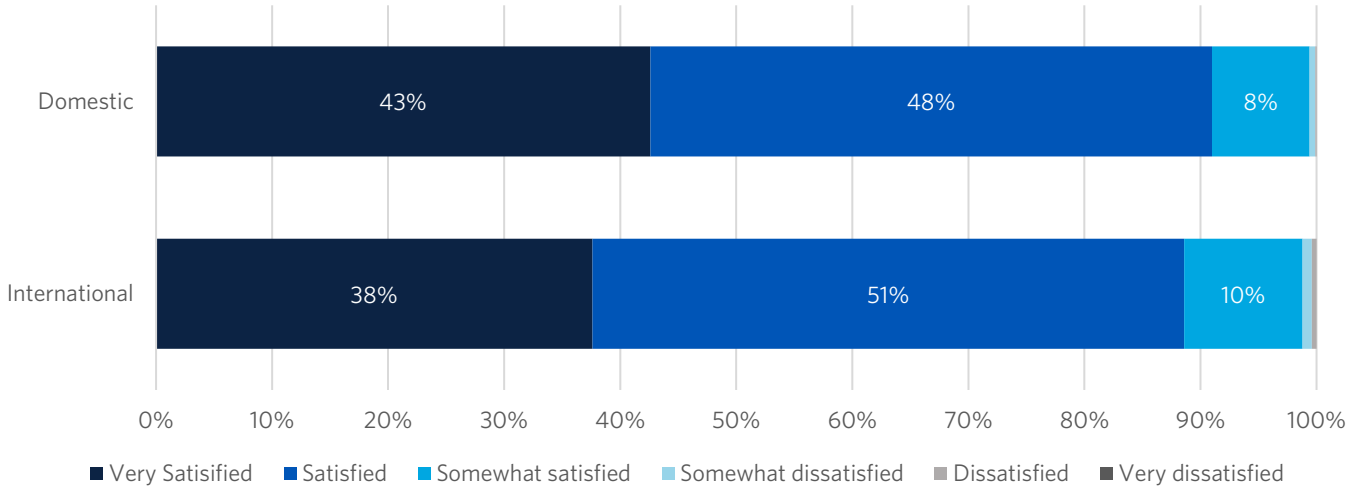


Experience with Applying and Admissions to UBC

Overall UBC Experience

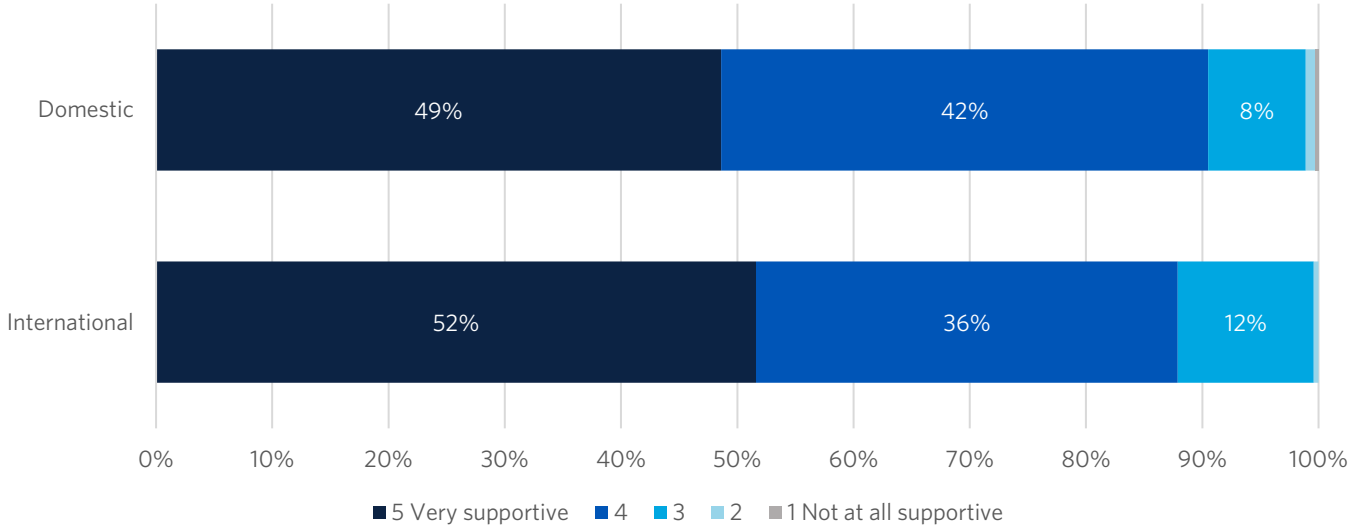
Ninety-one percent (n = 805) of domestic respondents and 89% (n = 226) of international respondents reported being "Very satisfied" or "Satisfied" with their overall experience with UBC to date.

Figure 10: Overall experience with UBC to date



Similarly, 91% (n = 814) of domestic respondents and 88% (n = 225) of international respondents rated how supportive UBC has been in their transition to university as a 4 or 5 on a scale of "1 Not at all supportive" to "5 Very supportive".

Figure 11. Supportiveness of UBC in transition to university

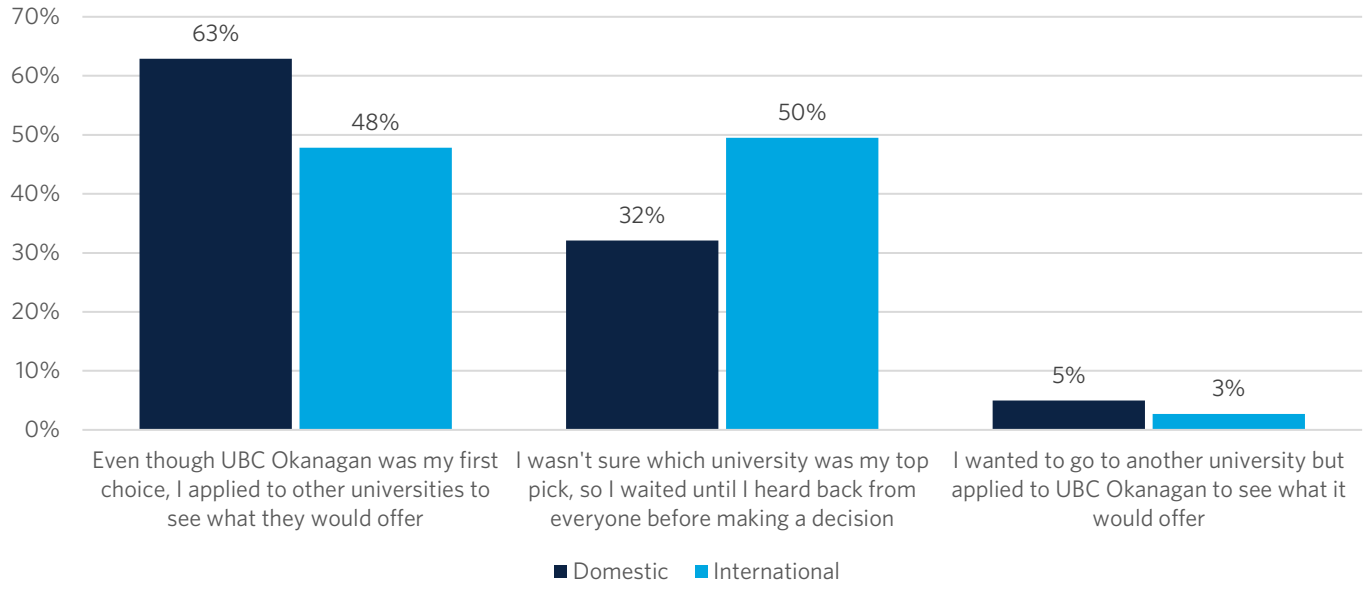


Application and Admissions

Most domestic respondents who applied to UBC Okanagan and at least one other university selected that, even though UBC Okanagan was their first choice, they applied to other universities to see what they would offer (63%, n = 365). Forty-eight percent (n = 88) of international respondents chose this response option. The largest

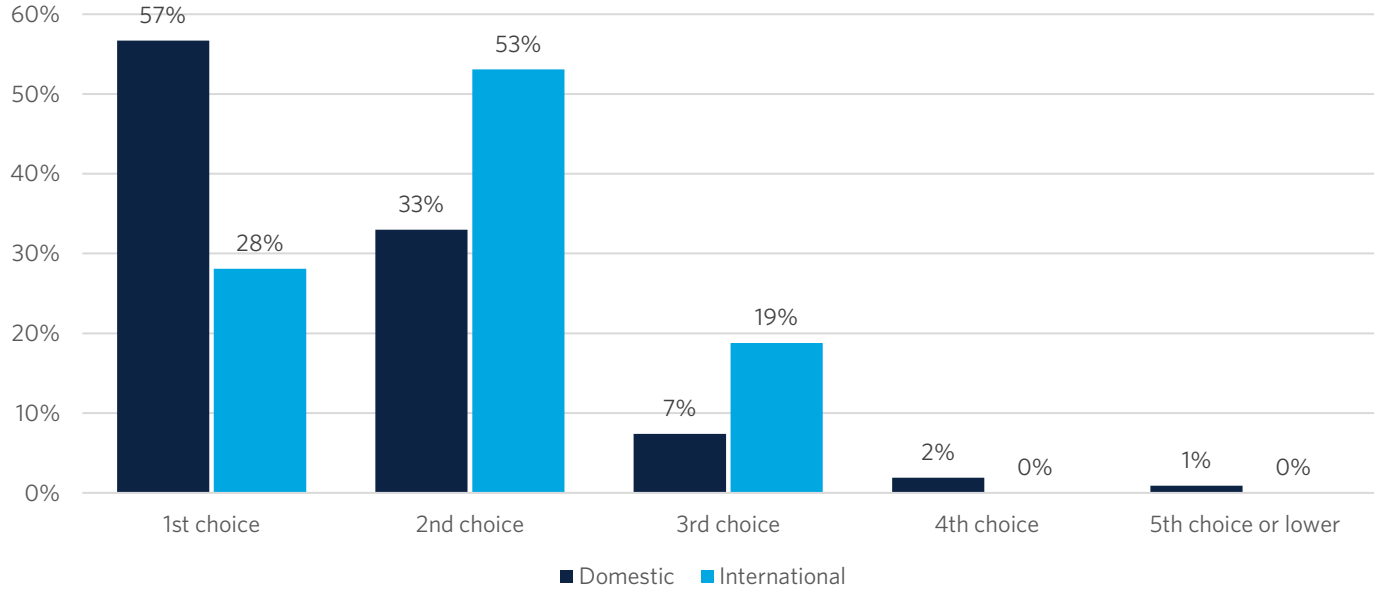
proportion of international respondents (50%, n = 91) chose: "I wasn't sure which university was my top pick, so I waited until I heard back from everyone before making a decision."

Figure 12: Top choice of university



Respondents were asked where UBC Okanagan ranked from them. Most domestic respondents stated that it was their first choice (57%, n = 122), while most international respondents stated it was their second choice (53%, n = 51).

Figure 13: Ranking of UBC Okanagan

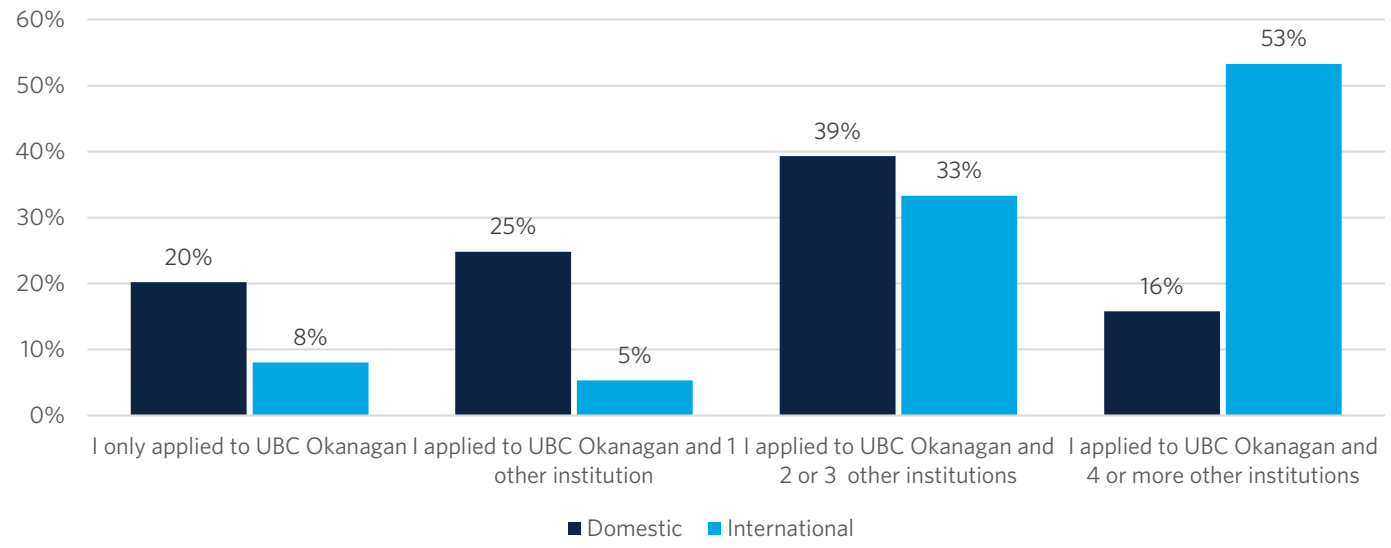


UBC Okanagan versus Competitor Institutions

Applying to Other Post-Secondary Institutions

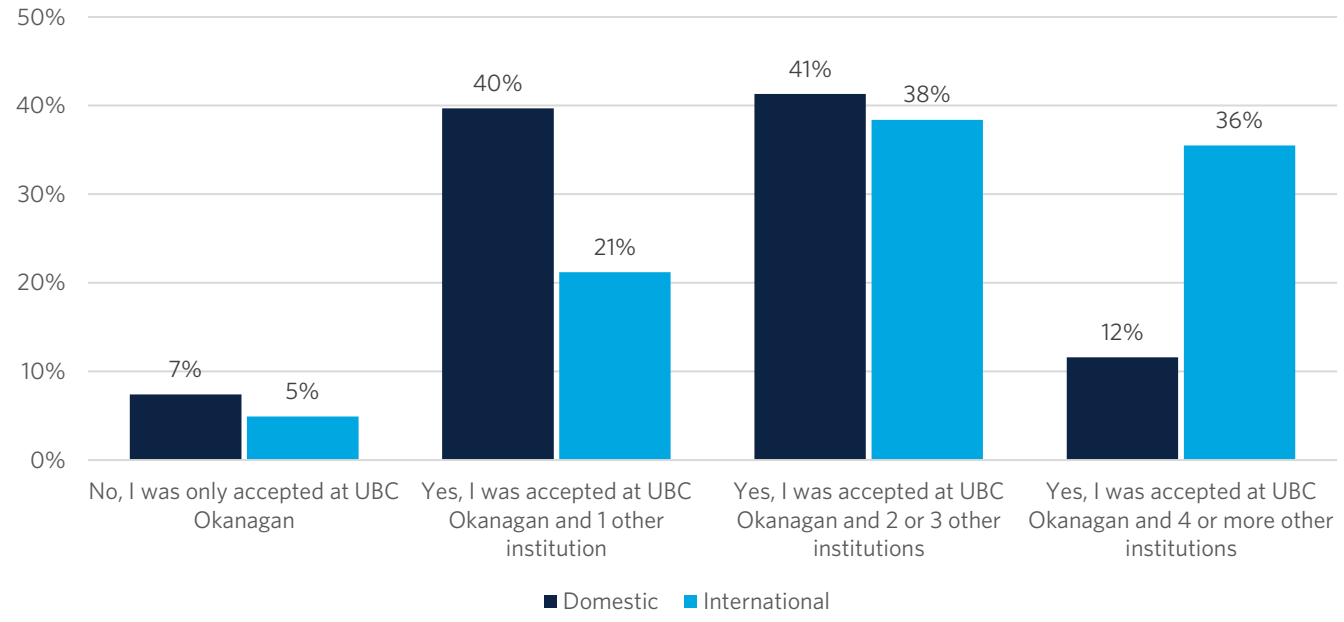
Just over half of international student respondents applied to UBC Okanagan and four or more other post-secondary institutions (53%, n = 120), and an additional 33% (n = 75) applied to UBC Okanagan and two or three other institutions. Thirty-nine percent (n = 314) of domestic respondents applied to UBC Okanagan and two or three other institutions, 25% (n = 198) applied to UBC Okanagan and one other institution, and 20% (n = 161) applied to only UBC Okanagan.

Figure 14: Number of post-secondary institutions applied to



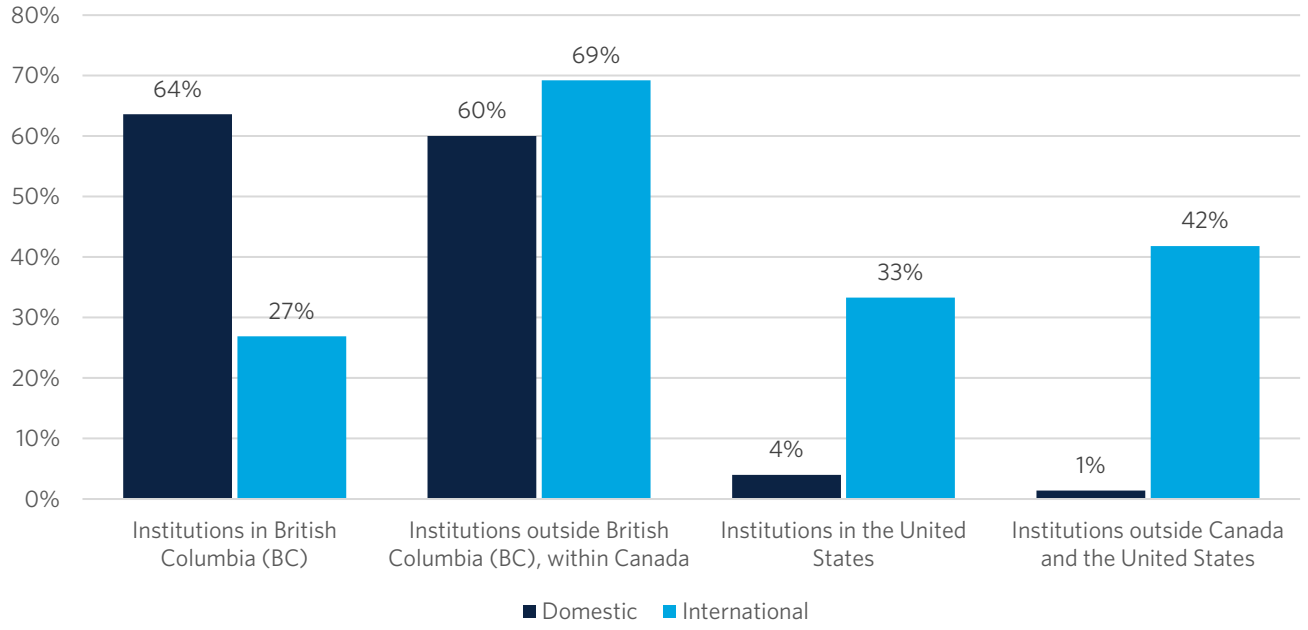
About 4 in 10 international (38%, n = 78) and domestic (41%, n = 263) respondents who applied to multiple institutions were accepted to UBC Okanagan and two or three other institutions.

Figure 15: Number of post-secondary institutions accepted to



Respondents were asked where they had applied to other institutions. Sixty-four percent (n = 399) of domestic and 27% (n = 54) of international respondents applied to other institutions within British Columbia (BC), and 60% (n = 376) of domestic and 69% (n = 139) of international respondents did so within Canada.

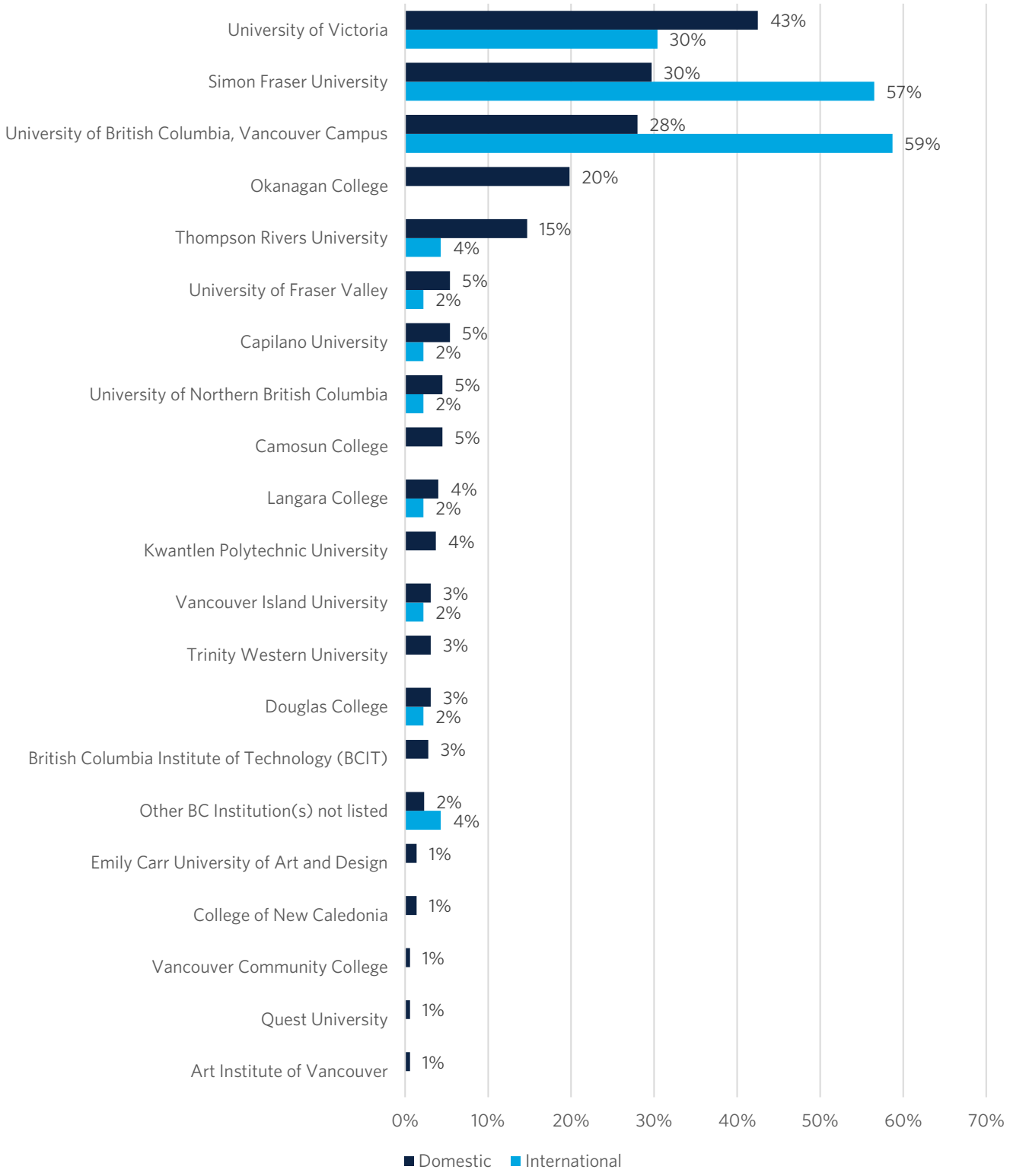
Figure 16: Regions of other institutions applied to



Other Institutions in British Columbia

Those who applied to post-secondary institutions in British Columbia (BC) other than UBC Okanagan were asked about which other institutions they applied to. The other institutions in BC most commonly applied to included the University of Victoria (domestic: 43%, n = 150; international: 30%, n = 14), Simon Fraser University (domestic: 30%, n = 105; international: 57%, n =26), and the University of British Columbia, Vancouver campus (domestic: 28%, n = 99; international: 59%, n = 27). An additional 20% (n = 70) and 15% (n = 52) of domestic respondents also applied to Okanagan College and Thompson Rivers University, respectively.

Figure 17: Other BC institutions applied to

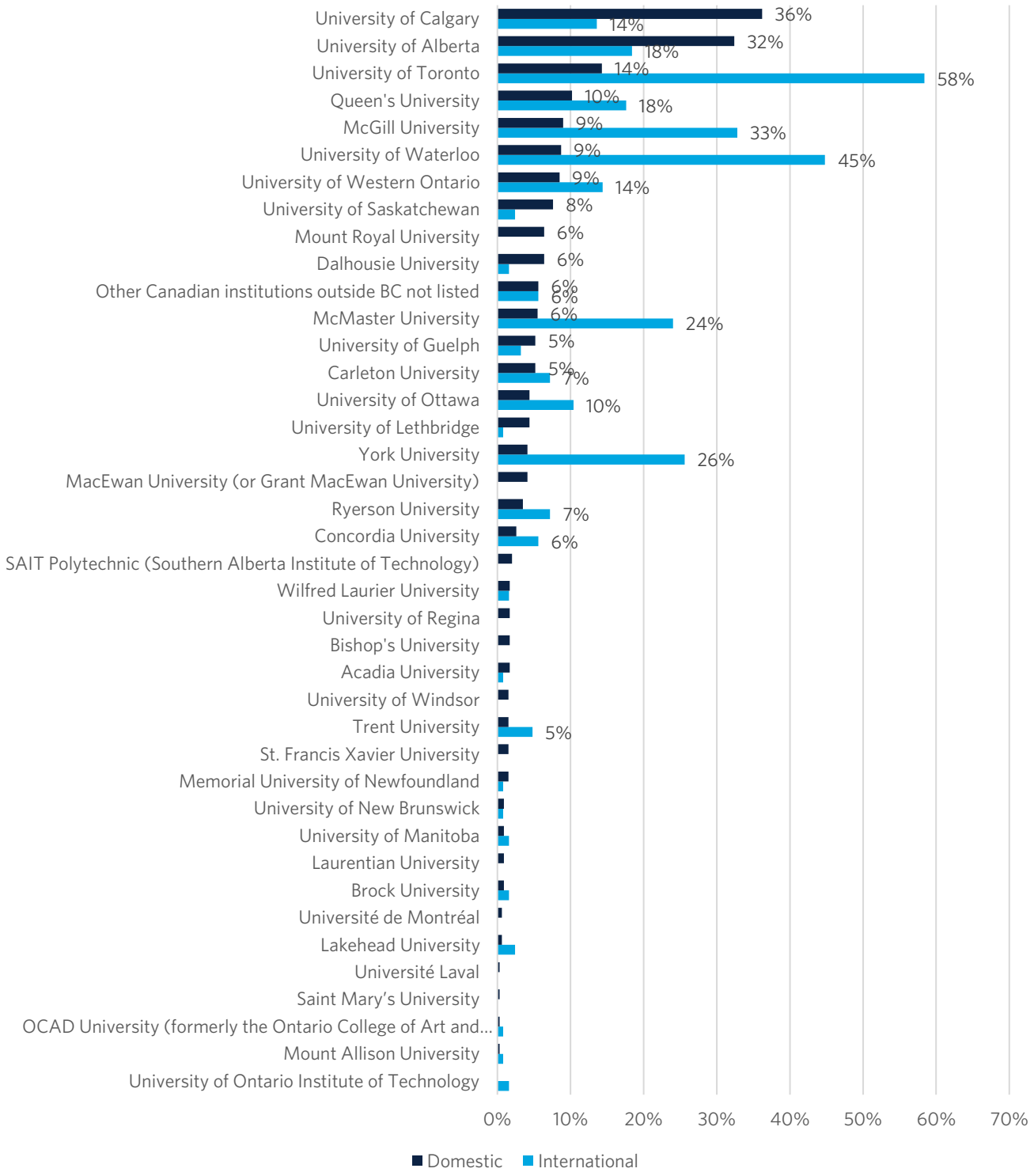


Note: Institutions selected by 0% of respondents were excluded here.

Other Canadian Institutions

The most common other Canadian institutions domestic respondents applied to were the University of Calgary (36%, n = 124) and the University of Alberta (32%, n = 111). International respondents often applied to the University of Toronto (58%, n = 73) and the University of Waterloo (45%, n = 56).

Figure 18: Other Canadian institutions applied to



Note: Institutions selected by 0% of respondents were excluded here.

Other United States and International Institutions

Only 25 (4%) domestic respondents applied to United States (US) institutions, while 67 (33%) international respondents did. Among the 67 international respondents, the most common US institutions applied to were: the University of California, Los Angeles (12%, n = 8), Boston University (10%, n = 7), New York University (10%, n = 7), and the University of Washington (10%, n = 7).

Only 9 (1%) domestic respondents applied to international institutions, and 84 (42%) international respondents did so. The international institutions applied to by international respondents were wide ranging. The most common international institutions applied to by the 84 international respondents were: the University of Edinburgh (10%, n = 8), King's College London (U of London) (8%, n = 7), the University of Warwick (8%, n = 7), and the University of Bath (7%, n = 6).

Other Top Choice Institution

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

Respondents chose various institutions as their other top choice. Among domestic respondents, the most common selections were: "I was not interested in any other university" (24%, n = 187), University of Calgary (13%, n = 98), and University of Victoria (12%, n = 95). International respondents most often chose: "I was not interested in any other university" (16%, n = 47), and University of Toronto (14%, n = 30).

UBC Okanagan vs. Other Top Choice University/College

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

Reputation

In terms of reputation, at least 65% of both domestic and international respondents ranked UBC Okanagan as much or somewhat better than their other top choice post-secondary institution for each of the items.

Figure 19a: UBC Okanagan vs. other top university/college – reputation (domestic respondents)

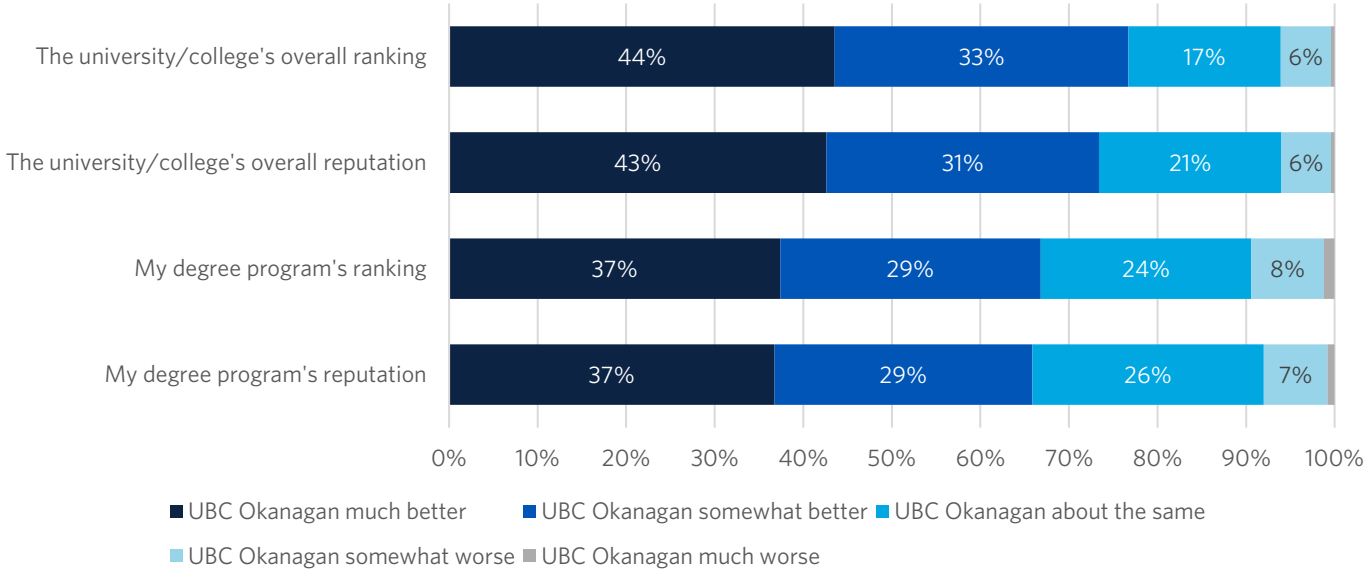
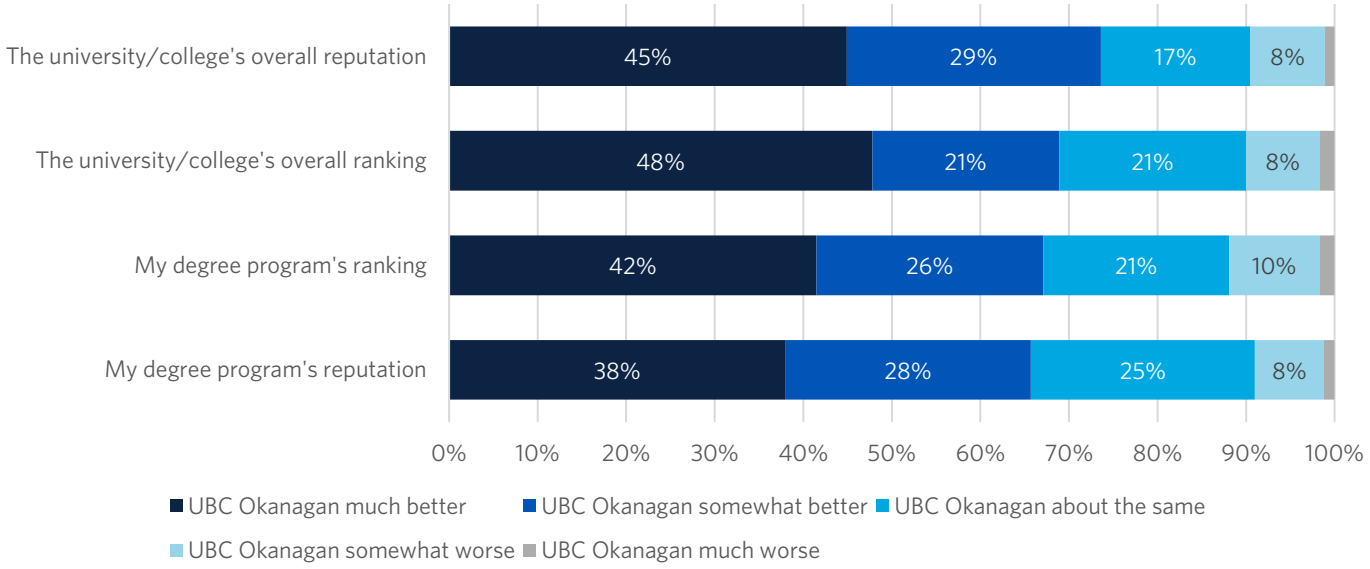


Figure 19b: UBC Okanagan vs. other top university/college – reputation (international respondents)



Campus

Domestic respondents chose residence (72%, n = 319), the university/college's campus size (69%, n = 323), and the university/college's campus location (69%, n = 358) to be much or somewhat better than the other college/university most frequently. International respondents most commonly selected the quality of campus life (75%, n = 113) and residence (71%, n = 100) to be much or somewhat better than the other university/college.

Figure 20a: UBC Okanagan vs. other top university/college – campus (domestic respondents)

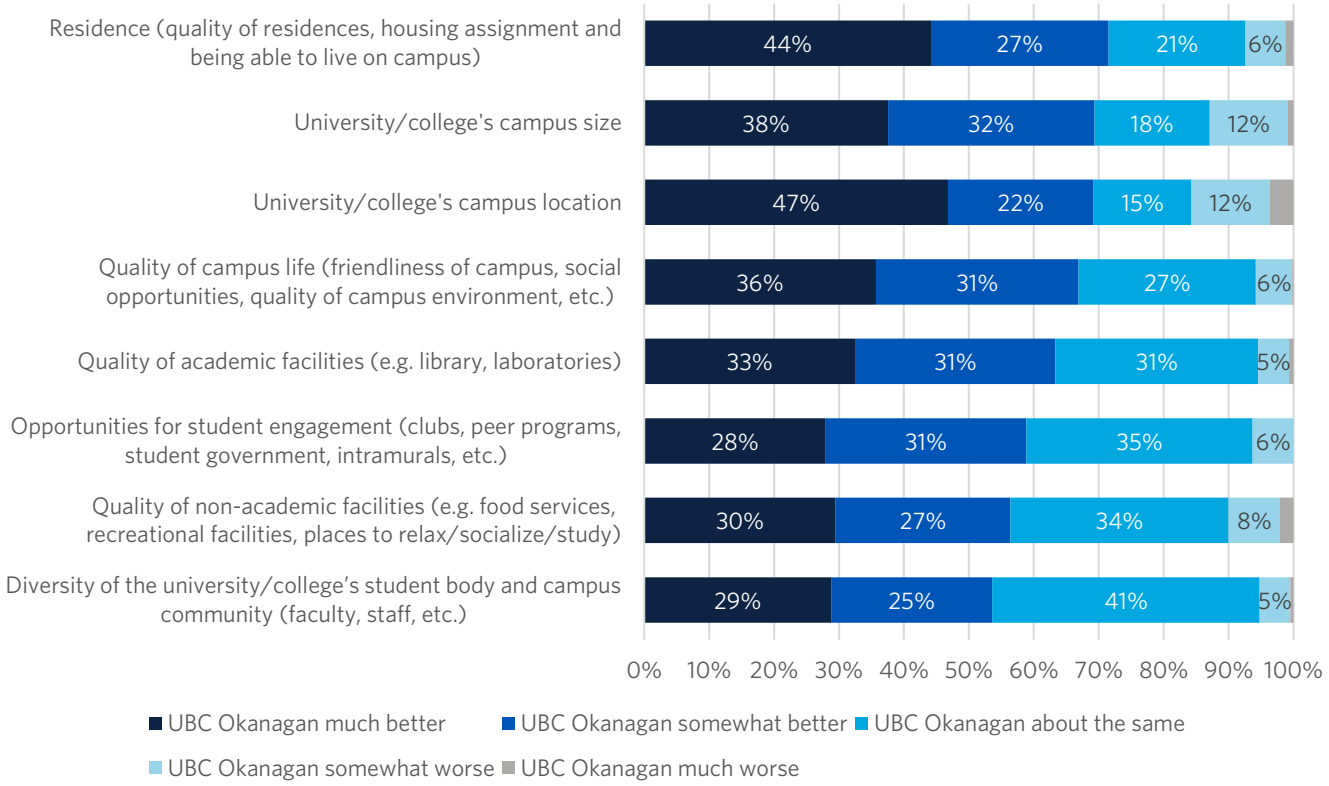
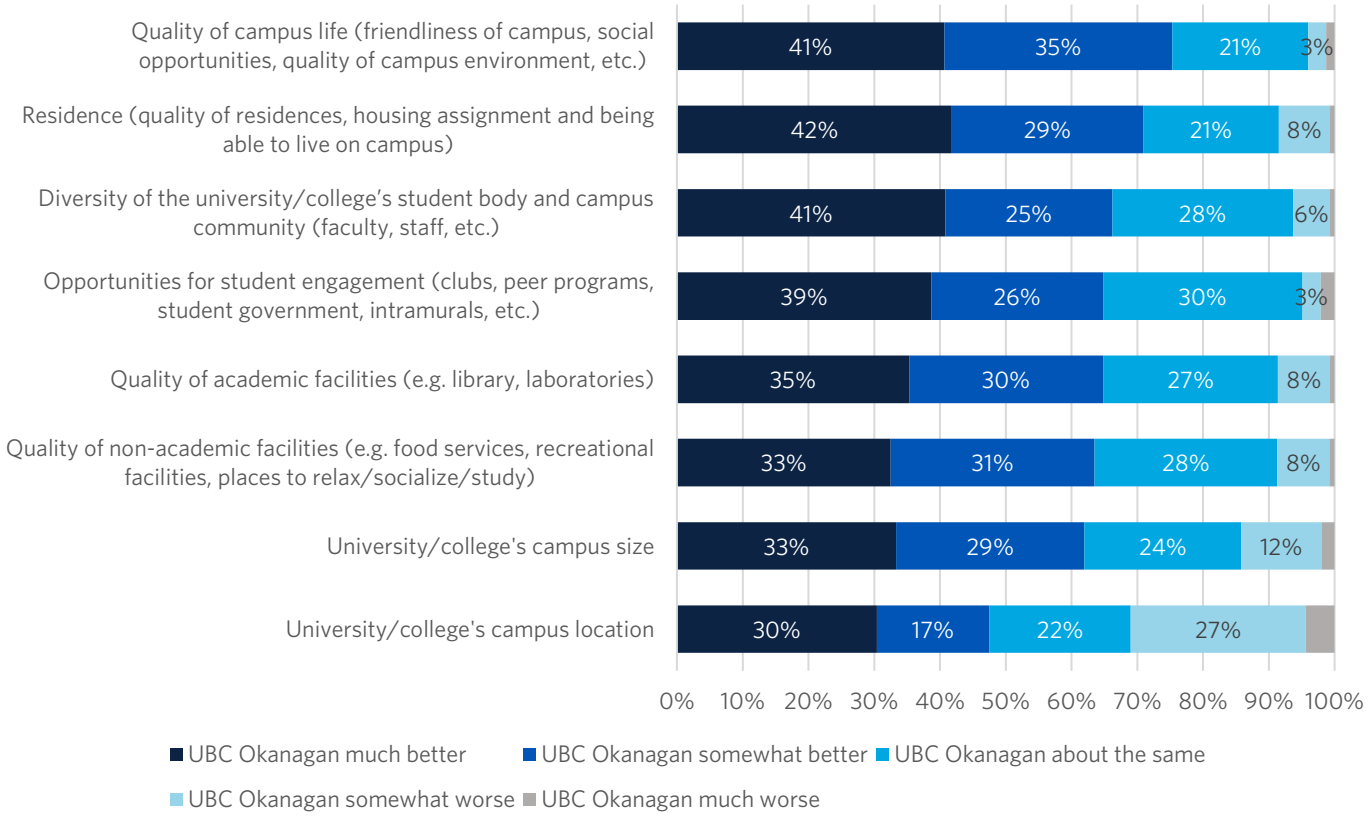


Figure 20b: UBC Okanagan vs. other top university/college –campus (international respondents)



Learning Opportunities

Over half of international and domestic respondents found UBC Okanagan to be much or somewhat better than the other university/college in terms of undergraduate research opportunities, opportunities to be involved in the community, and opportunities to learn outside the classroom. Additionally, relatively large proportions of respondents felt UBC Okanagan was about the same as their other top choice post-secondary institution across all the learning opportunities items.

Figure 21a: UBC Okanagan vs. other top university/college – learning opportunities (domestic respondents)

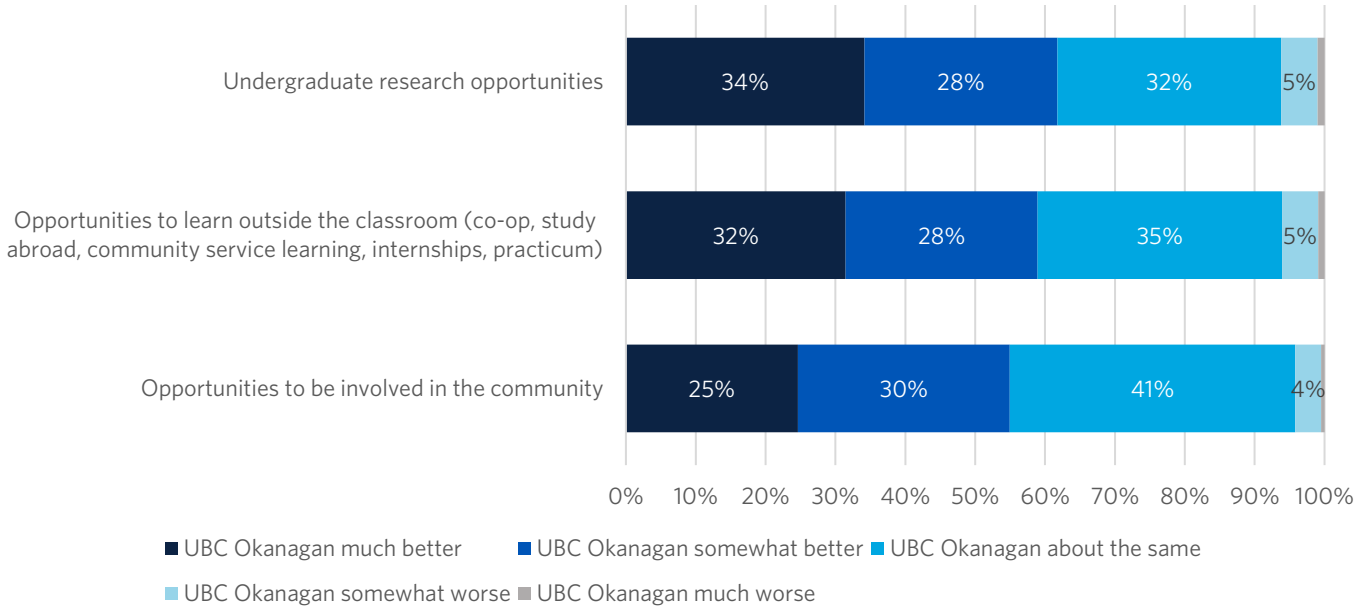
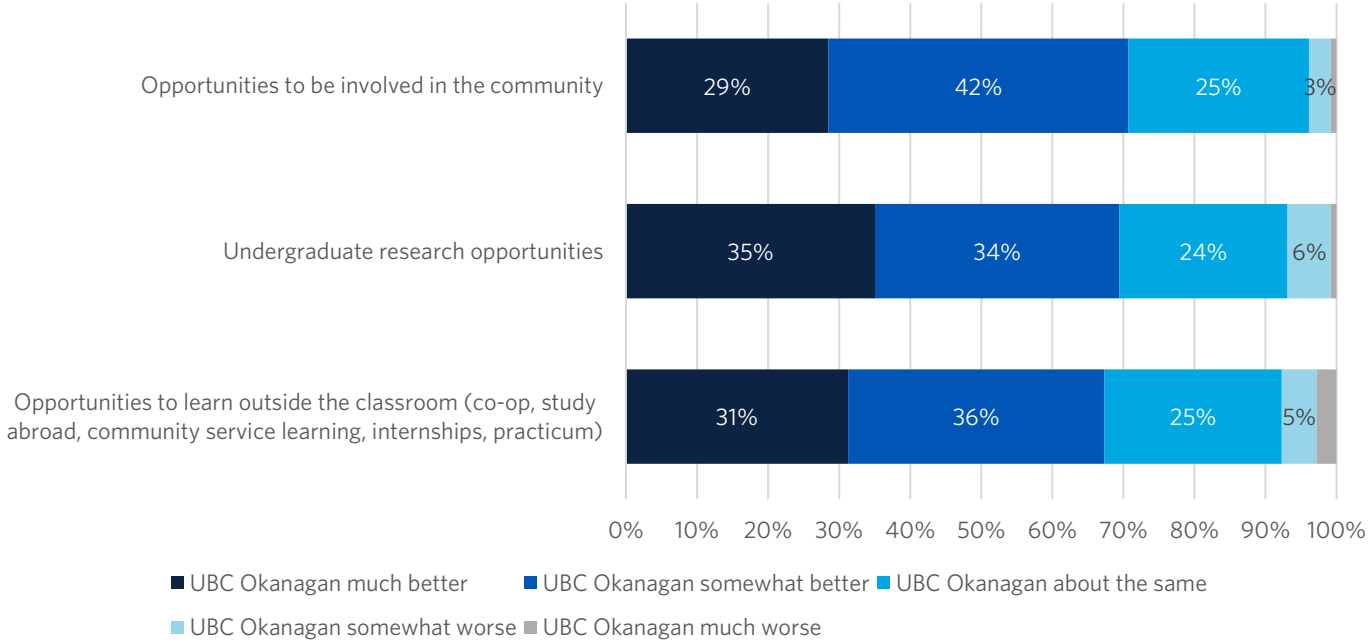


Figure 21b: UBC Okanagan vs. other top university/college – learning opportunities (international respondents)



Faculty and Programs

The quality of faculty was the most positively regarded item related to faculty and programs, with 62% (n = 233) of domestic and 63% (n = 74) of international respondents rating the quality of faculty at UBC Okanagan to be much or somewhat better than the other university/college. Just over half of respondents selected "UBC Okanagan [is] much better" or "UBC Okanagan [is] somewhat better" for diversity of programs and courses, and direct admission to a desired specialization or major. Further, relatively large proportions of respondents felt UBC Okanagan was about the same as their other top choice post-secondary institution across all items for faculty and programs.

Figure 22a: UBC Okanagan vs. other top university/college – faculty and programs (domestic respondents)

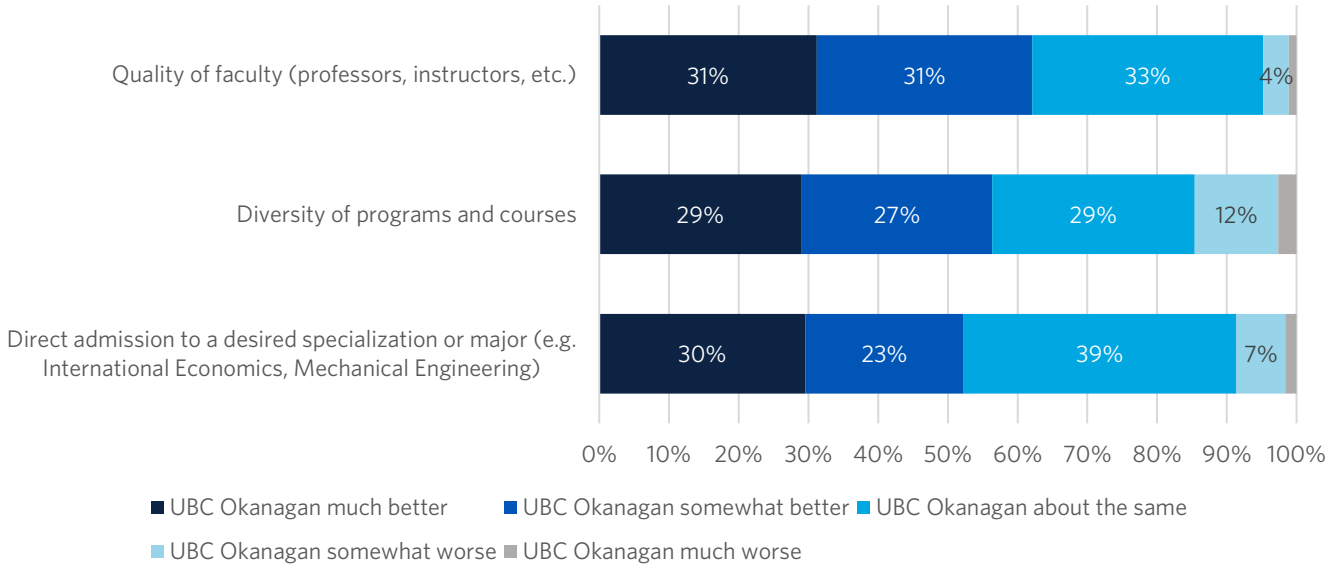
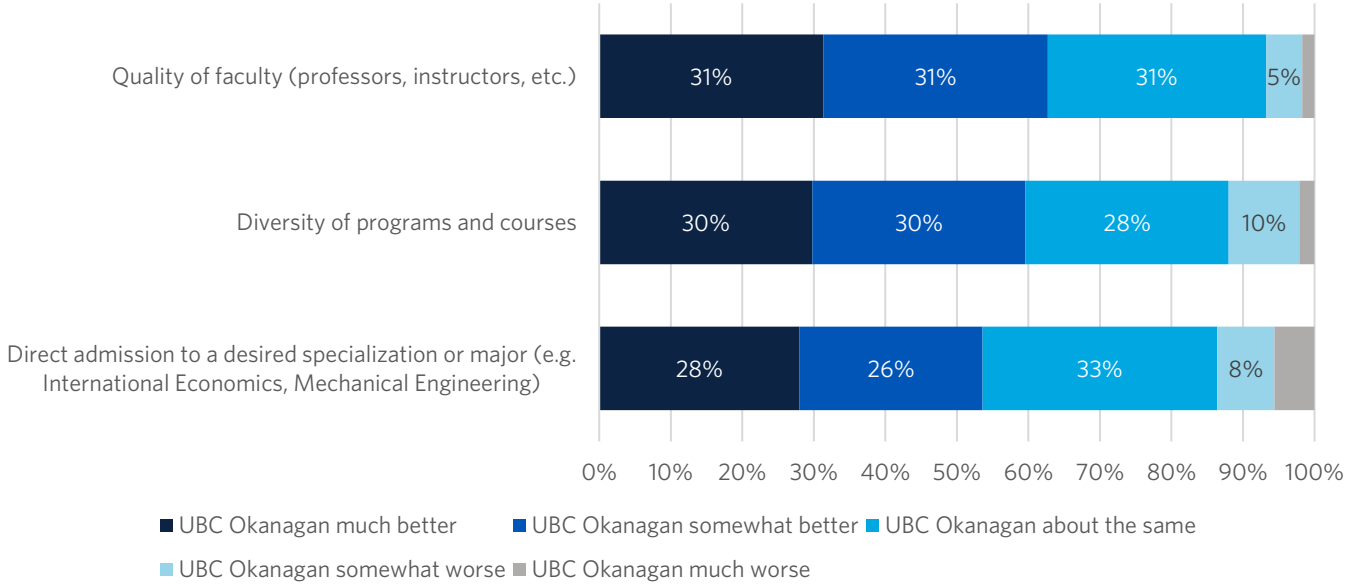


Figure 22b: UBC Okanagan vs. other top university/college – faculty and programs (international respondents)



Cost

Most domestic respondents found UBC Okanagan to be about the same as the other university/college on all aspects of cost: availability of financial awards or support (40%, n = 168), the value of the university/college degree in relation to the cost (39%, n = 177), the cost of the university/college's tuition (35%, n = 174), and the overall cost of attending the university/college (including housing, etc.) (26%, n = 129). Most international respondents found UBC Okanagan to be somewhat better in the value of the university/college in relation to the cost (33%, n = 51), much better in the availability of financial awards or support (32%, n = 46), and somewhat worse in the overall cost of attending the university/college (25%, n = 41) and the cost of the university/college's tuition (26%, n = 43).

Figure 23a: UBC Okanagan vs. other top university/college – cost (domestic respondents)

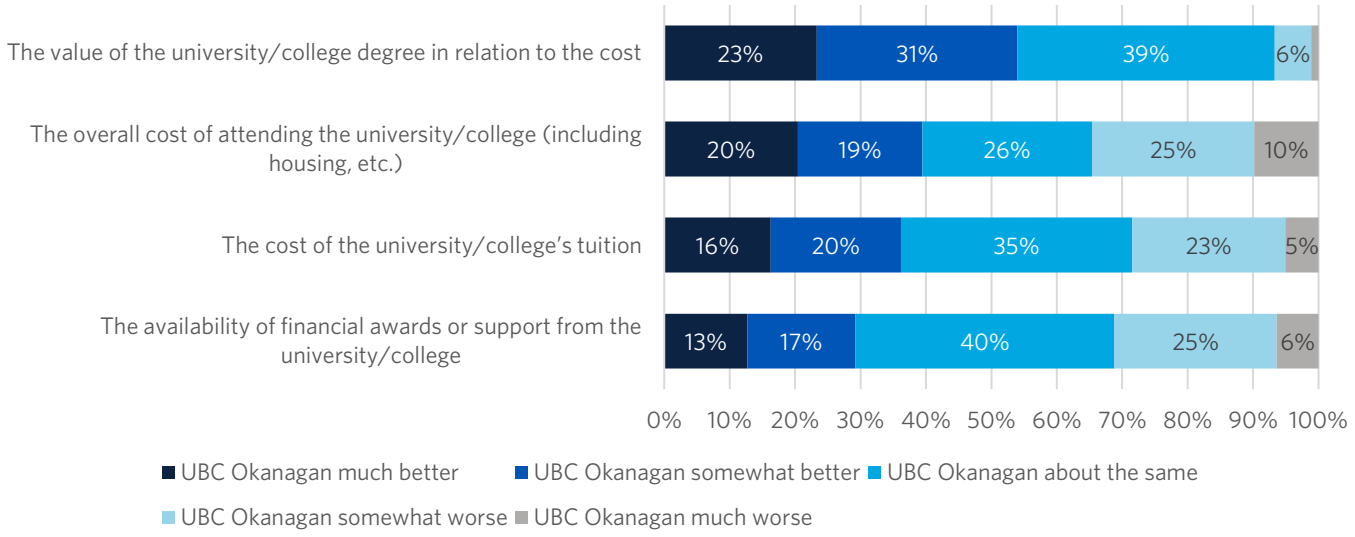
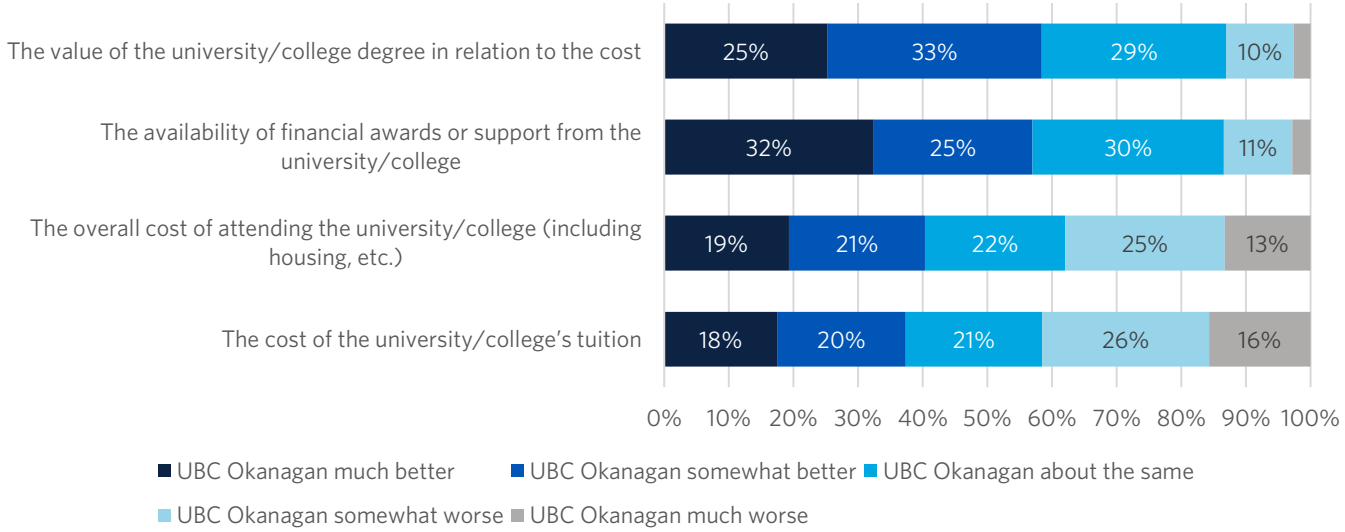


Figure 23b: UBC Okanagan vs. other top university/college – cost (international respondents)

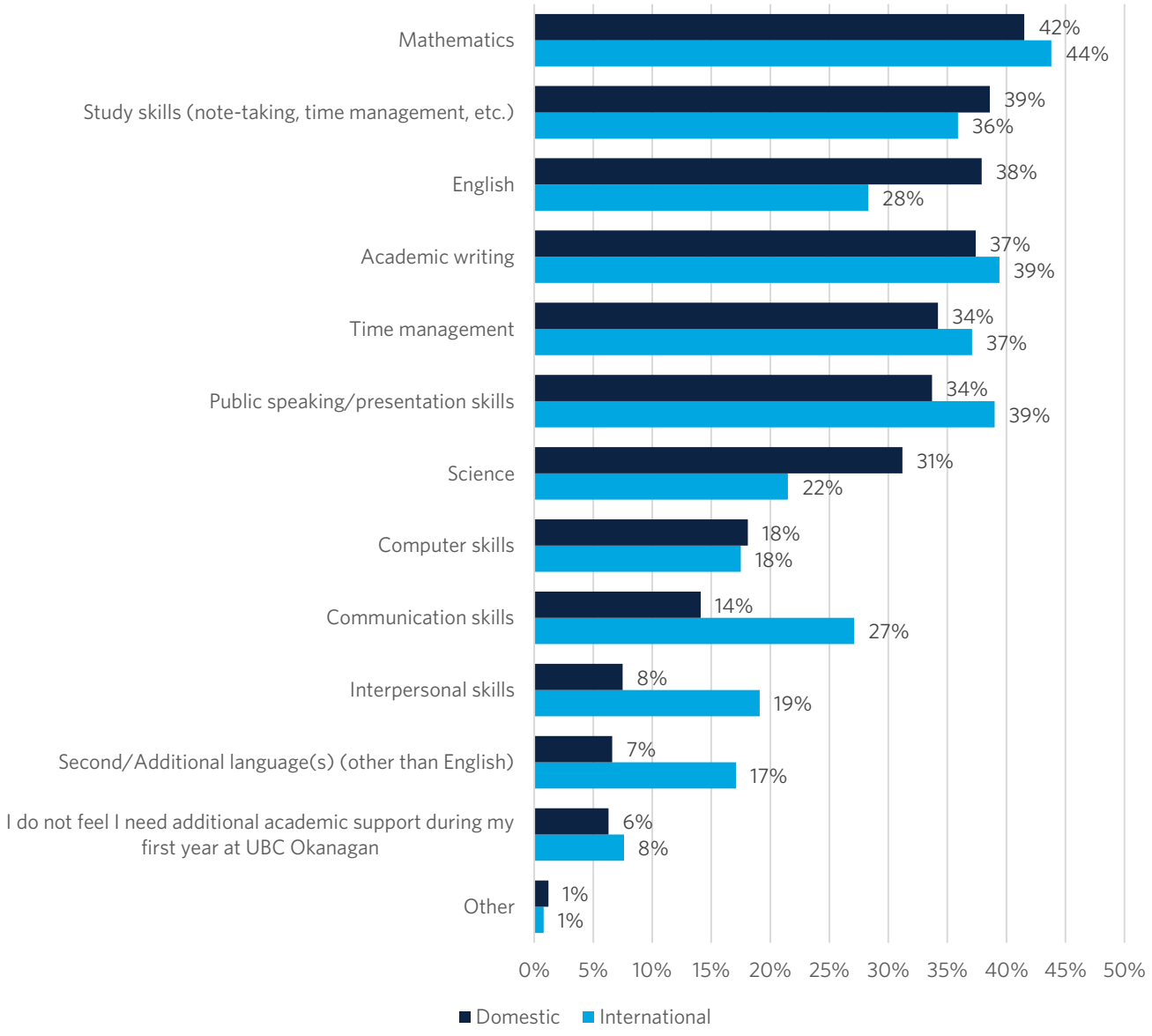


First Year Concerns, Support, and Perceptions

Anticipated Academic Support Needs

Students were asked about the subjects for which they felt they might need academic support. Domestic respondents most often anticipated that they may require extra support with mathematics (42%, n = 370) and study skills (39%, n = 344). Mathematics (44%, n = 110), academic writing (39%, n = 99), and public speaking/presentation skills (39%, n = 98) were most frequently selected by international respondents.

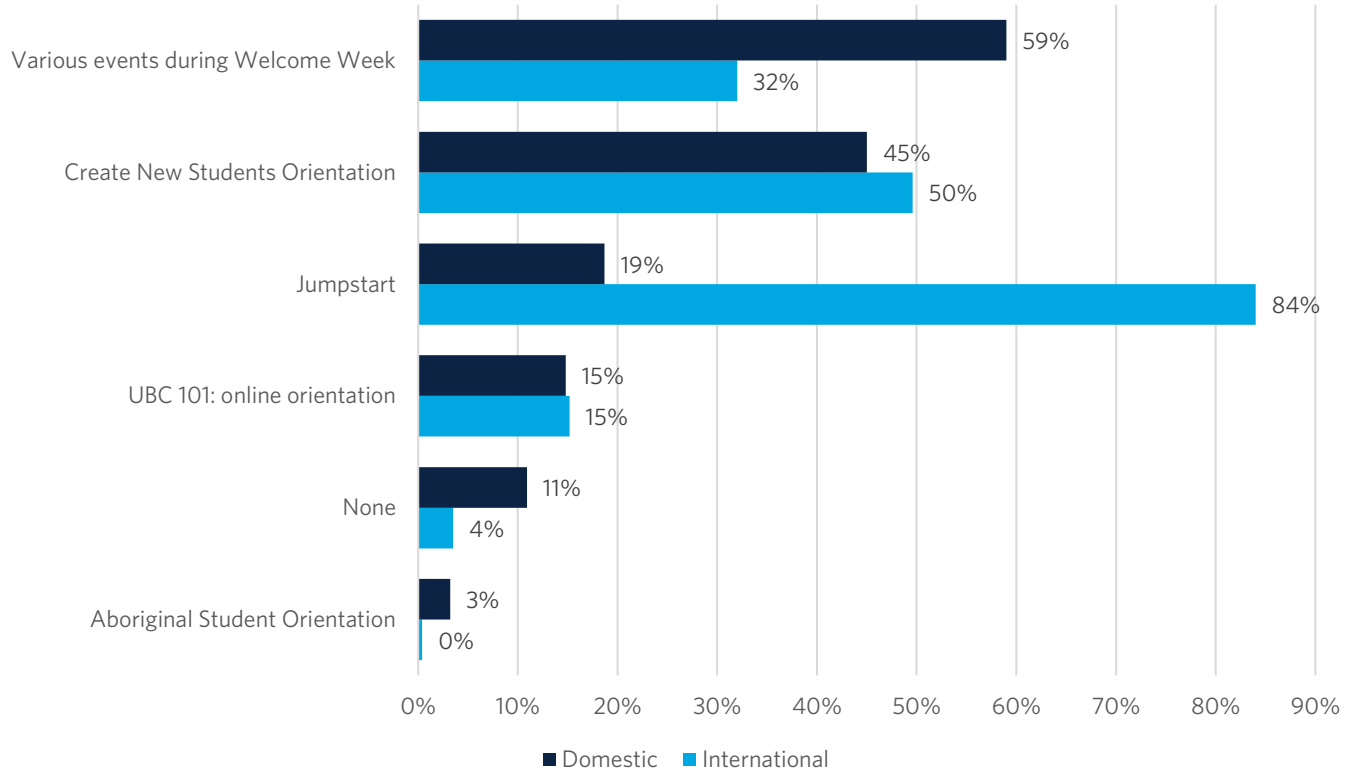
Figure 24: Academic support needs



Orientation Attendance

Respondents noted which orientation events they would be attending for the upcoming school year. Domestic respondents were most likely to be attending various events during Welcome Week (59%, n = 533) and/or Create new students orientation (45%, n = 406), while international respondents were most likely to be attending Jumpstart (84%, n = 215) and/or Create new students orientation (50%, n = 127).

Figure 25: Orientation events



First Year Concerns

Domestic respondents' top three concerns, with the largest proportion selecting "very concerned" or "concerned," included: "being able to maintain a high enough Grade Point Average (GPA)" (54%, n = 475), "being overwhelmed with all the things I'm expected to do in my first semester" (46%, n = 399), and "getting the career and professional advising I need" (39%, n = 335). International respondents expressed the most concern for being able to maintain a high enough Grade Point Average (GPA) (74%, n = 182), getting into their first choice of major (64%, n = 151), and getting the career and professional advising they need (62%, n = 151). Overall, international respondents expressed higher levels of concern across all items compared to domestic respondents. Respondents who selected "not applicable" were excluded in these calculations.

Figure 26a: First year concerns (domestic respondents)

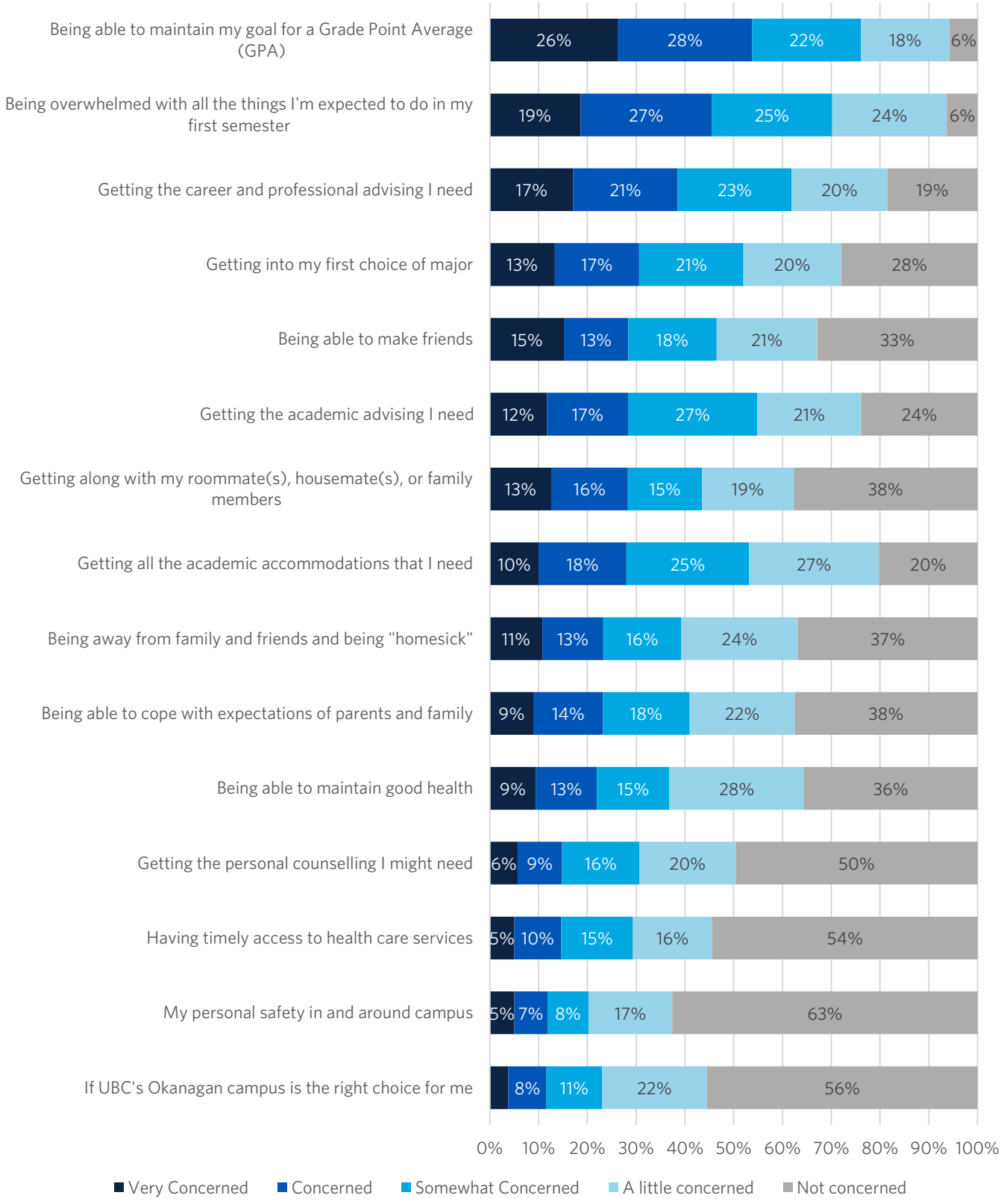
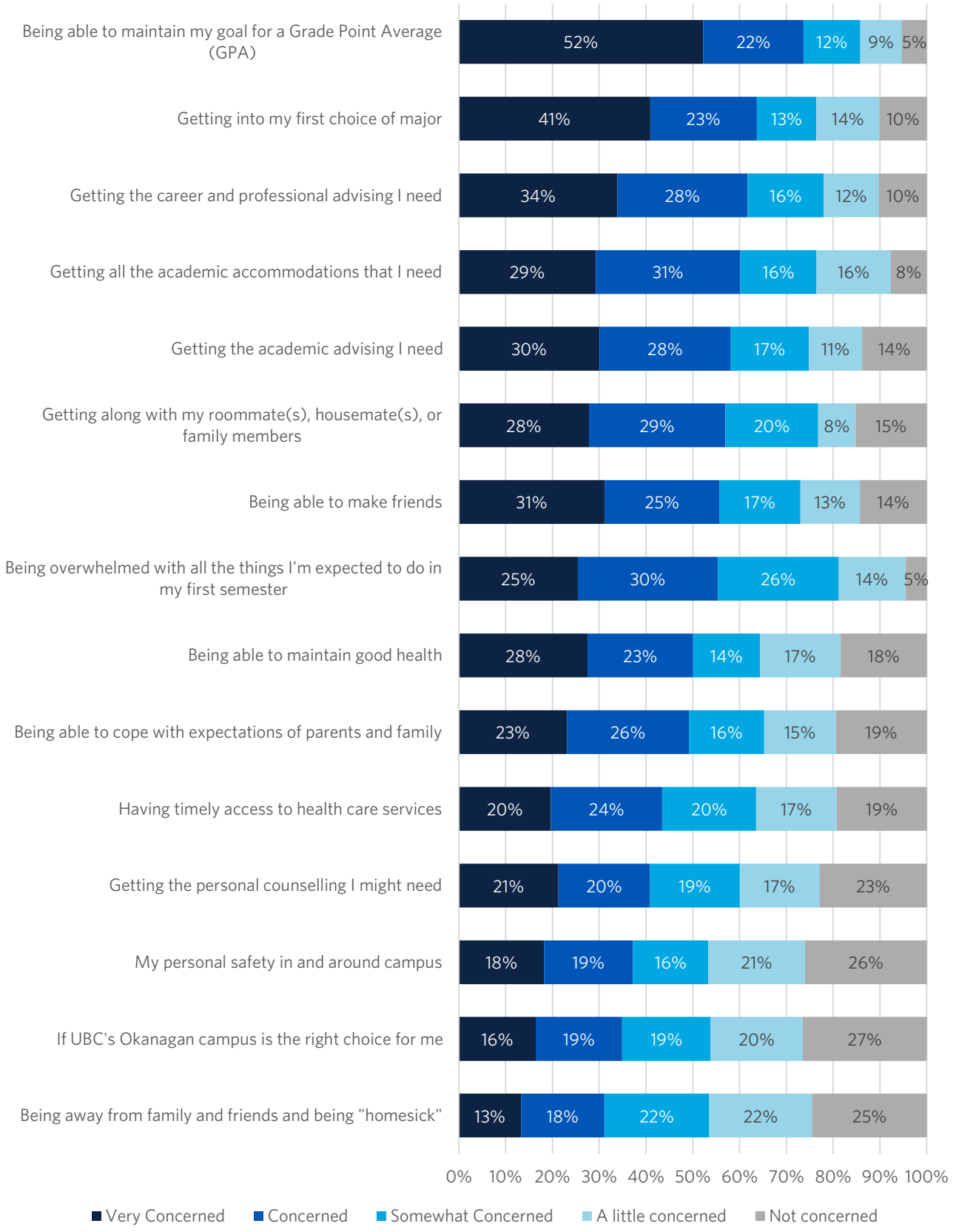


Figure 26b: First year concerns (international respondents)



Perceptions of UBC

Respondents stated their levels of agreement to statements related to their feelings about UBC. Domestic respondents most often strongly agreed or agreed that they are proud to be attending UBC's Okanagan campus (92%, n = 825). The largest proportion of international respondents strongly agreed or agreed that belonging to UBC is important to them (95%, n = 239).

Figure 27a: First year students' perceptions of and feelings about UBC – domestic respondents

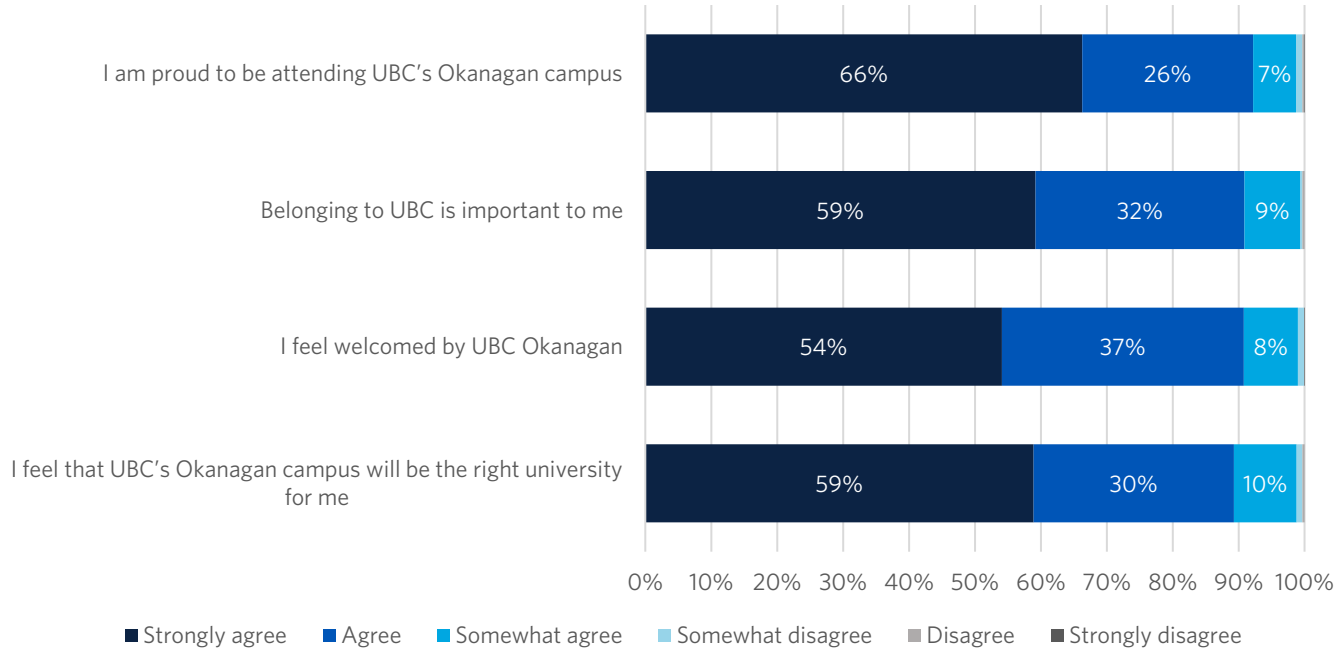
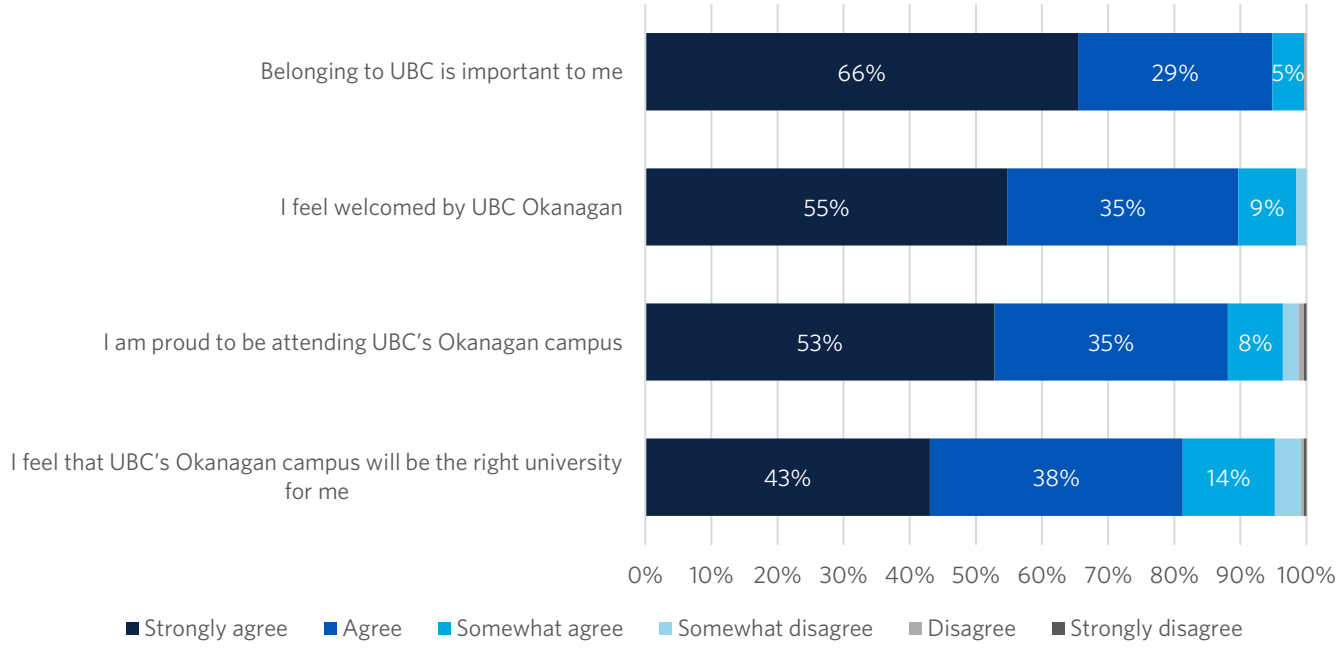


Figure 27b: First year students' perceptions of and feelings about UBC – international respondents



Campus Inclusivity

Student respondents were asked to indicate their perceptions of inclusivity at UBC Okanagan through a number of agreement scale items. Overall, student responses were quite positive, with at least 9 in 10 domestic respondents and at least 8 out of 10 international respondents selecting "strongly agree" or "agree" for each of the items. It should be noted that fairly large proportions of respondents chose "don't know/no opinion" for each of these items, and were excluded in these analyses.

Figure 28a: First year students' perceptions of inclusivity at UBC Okanagan (domestic respondents)

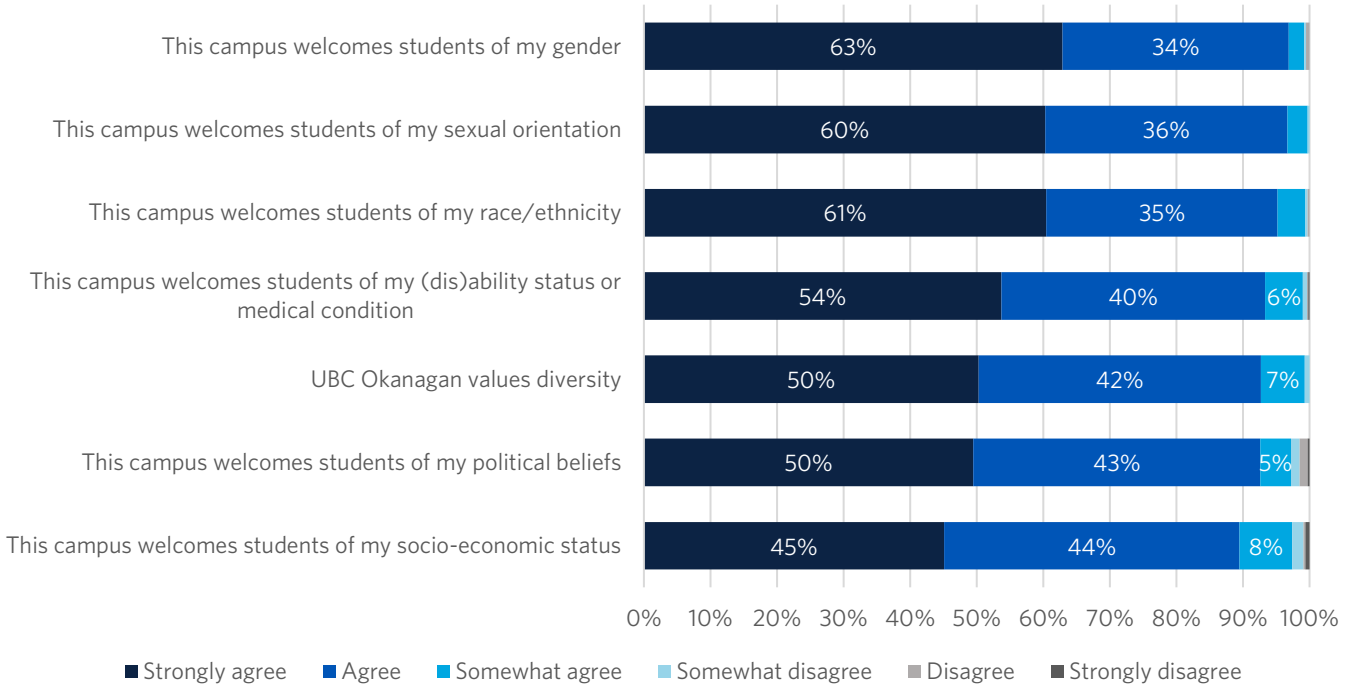
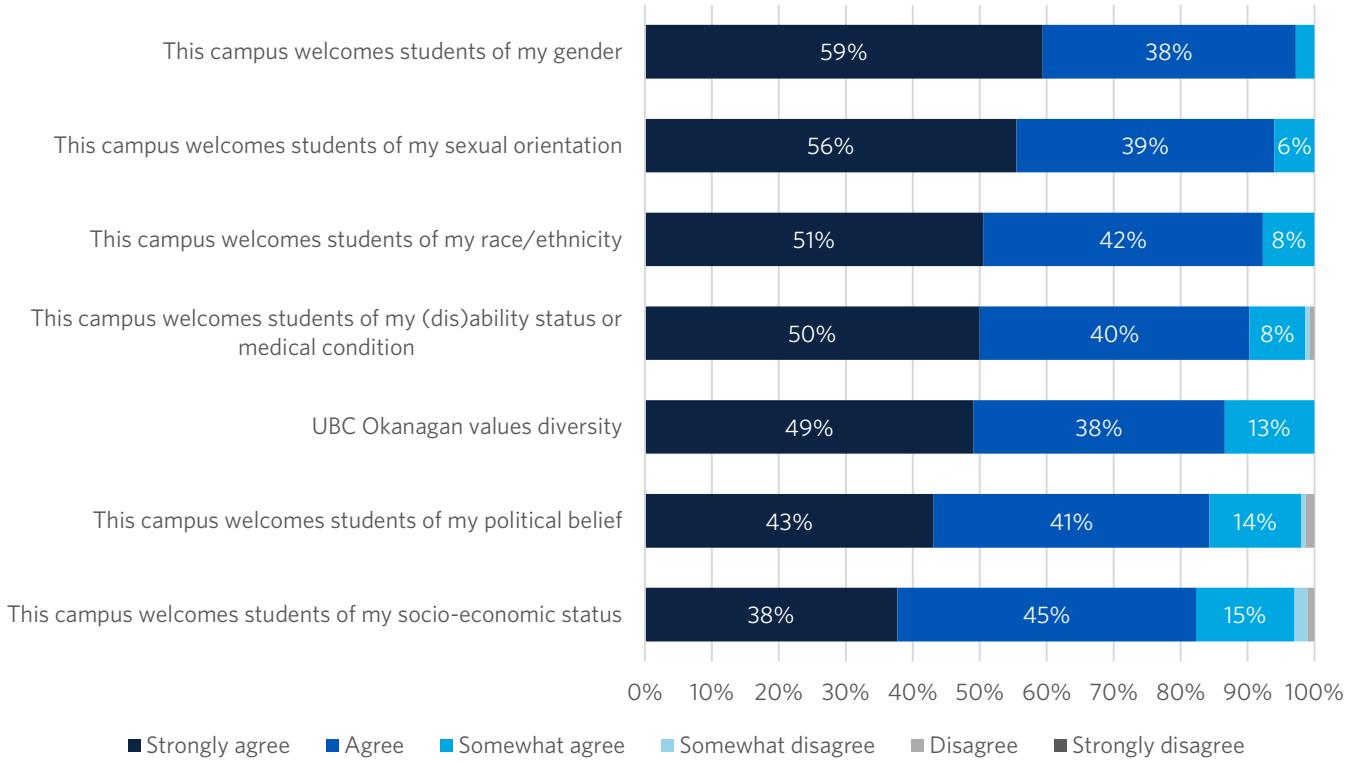


Figure 28b: First year students' perceptions of inclusivity at UBC Okanagan (international respondents)

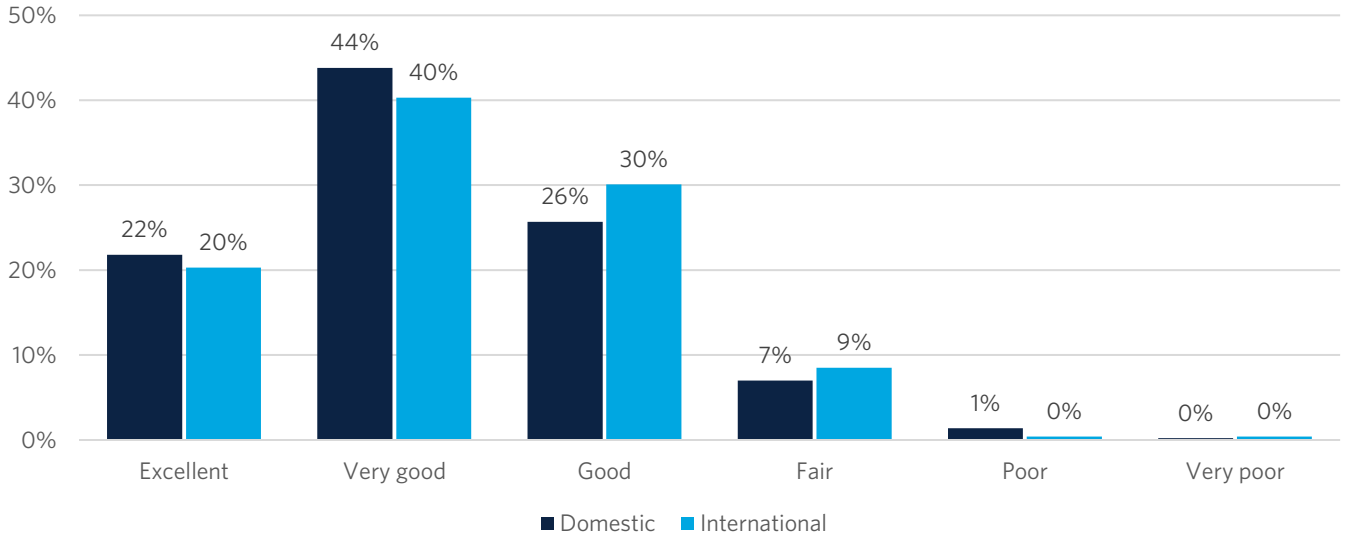


Health and Wellbeing

General Health

The bulk of domestic (91%, n = 761) and international (91%, n = 214) student respondents rated their general health as good or higher.

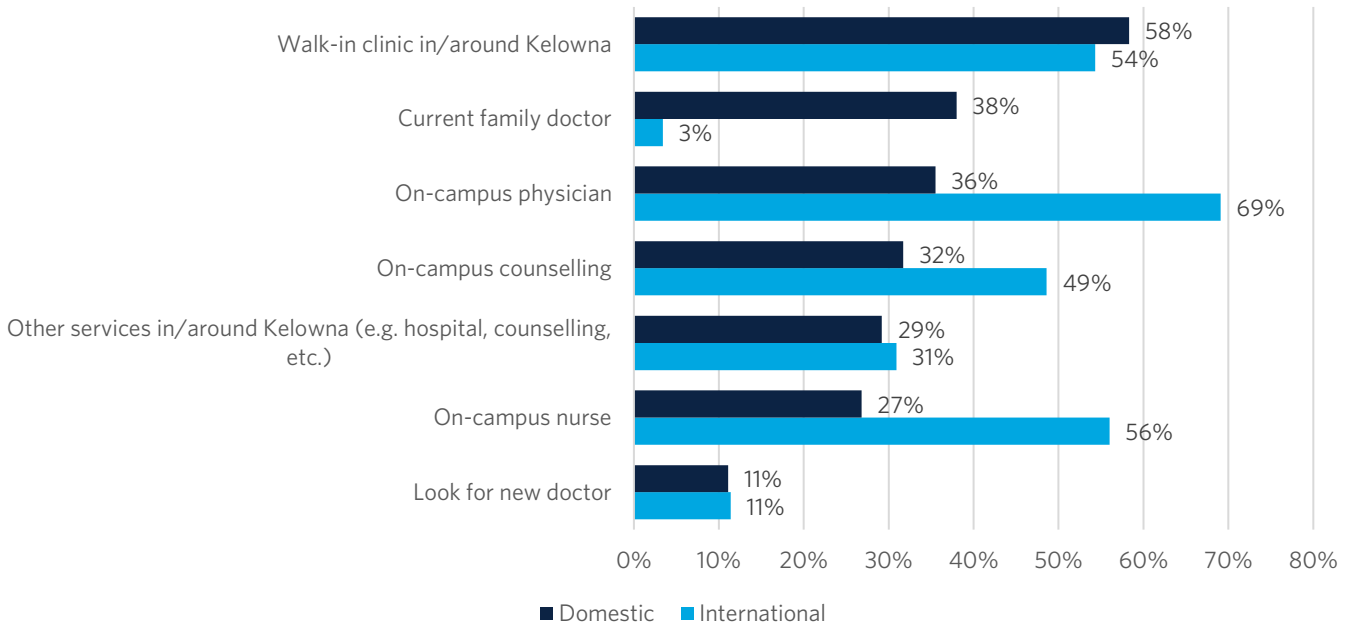
Figure 29: Ratings of general health



Health Care

Most domestic student respondents planned to use walk-in clinics in/around Kelowna (58%, n = 361), visit their current family doctor (38%, n = 235), and/or visit an on-campus physician (36%, n = 220) when in need of health care services. International student respondents indicated they would rely much more on on-campus health services, with 69% (n = 121) planning on visiting on-campus physicians, 56% (n = 98) planning on visiting on-campus nurses, and 49% (n = 85) planning on using on-campus counselling. Another 54% (n = 95) said they would visit walk-in clinics.

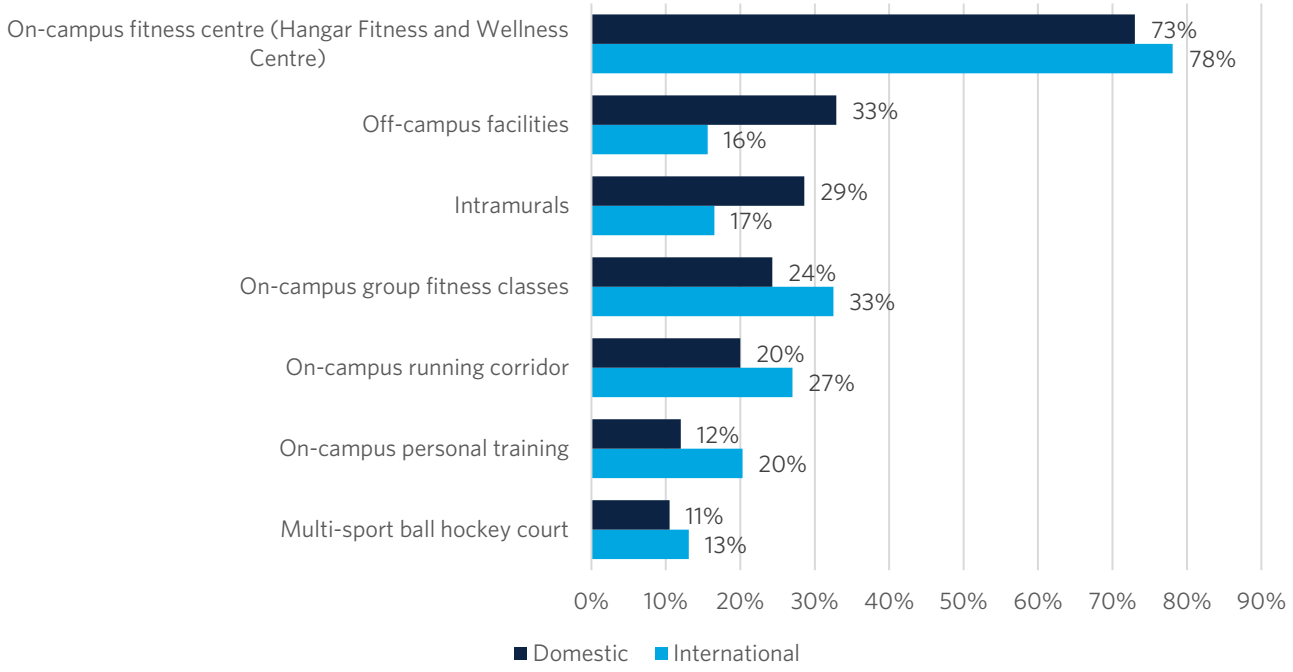
Figure 30: Expected access to health care services



Fitness Facilities

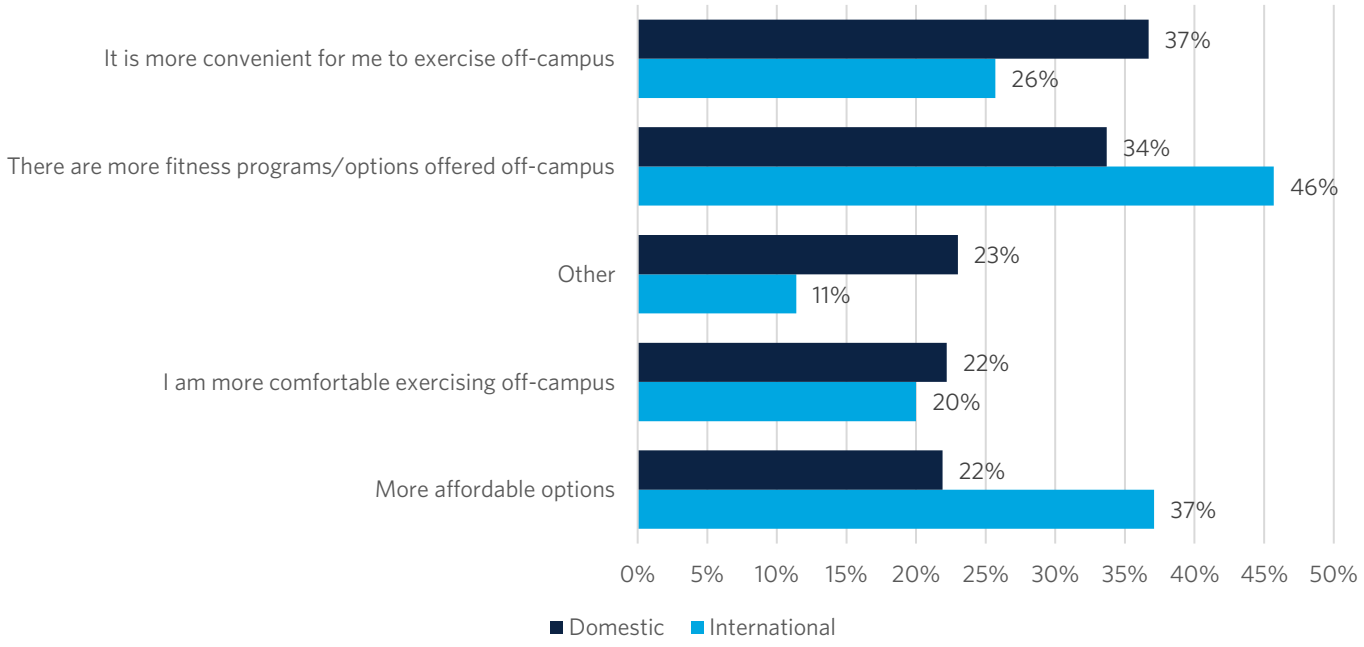
The on-campus fitness centre (Hangar Fitness and Wellness Centre) was the most popular response when students were asked which fitness facilities they planned to use while at UBC (domestic: 73%, n = 607; international: 78%, n = 185). For domestic respondents the second most popular response was off-campus facilities (33%, n = 274), while for international respondents it was on-campus group fitness classes (33%, n = 77).

Figure 31. Planned use of fitness facilities



Those students that selected "off-campus facilities" were asked why they planned to exercise off-campus. Domestic students were most likely to select "it is more convenient for me to exercise off-campus" (37%, n = 99) and/or "there are more fitness programs/options offered off-campus" (34%, n = 91). International respondents were most likely select "there are more fitness programs/options offered off-campus" (46%, n = 16) and/or "more affordable options" (37%, n = 13).

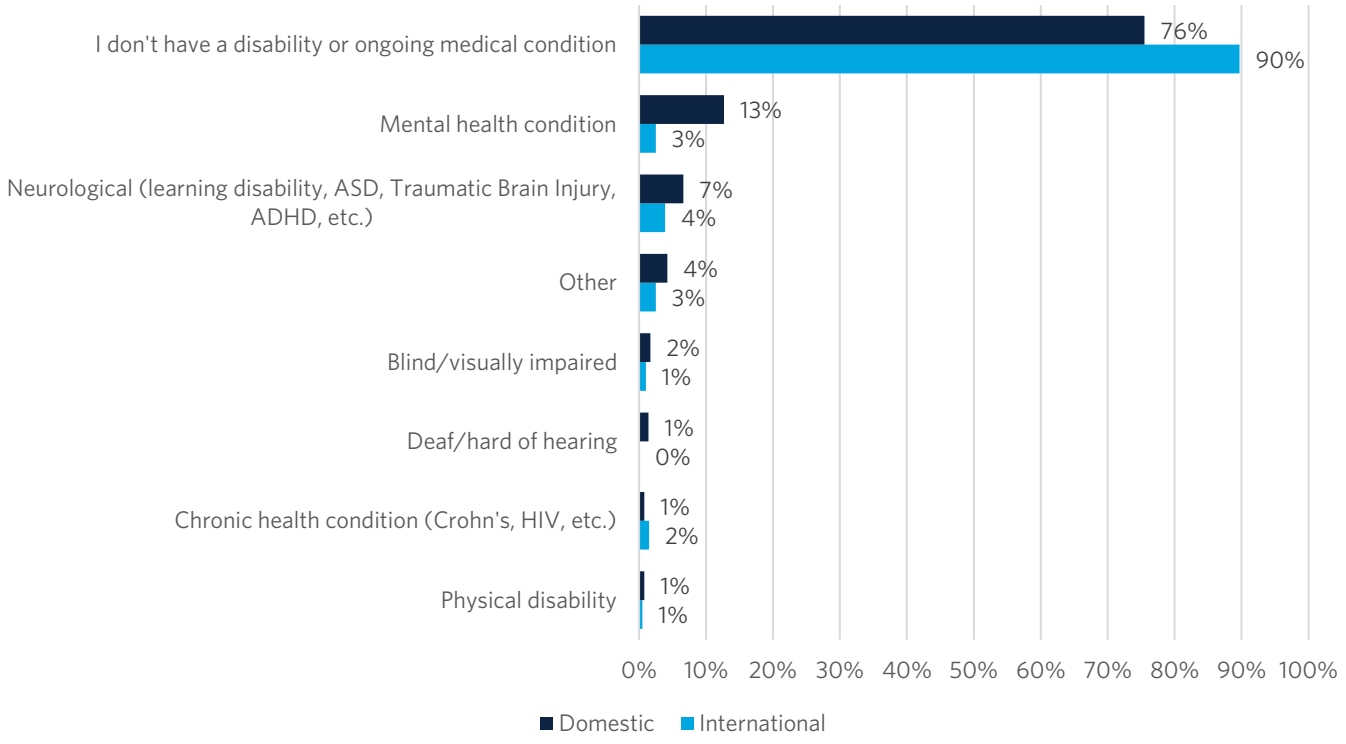
Figure 32. Reasons for exercising off-campus



Disabilities

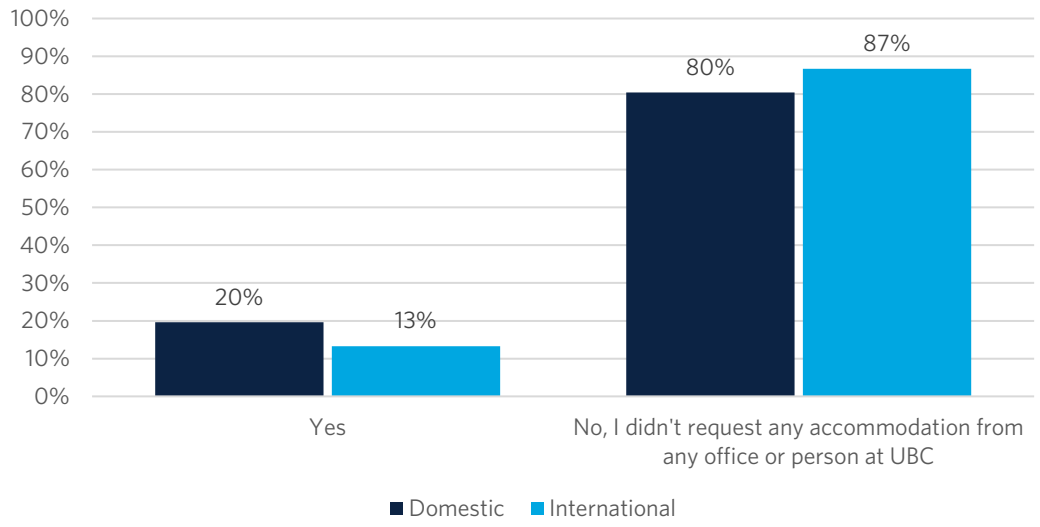
The majority of domestic (76%, n = 534) and international (90%, n = 183) respondents indicated that they do not have a disability or ongoing medical condition. Mental health conditions (13%, n = 90) were most commonly reported by domestic respondents who had a disability/ongoing medical condition, while international respondents most often selected neurological conditions (4%, n = 8) and/or mental health conditions (3%, n = 5).

Figure 33: Reported disabilities and ongoing medical conditions



Respondents who indicated they have a disability or ongoing medical condition noted weather they had requested accommodations from the UBC Disability Resource Centre. The majority of respondents had not requested accommodations from any office or person at UBC (domestic: 80%, n = 119; international: 87%, n = 13). Respondents selecting "not applicable/prefer not to answer" were excluded here.

Figure 34: Requested accommodations from the UBC Disability Resource Centre



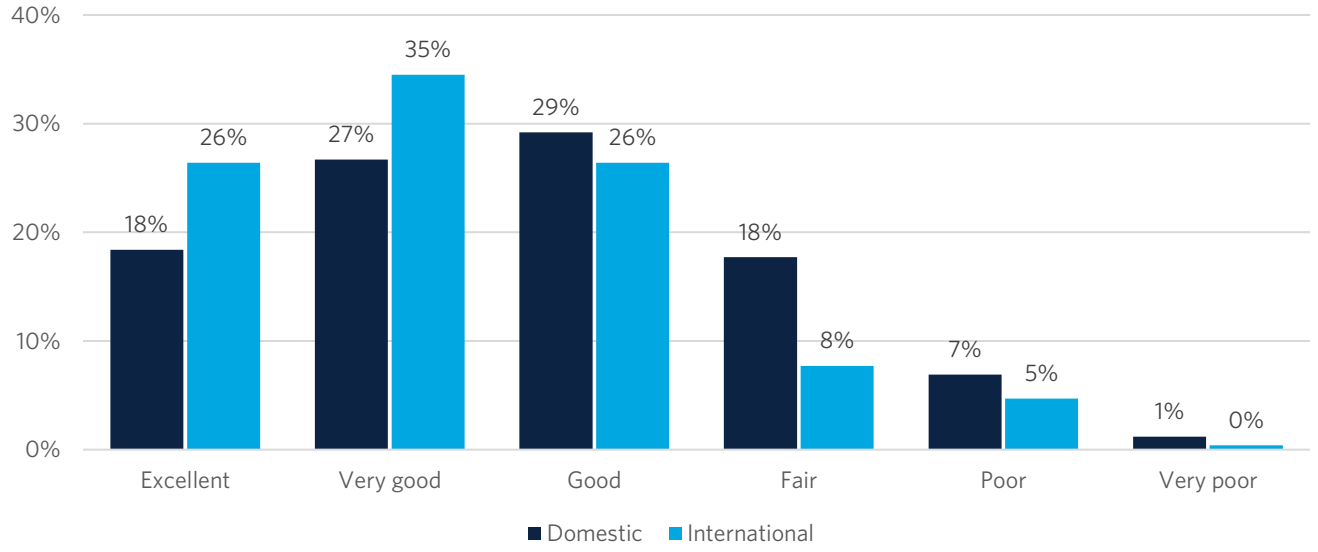
Note: Only 15 international respondents are reflected in this figure.

Mental Health, Stress, and Academic Performance

Overall Mental Health

Survey participants rated their mental health on a scale of very poor to excellent. The majority of respondents rated their mental health as "good" or better (domestic: 74%, n = 618; international: 87%, n = 205). However, 26% (n = 214) of domestic respondents selected "fair" or lower, compared to only 13% (n = 30) of international respondents.

Figure 35: Ratings of mental health



Mental Health and Resilience

Students rated their agreement with statements regarding mental health and resiliency. Domestic and international respondents most often agreed (picked "strongly agree" or "agree") with the statements: "I am aware of personal

signs when I experience too much stress" (domestic: 77%, n = 632; international: 74%, n = 175). The second-most often agreed with statement for domestic students was "I am confident that I have the ability to succeed in all of my courses during my first year at UBC Okanagan" (67%, n = 548), while for international students it was "I am confident in my ability to cope with the demands of my life" (71%, n = 168). Both domestic and international respondents expressed the least agreement with "I am confident I will be able to balance my academic time (in class, study time, etc.) and non-academic time (work, exercise, socializing, care for dependents, etc.) during my first year at UBC" (domestic: 45%, n = 370; international: 55%, n = 129).

Figure 36a: Ratings of mental health and resiliency statements (domestic respondents)

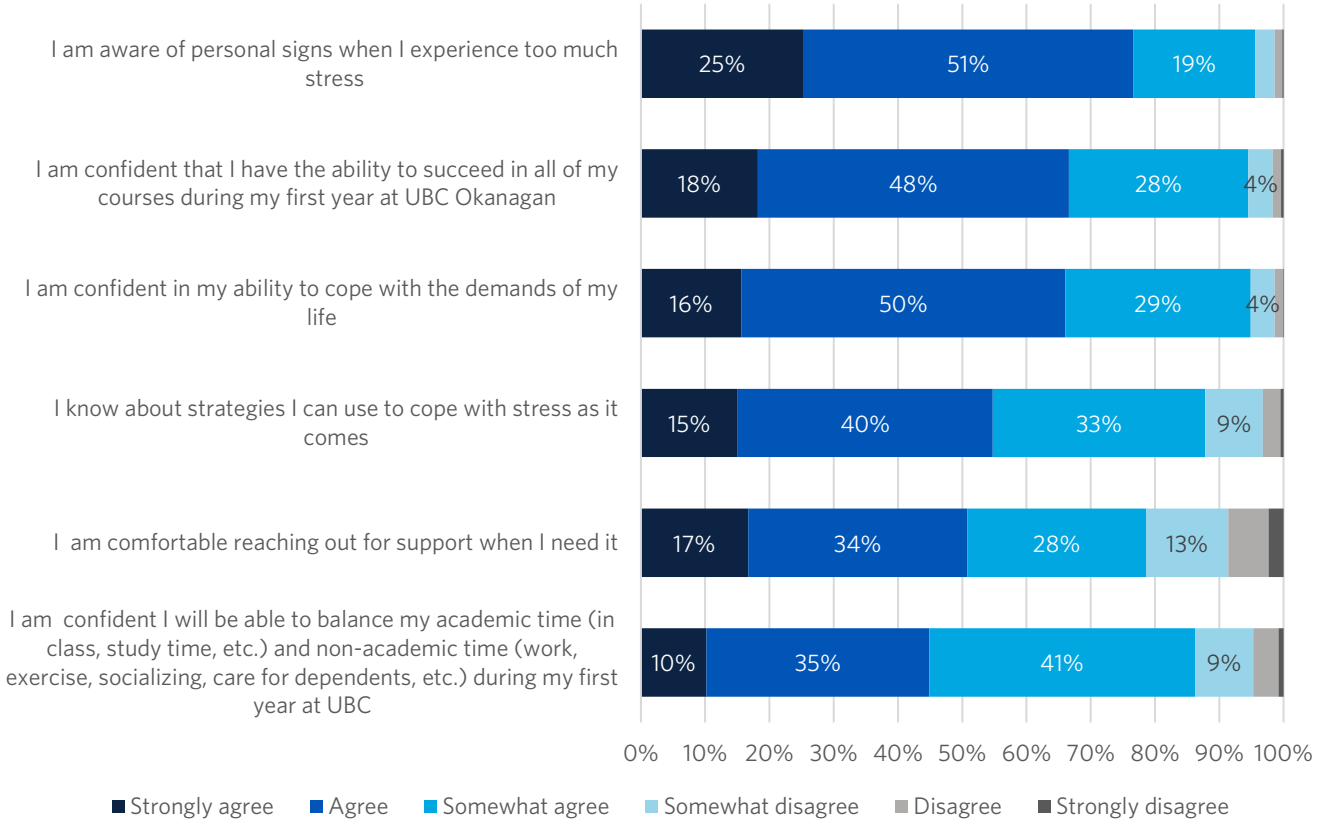
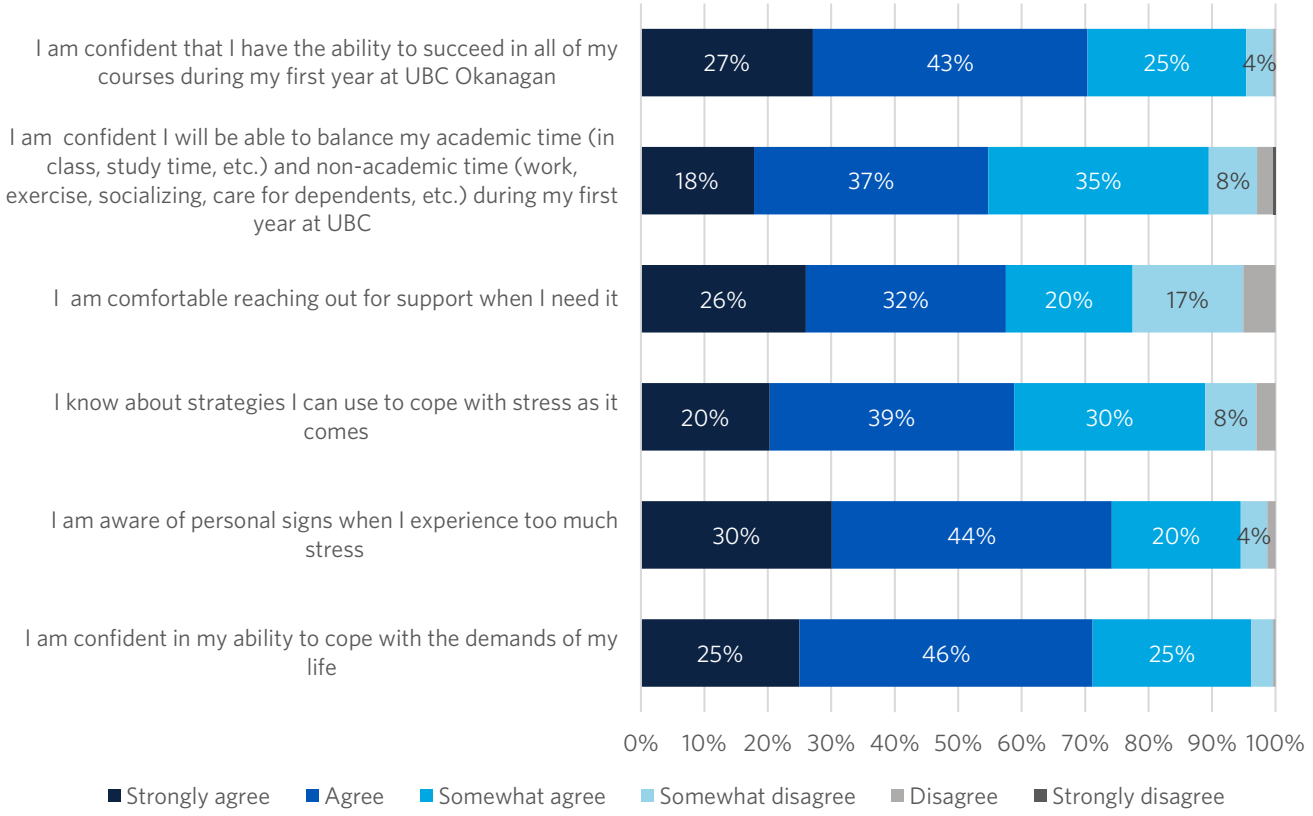


Figure 36b: Ratings of mental health and resiliency statements (international respondents)



Impact of Mental Health and Stressors on Academic Performance

Students reported whether they had experienced a range of issues, and whether those issues had negatively affected their academic performance over the past 12 months. Stress was the issue indicated by the largest proportion of respondents as having significantly (domestic: 12%, n = 98; international: 7%, n = 17) or somewhat (domestic: 65%, n = 530; international: 58%, n = 135) negatively impacted academic performance.

Figure 37a: Impact of various issues on academic performance (domestic respondents)

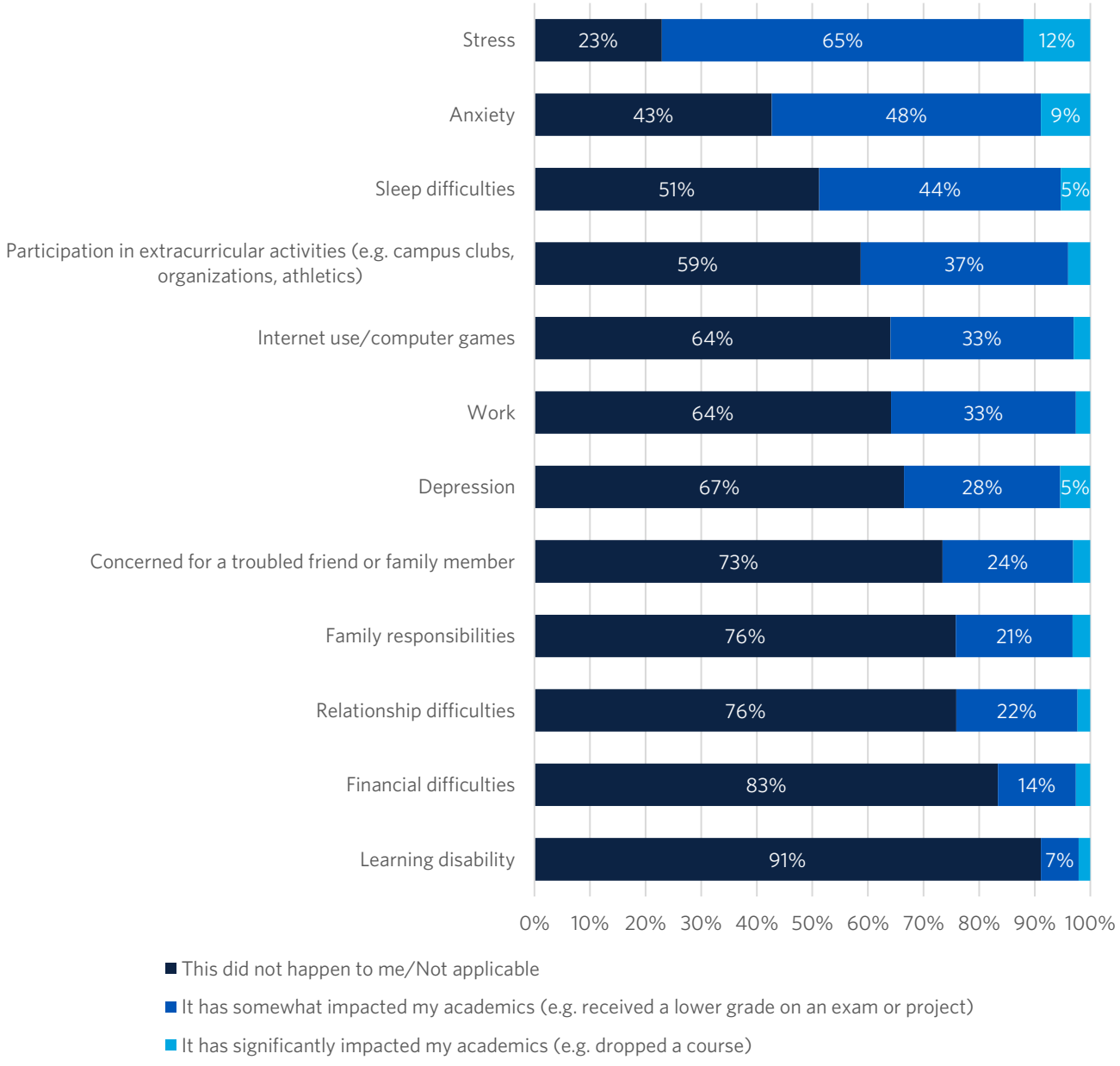
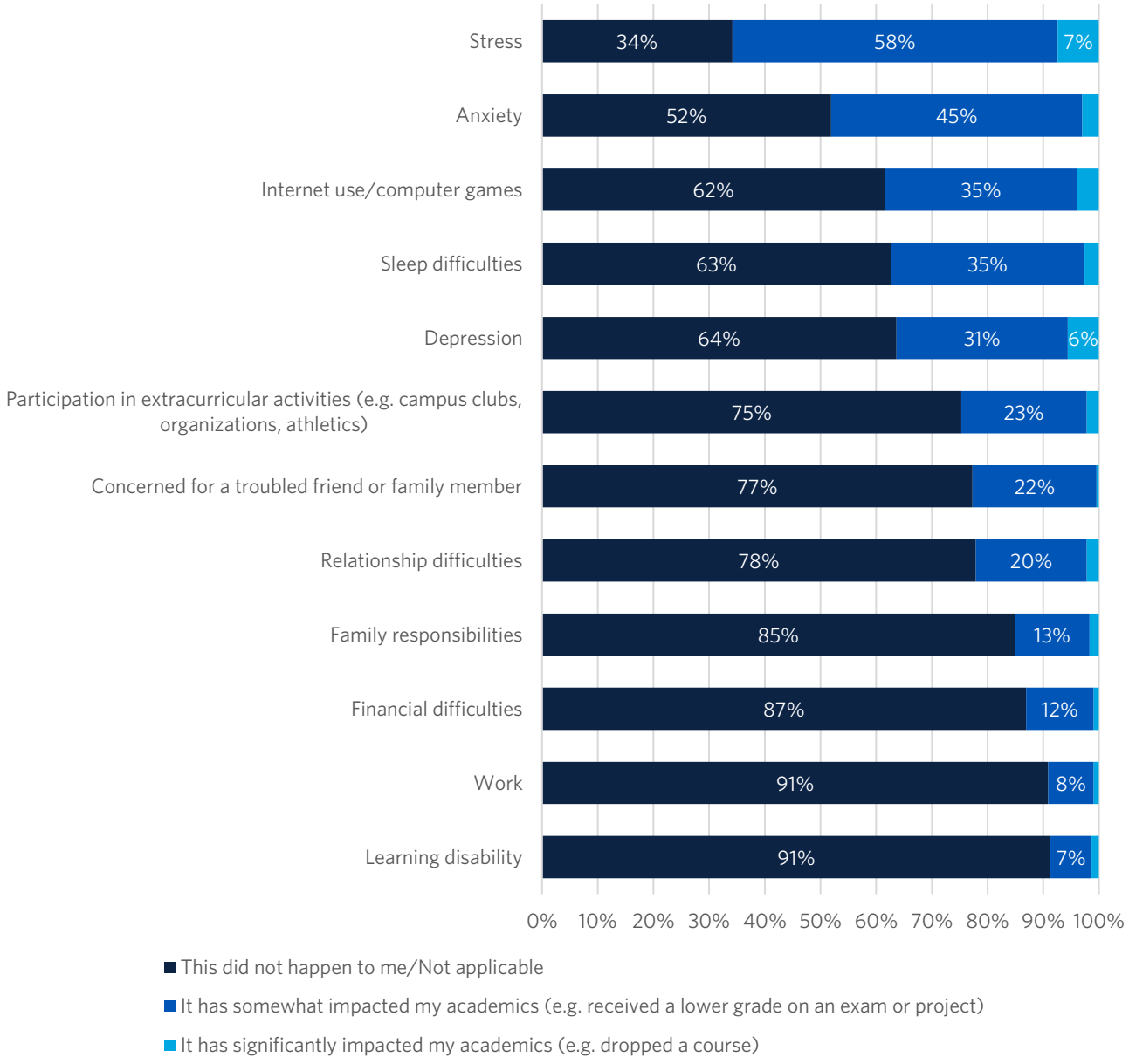


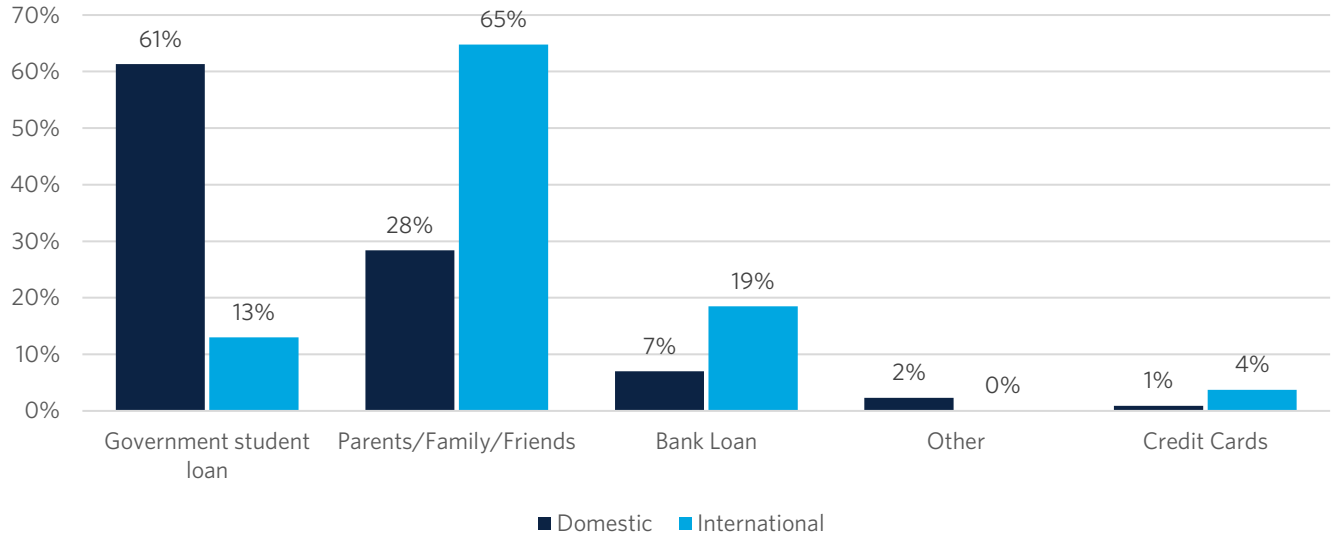
Figure 37b: Impact of various issues on academic performance (international respondents)



Finances

Forty percent (n = 347) of domestic and 22% (n = 55) of international respondents said they require a loan that they are expected to pay back to finance their initial year at UBC Okanagan. Most domestic respondents indicated a government student loan as the major source of their loan (61%, n = 209). Sixty-five percent (n = 35) of international respondents said their main source of a loan was their parents/family/friends. Note only 54 international respondents indicated the major source of their loan.

Figure 38: Major source of loan

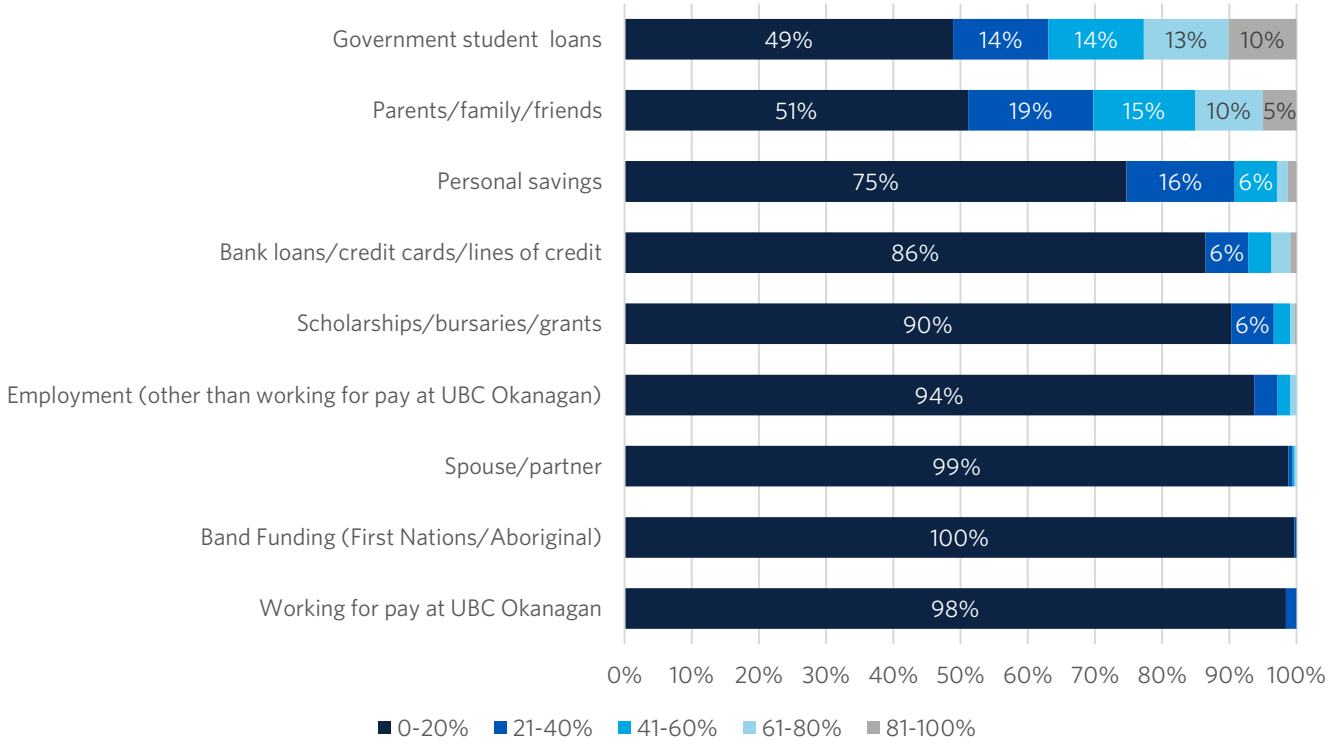


Note: Only n = 54 international respondents are reflected in this figure.

Overall, the average loan amount that 295 domestic respondents said they would need to finance their first year at UBC Okanagan was $10,619.59. The range was $1,000 to $60,000, while the median was $10,000 and mode was $5,000. For international respondents, the average loan amount indicated was $28,249.75, the median was $28,500, and the mode was $50,000. The range was $5,000 to $60,000. It should be noted that only 40 international respondents indicated a loan amount. Thus, these values should be interpreted with caution.

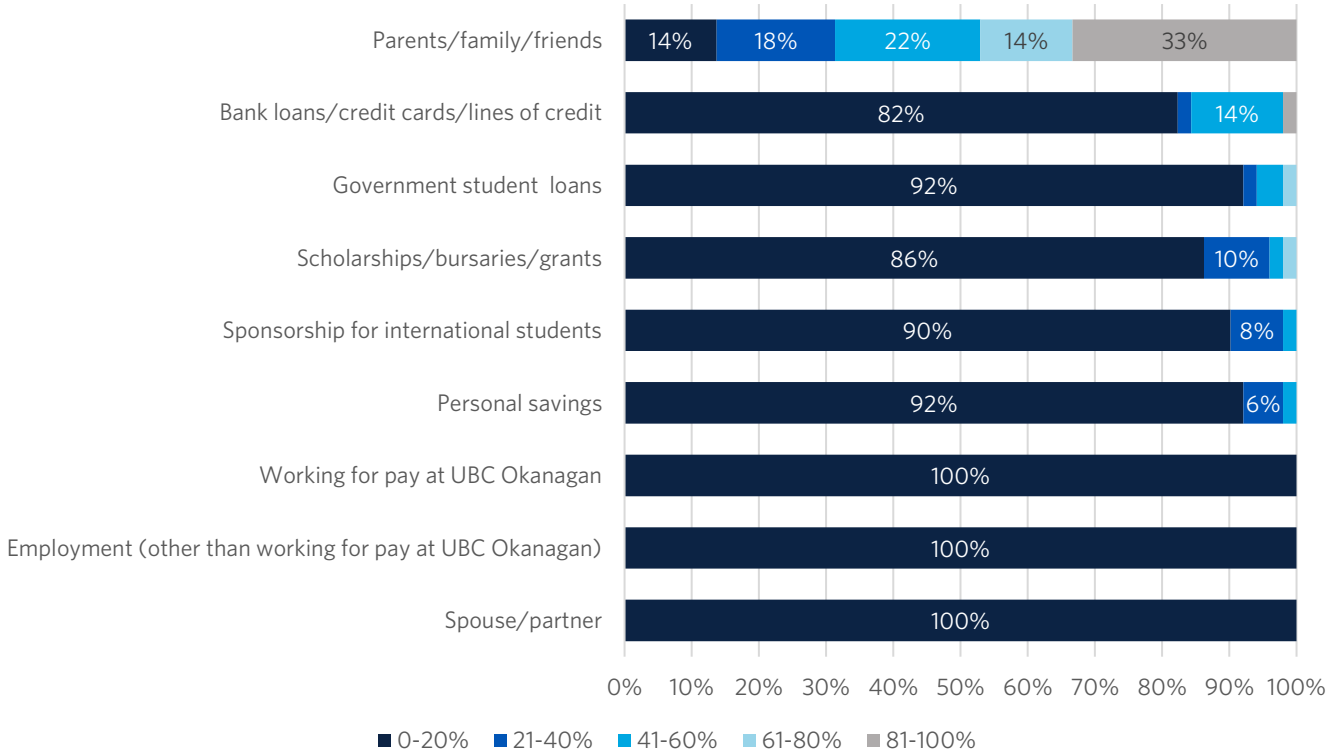
When identifying the sources of their funding for tuition and other expenses, 37% (n = 117) of 317 domestic student respondents indicated government students loans were paying for 41% or more of their costs, and 30% (n = 96) did so for parents/family/friends. Overall, the most common funding sources were government student loans, parents/family/friends, personal savings, and bank loans/credit cards/lines of credit. Parents/family/friends covered the majority of 51 international respondents' tuition and other expenses, with 69% (n = 35) noting that parents/family/friends provided 41% or more of their funding.

Figure 39a: Domestic respondents' sources of funding for tuition and other expenses



Note: The option of sponsorship for international students was excluded from this graph.

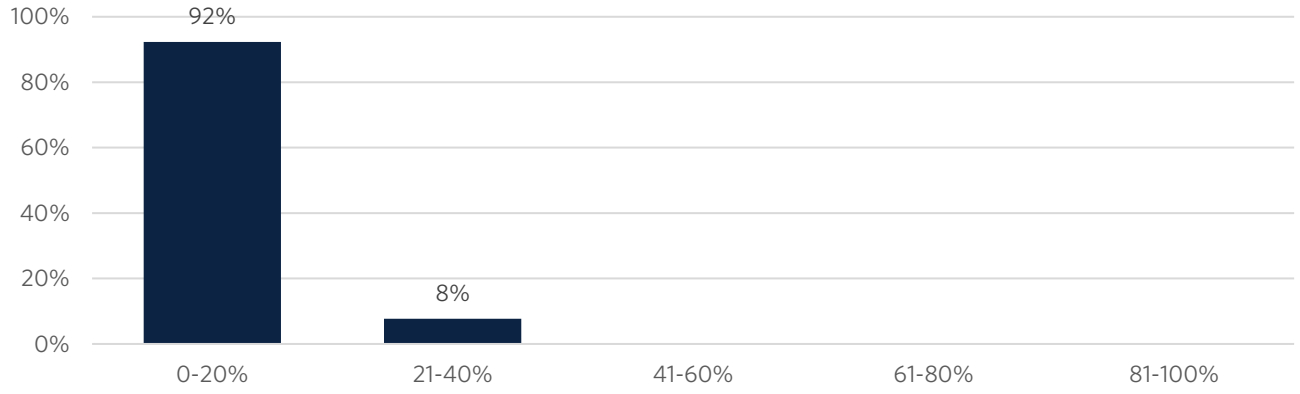
Figure 39b: International respondents' sources of funding for tuition and other expenses



Note: The option of Band funding (First Nations/Aboriginal) was excluded from this graph.

Ninety-two percent (n = 12) of direct entry Aboriginal student respondents (all domestic) expressed that band funding provided 0 to 20% of their total funding for their tuition and other expenses. An additional 8% (n = 1) noted that their band covered 21-40% or more of their costs. It should be noted that only 13 aboriginal students reported sources of funding, thus, these values should be interpreted with caution.

Figure 40: Band funding coverage of tuition and other expenses among Aboriginal respondents



Note: Only n = 13 aboriginal respondents are reflected in this figure.

About three quarters of domestic (76%, n = 641) and international (73%, n = 175) respondents rated their level of concern for funding their initial year at UBC as a 3 or less on a scale of 1 to 5, with 5 being "very concerned" and 1 being "not at all concerned." Respondents expressed more concern for their ability to finance their entire university education, with 49% (n = 412) of domestic and 42% (n = 101) of international students selecting "5 – Very concerned" or "4."

Figure 41a: Level of concern for financing first year

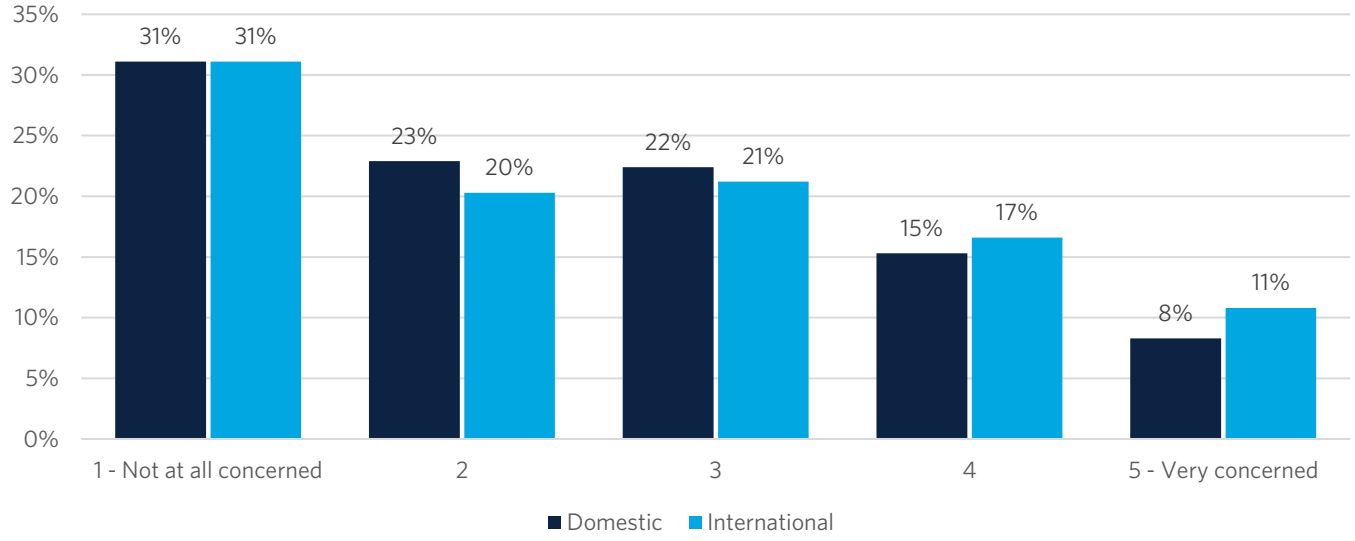
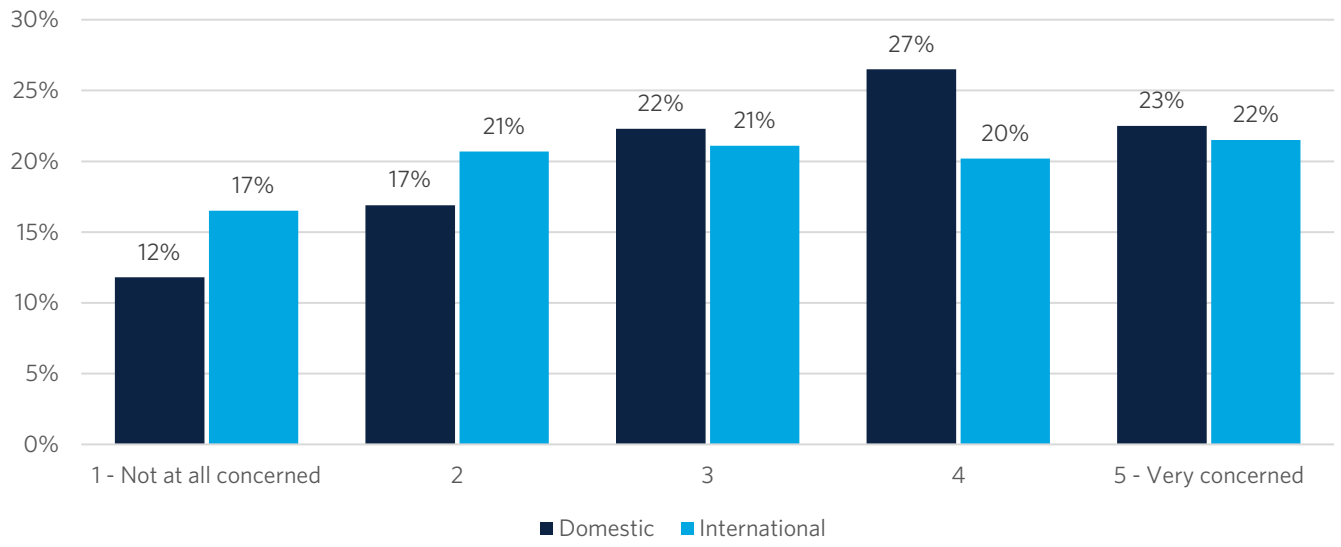


Figure 41b: Level of concern for financing entire university education



Seven percent of domestic (n = 50) and 37% of international (n = 86) respondents stated that they received an offer of scholarship or financial support from UBC Okanagan. Of those respondents that received an offer of scholarship or financial support from UBC Okanagan, 53% (n = 26) of domestic and 21% (n = 18) of international respondents said that they still would have been able to attend UBC Okanagan had they not received the scholarship or financial award. Another 41% (n = 20) of domestic and 55% (n = 47) of international respondents selected that they would have been able to attend, but it would have been financially difficult. Most respondents (domestic: 67%, n = 33; international: 51% (n = 44) would have still chosen to attend UBC Okanagan had they not been given the scholarship or financial award.

Plans, Intentions, and Expectations

Go Global

Just over one-quarter (27%, n = 224) of domestic and 32% (n = 74) of international respondents had plans to study abroad through UBC's Go Global program.

Graduation

Seventy-two percent of domestic (n = 590) and 56% (n = 132) of international respondents intended to graduate from UBC's Okanagan campus. Those who did not intend to graduate from UBC Okanagan were asked if they had plans to transfer to another university or college. Eighty-one percent (n = 29) of domestic and 45% (n = 9) of international respondents planned to transfer to another university or college. The University of British Columbia's Vancouver campus was most frequently cited as the institution respondents planned to transfer to. It should be noted that only 36 domestic and 20 international respondents were asked about their transfer plans.

Entrance Advisors

Forty-five percent (n = 377) of domestic respondents and 57% (n = 137) of international respondents knew about entrance advisors. Of the students who knew about entrance advisors, the most respondents found out about them from an email from UBC (domestic: 45%, n = 168; international: 51%, n = 69), the UBC website (domestic: 34%, n = 126, international: 35%, n = 47), or from a friend (domestic: 11%, n = 40, international: 13%, n = 17).

Students who knew about entrance advisors were asked to rate their agreement with a variety of statements. Domestic respondents were most likely to "Strongly agree" or "Agree" that the entrance advisor was able to answer

their questions related to course selection and registration (80%, n = 202), the entrance advisor was accessible and provided timely service (76%, n = 188), and overall they felt satisfied with their interactions with their entrance advisor (75%, n = 187). International students were most likely to "Strongly agree" or "Agree" that the entrance advisor was able to answer their questions related to course selection and registration (91%, n = 108) and overall they felt satisfied with their interactions with their entrance advisor (81%, n = 99).

Figure 42a. Agreement with statements about Entrance Advisors (domestic respondents)

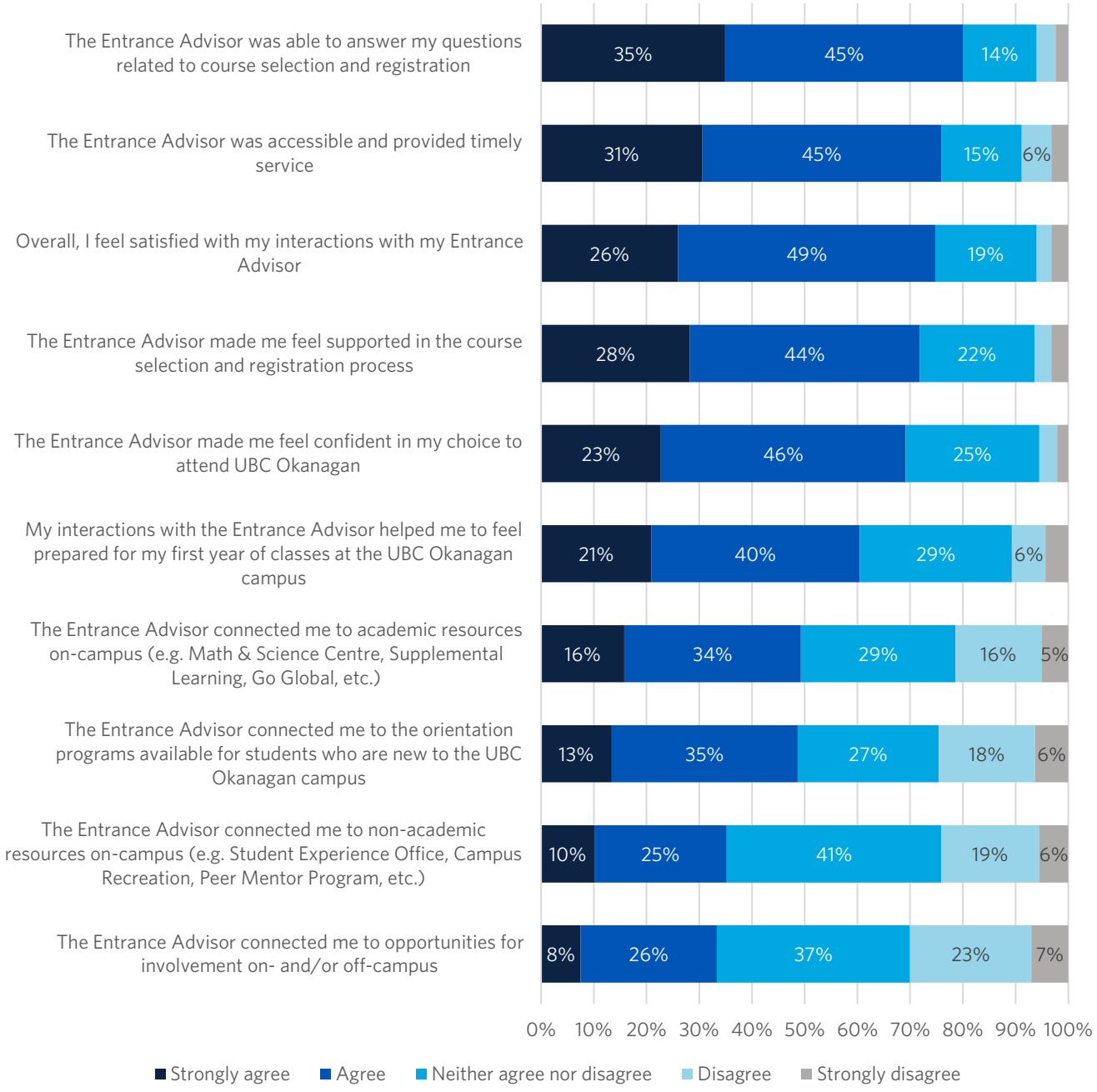
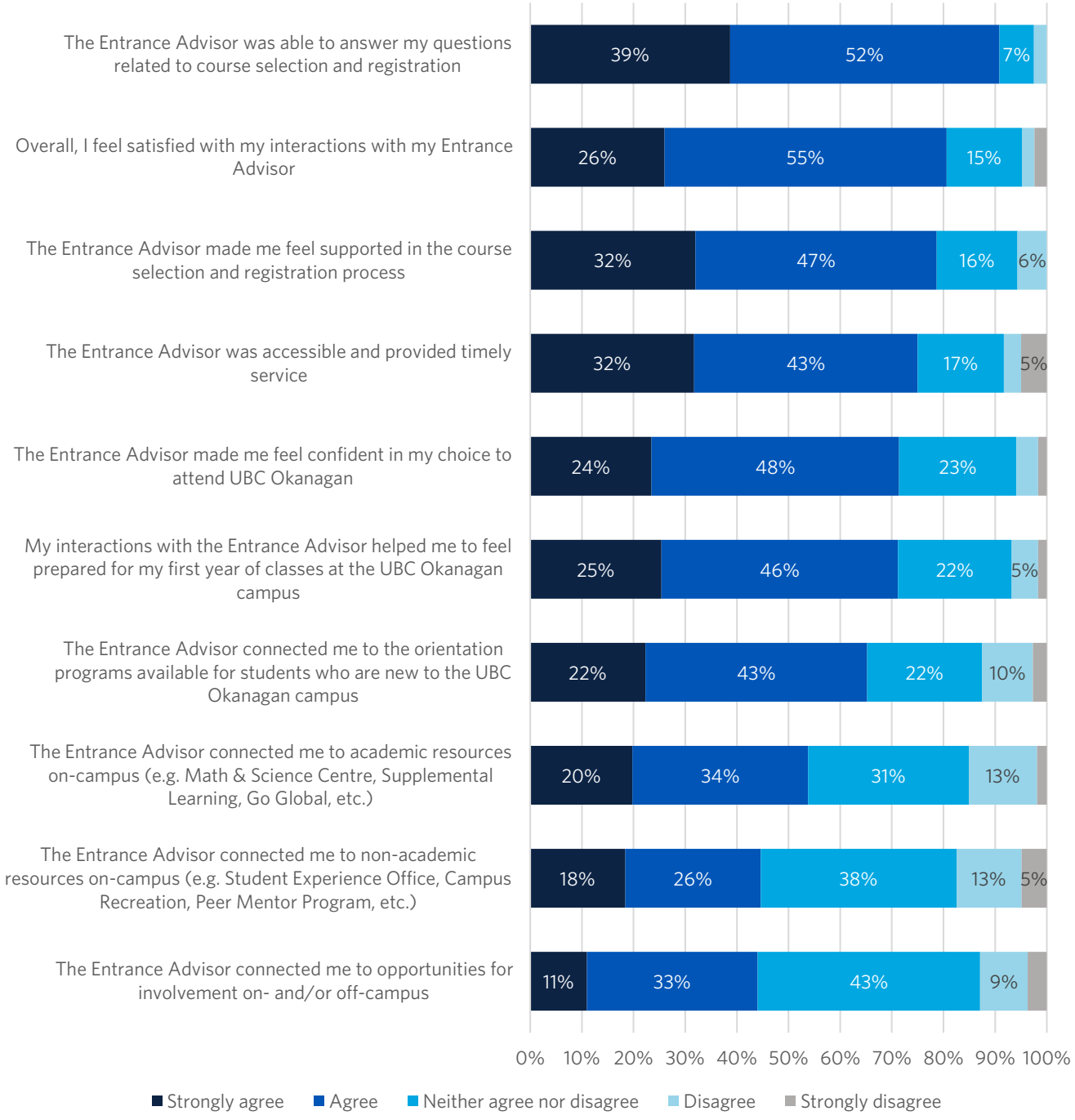



Figure 42b. Agreement with statements about Entrance Advisors (international respondents)