New to UBC Okanagan
Undergraduate Student Survey 2019:
Direct Entry Students

The University of British Columbia
Okanagan Planning and Institutional Research
Table of Contents

Executive Summary ................................................................................................................. 4
Background and Personal Characteristics .................................................................................. 4
Choosing Where to Study .......................................................................................................... 4
Experience with UBC: Applying, Admissions, and Registration .................................................. 4
UBC Okanagan versus Competitor Institutions ......................................................................... 5
First Year Concerns, Support, and Perceptions ......................................................................... 5
Health and Wellbeing .............................................................................................................. 6
Finances .................................................................................................................................. 7
Introduction ............................................................................................................................... 8
Methodology ............................................................................................................................. 8
Overall Sample ......................................................................................................................... 8
Sample of Direct Entry Students .............................................................................................. 9
Notes ....................................................................................................................................... 10
Background and Personal Characteristics ............................................................................... 11
Residence ................................................................................................................................. 11
Commuting ............................................................................................................................... 12
Languages ................................................................................................................................ 12
Gender ..................................................................................................................................... 12
Sexual Orientation .................................................................................................................. 12
Ethno-Racial Distribution and Citizenship .............................................................................. 13
Education of Parents/Guardians ............................................................................................. 14
Choosing Where to Study ......................................................................................................... 16
Reputation ............................................................................................................................... 16
Campus ................................................................................................................................... 16
Learning Opportunities ........................................................................................................... 19
Faculty and Programs ............................................................................................................... 20
Cost ......................................................................................................................................... 21
Experience with Applying and Admissions to UBC ................................................................. 22
Overall UBC Experience ......................................................................................................... 22
Application and Admissions .................................................................................................... 22
Registration ............................................................................................................................. 23
UBC Okanagan versus Competitor Institutions ..................................................................... 24
Applying to Other Post-Secondary Institutions ..................................................................... 24
Other Institutions in British Columbia .................................................................................... 26
Other Canadian Institutions
Other United States and International Institutions
Other Top Choice Institution
UBC Okanagan vs. Other Top Choice University/College
Reputation
Campus
Learning Opportunities
Faculty and Programs
Cost
First Year: Preparedness, Concerns, Support, and Perceptions
Orientation and Preparedness
Anticipated Support Needs
First Year Concerns
Perceptions of UBC
Campus Inclusivity
Health and Wellbeing
Overall Health
Disabilities
Health Care
Fitness and Exercise
Stress Management, Resiliency and Academic Performance
Stress Management and Resiliency
Impact of Mental Health and Stressors on Academic Performance
Finances
Academic Plans and Intentions
Desired Outcomes
Executive Summary

The New to UBC (NUBC) Survey was administered in summer 2019 to all new incoming degree-seeking students, both direct entry and transfer, at UBC’s Okanagan campus. In total, 1,436 students out of 2760 responded to the survey – a response rate of 52%. The sample of respondents was generally a good representation of the 2019/20 new undergraduate student population at UBC’s Okanagan campus, with some exceptions.

This report focuses on new direct entry students. Of 2,172 direct entry students invited to the survey, 1,174 responded – a response rate of 54%. When only looking at direct entry students, the sample is mostly well-representative of the cohort in terms of program.

Background and Personal Characteristics

Seventy-three percent (554, n=757) of domestic respondents identified as white, while 25% of international respondents identified as Chinese (55, n=217). Nine percent (70, n=757) of domestic respondents self-reported identifying as Canadian Aboriginal. All international (n=226) and 20% (152, n=773) 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.

Six in ten domestic student respondents (61%, 464, n=764) and 46% of international student respondents (104, n=225) identified as a woman.

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, 38% (272, n=717) of domestic and 17% (38, n=219) 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: 56%, 442, n=784; international: 84%, 196, n=234). 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 faculty (professors, instructors, etc.) (76%, 556, n=734), the university/college’s overall reputation (75%, 562, n=750), the quality of campus life (75%, 560, n=745), the quality of academic facilities (e.g. library, laboratories) (73%, 540, n=737), and the university/college’s campus location (72%, 534, n=738).

International respondents most frequently rated the following factors as important in their decision of where to attend school: the university/college’s overall reputation (92%, 206, n=225), quality of faculty (professors, instructors, etc.) (89%, 200, n=224), quality of academic facilities (e.g. library, laboratories) (87%, 195, n=223), the quality of campus life (86%, 193, n=224), opportunities to learn outside the classroom (84%, 189, n=225), and their degree program’s reputation (84%, 189, n=224).

Experience with UBC: Applying, Admissions, and Registration

The vast majority of domestic respondents (90%, 806, n=895) and international respondents (87%, 223, n=256) were highly satisfied with their overall experience with UBC to date. Similarly 78% (705, n=902) of domestic respondents and 82% (213, n=261) of international respondents felt that their communications from UBC had been well coordinated.
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%, 339, n=537; international: 47%, 81, n=177).

UBC Okanagan versus Competitor Institutions

Just over half of international student respondents applied to UBC Okanagan and 4 or more other post-secondary institutions (52%, 117, n=226). Thirty-six percent (270) of domestic respondents applied to UBC Okanagan and 2 or 3 other institutions, and 27% (206) applied to UBC Okanagan and one other institution (n=754). 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%, 136; international: 26%, 19), Simon Fraser University (domestic: 26%, 83; international: 47%, 34), and the University of British Columbia Vancouver (domestic: 23%, 72; international: 54%, 39) (domestic n=318; international n=72).

Domestic respondents applying to other institutions in Canada most commonly selected: the University of Alberta (34%, 95) and the University of Calgary (34%, 94) (n=279). International respondents often applied to the University of Toronto (56%, 67) and the University of Waterloo (31%, 37) (n=120).

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 selected “I was not interested in any other university” (25%, 182), the University of Victoria (16%, 114), and the University of Calgary (10%, 71) (n=729).

Among international respondents, the most common selections were: “I was not interested in any other university” (19%, 43) and the University of Toronto (14%, 32) (n=221).

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: quality of campus life (80%, 118, n=147), opportunities to learn outside the classroom (co-op, study abroad, community service learning, internships, practicum) (73%, 98, n=134), opportunities to be involved in the community (73%, 98, n=135), and opportunities for student engagement (clubs, peer programs, student government, intramurals, etc.) (74%, 106, n=144).

Among domestic respondents the university/college’s overall ranking (77%, 387, n=503), the university/college’s overall reputation (74%, 368, n=500), the university/college’s campus location (71%, 347, n=490), and their degree program’s ranking (70%, 325, n=465) were most often rated favourably (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 time management (42%, 369), study skills (41%, 367), mathematics (38%, 338), academic writing (38%, 338), and mental health (37%, 325) (n=888). Public speaking/presentation skills (43%, 110), academic writing (41%, 106), mathematics (39%, 101), being physically active (38%, 96), and time management (36%, 92) were most frequently selected by international respondents (n=256).
Domestic and international respondents both expressed high levels of concern (selected “very concerned” or “concerned”) for the following: “Being overwhelmed with all the things I’m expected to do in my first semester” (domestic: 47%, 407, n=869; international: 51%, 130, n=254), “being able to maintain my goal for a Grade Point Average (GPA)” (domestic: 46%, 400, n=877; international: 64%, 159, n=250), and “paying for my education” (domestic: 36%, 309, n=847; international: 48%, 121, n=251).

Respondents were also quite concerned with getting into their first choice of major (international), and getting the career and professional advising they need (domestic and international). International respondents expressed higher levels of concern for all aspects of their first year compared to domestic respondents.

Generally, high levels of agreement were observed for the following statements: “I am proud to be attending UBC’s Okanagan campus” (domestic: 94%, 846, n=899; international: 90%, 235, n=260), “I feel that UBC’s Okanagan campus will be the right university for me” (domestic: 91%, 822, n=901; international: 85%, 220, n=260), and “I feel welcome at UBC” (domestic: 90%, 810, n=898; international: 93%, 241, n=260).

Health and Wellbeing
Among direct entry respondents, 85% of domestic respondents (675) and 79% of international respondents (187) rated their physical health favourably (“good”, “very good”, or “excellent”), while 65% of domestic respondents (519) and 82% of international respondents (194) rated their mental health favourably (domestic n=795; international n=237).

The majority of domestic (78%, 528) and international (88%, 191) respondents indicated that they do not have a disability or ongoing medical condition, but among those who do, “mental health condition” was reported most often (domestic: 11%, 75, n=675; international: 5%, 10, n=217).

When in need of health care services, the largest proportions of domestic students planned to use walk-in clinics (55%, 323), visit their current family doctor (40%, 238), use on-campus counselling (41%, 239), and/or see an on-campus physician (34%, 198) (n=590). Most international respondents said they would access an on-campus physician (63%, 104), on-campus counselling (60%, 99), use walk-in clinics (52%, 86), and/or see an on-campus nurse (52%, 85) (n=164).

When asked which fitness facilities they plan to use while at UBC, domestic respondents most often reported planning to use the on-campus fitness centre (Hangar Fitness and Wellness Centre) (82%, 580), outdoor campus walking/running trails (54%, 382), on-campus group fitness classes (yoga, bootcamp, spin, etc.) (45%, 319), and/or off-campus facilities (39%, 274) (n=708). International respondents most often reported planning to use the on-campus fitness centre (Hangar Fitness and Wellness Centre) (82%, 174), outdoor campus walking/running trails (57%, 122), the gymnasium (for drop-in sports such as basketball and badminton) (51%, 109), and/or the indoor walking/running track (46%, 97) (n=213).

Among those who reported planning to use off-campus facilities, 32% (86) of domestic respondents indicated that it would be more convenient for them to exercise off-campus, 30% (81) would like access to a swimming pool, and 30% (81) felt that off-campus facilities have more fitness programs/options offered (n=269). Similarly, international respondents reported planning to exercise off-campus because they would like access to a swimming pool (42%, 16) and/or because they felt that off-campus facilities have more fitness programs/options offered (45%, 17, n=38).

Stress (domestic: 81%, 635, n=781; international: 74%, 170, n=230), anxiety (domestic: 60%, 474, n=784; international: 48%, 111, n=233) and sleep difficulties (domestic: 47%, 366, n=781; international: 35%, 80, n=231) were the most frequently identified issues that had negatively affected academic performance for direct entry respondents.
Finances
Thirty-nine percent (337, n=867) of domestic and 20% (51, n=254) 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 (62%, 203, n=329), while international respondents frequently borrowed from parents/family/friends (66%, 33, n=50).

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.

When asked about the degree to which they feel concerned about their ability to finance their initial year at UBC, domestic respondents did not express high levels of concern; 7% (60) reported feeling “very concerned”, while 33% (263) reported feeling “not at all concerned” (n=804). International respondents answered similarly; 9% (22) reported feeling “very concerned”, while 30% (71) reported feeling “not at all concerned” (n=239).

When asked about their level of concern with respect to financing their entire university education, 21% (168) of domestic respondents reported feeling “very concerned”, while 12% (95) reported feeling “not at all concerned” (n=802). International students report similar levels of concern; 20% (47) of international respondents reported feeling “very concerned”, while 13% (30) reported feeling “not at all concerned” (n=239).

Only 6% of domestic (50, n=803) and 14% of international (33, n=239) respondents stated that they received an offer of scholarship or financial support from UBC.
Introduction

This report presents the findings of the 2019 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 July 12th to September 4th, 2019. As an incentive for participating in the survey, students were entered into a draw for one of ten $100 Visa gift cards.

Overall Sample

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, BSC-O students were slightly overrepresented (cohort: 30%, sample: 31%), while BA-O students were slightly underrepresented (cohort: 30%, sample: 29%). For international respondents, BASC-O students (cohort: 14%, sample: 15%) and BSC-O students (cohort: 29%, sample: 32%) were overrepresented. BA-O students (cohort: 38%, sample: 36%) and BMGT-O students (cohort: 18%, sample: 15%) were underrepresented.

The sample of respondents was generally a good representation of the cohort of students (refer to Table 1).

Table 1: Demographic breakdown of cohort and sample

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th></th>
<th></th>
<th>Sample</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count (N)</td>
<td>%</td>
<td>Count (n)</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Domestic/International</td>
<td>2152</td>
<td>78%</td>
<td>1,151</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Domestic</td>
<td>1,454</td>
<td>53%</td>
<td>870</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>698</td>
<td>25%</td>
<td>281</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA-O</td>
<td>869</td>
<td>31%</td>
<td>436</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>BASC-O</td>
<td>386</td>
<td>14%</td>
<td>208</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>BEDA-O</td>
<td>19</td>
<td>1%</td>
<td>6</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>BEDC-O</td>
<td>18</td>
<td>1%</td>
<td>7</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>BFA-O</td>
<td>36</td>
<td>1%</td>
<td>24</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>BHK-O</td>
<td>219</td>
<td>8%</td>
<td>109</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>BMGT-O</td>
<td>268</td>
<td>10%</td>
<td>130</td>
<td>9%</td>
<td></td>
</tr>
</tbody>
</table>
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, BSC-O students were slightly overrepresented (cohort: 30%, sample: 31%), while BA-O students were slightly underrepresented (cohort: 30%, sample: 29%). For international respondents, BASC-O students (cohort: 14%, sample: 15%) and BSC-O students (cohort: 29%, sample: 32%) were overrepresented. BA-O students (cohort: 38%, sample: 36%) and BMGT-O students (cohort: 18%, sample: 15%) were underrepresented.

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Cohort Count (N)</th>
<th>Cohort %</th>
<th>Sample Count (n)</th>
<th>Sample %</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-O</td>
<td>641</td>
<td>30%</td>
<td>333</td>
<td>29%</td>
</tr>
<tr>
<td>BASC-O</td>
<td>300</td>
<td>14%</td>
<td>165</td>
<td>14%</td>
</tr>
<tr>
<td>BEDA-O</td>
<td>19</td>
<td>1%</td>
<td>6</td>
<td>0%</td>
</tr>
<tr>
<td>BEDC-O</td>
<td>18</td>
<td>1%</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>BFA-O</td>
<td>29</td>
<td>1%</td>
<td>21</td>
<td>2%</td>
</tr>
<tr>
<td>BHK-O</td>
<td>215</td>
<td>10%</td>
<td>106</td>
<td>9%</td>
</tr>
<tr>
<td>BMGT-O</td>
<td>159</td>
<td>7%</td>
<td>87</td>
<td>8%</td>
</tr>
<tr>
<td>BSC-O</td>
<td>648</td>
<td>30%</td>
<td>354</td>
<td>31%</td>
</tr>
<tr>
<td>BSN-O</td>
<td>122</td>
<td>6%</td>
<td>72</td>
<td>6%</td>
</tr>
<tr>
<td>DIEP-O</td>
<td>1</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: The data above is from SISC.

Sample of Direct Entry Students
The focus of this report is on direct entry students only.

This report focuses on new direct entry students. Of 2,172 direct entry students invited to the survey, 1,174 responded – a response rate of 54%.

When only looking at direct entry students, BASC-O (cohort: 14%, sample: 15%), BFA-O (cohort: 1%, sample: 2%), and BSC-O students (cohort: 30%, sample: 32%) are slightly overrepresented. BA-O (cohort: 31%, sample: 28%), BEDA-O (cohort: 1%, sample: 0%), BEDC-O (cohort: 1%, sample: 0%) are slightly underrepresented 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

<table>
<thead>
<tr>
<th>Domestic/International</th>
<th>Cohort Count (N)</th>
<th>Cohort %</th>
<th>Sample Count (n)</th>
<th>Sample %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>2152</td>
<td>78%</td>
<td>911</td>
<td>78%</td>
</tr>
<tr>
<td>International</td>
<td>608</td>
<td>22%</td>
<td>263</td>
<td>22%</td>
</tr>
</tbody>
</table>

Note: The data above is from SISC.
| Program  | Direct Entry Students | BA  | 31%   | 334  | 28%   
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BASC-O</td>
<td>386</td>
<td>14%</td>
<td>178</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>BEDA-O</td>
<td>19</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>BEDC-O</td>
<td>18</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>BFA-O</td>
<td>36</td>
<td>1%</td>
<td>21</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>BHK-O</td>
<td>219</td>
<td>8%</td>
<td>90</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>BMGT-O</td>
<td>268</td>
<td>10%</td>
<td>119</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>BSC-O</td>
<td>822</td>
<td>30%</td>
<td>381</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>BSN-O</td>
<td>122</td>
<td>4%</td>
<td>51</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>DIEP-O</td>
<td>1</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

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 percent (621) out of 773 domestic student respondents were born in Canada, and 100% (226) of international respondents were born outside of Canada. Most international respondents first attended school in Canada in 1st year post-secondary or later (63%, 72) or Grade 11 (13%, 15) (n=114).

Thirty-four percent (260) of domestic undergraduate student respondents have lived in the Okanagan region for at least one year, 43% (327) have lived elsewhere in BC for at least one year, 39% (299) have lived in another province/territory in Canada for at least one year, and 14% (108) have lived in another country besides Canada for at least one year (n=765). Most international respondents (87%, 171) have lived outside of Canada for at least one year (n=196).

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 (84%, 196, n=234). Among domestic respondents, 56% (442) indicated they would be living in residence and 36% (283) said they would be living off-campus (n=784).

Those not living in residence were prompted to indicate why. Over half of domestic respondents selected that they prefer to live off-campus with family (61%, 172), and 17% (47) said residence is too expensive (n=283). For international respondents, five answered this question; one said they applied to residence, but were not offered a place (20%) and four respondents prefer to live off-campus either alone, or cohabitating with family or friends (80%, 4) (n=5).

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 (33%, 4) or walk (58%, 7) (n=12). Among domestic respondents, 40% (121) selected they would drive alone and 31% (96) said they would use public transit (n=305).

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 (100%, 770) and international (99%, 225) selected English. Hindi (23%, 52) and Mandarin (21%, 49) were the next most common responses among international respondents (n=228), while French (28%, 219) and Spanish (8%, 59) were the next most common response among domestic respondents (n=773).

English (97%, 681) and French (16%, 113) were the most common languages that domestic respondents identified they knew well enough to conduct an academic/technical conversation (n=699). The top two responses for international students were English (92%, 207) and Mandarin (19%, 43) (n=225).

Gender
Sixty-one percent (464) of domestic student respondents (n=764) and 46% (104) of international student respondents (n=225) selected their gender identity as “woman” on the survey. One percent (5) of domestic student respondents selected non-binary, while no international respondents selected this option.

Sexual Orientation
The majority of respondents identified as heterosexual (domestic: 86%, 624, n=724; international: 89%, 184, n=207). The next most common responses were bisexual/pansexual (domestic: 7%, 49; international: 4%, 8), questioning/unsure (domestic: 4%, 27; international: 2%, 5), and gay/lesbian (domestic: 1%, 7; international: 1%, 3). One percent of domestic respondents (7, n=753) and 2% of international respondents (4, n=220) identified as someone with trans experience.
Ethno-Racial Distribution and Citizenship
The majority of domestic respondents (73%, 554) selected that they identify their ethnicity as White, while 9% (70) selected one or more Canadian Aboriginal groups (one of First Nations (status or non-status), Métis or Inuit) (n=757). International respondents most often identified as South Asian (28%, 61) and Chinese (25%, 55) (n=217). Among domestic respondents selecting Canadian Aboriginal, First Nations (58%, 33) and Métis (51%, 29) were the most common groups identified with (n=57).

Figure 3a: Self-reported ethnicity
Data on respondents’ citizenship was also taken from SISC. The majority of domestic respondents were Canadian citizens (93%, 847, n=911). The most common countries of citizenship for international respondents were India (24%, 63) and China (16%, 43) (n=263). Overall, direct entry students represented a total of 68 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 (34%, 76) or a graduate or other professional degree (36%, 79) (n=217). Among domestic respondents, the highest level of formal education obtained by fathers/guardians most often was high school or less (28%, 204) followed by a university degree (26%, 185) (n=719).

Most often; international respondents stated that their mother/guardian had completed a university degree (41%, 89), or had completed a graduate or other professional degree (34%, 73) (n=217). The most common levels of education obtained by the mothers/guardians of domestic respondents were a university degree (35%, 256) or a college-level certificate/diploma (21%, 154) (n=722).
Overall, 38% (272, n=717) of domestic and 17% (38, n=219) of international respondents were first generation university students, meaning neither their father/guardian nor their mother/guardian had completed college or 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, 75% (562, n=750) of domestic and 92% (206, n=225) 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. Seventy-five percent (560, n=745) of domestic and 86% (193, n=224) of international respondents rated the quality of campus life as “extremely important” or “important”, while 73% (540, n=737) of domestic and 87% (195, n=223) of international respondents did so for quality of campus life. Additionally, 72% (534, n=738) of domestic respondents highlighted the location of the campus as an important factor for choosing where to study. For international students “Opportunities for student engagement” was more commonly selected (79%, 177, n=223).

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

- Quality of academic facilities (e.g. library, laboratories) - 47% Extremely important, 40% Very important, 10% Moderately important
- Quality of campus life (friendliness of campus, social opportunities, quality of campus environment, etc.) - 41% Extremely important, 45% Very important, 12% Moderately important
- Opportunities for student engagement (clubs, peer programs, student government, intramurals, etc.) - 36% Extremely important, 43% Very important, 17% Moderately important
- Quality of non academic facilities (e.g. food services, recreational facilities, places to relax/socialize/study) - 33% Extremely important, 45% Very important, 16% Moderately important
- Diversity of the university/college’s student body and campus community (faculty, staff, etc.) - 33% Extremely important, 38% Very important, 21% Moderately important
- Residence (quality of residences, housing assignment and being able to live on campus) - 32% Extremely important, 43% Very important, 21% Moderately important
- University/college’s campus location - 27% Extremely important, 31% Very important, 33% Moderately important
- University/college’s campus size - 14% Extremely important, 29% Very important, 42% Moderately important
Learning Opportunities

Opportunities to learn outside the classroom were valued most by both domestic and international respondents, with 60% (449, n=739) of domestic and 84% (189, n=225) of international respondents rating these as “extremely important” or “very important”.

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

![Learning Opportunities Chart (Domestic)](chart)

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

![Learning Opportunities Chart (International)](chart)
Faculty and Programs

Overall, both the quality of faculty and the diversity of programs and courses were found to be quite important when respondents were deciding where to study. Most domestic (75%, 556, n=734) and international (89%, 200, n=224) respondents found quality of faculty to be “extremely important” or “very important”. “Diversity of programs and courses” was also selected by a large portion of both domestic (66%, 487, n=734) of and international (79%, 178, n=224) 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 4 in 10 domestic and 6 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 (62%, 453, n=731) and international (79%, 174, n=221) 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 percent (806, n=895) of domestic respondents and 87% (223, n=256) 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, 78% (705, n=902) of domestic respondents and 82% (213, n=261) of international respondents felt their communications from UBC have been well coordinated.

**Figure 11: Communications from UBC**

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%, 339, n=537). Forty-seven percent (83) of international respondents chose this response option, while many
international respondents (46%, 81) instead chose: “I wasn’t sure which university was my top pick, so I waited until I heard back from everyone before making a decision” (n=177).

**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%, 112, n=198), while most international respondents stated it was their second choice (52%, 49, n=94).

**Figure 13: Ranking of UBC Okanagan**

Registration

Respondents are asked to indicate their level of agreement with the following statements pertaining to their class registration process. The highest level of agreement, for domestic and international respondents alike, was observed for the statement: “I knew the date and time my course registration opened” (domestic: 90%, 736, n=795; international: 90%, 209, n=234), followed by “Overall, I feel satisfied with my experience registering for classes” (domestic: 73%, 583, n=796; international: 73%, 169, n=233). The statement with the lowest level of
agreement among direct-entry students was: “There were barriers for me to register on my date and time (working, in class, without internet access, etc.)” (domestic: 33%, 350, n=795; international: 30%, 70, n=232).

Figure 14a: Registration experience (domestic)

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I knew the date and time my course registration opened</td>
<td>55%</td>
<td>38%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received course selection and registration support in a timely manner</td>
<td>23%</td>
<td>50%</td>
<td>15%</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>Registering for classes was easy for me</td>
<td>22%</td>
<td>37%</td>
<td>19%</td>
<td>15%</td>
<td>6%</td>
</tr>
<tr>
<td>The process to register for classes was clear</td>
<td>22%</td>
<td>46%</td>
<td>15%</td>
<td>13%</td>
<td>3%</td>
</tr>
<tr>
<td>Overall, I feel satisfied with my experience registering for classes</td>
<td>20%</td>
<td>54%</td>
<td>16%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>There were barriers for me to register on my date and time (working, in class, without internet access, etc.)</td>
<td>8%</td>
<td>25%</td>
<td>21%</td>
<td>28%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Figure 14b: Registration experience (international)

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I knew the date and time my course registration opened</td>
<td>61%</td>
<td>29%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The process to register for classes was clear</td>
<td>29%</td>
<td>42%</td>
<td>17%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Overall, I feel satisfied with my experience registering for classes</td>
<td>24%</td>
<td>48%</td>
<td>18%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>I received course selection and registration support in a timely manner</td>
<td>24%</td>
<td>41%</td>
<td>22%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Registering for classes was easy for me</td>
<td>20%</td>
<td>32%</td>
<td>24%</td>
<td>17%</td>
<td>6%</td>
</tr>
<tr>
<td>There were barriers for me to register on my date and time (working, in class, without internet access, etc.)</td>
<td>16%</td>
<td>31%</td>
<td>12%</td>
<td>25%</td>
<td>15%</td>
</tr>
</tbody>
</table>

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 (52%, 117), and an additional 32% (72) applied to UBC Okanagan and two or three other institutions (n=226). Thirty-six percent (270) of domestic respondents applied to UBC Okanagan and two or three other institutions, 27% (206) applied to UBC Okanagan and one other institution, and 22% (163) applied to only UBC Okanagan (n=754).
Forty-four percent of domestic respondents (259, n=590) were accepted to UBC Okanagan and one other post-secondary institution, while 36% of international respondents (76, n=210) who applied to multiple institutions were accepted to UBC Okanagan and four or more other institutions.

Respondents were asked where they had applied to other institutions. Sixty-four percent (318) of domestic and 40% (72) of international respondents applied to other institutions within British Columbia (BC), and 56% (279) of domestic and 66% (120) of international respondents did so within Canada (domestic n=495; international n=182).
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%, 136; international: 26%, 19), Simon Fraser University (domestic: 26%, 83; international: 47%, 34), and the University of British Columbia, Vancouver campus (domestic: 23%, 72; international: 54%, 39). An additional 20% (63) and 14% (46) of domestic respondents also applied to Okanagan College and Thompson Rivers University, respectively (domestic n=318; international n=72).
Figure 18: Other BC institutions applied to

- University of Victoria: 43%
- Simon Fraser University: 26%
- University of British Columbia (Vancouver campus): 23%
- University of British Columbia (Okanagan campus): 20%
- Okanagan College: 14%
- Thompson Rivers University: 10%
- University of Fraser Valley: 6%
- Capilano University: 5%
- Vancouver Island University: 4%
- University of Northern British Columbia: 4%
- Langara College: 4%
- British Columbia Institute of Technology (BCIT): 3%
- Trinity Western University: 3%
- Camosun College: 3%
- Kwantlen Polytechnic University: 3%
- Douglas College: 3%
- Selkirk College: 3%
- Emily Carr University of Art and Design: 3%
- Quest University: 1%
- Vancouver Community College: 1%
- Corpus Christi College: 1%
- Art Institute of Vancouver: 1%
- Other BC institutions not listed: 1%

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 Alberta (34%, 96) and the University of Calgary (34%, 95) (n=279). International respondents often applied to the University of Toronto (56%, 67) and the University of Waterloo (31%, 37) (n=120).

Figure 19: Other Canadian institutions applied to

Note: Institutions selected by <3% of either domestic or international respondents were excluded here.
Other United States and International Institutions
Only 4% (19, n=495) of domestic respondents applied to United States (US) institutions, while 34% (61, n=182) of international respondents did. Among the 61 international respondents, the most common US institutions applied to were: the University of California, San Diego (15%, 9), Pennsylvania State University (13%, 8), and Michigan State University (11%, 7), followed by University of California, Berkeley (11%, 7), University of California, Los Angeles (11%, 7), University of California, Santa Barbara (11%, 7) and Purdue University (11%, 7) (n=61).

Only 1% (3, n=495) of domestic respondents applied to international institutions, while 27% (49, n=182) of international respondents did so. The international institutions applied to by international respondents were wide ranging. The most common international institutions applied to by the 49 international respondents were: the University of Edinburgh (14%, 7), King’s College London (U of London) (14%, 7), the University of Manchester (14%, 7), and the University of Warwick (12%, 6) (n=49).

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” (25%, 182), University of Victoria (16%, 114), and University of Calgary (10%, 71) (n=729). International respondents most often chose: “I was not interested in any other university” (19%, 43) and University of Toronto (14%, 32) (n=221).

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.

Reputation
In terms of reputation, at least 65% of both domestic (n>=464) and international (n>=162) respondents ranked UBC Okanagan as much or somewhat better than their other top choice post-secondary institution for each of the items.
Campus
At least 60% of international student respondents reported that UBC is much or somewhat better than their other top choice institution on all of the campus-metrics (n=127).

Among domestic respondents, at least 60% indicated that UBC is much or somewhat better on the following campus-metrics: university/college’s campus location (71%, 347, n=490), residence (69%, 289, n=417), the quality of campus life (67%, 294, n=440), the university/college’s campus size (67%, 311, n=467), the quality of academic facilities (65%, 265, n=410), and the quality of non-academic facilities (60%, 238, n=396).
Figure 21a: UBC Okanagan vs. other top university/college - campus (domestic respondents)
Learning Opportunities

Over half of domestic respondents (n>=371) and 60% of international respondents (n>=129) found UBC Okanagan to be much or somewhat better than their other top choice university/college across all metrics on learning opportunities. Additionally, relatively large proportions of respondents (at least one third of domestic respondents and 20% of international respondents) felt UBC Okanagan is “about the same” as their other top choice post-secondary institution.
Faculty and Programs
Sixty percent of domestic respondents (206, n=341) and 66% (77, n=117) of international respondents reported “quality of faculty” at UBC Okanagan to be much or somewhat better than at their other top choice university/college. Among both domestic and international respondents, more than 50% 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 direct entry respondents (~30%) felt UBC Okanagan was about the same as their other top choice post-secondary institution across all items for faculty and programs.

Figure 23a: UBC Okanagan vs. other top university/college – faculty and programs (domestic respondents)
Cost

A large proportion of domestic respondents found UBC Okanagan to be about the same as the other university/college on all cost-related metrics: availability of financial awards or support (35%, 133, n=404), the value of the university/college degree in relation to the cost (37%, 240, n=426), the cost of the university/college’s tuition (38%, 165, n=466), and the overall cost of attending the university/college (including housing, etc.) (28%, 186, n=462). Additionally, quite a few domestic respondents indicated that “the value of the university/college degree in relation to the cost” is somewhat or much better than that of their other top choice institution (56%, 240, n=426). Among international respondents, many reported that UBC Okanagan is better than their other top choice institution in terms of the value of the university/college degree in relation to the cost (57%, 96, n=155), the overall cost of attending the university/college (37%, 60, n=162), and the availability of financial awards or support is (36%, 51, n=140). Additionally, 42% report that UBC Okanagan is somewhat or much worse in terms of the overall cost of attending the university/college (35%, 56) and the cost of the university/college’s tuition (42%, 68) (n=162).
First Year: Preparedness, Concerns, Support, and Perceptions

Orientation and Preparedness
 Respondents were asked whether they have completed UBC 101: online orientation. Domestic students most often selected “no” (78%, 713), with 22% selecting “yes” (197, n=910). While international students also selected “no” most frequently (64%, 166), more than one third (36%) selected “yes” (95, n=261).

When asked to indicate their level of agreement with preparedness-related statements in advance of their studies at UBC Okanagan, the majority of domestic and international respondents indicated a high level of agreement (selected “Strongly agree” or “Somewhat agree”) across the board. Ninety percent of domestic respondents and 88% of international respondents indicate a high level of agreement with the statement “I understand UBC’s expectations of conduct”. The statement with which respondents reported the lowest levels of agreement was “I know what to expect in the first term” (domestic: 816, n=909; international: 228, n=258).
Anticipated Support Needs

Respondents were asked about the areas in which they feel they might need additional support during their first year at UBC Okanagan. Domestic respondents most often anticipated that they may require extra support with time management (42%, 369), study skills (41%, 367), mathematics (38%, 338), academic writing (38%, 338), and mental health (37%, 325) (n=888). Public speaking/presentation skills (43%, 110), academic writing (41%, 106), mathematics (39%, 101), being physically active (38%, 96), and time management (36%, 92) were most frequently selected by international respondents (n=256).
First Year Concerns

Domestic and international respondents both expressed high levels of concern (selected “very concerned” or “concerned”) for the following: “Being overwhelmed with all the things I’m expected to do in my first semester” (domestic: 47%, 407, n=869; international: 51%, 130, n=254), “being able to maintain my goal for a Grade Point Average (GPA)” (domestic: 46%, 400, n=877; international: 64%, 159, n=250), and “paying for my education” (domestic: 36%, 309, n=847; international: 48%, 121, n=251).
Figure 28a: First year concerns (domestic respondents)

- Being overwhelmed with all the things I'm expected to do in my first semester: 18% Very Concerned, 29% Concerned, 27% Somewhat Concerned, 20% A little concerned, 4% Not concerned
- Paying for my education: 17% Very Concerned, 19% Concerned, 19% Somewhat Concerned, 13% A little concerned, 1% Not concerned
- Being able to maintain my goal for a Grade Point Average (GPA): 17% Very Concerned, 29% Concerned, 26% Somewhat Concerned, 20% A little concerned, 1% Not concerned
- Securing housing: 9% Very Concerned, 8% Concerned, 14% Somewhat Concerned, 11% A little concerned, 3% Not concerned
- Getting into my first choice program: 9% Very Concerned, 12% Concerned, 16% Somewhat Concerned, 13% A little concerned, 2% Not concerned
- Being away from family and friends; being homesick: 9% Very Concerned, 13% Concerned, 17% Somewhat Concerned, 14% A little concerned, 2% Not concerned
- Being able to make friends: 8% Very Concerned, 16% Concerned, 19% Somewhat Concerned, 18% A little concerned, 1% Not concerned
- Receiving the career and academic advice I need: 8% Very Concerned, 20% Concerned, 25% Somewhat Concerned, 23% A little concerned, 2% Not concerned
- Being able to cope with expectations of parents and family: 7% Very Concerned, 13% Concerned, 18% Somewhat Concerned, 16% A little concerned, 1% Not concerned
- Access to health and nutritious food: 7% Very Concerned, 13% Concerned, 16% Somewhat Concerned, 14% A little concerned, 1% Not concerned
- Getting along with my roommate(s), housemate(s), or family members: 6% Very Concerned, 10% Concerned, 18% Somewhat Concerned, 16% A little concerned, 2% Not concerned
- Accessing services for my disability: 5% Very Concerned, 10% Concerned, 21% Somewhat Concerned, 18% A little concerned, 3% Not concerned
- Being able to achieve the recommended amount of daily physical activity to maintain good health: 12% Very Concerned, 21% Concerned, 23% Somewhat Concerned, 20% A little concerned, 3% Not concerned
- If UBC’s Okanagan campus is the right place for me: 5% Very Concerned, 11% Concerned, 12% Somewhat Concerned, 11% A little concerned, 2% Not concerned
- Accessing counselling for personal issues (such as stress, depression, anxiety, relationship difficulties): 7% Very Concerned, 13% Concerned, 17% Somewhat Concerned, 15% A little concerned, 3% Not concerned
- My personal safety off campus: 5% Very Concerned, 10% Concerned, 15% Somewhat Concerned, 13% A little concerned, 3% Not concerned
- My personal safety in and around campus: 3% Very Concerned, 7% Concerned, 8% Somewhat Concerned, 7% A little concerned, 2% Not concerned
- Having timely access to health care services: 7% Very Concerned, 15% Concerned, 14% Somewhat Concerned, 13% A little concerned, 3% Not concerned
- Being treated differently as a result of my identity, disability, or mental health: 6% Very Concerned, 10% Concerned, 14% Somewhat Concerned, 12% A little concerned, 3% Not concerned
- Discrimination and harassment: 6% Very Concerned, 10% Concerned, 14% Somewhat Concerned, 12% A little concerned, 3% Not concerned
Figure 28b: First year concerns (international respondents)

- **Being able to maintain my goal for a Grade Point Average (GPA)**: 36% Very Concerned, 28% Concerned, 15% Somewhat Concerned, 14% A little concerned, 1% Not concerned
- **Getting into my first choice program**: 28% Very Concerned, 28% Concerned, 14% Somewhat Concerned, 16% A little concerned, 16% Not concerned
- **Receiving the career and academic advice I need**: 26% Very Concerned, 30% Concerned, 16% Somewhat Concerned, 14% A little concerned, 14% Not concerned
- **Paying for my education**: 25% Very Concerned, 24% Concerned, 14% Somewhat Concerned, 14% A little concerned, 14% Not concerned
- **Securing housing**: 24% Very Concerned, 21% Concerned, 14% Somewhat Concerned, 14% A little concerned, 14% Not concerned
- **Being able to make friends**: 24% Very Concerned, 22% Concerned, 16% Somewhat Concerned, 16% A little concerned, 16% Not concerned
- **Being overwhelmed with all the things I’m expected to do in my first semester**: 20% Very Concerned, 31% Concerned, 21% Somewhat Concerned, 14% A little concerned, 14% Not concerned
- **My personal safety off campus**: 20% Very Concerned, 18% Concerned, 12% Somewhat Concerned, 12% A little concerned, 12% Not concerned
- **Access to health and nutritious food**: 20% Very Concerned, 23% Concerned, 13% Somewhat Concerned, 13% A little concerned, 13% Not concerned
- **Being away from family and friends; being homesick**: 17% Very Concerned, 18% Concerned, 17% Somewhat Concerned, 17% A little concerned, 17% Not concerned
- **Being able to cope with expectations of parents and family**: 17% Very Concerned, 26% Concerned, 19% Somewhat Concerned, 19% A little concerned, 19% Not concerned
- **Being able to achieve the recommended amount of daily physical activity to maintain good health**: 17% Very Concerned, 21% Concerned, 12% Somewhat Concerned, 12% A little concerned, 12% Not concerned
- **Discrimination and harassment**: 16% Very Concerned, 16% Concerned, 13% Somewhat Concerned, 13% A little concerned, 13% Not concerned
- **Getting along with my roommate(s), housemate(s), or family members**: 16% Very Concerned, 25% Concerned, 21% Somewhat Concerned, 21% A little concerned, 21% Not concerned
- **If UBC’s Okanagan campus is the right place for me**: 14% Very Concerned, 17% Concerned, 19% Somewhat Concerned, 19% A little concerned, 19% Not concerned
- **My personal safety in and around campus**: 13% Very Concerned, 17% Concerned, 10% Somewhat Concerned, 10% A little concerned, 10% Not concerned
- **Having timely access to health care services**: 12% Very Concerned, 24% Concerned, 16% Somewhat Concerned, 16% A little concerned, 16% Not concerned
- **Being treated differently as a result of my identity, disability, or mental health**: 12% Very Concerned, 16% Concerned, 13% Somewhat Concerned, 13% A little concerned, 13% Not concerned
- **Accessing counselling for personal issues (such as stress, depression, anxiety, relationship difficulties)**: 11% Very Concerned, 18% Concerned, 16% Somewhat Concerned, 16% A little concerned, 16% Not concerned
- **Accessing services for my disability**: 7% Very Concerned, 19% Concerned, 15% Somewhat Concerned, 15% A little concerned, 15% Not concerned
Perceptions of UBC
Respondents stated their levels of agreement to statements related to their feelings about UBC. Both domestic and international respondents most often strongly agreed or agreed that they are proud to be attending UBC’s Okanagan campus (domestic: 94%, 846, n=899; international: 90%, 235, n=260).

Figure 29a: First year students’ perceptions of and feelings about UBC – domestic respondents

- I am proud to be attending UBC’s Okanagan campus:Strongly agree 74%, Agree 20%, Somewhat agree 4%
- I feel that UBC Okanagan will be the right university for me: Strongly agree 63%, Agree 28%, Somewhat agree 7%
- I feel welcome at UBC: Strongly agree 54%, Agree 36%, Somewhat agree 9%

Figure 29b: First year students’ perceptions of and feelings about UBC – international respondents

- I am proud to be attending UBC’s Okanagan campus: Strongly agree 67%, Agree 24%, Somewhat agree 9%
- I feel welcome at UBC: Strongly agree 58%, Agree 35%, Somewhat agree 7%
- I feel that UBC Okanagan will be the right university for me: Strongly agree 52%, Agree 32%, Somewhat agree 14%
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 (domestic: 5-46%, n=>774; international: 7-49%, n=>228). The question item for which the highest number of respondents selected “Don’t know/No opinion” was, for both domestic (46%) and international (49%) students: “This campus welcomes students of my (dis)ability status or medical condition”.

Figure 30a: First year students’ perceptions of inclusivity at UBC Okanagan (domestic respondents)

Figure 30b: First year students’ perceptions of inclusivity at UBC Okanagan (international respondents)
Health and Wellbeing

Overall Health

The majority of domestic (85%, 675) and international (79%, 187) student respondents rated their physical health favourably ("good", "very good", or "excellent"). When asked to rate their mental health, 66% (519) of domestic and 83% (194) selected good or higher (domestic n=795; international n=237).

Figure 31: Ratings of physical health

Figure 32: Ratings of mental health
Disabilities
The majority of domestic (78%, 528) and international (88%, 191) respondents indicated that they do not have a disability or ongoing medical condition, but among those who do, “mental health condition” was reported most often (domestic: 11%, 75, n=675; international: 5%, 10, n=217).

Figure 33: Reported disabilities and ongoing medical conditions

Figure 34: Requested accommodations from the UBC Disability Resource Centre

Note: Only 18 international respondents are reflected in this figure.
Health Care
When in need of health care services, the largest proportions of domestic students planned to use walk-in clinics (55%, 323), visit their current family doctor (40%, 238), use on-campus counselling (41%, 239), and/or access an on-campus physician (34%, 198) (n=590). Most international respondents said they would access an on-campus physician (63%, 104), on-campus counselling (60%, 99), use walk-in clinics (52%, 86), and/or see an on-campus nurse (52%, 85) (n=164).

Figure 35: Expected access to health care services

Fitness and Exercise
When asked which fitness facilities they plan to use while at UBC, domestic respondents most often reported planning to use the on-campus fitness centre (Hangar Fitness and Wellness Centre) (82%, 580), outdoor campus walking/running trails (54%, 382), on-campus group fitness classes (yoga, bootcamp, spin, etc.) (45%, 319), and/or off-campus facilities (39%, 274) (n=708). International respondents most often reported planning to use the on-campus fitness centre (Hangar Fitness and Wellness Centre) (82%, 174), outdoor campus walking/running trails (57%, 122), the gymnasium (for drop-in sports such as basketball and badminton) (51%, 109), and/or the indoor walking/running track (46%, 97) (n=213).
Respondents were asked about which of the following competitive sports clubs would interest them. The majority of both domestic (73%, 552) and international (55%, 130) respondents selected “None of the above”. Among domestic students, Track and Field was the second most frequently selected choice (12%, 88), followed by Rugby (9%, 71). Among international students, Tennis was selected most often (24%, 57), followed by Track and Field (19%, 45) (domestic n=761; international n=235).

Figure 37: Competitive sports
Among those who reported planning to use off-campus facilities, 32% (86) of domestic respondents indicated that it would be more convenient for them to exercise off-campus, 30% (81) would like access to a swimming pool, and 30% (81) felt that off-campus facilities have more fitness programs/options offered (n=269). Similarly, international respondents reported planning to exercise off-campus because they would like access to a swimming pool (42%, 16) and/or because they felt that off-campus facilities have more fitness programs/options offered (45%, 17, n=38).

Figure 38: Reasons for exercising off-campus

Stress Management, Resiliency and Academic Performance

Stress Management and Resiliency

Students rated their agreement with statements regarding stress management 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%, 604, n=787; international: 77%, 180, n=234). The second-most often agreed with statement was “I am confident that I have the ability to succeed in all of my courses during my first year at UBC Okanagan” (domestic: 64%, 501, n=782; international: 77%, 179, n=233), followed by “I am confident in my ability to cope with the demands of my life” (domestic: 64%, 500, n=787; international: 69%, 163, n=235). 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: 39%, 308, n=787; international: 57%, 133, n=234).
Figure 39a: Ratings of stress management and resiliency statements (domestic respondents)

- I use the strategies I know about to cope with stress as it comes: 10% Strongly agree, 40% Agree, 36% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
- I am confident that I have the ability to succeed in all of my courses during my first year at UBC Okanagan: 16% Strongly agree, 48% Agree, 28% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
- I am confident I will be able to balance my academic time and non-academic time during my first year at UBC: 8% Strongly agree, 32% Agree, 40% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
- I am comfortable reaching out for support when I need it: 13% Strongly agree, 33% Agree, 29% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
- I know about strategies I can use to cope with stress as it comes: 12% Strongly agree, 42% Agree, 35% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
- I am aware of personal signs when I experience too much stress: 21% Strongly agree, 56% Agree, 18% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
- I am confident in my ability to cope with the demands of my life: 13% Strongly agree, 51% Agree, 30% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.

Figure 39b: Ratings of stress management and resiliency statements (international respondents)

- I use the strategies I know about to cope with stress as it comes: 19% Strongly agree, 41% Agree, 29% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
- I am confident that I have the ability to succeed in all of my courses during my first year at UBC Okanagan: 28% Strongly agree, 49% Agree, 19% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
- I am confident I will be able to balance my academic time and non-academic time during my first year at UBC: 17% Strongly agree, 40% Agree, 32% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
- I am comfortable reaching out for support when I need it: 24% Strongly agree, 36% Agree, 24% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
- I know about strategies I can use to cope with stress as it comes: 20% Strongly agree, 37% Agree, 35% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
- I am aware of personal signs when I experience too much stress: 25% Strongly agree, 52% Agree, 20% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
- I am confident in my ability to cope with the demands of my life: 20% Strongly agree, 49% Agree, 28% Somewhat agree, 6% Somewhat disagree, 2% Disagree, 2% Strongly disagree.
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. The issues most frequently selected by direct entry respondents were: Stress (domestic: 81%, 635, n=781; international: 74%, 170, n=230), anxiety (domestic: 60%, 474, n=784; international: 48%, 111, n=233) and sleep difficulties (domestic: 47%, 366, n=781; international: 35%, 80, n=231)

Figure 40a: Impact of various issues on academic performance (domestic respondents)

- Stress: 19% It did not happen to me/Not applicable, 71% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project), 10% It has significantly impacted my academics (e.g. failed a course)
- Anxiety: 40% It did not happen to me/Not applicable, 54% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project), 7% It has significantly impacted my academics (e.g. failed a course)
- Sleep difficulties: 53% It did not happen to me/Not applicable, 43% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project), 4% It has significantly impacted my academics (e.g. failed a course)
- Participation in extracurricular activities: 53% It did not happen to me/Not applicable, 42% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project), 5% It has significantly impacted my academics (e.g. failed a course)
- Internet use/computer games: 62% It did not happen to me/Not applicable, 36% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project)
- Depression: 64% It did not happen to me/Not applicable, 31% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project), 5% It has significantly impacted my academics (e.g. failed a course)
- Work: 64% It did not happen to me/Not applicable, 34% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project)
- Concerned for a troubled friend or family member: 73% It did not happen to me/Not applicable, 24% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project)
- Relationship difficulties: 76% It did not happen to me/Not applicable, 21% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project)
- Family responsibilities: 77% It did not happen to me/Not applicable, 21% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project)
- Financial difficulties: 85% It did not happen to me/Not applicable, 13% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project)
- Learning disability: 94% It did not happen to me/Not applicable, 5% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project)
- Sexualized violence: 95% It did not happen to me/Not applicable, 4% It has somewhat impacted my academics (e.g. received a lower grade on an exam or project)
Figure 40b: Impact of various issues on academic performance (international respondents)

- Stress: 26% (Impact: 66%, Not applicable: 5%)
- Anxiety: 52% (Impact: 43%, Not applicable: 5%)
- Internet use/computer games: 61% (Impact: 35%)
- Participation in extracurricular activities (e.g., campus clubs, organizations, athletics): 65% (Impact: 30%)
- Sleep difficulties: 65% (Impact: 33%)
- Depression: 67% (Impact: 31%)
- Concerned for a troubled friend or family member: 74% (Impact: 24%)
- Relationship difficulties: 78% (Impact: 20%)
- Family responsibilities: 83% (Impact: 17%)
- Learning disability: 90% (Impact: 10%)
- Financial difficulties: 90% (Impact: 10%)
- Work: 94% (Impact: 5%)
- Sexualized violence (assault, harassment, stalking, etc.): 96% (Impact: 3%)

- This did not happen to me/Not applicable
- It has somewhat impacted my academics (e.g., received a lower grade on an exam or project)
- It has significantly impacted my academics (e.g., failed a course)
Finances
Thirty-nine percent (337, n=867) of domestic and 20% (51, n=254) 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 (62%, 203, n=329). Sixty-six percent (33, n=50) of international respondents said their main source of a loan was their parents/family/friends.

Figure 41: Major source of loan

Note: Only 50 international respondents are reflected in this figure.

Overall, the average loan amount that 269 domestic respondents said they would need to finance their first year at UBC Okanagan was $11,108.19. The range was $1,000 to $85,000, while the median was $10,000 and mode was $30,000. For international respondents, the average loan amount indicated was $38,717.33, the median was $30,000, and the modes were $30,000 and $50,000. The range was $5,000 to $140,000. It should be noted that only 39 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, 57% (460) of 805 domestic student respondents indicated parents/family/friends were paying for 41% or more of their costs, and 15% (122) did so for government student loans. 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 242 international respondents’ tuition and other expenses, with 88% (214) noting that parents/family/friends provided 41% or more of their funding.
Figure 42a: Sources of funding for tuition and other expenses (domestic respondents)

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

Figure 42b: Sources of funding for tuition and other expenses (international respondents)

Note: The option of Band funding (First Nations/Aboriginal) was excluded from this graph.
Six percent of domestic (50, n=803) and 14% of international (33, n=239) respondents stated that they received an offer of scholarship or financial support from UBC Okanagan. When indicating whether they would have been able to attend UBC Okanagan if they had not received a scholarship or financial award from UBC Okanagan, 36% (18) of domestic and 33% (11) of international respondents selected “Yes”. Another 50% (25) of domestic and 27% (9) of international respondents indicated that they would have been able to attend, but it would have been financially difficult. Fourteen percent (7) of domestic and 39% (13) of international respondents selected “No” (domestic n=50; international n=33). Most domestic respondents (70%, 35, n=50) indicated that they would have still chosen to attend UBC Okanagan had they not been given the scholarship or financial award, while the majority of international students (58%, 19, n=33) selected “No.”
Academic Plans and Intentions

Desired Outcomes

Respondents were asked what they hope to get from their UBC education. From a list of possible gains, 67% (495) of domestic respondents selected “personal growth and development” as the most important item (ranked as first or second choice most often), followed by “meaningful employment”, which was selected by 55% (411) of domestic respondents (n=746). Similarly, the majority of international respondents also ranked “personal growth and development” as the most important item (69%, 153), followed by “Practical hands-on learning experiences (learning by doing)” (41%, 91) (n=221).

Figure 44a: Desired outcomes from UBC education (domestic respondents)
Figure 44b: Desired outcomes from UBC education (international respondents)

- **Personal growth and development**: 44% first choice, 25% second choice, 19% third choice, 8% fourth choice.
- **Practical hands-on learning experiences (learning by doing)**: 17% first choice, 24% second choice, 23% third choice, 16% fourth choice, 13% fifth choice, 7% sixth choice.
- **Meaningful employment**: 21% first choice, 19% second choice, 22% third choice, 14% fourth choice, 13% fifth choice, 11% sixth choice.
- **Opportunities to pursue research**: 10% first choice, 14% second choice, 13% third choice, 19% fourth choice, 14% fifth choice, 29% sixth choice.
- **Intercultural and global awareness**: 5% first choice, 9% second choice, 11% third choice, 20% fourth choice, 27% fifth choice, 28% sixth choice.
- **Community**: 8% first choice, 12% second choice, 22% third choice, 31% fourth choice, 24% fifth choice.