

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

This report focuses on new direct entry students. Of 2,019 direct entry students invited to the survey, 1,364 responded – a response rate of 68%. When only looking at direct entry students, the sample is well-representative of the cohort in terms of Visa type, domestic/international student status, and program.

Background and Personal Characteristics

Ninety percent (n = 860) of domestic respondents identified as Canadian, while one-third of international respondents identified as Chinese (33%, n = 81). Six percent (n = 54) 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 = 173) of domestic respondents said they were born outside of Canada. Mostly, domestic respondents learned to speak English before age six, with the vast majority of domestic students noting English was their native language. International respondents learned English during varying age categories.

About six in ten domestic student respondents (59%, n = 564) and 45% 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, 16% (n = 138) of domestic and 12% (n = 27) 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: 57%, n = 547; international: 77%, n = 189). 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.) (88%, n = 811), quality of campus life (friendliness of campus, social opportunities, quality of campus environment, etc.) (87%, n = 805), the university/college's overall reputation (86%, n = 794), and quality of academic facilities (e.g. library, laboratories) (84%, n = 783).

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 = 217), quality of academic facilities (e.g. library, laboratories) (93%, n = 213), quality of campus life (92%, n = 211), and the university/college's overall reputation (92%, n = 214).

Experience with UBC: Applying, Admissions, and Overall

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 (61% (n = 431) domestic and 46% (n = 86) international). The largest proportion of respondents received UBC Okanagan's offer of admission later than most.

UBC Okanagan versus Competitor Institutions

Just under half of international student respondents applied to UBC Okanagan and 4 or more other post-secondary institutions (44%, n = 104). Thirty seven percent (n = 346) of domestic respondents applied to UBC Okanagan and 2 or 3 other institutions, and 25% (n = 232) 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: 41%, n = 200; international: 28%, n = 22), the University of British Columbia Vancouver (domestic: 33%, n = 162; international: 73%, n = 58), and Simon Fraser University (domestic: 31%, n = 152; international: 58%, n = 46).

Domestic respondents applying to other institutions in Canada most commonly selected: the University of Calgary (40%, n = 148) and the University of Alberta (31%, n = 116). International respondents often applied to the University of Toronto (61%, n = 76), the University of Alberta (27%, n = 33), McGill University (27%, n = 34), the University of Waterloo (24%, n = 30), and York University (23%, n = 29).

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 University of Victoria (13%, n = 118), "I would not have attended any post-secondary institution this fall" (10%, n = 89), University of Calgary (10%, n = 88), Okanagan College (9%, n = 85), Simon Fraser University (7%, n = 66), and University of British Columbia Vancouver (7%, n = 66). Among international respondents, the most common selections were: University of Toronto (13%, n = 30), "I would not have attended any post-secondary institution this fall" (12%, n = 28), and University of British Columbia Vancouver (11%, n = 26).

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 (59%, n = 105), quality of campus life (59%, n = 92), and residence (60%, n = 91). Among domestic respondents (72%, n = 449), quality of campus life (65%, n = 451), and the university/college's campus size (65%, n = 454) 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 diversity of programs and courses (domestic and international), and location (international).

First Year Concerns, Support, and Perceptions

Domestic respondents most often anticipated that they may require extra support with mathematics (39%, n = 388) and study skills (40%, n = 407). Academic writing (48%, n = 124) and mathematics (41%, n = 105) were most frequently selected by international respondents.

Seventy three percent (n = 729) of domestic and 80% (n = 205) of international respondents said they knew of the First-Year Peer Advisor Program. As well, 31% (n = 228) of domestic and 56% (n = 119) of international respondents received service from a First-Year Peer Advisor (e.g., appointment, email, phone call, Skype). Overall, fairly high levels of agreement were seen for statements related to the impact of the First-Year Peer Advisor Program.

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: 60%, n = 599; international: 74%, n = 189). Respondents were also quite concerned with being overwhelmed with all the things they are expected to do in their first semester (domestic), being able to balance academic and social activities (domestic), getting into their first choice of major (international), and getting the career and professional advising they need (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,” and “I feel that UBC’s Okanagan campus will be the right university for me.”

Health and Wellbeing

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

When in need of health care services, the largest proportions of domestic students planned to visit their current family doctor (50%, n = 490), use walk-in clinics (44%, n = 430), and/or access on-campus services (43%, n = 426). Most international respondents said they would access on-campus health services (81%, n = 206).

The majority of domestic (74%, n = 725) and international (82%, n = 208) respondents indicated that they do not have a disability or ongoing medical condition.

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

Finances

Twenty nine percent (n = 266) of domestic and 11% (n = 24) 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 parents/family/friends, government student loans, personal savings, and scholarships. 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 8% of domestic (n = 63) and 24% of international (n = 50) respondents stated that they received an offer of scholarship or financial support from UBC.

Plans, Intentions, and Expectations

Over half of domestic (51%, n = 483) and international (60%, n = 148) survey respondents indicated that they knew what their program specialization/major would be. Sixty five percent of domestic (n = 621) and 49% (n = 120) of international respondents intended to graduate from UBC’s Okanagan campus. During their initial year at UBC Okanagan, the majority of domestic respondents anticipated that they would achieve an average grade range of B-/B/B+, and most international respondents said they expected to obtain an A-/A/A+ grade range.

Introduction

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

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

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

Methodology

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

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

Overall Sample

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

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

Table 1: Demographic breakdown of cohort and sample

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



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

Note: The data above is from SISC.

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

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

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

Note: The data above is from SISC.

Sample of Direct Entry Students

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

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

Students in the categories below were classified as transfer students:

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

Of 2,019 direct entry students invited to the survey, 1,364 responded –a response rate of 68%.

When only looking at direct entry students, the sample is well-representative of the cohort in terms of domestic/international student status and program choice. However, males were underrepresented (cohort: 47%, sample: 44%) and females were overrepresented (cohort: 53%, sample: 56%) 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	957	47%	601	44%
Female	1,062	53%	763	56%
Domestic/International				
Domestic	1,590	79%	1,080	79%
International	429	21%	284	21%
Program				
BA-O	500	25%	328	24%
BASC-O	277	14%	202	15%
BFA-O	26	1%	19	1%
BHK-O	177	9%	114	8%
BMGT-O	218	11%	117	9%

BMS-O	17	1%	13	1%
BSC-O	729	36%	523	38%
BSN-O	75	4%	48	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.

Background and Personal Characteristics

Residence

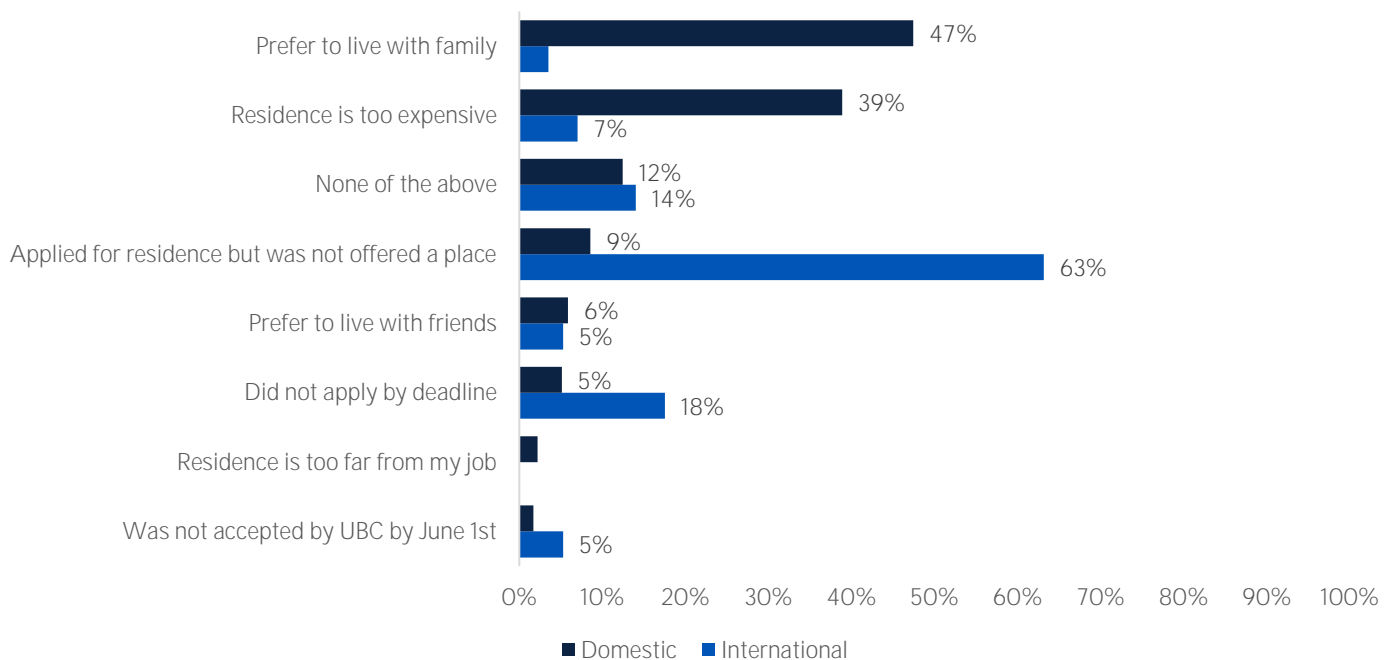
Eighty one percent (n = 772) of domestic student respondents were born in Canada, and 98% (n = 241) of international respondents were born outside of Canada (a few respondents selected “prefer not to answer”). Most international respondents moved to Canada between the years 2014 to 2017 (92%, n = 219).

Thirty-seven percent (n = 340) of domestic undergraduate student respondents have lived in the Okanagan region for at least one year, 36% (n = 333) have lived elsewhere in BC for at least one year, 36% (n = 331) have lived in another province/territory in Canada for at least one year, and 12% (n = 114) have lived in another country besides Canada for at least one year. Most international respondents (82%, n = 196) 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 (77%, n = 189). Among domestic respondents, 57% (n = 547) noted they would be living in residence and 26% (n = 245) said they would be living with parents.

Those not living in residence were prompted to indicate why. Just under half of domestic respondents selected that they prefer to live with family (47%, n = 194), and 39% (n = 159) said residence is too expensive. The most common reasons for international respondents were that they applied to residence, but were not offered a place (63%, n = 36), and they did not apply by the deadline (18%, n = 10).

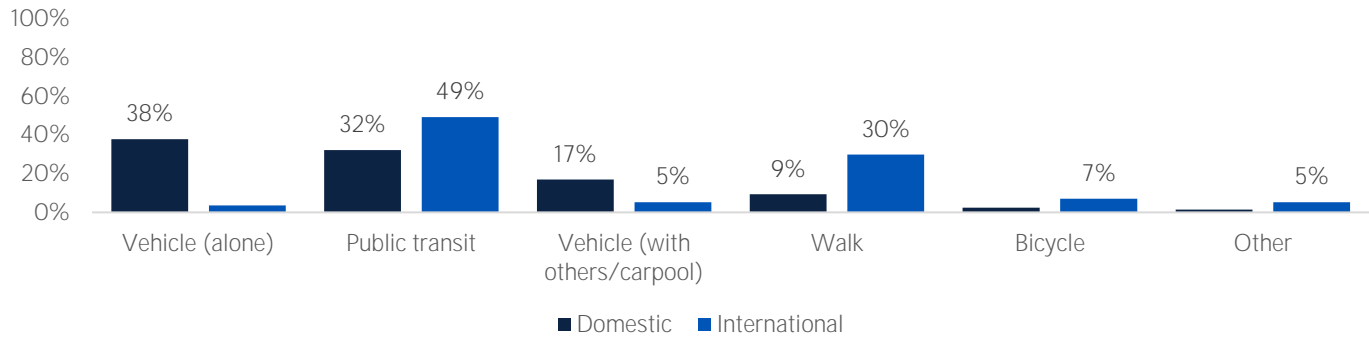
Figure 1: Why respondents will not be living in residence



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 (49%, n = 28) or walk (30%, n = 17). Among domestic respondents, 38% (n = 154) selected they would drive alone and 32% (n = 131) said they would use public transit.

Figure 2: Commute method



Languages

Respondents were asked which language they first learned in childhood and still understood. The majority (84%, n = 801) of domestic respondents selected English. English (32%, n = 78) and Mandarin (25%, n = 62) were the most common responses among international respondents.

Those who did not choose English as their native language were asked when they learned English. Most domestic respondents did so before they were 6 years old (55%, n = 86) or when they were 6 to 10 years old (28%, n = 43). Responses were varied among international respondents, with 24% (n = 40) selecting before they were 6 years old, 29% (n = 48) 6 to 10 years old, 25% (n = 41) 11 to 15 years old, and 19% (n = 31) after turning 16 years old.

Gender

About six in ten domestic student respondents (59%, n = 564) and 45% (n = 109) of international student respondents selected their gender identity as “woman” on the survey.

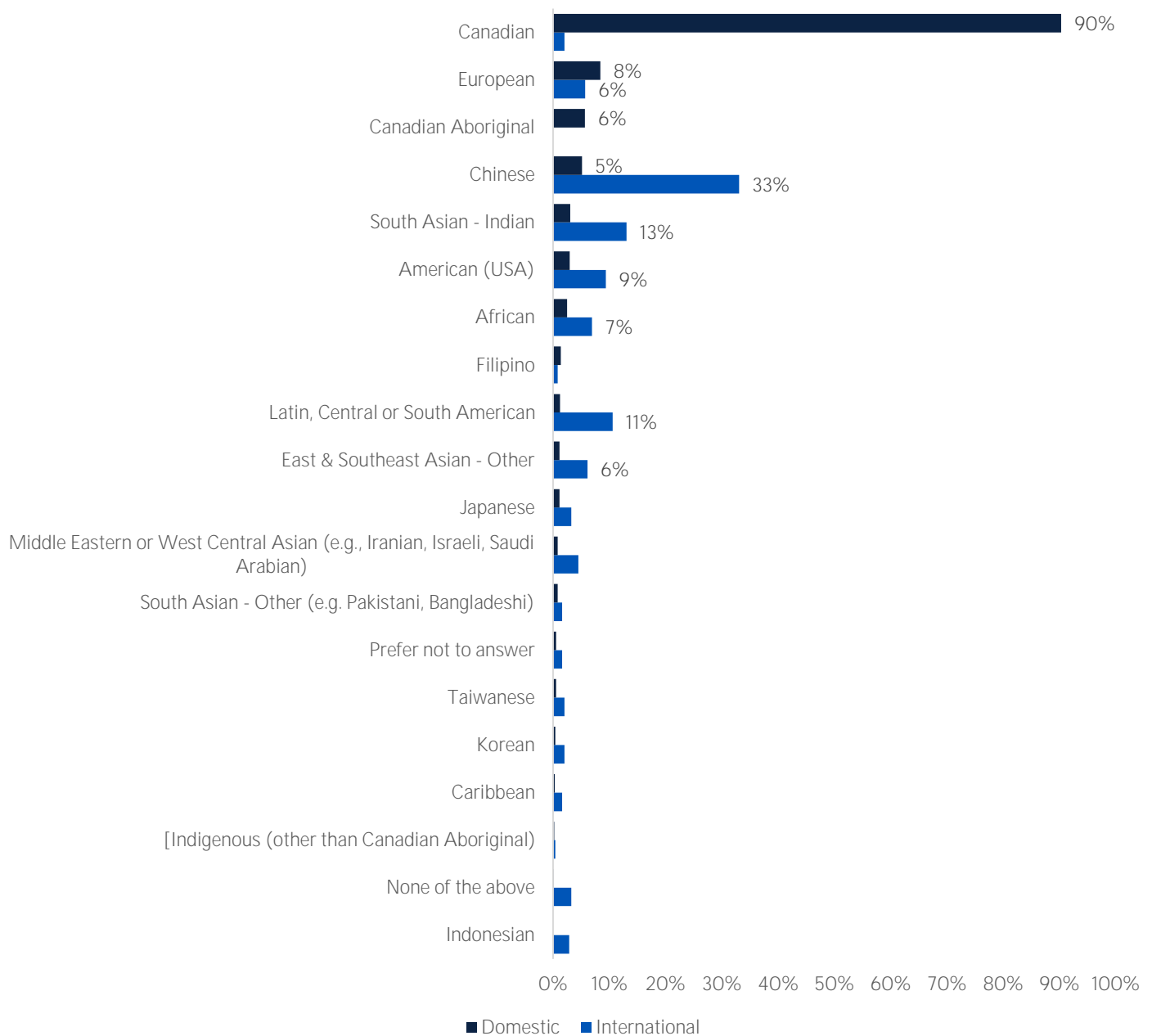
Sexual Orientation

The majority of respondents identified as heterosexual (domestic: 87%, n = 829; international: 82%, n = 197). A few chose each of gay or lesbian (domestic: 1%, n = 13; international: 0%, n = 1), bisexual (domestic: 3%, n = 32; international: 2%, n = 5), queer (domestic: 1%, n = 7; international: 0%, n = 1), and questioning (domestic: 1%, n = 13; international: 2%, n = 4). Some respondents also preferred not to answer this question.

Ethno-Racial Distribution and Citizenship

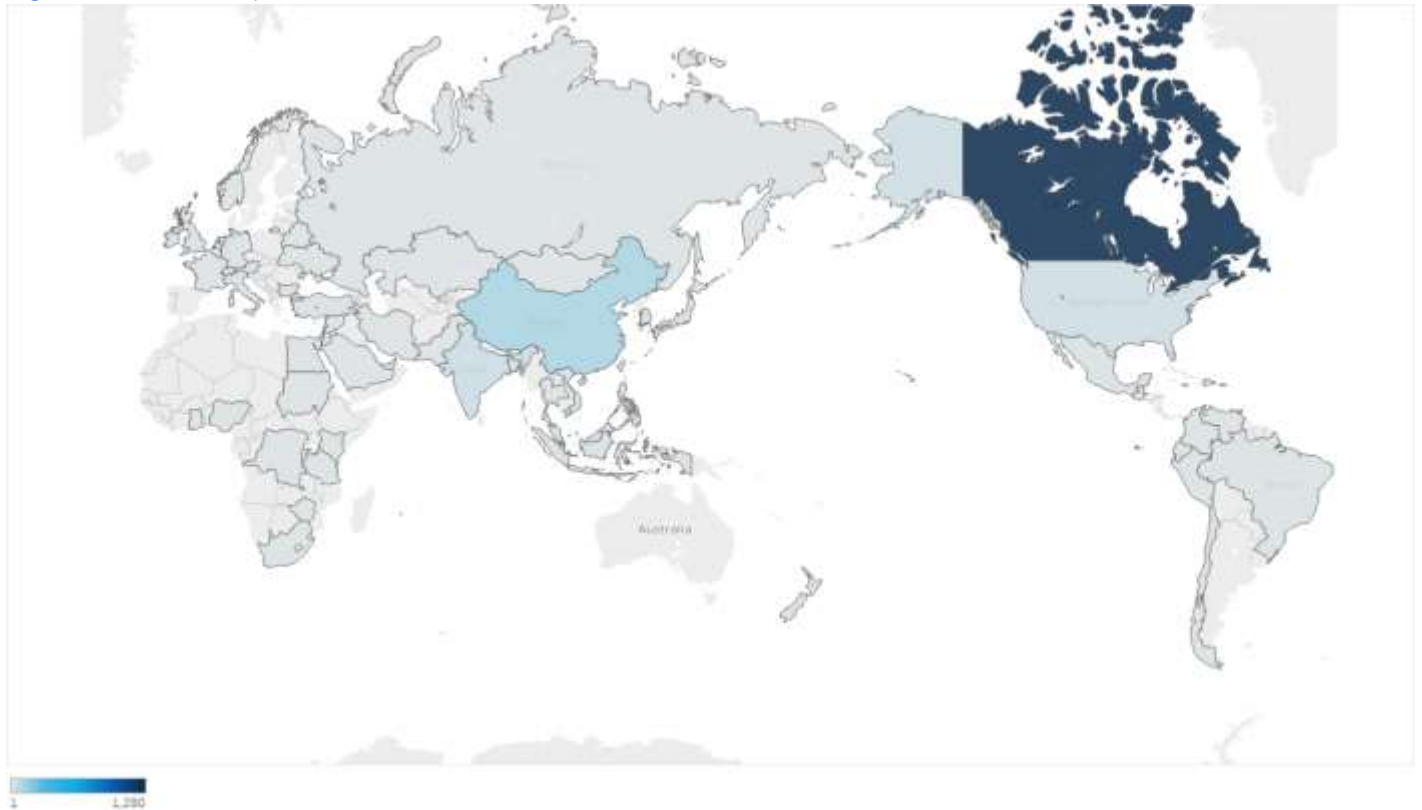
Nearly all domestic respondents (90%, n = 860) selected that they identify their ethnicity as Canadian, while 6% (n = 54) selected Canadian Aboriginal and 8% (n = 80) chose European. The proportion of students identifying as Aboriginal was representative of the cohort of direct entry students (cohort: 5%, sample: 6%). International respondents most often identified as Chinese (33%, n = 81) and South Asian – Indian (13%, n = 32). Among domestic respondents selecting Canadian Aboriginal, First Nations (48%, n = 26) and Métis (48%, n = 26) 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 = 1,280). The most common countries of citizenship for international respondents were China (n = 113), India (n = 41), and the United States (n = 33). Overall, direct entry students represented a total of 63 countries.

Figure 3b: Citizenship

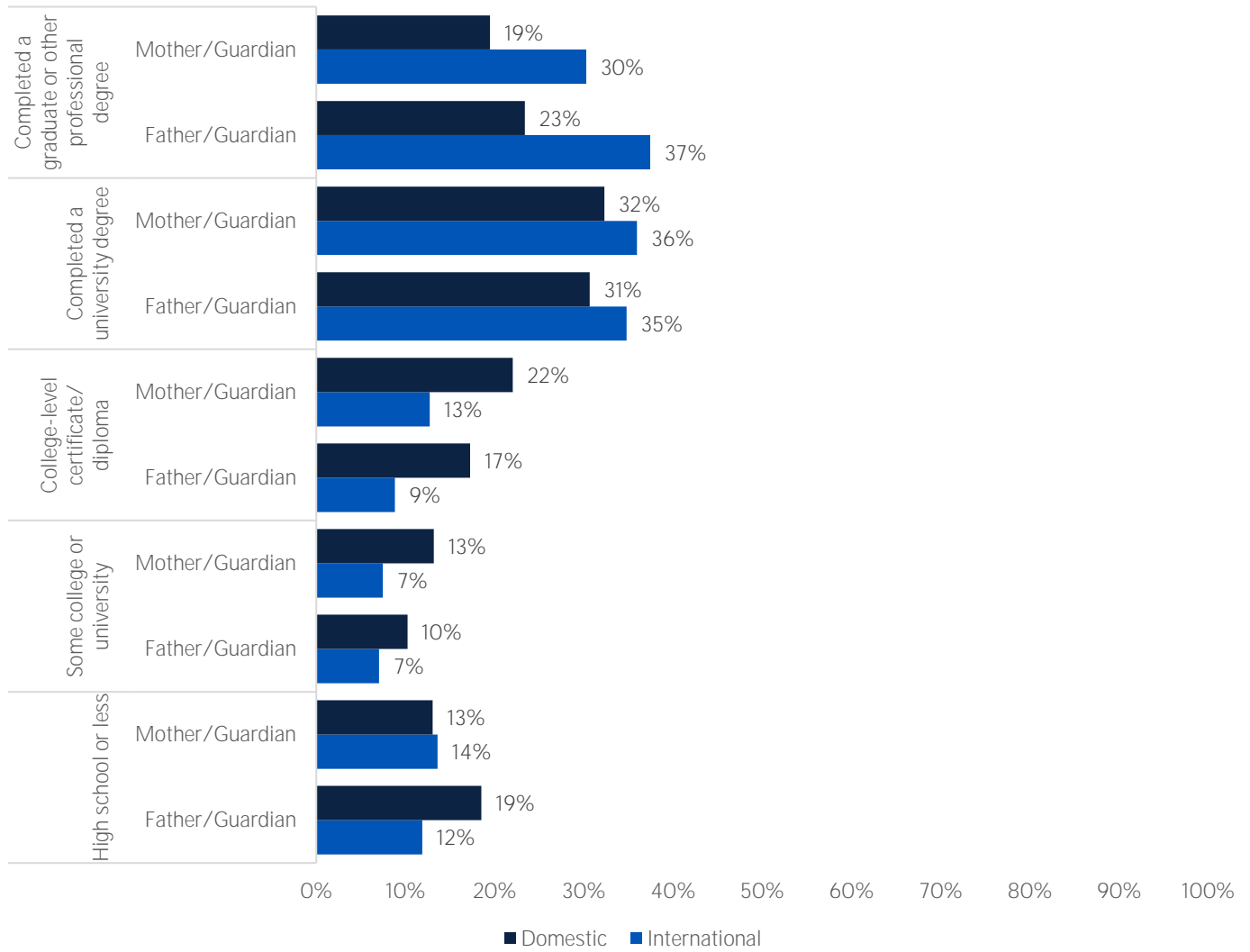


Education of Parents/Guardians

Over one-third of international student respondents' fathers/guardians have completed a graduate or other professional degree (37%, n = 85) or have completed a university degree (35%, n = 79). Among domestic respondents, the highest level of formal education obtained by fathers/guardians most often was a university degree (31%, n = 270) and a graduate or other professional degree (23%, n = 206).

Most often, international respondents stated that their mother/guardian had completed a graduate or other professional degree (30%, n = 69), or had completed a university degree (36%, n = 82). The most common levels of education obtained by the mothers/guardians of domestic respondents were a university degree (32%, n = 292), a college-level certificate/diploma (22%, n = 199), and a graduate or other professional degree (19%, n = 176). Respondents selecting "don't know," "prefer not to answer," and "not applicable" were excluded in these calculations.

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



Overall, 16% (n = 138) of domestic and 12% (n = 27) of international respondents were first generation university students, meaning that neither their mother/guardian nor father/guardian had completed any post-secondary certificate/diploma/degree.

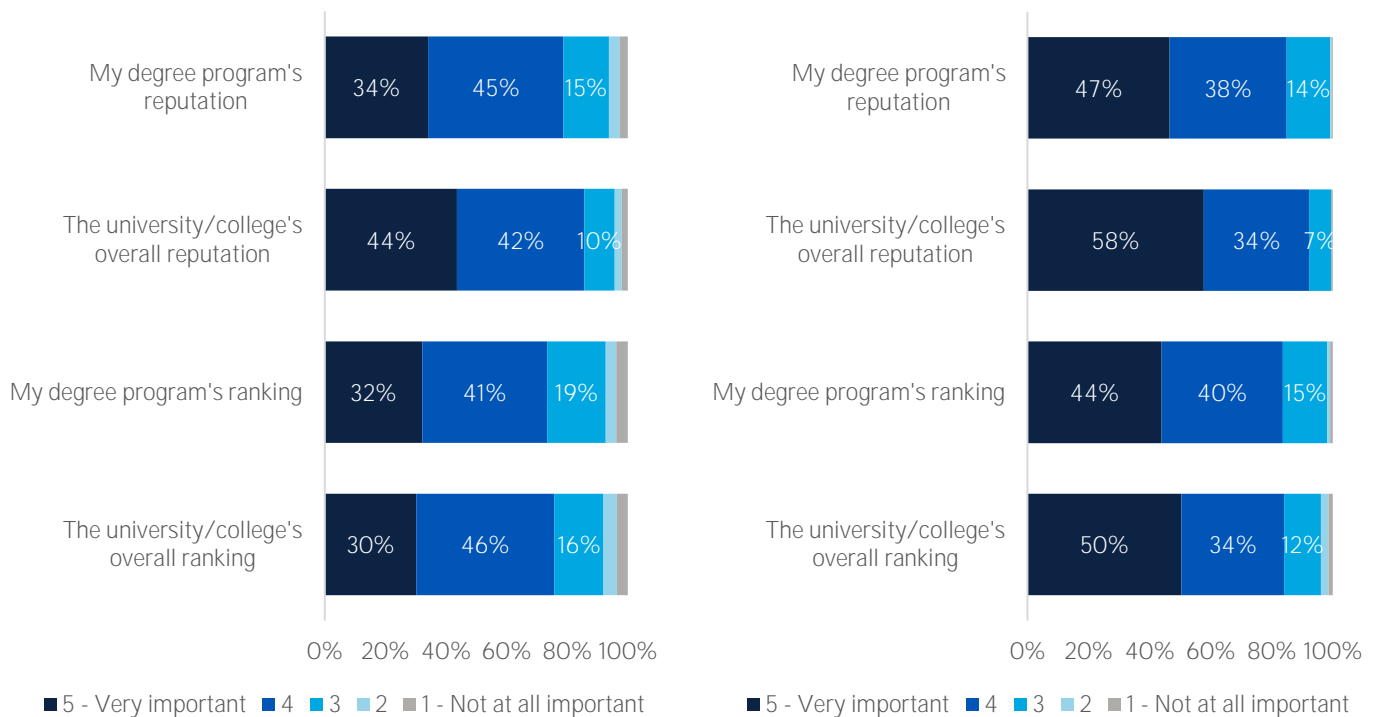
Choosing Where to Study

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

Reputation

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, 86% (n = 794) of domestic and 92% (n = 214) of international respondents rated this as "5 - very important" or "4."

Figure 5: Importance of factors in choosing where to study -reputation (domestic (left) and international (right))



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 four percent (n = 783) of domestic and 93% (n = 213) of international respondents selected the top two response options for quality of academic facilities, while 87% (n = 805) of domestic and 92% (n = 211) of international respondents did so for quality of campus life.

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

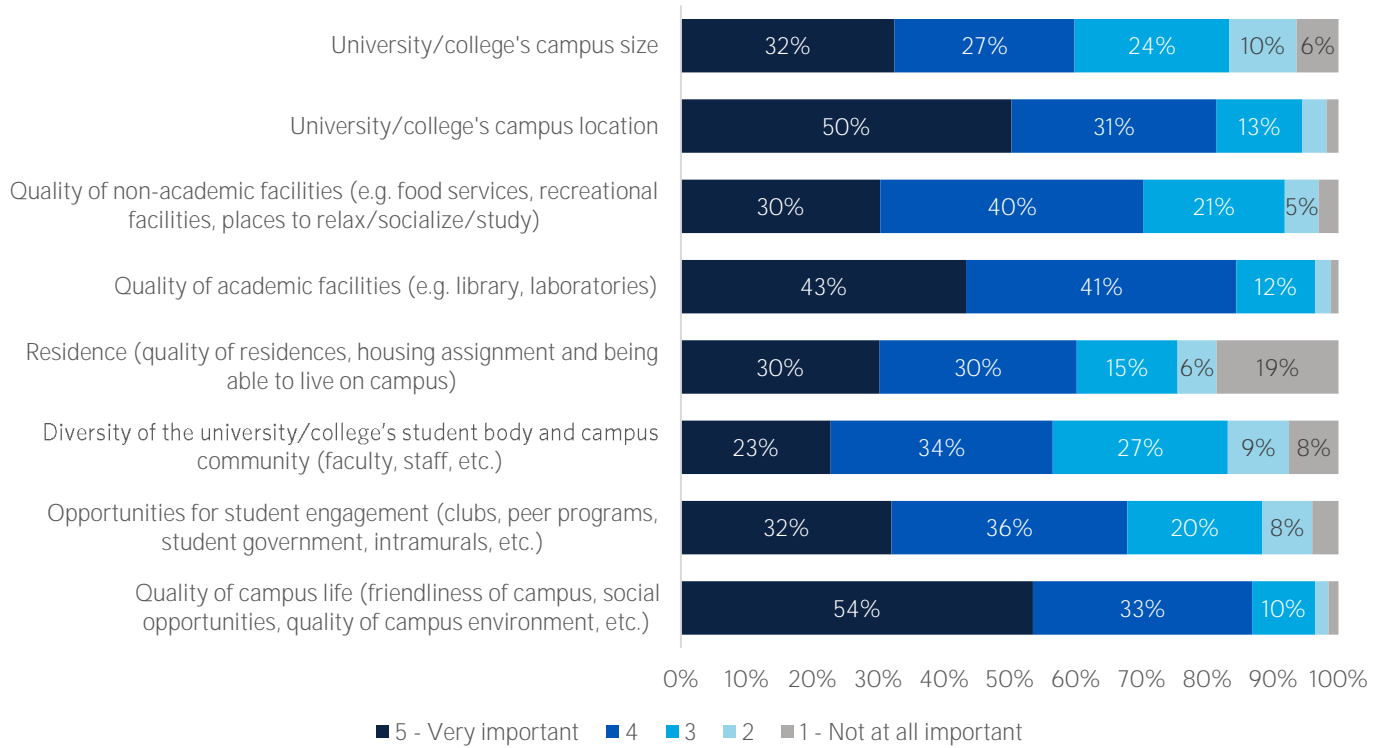
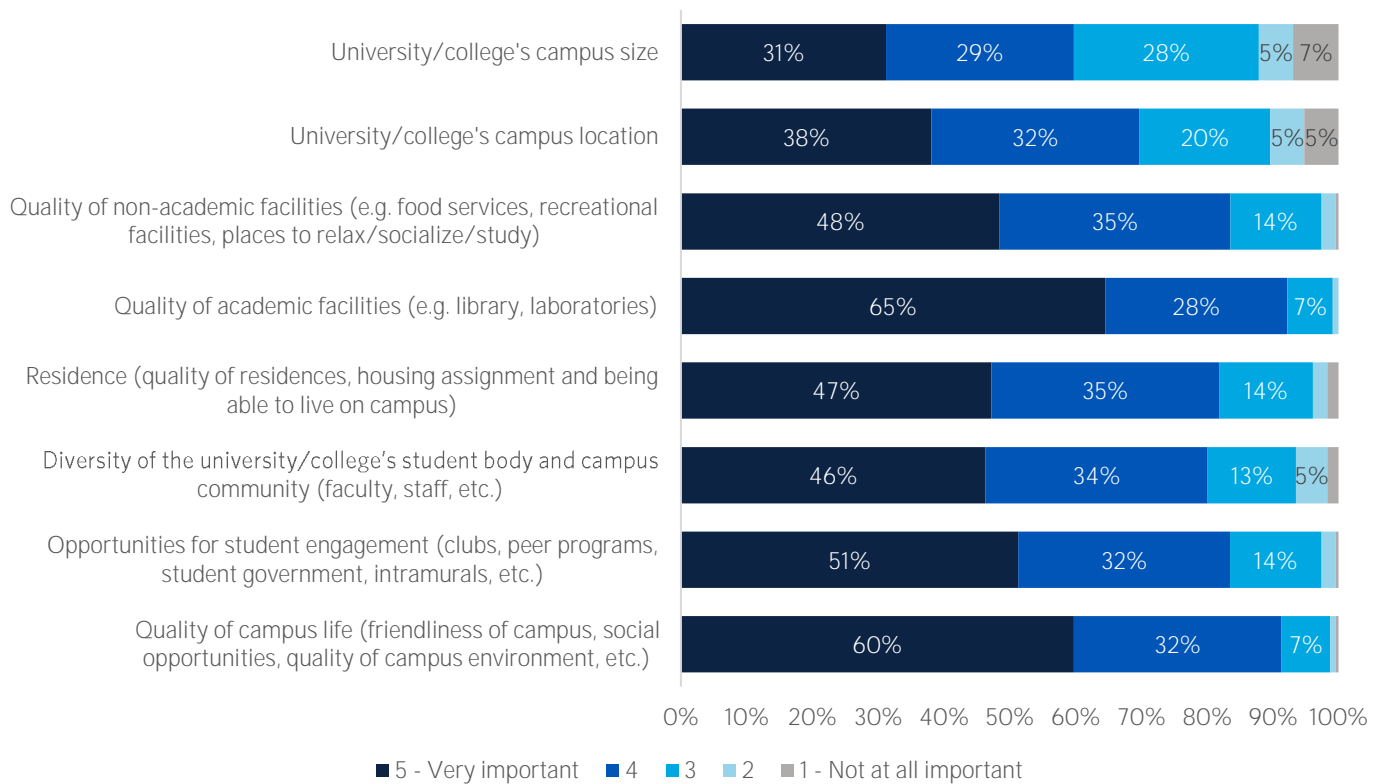


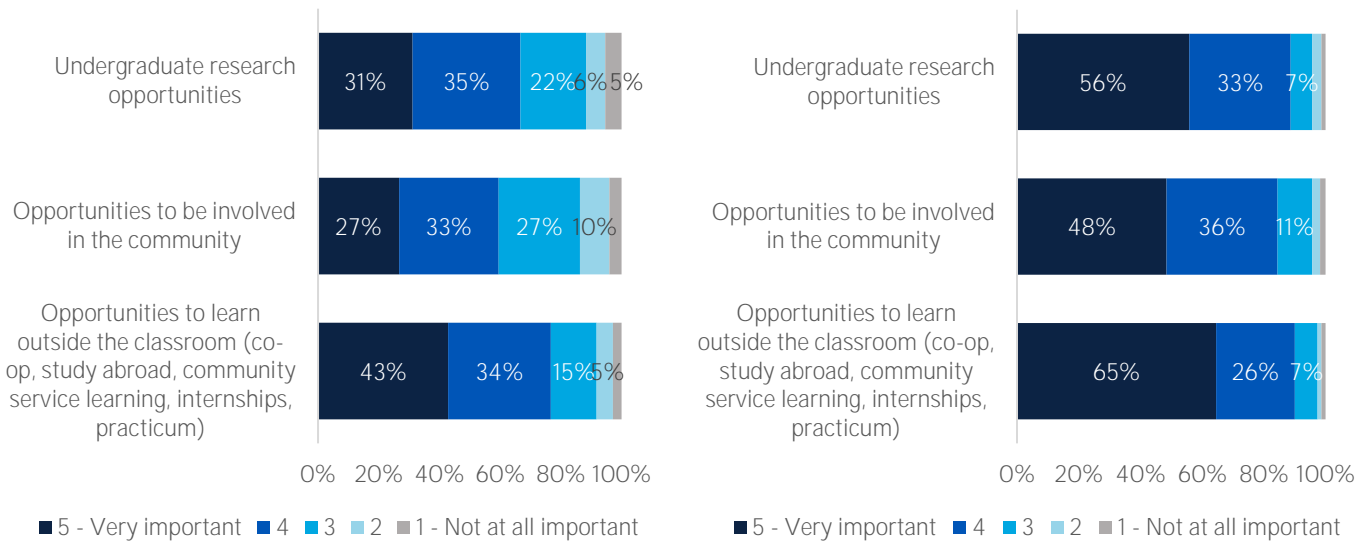
Figure 6b: Importance of factors in choosing where to study –campus (international)



Learning Opportunities

Opportunities to learn outside the classroom were valued most by both domestic and international respondents, with 77% (n = 711) of domestic and 91% (n = 208) of international respondents rating these as a 4 or 5 on the scale of importance.

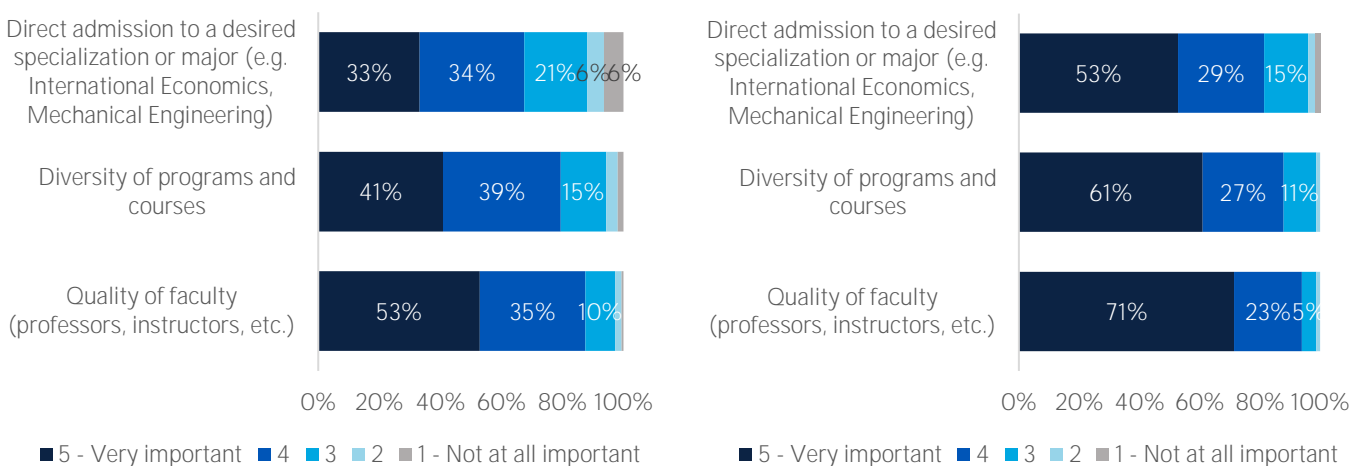
Figure 7: Importance of factors in choosing where to study –learning opportunities (domestic (left) and international (right))



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 (88%, n = 811) and international (94%, n = 217) respondents found quality of faculty to be a “4” or “5 –very important.” Diversity of programs and courses was rated with the top two response options by 80% (n = 736) of domestic and 88% (n = 203) of international respondents.

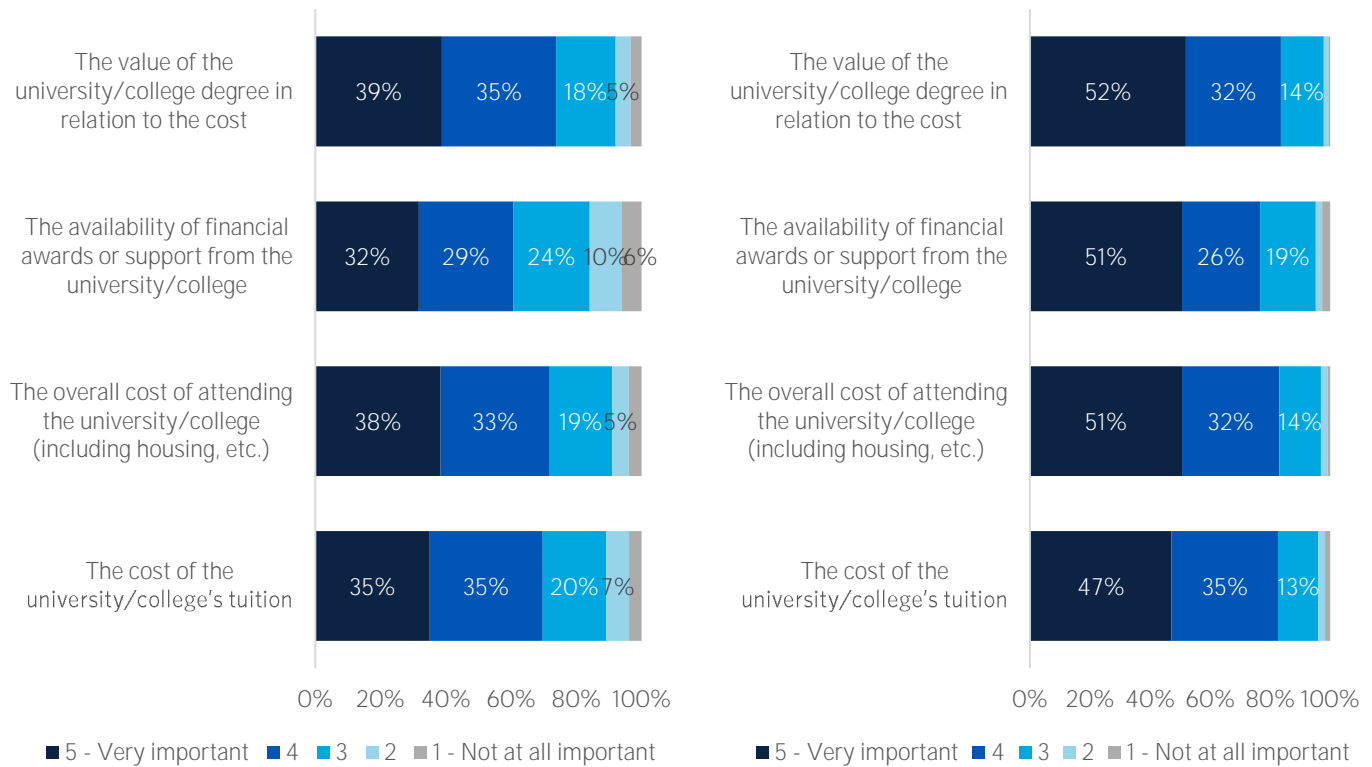
Figure 8: Importance of factors in choosing where to study –faculty and programs (domestic (left) and international (right))



Cost

About 7 in 10 domestic and 8 in 10 international respondents ranked each item related to cost as a “4” or “5” on the scale of importance. The value of the university/college degree in relation to cost was most important for both domestic (74%, n = 684) and international (84%, n = 193) respondents.

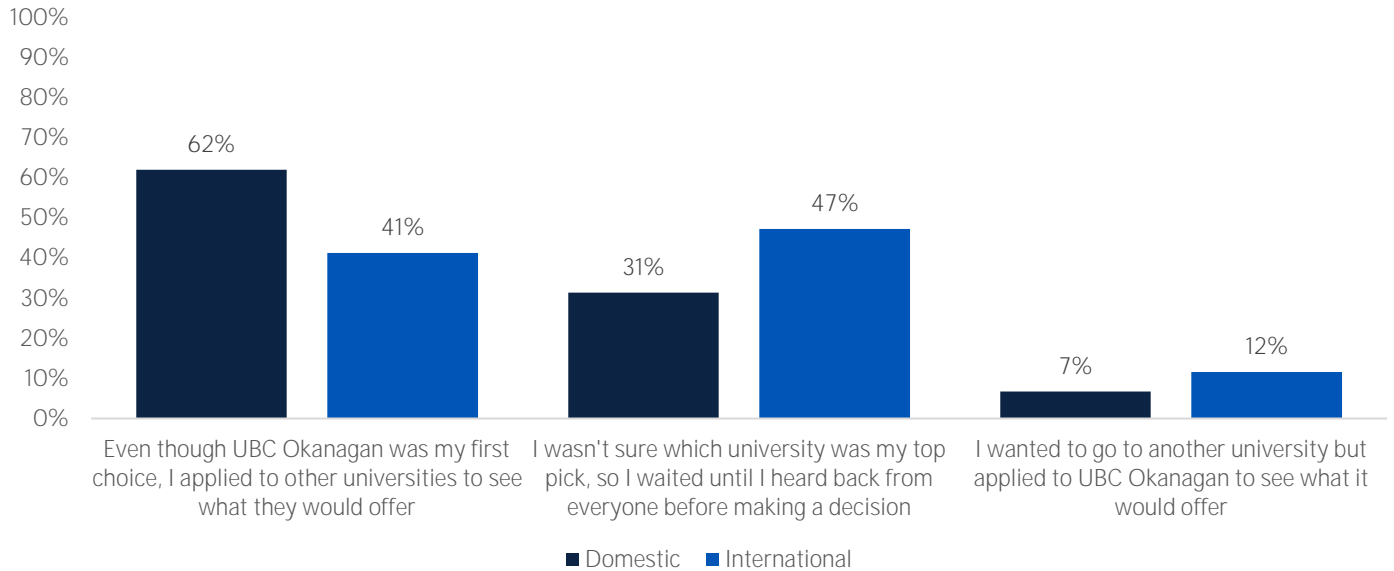
Figure 13: Importance of factors in choosing where to study –cost (domestic (left) and international (right))



Experience with Applying and Admissions to UBC

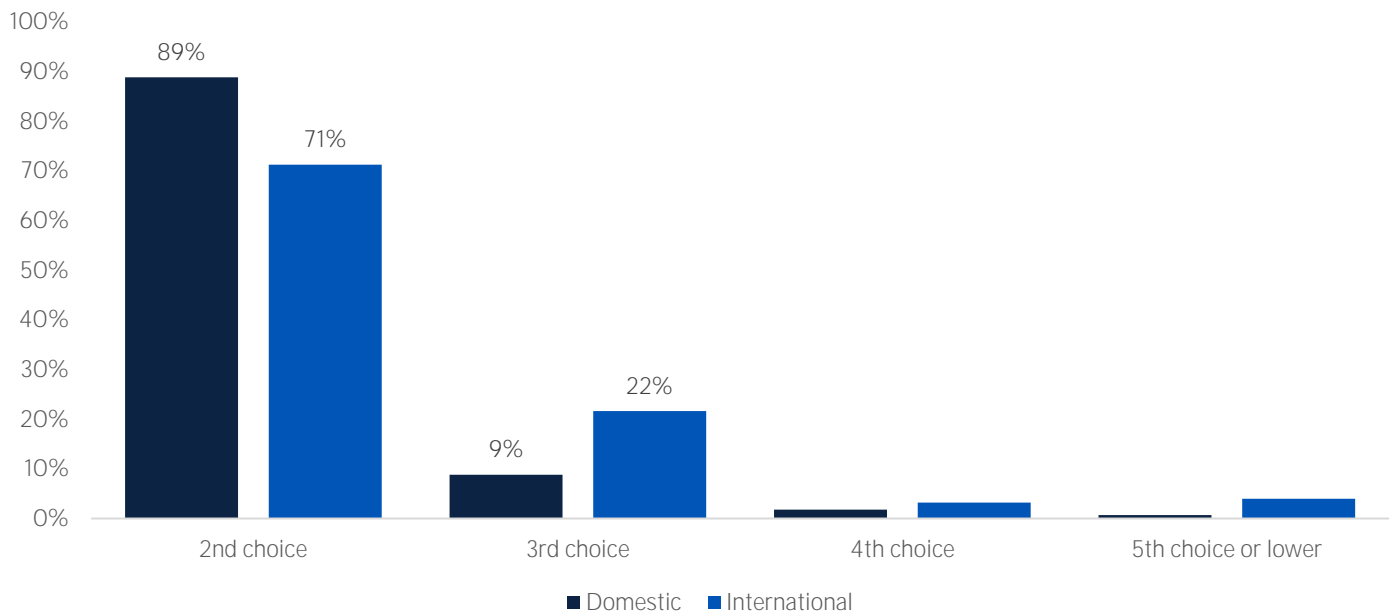
Most domestic respondents who applied to UBC Okanagan and at least one other university selected that, even though UBC Okanagan was their first choice, they applied to other universities to see what they would offer (62%, n = 433). Forty one percent (n = 82) of international respondents chose this response option. The largest proportion of international respondents (47%, n = 94) 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 14: Top choice of university



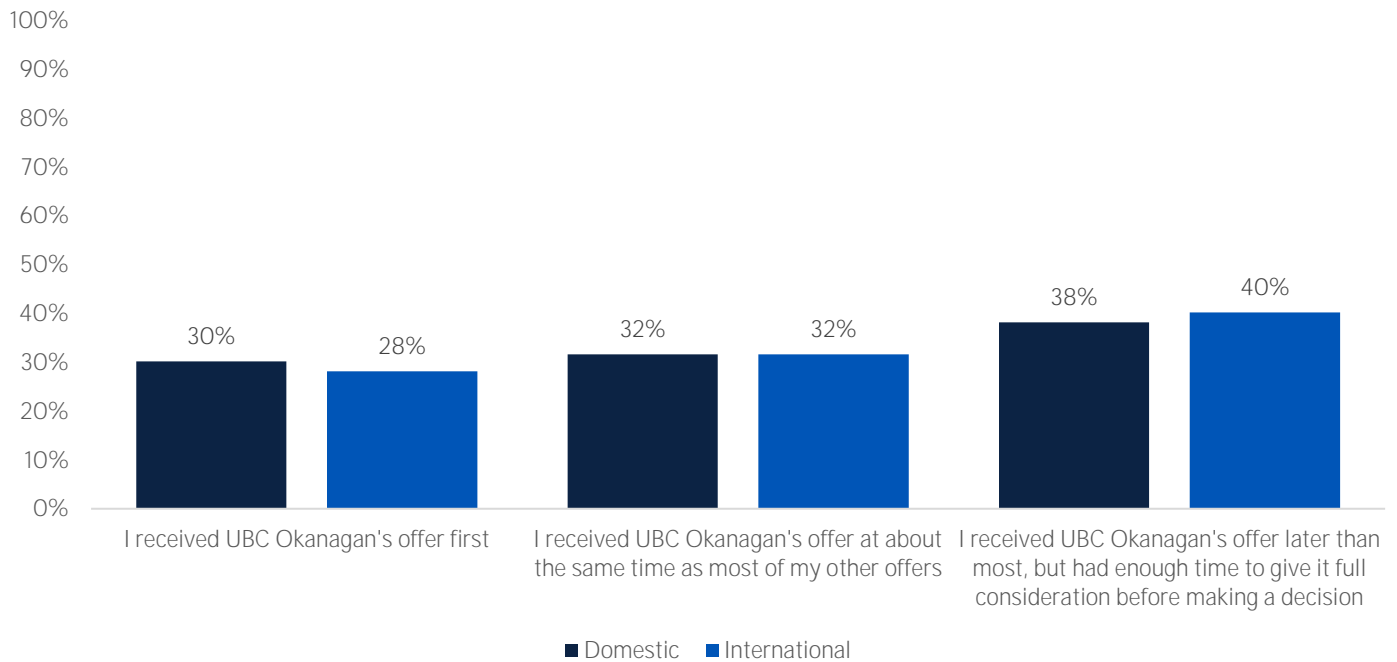
Respondents for which UBC Okanagan was not their first choice of post-secondary institution were asked where it ranked for them. Most stated that it was their second choice (89% (n = 252) domestic, 71% (n = 89) international).

Figure 15: Ranking of UBC Okanagan



When asked about their offer of admission from UBC Okanagan, the largest proportion of domestic (38%, n = 267) and international (40%, n = 80) respondents who applied to UBC Okanagan and at least one other institution said that they received UBC Okanagan's offer later than most, but had enough time to give it full consideration before making a decision. Fairly large proportions also selected that they received UBC Okanagan's offer at about the same time as most of their other offers (32% (n = 221) domestic; 32% (n = 63) international), and that they received UBC Okanagan's offer first (30% (n = 211) domestic; 28% (n = 56) international).

Figure 16: Timing of UBC Okanagan's offer of admission

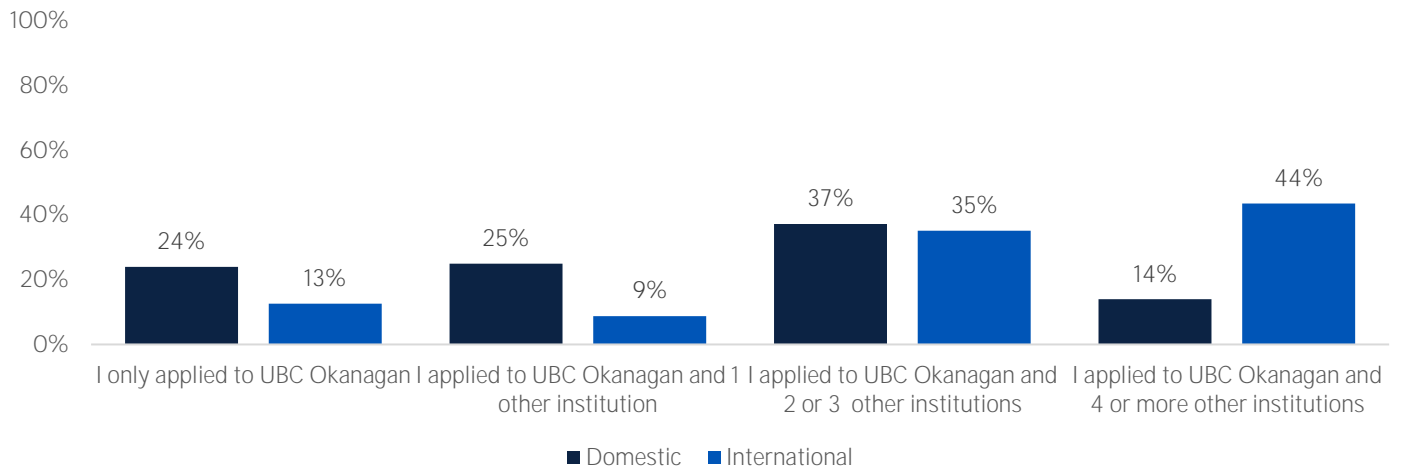


UBC Okanagan versus Competitor Institutions

Applying to Other Post-Secondary Institutions

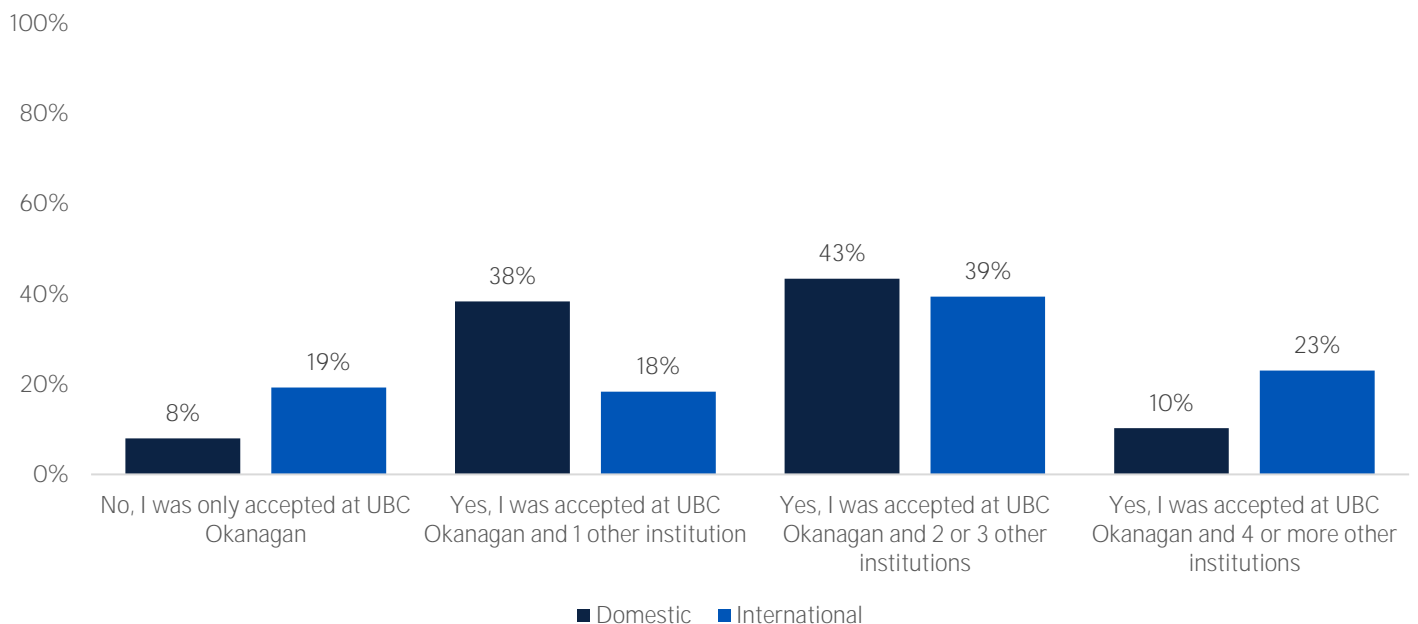
Just under half of international student respondents applied to UBC Okanagan and four or more other post-secondary institutions (44%, n = 104), and an additional 35% (n = 84) applied to UBC Okanagan and two or three other institutions. Thirty seven percent (n = 346) of domestic respondents applied to UBC Okanagan and two or three other institutions, 25% (n = 232) applied to UBC Okanagan and one other institution, and 24% (n = 223) applied to only UBC Okanagan.

Figure 17: Number of post-secondary institutions applied to



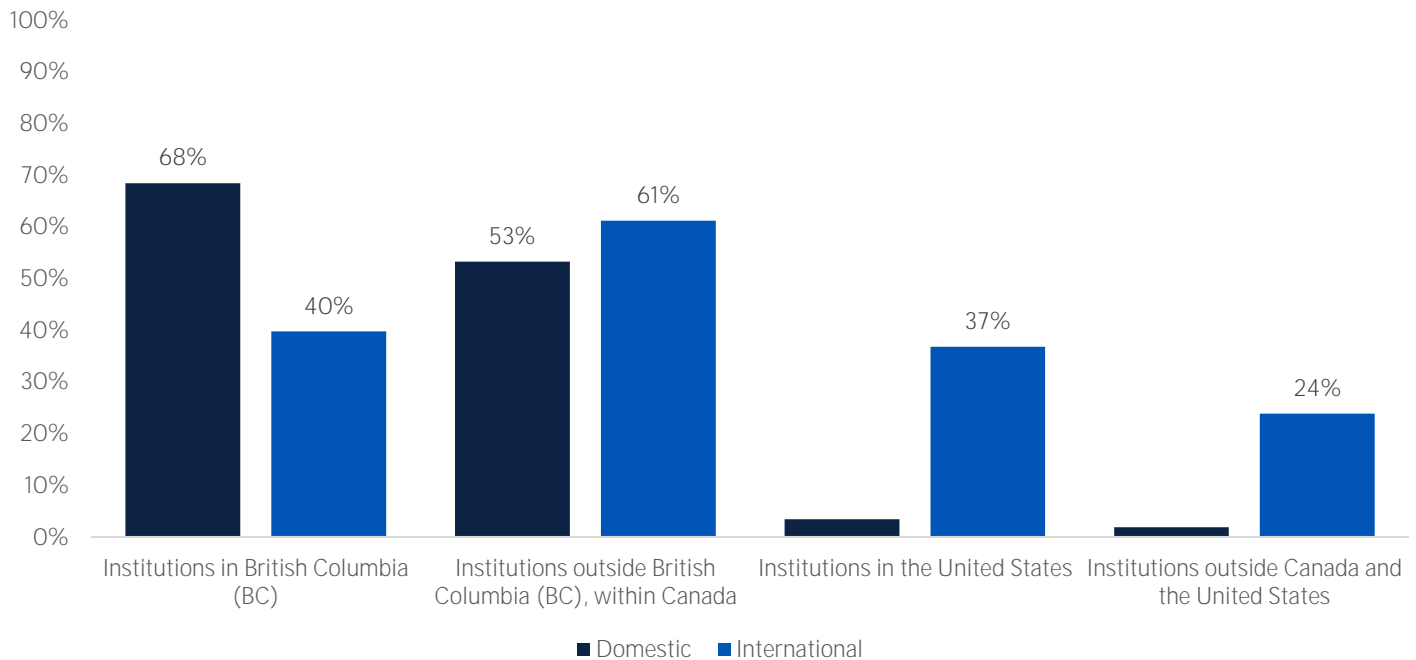
About 4 in 10 international (39%, n = 84) and domestic (43%, n = 309) respondents who applied to multiple institutions were accepted to UBC Okanagan and two or three other institutions.

Figure 18: Number of post-secondary institutions accepted to



Respondents were asked where they had applied to other institutions. Sixty eight percent (n = 482) of domestic and 40% (n = 80) of international respondents applied to other institutions within British Columbia (BC), and 53% (n = 375) of domestic and 61% (n = 123) of international respondents did so within Canada.

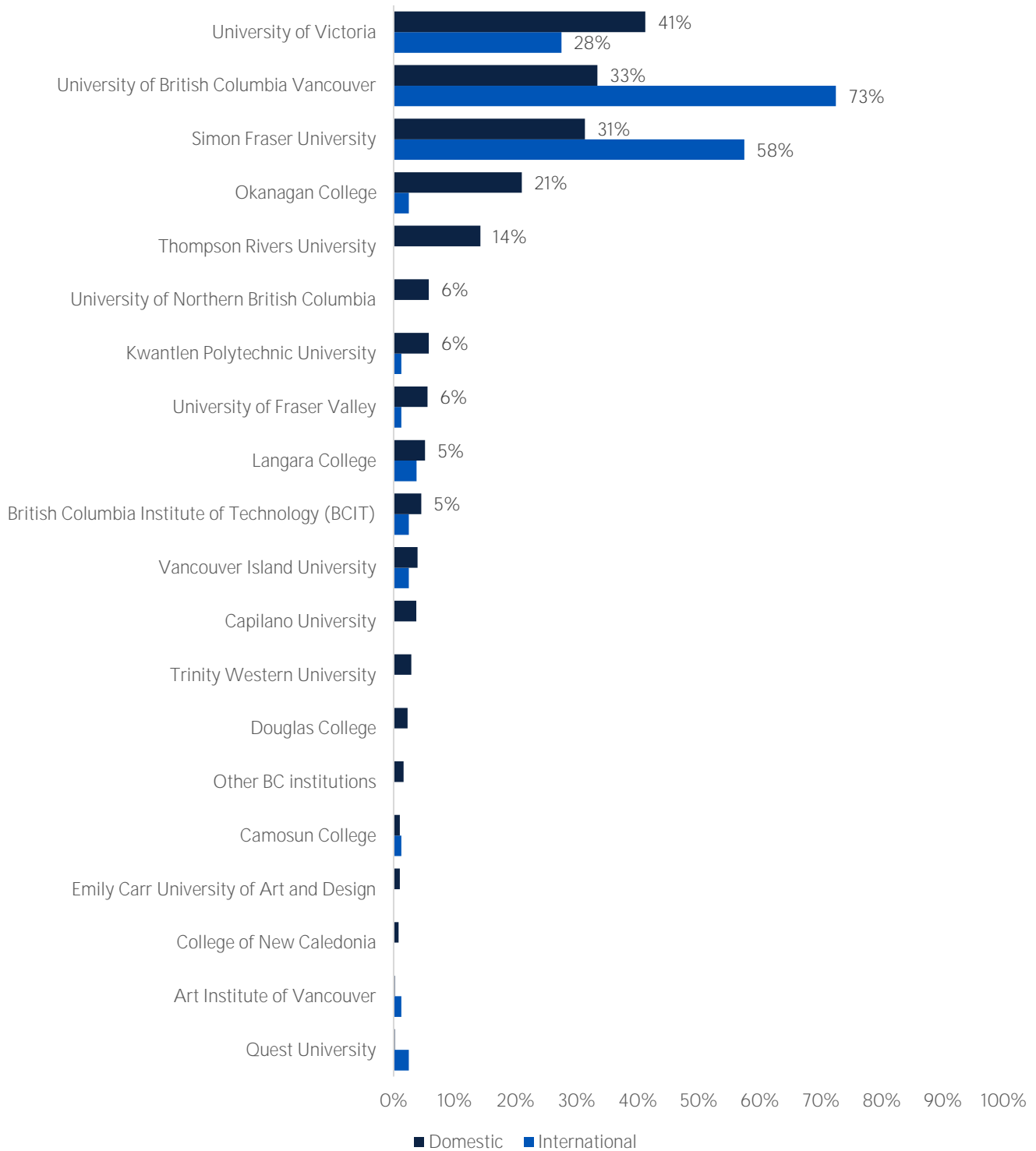
Figure 19: Regions of other institutions applied to



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: 41%, n = 200; international: 28%, n = 22), the University of British Columbia Vancouver (domestic: 33%, n = 162; international: 73%, n = 58), and Simon Fraser University (domestic: 31%, n = 152; international: 58%, n = 46). An additional 21% (n = 102) and 14% (n = 69) of domestic respondents also applied to Okanagan College and Thompson Rivers University, respectively.

Figure 20: Other BC institutions applied to

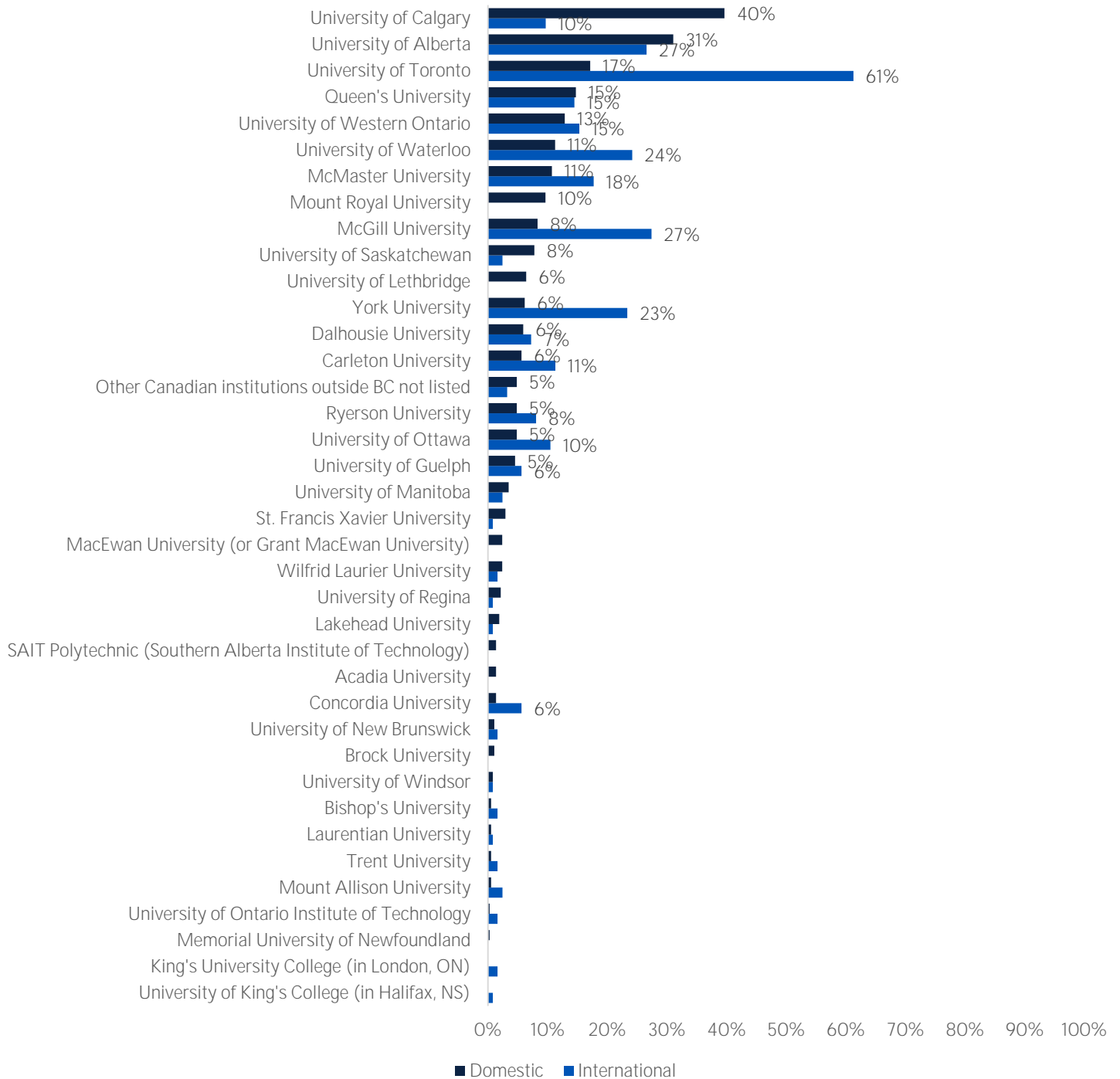


Note: Institutions selected by 0% of respondents were excluded here.

Other Canadian Institutions

Common other Canadian institutions domestic respondents applied to were the University of Calgary (40%, n = 148) and the University of Alberta (31%, n = 116). International respondents often applied to the University of Toronto (61%, n = 76), the University of Alberta (27%, n = 33), McGill University (27%, n = 34), the University of Waterloo (24%, n = 30), and York University (23%, n = 29).

Figure 21: Other Canadian institutions applied to



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

Other United States and International Institutions

Only 24 (3%) domestic respondents applied to United States (US) institutions, while 74 (37%) international respondents did. Among the 74 international respondents, the most common US institutions applied to were: the University of California Davis (15%, n = 11), the University of California San Diego (14%, n = 10), the University of California Santa Barbara (12%, n = 9), and Purdue University (12%, n = 9).

Only 13 (2%) domestic respondents applied to international institutions, and 48 (24%) international respondents did so. The international institutions applied to by international respondents were wide ranging. There were no international institutions that were selected by more than 5 international respondents.

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: University of Victoria (13%, n = 118), "I would not have attended any post-secondary institution this fall" (10%, n = 89), University of Calgary (10%, n = 88), Okanagan College (9%, n = 85), Simon Fraser University (7%, n = 66), and University of British Columbia Vancouver (7%, n = 66). International respondents most often chose: University of Toronto (13%, n = 30), "I would not have attended any post-secondary institution this fall" (12%, n = 28), and University of British Columbia Vancouver (11%, n = 26).

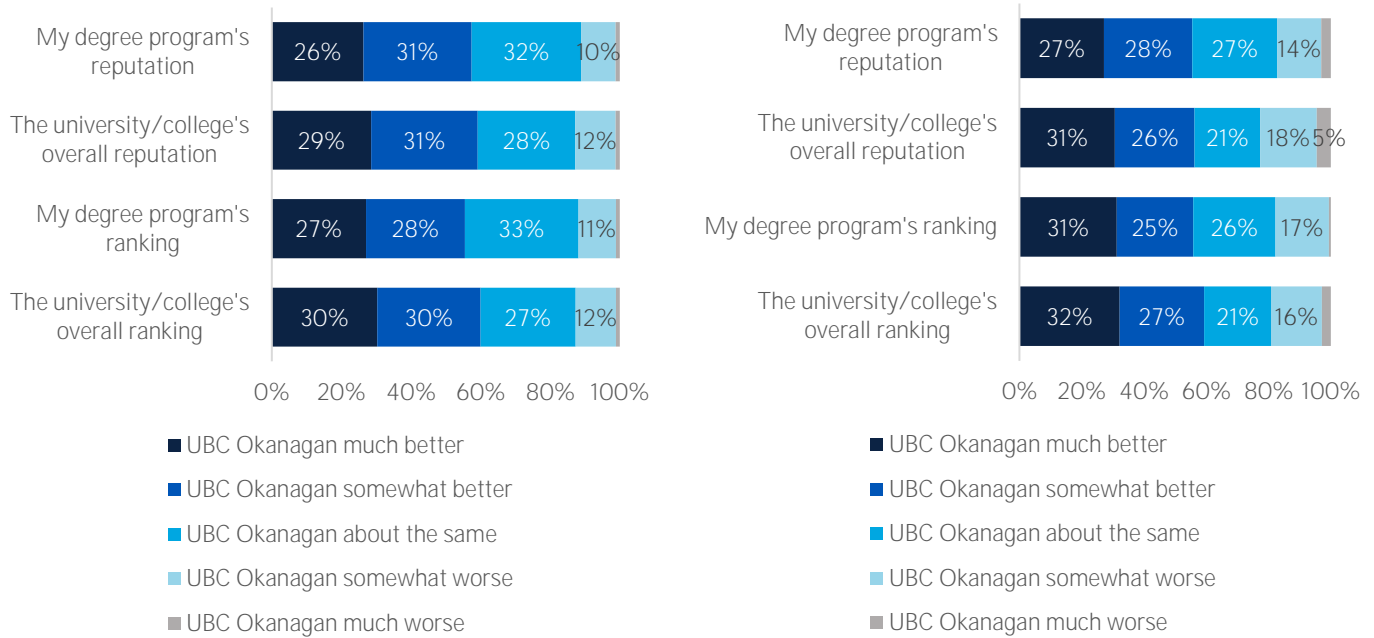
UBC Okanagan vs. Other Top Choice University/College

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

Reputation

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

Figure 22: UBC Okanagan vs. other top university/college –reputation (domestic (left) and international (right))



Campus

Domestic respondents chose residence (72%, n = 449), quality of campus life (65%, n = 451), and the university/college's campus size (65%, n = 454) to be much or somewhat better than the other college/university most frequently. International respondents most commonly selected the quality of campus life (59%, n = 92) and residence (60%, n = 91) to be much or somewhat better than the other university/college.

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

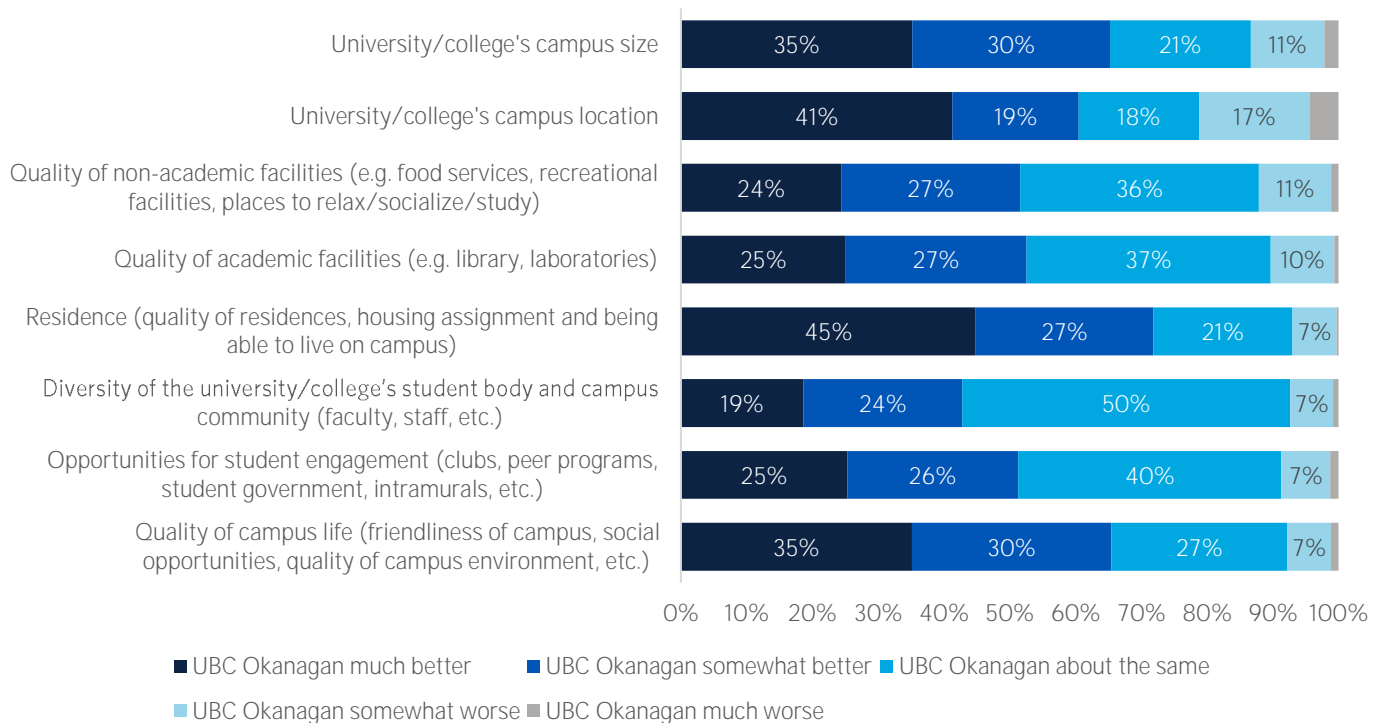
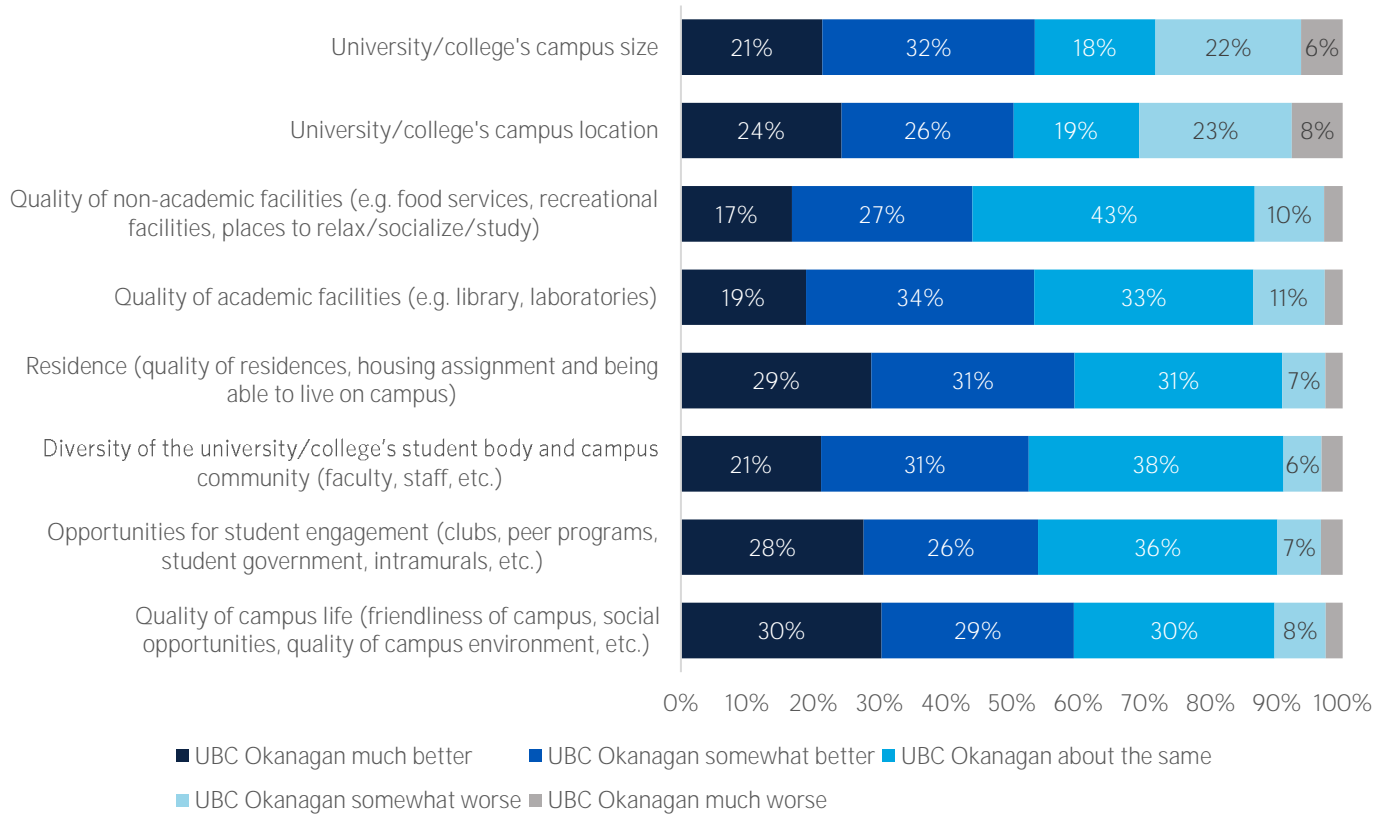


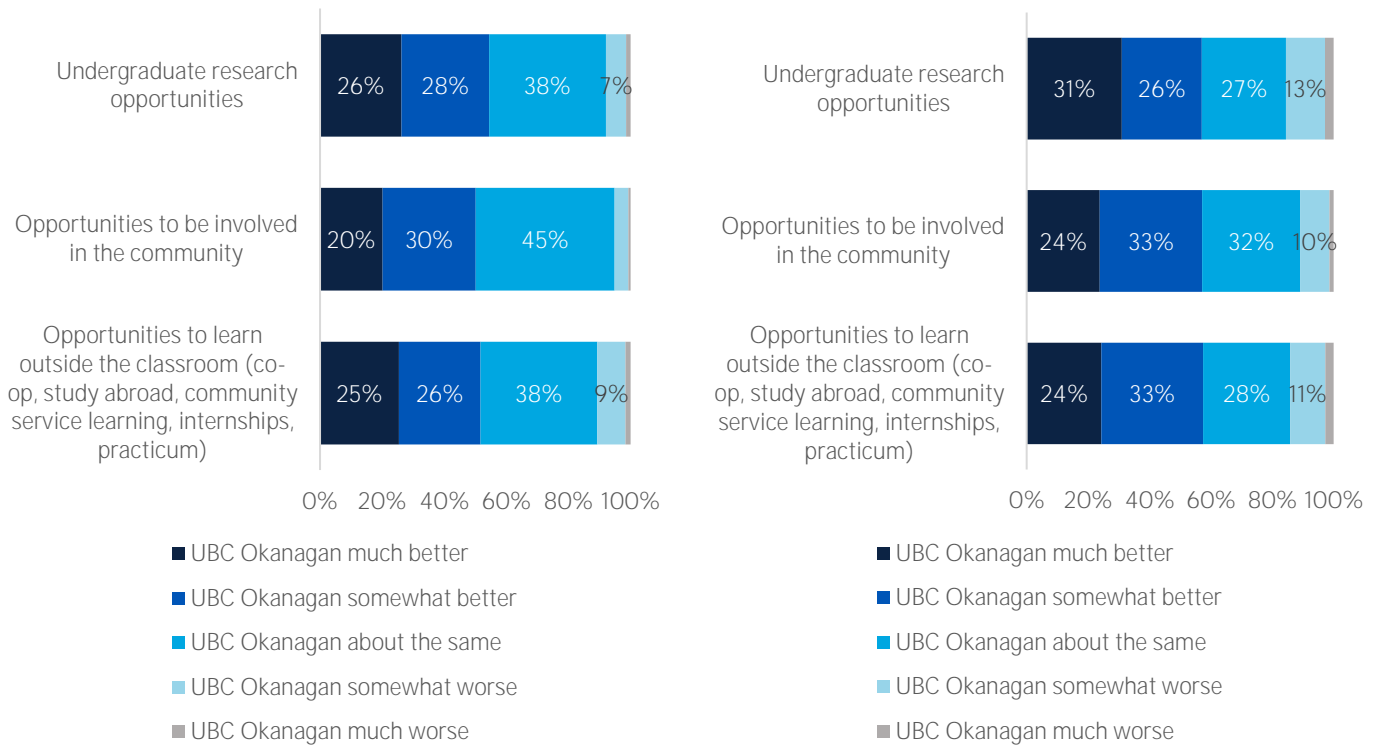
Figure 23b: UBC Okanagan vs. other top university/college –campus (international)



Learning Opportunities

Just 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.

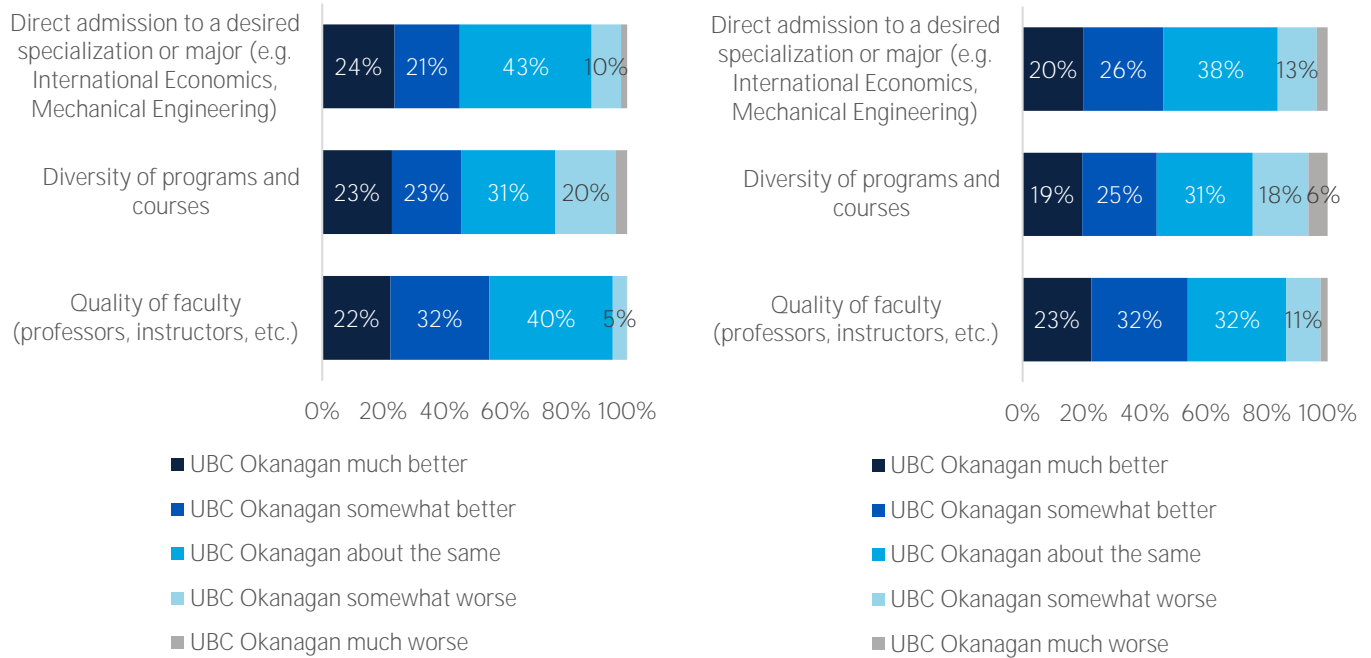
Figure 24: UBC Okanagan vs. other top university/college -learning opportunities (domestic (left) and international (right))



Faculty and Programs

The quality of faculty was the most positively regarded item related to faculty and programs, with 54% (n = 308) of domestic and 55% (n = 72) of international respondents rating the quality of faculty at UBC Okanagan to be much or somewhat better than the other university/college. Just under 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.

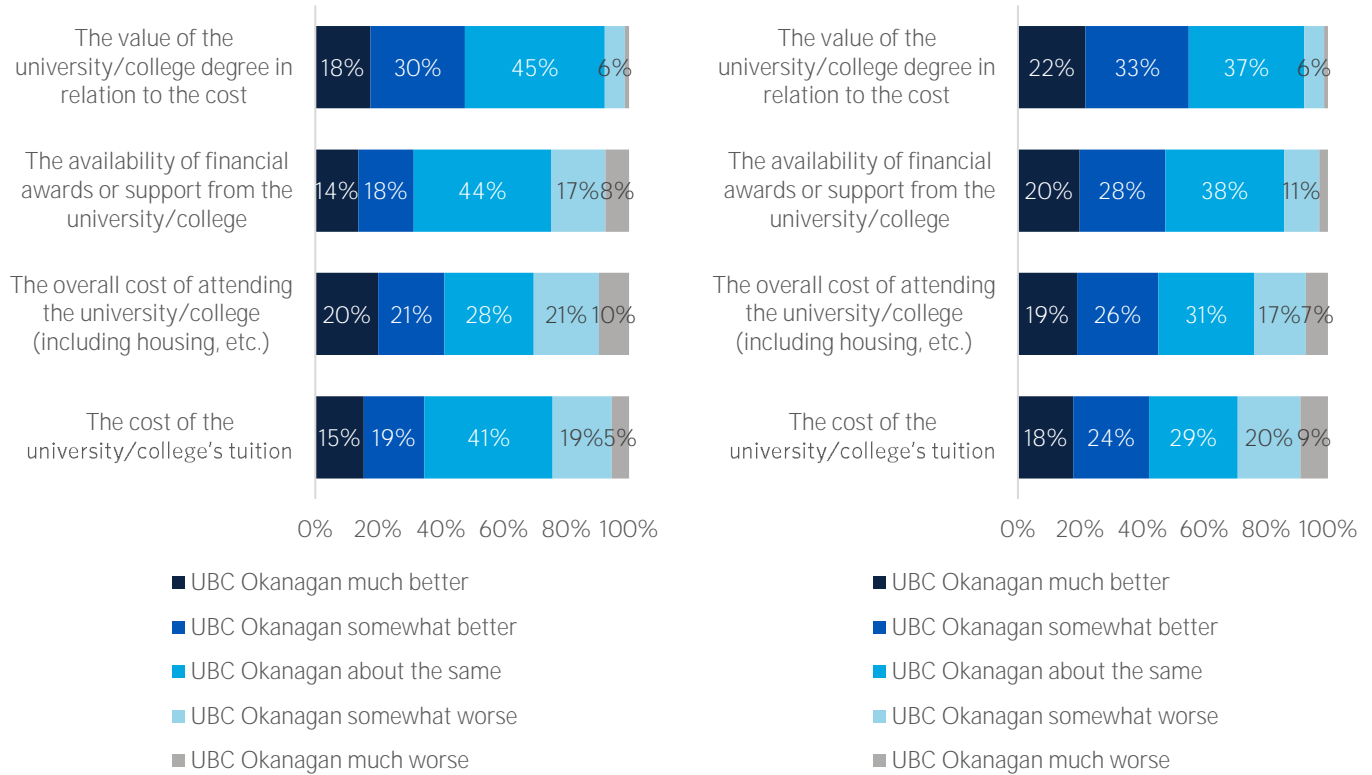
Figure 25: UBC Okanagan vs. other top university/college –faculty and programs (domestic (left) and international (right))



Cost

Most domestic and international 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 (domestic: 44%, n = 261; international: 38%, n = 54), the value of the university/college degree in relation to the cost (domestic: 45%, n = 281; international: 37%, n = 58), the cost of the university/college’s tuition (domestic: 41%, n = 283; international: 29%, n = 48), and the overall cost of attending the university/college (including housing, etc.) (domestic: 28%, n = 195; international: 31%, n = 52).

Figure 26: UBC Okanagan vs. other top university/college –cost (domestic (left) and international (right))

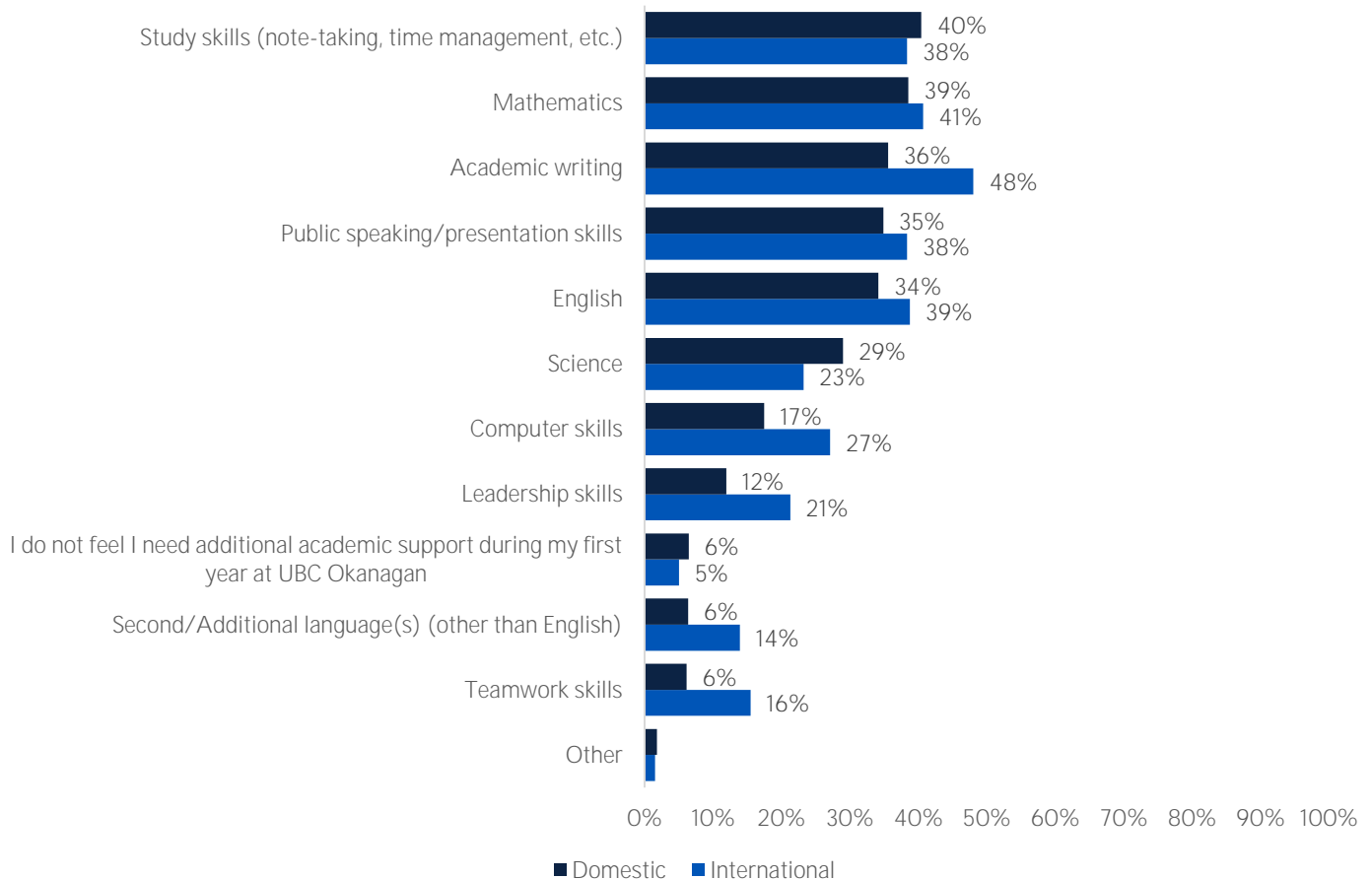


First Year Concerns, Support, and Perceptions

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 (39%, n = 388) and study skills (40%, n = 407). Academic writing (48%, n = 124) and mathematics (41%, n = 105) were most frequently selected by international respondents.

Figure 27: Academic support needs



First-Year Peer Advisor Program

Student respondents were asked whether they knew about the First-Year Peer Advisor Program. Seventy three percent (n = 729) of domestic and 80% (n = 205) of international respondents said they did. As well, 31% (n = 228) of domestic and 56% (n = 119) of international respondents received service from a First-Year Peer Advisor (e.g., appointment, email, phone call, Skype).

Respondents who had received service from a Peer Advisor rated their level of agreement with a variety of statements regarding the impact of the First-Year Peer Advising Program. Among both domestic and international respondents, the statements which resulted in the most positive responses were: “the Peer Advisor was able to answer my questions related to course selection and registration,” “I feel satisfied with my interactions with my Peer Advisor overall,” and “the Peer Advisor made me feel supported in the course selection and registration process,” with about three quarters strongly agreeing or agreeing.

One area of improvement was having Peer Advisors connect new students to opportunities for involvement on- and/or off-campus, with 26% (n = 37) of domestic and 15% (n = 14) of international respondents strongly disagreeing or disagreeing to this statement.

Figure 28a: Impact of the First-Year Peer Advising Program (domestic)

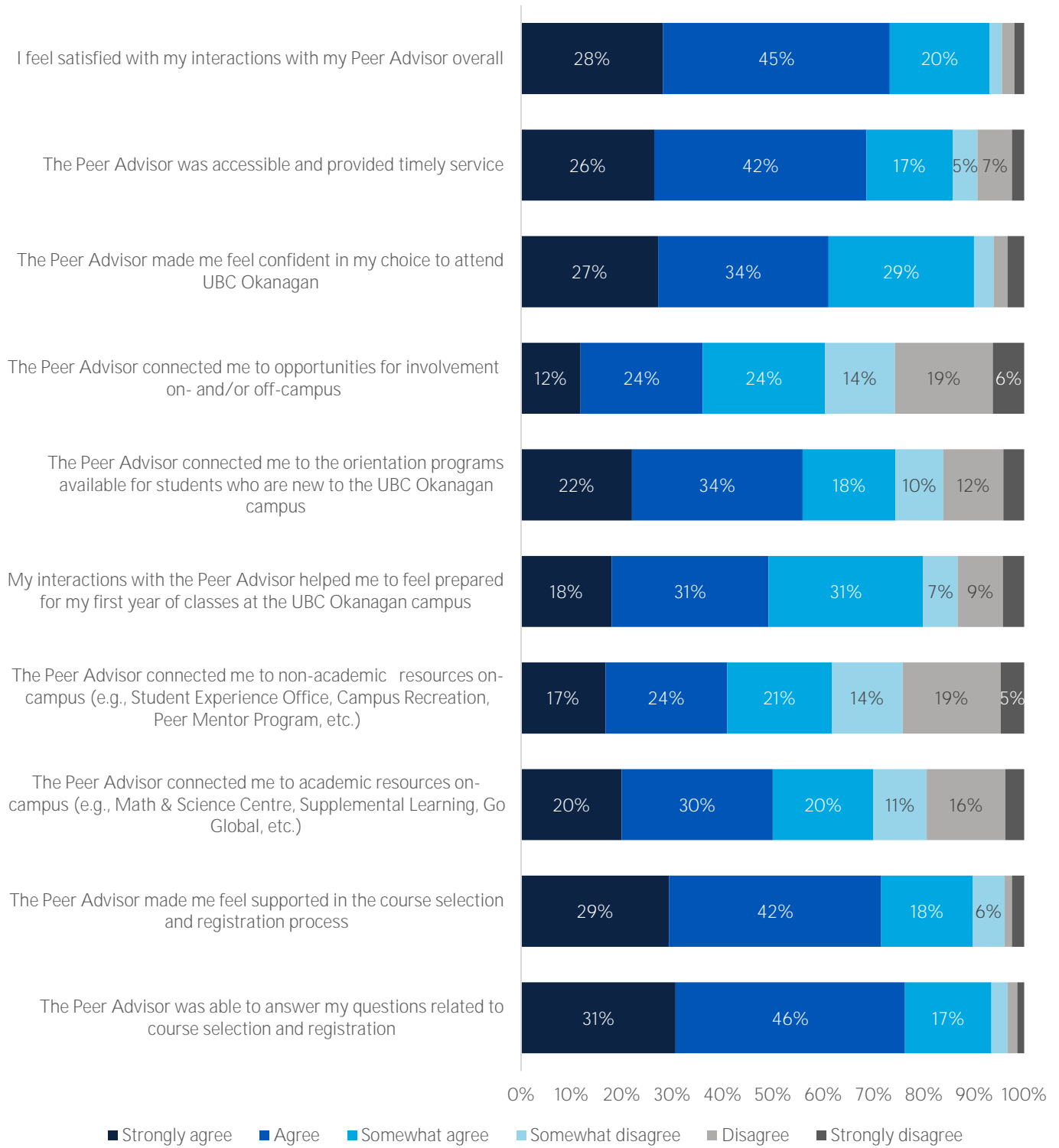
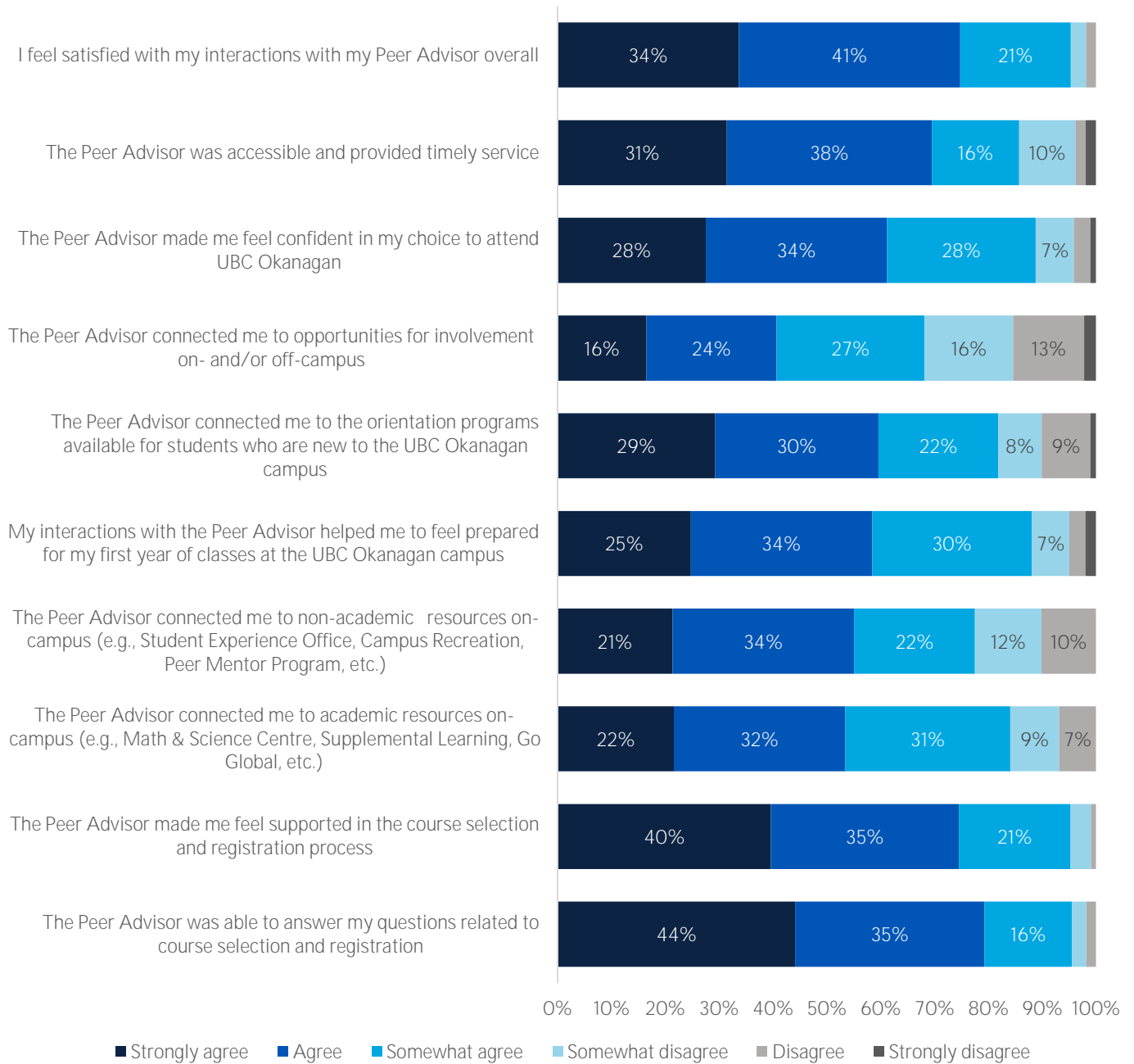


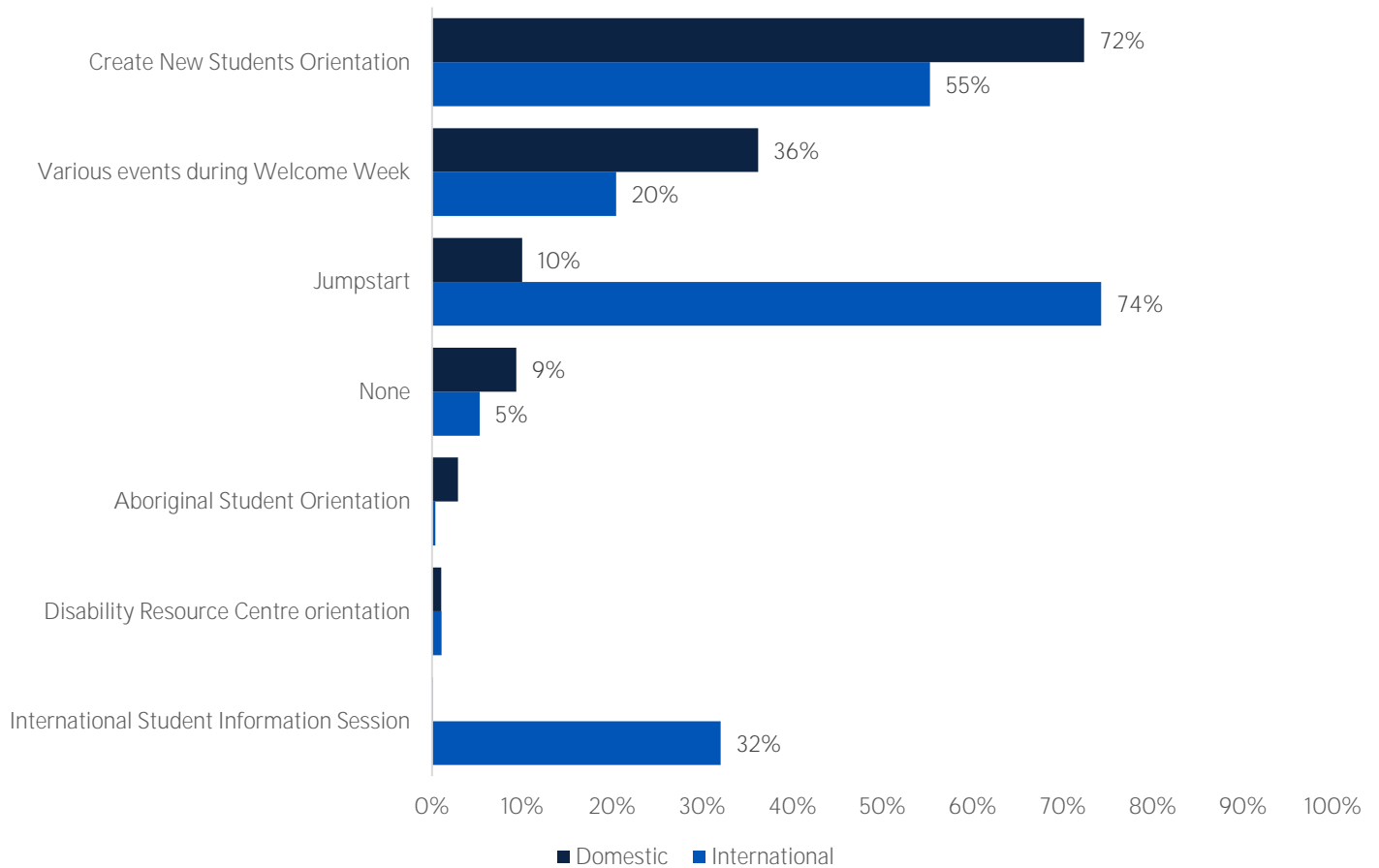
Figure 28b: Impact of the First-Year Peer Advising Program (international)



Orientation Attendance

Respondents noted which orientation events they would be attending for the upcoming school year. Just under three quarters (72%, n = 782) of domestic respondents selected Create, while 74% (n = 211) of international respondents said Jumpstart. An additional 55% (n = 157) of international students also indicated they would attend Create.

Figure 29: 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)" (60%, n = 599), "being overwhelmed with all the things I'm expected to do in my first semester" (50%, n = 505), and "being able to balance academic and social activities" (41%, n = 416). International respondents expressed the most concern for being able to maintain a high enough Grade Point Average (GPA) (74%, n = 189), getting into their first choice of major (61%, n = 154), and getting the career and professional advising they need (58%, n = 148). 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 30a: First year concerns (domestic)

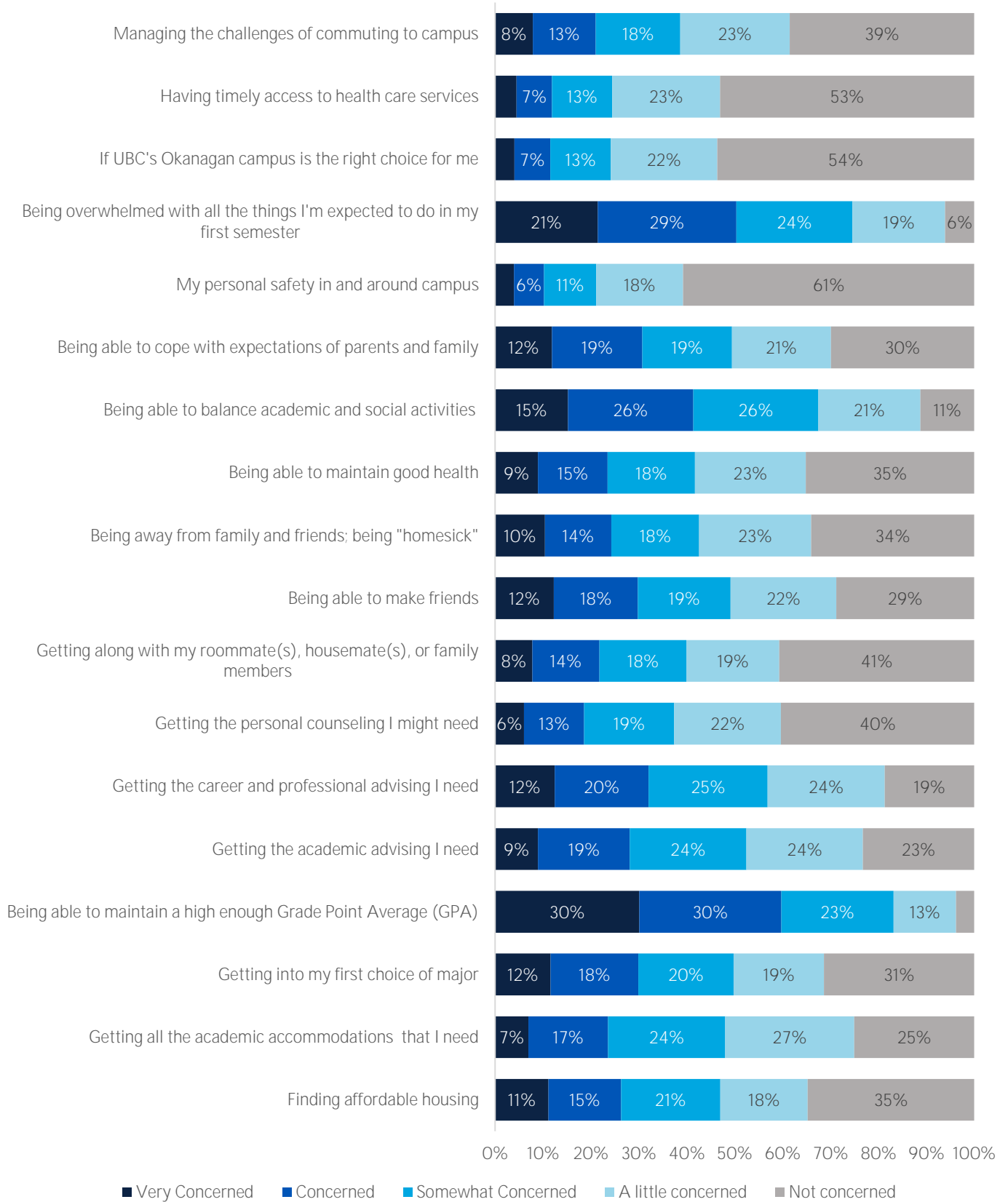
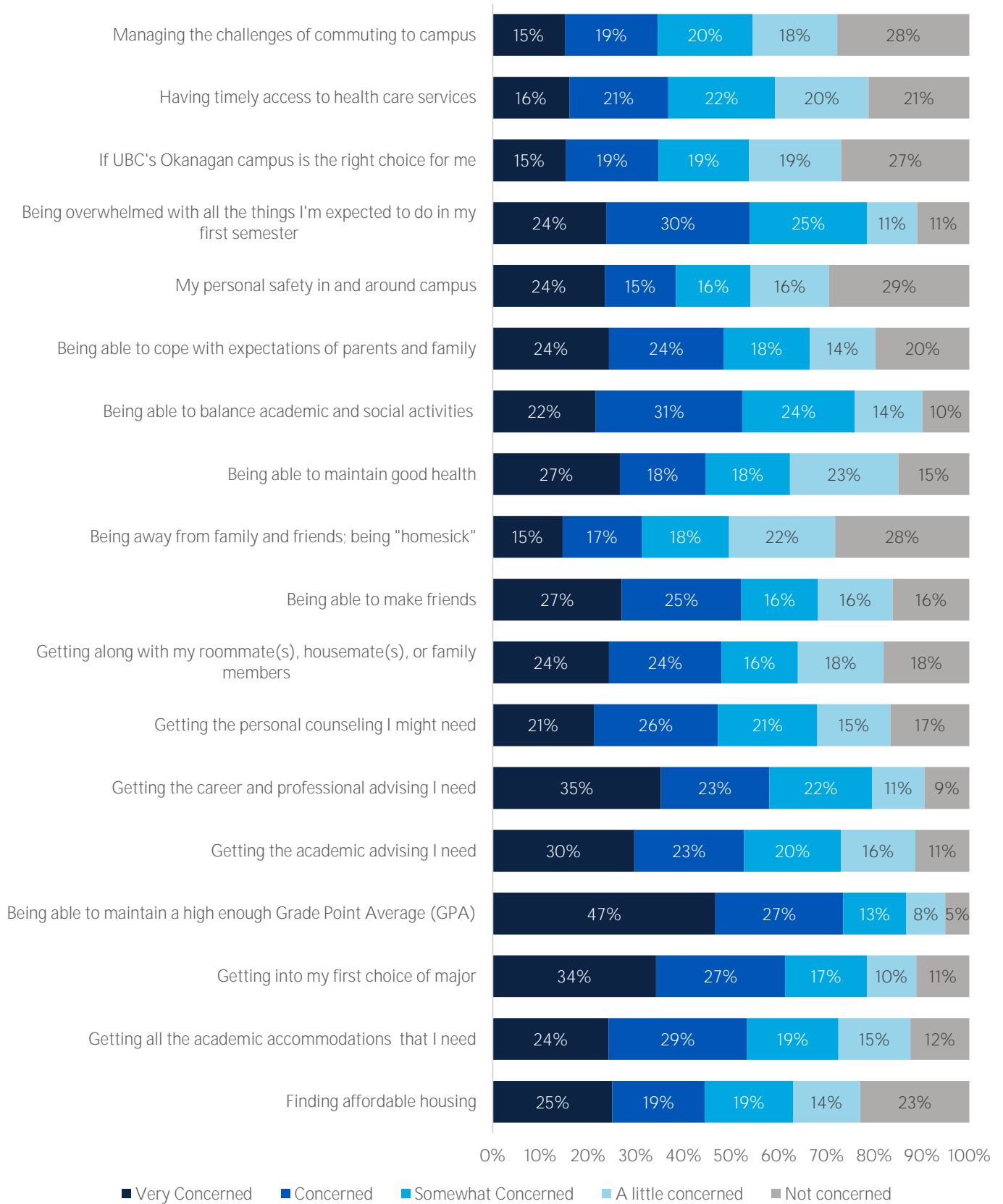


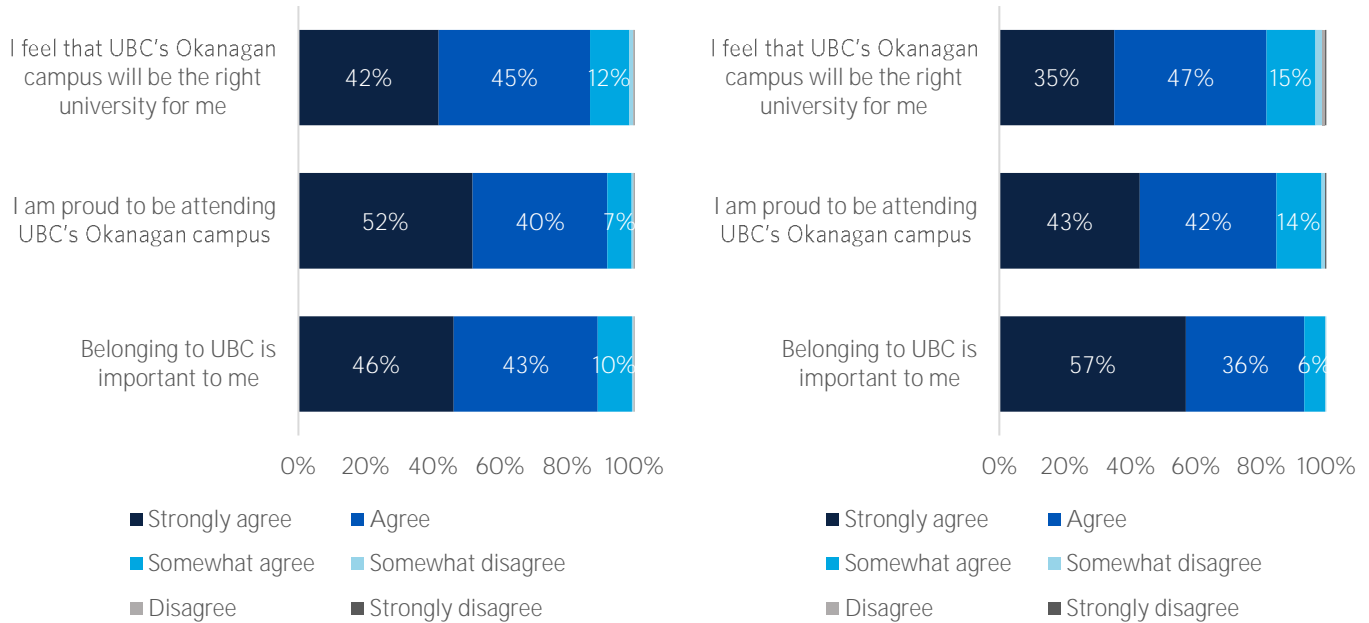
Figure 30b: First year concerns (international)



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 = 950). The largest proportion of international respondents strongly agreed or agreed that belonging to UBC is important to them (93%, n = 250).

Figure 31: First year students’ perceptions of and feelings about UBC –domestic (left) and international (right)



Note: 0% of respondents selected “strongly disagree” for any of the statements.

Campus Inclusivity

Student respondents were asked to indicate their perceptions of inclusivity at UBC Okanagan through a number of agreement scale items. Overall, student responses were quite positive, with about 9 in 10 students selecting “strongly agree” or “agree” for each of the items. However, one exception was seen for the statement “this campus is inclusive of students of all socio-economic statuses.” Specifically, only 81% (n = 632) of domestic and 78% (n = 153) of international respondents selected the top two response options. 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 32a: First year students' perceptions of inclusivity at UBC Okanagan (domestic)

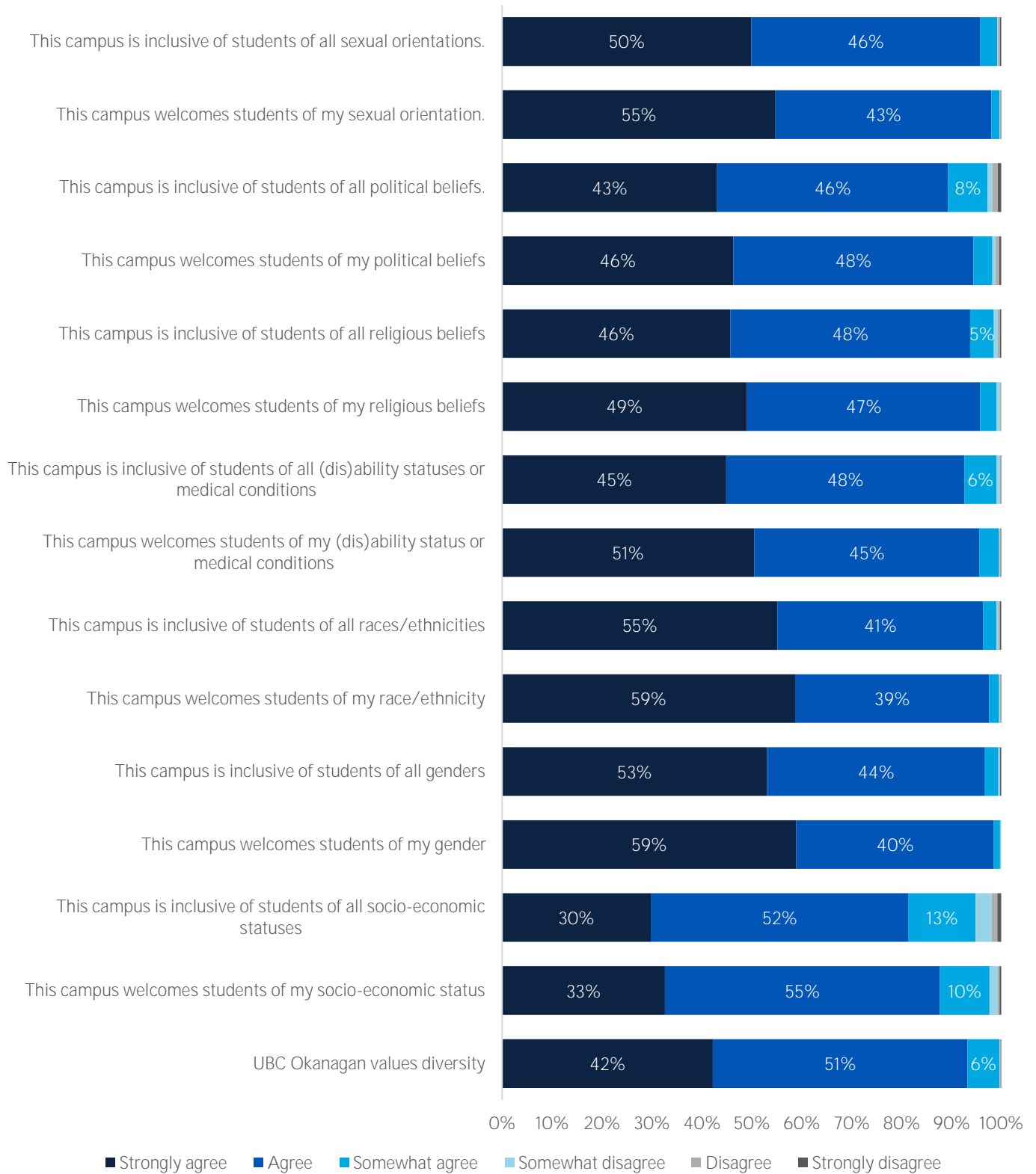
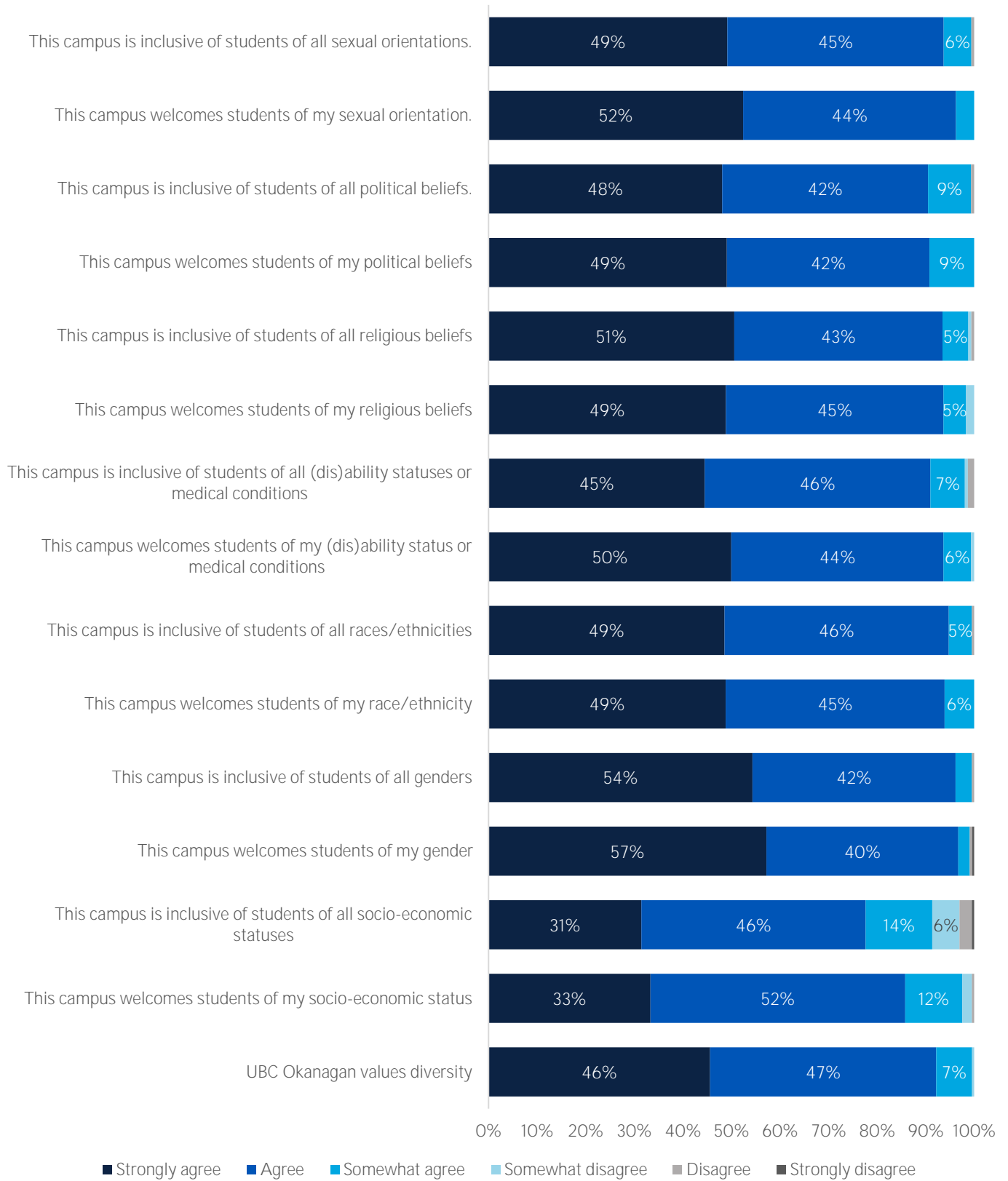


Figure 32b: First year students' perceptions of inclusivity at UBC Okanagan (international)

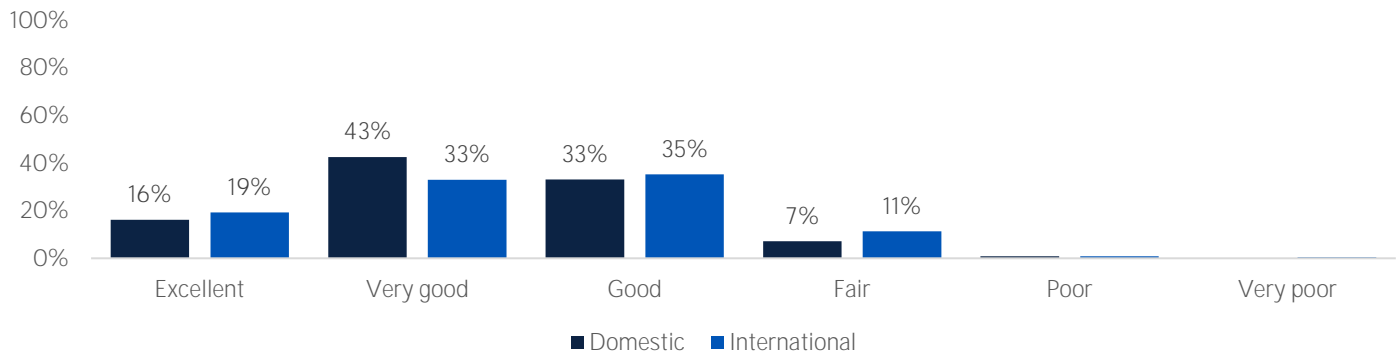


Health and Wellbeing

General Health

The bulk of domestic (92%, n = 906) and international (87%, n = 223) student respondents rated their general health as good or higher.

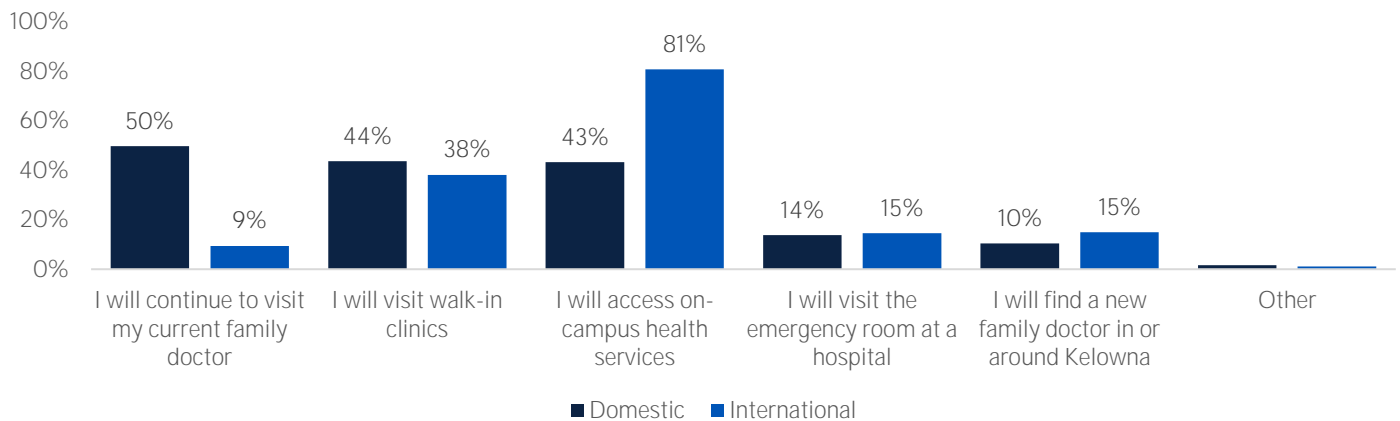
Figure 33: Ratings of general health



Health Care

Most domestic student respondents planned to visit their current family doctor (50%, n = 490), use walk-in clinics (44%, n = 430), and/or access on-campus services (43%, n = 426) when in need of health care services. International student respondents indicated they would rely much more on on-campus health services (81%, n = 206). Another 38% (n = 97) said they would visit walk in clinics.

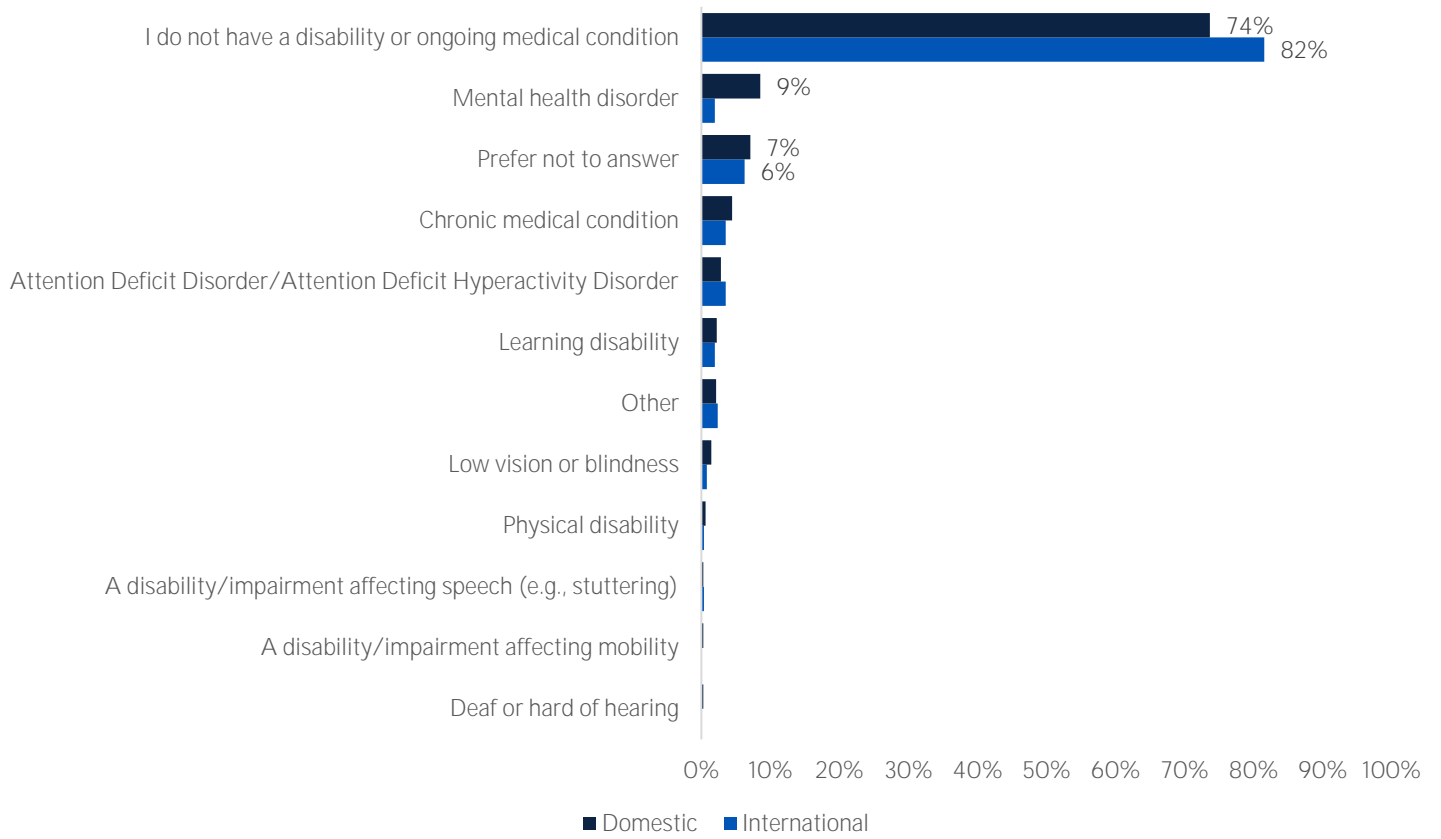
Figure 34: Expected access to health care services



Disabilities

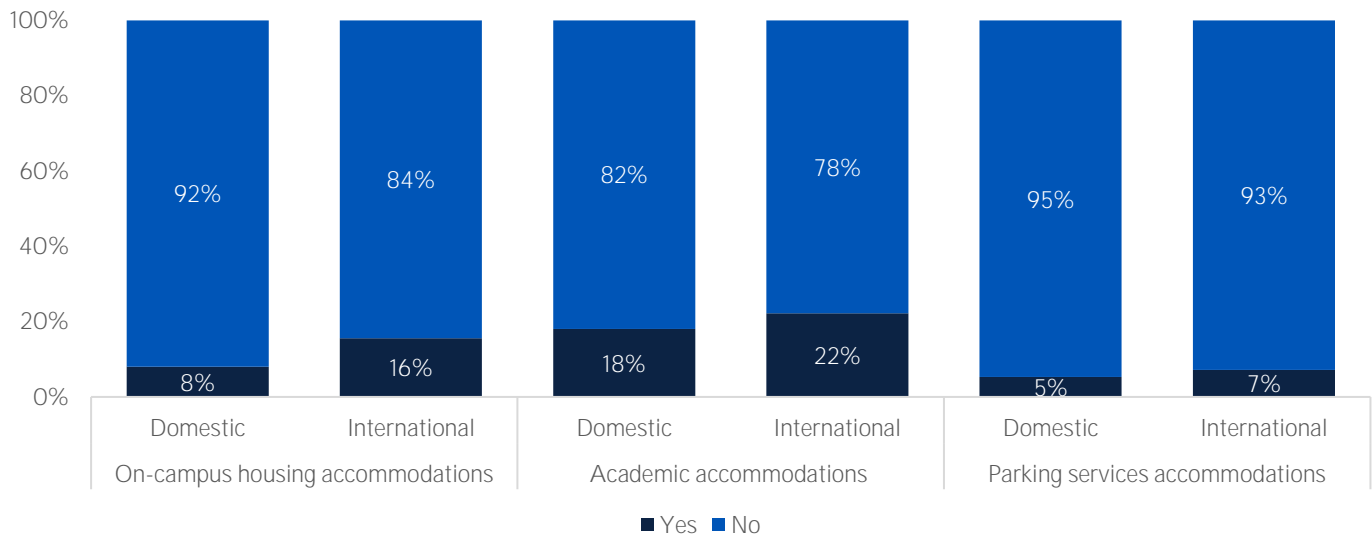
The majority of domestic (74%, n = 725) and international (82%, n = 208) respondents indicated that they do not have a disability or ongoing medical condition. Mental health disorders (9%, n = 84) were most commonly reported by domestic respondents who had a disability/ongoing medical condition, while international respondents most often selected Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (4%, n = 9) or chronic medical condition (4%, n = 9).

Figure 35: Reported disabilities and ongoing medical conditions



Respondents who indicated they have a disability or ongoing medical condition noted which accommodations they had requested. Respondents most commonly requested academic accommodations (domestic: 18%, n = 30; international: 22%, n = 6). Respondents selecting “not applicable/prefer not to answer” were excluded here.

Figure 36: Requested accommodations



Note: Only 27-32 international respondents are reflected in this figure.

They were also asked about their level of concern with a variety of items related to their disability/ongoing medical condition and their first year at UBC Okanagan. Both domestic and international respondents were most concerned with the availability of academic accommodations, with 27% (n = 47) of domestic and 41% (n = 13) of international respondents selecting “very concerned” or “concerned” for this item. Respondents selecting “not applicable/prefer not to answer” were excluded here.

Figure 37a: Concern with items related to disabilities and ongoing medical conditions –domestic

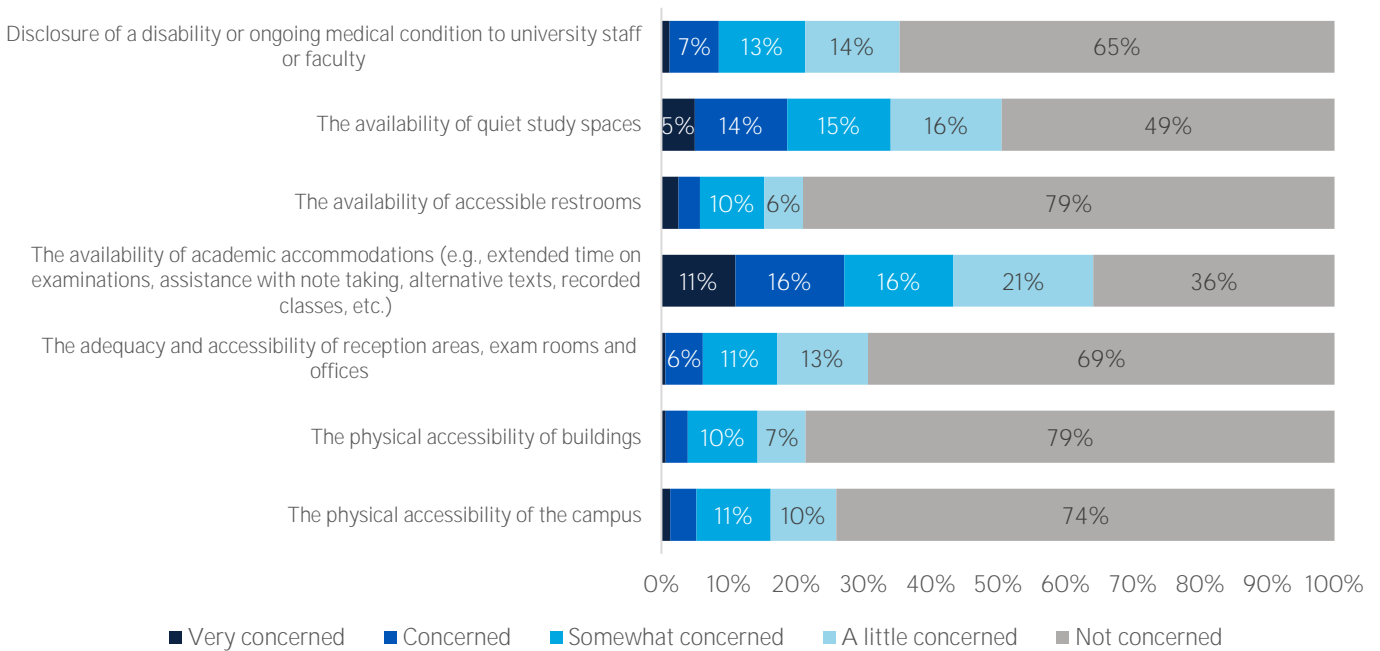
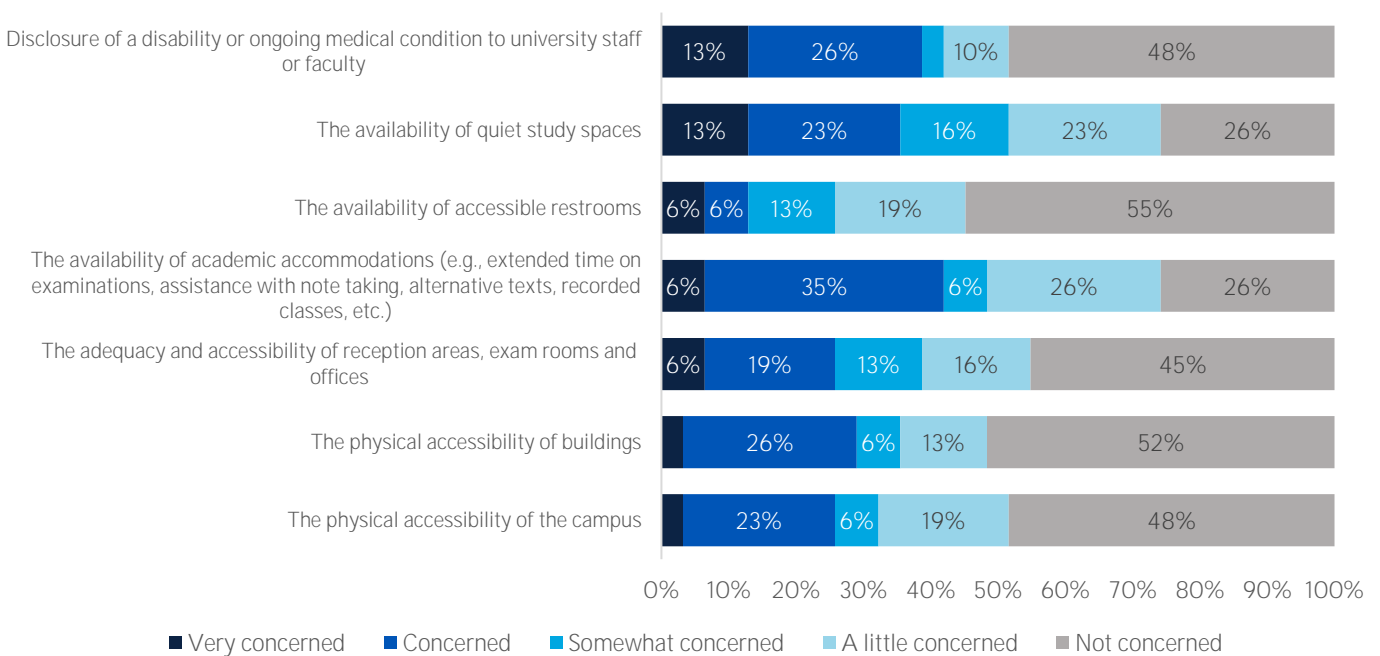


Figure 37b: Concern with items related to disabilities and ongoing medical conditions –international



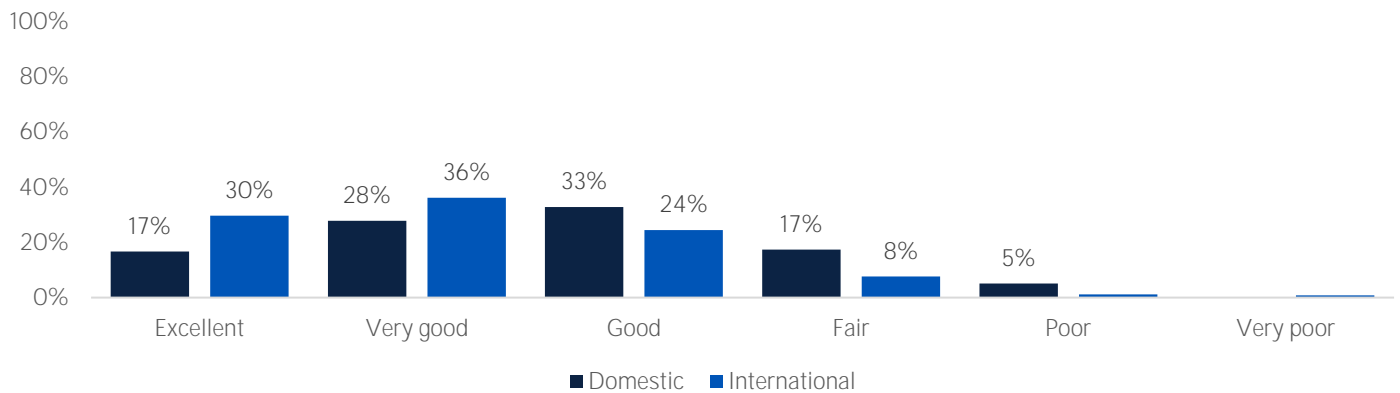
Note: Only n = 31 international respondents are reflected in this figure.

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: 78%, n = 736; international: 90%, n = 225). However, 22% (n = 216) of domestic respondents selected “fair” or lower, compared to only 10% (n = 24) of international respondents.

Figure 38: 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: 76%, n = 735; international: 82%, n = 206) and “I am confident in my ability to cope with the demands of my life” (domestic: 66%, n = 637; international: 81%, n = 203). 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” (domestic: 35%, n = 340; international: 56%, n = 140).

Figure 39a: Ratings of mental health and resiliency statements (domestic)

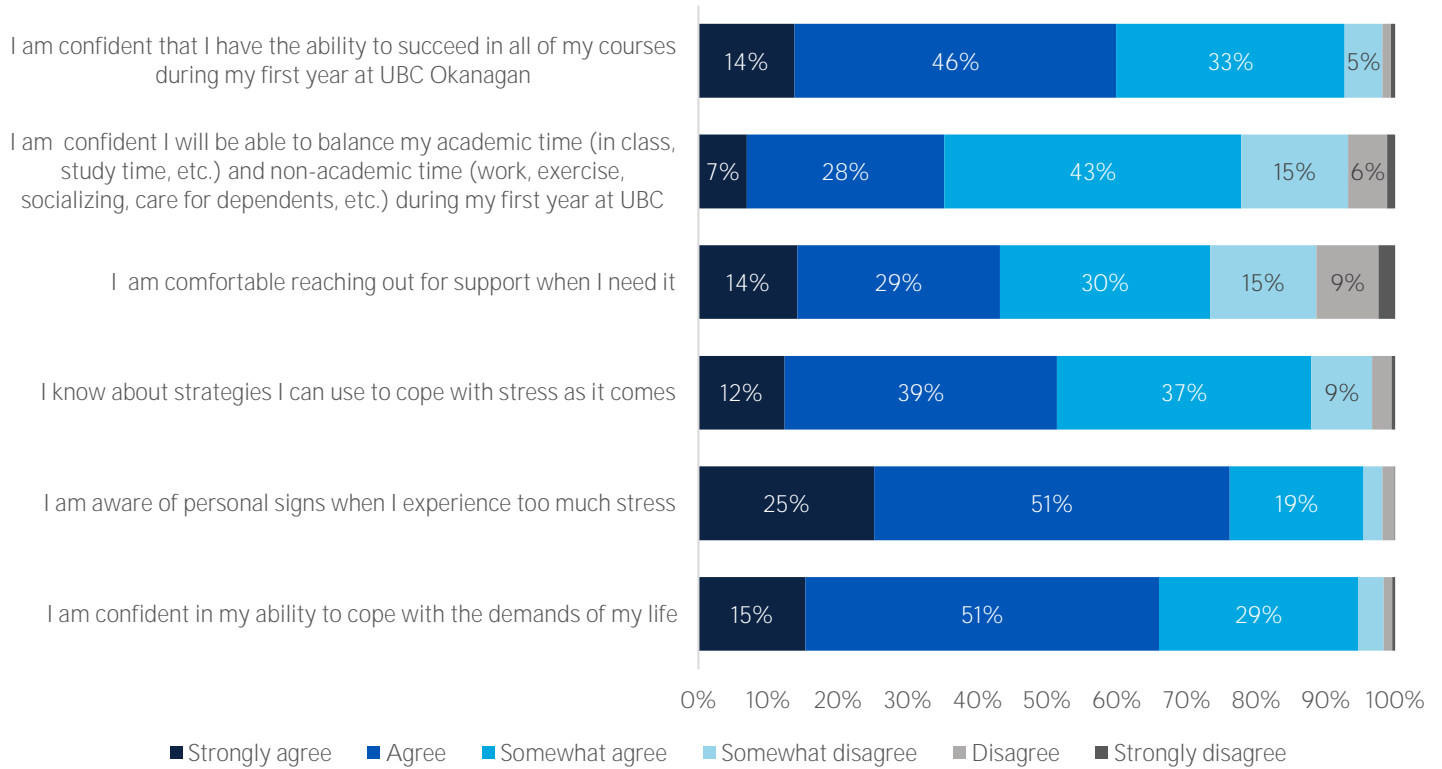
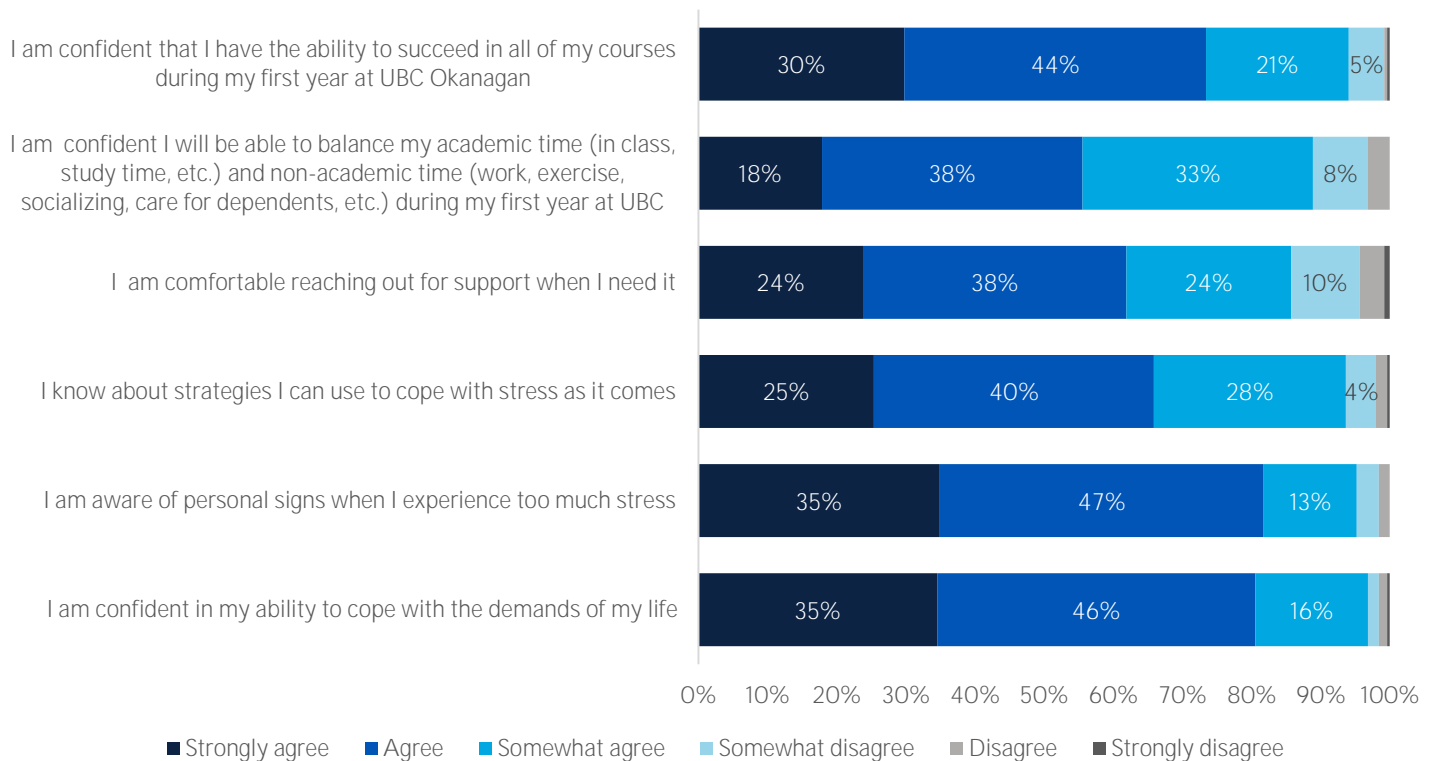


Figure 39b: Ratings of mental health and resiliency statements (international)



Impact of Mental Health and Stressors on Academic Performance

Students reported whether they had experienced a range of issues, and whether those issues had negatively affected their academics over the past 12 months. Stress was the issue indicated by the largest proportion of respondents as having negatively impacted their academics in some way (domestic: 44%, n = 426; international: 28%, n = 70), followed by anxiety (domestic: 32%, n = 305; international: 22%, n = 56).

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

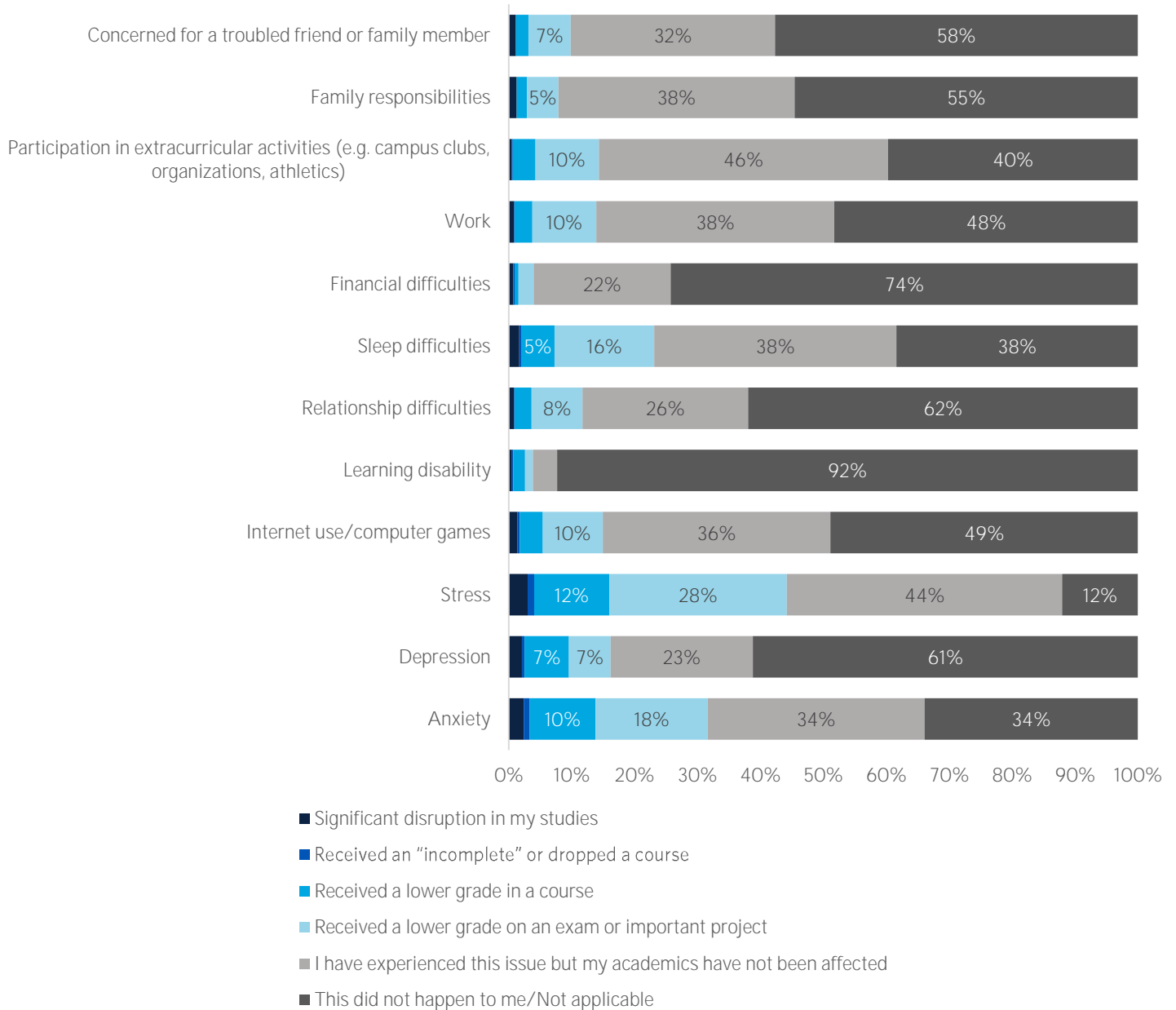
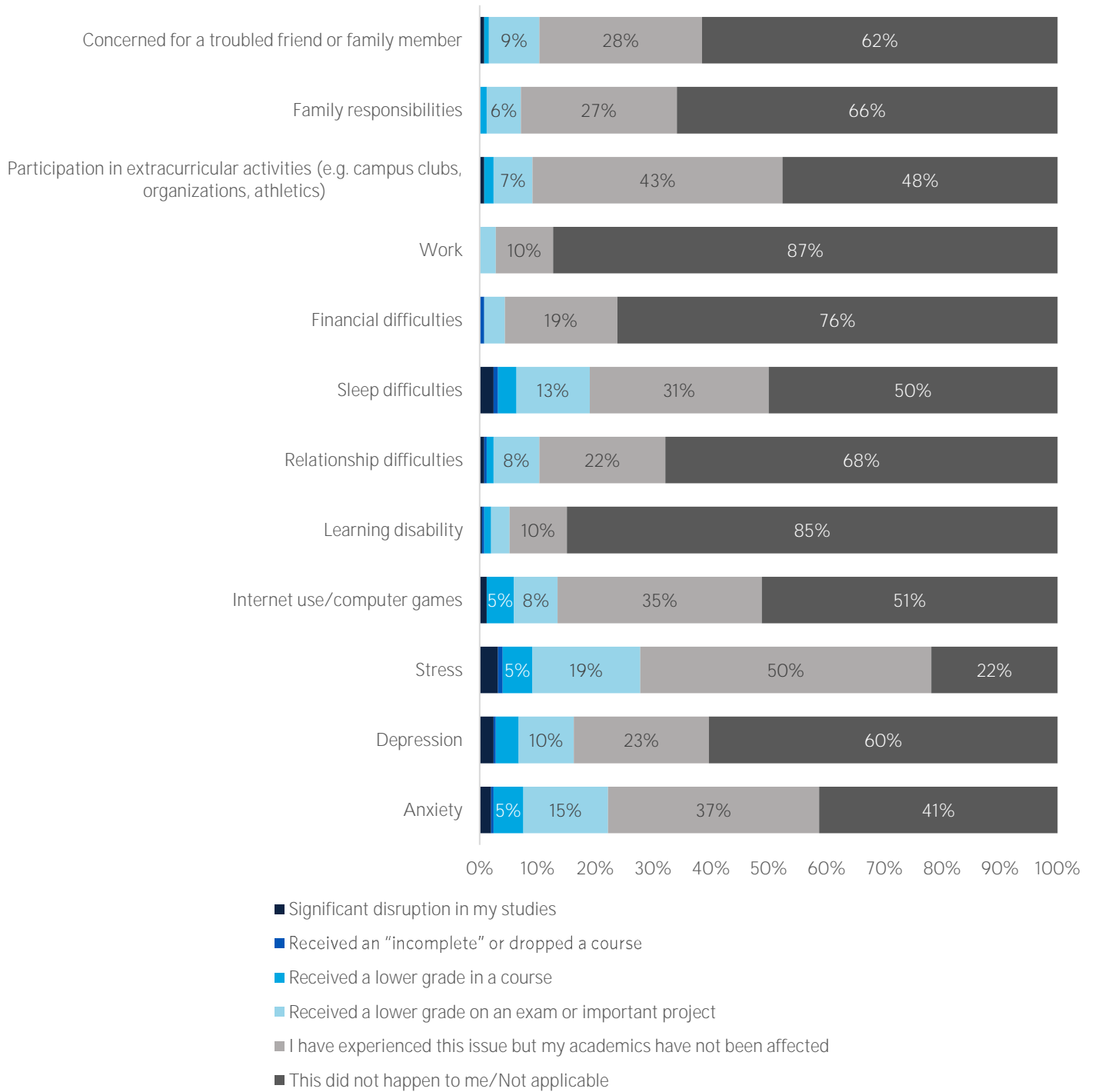


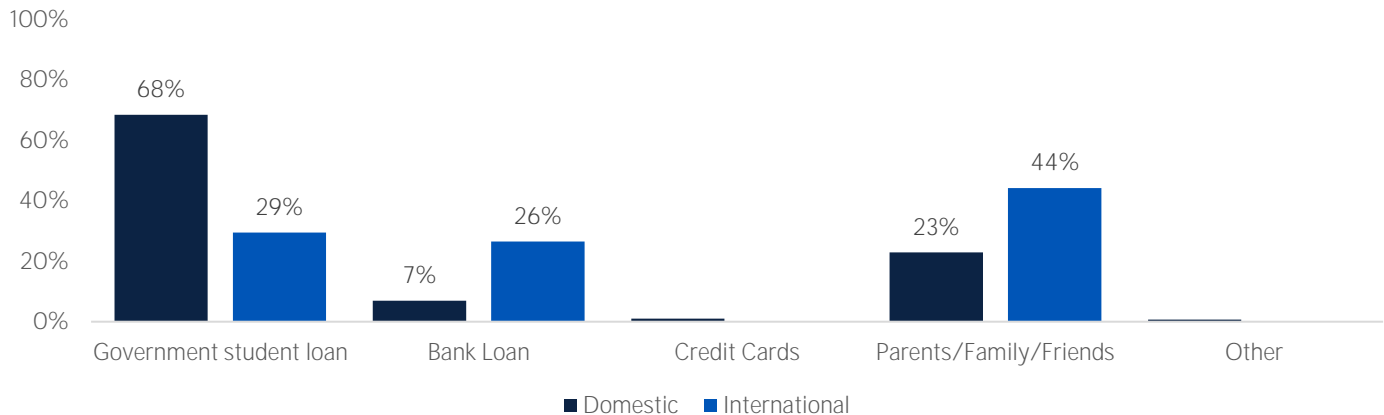
Figure 40b: Impact of various issues on academic performance (international respondents)



Finances

Twenty nine percent (n = 266) of domestic and 11% (n = 24) 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 (68%, n = 197). Forty four percent (n = 15) of international respondents said their main source of a loan was their parents/family/friends. Note only 34 international respondents indicated the major source of their loan.

Figure 41: Major source of loan

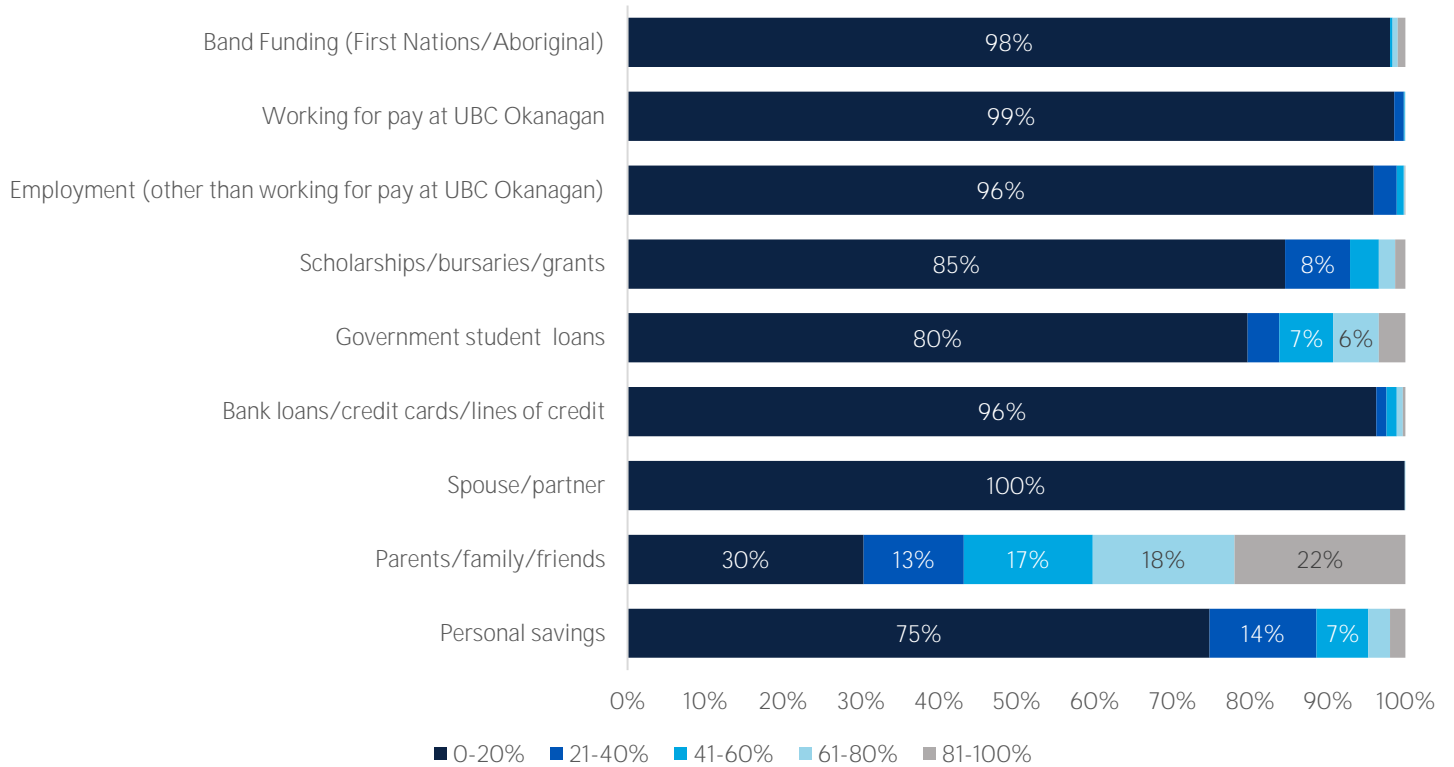


Note: Only n = 34 international respondents are reflected in this figure.

Overall, the average loan amount that domestic respondents said they would need to finance their first year at UBC Okanagan was \$10,723.95. The range was \$1,000 to \$23,000, while the median was \$10,000.00 and mode was \$15,000. For international respondents, the average loan amount indicated was \$31,319.40, the median was \$30,000.00, and there were multiple modes. It should be noted that only 25 international respondents indicated a loan amount. Thus, these values should be interpreted with caution.

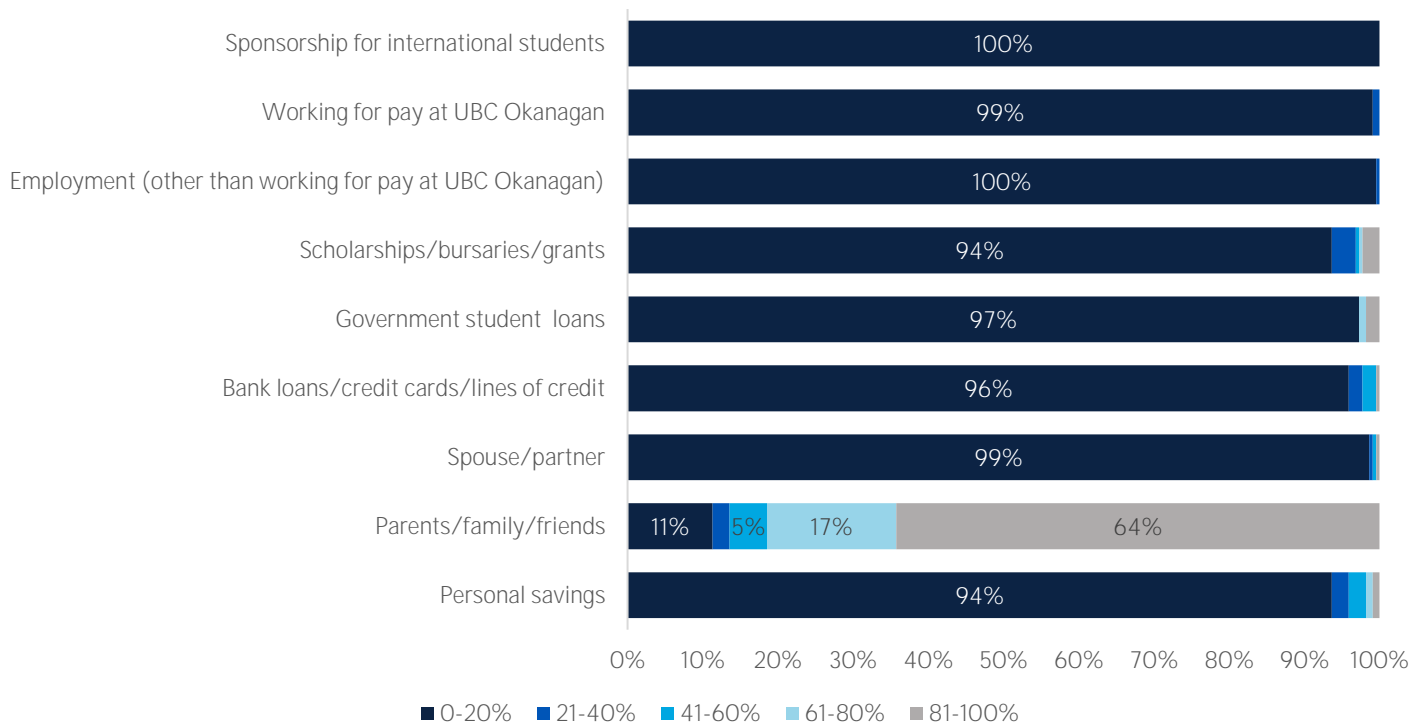
When identifying the sources of their funding for tuition and other expenses, 57% (n = 511) of domestic student respondents indicated their parents/family/friends were paying for 41% or more of their costs, and 16% (n = 146) did so for government student loans. Overall, the most common funding sources were parents/family/friends, government student loans, personal savings, and scholarships. Parents/family/friends covered the majority of international respondents' tuition and other expenses, with 81% (n = 180) noting that parents/family/friends provided 61% or more of their funding.

Figure 42a: Domestic respondents' sources of funding for tuition and other expenses



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

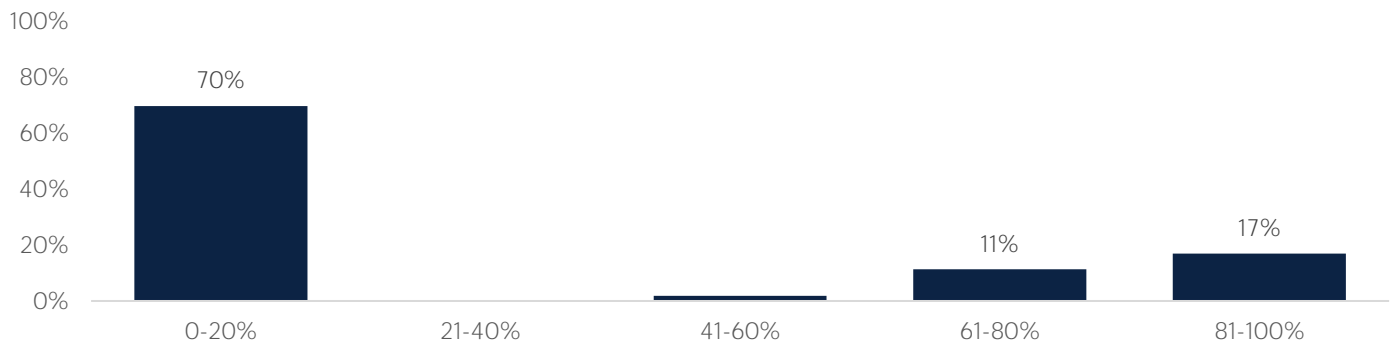
Figure 42b: International respondents' sources of funding for tuition and other expenses



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

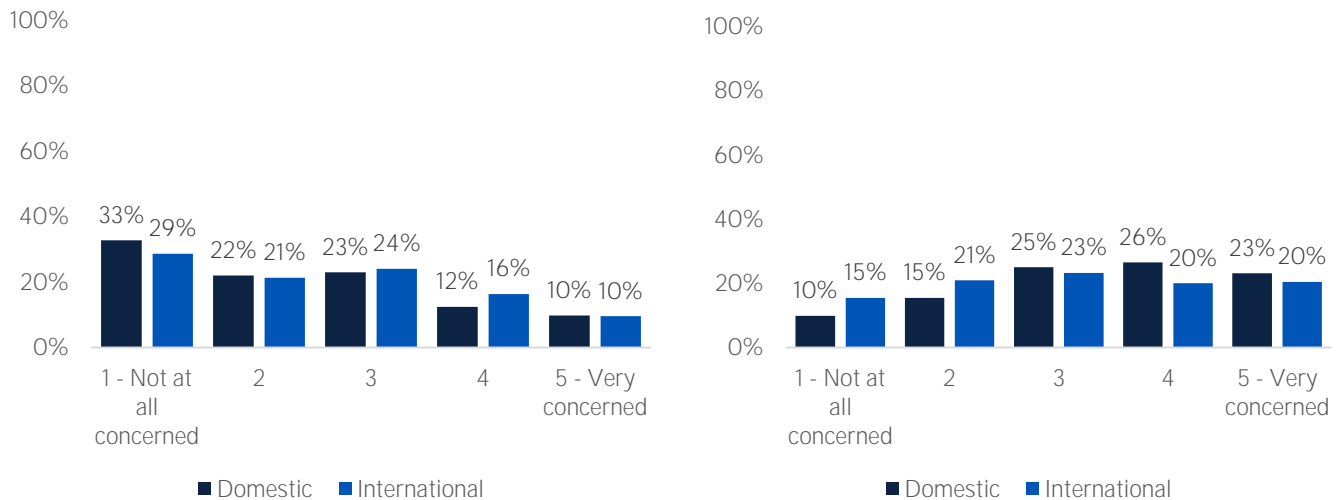
Just over two-thirds (70%, n = 37) of direct entry Aboriginal student respondents (all domestic) expressed that band funding provided 0 to 20% of their total funding for their tuition and other expenses. An additional 28% (n = 15) noted that their band covered 61% or more of their costs.

Figure 43: Band funding coverage of tuition and other expenses among Aboriginal respondents



About three quarters of domestic (78%, n = 700) and international (74%, n = 163) 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 = 446) of domestic and 40% (n = 89) of international students selecting “5 - Very concerned” or “4.”

Figure 44: Level of concern for financing first year (left) and entire university education (right)



Eight percent of domestic (n = 63) and 24% of international (n = 50) 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, 46% (n = 32) of domestic and 32% (n = 16) 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 44% (n = 30) of domestic and 52% (n = 26) of international respondents selected that they would have been able to attend, but it would have been financially difficult. Most respondents (67% (n = 45) domestic, 68% (n = 34) international) would have still chosen to attend UBC Okanagan had they not been given the scholarship or financial award.

Plans, Intentions, and Expectations

Selecting a Major

About half (51%, n = 483) of domestic and 60% (n = 148) of international respondents knew what their program specialization/major would be.

Graduation

Sixty five percent of domestic (n = 621) and 49% (n = 120) 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 two percent (n = 44) of domestic and 75% (n = 15) 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 44 domestic and 15 international respondents were asked about their transfer plans.

Average Grades

Most domestic respondents (59%, n = 561) expected to achieve an average grade range of B-/B/B+ during their first year, while about two-thirds (67%, n = 165) of international respondents anticipated to obtain an A-/A/A+ grade range.

Figure 45: Expected grade range for first year

