

New to UBC Survey 2015 for Undergraduate Direct Entry Students: Okanagan Campus



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Planning and Institutional Research

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EXECUTIVE SUMMARY



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Introduction

The 2015 New to UBC (Okanagan campus) Survey for undergraduate students was administered to new incoming degree students to UBC's Okanagan campus between August 11th and September 13th, 2015. 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 satisfaction with UBC communications and services to date.

A random sample of 50% of new to UBC Okanagan students were invited to participate. Of the 1370 invited degree seeking, unclassified, and Access Studies undergraduate students, 571 completed the survey, yielding a response rate of 42%. Only direct entry students' responses were examined in this report. In total, there were 340 domestic and 65 international direct entry students who completed the NUBC survey for undergraduate students.

The sample of direct entry students was generally a good representation of the cohort. However, females were overrepresented in the sample (sample: 68%, cohort: 64%). Furthermore, BA-O students were slightly underrepresented (sample: 22%, cohort: 24%), and BHK-O (sample: 11%, cohort: 9%) and BSN-O (sample: 5%, cohort: 3%) students were slightly overrepresented.

Demographics

Most international respondents attended high school outside of Canada, while most domestic respondents did so in British Columbia. The majority of international respondents lived outside of Canada for at least one year, and over two thirds of domestic respondents lived in the Okanagan region or elsewhere in BC for at least a year. Fifty six percent of domestic and 85% of international respondents will be living on-campus. Public transit was most often selected as the mode of transportation commuter students would use.

About two-thirds of domestic student respondents were female (61%), while about 53% of international student respondents were male. Nearly all respondents identified as heterosexual.

Eighty four percent of domestic respondents first learned to speak English. International respondents most commonly first learned English or Mandarin. Nearly all domestic respondents identified as Canadian, while Chinese, South Asian, and Western European ethnicities were most often selected among international respondents.

Most domestic and international respondents' mothers/guardians and fathers/guardians had attained a college-level certificate/diploma or higher.

Choosing Where to Study

International respondents mostly started to consider studying abroad before the age of 17. As well, 62% of domestic and 53% of international respondents began to consider attending university before starting high school. Most respondents specifically began to consider UBC before or during grade 12/senior year.

The factors domestic students most often said were very important or important in choosing where to study were: to be able to get a better job/prepare for a specific career, graduate school, or professional school (81%); to be able to be successful in a diverse world (71%); to learn more about things that interest them/to be more knowledgeable (68%); location in Canada (61%); and quality of faculty (65%). International respondents most frequently rated the following factors as very important in their decision of where to attend school: to be able to get a better job/prepare for a specific career, graduate school, or professional school (65%); to be able to be successful in a diverse world (65%); to learn more about things that interest them/to be more knowledgeable (66%); the value of the university/college degree (65%); quality of academic facilities (65%); quality of faculty (75%); and the university/college's supports for international students (75%). Overall, respondents were asked to



identify their top five reasons for choosing where to study. The university/college's overall reputation, the value of the university/college degree, and quality of campus life were most commonly cited.

Most respondents utilized the UBC website for prospective students when choosing where to study, as well as the UBC Viewbook. Campus visits and the UBC website were most important in domestic respondents' decision of where to study, and the UBC website and UBC recruitment and admissions staff were most important for international respondents.

Over half of domestic and international respondents participated in a UBC presentation. The majority of both domestic and international student respondents were very satisfied or satisfied with the recruitment activities they participated in. UBC campus tours (domestic and international), UBC presentations (international) and summer events on the UBC campus (domestic) were most influential among respondents in making the decision to attend UBC. Parents/other family members and published rankings were significant other factors among domestic and international students in deciding where to study.

Experience with Applying and Admissions

UBC was the first choice of post-secondary institution for most respondents. Forty percent of domestic and 37% of international respondents received UBC's offer later than most, but had enough time to give it full consideration before making a decision. Forty four percent of international and 33% of domestic respondents would have still chosen to enroll at UBC if they were not accepted into their first choice of program. Forty two percent of international and 48% of domestic respondents said they would have probably not enrolled.

Just under two thirds of international student respondents applied to UBC and 4 or more other post-secondary institutions. Thirty eight percent of domestic respondents applied to UBC and 2 or 3 other institutions, and 26% applied only to UBC. The largest proportions of domestic and international respondents were accepted to UBC and 2 or three other institutions. The most common other institutions in BC applied to by domestic respondents included: the University of Victoria (43%), Simon Fraser University (30%), Okanagan College (20%), the University of Alberta (31%), and the University of Calgary (43%). Those for international respondents comprised Simon Fraser University (76%), the University of Victoria (47%), the University of Alberta (33%), McGill University (29%), the University of Ottawa (20%), the University of Toronto (60%), the University of Waterloo (35%), York University (23%), and Carleton University (20%).

Most domestic and international respondents were very satisfied or satisfied with the aspects related to applications and admissions they participated in/used –completing the application, submitting the application, finding information on how to apply, and the overall application and admissions process.

Domestic respondents were most satisfied with email communication with UBC during the applications and admissions process (37% were very satisfied), while international respondents were most satisfied with the website for prospective students (51% selected very satisfied). Phone communication with UBC, UBC social media, and social networking sites were infrequently used by respondents.

UBC vs. Other Top University/College

In comparing UBC with the university/college they would have attended if they had not accepted UBC's offer of admission, international respondents most often rated UBC as much or somewhat better in terms of the university/college's overall reputation (75%), the value of the university/college degree (70%), and the quality of campus life (76%). Among domestic respondents, the university/college's overall reputation (65%), campus location (59%), and quality of campus life (59%) were most frequently rated as much or somewhat better.



First Year Advising and Concerns

Fifty seven percent of domestic respondents stated that they had not yet been contacted by the First Year Peer Advisor and 54% of international respondents said they had. Most respondents who had been contacted by the First Year Peer Advisor felt their contact was very or somewhat beneficial. The biggest impact of the First Year Peer Advising Program was seen in helping students to see a link between the courses they selected and their future career/academic goals.

Domestic respondents' greatest concerns for their first year were being able to maintain a high enough GPA, being overwhelmed with all the things they are expected to do in their first semester, and being able to balance academic and social activities. Those among international respondents were getting into their first choice of major; getting along with their roommate(s), housemate(s), or family members; and being able to make friends. Both domestic and international respondents were least concerned with aspects related to accessibility and safety.

Respondents most often anticipated that they may require extra support in public speaking/presentation skills (32% domestic, 35% international), study skills (36% domestic, 32% international), academic writing (33% domestic, 40% international), mathematics (34% domestic, 35% international), and English (35% domestic, 29% international).

Health and Stress

The majority of respondents rated their health as "good" or better. When in need of health care services, the largest proportions of domestic students planned to use walk-in clinics (45%), visit their current family doctor (50%), and/or access on campus services (44%). International student respondents cited that they would use on campus health services (89%) and visit walk in clinics (43%) most often.

Anxiety, sleep difficulties and relationship difficulties/stress were the most frequently identified issues affecting academic performance for both domestic and international respondents.

Involvement in High School and At UBC

During high school, domestic and international respondents were most often involved in sports/athletic teams, with 24% domestic and 26% of international respondents indicating they were always involved. Respondents, both domestic and international, were least involved in international volunteering experiences.

Sixty one percent of domestic and 74% of international respondents had heard of UBC's Peer Mentor Program for new-to-UBC students. Most respondents did not participate in destination UBC. Over three quarters of domestic student respondents said they see themselves participating in the Create New Students Orientation. International respondents noted they would be most likely to partake in the Create New Students Orientation (65%), Jumpstart (68%), and the International Student Information Session (48%).

Most student respondents were aware of the opportunities for recreation/fitness/athletics on UBC Okanagan's campus, and over half of both domestic and international respondents valued these opportunities to a great extent.

Attending UBC

Eighty percent of domestic and 79% of international respondents were able to get into all the courses they wanted for the upcoming winter session. Respondents who were unable to get into a desired class most often indicated that the classes were in the disciplines of English, biology, mathematics, management, and/or physics. The most commonly cited course student respondents were unable to get into was ENGL 112.



Overall, 85% of each domestic and international respondents were very satisfied or satisfied with their experience with UBC to date.

Only 29% of domestic and 15% of international respondents noted that they need a loan which they are expected to pay back to finance their first year of education at UBC. Loans were most often obtained from parents/family/friends among international respondents, while domestic respondents most frequently cited government student loans. The average loan amount that respondents would need to finance their first year at UBC was \$10,332.75.

Family and friends were providing most of the funding for both domestic and international respondents' first year at UBC. About two thirds of domestic and international respondents rated both their level of concern for being able to fund their first year at UBC and their entire university education as a 3 or less, with 5 being very concerned and 1 being not at all concerned.

Nine percent of domestic and 34% of international respondents stated that they received an offer of scholarship or financial support from UBC.



INTRODUCTION

This report displays the findings of the 2015 New to UBC (Okanagan campus) Survey for undergraduate students, which was administered to new incoming degree students to UBC's Okanagan campus between August 11th and September 13th, 2015. 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 satisfaction with UBC communications and services to date.

The purpose of the New to UBC 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 New to UBC 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 and Response Rate

A random sample of 50% of new to UBC Okanagan students were invited to participate. To encourage participation, students were informed that, upon completing the survey, they would be entered into a draw to win a one of ten \$100 visa gift cards.

Of the 1370 (excluding 7 email bounce backs) invited degree seeking, unclassified, and Access Studies undergraduate students, 571 completed the survey, yielding a response rate of 42%. This marks a 5% decrease in response rate from last year's New to UBC Survey for undergraduates. Students who came to UBC with no prior post-secondary experience (direct entry students) were analyzed separately from students who had previously attended another post-secondary institution (transfer students). For all sections, only the responses of direct entry students are reflected.

For the purpose of calculating the proportions for the demographic information below, Access Studies students (ACEO) and unclassified students (UNCO) were counted as direct entry. No unclassified student respondents (n=5), or Access Studies respondents (n=10) identified as a transfer student on the survey question "Are you a transfer student to UBC?"

When comparing the proportion of respondents in the sample identifying as direct entry versus transfer students, 71% were classified as direct entry and 29% as transfer students using survey data, and 68% were identified as direct entry and 32% as transfer students using SISC data.

Using SISC data, the following students were classified as direct entry students: secondary school entry (SECS), unclassified students (UNCO), and Access Studies students (ACEO). University graduates (GRDU), mature applicants (MATU), college transfers (TRNC), university transfers (TRNU), both secondary and post-secondary students (SPSS), and institute of technology (TECH) students were categorized as transfer students. Students with a basis of admission of Aboriginal (ABOR) were classified as direct entry or transfer students based on their academic records.

In Table 1 below, **the proportions of direct entry and transfer students for the sample and cohort, as well as the corresponding information, were calculated based on SISC data.**



Table 1: Demographic information of cohort and sample

	Direct Entry				Transfer			
	Cohort (n=874) 64%		Sample (n=389) 68%		Cohort (n=496) 36%		Sample (n=182) 32%	
	%	n	%	n	%	n	%	n
Female	52%	457	59%	230	55%	275	66%	120
Year 1	95%	833	96%	372	13%	66	13%	23
Year 2	-	-	-	-	39%	193	35%	63
Year 3	-	-	-	-	47%	232	51%	92
Year 4	-	-	-	-	1%	5	3%	5
BA-O	24%	211	22%	84	39%	191	41%	75
BASC-O	16%	136	16%	61	13%	64	13%	23
BEDE-O	0%	1	0%	1	1%	5	3%	5
BFA-O	1%	9	1%	4	1%	3	1%	2
BHK-O	9%	81	11%	43	9%	46	9%	17
BMGT-O	10%	91	10%	38	6%	29	5%	9
BSC-O	32%	278	32%	124	25%	124	23%	42
BSN-O	3%	27	5%	18	7%	34	5%	10
International	17%	146	16%	64	7%	35	6%	11

Overall, direct entry respondents were overrepresented in the sample (sample: 68%, cohort: 64%), and transfer respondents were underrepresented (sample: 32%, cohort: 36%).

Sample Distribution of Direct Entry Students

The sample of direct entry students was generally a good representation of the cohort, with some discrepancies. Among direct entry students, females were overrepresented in the sample (sample: 68%, cohort: 64%). BA-O students were slightly underrepresented (sample: 22%, cohort: 24%), and BHK-O (sample: 11%, cohort: 9%) and BSN-O (sample: 5%, cohort: 3%) students were slightly overrepresented.

Sample Distribution of Transfer Students

Generally, the sample of transfer students was a good representation of the cohort, with a few discrepancies. Females were overrepresented in the sample (sample: 66%, cohort: 55%) of transfer students. Year 2 students were underrepresented (sample: 35%, cohort: 39%), and year 3 students were overrepresented (sample: 51%, cohort: 47%). BA-O (sample: 41%, cohort: 39%) and BEDE-O (sample: 3%, cohort: 1%) students were slightly overrepresented, while BSC-O (sample: 23%, cohort: 25%) and BSN-O (sample: 5%, cohort: 7%) students were slightly underrepresented.

Notes

Readers should be aware that the percentages given in this report reflect the number of respondents who selected an option in terms of the total number of students who responded to a given 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 completed this survey.

For all sections, only the responses of direct entry students are reflected. Direct entry students described in all the sections below were identified based on their response to the survey question "Are you a transfer student"



to UBC (coming from another university or college)?” In the sample, the proportion of students classified as direct entry versus transfer were similar when using data from the survey question and from SISC.

There were 405 direct entry respondents, based on the survey data. In total, there were 340 domestic and 65 international direct entry students who completed the NUBC survey for undergraduate students. Thus, it should be noted that *figures representing direct entry students’ responses should be interpreted with a degree of caution as they can only represent a maximum of 405 respondents.*

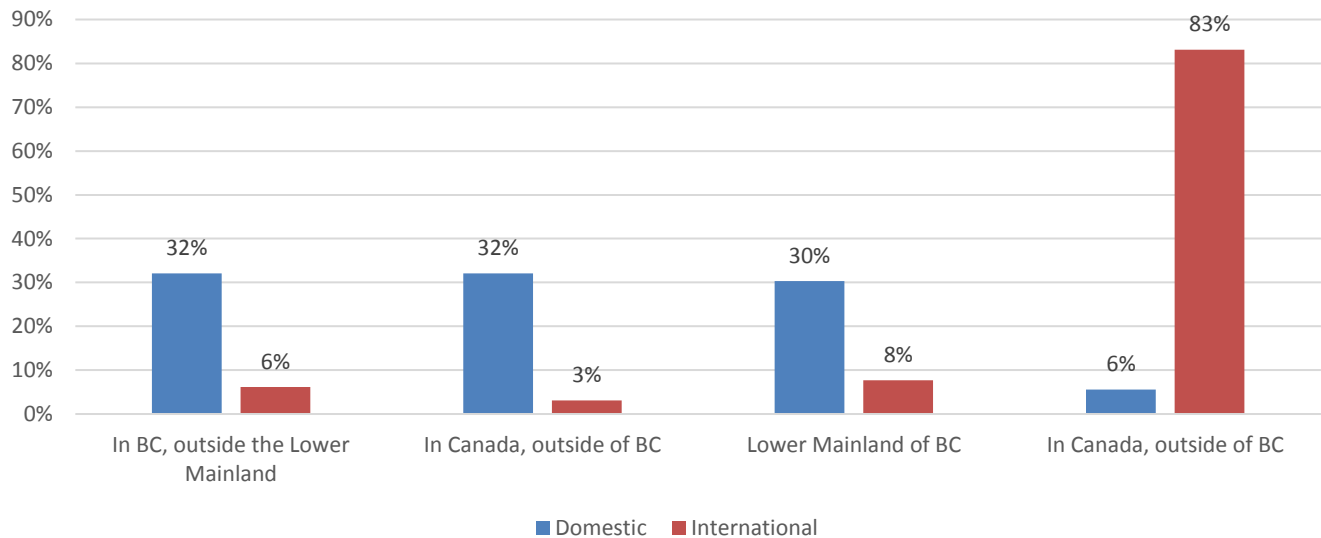


DEMOGRAPHICS

High School Location and Residence

The majority of international respondents (83%) attended a high school outside of Canada. Roughly two-thirds of domestic respondents attended a high school in British Columbia –30% attended a school in the Lower Mainland and 32% did so outside the Lower Mainland.

Figure 1: Location of high school



Eighty four percent of domestic student respondents were born in Canada, and 100% of international respondents were born outside of Canada. Most international respondents moved to Canada in the year 2015 (76%).

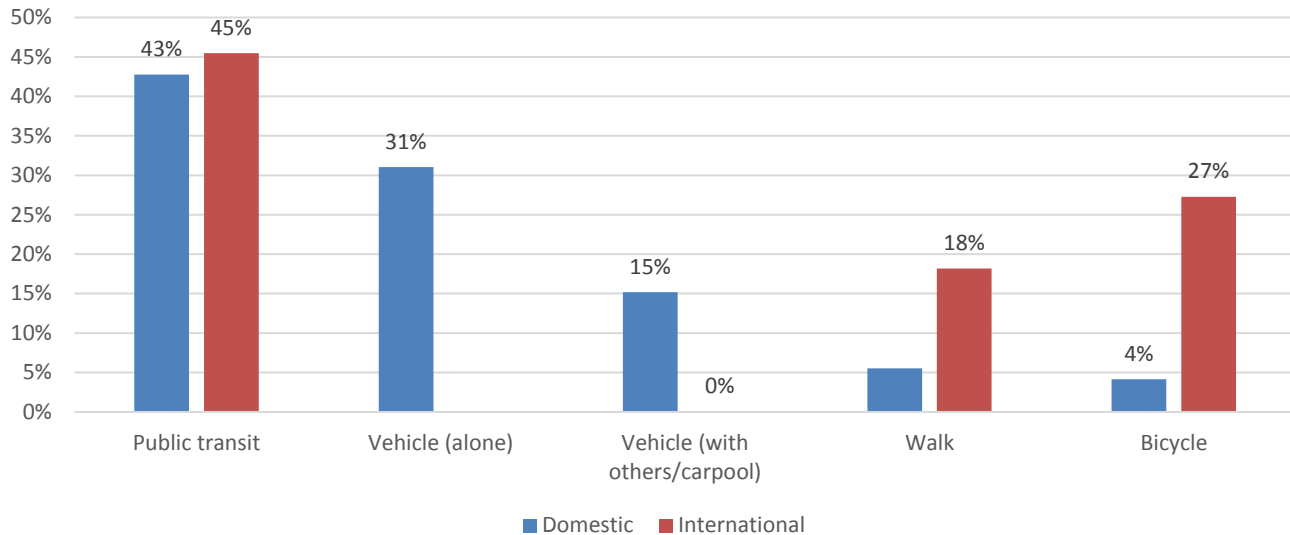
Thirty seven percent of domestic undergraduate student respondents have lived in the Okanagan region for at least one year, 38% have lived elsewhere in BC for at least one year, and 37% have lived in another province/territory in Canada for at least one year. Most international respondents (87%) have lived outside of Canada for at least one year.

Respondents were asked to specify whether they will be living on- or off-campus for this coming academic year. Nearly all international and over half of domestic respondents said they would be living on-campus (56% domestic, 85% international). Most domestic respondents residing off-campus indicated they'd be living with their parents (selected by 26%). The primary reasons domestic students said they would be living off-campus included that they prefer to live with their family (45%) and that residence is too expensive (44%).

Commuting

Students living off-campus were asked to select the modes by which they planned to commute to campus. Public transportation was selected by 46% (n=5) of international and 43% (n=62) of domestic respondents.



Figure 2: Modes of transportation among commuters

Note: *This graph and the corresponding percentages are based on a small number of international student respondents (n=11) as very few indicated that they will be living off-campus.*

Gender

About two-thirds of domestic student respondents were female (61%), while about 53% of international student respondents were male.

Sexual Orientation

Nearly all respondents identified as heterosexual (92% domestic, 91% international). One percent of domestic and 4% of international respondents selected gay/lesbian, while 5% of domestic and 2% of international undergraduate respondents chose bisexual.

First Language Learned and Languages Spoken

The majority of domestic respondents noted that they first learned to speak English in childhood (84%). Another 7% selected “other” languages. For international student respondents, English was the most commonly selected language category (31%). “Other” languages (28%) and Mandarin (17%) were also frequently indicated.

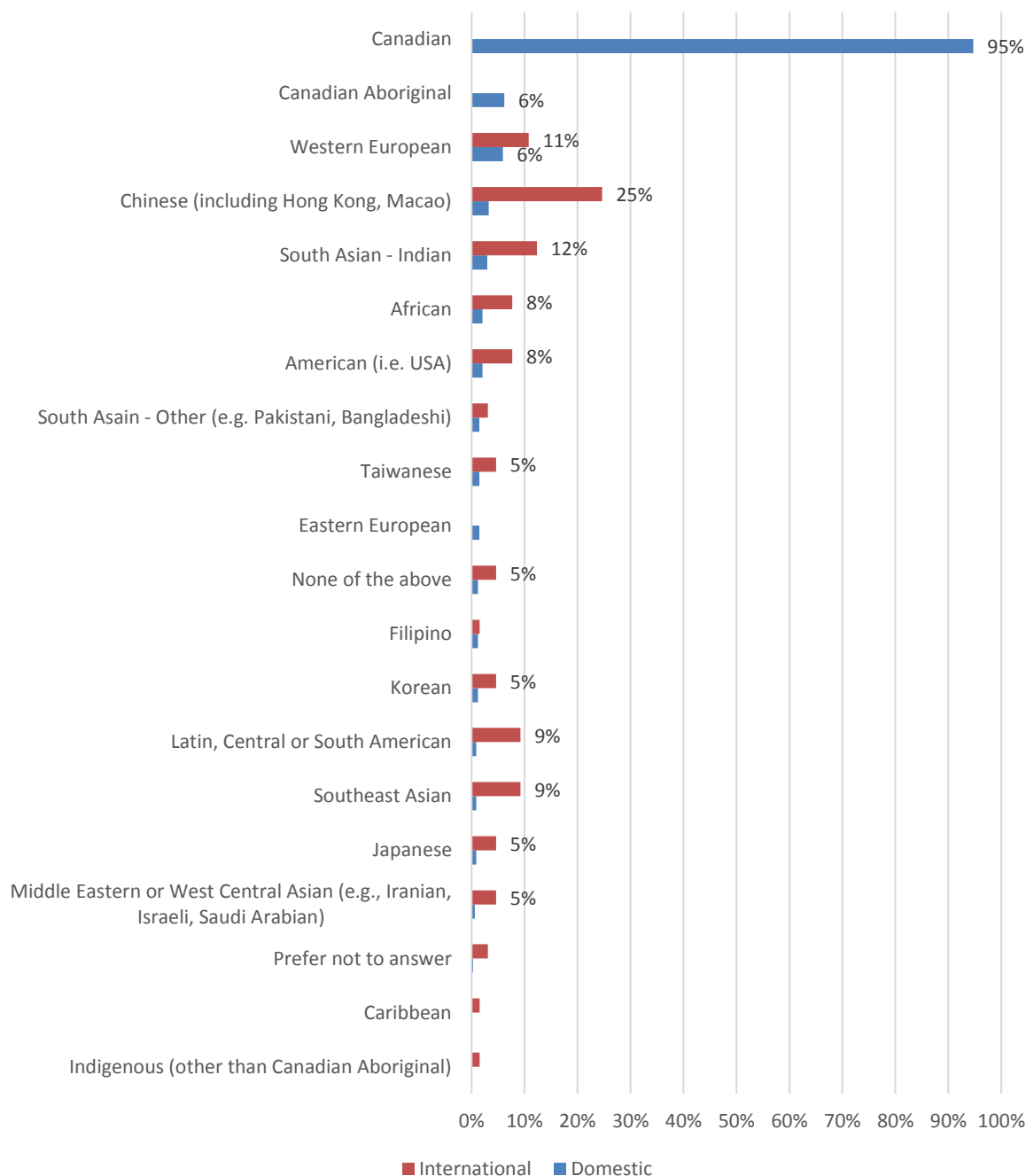
Those whose first language was not English were asked to report the age at which they learned it. Sixty eight percent of domestic student respondents said they learned English before they turned six years old, 23% said 6 to 10, 10% said 11 to 15, and none said after turning 16. Among international respondents, 36% said before turning 6, 38% said between the ages of 6 to 10, 21% said 11 to 15, and 5% said after turning 16.

Ethno-Racial Distribution

Nearly all domestic respondents (95%) selected that they identify their ethnicity as Canadian, and 6% selected Canadian Aboriginal. International respondents most often identified as Chinese (25%), South Asian – Indian (12%), and Western European (11%).



Figure 3: Ethnicity

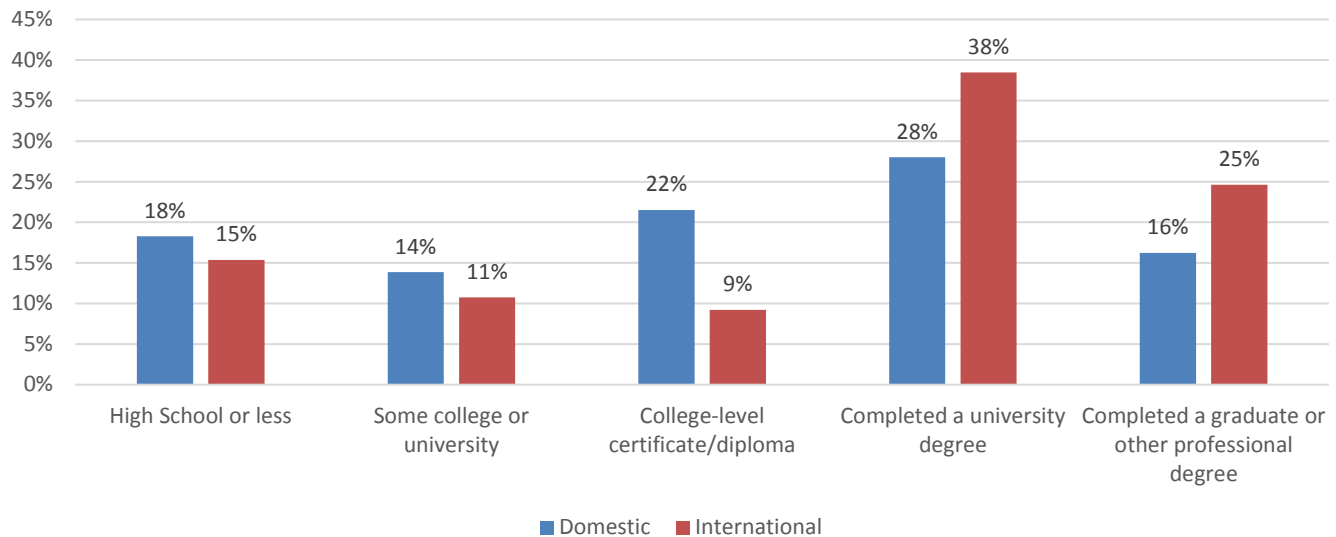


Of the domestic respondents who noted they were Canadian Aboriginal (n=21), the only groups most identified with were First Nations (57%) and Métis (43%).

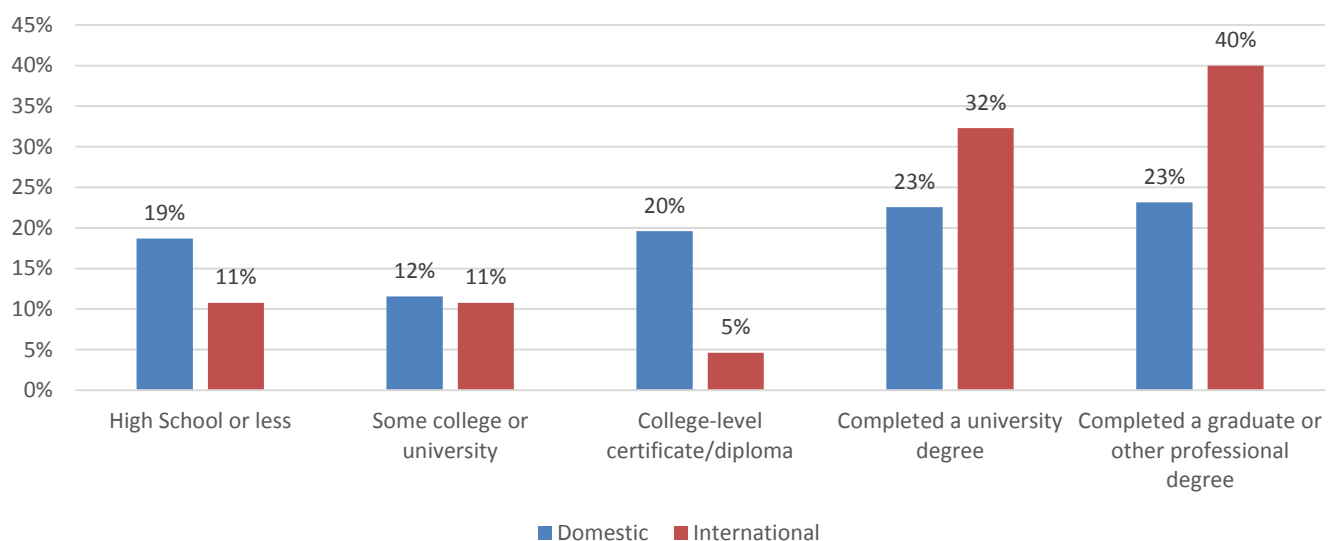
Education of Parents/Guardians

About 15% of international and two in ten (18%) domestic respondents reported their mother had obtained a high school level of education or less. Sixty six percent of domestic and 73% of international respondents' mothers/guardians had attained a college-level certificate/diploma or higher.



Figure 4a: Highest level of education attained by mother/guardian

High school or less was identified as the highest level of formal education obtained by their father/guardian by 19% of domestic and 11% of international student respondents. Two-thirds of domestic and 77% of international respondents said their father/guardian had achieved a college-level certificate/diploma or higher.

Figure 4b: Highest education attained by father/guardian

CHOOSING WHERE TO STUDY

Timing for Considering University Education and UBC

International respondents were asked at what age they began to consider studying abroad. The largest proportion of respondents (32%) selected age 15. Overall, the majority of respondents started to consider studying abroad before the age of 17, with 85% saying age 16 or younger.

Most respondents noted that they began to consider attending university before starting high school (62% of domestic and 53% of international respondents). Another 22% of domestic and 27% of international student respondents indicated they did so between grades 8 to 10. When asked when they specifically began to consider attending UBC, the majority of respondents said before or during grade 12/senior year. In particular, 30% of domestic respondents selected before grade 11/junior year, 28% chose grade 11/junior year, and 28% indicated grade 12/senior year. Among international respondents, 14% picked before grade 11/junior year, 28% reported grade 11/junior year, and 28% cited grade 12/senior year.

Importance of Factors in Deciding Where to Study

For both domestic and international respondents, the most influential factors related to knowledge, success, and contribution were: to be able to get a better job/prepare for a specific career, graduate school, or professional school (81% of domestic and 65% of international respondents rated as very important); to be able to be successful in a diverse world (71% of domestic and 65% of international respondents rated as very important); and to learn more about things that interest them/to be more knowledgeable (68% of domestic and 66% of international respondents rated as very important).

Figure 5a: Importance of factors in choosing where to study –knowledge, success and contribution (domestic)

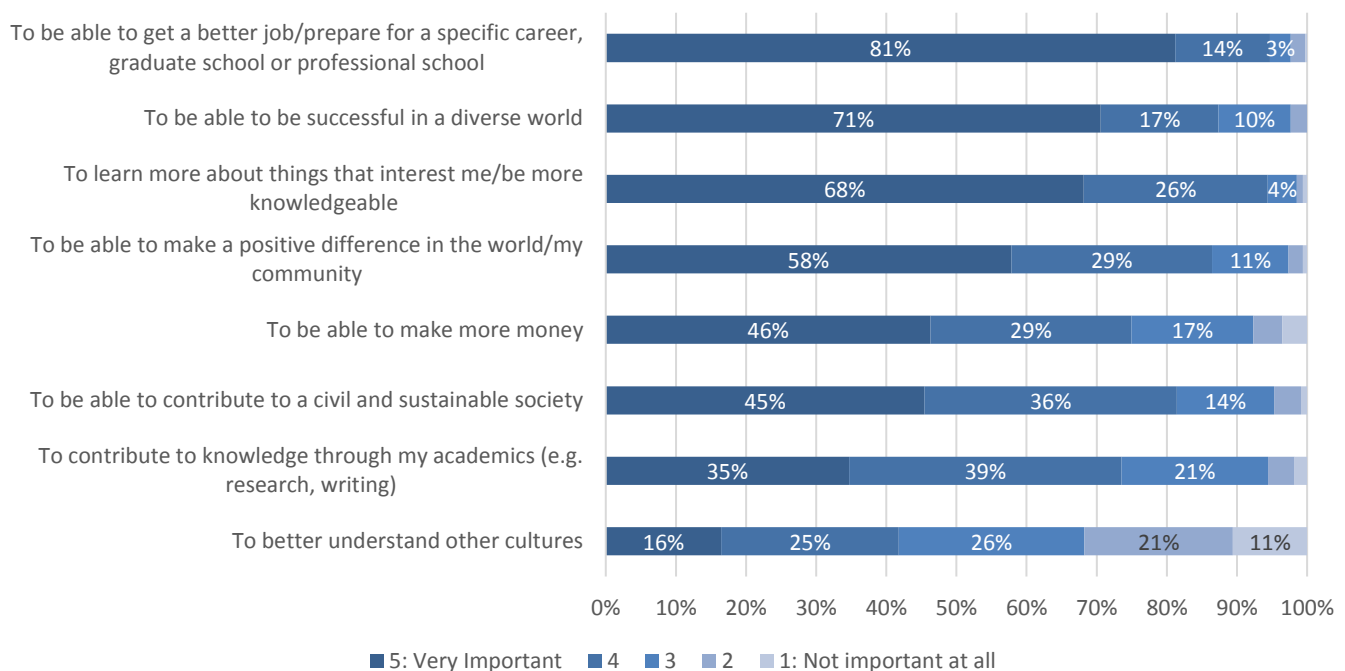
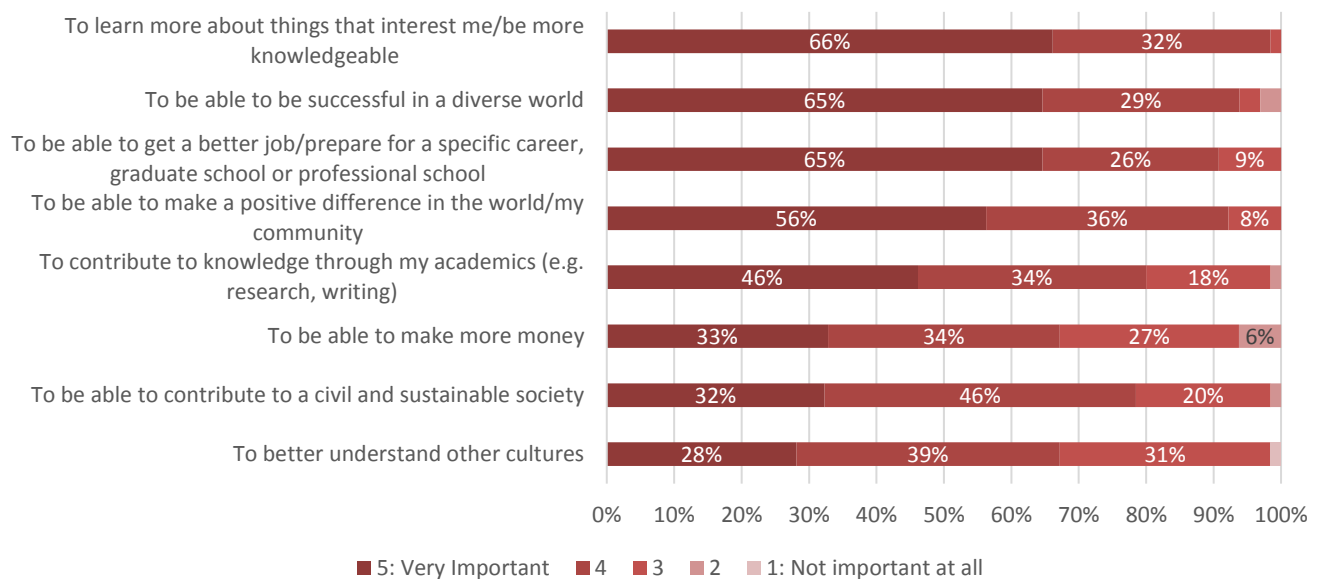
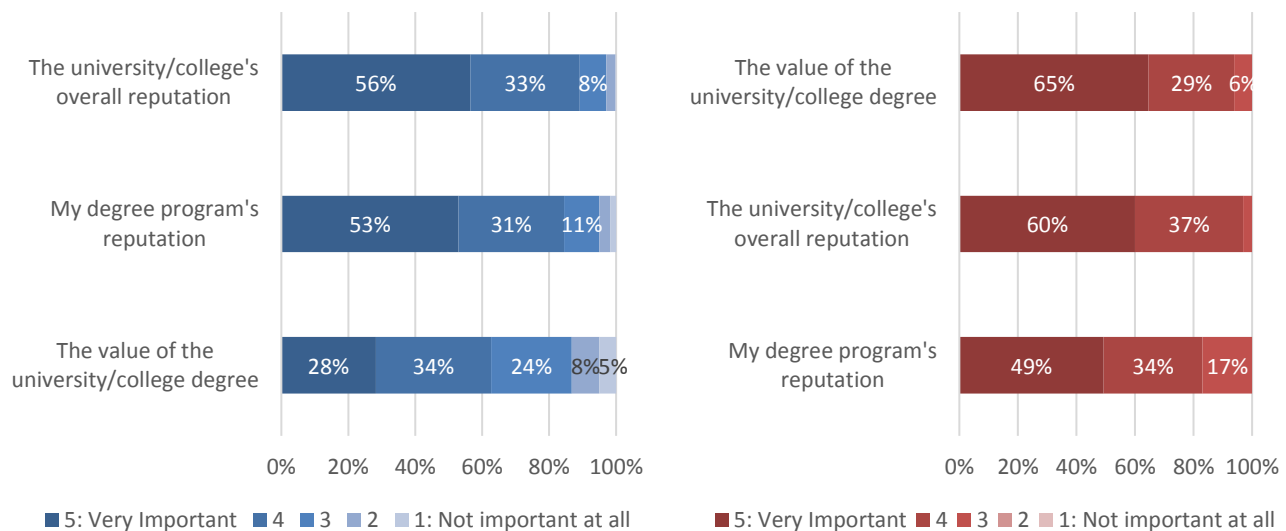


Figure 5b: Importance of factors in choosing where to study –knowledge, success and contribution (international)



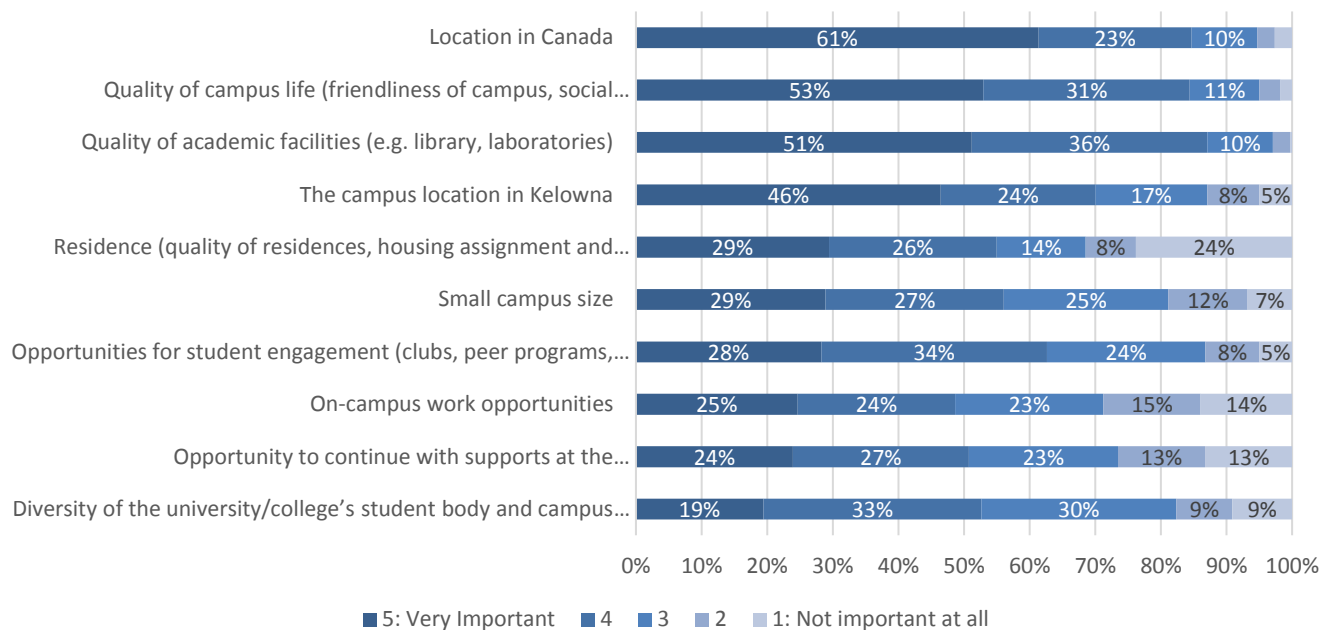
Over half of domestic (56%) and international (60%) student respondents found the university/college's reputation to be very important when they were deciding where to study. Almost two-thirds of international respondents thought that the value of the university/college degree was very important. Furthermore, over half of domestic respondents noted they felt that their degree program's reputation was very important.

Figure 6: Importance of factors in choosing where to study –reputation (domestic (blue) and international (red))

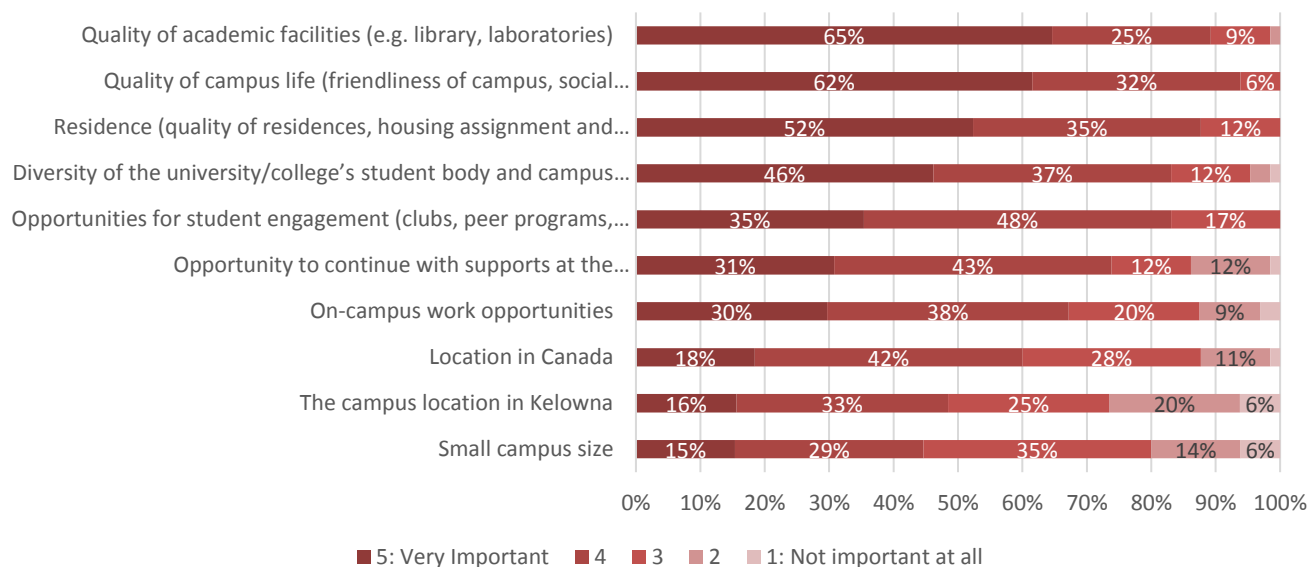


Domestic student respondents often found the university/college's location in Canada to be very important (61%), as well as the quality of academic facilities (51%) and the quality of campus life (53%).



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

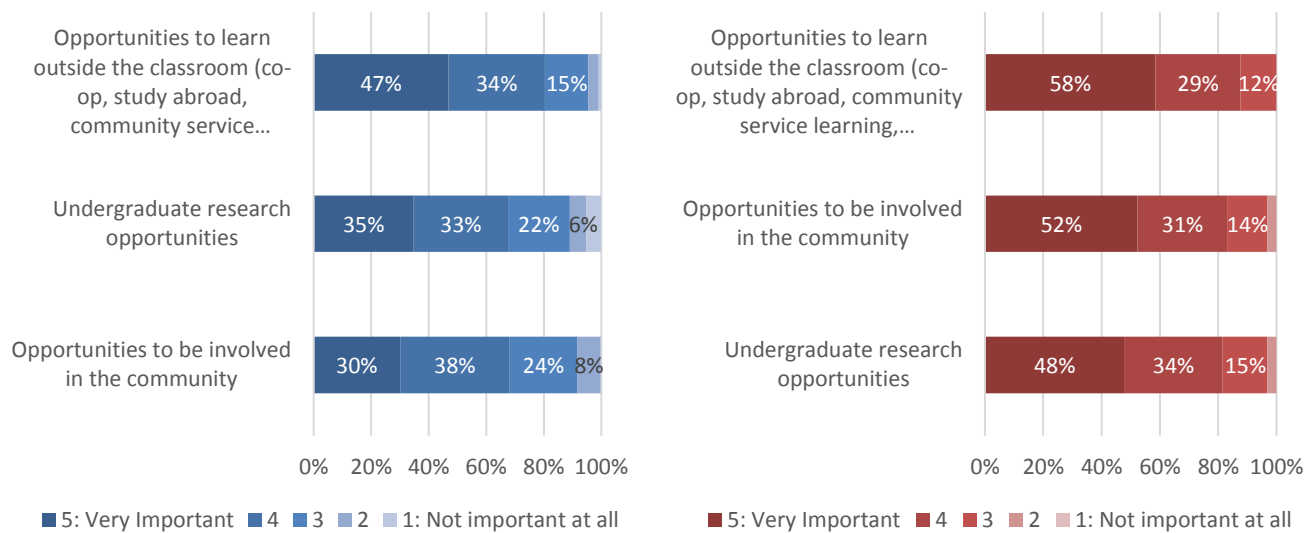
Unlike domestic respondents, international student respondents often did not find the university/college's location in Canada to be very important. Specifically, 41% rated this factor as a 3 or lower in importance. Quality of campus life (62%), quality of academic facilities (65%), and residence (52%) were most frequently rated as very important.

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

Opportunities to learn outside the classroom were valued most by both domestic and international respondents, with 47% of domestic and 58% of international respondents rating these as very important.

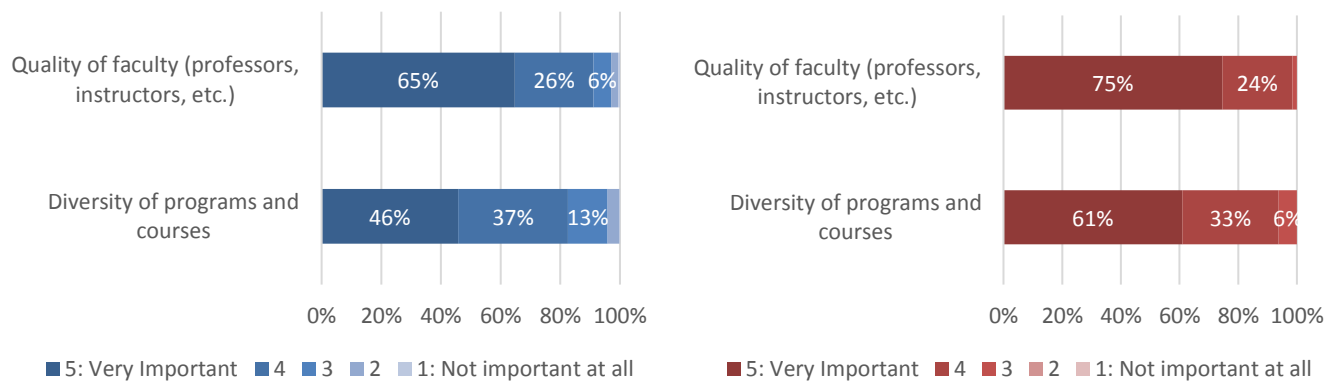


Figure 8: Importance of factors in choosing where to study –learning opportunities (domestic (blue) and international (red))



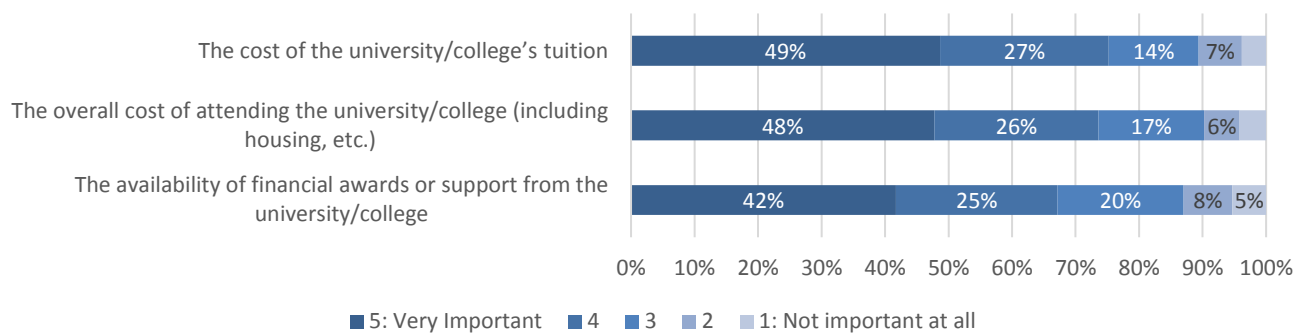
Overall, both the diversity of programs and courses and the quality of faculty seemed to be quite important when respondents were deciding where to study. Nearly two thirds of domestic (65%) and three quarters of international respondents found quality of faculty to be very important. Diversity of programs and courses was selected as very important by 46% of domestic and 61% of international respondents.

Figure 9: Importance of factors in choosing where to study –faculty and programs (domestic (blue) and international (red))

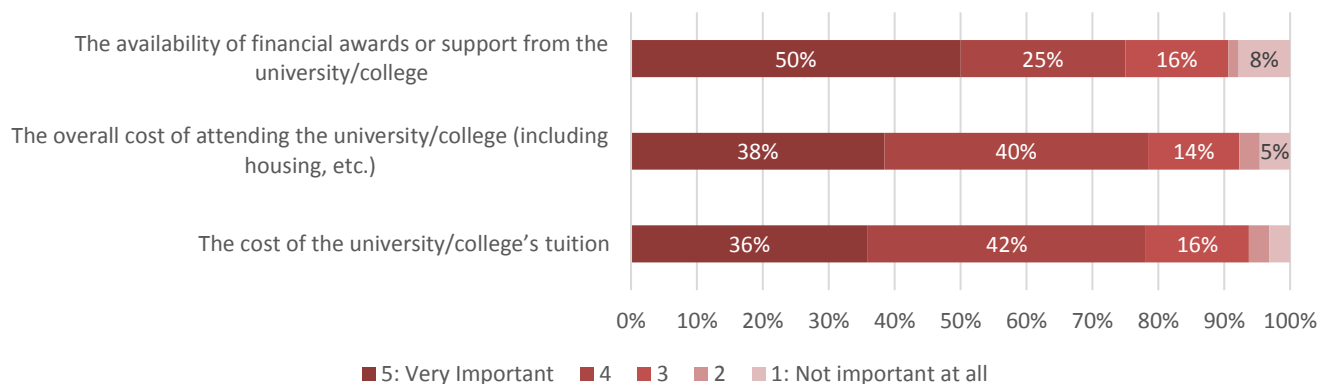


Nearly half of domestic respondents rated all the factors in choosing where to attend university related to cost as very important –42% for the availability of financial awards or support, 48% for the overall cost of attending, and 49% for the cost of tuition.



Figure 10a: Importance of factors in choosing where to study –cost (domestic)

The availability of financial awards or support was very important to half of international respondents. Additionally, over one-third of international student respondents indicated the overall cost of attending (38%) and the cost of tuition (36%) were very important.

Figure 10b: Importance of factors in choosing where to study –cost (international)

For both domestic and international respondents, the university/college's focus on well-being was most frequently selected as very important (43% domestic, 63% international) among the focus areas. Sustainability was the next most popular focus area for domestic students (31% rated as very important), while international respondents chose global citizenship (46% selected very important).

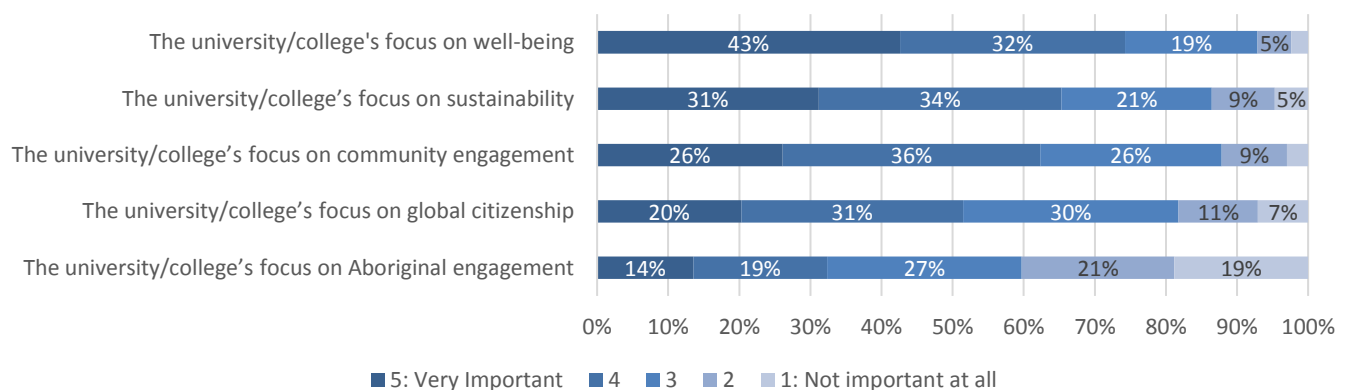
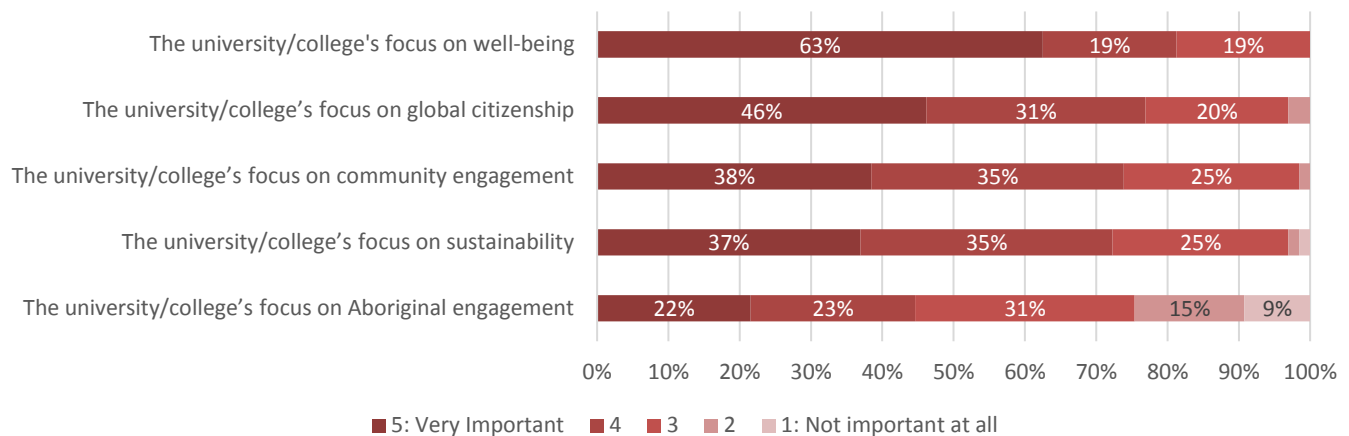
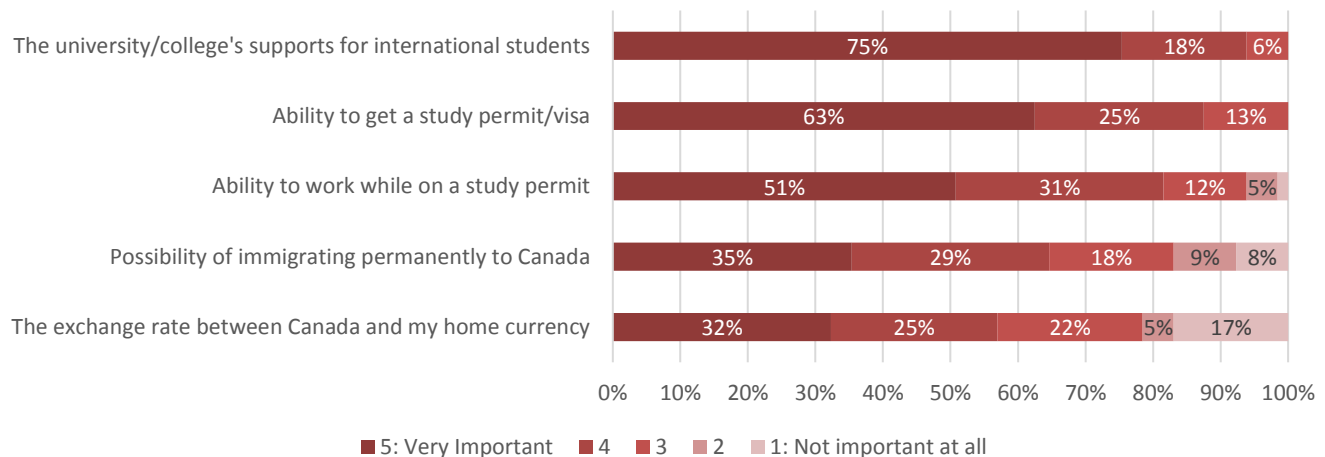
Figure 11a: Importance of factors in choosing where to study –focus (domestic)

Figure 11b: Importance of factors in choosing where to study –focus (international)

The largest proportion of respondents did not feel that whether their friends/siblings will be attending or already attending was an important factor in their decision regarding where to study. Thirty nine percent of domestic and 41% of international respondents picked not at all important for this factor.

International respondents were asked to rate some additional factors in making the decision of where to study related to being an international student. Three quarters of respondents cited the university/college's support for international students as very important. The ability to get a study permit/visa and to work while on a study permit were indicated as very important 63% and 51% of the time, correspondingly.

Figure 12: Importance of factors in choosing where to study –international

Top Five Factors in Choosing Where to Study

Respondents were asked to select their top five reasons for choosing where to study from a comprehensive list of the factors discussed above.

Domestic and international respondents most often chose the university/college's overall reputation (62% domestic, 82% international), the value of the university/college degree (40% domestic, 40% international), and quality of campus life (40% domestic, 46% international) as one of their top five reasons.



Figure 13a: Top five factors in deciding where to study (domestic)

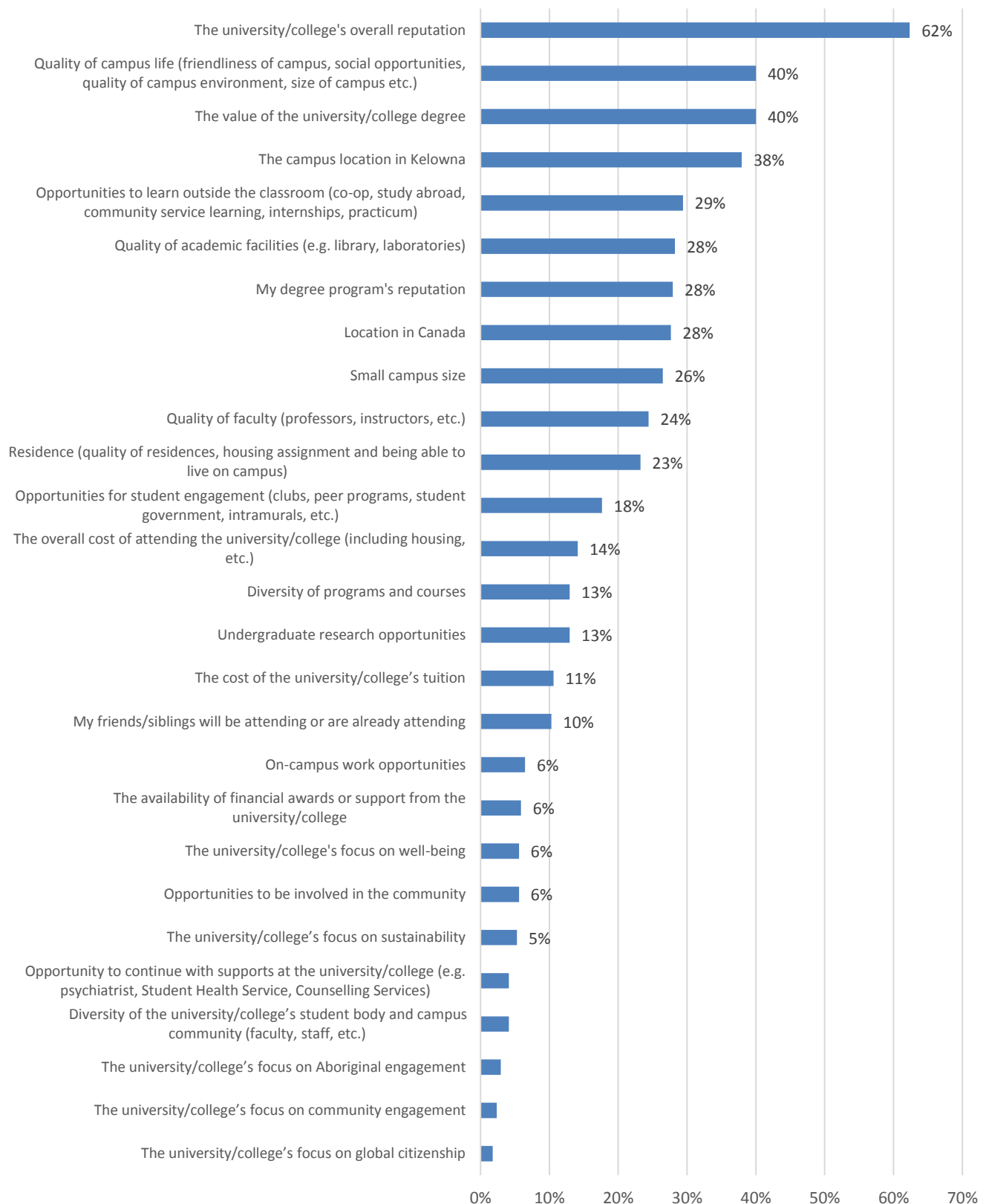
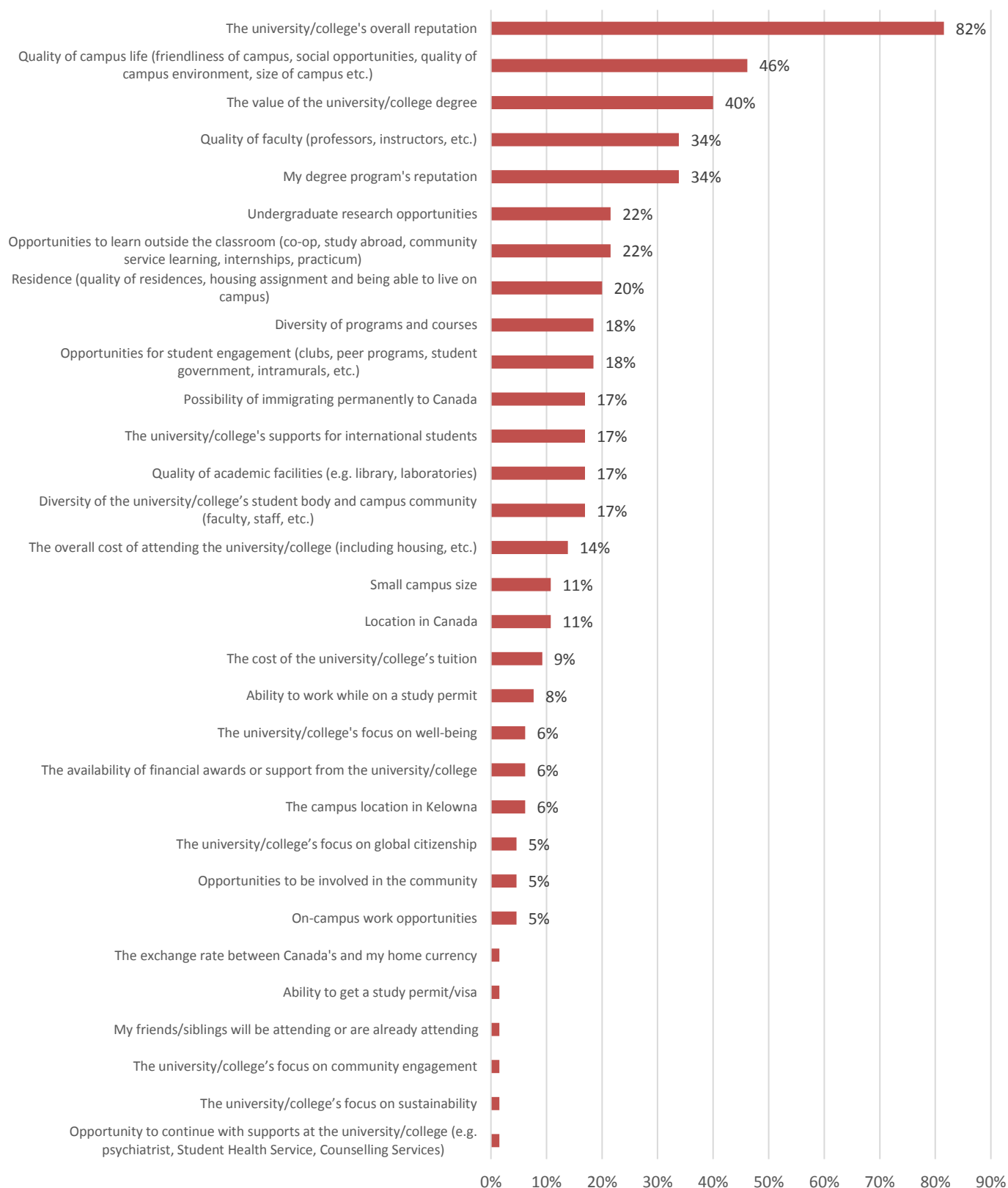


Figure 13b: Top five factors in deciding where to study (international)



Note: no international respondents chose the university/college's focus on Aboriginal engagement



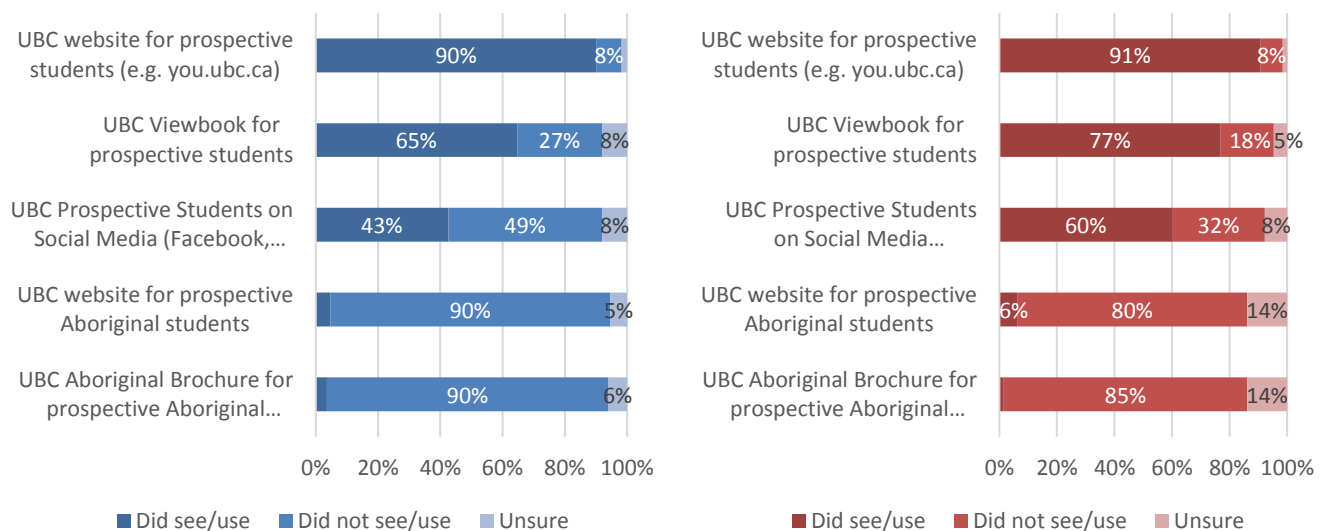
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Use, Satisfaction with, and Impact of UBC Communications

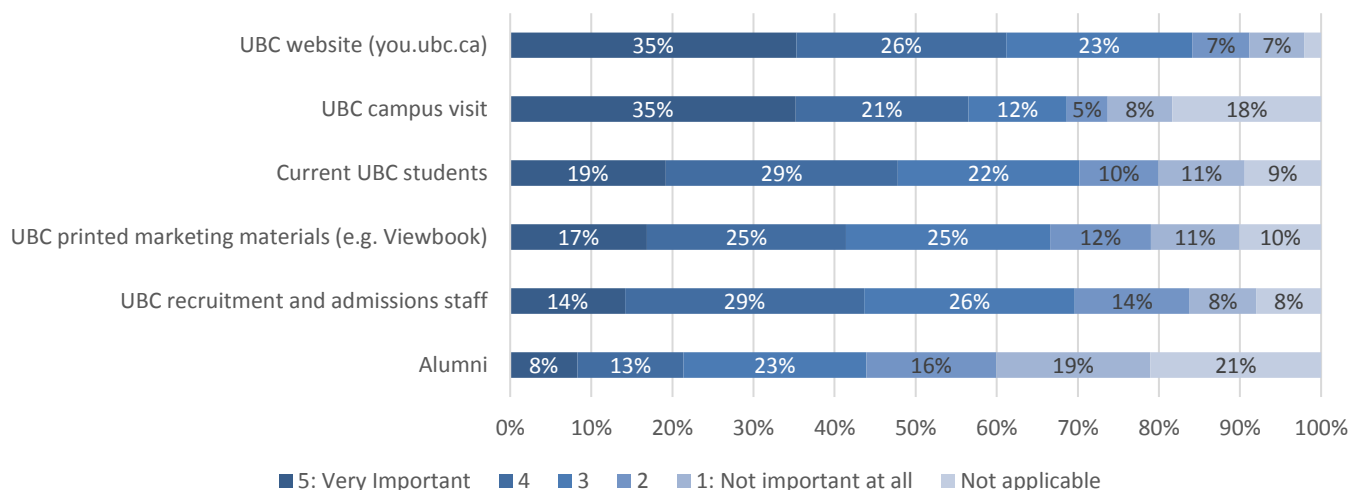
Ninety percent of domestic and 91% of international respondents used the UBC website for prospective students when choosing where to study. The next most commonly used source was the UBC Viewbook for prospective students, with 65% of domestic and 77% of international respondents noting they used it. Twelve of the thirteen students who used the UBC Aboriginal brochure and 17 of the 20 students who utilized the website for prospective Aboriginal students were very satisfied or satisfied.

Figure 14: Use of UBC communications (domestic (blue) and international (red))



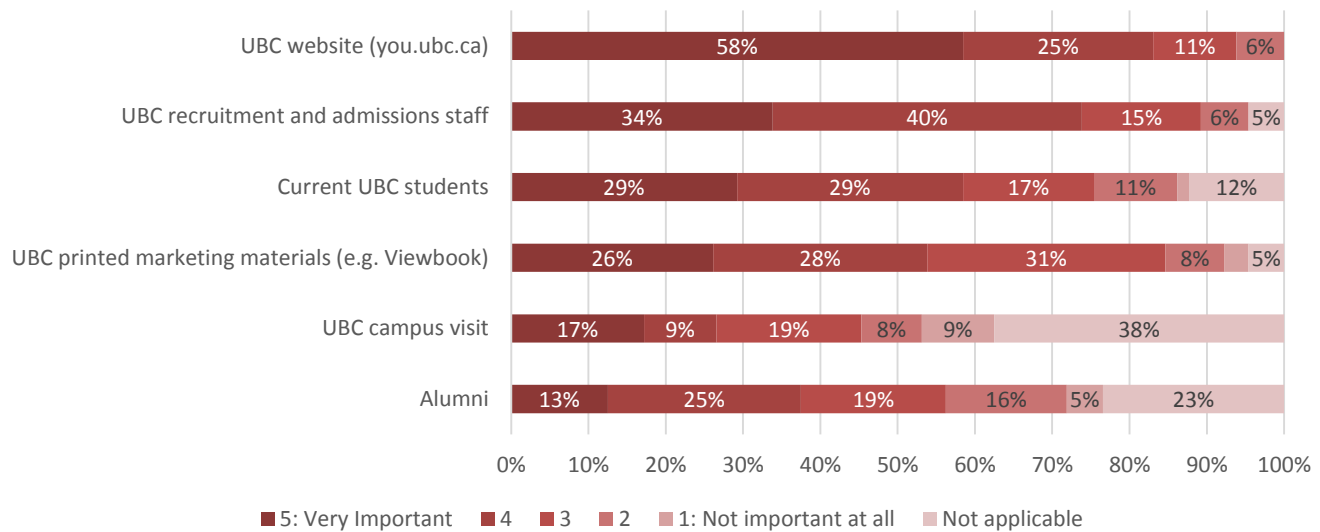
Of the communications strategies, campus visits and the UBC website were most important in domestic respondents' decision of where to study. Thirty five percent of respondents rated each of these strategies as very important.

Figure 15a: Importance of UBC communications in decision where to study (domestic)



Among international respondents, the UBC website –58% selected very important– and the UBC recruitment and admissions staff –24% chose very important– were most significant in making their decision as to where to attend university/college.

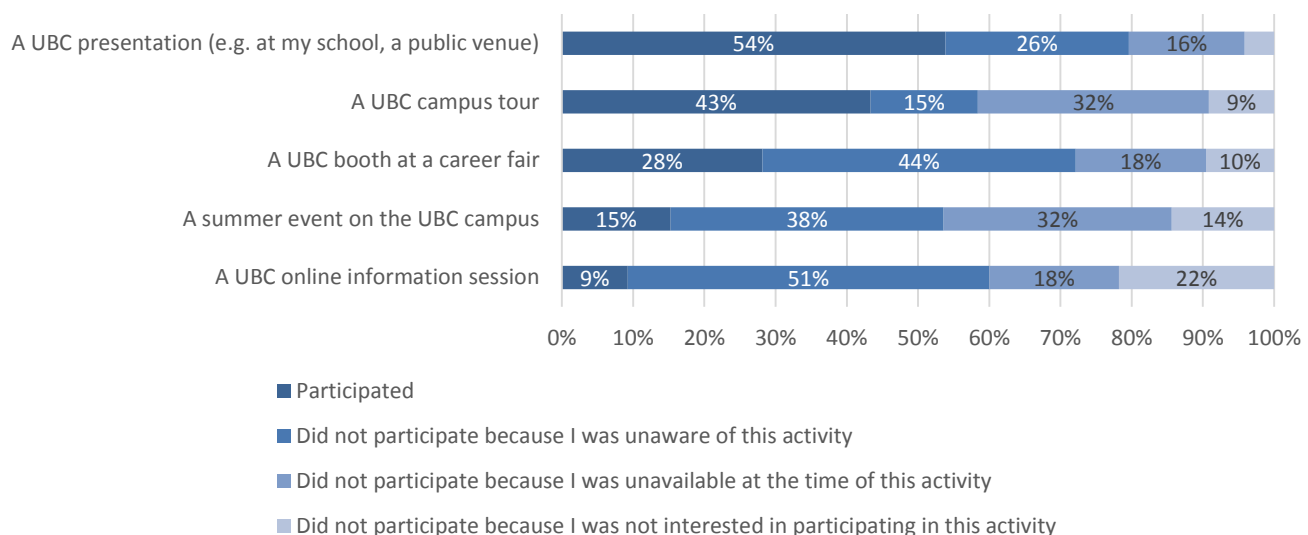
Figure 15b: Importance of UBC communications in decision where to study (international)



Participation in, Satisfaction with, and Impact of UBC Recruitment Activities

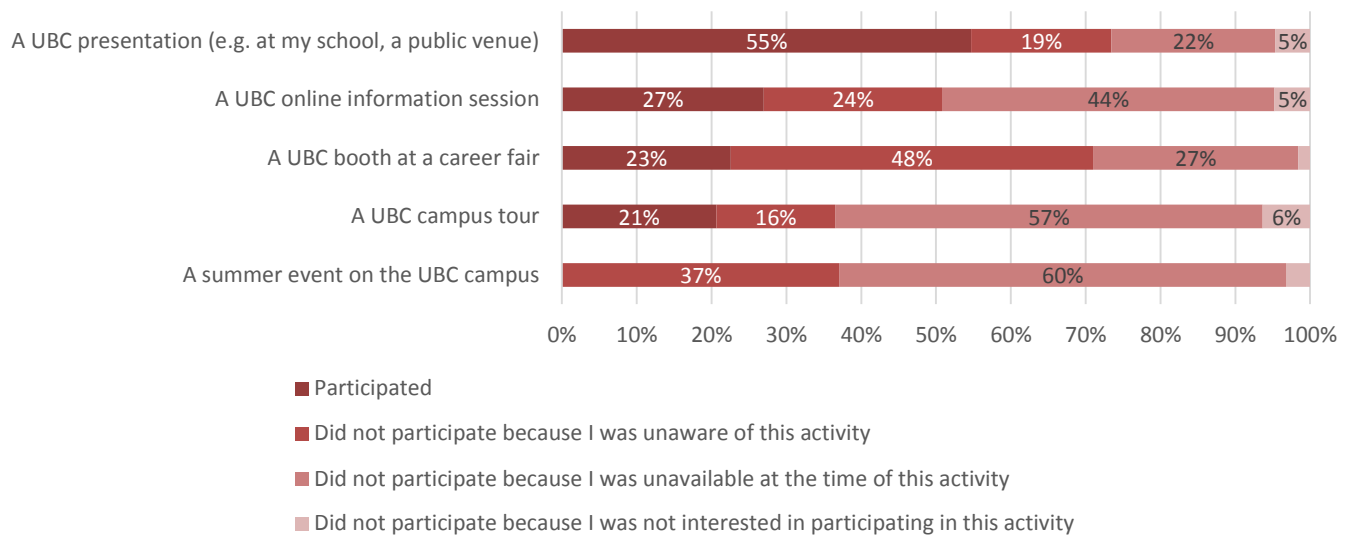
Over half of domestic (54%) and international (55%) student respondents participated in a UBC presentation. Forty three percent of domestic respondents took a UBC campus tour. No international respondents attended a summer event held on the UBC campus.

Figure 16a: Participation in recruitment activities (domestic)

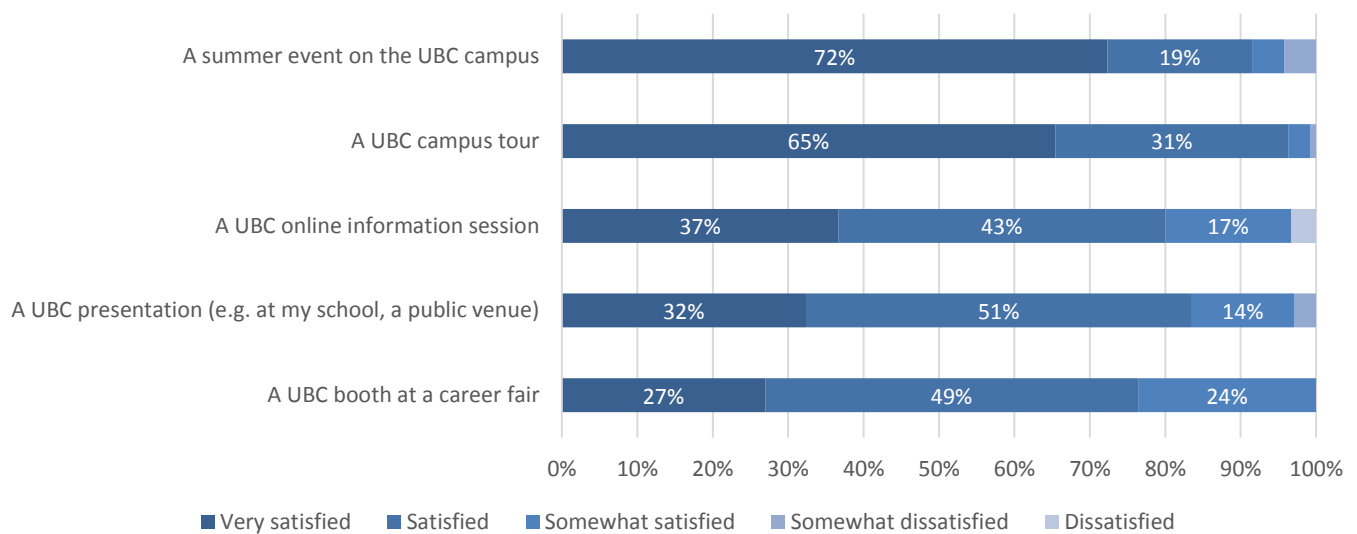


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Figure 16b: Participation in recruitment activities (international)

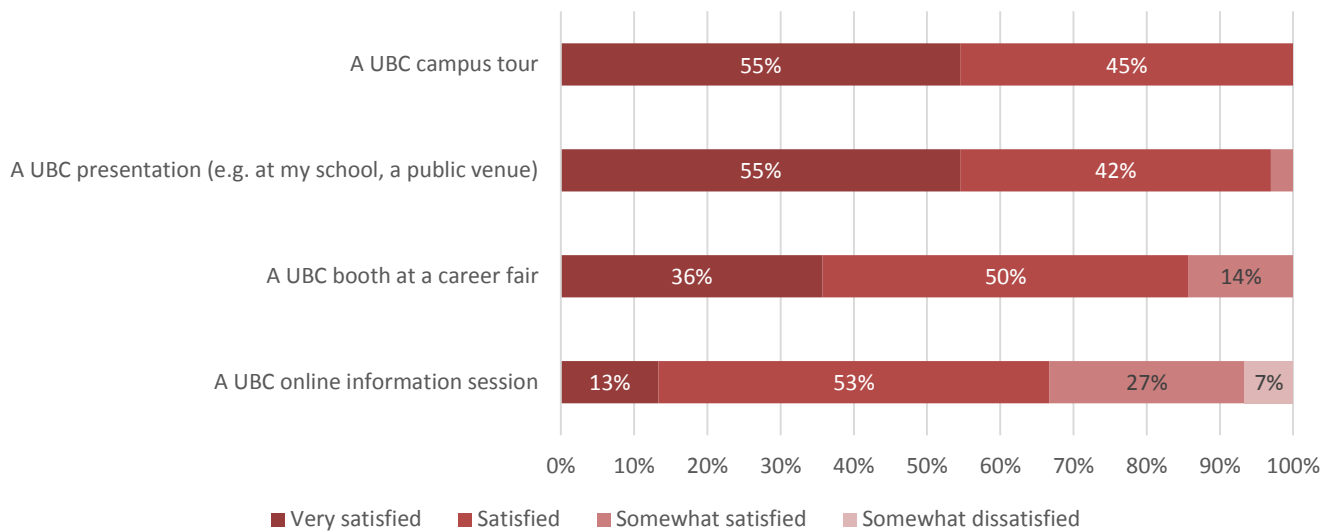
Respondents who selected that they participated in any of the above activities were asked to rate their satisfaction with the activity. The majority of both domestic and international student respondents were very satisfied or satisfied with the activities they participated in.

Figure 17a: Satisfaction with recruitment activities (domestic)

Note: No domestic respondents selected very dissatisfied.



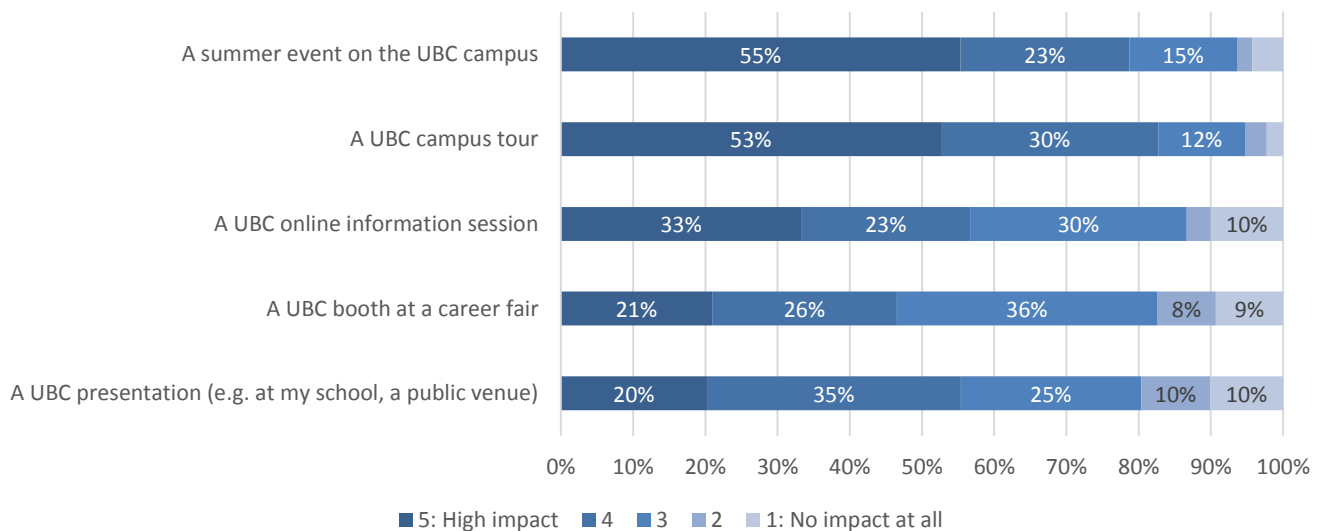
Figure 17b: Satisfaction with recruitment activities (international)



Note: No international respondents selected dissatisfied or very dissatisfied. Percentages for a UBC booth at a career fair (n=14), an online information session (n=15), and campus tour (n=11) are based on few international respondents.

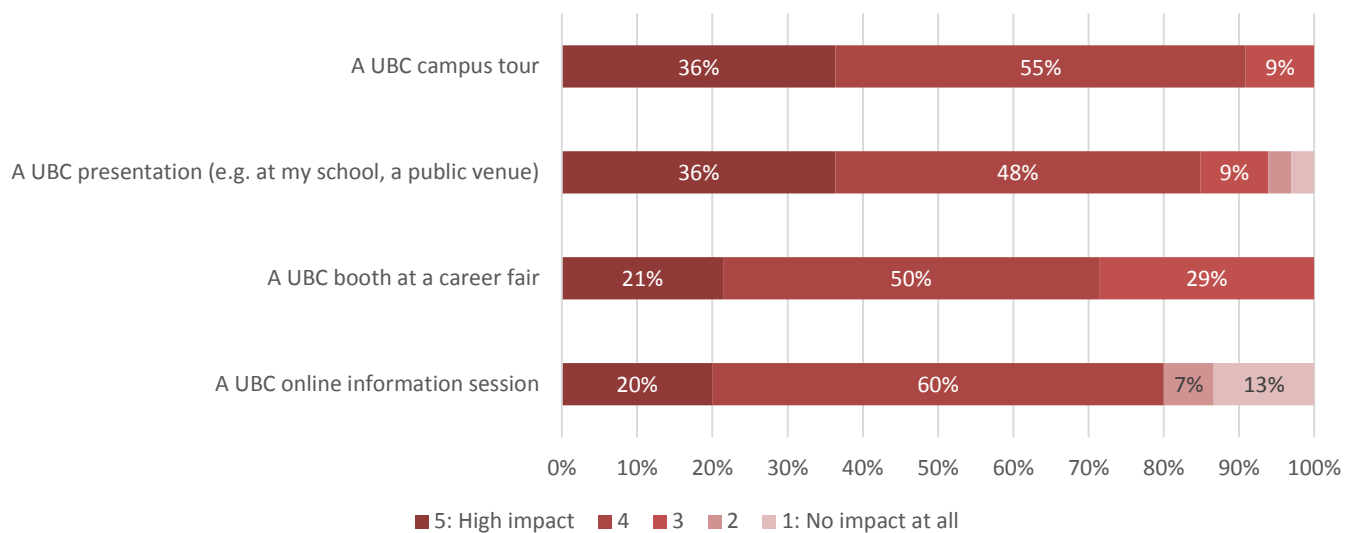
In addition to rating satisfaction, respondents were also asked to indicate the extent to which their participation in the activities impacted their decision to attend UBC. A summer event on the UBC campus and campus tours were rated as most impactful by domestic respondents, with 78% selecting an impact of 5 or a 4 for a summer event and 83% for a campus tour.

Figure 18a: Impact of recruitment activities on decision to attend UBC (domestic)



Campus tours (91% choosing a 4 or 5) and UBC presentations (84% rating as a 4 or 5) were most influential among international respondents. **However, percentages are based only on a maximum of 33 respondents** (see note below figure 18b).



Figure 18b: Impact of recruitment activities on decision to attend UBC (international)

Note: Percentages for a UBC booth at a career fair (n=14), an online information session (n=15), and campus tour (n=11) are based on few international respondents.

Importance of Other Factors in Deciding Where to Study

Parents/other family members and published rankings were the most significant other factors among domestic and international students. Forty one percent of domestic and 52% of international respondents said their parents/other family members were very important in their decision of where to attend school. Published rankings were identified as very important by 21% of domestic and 51% of international student respondents.

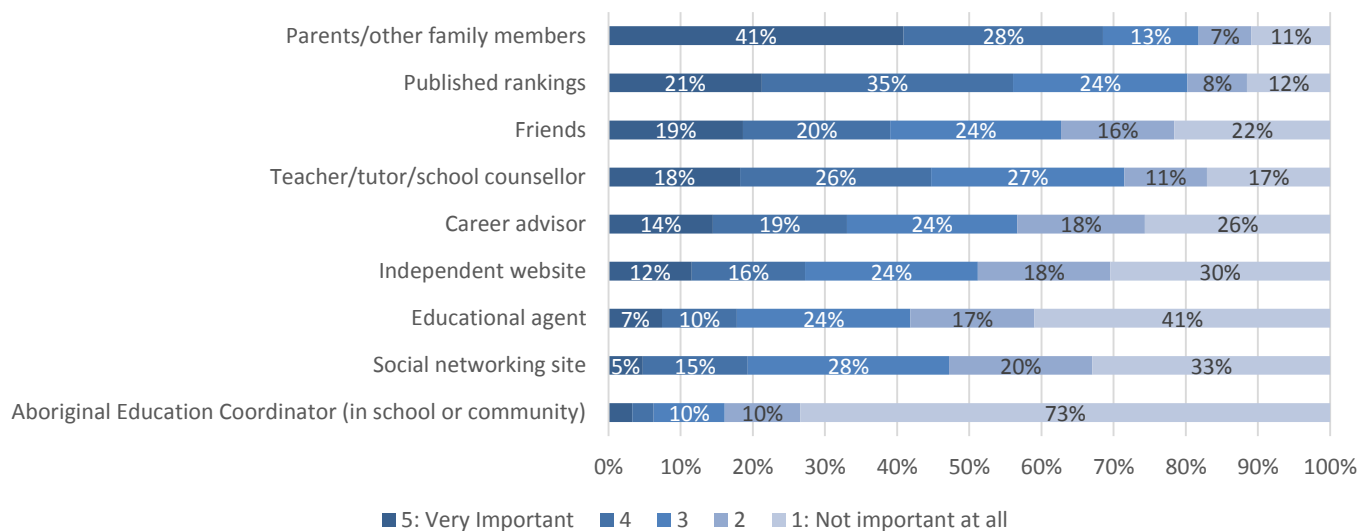
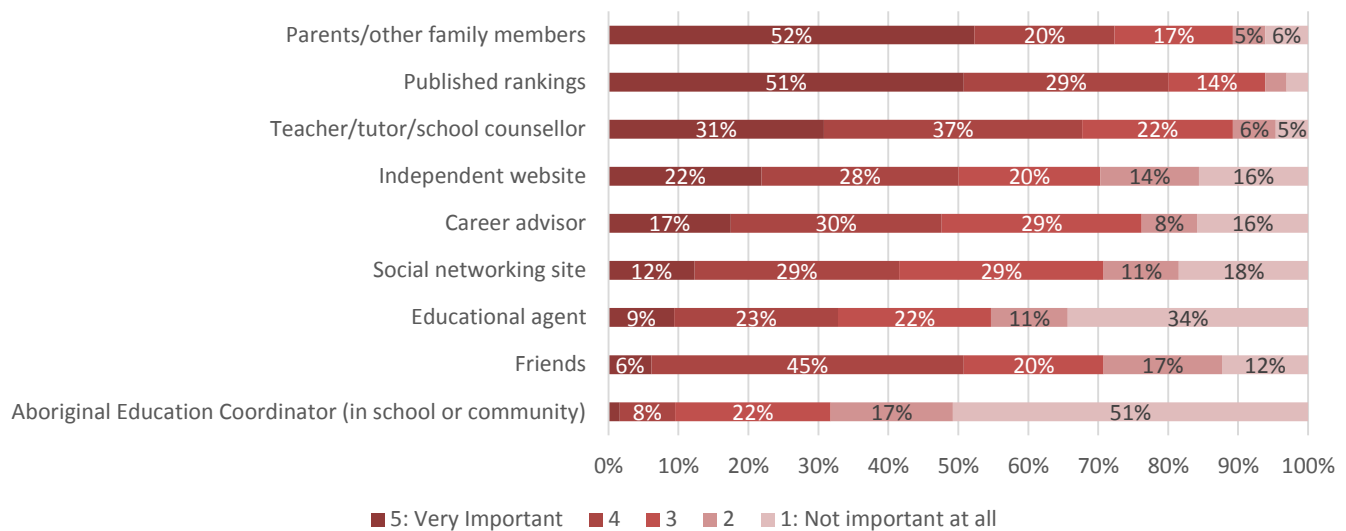
Figure 19a: Importance of influential figures and media in deciding where to study (domestic)

Figure 19b: Importance of influential figures and media in deciding where to study (international)

Importance of Ability to Work in Canada in Deciding Where to Study

International respondents were asked about their plans to work in Canada during and after their studies, and how important these were in their decision of where to study. Seventy seven percent of international respondents intended to work in Canada during their studies, and 72% planned to do so after they finished their degree. About one third of respondents felt the ability to work in Canada during their studies was very important, and 38% rated the importance of this as a three (halfway between very important and not important at all). Half of respondents found the opportunity to work in Canada after finishing their studies to be very important.

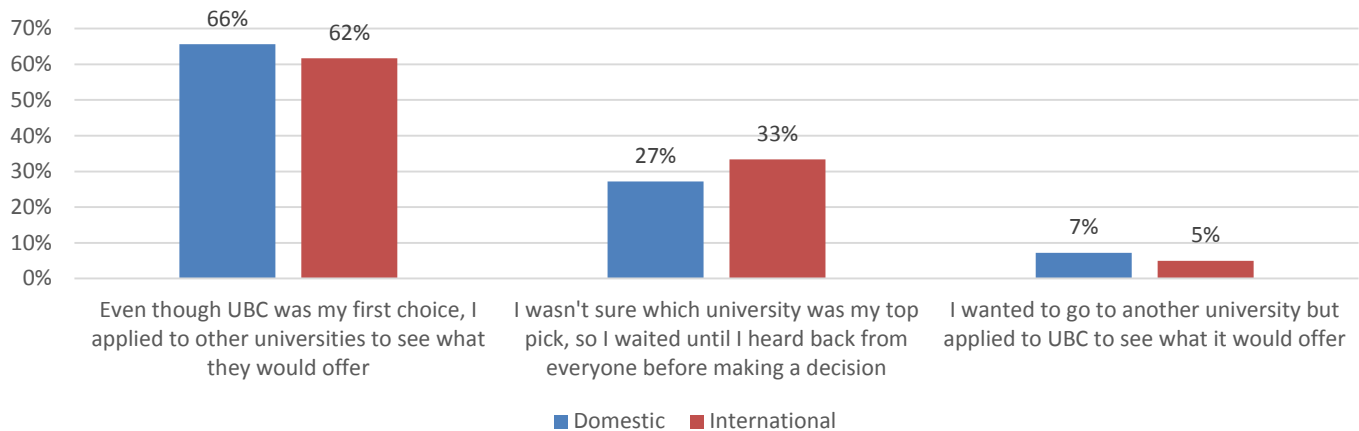


EXPERIENCE WITH APPLYING AND ADMISSIONS

Applying and Admission to UBC

Most respondents who applied to UBC and at least one other university selected that, even though UBC was their first choice, they applied to other universities to see what they would offer (66% domestic and 62% international).

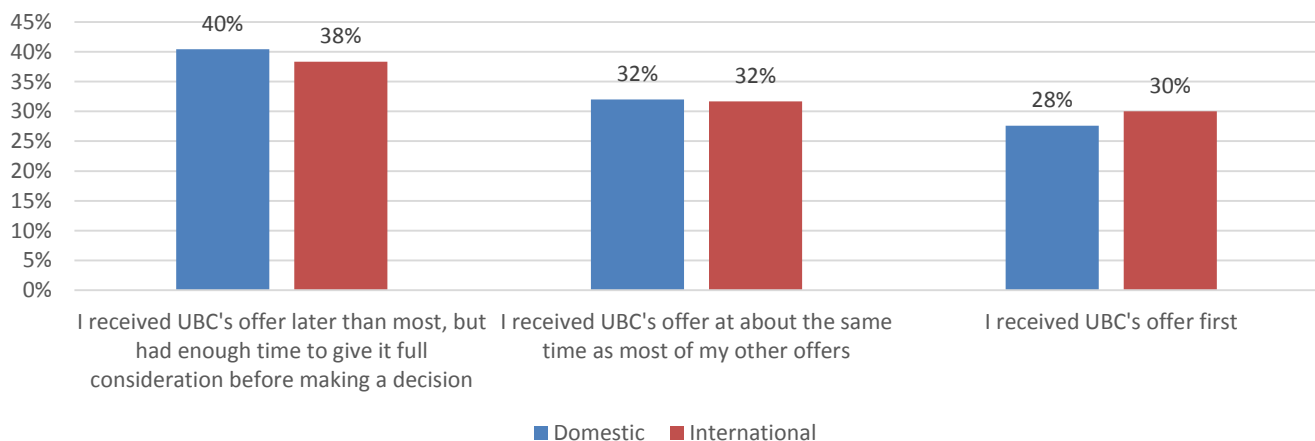
Figure 20: Top choice of university



Respondents for which UBC was not their first choice of post-secondary institution were asked where it ranked for them. Most stated that it was their second choice (96% domestic, 82% international).

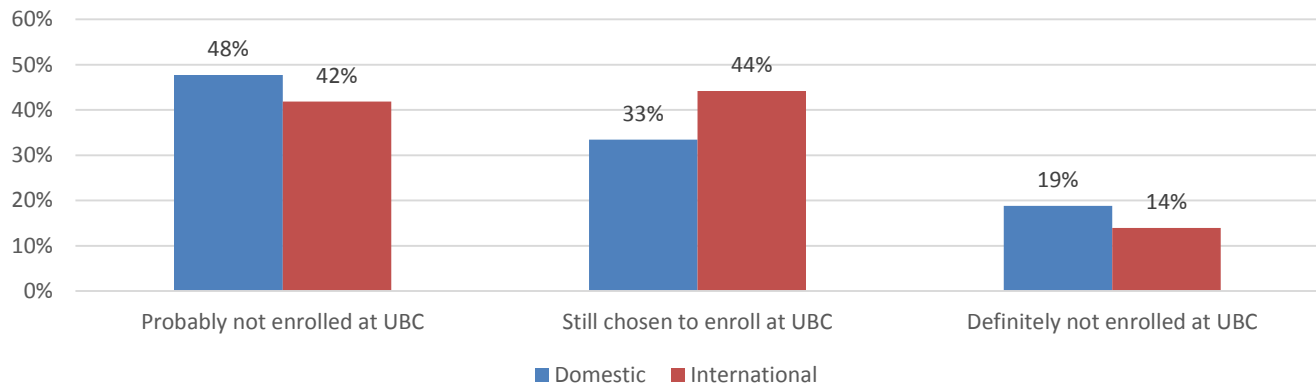
When asked about their offer of admission from UBC, the largest proportion of domestic (40%) and international (38%) respondents who applied to UBC and at least one other institution selected that they received UBC's offer later than most, but had enough time to give it full consideration before making a decision.

Figure 21: Timing of UBC's offer of admission



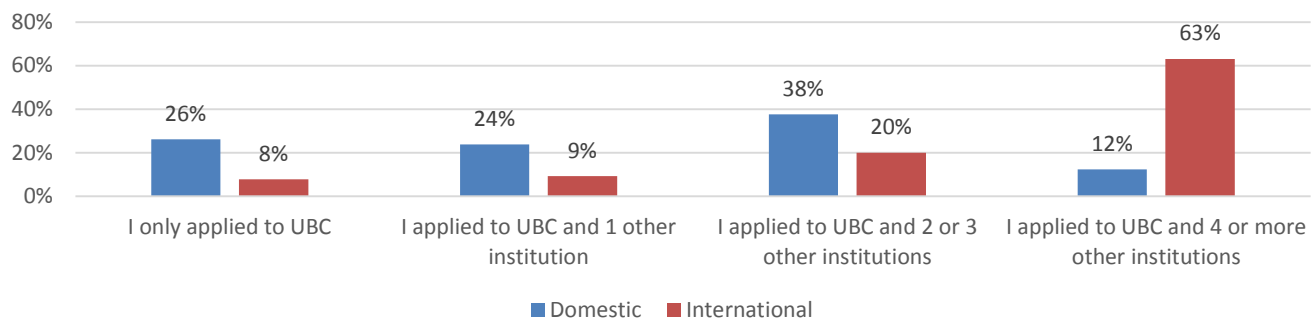
Respondents were asked if they would have enrolled in UBC had they not been accepted into their first choice of program. Forty four percent of international respondents would have still chosen to enroll at UBC if they were not accepted into their first choice of program, and 42% said they would have probably not enrolled. Among domestic respondents, 48% selected they would have probably not enrolled, while 33% noted they would have still chosen to enroll.



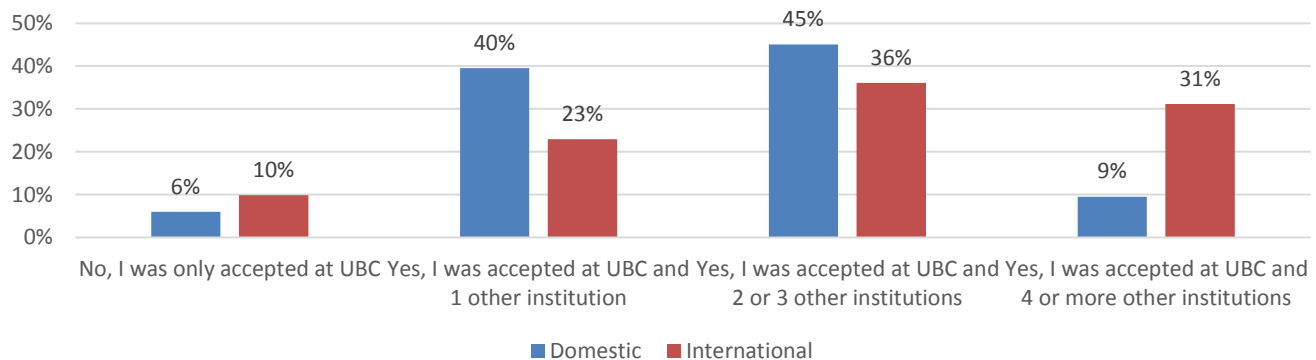
Figure 22: Acceptance into first choice of program and enrolment

Applying to Other Post-Secondary Institutions

Just under two thirds of international student respondents applied to UBC and 4 or more other post-secondary institutions. Thirty eight percent of domestic respondents applied to UBC and 2 or 3 other institutions, and 26% applied only to UBC.

Figure 23: Number of post-secondary institutions applied to

Over one third of international and 45% of domestic respondents were accepted to UBC and 2 or three other institutions.

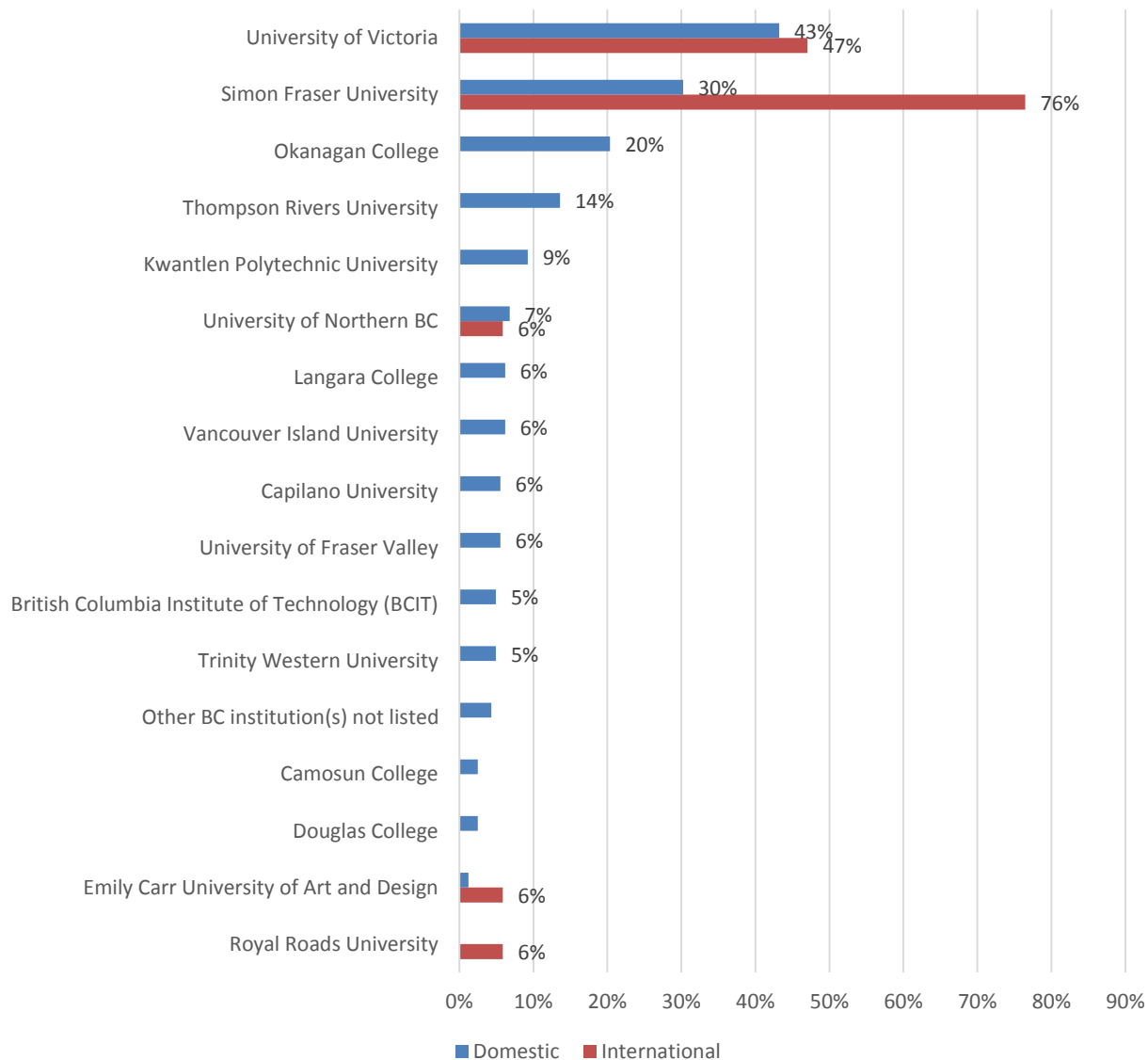
Figure 24: Number of post-secondary institutions accepted to

Those who applied to post-secondary institutions other than UBC were asked about which other institutions they



applied to. About three quarters of international respondents also applied to Simon Fraser University, and 47% applied to the University of Victoria. The most common other institutions in BC applied to by domestic respondents included: the University of Victoria (43%), Simon Fraser University (30%), and Okanagan College (20%).

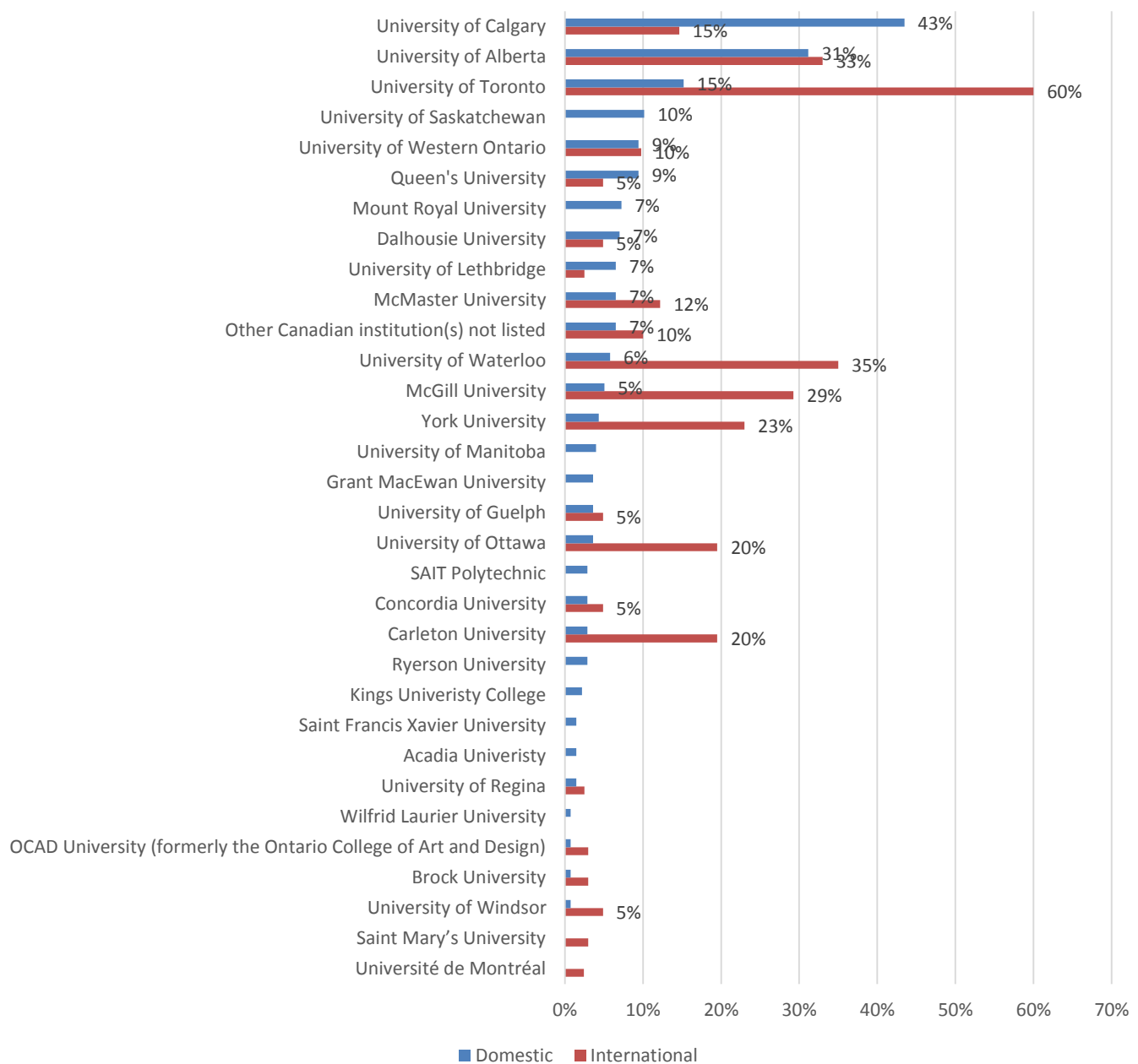
Figure 25: Other BC institutions applied to



Note: The percentages for international respondents are based on only 17 respondents.



Figure 26: Other Canadian institutions applied to



Common other Canadian institutions domestic respondents applied to were the University of Alberta (31%) and the University of Calgary (43%). International respondents often applied to the University of Alberta (33%), McGill University (29%), the University of Ottawa (20%), the University of Toronto (60%), the University of Waterloo (35%), York University (23%), and Carleton University (20%).

Only 8 domestic and 22 international students applied to post-secondary institutions in the United States. Of those respondents applying to US institutions, most applied to institutions scattered throughout the country, with 50% of domestic and 63% of international respondents selecting “Other US institutions not listed.” These percentages were calculated following the addition of two universities not initially listed in the categories. Only 3 domestic and 19 international respondents applied to institutions outside of Canada and the United States.



Students were also questioned about which university or college would they would most likely be attending this fall if they had not accepted UBC's offer of admission. Domestic respondents indicated that they would most likely have attended the University of Victoria (17%), Okanagan College (12%), and the University of Calgary (12%). International respondents chose other institutions not specified in previous questions (28%), the University of Toronto (21%), and the University of Alberta (10%) most frequently.

Satisfaction with Admissions and Applications Experience

Students were asked to rate how satisfied they were with a variety of aspects of their application and admissions experience. Most domestic and international respondents were very satisfied or satisfied with completing the application (82% domestic, 89% international), submitting the application (87% domestic, 91% international), finding information on how to apply (73% domestic, 80% international), and the overall application and admissions process (79% domestic, 83% international). Forty four percent of domestic and 33% of international student respondents did not apply for financial support.

Figure 27a: Satisfaction with applications and admissions experience (domestic)

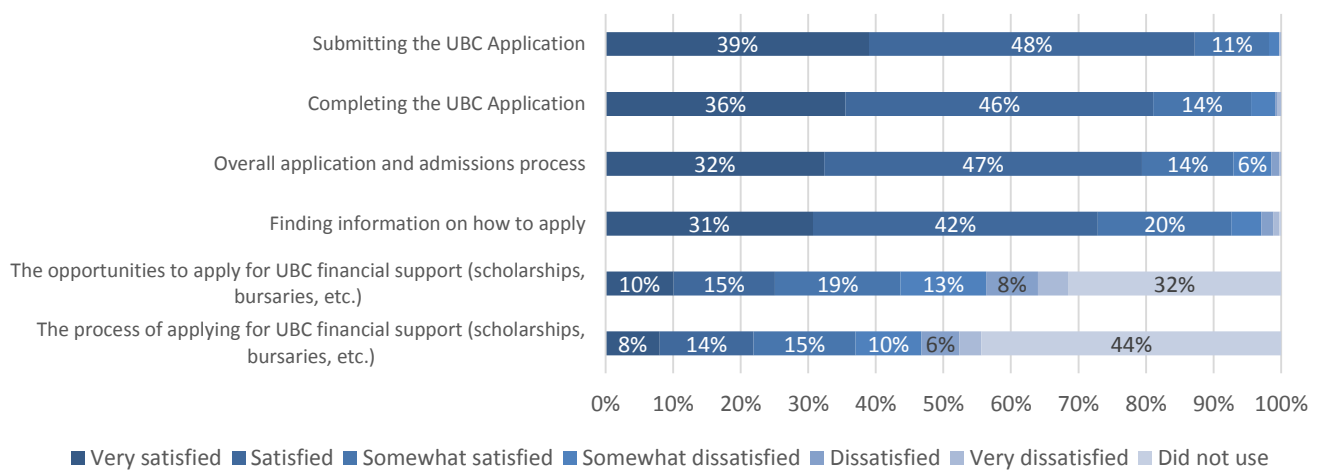
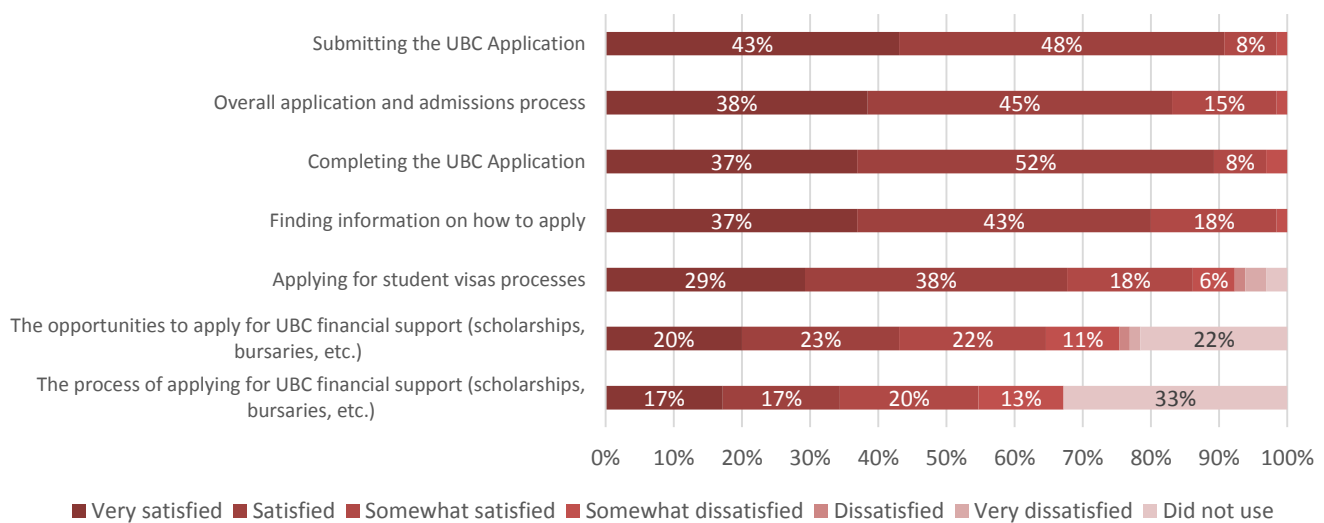


Figure 27b: Satisfaction with applications and admissions experience (international)



Domestic respondents were most satisfied with email communication with UBC during the applications and admissions process (37% were very satisfied), while international respondents were most satisfied with the website for prospective students (51% selected very satisfied). Phone communication with UBC, UBC social media, and social networking sites were infrequently used by respondents.

Figure 28a: Satisfaction with communications during application and admissions process (domestic)

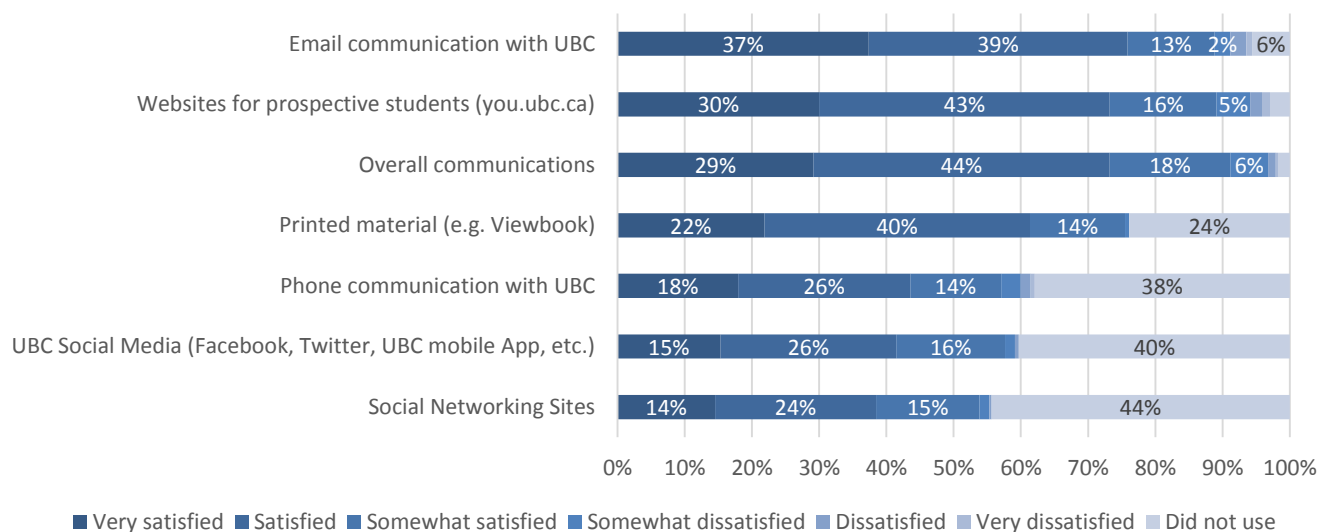
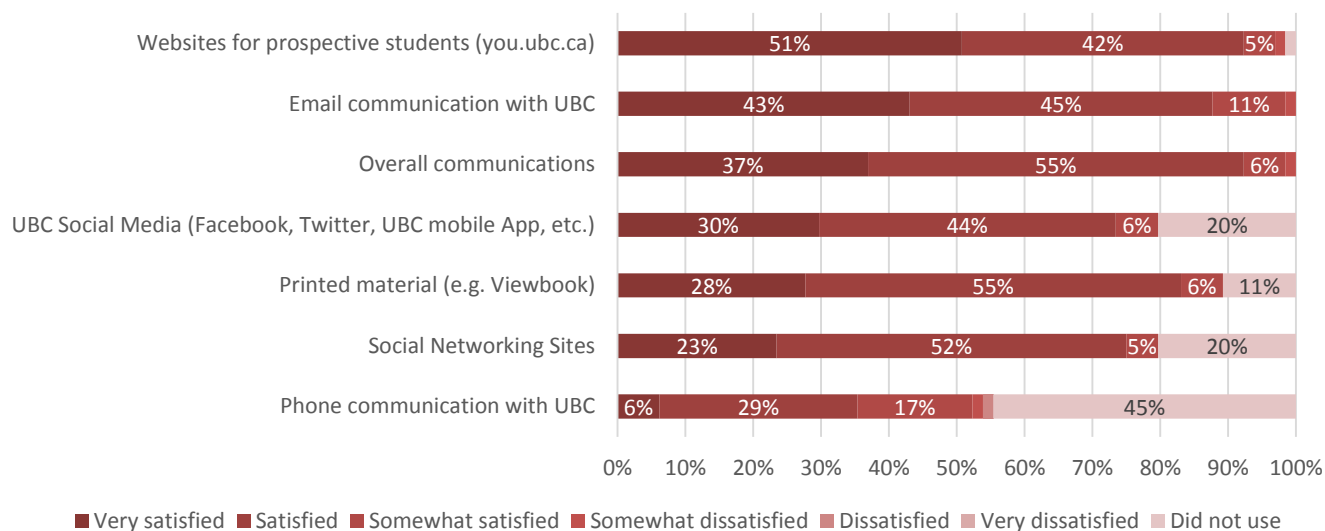


Figure 28b: Satisfaction with communications during application and admissions process (international)



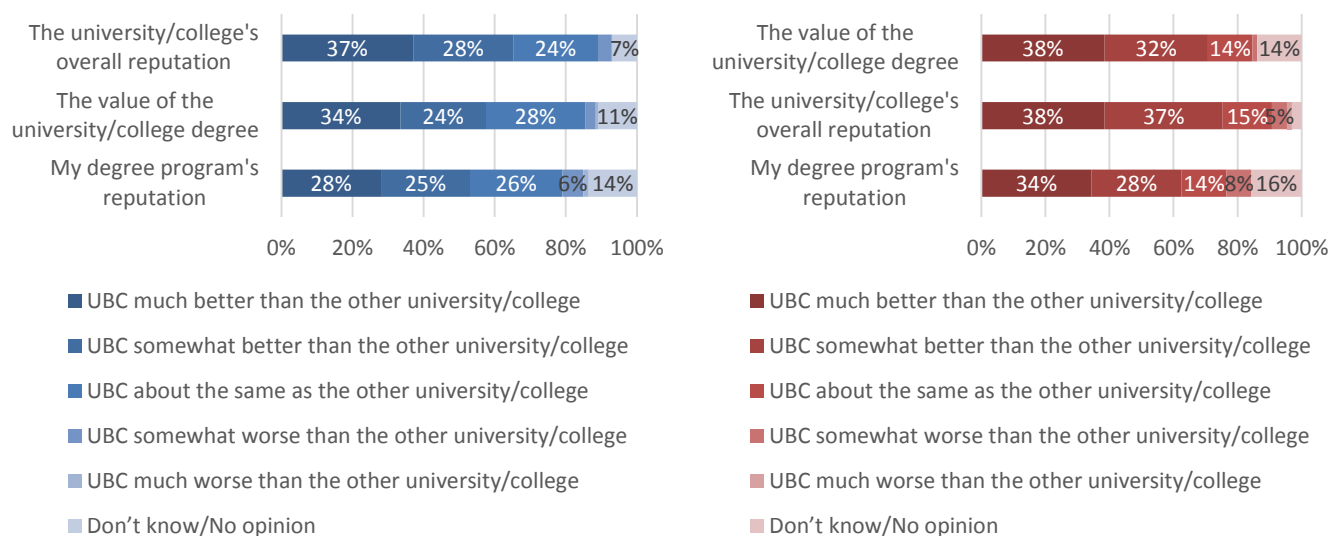
UBC vs. OTHER TOP UNIVERSITY/COLLEGE

Respondents were asked to compare UBC with the university/college they would have attended if they had not accepted UBC's offer of admission. For those who were only accepted to UBC, they were asked to compare UBC to the university/college they were most interested in other than UBC.

Reputation

Over six in ten international respondents rated UBC as much or somewhat better than the other university/college on all aspects of reputation: the value of the university/college degree (70%), their degree program's reputation (62%), and the university/college's overall reputation (75%). Domestic respondents often selected that UBC was much or somewhat better than the other school in terms of the value of the university/college degree (58%), their degree program's reputation (53%), and the university/college's overall reputation (65%).

Figure 29: UBC vs. other top university/college –reputation (domestic (blue) and international (red))



Campus

Domestic respondents chose UBC's location in Canada (55%), campus location (59%), and quality of campus life (59%) to be much or somewhat better than the other college/university most frequently. International respondents most commonly selected the quality of campus life (76%) and the quality of academic facilities (63%) to be much or somewhat better than the other university/college. Also, they rated residence at UBC as much or somewhat better 65% of the time.



Figure 30a: UBC vs. other top university/college –campus (domestic)

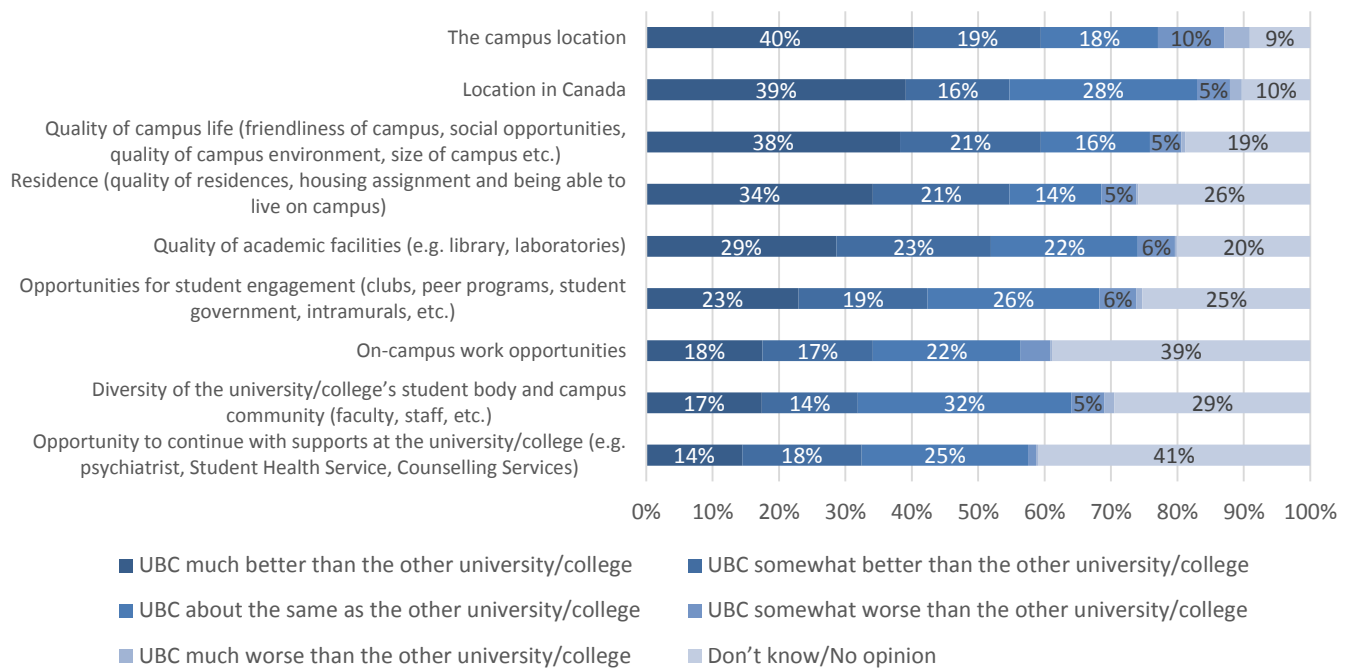
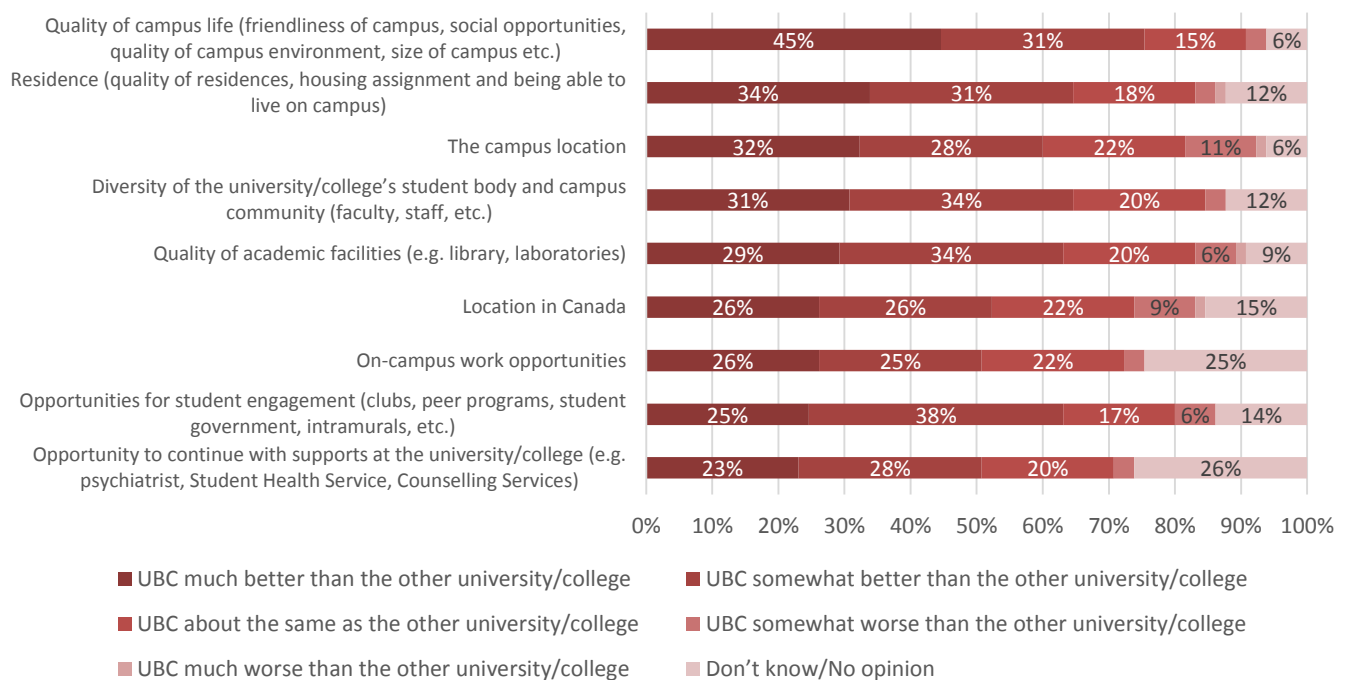


Figure 30b: UBC vs. other top university/college –campus (international)



Learning Opportunities

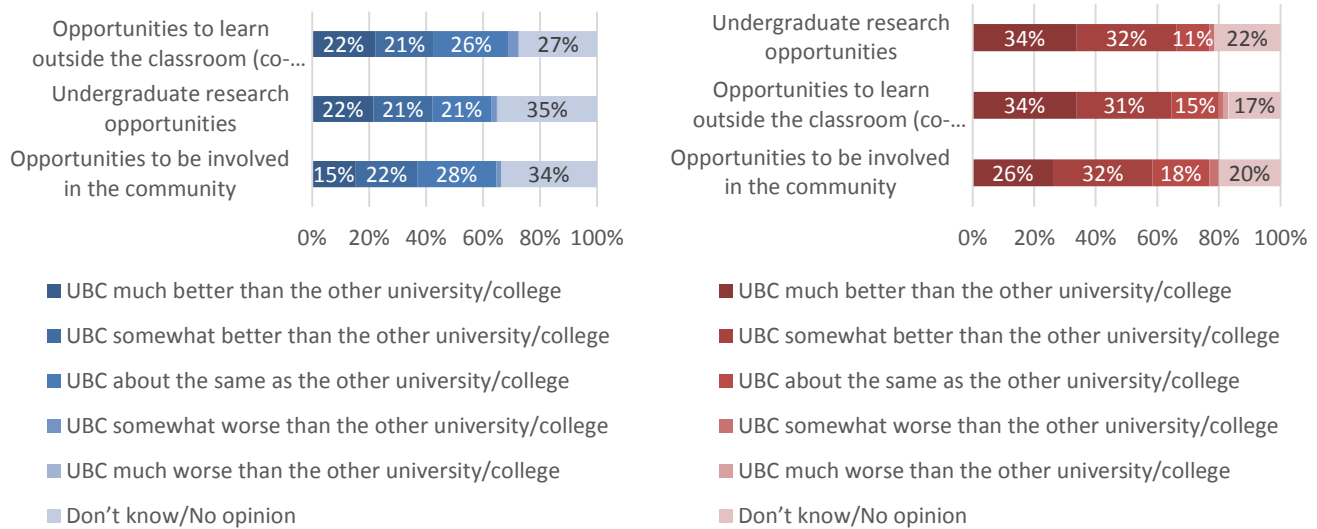
International and domestic respondents found UBC to be much or somewhat better than the other university/college in terms of undergraduate research opportunities (43% domestic, 66% international) and opportunities for learning outside the classroom (43% domestic, 65% international) fairly frequently.



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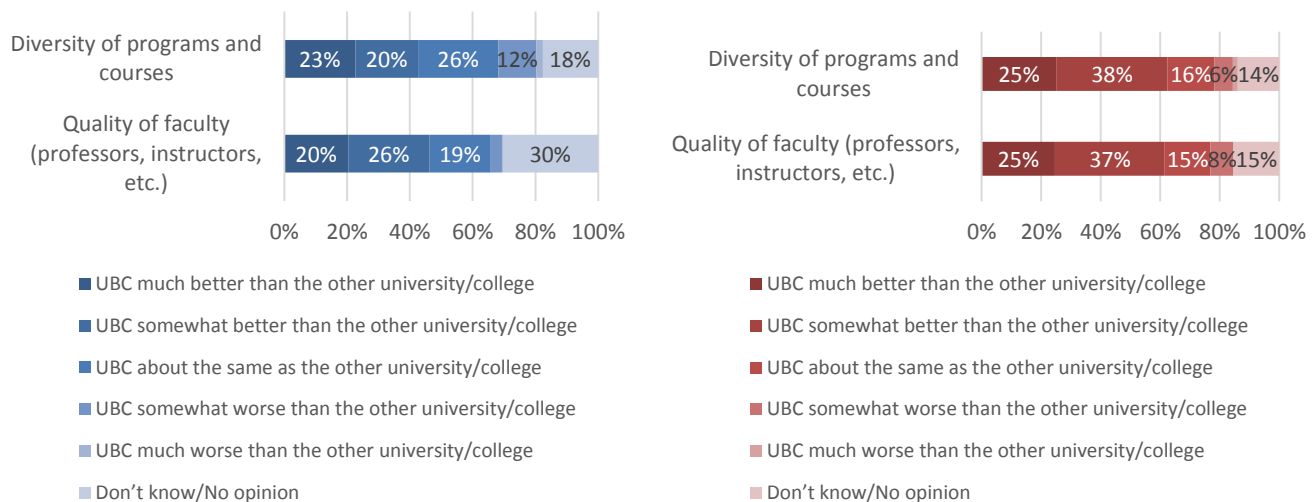
Figure 31: UBC vs. other top university/college –learning opportunities (domestic (blue) and international (red))



Faculty and Programs

About four in ten or more of domestic and just under two-thirds of international undergraduate student respondents felt that UBC was much or somewhat better in its diversity of programs and courses and quality of faculty.

Figure 32: UBC vs. other top university/college –faculty and programs (domestic (blue) and international (red))



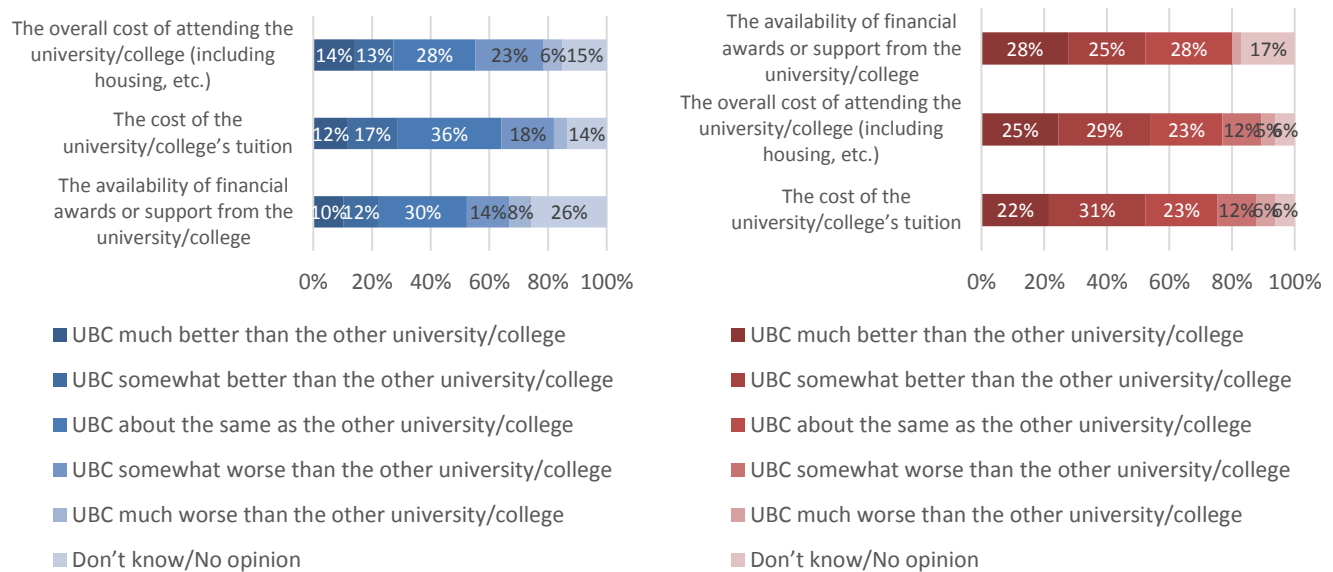
Cost

Most domestic respondents found UBC to be about the same as the other university/college in terms of cost –30% for availability of financial awards or support, 28% for the overall cost of attending, and 36% for the cost of tuition. Twenty three percent of domestic student respondents stated that the overall cost of attending was somewhat worse than the other school. Thirty one percent and 29% of international respondents found the cost of tuition and the overall cost of attending to be somewhat better than the other university/college, correspondingly.



Twenty eight percent of international respondents each selected much better than and about the same as the other school to represent the availability of financial awards or support.

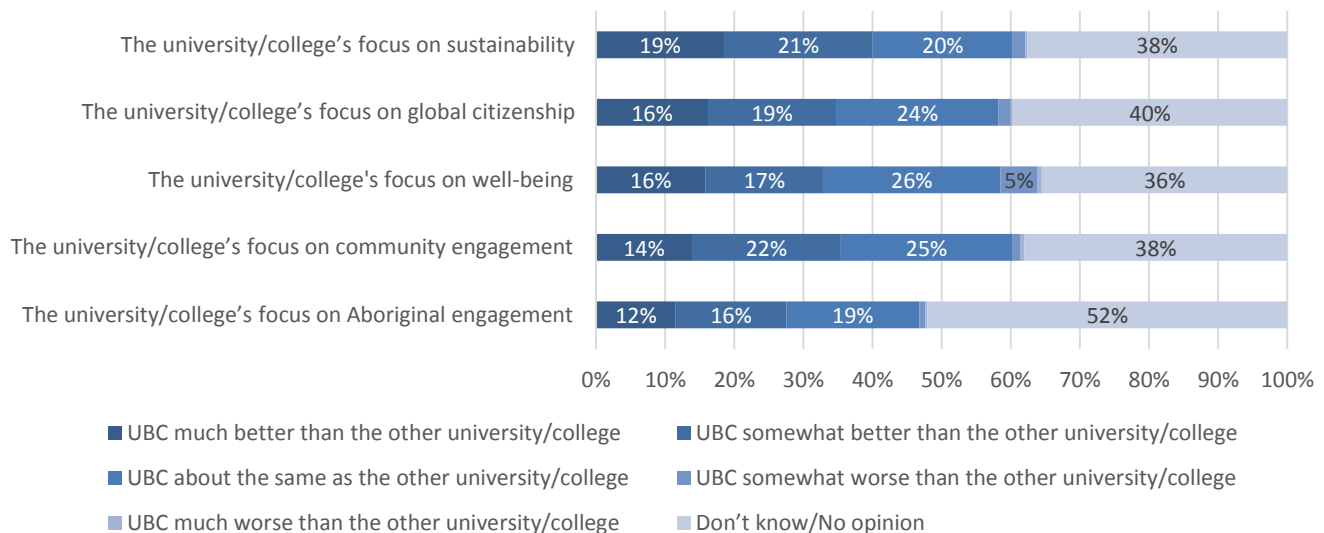
Figure 33: UBC vs. other top university/college –cost (domestic (blue) and international (red))



Focus

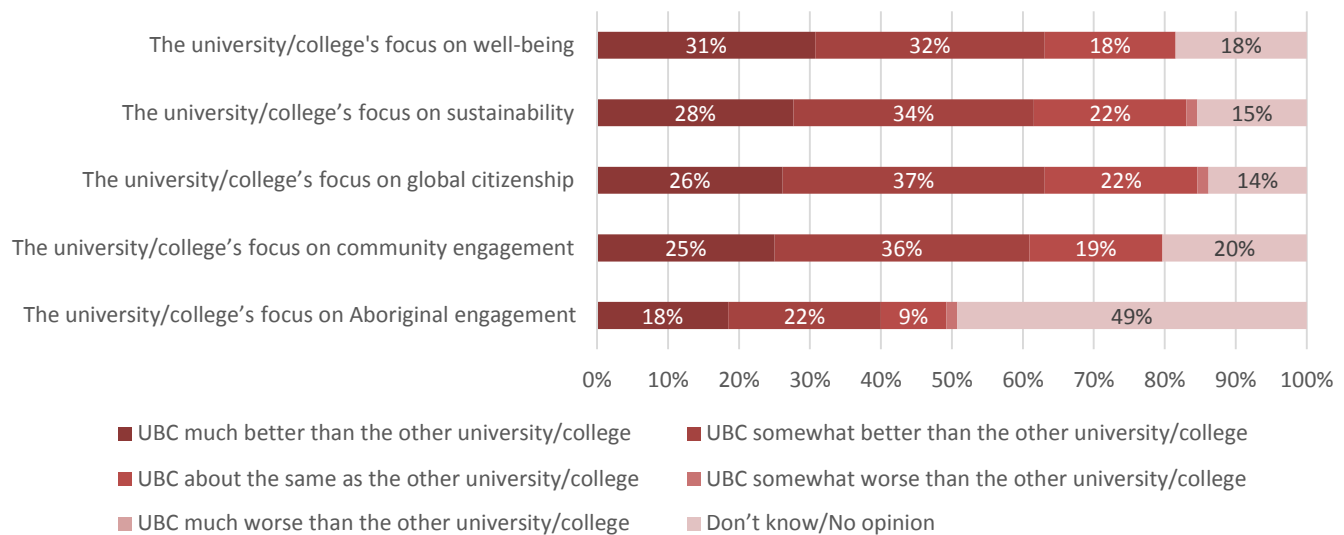
Most often, domestic respondents felt that UBC's focus on sustainability and on community engagement were much or somewhat better than that of the other school. Specifically, 40% selected much or somewhat better for sustainability, and 36% did so for community engagement.

Figure 34a: UBC vs. other top university/college –focus of university/college (domestic)



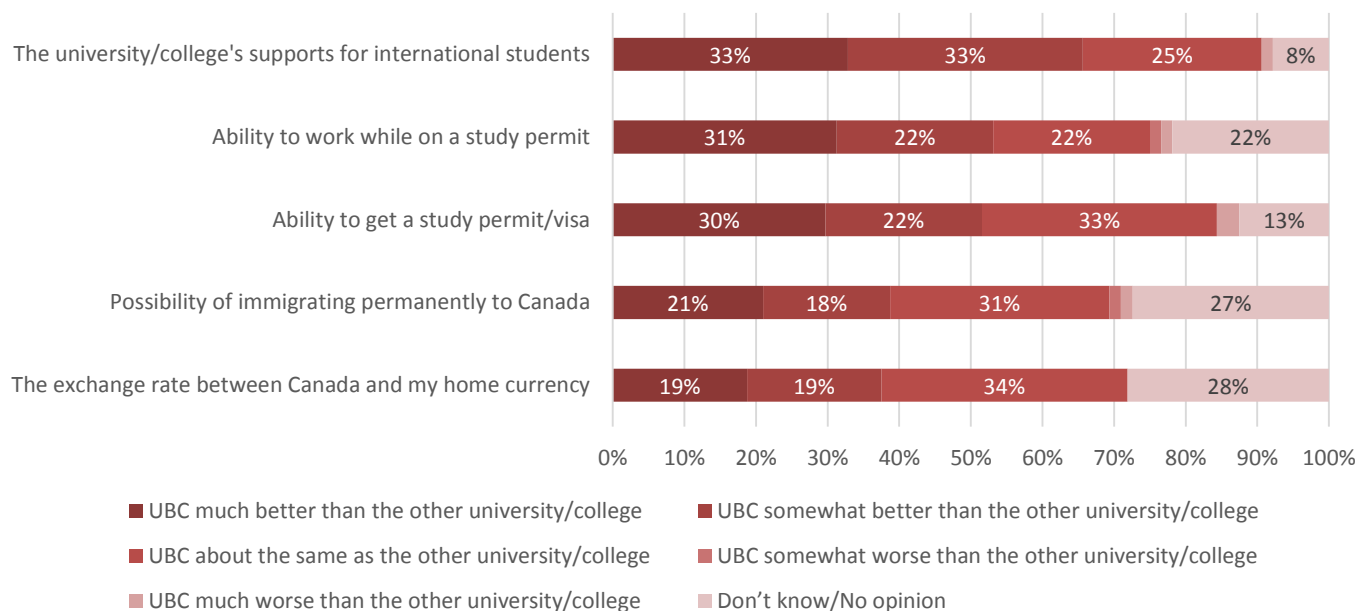
Global citizenship (63%) and sustainability (62%) were the most frequently selected topics of focus for which international respondents felt UBC was much or somewhat better in than the other university/college.



Figure 34b: UBC vs. other top university/college –focus of university/college (international)

International

Two thirds of international respondents reported that UBC's supports for international students were much or somewhat better than the other school they would have been most likely to attend/were most interested in. Furthermore, 53% said the ability to work while on a study permit was much or somewhat better.

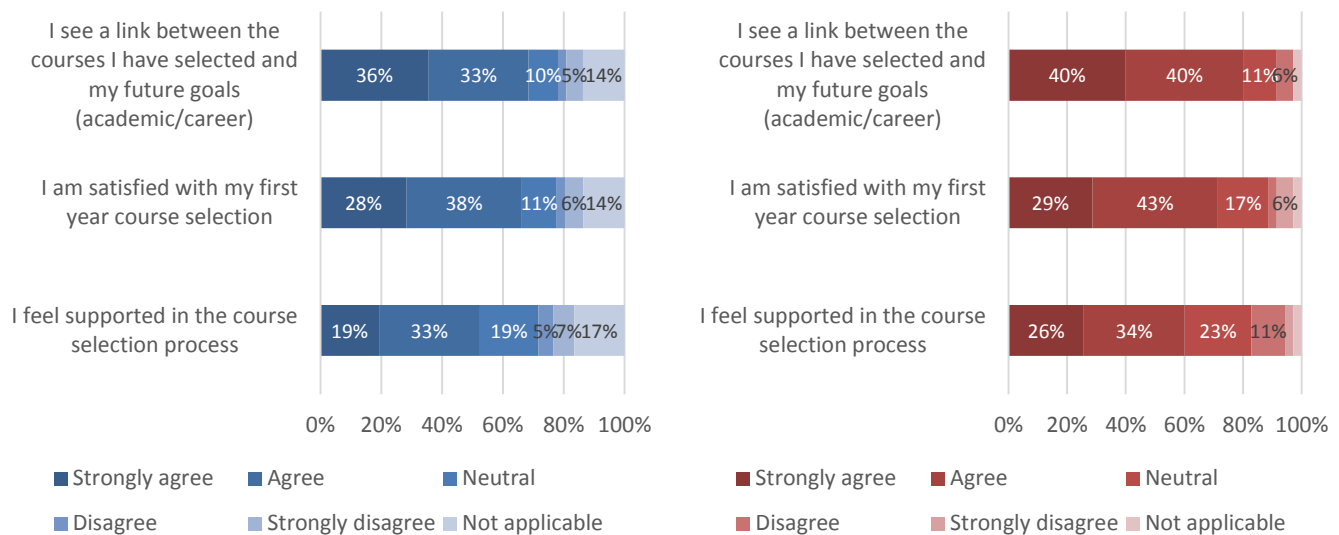
Figure 35: UBC vs. other top university/college –focus of university/college –international

FIRST YEAR ADVISING AND CONCERNS

First Year Peer Advisor

Fifty seven percent of domestic respondents stated that they had not yet been contacted by the First Year Peer Advisor and 54% of international respondents said they had. Those who had been contacted were asked to rate the extent to which their contact had been beneficial, as well as their satisfaction. Sixty four percent of domestic and 71% of international respondents found their contact with the First Year Peer Advisor to be very or somewhat beneficial. Most respondents were very satisfied or satisfied with their interactions (69% domestic, 80% international). The largest impact of the First Year Peer Advising Program was on helping students to see a link between the courses they selected and their future career/academic goals, with 69% of domestic and 80% of international respondents strongly agreeing or agreeing the First Year Peer Advisor helped them to do so.

Figure 36: Impact of the First Year Peer Advising Program (domestic (blue) and international (red))

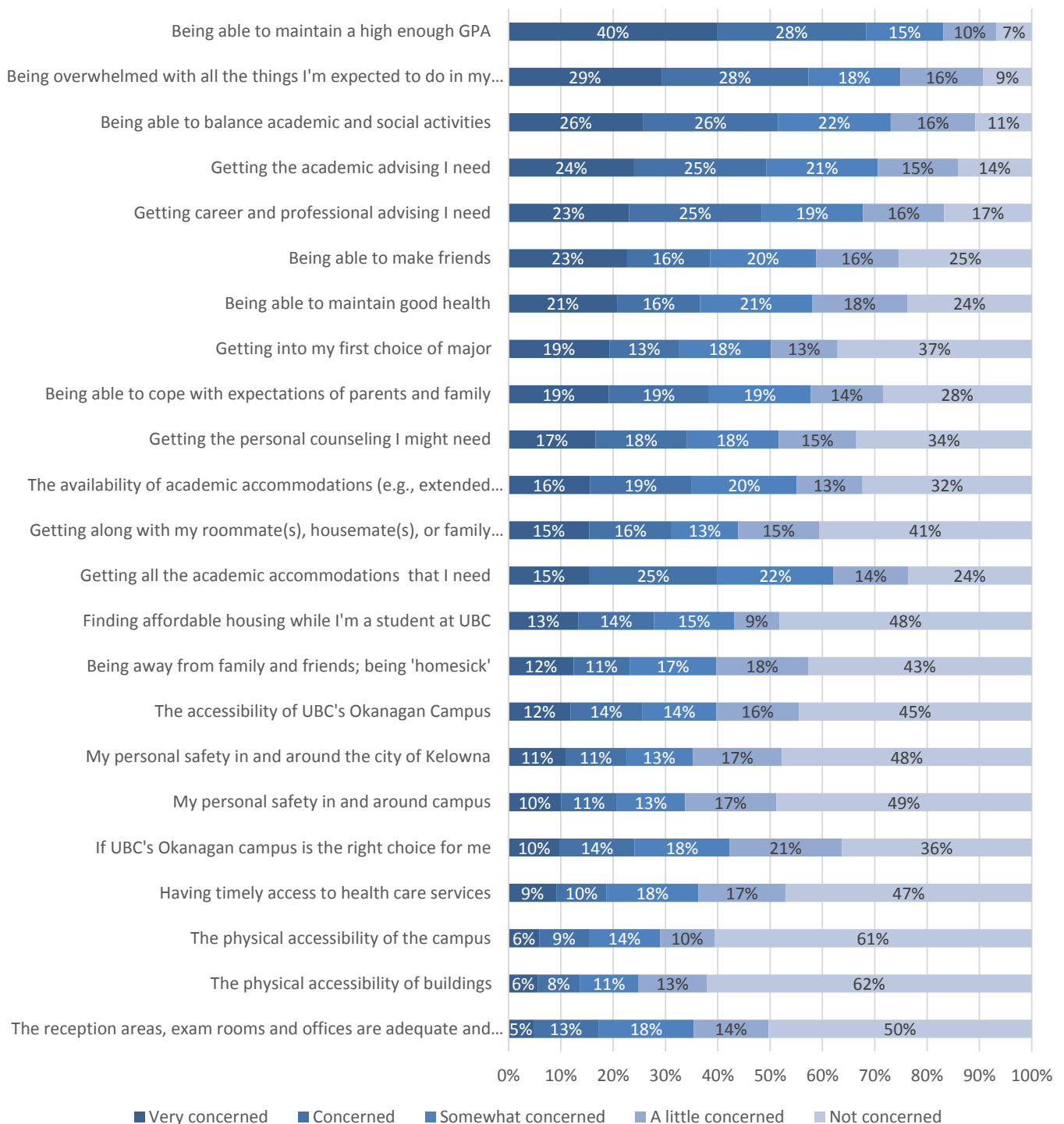


Concerns in First Year

Domestic respondents' top three concerns for their first year at UBC were: being able to maintain a high enough GPA (68% selecting very concerned or concerned), being overwhelmed with all the things they are expected to do in their first semester (57% chose very concerned or concerned), and being able to balance academic and social activities (51% picked very concerned or concerned). The largest proportion of respondents chose not concerned or a little concerned to reflect their level of concern for their personal safety in and around campus (66%); their personal safety in and around the city of Kelowna (65%); and the reception areas, exam rooms and offices being adequate and accessible (65%). These mark the items domestic respondents were least concerned about.



Figure 37a: First year concerns (domestic)



International respondents most frequently chose very concerned or concerned to reflect their worries about getting into their first choice of major (69%); getting along with their roommate(s), housemate(s), or family members (69%); and being able to make friends (67%). They were least concerned about accessibility. Specifically, not at all concerned or a little concerned were selected by 41% for the accessibility of UBC's Okanagan Campus, 45% for the physical accessibility of the campus, and 44% for the physical accessibility of buildings.



Figure 37b: First year concerns (international)



Anticipated Academic Support Needs

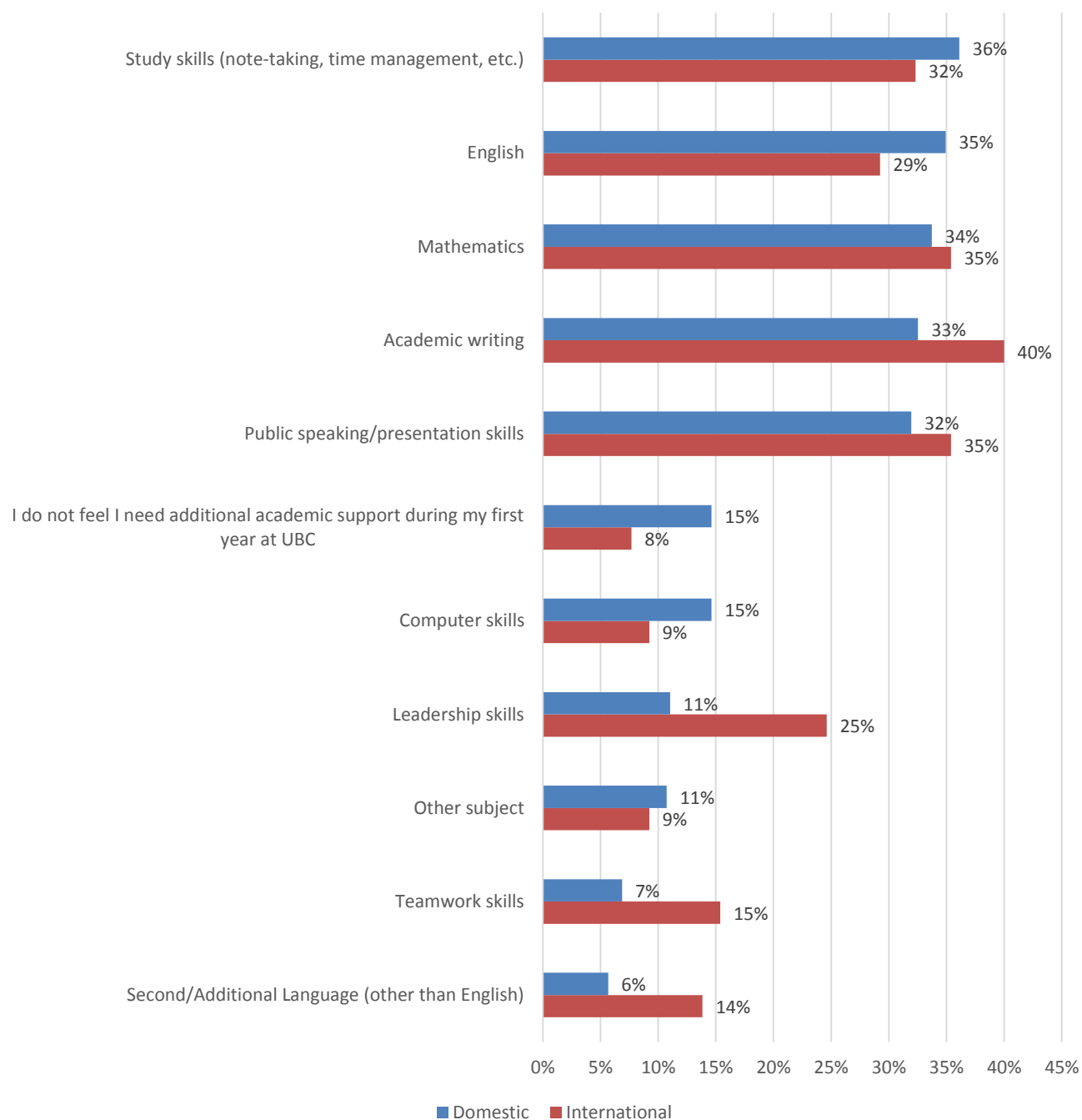
Students were asked about the subjects for which they felt they might need academic support. Respondents most often anticipated that they may require extra support in public speaking/presentation skills (32% domestic, 35% international), study skills (36% domestic, 32% international), academic writing (33% domestic, 40% international), mathematics (34% domestic, 35% international), and English (35% domestic, 29% international).



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Figure 38: Academic support needs



HEALTH AND STRESS

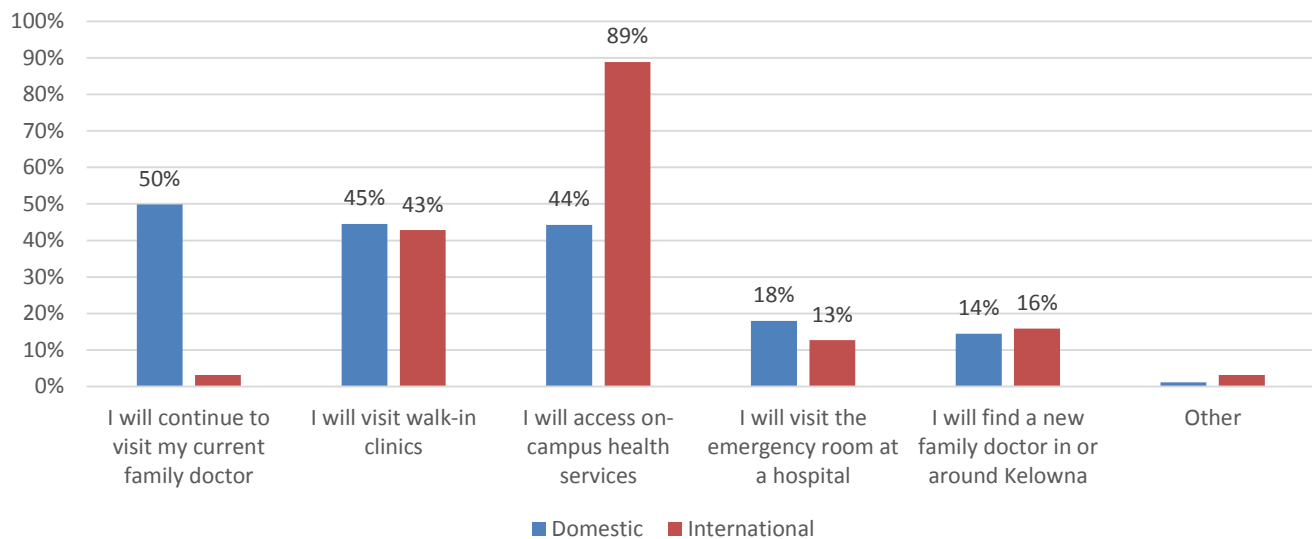
General Health

The majority of respondents rated their health as good, very good, or excellent. In particular, 28% of domestic and 22% of international respondents rated their health as excellent, 42% of domestic and 44% of international student respondents selected very good, and 23% of domestic and 27% of international respondents chose good.

Health Care

Most domestic student respondents planned to use walk-in clinics (45%), visit their current family doctor (50%), and/or access on campus services (44%) when in need of health care services. International student respondents cited that they would use on campus health services most often (89%). Another 43% said they would visit walk in clinics.

Figure 39: Expected access to health care services



Health and Other Issues Affecting Academic Performance

Among domestic and international respondents, anxiety was the most common issue experienced. In particular, 18% of domestic and 20% of international respondents said anxiety caused them to receive a lower grade on an exam or important project. As well, 10% of domestic and 9% of international respondents received an "incomplete" or dropped a course, and 7% of domestic and 3% of international respondents experienced a significant disruption in their studies due to anxiety. Sleep difficulties and relationship difficulties/stress were also indicated fairly often.



Figure 40a: Issues affecting academic performance (domestic)

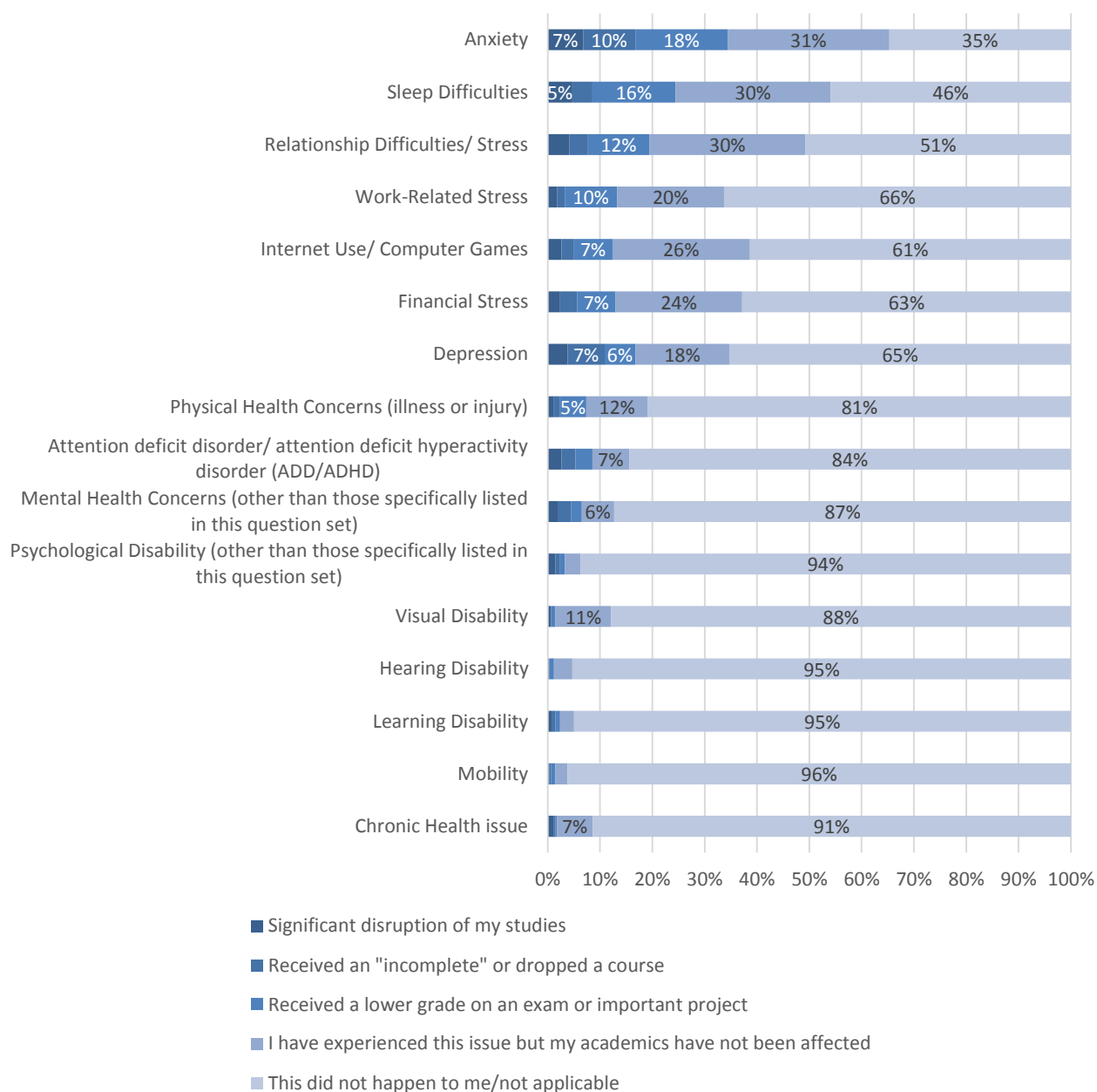
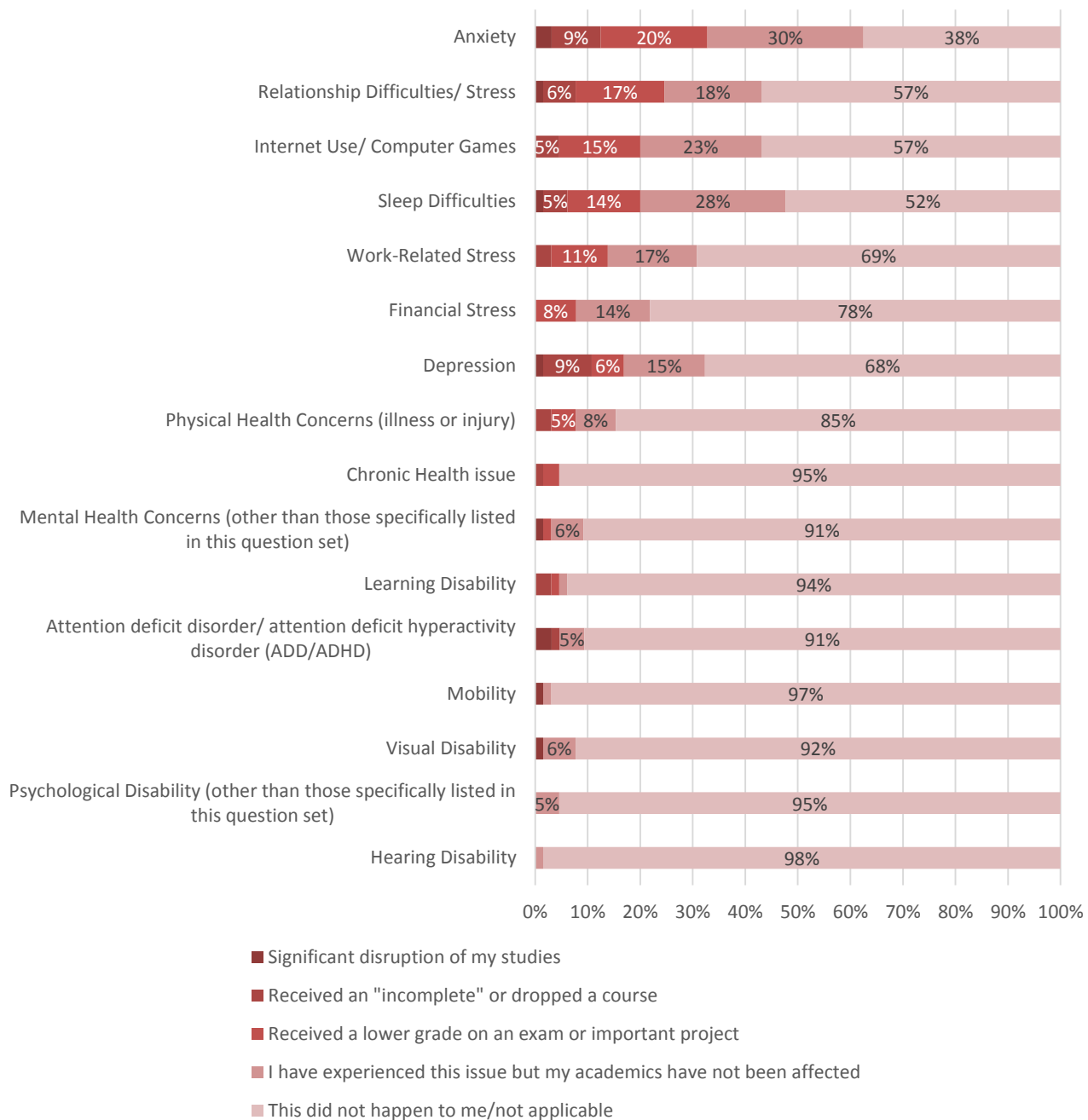


Figure 40b: Issues affecting academic performance (international)



Disabilities and Medical Conditions

Sixty six percent of domestic and 81% of international respondents indicated that they do not have a disability or medical condition. Mental health issues (8%), vision impairments (6%), and neurological learning disabilities (6%) were the most commonly cited disabilities and medical conditions by domestic respondents. Vision impairments (11%) and other conditions (4%) were the most frequently noted for international respondents.

Among those who identified that they had a disability or ongoing medical condition, the majority (79% domestic (n=48), 80% international (n=8)) had not requested an accommodation for their disability or condition.



INVOLVEMENT IN HIGH SCHOOL AND AT UBC

High School Involvement

During high school, domestic and international respondents were most often involved in sports/athletic teams, with 24% domestic and 26% of international respondents indicating they were always involved. International volunteering experience was the activity least participated in by domestic and international respondents (80% of domestic and 50% of international respondents were not involved).

Figure 41a: Involvement in high school activities (domestic)

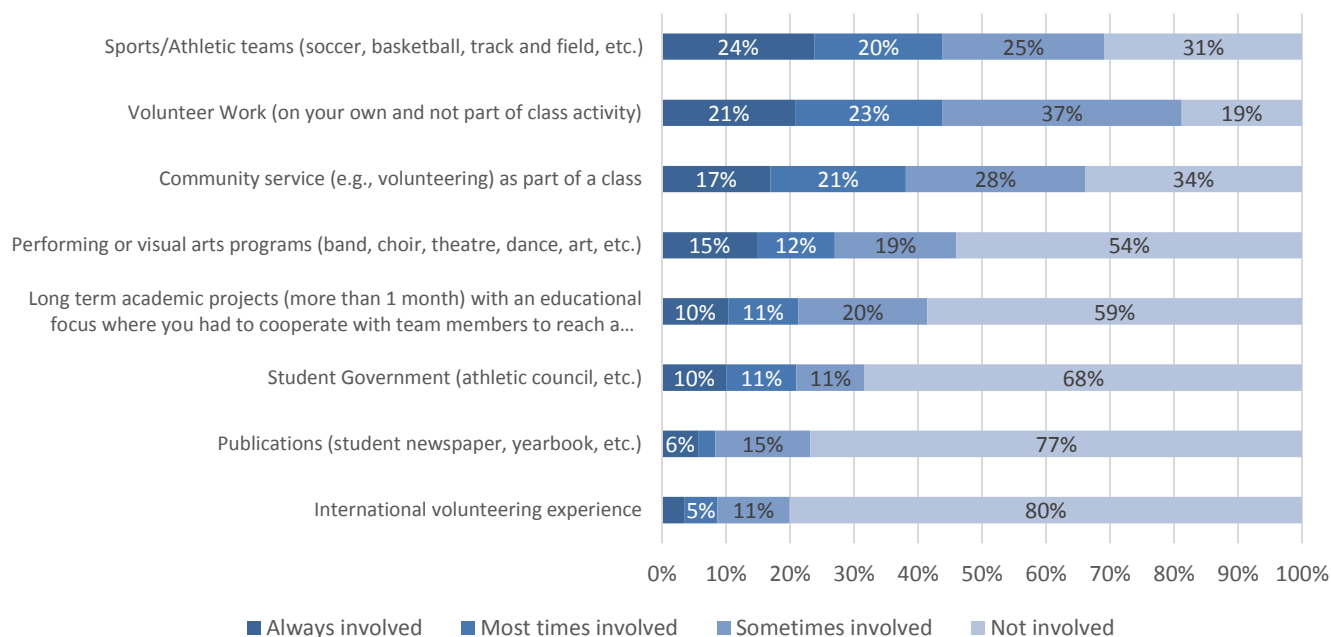
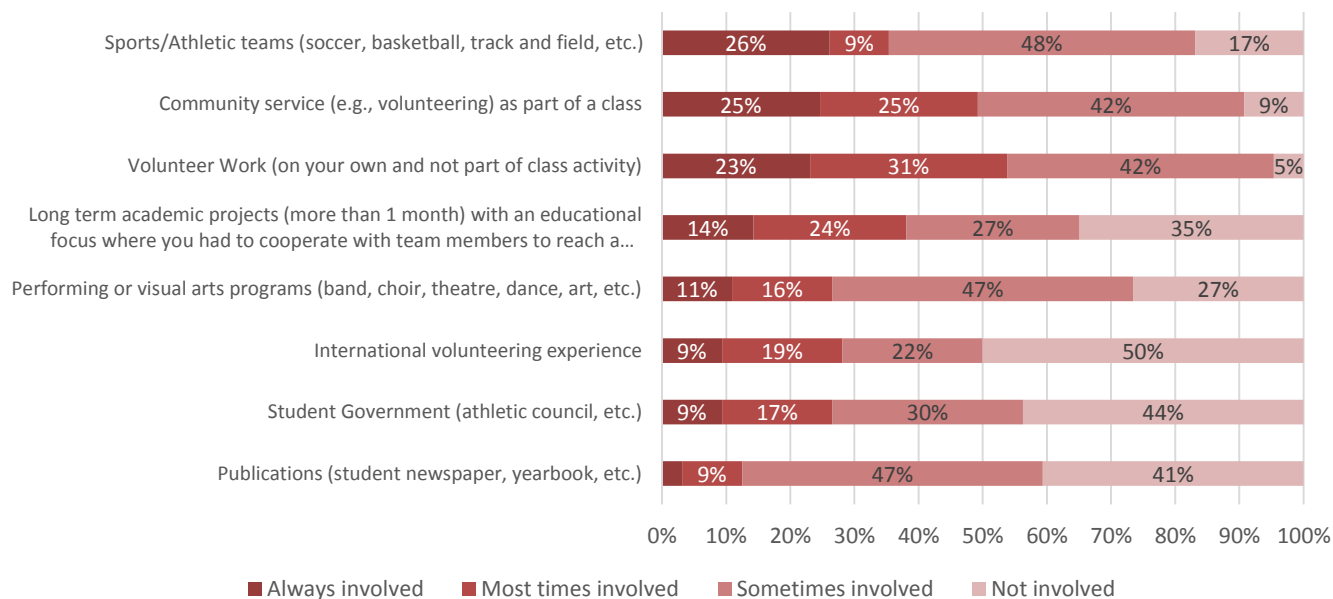


Figure 41b: Involvement in high school activities (international)



Peer Mentor Program

Most respondents had heard of UBC's Peer Mentor Program for new-to-UBC students (61% domestic, 74% international). Of those that had heard of the program, 74% of domestic and 82% of international respondents were planning to reply to their Peer Mentor's email to ask questions about the campus and city.

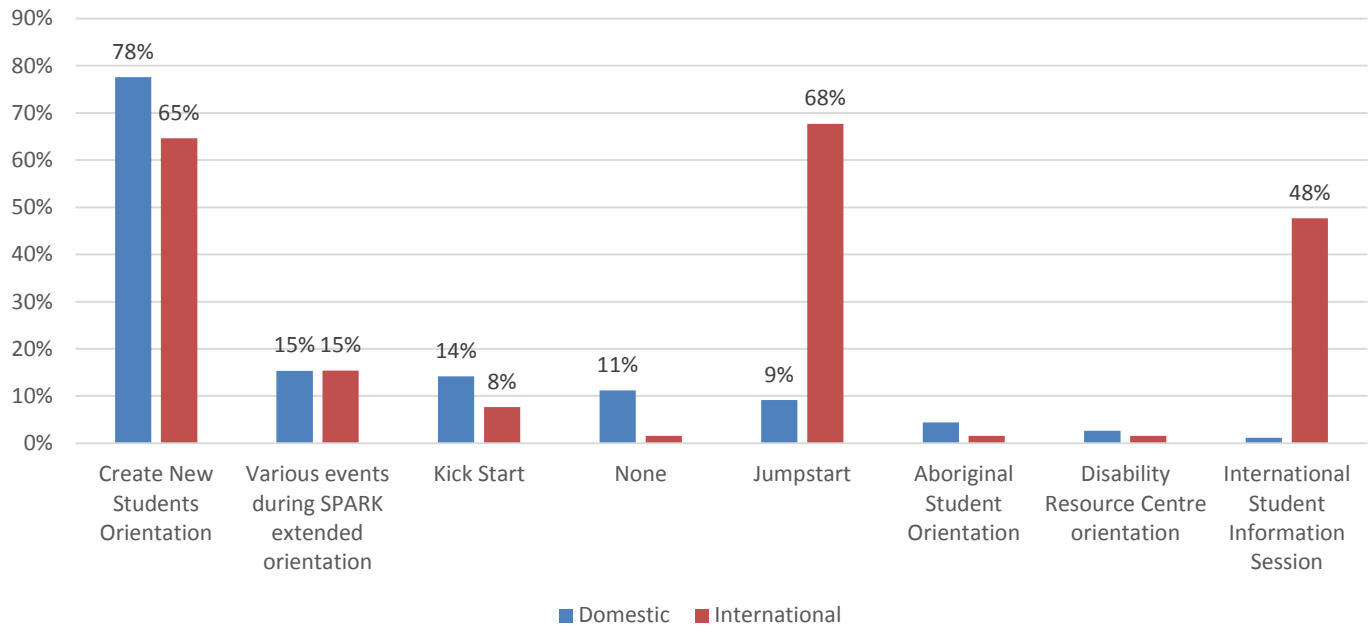
Destination UBC

Students who graduated high school in the lower mainland of BC, in BC outside of the lower mainland, or in Canada outside of BC were asked whether they participated in the Destination UBC travel reimbursement program for newly admitted students. Most cited they did not (69% domestic and 91% international). **Note that only 11 international respondents responded to this item.**

Orientations

Respondents were asked which orientation events they see themselves participating in. Over three quarters of domestic student respondents said they see themselves participating in the Create New Students Orientation. International respondents cited the Create New Students Orientation (65%), Jumpstart (68%), and the International Student Information Session (48%) as the events they'd be most likely to partake in.

Figure 42: Orientation events



Recreation

Most student respondents were aware of the opportunities for recreation/fitness/athletics on UBC Okanagan's campus (67% of domestic and 77% of international respondents said they were aware). Over half of respondents (61% domestic, 57% international) said they valued such opportunities to a great extent, while 36% of domestic and 43% of international respondents did so to some extent.



ATTENDING UBC

Selecting a Major and Graduation

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

Sixty two percent of domestic and 54% of international respondents intended to graduate from UBC's Okanagan campus. Those who did not intend to graduate or were uncertain they would graduate from UBC Okanagan were asked if they had plans to transfer to another university or college. Fifty one percent of domestic and 52% 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 university respondents planned to transfer to.

Average Grades

Most domestic respondents (58%) expected to achieve an average grade range of B-/B/B+ during their first year, while two-thirds of international respondents anticipated to obtain an A-/A/A+ grade range. Nearly all respondents were confident to some extent (completely, very, or slightly confident) in their ability to achieve this overall average (90% domestic, 91% international).

Course Registration

Eighty percent of domestic and 79% of international respondents were able to get into all the courses they wanted for the upcoming winter session (September 2015 to April 2016). ***Note that there were only 14 international respondents who were unable to get into at least one course. Thus, caution is urged when interpreting the results for course registration among international respondents.***

Among students who were unable to get into at least one class, 62% of domestic and 31% of international respondents stated it was a required course.

The most commonly selected response for why student respondents were unable to get into a desired course was that all the sections were full, while the second most commonly reported reason was that the available sections would not fit into their timetable.

Overall, the most frequently indicated discipline of courses for which respondents said they were unable to enroll in was English (selected by 48% (n=30/63) of domestic and 7% (n=1/14) of international respondents who could not get into at least 1 course), while the course number 112 (i.e. ENGL 112) was the most frequently cited. Note that the course and number were reported separately, but when combining the answers, ENGL 112 was the most commonly cited single course.

Other frequently selected disciplines among student respondents who were not able to enroll in a class included biology (16% domestic, 7% international), mathematics (16% domestic, 50% international), management (6% domestic, 14% international), and physics (14% domestic, 14% international).

Overall Satisfaction with UBC Experience

Respondents were asked how satisfied they were with their overall experience with UBC to date. The majority of respondents stated that they were very satisfied or satisfied (85% domestic, 85% international).

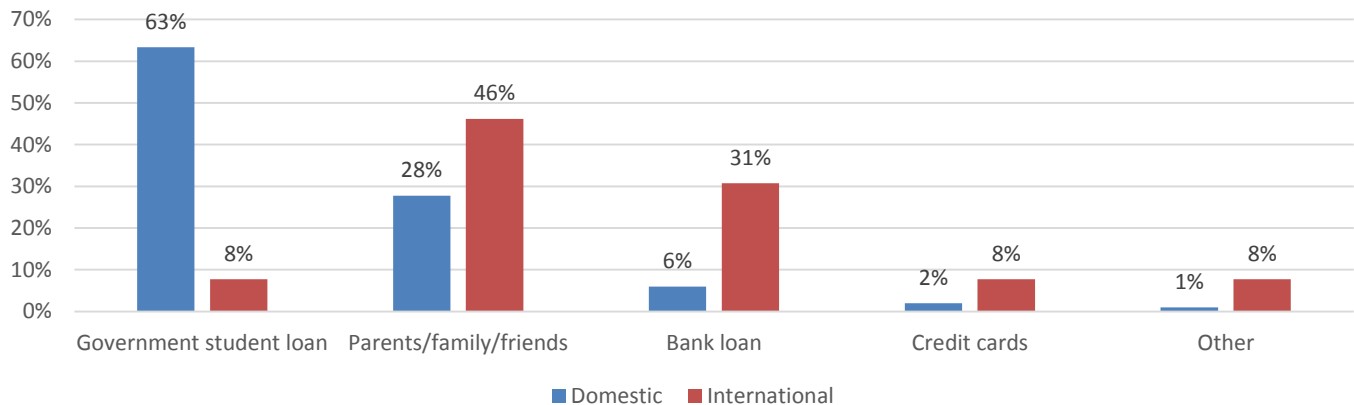
Financing Education

Twenty nine percent of domestic and 15% of international respondents said that they require a loan that they are expected to pay back to finance their first year at UBC.



Most domestic respondents indicated a government student loan as the source of their loan (63%). Forty six percent (n=6) of international respondents said their main source of a loan was their parents/family/friends. **Note the small number of international respondents (n=13) for this question.**

Figure 43: Major source of loan



Note: This graph is based on a small number of international respondents (n=13). Percentages should be interpreted with caution.

Overall, the average loan amount that respondents (*not separated by domestic and international due to a low number of international respondents replying to this item (n=6)*) said they would need to finance their first year at UBC was \$10,332.75. The range was \$2,000 to \$40,000, while both the median and mode amounts were \$10,000.

Among domestic and international respondents, the majority of funding for their first year of education at UBC was coming from family/friends, with 54% of domestic and 89% of international respondents selecting that their family/friends would finance 51% or more. Personal savings (14%) and government student loans (18%) were also cited by domestic students fairly often as a source of 51% or more of their total funding. Moreover, 14% of international respondents said that 51% or more of their total funding would come from credit cards.

Figure 44a: Funding sources for upcoming school year (domestic)

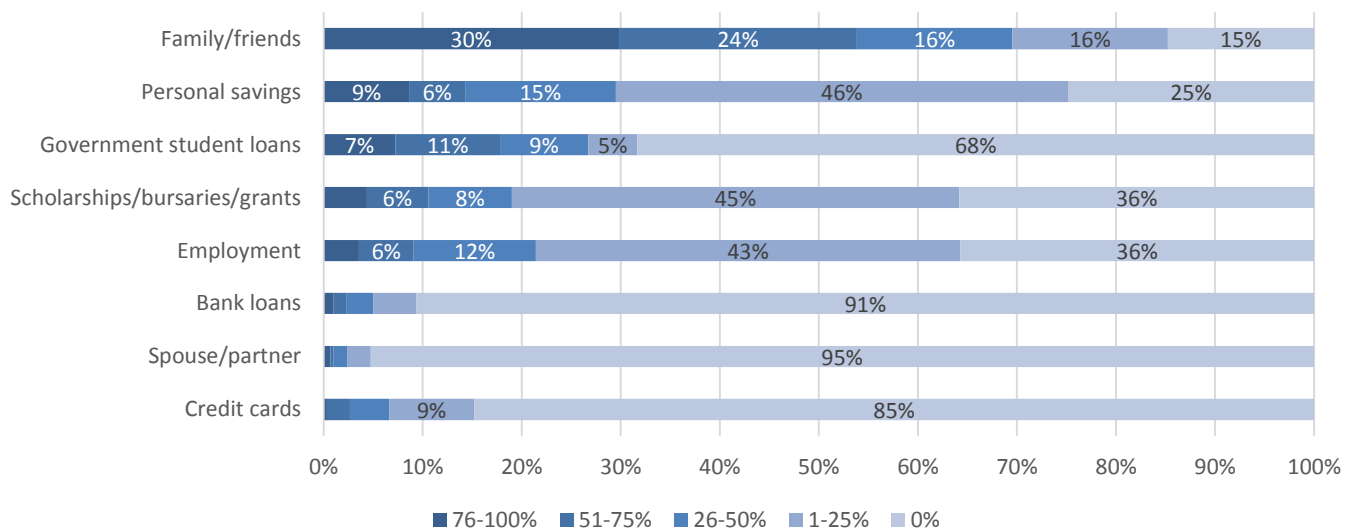
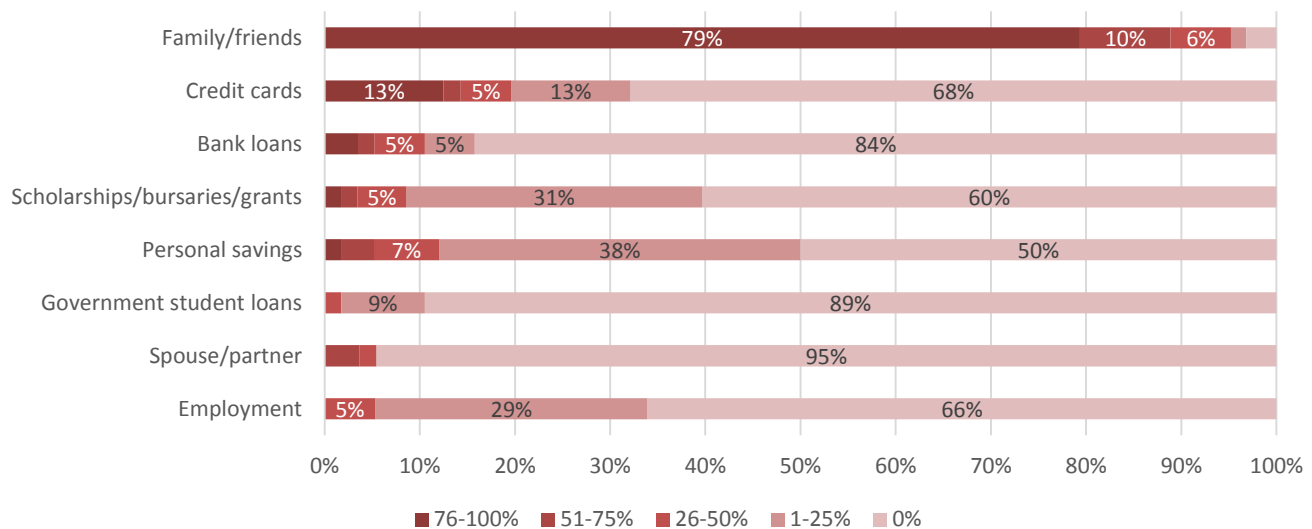
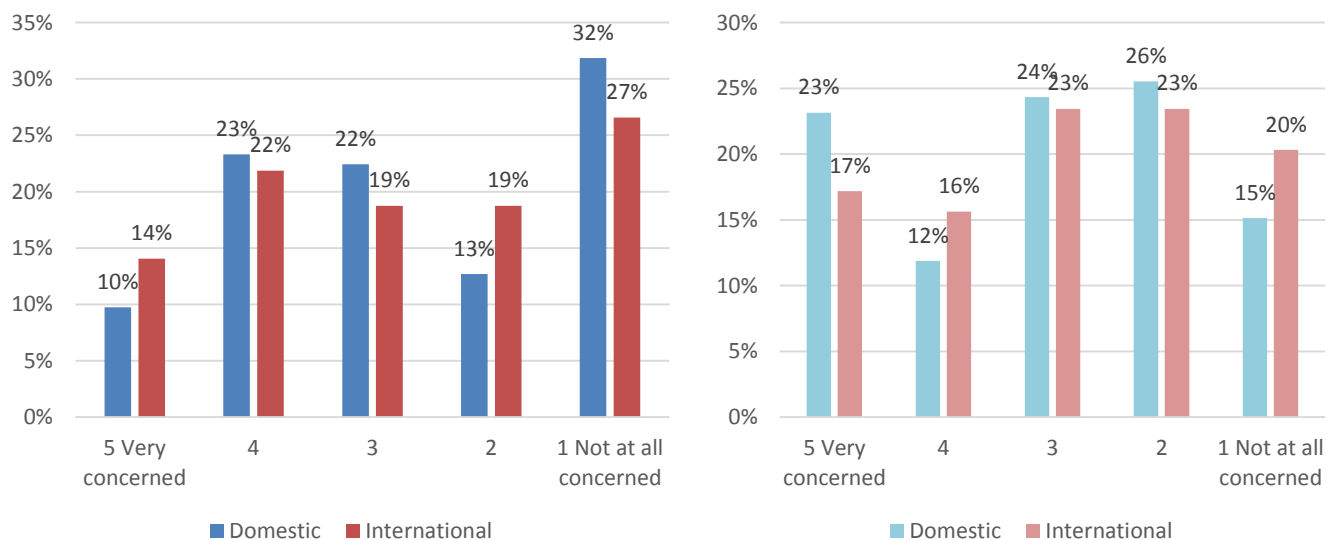


Figure 44b: Funding sources for upcoming school year (international)



About two-thirds of respondents rated their level of concern to fund their first year at UBC (67% domestic, 64% international) and their entire university education (65% domestic, 67% international) as a 3 or less on a scale of 1 to 5, with 5 being very concerned and 1 being not at all concerned.

Figure 45: Level of concern for financing first year (dark colors) and entire university education (light colors)



Nine percent of domestic and 34% of international respondents stated that they received an offer of scholarship or financial support from UBC. Of those respondents that received an offer of scholarship or financial support from UBC, 55% of domestic and 81% of international respondents said that they would have been able to attend UBC had they not received the scholarship or financial award. Another 32% of domestic respondents selected that they would have been able to attend, but it would have been financially difficult. Most respondents (74% domestic, 91% international) would have still chosen to attend UBC had they not been given the scholarship or financial award.

